

EDUDOC SERVICE SERIES

# EDUDOC SERVICES : NEWSCLIPS

NEWSCLIPPINGS FROM DAILY NEWSPAPERS

October 2024

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी  
NCERT

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

## Preface

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

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

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

(Dr.Akash)  
Head, LDD  
NCERT,NewDelhi

## CONTENTS

S. No.	Subject Headings & Title	Newspaper	Page No. in Newspaper	Date	Pg.
1.	The challenges of parenting in the age of technology	The Pioneer	6	01-10-2024	1
2.	Education ministry workshop focuses on school-to-work transitions, improving assessment system	Careers360	-	01-10-2024	2
3.	The Association For Reinventing School Education (ARISE) Debuts, Beginning An Era Of Transformation Across The Nation's Educational Landscape	India Education Diary	-	01-10-2024	5
4.	Ministry of Education hosts two-day knowledge sharing workshop under STARS	PIB	-	01-10-2024	7
5.	Education Ministry's Two-Day Knowledge Sharing Workshop Under STARS Concludes	DD News	-	01-10-2024	9
6.	Ministry of Education hosts two-day STARS knowledge sharing workshop, focuses on a robust educational ecosystem	Hindustan Times	-	02-10-2024	11
7.	The flawed approach to decolonise history in Indian education system	Organiser	-	02-10-2024	17
8.	The net result will be poor doctoral research	The Hindu	6	03-10-2024	22
9.	NCERT Proposes Class 12 Board Exams to Include Marks from Classes 9 to 11	JagranJosh MSN	-	03-10-2024	23
10.	The Association For Reinventing School Education (ARISE) Debuts, Beginning An Era Of Transformation Across The Nation's Educational Landscape	NewsX	-	03-10-2024	25
11.	NCERT to introduce new textbooks in 2025-26 academic session amid delay concerns	The TelegraphOnline	-	03-10-2024	28
12.	सेवा भाव पर हावी होता स्वार्थ	दैनिक जागरण	8	04-10-2024	31
13.	Delhi-NCR schools get top ranking in EducationWorld India School Rankings	The Pioneer	2	04-10-2024	32
14.	An obsession with rankings is harming India's universities	The Hindu	8	04-10-2024	33
15.	Empowering Minds: Delhi Schools Introduce New Legal Awareness Curriculum	Devdiscourse	-	04-10-2024	34
16.	Delhi schools to teach new criminal laws in special NCERT modules	India Today	-	05-10-2024	35
17.	एनसीईआरटी ने करियर गाइडेंस बुक तैयार की	अमर उजाला	9	06-10-2024	38
18.	Researchers find mechanisms behind plant response to warming	The Hindu	11	06-10-2024	39
19.	SWOT analysis can help overcome anxiety of competitive exams	The Times of India	9	06-10-2024	40

20.	MP State Education Centre Releases Marks Distribution Scheme For Class 5, 8 Exams	Free Press Journal	-	06-10-2024	41
21.	CBSE Faces Barriers In Recognizing Tamang, Rai, Gurung And Sherpa Languages In Sikkim Curriculum	The Sentinel	-	06-10-2024	43
22.	MP: How Parents Turn a Letter in Grade-3 Environmental Science Textbook into a 'Love Jihad' Frenzy	Twocircles.net	-	06-10-2024	45
23.	Make classroom a discussion forum, not a lecture hall	Financial Express	7	07-10-2024	49
24.	Five languages got classical tag after key provisions dropped	The Hindu	12	07-10-2024	50
25.	100 days completed, but the work has just begun	The Hindu	7	07-10-2024	51
26.	What is a classical language and how is it chosen?	The Times of India	12	07-10-2024	52
27.	PM Launches Vidyanjali 2.0 to Boost Community Participation in School	Nicobar Times	-	07-10-2024	53
28.	Shri Dharmendra Pradhan presides over signing of Letter of Engagement between NCERT and Amazon	PIB	-	07-10-2024	55
29.	NCERT books will now be sold on Amazon as well through authorised sellers	The Economic Times	-	07-10-2024	57
30.	एनसीईआरटी अगले सत्र के लिए 15 करोड़ पुस्तकें प्रकाशित करेगा	जनसत्ता	2	08-10-2024	59
31.	घर बैठे आर्डर कर मंगा सकेंगे NCERT की किताबें, तीन गुना ज्यादा छपेंगी बुक्स	नवभारत टाइम्स	15	08-10-2024	60
32.	अब घर बैठे ही पा सकेंगे एनसीईआरटी की नई पाठ्यपुस्तकें	दैनिक जागरण	11	08-10-2024	60
33.	एनसीईआरटी की किताबें ऑनलाइन मंगवा सकेंगे	हिन्दुस्तान	12	08-10-2024	60
34.	एनसीईआरटी की किताबें अब अमेज़न पर भी बिकेंगी	अमर उजाला	10	08-10-2024	60
35.	NCERT books to be sold on Amazon by authorized seller	The Asian Age	2	08-10-2024	61
36.	NCERT, Amazon join hands to ensure textbook availability	The Hindu	14	08-10-2024	61
37.	NCERT to scale up publishing OPS: Pradhan	Hindustan Times	9	08-10-2024	61
38.	With A+ grade from NAAC Patanjali University becomes highest-rated yoga university in India	The Statesman	8	08-10-2024	62
39.	The Future of education: Collaborative learning is reshaping Indian Schools	The Statesman	11	08-10-2024	63
40.	87 pc parents support tech integration in schools: Study	Hindustan Times	-	08-10-2024	64
41.	NCERT partners with Amazon to make K-12 books available pan-India	India Today	-	08-10-2024	67

42.	NCERT books now available on Amazon	The Indian Express	-	08-10-2024	69
43.	NCERT books will now be available on Amazon as well	NDTV Education	-	08-10-2024	72
44.	सरकारी स्कूलों को और अच्छा बनाना मेरा सपना : सिसोदिया	अमर उजाला	7	09-10-2024	73
45.	Govt school students to join vocational training course in Germany	The Statesman	2	09-10-2024	73
46.	NCERT to triple-fold publication of textbooks, print 15 crore books for this year : Education minister	Hindustan Times	-	09-10-2024	74
47.	NCERT partners with Amazon	JagranJosh	-	09-10-2024	78
48.	NCERT textbooks now available on Amazon	Onmanorama	-	09-10-2024	81
49.	बच्चों में ब्लाइंडनेस की सबसे बड़ी वजह मोबाइल : AIIMS	नवभारत टाइम्स	5	10-10-2024	82
50.	Schooling the undeserved	Millennium Post	7	10-10-2024	83
51.	Towards a journey of mindfulness with the help of reading	The Hindu	11	10-10-2024	84
52.	Mental health in India's material world	The Hindu	8	10-10-2024	85
53.	NCERT Textbooks Now On Amazon For Students & UPSC Aspirants, Know Key Benefits	MSN Free Press Journal	-	10-10-2024	86
54.	एनसीईआरटी ने किताबों की ऑनलाइन बिक्री के लिए अमेज़न से समझौता किया	रोज़नामा राष्ट्रीय सहारा ( उर्दू )	9	10-10-2024	88
55.	A new era of global opportunities awaits India in higher education	The Pioneer	6	12-10-2024	89
56.	अवसर: दिल्ली में सरकारी स्कूलों में 200 शिक्षकों की नियुक्ति होगी	हिन्दुस्तान	1	13-10-2024	90
57.	'शिक्षा का अधिकार कानून नहीं मानने वाले मदरसों किम सहायता राशी रोके '	जनसत्ता	1	13-10-2024	91
58.	Child rights panel to states: Stop funding, shut down madrasas	The Indian Express	1	13-10-2024	92
59.	Sapnu Ki Udaan: A Pathway to National Recognition through SCERT-JK and NCERT Initiatives	Rising Kashmir.com	-	13-10-2024	93
60.	Govt school kids get platforms to explore scientific ideas	The Times of India	-	13-10-2024	96
61.	NCPCR ने मदरसों को सरकारी मदद रोकने के लिए राज्यों और केंद्र शासित प्रदेशों को पत्र लिखा	रोज़नामा राष्ट्रीय सहारा	1	13-10-2024	97
62.	प्राथमिक शिक्षा की बुनियादी खामिया	जनसत्ता	6	13-10-2024	98
63.	छात्र- शिक्षक अनुपात आड़े आ रहा अच्छी पढ़ाई में	राष्ट्रीय सहारा	2	14-10-2024	99

64.	Govt considers AI safety institute	Hindustan Times	11	14-10-2024	100
65.	Classrooms of connections	The Hindu	5	14-10-2024	101
66.	Two- Degree theory has opinion divided	The Times of India	3	14-10-2024	102
67.	NCERT will triple publication of textbooks- Education Minister	The Piblisher.com	-	14-10-2024	103
68.	सरकारी स्कूल में बच्चों को बाटी जाएंगी पढ़ी- गजक या भुना चना	राष्ट्रीय सहारा	7	15-10-2024	107
69.	कई प्राथमिक विद्यालय खुलेंगे	हिन्दुस्तान	3	15-10-2024	108
70.	धर्मेन्द्र प्रधान तीन एआई उत्कृष्टता केंद्र शुरू करेंगे	हिन्दुस्तान	7	15-10-2024	108
71.	Education Minister Dharmendra Pradhan to launch 3 AI Centres of Excellence today	The Statesman	7	15-10-2024	110
72.	Teacher develops QR code to help students learn about scientists	Education.com	-	15-10-2024	111
73.	शिक्षा की मजबूत बुनियाद पर खड़ा होगा विकसित भारत	हिन्दुस्तान	10	16-10-2024	113
74.	Delhi MC schools mark Handwashing Day	The Delhi Tribune	3	16-10-2024	114
75.	Core skills remain crucial in this age of AI and ML	The Times of India	25	16-10-2024	115
76.	9,800cr to be spent on education this fiscal year: Dy CM	The Tribune	7	16-10-2024	116
77.	After running into controversy, Maharashtra SCERT releases revised curriculum for school education	The Indian Express	-	16-10-2024	117
78.	स्कूलों में बनेंगे निर्वाचन क्लब व लोकतंत्र कक्ष	अमर उजाला	9	17-10-2024	120
79.	Govt will promote sports in all educational institutes: Minister	The Tribune	8	17-10-2024	121
80.	Reforms, good teachers needed to improve quality of education: sukhu	The Tribune	8	17-10-2024	122
81.	Poor worry about children's studies as Delhi braces for bad air	The Hindu	4	17-10-2024	123
82.	NCERT launches free 'Sathee' portal for JEE, NEET, and SSC preparation	Microsoft Start	-	17-10-2024	124
83.	Kerala: Probe launched into unregulated private schools violating education rules, says Minister	ET Education.com	-	17-10-2024	127
84.	Teachers should maintain good conduct so that students inculcate good values, says Rajasthan education minister	Hindustan Times	-	17-10-2024	130
85.	AAP launches ' Shiksha Par Baat' initiative	The Indian Express	3	18-10-2024	136

86.	JNU plans Shivaji centre: Lesons from his era on Akhand Bharat concept	The Indian Express	1	18-10-2024	136
87.	AI: Redefining learning in the 21st Century	The Pioneer	6	18-10-2024	137
88.	Students under 6-yr agr can't be denied admission to Class I: HC	The Tribune	8	18-10-2024	138
89.	NCERT 'SARTHEE'portal : Free preparation platform	Jagran Josh	-	18-10-2024	139
90.	Karnataka govt partners with J-PAL for policy innovation in school education	The Hindu	-	18-10-2024	144
91.	NCERT course: Registration for Diploma in Teaching of Science at Middle Stage extended	Education Times	-	19-10-2024	146
92.	Vidyanjali 2.0 Launched to Boost School Education through Community Involvement	Nicobar times	-	19-10-2024	148
93.	NCERT 'SATHEE' Portal: Free Coaching Platform for JEE, SSC, NEET, CUET Exams	Edugraph.com	-	19-10-2024	150
94.	20 students from India to participate in Sakura Programme 2024	PIB	-	19-10-2024	153
95.	अमेज़न पर NCERT की किताबें एमआरपी पर मिलनी शुरू	अमर उजाला	6	20-10-2024	154
96.	स्कूलों में नए सत्र से नई पाठ्यपुस्तकें पढ़ेंगे आठवीं तक के छात्र	दैनिक जागरण	10	20-10-2024	154
97.	Govt schools look for students in classes 6 & 9 with IQ of 120 & more, to offer spl training	The Indian Express	4	20-10-2024	155
98.	NCERT's "Sathee" Portal Offers Free Coaching And Mock Tests for JEE, NEET	NDTV Education	-	20-10-2024	156
99.	NCERT Launches 'Sathee' Portal For Free JEE, NEET, And SSC Study Resources: Here's How To Register	News18	-	20-10-2024	159
100.	NCERT books yet to bring back Mughals, Nehru, dropped from school syllabus in 2022	The Telegraph Online	-	20-10-2024	162
101.	NCERT launches 'Sathee' portal for free NEET, JEE, and SSC study materials	India Today	-	21-10-2024	166
102.	NCERT Unveils 'Sathee Portal 2024' Offering Free Resources to Students for JEE, NEET, and SSC Prep	digitalLearning.com	-	21-10-2024	169
103.	Dharmendra Pradhan meets Singapore PM, discusses cooperation in school education and research	EducationTimes	-	21-10-2024	171
104.	SATHEE Portal: NCERT's Free Platform for Competitive Exam Preparation	JagranJosh	-	21-10-2024	175
105.	नई पीढ़ी के सुनहरे भविष्य का आधार गढ़ रहा सरकारी स्कूल	दैनिक जागरण	9	22-10-2024	178
106.	SATHEE Portal: NCERT Launches Free Online Study Platform for JEE and NEET Aspirants	JagranJosh	-	22-10-2024	179
107.	Dharmendra Pradhan Meets Singapore PM, Discusses Cooperation in School Education and Research	NDTVEducation	-	22-10-2024	181

108.	NCERT Launches 'Sathee' Portal for Free JEE, NEET, and SSC Study Materials; Check Steps To Register	Shiksha.com	-	22-10-2024	184
109.	धर्मेन्द्र प्रधान ने सिंगापुर के प्रधानमंत्री से मुलाकात की, स्कूली शिक्षा और शोध में सहयोग पर चर्चा की	रोजनामा राष्ट्रीय सहारा (उर्दू)	3	22-10-2024	185
110.	बस्ता मुक्त दिवस : दस दिन तनाव मुक्त रहेंगे स्कूली बच्चे	राष्ट्रीय सहारा	3	23-10-2024	186
111.	छात्र 10 दिन बिना बैग के स्कूल जाएंगे	हिन्दुस्तान	5	23-10-2024	186
112.	Reducing outdoor activities, air purifiers: Schools take own steps	The Indian Express	4	23-10-2024	187
113.	NEP 2020: A blueprint for transformative education	The Pioneer	7	23-10-2024	188
114.	Bagless days in all Delhi schools for Classes 6 to 8, DoE issues guidelines	Business Standard	-	23-10-2024	189
115.	DoE issues guidelines for implementing 10 'bagless days' in Delhi schools	EducationTimes	-	23-10-2024	191
116.	PM Young Achievers' Scholarship Award Scheme for Vibrant India (PM YASASVI)	PIB	-	23-10-2024	193
117.	NCERT PARAKH Rashtriya Sarvekshan 2024 replaces National Achievement Survey: Key Differences and Implications	Times of India	-	23-10-2024	196
118.	बढ़ई, माली, कुम्हार के यहाँ इंटर्नशिप करेंगे विद्यार्थी	दैनिक जागरण	1	24-10-2024	199
119.	10 दिन स्कूल बैग की छुट्टी, खेल-खेल में होंगी क्लास	नवभारत टाइम्स	9	24-10-2024	200
120.	भारत – ऑस्ट्रेलिया शिक्षा में करेंगे सहयोग	हिन्दुस्तान	8	24-10-2024	201
121.	Teachers asked to refrain from use of phone in classes Ministry of Education extends registration window for Yuva Sangam Phase V till Oct 25	Millennium Post	3,11	24-10-2024	202
122.	Transformation through tales	Millennium Post	7	24-10-2024	203
123.	India allocates up to 4.6% of GDP in edu, higher than many in region, says Unesco	The Times of India	Special Times	24-10-2024	204
124.	Delhi's challenges in school education	The Hindu	7	24-10-2024	205
125.	Learning & nation-building	The Indian Express	11	24-10-2024	206
126.	Two years after lunch, Delhi govt. signs MoU with Education Ministry to implement PM SHRI scheme	The Hindu	1	24-10-2024	207
127.	Education Minister Dharmendra Pradhan Meets Australian Counterpart Jason Clare To Boost Education Cooperation	DD News	-	24-10-2024	208
128.	As concerns mount over textbook shortages, NCERT slashes number of empanelled printers	The Telegraph Online	-	24-10-2024	210

129.	शिक्षा की गुणवत्ता से समझौता	दैनिक जागरण	10	25-10-2024	213
130.	दिवाली के बाद स्कूलों का ऑनलाइन कक्षा पर मंथन शुरू	हिन्दुस्तान	4	25-10-2024	214
131.	बुनियादी शिक्षा में पिछड़ते बच्चे आज भी बड़ी चुनौती	हिन्दुस्तान	12	25-10-2024	215
132.	Delhi, Ratlam, Madurai schools win World's Best School Prizes 2024	Education Times	-	25-10-2024	216
133.	पीएमश्री लिखकर स्कूल का नाम अपडेट कराने के लिए मांगे आवेदन	अमर उजाला	7	26-10-2024	219
134.	स्कूली बच्चों को सताने लगी दिल्ली की हवा	नवभारत टाइम्स	4	26-10-2024	220
135.	Education Minister visit Australia to boost research collaboration	The Pioneer	4	26-10-2024	221
136.	Union, TN Government told to take call on teaching Dravidian, Aryan two- race theory	The New Indian Express	-	26-10-2024	222
137.	Madras High Court Directs NCERT And SCERT To Consider Whether Aryan Dravidian Two Race Theory Should Continue To Be Taught To Children	Verdictum	-	26-10-2024	224
138.	भारत व ऑस्ट्रेलिया स्कूल, उच्च शिक्षा में बढ़ाएंगे सहयोग	राष्ट्रीय सहारा	11	27-10-2024	226
139.	AI curriculum launched for ITI students nationwide	The Pioneer	4	27-10-2024	226
140.	Crackdown on Jamshedpur Private Schools' arbitrary sale of books	The Avenue Mail	-	27-10-2024	227
141.	NCERT Books Now Available Online Through E-commerce Platform	The Town Post	-	27-10-2024	228
142.	सिसोदिया ने पेरेंट्स से की शिक्षा की बात	नवभारत टाइम्स	6	28-10-2024	230
143.	शिक्षा खर्च के मामले में विश्व स्तर पर खरा उतरा भारत	हिन्दुतान	12	28-10-2024	231
144.	How differently abled communities are embracing music through sign language	The Hindu	9	28-10-2024	232
145.	Project Inclusion in schools helps neurodiverse students find their feet	The Times of India	7	28-10-2024	233
146.	Leveraging folklores to educate the new generation	The Pioneer	6	28-10-2024	234
147.	Virtual Reality and Gamification Transforming School Education	APAC News Network	-	28-10-2024	235
148.	Textbook revision within a year: Additions to NCERT maths, social science books amid Criticism	The TelegraphOnline	-	28-10-2024	242
149.	Madras High Court refuses to entertain PIL against Aryan-Dravidian theory; leaves it to NCERT	Bar and Bench	-	28-10-2024	245
150.	बच्चों को वो पढाएं, जो उनके कल के लिए हो : सिसोदिया	नवभारत टाइम्स	4	29-10-2024	247

151.	12 विशेष विद्यालयों के दिव्यांग छात्रों को समावेशी शिक्षा प्रदान करने का निर्देश	राष्ट्रीय सहारा	4	29-10-2024	247
152.	Tackling learning disabilities head-on	The Hindu	7	29-10-2024	248
153.	National survey of students soon: What is it, how it has changed from previous years	The Indian Express	-	30-10-2024	249
154.	The guiding light	Millennium Post	9	31-10-2024	253

# The challenges of parenting in the age of technology



ASHA IYER KUMAR

While the challenges are real, so too are the solutions — adaptation and patience remain the cornerstones of successful parenting in these digital times

Conversations these days are rife with the refrain of how challenging life has become and how surfing the turbulent seas is not as easy as it used to be previously. It amuses me that we endorse this view readily despite the conveniences the modern world has introduced to us.

The all-round improvement in quality of life has done nothing much in terms of bringing us the sense of gratification that material accumulation is perceived to bring. Instead, we have only become crazier and more complaining. Among the things that we whine about there is one that stands out — the difficulty of being a parent in these times.

It is not like how it used to be when we were kids, they assert and are at a loss to keep their children under control, be it about the use of gadgets or their demands for new-age comforts or following well-meaning advice. Children these days have a way of growing up that parents can't seem to get a grip over, and parents are at their wit's end. Has parenting become so tough now, tougher than what



it used to be for our parents or theirs?

Before we delve into why it seems more difficult now than ever before, it is important to recognise that parenting has always been tough. Our grandparents may not have had to deal with social media addiction or the anxiety of being on constant alert, but they had their own set of worries—scarcity, lack of information, and fewer opportunities. Yet, they managed, just as we try to manage today. What, then, has changed so significantly that parents now feel a near-constant sense of overwhelm?

For one, the digital age has transformed not only how we live but also how we raise children.

Social media, YouTube, video games—all these distractions

are not just forms of entertainment; they shape the way children think, act, and even perceive reality. Parents often feel powerless in the face of this digital onslaught, unsure how to manage screen time without seeming authoritarian or disconnected from their children's world.

This struggle is exacerbated by the speed at which technology evolves. By the time parents get a handle on one app or platform, their children have already moved on to the next one.

Then, there's the issue of peer pressure, not just on children but on parents too. The 'Instagram-perfect' life adds a layer of stress to parenting that previous generations didn't face. Parents today are not just competing with themselves to be the best versions of their upbringing—they are competing with a curated version of perfection they see online. The pressure to enrol children in extracurricular activities, make sure they're developing emotional intelligence, cultivate leadership skills, and create future 'success stories' can be crushing. Our grandparents' idea of raising children to be 'good'

has been replaced with a need to raise 'achievers,' and this shift in focus can leave parents feeling like they're running a race with no finish line. Despite these challenges, parenting isn't a lost cause. It is, and always will be, a journey of trial and error. The key is finding balance and knowing that perfection is neither attainable nor necessary. A good place to start is by building a stronger connection with your children. Parents also need to accept that they cannot fight all battles alone.

They must seek help. Many of the challenges we face today are new and unfamiliar, but that doesn't mean they are insurmountable. Just as previous generations found solutions to their problems, so too can we, but it will require adaptation, learning, and, most importantly, patience. After all, our children are not just products of their environment—they are reflections of the love, support, and wisdom we give them, no matter how fast the world around them changes.

*(The author is a Dubai-based columnist, writing coach. Views are personal)*

## Top Searches

UGC NET Result 2024

GATE Registration 2025

[Home](#) [Schools](#) [Other School News](#) [News](#) Education ministry workshop focuses on school-to-work transitions, improving assessment system

## Education ministry workshop focuses on school-to-work transitions, improving assessment system

*MoE holds panel discussions on role of NEP, NCF, integration of skill education in schools, career counselling, assessment cells.*



MoE organizes STARS workshop. (Image: Wikimedia Commons)

Vagisha Kaushik | October 1, 2024 | 09:32 PM IST

**NEW DELHI:** The Department of School Education and Literacy (DoSE&L), Ministry of Education, hosted a two-day Strengthening Teaching-Learning and Results for States (STARS) workshop in Bhopal, Madhya Pradesh, from September 30 to October 1. The workshop focused on school-to-work transition and strengthening the assessment system.

During the inaugural speech, MP transport and school education minister Uday Pratap Singh said that the National Education Policy (NEP) 2020 emphasizes on the overall development of children. He also mentioned that the STARS project will play a crucial role in the transformation of the education system.



### STARS workshop

#### Day 1: School-to-Work Transition

School education department secretary Sanjay Kumar provided essential context for the workshop, emphasizing the importance of bridging the gap between education and employment. Sanjay Goyal, secretary, MP education department, highlighted the importance of this workshop and cross-learning which can happen between the states through such platforms.

The first panel discussion, moderated by Vipin Kumar, focused on the role of policy frameworks such as NEP, [National Curriculum Framework](#) (NCF), and [National Credit Framework](#) (NCF) in

school-to-work transitions. Discussions highlighted the integration of skill education into school curricula, the role of the NCF in fostering multi-disciplinary learning and adaptability, and the importance of continuous evaluation and updating of curricula to match industry standards. The panel also addressed the promotion of real-world exposure through internships and apprenticeships under NEP and NCrF, the flexibility of learning pathways through NCrF, and the role of policies in bridging the gap between academia and industry.



NCERT director Dinesh Prasad Saklani, in his presentation, said that departments need to work in integration with a common vision of strengthening the education system for our future generations. He also highlighted the need to align the curriculum with the industry demands to make school-to-work transition more seamless for young learners.

#### Also read

[CBSE-transition deferred based on feedback, mass failure in test: Andhra Pradesh Government](#)



CBSE skills director Biswajit Saha talked about strengthening 21st century skills across CBSE schools and moderated a panel discussion on the challenges and potential solutions in integrating skill hubs into the educational landscape, sharing experiences and best practices, and discussing strategies for effective implementation within schools and communities.

A panel discussion on psychometric analysis and career counselling in skill education was moderated by Usha Titus, managing director, additional skill acquisition programme, Kerala. The discussion centred on assessing the effectiveness of career counselling programmes using data from psychometric assessments, evolving trends in career counselling, and the challenges faced in preparing students for the future workforce.



Supriya A R, SPD of Kerala, discussed the partnerships with industry and work-based learning opportunities, leading to a panel discussion moderated by Rajesh Sharma, SPD, Himachal Pradesh. The panel discussed building effective partnerships

between schools and industry bodies, collaborating on programmes, internships, and job placement efforts, and identifying best practices to enhance work-based learning.

### Day 2: Strengthening Assessment System

On the second day, Kumar discussed the current effectiveness and need for improvement in assessment models. Idzes Angmo Kundan, principal secretary, Maharashtra, delivered an insightful presentation on psychometric analysis and career counselling in skill education, where she highlighted the 3 P approach to career choice, i.e., personal interest, parental approach, and possible opportunities.

Dinesh Singh Kushwaha, director, public instructions, MP, made a presentation on enhancing student outcomes through strengthening **assessment systems** for future education. Jonas Bertling, director of Educational Testing Service (ETS), discussed innovations in educational assessment. Major Vishal Sharma, secretary, Himachal Pradesh Board for Secondary Education (HPBOSE), highlighted innovative assessment practices that empower students for future education.

A presentation on VSK implementation in the state of Chhattisgarh was presented by Pardeshi Siddharth Komal, principal secretary, Chhattisgarh. He moderated a panel discussion on VSK modes and integrating assessment outcomes for informed decision-making. The panel provided insights on objectives and components of VSK including data collection and analysis, and strategies for integrating assessment outcomes with learning objectives.

Ashish Modi, director, secondary education, Rajasthan, presented the importance of an assessment cell. The presentation was followed by a panel discussion on the theme of Strengthening Assessment Cells in states, which was moderated by M K Shanmuga Sundaram, principal secretary, Basic Education, Uttar Pradesh. The panel discussed the role of assessment cells in enhancing educational effectiveness, innovative practices adopted by these cells and the challenges faced along with strategies for mitigation.

---

Follow us for the *latest education news on colleges and universities, admission, courses, exams, research, education policies, study abroad and more..*

To get in touch, write to us at [news@careers360.com](mailto:news@careers360.com).

### [ Next Story ]

**CBSE best, Kerala board worst in curriculum, infrastructure: NCERT PARAKH report**

In NCERT PARAKH's comparative analysis of state boards, West Bengal board, UPM...  
Atul Krishna

### [ Featured News ]

- › Empty classrooms, dubious admissions: Murshidabad's B.Ed college boom a cause for concern
- › Stanford University's list of top scientists must not be misused to win perception battles, says JNU Professor
- › NEET Counselling 2024: Close to 1,500 'convert' to NRI quota for MBBS admissions

# The Association For Reinventing School Education (ARISE) Debuts, Beginning An Era Of Transformation Across The Nation's Educational Landscape

By India Education Diary ... On Oct 1, 2024

New Delhi : The Association for Reinventing School Education (ARISE) makes its official debut in its new avatar, marking the outset of a new epoch and setting unprecedented benchmarks to facilitate transformation in the modern educational landscape. Their efforts align with the nation's efforts to take on a leadership role in global affairs as "Vishwa Guru."

ARISE is an independent body that brings together some of the country's most progressive and intellectual minds across School Promoters, Edupreneurs C leaders who remains committed and focussed on serving as a beacon for change within the diverse and dynamic landscape of India's school education system. Living the motto 'Student First', ARISE recognizes the complexity and the unique challenges faced by both independent private schools and public / government schools and will continue to play an important role to be a collaborative platform to bring together forward-thinking school founders, educators policy makers, think tanks, educationists, civil society experts and technical experts to collaborate and work together to solve the challenges that tend to slow down the progress in India's school education reforms in India where the school education system is one of the largest and most complex in the world.



ARISE aims to foster healthy and progressive relations with ministry of education at both the centre and states along with key policy makers to help solve the complexity and the unique challenges faced by both independent and public aided schools,

ARISE was originally founded in Year 2016 by a group of reputed School Leaders and educationists under the aegis of the Federation of Indian Chambers of Commerce C Industry (FICCI) with an aim to unify the sectors' voice to create a meaningful impact on regulators at state and central level. Over the last 7 years, FICCI ARISE has created the much-needed impact in the sector and has been instrumental in enabling path breaking reforms in key policy initiatives and has also published many research papers that cover key challenges faced by k12 schools including sensitive areas such as child safety and security, quality accreditation among others. ARISE will now continue this journey as an independent body with collaboration and support from FICCI.



Commenting on the initiative, Dr Anish Shah, President FICCI stated "ARISE was incubated at FICCI and It gives me immense pride and happiness to see the association make rapid strides in the endeavour to enable much needed reforms in the school education sector. FICCI remains committed to strengthen these efforts and support the cause of ARISE in the times to come. We wish the ARISE governing board and their secretariat the very best in their new independent Avtar. FICCI and ARISE will continue to work together for the benefit of this extremely important sector.



Said Mr Prabhakar Jain, President ARISE on the occasion " We are delighted to launch version 2.0 of ARISE. Our members are motivated to contribute positively to the holistic development of students, ensuring their readiness to meet the challenges of the 21st century with resilience and adaptability. In addition to advancing educational practices, ARISE upholds the highest standards of ethical practices, integrity, transparency, and mutual respect. ARISE strives to foster an environment of open dialogue and continuous innovation, aimed at empowering parents, building teacher capacity, and integrating cutting-edge technology to make learning accessible and equitable. Our sincere appreciation to FICCI for continuing to support and helping us through this transition to make us into an independent body dedicated to the progress of school education in the country"

India Education Diary Bureau Admin - 104309

Posts - 0 Comments

## Ministry of Education hosts two-day knowledge sharing workshop under STARS

Posted On: 01 OCT 2024 7:48PM by PIB Delhi

The Department of School Education & Literacy (DoSE&L), Ministry of Education, hosted a two-day Strengthening Teaching-Learning and Results for States (STARS) knowledge sharing workshop in Bhopal, Madhya Pradesh, from 30th September to 1st October 2024. The workshop, focusing on School-to-Work Transition and Strengthening the Assessment System, was inaugurated by Shri Uday Pratap Singh, Minister of Transport and School Education, Madhya Pradesh. The workshop emphasized the Ministry of Education's commitment to fostering a robust educational ecosystem that prepares students for the challenges of the future workforce.

Shri Singh during his inaugural speech said that the National Education Policy 2020 emphasises on the overall development of children. He also mentioned that the STARS project will play a crucial role in the transformation of the education system.

### Day 1: School-to-Work Transition

Shri Sanjay Kumar, Secretary, DoSE&L, in the inaugural session, provided essential context for the workshop, emphasizing the importance of bridging the gap between education and employment. Shri Vipin Kumar, Additional Secretary, DoSE&L, welcomed all the participants in the workshop providing great scope for learning. Dr. Sanjay Goyal, Secretary, Department of Education, Madhya Pradesh, highlighted the importance of this workshop and cross-learning which can happen between the states through such platforms.

The first panel discussion, moderated by Shri Vipin Kumar, focused on the role of policy frameworks such as National Education Policy 2020, National Curriculum Framework (NCF), and National Credit Framework (NCrF) in school-to-work transitions. Discussions highlighted the integration of skill education into school curricula, the role of the NCF in fostering multidisciplinary learning and adaptability, and the importance of continuous evaluation and updating of curricula to match industry standards. The panel also addressed the promotion of real-world exposure through internships and apprenticeships under NEP and NCrF, the flexibility of learning pathways through NCrF, and the role of policies in bridging the gap between academia and industry.

Prof. Dinesh Prasad Saklani, Director, NCERT, in his presentation, said that departments need to work in integration and not in silos, with a common vision of strengthening the education system for our future generations. He also highlighted the need to align the curriculum with the industry demands to make school-to-work transition more seamless for young learners.

Shri Biswajit Saha, Director, Skills, CBSE, talked about strengthening 21st century skills across CBSE schools and moderated a panel discussion on the challenges and potential solutions in integrating skill hubs into the educational landscape, sharing experiences and best practices, and discussing strategies for effective implementation within schools and communities.

A panel discussion on psychometric analysis and career counselling in skill education was moderated by Dr. Usha Titus, Managing Director, Additional Skill Acquisition Programme, Kerala. The discussion centred on assessing the effectiveness of career counselling programs using data from psychometric assessments, evolving trends in career counselling, and the challenges faced in preparing students for the future workforce.

Dr. Supriya A.R., SPD of Kerala, discussed the partnerships with industry and work-based learning opportunities, leading to a panel discussion moderated by Shri Rajesh Sharma, SPD, Himachal Pradesh. The panel discussed building effective partnerships between schools and industry bodies, collaborating on programs, internships, and job placement efforts, and identifying best practices to enhance work-based learning. 7

## **Day 2: Strengthening Assessment System**

On the second day, in his opening remarks, Shri Vipin Kumar, Additional Secretary of DoSE&L, discussed the current effectiveness and need for improvement in assessment models. Smt. Idzes Angmo Kundan, Principal Secretary, Maharashtra, delivered an insightful presentation on Psychometric Analysis and Career Counselling in Skill Education, where she highlighted the 3 P approach to career choice, i.e., Personal interest, Parental approach, and Possible Opportunities.

Shri Dinesh Singh Kushwaha, Director, Public Instructions, Madhya Pradesh, made a compelling presentation on enhancing student outcome through strengthening assessment systems for future education. Dr. Jonas Bertling, Director of Educational Testing Service (ETS), discussed innovations in educational assessment. Dr. Maj. Vishal Sharma, Secretary, Himachal Pradesh Board for Secondary Education, highlighted innovative assessment practices that empower students for future education.

A presentation on VSK implementation in the state of Chhattisgarh was presented by Shri Pardeshi Siddharth Komal, Principal Secretary, Chhattisgarh. He moderated a panel discussion on VSK Modes and Integrating Assessment Outcomes for Informed Decision-Making. The panel provided insights on objectives and components of VSK including data collection and analysis, and strategies for integrating assessment outcomes with learning objectives.

Shri Ashish Modi, Director, Secondary Education, Rajasthan, made a compelling presentation on the importance of an assessment cell. The presentation was followed by a panel discussion on the theme of Strengthening Assessment Cells in states, which was moderated by Dr. M.K. Shanmuga Sundaram, Principal Secretary – Basic Education, Uttar Pradesh. The panel discussed the role of assessment cells in enhancing educational effectiveness, innovative practices adopted by these cells and the challenges faced along with strategies for mitigation.

The workshop concluded with key takeaways summarized by Shri Vipin Kumar. He underlined strategies for enhancing assessment systems and school-to-work transitions.

The event was graced by Shri Nilambuj Sharan, Senior Economic Advisor, Ministry of Skill Development and Entrepreneurship, Government of India; Shri Deepak Paliwal, Joint Director, PSSCIVE; Col. Santosh Kumar, Director, NCVET; Shri Narayanan Ramaswamy, National Head (Education and Skilling), KPMG; Smt. R. Vimala, SPD, Maharashtra; Smt. Ananya Das, SPD of Odisha; Shri Somit Shrivastava, Joint Commissioner (Per), Kendriya Vidhyalaya Sangathan; Shri Nitin Kapoor, CEO and Head, NSDC Academy; Shri Marvell Doss, Regional Director, Regional Directorate of Skill Development and Entrepreneurship, Bhopal; Shri Vibhash Trivedi, General Manager, Strategy and Operations, Skill Council for Green Jobs; Shri Ambrish Datta, Founder & CEO of Skillsvarsity; Shri Rohit Tripathi, Additional Project Director, Samagra Shiksha, Uttar Pradesh; Shri Deepak Rai, State Assistant Director – OSEPA, Odisha; Shri Manoj Padhi, Director SCERT, Odisha and Shri Rahul Rekhawar, Director, SCERT, Maharashtra.

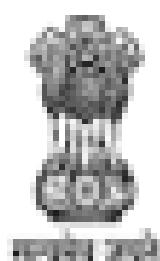
\*\*\*\*\*

**SS/AK**

(Release ID: 2060861) Visitor Counter : 726

Read this release in: Urdu , Hindi

## Education Ministry's Two-Day Knowledge Sharing Workshop Under STARS Concludes



# Ministry of Education Government of India

A two-day workshop was organized by the Department of School Education & Literacy (DoSE&L), Ministry of Education, in Bhopal, Madhya Pradesh, from September 30 to October 1. The STARS knowledge-sharing workshop, which focused on school-to-work transitions and improving assessment systems, was inaugurated by Uday Pratap Singh, State Minister of Transport and School Education.

In his speech, Singh emphasized the National Education Policy 2020's focus on the holistic development of children and the STARS project's role in transforming education. Sanjay Kumar, Secretary, DoSE&L, highlighted the importance of bridging the gap between education and employment, while Vipin Kumar, Additional Secretary, welcomed participants and discussed opportunities for learning.

Panel discussions explored the role of policies like NEP 2020 and the National Curriculum Framework in promoting skill-based education, internships, and

updated curricula. Experts stressed the need for collaboration between schools and industries and aligning educational content with industry standards.

Speakers also addressed innovations in educational assessments, psychometric analysis, and career counselling. The workshop concluded with key takeaways on strengthening assessment systems and enhancing school-to-work transitions, summarized by Vipin Kumar.

(With ANI input)

## Ministry of Education hosts two-day STARS knowledge sharing workshop, focuses on a robust educational ecosystem

ANI | , Bhopal

Oct 02, 2024 01:42 PM IST



The workshop emphasised on fostering a robust educational ecosystem that prepares students for the challenges of the future workforce. Read details below.



The workshop emphasised on school-to-work transition and strengthening the assessment system, It was held in Bhopal from September 30 to October 1. (Representative image/Pixabay)

The Department of School Education & Literacy (DoSE&L), Ministry of Education, hosted a two-day Strengthening Teaching-Learning and Results for States (STARS) knowledge sharing workshop in Bhopal, Madhya Pradesh, from September 30 to October 1.

The workshop, focusing on school-to-work transition and strengthening the assessment system, was inaugurated by Uday Pratap Singh, State Minister of Transport and School Education. The workshop emphasised the Ministry of Education's commitment to fostering a robust educational ecosystem that prepares students for the challenges of the future workforce.

Also read: [BITS Pilani and Impactsure Technologies collaborate for pioneering AI research](#)

Singh, during his inaugural speech, said that the National Education Policy 2020 emphasises the overall development of children. He also mentioned that the STARS project will play a crucial role in the transformation of the education

system.

On Day 1 of the workshop, Sanjay Kumar, Secretary, DoSE&L provided essential context for the workshop, emphasising the importance of bridging the gap between education and employment. Vipin Kumar, Additional Secretary, DoSE&L, welcomed all the participants in the workshop, providing great scope for learning. Dr Sanjay Goyal, Secretary, Department of Education, Madhya Pradesh, highlighted the importance of this workshop and cross-learning that can happen between the states through such platforms.

The first panel discussion, moderated by Vipin Kumar, focused on the role of policy frameworks such as National Education Policy 2020, National Curriculum Framework (NCF), and National Credit Framework (NCrF) in school-to-work transitions. Discussions highlighted the integration of skill education into school curricula, the role of the NCF in fostering multidisciplinary learning and adaptability, and the importance of continuous evaluation and updating of curricula to match industry standards. The panel also addressed the promotion of real-world exposure through internships and apprenticeships under NEP and NCrF, the flexibility of learning pathways through NCrF, and the role of policies in bridging the gap between academia and industry.

Dinesh Prasad Saklani, Director, NCERT, in his presentation that departments need to work in integration and not in silos, with a common vision of strengthening the education system for our future generations. He also highlighted the need to align the curriculum with the industry demands to make school-to-work transition more seamless for young learners.

Also read: [Two boys' hostels of Gauhati University temporarily shut down following clashes](#)

A panel discussion on psychometric analysis and career counselling in skill education was moderated by Usha Titus, Managing Director, Additional Skill Acquisition Programme, Kerala. The discussion centred on assessing the effectiveness of career counselling programs using data from psychometric assessments, evolving trends in career counselling, and the challenges faced in preparing students for the future workforce.

Supriya A.R., SPD of Kerala, discussed the partnerships with industry and work-based learning opportunities, leading to a panel discussion moderated by Rajesh Sharma, SPD, Himachal Pradesh. The panel discussed building effective partnerships between schools and industry bodies, collaborating on programs, internships, and job placement efforts, and identifying best practices to enhance work-based learning.

On the second day, in his opening remarks, Vipin Kumar, Additional Secretary of DoSE&L, discussed the current effectiveness and need for improvement in assessment models. Smt. Idzes Angmo Kundan, Principal Secretary, Maharashtra, delivered an insightful presentation on Psychometric Analysis and Career Counselling in Skill Education, where she highlighted the 3 P approach to career choice, i.e., Personal interest, Parental approach, and Possible Opportunities.

Dinesh Singh Kushwaha, Director, Public Instructions, Madhya Pradesh, made a compelling presentation on enhancing student outcome through strengthening assessment systems for future education. Jonas Bertling, Director of Educational Testing Service (ETS), discussed innovations in educational assessment. Maj. Vishal Sharma, Secretary, Himachal Pradesh Board for Secondary Education, highlighted innovative assessment practices that empower students for future education.

A presentation on VSK implementation in the state of Chhattisgarh was presented by Pardeshi Siddharth Komal, Principal Secretary, Chhattisgarh. He moderated a panel discussion on VSK Modes and Integrating Assessment Outcomes for Informed Decision-Making. The panel provided insights on objectives and components of VSK including data collection and analysis, and strategies for integrating assessment outcomes with learning objectives.

Ashish Modi, Director, Secondary Education, Rajasthan, made a compelling presentation on the importance of an assessment cell. The presentation was followed by a panel discussion on the theme of Strengthening Assessment Cells in states, which was moderated by M.K. Shanmuga Sundaram, Principal Secretary - Basic Education, Uttar

Pradesh. The panel discussed the role of assessment cells in enhancing educational effectiveness, innovative practices adopted by these cells and the challenges faced along with strategies for mitigation.

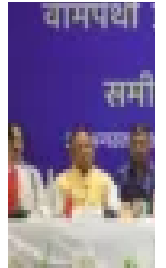
The workshop concluded with key takeaways summarised by Vipin Kumar. He underlined strategies for enhancing assessment systems and school-to-work transitions.

Home > Bharat

# The flawed approach to decolonise history in Indian education system

Diksha Tyagi · Oct 2, 2024, 11:00 am IST in Bharat, Opinion, Education

FOLLOW ON Google News



**OPINION**

**THE FLAWED APPROACH TO DECOLONISE HISTORY IN INDIAN EDUCATION SYSTEM**

**DIKSHA TYAGI**  
STUDENT AT MIRANDA HOUSE, UNIVERSITY OF DELHI  
[WWW.ORGANISER.ORG](http://WWW.ORGANISER.ORG)

Facebook

Twitter

WhatsApp

Telegram

Email

**DAS BESTE NETZ  
GIBT'S BEI 1&1**





through the rewriting of NCERT textbooks. The central idea behind this movement is to create a curriculum that reflects an “Indian” perspective, emphasising indigenous knowledge systems, philosophies, and histories over the Western-centric views that have dominated Indian education for decades. Proponents argue that this change will reclaim India’s intellectual heritage and to develop a sense of cultural pride among students.

Decolonization directly confronts the colonial mindset and actions that have plagued us for too long. The indigenous education system was systematically dismantled, making way for a colonial education model that infiltrated every aspect of life, all backed by the colonial state. The colonizers’ language, teaching methods, assessment, and knowledge became an inescapable norm for the colonized population.

The colonial education system, as outlined in Macaulay’s Minute, aimed to create compliant, loyal citizens and bureaucrats to uphold colonial rule. It sought to produce native individuals who were anything but truly civilized, reinforcing the hierarchy between the school system and the native populace.

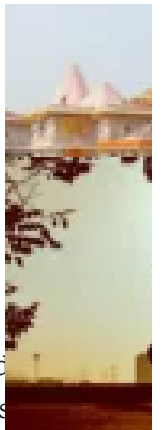
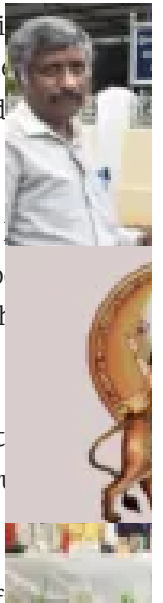
After independence various governments took steps to rewrite the textbooks in order to reverse the effects of colonisation on the education system. However, this approach falls short in addressing the deeper issues of intellectual decolonization in the context of history writing.

Merely changing the content of the syllabus, as we are currently witnessing, does not address the fundamental problem that Shri Aurobindo identified back in 1905, when he wrote: “information cannot be the basis of intelligence”. In this article, I will argue that the process of intellectual decolonization requires far more than altering the syllabus. It demands a transformation in the entire approach to education, including how we think, teach, and evaluate knowledge.

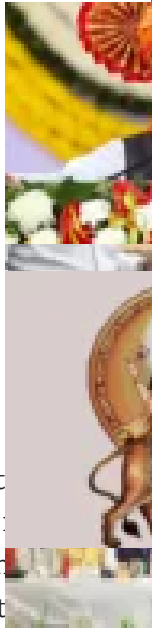
The core of the current educational reforms effort lies in changing the content of the textbooks. The goal is to infuse Indian thought, culture, and history into the curriculum, thereby making it more representative of India’s intellectual heritage. Superficially, this may seem like a logical and necessary step. For too long, Indian students have been taught from a syllabus that marginalises their own culture in favour of a Western worldview. Changing the content to reflect Indian philosophies, historical figures, and events appears to be a move towards reclaiming intellectual sovereignty.

However, mere inclusion of Indian thought into the curriculum does not make the curriculum Indian. As Shri Aurobindo pointed out, knowledge that is not rooted in deep understanding and critical inquiry, is superficial. Changing the syllabus without changing the intellectual foundations upon which it rests, is akin to building a grand structure on weak soil. No matter how Indian the content, if the underlying framework of teaching, learning, and evaluation remains the same, we will have achieved nothing more than a cosmetic change.

If we focus specifically on the humanities, particularly history and historiography, we need to acknowledge that historiography—the graphein of historia—is not only a way of recounting the past. Itihasa does this with far



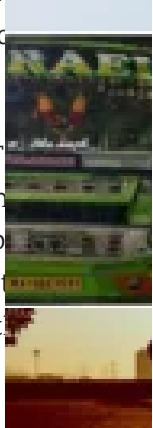
it's a blatant expression of a colonial mindset that we have been conditioned to accept.



The desperation of Hindus to “prove” the historical existence of figures from our itihisas is a manifestation of the inferiority complex drilled into us by mainstream narratives that reduce our cultural heritage to mere mythology. This pathological need to prove the historicity of our itihasa figures betrays a colonial hangover, one that our ancestors never carried because they understood the deeper, immaterial significance of their stories.

When we start playing the leftist game of providing historical evidence for figures like Rama, Krishna, or other Puranic figures, we’re willingly walking into a trap set by our adversaries. We’ll never be able to provide archaeological evidence for beings like Jatayu, no matter how much we try. And when we fail, they’ll waste no time branding us as “pseudoscientific” or turning the debate on its head by ignoring the evidence we do provide and fixating on the lack of evidence for others.

But here’s the crux: these figures aren’t meant to be chained to the limitations of historical inquiry. They are the foundation of our cultural consciousness, timeless and immortal, not confined to any particular moment in history. The linear concept of time and historicism is an Abrahamic import that has no business being imposed on Sanatan Dharma, where time is cyclical, not linear. This is why Parshuram appears in both the Ramayana and Mahabharata, even though they occur in different yugas. You can’t explain this with the logic of science, and trying to do so only mutilates the very traditions you seek to defend.



This issue has been brilliantly dissected by S. N. Balgangadhara in his work, *The Heathen in His Blindness*, where he exposes how applying these foreign frameworks to our traditions does nothing but erode their essence.

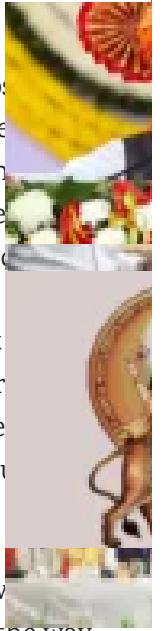


S.N. Balgangadhara, argues that growing up as an Indian involves learning to treat our stories and myths differently from Western historical claims. The truth of our stories, whether from the Ramayana or Mahabharata, is not tied to their empirical veracity. Indian traditions allow for truths that transcend historical fact, focusing instead on cultural, moral, and spiritual values. However, when we introduce these stories into the curriculum without altering the Western historiographical methods that prioritise empirical



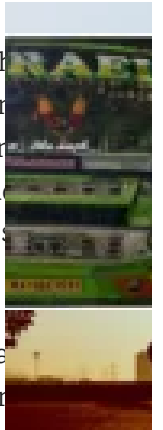
philosophical insight.

The problem is that our political theories, economic systems, sociological frameworks, and even philosophical concepts are still largely borrowed from Western thought. The so-called decolonization effort, while replacing Western figures with Indian ones in textbooks, has done little to address the Western intellectual frameworks that continue to dominate Indian academia. Our examinations of Hinduism, Buddhism, or Indian mythology still rely on Western categories like “ontology,” “epistemology,” and “ethics.” We continue to analyze Indian thought through the lenses of “realism,” “nominalism,” and “theologies,” borrowing terminologies and frameworks from the West. In doing so, we reduce Indian intellectual traditions to mere content that fits a Western template, thereby losing their essence. Those who advocate for these changes often fail to realize that intellectual decolonization is not about content, but about process. As long as we continue to operate within the Western intellectual tradition, even when discussing Indian ideas, we will remain intellectually colonised.



Decolonisation is not about swapping out names and events in textbooks; it is about developing a new way of thinking. It requires an intellectual transformation that goes beyond the curriculum and permeates the way we approach knowledge itself. The syllabus may change, but what about the methods of teaching? Are we training our teachers to approach these new subjects with an Indian mindset? Are we changing the way we evaluate students, moving away from rote memorization and towards critical thinking rooted in indigenous intellectual traditions?

Let me give you a real-life example to of this insidious problem. Sure, you can add the Ramayana to the syllabus, but what’s the point when the method of interpretation does more harm to our culture than ignorance ever could? On the very first day of my college, my professor made a statement that, “Ravana is a better husband than Rama!” Not one girl in the class dared to question the societal implications of such a statement, if taken as truth. Why? Because the system has already conditioned them to accept these interpretations without a second thought.



It didn’t surprise me—how could it, given the absolute failure of Hindu parenting and the absence of a dharmic framework in our upbringing? This is precisely how the so-called “pedagogical structure” warps our minds, guiding them, step by step, into a specific ideology that undermines our cultural and spiritual values. It’s not about education anymore; it’s about indoctrination, it’s about interpretation, it’s about the lens and we’re letting it happen.

More importantly, what about the way students are parented, the culture of debate and discussion, and the methods of examination? If these remain unchanged, we cannot expect to build a truly Indian intellectual tradition. Intellectual decolonization demands a complete overhaul of the systems that shape how we think, not just what we think. If we continue to evaluate students based on Western methods of assessment—emphasising memorization, standardisation, and empirical accuracy—then we have done nothing more than replace Western content with Indian content, all while maintaining the same intellectual foundation.

Changing the syllabus without changing the structures that underpin Indian education is a gross mistake in the context of decolonization. We cannot create a great superstructure on a weak base. The current intellectual abilities of both students and teachers, shaped by decades of Western-dominated education, cannot suddenly be transformed by introducing a new syllabus. What is required is a shift in how we think about education at a fundamental level—how we engage with ideas, how we foster creativity and inquiry, and how we interpret knowledge.





learning for the very conceptions of academic and cultural excellence. This mental dependence is also promoted by western powers for obvious reasons. Ours is a cruel dilemma as we can neither snap our dilemmas in tradition but this hardly excuses a supine surrender to the poisoned charms of a reactionary solution from the past. There is an overriding need for thorough revision of the structure of education the world.

Under colonial rule, the British aggressively imposed their worldview, scrutinising our stories, epics, and puranas with an arrogance that belittled our cultural heritage. They challenged our narratives, deriding as mere fanciful tales while elevating their so-called 'truths.' Our intellectuals, caught in this colonial faced a grim choice: either deny the authenticity of their own traditions or bend them to fit the West historiographical mold. Instead of critically examining the colonial mindset, they fell prey to the myth Western superiority, embracing a view of Indian history that dismissed our narratives as incompetent exaggerations. This surrender to colonial ideologies didn't just distort our past; it created a lasting rift the living pulse of our culture and the sterile academic frameworks imposed from outside.

Fast forward to today, and we witness the Sangh Parivar emerging as a reactionary force, conflating our vibrant stories with rigid historical truths, all while brandishing a veneer of nationalism. This group has confused fervent nationalism with historical accuracy, elevating our itihasa, puranam, the Ramayana to a literal status that borders on absurdity. Rather than critically engaging with their critiques, they simply regurgitate Western narratives, betraying a profound ignorance of both Indian culture and Western scholarship. The irony is staggering: while purporting to 'save' Indian culture, they risk obliterating its essence by forcing it into a box of their own making. In this chaos between colonial legacies and misg sense of itihasa, we must reclaim our narratives with clarity and conviction, lest we allow ideologues to redefine our history into a caricature of its true brilliance.

Supporters of the NCERT changes might argue that revising the syllabus is at least a first step toward intellectual revolution. By introducing Indian philosophies and histories into the classroom, they believe can begin to shift the intellectual culture over time. They might claim that while the initial changes seem superficial, they will create a ripple effect that eventually transforms the way teachers teach and students learn.

However, this argument underestimates the depth of the intellectual colonisation that has taken place. Incremental change alone is not enough. As long as we are operating within a Western framework, these new ideas will continue to be understood and evaluated through Western lenses. What is needed is not incremental change, but a radical shift—a transformation in how we engage with knowledge at its core.

As long as we continue to teach, learn, and evaluate knowledge within a Western framework, the inclusion of Indian thought will be little more than window dressing. To truly decolonize Indian education, we must rethink not only what we teach, but how we think about knowledge itself. Changing the syllabus may be a start, but without a transformation in pedagogy, examination, and intellectual frameworks, it will fail to achieve the goal of true intellectual decolonisation.



# The net result will be poor doctoral research

**T**he use of the National Eligibility Test (NET) as a primary criterion for PhD admissions in India has sparked significant debate within the academic community. Traditionally, the NET has served as a qualifying examination for Junior Research Fellowships (JRF) and in determining eligibility for assistant professorships. However, its growing role in determining PhD admissions raises hard questions about its efficacy in identifying true research potential. The nature of the test, which is entirely multiple-choice question based (MCQs), predominantly assesses lower-order cognitive abilities such as memory and recall. This approach, while useful in certain contexts, falls short in evaluating the critical thinking and analytical skills essential for successful doctoral research.

PhD research demands a deep engagement with complex ideas, the ability to critique existing knowledge, and the creativity to contribute to original research. These skills, crucial for academic success, are largely overlooked in the NET's current format. In disciplines such as literature, social sciences and the humanities, where interpretation and analysis are key, the emphasis on factual recall through MCQs reduces intricate subject matter to trivial questions. For instance, asking candidates to identify specific details from literary texts or historical events does little to gauge their ability to engage with broader theoretical concepts or develop nuanced arguments.

## Disadvantage for marginalised communities

The consequences of this approach are particularly pronounced for students from marginalised communities. As reported by this daily, the reliance on NET scores disproportionately disadvantages these students, who often face greater barriers in accessing the resources needed to prepare for such examinations. The high cost of coaching, which has become almost essential for passing the NET, exacerbates this inequality. As a result, many talented students from these backgrounds may be excluded from pursuing PhD programmes – not



**Amit Mitra**

Research Associate at the National Council of Applied Economic Research (NCAER), New Delhi

Using National Eligibility Test (NET) scores as the sole criterion for PhD admissions in India is a step backwards

because of a lack of intellectual capability but because of systemic barriers that the current admissions process fails to address.

## Will affect institutional autonomy

The centralisation of PhD admissions through the NET poses a significant threat to the autonomy of higher educational institutions, which have traditionally played a pivotal role in selecting candidates based on unique criteria such as research proposals, interviews, and discipline-specific tests. This one-size-fits-all approach undermines the diversity and innovation that are essential to academic research. The autonomy of universities to shape their research programmes and recruit candidates who align with specific institutional and disciplinary needs is crucial in maintaining the integrity and the quality of higher education in India.

This concern is not merely theoretical. Recent experiences with centralisation, such as the introduction of the Common University Entrance Test (CUET) for undergraduate admissions, have already sparked fears about the erosion of institutional autonomy. The new directive takes this centralising approach further, diminishing the role of universities in shaping their research programmes and faculty recruitment. Critics argue that such centralisation could lead to a homogenisation of academic standards, thereby stifling the innovation and the diversity that are the lifeblood of scholarly research.

The current system, by laying emphasis on such a limited range of skills, fails to prepare students for the demands of doctoral research. PhD candidates are expected to contribute original insights to their fields, publish in peer-reviewed journals, and engage in scholarly discourse. These tasks require not only subject knowledge but also strong analytical abilities, creativity, and effective communication skills. The NET, however, does little to foster these competencies, instead encouraging rote learning and a superficial engagement with the subject.

22 As India aspires to become a global leader in education and research, it is worth considering

why so many students are increasingly opting to pursue PhDs abroad. The exodus of bright minds to foreign institutions can be seen as a response to the limitations of the domestic system, where the emphasis on standardised testing such as the NET may stifle the creativity and the critical thinking that are nurtured in more holistic and flexible admission processes elsewhere. If the current trend continues, with a rigid, centralised approach to PhD admissions, we may see even more students seeking opportunities overseas – where their research potential is evaluated more comprehensively, and where academic environments are more conducive to fostering innovation and diversity in scholarship.

## A narrowing of inquiry

Further, the growing reliance on NET scores as the primary criterion for PhD admissions could inadvertently narrow the scope of research in India. Research thrives on diversity – of thought, methodology, and perspective. By funnelling all PhD aspirants through a standardised test that values rote memorisation over critical thinking, we risk cultivating a generation of scholars more adept at passing examinations than at pushing the boundaries of knowledge. This narrowing of academic inquiry threatens to limit the development of original ideas and innovative research that are critical for progress in any field of study.

The challenge, then, is not merely to select candidates who can excel in standardised tests, but to cultivate a system that recognises and nurtures the full range of talents required for ground-breaking research. By doing so, India can retain its brightest minds and ensure that its higher education system remains dynamic, inclusive, and globally competitive. To maintain its position on the global academic stage, India must embrace a more holistic approach to PhD admissions – one that values creativity, critical thinking, and the ability to contribute to the complex, multifaceted world of academic research.

The Hindu, 3 October 2024, Page No-6



Jagran Josh | Follow | 6.6K Followers

# NCERT Proposes Class 12 Board Exams to Include Marks from Classes 9 to 11

Story by Gurmeet Kaur • 1 mo • 2 min read

img src="https://img.jagranjosh.com/images/2024/August/2682024/ncert-suggests-new-assessment-for-class-12-board-exams.jpg" width="1200" height="675" />

**NCERT's New Evaluation Model for Class 12 Board Exams:** In a groundbreaking move, the National Council of Educational Research and Training (NCERT) has proposed a significant overhaul of the Class 12 board exams, aiming to standardize assessments across India and promote holistic learning.

Advertisement for dypatiledu.com: 100% Online MBA Program - Admission open Apply...

Under the proposed changes, the Class 12 board exams would not only assess students' performance in the final year but also incorporate their marks from Classes 9 to 11. The proposed model, outlined in a report titled "Establishing Equivalence across Education Boards," suggests incorporating cumulative performance metrics from Classes 9 to 11 into the final board exam.

## Marks Distribution for Class 12 Board Exam

Under the new system, students' Class 12 board exams would contribute 40 percent to their overall score. The remaining 60 percent would be determined by their cumulative performance in earlier classes: 15 percent from Class 9, 20 percent from Class 10, and 25 percent from Class 11. This approach aims to provide a more holistic assessment of student's academic progress and capabilities, taking into account their growth and development over time.



Kalpataru Ardene Nagpur

## Kalpataru Ardene Plot Nagpur

Additionally, the NCERT has proposed a greater emphasis on vocational and skill-based education in the board exams. This shift aligns with the government's vision of promoting skill development and making education more relevant to the job market. By including vocational and skill-based components, the board exams would better prepare students for the challenges of the 21st century.

## How the NCERT's Proposal Will Benefit Students?

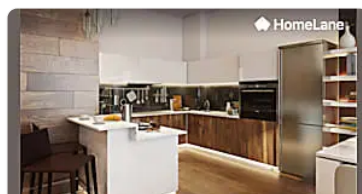
The proposed changes are expected to offer several benefits to students:

- **Reduced Stress:** Incorporating marks from earlier classes could alleviate some of the pressure associated with the Class 12 board exams, as students' overall performance would be taken into account.
- **Holistic Assessment:** The new model would provide a more comprehensive evaluation of students' learning, recognizing their growth and development over time.
- **Relevance to the Job Market:** The focus on vocational and skill-based education would better prepare students for the future and enhance their career prospects.
- **Standardized Assessments:** The changes would help to standardize board evaluations across India, ensuring that students from different regions and backgrounds are assessed on a fair and equitable basis.

The NCERT's proposal to overhaul the Class 12 board exams marks a significant step towards reforming the education system in India. By incorporating marks from earlier classes and emphasizing vocational and skill-based education, the new model aims to create a more holistic and relevant assessment system that better prepares students for the challenges of the future.

**Also Check:** [CBSE Class 12 Syllabus of All Subjects for 2024-2025](#)

### Sponsored Content



HomeLane

**Modular Kitchens starting at  
1.75 Lakhs**

Ad



Intellipaath

**Learn from IIT Faculty**

Ad

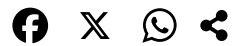
### More for You

# The Association For Reinventing School Education (ARISE) Debuts, Beginning An Era Of Transformation Across The Nation's Educational Landscape

Established in 1927, FICCI is the largest and oldest apex business organisation in India. Its history is closely interwoven with India's struggle for independence, its industrialization, and its emergence as one of the most rapidly growing global economies.

By [Ashish Kumar Singh](#)

October 3, 2024 4:59 pm IST, Updated 4 days ago



The Association for Reinventing School Education (ARISE) makes its official debut in its new avatar, marking the outset of a new epoch and setting unprecedented benchmarks to facilitate transformation in the modern educational landscape.

Their efforts align with the nation's efforts to take on a leadership role in global affairs as "Vishwa Guru."

ARISE is an independent body that brings together some of the country's most progressive and intellectual minds across School Promoters, Edupreneurs C leaders who remains committed and focused on serving as a beacon for change within the diverse and dynamic landscape of India's school education system.

Living the motto 'Student First', ARISE recognizes the complexity and the unique challenges faced by both independent private schools and public / government schools and will continue to play an important role to be a collaborative platform to bring together forward-thinking school founders, educators policy makers, think tanks, educationists, civil society experts and technical experts to collaborate and work together to solve the challenges that tend to slow down the progress in India's school education reforms in India where the school education system is one of the largest and most complex in the world.

ARISE aims to foster healthy and progressive relations with ministry of education at both the centre and states along with key policy makers to help solve the complexity and the unique challenges faced by both independent and public aided schools,

ARISE was originally founded in Year 2016 by a group of reputed School Leaders and educationists under the aegis of the Federation of Indian Chambers of Commerce C Industry (FICCI) with an aim to unify the sectors' voice to create a meaningful impact on regulators at state and central level. Over the last 7 years, FICCI ARISE has created the much-needed impact in the sector and has been instrumental in enabling path breaking reforms in key policy initiatives and has also published many research papers that cover key challenges faced by k12 schools including sensitive areas such as child safety and security, quality accreditation among others. ARISE will now continue this journey as an independent body with collaboration and support from FICCI.

Commenting on the initiative, Dr Anish Shah, President FICCI stated "ARISE was incubated at FICCI and It gives me immense pride and happiness to see the association make rapid strides in the endeavour to enable much needed reforms in the school education sector. FICCI remains committed to strengthen these efforts and support the cause of ARISE in the times to come. We wish the ARISE governing board and their secretariat the very best in their new independent Avtar. FICCI and ARISE will continue to work together for the benefit of this extremely important sector.

Said Mr Prabhat Jain, President ARISE on the occasion " We are delighted to launch version 2.0 of ARISE. Our members are motivated to contribute positively to the holistic development of students, ensuring their readiness to meet the challenges of the 21st century with resilience and adaptability. In addition to advancing educational practices, ARISE upholds the highest standards of ethical practices, integrity, transparency, and mutual respect. ARISE strives to foster an environment of open dialogue and continuous innovation, aimed at empowering parents, building teacher capacity, and integrating cutting-edge technology to make learning accessible and equitable. Our sincere appreciation to FICCI for continuing to support and helping us through this transition to make us into an independent body dedicated to the progress of school education in the country"

## **About FICCI**

Established in 1927, FICCI is the largest and oldest apex business organisation in India. Its history is closely interwoven with India's struggle for independence, its industrialization, and its emergence as one of the most rapidly growing global economies.

A non-government, not-for-profit organisation, FICCI is the voice of India's business and industry. From influencing policy to encouraging debate, engaging with policy makers and civil society, FICCI articulates the views and concerns of industry. It serves its members from the Indian private and public corporate sectors and multinational companies,

drawing its strength from diverse regional chambers of commerce and industry across states, reaching out to over 2,50,000 companies.

FICCI provides a platform for networking and consensus building within and across sectors and is the first port of call for Indian industry, policy makers and the international business community.

**FILED UNDER** [ARISE](#), [EDUCATION](#), [FICCI](#), [LATEST NATIONAL NEWS](#)

**ALSO READ** 

---



Counting Of Votes  
Tomorrow: According  
To Exit Poll, Congress

# The Telegraph *online*

Monday, 07 October 2024



HOME OPINION INDIA KOLKATA MORE ▾



Home / India / NCERT to introduce new textbooks in 2025-26 academic session amid delay concerns

## NCERT to introduce new textbooks in 2025-26 academic session amid delay concerns

Aman Kumar, member of Delhi University Court and Executive Council, said the delay in release of books showed there were lapses in preparations

Basant Kumar Mohanty

New Delhi

Published 03.10.24, 06:39 AM

The Telegraph *online*

Representational image

File picture

**f** The National Council of Educational Research and Training (NCERT) has decided to introduce new textbooks for Classes IV, V, VII and IX in the 2025-26 academic session, even as parents and academics expressed concern over possible delay in getting the material on time.

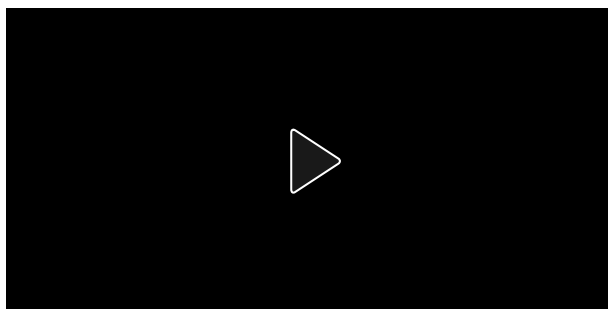
**g** Two NCERT officials said the council had already introduced new textbooks for Classes I and II in 2023-24 and for Classes III and VI in 2024-25. The National Syllabus and Teaching Learning Material Committee (NSTC) and the Textbook Development Team have started preparing new textbooks for Classes IV and VII. Once those books are done, they will start working on textbooks for Classes V and IX, which will be introduced in the 2025-26 session.

ADVERTISEMENT

A parent of a Class VI student of a school affiliated to the CBSE on Tuesday said his daughter's studies had been affected as the NCERT had delayed the release of new books this year. The NCERT has introduced new books for Classes III and VI in the current academic session.

The parent said his daughter received the new mathematics textbooks from the school in Dwarka, Southwest Delhi, last week, coinciding with the completion of the mid-term examination.

ADVERTISEMENT



“We had paid money to the school, which got the books from the NCERT. The NCERT released the new books at the end of August. They delayed the release of the books and the school got them late too. I am not sure if the NCERT can make new textbooks available for four classes before the beginning of the new session in April 2025. The students may have to suffer again,” said the parent.

## YOU MAY ALSO LIKE

**Maldivian President Muizzu accorded ceremonial welcome in forecourt of Rashtrapa...**

The Telegraph c

**Prime Minister Narendra Modi shares 'garba' song he wrote as tribute to Goddess Durga**

The Telegraph c

**Why is the non-biological PM delaying the census, which includes the important...**

The Telegraph c

**UP: 2 men accused of sexually harassing 2 schoolgirls in Deoria nabbed after gunfight**

The Telegraph c

**Modi government mum, Sonam Wangchuk begins hunger strike at Ladakh Bhavan in New Delhi**

The Telegraph c

Aman Kumar, a member of the Delhi University Court and Executive Council, said the delay in the release of books by the NCERT showed there were lapses in preparations.

“The NCERT should have made thorough preparations before deciding to introduce any textbooks. This year, the teachers did not get adequate time to prepare and the children got little time to study properly,” Kumar said.

He said the NCERT should revisit its decision to introduce new books for four classes.

Michel Danino, a visiting professor at IIT Gandhinagar and a key member of the NSTC, has told *The Indian Express* that four to six chapters would be added to the new social sciences textbook for Class VI in the next academic session.

“The books that have been introduced have not been done well. One of the members has said they could not prepare the books well and more chapters will be added next year. Let the NCERT carry out corrections to the books. Let there be a thorough probe into the delay,” Kumar said.

Separate emails have been sent to NCERT director Dinesh Prasad Saklani and Danino to understand their perspectives on the concerns of parents and experts about the possible delay in the release of new textbooks. Danino was also asked if the new chapters for the social science book of Class VI have been prepared.

Danino replied: “I am not in a position to answer your first question.... Nor is there any need for all grades to be covered at once, as long as the yearly progression on the basis of the new textbooks is taken care of. Plans to add some content to the Grade 6 social science textbook are taking shape.”

---

#### RELATED TOPICS

[Textbooks](#)

[National Council Of Educational Research And Training \(NCERT\)](#)

Follow us on:    

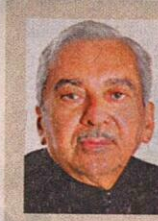
---

ADVERTISEMENT

# सेवा भाव पर हावी होता स्वार्थ

**जा**ने-माने बौद्ध विचारक थिच नहत हान ने जलवायु परिवर्तन की गहराती समस्या पर कहा था कि यदि हम उसी रास्ते पर चलते रहे, जिस पर इस समय चल रहे हैं तो निश्चित ही मनुष्य जाति का विनाश हमारे अनुमानों से पहले ही हो जाएगा। जो लोग जलवायु परिवर्तन की स्थिति को समझते हैं और तथ्यों से परिचित हैं, उन्हें इससे कोई असहमति नहीं हो सकती है। आश्चर्य तब होता है जब विश्व भर में सत्ता पर काबिज लोग भी वर्तमान रास्ते को बदलने की बात तो लगातार करते हैं, अनेक उपायों की चर्चा भी करते हैं, लेकिन जमीन पर कोई व्यावहारिक बदलाव नहीं हो पाता है। इसका ताजा उदाहरण है दिल्ली में वायु प्रदूषण की भयावह समस्या। प्रतिवर्ष वही वादे, वही न्यायालय के नाराजगी भरे निर्णय और उत्तरदायी व्यक्तियों द्वारा लगातार अपनी कर्मठता जाहिर करते देखना मात्र तक ही दिल्ली की नियति बन गई है। वैसे यह समस्या सिर्फ दिल्ली की ही नहीं, देशव्यापी है, विश्वव्यापी है। करीब बीस वर्ष पहले एक ऐसी संभावना बनी थी, जिसमें भारत की नई पीढ़ी को पर्यावरण प्रदूषण से निपटने के लिए तैयार किया जा सकता था, मगर वह उपाय राजनीति की भेंट चढ़ गया। दरअसल सर्वोच्च न्यायालय ने एनसीडीआरटी को दिसंबर 2003 में निर्देश दिया था कि वह पर्यावरण शिक्षा को एक अलग विषय के रूप में पढ़ाए जाने के लिए कक्षा एक से लेकर 12 तक का पाठ्यक्रम बनाए, जिसे संस्था ने मार्च 2004 में न्यायालय के समक्ष प्रस्तुत कर दिया। न्यायालय ने उसे सभी राज्य सरकारों को भेजा। यह राष्ट्रीय स्तर पर अत्यंत संतोष की स्थिति थी कि सभी राज्य सरकारों ने उस पाठ्यक्रम को स्वीकार किया। साथ ही स्कूल शिक्षा की संरचना में आवश्यक परिवर्तन कर पर्यावरण शिक्षा को एक अलग स्वतंत्र विषय बनाने की बात कही।

मई 2004 में केंद्र में नई सरकार आ गई। चूंकि उक्त निर्णय पूर्ववर्ती सरकार के प्रयास का परिणाम था, अतः उसने उस निर्णय को लागू नहीं किया। नीति-निर्धारण स्तर पर जब भविष्यदृष्टि की कमी होती है, तब अनेक ऐसे निर्णय लिए जाते हैं, जिनका आधार शैक्षिक या अकादमिक न होकर कहीं न कहीं राजनीतिक विचारधाराओं के सतत संघर्ष में छिपा होता है। कल्पना कीजिए कि यदि 20 वर्ष से पहले पर्यावरण शिक्षा को अनिवार्य और



जगमोहन सिंह राजपूत



प्रदूषण के कारणों के निवारण में नाकामी • एएनआइ

स्वतंत्र विषय बना दिया जाता तो देश के प्रशासन में आज युवाओं की एक ऐसी पीढ़ी कार्यरत होती, जिसके मन-मस्तिष्क में पर्यावरण रक्षा के प्रति श्रद्धा पैदा हो चुकी होती। संभव है कि उनमें से कोई एक दिल्ली की समस्या को चुनौती मानकर इसका समाधान करने के लिए जी जान से जुट जाता और सफल होता। इंदौर और सूरत जैसे शहरों में जो सफलताएं स्वच्छता को लेकर मिलीं और सारे देश में इन शहरों की सराहना हुई, उसके पीछे भी कहीं न कहीं एक उत्साही, अध्ययनशील और भविष्यदृष्टि वाला व्यक्तित्व उपस्थित था।

सामान्य जन अब यह समझ चुके हैं कि उत्तरदायी व्यक्ति यदि निष्ठापूर्वक किसी समस्या का समाधान करना चाहे तो रास्ते निकाल सकते हैं और समाधान भी प्राप्त कर सकते हैं। इसके लिए पहली आवश्यकता यह है कि उन्हें अपने परिवार और करियर के बजाय जनसेवा को जीवन का उद्देश्य बनाकर आगे बढ़ना होगा। लोकतंत्र कहता है कि जो चयनित जनप्रतिनिधि संवैधानिक पदों पर नियुक्त होंगे वे जनसेवा के कारण ही वहां पहुंचेंगे और इसके बाद वे पूर्णरूपेण अपना सर्वस्व उसी के लिए समर्पित कर देंगे। यही अपेक्षा तो गांधी, सुभाष

**आम जन के जीवन में अपेक्षित परिवर्तन तभी होगा, जब सरकारी तंत्र ईमानदारी और सेवा भाव को प्राथमिकता देगा**

चंद्र बोस, डा. राजेंद्र प्रसाद, आचार्य कृपलानी जैसे मनीषियों ने स्वतंत्र भारत में नेतृत्व प्रदान करने वाले जन प्रतिनिधियों से की थी। दुख की बात है कि उनकी अपेक्षाओं को वर्तमान राजनीतिक और दलगत वैचारिक प्रतिबद्धताओं की आधी-अधूरी समझ के अंतर्गत पूरी तरह नकार दिया गया है। हर उस क्षेत्र में जहां जनसाधारण का जीवन प्रभावित होता है, निर्णय ले सकने वालों की स्वार्थपरकता व्यक्ति के लिए कष्टकर स्थितियां ही उत्पन्न करती हैं। जनहित की बड़ी-बड़ी परियोजनाएं इसी कारण अपने लक्ष्य प्राप्त नहीं कर पाती हैं।

उदाहरण के रूप में अगर देश के स्वास्थ्य क्षेत्र को ही लें तो अनेक सरकारी योजनाओं की घोषणा होने के बावजूद आज भी सरकारी अस्पतालों की स्थिति सामान्य व्यक्ति के लिए सुविधाजनक नहीं बन पाई है। ग्रामीण स्वास्थ्य केंद्रों की हालत और चिंताजनक है। उनमें नियुक्त डाक्टर सप्ताह में एक या दो दिन ही जाते हैं, उनके वरिष्ठ अधिकारी यह सब जानते हैं, मगर पता नहीं क्यों किसी कार्रवाई की आवश्यकता महसूस नहीं करते। अंततः लोग इस स्थिति को अपरिवर्तनीय मानकर स्वीकार कर लेते हैं।

वर्ष 2013 में आई न्यायमूर्ति जेएस वर्मा समिति की रिपोर्ट में बताया गया था कि देश में 10 हजार शिक्षक प्रशिक्षण संस्थान केवल व्यापार कर रहे हैं, प्रशिक्षण की गुणवत्ता में उनकी कोई रुचि नहीं है और वे डिग्री बेच रहे हैं। नई शिक्षा नीति-2020 में भी इस कथन को शामिल किया गया है और शिक्षक प्रशिक्षण में गहन सुधारों की आवश्यकता को स्वीकार किया गया है। शिक्षा नीति में न्यायमूर्ति जेएस वर्मा समिति के शब्दों को दोहराया जाना यह स्पष्ट करता है कि डिग्री बेचने वाले संस्थान इस बीच अपना कार्य करते रहे। राष्ट्रीय स्तर पर व्यवस्थागत निष्क्रियता और अन्यमनस्कता का यह एक सटीक उदाहरण है। देश में ऐसे उदाहरणों की कमी नहीं है। स्पष्ट है सामान्य जन के जीवन में अपेक्षित परिवर्तन तभी होगा, जब देश का प्रबुद्ध वर्ग अपना उत्तरदायित्व निभाने के लिए आगे आएगा और सरकारी तंत्र ईमानदारी, कर्मठता और सेवा भाव को प्राथमिकता देगा।

(लेखक शिक्षा, सामाजिक सदभाव और पंथक समरसता के क्षेत्र में कार्यरत हैं)

response@jagran.com

# Delhi-NCR schools get top rating in EducationWorld India School Rankings

STAFF REPORTER ■ NEW DELHI

The annual EducationWorld India School Rankings 2024-25 have accorded top rating to Delhi-NCR schools. The EducationWorld in association with AZ Research Partners surveyed the schools on a sample database of 8,700 respondents, including 5,150 parents and 3,550 education professionals across 34 cities to rate the country's top 4,000 schools on 14 parameters of educational excellence. Delhi NCR schools have made a significant impact in the national education landscape, securing several spots in the top 10 rankings. Government



Schools of Delhi in Top 10 rankings include Army Public School, Delhi Cantt, securing the top rank jointly with Navy Children School, Colaba, Mumbai, Army Public School, Dhaula Kuan got the third spot and Air Force Golden Jubilee Institute, Delhi was ranked ninth in the Central government school category. Likewise, under the State Government day schools category, Rajkiya Pratibha Vikas Vidyalaya, Sector 10, Dwarka, Delhi stood at the second position followed by Rajkiya Pratibha Vikas Vidyalaya, Yamuna Vihar, Delhi at the sixth spot and Rajkiya Pratibha Vikas Vidyalaya, Sector 19, Dwarka, Delhi was rated at the seventh position.

# An obsession with ranking is harming India's universities

**I**n this digital age, we reduce everything to numbers. This trend has consumed the education ecosystem, as seen in the rise of global ranking agencies, which assign ranks to universities across the world every year. India has its own National Institutional Ranking Framework to rank universities in the country.

The purpose of a university is to teach and mentor future citizens; and to acquire and create knowledge through research. Research and teaching are two sides of the education coin: knowledge creation and dissemination. A university needs to excel in both in order to fulfil its obligations to students and society. Through its activities, a university also has social and economic impacts. It is impossible to capture a university's multidimensional nature with a single metric, represented by a global or national rank. Yet, this is what ranking systems claim to do.

## Overemphasis on research

The global university ranking system is one-dimensional. It places huge emphasis on research activity. A university's research output is quantified using criteria such as the number of papers published, the impact factor of the journals in which they are published, the amount of research funding acquired, and the number of PhD students who were admitted and graduated. These numbers by themselves cannot capture the quality, content, relevance, and impact of research. Sadly, despite being aware of this flaw in the ranking process, Indian universities are all in the ranking race. A world rank makes the university 'visible' and helps attract international students, world-class faculty, and academic partners, philanthropists, and donors.

Universities and the government even tweak or alter policies to improve ranks. A university that is not ranked may as well not exist – such is the power we have accorded to global rankings.

India has bought into the American education system, which is shaped by a strong belief in free market capitalism and unfettered private competition. To help improve the global ranking of India's top universities and premier institutes, the government set up the Higher Education Financing Agency (HEFA) a few years ago. HEFA mobilises market resources to fund the country's global rank-aspiring institutions in the form of repayable loans at competitive interest rates.

In tandem, the government also granted full autonomy to several public higher education

**S. Swaminathan**

Retired professor and scientist. Views are personal

institutions. This encompasses financial autonomy as well, which means that the government will cease to support them. In other words, public higher education institutions will need to generate their own funds by enhancing student fees. This is touted as a 'win-win' strategy for both the university and the government: the university has a shot at improving its rank and the government no longer has the onerous responsibility of funding it. But if the race for a global rank sacrifices the essential function of educating students (which is not factored into the ranking process), this is not a meaningful 'win' for either. Importantly, it is also not a 'win' for the economically weaker sections of society.

## The importance of teaching and mentoring

The metrics-driven, global rank-aspiring higher educational system has had an adverse impact on the teaching community. The undue emphasis on research to the exclusion of other vital functions, especially teaching, has created a sorry situation in which university job aspirants are often judged by the number of research papers they have produced, the impact factor of the journals they were published in, and the numbers of their citations; and not by their ability to be an effective communicator, teacher, and mentor.

Once selected as a faculty member of the university, the candidate's subsequent career advancement depends on additional metrics such as the amount of research grant funds secured and the number of PhD degrees awarded. This obsession with metrics ignores the faculty member's actual teaching and mentoring capacity as a determinant of career advancement in the higher education ecosystem.

Unlike in the case of research, teaching is not amenable to quantification using metrics. It is the unmeasurable something that metrics cannot deal with. So, the role for teaching has declined in the education system. In fact, in the perspective of a typical university professor, writing a paper or working on a grant application takes precedence over teaching today. Ironically, teaching is a distraction from 'all important' research. University professors have become contractors churning out research papers to improve the university's ranking.

The higher education ecosystem is pervaded by a culture of 'publish or perish' without a meaningful and transparent mechanism for accountability in place. Is this kind of research, at

the expense of educating students, really meaningful? Are instances of plagiarism, data manipulation, and other research misconduct emanating from our premier institutes and universities the undesirable and unintended consequences of our pre-occupation with metrics? In these cases, are not the teachers failing in their role as mentors and role models? Students who emerge from this system either quit in disillusionment or end up propagating this situation, propelling us into a downward spiral.

## Creating two tracks

There is no doubt that research is the engine that drives growth and innovation, but it cannot be an excuse to neglect teaching, which prepares students for the real world. Universities should consider separate tracks for research-focused and teaching-focused faculty members. Interests of faculty members in these two tracks may extend beyond their primary focus, but they must not be expected to excel in both at all times. Otherwise, there will be scope for resentment and lack of commitment, undermining the very faculty members whose contributions are critical to the university's mission.

Universities must realise that the scientific content of a paper and its possible societal and economic impact are more relevant than the impact factor of the journal in which it is published or the number of citations it garners. Teaching must be recognised as an important function of the university and teachers must be encouraged to improve curricula. Careful, unbiased judgment must replace metrics. Universities must enable a paradigm shift in their institutional culture to value and enable the success of both research and teaching efforts that collectively contribute to their overall mission as being centres of higher education and learning.

The metrics-focused system or 'metricocracy', if you will, which we mistakenly believe is synonymous with meritocracy, has created a situation which implies that education is a market rather than a citizen's right and the state's duty; knowledge is a commodity and not a means of becoming more humane; and students are customers, instead of future citizens. This warped ecosystem views academic rigour as detracting from the business of delivering the product to the customer. It kills creativity and the enthusiasm to learn, does not prepare students for the real world, and is harmful to future generations.

The metrics-focused system has created a situation which implies that education is a market rather than a citizen's right and the state's duty

# Empowering Minds: Delhi Schools Introduce New Legal Awareness Curriculum

The Delhi government has introduced a new curriculum for senior secondary students to boost legal awareness. This initiative focuses on three new criminal laws, aiming to foster responsibility towards emotional and physical violence. The new laws signify a significant shift in India's justice system, replacing outdated colonial codes.

Devdiscourse News Desk | New Delhi | Updated: 04-10-2024 21:18 IST | Created: 04-10-2024 21:18 IST

The Delhi government made a significant stride on Friday by launching a special module designed to enhance legal awareness among senior secondary students. The new curriculum aims to deepen understanding of recent changes in India's criminal laws.

ADVERTISEMENT

Developed by Delhi's National Council of Educational Research and Training (NCERT), the modules focus on the Bharatiya Nyaya Sanhita, Bharatiya Nagarik Suraksha Sanhita, and Bharatiya Sakshya Adhiniyam. These resources are targeted at students in classes 11 and 12 to foster a sense of responsibility towards issues of emotional and physical violence.

The initiative calls on all government, government-aided, and private recognised schools to distribute the modules to teachers, parents, and students. Introducing these laws, which took effect July 1, marks a pivotal change, replacing the long-standing British-era legal frameworks in India.

(With inputs from agencies.)

READ MORE ON:

[Delhi government](#)

[legal awareness](#)

[senior secondary](#)

[criminal laws](#)

[NCERT](#)

[Bharatiya Nyaya Sanhita](#)

[Bharatiya Nagarik Suraksha Sanhita](#)

[Bharatiya Sakshya Adhiniyam](#)

[education](#)

[India](#)

News / Education Today / News / Delhi schools to teach new criminal laws in special NCERT modules

# Delhi schools to teach new criminal laws in special NCERT modules

The Delhi government has launched special modules on three new criminal laws for senior secondary students to boost legal awareness. These modules, developed by NCERT, will be shared with students, teachers, and parents across government and private schools.

Listen to Story

Share

ADVERTISEMENT



Delhi schools to teach new criminal laws in special NCERT modules



India Today Education Desk



New Delhi, UPDATED: Oct 5, 2024 14:34 IST

ADVERTISEMENT

### In Short

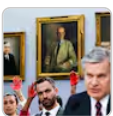
- Delhi govt introduces legal modules for students
- NCERT develops modules for classes 11 and 12
- Focus on responsibility regarding violence issues

The Delhi government has introduced special modules on three new criminal laws for senior secondary students to enhance legal awareness.

The National Council of Educational Research and Training (NCERT) in Delhi has developed these modules, covering the Bharatiya Nyaya Sanhita, Bharatiya Nagarik Suraksha Sanhita, and Bharatiya Sakshya Adhinyam for students in Classes 11 and 12.

According to an official circular, the main goal of this initiative is to instill a sense of responsibility amongst students and educators, particularly concerning issues related to emotional and physical violence, ensuring they can effectively address such matters.

ADVERTISEMENT



#### MUST READ

**Horror of red hands, wails of empty strollers: Symbolism amid Middle East war**

TRENDING TOPICS: [Middle East Crisis](#) [India Today in Lebanon](#) [US Elections](#)

The three new criminal laws, which came into effect on July 1, 2024, have brought significant reforms to India's criminal justice system, replacing the Indian Penal Code (IPC), Code of Criminal Procedure (CrPC), and Indian Evidence Act, which have been in place since the British era.

## Help The Right Colleges Find You

<b>Name *</b> Enter your Name	<b>Phone Number *</b> Enter your Phone Number
<b>Email *</b> Enter your Email	<b>Interested Course *</b> Select Course
<b>Current Location *</b> Select Location	<input type="checkbox"/> I agree to the <a href="#">"Terms &amp; Conditions"</a> and <a href="#">Privacy Policy</a>
<b>SUBMIT</b>	<b>CLEAR</b>

powered by: Aaj Tak Campus



**(With PTI inputs)**

*Published By: Shruti Bansal*

*Published On: Oct 5, 2024*

**READ | Delhi University introduces dual degree option with regular and ODL programmes**

*Advertisement* **Aajtak Campus - Your College Search Partner!**

**TRENDING REEL**

# एनसीईआरटी ने कॅरिअर गाइडेंस बुक तैयार की

यूनिसेफ का लिया सहयोग, बुक में 21 डोमेन में 500 कॅरिअर कार्ड

अमर उजाला ब्यूरो

नई दिल्ली। देशभर के स्कूली छात्रों को 10वीं और 12वीं के बाद कॅरिअर की जानकारी लेने के लिए काउंसलर के पास जाने की जरूरत नहीं पड़ेगी। अब स्कूली छात्रों को यह जानकारी राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) से मिलेगी। एनसीईआरटी ने इसके लिए कॅरिअर गाइडेंस बुक तैयार की है। इसमें संयुक्त राष्ट्र बाल कोष (यूनिसेफ) ने सहयोग किया है।

कॅरिअर मार्गदर्शन सामग्री के दो खंड विकसित किए गए हैं। जिसमें 21 डोमेन में 500 कॅरिअर कार्ड से जानकारी मिलेगी। इस तरह से एक ही पुस्तक में छात्रों के करियर से जुड़े सभी सबालों के जवाब मिल जाएंगे।

सीबीएसई की ओर से इस संबंध में स्कूलों को जानकारी भेजी गई है। बोर्ड ने स्कूलों को कहा है कि वह कॅरिअर मार्गदर्शन पुस्तक छात्रों के उपयोग के लिए उपलब्ध कराएं। इस पुस्तक में साइंस, टेक्नॉलॉजी, इंजीनियरिंग, गणित (स्टैम) नॉन



स्टैम, स्किल और अन्य कॅरिअर मार्गों की जानकारी दी गई है। इस पुस्तक के माध्यम से छात्रों को यह पता चल सकता है कि बारहवीं के बाद कौन सा कोर्स या ट्रेनिंग छात्रों को करनी चाहिए जिससे कि उन्हें भविष्य में रोजगार मिल सके।

सीबीएसई के अनुसार राष्ट्रीय शिक्षा नीति 2020 पढ़ाई के साथ-साथ स्कूलों में परामर्श को भी महत्व देती है। एनसीईआरटी की ओर से तैयार इस सामग्री में कोर्स की योग्यता, पाठ्यक्रम शुल्क, छात्रवृत्ति, और ऋण की संभावनाओं, पाठ्यक्रम प्रदान करने वाले संस्थानों (सरकारी, निजी, ऑनलाइन पाठ्यक्रम

## विद्यार्थियों को यह होगा फायदा

इस सामग्री से यह लाभ होगा कि छात्रों को जिन प्रश्नों के सवाल काउंसलरों से नहीं मिलेंगे उन्हें छात्र इस सामग्री के माध्यम से प्राप्त कर सकेंगे। इसके साथ ही बारहवीं के बाद सरकारी नौकरी के कौन से विकल्प हैं, इसकी भी जानकारी इस सामग्री से ली जा सकती है। किस कोर्स को करने के लिए कौन सी परीक्षा पास करनी होती है, कहां परीक्षा कैसे देनी होती है, उसको करने से क्या लाभ हो सकता है। सबका समाधान इस पुस्तक में मिल जाएगा। छात्रवृत्ति और ऋण संबंधी जानकारी होने से उन्हें लोन के विषय में भी अतिरिक्त जानकारी इधर-उधर से जुटाने की आवश्यकता नहीं पड़ेगी।

विकल्प) के बारे में भी बताया गया है। इसके अलावा छात्रों को यह भी पता चल सकता है कि वह किस कोर्स को करने के बाद प्रति माह या प्रति वर्ष कितनी आय अर्जित कर सकते हैं।

## Researchers find mechanisms behind plant response to warming

**The Hindu Bureau**

Microscopic pores on the surface of leaves called stomata help plants 'breathe' by controlling how much water they lose to evaporation. These stomatal pores also enable and control carbon dioxide intake for photosynthesis and growth.

### **Key mechanism**

With global temperatures, widening stomatal pores

are considered a key mechanism that can minimize heat damage to plants. University of California San Diego researchers have constructed a detailed picture of increased stomatal 'breathing' and transpiration processes in response to elevated temperatures. Their findings (*New Phytologist*) identify two paths that plants use to handle rising temperatures.

For decades, scientists struggled to find a clear

method to decipher the mechanisms underlying rising temperature-mediated stomatal openings due to the intricate measurement processes required.

The difficulty is rooted in the complex mechanics involved in setting air humidity (also known as the vapor pressure difference, or VPD) to constant values while the temperature increases, and the trickiness of picking apart temperature and humidity

responses.

The researchers developed a novel approach for clamping the VPD of leaves to fixed values under increasing temperatures. They then teased out the genetic mechanisms of a range of stomatal temperature responses, including factors such as drought hormones, carbon dioxide sensors, and temperature-sensitive proteins.

The researchers found that carbon dioxide sen-

sors are a central player in the stomatal warming-cooling responses, and can detect when leaves undergo rapid warming.

This starts an increase in photosynthesis in the warming leaves, which results in a reduction in carbon dioxide. This then initiates the stomatal pores to open, allowing plants to benefit from the increase in carbon dioxide intake.

Interestingly, the study also found a second heat

response pathway.

Under extreme heat, photosynthesis in plants is stressed and declines, and the stomatal heat response was found to bypass the carbon dioxide sensor system and disconnect from normal photosynthesis-driven responses. Instead, the stomata employ a second heat response pathway, not unlike gaining entry through a backdoor to a house, to 'sweat' as a cooling mechanism.

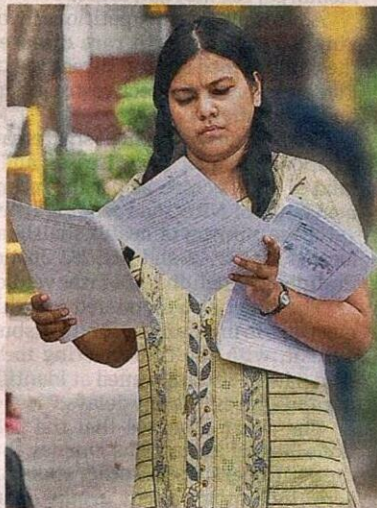
# 'SWOT analysis can help overcome anxiety of competitive exams'

To help readers cope with their anxieties in these stressful times, TOI has launched **Talk it Out**, a series in which expert counsellors answer your mental health queries. This week's advice is from psychologist Nishtha Grover

■ I constantly feel anxious while making decisions, which causes delays and leads to overthinking in a loop. I didn't score well in my class 12 exams, so I took time off to figure out what to pursue. I ended up dropping a year for the National Entrance cum Eligibility Test (NEET). I've spent a lot of time searching for a new path and, at one point, almost enrolled in a course only to back out at the last minute. Now, I'm considering dropping another year for NEET. I'm also struggling with the decision of whether to leave my current place to prepare or stay here. I just want things to work out, but I feel stuck in indecision. How can I break this cycle of overthinking and make workable decisions about my future?

— Anonymous

Competitive exams are heavily driven by self-worth and social comparison, which can make anxiety a common by-product. I understand what may be triggering your stress. Anxiety often comes from the fear of failure or uncertainty about making the right decision. Each time you hesitate, it strengthens the belief that you're not good enough, leading to more fear of making mistakes. You've put in a lot of effort and resources toward your dream, so I recommend approaching this logically. A SWOT analysis — assessing your strengths, weaknesses, opportunities, and threats — can help you separate the assumptions in your mind from the actual facts. As for whether you should continue in your current location, I suggest evaluating your living costs, study environment, and stress levels. If it's manageable, you can stay where you are, but if not, consider relocating to a more supportive environment. The emotional overwhelm you're experiencing is likely



hindering your ability to cope rationally, so I strongly advise consulting a professional. You're going through a difficult time, and I applaud your resilience despite the pessimism you've felt. Remember, no decision is perfect, and each choice offers valuable lessons.

■ I'm 22 years old, trying to crack my MBA exams this year, but I'm struggling to focus on my studies due to stress and depression. I often feel suffocated and have suicidal thoughts. I live away from my family for studies and haven't been able to talk to them about what I'm going through. Can you help me with strategies to manage these feelings and regain focus?

— Anonymous

I'm really sorry to hear that you're feeling this way. It's crucial to take your thoughts seriously, especially regarding suicidal ideation. I sense distress, frustration, and hopelessness about your future, but remember, your emotional state is temporary, while your existence and its impact are lasting. I urge you to tap into your strengths and allow yourself to grow, even if things go wrong. Living away from family can feel isolating, so I encourage you to seek support immediately. When you feel ready, try sharing your feelings with your family — even a text can open the door for help. Consider taking a short break from your studies; sometimes, intense focus leads to burnout. This break might help you reflect on what you truly want from life. Reconnecting with old friends or family could refresh your perspective, helping you regain focus for your exams. Remember, it's okay to struggle. Be kind to yourself and acknowledge your efforts.

Establishing a daily routine with study times, breaks, and self-care can help. On bad days, don't hesitate to call crisis helplines for support.

■ I'm afraid of losing my boyfriend. Whenever he talks about breaking up, I experience panic attacks. How can I manage this anxiety and work on overcoming the fear of a breakup?

— Anonymous

It's understandably upsetting when you deeply care for someone but don't receive the same level of attention and support. I noticed you mentioned your boyfriend brings up breaking up with you. I urge you to have an open conversation to understand where that thought is coming from and what about the relationship makes him feel unsettled. Share your feelings with him and let him know how his words affect you. Open dialogue can help both of you understand each other better. If he says these things in anger or distress, work together to find alternative ways to express frustration. However, if he genuinely feels like ending the relationship, it's important to identify specific situations or comments that trigger your panic. This awareness can help you manage your emotions more effectively. Building a strong social support system will also help you feel more secure in your identity when you start to feel anxious. If these discussions are frequent, consider setting boundaries around the topic until you feel more secure. Couples therapy could also help you both understand each other's triggers, offering time to reflect and improve communication after arguments.



## WANT SOME ADVICE?

Sharing can help your recovery so write to us at [talkitout@timesofindia.com](mailto:talkitout@timesofindia.com) with your question, name and place. But if you wish to stay anonymous, do indicate that in your email.

You can also visit [bit.ly/TOITalkitOut](https://bit.ly/TOITalkitOut) or scan this QR code to send in your concern.



## If you need counselling, please contact the following helplines

- Aasra +91-9820466726 (24x7)
- Cooj +91 9822562522 (Mon-Fri, 1-7pm)
- iCall +91 9152987821 (Mon-Sat, 10am-8pm)
- Fortis +91 8376804102 (24x7)
- Kiran 1800-599-0019 (24x7)
- Sumaitri +91 9315767849 (2-6.30pm)
- Saath +91 7926305544 (1-7pm)
- Sneha +91 44 24640050 (10am-7pm)
- Vandrevala Foundation 18602662345, +91 7304599836 (24x7)
- Sanjivini Society 01140769002, 01141092787 (Mon-Fri, 10-5.30pm)

# MP Education Updates: State Education Centre Releases Marks Distribution Scheme For Class 5, 8 Exams; Six Seats For Foreign Students In Ayurved Colleges Of Bhopal, Gwalior

*In private schools, if NCERT textbooks are in use, the questions will be based on those books. Similarly, questions in other subjects will also be drawn from NCERT textbooks.*

Staff Reporter | Updated: Sunday, October 06, 2024, 08:25 AM IST

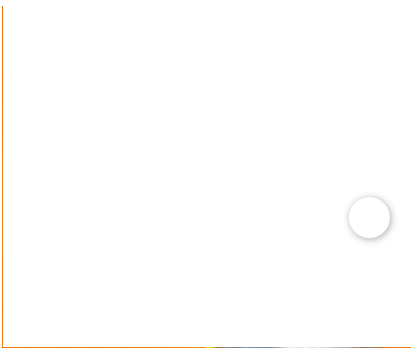


State Education Centre Releases Marks Distribution Scheme For Class 5, 8 Exams | Representative Image

**Bhopal (Madhya Pradesh):** The State Education Centre (RSK) has issued guidelines for conducting MP Board Class 5 and 8 exams for 2024-25 academic session based on the textbooks and curriculum prescribed by NCERT. Marks distribution for the final results has also been released.

According to guidelines issued by RSK, the weightage for half-yearly exam is set at 20 marks, the annual written exam at 60 marks, and the project work for the annual exam at 20 marks.

The number of long-answer questions in each subject will be reduced, while the number of objective and very short-answer questions will increase. For government schools, the



## RECENT STORIES

MP October 7 Weather Update: Monsoon Withdraws From State; Cooler Weather Expected From October 20



Indore: Business Man's 15-Year-Old Son Stripped Naked, Harassed By Three



MP: Dengue On Rise, 5 Cases Surfaces In Mandleshwar; Man Loses ₹13 Lakhs To Online Fraud



FP FOLLOW-UP: Gramin Bank Robbery Cracked, 2 Held



Indore: New Guidelines Issue For Road Digging



## PROMOTED CONTENT



Search Ads

language subjects (Hindi, English and Sanskrit) will have questions drawn from SCERT textbooks.

In private schools, if NCERT textbooks are in use, the questions will be based on those books. Similarly, questions in other subjects will also be drawn from NCERT textbooks.

### FPJ Shorts



Land-For-Jobs Scam: Delhi Court Grants Bail To RJD Chief Lal...



Meghan Markle Dons A Re-Vamped Red Gown For Surprise...



Drew McIntyre Shows His Injuries After Hell In A Cell Match...



Mumbai Metro 3: MMRC To Soon Provide Seamless...

Students must score a minimum of 33% in both the written exam and internal assessment for each subject.

### Read Also

**IIM Indore Organises HR Conclave: Exploring HR As Strategic Biz Partner & Accessibility In Higher...**



### Written exam pattern:

Multiple-choice questions: 5 marks (5 questions)

Fill in the blanks: 5 marks (5 questions)

Very short-answer questions: 12 marks (6 questions)

Short-answer questions: 18 marks (6 questions)

Long-answer questions: 20 marks (4 questions)

### Read Also

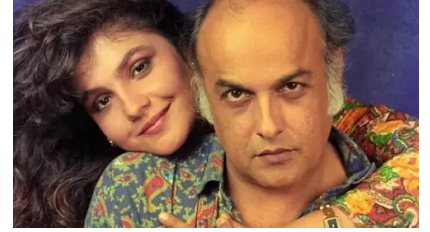
**DAVV, IIT-Indore Launch Mandarin Language Courses To Strengthen Indo-Taiwan Ties**



### Six Seats For Foreign Students In Ayurved Colleges Of Bhopal, Gwalior

**Bhopal (Madhya Pradesh):** Now, foreign students will be able to take admission in ayurved colleges of the state. There are a total of 4,366 UG seats in 53 recognised AYUSH colleges in the state, out of which 647 are of all India quota, six for foreign students and 3,713 for state quota, for which NEET counselling for session 2024-25 is going on, according to the directorate of AYUSH.

### Recognising Breast Cancer Warning



Brainberries

पूजा भट्ट ने पिता महेश को लेकर किया चौकाने वाला खुलासा



Search Ads

Signs Your Body Could Be Battling Breast Cancer



Brainberries

जानिये कैसे इस वीडियो ने इंटरनेट पर लाखों लोगों को बेवकूफ बनाया

e-Paper

Get App

HOME MUMBAI NEWS FPJ SHORTS GAMES ENTERTAINMENT BUSINESS FEATURES INDIA SPORTS VIRAL WEBSTORIES EDUCATION

Sikkim News

## CBSE Faces Barriers In Recognizing Tamang, Rai, Gurung And Sherpa Languages In Sikkim Curriculum

*Low student enrollment, with only 68 students across 14 schools, and a shortage of subject experts proficient in these languages, acts as a barrier to this proposal.*



Representative Image

Sentinel Digital Desk

Published on: 06 Oct 2024, 12:27 pm

**GANGTOK:** Indra Hang Subba, the Lok Sabha MP from Sikkim, has focused attention to the inclusion of Tamang, Rai, Gurung, and Sherpa languages in the Central Board of Secondary Education (CBSE) curriculum in Sikkim.

Jayant Chaudhary, Minister of State for Skill Development and Entrepreneurship and Minister of State for Education, has responded by saying that the recognition of these languages in CBSE's Class XI and XII curriculum is not feasible due to logistical and academic limitations.

Referring to the letter from Subba dated 26 July 2024, Chaudhary acknowledged the profound cultural significance that these languages hold in the Himalayan state of Sikkim.

In addition to it, the duration of examination could be extended by the introduction of additional languages which would disrupt the academic calendar.

It is worth mentioning that CBSE already offers ten languages from Sikkim which represents 25% of its linguistic offerings. This stands as a testament to the board's commitment to uphold regional diversity.

The Ministry of Education also stressed upon the importance of regional languages and indicated towards further collaboration with the NCERT to promote them through other educational initiatives.

**ALSO READ:** [Meghalaya: Heavy Downpour Claims Ten Lives In Garo Hills, CM Sangma Extends Support](#)

**ALSO WATCH:**

### Massive Landslide on NH 6 Effects Movement of Traffic



## Top News

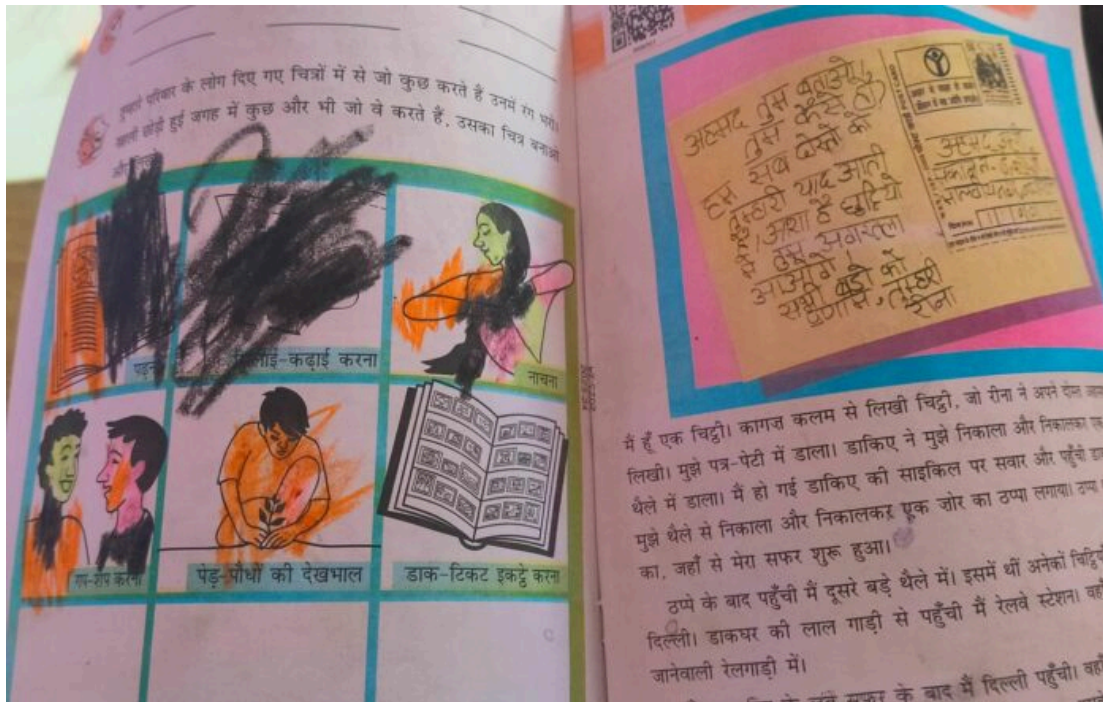


**Assam: ATCL Garden Workers to Get 20% Bonus, Says CM Himanta Biswa Sarma**

Sentinel Digital Desk · 3 hours ago

# MP: How Parents Turn a Letter in Grade-3 Environmental Science Textbook into a 'Love Jihad' Frenzy

October 6, 2024



Adnan Ali, TwoCircles.net

**Chhatarpur (Madhya Pradesh):** The spectre of 'Love Jihad' has resurfaced in a striking new context — school textbooks. In Madhya Pradesh's Chhatarpur district, a 'concerned' parent has accused the National Council of Educational Research and Training (NCERT), claiming that the curriculum is subtly endorsing this contentious concept.

Raghav Pathak, whose daughter is in third grade, lodged a formal police complaint against NCERT in September, claiming that a chapter in the environmental science book encourages the notion of 'Love Jihad'.

Pathak discovered a chapter titled '*Chitthi Aayi Hai*' (A Letter Has Come) in his daughter's textbook, which features a letter written by a Hindu girl named Reena to her Muslim friend Ahmed, inviting him to visit Agartala during the holidays.

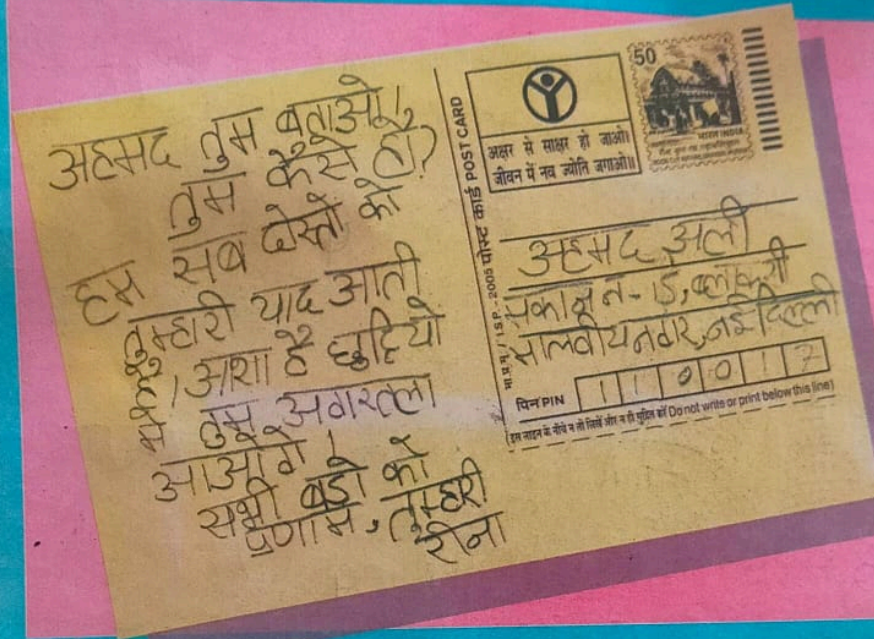
Pathak, a homeopathy doctor, expressed his shock upon reading the chapter. "In the chapter, a Hindu girl writes a letter to her Muslim friend and ends the note by identifying herself as '*Tumhari Reena*' (Yours, Reena). This will leave a negative impact on our children. Through such content, our children will get influenced towards 'Love Jihad'. This will lead to more incidents," he said.



0328CH17

चिट्ठी आई है

17



मैं हूँ एक चिट्ठी। कागज़ कलम से लिखी चिट्ठी, जो रीना ने अपने दोस्त अहमद को लिखी। मुझे पत्र-पेटी में डाला। डाकिए ने मुझे निकाला और निकालकर एक बड़े से थैले में डाला। मैं हो गई डाकिए की साइकिल पर सवार और पहुँची डाकघर। वहाँ मुझे थैले से निकाला और निकालकर एक जोर का ठप्पा लगाया। ठप्पा था अगस्तला का, जहाँ से मेरा सफर शुरू हुआ।

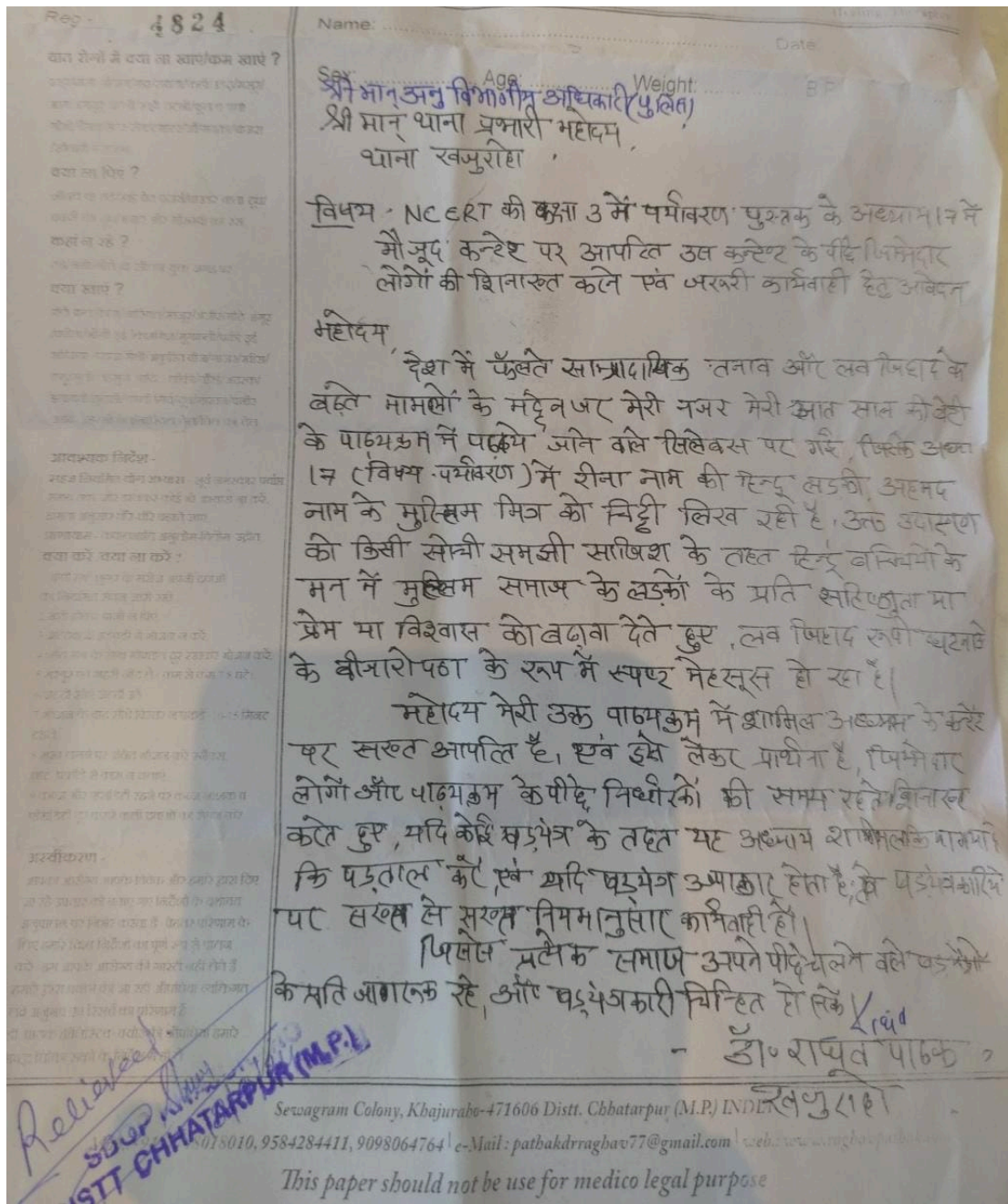
ठप्पे के बाद पहुँची मैं दूसरे बड़े थैले में। इसमें थीं अनेकों चिट्ठियाँ जो जा रही थीं दिल्ली। डाकघर की लाल गाड़ी से पहुँची मैं रेलवे स्टेशन। वहाँ मैं चढ़ी दिल्ली जानेवाली रेलगाड़ी में।

पाँच-छः दिन के लंबे सफ़र के बाद मैं दिल्ली पहुँची। वहाँ के डाकघर के पते के अनुसार फिर से हुई मेरी छँटाई और फिर लगा ठप्पा। इसके बाद डाकिए ने मुझे पहुँचा दिया अहमद के घर।

He noted that in light of growing communal tensions, this type of content could prompt negative thoughts in his daughter's mind. "The government is creating strict laws to prevent 'Love Jihad', while the book seems to promote it," he argued, calling for the removal or revision of the chapter referencing Ahmed and Reena.

Pathak reflected on the current syllabus, stating it does not resonate with today's world. "When we were in school, our fathers would help us write letters to the principal," he recalled.

Commenting on the controversy, Khajuraho SDPO (Sub-divisional Police Officer) Salil Sharma said, "What else can we do except forwarding the complaint to the proper platform? It was our duty, and that has been done."



He noted that Pathak's objection lies with the NCERT and the decision will rest with the government and the NCERT.

Pathak emailed NCERT Director Dinesh Saklani and other official Rajesh Kumar, questioning the suitability of including examples of students from different religions in teaching letter-writing. "In the present times, when there is no uniform education policy in the country, people of a particular religion are opposing equal education. They are encouraging children from their community to attain education within their religious framework while keeping them away from mainstream education," he wrote.

He further argued in the email, "In such a situation, children from the Hindu community who respect mainstream education are exposed to the above-mentioned curriculum. And that too at an innocent age. To what extent is this justified?"

Pathak also suggested that examples involving family members — siblings, parents or grandparents — would be more appropriate for such lessons.

On October 3, he posted a video on Facebook — highlighting another chapter in which a Muslim girl named Razia writes a letter to her grandmother. He questioned, "If Razia writes a letter to her grandmother, why can't a

Hindu girl write a letter to her grandmother?"

In the video, Pathak emphasised the need to be aware of cultural implications in education.

Self-styled godman Pandit Dharendra Shastri, also known as Bageshwar Dham Sarkar, has also commented on the NCERT syllabus. In a [video](#), he raised questions about the choice of names used in the curriculum. "It is disappointing that they chose 'Ahmed' instead of names like Amar, Akash, Avinash or Adarsh. It makes you wonder why that decision was made."

He further called for unity among Hindus and demanded the removal of the chapter from the curriculum.

---

साल के बालक बालिकाओं के बाल मन को देखते हुए उचित है ?

3. क्या पत्राचार की शैली या विधा का पाठ समझाते वक्त करीबी रिश्ते दीदी, भैया, चाचा, चाची, पापा, मम्मी, नाना नानी, दादा दादी को पत्र भेजते हुए का उदाहरण नहीं दिया जा सकता था ?

*महोदय, हम जैसे उदाहरण अपनी आने वाली पीढ़ी के सामने प्रस्तुत करेंगे या रखेंगे, कोमल बाल मन उन बातों को प्रमाण या साक्ष्य मानकर अनुकरण करना शुरू कर देता है*

*देश में खासतौर से वर्तमान में जब तक समान शिक्षा नीति व्यवस्था नहीं है, वैसे में धर्म विशेष के लोगों द्वारा देश में समान शिक्षा का विरोध करना और अपने धर्म के बच्चों को शिक्षा की मुख्य धारा से दूर रखते हुए धर्म विशेष की शिक्षा के लिए प्रेरित करना, ऐसे में शिक्षा की मुख्य धारा का सम्मान करने वाले हिन्दू धर्म के बच्चों पर जिनके सामने उक्त पाठ्यक्रम सबसे ज्यादा रहता है ? और वो भी मासूम उम्र में यह कहीं तक उचित है ?*

*मेरा आप सभी से अनुरोध है, प्रार्थी की आपत्ति और प्रश्नों का समुचित समाधान करते हुए, उक्त पाठ में मौजूद कंटेंट को पुनः से अवलोकित किया जाए, और जो कंटेंट बच्चों की उम्र और उनके मानसिक विकास के लिए उपयुक्त हो, उसका उपयोग किया जाये, आपत्तिजनक कंटेंट को उक्त पाठ से अलग करते हुए.*

*प्रथम दृष्टया उक्त कंटेंट किसी सोची समझी साजिश या षड्यंत्र का हिस्सा प्रतीत हुआ, अतः उक्त कंटेंट के प्रति जिम्मेदारों तक अपनी बात पहुँचाने के लिए मीडिया सहित अपने नजदीकी पुलिस विभाग में आवेदन देकर अपनी आपत्ति दर्ज करा चुका हूँ.*

<https://dainik.bhaskar.com/bcP19I5KZMb>

<https://www.facebook.com/raghav.pathak.73/posts/pfbid0249NYghJUmdX6kwdaBUpu38gjlwEUzDT2yW6C3fdnVESWcFeegbxja1KboKGJiBYbl>

*यदि आपकी भी पड़ताल में उक्त कंटेंट के पीछे कोई बेहद घिनीनी या ओच्छी मानसिकता के साथ किसी पूर्व पाठ्यक्रम निर्धारक की साजिश बुद्धि का प्रयोग समझ आता है, तो उसे चिन्हित कर समुचित दंड की व्यवस्था भी सुनिश्चित करें., ऐसा प्रार्थी का अनुरोध है,*

Attempts to contact the NCERT director for a response went unanswered. However, the NCERT later issued a clarification on their website, stating that the controversial chapter has no basis in the current curriculum and has been replaced in line with the new National Curriculum Framework for School Education 2023.

"...the so-called controversial letter present in the Grade 3 textbook of environmental studies has no basis whatsoever. According to the new National Curriculum Framework for School Education 2023, a new textbook — 'Our Wondrous World' — has been replaced with the concerned environmental studies textbook from Grade 3 onwards," it stated.

● **INTERVIEW: SCOTT BEARDSLEY,**  
Dean, University of Virginia Darden School of Business

## Make classroom a discussion forum, not a lecture hall

*The Financial Times' global ranking of full-time MBA recently placed University of Virginia Darden School of Business as the top business school globally, up from the third rank in 2023. What separates Darden from most B-schools is its case-based learning method — in which instead of one-way lectures, the classroom becomes a discussion forum. "It's called the Socratic method," says Scott Beardsley, dean, University of Virginia Darden School of Business. In an interview with FE's Vikram Chaudhary, he adds that soon classroom lectures could even be delivered by AI bots, and the Socratic method can ensure that actual learning is taking place. Excerpts:*

### What can Indian B-schools learn from the West?

Although I am not an authority on Western B-schools, what differentiates Darden is that we use the Socratic method, or case-driven teaching, in which we challenge our students to situate themselves within a business, educational or personal scenario, and find a solution to a problem.

It's different from the lecture-based approach, as it brings real-life scenarios into the classroom. It puts students into the driver's seat as they try and solve a business problem somebody else is facing. The faculty member is the one asking questions — bringing out the best in students.

It's a pillar of the Darden approach. The only other B-school that uses this method is Harvard.

### And what can the West learn from India?

I spent 26 years with McKinsey & Co, and travelled many times to India, where I learnt about new business models, ways of approaching business problems and solving them, and a lot of local innovation.

### What is this Socratic method?

Pioneered in the ancient world, by Socrates and Aristotle, it's discussion-based learning.

### And what's the Darden approach?

Students gain a perspective on fundamentals of business through rich case discussions facilitated by Darden's faculty. Collaboration and teamwork are hallmarks of the Darden approach. Case method teaches you how to think through challenging decisions, and develop strong arguments — it teaches you to listen, to respond in the right way, to defend your argument, and it makes you a problem-solver and sharpens your communication skills.

### Would you suggest that Indian B-schools also use this method?

Some of them could be using this method in the classroom.

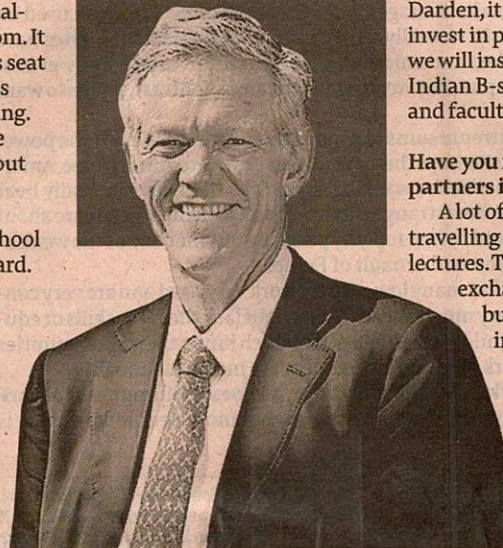
### India has opened itself to foreign universities. Would you set up a campus here?

Setting up a foreign campus depends on a university. For Darden, it doesn't make sense to invest in physical infrastructure — we will instead partner with an Indian B-school and do student and faculty exchange.

### Have you identified any local partners in India?

A lot of our faculty keeps travelling to India to deliver lectures. There is a lot of faculty exchange at personal level, but not enough at an institutional level. We are working on deepening our relationship with the Indian market through tie-ups with Indian educational institutions and industry partnerships.

**WE CHALLENGE OUR STUDENTS TO PLACE THEMSELVES WITHIN A BUSINESS SCENARIO, AND FIND A SOLUTION TO A MAJOR PROBLEM**



## Five languages got classical tag after key provision dropped

**Sreeparna Chakrabarty**  
NEW DELHI

The Union Cabinet's decision to accord classical language status to five more languages, including Marathi and Bengali, came after a key provision, which mandated that a language must have original literary tradition, was dropped.

"We discussed it in detail and understood that it was a very difficult thing to prove or disprove as all ancient languages borrowed from each other, but recreated the texts in their own way. On the contrary, archaeological, historical and numismatic evidence are tangible things," a senior member of the Linguistic Expert Committee told *The Hindu*.

The committee comprises representatives of the Union Ministries of Home and Culture and four or five linguistic experts at any given time. It is chaired by the President of the Sahitya Akademi.

The criteria were first formulated in 2004 when Tamil was declared a classical language and were revised in November 2005 when Sanskrit was included on the list.

Under the 2005 criteria which were followed till recently, to be designated as classical, a language must

**The panel noted that it was difficult to prove or disprove the original literary tradition of these languages**

have high antiquity of its early texts and recorded history over a period of 1,500-2,000 years, a body of ancient literature or texts, which is considered a valuable heritage by generations of speakers, a literary tradition that is original and not borrowed from another speech community and classical language and literature distinct from modern, and there may also be a discontinuity between the classical language and its later forms or its offshoots.

However, with demands for classical status to many languages pending, many of them with tangible political implications, the Linguistics Experts Committee, at a meeting on July 25, unanimously revised the criteria.

It is under these revised norms that the Union Cabinet on Thursday approved classical language status to Marathi, Bengali, Assamese, Pali and Prakrit. A Gazette notification to this effect was issued on October 4.

# 100 days completed, but the work has just begun

**W**ith great responsibility comes an obligation to deliver what is best for our youth and to ensure their futures are bright, productive, and successful. In just 100 days, our government is well on its way to fulfilling its responsibility of making India a global skilling hub and setting an example of excellence at scale through our comprehensive skilling roadmap. I am fortunate to have the additional responsibility of being a Minister of State for Education, and the synergies between education and skilling for livelihoods are significant. There have been many highlights over the last 100 days; but from our nation's perspective, the work of being a skilling superpower has just begun.

In many ways, the Union Budget announcement, which gave tremendous support and responsibility to our Ministry, with the Prime Minister's clarion call for how skilling and India are integrated and synonymous with India's growth story during his 15th August address, have been encouraging and humbling. I am tasked not just with ensuring our children receive the best education and life skills that our government can offer, but also ensure that they are prepared for successful careers through a comprehensive skilling platform that we are putting in place.

Education and skill development have always been the twin pillars of any nation's progress. Together, they bridge the gap between the dreams of youth and the reality of a prosperous, self-reliant India. Since assuming charge, the learning curve has been steep. However, one thing became clear early on: government reports, numbers, and policies alone cannot capture the full picture. We need to understand lived experiences and learn from them to understand the impact and opportunity within the National Education Policy 2020 and other Central Schemes. To do



**Jayant Chaudhary**

Minister of State for Skill Development and Entrepreneurship and Minister of State for Education, Government of India. Views are personal

The future of youth lies in the meeting of education and skill development, where schools nurture creativity and values, and skill programmes prepare young professionals to lead in emerging industries

so, it was essential to step beyond the confines of the written word and spend extensive time with the key stakeholders and beneficiaries. I have enjoyed and learned from my engagement with students, teachers, and industry leaders alike.

A glimpse of this impact was witnessed in schools like the PM Shri Kendriya Vidyalaya, Gomtinagar, Lucknow, where students were excelling not only academically but also in extracurricular activities. For example, Ashish Pandey, an extraordinary artist who aspires to be a 3D artist. His portrait of my grandfather, former Prime Minister Shri Chaudhary Charan Singhji, felt lifelike as if he were present in the room. Similarly, my visit to JNV Palghar was highly personalised, as I was accompanied by the MP, who is an alumnus of the institution. One student, Akshita, brilliantly balanced tradition and modernity in her paintings, embodying what India's education system aims to foster – an appreciation for heritage while embracing the future. This narrative of success extends beyond classrooms to the realm of skill development, where young Indians are shaping industries. At the National Skill Training Institute in Noida, two young women who had completed training in Artificial Intelligence (AI) developed a chatbot. Their achievement demonstrated the immense potential of India's youth, and their dedication to mentoring others was a testament to the transformative power of skill development.

Education goes beyond academics; it is about preparing youth to engage with the world, to think critically, and to solve problems creatively. Likewise, skill development is more than technical training – it is about empowerment and ensuring that young people have the tools they need to adapt and thrive in a rapidly changing global landscape. This is the time to identify and support high-impact sectors such

as sports among others, from school to skilling to livelihoods, and having these benefit the personal development of individuals.

In skill development, significant strides have been made. One of the highlights was India's participation in the WorldSkills competition in Lyon, France, where I watched proudly as 60 of our most skilled participants competed across 50 disciplines. Their remarkable performance showcased India's potential to become the skill capital of the world. The vision is to see India rise to the top of the WorldSkills leaderboard and perhaps be engaged beyond just as a participant. Another key milestone was revamping the Model Skill Loan Scheme. In alignment with the goals of the 2024-25 Budget, the loan limit for skilling was increased to ₹7.5 lakh, up from ₹1.5 lakh, with a broader lending network that now includes small finance banks and additional courses.

An industry-driven approach has been central to all these efforts. New partnerships are set to enhance our outreach and, partnering with countries such as our recent collaboration with Malaysia aims to strengthen workforce development and expertise exchange. The future of India's youth lies in the meeting of education and skill development, where schools nurture creativity and values, and skill programmes prepare young professionals to lead in emerging industries such as AI, robotics, and renewable energy. The work ahead is critical but we have reason to be optimistic.

Reflecting on such stories of resilience, talent, and determination evokes a deep sense of responsibility. These encounters have left a profound impact, renewing the commitment to serve with even greater dedication. Let us continue our work to build a nation where every dream has the chance to flourish, and every talent is given the opportunity to shine.

# What is a Classical Language and how is it chosen?

On Thursday, five more languages joined the list of India's Classical Languages, taking the total to 11. Why are some languages accorded this status, and how does it benefit them?

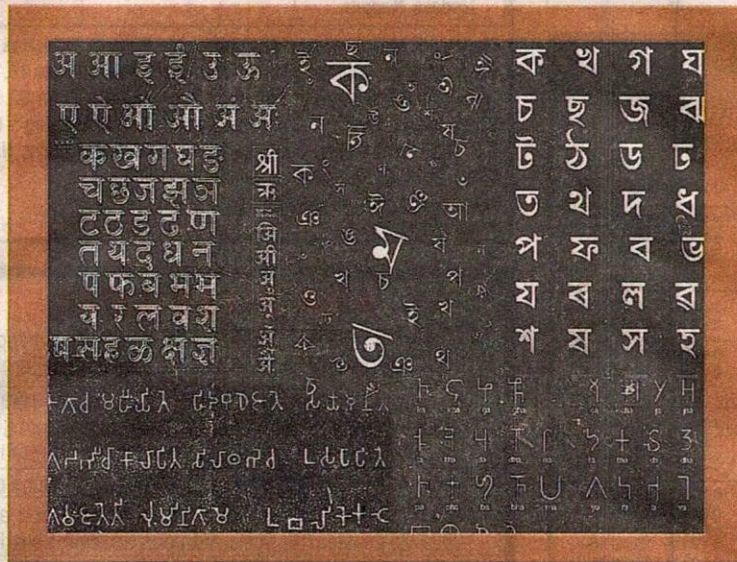
Bhavika.Jain@timesofindia.com

**T**he Union Cabinet on Thursday expanded the list of India's 'Classical Languages' to 11 by including Marathi, Pali, Prakrit, Assamese and Bengali in it. Tamil, Sanskrit, Telugu, Kannada, Malayalam and Odia were already members of this league. Tamil was the first to get 'classical' status in 2004, while Odia, the sixth, got it in 2014.

"Classical Languages serve as a custodian of Bharat's profound and ancient cultural heritage, embodying the essence of each community's historical and cultural milestones," Union minister Ashwini Vaishnaw said.

## How Is A Language Selected For 'Classical' Status?

The category of 'Classical Languages' was created on Oct 12, 2004, with Tamil being the only entry. In November that year, the ministry of culture created a Linguistic Experts



## What Changes For Language After Gaining 'Classical' Status?

The govt promotes the study and preservation of 'Classical Languages'.

> Two major annual international awards for scholars of eminence in classical Indian languages.

> A Centre of Excellence for Studies in 'Classical Languages' has been established to support advanced research.

> University Grants Commission (UGC) is requested to create professional Chairs in central universities to support the study of 'Classical Languages'.

For example, in 2020, three central universities — Rashtriya Sanskrit Sansthan, New Delhi; Rashtriya Sanskrit Vidyapeetha, Tirupati; and Sri Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeeth, New Delhi — were established to promote Sanskrit. Likewise, the Central Institute of Classical Tamil was set up to facilitate the translation of ancient Tamil texts, promote research and offer courses for university students and language scholars of Tamil. Centres of excellence for studies in classical Kannada, Telugu, Malayalam, and Odia were established under the Central Institute of Indian Languages in Mysuru.

States with 'Classical Languages', such as Odisha and Tamil Nadu, are entitled to annual grants for the

study, research and promotion of their languages.

## How Marathi, Bengali, Assamese Got This Status

In July 2013, a committee headed by Prof Ranganath Pathare submitted a report to the Centre. Professor Hari Narke, coordinator of the 10-member committee that gathered evidence to show that Marathi is at least 2,300 years old, said, "It is a wrong perception that Marathi is an offshoot of Sanskrit or that it is merely 800-1,000 years old." Narke said the committee submitted 80 pieces of documentary evidence to show that Marathi is an original language.

In 2023, the state higher education department of the West Bengal govt established the Institute of Language Studies and Research (ILSR) to advance knowledge in language studies, translation and cultural research. The institute gathered evidence for two years and prepared a draft that was submitted to the Centre. West Bengal CM Mamata Banerjee wrote to PM Modi in 2024, urging the acceptance of Bengali as a classical language.

Assam CM Himanta Biswa Sarma on October 1 said his govt is in "regular contact" with Modi and the Centre to recognise Assamese as a 'Classical Language'. On his X handle, Sarma stressed why it should be granted 'Classical Language' status.

## Is Conferring This Status Also A Political Tool?

Conferring 'classical' status on a language has political implications, particularly during the election season. Recognising the cultural heritage of a specific linguistic group allows parties to garner support in regions where language defines identity.

Language has long been a significant tool in identity politics. For example, the UPA-led Centre accorded 'Classical Language' status to Tamil after the DMK-led alliance swept the 2004 state elections. DMK patriarch M Karunanidhi offered support to Manmohan Singh's UPA govt on condition that Tamil be granted the status of a 'Classical Language'.

Five of the first six 'Classical Languages' — barring Sanskrit — were spoken in South India. This time, the states whose languages have been chosen form a belt from west to east: Maharashtra (Marathi), Madhya Pradesh, Uttar Pradesh and Bihar (Pali and Prakrit), West Bengal (Bengali), and Assam (Assamese).

## Was Marathi Included With Eye On Maharashtra Polls?

The first proposal to include Marathi in the list came from a Congress-led Maharashtra govt in 2013. The decision has come a decade later when BJP and its allies run both the Centre and the state. It's also timed very close to the state elections. Political observers say this decision can be used to seek votes in the name of Marathi *asmita* (Marathi pride).

## Do Such Titles Create Language Hierarchies?

Rating languages can give rise to the perception that some languages are more prestigious or culturally significant than others, especially in a multilingual country like India. The Marathi versus non-Marathi political narrative in Maharashtra that has fuelled several elections is a classic case of language hierarchy in the state. Sentiments against Hindi and Gujarati are reinforced during the elections. Even down south, leaders of political parties in Tamil Nadu, including the late M Karunanidhi, criticised the Union govt's attempts to promote Sanskrit in schools by mandating the three-language formula.

## TOI Explains

Committee (LEC) under the Sahitya Akademi to examine the eligibility of other possible contenders. Sanskrit was declared a 'Classical Language' in 2005, Telugu and Kannada in 2008, and Malayalam and Odia in 2013 and 2014, respectively.

A govt press release says selection criteria for a 'Classical Language' have been revised twice since 2004, the last time in July this year. These are:

- > High antiquity of (its) early texts/recorded history over a period of 1,500-2,000 years.
- > A body of ancient literature/texts which is considered a heritage by generations of speakers.
- > Knowledge texts, especially prose texts in addition to poetry, epigraphical and inscriptional evidence.
- > The 'Classical Language' and literature could be distinct from its current form or could be discontinuous with later forms of its offshoots.
- > The older criterion that a language's "literary tradition be original and not borrowed from another speech community" has been dropped.

[HOME](#) [LOCAL NEWS](#) [POLITICS](#) [VIDEO NEWS STORIES](#) [SOUTH ANDAMAN](#)

[NICOBAR](#) [NORTH AND MIDDLE ANDAMAN](#) [HEALTH](#) [ELECTIONS 2024](#) [NEWSLETTER](#)

[MANDATORY DISCLOSURES](#) [GRIEVANCES](#) [CONTACT US](#)



[LOCAL NEWS](#) [NICOBAR](#) [NORTH AND MIDDLE ANDAMAN](#) [SOUTH ANDAMAN](#)

## PM Launches Vidyanjali 2.0 to Boost Community Participation in School Education

[Best online courses](#)

[October 7, 2024](#) [No Comments](#)

Tarun Karthick

Sri Vijaya Puram, 07 October 2024

The Hon'ble Prime Minister of India launched Vidyanjali 2.0, a school volunteer program, on September 7, 2021, during the inaugural Conclave of Shikshak Parv 2021. Aligned with the National Education Policy (NEP) 2020, Vidyanjali 2.0 aims to improve the quality of education in government and government-aided schools by engaging community members and volunteers. This initiative seeks to encourage individuals to contribute their skills, knowledge, and resources to schools across the country.

Vidyanjali 2.0 provides a platform for a diverse group of volunteers, including retired professionals, teachers, artists, alumni, NGOs,

orations, and other organisations. These volunteers can support schools by offering subject expertise, teaching vocational skills, mentoring students, or contributing assets such as teaching materials, sports equipment, or digital infrastructure. While material contributions are welcome, financial donations are not accepted.

By registering on the Vidyanjali 2.0 portal, volunteers can select schools of their choice and contribute to a range of activities. These include offering assistance in subjects like arts and crafts, yoga, sports, and career counselling. In addition, volunteers can sponsor school events, help develop infrastructure, and provide extracurricular materials and other resources crucial for the development of students.

With 323 schools already registered on the Vidyanjali 2.0 platform, the initiative is gaining momentum across India, including in the Andaman and Nicobar Islands. Interested volunteers, NGOs, and corporate sectors are encouraged to register on the official website <https://vidyanjali.education.gov.in> to participate in this educational movement and help shape the future of students.

For further information or assistance, contact Mr. B. Neelaiah, Coordinator, Vidyanjali 2.0.

## Shri Dharmendra Pradhan presides over signing of Letter of Engagement between NCERT and Amazon

NCERT to triple-fold publication of books by publishing 15 crore books for next academic session (2025-26)– Shri Dharmendra Pradhan

Books will be made available at MRP across nearly 20,000 pin codes nationwide– Shri Dharmendra Pradhan

MoU will ensure access to original NCERT textbooks on major e-commerce platforms

Shri Dharmendra Pradhan lauds NCERT's partnership with Amazon, calls it a step towards enhancing ease of living and accessibility to education

Posted On: 07 OCT 2024 6:57PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, presided over the signing of the Letter of Engagement (LoE) today between NCERT and Amazon Seller Services Pvt Ltd. This is the first such tie-up, which will ensure access to original NCERT textbooks at the printed price on major e-commerce platforms. Secretary, Department of School Education and Literacy (DoSEL), Shri Sanjay Kumar; Joint Secretary, (DoSEL), Smt. Prachi Pandey; Director, NCERT, Prof. Dinesh Prasad Saklani; Vice President, Amazon, Shri Saurabh Shrivastava; Director, Public Policy, Amazon, Shri Aman Jain, other dignitaries and officials were also present at the event.





While addressing the audience, Shri Pradhan stated that today's initiative will strengthen NEP2020's vision of making education inclusive, accessible, and affordable. He added that with the increasing digital footprint across the country, this initiative will also support the Government's vision of 'ease of living.' Shri Pradhan noted that NCERT has been shaping India's education landscape by publishing textbooks since 1963, with a total of around 220 crore books and journals. He emphasized that NCERT is a major think tank for the country. Furthermore, he announced that these books will be made available across nearly 20,000 pin codes nationwide. He emphasized that these books should be available at MRP.

Shri Dharmendra Pradhan lauded NCERT's partnership with Amazon calling it a step towards enhancing ease of living and accessibility to education. NCERT to triple-fold publication of books and publish 15 crore books for next academic session (2025-26), he added.

He also informed the audience that NCERT has been entrusted with the responsibility of developing 21st-century textbooks.

Stressing the importance of making learning joyful for the 300 million students of the Amrit Kaal, he urged the development of e-books that are interactive and AI-driven, featuring innovations like talking books. Expressing his gratitude to Prime Minister Shri Narendra Modi, he underscored the significance of books in all 23 languages, declaring that books will be the real soft power of India.

Highlighting the significance of textbooks in education, Shri Sanjay Kumar emphasized the need to strengthen the supply chain for these essential resources. He stressed that textbooks, which account for nearly 96% of the total volume of book sales in the country, should be made available through e-commerce platforms like Amazon to enhance accessibility for students.

NCERT textbooks of all grades shall be made available on the Amazon NCERT storefront (<http://amazon.in/ncert>), which was also launched today. The textbooks shall be retailed at a price not more than the rate printed on the textbooks. Only original NCERT textbooks shall be retailed on this platform, thereby helping curb the sale of pirated NCERT textbooks. Amazon will help NCERT monitor and take down unauthorized sellers who distribute counterfeit or overpriced books.

Through Amazon's vast delivery network, students and schools, even in the most remote areas, will be able to purchase textbooks at the prescribed prices. This would address the challenges of supply gaps, delayed availability, and regional shortages of textbooks, ensuring equitable access to education.

This tie-up shall also enable NCERT to leverage customer reviews and feedback to improve the quality of its textbooks and other educational material. Moreover, anonymised sales and usage data will be shared with NCERT to facilitate informed decision-making regarding future print orders, distribution strategies, and selection of new distributors in States/districts where the demand for NCERT textbooks is more.

\*\*\*\*\*

SS/AK

# NCERT books will now be sold on Amazon as well through authorised sellers

## Synopsis

Amazon India has teamed up with NCERT to make textbooks available online. This will benefit students from Kindergarten to Class 12 and UPSC aspirants. The initiative aims to provide easy access to genuine, affordable resources. Designated vendors will ensure timely deliveries, making education more convenient for students across India.



NCERT [textbooks](#) for students from [Kindergarten to Class 12](#) as well as for [UPSC aspirants](#) will now be sold by authorised sellers on [Amazon India](#) website as well, the e-commerce firm said on Monday. Amazon India said that it has partnered with the National Council of Educational Research and Training (NCERT) to facilitate the sale

of books at maximum retail price (MRP) across all serviceable pin codes in India.

Amazon India said that it has partnered "with the National Council of Educational Research and Training (NCERT) to expand the availability of textbooks for students from Kindergarten to Class 12, as well as UPSC aspirants, through Amazon.in".

In addition to serving individual customers, Amazon.in will work with NCERT on [bulk ordering](#) for government agencies and schools.

## Most Searched Stocks

Indian Railway Finance Corporation Share Price	<b>154.39</b>
10:39 AM   9 Oct 2024	2.57(1.7%)
Suzlon Energy Share Price	<b>79.49</b>
10:39 AM   9 Oct 2024	5.85(7.95%)
Indian Renewable Energy Development Agency Share Price	<b>228.47</b>
10:39 AM   9 Oct 2024	4.09(1.82%)
Tata Motors Share Price	<b>941.3</b>
10:39 AM   9 Oct 2024	21.5(2.34%)
YES Bank Share Price	<b>21.86</b>
10:39 AM   9 Oct 2024	0.33(1.49%)

Load more..

"To support this, NCERT has appointed designated distribution vendors who will work with sellers on Amazon.in to ensure timely and efficient deliveries," the statement said.

Union Education Minister Dharmendra Pradhan said that the collaboration between NCERT and Amazon India is a step towards ensuring that students and educators have access to genuine, affordable resources that will not only help them in their academic journey but also enhance their overall ease of living.

**GrowFast**  
with THE ECONOMIC TIMES

Skills ▲ Career ▲ Money ▲



Astrology

### Vastu Shastra Course

By - Sachenkumar Rai, Vastu Shashtri



Finance

### A2Z Of Money

By - elearnmarkets, Financial Education by StockEdge

#### SECTIONS

NCERT books will now be sold on Amazon as well through authorised sellers

FOLLOW US SHARE FONT SIZE SAVE PRINT COMMENT

"By making NCERT textbooks available through Amazon.in, we are enabling millions of students across India to pursue their education without barriers and with greater convenience," Pradhan said.

(You can now subscribe to our [Economic Times WhatsApp channel](#))

READ MORE NEWS ON

NCERT Books Amazon India Textbooks Kindergarten To Class 12 UPSC Aspirants  
Education Resources Bulk Ordering

(Catch all the **Business News**, **Breaking News**, **Budget 2024** Events and **L...more**)

[VIEW 2 COMMENTS](#) ON THIS STORY

#### Amazon Top Deals

POWERED BY  
amazon.in




46% OFF

**Voltas 1.5 Ton 5 Star, Inverter Split...**

₹41,230 ~~₹75,990~~

Buy Now



19% OFF

**IFB 8 Kg 5 Star AI Powered Fully...**

₹37,200 ~~₹45,690~~

Buy Now

[VIEW TODAY'S TOP DEALS ON AMAZON »](#)

जनसत्ता, 8 अक्टूबर 2024, पेज नं-2

## एनसीईआरटी अगले सत्र के लिए 15 करोड़ पुस्तकें प्रकाशित करेगा

नई दिल्ली, 7 अक्टूबर (ब्यूरो)।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान में सोमवार को कहा कि राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआइटी) किताबों का प्रकाशन तीन गुना तक बढ़ाएगा और अगले शैक्षणिक सत्र (2025-26) के लिए 15 करोड़ किताबें प्रकाशित करेगा।

प्रधान ने एक समारोह को संबोधित करते हुए कहा कि एनसीईआरटी 1963 से लगभग 220 करोड़ पुस्तकें और पत्रिकाएं प्रकाशित करके भारत के शिक्षा परिदृश्य को आकार दे रहा है। उन्होंने इस बात पर बल दिया कि एनसीईआरटी देश के लिए एक प्रमुख 'थिंक टैंक' है। उन्होंने यह भी बताया कि एनसीईआरटी को 21वीं सदी की पाठ्यपुस्तकें विकसित करने का दायित्व सौंपा गया है। उन्होंने अमृत काल के 30 करोड़ विद्यार्थियों के लिए सीखने को आनंदमय बनाने के महत्त्व पर बल देते हुए ई-पुस्तकों के विकास का आग्रह किया जो 'इंटरैक्टिव' और एआइ-संचालित हों और जिनमें 'बोलती किताबें' जैसे नवाचार शामिल हों।

संयुक्त सचिव (डीओएसईएल) संजय कुमार ने शिक्षा में पाठ्यपुस्तकों के महत्त्व पर प्रकाश डालते हुए इन आवश्यक संसाधनों के लिए आपूर्ति श्रृंखला को मजबूत करने की आवश्यकता पर बल दिया। उन्होंने इस बात पर बल दिया कि पाठ्यपुस्तकें, जो देश में कुल पुस्तक बिक्री का लगभग 96 फीसद हिस्सा हैं।

## घर बैठे ऑर्डर कर मंगा सकेंगे NCERT की किताबें, तीन गुना ज़्यादा छपेगी बुक्स

■ विस, नई दिल्ली: नैशनल काउंसिल ऑफ एजुकेशन रिसर्च एंड ट्रेनिंग (NCERT) ने छात्रों और अभिभावकों के लिए एक नई पहल की है, जिसके तहत अब घर बैठे किताबें ऑर्डर की जा सकेंगी। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने

पूरे देश में 20 हजार पिन कोड पर MRP पर किताबें भेजेगे सोमवार को बताया कि NCERT और एमेजॉन के बीच हुए समझौते से एनसीईआरटी की ऑरिजिनल किताबें

ई-कॉमर्स प्लेटफॉर्म पर उपलब्ध होंगी। इस वर्ष एनसीईआरटी 15 करोड़ किताबें प्रकाशित करेगा, जो पहले के मुकाबले तीन गुना अधिक है। यह कदम शिक्षा नीति 2020 के तहत नए नैशनल करिकुलम फ्रेमवर्क के आधार पर उठाया गया है, जिससे देशभर के लगभग 20,000 पिन कोड पर MRP पर किताबें उपलब्ध



केंद्रीय मंत्री धर्मेंद्र प्रधान ने किया करार कराई जाएगी। सभी ग्रेड की NCERT किताबें Amazon NCERT स्टोरफ्रंट (<http://amazon.in/ncert>) पर उपलब्ध होंगी।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने बताया कि एनसीईआरटी 1963 से पाठ्यपुस्तकों का प्रकाशन कर रहा है और अब तक लगभग 220 करोड़ पुस्तकें और जर्नल प्रकाशित हो चुके हैं। भविष्य में हर वर्ष तीन गुना अधिक किताबें प्रकाशित की जाएंगी, जिससे आम लोगों को कोई परेशानी न हो। एनसीईआरटी

की किताबों की कीमतें भी नहीं बढ़ेंगी। देश में बड़े पैमाने पर एनसीईआरटी की किताबें पढ़ाई जा रही हैं, और कई राज्य बोर्ड भी इन्हें अपनाते हैं। नई शिक्षा नीति के तहत क्लास 1 से 12 तक की नई किताबें जारी की जाएंगी। प्रधान ने कहा कि एनसीईआरटी देश का एक प्रमुख थिंक टैंक है। Amazon के नेटवर्क के माध्यम से छात्र और स्कूल, दूरदराज के क्षेत्रों में भी तय कीमतों पर ये पुस्तकें खरीद सकेंगे। शिक्षा मंत्री ने कहा कि एनसीईआरटी को 21वीं सदी की पाठ्यपुस्तकें विकसित करने की जिम्मेदारी सौंपी गई है। उन्होंने एआई-संचालित ई-पुस्तकें और बोलने वाली पुस्तकें जैसे इनोवेशन पर ध्यान देने की बात कही। मंत्री ने यह भी बताया कि पीएम नरेन्द्र मोदी ने भारतीय भाषाओं में पुस्तकें तैयार करने पर विशेष ध्यान देने के निर्देश दिए हैं, और सभी 23 भाषाओं में पुस्तकें विकसित की जा रही हैं।

दैनिक जागरण, पृष्ठ संख्या - 11

हिन्दुस्तान पूछ संख्या - 12

अनार उजाला  
पूछ संख्या - 10

### अब घर बैठे ही पा सकेंगे एनसीईआरटी की नई पाठ्यपुस्तकें

जागरण ब्यूरो, नई दिल्ली : छात्रों को एनसीईआरटी की पाठ्यपुस्तकों के लिए अब भटकना नहीं पड़ेगा। उन्हें अब घर बैठे ही यह मुहैया होंगी। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान की मौजूदगी में एनसीईआरटी व एमेजॉन के बीच यह समझौता हुआ है। प्रधान ने कहा कि एनसीईआरटी अब हर वर्ष 15 करोड़ पाठ्यपुस्तकों की छपाई करेगा। ऐसे में इन पाठ्यपुस्तकों को छात्रों तक समय पर मुहैया कराने के साथ उन्हें नकली पाठ्यपुस्तकों से बचाने में मदद मिलेगी। ये पुस्तकें एमेजॉन पर प्रिंट रेट पर ही उपलब्ध होंगी और एमेजॉन एनसीईआरटी स्टोरफ्रंट (<http://amazon.in/ncert>) पर उपलब्ध रहेंगी।

### एनसीईआरटी की किताबें ऑनलाइन मंगवा सकेंगे

नई दिल्ली, विशेष संवाददाता। एनसीईआरटी की किताबें अब ऑनलाइन मंगवा सकेंगे। किडरगार्टन से कक्षा 12 तक के छात्रों और यूपीएससी अभ्यर्थियों के लिए किताबें अब अमेजन इंडिया की वेबसाइट पर अधिकृत विक्रेताओं द्वारा बेची जाएंगी। एनसीईआरटी और अमेजन सेलर सर्विसेज प्राइवेट लिमिटेड के बीच पुस्तकों की बिक्री को लेकर अनुबंध किया गया है। इससे छात्रों को एनसीईआरटी की पाठ्य पुस्तकें एमेजॉन प्लेटफॉर्म पर प्रिंट मूल्य पर उपलब्ध होंगी। केंद्रीय शिक्षा मंत्री धर्मेंद्र

#### एनसीईआरटी और अमेजन के बीच पुस्तकों की बिक्री के लिए अनुबंध

प्रधान ने लेटर ऑफ एंजेजमेंट (एलओई) पर हस्ताक्षर किए हैं। अधिकारियों ने कहा, यह पहला ऐसा अनुबंध है, एनसीईआरटी पाठ्यपुस्तकों तक छात्रों की पहुंच प्रमुख ई-कॉमर्स प्लेटफॉर्म पर मुद्रित मूल्य पर सुनिश्चित करेगा। प्रधान ने कहा, यह पहल शिक्षा को समावेशी, सुलभ और किफायती बनाने के राष्ट्रीय शिक्षा नीति के दृष्टिकोण को मजबूत करेगी।

### एनसीईआरटी की किताबें अब अमेजन पर भी बिकेंगी

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की पुस्तकें विद्यार्थी अब घर बैठे मंगा सकेंगे। ग्रामीण इलाकों के छात्रों और अभिभावकों की दिक्कतों को समझते हुए एनसीईआरटी ने ई-कॉमर्स वेबसाइट अमेजन के साथ समझौता किया है। इसके तहत देशभर में लगभग बीस हजार पिन कोड पर पाठ्यपुस्तकें अधिकतम खुदरा मूल्य पर घर बैठे उपलब्ध होंगी। एनसीईआरटी इस वर्ष 15 करोड़ पुस्तकें प्रकाशित कर अपने प्रकाशन को तीन गुना करेगी। ब्यूरो

8 October 2024

Asian Age,  
Page-2

### NCERT books to be sold on Amazon by authorised sellers

New Delhi, Oct. 7: NCERT textbooks for students from Kindergarten to Class 12 as well as for UPSC aspirants will now be sold by authorised sellers on Amazon India website as well, the e-commerce firm said on Monday.

Amazon India said that it has partnered with the National Council of Educational Research and Training (NCERT) to facilitate the sale of books at maximum retail price (MRP) across all serviceable pin codes in India.

Amazon India said that it has partnered "with the NCERT to expand the availability of textbooks for students from Kindergarten to Class 12, as well as UPSC aspirants, through Amazon.in".

In addition to serving individual customers, Amazon.in will work with NCERT on bulk ordering for government agencies and schools. — PTI

The Hindu  
Page - 14

### NCERT, Amazon join hands to ensure textbook availability

The National Council for Educational Research and Training (NCERT) has tied up with Amazon Seller Services Pvt. Ltd., in a first of a collaboration, to ensure access to original NCERT textbooks at the printed price. Education Minister Dharmendra Pradhan announced that these books will be made available across nearly 20,000 pin codes nationwide. "NCERT will triple-fold publication of books and publish 15 crore books during the academic year 2025-26," he added.

Hindustan Times  
Pg - 9

### NCERT TO SCALE UP PUBLISHING OPS: PRADHAN

Vrinda Tulsian

letters@hindustantimes.com

**NEW DELHI:** Union education minister Dharmendra Pradhan on Monday said the National Council of Educational Research and Training (NCERT) plans to significantly scale up publication of books, targeting the release of 150 million books in the academic year 2025-26. These books, Pradhan said, will be available at the printed price across nearly 20,000 pin codes in India.

"Since 1963, NCERT has remarkably published and distributed around 220 crore books, setting a notable record globally. Currently, they continue to release approximately 5 crore books annually while aiming to reach a target of 15 crore in the upcoming year. This will ensure that books reach every single district and every single student with NCERT re-affirming its role as a temple of learning dedicated to making education accessible to all," Pradhan said.

The announcement was made at an event where Pradhan oversaw the signing of a letter of engagement between NCERT and Amazon to provide the books on the e-commerce giant's platform.

## With A+ grade from NAAC Patanjali University becomes highest-rated yoga university in India

**STATESMAN NEWS SERVICE**  
HARIDWAR, 7 OCTOBER

Patanjali University has been awarded an A+ grade with high marks by the National Assessment and Accreditation Council (NAAC), making it the highest-rated yoga university in India.

Addressing the university's officials, teachers, and staff following the NAAC announcement, Chancellor Swami Ramdev emphasized that the primary objective of establishing Patanjali University is to develop a capable youth force that will lead India to become a prosperous and self-reliant nation.

He stressed that this is possible



when the youth's personality is yoga-based, fostering strength, character, and leadership in every aspect of life.

He pointed out that the world needs youth who have a deep understanding of their heritage, the capacity to tackle present challenges, and the

foresight to evaluate future ones. The university's goal, he said, is to educate youth who can not only guide the nation but also lead humanity on the global stage.

Swami Ramdev emphasized that while various institutions in society can contribute to

enhancing specific areas of capability, it is only through the education system that holistic leadership of national and global circumstances can be nurtured, and Patanjali University is proof of this. He explained that after the successful movements of yoga, Ayurveda, and Swadeshi, Patanjali University and other Patanjali institutions are now shaping the minds of young people.

Through Gurukul, Acharyakulam, and Patanjali University, they are cultivating youth who have the potential for global leadership with an Indian perspective. He expressed joy that over the past 20 years, Patanjali

University has set global standards in the field of yogic knowledge. Swami Ramdev also stressed that the purpose of Patanjali University is to integrate and harmonize ancient Vedic knowledge with modern science. Here, young people are immersed in a lifestyle that blends science and spirituality, ensuring the preservation and promotion of India's rich ancient knowledge and cultural heritage.

He underscored the need for young people to understand not only fragmented aspects of India but the entirety of its cultural journey and collective wisdom.

# The future of education: Collaborative learning is reshaping Indian schools



**KADAMBARI RANA**

**A**cademic pursuits in the 21st century are going beyond traditional boundaries to include in its approach a multidimensional, multidisciplinary, and interdisciplinary understanding. Being collaborative is the key to solving some of the major learning gaps.

Since a single mind, a single approach, and a single school of thought are often not sufficient to assess a matter in its entirety, it becomes necessary to access the collaborative approach.

Educators need to ensure that the students' minds and abilities blossom in an atmosphere which is safe and structured yet fiercely unrestricted in its ethos. To realise their interests and potential to the fullest, students need to be freed from predetermined propaganda.

The fullness of joy of learning and life might not reveal itself to the student if the student's mind is burdened to confirm and imitate. A large collaborative approach opens those doors for young students.

Educators can become more effective if they set academic goals and expectations in collaboration with their students. These might include complex tasks or simple class agreements.

For instance, setting timelines together, setting ac-

ademic expectations and assessment timelines together, setting common expectations as a group and collectively forming class rules. Collaborative efforts ensure that learners become confident, responsible, reflective, innovative and engaged.

The key stakeholders in a student's collaborative experience include the student, the parents, the special educator, the mainstream teachers, support staff, counsellors and therapists.

Students need to be empowered so that they can guide humanity to a more luminous future. Children are endowed with constructive energy, dynamism and inner potential that need to be brought to the surface through guided education and opportunities.

To this effect, some core areas that must be an integral part of any education curriculum are the development of creative and aesthetic appreciation, sensory and perceptual development, cognitive development, physical fitness and motor development, personal, social and emotional development and language development.

The focus should always be based on the 'in to out' and 'near to far' principles. In other words, first comes the understanding of the inner self and development of the inner potential and then comes into existence its external manifestation in

the form of creativity, inventions, progressive actions and thinking.

'Near to far' develops in students the ability to observe, appreciate and respond to what is closest to them and then slowly expand their wings to bring the world under it.

### Tips for collaborative experience: At school

-Strive for strategies which focus on equity and not equality. Different learners have different needs, and similar concessions and accommodations may not be helpful for all.

-Inter-department collaboration on subject matter helps learners examine the same concept and issue from different points of view. This also ensures that teachers tap into each other's strengths to enhance student's class

room experiences.

-The academic content delivery must answer the Why, What and How.

-Incorporate recall activities and cognitive skills strategies in each class plan.

-Supply children with ample gross motor skills, fine motor skill activities, and sensorial activities.

-Work closely with career counsellors, special educators, occupational therapists, physiotherapists, speech therapists, and music and art therapists to help students with differentiated needs.

-Try to adhere to a universal design of learning, which will ensure that each learner gets the support they need.

-Educators can also collaborate with student peer groups to

create a community for the students within their class group.

-Collaborate with parents, friend groups, support staff, sports teachers, and extracurricular educators.

Education for the new emerging world demands that individual groups, societies, communities, and countries respect each other.

Each individual, community and country is integral to the overall global well-being, and therefore, our future generations must learn to co-exist with differences in approach and ideas, differences in economic backgrounds, and differences in social habits and religious affiliations. They must develop both liberty for themselves and tolerance towards others.

The 21st century also requires many more inventors, scientists, leaders, advocates,

wild-life enthusiasts, nature lovers and change-makers.

Students should be trained and encouraged for their leadership skills in day-to-day life; they should be applauded for trying to be problem solvers, supporters, and helpers. This will develop in them self-reliance and confidence to take the lead for bigger decisions later in life.

Education institutes should have broad-based curriculums, which centre more on values and less on rules. The new world requires human beings to be more experiential and hands-on, and to this effect, education needs to be centred around life skills, personal skills, emotional skills, respect towards resources and sensitivity towards all mankind and nature.

The writer is an educator, consultant and columnist who practises and advocates principles of integral education.

## 87 pc parents support tech integration in schools: Study

PTI | , New Delhi

Oct 08, 2024 07:21 PM IST

The report, which gathered insights from over 3,000 parents of children from multiple educational boards across regions, delved into crucial observations.

Story continues below advertisement

At least 87 percent of parents support technology integration in schools, recognising its potential to enhance learning while only 28 percent of them prefer strict usage for educational purposes, according to a new survey.



The survey reveals that 58.33 percent of parents have positive awareness of NEP 2020, while 41.67 percent lack awareness or hold negative views.(HT file)

Story continues below advertisement

The first edition of "All India Parent Survey 2024 – Parents Attitude and Perception towards the Indian School Education Landscape" conducted by K-12 Techno Services, an education service provider, found that an overwhelming majority of parents (94 percent) positively acknowledge the importance of teaching life skills at an early age and its benefits for a child's overall development.

---

**Participate in the Festival of Gifts & get a chance to win an iPhone 15 and other exciting prizes. [Play Now!](#)**

---

The report, which gathered insights from over 3,000 parents of children from multiple educational boards (ICSE, CBSE, IB, state-level boards) across regions, delved into crucial observations and trends in their quest for the ultimate school going experience.

Also Read: [UTET Admit Card 2024 released at ukutet.com, here's direct link to download](#)

"A promising 87 pc of parents support technology integration in schools, recognizing its potential to enhance learning. However, home management strategies vary widely. While 46 percent allow moderate usage, others range from strict educational-only use (28 pc) to unrestricted access (6 pc)," the survey report said.

Story continues below advertisement

---

**PROMOTED**



Delhi Home Guard  
Admit Card 2024 out...


BJP criticises Rahul  
Gandhi for raking up...

"To balance screen time, most parents (57 pc) encourage non-screen activities, with others explaining risks or

The survey reveals that 58.33 percent of parents have positive awareness of NEP 2020, while 41.67 percent lack awareness or hold negative views.

**HT POLL**

[View T&C](#)



**Q. Do smaller class sizes lead to better learning outcomes?**

Yes  No

"Activity-Based Learning (60.47 percent) and Skill-Based Learning (53.44 percent) are the most recognized aspects. However, 21.12 percent of parents are unaware of any specific aspects, indicating a need for improved communication about the policy's details and benefits.

"The survey further indicates a substantial awareness of the Right To Education (RTE) Act, with 71.24 pc of parents familiar with this fundamental right. However, 28.76 pc of parents remain unaware, highlighting the need for continued efforts to educate and inform about this crucial legislation in Indian education," it added.

Story continues below advertisement

While 46 percent of parents allow moderate usage, others range from strict educational-only use (28 percent) to unrestricted access (6 percent). To balance screen time, most parents (57 percent) encourage non-screen activities, with others explaining risks or setting explicit limits.

"The survey reveals a mismatch between parents, communication preferences and schools' practices. While 74 per cent of parents prefer weekly or monthly updates, 40 per cent of schools communicate daily.

The parents strongly favour WhatsApp messages (50 percent) and Parent-Teacher Meetings (28 percent), yet schools primarily use PTMs (31 percent), parent portals (22 percent) and WhatsApp/SMS (22 percent).

"This discrepancy highlights an opportunity for schools to align their communication strategies with parental preferences," the report said.

Also Read: [CFA Level I August 2024 results to be out today cfainstitute.org, here's how to check](#)

Story continues below advertisement

News / Education Today / News / NCERT partners with Amazon to make K-12 books available pan-India

# NCERT partners with Amazon to make K-12 books available pan-India

The NCERT bookstore on Amazon India will offer a wide range of textbooks, ensuring easy and affordable access to quality education.

Listen to Story

Share

ADVERTISEMENT



NCERT, Amazon India partner to make K-12 books available pan India



India Today Education Desk  
New Delhi, UPDATED: Oct 8, 2024 10:42 IST

ADVERTISEMENT

- Collaboration ensures genuine, affordable educational resources

Amazon India announced its partnership with the National Council of Educational Research and Training (NCERT) to expand the availability of textbooks for students from Kindergarten to Class 12 and UPSC aspirants through Amazon.in. This partnership, formalised through a Letter of Engagement (LoE), guarantees that NCERT books will be available at Maximum Retail Price (MRP) across all serviceable pin codes in India while ensuring that students have access to genuine learning materials and resources.

ADVERTISEMENT

Through this collaboration, Amazon and NCERT are focused on supporting students' educational needs by ensuring the availability and doorstep delivery of current and accurate textbooks to all serviceable pin codes of India.

"Quality education and ease of living are essential for building a strong and developed nation. This collaboration between NCERT and Amazon India is a step towards ensuring that students and educators have access to genuine, affordable resources that will not only help them in their academic journey but also enhance their overall ease of living. By making NCERT textbooks available through Amazon.in, we are enabling millions of students across India to pursue their education without barriers and with greater convenience," said Shri Dharmendra Pradhan, Union Minister of Education, Government of India.



**MUST READ**

**Haryana Election Results 2024: Full list of constituency wise winners**

TRENDING TOPICS: [Election Result Live](#) [Elections 2024](#) [Middle East Crisis](#)

"Amazon is trusted by millions of Indians across the country every day for making essential products easily accessible, and we believe that quality education should be no exception. By ensuring that genuine NCERT textbooks are available at fair prices, Amazon is playing its part in building a more transparent and reliable educational ecosystem. This effort will make it easier for students, parents, and educators to access the resources they need, supporting their learning journey without compromise." said Saurabh Srivastava- Vice President, of Categories, Amazon India.

ADVERTISEMENT

ADVERTISEMENT

Powered By



**Government announces establishment of 10 new ESIC medical colleges**



**The politics of purity**



**RBI keeps repo rate at 6.5%, GDP for FY2 at 7.2%**

News / India / NCERT books now available on Amazon

# NCERT books now available on Amazon

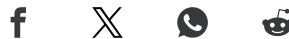
Speaking at the event, Education Minister Dharmendra Pradhan said that NCERT usually publishes 5 crore books every year, and this is set to increase to 15 crore books in the next academic session.

By: **Express News Service**

New Delhi | Updated: October 8, 2024 05:29 IST



🕒 2 min read





Some of the revised textbooks for classes 3 and 6 that were to be made available for the current academic session hit the market only after the session began. (File Photo)

Textbooks by the National Council of Educational Research and Training (NCERT) for all classes are now available on Amazon, with a dedicated storefront for NCERT on the e-commerce platform.

According to NCERT Director Dinesh Prasad Saklani, The NCERT faced challenges including that of pirated books and parents having to purchase books at inflated prices. Making these books available on Amazon will ensure that they are sold at the MRP, he said at an event held to sign the letter of engagement and launch the NCERT storefront on Amazon.

Speaking at the event, Education Minister [Dharmendra Pradhan](#) said that NCERT usually publishes 5 crore books every year, and this is set to increase to 15 crore books in the next academic session.

ADVERTISEMENT



(NCFSE) 2023 are being developed by NCERT. Revised textbooks in keeping with the NCFSE 2023 for classes 4, 5, 7, and 8 are likely to be released for the next academic session.

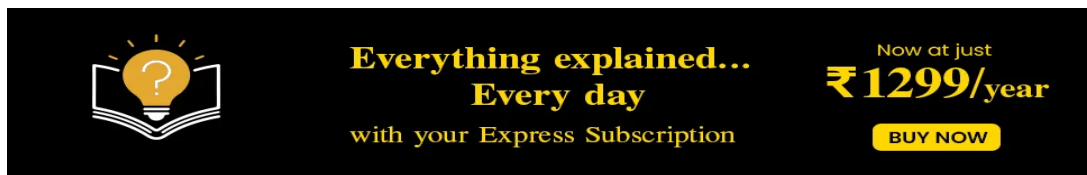
### STORIES YOU MAY LIKE

CBI faces rap from special court over probe into National Games...

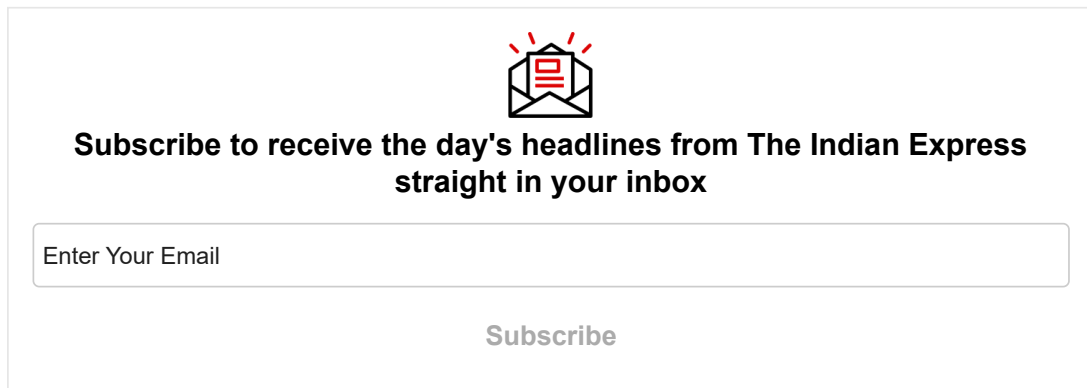
144 aspirants bought leaked NEET-UG paper: CBI

Haryana Election Results 2024 Live: Day after BJP retains power for third tim...

Some of the revised textbooks for classes 3 and 6 that were to be made available for the current academic session hit the market only after the session began.



**Everything explained... Every day** with your Express Subscription. Now at just **₹1299/year**. [BUY NOW](#)



**Subscribe to receive the day's headlines from The Indian Express straight in your inbox**

Enter Your Email

[Subscribe](#)

The complete selection of NCERT books for all classes will be made available on the platform. Amazon is also working with NCERT to enable bulk ordering solutions for schools and government agencies to procure textbooks in bulk.

[Click here for Haryana and J-K Assembly Election Results Live Updates](#)

© The Indian Express Pvt Ltd

First uploaded on: 08-10-2024 at 02:26 IST

**TAGS:** NCERT Books

**Personalized Modular Kitchen Interiors built to your budget.**  
45 Day Delivery. Upto 10-Year Material Warranty. No Hidden Costs. Book a FREE design session!

HomeLane | Sponsored

[Get Quote](#)

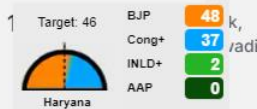
**Related News**

University Body Directs Institutions To Incorporate Electoral Literacy In Education System

NCERT Adds Poem On National War Memorial, Chapter On Veer Abdul Hameed In Class 6 Book

Class 12 Board Results To Be Based On Classes 9 To 11: NCERT Report

**Trending News**



# NCERT Books Will Now Be Available On Amazon As Well

The partnership will enable authorised sellers on Amazon India to sell NCERT textbooks for students from Kindergarten to Class 12.

Edited by: Puniti Pandey | [Education](#) | Oct 08, 2024 13:40 pm IST

Read Time: 2 mins



**New Delhi:** National Council of Educational Research and Training (NCERT) has partnered with Amazon India to facilitate the sale of NCERT books and expand its availability across the country. The partnership will enable authorised sellers on Amazon India to sell NCERT textbooks for students from Kindergarten to Class 12 as well as for UPSC aspirants.

Amazon India said that it has partnered with NCERT to facilitate the sale of books at maximum retail price (MRP) across all serviceable pin codes in India. Amazon.in will also work with NCERT on bulk ordering for government agencies and schools.

NCERT has appointed designated distribution vendors to work with Amazon for delivering bulk services.

News agency PTI quoted union education minister Dharmendra Pradhan as saying that the collaboration between NCERT and Amazon India is a step towards ensuring that students and educators have access to genuine, affordable resources that will not only help them in their academic journey but also enhance their overall ease of living.

"By making NCERT textbooks available through Amazon.in, we are enabling millions of students across India to pursue their education without barriers and with greater convenience," Pradhan said.

According to officials, NCERT textbooks of all grades will be made available on the Amazon NCERT storefront. The textbooks shall be retailed at a price not more than the rate printed on the textbooks. Only original NCERT textbooks will be retailed on this platform. This will help in curbing the sale of pirated NCERT textbooks.

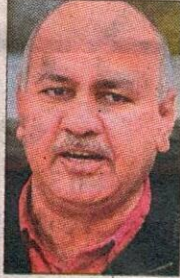


## सरकारी स्कूलों को और अच्छा बनाना मेरा सपना : सिसोदिया

अमर उजाला ब्यूरो

नई दिल्ली। दिल्ली में पूर्व उपमुख्यमंत्री मनीष सिसोदिया ने मंगलवार को त्रिलोकपुरी विधानसभा में पदयात्रा कर जनता से संवाद किया। इस दौरान उन्होंने कहा कि सरकारी स्कूल अच्छे हो गए हैं। बच्चे अच्छे से पढ़-लिख गए तो कोई उन्हें मूर्ख नहीं बना जाएगा। मेरा सपना दिल्ली के सारे सरकारी स्कूलों को अच्छा बनाने का था।

भाजपा ने इस काम को रोकने के लिए यह सारे षडयंत्र किए थे। इस



मनीष सिसोदिया।

दौरान स्थानीय विधायक रोहित मेहरौलिया, पार्षद और अन्य वरिष्ठ नेता मौजूद रहे। मनीष सिसोदिया ने कहा कि डेढ़ महीने पहले 17 महीने जेल में रहकर आया हूं। मेरी गलती केवल इतनी थी कि दिल्ली के बच्चों के लिए स्कूल बनवा रहा था।

यहां भी एक सरकारी स्कूल है, जिसमें बच्चे पढ़ते हैं।

जब 2015-16 में यहां आता था, तो स्कूल की हालत बहुत बुरी थी। अब कम से कम यहां बच्चों के बैठने की जगह बनी है।

## Govt school students to join vocational training course in Germany

STATESMAN NEWS SERVICE  
NEW DELHI, 8 OCTOBER

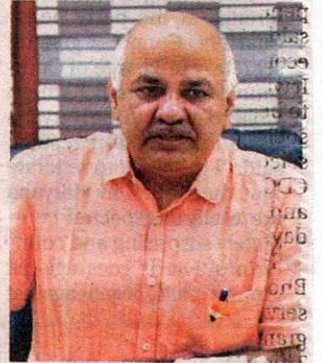
Students from Delhi government schools are set to take part in Germany's prestigious dual vocational training programme, as a result of a partnership with the Goethe Institute and German industries, an official statement said on Tuesday.

According to the Delhi government, the first batch of students from state government schools is set to join the renowned 'APAL' ('Training Partnerships with Latin America, India, and Uzbekistan') project in 2025, marking a significant leap in education.

Reacting to the development, former Delhi Education Minister Manish Sisodia hailed the collaboration as a milestone in preparing India's youth for the future.

In this regard, an orientation programme was held at Sarvodaya Kanya Vidyalaya in West Vinod Nagar. The event was attended by Sisodia, Paul Detto from the German Federal Employment Agency, and Goethe Institute programme managers Paul Heeren and Mohita Miglani.

Interacting with parents and students at SKV West Vinod Nagar, Sisodia said, "I am proud that the initiative we launched two years ago in partnership with the German embassy has reached a stage where German industry is willing to invite our students. I expect our children to go there, learn new technology, gain work experience, and return to India to serve their country," he added. The For-



mer Education Minister further stated that in line with Arvind Kejriwal's vision, Delhi's education revolution is setting new benchmarks. He noted that the opportunity for Delhi government school students to undergo dual vocational training in Germany is a significant milestone. "This world-class training represents a significant step towards securing a brighter future for children in government schools, elevating the quality of education, and opening up global opportunities for them," he added.

According to an official statement, the Education Department of the Delhi Government and the Goethe Institute, Germany, signed an MoU two years ago to introduce the German language in the Delhi government's 'Schools of Specialised Excellence'. Under this partnership, the German language is currently being taught in 30 government schools, enrolling 4,500 students.

Building on this partnership, the first batch of about 30-40 students from Delhi government schools will join Germany's 'APAL' project.

The Statesman, Page No - 2 →

## NCERT to triple-fold publication of textbooks, print 15 crore books this year: Education minister

PTI |

Oct 08, 2024 10:01 AM IST



NCERT will triple-fold the publication of textbooks and print 15 crore books this year, Union Education Minister Dharmendra Pradhan announced.



NCERT to triple-fold textbooks publication, print 15 crore books: Edu Minister

New Delhi, Oct 7 (PTI) The National Council for Educational Research and Training will triple-fold the publication of

textbooks and print 15 crore books this year, Union Education Minister Dharmendra Pradhan announced on Monday.

Pradhan made the comments at an event for the signing of a Letter of Engagement between NCERT and Amazon.

"The NCERT has been shaping India's education landscape by publishing textbooks since 1963, with a total of around 220 crore books and journals. NCERT is a major think tank for the country. These books will be made available across nearly 20,000 pin codes nationwide. The books should be available at MRP," Pradhan said.

"The NCERT will triple-fold publication of books and publish 15 crore books this year, he added.

Stressing the importance of making learning joyful for the 300 million students of the Amrit Kaal, Pradhan urged the development of e-books that are interactive and AI-driven, featuring innovations like talking books.

According to officials, NCERT textbooks of all grades shall be made available on the Amazon NCERT storefront, which was also launched today.

Also read: [Shiv Nadar Foundation introduces new law school, more than 40 students enrolled in inaugural batch](#)

The textbooks shall be retailed at a price not more than the rate printed on the textbooks. Only original NCERT textbooks shall be retailed on this platform, thereby helping curb the sale of pirated NCERT textbooks.

"Amazon will help NCERT monitor and take down unauthorised sellers who distribute counterfeit or overpriced books. Through Amazon's vast delivery network, students and schools, even in the most remote areas, will be able to purchase textbooks at the prescribed prices.

"This would address the challenges of supply gaps, delayed availability, and regional shortages of textbooks, ensuring equitable access to education," a senior education ministry official said.

In addition to serving individual customers, Amazon will work with the NCERT to simplify bulk ordering for government agencies and schools, making it easier for institutions to procure large volumes of textbooks.

To support this, the NCERT has appointed designated distribution vendors who will work with sellers on Amazon to ensure timely and efficient deliveries.

"Amazon is trusted by millions of Indians across the country every day for making essential products easily accessible, and we believe that quality education should be no exception," said Saurabh Srivastava, Vice President, Categories, Amazon India.

"By ensuring that genuine NCERT textbooks are available at fair prices, Amazon is playing its part in building a more transparent and reliable educational ecosystem.

"This effort will make it easier for students, parents, and educators to access the resources they need, supporting their learning journey without compromise," he said.



## NCERT Partners With Amazon

NCERT Partners With Amazon, Key Benefits Explained Here

**NCERT Ties Up with Amazon:** The National Council for Educational Research and Training (NCERT) has partnered with Amazon Seller Services Pvt. Ltd. for the first time to ensure all students can access original NCERT textbooks at the printed price. This collaboration aims to resolve issues related to the availability and distribution of NCERT books globally.



CFA Institute

DISCOVER HOW THE CFA® CHARTER CAN EXPAND YOUR CAREER HORIZONS

JAGRAN Josh

78

A promotional video frame for CFA Institute. The top left corner features the CFA Institute logo. The top center contains the text "DISCOVER HOW THE CFA® CHARTER CAN EXPAND YOUR CAREER HORIZONS". The top right corner shows the "JAGRAN Josh" logo. The main content area is a video player showing a woman with long dark hair, wearing a black and white striped shirt, speaking. The background of the video is a blue grid pattern. At the bottom center of the video frame, the number "78" is displayed. In the bottom left corner of the overall image, there is a circular icon with a bell symbol, indicating a notification.

## Related Stories

CBSE Class 12 NCC Sample Paper 2024-25: Download Detailed Sample Paper PDF For Free!

50+ Inspiring Ratan Tata Quotes for Students: Keys to Education and Success

50+ Antonyms List for Kids and All Grades School Students

## NCERT-Amazon Partnership: A Boost for Accessible Education

In a significant move aimed at improving access to educational resources, Union Minister for Education, Dharmendra Pradhan, presided over the signing of a Letter of Engagement (LoE) between the National Council for Educational Research and Training (NCERT) and Amazon Seller Services Pvt. Ltd. on Monday. This marks the first collaboration of its kind, ensuring that original NCERT textbooks will now be available at the printed price on one of the largest e-commerce platforms. By utilizing Amazon's vast distribution network, NCERT hopes to ensure that its books are available to students more efficiently and widely.

### Significance of NCERT-Amazon Partnership


The NCERT-Amazon tie-up is particularly significant as NCERT textbooks form the backbone of the CBSE (Central Board of Secondary Education) curriculum and are crucial for UPSC preparation as well. Delays in availability have previously caused concerns for students and educators. Through this tie-up, the NCERT hopes to make textbooks more accessible ahead of the academic sessions, reducing the reliance on local bookstores. This would also ensure that learners have timely access to quality educational resources.

The partnership is also likely to include provisions for easy ordering and delivery through Amazon's online platform. This would allow parents and schools to access textbooks with just a few clicks, aligning with broader efforts to digitize and streamline education services in India.

### Key Benefits of the Partnership

- **Wider availability:** NCERT textbooks from K-12 will now be available on Amazon at the printed price, reaching students in even the most remote areas.
- **Convenience:** Students can order textbooks online and have them delivered to their doorstep.
- **Genuine products:** Original NCERT textbooks will be delivered, helping to monitor and remove unauthorized sellers who distribute overpriced books.
- **Feedback loop:** NCERT can use customer reviews and feedback to improve the quality of its textbooks.

## NCERT Books for UPSC Aspirants on Amazon

 Books are considered fundamental resources for UPSC (Union Public Service Commission) exam preparation. With NCERT's tie-up with Amazon, UPSC aspirants can easily purchase both old and new editions of these essential books

online, and build a strong foundation in key subjects like history, geography, economics, and political science.

## Conclusion


This partnership is a significant step towards making quality education more accessible and affordable for students across India. By leveraging Amazon's vast distribution network and technology, NCERT hopes to ensure that every student has access to the resources they need to succeed.

Get here latest [School](#), [CBSE](#) and [Govt Jobs](#) notification and articles in English and Hindi for [Sarkari Naukari](#), [Sarkari Result](#) and [Exam Preparation](#). Download the Jagran Josh [Sarkari Naukri App](#).

### MOCK TEST 1

#### NCERT 2024-25

1 FREE TEST


 English/Hindi

ATTEMPT MOCK TEST

### MOCK TEST 2

#### NCERT 2024-25

1 FREE TEST

 English/Hindi

ATTEMPT MOCK TEST

## Trending

[Air Force Agniveer Exam Date 2024](#)

[IBPS PO Admit Card 2024](#)

[RRB ALP Exam Date 2024](#)

[AP TET Answer Key 2024](#)

[UGC NET Result 2024](#)

### India's Corporate Boom: Benefiting Few, Ignoring the Greater Good?

Modi era may have promoted the union of big capital with Hindutva, but people are beginning to see that cronyism is hollowing out the nation.

The Hindu | Sponsored

[Learn More](#)

### Godrej's New Launch at Golf Course Road, Gurgaon

Godrej Properties, RERA Received, 3.5 & 4.5 BHK Apartments in Sector 43, Golf Course Road, Gurgaon

Godrej Miraya | Sponsored

[Book Now](#)

### Any more delay will take away my 2-year-old's life!

Instead of recovering after a BMT, my son's condition is worsening...

Ketto | Sponsored

[Donate Now](#)

 Miraya, New Residential Development, RERA RECEIVED at Golf Course Road, Gurgaon

Get the Best Deal, Enjoy Spacious & Luxurious Living at Sector 43, Golf Course Road, Gurgaon

Godrej Miraya | Sponsored

[Book Now](#)

# NCERT textbooks now available on Amazon

Our Correspondent

Published: October 09, 2024 05:30 PM IST



Representative image: Shutterstock/NIKS ADS

Topic | Career and Campus

NCERT textbooks are now available for purchase online through Amazon. The Central government has signed an agreement to make all NCERT textbooks for classes 1 to 12 accessible via Amazon's bookstore. Union Minister for Education, Dharmendra Pradhan, officially launched the NCERT online bookstore, which aims to sell over 15 crore books in up to 23 languages.

Amazon will distribute the textbooks to all pin codes across the country. The books will be available online at the same prices as in schools. Additionally, Amazon will assist NCERT in monitoring and preventing sellers from charging excessive prices or offering counterfeit books. To purchase the textbooks, visit [amazon.in/ncert](https://amazon.in/ncert).

# बच्चों में ब्लाइंडनेस की सबसे बड़ी वजह मोबाइल: AIIMS

## डॉक्टरों के सुझाव

- दो साल के कम उम्र के बच्चे को मोबाइल न दें।
- 8 साल तक के बच्चे को बटन वाला मोबाइल ही दें, ताकि वह केवल बात ही कर सके।
- उम्र जितनी कम और स्क्रीन जितनी नजदीक होगी, उतना ही रिस्क ज्यादा होगा।
- बच्चा स्कूल में अच्छा परफॉर्म नहीं कर रहा है, खेलने नहीं जाता, बोर्ड नहीं दिखता है, यह मायोपिया के लक्षण हो सकते हैं।

## मायोपिया

मायोपिया, जिसे निकट दृष्टि दोष (nearsightedness) भी कहा जाता है। इसमें मरीजों को दूर की वस्तुओं को साफ देखने में दिक्कत होती है, जबकि पास की वस्तुएं साफ दिखाई देती हैं। यह समस्या तब होती है जब आंख की पुतली (cornea) या लेंस की वक्रता (curvature) में असामान्यता हो जाती है, जिससे प्रकाश की किरणें टीक से आंख की रेटिना (retina) पर केंद्रित नहीं हो पाती।

## बढ़ते स्क्रीन टाइम से बच्चों की नजर हो रही कमजोर

Rahul.Anand@timesofindia.com

■ नई दिल्ली: यूरोपियन देशों में 2050 तक 50% मायोपिया की वजह से ब्लाइंडनेस का खतरा बताया गया है। चीन और जापान जैसे देशों में 5 से 15 साल की उम्र के 80 से 90 पैसेंट तक बच्चे चश्मा पहन रहे हैं। आने वाले समय में भारत की भी यही स्थिति होने का खतरा मंडरा रहा है। दिल्ली में 15 से 20 पैसेंट बच्चों को चश्मा लगा हुआ है या चश्मे की जरूरत है। एम्स के एक्सपर्ट का कहना है कि ब्लाइंडनेस का खतरा कम करने के लिए बच्चों का स्क्रीन टाइम कम करना होगा, वरना भारत की स्थिति भी चीन और जापान जैसी हो सकती है।

## 15-20

पैसेंट स्कूली बच्चों में मायोपिया, दिल्ली के बच्चों में दोगुनी रफ्तार से बढ़ रही है समस्या

चीन और जापान जैसे देशों में 5 से 15 साल की उम्र के 80 से 90 पैसेंट तक बच्चे चश्मा पहन रहे हैं

**दिल्ली में दोगुनी रफ्तार से बढ़ रहा मायोपिया:** एम्स के डॉक्टर रोहित ने बताया कि हमने 2001 में 10 हजार बच्चों में मायोपिया पर स्टडी की थी, जिसमें दिल्ली के स्कूली बच्चों में 7% में मायोपिया पाया गया था। 2016 में की गई दूसरी स्टडी में यह आंकड़ा बढ़कर 14% तक पहुंच गया। जिस प्रकार कोविड के बाद बच्चों में स्क्रीन टाइम बढ़ा है और सर्वे के अनुसार मायोपिया में डेढ़ गुणा का इजाफा हुआ है। डिजिटल मीडिया के साइड इफेक्ट्स ऐसे हैं कि शहरी ही नहीं, बल्कि ग्रामीण इलाके में भी मायोपिया का ग्राफ बढ़ा है।

## आज वर्ल्ड साइट डे पर खास



## स्कूल में एक घंटा आउटडोर एक्टिविटी होगी ज़रूरी

एम्स के आरपी सेंटर के चीफ डॉक्टर जेएस तितियाल ने बताया कि इस बार वर्ल्ड साइट डे की थीम भी बच्चों की आंखों की देखभाल है। ऐसे में हमारे सामने गंभीर समस्या के रूप में बच्चों का बढ़ता स्क्रीन टाइम है, जो भविष्य में महामारी की तरह हो सकता है। बच्चों में मायोपिया सबसे कम उम्र में सबसे गंभीर लाइफस्टाइल बीमारी है।

## सरकार के साथ एम्स बना रहा है गाइडलाइंस, स्कूलों के लिए बदलेगे नियम

इस समस्या के लिए गाइडलाइंस तैयार की जा रही है। नीति आयोग, एजुकेशन मिनिस्ट्री, हेल्थ मिनिस्ट्री और एम्स ने इस पर काम करना शुरू कर दिया है। बच्चों का कैसे स्क्रीन टाइम कम किया जाए, इस पर चर्चा जारी है। एजुकेशन मिनिस्ट्री के साथ बातचीत चला रही है, जिसमें स्कूलों में एक घंटे के लिए आउटडोर एक्टिविटी अनिवार्य कर दी जाएगी। स्कूल के कमरे बंद कर दिए जाएंगे। इसके अलावा बच्चों में आंखों की बीमारी की पहचान के लिए नर्सरी में एडमिशन के समय आईचेकप हो, फिर पांचवी क्लास में इसके बाद नौवी क्लास में हो, ताकि अगर बीमारी है तो समय पर पहचान हो सके और साथ में इलाज भी किया जा सके, ताकि भविष्य में ब्लाइंडनेस के खतरों को कम किया जा सके।

# Schooling the underserved

Nexus of Good

*Catering to the educational needs of underserved children, Navsrijan—a free, English medium, full-day school situated in Gomti Nagar, Lucknow—capitalises on existing infrastructure of another school*



ANIL SWARUP

The visit to Lucknow last week was with the objective of attending the Nexus of Good City Chapter event wherein some inspiring presentations were made. However, what I witnessed on the following day at Navsrijan was amazing. The eloquence and the passion with which some of the pass-outs from the school spoke was quite incredible.

In a country as vast and vibrant as India, countless children still grapple with the harsh reality of being denied quality education, in fact, any literacy at all! This injustice stirred something deep within Anjali Jaipuria's heart. She began to ask: What can be done for them? How could the untapped potential hidden within these young souls be uncovered? From these questions blossomed a vision—one rooted in the belief that every child deserves the chance to grow, thrive and realize their inner capacities.

In 2010, she decided to do her little bit.

This vision gave birth to Navsrijan, a free, English medium, full-day school situated in Gomti Nagar, Lucknow, for the under-served, where forgotten children would find their voice and their futures would take flight, where each student would feel valued and unique. What began with just 50 students in 2010, has now empowered hundreds. Children who once were working as utensil cleaners at 'Dhabas' or as maids, now stand tall, pursuing studies far beyond the basics, filled with self-pride and a bold determination to fly.

Navsrijan, with a small dedicated team of teachers, visited the slums of Lucknow to speak to the parents and to offer free education. Convincing parents to send their children to school



The use of existing infrastructure of a regular school to deliver quality, holistic education to the deprived sections of society is truly inspiring  
IMAGE COURTESY: FACEBOOK/NAVSRIJIAN

was initially a big challenge. Little boys were seen by their parents as an extra pair of hands, helping to keep the household afloat, rather than as students with potential waiting to be unlocked.

They believed there was no point in educating their daughters who would eventually marry, so why invest their time in education? The team convinced them into believing otherwise.

Consequent to all this thought process and effort, Navsrijan opened its doors to 50 students, marking the beginning of a transformative journey. It started with Lower Kindergarten, and every year, the next grade was added. Today, there are 350 aspiring students across grades LKG to Grade 10, students who are no longer shy but ready to be the change-makers of tomorrow.

Navsrijan aimed at teaching these children through the CBSE board but this proved to be a challenge because CBSE demands a separate infrastruc-

ture. Thus, NIOS was chosen.

As a separate building could not be built for Navsrijan, Seth MR Jaipuria School, Gomti Nagar, Lucknow offered a complete block with 9 digitally-equipped smart classrooms for the dedicated use of Navsrijan alone. In a spirit of inclusiveness, Jaipuria school also offered its entire sports facilities, science labs, computer labs, research labs, mindspark labs, library, yoga, dance and music rooms, and more to Navsrijan.

The real heroes behind Navsrijan are the dedicated teachers, who tirelessly work to bring out the best in every child. There is a team of a Principal, Mrs Asha Chadha, under whose sincere mentorship 20 permanent teachers are diligently trained to work compassionately with students. With Navsrijan students, the challenges are often doubled, but the teachers tackle them with patience and a smile.

Everything was thoughtfully tailored to ensure a smooth transition for Navsrijan chil-

dren. Understanding their hardships, many of whom work as maids and do other chores for a living, the school day begins at 9 am. This way, students could balance both work and academics. The study plans are designed to align with each student's learning pace and style, ensuring concepts are presented in a clear and accessible manner.

The students are exposed to fundamentals like why education matters, and how our behaviour reflects our personality. The focus is on teaching basic hygiene and proper conduct.

Navsrijan students come from environments marred by violence, abuse, alcohol and drugs—dangers that can easily pull them in. The teachers gently guide them, explaining the harmful consequences of such habits and show them that Integral education is their path to becoming strong and successful individuals.

Special sessions with parents are also conducted, teaching them how to behave in

front of their children. They are explained the importance of education and are also exposed to the relationship between hygiene and health.

Navsrijan works tirelessly for the Integral Development of its students. Every facet of their personality—physical, socio-emotional, mental and spiritual—is addressed.

To develop their mental being, Navsrijan offers subjects like mathematics, science, social studies, environmental science, computer science, and three languages—Hindi, English and Sanskrit—with equal weightage to all. English and maths mindspark labs further enrich their analytical and logical skills.

To refine their emotional being, Navsrijan students delve into performing and fine arts.

For the development of their physical being, sports like basketball, kho kho, cricket, athletics, yoga and self-defence are mandatory for the students.

It is believed that holistic education would remain incomplete unless spiritual education is woven into it. This component of spirituality would turn holistic education into integral education. Navsrijan has carefully woven spiritual concepts through its best practices into its curriculum, and this has led to students spontaneously and consciously transforming into better versions of themselves.

During the visit, I was personally witness to the remarkable work being done at the school. What is happening here is a wonderful example of Nexus of Good that can be replicated and scaled. The use of existing infrastructure of a regular school to deliver quality education to the deprived sections of society was truly inspiring. It is unique but transformational and replicable.

Views expressed are personal



GETTY IMAGES



# Towards a journey of mindfulness with the help of reading

On World Mental Health Day, profiling books in which writers have come up with ways to overcome feelings of dread, when the weight of the world is overwhelming. While seeking professional help is a must, sometimes there is also hope in looking for thoughtful prompts

Soma Basu

**T**he findings of a 2017 study published in *The Lancet Psychiatry* reported 197.3 million people with mental disorders in India. This included 45.7 million with depressive disorders and 44.9 million with anxiety disorders. So, one in seven Indian adults live with mental illness, yet very few want to talk about it. Despite awareness campaigns, stigma lingers and people resist reaching out for help.

Occasions like World Mental Health Day (WMHD), observed annually on October 10, try to remind us that living with a mental health condition does not mean that you are defined by it. The attention, however, to the importance of mental well-being is often limited to tokenism. Many times, when in distress, to read about someone who has had it tough makes books a far more useful way to process one's experience of depression, anxiety or stress.

Inspiring stories of others who have faced hurdles are aplenty. They help us to understand the importance of overall well-being, and books based on scientific research also work as a mental health toolkit as they suggest different techniques and options to overcome fear, failure and rejections.

North African writer and poet, Cailin Hargreaves, in her recently published book *Glimmers* says she was diagnosed with an autoimmune disorder at the age of 10. The chronic pain and ulcers made her day-to-day living so turbulent that she found a safe space in writing. It helped her to give vent to her anger, dread and headache without worrying about being judged or shamed.

**Grammar of happiness**

Cailin's book is a collection of poems and

illustrations that make for a cathartic reading. "Life is full of hardships and dark moments that can leave scars; Yet, in those moments, we often find 'glimmers', small yet shining moments of hope and happiness that lift us up," she writes in her book and invites readers to explore their own 'glimmers'. It could be in a child's laughter or in a riotous sunset that thaws one's gloom in a way little else can.

Cailin's collectible journal contains thoughtful prompts and space for personal reflection as she guides people facing difficult days towards a journey of self-love and gratitude. Simple things such as making a playlist of your go-to happy songs, or activities that change your mood or thinking about a person who's been your anchor during rough times, Cailin's list helps to embrace the simple beauties of life to feel happy.

Another book, *Microjoys* (2023) by Cyndie Spiegel, also talks about the untapped practice of uncovering joy and finding hope at any moment. When the silver lining feels hard to find, spot the micro joys as they keep you afloat when you need it the most, she says. Katherine May's empathetic and lyrical storytelling is an inspiration for those who feel exhausted, depleted or helpless. In her book *Enchantment* (2023), she guides the reader to discover rest and ease in daily life by reconnecting with the quiet environment around them.

**Reduce stress and anxiety**

Stress is stated to be a common trigger for mental health issues but experts say chronic stress is an avoidable part of modern life. This year's WMHD theme 'It is Time to Prioritise Mental Health in the Workplace' highlights the need to create environments that foster mental health, and comes at a time when we are debating the recent death of a 26-year-old EY employee allegedly due to work stress

under intense pressure.

The incident yet again flags the ignored subject of mental health. Perhaps reading can be a helpful tool for gaining knowledge when one is struggling with intense emotions – from dealing with trauma to battling burnout. For, most authors convey, nothing is ever truly lost.

*Burnout* (2019) is a transformative and empowering book by two sisters Emily and Amelia Nagoski who explain why women burn out differently than men and provide a simple, science-based plan to help women manage stress, thrive under pressure and live a balanced life. Instead of asking people to ignore societal pressures that come in between the self and well-being, the sisters delve into how to fight back obstacles.

**Never too late**

It requires guts to share personal struggles. *Lost Connections* (2019) by Johann Hari focuses on causes that lead to depression and anxiety and why it is important to talk about it. On medication himself, Hari says unless we talk about mental health issues and the multiple factors, societal to environment, that contribute to it, we would remain challenged by the idea of not being able to cope at all. The book makes you feel you exist in a certain context and not in a vacuum and how and why things happen around you and to you.

*Absolutely Normal: Short Stories That Smash Mental Health Stereotypes* (2023) edited by Nora Shalaway Carpenter and Rocky Callen, is an interesting collection of 16 powerful and uplifting stories subverting mental health stereotypes. The authors draw on their own lived experiences with mental health conditions and underline why it is never too late to talk since it stitches back together a broken person.

Oxford-trained and NHS clinical

psychologist, Dr. Kirren Schnack, argues that anxiety is not permanent. In *Ten Times Calmer* (2023), she offers a first aid kit of tools to deal with anxious thoughts and stress, managing uncertainty and safely tackling trauma. "Anxiety-free life is easier than we think, not everyone needs therapy and we can all do better with a bit of calm in our lives," she writes.

Sylvia Plath's *The Bell Jar*, Virginia Woolf's *Mrs. Dalloway*, *The Catcher in the Rye* by J.D. Salinger are all classics showing how sensitive minds are affected by social problems and chaos and how sadness, nostalgia, frustration can take over, driving one from depression to suicide. The literary studies are eye-openers of their times. But given the rising incidence of mental health issues, it is perhaps time to reshape policies.

Packed with information and insight, *Mental Health and Social Policy* (2013) by David Mechanic, Donna McAlpine and David Rochefort, takes a multi-disciplinary approach examining the nature, origins, distribution and consequences of disorders. The book walks through the basics – is mental health simply the absence of mental illness?; why do some people not think as clearly as others; and why every human being is unhappy at one time or another.

*The Family Guide To Mental Health Care* (2013) by Lloyd I. Sederer highlights the fact that mental illness spares no sex, race, age, ethnicity, or income level, and if left untreated, it can devastate families. It is a comprehensive book that tells you what to do, the first signs of a problem, best steps to be taken, where to find the right care, helpful medications and treatment options.

When nothing in the real world matters, books do, as they can help change perspectives on mental health. After all, mental health is not a luxury but a necessity.

The theme of World Mental Health Day (October 10) this year is about 'prioritising mental health in the workplace'. The critical link between mental health and work is examined in three articles on the Editorial and Opinion pages – two in the print edition and one in the online edition

## Mental health in India's material world

In July this year, the case of a 26-year-old woman executive working for a multinational consulting firm, ending her life due to immense work pressures moved the spotlight to an important issue that concerns millions of working Indians. In September, a 38-year-old software engineer with 15 years of experience in a Chennai-based firm, ended his life. He was on medication for depression caused by work stress. Despite their "successful" careers, the loss of these lives underscores a growing mental health crisis in India, where success is often equated with relentless productivity and material wealth. These events reveal the struggles many face such as battling depression, anxiety, and a lack of purpose even as they put up a facade of success and contentment.

India is currently witnessing a surge in mental health disorders. According to *The Lancet Psychiatry Commission*, over 197 million people suffer from conditions such as depression, anxiety and substance abuse. Economic growth has created new opportunities, but it has also intensified societal pressures and personal expectations. As India's developmental aspirations rise, mental well-being is often overlooked, fuelling a crisis driven by materialism and a growing disconnect from community and self-awareness.

At the core of this crisis are existential questions that have guided human thought since the times of Socrates and Aristotle such as: Who am I? What is the purpose of my life? How should I live? Socrates said, "The unexamined life is not worth living", highlighting the need for self-reflection. Aristotle linked the good life to eudaimonia – flourishing through virtuous living. Today, these essential inquiries are overshadowed by the pursuit of efficiency, productivity and material wealth. As India embraces consumerism, this focus on affluence distances individuals from deeper self-reflection, exacerbating the mental health crisis.

### Rising stress and anxiety

India is grappling with a mental health epidemic, with millions suffering from disorders such as depression and anxiety. The relentless pressures of urban living, financial instability, and fierce competition are significant contributors. Even those who achieve material success often find that wealth and status do not deliver true well-being. Instead, many feel isolated and disconnected from their communities, experiencing a profound sense of purposelessness. While material wealth provides temporary comfort, it fails to meet deeper emotional and psychological needs. The growing focus on consumerism, particularly in urban areas, has fostered a culture where luxury and



**Soumyajit Bhar**

Assistant Professor and Assistant Dean (Admissions and Outreach) at the School of Liberal Studies, BML Munjal University



**Kalpita Bhar Paul**

Assistant Professor of Philosophy at the School of Liberal Studies, BML Munjal University

conspicuous goods define status. This leads to feelings of inadequacy, stress and social comparison. As Ernest Becker noted, much of human behaviour is driven by the fear of impermanence and insignificance. People chase material wealth for social validation, hoping it will bring lasting happiness, but this pursuit neglects self-awareness. The endless quest for affluence disconnects individuals from the essential elements of a meaningful life – self-awareness, purpose, and meaningful relationships – trapping them in a cycle of dissatisfaction.

To break this cycle, we must rethink what constitutes a good life. Current political and economic priorities reinforce the belief that wealth and consumption equate to happiness. This mindset shapes societal norms, encouraging consumption-driven choices that further entrench the mental health crisis.

### Collective action, community as solutions

To address this crisis, we must shift focus from individual success to collective well-being. Studies show that strong social connections, supportive communities, and meaningful work are critical to mental health. However, work-life balance and legal protection are increasingly under threat. The socio-political climate in India, where young individuals desperately strive for a consumeristic "good life", has led to proposals such as extended work hours. For instance, the Karnataka Shops and Commercial Establishments (Amendment) Bill 2024 permits employees to work more than 12 hours a day, up to 125 hours in three months. Amid rapid urbanisation and personal achievement, it is essential to remind ourselves of the deeper meaning and purpose in life that can be found through community, joy, and friendship.

Examples from other countries offer lessons. In Brazil, community gardens have helped residents reconnect by sharing responsibilities and fostering a sense of belonging. Similar initiatives in India could counteract the isolation fostered by urban living and consumerism, bringing people together to create stronger social bonds.

Improving mental health requires embracing community-oriented living that challenges the individualised lifestyle promoted by consumer culture. Modern consumerism equates freedom with personal consumption, weakening social bonds that traditionally held communities together. In contrast, community living fosters a sustainable alternative – shared responsibility, collective purpose, and mutual support create an environment that nurtures emotional and psychological well-being. In community settings,

people share resources and experiences, reducing the pressure to compete for individual success. This strengthens social support networks and reintroduces the value of interdependence, where well-being is measured by relationships and contributions to the group rather than personal wealth. Unlike the isolation and comparison promoted by consumer culture, community living fosters empathy, mindfulness, and human connection, providing fulfillment through shared experiences. These environments offer a sense of belonging, purpose, and security, all of which are crucial for reducing stress and mental health issues.

MENTAL HEALTH  
IN FOCUS

### Consumer choice and liberty

A significant contributor to India's mental health crisis is the reduction of freedom to consumer choice. As India's middle class expands, many equate their ability to buy goods with personal freedom and success. However, this perspective prioritises material wealth over deeper values such as equality and fraternity. The result is a society where happiness is measured by buying power, leading to an endless cycle of consumption that does little to improve long-term mental health.

By reducing freedom to consumer choice, individuals feel growing inadequacy, unable to meet rising standards of success. In contrast, prioritising connection, community, and equity provides a healthier foundation for both personal well-being and societal progress.

Addressing India's mental health crisis requires rethinking what it means to live a good life. We must challenge the materialistic notion of success and refocus on mental, emotional, and social well-being. The solution lies in adopting alternative pathways that prioritise community and collective action over individual wealth accumulation.

Programmes that promote mindfulness, social-emotional learning, community living, and mental health awareness are essential for creating a culture that values mental well-being. Additionally, social policies that reduce inequality and provide mental health support are crucial to address the crisis.

A truly good life is not about how much we buy or achieve, but about how we relate to ourselves, our communities, and our environment. By prioritising community, equity and mental well-being, we can build a healthier, more connected society where people feel supported and valued. Only by addressing the root causes of the mental health crisis can we pave the way for a more meaningful and fulfilling future for all.

India is facing a mental health epidemic, with urban living, financial instability and fierce competition as significant contributors



Sign in

Search the web



Discover

Following

**News**

Entertainment

Health

Personalize

**BREAKING NEWS:** Tata Trusts Welcomes Noel Tata as New Chairman



Free Press Journal

Follow

102.5K Followers



## NCERT Textbooks Now On Amazon For Students & UPSC Aspirants, Know Key Benefits

3d • 2 min read



NCERT Textbooks Now On Amazon For Students & UPSC Aspirants, Know Key Benefits

Amazon India announced on Monday its partnership with the National Council of Educational Research and Training (NCERT) to make textbooks available to students from kindergarten to class 12, as well as UPSC aspirants, on its platform.

The partnership ensures that NCERT textbooks are sold at the maximum retail price (MRP) across all serviceable pin codes in India. Amazon India will cater to individual customers and manage bulk orders for government agencies and schools, with NCERT-appointed distribution vendors ensuring timely deliveries.



dypatiledu.com

**NAAC A++ University - Few Seats Left. Apply No...**

86

Feedback




### Key Benefits of the Partnership:

- **Increased Accessibility:** Students can access textbooks online, making it easier for those in remote areas to get the materials they need.
- **Convenience:** With Amazon's vast delivery network, students can receive their textbooks right at their doorstep.
- **Authenticity:** By purchasing directly from NCERT-authorized sellers, students can ensure they're getting genuine textbooks.
- **Bulk Orders:** Amazon will manage bulk orders for government agencies and schools, making it easier for institutions to stock up on textbooks.

Union Education Minister Dharmendra Pradhan hailed the partnership as a significant step toward providing students and educators with access to authentic, affordable resources.

"By making NCERT textbooks available through Amazon.in, we are enabling millions of students across India to pursue their education without barriers and with greater convenience," Pradhan said.




executive-mba.nmims.edu  
**NMIMS Executive MBA Program - Grade A+ NA...**  
Ad

He also announced that NCERT plans to triple its textbook production this year. "Since 1963, NCERT has significantly influenced India's education landscape, publishing around 2.2 billion books and journals. These textbooks will be accessible in nearly 20,000 pin codes nationwide, available at MRP," Pradhan added.


"The NCERT will triple its publication efforts this year, producing 150 million books," he concluded.

(PTI Inputs)

### Sponsored Content




dypatiledu.com  
**100% Online MBA Program - Few Seats Left. Apply Now - 100% Flexible Exam option**  
Ad





dypatiledu.com  
**Few Seats Left. Apply Now - 100% Flexible Exam option - NAAC A++ University**  
Ad

### More for You



87



## کتابوں کی آن لائن فروخت کیلئے امیزون کے ساتھ این سی ای آر ٹی کا معاہدہ

کرار باقتا، این سی ای آر ٹی کے ساتھ یہ معاہدہ ہمارے بزنس کو نئی اونچائیوں تک لے کر جائے گا اور ہم انڈیا کو تعلیم یافتہ بنانے کی کوشش میں ایک چھوٹا سا تعاون پیش کر کے اس بڑے مہم کا حصہ بننے جا رہے ہیں، اس پر ہم خوش ہیں اور بڑا امیدوار ہیں۔

اس موقع پر این سی ای آر ٹی کے ڈائریکٹر پروڈیوسر دیش پرساد سکلانی نے مہمانوں اور حاضرین کا استقبال کرتے ہوئے کہا کہ امیزون کے ساتھ اس معاہدے سے طلبا کو وقت پر آسانی سے معیاری کتابیں دستیاب ہوں گی اور ایم آر پی میں بی فراہم ہوں گی۔ اس سے پائریٹڈ کتابوں کے مسئلے سے بھی نجات پایا جا سکتا ہے۔ وزیر تعلیم کی رہنمائی اور ہدایت سے کہ جب این ای پی 2020 کے تحت نئی کتابیں بن رہی ہیں تو کیوں نہ نئے ڈھنگ سے اس کی فراہمی کے راستے کو بھی اپنایا جائے۔

آخر میں اسکولی تعلیم و خواندگی محکمہ کی جوائنٹ سیکریٹری محترمہ پراچی پانڈے نے سبھی مہمانوں اور حاضرین کا شکریہ ادا کیا۔

بڑھ رہے ہیں۔ اسکولی تعلیم و خواندگی محکمہ کے سیکریٹری سنجے کمار نے کہا کہ این سی ای آر ٹی کے ذریعہ تیار کی جارہی کتابوں کے تعلق سے اچھے فیڈ بیک ہمیں مل رہے



معیاری، عالمگیر، قابل رسائی اور سستی تعلیم کے حصول کے لئے سرکار کی اجتماعی کوشش جاری: دھرمیندر پردھان

ہیں، لیکن ان اچھی کتابوں کو بچوں تک پہنچانے کی کارروائی بھی یکساں طور پر اہم ہے۔ یہ کتابیں اتنی اچھی ہیں کہ ملک کی دیگر ریاستیں اور مرکز کے زیر انتظام علاقے بھی ان کتابوں کو اپنانے لگے ہیں۔

امیزون کی طرف سے نمائندگی کرتے ہوئے امیزون انڈیا کے وائس پریزیڈنٹ سوربھ سرویاستو نے کہا کہ اب تک امیزون دنیا بھر میں کتابوں کے 2 کروڑ 80 لاکھ دستیاب

اجتماعی کوششوں کی بدولت آج کی اس پہل کو کامیاب ہوتا ہوا ہم دیکھ پا رہے ہیں۔ آج کی نئی نسل آن لائن خریداری کی طرف زیادہ متوجہ ہے۔ وہ ہر چیز پہلے آن لائن سرچ کرتی

ہے۔ ایسے میں اگر کتابوں کی خریداری کو آسان بنا دیا جائے تو والدین کے لیے ان کی خریداری کا یہ عمل باعث اطمینان ہوگا۔ وزیر تعلیم پردھان نے مزید کہا کہ زندگی کو آسان بنانا سرکار کی ترجیحات میں شامل ہے، اس کے تحت ہندوستان کے سبھی گھروں میں بچے پچاس پڑھیں گے، ان کو نئی کتابیں وقت پر ملیں، آسانی سے ملیں اور سستی ملیں، اسی کو یقینی بنانے کی طرف ہم آج ایک قدم آگے

نئی دہلی (پریس ریلیز)

قومی تعلیمی پالیسی 2020 پر مبنی این سی ای آر ٹی کی نئی درسی کتابوں کے آن لائن فروخت کے لیے امیزون کے ڈیجیٹل اسٹور کے ساتھ معاہدے پر دستخط کیا گیا۔ مرکزی وزیر تعلیم دھرمیندر پردھان کی رہنمائی میں این سی ای آر ٹی کے سیکریٹری امن شرمانے اس معاہدے پر دستخط کیے۔ نئی دہلی میں واقع وزارت تعلیم کے کوشل بھون میں منعقدہ تقریب میں امیزون کے نمائندوں کی موجودگی میں یہ معاہدہ ہوا۔ اس موقع پر سیکریٹری، اسکولی تعلیم و خواندگی محکمہ کے سنجے کمار، این سی ای آر ٹی کے ڈائریکٹر پروڈیوسر دیش پرساد سکلانی، اور وزارت تعلیم اور این سی ای آر ٹی کے دیگر سینئر افسران موجود تھے۔

اس موقع پر تقریب سے خطاب کرتے ہوئے وزیر تعلیم دھرمیندر پردھان نے کہا کہ تعلیم معیاری ہونی چاہئے، عالمگیر ہونی چاہئے، قابل رسائی ہونی چاہئے، سستی ہونی چاہئے اور جامع بھی ہونی چاہئے۔ انہی مقاصد کو بروئے کار لانے کے لیے ہم سب کی

## A new era of global opportunities awaits India in higher education



SAHIL GUPTA

With initiatives like 'Study in India' and the recognition of qualifications of other countries, India is positioning itself as a growing hub for international education

India offers tremendous opportunities in various sectors, the education is no different. Internationalisation of this sector was envisaged in the National Education Policy 2020 (NEP), and the Government of India has taken effective steps over the last 4 years towards achieving this goal. Initiatives such as Study in India, Foreign Higher Educational Institutions (FHEIs) setting up campuses in India, collaborations between Indian institutions and FHEIs, and mutual recognition of qualifications between governments are already seeing positive results. Enabling FHEIs to set up their campuses in India was allowed through Gujarat International Finance Tec-City (GIFT City) regulations as well as by the University Grants Commission (UGC). These regulations aim to attract top-ranked global universities and institutions to India and offer Indian students a chance to avail global certifications at comparatively affordable costs in their home country. We have already seen Deakin University operationalise its



campus in July this year and the University of Wollongong preparing for their launch, both at GIFT City. The University of Southampton (UK), ranked 80th in the 2025 QS World Rankings, became the first university to receive a Letter of Intent (LoI) from the Indian Government to establish its campus in India. We are also seeing Indian institutions set up campuses overseas as part of the internationalisation initiative. IIT Delhi has set up its first international campus in Abu Dhabi and IIT Madras has located its first overseas campus in Zanzibar. The UGC Institutions of Eminence (IoE) guidelines enable IoEs to set up their campuses overseas and BITS Pilani and Manipal Academy took advantage of the window to do their forays outside India. While there is a lot of inter-

est from other private universities to set up campuses overseas, promulgating an enabling framework through regulations by the government would catalyze this interest further. In May 2022, the government revamped the collaboration guidelines to allow for joint degree, dual degree and twinning programmes between Indian institutions and FHEIs. We have already seen a lot of traction in this space, with Manipal Institute of Technology tying up with Deakin, the University of Australia, and Shoolini University offering dual degrees with the University of Melbourne being some recent examples. Studying in India is another initiative towards the internationalisation of the Indian education system. It is a flagship programme of the Government of India in line with PM Modi's vision. The website portal acts as a single window system for admission and visa applications for foreign students wanting to pursue higher education in India, with more than 60,000 students already registering through this portal. The

baton of internationalisation of education is also being taken forward through the signing of the Memorandum of Understanding (MOUs) and the Mutual Recognition of Qualification (MRQ) Agreement between India and other countries, which aims to facilitate student and faculty exchanges. There are around 50 plus active MoUs (including France, and Germany) with a few under negotiation. MRQs have been signed with a few countries as well and some are under negotiation. A fabulous start to an era of transformation of the Indian education landscape! Is there a need to do more? A more targeted approach, probably through a campaign run with Indian consulates in overseas countries, could further the cause of internationalisation. FHEIs are now rethinking their strategy. Possibly an opportunity for India to tap - open an FHEI campus in India and offer itself as an alternate education hub in the region. (The writer is Partner, Deloitte India, inputs by Guncha Prakash, Assistant Manager, Deloitte India; views are personal)

## अवसर : दिल्ली में सरकारी स्कूलों में 200 शिक्षकों की नियुक्ति होगी

**हि** जॉब्स

नई दिल्ली, प्रमुख संवाददाता। दिल्ली के उप राज्यपाल वीके सक्सेना ने सरकारी स्कूलों में पीजीटी शिक्षकों के 200 अतिरिक्त पदों के सृजन को मंजूरी दे दी है। नियमित आधार पर इन विशेष शिक्षा वाले शिक्षकों के पदों का सृजन किया जाएगा।

इससे नौवीं से 11वीं कक्षा में पढ़ने वाले लगभग 9500 बच्चों को लाभ होगा। उप राज्यपाल की ओर से संविदा

95 से अधिक विशेष आवश्यकता वाले छात्रों को लाभ मिलेगा 283 पीजीटी शिक्षक अभी स्कूलों में काम कर रहे

- उप राज्यपाल वीके सक्सेना ने पदों के सृजन को मंजूरी दी
- नियमित आधार पर शिक्षकों के पदों का सृजन किया जाएगा

और तदर्थ नियुक्तियों की बजाय स्थायी सरकारी नौकरियों पर लगातार जोर दिया जाता रहा है। दिल्ली के सरकारी स्कूलों में नौवीं से 11वीं कक्षा तक साढ़े नौ हजार विशेष आवश्यकता वाले छात्रों के लिए केवल 283 पीजीटी शिक्षक काम कर रहे हैं,

जबकि स्वीकृत पदों की संख्या 301 है। वर्तमान में विशेष आवश्यकता बच्चों को उच्चतर माध्यमिक विद्यालयों के स्तर पर शिक्षा प्रदान करने वाले पंजीकृत 609 सरकारी विद्यालयों को दैनिक आधार पर पीजीटी (स्पेशल एजुकेशन) की आवश्यकता होती है।

## ‘शिक्षा का अधिकार कानून नहीं मानने वाले मदरसों की सहायता राशि रोके’

जनसत्ता ब्यूरो  
नई दिल्ली, 12 अक्टूबर।

शीर्ष बाल अधिकार संस्था ने मदरसों के कामकाज की स्थिति को लेकर गंभीर चिंता जताते हुए कहा कि जब तक कि वे शिक्षा का अधिकार कानून का अनुपालन नहीं करते, उन्हें राज्य की ओर से दी जाने वाली धनराशि पर रोक लगा देनी चाहिए।

राष्ट्रीय बाल अधिकार संरक्षण आयोग (एनसीपीसीआर) ने अपनी ताजा रपट ‘आस्था के संरक्षक या अधिकारों के उत्पीड़क?’ में कहा है कि शिक्षा का अधिकार (आरटीई) अधिनियम, 2009 के दायरे से बाहर संचालित धार्मिक संस्थानों का

बाल संरक्षण आयोग के मुताबिक, एकीकृत जिला शिक्षा सूचना प्रणाली 2021-22 के आंकड़ों के अनुसार, बड़ी संख्या में मुसलिम बच्चे स्कूल नहीं जाते हैं और करीब 1.2 करोड़ बच्चे औपचारिक शिक्षा प्राप्त नहीं कर रहे हैं।

नकारात्मक प्रभाव पड़ा है। इस रपट में कहा गया है कि आरटीई अधिनियम से मदरसों को छूट दिए जाने से इन संस्थानों में पढ़ने वाले बच्चे गुणवत्तापूर्ण शिक्षा से वंचित रह जाते हैं। भारतीय संविधान के अनुच्छेद 29 और 30 अल्पसंख्यकों बाकी पेज 8 पर

## ‘शिक्षा का अधिकार कानून नहीं मानने वाले मदरसों की सहायता राशि रोके’

के अधिकारों की रक्षा करते हैं ताकि उनकी संस्कृति को संरक्षित किया जा सके और शैक्षणिक संस्थानों की स्थापना की जा सके।

राष्ट्रीय बाल अधिकार संरक्षण आयोग ने दावा किया कि इन प्रावधानों ने अनजाने में, मदरसों में पढ़ने वाले बच्चों के साथ भेदभाव को बढ़ावा दिया है, जो आरटीई अधिनियम के तहत अनिवार्य औपचारिक शिक्षा से वंचित रह जाते हैं। रपट में कहा गया है कि मदरसों का प्राथमिक जोर धार्मिक शिक्षा पर है, लेकिन कई मदरसे औपचारिक शिक्षा के आवश्यक घटक जैसे पर्याप्त बुनियादी ढांचा, प्रशिक्षित शिक्षक और उचित शैक्षणिक पाठ्यक्रम प्रदान नहीं करते हैं। इससे छात्र मुख्यधारा के स्कूलों के बच्चों की तुलना में नुकसान में रहते हैं। रपट में ऐसे मामलों का भी उल्लेख किया गया है

जहां मदरसा के छात्रों को पाठ्यपुस्तकों, वर्दी और मध्याह्न भोजन योजना तक पहुंच जैसी बुनियादी सुविधाओं से भी वंचित रखा गया है। आयोग ने कहा कि एकीकृत जिला शिक्षा सूचना प्रणाली 2021-22 के आंकड़ों के अनुसार, बड़ी संख्या में मुसलिम बच्चे स्कूल नहीं जाते हैं और करीब 1.2 करोड़ मुसलिम बच्चे औपचारिक शिक्षा प्राप्त नहीं कर रहे हैं।

कई मदरसों में जवाबदेही की कमी है, जहां खराब बुनियादी ढांचे और बाल अधिकारों के उल्लंघन के मामलों जैसी चिंताएं सामने आई हैं। आयोग ने कई उपायों की सिफारिश की है, जिसमें मदरसों और मदरसा बोर्डों को राज्य द्वारा दी जाने वाली धनराशि को रोकना शामिल है, जब तक कि वे आरटीई कानून का अनुपालन न करें।

## Child rights panel to states: Stop funding, shut down madrasas

NDA's LJP says don't do it blindly; Panel should give remedies: Cong

**ABHINAYA HARIGOVIND**  
NEW DELHI, OCTOBER 12

THE NATIONAL Commission for Protection of Child Rights (NCPCR) has written to the chief secretaries of all states and Union territories recommending that madrasa boards be "discontinued and closed down", state funding to madrasas and madrasa boards be stopped, and children attending madrasas be enrolled in "formal schools."

While Congress said it would comment after reading the letter, the party's Cabinet Minister for Electronics, IT, Biotech, Rural Development and Panchayati Raj in Karnataka, said, a commission should ideally give remedies than to ask states to stop funding and shut down

madrasas. "And it is so ironic to see this development days after Maharashtra government decide to triple the salaries of madrasa teachers," he told *The Indian Express*.

BJP's ally in the Centre, Lok Janshakti Party spokesperson AK Bajpayee, said: "If any madrasa is found running illegally, it should be shut down. But nothing should be done blindly." He told *The Indian Express* he was not aware if NCPCR wrote the letter following receipt of any adverse reports from states.

"There should be proper survey of all madrasas to find if there are any irregularities. And they should be given ample opportunity to explain themselves if any illegality is found," LJP's Bajpayee said.

CONTINUED ON PAGE 2

## Sapnu Ki Udaan: A Pathway to National Recognition through SCERT-JK and NCERT Initiatives

SHEIKH GULZAR AHMAD

Last updated: October 13, 2024 12:20 am



In the diverse and culturally rich region of Jammu and Kashmir, the power of creative writing is being harnessed in new and exciting ways. With the support of the National Council of Educational Research and Training (NCERT) and the Ministry of Education (MoE), New Delhi, students, parents, and teachers have an excellent opportunity to showcase their literary talents in the national quarterly magazine. As more focus is placed on nurturing creativity in young minds, the State Council of Educational Research and Training (SCERT-JK) is stepping up to inspire and build the capacity of all stakeholders. This initiative is aimed at encouraging students to become independent writers, exploring a variety of genres such as poetry, travelogues, stories, drama, articles, emails, and more.

The quarterly magazine, spearheaded by NCERT and MoE, provides a platform for students from across the country to contribute their literary works. For students of Jammu and Kashmir, this is an invaluable opportunity to share their unique experiences, perspectives, and creative writing with a national audience. Through this platform, students can submit their works in both Hindi and English, offering a window into the diverse culture and thought processes that define the region.

The magazine, which receives entries from students across various educational boards like the Central Board of Secondary Education (CBSE), Kendriya Vidyalaya Sangathan (KVS), and Navodaya Vidyalaya Samiti (NVS), has already become a vibrant hub for young writers to gain recognition and improve their craft. The inclusion of students from Jammu and Kashmir adds an important dimension, allowing them to contribute their voices to the national discourse on education, creativity, and culture.

Students in Jammu and Kashmir are encouraged to contribute to this national initiative by engaging in creative writing tasks as part of their regular academic curriculum. Teachers can play a significant role in guiding their students to write with originality and depth. From personal experiences to imaginative stories, students can submit a wide range of creative writing forms, including:

**Poetry:** A creative outlet for students to express emotions, capture moments, or reflect on societal themes through verse.

**Travelogues:** Offering insights into the beautiful landscapes of Jammu and Kashmir or sharing personal journeys that resonate with readers nationwide.

**Short Stories:** Encouraging students to explore the fictional realm, weaving stories that engage readers with compelling characters and narratives.

**Dramas:** Writing for theatre allows students to explore human interactions and societal themes through dialogue and stage directions.

**Articles:** Non-fiction pieces that allow students to reflect on topics such as education, environment, technology, or social issues.

**Emails and Letters:** Practicing formal writing, students can learn how to effectively communicate through structured correspondence.

Students who participate in this initiative will not only see their work published but also develop key skills in writing, critical thinking, and self-expression. Submissions can be made through schools, with teachers helping to guide students in choosing topics and polishing their final drafts.

The role of parents and teachers is critical in fostering a culture of creative writing among students. Teachers in Jammu and Kashmir can inspire their students by integrating creative writing tasks into the classroom and offering them the necessary tools and feedback to improve their writing. Additionally, parents can encourage their children to write at home, discuss their ideas, and help them express their thoughts more effectively. This support system will help nurture young writers, allowing them to find their unique voice and style. The initiative also encourages teachers to participate actively by contributing their own creative pieces to the magazine. Teacher involvement not only motivates students but also builds a collaborative learning environment where creativity is valued.

The State Council of Educational Research and Training (SCERT) in Jammu and Kashmir plays a vital role in building the capacity of teachers, students, and parents in this creative writing initiative. By organizing workshops, training sessions, and writing competitions, SCERT-JK can help cultivate a supportive ecosystem where creative writing thrives. These efforts align with national educational goals aimed at fostering holistic learning and

enhancing students' language skills. One of the key ways SCERT-JK can inspire students is by collaborating with local schools to conduct creative writing workshops. These workshops, facilitated by experienced writers and educators, would provide hands-on training in various forms of writing. Such workshops would demystify the process of creative writing, breaking it down into manageable steps—from brainstorming and drafting to revising and finalizing a piece for submission.

Moreover, SCERT-JK can take the lead in launching district-wide and state-wide creative writing competitions. These contests would offer students an opportunity to receive feedback from professionals and peers, helping them refine their skills. Winners could be recognized at both the state and national levels, motivating students to engage deeply with the writing process.

One of the primary goals of this initiative is to help students become independent writers who can confidently navigate various literary genres. Whether it's writing a poem about the beauty of the Dal Lake, a travelogue about a trek to the Himalayas, or a short story that reflects the region's history and traditions, students are encouraged to explore their creativity without limits.

The magazine encourages entries from all kinds of literary genres, thus providing a space where children can experiment with language and expression. By contributing to this initiative, students can grow into thoughtful, creative individuals with a strong command of the written word.

This initiative is part of a broader national movement led by NCERT and the Ministry of Education to promote creative writing among students across India. As students from Jammu and Kashmir participate in this initiative, they are not only contributing to a national platform but also enhancing their own educational journey. Writing, as a skill, is invaluable in all aspects of life, from academic pursuits to professional careers.

By encouraging students to write creatively, we are fostering a generation of thinkers, problem solvers, and communicators. SCERT-JK, in collaboration with schools, teachers, and parents, has the opportunity to lead this movement in Jammu and Kashmir, ensuring that the region's rich cultural and literary heritage is represented on the national stage.

The quarterly magazine from NCERT and MoE offers students from Jammu and Kashmir a unique opportunity to showcase their creative talents on a national platform. With the support of SCERT-JK, teachers, parents, and students can all play a vital role in this initiative, which not only nurtures creativity but also contributes to the holistic development of young minds. Through workshops, competitions, and classroom activities, SCERT-JK can build the capacity of all stakeholders to engage deeply in creative writing, making it a cornerstone of education in the region.

As students explore their own creativity and submit their work to the national magazine, they will be contributing to a broader movement that celebrates the power of the written word. This initiative is more than just a call for submissions—it's a call to inspire, to create, and to elevate the voices of young writers across Jammu and Kashmir and the rest of India.

For those who dream of seeing their words in print, this is a chance to take that first step. The opportunity is here, and with the support of SCERT-JK, the dream of becoming an independent writer is well within reach.

per/publication-

- imes.com/city/nashik/ajit-pawar-declares-candidacy-from-baramati-for-upcoming-assembly-elections/articleshow/11415
- indiatimes.com/city/kolkata/minimum-decency-should-be-maintained-kolkata-model-models-outfit-for-durga-puja-pand
- Chennai Man Arrest (https://timesofindia.indiatimes.com/city/chennai/chennai-man-held-for-selling-porn-video
- imes.com/city/nashik/ajit-pawar-declares-candidacy-from-baramati-for-upcoming-assembly-elections/articleshow/11415
- indiatimes.com/city/kolkata/minimum-decency-should-be-maintained-kolkata-model-models-outfit-for-durga-puja-pand
- Chennai Man Arrest (https://timesofindia.indiatimes.com/city/chennai/chennai-man-held-for-selling-porn-video

## Govt school kids get platforms to explore scientific ideas

Preetika P / Oct 13, 2024, 01:06 IST



FOLLOW US (https://timesofindia.indiatimes.com/...)

Chennai: Latha S wanted to know what her students thought about using technology to solve real-world problems and asked them. The science teacher at a govt school in Saidapet found many of the answers interesting. Some suggested using it to correct answer sheets, others said it can manage traffic, while one thought it could improve storing data in hospitals.

The school education department announced that govt higher secondary school students will get platforms to explore many such ideas and turn classroom experiments into patent-worthy innovations. "We want to give students the opportunity to turn their ideas into real-world solutions. By fostering creativity and practical learning, we hope to create a research-driven environment in govt schools," said S Kannappan, director of school education.

Earlier this month, a Class X student from Salem modified a regular bicycle into a battery-powered one through his school's science club, gaining attention from teachers statewide. "Our children have great ideas. It's not just about marks but giving students hands-on experience that will shape their future," the student's mother Chandra Senthil said.

Competency-based education is seen as a critical shift, with school management committees highlighting the need for dynamic leadership to adapt teaching methods to evolving trends. "There are bright minds in our classrooms, and we need dynamic leaders who recognize evolving trends and encourage teachers to improve their methods," said Kishore Kumar, chairman of St John's Schools. Teachers also see the initiative as a game-changer. "Students who often lack exposure to cutting-edge developments will now have the confidence to pursue ambitious projects. We have asked the department to bring industry experts to talk to our children," said Ravi Kumar, a science teacher at a govt school in Pallavaram.

M=REFERRAL&UTM\_CONTENT=THUMBNAILS-MID:MID ARTICLE THUMBNAILS 1 CITY:)  
M=REFERRAL&UTM\_CONTENT=THUMBNAILS-MID:MID ARTICLE THUMBNAILS 1 CITY:)  
M=REFERRAL&UTM\_CONTENT=THUMBNAILS-MID:MID ARTICLE THUMBNAILS 1 CITY:)  
YOU MAY LIKE

TOI ePaper (https://buy.indiatimes.com/TOI/PLANS/)

FESTIVE OFFER (https://buy.indiatimes.com/TOI/PLANS/)



Exclusive Stories (https://timesofindia.indiatimes.com/...)

(https://timesofindia.indiatimes.com/business/the-ceo-who-dislikes-suits-the-lesser-known-life-of-noel-tata/articleshow/114171397.cms)

(https://timesofindia.indiatimes.com/business/india-business/what-modern-day-billionaires-can-learn-from-aapro-ratan/articleshow/114172721.cms)

(https://timesofindia.indiatimes.com/india/the-right-to-die-with-dignity-is-legal-then-why-are-there-such-few-takers/articleshow/114172289.cms)



(https://timesofindia.indiatimes.com/entertainment/vibes-abroad-international-students-perform-songs/videoshow/113889262.cms)

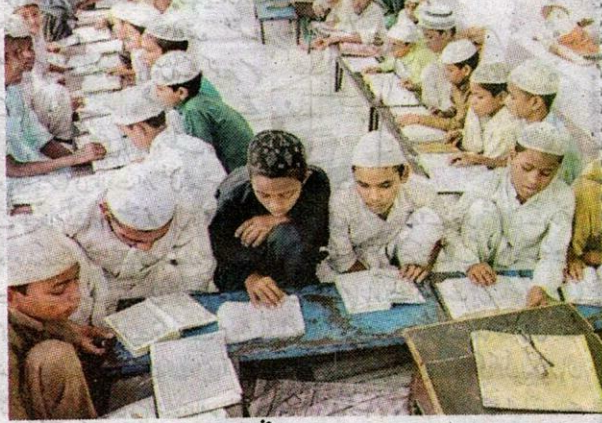
(https://timesofindia.indiatimes.com/fitness/why-do-fit-people-have-heart-attack/videoshow/113789002.cms)

The school education department says students can also participate in aptitude tests, improving their chances of securing admission to higher education institutions. "The tests are essential for students to compete at the national level. With better preparation, we can bridge the gap between govt and private school students," said school education minister Anbil Mahesh Poyyamozhi.

### Trending Stories

- In City** **Entire Website**
- Baba Siddique Death News Live Updates: Mumbai Police recovers 9...
- "When you know, you know": Russell Wilson's Wife Ciara Revealed That...
- Tollywood actor Nithin arrested for snatching gold chain in Hyderabad...
- After loss in Haryana assembly polls, ex-MLA Balraj Kundu discontinues...
- Fast-bowler Mohammed Siraj takes charge as DSP in Telangana...

## ملاس كووى بانے والى سركارى امداد بند هو اىن سى پى آر نے رياسلوں اور مركزے زير انظام خطوں كو لكها خط



تھے جنھیں اىن سى پى آر نے چائلڈ ميرج سے  
بجانے كيلے احتياضى قدم اٹھائے۔

بتايا جاتا ہے كہ اىن سى پى آر كى رپورٹ  
اس مقصد سے تيار كى گى ہے كہ ايك وسيع خاكہ  
بنانے كى سمت ميں رہنمائى هو سكه۔ اس سے يہ  
يقينى هو كہ ملك بھر كے سبھي بچے محفوظ اور صحت مند  
ماحول ميں بڑے ہوں۔ ايسا كرنے سے وہ زيادہ  
مجموعى اور اثر دار طريقے سے ملك كى تعمير كے عمل  
ميں مثبت تعاون وسينے كيلے مضبوط ہوں گے۔  
بہر حال، اىن سى پى آر نے رياسلوں و مركزے  
زير انظام علاقوں كو جو خط لكھا ہے، اس ميں سفارش  
كى گى ہے كہ سبھي غير مسلم بچوں كو مدارس سے نكال  
كر آرنى اى ايكٹ 2009 كے مطابق بنيادى تعليم  
حاصل كرنے كيلے اسكو لوں ميں داخل كرايا جانا  
بہت ضرورى ہے۔ ساآھ يہ مسلم طبقہ كے بچے جو  
مدرس ميں پڑھ رہے ہيں، چاہے وہ منظور شدہ ہوں  
يا غير منظور شدہ، انھيں اسكو لوں ميں داخلہ دلایا  
جانے اور آرنى اى ايكٹ 2009 كے مطابق مقررہ  
وقت اور نصاب كى تعليم دى جائے۔

نئى دھلى، (ايجنسياں)

قوى ميسن برائے تحفظ حقوق اطفال (اين)

سى پى آر نے ايك بار پھر مدارس ميں دى جا  
رہى تعليم كو كٹھرے ميں كٹرا كيا ہے۔ اس كا كہنا  
ہے كہ مدرسہ بورڈس كو دى جانے والى سركارى  
فنڈنگ روك دي جى چاہيے، كيونكہ وہاں بنيادى  
تعليم نبيں دى جاتى۔ اىن سى پى آر نے اس  
تعلق سے رياسلوں اور مركزے زير انظام  
خطوں كے چيف سكرٲيرز كو خط لكھا ہے جس ميں  
مدارس اور مدرسہ بورڈس كو دى جانے والى سركارى  
فنڈنگ بند كرنے كى سفارش كى گى ہے۔ اىن سى  
پى آر نے مدرسہ بورڈس كو بند كرنے كا مشورہ  
بھى اپنے خط ميں ديا ہے اور كہا ہے كہ آرنى اى  
ايكٹ 2009 كے مطابق بنيادى تعليم حاصل  
كرنے كيلے مدارس كے بچوں كو دوسرے  
اسكو لوں ميں داخلہ ديا جانا چاہيے۔ اىن سى پى آر  
نے ايك رپورٹ بھى جارى كى ہے، جس ميں  
دعوى كيا گيا ہے كہ 2023-24 ميں 11 لاکھ  
سے زيادہ بچے كم عمرى ميں شادى كا راجان ركھتے

# प्राथमिक शिक्षा की बुनियादी खामियां

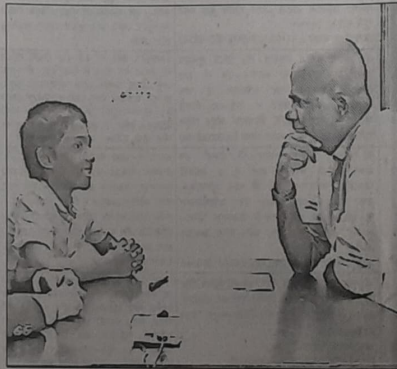
जब अंग्रेज भारत आए तो देश में शिक्षा का एक सुगठित ढांचा था। बच्चे गुरुकुल में पढ़ते थे। अंग्रेजों ने इस प्राचीन शिक्षा व्यवस्था को ध्वस्त कर व्यावसायिक विद्यालयों को बढ़ावा दिया। उन्होंने प्राचीन शिक्षा व्यवस्था का आधा हिस्सा तो आते ही तबाह कर दिया।

## ऋतुपूर्ण दवे

**स**रकार की प्राथमिकताओं में गुणवत्ता पूर्ण और निशुल्क प्राथमिक शिक्षा को अनिवार्य बनाने पर काफी बातें होती हैं, लेकिन इसमें जुटा सरकारी तंत्र और विद्यालय जो नतीजे दे रहे हैं, वे चिंताजनक हैं। भारत जैसे देश में निजी संस्थाओं को छोड़ दें, तो सरकारी विद्यालय कैसे हैं, यह सर्वविदित है। एक कटु सत्य भी है कि प्राचीन काल में हमारी बाल शिक्षा, जिसे अब प्राथमिक कह सकते हैं, विश्व में सबसे अलग थी। गुरुकुल की सबसे पुरानी परंपरा का उदाहरण आज भी दुनिया देती है। इसी कारण भारत विश्व गुरु कहलाया। गुरुकुलों को पहले मुगलों ने प्रभावित किया, फिर अंग्रेजों ने बंद ही करवा दिया। इस पद्धति में दंड नहीं दिया जाता था, लेकिन मुगलों के दौर में बदलाव लाकर शिक्षक को दंड पकड़ा दिया गया। अंग्रेजी हुकूमत ने गुरुकुलों को गैर-कानूनी तक घोषित कर दिया।

प्राथमिक शिक्षा की गुरुकुल पद्धति कैसी थी, इसके उदाहरण दिए जाते हैं। यह कैसे नष्ट हुई, इस पर विदेशी विद्वानों की भी चिंताएं सामने आईं। अमेरिका के प्रसिद्ध लेखक, इतिहाकार एवं दार्शनिक विलियम जेम्स दुरांट की किताब 'द स्टोरी आफ सिविलाइजेशन' में बड़ी साफगोई से काफी कुछ लिखा गया है। इसकी कुछ पंक्तियां सच्चाई दर्शाती हैं, 'भारत से ही हमारी सभ्यता की उत्पत्ति हुई थी। संस्कृत सभी यूरोपीय भाषाओं की मां है। हमारा समूचा दर्शन संस्कृत से उपजा है। हमारा गणित इसकी देन है। लोकतंत्र और स्वशासन भी भारत से ही उपजा है।' विडंबना देखिए कि आज उस देश में शिक्षा व्यवस्था को लेकर पीड़ा व्यक्त की जाती है, लेकिन जो सत्य है, वह दुनिया के सामने है। इसी पुस्तक में वे लिखते हैं कि 'भारत के बारे में पुराना ढंग से लिखने के मामले में मैं बहुत गरीब सिद्ध हुआ हूँ। लिखने के पहले दो बार भारत के पूर्व और पश्चिम की यात्राएं कीं। उत्तर से लेकर दक्षिण के शहर देखे। पांच हजार साल पुरानी सभ्यता के सामने मेरा ज्ञान बहुत तुच्छ और टुकड़े भर का है। इसके दर्शन, साहित्य, धर्म और कला का विश्व में कोई सानी नहीं है। इस देश की अंतर्हीन धनाढ्यता इसकी ध्वस्त हो चुकी शान और 'स्वतंत्रता के लिए शक्यहीन संघर्ष' से अब भी झांकती है। यहाँ मेहनतकश लोगों को अपने सामने भ्रूख से मरते देखा। ये अकाल या जनसंख्या वृद्धि से नहीं, बल्कि ब्रिटिश शासन की चाल से तिल-तिल कर रहे थे। भारतीयों के साथ घिनीना अपराध इतिहास में दर्ज हो चुका है। अमेरिकी होकर भी मैं बितानियों के इस अत्याचार की निंदा करता हूँ।'

जब अंग्रेज भारत आए तो देश में शिक्षा का एक सुगठित ढांचा था। बच्चे गुरुकुल में पढ़ते थे। अंग्रेजों ने इस प्राचीन शिक्षा व्यवस्था को ध्वस्त कर व्यावसायिक विद्यालयों को बढ़ावा दिया। उन्होंने प्राचीन शिक्षा व्यवस्था का आधा हिस्सा तो आते ही तबाह कर दिया। इसके बाद भारत में शिक्षा आमजन के लिए आसन्न नहीं रही। यहाँ 1850 तक सात लाख 32 हजार गुरुकुल थे। यानी प्रत्येक गांव में एक प्राथमिक विद्यालय था, जिसकी शिक्षा व्यवस्था अत्यंत उन्नत थी। वर्ष 1858 में 'भारतीय शिक्षा



कानून' बनाया गया, जिसका मसविदा मैकाले का था। इस तरह बड़ी साजिश के तहत गुरुकुलों का अस्तित्व समाप्त कर उसे पाश्चात्य रंग में रंगने और फूट डालो शासन करो की नीति के तहत षडयंत्र हुए। गुरुकुलों का दमन कर ऐसी शिक्षा व्यवस्था बनाई कि स्वतंत्रता के 77

**स्व**तंत्रता के सतहतर वर्षों के बाद भी शिक्षा को लेकर अव्यवस्था, लिंग, भाषाई तथा भौगोलिक अंतर की खाई को नहीं पाटा जा सका। यह प्राथमिक शिक्षा में साफ झलकती है। 2023 की वार्षिक शिक्षा स्थिति रपट के अनुसार, आठवीं कक्षा के छात्र के स्तर पर नहीं पढ़ सकता है तथा आधे से अधिक बुनियादी विभाजन नहीं कर सकते हैं। 14 से 18 वर्ष की आयु के एक चौथाई किशोर अपनी क्षेत्रीय भाषाओं में दूसरी कक्षा का पाठ धाराप्रवाह नहीं पढ़ सकते हैं। आज सरकार नियंत्रित प्राथमिक विद्यालयों पर और ज्यादा ध्यान देने की जरूरत है।

वर्षों के बाद भी यह भटकती हुई लगती है 98 भारत के बाद डेनमार्क दुनिया का पहला देश कहलाया, जिसने

अनिवार्य सामूहिक शिक्षा की सरकार नियंत्रित प्रणाली शुरू की। यहाँ 1721 में स्कूल विकसित हुए। वर्ष 1814 में समन्वय आयोग की रपट के बाद शिक्षा प्रणाली का आधार बना। जबकि इंग्लैंड में प्राथमिक शिक्षा की अंग्रेजी प्रणाली पश्चिमी यूरोप के दूसरे देशों की तुलना में देरी से विकसित हुई। उन्नीसवीं सदी में ज्यादातर प्राथमिक शिक्षा चर्च द्वारा मुख्य रूप से गरीब बच्चों को दी जाती थी। शिक्षा के विस्तार में सरकार की रुचि नहीं थी। वर्ष 1860 में प्राथमिक विद्यालयों के संगठन से संबंधित नियमों की एक राज्य संहिता तैयार कराई और 1862 में इसे समायोजित किया। स्कूली पाठ्यक्रमों की गुणवत्ता और निरीक्षण की राष्ट्रीय प्रणाली बनाई गई। इसमें कुछ छात्रों के पढ़ने-लिखने के स्तर और गणित कौशल की जांच होती थी। फिर स्कूलों के लिए वित्तपोषण तय होता था। वर्ष 1900 तक उत्तरी अमेरिकी देशों, आस्ट्रेलिया, न्यूजीलैंड और उत्तरी-पश्चिमी यूरोप के कुछ देशों ने स्कूली शिक्षा के प्रसार में अग्रणी भूमिका निभाई। उत्तरी यूरोपीय देशों के अधिकांश देशों में नामांकन 60 से 75 फीसद तक था, जबकि अन्य क्षेत्रों में, विशेषकर एशिया (जापान को छोड़ कर), मध्य पूर्व और उत्तरी अफ्रीका में स्कूली शिक्षा का प्रसार काफी न्यून था। प्राथमिक शिक्षा के प्रसार में जापान को उन्नीसवीं सदी में सबसे उल्लेखनीय स्थिति रही। जापान की तुलना में थाईलैंड में प्राथमिक शिक्षा का प्रसार ज्यादा सफल रहा। समझा जा सकता है कि इसकी प्रेरणा भारतीय गुरुकुल पद्धति से ही मिली।

पूरे विश्व में भारतीय गुरुकुलों की शिक्षा के महत्त्व को समझा। वह कहने में कोई संकोच नहीं कि प्राथमिक शिक्षा, जिसकी सदियों पहले भारत ने गुरुकुल परंपरा से शुरुआत की, वह विश्व का अग्रदूत बना। उसने शिक्षा, विशेषकर प्राथमिक शिक्षा, पर सबको संदेश दिया। मगर विधेय, आपसी फूट और गुलामी के चलते इसे समाप्त करने की साजिश हुई। इसमें मैकाले की चाल सफल रही। फिर भी विश्व, बाल शिक्षा के महत्त्व का भारतीय संदेश समझ चुका था। हो भी क्यों न, राष्ट्रों के निर्माण और शक्ति के लिए जन शिक्षा के महत्त्व का अलख भारत ने ही जगाया था। गुलामी से मुक्ति के बाद भारत में भी शिक्षा, विशेषकर प्राथमिक शिक्षा, को लेकर बदलाव होते रहे। यह कैसी विडंबना है कि 1823 में सौ फीसद साक्षरता वाला देश 1947 में महज 12 फीसद साक्षरता पर आ गया। इसी चुनौती से निपटने के लिए आज कई प्रयास हो रहे हैं।

स्वतंत्रता के सतहतर वर्षों के बाद भी शिक्षा को लेकर अव्यवस्था, लिंग, भाषाई तथा भौगोलिक अंतर की खाई को नहीं पाटा जा सका। यह प्राथमिक शिक्षा में साफ झलकती है। 2023 की वार्षिक शिक्षा स्थिति रपट के अनुसार, आठवीं कक्षा के छात्र के स्तर पर नहीं पढ़ सकता है तथा आधे से अधिक बुनियादी विभाजन नहीं कर सकते हैं। 14 से 18 वर्ष की आयु के एक चौथाई किशोर अपनी क्षेत्रीय भाषाओं में दूसरी कक्षा का पाठ धाराप्रवाह नहीं पढ़ सकते हैं। आज सरकार नियंत्रित प्राथमिक विद्यालयों पर और ज्यादा ध्यान देने की जरूरत है। नए दौर में शिक्षकों को ज्यादा सुविधाएं देकर यदि हम अपनी नींव को मजबूत करने की दिशा में बढ़ेंगे, तो पूरे देश में नया आतावरण बनेगा। शिक्षकों को भी पूर्ण समर्थन से जुटना होगा। शिक्षा में अमीर-गरीब, जात-पात और ऊंच-नीच का भेदभाव समाप्त कर हम देश को दोबारा गुरुकुल परंपरा की ओर ले जा सकते हैं।



{ MAY WORK ON GUIDELINES AT FIRST }

# Govt considers AI safety institute

Aditi Agrawal

letters@hindustantimes.com

**NEW DELHI:** The Indian government is considering establishing an artificial intelligence safety institute (AISI) to set standards, frameworks and guidelines for AI development without stifling innovation, top officials told stakeholders in a consultation meeting on October 7.

The ministry of electronics and information technology (Meity) led the preliminary meeting to seek input on the structure and mandate of the proposed Indian AISI, as well as its potential collaboration with similar institutes worldwide.

This move follows the establishment of AISIs in other countries. The UK announced its AISI in November 2023 with an initial £100 million investment. The US followed suit, incorporating its AISI into the National Institute of Standards and Technology. Japan launched its institute in February 2024.

UK's AISI is housed within the government and has an enforcement element to it, while the US's AISI is primarily a standard-setting body.

Meity additional secretary Abhishek Singh, who oversees India AI, led the consultation. Participants included representatives

## A MEETING WAS HELD TO SEEK INPUTS ON THE STRUCTURE AND MANDATE OF THE PROPOSED INDIAN AISI

from tech giants like Meta, Google and Microsoft, as well as industry bodies, academic institutions and civil society organisations.

Discussions were held over two broad aspects. The first were on AISI's focus, including its core objectives, the optimal organisational structure for its mission and scalability, methods to develop indigenous AI safety tools "contextualised to India's unique challenges", and potential strategic partners.

The second explored strategies for AISI to build "strong partnerships and gain stakeholder support". This included methods to engage key stakeholders in supporting AI safety, approaches to establish and maintain effective national and international partnerships, and determining AISI's role in global AI safety discussions and standards-setting.

HT's conversations with participants suggested that there was consensus that first, the govern-

ment is serious about setting up AISI; second, AISI is not about regulation but about identifying harms, identifying risks, setting standards, etc and these could eventually inform future regulations; and third, interoperable systems are required so that silos do not develop.

The AISI could also evolve a risk assessment toolkit, or a voluntary compliance for the industry. The government does not intend to set AISI up as a regulatory body and thus none of its frameworks are intended to be binding but this could change depending on inputs the government receives from stakeholders, multiple people aware of the matter said. Research supported by the AISI could be used to inform any eventual AI policy that the Indian government drafts.

An expert familiar with the government's approach to AISI outlined three key questions:

First, why does India need its own AISI? Second, how should it be established? And third, how does India want to look at AI safety — should the Indian AISI work on what use cases and applications might be high risk or low risk, or should it focus on innovation, or some combination of the two?

The expert noted that AISIs globally aim to understand and mitigate risks in AI development and

deployment, sharing risk quantification parameters with each other.

### Structure and Budget

Stakeholders discussed housing the AISI, or at least its secretariat, within Meity, or within academic institutions like IITs to ensure independence. The role of states in AI implementation for public services was also considered.

Singh, according to the attendees of the meeting, indicated that about ₹20 crore have been earmarked for the safe and trusted AI pillar of the IndiaAI Mission, which could fund the AISI. Additional funds could be repurposed from other verticals if needed.

In March, the cabinet approved a budget of ₹10,372 crore over five years for the IndiaAI Mission. The government allocated ₹551.75 crore for the mission in its 2025 fiscal year budget.

### Mandate

Initially, the AISI's mandate could focus on setting AI standards, understanding development and deployment risks, and facilitating international collaborations.

In May 2024, the European Union and 11 other nations signed the Seoul Declaration, aiming to expand AISIs and promote cooperation on safety research.

Anita Rao Mysore

**W**e tend to assume that, by virtue of being born or raised in a multicultural and multi-lingual country like India, we are automatically multicultural educators; whether in school or in higher education. While the corporate sector or students at business schools go through diversity training, we assume that the training is needed for them only to interact with "international" customers.

The call for inclusive education cannot be divorced from the call for inclusive multicultural education. The culture of the class is made up of diverse groups such as races, socio-economic classes, genders, regions, languages, religions, castes, abilities, and affective dimensions. When an educator meets their learners for the first time, do they notice a learner beyond their physical appearance (not to mention one's personal judgements and labels)? Do the personal judgements about the student's appearance get unconsciously carried over to classroom transactions and assessments? The unconscious bias and socialisation received from family, education, media, and the like, make several educators products of condition rather than thought and action.

Like there are only a

few born teachers, and most are trained, educators also need to be trained or prepared to become culturally responsive. They must reflect upon the kinds of learners they facilitate, validate, and empower; with whom they are patient and persistent; with what kinds of learners, they are impatient and intolerant, whom they dictate, and control; and, what kinds of learners they easily like, find hard to like, feel sorry for, feel threatened by, identify with, gravitate toward, feel inadeq-

uate around, and don't even notice. This can apply to educators at all levels.

**Blurring lines**

While most of us like to think that we believe in the maxim, *vasudhaiva kutumbakam*, we must indeed pause to think whether we practise this. Our personal beliefs can sneak into the professional sphere, our workspaces and classrooms. For example, each student in the class - despite their socio-economic level - needs to be included in

learning. Some educators may possess subtle preferences towards parents and students from the upper socio-economic class or hold unconscious biases in favour of fair-skinned persons, whether Indians or foreigners. Also, educators need more than being sensitised about the genders. Often girls are asked to choose "caring" and serving courses and occupations, even though their interests lie elsewhere.

The "standard" native language used in PK-12 textbooks, different from

the spoken language, can keep several marginalised groups uncomfortable in the classroom. In certain higher educational institutions, where students come from all over India, seating preferences tend to be regional. In professional settings, when people from various languages are present, communicating with a set of persons or learners in one's native language can be noticed.

With exclusive schools for learners with special needs still around and special education re-

source rooms still existing, inclusive education is still elusive. The effects of the pandemic on the emotional well-being of Generation Z and Generation Alpha is of concern. Yet, how many educators hold traditional views on "mental health?" To this list of biases, we can add ageism as well.

The "inclusive" knowledge part of the curriculum is worth examining. Who is represented in the textbooks and who is not, and how one is represented in the textbooks is another topic for discussion. This is not confined to the teaching of literature or history. The discussion spans the Sciences and Maths too, begging for the inclusion of indigenous knowledge systems, alongside Western Science. The subject matter of multicultural education extends to pedagogical and assessment strategies that will create inclusion for several diverse groups in the classroom.

Until we deliberately teach multicultural education, we cannot have truly inclusive classes, teaching for equity. Educators must be transformed to become culturally responsive through professional development workshops and teacher education programmes on diversity, equity, and inclusion (#dei).

The writer is Associate Professor, School of Education, Christ Deemed-to-be University, Bengaluru.



GETTY IMAGES/ISTOCKPHOTO

# Two-Degree Theory Has Opinion Divided

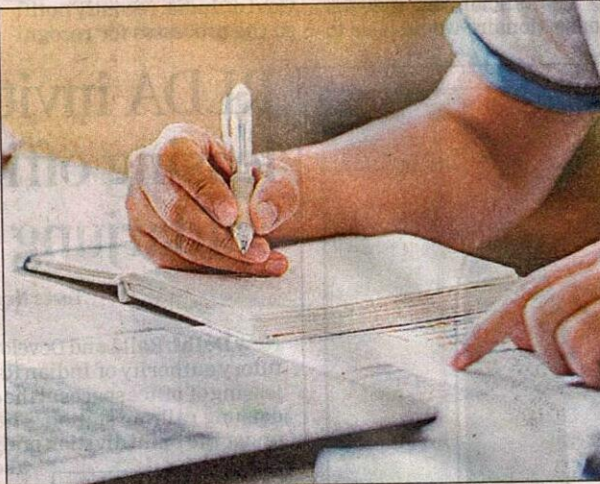
## Some Worry DU Move May Add To Burden

Meghna.Dhulia  
@timesofindia.com

**New Delhi:** Delhi University's decision to allow students to pursue two-degree programmes simultaneously has sparked a mix of scepticism and enthusiasm. Some view this initiative as a means of expanding opportunities for students, while others worry that it may lead to an overwhelming increase in their academic workload.

A DU student can now pursue "one programme in the regular mode as offered in the colleges/departments of the university and the other in open and distance learning mode as offered in the School of Open Learning, Campus of Open Learning", the university has said. Students are not permitted to enrol in two similar academic programmes simultaneously. For example, they cannot pursue both a BCom (H) and BCom (pass) degree at the same time, even if one is intended to be completed through open and distance learning mode.

While supporters of this policy argue that it provides flexibility and expands academic opportunities, some have raised concerns and suggested alternative methods to enhance practical knowledge. "This approach doesn't make sense to me. We offer full-time degrees and allowing students to pursue two degrees simultaneously might dilute their focus. They may end up treating these degrees as mere certificates to collect, rather than meaningful qualifications. I would prefer that students engage in additional internships or research that genuinely enhance their skills. Degrees should accurately reflect the competen-



**Supporters of the policy argue that it provides flexibility and expands academic opportunities**

cies gained, which is ultimately beneficial for everyone. Why create insecurity around having just one degree?" Abha Dev Habib, a professor at Miranda House, said.

A DU college principal expressed support for the initiative. "I believe this is a positive step as it broadens options for students and helps us compete with global standards. It could be particularly advantageous for those uncertain about their future academic paths, providing them with a back-up option. However, the management of timetables, workloads and class schedules may become complex. It's too soon to determine whether this will be successfully implemented, but if we can address the challenges, it could greatly benefit students."

Students cannot pursue two similar academic programmes simultaneously. For instance, BCom (H) and BCom (pass) can't be pursued simultaneously even though one of them is intended to be pursued through open learning. The university notification said that students permitted to pursue two academic degrees must fulfil all the academic requirements, such as attendance, internal assessment, assignments, presentations, exams, promotion requirements, etc, of the two academic programmes independently.

"I'm excited to learn that it's possible to earn two degrees simultaneously through this programme. This opportunity will enable us to explore multiple academic disciplines, opening doors to diverse career paths and enhancing our skill sets," Debaleena, a student on North Campus, said. However, another student raised concerns, noting that pursuing two programmes at once could lead to burnout.

# NCERT will triple publication of textbooks — Education minister

**15 crore books to be published in next academic session — Dharmendra Pradhan**

By IPP Desk - October 14, 2024

62



The [National Council for Educational Research and Training \(NCERT\)](#) plans to triple the publication of textbooks and print 15 crore (150 million) copies this year, Union education minister Dharmendra Pradhan announced on 7 October 2024.

The minister was speaking at an event to sign a letter of engagement between [NCERT](#) and Amazon. This is the first such tie-up that will ensure access to original NCERT textbooks at the printed price on major eCommerce platforms, PIB announced in a post.

Addressing the audience, Pradhan said the initiative will strengthen NEP2020's vision of making education inclusive, accessible, and affordable. He said with the increasing digital footprint across the country, this

Addressing the audience, Pradhan said the initiative will strengthen NEP2020's vision of making education inclusive, accessible, and affordable. He said with the increasing digital footprint across the country, this initiative will support the government's vision of 'ease of living.'

Pradhan said NCERT has been shaping India's education landscape by publishing textbooks since 1963, with a total of around 220 crore books and journals. He said these books will be made available across nearly 20,000 pin codes nationwide. The books should be available at MRP.

Pradhan lauded NCERT's partnership with Amazon, calling it a step towards enhancing ease of living and accessibility to education, adding, "NCERT will triple-fold the publication of books and publish 15 crore books for the next academic session (2025-26)," He said NCERT has been entrusted with the responsibility of developing 21st-century textbooks.

Stressing the importance of making learning joyful for the 300 million students of Amrit Kaal, he urged the development of eBooks that are interactive and AI-driven, featuring innovations such as talking books.



*Union education minister Dharmendra Pradhan was speaking at an event to sign a letter of engagement between NCERT and Amazon.*

Highlighting the significance of textbooks in education, Sanjay Kumar, secretary, department of school education and literacy (DoSEL), emphasized the need to strengthen the supply chain for these essential resources. He said textbooks, which account for nearly 96% of the total volume of book sales in the country, should be made available through e-commerce platforms such as Amazon to enhance accessibility for students.

NCERT textbooks of all grades will be made available on the Amazon NCERT storefront (<http://amazon.in/ncert>), which was also launched on the day. The textbooks will be retailed at a price not more than the rate printed on the textbooks. Only original NCERT textbooks will be retailed on the platform, helping curb the sale of pirated NCERT textbooks. Amazon will help NCERT monitor and take down unauthorized sellers who distribute counterfeit or overpriced books.

Through Amazon's vast delivery network, students and schools in the most remote areas will be able to purchase textbooks at the prescribed prices. This would address the challenges of supply gaps, delayed availability, and regional shortages of textbooks, ensuring equitable access to education.

This tie-up will enable NCERT to leverage customer reviews and feedback to improve the quality of its textbooks and other educational material. Anonymous sales and usage data will be shared with NCERT to facilitate informed decision-making regarding future print orders, distribution strategies, and selection of new distributors in states and districts where the demand for NCERT textbooks is higher.

Prachi Pandey, joint secretary, (DoSEL), Dinesh Prasad Saklani, director of NCERT, Saurabh Shrivastava, vice-president, Amazon and Aman Jain, director, public policy, Amazon were present at the event.

*Note: NCERT is tripling its production from the current supply of 5 to 6 crore (50 to 60 million) copies to 15 crore (150 million). These are used mainly for the CBSE curriculum and in the Kendriya Vidyalayas run by the central government and are also being made compulsory for some of the higher standards in private schools.*

The total production of schoolbooks in India is of a much higher order and perhaps closer to 300 crore (3 billion) copies – mainly supplied by state education departments and private schoolbook publishers. This figure needs to be doubled as well.

## सरकारी स्कूलों में बच्चों को बांटी जाएगी पट्टी-गजक या भुना चना

■ सहारा न्यूज ब्यूरो

लखनऊ।

सर्दी के पांच महीनों यानि नवम्बर से मार्च तक बच्चों की सेहत के लिए यूपी में सरकार नौनिहालों को अतिरिक्त पौष्टिक सामग्री देगी। उन्हें हर बृहस्पतिवार को मूंगफली की पट्टी, तिल-गुड़ की गजक, रामदाना या बाजरे का लड्डू या फिर 50 ग्राम भुना चना मिलेगा। बच्चों की सेहत पर इन पांच महीनों में 95 करोड़ व्यय होंगे। इसमें 38 करोड़ की धनराशि योगी सरकार देगी, बाकी मोदी के नेतृत्व वाली केन्द्र सरकार वहन करेगी। मुख्य सचिव मनोज कुमार सिंह की अध्यक्षता में मध्याह्न भोजन प्राधिकरण की 30वीं प्रबंधकारिणी समिति की बैठक में यह निर्णय हुआ।

मुख्य सचिव ने बैठक में वित्तीय वर्ष 2024-25 में प्रदेश के सभी जिलों के योजना से आच्छादित विद्यालयों में केन्द्र सरकार द्वारा अनुमोदित सीमा के अंतर्गत अध्ययनरत

समस्त छात्रों को सप्ताह में एक दिवस 'अतिरिक्त सप्लीमेन्ट्री न्यूट्रीशन' के प्रस्ताव को अनुमोदन प्रदान किया। यह अतिरिक्त सप्लीमेन्ट्री न्यूट्रीशन नवम्बर, 2024 से मार्च, 2025 तक प्रत्येक बृहस्पतिवार को समस्त छात्रों को दिया जाएगा। अतिरिक्त सप्लीमेन्ट्री

■ मुख्य सचिव की अध्यक्षता में मध्याह्न भोजन प्राधिकरण की 30वीं प्रबंधकारिणी समिति की बैठक में लिया गया निर्णय

■ 2025 तक हर बृहस्पतिवार छात्रों को दी जाएगी अतिरिक्त पौष्टिक सामग्री

न्यूट्रीशन स्थानीय स्तर पर उपलब्धता के आधार पर मूंगफली की चिक्की अथवा गुड़-तिल-मूंगफली की गजक अथवा चौलाई (रामदाना) का लड्डू अथवा बाजरे का लड्डू इत्यादि (प्रत्येक छात्र को न्यूनतम 20 ग्राम की मात्रा में) अथवा भुना चना (प्रत्येक छात्र को न्यूनतम 50 ग्राम मात्रा में) दिया जायेगा। इसके लिये ₹5 प्रति छात्र प्रति दिवस की दर

निर्धारित की गई है। इस पर लगभग ₹95 करोड़ का व्यय किया जायेगा, जिसमें ₹57 करोड़ केन्द्रांश व ₹38 करोड़ का राज्यांश शामिल है। बैठक में महानिदेशक स्कूल शिक्षा कंचन वर्मा सहित अन्य वरिष्ठ अधिकारीगण आदि उपस्थित थे।

## कई प्राथमिक विद्यालय खुलेंगे

नई दिल्ली, व.सं। दिवाली के अवसर पर कई नई परियोजनाओं को नगर निगम शुरू करने जा रहा है। इसके तहत दिल्ली के कुछ जौन में नए निगम प्राथमिक विद्यालय शुरू किए जाएंगे। इन स्कूलों में छात्रों को कंप्यूटर लैब की सुविधा भी मिलेगी। नए स्कूलों में खेलों को महत्व देने के लिए खेल से जुड़े विभिन्न उपकरण भी लगाए जाएंगे।

निगम के मुताबिक, कुछ पार्कों को सुंदर बनाते हुए वहां पर जलाशय को भी विकसित किया जा रहा है। ऐसी कई परियोजनाओं को निगम दिवाली से पहले शुरू करेगा। पश्चिमी जौन, सिविल लाइंस सहित अन्य जौन में नए स्कूलों के निर्माण के लिए कार्य हो रहा है। स्कूलों में बुनियादी ढांचे को बेहतर बनाने का भी काम चल रहा है। साथ ही पहले से बंद पड़े डलाव घरों में पुस्तकालय शुरू किए जाएंगे।

## धर्मेंद्र प्रधान तीन एआई उत्कृष्टता केंद्र शुरू करेंगे

नई दिल्ली, विशेष संवाददाता। शिक्षा मंत्री धर्मेंद्र प्रधान मंगलवार को नई दिल्ली में स्वास्थ्य सेवा, कृषि और सस्टेनेबल सिटी पर केंद्रित तीन एआई उत्कृष्टता केंद्र (सेंटर ऑफ एक्सीलेंस) सीओई शुरू करेंगे।

शिक्षा मंत्रालय के अनुसार, विकसित भारत के विजन को साकार करने के लिए, आर्टिफिशियल इंटेलिजेंस (एआई) के इन तीन सीओई का नेतृत्व उद्योग भागीदारों और स्टार्टअप के साथ मिलकर शीर्ष शैक्षणिक संस्थानों द्वारा किया जाएगा। वह इन क्षेत्रों में अंतःविषय



इसका उद्देश्य एआई पारिस्थितिकी तंत्र सक्रिय करना है

अनुसंधान करेंगे, अत्याधुनिक अनुप्रयोग विकसित करेंगे और समाधान तैयार करेंगे। इस पहल का उद्देश्य प्रभावी एआई पारिस्थितिकी तंत्र को सक्रिय करना और इन महत्वपूर्ण क्षेत्रों में गुणवत्तापूर्ण मानव संसाधनों का पोषण करना है।

## Education Minister Dharmendra Pradhan to launch 3 AI Centres of Excellence today

STATESMAN NEWS SERVICE  
NEW DELHI, 14 OCTOBER

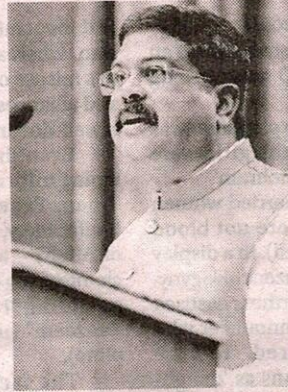
Union Education Minister Dharmendra Pradhan will be launching three AI Centres of Excellence (CoE) focused on Healthcare, Agriculture, and Sustainable Cities here tomorrow.

To realize the vision of "Viksit Bharat," these three CoEs for Artificial Intelligence (AI) will be led by top educational institutions, in consortium with industry

partners and startups. They will conduct interdisciplinary research, develop cutting-edge applications, and create scalable solutions in these three areas.

This initiative aims to galvanise an effective AI ecosystem and nurture quality human resources in these critical fields.

As part of the vision to "Make AI in India and Make AI work for India," the setting up of these centres was announced under Para 60



of the Budget Announcement for 2023-24. In alignment with this, the Government has approved the creation of the three AI Centres of Excellence, with a

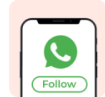
total financial outlay of Rs 990.00 crore over the period of FY 2023-24 to FY 2027-28.

To oversee the implementation of this initiative, an industry heavy Apex Committee has been constituted and will be co-chaired by Dr Sridhar Vembu, Founder and CEO of Zoho Corporation. K Sanjay Murthy, Secretary, higher education, will grace the occasion, along with Directors of IITs, Heads of higher educational institutions (HEIs), industry leaders, start-up founders and senior officials from various ministries of the Central Government.

The leading provider of... Turnitin has made it its mission to ensure the...



WhatsApp Channel Tune in to know the latest updates on the education...



ETEducation Newsletters Explore and Subscribe to our Daily Newsletters



School Education 1 Min Read

# Teacher develops QR code to help students learn about scientists

A teacher at Composite School Jalalpur Ghosi Block Kaudihar II, has developed an innovative method to engage students in learning about life and works of prominent scientists. Neelkamal Sahai has created QR codes for 10 scientists, 5 of Indian origin and 5 from other countries, which students can scan to access information about their lives and interesting facts.



Rajiv Mani

Updated On Oct 15, 2024 at 04:46 PM IST



Prayagraj: A teacher at Composite School Jalalpur Ghosi Block Kaudihar II, has developed an innovative method to engage students in learning about life and works of prominent scientists. Neelkamal Sahai has created QR codes for 10 scientists, 5 of Indian origin and 5 from other countries, which

Sahai noticed that the current NCERT science curriculum for classes 6 to 8 does not include detailed information about these scientists, despite students' keen interest in learning more about them

CV Raman, mathematician Aryabhata, who discovered zero; naturalist, geologist, and biologist Charles Darwin, Nobel Laureates Marie Curie, Har Gobind Khorana and father of the Indian nuclear programme Homi Jahangir Bhabha.

Sahai noticed that the current NCERT science curriculum for classes 6 to 8 does not include detailed information about these scientists, despite students' keen interest in learning more about them. "With this in mind, I collected brief information about these scientists and generated a [QR code](#) for each of them, which also includes their picture. These QR codes have been pasted on the walls of the school and also posted on the WhatsApp group of classes. Now, students can get to know about the scientists concerned by just scanning the code, which they can do during school time or from their homes," added Sahai. She added that the initiative has also resulted in improving the attendance of the students.

<p><b>EVENT</b> <b>ETEducation EDNXT Pune</b></p>  <p>Wed, 13 Nov 2024</p> <p><b>Register Now</b></p> <p>Wed, 13 Nov 2024</p>	<p><b>EVENT</b> <b>ETEducation InspirED Bangalore</b></p>  <p>Thu, 12 Dec 2024</p> <p><b>Register Now</b></p> <p>Thu, 12 Dec 2024</p>	<p><b>AWARD</b> <b>Techedu</b></p> <p>Nominati...</p>
--	--	---

"I have also received positive feedback from parents. Although the kids continue to use mobiles in their homes, now the parents are happy that the gadget is being used for some information," said Sahai. Sahai now plans to collect information about more topics and create new QR codes to impart information about them to her students.

Published On Oct 15, 2024 at 04:44 PM IST

**MOST READ IN SCHOOL EDUCATION**



Female teacher arrested for sexually assaulting schoolgirl



Ahmedabad: DEO acts against three city schools

# शिक्षा की मजबूत बुनियाद पर खड़ा होगा विकसित भारत

अगर हम आज यह लेख पढ़ पा रहे हैं, तो हमें अपनी स्कूली शिक्षा के शुरुआती पांच वर्षों का आभार मानना चाहिए। स्कूल के पहले दिन को याद करें- घबराहट, अनजाना माहौल, माता-पिता से आंसुओं के साथ विदा होना। साथ ही, एक नए दौर की प्रत्याशा। किसने सोचा था कि इन्हीं पांच वर्षों में जो हमने पढ़ना, लिखना और अंकगणित सीखा, उसी के कारण हमें सफलता मिलेगी।

बुनियादी शिक्षा का सशक्त होना सबसे जरूरी है। इसी दिशा में दूरदर्शी सुधार है राष्ट्रीय शिक्षा नीति 2020, जिसने साक्षरता व संख्यात्मकता को पूरी शिक्षा प्रणाली की नींव के रूप में स्थापित किया है। इस नीति के कारण निपुण भारत अभियान का जन्म हुआ, जिसका उद्देश्य 2027 तक हरेक बच्चे को तीसरी कक्षा से पहले निपुण बनाना है। इस अभियान ने राज्यों में शिक्षण से जुड़े लोगों को सशक्त बनाते हुए व्यवस्था में बदलाव के चार मुख्य सिद्धांतों को अपनाने के लिए प्रेरित किया है।

पहला सिद्धांत है, पूरी व्यवस्था को एक स्पष्ट लक्ष्य की ओर ले जाना। उस लक्ष्य को पाने के लिए इस सिद्धांत की शुरुआत शिक्षण मूल्यांकन से होती है, ताकि यह समझा जा सके कि हमारे बच्चों की शिक्षा किस स्तर पर है। जुलाई 2021 में निपुण भारत मिशन के शुभारंभ के तुरंत बाद नवंबर 2021 में केंद्र सरकार द्वारा आयोजित राष्ट्रीय उपलब्धि सर्वेक्षण हुआ। बुनियादी शिक्षा की तात्कालिकता को देखते हुए मध्य प्रदेश जैसे राज्यों ने 2022 में

राज्य स्तर पर एक शिक्षा सर्वेक्षण आयोजित किया, जिसमें प्राथमिक कक्षाओं के छात्रों के वर्तमान शिक्षा स्तर का मूल्यांकन किया गया। सर्वेक्षण के निष्कर्षों के आधार पर मध्य प्रदेश ने अपने निपुण लक्ष्य निर्धारित किए। इसी तरह, उत्तर प्रदेश के मुख्यमंत्री योगी आदित्यनाथ ने मिशन प्रेरणा की शुरुआत की और निपुण उत्तर प्रदेश का समर्थन किया। इससे पूरी व्यवस्था को नई ऊर्जा मिली।

दूसरा सिद्धांत है शिक्षण पद्धतियों को बेहतर बनाना। इस लक्ष्य को पाने के लिए अध्यापकों के पेशेवर विकास पर ध्यान देना जरूरी है। ऐसे दिशा-निर्देशों की पालना हुई, जिनसे कक्षाओं को अधिक आनंदमय व आकर्षक बनाया जा सके। शिक्षकों को प्रभावी रूप से प्रशिक्षित करने के लिए संसाधनों, प्रशिक्षक पैकेजों और विशेषज्ञता के साथ मास्टर प्रशिक्षकों को सशक्त बनाना जरूरी है।

तेलंगाना की अगर बात करें, तो इस मॉडल के चलते सिर्फ एक वर्ष में शिक्षण प्रभावशीलता में उल्लेखनीय



यहां स्कैन करें



अनिता करवाल | पूर्व सचिव, स्कूल शिक्षा, भारत

67 प्रतिशत सुधार हुआ है। ऐसे शिक्षा-प्रौद्योगिकी समाधान बन सकते हैं, जो शिक्षकों को कम समय में अधिक हासिल करने में मदद कर सकते हैं। शिक्षकों का कीमती समय बचा सकते हैं। गौर कीजिए, राजस्थान में एआई प्रेडिक्टिंग सॉफ्टवेयर ने प्रेडिक्टिंग के समय को दो घंटे से घटाकर केवल 20 सेकंड कर दिया है।

तीसरा, नियमित रूप से मूल्यांकन का उपयोग करके छात्रों के सीखने के नतीजों में सुधार करना। मिसाल के

लिए, उत्तर प्रदेश में निपुण लक्ष्य एप के माध्यम से 1,05,000 शिक्षकों को छात्रों के नियमित मूल्यांकन में मदद मिल रही है। अंतिम सिद्धांत है, छात्रों के माता-पिता और समुदायों को उनके बच्चों की शिक्षण यात्रा में भाग लेने के लिए प्रोत्साहित करना। बच्चे अपना 80 प्रतिशत समय घर पर बिताते हैं। ग्राम सभा और अभिभावक-शिक्षक सभा जैसे मौजूदा प्लेटफॉर्मों का उपयोग करने के अलावा, माता-पिता के साथ द्विभाषी संचार, उनके प्रशिक्षण के लिए

कार्यशालाएं, घर के दौरे और सहकर्मी सहायता जैसे उपायों के माध्यम से इस समस्या का समाधान किया जा सकता है। बिहार के कुछ जिलों में ग्राम सभाओं का लाभ उठाकर माता-पिता को उनके बच्चों की शिक्षा में मदद देने के तरीकों के बारे में मार्गदर्शन दिया गया है। इसके चलते अभिभावक-शिक्षक बैठक में माता-पिता की उपस्थिति में 10-15 प्रतिशत की वृद्धि हुई है और स्कूलों में छात्रों की उपस्थिति में 5-10 प्रतिशत की वृद्धि देखी गई।

ध्यान रहे, हमारे पास सभी के लिए समावेशी और समान गुणवत्ता वाली शिक्षा के इन चार लक्ष्यों को पूरा करने के लिए केवल छह वर्ष हैं। आज पूरा विश्व भारत को वैश्विक विकास का एक महत्वपूर्ण हिस्सा मान रहा है। हमें अपनी बुनियादी शिक्षा को उत्कृष्ट बनाना ही होगा, तभी हमारे बच्चे विकसित भारत के लक्ष्य तक पहुंच पाएंगे।

(साथ में आशीष धवन)

## Delhi MC schools mark Handwashing Day

TRIBUNE NEWS SERVICE

NEW DELHI, OCTOBER 15

An awareness drive promoting healthy habits and hygiene practices was held across New Delhi Municipal Council (NDMC) schools on Global Handwashing Day, celebrated on October 15, organised by the ASSOCHAM Foundation for Corporate Social Responsibility (AFSCR). Supported by hygiene brand Savlon, the initiative aimed to reach nearly 28,000 students in 43 NDMC schools.

A major event took place at Atal Aadarsh Bengali Balika Vidyalaya in Gole Market on Tuesday, while parallel activities were conducted in other schools to engage students. This comprehensive

approach emphasised the vital importance of handwashing in everyday life.

Anil Rajput, Chairperson of the ASSOCHAM National CSR Council, stressed the need to instil good habits from a young age. "Good habits formed early make all the difference. On Global Handwashing Day, it's crucial for youth to understand and share the importance of handwashing. Every year, about 1.8 million children under five die from diseases linked to poor hygiene. Incorporating handwashing into our routines fosters healthier individuals and a stronger society," he stated.

To engage students, the programme featured short, interactive videos that were shown in classrooms and assemblies.

# Core skills remain crucial in this age of AI and ML

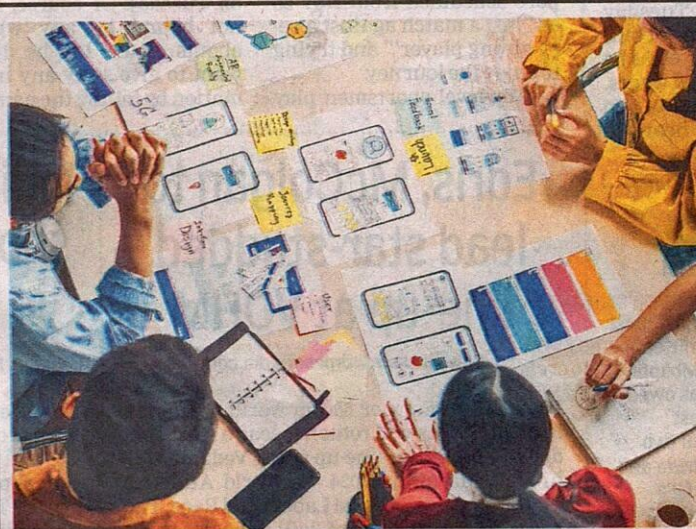
Using AI to transform business depends on domain expertise, knowing how to talk to AI

Akhil George & Sujit John | TNN

Professionals are today grappling with the challenges of staying relevant in a world where technologies like AI are dramatically changing businesses. In our webinar last week, industry experts delved into the opportunities that young engineers have in this landscape, and the skills they need to build a successful career.

Suresh Kandula, CTO of integrated services and director of marketing & sales technology at Ford Motor Company, said opportunities are particularly good in India, since the country now plays a strategic role in the global tech ecosystem and is no longer just maintaining and managing services. "We are building new capabilities that are foundational," he said, noting that Ford's team in Chennai is working on platforms that are core to Ford in terms of their e-commerce, EV, and hybrid technologies.

This, in turn, means that engineers are now required to possess skills that go beyond "keeping the lights on" and focus on building modern technologies and be strategic in their approach to problem-solving.



By 2027, six out of ten current workers will need training, but only half will have those opportunities available. Employees need to strive to move up the primary value chain of their company, shifting from efficiency-driven work to innovation. Continuous skilling and building tech and business acumen are necessary. From a hiring perspective, the skills that are growing in demand the most are around cloud computing, AI, embedded software, and big data.

**Dhananjay Nair** | HEAD, HR, FORD BUSINESS SOLUTIONS - INDIA



Lifelong learning is crucial in the tech industry. The demand for skills is expanding to tier two and three towns, not just metros. We're seeing a good balance between demand and supply, with 2.5 million tech graduates coming out yearly. However, there are skilling gaps that need to be addressed. We're working with industry partners and academia to develop courses in emerging technologies like AI, blockchain, and green tech to meet future demand.

**Abhilasha Gaur** | CEO, IT-ITES, SECTOR SKILLS COUNCIL, NASSCOM



AI copilot tools are changing rapidly, but domain expertise and communication skills remain crucial. Engineers need to understand how to use these tools effectively and get the last 20% of work done independently. The future will require skills in building AI tools, not just using them. Focus on becoming a subject matter expert and understand how to apply AI in your business domain, whether it's supply chain logistics, fleet management, or other areas.

**Suresh Kandula** | CTO, INTEGRATED SERVICES & DIRECTOR, MARKETING & SALES TECHNOLOGY, FORD MOTOR COMPANY



The domestic market in India is also seen to present opportunities, with the pre-Covid startup economy taking off and unique challenges in areas such as mobility and the gig economy emerging. As Suresh put it, "The engineering talent required to build solutions for India, in India, is also increasing."

He further noted that while AI/ML tools are incredibly useful, they do not negate the need for fundamental skills. "You still need to know what to ask the AI tools. You still need to be able to get the last 20% of the work done on your own without needing any help," he said. Which is why communication skills and domain expertise, he

said, are extremely crucial skills. You need to know how to apply AI in the particular context of an industry.

## There's demand across industries

Abhilasha Gaur, CEO of Nasscom's IT-ITES sector skills council, pointed out a few other demand-side factors at play that should give aspiring engineers hope, like the fact that the need for tech skills is no longer confined to IT sectors but is spreading across various industries. "Even in construction and building management you see a lot of IoT sensors are being used for functions like lighting, heating, ventilation and air conditioning," she said.

But Abhilasha noted that there is also a critical need to upgrade skills and be industry ready. "There are skilling gaps that need to be addressed by both govt and industry."

Nasscom, she said, has introduced several initiatives, such as

the Future Skills Prime platform, which offers over 500 courses in partnership with industry and academia. Most of them are subsidised or free of cost.

The govt, she noted, is also playing a role in facilitating lifelong learning, by establishing the Academic Bank of Credit (ABC) system and the Automated Permanent Academic Account Registry (APAAR ID) that allows for a more comprehensive view of an individual's skills and qualifications beyond traditional degrees.

Dhananjay Nair, head of HR at Ford Business Solutions for India, said that since the ability to unlearn and relearn on the fly is increasingly being seen as a crucial skill, organisations have a responsibility now to provide learning platforms for employees to upskill and to foster ecosystems where people leaders mentor and support employee development. "That said, the primary responsibility for development still lies with the employees," he said.

**TIMES TECHIES**  
WEBINARS  
Session partner  
**Ford**

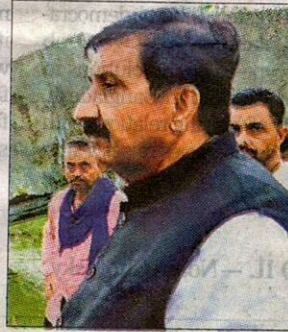
## ₹9,800 cr to be spent on education this fiscal year: Dy CM

UNA, OCTOBER 15

The state government is spending Rs 9,800 crore on education during the current financial year, Rs 1,000 crore more than the previous year. Instead of increasing the number of schools, the government is concentrating on providing good quality education, said Deputy Chief Minister Mukesh Agnihotri here today.

He inaugurated Under-19 School State Sports Tournaments at Government School for Boys in the city. As many as 730 students from 11 districts of the state, barring Lahul and Spiti and five sports hostels in Nadaun, Paprola, Rohru, Sundernagar and Una, are participating in the four-day tournaments that will feature football, hockey, basketball and handball events.

He said that new schools would be opened where ever necessary and only those schools, which were registering zero admission, had been closed. He added that Rajiv Gandhi Day Boarding Schools would be set up in each Assembly segment and the government had given approval for opening 18 such schools in the first phase. Eight such schools were in the



Mukesh Agnihotri

final stage of completion.

Agnihotri said that the government was providing 3 per cent reservation to sports persons in government jobs. Besides, the award money given to players for winning medals at national and international levels had been enhanced, he added. "Nishad Kumar from Amb, who had won the silver medal at the recent Paralympic Games, was given a cash reward of Rs 3 crore," he claimed.

Later, Agnihotri laid the foundation stone and inaugurated public works estimated at Rs 10.2 crore. He inaugurated the newly constructed office building of Senior Executive Officer of the State Electricity Board at Haroli and the new office building of the PWD Assistant Engineer at Tahliwal. — OC

ADVERTISEMENT

News / Cities / Mumbai / After running into controversy, Maharashtra SCERT releases revised curriculum for school education

# After running into controversy, Maharashtra SCERT releases revised curriculum for school education

A new subject has been introduced in the State Curriculum Framework (SCF) for School Education, titled 'Advanced English', which will help students prepare for English language exams of international standards such as – IELTS, TOEFL, GRE, GMAT etc

Written by [Pallavi Smart](#) [Follow](#)

Mumbai | October 16, 2024 19:42 IST



🕒 3 min read



While the objectionable references have been removed from the revised SCF-SE, clarity on making

Maharashtra's State Council for Educational Research and Training (SCERT) has released the State Curriculum Framework (SCF) for School Education (SE) as per the recommendations of the National Education Policy (NEP) 2020.

This is a revised document released months after controversies around the draft SCF-SE which referred to Manusmriti and proposed including texts such as the Bhagavad Gita and Manache Shlok — a composition by Samarth Ramdas Swami — for memorization enhancement through recitation competitions.

While the objectionable references have been removed from the revised SCF-SE, clarity on making Marathi a mandatory subject by introducing three levels of learning the language – Professional, Functional and General has also been introduced.

ADVERTISEMENT



---

**Also Read | English not a must in Class 11, 12; to be treated as 'foreign language' in Maharashtra**

---

A new subject has been introduced in the SCF-SE, titled 'Advanced English', which will help students prepare for English language exams of international standards such as – IELTS, TOEFL, GRE, GMAT etc. Students will have to choose between English or Advanced English for one of the language subjects.

STORIES YOU MAY LIKE



**After row over Manusmriti reference, SCERT releases revised school curriculum framework**



**Rajasthan Education Minister says some school teachers 'wear inappropriate clothing,...**



**Child rights panel asks states to stop funding, shut down madrasas board**

Earlier this year in May, a draft SCF-SE was released by the SCERT for feedback from stakeholders. It was immediately brought under a scanner due to many objectionable references used in the draft which were opposed by many, forcing the state's School Education Minister Deepak Kesarkar to issue clarifications along with assurance that a revised SCF-SE will be released after taking into consideration the feedback. Accordingly, stakeholders were asked to submit their feedback online.

**Also Read | English not a must in Class 11, 12; to be treated as 'foreign language' in Maharashtra**

The document released by the SCERT, along with a note on the process that was followed, informs that the steering committee, headed by Kesarkar, held meetings in August and September and a revised SCF-SE was finalised by the committee.

Even after opposition, English continues to remain under the category of foreign language; the revised SCF-SE now also includes Hebrew language, under the same category, which according to teachers, is a first-time recommendation. Meanwhile, all other languages under this category – German, French, Japanese, Spanish, Chinese, Parsian, Arabic – have been prevalent in foreign language education in the state for some time. In order to create the curriculum, textbooks, and evaluation methods for foreign language learning, the SCERT will depend on the Common European Framework of Reference for Language. MoUs will be signed with foreign universities to create a process of evaluation and certification, said an official of the School Education department.

ADVERTISEMENT

# स्कूलों में बनेंगे निर्वाचन क्लब व लोकतंत्र कक्ष

सीबीएसई ने स्थापना करने के लिए कहा, स्कूली स्तर पर लोकतांत्रिक मूल्यों और प्रक्रियाओं को समझाने का किया जा रहा प्रयास

रश्मि शर्मा

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने स्कूल स्तर पर छात्रों को लोकतांत्रिक मूल्यों और प्रक्रियाओं को समझाने के प्रयास शुरू किए हैं। इसके लिए बोर्ड ने देश-विदेश में अपने संबद्ध स्कूलों को निर्वाचन क्लब और लोकतंत्र कक्ष (डेमोक्रेसी रूम) स्थापित करने को कहा है।

इनमें स्कूलों को चुनावी साक्षरता, कार्यशालाएं, मॉक चुनाव, बहस और चर्चा, मतदान पंजीकरण अभियान, सामुदायिक आउटरीच कार्यक्रम जैसी गतिविधियां आयोजित करनी होंगी। बोर्ड ने इन क्लबों के प्रभाव को बढ़ाने के लिए स्कूलों को स्थानीय निर्वाचन अधिकारियों के

मॉक चुनाव समेत कई गतिविधियां और प्रोजेक्ट आयोजित किए जाएंगे

इन क्लब व कक्ष के माध्यम से मॉक चुनाव समेत कई गतिविधियां और प्रोजेक्ट आयोजित किए जाएंगे। इनमें स्कूल चुनावी साक्षरता कार्यशाला, मॉक चुनाव, वाद-विवाद व चर्चा, वोटर पंजीकरण ड्राइव, समुदाय आउटरीच प्रोग्राम आयोजित किए जा सकते हैं। इसके साथ ही इन क्लब-कक्ष के माध्यम से स्कूल प्रश्नोत्तरी, समकालीन मुद्दों जैसे एक राष्ट्र-एक चुनाव पर निबंध लेखन जैसी गतिविधियों के माध्यम से विद्यार्थियों को इसमें भाग लेने के लिए प्रेरित कर सकते हैं। बोर्ड के अनुसार ये गतिविधियां छात्रों को जटिल विषयों पर चिंतन करने के लिए प्रोत्साहित करेंगी। प्रोजेक्ट के लिए छात्र फोरम गतिविधियां करें, जिसमें तटस्थ पृष्ठभूमि वाले स्थानीय राजनीतिक वैज्ञानिकों, नेताओं, राजनीतिक पत्रकारों को लोकतंत्र कक्ष में आयोजित बहसों में भाग लेने के लिए आमंत्रित करें। इसके अलावा मुद्दे आधारित अभियान, मीडिया साक्षरता अभियान, रिसर्च प्रोजेक्ट करें। बोर्ड के अनुसार क्लब के सदस्यों के उत्कृष्ट योगदान के लिए उन्हें प्रमाण-पत्र, पुरस्कार देकर प्रोत्साहित किया जा सकता है।



माकेतिक

साथ साझेदारी करने की सलाह दी है।

बोर्ड ने स्कूलों को नागरिक

सहभागिता, लोकतांत्रिक भागीदारी, चुनावी साक्षरता को बढ़ाने के लिए निर्वाचन क्लब और लोकतंत्र कक्ष

स्थापित करने के निर्देश दिए हैं। इस संबंध में बोर्ड की ओर से स्कूलों को दिशा-निर्देश जारी किए

सीबीएसई ने क्लब में होने वाली गतिविधियों की जानकारी स्कूलों को भेजी

गए हैं। इसके साथ ही बोर्ड ने इन क्लब में आयोजित की जाने वाली गतिविधियों की जानकारी भी भेजी है।

बोर्ड के अनुसार ये क्लब-कक्ष कम उम्र से ही लोकतांत्रिक मूल्यों, लोकतांत्रिक प्रक्रियाओं में सक्रिय भागीदारी, सक्रिय नागरिकता और जिम्मेदार नेतृत्व को बढ़ावा देने के लिए मंच के रूप में काम करेंगे। ये क्लब छात्रों को मतदाता पंजीकरण और मतदान प्रक्रियाओं से परिचित कराने के लिए आकर्षक गतिविधियों और व्यावहारिक अनुभवों को लेकर

शिक्षित करेंगे।

बोर्ड ने स्कूलों को कहा है कि वे क्लब गतिविधियों की देखरेख के लिए एक जिम्मेदार संकाय सलाहकार या समन्वयक नियुक्त कर सकते हैं। स्कूलों की ओर से क्लब-कक्ष का गठन प्राथमिक, माध्यमिक और उच्चतर माध्यमिक सहित विभिन्न स्तरों पर किया जा सकता है।

बोर्ड के अनुसार चुनावी क्लबों और लोकतंत्र क्लबों में सदस्यता सभी छात्रों के लिए खुली होनी चाहिए। स्कूलों को कहा गया है कि छात्रों को स्थानीय, राष्ट्रीय और वैश्विक मुद्दों के बारे में जानकारी रखने में मदद करने के लिए न्यूज पेपर, मैगजीन ऑनलाइन डाटाबेस व अन्य संसाधनों को प्रदान किया जाए।



Education Minister Rohit Thakur honours the winners of various tournaments in Mandi. PHOTO: JAI KUMAR

## Govt will promote sports in all educational institutes: Minister

MANDI, OCTOBER 16

Education Minister Rohit Thakur today said that the government was committed to improving the quality of education and promoting sports in all educational institutions in Himachal. He inaugurated the 39th State Level Sports Competition for Under-14 students organised by the Himachal Pradesh School Sports Organisation at Government Senior Secondary School at Dharampur in Mandi district.

Rohit extended best wishes to the 450 participating students and their coaches from all 12 districts of the state. He emphasised the importance of sports, reminding the students that both victory and defeat were part of the journey.

The minister highlighted the government's efforts to

provide quality education and conduct regular sports competitions to boost students' physical and mental development. He said the Chief Minister was actively working to improve the quality of education in schools and colleges.

He announced the setting up of Rajiv Gandhi Day-Boarding Schools in all Assembly constituencies and the allocation of funds for various educational infrastructure projects, including a multi-purpose building and science labs in local schools.

The minister assured the gathering that local MLA Chander Shekhar's various demands would be addressed. He said that a budget of Rs 2 crore would be allocated for the construction of a multi-purpose building in Dharampur next year. He added that a computer lab

and a basketball field would be provided at Government College in Dharampur.

He said that the budget approval would be granted for a science laboratory at Government Senior Secondary School, Choltara, and for the renovation of the science lab building at the GSSS, Dharampur.

The minister said funds would be provided for construction of a basketball sports hostel at Government College, Sarkaghat, and for the renovation of the hostel.

He called for collective efforts to combat substance abuse and urged students to engage in sports for their overall development. Dharampur MLA Chander Shekhar welcomed the minister and expressed gratitude for addressing the community's educational needs. — TNS

# Reforms, good teachers needed to improve quality of education: Sukhu

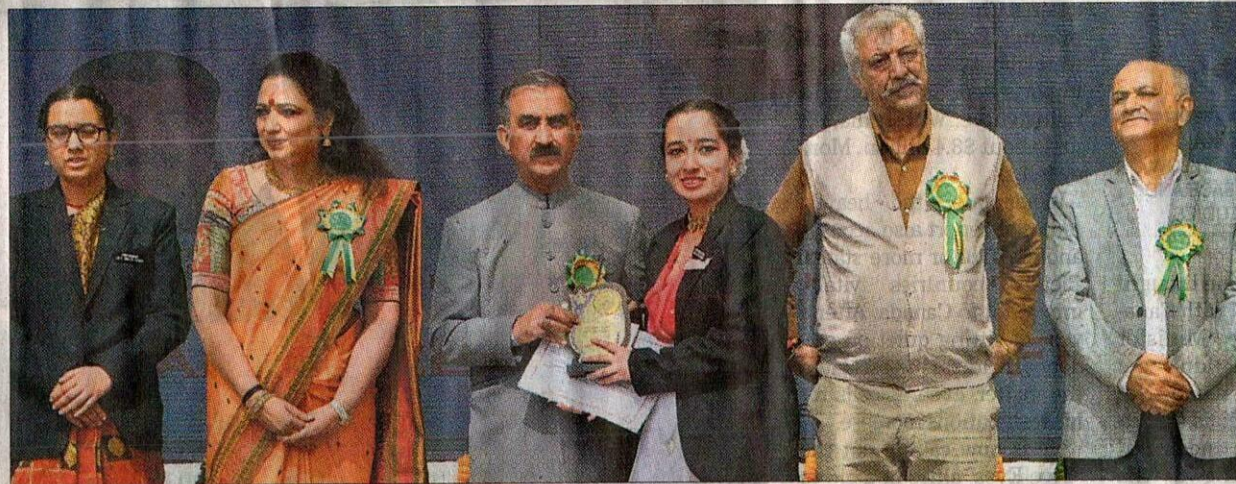
TRIBUNE NEWS SERVICE

SHIMLA, OCTOBER 16

Chief Minister Sukhvinder Singh Sukhu today emphasised the need for reforms to improve the quality of education being imparted in government institutions. He was speaking after inaugurating a newly constructed Block-C building of Rajkiya Kanya Mahavidyalaya (RKMV) constructed at a cost of Rs 9 crore here. He presided over the annual prize distribution ceremony of the college and honoured students who had excelled in various fields.

Sukhu said that the goal of the state government was not to merely open new schools and colleges but to ensure they were provided with qualified teachers and all essential facilities. He expressed concern over Himachal slipping to the 21st position in the country in terms of the quality of education.

He said that to ensure that the studies of students did not get affected, the government had decided to impose



Chief Minister Sukhvinder Sukhu gives away an award to a meritorious student of the RKMV in Shimla on Wednesday. TRIBUNE PHOTO

a complete ban on teacher transfers during the academic session. "The government is establishing Rajiv Gandhi Day-Boarding Schools in all Assembly constituencies in a phased manner to enhance the quality of education in rural areas," he added.

Sukhu said that the state government was committed to the welfare and betterment of women of the state and had taken several steps

in this direction. "The government has raised the marriageable age of girls from 18 to 21 years and amended the 51-year-old HP Land Holding Ceiling Act, thus allowing adult daughters to claim a separate 150 bighas of ancestral property. The state government has introduced 30 per cent reservation for women in police recruitment," he added.

He lauded RKMV College for its rich history and for

producing distinguished alumni such as Himachal's first Indian Foreign Service officer Vijay Thakur and IPS officer Tilotama Verma.

The Chief Minister made several announcements for the college, including the conversion of all classrooms into smart ones, construction of a new hostel with full funding and a provision of Rs 50 lakh for building a digital library and the repair of the science block.

He said that the state government had provided Rs 6 crore for the construction of Block-C. Earlier, Principal of the RKMV Anurita Saxena welcomed the Chief Minister and presented the annual report of the college. MLA Harish Janartha, Mayor Surinder Chauhan, Deputy Mayor Uma Kaushal and Director Higher Education Amarjeet Sharma were present on the occasion.

## Poor worry about children's studies as Delhi braces for bad air

**Ashna Butani**  
NEW DELHI

With tougher anti-pollution measures coming into force and more stringent steps likely to follow, poor families have been left worried about their children's classes if Delhi schools once again shift to the online mode of teaching for an extended period due to a dip in air quality this winter.

Earlier this week, the Delhi government imposed a total ban on firecrackers till January 1, 2025, after the city's air quality deteriorated after Dasara celebrations.

Meanwhile, the Commission for Air Quality Management (CAQM) for the National Capital Region and Adjoining Areas – a statutory body – clamped Stage 1 of the Graded Res-

ponse Action Plan (GRAP), a set of emergency pollution-control measures.

This has unnerved not-so-well-off parents, whose worries stem from the financial burden they would have to bear to ensure that their children do not miss out on studies if the schools go online.

### Drop in air quality

In 2023, Delhi schools remained shut from November 3 to 18 as pollution levels veered into the 'severe' category after stubble burning in neighbouring States, bursting of firecrackers on festivals and vehicular pollution combined with unfavourable meteorological conditions resulted in drastic drop in air quality.

Many parents, especially of those children who study in government



Poor parents worry about financial burden they would have to bear if the schools go online due to rising pollution. SUSHIL KUMAR VERMA

schools, said they can't bear the expense of buying an Internet-enabled mobile phone for online classes due to their limited financial resources.

Vijay Paswan, a construction worker, said his family owns only one Internet-enabled mobile phone,

which stays with him throughout the day, making it impossible for his two school-going daughters to attend online classes.

He said when he reaches home in the evening, his daughters take turns to complete their day's home-

work, which teachers share on their school's WhatsApp group.

"That is the only option we have when online classes take place," he said.

Virendra Singh Yadav, a schoolteacher, said the students' attendance drops drastically during such days.

"Though attendance during online classes in the winter months last year was better than the COVID-19 days, still a majority of students missed out on classes as they did not have smartphones," he said.

Aprajita Gautam, president of the Delhi Parents' Association, said parents are divided over online classes due to the possible impact of mobile phone use for longer hours.

"Myopia in schoolchildren is on the rise because of the phone usage. But pa-

rents have no other option as they don't want to expose them to high pollution levels," she said.

Ms. Gautam said instead of taking corrective measures, the government should take preventive steps to bring down pollution levels.

**'Adjust school calendar'**  
"Pollution spikes every winter, so the school calendar should be planned accordingly," she added.

Satya Prakash, president of the Delhi chapter of the All India Parents' Association, said schoolchildren should be given face masks during the winter months.

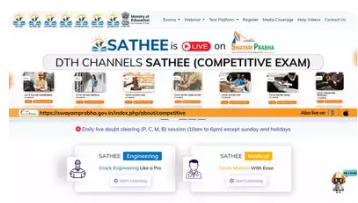
However, he said this can't be helpful beyond a point. "Even if schools remain shut, children can't be stopped for long from playing outside," he added.

TRENDING (qr/114244707.cms) (1.cms) 1)

# NCERT launches free 'Sathee' portal for JEE, NEET, and SSC preparation: Check how to register for coaching

Sanjay Sharma (https://timesofindia.indiatimes.com/Toireporter/Author/FOLLOW/Sanjay-Sharma-479235206.Cms)/ TOI Education / Oct 17 2024, 18:09 IST

The NCERT has launched the Self Assessment Test and Help for Entrance Exams (SATHEE) scheme, a free online platform to help students prepare for competitive exams like JEE, NEET, and SSC. Developed in collaboration with IIT Kanpur, the portal offers more



Sathee Portal by NCERT Offers Free Expert-Led Coaching for Competitive Exams

NEW DELHI: The National Council of Educational Research and Training (NCERT) has launched a new initiative, the Self Assessment Test and Help for Entrance Exams (SATHEE) scheme, aimed at helping students prepare for competitive exams like engineering (JEE), medical (NEET), and government services (SSC) at no cost. This programme, designed to support

students from diverse backgrounds, especially those in remote and rural areas, provides high-quality learning resources, expert mentorship, and self-assessment tools.

The initiative, launched in collaboration with IIT Kanpur, comes at a time when private coaching institutes have become too expensive for many students.

Poll: How do you think the Supreme Court will rule on NEET UG 2024?
 Court will order a re-exam
 Uphold the current system
 Introduce changes
 Completely overhaul

By offering free, accessible preparation resources through the 'Sathee' portal, the government seeks to bridge the gap and promote equal educational opportunities for students across the country. According to media reports, over 4.37 lakh students have already registered to take advantage of this scheme.

### What is the Sathee Portal?

The 'Sathee' portal is a comprehensive online platform providing students with access to learning materials, video lectures, mock tests, and expert mentorship to prepare for competitive exams. It aims to reduce the reliance on costly coaching centres and offers a wide range of resources for students of all backgrounds. The initiative is part of the government's larger efforts under the National Education Policy (NEP) 2020 to ensure equitable access to education for all.

EDIUM=REFERRAL&UTM\_CONTENT=THUMBNAI... YOU MAY LIKE

TOI ePaper (https://buy.indiatimes.com/TOI/PLANS/) FESTIVE OFFER (https://buy.indiatimes.com/TOI/PLANS/)

THE TIMES OF INDIA



### Exclusive Stories (plus)

- (https://timesofindia.indiatimes.com/toi-plus/crime/is-lawrence-bishnoi-to-india-what-dawood-ibrahim-is-to-pakistan/articleshow/114287207.cms)
(https://timesofindia.indiatimes.com/toi-plus/crime/after-10-failed-attempts-baba-siddiques-killers-succeeded-in-their-11th/articleshow/114282076.cms)
(https://timesofindia.indiatimes.com/toi-plus/business-economy/why-the-next-20-years-will-be-the-best-ever-for-the-indian-economy/articleshow/114303960.cms)

### Trending Stories

- In Education: Karnataka Government Informs SC of Withdrawal of Notification for...
SSC CHSL Tier 1 final answer key 2024 released at ssc.gov.in: Direct...
AP TET 2024 answer keys for October 6-14 exams released at...
Kerala Launches Probe Into Illegal Private Schools, Vows Strict Action...
Never Called for Madrassa Shutdowns, Muslim Children Must...

ADVERTISEMENT

ADVERTISEMENT

The platform is designed to be student-friendly and includes a variety of resources such as over 60,000 questions and 10,000 hours of video lectures from experts in institutions like IIT and AIIMS. Students can register for free, choosing their area of focus — engineering, medical, or SSC exams — and access tutorials and self-assessment tools.

### Key Features of the Saathie Scheme

**Mentorship from Experts:** Students preparing for competitive exams can seek guidance from subject experts and mentors from prestigious institutions like IITs, NITs, and AIIMS. These mentors, including both professors and senior students, provide advice, share experiences, and offer personal guidance through live interactive sessions.

**Self-Assessment Tools:** A major feature of the Saathie scheme is its AI-driven self-assessment tool, allowing students to evaluate their own progress and readiness for exams. The tool tracks learning patterns, offering insights into strengths and weaknesses, and provides personalised recommendations for improvement.

**Video Lectures and Multilingual Content:** The platform offers recorded video lectures that cover various topics in engineering, medical, and SSC subjects. These lectures are available not only in English and Hindi but also in other regional languages, ensuring that students from diverse linguistic backgrounds can benefit from the content. This multilingual approach is part of the government's effort to make education more inclusive.

**Crash Courses and Mock Tests:** Students can also participate in 45-day crash courses designed to help them consolidate their knowledge and prepare for exams more intensively. Mock tests and problem-solving sessions, curated by subject experts, are an integral part of the preparation process, giving students real-time exam practice.

**Direct link to visit the NCERT Saathie portal (<https://saathie.prtutor.ai/>)**

### How the Saathie Scheme Works

After registering on the NCERT Saathie portal, students can choose the field they are preparing for — engineering, medical, or SSC. They will then have access to video solutions, books based on NCERT syllabi, live classes, and mentoring. The teaching happens online via the portal, as well as through television broadcasts on various DTH channels, expanding its reach to areas with limited internet connectivity.

The platform is equipped with a chatbot to handle student queries and facilitate easy access to resources. The Saathie portal operates from 10 AM to 6 PM every day except Sundays and government holidays.

Feature	Details
Registration	Free for all students
Subjects Covered	Engineering (JEE), Medical (NEET), SSC, others like CUET
Learning Resources	60,000 questions, 10,000 hours of video lectures
Languages Available	English, Hindi, other regional languages
Expert Guidance	Professors and mentors from IITs, NITs, AIIMS
Self-Assessment	AI-based tracking of progress and personalised feedback
Crash Course	45-day intensive preparation courses

### Expanding Beyond Traditional Coaching

The Saathie scheme is not just a cost-effective alternative to private coaching centres but also a tool that emphasises self-learning, mentorship, and inclusion. With a focus on equality, the NCERT has ensured that students from

resources, free of charge. With the growing number of registered students, it is clear that the Saathi scheme is rapidly becoming a vital resource in India's education ecosystem.


This scheme, developed in collaboration with IIT Kanpur and backed by the Union Education Ministry, demonstrates the government's commitment to reforming education and creating a more equitable system, reducing the reliance on expensive coaching institutions. By providing high-quality, accessible resources, the Saathi scheme promises to reshape how students prepare for their future careers.

**To register for coaching on NCERT's Sathee portal, follow these simple steps:**

1. Visit the official [Sathee portal \(https://sathee.prutor.ai/\)](https://sathee.prutor.ai/) on the NCERT website.
2. Create an account by entering your basic details such as name, email, and educational background.
3. Select the specific competitive exam you're preparing for, such as JEE, NEET, or SSC.
4. Once registered, you can access video lectures, self-assessment tools, and live sessions.

To ask a question under the "Ask Me Anything" section, fill out the Google form on the portal, providing your query and exam details. An expert will respond with guidance.

**Ready to lead with AI? Enroll now with GrowFast to transform your business strategy. Click here!** ([https://growfast.indiatimes.com/courses/ai-and-analytics-based-business-strategy-10h/1313?ag=TOI\\_Article\\_Footer](https://growfast.indiatimes.com/courses/ai-and-analytics-based-business-strategy-10h/1313?ag=TOI_Article_Footer))

 About the Author **Sanjay Sharma** > Sanjay Sharma is a seasoned journalist with over two decades of experience in the media industry. Currently serving as [Read More](#)

Start a Conversation

Post comment

End of Article

REFERRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1:)  
REFERRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1:)  
REFERRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1:)  
**RECOMMENDED FOR YOU**

(<https://www.salesofficedelhincor.com/emaar-sector-62-new-launch.html/>)

tblici=GIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCDP1WUosOHDwsXg9OMSMN2AZA#tbliciGIAAOTXf5Cs6Ez2w

**Emaar New Launch - 3 BHK and 4 BHK Apartments Of 2200 - 3100 Sq. Ft. Sizes**  
Attractive 25%\*4 Payment Plan For Hassle Free Home Buying Experience, Higher ROI, and 100% Property Ownership!

**Emaar New Launch In Sector 62, Gurgaon**

(<https://www.salesofficedelhincor.com/emaar-sector-62-new-launch.html/>)

tblici=GIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCDP1WUosOHDwsXg9OMSMN2AZA#tbliciGIAAOTXf5Cs6Ez2w

([https://ad.doubleclick.net/ddm/trackclk/N5552.2069703TABOOLA/B25127893.402913599;dc\\_trk\\_aid=594491194;dc\\_t](https://ad.doubleclick.net/ddm/trackclk/N5552.2069703TABOOLA/B25127893.402913599;dc_trk_aid=594491194;dc_t)

tblici=GIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCC3F4oyJIHz\_KIINFCMN2AZA#tbliciGIAAOTXf5Cs6Ez2wohk1

**Explore Hilton's portfolio of hotels and brands in India**

Experience a memorable vacation in India with Hilton. Enjoy best rates when you book direct with us.

**Hilton**

([https://ad.doubleclick.net/ddm/trackclk/N5552.2069703TABOOLA/B25127893.402913599;dc\\_trk\\_aid=594491194;dc\\_t](https://ad.doubleclick.net/ddm/trackclk/N5552.2069703TABOOLA/B25127893.402913599;dc_trk_aid=594491194;dc_t)

tblici=GIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCC3F4oyJIHz\_KIINFCMN2AZA#tbliciGIAAOTXf5Cs6Ez2wohk1

([https://shopforaurelia.com/collections/festive?](https://shopforaurelia.com/collections/festive?utm_source=Lyxel&utm_medium=Taboola&utm_campaign=ConMF%2724&tblici=GIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCBymYotsuKnZCP-PTHMN2AZA#tbliciGIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCBymYotsuKnZCP-PTHMN2AZA)

utm\_source=Lyxel&utm\_medium=Taboola&utm\_campaign=ConMF%2724&tblici=GIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCBymYotsuKnZCP-PTHMN2AZA#tbliciGIAAOTXf5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCBymYotsuKnZCP-PTHMN2AZA)

**Festive trend alert!| Shop Aurelia's latest Festive Collection**

**Aurelia Festive Collection**

Shop Now



News

Exclusives

Events

Awards

Webinars

Brand Solutions

More



Industry

Interviews

Videos

Higher Education

School Education

Government Policies

International

More

The leading provider of...  
Turnitin has made it its mission to ensure the...



WhatsApp Channel  
Tune in to know the latest updates on the education...



ETEducation Newsletters  
Explore and Subscribe to our Daily Newsletters



School Education 2 Min Read

# Kerala: Probe launched into unregulated private schools violating education rules, says Minister

The Kerala Education Department has started an investigation to find out mushrooming private schools in the state that are functioning in violation of rules, General Education Minister V Sivankutty said here on Wednesday. He said that the Director of Public Instruction has been deputed to lead the investigation in all districts with the help of his junior education officials to identify such schools.



PTI

Updated On Oct 17, 2024 at 08:03 PM IST



In a press conference here, he also hinted at action against aided schools in Kerala that are still collecting huge money from the parents towards 'donation' or building funds.

Thiruvananthapuram, The Kerala Education Department has started an investigation to find out mushrooming private schools in the state that are functioning in violation of rules, General Education Minister V Sivankutty said

here on Wednesday. He said that the Director of Public Instruction has been deputed to lead the investigation in all districts with the help of his

junior education officials to identify such schools.

"Stringent action will be taken against such schools," Sivankutty said.

In a press conference here, he also hinted at action against aided schools in Kerala that are still collecting huge money from the parents towards 'donation' or building funds.

"We need to put an end to this. Kerala is a state where the state government is investing heavily in public education and its infrastructure. So we are starting an investigation to identify such schools that function in violation of the Kerala Education Rules," Sivankutty said.

He said now in Kerala the situation is such that anyone could rent a house, keep a board, and start a school, where students do not even have space to gather.

---

<b>EVENT</b> <b>ETEducation EDNXT</b> <b>Pune</b>  Wed, 13 Nov 2024 <b>Register Now</b> Wed, 13 Nov 2024	Hyatt...	<b>EVENT</b> <b>ETEducation</b> <b>InspirED Bangalore</b>  Thu, 12 Dec 2024 <b>Register Now</b> Thu, 12 Dec 2024	Four Seaso...	<b>AWARD</b> <b>Techedu</b>  <b>Nominati</b> <b>Nominate</b>
---	----------	---	---------------	--

---

"They appoint teachers without any qualification, design their own syllabus, decide their own examination dates and question papers, and award marks on their own. They are also collecting huge fees from parents--not only tuition fees but money under almost 10 different heads," the minister said.

He said these schools function in complete violation of the existing rules and do not provide systematic education to students.

"For children in pre-primary classes, education is not just about studying books. They develop their personality and character through peer interaction, games, and gathering. These schools have no facility to promote any such activities," Sivankutty added.

The minister said at present the government does not have the actual number of such schools functioning in Kerala and the investigation

would bring out these numbers.

He was holding a press conference to launch the E-Cube Hindi Language Lab for students in Upper Primary classes to help them learn communicative Hindi better.

Sivankutty said that the government curriculum now wants every student to learn at least two other languages in addition to their mother tongue, and the ICT (Information, Communication and Technology) is being given prominence in public education.

The government has earlier launched the E-Cube English Language Lab to help students master communicative English better.

He said the state school festival will be held in Thiruvananthapuram from January 4 to 10, where more than 15,000 students will compete in over 249 items.

Published On Oct 17, 2024 at 08:02 PM IST

#### MOST READ IN SCHOOL EDUCATION



Female teacher arrested for sexually assaulting schoolgirl



Ahmedabad: DEO acts against three city schools



Funds crunch may hit mid-day meal scheme in Mizoram



Teacher develops QR code to help students learn about scientists



Be the first one to comment.

[Comment Now](#)

**Join the community of thousands of industry professionals**



Subscribe to our newsletter to get latest insights & analysis.

## Teachers should maintain good conduct so that students inculcate good values, says Rajasthan education minister

PTI | Jaipur

Oct 17, 2024 09:43 AM IST

Rajasthan Education Minister Madan Dilawar said he saw teachers chewing tobacco, using indecent language, and reaching school late giving unreasonable excuses.

Story continues below advertisement

Rajasthan School Education Minister Madan Dilawar on Wednesday advised teachers to maintain a good conduct in schools so that students inculcate good values.



Rajasthan School Education Minister Madan Dilawar made the statement while addressing a gathering at Neem Ka Thana on Wednesday, where he inaugurated the Upper Primary Sanskrit School building in the Nrusinghpuri village. (File image/x.com)

Story continues below advertisement

He asked teachers to wear appropriate dress, reach school on time, use decent language and refrain from chewing tobacco so that children learn good habits.

Also read: [RPSC Agriculture Department Exam 2024: Registration for 241 posts begins on October 21 at rpsc.rajasthan.gov.in](https://rpsc.rajasthan.gov.in)

"Many teachers expose their bodies. This does not inculcate good values in boys and girls. They should think that I am a teacher and take care of the kind of dress they should wear and what they should eat. Many teachers walk unsteadily to reach school. What will the children think that drinking alcohol is good?" Dilawar said

He was addressing a gathering at Neem Ka Thana on Wednesday, where he inaugurated the Upper Primary Sanskrit School building in the Nrusinghpuri village.

Story continues below advertisement

## PROMOTED

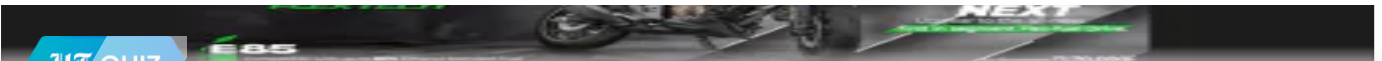


'Upset uncle at every wedding,' Netizens...

AP TET 2024 answer keys, question paper...

Also read: [SSC CHSL Final Answer Key 2024 for Tier I out at ssc.gov.in, download link here](https://ssc.gov.in)

He further said, "Those who do such acts, they are not teachers, they are the enemies of children. It is a sin to call them teachers. Our conduct should be such that children can take values from us."




**HQ QUIZ**

[View T&C](#)

**Q. CB 300F is which brand bike?**

A. Honda BigWin      B. Honda RedWing

 81\*\*\*\*\*585 won a smartphone! [View all](#)

Dilawar said he has seen teachers chewing tobacco, using an indecent language, reaching school late and giving unreasonable excuses.







Also read: [Study in France: French govt all set to bring 6th edition of 'Choose France Tour 2024' to five major Indian cities](#)

The education minister also said he has issued an order that teachers would not leave during duty hours to offer prayers and for other religious rituals.

Story continues below advertisement

Get latest news on Education, ... [See more](#)

### EXAM AND COLLEGE GUIDE

 <p>Top MBA Colleges in india <a href="#">Click here</a></p>	 <p>Top Engineering Colleges <a href="#">Click here</a></p>	 <p>Popular BCA Colleges <a href="#">Click here</a></p>	 <p>List of BBA Colleges <a href="#">Click here</a></p>	 <p>Best MBBS Colleges in India <a href="#">Click here</a></p>	 <p>Top LLB Colleges in India <a href="#">Click here</a></p>
---	--	--	--	---	---

Share this article

[Rajasthan](#) [Education News](#) [School Student](#)

You May Like

Ad



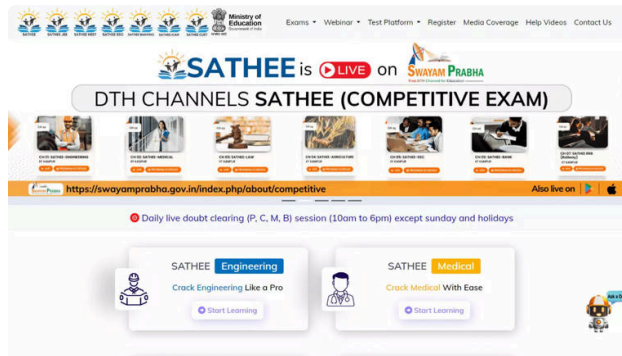
**TOI** The Times of India Follow 1M Followers Share

## NCERT launches free 'Sathee' portal for JEE, NEET, and SSC preparation: Check how to register for coaching

Story by Sanjay Sharma • 3d • 4 min read

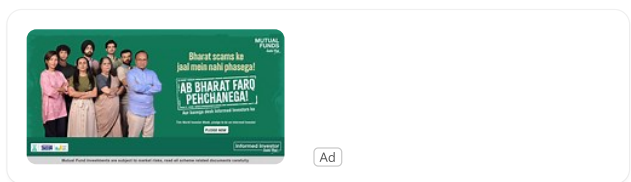
### MARKETS TODAY

**NIFTY** ▼ -0.42%    **SENSEX** ▼ -0.25%    **Gold** ▲ +0.45%



NCERT launches free 'Sathee' portal for JEE, NEET, and SSC preparation: Check how to register for coaching

**N**EW DELHI: The National Council of Educational Research and Training (NCERT) has launched a new initiative, the Self Assessment Test and Help for Entrance Exams (SATHEE) scheme, aimed at helping students prepare for competitive exams like engineering (JEE), medical (NEET), and government services (SSC) at no cost. This programme, designed to support students from diverse backgrounds, especially those in remote and rural areas, provides high-quality learning resources, expert mentorship, and self-assessment tools.




The initiative, launched in collaboration with IIT Kanpur, comes at a time when private coaching institutes have become too expensive for many students. By offering free, accessible preparation resources

and promote equal educational opportunities for students across the country. According to media reports, over 4.37 lakh students have already registered to take advantage of this scheme.

### What is the Sathee Portal?

The 'Sathee' portal is a comprehensive online platform providing students with access to learning materials, video lectures, mock tests, and expert mentorship to prepare for competitive exams. It aims to reduce the reliance on costly coaching centres and offers a wide range of resources for students of all backgrounds. The initiative is part of the government's larger efforts under the National Education Policy (NEP) 2020 to ensure equitable access to education for all.




Forevermark  
**De Beers Forevermark**  
Ad

The platform is designed to be student-friendly and includes a variety of resources such as over 60,000 questions and 10,000 hours of video lectures from experts in institutions like IIT and AIIMS. Students can register for free, choosing their area of focus — engineering, medical, or SSC exams — and access tutorials and self-assessment tools.

### Key Features of the Saathi Scheme

*Mentorship from Experts:* Students preparing for competitive exams can seek guidance from subject experts and mentors from prestigious institutions like IITs, NITs, and AIIMS. These mentors, including both professors and senior students, provide advice, share experiences, and offer personal guidance through live interactive sessions.

*Self-Assessment Tools:* A major feature of the Saathi scheme is its AI-driven self-assessment tool, allowing students to evaluate their own progress and readiness for exams. The tool tracks learning patterns, offering insights into strengths and weaknesses, and provides personalised recommendations for improvement.



Ceilume  
**Vinyl Ceiling Panels**  
Ad

*Video Lectures and Multilingual Content:* The platform offers recorded video lectures that cover various topics in engineering, medical, and SSC subjects. These lectures are available not only in English and Hindi but also in other regional languages, ensuring that students from diverse linguistic backgrounds can benefit from the content. This multilingual approach is part of the government's effort to make education more inclusive.

*Crash Courses and Mock Tests:* Students can also participate in 45-day crash courses designed to help them consolidate their knowledge and prepare for exams more intensively. Mock tests and problem-solving sessions, curated by subject experts, are an integral part of the preparation process, giving students real-time exam practice.

[Direct link to visit the NCERT Sathee portal](#)

### How the Sathee Scheme Works

After registering on the NCERT Sahee portal, students can choose the field they are preparing for — engineering, medical, or SSC. They will then have access to video solutions, books based on NCERT syllabi, live classes, and mentoring. The teaching happens online via the portal, as well as through television broadcasts on various DTH channels, expanding its reach to areas with limited internet connectivity.

The platform is equipped with a chatbot to handle student queries and facilitate easy access to resources. The Sahee portal operates from 10 AM to 6 PM every day except Sundays and government holidays.

Feature	Details
Registration	Free for all students
Subjects Covered	Engineering (JEE), Medical (NEET), SSC, others like CUET
Learning Resources	60,000 questions, 10,000 hours of video lectures
Languages Available	English, Hindi, other regional languages
Expert Guidance	Professors and mentors from IITs, NITs, AIIMS
Self-Assessment	AI-based tracking of progress and personalised feedback
Crash Course	45-day intensive preparation courses

### Expanding Beyond Traditional Coaching

The Sahee scheme is not just a cost-effective alternative to private coaching centres but also a tool that emphasises self-learning, mentorship, and inclusion. With a focus on equality, the NCERT has ensured that students from underprivileged backgrounds, rural areas, and non-English-speaking communities get the same opportunities as those in urban, well-funded institutions.

This initiative is expected to significantly level the playing field for students by offering access to high-quality education and competitive exam preparation resources, free of charge. With the growing number of registered students, it is clear that the Saathi scheme is rapidly becoming a vital resource in India's education ecosystem.

This scheme, developed in collaboration with IIT Kanpur and backed by the Union Education Ministry, demonstrates the government's commitment to reforming education and creating a more equitable system, reducing the reliance on expensive coaching institutions. By providing high-quality, accessible resources, the Saathi scheme promises to reshape how students prepare for their future careers.

### To register for coaching on NCERT's Sahee portal, follow these simple steps:

1. Visit the official [Sahee portal](#) on the NCERT website.
2. Create an account by entering your basic details such as name, email, and educational background.
3. Select the specific competitive exam you're preparing for, such as JEE, NEET, or SSC.
4. Once registered, you can access video lectures, self-assessment tools, and live sessions.

To ask a question under the "Ask Me Anything" section, fill out the Google form on the portal, providing your query and exam details. An expert will respond with guidance.

**Ready to lead with AI? Enroll now with GrowFast to transform your business strategy. [Click here!](#)**

For more news like this visit [TOI](#). Get all the [Latest News](#), [City News](#), [India News](#), [Business News](#), and [Sports News](#). For [Entertainment](#)

## AAP launches 'Shiksha Par Baat' initiative

EXPRESS NEWS SERVICE  
NEW DELHI, OCTOBER 17

- # How does a government ensure technology benefits children?
- # What skills need to be developed to encourage entrepreneurship?
- # How do children uphold the Constitution?

These are part of a letter received by parents and children with whom former Delhi deputy chief minister Manish Sisodia will hold meetings under the 'Shiksha Par Baat' initiative, launched by AAP on Thursday.

With the party keen on focusing on core sectors such as education and health ahead of the Delhi elections, Sisodia on Thursday interacted with parents and chil-



Manish Sisodia at the meeting on Thursday. Express

dren from his constituency of Patparganj under the initiative.

Ahead of the event, an invitation with a letter was sent to people, which spoke about free coaching for students, better infrastructure and teachers receiving training. "Our aim is to con-

tinue this momentum, to ensure that it never stops. Unfortunately, there are still people who do not want poor children to succeed... We must confront this mentality and keep such people away from governance, so they cannot obstruct your children's education,"

the letter stated.

"During the sessions, Manish Sisodia will invite parents to share their views on the future of education, focusing on key areas such as integrating technology into learning, developing skills for the future job market, and fostering an inclusive, equitable education environment," the AAP said.

Delhi BJP president Virendra Sachdeva called the initiative a "gimmick". "The entire education system is in a pathetic state. The launch of 'Shiksha Par Baat' dialogue at the fag end of government's term shows that its just a gimmick. Moreover, the launch by Manish Sisodia, who is no longer a minister, proves that it's nothing more than the politicalisation of schools..." he said.

Page No-1, Indian Express

## JNU plans Shivaji centre: Lessons from his era on Akhand Bharat concept

VIDHEESHA KUNTAMALLA  
NEW DELHI, OCTOBER 17

THE JAWAHARLAL Nehru University (JNU) is planning to start a 'Centre of Excellence' named after Chhatrapati Shivaji Maharaj, which will draw lessons from his era to understand the "concept of Akhand Bharat" and his "struggle for Hindavi Swaraj", *The Indian Express* has learnt.

The Chhatrapati Shivaji Maharaj Centre for Security & Strategic Studies in the School of International Studies, which will be supported by the Maharashtra government, will focus on teach-

ing Indian strategic thought, Maratha military history, Shivaji's naval strategy and guerilla warfare among other subjects, according to the proposal reviewed by *The Indian Express*.

The centre is expected to offer diploma, undergraduate and postgraduate courses starting July 2025.

When contacted, Professor Amitabh Mattoo, Dean of School of International Studies at JNU, told *The Indian Express*: "The idea to start the centre originated from the Vice-Chancellor and some faculty members... The Maharashtra government too

CONTINUED ON PAGE 2

# AI: Redefining learning in the 21st Century



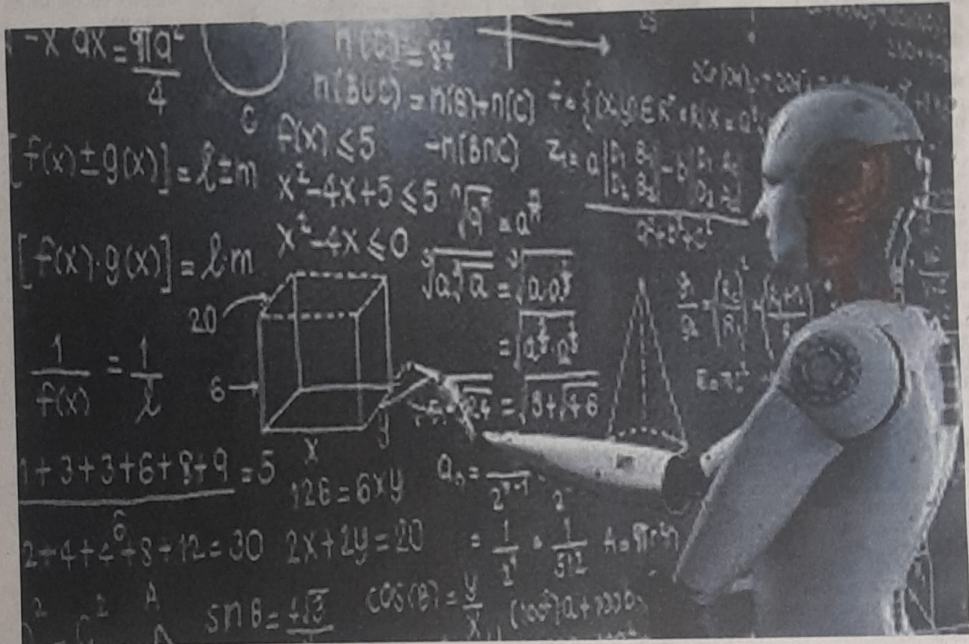
Teaching methods and workplace demands are evolving rapidly, pushing educational institutions to adopt new paradigms that keep pace with the changing times

It is now being increasingly recognised that artificial intelligence and technology use are going to alter the nature of learning, as few things have in the last 100 years. The fundamental nature of change and its pace is nothing new if one goes back over six or seven decades ago.

The digitisation process altered the nature of learning numerals. The use of calculators rendered memorising multiplication tables substantially irrelevant. There was a sea change that has only increased its reach and depth with each passing decade. From calculators to the computerisation and successive upward scaling of computerisation competencies rendered not only the tables and the algorithms only marginally relevant, but even the log tables became a matter of history.

After some initial reluctance to allow a mechanical instrument into the classroom and the examination hall, the nature of learning was adjusted to the new realities. The machine-added reality became the new paradigm. The nature of learning changed slowly but surely from working through one's memory to getting used to machines and their algorithm. The orientation changed from falling back on mental collaborations to machine-led solutions. Changes in technology also needed learning but of a different order.

The dualism of specialisation was more in demand for staying current in the employment market. Indeed, machines started competing with each other in a manner of speaking and a classical example would be the different technology modes used in the manufacture of a jet plane (Ilyushin) in Russia and the technology used in a Boeing aircraft. The new realities required a new approach to what could be termed as 'new learning'. The nature of teaching arithmetic, mathematics, and more all underwent a change, and a revolution bigger than many had hit the classroom. The nature of this revolution was significant because it was a



continuing revolution, and today, it confronts the learner through various forms of artificial intelligence, also. The notions of mechanical search have not only revolutionised the search for information but even rendered encyclopedias decoration pieces in fancy drawing rooms.

They have now, perhaps, become a showcase of how learning used to be not so long ago. All this has implications not only for the classroom but also for the workplace. The exact manifestation of this is not clear, but the rumblings go on. Whereas earlier on, learning organisations used to pay equal focus on how to teach. Now the focus is equally on what and how to teach. The pressure in both the classroom and the workplace is equally intense, calling for a paradigm shift.

The real challenge for learning organisations lies in embodying the paradigm shift. It will be useful to remind oneself that learning



TODAY, LEARNING REQUIRES THE COMPETENCE TO APPRECIATE THE NEW AND EMERGING PATTERNS OF TECHNOLOGY. NOT SO LONG AGO, LITERACY WAS IMPORTANT TO THE USE OF A MACHINE BECAUSE ONE HAD TO PUNCH THROUGH THE ALPHABET

137

organisations is nothing new.

As a proposition, the need to keep reinventing oneself has been commonplace. Not so long ago, the focus was on keeping the mind open. Much of that has now metamorphosed into almost a new paradigm: keeping the mind growing. Enhancing of skills and competencies continues to be a defining trait of a learning organisation. It is simply not possible to confine oneself just to 'keeping the mind open'.

Today, learning requires the competence to appreciate the new and emerging patterns of technology. Not so long ago, literacy was important to the use of a machine because one had to punch through the alphabet.

Now the situation has reached a context where even if one does not have the competence to punch an alphabet, one can speak into a machine and the machine will comply. At the moment, this process is at an early stage, but the problems that it means to tackle are

expanding every day.

The change in the gamut of learning is important because if one can solve problems without being able to write, there indeed is a revolution in the entire paradigm of learning. The proposition, therefore of a learning organisation is undergoing several fundamental reformulations.

There was a time in the 20th century when technology altered the nature of distance, and now there seems to be an emerging approach to technology that can alter the nature of time itself. Time present and time future are ready to merge into each other through technological interventions, allowing one to pass through a time machine, even if only temporarily. These are fundamental postulates and need rethinking far more deeply than what we have been able to do at present

*(The writer is a well-known management consultant of international repute; The views expressed are personal)*

## Students under 6-yr age can't be denied admission to Class I: HC

**LEGAL CORRESPONDENT**

**SHIMLA, OCTOBER 17**

The HP High Court has directed the state government to implement the National Education Policy (NEP)-2020 in a phased manner, as suggested by the Union Government.

The court directed the government that students, who are under the age of six years and have already completed pre-school curriculum, could not be denied admission to Class I for the 2024-25 academic session.

A Division Bench comprising Chief Justice Rajiv Shakhder and Justice Satyen Vaidya passed the judgment on a batch of petitions espousing the cause of those students, who were less than six years of age even on September 30,

2024, and had already completed their pre-school curriculum but were being denied admission to Class I.

The petitioners have raised the grievance that through communications issued on November 24, 2023, and February 16, 2024, the state government decided to implement the provisions of the NEP-2020 in an arbitrary manner and as a result, a large number of students (likely to be in thousands) would have to repeat the UKG, which would not only impede their intellectual and psychological development but would also cost the poor students in terms of money.

The court allowed the petitions and observed, "The Right of Children to Free and Compulsory Education (RTE) Act, 2009, has been

enacted to achieve the objectives as enshrined in Article 21A of the Constitution. The RTE has made it mandatory for every child of the age of six to 14 years to have free and compulsory education in a neighbourhood school till the completion of his/her elementary education. The term "child" under the Act means a male/female child of the age of six to 14 years. The term "elementary education", as per the said Act, means education from Class I to VIII.

The court observed, "Against this backdrop, before the advent of the NEP-2020, we see no embargo on the admission of a student below six years of age to Class I. However, such a student will not be entitled to the benefit of free education at the elementary level before the age of six years."



## NCERT 'SATHEE' Portal: Free Preparation Platform to NEET and SSC Exams; Check How To Use!

**'SATHEE' Portal For JEE, NEET And SSC Preparation:** The National Council Of Educational Research And Examinations (NCERT) has launched a new scheme to help students who are preparing for competitive exams. The portal Self-Assessment and Help For Entrance Exams (SATHEE) is designed to assist students prepare for competitive exams at no cost. Check this article to know more.



By **AKSHITA JOLLY**  
OCT 18, 2024, 19:02 IST

The banner features the SATHEE logo on the left, which includes a sun and two figures. To the right of the logo, it says "SATHEE is LIVE on SWAYAM PRABHA" with a red play button icon. Below this, it reads "TH CHANNELS SATHEE (COMPETITIVE EXAM)". A row of five channel thumbnails follows, labeled CH 02, CH 03, CH 04, CH 05, and CH 06. A large grey rounded rectangle in the center contains the text: "NCERT Introduces Free 'SATHEE' Portal For JEE, NEET And SSC Preparation: Check Deets Inside". At the bottom, a blue circle with a play icon is followed by the text: "Daily live doubt clearing (P, C, M, B) session (10am to 6pm) except sunday and holidays".

NCERT 'SATHEE' Portal For JEE, NEET And SSC Preparation and Other Competitive Exams

**NCERT 'SATHEE' Portal For JEE, NEET And SSC Preparation:** NCERT has introduced the 'SATHEE' portal to provide students with free coaching for JEE (Engineering), Medical (NEET), Bank, SSC and other exams.





## Related Stories

[NCERT Solutions for Class 10 Biology Chapter 13 Our Environment: Download Free PDF](#)

[NCERT Solutions for Class 10 Maths Chapter 8 Introduction to Trigonometry: Download Free PDF](#)

[Today's School Assembly News Headlines \(October 21, 2024\): Diwali Updates From Government, Israel-Gaza war Updates, India Vs New Zealand, Current Affairs and Other News in English](#)

Advertisement

## What Is NCERT 'SATHEE' Portal?

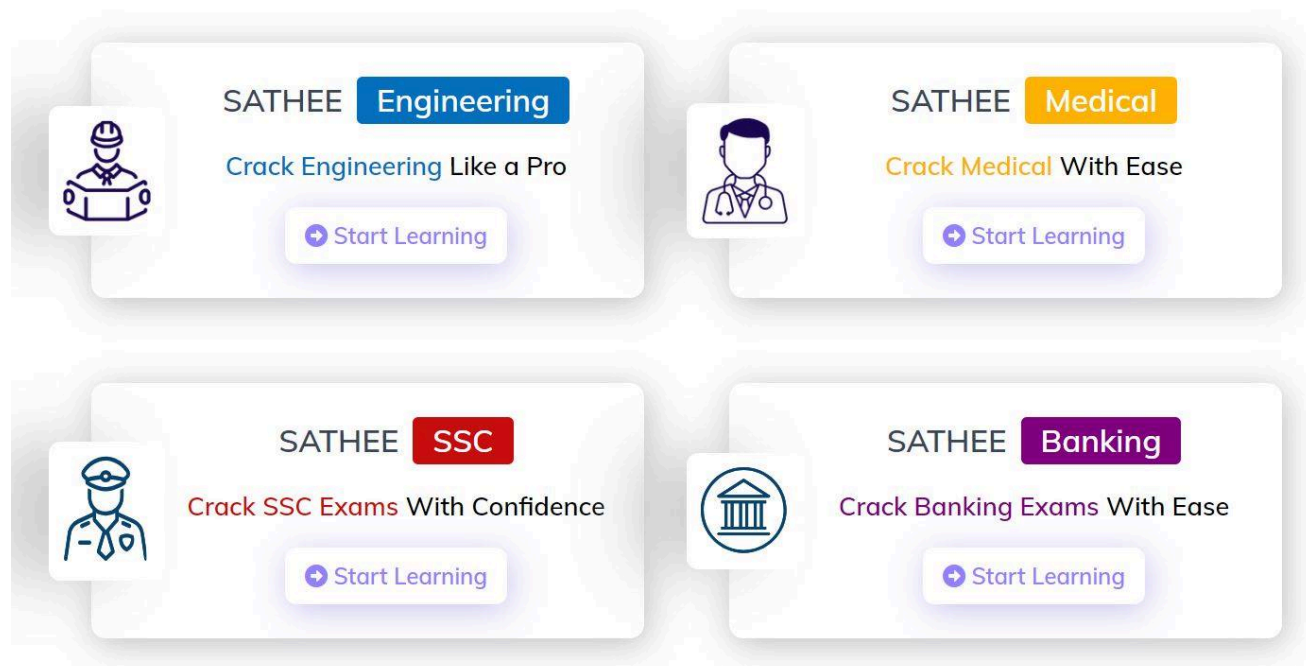
NCERT in collaboration with IIT Kanpur has launched the SATHEE portal to provide quality education to students who want to take competitive exams like NEET, JEE or SSC. The online platform gives access to free learning resources, professional coaching, video lectures and sample examinations.

The portal is made to support students from remote and rural locations by offering high-quality learning resources and study material for the students. Nowadays, private coaching has become too expensive and is not easily affordable. So,

this free portal is a lifesaver for students who are not able to afford private coaching classes.

This initiative of free coaching is a part of government's large efforts to give equitable education to all.

Also, check: [CBSE Class 10 Home Science Sample Paper With Marking Scheme 2024-25](#)



## How 'SATHEE' Portal is Helpful for JEE, NEET and SSC Aspirants?

Students can use the 'SATHEE' portal to prepare for entrance exams like JEE, NEET and SSC in many other ways:

- **Study resources** available for all subjects.
- **Practise tests and mock tests:** Students can take self-assessment tests that can help them with their final preparation. The mock tests also provide immediate solutions through which students can take a look at their weak areas.
- **Mentorship and Guidance:** There is a personalised mentorship feature on the app that allows the students to get personalised learning with the help of experienced professionals.
- **Interactive Learning:** The portal also provides live webinars and interactive sessions with Subject Matter Experts that can guide the students to prepare well for these competitive exams.
- **Customised Learning Paths:** Students can create personalised learning plans based on their strengths and weaknesses. The SATHEE platform offers tools to track progress and adjust the study plan accordingly, ensuring that students cover all the required topics efficiently.
- **Exam-focused Preparation:** The portal provides exam-specific resources like previous years' question papers, frequently asked questions, and section-wise practice questions, all designed to prepare students for the exact format and difficulty level of the exam. For SSC aspirants, there are specific practice sets for reasoning, quantitative aptitude, and general awareness, along with tips for time management and accuracy. By utilising these resources, students can structure their study time, strengthen weak areas, and gain confidence in tackling their respective entrance exams.



Advertisement

## Key Features of the SATHEE Portal

- **Self-paced learning:** Students can learn at their own pace and also customise their study plan with the help of this platform.
- **Live interaction:** The portal also offers the feature of live interaction with experienced professionals that helps the students guide them for their academic journey. Students can enhance their learning experience with the help of these live interactive sessions.
- **Mentorship:** The platform provides personalised guidance from experts that can help the students navigate their preparation for the final exams.
- **Community Support:** Discussion forums foster a supportive community where students can share insights about what they have learned or any topic that they want to discuss in detail.
- **Multilingual Content:** Well, we can say language is not a barrier in this app as the portal has provided video lessons in many languages that students can access easily.
- **Free Doubt Solving Feature:** The SATHEE platform is also equipped with a Chatbot that will help the students solve their queries and doubts.

Advertisement

**CHECK:** [Direct Link To Visit The SATHEE Portal](#)

## How To Register On the SATHEE Portal?

1. Visit the official website on NCERT to open the SATHEE portal.
2. Create an account by entering the basic details like name, education and email.



Also, mention which exam you are preparing for.

4. Once registered, you can open your account and get access to all the resources available on the platform.

5. There is also a chatbot option, 'Ask Me Anything' that can guide the students with anything regarding the portal.

## Other Related Links

Advertisement

- [Essay on AI \(Artificial Intelligence\) For School Students](#)
- [5 Months Study Plan for CBSE Class 12 Physics for Board Exam 2025 to Score Good Marks](#)

Get here latest **School**, **CBSE** and **Govt Jobs** notification and articles in English and Hindi for [Sarkari Naukari](#), [Sarkari Result](#) and [Exam Preparation](#). Download the Jagran Josh [Sarkari Naukri App](#).

Next Article

[Synonyms Words List With Meaning For Kids And Students](#)



## Trending

TSPSC Group 1 Hall Ticket 2024

IBPS PO Admit Card 2024

ADRE Grade 4 Admit Card 2024

UGC NET Result 2024

RSMSSB CET Admit Card 2024

Festive trend alert!| Shop Aurelia's latest Festive Collection

Aurelia's Festive Collection | Sponsored

Shop Now

# Karnataka govt partners with J-PAL for policy innovation in school education

Published - October 19, 2024 07:16 pm IST

ANI



Bengaluru school children at interactive health festival. | Photo: Murali Kumar/The Hindu | Photo Credit: MURALI KUMAR K

The Government of Karnataka has partnered with the Abdul Latif Jameel Poverty Action Lab (J-PAL) South Asia to set up a "learning lab" to solve some of the biggest challenges in school education through science and data. The "learning lab" will enable global research insights to shape Karnataka's school education policies while giving fresh impetus to scientific evaluations of new and existing school education programmes through randomised evaluations.

The Government of Karnataka's Department of School Education and Literacy (DoSEL) will work with J-PAL South Asia to rapidly expand the reach of innovative policy solutions that have been effective in strengthening foundational learning and reducing learning gaps of children. This effort stands to benefit children across age groups, from early childhood to adolescence.

This knowledge and research collaboration enables DoSEL to leverage J-PAL South Asia's technical expertise to identify, adapt, and implement scientifically-proven education interventions from India and around the world. A memorandum of understanding was signed by Mr. KN Ramesh , I.A.S, State Project Director, Samagra Shikshana Karnataka, Department of School Education and Literacy, Government of Karnataka and Shobhini Mukerji, Executive Director, J-PAL South Asia, in the presence of Madhu Bangarappa, Minister for Primary & Secondary Education, Government of Karnataka, Ritesh Kumar Singh, Principal Secretary, Department of School Education and Literacy, Government of Karnataka and Iqbal Dhaliwal, Global Executive Director, J-PAL.

On foundational learning, DoSEL and J-PAL South Asia will explore ways of integrating the Every Child Counts curriculum into Karnataka's pre-primary school curriculum Chili Pili Plus, reaching 6000 children across six districts. Every Child Counts is a game-based maths curriculum for four-to-six-year-old children that has been refined and tested over six years. Evidence from randomised evaluations in Delhi led by J-PAL co-founder and Nobel Laureate Esther Duflo and cognitive psychologist Elizabeth Spelke suggests the curriculum improved innate and formal maths skills of children in kindergarten and grade 1. J-PAL South Asia will also work with DoSEL as a knowledge and research partner on Maru Sinchana and Ganitha Ganaka, two of Karnataka's newest school education programmes.

Maru Sinchana is a targeted instructional programme to boost learning outcomes of students between grades 6 and 10. Ganitha Ganaka is a phone-based, tailored instruction approach to improve math learning among children between grades 3 and 5 across 93 aspirational blocks. Both programmes have been informed by evaluations done in India and around the world by researchers part of J-PAL's network, including Noam Angrist (University of Oxford), Adrienne Lucas (University of Delaware), and Anne Fitzpatrick (The Ohio State University) among others.

As part of this partnership, a research team led by J-PAL affiliated professor Todd Pugatch (Oregon State University) will be studying the impact of building leadership competencies of head teachers and principals on school improvements, school management practices, and student learning. The study will take place across 396 government secondary schools in Raichur and Bidar districts of Karnataka. This partnership is supported by a coalition of organisations at the forefront of the evidence-based policymaking movement: USAID's Development Innovation Ventures, What Works Hub for Global Education, Alokkit, Youth Impact, Transform Schools, Mantra4Change, Key Education Foundation and ASPIRE, a joint initiative by J-PAL South Asia and Veddis Foundation set up to drive policy impact at scale.

The Abdul Latif Jameel Poverty Action Lab (J-PAL) is a global research center working to reduce poverty by ensuring that policy is informed by scientific evidence. Anchored by a network of over 900 affiliated researchers at universities around the world, J-PAL conducts randomised impact evaluations to answer critical questions in the fight against poverty. J-PAL was launched at the Massachusetts Institute of Technology in 2003 and has 7 regional offices around the world. J-PAL South Asia, hosted by the Institute for Financial Management and Research (IFMR), Chennai, has built partnerships for the generation of new research and advancement of evidence-informed policymaking with 30 Indian state and central government ministries, as well as training partnerships with the governments of Nepal, Bhutan, and Bangladesh.

Published - October 19, 2024 07:16 pm IST

## NCERT course: Registration for Diploma in Teaching of Science at Middle Stage extended, check details here

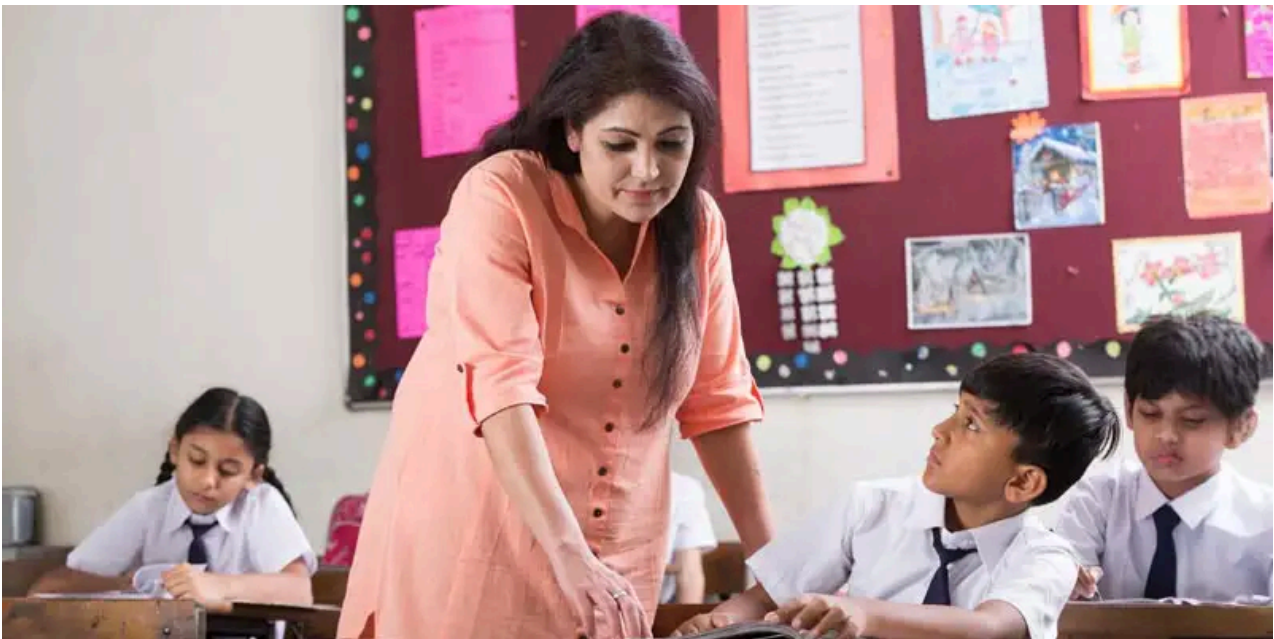
The online course consists of multimedia based interactive learning materials



Share



TNN | Posted October 19, 2024 12:43 PM



The National Council of Educational Research and Training (NCERT) has extended the last date to register for [Diploma in 'Teaching of Science at Middle Stage'](#). The course is for teachers of classes VI-VIII. Candidates who are eligible can visit the official website of NCERT by October 31, 2024, to apply.

Those who register will have to pay Rs 2,000 to complete the registration process. The mode of payment is online.

This is a purely academic course conducted online, primarily for teachers dealing with Science at the middle stage (classes VI-VIII) in schools. The aim of this course is to help in the professional development of a large number of pre-service and in-service teachers to become reflective and competent practitioners. The course consists of multimedia based interactive learning materials. Each module starts from the basics and attempts to develop the learner's understanding up to a significant conceptual depth.

### Eligibility criteria

Candidates having Bachelor of Science (BSc) degree and in-service teachers teaching Science for classes VI-VIII across the country are eligible to apply for the course. Aspirants having a diploma or degree in education, pre-service teachers pursuing their diploma or degree in education or any other individual directly involved in science education can also apply.

Visit the course website [www.ncertx.in](http://www.ncertx.in) and make a payment of Rs 2000 using the link provided. Within a week after making payment, you will receive an 'Invitation' email from NCERTX. Follow the instructions given in the email to complete the enrolment process. The same email ID has to be used everywhere.

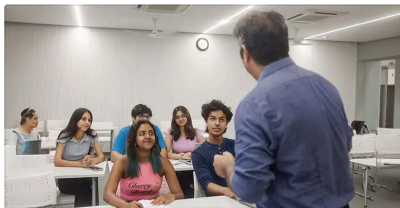
### Course details

The course consists of 40 modules. On an average, each module can be completed in 6-8 hours. Every Monday, a new module will be opened, and it is to be completed in a week. All the modules along with the final exam are to be completed in 40 weeks. The course is likely to end on August 10, 2025.

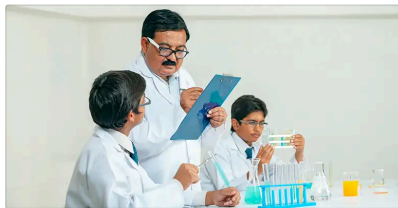
There is an objective test at the end of each module. It will be opened with its respective module for 15 days. Learners can appear for these tests as per their convenience within 15 days. There is a final exam at the end of course. Those learners who complete all the modules and appear in all the 40 tests will be allowed to appear for this final exam. It will be a timed exam, and the date will be announced in advance.

On successful completion, NCERT will award an e-certificate for 'Teaching of Science at Middle Stage'.

### Recommended Articles



By introducing NET scores, UGC makes PhD admissions hassle-free



To control discrepancies in theory and practical marks, CBSE suggests stricter internal assessments in schools



NMC mental health survey reveals long working hours, service bonds, and no stipend are triggering the young doctors



Recognition of allied health professionals has increased after Covid



Lack of infrastructure and trained educators hamper proper inclusion of children with special needs



CISCE high-performing schools set to offer a helping hand

### Latest Articles



AP TET 2024 ends today: Check final answer key, result dates



[LOCAL NEWS](#) [NICOBAR](#) [NORTH AND MIDDLE ANDAMAN](#) [SOUTH ANDAMAN](#)

## Vidyanjali 2.0 Launched to Boost School Education through Community Involvement [Best online courses](#)

 October 19, 2024  No Comments

Tarun Karthick

 [Sri.Vijaya.Puram, 19 October 2024](#)

On September 7, 2021, the Hon'ble Prime Minister of India, Narendra Modi, launched Vidyanjali 2.0, a school volunteer program aimed at enhancing the quality of school education by fostering community involvement. The program was introduced during the inaugural conclave of Shikshak Parv 2021 and is aligned with the National Education Policy (NEP) 2020.

Vidyanjali 2.0 invites a wide array of volunteers, including retired professionals, teachers, artists, alumni, NGOs, and corporate sectors, to directly contribute to the growth of government and government-aided schools. Volunteers can offer their knowledge and skills to improve the educational experience, while also providing schools with essential assets, materials, and equipment. The program, however, does not accept financial donations.

Enhance Your Leadership Skills & Achieve Career C  
with a Flexible 1-Year MBA Program

jguonline.edu.in

Through the Vidyanjali 2.0 portal, volunteers can select schools of their choice and contribute in various categories. These include subject assistance, teaching art and craft, yoga, sports, and vocational skills. Volunteers can also mentor students, provide career counselling, and sponsor school events or camps. In addition to services, contributions may include the development of infrastructure, supplying equipment for extracurricular activities, and supporting the maintenance of schools.

Those interested in participating can register on the official portal at <https://vidyanjali.education.gov.in>. With 323 schools already registered, the initiative aims to build a stronger educational future, especially in regions like the Andaman and Nicobar Islands. For further assistance, volunteers may contact the Vidyanjali 2.0 Coordinator, Mr. B. Neelaiah on 9434293379.

This initiative underscores the government's commitment to improving the education system by actively involving the community in shaping the future of young learners.

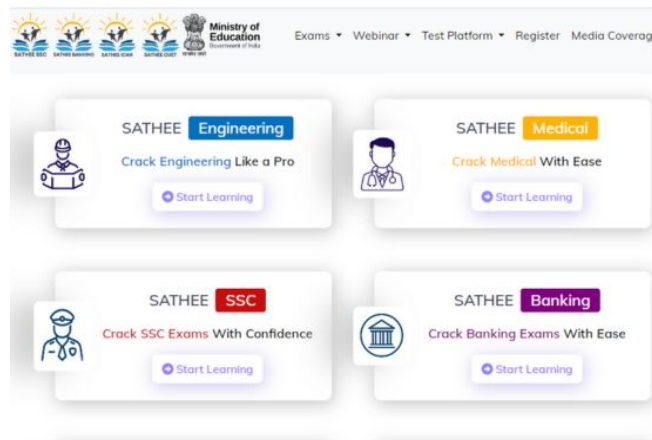
NCERT

# NCERT 'SATHEE' Portal: Free Coaching Platform for JEE, SSC, NEET, CUET Exams - Key Details



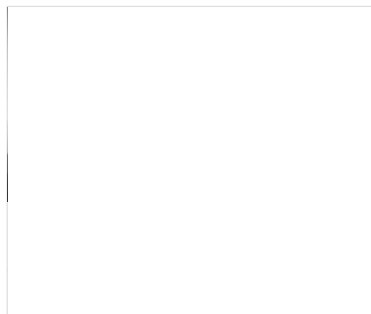
Our Correspondent

Posted on 19 Oct 2024 12:29 PM



SATHEE Portal

ADVERTISEMENT



## Summary

The National Council of Educational Research and Training (NCERT), in collaboration with IIT Kanpur, has launched the Self Assessment Test and Help for Entrance Exams (SATHEE) portal aimed at supporting students preparing for competitive exams like JEE, NEET, and SSC.

By providing high-quality, free resources and expert guidance, this initiative empowers students from all backgrounds to achieve their competitive exam goals and build successful careers.

The National Council of Educational Research and Training (NCERT), in collaboration with IIT Kanpur, has launched the Self Assessment Test and Help for Entrance Exams (SATHEE) portal aimed at supporting students preparing for competitive exams like JEE, NEET, and SSC. This initiative offers free learning resources, expert mentorship, video lectures, and practice tests, reducing the need for expensive coaching centers. The portal is designed under the National Education Policy (NEP) 2020 to make education accessible and equitable for all, especially for students from rural areas.



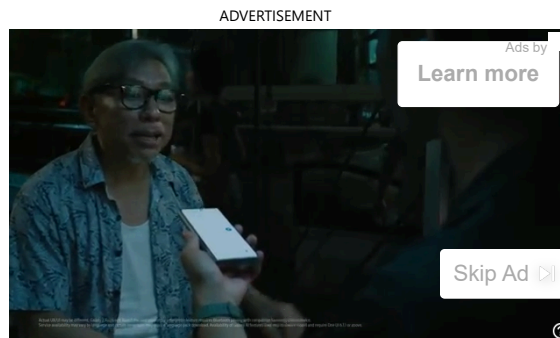
## ICMAI CMA December 2024 - New Exam Centres Announced, Correction Window to Close Soon

### Key Features

- **Free Learning Materials:** Access a vast library of over 80,000 practice questions and 10,000+ hours of video lectures.
- **Expert Mentorship:** Students will receive guidance from with over 600 subject experts and mentors from prestigious institutions like IITs, NITs, and AIIMS, providing live interactive sessions to share insights and experiences.
- **Self-Assessment Tools:** An AI-driven tool helps students assess their readiness for exams, offering personalized recommendations based on their strengths and weaknesses.
- **Multilingual Video Lectures:** The platform offers recorded lectures in multiple languages including English, Hindi, and regional languages, covering topics in engineering, medical, and SSC exam syllabuses.
- **Mock Tests and Crash Courses:** Intensive 45-day crash courses and curated mock tests provide real-time exam practice, ensuring thorough preparation.

ADVERTISEMENT

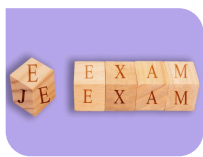
### How to Register on the SATHEE Portal:



- 1 Visit the official NCERT website to access the SATHEE portal.
- 2 Create an account by entering your name, educational details, and email.
- 3 Select the exam you are preparing for (JEE, NEET, or SSC).

After registration, students can access all the learning resources, including video solutions, mock tests, and live classes.

Additionally, the portal includes a chatbot feature, "Ask Me Anything," to assist students with queries regarding the platform.



## Major Update - JEE Main 2025: NTA Announces Changes in Exam Pattern; Applications to Begin Soon!

### Benefits of SATHEE

- **Reduced Reliance on Coaching Centers:** SATHEE empowers students to prepare for competitive exams effectively without relying on expensive coaching institutions.
- **Increased Accessibility:** The platform offers resources through online access and DTH channel broadcasts, making it accessible even in areas with limited internet connectivity.
- **Equity in Education:** The multilingual content and focus on remote areas promote equal opportunities for all students to succeed in competitive exams.

The SATHEE portal also extends its accessibility through DTH channels, ensuring students in areas with limited internet access can benefit from the learning materials. This platform is a significant step towards reforming the education system in India. By providing high-quality, free resources and expert guidance, this initiative empowers students from all backgrounds to achieve their competitive exam goals and build successful careers.

Last updated on 19 Oct 2024 ⌚ 12:29 PM

[NCERT](#)   [SATHEE Portal](#)   [Educational Initiatives by Government](#)

### SIMILAR STORIES



INDIA POST  
**India Post GDS 3rd Merit List 2024 Published - Check State Wise Shortlisted Candidate...**



RAILWAY RECRUITMENT BOARD (RRB)  
**Last Chance to Modify - RRB Technician Recruitment 2024 Application Correction Closes...**



UP NEET UG  
**UP NEET UG Counselling 2024 Round 3 Seat Allotment Result Out - Download Allotment**



MP NURSING SELECTION TEST 2024  
**MP Nursing Selection Test Admit card out on official website of**

## 20 students from India to participate in Sakura Programme 2024

Posted On: 19 OCT 2024 7:08PM by PIB Delhi

The Department of School Education & Literacy, Ministry of Education (DoSEL), is sending 20 school students and 2 supervisors to Japan to participate in the Sakura Programme 2024 along with 5 other countries from 20-26 October 2024. The enthusiastic and excited children were flagged off by Shri Charanjit Taneja, Deputy Secretary, DoSEL; Dr. Amarendra Prasad Behera, Joint Director, CIET-NCERT; and Ms. Kirti Panwar, Deputy Commissioner, Navodaya Vidyalaya in a ceremony at CIET-NCERT organised by DoSEL. The event was also attended by Mr. Kemmochi Yukio, Manager of the Japan Science and Technology Agency, and officials from DoSEL-MoE. These 20 students (10 boys and 10 girls) are from Navodaya Vidyalayas and alumni of the PRERANA program from across the country.



To develop the intellectual horizon and scientific exploration among young learners, the Japan Science and Technology Agency (JST) has been implementing the "Japan-Asia Youth Exchange Program in Science" also known as the "Sakura Science Programme" since 2014. India was added to the Sakura Program in 2015. The students are invited under the programme for short-term visits to Japan, giving them the opportunity to experience Japan's cutting-edge science and technology as well as its culture.

The National Education Policy (NEP) 2020, while emphasizing the importance of curriculum and pedagogy in schools, endorses that "Learning should be Holistic, Integrated, Enjoyable and Engaging in itself. Also, NEP-2020 states that in all stages, experiential learning will be adopted as standard pedagogy within each subject, and with explorations of relations among different subjects. It is in this context that educational trips and excursions to various places of importance in terms of historical, cultural, social and technological development are of paramount importance. Japan as a developed nation, a friendly country, along with technological advancements, is also a favourite destination for educational exposure. Therefore, visiting a country like Japan is always enriching and provides an opportunity for the exploration of innovative practices.

India participated in the program for the first time in April 2016. So far, 553 students and 85 supervisors have visited Japan under this programme. The last batch visited Japan in June 2024.

\*\*\*\*\*

**MV/AK**

(Release ID: 2066381) Visitor Counter : 1124

Read this release in: Tamil , Urdu , Hindi

## अमेजॉन पर एनसीईआरटी की किताबें एमआरपी पर मिलनी शुरू

ज्यादा कीमत पर किताब बेचने पर एनसीईआरटी की ओर से की जाएगी कार्रवाई

अमर उजाला ब्यूरो

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) की किताबें अमेजन पर एमआरपी रेट पर मिलनी शुरू हो गई हैं। यदि इस ई-प्लेटफॉर्म पर अभिभावकों को एमआरपी रेट से ज्यादा पर पुस्तक मिली तो दोषियों पर कार्रवाई की जाएगी।

अभी चौथी व पांचवीं की पुस्तकों को छोड़कर सभी कक्षाओं की पुस्तकें वहां उपलब्ध हैं। इसके अलावा एनसीईआरटी की ओर से प्रकाशित अन्य पाठ्य सामग्री को भी उपलब्ध करा दिया गया है। कई पुस्तकों की कीमत काफी कम होने के बाद भी पहली डिलीवरी मुफ्त की जा रही है। जबकि 500 रुपये की कीमत से कम का उत्पाद

एनसीईआरटी की ओर से अपने प्रत्येक विक्रेता को पुस्तक खरीदने पर 20% छूट दी जाती है

चौथी व पांचवीं कक्षा की पुस्तकों को छोड़कर बाकी सभी कक्षाओं की पुस्तकें उपलब्ध

होने पर डिलीवरी शुल्क अलग से लिया जाता है।

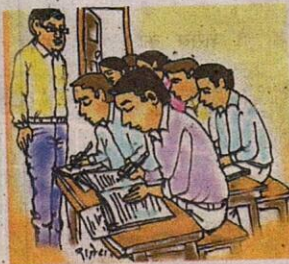
अक्टूबर के दूसरे सप्ताह में एनसीईआरटी का अमेजन सेलर सर्विसेज प्राइवेट लिमिटेड (अमेजन) के साथ समझौता हुआ। इससे अमेजन पर भी किताबें उपलब्ध करा दी गई हैं। इससे न केवल बाजार में मिलने वाली नकली पुस्तकों पर रोक लगेगी बल्कि अभिभावकों व छात्रों को किताब खरीदने की समस्या का

सामना भी नहीं करना पड़ेगा। एनसीईआरटी अधिकारियों के अनुसार हम अपने विक्रेता को पुस्तकें खरीदने के लिए 20 फीसदी की छूट देते हैं जिससे वह अपने खर्चों को निकाल सके। अमेजन के माध्यम से कोई भी एमआरपी रेट से ज्यादा कीमत पर अपनी पुस्तक नहीं बेचेगा। एमआरपी रेट से ज्यादा कीमत पर पुस्तकें मिलने की शिकायत पर कार्रवाई की जाएगी।

अधिकारियों के अनुसार यह भी प्रयास किया जा रहा है कि किताब की बाजार में अनुपलब्धता होने पर पहले ही उसे ई-कॉमर्स कंपनी पर ऑनलाइन ही उपलब्ध करा दें जिससे अभिभावकों व छात्रों को दिक्कत न हो। साथ ही बाजार में विक्रेताओं के पास पुस्तकें मिलती-रहेंगी।

## स्कूलों में नए सत्र से नई पाठ्यपुस्तकें पढ़ेंगे आठवीं तक के छात्र

जागरण ब्यूरो, नई दिल्ली : नए शैक्षणिक सत्र से स्कूलों में कई बड़े बदलाव देखने को मिलेंगे। इनमें सबसे अहम है कि मिडिल यानी आठवीं तक पढ़ाई अब नई पाठ्यपुस्तकों से होगी। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने इन सभी पाठ्यपुस्तकों को समय से उपलब्ध कराने को लेकर तैयारी तेज कर दी है। ये पाठ्यपुस्तकें नई राष्ट्रीय शिक्षा नीति (एनईपी) की सिफारिशों के अनुरूप तैयार की जा रही हैं।



एनसीईआरटी इससे पहले प्री-प्राइमरी, पहली, दूसरी, तीसरी और छठी कक्षाओं की नई पाठ्यपुस्तकें एनईपी के अनुरूप तैयार कर चुकी

है। इसे चालू सत्र से ही केंद्रीय विद्यालय, नवोदय विद्यालय सहित कई राज्यों में लागू भी कर दी गई है। मिडिल स्तर की बाकी चार कक्षाओं की पाठ्यपुस्तकें भी लगभग तैयार हैं। छात्रों को नई पाठ्यपुस्तकों से जोड़ने के लिए प्रवेशिका नाम से एक पाठ्यपुस्तक भी तैयार की गई है, जो पुरानी पाठ्यपुस्तकें पढ़कर आने वाले छात्रों को नई किताबों से जोड़ने का काम करेगी। यह सभी विषयों और सभी भाषाओं में तैयार की जा रही है।

नए सत्र से 10वीं-12वीं की दो बार बोर्ड परीक्षा होगी

सत्र 2025-26 से स्कूलों में एक और बदलाव होने जा रहा है। इसके तहत 10वीं-12वीं की बोर्ड परीक्षा अब साल में दो बार आयोजित होगी। इनमें पहली परीक्षा फरवरी-मार्च में जबकि दूसरी परीक्षा अप्रैल-मई में होगी। छात्र इन दोनों परीक्षाओं में या फिर किसी एक में शामिल हो सकेंगे।

# Govt schools look for students in classes 6 & 9 with IQ of 120 & more, to offer spl training

SOPHIYA MATHEW  
NEW DELHI, OCTOBER 19

A CLASS 6 student sat next to her father in the auditorium of a government school in Kalkaji. The hall was packed with around 60 other parents. A special educator from the Inclusive Education Branch of the education department (IEB) explained the purpose of the gathering. "You must have noticed your children are curious, they ask a lot of questions...?" Behind him a monitor on the stage reads, "Abhishikt ke parinam kya hai (what is the outcome of Abhishikt).... For teachers to answer the doubts raised by the curious minds."

The parents know they were invited to the gathering for a purpose. Their children are among the 172 students shortlisted from a pool of 6,000 who would undergo tests to see if they have an IQ (intelligence quotient) of 120 or above. Across Delhi government schools, a search is on to look for such "gifted" students from classes 6 and 9.



A gathering of parents at a govt school. Express

Under 'Project on Gifted and Talented Students (Abhishikt)' — a pilot project of the Delhi education department and the State Council of Educational Research and Training — students will undergo psychological tests and IQ assessments to identify and assess gifted students. These children will be provided "accelerated learning" in 15 designated CBSE schools, where trained teachers will teach them a specially designed curriculum. The project, formally announced on March 6, was initiated last December.

A team of special educators,

general teachers and senior administrators from the IEB had visited the Jnana Prabodhini Institute in Pune, which has a unique programme for "gifted children".

Stuti Gaur, IEB official who is the senior project coordinator, said: "Students who are gifted, have special talents or high ability, often go unnoticed and un-nurtured since they are only seen as good academic performers." Social and emotional needs of such students remain unfulfilled, she added.

On September 28, 6,000 students from classes 6 and 9 attended the Culture Fair Intelligence Test (CFIT) — the first round. While 172 Class 6 students cleared CFIT, results for Class 9 students are yet to be announced.

The 6,000 students were nominated after school principals recommended their names on the basis of a behaviour checklist provided by the IEB that covered five development domains — physical, social, moral, intellectual and emotional. The next step will be conducting standardised IQ assessment tests. For this, con-

sent of parents of shortlisted candidates was required. For this purpose, an orientation programme was held on October 15 and 16.

The finalisation of the 15 government schools, which will execute the programme, is still on, said officials. The schools will follow the CBSE curriculum with additional curated content, Gaur said. "The curriculum designed by a pool of subject-wise resource persons will focus more on activities and research-based learning. There will be more references, exposure visits, and reading material....," Gaur said, adding that psychologist counsellors will be roped in to provide support.

Isha Kanhare, a senior psychologist who was part of the Jnana Prabodhini team, pointed out that just because such students have higher cognitive abilities, it would not mean they are emotionally or socially compatible. "Parents should not have the misconception that their children are superior in stereotypical sense... the focus should be to nurture their talent, meeting all needs, including emotional."

**Related News**

Experts Call For Stronger Education-Industry Links To Combat Job Disruption

Dharmendra Pradhan Meets Singapore PM To Strengthen Educational Ties

Planning To Study In US? Check This Scholarship

**Trending News**

1 Live Updates: Climate Change, Art, Diplomacy, Finance In Focus At NDTV

# NCERT's "Sathee" Portal Offers Free Coaching And Mock Tests For JEE, NEET

NCERT Sathee Portal 2024: This platform is an entirely online resource designed to assist students in preparing for competitive exams.

Edited by: Rahul Kumar | [Education](#) | Oct 20, 2024 17:46 pm IST ⓘ

Read Time: 3 mins



The screenshot shows two main sections: 'SATHEE Engineering' with the tagline 'Crack Engineering Like a Pro' and 'SATHEE Medical' with 'Crack Medical With Ease'. Both sections feature a 'Start Learning' button. A central icon of a doctor is also visible between the two sections.

The screenshot shows two main sections: 'SATHEE SSC' with 'Crack SSC Exams With Confidence' and 'SATHEE Banking' with 'Crack Banking Exams With Ease'. Both sections feature a 'Start Learning' button. A central icon of a classical building is visible between the two sections.

Image credit: sathee.prutor.ai

NCERT Sathee Portal 2024: It offers free educational materials, video lessons, mock tests.

To help students prepare for competitive exams such as engineering (JEE), medical (NEET), and others, the National Council of Educational Research and Training (NCERT) has launched the 'Sathee Portal 2024.' Study resources are available on the portal in Hindi, English, and other regional languages. To take advantage of this facility, students will need to register on the [official website](#).

The 'Sathee' platform is an entirely online resource designed to assist students in preparing for competitive exams. It offers free educational materials, video lessons, mock

tests, and expert guidance. Additionally, the platform supports students from diverse backgrounds, providing free educational resources.

In line with the National Education Policy (NEP 2020), the government aims to ensure equitable access to education through initiatives like this free coaching programme. By offering no-cost study materials through the 'Sathee' portal, the government seeks to reduce educational disparities and promote equal opportunities for students nationwide. Reportedly over 4.37 lakh students have registered to benefit from this initiative.

### **NCERT Sathee Portal 2024: How It Functions**

After signing up on the NCERT 'Sathee' portal, students can choose to prepare for exams like engineering, medicine, or SSC. They will then have access to live lessons, tutoring, NCERT-based books, and video solutions. The programme is also broadcast via DTH channels to reach areas with limited internet connectivity. A chatbot is also available on the portal to assist students with queries and provide easy access to resources. The portal operates daily from 10am to 6pm, except on Sundays and government holidays.

### **NCERT Sathee Portal 2024: Key Features of the Free Education Portal**

A 45-day crash course for JEE has been launched to help students prepare for JEE and other engineering exams. The resources are available for preparing for national exams like JEE and NEET.

Coaching is offered to all students. The portal is also useful for aspirants of GATE, CAT, and UPSC exams.

Expert mentors from leading institutions like IITs, NITs, and AIIMS provide support to students preparing for competitive exams. Guidance is offered through live interactive sessions, where both mentors and senior students assist participants.

The portal features video lectures in various regional languages on subjects related to engineering, medicine, and SSC. This ensures students from different linguistic backgrounds can benefit from the content.

An AI-driven self-assessment tool helps students evaluate their progress and readiness

for exams. It tracks learning patterns, identifies strengths and weaknesses, and offers personalised recommendations for improvement.

The platform also includes mock tests and problem-solving sessions curated by subject experts, giving students practical exam experience.

 Comments

### **NCERT Sathee Portal 2024: Registration Process**

- Visit the official NCERT website by following the link [sadee.prutor.ai](https://sadee.prutor.ai).
- Create an account by entering your name, email address, and previous academic details.
- Choose the competitive exam you wish to prepare for, such as JEE, NEET, or SSC.
- Once registered, you can participate in live sessions, use self-assessment tools, and access video lectures.

---

Track Education News, Exam updates , Campus, Study Abroad related news live on NDTV.com

NCERT Sathee Portal 2024,  
Education News. JEE And NEET

NEWS » EDUCATION-CAREER » NCERT LAUNCHES 'SATHEE' PORTAL FOR FREE JEE, NEET, AND SSC STUDY RESOURCES: HERE'S HOW TO REGISTER

2-MIN READ

# NCERT Launches 'Sathee' Portal For Free JEE, NEET, And SSC Study Resources: Here's How To Register

Published By: [Surbhi Pathak](#) [Trending Desk](#) Last Updated: OCTOBER 20, 2024, 14:40 IST [New Delhi, India](#)



Students can access live classes, tutoring, books based on NCERT curricula and video solutions for various competitive exam on 'Sathee Portal 2024'. (Representational/ PTI Photo)

Students can choose to prepare for engineering, medicine, or SSC after registering on the NCERT 'Sathee' portal.

Follow us: [Whatsapp](#) [Facebook](#) [Twitter](#) [Telegram](#) [Google News](#)

The National Council of Educational Research and Training (NCERT) has launched 'Sathee Portal 2024', a free self-assessment tool, to assist students in getting ready for competitive exams such as engineering (JEE), medical (NEET) and others. The website provides study resources in Hindi, English and other regional languages. To access the facility, all candidates are urged to visit and register at the NCERT Sathee Portal 2024 via the official website – [sathee.prutor.ai](#).

## What Is NCERT Sathee Portal 2024?

RELATED STORIES



**NEET PG 2024 Counselling Schedule Expected To Be Out Soon At mmc.nic.i...**



**TS Inter 2025 Exam: TGBIE Opens Application For Private Arts Students ...**



**UPSC GK Russia V Top Ever**

The 'Sathee' portal, an entirely online platform, will be used for preparing for competitive exams, where students can get free learning materials, video lectures, mock exams and expert coaching. It offers a wide range of services to children from various backgrounds and helps to give free education to students.

As per the National Education Policy (NEP 2020) rule, the government's broader initiative is to ensure that everyone has fair access to education, including the free coaching program. By making readily available, cost-free study materials available via the 'Sathee' portal, the government hopes to close the achievement gap and advance equitable educational opportunities for kids throughout the nation. According to media sources, more than 4.37 lakh kids have reportedly enlisted to take advantage of this programme.

IMPACT shorts



### On This Day in 2019: India Sealed a 3-0 Victory Against South Africa in Home Test...

Five years ago, India completed a 3-0 Test series whitewash against South Africa. Rohit Sharma's double century in the final Test in Ranchi helped India win by an innings and 202 runs, securing their 11th...

Oct 22, 2024

[View All](#)

## LATEST NEWS



**NCERT Launches 'Sathee' Portal For Free JEE, NEET, And SSC Study Resources: Here's...**



**Rohit Sharma Provides Big Update About Rishabh Pant's Fitness After He Skipped...**



**Travis Head to Skip Pakistan White-ball Series for Family Time and Mental Reset Ahea...**



**Netanyahu Vows Iran Will 'Pay Price' For 'Assassination Bid', Tehran Says...**

## NCERT Sathee Portal 2024: How Does It Work?

Students can choose to prepare for engineering, medicine, or SSC after registering on the NCERT 'Sathee' portal. After that, they will get access to live classes, tutoring, books based on NCERT curricula and video solutions. In addition to being accessible online via the portal, the training is also aired on television via DTH channels, making it even more feasible to locations with limited internet connection. A chatbot is included in the software to answer questions from students and make materials easily accessible. Every day from 10 AM to 6 PM, except Sundays and government holidays, the 'Sathee' portal is open for students.

## NCERT Sathee Portal 2024: Features Of Free Education Portal

1. A 45-day JEE crash course has been introduced to assist students in getting ready for the JEE and other engineering exams. The study resources can be used by students to get ready for national competitive exams like JEE and NEET.
2. All students will be able to enjoy coaching classes. Candidates for the GATE, CAT and UPSC recruitment exams would also find this site helpful.
3. Renowned universities like IITs, NITs and AIIMS offer subject specialists and mentors to students who are preparing for various competitive exams. During live, interactive sessions, academic mentors and senior students offer assistance and guidance.
4. The website also offers video lectures in multiple languages on topics related to engineering, medicine and SSC. Since the lectures are given in a variety of regional languages, students with different linguistic backgrounds can still profit from the material.
5. An AI-powered self-assessment tool in the 'Sathee' portal assists students in assessing their growth and exam preparation. The application tracks how students learn, analyses their strengths and weaknesses, and offers customised suggestions for development.
6. Mock exams and problem-solving sessions selected by subject matter experts are a crucial part of the free education portal as they give students practice options for actual exams.

## NCERT Sathee Portal 2024: How To Register

Step 1. Click on this [linksadee.prutor.aito](#) access the official NCERT website.

Step 2. Register for an account by entering your name, email address and past academic records.

Top Videos

[View All](#)

 "World's First Haunted House Experience On..." Japan 'Zombie' Train Spooks...

[MORE LATEST NEWS](#)

### LIVE TV



### Horoscope



#### Aries

Ganesha says to take care to maintain your reputation in society, but also try to help others. Today will not only give you a chance to be proud of...

[Read More](#)

### TRENDING VIDEOS



Best Karwa Chauth Looks: Priyanka Chopra Makes A Cool Statement, Katrina Kaif Slays With...



Kylie Jenner, Kendall Jenner & Kim Kardashian Put Up An ICONIC Show At Academy Museum...

Step 3. Select the competitive exam, such as JEE, NEET, or SSC, for which you are prepared.

Swipe Left For Next Video


Step 4. After registering, you can attend live sessions, use self-assessment tools and watch lectures on video.


Tags: JEE MAIN | NCERT | NEET | SSC  
First Published: OCTOBER 20, 2024, 14:40 IST  
Last Updated: OCTOBER 20, 2024, 14:40 IST



Katrina Kaif, Priyanka Chopra, Parineeti Chopra, Sonakshi Sinha Share Glimpses Of Their Karw.


## LATEST BLOGS

 Latest Entertainment News  
Live Updates Today (October 22, 2024): Kartik Aaryan 8am..

 BRICS Summit 2024 LIVE: PM  
Modi Lands In Russia's Kazan  
To Rousing Welcome

 Bangladesh vs South Africa  
Live Score, 1st Test Day 2:  
Follow Scorecard, Match...

 Latest Entertainment News  
Live Updates Today (October 21, 2024): Hitler Review: Vijay.

 Bangladesh vs South Africa,  
1st Test Day 1 Highlights: SA  
Take 34-run Lead at Stumps

## PHOTOGALLERY

**9**  
PHOTOS | What Is SCO? A Multilateral Body  
Whose High-Level Meeting Jaishankar

**5**  
PHOTOS | Countdown To US Presidential Electio  
Key Facts To Know Ahead Of Novemb.

**10**  
PHOTOS | Happy Dussehra Images 2024: Wishes  
Quotes, Messages and WhatsApp...

# The Telegraph *online*

Tuesday, 22 October 2024



[HOME](#) [OPINION](#) [INDIA](#) [KOLKATA](#) [MORE](#) 



[Home](#) / [India](#) / National Council of Educational Research and Training books yet to bring back Mughals, Nehru dropped from school syllabus in 2022

## NCERT books yet to bring back Mughals, Nehru, dropped from school syllabus in 2022

Some educationists said the decision to delete 30 per cent of syllabus and material from textbooks was politically motivated and aimed at pleasing the government

**Basant Kumar Mohanty**

| New Delhi

| Published 20.10.24, 06:05 AM



Representational image

File picture

- f** The National Council of Educational Research and Training (NCERT) is yet to restore the content it had dropped from the school syllabus in 2022 citing Covid-induced disruption, raising questions over its intent behind the exercise.
- x**
- d**
- g** Some educationists said the NCERT's decision to delete 30 per cent of the syllabus and material from textbooks was politically motivated and aimed at pleasing the government, which was not happy with certain content.

ADVERTISEMENT

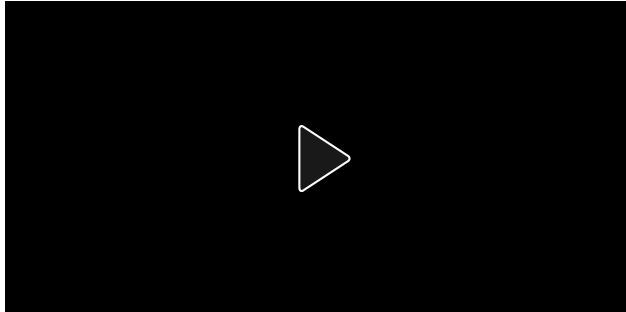
ADVERTISEMENT

The issue has assumed more significance since the National Testing Agency (NTA), which conducts entrance tests, has decided to withdraw certain exam relaxations that it had allowed during the pandemic.

In a notification issued on Thursday, the NTA said the Joint Entrance Examination (JEE) Main 2025 will return to its original format where section B will contain five questions per subject and candidates will be required to attempt all five.

ADVERTISEMENT

ADVERTISEMENT



In 2021, the NTA had increased the number of questions to 10 and gave candidates the option to attempt any five questions.

“The modification was introduced as a temporary measure to accommodate the challenges posed during the pandemic. Since the declaration of the UN World Health Organisation on Covid-19 as the end of public health emergency on May 5, 2023, it has been decided to discontinue the optional section of the questions,” the notification said.

In 2022, the NCERT had selectively dropped content from textbooks citing rationalisation of content load. Passages on the Mughals, the caste system, rise of Islam and Jawaharlal Nehru were discarded, attracting allegations of ideological bias.

Ashok Agrawal, a member of the Court of Delhi University (DU), said that the exercise of dropping content reflected the government’s agenda.

“The NCERT selectively removed content on subjects that the government does not want students to know. Had it been a genuine exercise, the content should have been brought back by now. But the NCERT has continued with the so-called rationalised content. It shows that the NCERT carried out the government’s agenda,” Agrawal said.

Academician Nandita Narain, a retired faculty member of St Stephen's College, said the pandemic was used as a pretext to introduce changes to the textbooks.

“Covid-19 was the excuse to change the books. They dropped large portions of Mughal history, Islam and social hierarchy. These changes were ideologically motivated,” she said.

---

RELATED TOPICS

NCERT

School Textbooks

Syllabus

Follow us on:



ADVERTISEMENT

## South India in panic over plummeting birth rates with parliamentary sea...

Once advocates of strict population control, southern politicians – from Chandrababu Naidu to MK Stalin – now plead for baby booms

The Telegraph *online*

The Telegraph *online*

Hockey, shooting, badminton among major sports axed from 2026 Glasgow Commonwealth...

*Mumbai: Sender of threat message seeking Rs 5 crore from Salman Khan now apologises*

News / Education Today / News / NCERT launches 'Sathee' portal for free NEET, JEE, and SSC study materials

## NCERT launches 'Sathee' portal for free NEET, JEE, and SSC study materials

The National Council of Educational Research and Training (NCERT) has launched a new initiative called Self Assessment Test and Help for Entrance Exams (SATHEE) to support students in their preparation for competitive exams like government services (SSC), medical (NEET), and engineering (JEE). This resource is available at no cost to students.

▶ Listen to Story

Share

ADVERTISEMENT



NCERT launches 'Sathee' portal for free NEET, JEE, and SSC study materials

### In Short

- The portal offers a 45-day crash course for JEE aspirants
- Students can join live interactive sessions with academic mentors
- Resources are available in multiple languages for broader access

The National Council of Educational Research and Training (NCERT) has introduced the 'Sathee Portal 2024', a free self-assessment tool designed to assist students in preparing for competitive exams such as the Joint Entrance Examination (JEE) and the National Eligibility cum Entrance Test (NEET). The portal offers study resources in multiple languages, including Hindi, English, and various regional languages.

Accessible via the official website [sathee.prutor.ai](https://sathee.prutor.ai), the fully online platform provides students with a wealth of resources, including free learning materials, video lectures, mock exams, and expert coaching. The initiative aims to provide equitable educational opportunities to students from diverse backgrounds, thereby supporting the government's commitment to inclusive education.

ADVERTISEMENT

Aligned with the National Education Policy (NEP) 2020, the Sathee Portal is part of a broader initiative to ensure fair access to education.



#### MUST READ

**When is Naga Chaitanya and Sobhita Dhulipala's wedding? All you need to know**

TRENDING TOPICS: [India-Canada Row](#) [Baba Siddique Murder](#) [Middle East Crisis](#)

By offering cost-free study materials and resources, the government aims to bridge the achievement gap and enhance educational opportunities for students across the nation. Reports indicate that over 437,000 students have already registered to utilise this beneficial programme.

### HOW TO REGISTER FOR THE NCERT SATHEE PORTAL 2024

Step 1: Visit the official NCERT website by clicking on this link: [sathee.prutor.ai](https://sathee.prutor.ai).

Step 2: Create an account by providing your name, email address, and previous academic records.

Step 3: Choose the competitive exam you are preparing for, such as JEE, NEET, or SSC.

Step 4: Once registered, you will have access to live sessions, self-assessment tools, and video lectures.

## **OTHER DETAILS**

**45-day JEE crash course:** A new crash course has been launched to help students prepare for the JEE and other engineering entrance exams.

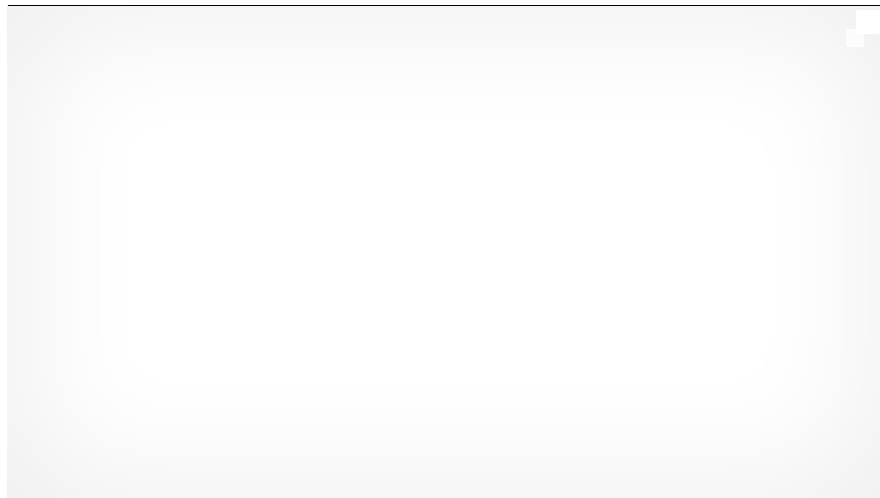
**Study resources:** Students can utilize various study materials designed for national competitive exams such as JEE and NEET.

**Accessible coaching classes:** All students will have the opportunity to participate in coaching classes.

**Support for multiple exams:** The platform is also beneficial for candidates preparing for GATE, CAT, and UPSC recruitment exams.

**Expert guidance:** Subject specialists and mentors from prestigious institutions like IITs, NITs, and AIIMS provide support to students.

**Live interactive sessions:** Academic mentors and senior students offer assistance and guidance during live sessions, ensuring personalised support.



# NCERT Unveils 'Sathee Portal 2024' Offering Free Resources to Students for JEE, NEET, and SSC Prep

By **digitalLEARNING Network** - October 21, 2024



The National Council of Educational Research and Training (NCERT) has launched the 'Sathee Portal 2024', a free online platform to aid the preparation efforts of students for competitive exams like the Joint Entrance Examination (JEE) and the National Eligibility cum Entrance Test (NEET). The portal offers resources in multiple languages, including Hindi, English, and regional languages, providing equal access to high-quality study materials.

The platform, accessible at [sathee.prutor.ai](https://sathee.prutor.ai), delivers free learning materials, video lectures, mock tests, and expert coaching, all aimed at improving students' exam readiness. This initiative supports the National Education Policy (NEP) 2020 and is designed to bridge the educational divide.

## Key Features:

- **Multilingual Study Resources:** Available in Hindi, English, and regional languages for various competitive exams.
- **Mock Exams and Coaching:** Expert guidance from mentors at IITs, NITs, and AIIMS, along with live interactive sessions.
- **Self-Assessment Tools:** Tailored study paths with regular evaluations to track progress.
- **Diverse Exam Support:** In addition to JEE and NEET, the portal also supports students preparing for SSC, GATE, CAT, and UPSC exams.

Also Read: [IIT Bhubaneswar to Launch Advanced Certificate Course in EV Technology](#)

## How to Register:

1. Visit the official portal at [sathee.prutor.ai](https://sathee.prutor.ai)
2. Create an account by providing your name, email, and academic details.
3. Select the exam you're preparing for (JEE, NEET, SSC, etc.).
4. Access live sessions, study resources, and video lectures upon registration.



Over 437,000 students have already registered, taking advantage of free crash courses for JEE and other entrance exams. The portal is designed to help students nationwide gain access to top-quality preparation tools, fostering a more inclusive and equitable educational landscape.

***Be a part of Elets Collaborative Initiatives. Join Us for [Upcoming Events](#) and explore business opportunities. Like us on [Facebook](#) , connect with us on [LinkedIn](#) and follow us on [Twitter](#) , [Instagram](#).***

---

---





News

Exclusives

Events

Awards

Webinars

Brand Solutions

More



Industry

Interviews

Videos

Higher Education

School Education

Government Policies

International

More

The leading provider of...  
Turnitin has made it its mission to ensure the...



WhatsApp Channel  
Tune in to know the latest updates on the education...



ETEducation Newsletters  
Explore and Subscribe to our Daily Newsletters



Industry 2 Min Read

# Dharmendra Pradhan meets Singapore PM, discusses cooperation in school education and research

Union Education Minister Dharmendra Pradhan met with Singapore's Prime Minister Lawrence Wong on Monday and discussed elevating and expanding bilateral cooperation between the two nations in school education, vocational education and research.



PTI

Updated On Oct 21, 2024 at 10:28 PM IST



Union Education Minister Dharmendra Pradhan

New Delhi, Union Education Minister Dharmendra Pradhan met with Singapore's Prime Minister Lawrence Wong on Monday and discussed elevating and expanding bilateral cooperation between the two nations in school education, vocational education and

research. According to an official statement, the talks focused on strengthening the partnership through three key pillars - "Talent, Resource and Market".

Pradhan emphasised that India views Singapore as a trusted knowledge partner, particularly in advancing deep tech, start-ups, and innovation ecosystems, it said.

---

Advt

---

"The education minister also highlighted that Prime Minister Narendra Modi and his Singapore counterpart have outlined a robust framework to elevate India-Singapore cooperation into a comprehensive partnership, including collaboration in critical and emerging sectors," the statement said.

Earlier in the day, Pradhan met his counterpart, Singapore's Minister for Education, Chan Chun Sing, to discuss strengthening bilateral cooperation across various areas of education.

"Pradhan emphasized the significance of the National Education Policy 2020 in facilitating the internationalisation of India's education system. The two ministers explored avenues for overseas internship programs, allowing Indian students to gain practical experience in Singaporean companies.

"To further strengthen cultural connect between students of both countries the possibility of twinning of schools in India and Singapore

was discussed. Joint research collaboration in areas of mutual interest like deep tech, medicine, advance materials, etc was also discussed," the statement added.

The education ministers also deliberated on fostering academic and research collaboration through the twinning of schools and universities in both countries.

"Pradhan highlighted opportunities for collaboration between Singapore's National Institute of Education and NCERT in areas such as curriculum development, pedagogy, and teacher capacity-building. Extending an invitation to Minister Chan to visit India, Pradhan expressed his commitment to advancing shared goals and enhancing educational ties between the two nations," the statement said.

---

Advt

---

Pradhan also met Singapore's Minister for Foreign Affairs Vivian Balakrishnan to discuss the deepening of the India-Singapore Knowledge Partnership.

He visited the National University of Singapore and met its president Tan Eng Chye.

"They discussed leveraging complementary strengths to build knowledge bridges, strengthen academic and research collaborations, and deepen engagements between NUS and top Indian higher education institutions across all academic fronts.

"Pradhan emphasized that NUS and Indian HEIs can collaborate to create value in areas such as deep start-ups, healthcare, advanced materials, digitalization, and sustainability, among others," the statement said.

The minister's visit to Singapore, followed by a trip to Australia, from October 20 to 26, 2024, aims to foster collaboration, participation and synergy in critical areas of mutual interest in education.

Published On Oct 21, 2024 at 10:27 PM IST



Be the first one to comment.

[Comment Now](#)

**Join the community of thousands of industry professionals**



Subscribe to our newsletter to get latest insights & analysis.

Your Email

[Subscribe For Free](#)

Dharmendra Pradhan

Singapore PM

India-Singapore cooperation

National Education Policy 2020

research collaboration

**ET** Education.com

**News** →

See whats happening in Education sector right now

**Exclusive** →

Read and get insights from specially curated unique stories from editorial

**Events** →

Explore and discuss challenges & trends in India's leading **174** events

## SATHEE Portal: NCERT's Free Platform for Competition

Introducing SATHEE, a new program to help students prepare for competitive exams like SSC, NEET, and JEE. Learn the features of this initiative and how to easily register for free.

PATHI  
01 IST

[



SATHEE portal provides free and easily available preparatory materials online.

The National Council of Educational Research and Training (NCERT) has introduced a new program called Self Assessment Test and Help for Entrance Exams (SATHEE) to help students in their exam preparation for competitive exams such as government services (SSC), medical (NEET), and engineering (JEE). This aide is free of cost. Students just need to register themselves on the portal in order to access the study materials.

This program offers top-notch learning materials, professional mentoring, and self-assessment tools to help students from a variety of backgrounds, particularly those who live in remote and rural places.



## Related Stories

'Red Light On, Gaadi Off' Campaign: Delhi Gov Once Again in Action Against air pollution

National Means-cum-Merit Scholarship 2024: Apply Now on NSP, Check Eligibility and Documents Required

Today Current Affairs One Liners 21 October 2024: New President of ICC

## What is SATHEE Portal?

The "Sathee" portal is a government virtual learning environment that gives students access to study guides, recorded lectures, practice exams, and professional coaching. The portal is meant to help students to get ready for competitive examinations. It offers many services to students from different backgrounds and aims to reduce the need for expensive coaching centers. This program is part of the government's efforts to ensure equal access to education for all, following the National Education Policy (NEP) 2020.

With its diverse range of materials, including over 60,000 questions and 10,000 hours of expert video lectures from IIT and AIIMS, the platform is designed to meet the needs of every students. Students can select between engineering, medical, or SSC examinations as their area of interest while registering for free. They can also access tutorials and self-assessment tools.

## SAHEE Portal: Key Features

Check the table to know the key features of the newly launched portal meant solely for helping students in their competitive exam preparation:

Feature	Description
Free Registration	Open to all students at no cost
Subjects Offered	Engineering (JEE), Medical (NEET), SSC, and others like CUET
Study Materials	Access to 60,000 questions and 10,000 hours of video lessons
Language Options	Available in English, Hindi, and other regional languages
Expert Support	Guidance from top mentors and professors from IITs, NITs, and AIIMS
Progress Tracking	AI-powered tools to monitor progress and give personalized feedback
Crash Courses	45-day crash courses for quick exam preparation

## How to Register on SATHEE Portal?

Students planning to start preparation for their competitive exams can register online on the SATHEE portal free of charge. Follow the given steps to register themselves on the portal:

**Step 1:** Visit the NCERT website's official Sathee portal.

**Step 2:** Create an account by providing basic details like name, email address, and educational background.

**Step 3:** Select the competitive exam, such as JEE, NEET, or SSC you want to prepare.

**Step 4:** After registering, you can get access to live sessions, self-assessment tools, and video lectures.

This program is the government's effort to close the gap and advance equal educational possibilities for students nationwide. It provides free and easily available preparatory materials online. Approximately 4.37 lakh students have reportedly registered to benefit from this initiative thus far, according to media reports.

**ALSO READ:** [What New Role Has the Gov Given Rashmika Mandanna in Cyber Security?](#)

**ALSO READ:** [Supreme Court's Latest Verdict: Child Marriage Violates Rights, Overrules Personal Laws](#)

Get here latest daily, weekly and monthly [Current Affairs](#) and [GK](#) in English and [Hindi](#) for UPSC, SSC, Banking, Railway, Defence and exams. Download Jagran Josh [Current Affairs App](#).

जागरण विशेष

अंजली राय • नईदुनिया

# नई पीढ़ी के सुनहरे भविष्य का आधार गढ़ रहा सरकारी स्कूल

भोपाल के शासकीय सुभाष उत्कृष्ट विद्यालय में हर साल करीब 150 विद्यार्थी जेईई, नीट व क्लैट जैसी परीक्षाओं में होते हैं चयनित

मासिक टेस्ट लेकर किया जाता है मूल्यांकन

नौवीं से 12वीं तक की कक्षाओं में मासिक टेस्ट लिया जाता है। सभी का मूल्यांकन कर उत्तरपुस्तिकाओं को दिखाकर प्रश्नवार विद्यार्थियों से चर्चा की जाती है। उत्तर लिखने की सही तकनीक सिखाने के उद्देश्य से ब्लूप्रिंट आधारित तैयारी कराई जाती है और फिर विद्यार्थियों का मूल्यांकन किया जाता है। स्कूल के पूर्व टापर्स को बुलाकर उनसे मार्गदर्शन दिलाया जाता है। इसके साथ ही करियर काउंसलिंग भी कराई जाती है। तिमाही, छमाही परीक्षाओं की गलतियों को परखकर उन्हें सही उतर देने के लिए प्रेरित किया जाता है।



विद्यार्थियों के साथ प्राचार्य सुधाकर पाराशर • सो. स्कूल प्रबंधन << विद्यार्थियों के खेलने के लिए भी है अच्छी व्यवस्था।

सीएम राइज और पीएमश्री स्कूलों को भी अब सर्वसुविधायुक्त बनाया जा रहा है। उत्कृष्ट विद्यालय की तरह अन्य सरकारी स्कूलों में शैक्षणिक गुणवत्ता पर फोकस कर रहे हैं। डा. संजय गोयल, सचिव, मप्र स्कूल शिक्षा

नौवीं से 12वीं कक्षा के एक-एक विद्यार्थियों पर फोकस किया जाता है। इसमें शिक्षकों का सहयोग बहुत महत्वपूर्ण है। शिक्षक भी एक-एक विद्यार्थी को उनकी क्षमता के अनुसार मार्गदर्शन देते हैं।

सुधाकर पाराशर, प्राचार्य, शासकीय उत्कृष्ट उमावि



विद्यार्थी पर शिक्षकों का फोकस है। विद्यार्थियों का लगातार मूल्यांकन होता है। यहां हर वर्ष सीटों की तुलना में करीब पांच गुना आवेदन आते हैं, जिनमें आधे से अधिक निजी स्कूलों के छात्रों के होते हैं।

विशेष कक्षाएं भी लगती हैं: स्कूल में कमजोर विद्यार्थियों के लिए विशेष कक्षाएं लगाई जाती हैं। विशेष कक्षाओं में विद्यार्थियों को प्रश्न पूछने का अवसर दिया जाता है, ताकि वे बेहतर प्रदर्शन कर सकें। प्रतियोगी परीक्षा पास कर चुके पुराने विद्यार्थियों के नोट्स भी शेयर किए जाते हैं। इसके साथ ही मेधावी सूची में शामिल विद्यार्थियों की उत्तरपुस्तिकाओं को दिखाकर उन्हें प्रोत्साहित भी किया जाता है।

711 विद्यार्थी इंजीनियरिंग, मेडिकल और सीए बनने के लिए आयोजित प्रतियोगी परीक्षा में चयनित हुए हैं। स्कूल के करीब 58 विद्यार्थी सीए बन चुके हैं। हर वर्ष करीब 150 से

अधिक विद्यार्थी जेईई मेंस, एडवांस, नीट और क्लैट की परीक्षाओं में पास होते हैं। यहां के करीब 10 से 15 विद्यार्थी हर साल मप्र माध्यमिक शिक्षा मंडल (माशिम) की 10वीं-

12वीं बोर्ड परीक्षा के परिणाम में राज्य स्तरीय मेधावी सूची में शामिल होते हैं। स्कूल में नौवीं से 12वीं कक्षा तक करीब 2400 विद्यार्थी अध्ययनरत हैं।

सर्वसुविधायुक्त है स्कूल: यह स्कूल निजी स्कूलों की तरह ही सर्वसुविधायुक्त है। यहां सुपर-100 योजना के तहत विद्यार्थियों को प्रतियोगी परीक्षाओं की तैयारी और

निश्शुल्क छात्रावास की सुविधा दी गई है। बैडमिंटन व बाक्सिंग कोर्ट, बास्केटबाल ग्राउंड, स्मार्ट कक्षाएं, सुसज्जित लाइब्रेरी सहित अन्य सुविधाएं भी हैं। एक-एक



अतिरिक्त सामग्री पढ़ने के लिए स्कैन करें।

HOME > EDUCATION NEWS > LATEST EDUCATION NEWS

# SATHEE Portal: NCERT Launches Free Online Study Platform for JEE and NEET Aspirants

NCERT launches an online portal for students preparing to appear for various national-level entrance exams like JEE Main, NEET and other exams. Check details here.



By **SHERIN TRESSA TOMY**

OCT 22, 2024, 16:45 IST



SATHEE Portal: NCERT Launches Free Online Study Platform

**REGISTER FOR RESULT UPDATES**

The National Council of Educational Research and Training (NCERT) has launched an online portal for students preparing to appear for various national-level entrance exams. The Sathee Portal 2024 is a free online platform for students offering resources and self-assessment tools to help them prepare for top entrance exams like NEET, JEE Main, CUET and other exams.

Students preparing for the exams can visit the official website [sathee.prutor.ai](https://sathee.prutor.ai) and select the examination to get the preparation materials. The study materials are available in Hindi, English and other regional languages.

**Also Read:** [NTA Exam Calendar 2025: NEET, JEE Mains, CUET UG, PG and UGC NET Exam Dates to be Released Soon](#)

The resources include free learning materials, engaging video lectures and mock tests to help students prepare for the exams. The portal also offers expert coaching helping students who are otherwise unable to afford quality guidance.

**Also Read:** [NTA JEE Mains Exam Date 2025 to be Released Soon at jeemain.nta.ac.in](https://jeemain.nta.ac.in)

## How to Register on the Sathee Portal?

The link for candidates to register on the Sathee portal is available online. Follow the steps provided below to complete the online registrations.

Step 1: Visit the official website of NCERT

Step 2: Click on the registration link and select the course or entrance exam of interest

Step 3: Enter all required details in the registration link

Step 4: Save the login credentials for further use.

IAS Govind Jaiswal ने UPSC की तैयारी के खर्च के लिए पढ़ाई ट्यूश...

5

5

5

5

## JEE Main, NEET UG 2025 Exam Schedule

The tentative schedule for the JEE Main 2025 and the NEET UG 2025 exams are yet to be issued by the National Testing Agency. As per previous trends, the JEE Main exams are conducted twice a year in January and April while the NEET UG exams are conducted in May each year. The confirmed schedule for the medical and engineering entrance examinations will soon be issued on the official website nta.ac.in.

**Also Read:** [JEE Main 2025: Exam Pattern Revised, Optional Questions In Section B Scrapped, Check Details Here](#)

Get the latest [Education News](#) and updates on Indian School Boards, [Colleges](#), University, [Government Jobs](#), [Results](#) and Career Counseling, Also Download [Jagran Josh GK & Current Affairs App](#).

### Related News

Union Minister Dharmendra Pradhan Meets Australian Counterpart To Strengthen Educational Ties

Dharmendra Pradhan Meets Singapore PM To Strengthen Educational Ties

Government approved Rs 990 Crore For Creation Of Three AI-CoEs

### Trending News

1 India, China Troops To Disengage At Depsang, Demchok By Month-End:

- 2 "Won't Be Part Of Pakistan...": Farooq Abdullah's Warning After J&K Attacks
- 3 Top Court Warns CBI In Sushant Rajput Case: "Just Because Accused Is..."
- 4 Who Is Anmol Bishnoi, Now On Anti-Terror Agency's Most-Wanted List
- 5 Cyclone Dana Uproots Trees, Brings Heavy Rain In Odisha, 1 Dead In Bengal

# Dharmendra Pradhan Meets Singapore PM, Discusses Cooperation In School Education And Research

Pradhan emphasised that India views Singapore as a trusted knowledge partner, particularly in advancing deep tech, start-ups.

Press Trust of India | [Education](#) | Oct 22, 2024 18:02 pm IST

Read Time: 3 mins



### Sources



Image Credit: X/ @LawrenceWongST

Union Education Minister Dharmendra Pradhan and Singapore's Prime Minister Lawrence Wong

**New Delhi:** Union Education Minister Dharmendra Pradhan met with Singapore's Prime Minister Lawrence Wong on Monday and discussed elevating and expanding bilateral cooperation between the two nations in school education, vocational education and research.

According to an official statement, the talks focused on strengthening the partnership through three key pillars - "Talent, Resource and Market".

Pradhan emphasised that India views Singapore as a trusted knowledge partner, particularly in advancing deep tech, start-ups, and innovation ecosystems, it said.

"The education minister also highlighted that Prime Minister Narendra Modi and his Singapore counterpart have outlined a robust framework to elevate India-Singapore cooperation into a comprehensive partnership, including collaboration in critical and emerging sectors," the statement said.

Earlier in the day, Pradhan met his counterpart, Singapore's Minister for Education, Chan Chun Sing, to discuss strengthening bilateral cooperation across various areas of education.

"Pradhan emphasized the significance of the National Education Policy 2020 in facilitating the internationalisation of India's education system. The two ministers explored avenues for overseas internship programs, allowing Indian students to gain practical experience in Singaporean companies.

"To further strengthen cultural connect between students of both countries the possibility of twinning of schools in India and Singapore was discussed. Joint research collaboration in areas of mutual interest like deep tech, medicine, advance materials, etc was also discussed," the statement added.

The education ministers also deliberated on fostering academic and research collaboration through the twinning of schools and universities in both countries.

"Pradhan highlighted opportunities for collaboration between Singapore's National Institute of Education and NCERT in areas such as curriculum development, pedagogy, and teacher capacity-building. Extending an invitation to Minister Chan to visit India, Pradhan expressed his commitment to advancing shared goals and enhancing educational ties between the two nations," the statement said.

Pradhan also met Singapore's Minister for Foreign Affairs Vivian Balakrishnan to discuss the deepening of the India-Singapore Knowledge Partnership.

He visited the National University of Singapore and met its president Tan Eng Chye.

"They discussed leveraging complementary strengths to build knowledge bridges, strengthen academic and research collaborations, and deepen engagements between NUS and top Indian higher education institutions across all academic fronts.

"Pradhan emphasized that NUS and Indian HEIs can collaborate to create value in areas such as deep start-ups, healthcare, advanced materials, digitalization, and sustainability, among others," the statement said.

The minister's visit to Singapore, followed by a trip to Australia, from October 20 to 26, 2024, aims to foster collaboration, participation and synergy in critical areas of mutual interest in education.

*(This story has not been edited by NDTV staff and is auto-generated from a syndicated feed.)*

 **Comments**

Trending : AIBE 19 Registration 2024 Live

> News > Engineering > NCERT Launches 'Sathee' Portal For Free JEE, NEET, And SSC Study Materials; Check Steps To Register

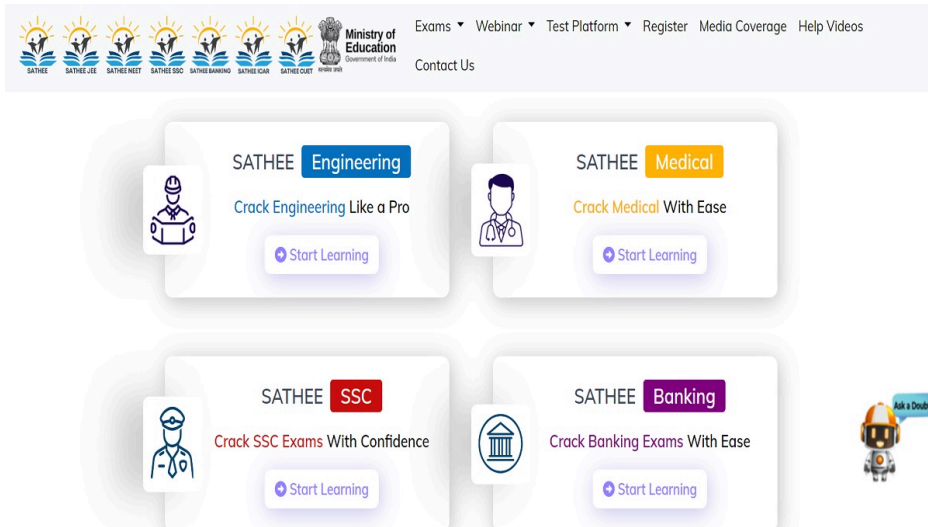
## NCERT Launches 'Sathee' Portal for Free JEE, NEET, and SSC Study Materials; Check Steps To Register

1 min read [Comment](#) [Share](#) [FOLLOW US](#) [Keep Me Notified](#)



New Delhi, Updated on Oct 22, 2024 18:14 IST

The NCERT has introduced a new initiative: SATHEE to assist students in preparing for competitive exams such as SSC, NEET, and JEE. This study materials are provided free of charge to all students.



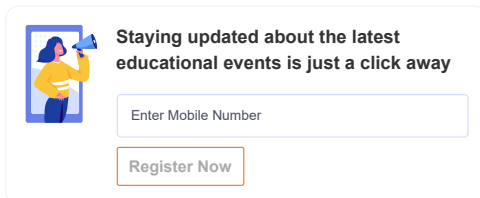
NCERT Launches 'Sathee' Portal

**SATHEE Portal:** The National Council of Educational Research and Training (NCERT) has launched a new initiative, the Self Assessment Test and Help for Entrance Exams (SATHEE), developed to assist students in preparing for competitive exams such as SSC for government services, NEET for medical entrance, and JEE for engineering. The website offers study resources in Hindi, English, and various regional languages.

Aspirants preparing for JEE, NEET or SSC are encouraged to visit and register on the NCERT Sathee Portal 2024 through the official website: [sathee.prutor.ai](http://sathee.prutor.ai). The online platform offers students resources, including free learning materials, video lectures, mock exams, and expert coaching. This initiative is designed to ensure equitable educational opportunities for students from diverse backgrounds, aligning with the government's commitment to inclusive education.

### NCERT Sathee Portal 2024

Through the SATHEE portal 2024, a 45-day JEE crash course has been launched to help students prepare for the JEE and other engineering exams. Students can utilize these study resources to prepare for national competitive exams such as JEE and NEET. Additionally, they will have access to coaching classes. The platform will also be beneficial for candidates preparing for GATE, CAT, and UPSC recruitment exams. Institutions such as IITs, NITs, and AIIMS provide subject specialists and mentors to support students preparing for various competitive exams. In live, interactive sessions, academic mentors and senior students offer valuable assistance and guidance.



### How to Register at NCERT SATHEE Portal 2024?

Candidates can check the steps provided below to know how to register at SATHEE portal 2024:

- Step 1: Visit the official website: [sadee.prutor.ai](http://sadee.prutor.ai)
- Step 2: Create an account by providing name, email address, and previous academic information
- Step 3: Select a competitive exam such as JEE, NEET, or SSC
- Step 4: After registering, candidates can participate in live sessions, utilize self-assessment tools, and access video lectures

[Read More](#)

- [IIT Kanpur and MSI to Host International Workshop on Magnetism and Spintronics in December](#)
- [IIT Guwahati Research Decodes the Influence of Cultural Cues on Bilingualism in Non-Western Societies](#)

### Related News

**LIVE JEE Main 2025 Live Updates: Exam Date, Registration link at...**  
nitesh singh  
Oct 25, 2024 16:19 IST  
7 Shares

**JEE Main 2025 Exam Date: NTA likely to announce exam, registration dates TODAY a...**  
Satyendra Singh  
Oct 23, 2024 11:41 IST  
1 Share

**JEE Main 2025 Exam Date, Registration Live Updates: NTA JEE Official Notice...**  
nitesh singh  
Oct 23, 2024 06:03 IST  
31 Shares

**JEE Main Application Form 2025 releasing soon; check Link, How to apply, fees,...**  
Satyendra Singh  
Oct 22, 2024 13:00 IST

**JEE Main 2025 Exam Dates Live Updates: NTA Notification OUT, JEE...**  
nitesh singh  
Oct 19, 2024 15:01 IST  
20 Shares

[View More News](#)

### Latest News

**LIVE RRB NTPC Application Form 2024 Last Date Live Updates: Apply...**  
Anangsha Patra  
Oct 25, 2024 16:40 IST

**CBSE Issues Guidelines for Schools to Update Names Under PM SHRI Scheme**  
Sanjana Surbhi  
Oct 25, 2024 16:26 IST

**LIVE JEE Main 2025 Live Updates: Exam Date, Registration link at...**  
nitesh singh  
Oct 25, 2024 16:19 IST  
7 Shares

**LIVE AIBE (XIX) 19 Registration 2024 (Date REVISED): Direct Link to...**  
Anupama  
Oct 25, 2024 16:19 IST  
1 Share

Get Instant Answer to your queries  
[Ask Now](#)

## دھر میندر پردھان نے سنگاپور کے وزیر اعظم سے کی ملاقات اسکولی تعلیم اور تحقیق میں تعاون پر کیا تبادلہ خیال

تبادلہ خیال کیا۔ ریلیز کے مطابق پردھان نے ہندوستان کے تعلیمی نظام کو بین الاقوامی بنانے میں سہولت فراہم کرنے کے لیے قومی تعلیمی پالیسی 2020 کی اہمیت پر زور دیا۔ دونوں وزراء نے بیرون ملک اعلیٰ ترین شہر پر وگراہوں پر تبادلہ خیال کیا تاکہ ہندوستانی طلباء کو سنگاپور کی کمپنیوں میں عملی تجربہ حاصل کرنے کے قابل بنایا جاسکے۔ انہوں نے کہا کہ دونوں ممالک کے طلباء کے درمیان ثقافتی تعلقات کو مزید مضبوط کرنے کے لیے ہندوستان اور سنگاپور میں اسکولوں کو جوڑنے کے امکان پر تبادلہ خیال کیا گیا۔ باہمی دلچسپی کے شعبوں جیسے گہری ٹیکنالوجی، اوریٹ، جدید مواد وغیرہ میں مشترکہ تحقیقی تعاون پر بھی تبادلہ خیال کیا گیا۔



نئی دہلی (ایجنسیاں) مرکزی وزیر دھر میندر پردھان نے پیر کو سنگاپور کے وزیر اعظم لارنس وونگ سے ملاقات کی۔ اس دوران پردھان اور وونگ نے اسکولی تعلیم، پیشہ ورانہ تعلیم اور تحقیق کے میدان میں دونوں ممالک کے درمیان دو طرفہ تعاون کو بڑھانے اور بڑھانے پر تبادلہ خیال کیا۔ یہاں جاری کردہ سرکاری ریلیز کے مطابق، دونوں لیڈران کے درمیان بات چیت میں 'ٹیلنٹ، وسائل اور مارکیٹ' کے تین ستونوں کے ذریعے شراکت داری کو مضبوط بنانے پر توجہ مرکوز کی گئی۔ ریلیز کے مطابق پردھان نے اس بات پر زور دیا کہ ہندوستان سنگاپور کو ایک قابل اعتماد ٹیچ پارٹنر کے طور پر دیکھتا ہے، خاص طور پر گہری ٹیکنالوجی، اشارت اپ اور اختراعی ماحولیاتی نظام کے شعبوں میں۔ وزیر تعلیم نے اس بات پر زور دیا کہ وزیر اعظم نریندر مودی اور ان کے سنگاپور کے ہم منصب نے ہندوستان۔ سنگاپور تعاون کو ایک جامع شراکت داری میں تبدیل کرنے کے لیے ایک مضبوط فریم ورک تیار کیا ہے، جس میں اہم اور ابھرتے ہوئے شعبوں میں تعاون شامل ہے۔ اس سے پہلے دن میں، پردھان نے اپنے سنگاپور کے ہم منصب جان چوان سنگ سے ملاقات کی اور تعلیم کے مختلف شعبوں میں دو طرفہ تعاون کو مضبوط بنانے کے طریقوں پر

### ہماچل میں 2 مزدوروں کی موت

سولن (یو این آئی) ہماچل پردیش کے سولن ضلع میں کیوں ڈرگ فیکٹری کے کیمیکل ٹینک میں گرنے سے 2 مزدوروں کی موت ہوگئی۔ پولیس نے بتایا کہ یہ واقعہ اتوار کی شام سولن ضلع کے نالہ گڑھ سب ڈویژن کے پلاسٹک گاؤں میں ایک ڈرگ فیکٹری میں پیش آیا، جب نمونے لینے کے لیے ایک کارکن ٹینک میں اتارا گیا تھا، لیکن اچانک اس کا پاؤں پھسل گیا اور وہ بھرے ہوئے ٹینک میں گر گیا۔

# बस्ता मुक्त दिवस : दस दिन तनाव मुक्त रहेंगे स्कूली बच्चे

शिक्षा निदेशालय ने दिल्ली के सरकारी व निजी स्कूलों को जारी किए दिशा-निर्देश

नई दिल्ली (भाषा)। शिक्षा निदेशालय ने मंगलवार को दिल्ली के सरकारी और निजी स्कूलों में 10 'बस्ता मुक्त दिवस' के कार्यान्वयन के लिए दिशानिर्देश जारी किए हैं। इन निर्धारित दिनों में बच्चों को बगैर बस्ता के स्कूल आना होगा।

शिक्षा निदेशालय ने एक परिपत्र में सभी स्कूलों के प्रमुखों को निर्देश दिया कि वे कक्षा छह से आठ तक के विद्यार्थियों के लिए स्कूलों में बस्ता मुक्त 10 दिन लागू करें। ये दिशा-निर्देश राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) द्वारा राष्ट्रीय शिक्षा नीति 2020 की सिफारिश के अनुसार निर्धारित किए गए हैं और इनका उद्देश्य 'स्कूल में छात्रों के सीखने को एक आनंदमय और तनाव मुक्त अनुभव का माहौल तैयार

## पीठ को राहत

■ 'स्कूल में छात्रों के सीखने को एक आनंदमय और तनाव मुक्त अनुभव का माहौल तैयार करना है इसका उद्देश्य

■ 'हैप्पीनेस' पाठ्यक्रम या भ्रमण यात्राओं आदि के दौरान स्कूल बस्ता मुक्त गतिविधियों को बस्ता रहित दिनों में शामिल किया जा सकता है

करना है।' इसमें कहा गया है, 'गतिविधियों का चयन सावधानी से किया जाना चाहिए,



जिससे स्कूल में उपलब्ध संसाधनों का अधिकतम उपयोग किया जा सके। 'हैप्पीनेस' पाठ्यक्रम या भ्रमण यात्राओं आदि के दौरान स्कूल बस्ता मुक्त

परंपराओं के बारे में जानकारी लेने और विरासत को संरक्षित करने के महत्व को समझने के लिए कलाकारों तथा शिल्पकारों से मिल सकते हैं।

गतिविधियों को बस्ता रहित दिनों में शामिल किया जा सकता है।

दिशा-निर्देशों में कहा गया है, 'इन दिशा-निर्देशों के तहत छात्र ऐतिहासिक स्मारकों, सांस्कृतिक स्थलों, शिल्प केंद्रों, पर्यटन स्थलों और कई अन्य स्थानों पर जा सकते हैं। वे विभिन्न अवधारणाओं और

## छात्र 10 दिन बिना बैग के स्कूल जाएंगे

नई दिल्ली, व.सं। दिल्ली के स्कूलों में छठी से आठवीं कक्षा के छात्र 10 दिन बिना बैग के आएंगे। इस संबंध में शिक्षा निदेशालय ने मंगलवार को परिपत्र जारी कर स्कूलों को निर्देश दिए हैं।

राष्ट्रीय शिक्षा नीति 2020 की सिफारिशों के अनुरूप एनसीईआरटी द्वारा स्कूलों में दस दिन बिना बैग के क्रियान्वयन के लिए दिशा निर्देश जारी हुए। इसके मद्देनजर शिक्षा निदेशालय ने सभी स्कूल प्रमुखों, सरकारी सहायता प्राप्त स्कूलों और गैर सहायता प्राप्त निजी स्कूलों को इसको लागू करने के निर्देश दिए। इस दौरान गतिविधियों का भी आयोजन होगा।

## Reducing outdoor activities, air purifiers: Schools take own steps

**EXPRESS NEWS SERVICE**  
NEW DELHI, OCTOBER 22

WITH AIR quality deteriorating to the "very poor" category in the city, and pollution-control measures under Stage II of the Graded Response Action Plan (GRAP) being implemented across Delhi-NCR, schools have also taken precautionary steps by reducing outdoor activities.

The Air Quality Index in the national capital was 327 (very poor) on Tuesday.

Speaking to *The Indian Express*, Sudha Acharya, Principal of ITL Public School (DoE), Dwarka, said, "Although we have not yet received an advisory from the Directorate of Education, we have taken the initiative to hold awareness camps for students and parents, and we've minimised outdoor activities at school. We've also organised rallies to raise awareness about refraining from bursting crackers this Diwali. The school has already started receiving concerns about congestion and coughing symptoms among students and staff due to rising pollution and changing weather."

At Modern Public School, Shalimar Bagh, Principal Alka Kapur shared, "We have started using air purifiers in areas ex-

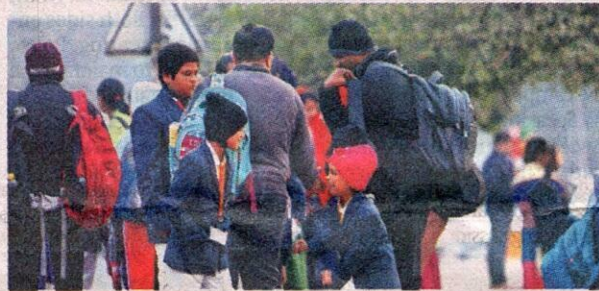
posed to the outdoors and corridors. We have also advised students to wear masks, though we haven't made it mandatory yet."

Activities and classes, such as yoga, have also moved indoors, according to Manisha Sharma, Principal of Venkateshwar International School, Dwarka Sector 10. "We are conducting awareness programmes in our school to educate parents and students about the effects of pollution. While we know this issue worsens around Diwali and we cannot control the pollution, we can encourage our school community to take precautions. We're also using water sprinklers regularly in outdoor areas," Sharma said.

At Birla Vidya Niketan School, Principal Minakshi Khushwaha emphasised, "To control air pollution in Delhi-NCR, we must follow government guidelines. Let's avoid bursting crackers entirely and wear N95 masks."

She further mentioned that the school has advised parents to not send their children to school if they are unwell.

Last November, all primary schools were closed for a brief period due to rising pollution levels in the city. Every year, the DoE issues a Winter Action Plan for schools in Delhi, which is yet to be announced this year.



Last November, all primary schools were closed for a brief period due to rising pollution levels in the city. *Archive*

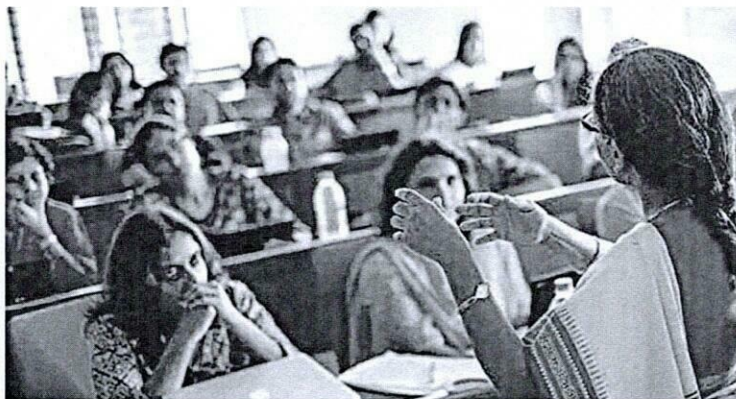
# NEP 2020: A blueprint for transformative education



GURMEET SINGH

While NEP promises radical changes through holistic learning and flexible assessments, implementation challenges continue to hamper its progress

**N**EP 2020 was founded on the guiding principles of Access, Equity, Quality, Affordability and Accountability. This was primarily to prepare the young ones to face the diverse national & global challenges for the present & future. The Policy aims to lead to a multi-disciplinary, holistic under-graduation syllabus, create wider choices of combinations of Subjects, Integration of Vocational Education with regular Subjects and multi-entry and multi-exit points with regular appropriate certification at various stages. The aim is to ensure that no child loses any opportunity to learn and excel because of the circumstances of birth, economy and/or background. This should eventually lead to transformative changes which shall change the lifeline of education in our country. The emphasis is going to be on holistic education, early childhood care, flexible assessments, skill development, integration of technology, teacher training and higher education reforms. These are aimed at designing a learner-centric and inclusive education for a future-ready system:



By embracing these India is poised to provide quality education to everyone with the necessary skills and knowledge to thrive in the 21st century. The motto has been to provide "Equitable and Inclusive Education" to ensure that no child should be denied quality education because of their socio-cultural background and 100 per cent GER is reached by 2030. Looking at all the facts presented alone, one gets a feeling that this is going to be a real game-changer in the education system of our country but the reality remains that it has not taken off even after three years of its approval. The major reason is that a majority do not understand the spirit of this very meaningful policy. If implemented in letter and spirit then our country shall be comparable to the best in the world in the field of education. An in-depth analysis and exploring what lies ahead: One can divide this whole NEP-2020 into four main capsules which this Policy envisages:

**Teaching in the mother tongue or spoken language, Learn to leave, Teach to Transform and Educate to Empower.** These highlighted Capsules shall completely sum up the entire NEP-2020, which none has so far put appropriately and completely. Elaborating each one of these shall drive home all the points:

**Teaching in spoken language:** The importance of this cannot be undermined. Original thinking comes only in the mother tongue (spoken languages) and this advantage has never been given to our students in any of our earlier policies. English has always been overemphasised and a wrong notion has been created that English is knowledge whereas the fact remains that it is just a language and not knowledge. Knowledge can always be acquired by knowing a language. Our beginners have always been worried about learning English rather than developing an understanding of a concept in their way, therefore majority of the students are lost in this learning of the English language rather than focussing on the original thinking. This has been given an appropriate weightage under NEP. A student shall learn to



**INDIA IS POISED TO PROVIDE QUALITY EDUCATION TO EVERYONE WITH THE NECESSARY SKILLS AND KNOWLEDGE TO THRIVE IN THE 21ST CENTURY. THE MOTTO HAS BEEN TO PROVIDE "EQUITABLE AND INCLUSIVE EDUCATION" TO ENSURE THAT NO CHILD SHOULD BE DENIED QUALITY EDUCATION BECAUSE OF THEIR SOCIO-CULTURAL BACKGROUND**

develop an understanding of what subjects to learn and what to pick up eventually in higher classes which has not been the case so far. A course used to be thrust upon them. This very important facet has been very appropriately addressed in this.

**Learn to Leave:** Having decided what course to take up for secondary and higher education, a student used to be trapped forever whether one liked the subject/course or not. (In the older education system for example if one had opted for Physics or Sanskrit one was struck with that forever whether one liked these subjects or not)

There was no way to move out unless one gave up higher education or started afresh. The other difficulty was that due to some odd circumstances if one had to discontinue the education there was no way to restart unless you lose years' time, but in this, one could leave anytime or rejoin anytime (Comes under Multi entry/ Multi exit system).

In the present system if one stayed away for a few years one could not come back to education in desired subjects but under NEP-2020 one can restart anytime one's education by including the credits earned before leaving. Therefore, under the present NEP, no one shall stay away or be denied education because of circumstances. This was not the case in the older system.

**Education to empower:** Under this education is to give due benefits to society by developing the right kind of skill. For Example, an electronic engineer is not able to do even basic electrical repairs or a mechanical engineer is not in a position to rectify even a basic fault. Integration of vocational courses with regular ones to provide practical skills for employment, benefiting students with diverse academic interests or limited

access to traditional pathways or linking them with one another are some of the hallmarks of the present system.

This is to develop the right syllabus to reduce disparities. Emphasis in this is on equitable access to quality education. Essentially NEP 2020 shall be attempting to reduce unwanted syllabus for comprehensive understanding towards skill-based education.

**Teach to transform:** the teaching in the older system was not of any speciality. One acquires the right skills through one's efforts to be useful to society. Under this, it shall be essential to train teachers and educational staff to deliver child-centred education for job placement, which shall be an important feature so far lacking to a large extent.

**Challenges:** One of the biggest features of this has been the wide choice of subjects that one could take. Now this wide spectrum of subjects will be possible to be taken by students if there is a way to keep a record of a student's movement and subjects taken. In a Country like ours which has more than 39K colleges, about 1000 Universities and 4.33 crores students (Nearly 80 per cent are in graduation and the remaining 20 per cent are from post-graduation classes), it shall be impossible to maintain a record of this kind unless there is a mechanism similar to computerised banking arrangement which maintains all types of record impeccably. For this an Academic Bank of Credit has been proposed where every institution shall be registered to enable a record of these movements of students, subjects taken and credits earned can be maintained like what is done in banking.

**Biggest flaw so far:** Unfortunately, to date, not even 50 per cent of Institutions have reg-

istered themselves in this (in ABC) which is the real key to the success of this policy. This is a way to keep records of students' subjects, their movements and credits earned.

**Sharing of resources:** Under NEP a wide umbrella of choice of subject, record of early education, movement from one institution to another and credits cleared/earned by a student shall be possible only if the resources are shared by various institutions.

It will be impossible for any particular college to offer all subjects and to offer teaching in a variety of courses unless there is a huge staff to do this. It will be humanly impossible to achieve all this unless sharing is done particularly when online teaching has now come in a big way in our university system.

Similarly, the resources for science laboratories, libraries research facilities as well as Entrepreneurship schemes can be very effectively shared to make the education truly inclusive as per the aims of NEP 2020. Therefore, in conclusion, this policy shall succeed if: Every institution registers with ABC (Academic Bank of Credit) Sharing of resources starts in a big way in earnest in all areas like teaching, especially in online modes, libraries, Laboratories and instrumental facilities; Open schooling system for all without any conditions and Establishment of the Higher Education Commission of India immediately to monitor the registration of ABC etc. It shall not become a roaring success unless all agencies like MOE, UGC etc take concerted efforts to bring about a radical change.

*(The writer is a former Vice-Chancellor of Pondicherry University and Gandhigram Rural Institute, Dindigul; views are personal)*

Advertisement

[Home](#) / [India News](#) / Bagless days in all Delhi schools for Classes 6 to 8, DoE issues guidelines

## Bagless days in all Delhi schools for Classes 6 to 8, DoE issues guidelines

*According to the recommendation of the National Education Policy 2020, NCERT accepted DoE guidelines to implement 10 bagless days in schools for students of classes six to eight*

Advertisement



Class (Photo: Shutterstock)

Sudeep Singh Rawat | [New Delhi](#)

2 min read Last Updated : Oct 23 2024 | 5:44 PM IST

[Connect with us](#)

Listen to This Article

0:00 / 1:39

1x

189  
Advertisement

The Directorate of Education (DoE) on Tuesday issued guidelines for the implementation of 10 bagless days across government and private schools in Delhi.

The DoE shared the circular on Tuesday directing heads of all the schools to implement 10 bagless days in all the schools for students of classes six to eight.

The guidelines, developed by the [National Council of Education Research and Training \(NCERT\)](#), align with the recommendations of the [National Education Policy 2020](#). According to the circular, the guidelines are aimed at making school learning an experiential, joyful and stress-free experience for students.

The schools were advised to choose activities carefully so that all the resources available at school's disposal are optimally utilised. Bagless activities during the execution of the Happiness Curriculum or excursion visits etc should be part of the bagless days, it adds.

Advertisement

The guidelines urge school authorities to take students to some historical monuments, cultural sites, craft centres, places of tourist interest and many more. The guidelines further read, "They can meet artists and craftsmen, to broaden their understanding of different concepts and traditions, and help them appreciate the importance of preserving heritage."

### Bagless Activities in Schools

Here are some bagless activities that can be done in Schools:

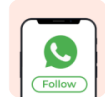
- Craft Workshops With Local Artisans
- Nature Walks and Eco-Conservation Projects
- Historical Monument Exploration
- Cultural Exchange Day
- Vocational Skills Day

 Connect with us on WhatsApp

The leading provider of... Turnitin has made it its mission to ensure the...



WhatsApp Channel Tune in to know the latest updates on the education...



ETEducation Newsletters Explore and Subscribe to our Daily Newsletters



School Education 1 Min Read

# DoE issues guidelines for implementing 10 'bagless days' in Delhi schools

The Directorate of Education on Tuesday issued guidelines for the implementation of 10 bagless days across government and private schools in Delhi. In a circular, the DoE directed the heads of all schools to implement 10 bagless days in schools for students of classes six to eight.



PTI

Updated On Oct 23, 2024 at 04:13 PM IST



New Delhi, The Directorate of Education on Tuesday issued guidelines for the implementation of 10 bagless days across government and private schools in Delhi. In a circular, the DoE directed the heads of all schools to implement 10 bagless days in schools for students of classes six to eight.

The guidelines have been developed by the National Council of Educational Research and Training (NCERT) as per the recommendation of National Education Policy 2020 and are "aimed at making learning at school an experiential, joyful and stress-free experience for students," the circular read.

Advt

"Activities may be carefully chosen so that the resources available at school's disposal are optimally utilised. Bagless activities conducted during execution of Happiness Curriculum or excursion visits etc. may be included in bagless days," it added.

"Under these guidelines, students may visit historical monuments, cultural sites, craft canters, places of tourist interest and many more. They can meet artists and craftsmen, to broaden their understanding of different concepts and traditions, and help them appreciate the importance of preserving heritage," the guidelines stated.

Published On Oct 23, 2024 at 04:12 PM IST

MOST READ IN SCHOOL EDUCATION



Templating skill in school education



The transformative influence of AI and Robotics in K-12 education: Making...



Female teacher arrested for sexually assaulting schoolgirl



Rare October morning thunderstorms catch Bengaluru off guard again,...



# PM Young Achievers' Scholarship Award Scheme for Vibrant India (PM YASASVI)

Posted On: 23 OCT 2024 5:17PM by PIB Delhi

## Background/Introduction

With a vision of "Sabka Sath, Sabka Vikas", the Ministry of Social Justice and Empowerment has implemented the **PM Young Achievers Scholarship Award Scheme for Vibrant India (PM-YASASVI)**. This comprehensive umbrella scheme is aimed at uplifting students from Other Backward Classes (OBC), Economically Backward Classes (EBC), and Denotified Tribes (DNT) by providing them with access to quality education during their formative years.

The PM YASASVI scheme consolidates and enhances several earlier initiatives, including the Dr. Ambedkar Post-Matric Scholarship Scheme for EBCs and the Dr. Ambedkar Pre-Matric and Post-Matric Scholarship Scheme for DNTs, which were subsumed under this program starting from 2021-22. By integrating these schemes, PM YASASVI aims to ensure a more streamlined and impactful approach to supporting the educational needs of socially and economically disadvantaged students.

**PM Young Achievers Scholarship Award Scheme for Vibrant India for OBCs & Others**

**PM-YASASVI**

- **PM-YASASVI** is an umbrella scheme designed for OBC, EBC and DNT students by combining the existing scholarship schemes and hostel scheme.
- The initiative aims to provide **economically weaker families'** children **financial support** so they can receive a **high-quality education**.

Scan QR code for more details

@msjgoi @goimsje @msjgoi socialjustice.gov.in

## Objective

The overarching goal of the scheme is to promote educational empowerment among these vulnerable groups, helping them overcome financial barriers and complete their education. This initiative not only fosters individual academic growth but also contributes to the broader vision of creating a more inclusive and equitable society.

Under this Scheme students can avail Pre-Matric Scholarship from Class 9 to 10 and Post Matric Scholarship for their higher studies at post-matriculation or post-secondary stage. Students who excel in their studies also get an opportunity of Scholarship to study in Top Class Schools and Colleges under the Scheme of 'Top Class School Education' and 'Top Class College Education'. Hostel facilities are also provided to OBC students under the 'Scheme of Construction of Hostels for OBC boys and girls.'

PM –YASASVI for OBC, EBC and DNT students has been formulated having following five sub-schemes:



- Pre-Matric Scholarship for OBC, EBC and DNT Students
- Post-Matric Scholarship for OBC, EBC and DNT Students



- Top Class School Education for OBC, EBC and DNT Students
- Top Class College Education for OBC, EBC and DNT Students



- Construction of Hostel for OBC Boys and Girls

Scope



The **Pre-Matric Scholarship** is designed for students in classes IX and X attending government schools, offering an annual academic allowance of Rs. 4,000 to families with an income below Rs. 2.5 lakh. For the 2023-24 academic year, Rs. 32.44 crore



has been allocated to states and Union Territories for its implementation. The **Post-Matric Scholarship** supports students pursuing post-secondary education, providing academic allowances ranging from Rs. 5,000 to Rs. 20,000 based on the category of the course. For this scheme, Rs. 387.27 crore has been released for the current year.

Additionally, the **Top Class School and College Education schemes** are designed to support meritorious students from OBC, EBC, and DNT categories. These programs cover tuition fees, hostel expenses, and other academic costs, with school students (Class 9-12) eligible for funding up to Rs. 1.25 lakh annually. College students at top institutions receive full financial support, including tuition, living expenses, and educational materials. To further enhance access to education, Rs. 12.75 crore has been allocated in 2023-24 under the '**Construction of Hostels for OBC Boys and Girls**' scheme, which aims to provide accommodation for socially and educationally backward students near government schools and institutions, ensuring they have better access to quality education.

### Benefits

The PM YASASVI aligns with the government's broader vision of fostering inclusivity, equity, and societal upliftment. By offering comprehensive support to students from OBC, EBC, and DNT categories, it directly addresses the systemic barriers that prevent many from accessing quality education. This initiative not only ensures financial assistance but also promotes educational empowerment for some of the most vulnerable sections of society, thereby creating opportunities for upward mobility and self-reliance.

The scheme's focus on supporting students at both school and college levels helps to nurture talent from an early age and carry it through to higher education, laying a strong foundation for personal and professional growth. Moreover, by integrating earlier scholarship initiatives into a single, streamlined program, PM YASASVI enhances the impact of these efforts, contributing to the creation of a more inclusive and equitable education system. PM-YASASVI is ensuring that no student is left behind in the pursuit of academic and social progress. This scheme is playing a crucial role in the welfare and upliftment of marginalized communities, enabling them to contribute meaningfully to the vision of **Viksit Bharat @ 2047**.

### Impact

The PM YASASVI (Young Achievers Scholarship Award Scheme for Vibrant India) scheme has made significant strides in providing financial assistance to students from Other Backward Classes (OBC), Economically Backward Classes (EBC), and De-Notified Tribes (DNT). In Financial Year 2023-24, a substantial sum of ₹ 193.83 cr. was allocated for the Pre-Matric Scholarship, benefiting 19.86 lakh students during 2023-24, with further beneficiaries for 2023-24 expected. Similarly, under the Post-Matric Scholarship scheme, ₹988.05 cr. was released, benefiting 27.97 lakh students in 2023-24. These scholarships aim to empower underprivileged students by alleviating financial burdens, thereby promoting education across marginalized communities.

Additionally, the government has invested in other educational support initiatives. ₹14.30 cr. has been released for the construction of hostels, accommodating 1146 students in 2023-24. Top-class education programs and overseas study interest subsidies have also seen significant funding, reaching thousands of students. For example, ₹ 111.18 cr. was allocated to support 4762 students in top Class education in college scheme and Rs. 6.55 Cr. Was allocated to support 2602 students in Top Class education in Schools for OBC, EBC & DNT Students and ₹ 56.24 Cr. was granted as interest subsidies to 2789 students pursuing overseas education. These efforts reflect the growing impact of the PM YASASVI scheme, which is transforming the educational landscape for disadvantaged students, enabling them to achieve their academic potential and contributing to overall societal upliftment.



**DOCUMENTS REQUIRED**

- ✓ Aadhaar Card
- ✓ Passport-size photograph
- ✓ Domicile Certificate
- ✓ Disability certificate, if applicable
- ✓ Bank Account details
- ✓ Caste/Community Certificate issued by the competent authority
- ✓ Educational qualification marksheets/certificates
- ✓ Valid Income certificate issued by the competent Authority

[scholarships.gov.in](https://scholarships.gov.in)

\*Any additional documents specified in the application form

### Key Points

- **Selection Process:** The YASASVI Entrance Test (YET) 2023 is the basis for candidate selection, conducted by the National Testing Agency (NTA) under the direction of the Ministry of Social Justice and Empowerment (MSJ&E), Government of India.
- **Eligibility:** Open to OBC, EBC, and DNT students with a total annual family income of up to ₹2.50 lakhs. Additional eligibility criteria may apply, depending on the specific scholarship scheme.
- **Where to Apply:** Eligible students can apply online at the National Scholarship Portal: [scholarships.gov.in](https://scholarships.gov.in).

### Conclusion

By offering a comprehensive array of scholarships and support programs, PM-YASASVI is addressing the financial constraints that often hinder access to education for marginalized communities. The integration of various earlier schemes into one streamlined initiative ensures that students are supported from their school years through to higher education, creating pathways for personal and professional growth. With the government's ongoing commitment to expanding access to quality education, the PM YASASVI Scheme is making a tangible impact on the lives of thousands of students, helping to create a more inclusive and prosperous India.

### References:

- <https://www.myscheme.gov.in/schemes/pm-yasasvitcceobcebcndnts>
- <https://socialjustice.gov.in/public/ckeditor/upload/65661651839791.pdf>
- <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1999638>
- <https://pib.gov.in/Pressreleaseshare.aspx?PRID=1847840>
- <https://pib.gov.in/PressReleaseDetailm.aspx?PRID=1844993&reg=3&lang=1>
- <https://pib.gov.in/PressReleaseDetail.aspx?PRID=1913930&reg=3&lang=1>
- <https://pib.gov.in/PressReleaseIframePage.aspx?PRID=1808243>
- <https://yet.nta.ac.in/>

Click here to see in PDF:

ET

TRENDING

- [CBSE Class 10 12 Date Sheet 2025](https://timesofindia.indiatimes.com/education/cbse-class-10-12-datesheet-2025) (https://timesofindia.indiatimes.com/education/cbse-class-10-12-datesheet-2025)
- [National Scholarship](https://timesofindia.indiatimes.com/education/news/national-scholarship-for-post-graduate-stu) (https://timesofindia.indiatimes.com/education/news/national-scholarship-for-post-graduate-stu
- [Delhi Metro Recruitment](https://timesofindia.indiatimes.com/education/news/delhi-metro-recruitment-2024-apply-n) (https://timesofindia.indiatimes.com/education/news/delhi-metro-recruitment-2024-apply-n
- [CBSE Board Exam Date Sheet](https://timesofindia.indiatimes.com/education/news/cbse-class-10-12-board-exam-20) (https://timesofindia.indiatimes.com/education/news/cbse-class-10-12-board-exam-20

[are/livebloq/114493484.cms\)](#)  
[-and-how-to-apply/articleshow/11](#)  
[ritten-test-required/articleshow/1](#)  
[n-every-student-must-be-aware-o](#)

## NCERT PARAKH Rashtriya Sarvekshan 2024 replaces National Achievement Survey: Key Differences and Implications

TOI Education / Updated: Oct 23, 2024, 14:05 IST

FOLLOW US

[ARTICLES](#) [VIDEOS](#) [PHOTOS](#) [GALLERIES](#) [AUDIO](#) [BOOKS](#) [LIVE](#) [OPINIONS](#) [CAABRWGKMMGYQOWWUZOAG](#)

Trending Stories

In Education Entire Website

- [CBSE Class 10, 12 Date sheet 2025 Live: Board exam timetable expect...](#)
- [Jammu schools closed for 5 days from Oct 29 to Nov 2: Here's why...](#)
- [Indian Navy SSR, MR final result released at joinindiannavy.gov.in:...](#)
- [PGCIL Trainee recruitment 2024: Registration underway, direct link t...](#)
- [RRB JE 2024 application status released: Check your status online...](#)

ADVERTISEMENT

NCERT has replaced the National Achievement Survey (NAS) with PARAKH Rashtriya Sarvekshan 2024, focusing on a system-level assessment of schools and student competencies in Grades 3, 6, and 9. This new evaluation aims for comprehensive, data-



The National Council of Educational Research and Training (NCERT) has introduced a significant change in how India's educational system will be evaluated, replacing the long-standing National Achievement Survey (NAS) with the PARAKH Rashtriya Sarvekshan 2024.

The shift, scheduled for December 4, 2024, marks a new approach to assessing the effectiveness of the country's school education system.



ADVERTISEMENT

PARAKH, an independent assessment body under NCERT, is now responsible for this national-level survey, which will operate independently from the previous NAS framework.

While NAS, conducted every three years since 2001, focused on assessing student competencies at various educational stages, PARAKH brings a more comprehensive and globally aligned evaluation system.

### New approach with PARAKH Rashtriya Sarvekshan 2024

EDIUM=REFERRAL&UTM\_CONTENT=THUMBNAILS-MID: MID ARTICLE THUMBNAILS 1:)  
 EDIUM=REFERRAL&UTM\_CONTENT=THUMBNAILS-MID: MID ARTICLE THUMBNAILS 1:)  
 EDIUM=REFERRAL&UTM\_CONTENT=THUMBNAILS-MID: MID ARTICLE THUMBNAILS 1:)  
**YOU MAY LIKE**

The introduction of PARAKH aims to create a broader understanding of the educational landscape in India. Unlike NAS, which primarily focused on student performance in core subjects, PARAKH will evaluate entire schools as entities, providing a system-level assessment of education across districts. This change aligns more closely with international surveys such as the Programme for International Student Assessment (PISA), indicating a shift towards global best practices in educational assessment, according to NCERT.

The upcoming survey will cover 75,565 schools and evaluate over 22,94,377 students from Grades 3, 6, and 9 across key subjects like Language, Mathematics, Science, Social Science, and "The World Around Us." This broader scope aims to give detailed insights into students' learning journeys, identifying strengths and areas for improvement not only in individual students but also in the institutional structures supporting their education.

#### Key differences between NAS and PARAKH Rashtriya Sarvekshan 2024

The most significant difference between NAS and PARAKH is the scope and framework of evaluation. NAS, historically, was a national survey aimed at understanding student performance at the elementary and secondary levels, assessing competencies in subjects like Mathematics, Science, and Language. The last NAS in 2021 surveyed over 1.18 lakh schools and included participation from over 34 lakh students from Grades 3, 5, 8, and 10.

In contrast, PARAKH's approach is system-level, focusing on foundational, preparatory, and middle stages of education as outlined in the National Education Policy (NEP) 2020. The assessment will concentrate on Grades 3, 6, and 9, and will evaluate the overall effectiveness of schools across multiple districts. By using a combination of paper-based assessments and Optical Mark Recognition (OMR) technology, PARAKH introduces a more streamlined method of data collection and analysis.

Another critical difference is that PARAKH is designed to be independent of previous NAS reports. While NAS provided periodic snapshots of the educational system, PARAKH aims for continuous and comprehensive data.

Here's an overview of the major changes-

Feature	NAS (National Achievement Survey)	PARAKH Rashtriya Sarvekshan 2024
<b>Inception</b>	Launched in 2001	Introduced in 2024
<b>Responsible Body</b>	NCERT	PARAKH (independent body under NCERT)
<b>Assessment Focus</b>	Primarily focused on student competencies	System-level assessment of schools and students
<b>Grades Covered</b>	Grades 3, 5, 8, and 10	Grades 3, 6, and 9
<b>Sample Size</b>	Over 34 lakh students in 2021	22.94 lakh students in 2024
<b>Assessment Method</b>	Paper-based, student-level assessments	Paper-based with OMR technology; school-level assessment
<b>Data Collected</b>	Primarily student performance data	Performance data along with contextual data (school, teacher, and pupil questionnaires)
<b>Connection to Previous Reports</b>	Linked to previous NAS assessments	Independent of past NAS reports

## What PARAKH Rashtriya Sarvekshan 2024 aims to achieve?

PARAKH Rashtriya Sarvekshan 2024 is in line with the principles of the NEP 2020, focusing on competency-based assessment rather than just content knowledge. It will evaluate how well students have developed critical thinking, problem-solving, and analytical skills, which are essential for the future workforce. In addition to evaluating student competencies, the survey will collect contextual data from teachers, students, and schools to gain insights into the learning environment and educational practices.

The data collected from PARAKH will be crucial for policymakers, helping them make informed decisions about educational reforms. By identifying the strengths and weaknesses of schools across different regions, the survey will enable targeted interventions to improve teaching practices, infrastructure, and learning outcomes. The aim is to make the education system more inclusive and responsive to the needs of students from diverse backgrounds.

## How PARAKH Rashtriya Sarvekshan 2024 will benefit data-driven reforms in education

One of the core objectives of PARAKH is to provide data-driven insights that can shape future educational policies. The survey will collect data on not only student performance but also school infrastructure, teacher quality, and classroom practices. This holistic approach ensures that educational reforms are grounded in evidence and address the root causes of challenges within the system.

By aligning with international assessment standards, PARAKH also ensures that India's education system remains competitive globally. The insights gained from this survey will help the government and educational institutions make strategic decisions to improve the overall quality of education in the country.



End of Article

REFERRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1:)  
REFERRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1:)  
REFERRAL&UTM\_CONTENT=THUMBNAILS-BELOW:BELOW ARTICLE THUMBNAILS 1:)  
**RECOMMENDED FOR YOU**

(<https://www.salesofficedelhincor.com/emaar-sector-62-new-launch.html/>?)

tblici=GIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCDP1WUoj9uL4mjuLF4MN2AZA#tbliciGIAAOTXF5Cs6Ez2wohk

**Emaar New Launch - 3 BHK and 4 BHK Apartments Of 2200 - 3100 Sq. Ft. Sizes**  
Attractive 25%\*4 Payment Plan For Hassle Free Home Buying Experience, Higher ROI, and 100% Property Ownership!

**Emaar New Launch In Sector 62, Gurgaon**

(<https://www.salesofficedelhincor.com/emaar-sector-62-new-launch.html/>?)

tblici=GIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCDP1WUoj9uL4mjuLF4MN2AZA#tbliciGIAAOTXF5Cs6Ez2wohk

([https://www.ketto.org/stories/helpnayara?](https://www.ketto.org/stories/helpnayara?utm_campaign=helpnayara&utm_medium=taboola&utm_source=external_Ketto&utm_content=helpnayara_vid1sub1_1f1timesofindia_1638493&utm_term=PS_DNF_IND_INT_Donation&tblici=GIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy:PjoeDsATDdgGQ#tbliciGIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCbyk0orM_Ty-PjoeDsATDdgGQ)

utm\_campaign=helpnayara&utm\_medium=taboola&utm\_source=external\_Ketto&utm\_content=helpnayara\_vid1sub1\_1f1timesofindia\_1638493&utm\_term=PS\_DNF\_IND\_INT\_Donation&tblici=GIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy:PjoeDsATDdgGQ#tbliciGIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCbyk0orM\_Ty-PjoeDsATDdgGQ)

### Any more delay will take this 2-month-old baby's life

Her spine did not grow properly and is now threatening her life

**Ketto**

([https://www.ketto.org/stories/helpnayara?](https://www.ketto.org/stories/helpnayara?utm_campaign=helpnayara&utm_medium=taboola&utm_source=external_Ketto&utm_content=helpnayara_vid1sub1_1f1timesofindia_1638493&utm_term=PS_DNF_IND_INT_Donation&tblici=GIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy:PjoeDsATDdgGQ#tbliciGIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCbyk0orM_Ty-PjoeDsATDdgGQ)

utm\_campaign=helpnayara&utm\_medium=taboola&utm\_source=external\_Ketto&utm\_content=helpnayara\_vid1sub1\_1f1timesofindia\_1638493&utm\_term=PS\_DNF\_IND\_INT\_Donation&tblici=GIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy:PjoeDsATDdgGQ#tbliciGIAAOTXF5Cs6Ez2wohk1Vj8mIgrHIWzOffEmBnRy5thIHCCbyk0orM\_Ty-PjoeDsATDdgGQ)

([https://www.planetspark.in/parents/c/start\\_v225?](https://www.planetspark.in/parents/c/start_v225?utm_source=taboola&utm_source_info=ps_india_lead_carfts_diy_desktop_230924_ai_girl_black_suit&utm_campaign=p1timesofindia_1638493&utm_content=ai_girl_black_suit&utm_source=taboola&utm_medium=referral&tblici=GIAAOTXF5C)

utm\_source=taboola&utm\_source\_info=ps\_india\_lead\_carfts\_diy\_desktop\_230924\_ai\_girl\_black\_suit&utm\_campaign=p1timesofindia\_1638493&utm\_content=ai\_girl\_black\_suit&utm\_source=taboola&utm\_medium=referral&tblici=GIAAOTXF5C

### Secure Your Child's Future with Strong English Fluency

Start Your Child's English Transformation Now!

**Planet Spark**

([https://www.planetspark.in/parents/c/start\\_v225?](https://www.planetspark.in/parents/c/start_v225?utm_source=taboola&utm_source_info=ps_india_lead_carfts_diy_desktop_230924_ai_girl_black_suit&utm_campaign=p1timesofindia_1638493&utm_content=ai_girl_black_suit&utm_source=taboola&utm_medium=referral&tblici=GIAAOTXF5C)

utm\_source=taboola&utm\_source\_info=ps\_india\_lead\_carfts\_diy\_desktop\_230924\_ai\_girl\_black\_suit&utm\_campaign=p1timesofindia\_1638493&utm\_content=ai\_girl\_black\_suit&utm\_source=taboola&utm\_medium=referral&tblici=GIAAOTXF5C

(<https://cat.sg1.as.criteo.com/delivery/ckn.php?cppv=3&cpp=JZM45rmVGt0sDa87W64-ORs50RW->

# बढ़ई, माली, कुम्हार के यहां इंटरशिप करेंगे विद्यार्थी

रीतिका मिश्रा • जागरण

नई दिल्ली: पूरे सत्र में 10 दिन बिना बस्ते के स्कूल जाना, सुनने मात्र में ही ये कितना अच्छा लगता है। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) की भी यही कोशिश है कि आनंदमय और तनावमुक्त तरीके से स्कूल में विद्यार्थियों के सीखने के अनुभव को बेहतर बनाया जाए। इसलिए एनसीईआरटी ने राष्ट्रीय शिक्षा नीति-2020 के तहत स्कूलों में 10 बैगलेस डेज (दिन) की अवधारणा लागू की है, जिसका उद्देश्य विद्यार्थियों को विभिन्न कौशलों से परिचित कराना है। इसके तहत बच्चों को बढ़ई, माली, कुम्हार के साथ इंटरशिप करने का मौका भी दिया जाएगा। इससे न केवल उनका व्यावहारिक ज्ञान बढ़ेगा, बल्कि उनको भविष्य के करियर विकल्पों के लिए अभी से तैयार किया जा सकेगा। अधिकारियों के मुताबिक 10 दिवसीय बैगलेस शिक्षा कार्यक्रम न केवल ज्ञान प्राप्ति में बल्कि मूल्यों के विकास व बहु-कौशल निर्माण में भी सहायक होगा। शिक्षा निदेशालय ने एनसीईआरटी के इस आदेश को अपने सभी सरकारी, सहायता प्राप्त और निजी स्कूलों में लागू किया है। इसके तहत छठवीं से आठवीं तक के विद्यार्थियों को इस सत्र में 10 दिनों के लिए स्कूल में शिक्षक पढ़ाई कराने के बजाय उनके लिए विभिन्न तरह

## बैगलेस डेज के उद्देश्य

- विद्यार्थियों को मौज-मस्ती के साथ आनंदमय तरीके से कुछ सीखने में मदद करना है।
- स्कूल की कक्षा के बाहर काम की दुनिया से परिचय कराना।
- दिन-प्रतिदिन के जीवन को प्रभावित करने वाले लेन-देन से परिचय कराना।
- अवलोकन-आधारित सीखने की क्षमता और अभ्यास के लिए गुंजाइश बनाना।
- समुदाय और परस्पर निर्भरता की समझ को विकसित करना।
- कक्षा की परस्पर निर्भरता को सैद्धांतिक व व्यावहारिक ज्ञान के साथ विकसित करना।
- बढ़ईगीरी, बिजली का काम, बागवानी, मिट्टी के बर्तन बनाने जैसे काम के साथ हाथों से काम करने की गतिविधि के जरिये श्रम का महत्व बताना।
- स्थानीय लोगों के साथ बातचीत करना। कारीगरों व शिल्पकारों को वोकल फार लोकल की अवधारणा बताना और उत्पादों को लोकप्रिय बनाने के लिए प्रोत्साहित करना।
- विभिन्न संस्थानों के भ्रमण के दौरान संभावित करियर विकल्पों के बारे में जानकारी देना।

## ये रहेगी कार्यप्रणाली

शैक्षिक दौरे या फील्ड ट्रिप, प्रयोग, प्राकृतिक अन्वेषण, सर्वेक्षण और केस स्टडी और समुदाय, माता-पिता व अन्य से जुड़े साक्षात्कार।



## 10 बैगलेस डे की अवधारणा

- विद्यार्थियों को कार्य क्षेत्रों में आवश्यक कौशल से परिचित कराना।
- व्यवहार कुशलता को बढ़ावा मिलेगा।
- छठवीं से आठवीं के विद्यार्थी इस गतिविधि में भाग लेंगे।

की कौशल गतिविधियों का चयन करेंगे, ताकि स्कूल के पास उपलब्ध संसाधनों का उपयोग किया जा सके। निदेशालय के अधिकारी ने कहा कि इस तरह की गतिविधियां एक आकर्षक शैक्षिक वातावरण को बढ़ावा देती हैं, जिससे विद्यार्थियों को महत्वपूर्ण जीवन कौशल विकसित करने व अपनी वास्तविक क्षमता खोजने में मदद मिलती है। बैगलेस डे की खूबसूरती यह है कि यह सभी तीन एच-हेड (सिर), हैंड (हाथ) और हार्ट (दिल) का उपयोग करके अनुभवात्मक गतिविधियों के माध्यम से सभी छात्रों को सीखने का मौका देती है। शिक्षा निदेशालय ने प्रधानाचार्यों से कहा कि गतिविधियों को करते समय स्थानीय ज्ञान और पारंपरिक कौशल को शामिल करना महत्वपूर्ण है।

# 10 दिन स्कूल बैग की छुट्टी, खेल-खेल में होंगी क्लास

एक्सपेरिमेंटल लर्निंग को बढ़ाने के लिए दिल्ली शिक्षा निदेशालय ने दिए निर्देश

■ विशेष सवाददाता, नई दिल्ली

बिना बैग स्कूल जाने का मजा दिल्ली के स्टूडेंट्स को मिलने वाला है। दिल्ली शिक्षा निदेशालय ने अपने सभी स्कूलों को कहा है कि वो क्लास 6 से 8 के स्टूडेंट्स को 10 दिन बिना बैग के स्कूल बुलाएं।

**हैपीनेस करिकुलम की एक्टिविटी को भी करेंगे शामिल**

दरअसल, स्टूडेंट्स को तनाव मुक्त करने और एक्सपेरिमेंटल लर्निंग को बढ़ावा देने के लिए नेशनल एजुकेशन पॉलिसी (NEP) ने 10 दिन बिना बैग के स्कूल आने की सिफारिश की है। इसके लिए एनसीईआरटी ने गाइडलाइंस भी बनाई और इसी साल सितंबर में केंद्रीय शिक्षा मंत्रालय ने सभी राज्यों



AI Image

को यह गाइडलाइंस भेजकर लागू करने को कहा था। इसके बाद दिल्ली शिक्षा निदेशालय ने सभी सरकारी और प्राइवेट स्कूलों को इसे लागू करने को

कहा है। निदेशालय ने यह भी कहा कि इन 10 दिन उन एक्टिविटी को भी शामिल किया जा सकता है, जो हैपीनेस करिकुलम का हिस्सा है। बिना स्कूल बैग 10 दिन का मकसद है कि स्टूडेंट्स खेल-खेल में मजेदार तरीके से सीखें। उन्हें क्लासरूम से बाहर की दुनिया का एक्सपोजर मिले, रोजमर्रा की जिंदगी से वो रूबरू हों, ऑब्जर्वेशन आधारित लर्निंग और प्रैक्टिस भी बढ़े। इसका गोल है कि स्टूडेंट्स समाज से जुड़े, श्रम की गरिमा को समझे। बड़ईंगिरी, बागवानी, इलेक्ट्रिकल वर्क, कुम्हारी जैसे कामों पर अपना हाथ आजमाएं। वो शिल्पकारों से मिलें और 'वोकल विद लोकल' कॉन्सेप्ट को बढ़ावा दें। इसका मकसद यह भी है कि वे अलग-अलग संस्थानों का दौरा करें और अपनी करियर चॉइस पर भी विचार करें।

**NBT Lens**

समझिए खबरों के अंदर की बात

**बाहर की दुनिया का मिलेगा एक्सपोजर!**

'बिना बैग 10 दिन' NEP का आइडिया है, जिसका मकसद है

स्टूडेंट्स को स्ट्रेस फ्री लर्निंग की ओर ले जाना। इस आइडिया पर NCERT ने गाइडलाइंस बनाई है और फोकस खेल-खेल में एक्सपेरिमेंटल लर्निंग पर है। इस कॉन्सेप्ट के साथ स्टूडेंट्स को क्लासरूम से बाहर की दुनिया का एक्सपोजर दिया जाएगा, ताकि वो रोजमर्रा की जिंदगी से वो रूबरू हों, चीजों को पहचानना, समझना सीखें और अपनी थ्योरी को प्रैक्टिस में लाएं। विशेषज्ञों का मानना है कि इस कॉन्सेप्ट को लागू किया जाए, तो स्टूडेंट्स की स्किल्स भी निखरेगी। इन 10 दिनों के दौरान वोकेशनल लर्निंग पर भी जोर दिया गया है।

## भारत-ऑस्ट्रेलिया शिक्षा में करेंगे सहयोग

### साझेदारी

नई दिल्ली, विशेष संवाददाता। शिक्षा में सहयोग भारत-ऑस्ट्रेलिया संबंधों का आधार है। विश्व बंधु के रूप में भारत मानव केंद्रित विकास में एक विश्वसनीय भागीदार बनने के लिए प्रतिबद्ध है। यह बात बुधवार को मेलबर्न में ऑस्ट्रेलियाई अंतरराष्ट्रीय शिक्षा सम्मेलन को संबोधित करते हुए केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने कही। उन्होंने ऑस्ट्रेलिया के शिक्षा मंत्री जेसन क्लेयर के साथ द्विपक्षीय बैठक भी की।

इस कार्यक्रम में भारतीय प्रतिनिधिमंडल के सदस्य, दोनों देशों के विश्वविद्यालयों के प्रमुख और अन्य गणमान्य व्यक्ति भी उपस्थित थे। प्रधान ने अपने संबोधन में भारत और



शिक्षा मंत्री ने ऑस्ट्रेलियाई शिक्षा सम्मेलन को संबोधित किया

ऑस्ट्रेलिया के बीच मजबूत और विकसित होती साझेदारी की सराहना की। उन्होंने प्रधानमंत्री नरेंद्र मोदी और ऑस्ट्रेलिया के प्रधानमंत्री एंथनी अल्बानीज के दूरदर्शी नेतृत्व में इन संबंधों को और मजबूत बनाने की बात कही। प्रधान ने कहा कि चौथी औद्योगिक क्रांति में शिक्षा के क्षेत्र में छात्रों को प्रौद्योगिकी के निर्माता और प्रबंधक बनने के लिए तैयार करना चाहिए। भारत की राष्ट्रीय शिक्षा नीति डिजिटल साक्षरता, सॉफ्ट स्किल्स,

आलोचनात्मक सोच और अंतःविषय अध्ययनों पर बल देते हुए एक रूपरेखा प्रदान करती है, ताकि उभरते हुए रोजगार बाजारों के अनुकूल हो सकें। शिक्षा में सहयोग भारत-ऑस्ट्रेलिया संबंधों का आधार है। इसका मुख्य उद्देश्य भारत की शिक्षा प्रणाली को योग्यता आधारित ढांचे में बदलना है।

ऑस्ट्रेलिया के शिक्षा मंत्री ने भारत को सराहा: ऑस्ट्रेलिया के शिक्षा मंत्री जेसन क्लेयर ने बेहतर शिक्षा प्रणाली के महत्व पर जोर दिया। आधुनिक शिक्षा प्रणाली सिर्फ जीवन ही नहीं बदल सकती, बल्कि यह राष्ट्रों को भी बदल सकती है। भारत की शिक्षा प्रणाली की सराहना करते हुए उन्होंने कहा कि 2035 तक विश्वविद्यालय की डिग्री प्राप्त करने वाले चार में से एक व्यक्ति को डिग्री भारत से मिलेगी।

### Teachers asked to refrain from use of phone in classes

**NEW DELHI:** The Delhi Directorate of Education has asked teachers to avoid using mobile phones in classrooms, laboratories, and libraries.

According to the circular released on Tuesday, the DoE said, "Teachers and other staff are refrained from using mobile phones during teaching and learning activities in classrooms, laboratories, and libraries, including arrangement periods." The circular called for creating a more engaging and stimulating physical learning environment and instructed teachers to use smart boards, projectors, and K-Yan devices available at school.

K-Yan (K-Knowledge-Yan-Vehicle) is a tool that combines a computer and projector into a single unit, transforming a wall or flat surface into an interactive workspace.

MPOST

## MINISTRY OF EDUCATION EXTENDS REGISTRATION WINDOW FOR YUVA SANGAM PHASE V TILL OCT 25

### OUR CORRESPONDENT

The Ministry of Education has extended the registrations window for Yuva Sangam Phase V till October 25, 2024 to accommodate all intending applicants who are interested to experience this unique opportunity. This gives more youth, including students and professionals, an opportunity to avail this rare chance to be a representative of their state/union territory.

With the earlier deadline for registration approaching, the dedicated registration portal saw a massive spike in

visitors. The successful cultural exchange programme initiated under 'Ek Bharat Shreshtha Bharat' facilitates engagement and collaboration among youth in the age group of 18 to 30 years across the diverse landscape of India. The programme now in its fifth phase has facilitated cross-cultural learnings and interaction for 4,795 youth across India through 114 tours.

Young professionals (employed/self-employed) and students including NSS/NYKS volunteers, as well as off-campus youth (those enrolled for online courses, in skilling institutions) are encouraged to apply for this life-changing



experience through multi-dimensional exposure in five broad areas - the 5 Ps including Paryatan (Tourism), Parampara

(Traditions), Pragati (Development), Paraspas Sampark (People-to-people connect), and Prodyogiki (Technology).

"The response to Phase-V of Yuva Sangam has been truly encouraging. The window for registration which was earlier slated to close on October 21 has now been extended till October 25. This extension in deadline has been necessitated by the surge in response in the last few days and to facilitate registration for intending participants. We request everyone to make use of this extension and participate in this unique programme," said a senior officer of the Ministry of Education.

# Transformation through tales

Nexus of Good

*ACEnovation, founded by Major Rajan and Neena Gayatri, has revolutionised storytelling through initiatives empowering storytellers, while also addressing educational and social issues, along with humanitarian concerns*



ANIL SWARUP

All of us have a story to narrate, and so does ACEnovation. ACEnovation, a company founded by Major Rajan and Dr. Neena Gayatri, was born from a story. ACEnovation has created stories, and in just five short years, has become a story in itself! This wonderfully unique entity brings storytellers and their tales into homes from all over the world. The benchmarks set by this company, despite the pandemic, leave one spell-bound. They hold the world record for the longest confluence of participants in a multicultural storytelling event, spanning 140 countries and involving over 20,000 people worldwide. They also hold the world record for 24-hour non-stop storytelling, with participants from 54 countries, touching 140 nations.

**This is just the beginning of their amazing journey:**

▶ 740 free international storytelling webinars for the public.

▶ 12 free international storytelling workshops for teachers in partnership with TNTEU, benefiting over 1,00,000 teachers so far.

▶ Over 400 teachers from SCERT & DIET were trained in online workshops over 7 days.

▶ 12 international storytelling workshops for school-children, reaching more than 150,000 children.

▶ 9 international workshops for college students.

▶ Nearly 800 free, one-hour story-time sessions delivered to schools worldwide.

▶ Reached 181 countries to date, and the list keeps growing.

▶ Connected with over 3,000 storytellers globally.

▶ Conducted the world's first World Storytelling Championship online in 2021, free of cost, with overwhelming registrations: 6 age categories (ages 3 to 103), 131 countries,



ACEnovation has reached 181 countries to date, and the list is growing

33,400+ entries, 400 judges, and 60 finalists. The finals were held on Zoom, featuring judges from around the world and 6 world champions from India, South Korea, Nigeria, Iran, and Taiwan. The Grand Finale was on December 27, 2021, on the 10 Times Platform. India's youngest storyteller hoisted the WSTC Flag, and the world champions were crowned by Dr. Jagdish Krishna, Minister for Health, Government of Western Australia, with Walter Ritter—writer, poet, producer, entrepreneur, and storyteller—serving as the Guest of Honour.

The Second World Storytelling Championship took place on December 31, 2022, with 58,800+ registrations from 137 countries, 600 judges, and 71 finalists participating in the online event.

ACEnovation signed an MoU with the Government of Tamil Nadu to bring stories to children in government schools. It conducted nearly 365 free storytelling sessions—thus creating another story! They were also the storytelling partner for the Times of India's "Happy Streets" initiative, spreading happiness through stories in Chennai, Coimbatore, and Bangalore.

**Stories for special people:**

An initiative to give a platform to those who deserve to be heard. This has extended beyond India to Malta, Malaysia, and Africa. ACEnovation continues to bring weekly stories to the underprivileged and physically challenged.

ACEnovation also shared stories of India's culture at the Marrakech Storytelling Festival in Morocco with a focus on the "Tribes of Nilgiris" and "Kolam Kadhaigal."

Fifty workshops were conducted for teachers in government schools in Coimbatore and Ooty, as well as for Anganwadi workers in Tamil Nadu.

Turn to Turkey - 'Rebuild Through Stories' - it was called! There were 195 stories from as many countries, and the event featured 24 hours of non-stop storytelling. ACEnovation partnered with Rotary International to raise funds for the people of Turkey—the first in the world to use storytelling for a global humanitarian cause. Almost every country participated. Stories flowed, and so did the funds—funds to rebuild a beautiful country called Turkey. Seeds of love, world peace, and unity were not only sown but also watered, nurtured, and tended. These bonds blossomed into

beautiful connections that are difficult to break. It was a spectacular, one-of-a-kind, trend-setting event!

Recognising that storytelling is a skill everyone should possess, ACEnovation made storytelling a subject for university and college students in Tamil Nadu under the aegis of TNSDC's skill development initiative, 'Naan Mudhalvan'. To date, nearly 30,000 students have been trained. The students' inherent talents are identified, and opportunities are created for them to earn a living. ACEnovation is working to build an ecosystem where rural Indian students can learn and earn from their homes, with many girl students benefiting from this initiative.

The 2023 World Storytelling Championship saw 70,342 registrations from 181 countries. There were 600 judges. This massive event received much applause. Champions in the six categories hailed from Argentina, Paraguay, South Korea, Malaysia, Malawi, Cuba, and India. Judges were eminent storytellers from each of the five continents. The grand award ceremony, held online, had the President of Mauritius give away the prizes.

ACEnovation now offers 'Saturday Stories' at the Anna Centenary Library and 'Sunday Stories' at the Kalaingar Centenary Library. Storytelling workshops were organised for senior civil servants, and similar workshops and seminars were held for entrepreneurs, focusing on storytelling.

World Wildlife Week was celebrated at Guindy Zoo, where 15,000 visitors benefited from storytelling sessions about wildlife preservation.

'TN Talks' is an initiative of the Directorate of School Education, Directorate of Public Libraries, and ACEnovation. It highlights the stories of individuals who have made a significant impact in their fields, inspiring, informing, and transforming the public.

Value additions through storytelling at the 'Anna Centenary Library'—Asia's second-largest library—and the 'Kalaingar Centenary Library' in Madurai include:

▶ **'Kural Connections':** Bringing Thirukural to libraries worldwide through stories.

▶ **'Saturday Stories':** Free storytelling sessions for the public every Saturday at the Anna Centenary Library.

▶ **'Twilight Stories':** Stories for Tamil Nadu, broadcast online every day from 7:30 pm to 8:00 pm, aimed at promoting social cohesiveness through storytelling.

Through all these programs, ACEnovation ensures that storytellers not only get a platform to showcase their talents but also have pathways to earn a living.

This illustrates what ACEnovation is doing through stories, storytelling, and storytellers.

ACEnovation presents a wonderful example of the Nexus of Good. The model is already scaling and can be replicated in other parts of the country through public-private partnerships.

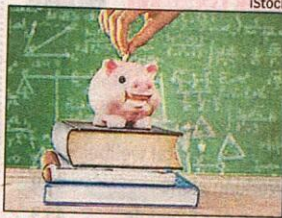
*Views expressed are personal*

# India allocates up to 4.6% of GDP in edu, higher than many in region, says Unesco

Manash.Gohain  
@timesofindia.com

**New Delhi:** Between 2015 and 2024, India allocated approximately 4.1% to 4.6% of its GDP to education, aligning with international benchmarks set by 'Education 2030 Framework for Action', which recommends that countries allocate 4-6% of their GDP to education.

A new series of reports from the Unesco Institute for Statistics on world education statistics revealed that India's govt expenditure on education has fluctuated between 13.5% and 17.2% during the same period. This range aligns with the Education 2030 target, that encourages govts to allocate 15-20% of their pub-



CLASSROOM CAPITAL

lic expenditure to education.

These reports provide a detailed analysis of global education investment trends, particularly in relation to achieving sustainable development goals (SDG), especially SDG 4, which focuses on ensuring inclusive and equitable quality education.

India's investment in education has remained stable, consistent with internation-

al benchmarks and has been investing more than some of its neighbours in terms of both GDP percentage and govt expenditure. In comparison with other Central and Southern Asian countries, India has invested more in terms of both GDP percentage and govt expenditure, contrasting with the global trend of declining average investment in education.

The report notes that while South Asian countries, including Nepal and Bhutan, allocate around 4-6% of their GDP to education, nations like Afghanistan and Pakistan are falling behind in terms of both expenditure and resource allocation.

The report highlighted that "as a percentage of total

expenditure, the world average is in decline. Central and Southern Asia countries invest more in comparison with investment in 2010s. A decline is noted in other regions".

In 2022, India's expenditure on education as a percentage of GDP among Central and Southern Asia is lower only to Bhutan (7.5%), Kazakhstan (7.2%), Maldives (4.7%), Tajikistan (5.7%) and Uzbekistan (5.2%). Compared to the whole of Asia, India's expenditure is higher than countries like China and Japan.

Globally, the world average of public expenditure on education has seen a decline, from 13.2% in 2010 to 12.5% in 2020, with a notable decrease following Covid-19 pandemic.

## Delhi's challenges in school education

Absenteeism, discriminatory policies, and poor infrastructure are major issues

### STATE OF PLAY

Maitri Porecha

porechamaitri.m@thehindu.co.in

In 2015, before the Delhi Assembly elections, the Aam Aadmi Party (AAP) promised to revolutionise school education if it came to power. Since then, the AAP government has increased its allocation for education to nearly 25% of the Budget. It has sent teachers and principals for training programmes at the University of Cambridge, U.K.; the National Institute of Education, Singapore; and IIM Ahmedabad. It has decentralised funds for school management committees, vested more powers in the hands of community to spend; introduced the 'happiness curriculum'; and proposed guidelines to prevent private schools from increasing their fees. On the face of it, these look like great reforms. However, the newly appointed Chief Minister, Atishi Marlena, who handles the Education portfolio, is staring at several challenges.

The first and most immediate challenge is to curb absenteeism and encourage children to attend school. In 2022-23, 17.85 lakh students were enrolled across the 1,070 government schools in Delhi. Of them, 6.67 lakh students (nearly 33%) were absent for seven consecutive days or 20 out of 30 working days between April 2023 to February 22, 2024. This is slightly higher than the national average of 28% (Annual Status of Education Report, 2019).

In a much-criticised move this June, the Delhi government asked all government schools to ensure that Class 9 students who have failed twice are counselled and requested to register with the



National Institute of Open Schooling (NIOS). Just 6,200 of the 17,000 government school students who failed Class 9 for the second time in 2023-24 enrolled with NIOS; the rest slipped through the cracks.

The government's rationale for its decision is to open new avenues for non-formal education for dropouts. However, as Delhi-based advocate, Ashok Agarwal, who has been fighting for fair implementation of the Right to Education, said, "It ensures that the Delhi government has a high pass rate to show as a measure of 'success'." The students of Delhi secured an overall pass percentage of 94.35% in 2023-24, which surpassed the national average of 93.60%. "We have agitated multiple times in front of the Chief Minister's residence so that they withdraw this policy," he added.

The government also decided to segregate children according to their learning abilities into two groups: *Pratibha* (loosely translated as intelligent) and *Nishtha* (steadfast). A parents' forum moved the Delhi High Court against the government for this move. The government believes that dividing students according to their performance levels would allow it to identify those at risk of academic failure. But such divisions, as a senior NCERT official told *The Hindu*, is "discriminatory and

can negatively impact the motivation of students." It also raises questions about equality and dignity.

As far as infrastructure is concerned, government schools in the North East District, the poorest in terms of development indicators such as health and education, are a stark departure from the model schools that the government often portrays in advertisements. The problem of overcrowding is so acute that students are asked to attend school for only two hours on any given day or are called on alternative days so that multiple batches of students can be accommodated. The Delhi High Court has asked the government to address issues of lack of space and overcrowding, which were forcing students to spill into libraries, labs, staff rooms, and the principal's office to attend classes.

The government's decision to regulate fees of unaided private schools which were allotted land by government agencies also suffered a blow when the Delhi High Court stayed a government circular mandating certain schools to seek prior permission before raising fees. Mr. Agarwal said, "Unless Delhi brings in a law or regulation to check the unaided private school fee structure, little will change."

For lasting changes in the school education system, the AAP will have to focus on bridging the gap between the brightest students and those who fail in Class 9; the latter cannot be ignored or left behind. It must focus on infrastructure issues and address the problem of overcrowding in schools in the North East District. Most importantly, it must pay attention to the poorest of the poor in Delhi and ensure that every child attends school.

# Learning & nation-building

The 75th Constitution Day, on November 26, is a moment to reimagine our universities. The focus needs to be on education and research relating to Constitution's ideals and aspirations



C. RAJ KUMAR

THE CONSTITUTION OF India was adopted on November 26, 1949. While the vision and imagination of the framers of the Constitution was far-sighted, the reality of India at that moment was very different. At Independence, India's population was around 370 million, and women, on average, had six children. The age structure was very young, and over 80 per cent of the population was illiterate.

India had barely 20 universities and approximately 500 affiliated colleges in 1947. Student enrolment was around 2.5 lakh, and faculty members across all universities and colleges were about 20,000. Higher education was an absolute privilege, available only to the elite. Today, India has over 40 million students enrolled in higher education institutions and more than 1.5 million faculty members.

India has the largest population in the world. Forty-seven per cent of Indians are below the age of 25. Two-thirds have been born after liberalisation. In this stage of India's demographic transition, universities are influential institutions that must contribute to the transformation of society. A single-minded focus on subjects and courses comprising science, technology, engineering, mathematics (STEM) and medicine cannot produce the desired transformation in the value system of our society. Education must not be limited to linking all learning only to job opportunities and instrumentally applying knowledge for monetary gains without appreciating its intrinsic value in shaping the kind of citizens that our republic requires. Schools and universities must provide substantial knowledge about the Constitution in all Indian languages. Achieving this goal must be a top policy priority.

India commemorates the 75th anniversary of the adoption of its Constitution this year. Our higher education ecosystem, comprising more than 1,100 universities and nearly 50,000 colleges, must prioritise the study of the Constitution. The Viksit Bharat Vision for 2047 should focus on educating young India to appreciate the values inherent in the Constitution and why the document is the lodestar for development and social transformation.

I can adduce five compelling reasons why our universities should educate their students about the Constitution's history, philosophy, and evolution and its importance in recognising and enforcing people's fundamental rights and freedoms.

One, the Constitution as a site for creating collective consciousness. India is not a classic federation. Some continuing struggles and synergies inform the evolution of the idea of deliberative democracy in the country. Social and economic diversity has contributed to differing economic and human development levels across the states. As we commemorate the 75th anniversary, we must build a more vital collective consciousness of our Constitution that binds us



C.R.Sasikumar

as people. This consciousness will have a direct and substantive bearing on promoting progressive nation-building ideas while shielding us from the consequences of sectarian perspectives. The framers of our Constitution were conscious of the imperative of creating a collective consciousness of the people of India. They did that by providing flexibility and freedom to pursue a pluralistic idea of nation-building.

Two, the Constitution as a framework for identity creation. The Constitution has helped us to create, nurture and expand an Indian identity. Many of its provisions focus on protecting rights and freedoms and illustrating their inherent purpose for establishing a nation. The pluralistic identity of the people of India is reflected in the values that permeate the Constitution, especially its Preamble. In an influential article titled 'The rise of state-nations', Alfred Stepan, Juan J Linz, and Yogendra Yadav observed, "... 'State-nation' policies involve creating a sense of belonging (or 'we-feeling') with respect to the statewide political community, while simultaneously creating institutional safeguards for respecting and protecting politically salient socio cultural diversities. The 'we-feeling' may take the form of defining a tradition, history, and shared culture in an inclusive manner, with all citizens encouraged to feel a sense of attachment to common symbols of the state and some form of 'constitutional patriotism.' An Indian identity that promotes values of "constitutional patriotism" should define our aspiration to develop ideas for nation-building. Universities must shape that Indian identity through education and the process of learning.

Three, the Constitution as a reason for celebrating diversity. The Constitution, particularly its provisions on equality and non-discrimination, recognises the value of diversity. Universities are the appropriate institutions for promoting diversity. However, the diversity promoted in universities must be about lived and shared experiences. It is about understanding and appreciating that India is a land of diverse interests and multiple persuasions. The opportunity to study the Constitution and the lived experience of meeting and interact-

ing with diverse people can help build an informed and enlightened citizenry.

Four, the Constitution as an instrument of social and political empowerment. By abolishing untouchability in Article 17, the Constitution shook the foundations of the practice of historically evolved caste-based discrimination. But it did not stop there. It also made it an offence to cause any disability arising because of "untouchability". The vision of the makers of the Constitution was far-sighted enough to recognise that the evil of untouchability cannot be quelled by merely proscribing it. The Constitution sends a powerful message to our nation that its foundations are the values of liberty, equality and fraternity. Universities are places where values are formed, shaped and changed. There is no better place where the study of constitutional values can have a powerful impact.

The Constitution as the basis for social justice. The theme of social justice runs throughout the Constitution. As India celebrates the 75th anniversary of adopting the Constitution, the aspiration to advance the cause of social justice has never been more critical. Universities are institutions where through transformative education, the societal structure can be challenged and a new generation can become participants in an effort to achieve social justice. The constitutional project of promoting social justice can be realised only when higher education institutions institutionalise these ideas among the youth. India's young people must embrace the vision of building an egalitarian society.

Five, the Constitution as the basis for social justice. The theme of social justice runs throughout the Constitution. As India celebrates the 75th anniversary of adopting the Constitution, the aspiration to advance the cause of social justice has never been more critical. Universities are institutions where through transformative education, the societal structure can be challenged and a new generation can become participants in an effort to achieve social justice. The constitutional project of promoting social justice can be realised only when higher education institutions institutionalise these ideas among the youth. India's young people must embrace the vision of building an egalitarian society.

The 75th anniversary of the Constitution should help us reimagine our universities to focus on education and research relating to its ideals and aspirations. It should educate and empower the youth to understand and appreciate the historical struggles that resulted in our freedom and the vision of the framers of the Constitution leading to the building of the Republic of India.

The writer is founding Vice Chancellor of OP Jindal Global University and Dean of Jindal Global Law School, JGU is establishing India's First Constitution Museum at its University Campus in Sonapat, Haryana

## Two years after launch, Delhi govt. signs MoU with Education Ministry to implement PM SHRI scheme

**The Hindu Bureau**  
NEW DELHI

Nearly two years after its launch, Delhi has come on board the PM SHRI (PM Schools for Rising India) scheme with Education Department officials signing a memorandum of understanding (MoU) with the Ministry of Education (MoE) on Tuesday for its implementation.

To be implemented in all States over five years at a total cost of ₹27,360 crore, the scheme proposes to convert more than 14,500 schools into 'exem-

**MoE officials confirm that the funds for Delhi under Samagra Shiksha scheme will be released shortly**

plar' institutions, with the Centre contributing to 60% of the funding for upgradation.

Delhi's Secretary (Education) Ashok Kumar had written to the Centre in September expressing interest in signing the MoU. He also requested for the release of pending instalments of Samagra Shiksha

funds for FY 2023-24 and FY 2024-25 amounting to around ₹330 crore.

The PM SHRI scheme, which is in line with the National Education Policy (NEP) 2020, falls under the overarching scheme of Samagra Shiksha. Senior MoE officials confirmed that the funds for Delhi will be released shortly.

While earlier Tamil Nadu, Kerala, West Bengal, Delhi, and Punjab had not signed the MoU over issues ranging from NEP implementation to scheme nomenclature, Punjab came on board in August. Senior

MoE officials confirmed that Tamil Nadu and Kerala are expected to sign the MoU soon.

"We had not initially implemented PM SHRI since we had our own education model. We were also willing to implement NEP but not the way the Centre was imposing upon us. It did not release the funds for Samagra Shiksha, resulting in financial issues. We were told that funds would not be released until we signed up for PM SHRI," a source in the Delhi Education Department told *The Hindu*.

## Education Minister Dharmendra Pradhan Meets Australian Counterpart Jason Clare To Boost Education Cooperation



Union Education Minister Dharmendra Pradhan met with Australian Minister for Education Jason Clare on Wednesday to discuss ways to deepen collaboration between the two nations in education. Their discussions centered on shared priorities, including early childhood care, teacher capacity building, and exploring the potential for school twinning programs.

Pradhan emphasized that education is central to the India-Australia partnership, saying the goal is to transform India's education system into a competency-based framework focusing on skill development, as outlined in India's National Education Policy (NEP) 2020. Australia's Ministry of Education highlighted the significance of the discussions in a statement.

The two leaders agreed to further strengthen institutional ties between Indian and Australian higher education institutions, particularly in critical and emerging technologies. They also explored the possibility of establishing branch campuses of Australian universities in India, aiming to foster greater collaboration.

During his visit, Pradhan delivered the plenary session at the Australian International Education Conference, where he spoke about the transformative impact of NEP 2020 on India's education landscape. He underscored the enduring India-Australia relationship and the strides made in education cooperation driven by the NEP framework.

In a post on X, Pradhan said, “The establishment of Australian university campuses in India is just the beginning—there’s much more we can achieve together. We can advance knowledge, leverage technology to tackle global challenges, and create limitless opportunities for innovation and entrepreneurship for students.”

He further stressed India’s commitment to fostering human-centric development. “As a ‘Vishwa-Bandhu’, India is committed to building and nurturing global citizens and shaping a brighter future for the next generation,” Pradhan’s post read.

Jason Clare also shared a gesture of camaraderie by gifting Pradhan a personalized jersey bearing the name ‘Pradhan’ and the number 20. Clare posted a video on X with the caption, “Mateship and Maitri!” celebrating the warm ties between the two nations.

Before his Australian visit, Pradhan met with Singapore’s Prime Minister Lawrence Wong on October 21 to discuss enhancing bilateral cooperation in school education, vocational training, and research. The discussions focused on strengthening their partnership through three key pillars—‘Talent, Resource, and Market.’

Pradhan described Singapore as a trusted knowledge partner, particularly in advancing deep tech, start-ups, and innovation ecosystems. “Called on PM of Singapore, HE @LawrenceWongST. Had meaningful conversations on elevating and expanding our cooperation in school education, vocational education, and research,” Pradhan wrote on X.

He added that Prime Minister Narendra Modi and his Singaporean counterpart have unveiled a framework to strengthen India-Singapore cooperation into a comprehensive partnership. “India looks to Singapore as a trusted partner in further invigorating our mutual priorities,” Pradhan said.

(Inputs from ANI)

# The Telegraph *online*

Friday, 25 October 2024



HOME OPINION INDIA KOLKATA MORE ▾



Home / India / Book puzzle: NCERT axes printers as demand rises due to new educational materials

## As concerns mount over textbook shortages, NCERT slashes number of empanelled printers

About 120 empanelled printers have been printing textbooks to meet requirement of five crore books

Basant Kumar Mohanty | New Delhi | Published 24.10.24, 06:09 AM



Representational image  
File picture



Concerns are mounting over potential textbook shortages for the 2025-26 academic year as the National Council of Educational Research and Training (NCERT) has slashed the number of empanelled printers from 120 to just 15.

The reduction comes amid an anticipated tripling of textbook requirements because of the introduction of new educational materials. Schools affiliated to the Central Board of Secondary Education (CBSE) follow NCERT books without any change.

ADVERTISEMENT

About 120 empanelled printers have been printing the textbooks to meet the requirement of five crore books. However, the requirement is set to increase threefold in 2025-26 because the council intends to introduce new books.

An official with the education ministry said several empanelled printers were using old printing machines which were unable to print quality books. A year ago, the NCERT started a fresh empanelment process to weed out such printers.

“To improve the quality of printing, the NCERT decided to allow printers which had machines manufactured after 2000,” the official said.

In the process, 100 printers applied and 29 were rejected because of incomplete documents. The NCERT asked consultancy firm RITES to carry out a physical verification of the printers to find out whether they had advanced machines. After the verification, 15 printers have been selected, the official said.

Some of the printers had moved Delhi High Court against the new criteria but got no relief. The NCERT will introduce new books in Classes IV, V, VII and VIII in 2025-26. It brought in new books for Classes I and II in 2022-23 and for Classes III and VI in 2024-25. The NCERT has produced about five crore new textbooks every year as many students often borrow from seniors. With the new curriculum, the ministry estimates that around 15 crore new books will be necessary in 2025-26.

Shiv Kumar, a printer from Greater Noida and a member of the NCERT Printers Association, expressed scepticism about the council’s strategy. He said that if 120 printers struggled to produce five crore books, it would be unrealistic to expect 15 printers to manage the increased demand.

“We are unable to figure out the strategy of the NCERT. When 120 printers were failing to print five crore books, the NCERT has now reduced the empanelled printers to 15 for printing threefold books. It looks impossible. Students will not get books on time,” Kumar said.

He said the association had raised the issue of probable shortage of books but the council did not pay heed to it.

It is estimated that the 15 selected printers can collectively produce about 50 lakh books each month. This means children in most parts of the country will not get books at the beginning of the session starting April 2025.

The ministry official stated that the NCERT would evaluate the printing capacities of these printers based on bank guarantees, which serve as financial assurance in case of material losses.

Another printer, who requested anonymity, criticised the timing of the NCERT’s decision, arguing that capacity assessments should have occurred before reducing the printers. “If the NCERT finds that these 15 printers will not be able to print

## YOU MAY ALSO LIKE

**SC rejects CBI plea against Bombay HC order quashing Look Out Circulars against actor...**

The Telegraph online

**India-China pact: Disengagement at two friction points planned to be completed by Oct...**

The Telegraph online

**Man stabbed to death, friend found dead on railway track in Uttar Pradesh’s Gonda**

The Telegraph online

**BJP’s ‘triple engine govt’ snatched food from common man’s plate in Maharashtra: Kharge**

The Telegraph online

**Odisha, Bengal witness heavy rains, but minimal damage, as cyclone Dana blows over**

The Telegraph online

the required books, what will they do now? This means they did not plan properly before slashing the printers,” he said.

An email has been sent to NCERT director Dinesh Prasad Saklani for his perspective on the concerns expressed by printers about a possible shortage of books in 2025-26. An official in his office said NCERT secretary Aman Sharma would respond. Calls were made twice to Sharma’s office, but a staff member said he was in a meeting with the director.

RELATED TOPICS

NCERT

Textbooks

CBSE

Schools

Follow us on:    

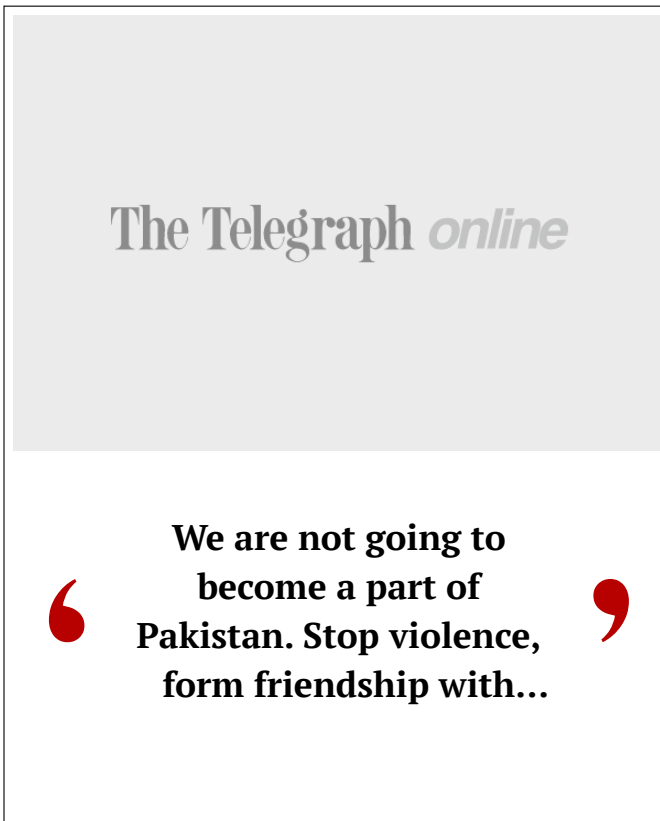
ADVERTISEMENT

## Odisha, Bengal witness heavy rains, but minimal damage, as cyclone Dana blows over

Lives spared in Odisha’s storm-hit villages as cyclone Dana brings record rainfall to Bengal

**Sensex plunges 662 points to settle at 79,402; Nifty tanks 218 points to 24,180**

**India, China begin troop disengagement at friction points: Sources**



The Telegraph *online*

**We are not going to become a part of Pakistan. Stop violence, form friendship with...**

The Telegraph *online*

**Will continue my father's legacy, says Zeeshan Siddique, claims record-breaking win for NCP**

**Loss in 2018-19 series more hurtful than 2020-21 defeat to India: Pat Cummins**

The Telegraph *online*

**Equity investors poorer by Rs 7.15 lakh crore in morning trade as markets slump**

# शिक्षा की गुणवत्ता से समझौता

यह विचार खूब प्रचलित है कि भविष्य के साम्राज्य ज्ञान के साम्राज्य होंगे। विकास और प्रगति के रास्ते निर्बाध चलते रहने के लिए ऐसे युवाओं की आवश्यकता होगी, जो ज्ञान की समझ से युक्त हों और वे नए ज्ञान के प्रति न केवल सतर्क रहें, बल्कि उसमें भागीदारी कर नया ज्ञान सृजित भी करें। यही नहीं, वे इस सबका जनकल्याण के लिए सदुपयोग करने के लिए तत्पर रहें। चुस्त-दुरुस्त स्कूल शिक्षा व्यवस्था तथा शोध एवं नवाचार में अग्रणी विश्वविद्यालय इसकी पहली आवश्यकता होंगे। भारत के पास अत्यंत विस्तृत ढांचागत स्कूल स्तर से लेकर उच्च शिक्षा और शोध के संस्थान हैं। कमी यह है कि इनकी साख, स्वीकार्यता तथा गुणवत्ता में भारी अंतर है। आर्थिक संसाधनों की कमी इसमें सबसे पहले आती है। स्कूल से लेकर विश्वविद्यालय तक अध्यापकों की भारी कमी भी चिंताजनक है। स्कूलों अध्यापकों की नियुक्ति में रिक्त पदों की संख्या कुछ राज्यों में तो लाखों तक पहुंचती है। नियुक्ति की प्रक्रिया जटिल है और अनेक अवसरों पर अस्वीकार्य हस्तक्षेप उसकी पारदर्शिता पर संशय पैदा कर देते हैं।

पिछले कुछ वर्षों से कुलपति और कुलाधिपति के स्तर पर नियुक्तियों को लेकर विवाद उठते रहे हैं। किसी विश्वविद्यालय में यदि एक वर्ष भी कुलपति की नियुक्ति को लेकर अनिश्चितता बनी रहती है तो देश के भविष्य का निर्माण करने वाले युवाओं की कितनी हानि होती है, इस ओर ध्यान न देना अत्यंत चिंताजनक है। देश-विदेश के किसी भी नामी गिरामी स्कूल, महाविद्यालय या विश्वविद्यालय का नाम लीजिए तो लोगों के मन-मस्तिष्क में एक या दो मनीषियों के नाम अवश्य ही उभर कर आएंगे, जिन्होंने उनकी साख स्थापित करने में योगदान किया। भारत की ज्ञान प्राप्ति की परंपरा प्राचीन समय से ही विश्व प्रसिद्ध हुई और यहां के विश्वविद्यालय सुदूर देशों के युवाओं और विद्वानों के आकर्षण का केंद्र बने। वे यहां आए, अपनी ज्ञान की खोज को आगे बढ़ाने में सफल हुए और संतुष्ट होकर वापस गए। वे भारत के प्रशंसक बनकर गए। अब स्थिति बदल गई है।

आज भारत इससे चिंतित नहीं कि लाखों युवा पढ़ने के लिए विदेश जा रहे हैं। प्रतिस्पर्धा के इस दौर में सभी को अच्छी गुणवत्ता वाली शिक्षा चाहिए। यह सही है कि विदेश पढ़ने जाने वालों में एक बड़ी



जगमोहन सिंह राजपूत

अपने देश में शिक्षा के क्षेत्र में गुणवत्ता बढ़ाने के लिए आवश्यक इच्छाशक्ति का अभाव दिखना शुभ संकेत नहीं



शिक्षकों-छात्रों के बीच वित्तमंत्री सीतारमण षण्डे

संख्या ऐसे युवाओं की होती है, जिनके परिवारों के पास आवश्यक संसाधन हैं और जिनके पालक जीवन की सबसे बड़ी उपलब्धि यह मानते हैं कि उनके बच्चों को 'ग्रीन कार्ड' मिल जाए। मेरे जैसे व्यक्ति को उनकी चिंता है, जो मेडिकल या इंजीनियरिंग की डिग्री लेने के लिए यूक्रेन, मारीशस जैसे देशों में जाते हैं और लौटकर आने पर अनेक प्रकार की बाधाओं को झेलते हैं।

स्वतंत्रता के समय कुलपति शब्द अत्यंत सम्मानपूर्ण ढंग से उच्चारित होता था और कुछ ऐसे नाम भी इस पद पर सुशोभित हुए, जो बहुत आदरणीय माने जाते थे। मदन मोहन मालवीय, राधाकृष्णन, सर आशुतोष मुखर्जी, गंगानाथ झा, अमरनाथ झा जैसे मनीषी कुलपति पदों को सुशोभित कर चुके हैं। आज देश में एक हजार से अधिक विश्वविद्यालय हैं और इनमें कुलपति के पद पर नियुक्ति की इच्छा रखने वालों की संख्या तेजी से बढ़ी है। समय के साथ जो बदलाव हुआ है, उसका प्रभाव इन नियुक्तियों पर भी पड़ा है। आज ऐसे लोगों की संख्या तेजी से बढ़ रही है, जो तीन से चार बार विभिन्न विश्वविद्यालयों में कुलपति पद सुशोभित कर चुके हैं और अगली बार भी कुलपति बनने के लिए प्रयत्नशील रहते हैं। देश को कुलपति नियुक्ति प्रक्रिया पर गहराई से पुनर्विचार करना चाहिए। प्रचलित प्रथा लगभग दो दशक पहले प्रारंभ

हुई थी। आवेदन मंगवाकर और साक्षात्कार के लिए समिति के समक्ष बैठकर चयन करना इस पद की गरिमा के अनुकूल नहीं है।

देश का राजनीतिक नेतृत्व जब लगातार विद्वत वर्ग से प्रेरणा लेता रहता है, तभी लोकतंत्र की गति सही दिशा में बनी रहती है। आजादी के समय भारत के पास विज्ञान के क्षेत्र में जो विशिष्ट वैज्ञानिक नेतृत्व उपस्थित था, उसमें सीवी रमण, मेघनाथ साहा, होमी भाभा, विक्रम साराभाई, एसएस भटनागर, डीएस कोटारी जैसे मनीषी थे। इनके पास भविष्य दृष्टि थी। वे वैज्ञानिक क्षेत्र में उत्कृष्टतम ज्ञान और तकनीक से परिचित थे तथा उसके भविष्य के स्वरूप की संकल्पना करने में सक्षम थे। तब राजनीतिक नेतृत्व नेहरूजी के हाथों में था, जिन्होंने उनके सुझावों को स्वीकार किया और उन्हें उपयुक्त संसाधन उपलब्ध कराए। इसी कारण भारत परमाणु शक्ति, अंतरिक्ष विज्ञान और कृषि जैसे क्षेत्रों में प्रगति कर सका। भारत की इन क्षेत्रों में क्षमताएं लगातार बढ़ी हैं। ऐसी ही क्षमता भारत के पास शिक्षा के क्षेत्र में भी है, लेकिन अनेक कारणों से इस क्षेत्र में गुणवत्ता बढ़ाने के लिए इच्छाशक्ति निर्मित नहीं हो पाई है। 2020 में घोषित नई शिक्षा नीति में ऐसे कोई तत्व नहीं, जिन्हें किसी भी राज्य को स्वीकार करने में कोई कठिनाई हो सके, लेकिन कुछ राज्यों को अपनी वैचारिक और दलगत बाध्यता के कारण उसका विरोध करना ही है। भले ही ऐसा करना उनके अपने राज्य के युवाओं के हित में बिल्कुल ही न हो। देश को इस स्थिति से बाहर आना चाहिए। 1980 के बाद देश ने यह समझा था कि विश्वविद्यालय के अध्यापकों के लिए समयबद्ध प्रोन्नति का प्रविधान होना चाहिए। इससे न केवल अध्यापकों की आर्थिक स्थिति में परिवर्तन आया, बल्कि उनके अध्ययन, अध्यापन और शोध पर प्रभाव पड़ा। कुछ वर्ष बाद यह आवश्यक था कि ऐसे प्रविधान के प्रभाव का गहन अध्ययन किया जाता, लेकिन ऐसा हुआ नहीं। समयबद्ध प्रोन्नति के प्रविधानों का शोध और उसकी गुणवत्ता पर जो प्रभाव पड़ा, उसका भी समय-समय पर गहन अध्ययन आवश्यक है। शिक्षा की गुणवत्ता के संदर्भ में कोई कोताही या देरी स्वीकार्य नहीं होनी चाहिए।

(लेखक शिक्षाविद् हैं)

response@jagran.com

**तैयारी** | बढ़ते प्रदूषण को लेकर दिल्ली के स्कूलों ने एहतियात बरतना शुरू किया, पटाखे न जलाने की शपथ दिलाई, बदलते मौसम का असर स्कूली छात्रों और शिक्षकों पर देखने को मिल रहा

## दीवाली के बाद स्कूलों का ऑनलाइन कक्षा पर मंथन शुरू

नई दिल्ली, कार्यालय संवाददाता। बढ़ते प्रदूषण को लेकर दिल्ली के स्कूलों ने एहतियात बरतना शुरू कर दिया है। दीवाली के बाद छोटी कक्षा के छात्रों के लिए ऑनलाइन कक्षा पर विचार किया जा रहा है। साथ ही बदलते मौसम का असर छात्रों की उपस्थिति में भी देखने को मिल रहा है। गुरुवार को मयूर विहार फेज तीन स्थित एक स्कूल में छात्रों को मास्क वितरित किए गए। साथ ही छात्रों को दीवाली पर पटाखे न जलाने की शपथ दिलाई गई।

**बच्चों को जागरूक कर रहे :** रोहिणी स्थित माउंट आबू पब्लिक स्कूल की प्रधानाचार्य ज्योति अरोड़ा ने बताया कि स्कूली छात्रों को प्रदूषण के संबंध में जागरूक किया जा रहा है। स्कूल में राष्ट्रीय खेलों का आयोजन

भी चल रहा है। स्कूल परिसर में प्रदूषण के संबंध में सभी उचित कदम उठाए गए हैं।

**छोटी कक्षा के छात्र बीमार हो रहे :** विकासपुरी स्थित ममता मॉडर्न सीनियर सेकेंडरी स्कूल की प्रधानाचार्य पल्लवी शर्मा ने बताया कि बदलते मौसम का असर स्कूली छात्रों और शिक्षकों पर देखने को मिल रहा है। छोटी कक्षाओं के छात्र बीमारी हो रहे हैं। प्रदूषण भी इसका एक कारण हो सकता है। अभी छात्रों की मैदान संबंधी गतिविधियों को बंद नहीं किया है। इस बार बरसात का मौसम लंबा होने से मैदान गीले रहे थे, जिससे छात्रों की खेल संबंधित गतिविधियां भी कम हुई थीं।

**ऑनलाइन कक्षा की तैयारियां में जुटे :** शिवाजी पार्क स्थित लिटिल

### विद्यार्थियों को मास्क वितरित किए

मयूर विहार फेज तीन स्थित विद्या बाल भवन सीनियर सेकेंडरी स्कूल के प्रधानाचार्य डॉ. सतवीर शर्मा ने कहा कि बिगड़ती वायु गुणवत्ता को देखते हुए गुरुवार को स्कूली छात्रों को मास्क वितरित किए। अभिभावकों से अनुरोध है कि वह बच्चों को मास्क लगाकर स्कूल भेजें। छात्रों को शपथ दिलाई है कि वह इस बार दीपावली का उत्सव दीप जलाकर मनाएं।



मयूर विहार फेज तीन स्थित विद्या बाल भवन सीनियर सेकेंडरी स्कूल में मास्क वितरित किए।

फ्लावर्स पब्लिक स्कूल के प्रबंध निदेशक रोहित दुआ पटेल ने कहा कि दीवाली के बाद छोटी कक्षा के छात्रों

के लिए ऑनलाइन कक्षा पर विचार किया जा रहा है। जिसको लेकर तैयारियां शुरू कर दी है। हालांकि

शिक्षा निदेशालय की ओर से जारी किसी आदेश के बाद ही ऑनलाइन कक्षा के संबंध में कुछ कदम उठाएंगे।

### बढ़ते वायु प्रदूषण पर छात्रों ने विचार रखे

नई दिल्ली, का.सं.। लाजपत नगर स्थित राजकीय सर्वोदय बाल विद्यालय में गुरुवार को विमर्श मॉडल यूनाइटेड नेशन (एमयूएन) के दूसरे संस्करण का आयोजन हुआ। जिसमें सर्वोदय विद्यालय के प्राथमिक कक्षा के छात्रों ने बढ़ते वायु प्रदूषण के मुद्दे को जोर-शोर से उठाया। 110 छात्रों ने 75 देशों के प्रतिनिधियों के तौर पर सतत विकास लक्ष्य, खतरनाक रसायनों, वायु, जल और मिट्टी प्रदूषण सहित कई दूसरे विषयों पर अपने विचार रखे। एमयूएन में शिक्षा सचिव अशोक कुमार ने महासचिव की भूमिका निभाई। वहीं, शिक्षा निदेशालय की शिक्षा निदेशक वेदिता रेड्डी ने छात्रों के प्रयास और समर्पण की सराहना की। निदेशालय की नर्सरी प्राइमरी शाखा की उप शिक्षा निदेशक डॉ. कंचन जैन ने कार्यक्रम की सफलता को लेकर सभी का धन्यवाद किया।

# बुनियादी शिक्षा में पिछड़ते बच्चे आज भी बड़ी चुनौती

यह आलेख एक तरह से हमारे संघर्षों की स्वीकारोक्ति है। हम नौ स्कूल चलाते हैं, जिनमें लगभग 2,700 छात्र हैं। हमारे लगभग 20 फीसदी छात्र तीसरी कक्षा तक बुनियादी साक्षरता और संख्यात्मक ज्ञान (एफएलएन) हासिल नहीं कर पाते हैं, जबकि छह प्रतिशत तो पांचवीं कक्षा तक भी एफएलएन हासिल नहीं कर पाते। पहले कक्षा तीन तक करीब 40 प्रतिशत छात्र संख्या ज्ञान अर्जित नहीं कर पाते थे; इसे 20 फीसदी तक लाने के लिए हमें कड़ी मेहनत करनी पड़ी और ऐसा लगता है कि हम इस स्तर पर अटक गए हैं। राष्ट्रीय शिक्षा नीति 2020 (एनईपी) में घोषित लक्ष्य के अनुरूप हमारी भी प्रतिबद्ध कोशिश है कि कक्षा तीन तक सभी बच्चों को बुनियादी भाषा ज्ञान और गणित की क्षमता हासिल हो जाए।

बुनियादी साक्षरता से अभिप्राय है, अत्यंत सरल पैराग्राफों को समझ के साथ पढ़ने और सरल वाक्यों को लिखने में सक्षम होना। इसी तरह, बुनियादी संख्यात्मक ज्ञान से आशय है, अंकों को पहचानना, उनके मान जानना और दो अंकों के जोड़-घटाव में समर्थ होना। आज की दुनिया में अपने जीवन को आगे बढ़ाने के लिए ये बुनियादी क्षमताएं अपर्याप्त, पर महत्वपूर्ण हैं, क्योंकि आगे की ज्यादातर शिक्षा इन्हीं पर आधारित है। और चूंकि हमारे सामने इस मामले में व्यवस्थागत संकट है, इसलिए एक देश के रूप में हमें इससे निपटने की जरूरत है। यह समझने के लिए कि देश के शिक्षा क्षेत्र की क्या चुनौतियां हैं, हमारे स्कूलों के विवरणों और उनके संदर्भ को समझना आवश्यक है। देश की सार्वजनिक शिक्षा प्रणाली को बेहतर बनाने में हम कुछ सहयोग कर सकें, इस उद्देश्य से इन स्कूलों को चलाते हैं। हम स्वयं इन स्कूलों से सीखते हैं और उन्हें सरकारी स्कूल के शिक्षकों व अधिकारियों के साथ 'मॉडल' रूप में साझा करते हैं। हमारे आठ स्कूल चार राज्यों के ग्रामीण इलाकों में हैं, एक बेंगलुरु में है। ये स्कूल पूरी तरह से निःशुल्क हैं- कोई ट्यूशन फीस नहीं, किताबों, वर्दी, मध्याह्न भोजन या किसी भी अन्य चीज के लिए कोई शुल्क नहीं।

हमारे 80 प्रतिशत से अधिक छात्र सामाजिक-आर्थिक रूप से वंचित तबकों और कमजोर परिवारों से हैं, शेष 15 फीसदी निम्न-मध्यम वर्गीय परिवारों और लगभग पांच प्रतिशत मध्यम वर्ग से। चूंकि इन स्कूलों की प्रतिष्ठा अच्छी है, इसलिए दाखिले के लिए मारामारी मची रहती है। सभी स्कूलों के पास अच्छे परिसर, शिक्षण व सीखने



यहां स्कैन करें



अनुराग बेहर | सीईओ, अजीम प्रेमजी फाउंडेशन

के भरपूर संसाधन और सक्षम, मेहनती व संवेदनशील शिक्षकों की टीम हैं। तुलना करें, तो कह सकते हैं कि वे केंद्रीय विद्यालयों की तरह ही संसाधनयुक्त हैं।

फिर अपने छात्रों के इतने बड़े हिस्से को बुनियादी रूप से साक्षर बनाने में हमें संघर्ष क्यों करना पड़ रहा है? ये लगभग सभी बच्चे उन 80 प्रतिशत बच्चों में से हैं, जो अभावों के बीच जीते हैं। वे गरीब हैं। इनमें से भी एक बड़ा हिस्सा अत्यधिक गरीबी वाले परिवारों, खासकर

दलित समुदाय के हैं। चूंकि अपने छात्रों के परिवारों के साथ हमारे मजबूत रिश्ते हैं, इसलिए हम उनकी परिस्थितियों को अच्छी तरह से समझते हैं। बच्चों की शैक्षणिक उपलब्धि इस बात पर निर्भर करती है कि स्कूल में वे क्या सीखते हैं और घर व समुदाय से उन्हें क्या मिलता है, वे कैसे अनुभव अर्जित करते हैं।

गरीबी में जीने वाले बच्चों को बहुत कम मिलता है, और वे कठिन जीवन जीते हैं। जैसे, उन्हें पौष्टिक तो क्या, पर्याप्त भोजन भी नहीं मिलता, जो उनके

**देश के संसाधन संपन्न स्कूल भी राष्ट्रीय शिक्षा नीति के लक्ष्य को नहीं हासिल कर पा रहे हैं। हमें नया नजरिया अपनाने की जरूरत है।**

जैविक विकास को ही नहीं, रोजमर्रा के व्यवहार को भी प्रभावित करता है। उन्हें कम स्नेह मिलता है। इसलिए नहीं कि उनके परिजन उन्हें कम प्यार करते हैं, बल्कि इसलिए कि ऐसे घरों के वयस्क ज्यादातर घर से दूर रहते हैं, जीविकोपार्जन के लिए संघर्ष करते हैं। ये बच्चे स्कूलों से बहुत गैरहाजिर रहते हैं, क्योंकि वे अधिक बीमार पड़ते हैं, उन्हें इलाज नहीं मिलता है और जब वे स्वस्थ होते हैं, तो अक्सर आजीविका में वयस्कों की मदद करते हैं। इन सबका उनकी शैक्षणिक उपलब्धि पर प्रभाव पड़ता है।

स्कूली शिक्षा के क्षेत्र में इन समाजशास्त्रीय और मनोवैज्ञानिक कारकों को सब समझते हैं, पर पाठ्यक्रम और शैक्षणिक निहितार्थों की उनकी समझ अधूरी है। हम गरीबी में जीने वाले कई बच्चों के साथ लक्ष्य हासिल करने में सक्षम हैं, तो बाकी के साथ ऐसा क्यों नहीं कर सकते? इस पर गौर किए जाने की जरूरत है।

(ये लेखक के अपने विचार हैं)

The leading provider of... Turnitin has made it its mission to ensure the...

WhatsApp Channel Tune in to know the latest updates on the education...

ETEducation Newsletters Explore and Subscribe to our Daily Newsletters

Follow U Get up latest ne

School Education 3 Min Read

# Delhi, Ratlam, Madurai schools win World's Best School Prizes 2024

Three innovative and inspiring schools from Delhi, Madhya Pradesh and Tamil Nadu were on Thursday named winners of World's Best School Prizes 2024, a record year for Indian schools, with two of them set to receive USD 10,000 each.



PTI Updated On Oct 25, 2024 at 09:10 PM IST



Ryan International School in Delhi's Vasant Kunj, CM RISE School Vinoba in Madhya Pradesh's Ratlam and Kalvi International Public School in Tamil Nadu's Madurai are among the winners of the prize.

London, Three innovative and inspiring schools from Delhi, Madhya Pradesh and Tamil Nadu were on Thursday named winners of World's Best School Prizes 2024, a record year for Indian schools, with two of them set to receive USD 10,000 each. Ryan International School in Delhi's Vasant Kunj, CM RISE School Vinoba in

Madhya Pradesh's Ratlam and Kalvi International Public School in Tamil Nadu's Madurai are among the winners of the prize.

While state-run kindergarten to secondary CM RISE School Vinoba won the prize in the Innovation category, independent kindergarten through secondary Ryan International School won the World's Best School Prize for Environmental Action.

It is founded by London-based T4 Education in collaboration with Accenture, American Express and the Lemann Foundation.

"Your innovative solutions will inspire countless others across the world to take the action necessary to safeguard the future of our planet," said Jill Huntley, Managing Director - Global Corporate Citizenship at Accenture.

Meanwhile, Kalvi International Public School emerged the winner in the Community Choice Award category after attracting the most votes of all 50 schools shortlisted across the five World's Best School Prizes in a public vote.

<p><b>EVENT</b> <b>ETEducation EDNXT Pune</b></p>  <p>Wed, 13 Nov 2024 <b>Register Now</b> Wed, 13 Nov 2024</p> <p>Hyatt...</p>	<p><b>EVENT</b> <b>ETEducation InspirED Bangalore</b></p>  <p>Thu, 12 Dec 2024 <b>Register Now</b> Thu, 12 Dec 2024</p> <p>Four Season...</p>	<p><b>AWARD</b> <b>2nd Edition TechED Awards</b></p> <p><b>Nominate</b></p>
--	--	---

It receives membership to T4 Education's Best School to Work programme, which is designed to help schools attract and retain the best teachers by building great working environments.

"For India to have not one but three schools triumph shows that the nation's institutions truly stand among the best in the world. It is my hope that governments now look to your shining examples to see what can be achieved when schools are committed to high performance and



---

CM RISE School Vinoba, originally founded for tribal girls in an urban slum community hesitant to embrace formal education, was recognised for innovative practices such as integrating education with local festivals and hosting early morning sports sessions. The school plans to use its prize money to expand its Learning and Development Lab.

Delhi's Ryan International School was recognised for tackling water scarcity and pollution through innovative projects like hydroponics and biogas plants. The school intends to use the prize money to expand its green technologies and establish a start-up incubator for student-led environmental projects.

Colegio Maria de Guadalupe in Argentina won the World's Best School Prize for Community Collaboration, Istituto Galilei-Costa-Scarambone in Italy won the prize for Supporting Healthy Lives 2024 and the First Ukrainian School in Poland by the Unbreakable Ukraine Foundation won the prize in the Overcoming Adversity category, chosen by an expert Judging Academy.

These three schools along with the Delhi and Ratlam winners will share the USD 50,000 prize fund, with each of the five receiving an award of USD 10,000.

All the winners and finalists of the World's Best School Prizes will be invited to the World Schools Summit in Dubai on November 23-24, which is designed to bring together global education leaders with the world's best schools to help transform education.

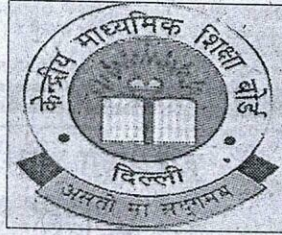
# पीएमश्री लिखकर स्कूल का नाम अपडेट कराने के लिए मांगे आवेदन

## सीबीएसई से संबद्ध सरकारी व सहायता प्राप्त स्कूलों को निर्देश जारी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड से संबद्ध सरकारी व सरकारी सहायता प्राप्त स्कूलों को अपने नाम के आगे पीएमश्री अपडेट करना होगा। इसके लिए सीबीएसई जल्द ही अपने सरस पोर्टल के माध्यम से स्कूलों से ऑनलाइन आवेदन मांगेगा। इसके लिए पोर्टल पर एक लिंक खोला जाएगा जहां स्कूल के नाम में परिवर्तन श्रेणी के तहत स्कूल आवेदन कर सकेंगे। इस संबंध में सीबीएसई ने स्कूलों को दिशा-निर्देश जारी किए हैं।

सीबीएसई के अनुसार यह दिशा-निर्देश इसलिए जारी किए गए हैं बोर्ड को भारत सरकार की पीएम स्कूल फॉर राइजिंग इंडिया योजना के तहत चयन के आधार पर अपने संबंधित स्कूलों के नाम अपडेट करने के लिए



जल्द ही सरस पोर्टल के माध्यम से स्कूलों से आवेदन मांगे जाएंगे

बोर्ड को स्कूल फॉर राइजिंग इंडिया योजना के तहत प्राप्त हुए अनुरोध

स्कूलों से समय-समय पर अनुरोध प्राप्त हो रहे हैं। बोर्ड का सरस पोर्टल सत्र 2025-26 के लिए बंद है। जब

यह खुलेगा, तब स्कूलों को नाम के आगे पीएमश्री लगाने के लिए ऑनलाइन आवेदन करना होगा। अपने नियंत्रण एवं प्रबंधन के अंतर्गत आगामी सत्र 2026.27 के लिए सीबीएसई वेबसाइट पर सरस ऑनलाइन पोर्टल पर निर्धारित समय के भीतर नाम परिवर्तन आवेदन जमा कराने के लिए वर्ष 2026 में आवेदन आमंत्रित किए जाएंगे।

बोर्ड ने स्पष्ट किया है कि सत्र 2025-26 के लिए सीबीएसई सरस पोर्टल अभी बंद है। बोर्ड ने निर्देशों को संबंधित स्कूलों में प्रसारित करने को कहा है, जिससे स्कूलों को सही जानकारी प्राप्त हो सके। इस आवेदन के साथ-साथ शिक्षा मंत्रालय की ओर से जारी स्वीकृत पत्र भी अनिवार्य है। नाम परिवर्तन के लिए ऑनलाइन आवेदन करना अनिवार्य है।

# स्कूली बच्चों को सताने लगी दिल्ली की हवा

प्रदूषण बढ़ने की वजह से मास्क भी निकले, कुछ स्कूलों में पहुंच रहे हैं कम स्टूडेंट्स

Katyayani.Upreti@timesofindia.com

■ दिल्ली में प्रदूषण बच्चों को सताने लगा है। खांसी, सिर दर्द, सांस लेने में दिक्कत की शिकायत के साथ कई स्टूडेंट्स परेशान हैं और कुछ स्कूल से छुट्टी भी ले रहे हैं। स्कूलों का कहना है कि खासतौर पर सांस के मरीज या कम इम्यूनिटी वाले बच्चे इन दिक्कतों से जूझ रहे हैं। पैरेंट्स का कहना है कि सुबह-सुबह घर से बाहर निकलते ही मौसम खराब होने का असल अंदाज आता है और बच्चे इसी समय बाहर निकलने से खासतौर पर खांसी से परेशान हो रहे हैं। इस बीच कई प्राइवेट स्कूलों ने अलर्ट होते हुए सुबह की आउटडोर एसेंबली और गेम्स बंद कर दिए हैं। सरकारी स्कूलों में कोई बदलाव नहीं किया गया है। पिछले साल प्रदूषण की वजह से पहले प्राइमरी और फिर स्थिति और खराब होने पर



मयूर विहार फेस-3 के एक स्कूल ने बच्चों को मास्क बांटे हैं

सभी स्टूडेंट्स के लिए बंद करने पड़े थे। मॉडर्न पब्लिक स्कूल, शालीमार बाग की प्रिंसिपल अलका कपूर ने बताया, हमने स्कूल के बाहरी हिस्से और गलियारों में एयर प्यूरीफायर लगाए हैं। सभी स्टूडेंट्स को मास्क पहनने की सलाह भी दी है। हमारी कोशिश

है कि बच्चे शारीरिक और मानसिक रूप से पूरी तरह स्वस्थ रहें। मयूर विहार फेस-3 में विद्या बाल भवन सीनियर सेकेंडरी स्कूल ने बढ़ते वायु प्रदूषण को देखते हुए स्कूल में सभी स्टूडेंट्स को मास्क बांटे हैं। स्कूल के प्रिंसिपल सतवीर शर्मा ने बताया कि बिगड़ते

## स्कूल अलर्ट

- खांसी, सिर दर्द, सांस लेने में दिक्कत से कई स्टूडेंट्स परेशान
- कई स्कूलों ने सुबह की आउटडोर एसेंबली और गेम्स बंद किए

एयर क्वालिटी इंडेक्स को देखते हुए मास्क दे दिए गए हैं और स्टूडेंट्स से मास्क लगाने को कहा है क्योंकि सुबह के वक्त प्रदूषण ज्यादा होता है। हमने बच्चों को यह शपथ भी दिलवाई है कि वो ग्रीन दीवाली ही मनाएं, सिर्फ दीये जलाएं, पटाखे नहीं।

द्वारका के आईटीएल स्कूल की प्रिंसिपल सुधा आचार्य कहती हैं, हमने आउटडोर एक्टिविटी पिछले डेढ़ हफ्ते से बंद कर दी है। सांस की दिक्कत वाले बच्चों को इस हवा से परेशानी होनी लगी है, पैरेंट्स हमें बता रहे हैं। हमने बच्चों के एन 95 मास्क पहनने का भी सुझाव दिया है। पैरेंट्स को प्रदूषण को लेकर एडवाइजरी भी भेजी है। शिक्षा निदेशालय ने प्रदूषण को लेकर अलग से कोई गाइडलाइंस नहीं भेजी है। हालांकि, इससे पहले विंटर एक्शन प्लान के तहत स्कूलों को अलर्ट रहने को कहा गया था।

# Education Minister visit Australia to boost research collaboration

PIONEER NEWS SERVICE ■  
NEW DELHI

Union Minister for Education Dharmendra Pradhan has said research collaboration is the bedrock of collaboration between India and Australia during his ongoing visit there.

In a significant move to enhance bilateral cooperation in the education sector, Pradhan is visiting Australia from October 22 to 26. The visit is expected to foster collaboration, participation, and synergy in critical areas of mutual interest in education, the ministry said here in a statement on Friday.

It said the minister visited the Macquarie Park Innovation District at Macquarie University, Sydney, Australia. He was received by the Vice-Chancellor and President of the University Professor. S. Bruce Dowton and other officials.

Pradhan explored how the University supports researchers and entrepreneurs in developing and scaling their ideas. He appreciated the University's unique approach to collaborating with industry experts and communities to create a holistic learning experience.

The Minister also noted that the University has been partnering with Indian educational institutions and industries. He emphasized that strong industry-academia links like these are crucial for driving innovation and preparing students for success.

Later in the day, Pradhan interacted with Indian students studying across Australia in an event held by the Group of Eight. He noted that they are working on cutting-edge research in robotics, chemicals, astrophysics, superconductivity, AI in manufacturing, healthcare, med-tech, climate change, water management and urban planning.

He highlighted that research collaboration is the bedrock of collaboration between Australia and India and said the insightful interaction has



given him several points to ponder and has also convinced him that broader and deeper research collaboration is required between both countries.

The minister visited the campus of University of New South Wales (UNSW). He congratulated UNSW on completing 75 years and noted that Indian students have been in UNSW since its third year of inception.

Pradhan also interacted with start-ups incubated by various schools of the UNSW. He explored their products and services and appreciated their spirit and passion for innovation and change. He encouraged the start-ups to tailor their solutions to Indian society and the market. He also interacted with Indian students in UNSW.

The Minister visited UTS Moore Park, a sporting precinct housed at the University of Technology, Sydney. He noted that this is first-of-its-kind in Australia where university programs in sports are integrated within elite sporting facilities, providing a fertile base for a holistic learning experience in sports management, sports research, and allied health.

He also discussed potential partnerships between UTS and Indian higher education institutions to deliver cutting-edge sports management and research programs.

Earlier this week from October 20-21, Pradhan visited Singapore and met the Prime Minister, Deputy Prime Minister, Education Minister and other dignitaries to expand bilateral cooperation in skill-based education and research.

Tamil Nadu

# Union, TN Government told to take call on teaching Dravidian, Aryan two-race theory

Relying upon writings of various scholars, the petitioner, Mahalingam Balaji, contended that the two-race is "false" and would cause substantial harm to the impressionable minds.



Madras HC (File photo)

## Express News Service

Updated on: 26 Oct 2024, 8:49 am · 1 min read



CHENNAI: Stating that the court is not an expert in the history or origin of the races, the Madras High Court directed authorities concerned in the union and state governments to consider a petition filed to restrain the education department from propagating the two-race (Aryan and Dravidian) theory.

The first bench of Chief Justice KR Shriram and Senthilkumar Ramamoorthy directed the NCERT and SCERT directors to treat the petition as a representation; consider it and dispose within twelve weeks after giving reasonable opportunity to the petitioner by way of a personal hearing.

Advertisement

## Related Stories

**'If govt can sell liquor, why not crackers?': Madras High Court**

Express News Service · 18 Oct 2024

**Madras High Court refuses to restrain corpn from creating ponds on race club premises**

Express News Service · 10 Oct 2024

**HC questions petition for CBI probe into 'corruption' via electoral bonds**

Shekhar Singh · 08 Oct 2024

**Madras HC closes contempt petition in custodial torture case**

Express News Service · 29 Sep 2024



“The relief requested for by the petitioner cannot be granted by this court without examining and deciding whether the two-race theory, which the petitioner claims to be false, is valid or invalid. It is appropriate that this determination be made by experts in the field...,” the bench said in the order.

Relying upon writings of various scholars, the petitioner, Mahalingam Balaji, contended that the two-race is “false” and would cause substantial harm to the impressionable minds.

Additional Advocate General J Ravindran, appearing for the Secretary of School Education, submitted that a committee has been established to devise the syllabus based on inputs received from the experts, and the issue would be looked into if a representation is submitted. Deputy Solicitor General Rajesh Vivekananthan, representing the Union government, also made a similar submission.

[Follow The New Indian Express channel on WhatsApp](#)

[Download the TNIE app to stay with us and follow the latest](#)

Dravidian theory

Aryan theory

Show Comments



[Contact Us](#) | [Privacy Policy](#) | [About Us](#) | [Terms Of Use](#) | [The Morning Standard](#) | [Dinamani](#) | [Kannada Prabha](#) | [Samakalika Malayalam](#) | [Cinema Express](#) | [Indulgexpress](#) | [Edex Live](#)

Copyright - newindianexpress.com 2024. All rights reserved.

Powered by [Quintype](#)





INDIA'S MOST READ  
FREE LEGAL NEWS WEBSITE

DOWNLOAD NOW



We'd like to notify you about the latest updates.

You can unsubscribe from notifications anytime.

Later

Allow



Powered by iZooto

THE DICTUM OF TRUTH



INDIA'S MOST READ FREE LEGAL NEWS WEBSITE

DOWNLOAD NOW



Home / Court Updates / High Courts

# Madras High Court Directs NCERT And SCERT To Consider Whether Aryan-Dravidian Two Race Theory Should Continue To Be Taught To Children

By Tanveer Kaur | 26 Oct 2024 7:00 PM



CJ K.R. SHRIRAM

SENTHIL KUMAR RAMAMOORTHY J.

The Madras High Court has directed the NCERT and the State Council of Educational Research and Training to consider the grievance of the Petitioner before the Court about the inclusion of the Aryan-Dravidian two-race theory in the syllabus of educational institutions. The Court directed that the Writ Petition filed by one Mahalingam Balaji be treated as a representation for the purpose and that a decision be taken within 12 weeks.

The Court was hearing a Writ Petition seeking issuance of a Writ of Mandamus directing the Respondents to stop propagating the Aryan/Dravidian race theory, particularly among the student community, and tender an apology to the general public.

The bench of Chief observed, “The cour



We'd like to notify you about the latest updates.  
You can unsubscribe from notifications anytime.

mar Ramamoorthy  
es.”

**Also Read - Bombay  
Into Misuse Of Publi**

**Committee To Look**

Powered by [iZooto](#)

The Petitioner appeared in person while **Deputy Solicitor General Rajesh Vivekananthan** and **Additional Advocate General J. Ravindran** appeared for the Respondents.

It was the grievance of the Petitioner that educational authorities are propagating the false theory that there are two races, i.e., Aryan and Dravidian and that this is promoting divisiveness among the people. The party-in-person relied upon the writings of various scholars to contend that the two-race theory is false and would cause substantial harm to impressionable minds.

The Court said that the relief requested cannot be granted by the Court without examining and deciding whether the two-race theory, which the Petitioner claims to be false, is valid or invalid.

**Also Read - Subsequent Sentences Imposed After First Life Sentence Will Run Concurrently Even Without Declaration By Court: Kerala HC**

*“It is appropriate that this determination be made by experts in the field, and not by the court.”*, the Court emphasised.

The Court directed Respondents to treat the Writ Petition as a representation sent to them. Accordingly, the Court disposed of the Writ Petition.

**Cause Title: Mahalingam Balaji v. Secretary, Ministry of Education**

**Appearance:**

Appellant: Mahalingam Balaji, Petitioner in person

Respondent: DSG Rajesh Vivekananthan, AAG J.Ravindran, AGP Maithily, SGP A.Edwin Prabakar and GA T.K.Saravanan

**[Click here to read/download Judgment](#)**

27 अक्टूबर 2024, राष्ट्रीय सहारा, पेज नं - 11

## भारत व आस्ट्रेलिया स्कूल, उच्च शिक्षा में बढ़ाएंगे सहयोग

■ संजय टुटेजा

नई दिल्ली। एसएनबी

भारत व आस्ट्रेलिया स्कूल, कौशल व उच्च शिक्षा में सहयोग बढ़ाएंगे। दोनों देशों के बीच आपसी साझेदारी को बढ़ाने के लिये ऑस्ट्रेलिया-भारत शिक्षा और कौशल परिषद एक बड़े मंच के रूप में उभरी है। परिषद की ओर से की गई पहल के बाद जहां भारतीय छात्रों को आस्ट्रेलिया में कौशल विकास व उच्च शिक्षा के अवसर मिलेंगे वहीं दोनों देश अनुसंधान के क्षेत्र में भी एक साथ आगे बढ़ेंगे।

भारत व आस्ट्रेलिया के बीच कौशल विकास व शिक्षा के क्षेत्र में महत्वपूर्ण साझेदारी की शुरुआत पिछले वर्ष भारत में गुजरात के गांधीनगर में हुई आस्ट्रेलिया-भारत शिक्षा और कौशल परिषद की बैठक से हुई थी। इस बैठक में शिक्षा, अनुसंधान व कौशल विकास के लिये पांच बड़े एमओयू किये गये थे जिसके परिणामस्वरूप भारत में आस्ट्रेलियाई विश्वविद्यालयों के परिसरों की स्थापना शुरू भी हो चुकी है। आस्ट्रेलिया-भारत शिक्षा और कौशल परिषद की दूसरी बैठक गत दिवस आस्ट्रेलिया के सिडनी में हुई



है और केन्द्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान सहित शिक्षा विभाग के अनेक उच्चाधिकारी इस बैठक में भारत में शामिल हुए। प्रधान ने आस्ट्रेलिया सरकार के शिक्षा मंत्री जेसन

■ छात्र छात्राओं को मिलेंगे एक दूसरे देश में कौशल विकास व उच्च शिक्षा के अवसर

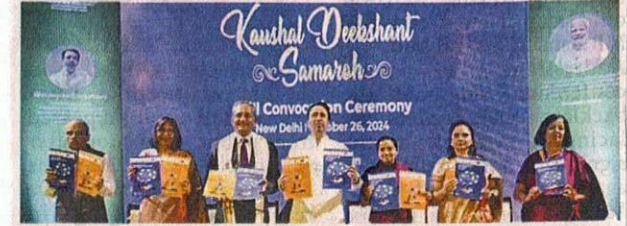
क्लेयर एमपी और ऑस्ट्रेलिया सरकार के कौशल और प्रशिक्षण मंत्री एंड्रयू जाइल्स एमपी के साथ सिडनी में हुई दूसरी ऑस्ट्रेलिया-भारत शिक्षा और कौशल परिषद बैठक में भाग लिया।

हालांकि आस्ट्रेलिया में हुई परिषद की इस बैठक में दोनों देशों के बीच कोई नये एमओयू किये जाने की जानकारी शिक्षा विभाग ने नहीं दी है लेकिन शिक्षा विभाग के अनुसार भारत में आस्ट्रेलिया विश्वविद्यालयों के परिसरों तथा अनुसंधान व कौशल विकास को लेकर कई मुद्दों पर सहमति बनी है जिन पर निकट भविष्य में समझौते हो सकते हैं। इस बैठक में धर्मेन्द्र प्रधान तथा आस्ट्रेलियाई शिक्षा मंत्री ने स्वीकार किया कि आस्ट्रेलिया-भारत शिक्षा और कौशल परिषद दोनों देशों के बीच ज्ञान की साझेदारी को मजबूत बनाने शिक्षा और कौशल विकास में साझा प्राथमिकताओं को आगे बढ़ाने, नई जमीन तैयार करने और ऑस्ट्रेलिया और भारत के लिए एक उज्ज्वल भविष्य की कल्पना करने

के लिए एक महत्वपूर्ण मंच बन गई है।

शिक्षा विभाग के अनुसार इस बैठक में दोनों मंत्रियों ने भविष्य के कार्यबल, शिक्षा की जरूरतों, शिक्षा और प्रशिक्षण के माध्यम से कौशल अंतराल को पाटने और दोनों देशों के उच्च शिक्षा संस्थानों के बीच अनुसंधान सहयोग को मजबूत करने संबंधित कई महत्वपूर्ण मुद्दों पर चर्चा की है जिससे निकट भविष्य में शिक्षा के सभी स्तरों, स्कूल, कौशल और उच्च शिक्षा पर ऑस्ट्रेलिया और भारत के बीच द्विपक्षीय साझेदारी और अधिक मजबूत होगी। परिषद की अगली व तीसरी बैठक वर्ष 2025 में भारत में होगी। पिछले वर्ष हुई बैठक में ऑस्ट्रेलियाई विश्वविद्यालयों के समूह इनोवेटिव रिसर्च यूनिवर्सिटीज के साथ एक समझौता भारत ने किया था ताकि भारतीय छात्रों की पहुंच आस्ट्रेलियाई विश्वविद्यालयों तक हो सके। इसी कड़ी को आगे बढ़ाने के लिये प्रधान ने अपने इस दौर में इनोवेटिव रिसर्च यूनिवर्सिटीज के उच्चस्तरीय प्रशासकों से भी चर्चा की ताकि पिछले वर्ष हुए समझौते को आगे बढ़ाया जा सके। उम्मीद की जा रही है कि परिषद की इस दूसरी बैठक के बाद दोनों देशों में अनुसंधान, शिक्षा व कौशल विकास के क्षेत्र में नये द्वार खुलेंगे।

## AI curriculum launched for ITI students nationwide



PIONEER NEWS SERVICE ■ NEW DELHI

As the nature of jobs has been evolving, students at Industrial Training Institutes (ITIs) will now have the opportunity to explore careers using Artificial Intelligence (AI). In addition to this students will also understand how AI is impacting jobs and industries and examine the advantages and disadvantages of AI at work.

This is part of the new 7.5-hour foundational module on Artificial Intelligence (AI), titled 'Introduction to Artificial Intelligence,' has been added to the existing 120-hour Employability Skills curriculum. One of the chapters titled "Exploring careers with AI", helps learners find career options that match their interests and qualifications using AI. The AI tools can suggest careers that match people's interests and qualifications and can also help find new career options one might not have thought about. These tools save time by showing careers that fit one's interests. The module was launched on Saturday by Jayant Chaudhary, Union Minister of State (Independent Charge) for Skill Development and

Entrepreneurship and will be implemented in 14,681 ITIs across India starting this November.

According to Chaudhary, the new 'Introduction to AI' module opens up the fundamentals of artificial intelligence, sparking curiosity and creating awareness among ITI students about AI's real-world possibilities.

"This program is designed to show how AI can enhance everyday tasks and inspire students to explore AI technologies in greater depth," the Minister added.


Elaborating further, Atul Kumar Tiwari, Secretary, Ministry of Skill Development and Entrepreneurship said, "It is fundamental for everyone to understand the real-world applications of AI since it is the future. This curriculum will lay a strong foundation in AI for a smooth school-to-work transition and help them understand the power and responsibility that comes while using it." Ved Mani Tiwari, CEO, NSDC, Dr. Vinita Aggarwal, Executive member, NCVET, Preethi Pal, Paralympics champion, Trishaljit Sethi, Director General of Training, Dr. Neena Pahuja, Executive member, NCVET amongst others is were present on the occasion.

# THE AVENUE MAIL

Home > Education

EDUCATION JAMSHEDPUR

## Crackdown on Jamshedpur Private Schools' arbitrary sale of books

 By News Desk Sunday, 27 October 2024, 22:06:15 IST

 816  0

NCERT books now available online for parents

Mail News Service

Advertisements

**WE ARE HIRING** **Sub Editor & Sr. Sub Editor - 2 Nos.**

**Roles & Responsibilities :**  
This is a full-time on-site role at **The Avenue Mail** in Jamshedpur. The role involves day-to-day tasks of editing, reviewing, and content/copy writing for the print publication. The candidate will work closely with the editorial team to ensure the quality and accuracy of the content.

**Qualification :**

- ▶ Excellent English editing and copy writing skills
- ▶ Strong attention to detail
- ▶ Ability to meet daily deadlines
- ▶ Strong communication and teamwork skills
- ▶ Bachelor's or Master's degree in Journalism or English
- ▶ 1-3 years of experience in print journalism

**Location :** Jamshedpur, Jharkhand

**Drop your resume at :** [avenuemailnews@gmail.com](mailto:avenuemailnews@gmail.com)

**Jamshedpur, Oct 27:** In a landmark decision that promises to ease the burden on parents, the Ministry of Education has initiated a partnership with an e-commerce company to make NCERT textbooks available for online purchase. This new system aims to eliminate the monopolistic practices often associated with private school operators, allowing parents and students to order textbooks directly from the comfort of their homes.

Under this initiative, NCERT's comprehensive collection of approximately 364 books, covering various subjects in Hindi, English, and Urdu, will be accessible through an online platform at Maximum Retail Price (MRP).

Previously, many schools imposed restrictions on book purchasing, often compelling parents to buy from specific vendors linked to the schools, which inflated costs and limited options.

With the introduction of this online ordering system, parents can now conveniently procure required textbooks, alleviating financial pressure and ensuring access to quality educational materials. This development aligns with the broader educational policy reforms aimed at improving accessibility and affordability in education, particularly as new NCERT books are set to be integrated from kindergarten through 12th grade.

# NCERT Books Now Available Online Through E-commerce Platform

October 27, 2024 | By TeamTownPost

## Schools Can No Longer Force Parents to Buy Textbooks from Specific Vendors

### Key Points:

- \* Ministry of Education partners with e-commerce firm for online NCERT textbook sales
- \* 364 books in Hindi, English, and Urdu available at MRP
- \* Move aims to end monopolistic practices by private schools

JAMSHEDPUR – The Ministry of Education has revolutionized textbook distribution by enabling online purchase of NCERT books through an e-commerce partnership.

Parents will now have the freedom to purchase textbooks from their homes.

Meanwhile, the initiative covers a vast collection of 364 NCERT publications.

Moreover, the books are available in three major languages – Hindi, English, and Urdu.

On the other hand, the move targets the elimination of forced purchases from school-designated vendors.

Furthermore, all books will be sold strictly at Maximum Retail Price.

In addition, the system supports educational reforms from kindergarten through grade 12.



However, a knowledgeable source indicated that this would significantly reduce financial strain on parents.



Besides, the platform ensures equal access to educational materials for all students.



# सिसोदिया ने पैरंट्स से की 'शिक्षा पर बात' कोडली विधानसभा में आयोजित हुए कार्यक्रम में पैरंट्स से की बात

■ विशेष संवाददाता, नई दिल्ली

कोडली विधानसभा में 'शिक्षा पर बात' कार्यक्रम में आम आदमी पार्टी के वरिष्ठ नेता और पूर्व शिक्षा मंत्री मनीष सिसोदिया ने सरकारी स्कूलों के स्टूडेंट्स के माता-पिता से दिल्ली के सरकारी स्कूलों पर चर्चा की। रविवार को हुए इस कार्यक्रम में उन्होंने कहा कि केवल बच्चों की अच्छी शिक्षा ही गरीबी को दूर कर सकती है। अरविंद केजरीवाल के नेतृत्व में दिल्ली की आम आदमी पार्टी की सरकार बच्चों के लिए बेहतरीन शैक्षिक सुविधाएं सुनिश्चित कर रही है। अगर इसके लिए हमें किसी से भी लड़ना पड़े या पैर पड़ना पड़े तो हम उसके लिए भी तैयार हैं।

इस संवाद में अच्छी बिल्डिंग बनवाने, अच्छा रिजल्ट लाने, शिक्षकों को अच्छी ट्रेनिंग दिलाने के अलावा बाकी कामों पर बातचीत की। जीवन में टेक्नालजी की वजह से जो बदलाव आ रहे हैं, उससे बच्चों की शिक्षा में नुकसान की बजाय फायदा कैसे पहुंचाया जाए, बच्चों में किस

प्रकार के कौशल विकसित किए जाएं कि वो पढ़ाई पूरी करने के बाद अपनी पसंद की नौकरी या अपना खुद का कारोबार शुरू कर सकें, बच्चों का आत्मविश्वास कैसे बढ़े, देश की तरक्की के बारे में वे कैसे काम करें, इन सभी बिंदुओं पर सुझाव

**सिसोदिया ने कहा, अच्छी शिक्षा से ही गरीबी दूर होगी**



करीब 500 से ज्यादा माता-पिता पहुंचे जिनसे सिसोदिया ने कई मुद्दों पर सुझाव मागे

लिए गए और चर्चा की गई। सत्र में करीब 500 से ज्यादा माता-पिता पहुंचे थे। उन्होंने दिल्ली के स्कूलों में क्रांतिकारी काम करने के लिए मनीष सिसोदिया को धन्यवाद किया। कार्यक्रम में दिल्ली की मेयर डॉ. शैली ओबेरॉय, विधायक कुलदीप कुमार, प्रवीण कुमार, संजीव झा और पूर्व शिक्षा सलाहकार शैलेन्द्र शर्मा भी मौजूद थे। पटपटगंज के बाद रविवार को हुए इस कार्यक्रम के लिए मनीष सिसोदिया

ने ज्यादा से ज्यादा अभिभावकों को इसमें शामिल होने के लिए पत्र भेजकर आमंत्रित किया था। सिसोदिया ने कहा कि अरविंद केजरीवाल की ईमानदारी, दूरदर्शिता और मेहनत की वजह से आज दिल्ली में गरीब बच्चों के सपने ऊंचाइयों को छू रहे हैं। आज उन्हें वही शिक्षा मिल रही है जो पहले केवल उन बच्चों को मिलती थी, जिनके माता-पिता निजी स्कूलों और कोचिंग संस्थानों की ऊंची फीस चुका सकते थे। उन्होंने कहा कि हमारा मकसद है कि यह सिलसिला जारी रहे।

**एक भी झुग्गी टूटने नहीं देंगे : सिसोदिया**

मनीष सिसोदिया ने रविवार को गांधी नगर की झुग्गी-बस्तियों का दौरा किया। उन्होंने दावा किया इन झुग्गियों को 15 दिन के अंदर तोड़ने का नोटिस दिया गया है। सिसोदिया ने पीड़ित परिवारों से मुलाकात की और उन्हें भरोसा दिया कि किसी भी हालत में अरविंद केजरीवाल और आम आदमी पार्टी उनकी झुग्गियों को टूटने नहीं देंगे। सिसोदिया ने कहा, ये लोग 80-90 साल से यहां रह रहे हैं। लोगों ने अपनी दो-तीन पीढ़ियां यहां बिताई हैं। किसी के घर में शादी है, कोई बच्चा आस-पास के स्कूल में पढ़ता है। बीजेपी ने इन झुग्गीवालों को 15 दिन में यह इलाका खाली करने का नोटिस दिलवाया है। बीजेपी यह नहीं सोचती कि ये गरीब लोग अब कहा जाएंगे? बीजेपी वालों में जरा भी इंसानियत नहीं बची है। उन्होंने आरोप लगाया कि बीजेपी वालों ने पहले अरविंद केजरीवाल को जेल में डाला, ताकि वो गरीबों के लिए लड़ ना जाएं। अब वो बाहर आ गए हैं और गरीबों के हक की लड़ाई लड़ेंगे। केजरीवाल के रहते एक भी झुग्गी नहीं टूटेगी।

# शिक्षा खर्च के मामले में विश्व स्तर पर खरा उतरा भारत

संयुक्त राष्ट्र की विश्व स्तर पर शिक्षा से जुड़े मामलों के लिए नीति निर्धारित करने वाली संस्था यूनेस्को का कहना है कि साल 2015 से 2024 के बीच भारत ने अपनी जीडीपी का 4.1 से 4.6 प्रतिशत शिक्षा पर खर्च किया। यह तथ्य यूनेस्को द्वारा जारी 'शिक्षा 2030 के लिए आवश्यक कदम' निर्देशिका में उभरकर सामने आया है। इसके अनुसार, दुनिया के हर देश को शिक्षा पर जीडीपी का चार से छह प्रतिशत खर्च करना चाहिए। यूनेस्को द्वारा जारी आंकड़ों का यह भी कहना है कि भारत में केंद्र और राज्य सरकारों द्वारा साल 2015 से 2024 की अवधि में कुल सरकारी व्यय का 13.5 प्रतिशत से 17.2 फीसदी तक शिक्षा पर खर्च किया गया। ये आंकड़े यूनेस्को की उस अपेक्षा के अनुरूप हैं, जो संसार की सभी सरकारों से यह मांग करती है कि वे सरकारी बजट का कम से कम पंद्रह से बीस प्रतिशत शिक्षा पर खर्च करें।

यूनेस्को के आंकड़े इसलिए महत्वपूर्ण हैं कि विश्व स्तर पर स्वीकृत सतत विकास लक्ष्य 2030 के अनुसार कुल 17 लक्ष्यों को पूरा किया जाना है, जिसमें चौथा लक्ष्य है, 'सबको गुणवत्ता वाली समावेशी व समतामूलक शिक्षा प्रदान करना।' 2030 तक ये 17 लक्ष्य विश्व स्तर पर हासिल हो पाएंगे, यह कहना मुश्किल है, पर दुनिया की हर सरकार को इस दिशा में ठोस प्रगति दिखाने को कहा गया है। यूनेस्को के अनुसार, पिछले कुछ वर्षों में, खासकर कोविड के बाद दुनिया भर की सरकारों का शिक्षा पर खर्च कम होता दिखा है, किंतु भारत में यह लगभग स्थिर देखा गया है। साल 2010 के बाद से मध्य व दक्षिण एशिया के देशों में शिक्षा पर विनियोग और खर्च बढ़ता हुआ पाया गया है। कुछ बहुत छोटे देशों का खर्च प्रतिशत ज्यादा हो सकता है, किंतु उनके कुल खर्च भारत के कुल प्रावधान की तुलना में बहुत कम हैं। यूनेस्को का कहना है कि समूचे एशिया में भारत द्वारा शिक्षा पर किया जा रहा खर्च जापान और चीन से ज्यादा रहा है।

मगर क्या भारत कोटवरी आयोग (1964-66) की उस सिफारिश को पूरा करने की दिशा में आगे बढ़ पाया है, जिसमें जीडीपी का छह प्रतिशत शिक्षा पर खर्च करने की बात की गई थी? राष्ट्रीय शिक्षा नीति-2020 ने भी 1968 में स्वीकृत शिक्षा पर जीडीपी का छह प्रतिशत खर्च करने के लक्ष्य को सम्मान दिया है। इसका कहना है कि 'यह नीति शिक्षा पर विनियोग बढ़ाने के लक्ष्य से प्रतिबद्ध है, क्योंकि कोई अन्य विनियोग या खर्च का



यहां स्कैन करें



हरिवंश चतुर्वेदी | महानिदेशक, आईआईएलएमबी स्कूल

प्रावधान हमारी युवा पीढ़ी को गुणवत्ता वाली शिक्षा देने पर होने वाले खर्च से ज्यादा महत्वपूर्ण नहीं है।'

शिक्षा पर हम कितना खर्च करते हैं, इस पर अर्थशास्त्रियों और शिक्षाविदों के बीच कोई एकराय नहीं बन पाई है। इसका एक कारण यह है कि हमारे देश में शिक्षा पर सरकारी और निजी खर्च के आंकड़े अलग-अलग होते हैं। सरकारी खर्चों की गणना के लिए केंद्र और राज्य सरकारों द्वारा इस मद में किए गए व्यय को

जोड़ा जाता है। केंद्रीय स्तर पर खर्चों की गणना जटिल है, क्योंकि शिक्षा मंत्रालय के अलावा लगभग सभी मंत्रालय इस मद में खर्च करते हैं। अब सवाल उठता है कि देश में सरकारों द्वारा शिक्षा पर कुल कितना खर्च किया जाता है? साल 2019-20 में शिक्षा पर कुल सरकारी खर्च 8.93 लाख करोड़ रुपये आंका गया था। इसमें केंद्र सरकार का खर्च 2.27 लाख करोड़ रुपये और राज्य सरकारों का 6.66 लाख करोड़ रुपये था। चालू वित्त वर्ष

में अनुमानतः 12 लाख करोड़ रुपये खर्च किया जा रहा है। भारत का वर्तमान जीडीपी करीब 3.3 ट्रिलियन डॉलर का है, जिसका शिक्षा पर अनुमानित खर्च 4.5 प्रतिशत होगा। यह विश्व बैंक के अनुमान से भी मिलता है।

यह एक शुभ संकेत कहा जा सकता है कि भारत का शिक्षा पर होने वाला सरकारी विनियोग और खर्च दुनिया के बहुत सारे देशों की तरह कम नहीं हो रहा है। किंतु भविष्य की अनेक संभावनाओं और राष्ट्रीय संकल्पों को ध्यान में रखते हुए हमें शिक्षा पर खर्चों को वर्तमान स्तर से लगातार बढ़ाना होगा। हमें नहीं भूलना चाहिए कि अगले दस वर्षों में जमीन और व्यापार के लिए विश्व-युद्ध भले न हों, प्रतिभा और मेधा के लिए देशों में कठिन प्रतिस्पर्धा होगी। इस प्रतिस्पर्धा में हम तभी जीत पाएंगे, जब हम शिक्षा और स्वास्थ्य पर अधिक खर्च करेंगे और मानव पूंजी का निरंतर विकास करेंगे।

(ये लेखक के अपने विचार हैं)

**यूनेस्को ने सराहते हुए कहा है कि समूचे एशिया में भारत द्वारा शिक्षा पर किया जा रहा खर्च जापान और चीन से ज्यादा रहा है।**

# How differently abled communities are embracing music through sign language

People with hearing disabilities in India are enjoying music through Indian Sign Language with interpreters translating concerts into visual and emotional experiences; recent expansions in the ISL lexicon have introduced terms to make communication more inclusive and culturally relevant

**Sanjukta Mondal**

**S**he sat in front of the stage, lights flickering as people on stage swayed and danced. The bass thumped deep in her chest, and the vibrations resonated through her bones. But she craved more as music was not just vibrations. It was rhythm, beats, and emotions woven into notes.

Soon, however, her heart leapt with joy as she noticed interpreters off the stage, creating a musical experience with hand gestures in Indian Sign Language (ISL). "My first live concert left me with a sense of peace and calmness one gets after extreme happiness akin to feeling what hearing people get," said A. Soumya Rao, an individual with profound hearing disability, who consults for tech startups and NGOs. Profound deafness is a short form of bilateral profound sensorineural hearing loss. "Profound means 100% deafness and above," said Ms. Soumya.

Ms. Soumya enjoys music by letting her body absorb vibrations from the floor and surroundings. But at a recent concert in Delhi, she experienced music interpreted in sign language for the first time.

The world observed the International Day of Sign Languages in September and India joined the global celebration with a remarkable milestone. Some 2,500 new terms including words in English and Hindi were added to the ISL dictionary. Another aspect of this expansion was facilitating the community of people with hearing disability's engagement with one of the core human experiences - music.

"They were signing and I was looking at them to understand what the song was about. Then for a while I felt the vibrations and let the sounds travel through the body. There were women dressed in traditional clothes dancing to the beats for us to imitate their movements and danced along. This entire process was so much fun," Ms. Soumya recalled.

The expansion of the ISL lexicon was spearheaded by the Indian Sign Language Research and Training Centre.

Often people from the community with hearing disability who communicate via ISL have to spell out individual letters by

hand due to the lack of appropriate signs for niche scientific, and cultural terms or the new internet lingo. This latest expansion aims to reduce such challenges by providing signs for casual and subject-specific conversations.

The new entries to the ISL dictionary reflect both cultural and technological relevance. They feature English terms like algorithm, Aadhaar card, blockchain, and cognitive load, alongside traditional words such as Bihu festival. It also includes signs for Hindi words corresponding to energy, Ursa Nebula, estrogen, and many other essential terms in science, sports, accessibility, and everyday infrastructure.

Bengaluru also witnessed events that spotlight the expressive power of ISL. "Beyond Signs: The Power of Gesture", organised by EnAble India exhibited a blend of artworks, sculptures, and short films. One of the highlights was visual vernacular, a unique storytelling technique that combines expressive body movements, facial expressions, and ISL to create immersive experiences that can help foster a connection between people with hearing disability and hearing communities.

## Music meets gestures

Dr. Alim Chandani, Mission Leader of 'Hear A Million', an Initiative of EnAble India, shares his experience at a Diljit Dosanjh concert in 2017 where he had an interpreter in the audience. Despite facing hurdles such as interpreters not being allowed on stage and people from the audience bumping into him, this event allowed him to showcase how access should be granted even in informal settings.

He later collaborated with the organisers of the A.R. Rahman Sufi concert to select a team of interpreters to sign the songs. He worked with them to help them grasp the lyrical content, and after a week of dedicated practice, they were ready to convey music with gestures.

"Music in sign language is like a fully visual depiction. The interpreters have to be mindful to carefully interpret the true intent of the song. The key is to forget the words, focus on the meaning, and make

sure there is clarity," said Chandani in an email correspondence with *The Hindu*.

This aspect of visual richness and the intuitive nature of signing is what Kanika Agarwal, a Thane-based educator with hearing disability loves about ISL. Speech is often arbitrary, with no direct relationship between an object and the word assigned to it but ISL offers signs that visually capture the essence of the object.

This philosophy is echoed by Shivoy Sharma, CODA (Child of Deaf Adults) and ISL interpreter, who recalled collaborating with Chandani during the preparations for an A.R. Rahman concert. He was part of the discussions with signers with hearing disability and hearing experts, ensuring that the interpretation was visually appealing, musically, and culturally appropriate. Sharma recalls how instrumental sections such as guitar and drum solos are conveyed through body language that reflects the mood of the music. Also, when a song switches between male and female voices the interpreters subtly shift their body posture from say left or right to indicate the change. Sharma also emphasises the importance of adhering to ethical boundaries. It is essential to ensure that interpreters act as neutral linguistic facilitators, conveying the words and emotions of the individual they are signing for without introducing personal bias. "The interpreting profession here lacks the understanding of the 'role' of an interpreter. They are supposed to act as a bridge between two languages. However, many people with hearing disability and hearing people themselves are not fully aware of the boundaries that apply to an interpreter's role, which can contribute to confusion," said Chandani.

## Need for awareness

Based on her experience as a deaf educator, Ms. Agarwal has observed a lack of awareness in society. Parents often face pressure from society to fit in and be "normal". Also, until very recently even doctors in India discouraged the use of sign language. They were warned that exposure to signing would hinder the child's ability to speak and thereby their

success as individuals.

One of the first things Chandani chose to do after moving to India was to "turn off" his voice even though he could speak. "This decision stemmed from the societal perception that people with hearing disability who can speak and hear are often considered more successful than those who primarily communicate through sign language. It is a misguided assumption that vocal ability somehow defines success... I wanted to show that a person with hearing disability who signs and does not speak can succeed just like any other 'normal' person." A crucial step towards breaking this notion is to build awareness and foster a sense of community within the diverse spectrum of individuals with hearing disability. This includes encouraging them to learn sign language and embrace the beauty of culture of hearing disability thereby recognising the shared experiences of "audism", he said.

Ms. Soumya, who lost her hearing in middle school and spent much of the following 23 years relying on lip reading to communicate, reflects on how navigating hospital visits during COVID-19 was a major challenge. As masks obstructed her ability to read lips, it forced her to confront that something was missing from her life. "I was able to figure out that what I was missing was the community with hearing disability which I had not been part of for the first 23 years since my hearing loss," she said.

Fortunately, she was introduced to the Bengaluru community of people with hearing disability where she not only learnt ISL but also observed children's grasp of bilingual education in English and ISL. "I am happy to report that having a sense of community and belonging has increased which further boosts the morale and sense of living as a person with hearing disability. It is having an inclusive environment where I do not have to struggle hard to meet my communication needs," added Ms. Soumya. Sanjukta Mondal is a chemist-turned-science-writer with experience in writing science articles and scripts for STEM YouTube channels

28 October 2024  
The Times of India  
Page No. - 7

## Project Inclusion in schools helps neurodiverse students find their feet

The initiative supports training of over 20,000 teachers and screening of 18,000 students

Divyansh Kumar  
@timesofindia.com

During the morning assembly in Kendriya Vidyalaya (KV), Chandigarh, a young boy with learning disabilities and slight speech impairment took centre stage and recited the National Anthem confidently making his parents and teachers proud. "All this child wanted was to feel valued and noticed," says Jasbir Kaur, coordinator of the primary section at PM SHRI Kendriya Vidyalaya, Chandigarh region.

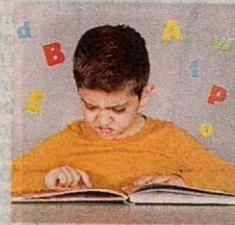
The boy was able to perform on stage because of the support of teachers and special educators trained under Project Inclusion. The project launched in multiple KVs, has been sensitising teachers and creating special educators who can handle the students with special needs comfortably. "In a classroom, at least 10% of students may have various types of neurodiverse disorders in varying degrees. These students need support and guidance from skilled special educators, who help them identify their talent and gain confidence," adds Jasbir Kaur. The students receive one-to-one counselling and touch therapy, and they are encouraged to learn from their peers. They also receive help with the regular classroom activities.

### Understanding complexities

Project Inclusion, spearheaded by the Sri Aurobindo Society (SAS), in collaboration with the SBI Foundation, was launched in 2016 to improve learning outcomes for neurodiverse students across India. Till then, there was limited awareness of neurodiverse conditions in students. Sensitising the parents, schools and teachers was the biggest challenge initially.

Dr Simmi Mahajan, chief programme officer, Project Inclusion, explains that neurodiversity refers to the different neural pathways in the brain that shape how individuals learn and behave. "Society had the perception that these students must adapt to

### Challenges in traditional classrooms



One of the most significant challenges in mainstream education is the rigid mindset of teachers. The training that teachers receive during their BEd programmes often lacks a comprehensive focus on inclusive education. "Even after training, teachers feel unprepared to meet the needs of neurodiverse students. Inclusive education means every child, with or without disabilities, should have access to their local school. The system must adapt to meet each child's needs, rather than expecting the child to fit the system," Dr Mahajan adds.

the system and not the other way round. Due to this, most students struggle with the school system and academic content. Most of the students in rural areas drop out of the schools since no one understands their problems."

Common profiles under this include autism, learning disabilities, and attention-related challenges. Unfortunately, many teachers and parents remain unaware of these conditions, leading to what is known as 'hidden disabilities.'

"Neurodiversity includes Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), dyslexia, and various other learning disabilities. Unfortunately, many children with these conditions remain unidentified in classrooms. Lack of data has hindered effective intervention strategies by the government," adds Dr Mahajan.

## Leveraging folklores to educate the new generation



BIJU  
DHARAMAPALAN

The ancient art of storytelling remains a vital medium for teaching values and fostering cultural understanding

Folklores, the traditional stories, myths, and legends passed down through generations, have long been a source of fascination, serving as much more than mere entertainment. Folklores often centre on ordinary people who face adversity yet find ways to overcome it, reflecting everyday life's common struggles and aspirations. This relatability comforts those who feel isolated in their struggles, showing that they are not alone and that their challenges are shared across time and place.

One of folklore's most significant aspects is its inherent simplicity, which makes it a powerful tool for education across generations. Folklores are often crafted to be relatable, encapsulating moral lessons or practical wisdom in a format accessible to children and adults alike. This accessibility makes folklore an effective educational medium, especially in regions where formal education might be limited.

Through memorable characters, narratives, and



morals, folklores teach honesty, bravery, kindness, and empathy lessons crucial to shaping young minds. Folklore holds a unique power: it reflects past wisdom, inspires critical thinking, and provides a mirror for self-reflection.

Indian folklore is a repository of India's diverse cultural heritage. They act as a unifying force in a country as diverse as India, with numerous languages, religions, and social norms. They capture the essence of various regional traditions, dialects, and beliefs, weaving together the vast and varied ethos of the country. Every region, from Kashmir to Kanyakumari, has tales that embody local wisdom, rituals, and social customs. Stories like those from the

Panchatantra and Jataka Tales have transcended regions, becoming staples of Indian storytelling that educate on universal values while highlighting India's unique cultural tapestry.

Indian folklore frequently addresses social issues, challenging established norms and encouraging reflection on societal practices. For instance, the folktales of Tenali Rama, the witty advisor in the Vijayanagara Empire, often question the elite's excesses and promote justice for the common man. Similarly, Birbal, a wise minister in the Mughal court, features in numerous tales that promote intellectual equality. These stories teach Indians to value wit, intelligence, and fairness, subtly questioning the authority of those in power.

By embedding reformist ideas within entertaining narratives, Indian folklores provide a soft yet powerful critique of societal hierarchies, encouraging progressive thinking.

Many Indian folklore emphasize the bond between humans and

nature, imparting lessons on environmental stewardship that resonate with India's agrarian roots. Stories about sacred rivers, protective spirits, or revered animals highlight the belief that natural entities are to be respected and cared for. These tales often highlight shared human experiences, bridging cultural gaps and fostering a sense of collective identity. Folklore serves as a reservoir of collective wisdom, transcending time and geography to educate and reform society. Its remarkable ability to touch hearts, prompt reflection, and inspire action makes it indispensable in both formal and informal education. In an era dominated by digital technology, folklore may seem antiquated, yet its relevance has only deepened. Modern storytellers, educators, and social reformers can adapt folklore for contemporary audiences, harnessing its emotive power to foster empathy and awareness.

*(The writer, is the Dean, academic affairs, at Garden City University, views are personal)*

Home > Article

## Virtual Reality and Gamification Transforming School Education

by Editorial Desk — October 28, 2024 in Article, Education, Exclusive Articles, Technology Reading Time: 8 mins read



Virtual Reality and Gamification Transforming School Education



Listen

Technologies like Augmented Reality, Virtual Reality, Mixed Reality and Gamification are transforming school education but costs and access mechanisms still pose a challenge. Bhavya Bagga of CXO News and APAC News Network speaks to schools, academicians and policymakers to understand the situation.

Augmented Reality (AR), Virtual Reality (VR), Mixed Reality (MR), and Gamification are transforming education in Indian schools by offering engaging and interactive learning experiences. XR technologies blend real and virtual worlds, boosting student involvement and understanding. AR adds digital content to the physical space, enhancing comprehension. MR combines virtual and real elements, allowing for interaction between both. Together, these technologies enrich learning by incorporating digital features.

Research shows that AR and VR improve students' skills and knowledge, making learning more enjoyable and effective. By adding gamification strategies, schools can further inspire students and encourage active participation in their education. Embracing these tools can enhance collaboration and create a unified learning environment, benefiting both students and educators in today's educational landscape.

"We are looking at how ChatGPT and AI can be used to innovate teaching principles," asserts Dr Pankaj Mittal, Secretary General, Association of All India Universities while emphasizing on the need to start from school level



NSE launch language and web financial 3 HOURS



Purdue U expands presence semiconductors training 3 HOURS

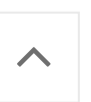


Government 4,740 Digital Centers in 1 DAY AGO

### Latest



Jharkhand appoints Tiwari as Secretary 13 MINS AGO





Dr Pankaj Mittal, Secretary General, Association of All India Universities

### Understanding the Technologies

Augmented Reality (AR) adds digital content to the real world, improving how we see our surroundings. Virtual Reality (VR) immerses users in a fully artificial environment, replacing the real world with a virtual one. Mixed Reality (MR) blends virtual and real elements, allowing interaction between them. Together, these technologies are known as Extended Reality (XR), which includes VR, AR, and MR, transforming our perception through digital content.

Gamification introduces game-like features into non-game settings to boost engagement and motivation. In summary, AR and MR enhance our real-world experiences, VR provides immersive environments, and gamification incorporates game mechanics into various activities, all creating innovative and interactive experiences in the digital space.

Savneet Chawla, Director at Millennium World School, highlights the transformative role of AR and VR in education. "AR and VR are revolutionizing education by making learning more engaging and immersive. They allow students to visually experience concepts, enhancing their understanding and igniting curiosity in ways that traditional methods simply can't match," she states.



[Applied V  
Selects Si  
ASTRA 20  
Innovatio](#)  
⌚ 2 HOURS



[NSE laun  
language  
and webs  
financial](#)  
⌚ 3 HOURS



[Purdue U  
expands  
presence  
semiconc  
training.c](#)  
⌚ 3 HOURS



[Governme  
4,740 Digi  
Centers in](#)  
⌚ 1 DAY AG

### Latest



[Jharkhan  
appoints  
Tiwari as  
Secretary](#)  
⌚ 13 MINS A





Savneet Chawla, Director at Millennium World School

### The Impact of AR and VR on Learning in Indian schools

Augmented Reality (AR) and Virtual Reality (VR) have greatly influenced learning in Indian schools by offering immersive and hands-on experiences. These technologies allow students to engage with educational content in dynamic and interactive ways, boosting their understanding and memory retention. With AR and VR in the classroom, students can explore subjects visually, making learning both enjoyable and effective.

Sudhir Kukreja, Co-Founder of Credence International School, shares how their innovative AR and VR technologies are reshaping the learning experience for students. By integrating augmented and virtual reality into the curriculum, Credence is making complex concepts more accessible and engaging.



Applied V  
Selects Si  
ASTRA 20  
Innovatio  
⌚ 2 HOURS



NSE laun  
language  
and webs  
financial  
⌚ 3 HOURS



Purdue U  
expands  
presence  
semiconc  
training.c  
⌚ 3 HOURS



Governme  
4,740 Digi  
Centers in  
⌚ 1 DAY AG

### Latest



Jharkhan  
appoints  
Tiwari as  
Secretary  
⌚ 13 MINS A



Students can explore virtual worlds, conduct interactive experiments, and...  
...ips, transforming traditional education into an  
immersive adventure. This approach not only enhances understanding but  
also fosters a love for learning, preparing students for a future where  
technology and education go hand in hand.

The introduction of AR and VR has transformed traditional teaching  
methods, providing personalized learning tailored to each student's needs.  
These tools enable students to interact with virtual environments, perform  
experiments, and simulate real-life scenarios, enhancing their critical  
thinking and problem-solving abilities.

Overall, incorporating AR and VR in Indian schools has the potential to  
change the education landscape by making learning more engaging and  
effective. As these technologies advance, they are set to play a vital role in  
shaping the future of education in India, equipping students with  
innovative tools to enrich their learning experiences.

### The Impact of Mixed Reality in Indian Classrooms

Mixed Reality (MR) is the blending of the physical and digital worlds,  
allowing users to interact with digital elements overlaid on their real  
environment along a continuum of virtuality. This technology combines  
aspects of Virtual Reality (VR) and Augmented Reality (AR), providing an  
immersive experience that connects virtual and physical realms.

In Indian classrooms, MR offers unique advantages by enhancing learning  
with interactive and engaging content. It helps students visualize complex  
concepts in a more tangible way, improving understanding and retention.  
MR also encourages active participation and collaboration, making  
learning more dynamic and effective. It has various applications in  
collaborative learning and skill development. It supports group projects,  
allowing students to work together in virtual spaces, no matter the  
distance.

Tools like Microsoft HoloLens and Magic Leap enable hands-on activities,  
simulations, and virtual experiments that boost problem-solving and  
critical thinking skills. In Indian schools, MR tools such as Tesseract are  
creating immersive educational experiences. These tools let students  
explore historical sites, conduct virtual science experiments, and engage in  
interactive storytelling, making learning more impactful and enjoyable.

Jio Tesseract, a mixed reality company and subsidiary of Reliance  
Industries Limited, offers advanced tools to enhance educational  
experiences. Originating from MIT Media Lab, the company's mission is to  
make mixed reality accessible through affordable devices and impactful  
AR/VR content. Its offerings include XR Companion for virtual  
demonstrations and technical training, XR Learn for interactive 360-degree  
lessons, and XR Labs for K12+ students.

Jio Tesseract supports this ecosystem with comprehensive solutions,  
including hardware, software, content customization, deployment  
management, and 24/7 customer support, empowering Indian educators to  
integrate cutting-edge AR/VR tools in classrooms and beyond.

### How Gamification Enhances Student Engagement in Learning

Gamification applies game mechanics, like scoring points, setting timers, or  
adding competition, to make products and services more engaging. In  
learning, it taps into intrinsic motivation, making activities fun and inspiring



[Applied V  
Selects Si  
ASTRA 20  
Innovatio](#)  
⌚ 2 HOURS



[NSE laun  
language  
and webs  
financial](#)  
⌚ 3 HOURS



[Purdue U  
expands  
presence  
semiconc  
training.c](#)  
⌚ 3 HOURS



[Governme  
4,740 Digi  
Centers in](#)  
⌚ 1 DAY AG

### Latest



[Jharkhan  
appoints  
Tiwari as  
Secretary](#)  
⌚ 13 MINS A



Amol Arora, Managing Director of Shemford Group of Schools, emphasizes the use of Augmented Reality (AR) and Virtual Reality (VR) on Indian classrooms.



Amol Arora, Managing Director of Shemford Group of Schools

“These technologies are redefining the learning landscape, shifting from traditional methods of passive reading and rote memorization to a dynamic, hands-on experience. AR and VR provide students with an immersive environment that caters to different learning styles, making education not only more enjoyable but also more effective,” he explains.

Arora notes that the shift in educational dynamics allows learners to take ownership of their

paths, while teachers evolve from mere knowledge custodians to facilitators of discovery. “This transition empowers both students and educators, fostering a collaborative environment that enhances engagement and retention of information.”

He highlights the importance of integrating Mixed Reality (MR) and gamification in lessons, stating, “These innovations capture students’ attention far better than traditional methods. In a world competing for children’s focus, MR and gamification provide an engaging alternative to social media, motivating learners intrinsically through real-time feedback and interactive experiences.”

The main principles of gamification focus on a user-centered design, creating engaging experiences by tailoring them to the learner’s needs. This approach involves understanding the user through feedback to make the experience more personal and emotionally engaging. When used in education, gamification enhances student motivation by making learning more interactive and enjoyable. Indian platforms like XSEED, ClassDojo, and BYJU’S use these methods to enrich learning experiences and help students stay motivated.

### Challenges in Bringing Gamification to Education in India: Costs, Access, and the Path Forward

India faces several significant challenges in adopting gamification in education. A primary obstacle is the cost of implementing gamified tools and technologies. Many schools and institutions, especially those with limited budgets, may struggle to afford these systems, making widespread adoption difficult. Without adequate funding, integrating gamification into the curriculum may remain out of reach for many schools, particularly in rural and economically disadvantaged areas.

Infrastructure limitations present another challenge, especially in rural India. Reliable internet connectivity and access to necessary hardware like computers or tablets are still limited in many regions. Effective gamification in education requires these resources, yet the digital divide in India prevents many students from accessing the necessary tools. This lack of infrastructure limits the potential for a consistent gamified learning experience across schools and communities.

Teacher training is essential for the successful integration of gamification.



[Applied Ventures Selects SI ASTRAS 2024 Innovation](#)  
⌚ 2 HOURS



[NSE launches language and webinars on financial](#)  
⌚ 3 HOURS



[Purdue University expands its presence in semiconductors training](#)  
⌚ 3 HOURS



[Government launches 4,740 Digital India Centers in](#)  
⌚ 1 DAY AGO

### Latest



[Jharkhand appoints Tiwari as Secretary](#)  
⌚ 13 MINS AGO



Without adequate training and support, teachers may struggle to adapt to these changes, reducing the potential effectiveness of gamification in the classroom.

Rupesh Vasani, Director of SAL Education, discusses the significant role of various stakeholders in the digital transformation of campuses.



Rupesh Vasani, Director of SAL Education

“The involvement of different stakeholders, including faculties and students, in the digital transformation of campuses is crucial for its success. Faculties have been instrumental in integrating digital tools into the curriculum, providing training and support, and contributing to the development of digital content. Meanwhile, students have engaged actively in developing their digital skills and have provided valuable feedback on user experience, which has informed our decisions about technology adoption,” he explains.

Issues of accessibility and equity also pose concerns. Not all students have equal access to technology and devices required for gamified learning, creating a digital divide that could widen educational inequalities. Ensuring that every student, regardless of economic background, has access to the same learning tools is crucial for the success of gamification in education.

IAS Amrit Singh, Director, Department of Higher Education & Employment Generation, Skill Development, Government of Punjab, outlined the government’s roles in integrating technology with education. She listed them as,

“Developing technology to incorporate into education at a large scale, reaching every citizen the benefits of this technology in even backward and remote districts, involving teachers to inculcate the new methodology of teaching for capacity building, and giving access to children of the online world and therefore having regulations to protect children.”



IAS Amrit Singh

Finally, finding the right balance between digital and traditional teaching methods is essential. While gamification offers an engaging learning experience, it should complement rather than replace traditional methods to provide a comprehensive educational approach. Thoughtful integration is key to maximizing the benefits of gamification while preserving core educational values.

### Building a Future-Ready Education System in India: Embracing AR, VR, MR, and Gamification



[Applied Ventures Selects SI ASTRA 2023 Innovation](#)  
⌚ 2 HOURS



[NSE launches language and webinars on financial](#)  
⌚ 3 HOURS



[Purdue University expands its presence in semiconductors training](#)  
⌚ 3 HOURS



[Government of India launches 4,740 Digital Centers in](#)  
⌚ 1 DAY AGO

#### Latest



[Jharkhand appoints Tiwari as Secretary](#)  
⌚ 13 MINS AGO



offering students immersive, hands-on experiences that deepen learning.

However, adopting these advancements in India presents unique challenges, particularly regarding costs, infrastructure, and accessibility. Many schools, especially in rural and underserved areas, lack the resources and trained personnel to fully implement these tools, risking a widened digital divide.

To overcome these barriers, a balanced approach is essential, one that incorporates both digital and traditional teaching methods to create an inclusive and holistic learning environment. Investments in teacher training and improved infrastructure can further support this integration. With careful planning and support, India can harness these innovations to empower students, promote active engagement, and build a future-ready education system that meets the diverse needs of its learners.

Tags: [Amol Arora](#) [Amol Arora Managing Director of Shemford Group of Schools](#)

[Augmented Reality](#) [Co-Founder of Credence International School](#)

[Director of SAL Education](#)

[Dr Pankaj Mittal Secretary General Association of All India Universities](#)

[Gamification Transforming School Education](#)

[Managing Director of Shemford Group of Schools](#) [Mixed Reality](#) [Rupesh Vasani](#)

[Rupesh Vasani Director of SAL Education](#)

[Savneet Chawla Director at Millennium World School](#) [Sudhir Kukreja](#)

[Sudhir Kukreja Co-Founder of Credence International School](#)

[transforming school education](#) [Virtual Reality](#)

[Virtual Reality and Gamification Transforming School Education](#)

- Share
- Tweet
- Share
- Send
- Share
- Send
- Pin
- 

[Previous Post](#)

[CERT-In releases advisory on how to fight 'digital arrest'](#)

[Next Post](#)

[ISRO and Department of Biotechnology sign MoU to advance space biotechnology research in India](#)

[Related Posts](#)

[Purdue University expands academic presence through semiconductor training center in India](#)

by [Editorial Desk](#) NOVEMBER 4, 2024 0

New Delhi: Purdue University, Indiana, is expanding its educational partnerships with India through the launch of specialized centers focused on...

[APAC News Network Weekly Leadership Bulletin: Key CXO Movements and Appointments](#)

- [Home](#)
- [Governance](#)
- [Healthcare](#)
- [Education](#)
- [BFSI](#)
- [Technology](#)
- [Startups](#)
- [States](#)



[Applied Ventures Selects SI ASTRA 2024 Innovation](#)  
 2 HOURS



[NSE launches language and webinars for financial](#)  
 3 HOURS



[Purdue University expands academic presence through semiconductor training center in India](#)  
 3 HOURS



[Government launches 4,740 Digital India Centers in rural areas](#)  
 1 DAY AGO

[Latest](#)



[Jharkhand appoints Tiwari as Secretary](#)  
 13 MINS AGO



# The Telegraph *online*

Monday, 04 November 2024

HOME OPINION INDIA KOLKATA WORLD MORE ▾

Home / India / NCERT textbook revision within a year: Additions to maths, social science books amid criticism

## Textbook revision within a year: Additions to NCERT maths, social science books amid criticism

Two members of the National Syllabus and Teaching Learning Material Committee (NSTC), which develops education material for Classes III to XII, told The Telegraph that additions would be made to the two Class VI textbooks. They did not reveal much about what would be added

Basant Kumar Mohanty

New Delhi

Published 28.10.24, 05:47 AM



एन सी ई आर टी  
NCERT

# NCERT

National Council Of Educational Research  
And Training

**f** The NCERT is set to add new chapters to its Class VI mathematics and social sciences textbooks a year after revising them, amid criticism that the revised books lack key content that is part of the syllabus.

**X**

**Q**

**Q** Two members of the National Syllabus and Teaching Learning Material Committee (NSTC), which develops education material for Classes III to XII, told **The Telegraph** that additions would be made to the two Class VI textbooks. They did not reveal much about what would be added.

ADVERTISEMENT

Both the new textbooks issued this year seemed to have been brought out in a hurry. The new mathematics book for Class VI, Ganita Prakash, was printed in August, four months into the academic session. The social science book, Exploring Society: India and Beyond, was printed in July.

Unlike the maths book used till last year (the 2023-24 academic session), the new one lacks content on decimals, algebra and ratio, which are part of the current Class VI maths syllabus.

Two schoolteachers said the new maths book contains very few exercises, too. “We are asking the children to do all the exercises from last year’s mathematics book. We hope the NCERT adds more questions in the ‘Figure it out’ section,” a teacher said.

An NSTC member said the chapters to be added to the book for the 2025-26 session were likely to include one on decimals but did not provide more details.

The new Class VI social science textbook being used this year has been criticised for dropping the chapters on the transition from hunting-gathering to agriculture, Ashoka’s renunciation of war, and rural and urban livelihoods.

Michel Danino, a visiting professor at IIT Gandhinagar and a key NSTC member, said “plans to add content to Grade 6 social science textbooks are taking shape” but did not elaborate.

## YOU MAY ALSO LIKE

**Rajasthan: Villagers stone tiger to death a day after he 'kills' shepherd**

The Telegraph *online*

**Aspiration for return to statehood remains strong: Jammu and Kashmir LG Manoj Sinha**

The Telegraph *online*

**Supreme Court relaxes bail condition on Kerala-based journalist Siddique Kappan in UAPA case**

The Telegraph *online*

**EC orders immediate transfer of Maharashtra DGP following complaints by political...**

The Telegraph *online*

**Mumbai police release woman held for sending threat message about Uttar Pradesh CM Yogi...**

The Telegraph *online*

He said the new textbook for this year had been written on a “completely different basis, and a wholly new pedagogical approach in particular, and that any comparison with the older textbook is therefore irrelevant”.

The country’s largest school board, the Central Board of Secondary Education, uses only NCERT textbooks. Some state boards too prescribe certain NCERT books for their students.

“The (maths and social science) books made available to Class VI students at CBSE schools this year are incomplete. This violates the Right to Education Act, which says the standard of school education must be maintained,” said Ashok Agrawal, a member of Delhi University’s “court”, an advisory body to the university’s executive council.

Agrawal wondered how this year’s Class VI students would cope with mathematics and social sciences in Class VII next year, having been denied education on certain basic topics.

### Bagless days

The Directorate of Education on Tuesday issued guidelines for the implementation of 10 bagless days across government and private schools in Delhi.

In a circular, the DoE directed the heads of all schools to implement 10 bagless days in schools for students of Classes VI to VIII. The guidelines have been developed by the NCERT.

### Additional reporting by PTI

---

#### RELATED TOPICS

[NCERT](#)
[School Textbooks](#)
[Syllabus](#)
[Teachers](#)
[Education](#)
[Students](#)

Follow us on: [f](#) [X](#) [@](#) [G+](#)



News

## Madras High Court refuses to entertain PIL against Aryan-Dravidian theory; leaves it to NCERT

*The Court directed the National Council of Educational Research and Training (NCERT) to consider the petition as a representation and address the grievances raised by the petitioner.*



Madras High Court

Ayesha Arvind ✕

Published on: 28 Oct 2024, 6:24 pm · 2 min read

The Madras High Court recently refused to examine a public interest litigation (PIL) petition seeking directions to the State and the Union governments to stop propagating the Aryan-Dravidian theory in educational institutions.

In an order passed on October 24, a bench of Chief Justice **KR Shriram** and Justice **Senthilkumar Ramamoorthy** said that judges are not experts on the history of origin of races and it is an issue which is best left for examination by experts.

Hence, it directed the National Council of Educational Research and Training (NCERT) to consider the petition as a representation and address the grievances raised by the petitioner.

The Court added that it was not inclined to make any observations on the merits of the contentions made in the petition.



Chief Justice KR Sriram and Justice Senthilkumar Ramamoorthy

*“The court is not an expert in history or the origin of races. The relief requested for by the petitioner cannot be granted by this court without examining and deciding whether the two-race theory, which the petitioner claims to be false, is valid or invalid. It is appropriate that this determination be made by experts in the field, and not by the court. 6. Consequently, without examining or making any observations on the merits of the assertions made in the petition, we direct respondents 2 (NCERT) and 5 to treat the writ petition as a representation sent to them,”* the High Court said.

The PIL petition was filed by one Mahalingam Balaji who claimed that the Aryan-Dravidian theory was completely false and that its propagation was promoting divisiveness.

Mahalingam Balaji appeared in person.

Deputy Solicitor General Rajesh Vivekananthan appeared for the Union government and the NCERT.

Additional Advocate General J Ravindran, Additional Government Pleader Maithily, State Government Pleader A Edwin Prabakar and Government Advocate TK Saravanan appeared for the respondent-State.

**[Read Order]**

## **Attachment**

PDF

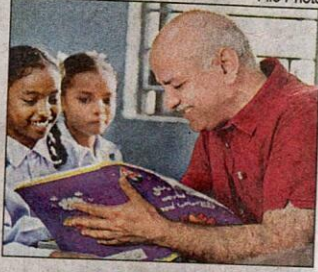
Mahalingam Balaji vs The Secretary.pdf

Preview

## बच्चों को वो पढ़ाएं, जो उनके कल के लिए हो : सिसोदिया

■ विशेष संवाददाता, नई दिल्ली

File Photo



आम आदमी पार्टी के वरिष्ठ नेता मनीष सिसोदिया ने सोमवार को 'शिक्षा पर बात' के तहत वजीरपुर विधानसभा में पैरेंट्स के साथ संवाद किया। उन्होंने बच्चों के भविष्य को बेहतर बनाने के लिए अच्छी शिक्षा पर जोर दिया और पैरेंट्स के साथ दिल्ली के सरकारी स्कूलों पर सुझाव मांगा। उन्होंने कहा कि आप सरकार हर तरह से यह सुनिश्चित करेगी कि दिल्ली के शिक्षा सुधारों में कोई बाधा न आए ताकि हमारे बच्चे अच्छी शिक्षा लें। आज दिल्ली सरकार के स्कूलों के नतीजे प्राइवेट स्कूलों से बेहतर आ रहे हैं और हर साल हजारों बच्चे आईआईटी, नीट की परीक्षा पास कर रहे हैं। इस दौरान एमसीडी की मेयर डॉ. शैली ओबरोय विधायक राजेश

**शिक्षा पर बात' के तहत वजीरपुर पहुंचे आप नेता**

गुप्ता प्रवीण कुमार और दिल्ली के पूर्व शिक्षा सलाहकार शैलेंद्र शर्मा मौजूद थे। सिसोदिया ने दिल्ली में ज्यादा से ज्यादा पैरेंट्स को इस कार्यक्रम में शामिल होने के लिए पत्र भेजकर आमंत्रित किया था। इसमें मनीष सिसोदिया ने कहा है कि मुझे उम्मीद है कि आपके बच्चे स्कूल और घर में अच्छे से पढ़ाई कर रहे होंगे। आपके बच्चों की शिक्षा के लिए अरविंद केजरीवाल और मैं हमेशा सजग रहे हैं। आज केजरीवाल का बेटा देश की जिस टॉप आईआईटी में इंजीनियरिंग की पढ़ाई कर रहा है, वहीं पर दिल्ली सरकार

के स्कूल से पढ़ा, गली के कोने में लोगों के कपड़े प्रेस करके गुजारा करने वाले का बेटा भी इंजीनियरिंग पढ़ रहा है।

उन्होंने कहा है कि हमारा मकसद है कि यह सिलसिला जारी रहे। दुर्भाग्य से देश में अभी भी ऐसे लोग हैं, जो नहीं चाहते कि गरीबों के बच्चे भी पढ़ लिखकर कुछ बने।

हमें ऐसी सोच वालों का मुकाबला करना है। उन्हें सरकार से दूर रखना है, ताकि वो आपके बच्चों की अच्छी शिक्षा में कोई बाधा न डाल सके। इसके साथ ही हमें आने वाले कल की तैयारी भी करनी है। हमें यह भी सोचना है कि दिल्ली की शिक्षा व्यवस्था में और क्या सुधार करें कि आपके बच्चे दुनिया में सबसे बेहतर हों। आज टेक्नोलॉजी की वजह से दुनिया में बहुत तेजी से बदलाव हो रहे हैं। इसलिए ये जरूरी है कि हम अपने बच्चों को वो पढ़ाएं जो उन्हें कल की दुनिया के लिए बेहतर तरीके से तैयार कर सके।

## 12 विशेष विद्यालयों के दिव्यांग छात्रों को समावेशी शिक्षा प्रदान करने का निर्देश

नई दिल्ली (एसएनबी)। दिल्ली सरकार के शिक्षा निदेशालय ने दिव्यांग छात्रों के लिए संचालित सभी 12 विशेष विद्यालयों को समावेशी शिक्षा शाखा (आईईबी) द्वारा निर्धारित प्रावधानों का कड़ाई से पालन करने का निर्देश दिया। 22 अक्टूबर को दिए अपने आदेश में इन स्कूलों के प्रमुखों से पांच नवम्बर तक कार्रवाई रिपोर्ट प्रस्तुत करने को कहा है। इन उपायों का उद्देश्य दिव्यांगजन अधिकार अधिनियम 2016 और नई शिक्षा नीति 2020 का अनुपालन सुनिश्चित करना है। आदेश के मुताबिक 12 विशेष विद्यालयों के प्रमुखों को समावेशी शिक्षा सुनिश्चित करने के लिए सभी 19 प्रावधानों का पालन करना जरूरी है। इसमें उपयुक्त कक्षाओं में प्रवेश की अनुमति, ऑनलाइन मूल्यांकन की उपलब्धता, मुफ्त सहायक उपकरण, स्मार्ट कक्षाओं की उपलब्धता, ब्रेल पद्धति और सांकेतिक भाषा समेत संचार एवं भाषा कौशल में विशेष प्रशिक्षण प्रदान करना शामिल है।

# Tackling learning disabilities head-on

**P**icture a classroom where a student, eager to learn, raises their hand. As they begin to speak, their words come out haltingly, thoughts struggling to take shape. The teacher, pressed for time, gently moves on to another student. In that moment, more than just words are lost. Half-formed ideas retreat, clarity slips away, and with it, a crucial opportunity for learning is lost.

## A deeper truth

This struggle is not just about communication; it is about the very process of forming and articulating ideas. Each interruption of an attempt doesn't just silence a voice; it stunts the growth of thoughts. In the rapid flow of classroom discourse, these students fall behind in speaking, in thinking, in understanding, in learning itself. In classrooms across India, this scene highlights a deeper truth: learning disabilities are far more complex than we often recognise. They don't just involve reading or writing, but affect how students think, process, and engage with the world. Recent data suggest that 8-15% of schoolgoing children in India (50 million children) have been reported to have some form of learning disability. The challenges they face are often misunderstood. The Rights of Persons with Disabilities Act, 2016 officially recognises 'specific learning disabilities' among 21 categories, but most schools aren't equipped to handle them.

Take dyslexia, for instance. It is not just about mixing up letters. It is about a brain that processes language differently, affecting not just reading but also comprehension, memory, and even social interactions. Attention Deficit Hyperactivity Disorder (ADHD), often dismissed as restlessness, is a complex disorder impacting attention and impulse control. Our education system, built for neurotypical students, often fails to meet diverse needs. Studies show most teachers lack



**Saravanan Murugesan**

Education Consultant at GainLabs, Chennai



**Anukrati Nigam**

Data scientist volunteer at the Association of Socially Applicable Research

With understanding, empathy, and evidence-based interventions, we can create an education system that truly leaves no child behind

the training or experience to teach in an inclusive manner, especially in rural India. The COVID-19 pandemic worsened the situation, as many teachers were unprepared to support students with learning disabilities online. The recent story of Radhika, a student with multiple learning disabilities who scored 97% in her CBSE exams, is exceptional. Yet, for every Radhika, countless students remain unsupported – not because they cannot learn, but because we haven't adapted how we teach to meet the needs of such students. Students with unaddressed learning disabilities often internalise a sense of failure. They are not "lazy" or "stupid"; their brains simply work differently. Without proper support, they may never uncover their true potential. A study published in the *Indian Journal of Psychiatry* found that children with specific learning disabilities experience significantly higher rates of anxiety and depression compared to their peers. They battle mental health issues in silence, unable to express what they can't fully understand. The government's announcement of a diagnostic test for adult learning disabilities is a positive step. However, real change will happen only when we train our teachers. B.Ed programmes must focus on neurodiversity and adaptive teaching methods. While the National Education Policy (NEP), 2020, has set standards, the challenge is to turn them into practical classroom strategies.

## The way forward

To tackle learning disabilities head-on, we must develop comprehensive programmes that emphasise early identification and intervention, using screening tools and evidence-based methods tailored to India's needs. Countries such as Finland excel in identifying and supporting students from a young age, but India faces unique hurdles due to its size. Promising steps have indeed been taken, such as the 22

Cross-Disability Early Intervention Centres (CDEIC). Kerala's early intervention initiatives, though focused on hearing impairments, show the potential for broader support systems.

Technology is another key factor. Tools like text-to-speech software and AI-powered learning aids can level the playing field. Initiatives such as PM e-Vidya, DIKSHA, and e-Pathshala under the Digital India framework, supported by NEP 2020, aim to unify digital education. But the real challenge is ensuring that these tools reach every student, especially those with learning differences.

Finally, we need a cultural shift. Learning disabilities are not a source of shame, but different ways of processing information. Public awareness campaigns and films such as *Taare Zameen Par* can play a crucial role in changing perceptions, but awareness must start at home. Parents play a critical role in recognising early signs and advocating for the support their children's needs. Educating them about available resources and how to navigate the system is important.

Teachers, too, need motivation. Incentivising specialised training in neurodiversity – through financial rewards, career advancement, or recognition – will encourage more educators to embrace adaptive methods. Government bodies, NGOs, and private institutions must work together to innovate and ensure that these policies become actionable solutions.

The reality of learning disabilities is complex, but our response doesn't have to be. With understanding, empathy, and evidence-based interventions, we can create an education system that truly leaves no child behind. This is not just about fairness; it is about unlocking the potential of millions of young minds who think differently. As we stand at the cusp of becoming a global superpower, the time to act is now. Our children are counting on us.

ADVERTISEMENT

News / Explained / National survey of students soon: What is it, how it has changed from previous years

# National survey of students soon: What is it, how it has changed from previous years

The PARAKH Rashtriya Sarvekshan 2024 for school students will be held on December 4. What is it, and who will be evaluated?

Written by [Abhinaya Harigovind](#) [Follow](#)  
New Delhi | Updated: October 30, 2024 17:21 IST



ADVERTISEMENT

4 min read



The survey, spearheaded by the NCERT and the CBSE, assesses school students' learning achievements. (Express photo for representation: Bhupendra Rana)

The National Achievement Survey (NAS), a nationwide survey meant to assess students' learning progress, will be held on December 4 this year under a new

**Rajasthan lab attendant performs ECG after watching YouTube tutorial, video goes viral**

Trending 17 min ago

name – PARAKH Rashtriya Sarvekshan 2024. This year’s assessment involves a few changes from the last round in 2021.

### What is the PARAKH Rashtriya Sarvekshan and what does it capture?

The survey, spearheaded by the NCERT and the CBSE, assesses school students’ learning achievements. A sample of school students from government, government-aided and private schools from each district in the country take the assessment, which is in the form of multiple-choice questions across different subjects.

The NCERT has been conducting these national-level surveys to capture learning, every three years from 2001 onwards, with students of Classes 3, 5 and 8 being involved in the assessment. In 2014-15, Class 10 students were involved for the first time. The 2017 and 2021 assessments were also done for Class 3, 5, 8 and 10.

ADVERTISEMENT

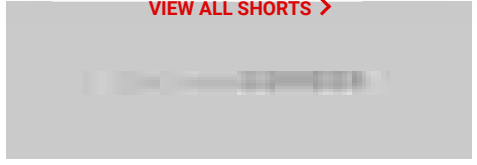
The survey provides report cards at the national level, the state level and the district level. In 2021, at the national level, it gave the average performance of students in terms of a score out of 500 in each subject. The state report card, prepared for each state, provided the percentage of students in the state by ‘proficiency level’ in each subject. These proficiency levels are below basic, basic, proficient, and advanced. It also provides this figure by gender, location (urban/rural), and social group (SC/ST/OBC/general). A similar report card is prepared for each district.

### How is this year’s survey different from previous years?

In 2021, the survey was administered to 34,01,158 students in Classes 3, 5, 8 and 10 across 1.18 lakh schools in 720 districts.

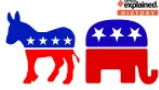
Indrani Bhaduri, head and CEO, PARAKH, a standard-setting body under the NCERT, said that key difference this year is that the survey is being administered to students in Classes 3 (at the end of the foundational stage), 6 (at the end of the preparatory stage) and 9 (at the end of the middle stage). This, she said, is meant to align the survey with the National Education Policy 2020, and the structure it

A viral video from Jodhpur’s Satellite Hospital in Jaipur, Rajasthan, shows a lab attendant performing an ECG scan on a patient after watching a tutorial on YouTube, sparking criticism on social media.



### More Explained

**EXPLAINED**  
Why donkeys and elephants represent Democrats and Republicans in US



**EXPLAINED**  
Balfour Declaration: the paper that changed Palestine forever, explained



**EXPLAINED**  
5 things about Kemi Badenoch, who replaced Sunak as Conservative Party chief



**EXPLAINED**  
What a study says about impact of India’s Dedicated Freight Corridors



### Top Stories



Clashes at Brampton Hindu temple amid visit by Indian consul officers



**CITIES**  
Hours after ‘vowing revenge’, Jarange-Patil takes U-turn: ‘Have decided not to contest elections’

 **Everything explained... Every day** with your Express Subscription **Now at just ₹ 1299/year** [BUY NOW](#)

envisages. NEP identifies Class 1 and 2 as the foundational stage, Classes 3 to 5 as the preparatory stage, and Classes 6 to 8 as the middle stage. With this, class 10 has been left out of this year's assessment.

ADVERTISEMENT

Students in Classes 3 and 6 will be evaluated in language, mathematics, and The World Around Us (concepts of science, social science, and environmental education). Students in Class 9 will be evaluated in language, mathematics, science and social science. The competency-based assessment and the data it provides is meant to help "shape educational policies."

In 2021, Class 3 and 5 students took the survey in language, mathematics and environmental studies. Class 8 and class 10 students took the survey in language, mathematics, science and social science.

PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) [was set up in 2023 as the National Assessment Centre](#), with one of its mandates being to organise these achievement surveys. The survey's name has seen a change from NAS, to incorporate PARAKH in the title this year.

This year, a total of 75,565 schools and 22,94,377 students will participate across 782 districts.

**What did NAS 2021 find?**

ADVERTISEMENT

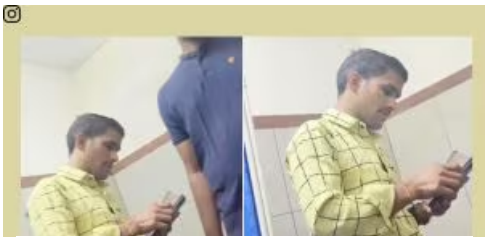
The 2021 survey was conducted in the wake of the [COVID-19](#) pandemic, and captured a drop in achievement levels from 2017. In Class 3, for instance, all states and UTs saw an overall score that was less than the national average recorded in



**ENTERTAINMENT**  
Singham Again Box Office Collection Day 3: Ajay Devgn and Rohit Shetty's film eyes Rs 200 crore mark globally, sees a steady drop



**ENTERTAINMENT**  
Bhool Bhulaiyaa 3 box office collection day 3: Kartik Aaryan's film is 2024's third highest opener



**TRENDING**  
Rajasthan lab attendant performs ECG after watching YouTube tutorial, video goes viral



**TRENDING**  
'Kim Soo-Hyun Tripathi or Kang Tae-Moo Tripathi?': Indian couple inspired by K-dramas name their newborn, netizens react

**SPORTS**  
Australia vs Pakistan 1st ODI, LIVE Cricket Score

2017. In Class 5, only Punjab and [Rajasthan](#) had overall scores that were above the 2017 national average.

© IE Online Media Services Pvt Ltd

First uploaded on: 30-10-2024 at 12:36 IST

**TAGS:** Express Explained

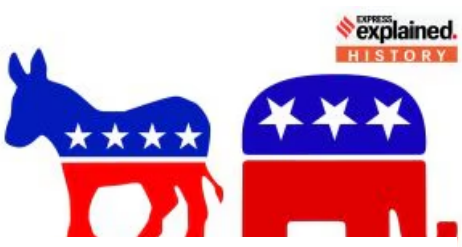
Latest Comment

**SPORTS**

Interview: India women's coach Harendra Singh on Mission 2028 and why the world is 'scared of Indian-style masala hockey'

**OPINION**

India could not create mass prosperity. It's not too late



**EXPLAINED**

Why donkeys and elephants represent Democrats and Republicans in US

**LIFESTYLE**

Find out what happens to the body when you drink raw vs pasteurised milk



**TECHNOLOGY**

Google Pixel 9 Pro review : Hello, small phone

ADVERTISEMENT

# The guiding light

Nexus of Good

*The Students to Professionals programme by Anahata United Efforts Foundation has been empowering socio-economically disadvantaged students through education, career guidance, and meaningful partnerships*



ANIL SWARUP

**The pilot's success led the Foundation to scale the programme in 177 schools in the academic year 2023-24—impacting 26,550 students across seven districts of Karnataka**

Neither my parents nor I had any plans that I study beyond the 10<sup>th</sup> class. When they started career planning classes in my government school, I was not interested. Then one day, I heard my teacher talk about the work done in the BFSI sector and it piqued my interest. While the automotive or healthcare sector did not interest me, the BFSI sector did. These are the words of young Shubhpradha, an alumna of a Government High School in Bangalore, where United Efforts' Students to Professionals Programme was launched in 2018. Currently, Shubha is excelling in her second year of BCom and working to become a professional in the BFSI sector.

As in any other Government High School, teachers at Shubhpradha's school work hard to ensure their students pass the 10<sup>th</sup> board (SSLC). However, under pressure from the exam system, few think beyond this benchmark. The dropout rate after class 10 in India stands at 20.6 per cent, and it's 28.2 per cent in Karnataka. Shubha might have become part of this statistic if not for the opportunity to receive "Education with Exposure." This paved the way for awareness and clarity, empowering her to shape a future aligned with her interests and abilities.

Anahata United Efforts Foundation was established in 2018 through IIM Bangalore's NSR-CEL launchpad, with the objective of enhancing the potential of students from socio-economically disadvantaged backgrounds in a systematic way. Over time, the Foundation developed a comprehensive Students to Professionals Programme designed to expose students in grades 8 through 10 to various educational and career pathways. The programme's strength lies in covering both familiar and complex sectors across the STEAM spectrum in ways that pique curiosity and motivate students to pursue



Anahata Foundation is bridging the gap in opportunities and enabling students to pursue sustainable career paths

education objectively.

The Students to Professionals programme curriculum has three main parts:

► **My Future My Choices** (spanning two academic years) is the curriculum for 8<sup>th</sup> and 9<sup>th</sup>-grade students, where teachers introduce students to 25 different work sectors throughout the academic year to spark their curiosity. This serves as a trigger to increase students' engagement with the education system, motivating them to perform better academically.

► **My Future My Plans** is the curriculum for 10<sup>th</sup>-grade students (soon to be extended to 11<sup>th</sup> and 12<sup>th</sup> grades), focusing on systematic career goal-setting and decision-making processes. It aims to enable students to make informed career choices (career plan A and career plan B) and establish corresponding educational road maps. Teachers build essential 21<sup>st</sup>-century skills such as decision-making, critical evaluation, creative thinking, communication, and problem-solving. The objective is to empower students to face challenges and achieve their career goals.

► **Professional is Born** provides remote mentoring as part

of the curriculum that is being evolved as partnerships with organisations that are formed to support internships, apprenticeships, placements, and scholarships. This support structure is designed to help students from socio-economically disadvantaged backgrounds break free from poverty and stabilise in a career suited to their interests and abilities.

Anahata United Efforts Foundation has successfully demonstrated the S2P (Students to Professionals) model at scale in partnership with the Karnataka Residential School Department (KREIS) under the Ministry of Social Welfare. In 2022, the programme began with a Memorandum of Understanding (MOU) with KREIS to implement the Career Planning curriculum in their schools and train teachers to systematically impact their students.

In 2022-23, the initiative launched a pilot programme to train teachers from 10 schools in Ramanagaram district to understand and calibrate the intervention. A pattern began to emerge. Initial scepticism about "yet another training" was soon replaced with strong motivation: "I want to give my students the

clarity I never had." As they delivered the programme, students appreciated the easy-to-understand, immersive, and practical programme. Students began looking forward to career planning classes as a safe space to discuss their aspirations, and the teachers started becoming popular in their schools.

The pilot's success led the Foundation to scale the programme in 177 schools in the academic year 2023-24. These 177 government residential schools impacted 26,550 students across seven districts of Karnataka. More than 350 teachers were trained to implement the programme. A third-party assessment—Voice of Students, Teachers, Parents, and Alumni (VOSTPA) survey—conducted towards the end of the academic year revealed that 80 per cent of students understood the educational or training paths for their career choices, and 68 per cent stated that the programme motivated them to study harder to improve foundational skills for their careers.

Encouraged by the results, the department supported United Efforts in a statewide launch in June 2024 to train over 1,500 teachers across all 792 govern-

ment residential schools in the state. This is currently impacting 1.2 lakh students across all 31 districts of Karnataka. The Foundation is working with the department to strengthen the roles of school principals and district coordinators for sustainable and impactful outcomes.

The Karnataka state has vetted the content of the Students to Professionals curriculum. Under the aegis of the Karnataka Skill Development Corporation and Samagra Shiksha, United Efforts is working as a knowledge partner to pilot the S2P programme in 150 regular government high schools across the state. Teachers have been trained, and the launch is awaited. The state is also working with United Efforts to develop a curriculum for the 11<sup>th</sup> and 12<sup>th</sup> classes, also called PU1 and PU2.

NGOs like Tata Trust, Colours of Life Foundation, and Embassy Foundation are integrating the S2P programme into their offerings for schools they are working with to improve results and student outcomes.

According to a 2020 World Economic Forum (WEF) report, it would take seven generations for an Indian born into a low-income family to reach the country's mean income. The report found that India's social inequality keeps a significant section of the population poor, despite the country's economic growth. The S2P programme is a systemic solution that combines exposure and awareness with education to bring students to a level playing field of opportunities. Let's unite efforts to ensure no student is left behind and their potential is tapped to power a Viksit Bharat.

What Anahata United Efforts Foundation has achieved is truly commendable and presents a wonderful example of Nexus of Good. This model can be replicated and scaled through public-private partnerships.

*Views expressed are personal*

EDUDOC SERVICE SERIES



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