EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

November 2025

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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Preface

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

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

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

(Dr.Akash)
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स्कूलों में पढ़ाई जाएगी बंटवारे की त्रासदी

स्कूलों को तीन विशेष शैक्षिक मॉड्यूल तत्काल लागू करने के निर्देश

नई दिल्ली। शिक्षा निदेशालय ने शुक्रवार को सभी सरकारी, सहायता प्राप्त व मान्यता प्राप्त निजी स्कूलों को तीन विशेष शैक्षिक मॉड्यूल तत्काल लागू करने का निर्देश दिया है।

निदेशालय की ओर से जारी निर्देश के अनुसार, ये मॉड्यूल पार्टिशन हॉरर्स (बंटवारे की त्रासदी), ऑपरेशन सिंदूर (हाल की सैन्य कार्रवाई) और राइज ऑफ इंडिया ऐज अ ग्लोबल स्पेस पावर (भारत का अंतरिक्ष उभार) पर आधारित है।

इसे केंद्रीय शिक्षा मंत्रालय द्वारा तैयार किया गया है और एनसीईआरटी की वेबसाइट (https://ncert.nic.in/special_modules.php) से मुफ्त डाउनलोड किया जा सकता है। ऐसे में प्रारंभिक और मध्य कक्षाओं के लिए चित्र-कथाएं, माध्यमिक कक्षाओं के लिए तथ्य-आधारित पाठ और सभी के लिए क्यूआर कोड, फोटो व वीडियो युक्त डिजिटल सामग्री उपलब्ध है। निदेशालय ने प्राचार्यों को मॉड्यूल को छात्रों और शिक्षकों तक शीघ्र पहुंचाने का निर्देश दिया है। ब्यूरो

Delhi to recognise unaided private schools in unregulated neighbourhoods

PIONEER NEWS SERVICE
New Delhi

The Delhi government has decided to grant recognition to private unaided schools operating in non-conforming areas, paving the way for nearly 20,000 new seats for students from economically weaker sections, disadvantaged groups, and children with special needs.

Delhi Education Minister Ashish Sood said the move aims to resolve a decade-old issue affecting hundreds of schools functioning without formal recognition due to procedural hurdles or the "discriminatory approach" of previous regimes.

"For over a decade, this issue remained buried in files while children were denied their right to education. Under Chief Minister Rekha Gupta, we have ended this selective discrimination. This is not only an administrative reform, but also justice for our children and fairness for our institutions," Sood said. The minister added that nearly 500 schools are expected to come under the ambit of the Directorate of Education (DoE), which would ensure legitimacy, regulatory oversight and accountability. Each year, the Directorate receives around 2 lakh applications under the Economically Weaker Sections (EWS), Disadvantaged Groups (DG), and Children With Special Needs (CWSN) categories for approximately 40,000 seats, many of which remain vacant due to the shortage of recognised schools.

The new recognition policy is expected to create about 20,000 additional seats, expanding equitable access to education, the minister said. According to the DoE, a number of private schools in Delhi have been operating without valid recognition, while some that were granted recognition earlier failed to apply for extensions after the expiry of their provisional approval.

As a one-time opportunity in public interest, the education department invited applications from private unaided schools from both conforming and non-conforming areas seeking recognition, it said.

According to the DoE, the process will be carried out strictly in line with the Delhi School Education Act and Rules (DSEAR), 1973, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 and other relevant instructions and circulars issued from time to time.

The DoE's online portal will open for applications from November 1 to 30, 2025.

Schools are required to submit documentation in accordance with the 73-point pro forma prescribed by the DoE, which assesses legal, infrastructural, safety, emergency preparedness and academic parameters.

The Pioneer, Page 4

Sorry Not Sorry

Students are hooked to AI so what are univs to do?

Plague upon education, is how one academic has characterised chatbots that are now being used to write college essays around the world. Everyday profs plug student assignments into new detectors and find their classroom test positive for GPT or somesuch. In the headlines this week are two Illinois professors who found some undergrads first cheating the attendance system, then sending in apologies written by AI. Of course, there is a performative aspect to all apologies. Their social function doesn't require sincerity but it does become thorny in the face of naked insincerity.

This is something educationists struggled with even before the dawn of AI. It takes a lot of teaching, for example, for students to get why plagiarism is wrong and how it damages the superstructure of human knowledge. AI enabled infractions have made this teaching even tougher. Coming down on students like a ton of bricks is, however, no solution. It will not advance any genuine understanding or moral reflection. That demands communication and perseverance.

Consider that no matter how much energy scientific journals put into policing LLM use, they will still fail, and it won't even advance knowledge creation. Stronger peer review is much the better solution. Universities have to adjust to living with AI like the rest of society. From 'lockdown' options like in-class assignments and internet-disabled writing labs to standardising how students should work with AI text generators, there're plenty of ways they can upgrade to help students do the same.

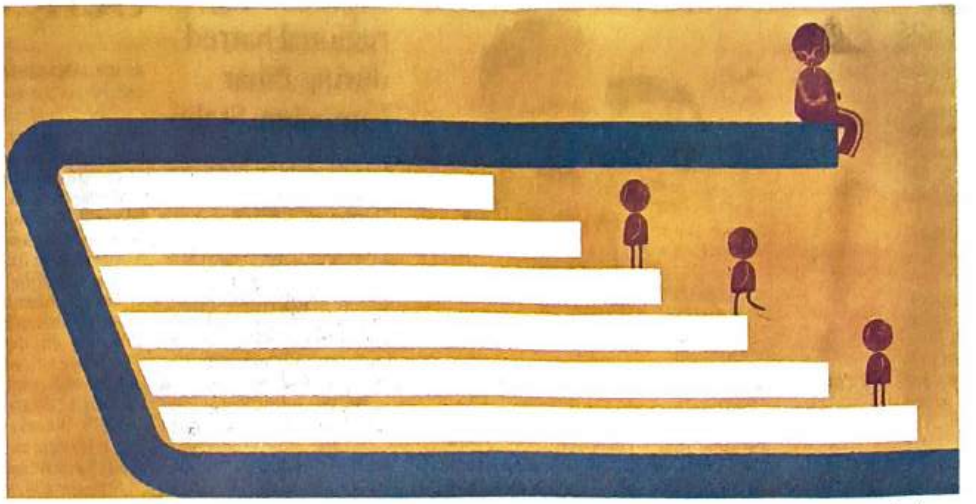
The Times of India, Page No-8

The Indian Express, 1 November 2025, Page No - 9

Bias in the classroom

Teachers' expectations can shape a child's confidence as much as grades. Evidence from Bihar shows how subtle perceptions reinforce social inequality

RITWIK BANERJEE, SATARUPA MITRA, SOHAM SAHOO AND ASHMITA GUPTA



C R Sasikumar

AS BIHAR, WHERE caste often shapes political narratives, heads into another election, it is worth asking how deeply these divisions impact lives. Our research at the intersection of psychology and economic development suggests that the fault lines of social fracture extend to the classroom, reinforcing the very hierarchies that education is meant to dismantle.

Over the past two decades, Bihar's education spending has increased tenfold to nearly Rs 50,000 crore, resulting in a dramatic expansion of schools and teaching staff. Yet, deep social gaps in learning outcomes persist. Data from the Caste-Based Survey 2022-23 show that only 14 per cent of individuals from the general category have completed Class 12, compared with 9.5 per cent among OBCs and just 6.6 per cent among SCs and STs. The gap widens sharply at higher levels of education, where historically disadvantaged groups remain starkly underrepresented.

The persistence of these disparities reflects a complex interplay of factors — structural disadvantages, economic constraints, and variations in school quality. Yet one often-overlooked dimension lies within the classroom itself: How teachers form expectations about student ability. Think of a setting where you are a teacher and you have a student, who you (mistakenly) believe has lower learning levels. How would your interaction with her be? How often would you engage with her?

Our study, 'Caste Identity and Teachers' Biased Expectations: Evidence from Bihar', undertaken jointly by the Asian Development Research Institute (ADRI) and the Indian Institute of Management Bangalore (IIMB), examines these questions through a systematic empirical analysis. The study collects data from a representative sample of public schools in four districts: Vaishali, Sheikhpura, Purbi Champaran, and Jamui. A rich set of information was collected from 229 teachers and 1,088 students of Grades VI to VIII, from about 105 schools. The students were asked to take standardised tests in Hindi, English, and Mathematics. Independently, their respective teachers were then asked to categorise each student as belonging to the "top," "middle," or "bottom" of the class in each subject. Comparing these subjective assessments with students' actual test scores allowed us to construct a measure of "evaluation bias" — the gap between perceived and demonstrated ability.

We compared how the evaluation bias varied between general category and backward-caste students (OBCs, SCs, and STs) when they were taught by the same teacher. This approach enabled us to estimate whether forward-caste teachers systematically exhibited greater evaluation bias and, therefore, had lower expectations for students from backward castes. Indeed, backward-caste students were systematically rated lower by forward-caste teachers, after accounting for classroom characteristics and grading tendencies. This approach accounts for student, school and village characteristics, and therefore, isolates the "extra disadvantage" that arises when teacher and student caste identities interact.

The results reveal a clear pattern of evaluation bias. Forward-caste teachers rate backward-caste students 0.22-0.43 ranks lower than their actual test-based performance warrants. This translates into a 17-27 percentage point higher probability that a backward-caste student is underestimated compared to a similarly performing peer from the general category. The effect is strongest for students from SC and ST communities. Importantly, there is no evidence that these students perform worse in objective tests, indicating that the bias stems from perception, not performance.

Teacher expectations influence how students see themselves — their confidence, motivation, and willingness to aim higher. When children from marginalised communities are consistently underrated, they internalise these low expectations, which may result in lower effort in the long run, shaping their educational choices, aspirations and life trajectories.

Differential teacher expectations may lead to teachers interacting with students from different communities in varying ways. An upper-caste teacher who believes a backward-caste student has lower learning levels compared to upper-caste students may not invest in the former, once again leading to divergent educational outcomes between students of different castes. Those of us in the profession of teaching are often asked to guard against "teaching to the top of the class". Our research suggests that the precursor to this belief about who belongs at the top of the class may be systematically biased.

In a state like Bihar, where education remains the most visible ladder of mobility, these belief-driven barriers take on enormous significance. They remind us that reforms in infrastructure, curriculum, or testing cannot substitute for reforms in perception.

While our findings offer rare quantitative evidence on caste-linked bias in teacher expectations, expanding the dataset could reveal a far richer and more nuanced picture. A larger, state-wide study, spanning more districts, rural-urban contexts, and both private and government schools, would help uncover how these biases vary across different institutional settings. Following students over time would reveal whether these perceptual gaps persist as they move through grades, and how such biases shape their confidence, academic performance, and long-term outcomes. In short, expanding the data would shift Bihar from merely diagnosing a challenge to designing effective solutions. It would help identify where interventions can have the greatest impact and position the state at the forefront of evidence-based education reform.

Differential teacher expectations may lead to teachers interacting with students from different communities in varying ways. An upper-caste teacher who believes a backward-caste student has lower learning levels compared to upper-caste students may not invest in the former, once again leading to divergent educational outcomes between students of different castes. Those of us in the profession of teaching are often asked to guard against 'teaching to the top of the class'. Our research suggests that the precursor to this belief about who belongs at the top of the class may be systematically biased.

The evidence points to an urgent need for systemic change. Tackling caste-linked perception gaps will require both mindset shifts and institutional reforms. Caste-sensitisation and implicit bias training for teachers can make unconscious patterns of expectation visible and correctable. Data-driven feedback loops, where teachers periodically compare their subjective assessments with students' actual performance, can recalibrate beliefs. Promoting greater diversity in teacher recruitment, so that it reflects Bihar's social composition, can help reduce systemic blind spots and foster empathy. Finally, institutional monitoring of grading fairness can promote accountability and ensure equitable assessment practices.

Our analysis does not suggest that teachers consciously discriminate. It highlights how deeply entrenched social hierarchies can shape belief formation, even within professional contexts guided by meritocratic ideals.

Bihar's progress in expanding access to education is undeniable, but the next phase of reform must focus on equity in learning quality. Understanding how biases shape expectations can help policymakers move beyond physical infrastructure and enrolment toward the subtler but equally critical goal of cognitive equity, which is fairness in how ability is perceived, nurtured, and rewarded.

For Bihar, and indeed for India, the promise of education will only be fulfilled when classrooms become spaces where every child is judged by performance, not perception. No matter which government comes to power, the broader educational policy must acknowledge the debilitating roles of not only the material ramifications of prejudice in the classroom, but also the psychological frictions that enable such prejudicial behaviour to emerge in the first place.

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THE TIMES OF INDIA

CBSE to teach AI from Class 3: Are the guardrails ready?

TOI Education | Nov 2, 2025, 11.52 AM IST

The Department of School Education & Literacy (DoSE&L) under the Ministry of Education has announced a landmark move to make Artificial Intelligence (AI) and Computational Thinking (CT) a mandatory part of the school curriculum from Class 3 onwards, starting in the 2026–27 academic session. Secretary Sanjay Kumar described the initiative as a major step toward treating AI as a basic universal skill, much like learning about *The World Around Us (TWAU)*. The integration of AI and CT aligns closely with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF SE) 2023, signalling a deliberate effort to prepare students for a future deeply influenced by intelligent systems.

During a stakeholder consultation held on October 29, 2025, representatives from CBSE, NCERT, KVS, NVS, and external experts discussed the structure and content of this new curriculum. The CBSE has formed an expert committee led by Prof. Karthik Raman from IIT Madras to develop the AI & CT framework. Kumar emphasised that while the curriculum must be broad-based and inclusive, it should also remain flexible enough to evolve with changing technological and social needs. “Every child’s distinct potential is our priority,” he stated, highlighting the Ministry’s focus on balancing innovation.

How AI education evolved in Indian schools

The introduction of AI into Indian classrooms has been gradual but strategic, ensuring that schools, teachers, and students build familiarity with the technology before it becomes mandatory.

Year	Classes	Details

2019–2020	Class 9	AI introduced as an optional skill subject; a 12-hour “AI Inspire” module recommended for Class 8 students.
2020–2021	Class 11	AI introduced as a skill subject, subsequently extended to Class 12.
Ongoing	Classes 6–8	A 15-hour “Skilling for AI Readiness” (SOAR) module implemented across thousands of CBSE schools.
2026–2027 (Planned)	Classes 3 onwards	AI & Computational Thinking (CT) to become a mandatory, foundational component of the school curriculum.

This steady expansion reflects CBSE’s intention to embed AI education organically rather than abruptly. By the time it reaches the primary level, teachers and institutions will already have several years of experience integrating AI into lesson planning and classroom practice.

Building blocks for responsible implementation

The Ministry’s plan extends beyond syllabus design. Resource materials, handbooks, and digital content are expected to be finalised by December 2025, ensuring adequate preparation time for schools. Teacher training will form the backbone of this transition, conducted through NISHTHA and other institutions, with modules that are both grade-specific and time-bound. A Coordination Committee under NCF SE will oversee collaboration between NCERT and CBSE, ensuring smooth integration and consistent quality across schools.

Secretary Kumar noted that while cross-national perspectives can provide useful insights, India’s AI curriculum must remain specific to its own developmental priorities. The focus, he said, should be on *ethical, inclusive, and purposeful use of technology*. The curriculum will aim not only to teach students how AI works but also to explore how it can serve the public good — a philosophy encapsulated in the guiding idea of “AI for Public Good.”

Essential guardrails AI in classrooms

As AI becomes a classroom companion, its benefits must be balanced with thoughtful safeguards. Teachers, parents, and policymakers share responsibility in ensuring that technology enhances — rather than replaces —

the learning process. Schools must take care to distinguish between assistance and outsourcing. When AI can generate explanations or draft feedback instantly, there is a risk that students might skip the cognitive steps essential to genuine understanding. Tasks should therefore encourage visible reasoning through annotations, rough work, oral defences, or written reflections that AI cannot convincingly simulate.

Another major concern lies in data privacy. Children generate sensitive behavioural data as they type, read, or speak to AI-enabled devices. To address this, default settings should limit data collection, keep information local whenever possible, and adopt short retention periods. Parents and students must also be informed, in clear language, about what data is collected and how they can opt out.
The risk of bias and misinformation remains equally significant. Generative models can produce fluent but incorrect or subtly biased outputs. To prevent such issues, AI classroom systems should include built-in citation prompts, source cross-checks, and teacher-controlled guardrails that restrict certain outputs for younger learners. Importantly, educators must retain final authority over grading and feedback — AI may assist, but human judgement remains the last word.

Framework for ethical and effective AI use in schools

To translate these principles into daily practice, schools can adopt a structured framework that defines both purpose and process.

Framework Element	Implementation Guideline
Problem-first approach	Identify specific learning or administrative challenges before introducing AI tools.
Human-in-the-loop policy	Teachers maintain final authority over AI-generated assessments and feedback.
Minimal governance stack	Establish clear policies for usage, data retention, content moderation, and incident response.
Hybrid learning	Combine digital tools with paper-based work to ensure flexibility and resilience.
Transparency workflows	Require students to declare when AI assistance was used and to demonstrate their own reasoning.

Evidence-based scaling	Track measurable improvements before expanding AI implementation across classes or subjects.

This framework underscores a key idea: AI should amplify human teaching, not replace it. Schools that treat prompting and model interaction as new forms of literacy — akin to writing or coding — will gain far more educational value than those treating AI as a simple shortcut.

AI literacy and the future of work

The expansion of AI education is closely tied to shifts in the global job market. Automation continues to reshape employment patterns, creating both anxiety and opportunity. Learning AI from the primary level is designed to equip students not merely to use these tools but to understand their logic, ethics, and limitations. This kind of early exposure cultivates computational thinking — the ability to break down problems, recognise patterns, and design adaptive solutions.

Recent labour data underscores the urgency of this approach. In 2025 alone, more than 10,000 layoffs in the United States were directly linked to generative AI adoption, while over 27,000 tech job losses since 2023 were attributed to automation-related restructuring. Yet the same technologies driving displacement are also creating new, high-value roles. According to PwC's Global AI Jobs Barometer 2025, workers possessing AI-related skills earn an average 43 per cent higher wage premium. Labour analytics firm Lightcast reports that job listings mentioning AI skills advertise salaries about 28 per cent higher than comparable roles without them. Meanwhile, the World Economic Forum's Future of Jobs Report 2025 projects the creation of 170 million new jobs this decade, with a net gain of 78 million after accounting for automation.

This dual reality — job loss alongside job creation — explains why India's AI curriculum emphasises *"AI for Public Good."* The Ministry envisions AI literacy as essential preparation for a workforce where human-AI collaboration is standard practice. By teaching students to work transparently with AI, to declare assistance, and to show their own reasoning process, the curriculum aims to create professionals who can complement automation rather than compete with it.

The road ahead

The success of this initiative will depend on the architectural choices schools make now. Well-designed implementation — combining teacher capability, clear policies, and ethical guardrails — can turn AI into a genuine force multiplier for learning. Schools that establish transparent frameworks, measure real gains, and invest in teacher training will navigate this transition effectively.

Ultimately, AI is neither friend nor foe; it is a mirror of our educational values. In thoughtful hands, it will widen access to feedback, personalise practice without isolating learners, and free teachers to focus on what only humans can do — care, judgement, and inspiration. But without proper boundaries and design, the same technology could easily flatten curiosity and fragment learning. The coming years will determine which of these futures India's classrooms choose to build.

The Hindu, 3 November 2025, Page No - 5

John J. Kennedy

Numbers are not enough

Although India's rise in the global higher education rankings is encouraging, it should inspire reform rather than complacency.

GETTY IMAGES/ISTOCKPHOTO

Every year, global university rankings bring a mix of pride and disappointment for India. While some institutions deserve praise for consistent performance, others don't find a place or slip in the rankings. The paradox is stark: a country with a rich intellectual heritage still struggles to join the world's academic elite.

In the QS Asia Rankings 2025, India tops the list with 193 universities, well ahead of China's 135, marking a strong numerical presence. But quality gaps remain. In the QS World University Rankings 2025, only IIT-Delhi (123rd), IIT-Bombay (129th), and Delhi University (328th) make the cut. The THE World Reputation Rankings 2025 feature just four Indian names – IISC, IIT-Delhi, IIT-Madras, and Siksha 'O' Anusandhan; all between 201-300. IIT-Bombay, once a regular, is absent. The gulf between regional dominance and global prestige is growing.

Deep-rooted issues

India's higher education quality gap stems from deep-rooted issues. Only about 39% of universities and 20% of colleges are NAAC-accredited and the share with 'A' grades is far below the often-quoted 30-45%, revealing uneven standards and major deficiencies. Chronic underfunding, outdated labs, and inadequate digital infrastructure suppress research output and citations, eroding global standing

In addition, the faculty crisis intensifies these problems. Indian universities struggle to attract and retain world-class faculty due to a funding crunch, limited exposure to global networks, a rigid work culture, insufficient research time, limited professional development opportunities, and large class sizes. For example, the student-teacher ratio in India's higher education system is about 24:1, compared to 19:1 in China and 16:1 to 20:1 in the U.S. This not only impedes individualised attention but also disadvantages research productivity and mentorship. Administrative bottlenecks and excessive bureaucracy further limit innovation, preventing universities from responding to new research areas or academic shifts.

Importantly, research output remains a weak link in most institutions. Universities, squeezed by falling government support, are forced into survival mode rather than planning ambitious research agendas. The Indian government allocates approximately 0.17% of GDP specifically to higher education, compared to much higher total education outlays of around 4-4.6% of GDP. In contrast, China and the U.S. allocate a substantially higher percentage of GDP to higher and tertiary education as a component of their much larger public education expenditures. India's share of global research publications and citations remains low, a symptom of underfunding and a lack of incentives for original work.

India vs. the world

Comparisons are revealing. In the 2025 THE Asia Rankings, Chinese universities, led by Tsinghua and Peking, dominate the top five due to extensive state investment. Much of China's education budget is directed toward infrastructure, cutting-edge labs, and attracting international faculty. Chinese universities enjoy greater autonomy, allowing flexibility in curriculum and research priorities, while strong industry partnerships fuel both funding and innovation. The West offers further lessons. Germany, for instance, ensures stable public funding and robust research grants, while the U.S. blends governmental support, endowments, and a tradition of alumni and industry giving. High faculty salaries, institutional autonomy, and internationalisation drive teaching and research excellence. In contrast, Indian institutions remain rigid, with uncertain funding streams and limited scope for innovation.

Rankings aren't perfect, but they matter; they indicate and influence academic quality. High rankings attract talent, researchers, and funding, driving global partnerships and further progress. Poor rankings, meanwhile, repel talent and reinforce underperformance. Ultimately, these league tables reflect a nation's innovation and competitiveness.

So, how should India progress? Incremental changes won't work; bold reforms are needed. Increasing government funding is vital but institutions must also boost research revenue through patents, corporate tie-ups, philanthropy, and alumni support, following best global practices. Strengthening institutional autonomy will let universities set their own academic and research priorities. Addressing the faculty shortage and quality concerns requires sustained training investment, global exposure, flexible work culture, and competitive salaries to attract top talent. Infrastructure upgrades should enhance digital learning and advanced labs, not just new buildings. Finally, promoting original research and internationalisation by incentivising global scholarship and updating curricula for a connected world is key to lasting progress.

Although India's rise in the rankings is encouraging, it should inspire reform rather than complacency. Without implementing these much-needed actionable goals, the coming decade may yield only incremental progress, falling short of the breakthrough needed for an Indian university to crack the global top ten. It is time to move beyond explaining our lag and start planning a leap forward, for our students, nation, and global standing.

The writer is a former professor and dean, Christ University, Bengaluru.

The Pioneer 3 November 2025, Page No- 8

The silent burnout behind passionate teaching today

SAKSHI SETHI

2ND OPINION

THE PIONEER

Once upon a time, passion was the holy grail of teaching. "Love your subject," they said. "Pour your heart into it," they urged. And so, teachers did. They adored their subjects, lived and breathed them — until that very love began to suffocate their creativity, flexibility, and sometimes, their sanity. Today, as education races through the digital age, one can't help but wonder: has our obsession with passion begun to strangle the art of great teaching itself? Picture the archetypal passionate teacher — eyes gleaming, voice quivering with enthusiasm, overflowing with facts and faith that their subject is the centre of the intellectual universe. A noble image, yes, until that passion turns classrooms into pulpits and lessons into sermons. Across schools and universities, lectures often sound less like invitations to learn and more like love letters to Shakespeare, calculus, or the cell structure.

Meanwhile, students sit politely — half intrigued, half lost — wondering why they must care so deeply about the mitochondria when their own lives feel like a battery running low. Here lies the irony: passion, once the spark that ignited curiosity, can easily become a wildfire that consumes it. The more tightly a teacher clings to their beloved subject, the less space remains for humour, empathy, or adaptability — the very qualities that make education human. What emerges are echo chambers where teachers speak at students instead of with them, and classrooms lose their air of discovery.

The problem deepens because our education systems often reward this tunnel-visioned passion. Institutions celebrate the expert — the specialist who knows every detail, quotes every theorist, and grades with precision. They are promoted, praised, and crowned "Subject Head."

Yet, in this worship of expertise, we forget to give them time to breathe, explore, or play. A literature teacher may never code; a physics teacher may never discuss ethics; an economics teacher may never trace the poetic rhythm in trade cycles. Passion, in its most noble form, becomes a gilded cage — trapping educators within the narrow walls of their discipline. Then comes the emotional cost. Passion, when stretched too far, becomes exhaustion in disguise. Teachers pour themselves into lesson plans, grading, and endless professional development until there's nothing left to pour. Burnout arrives dressed as dedication. What they often need is not another seminar on pedagogy, but a quiet evening, a laugh, and the permission to not care for a while. Passion without pause isn't commitment —it's slow martyrdom.

The Pioneer
SINCE 1865

Yet all is not lost. Passion can be redeemed — through balance, curiosity, and humility. Teaching isn't about displaying how much one knows; it's about inspiring how much students want to know. A passionate teacher becomes extraordinary when they step off the pedestal and explore new terrains. Imagine a maths teacher weaving poetry into symmetry or a biology teacher linking genetics with ethics. The goal isn't to dilute expertise but to humanise it — to remind students that knowledge thrives when it crosses boundaries. The finest educators don't worship their subjects; they dance with them — leaving room for laughter and discovery.

The writer is an educator and a councillor

The Telegraph online

Monday, 03 November 2025

Centre wants all school boards to get NCERT equivalence for standardised education

Move aims to ensure parity among Class X and XII certificates and end admission bias against students of certain boards through a uniform national academic framework

Basant Kumar Mohanty | Published 03.11.25, 05:31 AM

Representational picture

The Centre wants all 66 school boards in the country to obtain equivalence from the NCERT to establish a uniform academic standard and do away with discrimination of students by higher educational institutions during admission.

The department of school education and literacy under the education ministry recently issued a notification through which the NCERT had been tasked with

granting equivalence to Class X and Class XII certificates of all recognised school boards in the country.

Parakh, the NCERT's national assessment centre, will follow a standard operating procedure (SOP) while granting equivalence.

School boards in India are mostly established by state governments. The Centre has set up the CBSE and the National Institute of Open Schooling (NIOS). In addition, there are some private school boards, such as Ramdev's Bharatiya Shiksha Board, which have been granted equivalence by the Association of Indian Universities (AIU).

An education ministry official said the certificates issued by different school boards were not treated on a par by higher educational institutions while granting admission to students in undergraduate courses. NIOS students often encounter discrimination during admission. Students of some boards perceived to be following a
liberal marking system in Class XII also face bias during interviews, which continues even after admission in some cases.

However, the decision to seek equivalence will be left to the boards.

"It is up to the boards to decide whether they want the students of their affiliated schools to make use of this facility. It is not mandatory," said the official.

Prof. Indrani Bhaduri, the head of Parakh, said equivalence among boards would help resolve the difficulties faced by students of some boards during admission and also facilitate smooth student migration across boards.

"A minimum academic standard will be followed by these boards after they get equivalence. Students of any board will appear in any entrance test with confidence. It will help in their employment, too," Bhaduri said.

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She said Parakh had already developed the SOP, which would be implemented after the education ministry's approval. The SOP has five key aspects — curriculum, administration, assessment, infrastructure and inclusivity, she said.

While granting equivalence, the NCERT will check if a board follows the minimum standard curriculum matching the national standards for different grades.

The SOP also touches upon the pattern of question papers prepared by a board. School boards follow different patterns while setting question papers. "Some boards emphasise cognitive and analytical skills while others frame questions that expect students to recall and reproduce content," Bhaduri said.

Difference also exists in the difficulty level and the distribution of multiple-choice, objective, short- and long-answer type questions, she added.

"The SOP says what should be an ideal format of a question paper to test the learning of the students. The boards will be informed about the areas of improvement for matching a standard assessment practice. Once they comply, they will be awarded equivalence," Bhaduri said.

The SOP wants the boards to have the infrastructure to ensure the digitisation of all their activities, ranging from admission to the grant of certificates. The SOP also mandates that the boards follow an inclusive policy for children with special needs.

RELATED TOPICS

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‘Govt. working on making mental health part of school education system’

Samagra Shiksha Assistant State Project Director highlighted the State government’s commitment to nurturing the emotional and career growth of students

Published – November 03, 2025 09:16 pm IST – VIJAYAWADA

THE HINDU BUREAU

The Andhra Pradesh government has taken a proactive step towards integrating mental health and career guidance into the school education system, marking a new beginning in holistic education, said M.R. Prasanna Kumar, Assistant State Project Director, Samagra Shiksha.

He was speaking at a seven-day residential training programme, inaugurated at Maris Stella College in Vijayawada on Monday, for the Project Management Unit (PMU) and District Counsellors under the Mental Health and Career Guidance Project. The programme is being jointly organised by Samagra Shiksha, EdCIL and UNICEF.

Mr. Prasanna Kumar also highlighted the State government’s commitment to nurturing the emotional and career growth of students. He said that 255 mental health counsellors have already been appointed across the State, and the department is planning to recruit one counsellor per mandal totalling 679 counsellors soon. Strengthening systems for mental health and career guidance among students is a key goal of Samagra Shiksha, which he described as a milestone initiative in Andhra Pradesh’s educational sector.

M.V. Krishna Reddy, Director, State Council of Educational Research and Training (SCERT), said trained counsellors should ensure continuous support to address the behavioural changes seen among adolescents. He also stressed that students from classes 9 to 12 go through a critical phase, where proper career guidance and emotional mentoring are essential to help them focus on their strengths and make informed life choices.

Indla Ramasubba Reddy, senior psychiatrist and director, Indlas Hospitals, observed that today’s youth are facing multiple emotional and behavioural challenges such as relationship stress, failures in love, addictions, and anxiety. He explained that these are not merely disciplinary issues, but reflections of deep psychological and social changes influenced by media exposure, peer pressure and digital dependency.

He underlined the importance of professional counselling, stating that while parents and elders may offer affectionate advice, lack of professional guidance can lead to guilt or rebellion among adolescents.

B. Ashok Kumar, Research Scholar, NIMHANS, consultants from UNICEF, representatives from Leadership for Equity and MHITR founder R.S.V.N. Sharma and others were present.

Published - November 03, 2025 09:16 pm IST

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Indian Express, 4 November 2025 Page No – 4

Come next year, kids go to Class 1 at age 6, Balvatika 1 at three: Here's what to know

SOPHIYA MATHEW
NEW DELHI, NOVEMBER 3

STARTING THE next academic session, schools in Delhi will admit children to Class 1 only after they turn six. The Directorate of Education (DoE) notified the change on October 24. This is in accordance with the National Education Policy (NEP) 2020's foundational stage framework to restructure the early years of schooling to match the national model.

How will the school structure change?

EXPLAINED

Delhi schools had so far been admitting students aged three and above in Nursery, four and above in KG, and five and older in Class 1.This current two-year pre-primary set-up with nursery and kindergarten will now expand into a three-year system called Balvatika 1, 2, and 3. The Balvatika stage will be followed by Class 1, which will now have a minimum entry age of six. This will bring Delhi's foundational stage (ages 3-8) in line with the NEP's 5+3+3+4 schooling design.

How will the changes be rolled out?

The transition will be completed over three academic years. In 2026-27, schools will begin admissions only for Balvatika 1 (for three-year-olds) and Class 1 (for six-year-olds). Balvatika 2 (for four-year-olds) and Balvatika 3 (for five-year-olds) will be added in 2027-28 and 2028-29 respectively. By 2028-29, the full three-year pre-primary structure before Class 1 will be in place.

Will kids enrolled this year be affected?

Children already enrolled under the old structure in the 2025-26 session will continue as per the existing age norms. The new rules will apply only to fresh admissions from 2026-27 onward.

School heads can allow up to one month's relaxation in the minimum or maximum age limits. Transfers from other recognised schools with valid certificates will be exempted.

How are schools preparing?

The DoE has directed all government, aided, and recognised private schools to update admission forms, notices, and prospectuses to reflect the revised age criteria. Schools must inform parents well in advance and prepare for the infrastructural and staffing changes required to accommodate the additional pre-primary year.Sudha Acharya, principal of ITL Public School, said private school principals will hold an orientation session for parents.

"There is no ambiguity in the DoE's instructions at all. We expect a very smooth transition from the present system to the 5 years of foundational stage," she said. In a recent circular, the DoE also directed District Deputy Directors of Education (DDEs) to organise "doubt clearing sessions" for "all concerned including heads of government, government-aided and recognised unaided private schools, parents and all other stakeholders on November 6 and 7 at the respective district offices".

How does it align with national framework?

The phased shift aligns Delhi with NEP 2020 and the Right to Education Act, 2009, both of which prescribe six years as the entry age for Class 1. The foundational stage emphasises play-based and activity-driven learning during the early years instead of formal academics.States like Karnataka, Andhra Pradesh have already adopted the six years-plus entry norm. Delhi, which continued following the Delhi School Education Rules, 1973, allowing younger children in Class 1, is now catching up with the national standard. The question of school entry age gained attention in 2022 when Kendriya Vidyalayas raised the minimum age for Class 1 to 6. The Delhi HC and Supreme Court later upheld this, noting that it conformed with NEP 2020. Following this, the Union Education Ministry urged all states and Union Territories to align with the NEP framework.

The Hindu, 4 November 2025, Page No- 9

Student inflows into traditional destinations decline

International enrolments in U.K., U.S., Canada and Australia slumped in 2024

DATA POINT

The Hindu Data Team

Due to the admission slump during the COVID-19 years (2020-21), colleges in the U.K., the U.S., Canada, and Australia saw a surge in international student enrolments in the post-pandemic years (2022-23). This created several challenges in the host countries, including locals being priced out of the housing market. This led governments to curtail the inflow of students, causing a significant fall in international enrolments in 2024.

In contrast, many countries–especially Germany, France, Japan, South Korea, and Spain–did not follow this trend, with student inflows continuing to rise or at least remaining steady in 2024 as well. **(Chart 1)** Still, the U.K., the U.S., Canada, and Australia continue to host a bulk of the students.

The discernible shift in the choice of countries–whether forced or voluntary–occurs even as more Indian students choose education abroad. Between 2014 and 2023, the number of Indian students abroad grew from 172,000 to 707,000–a rise of over 310%. Chinese student numbers grew by just 19%, from 704,000 to 842,000. **(Chart 2)**

The share of Indian students in the U.K. rose from 11% in 2019 to about 22% in 2024, while the share of Chinese students dropped to 25% from over 40%.

In the U.S., the Indian share climbed from around 12% to nearly 20%, while the Chinese share dropped from over 30% to 23%. Canada saw a further increase in its already high share of Indian students, but both Indian and Chinese shares fell in Australia. **(Chart 3)**

Across the 27 EU countries, plus Iceland, Norway, Switzerland and Liechtenstein, Indian students in 2024 outnumbered the Chinese, flipping the pattern from 2019.

Global students rerouted

The charts were sourced from the Organisation for Economic Co-operation and Development (OECD)'s International Migration Outlook 2025 published on November 3, 2025. This publication constitutes the 49th report of the OECD's Continuous Reporting System on Migration

Chart 1: International student inflows to OECD countries, 2014-2024 (In thousands)

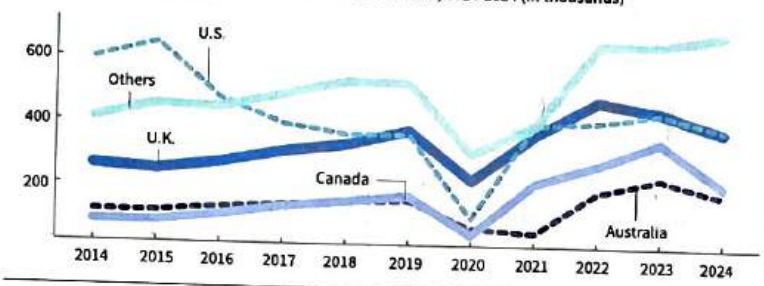


Chart 2: Top 20 nationalities of international tertiary-level students enrolled in OECD countries, 2014 and 2023 (In thousands) 2014 2023

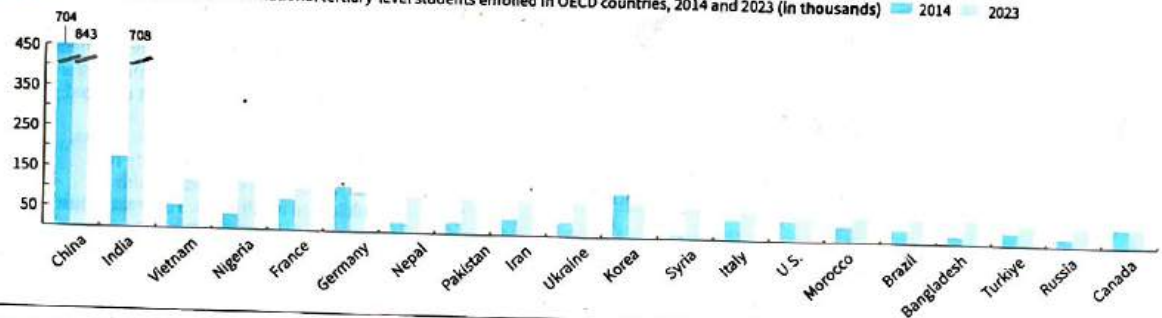
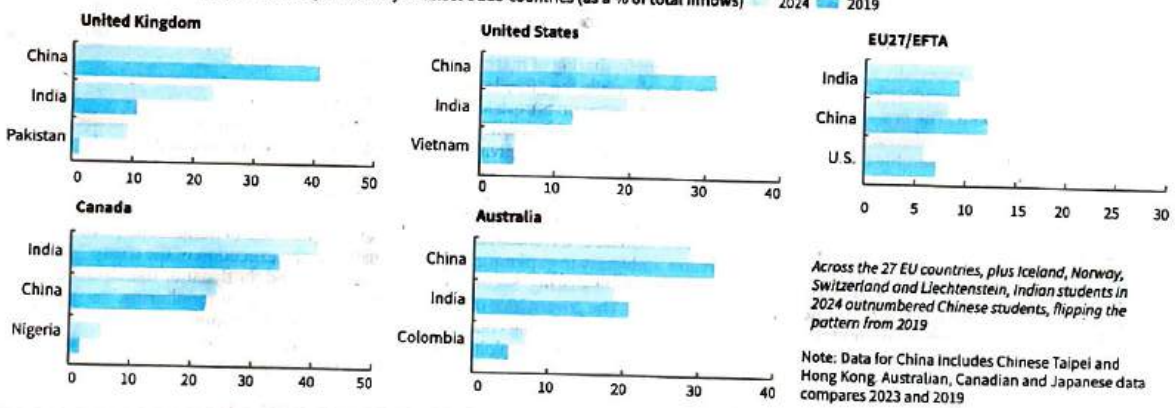


Chart 3: Inflows of international students by nationality to select OECD countries (as a % of total inflows) 2024 2019



Across the 27 EU countries, plus Iceland, Norway, Switzerland and Liechtenstein, Indian students in 2024 outnumbered Chinese students, flipping the pattern from 2019

Note: Data for China includes Chinese Taipei and Hong Kong. Australian, Canadian and Japanese data compares 2023 and 2019

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THE TIMES OF INDIA

NSUI protest over NCERT changes

Nov 4, 2025, 12.46 AM IST

Members of the National Students' Union of India (NSUI) held a protest outside Jai Narain Misra PG College on Monday, opposing recent changes made by NCERT to its curriculum. The revised syllabus had reportedly removed chapters related to Mahatma Gandhi, RSS, Nathuram Godse, and Gujarat riots, sparking outrage.

The Financial Express, 5 November 2025, Page No- 5

OpenAI launches IndQA to test AI on Indian languages

ANEES HUSSAIN
Bengaluru, November 4

OPENAI ON TUESDAY unveiled IndQA, a new benchmark designed to evaluate how well artificial intelligence (AI) models understand and reason about questions rooted in Indian languages and cultural contexts.

IndQA marks the company's first region-specific benchmarking effort, signaling a broader move by OpenAI to create similar evaluation tools for other linguistic and cultural regions in the future.

Srinivas Narayan, CTO of B2B Applications at OpenAI, said India was chosen "as an obvious starting point given its market size, linguistic diversity with approximately one billion people who don't use English as their primary language, and cultural richness".

India currently represents OpenAI's second-largest market for ChatGPT, among its roughly 8 million weekly active users worldwide.

IndQA uses a rubric-based grading approach, where each AI-generated response is scored against a set of expert-defined criteria specific to the question. These criteria describe what an ideal answer should include or avoid, with each item weighted according to importance. A model-based grader then checks whether each criterion is satisfied, and the final score is computed as the sum of points earned out of the total possible.

The benchmark includes 2,278 questions across 11 Indian languages — Hindi, Hinglish, Gujarati, Punjabi, Kannada, Odia, Marathi, Malayalam, Tamil, Bengali, and Telugu — and 10 cultural domains: Law and ethics, Architecture and design, Food and cuisine, Everyday life, Religion and spirituality, Sports and recreation, Literature and linguistics, Media and entertainment, Arts and culture, and History.

It was developed in collaboration with 261 domain experts, including journalists, linguists, scholars, artists, and industry practitioners.

AI major explores data centre infra in India

ANEES HUSSAIN
Bengaluru, November 4

OPENAI IS ACTIVELY considering the establishment of data centre infrastructure in India as the artificial intelligence (AI) giant deepens its commitment to what has become its second-largest and fastest-growing consumer market, Narayan said.

"Infrastructure build-out is a very big thing for us. We are absolutely excited about partnering with players in India to create infrastructure within the country both for the local usage and also for hosting applications here that can be used worldwide," Narayan said in an interaction with media on the sidelines of 'OpenAI DevDay (Exchange)'.

However, he declined to share specific timelines or details on the progress of these plans so far.

The development comes as the San Francisco–based company expands its footprint in India, following the establishment of its first office in Delhi earlier this year.

When asked about potential plans to introduce India-specific pricing for developers, Narayan remained noncommittal but open to the idea.

हिन्दुस्तान, 6 नवंबर 2025, Page No- 8

ड्रग्स से भी ज्यादा खतरनाक शिक्षा में एआई का इस्तेमाल

यहां स्कैन करें

अनुराग बेहर | सीईओ, अजीम प्रेमजी फाउंडेशन

सोचने की क्षमता वह विलक्षण गुण है, जो हमें अन्य प्राणियों से अलग कर इंसान बनाती है। कृत्रिम बुद्धिमत्ता, यानी एआई उस सोचने की क्षमता को ही खत्म कर रहा है। एआई नौकरियां खत्म कर रहा है। इससे झूठ-सच, नकली-असली को अलग करना मुश्किल हो रहा है। यह अपराधियों को उकसाकर हिंसा भड़का सकता है या इससे भी बदतर स्थिति पैदा कर सकता है। इसकी बदौलत कई घटनाएं घट भी चुकी हैं। आशंका है कि ये सभी मिलकर अराजकता का ऐसा मंजर उपस्थित कर देंगे, जो इंसानियत के लिए बहुत बड़ा खतरा होगा। कुल मिलाकर, सबसे खतरनाक बात यही निकलकर आती है कि एआई हमारी इंसानियत को खोखला कर रहा है।

कई मामलों में एआई से फायदे भी हैं। लेकिन मैं 'चीजों को समग्रता में देखने' वाली दलीलों को मानने को तैयार नहीं हूं। एआई की बाढ़ को रोकना होगा और परमाणु क्षमता की तरह इस जिन्न को बोतल में बंद करना होगा। अगर आप इस पर पक्का यकीन करना चाहते हैं, तो किसी शैक्षणिक संस्थान में कुछ समय बिताएं। जितना अधिक कुलीन संस्थान होगा, जितनी अधिक एआई से जुड़ी चीजों तक वहां पहुंच होगी, उतनी ही तेजी से आपका नजरिया बदल जाएगा।

शिक्षण संस्थानों का मूल उद्देश्य सोचने की क्षमता विकसित करना है। मगर एआई के कारण वहां इसके विपरीत होने लगा है। यह धोखा है।

नजीर के तौर पर, काफी गहन शोध द्वारा अलग-अलग तरह के मादक पदार्थों के फायदेमंद असर को खोजा जाता है, इसे साबित किया जाता है और समझा जाता है। इतने सारे परीक्षणों के बावजूद, इन पदार्थों का इस्तेमाल सिर्फ विशेषज्ञ की देख-रेख में ही किया जाता है। बात साफ है कि जो चीजें इंसानियत को बदल देती हैं, उसे बहुत सावधानी से इस्तेमाल करना चाहिए। हमें अपने बच्चों को इससे दूर रखना होता है, सिवाय उपचार की जरूरत के। यहां तक कि वयस्कों को भी ऐसी चीजों का इस्तेमाल बहुत सावधानी से करना होता है। क्यों? क्योंकि ये पदार्थ हमें और हमारी इंसानियत को बदल देते हैं।

कुछ ऐसे पदार्थ भी हैं, जिन्हें अक्सर सिर्फ 'ड्रग्स' कहा जाता है। उनका इस्तेमाल न केवल सख्त मना है, बल्कि इसे आपराधिक श्रेणी में रखा जाता है। ये पदार्थ और ड्रग्स ऐसे टूल्स हैं, जो हमें बदलते हैं, ठीक वैसे ही जैसे एआई। बस फर्क इतना है कि ये पदार्थ व ड्रग्स हमारे पाचन-तंत्र, श्वसन-तंत्र या रक्त वाहिनियों के जरिये तंत्रिका पथ के संपर्क में आते हैं, जबकि एआई देखने-सुनने व सामाजिक तंत्र के जरिये वहां तक जाता है। बल्कि, एआई कहीं अधिक गहराई से बदलता है। गौर कीजिए, सोशल मीडिया और उससे जुड़ी टेक्नोलॉजी कैसे ध्यान को नियंत्रित कर रही है, मानसिक स्वास्थ्य के संकट पैदा कर रही है, समाज को बांट रही है और भी बहुत कुछ कर रही है। एआई ऐसा ही टूल है, जो इंसानों को बदल रहा है। कई लोग इसकी विध्वंसक ताकत से हैरान हैं। एक बात तो साफ है कि आप जितना ज्यादा एआई का इस्तेमाल करेंगे, उतना ही खुद के बारे में कम सोचेंगे। इसका नतीजा होता है कि सोचने की क्षमता कम हो जाती है।

आप देखें, इन दिनों शैक्षणिक संस्थानों में क्या कुछ हो रहा है? शिक्षण संस्थानों का मूल उद्देश्य इंसान के सोचने की क्षमता को विकसित करना है। लेकिन वहां इसका उल्टा हो रहा है। शिक्षक और छात्र सोचने की जिम्मेदारी एआई को सौंप रहे हैं। एआई शिक्षकों के लिए पाठ्यक्रम, शिक्षण योजना, पाठ्य-पुस्तकें, असाइनमेंट और परीक्षा के प्रश्न-पत्र तक सेट कर रहा है और छात्र जवाब के लिए एआई का इस्तेमाल कर रहे हैं। यह तो एक धोखा है। शिक्षा खत्म करना एआई से इंसानियत को पहला खतरा है। इसलिए अब कई संस्थान और शिक्षक एआई के खिलाफ दृढ़ हो गए हैं।

निस्संदेह, मौजूदा डिजिटल दुनिया में एआई को रोकना नामुमकिन है। इसलिए वे शिक्षण के पुराने तरीकों पर वापस जा रहे हैं, यानी कक्षा में आमने-सामने बैठकर पढ़ाई। इंसानी गतिविधियों में एआई से होने वाले नुकसान को कम करने के लिए बहुत ज्यादा कोशिशों की जरूरत है। जहां तक शिक्षा का सवाल है, इस पर पूरी तरह प्रतिबंध लगाया जाना चाहिए। अगर हम ऐसा नहीं करते हैं, तो इसका मतलब होगा कि हम युवाओं को ड्रग्स दे रहे हैं। वह ड्रग कोकीन से ज्यादा खतरनाक है।

(ये लेखक के अपने विचार हैं)

NCERT's move to add Ayurveda to science syllabus sparks debate: Experts urge science over belief

NCERT Director Dinesh Prasad Saklani said the move aligns with the NEP's vision to make education more rooted in India's culture and scientific heritage.

Veni E N

Published Nov 06, 2025 | 7:00 AM — Updated Nov 06, 2025 | 7:00 AM

Ayurveda treatment. (Representative images)

Synopsis: *For many, the inclusion of Ayurveda in the new NCERT science syllabus has raised an essential question — is it a step toward holistic education or a quiet merging of ideology and science?*

The National Council of Educational Research and Training (NCERT) has decided to incorporate Ayurveda-related lessons into the science syllabus for Classes 6 to 8 as part of the National Education Policy (NEP) 2020, aiming to familiarize students with India's traditional systems of health and wellness.

NCERT Director Dinesh Prasad Saklani said the move aligns with the NEP's vision to make education more rooted in India's culture and scientific heritage.

He further clarified that the intent is not to replace modern science but to integrate traditional knowledge systems with evidence-based scientific learning. The new approach, Saklani added, seeks to build curiosity and cultural context among students through a balanced mix of ancient and modern concepts.

including the five elements (Panchamahabhuta), the three doshas (Vata, Pitta, and Kapha), and the concept of maintaining balance for good health.

The Class 7 curriculum is expected to cover the role of diet, lifestyle, and herbs in maintaining overall well-being, drawing examples from traditional practices while connecting them to modern scientific explanations.

Meanwhile, Class 8 will introduce concepts of daily and seasonal routines — Dinacharya and Ritucharya — which guide healthy living based on time and climate.

Across classes, NCERT is set to emphasize Indian approaches to nutrition, environmental harmony, and preventive healthcare, aiming to help students understand how traditional practices align with scientific reasoning.

The objective, according to NCERT, is to enable students to appreciate India's scientific heritage while fostering a scientific temper and critical thinking, ensuring Ayurveda is understood as a rational, evidence-informed system rather than a religious or purely cultural concept.

'Ayurveda should be taught scientifically'

For many, the inclusion of Ayurveda in the new NCERT science syllabus has raised an essential question — is it a step toward holistic education or a quiet merging of ideology and science?

Dr PB Prince Gajendra Babu, general secretary of the State Platform for Common School System–Tamil Nadu (SPCSS-TN), believes the issue lies not in introducing Ayurveda, but in how it is being introduced.

According to him, Ayurveda and other traditional systems have long been part of India's school syllabus. "We have all learned what Ayurveda is, who its practitioners were, and its two branches, medicine and surgery. So when the NCERT director says it's being introduced now, that's misleading," he said.

Dr. Babu further warned that the current move risks "mixing religion with education," arguing that knowledge should not be categorized as Indian or Western, but simply as science that benefits society.

He emphasized that true education lies in nurturing reasoning, not rhetoric. "You cannot call Einstein's theory of relativity a Jewish knowledge system just because he was a Jew. Science belongs to humanity, not geography," he said.

While agreeing that students should understand India's scientific heritage, he cautioned that "treating Ayurveda as a religious entity instead of a rational, evidence-based discipline" could confuse students about what science truly is.

Also Read: Kidney disease mystery in Telangana: Unprescribed alternative herbal medicines among culprits

'Evidence-based learning is what matters'

Dr. Sampath Kumar Shettigar, Senior Consultant–Pediatrician and Neonatologist at Kinder Hospitals, Bengaluru, echoed a similar concern but approached it from a medical and educational perspective.

He said there is nothing wrong with introducing Ayurveda, as long as it is backed by scientific reasoning. "Ayurveda works, but it has to be evidence-based. It's important that, what we teach children is backed by research and not blind belief," he said.

To illustrate, he explained how medical science tests traditional claims through controlled studies.

"Problems happen when people replace emergency medical care with unproven local treatments," he said, adding that children can be introduced to Ayurvedic ideas like balance, healthy living, and natural remedies, but only in an age-appropriate, scientifically grounded way.

Awareness, not indoctrination

According to Dr. Shettigar, public perception often magnifies what these syllabus changes really mean. "When people hear that NCERT is adding Ayurveda, they think children will start studying to become Ayurvedic doctors. It's not that," he said.

"It's more about awareness — helping children understand India's medical traditions, not turning science classes into spiritual lessons," he added.

He drew a comparison to how sex education was once misunderstood. "When sex education was introduced, people thought teachers were going to teach kids how to have sex. But it was only about understanding one's body," he said.

Likewise, he believes Ayurveda lessons, if handled responsibly, can teach children about health, environment, and balance, without confusing them about modern medicine.

"The key is moderation and context," he said. "Children should learn that Ayurveda is part of India's scientific journey — not an alternative to modern medicine, but an insight into how knowledge evolved," he concluded.

(Edited by Sumavarsha)

The Indian Express, 7 Nov 2025, Page No- 13

PART 2 OF MATHS TEXTBOOK GANITA PRAKASH RELEASED RECENTLY

New NCERT Class 7 book traces algebra & more to ancient India

Abhinaya Harigovind
New Delhi, November 6

NCERT'S RECENTLY released Class 7 mathematics textbook includes multiple mentions of ancient Indian contributions to the subject and says concepts such as algebra were first developed by Indian mathematicians.

This is the second part of NCERT's (National Council of Educational Research and Training) *Ganita Prakash* textbook for Class 7. Part 1, which also contained such references, was released earlier this year.

Part 2 cites examples from Sanskrit texts, includes problems and solutions related to the work of ancient Indian mathematicians, and also talks about an ancient Indian text on geometry.

NCERT Director Dinesh Prasad Saklani said that part of the purpose behind introducing such concepts is to teach students "correct history" without a "skewed" colonial view.

A chapter on integers, for instance, points to mathematician Brahmagupta's 7th-century CE text *Brahmasphutasiddhanta* as being the "first time that rules for multiplication and division of positive and negative numbers were articulated". It calls this "an important step in the development of arithmetic and algebra". This is followed by Brahmagupta's rules on using positive and negative numbers and a maths problem related to them. The textbook says Indian contributions to algebra are among the earliest known work in the field.

A chapter on algebraic equations refers to 'bijaganita', "also now known as algebra", and says that "forming expressions using symbols and solving equations with such expressions was an important component of mathematical explorations in ancient India". The chapter refers to Brahmagupta's work on adding, subtracting and multiplying unknown numbers using letters, saying this is among the earliest known works in algebra.

Tracing algebra to Indian mathematicians, the chapter says: "In the 8th century, Indian mathematical ideas were translated into Arabic. They influenced a well-known mathematician named Al-Khwarizmi, who lived in present-day Iraq. Around 825 CE, he wrote a book called Hisab al-jabr wal-muqabala, which means 'calculation by restoring and balancing'". It adds that these ideas spread, and by the 12th century, Al-Khwarizmi's book was translated into Latin and brought to Europe. "The word al-jabr from his book gave us the word algebra, which we also still use today," it says.

It lists symbols that ancient Indian mathematicians from the time of Brahmagupta used to represent unknowns, along with an example of a maths problem mentioned in the 12th-century text *Bijaganita* by Bhaskaracharya.

Dhruv Raina, a historian, philosopher of science and former JNU professor, told *The Indian Express*: "The Arabs were profoundly influenced by the work of Indian mathematicians, particularly Brahmagupta. They improvised upon these methods to create what we consider algebra today. The Arab mathematicians were great synthesisers and innovators with the knowledge they acquired from ancient Greek, Indian and Chinese traditions."

A chapter on geometry, 'Constructions and Tilings', elaborates on the *Sulba-Sutras* and the text's method to construct a perpendicular bisector using a rope. "Ancient mathematicians from different civilisations, including India, knew exact procedures to construct perpendiculars and perpendicular bisectors. In India, the earliest known texts containing these methods are the *Sulba-Sutras*. These are ancient geometric texts dealing with the construction of fire altars for rituals," it says.

The old Class 7 textbook did not contain any reference to ancient Indian mathematicians. NCERT has been bringing out new school textbooks in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework. The NEP calls for incorporating 'Indian Knowledge Systems' in the curriculum.

Asked about the rationale behind including these aspects, Saklani said: "The purpose is threefold. One, to teach students correct history. For too long, the history of mathematics has been presented in India from a colonial European perspective, giving a skewed view. This can only be fixed through presenting history correctly and accurately..." "Two, to make the subject more interdisciplinary, and thereby improve learning... Three, to develop a sense of pride and inspiration in students," he said.

NCERT director cites need to teach students 'correct history'

• Early Indian works cited by textbook

Brahmasphutasiddhanta: 7th-century Sanskrit text by mathematician Brahmagupta; contributions to arithmetic and algebra

Sulba Sutras: Vedic literature, part of one of the six Vedangas; references to geometry, construction of fire altars for rituals, construction of perpendicular bisectors

Bijaganita: 12th-century Sanskrit text by Bhaskaracharya; contributions to algebra

November 7, 2025 | 12:45 PM

Modi government removes historical distortion from NCERT textbooks, rightly attributes discovery of algebra, geometry and more to ancient Indian mathematicians

The second part of the Class 7 mathematics textbook "Ganita Prakash," by the National Council of Educational Research and Training (NCERT) has been recently released. Notably, the fresh edition highlights the contributions made by ancient Indian mathematicians to algebra, integers and geometry. The policy in line with the National Education Policy 2020 which aims to incorporate Indian Knowledge Systems into curricula.

The books include multiple references to India's long-standing contributions to the subject and add that the country's mathematicians were the first to invent many important concepts in mathematics. They outline an ancient Indian treatise on geometry, provides instances from Sanskrit sources and presents questions alongside solutions pertaining to the work of ancient Indian mathematicians.

The ancient Indian idea of "Bijaganita" which is now known as "algebra" is mentioned in the textbook's chapter on algebraic equations. It mentions Brahmasphutasiddhanta, a treatise written by Brahmagupta in the seventh century CE as the first known source that outlines guidelines for "multiplication and division of positive and negative numbers were articulated."

This is referred to as a crucial stage in the development of algebra and arithmetic. Brahmagupta's rules for employing positive and negative integers together with a math problem pertaining to them is introduced next. According to the textbooks, some of the oldest known works in algebra have been produced by Indians.

A chapter states, "forming expressions using symbols and solving equations with such expressions was an important component of mathematical explorations in ancient India," on "Bijaganita" regarding algebraic equation. India's foundational influence in algebra is demonstrated by the work on adding, subtracting and multiplying unknown numbers employing letters.

The book also describes how the Arabic mathematician Al-Khwarizmi, whose work subsequently spread to Europe via Latin translation and was the force behind the modern word "algebra" was impacted by Indian mathematical ideas.

"In the 8th century, Indian mathematical ideas were translated into Arabic. They influenced a well-known mathematician named Al-Khwarizmi, who lived in present-day Iraq. Around 825 CE, he wrote a book called Hisab al-jabr wal-muqabala, which means calculation by restoring and balancing," the textbooks inform and further convey, "The word al-jabr from his book gave us the word algebra, which we also still use today."

Furthermore, it comprises a collection of sym[illegible]ed to represent unknowns by ancient Indian

Likewise, ancient Indian geometry is discussed in “Constructions and Tilings.” It discusses the way the Sulba-Sutras utilised ropes to create perpendicular bisectors for ritual fire altars. This illustrates India’s superior understanding of geometric constructs in comparison to other civilisations of the same era.

It mentions, “Ancient mathematicians from different civilisations, including India, knew exact procedures to construct perpendiculars and perpendicular bisectors. In India, the earliest known texts containing these methods are the Sulba-Sutras. These are ancient geometric texts dealing with the construction of fire altars for rituals.”

According to NCERT Director Dinesh Prasad Saklani, teaching kids accurate history without a distorted colonial perspective is one of the goals of introducing these concepts. The enormous Indian contribution to mathematics was further emphasised by Dhruv Raina, a historian, philosopher of science and former professor at Jawaharlal Nehru University (JNU).

“The Arabs were profoundly influenced by the work of Indian mathematicians, particularly Brahmagupta. They improvised upon these methods to create what we consider algebra today. The Arab mathematicians were great synthesisers and innovators with the knowledge they acquired from ancient Greek, Indian and Chinese traditions,” he expressed, according to a report in The Indian Express.

“The purpose is threefold. One, to teach students correct history. For too long, the history of mathematics has been presented in India from a colonial European perspective, giving a skewed view. This can only be fixed through presenting history correctly and accurately. Two, to make the subject more interdisciplinary and thereby improve learning. Three, to develop a sense of pride and inspiration in students,” Saklani asserted while talking about the intention behind the move.

There was no mention of ancient Indian mathematicians in the old Class 7 textbooks. New school textbooks in accordance with the National Curriculum Framework and the National Education Policy (NEP) 2020 have been released by NCERT. The NEP mandates that “Indian Knowledge Systems” should be incorporated in the curriculum. India’s mathematical legacy was also addressed in the first part of the textbooks which were published earlier this year.

VarthaBharati

(https://english.varthabharati.in)

New NCERT Class 7 textbook traces algebra, integers, other concepts to ancient India: Report

Vartha Bharati | 07-11-2025 | 11:05:00 IST

Representational image

New Delhi: The newly released Class 7 mathematics textbook by the National Council of Educational Research and Training (NCERT) attributes several mathematical concepts, including algebra, to Indian mathematicians, The Indian Express reported on Friday.

The book, titled Ganita Prakash, is the second part of NCERT's revised Class 7 mathematics series. Part 1, released earlier this year, also highlighted India's historical contributions to mathematics. The latest volume draws on examples from Sanskrit texts, includes exercises inspired by the works of ancient Indian mathematicians, and discusses about an ancient Indian text on geometry.

A chapter on integers, for example, points to mathematician Brahmagupta's 7th-century CE text Brahmasphutasiddhanta as being the "first time that rules for multiplication and division of positive and negative numbers were articulated". It describes this "an important step in the development of arithmetic and algebra" and includes problems based on Brahmagupta's principles. The textbook mentions that Indian contributions to algebra are among the earliest known work in the field.

Another chapter, devoted to algebraic equations, introduces the concept of bijaganita, now known as algebra, and explains that forming expressions with symbols and solving them was a key aspect of mathematical exploration in ancient India. The chapter refers to Brahmagupta's work on adding, subtracting and multiplying unknown numbers using letters, saying this is among the earliest known works in algebra, the report added.

Tracing the evolution of algebra, the textbook says Indian mathematical ideas were translated into Arabic in the 8th century, influencing scholars such as Al-Khwarizmi of present-day Iraq. His 9th-century work, Hisab al-jabr wal-muqabala ("calculation by restoring and balancing"), incorporated these ideas. By the 12th century, the text had been translated into Latin and reached Europe. "The word al-jabr from his book gave us the word algebra, which we also still use today," it says.

NCERT Director Dinesh Prasad Saklani said the inclusion of such material aims to help students learn “correct history” and move away from “skewed” colonial interpretations.

Commenting on the historical context, Dhruv Raina, historian and philosopher of science, sais that Arab scholars were “profoundly influenced” by Indian mathematicians, especially Brahmagupta. “They improvised upon these methods to create what we consider algebra today. The Arab mathematicians were great synthesisers and innovators with the knowledge they acquired from ancient Greek, Indian and Chinese traditions,” TIE quoted Raina as saying.

The earlier Class 7 textbook contained no references to ancient Indian mathematicians. The new edition is part of NCERT’s move to align school curricula with the National Education Policy (NEP) 2020 and the National Curriculum Framework.

Delhi-NCR gasps as AQI plunges to season's worst at 391

09-11-2025 ¦ 09-11-2025 IST

NCERT's New Class 7 Book Traces Algebra Back to Ancient India

NCERT's new Class 7 maths book credits ancient Indian mathematicians for discovering algebra and geometry, tracing origins to Brahmagupta, Bhaskaracharya, and the Sulba Sutras.

Gobind Arora

Published on: 7 Nov 2025 10:50 AM

NCERT (PC- Social Media)

Ancient India's Legacy in Mathematics

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The textbook highlights that Brahmagupta's 7th-century work, *Brahmasphutasiddhanta*, was the first text to define rules for using positive and negative numbers. It explains how this formed a key milestone in arithmetic and algebra. Students are introduced to real examples and mathematical exercises inspired by his writings, showing how ancient Indian scholars were solving complex equations long before algebra got its modern name.

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A section also discusses "Bijaganita," which literally means the science of calculation with unknowns. The book says this ancient term refers to what we today call algebra. Bhaskaracharya's 12th-century *Bijaganita* is mentioned as another landmark text that explored the manipulation of unknown quantities through symbols and letters.

From India to the World: How Algebra Spread

The NCERT book further traces how India's mathematical wisdom influenced global learning. It describes how Indian mathematical theories were translated into Arabic during the 8th century and reached famous scholars like Al-Khwarizmi. His book *Hisab al-jabr wal-muqabala* later gave birth to the term "algebra." By the 12th century, these Arabic texts reached Europe and helped shape modern mathematics.

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This connection between Indian and Arabic mathematics is highlighted as proof that India's contributions played a vital role in shaping global scientific knowledge.

Geometry, Sulba Sutras, and Ancient Techniques

Another part of the textbook focuses on geometry. It references ancient Indian texts like the *Sulba Sutras*, which describe geometric methods used for building fire altars during rituals. The text explains how these methods used ropes and measurements to create perpendicular bisectors, centuries before modern geometry was formalized.

Also Read - National Educators Awards 2025: Honoring Excellence and Innovation in Teaching

history.” He emphasized that for too long, the story of mathematics was told from a colonial European viewpoint. The new curriculum under the National Education Policy (NEP) 2020 now brings focus back to India’s intellectual achievements.

Saklani explained that the purpose is not only to correct historical gaps but also to make subjects more interdisciplinary and help students take pride in their heritage. The move is seen as part of a broader shift to introduce *Indian Knowledge Systems* into school learning.

A Step Toward Rediscovering India’s Mathematical Roots

With the launch of *Ganita Prakash Part 2*, students across India are now learning how the ideas of Brahmagupta, Bhaskaracharya, and other scholars continue to shape mathematics even today. The new textbook is being praised for giving young learners a sense of pride in India’s mathematical heritage — one that dates back centuries before modern scientific thought emerged elsewhere.

In tracing algebra and geometry to India’s ancient past, NCERT’s effort is not just about rewriting textbooks, but about rediscovering the country’s forgotten brilliance in logic, numbers, and knowledge.

ncert

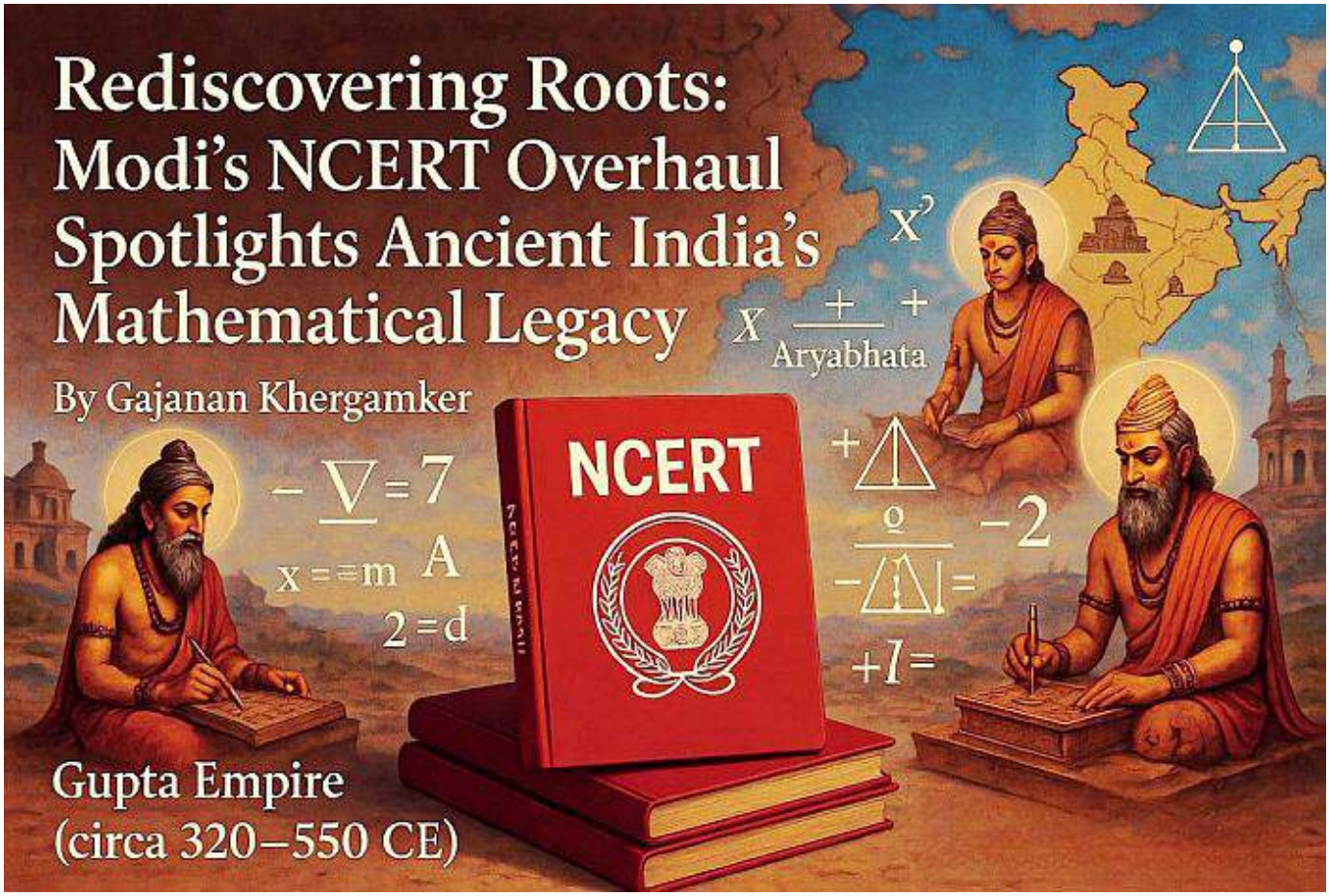
India's New Curriculum Decolonising Mathematics, Credits Ancient Masters

5 days ago | Education, Heritage, History, India, Latest News, NCERT, PM Modi, Policy

By Gajanan Khergamker

In a move that's sending ripples through India's education landscape, the Modi government has greenlit revisions to NCERT textbooks that boldly reposition ancient Indian scholars at the forefront of global mathematics.

The updated Class 7 mathematics volume, Ganit Prakash Part 2, isn't just tweaking footnotes—it's rewriting the narrative, crediting luminaries like Aryabhata and Brahmagupta for foundational breakthroughs in algebra, geometry, and arithmetic.



For representational purpose only

This isn't mere patriotic puffery; it's a calculated pivot away from what officials call "Eurocentric distortions" that have long sidelined non-Western contributions in school curricula. As the news explodes across social media with fire emojis and calls for celebration, the question lingers: Is this a triumphant reclamation of history, or another chapter in the politicisation of pedagogy?

The News in Focus: What's Changed in the Pages?

At its core, the revision transforms dry math lessons into vibrant historical vignettes. Gone are the sanitised, Western-centric origin stories that often trace algebra back solely to medieval Europe or the Islamic Golden Age without acknowledging upstream influences. Instead, the new edition dives into Sanskrit texts and ancient treatises, illustrating how Indian mathematicians laid the groundwork centuries earlier.

Take algebra, for instance. The textbook now spotlights Brahmagupta's 7th-century Brahmasphutasiddhanta, where he introduced symbols for unknowns (like yāvat tāvat for "as much as") and solved quadratic equations—predating similar European developments by over 800 years

Exercises draw directly from these works, asking students to reconstruct problems on interest calculations or geometric proofs as they appeared in original manuscripts.

Geometry gets a similar upgrade: Aryabhata's 5th-century Aryabhatiya is hailed for its sine tables and approximations of pi (3.1416), concepts that influenced later Islamic and European scholars like Al-Khwarizmi.

The book doesn't stop at credits; it weaves in cultural context. Lessons on integers reference the Jain text Lokavibhaga from the 6th century, which treated zero not as an absence but as a numeral—a revolutionary idea that Brahmagupta formalised, enabling the decimal system we take for granted today.

Even arithmetic traces back to Vedic sulba sutras, with sidebars on how rope-stretchers (sulba) used Pythagorean triples for altar constructions millennia before Pythagoras. NCERT Director Dinesh Prasad Saklani emphasised that these changes align with the National Education Policy (NEP) 2020's mandate to integrate "Indian Knowledge Systems" (IKS), aiming to foster "rootedness" in students.

This isn't an isolated tweak. Earlier this year, Class 8 revisions similarly spotlighted Aryabhata-II's astronomical math, turning textbooks into "exciting journeys" through history.

By November 2025, with NEP's rollout accelerating, these updates signal a broader curriculum renaissance—one that positions India not as a colonial footnote but as a cradle of innovation.

Historical Truth or Nationalist Rewrite? Unpacking the Contributions

To appreciate the stakes, let's ground this in facts. Ancient India wasn't just tinkering with abacuses; it was a mathematical powerhouse. Aryabhata (476–550 CE), often dubbed India's Euclid, didn't merely compute pi—he proposed a heliocentric model and trigonometric functions that bridged astronomy and geometry, ideas echoed in Persian translations that reached Europe via the Silk Road.

Brahmagupta (598–668 CE) went further: His rules for negative numbers and zero as a placeholder resolved paradoxes that baffled earlier civilisations, laying the algebraic bedrock for everything from modern computing to space exploration.

Historians have long argued that colonial-era education—epitomised by Macaulay's infamous 1835 Minute—deliberately minimised these legacies to justify British superiority. Post-independence textbooks inherited this bias, often crediting "Arabic numerals" without noting their Indian origins (the Arabs themselves called them hindsa, from "Hindu").

The new NCERT edition corrects this by citing primary sources like the Bakhshali manuscript (circa 3rd–4th century), which features the earliest dot-zero.

Yet, accuracy demands nuance. While India's role is undeniable—evidenced by UNESCO's recognition of the Indian numeral system as a World Heritage of Knowledge—attributing "discovery" solely to one culture risks oversimplification.

Algebra, for example, evolved collaboratively: Indian ideas flowed to Baghdad, were refined by scholars like Al-Khwarizmi, and looped back via trade. The textbook acknowledges this interconnectedness, but critics (from past revisions) worry it might tilt toward isolationist pride, echoing broader debates on "saffronisation."

The Politics of Pride: Triumphs, Tensions, and the NEP Backdrop

On the plus side, this overhaul is a masterstroke for student engagement. Imagine a 12-year-old grappling with equations not as abstract drudgery, but as puzzles from a golden age that powered the zero-based algorithms in their smartphones.

Early feedback from educators suggests it could boost STEM interest among underrepresented groups, countering the "math phobia" in Indian schools. More profoundly, it instills cultural confidence: In a globalised world where Western narratives dominate TED Talks and textbooks, reclaiming these stories combats internalised inferiority.

This fits seamlessly into NEP 2020's IKS pillar, which allocates 5–10% of curricula to ancient wisdom—from Aryabhata's orbits to Ayurveda's algorithms.

Since 2020, over 50 universities have launched IKS centers, and funding has surged to ₹1,000 crore. Proponents, including BJP leaders, frame it as decolonisation 2.0—undoing the "historical distortions" of Mughal-era or British historiography that downplayed Vedic science.

But let's not ignore the shadows. India's textbook wars are legendary: From deleting Gandhi's assassination details in 2023 to softening caste references, NCERT revisions under Modi have drawn flak for ideological slants.

A September 2025 UGC draft syllabus sparked backlash for prioritising "Kala Ganana" (ancient timekeeping) over modern stats, with academics decrying it as "pseudoscience promotion."

Left-leaning voices, like those in The Wire or historian Romila Thapar's circles, argue this math pivot risks myth-making—elevating unverified claims (e.g., Vedic airplanes) while sidelining rigorous peer review. Even neutrals question timing: With 2029 elections looming, is this savvy soft power or vote-bank engineering via Hindu pride?

Social media tells a lopsided tale. On X (formerly Twitter), the announcement from handles like @NewsAlgebraIND has racked up 12,000+ likes in hours, with users hailing it as "Bharat's revenge on Macaulay."

Hashtags like #IndianKnowledge and #Aryabhata trend, but dissenting threads are sparse—perhaps drowned in the echo chamber. A deeper dive reveals cautious optimism from moderates: "Finally, facts over fiction," tweets one Delhi teacher, while another warns, "Balance it with global collab, or we repeat colonial silos."

Looking Ahead: A Formula for Inclusive Innovation?

This NCERT shift isn't just about equations; it's a bet on identity as rocket fuel for progress. If executed with scholarly rigor—think cross-verified by international bodies like the International Mathematical Union—it could inspire a generation of Indian-origin Nobel laureates, much like how China's emphasis on Confucian engineering birthed Huawei.

But pitfalls abound: Overemphasise antiquity, and we risk stagnating on laurels; ignore critiques, and education becomes propaganda.

Ultimately, the Modi government's gambit underscores a global reckoning: History isn't a zero-sum game. By centering Aryabhata and Brahmagupta, India isn't erasing Europe—it's completing the circle, reminding us that math's true origin is human curiosity, borderless and timeless.

As students crack open these books next term, one hopes the real "breakthrough" is curiosity unbound, not just national applause. In the words of Brahmagupta himself: From zero comes infinity. Let's see what equations this unlocks.

EDUCATION
India's New Curriculum Decolonising Mathematics, Credits Ancient Masters

#ANALYSIS
The Trump Threat and the Indian-American Psyche

#COMMENTARY
Deportation Symbolic Of US Dumping 'Haven' Tag, Heralds Change In Policy

PREVIOUS
A Global Ode to Innovation, Inclusion and Women's Voices

NEXT
Illegal Hawkers and the Death of Mumbai's Pavements

नवभारत टाइम्स, 9 नवंबर 2025, पृष्ठ संख्या -15

CBSE तीसरी क्लास से पढ़ाएगा AI, ड्राफ्ट तैयार

Bhupender.Sharma
@timesofindia.com

AI Image

■ नई दिल्ली : केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने स्कूली शिक्षा के लिए आर्टिफिशयल इंटेलिजेंस (AI) का ड्राफ्ट करिकुलम तैयार कर लिया है। सीबीएसई ने तीसरी से लेकर 12वी तक हर क्लास का एआई कोर्स तैयार किया गया है। ड्राफ्ट एनसीईआरटी को भेजा गया है।

NCERT को ड्राफ्ट भेजा, 2026 से शुरू हो सकती है एआई की पढ़ाई

शिक्षा मंत्रालय के स्कूली शिक्षा एवं साक्षरता विभाग ने एआई और कम्प्यूटेशनल थिंकिंग को आगे बढ़ाने के लिए तीसरी क्लास से ही एआई की पढ़ाई शुरू करवाने का फैसला लिया है। शिक्षा मंत्रालय ने दिसंबर 2025 तक रिसोर्स मटीरियल हैंडबुक और डिजिटल रिसोर्स तैयार करने का लक्ष्य रखा है। अप्रैल 2026 सेशन शुरू होने से पहले टीचर्स को ट्रेनिंग दी जाएगी। सीबीएसई के स्कूलो मे तो 8वी क्लास से एआई की पढ़ाई का विकल्प दिया जाता है लेकिन राज्यो के शिक्षा बोर्ड मे सभी छात्रो को यह विकल्प नही मिलता है। अगले वर्ष से देश के हर स्कूल बोर्ड मे यह विषय होगा।

एनसीईआरटी के संगठन परख की एक रिपोर्ट बताती है कि देश में अभी 10वी मे केवल 9.52 प्रतिशत स्कूल बोर्ड ने ही स्किल सब्जेक्ट को कंपलसरी बनाया है जबकि 90.48 प्रतिशत स्कूल बोर्ड मे यह वैकल्पिक विषय है।

The Financial Express, 9 November [illegible] Page No- 3

Govt invested ₹21,000 cr in education sector in NE: FM

PRESS TRUST OF INDIA
Gohpur, November 8

UNION FINANCE MINISTER Nirmala Sitharaman on Saturday claimed that the central government has invested ₹21,000 crore in the education sector in the Northeast in the last 11 years. Connectivity has also received a boost in the region during the period, with new states put on the railway map and several greenfield airports constructed, she added.

Sitharaman, who was on a two-day visit to Assam since Friday, was speaking after laying the foundation stone for the state's first university focussed on technical and vocational education and training at Bholaguri in Gohpur in Biswanath district.

The 'Swahid Kanaklata Barua State University' will be built at a cost of ₹415 crore on a total area of 241 acres, with a built-up area of 7 lakh sq ft.

Union Finance Minister Nirmala Sitharaman with Assam Chief Minister Himanta Biswa Sarma during the foundation stone laying ceremony of Swahid Kanaklata Barua State University in Gohpur, Assam PTI

"Since 2014, the Centre has invested ₹21,000 crore in the education sector in the Northeast. Over 850 new schools have been opened. The first AIIMS in the region has become operational and over 200 new skill development institutes have been operationalised. The country's first sports university is also coming up in the region," Sitharaman said.

In Assam alone, 15 new medical colleges have been built, while South Asia's largest cancer care centre is coming up in the state and the state will also soon have the region's second IIM, she added. "To boost the education sector, the Centre is working in coordination with the state governments of the region," the Union minister said.

Besides developing roads, bridges and tunnels, the Centre is also working on the aviation and railway sectors in the region, Sitharaman said. She said that in the last 11 years, 10 new greenfield airports have been built in the region. Manipur and Meghalaya have been added to the country's railway map for the first time during this period, she added.

Paying tributes to freedom fighter Kanaklata Barua, Sitharaman said, "At the age of 17 years, when she should have been entering a university to study, she sacrificed her life for the nation to keep our national flag high. A university in her name should have come up a long time ago."

Class 12 Business Studies students offered free online course by NCERT

NCERT has introduced a free 24-week online Business Studies course for Class 12 students through the SWAYAM platform. The courses began on September 22, 2025, and conclude on March 6, 2026, with enrolments open till February 20, 2026.

The courses began on September 22, 2025, and conclude on March 6, 2026, with enrolments open till February 20, 2026.

India Today Education Desk

New Delhi, UPDATED: Nov 9, 2025 11:15 IST

The National Council of Educational Research and Training (NCERT) has announced a free online Business Studies course for Class 12 students on the government's e-learning platform, Swayam

The programme is designed to strengthen students' understanding of business concepts, operations, and the environment in which organisations function.

The 24-week course started on September 22, 2025, and will conclude on March 6, 2026, giving learners sufficient time to complete the modules at their own pace. Enrolment will remain open until February 20, 2026.

The initiative aims to make business education more accessible, especially for students preparing for their Class 12 board examinations or pursuing an interest in management and entrepreneurship.

COURSE STRUCTURE AND CONTENT

The course aligns with the Class 12 NCERT Business Studies curriculum and covers eight major themes: the nature and significance of management; principles of management; business environment; planning; organising; staffing; directing; and controlling.

A total of 30 modules will be delivered through four integrated components: documents, video lessons, web links, and self-assessment exercises.

Learners will also have access to discussion forums to clarify questions and interact with instructors and peers.

The programme is categorised as a core course and will be available in English. Upon successful completion of all modules and the final exam, students will receive a certificate of completion from NCERT through Swayam.

ONLINE EXAMINATION AND CERTIFICATION

An online examination is scheduled for March 3, 2026, though the date may be adjusted depending on seat availability. Students will be evaluated based on their performance across modules and the final assessment.

The initiative is part of NCERT's broader effort to expand access to digital learning resources under the Swayam Massive Open Online Courses (MOOCs) framework for Classes 9 to 12.

As the national coordinator for school-level MOOCs, NCERT aims to improve academic support and ensure equitable access to high-quality learning materials.

EASY ACCESS AND REGISTRATION

Interested students can visit the Swayam portal, register for the course, and begin learning immediately after enrolment. The platform is open to all learners, free of cost, and offers interactive tools for a more engaging experience.

The NCERT stated that these courses are developed by subject experts to help students build conceptual clarity and prepare them for higher studies in business and management.

The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT revises Class 7th Math textbook: Traces algebra, other concepts to ancient India

NCERT Director Dinesh Prasad Saklani said that part of the purpose behind introducing such concepts is to teach students “correct history” without a “skewed” colonial view.

Written by Abhinaya Harigovind Follow
New Delhi | Updated: November 9, 2025 02:00 PM IST
4 min read

The book lists symbols that ancient Indian mathematicians from the time of Brahmagupta used to represent unknowns, along with an example of a maths problem mentioned in the 12th-century text Bijaganita by Bhaskaracharya (Book cover image upscaled using AI)

NCERT’s recently released Class 7 mathematics textbook includes multiple mentions of ancient Indian contributions to the subject and says concepts such as algebra were first developed by Indian mathematicians.

This is the second part of NCERT’s (National Council of Educational Research and Training) Ganita Prakash textbook for Class 7. Part 1, which also contained such references, was released earlier this year.

Part 2 cites examples from Sanskrit texts, includes problems and solutions related to the work of ancient Indian mathematicians, and also talks about an ancient Indian text on geometry.

NCERT Director Dinesh Prasad Saklani said that part of the purpose behind introducing such concepts is to teach students “correct history” without a “skewed” colonial view.

A chapter on integers, for instance, points to mathematician Brahmagupta’s 7th-century CE text Brahmasphutasiddhanta as being the “first time that rules for multiplication and division of positive and negative numbers were articulated”. It calls this “an important step in the development of arithmetic and algebra”. This is followed by Brahmagupta’s rules on using positive and negative numbers and a maths problem related to them. The textbook says Indian contributions to algebra are among the earliest known work in the field.

A chapter on algebraic equations refers to ‘bijaganita’, “also now known as algebra”, and says that “forming expressions using symbols and solving equations with such expressions was an important component of mathematical explorations in ancient India”. The chapter refers to Brahmagupta’s work on adding, subtracting and multiplying unknown numbers using letters, saying this is among the earliest known works in algebra.

Tracing algebra to Indian mathematicians, the chapter says: “In the 8th century, Indian mathematical ideas were translated into Arabic. They influenced a well-known mathematician named Al-Khwarizmi, who lived in present-day Iraq. Around 825 CE, he wrote a book called Hisab al-jabr wal-muqabala, which means ‘calculation by restoring and balancing’”. It adds that these ideas spread, and by the 12th century, Al-Khwarizmi’s book was translated into Latin and brought to Europe. “The word al-jabr from his book gave us the word algebra, which we also still use today,” it says.

It lists symbols that ancient Indian mathematicians from the time of Brahmagupta used to represent unknowns, along with an example of a maths problem mentioned in the 12th-century text Bijaganita by Bhaskaracharya.

Dhruv Raina, a historian, philosopher of science and former JNU professor, told *The Indian Express*: “The Arabs were profoundly influenced by the work of Indian mathematicians, particularly Brahmagupta. They improvised upon these methods to create what we consider algebra today. The Arab mathematicians were great synthesisers and innovators with the knowledge they acquired from ancient Greek, Indian and Chinese traditions.”

A chapter on geometry, ‘Constructions and Tilings’, elaborates on the Sulba-Sutras and the text’s method to construct a perpendicular bisector using a rope. “Ancient mathematicians from different civilisations, including India, knew exact procedures to construct perpendiculars and perpendicular bisectors. In India, the earliest known texts containing these methods are the Sulba-Sutras. These are ancient geometric texts dealing with the construction of fire altars for rituals,” it says.

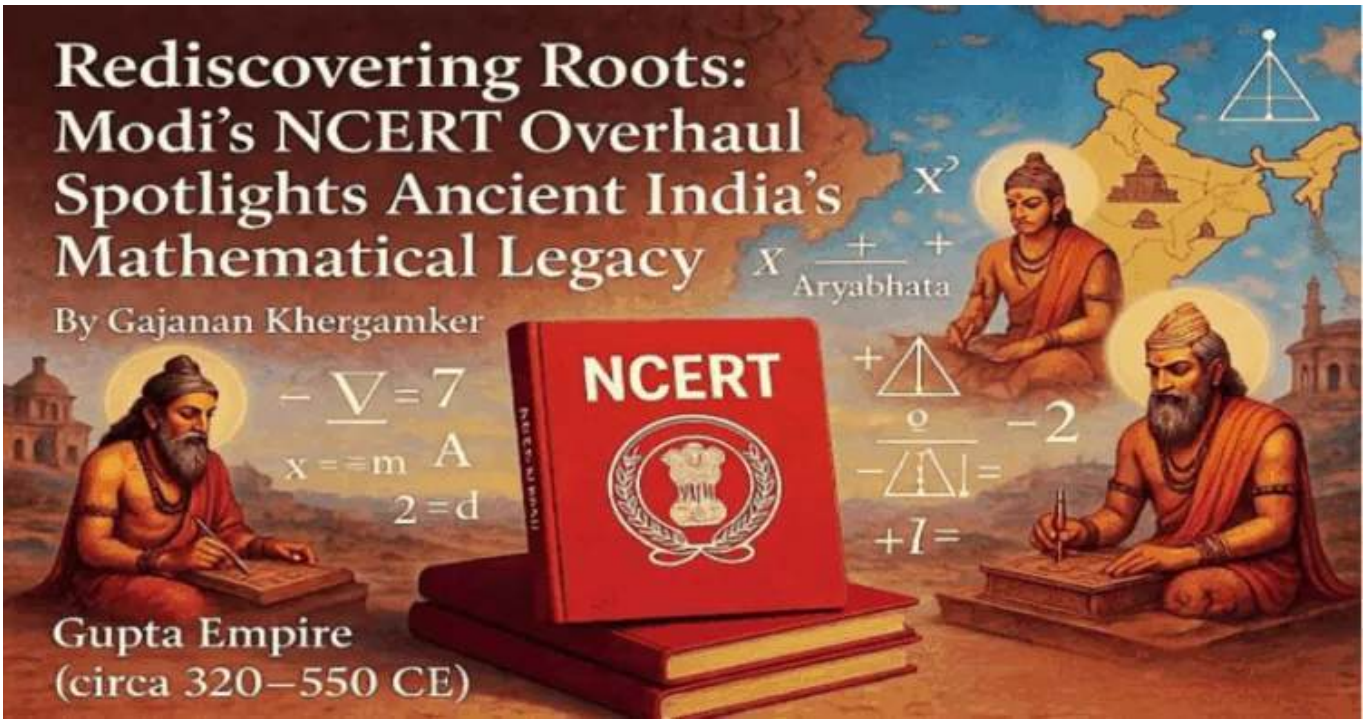
The old Class 7 textbook did not contain any reference to ancient Indian mathematicians. NCERT has been bringing out new school textbooks in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework. The NEP calls for incorporating ‘Indian Knowledge Systems’ in the curriculum.

Asked about the rationale behind including these aspects, Saklani said: “The purpose is threefold. One, to teach students correct history. For too long, the history of mathematics has been presented in India from a colonial European perspective, giving a skewed view. This can only be fixed through presenting history correctly and accurately…” “Two, to make the subject more interdisciplinary, and thereby improve learning… Three, to develop a sense of pride and inspiration in students,” he said.

NCERT Textbooks Correct Historical Distortions: Ancient Indian Mathematicians Aryabhata & Brahmagupta regain due credit

The Modi government has removed historical distortions from NCERT textbooks, to ensure due recognition for India's ancient mathematicians like Aryabhata and Brahmagupta. The new editions shift focus from Eurocentric narratives to India's original contributions in mathematics and science

WEBDESK — Nov 10, 2025, 12:40 pm IST in **Bharat**, **Education**



Representative Image

NEW DELHI: In a landmark move, the Modi government has directed the removal of historical distortions from NCERT textbooks, ensuring that India's ancient contributions to global knowledge, particularly in mathematics and science, receive long-overdue recognition. The new editions of NCERT books will now highlight how Indian scholars like Aryabhata, Brahmagupta, Bhaskara, and Baudhayana laid the foundations of modern mathematics centuries before their Western counterparts.

According to officials, this revision aims to present a more accurate and culturally rooted narrative of India's scientific legacy. The updated chapters emphasise India's pioneering role in algebra, geometry, and trigonometry subjects that have often been attributed to Europe in traditional educational frameworks.

India's Intellectual Legacy Reclaimed

The revised textbooks will include detailed discussions on:

- Aryabhata's concept of zero and pi,
- Brahmagupta's early work on algebra and quadratic equations,
- Baudhayana's geometrical calculations, which predate the Pythagorean theorem, and
- Bhaskara II's advanced mathematical methods that influenced later scientific developments.

By integrating these contributions into mainstream school education, NCERT aims to encourage students to take pride in India's ancient intellectual heritage and understand how these discoveries shaped global progress.

Also Read: 'Only 6 Hindus out of 50 students': VHP questions admission policy at Shri Mata Vaishno Devi Medical Institute

A Shift from Eurocentric to Indic Narratives

For decades, Indian school textbooks were criticized for being heavily Eurocentric, often crediting European scientists for discoveries that originated in ancient India. The new editions mark a significant ideological and academic correction, portraying India as a knowledge leader rather than a passive learner of Western science.

Educationists have welcomed the move, calling it an "essential correction of historical imbalance." Dr. Ramesh Pokhriyal, former Education Minister, remarked that India's contributions to mathematics, astronomy, and medicine were "far ahead of their time and deserve rightful acknowledgment."

Students across Classes 6 to 12 will soon see these changes reflected in upcoming NCERT editions. The revised chapters will include:

- Illustrative examples of ancient Indian mathematical techniques,
- Comparative timelines showing global scientific development, and
- Contextual notes highlighting India's influence on later civilizations

This initiative is being seen as part of the Modi government's larger effort to revive India's civilizational confidence and instill national pride through education. By reintroducing India's ancient knowledge systems, the new NCERT editions aim to inspire future generations to rediscover the intellectual brilliance that once made India the "Vishwa Guru" the teacher of the world.

Topics: NCERT Aryabhata Brahmagupta New Education Policy 2020 Eurocentric Bhaskara Baudhayana

From Urban Hubs to Rural Heartlands

KVS and NVS Driving Educational Equity

Posted On: 10 NOV 2025 2:12PM by PIB Delhi

Key Takeaways

- As on **October 2025**, there are **1290** functional Kendriya Vidyalayas (KVs) across the country.
- Government of India has approved the opening of **57** new Kendriya Vidyalayas (KVs) within the next 9 years with a budget outlay of **Rs. 5862.55 crore** (approx.)
- There are **662** Navodaya Vidyalayas operational across the country as on **October 2025**.
- For **2024-25**, the Navodaya Vidyalaya Samiti (NVS) schools were allocated **Rs. 5370.79 crore** as Grant-in-Aid.
- Under the PM SHRI scheme, **913 KVS** and **620 NVS** schools have been upgraded as exemplar institutions.

Introduction

The Indian education system plays a pivotal role in shaping the nation's future. It fosters knowledge, skills, and values among millions of students, serving as a cornerstone for social and economic development. Within this framework, **Kendriya Vidyalaya Sangathan** (**KVS**) and **Jawahar Navodaya Vidyalaya** (**JNV**), function as autonomous bodies under the **Ministry of Education** (MoE), Government of India. Both are dedicated to providing high-quality, equitable education across the country.

KVS focuses on delivering uniform, quality education, primarily to the children of transferable Central Government employees, including those from defence and paramilitary services, and state government employees and other categories of public, and single girl child, in a preferential order[1] while promoting national integration and academic excellence in alignment with the **National Education Policy (NEP) 2020**.

NVS, on the other hand, provides free residential education to talented rural children through merit-based selection, aiming to bridge urban-rural educational divides and foster holistic development, also in line with the NEP 2020.

Collectively, these institutions serve over 15 lakh students across diverse geographies, contributing to inclusive growth and equity in India's school education ecosystem.

Historical Overview

The **Kendriya Vidyalaya Sangathan** schools, widely referred to as Kendriya Vidyalayas (KVs), since their inception, have proven critical in ensuring quality education for children of government employees. On the other hand, the schools under the **Navodaya Vidyalaya Samiti**, widely known as Navodaya Vidyalayas (NVs) function to empower rural talent through free residential schooling. Both follow CBSE, promoting holistic learning and national integration.

Kendriya Vidyalaya Sangathan (KVS)

Established in November 1963 (marking its 62nd year in 2025), KVS originated from the Central Schools Organization (CSO) in 1962. The KV schools aim to address educational needs of wards of transferable and non-transferable government employees, by providing a common programme of education amid frequent relocations.

Over the recent years, KVS has evolved into a nationwide network, with continuous expansion driven by proposals from ministries, states, and UTs, prioritising underserved areas.

All Kendriya Vidyalayas are affiliated with the Central Board of Secondary Education (CBSE) and follow the curriculum from Balvatikas I, II & III and Class I to Class XII, aligned with the National Curriculum Framework (NCF) 2023 and the latest guidelines. The curriculum emphasises holistic development with a strong focus on academics, co-curricular activities, and skill-based learning.

Navodaya Vidyalaya Samiti (NVS)

Launched in 1986 under the National Policy on Education-1986, NVS began with **2** pilot schools to nurture rural talent through residential, co-educational facilities affiliated to CBSE. It aims to provide free, high-quality education to talented children from rural backgrounds, regardless of their socio-economic background.

As on **October 2025**, **662** Navodaya Vidyalayas are currently operational across the country.

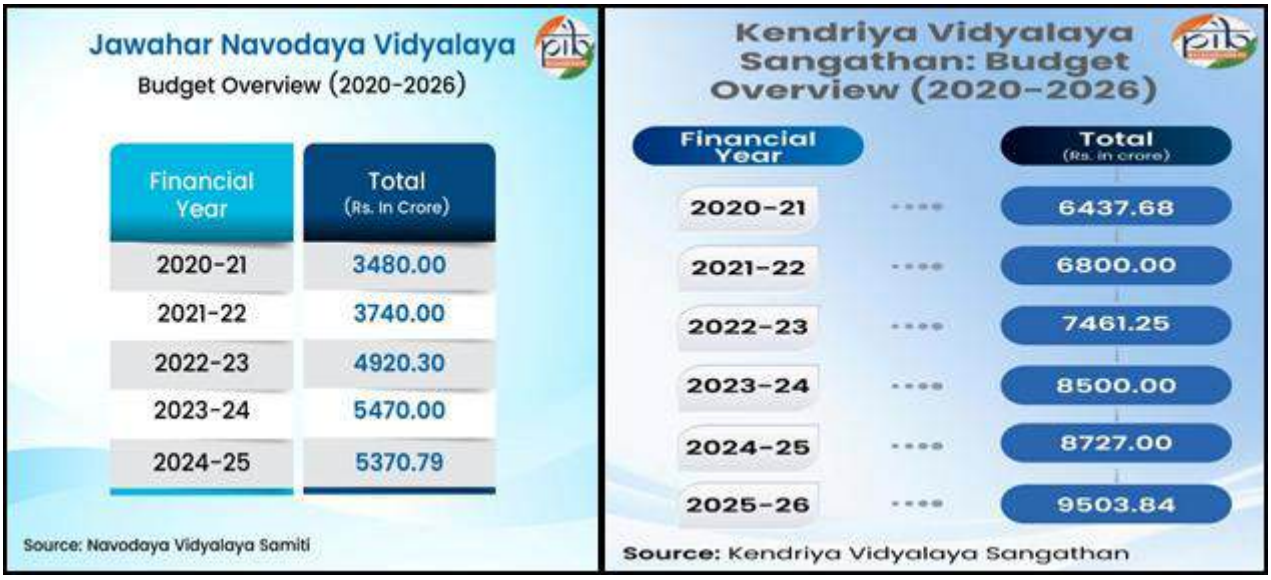
All NVS schools follow the CBSE curriculum from Class VI to XII, implementing the Three Language Formula (regional language, Hindi/English, and a third modern Indian language linked to student migration) to promote multilingualism and cultural integration, in line with National Curricul um Framework (NCF) guidelines.

Urban Edge vs Rural Resilience: Infrastructure Realities of KVS and NVS

Both Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti adhere to CBSE norms for facilities like science labs, libraries, and sports grounds. Their respective infrastructures reflect their operational priorities, i.e., KVS leveraging urban accessibility for advanced tech integration and NVS fortifying rural setups for self-sufficiency.

Aspect	KV (Kendriya Vidyalayas)	NV (Navodaya Vidyalayas)
School Count	1,290 [2]	689 Sanctioned (one per district, fully residential)
Student Capacity	13,71,306[3]	3,10,517 (as on 30.09.2025)
Facilities Focus	Digital language labs, e-classrooms[4]	Smart Classrooms for digital bridging; Digital language labs
Geographic Spread	Urban/semi-urban[5]	Rural interiors (remote district coverage)[6]

Funding Foundations: Sustaining Growth Through Strategic Allocations



Budgetary support from the Union Government ensures operational continuity and expansion for **Kendriya Vidyalaya Sangathan** schools.

For NV, funding prioritises residential operations and rural construction, with **Rs. 5370.79** crore allocated as **Grant-in Aid for 2024-25**. In addition to this, a sum of Rs. 585.34 crores being the opening balance as on 1st April 2024 was also allowed to be utilised during the year **2024-25**, besides Internal receipts of **Rs. 44.70 crores** were also realised during the year. Thus, the total amount available with the NVs during the year **2024-25 was Rs. 6000.83 crores**.

2025 Milestones: Igniting Expansion and Digital Sparks

In 2025, KVS and NVS continue their policy-driven growth and tech infusions, building on the foundations of the National Education Policy (NEP) 2020. These developments not only augment physical capacity but also introduce new teaching methods to prepare students for the future.

On **October 1, 2025**, the Union Cabinet approved the establishment of **57 new civil-sector KVs** across the country, with a total outlay of **Rs. 5,862.55 crore (approx.) spread over a period of nine years from 2026-27**. The total fund includes Rs. 2,585.52 crore allocated for capital expenditure (land, buildings, equipment) and Rs. 3,277.03 crore for operational expenses[7]. This initiative targets underserved districts, enhancing access for students and bolstering NEP goals like multilingualism and skill integration. Complementing this, **913 KVs have been upgraded under the PM Schools for Rising India (PM SHRI)[8] scheme[9]**, transforming them into exemplar institutions with features like activity-based learning spaces, digital resource hubs, and leadership programs to embody NEP's holistic vision.

For NVs, on the December 6, 2024, the government approved the establishment of **28 new NVs** with an outlay of **Rs. 2,359.82 crore spread over five years,** from **2024-2025** to **2028-2029. This includes capital expenditure of Rs. 1944.19 crore and operational expenditure of Rs. 415.63 crore.**[10] [11].

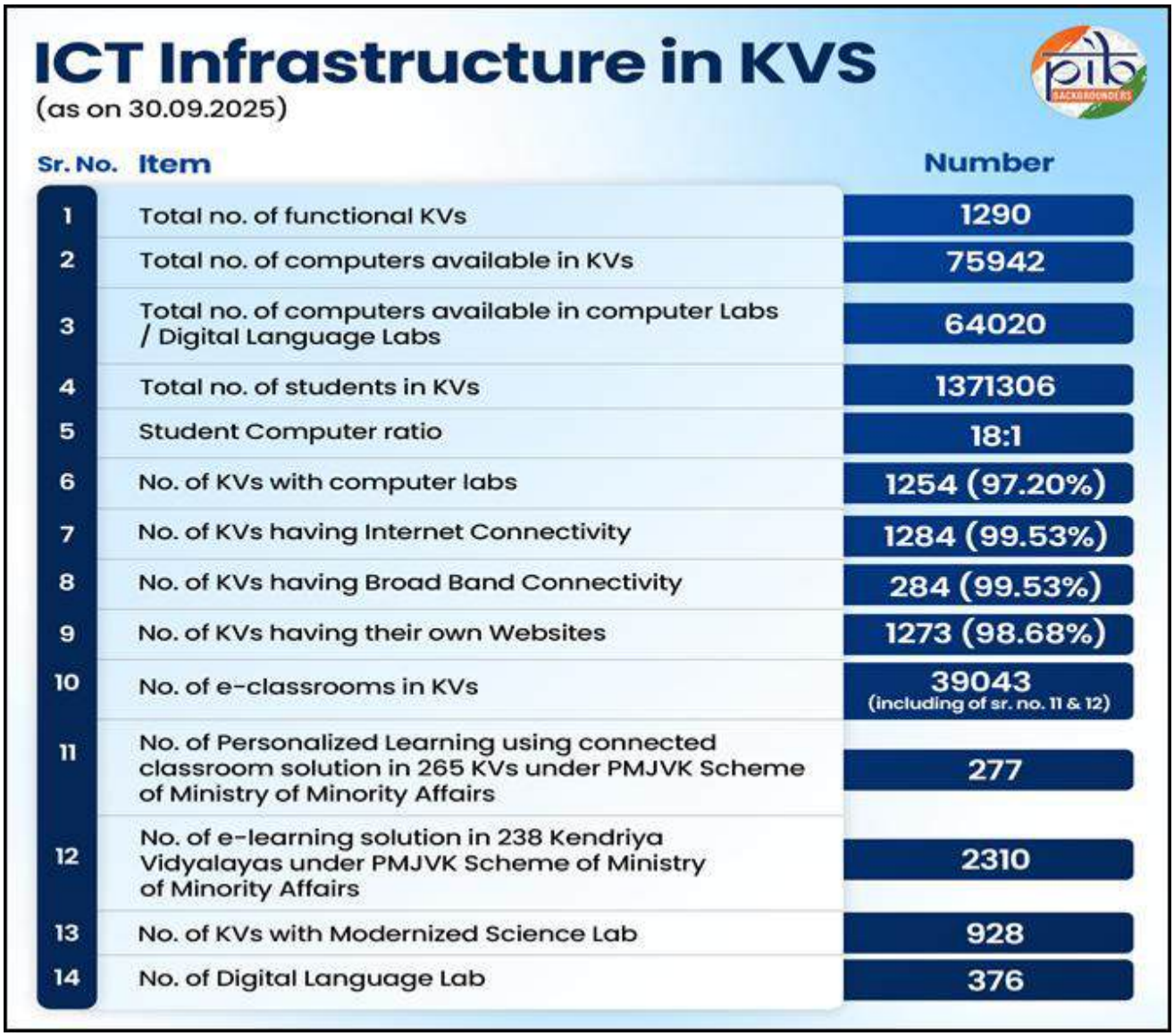
Digital Dawn: Empowering Classrooms through Technology

Both Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti schools have rolled out cutting-edge digital initiatives in 2025, leveraging PM SHRI synergies to democratise learning. KVS's comprehensive ICT framework, updated in October 2025, equips 90% of schools with smart classrooms, AI-driven adaptive learning tools, and virtual labs, enabling hybrid sessions via the DIKSHA platform for personalised NEP-aligned content[12].

Navodaya Vidyalaya reinforces this commitment through the Smart Classrooms. As of now, a total of **9,417 Smart Classrooms** including laboratories have been established across NVs. There is dedicated leased line internet connection in **311 NVs** and remaining NVs have Broadband Connectivity. Further, all NVs located on permanent campuses have a dedicated computer laboratory. To strengthen IT infrastructure, NVS is working to provide desktops/laptops as per the requirements of each NV. Currently, there are approximately **40 desktops** per NV, totalling around **26,118 desktops** across all NVs. **312 Digital Language Labs** have also been established under the PM SHRI Project, along with **100 English and 100 Hindi Language Labs** under the CBSE CSR Project.

PM SHRI Scheme: Driving KVS and NVS to NEP Excellence

Building on the momentum of 2025's expansions and digital integrations, the **Pradhan Mantri Schools for Rising India (PM SHRI)** scheme stands as a transformative pillar, upgrading select KVS and NVS institutions into model exemplars of the National Education Policy (NEP) 2020.



Launched in 2022 with **Rs. 27,360 crore** over five years (**2022-2027**)[13] [14], this initiative aims to transform 14,500+ schools into holistic learning hubs by 2027. These schools will promote NEP's equity, quality, and innovation while mentoring nearby institutions. By embedding multidisciplinary curricula, experiential learning, and sustainable practices, PM SHRI bridges infrastructural and pedagogical gaps, ensuring KVS's urban-focused stability and NV's rural empowerment align seamlessly with national goals for inclusive education.

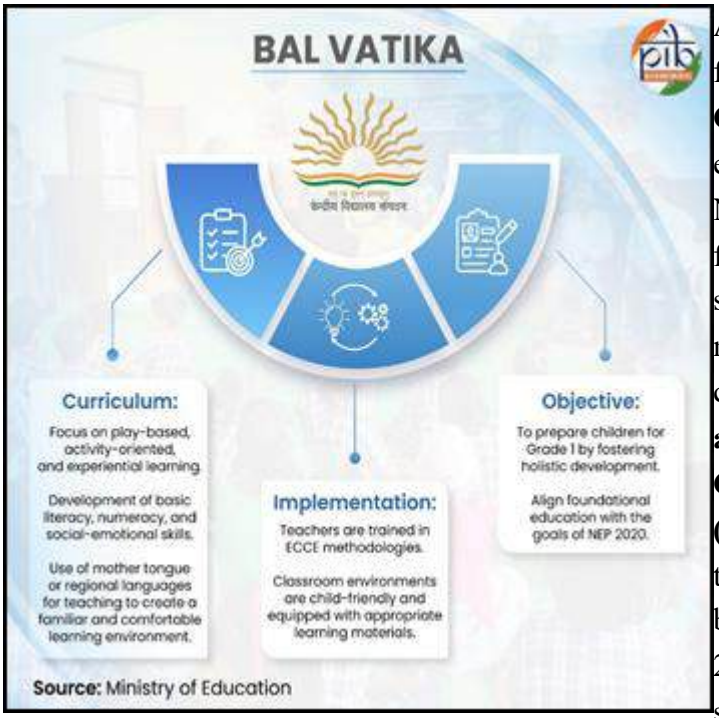
Synergising Strengths: PM SHRI's Tailored Impact on KVS and NVS

In KVS, PM SHRI upgrades amplify the organisation's role in serving transferable and non-transferable government families by infusing advanced pedagogies in **913** schools[15]. This, in turn, cultivates dynamic learning environments enriched with activity-based instruction, digital resources, and leadership development opportunities. These enhancements, including eco-clubs and vocational labs, directly support NEP's emphasis on foundational numeracy and literacy, with majority of PM SHRI KVs now featuring smart classrooms and AI tools for personalised education, benefiting approximately 10 lakh students across urban hubs[16].

In line with the National Education Policy 2020, nearly all Navodaya Vidyalayas have been recognised as PM Shri schools, with the current number of schools standing at 620[17], serving as model institutions and setting a benchmark for other schools to follow[18]. The scheme integrates rural talent nurturing with NEP's equity focus, with schools transforming as innovation centres

equipped with digital skill hubs and cultural exchange programs. This collaboration improves academic results and promotes national unity, making KVS and NVS leaders in building a skilled, united India.

Foundations First: ECCE Weaving Early Learning into KVS, NVS, and Balvatika Frameworks



As digital and infrastructural advancements fortify upper-level education, **Early Childhood Care and Education (ECCE)** emerges as the bedrock. This aligns KVS with NEP 2020's vision of holistic development from ages 3-8 years to cultivate cognitive, socio-emotional, and physical growth. NEP mandates a play-based, multilingual ECCE curriculum through the **National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE)**, emphasising joyful learning to achieve foundational literacy and numeracy by Grade 3, with universal access targeted by 2030. This foundational stage integrates seamlessly into central school ecosystems, preparing young learners for seamless transitions while addressing equity in underserved areas.

Nurturing Young Minds: Balvatika's Role in KVS and Broader ECCE Synergies with NVS

KVS pioneers ECCE through its **Balvatika** program, operational in **505 schools**, focusing on preparatory skills via activity-oriented modules that blend play, arts, and basic literacy, enrolling thousands in a stress-free prelude to formal schooling[19] [20]. Recent expansions, including **57 new KVs approved in 2025**, incorporate Balvatika from the inception stage, potentially adding capacity for **13,680 Balvatikas** I, II & III students (240 per school norm), reinforcing NEP's 5+3+3+4 structure and inclusivity with 3% reservations for differently-abled children[21] [22].

While NVS primarily serves Classes VI-XII, it complements ECCE by embedding foundational remediation in entry-level curricula. This aligns with NEP's emphasis on bridging rural gaps through vocational and digital introductions that build on early skills. This, in turn, creates a spectrum where Balvatika graduates feed into merit-based NV admissions for sustained holistic growth. This integrated approach ensures equitable early foundations, empowering over 15 lakh students across both systems to thrive in a knowledge-driven future.

अमर उजाला, 11 नवंबर 2025, पृष्ठ संख्या -5

स्कूलों में मेडिटेशन रूम व शिक्षक-छात्र संवाद हो

महर्षि वाल्मीकि कॉलेज ऑफ एजुकेशन में राष्ट्रीय संगोष्ठी में बोले वक्ता

नई दिल्ली। स्कूलों में मेडिटेशन रूम व लोकत्रांतिक शिक्षक छात्र संवाद हो। ऐसी पहलों से स्कूल सुरक्षित बनते हैं। रंग-रूप व सामाजिक-सांस्कृतिक पृष्ठभूमि के आधार पर भेदभाव सही नहीं है। यह बातें विभिन्न वक्ताओं ने राष्ट्रीय संगोष्ठी में कही।

डीयू से संबद्ध महर्षि वाल्मीकि कॉलेज ऑफ एजुकेशन में आठ नवंबर को शैक्षणिक संस्थानों में बाल अधिकारों पर बातचीत और प्रोत्साहनः नीतिगत परिप्रेक्ष्य और व्यवहार पर एक राष्ट्रीय संगोष्ठी आयोजित की गई। इसमें विभिन्न वक्ताओं ने बाल अधिकारों पर अपने-अपने विचार रखे। डीयू के शिक्षा संकाय से सेवानिवृत्त प्रोफेसर अनीता रामपाल ने नव उदारवादी बदलावों की समीक्षा करते हुए स्कूलों के भीतर और लोकतंत्र को साकार करने की पैरवी की। उन्होंने कहा कि मुफ्त एवं अनिवार्य शिक्षा कानून का 25 फीसदी आरक्षण गरीब बच्चों के लिए नहीं, बल्कि अमीर बच्चों के लिए है, जिससे वे सहानुभूति सीख सकें।

संगोष्ठी में स्कूलों में ढांचागत बाधाएं, विद्यार्थियों की गरिमा और परंपरागत पेडागॉजी को बाल अधिकारियों की प्राप्ति में अवरोध बताया। वाइसेज फ्रॉम द फील्ड पैनल चर्चा के दौरान सेंटर फॉर चाइल्ड राइट्स की सह-संस्थापक भारती अली ने बच्चों की वास्तविकताओं के अनुरूप पेडागॉजी और रेस्टोरेटिव सर्किल्स को भारत में अपनाने का सुझाव दिया। शिक्षा निदेशालय सेंट्रल एवं नई दिल्ली जिले की पूर्व उपशिक्षा निदेशक रजनी रावल ने देखभाल आधारित विद्यालय प्रणालियां विकसित करने में व्यक्तियों की परिवर्तनकारी भूमिका रेखांकित की।

उन्होंने मेडिटेशन रूम और लोकतांत्रिक शिक्षक-छात्र संवाद जैसी पहलों का उल्लेख किया जिनसे स्कूल सभी के लिए सुरक्षित बनते हैं। संगोष्ठी का विशिष्ट व्याख्यान एमवी फाउंडेशन की संस्थापक प्रो शांता सिन्हा ने दिया। ब्यूरो

The Times of India, 11 November 2025, Page No- 14

CBSE drafts AI curriculum for Classes 3-12, NCERT to review

Manash.Gohain
@timesofindia.com

New Delhi: The Central Board of Secondary Education (CBSE) has prepared a draft curriculum for Artificial Intelligence (AI) for Classes III to XII, marking a structured plan to integrate AI into school education. The draft has been sent to the National Council of Educational Research and Training (NCERT) for review and finalisation.

According to NCERT officials, a committee of experts is being set up to examine the draft and suggest revisions. Once approved, the AI curriculum will be implemented across all school boards, ensuring a uniform approach to AI and computational thinking from the foundational stage. The ministry of education's department of school education and literacy has directed that AI education begin from class III to build early understanding of digital and analytical concepts.

The Hindu, 11 November 2025, Page No- 12

Remembering V. Rajaraman, a tireless evangelist of computer education in India

TRIBUTE

Dinesh C. Sharma

The software programming and services sector in India has done remarkably well. Computer programming that started in a small way in academic institutions in the 1960s developed into a formidable industry in a few decades. This was possible due to the rapid spread of programming skills even before full-fledged graduate and postgraduate courses.

These efforts were pioneered at the IIT-Kanpur under Vaidyeswaran Rajaraman, who was awarded the Padma Bhushan in 1998. He passed away on November 8.

Rajaraman began his career at a time when computers had to be designed, fabricated, and programmed for specific purposes. As a young student of electrical communication engineering at the Indian Institute of Science, Bengaluru, in the mid-1950s, he worked on a project to design an analogue computer led by Vincent Rideout, a visiting professor from the University of Wisconsin. Rideout had brought with him components, sub-assemblies, and operational amplifiers to fabricate the computer. After Rideout left, Rajaraman took charge of this machine, added features, and made it useful for researchers at the institute.

He went on to pursue a Master's at the Massachusetts Institute of Technology and a doctorate from Wisconsin, after which he returned to India and joined the then-new IIT-Kanpur. One of the first courses that he taught was

V. Rajaraman

on carpentry. When an IBM mainframe arrived in 1964, it became the nucleus of the computer centre. Since academic courses in computer science had yet to begin, Rajaraman conducted 10-day intensive courses in Fortran, a programming language developed in the 1950s, for programmers from other research centres and industry.

While conducting short-term courses and teaching regular students, he found there were no books available for them. He put together his notes on Fortran programming and got them printed as a booklet in 1968. It was sold in the campus bookstore for ₹5. After its popularity became evident, he was able to get Prentice Hall to print it: on low-quality paper and priced at ₹15, due to his condition that it be cheaper than photocopying the whole book. It became a bestseller.

After running the M.Tech. programme in computer science, he lobbied for a B.Tech. in computer science. The IIT governing authorities grudgingly introduced the course with 20 seats in 1979. Gradually, other IITs and universities started independent departments of computer science and engineering. In the 1980s, when software exports were becoming an industry, Rajaraman, as the head of the computer manpower committee, made far-reaching recommendations that resulted in new courses, such as the three-year Master of Computer Applications. In 1982, he returned to the IISc, where he headed the Supercomputer Education and Research Centre until 1994.

Despite his contributions as a teacher, policymaker, industry consultant, and author, he shunned the limelight and continued his pursuits even after he turned 90. His latest book was published in June 2024.

(Dinesh C. Sharma is a journalist based in New Delhi, and author of 'The Outsourcer: The Story of India's IT Revolution')

AI to enter classrooms: CBSE prepares draft curriculum, NCERT to review

CBSE drafted the AI curriculum for class 3 onwards with a plan to integrate AI into school education. The finalisation will be approved by NCERT. The step has been taken for 'AI for Public Good'

CBSE AI curriculum program by NCERT

Sonika Nitin Nimje | New Delhi

3 min read Last Updated : Nov 11 2025 | 12:47 PM IST

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CBSE drafts AI curriculum: In an effort to integrate artificial intelligence (AI) into the classrooms, the Central Board of Secondary Education (CBSE) has created a draft curriculum for Classes III to XII. The National Council of Educational Research and Training (NCERT) has been tasked with reviewing and finalizing the document.

The concepts of learning, thinking, and teaching will be strengthened by artificial intelligence and computational thinking (AI & CT), which will progressively advance toward the idea of "AI for Public Good."

Since the technology will be naturally incorporated from the foundational stage, starting in Grade 3, this effort represents a small but important step towards the ethical application of AI to complex challenges.

Government on CBSE AI curriculum inclusion

The Ministry of Education's Department of School Education & Literacy (DoSE&L) has confirmed its dedication to promoting AI and CT as crucial elements of education that prepares students for the future.

Through a consultative process, the Department is assisting organizations like CBSE, NCERT, KVS, and NVS, as well as States and Union Territories, in creating an inclusive and meaningful curriculum that falls within the broad parameters of the National Curriculum Framework for School Education (NCF SE) 2023.

On October 29, 2025, expert bodies such as CBSE, NCERT, KVS, NVS, and externals convened a stakeholder consultation. To create the AI & CT curriculum, the Central Board of Secondary Education (CBSE) established an expert team, which is led by Prof. Karthik Raman of IIT Madras.

ALSO READ: **CBSE raises board exam fees for 2026; details for Class 10, 12 students**

Purpose of an AI curriculum program in CBSE schools

During the consultation, DoSeL Secretary Shri Sanjay Kumar emphasized that AI education should be viewed as a fundamental, universal ability connected to 'The World Around Us' (TWAU).

He stated that we must prioritize each child's unique potential and that the curriculum must be comprehensive, broad-based, and in line with NCF SE 2023. He added that it is our responsibility as politicians to establish the minimal barrier and then reassess it in light of evolving demands.

He also emphasized that the foundation of curriculum implementation will be teacher training and learning-teaching materials, such as NISHTHA's teacher training modules and video-based learning resources. In order to guarantee smooth integration, structuring, and quality assurance, NCERT and CBSE will work together through a Coordination Committee under NCF SE.

Shri Kumar underlined that while having an international perspective and cross-national and cross-international Boards analysis is beneficial, it must be tailored to our needs. In her closing remarks, Joint Secretary (I&T) Smt. Prachi Pandey emphasized the significance of following the set schedules for curriculum creation and implementation.

ALSO READ: **CBSE releases 2026 Board exam schedule for Classes 10, 12: Check dates here**

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THE TIMES OF INDIA

CBSE drafts AI curriculum for Classes 3-12, NCERT to review

TNN | Nov 11, 2025, 08.06 AM IST

NEW DELHI: The Central Board of Secondary Education (CBSE) has prepared a draft curriculum for Artificial Intelligence (AI) for Classes III to XII, marking a structured plan to integrate AI into school education. The draft has been sent to the National Council of Educational Research and Training (NCERT) for review and finalisation.

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Industry 3 Min Read

National Education Day 2025: Keeping Maulana Azad's dream alive

This National Education Day 2025, we revisit Maulana Abul Kalam Azad's enduring bel education must liberate, not limit — uniting technology with humanity, and progress purpose.

D Duyti Mascharak
Published On Nov 11, 2025 at 07:00 AM IST

If Maulana Azad could see India today, he might smile — not just at how far we've come, but at how fiercely we continue to chase the light of learning he once kindled.

Every year on Novemb ates National Education Day — a tribute to Maulana Abul Kalam Azad, the nation's first Education Minister and one of the great architects of independent India's

citizen to live a life of dignity and purpose.

In 1947, as India rose from the embers of colonial rule, Azad's vision for education was both radical and humane. He saw learning as the heartbeat of a new democracy — universal, inclusive, and value-based. "*Every individual has a right to an education that will enable him to develop his faculties and live a full human life,*" he once said. Seventy-eight years later, as we navigate the age of AI, NEP 2020, and digital classrooms, his words still echo with astonishing clarity.

If Maulana Azad were ducation policy today, one can imagine him urging us to look beyond algorithms and analytics — to remember that education is not merely about employability but about enlightenment. He would perhaps remind us that "education imparted by

responsibility, not a transaction of information. “Teaching by tongue can be perspired, but by good deed can stay stronger,” he said, reminding educators that inspiration lasts longer than instruction.

Azad’s insistence on art and aesthetics as a part of national education was equally visionary. “*Art is the education of emotions and is thus an essential element in any scheme of truly national education,*” he wrote. Today, as schools and universities grapple with the balance between STEM and the arts, his vision urges us to design curricula that train both the intellect and the imagination — to build not just skilled professionals but sensitive human beings.

His advocacy for women’s education was decades ahead of its time. “*No program of national education can be appropriate if it does not give full consideration to the ed ancement of one-half of the society — that is, the w* where gender equity remains a global pursuit, his words are a reminder that the promise of progress is incomplete without empowerment.

If Maulana Azad walked through our digital campuses today, he might marvel at the possibilities — virtual classrooms connecting villages to the world, students collaborating across borders, and AI tools personalising learning for every child. Yet he would perhaps caution us to ensure that technology remains a bridge, not a barrier; that progress does not outpace purpose. He would urge policymakers to embed ethics in innovation, empathy in efficiency, and humanity in every byte of data.

As India stands at the crossroads of freedom and future, we are once again called to rise to the ideals Azad stood for — education that liberates, not limits; that unites, not divides. He believed that true education builds both the mind and the moral compass — "the capacities of the spirit of inquiry, creativity, entrepreneurial and moral leadership" — qualities that remain the foundation of nation-building even today.

On this National Education Day, we do not just remember Maulana Azad as a statesman or scholar. We remember him as a dreamer who saw education as the soul of a free India — one that continues to evolve, question, and create.

Because, as he taught us, climbing to the top demands strength — whether it is to the top of Mount Everest or to the top of your career. And

अमर उजाला, 13 नवंबर 2021, पृष्ठ संख्या - 7

प्रिंसिपल व काउंसलरों को एबीसी मॉडल सिखाएगा सीबीएसई

छात्रों के समग्र विकास के लिए अगले माह होगा राष्ट्रीय किशोर शिखर सम्मेलन

अमर उजाला ब्यूरो

बोर्ड ने स्कूलों से प्रधानाचार्यों परामर्शदाताओं को शिखर सम्मेलन में किया आमंत्रित

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने छात्रों के सामाजिक, कल्याण, समग्र विकास को बढ़ाने की दिशा में कदम बढ़ाया है। सीबीएसई इसके लिए प्रिंसिपल व स्कूल काउंसलरों को छात्रों के समग्र विकास को बढ़ाने की एबीसी सिखाएगा।.

बोर्ड की ओर से अगले माह राष्ट्रीय किशोर शिखर सम्मेलन आयोजित करने जा रहा है। बोर्ड ने स्कूलों से प्रधानाचार्यों, उप-प्रधानाचार्यों, परामर्शदाताओं को इस शिखर सम्मेलन में हिस्सा लेने के लिए कहा है। जिससे कि वह इसका लाभ लेकर स्कूलों में इसको अपना सकें। प्रत्येक किशोर के लिए सुरक्षित स्थान का निर्माण करना राष्ट्रीय किशोर शिखर सम्मेलन का टैगलाइन है। राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के समग्र छात्र विकास और कल्याण के उद्देश्यों के अनुरूप, इस शिखर सम्मेलन का उद्देश्य सुरक्षित समावेशी और पोषणकारी स्कूली वातावरण को बढ़ावा देना है।

यह सम्मेलन किशोर स्वास्थ्य, भावनात्मक और सामाजिक कल्याण और समग्र विकास पर संवाद, विचारों के आदान-प्रदान और सहयोगात्मक कार्रवाई के लिए एक मंच के रूप में कार्य करेगा। जिसमें विशेषज्ञ चर्चाओं और सार्थक सहभागिताओं के माध्यम से छात्रों के मानसिक स्वास्थ्य, सोशल मीडिया के प्रभाव, जीवनशैली की चुनौतियों और करिअर की तैयारी जैसी प्रमुख चिंताओं पर ध्यान दिया जाएगा। इसमें सोशल मीडिया, साइबर सुरक्षा और स्क्रीन टाइम का उपयोग, मानसिक स्वास्थ्य मामलों पर पर बोलना, सही आदतें, कैरिअर विकल्प, स्किल, जैसे अन्य विषयों पर प्रिंसिपल, व काउंसलरों को जानकारी दी जाएगी।

बोर्ड ने भारत और विदेश में संबद्ध स्कूलों के प्रधानाचार्यों, उप-प्रधानाचार्यों, परामर्शदाताओं को इस शिखर सम्मेलन में पंजीकरण और भाग लेने के लिए प्रोत्साहित करने को कहा है। इसका उद्देश्य छात्रों के सामाजिक कल्याण और समग्र विकास को बढ़ावा देना है। इसमें भाग लेने वाले प्रिंसिपल, वाइस प्रिंसिपल व काउंसलरों और वेलनेस शिक्षकों को प्रमाणपत्र भी प्रदान किया जाएगा।

Rethinking School Education Through Vouchers

BW Online Bureau Nov 13, 2025

School Education # Rethinking School Education # K12

Many countries have adopted voucher systems to develop their education systems and create competition among schools; these international examples will be a guiding factor for India in implementing a voucher system

Pixabay

In the decade of privatisation of education, 95 million students prefer private schools to public schools (UDISE+) despite increased government spending. Private schools are delivering better outcomes than public schools, which leads to a problem of educational inequality. To promote inclusive education, Section 12 (1) (C) of the Right To Education (RTE) Act has reserved 25 per cent of seats in private

schools for students from economically and socially disadvantaged sections. However, this does not solve the problem of quality education in public schools; instead, we need a system that creates competition.

To address these challenges, India may consider adopting the voucher system, a concept popularised by economist Milton Friedman in the 1950s. An education voucher is a tax-funded payment that covers most or all of the tuition costs and is given by the government to parents instead of schools. This encourages school choice and healthy competition by enabling parents to send their children to a school of their choice without any financial constraints.

World scenarios

Many countries have adopted voucher systems to develop their education systems and create competition among schools. These international examples will be a guiding factor for India in implementing a voucher system.

Chile was the first country to introduce a universal educational voucher system in 1981, covering both elementary and secondary schools. In middle-class areas, private schools achieved higher academic outcomes than public schools, while in low-income areas, the opposite was observed. Despite this disparity, the system increased competition among private schools and improved overall achievement (Ullah, 2023).

Following Chile's example, the Milwaukee Parental Choice Programme was launched in the US in 1990, targeting K–12 students from low-income households to attend private schools using publicly funded vouchers. Similarly, Sweden implemented a nationwide school choice and voucher programme in 1992. Parents could choose among municipal (public) schools or independent (private) schools, in which all schools received equal per-student funding from the government (Epple et, al. 2017).

India's initiatives to voucher

Government initiatives:

PAHAL (2007-08), India's first government-aided voucher program, was launched in Dehradun under the Alternative and Innovative Education component of the Sarva Shiksha Abhiyan (SSA) to target out-of-school children from vulnerable urban slums. Through a public-private partnership, the state provided Rs. 3,000 per child per year to cover all expenses. Following its success in including marginalised children, the programme expanded to Udham Singh Nagar and Haridwar in Uttar Pradesh. (Bhattacharyya, 2014), (Kaushik et, al. 2009), (GOI, 2010).

The state of Madhya Pradesh also launched Paraspar, a public-private partnership to provide education to urban deprived children of four cities: Bhopal, Jabalpur, Indore and Gwalior. Gyanodaya is the initiative by the state of Rajasthan to provide education to deprived children through the PPP model. Shikshak Ka Apna Vidyalaya aims to improve the quality and accessibility of primary education by encouraging trained unemployed teachers to adopt government one-teacher schools or open new schools in PPP mode in rural and backward areas, reserving 50 per cent of seats for voucher students (Centre for Civil Society, 2023).

The Right to Education Act 2009, Section 12(1)(c), mandates that 25 per cent of private school seats be reserved for socially and economically disadvantaged children to promote inclusive education. Private schools receive state reimbursement per child, based on government school costs or the school's fees, whichever is lower (Vinod, 2024).

Private Initiatives

The Delhi Voucher Project, launched by the School Choice Campaign on 28 March 2007, was India's first voucher pilot, providing up to Rs. 3600 per year to 408 students across 68 wards of Delhi, targeting children in class six or below attending government schools. Subsequently, on 22 July 2009, School Vouchers was launched to support 400 girls from seven wards of Northeast Delhi who had completed Class 1 in state-run schools, allowing them to enroll in schools of their choice to complete primary education. (Centre for Civil Society, 2023).

In 2007, Absolute Return for Kids (ARK) and the Centre for Civil Society (CCS) launched the Ensure Access to Better Learning Experiences (ENABLE) school voucher programme in Shahdara, East Delhi, for underprivileged children aged 5–7 from BPL households. Each student received Rs 7,300 annually for five years. After four years, the programme showed positive effects in English, negative effects in Hindi, and no impact in mathematics. (Dixon et al. 2019).

The Andhra Pradesh School Choice Project, part of the broader Andhra Pradesh Randomised Evaluation Studies (AP RESt) initiative, was a research partnership between the state government, the Azim Premji Foundation, and the World Bank. It offered vouchers to students through a two-stage lottery to attend private schools. These students scored higher than public school students in English, Hindi, science and social science. While their scores in maths and Telugu were the same. This was achieved despite less instruction time and lower per-child cost (Muralidharan & Sundararaman, 2013).

Choice and Competition Elevate Kerala's Schools Kerala experienced a voucher-like threat when rising wages and foreign remittances led parents to prefer private or English-medium schools over public schools, causing a sharp decline in public school enrollment and placing many schools on the verge of closure. When the government considered shutting down these schools, it posed a serious threat to public education.

In response, schools that were on the verge of closure began improving themselves with the help of Parent-Teacher Associations (PTAs). They started raising funds from MLAs and MPs for school development. The subsequent government took additional measures to protect public education through the Public Education Rejuvenation Mission, which introduced several initiatives, establishing 4,500 high-tech classrooms. Varna Koodaram aimed to provide experience-based learning opportunities. A government teacher from Thrissur district noted that the 2016 rationalisation of schools was a key factor behind the significant educational improvements observed in Kerala today.

A private school teacher from Thrissur district pointed out that the rising quality of public schools is encouraging private schools to improve quality by introducing new initiatives such as hiring professional teachers to teach spoken English classes and providing scholarships to academically talented students from economically weaker backgrounds. Competition is necessary for bringing efficiency to schools.

What Makes Private Schools More Effective?

Studies such as AP RESt, ENABLE, the Delhi Voucher Project and School Vouchers for Girls in India have shown that private school students perform better than public school students in several subjects, even though private schools operate at significantly lower per-child expenditure. Private schools are often more efficient because their survival depends on enrollment and retention of students. To do so they focus on academic results and overall quality. In contrast, public schools do not face the same level of competition, and this can sometimes limit their drive for improvement.

According to the State of Teachers, Teaching and Teacher Education Report for India 2023 by the Tata Institute of Social Sciences, private school primary teachers earn on average Rs 11,086 per month, compared to Rs 31,225 for government teachers — about 35 per cent of the government teacher's salary (TISS, 2023). Private school teachers earn lower salaries, yet paradoxically, student outcomes in private schools are higher.

Many parents believe that private schools are more efficient because they offer additional subjects and provide a strong academic foundation for students. A private school teacher from the Thrissur district highlighted the need for vouchers, noting, "Private school students are not eligible for any kind of state scholarships; they are paying out of their own pockets, so vouchers would be helpful for them."

Kerala's experience demonstrates that competition — whether through private schools or voucher-based choice — need not threaten public education. On the contrary, it can act as a catalyst for improvement, encouraging both public and private schools to enhance quality, accountability, and innovation across the education system.

About the authors

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CBSE to roll out AI, computational thinking lessons from Class 3 onwards

CBSE Class 3 to 12 AI Curriculum Draft: The draft curriculum, which has been submitted to the NCERT for review, provides a structure for schools to introduce computational thinking and AI in a phased and progressive manner from Classes 3 to 12.

Written by Abhinaya Harigovind Follow
New Delhi | Updated: November 13, 2025 09:41 AM IST
4 min read

The draft curriculum, which has been submitted to the NCERT for review, provides a structure for schools to introduce computational thinking and AI in a phased and progressive manner from classes 3 to 12 (Image/AI Generated via Gemini)

CBSE AI Curriculum Draft: Next academic year onwards, CBSE students, as young as those studying in Class 3, will likely find computational-thinking skills integrated in all subjects as

the Board prepares to implement an AI-focused curriculum.

A draft artificial intelligence (AI) and computational thinking curriculum developed by the Central Board of Secondary Education (CBSE) for classes 3 to 12 also focuses on introducing foundational concepts of AI in the lower classes, along with advanced computational thinking and AI as compulsory subjects in classes 9 and 10, official sources said.

The draft curriculum, which has been submitted to the NCERT for review, provides a structure for schools to introduce computational thinking and AI in a phased and progressive manner from classes 3 to 12.

The curriculum is in line with the National Education Policy (NEP) 2020, which calls for the introduction of “contemporary” subjects like AI, design thinking, and holistic health in the curriculum.

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For classes 3 to 5, the curriculum recommends that computational thinking — currently a part of the math curriculum in school — be embedded in all subjects such as language, and ‘The World Around Us’, which includes components of environmental studies, science and social science, the sources said. For these classes, assessments on computational thinking will be linked to core subjects that students learn, like math, they added.

A similar approach is recommended for classes 6 to 8, where the curriculum suggests incorporating computational thinking into all subjects. At this stage, students are also likely to be introduced to foundational concepts of AI, sources said. From Class 6 onwards, the curriculum suggests assessments like projects, presentations, assignments, and reflective journals.

Official sources said that from classes 3 to 8, the curriculum creates a framework for students to learn how AI works through supplementary material like handbooks and worksheets.

For the younger classes, tentatively for classes 3-6, the curriculum is likely to be implemented from the 2026-27 academic year. This, however, is yet to be finalised.

CBSE schools retain flexibility in terms of the subjects they teach and material they use in the younger classes. Compulsory subjects are specified for the board classes.

For classes 9 and 10, advanced computational thinking and intermediate AI are set to be offered as compulsory subjects to students. This is likely to be implemented from the 2027-28 academic session, sources said, adding that this is the stage at which elements of programming are likely to be introduced. A separate textbook is being considered for the subject in these classes, while the CBSE is yet to take a call on whether assessments are likely to be internal ones or included in the board exam.

In Class 11 and Class 12, core AI and machine-learning concepts and skills are set to be offered as elective subjects, allowing students who are interested in the subject to pursue it.

For computational thinking and AI, the draft curriculum suggests 50 hours and 125 hours of study across grades 3 to 5 and 6 to 12, respectively.

The CBSE is working on learning material for the subject, which is expected to be ready in December, and teachers' training is likely to begin after that. For classes 3 to 5, math and other subject teachers are likely to teach the computational thinking syllabus, and for classes 6 to 8, teachers across disciplines will likely collaborate. For classes 9-12, computer science teachers will be involved.

With the curriculum, the CBSE aims to help students approach and solve problems systematically, find patterns, apply technology to solve problems, and inculcate aspects of the ethical use of technology.

CBSE currently offers AI as a 15-hour skill module Class 6 onwards. It is also offered as an optional skill subject to students in classes 9-12.

Last month, the Education Ministry announced that AI would be introduced in the school curriculum from Class 3 in the 2026-27 academic session, adding that the CBSE had constituted an expert panel to develop the curriculum for artificial intelligence and computational thinking.

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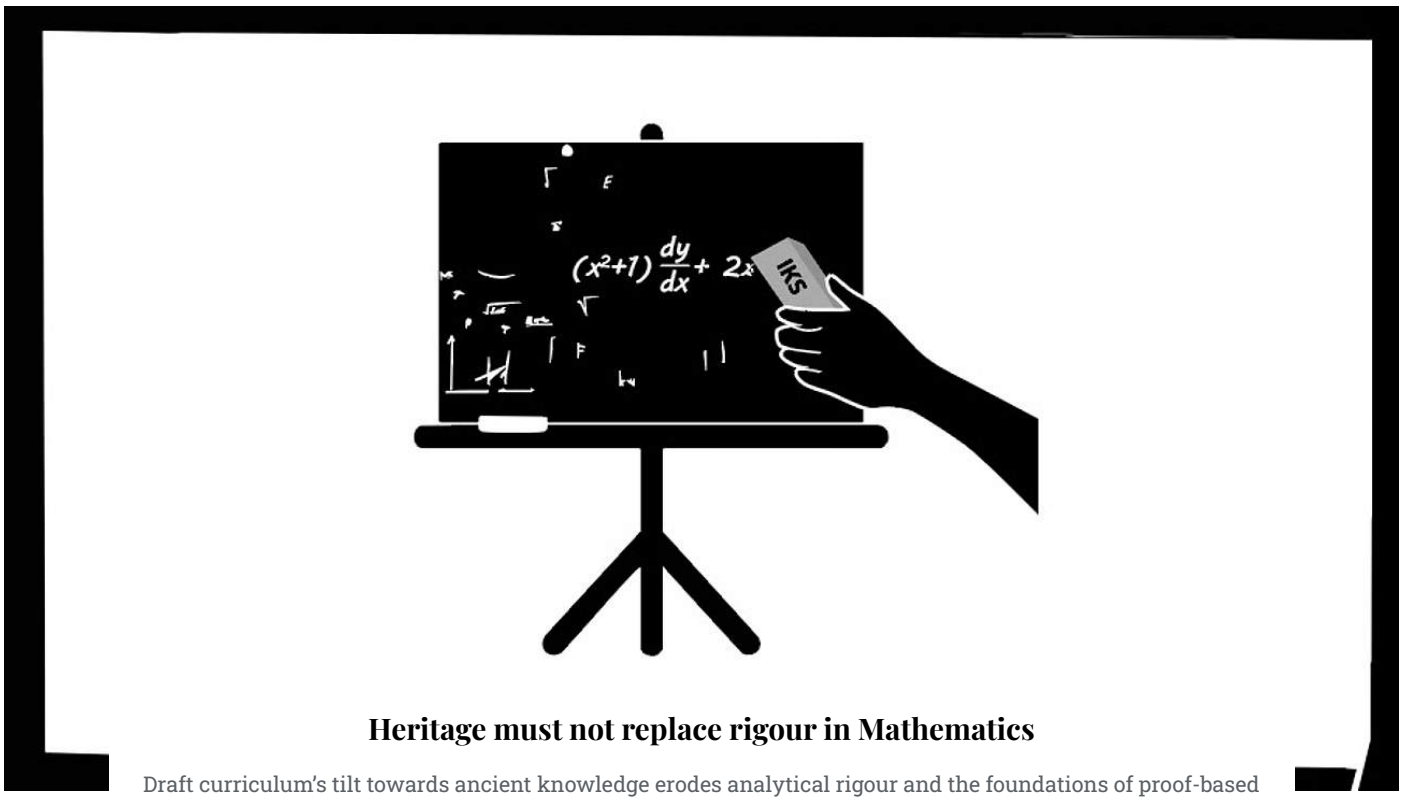

Heritage must not replace rigour in Mathematics

Draft curriculum's tilt towards ancient knowledge erodes analytical rigour and the foundations of proof-based reasoning.

ARGHYA BANDYOPADHYAY Last Updated : 13 November 2025, 05:32 IST

The University Grants Commission's (UGC) draft Mathematics Curriculum, 2025, unveiled in August, has triggered an unexpected upheaval in India's academic community. Framed under the National Education Policy (NEP) 2020, the draft promises to create a "forward-looking" syllabus that offers students a "robust foundation in mathematical concepts and
Yet, behind this reformist language lies a troubling imbalance – an excessive tilt towards ancient Indian Knowledge Sy
(IKS) that risks eroding the very rigour on which mathematics must stand. At first glance, the draft appears well-intentio
proposes a structure for both undergraduate and postgraduate programmes, claiming to align modern mathematics with India's intellectual heritage.

Its stated goals – value-based education, interdisciplinarity, and integration with the IKS – sound entirely unobjectionable. But a closer look reveals a pattern of substitution rather than supplementation; it introduces courses that privilege cultural familiarity over analytical training, heritage over abstraction.

Supporters of the new framework claim it offers a holistic blend of classical wisdom and modern science. Core areas like calculus, algebra, analysis, probability, and differential equations remain, alongside electives in computational and data science. A final-year research project for BSc (Honours) students is a welcome move to promote inquiry and research. Yet, the real shift lies elsewhere. The draft introduces courses such as Kala Ganana (traditional timekeeping), Bharatiya Bijganit (Indian algebra),Śulba Sūtras (geometric rules), and Philosophy of Indian Mathematics, with readings from Sūrya Siddhānta and Āryabhaṭīyam. Framed as steps towards "decolonising" the curriculum, they signal a philosophical turn – from mathematics as a universal language of logic to a vehicle of cultural identity.

Studying ancient mathematical traditions is valuable, but making them central to the same curriculum as modern analytical mathematics risks diluting conceptual rigour. Sutra-based methods or cosmic time cycles may enrich cultural understanding but contribute little to mastering Linear Algebra, Topology, or Numerical Analysis. Many topics, like the Śulba Sūtras early form of the Pythagorean theorem, are already taught in school. More debatable are the inclusions like Kala Ganana and Pañchāṅga which blur the lines between astronomy and astrology. Making them credit-bearing courses undermines disciplinary clarity, leaving students ill-prepared for JAM, NET, or international PG programmes that prize abstraction and proof.

India's contributions to mathematics are beyond question – from the invention of zero and the decimal system to the pioneering works of Brahmagupta and Bhāskara II. Yet, to honour this heritage meaningfully, it must be understood within the continuum of mathematical thought, not as a substitute for modern discoveries. Brahmagupta's insights on division by zero, or Bhāskara's innovations in algebra and number theory, prefigured ideas later explored by Euler, Bernoulli, and Goldbach. These connections belong in courses on the history and philosophy of mathematics, where ideas are studied contextually, not as relics or replacements for analytical reasoning. The question is not whether ancient Indian mathematics deserves inclusion – it certainly does – but how it should be integrated.

To privilege sutra-based instruction or to treat Sanskrit shlokas as proofs confuses cultural pride with scientific education. Mathematics thrives on precision, abstraction, and logical generalisation – qualities vital in today's technological world. In an era shaped by AI, ML, and data science, India's students must master Algebra, Analysis, Probability, Differential and Integ Equations, Optimisation, Discrete Mathematics, and Information Theory – the mathematical core needed in forecastinç hazards, studying climate change, understanding cryptography, and finance. Overemphasising heritage at the expense c foundation risks producing graduates rich in nostalgia but poor in analytical power – a loss both academic and economic.

Finding a better balance

A balanced approach is essential. India's mathematical heritage should be celebrated through electives or interdisciplinary courses linking Mathematics, Sanskrit, History, and Philosophy. Exploring ideas like zero or infinity across cultures can enrich

Brahmagupta, and Bāskara were innovators who questioned, calculated, and experimented. To honour them is to uphold their spirit of rational curiosity, not merely chant their formulas. Students may study the Śulba Sūtras, but they must also master vector spaces, partial differential equations, and eigenvalue problems. They should admire Ramanujan's mathematics while writing optimisation codes or while modelling cancer research. Heritage can enrich education but never replace rigour. Mathematics is a way of reasoning, demanding clarity, consistency, and proof – the very traits that built India's intellectual past. Abandoning these in the name of revival would betray that legacy.

India stands at a crossroads. One path seeks to turn education into cultural reaffirmation; the other prepares students for a world driven by scientific reasoning. True confidence comes from engaging globally in knowledge creation. A modern mathematics syllabus must preserve rigour, promote research, and inspire innovation. India's mathematical heritage should enrich, not replace, proof-based reasoning and computational precision.

As the UGC finalises its framework, it must decide whether students will memorise ancient shlokas or design the scope of future mathematics. The answer will shape the roadmap of Indian Mathematics and mathematicians.

(The writer is Principal, Khalisani College, Chandannagar, Hooghly, West Bengal)

Disclaimer: The views expressed above are the author's own. They do not necessarily reflect the views of DH.

Opinion | Comment | Mathematics

अमर उजाला, 14 नवंबर 2025, पृष्ठ संख्या - 4

एनसीईआरटी की प्रमाणिक किताबें ही खरीदें : सीबीएसई

नकली पाठ्यपुस्तकों को लेकर स्कूलों को जारी की एडवाइजरी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने एनसीईआरटी की नकली पुस्तकों को लेकर स्कूलों को कहा है कि केवल प्रामाणिक पुस्तकें ही खरीदी जाएं।

स्कूल यह सुनिश्चित करें कि अभिभावक पाठ्यपुस्तकें बोर्ड व एनसीईआरटी की ओर से समय-समय पर अधिसूचित प्रामाणिक माध्यमों से ही खरीदें। बोर्ड ने स्कूलों को चेताया है कि नकली पाठ्यपुस्तकों की गुणवत्ता ठीक नहीं होती है। इनमें मुद्रण और विषयवस्तु संबंधी त्रुटियां होती हैं जो छात्रों के सीखने के अनुभव पर प्रतिकूल प्रभाव डाल सकती हैं।

सीबीएसई ने सभी संबद्ध स्कूलों के प्रमुखों को एडवाइजरी जारी की है जिसमें उन्हें अनधिकृत पुस्तक विक्रेताओं की ओर से रियायती कीमतों पर बेची जा रही नकली एनसीईआरटी पाठ्यपुस्तकों के प्रचलन और उपयोग के प्रति आगाह किया है। बोर्ड के अनुसार ये नकली पाठ्यपुस्तकें घटिया गुणवत्ता की होती हैं और अक्सर इनमें मुद्रण व विषयवस्तु संबंधी त्रुटियां होती हैं जो छात्रों के सीखने के अनुभव पर नकारात्मक प्रभाव डाल सकती हैं।

बोर्ड ने स्कूलों को निर्देश दिया है कि वे अभिभावकों और छात्रों को ऐसी नकली पुस्तकों की मौजूदगी के बारे में सूचित करें। एडवाइजरी में आगे कहा गया है कि यदि स्कूल सीधे एनसीईआरटी पाठ्यपुस्तकें खरीदते हैं तो उन्हें ऐसा केवल सीबीएसई और एनसीईआरटी की ओर से समय-समय पर अधिसूचित अधिकृत स्रोतों से ही करना चाहिए। सीबीएसई ने स्कूलों से शिक्षकों, अभिभावकों और छात्रों के बीच इस जानकारी को प्रसारित करने के लिए कहा है।

बोर्ड के संज्ञान में आया है कि अनधिकृत पुस्तक विक्रेता रियायती दामों पर एनसीईआरटी की पुस्तकों के नकली फर्जी संस्करण उपलब्ध करा रहे हैं। ये नकली पुस्तकें घटिया गुणवत्ता की होती हैं। ऐसे में बोर्ड ने अपने संबद्ध स्कूलों को सलाह दी है कि वे अभिभावकों को सलाह दें कि वे गुणवत्ता और विषयवस्तु की शुद्धता सुनिश्चित करने के लिए अधिकृत माध्यमों से ही प्रामाणिक एनसीईआरटी पाठ्यपुस्तकें खरीदें।

इन माध्यमों से खरीदें पुस्तकें

एनसीईआरटी क्षेत्रीय उत्पादन एवं वितरण केंद्र, एनसीईआरटी वेबसाइट पर सूचीबद्ध अधिकृत विक्रेता, एनसीईआरटी पोर्टल पर एनसीईआरटी डाक आपूर्ति सेवा, एनसीईआरटी का आधिकारिक अमेजन स्टोरफ्रंट से पुस्तकें खरीदीं जा सकती हैं। इसके अलावा अहमदाबाद, बेंगलुरू, गुवाहाटी, कोलकाता व दिल्ली के एनसीईआरटी क्षेत्रीय उत्पादन एवं वितरण केंद्र से भी संपर्क किया जा सकता है।

सांकेतिक

12;755 नकली पुस्तकें बरामद

नई दिल्ली। अपराध शाखा ने एनसीईआरटी की भारी मात्रा में नकली पुस्तकें पकड़ी हैं। पुलिस ने इस गिरोह के दो आरोपी यमुना विहार, दिल्ली निवासी कनिष्क व राजधानी एन्क्लेव, प्रीत विहार निवासी विनोद जैन को गिरफ्तार किया है। इनके कब्जे से एनसीईआरटी की कुल 12755 नकली पुस्तकें पकड़ी हैं। इनमें सभी कक्षाओं की पुस्तकें शामिल हैं। अपराध शाखा के पुलिस उपायुक्त संजीव कुमार यादव के अनुसार एसआई अमित कुमार को दरियागंज में एक गोदाम के बारे में 10 नवंबर को विश्वसनीय सूचना मिली थी। यह जानकारी एनसीईआरटी अधिकारियों के साथ साझा की गई। एसीपी/एआरएससी एसीपी संजय कुमार नागपाल व इंस्पेक्टर केके शर्मा की टीम ने एनसीईआरटी, नई दिल्ली के अधिकृत कानूनी प्रतिनिधियों के साथ दरियागंज, दिल्ली में छापा मार कर दोनों को गिरफ्तार कर लिया। कनिष्क दिल्ली विश्वविद्यालय से बीए पास है। उसकी पहले से कोई संलिप्तता नहीं है। विनोद जैन 12वीं पास हैं। ब्यूरो

7 things about CBSE's draft AI curriculum for Classes III to XII

FP News Desk
November 14, 2025, 14:22:06 IST

The Central Board of Secondary Education (CBSE) has prepared a draft curriculum to integrate artificial intelligence education into school learning from Classes III to XII. This draft has been sent to the National Council of Educational Research and Training (NCERT) for review and approval.

CBSE prepares to introduce AI education from Class 3, aiming to nurture digital and analytical skills early.

The Central Board of Secondary Education has moved closer to introducing a structured framework for teaching digital and analytical thinking across Indian schools. A draft proposal on the integration of artificial intelligence and computational thinking into the curriculum for Classes III to XII has been sent to the National Council of Educational Research and Training for expert review.

Curriculum aims and national alignment

The proposed plan intends to foster digital literacy and problem-solving skills at an early age. Aligned with the latest national policy directions, the curriculum will help standardize the way artificial intelligence is taught across all school boards. The ministry of education's decision to introduce these topics as early as Class III is aimed at building a foundation in computational thinking from the start of a student's educational journey.

Review and next steps

Officials at the National Council of Educational Research and Training have announced the formation of a panel to examine the draft in detail. This committee is charged with providing recommendations, after which the revised

7 things about CBSE's draft AI curriculum for Classes III to XII

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Implementation and future vision

Once in place, the new curriculum will form part of the core learning experience for all students in Classes III through XII. With a focus on developing practical skills and ethical understandings of technology, the program aims to prepare young learners for future academic and career paths in a digital world. By embedding digital literacy and computational thinking in foundational and secondary education, the initiative seeks to make India's next generation ready for technological change and innovation in a rapidly evolving landscape.

Components incorporated

- AI basics for Classes 3 to 5 (around 50 hours)
- AI skill module and activities for Classes 6 to 8 (about 15 hours currently)
- AI as an optional skill subject in Classes 9 and 10, covering multiple AI domains
- AI and machine learning electives for Classes 11 and 12
- Use of AI for intelligent tutoring and personalized learning
- Emphasis on computational thinking, problem-solving, creativity, and collaboration skills
- Supplementary materials like handbooks and worksheets for AI education

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THE TIMES OF INDIA

CBSE issues advisory against duplicate NCERT textbooks

TNN | Nov 14, 2025, 12.01 AM IST

Ahmedabad: The Central Board of Secondary Education (CBSE) has issued an advisory to all schools across the country after receiving reports that unauthorized vendors are selling duplicate textbooks of National Council of Educational Research and Training (NCERT) at discounted prices. The board warned that these fake books are of poor quality and often contain printing mistakes and factual inaccuracies, which can seriously impact students' learning.

In a circular sent to the principals of all CBSE-affiliated schools, the board stated that it has come to their notice that some unapproved sellers are distributing duplicate NCERT books. To address this, CBSE directed schools to ensure that only genuine NCERT textbooks are used for teaching and learning purposes.

The advisory urges principals to inform parents and teachers to purchase the books only from authorized distributors. Schools that procure textbooks in bulk have been instructed to buy them through official NCERT channels.

According to CBSE, schools can purchase books directly from NCERT's regional production and distribution centres. Additionally, a list of authorized vendors is available on the NCERT website. Books can also be ordered through the NCERT postal supply service or via the official NCERT online sales portal.

The advisory emphasizes that all teachers and parents must be made aware of these instructions to prevent the use of counterfeit books in classrooms. CBSE's move aims to maintain academic integrity and ensure that students receive accurate and high-quality educational materials.

School Education 6 Min Read

How can National Education Day becom reminder to embrace curiosity over competition in classrooms?

National Education Day prompts a reevaluation of learning, shifting focus from marks curiosity and lifelong discovery. The article advocates for inquiry-based, experiential le empowering students as thinkers and dreamers. This approach, aligned with NEP 202 fosters confidence and prepares students for a future driven by wonder and growth.

ET CONTRIBUTORS
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Authored by Anita Paul.

Maulana Abul Kalam Azad is always remembered on National Education Day as a visionary and the first Indian Minister of Education. He considered the coexistence of the mind and spirit to be the ultimate goal

it has an important message, and that is a reminder to think about the real nature of education.

Is it just a matter of getting marks, ranks, and passing examinations or is it the awakening of curiosity, creativity, and the love for lifelong learning?

Revisiting the purpose of learning

With the evolving education system in modern times and never-ending pressure to excel, students grow up thinking their worth lies in scores and percentages. More ing the syllabus becomes the measure of success, it suppresses students' inner curiosity. Instead of exploring and enjoying the journey of learning, they are driven to memorize and perform.

Curiosity over competition

Curiosity stimulates the children's imagination and thus the ability to think deeply and come up with new ideas to solve problems. On the other hand, competition set too high leads to anxiety which gradually turns into fear of failure: if students become only concerned with outdoing their peers, they lose the bliss of discovering the universe around them.

What begins as an incentive to learn and grow gradually turns into a burden over time. The true essence of education is often lost in the relentless race for marks and positions on merit lists. In this pursuit of numbers, curiosity gives way to fear, inquisitive minds are replaced by anxious ones, more focused on not losing than on discovering. The joy of learning fades as acade ts become the sole measure of success.

The responsibility of the teacher, therefore, is to get the student to fall in love with the process; to make the knowledge so nice and never-ending. If education is based on curiosity then learning is no longer confined to textbooks because it becomes part of life.

A vision in tune with NEP 2020

This represents an evolving philosophy of education, which NEP 2020 has captured so well. The policy document has emphasized inquiry-based, experiential, and holistic learning and has called upon the students to connect classroom learning with real-life experiences.

It is progressive since it moves the student from rote and mere memorization to conceptual understanding. It will therefore encourage schools to create an environment of exploration, questioning, and creativity in children, whereby the teachers will help the children discover rather than deliver knowledge.

Schools now believe that learning should be meaningful and joyful and that curiosity should b lebrated.

Empowering students through guided learning

A modern teacher's role in the classroom is that of a guide and mentor for

inquiry." Just imagine if curiosity is fired up when children are allowed to experiment instead of being simply told the results or the creativity that is released when a teacher asks the students to paraphrase the text in their own words. Such a procedure not only increases the students' understanding but also strengthens their confidence as they realize that their viewpoints are important.

Classrooms that grow curiosity

We need to rethink the working of classrooms when we choose curiosity over competition: each question is valued, each idea welcomed, and each student is encouraged to explore. Most schools are part of the IB and Cambridge curricula, designed especially to make learning inquiry-based. Unlike CBSE or any other state board, international programs do not stress much on having exams; rather, they go for continuous assessment through assignment-based learning, project work, and research activities. Such courses enable students to apply the course material in real life.

Through practice, introspection, and discussion, students gain knowledge. The learning process involves doing, reflecting, and discussing since this style of learning develops independence, curiosity, and problem-solving abilities, all of which are essential for any form of success in the twenty-f cation educates students for life, not for tests, as it should be about comprehension rather than memorization.

and express their views, they don't just pass on knowledge; they create a genuine love of learning and self-assurance in the child.

National Education Day is a time for us to take stock of our progress and, above all, to identify our destination. This day is not only a tribute to the great visionary Maulana Azad but it is also a day for us to reaffirm our commitment to turning education into an endless process of wonder, curiosity, and growth. It is a reminder that the purpose of learning is not merely to fill the mind with facts but to illuminate it with imagination and inquiry.

Today, Institutions regard every student as a thinker, a dreamer, and an adventurer. In classrooms, the lead is taken by curiosity and followed by confidence, as the learning process is infinite here.

Inspiring minds to keep growing

Education is a lifetime journey, not a destination reached. Because when we advocate curiosity instead of competition, we provide students with the necessary tools to not only think, question, and grow but also be self-assured and empathetic human beings. Let this National Education Day remind every teacher, parent, and most importantly, every learner that education is not about being the best in class; it's about being the best version of themselves. A[illegible]y doesn't just build good students; it builds lifelong learners.

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जनसत्ता, 15 नवंबर 2025, पृष्ठ संख्या - 6

तकनीक के पैमाने पर महिला शिक्षा

शिक्षा के क्षेत्र में महिलाओं की स्थिति में उत्तरोत्तर प्रगति हुई है, लेकिन बदलते शैक्षिक एवं तकनीकी परिदृश्य के मद्देनजर आज भी महिला शिक्षा में व्यापक विकास एवं उन्नयन की महती आवश्यकता है। इस क्षेत्र में लैंगिक असमानता अभी भी गहरी पैठ बनाए हुए है।

प्रेरणा अवस्थी

महिलाओं की शिक्षा परिवार से लेकर राष्ट्र तक के विकास में अहम भूमिका निभाती है। हालांकि शिक्षा के पैमाने पर महिलाओं की स्थिति में उत्तरोत्तर प्रगति हुई है, लेकिन आज के बदलते शैक्षिक एवं तकनीकी परिदृश्य के मद्देनजर महिला शिक्षा में व्यापक विकास एवं उन्नयन की महती आवश्यकता है। यहां पर हाल ही की एक रपट का उल्लेख करना जरूरी होगा, जिसमें यह निष्कर्ष निकाला गया है कि पूरे विश्व में लगभग 1.5 करोड़ लड़कियों को प्राथमिक शिक्षा से वंचित होना पड़ रहा है। यह रपट महिलाओं के सशक्तीकरण के लिए काम करने वाली संस्था 'संयुक्त राष्ट्र महिला' की ओर से जारी की गई है। इसमें कहा गया है कि हाल के दशकों में प्राथमिक एवं माध्यमिक विद्यालयों में लैंगिक समानता को लेकर काफी कुछ सुधार देखने को मिले हैं, मगर बहुत सारे ऐसे क्षेत्र हैं, जिनमें लैंगिक असमानता अभी भी गहरी पैठ बनाए हुए है।

अगर विद्यालयों में नामांकन की बात की जाए तो प्राथमिक एवं माध्यमिक शिक्षा के स्तर पर महिलाओं की स्थिति में काफी हद तक सुधार हुआ है। वहीं एक कड़वा सच यह भी है कि नामांकन कराने के बाद शिक्षा को बीच में ही छोड़ देने वालों में भी महिलाओं की संख्या पुरुषों की अपेक्षा कई गुना अधिक है। कई स्थानों पर तो 48.1 फीसद लड़कियां स्कूल जाने से वंचित हैं। अब अगर उच्च शिक्षा के परिदृश्य पर नजर डाली जाए, तो भी आंकड़े बहुत संतोषजनक नहीं है। यूनेस्को के वैश्विक शिक्षा निगरानी दल की ओर से किए गए खुलासे के अनुसार, विज्ञान, प्रौद्योगिकी इंजीनियरिंग एवं गणित जैसे क्षेत्रों में वैश्विक स्तर पर महिलाओं की हिस्सेदारी केवल 35 फीसद है। खास बात यह है कि पिछले दस वर्षों से यह आंकड़ा जस का तस बना हुआ है।

आज तकनीकी एवं डिजिटल क्रांति का युग है। डिजिटल क्षेत्र में क्रांतिकारी परिवर्तनों की वजह से आज शैक्षिक परिदृश्य भी हर स्तर पर परिवर्तित हो चुका है। लिहाजा, अब केवल शिक्षित होना ही पर्याप्त नहीं है, बल्कि तकनीकी रूप से दक्ष होकर एवं कौशल विकास के पैमाने पर लगातार प्रगति करके ही खुद को इस बदलते परिदृश्य के साथ जोड़े रखा जा सकता है। आज कृत्रिम बुद्धिमत्ता जैसी तकनीक के नवीनतम उत्पाद दिन-प्रतिदिन उत्कृष्ट रूप ग्रहण करते जा रहे हैं। विशेष बात यह है कि शिक्षा के क्षेत्र में भी कृत्रिम बुद्धिमत्ता का प्रभाव एक हद तक परिलक्षित होने लगा है। हाल की एक रपट के मुताबिक, वर्ष 2018 से 2023 के बीच डेटा एवं कृत्रिम बुद्धिमत्ता के क्षेत्र में महिलाओं की हिस्सेदारी केवल 26 फीसद रही है।

संयुक्त राष्ट्र की महिला केंद्रित इकाई की रपट में बताया गया है कि महिलाओं को प्राथमिक शिक्षा उचित रूप से उपलब्ध नहीं होने के पीछे एक बड़ा कारण सामाजिक व्यवस्थाएं भी हैं। गौरतलब है कि हमारे सामाजिक परिदृश्य में लैंगिक असमानता एवं भेदभाव से परिपूर्ण सोच आज भी गहरे तक समाई हुई है। इसी सोच का दुष्परिणाम है कि लड़कियों के लिए शिक्षा तक पहुंच पाना एक बड़ी चुनौती है। बड़ी संख्या में लड़कियां शिक्षा के लिए विद्यालयों में नामांकन तो करा लेती हैं, मगर बीच में ही उन्हें मजबूरन पढ़ाई छोड़नी पड़ती है। इसके प्रमुख कारणों में अल्प आयु में ही विवाह हो जाना और घरेलू कार्यों की आवश्यकता से अधिक जिम्मेदारी लाद दिया जाना भी शामिल है। राष्ट्रीय मानवाधिकार आयोग

की ओर से कराए गए एक अध्ययन में यह खुलासा हुआ है की बेटियों के स्कूल छोड़ने के पीछे एक अन्य महत्त्वपूर्ण कारक साधनों की कमी है। ऐसी लड़कियों की संख्या भी कम नहीं है, जो परिवहन संबंधी साधनों एवं अन्य सुविधाओं की कमी की वजह से शिक्षा से वंचित हो जाती हैं।

> सरकार के स्तर से 'बेटी बचाओ बेटी पढ़ाओ' एवं अन्य महत्त्वपूर्ण योजनाएं क्रियान्वयन में लाई गई हैं, लेकिन व्यावहारिक रूप से वे सभी कितना सफल हैं, इस संबंध में कुछ कहना बहुत मुश्किल है। हम एक ओर विकसित राष्ट्र बनने का सपना एवं संकल्प लेकर आगे बढ़ रहे हैं, वहीं लैंगिक असमानता एवं महिला अशिक्षा जैसी चुनौतियां भी एक कटु वास्तविकता के रूप में हमारे समक्ष खड़ी है। आज आवश्यकता है जल्द से जल्द इन चुनौतियों एवं बाधाओं से निजात पाने की, क्योंकि जब तक ये मौजूद रहेंगी, तब तक विकसित राष्ट्र बनने का स्वप्न कदापि साकार नहीं हो सकता।

राष्ट्रीय बाल अधिकार संरक्षण आयोग की एक रपट बताती है कि 15 से 18 वर्ष की 39.4 फीसद लड़कियां स्कूल से बाहर हैं। यही नहीं, 57 फीसद लड़कियां ग्यारहवीं कक्षा तक आते-आते पढ़ाई छोड़ देती हैं। पंद्रह वर्ष से कम आयु वाले बच्चों में 2.7 फीसद लड़कों की तुलना में 3.2 फीसद लड़कियां स्कूल नहीं जाती हैं। एक अन्य रपट के अनुसार, विश्व के 68 फीसद देशों में विज्ञान, प्रौद्योगिकी इंजीनियरिंग एवं गणित की शिक्षा को समर्थन देने वाली नीतियां मौजूद हैं, लेकिन इनमें से केवल पचास फीसद नीतियां ही महिलाओं की शिक्षा पर केंद्रित हैं। जाहिर है कि नीतिगत कमी अथवा नीतियों की विफलता भी महिला शिक्षा के अवरुद्ध होने के लिए काफी हद तक जिम्मेदार है। इसके लिए बड़े एवं व्यापक स्तर पर प्रयासों की शृंखला को अमल में लाना होगा। इसमें पहला एवं सबसे महत्त्वपूर्ण प्रयास यह है कि व्यक्ति, समाज एवं राष्ट्र, प्रत्येक स्तर पर रूढ़िवादी सोच एवं अनावश्यक पूर्वाग्रहों से ग्रसित मानसिकता का जड़ से उन्मूलन करना होगा, क्योंकि महिलाओं की शिक्षा में सबसे बड़ा बाधक तत्त्व यही है। प्राथमिक से लेकर उच्च शिक्षा तक प्रत्येक स्तर पर महिलाओं के दृष्टिकोण से संसाधनों की उपलब्धता को सुनिश्चित करते हुए बुनियादी ढांचे में पर्याप्त सुधार करने होंगे।

एक अन्य अहम पहलू यह भी है कि चूंकि आज आनलाइन शिक्षा एक विकसित रूप धारण कर चुकी है, इसलिए महिलाओं की डिजिटल साक्षरता पर शुरुआत से ही ध्यान दिया जाना चाहिए, ताकि वे शिक्षा के नवीनतम स्वरूप एवं परिवेश में अपने आप को ढालने में समर्थ एवं सक्षम हो सकें। एक शिक्षित एवं सफल महिला केवल एक परिवार ही नहीं, बल्कि संपूर्ण राष्ट्र के लिए आदर्श होती है। इस सोच के साथ शिक्षा की उन सभी कमियों को दूर करने के लिए युद्ध स्तर पर प्रयास किए जाने चाहिए, जो विशेष रूप से महिलाओं को प्रभावित करती हैं। भारत के संबंध में बात की जाए, तो देश की आबादी का एक बड़ा हिस्सा ग्रामीण क्षेत्रों में निवास करता है और वहां आज भी पुरुष प्रधान विचारधारा कहीं न कहीं हावी है। नतीजा यह होता है कि महिलाएं शिक्षा का विकल्प या तो चुन नहीं पातीं और यदि वे उस राह पर आगे बढ़ती भी हैं, तो बहुत आगे तक नहीं जा पातीं। इसके अलावा महिला असुरक्षा जो हमारे देश में एक बेहद ज्वलंत मुद्दा है, महिलाओं की शिक्षा में एक बहुत बड़ा रोड़ा है। असुरक्षा के भय से बहुत से अभिभावक अपनी बेटियों को शिक्षा के लिए बाहर भेजने से कतराते हैं।

हालांकि शासन के स्तर से 'बेटी बचाओ बेटी पढ़ाओ' एवं अन्य महत्त्वपूर्ण योजनाएं क्रियान्वयन में लाई गई हैं, लेकिन व्यावहारिक रूप से वे सभी कितना सफल हैं, इस संबंध में कुछ कहना बहुत मुश्किल है। हम एक ओर विकसित राष्ट्र बनने का सपना एवं संकल्प लेकर आगे बढ़ रहे हैं, दूसरी ओर लैंगिक असमानता एवं महिला अशिक्षा जैसी चुनौतियां भी एक कटु वास्तविकता के रूप में हमारे समक्ष खड़ी हैं। आज आवश्यकता है जल्द से जल्द इन चुनौतियों एवं बाधाओं से निजात पाने की, क्योंकि जब तक ये मौजूद रहेंगी, तब तक विकसित राष्ट्र बनने का स्वप्न कदापि साकार नहीं हो सकता। शिक्षा आज केवल किताबों तक सीमित नहीं रही, बल्कि यह आनलाइन संसाधनों, आभासी मंच एवं डिजिटल माध्यमों तक विस्तृत हो चुकी है। विज्ञान और तकनीकी प्रगति आज के युग की रीढ़ है। विश्व की अर्थव्यवस्था, शिक्षा, स्वास्थ्य और सामाजिक संरचना तकनीकी विकास पर आधारित हो चुकी है। भारत जैसे विकासशील देश में विज्ञान एवं तकनीक को बढ़ावा देना राष्ट्र की प्राथमिकता है। इस क्षेत्र में यदि महिलाओं की सशक्त भागीदारी सुनिश्चित हो जाए, तो देश की प्रगति को कई गुना गति मिल सकती है।

The Pioneer, November 15, 2025, Page No - 9

The world in a single nest: How India's education is embracing Tagore's global vision

PREM KUMAR KALRA

J K VERMA

When Rabindranath Tagore founded Visva-Bharati University, he envisioned it as a place "where the world makes a home in a single nest". His dream was not to Westernise Indian education, but to universalise it — to let the winds of the world blow freely through India's corridors of learning without uprooting the Indian tree. A century later, that vision appears to be taking root once again. The decision to allow foreign universities to establish campuses in India marks a defining moment in the nation's educational journey. India's civilisation has always been broad, inclusive, and intellectually open.

The ancient universities of Takshashila and Nalanda remind us of our rich tradition of cosmopolitan scholarship. History is replete with accounts of scholars from China, Greece, and Central Asia travelling to India in search of wisdom and dialogue.

Today, the arrival of foreign universities is often viewed through economic or competitive lenses. Yet its deeper significance lies in something more profound — the revival of India's ancient spirit of dialogue between seekers of truth across cultures. It signals India's readiness to engage with the global education ecosystem on its own terms. Diversity, excellence, and affordability will soon stand at our doorstep. For thousands of Indian students, the dream of an international degree no longer demands the crushing expense of studying abroad. The world, quite literally, is coming home.

This exchange, however, will not be one-way. The partnership between Indian and foreign institutions promises to be both cooperative and competitive. Indian students will benefit from exposure to global pedagogies, research methods, and multidisciplinary learning environments. In return, foreign universities will gain unique insights into the opportunities and challenges of one of the world's fastest-growing knowledge economies. The "global classroom" is already taking shape — where a student from Jaipur debates a peer from Japan, and a professor in Delhi co-guides a thesis with a mentor in Melbourne.

Yet the road ahead is not without challenges. The internationalisation of education, if left unchecked, could become a luxury reserved for the privileged. Many global programmes still cater primarily to affluent learners. India must therefore establish strong frameworks for scholarships, flexible credit transfers, and "earn while you learn" opportunities. Equity and access must remain at the heart of this transformation. The true spirit of Indian education lies in balancing public good with private growth. The nation must ensure that education does not become a commodity, but continues to serve as a catalyst for character and creativity.

The Pioneer
SINCE 1865

Importantly, India is no longer merely a recipient of global influence; it is also emerging as a contributor. Several premier Indian institutions, including the IITs and IIMs, are now setting up campuses abroad. This represents not just the export of curriculum, but the sharing of an Indian educational philosophy — one rooted in moral reasoning, inclusivity, and holistic growth.

Among the most promising innovations in this evolving landscape is the Academic Bank of Credits (ABC). This initiative allows students to accumulate and combine credits from both Indian and foreign universities, paving the way for dual or joint degrees. It recognises that learning is a lifelong, borderless pursuit.

A student might begin her degree in India, complete a semester in Singapore, and finish her research in London — all within a single academic framework. The result is not only greater mobility, but a deeper intellectual maturity born of diversity.

Meanwhile, the classroom itself is transforming. The rise of Artificial Intelligence (AI), virtual laboratories, and hybrid learning models has made education more interactive and cost-effective. Students can now attend lectures by global faculty, collaborate with peers across continents, and simulate experiments in real time. Yet technology cannot replace the human touch. The teacher's role as a mentor, guide, and moral compass has never been more vital. We must ensure that machines do not erode the spark of curiosity and the depth of reflection that define true learning. This transformation calls for introspection. What do we truly value in education? As India opens its universities to global influences, it must also nurture critical thinking, empathy, and ethical awareness. The test of education lies not merely in employability, but in enlightenment. The challenge is to engage with global diversity without losing one's distinct identity.

The global winds, then, need not uproot the Indian tree — they can help it bloom. India's entry into the global education marketplace is not merely a policy shift, but a cultural evolution. It signals a confident assertion that Indian education can stand shoulder to shoulder with the best in the world while retaining its moral centre.

If pursued with vision and vigilance, this initiative will allow India's universities not only to absorb global knowledge but also to radiate their own light outward. The Tagorian nest, it seems, is ready once again — for the world to make its home.

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Hindustan Times

IIT Madras researchers identify physiological markers to predict and manage test anxiety in students

IIT Madras researchers identify physiological markers to predict and manage test anxiety in students

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PTI

New Delhi, Researchers at the Indian Institute of Technology , Madras have identified measurable physiological indicators that can help pinpoint students most vulnerable to test anxiety, paving the way for new, targeted interventions that could revolutionise how educational systems approach stress and performance, according to officials.

IIT Madras researchers identify physiological markers to predict and manage test anxiety in students

The research has been published in Behavioural Brain Research, an international peer-reviewed journal publishing studies on the neurobiological basis of behaviour and cognitive processes in humans and animals.

The study sheds light on how the brain and heart interact differently in students who struggle with anxiety during exams, offering a scientific basis for early identification and personalised coping strategies.

Test anxiety affects an estimated 81 per cent of Indian students, according to the National Council of Educational Research and Training , often impairing academic performance and long-term mental health. While some students manage to

According to Venkatesh Balasubramanian, Department of Engineering Design, IIT Madras, the research team sought to understand why this happens, focusing on objective, physiological data that moves beyond the self-reported perceptions.

"They discovered that when the brain-heart communication network breaks down during stress, certain students are more likely to experience heightened anxiety and avoidance, revealing a clear biological distinction between adaptive and maladaptive test responses," he told PTI.

"The study's breakthrough lies in integrating two physiological markers: Frontal Alpha Asymmetry —a brain-based indicator of emotional regulation—and Heart Rate Variability —a measure of the heart's adaptive control. Together, these signals help identify students predisposed to anxiety," he added.

Balasubramanian explained that the team found that those with a negative FAA pattern showed significantly weaker heart regulation during stress, meaning that

"This nuanced understanding transforms how we view academic stress—not as a purely psychological issue, but as one grounded in measurable physiological interactions," he said.

Swathy Parameswaran, Research Scholar, IIT Madras, informed that these insights open up immense possibilities for practical applications. By training artificial intelligence systems on these psycho-physiological markers, it could soon become possible to develop non-invasive, real-time monitoring tools that alert educators and mental health professionals to students at risk, without waiting for visible signs of distress.

"The findings also support the design of personalised stress management and behavioural interventions that could be embedded within school and university wellness programs, offering proactive support rather than reactive treatment," she said.

Although preliminary, the study, conducted with 52 participants, marks a critical step toward integrating neuroscience with educational psychology.

The team now aims to scale the research by involving larger and more diverse participant groups and exploring additional factors like sleep patterns and activity levels to refine predictive models. Advanced techniques, such as EEG-based connectivity mapping, will also be employed to deepen the understanding of heart-brain dynamics under stress.

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THE TIMES OF INDIA

Education department launches regular inspections to monitor govt schools

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New Delhi: To strengthen oversight in Delhi's govt schools, the education department launched an initiative under which inspections will be conducted three days a week. These inspections aim to closely monitor results, basic infrastructure, teachers' attendance and students' performance.

The education department issued instructions to all district deputy education officers and deputy directors. According to the plan, officers will visit schools every Monday, Wednesday, and Friday in the morning. On the first two days of the week, officers will inspect different schools within their zone. On the third day, they will cover the remaining schools that were not visited earlier. After each round of inspections, officers must submit detailed reports to the concerned district commissioner.

"During these visits, officers will assess the overall condition of basic facilities, review efforts to reduce school bag weight, and verify the proper implementation of initiatives such as Neem, NIPUN schools, national programmes, and the science of learning framework," said an official. MCD schools will not be included in this exercise.

The inspections will also evaluate teaching and learning processes, students' health and hygiene, bonus point systems, and teachers' bio-attendance. Officers are required to spend at least 15 minutes observing classroom

teaching. They must also verify the presence of both teachers and students and examine key facilities such as the library, sports infrastructure, laboratories, playgrounds and drinking water arrangements.

All observations made during the school visits must be recorded thoroughly in the inspection report, including strengths, gaps and any immediate concerns. Officers are required to compile and submit this report to the Director of Education within two days of the inspection. Once submitted, the department will review the findings without delay, ensuring that necessary actions, follow-ups or corrective measures are initiated promptly to improve the functioning and quality of the schools.

Pune Times Mirror

EDUCATION

CBSE Schools to Introduce AI & Computational Thinking from 2026–27 Under NEP 2020

By ***PuneMirror Bureau*** *November 16, 2025* *0*

The Ministry of Education has announced a major reform in school education with the introduction of a new curriculum on Artificial Intelligence and Computational Thinking (AI & CT) for students from Class 3 onwards. Beginning in the academic year 2026–27, schools will integrate AI as a universal foundational skill, similar to literacy and numeracy, rather than treating it as an optional subject. This initiative is aligned with the National Education Policy 2020 (NEP 2020) and the National Curriculum Framework for School Education 2023 (NCF SE 2023). The government has stated that resource material, teacher-training modules, and digital learning tools will be prepared by December 2025 to support this rollout.

In addition to the national curriculum plan, the Central Board of Secondary Education (CBSE) has already drafted its own AI curriculum that covers Classes 3 to 12. This draft has been submitted to the National Council of Educational Research and Training (NCERT) for review and standardisation. Once approved, the curriculum will be used by CBSE schools nationwide. The objective is to introduce students to basic concepts of AI from a young age, gradually building towards more advanced topics and encouraging the use of AI for public good.

Experts say this shift reflects the growing importance of automation, data-driven systems, and digital problem-solving in global workplaces. By embedding AI and computational thinking into school learning, India aims to prepare students for future careers across science, technology, business, healthcare, public administration, and creative industries. The government is also focusing heavily on teacher preparedness. Through training programmes such as NISHTHA (National Initiative for School Heads & Teachers Holistic

Advancement), educators will be equipped with the skills required to teach AI confidently and effectively.

However, implementation challenges remain. Schools in rural and remote regions continue to face gaps in digital infrastructure, and many teachers may find the rapid technological shift demanding. Ensuring uniform quality across states will be critical as the programme expands. Despite these concerns, educationists believe this move is necessary and timely in a world increasingly driven by artificial intelligence. With CBSE's draft under review and the Ministry's nationwide framework underway, India is positioning itself to become one of the first large education systems to formally adopt AI learning from the foundational years of schooling.

The Times of India, Education Times, 17 November 2025, Page No- 1,4

Slow curriculum updates hamper NCERT MOOCs despite high enrolment

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Online learners enrolled in the Physics, Chemistry, Maths and Biology (PCMB) Massive Open Online Courses (MOOCs) offered by the Central Institute of Educational Technology (CIET) are still awaiting updated modules in sync with NCF-SE. As many as 15,304 learners registered for NCERT's online MOOCs for classes IX to XII in 2025-26, but they continue to study the old content, which is not in sync with NEP 2020. The slow pace of curriculum revision has led to a decline in student interest. Besides, students from economically weaker and rural backgrounds, who solely depend on these modules for competitive exam preparation and self-study, are now turning to other study materials or resorting to expensive coaching classes.

Each online course attracts over 2,000 learners per cycle nationwide due to their easy accessibility and free cost; the reach of these courses among all sections of learners is high. A course coordinator of CIET, NCERT, on the condition of anonymity, says, "Most of the modules currently available were developed during Covid; these resources now require content revision and technological updates to align with recent educational reforms. However, this process has been delayed due to the pending release of the new NCERT textbooks under the updated NCF-SE. Once the new textbooks are finalised, it is expected to take at least six months to redevelop and update the online PCMB modules. The delay has particularly affected science courses, which have experienced a high dropout rate due to the outdated content and lack of technical enhancements. In contrast, commerce subjects such as Accountancy and Business Studies have received better student engagement, as these areas require relatively fewer content and technological updates."

Data from 15 SWAYAM course cycles conducted between 2017 and 2025 reveal that around 5,21,440 learners benefitted from NCERT's online courses. A senior NCERT official speaking with *Education Times* says, "The content available on digital learning platforms such as SWAYAM and DIKSHA is primarily based on NCERT textbooks. These resources not only support school-level learning but are also valuable for students preparing for various national-level competitive exams. Keeping this in mind, and in line with NCF-SE, the new syllabi and textbooks for classes IX to XII are currently being developed." To support student learning, NCERT has oriented over 12,133 teachers to integrate MOOCs into their classroom practices. "Furthermore, the initiative aims to reduce dependence on coaching institutes and ensure that students from economically and socially disadvantaged groups, can access uninterrupted learning opportunities," says the NCERT official.

New K-8 CISCE curriculum to offer joyful, data driven, inclusive learning

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The Council for the Indian School Certificate Examinations (CISCE) plans to revamp its curriculum for KG to class VIII from the 2027–28 academic year. The aim is not just to overhaul the current system, but to strengthen it by making it inclusive and flexible. To align it with NEP 2020, the new framework will encourage the younger students of pre-primary and primary level to have joyful, flexible learning.

Dynamic Curriculum

Focusing on changing the approach of learning, the schools will soon have a relaxed learning method, allowing students to look beyond books. Speaking to *Education Times*, Joseph Emmanuel, chief executive, secretary, CISCE, says that the vision behind introducing the new curriculum is to enhance the existing framework to reflect contemporary educational priorities and make learning more engaging. "CISCE schools will operate on a dynamic, self-upgrading model accompanied by high-quality assessment practices at key stages. The intention is not to overhaul the existing system entirely but to strengthen it through evidence-based initiatives, ensuring that it remains responsive and grounded in classroom experiences," says Emmanuel.

"While the broad structure of subjects will remain familiar, there will be a gradual shift in emphasis, scope and approach. The learning outcomes for each subject in each grade will be more attuned to skills and emerging global demands. At the same time, the scope of each subject will also be designed in a way that lends itself to activities encouraging problem-solving, critical thinking and building an entrepreneurial spirit," he adds. The updated approach will continue to prioritise learning-by-doing, encouraging students to explore, experiment, and reflect. In foundational years closely aligned with the recommendations of the NCF FS 2022, classrooms will be structured through play, storytelling, music, and movement, ensuring holistic engagement. As students progress to preparatory and middle school, learning will be enhanced through projects, field visits, role-play, and art-integrated activities, helping them apply academic concepts to real-world contexts.

Digital Integration

CISCE plans to integrate digital tools and emerging technologies into the new curriculum to offer personalised learning pathways. "Students in the preparatory and middle years may be introduced to basic coding and creative digital media, while technology will also assist teachers with assessment and remediation," says Emmanuel.

Skills-focused Learning

- **Maths:** Emphasis on patterns, problem-solving, and logical reasoning through real-life contexts
- **Science and Social Studies:** Encourage inquiry and discussion, linking learning to child's surroundings
- **Arts, Physical Education, Wellbeing, Digital Literacy:** Structured and prominent in the timetable, reflecting NEP 2020's vision of holistic education
- **All Subjects:** Streamlined content for deeper engagement and more project-based learning.

The Telegraph online

Friday, 21 November 2025

NCERT trips on textbooks again: Studies disrupted, students & teachers remain anxious

Prof. Anita Rampal, former dean of education at the University of Delhi and former chairperson of the NCERT's textbook development committees (primary), said the NCERT had become a habitual defaulter in making books available on time

Basant Kumar Mohanty | Published 17.11.25, 07:39 AM

Representational image

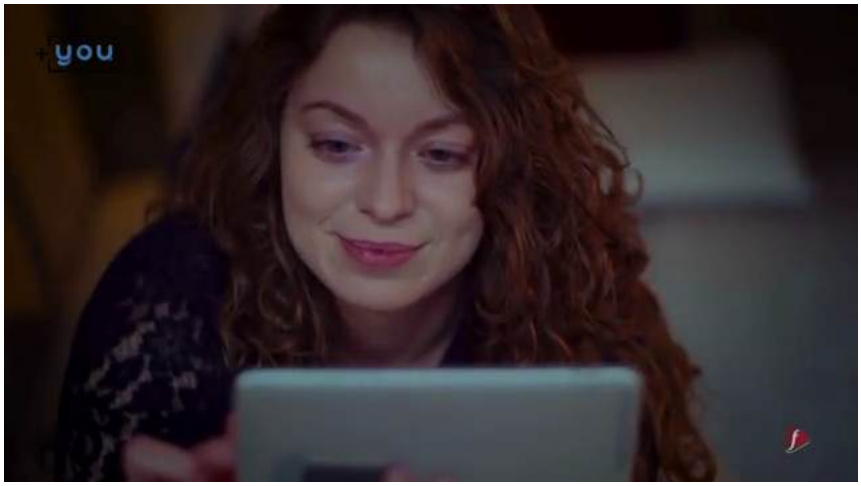
Sourced by the Telegraph

Students of Class VII at a private school here are yet to be taught half of the chapters from the newly introduced social science book *Exploring Society: India and Beyond*, thanks to the NCERT's decision to introduce textbooks in tranches.

The delay in the release of books and an increase in the amount of content have disrupted studies and left both students and teachers anxious.

This year, the NCERT decided to introduce new textbooks for classes IV, V, VII and VIII. The books for classes V and VIII were made available in July. The books for classes IV and VII were released in May, a month after the classes started.

The social science and mathematics textbooks were split into two parts for classes VII and VIII. The second parts of the books were supposed to be released by September/October.



In the last week of October, the second part of the mathematics book for Class VII was released. There is no clarity on when the second part of the social science books for both classes and the mathematics book for Class VIII will come out.

Prof. Anita Rampal, former dean of education at the University of Delhi and former chairperson of the NCERT's textbook development committees (primary), said the NCERT had become a habitual defaulter in making books available on time.

“It shows inefficiency and callousness when the NCERT repeatedly delays the production and release of new textbooks. These books contain questionable and false ideas being doled out to middle school children. Apart from the problematic content, the delay in the release of books demonstrates the irresponsible attitude of the NCERT about the impact on learning and the disruption being caused in schools,” Rampal said.

Rampal said government schools in many states had given up their responsibility and autonomy to publish their own textbooks. Their dependence on the centralised NCERT books hampers their academic schedules. As the second part of the social science and mathematics textbooks has still not been made available to classes VII and VIII, schools and teachers will struggle to do justice to the curriculum before the annual exams in February/March 2026.

“The schools cannot rely on the old textbooks as there is no correlation between the old and new content. Many things in the new books will contradict or not dovetail with the content in older textbooks,” Rampal said.

“Is there anyone questioning and taking action for this serious lapse and mismanagement at the NCERT that is disrupting the availability of textbooks year after year?” she asked.

A private school teacher said she had finished teaching five of the 12 chapters from the social science textbook in Class VII, and it would be challenging to complete this book and the new chapters from the second part.

An email sent by **The Telegraph to NCERT director Dinesh Prasad Saklani seeking comment on the delay in the availability of new textbooks is awaiting a response.**

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NCERT must convert class 1-12 textbooks into Indian Sign Language in 3 months: CCPD

TNN | Nov 17, 2025, 06.53 PM IST

NEW DELHI: The Court of the Chief Commissioner for Persons with Disabilities (CCPD) has asked NCERT — in coordination with Indian Sign Language Research and Training Centre, National Institute of Open Schooling and CBSE — to ensure conversion of textbooks for classes 1-12 into Indian Sign Language (ISL) within three months.

CCPD also recommended that all central and state education boards, including CBSE, must immediately incorporate ISL as a standalone language subject from classes 1 to 12. “ISL must also be offered as a literature subject at the university level, on par with other Indian languages,” it said.

In an order issued on October 16, chief commissioner Rajesh Aggarwal has sought an action taken report ministries concerned, institutions and state govts within three months.

The directions come in a case where CCPD took suo motu cognisance regarding acute shortage of adequate govt-recognised sign language interpreters in both inclusive and special schools.

It highlighted that this gap, resulting from shortage of interpreters, disproportionately affects children with

hearing impairments — who represent about 20% of the disabled population between ages six and 20 — leading to high dropout rates and a loss of national potential.

“Despite the National Education Policy (NEP) 2020 mandating the standardisation of ISL, development of curriculum resources, and its use as a medium of instruction, implementation remains limited. The policy also tasks the National Institute of Open Schooling with developing quality ISL modules, yet these measures were seen to have made little progress,” CCPD said. It said NCERT too is yet to complete the process of converting educational material into ISL.

In addition, even with specialised programmes like Diploma in Education (Hearing Impairment) offered by Rehabilitation Council of India (RCI)-recognised institutions, there has been negligible recruitment of hearing-impaired teachers. “These persistent gaps underscore the need for urgent systemic reforms to ensure equitable and inclusive education for students with hearing impairments,” CCPD said.

In this backdrop, CCPD has also recommended that RCI and ISLRTC must ensure an immediate upscaling of existing courses for interpreters and state govts must appoint a minimum number of sign language interpreters in all inclusive and special schools based on a student-teacher ratio.

The National Council for Teacher Education, in consultation with RCI, has been asked to revise its norms to mandate the inclusion of ISL training in B.Ed. and D.Ed.

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THE TIMES OF INDIA

India needs 86 million higher education enrolments by 2035 to meet NEP goals, says new report

TOI Education | Nov 17, 2025, 09.29 AM IST

India's higher education system is approaching a make-or-break inflection point, and a new report has laid out the contours of an unprecedented challenge. With the New Education Policy (NEP) 2020 demanding an aggressive push towards a 50 percent Gross Enrollment Ratio (GER), the country is staring at a massive expansion requirement that will test both its institutional stamina and policy imagination.

At the heart of this shift is a stark number: 86.11 million enrollments by 2035. This isn't a symbolic target; it is a structural compulsion. And it arrives at a moment when universities are struggling with infrastructure, staffing shortages, and rapidly evolving learner expectations. The report warns that unless India reimagines its higher education ecosystem, the demographic dividend it so proudly cites may slip through its fingers, according to a PTI report.

86 million seats by 2035: A target that tests India's limits

According to a report by the Confederation of Indian Industry (CII) and Grant Thornton Bharat titled “Continuous Improvement Journey of Higher Education Institutions: Approaches and Practices Shaping the Future of Learning,” India will need to boost higher education enrollments by nearly 85 percent over the coming decade to meet the NEP 2020 GER target. This translates to a required annual capacity growth of about 5.3 percent, an ambitious rate that very few sectors in the country have historically been able to sustain.
This projection, steep as it is, highlights a deeper truth: The existing system, built around traditional campuses, is nowhere near adequate to absorb the impending swell of learners.

Why traditional campuses alone will fail the future

The report speaks plainly: “Traditional brick-and-mortar institutions will remain foundational, but they alone cannot meet this scale.”

With physical campuses already stretched thin, a radical “differentiated approach” is now unavoidable. This includes digital universities, virtual learning ecosystems, and credit-based online programmes, models that can grow exponentially without requiring proportionate physical infrastructure.

The conclusions stem from three focused roundtables involving over ten northern universities, reinforced by extensive secondary analysis—capturing the realities institutions face on the ground.

Employability becomes a design principle, not a byproduct

The labour market is shifting faster than academic regulations can catch up. With 40 percent of core job skills projected to change by 2030, the report notes that institutions are no longer treating employability as an outcome but as a design principle.
This is reshaping curricula through micro-credentials, modular credits, work-integrated learning, AI-enabled assessments, and more robust industry collaboration, tools that ensure students are not just degree holders but job-ready.

Technology, governance and student expectations: The triple pressure

From participatory governance to workflow automation, India's higher education institutions are being forced into a cycle of continuous recalibration. Globalisation, digitisation, and rising student expectations have created

an environment where incremental change is insufficient, and rapid adaptation is unavoidable.

This is why the report describes the current moment as an “operational imperative.” Institutions are no longer experimenting for prestige, survival now hinges on agility.

From access to scale and quality: The new battleground

In its closing assessment, the CII–Grant Thornton Bharat report notes that the sector’s focus is undergoing a decisive shift: “The dialogue now is shifting from access only to also include scale and quality.”

This transition is not rhetorical; it reflects a structural urgency. India’s demographic advantage will hold only if the country can simultaneously expand capacity, enhance quality, and modernise delivery systems.

The next decade, the report implies, will determine whether India’s youth become the engine of economic transformation or the epicentre of unmet potential. The clock is ticking, and the system’s ability to reinvent itself will define the nation’s future.

(With inputs from PTI)

LAPAAS VOICE

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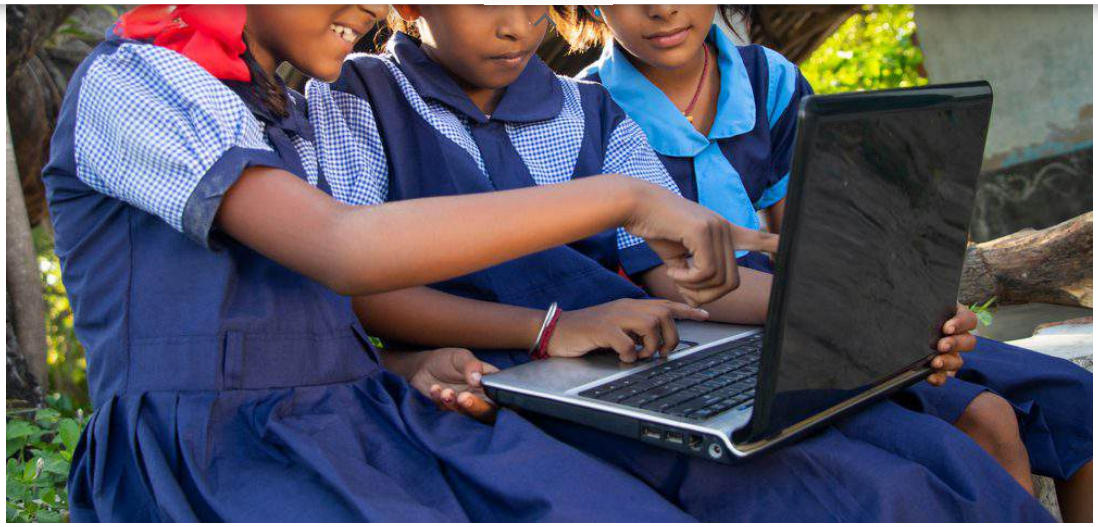
India Govt plan to introduce AI education starting from Class 3

OTHER

AUTHOR: Rohan Singh

November 17, 2025



The Indian government has announced its plan to roll out **AI education from Class 3** in schools across the country. This major policy move is aimed at building future-ready learners and aligning with the broader digital and skills goals of the nation.

In this article, we'll explore the what, why, how, timeline, benefits and challenges of this initiative.

Computational Thinking (CT) will be introduced in school curricula starting from **Grade 3 (Class 3)** in the academic session **2026-27**.

- The curriculum will be developed by the Central Board of Secondary Education (CBSE) in collaboration with the National Council of Educational Research and Training (NCERT), including an expert committee chaired by Karthik Raman of IIT Madras.
- The initiative is aligned with the National Education Policy 2020 (NEP 2020) and the National Curriculum Framework for School Education (NCF SE) 2023.
- For younger children (Class 3 and above), the curriculum will emphasise age-appropriate, interactive learning of AI fundamentals — such as pattern recognition, logic, thinking about "how machines reason", rather than heavy coding.
- Key preparatory steps: resource materials (handbooks, videos, digital content) are to be developed by December 2025; teacher training modules will be rolled out under the NISHTHA framework.

Why is India doing this?

- The global economy is increasingly driven by AI, data, automation and related technologies. Preparing children from early grades ensures they develop **future-ready skills**.
- Aligns with NEP 2020's emphasis on contemporary, 21st-century skills such as computational thinking and digital literacy.
- By embedding AI from primary grades, the government aims to cultivate not just users of technology but informed citizens who understand how machines "think", how data works, and the ethical implications.
- It is part of a broader strategy to position India as a global AI hub, and ensure its youth are ready for jobs and industries of the future.

Timeline

- Curriculum launch: Academic session **2026-27** for Class 3 onwards.
- December 2025: Completion of resource development (textbooks, handbooks, digital modules).
- Teacher training: Through NISHTHA and other modules, grade-specific, time-bound. Training of "over one crore teachers" is mentioned. The Times of India

Curriculum design

- Materials will be aligned with NCF SE 2023.
- For primary grades (Class 3-5), focus will be on foundational thinking rather than complex algorithms.
- Integration across subjects: For example, linking AI/CT with existing subject "The World Around Us" for younger classes.

Implementation challenges

- Teacher preparedness: Training millions of teachers, many in remote areas where infrastructure may be weak.
- Infrastructure and digital divide: Ensuring all schools (urban + rural) have access to devices, connectivity, and materials.
- Curriculum localisation: Adapting to multiple states, boards, languages.
- Monitoring & evaluation: Ensuring learning outcomes, ethical use of AI, inclusion of students with less access.

- Helps demystify technology: children understand how the “smart” devices and systems around them work.
- Bridges skills gap: pre-empting the job market where AI literacy will be increasingly important.
- Encourages innovation: schools may adopt more project-based learning, experimentation, integration with programmes like Atal Tinkering Labs.
- Promotes ethical awareness: curriculum includes “AI for public good” and responsible use of technology.

Risks & Concerns

- The digital divide: children in underserved/rural areas may lag if infrastructure is weak.
- Teacher readiness: if teachers aren’t adequately trained, the curriculum may not translate into meaningful learning.
- Curriculum overload: adding new subjects may burden young children or compress time for other fundamental learning.
- Equity: If implementation is uneven, it may widen educational disparities rather than reduce them.
- Ethical considerations: Early exposure to AI must include guardrails on data privacy, bias, screen-time, etc.

What this means for stakeholders

- Update textbooks, digital content, and monitor progress.
- Ensure alignment with the new framework and timelines.

Teachers

- Will gain new responsibilities: delivering AI/CT lessons, adopting new pedagogies.
- Must engage with training modules, digital resources, and be comfortable with technology and its pedagogy.

Students & Parents

- Students (starting as early as Class 3) will engage with AI/CT concepts — logically, creatively and ethically.
- Parents should support digital learning, access to devices where needed, and encourage curiosity rather than purely rote learning.

Policy & Government

- Need to ensure inclusive rollout, monitor progress, support states & UTs with resources, ensure infrastructure.
- Evaluate pilot programmes, scale up, adapt based on feedback.

Conclusion

The plan to introduce **AI education from Class 3** marks a transformative moment for India's school education system. By making AI and Computational Thinking foundational skills, the country is signalling a major shift in how we equip young learners for a technology-rich future.

CyberPeace, NCERT Unveils Eraksha 2025

BW Online Bureau Nov 17, 2025

NCERT # India # CyberPeace # eRaksha

The nationwide initiative aims to build AI safety awareness among students amid rising deepfake scams, voice-cloning frauds and cyberattacks on schools

CyberPeace, in collaboration with the National Council of Educational Research and Training (NCERT) and with support from Google.org, has unveiled the fifth edition of eRaksha, a nationwide initiative aimed at strengthening cyber safety and digital ethics among students. The 2025 edition carries the theme 'AI for Peace and Safety, Building Trust in the Age of Machines'. The first edition of eRaksha was launched in 2019. The event included the unveiling of the eRaksha website and the release of a handbook on social media guidelines for students to promote safe, responsible and ethical online behaviour.

With Indian schools reporting more than 7,000 cyberattacks every week, among the highest worldwide, teachers and students are facing a growing wave of AI-driven risks, including deepfake extortion, voice-cloning scams, fabricated academic results, fake circulars, misinformation-led panic and data breaches.

As classrooms adopt digital tools at a rapid pace, the need for digital safety has become indispensable, underscoring the relevance of initiatives such as eRaksha 2025.

Major Vineet Kumar, Chairperson and Founder, CyberPeace, said, “In an AI-driven world, children are not the weakest link. They can be our strongest line of defence. Through this CyberPeace-NCERT initiative, we’re creating a pool of cyber safety ambassadors who are becoming our first line of responders. Our mission through initiatives such as eRaksha is not to just keep children safe, but to raise a generation that is digitally confident, ethically grounded and capable of defending their communities.”

Commenting on the role of schools and families, Rajesh D, Associate Professor, CIET-NCERT, said, “At NCERT, we are making efforts to integrate tech-first education across subjects to make sure curricula aren’t designed in silos; so that a non-Computer Science student is also aware about the latest developments in technology. We’re also educating children about their conduct on social media and the cyberspace. Parents and teachers and the way they communicate with children, play an important role here to sensitise them toward the perils of social media and how to stay safe in cyberspace.”

ERaksha 2025 features five competition tracks designed to encourage students, educators and institutions to approach AI safety through creativity, critical thinking and innovation. The tracks centre on visual storytelling, written expression, tech-based problem-solving, school-led safety initiatives and AI-powered video content. The competition is open to students, educators, educational institutions and caregivers.

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The Indian Express, 18 November 2025, Page No- 12

Is AI from Class III a leap forward or one too soon?

R RAMANUJAM

THE MINISTRY of Education has announced that an Artificial Intelligence (AI) curriculum will be introduced from Class III onwards in the 2026-27 academic session to prepare India's future workforce for a "technology-driven economy". In July, the government launched the SOAR initiative (Skilling for AI Readiness) through which nearly 18,000 CBSE-affiliated schools are already offering AI from Class VI onwards, with 15-hour modules for Classes VI to VIII, and 150-hour elective courses for Classes IX to XII. The CBSE has submitted a draft curriculum for review to the NCERT for "AI integration" across grades. This is in contrast with AI in higher education: A handful of universities introduced mandatory AI courses for science and engineering students this year.

One must ask: Why this rush for AI in schools? It is true that AI is set to make a great impact on our lives, and that the country seeks to "play a leading role in AI technologies and shape global AI standards". But is teaching AI to primary- and middle-school children necessary or sufficient for building such capability?

According to the government, SOAR helps to "bridge the digital divide" and creates opportunities for children "from rural areas or communities with limited resources". In a country where an overwhelming majority of children and teachers have never used any digital tools in education, it seems at best ironic and at worst callous to talk of using AI as a means of bridging the divide.

Often, the phrase "AI in schools" hides considerable confusion. Some mean a vaguely defined form of AI literacy. Some want increased use of AI tools in classrooms. Others mean the use of AI to enhance teacher "productivity" (for example, to prepare class presentations). Developers speak of personalised learning and assessment. Governments talk of using AI to track every child's academic progress. In such a situation, it is imperative that we separate informed use of AI tools from teaching AI to children.

In the present curriculum, middle school introduces three AI domains: Computer vision, Natural Language Processing, and statistical data. Class VII highlights the "innovative role of AI in fostering sustainability and societal development, highlighting key concepts like Sustainable Development Goals, systems thinking, and system maps". In Class VIII, children learn the "AI Project Cycle" and AI ethics. Class IX discusses mathematics for AI and generative AI, Class X supervised, unsupervised and reinforcement learning models, clustering and neural networks.

It is hard to understand how children would relate all this to the mathematics and science they are learning. How does a 12-year-old make sense of "fostering sustainability and societal development" or the use of system maps? These are notions that require considerable maturity. Consider this question from the Class VII AI handbook: Which SDG focuses on 'gender equality and empowering all women and girls'? (a) SDG-3 (b) SDG-5 (c) SDG-8 (d) SDG-10. If learning about AI is to help children develop a critical outlook on its use, exercises of this kind nullify that hope. Given how little success we have had so far on critical thinking in our science education, such expectations seem unrealistic.

If learning about AI is to help children develop a critical outlook on its use, exercises of this kind nullify that hope. Given how little success we have had so far on critical thinking in our science education, such expectations seem unrealistic

The question of teaching AI in schools is not to be posed as one with a yes or no answer. It is about examining the educational purpose, the pedagogic means and assessment modes for doing so, and developing teacher capacity and resources for achieving the intended purpose. In the case of children in primary or middle schools, the psychology of children's learning is also critical. AI is both seductive and addictive. We need to be responsible while placing it in the hands of small children. We must keep asking ourselves: Are we being wise?

The writer is professor, Azim Premji University, Bengaluru

MP 52nd Children's Science Exhibition-2025: Innovative Models By Young, Ignited Minds Address Practical Issues

National Council of Educational Research and Training (NCERT) has organised the exhibition in association with state school education department. About 900 students and teachers have showcased 240 science models and innovative projects addressing societal challenges. Free Press spoke to some of the students about their models.

Staff Reporter | **Updated:** Wednesday, November 19, 2025, 09:43 PM IST

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Bhopal (Madhya Pradesh): Students from 230 schools in 31 states and UTs have put up stalls focused on food, health and hygiene, transportation and communication, natural farming, disaster management, mathematical modelling, computational thinking, waste management, and resource management at the 52nd Children's Science Exhibition-2025 at Regional Institute of Education (RIE).

National Council of Educational Research and Training (NCERT) has organised the exhibition in association with state school education department. About 900 students and teachers have showcased 240 science models and innovative projects addressing societal challenges. Free Press spoke to some of the students about their models.

Model: Safety boat - Titanic 2.0

Lalita Khilla from Government High School, Malkangiri, Odisha said there were many catchment areas of rivers where a boat tilts to a heavy side affecting human lives.

The proposed model is about controlling such an imbalance during need. There is an alarm system in the boat to alert when a certain number of people exceed the boat so that proper weight in the boat is maintained for safe evacuation. The air-filled sacks help to maintain balance.

Read Also

MP News: MPBSE Rolls Out One-Liners, Mind Mapping Notes To Boost Class 10, 12 Results

Model: Farmers protection stick with multipurpose safety tools

Prepared by Mohammad Abdul Aziz Mohteshim and Syed Naimatullah Sufiyan Khundmiry from All Saints High School, Hyderabad, the exhibit demonstrates a farmers' smart stick, a multifunctional tool designed for agricultural purposes. It features a soil testing meter to measure moisture, pH, and light intensity, a solar-powered torch for low-light conditions, and a vibration alert with buzzer for reptile detection. It also includes medication reminders and tools for safe electrical repairs, making it a compact, smart, and farmer-friendly device.

Model: Digital tools to solve tomorrow's problem

Kajal from Government Girls Inter College from Ghaziabad said the exhibit foresees unsafe conditions and preventing accidents. Developed with a focus on public safety and citizen welfare, the model integrates various innovative ideas to enhance road safety without causing any harm to nature, animals, or individuals.

The various innovative ideas to enhance road safety without model features a digital system installed in vehicles that connects multiple safety components such as alcohol sensors and buzzers to prevent driving under the influence It also addresses critical issues like driver drowsiness, collisions on mountain highways, and timely response during ambulance emergencies or roadway injuries.

Model: Application of trigonometry

B Keerthi Sri from Dr B.R. Ambedkar Gurukulam, Sarvepalli from Andhra Pradesh said the exhibit prepared under guidance of teacher CH Kamakshamma demonstrates the application of trigonometry in practical situations involving heights and distances.

This model explains how the concepts of angle of elevation and angle of depression are used to determine the height of inaccessible objects such as buildings, trees, towers, and temples. The required angles are measured using a clinometer, and by applying basic trigonometric ratios-sine, cosine, and tangent along with measured ground distances, the project provides a systematic, simple, and reliable method to calculate unknown heights without direct measurement.

Hindustan Times

Gurugram launches NEP training for 200 govt school principals

By Mihika Shah

Published on: Nov 18, 2025 03:26 am IST

DIET begins phased training for senior secondary principals with modules on NEP 2020, design thinking, life skills and the National Curriculum Framework.

AI Quick Read

A district-level training programme under the National Education Policy (NEP) 2020 has been launched in Gurugram to strengthen school leadership and improve implementation of NEP-driven reforms. The initiative is being conducted by the District Institute of Education and Training (DIET) and focuses on capacity building for government school principals.

DIET leads district-wide capacity building, focusing on strategic NEP implementation, competency-based education and school leadership development. (HT)

The training is being held in two phases. The first phase, from November 17 to 19, covers principals from the Gurugram cluster. The second phase, scheduled from November 20 to 22, will train principals from Farrukhnagar, Sohna and Pataudi.

DIET officials said the initiative is structured in multiple phases, and the current phase is dedicated exclusively to senior secondary government school headmasters across the district. “Training for principals of government primary schools will take place later,” said Sona Yadav, senior DIET lecturer. DIET officials added that almost 200 principals will attend Phase 1 of the programme.

c planning for the effective implementation of the NEP. It will help principals understand their roles and responsibilities in carrying out the policy on the ground," she said.

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The three-day training includes modules on NEP fundamentals, design thinking as a pedagogical approach, life skills and the role of school heads, learning beyond textbooks and competency-based education. "The programme also includes sessions on the National Curriculum Framework 2023 and the roles of teachers and principals in implementing the NEP," Dahiya added.

DIET officials said Day 2 and Day 3 will begin with feedback sessions to identify and address gaps among participants. "The principals will receive sessions conducted by DIET lecturers throughout all three days," Yadav said. "The training has been designed to address key issues that empower school leadership and promote skill-based education. It will serve as an important step for school leaders in Gurugram district towards the successful implementation of NEP 2020," she said.

Delhi Govt revamps mid-day meal menu

The Pioneer, 19 November 2025, Page No- 2

PIONEER NEWS SERVICE
New Delhi

Seeking to make school meals more nutritious, the Delhi Government has revamped its mid-day meal menu for the current academic year, introducing millet-based dishes.

According to the Directorate of Education (DoE), the revised menu will run on a six-day rotation and feature ragi and wheat flour *halwa* with masala *chana*, seasonal millet-based *daliya*, and so on. The DoE has flagged food safety concerns in earlier incidents in which lizards, insects, fungus, or small animals were found in meals supplied by some NGOs.

Calling the mid-day meal scheme a sensitive matter involving children's health, the department said it reserves the right to terminate any agreement immediately if contamination is reported by school heads.

The Directorate has underlined that supplying organisations or NGOs must adhere strictly to the prescribed calorie, protein, and micronutrient norms and cannot alter the approved dishes.

The inclusion of millet-rich items is part of a broader effort to enhance the nutritional profile of meals provided under the scheme. These dishes, officials said, will be served alongside the regular wheat and rice-based preparations to maintain a balanced and varied weekly menu. According to the DoE, meals in previous years largely consisted of atta or besan poori with aloo curry or mixed vegetables, poori with chholley, vegetable paushtik daliya, and rice served with chholley, sambar or kadhi.

NGOs also occasionally distributed seasonal fruits, kheer or biscuits. Against this backdrop, the introduction of millet-based dishes marks a significant addition to the menu, the officials added.

The Hindu, 19 November 2025, Page No- 12

Over 100 Indian universities make it to QS sustainability rankings

Abhinay Lakshman
NEW DELHI

The London-based QS Quacquarelli Symonds on Tuesday released its QS World University Rankings for Sustainability 2026, showing that India, with 103 universities, had the fourth-highest number of institutions in the list, behind the United States, China, and the United Kingdom.

The QS sustainability rankings, established in 2023, assess institutions across environmental and social sustainability categories such as environmental impact, social impact, and governance. These include indicators covering environmental research, sustainability, and education, along with equality, employability, knowledge exchange, and health and wellbeing.

Report card

India, with 103 universities, has the fourth-highest number of institutions on the list, behind the U.S., China, and the U.K.

- **Total Institutions Ranked:** ~2,000 from 100+ locations
- **Top university globally:** Lund University (Sweden)

TOP PERFORMERS IN INDIA

- **IIT Delhi:** 93rd in Employability & Outcomes
- **IIT Kharagpur:** 96th in Employability & Outcomes
- **Delhi University:** 94th in Knowledge Exchange

The rankings released on Tuesday showed institutions from the U.K., Canada, Sweden, and the U.S. dominating the top 15, with Lund University in Sweden taking the top position. This year's edition features close to 2,000 institutions from over 100 locations worldwide.

Of the 103 Indian universities featured, the Indian Institute of Technology, Delhi was the best performing, placed at 205. Overall, QS noted that India had 12 universities in the top 500, matching the number for countries such as China and the Netherlands.

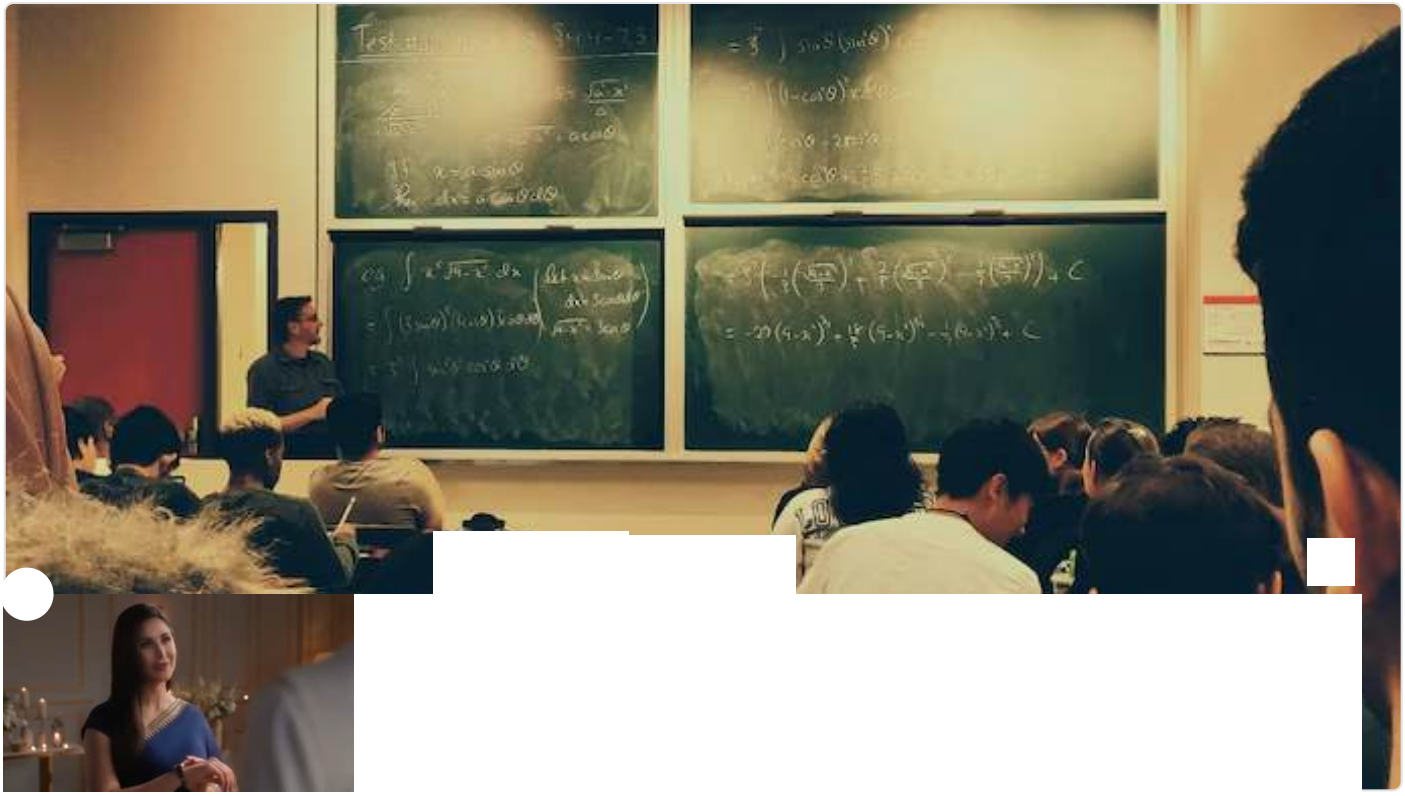
While this is IIT, Delhi's highest position in the sustainability rankings since their inception, it is lower in relative terms compared to its performance last year, when around 1,700 institutions were ranked. Among the top 15 Indian universities in this year's sustainability rankings, nine saw their positions drop from the previous year's. These included Jadavpur University, IIT, Kanpur, IIT, Madras, the Indian Institute of Science, and others.

Across the 103 Indian institutions ranked, 30 saw their positions decline, 32 improved, and 15 remained unchanged. At the indicator level, IIT, Delhi (93rd) and IIT, Kharagpur (96th) made it to the top 100 globally for Employability and Outcomes. The University of Delhi entered the top 100 for Knowledge Exchange, at 94.

In a statement, Jessica Turner, CEO of QS, said "Overall, Indian universities excel in knowledge exchange and environmental sustainability."

NEP and the 86-million question: Can India hit 50% gross enrollment by 2035?

A large number of Indians today are still unable to access higher education and remain outside our institutions. The latest reports suggest that to meet the NEP 2020 target, India must reach a 50% enrolment rate by 2035, which means adding nearly 86 million new students. This is a steep climb. Many challenges already exist, and addressing them will require a major shift in how the system works.



A new report from the Confederation of Indian Industry and Grant Thornton Bharat has noted that such expansion will put a test on capacity, infrastructure, and quality of the existing system.

Rishabh Chauhan
New Delhi, UPDATED: Nov 19, 2025 14:13 IST

BETA

Riya topped her Class 12 board exams in a government school outside Darbhanga, but the celebration barely lasted a week. The nearest college is three hours away — one side — and her parents refuse to let an 18-year-old girl make that journey every day. They're urging her to take up part-time work at the village tailor's shop instead, and casually mentioning that "it's time to start thinking about marriage." It's a future she has dreaded since Class 9, and one that no amount of academic merit can override.

Riya may be fictional, but the whole crisis she represents is painfully real. India's Gross Enrolment Ratio in higher education is stuck at 28.3%, far below China's 60%+ and well behind several developing countries.

In many rural districts, the gap is even starker: girls who finish school simply vanish from the education system because the nearest college is too far, too unsafe, too expensive — or too socially "inconvenient."

For boys, the story isn't any less brutal. Thousands of high-potential students in rural and tribal belts are pushed into farm labour, family shops, daily-wage work, or whatever trade keeps the household afloat — all because there isn't a single quality college within reachable distance.

Even when a campus exists, the courses are outdated, faculty shortages are chronic, and placement opportunities are non-existent.

Despite these realities, NEP 2020 has set an ambitious target of achieving a 50% Gross Enrolment Ratio (GER) by 2035.

Today, the GER stands at just 28.3%, meaning only 28% of young people are currently able to attend or enrol in college. There is a wide gap between those who can go to college and those who actually do.

As per the All India Survey on Higher Education (AISHE) 2021–22, total enrolment in higher education rose to nearly 4.33 crore in FY22, up from 4.14 crore in FY21 and 3.42 crore in FY15—an overall increase of 26.5% since FY15, according to the Economic Survey 2023–24.

For India to achieve the NEP target, it would need to enroll as many as 86.11 million learners in the next decade, a number that would necessitate an overall growth of almost 85 percent.

A new report from the Confederation of Indian Industry and Grant Thornton Bharat has noted that such expansion will put a test on capacity, infrastructure, and quality of the existing system.

We often talk about upskilling and preparing a future-ready workforce, but if the situation on the ground remains unchanged, how can this be achieved? Several contributing factors — poor infrastructure, the absence of colleges within reachable distance, and financial constraints — continue to push down higher education enrolment numbers.

Adding to this is a new trend: the rise of upskilling in urban areas. With the surge of skill-based courses and online learning programmes available through AI and digital platforms, many young people ask why they should even attend college when they can learn from home.

STRUCTURAL GAPS THAT LIMIT INDIA'S DEGREE-DRIVEN MODEL

India has long struggled with low enrolment in higher education, and the rise of upskilling trends is adding another layer to this challenge. At the same time, universities are dealing with major structural issues.

In many regions, there are no colleges at all. In places where institutions do exist, faculty shortages are common. The uneven spread of colleges and universities across districts makes access even harder.

There is also a shortage of government-backed institutions in several areas.

These public institutions are often the most dependable and affordable routes into higher education for large sections of the population.

These challenges become even more severe when affordability drops to very low levels — or disappears altogether.

As per data from the All India Survey on Higher Education (AISHE) 2021-22, there were1,168 universities, 45,473 colleges operating across India in 2020–21.

Of these, more than 70% are privately owned, while the remaining institutions are government-backed.

The survey also noted that India currently has 26.52 crore students in school, 4.33 crore in higher education and more than 11 crore learners in skilling institutions.

As per the survey, much of the recent rise in enrolment has come from students belonging to the SC and ST categories, showing a glaring shift in access among historically underrepresented groups.

The data from the Education Ministry suggests states like Tamil Nadu, Kerala and Telangana are leading the country in Gross Enrolment Ratio (GER), which remain far above average at 47, 41.3 and 40.2%, showing a strong commitment and a focused approach to improving access to higher education.

Despite having the highest number of colleges, Uttar Pradesh continues to record a below-average at below 28. With its large population, this gap highlights the is uneven access that experts h en warning about.

Haryana also lags behind, along with West Bengal and Gujarat, according to data from the Ministry of Education.

Many state universities operate with limited budgets. Research output is uneven. Infrastructure in several regions is not strong enough to support mass expansion.

Pushing enrolment without fixing quality may only increase the number of degree holders without improving capability.

The Centre has sanctioned Rs 50,077.95 crore to the Department of Higher Education under the Education Ministry for 2025–26.

The amount does not match the ground realities. It falls short of the challenges facing higher education. Funding for research and development is also quite limited.

Just Rs 327 crore has been allocated for Research and Innovation.

THE SKILLS GAP BEHIND THE DEGREE BOOM

When budgets fall short, the pressure to chase degrees grows, often more than the need to learn. Outdated courses make it clear that earning a degree alone is not enough. What students learn — and whether it matches industry needs — matters just as much.

Surveys such as the India Skills Report show that less than half of India's graduates are employable for industry jobs. This raises serious questions about the effectiveness of a degree-focused system.

T ate cuts the NEP's 50% GER t nder sharper scrutiny. Should p re students into universities w any graduates struggle with b

employability? And is the target realistic at a time when AI, automation and digital tools are redefining work?

The larger reality is clear: India will need nearly 30 crore skilled workers by 2030, according to NSDC estimates. The system must therefore build skills and capability, not just push enrolment numbers.

Many global companies today, including those led by figures such as Elon Musk, say that degrees matter far less than demonstrable skills.

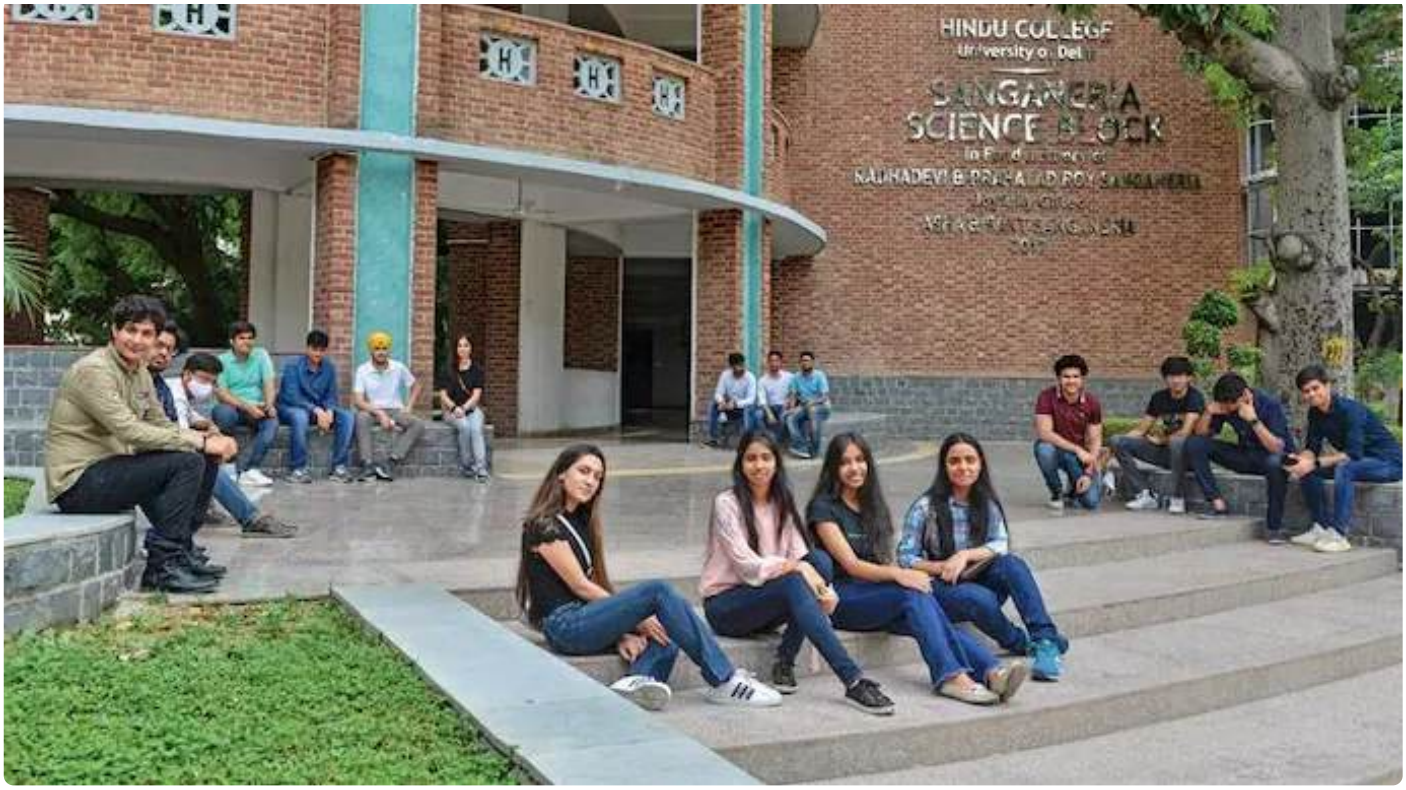
New-age sectors such as AI, cybersecurity, electric mobility, green energy and logistics will require workers who can adapt quickly and apply practical skills from the first day.

Digital universities, hybrid classrooms, virtual labs and credit-based online programmes, along with modular degrees, would become critical enablers for scale.

These new learning models leverage technology to teach a larger number of students without requiring equivalent physical expansion.

Already, universities are experimenting with micro-credentials or short-term online courses and skill-based certificates.

Many learners now prefer focused programmes in data skills, cloud computing, digital marketing, health care, and logistics. Such programmes are gaining traction because they offer flexibility, lower costs and industry relevance. .



India Today photo

According to Dr Tanya Singh, Dean Academics at Noida International University, the NEP target should be seen as an opportunity to redesign higher education.

"To meet the ambitious NEP 2020 target of 50% GER and accommodate over 86 million students by 2035, the higher education ecosystem will require a multi-pronged, scalable approach to reform the system, enhance capacity, and expand flexible, technology-enabled learning environments beyond simply establishing more campuses," says Singh.

"This will entail significant investment in digital infrastructure, as well as hybrid or modular learning and interdisciplinary frameworks, which enable flexible learning and more efficient use of existing capacity without the need for additional physical classrooms," she adds.

The system needs to shift from content-heavy teaching to outcome-based learning. Research capacity needs strengthening. Teacher training must be continuous. Industry should be involved in curriculum design so that graduates match market needs.

Short-term courses offer job-ready training and reflect a global shift toward le g. They show that not every le quires a full-time degree.

Thus, increasing GER may not be the only way to build a capable workforce.

India needs to balance both paths: traditional education for those who require deeper academic training and flexible, skill-based learning for those who want faster entry into the workforce.

The big question is whether India can actually reach a 50 percent GER by 2035. It depends on whether the country builds on old models or new.

But if the system adopts hybrid learning, digital universities, modular pathways and strong public–private partnerships, the target becomes decidedly more achievable.

Every year, millions of potential graduates in India disappear from the pipeline before they can even apply, not because they lack ability, but because the higher education system isn't built for them.

India's demographic dividend will not last forever. We need to capitalise on it while it does.

- Ends

Published By: Rishab Chauhan

Published On: Nov 18, 2025

The Pioneer, 20 November 2025, Page No - 3

Govt to hire interns for 3-month audit of over 1,000 schools

PIONEER NEWS SERVICE
■ New Delhi

The Delhi Government is planning to hire interns for a three-month infrastructure audit of its over 1,000 schools, a move aimed at giving undergraduate engineering students and class 12 graduates hands-on field experience.

Under the initiative, interns will undertake extensive fieldwork across the city's Government schools, where they will gain "direct exposure to surveying buildings, documenting infrastructure, assisting engineers, and working with digital assessment tools", the official said, adding that they will receive a stipend of around ₹15,000.

As per the official, the idea is to familiarise young students with real-world technical processes while simultaneously strengthening the Government's data systems for school infrastructure.

He said the citywide audit will involve an assessment using tools — ranging from drone surveys and 360-degree imaging to on-site inspections and AI-based digital analysis.

The aim is to map and upgrade the infrastructure and safety of 1,086 schools operating from 799 building premises, he added.

The interns will help create digital profiles of each school, documenting existing infrastructure, facilities and their physical condition. These profiles will also integrate information related to structural stability and safety, enabling the Government to identify gaps, prioritise repairs, and plan long-term improvements through a data-backed approach, the official said.

"Their work will include conducting drone-based and high-resolution surveys, generating 360-degree room documentation, and uploading data in real time through a dedicated web-based application," he said.

This platform will automatically generate analytical reports and flag deficiencies against benchmarks set by agencies such as the Central Board of Secondary Education and the National Disaster Management Authority, he said.

"The idea is to consolidate all information about Government school infrastructure in one place to improve planning, maintenance, and safety standards," the official said.

The dedicated application will feature GPS tagging, role-based access control, data validation and customised reporting.

Innovation should become a culture in school education, says Samagra Shiksha official

Published – November 20, 2025 11:29 pm IST – VIJAYAWADA

THE HINDU BUREAU

Additional State Project Director, Samagra Shiksha, M.R. Prasanna Kumar on Thursday said academic knowledge alone cannot shape a complete personality. “Students must be equipped with the ability to think critically, solve problems and innovate,” he said while speaking at the inaugural of a two-day ‘Innovation, Design and Entrepreneurship’ training workshop at Siddhartha Deemed to be University in Vijayawada.

Mr. Prasanna Kumar said innovation, design and entrepreneurship should be integrated into the curriculum from Class 6 onwards and emphasised that innovation should become a culture across all schools and universities.

He highlighted the need to teach students to be thinkers, designers and entrepreneurs who meaningfully contribute to the nation's growth. He said every school and every classroom should nurture discussions on innovation and provide opportunities to students to showcase their ideas at science fairs and other such events. He said if this was encouraged, India, which was currently the fourth largest economy, could reach the first position by 2027.

Assistant Innovative Director, Innovation Cell, AICTE (Ministry of Education), Elangovan Kariappan lauded Andhra Pradesh for establishing School Innovation Councils in 50% of the State's schools. He recalled that last year, three student projects from the State were showcased at the national level. Dr. Kariappan announced that participants of this programme would be designated as District Innovation Ambassadors, who will play an active role in transforming districts into innovation hubs and schools into innovation labs.

The training workshop is being organised with the joint support of the Department of School Education and Literacy, Ministry of Education, Government of India, All India Council for Technical Education (AICTE), Samagra Shiksha, PM SHRI, National Council of Educational Research and Training (NCERT), School Innovation Council and Wadhwani Foundation.

Head, IT department, and vice-president (Research Technology and Development), Siddhartha Deemed University M. Sunita, president (Higher Education) and vice-chancellor A.V. Ratna Prasad, representative of Wadhwani Foundation and others were present.

Published – November 20, 2025 11:29 pm IST

Hindustan Times

CBSE doesn't expect more than 40% Class 10 students to appear for 2nd optional exam

By HT Correspondent

Published on: Nov 20, 2025 07:01 pm IST

CBSE chairperson Rahul Singh said the board would not allow students to split their attempts across the two cycles to preserve the seriousness of the first exam

NEW DELHI: The Central Board of Secondary Education (CBSE) does not expect more than 40% of Class 10 students who appear in the first mandatory exam in mid-February to sit for the optional second examinations in May, board chairperson Rahul Singh said on Thursday.

CBSE chairperson Rahul Singh said students who are absent in three or more subjects in the first set of exams in Feb would not be allowed to sit for the second round of examination in May (File Photo/Facebook/cbseindia29)

CBSE will not allow students to split their attempts across the two cycles to preserve the seriousness of the first exam, he said.

A student who is absent in three or more subjects in the first exam beginning from February 17 will not be allowed to sit for the second examination to improve their marks, Singh said, addressing a webinar on the CBSE two-board exam scheme.

CBSE will start conducting the Class 10 board exams biannually from the 2026 cycle, with the first mandatory exam in mid-February and an optional second exam in May for students aiming to improve their marks in three subjects out of four – science, mathematics, social science, and languages.

This change is in line with the recommendations of the National Education Policy (NEP) 2020, which stressed reducing the 'high-stakes' nature of board exams.

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About 2.6 million Class 10 students are expected to appear for the board exams beginning in February 2026.

Singh said the second examination was expected to have a lower evaluation load on teachers than the first.

"In the first board exam in Class 10, the total number of answer books which are evaluated by the board comes to around 1.5 crore... a bit more than that. We do not expect the evaluation load for the second board exam to be more than 20 to 30 lakh. So, we also hope that we will be able to complete evaluations quickly and be able to deliver the results for the second board exams in time. Our deadline is June 30... to close the entire cycle so that schools get on with the task of new admissions and teaching," he said.

CBSE had previously indicated that the second round of exams would be held from May 15 to June 1, with results announced by July 15, 2026. According to the schedule announced on October 30, the main board exams will run from February 17 to March 10 for Class 10 and from February 17 to April 9 for Class 12.

The Indian Express, 21 November 2025, Page No - 4, 6

'Half the job is done if a student can express'

Ankita Upadhyay
New Delhi, November 20

AMID FRESH concerns over mental health of school students, Dr Rajesh Sagar, Professor, Psychiatry, AIIMS Delhi, says teachers should be careful while speaking with the students and give them respect. Dr Sagar, who specialises in child and adolescent psychiatry, says there has been a positive change over the years. However, teachers and school staff should be mindful and ensure there is no discrimination and stigmatisation.

What signs should schools look for to know if a student is struggling?

Schools should look for change in behaviour of students — like a student who was outspoken has now gone into isolation. The school should make an effort to talk to the student and maybe with the family. A decline in academic performance or emotional symptoms like anger, irritability can be indicators for any such behavioral symptoms.

How can schools reduce stress for students?

By simply interacting with them. The teachers can interact with all the students, engage them in extracurricular activities — not paying so much attention to the academics but their strengths because each child is unique. I think sometimes a school plays a very, very important role. A teacher can be a good observant. Why I'm saying this is because sometimes a parent can be emotional, but the teacher is one person who is neutral.

What should teachers do if they notice a student is acting differently?

The most important thing, what we always believe, is interacting with them, giving them the environment to discuss and vent. We believe as experts, if a person, a student, or a young person is able to express themselves, then more than half the job is done.

What basic mental health support should every school have?

EXPRESS interview

DR RAJESH SAGAR
PROFESSOR, PSYCHIATRY, AIIMS DELHI

Schools should have a good peer support system, and good mental health literacy. It should not be just about an immediate response to a particular incident or situation. It has to be a continuous process not to stigmatise and be supportive. Sometimes, students are very sensitive about the kind of words we use. Sometimes senior students bully their juniors. Even teachers sometimes make remarks in anger. We have to be careful about our choice of words. Schools should know about students and their support system at school, how their friends are, have a good crisis management plan as well and if there is an issue, there should be a plan.

After a tragedy like this, how should the school talk to students and parents

They should seek professional help and call mental health experts, ensure a positive environment and safe space so that students can open up. Sometimes, students can't confide their concerns as the family members and parents are too busy. The school can play a major role in giving an environment where they can discuss their issues and problems. Parent-teacher meetings are very important for teachers to bring up these concerns. Sometimes in my OPD, I ask for the marksheets. Not for the numbers, but the remarks that teachers have given. Because that's something which we don't pay attention to.

In the incident that happened, the father has alleged that the teachers were mocking his son. What do teachers need to be careful about when they interact with students?

We have to be very careful about the words we are using because, I believe, 90% of students may not mind ... but there would be few who would be very sensitive. Teachers should speak with students in a dignified way.

Should there be a counsellor in schools?

Yes, that is what we have been saying for many years now that the school should have a counsellor where a student can discuss their problems and interact with them and express their, you know, distress at times. Some schools have been very positive about this but not all of them have a counsellor. The counsellor should be trained to identify the problems, and manage it at the school level. In fact, we have published some literature also that if we train teachers, they can identify the problems of the students. It is also important that there should be a channel mechanism. If they identify, then they can refer also.

AI by the book

GEARING UP for the CBSE's new AI curriculum, the NCERT has formed a textbook development team this week to come up with a separate textbook on foundations and methods of artificial intelligence for classes 11 and 12. The team includes faculty members from three IITs and the IISc, Bengaluru. According to officials, this is the first time the NCERT will develop a full-fledged textbook—expected to be out next year—for AI.

School Education 1 Min Read

IRF India chapter in pact with Education Ministry to launch National Road Safety Mission for Schools

Launching the NRSM, Anu Jain, director in the Ministry of Education, said road safety has emerged as one of the most critical public concerns in India, particularly with the growing number of accidents involving children near schools and educational zones.

PTI
Published On Nov 21, 2025 at 10:36 PM IST

Around 12,000 children die near school zones annually in the country

New Delhi, The India chapter of the International Road Federation (IRF) on Friday said it has launched a National Road Safety Mission for Schools (NRSM) in partnership with the Union Education Ministry.

Around 12,000 children die near school zones annually in the country.

"Ensuring safe mobility for students and fostering a culture of responsible road use among young citizens has become an urgent national priority. In this context, a dedicated mission focusing on schools will play a vital role in shaping safer road behavior and promoting community-driven safety initiatives," Jain said.

She said the National Road Safety Mission for Schools initiative will help cultivate a culture of road safety from an early age and make school zones safer.

IRF president emeritus K K Kapil said some of the activities being put in place under the initiative launched in league with Academia Axis Edutech, a non-government body, will include advocating for the inclusion of a uniform road safety curriculum in school curricula.

India chapter president of IRF, Akhilesh Srivastava, advocated for promoting road safety awareness among children through creative

Delhi: Headmistress among four St Columba's School staffers suspended in student suicide case

Punjab: Batch of 72 teachers heads to Finland for training

Education with purpose: How JVK balances tradition, innovation, and student well-being

Published On Nov 21, 2025 at 10:36 PM IST

See more on: National Road Safety Mission for Schools, road safety awareness, International Road Federation, Union Education Ministry, safe mobility for students

Comments

What are your thoughts?

School Education 1 Min Read

ICAI seeks approval to introduce commerce subject from Class 5-10 in Maharashtra schools

The Institute of Chartered Accountants of India has proposed introducing commerce as a subject for students in standards V to X across Maharashtra. This move aims to establish a

The initiative aims to build a financial foundation for students before they select their streams after Std X

Pune: The Institute of Chartered Accountants of India (ICAI) has submitted a proposal to the state education department to introduce commerce as a subject in schools for students in std V to X.

The initiative aims to build a financial foundation for students before they select their streams after Std X.

Officials of Maharashtra State Council of Educational Research and Training (MSCERT) said the proposal would be reviewed before a final decision is made. An official said, "The organisation will have to submit curriculum to the department, and it will be studied before we take a decision on its implementation." Ketan Saiya, chairman, Western India Regional Council (WIRC) of ICAI, claimed that the proposal has received positive response from the school education department.

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School Education 4 Min Read

Jaipur school suicide: CBSE report says student sought teacher's help 5 times in her last moments

The Central Board of Secondary Education (CBSE) issued a show-cause notice to the Neerja Modi School in Jaipur after it received a report from an enquiry panel formed by it to probe the death of the 9-year-old girl who died after jumping off the school building earlier this month.

PTI
Published On Nov 21, 2025 at 10:32 PM IST

New Delhi, A Class 4 student at a Jaipur school, who died by suicide weeks ago, was bullied in her classroom for over 18 months until the day of her death, including classmates using "bad words" and the school failing to maintain a

an enquiry panel formed by it to probe the death of the 9-year-old girl who died after jumping off the school building earlier this month.

ACP Mansarover Aditya Kakade said that an investigation in the case is underway. "The case is being investigated. No arrest has been made so far," he said.

The enquiry committee pointed out several lapses on the part of the school, noting the relentless bullying faced by the girl, and mentioned that her parents had first raised the issue with teachers in July 2024. The panel observed that the class teacher failed to act on the child's distress, even when the girl approached the teacher five times in the final 45 minutes of her life.

"As per the statements of the parents given to the committee, it is clear that the school did not take [illegible] and proactive action on the repeated complaints of bullying and teasing by the classmates. The class teacher and the school management were very well aware of the

unheard, and accused the school of not taking any action or having any compliance and provisions for a grievance redressal mechanism in such circumstances.

Citing the enquiry committee report, the board said, "... it seems something unusual happened in class and she is looking extremely disturbed. A few hot discussions among students are also observed, and it may be related to the use of bad words and some derogatory comments, as per parents' observation and video footage".

The class teacher, in her written statement, admitted that the deceased student informed her about her classmate using "bad words" for her, but the other student denied the allegations. However, other children had complained to the teacher earlier about the constant usage of "bad words" in the classroom between students, the show-cause read.

The board also noted that the school's committee and policy mechanism were entirely "non-responsive".

In September 2025, the father witnessed a boy bullying the girl during a PTM and complained to the class teacher, who allegedly advised that the child "should adjust," the report says.

"The school failed to maintain a healthy atmosphere and lacked specific measures to tackle bullying," the report states, adding that these were clear violations of CBSE guidelines, Supreme Court directives and NCPCR safety norms.

The Class 4 girl took her own life by jumping from the fourth floor of the school on November 1. Considering the seriousness of the incident, a two-member committee of CBSE visited the school the next day. The committee also spoke to the girl's parents.

According to the committee, the events of the day show a disturbing pattern of harassment and neglect. The girl attended school in a cheerful mood. However, after 11 am, she became visibly disturbed following interactions with classmates involving a digital slate on which some boys wrote or displayed something that embarrassed and troubled her.

CCTV footage examined by the committee shows the girl repeatedly asking the boys to stop and erase the content. The footage also shows her approaching the class teacher five times in the final 45 minutes, seeking help, the report mentions.

The report pulled up the t to act on the child's distress, "even when she approached her five times in the final 45 minutes of her life. The teacher's admitted negligence and reported aggressive response ("shouting") directly contravenes the requirement for staff to ensure a

The stairway from which the child fell had railings described as "easily scalable and unprotected," and the building allegedly had more floors than permissible under school safety guidelines, the report noted.

The report also highlighted violations of CBSE bye-laws requiring 15 days of CCTV audio-visual storage, non-compliance with child protection guidelines and the school's failure to provide psychological support despite visible signs of distress..

Published On Nov 21, 2025 at 10:32 PM IST

See more on: Jaipur school suicide, child suicide prevention, CBSE report bullying, classroom bullying case, Neerja Modi School

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How is the National Education Policy 2020 taking India toward inclusive learning?

India's education system has made inclusion a key priority under NEP 2020, aiming to ensure that learners with diverse needs receive equal opportunities. Five years on, progress is visible but uneven, prompting a closer look at how far the system has moved from intent to implementation.

Are Indian schools ready to support every learner?

India Today Education Desk
New Delhi, UPDATED: Nov 21, 2025 11:00 IST

India's National Education Policy (NEP) 2020 envisioned a future where every learner, regardless of ability, could study, grow, and thrive in an inclusive classroom.

But five years into its implementation, the question remains: has the vision of inclusion truly transformed Indian classrooms, or does it still remain more of an aspiration on paper?

Across the country, schools are slowly waking up to the need for inclusivity. Some have begun adding ramps, setting up resource rooms, and training teachers to better engage with students who have hearing, visual, or learning disabilities. Yet, the progress remains uneven. While elite institutions in urban centres move toward accessibility, rural and government schools often struggle with basic infrastructure and a lack of trained special educators.

MAIN STREAM VS SPECIAL SCHOOLS: THE NEED FOR FLEXIBILITY

The NEP's framework encourages a flexible, blended model, that allows students with disabilities to choose between mainstream classrooms and specialised institutions, depending on their needs. Educators argue that both have a role to play: while integration promotes social cohesion, special schools ensure focused therapy and personalised attention.

According to the Unified District Information System for Education (UDISE+) 2022–23 report, India has over 22 lakh children with disabilities enrolled in schools, but less than 35% of government schools are equipped with ramps, and only a small fraction have accessible toilets or learning aids.

PERSISTENT GAPS IN TRAINING AND INFRASTRUCTURE

However, challenges persist. Many teachers still lack formal training in inclusive pedagogy. Assistive technology, though available, remains out of reach for most schools. Parents, too, often find themselves navigating systems that are poorly equipped to support their children's educational journeys.

The number of trained special educators remains inadequate, with one teacher often catering to several schools. Experts note that without addressing these ground realities, the goal of inclusive education will remain difficult to achieve, especially in rural and economically weaker regions.

Bridging this gap will require a coordinated effort between policymakers, schools, and NGOs. Stronger teacher training programs, accessible digital tools, and community awareness can help turn the NEP's promise of inclusion into a lived reality.

India's push toward inclusion has undeniably begun the intent is strong, and the conversation is louder than ever. The task ahead lies in ensuring that inclusion is not just a vision written in policy, but a value reflected in every classroom where learning truly becomes a right, not a privilege.

- Ends

Published By: Shruti Bansal

Published On: Nov 20, 2025

READ | Can textbooks alone support children who learn differently?

CBSE restricts second board exam attempt for students missing 3 subjects

The Central Board of Secondary Education has clarified that only eligible Class 10 students will be permitted to sit for the second board exam from 2026. The move follows new rules aimed at maintaining exam integrity and reducing misuse of improvement attempts.

The move follows new rules aimed at maintaining exam integrity and reducing misuse of improvement attempts. (Photo: PTI)

India Today Education Desk
New Delhi, UPDATED: Nov 21, 2025 17:08 IST

The Central Board of Secondary Education (CBSE) has set clear restrictions on who may take the second board examination under the revised two-exam system for Class 10 beginning in 2026.

The board confirmed that students who remain absent in three or more subjects in the first examination will not be allowed to sit for the second attempt, marking a significant tightening of norms.

The announcement was made by CBSE Chairperson Rahul Singh during a webinar on the new two-board exam structure. He said the system was designed to support students who miss or fail their first exam rather than those attempting to bypass the primary assessment.

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According to him, not more than 40 percent of students appearing in the February board exam are expected to take the optional improvement exam in May.

STRICT RULES ON ELIGIBILITY

The board stated that students must take the first examination seriously, as it will remain the main assessment for the academic year


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Anyone skipping three or more subjects in the February attempt will lose the opportunity to appear for the improvement papers. Students will also be barred from splitting their subjects across both exams or attempting to sit only for the second exam without taking the main one.

The scheme allows students to improve their scores in a maximum of three subjects, and only in papers where more than 50 per cent of the total marks are externally assessed.

TWO-EXAM SYSTEM TO REDUCE STRESS

CBSE said the second attempt has been introduced to help students save their academic year if they miss or fail the first exam.

It also offers an opportunity for those who wish to improve their marks under the Essential Repeat or Compartment categories. The first exam will be held on February 17, 2025, and the second in May.

Results of the first exam will be declared in April 2026, and students may use these scores for provisional admission to Class 11 through DigiLocker.

However, merit certificates and final passing documents will be issued only after the second exam. About 2.6 million students are expected to take the first Class 10 board exam.

Students enroled in sports training programmes who are unable to appear for the first exam will be allowed to take the second one.

Millennium Post, 22 November 2025, Page No. 5

School Safety Campaign to cover more than 2,000 schools in Delhi

NDMA-led campaign to begin on November 25

OUR CORRESPONDENT

NEW DELHI: The Delhi government in collaboration with the National Disaster Management Authority (NDMA) will launch a citywide School Safety Campaign on November 25 to strengthen disaster preparedness across schools.

The initiative aims to make schools better equipped to handle critical situations, including earthquakes, fire incidents, extreme heat and crowd-related emergencies, an official said.

According to the official, the campaign is part of the NDMA's "School Contact Programme", initiated after the authority engaged a private agency in October to support implementation.

In a meeting held on November 3, it was decided that the initiative will cover 2,082 schools across the capital by mid-January next year, he added.

The launch event will be held at Springdales School at Pusa Road on November 25, for which invitations have been extended to the Lieutenant Governor and the Chief Minister.

"It will be implemented through a structured two-day module in government and private schools across selected districts, culminating in school disaster management plans, awareness sessions and full-scale mock drills," the officer stated.

Under the programme, the implementing agency will cover around 70 schools a day, over 35 to 40 working days.

Activities will include a disaster awareness module featuring a short film, interactive discussions, preparedness mapping by forming School Disaster Management Committees, evacuation exercise and an earthquake mock drill as per NDMA guidelines, he said.

The official added that schools will also administer a safety pledge and begin the day's programme with the recitation of the "Vande Mataram".

The deputy directors of education in every district have been directed to coordinate with Delhi Disaster Management Authority officials and ensure smooth execution of the campaign, he said.

Schools have been asked to submit activity reports with photographs to their respective zonal offices and compiled reports are to be sent to the education department by January 20, he added.

TAKEAWAYS

- The initiative aims to make schools better equipped to handle critical situations, including earthquakes, fire incidents, extreme heat and crowd-related emergencies
- Campaign is part of the NDMA's 'School Contact Programme', initiated after the authority engaged a private agency in October to support implementation

NCERT removes ‘Great’ from Akbar, Tipu Sultan in history books: RSS

Ambekar also talked about Nalanda University and said that people think that only Ved Puran, Ramayana and Mahabharata were taught there.

Press Trust of India | Posted by Marziya Sharif | Published: 22nd November 2025 12:10 am IST

_RSS leader Sunil Ambekar- X

Nagpur: Rashtriya Swayamsevak Sangh (RSS) leader Sunil Ambekar on Friday said many positive changes have been introduced in history textbooks, and epithet ‘the great’ is no longer used to describe Mughal emperor Akbar or Mysore ruler Tipu Sultan.

Although the National Council of Educational Research and Training (NCERT) has brought these changes, "nobody has been removed" from these textbooks as the new generation should know their cruel deeds.

Ambekar was addressing a gathering at the Orange City Literature festival organised by SGR Knowledge Foundation here.

ALSO READ

RSS can't fix Manipur crisis, claims Congress

"I as vast and rich resources of ancient knowledge, which if we learn and understand can help us a lot in our lives. This rich knowledge can be given to

the world as well, but for that we also need to focus on that knowledge," the Akhil Bharatiya Prachar Pramukh of the RSS said.

"Now, history textbooks are changing and I am very happy that NCERT took a very good initiative and made changes in the books of 11 classes out of the textbooks of 15 classes. The changes in the books of Classes 9, 10 and 12 will be introduced next year," he said.

"I could see that many good changes have been brought in the history books, and more could be done in the future. But now, they (history textbooks) do not have 'Akbar the Great' nor do they have 'Tipu Sultan the Great'. Many changes have been brought, although nobody has been removed from these books as the new generation should know their cruel deeds and should also know because of whom we were victimised and from whom we should be free," he said.

Some people say this should not be said but this cannot happen and it should be told.

Ambekar also talked about Nalanda University and said that people think that only Ved Puran, Ramayana and Mahabharata were taught there.

"P ɔu go through the syllabus of Nalanda University, you will get to kn ʌhat was taught there. It is a very old university," he said.

Along with literature, 76 types of skill-based courses were also taught in Nalanda University, which were taught to all and these skills included farming, urban planning, make-up, secret agent, political governance, mechanisation and several others, Ambekar said.

According to the RSS leader, India is prospering and we should think about what our future society should be like.

People across the world kept compromising on their civilization and culture in the process of development, and surrendered to the markets and new technologies. Although it brought facilities, it came at the cost of personal ar ily life, our values and relations, he added.

Talking about Ram temple in Ayodhya, he said some people think why RSS put all its strength for the construction of this temple.

“I would say it was not just about building the temple…It was built, but we should think about our relation with Lord Ram along with the temple. What is our relationship with the culture of Lord Ram, what is the meaning of the culture of Ram and what relationship does it have with the culture of our country and our future life. It was a campaign to make people understand all this and it was done very nicely and I think now the youth are keeping self respect about the dharma,” he said.

Ambekar praised the country’s youth, saying the new generation is very able and has all the exposure.

They are very patriotic and patriotism is a cool thing for them, he said.

Tags | akbar | RSS | textbook | tipu sultan biopic

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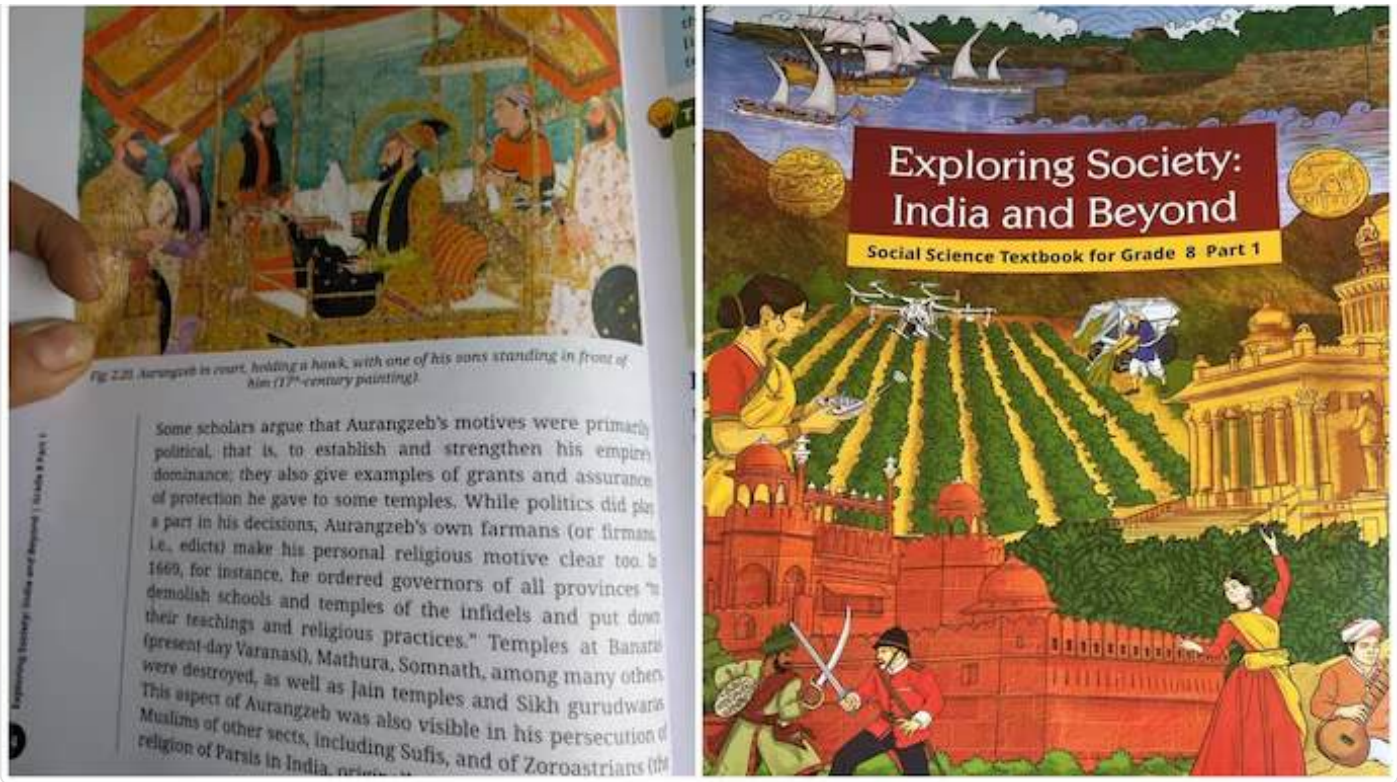
Po · in the Community

Positive changes for history books; Akbar, Tipu no longer called 'great': RSS leader

RSS leader Sunil Ambekar has said that several changes have been made in NCERT history textbooks, including the removal of the epithet "the great" for Akbar and Tipu Sultan. He added that no historical figures have been removed, as students should know their actions and impact.



RSS leader added that no historical figures have been removed, as students should know their actions and impact. (Representational Image)

India Today Education Desk
New Delhi, UPDATED: Nov 22, 2025 10:25 IST

Rashtriya Swayamsevak Sangh (RSS) leader Sunil Ambekar has said that significant changes have been introduced in National Council of Educational Research and Training (NCERT) history textbooks, including the decision to no longer refer to Mughal emperor Akbar or Mysore ruler Tipu Sultan as “the great”.

He said these updates reflect a positive shift in the way history is being presented to students.

Speaking at the Orange City Literature Festival organised by the SGR Knowledge Foundation, Ambekar said that although the terminology has changed, “nobody has been removed” from the books, as the younger generation should be aware of past actions and “cruel deeds”.

TEXTBOOK CHANGES ACROSS MULTIPLE CLASSES

Ambekar, who serves as the Akhil Bharatiya Prachar Pramukh of the RSS, said NCERT has revised textbooks for 11 of the 15 classes, describing the changes as a “very good initiative”.

He added that new editions for Classes 9, 10 and 12 will be introduced next year.

He said he had observed “many good changes” in the rewritten history content and hinted at more changes likely in the future. The revised texts, he said, ensure that descriptions no longer include phrases like “Akbar the Great” or “Tipu Sultan the Great”.

While acknowledging that some people disagree with highlighting certain aspects of history, Ambekar insisted, “this cannot happen, and it should be told," emphasising the importance of understanding historical figures in full context.

INDIA’S ANCIENT KNOWLEDGE AND NALANDA’S LEGACY

The RSS leader also spoke extensively about India’s ancient knowledge systems, saying that learning from them could benefit society today. He said institutions like Nalanda University were far more diverse in their academic offerings than commonly believed.

According to Ambekar, the ancient university offered 76 skill-based courses, ranging from farming and urban planning to make-up, secret agent training, political governance and mechanisation.

He argued that these examples show India’s long-standing strength in education and practical learning.

VIEW ON CULTURE, DEVELOPMENT AND SOCIETY

Ambekar said India is progressing but must remain conscious of what kind of future society it wants to build. He cautioned that many civilisations compromised their culture and values in the pursuit of development, often at the cost of personal and family life.

He also reflected on the Ram temple movement in Ayodhya, saying some people misunderstood its purpose.

“I would say it was not just about building the temple. It was a campaign to make people understand all this,” he said, urging people to reflect on their relationship with Lord Ram and Indian cultural values.

PRAISE FOR YOUTH AND THEIR OUTLOOK

Ambekar praised India's youth, calling them capable, well-exposed and patriotic.

He said that for many young people today, "patriotism is a cool thing", and he expressed confidence in their role in shaping the nation's future.

(With PTI inputs)

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Published By: Princy Shukla

Published On: Nov 22, 2025

The Telegraph online

Friday, 28 November 2025

Akbar and Tipu no longer mentioned as 'great' in NCERT history books: RSS leader

According to the RSS leader, India is prospering and we should think about what our future society should be like

Our Web Desk & PTI | Published 22.11.25, 05:35 PM

Wikipedia

Rashtriya Swayamsevak Sangh (RSS) leader Sunil Ambekar said that history textbooks have undergone "many positive changes," including the removal of th epithet "the great" for Mughal emperor Akbar and Mysore ruler Tipu Sultan.

Speaking at the Orange City Literature Festival in Nagpur, organised by the SGR Knowledge Foundation, Ambekar said the National Council of Educational Research and Training (NCERT) had introduced these revisions but emphasised that "nobody has been removed" from the books because the new generation "should know their cruel deeds."

Ambekar, the Akhil Bharatiya Prachar Pramukh of the RSS, said India's ancient knowledge traditions offer rich resources that can benefit society. "This rich knowledge can be given to the world as well, but for that we also need to focus o that knowledge," he said.

He noted that NCERT has updated textbooks for 11 of 15 classes and that change for Classes 9, 10 and 12 will be implemented next year. "I could see that many good changes have been brought in the history books, and more could be done i the future," he said.

"But now, they do not have 'Akbar the Great' nor do they have 'Tipu Sultan the Great'."

Ambekar added that some object to such revisions, but “this cannot happen and should be told.”

Also Read

Centre wants all school boards to get NCERT equivalence for standardised education

Ambekar also talked about Nalanda University and said that people think that only Ved Puran, Ramayana and Mahabharata were taught there.

"But if you go through the syllabus of Nalanda University, you will get to know what was taught there. It is a very old university," he said.

Along with literature, 76 types of skill-based courses were also taught in Naland University, which were taught to all and these skills included farming, urban planning, make-up, secret agent, political governance, mechanisation and severa others, Ambekar said.

According to the RSS leader, India is prospering and we should think about what our future society should be like.

People across the world kept compromising on their civilisation and culture in tl process of development, and surrendered to the markets and new technologies. Although it brought facilities, it came at the cost of personal and family life, our values and relations, he added.

Talking about Ram temple in Ayodhya, he said some people think why RSS put a its strength for the construction of this temple.

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"I would say it was not just about building the temple...It was built, but we shoul think about our relation with Lord Ram along with the temple. What is our relationship with the culture of Lord Ram, what is the meaning of the culture of Ram and what relationship does it have with the culture of our country and our future life. It was a campaign to make people understand all this and it was done very nicely and I think now the youth are keeping self respect about the dharma, he said.

Ambekar praised the country's youth, saying the new generation is very able and has all the exposure.

They are very patriotic and patriotism is a cool thing for them, he said.

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NCERT drops 'Great' from Akbar, Tipu Sultan in textbooks: RSS leader

Rashtriya Swayamsevak Sangh (RSS) leader Sunil Ambekar stated on Friday that recent revisions to NCERT history textbooks have omitted the term "the great" when referring to Mughal emperor Akbar and Mysore ruler Tipu Sultan

Nagpur: Rashtriya Swayamsevak Sangh (RSS) leader Sunil Ambekar stated on Friday that recent revisions to NCERT history textbooks have omitted the term "the great" when referring to Mughal emperor Akbar and Mysore ruler Tipu Sultan.

Speaking at the Orange City Literature Festival organised by SGR Knowledge Foundation, Ambekar welcomed the revisions, describing them as positive changes. He stressed that while no historical figures had been removed, the new generation should be made aware of their “cruel deeds.”

Also Read - Key accused in murder of Punjab RSS worker's murder killed in encounter

Ambekar, who is Akhil Bharatiya Prachar Pramukh of the RSS, said NCERT had revised books for 11 classes, with changes in Classes 9, 10 and 12 to be introduced next year. “I could see that many good changes have been brought in the history books, and more could be done in the future,” he remarked.

He also spoke about Nalanda University, noting that contrary to popular belief, its curriculum extended beyond religious texts such as the Vedas, Puranas, Ramayana and Mahabharata. Along with literature, 76 skill-based courses were taught, including farming, urban planning, make-up, secret agent training, political governance and mechanisation, Ambekar said.

Also Read - History Congress raps NCERT for absolving British, blaming Congress for Partition

Reflecting on India’s cultural heritage, he cautioned that societies worldwide had compromised their traditions in pursuit of development, often at the cost of family life and values.

On the Ram temple in Ayodhya, Ambekar said the RSS’s campaign was not only about construction but about reinforcing cultural identity. “we should think about our relation with Lord Ram along with the temple. What is our relationship with culture of Lord Ram, what is the meaning of the culture of Ram and what relationship does it have with the culture of our country and our future life,” he said.

TAGS: RSS NCERT Sunil Ambekar textbooks revision

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यूजीसी की जगह उच्च शिक्षा आयोग बनाने की तैयारी

- यह आयोग उच्च शिक्षा के एकीकृत नियामक के तौर पर काम करेगा
- शीतकालीन सत्र में सरकार लाएगी भारतीय उच्च शिक्षा आयोग विधेयक
- असैन्य परमाणु क्षेत्र में निजी कंपनियों के प्रवेश का खुलेगा रास्ता

नई दिल्ली, प्रेट्र : सरकार ने संसद के शीतकालीन सत्र के दौरान पेश करने के लिए कुल 10 विधेयकों को सूचीबद्ध किया है, जिनमें भारतीय उच्च शिक्षा आयोग विधेयक भी शामिल है। प्रस्तावित कानून के जरिये उच्च शिक्षा आयोग की स्थापना की जाएगी। यह उच्च शिक्षा आयोग विश्वविद्यालय अनुदान आयोग (यूजीसी) जैसी संस्थाओं की जगह लेगा और उच्च शिक्षा के एकीकृत नियामक के तौर पर काम करेगा। निजी कंपनियों के लिए असैन्य परमाणु क्षेत्र को खोलने वाला विधेयक भी सरकार के एजेंडे में शामिल है। परमाणु ऊर्जा विधेयक, 2025 भारत में परमाणु ऊर्जा के उपयोग और विनियमन को नियंत्रित करने के उद्देश्य लाया जा रहा है। सरकार का कहना है कि यह नया कानून परमाणु ऊर्जा के उपयोग और उसके नियमन से जुड़े ढांचे को आधुनिक और प्रभावी बनाएगा। संसद का शीतकालीन सत्र एक दिसंबर से शुरू हो रहा है।

लोकसभा बुलेटिन के अनुसार, राष्ट्रीय शिक्षा नीति के तहत प्रस्तावित भारतीय उच्च शिक्षा आयोग (एचईसीआइ) यूजीसी, अखिल भारतीय तकनीकी शिक्षा परिषद (एआइसीटीई) और राष्ट्रीय अध्यापक शिक्षा परिषद (एनसीटीई) का स्थान लेगा। इस समय यूजीसी गैर तकनीकी उच्च शिक्षा का नियामक है, जबकि एआइसीटीई तकनीकी शिक्षा का है और एनसीटीई अध्यापक शिक्षा का नियामक है। एचईसीआइ को एकल उच्च शिक्षा विनियामक के तौर पर स्थापित करने का प्रस्ताव है, लेकिन चिकित्सा व विधि कालेजों को दायरे में नहीं लाया जाएगा। इस आयोग की तीन भूमिकाएं-नियमन, मान्यता व मानक तय करने की है।

मध्यस्थता कानून में भी संशोधन का प्रस्ताव: सरकार मध्यस्थता और सुलह अधिनियम में भी संशोधन की योजना बना रही है। अधिकारियों ने कहा कि कानून की धारा 34 में प्रस्तावित संशोधन और कंपनी निदेशकों पर सुप्रीम कोर्ट की टिप्पणी के कारण इस मुद्दे को एक समिति के पास भेजना पड़ा है। प्रस्तावित संशोधन इसी का परिणाम है।

बीमा क्षेत्र में 100 प्रतिशत एफडीआइ की तैयारी: सरकार सत्र में बीमा क्षेत्र में प्रत्यक्ष विदेशी निवेश (एफडीआइ) की सीमा को 100 प्रतिशत तक बढ़ाने वाला विधेयक पेश करेगी। सरकार का कहना है कि बीमा कानून (संशोधन) विधेयक, 2025 का उद्देश्य बीमा क्षेत्र की पहुंच को बढ़ाना है।

संबंधित >> पेज 11

सड़कों, कंपनियों और बाजार से जुड़े अहम संशोधन

- राष्ट्रीय राजमार्ग (संशोधन) विधेयक- राष्ट्रीय राजमार्गों के लिए जमीन अधिग्रहण को तेज, पारदर्शी और सरल बनाने का लक्ष्य।
- कारपोरेट कानून (संशोधन) विधेयक- कंपनी अधिनियम, 2013 और (सीमित देयता भागीदारी) अधिनियम, 2008 में बदलाव के जरिये 'ईज आफ डूइंग बिजनेस' को बढ़ावा देना।
- प्रतिभूति बाजार संहिता विधेयक- सेबी अधिनियम, डिपाजिटरी अधिनियम और प्रतिभूति अनुबंध विनियमन अधिनियम- इन तीन पुराने कानूनों को समेटकर एक ही 'प्रतिभूति बाजार संहिता' बनाने का प्रस्ताव। इससे बाजार से जुड़े नियम सरल व एक समान होंगे।

NCERT drops 'Great' from Akbar, Tipu Sultan: RSS leader urges students to learn their 'cruel deeds'

Assam Chief Minister Himanta Biswa Sarma has also strongly endorsed the NCERT decision, stating that the move was long overdue and thanked NCERT for making the historical corrections.

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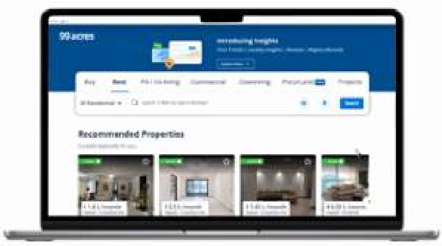

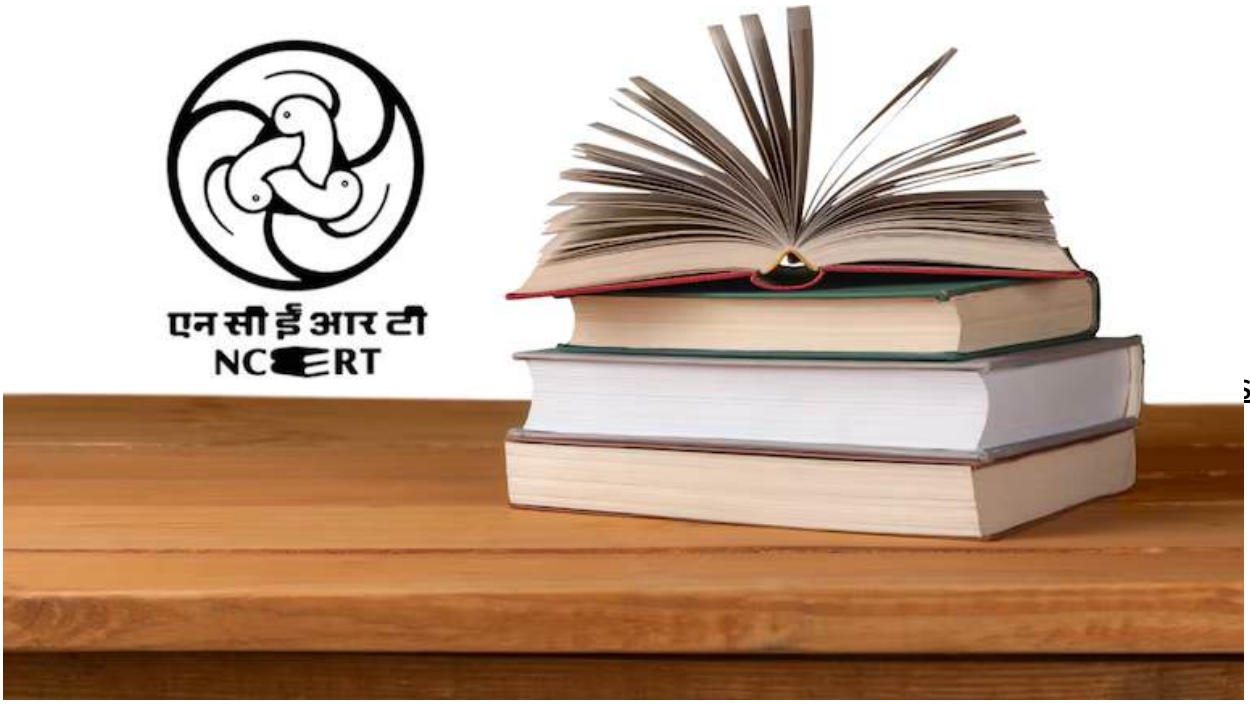

Ambekar noted that the changes to textbooks for Classes 1 to 15 are being implemented in phases, with textbooks for Classes 9, 10, and 12 set to reflect revisions next year.

The National Council of Educational Research and Training (NCERT) has reportedly removed the honorific "Great" from Mughal emperor Akbar and Mysore ruler Tipu Sultan in school history textbooks. The latest move has triggered mixed reactions from political and social leaders.

Addressing the Orange City Literature Festival in Nagpur, Rashtriya Swayamsevak Sangh (RSS) leader Sunil Ambekar welcomed the changes, saying the updated textbooks reflect a more accurate historical narrative.

"Many positive changes have been introduced in the history books. Now, they do not have 'Akbar the Great' or 'Tipu Sultan the Great,' but nobody has been removed entirely. Students should know both their achievements and cruel deeds," he said.

Ambekar stated that India's ancient knowledge, including the curriculum of Nalanda University, which covered a wide range of subjects from governance to mechanisation, should be better appreciated and taught to the next generation. He also highlighted the broader cultural context, linking it to the campaign around the Ram temple in Ayodhya, saying, "It was not just about building the temple. It was about understanding our relationship with the culture of Lord Ram and preserving our heritage."

Meanwhile, in Assam, Chief Minister Himanta Biswa Sarma strongly endorsed the NCERT decision. Speaking at an event in Bongaigaon, he said, "Very well done. Tipu-Ipu ko maro ekdum. Jahan bhejna hai, dahar hi bhej do. Samundar mein phek do. (Beat up that Tipu. Send him wherever you want. Throw him in

the sea.)" Sarma added that the move was long overdue and thanked NCERT for making the historical corrections.

Further supporting the NCERT changes, Vishva Hindu Parishad (VHP) spokesperson Vinod Bansal said that historical narratives in India had long been distorted. "How can Akbar be called 'great' when Maharana Pratap is hailed for his courage? The glorification of Babur, Humayun, Akbar, and Aurangzeb cannot continue unchallenged," he stated, welcoming the textbook revisions.

Ambekar noted that the changes to textbooks for Classes 1 to 15 are being implemented in phases, with textbooks for Classes 9, 10, and 12 set to reflect revisions next year. He said the updates were a step toward fostering a generation aware of both India's rich heritage and its historical struggles.

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Congress leader Murleedharan slams NCERT for changing history textbooks

Story by **ANI** | Posted by **Aasha Khosa** | Date 23-11-2025

Congress leader K Muraleedharan

Thiruvananthapuram

Congress leader K Muraleedharan on Sunday criticised the National Council of Educational Research and Training's (NCERT) reported decision to remove the honorific "Great" from Mughal emperor Akbar and Mysore ruler Tipu Sultan in school history textbooks, saying they were "great administrators."

Speaking to ANI, Muraleedharan called Akbar a "king of communal harmony" and acknowledged Tipu Sultan's fight against British colonial rule in India.

"Akbar was a king of communal harmony. He accepted the Hindu religion also. He gave freedom to Hindus. Tipu Sultan fought against the English. That is the reason he was killed. They were great administrators. Even Shivaji is a great administrator, no doubt. So this attitude of the central government is not right," he said.

The move by the NCERT has reportedly been made in its history textbooks, triggering sharp political reactions across party lines.

Earlier on Saturday, Assam Chief Minister Himanta Biswa Sarma strongly endorsed the move.

Speaking at an event in Bongaigaon, the Assam CM said "very well done," and added in a sharp tone, "Tipu-Ipu ko maro ekdum. Jahan bhejna hai, udhar hi bhej do. Samundar mein phek do. (Beat up that Tipu. Send him wherever you want to. Throw him in the sea)."

"I have not seen whether they have done this. If they have done this, then many thanks to the NCERT from my side," the CM added, noting that such historical corrections were overdue.

Congress MP Imran Masood stated that the revision is an attempt to erase the contributions of historical figures who played a significant role in shaping the subcontinent for centuries.

"They ruled the country for 700 years. They didn't rule for just a day or two... You removed their names, but what will the removal or addition achieve? ... During their rule, GDP was 27 per cent. India was also called the golden bird. They came here and perished here. The last emperor got beheaded but he did not accept British slavery. He saw his sons' heads adorned on a platter. But he wouldn't accept slavery," the Congress MP said.

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He alleged that "those who knelt before the British" were now "enjoying themselves in the present government" and questioned why the descendants of those who "betrayed Rani Lakshmibai" were holding ministerial positions.

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THE TIMES OF INDIA

‘Tipu-Ipu ko maro’: Himanta Biswa Sarma backs dropping ‘Great’ from Akbar; row over alleged NCERT move

TIMESOFINDIA.COM | Nov 23, 2025, 10.09 AM IST

NEW DELHI: Assam chief minister Himanta Biswa Sarma on Saturday backed NCERT’s alleged move to drop the word “Great” from the names of Mughal emperor Akbar and Mysore ruler Tipu Sultan in school history textbooks. Speaking at an event in Bongaigaon, he said, "Tipu-Ipu ko maro ekdum. Jahan bhejna hai, udhar hi bhej do. Samundar mein phek do" (Beat up that Tipu. Send him wherever you want to. Throw him in the sea.)

— ANI (@ANI)

Sarma said he had not personally seen the revised textbooks, but if NCERT had made these changes, he welcomed them. A day earlier, RSS leader Sunil Ambekar had claimed that titles like “Akbar the Great” and “Tipu Sultan the Great” had been removed from the books, while stressing that no historical figure had been taken out. The alleged move by NCERT triggered quick political reactions.

Congress MP Imran Masood criticised the change, saying it was an attempt to rewrite history and ignore the contributions of rulers who shaped the subcontinent over centuries. He argued that removing titles or names

would not change historical facts and pointed to India’s prosperity during parts of their rule.
"They ruled the country for 700 years. They didn't rule for just a day or two. You removed their names, but what will the removal or addition achieve? During their rule, GDP was 27 per cent. India was also called the golden bird. They came here and perished here. The last emperor was beheaded, but he did not accept British slavery. He saw his sons' heads adorned on a platter. But he wouldn't accept slavery," the Congress MP said.

Masood also said those who had “bowed before the British” were now in power, and questioned why descendants of people who “betrayed Rani Lakshmibai” held ministerial posts.

Congress leader K Muraleedharan also said the decision to drop the word “Great” from Akbar and Tipu Sultan was unfair. He said Akbar promoted communal harmony and gave Hindus freedom in his rule, while Tipu Sultan fought the British and died because of it.

Supporting the revision, VHP spokesperson Vinod Bansal said past textbooks had “distorted” history. He questioned calling Akbar “great” and said such glorification of Mughal rulers was unacceptable.

"How can Akbar be great when Maharana Pratap is great? Are Akbar's misdeeds hidden from anyone? The glorification of Babur, Humayun, Akbar, and Aurangzeb cannot be allowed on the sacred land of Maharana Pratap," he said, thanking NCERT for the correction.

Hindustan Times

‘Tipu-Ipu ko maro’: Assam CM Himanta welcomes NCERT's reported move to drop 'great' from Akbar, Tipu Sultan's name

By HT News Desk

Published on: Nov 23, 2025 07:37 am IST

Himanta Sarma’s remarks came after an RSS leader claimed that ‘the great’ epithet will not be used with the names of Akbar and Tipu Sultan in NCERT books.

Assam chief minister Himanta Biswa Sarma on Saturday welcomed the reported changes made by the National Council of Educational Research and Training (NCERT) in school history textbooks of removing the epithet “great” from the names of Mughal emperor Akbar and Mysore ruler Tipu Sultan.

Assam CM Himanta Biswa Sarma made the remarks on Saturday in Bongaigaon. (File/PTI)

While talking to news agency ANI in Assam's Bongaigaon, Sarma said "very well done", although he was not certain if the changes have been made. He then went on to remark sharply, "*Tipu-Ipu ko maro ekdum. Jahan bhejna hai, udhar hi bhej do. Samundar mein phek do*" (Beat up that Tipu. Send him wherever you want. Throw him into the sea).

not seen whether they have done this. If they have done this, then many thanks to the NCERT from my side," ANI quoted Sarma as saying.

Sarma's remarks came a day after Rashtriya Swayamsevak Sangh (RSS) leader Sunil Ambekar claimed on Friday that the NCERT has brought some changes in history textbooks and that 'the great' epithet will not be used with the names of Mughal emperor Akbar or Mysore ruler Tipu Sultan.

"I could see that many good changes have been brought in the history books, and more could be done in the future. But now, they (history textbooks) do not have 'Akbar the Great' nor do they have 'Tipu Sultan the Great'. Many changes have been brought, although nobody has been removed from these books as the new generation should know their cruel deeds and should also know because of whom we were victimised and from whom we should be free," news agency PTI quoted Ambekar as saying at the Orange City Literature festival in Kanpur on Friday.

'What will it achieve'

However, Congress MP Imran Masood was not impressed by NCERT's reported move and questioned what would be achieved by it.

ıled the country for 700 years. They didn't rule for just a day or two... You d their names, but what will the removal or addition achieve?... During their rule, GDP was 27 per cent. India was also called the golden bird. They came here and perished here. The last emperor got beheaded but he did not accept British slavery. He saw his sons' heads adorned on a platter. But he wouldn't accept slavery," Masood said, adding that those who “knelt before the British" were now "enjoying themselves in the present government”.

(With inputs from ANI, PTI)

[redacted] Ncert Tipu Sultan Assam Himanta Biswa Sarma Emperor A | Check for Real-time updates on

The Tribune, 24 December 2025, Page No - Delhi Times - 2

IGNOU launches 2 micro-credential courses to strengthen digital literacy

HARSH YADAV
TRIBUNE NEWS SERVICE

NEW DELHI, NOVEMBER 23

The Indira Gandhi National Open University (IGNOU) launched two new micro-credential courses, developed in collaboration with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH. The launch ceremony was held at the IGNOU headquarters in the presence of distinguished national and international education leaders.

The two micro-credentials—"Unpacking AI, Practical Foundations for Non-Tech Students" and "Unpacking Data, Practical Foundations for Non-Tech Students", have been created jointly by the IGNOU and GIZ to strengthen digital literacy and analytical understanding among learners. The courses will be offered on the SWAYAM platform starting January 2026.

Aimed at youth, working professionals and lifelong learners, the programmes focus on introducing the fundamentals of artificial intelligence and data in an accessible format for non-technical audiences, helping them build confidence in navigating a rapidly evolving digital landscape.

Speaking at the launch, IGNOU Vice-Chancellor Uma Kanjilal said,

"These micro credentials reflect our vision to create learning pathways that are flexible, relevant and aligned with the future of work. Our collaboration with the GIZ brings global expertise and strengthens our efforts to equip learners with foundational skills in emerging areas."

Representatives from the GIZ stressed the importance of providing high-quality, accessible digital learning opportunities for non-technical learners.

Over 1.92 crore school students from all 36 States and UTs participate in Project Veer Gatha 5.0

प्रविष्टि तिथि: 24 NOV 2025 5:40PM by PIB Delhi

More than **1.92** crore school students from all 36 States and UTs have participated enthusiastically in Project Veer Gatha 5.0. Students submitted poems, paintings, essays, videos and more, honouring the bravery and sacrifice of the officers and personnel of the Armed Forces. They were also encouraged to explore the indomitable spirit and military strategies of India's great warriors, such as King Kharavela of Kalinga, Prithviraj Chauhan, Chhatrapati Shivaji Maharaj, the Warriors of 1857 – the First War of Independence, and leaders of Tribal Uprisings, among others.

Instituted in 2021, Project Veer Gatha aims to disseminate inspiring life stories of gallantry awardees and instil the spirit of patriotism among students. The initiative provides a creative platform for students to showcase the heroic deeds of gallantry award winners, aligning with the vision of NEP 2020, which emphasises experiential and project-based learning over rote memorisation.

Four editions of the project have been successfully conducted in 2021, 2022, 2023 and 2024, respectively. Under Project Veer Gatha 5.0, the following activities have been carried out:

Activities at the School Level:

Schools conducted various projects and activities from 08.09.2025 to 10.11.2025 and uploaded four best entries from each school on the MyGov portal.

Simultaneously, to enrich students' knowledge of gallant heroes and unsung stories, the Ministry of Defence, through its field organisations of the Army, Navy and Air Force, organised virtual meets and face-to-face awareness sessions for schools across the country.

Since its inception, the project has seen a steady rise in participation:

- 8.03 lakh students in Edition 1
- 19.5 lakh students in Edition 2
- 1.36 crore students in Edition 3
- 1.76 crore students in Edition 4
- 1.92 crore students in Edition 5

In a significant milestone, Project Veer Gatha 5.0 has expanded beyond national borders, witnessing enthusiastic participation from students of Indian schools abroad. This international engagement reflects the project's growing impact in connecting the global Indian diaspora with the inspiring stories of India's gallantry awardees, thereby strengthening their bond with the nation's values of courage, sacrifice and patriotism.

Adding further inspiration to this year's edition, Group Captain Shubhanshu Shukla, Test Pilot with the Indian Air Force (IAF), delivered a motivational address and shared a special video message for students. His message encouraged young participants to pursue excellence, serve the nation with dedication, and uphold the values of bravery and resilience embodied by the Veer Gatha initiative.

During Editions 1 and 2, 25 national winners (Super 25) were selected and felicitated jointly by the Ministry of Education and the Ministry of Defence in New Delhi. In Editions 3.0 and 4.0, 100 national winners (Super 100) were selected. This year too, under Project Veer Gatha 5.0, 100 national winners will be selected as per the 5+3+3+4 curricular and pedagogical structure of NEP 2020:

- Preparatory Stage – 25 winners
- Middle Stage – 25 winners
- Secondary Stage – 25 winners each from Classes 9–10 and Classes 11–12

Their felicitation will be jointly organised by the Ministry of Education and the Ministry of Defence in New Delhi. Each national winner will receive a cash prize of Rs. 10,000.

Additionally, there will be 2,956 winners from 739 districts (four winners per participating district) and 288 winners from States/UTs (eight winners per State/UT). All such winners will be felicitated by their respective District and State/UT administrations.

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Printed from
THE TIMES OF INDIA

Mushrooming coaching centres: Parliamentary panel to examine trend, existing legislations

PTI | Nov 24, 2025, 01.43 PM IST

Amid rising student suicides due to stress, a parliamentary committee has decided to review the "proliferation" of coaching centres to support students in competitive examinations and the social issues arising from it.

The standing committee on Education, Women, Children, Youth and Sports will also examine impact of Artificial Intelligence (AI) and leverage of emerging technology on education and student.

According to a recent Lok Sabha bulletin, the standing committee has also decided the review of PM Schools for Rising India (PM-SHRI) during the year 2025-26.

The panel will review proliferation of coaching centres to support students in competitive examinations, social issues arising from it and existing legislation on the matter, the bulletin said.

There have been cases of students enrolled in coaching institutes ending their lives in recent years due to study pressure, with several cases reported in Rajasthan's Kota city alone, which is known as the "coaching capital of India". The Ministry of Education had earlier this year set up a nine-member panel to examine issues relating to coaching and the emergence of "dummy schools" besides the effectiveness and fairness of entrance examinations.

The panel is studying the effectiveness and fairness of competitive entrance examinations in the context of the school education system and their influence on the growth of the coaching industry.

During the year, the parliamentary panel will also examine the "current practices and policies" regarding school closure.

According to the Lok Sabha Secretariat, the committee will also review the functioning and performance of the National Council of Educational Research and Training (NCERT) as also efforts to promote education of linguistic and religious minorities.

The panel will also seek details on the Education Ministry's "efforts" to create a Higher Education Council of India (HECI).

A bill to set up a higher education regulator, which will replace bodies such as the UGC, is listed for introduction in the Winter session of Parliament, set to commence on December 1.

The HECI which was proposed in the new National Education Policy, looks to replace the University Grants Commission (UGC), the All India Council for Technical Education (AICTE) and the National Council for Teacher Education (NCTE).

While the UGC oversees non-technical higher education, the AICTE oversees technical education, and the NCTE is the regulatory body for teachers' education.

The parliamentary panel will also review study of Indological academic traditions and its impact on current education system. PTI

Printed from
THE TIMES OF INDIA

ISRO chief prefers value-based education over ‘bookworm’ culture: Why students need more than just marks

TOI Education | Nov 24, 2025, 08.28 PM IST

ISRO Chairman V Narayanan has cautioned that India’s education system cannot afford to produce students who are “mere bookworms”, arguing that schools must focus as much on values and personality as they do on marks. Speaking to reporters at a High Level Expert Committee and New Syllabus Design Committee meeting organised by the Tamil Nadu government, Narayanan told PTI that value-based education must stand alongside intellectual achievement.

“There are two types of education. One is intellectual-based education — you study Mathematics, Science and score high marks. But value-based education also includes protecting our parents, respecting others, respecting teachers and tolerance,” he said, stressing that academic excellence means little without character. “The book alone is not important. It is the overall personality development that is important,” he added, underscoring the need for schools to deliberately teach empathy, responsibility and respect.

Narayanan, who studied in a government school in Tamil Nadu, also pushed back against the common belief that a child's future depends on which school they attend. "How you study, how you grow, that is important... Wherever one studies, if they study well, they can grow well," he told PTI, using his own journey to argue that opportunity is shaped more by learning attitude than school labels.
While Narayanan warns against producing "mere bookworms" and calls for overall personality development, this section goes a step further. Here, we delve into what value-based education and social-emotional learning actually do over time — how they shape employability and innovation.

Employers want thinkers, not just toppers

When ISRO chief V Narayanan warns that students cannot afford to be "mere bookworms", he is not speaking in abstract philosophy. He is echoing what global employers are already shouting from their recruitment dashboards. According to the *Future of Jobs Report 2025* by the World Economic Forum (WEF), analytical thinking is the No. 1 skill companies demand, with seven out of ten employers marking it as essential for hiring and career progression. Close behind are resilience, flexibility, agility, leadership and social influence — all traits rooted not in rote learning, but in the very value-based education Narayanan wants India to revive: self-control, cooperation, respect, and the ability to learn and unlearn without collapsing.

These are not "nice-to-have" values any more. They are, in fact, the backbone of employability in a labour market that rewards people who can adapt faster than technology changes. Analytical thinking grows when children debate, analyse, problem-solve — not when they memorise. Resilience builds through emotional stability, teamwork, and the tolerance Narayanan names directly. Leadership and social influence emerge from empathy and respect, not just high marks.

The WEF data and Narayanan's warning, read together, underline a simple truth: the future belongs to students who think, collaborate and stay steady — not just those who score.

Self-control, respect, empathy: They make you more employable

We often treat 'values' as the soft underbelly of schooling — pleasant to have, easy to preach, impossible to measure. Yet, when you strip away the moral-science tone, what remains are skills that quietly decide how far a student will go long after the report card is forgotten. Self-control shapes how a young person handles pressure. Respect determines how they navigate teams. Empathy decides whether they can read a room, lead, listen, or resolve conflict without turning every disagreement into war. These aren't mere ornamental virtues. They are in fact, workplace currencies that dominate the job market. And the world's biggest skills body, the OECD, has finally put numbers to what Indian educators have intuited for decades.

According to the OECD's *Skills that Matter for Success and Well-being in Adulthood*, the traits we casually fold under "values education" — emotional stability, sociability, conscientiousness — have real, measurable effects on employment. A one-standard-deviation rise in emotional stability or extraversion raises the likelihood of being employed by around three percentage points, almost matching the effect of higher literacy. In simple terms: marks help you enter the job market; personality keeps you inside it.

These traits make you happier at work

The report also finds that these traits influence job satisfaction far more than cognitive skills. While literacy adds about four points to job satisfaction, emotional stability adds six. And once you adjust for salary and job type, the impact of literacy fades — but the effect of personality remains. Which is another way of saying: the topper may get hired first, but the emotionally steady worker stays, copes, adapts and grows.

The same pattern extends to life itself. Adults high in emotional stability are nine percentage points more likely to report good health and nine points more likely to report high life satisfaction. So when we teach children self-control, respect or empathy, we are not polishing their manners; we are building the foundations of employability, resilience and long-term well-being.

Narayanan echoes what NEP says out loud and clear

NEP 2020, stripped of the political noise wrapped around it, makes one point with remarkable clarity: schooling is not meant to manufacture high scorers alone. It is supposed to build emotional and social capacities with the same seriousness as cognitive mastery. This is exactly what ISRO chief V Narayanan cautioned when he said, “The book alone is not important. It is the overall personality development that is important.”

The UGC's own "Salient Features" document echoes his argument almost word for word. It lists emotional and moral development alongside intellectual growth as core goals of education. CBSE's Holistic Progress Card, drawn directly from NEP para 4.35, goes even further by asking schools to evaluate students across cognitive, affective, socio-emotional and psychomotor domains, not just the marks printed on a report card.

The policy already says children must grow emotionally, socially and morally. Unfortunately, it is our classrooms that keep dragging them back to test scores. The real question now is whether schools will treat "overall personality development" as a line in a document, or as a non-negotiable part of what it means to be educated in India.

The Pioneer, 25 November 2025, Page No - 9

Why life skills should be essential in today's education

RITU JAWA

The educational landscape is constantly evolving, and the emphasis is gradually shifting from conventional academic skills to encompass broader student development. Leading educators increasingly assert that life skills are not optional but integral parts of the curriculum. Creativity, problem-solving, emotional resilience, and effective communication are just a few of the qualities that should be at the heart of an education that prepares students not only for tests but for all that life demands of them in the future.

The focus of educational structures has predominantly been on cognitive knowledge, which is important, but practical and social skills-essential for success in life-have often been minimised. Students today face an incredibly complex array of challenges, including mental health pressures, rapid technological advances, and intricate social dynamics. Teaching life skills in the curriculum equips students to face these challenges with confidence, adaptability, and maturity.

Education that emphasises life skills is crucial for developing creativity and a growth mindset, both of which are essential for personal and academic success. When students tap into their creativity, they are more likely to develop innovative solutions to problems rather than relying solely on memorisation. Likewise, a growth mindset enables students to believe that anyone can improve their skills and capabilities through hard work and persistence. Together, these attributes foster resilience and lifelong learning, instilling the understanding that failure or setbacks are opportunities to learn and grow.

It is equally important to prioritise emotional intelligence within life skills education. Awareness of emotions, the ability to manage and regulate them, and the capacity to express them appropriately form the foundation of positive mental health and healthy interpersonal relationships.

Research indicates that students who engage in life skills-based education demonstrate enhanced coping abilities, higher self-esteem, and lower anxiety and stress levels than their peers. This holistic development benefits students individually while collectively creating a warm and harmonious learning environment. Critical thinking, decision-making, and communication skills are also vital in today's rapidly changing society. These skills empower students to analyse information critically, make evidence-based decisions, and clearly articulate their ideas-capabilities that are valuable in both higher education and the modern workforce. Research shows that investments in social and emotional learning yield significant long-term returns, both academically and professionally.

The Pioneer
SINCE 1865

Life skills education is not only intended for personal benefit but also contributes to addressing broader societal challenges. Schools that cultivate self-awareness, empathy, and social responsibility help create communities that value inclusion and actively tackle social issues. Teamwork, conflict resolution, and respect for diversity are essential skills for fostering productive and peaceful societies.

Ultimately, life skills form a critical bridge between creativity and mindset. They provide students not only with knowledge but also with the wisdom, resilience, and empathy needed to navigate future challenges. Life skills should be embedded in the curriculum to develop flexible, confident students capable of contributing meaningfully to society. Educational leaders emphasise that the mission of schooling extends beyond the transmission of knowledge to nurturing well-rounded, capable, and compassionate citizens. Life skills lie at the heart of this mission and must be prioritised within every education system.

The author is Principal, Dharav High School, Gurugram

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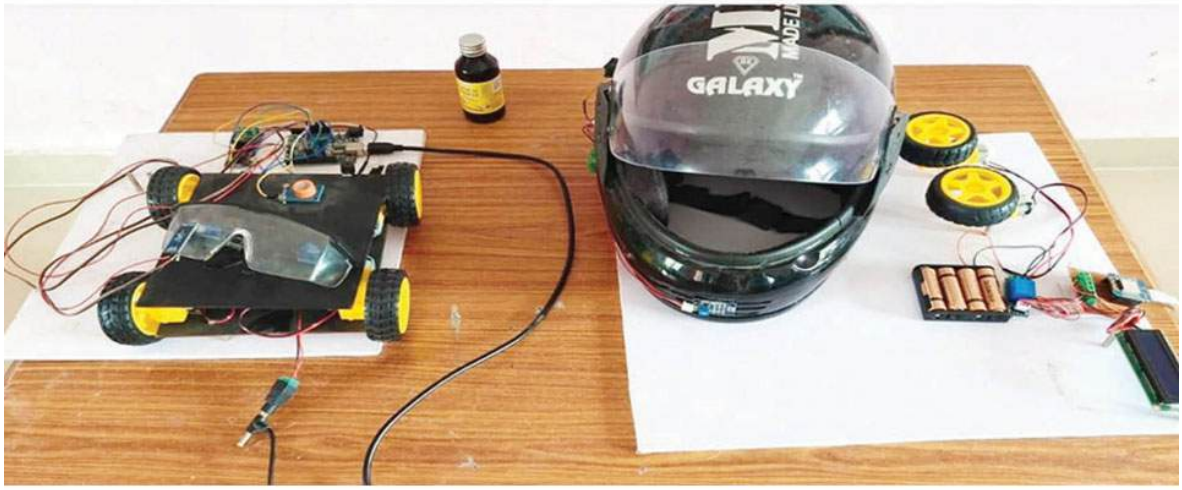
STAR OF MYSORE

Tuesday 2 December 2025 , 9:02 am



News

Safety Devices By Mysuru PU Student Shine At NCERT Expo

November 25, 2025

Mysore/Mysuru: A remarkable innovation by H.S. Vidya, a student from Mysuru's rural backg
at the 52nd **National Children's Science Exhibition** (NCSE) 2025. Organised by the Nationa

Research and Training -

with curiosity, innovati

Vidya has designed a helmet with a blinking light that activates if worn after consuming alcohol and a pair of glasses that alert drivers if they begin to doze off while driving.

Her invention was selected at the National exhibition held from Nov. 18 to 23 at the Regional Institute of Education (RIE), Shyamala Hills, Bhopal, Madhya Pradesh.

Currently pursuing her I year PUC Science at Maharani's PU College, Mysuru, Vidya was chosen for the National expo based on her earlier work at Hundipura Government High School in Gundlupet taluk, Chamarajanagar.

Teacher Venkatesh and H.S. Vidya with 'Certificates of Participation' at NCERT expo for displaying anti-alcohol helmet and drowsiness alert glasses.

Only two students from Karnataka

Notably, only two students from Karnataka were selected for the National-level event, both of them girls from Government Schools. The event aimed to provide children with a platform to nurture their natural curiosity and creativity and to help them experience science and mathematics in everyday life. The main theme of 2025 expo was 'Science and Technology for a Sustainable Future.'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AIDS-free Karn
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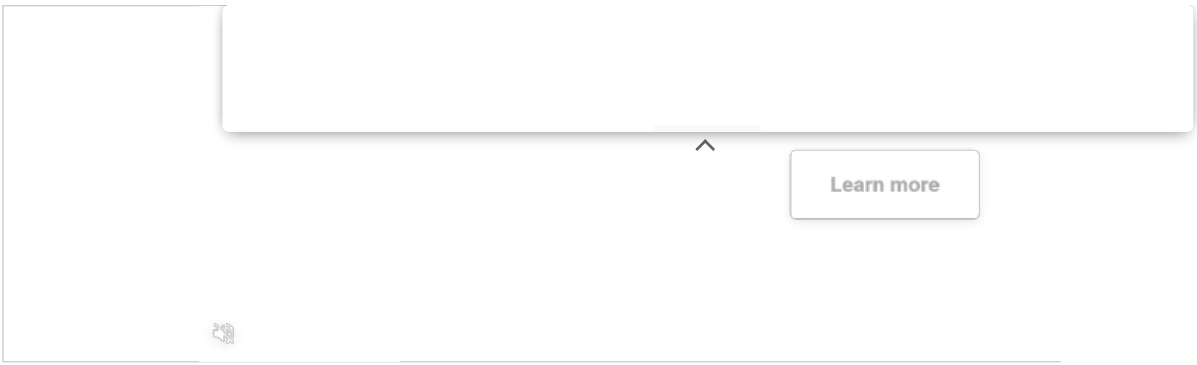

Students from 230 schools displayed stalls focused on food, health and hygiene, transportation and communication, natural farming, disaster management, mathematical modelling, computational thinking, waste management and resource management.

Kannada medium student

Under the guidance of her high school teacher Venkatesh, Vidya developed the model and presented it at the expo. The daughter of farmers Sadashivappa and Nagamani, Vidya excelled in her SSLC (Kannada medium) exams with distinction before moving on to PU studies.

Speaking to Star of Mysore, Vidya expressed gratitude to her teachers and college staff for their encouragement and financial support. “My high school teacher, Venkatesh, motivated me to pursue this scientific model. At the State-level expo last month, I got second place, which led to my selection for National stage. Out of 26 student models submitted as videos, mine was chosen,” she said.

Her mentor Venkatesh explained that NCERT expo involved four stages — taluk, district, divisional and State — before reaching National-level. At the final selection held in Bengaluru’s Department of State Educational Research and Training (DSERT), Vidya and another student from Chikkaballapur were chosen to represent Karnataka at the expo.

The Pioneer, 26 November 2021, Page No- 5

CM Stalin urges PM to amend RTE Act

PRESS TRUST OF INDIA
Chennai

Tamil Nadu Chief Minister MK Stalin on Tuesday requested Prime Minister Narendra Modi to suitably amend RTE Act, 2009, and NCTE Act, 1993, to protect teachers and render them eligible for promotions.

Such a move, he argued, would make the teachers eligible for promotions and enable them to contribute without disrupting the education of the children.

Seeking the Prime Minister's support on the subject, the Chief Minister urged Modi to instruct the Ministry of Education to take necessary steps to suitably amend Section 23 of the RTE Act, 2009, and Section 12A of the NCTE Act, 1993.

"Such amendments alone can ensure that teachers who were in service as on August 23, 2010, are duly protected, remain eligible for promotions, and continue to contribute without disruption to the education of our children," Stalin said in a letter to the Prime Minister.

The matter needed to be resolved urgently as it concerned lakhs of teachers across the country, including a substantial number in Tamil Nadu.

He cited a recent judgment of the Supreme Court requiring all in-service teachers who have not passed the Teacher Eligibility Test (TET) to acquire such qualification within two years to continue in service, and even teachers with less than five years of service left shall not be eligible for promotions unless they cleared the TET.

The National Council for Teacher Education (NCTE) initially exempted teachers appointed before August 23, 2010, from new qualification requirements like the TET. However, this subsequent interpretation of the Right to Education Act by the Supreme Court has made TET compulsory even for these existing teachers, superseding the earlier exemption.

"Consequently, these teachers were now obliged to pass the TET within two years or face termination of their employment, leading to significant administrative and personal hardship," the Chief Minister said in the letter.

The Pioneer, 26 November 2025, Page No - 8

Teachers carry the weight of constant decisions

SAKSHI SETHI

2ND OPINION
THE PIONEER

In a world obsessed with productivity, efficiency and optimisation, one profession has been quietly doing superhuman work long before corporate boardrooms invented terms like "decision fatigue." That profession is teaching. The humble teacher, often mocked, often blamed and occasionally praised, is expected to make thousands of decisions every day with the accuracy of a neurosurgeon and the patience of a saint. Yet people still say teachers get far too many holidays, which remains one of the biggest myths. Teachers are "off" about as often as the internet is off.

Every morning, long before sunrise, teachers are already dealing with mental chaos: Should today's warm-up change? Why is this student silent today-worry or mischief? Will some parent accuse me of ruining their child's life because I corrected a spelling mistake? Decisions crowd a teacher like mosquitoes in monsoon season-annoying, nonstop and unavoidable. Still, society pretends teaching is simple. As if managing teenage behaviour, impossible parental expectations, admin micromanagement, syllabus deadlines, moral responsibility and ensuring no child blows something up is a routine task. Teachers are expected to float through all this with a calm smile while their mind feels like a browser with 89 tabs open-half frozen, the rest crashing. Decision fatigue may be a trendy term for productivity experts, but teachers have lived it forever. They feel it before breakfast. While ordinary people decide whether to wear a blue or a white shirt, teachers decide whether the lesson can work without the projector, whether seating needs rearranging to prevent a mini-riot, and whether Rahul is genuinely sick or simply avoiding long division. This isn't multitasking; it's battlefield planning.

And then there's the myth that teaching ends with the bell. The bell simply signals that the teacher is moving from teaching duties to paperwork, counselling, planning lessons for 40 different learners, and responding to parent emails that sound like they come from a parallel universe. After-hours work is not extra-it is normal. Lesson plans, setting question papers, checking notebooks that multiply like weeds, preparing remedial notes, attending meetings that achieve nothing, worrying about mispronouncing a student's name-teachers are always switched on. More than switched on, they are glowing like a tired neon sign. Despite this, teachers have somehow become villains in public debate. They are always too something-too strict, too soft, too modern, too old-fashioned, too loud, too quiet. Society expects them to create ideal citizens but judges them like reality-show contestants watched by people who haven't entered a classroom in years. Decision fatigue shapes a teacher's day.

The Pioneer
SINCE 1865

Every choice-correcting, calming, pausing-demands emotional energy. They manage a fragile human ecosystem where one sentence can harm or heal, making thousands of decisions daily. Yet they are celebrated once a year and ignored otherwise. Their burnout is dismissed while society still expects endless patience and creativity. Teachers are exhausted because the system is unreasonable. Humans are not built for constant decision-making, yet teachers live it daily. Anyone who thinks teaching is easy should spend one day in a classroom and see how teachers hold society together through every decision.

The writer is and educator

ETV Bharat / Bharat

CBSE's New Skill Mandate Explained: What Changes for Classes 6–8 And Parents' Concerns Around it

Principals back skill learning for real-world exposure, but many parents fear it may add burden without proper infrastructure.

The CBSE is coordinating the Skill Bolstering (Skill Bodh) program, which was developed in concert with NCERT. (Representational Image/IANS)

6 Min Read

By ETV Bharat English Team
Published : November 27, 2025 at 5:10 PM IST

*By **Surabhi Gupta***

New Delhi: The Central Board of Secondary Education (CBSE) has launched one of its most ambitious curriculum changes in years by making skill education compulsory

the National Education Policy (NEP) 2020, aims to move education away from memorisation and toward skills that are applicable to everyday life; however, while many view this change as being "progressive" in nature, and welcome it in principle.

However, there are many individuals that are worried about whether the current environment has the capacity to accommodate such a significant transformation in education, including the individuals involved in this transition, including educators, parents, and other educational site administrators.

The CBSE is coordinating the Skill Bolstering (Skill Bodh) program, which was developed in concert with NCERT, with the requirement that CBSE (Central Board of Secondary Education) institutions throughout India must implement this program. Every student will be required to undertake nine hands-on projects over the course of three years, three each year, covering 270 hours of structured skill-based learning. Schools will need to carve out roughly 110 hours annually, amounting to about 160 periods, and introduce dedicated two-period blocks each week to allow uninterrupted practical work.

The goal, CBSE says, is to give students the chance to “learn by doing,” and familiarise themselves with three broad skill areas: working with living beings, working with machines and materials, and human services. But on the ground, reactions are deeply mixed.

Infrastructure: The Biggest Bottleneck

Many school administrators from India are cautioning that the Skill Bodh initiative underestimates the challenges associated with inadequate physical infrastructure faced by the majority of institutions, particularly government schools and budget private schools that are financially constrained.

Kuriakose V K, Principal of St. Thomas School, says the directive assumes that schools have spare rooms or labs available to convert into skill spaces. “Schools like ours have already built rooms according to the land area we have and occupied all rooms with sufficient sections of each class. Neither more construction nor reduction of sections to make space for skill labs is practically possible,” he told ETV Bharat.

A government school teacher in rural Haryana echoed this concern, stressing the lack of even basic facilities. “We don’t have enough classrooms as it is. How are we supposed to suddenly create spaces for carpentry, design, or mechanical work?”

playgrounds are limited. For them, skill labs may remain an aspiration unless governments allocate fresh funding.

Awadhesh Kumar Jha, Principal of Sarvodaya Co-Ed Vidyalaya, encapsulates this tension between intent and readiness.

“While CBSE’s intent is progressive, the ground reality, especially in government and rural schools, is uneven. Many schools still lack basic lab infrastructure, updated tools, and consistently trained instructors needed for meaningful skill education. However, introducing the mandate can also act as a catalyst: once the policy becomes compulsory, states and schools are pushed to prioritise budgeting, training, and infrastructure. It may not be perfect at the start, but it can set a long-term foundation.”

Parents Divided Over Academic Load And Practical Value

Reactions from parents have been equally split. Many argue that the curriculum is already overloaded with new subjects such as coding, artificial intelligence, financial literacy, and design thinking. Adding mandatory skill work, they fear, will further increase stress among middle school students.

A Gurgaon parent, Nidhi, said, “My child already has a packed schedule. Now adding mandatory projects will only increase pressure. Why push so many new subjects at once?”

Others believe skills should be optional, not compulsory. Jignesh, a Pune-based parent, remarked that short-term exposure may not yield a meaningful impact.

“Skills learned in classes 6 to 8 won’t directly help in internships or jobs later. These should be optional, not forced on every child.”

Another common concern is the uneven playing field between private and government schools. Sushila, a parent from rural Rajasthan, raised the question many have been asking, “Private schools may somehow manage, but what about our local school, where even basic labs don’t exist?”

Yet, several parents see the policy as a necessary correction to an overly theoretical education system.

Anand, a Bengaluru parent, pointed out, “Early exposure to skills is good. Children must learn how things work in real life—not just study for exams.”

Many school heads agree that skill education has value, if implemented thoughtfully and with adequate time to build capacity.

Dr Bhavana Kulshrestha, Principal at Amity International School, told ETV Bharat that these courses are meant to be exploratory rather than job-oriented. “A 10–12 hour course won’t give a job, but it helps children explore and learn something new. Skills education is already being taught in many schools, including carpentry, tailoring, baking, AI, design thinking, and financial literacy. These are introductions.”

She believes early exposure can reduce confusion during career selection later. “If we don’t teach this now, the burden will be higher later when students leave school and face the real world.”

However, she insists that schools should retain the flexibility to select skill modules aligned with their capacity and community needs.

Awadhesh Kumar Jha also emphasises the developmental value of middle-school skill learning. “Introducing skills at the middle-school level may not directly create vocational readiness, but it plays a crucial developmental role. The long-term value lies in early exposure, not immediate employability.”

What Will Students Actually Do?

The Skill Bodh curriculum includes projects such as caring for plants or pets, maintaining gardens, doing basic carpentry, using simple tools, repairing common household items, helping in community services, and conducting small environmental or social tasks.

Schools have the freedom to choose the projects best suited to their environment. A rural school may pick agriculture-linked tasks; an urban one may prioritise mechanical or service-based activities.

This local contextualisation, experts say, is a strength of the program, though it demands careful planning.

Teachers Face Steep Learning Curve

course content, as practical skill courses must depend upon the instructor demonstrating, supervising, and evaluating the students' hands-on learning.

CBSE, NCERT and PSSIVE will conduct large-scale training sessions, but teachers say they will need time to adapt.

A Delhi teacher, Babita Pal, admitted, “We need training first. Many of us have never done carpentry or machine-handling. How can we teach it overnight?”

Teachers will also have to manage safety protocols, maintain equipment, and assess creative work, adding to their workload.

Timetable Restructuring Adds Pressure On Schools

CBSE has mandated that schools restructure timetables to accommodate two consecutive periods every week. While pedagogically essential, this requirement forces schools to compress an already crowded schedule filled with arts, sports, computational thinking, and NEP-mandated activities.

Many schools are struggling to find where these new 160 periods will fit.

New Assessment Model, But More Work For Teachers

Assessment will shift from traditional exams to a project-based, continuous evaluation approach:

10% written exam

30% viva/presentation

30% activity book

10% portfolio

20% teacher observation

Many teachers appreciate this shift, saying it rewards creativity and hands-on participation. But they also admit it means additional record-keeping and evaluation hours.

teachers' workload significantly."

At its core, CBSE's reform reflects a national ambition: to blur the long-standing divide between "academic" and "vocational" learning, and raise a generation of students better equipped for life beyond exams. But, experts say the success of this revolutionary curriculum shift will depend not on its intentions, which few disagree with, but on execution, investment, and patience in the years ahead.

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अमर उजाला, 28 नवंबर 2025, पृष्ठ संख्या - 7

भाषाई विवाद से इतर, यूपी के हिंदी भाषी छात्र सीखेंगे तमिल

शिक्षा मंत्रालय, आईआईटी मद्रास, बीएचयू की पहल, बनारस में तमिल सीखें

अमर उजाला ब्यूरो

नई दिल्ली। स्कूलों में हिंदी और तमिल भाषा की राजनीति से इतर उत्तर प्रदेश के बनारस से सुखद खबर है।,प्रधानमंत्री नरेंद्र मोदी के संसदीय क्षेत्र वाराणसी के हिंदी भाषी स्कूली छात्र तमिल भाषा सीखेंगे।

बनारस में दो दिसंबर से तमिलनाडु के 50 शिक्षक और विद्वान स्थानीय स्कूलों के बच्चों को तमिल भाषा में अपनी संस्कृति, खानपान, भारत की दो प्राचीन परंपराओं (काशी-तमिल) से रूबरू करवाएंगे।

इसका मकसद, यूपी के छात्रों में सांस्कृतिक जुड़ाव और सभी भाषाओं का सम्मान समेत तमिल में आम बोलचाल सीखाना व जानकारी देना है।

केंद्रीय शिक्षा मंत्रालय के वरिष्ठ अधिकारी ने बताया, बनारस में काशी तमिल संगमम (केटीएस) 2025 का चौथा संस्करण तमिल

तमिल करकलम थीम पर काशी तमिल संगमम दो दिसंबर से

सीखें-तमिल करकलम थीम पर आयोजित किया जा रहा है। इसके तहत, देशभर में तमिल सीखने और शास्त्रीय भाषाई और साहित्यिक विरासत को बढ़ावा देना है। कार्यक्रम भारत की दो प्राचीन ज्ञान परंपराओं को दोबारा जोड़ने वाले एक ऐतिहासिक सांस्कृतिक सेतु के रूप में उभरा है। तमिलनाडु और काशी के बीच सभ्यतागत संबंधों का उत्सव है। प्रधानमंत्री नरेंद्र मोदी के विजन के तहत, केटीएस में दोनों क्षेत्रों के बीच सभ्यतागत, सांस्कृतिक, भाषाई और लोगों के बीच संबंधों का सम्मान और यह एक भारत श्रेष्ठ भारत की भावना को दर्शाता है। इसके अलावा, सीखने के आदान-प्रदान, सांस्कृतिक विसर्जन, अकादमिक बातचीत और अधिक से अधिक युवा भागीदारी के माध्यम से जुड़ाव को और बढ़ाना है।

केंद्रीय शिक्षा मंत्रालय, आईआईटी मद्रास और बीएचयू वाराणसी मिलकर आयोजन कर रहे हैं। जबकि, केंद्रीय संस्कृति, सूचना व प्रसारण मंत्रालय, पर्यटन, कपड़ा, खाद्य प्रसंस्करण, उद्योग, सूक्ष्म, लघु और मध्यम उद्यम, कौशल विकास मंत्रालय समेत भारतीय रेलवे खानपान और पर्यटन निगम और यूपी सरकार सहयोग कर रही है।

सात श्रेणियों में 1400 से अधिक प्रतिनिधि

तमिलनाडु से सात श्रेणियों में 1400 सदस्यीय प्रतिनिधि दल आ रहा है। इसमें छात्र शिक्षक, लेखक, कृषि व संबद्ध क्षेत्र, पेशेवर व कारीगर, महिलाएं और आध्यात्मिक विद्वान शामिल हैं।

प्रयागराज, अयोध्या के करेंगे दर्शन

आठ दिवसीय अनुभवात्मक दौरे के दौरान तमिलनाडु से आने वाला दल वाराणसी के बाद प्रयागराज और अयोध्या में भगवान श्रीराम के दर्शन करने भी जाएगा। इसके अलावा वाराणसी के महत्वपूर्ण तमिल धरोहर स्थलों में महाकवि सुब्रमण्यम भरतियार का पैतृक निवास, केदार घाट, लघु तमिलनाडु क्षेत्र में स्थित काशी मदम, श्री काशी विश्वनाथ मंदिर और माता अन्नपूर्णा मंदिर के लिए भी जाएंगे। वहीं, दक्षिण भारतीय मेहमान स्थानीय व्यंजन, हस्तशिल्प, विरासत से रूबरू होंगे।

NCERT Commends ‘Beacon Buddies’ Project Of Expert PU College

CITY | TNN | Nov 28, 2025, 22:50 IST

Mangaluru: The National Council of Educational Research and Training (NCERT) has commended the ‘Beacon Buddies' project, an innovative initiative by Expert PU College, Valachil, aimed at enhancing peer counselling, mental wellness, and child rights awareness among students.

In a letter, Dr Prabhat K Mishra, a professor from department of educational psychology and foundations of education at NCERT, praised the project for its innovative approach and successful pilot implementation.

‘Beacon Buddies' initiative was recognised for its strong understanding of the psychosocial needs of adolescents and its alignment with the national Manodarpan mental health initiative. NCERT highlighted the programme's potential for expansion through state education departments, SCERTs, and child rights commissions, suggesting it could be effectively integrated at the grassroots level.

What sets the project apart is its student-driven approach, characterised as a zero-cost, high-impact project for schools and colleges. Trained peer volunteers, known as ‘buddies', provide the first line of emotional support on campus, identifying students in distress, offering compassionate listening, and connecting them with professional counsellors when necessary.

Narendra L Nayak, chairman of the Expert Group of Institutions, expressed his willingness to collaborate with the state govt to promote mental wellness among adolescents through the programme. He described the initiative as a beacon of hope, healing, and happiness, empowering students to offer mental first aid to their peers. "The programme aims to create a culture of empathy, listening, and mutual support among students — by fellow students themselves."

NK Vijayan Karippal, the strategist and chief mentor of the concept and principal of Expert PU College, emphasised the importance of making every student feel valued and supported. He expressed gratitude for NCERT's recognition and added that it would encourage the institution to scale the initiative across Karnataka in collaboration with state-level bodies.

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THE TIMES OF INDIA

NCERT commends ‘beacon buddies’ project of Expert PU college

TNN | Nov 28, 2025, 10.50 PM IST

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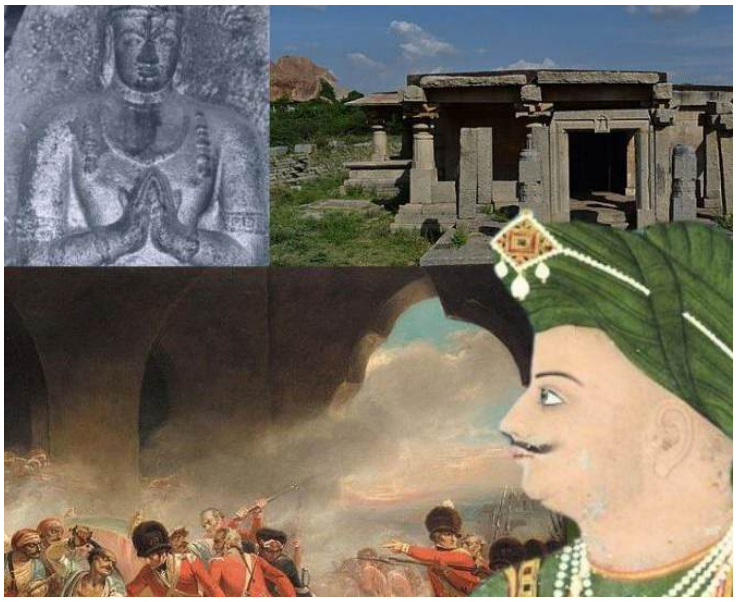
ANALYSIS EDUCATION

How NCERT's Class 8 Social Sciences Textbook Omits South India

Amol Saghar

28/Nov/2025 5 min read

Such exclusions, needless to say, have long term implications as far as historical education, regional identity and national memory, are concerned.



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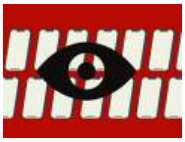

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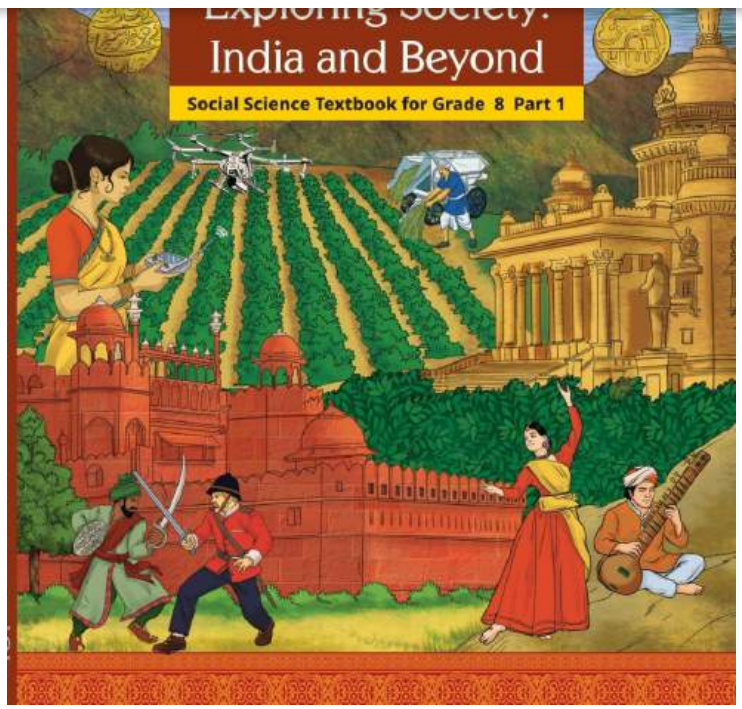
differently. But beneath the surface of this 'new' narrative lies an even more profound concern, namely, the systematic marginalisation of large swathes of India's past, and in particular, the histories of South India. Dynasties, resistance movements and cultural contributions of South India are either squeezed into peripheral mention or entirely excluded.

Such exclusions, needless to say, have long term implications as far as historical education, regional identity and national memory, are concerned. Textbooks are far more than curriculum documents. They are cultural artefacts that shape how young people imagine the past, position themselves in the present, and project into the future. A student picking up an NCERT Class 8 book is not simply learning facts, he/she is internalizing the implied question — which stories of India's past matter and which don't? And when a considerable region, like South India in this case, finds its past under-represented or omitted, the consequences ripple widely.



NCERT's Class 8 book, 'Exploring Society: India and Beyond (Part 1)'.

The Class 8 textbook, *Exploring Society: India and Beyond (Part 1)*, consolidates history, geography, civics and economics into a single integrated volume.

The chapters in the history section, titled 'Tapestry of the Past' are quite lopsided. While substantial space has been given to chapter 3 ('The Rise of the Marathas') and chapter 4 ('The Colonial Era in India'), chapter 2 ('Reshaping India's Political Map') has been shortened. Noticeably, the headings of chapters 3 and 4 make their themes clear at the outset. However, the heading of the shortened chapter 2 fails to convey its theme. This chapter focuses on the Delhi Sultanate and Mughal eras.

Even in chapters where the titles communicate their essential theme, major absences are discernible. Take chapter 4 ('The Colonial Era in India'). The fact that the closure of the Silk Route, the traditional land trade route between Asia and Europe, by the Ottoman rulers in 1453, was one of the primary reasons that led European powers to explore sea routes, eventually paving the way for the arrival of the first colonial power, Portugal, in India, has conveniently been ignored. Students thus miss out on comprehending the context, or interplay of reasons, that powered colonial objectives,

revenue policies was transferred by the colonial regime to the home country without any economic returns. It was in this specific context that the phrase 'Drain of Wealth' was coined by the Indian nationalist leader, Dadabhai Naoroji. Without a discussion on the revenue policies of the Company, students will find it difficult to understand the importance and relevance of Naoroji's arguments, outlined in his magnum opus, *Poverty and Un-British Rule in India* (1901), which tried to provide an explanation for India's poverty and underdevelopment.

The discussions in the three chapters on Indian history focus on the Indo-Gangetic plains – namely, the Delhi Sultanate, Mughal and early colonial period. But the emphasis on resistance movements in that region is confined to the Mughal period, leaving out the opposition to the East India Company. Conversely, several major polities and movements of South India receive little or no dedicated treatment. Major political powers, like the Vijayanagara Empire, are often mentioned only insofar as they resisted northern polities, like the Sultanate. No attempt, in fact, has been made by the authors to study them as autonomous centres of civilisation.

The ruins of the Vijayanagara Empire. Photo: Public domain.

Strikingly, there is no mention of the fact that the Vijayanagara Empire is the only state which draws its name from a place, Vijayanagara, rather than a family. The Vijayanagara Empire consisted of four dynasties, which ruled

successor, Bukka Raya I (*r.c.* 1356-1377), belonged to the Sangama dynasty, while Krishnadevaraya belonged to the Tuluva dynasty. Similarly, Aliya Rama Raya (*r.c.* 1542-1565), the son-in-law of Krishnadevaraya, was the founder of a distinct dynasty, the Aravidu dynasty. This was the final ruling dynasty of the Vijayanagara Empire.

A sculpture of Krishnadevaraya. Photo: Public domain.

Further, in the chapter on Maratha history, in the brief portion concerning South India, particularly the Brihadeeswara Temple, it has been mentioned incorrectly that the 'largest single inscription' (p. 80) in the temple complex was composed during the reign of the Maratha ruler, Serfoji II. While Serfoji (r.c. 1777-1832) is known to have

Rashtrakutas, and Chalukyas, to name a few. Their contributions to temple architecture, regional trade networks, cultural systems, e.g., the Bhakti movement in Tamil Nadu, vernacular Tamil inscriptions, and maritime commerce, are well-documented. However, in the present Class 8 textbook, the coverage of South Indian polities appears minimal. Rather than offering dedicated chapters with depth and context, the volume gives only fleeting references or subsumes them under broad thematic chapters like 'Regional Cultures'. The absence of a discussion on the aforementioned polities, makes the peninsular region appear passive rather than dynamic. Besides, the cultural influences emerging from the south, from Tamil, Telugu, and Kannada inscriptions to temple sculptures, to meditation on grammar and mathematics, provide a rich substrate for much of Indian civilization. A textbook that neglects these facets traps students into a shallow understanding of the subcontinent's internal diversity.

Noticeably, the volume moves from the later Mughals straight into British rule – skipping or condensing the era of regional successor states, including the Deccan sultanates in Hyderabad and Mysore. It may be argued that without deliberating upon them, the southern states become an afterthought rather than integral actors in the process of shaping the subcontinent. In the process, the peninsular contribution to Indian polity, culture and economy becomes marginalised.

and the four Anglo-Mysore Wars (1767-1799). Given that the fiercely fought four Anglo-Mysore Wars played a pivotal role in establishing British rule in southern India, the political event cannot be ignored. Students, in fact, should be informed that it was only after these four wars that the British were able to secure their position as the most powerful colonial regime in the country.

Importantly, while north and central India centric uprisings such as the Sannyasi-Fakir rebellion, Kol rebellion, and Santhal uprising, have been discussed at length, anti-colonial movements of South India, such as the Channar Revolt in Travancore (1813-1859), have been omitted. These exclusions matter because the narrative of anti-colonial resistance, regional assertion and local identity is weakened. Such a narrative may make students infer that resistance happened mostly in the north or that southern societies were passive or derivative, which, of course, is historically inaccurate.

Textbooks are not just about text; they are also about maps, pictures, and timelines. Maps in the Class 8 history textbook, appear to show north-Indian and the Deccan polity of Vijayanagara more prominently, but southern polities such as the Cholas and the Pandyas, their maritime networks, and coastal trade have been given short shrift.

The chapters on history in the new Class 8 social science textbook contain historical gaps which actually reduces their academic relevance. The omission of South India is not a minor oversight. It is a symptom of a deeper curricular imbalance which educators, parents, policymakers and historians must address. The risk now is that the vastness of India's south remains out of frame. And in history education, what is out of frame, often remains out of mind!

Amol Saghar is a historian with a specialisation in the early history of Tamil Nadu, particularly the period of the Pallavas (4th Century CE-9th Century CE).

The Pioneer, 29 November 2025, Page No - 8

When Education Kills Curiosity

ANAMIKA DASGUPTA

2ND OPINION

THE PIONEER

Recently, another 16-year-old in Kota took his own life — the fourteenth this year. His classmate, speaking on camera, said he didn't know who he would be if he didn't crack the exams. Tragic as it is, we don't need statistics to see that the system meant to prepare our children for life is draining life out of them.

A nine-year-old once asked me, "Why should I learn multiplication when my watch can do it faster?" That question is the diagnosis: children sense what many adults refuse to admit — the world they are growing into has already outpaced the one we are preparing them for.The coming decades will be defined by volatility and velocity. AI, automation, and algorithmic decision-making are redefining what it means to be human. As Yuval Noah Harari warns, "In a world deluged by irrelevant information, clarity is power." The future will reward those who can connect ideas, not those who memorise facts.

AI won't replace humans — the real danger is humans behaving like machines.To survive and thrive, children must learn to learn, unlearn, and reimagine. As Sir Ken Robinson noted, human communities rely on diverse talents, not a singular conception of ability. Education must nurture curiosity, empathy, collaboration, and problem-solving — the very skills that define humanity. Schools should teach children how to think, not what to think; courage, imagination, and conscience, not mere compliance.Instead, India's mainstream schools still produce efficient imitators rather than original thinkers. Sociologists highlight a sharp distinction: socialisation — teaching empathy and cooperation — is treated as the family's job; social control — discipline and regulation — is the school's.

Our system wasn't broken by accident; it was designed to feed bureaucracy and conformity. Our education rewards compliance, not questioning; fitting in, not standing out.Progressive education, often dismissed as indulgent or urban elitist, must become mainstream.

The world we are preparing our children for values originality, adaptability, and human connection — not obedience. Rooted in autonomy, inquiry, and real-world relevance, progressive methods like project-based learning, travel-based learning, and community-led initiatives help children engage, experiment, and solve problems. In fact, India's ancient gurukul system thrived on inquiry-driven, mentor-led experiential learning, a tradition replaced by colonial-era rote schooling.Yet, meaningful reform challenges powerful interests. Schools today often serve political, corporate, or bureaucratic convenience. A system producing compliant consumers is easy to maintain; true change is disruptive and uncomfortable — and essential.

The Pioneer SINCE 1865

Without it, we risk raising generations fluent in textbooks but illiterate in life, facing climate chaos, AI disruption, and moral uncertainty with no creativity or courage. The consequences are visible today: unemployable graduates, frustrated youth, and fertile grounds for social unrest. Education is civilisation's survival kit, not an industry. Progressive schooling must become the only form of schooling for the future. Otherwise, education itself will be the world's most sophisticated failed experiment — and those suicides in Kota will remain haunting reminders that the system collapsed long before the students did.

The writer is Director, The Wonder School, Pune

जनसत्ता, 29 नवंबर 2014, पृष्ठ संख्या - 6

अभाव के स्कूल

शिक्षा की गुणवत्ता के साथ-साथ स्कूलों में विद्यार्थियों के बैठने की व्यवस्था, पेयजल, शौचालय और खेल मैदान जैसी बुनियादी सुविधाओं का होना बेहद जरूरी है। ये सुविधाएं एक स्वस्थ और सुरक्षित वातावरण बनाती हैं, जो विद्यार्थियों को अच्छे से पढ़ाई करने में सहायक होता है। स्कूलों में इस व्यवस्था का अभाव न केवल पठन-पाठन को प्रभावित करता है, बल्कि छात्रों खासकर लड़कियों के पढ़ाई बीच में छोड़ने का कारण भी बनता है। हालांकि पिछले कुछ वर्षों में सरकारी स्तर पर स्कूलों में ढांचागत सुविधाएं मुहैया कराने पर ध्यान केंद्रित किया गया है, लेकिन वस्तुस्थिति आज भी संतोषजक नहीं है। हाल में असम से आई एक खबर ने चिंता पैदा कर दी है कि राज्य के चार क्षेत्रों और ग्रामीण इलाकों में एक हजार चार सौ सरकारी स्कूलों में पेयजल एवं शौचालय की सुविधा नहीं हैं। साथ ही अट्ठाईस हजार शिक्षकों के पद रिक्त पड़े हैं। प्रदेश सरकार ने विधानसभा में यह जानकारी दी है। असम के मुख्यमंत्री अपने भाषणों में राज्य को अगले पांच वर्षों में एक बड़ी अर्थव्यवस्था बनाने और समग्र विकास करने के दावे करते हैं। मगर हकीकत यह है कि वहां के बहुत सारे स्कूलों का बुनियादी ढांचा अभाव और बदहाली का शिकार है।

देश भर में स्कूलों में नामांकन बढ़ाने के लिए सरकार ने मध्याह्न भोजन योजना लागू की है। मगर बच्चों को व्यापक स्तर पर शिक्षा से जोड़ने के लिए क्या नामांकन बढ़ाना ही काफी है? क्या इसके लिए स्कूलों में बुनियादी सुविधाओं का होना जरूरी नहीं है? ये ऐसे सवाल हैं, जिन पर शासन और प्रशासन के स्तर पर विचार तो किया गया, योजनाएं-परियोजनाएं भी बनीं, लेकिन धरातल पर उनका नतीजा लक्ष्य से काफी पीछे नजर आ रहा है। केंद्र सरकार ने पिछले वर्ष नवंबर में एक मामले को लेकर सर्वोच्च न्यायालय में शपथपत्र दायर कर बताया था कि देश में सरकारी, सरकारी सहायता प्राप्त और निजी स्कूलों सहित 97.5 फीसद से अधिक स्कूलों में छात्राओं के लिए अलग शौचालय की सुविधा उपलब्ध हो चुकी है। मगर सिर्फ ढांचा खड़ा कर देना ही सुविधा नहीं है। यह सुनिश्चित करना भी जरूरी है कि उसका बेहतर रखरखाव हो, ताकि विद्यार्थी उस सुविधा को सुलभ और निर्बाध रूप से इस्तेमाल कर सकें।

Hindustan Times, 29 November 2025, Page No- 18

Ignoring judicial nudge for queer-inclusive education

Even in 2025, educational spaces remain alien to queer lives. A study reveals the heightened fear of harassment, outing, and erasure experienced by queer students. The government has not followed the mandate laid out in *Supriyo v. Union of India*, to assess and redress discrimination faced by queer persons in different facets of life.

While there have been no legislative developments, incremental progress has emerged through judicial precedents and state-level policies. In *Society for Enlightenment and Voluntary Action v. Union of India*, the Supreme Court advocated for a more holistic discourse on sex education which fosters empathy and reduces exploitative behaviour.

Meanwhile, Tamil Nadu's State Policy for Transgender Persons, 2025, calls for inclusive admission procedures and the appointment of nodal officers in educational institutions. It also articulates a "right to representation" for transgender persons in education. However, it stops short of clarifying whether horizontal reservations will be provided — a strong demand from many in the queer community.

Jwalika Balaji

Mandar Prakhar

Despite these, progress remains piecemeal. Dismantling institutional queerphobia needs a structural response. Three moves are key: stronger anti-ragging and anti-bullying mandates, reservations for trans students, and sensitisation of educators and peers.

First, the UGC's anti-ragging regulations extend protection only to "students of homosexual orientation". They fail to recognise the harms faced by non-binary, genderqueer, trans, and other gender-diverse students. The rules also fail to address insidious harms such as involuntary outing, persistent misgendering, and social exclusion. Institutional anti-sexual-harassment policies suffer from a similar flaw. Clear mechanisms are needed to address bullying on the grounds of gender and sexuality. Further, queer-affirmative mental-health services should be made available.

Second, equal participation in education requires affirmative representation. Despite *NALSA* emphasising reservations for trans persons, implementation remains uneven. Under Section 12(1)(c) of the Right to Education Act, 2009, 25% of seats are reserved in schools for children from disadvantaged groups. Only a few states like Delhi have included transgender children within this. On the higher education front, Kerala has issued a government order reserving seats for transgender students in arts and science colleges. The Karnataka high court has directed the National Law School of India University, Bengaluru, to reserve 0.5% of seats for trans individuals. The Telangana high court has urged reservation of seats in postgraduate admissions. However, the promise of *NALSA* must be realised through consistent application of reservations across all states and levels of education.

Third, inclusion must go beyond access and affirm queer students' belonging. True inclusion has to reflect not only in formal policies but also in everyday interactions. When teachers remain unaware or indifferent to queer experiences, they create unsafe environments. Their silence normalises exclusion and emboldens peers to replicate hostility. Sensitisation must be made central to institutional reform. We need a multi-faceted approach to build educational spaces that are truly queer-inclusive, affirming, and safe: Where every student can learn, thrive, and belong.

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The Hindu, 29 November 2025, Page No - 4

Three-language policy panel to submit recommendations to Maharashtra govt. on Dec. 20

The Hindu Bureau
MUMBAI

The State government rolled back its decision to make Hindi compulsory in primary classes following stiff opposition. FILE PHOTO

The committee constituted to study the implementation of the three-language policy in Maharashtra schools will submit its final report to the State government on December 20. The panel held its last public consultation in Mumbai on Friday. Students, experts and political activists expressed their opinions during the consultation, which saw some heated arguments.

Speaking at the conclusion of the process, committee chairperson Narendra Jadhav said, "We are trying to understand people's opinions. This does not mean the report will be based on public consultations alone. Experts' opinions will also be taken into consideration. We will hold a meeting with the experts before submitting the report." He added that he would not disclose the panel's recommendations and that it would be up to the State government to decide what to do with the report.

Earlier this year, the State government had made Hindi compulsory as the third language from Classes 1 to 5 in Marathi- and English-medium State-run schools. Students were given the option of choosing any other Indian language as the third option if at least 20 of them were in agreement. The decision met stiff opposition, forcing the government to scrap the rule.

The State government then constituted the Jadhav committee to study the implementation of the three-language policy as per the National Education Policy, 2020.

The Indian Express, 29 November 2025, Page No- 2

Refer Higher Education Commission of India Bill to House panel: Digvijaya

Express News Service
New Delhi, November 28

RAJYA SABHA MP Digvijaya Singh, who heads the Parliamentary Standing Committee on Education, Women, Children, Youth, and Sports wrote to Union Education Minister Dharmendra Pradhan Friday, urging that the Higher Education Commission of India Bill 2025, which seeks to merge the functions of three statutory bodies, be referred to the Standing Committee.

Singh wrote: "Given that this is a significant legislation which majorly rewrites the existing Education Governance Architecture of this country, I believe it is critical that it be examined and discussed by the Parliamentary Standing Committee before it is taken up by the Parliament as a whole."

According to the Lok Sabha bulletin issued last week, the Bill is set to be introduced during the Winter Session. In line with the NEP 2020, the Bill aims to set up a single regulatory authority for higher education, merging the UGC, the AICTE, and the National Council for Teacher Education (NCTE).

Singh said the Bill be referred to the committee with a "deadline of the end of the first phase of the Budget session".

In a report presented to Parliament in February this year, the committee observed, "State Universities, which educate over 90% of the student population, are caught in between national and state-level regulations. The draft Higher Education Commission of India Bill appears to perpetuate many of these same issues by maintaining a Central Government-heavy composition and insufficient state representation."

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THE TIMES OF INDIA

Explained: How CBSE's new skill based learning framework will reshape classes 6 to 8

TOI Education | Nov 30, 2025, 10.11 AM IST

The Central Board of Secondary Education (CBSE) has introduced a major structural shift in middle-school education by making skill education compulsory for Classes 6, 7 and 8 beginning the academic year 2026. The mandate—introduced through NCERT's *Skill Bodh* curriculum—marks one of the most significant classroom-level changes since the rollout of NEP 2020. Under the new framework, students must undertake hands-on, project-based learning in three key "work domains," while schools will be required to allocate dedicated hours, redesign academic timetables and prepare trained teachers and infrastructure. While the reform aims to reduce rote learning and expose students to real-life skills early on, the move has also triggered concerns among parents and teachers, especially around infrastructure gaps, evaluation norms and possible academic overload. Here is a detailed explainer.

What the new mandate requires

CBSE has instructed all affiliated schools to introduce Skill Education as a compulsory subject for Classes 6, 7 and 8, in line with NEP 2020's emphasis on experiential, hands-on learning. Under the new framework, every school must allocate 110 hours a year—about 160 periods—to skill-based activities, typically delivered through two consecutive periods each week.

Instead of treating skills as an optional add-on, the curriculum now requires students to complete three structured projects annually, one in each of the designated domains: *working with living beings* such as plants, animals and local ecosystems; *working with materials and basic machines*, including simple tools, crafts and mechanical operations; and *human services*, which cover community-oriented and social tasks. These projects are anchored in NCERT's newly developed Skill Bodh/Kaushal Bodh textbooks, available in print and digital formats.

Assessment, too, has been redesigned to reflect this shift. Rather than relying solely on traditional end-term exams, evaluation will draw from a combination of written tests, viva or presentations, activity book tasks, portfolio submissions and ongoing classroom observation. The model places greater weight on the learning process, practical engagement and student reflection, aiming to cultivate real-world competence rather than exam-focused performance.

Why CBSE introduced this reform

According to CBSE and NCERT, the shift is designed to address several long-standing issues in Indian schooling:

1. Over-dependence on rote learning

The mandate aims to pull middle-school teaching out of textbook-only learning and introduce hands-on, real-world engagement.

2. Early exposure to skills and careers

The Board expects the program to help children understand trades, crafts, community work, environment care, and basic mechanical processes—without the stigma often attached to “vocational” pathways.

3. Implementation of NEP 2020

NEP calls for equal weightage to academic and vocational learning. The new framework operationalises this at scale across CBSE schools.

What changes for schools

The mandate will require substantial organisational changes:

Restructuring of timetables

Schools must carve out two back-to-back periods weekly for each class from VI to VIII, without compromising core subjects.

Need for trained teachers

Project-based learning requires teacher training in facilitation, assessment and safety protocols. CBSE has initiated capacity-building workshops, but the scale needed is large.

Composite Skill Labs

Schools are expected to gradually set up Composite Skill Labs—multi-purpose workspaces that allow students to work with tools, materials and basic machines. Many schools, especially in underserved regions, may find this financially challenging.

What the concerns are

While the mandate is designed with clear educational goals, it may give rise to a range of concerns and questions among parents, educators, and schools regarding its implementation and impact.

1. Preparedness and resource gaps

A large number of CBSE schools, particularly smaller and budget schools, lack access to materials, trained staff or a laboratory environment. Parents may fear this could lead to superficial or poorly guided project work.

2. Academic load and time management

The annual 110-hour requirement could increase overall workload. Middle-school students who already balance extracurriculars and tuitions may feel stretched.

3. Unequal implementation

Urban private schools with existing labs and makerspaces may deliver high-quality skill education, but rural or low-resource schools may struggle—widening the learning gap.

4. Lack of clarity on assessment weightage

Parents must know how skill-education scores will reflect in internal evaluation, promotion criteria and overall academic records.

5. Transition challenges

Teachers must shift from chalk-and-board teaching to structured project mentoring—something many are not accustomed to.

How students will learn: Inside the skill-education classroom

Each student will engage in a series of structured, age-appropriate activities that introduce practical learning in a guided, safe manner. These include hands-on projects using basic tools and materials, along with observation-based tasks involving plants, pets and local ecosystems.

Students will also work on simple mechanical or craft activities such as woodwork, clay modelling or basic repair exercises that help build fine motor skills and problem-solving abilities. Community-service components—like organising cleanliness drives or supporting school events—are designed to cultivate responsibility and social awareness.

Throughout the year, students document their progress through portfolios and reflective journals, encouraging continuous learning and self-assessment. The Skill Bodh textbooks provide step-by-step instructions, safety guidelines and reflection prompts to help schools conduct these activities effectively and consistently.

What parents should do now

Parents should be seeking clarity from schools. Experts recommend:

- Understanding the school's plan: Ask how labs will be set up and what materials will be used.
- Checking teacher readiness: Whether staff have undergone CBSE training.
- Monitoring workload: Ensure students are not overburdened as skill hours are added.
- Encouraging curiosity: Many projects can spark new interests—children could discover abilities in craft, design, engineering, plant care or social work.
- Reviewing assessment practices: Follow how schools evaluate portfolios and written tests.

The big picture

CBSE's middle-school skill mandate is one of the boldest curricular shifts in years. Its success will depend on infrastructure readiness, teacher training, reasonable scheduling, and consistent implementation across diverse schools.

If executed well, it could reshape how Indian students learn—moving them away from rote memorisation toward practical competence and real-world understanding. But if rushed or under-resourced, it risks becoming yet another compliance exercise.

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