

EDUDOC SERVICE SERIES

EDUDOC SERVICES: NEWSCLIPS

NEWSCLIPPINGS FROM DAILY NEWSPAPERS

November 2024

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

Preface

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

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as *edudoc services*. In this edition of "EDUDOC SERVICES: NEWSCLIPS", the LDD has delved into and presented a compilation of newspaper clippings published in reputed newspapers related to education during November 2024.

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

(Dr.Akash)
Head, LDD
NCERT, New Delhi

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Delhi education department bans use of non-NCERT, SCERT textbooks in schools

Story by Pankaj Jain • 3mo • 1 min read



Delhi education department bans use of non-NCERT, SCERT textbooks in schools

The Delhi Education Department has issued a strict directive to all recognised private schools, prohibiting textbooks for elementary classes that are not prescribed by the National Council of Educational Research and Training (NCERT) or the State Council of Educational Research and Training (SCERT). This mandate ensures compliance with the Right to Education (RTE) Act

As per the directives, schools mandating students to study textbooks not included in the prescribed list of NCERT or SCERT will be in violation of the RTE Act.

The directive underscores that no child should face discrimination, harassment, or neglect for using books approved by the academic authorities. Violating these guidelines, which causes 'mental or physical suffering' to students, could invoke the provisions of the Juvenile Justice Act 2015.

The education department has instructed schools to prominently display these directions on their websites and noticeboards. Additionally, schools must circulate copies of the directive among parents to ensure widespread awareness.

Heads of schools are further directed to disseminate this information to all students, parents, and members of the school's managing committee, reinforcing the commitment to a uniform educational standard and the well-being of students.

READ | [School donates notebooks, other educational items to underprivileged kids in Latur](#)

More for You

स्कूलों में शोध और इनोवेशन के फूटने लगे अंकुर

जागरण ब्यूरो, नई दिल्ली : स्कूलों में पढ़ने वाले बच्चे भी अब शोध और इनोवेशन के सपने देख रहे हैं। नई राष्ट्रीय शिक्षा नीति (एनईपी) के बाद स्कूली स्तर पर यह संभव होते दिख रहा है। बच्चों को स्कूली स्तर से शोध व इनोवेशन से जोड़ने पर जोर दिया गया है ताकि देश में इसे लेकर बेहतर माहौल बन सके। इसे साकार करने के लिए देशभर में प्रयास (प्रमोशन आफ रिसर्च एट्टीट्यूड एमंग यंग एंड एम्पायरिंग स्टूडेंट) कार्यक्रम की शुरुआत की गई है। इसके तहत स्कूली स्तर पर बड़ी

अंतरिक्ष में खोज से लेकर इलेक्ट्रिक वाहनों की फास्ट चार्जिंग जैसे प्रोजेक्ट शामिल

छात्रों ने जिन शोध व इनोवेशन से जुड़े प्रोजेक्ट को इस साल शार्टलिस्ट किया गया है, उनमें अंतरिक्ष से जुड़े शोध से लेकर इलेक्ट्रिक वाहनों की फास्ट चार्जिंग जुड़े प्रोजेक्ट शामिल हैं। इसके साथ ही वायु प्रदूषण, जल प्रदूषण, बाढ़ जैसे आम जनजीवन से जुड़ी समस्याओं से निपटने के लिए भी बड़ी संख्या में छात्रों ने प्रोजेक्ट पेश किए हैं।

संख्या में छात्र शोध व इनोवेशन के साथ आगे आ रहे हैं। इस साल भी स्कूली छात्रों के 400 से अधिक



हैं। इस दौरान जिन छात्रों के प्रोजेक्ट मानकों पर खरे उतरते हैं, उन्हें आगे के शोध कार्य के लिए 50 हजार रुपये की मदद दी जाती है। इसमें से 10 हजार रुपए छात्र के होते हैं। दो छात्रों ने मिलकर प्रोजेक्ट दिया है तो प्रत्येक को पांच-पांच हजार रुपए मिलेंगे। वहीं 20 हजार रुपए स्कूल के होते हैं, जो छात्रों को शोध के प्रेरित कर मदद करते हैं। बाकी के 20 हजार उच्च शिक्षण संस्थान के होते हैं, जहां छात्र आगे का शोध कार्य करता है। प्रोजेक्टों का चयन आइआईटी की मदद के लिए होता है।

प्रोजेक्ट मानकों पर खरे उतरे हैं। प्रोजेक्ट के तहत स्कूलों में नौवीं से 12वीं तक के छात्र हिस्सा ले सकते

Implement guidelines for safety and security of students: DoE to schools

To foster a safer environment for students across Delhi

AIMAN FATIMA

NEW DELHI: In a significant move aimed at enhancing student safety, the Delhi Directorate of Education (DoE) has mandated all schools in the Capital to adopt comprehensive safety and security measures for children. This directive comes in the wake of guidelines developed by the National Commission for Protection of Child Rights (NCPCR), emphasising the responsibility of school management in safeguarding students.

According to a circular released by the DoE, all heads of government, government-aided, and private schools are required to implement necessary actions outlined in the NCPCR's guidelines. The circular states, "All the heads of government, government-aided and private schools are directed to take the necessary steps as elaborated in the guidelines."

This initiative aligns with the Ministry of Education's broader framework, which

HIGHLIGHTS

» This directive comes in the wake of guidelines developed by the National Commission for Protection of Child Rights (NCPCR), emphasising the responsibility of school management in safeguarding students

» According to a circular released by the DoE, all heads of government, government-aided, and private schools are required to implement necessary actions outlined in the NCPCR's guidelines

includes the 'Guidelines on School Safety and Security 2021.' These guidelines were formulated to comply with directives from the Supreme Court and the National Education Policy, 2020, further underscoring the com-

» This initiative aligns with the Ministry of Education's broader framework, which includes the 'Guidelines on School Safety and Security 2021'

» Schools are required to adhere to a checklist provided in the NCPCR manual, which serves as a crucial tool for evaluating safety measures in educational settings

» This checklist covers various aspects of security, including emergency protocols and infrastructure safety

mitment to student welfare.

The DoE has instructed school administrators to ensure their institutions are adequately prepared for safety inspections. Schools are required to adhere to a checklist provided in the NCPCR manual, which serves

as a crucial tool for evaluating safety measures in educational settings. This checklist covers various aspects of security, including emergency protocols and infrastructure safety.

Furthermore, school leaders have been urged to familiarise themselves with the guidelines issued by the National Disaster Management Authority (NDMA) concerning hostels associated with educational institutions. This ensures that not only day schools but also residential facilities are equipped with the necessary safety frameworks.

The implementation of these guidelines is expected to foster a safer environment for students across Delhi, addressing concerns related to their protection in educational settings. By prioritising safety, the DoE aims to build a robust framework that supports the well-being of children, ensuring that schools are not just places of learning but also safe havens for students.

The Pioneer, 2 November 2024, Page No- 7

Reforming India's education system for job market alignment

With comprehensive planning, a revitalised education system could become the catalyst for national prosperity and social stability

In today's industrialised economy, formal education has become the backbone of personal and national development. Originally introduced around 1830 by Lord Macaulay, formal education gained momentum post-independence, facilitating India's shift from an agrarian to an industrialized economy. However, as the job market has evolved, a concerning mismatch has emerged between the skills provided by the education system and the needs of the workforce. This disparity has led to high unemployment rates, particularly among educated youth, while certain sectors experience a shortage of skilled labor. Thus, India's education policy requires significant reform to better align with employment needs and sup-



R.P. GUPTA

port the country's development goals. Human capital is undoubtedly the most valuable resource for a nation's growth and development. However, to leverage this asset, it must be channeled appropriately into the economy. Failure to do so could lead to an increase in poverty rates and potential social unrest. For meaningful employment and economic improvement, the workforce

must be equipped with skills relevant to market demands. By bridging the gap between education and employment, India can reduce unemployment, enhance income levels, and improve overall economic efficiency. According to a survey by the Centre for Monitoring Indian Economy (CMIE), in the third quarter of fiscal year 2022-23, only 12% of job-holders were graduates. The majority, 40%, had completed only high school (10th grade), 28% had not completed high school, and the remaining 20% had education levels below the 5th grade. Surprisingly, the unemployment rate among graduates was 17.2%, compared to 10.2% for high school graduates and 1.6% for those with lower education levels. This

data reveals that India's education policy is misaligned with its employment demands, underscoring the urgent need for change. The first step in this reform should involve conducting a comprehensive survey to assess current and future labor demands across various sectors. Such a survey would help young people make informed decisions about their education and career paths. Using this data, policymakers could create a dynamic, responsive education system that evolves with changing market needs. Firstly, completing basic education, up to matriculation, should be universally encouraged. Financial assistance programs could be provided for those in need. Physical activities, like yoga



and sports, should be made compulsory to promote physical health. Ancient teachings on humanity, ethics, and nationalism could also be incorporated to build a responsible, compassionate society. After completing matriculation, students should have access to short, specialized courses (2-4 years) in fields such as engineering, nursing, and hospitality management.

This model could be expanded to cover a broader range of fields based on market demand. These courses should blend formal education with vocational training, with course duration varying according to job requirements. For students pursuing higher education, curricula should be adapted to reflect the skills demanded by the job market, and mandatory internships should be introduced to provide hands-on experience. Developing soft skills, like communication and problem-solving, is also essential. With India's growing population, opening new educational institutions, supported by both public and private sectors, is necessary to meet increasing demand. Research and innovation are

crucial for a nation's future. India must support a select group of students pursuing research to meet the country's long-term needs. However, given the limited market for research roles domestically, many scholars are compelled to seek opportunities abroad. Governments, both central and state, should invest in research institutions, providing more funding to retain skilled researchers and encouraging innovation within India. Self-employment accounts for nearly 50% of India's workforce, with a large portion comprising farmers and small business owners. However, these individuals often earn less than those in salaried positions and may have entered self-employment due to a lack of alternative oppor-

tunities. Beyond the industrial sector, there is a significant demand for skilled and semi-skilled workers, including drivers, electricians, masons, cooks, and security guards, among others. Many self-employed individuals, like craftsmen and repair technicians, have learned their trades informally, often without pay. Vocational training combined with formal education could significantly enhance their earning potential. For example, an educated driver with certification in vehicle maintenance and traffic regulations would have better job prospects and could command higher wages. (The writer is an author and writes on education; views are personal)

School Education Board to Introduce Step-Wise Marking in 2025 Annual Examinations

By **Rahul Bhandari** - November 2, 2024

The Himachal Pradesh Board of School Education has announced a major change in its evaluation system for the annual examinations scheduled for March 2025. The Board will implement step-wise marking, a new grading approach designed to enhance fairness in assessing students' performance, particularly in essay and application writing.

Under this system, essays will be evaluated based on five distinct components: introduction, reasons for persuasion, message, suggestions, and conclusion. Students will receive two marks for each of these points, allowing them to earn marks even if they do not complete the entire essay. Similarly, application writing will follow a structured evaluation, with marks assigned for correct salutation, praise, and conclusion. Students will earn one and a half marks for both the salutation and ending, while the praise section will be worth three marks.

Dr. Major Vishal Sharma, Secretary of the Board of School Education, highlighted that teachers responsible for marking the answer sheets have undergone training to ensure consistent and accurate application of the new grading scheme. This step-wise approach will allow students to secure partial marks by addressing individual parts of questions, even if they cannot provide a complete answer.

The introduction of this marking system is expected to benefit students by providing a more structured way to demonstrate their knowledge. Those who struggle with writing full answers can still accumulate marks through this method. Additionally, the pattern of question papers will be altered to accommodate the new marking criteria, ensuring alignment with the step-wise evaluation system.

This change reflects the School Education Board's ongoing efforts to improve the quality of assessments and create a more equitable system for students across Himachal Pradesh.

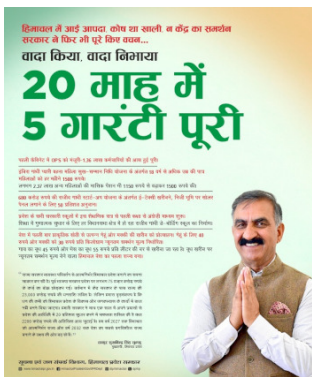


Rahul Bhandari

<https://thenewshimachal.com/>

Boasting a rich and dynamic career of over 17 years in journalism, I proudly serve as the Founder, Promoter, and Editor of TheNewsHimachal. Beyond the mere statistics of my extensive coverage, my commitment lies in crafting insightful narratives that traverse the intricate landscapes of politics, socio-economics, education, and grassroots issues. TheNewsHimachal, under my editorial guidance, stands as a beacon of impactful journalism, contributing to informed discussions and catalyzing positive change. My journey encapsulates not just a number but a legacy of shaping meaningful stories that resonate deeply within and beyond the borders of Himachal Pradesh.

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Latest Posts

Delhi, Goa top list on loos for schoolgirls, SC told

Dhananjay.Mahapatra@timesofindia.com

New Delhi: More than 12 years after Supreme Court mandated separate toilets for girl students in schools across India, only Goa, Delhi, Chandigarh and Puducherry are in full compliance of the order while the north-eastern states and Jammu & Kashmir lag the national average of 98% in schools implementing the order.

SC for the first time in 2011, again in 2012 and 2014 and periodically thereafter has pushed states and Union territories to provide separate toilets for girls on the belief that such a facility in schools encourages girls to attend schools. Later, it had on a PIL filed by Jaya Thakur sought a status report on availability of toilet facilities in schools and on providing sanitary pads to adolescent schoolgirls.

In an affidavit, Union govt has informed SC that across India, 97.5% of schools—govt, govt-aided and private—have provided separate toilets for girls, with Delhi, Goa, Chandigarh and Puducherry achieving cent per cent implementation of the SC orders.

It said while West Bengal provided separate toilet for girls in 99.9% schools, the figures for other states are—Uttar Pradesh 98.8%, Tamil Nadu 99.7%, Sikkim 99.5%, Kerala 99.6%, Gujarat, Chhattisgarh and Punjab 99.6% each, Karnataka 98.7%, Madhya Pradesh 98.6%, Maharashtra 97.8%, Rajasthan 98%, Bihar 98.5% and Odisha 96.1%.

North-eastern states lagged behind the national average. Meghalaya has provided separate toilets for girls in 81.8% schools, Manipur in

More than 12 years after SC mandated separate toilets for girls in schools, northeastern states and Jammu & Kashmir lag the national average of 98%, the Centre told the apex court. In over 10 lakh govt schools, 16 lakh toilets for boys and 17.5 lakh toilets for girls have been made available

87% schools, Assam 88.5% Tripura 91.5%, Nagaland 90.6%, Mizoram 93%, and Arunachal Pradesh 91.4% schools. Jammu & Kashmir has provided separate toilets for girls in 89.2% of its schools.

Centre said under the Samagra Shiksha scheme, launched in 2018, in over 10 lakh govt schools, 16 lakh toilets for boys and 17.5 lakh toilets for girls have been made available. In 82,400 govt-aided schools, there are 2.5 lakh toilets for boys and 2.9 lakh toilets for girls.

On the implementation of the Nov 2023 order directing provisioning of sanitary pads for adolescent schoolgirls, Centre said of the 35 states and UTs, 19 are providing it free of cost, nine are providing it at a subsidised rate (Assam, Himachal Pradesh, J&K, Kerala, Maharashtra, Manipur, Nagaland, Uttarakhand and West Bengal), six are adopting a mix of the free and subsidised schemes, while Bihar and MP are transferring the money directly to the bank account of beneficiaries.

तोलम्हा



शकुंतला देवी
गणितज्ञ प्रतिभा

गणित के दम पर वह लांघती रही दुनिया



एक दिन ताश की गड़ड़ी हाथों में लेकर वह करतब दिखा रहे थे और तीन साल की बेटी करतब को महज आंखों से नहीं, दिमाग से देख रही थी। पिता ने कोशिश की कि बेटी चकमा खा जाए, तो करतब सफल हो जाए, पर हर करतब का तोड़ बेटी के पास था।

यह संभावनाओं से सरबोर संसार कभी किसी को उदास नहीं कर सकता। होनी कब अनहोनी हो जाए और अनहोनी कब होनी में बदल जाए, कोई नहीं जानता। ईश्वर ने जो शरीर हमें दिया है, जो मन-मस्तिष्क दिया है, उसके सामने कुछ भी असंभव नहीं। हालांकि, सामान्य जीवन में कदम-कदम पर कोई न कोई असंभव हमसे इसलिए भी टकराता है, क्योंकि हम कई चीजों से अनजान रहते हैं। जैसे वह पिता अनजान थे, जो सर्कस में काम करते थे। किसी तरह से पैसे जुटाकर गुजारा करते थे। वह इस कोशिश में रहते थे कि बच्चे कुछ ऐसे करतब सीख लें, ताकि वे भी कुछ कमा सकें। कमाई का एक ही माध्यम था- करतब।

एक दिन ताश की गड़ड़ी हाथों में लेकर वह करतब दिखा रहे थे और तीन साल की बेटी करतब को महज आंखों से नहीं, दिमाग से देख रही थी। पिता ने कोशिश की कि बेटी चकमा खा जाए, तो करतब सफल हो जाए, पर हर करतब का तोड़ बेटी के पास था। कौतूहल से भरे पिता सवाल पूछते चले गए, पर करिश्मा यह था कि बेटी ने मानो अपने दिमाग से ताश की पूरी गड़ड़ी पढ़ ली थी। पिता अभी अगला करतब सोचते ही थे कि बेटी उस करतब की हकीकत जान लेती थी। पिता को लगा, लड़की शायद चमत्कार दिखा रही है, पर कुछ ही देर में एहसास हो गया कि बेटी की स्मृति शक्ति लाजवाब है। स्मृति शक्ति रटत आधारित नहीं, बल्कि शुद्ध गणितीय है। वह तुक्के में नहीं, बल्कि शुद्ध संख्या में सांस ले रही है, पर ऐसा कैसे?

पिता को विश्वास न हुआ, वह सवाल-दर-सवाल करते गए और बेटी के लिए कोई सवाल कठिन न था। वह अपना सवाल पूरा करते थे, तब तक बेटी जवाब तैयार कर लेती थी। बेटी की परीक्षा लेने के क्रम में पिता को कठिन गुणा, भाग और वर्गमूल निकालना भी सीखना पड़ा। घर के सभी लोग अर्चभित थे कि परिवार को ऐसी प्रतिभा वरदान स्वरूप मिली है।

यह बेटी जल्दी ही पिता के लिए कमाई का जरिया बन गई। पिता ने सर्कस का काम छोड़ दिया और बेटी को लेकर जगह-जगह गणित के खेल दिखाने लगे। बेटी ने घर का पूरा खर्च संभाल लिया। वह हठी थी और भला क्यों न हो हठी? पिता की ज्यादाती के खिलाफ लड़ लेती थी। खैर, ऐसा माना गया कि बेटी कुछ बड़ी होगी, तो उसकी प्रतिभा सामान्य स्तर पर आ जाएगी, पर जब वह छह वर्ष की हुई, तो मैसूर विश्वविद्यालय के गणित

विद्वानों से उसका सामना हुआ। विद्वानों ने सर्वसम्मति से माना कि यह बच्ची शकुंतला एक अनुपम गणितीय प्रतिभा हैं। लोग भी चर्चा करने लगे कि अब तो विश्वविद्यालय ने भी मान लिया कि यह कोई जादू नहीं, असली गणित का कमाल है। स्कूलों, कॉलेजों में भी शकुंतला की मांग बहुत बढ़ गई। हालांकि, दुखद पहलू यह था कि उनकी कमाई से घर चल रहा था, पर उनकी स्कूल फीस के दो रुपये न होने की वजह से पढ़ाई रुक गई। पिता ने फरमान सुना दिया कि पढ़ने की कोई जरूरत नहीं है।

महज 15 की उम्र में शकुंतला को लंदन जाने का मौका मिला। अंग्रेजों ने उन पर सहज विश्वास नहीं किया। रोज उन्हें परीक्षा से गुजरना पड़ता था। बार-बार मिली कामयाबी ने ही शकुंतला को मानव कंप्यूटर नाम से नवाज दिया। वह कंप्यूटर से भी ज्यादा तेज गति से हिसाब लगाती। इतना ही नहीं, उन्होंने कंप्यूटर की गलती पकड़कर भी सबको चौंका दिया।

तेज बुद्धि की इस स्वामिनी ने अपनी प्रतिभा से ही अपने लिए स्वतंत्रता हासिल की। पिता और परिवार को केवल पैसे देते रहने का नाता रह गया। अपने दम पर वह स्वदेश लौटीं और यहां अपने लिए एक आईएएस दूल्हा चुना। घर-परिवार बसाया, पर उनके दिलो-दिमाग में तो गणित के बड़े बगीचे बनते-संवर्ते रहते थे और वह लोगों को दिखाने को बेताब हो जाती थीं। घर उन्हें न घेर सका। संख्याओं को साथ लिए वह पूरी दुनिया लांघती रहीं। हर मोड़ पर उन्हें परीक्षाओं से गुजारा गया और वह हंसते-खिलखिलाते सारी बाधाएं पार करती गईं। जो उनसे सीखना चाहता था, वह उसे सिखाने की कोशिश करती थीं। सवाल हल करने के तरीके बताती थीं। 4 नवंबर को जन्मी शकुंतला देवी (1929-2013) अक्सर कहती थीं कि 'यदि आप मांसपेशियों या शरीर के किसी हिस्से का उपयोग नहीं करते हैं, तो वह शिथिल हो जाता है। यही स्थिति दिमाग के साथ भी है, जितना अधिक आप इसका उपयोग करेंगे, यह उतना ही बेहतर होता जाएगा।'

आज जब दुनिया तेजी से कृत्रिम बुद्धिमत्ता की ओर बढ़ रही है, तब शकुंतला देवी को बार-बार याद किया जाने लगा है। वह कहती थीं, 'मानव स्मृति केवल मस्तिष्क में मौजूद सूचनाओं का भंडार नहीं है। यह इससे कहीं अधिक है और कुछ ऐसा कर सकती है, जो एक मशीन कभी नहीं कर सकती।'

प्रस्तुति : ज्ञानेश उपाध्याय

Orissa HC upholds merger of schools with low enrolments

Satyasundar Barik
BHUBANESWAR

The Orissa High Court has upheld the Rationalisation and Consolidation of School Policy under which schools with low enrolments were merged with nearby ones to improve pupil-teacher ratio (PTR) and better utilisation of resources.

School management committees had approached the HC challenging the policy.

'No RTE violation'

A Division Bench of the Orissa HC, comprising Chief Justice Chakradhari Sharan Singh and Judge M.S. Raman, observed, "No substantive claim has been made by any petitioner indicating violation of fundamental right of any citizen under Article 21A of the Constitution or any provision under the RTE (Right To Education) Act or Odisha Right To Education Rules (ORTE)."

"The rationalisation policy cannot be held to be illegal merely on the ground that there is no such prescription under the RTE Act or ORTE Rules. The validity of such policy could be successfully challenged only when they were shown to be defeating the provisions of RTE Act or ORTE Rules and thereby

School and Mass Education Dept. in Odisha had come out with the policy of rationalisation of schools in 2018

Article 21A of the Constitution," the Bench elaborated.

The School and Mass Education Department of Odisha had come out with a policy of the rationalisation of schools in 2018. The policy postulates merger of schools which includes horizontal merger with same range of classes to form a single school, and upgradation of schools.

The objective was to make the schools aspirational with a larger peer group and adequate teachers per grade, improvement of PTR and teacher per grade ratio, better infrastructure facilities in consolidated schools, better academic environment with additional teaching learning material facilities, e-Learning and co-curricular facilities, vibrant parent community as enrolment increases and improvement in learning outcomes.

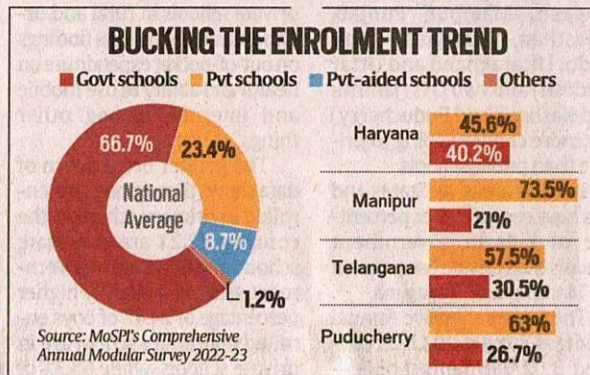
A Single Judge Bench of the Orissa HC had held the policy illegal in 2018. The court had then quashed the policy.

Private, not Govt, is primary school for children in Haryana, Manipur, Telangana

**PAGE 1
ANCHOR**

ABHINAYA HARIGOVIND
NEW DELHI, NOVEMBER 2

WHILE GOVERNMENT schools continue to enrol the majority of school-going children nationwide, the most recent data from the National Sample Survey Office (NSSO) on primary school enrolment reveals that three



states continue to buck this trend.

In Classes 1 to 5, Haryana, Manipur, Telangana, and Puducherry (Union Territory) have more children studying in private schools than in government ones, according to the Comprehensive Annual Modular Survey (CAMS) 2022-23, released last month.

This survey, the first of its kind, confirms findings of the 2021-22 UDISE survey (Unified District Information System for

CONTINUED ON PAGE 2

Private, not Govt, is primary school for children in Haryana, Manipur, Telangana

Education) from these three states.

According to the latest CAMS survey, the national average for children enrolled in private (or unaided) schools in primary classes is 23.4%, compared to 66.7% for government schools.

However, in Haryana, 45.6% of children are in private schools and 40.2% in government schools; in Telangana, 57.5% are in private schools and 30.5% in government schools. Manipur has the highest percentage of primary school children in private schools at 74%, compared to 21% in government schools (see chart).

There are also states where

an overwhelming majority attend government schools. West Bengal has seen the lowest percentage of kids in private schools (5%), followed by Tripura (6.2%), and Odisha (6.3%).

"The rise in private school enrolment is driven by both higher disposable incomes and growing parental aspirations," said Rukmini Banerjee, Chief Executive Officer of Pratham Education Foundation, which conducts the ASER (or Annual Status of Education Report) survey on learning outcomes every year. "While government schools often teach in regional languages, private schools are generally per-

ceived to teach primarily in English—though that may not always be accurate. Additionally, low-cost or budget private schools have proliferated nationwide."

Even as the national picture shows the scales tipped in favour of government schools in terms of enrollment, a breakdown of CAMS enrollment data in rural and urban areas reveals a different trend.

In urban areas, more primary school children are enrolled in private schools — 43.8% of children in primary classes attend private schools, compared to 36.5% in government schools.

Amongst states, in urban ar-

reas, at least half of the total states in the country (Andhra Pradesh, Haryana, Himachal Pradesh, Jharkhand, Karnataka, Madhya Pradesh, Manipur, Punjab, Rajasthan, Telangana, Tamil Nadu, Uttarakhand and Uttar Pradesh) and two UTs (Jammu and Kashmir and Puducherry) see more children going to private than public schools.

In rural areas, all States and UTs have seen a higher percentage of kids in government schools than private ones, except for Manipur and Telangana.

The Comprehensive Annual Modular Survey, 2022-23 covered 3,02,086 households --

1,73,096 in rural areas and 1,28,990 in urban areas. Apart from education indicators such as enrolment in public versus private schools in rural and urban areas, it also covers findings on out-of-pocket expenditure on health and ability to use mobile and internet, among other things.

The gender breakdown of data shows that among girls enrolled in primary school in the country, 22.2% are in private schools and 68.4% are in government schools. A slightly higher percentage of 24.4% of boys enrolled in primary school are in private schools, while 65.3% of

them are in government schools.

The percentage of 6- to 10-year olds enrolled in primary school in rural areas is higher than in urban ones. The percentage of 6- to 10-year-olds enrolled in primary classes in urban areas is 89.2%, while in rural areas this figure is a slightly higher 90.5%.

The percentage of 6- to 10-year-old girls enrolled in primary school in urban areas is 88.7%, against a higher figure of 90.3% in rural areas. For boys, the percentage of 6-10 year olds enrolled in primary school in urban areas is 89.6%, and in rural areas this is a marginally higher figure of 90.6%.

News / Education Today / News / Nagaland schools prepare for NEP 2020 launch in 2025, SLEC announces changes

Nagaland schools prepare for NEP 2020 launch in 2025, SLEC announces changes

Nagaland's SLEC has set the NEP 2020 implementation in motion for schools by 2025, aiming to reshape education statewide.

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Nagaland schools prepare for NEP 2020 launch in 2025, SLEC announces changes



India Today Education Desk

New Delhi, UPDATED: Nov 3, 2024 11:23 IST

In Short

- Nagaland to implement NEP 2020 in schools by 2025
- Adoption of 5'3'3'4 structure approved by SLEC
- Six middle schools upgraded to high schools

Nagaland's State Level Education Committee (SLEC) has announced its decision to implement the National Education Policy (NEP) 2020 in government and private schools from the 2025 academic year. The recent SLEC meeting, led by

Chief Minister Neiphiu Rio, who also oversees the School Education and SCERT departments, resulted in multiple key decisions, according to the School Education Department's report on Friday.

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Amongst the major resolutions, the committee endorsed the adoption of NEP's 5+3+3+4 educational structure, set to reshape the state's education system starting in 2025. In addition to NEP implementation, the SLEC emphasised the need for private schools to obtain formal approval from the Education Department and to be managed by registered societies.

The SLEC also took steps to enhance infrastructure by approving the elevation of six government middle schools to high schools across the Kohima, Dimapur, and Mon districts. Additionally, it authorised upgrades from a government primary school in Ikishe village to a middle school.



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For improved efficiency, the committee approved the amalgamation of 16 middle and high school classes and authorised the integration of 20 primary and middle schools. To address schools with declining enrollments, 17 primary schools with zero students, including nine in Peren district, are set to close, with teachers reassigned to nearby institutions.

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Further, the SLEC approved downgrading 54 middle schools to primary schools and 13 high schools to middle schools, with teacher redeployment as needed. The closures and downgrades, affecting schools in districts such as Zunheboto,

Peren, and Kiphire, aim to consolidate resources and address low enrollments. The committee, however, indicated potential upgrades in the future if student numbers increase.

Additionally, the SLEC greenlit the establishment of the Nagaland Education Service to develop a structured framework for educational improvement and approved plans to create a State School Standards Authority (SSSA) along with the Nagaland State Quality Assessment and Accreditation Framework (SQAAF).

The formation of committees to address staffing needs, including vacancy conversion for essential roles, is also underway with the support of the Personnel and Administrative Reforms and Finance Departments.

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(With PTI inputs)

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NCERT team to visit Tripura to review Vidya Pravesh implementation

AGARTALA: A six-member team of the National Council of Educational Research and Training (NCERT) is scheduled to visit Tripura from November 5-7 to review the implementation of Vidya Pravesh school preparation module for class 1 students, an official said on Sunday.

Vidya Pravesh is an NCERT prescribed project aimed at bringing newly admitted class 1 students to a common platform of learning level.

"The NCERT team will visit Gomati, West Tripura, Sepahijala, Khowai and other districts to review the improvement of students after undergoing Vidya Pravesh module," Abhijit Samajpati, Officer on Special Duty of School Education Department, told PTI.



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NCERT to evaluate students of state schools

By Our Correspondent

Agartala, November 3, 2024



A team from the National Council of Educational Research and Training (NCERT) is scheduled to visit Tripura from November 5th to 7th to conduct the second phase of 'Vidya Pravesh Evaluation' for Grade-I students. This evaluation will assess the progress made by students who have completed the 'Vidya Setu' module, a localized adaptation of NCERT's 'Vidya Pravesh' program, implemented under the NIPUN Tripura Mission.

The 'Vidya Setu' initiative was introduced with the goal of providing a common learning foundation for newly admitted Class-I students, who often come from various educational backgrounds such as pre-primary schools, Anganwadi centers, private institutions, or directly from home. The program supports the objectives of the NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Mission by preparing students with foundational literacy and numeracy skills, including recognizing letters and numbers up to 10.

Following its rollout, 'Vidya Setu' has been implemented as a nine-week bridge course, designed to ensure that all students are ready for the curriculum appropriate to their grade. The state adopted this curriculum to bridge learning gaps and to equip students with basic reading, writing, and numeracy skills, providing an equal footing for all students in Grade-I.

In the upcoming evaluation, a six-member NCERT team will focus their visits on the districts of Gomati, West Tripura, Sepahijala, and Khowai. Their assessment will include direct observations of student performance and interactions with teachers, parents, and community members. The team will be supported by field investigators already deployed across all eight districts in Tripura.

The first phase of the 'Vidya Pravesh Evaluation' took place in June 2024, where NCERT not only evaluated student progress but also gathered feedback from teachers, parents, and community members on the benefits and challenges of using 'Vidya Setu'. The initial assessment revealed promising results, with students showing progress and teachers effectively utilizing Teaching Learning Materials (TLMs) to enhance learning.

The findings from this second phase of evaluation will offer deeper insights into the overall impact of 'Vidya Setu' on student learning and the effectiveness of the NIPUN Tripura Mission's efforts. As the NCERT team prepares for their visit, educators and stakeholders across the state are hopeful that the program will continue to foster foundational skills in young learners, setting a strong educational foundation for years to come.

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महिला नीति | उत्तराखंड की उच्च शिक्षा में बालिकाओं की भागीदारी बढ़ाने के विशेष इंतजाम, शिक्षा में लिंग भेद को दूर करने के लिए योजना बना रही सरकार

उच्च शिक्षा में भी ऊंची छलांग लगाएंगी उत्तराखंड की बेटियां

■ विनोद गुसान

देहरादून। उत्तराखंड में आने वाले दिनों में उच्च शिक्षा में भी बेटियां ऊंची उड़ान भरेंगी। शिक्षा में लिंग भेद को दूर करने के लिए उत्तराखंड राज्य महिला नीति में विशेष प्रावधान किए जा रहे हैं। इसके तहत वर्ष 2030 प्रदेश में उच्च शिक्षा में महिला प्रतिशत को 60 प्रतिशत तक किए जाने का लक्ष्य है, जबकि वर्तमान में यह आंकड़ा 41 प्रतिशत है।

उत्तराखंड राज्य महिला नीति को शीघ्र लागू किए जाने की तैयारी है। विभिन्न विभागों से समन्वय बनाते

हुए महिला कल्याण एवं बाल विकास विभाग की ओर से इसका ड्राफ्ट करीब-करीब तैयार कर लिया गया है। महिला नीति में बालिका शिक्षा पर विशेष फोकस किया गया है। वर्तमान में प्रदेश में महिला साक्षरता दर 79.8 प्रतिशत तो पुरुष साक्षरता दर करीब 89.3 प्रतिशत है। जबकि उच्च शिक्षा में स्थिति बेहद अच्छी नहीं है। मात्र 41 प्रतिशत बालिकाएं ही उच्च शिक्षा में नामांकन करा रही हैं।

राष्ट्रीय परिवार स्वास्थ्य सर्वेक्षण (एनएफएचएस) की एक रिपोर्ट के अनुसार, महिलाओं का उच्च शिक्षा में

कम प्रतिशत शिक्षा में उनके लिंग भेद को दर्शाता है।

यूनिफाइड डिस्ट्रिक्ट इंफ़ॉर्मेशन सिस्टम फॉर एजुकेशन के वर्ष 2021-22 के आंकड़े बताते हैं कि उत्तराखंड में बालिकाओं की शुद्ध नामांकन दर प्राथमिक शिक्षा में 88.91, उच्च प्राथमिक शिक्षा में 71.66, माध्यमिक शिक्षा में 49.0 और उच्च माध्यमिक शिक्षा में 43.34 प्रतिशत है। इन आंकड़ों में आने वाले वर्षों में सुधार किया जा सके, इसके लिए महिला नीति में बालिका शिक्षा को बढ़ाने के लिए कई बिंदुओं पर सुझाव दिए गए हैं।



स्कूल छोड़ने की दर माध्यमिक में सबसे अधिक

यूडीआईएसई की रिपोर्ट के हवाले से महिला नीति के ड्राफ्ट में कहा गया है कि लड़कियों के स्कूल छोड़ने की दर प्राथमिक शिक्षा में 1.24 प्रतिशत, उच्च प्राथमिक में 2.05 और माध्यमिक स्तर पर 4.24 प्रतिशत है।

जल्दी विवाह भी दूर कर रहा शिक्षा से

रिपोर्ट कहती है कि बीते वर्षों में तीन से 35 वर्ष आयु की लड़कियों में से लगभग 45.4 प्रतिशत लड़कियां किसी ने किसी शैक्षिक कार्यक्रम में नामांकित तो हुईं, लेकिन कक्षाओं में नियमित नहीं रहीं। इनके प्रमुख कारणों पर चर्चा करने पर 36.5% लड़कियों ने घरेलू गतिविधियों में व्यस्तता को शिक्षा में शामिल न होने को कारण बताया, जबकि 18.8% महिलाओं ने विवाह को शिक्षा में शामिल न होने का कारण बताया।

66 प्रदेश में बालिकाओं के शिक्षा में प्रतिशत को बढ़ाने के लिए महिला नीति में कई प्रावधान किए गए हैं, जिन्हें विभिन्न विभागों के समन्वय से चरणबद्ध ढंग से लागू किया जाएगा। सरकार का उद्देश्य यही है कि प्रदेश की बेटियां उच्च शिक्षा के क्षेत्र में बेहतर करें।

- रेखा आर्या, महिला कल्याण एवं बाल विकास मंत्री

स्कूलों में छात्रों के स्वास्थ्य की जांच होगी

नई दिल्ली। दिल्ली के सरकारी स्कूलों में पढ़ रहे बच्चों की मानसिक स्थिति की जांच और काउंसलिंग के लिए मानव व्यवहार और संबद्ध विज्ञान संस्थान (इहबास) एक अभियान शुरू करेगा। अभियान 50 स्कूलों में अभियान चलाया जाएगा। इसमें 15 से 18 साल के बच्चों की स्क्रीनिंग होगी। इसमें बुलिंग, एंजाइटी, आत्मविश्वास में कमी सहित अन्य की पहचान की जाएगी। साथ ही शिक्षकों को भी इसके लिए तैयार किया जाएगा। इस अभियान को सफल बनाने के लिए इहबास ने अनन्या बिरला फाउंडेशन के साथ समझौता किया है।

Art and literature: An imperative than a choice for students



ASHA IYER KUMAR

Embracing art and literature is an investment in their mental wellbeing tomorrow—an invaluable asset for their future life

Many decades ago, when I opted to take literature in college, at a time when many of my peers chose science, people raised their brows. It was believed to be the choice of the mediocre, a subject that didn't need much of an intellect or dedication. It was where students who didn't secure a seat in prime areas finally settled. Art and literature weren't considered durable then. Neither is it given much weightage now by parents.

Creative pursuits are still categorised as hobbies, and they get sidelined as children reach higher grades or enter college. Why? Because art is not sustainable. It is not lucrative. It doesn't build careers as easily as a degree in science, technology or accounting does. There still may be some truth in that contention prompting parents to wean off their children from extracurricular activities as the race to the future heats up. But the role of creative activities in providing our children with a respite from the stress of career-building cannot be undermined. At a time when they are grappling with the chal-



lenges of higher education, what might bring them respite from their anxieties are artistic endeavours. It is often in the lines of a sketch or the verses of a poem that children find a voice beyond words—a silent yet powerful release of their inner thoughts and emotions. In a world that measures success by exams and marks, these activities provide a refuge, where the mind is free to wander, explore, and create without boundaries. Studies have consistently shown that students who engage in painting, writing, music, dance or theatre experience lower stress levels than those who do not.

These activities act as a counterbalance to the rigid schedules and deadlines that studies impose, allowing children to unwind and channel their

energies into something entirely their own. One of the often overlooked merits of art and literature is the development of emotional intelligence. When children immerse themselves in stories, they begin to understand complex emotions, both their own and those of others. A novel might teach empathy, while a piece of music might mirror feelings they struggle to articulate. These moments foster self-awareness, which is critical in today's fast-paced world where young people are grappling with social pressures and academic demands. These creative pursuits don't just make children more empathetic; they also teach them to become aware of their inner world—a skill that will serve them well beyond the walls of a classroom.

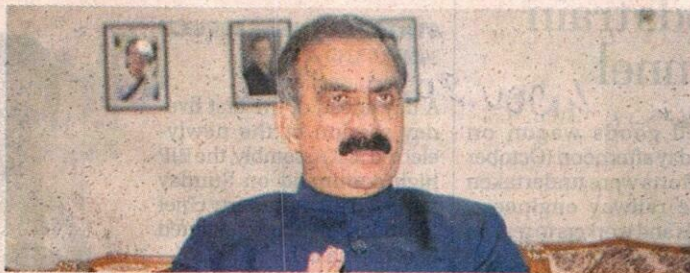
In those moments when they feel overwhelmed, they can turn to the comfort of a favourite book, the joy of drawing, or the calm of journaling. It becomes a personal ritual, a way to recharge and refresh, like finding shelter from the storm within the pages of a story or the hues of a canvas. Extracurricular

activities such as dance, music, fine art and creative writing are not mere pastimes; they are crucibles where life skills are forged. Problem-solving, adaptability, and innovation—all essential skills in adulthood—find their roots in these pursuits. Children learn patience through practice, resilience through failure, and confidence through expression, creating a sturdy foundation that will support them through life's inevitable challenges. Parents and educators must recognise the role these activities play in a child's mental and emotional development.

Fostering a balanced approach between academics and extracurricular interests can create resilient individuals who are not only high achievers but also happy, healthy humans. As life's pressures mount, these creative expressions transform into anchors, grounding us in times of stress and rekindling the joy we may have set aside in the haste of growing up.

(The author is a columnist and children's writing coach based in Dubai; Views are personal)

Himachal govt to launch Sukh Shiksha Yojana



STATESMAN NEWS SERVICE
SHIMLA, 3 NOVEMBER

Himachal Pradesh Chief Minister Sukhinder Singh Sukhu has said that the state government will soon launch the 'Mukhya Mantri Sukh Shiksha Yojana' to provide financial assistance to widows, destitute women, divorced women and disabled parents to support the education and well-being of their children.

"The scheme is aimed to support two specific age groups. For children under the age of 18, eligible women and disabled parents will get a monthly grant of Rs 1000 to cover their educational, health, and nutritional expenses. Additionally,

children who secure admission to undergraduate, postgraduate, diploma, or vocational courses will receive financial aid from the government to bear tuition and hostel expenses," he said.

Chief Minister Sukhu said that women who are widowed, deserted, or abandoned often face arduous challenges in supporting their children, largely due to a lack of educational and financial resources.

"These women are particularly vulnerable, lacking the moral and financial support they need to sustain themselves and ensure their children's education," he said. The scheme aims to prevent crimes such as child abuse, trafficking, teenage marriages, and

drug abuse by strengthening child protection at the family level, he added.

The Mukhya Mantri Sukh Shiksha Yojana will also address the needs of children with disabled parents, recognizing the strong link between disability, unemployment, and poverty, he said, adding that applications can be submitted to the local Child Development Project Officer.

The Chief Minister said: "It is important to foster a supportive environment for vulnerable families, ensuring that children receive the education and care they need to lead dignified lives."

From day one, the current state government has prioritized giving a voice to the underprivileged sections and has launched numerous initiatives to support them, he maintained.

"There are some sections of society who are unable to come to us with their grievances and hardships, but as a sensitive government, we are committed to the well-being of every individual," said the Chief Minister.



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News / Tripura / Tripura: CBSE to establish office in Agartala over affiliated school's poor performance in boards

Tripura: CBSE to establish office in Agartala over affiliated school's poor performance in boards

CBSE to open a new office in Agartala to support schools struggling with board exam performance. The initiative aims to boost educational standards and improve student success rates in Tripura.

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India TodayNE

Nov 04, 2024, Updated Nov 04, 2024, 1:42 PM IST



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Amid concerns regarding the underperformance of Central Board of Secondary Education (CBSE) affiliated schools in Tripura during board examinations, the board has announced the establishment of a sub-regional office in Agartala, an official stated on November 4.

The CBSE's English-medium curriculum was introduced while 125 state-run schools were rechristened as Vidyajyoti Schools after the Bharatiya Janata Party (BJP) came to power in the state in 2018.

This year, 61 per cent of students of these schools cleared the CBSE class 10 examinations, while 59 per cent were successful in the class 12 exams.

Earlier, the medium of education in these schools was Bengali, under the Tripura Board of Secondary Education (TBSE).

ALSO READ : [NCERT to evaluate Vidya Pravesh in Tripura schools](#)

Education Department's Officer on Special Duty (OSD) Abhijit Samajpati said that the state government will allocate suitable land for the CBSE office to strengthen educational infrastructure in the state, further informing that the office will operate temporarily from a building of Ramakrishna Mission Vidyalaya.

The sub-regional office will provide various services to the CBSE-affiliated schools, including admission assistance, subject corrections, student record updates, exam centre coordination, mark sheet corrections, grievance redressal and teacher training facilitation, Samajpati said.

"It will also work closely with state education bodies and other regional educational institutions to support smooth operations of the examination process and student development activities. This initiative will foster a stronger educational environment and expand learning opportunities for students throughout the state," he said. (With PTI inputs)

Edited By: Avantika

Published On: Nov 04, 2024

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NCERT team to visit Tripura to review Vidya Pravesh execution

PTI / Nov 4, 2024, 04:22 IST



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Agartala: A six-member team of the NCERT is scheduled to visit Tripura from Nov 5-7 to review the implementation of Vidya Pravesh school preparation module for Class 1 students, an official said on Sunday. Vidya Pravesh is an NCERT prescribed project aimed at bringing newly admitted Class 1

students to a common platform of learning level.

"The NCERT team will visit Gomati, West Tripura, Sepahijala, Khowai and other districts to review the improvement of students after undergoing Vidya Pravesh module," Abhijit Samajpati, officer on special duty of school education department said. PTI

We also published the following articles recently

[Class XII student assaulted by peers in school in Kochi](https://timesofindia.indiatimes.com/city/kochi/brutal-assault-of-class-xii-student-by-peers-at-kochi-school/articleshow/114855141.cms)
(<https://timesofindia.indiatimes.com/city/kochi/brutal-assault-of-class-xii-student-by-peers-at-kochi-school/articleshow/114855141.cms>)

A Class XII student at Elankunnappuzha Govt Higher Secondary School was attacked by over 15 students after intervening in an ongoing attack on a friend. Victim Bindusaran suffered multiple injuries. The police confirmed that the attackers are minors and a social background report will be presented to the juvenile justice board for corrective actions.

[New test module to raise performance of govt schools in Trichy](https://timesofindia.indiatimes.com/city/trichy/trichys-innovative-slip-test-module-to-boost-government-school-performance/articleshow/114889289.cms)
(<https://timesofindia.indiatimes.com/city/trichy/trichys-innovative-slip-test-module-to-boost-government-school-performance/articleshow/114889289.cms>)

A new slip test module is being implemented in Trichy govt schools to boost board exam performance. Students of classes X to XII take daily tests, assessed by teachers the next day, followed by individual analysis sessions. The initiative aims to improve overall average marks, with focused subject-wise teacher training also being conducted weekly.

[Delhi Directorate of Education instructs schools to implement student safety and security guidelines](https://timesofindia.indiatimes.com/education/news/delhi-directorate-of-education-instructs-schools-to-implement-student-safety-and-security-guidelines/articleshow/114815315.cms)
(<https://timesofindia.indiatimes.com/education/news/delhi-directorate-of-education-instructs-schools-to-implement-student-safety-and-security-guidelines/articleshow/114815315.cms>)

The Delhi Directorate of Education has mandated all government and private schools to follow new safety guidelines. Schools must adhere to the National Commission for Protection of Child Rights manual and National Disaster Management Authority guidelines for hostels.

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आधुनिक शिक्षा के सभी पाठ्यक्रम हिंदी में हों : शाह

हिंदी की मजबूती के लिए दीर्घकालीन नीति बनाने की जरूरत

जनसत्ता ब्यूरो
नई दिल्ली, 4 नवंबर।

केंद्रीय गृह एवं सहकारिता मंत्री अमित शाह ने कहा कि आधुनिक शिक्षा के सभी पाठ्यक्रमों का हिंदी सहित सभी भारतीय भाषाओं में अनुवाद करने की जरूरत है। उन्होंने कहा कि हिंदी को मजबूत करने के लिए दो बड़े कार्य करने की आवश्यकता है। इनमें हिंदी साहित्य को सुदृढ़ करने, संजोने व व्याकरण के लिए दीर्घकालीन नीति और हिंदी को सर्वस्वीकृत और लचीला बनाना है।

अमित शाह ने सोमवार को केंद्रीय हिंदी समिति की 32वीं बैठक में शिरकत की। यह हिंदी के विकास और प्रसार के संबंध में दिशा-निर्देश देने वाली सर्वोच्च समिति है। इस दौरान अमित शाह ने कहा कि प्रधानमंत्री ने हर अंतरराष्ट्रीय मंच पर हिंदी में अपने विचार व्यक्त कर राजभाषा हिंदी का गौरव बढ़ाने का काम किया है। अब देश में इंजीनियरिंग, मेडिकल, प्राथमिक और सेकेंडरी शिक्षा भारतीय भाषाओं में उपलब्ध होने से सभी भाषाओं के विकास के लिए

अनुकूल वातावरण बना है। उन्होंने कहा कि देश में भाषाओं के विकास की दिशा में यह एक प्रेरणादायी परिवर्तन है और इसका उद्देश्य देश की क्षमता का शत-प्रतिशत दोहन करना है। अगर हमें बच्चों और युवाओं की पूर्ण क्षमता का उपयोग देश के विकास में करना है तो ये आवश्यक है कि वे अपनी मातृभाषा में पढ़ें, विश्लेषण करें और निर्णय लें।

शाह ने कहा कि केंद्रीय हिन्दी समिति का उद्देश्य हिंदी के साहित्य का संवर्धन और इसे देश की संपर्क भाषा के रूप में स्थापित करना है। प्रधानमंत्री ने भारतीय भाषाओं के संरक्षण, संवर्धन और व्यापक उपयोग के लिए कई बड़ी पहल की हैं। हाल ही में प्रधानमंत्री ने पांच और भारतीय भाषाओं को शास्त्रीय भाषाओं का दर्जा दिया है। भारत दुनिया का एकमात्र ऐसा देश है, जहां 11 भाषाओं को शास्त्रीय भाषा का दर्जा प्राप्त है। बैठक में केंद्रीय मंत्री जगत प्रकाश नड्डा, शिक्षा मंत्री धर्मेन्द्र प्रधान, विधि एवं न्याय राज्य मंत्री अर्जुनराम मेघवाल व ओड़ीशा के मुख्यमंत्री मोहन चरण माझी मौजूद रहे।

बच्चों को बचाएं... कई ने की आउटडोर एक्टिविटी बंद, कई तैयारी में, सुबह की असेंबली और बाहर खेल-कूद भी बंद

खराब हवा के बाद स्कूल हुए अलर्ट

विशेष संवाददाता, नई दिल्ली

दिल्ली के खराब मौसम का असर स्कूलों में दिखने लगा है। कई स्कूलों ने आउटडोर एक्टिविटीज बंद कर दी हैं और कई बंद करने की तैयारी में हैं। दिवाली की छुट्टियों के बाद सोमवार को स्कूल खुले। कुछ स्कूलों ने पहले ही सुबह की असेंबली और बाहर खेल-कूद भी बंद कर दिए हैं। ज्यादातर प्राइवेट स्कूलों का कहना है कि अगर हवा और खराब होती है तो वो इस हफ्ते बाहर की एक्टिविटी बंद करवाएंगे। वहीं, सरकारी स्कूलों का कहना है कि वो एक-दो दिन हवा की स्थिति को देखते हुए आउटडोर एक्टिविटी को लेकर फैसला लेंगे। हालांकि, ये स्कूल शिक्षा निदेशालय की गाइडलाइंस का इंतजार करेंगे। दूसरी ओर छत्रसाल स्टेडियम में दिल्ली स्टेट स्कूल गेम्स भी चल रहे हैं।

एक्सपर्ट्स के मुताबिक, AQI के 300 से 500 के बीच रहने पर बाहर की एक्टिविटी बंद करनी चाहिए



एक्सपर्ट्स के मुताबिक, AQI के 300 से 500 के बीच रहने पर बाहर की एक्टिविटी बंद करनी चाहिए। बच्चे सुबह-सुबह स्कूल जाते हैं और अमूमन उस वक्त प्रदूषण अपने चरम पर होता है। बच्चों के अंग विकसित होने की स्टेज पर होते हैं इसलिए प्रदूषण उनके लिए काफी खतरनाक है। माउंट आबू स्कूल, रोहिणी की प्रिंसिपल ज्योति अरोड़ा कहती हैं, अभी तक हमने आउटडोर एक्टिविटी तो बंद नहीं की मगर सोमवार को प्रदूषण का स्तर ज्यादा

था। एक्वआई और बढ़ता है, तो बाहर की एक्टिविटी को बंद कर दिया जाएगा। द्वारका के आईटीएल स्कूल की प्रिंसिपल सुधा आचार्य कहती हैं, हमने आउटडोर एक्टिविटी पिछले तीन हफ्ते से बंद कर दी है, हालांकि अटेडेस अभी ठीक है। सेंट मैरी स्कूल ने भी पैरेंट्स को ईमेल भेजकर एन 95 मास्क पहनाने की सलाह दी है। एएसएन स्कूल, मॉडर्न पब्लिक स्कूल, आईटीएल स्कूल समेत कई स्कूलों ने आउटडोर एक्टिविटी में लगाव लगाई है।

'मजबूरी में बच्चे जा रहे हैं स्कूल'

दूसरी ओर, दिल्ली पैरेंट्स असोसिएशन की प्रेजिडेंट अपराजिता गौतम कहती हैं, जो बच्चे दमे या एलर्जी के मरीज हैं, उन्हें इस वक्त बहुत दिक्कत हो रही है। दिक्कत यह है कि चाहे केंद्र सरकार हो या फिर दिल्ली सरकार, वो इस प्रदूषण कम करने के लिए दस महीने कोई काम नहीं कर रही है। अभी भी शहर में जिन इलाकों में कंस्ट्रक्शन चल रहा है, वहां धूल ही धूल है, स्मॉग बहुत ज्यादा है। वह कहती हैं, आगे शिक्षा निदेशालय आउटडोर एक्टिविटी बंद करवाएगा, अगर आगे स्कूल बंद भी होते हैं, तो यह मजबूरी वाला हल होगा। अभी जो बच्चे परेशान हैं, वो मजबूरन स्कूल जा रहे हैं क्योंकि इसी महीने एग्जाम होने हैं, सिलेबस पूरा कराया जा रहा है।

{ FRENCH CULTURE }

30 govt school students flown to Paris for advanced French course

HT Correspondent

htreporters@hindustantimes.com

NEW DELHI: The Delhi government has sent 30 students from government schools to Paris to pursue an advanced course in French, officials said on Monday. The programme is not a scholarship and has been paid for by the Delhi government, officials said. The students will stay with host families in France and study intermediate French at Alliance Française de Paris from November 4 to November 15.

Each student has been selected from one of the 30 Delhi government schools where French was introduced in 2022 under an initiative by Alliance Française. Alliance Française is an organisation that aims to promote the French language and culture around the world.

The selected students are



The students will stay with French host families. ARVIND KEJRIWAL-X

from classes nine to 12 and had to clear the DELF (Diploma in French Language Studies) level to qualify, officials said. Officials said that most of the selected students are first-generation school goers.

"No one ever imagined that a child from a poor family in a government school would go

abroad to study. This is nothing less than a dream. In 10 years, we have achieved what people used to call impossible. We are giving every child of Delhi all opportunities that were available only to children of rich and wealthy families till now," Arvind Kejriwal said in a post on X on Monday.

Every third child hooked to social media, docs say must wake up before it's too late

Anuja Jaiswal
@timesofindia.com

New Delhi: If you are worried about your adolescent child spending too much time on social media, you have every reason to be. Recent data published in journal *The Lancet* shows that every third child is hooked to social media — counting likes or watching reels on Instagram and Facebook or scrolling X. What is worrying is that 11% of them are addicted and even show withdrawal symptoms when stopped from using their devices.

Indicating the impact of social media on young minds and the serious concern in the medical circle, the research states, "Concomitant with growing use of social media in the past 15 years, rates of mental illness and self-harm in people aged 10-24 years have also increased."

Doctors across Delhi termed these revelations as a wake-up call that emphasised the need to strike a balance between the essential role of

BEATING ONLINE ADDICTION

WHAT LANCET STUDY FOUND

36% of teenagers reported continuous online contact with others



11% of adolescents have withdrawal symptoms of anxiety and low mood when not able to use social media

Rates of mental illness and self-harm in people aged 10-24 years have also increased

EXPERTS SAY

➤ Establish specific objectives for social media activities, like connecting with peers or exploring interests, instead of endlessly browsing content

➤ Take frequent breaks from devices to participate in physical pursuits or pastimes that don't involve technology

➤ Analyse information encountered online critically to identify negative impacts

technology in modern life and the importance of responsible use and regulation, particularly for children. Dr Prashant Goyal, senior psychiatry consultant, Sri Balaji Action Medical Institute, for instance, suggested parental control and screen-time limits as a means of regulation, adding that educational institutions could also play a big role in promoting mental

health and digital literacy among students.

Prof Dr G C Khilnani, chairman, PSRI Institute of Pulmonary, Critical Care and Sleep Medicine, said it was important to inculcate discipline in young children to ensure normal physical, mental and social development. He said excessive use of social media was becoming a serious problem, with addiction a

Concomitant with growing use of social media in the past 15 years, rates of mental illness and self-harm in people aged 10-24 years have also increased, the research states

"disease" leading to the emergence of "clinics" for de-addiction to social media.

Another significant issue associated with social media usage is its impact on sleep quality. Adults require a minimum of seven hours of uninterrupted sleep to maintain short-term and long-term physical and mental well-being. Insufficient sleep can result in problems such as difficulty concentrating, overeating and increased consumption of coffee, tea and cigarettes. Sleep deprivation, in turn, is linked with a higher risk of developing serious health conditions, including hyperten-

sion, diabetes, heart disease, strokes, cancers and dementia. Social media usage often leads to severe sleep fragmentation and deprivation, as individuals feel compelled to remain connected at all times without rest.

Dr Sameer Malhotra, director and head, mental health and behavioural sciences, Max Super Specialty Hospital, Saket, said technology itself wasn't inherently harmful, but much depended on how, when and where it was used. He felt it was key to maintain a balanced lifestyle, which included regular physical activity, a consistent sleep routine and nurturing relationships with others.

Advising a thoughtful use of technology among adolescents, Dr Achal Bhagat, senior consultant psychiatrist and psychotherapist, Indraprastha Apollo Hospitals, recommended guiding youngsters to define specific goals for their social media use, such as interacting with friends or pursuing hobbies, rather than aimless scrolling.

Civil engineer duped of Rs 3.5 lakh by fraudsters who promised him job in NCERT

TNN / Nov 6, 2024, 00:06 IST

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Lucknow: A civil engineer was duped of Rs 3.5 lakh on pretext of appointment as a surveyor in NCERT.

The case was registered in Vikasnagar police station area on Tuesday, said assistant commissioner of police, Ghazipur (Indiranagar) Anindya Vikram Singh.

Singh.

The victim, Aman Nawaz from Bareilly, was promised a job as a surveyor in NCERT by fraudsters who operated from a locked office in Aliganj Mama Crossing. Following the incident, Aman's father filed a complaint with the Chief Minister's office, leading to a case being registered against the accused.

According to police, Aman met Alok Pandey while working on the Ramganga Nagar Awasiya Yojana. Pandey assured Aman that he could secure a well-paying surveyor position, claiming a strong connection with NCERT officials.

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”विश्वविद्यालय अनुदान आयोग ने अपने पीसरो में सकल-उपयोग व्हास्टिक पर प्रतिबंध लगाया”

योनोरोस्टियां अपने किमिपस में सनगल योउ प्लासक पर पाबन्दी लगातीं

योनोरोस्टी ग्रान्श किमिशन ने गांनैड लांश्र जारी कीं, योनोरोस्टी को प्लासक फ्री किमिपस बनाना مقصد

के बारे में आकांती पीदा की जांके- योनोरोस्टियों से ये भी कहा गया है कि طلباء को गहरों में सनगल योउ प्लासक के استعمال के نقصانات से आगाह करीं और اس के استعمال को روکنے کی کوشش करीं- योनोरोस्टियों اور کالجوں کے किमिپس میں پانی کے یونٹ لگاतीं، تاکہ پ्लासक کی پانی کی بوتلیں استعمال نہ ہوں- योनोरोस्टियों سے कहा गया है कि وہ किमिपस میں कपڑے के तहिलے، काغذ के तहिलے وغيره के استعمال पर اصرار करीं- योजी سی نے कहा है कि जिन योनोरोस्टियों اور कالجों ने अंत भारत अस्वियान के تحت दीहत को गुद लिया है, वे इन गांउं में भी प्लासक के استعمال के बारे में लोगों में बिदारी पीदा करीं गے-

जबों पर सनगल योउ प्लासक के استعمال पर पाबन्दी लगातीं- योजी سی کی طرف سے جاری کردہ رہنما خطوط میں کہا گیا ہے کہ وہ طلباء کو یہ حکم جاری کریں گے کہ وہ غیر باؤڈیکریٹسبل پ्लासक کنٹینرز किमिپس یا کالج میں نہیں لائیں گے- اس سلسلے میں ہم یونوरोस्टियों اور कالجों में वरकशास्र का انعقاد करीं گے تاکہ सनगल योउ प्लासक के استعمال से होने والے نقصانات



ज्ञान-विज्ञान विमुक्तये

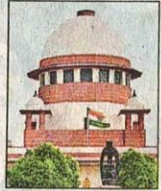
کیں گے- سनगल योउ प्लासक دراصل ایک پ्लासक کا کنٹینر ہوتا ہے جسے ایک بار استعمال کر کے پھینکنا پڑتا ہے- یونوरोस्टی گرانش کیمیشن (یوجی سی) نے اس سلسلے میں ہدایات جاری کی ہیں- یوجی سی نے یونوरोस्टियों سے کہا ہے کہ وہ اس سلسلے میں رہنما خطوط پر عمل کریں- یونوरोस्टی گرانش کیمیشن نے یونوरोस्टियों سے کہا ہے کہ وہ یونوरोस्टی کیمپس اور کالجوں کی کیمنیٹین، ہاسٹل اور دیگر

فنی دھلی (ایس این سی)
دہلی سمیت ملک بھر کی یونوरोस्टियों میں سनगल योउ
☆ یونوरोस्टی کے طلباء اور اساتذہ پ्लासक کے ڈبوں میں نہیں کھاپی سکیں گے
☆ کیمنیٹین، ہاسٹل اور دیگر جگہوں پر سनगल योउ پ्लासक کی اجازت نہیں ہوگی
پ्लासक پر پاबन्दी لگا دی گئی ہے- اس لیے یونوरोस्टियों میں طلباء، اساتذہ اور ملازمین پ्लासक کے ڈبوں میں کھاپی نہیں

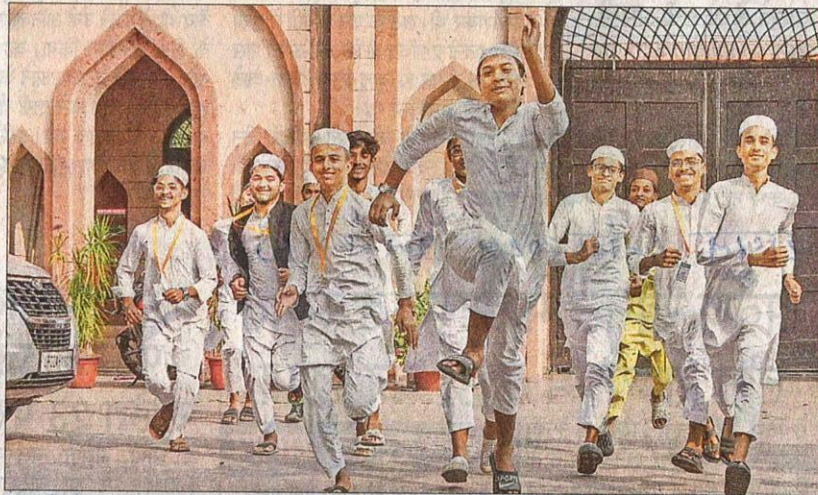
सुप्रीम कोर्ट ने कहा- मदरसे धार्मिक निर्देश देते हैं, पर इनकी प्राथमिकता शिक्षा ही है

Rajesh.Choudhary@timesofindia.com

■ नई दिल्ली : सुप्रीम कोर्ट ने यूपी मदरसा शिक्षा बोर्ड ऐक्ट 2004 की वैधता को बरकरार रखते हुए कहा कि यह राज्य में एजुकेशन के स्टैंडर्ड को रेग्युलेट करता है। लेकिन, अल्पसंख्यक संस्थान के प्रशासक का यह अधिकार संपूर्ण नहीं है और राज्य सरकार एजुकेशन के स्टैंडर्ड को रेग्युलेट कर सकती है। मदरसा ऐक्ट उचित है और यह माइनॉरिटी कम्युनिटी के हित को रेग्युलेट करने के लिए उपयोगी है, क्योंकि यह एजुकेशन स्टैंडर्ड, एजाम और सर्टिफिकेट आदि को रेग्युलेट करती है, ताकि बच्चे उच्च शिक्षा के लिए काबिल बनें। मदरसा धार्मिक निर्देश देता है, लेकिन उसकी प्राथमिकता शिक्षा ही है।



इस मामले में इलाहाबाद हाई कोर्ट के फैसले को अंजुमन कादरी, मैनेजर्स असोसिएशन मदरसीस अराबिया यूपी, ऑल इंडिया टीचर्स असोसिएशन मदरसीस अराबिया नई दिल्ली, मैनेजरस असोसिएशन अरबी मदरसा नई बाजार और टीचर असोसिएशन मदरसीस अरबिया कानपुर की ओर से चुनौती दी गई थी। इस मामले में सुप्रीम कोर्ट ने निर्णय दिया कि किसी कानून की संवैधानिक वैधता को केवल इस आधार पर चुनौती नहीं दी जा सकती कि वह संविधान की मूल संरचना का उल्लंघन करता है। बल्कि, किसी कानून को केवल इस स्थिति में निरस्त किया जा सकता है, जब वह संविधान के भाग III (मौलिक अधिकार) या संविधान के किसी अन्य प्रावधान का उल्लंघन करता हो या विधायी क्षमता के अभाव में हो। सुप्रीम कोर्ट ने इलाहाबाद उच्च न्यायालय के उस फैसले पर असहमति जताई, जिसमें उच्च न्यायालय ने इस अधिनियम को इस आधार पर रद्द कर दिया था कि यह धर्मनिरपेक्षता (secularism) की मूल संरचना का उल्लंघन करता है।



मुस्लिम धर्म गुरुओं ने फैसले का किया स्वागत

■ भाषा, लखनऊ: मुस्लिम धर्म गुरुओं ने मंगलवार को वर्ष 2004 के 'उत्तर प्रदेश मदरसा शिक्षा बोर्ड अधिनियम' की वैधता बरकरार रखने के सुप्रीम कोर्ट के फैसले का स्वागत किया है। आल इंडिया मुस्लिम पर्सनल लॉ बोर्ड के वरिष्ठ सदस्य मौलाना खालिद रशीद फर्ग्री महली ने कहा कि जो कानून खुद सरकार ने बनाया हो वह कैसे असंवैधानिक हो सकता है। जमीयत उलमा-ए-हिंद के कानूनी सलाहकार मौलाना काब रशीदी ने कहा कि यह फैसला बहुत बड़ा संदेश है। अगर सरकार यह चाहती है कि मदरसों में आधुनिक शिक्षा को लेकर कुछ और बेहतर हो तो उस पर साथ बैठ कर बात की जा सकती है, लेकिन अगर वह कोई असंवैधानिक बात थोपती है तो उसके खिलाफ कानूनी लड़ाई लड़ी जाएगी। ऑल इंडिया शिया पर्सनल लॉ बोर्ड के प्रवक्ता मौलाना यासूब अब्बास ने कहा कि मदरसों का मुल्क की आजादी में अहम किरदार रहा है। मदरसों ने हमें कई आईएएस, आईपीएस, मंत्री और राज्यपाल दिये हैं। अगर कोई मदरसा गलत राह पर चल रहा है तो उसके खिलाफ कार्रवाई होनी चाहिए।

सुप्रीम कोर्ट के फैसले के बाद मंगलवार को जश्न मनाते छात्र

कानून की वैधता को चुनौती कब, CJI ने बताया

मुख्य न्यायाधीश ने कई न्यायिक मिसाल देते हुए लिखा, किसी अधिनियम को केवल दो आधारों पर असंवैधानिक घोषित किया जा सकता है। पहला कि वह विधायिका की क्षमता से बाहर है और दूसरा वह संविधान के भाग III (मौलिक अधिकार) या किसी अन्य प्रावधान का उल्लंघन करता है। किसी कानून की संवैधानिक वैधता को इस आधार पर चुनौती नहीं दी जा सकती कि वह संविधान की मूल संरचना का उल्लंघन करता है।

'अल्पसंख्यक हितों की सुरक्षा करता है ऐक्ट'

चीफ जस्टिस ने अपने फैसले में लिखा है कि सुप्रीम कोर्ट ने यह देखा कि यह रेग्युलेटरी ऐक्ट है जो सुनिश्चित करता है कि मान्यता प्राप्त मदरसों में शिक्षा के कुछ न्यूनतम मानकों का पालन किया जाए। यह अधिनियम अल्पसंख्यक समुदाय के लिए वास्तविक समानता को बढ़ावा देता है। समुदाय के हितों की सुरक्षा करता है। यह मान्यता प्राप्त मदरसों द्वारा दी गई शिक्षा के मानक को कंट्रोल करता है।

NBT Lens छात्रों के भविष्य पर पड़ रहा था असर

मदरसों पर इलाहाबाद हाई कोर्ट के फैसले से करीब 17 लाख छात्र प्रभावित हो रहे थे। उनके भविष्य पर तलवार लटकती हुई थी। हालांकि जब हाई कोर्ट के उस फैसले के खिलाफ जब अपील की गई थी, तभी सुप्रीम कोर्ट ने फैसले पर अंतरिम रोक लगा दी थी। जिन 17 लाख स्टूडेंट के भविष्य पर तलवार लटकती हुई थी, सुप्रीम कोर्ट के मौजूदा फैसले के बाद वह अब खत्म हो गई है।

अब 10वीं के बाद ही ले सकेंगे BAMS में दाखिले

■ राकेश नाथ

नई दिल्ली। एसएनबी

संस्कृत का महत्व किसी से छुपा नहीं है। इसकी महत्ता और बढ़ाने की तैयारी है। अब संस्कृत पढ़कर छात्र डॉक्टर बन सकेंगे। इसके लिए देशभर में 25 आयुर्वेद गुरुकुलम की स्थापना की जाएगी। यह आयुर्वेद गुरुकुलम केन्द्रीय संस्कृत विश्वविद्यालय द्वारा संचालित होंगे। इसमें सात वर्ष छह महीनों का बैचलर ऑफ आयुर्वेदिक मेडीसन एंड सर्जरी प्रोग्राम को संचालित किया जाएगा। इसमें भौतिक विज्ञान, रसायन विज्ञान और अन्य विषयों के साथ संस्कृत की भी पढ़ाई होगी, ताकि आयुर्वेद के मूल स्रोतों को संस्कृत के माध्यम से ही पढ़ाया जा सके। इसमें 10वीं के छात्र दाखिले के लिए आवेदन कर सकेंगे।

केन्द्रीय संस्कृत विश्वविद्यालय कुलपति प्रो

■ केन्द्रीय संस्कृत विश्वविद्यालय शुरू करेगा संस्कृत में बीएएमएस कोर्स

■ देश में 25 आयुर्वेद गुरुकुलम की स्थापना होगी, वित्त करेगा संचालित

श्रीनिवास वरखेड़ी ने कहा है कि भारत सरकार ने संस्कृत और आयुर्वेद विद्या के समावेशी उन्नयन के लिए 'आयुर्वेद गुरुकुलम की स्थापना करने का एक ऐतिहासिक निर्णय

लिया है। देशभर में इस नये पाठ्यक्रम के प्रारंभ हो



सभी 'आयुर्वेद गुरु कुलम केन्द्रीय संस्कृत

जाने से संस्कृत पढ़ने वाले छात्र-छात्राओं को अपनी पढ़ाई के आरंभिक चरण में ही सुअवसर मिलेगा। साथ ही साथ संस्कृत और आयुर्वेद के संबंधों की पुनः सुदृढ़ करने और ज्ञान के परम्परा को भी प्रशस्त करने का अवसर मिल सकेगा।

कुलपति ने कहा कि आयुर्वेद विद्या को ब्रिटिश सरकार के 'फूट डालो और शासन करो की कुनीति के अन्तर्गत सर्वथा ओझल करने का षड्यंत्र किया गया था ताकि आयुर्वेद जैसी प्राचीन चिकित्सा विद्या के साथ संस्कृत को भी उपेक्षित किया जा सके। इसका बहुत बड़ा कारण यह भी था कि आयुर्वेदिक की सभी विद्याएं संस्कृत में ही तो मूल रूप में लिखी गयी हैं। कुलपति प्रो वरखेड़ी ने कहा है कि

विश्वविद्यालय के मार्गदर्शन में संचालित होंगे और इसके लिए नियमानुसार देश भर में परिसरों को खोला जाएगा। साथ ही साथ इनमें अस्पताल के साथ अन्य सभी मूलभूत सुविधाओं संसाधनों और संरचनाओं की भी व्यवस्था होगी।

विश्वविद्यालय के डीन प्रो मदन मोहन झा ने बताया है कि सरकारी नियमानुसार इस कोर्स में दाखिला प्रवेश परीक्षा के आधार पर नामांकन होगा। कुलसचिव प्रो आरजी मुरली कृष्ण ने कहा, है विश्वविद्यालय के लिए यह बहुत ही महत्वपूर्ण उत्तरदायित्व भारत सरकार के द्वारा दिया गया है।

निदेशक योजना प्रो मधुशेखर भट्ट का मानना है कि इससे योजना विभाग को और अधिक दूरगामी योजनाओं को क्रियान्वित करने का अवसर मिलेगा। परीक्षा नियंत्रक प्रो पवन कुमार तथा अन्य अधिकारियों ने भी हर्ष जताते कहा है इससे संस्कृत का भी और विकास होगा।

Why UGC wants faculty recruitment overhauled

As Indian higher education institutes (HEIs) prepare to improve their global competitiveness and contribute to national development, they must recruit the best talent and provide a supportive ecosystem for their professional growth, interdisciplinary collaboration, and recognition of diverse contributions in teaching, research, and entrepreneurship. Faculty members must further societal well-being by directing attention to socially relevant research, collaborating with industry to find practical solutions, and guiding students to evolve into socially conscious citizens.

Sadly, in the current system of Indian HEIs, faculty recruitment and evaluation prioritises publications and ring fences the applicants within strict disciplinary boundaries. The selection process reduces their academic contributions to the drudgery of numbers. Such a narrow and inflexible criterion dissuades potential applicants from applying for faculty positions. It prevents those already in the system from effectively contributing to teaching innovatively, research, industry partnerships, or community engagement. There is an expeditious need for a balanced approach to faculty recruitment and evaluation. Faculty members will then be motivated to commit to a more comprehensive span of activities that benefit the university and society.

It is no surprise, then, that many Indian HEIs find it difficult to produce graduates endowed with the skills and competencies needed in today's workforce. HEIs must have greater freedom to select and promote faculty members who have the potential to adopt new pedagogical approaches, blend technology, introduce experiential learning conditions and transform the education system. Therefore, there is a critical need to revise the 2018 University Grants Commission (UGC) regulations on the "minimum qualifications for the appointment of teachers and other academic staff in universities and colleges and measures for the maintenance of standards in higher education", keeping in focus the objectives of National Education Policy (NEP) 2020. To give an example of how antiquated the pre-NEP-2020 UGC regulations are, consider the academic performance indicators (API) introduced by UGC in 2018. Ironically, these were supposed to make recruitment more transparent and measurable.

API was widely criticised as it places excessive emphasis on quantifiable metrics. It uses a narrow checkbox approach to determine the applicant's academic and research contributions. The over-reliance on API scores has compelled faculty members to solely push in one way or another to maximise their API scores instead of contributing meaningfully to

teaching, research, and collaborations, which are the bedrock of higher education.

The disproportionate emphasis on publications — often in dubious journals — has had many unintended ramifications. Chief among them is the indifference among teachers to turn academic research into solutions for industry. Faculty members also lack the passion for exploring entrepreneurship, research commercialisation, patents, start-ups, and industry partnerships, as these skills are ignored during evaluations. We must discard the widespread perception that more research publications make someone more qualified than those excelling in areas like establishing start-ups or entrepreneurship.

Faculty members prefer traditional lecture methods because any creative contribution in teaching pedagogy, technology integration in teaching-learning methods and student engagement in experiential learning is not incentivised. As per existing regulations, candidates with a four-year bachelor's degree and a PhD are not considered for faculty appointments if they do not possess a post-graduate degree. To keep in sync with global practices, we must facilitate such candidates to become assistant professors as the four-year degree has become the standard in India now.

Similarly, restricting faculty appointments to those who have pursued the same subject throughout their educational progression is a limiting idea. HEIs must not hesitate to

select candidates for faculty positions based on their research discipline, even if their undergraduate or post-graduate studies were in different subjects. Current UGC regulations do not permit this. Breaking discipline boundaries will undoubtedly attract scholars with diverse expertise to HEIs. External subject experts in faculty selection committees play an essential role in evaluating the quality of a candidate's published work, the credibility of the journals in which they have published, or in assessing the applicant's teaching philosophy, research potential, and ability to bring funding and involvement in multi-disciplinary research. HEIs, therefore, must prepare a panel of external subject experts from leading institutions approved by its statutory bodies. Our HEIs require autonomy and a more holistic process for assessing faculty applications.

Considering the above factors and due to the introduction of NEP 2020, UGC, in the past six months, has comprehensively reviewed its 2018 regulations for faculty recruitment. It will, in due course, make the draft of new regulations public for feedback.



Mamidala Jagadesh Kumar

Mamidala Jagadesh Kumar is chairman, UGC and former vice-chancellor, JNU. The views expressed are personal

Top court upholds constitutional validity of UP Madrasa Act

PARMOD KUMAR
NEW DELHI, 5 NOVEMBER

The Supreme Court on Tuesday upheld the constitutional validity of the 'Uttar Pradesh Board of Madarsa Education Act 2004', setting aside the 22 March Allahabad High Court judgment which had struck down the Act as unconstitutional on the grounds of its being 'non-secular'.

While making the ruling, a bench of the court headed by the Chief Justice of India, D Y Chandrachud, however, held that the provisions of the 'Uttar Pradesh Board of Madarsa Education Act 2004' regulating higher education degrees of 'fazil' and 'kamil', are unconstitutional, being in conflict with the University Grant Commission Act.

"The Madarsa Act is within the legislative competence of the State legislature and traceable to Entry 25 of List III. However, the provisions of the Madarsa Act which seek to regulate higher-education degrees, such as Fazil and Kamil are unconstitutional as they are in conflict with the UGC Act, which has been enacted under Entry 66 of List I", said the court in the judgment pronounced today.



Holding that the right of minorities to administer educational institutions is "not absolute", Chief Justice Chandrachud said: "The Madarsa Act is consistent with the positive obligation of the State to ensure that students studying in recognised Madarsas attain a level of competency which will allow them to effectively participate in society and earn a living. ... the right to administer minority educational institutions is not absolute. The right to administer educational institutions implies an obligation and duty of minority institutions to provide a standard of education to the students."

The Allahabad High Court had struck down the 'Uttar Pradesh Board of Madrasa Education Act 2004' for violating principles of secularism - a facet of the basic structure of the Constitution.

Boost to madrasas

SC gives precedence to rights of minorities

THE Supreme Court's decision to uphold the constitutional validity of the Uttar Pradesh Board of Madrasa Education Act, 2004, has sent out a strong message that the rights of minorities will be safeguarded at any cost. The Muslim community in UP, a BJP-ruled state which has become synonymous with bulldozer justice, has every reason to hail the verdict. The madrasas in the state had been under threat after the Allahabad High Court scrapped the 20-year-old law earlier this year, stating that these schools violated the constitutional tenet of secularism. The apex court has set aside the HC verdict, thus ensuring that lakhs of students will not be shifted to conventional institutions.

Madrasas have been on the 'hit list' of the saffron party in recent years not only in UP but also in states such as Assam and Madhya Pradesh. The National Commission for Protection of Child Rights (NCPCR) has also been in the thick of things; last month, it wrote to the chief secretaries of all states and union territories, recommending that madrasa boards be closed down, state funding to the institutions be stopped and the children studying there be enrolled in 'formal' schools. The NCPCR's unconvincing contention is that the education imparted to children in madrasas is not 'comprehensive' or 'proper'; the commission has gone to the extent of accusing these schools of not complying with provisions of the Right to Education Act.

It is hoped that the SC ruling will help in curbing the brazen vilification of madrasas. These institutions are being targeted on the pretext that they are breeding grounds for religious fanatics and terrorists. Weeding out the black sheep is no doubt important, but attempts to dismantle the entire madrasa system reek of intolerance and hatred. Such nefarious moves are undermining the secular credentials of India, aptly described by the Supreme Court as a melting pot of cultures, civilisations and religions.

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CBSE launches Sankalp Programme to equip students with industry skills

Kritika Tiwary / Nov 6, 2024, 18:18 IST



Ranchi: To equip students with industry-relevant skills, schools affiliated to the Central Board of Secondary Education

(<https://timesofindia.indiatimes.com/topic/cbse>) (CBSE) will start new skill development programmes for students of Class VI to VIII.

The initiative, called Sankalp Programme, in collaboration with the ministry of skill entrepreneurship development, will provide students with the opportunity to learn a variety of technical and creative skills, including courses such as AR/VR creator, AR/VR developer, content strategist, digital marketing manager, event planner, game artist, and more.

In the first phase, students will be introduced to the basics of these courses. From 2025-26, the courses will be made mandatory for students from Class IX to XII. According to experts, the objective is to spark students' interest in technical fields early and to prepare them for future career opportunities in both employment and entrepreneurship.

Speaking to TOI, the principal of Firayalal Public School, Niraj Kumar Sinha, said, "To ensure successful implementation of these courses, CBSE has mandated that all its schools provide training to teachers before introducing the programmes to students. The training will cover a variety of fields such as AR/VR production, digital marketing, content strategy, event management, game design, and more. Once teachers are trained, they will guide students through the various skill courses, helping them gain expertise in these growing sectors."

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Sinha stated, "During a recent training workshop in Hyderabad, it was shared that countries like the US have already integrated skill education into primary education. Students are also being motivated to become entrepreneurs. The trend is aimed at creating future job creators, rather than just job seekers."

The principal of Saraswati Shishu Vidya Mandir said, "With the Sankalp Programme, schools aim to provide a holistic educational experience, preparing students for both job market and entrepreneurial ventures. The board wants to make its students skilled so that with its help they can be prepared for entrepreneurship along with jobs. This course will be effective in giving direction to the skills of the students."

Amuj Tiwari, parent of Aashi, a Class VI student at Dani Public School, said, "With programme, schools are taking a significant step towards transforming education and skill development and preparing students for the challenges of the 21st century."

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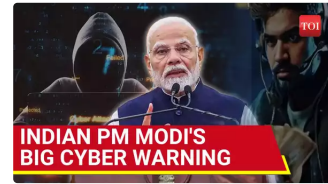
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सख्ती: सीबीएसई ने 21 स्कूलों की मान्यता रद्द की

नई दिल्ली, एजेंसी। सीबीएसई ने डमी स्कूलों के खिलाफ कार्रवाई करते हुए बुधवार को 21 विद्यालयों की मान्यता रद्द कर दी। इसमें से 16 स्कूल दिल्ली, जबकि पांच राजस्थान के कोटा और सीकर में हैं।

इसके अलावा छह स्कूलों का उच्चतर माध्यमिक (12वीं) का दर्जा घटाकर माध्यमिक (10वीं) कर दिया गया। यह कदम सितंबर में राजस्थान और दिल्ली के विद्यालयों में किए गए निरीक्षण के बाद उठाया गया है। निरीक्षण में इन स्कूलों में कई खामियां

■ दिल्ली और राजस्थान के स्कूलों पर कार्यवाही
■ छह अन्य विद्यालयों का दर्जा भी बोर्ड ने घटाया

मिली थीं। सीबीएसई सचिव हिमांशु गुप्ता ने कहा कि डमी या बिना-उपस्थित प्रवेश की प्रथा, स्कूली शिक्षा के मूल उद्देश्य के विपरीत है। उन्होंने कहा कि निरीक्षण में पाई गई अनियमितताओं पर स्कूलों को नोटिस भेजा गया था। जवाब की जांच के बाद साक्ष्यों के आधार पर कार्रवाई की गई।

राष्ट्रीय सहारा, 7 नवंबर 2024, पृष्ठ संख्या - 11

पीएम-विद्यालक्ष्मी योजना को मंत्रिमंडल की मंजूरी

नई दिल्ली (एसएनबी)। केंद्रीय मंत्रिमंडल ने मेधावी विद्यार्थियों को आर्थिक सहायता प्रदान करने के लिए पीएम-विद्यालक्ष्मी योजना को बुधवार को मंजूरी दे दी, ताकि वित्तीय बाधाएं उन्हें गुणवत्तापूर्ण उच्च शिक्षा प्राप्त करने से न रोक सकें। केंद्रीय मंत्री अश्विनी वैष्णव ने यह जानकारी दी।

पीएम-विद्यालक्ष्मी योजना के अनुसार, गुणवत्तापूर्ण उच्च शिक्षा संस्थानों (क्यूएचईआई) में दाखिला लेने वाला कोई भी विद्यार्थी पाठ्यक्रम से संबंधित ट्यूशन शुल्क और अन्य खर्चों की पूरी राशि को कवर करने के लिए बैंकों और वित्तीय संस्थानों से बिना किसी जमानत या गारंटर के ऋण हासिल करने के लिए पात्र होगा। इस योजना के लिए 3,600 करोड़ रुपये के परिव्यय को मंजूरी दी गई है, जिसके तहत राष्ट्रीय संस्थागत रैंकिंग ढांचा (एनआईआरएफ) के आधार पर देश के शीर्ष 860 क्यूएचईआई में प्रवेश पाने वाले छात्रों को शिक्षा ऋण की सुविधा दी जाएगी। इसमें हर साल 22 लाख से अधिक छात्र शामिल होंगे।

वैष्णव ने यहां संवाददाता सम्मेलन में कहा, 'मंत्रिमंडल ने मेधावी छात्रों को वित्तीय सहायता प्रदान करने के लिए पीएम-विद्यालक्ष्मी योजना को मंजूरी दी है, ताकि वित्तीय बाधाएं भारत के किसी भी युवा को गुणवत्तापूर्ण उच्च शिक्षा प्राप्त करने से न रोक सकें।' इस योजना में एनआईआरएफ के समग्र, श्रेणी-विशिष्ट और विषय-विशिष्ट रैंकिंग में शीर्ष 100 में

स्थान रखने वाले सरकारी एवं निजी सभी एचईआई शामिल हैं। एनआईआरएफ रैंकिंग में 101-200 में स्थान रखने वाले राज्य सरकार के उच्च शिक्षा संस्थानों (एचईआई) और केंद्र सरकार द्वारा संचालित सभी संस्थानों को इसमें शामिल किया गया है। एक आधिकारिक बयान में कहा गया है, 'यह सूची हर साल नवीनतम एनआईआरएफ रैंकिंग का इस्तेमाल करके अद्यतन की जाएगी, और शुरुआत में 860 योग्य क्यूएचईआई के साथ 22 लाख से अधिक छात्रों को शामिल

बिना किसी जमानत या गारंटर के ऋण हासिल करने के पात्र होंगे छात्र

योजना के लिए 3,600 करोड़ रुपए के परिव्यय को दी गई मंजूरी

किया जाएगा, ताकि वे चाहें तो पीएम-विद्यालक्ष्मी का लाभ उठा सकें।' साढ़े सात लाख रुपये तक की ऋण राशि के लिए, छात्र बकाया चुक के 75 प्रतिशत की ऋण गारंटी के लिए भी पात्र होगा। बयान में कहा गया, 'इससे बैंकों को इस योजना के तहत विद्यार्थियों को शिक्षा ऋण उपलब्ध कराने में सहायता मिलेगी। इसके अलावा, जिन विद्यार्थियों की वार्षिक पारिवारिक आय आठ लाख रुपये तक है और वे किसी अन्य सरकारी छात्रवृत्ति या ब्याज छूट योजनाओं के तहत लाभ के पात्र नहीं हैं, उन्हें 10 लाख रुपये तक

के ऋण पर अधिस्थान अवधि के दौरान तीन प्रतिशत की ब्याज छूट भी प्रदान की जाएगी।' इसमें कहा गया, 'हर वर्ष एक लाख विद्यार्थियों को ब्याज छूट सहायता दी जाएगी। उन विद्यार्थियों को प्राथमिकता दी जाएगी, जो सरकारी संस्थानों में अध्ययनरत हैं और जिन्होंने तकनीकी, व्यावसायिक पाठ्यक्रमों का विकल्प चुना है। वर्ष 2024-25 से 2030-31 के दौरान 3,600 करोड़ रुपये के परिव्यय का प्रावधान किया गया है और इस अवधि के दौरान सात लाख नये छात्रों को इस ब्याज छूट का लाभ मिलने की उम्मीद है।'

उच्च शिक्षा विभाग का एक एकीकृत पोर्टल 'पीएम-विद्यालक्ष्मी' होगा, जिस पर विद्यार्थी सभी बैंकों द्वारा उपयोग की जाने वाली सरलीकृत आवेदन प्रक्रिया के माध्यम से शिक्षा ऋण के साथ-साथ ब्याज छूट के लिए आवेदन कर सकेंगे। ब्याज छूट का भुगतान ई-वाउचर और सेंट्रल बैंक डिजिटल करेंसी (सीबीडीसी) वॉलेट के माध्यम से किया जाएगा। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि यह योजना गरीब और मध्यम वर्ग के लाखों छात्रों को सशक्त बनाएगी। उन्होंने 'एक्स' पर एक पोस्ट में कहा, 'भारत के प्रतिभाशाली युवाओं के लिए 21वीं सदी की उच्च शिक्षा तक सार्वभौमिक पहुंच सुनिश्चित करना प्रधानमंत्री नरेन्द्र मोदी की गारंटी है। 3,600 करोड़ रुपये के परिव्यय के साथ पीएम-विद्यालक्ष्मी को मंजूरी दिए जाने से उच्च शिक्षा में आने वाली बाधाएं दूर होंगी और हमारी युवा शक्ति को अपने सपनों को पूरा करने में मदद मिलेगी।'

CBSE ने 21 स्कूलों की मान्यता वापस ले ली

■ विस, नई दिल्ली : CBSE ने डमी एनरोलमेंट के महेनजर जिन 27 स्कूलों को नोटिस दिया था, उनके खिलाफ अब ऐक्शन लिया है। 21 स्कूलों की मान्यता वापस ले ली गई और 6 को डाउनग्रेड करते हुए सीनियर सेकेंडरी से सेकेंडरी लेवल तक कर दिया है। ये स्कूल दिल्ली और राजस्थान के हैं। डाउनग्रेड किए गए सभी स्कूल दिल्ली के हैं। 3 सितंबर को इन 27 स्कूलों का निरीक्षण किया गया था। जांच में पता चला कि नियमों का उल्लंघन किया गया और अटेडेस रेकॉर्ड में गड़बड़ियां हैं। ▶▶ पेज 10

इनमें 16 दिल्ली के और 5 राजस्थान के स्कूल हैं

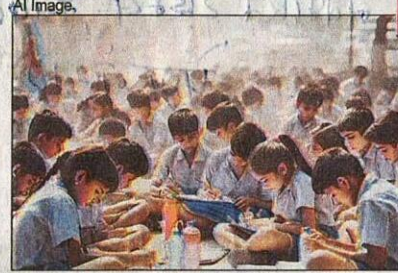
21 स्कूलों की एफिलिएशन वापस ली

Affiliation
डमी एनरोलमेंट पर CBSE का ऐक्शन

■ विशेष संवाददाता, नई दिल्ली

सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (सीबीएसई) ने डमी एनरोलमेंट के महेनजर जिन 27 स्कूलों को नोटिस दिया था, उनके खिलाफ अब ऐक्शन लिया है। सीबीएसई ने 21 स्कूलों की एफिलिएशन वापस ले ली है और 6 स्कूलों को डाउनग्रेड करते हुए सीनियर सेकेंडरी से सेकेंडरी लेवल तक कर दिया है। ये स्कूल दिल्ली और राजस्थान के हैं।

सीबीएसई ने 3 सितंबर को दिल्ली और राजस्थान के 27 स्कूलों का निरीक्षण किया था, जिसमें डमी एनरोलमेंट पाए थे। इसके बाद बोर्ड ने स्कूलों को कारण बताओ नोटिस जारी कर 30 दिन के अंदर जवाब मांगा था। दरअसल, इन स्कूलों के अटेडेस रिकॉर्ड में गड़बड़ियां पायीं गईं। यह भी पाया गया कि कुछ स्कूल इन्फ्रास्ट्रक्चर को लेकर नियमों का उल्लंघन कर रहे हैं। अधिकांश स्कूलों में स्टूडेंट्स की असल अटेडेस के रिकॉर्ड से अधिक ज्यादा नामांकन पाए गए थे। सीबीएसई सेक्रेटरी हिमांशु गुप्ता ने बताया कि स्कूलों से मिले जवाबों का बोर्ड ने निरीक्षण किया गया और



6 स्कूलों को सीनियर सेकेंडरी से सेकेंडरी किया

इंस्पेक्शन के नतीजों और विडियो ग्राफिक सबूतों पर गौर किया गया। इसके बाद 21 स्कूलों का एफिलिएशन वापस ले लिया गया क्योंकि इनमें अच्छी-खासी संख्या में क्लास 9 से लेकर 12 तक के स्कूल ना आने वाले स्टूडेंट्स एनरोल पाए गए। 6 स्कूलों को सीनियर सेकेंडरी स्कूल से सेकेंडरी स्कूल लेवल का कर दिया गया है। बोर्ड का कहना है कि डमी/नॉन अटेडिंग एडमिशन की प्रैक्टिस स्कूल एजुकेशन के मिशन का विरोधाभास है।

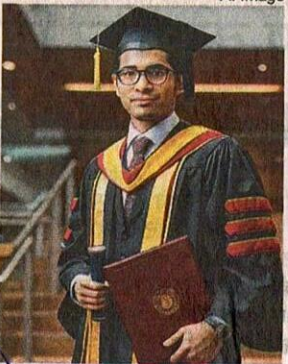
बोर्ड स्टूडेंट्स दे सकेंगे एग्जाम

■ जिनका एफिलिएशन रद्द किया गया है, उनके 10 वीं और 12वीं के स्टूडेंट्स बोर्ड 2024-25 के एग्जाम दे सकेंगे। 9 और 11 में पढ़ रहे स्टूडेंट्स संबंधित जिले के रीजनल ऑफिसर आसपास के स्कूल में शिफ्ट करवाएंगे। स्कूलों को नए दाखिले करने की इजाजत नहीं होगी।

जिन स्कूलों का सीबीएसई ने एफिलिएशन वापस लिया है

- खेमो देवी पब्लिक स्कूल - नरेला ■ द विवेकानंद स्कूल - नरेला ■ संत ज्ञानेश्वर मॉडल स्कूल - अलीपुर ■ पी डी मॉडल सेकेंडरी स्कूल - सुल्तानपुरी ■ सिद्धार्थ पब्लिक स्कूल - कंझावला ■ राहुल पब्लिक स्कूल - राजीव नगर एक्सटेशन ■ भारती विद्या निकेतन पब्लिक स्कूल - चंद्र विहार ■ यू एस एम पब्लिक सेकेंडरी स्कूल - नागलोई ■ आर डी इंटरनेशनल स्कूल - बापरोला ■ हीरा ला पब्लिक स्कूल - मदनपुर डबास ■ बी आर इंटरनेशनल स्कूल - मुंगेशपुर ■ एस जी एन पब्लिक स्कूल - नांगलोई ■ एम डी मेमोरियल पब्लिक स्कूल - नागलोई ■ के आर डी इंटरनेशनल स्कूल - ढासा रोड ■ एम आर भारती मॉडल सीनियर सेकेंडरी स्कूल - मुडका
- इन लिस्ट में राजस्थान के प्रिंस उच्च माध्यमिक विद्यालय - सीकर, लॉर्ड बुद्ध पब्लिक स्कूल - कोटा, एलबीएस कॉन्वेंट स्कूल - कोटा, शिव ज्योति कॉन्वेंट सीनियर सेकेंडरी स्कूल - कोटा, विद्या भारती पब्लिक स्कूल - सीकर शामिल हैं।
- जिन स्कूलों को डाउनग्रेड किया है, उनमें सभी दिल्ली के स्कूल हैं। इनमें आदर्श जैन धार्मिक शिक्षा संस्थान - नजफगढ़, बी एस इंटरनेशनल स्कूल - निलोठी एक्सटेशन, भारत माता सरस्वती बाल मंदिर - नरेला, चौधरी बलदेव सिंह मॉडल स्कूल - नॉर्थ वेस्ट दिल्ली, ध्रुव पब्लिक स्कूल - जय विहार और नवीन पब्लिक स्कूल - नागलोई शामिल हैं।

PM विद्यालक्ष्मी : पोर्टल से आवेदन, देश के हर हिस्से के छात्र कवर होंगे



AI Image

Bhubender.Sharma@timesofindia.com

■ नई दिल्ली: कैबिनेट से पास की गई नई केंद्रीय योजना पीएम विद्यालक्ष्मी में आवेदन के करने के लिए छात्रों को पोर्टल vidyalakshmi.co.in/Students पर जाना होगा। इस पर छात्र सभी बैंकों द्वारा उपयोग की जाने वाली आवेदन प्रक्रिया के माध्यम से एजुकेशन लोन के साथ-साथ ब्याज छूट के लिए आवेदन कर सकेंगे। अगले कुछ दिनों में इसी पोर्टल में कुछ और फीचर्स जोड़े जाएंगे। इस योजना में आने वाले आवेदनों के

■ इस योजना में लोन की बड़ी राशि की गारंटी केंद्रीय शिक्षा मंत्रालय देगा।

बाद भौगोलिक वितरण पर ध्यान दिया जाएगा ताकि देश के हर हिस्से के छात्रों का प्रतिनिधित्व हो। प्रफेशनल (तकनीकी/व्यावसायिक) कोर्सेज को चुनने वालों को इसमें प्राथमिकता मिलेगी। सरकारी संस्थानों में पढ़ने वालों को भी फायदा होगा। इस योजना में लोन की बड़ी राशि की गारंटी केंद्रीय शिक्षा मंत्रालय देगा। जिन छात्रों की वार्षिक पारिवारिक आय 8 लाख रुपये तक

है और वे किसी अन्य सरकारी स्कॉलरशिप या ब्याज छूट योजनाओं का फायदा नहीं पा रहे हैं, उन्हें 10 लाख रुपये तक के लोन पर 3 प्रतिशत की ब्याज छूट भी मिलेगी। हर वर्ष एक लाख छात्रों को ब्याज छूट मिलेगी। 4.5 लाख रुपये तक की वार्षिक पारिवारिक आय वाले छात्रों को ब्याज से पूरी तरह से रियायत मिलेगी। 2024-25 से 2030-31 के दौरान 3600 करोड़ रुपये के खर्च का प्रावधान किया गया है। इस अवधि के दौरान 7 लाख छात्रों को इस ब्याज छूट का लाभ मिलने की उम्मीद है। शुरुआत में करीब 22 लाख छात्र इस योजना के दायरे में होंगे।

NBT
Lens
समझिए खबरों के अंदर की बात

ड्रॉपआउट की समस्या का भी निकल सकेगा समाधान

राष्ट्रीय शिक्षा नीति 2020 में छात्रों की स्कूली शिक्षा से लेकर उच्च शिक्षा पूरी करने की राह आसान बनाने की सिफारिश की गई। देश में अभी दसवीं के बाद, 12वीं के बाद और ग्रेजुएशन कोर्सेज में एडमिशन पाने के बाद भी बड़ी संख्या में छात्र अपनी पढ़ाई पूरी नहीं कर पाते। जाने-माने संस्थानों में भारी भरकम फीस भी एक कारण होती है। केंद्र सरकार ने शिक्षा नीति के अनुरूप यह योजना तैयार की है ताकि ड्रॉपआउट की समस्या को कम किया जा सके। वैसे, जानकारों का यह भी कहना है कि सरकारी संस्थानों में बढ़ती फीस को रोकने की दिशा में भी सरकार को कुछ कदम उठाने चाहिए।

How AI, big data and personalisation are transforming B-school curricula

From integrating AI into decision-making processes to adding global perspectives, B-schools are merging traditional education with innovative technology

In 2024, technology is influencing every aspect of life, transforming the way we businesses, learn, and run businesses. With advancements in Artificial Intelligence, Machine Learning, IoT, Big Data, Blockchain, and other digital technologies, we are currently navigating the fourth wave of the industry revolution.

Businesses primarily prioritise automation and machinery to enhance workforce operations, with 88 per cent of small business owners using automation to increase their workforce efficiency, according to an Unmud study. This shift is driving up the demand for digitally literate and tech-savvy professionals in the industry, inspiring business schools to redesign their academic curricula.



PRABHU AGGARWAL

Following are the revolutionary ways technology is reshaping the business industry.

Reshaping Business Education through AI: According to the Future of Jobs Survey, 75 per cent of companies plan to adopt AI technologies in the coming years. This signals a significant shift brought about by technology in business education; the integration of AI and ML

Artificial Intelligence and Machine Learning are revolutionising how future business leaders think and make decisions, disrupting the traditional learning models. Emerging technologies such as generative AI provide real-time feedback and high-level interactivity, inspiring B-schools to employ learning approaches to develop AI skills in students, thus, preparing them to meet the demands of a rapidly evolving business landscape.

Integration of Data Analytics into Business Intelligence: Data has become the primary currency in business intelligence, helping businesses make informed decisions to enhance their growth. Technological trends such as statistical techniques, predictive analysis, machine learning,

and artificial intelligence allow businesses to identify leading patterns and tailor their offerings. As recent studies by Edge Delta point out, more companies will adopt big data and technology, increasing the employment rate by 58 per cent. To help students stay competitive, B-schools actively embed data analysis into their offered curriculum, improving students' data proficiency. Incorporating data analytics into higher education curricula, particularly in PGDM and MBA programmes, will promote innovation and solution-oriented thinking among students.

Experiential Learning and Real-World Applications: With the rapid inclusion of technology in business, the leading employers are excessively



prioritising professionals with industry-ready technical and soft skills. The technologically integrated method of business education complements the traditional teaching pedagogy, preparing students to tackle real-world challenges and provide futuristic solutions. Through industry internships, consultation projects, case studies, and business simulations, B-school students gain hands-on experience and practical skills necessary to

excel in today's competitive job market. While a business degree holds significant importance, practical experience allows students to turn their learnings into actionable solutions.

Personalised Learning Approach: The amalgamation of technology and education has made education personal. The traditional learning model employs a one-size-fits-all approach, ignoring individual learning needs. On the other hand, the modern learning model is tailored to meet individualistic demands, making learning seamless for every student. Through tech-integrated personalised education, students can adapt the learning materials and understand at their own pace. This shift is especially impactful in

business education, where personalised learning helps students stay current with industry trends, bridge the skill gap, and learn based on their proficiency.

Balance Between Human Creativity and Automation: While many view the current era as Industry 4.0, others argue we are swiftly moving towards Industry 5.0. Unlike its predecessor, Industry 5.0 emphasises the well-being of professionals, fostering prosperity beyond jobs and promoting ecologically balanced economic growth. The upcoming industrialisation era envisions close collaboration between humans and AI tools, enhancing operational efficiency and cost-effectiveness. This has led top B-schools to thoughtfully curate the core

management courses, integrating human-centricity, sustainability, and automation.

Bringing Global Perspective to Classrooms: Business challenges today are inherently global in nature, such as sustainability issues, supply chain management, foreign regulations, and cultural diversity. By embedding a global outlook in business education, B-schools equip students with essential tools to effectively address these problems. Facilitating worldly industry collaborations and connecting peers from diverse cultures through virtual modes fosters a deeper business understanding in the students, enabling them to drive positive changes.

(The writer is Dean BMS Hyderabad; views are personal)

AFFILIATION OF 21 SCHOOLS WITHDRAWN, SIX SCHOOLS DOWNGRADED

CBSE cracks down on 'dummy' schools

OUR CORRESPONDENT

HIGHLIGHTS

NEW DELHI: In a crackdown on 'dummy' admissions, the Central Board of Secondary Education (CBSE) on Wednesday withdrew affiliation of 21 schools and downgraded six schools from senior secondary to secondary level, officials said.

The move comes following a surprise inspection at the schools in Rajasthan and Delhi in September during which several lapses were found, they said.

"The practice of dummy or non-attending admissions contradicts the core mission of school education, compromising students' foundational growth. To address this issue, we are taking a decisive action to combat the proliferation of dummy schools and send a clear message to all affiliated institutions to resist the lure of accepting dummy or non-attending admissions," CBSE Secretary Himanshu Gupta said.

He said the vital observations of the surprise inspection

- » 'Move comes following a surprise inspection at the schools in Rajasthan and Delhi in September during which several lapses were found'
- » 'The practice of dummy or non-attending admissions contradicts the core mission of school

education, compromising students' foundational growth. To address this issue, we are taking a decisive action to combat the proliferation of dummy schools and send a clear message to all affiliated institutions to resist the lure of accepting dummy or non-attending admissions'

tion committees regarding the irregularities observed during the inspections were communicated as a report to the respective schools.

Gupta said the prime objective of the inspections was to ascertain that the schools were operating in compliance with the norms of regular attendance of students in schools according to the affiliation and examination bylaws of the Board. The CBSE emphasised that dummy or non-attending schools undermine educational

integrity and issued show cause notices, allowing schools 30 days to respond, he said.

"The replies submitted by the schools were examined in detail by the Board. Based on the inspection findings and supported by videographic evidence, affiliation of 21 schools was withdrawn and six schools were downgraded from senior secondary to secondary level," he added.

Of the 21 schools whose affiliation has been withdrawn, 16 are in Delhi while five of

them are in Rajasthan's coaching hubs — Kota and Sikar.

Scores of students preparing for engineering and medical entrance examinations prefer to take admission in dummy schools so that they can focus solely on their preparations for the competitive exams. They do not attend classes and straightaway appear in the board exams.

Aspirants also choose dummy schools, keeping in mind the quota in medical and engineering institutes available for students from certain states. For example, candidates who have completed classes 11 and 12 in Delhi are considered for admission in engineering and medical colleges of the national Capital under the Delhi state quota.

Earlier this year, the CBSE cancelled the affiliation of 20 schools for enrolling dummy students and ineligible candidates.

The disaffiliated schools in Delhi are Khemo Devi Public School and The Vivekanand

School in Narela; Sant Gyaneshwar Model School, Alipur; P D Model Secondary School, Sultanpuri Road; Sidhartha Public School, Kanjhawla; Rahul Public School, Rajiv Nagar Extension; Bharti Vidya Niketan Public School, Chander Vihar; R.D. International School, Baprola; Heera Lal Public School, Madanpur Dabas; B.R. International School, Mungeshpur; KRD International School, Dhansa Road and MR Bharti Model Senior Secondary School, Mundka.

Three schools in Delhi's Nangloi — USM Public Secondary School, SGN Public School and M D Memorial Public School — have also lost their affiliation.

The schools whose affiliation has been downgraded are Adarsh Jain Dharmic Shiksha Sadan, BS International School, Bharat Mata Saraswati Bal Mandir, Ch Baldev Singh Model School, Dhruva Public School and Naveen Public School. All of these schools are in Delhi.

The Times of India,

7 November, 2024,

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CBSE Cracks Down On 'Dummy Admissions'

21 Schools Disaffiliated, 6 Downgraded In Delhi, Raj

TIMES NEWS NETWORK

New Delhi: The Central Board of Secondary Education on Wednesday acted strongly against "dummy" admissions by revoking the affiliation of 21 schools and downgrading six others from senior secondary (Class XII) to the secondary level (Class X). Of these schools disaffiliated or downgraded, 22 are in Delhi and several in coaching hubs in Rajasthan like Kota and Sikar.

The schools were found to have significant numbers of non-attending students in classes IX-XII, indicating practices that compromise the core mission of education.

CBSE had in Sept conducted surprise inspections across Delhi and Rajasthan, revealing several irregularities. According to CBSE secretary Himanshu Gupta, dummy or non-attending admissions undermining the foundation of education, crucial to

the academic development of students. He explained that CBSE's decisive actions were intended to reinforce the importance of regular attendance and discourage schools from accepting non-attending admissions solely for board exam appearances.

Many students opt for dummy admissions in these schools to focus solely on preparations for engineering and medical entrance exams, often attending classes at private coaching centres instead of school.

Additionally, some students use these dummy admissions to qualify under specific state quotas in medical and engineering colleges, gaining advantages in admission processes.

The inspection committees documented their findings in reports sent to the schools, highlighting issues of non-compliance with CBSE's Affiliation and Ex-

amination Bye-Laws. CBSE then issued showcause notices, giving the schools 30 days to respond. After a detailed review of these replies, supported by videographic evidence, CBSE took action against the schools.

Of the 21 disaffiliated schools, 16 are in Delhi, while the remaining are in Rajasthan's Kota and Sikar.

Earlier this year, CBSE had disaffiliated 20 schools for similar practices involving "dummy" students and ineligible candidates. Notable ones in Delhi include Khemo Devi Public School, The Vivekanand School, Sant Gyaneshwar Model School, and others in areas like Narela, Alipur, and Sultanpuri Road. Schools downgraded to secondary level include Adarsh Jain Dharmic Shiksha Sadan, BS International School, Bharat Mata Saraswati Bal Mandir, and others, all located in Delhi.

Anil Pradhan from Odisha wins Rohini Nayyar prize

- Anil Pradhan, a 28-year-old social worker from Odisha, won the third Rohini Nayyar Prize for his outstanding contribution to rural development.
- The prize, instituted by the Rohini Nayyar Foundation, constituted in memory of the eminent economist, comes with a cash award of ₹10 lakh, a citation and a trophy. This year's winner was selected by a jury consisting of academics and activists. "Mr. Pradhan, 28, is an innovative engineer and educationist. Born in the village of Baral, Odisha, he migrated to Bhopal for education. He was the chief designer of Asia's first university rocket team, VSLV," the foundation said in a release.

The Hindu, 7 November 2024,
Page No - 2, 10, 12

Online workshop seeks to help teens and parents build a positive mindset

The Hindu Bureau
CHENNAI

In a bid to equip teenagers with essential life skills and a positive mindset, MiTran Global's Positive Mind Mastery workshop will offer an online programme for young people and their parents on November 9 and 10. *The Hindu In School* is the media partner.

The programme, meant for those in the 11-17 age group, offers transformative strategies that fortify mental and emotional resilience. The interactive two-and-a-half-hour session is designed to help teenagers navigate the challenges of modern life such as digital

distractions and academic pressures.

The workshop seeks to recognise youngsters' individuality through methods such as "Brain Dominance and Learning Behaviour Assessment". It has strategies that resonate with teenagers' specific cogni-

tive style, whether they lean towards analytical prowess or creative expression.

Every parent will have the opportunity to take an assessment and receive their child's personalised learning report during the workshop.

The workshop is divided into two segments. In the 'Vibe Lift Hub' segment, participants embark on an exploration of effective stress reduction techniques and time management skills. Advanced learning methodologies, including speed reading and memory enhancement, will empower them to grasp key concepts swift-

ly. The 'Life Lift Hub' segment will focus on infusing positivity into every aspect of life. Participants may engage with real-world scenarios that sharpen their leadership skills and public speaking abilities.

The workshop will emphasise the importance of positive parenting to enhance a child's journey.

For registration, go to newsth.live/mind or scan the QR code. The registration fee is ₹199 and the first 25 registrations will receive a free ebook titled *7 Ways to Make Your Child a Super Achiever in School and Life*.



MiTran Global
Every child has the right to feel positive

positive
mind mastery
workshop
FOR 11-17 YEARS STUDENTS & THEIR PARENTS

Media Partner
THE HINDU

CBSE disaffiliates 21 schools over 'dummy admissions'

The Hindu Bureau
NEW DELHI

The Central Board of Secondary Education (CBSE) has withdrawn affiliation to 21 schools after these were found involved in the practice of "dummy admissions", which allows students preparing for competitive exams to skip classes against mandatory attendance requirement.

According to the CBSE norms, all Class 10 and Class 12 students are required to have 75% attendance to appear for the board examinations.

A CBSE statement said 16 of the 21 schools are located in Delhi while the remaining five are in Rajasthan. Six schools have also been downgraded from senior secondary to secondary level.

The action came after the Board conducted a series of surprise inspections across Delhi and Rajasthan on September 3.

CBSE Secretary Himanshu Gupta said, "We found that the schools did not have sufficient infrastructure or manpower to hold classes for students of Classes 11 and 12." He said

16 of these schools are located in Delhi while the remaining five are in Rajasthan

the action was taken based on the findings supported by video evidence.

Meanwhile, the Board said the practice of dummy or non-attending admissions "contradicts the core mission of school education, compromising students' foundational growth". "We are taking decisive action to send a clear message to all affiliated institutions to resist the lure of accepting dummy or non-attending admissions," it said in the statement.



The Delhi schools that have been derecognised are concentrated in Narela, Nangloi, Alipur, and Mundka areas of the city. Sudha Acharya, Principal of IITL Public School in Delhi's Dwarka, said, "Most of these schools are attached to coaching institutes."

She said many parents prefer sending their children to such schools so that they could focus on competitive exams.

[Home](#) » [New Education Policy 2024-2025](#)

New Education Policy 2024-25, Check New NEP for CBSE School

The National Education Policy 2024-25 aims to accelerate India's transformation into the world's Biggest knowledge economy. Learn the features of NEP 2024, how it is formed, and the new course structure from this article.

 soumyadeep  Published On November 7th, 2024



The New Education Policy 2024-25 represents a significant shift in India's educational environment. The NEP 2024 contains major enhancements aimed at establishing India as a worldwide knowledge superpower by addressing the dynamic needs of the present day with holistic learning, digital literacy, and skill development. Read the complete blog to learn more about the Education Policy, its unique features, and expectations for the Indian education system.

New Education Policy 2024-25

The New Education Policy 2024-2025 is a revolutionary project aiming at transforming India's educational landscape. It promises a comprehensive and student-centered approach to learning that emphasizes critical thinking, problem-solving, and creativity.

It replaces the previous 10+2 system with a new 5+3+3+4 structure, resulting in a more age-appropriate and developmentally aligned curriculum.

The NEP emphasizes the value of basic learning, especially in early childhood education. The New Education Policy is responsible for the development of educational policies in schools and institutions.

What is New NEP 2024?

In simpler language, **NEP 2024 is a significant step toward achieving the goals of the new educational strategy launched in December 2020.** Furthermore, it is a comprehensive agenda that promises a total overhaul of the current educational system.

National Education Policy 2024, is a component of the National Educational Policy 2020 that aims to create a progressive and inclusive education system. It detects the present era's requirements and learning demands and implements the appropriate improvements. Furthermore, holistic learning, digital literacy, and skill development are important aspects of the policy.

Who New Education Policy

India's current educational system had several issues before the new National Education Policy of 2020. The system primarily subjected applicants to cramming, which sometimes overlooked true learning and knowledge acquisition. Furthermore, the state's engagement in education resulted in the formation of multiple education boards, which caused teaching techniques and test patterns to differ. Furthermore, conventional academic themes were prioritized over the development of occupational competencies. In this regard, officials from the new education strategy want to address these weaknesses extensively. It tries to alter this approach by improving topic understanding and reducing rushing.

Why New Education Policy Created?

The idea for the New National Education Policy (NEP) 2024 arose from led by a team of distinguished stakeholders chaired by K Kasturirangan, former Chairman of ISRO. During the panel discussion, panelists offered an overview of the difficulties and improvements needed at each stage of the Indian education system, from basic school to tertiary education and lifetime learning. This panel's conclusions were a comprehensive harmonization of a lot of viewpoints and ideas gathered through debates and consultations. The Ministry of Education then thoroughly reviewed and analyzed these ideas, resulting in their adoption.

CBSE New Education Policy 2024-25 Academic Structure

The Indian education system 2024-25 has traditionally used the 10+2 system, with a strong emphasis on the board exam. Traditional education features an exam-centric structure, textbook-oriented teaching, and passive learning. As a result, renovating the academic framework is one of the initial phases in establishing the 5+3+3+4 Education System. The stages can be defined as follows –

Stage 1: Foundation Building

This is the first stage, lasting five years, during which schools will support effective ECCE (Early Childhood Care and Education). During the final two years of the stage, children will gain core numeracy and literacy abilities through playful and engaging learning activities.

Stage 2: Preparatory Phase

Teachers will use innovative educational tactics in this stage, which comprises the third, fourth, and fifth grades. They will explore new topics and learn actively via hands-on activities.

Stage 3: Middle Phase of Learning

This stage comprises the sixth, seventh, and eighth grades, during which pupils will gain mastery of concepts across multiple subjects. Furthermore, teachers will undertake a variety of activities to help pupils develop their thinking skills.

Stage 4: Secondary /Final Stage

This is the final stage of school education, in which students have the opportunity to choose their topics. The integration of vocational education will allow them to study a variety of skills and disciplines at the same time.

Features of New NEP 2024

Comprehensive Learning

The NEP 2020 goal for school training emphasizes a holistic approach that includes cognitive, emotional, and psychosocial domains.

ECCE Emphasis

Early Childhood Care and Education is an important focus since it provides a solid foundation for all children.

Regional Language Priority

The NEP permits instruction in regional or home languages through Grade 5, promoting multilingual social justice.

Vocational Training

The Vocational Push policy aims to train at least half of learners for jobs by 2025.

New Academic Structure

The new 5+3+3+4 curriculum architecture aligns with the blended model of learning through exposure and skills, ensuring a fluid learning pipeline.

Online Education

Digital integration refers to the use of technology in platforms like DIKSHA to ensure that every child receives an appropriate education.

Inclusive Education for All

The NEP 2020 prioritizes inclusivity and equity, enabling all children up to 6+2 years by removing social and physical barriers to education.

Learning and Feedback System

It advocates for a shift from summative assessments, which focus on testing and results, to formative assessments, which focus on learning and feedback.

Experimental Teaching by Educators

Teacher training aims to equip teachers with new models and approaches to enable long-term professional learning. The institutes will use an arts-integrated instructional approach that incorporates experiential learning methods. Teachers, for example, can lead poetry, sketching, and painting classes, as well as group plays and drama.

NEP 2020 Education Policy

The National Education Policy (NEP) 2020 is a comprehensive framework introduced by the Government of India, aiming to revamp the Indian education system. It covers primary to higher education with a focus on inclusive and holistic development. Here's an in-depth look:

Key Features and Structural Changes

Foundational Pillars: The policy is built on four foundational pillars—Access, Equity, Quality, and Accountability—to ensure inclusive and equitable education for all.

5+3+3+4 School Structure:

The existing 10+2 system is replaced by a 5+3+3+4 structure.

Foundational Stage (5 years): Includes three years of pre-primary and two years of Grades 1 and 2, focusing on play-based learning.

Preparatory Stage (3 years): Covers Grades 3-5, emphasizing activity-based learning.

Middle Stage (3 years): Grades 6-8, introducing students to more abstract concepts and interdisciplinary study.

Secondary Stage (4 years): Grades 9-12, focusing on multidisciplinary studies with flexibility in subject choices.

Early Childhood Care and Education (ECCE):

ECCE is given significant importance, with universal access aimed for children aged 3-6.

Establishment of Bal Bhavans, where students can participate in arts, crafts, and sports.

Multilingualism and Mother Tongue:

Emphasis on mother tongue or regional language as the medium of instruction till Grade 5, but ideally till Grade 8.

Encouragement for students to learn three languages, including their regional language.

Focus on Literacy and Numeracy:

NEP 2020 aims to achieve universal foundational literacy and numeracy in primary school by 2025.

Special initiatives and programs are being introduced to support literacy and numeracy at an early age.

Vocational Education and Skill Development:

Integration of vocational education from Grade 6 with internships.

This aims to equip students with practical skills and exposure to different professions.

Holistic and Multidisciplinary Education:

Students in higher grades have the freedom to choose subjects across streams.

Emphasis on arts, humanities, and sports alongside academics, promoting a multidisciplinary approach.

Examinations and Assessments:

Shift from high-stakes exams to regular assessments, focusing on critical thinking and analytical skills.

Board exams will be redesigned to assess core competencies, with an option to take exams twice a year.

Higher Education Reforms:

The aim is to achieve a Gross Enrollment Ratio (GER) of 50% by 2035.

Establishment of a four-year undergraduate degree with exit options at multiple stages (certificate, diploma, or degree).

Introduction of multidisciplinary institutions, phasing out stand-alone technical and professional

institutions.

M.Phil. programs will be discontinued, and research opportunities will be promoted at the undergraduate level.

National Testing Agency (NTA):

NTA will conduct a single entrance exam for college admissions, like the SAT in the US, to ease the admission process across the country.

Teacher Training and Professional Development:

Introduction of a four-year integrated B.Ed. degree as the minimum qualification for teachers by 2030.

Teachers will undergo continuous professional development and performance-based assessments.

Digital and Online Learning:

Emphasis on digital education through e-learning platforms like SWAYAM and DIKSHA.

Blended models of learning are encouraged, especially for remote and underserved areas.

National Education Technology Forum (NETF):

A platform to support the use of technology in education, focusing on e-content, teaching aids, and blended learning models.

National Assessment Centre – PARAKH:

Establishment of PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) to set standards and improve the assessment framework across states.

Gender Inclusion Fund:

A fund aimed at providing quality education for girls, transgender, and other marginalized groups.

Goals and Vision

The NEP 2020 envisions transforming India into a knowledge society and economy, with the following goals:

Attain universal quality education.

Develop a more flexible, student-centered education system.

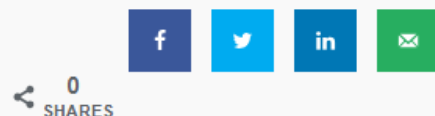
Foster critical thinking, creativity, and ethical values in students.

Improve India's global standing in educational outcomes and innovation.

Implementation and Challenges

While the NEP 2020 lays out an ambitious vision, implementing these changes on the ground is complex and requires significant investment, infrastructure, and capacity-building efforts across India's states and educational institutions.

Sharing is caring!



मदरसा शिक्षा में सुधार की राह खुली

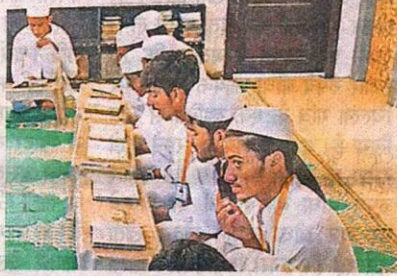
उत्तर प्रदेश मदरसा बोर्ड अधिनियम, 2004 पर सुप्रीम कोर्ट का निर्णय आम फैसलों से अलग है। ऐसा बहुत कम होता है कि अदालत के किसी निर्णय से दोनों पक्षकार संतुष्ट हों, लेकिन इस मामले में ऐसा ही देखने को मिला। सुप्रीम कोर्ट ने अंजुम कादरी और अन्य बनाम भारत संघ के निर्णय में इलाहाबाद उच्च न्यायालय के निर्णय को पलटते हुए उत्तर प्रदेश मदरसा एक्ट, 2004 को संवैधानिक ठहराया, किंतु कामिल (स्नातक) और फाजिल (परास्नातक) डिग्री देने से संबंधित प्रविधानों को यूजीसी एक्ट 1956 के विरुद्ध होने के कारण असंवैधानिक घोषित कर दिया। सुप्रीम कोर्ट में यह मुकदमा इलाहाबाद उच्च न्यायालय के उस फैसले के खिलाफ अपील के रूप में आया था, जिसमें उत्तर प्रदेश मदरसा बोर्ड एक्ट, 2004 को असंवैधानिक घोषित कर दिया गया था। इलाहाबाद उच्च न्यायालय ने 22 मार्च, 2024 के अपने फैसले में कहा था कि मदरसा बोर्ड की स्थापना संविधान के पंथनिरपेक्ष ढांचे, अनुच्छेद 21(क) में उल्लिखित अधिकार और सबको समान शिक्षा पाने के मूल अधिकार का उल्लंघन है। इस फैसले को सुप्रीम कोर्ट में चुनौती देते हुए कहा गया कि उच्च न्यायालय में अल्पसंख्यकों को मिले मूल अधिकार की अनदेखी की गई है।

सर्वोच्च न्यायालय के सामने तीन प्रश्न थे। पहला यह कि संविधान के अनुच्छेद 30(1) के तहत अल्पसंख्यकों को शिक्षण संस्थाओं को स्थापित करने और उनके संचालन के अधिकार का अर्थ और उसकी सीमा क्या है। दूसरा प्रश्न यह था कि क्या यह कानून पंथनिरपेक्षता का उल्लंघन करता है और तीसरा यह कि अनुच्छेद 21(क) में दिए गए शिक्षा के मूल अधिकार और अनुच्छेद 30(1) में अल्पसंख्यकों को शिक्षण संस्थाएं स्थापित और प्रशासित करने के अधिकार के बीच क्या अंतर्संबंध है? उत्तर प्रदेश में मदरसा शिक्षा बोर्ड एक्ट, 2004 के माध्यम से मदरसा बोर्ड स्थापित किया गया था। इसके अधीन मदरसों को पांचवीं (तहतानियां), आठवीं (फौकानिया), दसवीं (मुंशी-मौलवी), बारहवीं (आलिम), स्नातक (कामिल) तथा परास्नातक (फाजिल) डिग्री देने का अधिकार दिया गया था। मदरसा बोर्ड का तर्क था कि संविधान के अनुच्छेद 30(1) में भाषाई और धार्मिक अल्पसंख्यकों को शिक्षण संस्थाओं के संचालन का



डा. हरबंस दीक्षित

सुप्रीम कोर्ट का निर्णय कई मं दूर करने और मदरसा शिक्षा की गुणवत्ता बनाए रखने में मददगार होने वाला है



लखनऊ के एक मदरसे में पढ़ाई करते छात्र • पेद

अधिकार है और संविधान निर्माताओं की मंशा थी कि अल्पसंख्यक वर्ग को अपनी भाषा और संस्कृति को संरक्षित करने का अधिकार होना चाहिए।

सर्वोच्च न्यायालय ने टीएमए पर फाउंडेशन (2002), इस्लामिक अकादमी आफ एजुकेशन (2003) तथा पीए इनामदार (2005) जैसे कई मुकदमों में यह कहा था कि अनुच्छेद 30(1) के तहत अल्पसंख्यक समाज को शिक्षण संस्थाएं खोलने और एवं संचालन का अधिकार है, किंतु यह अधिकार असीम नहीं है। सर्वोच्च न्यायालय की स्पष्ट मान्यता रही है कि संस्थाओं के लोकातांत्रिक स्वरूप को बचाने तथा शिक्षा के स्तर एवं गुणवत्ता को सुनिश्चित करने के लिए सरकार द्वारा बनाए नियमों को इन संस्थाओं को भी मानना होगा। सर्वोच्च न्यायालय ने अपने पूर्ववर्ती निर्णयों की भांति उत्तर प्रदेश मदरसा बोर्ड एक्ट, 2004 के मामले में भी यही कहा कि अल्पसंख्यक समाज को अपनी पसंद की शिक्षण संस्थाएं स्थापित करने का अधिकार अनुच्छेद 30(1) द्वारा दिया गया है। इसी के चलते उसने इलाहाबाद उच्च न्यायालय के निर्णय का वह हिस्सा निरस्त कर दिया, जिसमें मदरसा बोर्ड को पूरी तरह असंवैधानिक घोषित कर दिया गया था। सुप्रीम कोर्ट ने साफ किया

कि अल्पसंख्यक समाज अपनी पसंद के शिक्षण संस्थान स्थापित कर सकते हैं, किंतु शिक्षा की गुणवत्ता बनाए रखने के लिए सरकार या उसके द्वारा स्थापित नियामक संस्थाओं द्वारा बनाए गए नियम अल्पसंख्यक संस्थाओं पर भी बाध्यकारी होंगे। यूपी मदरसा बोर्ड द्वारा दी जाने वाली डिग्री की मान्यता के बारे में सर्वोच्च न्यायालय ने स्पष्ट किया कि शिक्षण संस्था खोलने के अधिकार और डिग्री की मान्यता को अलग-अलग देखा जाना चाहिए। अनुच्छेद 30(1) अल्पसंख्यक समाज को शिक्षण संस्थाएं खोलने का अधिकार देता है, किंतु इसके अंतर्गत संस्थाओं की डिग्री को मान्यता मिलने का अधिकार शामिल नहीं है। डिग्री की मान्यता के संबंध में सर्वोच्च न्यायालय ने कहा कि उच्च शिक्षा संस्थाओं द्वारा दी जाने वाली डिग्री का नियमन विश्वविद्यालय अनुदान आयोग यानी यूजीसी द्वारा किया जाता है। शिक्षा की गुणवत्ता बनाए रखने के लिए इसके द्वारा व्यापक नियम बनाए गए हैं। चूंकि मदरसा बोर्ड विश्वविद्यालय आयोग अधिनियम, 1956 की धारा 2(एफ) के तहत मान्यता प्राप्त नहीं, इसलिए उसके द्वारा दी जाने वाली कामिल तथा फाजिल की डिग्री विधिसम्मत नहीं। पांचवीं, आठवीं, दसवीं तथा बारहवीं के समकक्ष जारी किए जाने वाले प्रमाण पत्रों के बारे में सर्वोच्च न्यायालय ने स्पष्ट किया कि वे अवैध नहीं हैं, किंतु शिक्षा की गुणवत्ता के लिए सरकार उनका भी नियमन कर सकती है।

सुप्रीम कोर्ट का निर्णय मदरसा शिक्षा से जुड़े कई भ्रम दूर करेगा और साथ ही उत्तर प्रदेश समेत अन्य राज्यों में मदरसा शिक्षा की गुणवत्ता को बनाए रखने में भी मदद करेगा। मदरसा संचालित करने के अधिकार को मान्यता मिलने से अल्पसंख्यक समाज को संविधान के अनुच्छेद 30(1) में दिए गए मौलिक अधिकारों की रक्षा तो की गई है, किंतु यह भी स्पष्ट किया गया है कि मदरसों में पढ़ने वाले छात्रों को अन्य छात्रों की तरह स्तरीय शिक्षा पाने का हक है और इसे सुनिश्चित करने के लिए सरकार नियम बना सकेगी। स्नातक और परास्नातक डिग्री देने के अधिकार को भी स्पष्ट करते हुए शीर्ष अदालत ने कहा कि इसे यूजीसी अधिनियम, 1956 के अनुरूप ही चलाया जा सकता है।

(लेखक उत्तर प्रदेश उच्च शिक्षा सेवा आयोग के पूर्व सदस्य एवं विधिवेत्ता हैं)

response@jagran.com

REPRESENTATIVE BODY FOR SOCIAL MEDIA PLATFORMS CALLED MOVE '20TH CENTURY RESPONSE TO 21ST CENTURY CHALLENGES'

Affecting mental, physical health: Australia to ban social media for children under 16

**ALASDAIR PAL
& BYRON KAYE**
SYDNEY, NOVEMBER 7

THE AUSTRALIAN government will legislate for a ban on social media for children under 16, Prime Minister Anthony Albanese said on Thursday, in what it calls a world-leading package of measures that could become law late next year.

Australia is trialing an age-verification system to assist in blocking children from accessing social media platforms, as part of a range of measures that include some of the toughest

controls imposed by any country to date.

"Social media is doing harm to our kids and I'm calling time on it," Albanese told a news conference. Albanese cited the risks to physical and mental health of children from excessive social media use, in particular the risks to girls from harmful depictions of body image, and misogynist content aimed at boys. "If you're a 14-year-old kid getting this stuff... it can be a really difficult time and what we're doing is listening and then acting," he said.

A number of countries have already vowed to curb social media use by children through legisla-

tion, though Australia's policy is one of the most stringent. No jurisdiction so far has tried using age verification methods like biometrics or government identification to enforce a social media age cut-off, two of the methods trialled.

Australia's other world-first proposals are the highest age limit set by any country, no exemption for parental consent and no exemption for pre-existing accounts. Legislation will be introduced into the Australian parliament this year, with the laws coming into effect 12 months after being ratified by lawmakers, Albanese said. The opposition Liberal Party has ex-



Platforms including TikTok, X and YouTube to come within the scope of the legislation, says Minister. Reuters file

pressed support for a ban.

There will be no exemptions for children who have parental consent, or who already have accounts. "The onus will be on social media platforms to demonstrate they are taking reasonable steps to prevent access," Albanese said. "The onus won't be on parents or young people."

"What we are announcing here and what we will legislate will be truly world leading," Communications Minister Michelle Rowland said. Rowland said platforms impacted would include Meta Platforms' Instagram and Facebook, as well as Bytedance's TikTok and Elon

Musk's X. Alphabet's YouTube would likely also fall within the scope of the legislation, she added. TikTok declined to comment, while Meta, Alphabet and X did not respond to queries.

The Digital Industry Group, a representative body which includes Meta, TikTok, X and Alphabet's Google as members, said the measure could encourage young people to explore darker, unregulated parts of the internet while cutting their access to support networks. "Keeping young people safe online is a top priority - but the proposed ban for teenagers to access digital platforms is a 20th Century response

to 21st Century challenges," said DIGI chief Sumita Bose. "... we need to take a balanced approach to create age-appropriate spaces, build digital literacy and protect young people from online harm," she added.

France last year proposed a ban on social media for those under 15, though users were able to avoid the ban with parental consent. The United States has for decades required technology companies to seek parental consent to access the data of children under 13, leading to most social media platforms banning those under that age from accessing their services.

REUTERS

PM-Vidyalaxmi: A yet another 'Modi Kee Guarantee' for learners

The Government has initiated this financial aid programme to harness the potential of the youth from the weaker sections

India has the largest number of millennials and Gen Zs in the world. This population constitutes a critical mass for increasing GER in higher education from the current 28 per cent to 50 per cent by 2035 as envisaged in NEP-2020. Moreover, India's working population in the age bracket of 15-64 is nearly 68 per cent. The current demographic dividend will not be available for a longer period as the youth population will turn old and thus will become non-productive. Precisely for this reason, PM Modi called the current time window in the lifespan of Bharat the 'Amrit Kaal' and has given a clarion call for making it 'Viksit' by 2047 through self-reliant measures.

Skilled youth are in high



RAGHAVENDRA P
TIWARI

demand the world over and this trend will always remain as skilling, upskilling and reskilling will always be required to cope with ever-evolving job profiles in the workplace. However, owing to the economic transformation that the nation has witnessed over the last decade, living standards have greatly improved leading to an enhanced cost of living. And, education is no exception.

The Central Government has taken several initiatives to ensure hassle-free access to quality higher education, especially regarding NEP-2020 implementation.

These include multidisciplinary and learning outcome-based curriculum for holistic learning; innovative pedagogy (experiential learning, internship, field immersion, etc); evaluation to test the learning outcomes; Academic Bank of Credits; Multiple Entry-Exit; Dual degree, joint degree and twin degree programmes; emphasis on Indian Knowledge System and Universal Human Values, etc. The latest edition to the long list is the PM-Vidyalaxmi scheme to provide collateral-free, guarantor-free financial loans to needy, meritorious stu-

dents covering all categories to ease them from financial constraints for pursuing quality higher education. Approved by the Cabinet on November 5, 2024, as a Deepawali Gift to the nation, PM-Vidyalaxmi is a mission mode, simple, transparent, student-friendly and fully digital mechanism to facilitate easy access to loans to meritorious students admitted in, to begin with, top 860 quality higher education institutions. This initiative provides a single-window integrated platform for students seeking educational loans to apply for it and to track their applications. PM Vidyalaxmi will add to the scope and reach of earlier initiatives of the current government for maximising access to quality higher education for socially deprived sec-



tions of society.

Under this scheme, students will be eligible to obtain collateral-free, guarantor-free loans from banks and financial institutions to cover the full amount of tuition fees and other expenses to be incurred for pursuing academic programs. Under PM Vidyalaxmi, the government will also provide a 75 per cent credit guarantee of outstanding default for loan amounts up to 7.5 lakhs to support banks to

expand coverage. The scheme will also provide for 3 per cent interest subvention on loans up to Rs 10 lakh during the moratorium period for those students having an annual family income of Rs 8.00 lakhs and are not covered under any government scholarship of interest subvention. This will be in addition to full interest subvention already offered to students with up to Rs 4.5 lakhs annual family income. Interest subvention will be paid through E-vouchers and Central Bank Digital Currency (CBDC) wallets. An outlay of Rs 3,600 Crore has been made available for the period from 2024-25 to 2030-31, and 7 lakh fresh students are expected to get the benefit of this interest subvention during the above timeslot. PM-Vidyalaxmi will supple-

ment the two components of the scheme of Pradhan Mantri Uchchatar Shiksha Protsahan (PM-USP), namely, the Central Sector Interest Subsidy (CSIS) and Credit Guarantee Fund Scheme (CGFS) for education loans, already offered by the Ministry of Education. Under the PM-USP-CSIS, students pursuing technical/professional courses from approved institutions.

PM Vidyalaxmi, in a nutshell, is an entirely new scheme launched for empowering youth, especially of the middle class, with necessary financial support for pursuing the education of their choice. The scheme will operate in tandem with PM-USP to provide financial support to all deserving students to pursue quality higher education and techni-

cal/professional education in select quality Higher Education Institutions in India. The newly launched scheme, apart from making quality higher education available to meritorious students, will ease the impending stress of students opting for loans and will enable them to fully concentrate on learning.

Kudos to PM Narendra Modi and Education Minister Dharmendra Pradhan for launching a new learner-centric scheme for spearheading the implementation of NEP-2020. PM Vidyalaxmi is in fact, a confluence of Vidya, the Goddess of Knowledge, and Laxmi, the Goddess of Wealth! (The writer is Vice Chancellor, Central University of Punjab, Bathinda; views are personal)

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CISCE To Collaborate With Government Schools To Enhance Education Quality

The initiative will see CISCE's Schools of Excellence share their methodologies with government schools to strengthen teaching quality.

Reported by: J Sam Daniel Stalin | Edited by: Rahul Kumar | [Education](#) | Nov 08, 2024 01:01 am IST

Read Time: 2 mins

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In a significant step towards bridging educational divides, schools affiliated with the Council for the Indian School Certificate Examination (CISCE) are set to collaborate with nearby government schools in an initiative aimed at enhancing the quality of education across India.

The initiative, driven by CISCE as part of its corporate social responsibility (CSR) efforts, will see CISCE's Schools of Excellence share their methodologies with government schools to strengthen teaching quality and infrastructure. CISCE's CEO, Dr Joseph Emmanuel, in an exclusive conversation with NDTV, said, "The National Education Policy talks about school complexes or clusters of schools where sharing and caring are promoted among neighbourhood schools. Our centres of excellence will pass on their best practices in the locality. All stakeholders, students, heads of schools, parents, and school management collaborate to learn from each other and promote best practices."

Tamil Nadu has witnessed a surge in schools adding or switching to the CISCE stream. The Madras Christian College Association plans to launch one. Dr P Wilson, the Principal

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and Secretary, attributes this shift to "its extensive syllabus structure with greater emphasis on practical learning, its pan-India presence, and relatively high global recognition."

Dr Joseph denies that this is poaching. "We are at the forefront of bringing innovative practices. We have a global connection, so the best practices from across the world can be brought into the country's schools. Naturally, schools across the country are attracted," he added.

As part of its commitment to inclusivity and innovation, CISCE offers schools the flexibility to align with the state government's policy. However, it allows students to learn up to three languages, adhering to the National Education Policy's (NEP) three-language formula. Dr Emmanuel clarified that no language is compulsory, respecting regional preferences like Tamil Nadu's stance against the three-language requirement, calling the system an imposition of Hindi.

CISCE's CEO is in Chennai to participate in the Inter-Board School Principals Conference at Christwood School. Dr Alfred Devaprasad, the school's CEO, said, "With the changing global landscape in education, we felt it was time to discuss with senior educationists across the spectrum of school boards ways to align education to meet global standards."

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क्यूएस रैंकिंग में शीर्ष पर भारत, लगातार दूसरे साल चीन को पछाड़ देश में आइआइटी बांबे को पीछे छोड़ दिल्ली अक्वल

जेएनएन, नई दिल्ली: विश्व में भारत तरक्की की राह पर तेजी से अग्रसर है व इसमें शिक्षा की भूमिका बेहद महत्वपूर्ण है। इस विकास यात्रा में भारत ने शिक्षा के क्षेत्र में एक बड़ी उपलब्धि हासिल की है। क्यूएस द्वारा वर्ष 2025 के लिए जारी एशिया के शीर्ष विश्वविद्यालयों की सूची में भारत ने न केवल सर्वाधिक संस्थानों (162) के साथ शीर्ष स्थान हासिल किया है, बल्कि प्रतिद्वंद्वी चीन (135) को लगातार दूसरे वर्ष भी पीछे कर दिया है। भारतीय उच्च शिक्षा में महत्वपूर्ण सुधारों की ओर इशारा करती सूची में 21 नए संस्थानों ने जगह बनाई है।

शीर्ष 100 विश्वविद्यालयों में सात भारतीय शामिल हैं। भारत में सबसे ऊंची रैंक आइआइटी दिल्ली ने हासिल की है और पिछले साल के दिग्गज आइआइटी बांबे को दूसरे स्थान पर भेज दिया है। इसके बाद आइआइटी मद्रास,



- सूची में शीर्ष 100 विश्वविद्यालयों में सात भारतीय शामिल
- दिल्ली विश्वविद्यालय ने भी रैंकिंग में जगह बनाकर चमकाया अपना नाम
- एशिया के 984 विश्वविद्यालयों की सूची में भारत के सर्वाधिक 162 हैं

आप भी जानिए, क्या है क्यूएस रैंकिंग

विश्व के उच्च शिक्षण संस्थानों का विभिन्न मापदंडों में विश्लेषण करने वाले लंदन के क्वेकोरेल्ली साइमंड्स द्वारा सर्वश्रेष्ठ विश्वविद्यालयों की वार्षिक रैंकिंग जारी की जाती है। सूची में शामिल शिक्षण संस्थानों को नियोजता प्रतिष्ठा, अंतरराष्ट्रीय शिक्षक अनुपात, अंतरराष्ट्रीय शोध तंत्र, अंतरराष्ट्रीय छात्र अनुपात, अकादमिक प्रतिष्ठा, शिक्षक-छात्र अनुपात, प्रति शिक्षक शोधपत्र और पीएचडी वाले शिक्षकों समेत कई पैमानों पर आंका जाता है।

आइआइटी खड़गपुर, आइआइएस बंगलोर, आइआइटी कानपुर और दिल्ली विश्वविद्यालय ने अपना नाम चमकाया है। वहीं, आइआइटी गुवाहाटी, आइआइटी रुड़की, जेएनयू, कलकत्ता विश्वविद्यालय,

जामिया मिल्लिया इस्लामिया ने शीर्ष 100 से 200 के बीच स्थान पाया है। इस सूची में एशिया के 984 विश्वविद्यालय शामिल किए गए हैं, जो पिछले वर्ष से 127 अधिक हैं। यह प्रगति का प्रमाण: वर्ष 2022 में

116 विश्वविद्यालयों से इस सूची में कुल संख्या 2025 में बढ़कर 162 विश्वविद्यालयों तक पहुंचना शैक्षिक प्रगति का प्रमाण है। प्रधानमंत्री नरेन्द्र मोदी द्वारा लागू की गई नई शिक्षा नीति के तहत व्यापक अनुसंधान और नवाचार पर जोर देने के कारण जहां भारत 2014 में ग्लोबल इनोवेशन इंडेक्स में 81वें स्थान पर था, 2025 में यह बढ़कर 39वें स्थान पर पहुंच गया है। पेटेंट दायर करने की संख्या में 31 प्रतिशत की वृद्धि हुई और 2023 में यह 83,000 तक पहुंच गई।

रैंकिंग में 115 विश्वविद्यालयों के साथ जापान को मिला तीसरा स्थान: भारत और चीन के बाद 115 विश्वविद्यालयों के साथ जापान इस सूची में तीसरे स्थान पर है। इससे पहले पिछले वर्ष 2024 की क्यूएस रैंकिंग में 148 विश्वविद्यालयों के साथ भारत ने चीन (133) को पीछे किया था।

यूजीसी नेट में आयुर्वेद बायोलाजी नया विषय

जागरण ब्यूरो, नई दिल्ली: इस साल दिसंबर में होने वाली विश्वविद्यालय अनुदान आयोग की राष्ट्रीय पात्रता परीक्षा (यूजीसी-नेट) में छात्रों के पास आयुर्वेद बायोलाजी नाम से एक और विषय को चुनने का विकल्प रहेगा।

यूजीसी ने साल में दो बार होने वाले नेट के लिए आयुर्वेद बायोलाजी को एक नए विषय के रूप में शामिल करने को मंजूरी दे दी है। इसके साथ ही यह यूजीसी नेट में 105वें विषय के रूप में शामिल हो गया है। नेट के लिए यह विषय भले ही नया है लेकिन जेएनयू सहित देश के कई विश्वविद्यालय इस विषय में मास्टर कोर्स पहले से ही करा रहे हैं। ऐसे में इसमें मास्टर करने वाले भी अब नेट में शामिल हो सकेंगे।

यूजीसी ने हाल ही में विशेषज्ञ कमेटी के सुझाव के बाद आयुर्वेद बायोलाजी को नेट में शामिल करने को मंजूरी दी है। यूजीसी का मानना है कि देश में जिस तरह से भारतीय ज्ञान को प्रमुखता से आगे लाने और देश की नई पीढ़ी को उससे परिचित कराने को लेकर अभियान शुरू किया गया है, उसमें यह काफी अहम पहल है। इससे न सिर्फ आयुर्वेद के क्षेत्र में नए-नए शोध को बढ़ावा मिलेगा, बल्कि छात्रों में इस विषय की पढ़ाई को लेकर भी रुझान बढ़ेगा। मौजूदा



- इस साल दिसंबर में होने वाले नेट में छात्रों को मिलेगा विकल्प
- ज्ञान परंपरा के विस्तार व आयुर्वेद में शोध को गति देने की कवायद

बेहतर कार्य करने वाले 101 शोधार्थी हर साल होंगे सम्मानित

हर साल शोध में बेहतर कार्य करने वाले 101 शोधार्थियों को विश्वविद्यालय अनुदान आयोग प्रशस्ति पत्र देकर सम्मानित करेगा। यूजीसी ने इस संबंध में दिशा-निर्देश भी जारी किया है। यूजीसी ने इसे लेकर देशभर के सभी विश्वविद्यालयों से हर साल पीएचडी में बेहतर कार्य

करने वाले पांच शोधार्थियों की सूची मुहैया कराने को कहा है। यूजीसी ने 10 क्षेत्रों से इन शोधार्थियों के नाम चयनित करके देने को कहा है। यूजीसी के मुताबिक इस दौरान विज्ञान के क्षेत्र में पीएचडी करने वाले सबसे अधिक 30 शोधार्थियों को सम्मानित किया जाएगा।

समय में यूजीसी नेट के लिए तीन पात्रता निर्धारित होती हैं।

इनमें पहली अहम श्रेणी जूनियर रिसर्च फेलोशिप (जेआरएफ) के लिए होती है, वहीं दूसरी श्रेणी सहायक प्राध्यापक और पीएचडी (दोनों के लिए पात्र) के लिए होती है। तीसरी श्रेणी सिर्फ पीएचडी के लिए होती है और इसके आधार पर वह देश के किसी भी विश्वविद्यालय से पीएचडी करने के लिए पात्र हैं। यूजीसी ने हाल में इसके लिए तीसरी श्रेणी निर्धारित की है। इससे पहले छात्रों को पीएचडी के लिए आवेदन करना होता था।

आयुर्वेद बायोलाजी में यह मिलेगा पढ़ने को: यूजीसी-नेट में शामिल किए गए आयुर्वेद बायोलाजी में जो विषय मुख्य रूप से पढ़ने को मिलेंगे उनमें आयुर्वेद का इतिहास और विकास, आयुर्वेद का दर्शन और बुनियादी सिद्धांत, शरीर रचना और क्रिया, पदार्थ विज्ञान और द्रव्य विज्ञान, रस शास्त्र, औषधि ग्रंथ, बीमारियां, जेनेटिक बायोलाजी, फिजियोलॉजी, बायोकेमिस्ट्री, नैनोटेक्नोलॉजी, बायो डायवर्सिटी, पर्यावरणीय स्वास्थ्य, आयुर्वेद शोध आदि शामिल है। इससे आयुर्वेद को बढ़ावा भी मिलेगा।

AMU fraternity, Oppn welcome SC verdict

HT Correspondents

letters@hindustantimes.com

NEW DELHI/AGRA: The Aligarh Muslim University (AMU) fraternity on Friday welcomed the seven-member Supreme Court constitutional bench's ruling on the institute's minority status, saying that it "reaffirms the foundation principles on which the institution was established". Vice chancellor Naima Khatoon, however, said the university will discuss the matter with its legal team for the next course of action.

By a 4-3 majority, the Supreme Court on Friday overturned its 1967 decision in the Azeez Basha case that denied minority status for the AMU, holding that its status would need to be reassessed based on principles and direction

defined in the present judgment.

Talking to the media, professor Khatoon said that the university will discuss the matter with its legal team and examine it. "Everybody honours SC order and so do we, but we are not in a position to comment on judgment right now," she said.

Secretary of the AMU Teachers Association (AMUTA), Mohammad Obaid Siddiqui, said: "The judgment reaffirms the idea behind the establishment of the institution for fulfilling educational aspirations, while also maintaining its commitment to an inclusive environment serving all sections of society."

Rahat Abrar, historian and former director of AMU's Urdu Academy who played a prominent role in providing vital histor-

ical documents to legal experts in the case, said: "The judgment has validated the claims of the AMU community which had always maintained that the case should be decided based on historical evidence on the identity of those organisations and individuals who had envisaged the idea behind this institution and worked for its establishment".

Professor Faizan Mustafa, a constitutional law expert and former registrar of AMU who had filed this case in the SC in his ex-officio position, told PTI, "It is a comprehensive win for minority rights in general and AMU in particular."

All India Majlis-e-Ittehadul Muslimeen (AIMIM) MP Asaduddin Owaisi, too, welcomed the order. "It is an important day for

Muslims of India. The 1967 judgement had rejected minority status of #AMU when in fact it was. Article 30 states that minorities have the right to establish and administer their educational institutions in a manner that they deem fit," he posted on X, adding that the "right of minorities to educate themselves has been upheld".

The BJP, meanwhile, maintained that the issue of AMU's minority status would be decided by a larger bench.

"Till then, AMU will have the minority status," BJP spokesperson Syed Shahnawaz Hussain said, adding, "There has been a lot of discussions regarding it. When you take help from the central government, the rules which are followed everywhere should be followed there also."

SC overrides 1967 verdict that removed AMU's minority tag

Utkarsh Anand

letters@hindustantimes.com

NEW DELHI: The Supreme Court on Friday, by a 4-3 majority, overturned its 1967 decision in the Azeez Basha case that denied minority status for the Aligarh Muslim University (AMU), holding that AMU's status would need to be reassessed based on principles and direction defined in the present judgment.

Marking a turning point in how institutions with potential minority character could be interpreted under the Indian Constitution, the majority opinion, authored by Chief Justice of India (CJI) Dhananjaya Y Chandrachud on his last working day before demitting office, provided a detailed framework for assessing whether an institution qualifies as minority-owned and administered under Article 30(1), while adding that AMU's minority status will be examined afresh by a new bench on factors such as its historical context, administrative structure and the intentions of its founders.

In 1967, the Azeez Basha judgment by a five-judge bench had declared that AMU was neither established nor administered by a Muslim minority community, disqualifying it from minority status under Article 30. Parliament subsequently amended the AMU Act in 1981 to recognise AMU's origins within the Muslim community, but a 2006 Allahabad high court decision invalidated these amendments, leading to

continued on →7

What the top court said

ON GRANTS

Receiving grants or land from State does not strip an institution of its minority character.

ON 'INSTITUTE OF NATIONAL IMPORTANCE' TAG

Declaring AMU as an institute of national importance cannot negate its minority status.

ON ADMINISTRATION

Minority institutions can have flexibility in administration.

ON FUTURE CASES

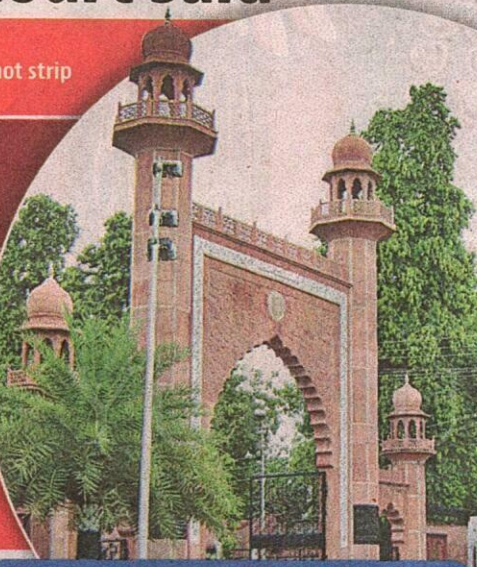
Future cases on minority status to rely on framework set out in AMU judgment.

ON FRESH ASSESSMENT

AMU's minority status to be assessed afresh by a regular SC bench.

DISSENTING OPINION

Held that the referral to a 7-judge bench suffered from procedural impropriety.



IF DECLARED A MINORITY INSTITUTION, AMU need not reserve seats for Scheduled Castes, Scheduled Tribes, Other Backward classes (OBC) and Economically Weaker Sections (EWS).

Delays, tweaks, no meeting of minds: Judge flags issues in dissenting view

Utkarsh Anand

letters@hindustantimes.com

NEW DELHI: In a notable dissent in the Aligarh Muslim University minority status judgment, justice Dipankar Datta raised concerns regarding the internal processes leading to the decision and the treatment of precedent, particularly the lack of collaborative engagement among the seven

judges involved. His opinion expressed unease with how the deliberative process unfolded and raised caution about rushing judgment.

Justice Datta's critique began by outlining procedural issues in the judgment drafting process. He noted that after the hearing concluded on February 1, 2024, he received the first draft of CJI Dhananjaya Y Chandrachud's

judgment only on October 17, with just weeks remaining before the November 10 deadline when the CJI had to demit office.

"...it is only on 17th October, 2024, that the draft opinion... was placed on my desk...", he stated. The judge further spoke of the rapid succession of drafts that followed, with substantial changes even as the judgment neared its release date. →P10

'IT IS VICTORY OF AMU, MINORITY RIGHTS': VARSITY HAILS JUDGMENT

HT Correspondents

letters@hindustantimes.com

NEW DELHI/AGRA: The Aligarh Muslim University fraternity on Friday welcomed the Supreme Court judgment on the institution's minority status, saying it reaffirms the principles on which the university was founded. Secretary of the AMU Teachers Association (AMUTA), Mohammad Obaid Siddiqui, said: "The judgment reaffirms the idea behind the establishment of the institution for fulfilling educational aspirations, while also maintaining its commitment to an inclusive environment serving all sections of society." →P10

BAR, BENCH BID FOND FAREWELL TO OUTGOING CJI

Abraham Thomas

letters@hindustantimes.com

NEW DELHI: Chief Justice of India (CJI) Dhananjaya Y Chandrachud has said that trying to make a difference in the lives of the common man was what made him tick as a judge for the past 24 years.

Friday was his last day in court as he will demit office on Sunday. →P10

Global exchange focuses on school education in AI age

Meghna.Dhulia@timesofindia.com

New Delhi: An annual thought exchange festival, RISE (Re-Imagining School Education), is back in the city with its second edition.

The two-day event, which started on Friday, focuses on aligning school education with the sustainable development goals of the United Nations.

The event, which will unite experts, educators and students to explore the intersection of artificial intelligence, inclusivity and global citizenship in education, is being presented by Alliance Francaise de Delhi, in collaboration with One Teacher One Scientist. Curated by author and educationist Vaishali Gupta, RISE 2024 will delve into AI's transformative impact on education, emphasising themes such as cyber security, inclusivity and gender sensitivity in and beyond classrooms.

"India is uniquely positioned to leverage digital technologies and AI to deliver prosperity at a global level. As the UN secretary-general has repeatedly emphasised during his visits to India, our country has the potential to transform the global sustainable development goals from aspirations into tangible realities. India's technological capabilities, innovative spirit and commitment to inclusive development make it a key player in achieving these global objectives. So, let me conclude by saying if we are working together, then we can achieve the goal," said Shombi Sharp, UN resident coordinator in India, at the inauguration ceremony at Alliance Francaise in Lodhi Estate.

Talking about how important it is to address challenges that come with innovation, Dr Thierry Mathou, the French ambassador to India, said: "In Paris, I had an extensive discussion with my President regarding the upcoming AI Summit in Feb. France has extended an invitation to India to co-chair the event, and hopefully, we will have the Indian Prime Minister visiting us for it. AI is driving profound changes in our lives, and with these rapid advancements come new and unprecedented challenges. It is essential that we focus on ensuring inclusivity, safeguarding creativity and maintaining security and safety as AI evolves. Our exceptional relationship makes India the right partner for meeting innovation challenges



REIMAGINING EDUCATION

such as artificial intelligence."

He added, "The France-India 2047 Horizon roadmap, which was concluded last year, is a key pillar of our strategic partnership, underscoring the importance of innovation at the heart of our collaboration. Both France and India are committed to joining forces to leverage science, technological innovation and academic cooperation as drivers of progress and self-reliance for our nations."

Meenakshi Lekhi, former minister of state for external affairs and culture, emphasised the importance of leading technological advancements, rather than being led by them. "Today, we are discussing the impact of AI on education. However, it's important to recognise that AI itself is a form of education. The true intelligence of technology comes from the minds that create and shape it. If technology starts to dull the sharpness of the human mind, then its value becomes questionable. Striking the right balance is crucial," she said. "I want to bring up something which I normally joke about. So, you ask the AI, what are the qualities of a woman, you get, pretty, good hair, etc. You ask about a man, it says smart, intelligent, hard-working. The biases get picked up by what was fed. And if all those biases get fed into machine learning, you get the same algorithm. Now, to have a fair algorithm, do we or do we not need the law?"

Three judges dissent, uphold 1967 ruling denying minority tag to AMU

Say Reference To A 7-J Bench By A 2-J Bench Is Bad In Law

Dhananjay Mahapatra
@timesofindia.com

New Delhi: Three judges on the seven-judge bench penned powerful dissents to the CJI D Y Chandrachud-authored majority opinion on behalf of four judges and were unanimous that the 1967 Azeez Basha judgment had correctly decided that Aligarh Muslim University (AMU) was not a minority educational institution.

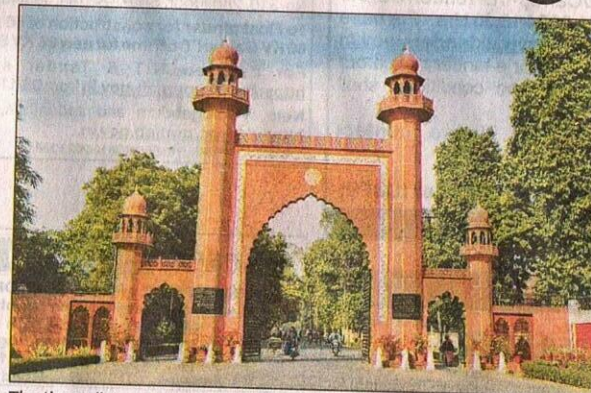
Justices Surya Kant, Dipankar Datta and Satish C Sharma faulted the decision of a two-judge bench in 1981 to directly refer the dispute over the minority character of AMU to a seven-judge bench and called this judicial indiscipline.

They said the 1967 judgment correctly stated that to earn minority tag, an educational institution must be both established and managed by the minority community, which was found to be lacking in AMU, which was incorporated as a university in 1920 by a law passed by the imperial parliament and subsequently amended in 1951 and 1965.

On the reference to a seven-judge bench, which the majority opinion termed valid, Justice Datta asked, "If tomorrow a two-judge bench doubts the 'basic structure doctrine' propounded by a 13-judge bench in Kesavananda Bharati case, can it directly refer the issue to a 15-judge bench?"

Justice Kant, in his 102-page opinion, analysed the two crucial parameters — establish and administer — relating to an educational institution getting 'minority tag' under Article 30(1). He said to prove that an educational institution was 'established' by the minority community, its mere establishment by the minority community would not be enough as it must be further proved that it was for the benefit of that community.

On the administration issue, Justice Kant said, "The core part of administration, both de jure and de facto, of the institution must remain in control of the minority community... it must be largely free from external control and must have broad autonomy to mould



The three dissenting judges said the 1967 judgment correctly stated that to earn minority tag, an educational institution must be both established and managed by the minority community, which was found to be lacking in AMU, which was incorporated as a university in 1920 by a law passed by the imperial parliament and subsequently amended in 1951 and 1965

the institution's functioning and administration as per the idea of what would be best for the community."

Sounding a caution against a two-judge bench referring the issue directly to a seven-judge bench, Justice Kant said this "would dilute the authority and position of the Chief Justice of India".

Justice Datta was categorical in saying that "AMU was neither established by any religious community, nor is it administered by a religious community which is regarded as a minority community. Hence, AMU does not qualify as a minority institution."

He said that protection of Article 30(1) of the Constitution was not available to AMU and rejected the university's claim for minority tag, saying its arguments had no historic, legal, factual or logical basis.

Justice Datta said from the evidence and the documents put before the court, "it is clear that the Muslim community had no intention to administer AMU which was left to be worked out as per the AMU Act".

"AMU is a creature of a statute and is engaged in discharging public duties. By passage of time, AMU

happens to be one of the foremost central universities in the country. It is, however, entirely dependent on finances allocated by the central govt. It is mandatorily required to function as per the AMU Act as well as provisions of other enactments. There can, thus, be no doubt that AMU is an Article 12 authority (a govt established entity)," he said.

As it is a government entity, admissions to AMU must be based on merit and provide for reservations to students belonging to Scheduled Castes, Scheduled Tribes, OBC and EWS categories, Justice Datta said.

In his "neutral" opinion, Justice Sharma laid down parameters for determining minority character of an educational institution and said protection to minority educational institutions under Article 30(1) was meant only to prevent discrimination and preferential treatment to non-minority institutions.

"To assume that the minorities of the country require some 'safe haven' for attaining education and knowledge is wholly incorrect. The minorities of the country have not just joined the mainstream but comprise an important facet of the mainstream itself," he said.

CJI: No minority tag if a community cedes institute's administration after setting it up

► Continued from P1

This finding will favour the petitioners in placing their proposition that Aligarh Muslim University (AMU) is a minority educational institution.

Elaborating on the components of action to prove that an institution was established by the minority community to get the protection under Article 30(1) of the Constitution, the CJI said, "The indicia of ideation, purpose and implementation must be satisfied. First, the idea for establishing an educational institution must have stemmed from a person or group belonging to the minority community.

"Second, the educational institution must be established predominantly for benefit of minority community; and third, steps for implementation of the idea must have been taken by the member(s) of the minority community."

Article 30(1) states, "All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice." After stipulating criteria for proving establishment of an educational institution by a minority community, the CJI turned to the requirements under 'establish'.

"The administrative set-



A seven-judge constitution bench hearing the AMU case on Friday

up of the educational institution must elucidate and affirm (i) the minority character of the educational institution; and (ii) that it was established to protect and promote the interests of the minority community," he said. If a minority commu-

nity communities to establish and administer educational institutions, with which no law could interfere.

"Additionally, a linguistic or religious minority which has established an educational institution receives the guarantee of great

Incorporation of Muhammadan Anglo-Oriental College into AMU in 1920 was argued by the govt as reason for the institution losing its minority tag. Following the 1967 SC judgment, Allahabad HC struck down Muslim reservation in AMU in 2005, prompting challenges from the university, Muslim petitioners and Islamic organisations

nity relinquishes administration of an educational institution after establishing it, the same cannot get minority tag, the CJI said.

The majority opinion said Article 30(1) was a non-discriminatory provision guaranteeing special rights to mi-

nority communities to establish and administer educational institutions, with which no law could interfere. This is the 'special rights' reading of the provision," it added.

The majority opinion said 'minority tag' and consequential constitutional rights were available even to institutions established

before 1950, when the Constitution came into force.

Incorporation of Muhammadan Anglo-Oriental College, established in 1877, into Aligarh Muslim University in 1920 was argued by the govt as a major reason behind the institution losing its minority tag. The Act was amended in 1951 and 1965, both of which were upheld by the SC's five-judge bench in 1967.

Based on the 1967 judgment, Allahabad HC in 2005 had struck down reservation for Muslim students in AMU. This was challenged in the SC by AMU along with a bunch of other Muslim petitioners and Islamic organisations.

Countering the reasoning of Basha judgment, the majority opinion said, "Incorporation of the university would not ipso facto lead to surrendering of the minority character of the institution. Circumstances surrounding the conversion of a teaching college to a teaching university must be viewed to identify if the minority character of the institution was surrendered upon the conversion.

"The court may on a holistic reading of the statutory provisions relating to the administrative set-up of the educational institution deduce if the minority character or the purpose of establishment was relinquished upon incorporation."

Australian states back nat'l plan to ban children younger than 16 from social media

Melbourne: Australia's states and territories on Friday unanimously backed a national plan to require most forms of social media to bar children younger than 16.

Leaders of the eight provinces held a virtual meeting with PM Anthony Albanese to discuss what he calls a world-first national approach that would make platforms including X, TikTok, Instagram and Facebook responsible for enforcing the age limit. "Social media is doing social harm to our young Australians," Albanese told reporters. "The safety and men-

tal health of our young people has to be a priority." The government leaders had been discussing for months setting a limit, considering options from 14 to 16 years of age. While Tasmania would have preferred 14, the state was prepared to support 16 in the interests of achieving national uniformity, Albanese said.

The legislation will be introduced into parliament within two weeks, and the age ban would take effect a year after it passes into law, giving platforms time to work out how to exclude children. The government has yet to offer a technical solution. The de-



PM Anthony Albanese plans a world-first national approach that would make platforms including X, TikTok, Insta & FB responsible for enforcing age limit

lay is also intended to allow time to address privacy concerns around age verification.

The main opposition party

has given in-principle support to the 16-year age limit since it was announced on Thursday, suggesting the le-

gislation will pass the Senate.

The minor Greens party was critical, saying the ban would prevent the emergence in Australia of future child environmental activists like Sweden's Greta Thunberg.

More than 140 academics with expertise in fields related to technology and child welfare signed an open letter to Albanese last month opposing a social media age limit as "too blunt an instrument to address risks effectively." Critics say most teenagers are tech savvy enough to get around such laws. Some fear the ban will create conflicts

within families and drive social media problems underground.

Meta, which owns Facebook and Instagram, argues that stronger tools in app stores and operating systems for parents to control what apps their children can use would be a "simple and effective solution."

The government likens the proposed social media age limit to the laws that restrict the sale of alcohol to adults aged 18 and older across Australia. Children still find ways to drink, but the prohibition remains. "We think these laws will make a real positive difference," the PM said. AP



Ministry of Education



Ministry of Education and its Autonomous Bodies successfully conclude Special Campaign 4.0 and mark its achievement and best practices

Posted On: 09 NOV 2024 9:24PM by PIB Delhi

The Department of School Education & Literacy, Ministry of Education, is proud to announce the successful completion of Special Campaign 4.0, with active participation from all Autonomous Bodies and schools across the country. Inspired by Prime Minister Shri Narendra Modi's vision to improve workplace efficiency and institutionalize cleanliness (Swachhata), the campaign focused on key objectives such as disposal of public grievances and public grievances appeals, reducing pendency, record management and promoting the optimum utilization and beautification of office spaces.

Launched on 2nd October, 2024 the campaign has led to significant, focused improvements, contributing to a cleaner, more organized, and efficient work environment. This initiative has not only enhanced the physical spaces but also fostered a culture of sustainability and responsibility towards the environment across institutions and schools nationwide.

In addition to the on-ground efforts, extensive awareness campaigns were carried out through social media platforms under the hashtag #SpecialCampaign4. These campaigns successfully garnered widespread attention and encouraged greater public engagement, furthering the message of cleanliness and organizational efficiency. Through these combined efforts, the campaign has left a lasting impact on both the work environment and the overall experience for staff members.

Key achievements during Special Campaign 4.0:

- A total of 2,90,845 cleanliness drives were organized by institutions and schools across the country, demonstrating enthusiastic participation that reinforces the message of Swachhata and encourages others to join in the mission.
- Over 1,44,000 square feet of space was cleared, generating more than Rs. 40 lakhs in revenue as a joint effort by the Department and its Autonomous Bodies.
- During this period, 887 out of 904 Public Grievances (98.11%), 253 out of 273 MP References (92.7%), 30 out of 33 State Government References (91%), 3 out of 4 PMO References (75%), and 5 out of 6 Parliament Assurances (83.3%) were disposed of.
- A comprehensive Records Management initiative was undertaken, fully meeting the target. A total of 61,100 physical files and 1,367 e-Files were reviewed i.e. 100% of the target. The review exercise resulted in the weeding out of 40,244 physical files and the closure of 893 e-Files.
- One of the best practices under Special Campaign 4.0 is the sustainability initiatives to foster awareness of environment related issues as well as environment friendly behaviour. These initiatives include the installation of eco-friendly benches made of recycled plastic and rejuvenation of the garden area at Gate No. 6 of Shastri Bhavan, New Delhi. The corridors have been adorned with paintings by Mouth and Foot Painting Artists etc. in collaboration with Bisleri International under its CSR Programme.
- Students have been educated on environmentally friendly habits aligned with the "3R" formula: Reduce, Reuse, and Recycle in schools across the nation under Eco Clubs for Mission LiFE. They also learned to create art and craft from waste materials and design practical items from repurposed materials.

The achievements of Special Campaign 4.0 at the Department of School Education & Literacy (DoSE&L) highlight its dedication to establishing an efficient, well-organized, cleaner, and supportive workplace for employees. DoSE&L is steadfast in its goal to deliver effective public service and create positive community impact.

SS/AK

(Release ID: 2072115) Visitor Counter : 529

علی گڑھ مسلم یونیورسٹی کا اقلیتی درجہ برقرار۔ سپریم کورٹ کا اکثریتی فیصلہ

حتمی فیصلہ کیلئے معاملہ 3 رکنی بنچ کے سپرد 7 ججوں پر مشتمل بنچ نے 1967 کے فیصلے کو رد کر دیا

دہلی، (یو این آئی) سپریم کورٹ نے 1967 کے اس فیصلے کو بھی مسترد کر دیا گیا ہے، جس میں اے ایم یو کو اقلیتی درجہ دینے سے انکار کیا گیا تھا۔ عدالت کے مطابق اے ایم یو کی حیثیت ایک اقلیتی ادارہ کے طور پر برقرار رکھنے کا مقصد مسلمانوں کی تعلیمی ترقی میں مدد فراہم کرنا ہے۔

سپریم کورٹ نے فی الحال اے ایم یو کا اقلیتی درجہ برقرار رکھا ہے، مگر یہ بھی واضح کیا ہے کہ اس پر ایک نئی بنچ ہدایات تیار کرے گی۔ سی جے آئی نے اپنے فیصلے میں کہا کہ ایک 3 رکنی مستقل بنچ اے ایم یو کے اقلیتی درجے پر حتمی فیصلہ دے گی۔ یہ بنچ 7 رکنی بنچ کے فیصلے کے نکات اور معیارات کی بنیاد پر فیصلہ کرے گی۔ نئی بنچ اقلیتی اداروں کے معاملہ میں ان کے قیام اور انتظام کے اصول پر بھی ہدایات مرتب کرے گی۔ 7 رکنی بنچ کے فیصلے کی روشنی میں نئی بنچ فیصلہ کرے گی کہ آیا اے ایم یو واقعی اقلیتی ادارہ ہے یا نہیں۔

(باقی بھاریا جھارکھنڈ صفحہ 2 پر)

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(باقی بھاریا جھارکھنڈ صفحہ 2 پر)

دہلی، (ایجنسیاں) سپریم کورٹ نے جمہور کو علی گڑھ مسلم یونیورسٹی (اے ایم یو) کے اقلیتی درجہ کو برقرار رکھنے کا فیصلہ کیا۔ چیف جسٹس آف انڈیا سبیت 7 ججوں کی بنچ نے اس کیس کا فیصلہ 4:3 کے اکثریتی ووٹ سے سنایا۔ عدالت عظمیٰ نے کہا کہ یونیورسٹی کی اقلیتی حیثیت کا سٹے سٹے سے تعین کرنے کیلئے 3 ججوں کی ایک بنچ تشکیل دی گئی ہے۔ اس فیصلے میں چیف جسٹس ڈی وائی چندر چوڑ، جسٹس شیونکھن اور جسٹس پارڈی والا نے ایک رائے اظہار کیا، جبکہ جسٹس سری کانت، جسٹس ڈیپاک گروت، اور جسٹس ستیش چندر شرمانے مختلف رائے دی۔ عدالت نے اپنے فیصلے میں کہا کہ علی گڑھ مسلم یونیورسٹی ایک اقلیتی ادارہ ہے اور اس کا اقلیتی درجہ برقرار رہے گا۔ چیف جسٹس آف انڈیا (سی جے آئی) نے کہا کہ آرٹیکل 30 (اے) کے تحت کسی ادارے کو اقلیتی ادارہ قرار دینے کے معیارات کیا ہیں؟ آرٹیکل 19(6) کے تحت کسی بھی شہری کے ذریعہ قائم تعلیمی ادارے کو منظم کیا جاسکتا ہے۔ آرٹیکل 30 کے تحت دیئے گئے حقوق مکمل آزاد ہیں۔ اقلیتی تعلیمی اداروں کو آرٹیکل 19(6) کے تحت ضابطہ بندی کی اجازت دی گئی ہے، بشرطیکہ اس سے ادارہ کے اقلیتی



فیصلہ اہم اور دور رس نتائج کا حامل: مولانا محمود مدنی

دہلی، (یو این آئی) صدر جمعیۃ علماء ہند مولانا محمود احمد مدنی نے مسلم یونیورسٹی کے اقلیتی کردار کے فیصلے کا خیر مقدم کرتے ہوئے اسے اہم اور دور رس نتائج کا حامل بتایا ہے۔ یہ بات انہوں نے ایک رییلیز میں بھی کی ہے۔ مولانا مدنی نے کہا کہ اس فیصلے نے موجودہ حکومت کو بھی آئندہ دکھایا ہے جو اقلیتی کردار کی بحالی میں رکاوٹ بنی ہوئی تھی اور اس نے سابقہ حکومت کے موقف کے خلاف عدالت میں اقلیتی کردار کو ختم کرنے کا موقف اختیار کیا تھا۔ مولانا محمود مدنی نے کہا کہ جمعیۃ علماء ہند نے ہمیشہ مسلم اقلیت کے تعلیمی اور آئینی حقوق کیلئے جدوجہد کی ہے۔ اس کی مثال حال میں دینی مدارس کے خلاف سرکاری اور غیر سرکاری اداروں کی طرف سے جاری فحشی ہم کو رد کرنے کی کوشش ہے۔ مولانا مدنی نے کہا کہ جمعیۃ علماء ہند کا دیرینہ موقف رہا

'اقلیتی حیثیت پر سپریم کورٹ کا فیصلہ اہم سنگ میل'

علی گڑھ، (ایجنسیاں) علی گڑھ مسلم یونیورسٹی (اے ایم یو) کے پروفیسروں اور طلباء نے سپریم کورٹ کے اس فیصلے کا دل سے خیر مقدم کیا ہے، جس میں اے ایم یو کو اقلیتی ادارہ قرار دیتے ہوئے اس کے درجے کو برقرار رکھا۔ سپریم کورٹ کی 7 ججوں کی بنچ نے 4:3 کے تناسب سے اس فیصلے کی حمایت کی۔ اس فیصلہ کو اے ایم یو کے پروفیسروں اور طلباء نے خوش آئند قرار دیا ہے۔ سپریم کورٹ نے کہا ہے کہ کسی ادارہ کے قیام کی بنیاد پر اس کا اقلیتی کردار متعین نہیں کیا جاسکتا اور اس بات پر زور دیا کہ ایک ادارہ اپنے مقاصد اور انتظامی اصولوں کے مطابق اقلیتی حیثیت حاصل کرسکتا ہے، تاہم اے ایم یو کے اقلیتی کردار پر حتمی فیصلہ کیلئے 3 ججوں کی ایک نئی بنچ تشکیل دی گئی ہے۔

اے ایم یو کے پروفیسر محمد آصف صدیقی نے فیصلے پر خوشی کا اظہار کرتے ہوئے کہا کہ یہ ایک طویل

رام جی لال سمن نے سپریم کورٹ کے فیصلے کا خیر مقدم کیا

دہلی، (یو این آئی) ساج وادی پارٹی کے سینئر کنر راجیہ سبھا اور سابق مرکزی وزیر رام جی لال سمن نے اے ایم یو کی اقلیتی حیثیت کی بحالی کیلئے سپریم کورٹ کے آج دیئے گئے فیصلے کا خیر مقدم کیا ہے، لیکن یہ بھی کہا ہے کہ یہ فیصلہ ابھی تک نامکمل ہے۔ ایک پریس رییلیز میں انہوں نے کہا کہ اے ایم یو کی اقلیتی حیثیت کی بحالی کیلئے راجیہ سبھا میں پیش کیے گئے پرائیوٹ ممبر بل کو پاس کرانے کی ہر ممکن کوشش کریں گے۔ قابل ذکر ہے کہ جمعہ 8 نومبر کو چیف جسٹس ڈی وائی چندر چوڑ کی سربراہی میں سپریم کورٹ کے 7 ججوں کی بنچ نے اے ایم یو کی اقلیتی حیثیت کے بارے میں سپریم کورٹ کے 1967 میں دیئے گئے عزیز باشا کے فیصلے کو خراج کر دیا، جس کی بنیاد برآمدہ آبادی کورٹ نے 2005 میں اے ایم یو کی اقلیتی



1 - 11-2024, 09:59 AM

Accessibility for disabled persons is a fundamental right, rules top court

The court asks the government to enable the creation of public and private spaces, services and products of an 'universal design' which could be accessed by everyone; inclusion should be integrated into the design process from the start, it says

Krishnadas Rajagopal
NEW DELHI

The Supreme Court has confirmed that disabled persons' right to access environments, services and opportunities is an essential human and fundamental right which has hardly been realised on the ground.

Chief Justice of India D.Y. Chandrachud, in a judgment on November 8, quoted that disability was a tragedy only if society failed to provide people with disabilities things essential to lead their lives.

The court recorded that while Delhi had 3,775 low-floor wheelchair-accessible CNG buses for public transport, Tamil Nadu had only 1,917 such buses. In Mumbai, while newer facilities such as the Andheri Metro Station met accessibility standards, older buildings such as the Bombay Art Gallery did not offer even



Emotional needs, such as privacy and self-pleasure, are often overlooked, leaving disabled individuals, without private spaces to express these needs

D.Y. CHANDRACHUD
Chief Justice of India

basic features such as accessible restrooms for persons with disabilities.

Overlooked needs

The Supreme Court said society did not even bother to enquire into the "right to relationships" of persons with disabilities.

"The emotional and relational challenges faced by PwDs [people with disabilities], particularly regarding access to love, desire, and intimacy... Emotional needs, such as privacy and self-pleasure, are often overlooked, leaving disabled individuals,

especially those living with families, without private spaces to express these needs," Chief Justice Chandrachud said.

The judgment is based on a report submitted by the Centre for Disability Studies, NALSAR University of Law.

The study assessed the situation on the ground and had recommended steps to ensure compliance with accessibility standards for people with disabilities.

The court found that aspects of the Rights of Persons with Disabilities Rules

prescribing accessibility standards were not even mandatory by nature, leading to their "dismal" compliance at the ground level.

The judgment directed the government to issue fresh Rules with mandatory standards for accessibility within three months.

'Essential prerequisite'

"Accessibility is not merely a convenience, but a fundamental requirement for enabling individuals, particularly those with disabilities, to exercise their rights fully and equally... Accessibility is an integral part of life equality, freedom, and human dignity... Accessibility was not a standalone right. It is an essential prerequisite for PwDs to exercise other rights meaningfully," Chief Justice Chandrachud underscored.

The court said disability is not inherent in the person, but is created by external factors such as phys-

ical, organisational, and attitudinal barriers. It drew the government's attention to the "social model of disability" concept, which holds that the focus must be on removing societal barriers rather than "fixing" individuals.

The court asked the government to enable the creation of public and private spaces, services and products of an "universal design" which could be accessed by everyone, regardless of their ability, age, or status. "Inclusion should be integrated into the design process from the very beginning, rather than as an afterthought... When introducing any new service, product, or feature - whether physical or functional - accessibility must be considered at the inception stage. It is far more efficient to integrate accessibility from the start than to make adjustments later," Chief Justice Chandrachud pointed out.

4.3 lakh govt. officials brush up skills with online courses

The Hindu Bureau
NEW DELHI

Around 4.3 lakh government officials participated in the Karmayogi Saptah, or National Learning Week, and took online courses centred on citizen-centric governance, digital fluency, and Indic Knowledge System, a government statement said.

The skill development initiative was organised from October 19 to 29.

The prominent speakers included Sri Sri Ravi Shankar, who spoke on "Secrets of living a stress-free life", M.K. Sridhar, who spoke on the National Education Policy, Dr. Soumya Swaminathan, who elaborated on "India public health towards Viksit Bharat", B.K. Shivani, Kris Gopalakrishnan, David Frawley, Raghava Krishna and Amritanshu Pandey.

Through lively discussions of the Karmayogi Saptah, participants gained new insights and tools, preparing them for the future of governance in a rapidly evolving world.

Ministry of Education



National Education Day 2024

Building a Brighter Tomorrow Through Education

Posted On: 10 NOV 2024 7:08PM by PIB Delhi

We want to develop an education system so that the youth of our country don't need to go abroad. Our middle-class families need not spend lakhs and crores of rupees. Not only that, we also want to create such institutions that attract people from abroad to come to Bharat instead.

~ Prime Minister Shri Narendra Modi

Introduction

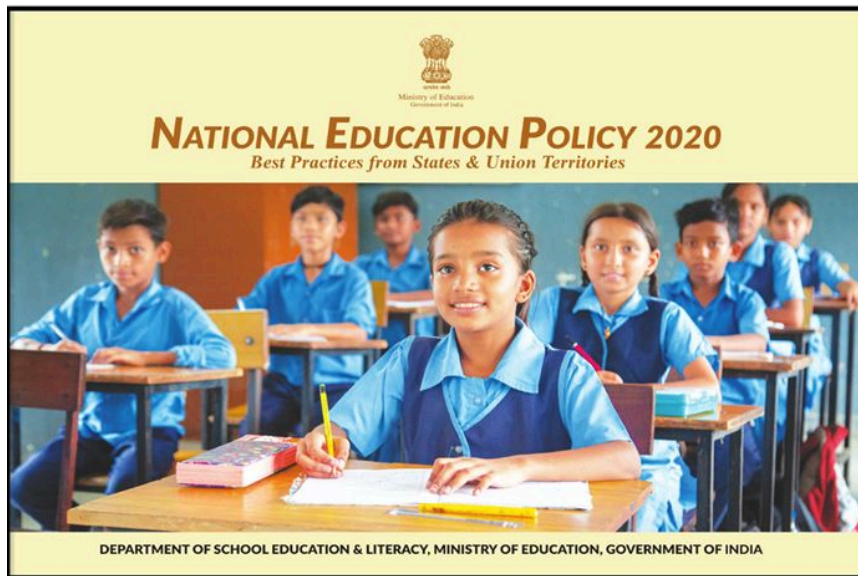
National Education Day is celebrated on November 11 every year in honor of **Maulana Abul Kalam Azad**, the first Education Minister of independent India and a prominent educationist. This day highlights the importance of education in shaping India's future. With 65% of the nation's population under the age of 35, it is crucial to provide them with opportunities for quality education and skills development. The Government of India is dedicated to building strong education infrastructure that fosters the holistic development of students and empowers the youth to drive the nation towards progress.



Transforming India through Education

The Government of India has taken significant strides to promote access to education through various initiatives and constitutional provisions. The introduction of free primary education, reinforced by the **86th Amendment of the Constitution through Article 21-A**, guarantees free and compulsory education for children aged six to fourteen as a Fundamental Right. The **Rights to Education (RTE) Act, 2009**, which came into effect on April 1, 2010, further supports this by ensuring that every child receives quality elementary education in a formal school that meets prescribed norms. These legal frameworks, backed by government schemes and initiatives, reflect India's commitment to building an inclusive and equitable educational system for all.

NEP 2020: Under the dynamic leadership of Prime Minister Narendra Modi, the Union Cabinet of India approved the National Education Policy (NEP) 2020 on July 29, 2020. The NEP seeks to overhaul India's education system to better align with the needs of the 21st century, fostering a more inclusive and forward-thinking approach.^[3]



PM SHRI: Prime Minister Shri Narendra Modi approved the PM SHRI Schools (PM Schools for Rising India) scheme on 7th September 2022. The initiative aims to strengthen over 14,500 schools across India, showcasing the components of the National Education Policy 2020. The scheme will foster quality education, cognitive development, and 21st-century skills in students. With a total project cost of ₹27,360 crore, it will be implemented over five years (2022-2027), with a central share of ₹18,128 crore.^[4]

Samagra Shiksha: Aligned with the NEP 2020 recommendations, Samagra Shiksha aims to provide quality education with an inclusive and equitable classroom environment for all children, addressing their diverse backgrounds and needs. The scheme, launched on April 1, 2021, will continue for five years, ending on March 31, 2026. It focuses on fostering active participation and enhancing academic abilities across various student groups.^[5]

PRERNA: Launched its pilot phase from January 15, 2024, to February 17, 2024, at a vernacular school in Vadnagar, Gujarat. The initiative is a week-long residential program designed for selected students from class IX to XII. It aims to offer an experiential and inspirational learning experience, blending heritage with innovation through state-of-the-art technology. Each week, a batch of 20 students (10 boys and 10 girls) from across the country will participate in the program.^[6]

ULLAS: Also known as Nav Bharat Saaksharta Karyakram (New India Literacy Programme - NILP), ULLAS was launched by the Government of India for the period FY 2022-2027. This centrally sponsored initiative aligns with the National Education Policy (NEP) 2020 and aims to empower adults aged 15 and above, especially those who missed out on formal schooling. The program seeks to enhance their literacy, enabling them to better integrate into society and actively contribute to the nation's development.^[7]

NIPUN Bharat: The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) was launched by the Department of School Education & Literacy on 5th July 2021. The mission aims to ensure that every child in the country achieves foundational literacy and numeracy by the end of Grade 3, with a target completion by 2026-27.^[8]

Vidya Pravesh: The VIDYA PRAVESH guidelines for the Three-month Play-based School Preparation Module for Grade-I children were released on 29th July 2021. The initiative aims to provide a warm and welcoming environment for children entering Grade-I, ensuring a smooth transition and fostering a positive learning experience.^[9]

Vidyanjali: The School Volunteer Management Program, launched by Prime Minister Shri Narendra Modi on 7th September 2021, aims to enhance the quality of education in schools by fostering community involvement, and encouraging contributions from corporate social responsibility (CSR) initiatives and the private sector across the country.^[10]

DIKSHA: It was launched on 5th September 2017 by Hon'ble Vice President of India, Shri M. Venkaiah Naidu. The platform aims to enhance teacher training and professional development by accelerating innovative solutions and experiments in education. DIKSHA empowers states and Teacher Education Institutes (TEIs) with the flexibility to customize the platform to meet their specific needs, benefiting teachers, teacher educators, and student teachers across the country.^[11]

SWAYAM Plus: SWAYAM Plus, which was officially launched on 27th February 2024 by Shri Dharmendra Pradhan, Hon'ble Minister of Education. The initiative seeks to revolutionize higher education and improve employability by implementing an innovative credit recognition system for industry-relevant courses, emphasizing skill development, employability, and forging stronger industry partnerships.^[12]

NISHTHA: The NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement), launched by the Ministry of Education on 21st August 2019, aims to enhance the professional development of 42 lakh elementary teachers and school heads. In response to the COVID-19 pandemic, the program was transitioned to NISHTHA-Online on 6th October 2020, delivered through the DIKSHA platform. Building on this success, in 2021-22, NISHTHA 2.0 was launched for secondary school teachers, while NISHTHA 3.0, focusing on Foundational Literacy and Numeracy, was introduced on 7th September 2021.^[13]

NIRF Ranking: The National Institutional Ranking Framework (NIRF), launched by the Ministry of Education on 29th September 2015, marked a pivotal step toward enhancing the quality and accessibility of higher education in India. NIRF introduced a structured and transparent system for assessing and ranking universities, colleges, and other institutions, fostering healthy competition and encouraging improvements in education and infrastructure.^[14]

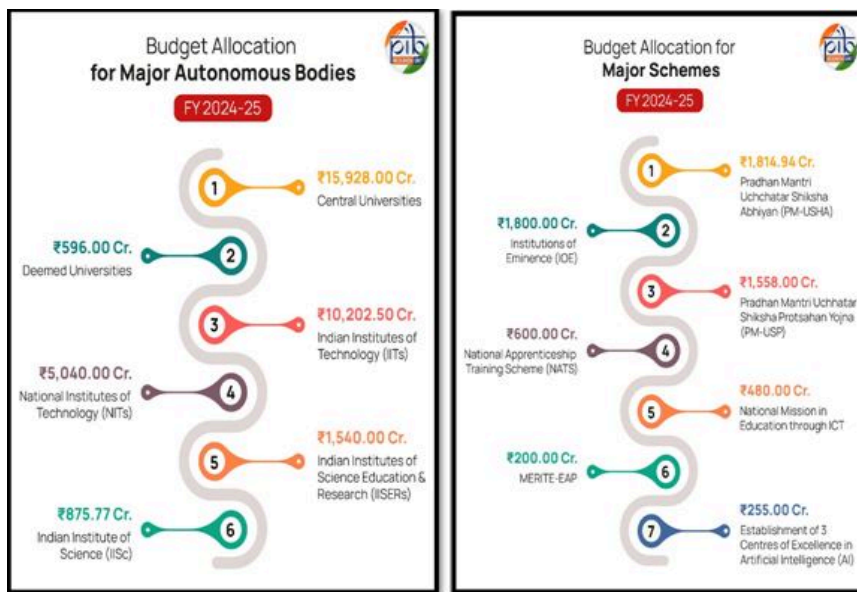
PM-Vidyalaxmi scheme: The Union Cabinet, led by Hon'ble PM Shri Narendra Modi, has approved the PM-Vidyalaxmi scheme to support meritorious students by providing financial assistance for quality higher education. This scheme offers education loans for students admitted to the top 860 institutions across India, benefiting over 22 lakh students each year. With a budget allocation of Rs. 3,600 crore from 2024-25 to 2030-31, the scheme aims to assist an additional 7 lakh students. Implemented through a fully digital, transparent, and student-centric platform, PM-Vidyalaxmi ensures easy access and smooth interoperability for students nationwide.^[15]

Investing in Education for a Brighter Future^[16]

India's path to global leadership is closely linked to the strength of its education system. To expand access to quality education and build a resilient learning environment, the Department of School Education & Literacy has been allocated a record ₹73,498 crore in the FY 2024-25 budget. This represents a substantial increase of ₹12,024 crore (19.56%) over the Revised Estimate for FY 2023-24, highlighting the government's commitment to bolstering the education sector.

Notably, the highest-ever allocations have been made to key autonomous bodies, with ₹ 9,302 crore allocated to Kendriya Vidyalayas (KVS) and ₹ 5,800 crore to Navodaya Vidyalayas (NVS). This substantial investment reflects a clear intent to further elevate India's education system.

For FY 2024-25, the Department of Higher Education's budget allocation is set at Rs. 47,619.77 crore, with Rs. 7,487.87 crore dedicated to schemes and Rs. 40,131.90 crore for non-scheme expenses. This reflects a significant increase of Rs. 3,525.15 crore, or 7.99%, over the previous fiscal year. Notably, the allocation for specific schemes has risen by Rs. 1,139.99 crore, underscoring a strengthened focus on targeted initiatives within higher education.



Increase in Enrolment in Higher Education Institutions: AISHE Report 2021-22^[17]

The **Ministry of Education**, Government of India, released the **All India Survey on Higher Education (AISHE) 2021-2022** in **January 2024**. Since its inception in 2011, AISHE has been collecting comprehensive data from all registered Higher Educational Institutions (HEIs) across the country, covering key parameters such as student enrolment, faculty, and infrastructure. The survey highlights significant improvements over the years, reflecting the positive advancements in India's education sector, with increased enrolment, enhanced inclusivity, and stronger infrastructure, contributing to a more robust and dynamic higher education system.

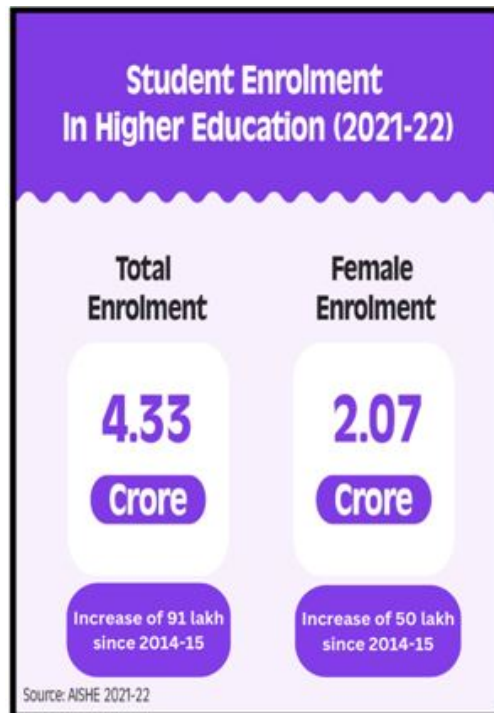
Female enrolment has also shown remarkable growth, rising from 1.57 crore in 2014-15 to 2.07 crore in 2021-22, an increase of 32%. The enrolment of students from disadvantaged groups, including SC, ST, OBC, and minorities, has grown significantly, with notable increases in female enrolment across all categories. In 2021-22, the Gender Parity Index (GPI) reached 1.01, reflecting a consistent trend of more female students enrolling in higher education than males.



In terms of fields of study, enrolment in STEM disciplines has seen a steady rise, with 98.5 lakh students enrolled in UG, PG, and Ph.D. levels in 2021-22. Despite challenges, women are leading in disciplines such as Medical Science, Social Science, and Arts. **The dropout rate at the secondary level has also decreased significantly from 21% in 2013-14 to 13% in 2021-22.**

In FY 2024-25, the Department of Higher Education saw a budget increase of ₹3,525.15 crore (7.99%) compared to FY 2023-24, underlining the government's commitment to further strengthening the higher education sector and supporting inclusive growth.

Conclusion



Education holds the power to break barriers, open doors of opportunity, and empower individuals to contribute meaningfully to society. India's educational landscape has evolved significantly, building a robust system through continuous innovation and comprehensive reforms. By embracing a holistic, 360-degree approach that integrates new ideas, technologies, and teaching methods, India is creating an environment where youth can thrive, transforming them into key assets for the nation's growth. As we honor the legacy of Maulana Abul Kalam Azad, let us reaffirm our commitment to education as the cornerstone of a brighter, more inclusive future for all.

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एनटीए में सुधार

मेडिकल, इंजीनियरिंग समेत अन्य अखिल भारतीय परीक्षाएं आयोजित करने वाली संस्था नेशनल टेस्टिंग एजेंसी अर्थात एनटीए में सुधार को लेकर जो सिफारिशों की गई हैं, उन्हें स्वीकृति मिलने के पूरे आसार हैं। यह भी दिख रहा है कि इन सिफारिशों को स्वीकार किए जाने के बाद एनटीए की कार्यप्रणाली में सुधार होगा और पिछले वर्ष नीट में खामियों के चलते इस संस्था की विश्वसनीयता को जो क्षति पहुंची, उसकी भरपाई हो सकेगी, लेकिन यह सब कुछ इस पर निर्भर करेगा कि एनटीए में सुधार के लिए गठित की गई राधाकृष्णन समिति की सिफारिशों पर सही तरह से अमल किया जाता है या नहीं। निश्चित रूप से यह समय की मांग है कि एनटीए जहां तक संभव हो सके, आनलाइन स्तर पर परीक्षाएं आयोजित कराए। यदि छात्रों की अधिक संख्या के चलते आफलाइन परीक्षाएं आयोजित करने की बाध्यता हो तो ऐसा किया जाना चाहिए, लेकिन इस तरीके में भी यह सुनिश्चित किया जाना आवश्यक है कि प्रश्नपत्र डिजिटल स्वरूप में ही परीक्षा केंद्रों तक पहुंचाए जाएं। इसके अतिरिक्त यह भी होना चाहिए कि प्रश्नपत्रों के कई सेट तैयार किए जाएं ताकि यदि कहीं भूल-चूक हो जाए तो राष्ट्रीय स्तर पर परीक्षा को स्थगित या रद्द करने की आवश्यकता न पड़े। इसका कोई औचित्य नहीं कि तकनीक के इस युग में प्रश्नपत्र तैयार कर उनका प्रकाशन किया जाए और फिर उन्हें देश भर में परीक्षा केंद्रों तक पहुंचाया जाए। इस प्रक्रिया को अनिवार्य रूप से बंद करना होगा, क्योंकि प्रश्नपत्रों को भेजने की प्रक्रिया में उनकी गोपनीयता में कहीं पर भी सेंध लगाई जा सकती है। आम तौर पर परीक्षाओं में सेंध तभी लगती है जब किसी न किसी स्तर पर प्रश्नपत्र लीक हो जाते हैं। वास्तव में प्रश्नपत्रों को डिजिटल मोड में परीक्षा केंद्रों में भेजने की व्यवस्था एनटीए के साथ-साथ अन्य परीक्षाओं विशेष रूप से प्रतियोगी परीक्षाओं का आयोजन करने वाली सभी संस्थाओं को करनी चाहिए।

राधाकृष्णन समिति ने जो एक अन्य महत्वपूर्ण सिफारिश की है, वह यह है कि परीक्षाओं में आउटसोर्सिंग को पूरी तरह खत्म किया जाए। एक ऐसे समय जब परीक्षाओं की गोपनीयता बार-बार भंग हो रही है तब फिर एनटीए जैसी एजेंसी के लिए यह बिल्कुल ठीक नहीं कि वह ठेके पर परीक्षाएं कराए और उनके आयोजन में बाहरी लोगों की मदद ले। इसकी भरी-पूरी आशंका है कि परीक्षाओं में गड़बड़ी के लिए ये बाहरी लोग ही उत्तरदायी होते हैं। राधाकृष्णन समिति की यह सिफारिश परीक्षाओं की विश्वसनीयता बनाए रखने में सहायक होने वाली है कि यथासंभव निजी स्कूलों को परीक्षा केंद्र बनाने से बचा जाए। चूंकि देश के हर हिस्से में केंद्रीय विद्यालय और नवोदय विद्यालय हैं तब फिर उन्हें ही परीक्षा केंद्र बनाया जाना चाहिए। ऐसा इसलिए आवश्यक है, क्योंकि निजी स्कूलों में नकल माफिया किसी न किसी तरह सेंध लगाने में समर्थ रहता है। राधाकृष्णन समिति के इस सुझाव को अनिवार्य रूप से स्वीकार किया जाना चाहिए कि एनटीए स्वयं के कर्मचारियों के बलबूते परीक्षाओं का संचालन करे।

नीट-यूजी में खत्म हो सकते हैं अनगिनत अवसर, चार बार ही परीक्षा दे सकेंगे छात्र

जागरण ब्यूरो, नई दिल्ली: नेशनल टेस्टिंग एजेंसी (एनटीए) में सुधार को लेकर इसरो के पूर्व प्रमुख के. राधाकृष्णन की अगुआई में गठित उच्चस्तरीय कमेटी की सिफारिशों को स्वीकार किया गया तो आने वाली परीक्षाओं में काफी बड़े बदलाव देखने को मिलेंगे। इसमें सबसे अहम मेडिकल में प्रवेश की नीट-यूजी परीक्षा में छात्रों को मिलने वाले अनगिनत मौके अब खत्म हो सकते हैं। इंजीनियरिंग पाठ्यक्रमों में प्रवेश की परीक्षा जेईई-मेन की

तुर्ज पर इस परीक्षा के लिए भी उन्हें अब अधिकतम चार मौके दिए जा सकते हैं। माना जा रहा है कि इससे नीट-यूजी से छात्रों की काफी भीड़ कम हो जाएगी। अभी इस परीक्षा में इस तरह की कोई रोक नहीं होने के चलते छात्र औसतन सात से आठ बार इनमें शामिल होते हैं। 2024 में नीट-यूजी में करीब 24 लाख छात्रों ने हिस्सा लिया था।

एनटीए में सुधार को लेकर गठित उच्चस्तरीय समिति अपनी सिफारिशें पिछले सप्ताह ही सुप्रीम

- एनटीए में सुधार को लेकर गठित उच्चस्तरीय समिति ने की बड़े बदलावों की सिफारिश
- ये स्वीकार हुई तो आउटसोर्सिंग पर लगेगी लगाम, केंद्रीय व नवोदय विद्यालय बनेंगे स्थायी परीक्षा केंद्र



कोर्ट को दे चुकी है। हालांकि अभी इन सिफारिशों को एनटीए ने सार्वजनिक नहीं किया है। सूत्रों के मुताबिक, कमेटी ने जो और अहम सिफारिशें की हैं, उनमें परीक्षाओं से

आउटसोर्सिंग को पूरी तरह से खत्म करना भी शामिल है। इसके साथ ही देशभर में परीक्षाओं को कराने के लिए केंद्रीय विद्यालय और नवोदय विद्यालयों को स्थायी परीक्षा केंद्र

के रूप में विकसित करने की भी सिफारिश की है। इसके अतिरिक्त दूसरे सरकारी संस्थानों को इससे जोड़ने का सुझाव दिया है। अब तक परीक्षा कराने वाली निजी कंपनियों की सलाह पर एनटीए किसी भी संस्थान या निजी स्कूल को परीक्षा केंद्र बना देता था। इस खेल में नकल माफिया भी शामिल रहता है। समिति ने इसके साथ ही परीक्षा कराने के लिए एनटीए में नियमित अधिकारियों और कर्मचारियों की तैनाती का भी सुझाव दिया है। क्योंकि अभी कुछ

वर्ष के लिए प्रतिनियुक्ति पर आने वाले अधिकारी-कर्मचारी कुछ भी गड़बड़ी कर निकल जाते थे, खास बात यह है कि 'दैनिक जागरण' ने एनटीए से जुड़ी इन खामियों को लेकर 'कठघरे में एनटीए' नाम से एक सीरीज भी चलाई थी। कमेटी ने जो एक और अहम सिफारिश की है, वह सभी परीक्षाओं को हाइब्रिड मोड में कराने को लेकर है। जिसमें परीक्षा आनलाइन और आफलाइन दोनों ही मोड में होगी। यानी परीक्षा का पेपर आनलाइन मिलेगा, जबकि सवालों

के उत्तर ओएमआर सीट पर पेन से भरने होंगे। इसके पीछे कमेटी का तर्क है कि इससे प्रश्न पत्र के रास्ते या सेंटर से लीक होने की संभावना खत्म हो जाएगी। इसके साथ ही कमेटी ने ज्यादा बड़ी परीक्षाओं को जेईई-मेन की तरह कई शिफ्टों में कराने की सिफारिश की है। इनमें नीट-यूजी को कई शिफ्टों में कराने का भी प्रस्ताव किया है। सिफारिशों को कब से अमल में लाना है, इसका फैसला सरकार को करना है।

एनटीए में सुधार >> संपादकीय

NBT AI टाइम मशीन
आज है राष्ट्रीय शिक्षा दिवस
**फ्यूचर का क्लासरूम: पर्सनलाइज्ड
सिलेबस, वर्चुअल रियलिटी से पढ़ाई**

AI Image



भविष्य की तस्वीर

स्वतंत्र भारत के पहले शिक्षा मंत्री मौलाना अबुल कलाम आजाद की आज जयंती है। उनके प्रयासों से IIT, UGC आदि की स्थापना हुई। आजाद की ही याद में आज राष्ट्रीय शिक्षा दिवस मनाया जाता है। ChatGPT ने बताया कि भविष्य में किसी क्लासरूम की जरूरत नहीं होगी, कोई कहीं भी रहकर पढ़ाई कर सकेगा। हर स्टूडेंट के लिए पर्सनलाइज्ड सिलेबस होगा। AI स्टूडेंट्स की क्षमताओं, रुचियों के आधार पर पढ़ाएगा। वर्चुअल रियलिटी (VR) और ऑगमेंटेड रियलिटी (AR) से छात्र ऐतिहासिक घटनाओं को खुद ही उस युग में जाकर महसूस कर सकेंगे, यानी हल्दीघाटी में खड़े होकर देखेंगे कि कैसे महाराणा प्रताप ने मुगलों की सेना से युद्ध लड़ा था? स्किल बेस्ड एजुकेशन का महत्व बढ़ेगा। सैद्धांतिक ज्ञान से ज्यादा प्रैक्टिकल पर जोर होगा। ग्लोबल लेवल की क्लास में हर देश के स्टूडेंट्स होंगे। रोबोटिक ट्यूटर छात्रों का मार्गदर्शन करेंगे और



मौलाना अबुल कलाम आजाद
स्वतंत्रता सेनानी आजाद का जन्म आज ही के दिन 1888 में सऊदी अरब के मक्का में हुआ था। बाद में उनका परिवार भारत आया और कोलकाता में बस गया था। उन्होंने इस्लामी, अरबी, फारसी, और गणित की पढ़ाई की थी।
एग्जाम का रिजल्ट कुछ ही सेकंड में बता देगे। एजुकेशन सर्टिफिकेट को ब्लॉकचेन टेक्नॉलजी से सेफ रखा जाएगा और उसका सत्यापन भी प्रभावी होगा। भविष्य में सिर्फ अकेडमिक सब्जेक्ट नहीं, छात्रों के मानसिक स्वास्थ्य, जीवन कौशल और इमोशनल इंटेलिजेंस पर भी जोर दिया जाएगा।

प्रस्तुति: प्रदीप तिवारी

What is the status of NEP's implementation in Odisha?

Why did the previous Biju Janata Dal delay the implementation of the National Education Policy (NEP)-2020?
How is the new system trying to increase the employability of students?

Satyasundar Barik

The story so far:

The Odisha government has announced the roll-out of the National Education Policy (NEP)-2020 in the State's higher education sector. A new curriculum will be introduced in all government universities, and under-graduate students will now enrol in a four year course instead of three years. Additionally, to increase employability of students, 112 multi-disciplinary courses, 14 vocational courses, 56 value-added courses and 84 skill development courses have been approved to be included in 40 undergraduate subjects.

Why hadn't it been implemented yet? Immediately after NEP-2020 was unveiled, the previous Biju Janata Dal government had convened a meeting by

inviting different stakeholders for its implementation. It became clear that much work needed to be done before rolling out the Policy. More than 40% of Odisha's population belongs to socially and economically disadvantaged groups. There were issues of infrastructure bottlenecks, shortage of human resources and other technical shortcomings which needed to be addressed. Moreover, the NEP stresses research, flexible education, multiple entry and exit options, four-year degrees and one-year PG and so on; online education is also a big part of the NEP. Additionally, there was the question of Gross Enrolment Ratio (GER). In colleges nationally, the GER is around 28. The NEP talks about increasing the GER to 50%, and Odisha is only at 22.1%. The government would need to spend about ₹10,000- ₹12,000 crore in higher education if NEP were to be

implemented. Currently, the State spends only one-fourth of that. The NEP also says that every student should have four credit scores from a compulsory internship. "The challenge is where one would intern 10 lakh students? Where are the industries and institutions in Odisha? The NEP says one cannot do an internship in their current institution as the internship has to be done in another institute. It is a huge challenge to facilitate internship for 10 lakh students," said Prof. Ashok Kumar Das, former vice chairperson of Odisha Higher Education Council, who was involved in preparing the ground for NEP during the previous government.

What has been done so far? Prof. Das explains: "From 2022-23, we had made serious efforts to prepare the syllabus in accordance with NEP. Committees were formed on every subject by drawing experienced faculties

from all colleges and universities. After preparation of syllabus, it was sent for outside review. It has now come back," said Prof Das. "By early 2024, the complete undergraduate syllabus, incorporating skill and value-added courses as well as a multidisciplinary approach, was prepared," he said. Odisha has partnered with NASSCOM for providing digital skills to students and to also help students with internships. The government would fund the internship process and the university would recognise marks obtained through the same. However, conducting exams online is still a big challenge. In Odisha, there are only two Swayam centres where examinations can be conducted. The Centre for Distance and Online Education (C.D.O.E) at Utkal University is currently developing virtual tutorials for all undergraduate courses, which will be available to students free of charge. Experienced teachers are being engaged to lead these sessions. Plans are underway to expand the range of these tutorials. In 2018, Odisha had started its own research scheme christened the Odisha University Research and Innovation Incentivisation Plan (OURIIP) under which young lecturers are provided seed research funding either in college or universities. Every year, 60 teaching faculty are awarded ₹10 lakh seed funding for research and around 300 fellowships are given at ₹30,000 per month.

THE GIST

▼
The Odisha government has announced the roll-out of the National Education Policy (NEP)-2020 in the State's higher education sector.

▼
Immediately after NEP-2020 was unveiled, the previous Biju Janata Dal government had convened a meeting by inviting different stakeholders for its implementation. It became clear that much work needed to be done before rolling out the Policy.

▼
Odisha has partnered with NASSCOM for providing digital skills to students and to also help students with internships.

Schools disaffiliated by CBSE continue functioning as usual; parents say they are unaware

Ashna Butani

NEW DELHI

A few days have passed since the Central Board of Secondary Education (CBSE) on November 6 withdrew affiliation to 16 schools in Delhi for allowing 'dummy admissions' – enrolling students who skip school and attend classes at coaching institutes to prepare for competitive entrance examinations.

The development was likely to cause concern among students at these schools. While the derecognised schools have the option to reapply for affiliation after working on the issues pointed out by the CBSE, the process may take up to a year. In the meantime, while the students from Classes 1 to 9 may not be directly impacted, those set to appear for their Board examinations may have little choice except to shift to another school in the middle of the year.

However, when *The Hindu* visited some of these disaffiliated schools, which are concentrated in Narela, Nangloi, Alipur, and Mundka, little sense of alarm was felt among the students and their parents. Most said they did not know about



SGN Public School in Nangloi, which is among the schools disaffiliated by CBSE, had classes as usual. ASHNA BUTANI

the punitive action, given that the schools had not yet changed or taken down the signboards declaring their affiliation with the CBSE or posted notices outside about the derecognition.

Rohit (name changed), a Class 12 student enrolled in Khemo Devi Public School in Narela, who was visiting the school to complete a formality, said he did not know about the CBSE's action. Donning a cap bearing the name of his coaching institute from where he is preparing for the JEE, Rohit said he comes to school only to appear for Board exams based on the instructions from his institute in Punjabi Bagh.

The school's principal was not available for

comment.

Outside Vivekanand School in Narela, which has also been disaffiliated and where students could be seen playing around, a parent said he had managed to get both his children 'dummy admissions' but refused to share any further information.

A parent who had come to pick up his child from Vivekanand School's kindergarten said, "If it is true that the school has been disaffiliated, we will look for other schools in the area."

Sudha Acharya, the principal of ITL Public School and president of the southwest chapter of CBSE Sahodaya, said, "The number of schools offering dummy admissions has increased after the Common University Entrance Test [CUET] was implemented because there is no weightage given to Board exams anymore."

The Board had announced on November 6 that it had acted against a total of 21 schools, five of which are based in Rajasthan, after conducting a series of surprise inspections across the two States. Of the 16 schools in the Capital, six schools were downgraded from senior secondary to secondary level.

'Maulana Azad's real legacy is ...': Ex-NCERT Chief recalls on Azad Day

Maulana Abul Kalam's legacy was legacy of freedom which must be not be celebrated but also practiced, Padma Shri Prof. Krishna Kumar, Former Director National Council of Educational Research and Training (NCERT), said on Azad Day Monday November 11, 2024

Monday November 11, 2024 7:12 PM, ummid.com News Network



Hyderabad: Maulana Abul Kalam's legacy was legacy of freedom which must be not be celebrated but also practiced, Padma Shri Prof. Krishna Kumar, Former Director National Council of Educational Research and Training (NCERT), said on Azad Day Monday November 11, 2024.

"Today if we were to not just lament the loss of contemplative space that university system provide it we must exercise our right to review anything with freedom. This is the real legacy of Maulana Azad, the legacy of freedom", Prof. Kumar said while delivering the Maulana Azad Memorial Lecture at Maulana Azad National Urdu University (MANUU).

Speaking at the event to commemorate National Education Day, also known as Azad Day, Prof. Kumar talking about the legacy of India's first Education Minister, said:

"It is not just freedom as a struggle against the foreign rule, it's also a legacy of exercise of freedom in our life."

"National Education Day"

National Education Day is an annual observance in India to commemorate the birth anniversary of Maulana Abul Kalam Azad on November 11.

Heaping praise on one of the frontal national leaders of India's freedom movement, Prof Kumar said:

"He was one of those figures of the Indian freedom struggle who gave the country a vision which no human being could have realized within a lifetime."

"It's a universal vision for humanity and not just change as we normally talk about in the context of great leaders", Prof Kumar said.

"Like any other values, Freedom also requires practice. If you don't practice freedom you lose it. That is perhaps the best way to remember Maulana Abul Kalam Azad ", he said.

Delivering the Maulana Azad Memorial Lecture on the topic "Understanding Higher Education and its current Predicament", at MANUU Hyderabad Prof Kumar said:

"Some focus education as a concept or idea and others focus it as a system. As a concept, education carries ideals and values and as system it carries the weight of history and social condition."

Prof. Syed Ainul Hasan, Vice Chancellor, MANUU who presided over the lecture in his presidential remarks while narrating the first story of "Panchtantra" said it is very difficult to make friends, and it is possible in higher education and university systems where you come across a number of people belonging to different walks of life, where you understand each other.

"It is crystal clear that higher education is important for every individual as it shapes your persona and education", he said.

Prof. Ishtiaque Ahmed, Registrar delivered the welcome address and Prof. Shugufta Shaheen, OSD 1 introduced the guest speaker whereas Prof Siddiqui Mohd Mahmood, OSD2 convened the programme. Prof. Syed Alim Ashraf Jaisi, Chairperson, Azad Day Celebrations proposed vote of thanks.

Earlier, Mohammed Rasheeduddin, Bureau Chief, the *Siasat Urdu Daily* and Wajeed Ullah Khan, Senior Journalist, UNI were felicitated with shawl, certificate and the "*Sitara-e-Sahafat*" Award for 2024, in appreciation of their contributions to journalism.

Further, books of Prof. S. M. Azizuddin Husain and Prof. Imtiaz Hasnain were also released on the occasion.

Later, Azad Day celebrations which started on November 07 concluded with food fest and Mushaira programmes.

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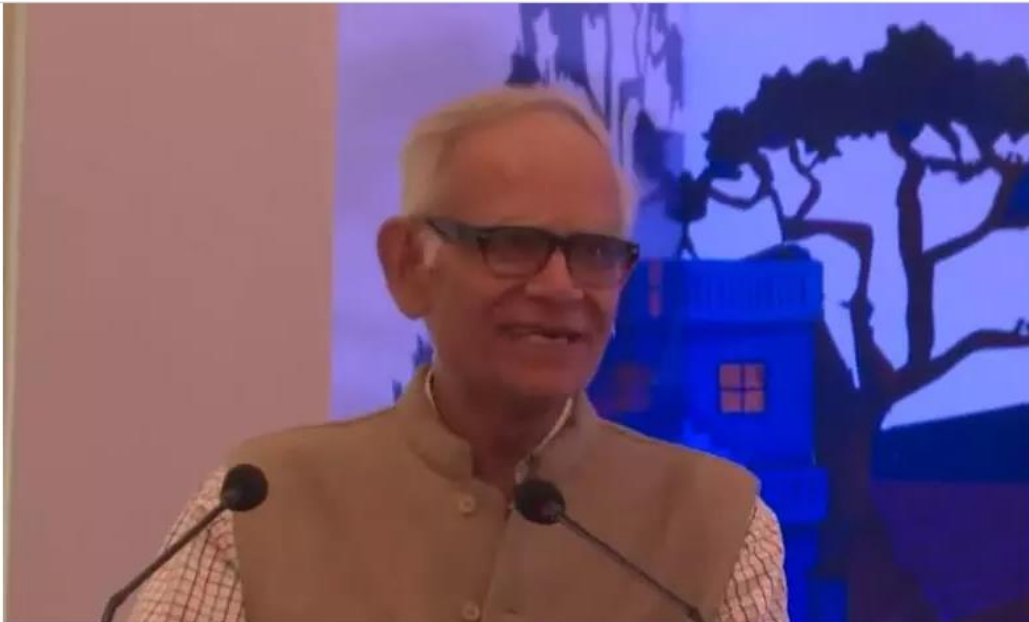
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MANUU Marks National Education Day with Azad Memorial Lecture

Telangana

DC Correspondent

11 November 2024 8:54 PM



Padma Shri Prof. Krishna Kumar. (Image Source: Youtube)

Hyderabad: Commemorating the National Education Day on Monday at the Maulana Azad National Urdu University (MANUU), scholars and students gathered to honour Maulana Azad's vision as the university hosted a lecture that explored the challenges facing higher education today.

Padma Shri Prof. Krishna Kumar, former director of NCERT, delivered the Maulana Azad Memorial Lecture on "Understanding Higher Education and its Current Predicament." He said, "Some focus on education as a concept or idea and others focus on it as a system. As a concept, education carries ideals and values and as a system it carries the weight of history and social condition."

Further, Prof. Kumar also spoke about Maulana Azad's vision. "He is one of those figures of the Indian freedom struggle who gave us a vision which no human being could have realised within a lifetime. It's a universal vision for humanity and not just change as we normally talk about in the context of great leaders," he noted.

He encouraged the academic community to reclaim the contemplative spaces that universities are meant to provide. "Today, if we were to not just lament the loss of contemplative space that the university system provides, we must exercise our right to review anything with freedom. That is the real legacy of Maulana Azad — the legacy of freedom. It is not just freedom as a struggle against foreign rule; it's also the legacy of exercising freedom in our lives."

"Like any other values, freedom also requires practice. If you don't practise freedom, you lose it. That is perhaps the best way to remember Maulana Abul Kalam Azad," Prof. Kumar added. MANUU Vice-Chancellor Prof. Syed Ainul Hasan presided over the event and shared a story from the Panchatantra. "It is very difficult to make friends and it is possible in higher education and university systems where you come across a number of people belonging to different walks of life, where you understand each other," he said.

The event began with a welcome address by Registrar Prof. Ishtiaque Ahmed. Prof. Shugufta Shaheen, Prof. Siddiqui Mohd Mahmood and Prof. Syed Alim Ashraf Jaisi was also a part of the event. Additionally, senior journalists — Mohammed Rasheeduddin of The Siasat Urdu Daily and Wajeed Ullah Khan of UNI — were honoured with the "Sitara-e-Sahafat" Award for 2024. They were felicitated with shawls, certificates and the award in recognition of their contributions to journalism.

This event was a part of a larger 'The Azad Day celebrations', which began on November 7 at MANUU and concluded on Monday. The celebration's final day included a lively food festival and a mushaira.

(Source : Deccan Chronicle)

National Education Day

Maulana Azad National Urdu University

Lecture

Prof. Krishna Kumar

NCERT

AMU judgment sets right a historical error

The Aligarh Muslim University (AMU) is not a minority institution since it was "established" not by the Muslim community but by the British rulers of India under the Aligarh Muslim University (AMU) Act of 1920, said the tenth Chief Justice of India (CJI), Kailas Nath Wanchoo, in his *Azeez Basha* verdict of October 20, 1967. On November 8, 2024, a Constitution bench of the Supreme Court headed by the 50th CJI, Dhananjaya Y Chandrachud, overruled the 57-year-old verdict, proclaiming that the institution cannot lose its minority character merely because it was incorporated into a university by a legislative enactment. The new refreshing verdict indeed indicates a striking progression of the course and dimensions of justice in the country.

CJI Wanchoo's decision of 1967 had been severely criticised worldwide. An eminent constitutional law specialist of the time, Hormasji Maneckji Seervai had said "the decision is clearly wrong and productive of great public mischief, and should be overruled". And he stands duly vindicated, though over half a century later.

Commenting on Wanchoo's decision, I had written in several articles that it was blatantly untenable, legally and factually, and had audaciously denied undeniable facts of Indian history.

To me, the learned judge seemed like saying that India had won independence from the British colonial rule not as a result of the century-long struggle for freedom by the Indians but was graciously gifted to us by the Indian Independence Act of 1947 passed by the British Parliament on its own initiative. Or, even worse, that the Sufi saint Moiuuddin Chishti's 800-year-old *dargah* in Ajmer had been "established" by our British rulers under the *Dargah Khwaja Sahab Act* of 1936. If these propositions look ridiculous, so does the idea that the Mohammedan Anglo-Oriental (MAO) College established at Aligarh in the 1870s was not just recognised as a university by the AMU Act of 1920 but was, in fact, "established" by it.

The new judgment on the minority status of AMU has been pronounced by a seven-judge bench of the apex court by a rather thin majority. So, Justice Wanchoo's half-a-century-old thinking has not died out. Be that as it may, the majority decision will prevail. It is, of course, based on sound logic and rational thinking telling the judges, "find out the brain behind the establishment of an institution; if it points out to minority character, then it has to be recognised without any ifs and buts under Article 30 of the Constitution of India".

The judgment has left this "finding out"

exercise to be performed by a regular bench of the court, but who does not know the brain behind the historic educational movement launched in the mid-19th century that eventually culminated in the establishment of a college now known as AMU? It was Sir Syed Ahmed Khan, the great founder and initiator of the movement, who had begun working on it as early as 1838. After making stupendous efforts for nearly three decades, he had undertaken a hazardous voyage by sea route to the United Kingdom to study the university education system in Oxford and Cambridge. Well-equipped with necessary logistics, he had returned home planning to establish a similar institution here in an attempt to lift his community up from the den of their beastly educational backwardness. His mission was from the very beginning to establish a university, not a primary or secondary school. But being in a mature stage of life, he decided in his wisdom to lay the foundation without delay. Until taking his last breath in 1898, he kept struggling to get the status of his college enhanced enough to be qualified for official recognition as an institution of higher learning. His dream was fulfilled, 22 years after he left the world, in the form of the Aligarh Muslim University Act of 1920.

The majority judgment of the Court in the AMU case has provided unequivocal guidance for the regular bench of the Court that will complete the unfinished task. Several thought-provoking observations in this judgment will guide not only the judges who will take up the AMU case for finalisation but also for their brother judges who in future may have to settle a dispute relating to the minority character of any other institution. The judgment has assertively ruled that the words "incorporation" and "establishment" do not mean the same thing and are not interchangeable. Such a "formalistic" reading will defeat the objectives of Article 30 of the Constitution, the judgment has emphatically said, adding that "formalism must give way to actuality".

The majority judgment has further clarified that it is not necessary for a minority institution to have been established only for the benefit of the founding minority, or for its administration to rest only with the members of the same community.

The government can, it has said, regulate the affairs of a minority educational institution as long as it does not infringe on its minority character. Saying that "Article 30 of the Constitution will stand diluted if it is to apply prospectively only to the institutions which were established after the commencement of the Constitution" is indeed a stern warning enshrined in the majority judgment.

Writing for my book *Minority Educational Institutions: Law and Reality* (2007), an eminent lawyer of the time, the late PP Rao had said, "The law governing minority educational institutions continues to suffer from uncertainty in spite of the efforts made by successive benches of the Supreme Court to interpret the constitutional right of minorities to establish and administer institutions of their choice." One can reasonably hope that the apex court's majority judgment in the AMU case will remove this uncertainty and settle the law firmly for all time to come.



Tahir Mahmood

THE SUPREME COURT'S MAJORITY JUDGMENT HAS CLARIFIED THAT IT IS NOT NECESSARY FOR A MINORITY INSTITUTION TO HAVE BEEN ESTABLISHED ONLY FOR THE BENEFIT OF THE FOUNDING MINORITY, OR FOR ADMINISTRATION TO REST ONLY WITH THE MEMBERS OF THE SAME COMMUNITY

Tahir Mahmood is former chairman, National Minorities Commission, and former member, Law Commission of India. The views expressed are personal

Hindustan Times

12 November 2024

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Research & global tie-ups key to driving IIT-D to top

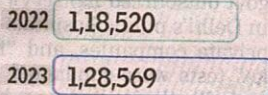
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SOME FACTORS THAT HELPED IIT DELHI

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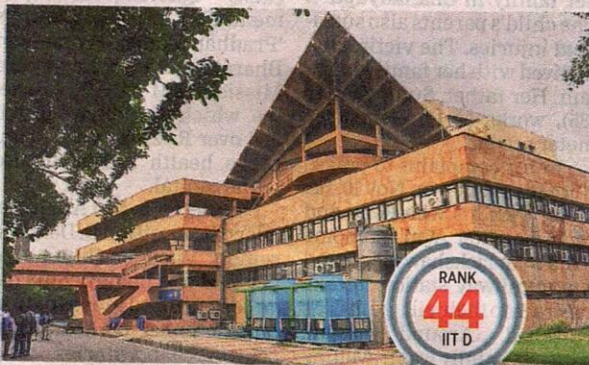
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6 Indian universities in the top 100 of QS World University Rankings: Asia 2025



IIT Delhi tops the chart in India

Number of PhD students who graduated



Name	Rank
IIT Bombay	48
IIT Madras	56
IIT Kharagpur	60
Indian Institute of Science	62
IIT Kanpur	67

PARAMETERS ON WHICH RANKINGS ARE BASED



International faculty | Staff with PhD | Faculty-student ratio | Inbound exchange | Academic reputation | Citations per paper | Papers per faculty | International research network | International students | Outbound exchange | Employer reputation

Continued from P1

Following IIT Delhi, IIT Bombay ranks second among Indian institutions, securing 48th place—though it dropped eight spots compared to the previous year. Several other Indian institutions also made notable appearances in the rankings, though many saw slight declines. IIT Madras fell from 53rd to 56th, IISc Bangalore dropped from 58th to 62nd, and IIT Kanpur slipped from 63rd to 67th from last time.

IIT Delhi's rise to the top rank in India can be attributed to significant improvements across several key metrics assessed by the QS Rankings. One of the standout factors driving this success was its performance in 'citations per paper,' a metric that gauges research impact by measuring the average number of citations each published paper receives. 'Papers/publications per faculty' is also a significant indicator in

which the institute scored 95 out of 100. With a total strength of close to 640 regular faculty positions, the institute maintained an average of seven publications per faculty per year.

"We collaborate with both domestic and international companies, as well as govt labs in India," said Buwa. "Under the Institutions of Eminence initiative, over Rs 200 crore was allocated to establish state-of-the-art research infrastructure and equipment. We also used our own resources. These investments significantly boosted both the quality and quantity of our research output."

Regarding the 'academic reputation' parameter, IIT Delhi scored 75.4 out of 100, reflecting strong performance across various sub-categories. One of the key areas where the institute excels is 'employment reputation,' where it achieved a score of 99 out of 100 among Asian universities. "We have a dedicat-

ed office focused on attracting leading global companies to partner with us. Additionally, our alumni play a vital role in strengthening our reputation. We also scored 95 in the 'employer reputation' category, which further underscores our global standing."

The institute actively seeks feedback from academics worldwide and takes strategic steps to enhance its global presence. "Our Abu Dhabi campus is an integral part of this vision. In Jan, we launched a master's programme there, and in Sept, we introduced two undergraduate programmes, both of which received a strong response," added the dean of planning.

In the 'international research' parameter, IIT Delhi achieved a score of 89 out of 100, a reflection of its extensive global collaborations. The institute is currently involved in nearly 116 research projects in partnership with universities around the world.

The Indian Express, 12 November 2024, Page No. - 4

HAUZ RANI-EK KAHANAI: PILOT PROJECT OF NEW CO-CURRICULAR COURSE LAUNCHED

At this Delhi govt school, Class 6 students to delve into local history

UPASIKA SINGHAL
NEW DELHI, NOVEMBER 11

A GROUP of 140 sixth-grade girls in lavender and white checkered salwar kameezes sit in a vast school auditorium in Hauz Rani, waiting for the programme to start. They're not quite sure what is in store for them, just that it's going to be a "different type of class".

When historian, Professor Narayani Gupta, took the dais, she asked them a simple question: "Do you know how old I am?" When she answered, "I'm 81," the girls' eyes widened as they gasped and giggled behind their hands.

"When I was your age, this place wasn't even considered Delhi..." continued Prof. Gupta.

"... there used to be farmlands and we'd come here sometimes and buy vegetables from local farmers... there was no running water or electricity here either. Think about it, how did people get water and electricity back then? You can learn a lot from your surroundings."

Prof. Gupta, in collaboration with urban planner Shubham Mishra and the Delhi government, on Monday launched a co-curricular course — 'Hauz Rani, Ek Kahaani' — introducing local history to sixth-grade children. The pilot project, launched at Raja Ram Mohan Roy Sarvodaya Kanya Vidyalaya in Hauz Rani, aims to teach the area's local history and its subsequent transformation to local children through

maps, activities, and exploration of localities where they live.

The course is a three-month programme and will culminate in an exhibition showcasing the children's work.

In their first session, Mishra took a deep dive into Delhi's geography and the surviving remnants of its age-old water supply infrastructure, connecting them to stories of the Tughlaq dynasty.

"The name Hauz Rani contains a clue about why this place was given that name," Mishra told the students. "Back then, people used to store waters in two places — Hauz (water tank or lake) and Baoli (stepwell)," he explained before delving into the story of how Ghiyas-ud-Din Tughlaq attempted to stop the



Prof Narayani Gupta, in collaboration with urban planner Shubham Mishra and the Delhi government, Monday launched the co-curricular course, 'Hauz Rani, Ek Kahaani', to introduce local history to sixth-grade children. Express

construction of the Nizamuddin Baoli by barring oil supply for the lamps that helped labourers con-

struct the stepwell at night. The sultan was ultimately outsmarted by the labourers, who lit their

lamps with water from the Baoli.

The children were then encouraged to look around their localities and find place names that contain water elements. "The point is to look at history and geography through a local lens," said Mishra, adding, "We'll bring in more specialists and experts to offer different perspectives on history and geography to the children."

The lesson plan for the coming weeks includes an eclectic mix of topics such as how buildings, monuments, food, inhabitants, and even roads add to the character and history of a locality. The children will also be shown 3D-rendered maps and models on what the Saket-Mehrauli area looked like before

human settlements came up. The subsequent transformation of the area will show how the landscape changed and how facilities such as water supply and sanitation eventually came up.

Archana, a TGT Hindi teacher in the school, said: "I was born in Kidwai Nagar and my family tells me how South Extension, Mehrauli, Saket... all these areas were dense jungles. My uncle told me that today where Ansal Plaza and the DLF Mall (in Saket) are, used to be full of trees... almost no one used to live there."

"I think we can learn so much about our city if we talk to our elders and people who have lived here for generations," she said.

"Our school also has many children who are not originally

from Delhi. Most of our children come from families belonging to UP and Bihar... we have children from Somalia and Afghanistan too. I think this course can give these children a sense of belonging and ownership," said Ruchika Gupta, a PGT Hindi teacher.

Malviya Nagar MLA Somnath Bharti, who approached Prof. Gupta to help cultivate language skills for local children, attended the event. "I think no other government has focused on education as much as Arvind Kejriwal's government has. The course will help children develop critical thinking skills... We chose this school in particular because we wanted to encourage girls to keep continuing their education..." he said.

Home / Himachal Pradesh / NCERT team arrives to assess FLN abilities of schoolchildren

NCERT team arrives to assess FLN abilities of schoolchildren

An eight-member NCERT team, headed by Prof Suniti Sanwal, has come to the state to assess the Fundamental Literacy and Numeracy (FLN) abilities of the students under the Nipun Bharat Mission. In the first phase, the NCERT team held a...



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An eight-member NCERT team, headed by Prof Suniti Sanwal, has come to the state to assess the Fundamental Literacy and Numeracy (FLN) abilities of the students under the Nipun Bharat Mission.

In the first phase, the NCERT team held a consultation with the officials of Nipun Mission, SCERT representatives, DIET principals and district task force members at the Directorate of Samagra Shiksha. Nipun State Coordinator Manjula Sharma apprised the NCERT team of the steps taken to improve the FLN abilities of schoolchildren in the state through a presentation.

The NCERT team was informed that various committees and task forces had been formed at various levels for the successful implementation of the mission. Besides, teachers have been given special training by Samagra Shiksha to teach in a better way.

“Not only this, Himachal is continuously reviewing the learning progress of children. For this, Samagra Shiksha has launched Nipun Pragati Chatbot under Vidya Samiksha Kendra. A baseline survey also was conducted in schools in October to evaluate the learning level of children,” said a Samagra Shiksha spokesperson.

The spokesperson further said that community participation was also being ensured by Samagra Shiksha to increase basic literacy and numeracy among children.

In the second phase, the NCERT team will visit five schools each in district Shimla and Chamba.

During this inspection, the team will assess the FLN abilities of the schoolchildren. The team will also interact with teachers and parents so that the impact of the mission can be thoroughly assessed. “NCERT is reviewing every aspect of the implementation of Nipun Bharat Mission. The team will also see how much progress has been made in teacher training and development of teaching material,” said Prof Suniti Sanwal.

Reviewing learning progress

The state is reviewing the learning progress of children. For this, Samagra Shiksha has launched Nipun Pragati Chatbot under Vidya Samiksha Kendra. A baseline survey also was conducted in schools to evaluate their learning level. — A Samagra Shiksha spokesperson

बिना खामी परीक्षा कराने के लिए प्रतिबद्ध: प्रधान

नई दिल्ली, विशेष संवाददाता। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने मंगलवार को राज्य सरकारों से राधाकृष्णन समिति द्वारा प्रस्तावित प्रमुख परीक्षा सुधारों को लागू करने में केंद्र के साथ मिलकर काम करने का आह्वान किया। उन्होंने कहा कि हम जीरो एरर-परीक्षा संपन्न कराने को लेकर प्रतिबद्ध हैं।

प्रधान दिल्ली में उच्च एवं तकनीकी शिक्षा पर आयोजित राष्ट्रीय वर्कशाप उद्घाटन के बाद परीक्षा सुधारों पर प्रतिबद्ध रहे थे। वर्कशाप में राज्यों के शिक्षा सचिव हिस्सा ले रहे हैं। प्रधान



छात्रों के तनाव को कम करने समेत अन्य सुधारों का प्रस्ताव रखा

राधाकृष्णन समिति ने छात्रों के तनाव को कम करने और मूल्यांकन सटीकता में सुधार करने के लिए ऑनलाइन परीक्षण, डिजिटल रूप से प्रेषित प्रश्नपत्रों के साथ हाइब्रिड मॉडल और बहु-चरणीय नीट-यूजी प्रारूप में क्रमिक परिवर्तन का प्रस्ताव

रखा है। प्रधान ने बैठक में पब्लिक यूनिवर्सिटी को इनोवेटिव फंडिंग से मजबूत बनाने का सुझाव दिया। साथ ही उन्होंने पाठ्यक्रमों की संरचना उद्योगों की जरूरत के अनुरूप करने के लिए थिकटैक बनाने का सुझाव दिया।

ने कहा, हमारा प्राथमिक लक्ष्य राष्ट्रीय परीक्षण एजेंसी (एनटीए) को मजबूत करना और जनवरी 2025 में शुरू होने वाले नए प्रवेश परीक्षा चक्र से पहले सभी खामियां दूर करना है। हाल ही में नीट पेपर लीक होने के बाद गठित

राधाकृष्णन समिति ने पिछले महीने सुप्रीम कोर्ट को अपनी रिपोर्ट सौंपी थी। प्रधान ने कहा, आगामी वर्ष के लिए एक नई प्रवेश परीक्षा श्रृंखला जनवरी में शुरू होगी। पिछले साल के अनुभवों के आधार पर सरकार ने कई सुधारों

को आगे बढ़ाया है। उन्होंने कहा, परीक्षा सुधारों को लागू करने के लिए राज्यों का सहयोग जरूरी है। परीक्षाओं, खासकर प्रवेश परीक्षाओं को शून्य त्रुटि तक लाना केंद्र और राज्य सरकारों दोनों की जिम्मेदारी है।

राज्यों में बनेगा उच्चतर शैक्षणिक संस्थानों का एक समूह

जागरण ब्यूरो, नई दिल्ली: उच्च शिक्षा के लिए छात्रों को अब अलग-अलग कालेज व शैक्षणिक संस्थानों के चक्कर नहीं लगाने होंगे, बल्कि उनकी उच्च शिक्षा से जुड़ी सारी पढ़ाई अब उच्चतर शैक्षणिक संस्थानों के एक समूह में ही होगी। इसके लिए राज्यों में उच्चतर शैक्षणिक संस्थानों का एक समूह (क्लस्टर) बनेगा। जिसमें स्नातक, परास्नातक और शोध कराने वाले अलग-अलग विषयों के उच्च शिक्षण संस्थान शामिल होंगे। फिलहाल शिक्षा मंत्रालय ने देश के सभी राज्यों से उच्चतर शैक्षणिक संस्थानों का समूह बनाने को लेकर प्रस्ताव मांगा है।

शिक्षा मंत्रालय ने यह पहल ऐसे समय की है, जब देश में उच्चतर शिक्षा को लेकर भारी बिखराव है। कोई संस्थान सिर्फ स्नातक की पढ़ाई करा रहा है, वह भी सिर्फ कला बर्ग की। तो कोई सिर्फ विज्ञान विषयों और वाणिज्य विषय की पढ़ाई कराता है। एनईपी में भी उच्चतर शैक्षणिक समूह बनाने की सिफारिश की गई है। इसके साथ ही नई राष्ट्रीय शिक्षा नीति (एनईपी) के लागू होने के बाद शिक्षा के क्षेत्र में जिस तरह से क्रेडिट फ्रेमवर्क का ढांचा तैयार हो रहा है, जिसमें छात्रों को जिस तरह से अपने क्रेडिट के साथ बीच में कभी पढ़ाई

- केंद्र ने मांगा प्रस्ताव, हर विषय की पढ़ाई करने वाले संस्थान होंगे शामिल
- इस पहल से छात्रों को उच्च शिक्षा की पढ़ाई के लिए नहीं पड़ेगा भटकना

को छोड़ने व शुरू करने की आजादी दी गई है, उसमें यह समूह और ज्यादा उपयोगी होंगे।

उच्च शिक्षा को लेकर देश के सभी राज्यों और केंद्र शासित प्रदेशों के उच्च शिक्षा व तकनीकी शिक्षा सचिवों के दो दिन की राष्ट्रीय कार्यशाला में इसके साथ ही जिन अन्य मुद्दों पर चर्चा हुई, उनमें क्रेडिट फ्रेमवर्क को तेजी से लागू करने, अलग-अलग नियामकों में बंटी उच्च शिक्षा को नियामक के दायरे में लाने, एकल उच्च शिक्षण संस्थानों को बहुविषयक संस्थानों में तब्दील करने, बहुविषयक संस्थानों को विश्वविद्यालयों का स्वरूप देने और तय मानकों को पूरा करने वाले डीम्ड विश्वविद्यालय को अपने नाम के साथ सिर्फ विश्वविद्यालय लिखने की अनुमति देने जैसे विषयों पर भी चर्चा हुई। देश में 1100 से अधिक विश्वविद्यालय और करीब 45 हजार कालेज हैं।

बच्चों को खतरों से बचाते हुए मजबूत बनाने की जिम्मेदारी

भारत में स्वास्थ्य के मोर्चे पर पिछले सत्तर साल में बहुत तरक्की हुई है। बाल विकास के साथ ही बच्चों के स्वास्थ्य में भी काफी सुधार आया है। फिर भी समग्रता में देखें, तो दो बड़ी चुनौतियां हैं। अभी भी बच्चों की मृत्यु-दर पर हम पूरी तरह काबू नहीं कर पाए हैं। हां, लगातार सुधार हो रहा है, लेकिन जब हम व्यापकता में देखते हैं, तो शिशुओं और बच्चों के जीवन को सहेजना अभी भी एक बड़ा काम है। ध्यान रखने की बात है कि 28 दिन से कम उम्र के बच्चों (नवजात) के जीवन को सहेजना सबसे ज्यादा जरूरी है और यह अच्छी बात है कि भारत सरकार इसे लक्ष्य बनाकर काम कर रही है।

दूसरी बड़ी चुनौती, बच्चों के स्वास्थ्य और स्थिति में असमानता बहुत है। केरल में बच्चों की जो मृत्यु-दर है, उसकी तुलना में देश के अनेक राज्यों में बच्चों की मृत्यु-दर पांच गुना तक खराब है। जाहिर है, कुछ राज्यों में हमें ज्यादा मुस्तेदी से काम करने पड़ेंगे।

आधुनिक दौर में बच्चों की चुनौतियां लगातार बढ़ रही हैं। उनमें मोटापा बढ़ रहा है और उनके मानसिक स्वास्थ्य पर भी खतरे मंडरा रहे हैं। जहां, कुपोषण की समस्या बनी हुई है, वहीं, जरूरत से ज्यादा पोषण से भी समस्याएं पैदा हो रही हैं। जीवन शैली बिगड़ी है, उनके उठने-बैठने-चलने का ढंग बदला है। बच्चों के बारे में जब हम सोचते हैं, तो पाते हैं कि उनके खेलने की जगहें कम होती जा रही हैं। वे ज्यादातर मोबाइल या टीवी के सामने बैठे रहते हैं। ऐसे में, बच्चों के मानसिक स्वास्थ्य की स्थिति चिंताजनक हुई है। उनमें आक्रामकता और अवसाद के दुष्प्रभाव दिखने लगे हैं। परिवार में अगर तनाव बढ़ेगा, तो जाहिर है, बच्चे भी प्रभावित होंगे और हो रहे हैं। अतः आज के समय में बहुत जरूरी है कि बच्चों के मानसिक स्वास्थ्य पर पूरी गंभीरता से ध्यान दिया जाए। बड़ा खतरा मोबाइल या स्क्रीन से जरूरत से ज्यादा जुड़ाव का है। बच्चों का स्क्रीन टाइम बहुत बढ़ गया है। किसी भी तरह से इसको घटाना पड़ेगा। इसके लिए अभिभावकों को जागरूक और प्रशिक्षित करना होगा। साथ ही, स्कूलों को भी बच्चों की स्क्रीन टाइम और मनःस्थिति के बारे में ज्यादा ईमानदारी से सोचना होगा। सही बाल विकास पूरे समाज की जिम्मेदारी है।

यह बच्चों को समझने और उन्हें उनका वाजिब हक देने का समय है। बच्चों को ज्यादातर वैसे ही अधिकार मिलने चाहिए, जैसे देश के सभी नागरिकों को संविधान



यहां स्कैन करें



चंद्रकांत लहारिया | जन नीति और स्वास्थ्य तंत्र विशेषज्ञ

देता है। समानता और शिक्षा का अधिकार बुनियादी है। किसी भी तरह के शोषण से बचाव, भोजन, आश्रय, स्वास्थ्य व देखभाल का अधिकार सुनिश्चित होना चाहिए। उन्हें स्वच्छ परिवेश व पर्यावरण देना भी बुनियादी इंतजाम है, जो उनके संरक्षण के लिए आवश्यक है।

बच्चों के शुरुआती हजार दिन के विकास पर ज्यादा गौर करने की जरूरत है। इसी नींव पर उनकी जिंदगी खड़ी होती है। बच्चों का लगभग 80 प्रतिशत मानसिक विकास

दो साल की उम्र तक हो जाता है। गर्भकाल से लेकर आगे के दो साल तक विशेष सावधानी सुनिश्चित होनी चाहिए। जब हमें विकसित देश बनाना है, तब बाल विकास के कार्यों को गंभीरता और समर्पण से हाथों में लेना होगा। पहले तो हम केवल बच्चों के जीवन बचाने पर ध्यान देते रहे हैं, पर अब हमें उनकी गुणवत्ता बढ़ाने पर ध्यान देना होगा। बच्चों के मानसिक, शारीरिक और कौशल विकास पर ज्यादा बात होनी चाहिए। ये सारे काम हमें शुरुआती

बचपन में ही सही ढंग से पूरे करने पड़ेंगे।

अब बड़ा सवाल है कि नाना प्रकार के प्रदूषण का असर बच्चों पर कैसे पड़ रहा है? प्रदूषण से एलर्जी की समस्या बढ़ी है। मानसिक स्वास्थ्य पर खतरे बढ़े हैं। उनमें पहले से मौजूद कमियां या समस्याएं बढ़ सकती हैं। प्रदूषण से बच्चों की शारीरिक सक्रियता कम होती है, तो उनके समग्र स्वास्थ्य पर दुष्प्रभाव पड़ता है।

पंडित जवाहरलाल नेहरू की याद में मनाए जाने वाले बाल दिवस पर मशहूर नेता नेल्सन मंडेला के वचन मुझे याद आ रहे हैं, 'किसी समाज की आत्मा का इससे अधिक गहरा रहस्योद्घाटन नहीं हो सकता कि वह अपने बच्चों के साथ कैसा व्यवहार करता है। हम एक ऐसे अतीत से आए हैं, जिसमें हमारे बच्चों के जीवन पर अनगिनत तरीकों से हमले हुए हैं।' बेशक, अब सुधार तेज करने का वक्त आ खड़ा है।

(ये लेखक के अपने विचार हैं)

बच्चों की गुणवत्ता बढ़ाने पर ध्यान देना होगा। अब बच्चों के मानसिक, शारीरिक और कौशल विकास पर ज्यादा बात होनी चाहिए।

Covering many acres: the oral and written tradition of tales for children

Why reading children's books by authors as varied as Lewis Carroll, Rudyard Kipling, A.A. Milne, Beatrix Potter, Enid Blyton, J.K. Rowling and Philip Pullman will help adults, in the words of Katherine Rundell, 'see the world with double eyes: your own, and those of your childhood self'

Sanjay Sipahimalani

Visit the children's section of your local bookstore, and chances are that you'll come across works by those familiar from the world of entertainment. Among the celebrities who have clambered onto this bandwagon recently are Kiera Knightley and Trevor Noah, joining the ranks of others like Madonna, Jimmy Fallon, and Meghan, Duchess of Sussex.

Whether they write such books to entertain a younger generation or simply leverage their fame is another question. Most vanish without a trace: you won't find many children curled up with *Gus & Me* by Rolling Stones guitarist Keith Richards, for example. Perhaps what motivates them is that the best books we read when young shape our hearts and minds, planting seeds of imagination, empathy, and wonder.

Rich possibilities

Martin Amis took a contrary stance. He once remarked that whenever he was asked if he'd write a children's book, he would reply, "If I had a serious brain injury, I might well write one". Sam Leith finds this view uncharacteristically foolish. In his *The Haunted Wood* (Simon&Schuster), he emphasises that what we read in childhood endures, and children's literature offers imaginative possibilities as rich as those found in books for grown-ups.

Leith's survey of the children's canon is largely focused on writing from Britain. This is not due to post-Brexit chauvinism, but because "we do have a distinct

tradition... rooted in a specifically British cultural and literary and social history".

He also mentions British literature's "outsized impact on the world," which readers in India can certainly attest to (leaving aside for now the nature and legacy of that impact). Many in the subcontinent will come across beloved writers in these pages, including Lewis Carroll, Richmal Crompton, C.S. Lewis, Roald Dahl, and, of course, Enid Blyton.

Rooted in the times

The Haunted Wood covers many acres, from the oral tradition of tales for children to the latter-day impact of J.K. Rowling and Philip Pullman. Notably, Leith shows how children's literature, like other forms of art, doesn't emerge from a vacuum. He puts the classics into context, tracing how writers for children responded to their times.

Initially, there were myths, fairy stories, and folklore, but no separate children's genre. Later, abridged versions of works such as Robinson Crusoe and Gulliver's Travels could be read without "attending to Jonathan Swift's political satire or Daniel Defoe's theology and economics".

Universal education led to a recognition of children's unique qualities, such as a love of play. It was only in the 18th century, Leith finds, that the idea gained a foothold that children should enjoy what they read rather than being given moral instruction. These worldviews continue to "tangle in the genre".

In the Victorian age came books such as Thomas Hughes's hearty *Tom Brown's*

Schooldays, renewing the boarding school story. Soon, along with Beatrix Potter's animal tales, those growing up in the privileged heart of empire were treated to accounts of adventure on the high seas, the African jungle or the Argentinian pampas, "while at the same time affirming the glories of that history and making clear who were the heroes and who the villains in the making of it".

Edwardian England brought about a "double movement between self-confidence and anxiety". Shadows of this fell upon the work of Kipling, including his books for younger readers such as *Kim*. As Leith points out, both *Kim* and *Mowgli* inhabit two worlds, which was Kipling's own experience "as a son of the Raj".

Realistic portraits

In time, writers started to portray children not as they wanted them to be, but as they actually were. Edith Nesbit, for one, had the "extraordinary ability to remember what it was like to exist as a child". Despite fantastical elements, the children in her books such *The Railway Children* are realistic in "their squabbling, messy, unworldly ways".

With the world wars, traditional ways of life splintered, giving rise to stories that "embed childhood in a history from which it must have felt like it had come unmoored". The conservatism of Enid Blyton's works, with racist and xenophobic aspects, did little to dampen her popularity, and not just in England. Leith astutely notes that she consciously adapted adult genres: the *Famous Five* stories were thrillers, and the *Secret Seven*

and *Find-Outers* series were golden-age crime capers.

Diversity, to an extent, arrived with the break-up of the British Empire and non-white immigration. Malorie Blackman's *Noughts & Crosses*, for example, created a parallel version of Britain in which power relations between black and white people were reversed. The 21st century canon remains inchoate, despite the "unignorable effect" of Rowling and Pullman, while the Young Adult genre continues to blur the lines between children's and adult literature.

The Haunted Wood contains many other treasures. It explores how works for children influenced each other over the ages: Kipling's *Puck of Pook's Hill* laid the groundwork for the enchanted lands of Alan Garner and Susan Cooper, for example, and A. A. Milne's *Winnie-the-Pooh* series is a descendant of Carroll's Alice books. Leith further touches upon aspects such as the vanilla nature of sanitised Disney versions, and how authors overcame tragedies in their personal lives to create vivid, immersive worlds.

The best children's books, Katherine Rundell has argued in a striking simile, are like literary vodka: they distill emotions like hope, joy and fear in their "purest, most archetypal forms". Leith's *The Haunted Wood* is an intoxicating tour of this literary liquor cabinet. It's also a reminder, to quote Rundell again, that reading such books as adults is to "see the world with double eyes: your own, and those of your childhood self."

Sanjay Sipahimalani is a Mumbai-based writer.

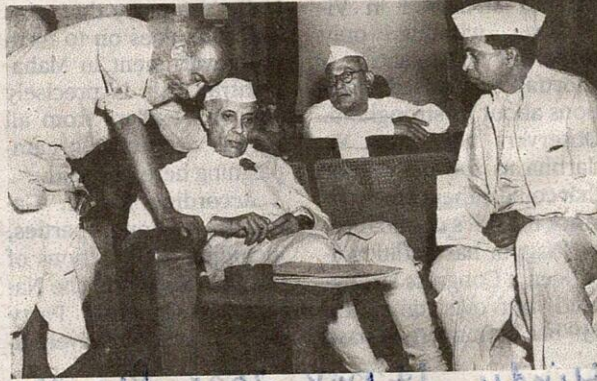
Jawaharlal Nehru Memorial Fund to launch 'Nehru Archive' next year

The Hindu Bureau
NEW DELHI

Less-known published and unpublished works of India's first Prime Minister Jawaharlal Nehru, all of his letters to the Chief Ministers of various States and his speeches will be part of a cutting-edge multimedia digital archive to be launched by the Jawaharlal Nehru Memorial Fund (JNMF) in a year from now.

The Nehru Archive will go online on his birth anniversary on November 14, 2025. "I am sure that this archive will make Nehru more accessible to successive generations who need to be informed of his contributions towards the making of modern India and the world," JNMF Vice-Chairperson Karan Singh said.

The archive will provide a glimpse of the making of



Intellectual icon: Pandit Jawaharlal Nehru with, left, Congress president Purushottam Das Tandon in 1951. THE HINDU ARCHIVES

new India from the desk of the first Prime Minister, Professor Madhavan K. Palat, JNMF secretary, said.

Dynamic source

"We aim to make the archive as comprehensive as possible, open-ended and dynamic, constantly updated with newer archival sources as and when they become available. It should

be the single-most important source for research on Jawaharlal Nehru," he said.

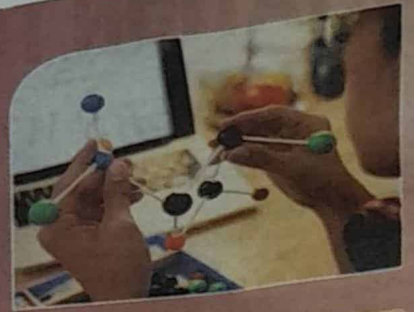
All 100 volumes of *The Selected Works of Jawaharlal Nehru*, his letters to the Chief Ministers from 1947 to 1964, and books published by Nehru, including *Letters from a Father to His Daughter*, *Glimpses of World History*, *An Autobiography*, *The Unity of In-*

dia, *The Discovery of India*, and *A Bunch of Old Letters*, his speeches in original from 1917 to 1964, writings on the former Prime Minister by his contemporaries, and material on Nehru from global archives would all be part of the new dossier that is being created on the lines of the U.S.-based Wilson Center.

Asked whether this was an attempt to counter some of the "false narratives" about Nehru, Jairam Ramesh, senior Congress leader and a trustee of the JNMF, said this was not a political exercise but an intellectual and historical one.

The JNMF was established in 1964 through a Deed of Declaration of Trust. It has, at present, 14 trustees, and is headed by Congress Parliamentary Party Chairperson Sonia Gandhi.

LEARNING MADE FUN



Education should teach students how to learn, not just what to think. Game-based learning helps children tackle challenges and explore new knowledge in an enjoyable way

ANINDITA ACHARYA

As 90s kids, "edutainment" for us meant playing games like chess to boost concentration and word games to build language skills. Scrabble was a personal favourite for the correspondent especially on rainy afternoons, helping expand vocabulary and improve spelling. Cut to 2024, and we're in a digital era where mornings start with mobile alarms instead of clunky wall clocks and kids dive into reels and social media almost instantly. Yet, some things haven't changed—game-based learning remains a powerful tool. While today's games have evolved with technology, their goals remain the same: building problem-solving skills, encouraging critical thinking, boosting engagement, and fostering teamwork among students.

"Gamification can motivate students by incorporating game-like elements such as points, levels, and rewards into learning activities. It creates a sense of achievement and progression, encouraging students to participate actively," said Jacinta Sureka, trustee and Head of International Engagement, St. Joan's School, Kolkata. In fact, the school uses platforms like Kahoot, where students compete in quizzes, enhancing both engagement and learning retention. "For younger students, gamified learning taps into curiosity and playfulness, while older students benefit from challenges that make learning feel relevant and competitive in a healthy way. Gamification across age groups fosters interaction, making learning more enjoyable and impactful," said Sureka.

Take the example of Duolingo, a language app that uses game-like features to make learning engaging and fun, with social elements for shared progress. Hybrid games, which mix board game elements with digital components, are also popular today. In classrooms, these games provide both hands-on and digital experiences, a physical board combined with a tablet for specific actions. This combination appeals to different learning styles, bringing together the best of both traditional and digital games.

"The game-based approach accommodates the developmen-

BENEFITS OF GAME-BASED EDUCATION

- » Boosts motivation and engagement
- » Encourages collaboration among students
- » Promotes inclusivity in the classroom
- » Develops critical thinking and problem-solving skills
- » Offers personalized learning opportunities
- » Builds confidence

tal needs of any age group. In preschool, our strategy is rich in sensory activities that create a foundation through interactive means. Examples include playful colour-coding puzzles and counting games that build cognitive skills for the child through hands-on engagement. With NEP 2020's emphasis on integrating digital interventions, we're adding elements like interactive storytelling and digital learning tools that align with each developmental stage. In high school, students are exposed to real-life simulations and problem-solving assignments to apply classroom knowledge to real-life situations, which nurtures critical thinking and collaboration. Each approach is crafted to build cognitive and social development in a strong and suitable learning environment," said Dr Silpi Sahoo, Chairperson, SAI International Education Group.

The global game-based learning market, worth \$18.4 billion in 2023, is expected to grow to \$71.7 billion by 2032. In 2024, Quizizz—a platform that turns quizzes into interactive games—raised \$31.5 million to expand its resources for K-12 students. With new technology, more game-based learning tools are using AI to personalize learning. By 2025, over 40% of these tools will adapt to individual students' needs, making learning more engaging. Virtual reality (VR) and augmented reality (AR) are also on the rise, creating immersive learning experiences. By 2026, VR and AR are expected to make up 30% of the game-based learning market as more schools adopt these tools for hands-on education.

"High school students benefit from simulation games and strategic

challenges, such as those in robotics, which mimic real-world scenarios and foster decision-making skills. Recently, students from St. Joan's School participated in the Robovilla Robotics competition, which challenged their programming and engineering skills. These strategies are tailored by adjusting complexity and relevance, ensuring meaningful engagement for each age group," said Sureka.

Many educators have found that gamification can turn a group of bored, distracted students into engaged learners. Applying game rules to lessons can help students focus on material that previously didn't hold their attention. Gamifying the classroom also allows teachers to explore new teaching styles and

ways to motivate students. Additionally, simulations enable students to take on specific roles and experience real-world scenarios, teaching subjects from history and economics to city planning and space exploration.

"At SAI, we understand the power of real-world simulations in preparing students for future careers. Project-based simulations like entrepreneurial case studies or science-based environmental projects ensure that these students gain real-world problem-solving experience. NEP 2020 advocates for experiential learning using digital tools, and we incorporate technology in our simulations to enrich students' grasp of complex subjects, enabling immersive learning. High school students at SAI benefit from these activities by learning to manage

resources, make decisions, and collaborate—skills essential for professional success. These simulations bridge the gap between theory and practice, making learning vibrant and meaningful, fostering confident, critical thinkers who are prepared for real-world challenges," said Dr Sahoo.

The global game-based learning market, worth \$18.4 billion in 2023, is expected to grow to \$71.7 billion by 2032



● What is the PM-Vidyalaxmi scheme?

THE CABINET HAS recently approved PM-Vidyalaxmi, which is aimed at providing financial support through loans to meritorious students for higher education. Any student who gets admission in one of the top 860 higher educational institutions (based on the National Institutional Ranking Framework ratings) in India will be eligible to get collateral- and guarantor-free education loans from banks and financial institutions to cover the full amount of tuition fees and other expenses of the course. The scheme will give credit guarantee and interest subsidy on loans up to a certain limit.

It will prioritise students pursuing technical or professional courses in government institutions, aligning with the New Education Policy's goal of developing a skilled workforce to meet industry demands. The department of higher education will have a unified portal on which students will be able to apply for the loan and the interest subvention, ensuring a seamless digital process.

● What are the features of PM-Vidyalaxmi?

THE PM-VIDYALAXMI SCHEME will offer full interest subvention to students with annual family income up to of ₹4.5 lakh during the moratorium period. Students having an annual family income of up to ₹8 lakh and not eligible for benefits under any government scholarship will get 3%

interest subvention for loans up to ₹10 lakh during the moratorium period. For loans up to ₹7.5 lakh, the government will provide a credit guarantee of 75%, which will support banks to lend to a larger number of students under the scheme. In fact, the Centre has made an outlay

of ₹3,600 crore for FY25 to FY31 and about seven lakh fresh students are expected to benefit from interest subvention during the period. At present, State Bank of India's interest rate of education loan ranges between 8.1% and 11.15% per annum.



EDUCATION LOANS

PM-Vidyalaxmi and lessons in lending

The new PM-Vidyalaxmi scheme's interest subvention and credit guarantee for banks will ensure financial help to deserving students for higher education. However, it should strive to create a more high-skilled workforce to meet the demands of a growing economy, explains *Saikat Neogi*

₹3,600 cr

CENTRE'S OUTLAY FOR FY25-31; 7 LAKH STUDENTS LIKELY TO AVAIL OF INTEREST SUBVENTION

EDUCATION LOAN OUTSTANDING GREW 17.6% IN THE 12 MONTHS ENDED SEP 2024 TO ₹1.29 LAKH CRORE, ACCORDING TO RBI DATA

3.6%

GNPA IN EDUCATION LOANS IN MARCH 2024, HIGHEST IN THE OVERALL PERSONAL LOANS

● Education loan market

ACCORDING TO THE latest Reserve Bank of India sectoral credit growth data, education loan outstanding grew 17.6% in the 12 months ended September 2024 to ₹1.29 lakh crore. The overall personal loan outstanding which includes education, housing, consumer durables, credit card outstanding, advances against shares, vehicle, and gold grew at 13.4% to ₹55.97 lakh crore during the same period. In fact, educational loans are the fourth-highest growing component in personal loans after gold loan (51%), advances against shares (22.9%), and credit cards (18%). For non-banking financial companies (NBFCs) too, education loans continue to be among the fastest-growing segments because of rising demand to fund courses overseas. The NBFCs' education loan assets under management grew 73% to touch ₹43,000 crore in FY24. It is expected to grow at a healthy clip of 40-45% to cross ₹60,000 this fiscal, says a research note by Crisil Ratings.

● Need for quality education

SUBSIDISING HIGHER EDUCATION though loans is not enough for quality education. There is a need to take steps to reduce dropout rates in secondary and upper primary levels, create more quality education institutions, and an urgency to generate more high-skill jobs. A report by ICRIER underlines that between 2018 and 2024, while the share of workers in the primary and tertiary sectors have modestly increased in urban India, it has declined in the secondary sector. While adequate numbers of jobs are being

● NPA in education loans a sore point

EDUCATION LOANS, HOWEVER, are turning into a concern in banks' books. The gross non-performing assets (GNPA) in education loans was 3.6% in March 2024, the highest in the overall personal loans because of rising lay-offs and a hiring freeze. In contrast, GNPA for credit card receivables stood at 1.8%, vehicle loans at 1.3%, and housing loans at 1.1%. For private and public sector banks, the GNPA in education loans were 2% and 3.9% respectively. However, the portfolio performance of NBFCs has been resilient so far based on strong credit underwriting. The 90+ days past due for education loans was 0.2% as of March 2024, according to Crisil Ratings. NBFCs have been taking country-specific steps so that their asset quality is not impacted. For instance, while the US, the UK, and Canada are preferred destinations, the non-bank lenders have reduced exposure to Indian students studying in Canada to 15% as of March 2024, from 21% two years ago, because of changes in the regulatory and operating environment there.

created, these are mostly low-skilled. The report says that one out of six urban male workers is a salesperson, one out of 12 is a driver, and only one out of 50 is an information and communications technology professional. Among women, one in seven urban workers is in the food and garment sector, one out of nine is a cleaner or helper, and one in 10 is a teacher. The PM-Vidyalaxmi scheme must link educational financing with developing special skills needed for our growing economy.

अब घर बैठकर नहीं कर पाएंगे एमफिल और पीएचडी

■ राकेश नाथ

नई दिल्ली। एसएनबी

देश के किसी भी विश्वविद्यालय में एमफिल और पीएचडी डिग्री कोर्स के ओपन डिस्टेंस मोड या ऑनलाइन मोड से नहीं चलाया जा सकता है। विश्वविद्यालय अनुदान आयोग (यूजीसी) ने इन कोर्स के ओपन डिस्टेंस मोड या ऑनलाइन मोड से चलाये जाने पर प्रतिबंध लगा दिया है। इसके अलावा मेडिकल, इंजीनियरिंग समेत 18 कोर्स के ओपन डिस्टेंस मोड या ऑनलाइन मोड से चलाये जाने पर प्रतिबंधित किया गया है। इतना ही नहीं अब ओपन डिस्टेंस मोड या ऑनलाइन मोड से दाखिला लेने वाले छात्रों को यूजीसी के डीईबी पोर्टल अपने एकेडमिक बैंक ऑफ क्रेडिट के साथ रजिस्टर करना होगा। देश भर के विश्वविद्यालय

■ मेडिकल व इंजीनियरिंग ओपन डिस्टेंस मोड पर नहीं चलेंगे

■ यूजीसी ने 18 कोर्स के ओपन डिस्टेंस को किया बैन

■ तीन विश्वविद्यालयों में 2025-2026 में दाखिले पर बैन

■ छात्रों को अब यूजीसी डीईबी पोर्टल पर रजिस्टर करना जरूरी

चल रहे दाखिला प्रक्रिया को देखते हुए यूजीसी ने एक अहम नोटिस जारी किया है।

विश्वविद्यालय अनुदान आयोग ने छात्रों को



ज्ञान-विज्ञान विमुक्तये

देश के विभिन्न विश्वविद्यालयों में दाखिला लेने से पहले सावधानी बरतने को कहा है। यूजीसी ने कहा कि यदि वह किसी विश्वविद्यालय में ओपन डिस्टेंस मोड या ऑनलाइन मोड से चलने वाले कोर्स के दाखिला ले रहे हैं तो उसकी मौजूदा मान्यता को जांच लें। यूजीसी ने जारी नोटिस में राजस्थान के सुरेश ज्ञान विहार विश्वविद्यालय मौजूदा व अगले साल के सत्र में ऑनलाइन कोर्स चलाये जाने पर

प्रतिबंधित कर दिया है। इसी प्रकार तमिलनाडू पेरियार यूनिवर्सिटी के दो सत्रों के ऑनलाइन कोर्स के दाखिले पर रोक लगा दिया है। तेलंगाना के नालसर यूनिवर्सिटी में भी सत्र 2024-25 के ओडीएल मोड के कोर्स के दाखिले पर रोक लगा दिया है। यूजीसी ने छात्रों का बताया कि 18 ऐसे कोर्स हैं, जिनमें ओपन डिस्टेंस मोड या ऑनलाइन मोड से दाखिला नहीं लिया जा सकता है। इनमें इंजीनियरिंग, मेडिकल, फिजियोथैरेपी, व्यवसायिक थैरेपी और अन्य पैरा मेडिकल कोर्स, फॉर्मसी, नर्सिंग, डेंटल, आर्किटेक्चर, कानून, कृषि, हॉर्टिकल्चर, होटल प्रबंधन, कैटरिंग टेक्नोलॉजी, पाक विज्ञान, विमान रखरखाव, दृश्य कला और खेल व विमानन, योगा और टूरिज्म के कोर्स भी ओपन डिस्टेंस मोड या ऑनलाइन मोड से नहीं चलाये जा सकते हैं।

On Children's Day, CM Atishi launches school in NE Delhi

HT Correspondent

htreporters@hindustantimes.com

NEW DELHI: Chief minister Atishi inaugurated a new school in Sunder Nagri, northeast Delhi on Thursday, as part of Children's Day celebrations.

Delhi government officials said the new school will be equipped with 131 classrooms, a library, seven state-of-the-art labs, two multi-purpose halls, an activity room, and elevators.

"Sunder Nagri and Nand Nagri are among the most densely populated areas in Delhi. To see such a magnificent world-class school here, in such a crowded area where even walking space is limited, is unbelievable," Atishi said, adding that the school will benefit over 7,000 children in the Sunder Nagri and Nand Nagri areas.

Separately, senior Aam Aadmi Party leader Manish Sisodia — the former education min-

ister of the Capital — visited the School of Specialised Excellence in Performing & Visual Arts (SoSE-PVA) at Andrews Ganj and interacted with students.

"It's a unique institution where only artistically inclined children, passionate about music, dance, acting, painting, crafts, writing, photography, or any other art form, study with the goal of pursuing a career in the arts," Sisodia said in a statement.

Ending digital divide among school goers

What if each student is given a computer? This would be much better than some of the schemes our political parties come up with

The current school system in India is failing us with learning outcomes as the Annual Status of Education Report (ASER) illustrates each year. This is truly tragic. One of the biggest gifts India can give to the ageing world in the coming decades is youth. But it is a gift only if the young it offers are educated. The statistics are telling: Average ages across the world are 19 in Africa, 29 in India, 40 in China and the US and over 44 in the European Union, South Korea and Japan — with Japan nearly 50, Italy nearly 48 and Germany nearly 46 being the highest. Therefore, the fact that young Indians suffer from poor learning outcomes is a matter of utmost concern not just for India but for the world. In fact, today, the total global population is 8 billion people. It will stabilise finally in 2072 at 10 billion. The additional 2 billion will come from South Asia and Africa.

It is not that improving the quality of schools in India is not a top agenda for the Indian central and state governments. The discussion around school education has not changed — teacher training, teacher attendance, teacher

salaries, more schools, and better facilities. We have over 1.4 million schools, but the ASER illustrates that in the 14-18 age group, more than half the children struggle with a division of a three-digit number by one digit. Clearly, outcomes are moving up very slowly.

At every age between 0-20, India has roughly about 20 million people and so, if we take the age group from 10-20, it will be around 200 million people. We all recognise that labour productivity in India is low and disguised unemployment in agriculture is high. While India can boast of the best digital public infrastructure (DPI) in the world, witness our remarkable Aadhaar, unified payments interface, and DigiLocker to name a few. Our schools seem to be unaffected by the developments that are taking place in technology and generative Artificial Intelligence.

We recognise that the entire system needs a relook. How might we embed the new developments in education delivery? Imagine an individualised curriculum, people learning different subjects at different levels, customised to their level of achievement. Identification of the best teachers and leveraging them more in a quality-starved system, embedding training in delivery by watching and doing, making dissemination broadcasts easier and using technology for receiving these broadcasts and engaging with them. But we all understand that achieving some-

thing like that will be harder than getting GST introduced. That took close to 17 years. India does not have that much time to waste: Its decade of opportunity will pass by then and it will not stay young anymore.

What is an experiment we may try to provide a chance to some of these children? I am reminded of a conversation I had more than a decade ago with Bihar chief minister Nitish Kumar. I was on his industry advisory board then and, in a car ride, he mentioned that for Biharis you don't need to provide the solution. You just need to show them a prize in the distance over a rocky path and they will find a way to get there themselves. Just show them the prize and a gettable path.

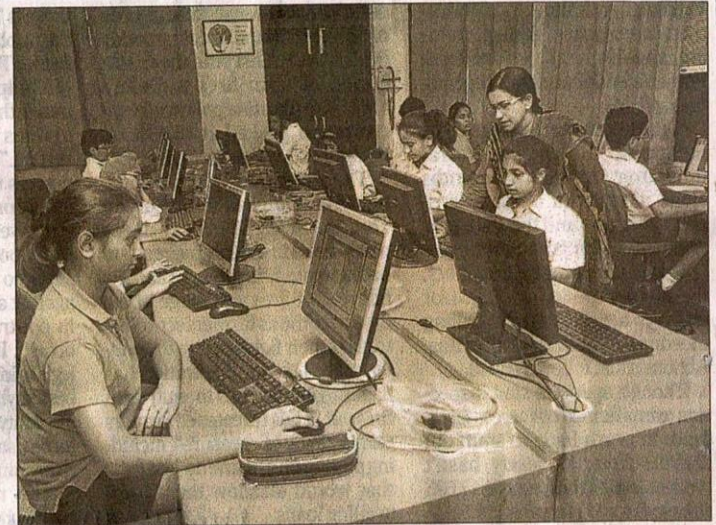
Given that I believe what the HP India managing director is saying, an experiment is worth trying. Give every child in India a computer. Begin with the children in the ages 10-20 years of age. This would be a much better gift than many of the other schemes political parties employ before elections. How might a scheme like this work and what good could it do?

I lay out an initial outline of a possible scheme for discussion:

One, every child gets a computer against an Aadhaar number. The manufacturers would compete for the order, and we should try and obtain a computer below ₹15,000. This computer may not be resold and it should be disabled if the fingerprint changes



Janmejaya Sinha



The hope is that with the brilliant learning programmes available today on the net, there may be a small percentage of self-motivated children who learn on their own and can get qualified to take open board exams HT ARCHIVE

from the original allottee.

Two, in every village and every district, there should be a set of buildings with attached desks and benches that cannot be stolen. These buildings should have power 24 hours a day with a strong Wi-Fi connection with a pay-for-use option.

Three, at these locations, a representative of the computer manufacturer should be present or available virtually around the clock. The representative should be able to teach the kids how to use the computer — basic stuff.

Four, the representative should also be able to guide the children to qualified learning sites where they are not charged for data usage. For these qualified sites, they should be permitted unlimited usage without a data charge. Some gamification should be done so that there is a tournament with monthly prizes culminating in a yearly championship prize in different subjects. Winners should be provided with digital certificates.

Five, watching other things on the computer should be allowed but would incur charges.

This scheme is not an alternative to the current schools and education system. It is a supplement. It will prevent digital apartheid and provide a chance for some motivated children to escape poverty and be productive additions to the workforce. The hope is that with the brilliant learning programmes available today on the net, there may be a small percentage (say 15%) of self-motivated children who learn on their own and can get qualified to take open board exams and improve their lot. This approach may also seep into the entire school system by observation and experimentation. I can almost hear the uplifting beat of Eddy Grant's Apartheid-era song *Gimme Hope Jo'anna* being sung by all the disadvantaged children of India. Please let us give them hope!

Janmejaya Sinha is chairman India, BCG. The views expressed are personal

UGC may allow 3-yr undergrad degrees to be finished early

Vrinda Tulsian

letters@hindustantimes.com

NEW DELHI: The University Grants Commission (UGC) will soon allow students to complete three-year degree courses in two-and-a-half years, and four-year ones in three years, the body's chairman said on Thursday. UGC will also give students the option to extend their three-year degree by a year and make provisions for several entry and exit points throughout the course.

UGC chairman M Jagadesh Kumar explained that students who can complete their degrees faster than others will be allowed to do so.

Kumar said, "We are planning to implement this from the next academic session and the guidelines should be out soon."

"In the coming years, students who are capable can complete the degree programmes in a shorter duration. We anticipate that they can gain six months to one year," Kumar said at the southern zone conference for autonomous colleges in Chennai.

The new structure will, inversely, also accommodate students who wish to take longer to complete their studies, he said. These students will be able to take breaks during their courses. The plan is based on recommendations by a committee led by IIT Madras director V Kamakoti.

Kumar said detailed guidelines around the new structure will be issued soon.

However, the proposal raised concerns among some academics.

Mithuraaj Dhusiya, professor at Delhi University and member of the Delhi University standing committee, criticised the move, arguing that the move could lead to core course content being slashed.

UGC WILL ALSO GIVE STUDENTS THE OPTION TO EXTEND THEIR 3-YEAR DEGREE BY A YEAR, SAID THE PANEL'S CHIEF M JAGADESH KUMAR

"The core content has already gone down and UGC is just playing with the idea of four years, three years, 2.5 years," Dhusiya said.

To be sure, the 2020 National Education Policy asked universities to have a four year UG course that students could opt for if they want to conduct research in the fourth year. A student would get the "honours" degree tag only if they opt for the 4th year.

DU professor Abha Dev Habib said, "The sequence and depth of courses in a degree program are designed to provide students with a comprehensive understanding of their field, and compressing these programs can undermine this academic rigor. If the aim is to offer an honours degree in three years, one might question the necessity of a four-year programme in the first place, as it suggests that much of the content in the fourth year is not essential."

"Further, this may inadvertently contribute to a crisis of employability. Students may be pushed into the job market without the necessary academic preparation, with their degrees potentially becoming devalued. By reducing the time allotted for degree completion and cutting the number of credits for individual courses, the UGC risks compromising the academic depth and quality of education," she said.

The Statesman, 15 Nov, 2024,
Page No-3

CBSE denies reports on 15% syllabus cut for Board Exams

NEW DELHI, 14 NOVEMBER

The Central Board of Secondary Education on Thursday rejected reports suggesting a 15 per cent syllabus reduction for board examinations in 2025 for Classes 10 and 12, saying "no such policy decision" has been taken.

Some news outlets have reported that CBSE has announced a reduction of up to 15 per cent in the syllabus for Classes 10 and 12 for the 2025 board exams. The reports have quoted Board's regional officer, Vikas Kumar Agrawal, who was speaking at a school principal's summit 'Bridging the Gap' in Indore. The CBSE, in a note, said the board has not issued any such notice or made any changes to the evaluation system or examination policy and information related to the Board's policy decisions is only published through the Board's official website or through authorized channels.

Testing time for parents as classes move online

SOPHIYA MATHEW
NEW DELHI, NOVEMBER 14

LACK OF individual attention, apprehensions over the quality of virtual teaching, resource barriers that impair network connectivity and access to smartphones and other gadgets, and above all, health concerns of their children – pollution-filled days mean mounting anxieties for an average parent in the Capital.

With GRAP Stage-III kicking in Friday owing to the 'severe' air pollution, the Delhi Education Department has ordered closure of schools for students up to Class V. While several parents across government and private schools in the Capital see it as a necessary move, they are also concerned over the switch to online classes.

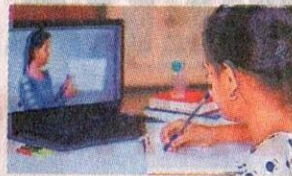
"Most are working parents who carry their mobile phones to their workplace. Some parents can't afford smartphones and in-

ternet connection either," says the mother of a Class II student at SKV, Vasundhara Enclave.

Mamta recalls that during the Covid pandemic, she struggled financially to provide her children with smartphones and recharge the internet. "An NGO in my neighbourhood helped us with it. In such conditions, there is so much loss in children's education," she says.

However, for Sudha, the mother of a Class V student studying at Bharatiya Vidya Bhavan Mehta Vidyalaya at KG Marg, the school closure comes as a relief. "My son gets frequent coughs, colds and eye irritation because of the pollution. So if he has to go to school... it remains a worry," she said, suggesting that the online switch can help prevent health issues.

Another mother of a primary class student at the same school, on condition of anonymity, said, "The children don't learn properly online. It is always better to have



No physical classes for students up to Class V. File

physical classes... Bearing expenses of the internet is also another problem."

Lack of supervision in online classes was another major concern among parents. They feel there should be no classes at all for students below Class III during the peak pollution time.

"These children will not be able to manage online classes on their own without the help of parents. It is not practical for parents to be around. Students of higher classes can manage this, so parents do not have to be wor-

ried," said Akhilesh, the parent of a Class II student at St Mary's Dwarka.

Several government school teachers also voiced their concerns about virtual classes. "We have a majority of students who are from areas with poor network accessibility. They do not have devices for long hours. There are a lot of issues; so, we do not prefer discontinuing the physical classes," said a government school teacher in East Delhi who did not wish to be named.

"Air pollution has indeed affected students... Many even take leave from school because of headaches and other health issues. So, we cannot say that continuing classes is ideal but pollution is a year-long issue in Delhi, but the action is taken only at the last minute," the teacher added.

Another government school teacher, on the condition of anonymity, highlighted that pollution badly impacts the senior

students as well. "But no action is taken for them."

However, allaying concerns over the quality issues of online teaching, the teacher said, "We do not compromise on the teaching in any way unlike what many parents worry over. The teachers are more stressed about covering the syllabus efficiently because with online teaching everything becomes more challenging... For instance, the teacher-student bond in physical classes is difficult to maintain online".

Some students, too, seem not to be in favour of online classes. A class IV student at Ryan International School, Mayur Vihar, said, "I don't like online classes because I cannot meet my friends." Another class VI student from the same school said, "When classes switched to online mode last year due to pollution, I had to help my younger brother because my parents would struggle to manage it by themselves."

Pathway to a knowledge rich, future-ready nation



UMANG BAJAJ

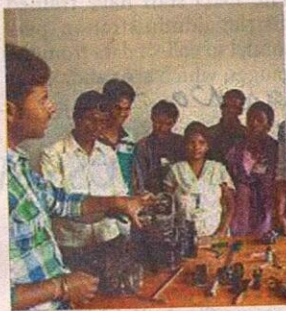
By promoting multilingualism, skill development and character-building, NEP 2020 aims to empower students to tackle both national and global challenges

On July 29, the National Education Policy (NEP) 2020 completed four years, a transformative framework that has reshaped the country's educational landscape by connecting contemporary needs with its traditional roots. NEP 2020 stands as the first education policy since independence that genuinely aligns with Bharat's ancient traditions, advocating for accessible, quality education with an emphasis on relevance and inclusivity.

The policy introduces a host of progressive features, such as flexible study options, multiple entry and exit points, the Academic Bank of Credits (ABC), credit transfer mechanisms, and a focus on online courses, aiming to create a seamless, adaptable educational journey for learners across the nation.

A defining aspect of NEP 2020 is its commitment to the five foundational pillars of Access, Equity, Quality, Affordability and Accountability.

NEP 2020 brings traditional values, arts, languages and culture into the mainstream curriculum, underscoring



Bharat's ambition to reclaim its heritage as a knowledge superpower.

One of the most notable additions is the incorporation of the Indian Knowledge System (IKS), promoting the revival and research of traditional subjects such as Vedic mathematics, Ayurveda, environmental studies, linguistics, Yoga and other indigenous disciplines. This shift helps bridge the gap left by prior policies, which often neglected or excluded these areas under the influence of Western paradigms. The NEP also recommends a three-language formula, promoting multilingualism by including at least two Indian languages in school curricula. While this policy is intended to support India's linguistic diversity, it

also faces resistance in some non-Hindi-speaking states, where concerns about linguistic hegemony and regional language preservation surfaced. The central government may need to address these concerns carefully, especially given education's status on the Concurrent List, to ensure a balanced approach that respects regional identities while achieving national integration. The policy's emphasis on Sanskrit, often regarded as a foundational element of Bharat's cultural heritage, is a major milestone. With Sanskrit included as an optional language under the three-language formula, both school and higher education institutions are encouraged to integrate it into their curricula. NEP serves as a turning point in Bharat's educational history, aiming to foster character development and national pride alongside academic excellence. NEP 2020 emphasises two overarching themes: nurturing Indian values and fostering character-building among students. This holistic approach is intended to develop responsible, ethical citizens ready to tackle both national and glob-

al challenges.

Despite allegations of "saffronisation," proponents argue that the NEP aims to realign the educational system with what benefits the nation and its people. Science and history, though based on facts, are often viewed through the lenses of time and place. A major thrust of NEP 2020 is skill development, with the objective of enhancing employability by integrating vocational training and practical learning into the curriculum. The inclusion of courses on data structures, programming, machine learning and artificial intelligence is intended to prepare students for a tech-driven future. NEP 2020 also encourages societal engagement through initiatives like internships and community visits, fostering creativity and real-world problem-solving skills. Institutions like NIT Uttarakhand have already embraced the NEP's multidisciplinary model, focusing on research and innovation to build a skilled and socially conscious workforce.

(The author is the BJP Councilor, New Delhi; views are personal)

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14 govt schools to transform under PM SHRI initiative in Mysuru district

S Ramesh TNN / Nov 15, 2024, 22:45 IST



Mysuru: Fourteen govt schools in Mysuru district were chosen to become model schools as part of the Union govt's PM Schools Rising India (PM SHRI) initiative.

Out of 183 schools proposed by the department of school education, these

14 schools will each receive between Rs 40 and 50 lakh for their development. The funding aims to improve facilities and enhance educational opportunities for students in govt schools.

In 2022-23, eight schools were selected, four in 2023-24, and two schools in 2024-25.

The following schools were selected under the scheme: Government Higher Primary School (GHPS) Kumbarakoppal in Mysuru North, Chekkereyur and Mullur GHPS in HD Kote, Bilikere GHPS in Hunsur, GHPS for boys and GHPS Hosakote in Saligrama taluk, Karnataka Public School in Siddaramanahundi, the native village of chief minister Siddaramaiah in Mysuru taluk, GHPS Kalale in Nanjangud taluk, Tumbala in T Narasipura taluk, GHPS Ranganatha Layout in Hunsur town, GHPS Hitnehebbagilu, and GHPS in Periyapatna town in Periyapatna taluk.

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The Union govt selected GHPS in ward number 5 in T Narasipura town and GHPS in Nanjangud town in 2024-25.

As the Union govt releases Rs 40 to Rs 50 lakh to each selected school, the department can utilise these funds to undertake repair works of school buildings, set up computer laboratories, start kindergarten LKG and UKG classes, set up laboratories, start self-defence activities like karate and martial arts training, yoga, distribute transportation allowance for differently-abled students if studying in such schools, and maintain kitchen gardens with drip irrigation facilities.

Deputy director of school education and literacy ST Javaregowda said that the scheme appeared as a boon to govt schools for its overall improvement to attract students. The department received Rs 1.56 crore so far under the scheme, implementing the works in the selected schools in the initial phase.

Though the department recommended 183 schools from the district, the Union govt selects the schools in a phased manner depending upon various yardsticks like the literacy rate of the village, its population, the number of girls studying,

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मेधावी छात्रों के लिए महत्वपूर्ण योजना

शिक्षा विकास को गति एवं दिशा प्रदान करती है। शिक्षा के अभाव में समाज एवं राष्ट्र का भविष्य सुरक्षित नहीं किया जा सकता। शिक्षा ही जनतंत्र को मजबूती प्रदान करती है तथा जनतांत्रिक प्रक्रिया में आम नागरिकों की भागीदारी भी सुनिश्चित करती है। इसी को ध्यान में रखते हुए केंद्र सरकार ने बीते दिनों प्रधानमंत्री विद्यालक्ष्मी योजना को स्वीकृति प्रदान की, ताकि मेधावी छात्रों को गुणवत्तापूर्ण उच्च शिक्षा प्राप्त करने में हरसंभव सहायता की जा सके और किसी प्रकार की आर्थिक बाधा उनकी प्रगति में अवरोधक न बनने पाए। यह योजना राष्ट्रीय शिक्षा नीति, 2020 की संस्तुति पर की गई एक और महत्वपूर्ण पहल है, जिसमें सुझाव दिया गया था कि निजी और सरकारी उच्च शिक्षा संस्थानों में मेधावी छात्रों को विभिन्न उपायों के माध्यम से वित्तीय सहायता प्रदान की जानी चाहिए, जिससे कोई भी मेधावी छात्र आर्थिक अभाव में उच्च शिक्षा से वंचित न रहे। इस योजना से देश के शीर्ष गुणवत्ता वाले 860 उच्च शिक्षण संस्थाओं/ विश्वविद्यालयों में प्रवेश का मार्ग सरल होगा। इसमें उन विद्यार्थियों को प्राथमिकता दी जाएगी, जो तकनीकी एवं व्यावसायिक शिक्षा ग्रहण कर रहे हैं। प्रतिवर्ष 22 लाख से अधिक विद्यार्थियों को इस योजना का लाभ मिल सकेगा। इसके अंतर्गत बहुत मामूली ब्याज दर पर विद्यार्थियों को ऋण उपलब्ध कराया जाएगा। इस ऋण के लिए किसी गारंटी या जमानत की कोई शर्त नहीं रखी गई है। जिन परिवारों की वार्षिक आय आठ लाख रुपये या उससे कम है, ऐसे विद्यार्थियों के लिए 10 लाख रुपये तक के ऋण पर तीन प्रतिशत की ब्याज छूट भी प्रदान की गई है।

आंकड़े बताते हैं कि ऋण लेकर उच्च शिक्षा ग्रहण करने वाले छात्रों की संख्या अभी लगभग तीन लाख है। अनुमान है कि इस योजना के बाद शिक्षा-ऋण लेने वाले विद्यार्थियों की संख्या में काफी बढ़ोतरी होगी। यह योजना निर्धन, वंचित, निम्न एवं मध्यवर्गीय पृष्ठभूमि से आने वाले विद्यार्थियों के लिए उनकी रुचि के पाठ्यक्रमों एवं संस्थानों में प्रवेश के द्वार खोलेगी तथा उन्हें विकास की मुख्यधारा में भी सम्मिलित करेगी।

शिक्षा के क्षेत्र में सुधारों एवं अवसरों को गति प्रदान करने तथा कल्याणकारी योजनाओं एवं कार्यक्रमों को लागू करने की दिशा में मोदी



प्रणव कुमार

समाज एवं राष्ट्र की आवश्यकता के अनुकूल पाठ्यक्रमों में परिवर्तन की मांग पूरी होनी भी आवश्यक है



छात्रों के लिए एक और उपयोगी योजना • फाइल

सरकार निरंतर सक्रिय है। बीते एक दशक में बड़ी संख्या में उच्च शिक्षा के संस्थान स्थापित हुए हैं। यदि बदलाव की इन तस्वीरों को आंकड़ों में प्रस्तुत किया जाए तो इनमें सात आइआईटी, 16 आइआईआइटी, सात आइआईएम, 15 एम्स और 390 विश्वविद्यालय शामिल हैं। देश में पहले राष्ट्रीय महत्व के लगभग 75 संस्थान थे, जो अब दोगुने से भी अधिक बढ़कर 165 हो चुके हैं। पहले देश में 316 सार्वजनिक विश्वविद्यालय थे, जो अब बढ़कर 480 हो गए हैं। देश में तकनीकी विश्वविद्यालयों की संख्या जहां पहले 90 थी, वह अब बढ़कर 188 हो चुकी है। पोस्ट ग्रेजुएट सीटों की संख्या 2014 में 30,000 थी, जो 2024 में बढ़कर 70,000 हो चुकी है। 70 वर्षों में देश में 387 मेडिकल कालेज बने थे, लेकिन पिछले दस वर्षों में ये बढ़कर 706 हो गए हैं। एमबीबीएस सीटों की संख्या पचास हजार से बढ़कर एक लाख से अधिक हो गई है। पहले देश में 38,000 कालेज थे, जो अब बढ़कर 53,000 हो चुके हैं। ऐसे तमाम आंकड़े, पहल एवं प्रयास उच्च शिक्षा को लेकर सरकार की गंभीरता, प्रतिबद्धता एवं संवेदनशीलता को दर्शाते हैं, परंतु इतना ही पर्याप्त

नहीं है। ऐसे अन्य अनेक क्षेत्र हैं, जहां और अधिक प्रयास किए जाने तथा कार्य में तीव्रता लाने की आवश्यकता है। सबसे अधिक आवश्यकता शिक्षा की गुणवत्ता में सुधार की है।

यह सर्वविदित है कि विद्यालयी पाठ्यक्रम में परिवर्तन की प्रतीक्षा दशकों से की जा रही है। जनमानस में इसे लेकर कोई दुविधा या आपत्ति नहीं है, परंतु पाठ्यक्रम परिवर्तन की दिशा में शिक्षा मंत्रालय एवं सरकार की चाल सामान्य से बहुत अधिक धीमी एवं सुस्त नजर आती है। अभी तक केवल पहली, दूसरी, तीसरी एवं छठी कक्षा की पाठ्यपुस्तकें ही प्रकाशित हो पाई हैं। उल्लेखनीय है कि 2004 में जब कांग्रेस सत्ता में आई थी, तब उसने जनभावनाओं एवं पाठ्य-सामग्री आदि पर व्यापक विचार-विमर्श किए बिना ही 2006 यानी केवल दो वर्षों में सभी विषयों एवं सभी कक्षाओं की पाठ्यपुस्तकें बदल दी थीं, परंतु वर्तमान सरकार ऐसा नहीं कर पा रही है, जबकि उसके पास पाठ्यक्रम परिवर्तन को लेकर नई शिक्षा नीति के समग्र एवं व्यापक दिशानिर्देश एवं स्पष्ट संस्तुतियां भी हैं। नई शिक्षा नीति को लागू करने की दिशा में सबसे ठोस एवं निर्णायक कदम बिना कोई देरी किए पाठ्यक्रम एवं पाठ्यपुस्तकों में समाज एवं राष्ट्र की आवश्यकता के अनुकूल वांछित परिवर्तन करना ही होगा। इसके लिए तकनीकी, व्यावसायिक, कौशल-आधारित, मूल्यपरक एवं रोजगारोन्मुखी शिक्षा को सर्वोच्च प्राथमिकता देनी होगी।

पिछले एक दशक में शिक्षा के भारतीयकरण के गंभीर प्रयास और तीव्र हुए हैं। शैक्षिक जगत में भारतीय ज्ञान-परंपरा जैसे विषय चिंतन एवं चर्चा के केंद्रबिंदु बने हैं, परंतु नई शिक्षा नीति में माध्यमिक स्तर पर दो भारतीय एवं एक विदेशी तथा उच्चतर माध्यमिक स्तर पर एक भारतीय एवं एक विदेशी भाषा पढ़ाए जाने की जो संस्तुति की गई थी, अभी तक उस दिशा में न तो विभिन्न बोर्डों की ओर से ही कोई स्पष्ट गाइडलाइन जारी की गई है, न ही मंत्रालय की ओर से ही कोई ठोस एवं निर्णायक पहल की गई है। वास्तव में मातृभाषा अथवा भारतीय भाषाओं को विद्यालयी स्तर पर प्रश्रय एवं प्रोत्साहन दिए बिना शिक्षा के भारतीयकरण का प्रयास अधूरा ही माना जाएगा।

(लेखक शिक्षाविद् हैं)

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Business News > News > India > Govt schools to be revamped in Haryana in next 5 years: Education Minister Dhanda

Govt schools to be revamped in Haryana in next 5 years: Education Minister Dhanda

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Synopsis

Haryana's School Education Minister, Mahipal Dhanda, has announced a five-year plan to completely overhaul state-run schools. Dhanda emphasized the government's commitment to improving rural education and highlighted the role of the National Education Policy in creating employment opportunities for graduates.



The Haryana government will completely revamp state-run schools in the next five years, School Education Minister Mahipal Dhanda said on Sunday while stressing that improving [education facilities in rural areas](#) and transforming the sector is a key priority. Visiting villages in his Panipat Rural Assembly constituency, Dhanda

appealed to the people of the area to educate their children and equip them with the skills to contribute nation building.

"My entire life is dedicated to the service of the rural people and I am walking this path to serve them. It may take some time to fix the system, but in the end, the results will be very positive," he was quoted as saying in an official statement.

"Improving education facilities in rural areas and transforming the sector is a key priority. The government will completely revamp the state-run schools in the next five years," Dhanda said.

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Asserting that the BJP government in the state is committed to realising the dreams of the rural population, he urged the villagers to get their children admitted to government schools while assuring them of good results.

Dhanda said the state government is focused "on our children's education to ensure a bright future for them".



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"We are focusing on the development of every section of society. The policies of both the Central and state governments are giving a boost to this development," the minister said.

He stressed that the National Education Policy (NEP) will provide regular employment opportunities for youth graduating with degrees and diplomas. The policy will be implemented in Haryana next year, he added.

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TVET Mechatronics Project developed by Korea and NCERT is focused on Industry 4.0

Korea is eager to share its experience in educational reform, particularly for the growth of young technicians, by transferring these practices to India

Priyanka.Srivastava
@timesofindia.com

Korea International Co-operation Agency (KOICA), established in 1991, is a grant provider under the Ministry of Foreign Affairs of the Republic of Korea. Contributing to prosperity and the promotion of world peace through inclusive, mutual development cooperation, KOICA operates in 48 country offices around the globe namely in Asia, Eurasia, Africa, Middle East and Central and South America. Woochan Chang, country director, KOICA India, speaks about partnerships with Indian stakeholders and policymakers to promote youth entrepreneurship and job creation. Excerpts from the interview:

What was the outcome of the Korea International Co-operation Agency (KOICA) and International Labour Organization (ILO) projects, carried out between 2020 and 2024 that focused on strengthening MSMEs in the textile and food processing sectors in Odisha and Andhra Pradesh? Do you plan to extend this project to other states?

The project focused on creating a policy environment, skill development, and productivity improvements in Odisha and AP. Notable outcomes include enhanced capacity for MSME policy implementation, with over 40 policymakers and stake-

The Capacity Strengthening for Women Social Entrepreneurs program is the first joint endeavour under the KOICA-USAID partnership tailored for women in India

holders trained from relevant central and state industries. The Department of Industries, Andhra Pradesh MSME Development Corporation, Andhra Pradesh Sector Skill Development Corporation, the Institute of Entrepreneurship Development (IED), and state-level MSME associations including Association of Lady Entrepreneurs of Andhra Pradesh (ALEAP), OASME and FAPCCI were involved, alongside central ministries such as the Ministry of Textiles and the Ministry of Food Processing Industries (MOFI) collaborating with us. Additionally, the Ministries of Labour & Employment and Micro, Small & Medium Enterprises (MoSME) were joint collaborators in this initiative. The projects focus on youth entrepreneurship and job creation, especially among vulnerable groups. Approximately 814 jobs were created by MSMEs, with 100 young entrepreneurs (70 of whom were women) starting businesses and employing 257



people in the food processing and garment sectors.

What is the Korean government's strategy to create job opportunities for women and youth in India?

The Korean government is focusing on skill development, entrepreneurship support, and leveraging technology. The 17th Seoul ODA International Conference hosted by KOICA HQ in September highlighted the role of youth as drivers of growth and agents of change. Korea's strategy incorporates youth into the development cooperation process by ensuring their voices are heard in decision-making and implementation. KOICA is working on initiatives like Technical and Vocational Edu-

Korea's strategy incorporates youth into the development cooperation process by ensuring their voices are heard in decision-making and implementation. - Woochan Chang



cation and Training (TVET) Mechatronics Project (Mechanical Engineering + Electronics + ICT) that provides advanced manufacturing skills. This will train young technicians to develop skills having industrial demands. Korea is eager to share its experience in educational reform, particularly in the development of young technicians, by transferring these successful practices. The Capacity Strengthening for Women Social Entrepreneurs program is the first joint endeavour under the KOICA-USAID partnership,

which focuses on four strategic goals: women's economic empowerment, disaster and climate resilience, digital literacy, and trilateral cooperation. This programme, specifically tailored for women in India, aims to enhance their entrepreneurial capabilities by sharing successful practices from Korea's robust social economy and facilitating access to broader networking. These efforts are aimed at preparing women for Industry 4.0 and fostering innovation to create new employment opportunities.

What advice would you give to students aspiring to study in South Korea?

Students aspiring to study in South Korea should focus on acquiring skills in emerging sectors such as AI, advanced manufacturing, and healthcare—areas in which South Korea excels. It is also beneficial to explore opportunities for internships and collaborations that South Korea offers, which can provide valuable international exposure.

What are the initiatives introduced for educated youth? Is KOICA also collaborating with academic institutes?

KOICA has introduced several initiatives for educated youth, significantly enhancing their skills for the evolving job market. One notable program is the TVET Mechatronics Project, developed in collaboration with NCERT, which prepares students for Industry 4.0. KOICA also emphasizes the integration of artificial intelligence in education and healthcare, enabling youth to acquire valuable technology skills that are increasingly in demand. Furthermore, KOICA's WBS-KOIN (We are KOICA in India) network actively engages youth in development efforts by helping them collaborate, share ideas, and co-create projects. The workshops and digital campaigns help the youth remain at the forefront of KOICA's mission for sustainable development.



Don't Rob Peter, Just Educate Paul

World Inequality Database or NSSO data on income disparity suffers from biases. Household income surveys give a more nuanced picture, and make for smarter policies

Rajesh Shukla



Income inequality in India remains a critical challenge, despite decades of economic growth. While millions have risen out of poverty, wealth continues to concentrate in the hands of a small elite. The wealthiest individuals now hold a disproportionate share of the nation's wealth, while vast segments of the population—especially in rural and marginalised communities—still struggle with limited access to essential services like education, healthcare and economic opportunities.

To effectively tackle the inequality demon, accurate and comprehensive measurements of income distribution are essential. Historically, India's approach to measuring inequality has relied more on expenditure-based surveys, primarily due to the lack of detailed income data.

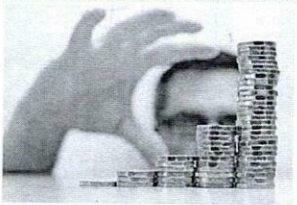
The National Sample Survey Office (NSSO), for example, used consumption patterns as a stand-in for income distribution, providing valuable but incomplete insights. This method has limitations—especially in an economy with a significant informal sector where much of the income goes unreported or is difficult to quantify.

In recent years, scientifically conducted household income surveys, such as those led by institutions like National Council of Applied Economic Research (NCAER) and People Research on India's Consumer Economy (PRICE), have become good tools for understanding income inequality. These surveys, including standing income inequality. These surveys, including ICE 960 studies, provide a more direct and nuanced picture of household income across various regions, economic sectors and income groups. Unlike expenditure-based proxies, these surveys offer a more granular view of income distribution, particularly in India's largely informal economy.

Economists like Angus Deaton, Amartya Sen, Jean Dreze, and Pranab Bardhan have long stressed the importance of such household surveys. In *The Analysis of Household Surveys* (1997), Deaton emphasised that

direct income data is crucial in developing economies with large informal sectors. By contrast, model-based estimates, such as those from World Inequality Database (WID), depend heavily on national accounts, tax records, and capital income data. While valuable, these estimates tend to overstate inequality by focusing predominantly on top earners, neglecting the vast informal economy.

The discrepancies between household surveys and synthetic estimates become evident when we look at the specific data on income distribution from both sources. According to the latest household income surveys (2022-23), the bottom 50% of earners in India



held 23% of the national income, while WID estimates this share to be much lower at 15%. Similarly, for the bottom 40%, household surveys report a 47% share of income, compared to 27% in WID estimates.

In contrast, the top 1% of earners, according to household surveys, control 7% of national income, while WID places this figure at a staggering 23%. The top 10% also show similar discrepancies: household surveys estimate their income share at 58%, while WID places it significantly higher at 58%. This trend of discrepancy is consistent across earlier years as well: in 2020-21, household surveys estimated the top 1% held 9%, while WID

reported 22%. In 2015-16, household surveys showed the top 1% held 6%, compared to 22% according to WID.

Even in the early 1990s, household surveys indicated that the bottom 50% held 22% of the national income, and this share increased to 25% during the 1980s before declining in recent decades, dropping to 16% in 2020-21 and recovering slightly to 23% in 2022-23. Meanwhile, WID data consistently shows lower figures for the bottom half of income earners, suggesting a more pessimistic view of income inequality in the country.

India's informal sector, which employs nearly 90% of the workforce, generates income that is often unreported in tax data and national accounts, leading to an underestimation of the earnings of lower- and middle-income groups. In contrast, household surveys provide a more accurate and comprehensive view by capturing income directly from households, including those in the informal sector. The detailed data from these surveys shows that income inequality may not be as extreme.

This has profound implications for policymaking. Household surveys provide data that more accurately reflects the situation of lower- and middle-income groups, offering insights that can shape more effective, targeted policies. For example, initiatives aimed at improving access to education, healthcare, and employment opportunities for the bottom 50% of the population would benefit from the granular data provided by such surveys.

In contrast, policy strategies informed by WID estimates—such as those focused on redistributing wealth through taxation of capital and property—might overlook deeper structural challenges that prevent inclusive growth, particularly in the informal sector. Thus, by drawing on household survey data, policymakers can craft more effective interventions that promote inclusive growth and ensure that the benefits of economic development are shared equitably.

As India continues on its path of economic growth, household income surveys will remain indispensable for crafting policies that effectively tame the inequality demon.

The writer heads a consumer research organisation

Textbooks in 22 Indian languages will popularise multilingualism

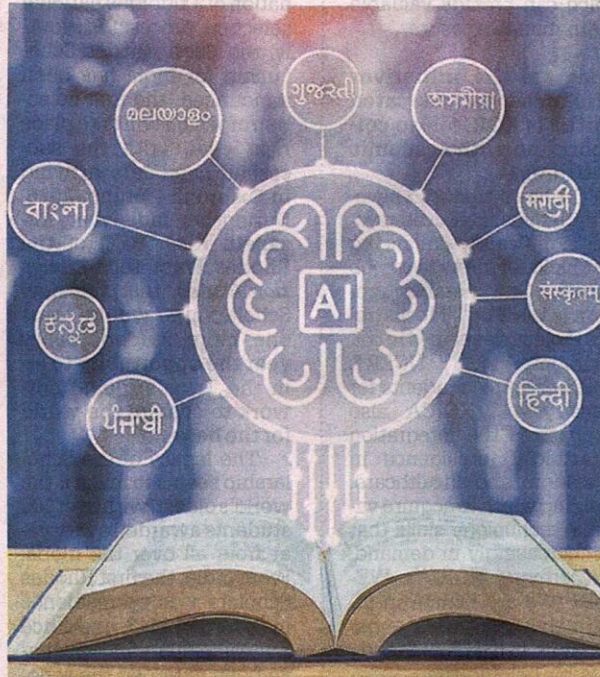
The education ministry is pushing various initiatives to develop digital study materials in all the scheduled languages

Ayushi Gupta1
@timesofindia.com

Lack of textbooks in regional languages including Hindi has emerged as the prominent reason for fewer or no takers in courses offered in these languages. Recently, West Bengal, Kerala, and Karnataka discontinued their regional language engineering programmes due to low enrolments. Similarly, MBBS offered in Hindi in Madhya Pradesh, Uttar Pradesh, and Rajasthan is getting a lukewarm response. Identifying the reason for the limited popularity of regional languages, the Ministry of Education (MoE) has introduced several initiatives to popularise it. MoE has urged all ministries, departments, and autonomous bodies under the central government to consider using their capacity-building funds for the promotion of Indian languages.

Speaking to *Education Times*, Chamu Krishna Shastri, chairman, Bharatiya Bhasha Samiti, MoE, said, "The reason for low enrolment in Indian languages may be due to several contextual factors. One prominent reason is the unavailability of quality content materials or textbooks for engineering and medical courses in local languages. The MoE has decided that textbooks and study materials in all the 22 scheduled Indian languages will be offered for all courses. The CBSE school teachers are directed to use any of the Indian languages as the medium of instruction in the classroom. The AICTE has introduced the Anuvadini app for translating engineering and other professional course textbooks in multiple languages. The Central Institute of Indian Languages (CIIL), Mysore, in collaboration with NCERT, has published primers in 77 languages including tribal languages."

The MoE directed the National Council for Teacher Education (NCTE) to launch the National Mission for Mentoring (NMM) and the National Professional Standards for Teachers (NPST) for pre-primary, primary, secondary, and senior secondary stages in schools, as well as for teachers in non-formal and part-time education, adult education, and distance education. These initiatives will be available in 15



Indian workplaces use local languages and youth proficient in them are equipped to meet workplace demands

languages. Advanced AI translation tools such as Anuvadini, Bhashini, and Bahubhasha Shabdakosh were also launched to facilitate the use of Indian words, phrases, and sentences in emerging domains like IT, industry research, and education.

The MoE has emphasised accurate use of funds to promote Indian languages. "Universities are organising various capacity-building workshops to equip NCERT experts and teachers to write books in local languages and promote multilingual teaching-learning. MoE's capacity-building initiatives include developing digital materials in Indian languages for which Augmenting Study Materials in Indian Languages through Translation and Academic Writing (ASMITA) was introduced," Shastri adds.

Increasing acceptance

To enhance the acceptance of professionals who have been trained and educated through regional language courses, the MoE has directed popularisation of Indian languages at school and college levels. "The multilingual ecosystem will generate enough literature, docu-

ments, and various other reading materials in multiple Indian languages, fostering greater appreciation and knowledge among youth. Multilingualism will create demand for subject-specific skills giving rise to translation-based jobs in fields such as administration, law, commerce, information technology, business, healthcare, entertainment, media, and more," adds Shastri.

Linguistic transition is largely driven by demand, policy, profitability, and national aspirations. "It is a misconception that all workplaces function solely in English. Even in English-oriented workplaces, the goal should be to not replace English but to incorporate Indian languages alongside. Around 90% of the population does not use English as a language of communication, so making information accessible to this large segment requires an Indian language-centred ecosystem. Multinational Corporations (MNCs) are increasingly producing content in local languages, with major tech companies investing heavily in AI and Machine Learning (ML) for local language applications. Future workplaces will be Indian language-centric, creating a greater demand for proficiency in Indian languages," he adds.

Many Indian workplaces use local languages, and youth educated in Indian languages will be better equipped to meet workplace demands with better communication and efficiency, says Shastri.

The Times of India,

18 November 2024,

Page No - ET-1

Johns Hopkins in talks for India campus

Manash Gohain
@timesofindia.com

New Delhi: In what could be a new milestone for internationalisation of education in India, Union education minister Dharmendra Pradhan on Sunday held discussions with officials from Johns Hopkins University (JHU), Maryland, USA, on establishing its campus in India. Academic and research collaboration with the university were also explored during the meeting.



According to a senior official with ministry of education, "Given the keen interest expressed by high-level delegation during the meeting, govt is hopeful of a positive outcome very soon."

The official said discussions were also held in the areas of dual and joint degree programmes, two-way mobility of students and faculty, and research partnerships in emerging fields like data science, artificial intelligence and futuristic technologies.

The 12-member delegation, the largest ever from one of the top global institutions from the US to visit India, is being led by Ronald J Daniels, president, JHU. It also included officials from Gupta Klinisky India Institute (GKII), an internal unit of JHU with a mandate to bring JHU community with Indian partners through research, education, policy and practice.

In the meeting, Pradhan underscored the transformative opportunities enabled by National Education Policy 2020 (NEP 2020).

Bagless days encourage students to have a relaxed approach to learning

They get an opportunity for cultural visits, learn a craft, and talk about self image, as they walk in without books

Priyadarshini Gupta
@timesofindia.com

Several schools are rolling out the bagless days' initiative, an important part of NEP 2020 that recommends at least 10 such days annually. In 2022, the initiative was introduced as a pilot project by the Ministry of Education and NCERT and it has been recently launched by Delhi's Directorate of Education (DoE). Bagless days aim at taking a break from regular academic routines, providing students with hands-on learning experiences focused on creativity, critical thinking, and vocational skills. Activities often include cultural visits, exposure to local artisans and crafts, and practical life skills, fostering a well-rounded development of students.

Although the initiative ensures hands-on learning experiences and reduces academic stress, a few experts feel that challenges may arise for under-resourced schools due to inadequate facilities, and a shortage of trained instructors. There are also chances that it might disrupt structured learning routines, potentially hindering academic progress.

Pilot project

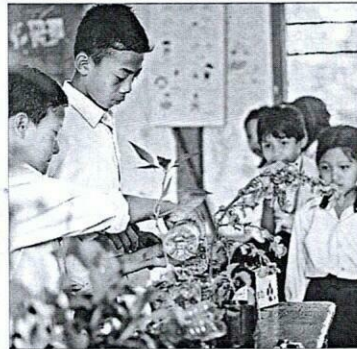
In July 2024, the Ministry of Education released guidelines for the implementation of bagless days for classes VI to VIII to encourage experiential learning. Sourabh Prakash, a member of Bhopal-based PSS Central Institute of Vocational Education (PSSCIVE), says, "PSSCIVE, the vocational education unit of the National Council for Educational Research and Training (NCERT), ran a pilot in 2022 across Madhya Pradesh and Gujarat. Along with SCERT, feedback from schools was collected to introduce this initiative across India by issuing guidelines and activities on different themes. Many states have modified it according to their local needs. While SCERT Gujarat and Telangana had shown great interest in the initiative, holding online meetings with the PSSCIVE, other states such as Bihar, and Uttarakhand are slowly starting to implement the guidelines in their schools."

While experiential learning is key to the programme, it also promotes a balance between academics and extracurriculars

Positive outcome

Alka Kapur, principal Modern Public School, Shalimar Bagh, Delhi, says, "We started the initiative as pilot project in the last academic session for classes VI to VIII. After the government's recent announcement, the school will implement it from preschool to class VIII. Students have shown physical and mental benefits as they focus on interactive and stress-free learning experiences. Such measures effectively promote skills such as teamwork, communication, and problem-solving. We have also seen signs of increased engagement and reduced absenteeism. Some schools also conduct regular assessments or surveys to assess student satisfaction with various activities."

In Karnataka, the implementation of the bagless days initiative is under way. A state government official says, "The Karnataka education department has been gradually introducing bagless days since 2022, where students can en-



gage in activities beyond regular academics. While many government schools have started implementing this on specific days, the full statewide rollout and integration vary."

Vanitha Lokesh, principal of BMN Public School, Bengaluru, told Education Times, "We have not received any circular so far from the government, and many schools are yet to adopt the initiative in the state. Also, we believe in the concept of



Seeking feedback

Activities have been carefully chosen to incorporate local knowledge and traditional skills, offering students exposure to historical, cultural, and vocational experiences, such as visits to monuments and interactions with local artists. "These activities are not graded; instead, teachers are encouraged to support students' unique capabilities through informal assessments. Students document their learning experiences, and outcomes are communicated to parents and the school community through parent-teacher meetings, school websites, and social media," says Prakash.

was more on mental growth and enhancement of social skills. In all, 86.53% feel reduced academic stress, and 86.95% feel it bridges classroom knowledge and real-life application, said Mungali. Implementing 'bagless days' in under-resourced schools can pose specific challenges, including limited funds, facilities, and trained instructors. "With nearly 85% of Indian schools lacking vocational courses, bridging this gap requires strategic allocation of funds, partnerships, and effective use of digital technology," he says.

The Maharashtra government also recently announced plans to implement bagless days, which will likely start from the next academic session. Sanjay Patil, Mumbai division president, Maharashtra State Secondary and Higher Secondary School Principals' Association, says, "The initiative might hinder academic progress by disrupting the structured learning routine of students. Schools, especially those with limited resources, may face challenges in providing adequate training for teachers to facilitate these sessions effectively. Without consistent support and guidance, bagless days could become superficial rather than meaningful, making an educational gap and failing to deliver intended benefits," he adds.

Skilling needs

Praneet Mungali, trustee and secretary, Sanskriti Group Schools, Pune, who introduced the initiative in 2023, says, "While experiential learning is central to the programme, it also promotes a balanced approach between academics and extracurriculars, fostering a stress-free learning environment. Throughout the academic year, students in classes VI to VIII engage in hands-on activities like carpentry, pottery, electrical work and gardening, connecting them with India's diverse cultural and occupational heritage. This exposure aims to prepare young learners for a modern economy by bridging the skills gap in a country where 65% of the population is under 35."

Recent NCERT survey and pilot project outcomes revealed a positive response with 91.86% of students, parents and teachers highlighting that the focus



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The Educationist who never lost a legal battle on cleaning textbooks

Dinanath Batraji's life embodies selfless service and dedication to Bharat's education system. All his life, he fought for truth and integrity in textbooks, battling against distorted portrayals of national heroes and promoting a more truthful, value-driven curriculum

[Prof. \(Dr.\) Pramod Kumar](#) · Nov 18, 2024, 08:00 pm IST in [Bharat](#), [Special Report](#), [Obituary](#)



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I consider myself fortunate to have enjoyed over three decades association with Dinanath Batraji, the visionary educationist and crusader who forced the then Congress regime at the Centre to delete objectionable passages about freedom fighters from the NCERT textbooks. I have closely witnessed Dinanath Batraji's decade long battle from streets to the courts against NCERT, University of Delhi and several private national and international publishers.

It is commonly believed that life after retirement is just a time to pass the days. But Batraji left deep imprints in his post retirement life. He has been an inspiration for thousands of people across the country in the field of education. His life was dedicated to the cause of transforming Bharatiya education system. He even introduced the concept of annual events like 'Gyanotsav' to offer a platform to the people conducting new experiments in education.

My first encounter with Batraji was interesting. He had the responsibility of Vidya Bharati General Secretary and he used to frequently visit Keshav Kunj in Jhandewalan. One day, around 11.00 am, I was standing outside the reception area leaning on support. When he noticed it, he came to me and said: "Aap abhi boodhe nahin hue hain jo sahara lekar khade hain" (you are not old enough to stand with a support). I still remember his words every time I lean on support.

Winner in all Battles

Batraji's commitment to the crusade against objectionable passages in textbooks about freedom fighters and national icons was admired even by a sitting judge in Delhi court. Batraji was always in the court much before the hearing time. But the advocate from the opposing side was either late or missing the hearings. One day, the judge admonished the opposing lawyer for his unpunctuality, saying, "Do you want the court to wait for you! Look at this 'young man'. He is always before time." In his everyday life also, Batraji was very punctual and normally did not keep his visitors waiting. He fought ten cases in different courts and lost none. The lawyer from the opposing side in many cases was Prashant Bhushan. Batraji always went to the court fully prepared and used to spend hours on research. I can recall that he always carried his tiffin from home and avoided spending organisation's money on meals in restaurants.

very caring to his associates and colleagues in the organisation. When he started a campaign against controversial book *Three Hundred Ramayanas* taught in the University of Delhi, he approached the University authorities to withdraw the book. When the University authorities did not take any action, he organised a protest, which the Delhi Police tried to suppress. But the workers, who had joined the protest, refused to go back. Finally, the police arrested them. In such a situation, Batraji was the first person to reach the police station with required papers to ensure bail for them. He fought that case all the way to the Supreme Court, ensuring each and every worker was released safely.

Shiksha Bachao Andolan

I have closely followed the activities of Shiksha Bachao Andolan (SBA) since its inception, beginning when its first meeting at Apte Bhavan in Keshav Kunj in June 2005 in the presence of former Union HRD Minister Dr Murli Manohar Joshi and other educationists including Dr JS Rajput. Since then, I have covered almost all the activities of SBA in *Organiser*. I monitored the entire court battle for deletion of 75 controversial passages from NCERT textbooks, which described the country's freedom fighters as terrorists. Following the High Court verdict in early 2008, NCERT finally agreed to delete all the 75 objectionable passages from textbooks. The Ministry of HRD on June 9, 2008, had to direct NCERT "to be careful in future and ensure that no objectionable passages are included in any book prescribed for any school or college curriculum". Before going to the court on this matter, Batraji had written a book *Rashtravadiyon ko Atankvadi mat Banao* to stir the countrymen.

Batraji also fought against the deletion of a chapter from University of Delhi textbook —*Three Hundred Ramayana* chapter in *The Ancient Culture in India*—that depicted characters of Ramayana in a highly objectionable manner. This controversial book, compiled by Prof. Upendra Kaur, the daughter of the then Prime Minister Dr Manmohan Singh, drew a sexual inference on the relationship between Rama, Sita and Lakshman. Even Hanuman and other Hindu Gods and Goddesses were portrayed in bad light. The protest against this book was organised in the year 2007.

The thing that inspired me the most, while meeting him every time, was his positive thinking. I remember, he used to give a new turn to the discussion particularly focussing on negative matters. He used to say, "Instead of wasting our energy on discussing problems, let us discuss solutions also. If we discuss solutions, we will have a lot of solutions". He was highly optimistic in his actions. He dedicated his life to improving the condition of education in the country. When the committee led by TSR Subramanian was working on evolution of New Education Policy (NEP), Batraji was on the forefront of providing inputs to that committee. Several points included in NEP 2020 can be attributed to Batraji.

When I look at the life and work of Batraji, I feel that he conceptualised the possible corrections in the curriculum as a teacher and then as a school principal. When he became the General Secretary of Vidya Bharti, he offered solutions to those difficulties through Shiksha Bachao Andolan Samiti instituted in 2004. Moreover, Batraji went through several books taught in different madrasas and exposed their objectionable content through a 48-page book. The High Court verdict of 2008 in the matter of 'Dina Nath Batra Vs Union of

Raj begins process to review entire school curriculum

TNN / Nov 18, 2024, 03:03 IST

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Jaipur: School education department has formed a state-level committee to review the entire school curriculum being taught in the state, said officials on Sunday.

School education minister Madan Dilawar had earlier said that the school curriculum would be reviewed and "some undesirable topics and subjects being taught in the syllabus will be removed."

As per the order issued by elementary education department, the committee will review "the content/ photographs/ drawings/ material compilation/ interpretation of the entire school curriculum keeping in view the provisions of the National Education Policy (NEP) 2020 and the provisions of the State Curriculum Framework and the National Curriculum Framework and will submit its suggestions to the Rajasthan State Council of Educational Research and Training, Udaipur, within 30 days."

Professor Kailash Sodani, Vice Chancellor of Vardhman Mahaveer Open University, Kota, has been made chairperson of the committee. Hanuman Singh Rathore, an educationist, will be vice-chairperson. D Ramakrishna Rao, an educationist with NCERT, Delhi, has been made advisory member, while Satish Kumar Gupta, OSD to Dilawar, will work as member secretary.

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Former vice chancellor of Kota University and former member of Rajasthan Public Service Commission, Prof Pramod Kumar Dashora, former chairman of RBSE, Professor Bharat Ram Kumar, retired educationist Shyam Sundar Bissa, Jayantilal Khandelwal, and retired IPS Kanhaiya Lal Beriwal have been appointed as members. On Nov 14, a delegation of Jagdish Narayan Vijay and Surendra Godhra, led by Satish Kumar Gupta, visited Delhi and met Prof Dinesh Prasad Saklani, director of NCERT, and secretary Aman Sharma. In the meeting, they discussed the rules and legal provisions for curriculum review.



End of Article

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Schools in Kochi replace marks with emojis, stars

Kochi (Kerala), Nov. 18: Gone are the days when progress cards and grades measured student performance. Instead, emojis and stars will now be used to assess studies of children in their early education stages.

Emojis and stars have already replaced marks or grades for Pre-KG to Class 2 students in many CBSE schools in Kochi, according to school authorities.

Starting this academic year, many schools in Kochi have introduced a system of awarding emojis and stars to students from kindergarten to

Class 2. This new programme focuses on evaluating children based on their activities, moving away from the written exams.

Traditionally, students receive marks or grades for their performance.

"Imagine the added excitement if these were replaced with emojis like clapping hands, a star, or even a trophy. Such visual cues can have a strong impact, making the feedback more memorable and motivating for students," said a teacher with a CBSE school in Kochi.

She added that the new evaluation system has

received positive feedback.

"Early intervention can help develop social skills in students from a young age while also alleviating the pressure of performance and grades, and this is the highlight of the new system," she said.

T.P. Ibrahim Khan, president of the CBSE management association, also stated, "This will enhance the students' skills."

According to him, the new system focuses on developing skills like communication, active learning, and overall health and well-being.

— PTI

DU, city schools shift to online mode

The Hindu Bureau
NEW DELHI

Delhi University (DU) on Monday ordered its departments and colleges to shift to the online mode of teaching till November 23 as the city recorded its worst pollution levels of the season with the concentration of hazardous particulate matter in the air shooting up to over 28 times the safe limit set by the World Health Organiza-

tion (WHO).

Meanwhile, the Delhi government suspended physical classes for students of standard 10 and 12. Earlier on Sunday, the government had ordered all schools to switch to online mode of teaching, except for those studying in Classes 10 and 12.

Gurugram schools shut

The Haryana government too ordered Gurugram schools to hold classes on-

line till November 23.

According to the Central Pollution Control Board, the air quality index (AQI) reading at 22 of the 37 stations maxed out at 500 (severe) by 8 p.m.

The Capital's Aam Aadmi Party government ordered that the offices of the Municipal Corporation of Delhi will function from 8.30 a.m. to 5 p.m. and that of the Delhi government from 10 a.m. to 6.30 p.m. till further orders.

'बच्चों के विकास में सहायक हैं कहानियां'

पुस्तक विमोचन

नई दिल्ली, प्रमुख संवाददाता : कहानियां और किस्सागोई बच्चों के मस्तिष्क का विकास करती हैं। यह उन्हें रचनात्मक सोच की ओर अग्रसर करती हैं। इसलिए बच्चों को किताबों में मौजूद यह जादू सौंपा जाना चाहिए। लेखक और कार्यक्रम प्रस्तोता नीलेश मिसरा ने सोमवार की शाम इंडिया इंटरनेशनल में आयोजित पुस्तक विमोचन कार्यक्रम में ये बातें कहीं।

इस मौके पर स्लो इंप्रिंट प्रकाशन की पांच पुस्तकों का विमोचन किया गया। यह पांचों पुस्तकें अलग-अलग विषयों पर हैं। इसमें नीलेश मिसरा की पुस्तक 'मैं अक्सर सोचता हूँ', डॉ. शिव बालक



दिल्ली में सोमवार को पुस्तक विमोचन के अवसर पर मौजूद लेखक नीलेश मिसरा।

मिसरा की किताब 'गांव से बीस पोस्टकार्ड', अनुलता राज नायर की किताब 'जंगली फूलों से लड़की', बच्चों और किशोरों के लिए लिखी गई कहानियों का संग्रह 'मैजिक बॉक्स'

और वेदों और पुराणों की कहानियों का संकलन 'कालजयी' का नाम शामिल है। कार्यक्रम में नीलेश मिसरा ने किताबों से पढ़कर अलग-अलग कहानियों और उनके अंश का पाठ भी किया।



विशेष सवादादात, नई दिल्ली

10वीं-12वीं की क्लास भी ऑनलाइन

जहरीली हवा पर SC सख्त, कहा-पूछे बगैर नहीं हटेंगी बंधिर्शें

प्रदूषण कंट्रोल के लिए कई कदम उठाने में देरी होने पर सोमवार को सुप्रीम कोर्ट ने नाराजगी जताई। कोर्ट ने दिल्ली-एनसीआर राज्यों को निर्देश दिया है कि 12वीं तक क्लास ऑनलाइन मोड में चलाने पर तुरंत फैसला ले। कोर्ट के निर्देश के बाद दिल्ली सरकार ने 10वीं-12वीं के स्कूल अगले आदेश तक बंद कर दिए हैं। बोर्ड स्टूडेंट्स के लिए ऑनलाइन क्लासें चलेगी। सरकार ने सभी स्काउट्स, सरकारी सहायता प्राप्त, प्राइवेट, एम्सीडी, कैट बोर्ड, एनडीएमसी के स्कूलों के लिए आदेश जारी किया। एलजी वी के सक्सेना ने 28 फरवरी 2025 तक दफ्तरो की दृष्टिगत बदल दी है। एम्सीडी के दफ्तर सुबह 8:30 से शाम 5 बजे तक दिल्ली सरकार के दफ्तर सुबह 10 से शाम 6 बजे काम करेंगे। वहीं सुप्रीम कोर्ट ने कहा है कि तुरंत टीम बनाकर GRAP-4 की बंधिर्शें को लागू करें। भले AQI 450 के नीचे आ जाए, लेकिन यह बंधिर्शें अगले आदेश तक लागू रहेंगी। वहीं दिल्ली के 22 मौनितरिग स्थानों में AQI रात 10 बजे 500 पहुंच गया।

▶ पेज 2, 3

NBT AI टाइम मशीन

नहीं संभले तो ऐसा होगा दिल्ली-NCR का भविष्य

प्रदूषण के दमघोटे धुर से दिल्ली एनसीआर में लोग परेशान हैं। AI ने आज के हालात को देखते हुए भविष्य की यह भयानक तस्वीर बनाई

ChatGPT ने बताया कि भविष्य में अमीर लोग ऑक्सिजन जेम बनाकर रहेंगे। बाहर निकले तो सिलिंडर रखना होगा।

कोर्ट ने मांगा हलफनामा

SC ने कहा, AQI 300 से 400 के बीच पहुंचा, तब GRAP-4 लागू होगा था। देरी क्यों हुई, देरी करके जॉर्जिया कैसे उठा सकते हैं। यह सुनिश्चित करना राज्यों का संवैधानिक कर्तव्य है कि नागरिक प्रदूषण मुक्त वातावरण में रहे। दिल्ली और NCR के राज्यों से उठाए गए कदमों के बारे में 22 नवंबर तक हलफनामा मांगा है।

डीयू में 23 नवंबर तक ऑनलाइन क्लासेज

प्रदूषण के चलते दिल्ली यूनिवर्सिटी ने भी 23 नवंबर तक सभी क्लासेज ऑनलाइन रखने का फैसला लिया है। इस दौरान एजामिनेशन और प्रैक्टिकल ऑफलाइन ही चलेंगे। 25 नवंबर से ऑफलाइन क्लासेज शुरू होंगी।

क्या लागू होगा ऑर्ड इवन?

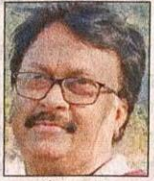
दिल्ली के पर्यावरण मंत्री गोपाल राय ने सोमवार को कहा, पूरा उत्तर भारत वायु प्रदूषण के मंथन स्तर का सामना कर रहा है। कदम सरकार सो रही है। क्या 'ऑर्ड इवन' फॉर्जुला लागू होने वाला है, इसके उजाल में राय ने कहा, सरकार दिल्ली में सभी जल्दरी कदम उठाएगी। मीडिकल इमरजेंसी से निपटने के लिए एयरनजोपी अस्पताल में विशेष कक्षों बनाने का निर्देश दिया है।

1,251 नए मामले पहाड़ी जलाने के सोमवार को आए। पहाड़ रिपोर्ट सौसेग सेक्टर के आकड़ों के मुताबिक इस मौसम में यह एक दिन में आए सबसे ज्यादा मामले हैं।

बदले 14 फ्लाइट के रास्ते

विजिलिटी कम होने पर सोमवार को IGI एयरपोर्ट से 14 फ्लाइट्स का रास्ता बदलना पड़ा, कई में देरी हुई। 13 फ्लाइट जयपुर और एक को देहरादून भेज दिया गया।

यूनिवर्सिटी के माइनॉरिटी स्टेटस को लेकर चल रही कानूनी लड़ाई अभी समाप्त नहीं हुई है हर वर्ग की नुमाइंदगी तय करे AMU



सुहेल वहीद

सय्यद अहमद खां ने जब 'आईने अकबरी' का उर्दू तर्जुमा किया तो उसका प्रिफेस लिखने के लिए मिर्जा गालिब से दरख्वास्त की। गालिब ने उन्हें जवाब दिया कि 'अब जबकि आधुनिक दुनिया का सविधान कलकत्ता में लिखा जा रहा है तो ऐसे वक्त में अकबर के निजामे हुकूमत (शासकीय व्यवस्था) का जश्न मनाने की जरूरत क्यों आन पड़ी है'। मिर्जा गालिब की इस सलाह के बाद ही सय्यद अहमद खां ने बदलती आधुनिक दुनिया की तरफ हेरत भरी निगाहों से देखा शुरू किया वर्ना यह वही है जिन्होंने अपनी किताब 'कोले मतीन दर इबताल हरकते जमीन' में प्राचीन मान्यता के मुताबिक 1848 में लिखा था कि पृथ्वी एक जगह पर खड़ी है और सूरज समेत सभी ग्रह उसके चारों ओर चक्कर लगा रहे हैं। हालांकि बाद में उन्होंने गलती मानी और संशोधन कर दिया।

आधुनिक शिक्षा की अलख | बाद में उन्हीं सय्यद अहमद खां ने पूरे देश के मुसलमानों के दरमियान शिक्षा की अलख जलाने जैसा बड़ा कारनामा कर दिखाया। इससे पहले कुछ बंगाली मुसलमान ही आधुनिक शिक्षा हासिल कर पाते थे। सय्यद अहमद के अलीगढ़ आंदोलन के बाद ही बंगाल में नवाब अब्दुल लतीफ और सय्यद अमीर अली ने इसी लीक पर बंगाल में मुसलमानों की आधुनिक शिक्षा के बड़े काम किए।

इलीट तबके का संस्थान | माना जाता है सर सय्यद अहमद खां ने AMU को मुसलमानों के अशराफ तबके के लिए कायम किया था। पत्रकार सईद नकवी अपनी किताब 'बीइंग द अदर : द मुस्लिम इन इंडिया' के उर्दू वर्जन 'वतन में गैर' के पेज-49 पर लिखते हैं, 'सर सय्यद अहमद खां ने कैब्रिज यूनिवर्सिटी की तर्ज पर अलीगढ़ मुस्लिम यूनिवर्सिटी की बुनियाद रखी, उन्हें पूरा इम्तिनान और यकीन था कि ये कैंपस अशराफ के लिए है।' हालांकि उस जमाने में क्या हिंदू और क्या मुसलमान, सबका इलीट तबका ही अपने बच्चों का पढ़ाता था।

मुस्लिम छात्रों की तादाद | करीब 30 साल पहले मेडिकल और इंजिनियरिंग में 70% छात्र गैर मुस्लिम थे, बाकी जागीरदार और ताल्लुकेदार मुसलमानों के बच्चे। लेकिन अब माहौल बदला है, मुसलमानों में तालीम हासिल करने का रुझान तेजी से बढ़ रहा है। हॉस्टल्स में हवाई चप्पल पहने पसमांदा तबके के बच्चे भी दिखते हैं, मुस्लिम छात्रों की तादाद 50% तक पहुंच गई है। इंजिनियरिंग फैकल्टी में करीब 40% और फैकल्टी ऑफ मेडिसिन में 50% हिंदू हैं और डेटल

एवं मेडिकल कॉलेज के प्रिंसिपल भी हिंदू हैं। AMU में टीचिंग स्टाफ में 15-20% और नॉन टीचिंग स्टाफ में लगभग 30% गैर-मुस्लिम हैं।

बेहतरीन रैंकिंग | AMU में डॉ. आंबेडकर हॉल में करीब छह हॉस्टल हैं। सरोजनी नायडू हॉल में भी सात हैं। राजा महेन्द्र प्रताप के नाम पर भी एक हॉस्टल है। AMU के जवाहर लाल नेहरू मेडिकल कॉलेज में ही कोवैक्सीन का ट्रायल हुआ था। यहां के मैथेमेटिक्स विभाग को वर्ल्ड रैंकिंग में चौथा स्थान प्राप्त हुआ था और AMU का संस्कृत विभाग देश के सबसे

पहले स्थापित होने वाले विभागों में से एक है। यूनिवर्सिटी के रूप में AMU की रैंकिंग हमेशा बेहतरीन रही है।

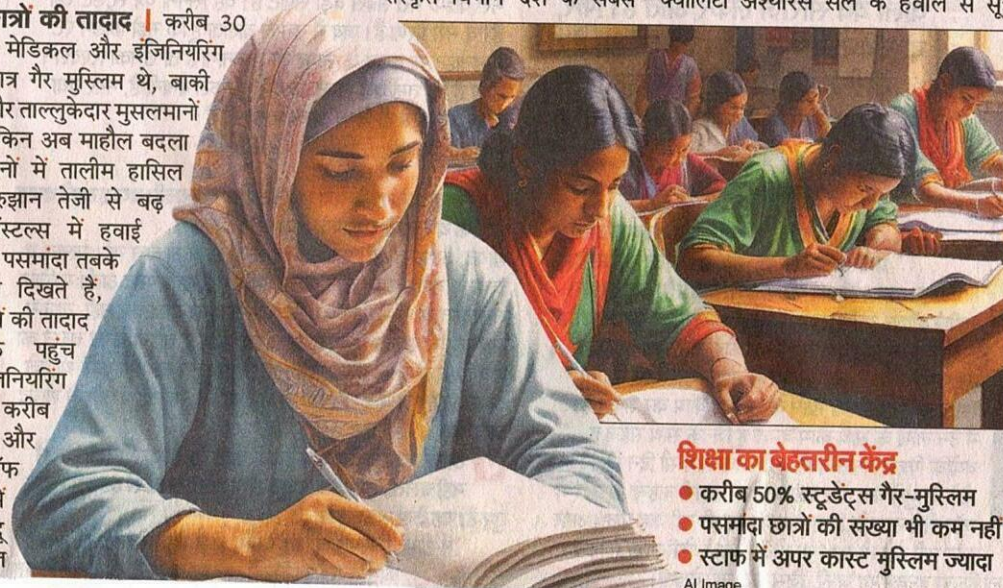
अपर कास्ट मुस्लिम को तरजीह | बेहतरीन तालीमी इस्टिड्यूशन के रूप में AMU की विश्वसनीयता पर उंगली शायद नहीं उठाई जा सकती, लेकिन क्या यह देश के हर वर्ग, तबके और समुदाय के विशेष रूप से मुसलमानों के बच्चों को शिक्षा देने में कामयाब हुआ है? टीचर्स में भी सभी तरह के मुसलमानों की नुमाइंदगी करने में सफल हुआ है या नहीं? AMU की इंटरनल क्वालिटी अश्योरेंस सेल के हवाले से सूत्र

बताते हैं कि 2016 तक वहां पर अपर कास्ट मुस्लिम टीचर्स डॉमिनेट कर रहे थे। हालांकि इस सेल के प्रमुख इन आंकड़ों से इनकार करते हैं, लेकिन यह जरूर मानते हैं कि इस सेल में यह काम होता रहा है।

पॉलिसी में तब्दीली नहीं | सन 1858 में सर सय्यद अहमद खां ने एक मोनोग्राफ लिखा था, 'असबाबे बगावते हिंद'। इसमें उन्होंने 1857 के प्रथम स्वतंत्रता संग्राम के नाकाम होने के जो पांच मुख्य कारण गिनाए थे, उनमें चौथा कारण 'मुस्लिमों और मुस्लिम हितों के प्रति ब्रिटिश सत्ता की उदासीनता' बताया था। जब वह खुद इस बात को मानते हैं कि मुस्लिमों की उपेक्षा ठीक नहीं है तो उनकी अलीगढ़ मुस्लिम यूनिवर्सिटी में मुस्लिम समाज के 80% से ज्यादा वाले गैर अशराफ तबके की नुमाइंदगी कम क्यों है?

डायवर्सिटी पर हो जोर | AMU के माइनॉरिटी स्टेटस को लेकर बड़ी लंबी कानूनी लड़ाई अब भी पूरी तरह से खत्म नहीं हुई है। एक बुनियादी सवाल बार-बार जहन में आता है कि इसके माइनॉरिटी स्टेटस से फायदा कौन उठा सकता है? क्या वही जागीरदार और ताल्लुकेदार मुस्लिम तबका, जो एक हद तक अभी भी वहां काबिज दिखता है? AMU की जिम्मेदारी है कि वह एक आदर्श शिक्षा केंद्र बना रहे और मुस्लिम समाज के हर वर्ग की नुमाइंदगी के पुख्ता इंतजाम करे। इसकी शुरुआत AMU कोर्ट से हो तो बेहतर, जहां एक जैसे लोग हैं, डायवर्सिटी नहीं दिखती।

(लेखक वरिष्ठ पत्रकार हैं)



शिक्षा का बेहतरीन केंद्र

- करीब 50% स्टूडेंट्स गैर-मुस्लिम
- पसमांदा छात्रों की संख्या भी कम नहीं
- स्टाफ में अपर कास्ट मुस्लिम ज्यादा

AI Image

Redesigning education for real-world skills



VINAYSHIL GAUTAM

By integrating practical lessons on earning, saving and managing money, education can better prepare students for real-world challenges



It is a truism to state that the world is becoming an increasingly complex proposition to deal with and the methods of coping with it need to be structured and understood. This alone will avoid increasing grief and bewilderment on the way matters are working in the world one is surrounded by. An illustration from the area of finance may illustrate the situation. It is an obvious matter to point out that everyone needs finance to survive and finance has to be obtained if not earned from somewhere. This business of understanding finance or earning requires the ability to understand what finance is and how it can be earned.

Finance comes in many shapes and colours. A common factor in all finance is that it is putting a monetary value to one's effort and it is compensation for what one does to keep a system going. Finance sets the equation between effort and its compensation and finance in turn becomes a tool for both purchasing and obtaining the needs of life beyond purchase. To do so, one needs to understand currency, its equivalence and how currency is measured in effort.

It is one of the enigmas of our prevailing school and college system that these matters are rarely explained through a curriculum or, for that matter, in a formal situation. Much is learned about finance through observation and the domestic environment in which one has grown, that is converted into transactions in operational life and early enough in one's life one learns that one needs to have capabilities to earn money and therefore deal with finance. Each system has its methods of equivalence between efforts and compensation and the forces that determine it are very often referred to as market forces. This by itself is an art that life teaches



FINANCE COMES IN MANY SHAPES AND COLOURS. A COMMON FACTOR IN ALL FINANCE IS THAT IT IS PUTTING A MONETARY VALUE TO ONE'S EFFORT AND IT IS COMPENSATION FOR WHAT ONE DOES TO KEEP A SYSTEM GOING

sometimes simply and frequently through trial and error. Thus, it is that finance is not only tricky, but it leads to comprehend and yet it remains one of the cornerstones of anyone's life. Taking the conversation further, it needs to be realised that finance has some basic constituents like earning, saving, investing, converting into tangible assets and more. Each area has over time become a specialised field of learning and indeed happiness or otherwise of one's existence.

There are forces in finance in the higher classes of the school where certain basic concepts are explained and certain essential foundational ideas on finance are shared. What is needed is giving it a practical orientation and teaching people through fieldwork, the value of finance and its central role in human life.

Most classrooms have not graduated to that stage of thinking, or in that way of thinking which means very simply that most people pass through the completion of their schooling without getting the correlation between the essentials of finance and the foundation of living.

A situation becomes more complex when one graduate from the college or university level and then unless one is doing a specific course in finance, one may never learn anything beyond what one has learned in school about finance.

This is a loss because, as enumerated above, what is taught in school about finance does not go very far in the practice of finance.

What everyone needs to know is the correlation between one's

worth in handling skills and information and how this is compensated in financial terms by the environment.

This by itself is a tricky proposition and, as suggested earlier, needs fieldwork. Then there are final areas of finance that cannot be learned unless exposed to the practical world and that is not a matter that can be brought into the classroom. Also, in a normal education system, there are again gaps where this learning goes by default and people are left to pay for themselves through trial and error.

This causes not only immense problems but complications of one variety or another. One can be shortchanged or one may not know that services cannot, in many cases, be provided without some type of compensation and that compensation very often has to be in terms of money. It will be a worthwhile approach to explain to people the relationship between money, finance and effort.

Such a perspective will help make the curriculum of not only the schools but also the colleges worthwhile and more practical in one's own life. As matters stand, if one specialises in physics, chemistry, history, psychology, geography, or whatever else, one hardly realises that beyond the so-called specialisation, there is a general education one needs.

This general education can be in behaviour concerning others, management of self, understanding income, understanding expenditure, understanding savings, and so on. Putting it simply, there is a need

to also focus on the range of learning before one crosses into adulthood and becomes a financially viable entity. As indicated earlier, much of this is happening through trial and error, embracing a method; that works in certain cases but not in others. There is a clear need to reduce the treasury for adjustment to actual life through formal inputs before one graduates into adulthood and is thrown into the open sea - as it were to take care of oneself.

The time has come to establish a philosophy of education, self-formation, and teaching that can stand on its feet and be related to the requirements of life.

The time is right for some fundamental thinking on such matters, and the sooner it's done, the better. Similarly, similar reflections are needed in making him a person through his childhood, teenage, and other phases of his life about the nature and content of what is technology.

This is so because technology touches every aspect of our lives, from not just the glasses that one may have to wear to correct one's sight but to everything else that has become such an essential part of one's livelihood and existence. Including and understanding the basic nature of technology in the curriculum of schools and colleges also needs attention. However, that may be a subject matter that needs to be treated separately and independently.

(The writer is a well-known management consultant of international repute. The views expressed are personal.)

GOVT SCHOOL TEACHERS FLAG RISKS OF HOLDING PHYSICAL CLASSES FOR X, XII STUDENTS; ATISHI LATER ORDERS CLOSURE

Stories to poetry: How Delhi schools are making online classes engaging

VIDHEESHA KUNTAMALLA
NEW DELHI, NOVEMBER 18

AT MODERN Public School, Shalimar Bagh, on Monday, a teacher played the role of a vegetable seller, complete with props, while students acted as buyers. "How much is this vegetable for?" asked the teacher, setting off lively exchanges — all over a laptop screen.

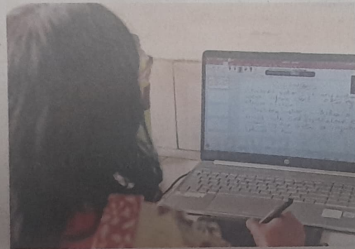
This roleplay session, part of an online lesson about markets and vegetables, is one of many such creative strategies teachers are adopting as schools across Delhi shift to remote learning due to hazardous air pollution levels.

The air quality in Delhi plummeted to "severe plus" levels Sunday evening, prompting the Commission for Air Quality

Management to enforce GRAP-4 restrictions, the highest set of anti-pollution measures, starting Monday. In light of this, Chief Minister Atishi had announced suspension of physical classes for all students, except those in grades 10 and 12. "All schools will hold online classes until further orders," Atishi posted on X.

On Monday, she said on X, "From tomorrow physical classes shall be suspended for Class 10 and 12 as well, and all studies will be shifted online."

Modern Public School Principal Alka Kapur explained how the pandemic-era shift to virtual learning has helped schools adapt. "We witness a decline in enthusiasm during online classes, and the output isn't the same as in physical classrooms. To overcome this, classes are made more interactive.



Teachers use roleplaying to connect with students," she said.

At Birla Vidya Niketan, teachers are employing poetry to make lessons more engaging. A chemistry teacher, for instance, used rhymes to explain the role

of carbon dioxide in pollution: "CO₂ ne kaha, ishq tumhe kiya, badnaam mein hua," a lyrical take on the misunderstood greenhouse gas's role in global warming.

For primary sections at Birla



Teachers at Ahlcon Public School conduct online classes, Monday. Abhinav Saha

Vidya Niketan, classes are divided into two shifts — pre-lunch and post-lunch — to ensure teachers can give individual attention to students while reducing screen time. "In senior classes, splitting is challenging due to the

limited number of specialised teachers," said Principal Minakshi Khushwaha. "Too much teacher talk is discouraged, and more student participation is encouraged," she added.

Sudha Acharya, Principal of TTL

Public School, described how teachers have adapted to online teaching by conducting classes from school premises, using WiFi and other resources. "The online classes started today, and while not as effective as physical ones, we've taken steps to make them engaging. Classes are divided into five slots of 55 minutes each, with a 45-minute lunch break. To keep students attentive, we begin with a prayer and share videos of yoga and aerobics for them to practice at home," she said.

Acharya added counselors and librarians also conduct online sessions on topics of interest, such as drug abuse awareness. "The librarian narrates stories, and students share their own. Presentations and video screenings are also used to maintain engagement," she explained.

Earlier in the day, govern-

ment schools raised concerns about health risks for students in grades 10 and 12 and teachers.

The Government School Teachers' Association wrote to Atishi, stating: "...Despite these extreme conditions, schools continue to operate physical classes for students of grades 10 and 12. However, turnout for these classes has been alarmingly low, as parents are understandably reluctant to risk their children's health. Those students who did attend displayed severe symptoms, including watery eyes and sore throats, persistent coughing, wheezing and chest tightness..."

"These are not mere inconveniences; they are life-altering health risks. Teachers who continue to report to schools are also suffering from similar symptoms, exacerbating an already hazardous situation..." it added.

Inclusive Education: NCERT's New E-Content Guidelines for Disabled Children

The NCERT has issued guidelines for e-content tailored for students with disabilities, applicable to school education. The guidelines were part of a larger government initiative following a Supreme Court plea. The push also includes training programs and a draft policy for inclusive digital education across India.

Devdiscourse News Desk | New Delhi | Updated: 19-11-2024 19:27 IST | Created: 19-11-2024 19:27 IST

The National Council of Educational Research and Training (NCERT) has introduced guidelines for creating e-content specifically for children with disabilities, applicable to school education, the Centre informed the Supreme Court. This initiative forms part of a broader government strategy to enhance digital inclusivity for disabled students.

According to an affidavit submitted to the apex court, alongside this move, the NCERT has been conducting teacher training sessions across various states during 2022-2023. The affidavit was part of a hearing responding to a plea by the Javed Abidi Foundation, demanding guidelines to ensure equal participation for disabled students in online classes.

A Supreme Court bench advised a simultaneous hearing for related cases, following a previous verdict mandating the government to implement accessibility standards. In response, the Department of Empowerment of Persons with Disabilities formed an inter-ministerial committee to develop inclusive education guidelines, setting a collaborative framework involving major educational bodies like UGC, AICTE, and NCTE.

(With inputs from agencies.)

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News

Centre informs SC about NCERT guidelines for development of e-content for children with disabilities

This update comes as part of the government's response to a petition filed by the Javed Abidi Foundation, which seeks directions to ensure that students with disabilities can equally participate in online education



A petition was filed by the Javed Abidi Foundation in the SC

EdexLive Desk

Published on: 19 Nov 2024, 8:26 pm



The Centre has informed the Supreme Court about the specific guidelines developed by the National Council of Educational Research and Training (NCERT) for the creation of e-content aimed at children with disabilities, applicable to school education.

This update comes as part of the government's response to a petition filed by the Javed Abidi Foundation, which seeks directions to ensure that students with disabilities can equally participate in online education, reported *PTI*.

The government's affidavit, filed before the apex court, outlines several initiatives aimed at improving accessibility in education.

It highlights that the NCERT has also conducted face-to-face training and orientation programmes for teachers and other stakeholders in several states during the 2022-2023 academic year.

The matter was heard by a bench comprising Justices BR Gavai and KV Viswanathan. During the hearing, Additional Solicitor General Aishwarya Bhati, representing the Centre, referred to the government's affidavit and the steps taken to address the concerns raised by the petitioner.



Advocate Sanchita Ain, representing the Javed Abidi Foundation, referred to a Supreme Court verdict delivered on November 8, 2023, which directed the Centre to implement mandatory accessibility standards for digital content within three months.

The bench noted that the issues raised in the current petition overlapped with those addressed in the November 8 verdict, and suggested that both matters be considered together, added *PTI*.

The Centre's affidavit further detailed the formation of an inter-ministerial committee in February 2022 by the Department of Empowerment of Persons with Disabilities. This committee was tasked with reviewing the petitioner's suggestions and drafting guidelines to promote inclusive digital education.

supreme court

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Govt informs SC about NCERT guidelines for development of e-content for children with disabilities

The Centre has filed an affidavit seeking directions to issue specific guidelines to ensure that students with disabilities participate equally with others in online classes.



NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education. (Image source: Supreme Court/ Wikimedia Commons)

Press Trust of India | November 19, 2024 | 08:43 PM IST

NEW DELHI: The NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education, the Centre has told the Supreme Court. The government has said the National Council of Educational Research and Training (NCERT) has also conducted face-to-face training orientation programmes for teachers and other stakeholders in some states during 2022-2023.

The Centre has filed an affidavit in the apex court which is hearing a plea by Javed Abidi Foundation seeking directions to issue specific guidelines to ensure that students with disabilities participate equally with others in online classes. The matter came up for hearing on Tuesday before a bench of Justices B R Gavai and K V Viswanathan.

Additional Solicitor General Aishwarya Bhati, appearing for the Centre, referred to the government's affidavit filed in the matter. Advocate Sanchita Ain, appearing for the petitioner, referred to the November 8 verdict delivered by the apex court in another matter.

In that verdict, the top court had directed the Centre to implement mandatory accessibility standards within three months.

The bench said the issue involved in this petition "overlaps" with those raised in the plea in which the top court had delivered the November 8 verdict. "Therefore, it will be appropriate that both these matters are heard together and considered simultaneously," the bench said.

It asked the apex court registry to list the plea filed by the foundation along with the petition on which the verdict was delivered. In its affidavit filed in the apex court, the Centre has said in order to look into the suggestions submitted by the petitioner and to suggest the guidelines for inclusive digital education for all, the Department of Empowerment of Persons with Disabilities had constituted an inter-ministerial committee in February 2022.

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Mothers cook, doctors are male: Southern textbooks more sexist than NCERT, 'Hindi-belt' ones, says study

NCERT guidelines for e-content

It said in its first meeting held on February 25, 2022, the committee constituted six sub-committees, one each at the level of the University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, NCERT, the Central Board of Secondary Education and Rehabilitation Council of India to look into the suggestions made by petitioner.

The affidavit said the committee had advised these institutions to frame the draft guidelines to give effect to the workable suggestions by focusing on aspects like accessibility of physical environment, accessibility of content and training of teachers. It said the UGC, AICTE and NCTE are regulatory bodies with respect to universities including higher educational institutions, technical education and teacher education respectively.

It said the Rehabilitation Council of India (RCI) is the regulatory body with respect to rehabilitation education under the Department of Empowerment of Persons with Disabilities. "The guidelines as framed by UGC and AICTE have already been circulated to all universities/institutions," it said, adding that guidelines instructions as have been issued by these organisations will be applicable to respective categories of higher educational institutions.

"NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education," it said. The affidavit said NCTE accessibility guidelines have been issued for compliance by respective institutions. "RCI, which has not framed separate guidelines, has adopted and circulated UGC guidelines to all the approved institutions to strictly follow the same," it said.

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स्कूलों को बम की धमकी के खतरों से निपटने के लिए एसओपी तैयार करे दिल्ली सरकार

जागरण संवाददाता, नई दिल्ली: स्कूलों में बम के खतरों और संबंधित आपात स्थितियों से निपटने के लिए दिल्ली हाई कोर्ट ने विस्तृत मानक संचालन प्रक्रिया (एसओपी) सहित एक व्यापक कार्ययोजना तैयार करने का दिल्ली सरकार को निर्देश दिया है। न्यायमूर्ति संजीव नरूला की पीठ ने निर्देश दिया कि एक बार कार्ययोजना को अंतिम रूप दिए जाने पर इसे एसओपी के साथ सभी संबंधित पक्षों को बांट दिया जाए। इसके साथ ही प्रभावी कार्यान्वयन सुनिश्चित करने के लिए दिल्ली सरकार स्कूल के कर्मचारियों, छात्रों और अन्य के लिए नियमित प्रशिक्षण सत्र आयोजित करे। अदालत ने कहा कि याचिकाकर्ता व अन्य हितधारकों द्वारा उठाई गई चिंताओं को दूर करने के लिए एक शिकायत निवारण तंत्र स्थापित किया जाएगा।

अदालत ने कहा कि कार्रवाई समिति समेत अन्य हितधारकों द्वारा दिए गए सुझावों को अधिकतम आठ सप्ताह के अंदर लागू किया जाए।

- हाई कोर्ट ने आठ सप्ताह के अंदर सभी हितधारकों से मिले सुझावों को पूरा करने का दिया निर्देश
- स्कूलों को उड़ाने की धमकी से जुड़ी घटनाओं से जुड़े मामले की याचिका का किया निपटारा

पीठ ने इस निर्देश के साथ ही बच्चों, शिक्षकों और कर्मचारियों की सुरक्षा सुनिश्चित करने के लिए स्कूलों में बम के खतरों से निपटने की मांग को लेकर अधिवक्ता अपित भागव की याचिका का निपटारा कर दिया। अपराधियों को देना होगा स्पष्ट संदेश: अदालत ने कहा कि इस तरह स्कूलों को बम धमाके की धमकी देने वाले अपराधियों को यह बताने की जरूरत है कि अगर वे ऐसा कृत्य करेंगे तो उन्हें दंडित किया जाएगा और उन्हें गंभीर परिणाम भुगतना होगा। अदालत ने कहा कि इससे जनता का विश्वास मजबूत होगा और दूसरों को ऐसी गतिविधियों में शामिल होने से रोका जा सकेगा।

अदालत के समक्ष दिए गए सुझाव

- छात्रों की सुरक्षा सुनिश्चित करने को सरकार द्वारा स्कूलों के बाहर अराजकता फैलाने वाले फेरीवालों के लिए वर्जित व नो-टालरेंस जोन क्षेत्र घोषित किया जाना चाहिए
- स्कूल के बाहर दीवारों के किनारे किसी भी तरह की वस्तु की बिक्री पर रोक लगाया जाना चाहिए और इसकी पुलिस द्वारा नियमित निगरानी की जानी चाहिए
- स्कूलों के बाहर टैक्सी स्टैंड और टैपो स्टैंड को प्रतिबंधित किया जाए और तुरंत हटा दिया जाए
- बम की धमकियों और अन्य आपात स्थितियों से निपटने के लिए पुलिस को अलग हाटलाइन नंबर स्थापित करने चाहिए
- ऐसी आपात स्थिति से निपटने को बम निरोधक दस्ता, मेडिकल टीम और एम्बुलेंस को तैनात रखा जाए।

मनसा वाचा कर्मणा

जड़ों से दूर शिक्षा

राष्ट्रीय शिक्षा को एक या दो वाक्यों में संक्षिप्त रूप से परिभाषित नहीं किया जा सकता, किंतु काम चलाने के लिए हम कह सकते हैं कि वह ऐसी शिक्षा है, जो अतीत से प्रारंभ होती है और वर्तमान का पूरा उपयोग करते हुए एक महान राष्ट्र का निर्माण करती है। जो भी राष्ट्र को उसके अतीत से काटकर अलग करना चाहता है, वह हमारी राष्ट्रीय उन्नति का मित्र नहीं है। जो भी वर्तमान का लाभ उठाने से चूकता है, वह जीवन की लड़ाई में हमें हरवाना चाहता है।

हमें इस कारण भारत के लिए वह सारा ज्ञान, चरित्र और उत्कृष्ट विचार, जो उसने अपने अविस्मरणीय अतीत में जमा कर रखे हैं, बचाना है। उसके लिए वह उत्कृष्ट से उत्कृष्ट ज्ञान, जो यूरोप उसे दे सकता हो, हमें प्राप्त करना चाहिए और उसकी विशिष्ट प्रकार की राष्ट्रीय प्रकृति के साथ इस ज्ञान का सामंजस्य बैठाना चाहिए। अब तक मानवता ने शिक्षा की उत्तम से उत्तम प्रणालियां जो विकसित की हैं, चाहे आधुनिक अथवा पुरातन, हमें उनको समाविष्ट करना चाहिए। और इन सभी को समाविष्ट करके हमें एक ऐसी व्यवस्था बनानी चाहिए, जो आत्मावलंबन की भावना से गर्भित हो, जिससे हम मनुष्यों का निर्माण करें, मशीनों का नहीं।

भारत राष्ट्रों का गुरु है, मानव आत्मा का गुरु, अधिक गंभीर रोगों का चिकित्सक; उसके भाग्य में एक बार फिर विश्व के जीवन को नए सांचे में ढालना लिखा है।... जब हमारी नसों में पहले पहल पाश्चात्य शिक्षा का विष डाला गया, तो उसका तत्काल प्रभाव पड़ा और (बंगाल के) हिंदू, जो तब बांग्लाभाषी लोगों में बहुसंख्यक थे, गांव से शहर की ओर जाने लगे।...

केवल वही कौम, जो अपने जीवन के ग्रामीण मूल

की पुष्टता को शहरी तड़क-भड़क रूपी पत्तों और फूलों के लिए बलिदान नहीं कर देती, स्वस्थ दशा में मानी जाएगी और उसका ही स्थायित्व सुनिश्चित होगा। हमें अपने को अब इस दिशा में उस कार्यक्षेत्र की ओर मोड़ना होगा, जिसकी हमने अब तक सबसे अधिक उपेक्षा की है और वह है कृषि का क्षेत्र। भूमि की ओर वापस लौटना हमारी मुक्ति के लिए उतना ही महत्वपूर्ण

जो कौम अपने जीवन के ग्रामीण मूल की पुष्टता को शहरी तड़क-भड़क के लिए बलिदान नहीं करती, वही स्वस्थ दशा में मानी जाएगी और उसका ही स्थायित्व सुनिश्चित होगा।

है, जितना स्वदेशी का विकास अथवा अकाल के विरुद्ध संघर्ष में है। यदि हम अपने नवयुवकों को खेतों पर वापस जाने का प्रशिक्षण दें, तो वे ग्रामीण जनता के लिए सलाहकार, नेता और उदाहरण बन सकेंगे।

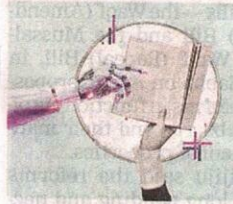
यह समस्या तुरंत अपने हल की मांग कर रही है और केवल ग्राम सभाओं के संगठन से आंशिक प्रभाव ही पड़ेगा, जब तक कि उसे एक ऐसी शिक्षा-व्यवस्था का समर्थन न दिया जाए, जो कि शिक्षित हिंदू को स्वयं किसान और जाति के कृषक वर्ग के नेता के रूप में भूमि की रक्षा न लौटाए!

श्री अरविंद

Teachers, Teach Thyselves

*Meet AI's challenges to traditional education
by dropping bits of that tradition*

What happens when a powerful tool like AI meets the traditional teaching model? Anxiety, friction and litigation. An LLM student at OP Jindal University won a case against the institution, which had declared his work AI-generated, and failed him for plagiarism. While his own argument hinged on technicalities around the university's policies on plagiarism and copyright, such cases and complications are bound to pop up in classrooms and workplaces. As AI models are trained on large datasets, narrow claims of authorship and attribution are hard to establish. This tech is new and it destabilises certain formats of evaluation, like the periodic exam or essay. But there's no point being on a collision course with AI. Like search engines and smartphones, AI tools will have to be assimilated, and harnessed.



Students have every incentive to use AI for shortcuts, to load it with grunt-work, use it to polish their prose and so on. It can be a learning aid to detangle jargon, or help those whose imperfect language skills distract from their grasp over a subject. Teachers will have to rethink their idea of academic/workplace integrity. They will have to test students' mastery of the hows and whys, not the whats.

AI is a burbler that can produce plausible answers. But education is about mind wrestling with study material. Teachers and students should know it's easy to game one's homework, but both self-respect and interest in a subject demand our actual attention. The poet Joseph Fasano responded to a student who used AI to write a poem, "I know your days are precious/on this earth./But what are you trying/to be free of?/The living? The miraculous/task of it?/Love is for the ones who love the work." Teachers, get it.

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Govt informs SC about NCERT guidelines for development of e-content for children with disabilities

The NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education, the Centre has told the Supreme Court.



PTI

Updated On Nov 20, 2024 at 05:19 PM IST

New Delhi, The NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education, the Centre has told the Supreme Court. The government has said the National Council of Educational Research and Training (NCERT) has also conducted face-to-face training orientation programmes for teachers and other stakeholders in some states during 2022-2023.

The government has said the National Council of Educational Research and Training (NCERT) has also conducted face-to-face training orientation programmes for teachers and other stakeholders in some states during 2022-2023.

Advt

The Centre has filed an affidavit in the apex court which is hearing a plea by Javed Abidi Foundation seeking directions to issue specific guidelines to ensure that students with disabilities participate equally with others in online classes.

The matter came up for hearing on Tuesday before a bench of Justices B R Gavai and K V Viswanathan.

Additional Solicitor General Aishwarya Bhati, appearing for the Centre, referred to the government's affidavit filed in the matter.

Advocate Sanchita Ain, appearing for the petitioner, referred to the November 8 verdict delivered by the apex court in another matter.

In that verdict, the top court had directed the Centre to implement mandatory accessibility standards within three months.

The bench said the issue involved in this petition "overlaps" with those raised in the plea in which the top court had delivered the November 8 verdict.

"Therefore, it will be appropriate that both these matters are heard together and considered simultaneously," the bench said.

It asked the apex court registry to list the plea filed by the foundation along with the petition on which the verdict was delivered.

In its affidavit filed in the apex court, the Centre has said in order to look into the suggestions submitted by the petitioner and to suggest the guidelines for inclusive digital education for all, the Department of Empowerment of Persons with Disabilities had constituted an inter-ministerial committee in February 2022.

Advt

It said in its first meeting held on February 25, 2022, the committee constituted six sub-committees, one each at the level of the University Grants Commission, All India Council for Technical Education, National

Council for Teacher Education, NCERT, the Central Board of Secondary Education and Rehabilitation Council of India to look into the suggestions made by petitioner.

The affidavit said the committee had advised these institutions to frame the draft guidelines to give effect to the workable suggestions by focusing on aspects like accessibility of physical environment, accessibility of content and training of teachers.

It said the UGC, AICTE and NCTE are regulatory bodies with respect to universities including higher educational institutions, technical education and teacher education respectively.

It said the Rehabilitation Council of India (RCI) is the regulatory body with respect to rehabilitation education under the Department of Empowerment of Persons with Disabilities.

"The guidelines as framed by UGC and AICTE have already been circulated to all universities/institutions," it said, adding that guidelines instructions as have been issued by these organisations will be applicable to respective categories of higher educational institutions.

"NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education," it said.

The affidavit said NCTE accessibility guidelines have been issued for compliance by respective institutions.

"RCI, which has not framed separate guidelines, has adopted and circulated UGC guidelines to all the approved institutions to strictly follow the same," it said.>

Published On Nov 20, 2024 at 05:17 PM IST



JUST INN ar experiences winter chill as minimum dips to 0.7 degree... (<https://kashmirvision.in>)

Added on November 20, 2024

Press Trust of India (<https://kashmirvision.in/author/pti/>)

Govt informs SC on NCERT guidelines for e-content development for CWD

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subject=Kashmir%20Vision%20%3A%20Govt%20informs%20SC%20on%20NCERT%20guidelines%20for%20e-content%20development%20for%20CWD&body=I%20recommend%20this%20page%3A%20Govt%20informs%20SC%20on%20NCERT%20g content%20development%20for%20CWD.%0AYou%20can%20read%20it%20on%3A%20https%3A%2F%2Fkashmirvision.in%2F2024%2F11% informs-sc-on-ncert-guidelines-for-e-content-development-for-cwd%2F)

New Delhi: The NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education, the Centre has told the Supreme Court.

The government has said the National Council of Educational Research and Training (NCERT) has also conducted face-to-face training orientation programmes for teachers and other stakeholders in some states during 2022-2023.

The Centre has filed an affidavit in the apex court which is hearing a plea by JavedAbidi Foundation seeking directions to issue specific guidelines to ensure that students with disabilities participate equally with others in online classes.

The matter came up for hearing on Tuesday before a bench of Justices B R Gavai and K V Viswanathan.

Additional Solicitor General AishwaryaBhati, appearing for the Centre, referred to the government's affidavit filed in the matter.

Advocate Sanchita Ain, appearing for the petitioner, referred to the November 8 verdict delivered by the apex court in another matter.

In that verdict, the top court had directed the Centre to implement mandatory accessibility standards within three months.

The bench said the issue involved in this petition "overlaps" with those raised in the plea in which the top court had delivered the November 8 verdict.

"Therefore, it will be appropriate that both these matters are heard together and considered simultaneously," the bench said.

It asked the apex court registry to list the plea filed by the foundation along with the petition on which the verdict was delivered.

In its affidavit filed in the apex court, the Centre has said in order to look into the suggestions submitted by the petitioner and to suggest the guidelines for inclusive digital education for all, the Department of Empowerment of Persons with Disabilities had constituted an inter-ministerial committee in February 2022.

It said in its first meeting held on February 25, 2022, the committee constituted six sub-committees, one each at the level of the University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, NCERT, the Central Board of Secondary Education and Rehabilitation Council of India to look into the suggestions made by petitioner.

The affidavit said the committee had advised these institutions to frame the draft guidelines to give effect to the workable suggestions by focusing on aspects like accessibility of physical environment, accessibility of content and training of teachers.

It said the UGC, AICTE and NCTE are regulatory bodies with respect to universities including higher educational institutions, technical education and teacher education respectively.

It said the Rehabilitation Council of India (RCI) is the regulatory body with respect to rehabilitation education under the Department of Empowerment of Persons with Disabilities.

"The guidelines as framed by UGC and AICTE have already been circulated to all universities/institutions," it said, adding that guidelines instructions as have been issued by these organisations will be applicable to respective categories of higher educational institutions.

"NCERT has brought out guidelines for the development of e-content for children with disabilities which would be applicable for school education," it said.

The affidavit said NCTE accessibility guidelines have been issued for compliance by respective institutions.

"RCI, which has not framed separate guidelines, has adopted and circulated UGC guidelines to all the approved institutions to strictly follow the same," it said.

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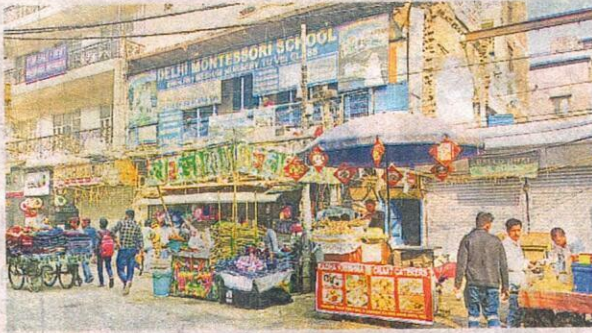
दिल्ली में असुरक्षित हैं निजी व सरकारी स्कूल

शिक्षा निदेशालय की एसओपी सिर्फ कागजों पर, धरातल पर कहीं मिला सैलून तो कहीं आटो-टैपो स्टैंड

रीतिका मिश्रा • जागरण

नई दिल्ली: बम की धमकियों व आपातकालीन परिस्थितियों से निपटने, आपदाओं को रोकने और उनसे बचाव को लेकर शिक्षा निदेशालय की मानक संचालन प्रक्रियाओं (एसओपी) को स्कूल भले ही लागू करने का दावा कर रहे हों, लेकिन जमीनी स्तर पर ये सभी रणनीतियां केवल कागजों में ही काम कर रही हैं। स्कूलों में इस वर्ष बार-बार बम की धमकियां मिलने के बाद शिक्षा निदेशालय ने स्कूलों को मई में एक एसओपी जारी की थी। ये एसओपी कितनी लागू की गई और कितनी नहीं, इसे देखने के लिए दैनिक जागरण ने दिल्ली के स्कूलों की पड़ताल की। इस दौरान अधिकतर स्कूल सुरक्षा की दृष्टि से असुरक्षित मिले। सबसे अधिक असुरक्षित स्कूलों की बाउंड्रीवाल निकली। हाई कोर्ट और शिक्षा निदेशालय के आदेश के बाद भी स्कूलों की बाउंड्री वाल से जोड़कर किसी ने सैलून, आटो मैकेनिक, पंचर, खाने-पीने के स्टाल खोली हुई थीं। वहीं कहीं पर ट्रक, लोडर, आटो, टैक्सी, टैपो व रिक्शा चालक अपना वाहन खड़ा करते हैं। ये हाल तब है जब वायु प्रदूषण के चलते स्कूल बंद हैं। स्कूल खुलने पर ये अराजकता कई गुना बढ़ जाती है।

कुछ माह पहले दिल्ली के एक प्राइवेट स्कूल के बाहर हुई बम फटने की घटना से हर विद्यार्थी और अभिभावक प्रभावित हैं, लेकिन जमीनी स्थितियां देखकर लगता है कि जिम्मेदार इसको लेकर अंजान हैं। निदेशालय ने प्रधानाचार्यों को निर्देश दिया था कि स्कूल के सभी द्वार कार्य करते हों। विद्यार्थियों को आपातकालीन निकास, निकासी



सदर बाजार में डिप्टी गंज के पास स्कूल के बाहर अतिक्रमण • हरीश कुमार



अलकनंदा स्थित डोन बोस्को विद्यालय के बाहर लगी फलों की पटरी • जागरण

शिक्षा निदेशालय के प्रमुख निर्देश

- आपदा प्रबंधन समिति का स्कूलों में हो गठन।
- आपात परिस्थिति में स्कूल से निकलने की हो योजना।
- प्रशिक्षण अभ्यासों की प्रभावशीलता का आकलन करें और तैयारियों में सुधार करें।
- स्थानीय अधिकारी से साथ समन्वय स्थापित करें।
- स्कूल परिसर में और आसपास संभावित खतरों जैसे प्राकृतिक आपदाओं, तकनीकी खतरों (बिजली कटौती, गैस रिसाव) और मानव निर्मित खतरे (घुसपैटिए, हिंसा) से निपटने के लिए तैयार रहें।
- आपदा प्रबंधन की प्रभावशीलता की नियमित समीक्षा और मूल्यांकन करें।
- शिक्षक विद्यार्थियों को माकड़िल, भूकंप सहित नियमित आपातकालीन ड्रिल का अभ्यास कराएं।

● स्कूलों में बम की धमकी भरे ईमेल आने के बाद माकड़िल कराई गई थी, लेकिन ये स्कूल ने अपने निजी स्तर पर की थी। दिल्ली पुलिस द्वारा कोई भी सहयोग नहीं किया गया था। स्कूलों की दीवार से सटकर आटो, टैक्सी, टैपो व ट्रक खड़े रहते हैं। इस संबंध में दिल्ली पुलिस को कई बार पत्र लिखा, लेकिन अभी तक न तो दिल्ली पुलिस में माकड़िल में मदद की और न ही अतिक्रमण हटवाने में। -भरत अरोड़ा, अध्यक्ष, एक्शन कमेटी आफ अनएडेड प्राइवेट स्कूल्स

स्कूलों के आसपास अतिक्रमण के खिलाफ समय-समय पर कार्रवाई की जाती है। आगे भी इस पर एक्शन होगा। किसी भी प्रकार की आपदा से निपटने के लिए स्कूल पूरी तरह तैयार रहे, इसके लिए दिल्ली पुलिस स्कूलों में भी माकड़िल कराएगी। -संजय त्यागी, दिल्ली पुलिस प्रवक्ता व डीसीपी

मार्गों और स्थान के बारे में जागरूक किया जाए। ताकि आपात स्थिति में चंद मिनटों में विद्यार्थियों को स्कूल से सुरक्षित बाहर निकाला जा सके, लेकिन स्कूलों के चारों ओर हो रखे अवैध अतिक्रमण से घंटों में भी स्कूल खाली नहीं कराया जा सकता है।

स्कूल से सटी दीवार के पास बना दी पार्किंग : दरियागंज स्थित एंग्लो संस्कृत विक्टोरिया जुबली सीनियर सेकेंडरी स्कूल से सटी दीवार को लोगों ने पार्किंग बना लिया है, जबकि

वहां नो पार्किंग का बोर्ड लगा है। यही हाल यहां स्थित हैप्पी स्कूल का है। यहां के दिल्ली माटेसरी स्कूल की हालत तो और भी बदतर है। स्कूल एक घर की पहली मंजिल पर चलता है और नीचे दुकानें हैं। वहीं, मुख्य द्वार पर रेहड़ी पटरी वालों का कब्जा है। तुगलकाबाद एक्सटेंशन स्थित राजकीय उच्चतर माध्यमिक बाल विद्यालय नंबर तीन की दीवार के साथ सटाकर अवैध पार्किंग और रेहड़ी वालों का कब्जा है। अलकनंदा स्थित डान बास्को विद्यालय के बाहर

फलों की पटरी लगी रहती है। वहीं लाल बहादुर शास्त्री मार्ग स्थित बिरला विद्या निकेतन स्कूल के पास फुटपाथ व सड़क पर बसें खड़ी मिली।

बाहरी दिल्ली में भी बुरा हाल : बाहरी दिल्ली के सुल्तानपुरी, मंगोलपुरी व नरेला क्षेत्र में निजी, सरकारी व नगर निगम के स्कूलों के बाहर रेहड़ी-पटरी वालों का जमावड़ा है। रोहिणी स्थित दिल्ली सरकार के सामाजिक कल्याण विभाग के राजकीय माध्यमिक बधिर विद्यालय

की दीवार से सटकर तो सैलून खुला हुआ है। वहीं, यहां बड़ी संख्या में ट्रक व गाड़ियां भी खड़ी रहती हैं। यही हाल रोहिणी सेक्टर चार स्थित माउंट आबू जूनियर स्कूल का है। सुल्तानपुरी पी-ब्लाक स्थित उच्चतर माध्यमिक विद्यालय, वाई व ओ-ब्लाक निगम स्कूल और नरेला में मंडी के पास उच्चतर माध्यमिक विद्यालय पर भी रेहड़ी-पटरी वालों का कब्जा है।

वहीं विकासपुरी वार्ड के हस्तसाल पुनर्वासित कालोनी के निगम विद्यालय की दीवार से सटकर आटो मैकेनिक की दुकानें हैं तो एक ओर रेहड़ी-पटरी वालों का कब्जा है। यहां स्थिति इतनी बदतर है कि स्कूल के प्रवेश द्वार तक पहुंचना मुश्किल होता है। यदि स्कूल में कोई आपातकालीन घटना हो जाए तो चंद मिनटों में यहां से सभी की बाहर निकालना असंभव है। मयूर विहार के एल्कान स्कूल की दीवार से सटकर दोनों तरफ एक लाइन से कई खाने-पीने वालों की दुकानें सजी हैं। गाजीपुर स्थित सर्वोदय कन्या विद्यालय के बाहर भी एक लाइन से ट्रक, लोडर व गाड़ियां खड़ी रहती हैं। संपूर्णानंद स्कूल के बाहर भी रेहड़ी-पटरी वालों का कब्जा रहता है।

नॉन स्मोकर, शाकाहारी, रोजगार जैसे मानकों पर स्कूल नहीं दे सकते अंक

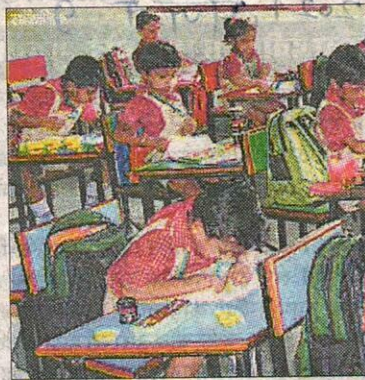
नर्सरी दाखिला: 62 मानकों पर है प्रतिबंध, इन्हें शामिल करने वाले स्कूलों पर होगी कार्रवाई

अमर उजाला ब्यूरो

नई दिल्ली। राजधानी के लगभग 1700 निजी स्कूलों में नर्सरी दाखिले की रेस 28 नवंबर से शुरू होने जा रही है। इस रेस में स्कूल नॉन स्मोकर, नॉन अल्कोहलिक, शाकाहारी, कामकाजी, स्कूल परिवहन, माता-पिता का रोजगार में होना, पहले आओ पहले पाओ जैसे मानकों को दाखिले का आधार नहीं बना सकते हैं। स्कूलों के 100 अंकों के फॉर्मूले में इस तरह के मानकों को शामिल करने पर रोक रहेगी। यदि स्कूल मनाही के बावजूद ऐसे मानकों को शामिल करते हैं, तो उन पर कार्रवाई की जाएगी।

स्कूलों की ओर से तैयार किए जाने वाले मानक न्याय संगत, भेदभाव सहित व पारदर्शी होने चाहिए। शिक्षा निदेशालय ने नर्सरी, केजी व पहली कक्षा में दाखिले के लिए जारी की गई गाइडलाइंस में स्कूलों को अपने मानक तय करने की छूट दी है। लेकिन, स्कूल इस छूट का लाभ लेते हुए ऐसे मानक शामिल नहीं कर सकते जो कि गैर-जरूरी, भेदभाव बढ़ाने वाले, अस्पष्ट हों। मानकों का पारदर्शी व स्पष्ट होना भी अनिवार्य है।

शिक्षा निदेशालय का कहना है कि मानक न्याय संगत और भेदभाव रहित होने चाहिए



दाखिले का आधार बनाते हुए स्कूल हर साल ऐसे मानक शामिल कर लेते हैं जो कि न्यायोचित नहीं होते इस कारण से कई बच्चे दाखिले से वंचित रह जाते हैं।

दरअसल शिक्षा निदेशालय ने 62 मानकों को शामिल करने पर रोक लगा रखी है। यह

शिक्षा निदेशालय की ओर से इन मानकों पर है प्रतिबंधित

पहला बच्चा, स्थानांतरण केस, अभिभावकों की योग्यता, बच्चे का स्टेटस, संगीत, स्पोर्ट्स में अभिभावकों की राष्ट्रीय उपलब्धि, स्कूल परिवहन, अभिभावकों का उसी स्कूल की दूसरी शाखा में कामकाजी होना, दोनों अभिभावकों का कामकाजी होना, पहले आओ पहले पाओ, साक्षात्कार, मैनेजमेंट कोटा, संयुक्त परिवार, लिंग, भाषा में पारंगत होना, आर्थिक स्थिति, स्कॉलर स्टूडेंट, गोद लिया हुआ बच्चा, जुड़वा बच्चे, दिल्ली यूनिवर्सिटी स्टॉफ, चचेरा भाई-बहन समेत कुछ अन्य मानक शामिल हैं।

ऐसे मानक है जिनके आधार पर स्कूल बच्चों को अंक नहीं दे सकते हैं। कोर्ट ने इन मानकों को प्रतिबंधित कर रखा है। यदि किसी स्कूल की ओर से इन्हें रखा जाता है तो प्रत्येक जिले में स्थापित निगरानी सेल उन पर नजर रख कार्रवाई करेंगे।

How does PM Vidyalaxmi differ from other schemes?

Does this central scheme cover middle-income students? Does it depend on NAAC and NBA certifications? Why have a lot of institutions been left out from the list?

Ravina Warkad

The story so far:

On November 6, the Union Cabinet chaired by Prime Minister Narendra Modi approved a new Central Sector Scheme, PM Vidyalaxmi, which seeks to provide financial support to meritorious students applying for higher education. Students will now be eligible to get collateral-free, guarantor-free loans from banks and financial institutions to cover the full amount of tuition fees and other expenses related to the course.

What does the scheme cover?

The government has said that students who have gained admission in 860 quality higher education institutions, as defined by the National Institutional Ranking Framework (NIRF), are eligible for the

loans. The scheme will potentially cover 22 lakh students, a Ministry of Education spokesperson said. For students with an annual family income of up to ₹8 lakh, and not eligible for benefits under any other government scholarship, a 3% interest subvention for loans up to ₹10 lakh will be provided during the moratorium period. The interest subvention support will be given to one lakh students every year. Preference will be given to students from government institutions who have opted for technical or professional courses. "An outlay of ₹3,600 crore has been made during 2024-25 to 2030-31, and seven lakh fresh students are expected to get the benefit of this interest subvention during the period," the Ministry added.

What about past schemes?

PM Vidyalaxmi differs from previous

central government schemes in the number of institutions eligible, mode of processing of loans, the income cap, and the amount of money to be disbursed. For example, students can apply for loans through the Vidyalaxmi portal, which simplifies loan applications and has links to all major public sector as well as private banks. It also facilitates the tracking of the loan status.

Moreover, while previous schemes offered benefits to only low-income groups, the Vidyalaxmi scheme expands coverage to middle-income families, irrespective of other factors such as caste.

For earlier schemes, the eligible institutions needed to be accredited with the National Assessment and Accreditation Council (NAAC) and the National Board of Accreditation (NBA). With 820 universities of NAAC and 15,501 colleges, along with 3,348 NBA

institutions, the total was about 20,000 institutions. However, under Vidyalaxmi, only institutions with NIRF ranks are eligible. This means that the scheme will be applicable to all government and private institutions ranked within the top 100 in NIRF rankings in the overall list as well as all institutions in the category-specific and domain-specific lists. Professor O R S Rao, Chancellor, ICAI University, Sikkim, who helped to compile the list of universities eligible for the scheme, says the list does not feature 860 unique institutes as some are ranked in multiple categories. An institute has to register for the ranking as a prerequisite to feature in the rankings. While some institutions apply to a single category, some others apply for multiple categories and hence feature on more than one list.

What are the implications?

Rankings are now becoming more and more important with loan eligibility being conditional on them. As this scheme significantly reduces the number of eligible institutions, the stakes of performing well in higher education entrance tests just got higher. Banker Thomas Franco said that this makes it difficult for students who do not have excellent marks to avail the loan. Banks may charge higher rates of interest for other institutions or straight away reject them if they don't have a good rank.

THE GIST

On November 6, the Union Cabinet chaired by Prime Minister Narendra Modi approved a new Central Sector Scheme, PM Vidyalaxmi, which seeks to provide financial support to meritorious students applying for higher education.

PM Vidyalaxmi differs from previous central government schemes in the number of institutions eligible, mode of processing of loans, the income cap, and the amount of money to be disbursed.

Rankings are now becoming more and more important with loan eligibility being conditional on them.

Planetary crisis puts children at risk: UNICEF report

Bindu Shajan Perappadan

NEW DELHI

The world is facing an unprecedented planetary crisis with nearly half the world's children – about one billion – living in countries that face high risk of climate and environmental hazards, said the UNICEF's State of the World's Children 2024 (SOWC-2024) report, released on Wednesday.

The report examines impact of three long-term global forces – demographic shifts, climate and environmental crises, and frontier technologies – which it claims will have a profound effect on children's lives between now and 2050.

The report notes that climate destabilisation, biodiversity collapse and widespread pollution threats are intensifying globally.

"Children are confront-

Future of childhood

India and China will remain the two countries with the most children in the 2050s, even as the number of children will have dropped by about 106 million in India and by 203 million in China



Note: Countries which may have the largest number of children in the 2050s

SOURCE: THE STATE OF THE WORLD'S CHILDREN 2024, UNICEF

ing a more unpredictable, hazardous environment than any previous generation," it warns.

Explaining the adverse impact, UNICEF said that children's developing bodies are uniquely susceptible to these hazards.

From before their first breath, children's brains, lungs and immune systems are vulnerable to pollution and extreme weather. Air

pollution is especially harmful to children; its impact on their respiratory health and development can last a lifetime.

Rising temperatures increase mosquito populations, spreading diseases such as malaria, dengue and Zika. Floods contaminate water supplies, leading to waterborne diseases, which are a major cause of death for children under

five years of age. Extreme weather limits food production and access, increasing children's risk of food insecurity. Climate-related disasters can also cause feelings of helplessness, trauma and anxiety in children, the report notes.

"Since 2022, 400 million students around the world have experienced school closures due to ex-

treme weather. In addition to violating child rights, inhibiting learning stifles economic growth. Climate and environmental hazards also displace children from their homes," the report states.

Additionally, it notes that by the 2050s, the global child population is projected to stabilise at around 2.3 billion. However, this global figure obscures regional shifts where while South Asia will remain one of the regions with the largest child populations, it will be joined by eastern and southern Africa, as well as western and Central Africa.

"These regions already struggle to meet children's basic needs, while also facing significant climate risks and lacking adequate digital infrastructure," says the report adding that with fewer young dependents relative to workers, more

resources could be freed to support children and boost the economy.

On frontier technologies, the report notes that artificial intelligence, neurotechnology, next-generation renewable energy and vaccine breakthroughs could significantly improve childhood in the future.

"Digitalisation can empower children but it can also expose children to online risks, including sexual exploitation and abuse," the report cautions.

It adds that over 95% of people in high-income countries are connected to the Internet, compared with barely 26% in low-income countries. Infrastructure limitations, high costs and permission barriers continue to impede progress. This digital exclusion threatens to exacerbate existing inequalities, especially in regions with rapidly growing child populations.

'INDIA NEEDS 2,500 VARSITIES TO ACCOMMODATE 50% STUDENTS'

Says NITI Aayog CEO, also mentions improving the quality of education is the key to provide more opportunities for the youth

OUR CORRESPONDENT

In order to meet the increasing demand for higher education, India needs to significantly increase the number of universities, said NITI Aayog CEO BVR Subrahmanyam. Speaking at the Indian School of Business (ISB), he recently stressed the importance of doubling the number of universities to 2,500 in order to enroll 50% of eligible students. Currently, with only 1,200 universities, India accommodates just 29% of the student population, which falls far short of the target.

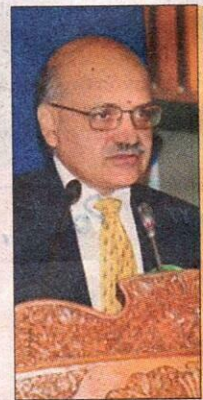
Subrahmanyam mentioned that while new universities and colleges are opening at a steady pace, about one university and two colleges each week, this growth is still not enough to meet the increasing demand for quality education.

"At least 50% of students should be in colleges. We need to double the number of colleges and universities in the country. The country needs 2,500



universities," he said. While not all current institutions may meet high standards, expanding the number of

universities is a necessary step. He also suggested that the way education is delivered may need to



“At least 50% of students should be in colleges. We need to double the number of colleges and universities in the country

change to ensure both access and quality. Expanding institutions and improving the quality of education will be key to providing more opportunities for India's youth and meeting the demands of its growing student population. This expansion is seen as essential for improving the workforce and supporting India's economic future

SAMAGAM 2024

SYNERGY OF CREATIVITY, COMPASSION & DREAMS

OUR CORRESPONDENT

Samagam 2024 was a vibrant celebration of creativity, collaboration and the bigger dreams of young minds. Sister Nivedita University's (SNU) Performing Arts Department and Techno India Group Public School Hooghly joined hands to host an inspiring inter-school sit and draw competition, culminating in a captivating dance drama, 'Alor Pathe'.

Founder and Managing Director of Techno India Group, Satyam Roychowdhury, said, "Creativity is the heartbeat of this event. Every brushstroke and dance step speaks to the empathy, compassion, and dedication that these students pour into their



EACH PERFORMANCE CARRIED A SENSE OF EMPATHY AND COMPASSION

performances." The stage pulsed with energy as students expressed their

dreams and emotions through powerful songs, expressive dance, and dramatic flair. Each performance carried a sense of empathy and compassion, with young actors bringing characters to life with remarkable maturity and depth. Their efforts resonated with the audience, who responded with resounding applause, celebrating the spirit of unity and aspiration.

Vice Chancellor of SNU, Prof Dhrubajyoti Chattopadhyay, conveyed his heartfelt wishes to all participants. The event was coordinated by Dr Jonaki Mukherjee of Techno India Group, ensuring a memorable experience for all involved. Among the august audience were Prof Debashish Mondal, Pradeepta Chatterjee and Debayan Dutta.

JIS UNITES GLOBAL PHARMACEUTICAL EXPERTS

OUR CORRESPONDENT

The Department of Pharmaceutical Technology at JIS University conducted its inaugural offline conference, JISUCONPH2024, at the Swami Vivekananda Academy in Agarpara. The theme, 'Modern Tools and Approaches in the Emerging Field of Pharmaceutical and Biomedical Research', this three-day event brought experts from India and abroad to discuss cutting-edge advancements.

Key topics of discussions included integration of AI, advancements in drug delivery systems and biopharmaceutical research. "JISUCONPH2024 has been a remarkable convergence of global expertise laying the groundwork for advancement in pharmaceutical science. This conference not only strengthens our commitment to innovation but also builds a collaborative platform where knowledge knows no borders," said Simarpreet Singh, Director, JIS Group

आप सरकार ने स्कूलों को शानदार बनाया : मुख्यमंत्री

दावा



नई दिल्ली, कार्यालय संवाददाता। रोहिणी सेक्टर-27 स्थित पॉकेट सी-2 में मुख्यमंत्री आतिशी ने गुरुवार को नया स्कूल छात्रों को समर्पित किया। इस स्कूल में 121 कमरे, दस अत्याधुनिक प्रयोगशाला, केंद्रीय पुस्तकालय, एमपी हॉल सहित कई दूसरी सुविधाएं छात्रों के लिए उपलब्ध है। इस मौके पर मुख्यमंत्री आतिशी ने कहा कि सरकारी स्कूलों को शानदार बनाकर साबित कर दिया है कि अच्छी शिक्षा पाकर अब गरीब का बच्चा भी आगे बढ़ेगा।

सीएम ने कहा कि देशभर से लोग दिल्ली में अपने बच्चों को अच्छी जिंदगी देने का सपना लेकर आते हैं। अरविंद

केजरीवाल ने आम आदमी के सपने को पूरा करने का काम किया है। गरीब परिवारों के बच्चों को ऐसी शिक्षा आगे भी मिलती रहे, इसके लिए फरवरी में दोबारा दिल्लीवालों को शिक्षा पर काम करने वाली सरकार चुननी होगी।

अब स्कूल के लिए दूर नहीं जाना

पड़ेगा : आतिशी ने कहा कि रोहिणी सेक्टर-27 में रहने वाले बच्चों को यहां से 10-15 किलोमीटर दूर शाहबाद दौलतपुर के स्कूल में पढ़ने के लिए जाना पड़ता था, लेकिन इस स्कूल की बदौलत अब यहां के बच्चों को पढ़ने के लिए दूर नहीं जाना पड़ेगा। 2015-16

आतिशी बोलीं- हमने शिक्षा को प्राथमिकता दी

आतिशी ने कहा कि सरकारें दिल्ली में पहले भी रही हैं। यह दिल्ली की पहली ऐसी सरकार बनी जिसने शिक्षा को अपनी प्राथमिकता बनाया। दिल्ली में लोग देश के अलग-अलग हिस्से से अपने बच्चों के बेहतर भविष्य की उम्मीद में आते हैं। बच्चों को अच्छा भविष्य देने के लिए सुबह से शाम तक मेहनत करते हैं। कोई भी परिवार सबसे ज्यादा खर्च अपने बच्चों की शिक्षा पर करता है। आम आदमी पार्टी की सरकार बजट का 25 फीसदी शिक्षा पर खर्च कर रही है।

दिल्ली के रोहिणी सेक्टर-27 में गुरुवार को जनता को संबोधित करती मुख्यमंत्री आतिशी। इस दौरान उन्होंने कक्षाओं का निरीक्षण भी किया • एजेसी

में जब अरविंद केजरीवाल यहां लोगों के बीच आए थे तब यहां लोगों ने अपने बच्चों के लिए एक स्कूल की मांग की थी। शानदार स्कूल बनाकर इस वादे को पूरा करने का काम किया है।

दस साल में 22 हजार से ज्यादा कमरे बनवाए : उन्होंने कहा कि

आजादी से लेकर 2015 तक कई सरकारें आईं और गईं, लेकिन 75 सालों में इन सरकारों ने दिल्ली सरकार के स्कूलों में मात्र 24 हजार कमरे बनवाए। दस सालों में दिल्ली सरकार के स्कूलों में 22 हजार से ज्यादा नए कमरे बनवाए गए हैं।

मानदंड बनाने में जुटे निजी स्कूल



नई दिल्ली, कार्यालय संवाददाता। दिल्ली के निजी स्कूलों में शैक्षणिक सत्र 2025-26 के लिए नर्सरी, केजी और पहली कक्षा में दाखिले को लेकर 28 नवंबर से आवेदन प्रक्रिया शुरू होने जा रही है। इसके लिए 100 अंकों के मानदंड तैयार किए जा रहे हैं।

निदेशालय ने स्कूलों को 25 नवंबर तक अपनी वेबसाइट और शिक्षा निदेशालय के मॉड्यूल पर मानदंडों को

अपलोड करने का समय दिया है। इसमें नेबरहुड (अडोस-पड़ोस), सिंगल पैरेंट (एकल अभिभावक), सिंगल चाइल्ड (एक बच्चा), एल्युमनी चाइल्ड (पूर्व छात्र का बच्चा), गर्ल्स चाइल्ड (लड़की) सहित कई मानदंड को शामिल किया जा सकता है। इसमें सबसे ज्यादा अंक नेबरहुड के लिए तय किए जाएंगे। वहीं, अन्य के पांच से 10 अंक के बीच रहने की संभावना जताई जा रही है।

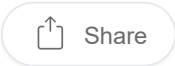
इसके अलावा स्कूलों को 13 दिसंबर तक नर्सरी, केजी और पहली कक्षा की उपलब्ध कुल सीटों की जानकारी भी सावजनिक करनी होगी। 25 फीसदी सीट आर्थिक पिछड़ा वर्ग/वंचित वर्ग के लिए आरक्षित रखनी होगी।

इन पर प्रतिबंध लगाया

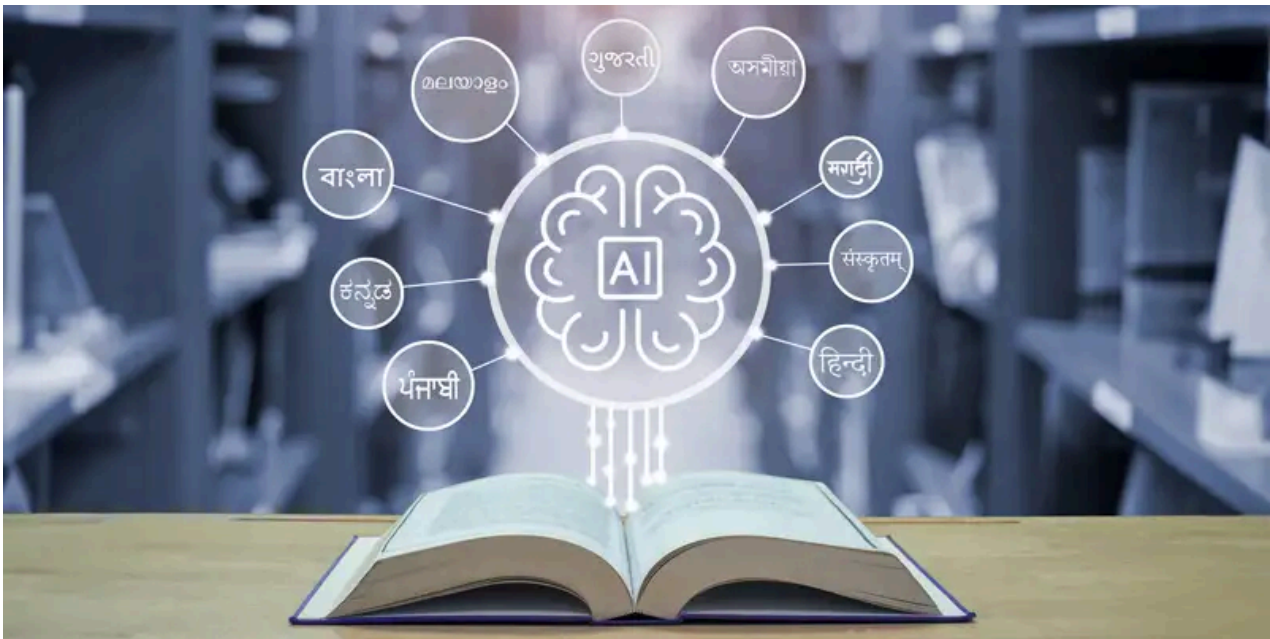
निजी स्कूल में दाखिले के लिए प्रतिबंधित मानदंडों को शामिल नहीं कर सकेगे। इसको लेकर 50 मानदंडों की सूची पहले से जारी हो रखी है। इसमें स्कूल अभिभावकों की शिक्षा, दाखिले के लिए साक्षात्कार, संयुक्त परिवार, कौन सा पेशा, पहले आओ, पहले पाओ, माता-पिता कार्यरत या नहीं, स्थानांतरण नौकरी, सरकारी कर्मचारी सहित कई दूसरे मानदंड शामिल हैं। अगर स्कूल इनमें से प्रतिबंधित मानदंडों को दाखिले का आधार बनाता है तो उस पर कार्रवाई की जाएगी।

Textbooks in 22 Indian languages will popularise multilingualism in educational institutes and workplaces

The education ministry is pushing various initiatives to develop digital study materials in all scheduled languages



Ayushi Gupta | Posted November 21, 2024 09:00 AM



Lack of textbooks in regional languages including Hindi has emerged as the prominent reason for fewer or no takers in courses offered in these languages. Recently, West Bengal, Kerala, and Karnataka discontinued their regional language engineering programmes due to low enrolments. Similarly, MBBS offered in Hindi in Madhya Pradesh, Uttar Pradesh, and Rajasthan is getting a lukewarm response. Identifying the reason for the limited popularity of regional languages, the Ministry of Education (MoE) has introduced several initiatives to popularise it. The Union Ministry of Education (MoE) has urged all ministries, departments, and autonomous bodies under the central government to consider using their capacity-building funds for the promotion of Indian languages.

Speaking to *Education Times*, Chamu Krishna Shastri, chairman, Bharatiya Bhasha Samiti, MoE, said, “The reason for low enrolment in Indian languages may be due to several contextual factors. One prominent reason is the unavailability of quality content materials or textbooks for engineering and medical courses in local languages. The MoE has decided that textbooks and study materials in all the 22 scheduled Indian languages will be offered for all the courses. The CBSE school teachers are directed to use any of the Indian languages as the medium of instruction in the classroom. The AICTE has introduced the Anuvadini app for translating engineering and other professional course textbooks in other languages. The Central Institute of Indian Languages (CIIL) Mysore, in collaboration with NCERT, has published **128** titles in 77 languages including tribal

languages. All institutions and regulatory bodies under the MoE are collectively working to make *Bhartiya Bhasha* a medium of instruction.”

The MoE directed the National Council for Teacher Education (NCTE) to launch the National Mission for Mentoring (NMM) and the National Professional Standards for Teachers (NPST) for pre-primary, primary, secondary, and senior secondary stages in schools, as well as for teachers in non-formal and part-time education, adult education, and distance education. These initiatives will be available in 15 languages. Advanced AI translation tools such as Anuvadini, Bhashini, and Bahubhasha Shabdakosh were also launched to facilitate the use of Indian words, phrases, and sentences in emerging domains like IT, industry, research, and education.

Meanwhile, the MoE has instructed the accurate use of funds to promote Indian languages. “Universities are organising various capacity-building workshops to equip NCERT experts and teachers to write books in local languages and promote multilingual teaching-learning. MoE’s capacity-building initiatives include developing digital materials in Indian languages for which ASMITA (Augmenting Study Materials in Indian Languages through Translation and Academic Writing) was introduced,” Shastry adds.

Creating multilingual ecosystem

To enhance the acceptance of professionals who have been trained and educated through regional language courses, the MoE has directed to popularise the Indian languages at school and college levels. “The multilingual ecosystem will generate enough literature, documents, and various other reading materials in multiple Indian languages, fostering greater appreciation and knowledge among youth. Multilingualism will create demand for subject-specific skills giving rise to translation-based jobs in fields such as administration, law, commerce, information technology, business, healthcare, entertainment, media, and more,” adds Shastry.

Linguistic transition is largely driven by demand, policy, profitability, and national aspirations. “It is a misconception that all workplaces function solely in English. Even in English-oriented workplaces, the goal is not to replace English but to incorporate Indian languages alongside it. Around 90% of the population does not use English as a language of communication, so making information accessible to this large segment requires an Indian language-centred ecosystem. Multinational Corporations (MNCs) are increasingly producing content in local languages, with major tech companies investing heavily in AI and Machine Learning (ML) for local language applications. Future workplaces will be Indian language-centric, creating a greater demand for proficiency in Indian languages,” he adds.

An Indian language-driven ecosystem in education will allow students to learn subjects more effectively, as Indian languages—through their sounds, vocabulary, sentence structures, and styles—are native to the learners. This multilingual ecosystem will not only equip students with the necessary knowledge and skills for their chosen fields but also make them linguistically proficient in context-specific language usage. Shastry says, “Fostering an environment where youth can learn in their native languages while accessing career opportunities is crucial. An Indian language-centred ecosystem envisions promoting Indian languages across all areas of education and work, harnessing the country’s multilingual assets. Many Indian workplaces primarily use local languages, and youth educated in Indian languages will be better equipped to meet workplace demands with high communication efficiency.”

NCERT to revise text books for class 6 again

Joe Jacob

PUBLISHED: NOVEMBER 21, 2024 03:43 PM IST

1 MINUTE READ



Representative image: iStock/gopixa

The NCERT is set to revise the textbooks for class 6 introduced this year, following criticism that the content provided is insufficient for students. Additional chapters will be added to the Mathematics and Social Science books to plug these gaps.

Last year, the Central government engaged an expert committee to develop a new set of textbooks based on an updated syllabus. These revised books were distributed to classes 3 and 6 this year. These books, including 'Ganitha Prakash' for class six became available only in August.

However, experts reviewing the textbooks found significant omissions in the mathematics curriculum, particularly in topics like decimal numbers, algebra, and ratios. They also pointed to a limited number of training exercises for students in this book. As a result, a chapter on decimal numbers is confirmed for inclusion, though it remains unclear if additional chapters on algebra and ratios will be added.

geography, and civics through three separate textbooks. However, the revised syllabus introduced a single textbook titled 'Exploring Society: India and Beyond'.



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CBSE schools in Kochi adopt fun emoji-based assessments for kindergarten kids

Story by India Today Education Desk • 3d • 2 min read



CBSE schools in Kochi adopt fun emoji-based assessments for kindergarten kids

In a move aimed at making evaluations more engaging and less stressful, several CBSE schools in Kochi have introduced a creative way to assess the performance of young students. Instead of the traditional marks or grades, emojis and stars are now being used to evaluate children from Pre-KG to Class 2.



ISM

Foster A Culture of Excellence

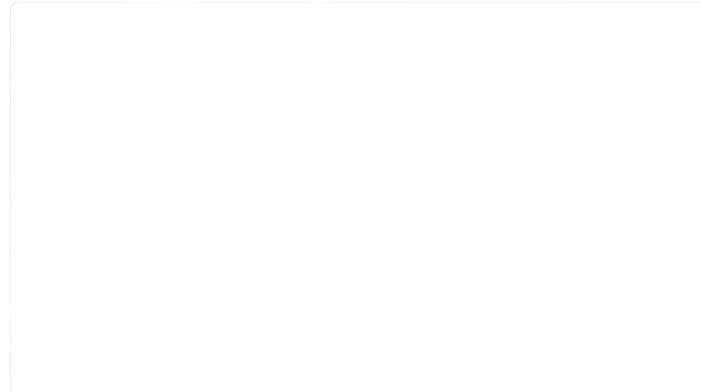
Ad

This innovative assessment system, implemented from the current academic year, is designed to measure students' progress through activities rather than written exams. School authorities believe that these visual symbolsâ like clapping hands, stars, or

trophiesâ make feedback more exciting and memorable for children.

"Using emojis and stars has received an overwhelmingly positive response from parents and students alike," said a teacher at a CBSE school in Kochi. "These visual cues not only motivate students but also reduce the anxiety associated with traditional grades."

The change is in line with the foundational stage guidelines under the New Education Policy (NEP). TP Ibrahim Khan, president of the CBSE Management Association, stated that the new system aims to enhance essential skills such as communication, active learning, and overall well-being. "This method is not just about academic growth but also about fostering emotional and social development," he explained.



While the CBSE board has not issued formal directives for implementing the system nationwide, many schools have embraced the change proactively. Integrated assessment strategies were designed through teacher workshops to ensure a smooth transition.

"Receiving a star or wearing it on their uniform can instil a sense of pride in students," Khan added, highlighting how this initiative ties into the NEP's emphasis on holistic development during the foundation years.

With this fresh approach, schools hope to encourage young learners to enjoy the process of learning, free from the pressures of conventional evaluations.

(With PTI inputs)

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पीएमश्री स्कूलों में शुरू होगी प्री-प्राइमरी क्लास

जयपुर (एसएनबी)। राजस्थान के पीएमश्री स्कूलों में भी अब प्री प्राइमरी क्लास का संचालन किया जाएगा। शिक्षा मंत्री मदन दिलावर के आदेश के बाद प्रारंभिक और माध्यमिक शिक्षा निदेशालय ने यह फैसला किया है। जिसके तहत प्रदेश में पहले चरण में संचालित 402 पीएमश्री स्कूलों को सिलेक्ट किया गया है। जिसमें तीन साल प्री प्राइमरी क्लास के संचालन की अनुमति दी गई है। इसके लिए बृहस्पतिवार से एडमिशन की प्रक्रिया शुरू हो गई।

शिक्षा मंत्री ने कहा कि प्री प्राइमरी क्लास सप्ताह में पांच दिन संचालित की जाएंगी। जिनकी समय अवधि हर दिन चार घंटे की होगी। प्री प्राइमरी क्लास में एडमिशन के लिए अधिकतम

25 सीटों का प्रावधान रहेगा। वहीं पहले साल इनमें तीन साल या इससे अधिक उम्र के स्टूडेंट्स को एडमिशन दिया जाएगा। इसके साथ ही एडमिशन के लिए ज्यादा आवेदन आने पर लॉटरी से स्टूडेंट्स का एडमिशन होगा।

■ हर वर्ग में होगी 25 सीट, 29 नवम्बर को निकलेगी लॉटरी

इसके लिए 29 नवम्बर को लॉटरी निकली जाएगी।

बता दें कि पीएमश्री स्कूल योजना की शुरुआत साल 2022 में की गई थी। जिसके तहत प्रदेश

के 14 हजार 500 प्राथमिक, माध्यमिक और उच्च माध्यमिक विद्यालयों को मॉडल स्कूल के रूप में विकसित किया जाना प्रस्तावित है। पीएमश्री स्कूलों को राष्ट्रीय शिक्षा नीति 2020 के तहत तैयार किया गया है। जिसमें लेटेस्ट लेक्नोलॉजी, स्मार्ट क्लास, आधुनिक इन्फ्रास्ट्रक्चर मौजूद है।

हर बच्चे को वर्ल्ड क्लास शिक्षा देना हमारा मकसद : आतिशी

नई दिल्ली (आईएनएस)। दिल्ली में अगले साल विधानसभा चुनाव होंगे। ऐसे में दिल्ली में आम आदमी पार्टी (आप) की सरकार सक्रिय मोड़ पर है। आप सरकार दिल्लीवासियों को एक के बाद एक कई सौगात देने की कवायद में जुट गई है। इसी क्रम में दिल्ली सरकार ने नरेला विधानसभा की जनता को खास तोहफा दिया है। शिक्षा के क्षेत्र में नया आयाम लिखते हुए रोहिणी सेक्टर-27 में एक नवनिर्मित स्कूल के रूप में नई सौगात दी है। आप नेता और दिल्ली की मुख्यमंत्री आतिशी ने इस स्कूल का उद्घाटन किया। इस मौके पर उनके साथ स्थानीय आप विधायक शरद चौहान, शिक्षा विभाग के अधिकारी समेत अन्य मौजूद थे।

इस मौके पर सीएम आतिशी ने पत्रकारों से बातचीत के दौरान कहा कि दिल्ली के रोहिणी सेक्टर-27 में हमने शानदार नये स्कूल जिसमें 121 कमरे, 9 लैब, योगा कमरे, बहुउद्देश्यीय हॉल, एक शानदार प्लेग्राउंड है। अरविंद केजरीवाल के मार्गदर्शन में दिल्ली की सरकार लगातार शिक्षा को पहली प्राथमिकता पर रखती है। पिछले कुछ महीनों से लगातार हर हफ्ते किसी स्कूल का उद्घाटन हो रहा है, किसी स्कूल का शिलान्यास हो रहा है। यह आज की बात नहीं है, पिछले दस सालों से जब से दिल्ली के लोगों ने अरविंद केजरीवाल को अपना मुख्यमंत्री बनाया, जब से आम आदमी पार्टी की सरकार चुनी है, तब से इस सरकार ने बच्चों की शिक्षा को, उनके भविष्य को अपनी पहली प्राथमिकता बनाया है।

■ सीएम ने रोहिणी में नये स्कूल का किया उद्घाटन

शिक्षा निदेशालय ने 50 फीसद वर्क फ्रॉम होम करने के लिए निर्देश दिए

नई दिल्ली (एसएनबी)। शिक्षा निदेशालय ने बृहस्पतिवार को 50 प्रतिशत उपस्थिति और 50 प्रतिशत वर्क फ्रॉम होम के आदेश जारी कर दिए। गवर्नमेंट स्कूल टीचर्स एसोसिएशन के महासचिव अजय वीर यादव ने कहा कि हालांकि, यह समझना महत्वपूर्ण है कि अधिकांश सरकारी सेवाएं कार्यालय से संचालित हो सकती हैं, लेकिन शिक्षकों का कार्य छात्रों को सीधे संपर्क में आकर पढ़ाना होता है। यह कार्य स्कूल की बजाय घर से बेहतर और प्रभावी तरीके से किया जा सकता है। यादव ने कहा कि इस परिप्रेक्ष्य में 100 प्रतिशत वर्क फ्रॉम होम शिक्षकों के लिए अत्यधिक उपयोगी और परिणामदायक साबित हो सकता है। इसके बावजूद मंत्री और अधिकारी अक्सर न्यायसंगत और व्यावहारिक निर्णय लेने से बचते हैं। इसका नतीजा यह होता है कि शिक्षक अपना शत-प्रतिशत बच्चों को देने में असमर्थ रहते हैं।

आप सरकार ने स्कूलों को शानदार बनाया : मुख्यमंत्री

दावा



नई दिल्ली, कार्यालय संवाददाता। रोहिणी सेक्टर-27 स्थित पॉकेट सी-2 में मुख्यमंत्री आतिशी ने गुरुवार को नया स्कूल छात्रों को समर्पित किया। इस स्कूल में 121 कमरे, दस अत्याधुनिक प्रयोगशाला, केंद्रीय पुस्तकालय, एमपी हॉल सहित कई दूसरी सुविधाएं छात्रों के लिए उपलब्ध है। इस मौके पर मुख्यमंत्री आतिशी ने कहा कि सरकारी स्कूलों को शानदार बनाकर साबित कर दिया है कि अच्छी शिक्षा पाकर अब गरीब का बच्चा भी आगे बढ़ेगा।

सीएम ने कहा कि देशभर से लोग दिल्ली में अपने बच्चों को अच्छी जिंदगी देने का सपना लेकर आते हैं। अरविंद

केजरीवाल ने आम आदमी के सपने को पूरा करने का काम किया है। गरीब परिवारों के बच्चों को ऐसी शिक्षा आगे भी मिलती रहे, इसके लिए फरवरी में दोबारा दिल्लीवालों को शिक्षा पर काम करने वाली सरकार चुननी होगी।

अब स्कूल के लिए दूर नहीं जाना

पड़ेगा : आतिशी ने कहा कि रोहिणी सेक्टर-27 में रहने वाले बच्चों को यहां से 10-15 किलोमीटर दूर शाहबाद दौलतपुर के स्कूल में पढ़ने के लिए जाना पड़ता था, लेकिन इस स्कूल की बंदौलत अब यहां के बच्चों को पढ़ने के लिए दूर नहीं जाना पड़ेगा। 2015-16

आतिशी बोलीं- हमने शिक्षा को प्राथमिकता दी

आतिशी ने कहा कि सरकारें दिल्ली में पहले भी रही हैं। यह दिल्ली की पहली ऐसी सरकार बनी जिसने शिक्षा को अपनी प्राथमिकता बनाया। दिल्ली में लोग देश के अलग-अलग हिस्से से अपने बच्चों के बेहतर भविष्य की उम्मीद में आते हैं। बच्चों को अच्छा भविष्य देने के लिए सुबह से शाम तक मेहनत करते हैं। कोई भी परिवार सबसे ज्यादा खर्च अपने बच्चों की शिक्षा पर करता है। आम आदमी पार्टी की सरकार बजट का 25 फीसदी शिक्षा पर खर्च कर रही है।

दिल्ली के रोहिणी सेक्टर-27 में गुरुवार को जनता को संबोधित करती मुख्यमंत्री आतिशी। इस दौरान उन्होंने कक्षाओं का निरीक्षण भी किया • एजेंसी

में जब अरविंद केजरीवाल यहां लोगों के बीच आए थे तब यहां लोगों ने अपने बच्चों के लिए एक स्कूल की मांग की थी। शानदार स्कूल बनाकर इस वादे को पूरा करने का काम किया है।

दस साल में 22 हजार से ज्यादा कमरे बनवाए : उन्होंने कहा कि

आजादी से लेकर 2015 तक कई सरकारें आईं और गईं, लेकिन 75 सालों में इन सरकारों ने दिल्ली सरकार के स्कूलों में मात्र 24 हजार कमरे बनवाए। दस सालों में दिल्ली सरकार के स्कूलों में 22 हजार से ज्यादा नए कमरे बनवाए गए हैं।

मानदंड बनाने में जुटे निजी स्कूल



नई दिल्ली, कार्यालय संवाददाता। दिल्ली के निजी स्कूलों में शैक्षणिक सत्र 2025-26 के लिए नर्सरी, केजी और पहली कक्षा में दाखिले को लेकर 28 नवंबर से आवेदन प्रक्रिया शुरू होने जा रही है। इसके लिए 100 अंकों के मानदंड तैयार किए जा रहे हैं।

निदेशालय ने स्कूलों को 25 नवंबर तक अपनी वेबसाइट और शिक्षा निदेशालय के मॉड्यूल पर मानदंडों को

अपलोड करने का समय दिया है। इसमें नेबरहुड (अडोस-पडोस), सिंगल पैरेंट (एकल अभिभावक), सिंगल चाइल्ड (एक बच्चा), एल्युमनी चाइल्ड (पूर्व छात्र का बच्चा), गर्ल चाइल्ड (लड़की) सहित कई मानदंड को शामिल किया जा सकता है। इसमें सबसे ज्यादा अंक नेबरहुड के लिए तय किए जाएंगे। वहीं, अन्य के पांच से 10 अंकों के बीच रहने की संभावना जताई जा रही है।

इसके अलावा स्कूलों को 13 दिसंबर तक नर्सरी, केजी और पहली कक्षा की उपलब्ध कुल सीटों की जानकारी भी सावजनिक करनी होगी। 25 फीसदी सीट आर्थिक पिछड़ा वर्ग/वंचित वर्ग के लिए आरक्षित रखनी होगी।

इन पर प्रतिबंध लगाया

निजी स्कूल में दाखिले के लिए प्रतिबंधित मानदंडों को शामिल नहीं कर सकेंगे। इसको लेकर 50 मानदंडों की सूची पहले से जारी हो रखी है। इसमें स्कूल अभिभावकों की शिक्षा, दाखिले के लिए साक्षात्कार, संयुक्त परिवार, कौन सा पेशा, पहले आओ, पहले पाओ, माता-पिता कार्यरत या नहीं, स्थानांतरण नौकरी, सरकारी कर्मचारी सहित कई दूसरे मानदंड शामिल हैं। अगर स्कूल इनमें से प्रतिबंधित मानदंडों को दाखिले का आधार बनाता है तो उस पर कार्रवाई की जाएगी।

گر پچوئس بهى دے سکیں گے یوجی سی نیٹ کا امتحان

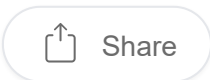
نئی دھلی، (ایجنسیاں)

یوجی سی نیٹ کے ڈمبر کے امتحان کیلئے آن لائن درخواست کامل شروع ہو گیا ہے۔ اس بار کے نیٹ امتحان میں کچھ بڑی تبدیلیاں دیکھنے کو ملیں گی۔ ایسا پہلی بار ہوگا، جب گریجویٹ نیٹ امتحان میں شرکت کریں گے۔ امتحان پاس کرنے کے بعد وہ پی ایچ ڈی اور فیلوشپ کیلئے اہل ہو جائیں گے۔ اب پورے ملک میں پی ایچ ڈی کی اہلیت کیلئے نیٹ اسکور بھی قبول ہوں گے۔ نیشنل ٹیٹنگ ایجنسی (این ٹی اے) یونیورسٹی گرانٹ کمیشن کیلئے سال میں 2 بار قومی اہلیت کا امتحان لیتی ہے۔ جو امیدوار یوجی سی نیٹ کا امتحان پاس کرتے ہیں وہ ملک کی مختلف یونیورسٹیوں میں اسٹنٹ پروفیسر یا اور جونیئر ریسرچ فیلوشپ (بے آرائف) حاصل کرنے کے اہل ہو جاتے ہیں۔ جون 2024 میں یوجی سی کے چیئر مین ایم جگدیش کمار نے کہا تھا کہ اس سال سے 4 سال کا گریجویٹیشن کرنے والے طلباء بھی، جنہوں نے دوسرا نمبر مکمل کر لیا ہے، یوجی سی نیٹ کیلئے امتحان دے سکیں گے۔

"گریجویٹس بھی یوجی سی نیٹ پریکٹا دے سکیں گے"

Bagless days encourage students to have a relaxed approach to learning

They get an opportunity for cultural visits, learn a craft, talk about menstrual hygiene, physical health, and self-image as they walk in without books



Priyadarshini Gupta | Posted November 23, 2024 09:02 AM



Several schools are rolling out the 'bagless days' initiative, an important part of the National Education Policy (NEP) 2020 that recommends at least 10 such days annually. In 2022, the initiative was introduced as a pilot project by the Ministry of Education and NCERT and it has been recently launched by Delhi's Directorate of Education (DoE). Bagless days aim at taking a break from regular academic routines, providing students with hands-on learning experiences focused on creativity, critical thinking, and vocational skills. Activities often include cultural visits, exposure to local artisans and crafts, and practical life skills, fostering a well-rounded development of students.

inadequate facilities, and a shortage of trained instructors. There are also chances that it might disrupt structured learning routines, potentially hindering academic progress.

Pilot project

In July 2024, the Ministry of Education released guidelines for the implementation of bagless days for classes VI to VIII to encourage experiential learning. Saurabh Prakash, a member of Bhopal-based PSS Central Institute of Vocational Education (PSSCIVE), says, “PSSCIVE, the vocational education unit of the National Council for Educational Research and Training (NCERT), ran a pilot in 2022 across Madhya Pradesh and Gujarat. Along with SCERT, feedback from schools was collected to introduce this initiative across India by issuing guidelines and activities on different themes. Many states have modified it according to their local needs. While SCERT Gujarat and Telangana had shown great interest in the initiative, holding online meetings with the PSSCIVE, other states such as Bihar, and Uttarakhand are slowly starting to implement the guidelines in their schools.”

Seeking feedback

Activities have been carefully chosen to incorporate local knowledge and traditional skills, offering students exposure to historical, cultural, and vocational experiences, such as visits to monuments and interactions with local artists. “These activities are not graded; instead, teachers are encouraged to observe and support students' unique capabilities through informal assessments. Students document their learning experiences, and outcomes are communicated to parents and the school community through parent-teacher meetings, school websites, and social media. Furthermore, schools actively seek feedback from teachers and students, ensuring continuous improvement in the initiative,” says Prakash.

Positive outcome

Alka Kapur, principal Modern Public School, Shalimar Bagh, Delhi, says, “We started the initiative as pilot project in the last academic session for classes VI to VIII. After the government’s recent announcement, the school will implement it from preschool to class VIII. Students have shown physical and mental benefits as they focus on interactive and stress-free learning experiences. Such measures effectively promote skills such as teamwork, communication, and problem-solving. We have also seen signs of increased engagement and reduced absenteeism. Some schools also conduct regular assessments or surveys to assess student satisfaction with various activities.”

In Karnataka, the implementation of the bagless days initiative is under way. A state government official says, “The Karnataka education department has been gradually introducing bagless days since 2022, where students can engage in activities beyond

regular academics. While many government schools have started implementing this on specific days, the full statewide rollout and integration vary.”

Vanitha Lokesh, principal of BMN Public School, Bengaluru, told *Education Times*, “We have not received any circular so far from the government, and many schools are yet to adopt the initiative in the state. Also, we believe in the concept of bagful days, which helps in consistent learning and fostering discipline. With structured lessons, bagful days can help children build foundational knowledge. Logistical challenges also remain for several schools, including the need for teacher training to facilitate non-academic discussions effectively and aligning bagless day activities with the regular curriculum.”

Skilling needs

Praneet Mungali, trustee and secretary, Sanskriti Group Schools, Pune, who introduced the initiative in 2023, says, “While experiential learning is central to the programme, it also promotes a balanced approach between academics and extracurriculars, fostering a stress-free learning environment. Throughout the academic year, students in classes VI to VIII engage in hands-on activities like carpentry, pottery, electrical work, and gardening, connecting them with India’s diverse cultural and occupational heritage. This exposure aims to prepare young learners for a modern economy by bridging the skills gap in a country where 65% of the population is under 35.”

Recent NCERT survey and pilot project outcomes revealed a positive response with 91.86% of students, parents and teachers highlighting that the focus was more on mental growth and enhancement of social skills. In all, 86.63% feel reduced academic stress, and 88.95% feel it bridges classroom knowledge and real-life application, said Mungali. Implementing 'bagless days' in under-resourced schools can pose specific challenges, including limited funds, facilities, and trained instructors. “With nearly 85% of Indian schools lacking vocational courses, bridging this gap requires strategic allocation of funds, partnerships, and effective use of digital technology,” he says.

The Maharashtra government also recently announced plans to implement bagless days, which will likely start from the next academic session. Sanjay Patil, Mumbai division president, Maharashtra State Secondary and Higher Secondary School Principals’ Association, says, “The initiative might hinder academic progress by disrupting the structured learning routine of the students. Schools, especially those with limited resources, may face challenges in providing adequate training for teachers to facilitate these sessions effectively. Without consistent support and guidance, bagless days could become superficial rather than meaningful, risking an educational gap and failing to deliver intended benefits.” The schools will have to make effective use of the zero period for such activities to avoid disrupting core academic focus, he adds.

Real-world concerns

Meanwhile, Arunachal Pradesh introduced bagless Saturdays in schools with the vision of encouraging students to engage with topics that extend beyond the standard curriculum, focusing on real-world concerns which are relevant to every age group. Reach to Teach, a social organisation has been working with Arunachal Pradesh and Meghalaya to promote bagless days by creating a space where students can talk freely about issues that matter to them. Ratna Viswanathan, CEO, Reach to Teach, says, “For older students, discussions often address subjects such as menstrual hygiene, physical health, and self-image, while younger students explore topics such as cyber safety and social media use. Each module is tailored to the interests and needs of the specific age group, ensuring that the conversations are relatable. The conversations are driven by the students themselves. This initiative has been well-received, with students appreciating the chance to discuss issues they previously felt uncomfortable with.”

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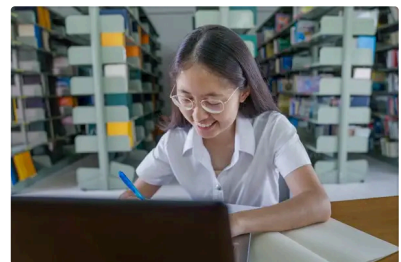
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NCERT issues e-content guidelines to promote inclusive education for children with disabilities

NCERT Frames Guidelines For E-content: Supreme Court addresses plea seeking equitable digital learning access for students with disabilities

 By India Today Research Bureau



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Nov 22, 2024			

The National Council of Educational Research and Training (NCERT) has introduced comprehensive guidelines for developing e-content tailored for children with disabilities, aiming to enhance inclusivity in school education. Additionally, the NCERT has conducted in-person orientation programmes for teachers and stakeholders across various states during 2022-2023 to support this initiative, the Centre informed the Supreme Court.

The Supreme Court is currently hearing a petition filed by the Javed Abidi Foundation, which calls for specific directives to ensure students with disabilities can participate equally in online education. On Tuesday, a bench comprising Justices B R Gavai and K V Viswanathan suggested that this petition be heard alongside another case where the apex court had, on November 8, directed the Centre to implement mandatory accessibility standards within three months.

The court noted that the issues in both matters overlap and instructed its registry to list them together for simultaneous consideration. The Centre's affidavit highlighted that an inter-ministerial committee was established in February 2022 by the Department of Empowerment of Persons with Disabilities to address inclusive digital education.

In its inaugural meeting on February 25, 2022, the committee formed six sub-committees under organisations such as the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), the National Council for Teacher Education (NCTE), NCERT, the Central Board of Secondary Education (CBSE), and the Rehabilitation Council of India (RCI). These bodies were tasked with drafting actionable guidelines, focusing on physical accessibility, content accessibility, and teacher training.

The affidavit detailed that the UGC and AICTE have already disseminated their guidelines to higher education institutions. The NCTE issued accessibility guidelines to its affiliated institutions, while the RCI adopted the UGC guidelines for its approved institutions. NCERT's guidelines specifically cater to school education, addressing the unique needs of children with disabilities.

This collaborative effort underscores the government's commitment to fostering equitable access to education and ensuring compliance with accessibility standards across various educational levels.

Trending News

AICTE launches third edition of IDE bootcamp to inspire innovation in schools

Sanjay Sharma

(https://TimesofIndia.Indiatimes.Com/Toireporter/Author FOLLOW Sanjay-Sharma-479235206.Cms) / TOI Education / Nov 2024, 15:32 IST

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The All India Council for Technical Education (AICTE), Ministry of Education Innovation Cell (MIC), and CBSE have launched the third edition of the "Innovation, Design, and Entrepreneurship (IDE) Bootcamp," aimed at fostering innovation and entrepreneurship.



AICTE, DoSEL, MIC, and CBSE Launch Third Edition of IDE Bootcamp to Foster Innovation and...

NEW DELHI: The All India Council for Technical Education (AICTE

(https://timesofindia.indiatimes.com/topic/aicte), the Department of School Education and Literacy (DoSEL), and the Ministry of Education Innovation Cell (MIC), in collaboration with the CBSE and NCERT, have officially launched the third edition of the "Innovation, Design, and Entrepreneurship (IDE) Bootcamp." This initiative targets secondary and senior secondary school students, teachers, and principals, aiming to foster a culture of innovation and entrepreneurship across schools.

The bootcamp was inaugurated by Dr. Abhay Jere, Vice Chairman of AICTE and Chief Innovation Officer of MIC, alongside Prof. Indrani Bhaduri, Head of PARAKH, NCERT, and Dr. Biswajit Saha, Director of Skill Education & Training at CBSE. The program, in partnership with the Wadhvani Foundation, is designed to equip participants with the skills necessary for identifying human-centric opportunities, applying design thinking tools, and creating innovative solutions that address real-world problems.

Dr. Jere highlighted the importance of nurturing student innovators, noting that schools, with the support of forward-thinking principals, play a key role in fostering problem-solvers who will drive change in India. He emphasized the need for students to tackle societal challenges, such as electricity conservation, waste management, and resource optimization, through innovative thinking.

In her address, Prof. Indrani Bhaduri from NCERT expressed her support for the initiative, stating that the IDE Bootcamp will contribute significantly to India's

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Education Inflation

The rising costs of higher education in India have become a significant barrier for many students, threatening to undermine the country's aspirations for inclusive growth and development. Higher education, once considered a key to upward mobility, is now increasingly out of reach for many, especially from middle and lower-income families. Over the last decade, the cost of tuition and associated fees has escalated substantially. In 2023, for instance, the fee for a professional undergraduate course at top private institutions ranged from Rs 1.5 lakh to Rs 5 lakh per year.

This is a steep increase compared to just a few years ago, when fees were typically in the range of Rs 50,000 to Rs 1 lakh annually. Even at government-run universities where fees are relatively lower, students must often pay extra for hostel accommodation, study materials, and other incidentals, which further increases the total cost of education. This rapid inflation in education costs has come at a time when the average annual household income in India is approximately Rs 1.5 lakh, leaving families struggling to meet the financial demands of their children's education.

The situation is exacerbated by the absence of sufficient government-funded scholarships or financial aid programmes, which are critical to making higher education accessible. While schemes like the Prime Minister's Scholarship Scheme exist, they cover only a fraction of the costs and are available to only a limited number of students, leaving the majority with no choice but to turn to private loans.

The cost escalation also burdens students with loans that take years to repay. In 2023, the National Sample Survey Office (NSSO) reported that nearly 27 per cent of students enrolled in higher education were forced to take loans to finance their education. This often results in graduates entering the workforce with significant debt, which hampers their financial freedom for years to come. The average interest on education loans in India ranges from 9 per cent to 12 per cent, making it difficult for students from low-and middle-income backgrounds to repay without a high-paying job.

Not surprisingly, the high cost of education is shaping the choices students make regarding their careers. Faced with the prospect of heavy student loans, many students choose courses with higher earning potential, such as engineering, medicine, or law, rather than pursuing fields they are passionate about. This narrowing of career options leads to a lack of intellectual diversity, which is detrimental to both personal growth and societal progress.

It is crucial for the Centre to act swiftly to address the issue of rising education costs. Measures such as capping tuition fee hikes, expanding scholarship programmes, and offering interest-free loans to students from lower-income families can go a long way in making higher education more affordable. Furthermore, universities should be encouraged to maintain transparency in their fee structures.

Humanoid teacher makes learning fun

AI-powered Nova helps students of a govt. school in Kerala improve their communication skills

Navamy Sudhish
KOLLAM

Clad in a brick-red sari with her signature synthesised voice, Nova was introduced to the wide-eyed students of a government school in Punalur on November 14.

The artificial intelligence-powered humanoid is redefining the learning experience of 74 lower primary students, who are fascinated with the 'new teacher'.

They ask all kinds of questions, including those from their syllabus, and watch her in awe as the teacher answers them. "We have uploaded all



Interactive session: Nova, an AI-powered humanoid, with the students of Government School in Punalur. C. SURESHKUMAR

their text books in PDF format so that the AI teacher can answer any question about their lessons. They also ask a lot of random doubts and the children are really curious

to interact with Nova," says M.K. Bindu, headteacher. Nova is a polyglot and can speak English, Malayalam, Hindi and Arabic. "We teach Arabic as an additional

language in school and that's why it too was included," she adds.

The humanoid was mainly designed to improve communication skills of children as they are encouraged to ask questions in all languages. "Also, the AI teacher helps to inculcate an interest in technology, which is very essential to prepare them for future. By introducing them to the latest developments in technology, they become capable to navigate this digital era more confidently," says the headteacher.

CONTINUED ON
» PAGE 10

Humanoid teacher makes learning fun

Nova is a mannequin equipped with a speaker and microphone that works on GPT-4o, OpenAI's latest model that can provide customised learning experience using text, audio, and video. The humanoid can be connected to a projector so that the answers can be displayed on screen for the students to read.

"It mainly focuses on interaction to improve language skills. If the students request a story, the AI teacher will ask specific questions to know the type of story they want. At present the children can interact in four languages and in future we can add more based on the requirement," says Amesh Lal, who designed the humanoid.

"We are thinking about an advanced model with movement so that the teacher can walk to classrooms. Since it is a modest government school, we cannot currently afford that," he says.

Tripura: NCERT PARAKH and PHDCCI Conduct Workshop on 'Vocational Education' in Agartala

📅 23rd November 2024 🗨️ No Comments 📍 Posted in [Featured](#), [Northeast](#), [Tripura](#)



👤 Abhijit Nath, NET Correspondent, Tripura

Agartala, November 23, 2024: A two-day workshop organized by NCERT PARAKH in collaboration with the PHD Chamber of Commerce and Industry (PHDCCI), New Delhi was held from November 21 to 22, 2024 at PM SHRI Kamini Kumar Singha Memorial School under West Tripura District.

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The workshop aimed to highlight the importance of vocational education as a vital component of holistic development, as emphasized by the National Curriculum Framework for School Education (NCF-SE).

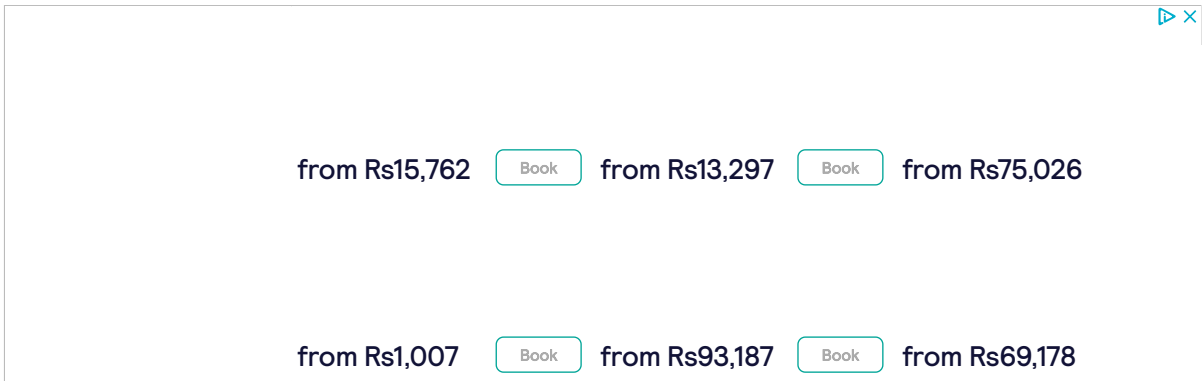
The workshop saw the participation of 80 students from classes IX and X. The inaugural session commenced on November 21 at 9:30 am with a traditional lamp-lighting ceremony and the singing of the National Anthem. Prof. Indrani Bhaduri, CEO of NCERT PARAKH, conveyed her best wishes for the successful conduct of the workshop. Shalini S. Sharma, Assistant Secretary General of PHDCCI, articulated the workshop's objectives in her speech.

"We are here to equip students with the necessary skills and knowledge to explore non-traditional career options," Sharma stated. She was joined by Utpal Chakraborty, Joint SPD of Samagra Shiksha, Tripura, who emphasized the significance of vocational education in today's educational landscape. "Vocational education is key to the holistic development of our students," Chakraborty remarked.

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Palash Sen, Joint Secretary of PHDCCI, New Delhi, also addressed the attendees, highlighting the collaborative efforts to advance vocational training. "This workshop is a step towards creating a skilled and knowledgeable workforce ready to tackle the challenges of the 21st century," Sen said.





Present at the inaugural session were Rupan Ray, District Education Officer (I/C) of West Tripura District, Shib Shankar Paul, Headmaster and Kishor Datta, Assistant Headmaster of PM SHRI Kamini Kumar Singha Memorial School. The workshop, conducted by resource persons from NCERT PARAKH, aimed to guide students on career prospects, with a particular focus on artificial intelligence (AI) and its applications.

Students were encouraged to consider non-conventional career paths based on skills and vocational courses. The various career opportunities presented by the 36 registered sector skills councils of the National Skill Development Corporation, New Delhi, were elaborated upon.

The second day of the workshop delved deeper into AI and its practical uses. Activities centered around the 4Cs of soft skills—critical thinking, communication, collaboration, and creativity—were conducted to enhance students' knowledge and readiness for future careers.

This workshop marks a significant effort in empowering students with the skills necessary to excel in diverse vocational fields, thereby contributing to their holistic development and future success.



Tags: [Agartala](#), [Kamini Kumar Singha Memorial School](#), [National Curriculum Framework for School Education \(NCF-SE\)](#), [NCERT](#), [New Delhi](#), [PARAKH](#), [PHDCCI](#), [PM SHRI](#), [Session](#), [Tripura](#), [Vocational Education](#), [West Tripura District](#), [Workshop](#)



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16 CBSE Schools Lose Seal, Students Face Tough Time

Institutions Involved In 'Dummy Admissions', Finds Board

Meghna.Dhulia
@timesofindia.com

New Delhi: Students in several city schools now face an uncertain future after Central Board of Secondary Education (CBSE) revoked the affiliation of 21 schools, including 16 in Delhi. These schools were found to be involved in the practice of "dummy admissions," which enabled students preparing for competitive exams to bypass mandatory class attendance.

Surprise inspections uncovered these enrolments, prompting CBSE to take decisive action. In addition to the revocations, six schools in Delhi were downgraded from senior secondary to secondary level.

While parents argue that their children are being unfairly penalised despite no fault of their own, some school authorities contend that the inspections were flawed, taking place during the middle of half-yearly exams when students were on preparatory leave.

"My son attends Khemo Devi Public School in Narela, and now that the school is under scrutiny, I'm deeply concerned about his future. If it's true that students in higher classes have been skipping school, those who actually attend shouldn't have to bear the consequences. The school's reputation is now in question, and that will impact every student enrolled there," said Pra-deep, a concerned parent.

Another parent said, "My son is in Class XI, so he will be directly affected by this situation. I've been trying to reach the school authorities, but they have no clear answers. I was told that my son will be transferred to another school for Class XII, and that the decision will be beyond our control."

Some schools have claimed that the surprise inspections were poorly timed, as they coincided with the half-yearly exams during which students were on preparatory leave. "We gave the inspection team all the reasons and documentation they asked

DUMMY'S GUIDE TO JEOPARDISING FUTURES

THE ISSUE

- > CBSE has revoked affiliation of 21 schools, including 16 in Delhi
- > These schools were found to be involved in practice of "dummy admissions"
- > This enabled students preparing for competitive exams to bypass mandatory class attendance

WHAT SCHOOLS SAY

- > Inspections flawed as they were carried out during the half-yearly exams when students were on preparatory leave



WHAT NEXT

- > The board has issued show-cause notices to schools, giving them 30 days to provide a response
- > The final status of these schools will be re-evaluated based on their replies



Photos: Piyal Bhattacharjee

for on the same day itself. We even showed them the exam datesheet that had preparatory leaves marked on it. We have always followed all CBSE guidelines, why will we not do it this time? Such a direction puts the futures of a lot of children in jeopardy," said Vandana Sharma, principal of The Vivekanand School in Narela, which is one of the 16 city schools under scrutiny.

Getting teary-eyed, she added, "My phone hasn't stopped ringing since this news came out. Parents have been calling me incessantly asking me what it means and for a

way ahead. I am trying my best to comfort them at this hour. After all, it's about their kids. We will present our stand in front of CBSE and will hope for a resolution."

Staff members of a school in outer Delhi also claimed that the inspection team did not treat them fairly or professionally. "They treated us like criminals, holding a camera in our faces every time we spoke. They were also rude and disrespectful. This entire inspection process was poorly handled, and CBSE should not issue such directives without considering all

the factors involved," said a staff member.

He questioned, "If the inspection findings are accurate, how is it possible that 21 schools have the exact same issue? The problem for all the schools is identical, with no distinction between one school and another."

The board has issued show-cause notices to the affected schools, giving them 30 days to provide a response. The final status of these schools will be re-evaluated based on their replies. The future of many students hangs in the balance as they await the outcome.

डॉक्टरों ने चेताया, ज्यादा ऑनलाइन क्लासेज बच्चे को बना देगी बीमार!

■ नगर संवाददाता, नई दिल्ली

शहर में बढ़ते पल्यूशन की वजह से बच्चों के स्कूल बंद है। इसकी जगह बच्चों को ऑनलाइन क्लासेज दी जा रही है। लेकिन यह ऑनलाइन क्लासेज कहीं आपके बच्चे को मानसिक रोगी न बना दे। इसको लेकर पूर्वी दिल्ली स्थित इंस्टीट्यूट ऑफ ह्यूमन बिहेवियर एंड अलाइड साइंसेज (इहबास) के मनोचिकित्सक डॉक्टर ओम प्रकाश ने सोशल मीडिया पर पोस्ट कर सरकार को चेताया है। उन्होंने लिखा है कि लंबे समय तक चलने वाले ऑनलाइन क्लासेज का असर बच्चों के मानसिक स्वास्थ्य पर पड़ सकता है। ऐसे में एहतियात के साथ अब स्कूलों को खोल देना चाहिए, ताकि बच्चे गैजट से दूर होकर ऑफलाइन पढ़ाई कर सकें।

जानकारी के मुताबिक, वर्तमान में, दिल्ली में बढ़ते वायु प्रदूषण के कारण स्कूल और कॉलेजों को बंद कर दिया गया है। ऑनलाइन क्लासेज को स्टूडेंट्स की सुरक्षा के लिए एक अस्थायी समाधान के रूप में देखा जा रहा है, लेकिन यह विकल्प लंबे समय तक अगर बना रहा तो यह छात्रों के मानसिक और शारीरिक स्वास्थ्य पर प्रतिकूल प्रभाव डाल रहा है। डॉ. ओम प्रकाश ने बताया कि ऑनलाइन क्लासेज की वजह से बच्चे अपने दोस्तों और टीचरों से दूर हो रहे हैं, जिससे वह अकेलेपन और तनाव का सामना कर रहे हैं। अगर यह लंबे समय तक रहता है तो कोरोना काल में जो दिक्कतें बच्चे झेल रहे थे, वह दिक्कत उन्हें फिर झेलनी पड़ सकती है। उन्होंने बताया कि लंबे समय तक घर में कैद होकर गैजट का इस्तेमाल करते हैं। इससे बच्चों में चिड़चिड़ापन, भूख न लगने, सिरदर्द और आंखों की रोशनी प्रभावित होती है। ऐसे में जल्द से जल्द अब एहतियात के साथ स्कूल खोल देने चाहिए।



- IHBAS के मनोचिकित्सक डॉ. ओम प्रकाश ने की स्कूल खोलने की अपील
- लंबे समय तक ऑनलाइन क्लासेज से बच्चों के मानसिक स्वास्थ्य पर असर पड़ सकता है।

स्कूल खोलने के फायदे

सोशल मीडिया पर पोस्ट करते हुए डॉ. ओम प्रकाश ने स्कूल खोलने के फायदे गिनाए। उन्होंने बताया कि फिजिकल स्कूल और कॉलेज छात्रों को आपसी संवाद, टीम वर्क, और सामूहिक अनुभवों में भाग लेने का मौका देते हैं, जो उनके आत्मविश्वास और सामाजिक कौशल को बढ़ाते हैं। इसके अलावा खेलकूद, कला, और सांस्कृतिक गतिविधियां छात्रों के मानसिक स्वास्थ्य को बढ़ावा देती हैं और उनके व्यक्तित्व के विकास में सहायक होती हैं।

छात्रों को आधुनिक तकनीकों का उपयोग सीखने की जरूरत : प्रो. योगेश सिंह

नई दिल्ली (एसएनबी)। संगीत एक ऐसा विषय है जो बहुत तकनीकी और कलात्मक है इस पर स्पष्ट चर्चा की जानी चाहिए। कानून और संगीत जैसे विषय पेशेवर गुण देते हैं। इन कोर्स के स्नातक कभी भी दूसरों द्वारा दी जाने वाली नौकरी का इंतजार नहीं करते बल्कि अपने पेशेवर क्षितिज को देखते हैं। हालांकि हम संगीत और ललित कला जैसी अपनी संस्कृति की रक्षा करना चाहते हैं, लेकिन हमें इलेक्ट्रॉनिक्स और एआई की मदद लेने की जरूरत है और छात्रों को इन अध्ययनों को जारी रखने के लिए आधुनिक तकनीकों का उपयोग सीखने की जरूरत है।

दिल्ली विश्वविद्यालय के संगीत संकाय द्वारा आयोजित संगीत सेमिनार में

■ संकाय की यूजीसी सूचीबद्ध पत्रिका वागीश्वरी का किया लोकार्पण

डीयू के कुलपति प्रो. योगेश सिंह ने ये विचार व्यक्त किये। इसका विषय था भारतीय संगीत की विभिन्न शास्त्रीय विधाओं में रागों व तालों का कलात्मक प्रस्तुतिकरण। इसमें देश के प्रतिष्ठित, प्रसिद्ध कलाकारों व विद्वानों ने अपने विचारों व प्रस्तुतियों से सेमिनार को संपूर्णता प्रदान की।

इस अवसर पर संकाय की विभागाध्यक्षा प्रो. अलका नागपाल ने स्वागत भाषण प्रस्तुत किया व सभी आमंत्रित अतिथियों, विद्वानों व कलाकारों का स्वागत किया। मुख्य

अतिथि प्रो. योगेश सिंह ने अपने संबोधन में भारतीय संगीत के विभिन्न सकारात्मक पहलुओं पर प्रकाश डाला साथ ही नवीन पद्धतियों के समिश्रण से भारतीय संगीत के प्रस्तुतिकरण में नवीन प्रयोगों पर भी बल दिया। प्रो. योगेश सिंह द्वारा संकाय की यूजीसी सूचीबद्ध पत्रिका वागीश्वरी का लोकार्पण किया गया।

प्रथम सत्र का प्रारंभ संकाय की पूर्व विभागाध्यक्षा विदुषी कृष्णा बिष्ट के आधार व्याख्यान द्वारा हुआ। प्रथम सत्र में पंडित उमाकांत गुंदेचा व अनंत गुंदेचा ने ध्रुपद-धमार की बारीकियों का सव्यख्यान प्रदर्शन किया। द्वितीय सत्र में प्रसिद्ध सितार वादक पंडित पूर्ववर्ण चटर्जी के सितार वादन पर व्याख्यान-प्रदर्शन ने सभी का मनमोह लिया।

2025 PREDICTIONS

The future of AI in education

Turnitin shares with *FE* how generative AI will change pedagogy

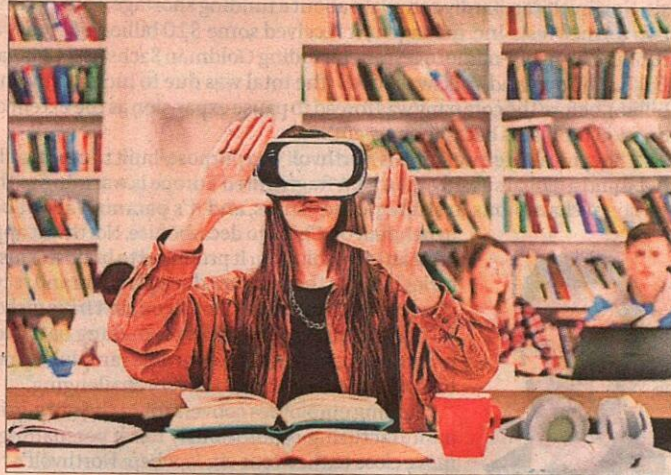
VIKRAM CHAUDHARY

ChatGPT MADE AI writing tools widely accessible in 2022, and questions were raised if generative AI would end the college essay. These questions remain.

As 2024 comes to an end, edtech company Turnitin shared with *FE* predictions for the future of AI in education:

1. ChatGPT and other AI writing tools will put an emphasis on the value of human writing, making it more important than ever before: While the debate continues whether AI or human contributions will dominate the future of writing, the college essay and writing in general will remain very much alive in 2025. We expect a shift towards human writing with a focus on clear communication and critical thinking, enhanced, not replaced by available technology. With AI making basic elements of writing more accessible to all, this renaissance of writing will emphasise the ability to combine topical knowledge, critical thinking, mastery of language, and AI applications to develop written work.

2. As AI is integrated broadly, it will support an increase in human creativity, not replace it: Much of the fuss around AI writing tools can be traced to an issue of sequencing and timing. The adoption of ChatGPT was lightning fast, reaching 1 million users in under a week, and leaving little time for thoughtful integration. Initially, educators struggled to keep up with AI's impact on creativity and originality, but growing adoption



While the debate continues whether AI or human contributions will dominate the future of writing, the college essay and writing in general will remain very much alive in 2025

has raised expectations for generated content and ideas driving it.

3. Writing will be recognised as a critical skill, not just for writing focused areas of study, but across learning, working, and living environments: Writing is a critical skill in nearly every subject area. The ability to work with AI to relay important information and complex concepts clearly will become an important skill. We may see a future where AI-augmented writing and humanities becomes the most sought-after technical skill.

4. There will be a shift in the use and purpose of generative AI tools and AI writing detection: Generative AI and AI writing detection tools will continue to evolve. End-users are becoming

more familiar and mature with these technologies and functionality, resulting in shift towards strategic use. Students and others broader communities will likely focus AI where it is most helpful.

Final thoughts: AI or human?

2023 was a year of adoption and acceleration — students, educators, academic institutions, and tech companies alike were testing and learning in real time.

2024 was a year of acceptance and understanding — we established that AI writing tools and the effort to identify their use were not going away and we had to find a way to integrate new technologies thoughtfully and responsibly.

2025 brings a chance to reconnect students and educators, bridging gap between policy and practice, expectation and reality. Emphasising skill development and technology mastery will support critical thinking, communication, and writing processes. Overall, we predict that 2025 will be the year that AI gives a much-needed boost to the value of traditional human writing.

H. Kalpana Rao

Many scholars believe that writing articles should be a facile process, but this is a misconception. Communication of ideas is a vital aspect of the academic world. Despite its significance, many researchers struggle to convey their research effectively due to a lack of training in academic communication.

Even highly skilled researchers may find it challenging to explain their findings. Authoring a well-structured article requires significant patience and a disciplined approach and involves shaping ideas and organising them in a logical sequence to produce a coherent and meaningful essay.

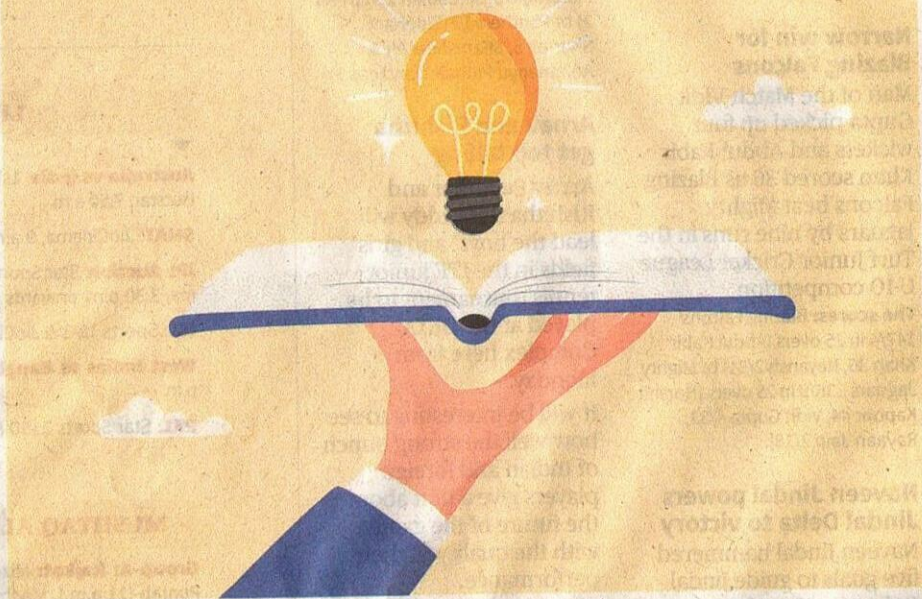
Writing, in the Humanities, is a nuanced task that necessitates careful thought and structure. A single idea can inspire a multitude of thoughts, but the writing process requires these ideas to be arranged logically.

For example, drafting an article on Nature involves more than simply describing flora and fauna. It must also consider Nature's connections to society, religion, and culture, among other themes.

While we may hold diverse personal beliefs about these connections, articulating all of them may detract from the focus of the piece. A successful article must engage its target audience, anticipate its expectations, and present

Writing that impacts

A single well-researched article in a reputable journal can be far more valuable than numerous low-quality publications



a balanced, well-supported argument.

Unfortunately, many scholars rush to publish their work, driven by the publish-or-perish mentality. This pressure can lead to a willingness to compromise on quality, often resulting in subpar publications. It is crucial to

remember that quality outweighs quantity; a single well-researched article in a reputable journal can be far more valuable than numerous low-quality publications.

Choosing the topic

A common trend among Indian scholars is to focus

on thematic or generalised research. Incorporating theory and valid critical perspectives can enhance a paper. Yet another issue is a lack of deep reading and research in a specific field. For instance, scholars may be drawn to the works of writers, but they often overlook the impor-

tance of selecting a suitable topic. Instead of conducting a thorough background study, scholars frequently choose topics that are familiar rather than trying a new critical approach. A closer examination of the extensive body of research often reveals numerous publications with similar themes, differing in stylistic approach. Therefore, reviewing existing research before selecting a topic is required to ensure originality and depth in scholarly work.

An effective research question should be original, specific, and relevant to the academic community, allowing for in-depth exploration rather than superficial coverage. Importantly, while not every study needs to break new ground, it should demonstrate how existing knowledge in a field can be expanded or reinterpreted. Once the research question is clearly defined, the writing process becomes significantly more manageable.

Structure

A well-structured research article typically follows a format akin to a traditional essay: an introduction, a body, and a conclusion. The introduction should highlight the topic's importance, outline the study's aims, and provide a roadmap for the paper. The body should present the analysis, while the conclusion summarises the key findings and reflects on their significance and implications. In the Humanities,

where subjective interpretation is prevalent, maintaining a balanced tone is crucial. Scholars should present their findings with academic rigour while avoiding extreme disagreements or dismissals of alternative viewpoints.

Beyond structural considerations, style is also vital. Scholars should take ownership of their work, but it is important to do so subtly. Excessive use of personal pronouns can make the writing feel overly subjective. Clarity plays a key role; hence, papers should be free of jargon and accessible to a broader audience. Adhering to the citation format required by the relevant journal is essential, as this helps avoid plagiarism, which can damage a scholar's reputation. No paper is perfect in its first draft. Thorough revision is essential before submission. Utilising notes, whether as footnotes or endnotes, can enhance the quality of the paper while adhering to the journal's style guidelines.

Finally, before submitting an article, scholars should meticulously review the submission guidelines of their targeted journal. By keeping these principles in mind, scholars can enhance the quality of their writing and improve their chances of being published in reputable academic journals.

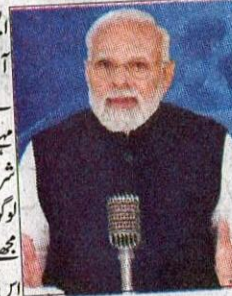
The writer is a Fulbright awardee and former professor and coordinator (SIP), Department of English, Silver Jubilee Campus, Pondicherry University, Puducherry.

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بچے لائبریریوں سے جرٹیں، نئی ٹیکنالوجی سیکھیں، وراثت بچائیں

ایک پیڑماں کے نام 'مہم' میں 100 کروڑ شجرکاری □ صفائی کے تئیں ہم وطنوں میں ذمہ داری کا احساس پیدا ہوا: مودی

نئی دہلی (یو این آئی)



اس لائبریری کا آئیڈیا، ٹیکنالوجی کی دنیا سے جرے شری رام گوپالن جی کی وجہ سے ہے۔ بیرون ملک اپنے کام کے دوران وہ نئی ٹیکنالوجی کی دنیا سے جرے رہے۔ لیکن، وہ بچوں میں پڑھنے اور سیکھنے کی عادت پیدا کرنے کے بارے میں بھی سوچتے رہے۔ ہندوستان واپس آنے کے بعد انہوں نے پرکرت ایروگرام کو تیار کیا۔

وزیر اعظم نریندر مودی نے بچوں سے لائبریریوں سے جڑ کر اختراعی اور تخلیقی صلاحیتوں کی طرف بڑھنے اور نئی ٹیکنالوجی کے ساتھ ساتھ اپنے ورثے اور ثقافت کو دریافت کر کے معاشرے کے سامنے لانے پر زور دیا اور کہا کہ جو ملک، جو جگہ، اپنی تاریخ کو محفوظ رکھتا ہے، اس کا مستقبل بھی محفوظ رہتا ہے۔ آل انڈیا ریڈیو پر اپنے ماہانہ پروگرام 'من کی بات' میں بچوں کی حوصلہ افزائی کرتے ہوئے مسٹر مودی نے کہا کہ آج کل بچوں کی تعلیم کو لے کر کئی طرح کے تجربات کیے جا رہے ہیں۔ کوشش ہوتی ہے کہ ہمارے بچوں میں تخلیقی صلاحیتیں بڑھیں اور ان کی کتابوں سے محبت بڑھے۔ یہ بھی کہا جاتا ہے کہ 'کتابیں انسان کی بہترین دوست ہیں اور اب اس وقت کو مضبوط کرنے کے لیے، لائبریری سے بہتر اور کیا ہوگا۔ انہوں نے کہا کہ میں آپ کے ساتھ چینی کی ایک مثال شیئر کرنا چاہتا ہوں۔ یہاں بچوں کے لیے ایک ایسی لائبریری تیار کی گئی ہے جو تخلیقی صلاحیتوں اور سیکھنے کا بہ بن چکا ہے۔ اسے پرکرت ایروگرام کے نام سے جانا جاتا ہے۔

ایسی حوصلہ شکنی شیئر کرنا چاہتا ہوں جسے سن کر آپ خوش اور فخر محسوس کریں گے اور اگر آپ نے نہیں کیا ہے تو شاید افسوس بھی ہوگا۔ کچھ مہینے پہلے ہم نے ایک پیڑماں کے نام 'مہم' شروع کی تھی۔ اس مہم میں ملک بھر سے لوگوں نے بڑے جوش و خروش سے حصہ لیا۔ مجھے یہ کہتے ہوئے بہت خوشی ہو رہی ہے کہ اس مہم نے 100 کروڑ درخت لگانے کا اہم سنگ میل عبور کر لیا ہے۔ 100 کروڑ درخت، وہ بھی صرف پانچ مہینوں میں۔ یہ ہمارے ہم وطنوں کی انتھک کوششوں سے ہی ممکن ہوا ہے۔ وزیر اعظم نے کہا کہ آپ کو اس سے متعلق ایک اور بات جان کر فخر ہوگا۔ ایک پیڑماں کے نام 'مہم' اب دنیا کے دیگر ممالک میں بھی پھیل رہی ہے۔ جب میں گیانا میں تھا تو میں نے وہاں بھی اس مہم کا مشاہدہ کیا۔ وہاں میرے ساتھ گیانا کے صدر ڈاکٹر امرتھار جی، ان کی اہلیہ کی والدہ اور خاندان کے باقی ممبران، ایک پیڑماں کے نام 'مہم' میں شامل ہوئے۔ انہوں نے کہا کہ یہ مہم ملک کے مختلف حصوں میں مسلسل جاری ہے۔ ایک پیڑماں کے نام 'مہم' کے تحت مدھیہ پردیش کے اندور میں درخت لگانے کا ایک ریکارڈ قائم کیا گیا ہے۔ یہاں 24 گھنٹے میں 12 لاکھ سے زیادہ درخت لگائے گئے۔ اس مہم کی وجہ سے اندور کی ریوٹی بلز کے پتھر علاقے اب سرسبز و شاداب علاقوں میں تبدیل ہو جائیں گے۔ راجستھان کے جیسلمیر میں اس مہم کے ذریعے ایک انوکھا ریکارڈ بنایا گیا۔ یہاں خواتین کی ٹیم نے ایک گھنٹے میں 25 ہزار درخت لگائے۔ وزیر اعظم نے مہم کو ایک مسلسل مہم بتاتے ہوئے آج کہا کہ اس کی وجہ سے ملک کے باشندوں، خاص طور پر سرکاری دفاتر میں لوگوں کی ذہنیت میں تبدیلی آئی ہے اور اب وہ نہ صرف خود ذمہ داری کے احساس کے ساتھ صاف صفائی کر رہے ہیں بلکہ ری سائیکلنگ کے پیسہ کما رہے ہیں۔ مسٹر مودی نے آل انڈیا ریڈیو پر اپنے ماہانہ پروگرام 'من کی بات' میں سرکاری دفاتر میں تبدیلیوں پر خوشی کا اظہار کرتے ہوئے کہا کہ آپ نے دیکھا ہوگا کہ جیسے ہی کوئی کہتا ہے 'سرکاری دفتر' تو آپ کے ذہن میں فائلوں کے ڈھیر کی تصویر سامنے آتی ہے۔

'बच्चे पुस्तकालयों से जुड़े, नई तकनीक सीखें, विरासत बचाएं'

वन नेशन वन सब्सक्रिप्शन को मिली मंजूरी, 1.5 करोड़ स्टूडेंट्स को होगा फायदा

1 जनवरी से यूनिवर्सिटी-कॉलेजों के छात्रों के पास होगा बेस्ट इंटरनेशनल जर्नल का एक्सेस

छात्रों को नहीं देनी होगी कोई फीस, केंद्र सरकार 30 बड़े इंटरनेशनल जर्नल पब्लिशर्स को सीधे भुगतान करेगी



Bhupender.Sharma
@timesgroup.com

■ नई दिल्ली: प्रधानमंत्री नरेन्द्र मोदी के नेतृत्व में केन्द्रीय मंत्रिमंडल ने सोमवार को छात्रों के लिए 'वन नेशन वन सब्सक्रिप्शन' (ONOS) को हरी झंडी दे दी है। इस योजना के लागू होने से छात्रों, फैकल्टी और रिसर्चर्स को बड़ी मदद मिलेगी। इस योजन पर लगभग 6,000 करोड़ रुपये खर्च होने का अनुमान है। योजना के माध्यम से इंटरनेशनल लेवल पर क्या-क्या रिसर्च हो रही है, इसकी जानकारी बस एक क्लिक पर मिल सकेगी। केंद्र सरकार ने इस नई योजना में अभी 30 बड़े इंटरनेशनल जर्नल पब्लिशर्स को शामिल किया है। केंद्र सरकार इन पब्लिशर्स को सीधे भुगतान करेगी।

राष्ट्रीय शिक्षा नीति 2020 में देश के रिसर्च इकोसिस्टम में बड़े बदलावों की सिफारिश की गई। इसे ध्यान में रखते हुए शिक्षा मंत्रालय ने पिछले कुछ दिनों में यह दूसरी बड़ी योजना लागू की है।

नैचरल फार्मिंग मिशन को मंजूरी, केमिकल फ्री खेती पर जोर ►► पृष्ठ 11

अब PAN 2.0, अपग्रेड किया जाएगा

केंद्र सरकार ने इनकम टैक्स डिपार्टमेंट के PAN 2.0 प्रोजेक्ट को मंजूरी दे दी है। पीएम नरेन्द्र मोदी की अध्यक्षता में सोमवार को आर्थिक मामलों की मंत्रिमंडलीय समिति ने यह फैसला किया। इस प्रोजेक्ट पर 1435 करोड़ रुपये खर्च होंगे। इस बारे में केन्द्रीय मंत्री अश्विनी

PAN अपग्रेडेशन के लिए पैसा नहीं देना होगा

वैष्णव ने बताया कि PAN 2.0 प्रोजेक्ट में मौजूदा सिस्टम को अपग्रेड किया जाएगा। सिस्टम को पूरी तरह पेपरलेस और

ऑनलाइन बनाने पर फोकस रहेगा। पूरे आईटी बैकबोन को अपग्रेड किया जाएगा। ज्यादा ध्यान इस बात पर रहेगा कि लोगों की शिकायतें तेजी से दूर की जाएं। मौजूदा पैन कार्ड चलता रहेगा।

प्रधान ने 'द टीचर ऐप' लॉन्च किया

■ विस, नई दिल्ली: केन्द्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को 'द टीचर ऐप' लॉन्च किया। यह प्लेटफॉर्म 260+ घंटे के उच्च गुणवत्ता वाले संसाधन प्रदान करता है, जिसमें पाठ्यक्रम, लर्निंग बाइट्स, छोटे विडियो, पॉडकास्ट शामिल हैं। यह iOS और एंड्रॉयड पर मौजूद है। प्रधान ने कहा कि मंत्रालय राष्ट्रीय शिक्षा नीति के अनुरूप इनोवेशन का इस्तेमाल कर रहा है।

वैधानिक नैतिकता का विस्तार जरूरी



यहां स्कैन करें



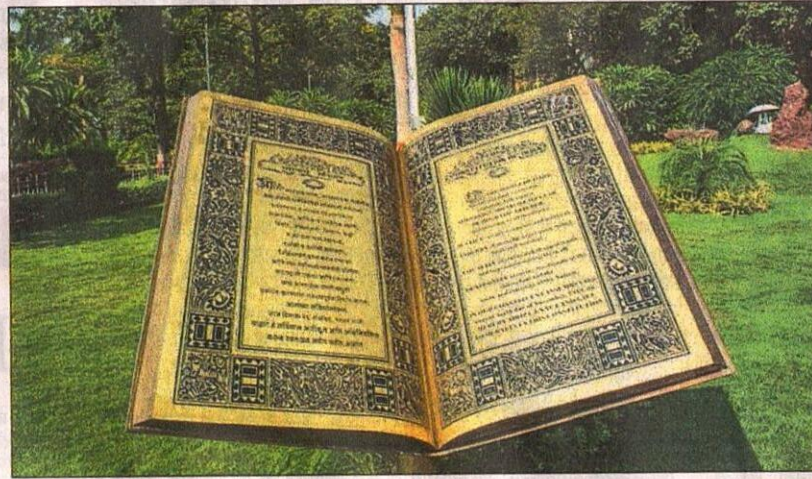
भीम राव आंबेडकर | संविधान निर्माता

वीस के प्रसिद्ध इतिहास-वेत्ता श्री ग्रेट ने कहा है : किसी भी स्वतंत्र और शांतिपूर्ण सरकार के लिए यह अनिवार्य रूप से आवश्यक है कि वैधानिक नैतिकता का प्रसार न केवल वहां के बहुसंख्यक लोगों में हो, बल्कि देश के समस्त नागरिकों में किया जाए, क्योंकि कोई भी शक्तिशाली और दुःसाध्य, हठी अल्पमत वाला वर्ग, चाहे वह स्वयं इतना शक्ति संपन्न न हो कि शासन की बागडोर अपने हाथ में ले सके, पर स्वतंत्र शासन का कार्य संचालन दुरूह या कठिन तो बना ही सकता है।

वैधानिक नैतिकता से ग्रेट का अभिप्राय यह है : 'विधान के स्वरूपों के प्रति ऐसी परम श्रद्धा हो, जो उन स्वरूपों के अधीन रहकर और उनके अंतर्गत कार्य करने वाले प्राधिकारियों की आज्ञाओं को मनवाती हो, किंतु साथ ही, निश्चित विधि-प्रतिबंधों के अधीन भाषण तथा कार्य स्वतंत्रता की वृत्ति पैदा करती हो और साथ-साथ उन्हीं प्राधिकारियों के लोक-कार्यों के बारे में अबाधित आलोचना की सुविधा देती हो और इसके साथ ही, प्रत्येक नागरिक के मन में यह विश्वास भी पैदा करती हो कि दल-संघर्ष-जनित-कटुता के होते हुए भी संविधान के स्वरूपों के प्रति उसके विरोधियों के हृदय में वही आदर होगा, जो उसके हृदय में है।'

इस बात को प्रत्येक व्यक्ति स्वीकार करता है कि प्रजातंत्रात्मक विधान को शक्तिपूर्वक चलाने के लिए नैतिकता का प्रसार आवश्यक है, किंतु इससे परस्पर जुड़ी दो बातें हैं, जिन्हें दुर्भाग्य से लोग नहीं जानते। उनमें एक तो यह है कि शासन पद्धति का विधान पद्धति से बड़ा सन्निकट सम्बंध है। शासन पद्धति भाव और स्वरूप, दोनों की ही दृष्टि से विधान पद्धति के अनुरूप होनी चाहिए। दूसरी बात यह है कि विधान के स्वरूप को बदले बिना ही, केवल शासन प्रणाली में परिवर्तन करके विधान को पूर्णतः उलट देना तथा शासन को विधान की भावना के अनुरूप और प्रतिकूल बना देना बिल्कुल संभव है। इससे यही निष्कर्ष निकलता है कि केवल वहीं पर, जहां लोगों में वैधानिक नैतिकता का

वैधानिक नैतिकता की भावना स्वाभाविक, प्रकृति जन्य नहीं होती। इसे अभ्यास द्वारा अपनाना होगा। देशवासियों को अभी भी इसे सीखना है। 75वें संविधान दिवस पर विशेष...



प्रसार है, जैसा उपरोक्त इतिहास-वेत्ता ने बताया है, इस बात का जोखिम उठाना जा सकता है कि शासन के विस्तार की बातों को विधान में न रखकर उन्हें विधान मंडल पर छोड़ दिया जाए। अब प्रश्न है, क्या वैधानिक नैतिकता का प्रसार हम संभव मानते हैं? वैधानिक नैतिकता की भावना स्वाभाविक, प्रकृति जन्य नहीं होती। इसे अभ्यास द्वारा अपनाना होगा। हमें यह जानना चाहिए कि हमारे देशवासियों को अभी भी इसे सीखना है। भारतीय भूमि स्वाभावतः ही अप्रजातंत्रिक है और यहां प्रजातंत्र सिर्फ ऊपरी आवरण है। ऐसी परिस्थिति में शासन संबंधी नियम तय करने का काम विधान मंडल पर न छोड़ना ही श्रेयस्कर है।

इस मसविदे के विरुद्ध दूसरी आलोचना यह की गई है कि इसमें कहीं भी भारत की प्राचीन राजनीति को कोई स्थान नहीं दिया गया है। यह कहा जाता है कि इस नवीन विधान का निर्माण प्राचीन हिंदू राज्य परंपरा के आधार पर होना चाहिए था और इसमें पारश्चात्य राजनीतिक सिद्धांतों का समावेश न कर, ग्राम और

जिला पंचायतों की भित्ति पर इसे खड़ा करना चाहिए था। कुछ ऐसे लोग भी हैं, जिनकी विचारधारा बहुत आगे अति की ओर चली गई है। वे कोई भी केंद्रीय या प्रांतीय शासन नहीं चाहते। वे चाहते हैं कि भारत में केवल ग्राम सरकारें हों। बुद्धि संपन्न भारतीयों का ग्राम समाज के प्रति जो प्रेम है, वह यदि कारुणिक नहीं, तो असीम तो अवश्य ही है। ...जो लोग इन ग्रामों पर गर्व करते हैं, वे इस बात का विचार ही नहीं करते कि आखिर देश के भाग्यनिर्माण में तथा उसके कार्यकलाप में इन ग्रामों ने कितना कम हाथ बंटया है और क्यों? ...मुझे आश्चर्य होता है कि जो लोग प्रांतीयता की, सांप्रदायिकता की निंदा करते हैं, वही ग्रामों की इतनी प्रशंसा कर रहे हैं। हमारे ग्राम हैं क्या? वे कूप मंडूकता के परनाले हैं, अज्ञान, संकीर्णता एवं सांप्रदायिकता की काली कोठरियां हैं। मुझे तो प्रसन्नता है कि विधान के मसविदे में ग्राम को अलग फेंक दिया गया है और व्यक्ति को राष्ट्र का अंग माना गया है।

विधान के मसविदे की इसलिए भी आलोचना की

गई है कि इसमें अल्पसंख्यकों के संरक्षण की व्यवस्थाएं रखी गई हैं। ...इस देश के बहुसंख्यक और अल्पसंख्यक, दोनों ही वर्ग एक गलत रास्ते पर चले हैं। बहुसंख्यक वर्ग की यह गलती है कि उसने अल्पसंख्यक वर्ग का अस्तित्व नहीं स्वीकार किया और इसी प्रकार अल्पसंख्यक वर्ग की यह गलती है कि उसने अपने को सदा के लिए अल्पसंख्यक बनाए रखा। अब एक ऐसा मार्ग निकालना ही होगा, जिससे ये दोनों गलतियां दूर हों। मार्ग ऐसा होना चाहिए, जो अल्पसंख्यकों का अस्तित्व मान कर आगे बढ़े। साथ ही, मार्ग ऐसा भी हो, जिससे एक दिन अल्पसंख्यक और बहुसंख्यक, दोनों वर्ग मिलकर एक हो जाएं।...

विधान के इस मसविदे में मौलिक सिद्धांतों के बाद ही निर्देशात्मक सिद्धांत रखे गए हैं, ये सिद्धांत परिषदात्मक प्रजातंत्र के लिए निर्मित विधान की एक उल्लेखनीय विशेषता हैं। ...यह कहा गया है कि ये सिद्धांत केवल पवित्र घोषणा के ही रूप में हैं। इनमें दायित्व आरोपित करने की शक्ति नहीं है। निश्चय ही यह आलोचना व्यर्थ और अनावश्यक है। स्वयं विधान में यह बात कई शब्दों में कही गई है। ...अगर यह कहा जाए कि इन निर्देशात्मक सिद्धांतों के पीछे कानून का कोई बल नहीं है, तो मैं इसे मानने को तैयार हूँ, किंतु यह मानने को मैं कदापि तैयार नहीं हूँ कि दायित्व आरोपित करने की इनमें कोई शक्ति है ही नहीं।...

कोई भी विधान सर्वथा पूर्ण नहीं हो सकता और इसके अलावा स्वयं मसविदा समिति ने उसे और अच्छा बनाने के लिए कई संशोधनों का सुझाव रखा है, पर प्रांतीय विधान मंडलों में इसके संबंध में जो बहस हुई है, उसके आधार पर मैं यह कहने का साहस कर सकता हूँ कि प्रस्तुत विधान, जैसा कि मसविदा समिति ने इसे स्थिर किया है, इस देश के कार्यात्मक के लिए काफी अच्छा है : मैं ऐसा समझता हूँ कि प्रस्तुत विधान व्यवहार योग्य है। यह लचीला है और इतना सबल है कि युद्ध एवं शांति, दोनों ही समय में देश को एक सूत्र में बांधे रख सकता है। मैं यह कहूंगा कि यदि नवीन विधान के अंतर्गत कोई गड़बड़ी पैदा होती है, तो इसका कारण यह नहीं होगा कि हमारा विधान खराब था, बल्कि यह कहना चाहिए कि अधिकारारूढ़ व्यक्ति ही अधम था। अध्यक्ष महोदय, इन शब्दों के साथ मैं प्रस्ताव करता हूँ कि इस पर विचार किया जाए।

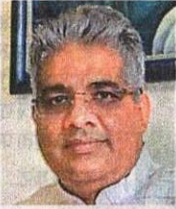
(संविधान सभा में 4 नवंबर, 1948 को दिए गए विस्तृत उद्बोधन के संपादित अंश)

संविधान का सम्मान

वर्ष 1949 की 26 नवम्बर को भारतीय संविधान सभा द्वारा भारतीय संविधान को स्वीकृत किया गया था। संविधान की मर्यादा का ख्याल रखना भावी पीढ़ी के उज्ज्वल भविष्य के लिए जरूरी है, लेकिन ऐसा करेगा कौन?

राजनेताओं को कुर्सी का मोह है और आमजन को सरकारों से मुफ्त योजनाओं की सौगात, अगर ऐसा नहीं होता तो न तो देश की राजनीति दागदार होती, न देश में भ्रष्टाचार की जड़ें गहरी होती और न ही देश में कोई गरीब बच्चा शिक्षा से वंचित रहता, न कोई गरीब महंगे इलाज कारण दम तोड़ता और न ही कोई दो वक्त की रोटी को तरसता। सत सत प्रणाम है उन महान शहीद देशभक्तों को जिनकी बदौलत आज हम सभी एक गणतंत्र राज्य में आजादी से रह रहे हैं। आज सबको कुर्सी और धन दौलत की भूख है? आज गण के भ्रष्टतंत्र में आमजन को जरा भी अहसास नहीं होता है कि यह उनका तंत्र है या उनकी सेवा के लिए संविधान में गण के लिए तंत्र का प्रावधान किया गया था। गण पर तंत्र का हावी होना यह भी दर्शाता है कि देश की राजनीति और नौकरशाही में स्वार्थी-लालची लोगों की बढ़ोतरी हो रही है और देशभक्तों की कमी। भारत के गण के तंत्र में आए खोट का आधार है राजनीति का खोट। गणतंत्र की आन-बान और शान के लिए देश के हरेक नागरिक, चाहे वो किसी भी धर्म-संप्रदाय का क्यों न हो; अपने अंदर देशभक्ति की भावना रखनी चाहिए, संविधान में मिले अधिकारों के प्रति ही नहीं, बल्कि कर्तव्यों के प्रति भी गंभीरता दिखानी चाहिए। हाल ही में न्याय की देवी की नई मूर्ति सामने आई है, इसमें आंखों से पट्टी को और उनके एक हाथ से तलवार हटाकर संविधान की किताब थमा दी है। इसका मतलब शायद यह है कि कानून सबको एक बराबर देखता है और न्यायालय में फैसले संविधान के अनुसार होते हैं, लेकिन सवाल तो यह है कि न्यायालय की देवी की नई मूर्ति के स्थापित करने से देश के कानून और न्याय व्यवस्था में सुधार होगा? जब तक देश का हर नागरिक, चाहे वो कोई राजनेता हो या आमजन अपने दिल-दिमाग से अनैतिकता, अमानवीय व्यवहार की पट्टी नहीं हटाते तब तक न्यायालय भी देश की न्याय व्यवस्था को दुरुस्त नहीं कर सकते।

जन-जन के मन का दस्तावेज है संविधान



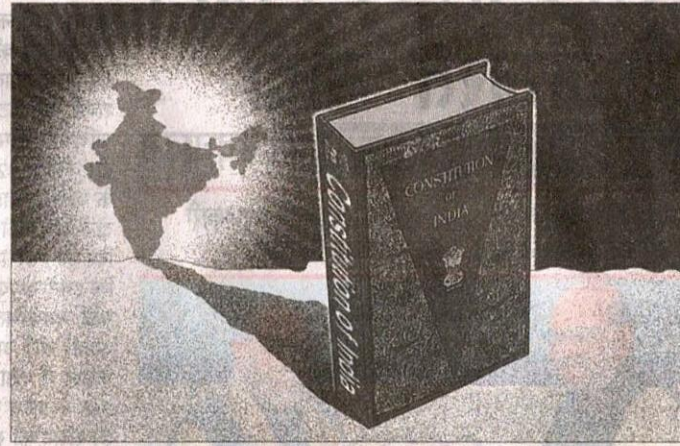
मूपेंद्र यादव

भारत का संविधान कोई न्यायिक या वैधानिक दस्तावेज मात्र नहीं है। वह भारत की जनता की आकांक्षाओं का प्रतिनिधि है

भारतीय संविधान भारत के लोकतंत्र का मूल आधार है। आज भारत का आधुनिक लोकतंत्र 75 वर्ष की गौरवशाली यात्रा पूर्ण कर प्रगति पथ पर अग्रसर है। इस 75 वर्षीय यात्रा के केंद्र में हमारा संविधान प्रतिष्ठित रहा है। ध्यातव्य है कि हमारे संविधान निर्माताओं ने संविधान की रचना में भारतीय जीवन मूल्यों की मान्यताओं, आधुनिक शासन और भविष्य की आशाओं तथा आकांक्षाओं की पूर्ति को केंद्र में रखा था। इन लक्ष्यों की सिद्धि करने वाले दस्तावेज के रूप में हमारा संविधान 26 नवंबर, 1949 को देश की जनता को समर्पित किया गया था। इस दृष्टि से 26 नवंबर भारतीय इतिहास में एक महत्वपूर्ण तारीख के रूप में दर्ज होना चाहिए था, लेकिन दुर्भाग्यवश लंबे समय तक ऐसा नहीं हो सका। स्वतंत्रता के पश्चात दशकों तक केंद्रीय सत्ता में रही कांग्रेस के विचार में 26 नवंबर का ऐतिहासिक महत्त्व कभी नहीं आया। वास्तव में, कांग्रेस नेतृत्व सत्ता पर प्रभुत्व

एवं नियंत्रण स्थापित रखने को ही लोकतंत्र का प्रमुख उद्देश्य मानता था। वे स्वाधीनता दिवस (15 अगस्त) और गणतंत्र दिवस (26 जनवरी) तो मनाते रहे, पर 'संविधान दिवस' जैसे महत्वपूर्ण अवसर, जब देश ने संविधान को अंगीकार किया था, को मात्र न्यायपालिका तक सीमित कर दिया। संविधान केवल न्यायिक या वैधानिक दस्तावेज नहीं है, बल्कि वह भारत की जनता की आशाओं एवं आकांक्षाओं का प्रतिनिधित्व करता है। इस अर्थ में यह देश के जन-जन के मन का दस्तावेज है।

'संविधान दिवस' की उपेक्षा तो एक विषय है। अन्यथा कांग्रेस का रवैया हर प्रकार से संविधान विरोधी ही रहा है। संविधान को कमजोर करने वाले अनेक प्रयास कांग्रेस समय-समय पर करती आई है। कांग्रेस द्वारा अपने शासनकाल में इस पर संशोधन लाने का प्रयास किया गया कि सरकार संविधान में क्या-क्या परिवर्तन कर सकती है? उल्लेखनीय होगा कि इसी विषय पर सर्वोच्च न्यायालय में केशवानंद भारती मामले की ऐतिहासिक सुनवाई के दौरान सर्वोच्च न्यायालय की 13 न्यायाधीशों की संवैधानिक पीठ ने माना था कि 'संशोधन करने की शक्ति में संविधान की मूल संरचना या रूपरेखा को बदलने की शक्ति शामिल नहीं है, जिससे कि इसका मूल ही बदल जाए।' तब जस्टिस सीकरी ने सुनवाई में कहा था कि, 'संविधान में संशोधन' शब्द संसद को मौलिक अधिकारों को निरस्त करने, छीनने या संविधान की मौलिक विशेषताओं को पूरी तरह से बदलने में सक्षम नहीं बनाता है, जिससे इसकी पहचान ही नष्ट हो जाए। बल्कि, इन सीमाओं के भीतर ही संसद हर अनुच्छेद में संशोधन कर सकती है।' स्पष्ट है कि



न्यायालय द्वारा संशोधन को लेकर मर्यादा निर्धारित की गई है। अन्यथा अतीत की कांग्रेस सरकारों की मंशा तो संविधान में मनमाने परिवर्तन की ही थी। आपातकाल के काले दौर में कांग्रेस द्वारा ऐसा किया भी गया, जब इंदिरा गांधी सरकार ने संविधान की मूल प्रस्तावना ही बदल डाली। स्पष्ट है कि कांग्रेस के लिए हमारा संविधान केवल सत्ता को साधने का एक उपकरण मात्र रहा है, संविधान के प्रति सम्मान की भावना कांग्रेस के चरित्र में नहीं है।

वर्ष 2014 में सत्तारूढ़ होने के बाद से प्रधानमंत्री नरेन्द्र मोदी की सरकार संविधान के सामाजिक, आर्थिक और राजनीतिक न्याय की संकल्पना को पूरा करने के लिए प्रयासरत है। भारतीय संविधान और लोकतंत्र को सुदृढ़ करने की मंशा से प्रधानमंत्री मोदी द्वारा अनेक कदम उठाए गए हैं। सत्ता में आने के अगले ही वर्ष यानी 2015 में प्रधानमंत्री मोदी ने दशकों से उपेक्षित 26 नवंबर को 'संविधान दिवस' के 58 राष्ट्रीय स्तर

पर मनाने की शुरुआत कर दी। यह दर्शाता है कि उनमें भारतीय संविधान के प्रति कितनी गहरी सम्मान भावना है।

केंद्र और राज्य के बीच संबंधों को नए सिरे से परिभाषित करते हुए एक बेहतर तालमेल और संवाद से युक्त व्यवस्था का निर्माण कर संविधान में निहित संघीय ढांचे को मजबूती देने का काम मोदी सरकार ने किया है। इतना ही नहीं, संविधान निर्माता बाबा साहेब आंबेडकर के सम्मान में उनसे संबंधित स्थलों को पंचतीर्थ के रूप में विकसित करने का कार्य भी प्रधानमंत्री नरेन्द्र मोदी की सरकार द्वारा किया गया है। यह सभी कार्य भारतीय संविधान के प्रति प्रधानमंत्री नरेन्द्र मोदी के सम्मान और प्रतिबद्धता को ही प्रकट करते हैं।

गणतंत्र, पंथनिरपेक्षता, सशक्त निर्वाचन पद्धति, संघीय ढांचा, मौलिक अधिकार, मूलभूत कर्तव्य, सामाजिक, आर्थिक व राजनीतिक न्याय संविधान के ऐसे कीर्तिमान हैं, जिसे पूरा करना प्रत्येक

सरकार का कर्तव्य है। ये कोई शासन का आदेश नहीं, बल्कि भारत की संप्रभु जनता का किसी भी चुनी हुई सरकार को दिया गया जनादेश है। इसलिए, प्रश्न यह उठता है कि जब संविधान इतना स्पष्ट है तो क्या संविधान की मूल भावना पर केवल राजनीतिक स्वार्थ के लिए बहस खड़ी करना स्वस्थ लोकतंत्र का लक्षण है?

संविधान भारत में सभी नागरिकों के लिए दिग्दर्शक तत्व है। दुर्भाग्यपूर्ण है कि इस पवित्र ग्रंथ पर भी विपक्ष द्वारा अत्यंत निकृष्ट राजनीति की जा रही है। जो कांग्रेस शासन में रहते हुए कभी संविधान का सम्मान नहीं कर सकी, वह आज विपक्ष में बैठकर यह भ्रम फैलाने में लगी है कि मोदी सरकार संविधान को खत्म कर देगी। ऐसा असत्य और भ्रम फैलाना क्या लोकतंत्र के खिलाफ नहीं है?

सच तो यह है कि कांग्रेस जैसे दल आज अपने मूल राजनीतिक विचार को खो बैठे हैं और उनके पास यह कहने की क्षमता नहीं बची है कि 'संविधान के अंतर्गत आखिर वो कैसे भारत का शासन चलाएंगे?' कांग्रेस अपने गांधीवादी विचार और समाजवादी पार्टी जैसे दल समाजवाद और राम मनोहर लोहिया जी के मूलभूत विचारों को भूल चुके हैं। अब इनका लक्ष्य केवल किसी भी तरह सत्ता हथियाना ही रह गया है, लेकिन भारत की जनता बहुत विवेकवान है। वह विपक्ष के इन राजनीतिक प्रपंचों को बखूबी समझ भी रही है और समय-समय पर अपने मत की शक्ति से इनके प्रपंचों का समुचित उत्तर भी देती रहती है।

(लेखक केंद्रीय पर्यावरण, वन एवं जलवायु परिवर्तन मंत्री हैं)
response@jagran.com

UNION MINISTER PRADHAN UNVEILS TEACHER'S APP

AGE CORRESPONDENT
NEW DELHI, NOV. 25

Union education minister Dharmendra Pradhan on Monday unveiled TeacherApp, a digital platform designed to support teachers with tools including teaching videos, project-based learning activities, worksheets, lesson plans, and question banks among others for classroom delivery. This platform will equip them with both time-tested and future-ready skills through innovative digital resources. Aligned with the



Dharmendra Pradhan

National Education Policy 2020, the app aims to build future-ready educators equipped to meet the evolving needs of education. The app combines tech innovation with partnerships across 12 states to transform education. Addressing the gathering on the theme of "Elevating Teachers, Elevating India," Mr Pradhan said that this app will significantly empower teachers through continuous capacity building, leveraging innovative course content, technology, and community-building features.

AIR MONITOR AFTER SC ASKS IT TO REVIEW CURBS ON SCHOOLS

'Delhi-NCR schools must adopt hybrid mode up to Class XII'

GRAP Stage 4 measures to continue in Delhi, says top court

EXPRESS NEWS SERVICE
NEW DELHI, NOVEMBER 25

HOURS AFTER the Supreme Court asked the Commission for Air Quality Management (CAQM) to decide on reopening schools and other educational institutions in Delhi-NCR, the central air quality panel Monday said classes up to Grade XII in schools and colleges must shift to a "hybrid" mode.

In its order, the Commission took into account lack of resources faced by schools in Delhi-NCR to conduct online classes as well as difficulties faced by students appearing for Board examinations this year. "The option to exercise an online mode of education, wherever available, shall vest with students and their guardians." Other NCR governments may also consider conducting classes in hybrid mode, as per the order.

Meanwhile, emergency measures under Stage 4 of the Graded Response Action Plan (GRAP) to deal with air pollution will continue in Delhi for the time being, said the Supreme Court Monday.

The bench, which reviewed a chart of Air Quality Index (AQI) figures for Delhi, said, "It shows that AQI... from November 20-24 ranges between 318 and 419... unless the court is satisfied that there is a consistent downward trend of AQI, we cannot permit the Commission to go down to stage 3 or 2."

Fixing the matter for hearing next on November 28, it directed the Commission "to place up-



Praveen Khanna

Workers spray water on trees to control pollution



DEATH BY BREATH

dated data on" that date "so the court can take a call on GRAP 4 measures".

Asking the Commission to consider if the ban on physical classes as part of the emergency measures should continue, the bench said this was necessary because "some students are being deprived of facility of midday meal as schools and anganwadis are closed... a large number of students do not have the facility of attending online education" and "the residences of a large number of students do not have air purifiers. And, therefore, there may not be any difference between children sitting at home and children attending schools."

The court said, "We make it

clear that we are leaving it to the Commission to decide to what extent the norms, which are otherwise applicable in GRAP 3 and 4 as of today, can be either relaxed or exceptions can be carved out. We expect a decision to be taken during the course of the day or latest by tomorrow morning so it can be implemented."

It added, "Various aspects can be considered by the Commission. One can be granting relaxation to those schools and educational institutions that do not have facility for online education. The other can be granting relaxation to those students who do not have facilities of online education at their respective residences."

On November 22, the apex court called for reports on the implementation of GRAP 4 measures at 113 entry points into the national capital. The court was previously told there was no security or barricading at a majority of the entry points.

Taking note, the bench said, "It is apparent that authorities mentioned against item numbers 1, 2, and 3 of Stage 4 of GRAP have made no earnest effort to implement action in terms of clauses 1 to 3. Some police teams were deputed at a few entry points, without any specific instructions. In fact, the report of the court commissioner indicates at most of the entry points, police were posted pursuant to order of this court dated November 23."

Stating that "there is a serious lapse by the authorities, it asked "CAQM to immediately initiate action" against them.

Cabinet approves One Nation One Subscription

PNS ■ NEW DELHI

The Union Cabinet on Monday approved One Nation One Subscription scheme to provide country-wide access to international high impact scholarly research articles and journal publications to students, faculty and researchers of all Higher Education Institutions managed by the Central government and State governments and Research & Development Institutions of the Central government.

The initiative will open a goldmine of knowledge available in top quality scholarly journals to nearly 1.8 crore students, faculty, researchers and scientists of all disciplines, including those in tier-two and tier-three cities, thereby encouraging core as well as interdisciplinary research in the country

A total of 30 major international journal publishers have been included in One Nation One Subscription. All of the nearly 13,000 e-journals published by these publishers will now be accessible to more than 6,300 government Higher Education Institutions and central government R&D institutions.

Continued on page 2

Cabinet approves One Nation...

From page 1

A total of almost Rs 6,000 crore has been allocated for One Nation One Subscription for three calendar years, 2025, 2026 and 2027, as a new Central Sector Scheme.

One Nation One Subscription is a timely step towards establishing India in the global research ecosystem by bringing ease of doing research to the doorstep of all students, faculty and researchers in the government institutions. Prime Minister Narendra Modi in his address to the

Nation from the ramparts of the Red Fort on August 15, 2022, had pointed out the importance of Research and Development in our country in the Amrit Kaal. He had given the clarion call of "Jai Anusandhan" on the occasion. The National Education Policy (NEP) 2020 has also identified research as a corequisite for outstanding education and development in our country. The establishment of Anusandhan National Research Foundation by the Government of India was a step in this direction.

The TeacherApp
Elevating Teachers. Elevating India.

Chief Guest
Union Minister for Education and Skill Development

Education Minister Dharmendra Pradhan on Monday launched 'The Teacher App' which has been developed by Bharti Airtel Foundation and is dedicated to the capacity building of teachers. Pradhan said Centre is leveraging innovation and technology for continuous capacity building of teachers in the spirit of new National Education Policy (NEP). Vice Chairman of Bharti Enterprises Rakesh Bharti Mittal, top ministry officials amongst other stakeholders from education field were present on the occasion.

Kerala POSCO report highlights lack of child safety in homes, schools

PIONEER NEWS SERVICE ■
KOCHI

Instances of sexual abuse of children in Kerala are on an upward spiral, leaving them unsafe even in schools and homes. According to a report released by the Kerala State Commission for the Protection of Child Rights recently, 21 per cent of such cases were reported at children's homes, and four per cent in schools. The alarming revelations have prompted the state's child rights panel to raise awareness about child abuse among parents, teachers and police officers. "Out of 4,663 cases under Protection of

Children from Sexual Offences (POCSO) Act analysed, 988 (21 per cent) incidents occurred in the children's homes, 725 (15 per cent) in the accused's homes, and 935 (20 per cent) in public places," it said. In the report, it was noted that in 173 cases, the crime took place in schools, 139 in vehicles, 146 at various other locations, and 166 incidents in isolated areas. Additionally, 60 cases were reported in hotels, 72 in friends' homes, 73 in religious institutions, 16 in hospitals, and eight per cent in childcare institutions. However, in 791 (17 per cent) cases, information about the

crime was not available, the report added. In 2023, a total of 4,663 POCSO cases were reported across Kerala. According to police data, Thiruvananthapuram district recorded the highest number of cases, while Pathanamthitta district had the lowest, the report said. Of the 4,663 POCSO cases reported in the year, 4,701 are survivors, indicating that many cases involved more than one victim. "This highlights the need to educate children about the POCSO Act and child-friendly procedures, along with providing them self-defense training," the report stated. As per the figures, the cases

are on the rise as 3,322 cases were reported in 2021 and 4,583 in 2022. It was 3,616 cases in 2019 and 3030 in 2020. The Commission found that, out of 4,582 cases analysed during the specified period, involving 5,002 accused individuals, the relationship between the child victims and the accused was categorised as follows: 873 were known to the children, 631 were neighbours, 439 were family members, 435 were relatives, 477 were friends, 692 were romantic partners, 210 were teachers, 305 were strangers, 896 were undocumented or unidentified, and 36 were van, bus, or auto drivers. This

data underscores that the safety, protection, and well-being of children can only be effectively ensured if parents, relatives, society, police, and the government diligently fulfill their responsibilities without failure, the report added. Of the 4,701 victims reported during the year, 3,972 (85 per cent) were girls, while 659 (14 per cent) were boys. Gender information was unavailable for 70 children (one per cent), as it was not included in the report submitted to the Commission by the police. The data highlights that girls are disproportionately vulnerable to sexual assault. Raising concerns of the

children who survived sexual abuse, 73 (two per cent) were aged four to six, 423 (nine per cent) were aged five to nine, 1574 (39 per cent) were aged 10 to 14, and 1929 (48 per cent) were aged 15 to 18. Besides, two (0.03 per cent) children with unclear or undocumented ages were also victims. This highlights the need for parents and guardians to focus on enhancing children's ability to respond to uncomfortable situations and providing age-appropriate safety awareness. KV Manoj Kumar, Chairperson of the Kerala State Commission for Protection of Child Rights, said the commission is now

focused on raising awareness about child abuse as part of the recommendations outlined in the report. "As children are being abused in their homes and public places, society has the responsibility to prevent this. To address this, we have provided training for Kudumbashree workers on the Juvenile Justice Act, POCSO Act, child rights, and good parenting in seven districts of the state, and it will continue in the remaining districts," Kumar told PTI. Besides, we provided awareness for child protection committee members in block panchayats, teachers, parents

and police officials, he said. Nazeer Chaliyam, former member of the Kerala State Commission for Protection of Child Rights, said the government should intervene and initiate the necessary measures to address the issues highlighted by the commission in the report. "As per Section 16 of the Commission for Protection of Child Rights, the report should be laid before the state Assembly along with the recommendations and the action taken by the commission, so that the government can initiate the required measures for the redressal of the matters raised in it," he told.

India's founding document sparked a social revolution

The process of incorporating the aspirations of ordinary people into the Constitution began through social movements spearheaded by Jyotiba Phule and BR Ambedkar

Anurag Bhaskar



The Constitution of India is an embodiment of the aspirations of its citizens. These aspirations were also reflected in the long and painstaking process through which the Constitution came into being. This process, however, didn't begin on December 9, 1946, when the first session of the Constituent Assembly was gavelled into existence.

Debates and discussions on what should be incorporated into the Constitution started in the 19th century itself. Social movements played a crucial role in shaping the constitutional discourse, laying down the foundations of equality, dignity, social justice, and equal opportunity for any future document to govern a yet-to-be-born republic. The movements, led by Jyotiba Phule and Dr BR Ambedkar, respectively, in different periods of history are representative of the direct impact of social movements on the framing of the Constitution.

Phule's constitutional project took inspiration from the 13th Amendment (1865) to the American Constitution, which abolished the slavery of African Americans. In 1873, Phule wrote a seminal book, titled *Gulamgiri* (translated as slavery), with a dedication to "the good people of the United States as a token of admiration for their sublime disinterested and self-sacrificing devotion in the cause" of slavery. Phule also hoped that the oppressor communities in India would follow a similar track in abolishing untouchability and emancipating the oppressed castes. *Gulamgiri* was a sharp critique of India's caste system and oppression.

In the same year, Phule also started the *Satyashodhak Samaj* (the truth seekers' society) movement to unite the oppressed castes, promote their education, and build an alternative vision of an equal society. He further advocated before the British government for free and compulsory education for all. In 1882, he submitted to the Hunter Commission a document that asked the administration to "be kind enough to sanction measures for the spread of female primary education".

Dr. Ambedkar built further on Phule's legacy in demanding constitutional rights



BR Ambedkar and Rajendra Prasad, two of the stalwarts of the Constituent Assembly.

HT ARCHIVE

for the oppressed castes. Before the Southborough Committee in 1919, Dr Ambedkar insisted on universal adult franchise (voting rights) for all Indians. Rejecting the contention that "franchise should be given to those only who can be expected to make an intelligent use of it", he argued that franchise would promote the political awakening of the marginalised communities, who had long been excluded from politics and the social mainstream.

The two *Mahad Satyagraha* led by Dr Ambedkar in 1927 established the groundwork for the non-discrimination principle and broadened the constitutional imagination of rights. The *Satyagraha* was a challenge to the age-old practice of restricting Dalits from accessing water from a public source used by oppressor castes. Dr Ambedkar regarded the access to public places and water resources as a fundamental civil right.

In March 1927, thousands of oppressed castes walked several kilometres, under the leadership of Dr. Ambedkar, to drink water from the Chavdar tank, which was made open to everyone by the Mahad municipality in Maharashtra. However, after the gathering drank water from the tank, it was attacked by a large crowd of people from the oppressor castes, who came with sticks and stones. Later, the oppressor castes performed purification of the water tank by chanting hymns, while taking out the water from the tank in pots. This was seen by Dr Ambedkar as an effort to demoralise the Dalits in demanding their rights.

Dr Ambedkar then launched a second *Satyagraha* in Mahad in December 1927. During this gathering, he presented certain resolutions prepared by him beforehand. These resolutions highlighted the

principles that all human beings were born equal; the use of public roads, public schools, public water sources and temples is open to all; and that the "law should be equally applicable to all". These are the modern principles of equality before law and equal protection of laws, and non-discrimination, which were later incorporated in Articles 14 and 15 of the Constitution. The second *Mahad Satyagraha* also rejected the authority of "Manusmriti" as Dr Ambedkar publicly burnt it.

During the Round Table conferences in London in the early 1930s, Dr Ambedkar presented a clause on non-discrimination and equal access to public places, which were inspired not only by *Mahad Satyagraha*, but the words of the American Civil Rights Act of 1875. His negotiations at the Conference, and later with Mahatma Gandhi, led to the reservation of seats for Dalits in Parliament and state assemblies. This framework was expanded later in the Constitution by providing for the reservation of seats for backward classes, including the Scheduled Castes and the Scheduled Tribes, in government services and educational institutions.

Around this time, Dr. Ambedkar also wrote a landmark lecture titled "Annihilation of Caste" as part of his advocacy against caste oppression, but refused to deliver it after the organisers asked him to tone down his content. Later published as a book in 1936, it conceptualised "a society based on liberty, equality and fraternity". As he elaborated in this treatise, fraternity was "only another name for democracy".

These ideas garnered through the anti-caste social movements were brought by Dr Ambedkar to the Constituent Assem-

bly. Similarly, other members of the assembly carried forward the demands from anti-colonial struggle, women's movements, Adivasi movements, and peasant movements. In effect, social movements were instrumental in deciding the fate of the final text of several constitutional provisions such as equality, free speech, freedom of conscience and social reform, universal adult franchise, constitutional remedies, and even the Preamble.

The broader principles embedded in the Constitution, influenced by earlier pre-independence social movements, were invoked by subsequent movements to advocate for enhanced constitutional safeguards and rights for citizens. Post-independence social movements have led to the enactment of laws to prohibit and prevent atrocities against Dalits and Adivasis, outlaw manual scavenging, and provide adequate quotas in educational institutions for other backward classes. Several pieces of legislation, such as the law providing the right to information, have been passed due to the efforts of civil society-led movements.

These vignettes hint at why the Indian Constitution is a unique document - one that lays the legal foundation of a republic but more importantly creates a just and equitable social landscape for that republic to stand and thrive on. This is why pioneering American constitutionalist Granville Austin called the Constitution primarily a social document, one that he described as the cornerstone of a nation.

Anurag Bhaskar is the author of *The Foresighted Ambedkar: Ideas That Shaped Indian Constitution Discourse*. The views expressed are personal.

CONSTITUTION @75

HT from the archive

A charter of liberty: HT hailed the Constitution

From today, the people of India are the proud possessors of a Constitution embodying their free will and giving them an instrument for the government of the people by the people and for the people. That the people include all those who were formerly subjects of Indian princes was the effect of a brief announcement made by Sardar Patel, marking the climax to the final reading debate. The Deputy Prime Minister stated that all the nine states, including Hyderabad, had accepted the Constitution. Passed with acclamation amidst scenes of joy by the Constituent Assembly, the Constitution has already come into force in part following authentication by the President of the Assembly. But, as a whole, it will take effect from January 26, 1950, when the Republic of India will be born giving soul-satisfying significance to the date on which the Congress proclaimed the country's independence in 1930 even while the British were in physical possession of the land and believed their domination safe for as long as they could foresee. Most of the 110 speeches which marked the final reading of the revised draft Constitution will provide the future leaders of public opinion and the people on whom will fall the burden of discharging the executive, legislative and judicial functions

of the State with an idea of the hopes and fears of its framers. In particular, they will draw inspiration from the final address of the President, Dr Rajendra Prasad, and the observations of the Congress President, Dr Pattabhi Sitaramayya. They will find much guidance in the closing comments of its leading framers and will note the dangers against which the Chairman of the Drafting Committee, Dr BR. Ambedkar, has warned them. The herculean task was performed in 11 sessions constituting 165 working days. Of these, the House devoted 114 days to consideration of the draft Constitution. But, while much credit is due to those who prepared the original scheme and to the drafting committee, which held 141 sittings to consider various amendments, the main credit for the achievement, as Dr Ambedkar gracefully acknowledged in winding up the debate, goes to the Congress.



The front page of HT on November 27, 1949 capturing the adoption of the Constitution.

gress. If the C.A. had been a motley crowd, he said, there would have been nothing but chaos, but the Congress saved the situation by bringing into the proceedings of the House "a sense of order and discipline." What is more, it was at the daily meetings of the party that some of the most raffling political and constitutional issues were thrashed out and settled. Although in referring to the future, Dr Ambedkar used sombre words and his approach was somewhat sectional, he was right in sounding a note of warning against certain dangers inherent in the situation. The people, he said, must place the country above creed, they must hold fast to constitutional methods and must assure that political democracy is supplemented with social democracy. In thinking that it is for the upper classes to bring about transformation in the social sphere, Dr Ambedkar appeared to forget that the Constitution has already provided the sovereign remedy for that through the steam-roller of adult franchise which will put on the electoral rolls some 160 million voters. The debate helped to bring out the salient features of the Constitution. Integration of states, abolition of untouchability, abandonment of separate communal electorate, reservation of seats, and the Fundamental Rights received general and enthusiastic approval. Criticism was confined mainly to provisions about preventive detention, the Centre's powers and property rights. A majority of the speakers, however, appreciated the sense of realism which had inspired the provisions objected to. It was also realised that the Gandhian ideology had not been in any way ignored for the main tenets of the teachings of the Father of the Nation had been incorporated in the Constitution in appropriate places. Besides outlawing untouchability, the Constitution makes full provision for the development of cottage industries, for the establishment of 1 panchayats and for the uplift of the backward classes, be they Scheduled Castes or tribal people. It was in the fitness of things that many speakers, while paying homage to Gandhi ji, remembered all the fighters for freedom in gratitude. The debate, on the whole, showed clearly that the Constitution fashioned after three years' labours has the general approval of the people who have to work it.

The Constitution still thrives, let it show India the way

This month marks the 75th anniversary of the adoption by the Constituent Assembly of the draft Constitution of India, on November 26, 1949. The Union government has announced that it intends to commemorate this momentous occasion with a special joint sitting of Parliament. There are bound to be several self-congratulatory speeches, from all sides of our fractious political divide. But the speech that should haunt us all is that of the principal draftsman of the Constitution, B.R. Ambedkar, on the eve of the Constitution's adoption. On November 25, 1949, in his magisterial summation of the work of the Drafting Committee he chaired, and before commending its work to the Assembly, he pointedly observed: "however good a Constitution may be, it is sure to turn out bad because those who are called to work it, happen to be a bad lot. However bad a Constitution may be, it may turn out to be good if those who are called to work it, happen to be a good lot."

The working of the Constitution, Dr. Ambedkar pointed out, depended on how the people and the political parties applied it. The drafters had made provision for relatively easy amendment, so as to permit the document to keep up with the needs of the times. But the rest depended on the way successive generations of its custodians chose to implement it.

The lacunae that B.R. Ambedkar identified
Dr. Ambedkar highlighted the fact that "there is complete absence of two things in Indian society" – equality and fraternity. "On the 26th of January 1950," he declared, "we are going to enter into a life of contradictions. In politics we will have equality and in social and economic life we will have inequality. In politics we will be recognizing the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradictions? How long shall we continue to deny equality in our social and economic life?"

In calling for a social and not merely political democracy to emerge from the Constitution, Dr. Ambedkar stressed the absence of fraternity as the second major ingredient that was missing in India. "Fraternity means a sense of common brotherhood of all Indians – of Indians being one people. It is the principle which gives unity and solidarity to social life." But thanks to the caste system – the entire structure of caste, he averred,



Shashi Tharoor

a fourth-term Indian National Congress Member of the Lok Sabha for Thiruvananthapuram, and the award-winning author of 26 books, including 'The Battle of Belonging: On Nationalism, Patriotism and What it Means to be Indian' (2021). He is a member of the Congress Working Committee

But a speech that should haunt all Indians is that of its principal draftsman on the eve of the Constitution's adoption – on people and political parties making it work

was 'anti-national' – religious divisions and the absence of a common sense of nationhood among some Indians, fraternity had not yet been achieved. But it was indispensable, since liberty, equality and fraternity were all intertwined and could not flourish independently of one another. "Without equality," he pointed out, "liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity, liberty would produce the supremacy of the few over the many. Without fraternity, liberty and equality could not become a natural course of things. It would require a constable to enforce them."

What has changed

Today, 75 years later, it is well worth asking what progress we have made to achieve the aims of the Constitution's drafters, and in particular to fill the lacunae that Dr. Ambedkar identified. Equality has advanced, no doubt, with the abolition of untouchability being accompanied by the world's oldest and farthest-reaching affirmative action programme, in the form of reservations, initially for Scheduled Castes and then for the Other Backward Classes (OBC). These reservations, which were initially intended to be temporary, have now been entrenched in our system and may be said to be politically unchallengeable. But the task of promoting social and economic equality, which Dr. Ambedkar pointed to, is far from complete. The clamour for further opportunities for those who believe that Indian society continues to deny them the equality of outcomes that the numbers warrant, continues to roil our politics. The escalating demand for a caste census is bound to have further implications for the evolution of India's constitutional practice.

As for fraternity, the mobilisation of votes in our contentions democracy in the name of caste, creed, region and language have ensured that the social and psychological sense of oneness that Dr. Ambedkar spoke about, is still, at best, a work in progress. But there is no doubt that the sense of nationhood that he felt had not yet come into existence has now become embedded across the country. One only needs to look at the crowds at a cricket match involving the Indian team, or the national outrage and mourning after an international conflict such as the Kargil war (1999) or the Galwan incident (2020), to be aware that there is a strong sense of nationhood despite the persistence of 165 or sectarian identities.

Yet, by reifying caste reservations, India has promoted equality but arguably undermined fraternity. Fraternity had a special place in Dr. Ambedkar's vision; the word was, in many ways, his distinctive contribution to India's constitutional discourse. It also had an economic dimension, with the implicit idea that the assets of the better-off would be used to uplift the untouchables and other unfortunates. Fraternity would both result from and lead to the erosion of social and caste hierarchies. But, as the sociologist Dipankar Gupta has argued, the extension of reservations to the OBCs saw caste as 'an important political resource to be plumbed in perpetuity'.

Professor Gupta avers that this 'is not in the spirit of enlarging fraternity, as the Ambedkar proposals are'; while Dr. Ambedkar's ultimate aim was the annihilation of caste from Indian society, for Mandal, caste was not to be "removed", but to be "represented": It entrenched caste rather than eliminating it from public life.

Highs and worrying lows

This debate may well go on. Still, we can be grateful that the ascent to power of the very elements of Indian politics who had initially rejected the Constitution has not resulted in its abandonment. There is a certain irony to a Bharatiya Janata Party government celebrating a document that its forebears in the Rashtriya Swayamsevak Sangh and the Jana Sangh had found "un-Indian" and devoid of soul. That soul has evolved over 75 years and 106 amendments, and the Constitution still thrives. But the hollowing out of many of the institutions created by the Constitution, the diminishing of Parliament, pressures on the judiciary and the undermining of the democratic spirit – leading to the V-Dem Institute labelling India as an "electoral autocracy", policed by the "constable" Dr. Ambedkar warned against – mean that much still remains to be done by its custodians.

"Independence," Dr. Ambedkar said in concluding his memorable speech, "is no doubt a matter of joy. But let us not forget that this independence has thrown on us great responsibilities. By independence, we have lost the excuse of blaming the British for anything going wrong. If hereafter things go wrong, we will have nobody to blame except ourselves." Seventy-five years later, let us vow to the reduce the number of things we need to blame ourselves for – and let the Constitution show us the way.



FROM THE ARCHIVES

The Constitution has always been secular both in spirit and in letter

Many, such as former Home Minister Rajnath Singh, have cited that the original text of 1949 did not have the word 'secularism' in it, but the principle has been implicit in the constitutional framework since the start, though it was officially introduced only through the 42nd Amendment in 1977



A child pays tribute to B.R. Ambedkar during the Constitution Day celebrations organised by the TDP in Mangalagiri. THE HINDU

Sanjay Hegde

In light of the Supreme Court judgement affirming secularism and socialism in the Preamble of the Constitution, here is an Op-Ed piece published in The Hindu in 2016 that dealt with the role of secularism throughout the history of the Constitution and the Constituent Assembly.

On November 26, Constitution Day, Union Home Minister Rajnath Singh bemoaned in Parliament that secularism was the "most misused" term in the country. "The framers of the Constitution did not include the words 'secular' and 'socialist' because these values were (already) part of Indian civilisation," said Mr. Singh. He was essentially voicing a belief that secularism was alien to the Constitution, and that it was only during the Emergency that secularism stealthily crept into the Constitution. That belief, though popular, is not quite right.

The framers of the Constitution worked against the backdrop of two great instances of human carnage – World War II and the Partition of India. Both were the result of an insistence on distinctiveness of group identities and their consequent territorial demarcations, which excluded those who did not fall within the dominant group. Simultaneously, the process of integration of princely states meant that people not exposed to even limited democracy became voters of a republic that promised justice, liberty, equality and fraternity for all. In a nascent republic, where power had for the first time been vested in the diverse, heterogeneous people of the subcontinent, the Constituent Assembly became a trustee and demarcator of the extent of that power. The document that they produced after two years of intense debate and labour had words of comfort for everyone.

A constitutional value

Secularism is implicit in the entire constitutional framework. What does secularism in the Indian Constitution mean? The question admits of no easy answer and cannot be restricted to textual interpretation alone. It is a

constitutional value that seeks to manage India's diverse and plural society, in an atmosphere of cohesiveness of national purpose.

The guarantee of equality in Article 14; the promise of non-discrimination in Articles 15 and 16; protection from religious taxes and religious instruction in state-funded institutions set in Articles 27 and 28; the permission of educational institutions of choice to linguistic and religious minorities in Articles 29 and 30; the promise of equal ballots devoid of sectional preferences in Article 325 – all make for a constitutional architecture which is devoid of any religious preference whatsoever. God is significantly absent throughout the Constitution.

There are however provisions which seek to enforce equality within the Hindu religion in Articles 17 and 25(2)(b). Deference to Hindu sentiments on cow slaughter is also provided for in Article 48, as is the pious hope for a uniform civil code in Article 44. Taken as a whole package, the constitutional vision of secularism is one of principled equidistance from all religious matters, while at the same time regulating its practice in a manner consistent with the demands of a modern society. Crucially, in Article 25(2)(a), we can find constitutional permission for the state to regulate or restrict "any economic, financial, political or other secular activity which may be associated with religious practice".

Debate over amendment

Thus, it is fallacious to argue that the original Constitution as adopted, enacted and given to ourselves on November 26, 1949, was not a secular document. The inclusion in the Preamble of the words "socialist" and "secular" by the 42nd Amendment on January 3, 1977, only headlined what was already present in the original text of the Constitution. We must also remember that the Preamble itself was drafted only after the Constitution was approved by the Constituent Assembly. The Preamble thus became a one-page mission statement of the republic's intent.

In fact, there is an illuminating discussion in the Constituent Assembly debates of November 15, 1949, when Professor K.T. Shah wanted to include the words "secular, federal, socialist" in Article 1 of the Constitution, the article that now reads, "India, that is Bharat, shall be a Union of States..."

Prof. Shah said, "As regards the secular character of the state, we have been told time and again from every platform that ours is a secular state. If that is true, if that holds good, I do not see why the term could not be added or inserted in the Constitution itself, once again, to guard against any possibility of misunderstanding or misapprehension... The secularity of the state must be stressed in view not only of the unhappy experiences we had last year and in the years before and the excesses to which, in the name of religion, communalism or sectarianism can go, but I intend also to emphasise by this description the character and nature of the state which we are constituting today..."

Dr. B.R. Ambedkar, in reply, said, "Mr. Vice-President, Sir, I regret that I cannot accept the amendment of Prof. K.T. Shah. My objections, stated briefly, are two. In the first place the Constitution, as I stated in my opening speech in support of the motion I made before the House, is merely a mechanism for the purpose of regulating the work of the various organs of the state. It is not a mechanism whereby particular members or particular parties are installed in office. What should be the policy of the state, how the society should be organised in its social and economic side, are matters which must be decided by the people themselves according to time and circumstances. It cannot be laid down in the Constitution itself, because that is destroying democracy altogether. If you state in the Constitution that the social organisation of the state shall take a particular form, you are, in my judgment, taking away the liberty of the people to decide what should be the social organisation in which they wish to live. It is perfectly possible today for the majority people to hold that the socialist organisation of society is better than the

capitalist organisation of society. But it would be perfectly possible for thinking people to devise some other form of social organisation which might be better than the socialist organisation of today or of tomorrow. I do not see therefore why the Constitution should tie down the people to live in a particular form and not leave it to the people to decide it for themselves. This is one reason why the amendment should be opposed. The second reason is that the amendment is purely superfluous. My honourable friend, Professor Shah, does not seem to have taken into account the fact that apart from the Fundamental Rights, which we have embodied in the Constitution, we have also introduced other sections which deal with Directive Principles of State Policy... What I would like to ask Professor Shah is this: If these directive principles to which I have drawn attention are not socialistic in their direction and in their content, I fail to understand what more socialism can be. Therefore my submission is that these socialist principles are already embodied in our Constitution and it is unnecessary to accept this amendment."

Prof. Shah's amendment was defeated but two things stand out in this exchange. First, the economist in Dr. Ambedkar dominated his exchange with Prof. Shah. He only discussed the economic philosophy of the Constitution and did not deal with the questions of secularism and federalism. Second, he felt that what was already explicit in the Constitution need not be reiterated.

Basic structure

On April 24, 1973, the Supreme Court, with its then full strength of 13 judges, ruled in the Kesavananda Bharati case that secularism was part of the basic structure of the Constitution. It also held that elements constituting the basic structure were beyond Parliament's power to amend the Constitution. The court reiterated this principle in 1994 in the S.R. Bommai case when dealing with the challenge to the dismissal of four Bharatiya Janata Party-ruled State governments after the demolition of the Babri Masjid.

Despite the Constitution's secular nature being held to be part of its basic structure, matters did not rest. During the Emergency came the 42nd Amendment on January 3, 1977. Apart from many significant changes otherwise, it resurrected Prof. Shah's cosmetic suggestion and inserted the word "secular" in the Preamble. After the Emergency, the 44th Amendment by the Janata government undid most of the substantial damage achieved by the 42nd Amendment. But it, too, chose to preserve the addition of the words "socialist" and "secular" to the Preamble.

The Law Minister who piloted the 44th Amendment was Shanti Bhushan. His colleagues in the ministry were L.K. Advani and A.B. Vajpayee. Their inheritors today cannot presume to forget constitutional history, and assume that constitutional values such as secularism are just meaningless words to be redacted from a document. Secularism is inherent in the basic structure of the national book, and is beyond the power of any transient parliamentary majority to efface or abridge.

(Sanjay Hegde is a Supreme Court lawyer.)

Feminist ideology in India's constitutional discourse

In the Indian scenario, even calling the framers of the Constitution of India as 'founding fathers' is very patriarchal and paternalistic. The fact that the 'founding mothers' of the Indian Republic, the eminent women in the Constituent Assembly, too painstakingly co-authored the Constitution, has been spitefully hidden from the popular imagination. Achyut Chetan writes in his *Founding Mothers of the Indian Republic: Gender Politics of the Framing of the Constitution* (2022): "It is through the dynamics of will, consent, and, frequently enough, dissent, that women members carried the feminist movement through and beyond the Constituent Assembly. Each article of the Constitution, therefore, is a point of diffraction in the history of Indian feminism. The Constitution is drafted not just by the consent of women but also by their will."

However, Christine Keating in her *Framing the Postcolonial Sexual Contract: Democracy, Fraternalism, and State Authority in India* (2007) demonstrated how the 'founding fathers' constitutionally subjugated the woman: "The Constituent Assembly struggled to reconcile their commitment to an egalitarian polity with their efforts to build consent for the political authority of the new Indian state...the assembly settled on a compromise, what I call the postcolonial sexual contract, to resolve that dilemma: they established equality in the public sphere as a fundamental right for women yet sanctioned discriminatory personal laws that maintained women's subordination in the family in order to secure fraternal acquiescence to the centralized rule."

The beginnings

The founding mothers cobbled an intersectional alliance with B.R. Ambedkar for the realisation of social revolution. They shared his sceptical attitude towards the romantic celebration of Indian culture which is deeply anchored in the brahmanical patriarchy. Amrit Kaur, a prominent



Faisal C.K.

Deputy Law Secretary
to the Government
of Kerala

The fact that the 'founding mothers' of the Indian Republic too painstakingly co-authored the Constitution of India has been brushed over

founding mother of the Constitution, asserted in 1932 that the women of India were no longer willing to submit to standards, whether local, political, or ethical, which had been set for them by the male conscience of the community. The founding mothers laboured in and out of the Constituent Assembly to break the patriarchal ecosystem. But the nation has failed them deplorably.

Fight against a goliath

The founding mothers conceived the Fundamental Rights not just as injunctions against the state but also as a social charter that restores their inherent freedoms curtailed by the behemoths in the private sphere such as religion and family which enjoyed privileged insulation from political interventions. Hansa Mehta and Amrit Kaur demanded that a Uniform Civil Code capable of arresting the aggrandising social-patriarchal power must be included in the Fundamental Rights.

And when the Uniform Civil Code was relegated to the Directive Principles, they played a remarkable role in bringing a prelude to the Directive Principles, that they are 'fundamental in the governance of the country and the state has a duty to apply them in making laws'. This prelude, incorporated at the behest of the founding mothers, played a vital role in the ascendancy of the Directive Principles in the constitutional jurisprudence of India in the 1980s.

Begum Aizaz Rasul articulated that secularism was the most outstanding feature of the Constitution. In the Sub Committee on Fundamental Rights, Hansa Mehta tried to limit the right to religion as she believed that it would curtail women's right to equality and social reforms such as the abolition of child marriage. Hansa Mehta and Amrit Kaur demanded the term 'free practice of religion' be replaced by 'freedom of religious worship' as a constitutional carte blanche for religion would impede Indian

women's emancipation.

In Amrit Kaur's note of dissent on the 'Freedom of Religion', she vigorously underscored the anti-woman tendency of religious practices: "[unbridled freedom of religion] would not only bar the future legislation but would even invalidate past legislations such as the Widow Remarriage Act, the Sarda Act or even law abolishing sati. Everyone is aware how many evil practices which one would like to abolish, are carried on in the name of religion, for example, purdah, polygamy...dedication of girls to temples, to mention a few." A disheartening chapter in the life of the Indian Republic is that the man's right to religion conquered the woman's right to equality and dignity.

Still a struggle

Kamaladevi Chattopadhyay believed that the Constitution heralded a new beginning for women in India as it guaranteed equality and justice for them. But this euphoria did not last for long. The Government of India's official report, 'Towards Equality: Report of the Committee on the Status of Women in India' (1974), concluded that the Indian Republic had failed to achieve equality for its womenfolk even after two decades of the promise made in the Preamble.

After the passing away of the 'founding mothers', Indian feminist constitutionalism has been affected. Despite strong women leaders in politics, India has not been blessed with a feminist stateswoman or jurist. Women's presence in the corridors of power remains abysmal. The Uniform Civil Code designed to dispel gender injustice has been a cheque drawn in favour of the Indian woman by the founding fathers and mothers. But it has been dishonoured by the Republic's political bankers despite sufficient jurisprudential funds at their disposal.



The consensus document



C RAJ KUMAR

This Constitution Day, lessons from the Constituent Assembly for today's parliamentarians

TODAY, ON NOVEMBER 26, we celebrate the 75th anniversary of the adoption of the Constitution of India. The contribution of the members of the Constituent Assembly in imagining the future of India through a democratic, consultative, inclusive, and argumentative process is truly inspiring. As we commemorate the 75th anniversary, it is important to also celebrate the contribution of the members of the Constituent Assembly. But it is equally important to learn lessons from their remarkable efforts in drafting the Constitution as a consensus document. This should be an inspiration for all the Members of Parliament across all political parties and ideological shades as they work towards fulfilling the people's mandate and constitutional duties. The most important lesson to learn from the Constituent Assembly debates is how people can vehemently and respectfully disagree with each other without questioning motivations, commitments and values.

B R Ambedkar, in his last speech to the Constituent Assembly, delivered on November 25, 1949, paid tribute to the contribution of the members of the Assembly: "The task of the Drafting Committee would have been a very difficult one if this Constituent Assembly has been merely a motley crowd, a tessellated pavement without cement, a black stone here and a white stone there is which each member or each group was a law unto itself. There would have been nothing but chaos... The proceedings of this Constituent Assembly would have been very dull if all members had yielded to the rule of party discipline. Party discipline, in all its rigidity, would have converted this Assembly into a gathering of yes' men."

Ambedkar appreciated and celebrated the dissenting voices in the Constituent Assembly. He said, "...fortunately, there were rebels. They were Mr Kamath, Dr P S Deshmukh, Mr Sidhva, Prof K T Shah and Pandit Hirday Nath Kunzru. The points they raised were mostly ideological. That I was not prepared to accept their suggestions, does not diminish the value of their suggestions nor lessen the service they have rendered to the Assembly in enlivening its pro-

ceedings. But for them, I would not have had the opportunity which I got for expounding the principles underlying the Constitution..."

The last two decades of the evolution of parliamentary democracy (2004-24) in India should be carefully examined to understand and appreciate the need for reimagining the culture of democratic engagement in Parliament. This is a moment of introspection for all members of Parliament.

Data demonstrates the need for serious introspection within Parliament regarding how this most vital institution of our democracy could be strengthened and made more relevant. Before 1990, each Lok Sabha used to convene for 550 days spanning 3,500 hours, which declined to 345 days spanning 1,800 hours post-1990. The 17th Lok Sabha held the lowest number of sittings, with 274 days over five years. The 1st Lok Sabha sat for 677 sittings during 1952-57. The 15th Lok Sabha passed 192 bills while the 5th Lok Sabha passed 487 bills. The percentage of bills referred to Parliamentary Committees reduced from 71 per cent in the 15th Lok Sabha to 16 per cent in the 17th Lok Sabha. The 15th and 17th Lok Sabha passed 36 per cent and 35 per cent of bills in less than one hour, respectively. The 15th Lok Sabha lost 37 per cent of its scheduled time to disruptions, while the 16th Lok Sabha lost 16 per cent. The average time spent on Union Budget discussion declined from 120 hours before 1990 to 35 hours post-1990. In 2023, 2018 and 2013, the entire budget was passed without any discussion.

I believe there are three critical lessons that today's members of Parliament must learn from the Constituent Assembly.

The Constituent Assembly's members represented the most diverse interests; they came from different backgrounds. They discussed and debated complex issues with sincerity and conviction. They were conscious that they were discussing issues reasonable people can have different perspectives on. This ability to come together, discuss and debate complex issues of law, policy, and governance was the hallmark of the Constituent Assembly.

This could serve as an important lesson for

contemporary parliamentarians. The issues they were discussing then are not significantly different from the issues we are facing today. Overcoming them requires inspired leadership and faith in Parliament as an institution to promote respect, dignity and fraternity among all members.

The remarkable aspect of the Constituent Assembly was not only that divergent political and ideological interests prevailed but that even within the same political persuasion, there were different views. Pluralistic views that promoted a democratic culture were very much part of the Assembly's discourse. Of course, it must be mentioned that strong political parties with their ideological interests had not taken root and the Assembly, though functioning as a provisional Parliament, did not carry the historical burden that our current parliamentarians have. Nevertheless, at a time when there is an aspiration for nation-building efforts to address significant issues of our time — be it poverty, inequality, employment, livelihood, education, healthcare, environment and many other problems of human development — there is a need to develop political consensus within Parliament.

India's constitutional history has demonstrated the extraordinary power of collective consciousness and of diverse people coming together to lay the foundation of a new India. Many members of the Constituent Assembly, who fought for India's freedom, later participated in the government at the state and central levels. I believe the motivations of today's parliamentarians, regardless of political ideology, converge with the vision of the members of the Constituent Assembly. As we celebrate the 75th anniversary of the adoption of the Constitution of India, this is a moment to reflect on and reimagine the future of India's parliamentary democracy.

The writer is founding Vice Chancellor of OP Jindal Global University and Dean of Jindal Global Law School, Jindal Global University has established India's first Constitution museum at its campus in Sonapat, Haryana. Views are personal



BRINDA KARAT

Besieged at 75

Those who take oath of office in the Constitution's name are undermining it

AT THE AGE of 75, the Constitution of India is the talk of the town. In parliamentary debates, as an issue in elections, in the speeches of political leaders across parties, it is a central point of debate. It is a tribute to the founding members who drafted the Constitution that not only has it stood the test of time, but upholding its core values has become an essential patriotic duty.

This is not to say that the people of India have benefitted equally from the Constitution. The implementation of the rights embodied in it has been flawed and uneven. This is partly rooted in the irrational and arbitrary division of the Constitution into justiciable and non-justiciable sections, with the major clauses related to social and economic justice relegated to the non-justiciable sections in the Directive Principles. Thus, India with a Constitution regarded as a model in the guarantee of equal rights for all citizens still has, within the constitutional framework, grown to be one of the most unequal societies. The apprehensions of several members of the Constituent Assembly, expressed in the words of KT Shah, a self-declared socialist, that such a division would be like "a cheque payable by the bank concerned at its own convenience" have turned out to be true. Defence of the Constitution must include the implementation of the spirit of the Directive Principles related to economic equality and justice.

When on November 26, 1949, the President of the Constituent Assembly,

Rajendra Prasad, moved the motion "that the constitution as settled by the constituent assembly be passed", the records of that day note the "prolonged cheers" when it was adopted unanimously. Outside the assembly, it was the RSS that opposed the Constitution on grounds that it was not in tune with "Bharatiya" traditions based on religious texts such as the *Manusmriti*. It argued that nationality and citizenship rights are linked to the religious identity of the majority, those who subscribed to Hindu beliefs and unless "others" subordinated themselves to this majority, they had no right to be treated as equal citizens. India, through the adoption of the Constitution, rejected these divisive theories. It was Pakistan that agreed with the RSS theory of religion-based nationality and shaped its constitution and forms of governance accordingly.

The problem is that 75 years later, the RSS maintains those beliefs and its agenda of establishing a *Hindutva rashtra*. The bigger problem is that those who rule India are increasingly more dependent on the RSS's organisational network even to win elections. The facade of maintaining an identity distinct from the RSS is history. The last 10 years of the BJP government reflect its commitment to the RSS agenda. It is reflected in blatant anti-minority policies and framing of Islamophobic laws; in the vicious attacks on the Opposition and against any dissent through the use of draconian laws; in pushing highly centralised

forms of government against the constitutional rights of states; in imposing a distorted view of history and cultures, promoting *manuvadi* Hindutva and whitewashing the caste system; in subverting the mandate of autonomous institutions through appointments based mostly on degrees of ideological loyalty and so on. India is faced with an unprecedented situation where those who have been elected to power and assumed office in the name of the Constitution are following policies that incrementally weaken its basic structure resting on the pillars of secularism, democracy, social justice and federalism.

It would be entirely mistaken to view this as the result of the megalomania in the personality of a particular leader. An individual may well be the most effective representative of anti-constitutional politics, but it is a politics that goes beyond the individual and has deeper roots in social and class elites.

It is here that the experience of an earlier assault on the Constitution in the form of the Emergency is useful. At that time, the elimination of civil liberties and basic democratic rights was supported by powerful capitalist lobbies that believed it was essential to tame the working classes who, following the historic railway strike, were mobilising for their demands across the country. Industrialist J R D Tata put it plainly in an interview with *The New York Times*. "Things have gone too far... you can't imagine what we have gone through here — strikes, boycotts, demonstrations... The

parliamentary system is not suited to our needs..." Indira Gandhi's assault on the Constitution was not just to serve her own interests or those of her party, but had a wider aim of satisfying the demands of India's capitalist classes.

In the present time, what is striking is the declared loyalty of the ruling classes to the current regime. It is not unusual for the rich and powerful to shift loyalties in quid pro quo arrangements as governments come and go. But the obeisance to the Nagpur headquarters by prominent industrialists is a new feature reminiscent of the big business houses who bowed before the Nazi regime. Corporate India and the present regime go hand in hand. There are, of course, the most favoured individuals of the regime, but it is the class interests of corporates being served and saved by the Modi government. The attacks on the rights of workers through the enactment of the four labour codes, the repression of *kisans*, and the undeclared war against Adivasis through the forcible takeover of their land to serve the interests of big mining companies or other private-sector projects are a function of this.

The twin cannons of BJP rule targeting the Constitution are majoritarianism and corporate interests, both linked to one another. On the 75th anniversary of the adoption of the Constitution, resistance and defence must take into account both these aspects.

The writer is a member of the CPI(M) Politburo

CONSTITUTION DAY IS NOT A HOLIDAY BUT PROMISE DAY



Dr Nandini Basistha

Prime Minister Narendra Modi started giving emphasis on the values and ethos of Samvidhan and since 2015, we have been celebrating Constitution Day (Samvidhan Divas) on 26 November to celebrate the adoption of the Constitution of India by the Constituent Assembly. It is actually a tribute to the framers of the document, especially the Chairman of the Drafting Committee, Dr B. R. Ambedkar.

Drafting this constitution was not so easy as there were multiple types of states and people and problems in India to consider. Even after India gained independence on 15 August 1947, India was under British Parliament with 'Dominion' status and there were

princely states and French and Portuguese colonies in the Indian subcontinent. India was divided and discriminated, according to gender, race, region, religion, caste and class.

So laying principles of justice, liberty, equality and fraternity and making India a 'Socialist Republic' was not as easy during the times of the Cold War. But kudos to the 389 (reduced to 299 after the partition of India) members of the Constituent Assembly who framed the world's lengthiest written constitution, which grounded democratic ethos so deep that India became an iconic example of Democratic Republic while our neighbours and others are facing military coup and civil wars.

In its 395 articles in 22 parts and 8 schedules,

our predecessors tried to make a legal framework and solution of the socio-political problems of India. Although it was amended so many times, still, one cannot overlook the foresight of our forefathers and salute them for thinking so comprehensively. It is not a one-day job, but it took almost three years to draft the constitution, holding 11 sessions over a 165-day period. If one visits the National Library of Kolkata, one will witness the full version of the debate. Nowadays, it is available in digital archives as well. About 36 lakh words were spoken in all and Dr B R Ambedkar had the distinction of having spoken the greatest number of words. The most debated portion of the constitution is about fundamental rights which

was debated for about 16 days, i.e., about 14 per cent of the clause-by-clause discussion. Other portions debated the most were the Directive Principles of State Policy (was discussed for about six days, about four per cent); and the concept of citizenship (about two per cent).

But unfortunately, women issues were never discussed as women members contributed to about two per cent of the discussions and there were only 15 women members in the Assembly and out of them, only 10 took part in the debates. Members of princely states also were not so active in discussion (contributed to about six per cent) and this might have occurred due to their less democratic knowledge. But members from provinces

contributed to about 85 per cent of the discussions, maybe because of their log practices of democratic discussion in the time of provincial parliament sessions of British India.

Whatever the percentage, none can doubt the success of constitution-makers about sustainability and the success of the constitution.

Now the question is how much we are following values and principles enshrined in the constitution?

As per the Preamble of 26 November 1949, WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens: JUSTICE, social, economic and political; LIBERTY of thought, expression,

belief, faith and worship; equality of status and of opportunity; and to promote among them all FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation.

As per the Policy and Planning Bureau of the Government of India, every academic institution in India now has programmes to teach their students and teachers the importance of constitutional values and the rights and duties they uphold. No doubt it is a noble effort to remind and reiterate the soul of Indian politics and state culture. Not only students, but all citizens should take a pledge to follow this fundamental philosophy of Indian political culture.

The writer is the Executive Director of interdisciplinary Institute of Human Security and Governance

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Business News > Wealth > Tax > Government earned Rs 4,792 crore GST on education services in FY24; check which services are exempt

Government earned Rs 4,792 crore GST on education services in FY24; check which services are exempt

By Neelanjit Das, ET Online Last Updated: Nov 27, 2024, 11:24:00 AM IST

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Synopsis

Goods and Services tax: Pankaj Chaudhary, minister of state in the ministry of finance said in Lok Sabha that the government has earned Rs 4792.4 crore on taxing various education services which are currently not exempt from GST. However certain education services still attract nil GST, read below to find what the minister said.



Getty Images

Government earned Rs 4792 crore from imposing GST on educational services not exempt from GST

Educational services such as services provided by schools are exempted from GST. Pankaj Chaudhary, minister of state in the Ministry of Finance said in [Lok Sabha](#) on November 25, 2024, that the government collected Rs 4792.40 crores as [Goods and Services Tax](#) (GST) on education services which are not exempt under [GST](#) in FY 2023-24. The government collects 18% GST on

commercial educational services such as coaching and training.

The Service Accounting Code (SAC) for such services is 9992 on which 18% GST rate is levied.

How much GST has the government earned from educational services?

The minister said in a response to a question by Dr. D Ravi Kumar: The data for GST collected on education services, which are not exempted, such as commercial training and coaching, for the past three years is tabulated below:

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Lok Sabha



Educational services exempt from GST as per GST Council recommendations

The minister answered a query raised by Dr. D Ravi Kumar and said: GST rates and exemptions are prescribed on the basis of the recommendations of the GST Council, which is a constitutional body comprising of members from both the Union and State/UT Governments.

“Services provided by educational institutions to its students, faculty, and staff are exempt from GST. ‘Educational institution’ has been defined under GST exemption notification to mean an institution providing services by way of:



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(i) pre-school education and education up to higher secondary school or equivalent;

(ii) education as a part of a curriculum for obtaining a qualification recognised by any law for the time being in force;

(iii) education as a part of an approved vocational education course.

Furthermore, supply of services relating to admission or conduct of examination by educational institutions are exempt from GST.

Additionally, the following services provided to schools, up to higher secondary, are also exempt:

- (i) transportation of students, faculty and staff;
- (ii) catering, including mid-day meals sponsored by the government;
- (iii) security or cleaning or housekeeping services.

Services of affiliation provided by a Central or State Educational Board or Council or any other similar body, by whatever name called, to Government schools have been given exemption from GST w.e.f. 10.10.2024 as recommended by GST Council in its 54th meeting.

Educational services not exempt from GST Other than the above exempted education services, services such as commercial training and coaching attract 18% GST. Printed books including Braille books, newspapers, journals and periodicals, whether or not illustrated or containing advertising material, and children's picture, drawing or coloring books do not attract GST. The fee charged for issuance of migration certificates and duplicate certificates by educational institutions to their students is exempt from GST.

Services not likely to get GST relief in near future

When asked whether the government aims to exempt education services which are currently subject to GST, the minister said: "GST rates and exemptions are prescribed on the basis of the recommendations of the GST Council, which is a Constitutional body comprising of members from both the Union and State/UT Governments. Details of exemptions from GST on education-related services have been given above. Currently there is no recommendation from the GST Council for further exemption in this regard."

Chartered Accountant Ashish Niraj, Partner, A S N & Company, who has also handled Special Audit under GST, says: "By exempting core educational services provided by educational institutions government is fulfilling its constitutional obligation of providing free and compulsory elementary education to every child. However, it's a fact that in today's era there is vast level of commercialization of educational activity by various institutions. To keep a balance between both Government has made GST exempt on certain education services which are deemed part of core education activity, and other than those exempt education services the services such as commercial training and coaching services attract 18% GST. Education institutions are also defined in GST so that there is not any ambiguity. The government keeps getting representations to include various services related to education in exempted categories, decisions on which in taken by GST Council."

(Originally published on Nov 26, 2024)

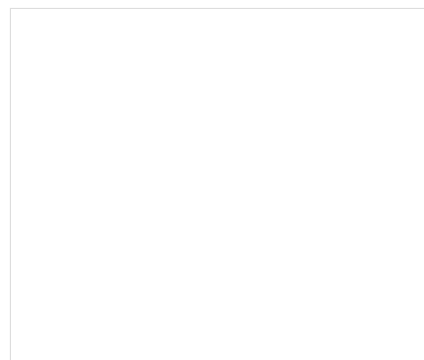
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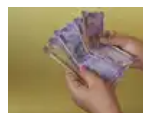
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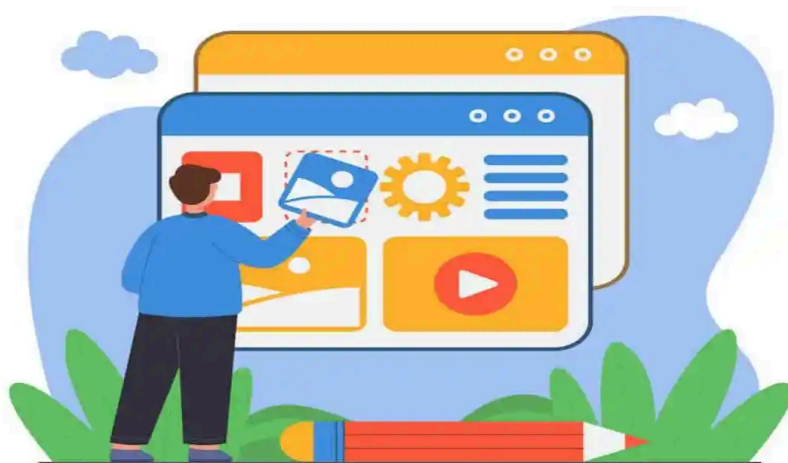


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5-Day Capacity Building Training on E-Content Development Begins at Shiksha Sadan

 November 26, 2024  No Comments

Tarun Karthick

Campbell Bay, 26 November

A five-day Capacity Building Training on E-Content Development commenced on 25th November 2024 at Shiksha Sadan, organized by the State Institute of Education, Sri Vijaya Puram, in collaboration with CIET-NCERT. The training, which

together 50 participants from all nine educational zones, to enhance the use of digital content in education.



The event was inaugurated by Mr. S. Suresh Kumar, Deputy Director of Education (Planning) and State Project Officer, Samagra Shiksha. In his address, Mr. Suresh Kumar emphasised the transformative role of digital content in improving educational outcomes and addressing learning gaps. He urged the participants to leverage digital tools effectively in their teaching methods.

Professor Indu Kumar, Head of the Department of ICT, Training & Development at CIET-NCERT, delivered the keynote address. She spoke about the inclusion of dedicated chapters on Technology and ICT Integration in the NEP 2020 framework and highlighted the importance of developing high-quality e-content for platforms such as DIKSHA, DTH Channels, and YouTube. These platforms, she noted, can serve as accessible learning resources that contribute to improving learning outcomes.

Specialised sessions were conducted by expert resource persons Dr. Rejaul Karim Barbhuiya and Ms. Vimlesh Chaudhary, faculty members at NCERT, who provided valuable insights into the development of digital content for education.

The program began with a welcome address by Ms. Sangeeta Chand, Principal of the State Institute of Education. She emphasized the significance of such capacity-building initiatives, which equip teachers with the skills to effectively integrate digital tools into their teaching practices and spread these skills across their clusters and zones.

The training program concluded with a vote of thanks from Mr. T. Samson, Head of the Division, ICT, who expressed his gratitude to all contributors for their efforts in making the training a success.

प्रदूषण के समय बच्चों की परवाह



संघमित्रा शील आचार्य | प्रोफेसर, जेएनयू

दिवकत यह है कि हम कुछ दिनों तक तो संवेदनशीलता दिखाते हैं, विशेषकर सर्दियों की शुरुआत में, लेकिन जैसे ही हवा कुछ साफ होती है, हम सब कुछ बिसरा देते हैं।



लगातार बढ़ते-घटते प्रदूषण के बीच राष्ट्रीय राजधानी क्षेत्र में स्कूलों को हाइब्रिड (ऑनलाइन-ऑफलाइन, दोनों) तरीके से चलाने का फैसला तो कर लिया गया है, लेकिन इसकी चुनौतियाँ भी कम नहीं हैं। जब वायु गुणवत्ता सूचकांक (एक्वआई) लगातार 400 के ऊपर बना रहे, तो विशेषकर बच्चों के लिए आबोहवा काफी जहरीली बन जाती है। चूँकि वे स्कूल के लिए सुबह-सुबह निकलते हैं और उस वक्त तापमान कम रहने की वजह से प्रदूषक जमीन के नजदीक ही हवा में थमे रहते हैं, इसलिए बच्चों के संक्रमित होने की आशंका बढ़ जाती है। इससे उनका श्वसन तंत्र ज्यादा संवेदनशील बन जाता है और अगर बच्चा अस्थमा जैसी सांस की किसी बीमारी से पीड़ित है, तो उसकी समस्या बहुत ज्यादा बढ़ जाती है। प्रदूषण उन बच्चों के लिए और अधिक कष्टप्रद बन जाता है, जिनका बसेरा सड़कों के किनारे है। एक आकलन है कि ट्रैफिक से बच्चों में फेफड़े का संक्रमण 25 फीसदी तक बढ़ सकता है।

दरअसल, प्रदूषण से बच्चे कई तरह से परेशान होते हैं। इसका सबसे पहला वार तो गर्भस्थ शिशु पर होता है, जिसका वजन तुलनात्मक रूप से कम हो सकता है, जो अपने देश की पुरानी समस्याओं में से एक है। फिर, कई मामलों में गर्भपात और समय से पूर्व पैदा होने का कारण भी प्रदूषण को माना गया है। अध्ययन यह भी है कि जो बच्चे खदानों के आसपास रहते हैं, उनमें ब्लड कैन्सर होने की आशंका ज्यादा होती है। प्रदूषण का दुष्प्रभाव बच्चों की समझ और सीखने की क्षमता पर भी पड़ता है। वैसे भी, वयस्कों की तुलना में बच्चों की श्वसन प्रणाली कहीं ज्यादा संक्रमित होती है, इसलिए प्रदूषण उनकी मुश्किलों को बढ़ा देता है।

मगर स्कूल से बहुत अधिक दिनों तक बच्चों की दूरी भी उचित नहीं। वैसे भी, दिल्ली में प्रदूषण किसी एक दिन की समस्या है नहीं, यह पूरे साल हमें परेशान

करता है। हाँ, सर्दियों में यह खतरनाक स्तर तक बढ़ जाता है। ऐसे में, अच्छा तो यही होगा कि हम स्कूलों को इस कदर विकसित करें कि वहाँ बच्चे प्रदूषण से कम से कम प्रभावित हों। बड़े निजी स्कूलों में कक्षाएँ ही नहीं, कॉरिडोर तक वातानुकूलित होते हैं, उनकी गाड़ियाँ भी सुरक्षित होती हैं, लेकिन सरकारी स्कूलों से हम इसकी अपेक्षा नहीं कर सकते। वैसे भी, जब कुल जीडीपी का तीन फीसदी हिस्सा भी हम शिक्षा पर खर्च नहीं कर पा रहे, तब यह कल्पना ही बेमानी है कि सरकारी स्कूल वातानुकूलित होंगे। यह मांग हास्यास्पद ही मानी जाएगी कि हमारी सरकारें स्कूलों में एयर प्यूरीफायर लगाएँ। मगर हमें अपने बच्चों का भी ध्यान रखना है, तो एक उपाय उनमें एन-95 या मानक वाले मास्क का वितरण हो सकता है। ये मास्क उनको प्रदूषण के सीधे संपर्क में आने से बचा सकते हैं।

वैसे, इस पूरे मामले का एक पक्ष यह भी है कि जो बच्चे अधिक साफ-सफाई या वातानुकूलित वातावरण

में रहते हैं, उनमें रोग प्रतिरोधक क्षमता उन बच्चों की तुलना में कम होती है, जो अपेक्षाकृत गंदगी में रहते हैं। हालाँकि, इसका यह अर्थ नहीं कि हम अपने बच्चे को साफ-सुथरा न रखें। हम सफाई पर जरूर ध्यान दें, मगर ऐसा करते हुए हम उन्हें प्रकृति से दूर न करें।

तर्क यह भी दिया जाता है कि मध्याह्न भोजन योजना से बच्चे वंचित हो रहे हैं, इसलिए भी उनको स्कूल आना चाहिए। मगर ऐसी मांग करने वाले कहीं न कहीं प्रदूषण को रोकने की अपनी जिम्मेदारी से बचने का प्रयास रहे हैं। बच्चे के लिए मध्याह्न भोजन जरूरी है, लेकिन उन्हें प्रदूषण के दुष्प्रभावों से बचाना भी उतना ही आवश्यक है। दिवकत यही है कि हम कुछ दिनों तक तो संजीदगी दिखाते हैं। विशेषकर सर्दियों की शुरुआत में, जब मौसम बदलता और प्रदूषण की धुंध छाने लगती है, लेकिन जैसे ही हवा कुछ साफ होती है, हम सब कुछ बिसरा देते हैं।

हम इस मौसम के प्रदूषण के लिए बड़ी आसानी से

किसानों को दोषी ठहराने लगते हैं, लेकिन सड़कों पर गाड़ियों से या विभिन्न प्रकार के निर्माण कार्यों से होने वाले प्रदूषण को नजरंदाज कर देते हैं, जबकि ये प्रदूषण के बड़े स्रोत हैं। फिर, पराली की समस्या के लिए भी जिम्मेदार हम खुद हैं। असल में, जलवायु परिवर्तन के कारण फसलों की कटाई और दूसरी फसलों की रोपाई के बीच होने वाली बारिश कम होने लगी है। इसके कारण पराली खेतों में गल नहीं पाती। आईआईटी, कानपुर ने जरूर पराली को रीसाइकिल करने का प्रयोग शुरू किया है, लेकिन केंद्र तक पराली को ले जाने की सुविधा किसानों के पास नहीं है या यह अतिरिक्त लागत भी उनकी जेब पर काफी भारी पड़ेगी। इसीलिए, इस मद में सब्सिडी देने की मांग लगातार की जाती रही है। यहराशि आम लोगों द्वारा स्वास्थ्य पर खर्च की जाने वाली रकम से कम ही होगी, क्योंकि आकलन है कि स्वास्थ्य पर हम अपनी आमदनी की 70-80 फीसदी राशि खर्च कर देते हैं। अमीरों में यह आंकड़ा गरीबों की तुलना में कम है।

साफ है, नीति के स्तर पर प्रदूषण के खिलाफ काम होना चाहिए। कम से कम भविष्य या नई पीढ़ी के लिए तो ऐसा किया ही जाना चाहिए। वायु गुणवत्ता प्रबंधन आयोग ने तो एक्शन प्लान भी बनाया है, लेकिन उस पर शायद ही अमल किया जाता है। यह स्थिति तब है, जब कुछ साल पहले दिल्ली के एक वरिष्ठ डॉक्टर ने फेफड़े की दो तस्वीरें जारी करते हुए बताया था कि किस तरह पहाड़ी इलाके के व्यक्ति का फेफड़ा लाल है, जबकि दिल्ली में रहने वाले शख्स का फेफड़ा कथई काला हो गया है। यह स्थिति जब वयस्कों की है, तब बच्चों के फेफड़े की कल्पना ही की जा सकती है। विशेषकर यह जानते हुए कि बच्चे के लिए शुरुआती 1,000 दिन काफी अहम होते हैं।

जाहिर सी बात है कि हमारी एजेंसियों को प्रदूषण के खिलाफ न सिर्फ सख्त नीतियाँ बनानी चाहिए, बल्कि उन नीतियों को पूरी ईमानदारी से लागू भी करना चाहिए। वायु गुणवत्ता सूचकांक जब 100 से नीचे रहता है, तब उसे संतोषजनक माना जाता है, जबकि इस आंकड़े से जैसे-जैसे हम ऊपर उठते जाते हैं, हमारी सेहत के लिए खतरा बढ़ता जाता है। रही बात बच्चों की, तो जन्म के समय यदि किसी बच्चे का वजन 2.5 किलो से कम है, तो यकीनन, इसका एक कारक प्रदूषण भी हो सकता है।

(ये लेखिका के अपने विचार हैं)

हिन्दुस्तान, 27 नवंबर 2024, पृष्ठ संख्या - 10

प्रदूषण के चलते दी हाइब्रिड मोड में स्कूल चलाने की अनुमति

नई दिल्ली (एसएनबी)। दिल्ली में प्रदूषण को देखते हुए शिक्षा निदेशालय ने सोमवार को स्कूलों को हाइब्रिड मोड में स्कूल चलाने की अनुमति दी है। इसके बाद स्कूलों ने मंगलवार को फैसला लिया। शालीमार बाग स्थित प्रभु दयाल पब्लिक स्कूल ने अपने स्कूल में नर्सरी से बारहवीं तक की कक्षाएं पूरी तरह से ऑफलाइन यानि फिजिकल मोड में चलाने का फैसला लिया। इस बावत स्कूल ने मंगलवार को अभिभावकों को यह सूचना दी कि बुधवार 27 नवम्बर से सभी कक्षाएं ऑफलाइन तरीके से सामान्य रूप से चलेंगी।

■ किसी स्कूल ने ऑफलाइन तो किसी ने हाइब्रिड मोड में किया कक्षाएं चलाने का निर्णय

पीतमपुरा स्थित एमएम पब्लिक स्कूल की प्रधानाचार्य रुमा पाठक ने बताया कि नर्सरी से बारहवीं की क्लासेज बुधवार से पूरी तरह से फिजिकल मोड में होंगी। मयूर पब्लिक स्कूल की प्राचार्य स्वाति वर्मा के अनुसार स्कूल में पहली से बारहवीं तक की कक्षाएं बुधवार से पूरी तरह से फिजिकल मोड में चलेंगी। इसी प्रकार नर्सरी और केजी की कक्षाएं 30 नवम्बर तक ऑनलाइन ही चलेंगी। मयूर विहार स्थित एसएससी सीनियर सेकेंड्री स्कूल की प्रधानाचार्य स्वर्णिमा लूथरा के अनुसार स्कूल ने हाइब्रिड मोड में क्लासेज चलाने का फैसला लिया है। इसके तहत बुधवार से नर्सरी से बारहवीं तक के लिए हाइब्रिड मोड में स्कूल चलेगा। इसके तहत फिजिकल अथवा ऑनलाइन मोड दोनों ही मोड में पढ़ाई करने का विकल्प छात्रों को दिया गया है। रामजस इंटरनेशनल स्कूल आरकेपुरम की प्रधानाचार्य ऋचा शर्मा के अनुसार स्कूल में नर्सरी से पांचवीं तक की कक्षाएं ऑनलाइन, जबकि छठी, सातवीं, आठवीं, नौवीं, दसवीं, ग्यारहवीं और बारहवीं की कक्षाएं बुधवार से फिजिकल मोड में चलेंगी।

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'Viksit Bharat' dream hinges on quality education in schools: UN resident coordinator in India

United Nations Office on Drugs and Crime (UNODC) on Wednesday released a statement on its 'RiseUp4Peace' educational initiative that is focused on engaging and empowering young people to 'resist negative influences, emerging vulnerabilities and risky behaviours'.

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Shombi Sharp Credit: X/@ShombiSharp

New Delhi: Highlighting the immense potential of India's students as catalysts for change, UN's resident coordinator in the country Shombi Sharp has said the dream of 'Viksit Bharat' hinges on ensuring that children in school receive not only quality education but are also sensitised to becoming "responsible model citizens of tomorrow".

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The UN Resident Coordinator for India highlighted the immense potential of "India's 265.2 million students as catalysts for change", emphasising the importance of quality and values-driven education in shaping inclusive and peaceful societies, it said.

Also Read: ['Viksit Bharat Young Leaders' Dialogue' to be held in Delhi on January 11-12: PM Modi](#)

Also Read: ['Viksit Bharat Young Leaders' Dialogue' to be held in Delhi on January 11-12: PM Modi](#)

"The dream of 'Viksit Bharat', as articulated by the Hon'ble Prime Minister of India, hinges on ensuring that children in school receive not only quality education but are also sensitised to become responsible model citizens of tomorrow," he was quoted as saying in the statement.

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both recognise the need to nurture responsible citizens who can contribute to peace and harmony in an increasingly complex world. But this ambition goes beyond the traditional scope of education -- it requires "reimagining educational interventions in classrooms, schools and communities", the UNODC said.

In several bustling classrooms across India, there is a "powerful movement" quietly taking shape -- one that champions peace, lawfulness and inclusion through education. At the heart of this movement are not just the policy-makers, educators or institutions, but young people who stand as the most crucial catalysts of change, the statement said.

Emphasising the initiative's relevance and impact, over 70 policy-makers, educators and young champions ideated and charted a roadmap for fostering peace, inclusion and lawfulness in education -- as envisioned in NEP 2020 and NCF 2023 -- at a 'RiseUp4Peace' policy consultation convened by India's apex curriculum body, the National Council of Educational Research and Training (NCERT) and UNODC South Asia in New Delhi.

Also Read: ['Viksit Maharashtra' important to achieve Viksit Bharat goal, says Jaishankar](#)

Also Read: ['Viksit Maharashtra' important to achieve Viksit Bharat goal, says Jaishankar](#)

Launched this year, the cross-cutting collaborative initiative has engaged over 30,000 stakeholders across 14 states and Union Territories (UTs) through participatory capacity building of educators, co-creation of school-led initiatives and activity-based learning of students.

'RiseUp4Peace' has spurred innovative interventions blending arts, technology and sports to empower students with the support of a diverse set of partners -- public, private and rural schools, NCERT, DERT Meghalaya, Raipur Police and educator and youth groups, the statement said.

NCERT Joint Director Amarendra Prasad Behera urged educators to actively build capacities and develop values-driven modules to transform education.

"NEP 2020 and NCF 2023 envision education as a bridge to a more just and peaceful society. Such collaborations transform vision into action," he said.

The consultation reinforced the call for a whole-of-society approach to education, with policy-makers, educators and students as equal partners in creating a roadmap to promote transformative education for attaining the Sustainable Development Goals.

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NCERT-UNODC RiseUp4Peace Consultation Brings Together Policymakers, Educators, and Youth to Advance Education for Peace, Inclusion, and Lawfulness

UNODC's RiseUp4Peace initiative, supported by JagranJosh, empowers students and educators to champion peace, resilience, and inclusion across classrooms and communities.



By **JAGRAN JOSH**
NOV 27, 2024, 14:09 IST



NCERT-UNODC RiseUp4Peace Unites Leaders, Educators, And Youth For Peace-Driven Education.

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Young people today face critical challenges including mental health, cyber risks, drug use, and violence, among others. Responding to this right from the classrooms is “a need of the hour,” according to educators and India’s National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023 both recognize the need to nurture responsible citizens who can contribute to peace and harmony in an increasingly complex world. This however requires reimagining educational interventions in classrooms, schools, and communities.

In several bustling classrooms across India, there is a powerful movement that champions peace, lawfulness and inclusion through education. Policymakers, educators, or institutions, along with young people are the most crucial catalysts of change and bridging theory with practice, UNODC’s RiseUp4Peace educational initiative is focused on engaging and empowering young people to resist negative influences, emerging vulnerabilities and risky behaviours.

Emphasising the initiative’s relevance and impact, over 70 policymakers, educators and young champions ideated and charted a roadmap for fostering peace, inclusion, and lawfulness in education-as envisioned in NEP 2020 and NCF 2023—at a RiseUp4Peace policy consultation convened by India’s apex curriculum body, the National Council of Educational Research and Training (NCERT) and UNODC South Asia in New Delhi. Working in mixed groups, policymakers, educators and students exchanged practical insights on curriculum integration, good practices and new ideas, as well as the way forward. Key insights shared by educators emphasized the importance of a holistic approach to education.

United Nations India Resident Coordinator Shombi Sharp highlighted the immense potential of India’s 265.2 million students as catalysts for change, emphasizing the importance of quality, values-driven education in shaping inclusive and peaceful societies. “The dream of Viksit Bharat, as articulated by the Honourable Prime Minister of India, hinges on ensuring that children in school receive not only quality education but are also sensitized to become responsible model citizens of tomorrow. UNODC’s RiseUp4Peace aligns with this vision, going beyond academics. The UN system in India stands fully committed to supporting this mission.”

Launched this year, the cross-cutting collaborative initiative has engaged over 30,000+ stakeholders across 14 states and UTs through participatory capacity building of educators, co-creation of school-led initiatives, and activity-based learning of students. RiseUp4Peace has spurred innovative interventions blending arts, tech, and sports to empower students, with the support of a diverse set of partners: public, private and rural schools, NCERT, DERT Meghalaya, Raipur Police and educator and youth groups. Dr. Amarendra Prasad Behera, Joint Director, NCERT urged educators to actively build capacities and develop values-driven modules to

transform education. “NEP 2020 and NCF 2023 envision education as a bridge to a more just and peaceful society. Such collaborations transform vision into action.”

UNODC Regional Representative Marco Teixeira highlighted the vulnerabilities of youth to drugs, mental health challenges, and risky behaviours, advocating for educational interventions that prioritize integrity, resilience, and lawfulness. UNODC Deputy Representative for South Asia, Dr. Suruchi Pant highlighted that “a whole-of-society approach is essential to empower students and ensure they have the support needed to thrive.”

Young people also shared their lived experiences, bringing attention to the importance of providing platforms for mental health awareness, gender equality, inclusion, lawfulness, and cyber safety. Ms Aarushi Gambhir, a passionate advocate for disability inclusion and RiseUp4Peace champion, emphasized that “classrooms are where disability inclusion must truly begin,” further stressing the need for inclusive education from the ground up.

Equipped with training, tools, monthly activity plans and continuous cross-learning, a growing number of educators are integrating important themes about SDG16 in classroom programs with RiseUp4Peace. “Schools are leading change with creative outputs with street plays, music, art, AI tools and school-wide projects on anti-bullying, cyber safety, drug use prevention and gender equality,” said Ms PK Dhillon, Principal, KNPS Phagwara (Punjab).

Student-led conversations and advocacy efforts through vlogs, posters, social work and peer-centred activities are responding to emerging realities in classrooms. The result? Young learners are resonating with a theme, identifying solutions and responses, sharpening their unique skills and developing a sense of empathy, leadership and social responsibility.

The consultation reinforced the call for a whole-of-society approach to education, with policymakers, educators and students as equal partners in creating a roadmap to promote transformative education for SDG16. UNODC’s Communications Officer for South Asia, Mr. Samarth Pathak, summarized the impact of the initiative which has spanned across India’s diverse regions. “With RiseUp4Peace, educators and students are not just learning about peace, lawfulness, and inclusion—they are actively working toward it.”

Jagran Josh is the education media partner for RiseUp4Peace.

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Press Release

India: NCERT-UNODC RiseUp4Peace consultation unites policymakers, educators and young people to champion education for peace, lawfulness and inclusion

27 November 2024



Photo: © UNODC

New Delhi, India/27 November 2024:

Today, young people face critical challenges—mental health, cyber risks, drug use, violence, among others. Responding to this right from the classrooms is “a need of the hour,” educators say. India’s National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023 both recognize the need to nurture responsible citizens who can contribute to peace and harmony in an increasingly complex world. But this ambition goes beyond the traditional scope of education—it requires reimagining educational interventions in classrooms, schools, and communities.

In the bustling classrooms and vibrant schoolyards across India, there is a powerful movement quietly taking shape—one that champions peace, lawfulness and inclusion through education. At the heart of this movement are not just the policymakers, educators, or institutions, but young people who stand as the most crucial catalysts of change. Bridging theory with practice, **UNODC’s RiseUp4Peace educational initiative** is focused on engaging and empowering young people to resist negative influences, emerging vulnerabilities and risky behaviors.

Emphasising the initiative's relevance and impact, over 70 policymakers, educators and young champions ideated and charted a roadmap for fostering peace, inclusion, and lawfulness in education--as envisioned in NEP 2020 and NCF 2023--at a RiseUp4Peace policy consultation convened by India's apex curriculum body, the National Council of Educational Research and Training (NCERT) and UNODC South Asia in New Delhi. Working in mixed groups, policymakers, educators and students exchanged practical insights on curriculum integration, good practices and new ideas, as well as the way forward. Key insights shared by educators emphasized the importance of a holistic approach to education.

United Nations India Resident Coordinator Shombi Sharp highlighted the immense potential of India's 265.2 million students as catalysts for change, emphasizing the importance of quality, values-driven education in shaping inclusive and peaceful societies. "Education is the cornerstone for peace, inclusion, and resilience. Together, we must ensure every child thrives in a safe, empowering environment."

Launched this year, the cross-cutting collaborative initiative has engaged over 30,000+ stakeholders across 14 states and UTs through participatory capacity building of educators, co-creation of school-led initiatives, and activity-based learning of students. RiseUp4Peace has spurred innovative interventions blending arts, tech, and sports to empower students, with support of a diverse set of partners: public, private and rural schools, NCERT, DERT Meghalaya, Raipur Police and educator and youth groups.

Dr. Amarendra Prasad Behera, Joint Director, NCERT urged educators to actively build capacities and develop values-driven modules to transform education. "NEP 2020 and NCF 2023 envision education as a bridge to a more just and peaceful society. Such collaborations transform vision into action." **UNODC Regional Representative Marco Teixeira** underscored the vulnerabilities of youth to drugs, mental health challenges, and risky behaviors, advocating for educational interventions that prioritize integrity, resilience, and lawfulness. UNODC Deputy Representative for South Asia, Dr. Suruchi Pant highlighted that "a whole-of-society approach is essential to empower students and ensure they have the support needed to thrive."

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where disability inclusion must truly begin," further stressing the need for inclusive education from the ground up.



Photo: © UNODC

Equipped with trainings, tools, monthly activity plans and continuous cross-learning, a growing number of educators are integrating important themes pertaining to SDG16 in classroom programs with RiseUp4Peace. Schools are leading change with creative outputs with street plays, music, art, AI-tools and school-wide projects on anti-bullying, cyber safety, drug use prevention and gender equality.

Student-led conversations and advocacy efforts through vlogs, posters, social work and peer-centered activities are responding to emerging realities from classrooms. The result? "Young learners resonating with a critical challenge, identifying solutions and responses, sharpening their own unique skills and developing a sense of empathy, leadership and social responsibility," said **Ms. PK Dhillon, Principal, KNPS Phagwara (Punjab)**.



Photo: © UNODC

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For more details, please contact:

Mr. Samarth Pathak

Communications Officer (South Asia) Email: samarth.pathak@un.org

UNODC

New Delhi, India

Cellphone: +91-9811347927

Website: www.unodc.org/southasia

X: @UNODC_ROSA/@PathakSamarth



UN entities involved in this initiative

राष्ट्रीय शिक्षा नीति-2020 के खिलाफ छात्र सम्मेलन शुरू

■ नई दिल्ली (भाषा)।

राष्ट्रीय शिक्षा नीति (एनईपी) 2020 का विरोध करने वाला तीन दिवसीय अखिल भारतीय छात्र सम्मेलन बुधवार को यहां तालकटोरा इनडोर स्टेडियम में शुरू हुआ। अखिल भारतीय लोकतांत्रिक छात्र संगठन (एआईडीएसओ) द्वारा आयोजित इस कार्यक्रम में छात्र, शिक्षाविद और कार्यकर्ता एनईपी द्वारा उत्पन्न 'चुनौतियों' पर चर्चा करने के लिए एक मंच पर आए हैं। उद्घाटन सत्र को बिरसा मुंडा को उनकी विरासत के सम्मान में समर्पित किया गया। उद्घाटन सत्र में भगत सिंह अभिलेखागार एवं संसाधन केंद्र के सलाहकार चमन लाल सहित कई प्रमुख वक्ताओं ने भाग लिया, जिन्होंने शिक्षा के 'निजीकरण और व्यावसायीकरण' को

■ इस कार्यक्रम में छात्र, शिक्षाविद और कार्यकर्ता एनईपी द्वारा उत्पन्न 'चुनौतियों' पर चर्चा करने के लिए एक मंच पर आए हैं

तेज करने के लिए एनईपी-2020 की आलोचना की।

एआईडीएसओ के पूर्व अध्यक्ष अरुण कुमार सिंह ने छात्र आंदोलन के इतिहास पर प्रकाश डाला और कहा, सम्मेलन को मिली जबरदस्त प्रतिक्रिया बिगड़ती शिक्षा प्रणाली के प्रति जनता के असंतोष को दर्शाती है। सत्र के दौरान प्रख्यात इतिहासकार इरफान हबीब और रोमिला थापर के संदेश भी साझा किए गए। यह सम्मेलन शुक्रवार तक जारी रहेगा।

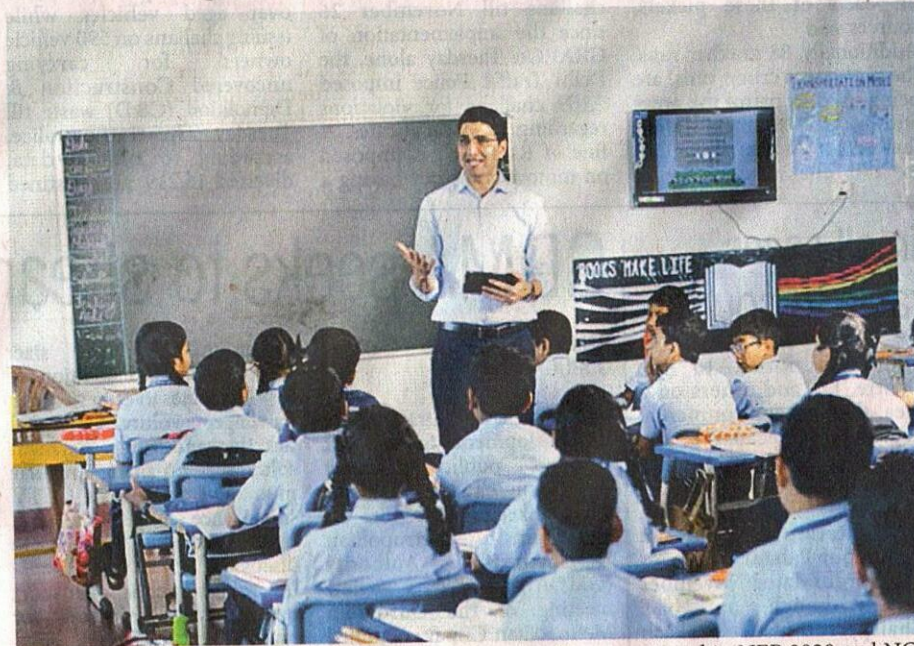
Viksit Bharat dream hinges on quality education in schools: UN's Sharp

PIONEER NEWS SERVICE ■
NEW DELHI

Highlighting the immense potential of India's students as catalysts for change, United Nations's (UN) resident coordinator in the country Shombi Sharp has said the dream of 'Viksit Bharat' hinges on ensuring that children in school receive not only quality education but are also sensitised to becoming "responsible model citizens of tomorrow".

United Nations Office on Drugs and Crime (UNODC) on Wednesday released a statement on its 'RiseUp4Peace' educational initiative that is focused on engaging and empowering young people to "resist negative influences, emerging vulnerabilities and risky behaviours".

The UN Resident Coordinator for India highlighted the immense potential of "India's 265.2 million students as catalysts for change", emphasising the importance of quality and values-driven education in shaping inclusive and peaceful societies, it said. "The dream of 'Viksit Bharat', as articulated by the Hon'ble Prime Minister of India, hinges on ensuring that children in school receive not only quality education but are also sensitised to become responsible model citizens of



tomorrow," he was quoted as saying in the statement. India's National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023 both recognise the need to nurture responsible citizens who can contribute to peace and harmony in an increasingly complex world. But this ambition goes beyond the traditional scope of education -- it requires "reimagining educational interventions in classrooms, schools and communities", the UNODC said. In several bustling classrooms

across India, there is a "powerful movement" quietly taking shape -- one that champions peace, lawfulness and inclusion through education. At the heart of this movement are not just the policy-makers, educators or institutions, but young people who stand as the most crucial catalysts of change, the statement said. Emphasising the initiative's relevance and impact, over 70 policy-makers, educators and young champions ideated and charted a roadmap for fostering peace, inclusion and lawfulness in education -- as envi-

sioned in NEP 2020 and NCF 2023 -- at a 'RiseUp4Peace' policy consultation convened by India's apex curriculum body, the National Council of Educational Research and Training (NCERT), and UNODC South Asia in New Delhi.

Working in mixed groups, policy-makers, educators and students exchanged practical insights on curriculum integration, good practices and new ideas as well as the way forward. Key insights shared by educators emphasised the importance of a holistic

approach to education. Launched this year, the cross-cutting collaborative initiative has engaged over 30,000 stakeholders across 14 states and Union Territories (UTs) through participatory capacity building of educators, co-creation of school-led initiatives and activity-based learning of students.

'RiseUp4Peace' has spurred innovative interventions blending arts, technology and sports to empower students with the support of a diverse set of partners -- public, private and rural schools, NCERT, DERT Meghalaya, Raipur Police and educator and youth groups, the statement said.

NCERT Joint Director Amarendra Prasad Behera urged educators to actively build capacities and develop values-driven modules to transform education.

"NEP 2020 and NCF 2023 envision education as a bridge to a more just and peaceful society. Such collaborations transform vision into action," he said.

The consultation reinforced the call for a whole-of-society approach to education, with policy-makers, educators and students as equal partners in creating a roadmap to promote transformative education for attaining the Sustainable Development Goals.

Students' conference against National Education Policy begins

ANSHITA MEHRA
TRIBUNE NEWS SERVICE

NEW DELHI, NOVEMBER 27

The 10th All-India Students' Conference, organised by the All-India Democratic Students' Organisation (AIDSO), began at the Talkatora Indoor Stadium here on Wednesday. The three-day event, focused on opposing the National Education Policy (NEP) 2020, centred on the theme 'Save Education, Culture and Humanity.'

The open session was dedicated to tribal freedom fighter Birsa Munda. It began with the hoisting of the AIDSO flag,

followed by the inauguration of three exhibitions. The quotation exhibition was opened by economist Prof Arun Kumar, the art exhibition by Prof Nandita Narain, former president of DUTA and FED-CUTA, and the photo exhibition by Prof Sachidanand Sinha, a retired JNU professor and president of the Institute of Indian Geographers.

Speaking at the inaugural meeting, Prof Chaman Lal, adviser to the Bhagat Singh Archives and Resource Centre, criticised NEP 2020, saying, "The policy has further accelerated the privatisation



Experts during the 10th All-India Students' Conference at Talkatora Stadium in New Delhi on Wednesday.

and commercialisation of education. It has destroyed the man-making character-building aspect of education, along with the cultural legacy

of India's freedom struggle." Arun Kumar Singh, former president of AIDSO, highlighted the importance of student movements. "The over-

'NEP HAS ACCELERATED PRIVATISATION'

“The NEP has accelerated the privatisation and commercialisation of education. It has destroyed the man-making character-building aspect of education.”

— Prof Chaman Lal, ADVISER TO BHAGAT SINGH ARCHIVES AND RESOURCE CENTRE

whelming response to this conference shows the public's frustration with the deteriorating education system and the government's

indifference to public-funded education," he said.

Messages from prominent historians added weight to the session. A video message from Prof Irfan Habib underscored the importance of public education, while a written message from Prof Romila Thapar, Professor Emerita, JNU, was read out. The session was presided over by Sourav Ghosh, AIDSO's general secretary.

The day also saw participation from various Left and democratic student organisations, including AISA, AISE, AISB and PSU.

Disability inclusion needs systemic shift, not saviours

Mainstream Hindi cinema, with movies like *Taare Zameen Par*, *Black*, and most recently, *Srikanth*, has brought attention to the lives of children with disabilities, portraying their challenges and triumphs. While these movies undoubtedly raise awareness, they often rely on the “miracle teacher” trope — a heroic figure who single-handedly transforms a child’s life. This portrayal, while emotionally impactful, risks oversimplifying the reality that inclusive education depends on collective, systemic support from educators, administrators, families, and policymakers. In *Taare Zameen Par*, the world of a young boy who struggles with dyslexia is transformed when his art teacher “unlocks” his potential through empathy and unconventional teaching, suggesting that one caring teacher can reverse years of neglect. *Black* similarly follows the story of a girl with visual and hearing impairments, again someone whose life is transformed by her teacher. While their bond is heartwarming, the teacher is portrayed as the singular force behind the girl’s growth, leaving out the broader support that true inclusive education demands.

Srikanth, a recent biopic, tells the story of a boy with a visual impairment who finds success with the help of a devoted teacher. The film highlights the obstacles he faces in an education system that resists accommodating his disability, but its resolution relies on the success of one individual against all odds with the aid of a teacher who believes in him when no one else does. Despite the rising representation of disabilities in Bollywood, films rarely challenge the systemic barriers impacting children, focusing instead on personal achievements enabled by one “miracle” figure.

Though inspirational, these narratives are overly simplistic. They suggest that the solution to educational challenges lies in exceptional intervention rather than in a sustained, collective approach. By framing one teacher as the agent of change, the myth that children with disabilities can only thrive through rare, heroic efforts rather than through comprehensive, inclusive systems gets reinforced.

The “miracle teacher” trope is part of a larger trend in disability-related films that position a saviour figure swooping in to “fix” a problem. It risks reinforcing the notion that children with disabilities are passive recipients of help rather than active participants in their own education. This portrayal neglects the reality that genuine inclusive education is

about empowering children within environments that respect and accommodate their unique needs.

India’s Rights of Persons with Disabilities Act, 2016 and National Education Policy, 2020 reflect this collaborative model, mandating training for all teachers, regular and special, to address the diverse needs of children with disabilities. Many states now emphasise shared responsibility among regular teachers and special educators, underscoring that inclusion is a group effort.

Beyond the educators, inclusive education also requires accessible infrastructure, tailored curricula, reasonable accommodations, and assistive technologies. These elements work together to create an environment where children with disabilities can thrive. Saviour narratives valorise individual resilience and gloss over the systemic efforts required for sustainable change.

Narratives that feature children with disabilities as empowered individuals — supported by a network of teachers, families, and schools — will better capture India’s current educational landscape. When children are depicted as active participants, rather than passive recipients, the narrative aligns with the true spirit of inclusive education. This shift could educate audiences, encouraging society to see inclusive education as a shared responsibility rather than a challenge for a single teacher.

To meaningfully contribute to the inclusive education movement, mainstream cinema must move beyond the saviour trope and embrace a more nuanced portrayal of how inclusive education works. True progress lies in showcasing the collaborative efforts of special educators, regular teachers, and school administrators working in harmony. For instance, *Taare Zameen Par* hints at this idea towards the end, as the school collectively supports the dyslexic young artist, highlighting the importance of accommodation and teamwork.

As society’s understanding of inclusive education grows, cinema has the potential to inspire further change by portraying it accurately. By moving away from oversimplified narratives, movies can highlight the collective efforts of educators, administrators, and policymakers to create schools that truly welcome children with disabilities.



Sagarika Parab

Sagarika Parab is research fellow (Disability Inclusion and Access), Vidhi Centre for Legal Policy. The views expressed are personal

Schooling in India in times of poor air quality

In a stark reminder of the COVID-19 pandemic period, schools in Delhi State, in mid-November 2024 – as a part of the Graded Response Action Plan (GRAP) to tackle air pollution, which is triggered when the Air Quality Index (AQI) is “poor” – had been asked to switch from physical to online mode. While other restrictions imposed as a part of GRAP might have an impact on air quality, the decision to switch schools to online mode needs to be examined for its scientific rationale, practicability, and benefits and risks.

Poor air quality in many north Indian States is harmful for any age group and not just children. The harmful health effects of poor air quality are on a continuum from the moment the AQI crosses normal range: Children (and everyone in any age group) should be protected from poor air quality the moment the AQI crosses 50, which is considered ‘good’ air quality by Indian norms. However, there are only a few days in a year when the AQI is within acceptable limits. In 2024, till now, there has not been even a single day with ‘good’ air quality in Delhi; there was just one such ‘good’ air quality day in 2023. Alongside, it is naive to believe that an AQI that is more than 400 (classified as ‘severe’ or ‘severe plus’) is harmful and anything below this is not. This arbitrary and high cut off does not help except inadvertently normalising the harmful health effects of air quality that is in the range of AQI 51 to 399.

More importantly, most children in Delhi or other parts of the country are likely to have the same air quality inside their homes or in their schools. For some underprivileged children, air quality in the classroom might be better than at home as many schools have air purifiers. The idea of having online classes due to poor AQI puts all children at an additional disadvantage of learning loss and nutritional loss (as many children get mid-day meals in schools), while there is no respite from the health impact.

It is widely known that online classes are not a replacement for school-based learning and the only beneficiaries here are EdTech platforms and Apps. Then, the younger children are not supposed to have exposure to screen time. Therefore, when they are forced to attend online classes, they are being exposed to more harmful behaviour than receiving any possible or perceived benefit. In the three years of the COVID-19 pandemic, all of us have learnt that schools are not the places where children read only books; there is life learning. Therefore, the focus has to be on keeping schools functional and ensuring learning continuity. There was an article related to this, in this daily, by one of the writers: “The pathology of school closure in India”, February 16, 2022.

The oversold idea of face masks

Poor air quality nearly always brings up the issue of face masks. Even before GRAP stages III and IV recommended the suspension of physical classes,



Dr. Chandrakant Lahariya

a medical doctor who specialises in early childhood development, lifestyle diseases and preventive medicine. He has over 16 years of work experience with the World Health Organization and UNICEF



Dr. Randeep Guleria

a former Director of the All India Institute of Medical Sciences (AIIMS), New Delhi and a specialist in respiratory medicine

Considering scientific rationale and the benefits and risks, the functioning of schools needs to be delinked from Graded Response Action Plan measures

a few schools sent out advisories to parents that children should wear face masks in order to attend schools. Though it was argued that these advisories were to provide guidance, what was forgotten was that such advisories from schools became an ‘informal mandate’ for children and parents. Such a uniform advisory for all children to wear a face mask is not fully backed by science. As far as children are concerned, even during the COVID-19 pandemic, masks were not recommended for children who were younger than five years for various scientific reasons and utilising empirical data. For those between six to 11 years, masks were advised (and not mandated). There is no rationale for anyone to wear face masks if the set-up has air purifiers. In short, the face mask wearing guidance for children has to have a nuanced and personalised approach. Therefore, schools should refrain from issuing such advisories, which should come only after guidance from medical experts.

Adopt a science-based approach

First, schools should not be made to switch to online classes, no matter what the level of AQI is. The focus should be on keeping the school functional and ensuring learning continuity. This could be done with some mitigants such as completely halting all outdoor activities in schools when the AQI is poor. Everyone should take appropriate personal protective measures, such as the use of purifiers and face masks, taking into account recommendations by age, and pre-existing health issues. Those who have any pre-existing respiratory health issue are likely to benefit more from mask wearing, specifically in a polluted and open space.

Second, to attend school, there is no need for a uniform directive for mask wearing. Schools are not the source of pollution. Arguably, air quality in schools is similar to the homes of children. Therefore, it does not make any sense to do anything differently in school than what is done at home. So, if children and parents wear a face mask at home, they can wear it at school as well. Else, no additional mandatory mask wearing measure is needed. There is a need to remember that face masks can also have negative effects such as causing a skin allergy and other discomforts. So, one should keep in mind the benefits and the associated risks. Also, except for medical recommendations, children younger than 12 years should not be made to wear N95 masks. During periods of severe or above AQI, children who have pre-existing health issues or any other parents who wish to keep their children at home, should be given an ‘opt-out’ option from physical classes, and the rest of the children should have the opportunity for learning continuity.

Third, in schools or other settings which have functional air purifiers, mask wearing is not going to provide any additional advantage. For such settings, i.e., schools, ensuring that the classroom

doors and windows are closed properly and switching on air purifiers at least an hour before children arrive would ensure ‘good’ quality air.

Fourth, ‘online schooling’ is an oxymoron – it is not school if teaching is online. The option of hybrid classes should not be interpreted conveniently by schools. Also, other than air quality, there are other reasons such as foggy or cold winter days, which many schools exercise as a reason for switching to online or hybrid classes. These should be actively discouraged and teaching should be in physical mode for all parents, who are willing. In fact, it is problematic that school classes are often referred to as ‘offline’ or ‘online’, placing electronic devices at the centre of teaching and learning. We need to break this mode of thinking. Therefore, in future, if and when the government or any authority fails children by passing an order to switch to online classes, the management in every school needs to come up with innovative approaches to ensure that learning is not in front of a mobile or computer screen.

Fifth, poor air quality is a reminder that anyone who has pre-existing health or respiratory conditions should take better care of their health. This means having a routine checkup and a regular follow-up visit with health-care providers. Preventive interventions such as annual influenza vaccination or age-appropriate recommended vaccines like pneumococcal, measles, *Haemophilus influenzae* Type b (Hib) are administered to those who need it.

Policy must be people-centric

From a larger social angle, most of the actions recommended as a part of GRAP, adversely and disproportionately, impact the poor and the vulnerable in terms of wages (for the poor and the marginalised) as well as learning and nutrition (for children) losses. This is a reminder that whatever is done in the name of the policy should have a people-centric and pro-poor focus. Air quality and school functioning need a nuanced approach. India had one of the longest closures of schools during the COVID-19 period and we need to learn from those mistakes. There was another article on this, in this daily, by one of the writers: “Building back to avert a learning catastrophe”, April 28, 2022.

Schools are not the source of air pollution. Rather, there is far greater loss than benefit from school closure. While there are valid reasons for implementing other measures under GRAP to improve the AQI, closing schools for physical classes makes the least sense. It has happened for the last eight years, but now is the time that school functioning is delinked from GRAP measures. Nelson Mandela had said, “There can be no keener revelation of a society’s soul than the way in which it treats its children.” When it comes to handling air quality and the functioning of schools, Indian States and society seem to be failing in their responsibility and their duties.

यूजी छात्रों को जल्द मिलेगा डिग्री कोर्स की अवधि घटाने या बढ़ाने का विकल्प

नई दिल्ली (एसएनबी)। यूजीसी के अध्यक्ष प्रो जगदीश कुमार के अनुसार उच्च शिक्षण संस्थान जल्द ही स्नातक (यूजी) छात्रों के सामने पाठ्यक्रमों की अवधि को छोटा करने या बढ़ाने का विकल्प पेश कर सकेंगे। विश्वविद्यालय अनुदान आयोग (यूजीसी) ने इस सप्ताह एक बैठक में उच्च शिक्षण संस्थानों

के लिए त्वरित डिग्री प्रोग्राम (एडीपी) और विस्तारित डिग्री प्रोग्राम (ईडीपी) की पेशकश के लिए मानक संचालन प्रक्रिया (एसओपी) को मंजूरी दे दी है।

उन्होंने कहा कि मसौदा मानदंडों को अब हितधारकों की प्रतिक्रिया के लिए

■ त्वरित डिग्री प्रोग्राम और विस्तारित डिग्री प्रोग्राम की पेशकश के लिए मानक संचालन प्रक्रिया को मंजूरी



सार्वजनिक किया जाएगा। कुमार ने कहा कि डिग्रियों में पाठ्यक्रमों की अवधि छोटी किए जाने या बढ़ाए जाने का उल्लेख होगा और इन डिग्रियों को आगे की पढ़ाई या नौकरी के लिए निर्धारित अवधि की डिग्री के समान माना जाएगा। कुमार ने कहा कि छात्र पढ़ाई की क्षमताओं के आधार पर अपने अध्ययन की अवधि को

छोटा करने या बढ़ाने के लिए इस विकल्प का उपयोग कर सकते हैं। एडीपी के तहत छात्रों को प्रति सेमेस्टर अतिरिक्त क्रेडिट अर्जित करके तीन साल या चार साल का पाठ्यक्रम कम समय में पूरा करने का विकल्प मिलेगा, जबकि ईडीपी में प्रति सेमेस्टर कम क्रेडिट अर्जित करके पाठ्यक्रम की अवधि बढ़ाने का विकल्प मिलेगा।

नए नियम यूजीसी ने Accelerated और Extended डिग्री प्रोग्राम के लिए SoP को दी मंजूरी, दोनों डिग्री की वैल्यू समान

अब ग्रेजुएशन करना और आसान, अपने हिसाब से कोर्स की अवधि घटा-बढ़ा सकेंगे स्टूडेंट्स

Bhupender.Sharma@timesofindia.com

■ नई दिल्ली: यूजीसी की हाल ही में हुई बैठक में Accelerated Degree Programs (ADP) और Extended Degree Programs (EDP) के लिए SoP को मंजूरी दे दी है। यानी स्टूडेंट को अब तीन या चार साल के ग्रेजुएशन को कम समय में पूरा करने या कोर्स की अवधि बढ़ाने का ऑप्शन मिलेगा। यूजीसी अध्यक्ष प्रो. एम. जगदीश कुमार ने कहा कि नेशनल क्रेडिट फ्रेमवर्क (NCrF) उच्च शिक्षा को अधिक लचीला बनाता है और छात्रों को अपनी जरूरतों के अनुसार अध्ययन अवधि तय करने की इजाजत देता है। यूनिवर्सिटीज को इन दोनों नए

AI Image



नियमों के लिए छात्रों की एलिजिबिलिटी का मूल्यांकन करने के लिए कमिटी बनानी होगी। ADP और EDP की समान वैल्यू होगी। कोर्स कंटेंट और क्रेडिट की शर्तों में कोई बदलाव नहीं होगा। परीक्षा और मूल्यांकन की प्रक्रिया में कोई बदलाव नहीं होगा।

ADP के तहत कैसे होगा ग्रेजुएशन

ADP के तहत छात्र प्रति सेमेस्टर अतिरिक्त क्रेडिट हासिल कर तीन या चार साल के ग्रेजुएशन कोर्स को क्रमशः ढाई और तीन या साढ़े तीन साल में पूरा कर सकते हैं। यह विकल्प पहले या दूसरे सेमेस्टर के बाद चुनने का मौका मिलेगा। सिर्फ 10% छात्रों को ADP के तहत चुना जाएगा।

EDP में कैसे बढ़ेगा समय

जो छात्र अपनी डिग्री अधिक समय में पूरी करना चाहते हैं, वे EDP का विकल्प चुन सकते हैं। वे अधिकतम दो सेमेस्टर तक इसे बढ़ा सकते हैं। इस प्रोग्राम के तहत तीन साल की डिग्री को अधिकतम चार साल और चार साल की डिग्री को पांच साल में पूरा किया जा सकता है।

देशभर के स्कूलों को स्किल एजुकेशन से जोड़ने की योजना पर हो रहा काम: जयंत

■ विशेष संवाददाता, नई दिल्ली

कौशल विकास और उद्यमिता मंत्री जयंत चौधरी ने एनबीटी और हरियाणा प्रोग्रेसिव स्कूल कॉन्फ्रेंस की केंद्रीय मंत्री ने कहा, हमारे पास जो विभाग है, वो सीधे युथ से जुड़े हैं, यह बड़ी जिम्मेदारी Eduvision 2.0 समिट में कहा कि स्कूलों में भी स्किल एजुकेशन महत्वपूर्ण फैक्टर है। देश में स्किल इकोसिस्टम के दायरे को बढ़ाने के लिए केंद्रीय कौशल विकास मंत्रालय बड़े मिशन पर काम कर रहा है। राष्ट्रीय शिक्षा नीति की सिफारिशों के मुताबिक उच्च शिक्षा के साथ-साथ स्कूली शिक्षा को भी स्किल इकोसिस्टम के साथ जोड़ने की योजनाएं लागू की जा रही हैं। देश के अलग-अलग हिस्सों में स्थित स्कूलों, शिक्षाविदों को एक मंच पर लाने की एनबीटी की इस मुहिम की सराहना करते हुए उन्होंने कहा कि नए-नए



कौशल विकास और उद्यमिता मंत्री जयंत ने कहा, स्किल फैक्टर जरूरी

आइडिया सामने आना बहुत जरूरी है। उन्होंने कहा कि उनके पास जो विभाग है, वे सीधे तौर पर करोड़ों युवाओं से जुड़े हुए हैं, यह बहुत बड़ी जिम्मेदारी है।

केंद्रीय मंत्री जयंत चौधरी ने कहा कि वोकेशनल एजुकेशन को अब स्किल एजुकेशन कहा जाता है। कौशल विकास मंत्रालय ने देश में आईटीआई

इकोसिस्टम को इंडस्ट्री के साथ जोड़ा है। उच्च शिक्षा में यूनिवर्सिटी-कॉलेजों को भी इंडस्ट्री का सहयोग मिल रहा है। इंडस्ट्री की मांग के मुताबिक कोर्सेज तैयार हो रहे हैं, इससे रोजगार के अवसर भी बढ़ रहे हैं। स्कूलों में पढ़ने वाले छात्रों को भी स्किल एजुकेशन का विकल्प मिलना चाहिए। भारत में स्किल एजुकेशन पर बहुत फोकस है। मशीन लर्निंग, रोबोटिक, जैसे कोर्सेज की मांग बढ़ी है, लेकिन अभी बहुत से स्कूलों के पास इन कोर्सेज को चलाने की क्षमता नहीं है। इंडस्ट्री को स्कूलों के लिए भी आगे आना होगा। केंद्र व राज्य सरकारें भी मिलकर काम कर रही हैं।

उन्होंने कहा कि यूपी, राजस्थान में नई योजनाएं आई हैं। केंद्र भी मदद कर रहा है। मकसद यही है कि देश के हर हिस्से के शिक्षा संस्थानों को स्किल एजुकेशन के साथ जोड़ा जाए ताकि देश का स्किल इकोसिस्टम बेस्ट हो। स्किल एजुकेशन हासिल करने के बाद छात्र अपना स्टार्टअप शुरू करें और इससे देश में रोजगार के अवसर भी बढ़ेंगे।

UGC releases norms for faster completion of degrees

Vrinda Tulsian

letters@hindustantimes.com

NEW DELHI: The University Grants Commission (UGC) has released guidelines allowing students to complete undergraduate degrees faster or slower than the standard duration by earning required credits. The commission will put these guidelines up for public consultation before implementing them next year.

Under the new policy, higher education institutions (HEIs) will offer Accelerated Degree Programmes (ADP) and Extended Degree Programmes (EDP) alongside standard pro-

grammes. Students can opt for these alternatives after admission into a standard programme, based on their performance in the first or second semester.

"The introduction of accelerated and extended degree programmes is a transformative step in making higher education more inclusive and flexible, allowing students to move through the curriculum at their own pace while meeting the required academic standards," UGC chairman M Jagadesh Kumar said.

HEIs can allocate up to 10% of their sanctioned intake for ADP. Institutional committees will



M Jagadesh Kumar

evaluate applications submitted after the first or second semester, assess academic performance and determine eligibility. These committees will also decide course and credit adjustments per semester based on the chosen programme duration.

ADP students will follow the same curriculum and credit requirements as standard programmes but complete degrees faster. They can transition to ADP after the first or second semester, earning additional credits from the second or third semester onwards. A three-year undergraduate programme can be completed in five semesters, while a four-year programme can be completed in six or seven semesters.

EDP students will also follow the same curriculum but over an extended duration. They can opt for EDP after the first or second semester, taking fewer credits

per semester. Three-year or four-year programmes can be extended by up to two semesters.

The examination and evaluation processes remain unchanged. Degrees will be awarded immediately upon completion, with a note certifying completion of standard programme requirements in a modified time-frame.

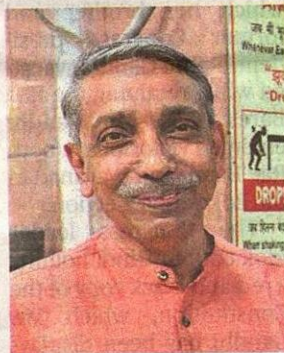
The government has clarified that ADP and EDP degrees will be treated as equivalent to standard degrees for academic and employment purposes, including by government and private organisations and the UPSC and state service commissions.

UGC approves guidelines on flexible-duration degrees for undergraduate students

Maitri Porecha
NEW DELHI

Students pursuing undergraduate degree programmes could soon have the flexibility to finish their degree earlier or extend it beyond the stipulated duration. The University Grants Commission (UGC) approved a Standard Operating Protocol (SOP) on Accelerated Degree Programmes (ADPs) at its meeting held on November 13. The UGC is expected to place the SOP in public domain for feedback soon, officials said.

The National Credit Framework (NCrF) enables students with varying learning abilities to move through the curriculum at rates faster or slower than the standard duration of a programme by earning the required credits.



M. Jagadesh Kumar

“Students can use this option to shorten or extend their study durations based on their learning abilities. The ADPs allow students to complete a three-year or four-year degree in reduced time by earning additional credits per semester, while the Extended Degree Programmes [EDPs] enable an extended timeline with fewer credits per semes-

ter,” said UGC Chairman M. Jagadesh Kumar. Mr. Kumar said higher education institutions (HEIs) would establish committees to evaluate student eligibility for the programmes, and that degrees will be equivalent to standard duration degrees for employment and academic purposes.

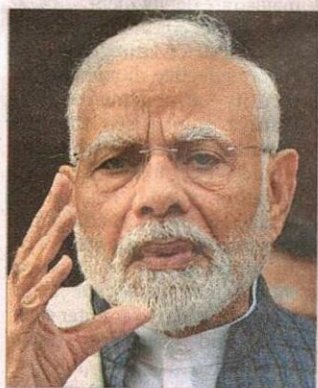
The UGC SOP guides HEIs in designing academic content, credits, and assessment methods and in award of degree while implementing extended and accelerated degrees.

The UGC has proposed that HEIs may earmark 10% of their sanctioned student intake for the ADPs. The institutes may constitute a panel to scrutinise applications received at the end of the first or the second semester under the EDPs and ADPs and select students accordingly.

One nation, one subscription

While heralded as a potential game-changer for academia, the ONOS has ignited intense debate among scholars and researchers

In the series of 'one nation' comes yet another addition and this time it is about subscription of academic journals. The Indian government's recent approval of the 'One Nation, One Subscription' (ONOS) scheme has sparked considerable debate within academic and research communities. Touted as a transformative step for Indian academia, the scheme seeks to centralise access to academic journals and publications for higher education and research institutions across the country. While the initiative promises benefits such as cost efficiency and wider access to resources, concerns about its implementation, implications for academic freedom and necessity remain significant. Under the ONOS scheme, managed by the Information and Library Network (INFLIB-NET), over 6,300 institutions will have access to 13,000 e-journals from 30 major international publishers through a unified digital portal. With a budget allocation of Rs 6,000 crore for its first three years, the government aims to empower approximately 1.8 crore



students, researchers and faculty members. This move could enhance India's standing in the global research ecosystem, reducing resource disparities across institutions. The ONOS scheme could democratise access to academic knowledge.

Smaller institutions, often constrained by limited budgets, could benefit immensely from comprehensive access to high-quality publications. Students and researchers in remote or underfunded regions may now have the same access as those in premier institutions, fostering equity in education and research. Centralising subscriptions could also significantly reduce costs. A unified portal ensures that these resources are optimised, potentially freeing budgets for other academic priorities. This could encourage more efficient and effective research practices. Despite its potential benefits, the ONOS scheme has raised several concerns. One major issue is the lack of clarity on how journals will be selected. Academic needs are diverse, varying by discipline, institution and research focus. Centralising the decision-making process risks overlooking specific requirements, leading to an inadequate or unbalanced collection of resources. Critics argue that the government could limit access to publications or perspectives it disagrees with, thereby influencing academic discourse. Another critique is that the scheme might disrupt established systems that currently work well. Many institutions already have mechanisms to access journals through collaborations, institutional networks like the Developing Library Network (DELNET), and platforms like JSTOR. Moreover, the scheme's centralised approach risks reducing the autonomy of academic institutions. Faculty members, who currently play a significant role in determining which journals their institutions need, might find themselves sidelined. This loss of autonomy could hinder academic innovation and responsiveness to emerging research trends. It would be hasty to implement the scheme which has advantages for sure, but the concerns of academicians must be addressed.

UGC approves norms for flexible study duration for UG degrees

Students will be given option to either shorten or extend their course term

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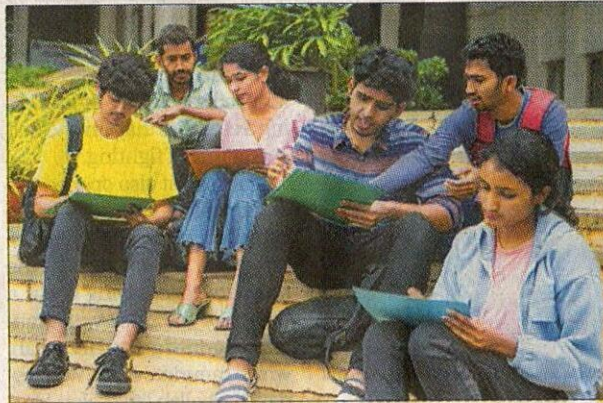
NEW DELHI, NOVEMBER 28

Undergraduate students may soon get an option to shorten or extend their study durations instead of the standard duration of their degree programmes. The UGC has approved the SOPs to offer the Accelerated Degree Programme (ADP) and Extended Degree Programme (EDP) in a meeting this week. The draft norms will now be put in the public domain for feedback from stakeholders.

While the degrees will mention a self-contained note that the academic requirements needed in a standard duration have been completed in a shortened or extended duration, they will be treated at par with standard duration degrees for academic and recruitment purposes.

Top foreign universities also offer the option to students to finish their degree earlier or later than stipulated duration.

"The National Credit Framework introduces flexi-



bility in higher education by allowing learners to complete undergraduate programmes through ADPs or EDPs in addition to standard duration degrees. Students can use this option to shorten or extend their study durations based on their learning abilities," M Jagadesh Kumar, Chairman, UGC told *The Tribune*.

"The ADP allows students to complete a three-year or four-year degree in reduced time by earning additional credits per semester, while the EDP enables an extended timeline with fewer credits per semester," he said.

"Under the ADP and EDP,

students earn the same total credits as in the standard duration programme. The higher education institutions will establish committees to evaluate students' eligibility for these programmes. These degrees will be equivalent to standard duration degrees for all employment and academic purposes," he added.

According to the SOPs, the institutions may earmark up to 10 per cent of the sanctioned intake for the ADP. The HEIs may constitute a committee to scrutinise applications received at the end of the first or the second semester

under the EDP and the ADP and select students accordingly.

In the ADP, students will follow the same curriculum content and total credits prescribed for the programme for a standard duration. "The only change will be in the duration of the programme. Students shall have the option to choose the ADP either at the end of the first semester or the second semester and not beyond that. Students opting for the ADP will earn additional credits per semester starting from the second or third semester, depending on when they transition to the ADP," Kumar said.

"If they join the ADP after the first semester, they will begin earning extra credits from the second semester onward. Similarly, if they join the ADP after the second semester, the additional credit load will start from the third semester onward," he added.

In a three-year or four-year undergraduate programme, the duration may be extended up to a maxi-

imum of two semesters.

"Accordingly, students can earn fewer credits in each semester. Based on the credit structure in the Curriculum and Credit Framework for Undergraduate Programmes, the committee shall decide the minimum number of credits a student must earn in a semester in EDP," he said.

The UGC has noted that the HEIs may issue degrees for students on completion of the programme in the opted duration (shortened or extended duration) and need not wait to complete the standard duration for the award of the formal degree.

"For the accelerated and extended degrees, a self-contained note should be added in the degree stating that the academic requirements required in a standard duration have been completed in a shortened or extended duration.

"For an ADP of a four-year undergraduate programme, the note should specify that the student completed the academic requirements of a four-year programme in six or seven semesters, as the case may be," Kumar added.



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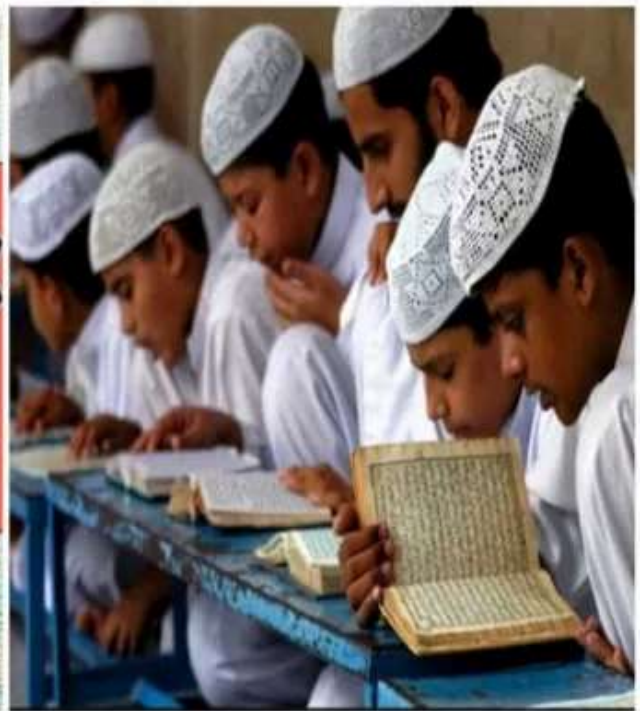
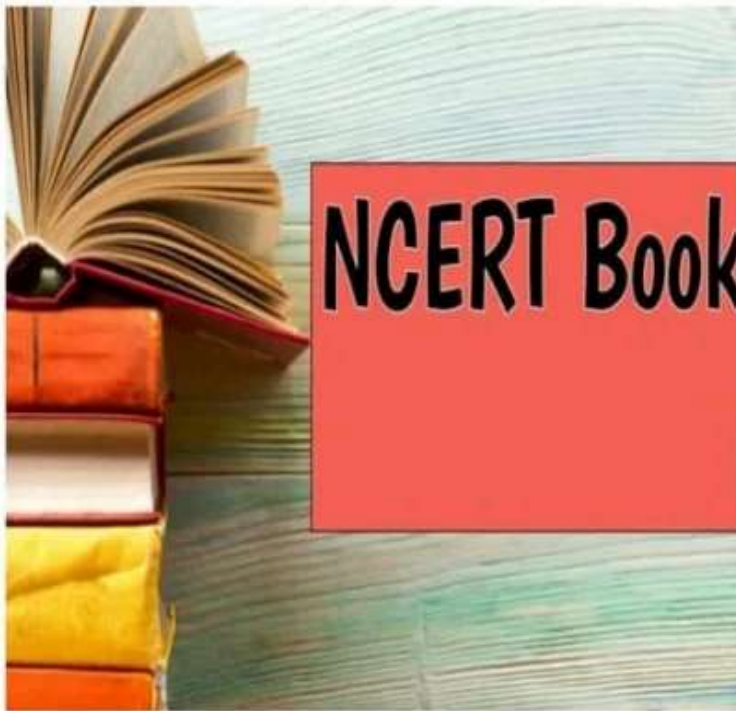
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Uttar Pradesh: NCERT books disappear from madrasas without approval; Minister Rajbhar demands clarification

In Uttar Pradesh, the sudden discontinuation of NCERT book distribution in madrasas has sparked concern, with Minority Welfare Minister OP Rajbhar demanding clarification. Despite over two months passing since his inquiry, the department has yet to respond or provide any justification for the halt in the program

WEB DESK · Nov 29, 2024, 03:30 pm IST in Bharat, Education, Uttar Pradesh



Representative image



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In Uttar Pradesh, NCERT (National Council of Educational Research and Training) books are no longer being distributed in madrasas, and the NCERT syllabus is currently not being implemented. Minority Welfare Minister OP Rajbhar has expressed his dissatisfaction over the sudden disappearance of the books. In response, he wrote a letter to the Additional Chief Secretary, seeking clarification on why the textbooks were withdrawn. Despite over two and a half months passing, the minister has yet to receive any answer.

Sources suggest that the decision to stop distributing NCERT books was made without obtaining high-level approval, leading to concerns over the abrupt disruption of the program. Rajbhar has emphasized the need for transparency and accountability in the matter, urging the department to address the issue promptly.

Despite the Supreme Court's decision on November 5, which granted the state government the freedom to take steps for the qualitative improvement of madrasa education, the Minority Welfare Department has failed to take any action in this regard, even after more than 20 days.

The Pragatisheel Madrasa Board, established after the BJP government came to power in 2017, had previously ordered the implementation of the NCERT syllabus in madrasas during its meeting on May 15, 2018. A government order was subsequently issued on May 30, 2018, to initiate the process. In line with this, Chief Minister Yogi Adityanath had directed that the NCERT curriculum be implemented in all recognized and aided madrasas.

For the next three years, the Minority Welfare Department successfully distributed the NCERT books. However, in 2023, the distribution was suddenly stopped, and the department did not seek high-level approval for this decision. As of now, no concrete response or justification has been provided for halting the implementation of the NCERT curriculum in the state's madrasas.

Sources indicate that the decision made by the Madrasa Board in 2018 to provide basic education books to subsidized madrasas was revised during a meeting on January 18, 2023, under pressure from a senior government officer. This change reversed the earlier policy of distributing NCERT books in these madrasas.

After taking charge of the Minority Welfare Department, Minister OP Rajbhar became aware of this shift in curriculum. Concerned about the non-implementation of the Chief Minister's order regarding the NCERT curriculum, he wrote a letter to the Additional Chief Secretary on September 9, 2024. In the letter, Rajbhar sought clarification on why the NCERT syllabus had not been implemented and requested a report on the matter to ensure that the Chief Minister's directive was enforced.

Difficulties discussed in Madrasa Board Meeting

In a meeting held on January 18, 2023, chaired by Dr Iftikhar Ahmed Javed, President of the Madrasa Education Council, it was agreed to implement the NCERT curriculum in a phased manner, similar to the approach followed by the Basic Education Department. However, during the discussions, it was revealed that there were significant difficulties in distributing the books through the Directorate. As a result, the Madrasa Board reversed its previous decision and approved the distribution of books from the Basic Education Department instead of the NCERT books.

Also Read: [Truth Behind Sambhal: Kalki Mandir and the Shahi Jama Masjid controversy](#)

“I have not received any reply”: Minority Welfare Minister Om Prakash Rajbhar on NCERT Books Issue

“The government’s intention is to provide modern education in madrasas. It came to my notice that the distribution of NCERT books in madrasas was stopped without the consent of the Chief Minister. I wrote a letter to the Additional Chief Secretary, seeking a report within a week. However, even after more than two and a half months, I have yet to receive any reply,” said Om Prakash Rajbhar, Minority Welfare Minister.

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ज्ञान के दरवाजे खोलने की पहल

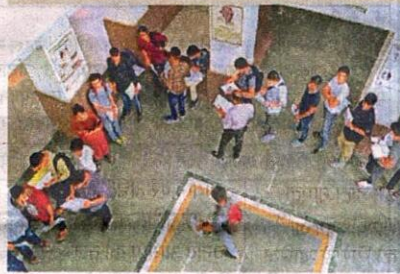
कें द्रीय मंत्रिमंडल ने पिछले दिनों देश भर के छात्रों को विद्वानों के शोध लेखों और जर्नल प्रकाशन तक आसान पहुंच प्रदान करने के उद्देश्य से वन नेशन-वन सब्सक्रिप्शन (ओएनओएस) नामक एक नई योजना को मंजूरी दी। इस योजना के माध्यम से देश के लगभग 1.8 करोड़ छात्र, शिक्षक और शोधकर्ता विश्व स्तर पर प्रकाशित हो रहे 13,000 से अधिक ई-जर्नल तक आसान पहुंच हासिल कर सकेंगे। ओएनओएस योजना केवल प्रमुख महानगरीय क्षेत्रों में ही नहीं, बल्कि टियर 2 और टियर 3 शहरों में रहने वाले छात्रों, शोधकर्ताओं और शिक्षकों को भी वैश्विक स्तर पर सुजित हो रहे ज्ञान का लाभ उठाने का अवसर प्रदान करेगी। वास्तव में वैज्ञानिक और शैक्षणिक प्रगति तभी प्राप्त की जा सकती है, जब वैश्विक ज्ञान तक पहुंच सुलभ हो। अनुसंधान एवं विकास ही हम सभी के लिए बेहतर जीवन का द्वार खोलती है। भारत पिछले कुछ वर्षों में श्रम-आधारित अर्थव्यवस्था को कौशल-आधारित अर्थव्यवस्था में बदलने में काम कर रहा। 15 अगस्त, 2022 को अपने स्वतंत्रता दिवस संबोधन के दौरान प्रधानमंत्री नरेन्द्र मोदी ने भारत की प्रगति में अनुसंधान और विकास की महत्वपूर्ण भूमिका के बारे में बात की थी और जय जवान-जय किसान-जय विज्ञान के बाद जय अनुसंधान जोड़ा था।

सरकार की यह पहल गुणवत्तापूर्ण उच्च शिक्षा एवं शोध तक शहरी और साथ ही ग्रामीण क्षेत्र के युवाओं की पहुंच को आसान बनाएगी। यह नई राष्ट्रीय शिक्षा नीति, विकसित भारत और नेशनल रिसर्च फाउंडेशन के लक्ष्यों के अनुरूप है, जो भारतीय शिक्षा जगत और युवा सशक्तीकरण के लिए गेम-चेंजर साबित होगी। इस योजना का लक्ष्य उन संस्थानों के लिए शोध पत्रिकाओं तक पहुंच का विस्तार करना है, जिनके पास पर्याप्त संसाधनों की कमी है। यह प्लेटफॉर्म एक जनवरी, 2025 को शुरू होने वाला है। इस मंच पर एल्सेवियर साइंस डायरेक्ट (लैंसेट सहित), स्प्रिंगर नेचर, विली ब्लैकवेल पब्लिशिंग, टेलर एंड फ्रांसिस, आइईईईई, सेज पब्लिशिंग, अमेरिकन केमिकल सोसायटी, अमेरिकन मैथमेटिकल सोसायटी, आक्सफोर्ड यूनिवर्सिटी प्रेस, केंब्रिज यूनिवर्सिटी प्रेस और बीएमजे जर्नल्स सहित 30 अंतरराष्ट्रीय प्रकाशकों द्वारा प्रकाशित 13,000 पत्रिकाएं उपलब्ध



डा. ब्रिजेश कुमार तिवारी

वन नेशन-वन सब्सक्रिप्शन योजना वैश्विक ज्ञान तक पहुंच आसान बना कर हमारी वैज्ञानिक-शैक्षणिक प्रगति सुनिश्चित करेगी



छात्रों को आसानी से सुलभ हो वैश्विक ज्ञान • फाइल

होंगी। वर्तमान में विभिन्न मंत्रालयों के अंतर्गत दस अलग-अलग पुस्तकालय संघ हैं, जो अपने प्रशासनिक दायरे में उच्च शिक्षा संस्थानों के लिए पत्रिकाओं तक पहुंच प्रदान करते हैं। इसके अलावा अलग-अलग संस्थान अलग-अलग पत्रिकाओं की सदस्यता लेते हैं। वैज्ञानिक पत्रिकाओं की सदस्यता एक महंगा मामला है। ओएनओएस के आरंभ होने से यह बहुत सस्ता हो जाएगा। एक ही मंच पर सारी पत्रिकाएं उपलब्ध होने से शोधार्थियों को भटकना भी नहीं पड़ेगा।

शोध अंतर्दृष्टि डेटाबेस स्विक्ल के अनुसार 2017 और 2022 के बीच भारत के शोध प्रकाशन में लगभग 54 प्रतिशत की वृद्धि हुई, जो वैश्विक औसत (22 प्रतिशत) के दोगुने से भी अधिक है। भारत शोध पत्रिकाओं के प्रकाशन में चौथा स्थान (13 लाख अकादमिक पेपर) रखता है, जो चीन (45 लाख), अमेरिका (44 लाख) और ब्रिटेन (14 लाख) के ठीक बाद है, परंतु जब उत्पादित शोध के प्रभाव की बात आती है, तो उद्धरणों (साइटेशन) की संख्या में भारत पीछे रह जाता है और दुनिया में नौवें स्थान पर आता है। सरकारी थिंक टैंक नीति आयोग और इंस्टीट्यूट फार कॉर्पोरेटिवनेस द्वारा किए गए एक अध्ययन के अनुसार भारत का

अनुसंधान एवं विकास पर यह खर्च दुनिया में सबसे कम है। देश की नवाचार सफलता में एक और बाधा अनुसंधान एवं विकास कर्मियों की कम संख्या है। यूनेस्को इंस्टीट्यूट आफ स्टैटिस्टिक्स के अनुसार प्रति दस लाख आबादी पर केवल 253 विज्ञानी या शोधकर्ता हैं, जो विकसित राष्ट्रों की तुलना में काफी कम हैं। निजी क्षेत्र का योगदान अनुसंधान एवं विकास पर सकल व्यय का 40 प्रतिशत से कम है, जबकि उन्नत देशों में यह 70 प्रतिशत से अधिक है। दुनिया में अनुसंधान एवं विकास पर खर्च करने के मामले में शीर्ष 2,500 कंपनियों की सूची में केवल 26 भारतीय कंपनियां हैं। जबकि चीनी कंपनियों की संख्या 301 है। इस अंतर को प्राथमिकता के आधार पर पाटने की आवश्यकता है। चीन का मुकाबला करने के लिए उससे सीख लेने में हर्ज नहीं। इजरायल से भी सीख ली जानी चाहिए, जिसने यह दिखा दिया है कि एक छोटा राष्ट्र होने के बावजूद अनुसंधान एवं विकास में निवेश को प्राथमिकता देकर सतत विकास हासिल किया जा सकता है। भारत में निजी कंपनियां मुख्य रूप से बिक्री और विपणन में निवेश करती हैं और अनुसंधान एवं विकास में पर्याप्त निवेश नहीं करती हैं। यही कारण है कि भारतीय ब्रांड नवाचार नहीं कर रहे हैं, जिसके चलते भारतीय निर्माता विश्व स्तर पर अनुकरणीय उत्पाद नहीं बना रहे हैं और विश्व बाजार में चीनी कंपनियों की चुनौती का सामना नहीं कर पा रहे हैं। अब समय आ गया है कि मेक इन इंडिया के लिए अनुसंधान एवं विकास पर फिर से ध्यान केंद्रित किया जाए।

भारत के पास नवाचार का वैश्विक चालक बनने के लिए आवश्यक सभी सामग्रियां, एक मजबूत बाजार क्षमता, असाधारण प्रतिभावान आबादी और मितव्ययी नवाचार की एक संपन्न संस्कृति हैं। जरूरत है तो कच्ची प्रतिभाओं की खान को सही मार्गदर्शन की। वास्तव में एक मजबूत अर्थव्यवस्था होने के लिए देश के पास दीर्घकालिक और सार्थक स्तर पर ज्ञान प्रणाली की आवश्यकता है, जो अर्थव्यवस्था को शक्ति प्रदान करती है। जितनी बौद्धिक संपदा सुजित होगी उतने बड़े पैमाने पर रोजगार भी सुजित होंगे।

(लेखक जेएनयू के अटल स्कूल आफ मैनेजमेंट में प्रोफेसर हैं।)

response@jagran.com

Govt school students allege harassment over religion, caste; Atishi orders inquiry

EXPRESS NEWS SERVICE
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DELHI CHIEF Minister Atishi has ordered an inquiry into allegations that students of government-run Sarvodaya Bal Vidyalaya at Nand Nagri in Northeast Delhi are being harassed, discriminated against based on caste and religion and provoked to die by suicide by two teachers. The allegations ranged from Muslim students being forced to say 'Jai Shri Ram' to children being made to sit in class according to their caste.

In an official communication dated November 25, Atishi observed the matter to be of a "very serious" nature and instructed Secretary (Education) Ashok Kumar to initiate an inquiry and submit a report within 15 days. Kumar has also been directed to ensure that such alleged discrimination and provocation based on religion does not take place in any school. The allegations surfaced after Ashok Agarwal, a Delhi-based lawyer and education activist, wrote to the chief minister on November 13 on behalf of the students requesting that a high-level inquiry committee be set up to probe the matter.

As per the letter, the students

have alleged that the two teachers are "continuously harassing Muslim community students, forcing them to say 'Jai Shri Ram', beating them without clothes in bathroom and also provoking them to (die by) suicide".

In an undated letter to Agarwal, the students had allegedly claimed that they faced the ire of the teachers after they complained against them. "All of us Muslims and students from the SC community are scared. They threaten to fail us and have increased attacking us based on casteism... we are made to sit at the back, while students of upper caste are made to sit in front," the students allegedly complained.

In the letter, they also allegedly claimed that at very few teachers came to teach in the evening shift and the students were abused if they questioned this. "The teacher expresses his political views instead of teaching us from the syllabus. He makes political and religious remarks throughout the lessons... and keeps on belittling (us) based on religion," a student from the school allegedly claimed in the letter. The students alleged that an inquiry by the school staff would not be fair because of the influence wielded by one of the teachers and the teachers' union.

UGC approves flexible degree completion for undergrads: What does it mean?

ABHINAYA HARIGOVIND
NEW DELHI, NOVEMBER 29

UNDERGRADUATE STUDENTS will soon have flexibility in completing their programmes in less or more time than the standard three or four years, following a recent decision by the University Grants Commission (UGC).

Whether students opt for an 'accelerated' or 'extended' timeline, they will earn the same degree as those on the standard track, provided they fulfil all academic requirements.

What are 'Accelerated Degree Programmes' (ADPs) and 'Extended Degree Programmes' (EDPs)?

At the end of either the first or second semester, undergraduate students will be allowed to opt for an ADP or an EDP.

Students enrolled under an ADP will follow the same curriculum and must earn the same number of credits as a three- or four-year UG programme. However, they can complete their programme sooner by earning additional credits starting from the semester they choose the ADP. A three-year UG programme can thus be completed in five semesters instead of the standard six (shortened by a maximum of one semester), while a four-year UG programme can be completed in six or seven semesters (shortened by a maximum of two semesters) rather than eight.

On the other hand, students who choose the EDP will be allowed to earn fewer credits per semester compared to the standard programme, allowing them to take longer to complete their course. Their course duration can be extended by a maximum of two semesters.

What is the objective behind them?

UGC Chairman M Jagadeesh Kumar said the National Credit Framework allows students to complete UG courses in accelerated or extended programmes to accommodate "diverse academic needs and cognitive abilities".

"ADP allows high-performing students to complete their degrees faster by earning additional credits and allowing them to enter the workforce or pursue higher studies sooner.

Conversely, EDP supports students who face academic challenges by offering them an extended timeline to complete their degrees at a manageable pace. Together, these options promote equity, ensuring all learners have the means to achieve their educational goals," he added.

How will they be implemented?

The UGC's recently approved Standard Operating Procedure (SOP) calls for higher education institutions to set up a committee to scrutinise applications received for ADP and EDP and select students accordingly. According to the SOP, the committee will evaluate the "credit-completing potential" of the student based on their academic performance. An institution can earmark up to 10% of the sanctioned intake

for ADP students.

There is no cap on the number of EDP students. Kumar said this is because "students with weaker academic performance often require more time to understand and apply concepts. EDP enables them to take fewer credits per semester, allowing them to focus intensely on each course without

the stress of heavy workloads."

The committee will also decide the minimum number of credits a student must earn in each semester, considering the UGC's Curriculum and Credit Framework for UG programmes.

The exams will remain the same as standard three- or four-year UG programmes. According to the SOP, the degree should contain a note saying the academic requirements have been completed in a shorter or extended duration.

When will the options kick in?

Kumar said higher education institutions can start offering ADP or EDP from the July-August session in the 2025-26 academic year. It would be up to the institutions to decide whether they would like to offer these programmes.

"Institutions can offer courses in online

or hybrid modes, leveraging the UGC's approval for up to 40% of courses being delivered online. This will allow students in ADP or EDP to take additional or fewer credits at their own pace without disrupting regular class schedules. Additional classes can be scheduled outside standard hours to accommodate ADP students. This option benefits students who want face-to-face interactions but have a compressed timeline," Kumar said.

He added: "ADP students can enrol in advanced or specialised courses already part of postgraduate or advanced undergraduate curricula, allowing them to fulfil credit requirements more efficiently. Micro-credentials can be introduced, enabling students to accumulate credits at their convenience. These can include skill-based programs that align with degree requirements."

EXPLAINED
EDUCATION

A liberal arts degree is worth much more than realised

We are all too familiar with the recession of 2008 and its subsequent impact on the decline of the humanities and more generally, the liberal arts, in North America and Europe. In the context of the 'existential crisis' facing classic liberal arts programmes, questions have often centred on their relevance and whether they offer tangible 'real-world' skills, resulting in a diverse range of outstanding career outcomes. An article in *The New Yorker*, "The end of the English major", published in 2023, argued that traditional liberal arts study has become the 'quaint province of a privileged elite, comprising students who do not expect a return on their investment and can afford to spend time on unremunerative pursuits'.

The 'getting a job' concern

As a result, liberal arts degrees face increasing criticism in policy discussions for failing to equip students with the knowledge and the skills valued in the labour market, often leading to inadequate financial returns on their educational investments. Given the discursive link between higher education and job prospects, domain-specific experts and counsellors advise aspiring high school graduates to pursue degrees in business, finance and economics, in order to secure jobs. The statistics are striking: in 1966, 14% of all college graduates in the United States were majors in the humanities (central to the liberal arts); by 2010, that figure dropped by half to only 7%. The discourse is not simply limited to the low likelihood of finding jobs after a liberal arts degree, but also suggests that associated majors are concerned only with abstract ideas. This might have something to do with the context within which liberal arts emerged in early modern Europe, as a means of avoiding manual labour or working with hands. A liberal arts education that combined humanities with science was thought to produce a 'thinking' individual. In many ways, the idea of a liberal arts education seems antithetical to expectations of regional development that involves some technical training and knowledge. Despite its beginning, liberal arts have evolved in practice to be so much more.

Liberal arts enable students to comprehend those things that quite literally make us human. The skills that they cultivate in reasoning and critical thinking are every bit as important to future success in the workplace as learning to code, calculate, or raise capital. To paraphrase the longest serving President of Harvard



Nirmala Rao
Vice-Chancellor,
Krea University

University, Charles Eliot, a liberal arts education teaches a student a little bit of everything, and a great deal of one thing. Given such a powerful approach to generating scholars possessed of all-round disciplinary, and indeed, life skills, it appears peculiar that anyone would want to quibble with the exciting possibilities of such an outcome. Let us also note that while liberal arts is experiencing a decline in North America, it has seen a re-emergence in Europe and shows no sign of abating. Only five years ago, the University of Nottingham, U.K., opened a new liberal arts programme, promising that this new initiative will enable students to explore what it means to be human. Today more than 20 universities in the U.K. offer some form of liberal arts and sciences programme. For some, this re-emergence has arisen partly as a corrective to the region's more recent over-specialisation in education.

Towards the east, a decade ago, in Hong Kong, a major educational overhaul saw numerous institutions move from a British-style three-year degree model to a U.S.-style four-year model, with the aim of incorporating the greater breadth evident in a 'liberal arts' approach. This compromise between the full breadth of a liberal arts degree and the specialised approach of a traditional British-style bachelor has also been taken up in other parts of Asia, where liberal arts is often seen as a component of a specialised degree, rather than being offered as a degree in its own right. The idea is that specialised education can be supplemented with a humanistic approach to produce a well-rounded individual who practises critical thinking.

The world versus India

So, as an international phenomenon, the promotion of liberal arts education emerged within countries usually as a combination of indigenous educational reform movements and inchoate transnational advocacy networks. Of course, now there is universal consensus that liberal education prepares students well for life in a globalised, multicultural, society – one that makes them more aware of a variety of cultures and the need to communicate effectively across cultural differences; teaches them to evaluate new ideas with evidence; and formulate opinions, not make assumptions. Today's students also want an education that will address their desires for justice, service and self-expression, while equally wanting to develop the non-cognitive skills that will allow them to be successful in a globally competitive job market.

India offers an intriguing case in point. For a

nation where higher education has traditionally focused on professional courses, including engineering and medicine, the last couple of decades has witnessed a sudden interest in liberal arts education. Businesses, non-governmental organisations, and government entities increasingly recognise that a discipline-specific technical education alone is not sufficient for the wholesome growth of the country's economy and society. 'Soft skills', which can be honed through a classical liberal arts education, are crucial in this context. While the rapid development of liberal arts in India has been welcomed by several, others ask – and, quite rightly – whether students will get jobs after liberal arts training; whether liberal arts is suitable for a developing country; whether critical thinking skills help students solve India's societal problems – poverty, hunger, caste, and class inequalities.

Preparing students to be global citizens

Even for parents without the experience of studying for a degree, it does not take too much imagination to produce a 'usefulness' argument in favour of encouraging their children to take a scientific or technological subject. Even pure science holds out the prospect of a practical application one day. But for the liberal arts, the arguments are much more nuanced. The liberal arts impart the so-called soft skills associated with how to think for yourself, how to research and find things out for yourself, and how to communicate the results to other people. And there is a lot of truth in this. It is for these reasons that the new generation of liberal arts institutions in the country pioneered a model of education that appeals to several stakeholders. Employers highlight the communication skills and the creativity that liberal arts students bring to their workplaces and praise their ability to engage with multidisciplinary teams for effective problem-solving and creative thinking.

The technique of threading different kinds of content, conversations, and curriculum is the genius of the faculty in liberal arts institutions, who curate and incorporate the best of substance and knowledge in terms of interdisciplinary and experiential learning, the use of technology, and mentorship to attract young minds towards the best educational experience and to prepare them to be global citizens.

Evidently, we can no longer make the claim that liberal arts students have no concern for the real world. They are proving otherwise. They are taking over the world, one interwoven lesson at a time.

That liberal arts students have no concern for the real world is a weak claim

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