EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

October 2025

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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Preface

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

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

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

(Dr.Akash)
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The Hindu, 01 October 2025, Page No.-9

The transformation of girls' education



Shamika Ravi

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In a country where the phrase *"Beti padhegi toh kya karegi?* (What will a daughter do if she studies?)" once echoed through homes and villages, India has undergone a powerful transformation in girls' education over the past decade.

At a *Mahila Sammelan* (Women's Conference) in Dwarka, Gujarat, Prime Minister Narendra Modi asked a group of women how many had studied beyond class 5. To his surprise, most of the elderly women raised their hands, while few younger women did. When asked why, they pointed to the era of the Gaekwad dynasty (1721-1947), when fathers were penalised for not educating their daughters. Today, however, many women are literate, while their daughters-in-law are not.

This anecdote underscores a larger truth: good intentions must be backed by accountability, leadership, and policy. And under Mr. Modi's leadership, India is witnessing just that – a systemic push to change not just rules, but mindsets. This transformation is not just about more girls in classrooms; it's about shifting the very foundations of Indian society, its health, economy, and demography, by empowering its daughters with the most effective tool of change: education.

The Gujarat model

As Chief Minister of Gujarat, Mr. Modi recognised that tackling issues such as female foeticide and girls' illiteracy required a multi-pronged approach. Laws alone wouldn't suffice; a fundamental shift in public perception, supported by infrastructure and incentives, was required. Launched in 2003, the Kanya Kelavani campaign became a key vehicle for this change. The initiative promoted awareness about girls' education while addressing barriers such as the lack of separate toilets for girls in schools, a major cause of dropouts during adolescence.

The results were significant. Female literacy rate in Gujarat which was lower than the national average, increased to 70%, higher than the national average of 64%. The school dropout rate reduced by as much as 90% among female students in targeted districts.

Mr. Modi transformed the policy initiative through widespread public support, by personally auctioning gifts received at public events, raising ₹19 crore for girls' education. He also made a personal contribution of ₹21 lakh. These efforts sent a strong signal: girls' education wasn't just a government scheme, it was a public movement.

Scaling success nationwide

Inspired by Gujarat's success, the Beti Bachao, Beti Padhao (BBBP) initiative was launched nationwide in 2015. Its aim was twofold: to prevent female foeticide and promote girls' education. The initiative focused on 100 gender-critical districts in its initial phase and later expanded nationwide. It brought together multiple ministries – Women and Child Development, Health and Family Welfare, and Human Resource Development – in a coordinated push for change. Among other measures of outcome, its impact is most visible in the survival rate of girls. India's sex ratio at birth improved from 919 girls per 1,000 boys (2015-16) to 929 (2019-21). Encouragingly, 20 out of 30 States/UTs are performing better than the national average of 930.

But these improvements in sex ratio at birth are encouraging, they are just one piece of a much larger puzzle. The real power of girls' education lies in the ripple effects it triggers across society. Educated women tend to marry later and have fewer children. India's Total Fertility Rate has dropped to 2.0, just below replacement level. This shift is closely tied to rising female education and workforce participation. Women with secondary education are more likely to seek institutional deliveries and prenatal care. The Infant Mortality Rate for girls has dropped from 49 per 1,000 live births in 2014 to 33 by 2020. While overall female labour force participation remains a challenge, it is rising in sectors such as healthcare, education, STEM, and entrepreneurship – fields that thrive on literacy and skills. From officers in the armed forces to CEOs of tech startups, today's educated Indian women are breaking barriers.

The Beti Bachao, Beti Padhao initiative has shown significant results in the last decade

The multiplier effect

Educated girls grow into educated mothers – and that changes everything. Studies show that children of educated mothers perform better in school and experience better health outcomes. In Madhya Pradesh, recent surveys show that 89.5% of people are aware of BBBP, and 63.2% say it directly encouraged them to send their daughters to school. Communities reported increased support for delaying early marriage and promoting girls' higher education. These statistics reflect changing mindsets in regions where girls were once kept from schools entirely.

This transformation is a deep-rooted change facilitated by thoughtful and effective policies aimed at empowering young women. The long-term impact of these initiatives will be even more pronounced because of the positive feedback cycle that enhances not only individual lives but entire communities. Today's educated girls are not merely students; they are potential leaders, advocates, and change-makers of tomorrow. Educated girls are more likely to join the workforce, contribute to their families' incomes, and invest in the education of their children.

As we look to the future, we can be hopeful that the changes initiated under Mr. Modi's leadership will continue to gain momentum, leading to a more equitable society where every girl has the right to learn, grow, and thrive. Let's be clear: when you educate a girl, you save a society.

The Pioneer, 01 October 2025, Pg - 3

Students in Govt schools to learn about RSS, freedom fighters

SHRUTI BHARDWAJ
New Delhi

Students of Delhi government schools will soon be taught about the RSS under a new education programme, 'Rashtraneeti', featuring lessons on freedom fighters including Veer Savarkar, Shyama Prasad Mukherjee and Sardar Vallabhbhai Patel, Education Minister Ashish Sood said on Tuesday.

"The chapter on RSS is being added under this programme to inculcate civic and social consciousness among students and to bring Fundamental Duties into focus," Sood said.

The chapter under the educational programme titled 'Rashtraneeti' has been designed to promote civic awareness, ethical governance and national pride among students from Class 1 to Class 12.

As part of the course, children will be taught about the origin and history of the RSS, its ideology and the role of its workers in extending help during natural disasters and the freedom struggle. The lessons also aim to address misconceptions about the organisation, a source told PTI. According to him, the contributions mentioned in the text will highlight RSS participation in the freedom struggle, along with its social work, such as blood donation drives, food supply, rescue efforts during disasters like the Kedarnath and Bihar floods, and relief activities during the Covid pandemic.

> The chapter on RSS is being added under this (Rashtraneeti) programme to inculcate civic and social consciousness among students and to bring Fundamental Duties into focus
>
> – ASHISH SOOD, EDUCATION MINISTER

The chapter will also trace the history of the RSS, founded in 1925 in Nagpur, Maharashtra, by Dr Keshav Baliram Hedgewar. It will underline the organisation's focus on cultural awareness, discipline, service and social responsibility, and mention leaders such as former Prime Minister Atal Bihari Vajpayee and Prime Minister Narendra Modi who have been associated with it.

A separate section will be dedicated to unsung heroes. Students will learn about figures such as Veer Savarkar, Subhas Chandra Bose and Shyama Prasad Mukherjee, the source added.

Teacher handbooks have already been prepared and training sessions are under way at SCERT, he said, adding that more details on the curriculum are still being discussed, including the decision on which class groups will study the new chapters.

"This course is being introduced across all classes to give students practical exposure to governance, democracy and active citizenship," the source said.

The Rashtraneeti programme was officially launched by Delhi Chief Minister Rekha Gupta on September 18 as one of the three new curricula introduced under the 'Namo Vidya Utsav' at Bharat Mandapam.

Millennium Post, 01 October 2025, Pg - 3

'Rastraneeti': Students in Delhi schools to learn about RSS & freedom fighters

NEW DELHI: Students of Delhi government schools will soon be taught about the Rashtriya Swayamsevak Sangh (RSS), featuring lessons on freedom fighters including Veer Savarkar, Shyama Prasad Mukherjee and Sardar Vallabhbhai Patel, Education Minister Ashish Sood said on Tuesday. "The chapter on RSS is being added under this programme to inculcate civic and social consciousness among students and to bring Fundamental Duties into focus," Sood said.

A new chapter under the educational programme titled 'Rashtraneeti' has been designed to promote civic awareness, ethical governance and national pride among students from Class 1 to Class 12.

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The Tribune
01 October 2025
Pg - 14

Himanshu gets addl charge of NCERT

NEW DELHI: Himanshu Gupta, a 2012 batch IAS, currently serving as secretary of the Central Board of Secondary Education (CBSE), has been given the additional charge of Secretary, National Council of Educational Research and Training (NCERT). Gupta replaces Aman Sharma who was appointed as the Secretary of NCERT in 2024. TNS

The Indian Express, 01 October 2025, Page No. -1, 16

{ 'RASHTRANEETI CURRICULUM' }

Soon coming to Delhi govt classrooms: RSS history, contribution to freedom movement

Snehil Sinha
letters@hindustantimes.com

NEW DELHI: Students in Delhi government schools are likely to soon get lessons on the Rashtriya Swayamsevak Sangh (RSS) and other voluntary organisations and freedom fighters under the administration's new civic education programme 'Rashtraneeti', education minister Ashish Sood said on Tuesday.

THE DECISION CAME BEFORE THE RSS'S CENTENARY CELEBRATIONS KICKED OFF

The decision comes hours before the RSS's 100th anniversary celebrations kick off on Wednesday. Prime Minister Narendra Modi is set to participate in the centenary celebrations at the Dr Ambedkar International Centre in Delhi, and will be launching a commemorative stamp and coin to mark the occasion.

"There will be modules on RSS and several other such organisations that have played an important role in nation-building over the last 80 years. The course is aimed at civic and social consciousness among students and to bring fundamental duties into focus," Sood said.

He added that the Sangh, the ideological fount of the Bharatiya Janata Party, is one of the oldest organisations in the

continued on →16

RSS MODULES

world dedicated to voluntary service and has actively been involved in India's development. The Rashtraneeti is part of the New Education Policy (NEP).

The initiative is being introduced across Classes 1 to 12 with the aim of fostering civic awareness, ethical governance and national pride among students. Officials said that this course will focus on fundamental duties mentioned in the Constitution that are usually ignored in school curriculums. The Rashtraneeti course will be taught through experiential learning methods.

"The schedules are still being discussed but we plan to introduce these classes on Saturday so that the existing schedules and classes are not impacted," an official said.

The module will likely be a mandatory addition as part of the "Rashtraneeti curriculum" but the details are still being worked out, officials said. There are 1,100 Delhi government schools that mostly follow the CBSE curriculum.

Officials said that the module on the RSS is likely to include the Sangh's contributions during the freedom struggle and its social work through blood donation and food supply drives during natural disasters. A separate section will be dedicated to so-called 'unsung heroes' such as VD Savarkar, Subhas Chandra Bose, Syama Prasad Mookerjee and Sardar Vallabhbhai Patel, officials said.

Another official told news agency PTI children will be taught about the origin and history of the RSS, its ideology and the role of its workers in extending help during natural disasters and the freedom struggle.

The lessons also aim to address misconceptions about the organisation, the official added.

The chapters will trace the history of the RSS, founded in 1925 in Nagpur by Keshav Baliram Hedgewar. They will underline the organisation's focus on cultural awareness, discipline, service and social responsibility, and mention leaders such as former Prime Minister Atal Bihari Vajpayee and Prime Minister Narendra Modi who have been associated with it, PTI added.

The teacher handbooks for the programme have already been prepared, and one-day training sessions are underway at the State Council of Educational Research and Training (SCERT), an official said. Officials said the details of which class groups will study which modules are still being finalised.

"This course is being introduced to give students practical exposure to governance, democracy and active citizenship through their duties. The role of politics will also be taught as often it is considered 'bad' by children who are not taught the importance and values of active politics for the nation," an official involved with the programme said.

The Rashtraneeti curriculum was formally launched on September 18 by chief minister Rekha Gupta as part of the Namo Vidya Utsav at Bharat Mandapam, alongside two other new curricula aimed at reshaping classroom learning.

Responding to the development, the Opposition Aam Aadmi Party said that the BJP government should also add details about PM Narendra Modi's education in the syllabus. "The BJP government should add that PM Modi is the only Prime Minister in the world who refuses to disclose details of his degree. The central government even fought cases in the high court to prevent Delhi University from sharing his degree records under the Right to Information Act," an AAP spokesperson said.

RASHTRANEETI CURRICULUM WAS LAUNCHED ON SEPTEMBER 18 BY CHIEF MINISTER REKHA GUPTA AS PART OF THE NAMO VIDYA UTSAV

Cabinet approves opening of 57 new Kendriya Vidyalayas (KVS) under civil sector across the country with an outlay of more than Rs.5862 crore

Posted On: 01 OCT 2025 3:14PM by PIB Delhi

The Cabinet Committee on Economic Affairs, chaired by the Prime Minister, Shri Narendra Modi, has approved opening of 57 new Kendriya Vidyalayas (KVs) under Civil sector across the country to facilitate the educational needs of the wards of increased number of Central Government employees. The total estimated requirement of funds for establishment of the 57 new KVs is Rs. 5862.55 crore (approx.) spread over a period of nine years from 2026-27. This includes capital expenditure component of Rs. 2585.52 crore (approx.) and operational expenditure of Rs. 3277.03 crore (approx.). It is worthwhile to note that as exemplar schools for NEP 2020, for the first time, these 57 KVs have been sanctioned with Balvatikas, i.e. 3 years of foundational stage (pre-primary).

The Government of India approved the Scheme of KVs in November 1962 to provide educational facilities of uniform standard throughout the country to cater to the educational needs of wards of transferable and non-transferable employees of Central Government including Defence and Paramilitary forces. Consequently, “Central Schools Organization” was started as a unit of the Ministry of Education of the Government of India.

Opening of new KVs is a continuous process. The Ministry and KVS regularly receive proposals from various Sponsoring Authorities, including Central Government Ministries/Departments, States/UTs for opening of new KVs. These proposals are sponsored by the concerned sponsoring authority viz. State/UTs/Ministries/Departments of Central Government. As on date, there are 1288 functional KVs, including 03 abroad viz. Moscow, Kathmandu and Tehran. The total enrolment of students as on 30.06.2025 is 13.62 lakh (approx.).

Together with the earlier sanctioning of 85 KVs, the instant proposal responds to the high demand for KVs while balancing pan-India expansion. The CCEA has approved 7 KVs sponsored by the M/o Home Affairs and the remaining 50 by State/UT authorities. The 57 new proposals for Kendriya Vidyalayas reflect a strong commitment to reaching underserved and strategically important regions. The proposal demonstrates an approach, which anchors growth in the East while ensuring balanced representation across North, South, and West to strengthen inclusivity and national integration. Continuing with the 85 KVs sanctioned in December 2024, in this proposal, 17 states/UTs are being covered. Among these 57 KVs, 20 are proposed to be opened in districts where no KV presently exists despite a significant number of Central Government employees. Furthermore, 14 KVs are

proposed in Aspirational districts, 4 KVs in LWE districts and 5 KVs in NER/Hilly areas. In continuation of sanction of 85 KVs accorded in December 2024, further 57 new KVs have been approved by prioritising those States which had not been covered since March 2019.

The administrative structure for implementing the project will require creation of posts at par with the norms fixed by the Sangathan for running of one full-fledged KV with a capacity of approximately 1520 students. Hence, 86640 students would benefit. As per norms in vogue, a full-fledged KV (from Balvatika to class XII) provides employment to 81 persons and accordingly, with the approval of 57 new KVs, a total of 4617 direct permanent employment opportunities will be created. Construction and allied activities associated with augmentation of various facilities in all KVs are likely to generate employment opportunities for many skilled and unskilled workers.

In pursuance of the National Education Policy 2020, 913 KVs have been designated as PM Shri schools, showcasing the implementation of NEP 2020. The KVs are some of the most sought-after schools, due to their quality teaching, innovative pedagogy and up-to-date infrastructure. There has been continuous increase in the number of students applying for admission to Balvatika/Class I in KVs every year and the performance of the students of the KVs in the board examinations conducted by CBSE has consistently been the best among all educational systems.

Thus, with KVs as model schools, the proposal ensures that quality education will spread in states that were under/not represented in the earlier sanctions of Government of India, while also reinforcing coverage in high-demand areas having significant number of Central Government employees, in aspirational districts and extending the KVS network to geographically challenging and socially critical areas.

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(Release ID: 2173548) Visitor Counter : 3998
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Cabinet approves opening of 57 new Kendriya Vidyalayas (KVS) under civil sector across the country with an outlay of more than Rs.5862 crore

Posted On: 01 OCT 2025 3:14PM by PIB Delhi

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Together with the earlier sanctioning of 85 KVs, the instant proposal responds to the high demand for KVs while balancing pan-India expansion. The CCEA has approved 7 KVs sponsored by the M/o Home Affairs and the remaining 50 by State/UT authorities. The 57 new proposals for Kendriya Vidyalayas reflect a strong commitment to reaching underserved and strategically important regions. The proposal demonstrates an approach, which anchors growth in the East while ensuring balanced representation across North, South, and West to strengthen inclusivity and national integration. Continuing with the 85 KVs sanctioned in December 2024, in this proposal, 17 states/UTs are being covered. Among these 57 KVs, 20 are proposed to be opened in districts where no KV presently exists despite a significant number of Central Government employees. Furthermore, 14 KVs are

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MJPS/SKS

(Release ID: 2173548) Visitor Counter : 4001
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Union Minister Shri Ashwini Vaishnaw to launch NIELIT Digital University, a Platform designed to democratize access to high-quality digital education

Five new NIELIT Centres will also be virtually inaugurated at Muzaffarpur (Bihar), Balasore (Odisha), Tirupati (Andhra Pradesh), Lunglei (Mizoram) and Daman in UT of DNHDD

NIELIT digital University to equip youth with programs in niche technologies like AI, Cybersecurity, Data Science, Semiconductors and allied fields

Leading industry partners will sign MOUs with academia and help design courses so as to bridge the skill education gap in the digital world

Posted On: 01 OCT 2025 2:35PM by PIB Delhi

Hon’ble Union Minister of Railways, Electronics and Information Technology and Information and Broadcasting Shri Ashwini Vaishnaw will inaugurate NIELIT Digital University (NDU) Platform, designed to democratize access to high-quality digital education tomorrow in New Delhi.

The platform will offer industry-focused programs in niche technologies like AI, Cybersecurity, Data Science, Semiconductors, and allied fields, with flexible digital learning modes and virtual labs to equip youth with future-ready skills.

Hon’ble Union Minister will also virtually inaugurate five new NIELIT Centres at Muzaffarpur (Bihar), Balasore (Odisha), Tirupati (Andhra Pradesh), Daman (Dadra and Nagar Haveli and Daman and Diu), and Lunglei (Mizoram). With augmentation of these new NIELIT Centres, NIELIT continues to play a pivotal role in shaping India's technological future.

The Event will also feature a Panel Discussion on “Role of AI in Digitization of Education” with eminent experts from academia and industry; and a Felicitation Ceremony wherein top-performing students from the DevSecOps course jointly conducted by NIELIT and Kyndryl will be felicitated.

Additionally, Exchange of Memorandum of Understanding (MoUs) with leading industry partners to strengthen industry-academia collaboration will be inked during the event.

Over 1,500 participants are likely to participate, including NIELIT Students from PAN India, Eminent Academicians, and Technological Experts. It will also include dedicated Stalls exhibiting NIELIT's Strength in the skilling and learning models in the various verticals of Electronics and Information Technology.

About NIELIT

National Institute of Electronics & Information Technology (NIELIT), an Autonomous Scientific Society of the Ministry of Electronics and Information Technology (MeitY), Government of India, has been a pioneer in skill development and digital empowerment.

With its extensive presence through 56 NIELIT centers, over 750 accredited institutes, and 9,000+ facilitation centers, NIELIT has skilled and certified millions of students in emerging technologies in the E&ICT domain.

NIELIT has been conferred the status of "Deemed to be University" under the distinct category by the Ministry of Education having its main campus at Ropar (Punjab) and eleven constituent campuses located in Aizawl, Agartala, Aurangabad, Calicut, Gorakhpur, Imphal, Itanagar, Ajmer (Kekri), Kohima, Patna, and Srinagar, aims to revolutionize higher education in E&ICT domain using digital technologies.

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Dharmendra Tewari/ Suraj Khilare

(Release ID: 2173529) Visitor Counter : 1536
Read this release in: Malayalam , Urdu , Hindi , Punjabi , Telugu , Kannada

Cabinet Approves Opening Of 57 New Kendriya Vidyalayas Across India



The Cabinet Committee on Economic Affairs, chaired by Prime Minister Narendra Modi, has approved the opening of 57 new Kendriya Vidyalayas (KVs) under the civil sector across the country. The move aims to cater to the educational needs of wards of the increasing number of Central Government employees.

The total estimated cost for setting up these 57 KVs is approximately Rs 5,862.55 crore over nine years from 2026-27. This includes Rs 2,585.52 crore for capital expenditure and Rs 3,277.03 crore for operational expenses. For the first time, these KVs will also include Balvatikas, a three-year foundational stage (pre-primary), aligning with the National Education Policy (NEP) 2020.

The Kendriya Vidyalaya system was initiated in November 1962 to provide uniform quality education across the country for children of

transferable and non-transferable Central Government employees, including those in Defence and Paramilitary forces. Currently, 1,288 KVs are operational, including three abroad in Moscow, Kathmandu, and Tehran, with a total enrollment of approximately 13.62 lakh students.

Among the 57 new schools, 7 are sponsored by the Ministry of Home Affairs, and the remaining 50 by State/UT authorities, covering 17 states and union territories. The new KVs will expand access to underserved areas, including 20 districts without any existing KV, 14 aspirational districts, 4 LWE-affected districts, and 5 in the North-East/Hilly regions.

A full-fledged KV, from Balvatika to Class XII, accommodates about 1,520 students and employs 81 staff members. With 57 new KVs, approximately 86,640 students will benefit, and 4,617 direct permanent employment opportunities will be created. Additional construction and allied work will generate jobs for skilled and unskilled workers.

Under NEP 2020, 913 KVs have been designated as PM Shri schools, serving as model institutions showcasing quality teaching, innovative pedagogy, and modern infrastructure. The new expansion ensures that quality education reaches previously underrepresented regions while reinforcing coverage in high-demand areas with a significant presence of Central Government employees.

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Ayurveda education soon in schools, colleges, as NCERT and UGC draft modules

Ayush Minister Prataprao Jadhav says modules will promote holistic health, AYUSH, Yoga, and traditional medicine in education.

By CNBCTV18.com
October 1, 2025, 12:01:56 PM IST (Published)

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The Centre is taking steps to integrate Ayurveda and traditional health knowledge into the country's school and college curriculum, Union Ayush Minister Prataprao Jadhav has said. Both the National Council of Educational Research and Training (NCERT) and the University Grants Commission (UGC) are working jointly on preparing modules that would allow students to learn about holistic health practices from an early stage, reported News 18.



According to Jadhav, several states, including Goa, Madhya Pradesh, Uttarakhand, and Uttar Pradesh, have already begun incorporating the Indian knowledge system into their school syllabi. "Discussions are underway with NCERT and UGC for preparing course modules for school education and higher education," the minister told PTI, as quoted by News 18.

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Highlighting the government's efforts to build credibility for Ayurveda globally, Jadhav said that research and evidence-based studies remain the focus.

The Central Council for Research in Ayurvedic Sciences (CCRAS), along with other institutions, is carrying out high-quality clinical trials. In collaboration with the World Health Organisation (WHO), India is also working on setting global benchmarks for Ayurvedic treatments to strengthen scientific acceptance.

On the frequently raised debate between modern medicine and traditional practices, the minister clarified that the government does not see them as opposing systems. "Allopathy and AYUSH systems are complementary to each other, not competitors. Through the National AYUSH Mission and AYUSH Grid, we are working towards combining the benefits of both systems to provide better and more comprehensive healthcare services," he said.

The National AYUSH Mission has placed doctors in Health and Wellness Centres, particularly in rural and underserved regions, to reinforce primary healthcare services.

Jadhav underlined India's achievements in popularising its traditional systems internationally. He pointed to the global acceptance of Yoga, the establishment of the WHO Global Centre for Traditional Medicine, International Yoga Day, AYUSH Chairs, and several international MoUs as milestones that have given Indian practices a strong international identity.

The ministry, he added, is committed to balanced development-preserving the uniqueness of each system while ensuring research, standardisation, and education. New AYUSH health centres and medicinal gardens are also being developed across the country to expand access to holistic healthcare.

8 lakh CBSE students dive into AI: Is India's education system ready?

Experts warn that by 2050, the traditional classroom could disappear, replaced entirely by AI-driven learning. In India, where exams still dominate, the infrastructure is still not up to the mark, student enrolment is low, and basic school facilities are missing. This is more than a prediction, it is a warning. The future may be digital, but the infrastructure to support it is still fragile. The real question is, are we ready? And if not, what can be done to become ready?

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The Central Board of Secondary Education (CBSE) has already moved fast. It introduced AI into the curriculum from Class 6 upwards, in line with the National Education Policy (NEP) 2020.



Rishabh Chauhan
New Delhi, UPDATED: Oct 1, 2025 11:09 IST

In Indian classrooms, blackboards are quietly retiring. Smart screens are taking their place. Lessons too are changing shape, thanks to artificial intelligence (AI).

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What once looked like a science-fiction experiment in a handful of schools is now the new syllabus. Everyone, from Harvard experts to industry watchers, is betting that by mid-century, the classroom as we know it will not exist.

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Why are cars heavier than bikes? Rahul Gandhi's analogy draws BJP's 'gibberish' jibe



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Millennials, boomers, even Gen Zs, all the ways they studied are about to look outdated. AI is sitting at the centre of this shift, smiling like the teacher's pet who suddenly runs the whole class.

Think about labs. Those rooms with wooden stools, smelly chemicals, and dusty charts may soon be relics. The classroom itself could become the lab.

Students will spend less time memorising definitions and more time experimenting. AI makes it possible.

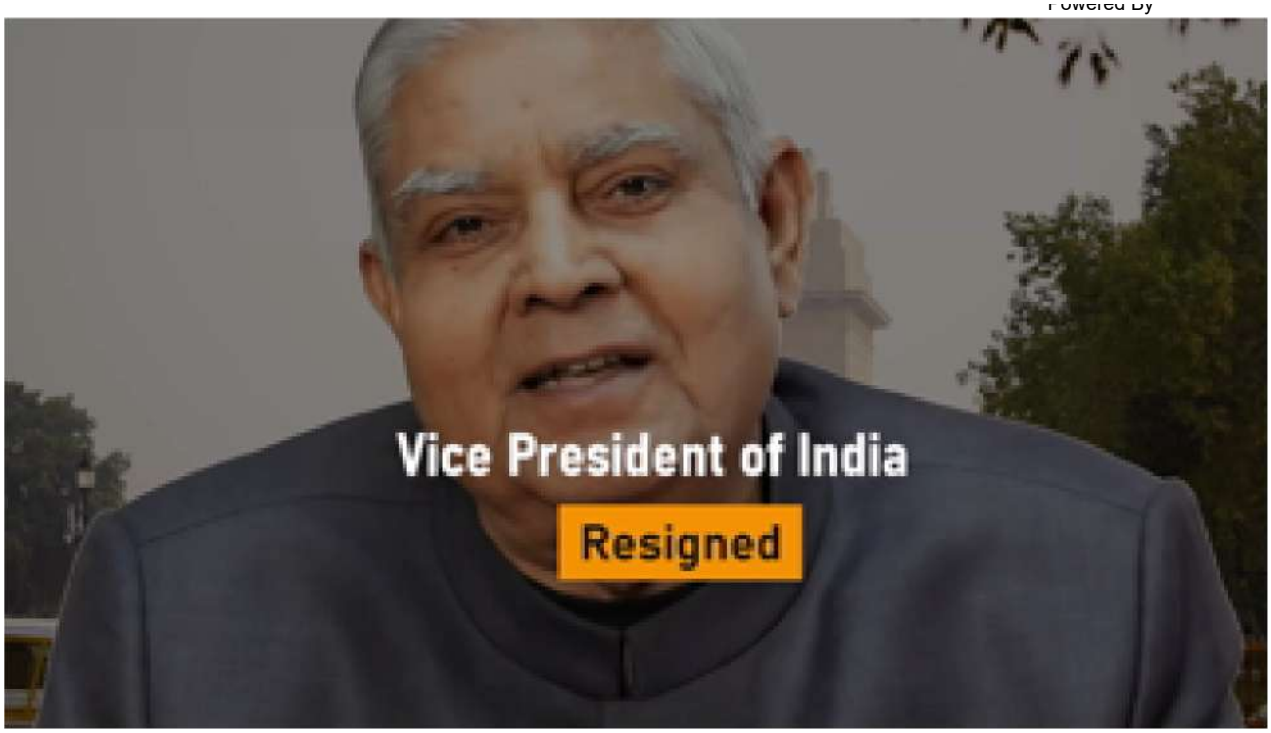
The Central Board of Secondary Education (CBSE) has already moved fast. It introduced AI into the curriculum from Class 6 upwards, in line with the National Education Policy (NEP) 2020.

In the 2024-25 academic year alone, 8 lakh students signed up for AI courses in 4,538 CBSE schools.

Over 50,000 senior secondary students even picked AI as a skill subject. Add[illegible]ll u[illegible]more than 18,800 schools now [illegible] AI in some way.


Why are cars dearer than bikes?
Rahul Gandhi's analogy draws BJP's 'gibberish' jibe

Voter rolls | Who is a citizen?
A[illegible]MENT

But behind those big numbers is a messier reality. Infrastructure is uneven. Teacher training is patchy. And there's a nagging worry: will AI fix the digital divide or make it worse?

THE AI PROMISE OF CLASSROOMS

At a recent forum at the Harvard Graduate School of Education, cognitive scientist Howard Gardner made a stark prediction: "The need to have everybody in the class doing the same thing, being assessed in the same way, will seem totally old-fashioned."


Why are cars heavier than bikes? Rahul Gandhi's analogy draws BJP's 'gibberish' jibe

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His point was simple. The future of learning will not be rows of children memorising the same chapters. It won't be about marching through the syllabus at the same pace.

Gardner sees schools shrinking the early years to just the "basics." Reading, writing, counting. Beyond that, the journey will split. Students will take different routes, with AI helping map those paths.

Adaptive learning systems are very much at focus and can modify lessons to suit an individual student's pace and learning style.

Online assessments can move beyond memorisation of facts to monitor progress in real time, while virtual tutors and AI bots have the potential to provide individualised assistance beyond class hours.

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Why are cars heavier than bikes? Rahul Gandhi's analogy draws BJP's 'gibberish' jibe

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In accordance to a Harvard scholar, "classroom AI is about more than substituting outdated techniques but about liberating teachers to be coaches that teach critical thinking and creativity."

"AI enrollments crossed 800,000 students in 2024-25, and AI is offered from Class 6 in over 18,800 CBSE schools. But rollout speed is outpacing last-mile reliability in many districts. Equitable AI access requires three things working together: devices, reliable bandwidth, and dedicated teacher time," says Nishant Chandra, Co-founder, Newton School.

REAL SITUATION: THE UNEVEN PREPAREDNESS

But it is difficult to translate promise into practice. According to studies, although 70% of teachers indicate that they make use of AI tools, over half confess that they do not comprehend what AI can and cannot do.

Several of them regard it as a short-term trend rather than a long-term transformation.

POLL

Do you think AI in classrooms can reduce education inequality in India?

- Yes
- No
- Can't Say

Submit


Why are cars heavier than bikes? Rahul Gandhi's analogy draws BJP's 'gibberish' jibe


Voter rolls | Who is a citizen?



This gap in infrastructure is even larger.

While UDISE+ data reveals that 63% of schools have computers and access to the Internet, most of these lack basic digital tools.

Approximately 100,000 solo-teacher schools have an AI adoption that appears far from immediate issues of coping with large classrooms and scarcity of resources.

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Affordability is also an issue in Tier-2 and Tier-3 schools. With devices, internet speed, and teacher time all syncing up, AI learning becomes effective.

Without those things, city schools forge forward and small towns and rural areas could fall behind. This is where an AI-powered digital gap risk becomes severe.

"UNESCO states that ethics, privacy, and equity are vital when implementing AI in education. India, however, focuses more on employability and technical skills, giving less attention to algorithmic bias, job displacement, and digital surveillance," says Anurag Gupta, Co-founder of STEMROBO Technologies.

TEACHERS: TRANSFORMATION FROM TEACHERS TO EDUCATORS

One of the greatest challenges is actually getting teachers to employ AI as much as getting teachers to teach using it. Using an app within a classroom is different from incorporating AI into teaching practice.

Professional development is important.

CBSE's facilitator training and partnerships with companies like IBM and Intel have p ining system in place. But mu remains tool-based.


Why are cars heavier than bikes?
Rahul Gandhi's analogy drawn
BJP's 'gibberish' jibe

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"We require systemic change of compulsory AI modules during teacher training, project-based curriculum design that connects AI to practical application scenarios, and evaluation based on application, not memorisation, " adds Dinesh Gupta, Founder & CEO of Vikalp India.

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Harvard Gazette quoted an academic expert as saying that "unless teachers are taught to make AI work to inform lesson planning, ethics and assessment, we risk churning out users of tools instead of teachers of the future."

When asked about the question of how much of teacher training is truly hands-on versus mere demonstration, Chandra says," There is no authoritative national figure, and that in itself is a concern. He points out that much of the current training remains tool-oriented. Where states implement lab-based rollouts, the hands-on element improves, but there is no consistent measurement across the system."

WHAT IS HAPPENING AT THE GLOBAL LEVEL?

Everywhere in the world, countries are addressing AI in schools to varying extents.

Singapore integrates AI into business and sustainability courses, while in the UK ethics and online responsibility have been given as much prominence as technical skills.

India has focussed on scaled-up mass enrolments frequently without concomitant policy coverage.

The IndiaAI Mission, with over Rs 10,000 crore in investment, aims to create l
c ng power and models made fo


Why are cars heavier than bikes?
Rahul Gandhi's analogy draws BJP's 'gibberish' jibe

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This could make sure that future AI tools in schools use local languages, fit cultural needs, and follow local rules instead of depending mostly on global systems.

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Inclusivity is crucial. Without locally spoken language as a front-end to tools, low-cost access, and special assistance to rural schools, AI learning will only advantage urban areas.

Experts advocate a systemic overhaul. AI modules should be part of teacher training programmes.

- Ends

Published By: Rishab Chauhan

Published On: Sep 30, 2025

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Why are cars heavier than bikes? Rahul Gandhi's analogy draws BJP's 'gibberish' jibe



Voter rolls | Who is a citizen?



जनसत्ता, 2 अक्टूबर 2025, पेज नं - 8

केंद्रीय मंत्रिमंडल के फैसले

देश में 57 नए केंद्रीय विद्यालय खोले जाएंगे

जनसत्ता ब्यूरो
नई दिल्ली, 1 अक्तूबर।

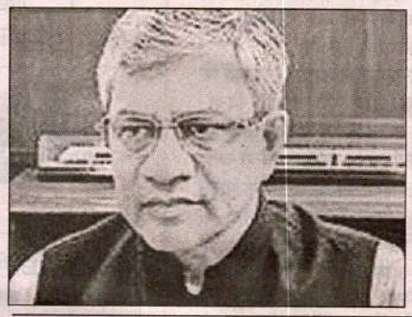
केंद्रीय मंत्रिमंडल ने देश में 57 नए केंद्रीय विद्यालय (केवी) खोलने के लिए बुधवार को मंजूरी दी, जिससे 86 हजार से अधिक विद्यार्थी लाभान्वित होंगे। केंद्रीय मंत्री अश्विनी वैष्णव ने यह जानकारी दी। मंत्री ने बताया कि इन 57 नए केंद्रीय विद्यालयों में से सात केंद्रीय गृह मंत्रालय द्वारा और शेष राज्य सरकारों द्वारा प्रायोजित किए जाएंगे। ये 57 केंद्रीय विद्यालय 17 राज्यों के लिए मंजूर की गए हैं। इनमें बिहार में 19 नए केंद्रीय विद्यालय शामिल हैं, जिससे राज्य के सभी 38 जिलों में केंद्रीय विद्यालय खुल जाएंगे।

वैष्णव ने संवाददाता सम्मेलन में कहा कि प्रधानमंत्री नरेंद्र मोदी की अध्यक्षता में आर्थिक मामलों की मंत्रिमंडलीय समिति ने केंद्रीय सरकारी कर्मचारियों के बच्चों की शैक्षणिक आवश्यकताओं को पूरा करने के लिए देशभर में सिविल क्षेत्र के अंतर्गत 57 नए केंद्रीय विद्यालय खोलने को मंजूरी दे दी है। इन 57 नए केंद्रीय विद्यालयों की स्थापना के लिए नौ वर्षों की अवधि में कुल 5862.55 करोड़ रुपए की धनराशि की अनुमानित आवश्यकता है। इसमें 2585.52 करोड़ रुपए का पूंजीगत व्यय घटक और 3277.03 करोड़ रुपए का परिचालन व्यय शामिल है।

राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के लिए अनुकरणीय स्कूलों के रूप में, पहली बार, इन 57 केवी को बालवाटिकाओं – तीन साल के आधारभूत चरण (प्री-प्राइमरी) के साथ मंजूरी दी गई है। इस बीच प्रधानमंत्री नरेंद्र मोदी ने इसे गुणवत्तापूर्ण शिक्षा तक पहुंच बढ़ाने की दिशा में एक ऐतिहासिक कदम बताया। मोदी ने 'एक्स' पर एक पोस्ट में कहा कि मंत्रिमंडल ने 57 नए केंद्रीय विद्यालयों की स्थापना को मंजूरी दे दी है। यह खुशी की बात है कि केंद्रीय विद्यालयों में बालवाटिकाएं शामिल होंगी, जो बच्चों को बुनियादी स्तर से ही पोषित करेंगी। उन्होंने कहा कि यह समावेशी विकास के प्रति हमारी प्रतिबद्धता के अनुरूप है, विशेष रूप से आकांक्षी जिलों, पूर्वोत्तर और अन्य दूरदराज के क्षेत्रों में।

एक आधिकारिक बयान में कहा गया है कि नए केंद्रीय विद्यालयों का खोला जाना एक सतत प्रक्रिया है। मंत्रालय और केंद्रीय विद्यालयों को नए केंद्रीय विद्यालयों के उद्घाटन के लिए केंद्र सरकार के मंत्रालयों, विभागों, राज्यों और केंद्र शासित प्रदेशों समेत विभिन्न प्रायोजक प्राधिकरणों से नियमित रूप से प्रस्ताव प्राप्त होते हैं। इसमें कहा गया है कि ये प्रस्ताव संबंधित प्रायोजक प्राधिकरण – राज्य, केंद्रशासित प्रदेश, मंत्रालय, केंद्र सरकार के विभागों द्वारा प्रायोजित हैं।

वर्तमान में कुल 1,288 केंद्रीय विद्यालय हैं, जिनमें तीन विदेश स्थित – मास्को, काठमांडो और तेहरान – शामिल हैं। इनमें कुल नामांकित छात्र लगभग 13.62 लाख हैं।



केंद्रीय मंत्री अश्विनी वैष्णव ने बताया कि ये 57 केंद्रीय विद्यालय 17 राज्यों के लिए मंजूर की गए हैं। इनमें बिहार में 19 नए केंद्रीय विद्यालय शामिल हैं, जिससे राज्य के सभी 38 जिलों में केंद्रीय विद्यालय खुल जाएंगे।

विद्यालयों की स्थापना के लिए नौ वर्षों की अवधि में कुल 5862.55 करोड़ रुपए की धनराशि की अनुमानित आवश्यकता है।

'वंदे मातरम के 150 वर्ष पूरे होने का जश्न देशभर में मनाया जाएगा

नई दिल्ली, 1 अक्तूबर (ब्यूरो)।

केंद्रीय मंत्रिमंडल ने राष्ट्रीय गीत 'वंदे मातरम के 150 वर्ष पूरे होने का जश्न पूरे भारत में मनाने का बुधवार को फैसला किया। संविधान सभा ने बंकिमचंद्र चटर्जी द्वारा रचित 'वंदे मातरम को राष्ट्रीय गीत का दर्जा दिया था। केंद्रीय मंत्रिमंडल द्वारा लिए गए निर्णयों की जानकारी देते हुए केंद्रीय मंत्री अश्विनी वैष्णव ने कहा कि स्वतंत्रता संग्राम के दौरान इस गीत की भूमिका को ध्यान में रखते हुए, इसके 150वें वर्ष के उपलक्ष्य में देशव्यापी समारोह आयोजित करने का निर्णय लिया गया।

जैव-चिकित्सा अनुसंधान करिअर कार्यक्रम के तीसरे चरण को मंजूरी

नई दिल्ली, 1 अक्तूबर (ब्यूरो)।

सरकार ने बुधवार को जैव-चिकित्सा अनुसंधान करिअर कार्यक्रम (बीआरसीपी) के तीसरे चरण को मंजूरी दे दी, जिसका उद्देश्य 2,000 से अधिक विद्यार्थियों और 'पोस्ट-डाक्टरल फेलो' को प्रशिक्षित करना, उच्च प्रभाव वाले अनुसंधान को बढ़ावा देना और प्रौद्योगिकियों के व्यावसायीकरण में मदद करना है। मंत्रिमंडल की बैठक में बीआरसीपी के तीसरे चरण को मंजूरी दी गई। इसे जैव प्रौद्योगिकी विभाग और वेलकम ट्रस्ट, ब्रिटेन द्वारा 'इंडिया अलायंस' के माध्यम से शुरू कर अगले छह वर्षों में 1,500 करोड़ की लागत से लागू किया जायेगा।

The Tribune, 2 Oct. 2025, Page - DT3

Enrolment of differently-abled children drops despite full infra coverage: Report

HARSH YADAV
TRIBUNE NEWS SERVICE

NEW DELHI, OCTOBER 1

The Delhi State Indicator Framework (DSIF) 2024 report on Sustainable Development Goals (SDGs) has revealed a troubling fall in the number of children with disabilities attending school in the national capital, despite near-complete coverage of school infrastructure.

According to the report, enrolment of children with disabilities (aged 5–19) in educational institutions declined from 27,026 in 2021-22 to 22,530 in 2022-23. The enrolment ratio per 1,000 children with disabilities also fell from 5.91 to 4.37 during the same period.

The setback comes even though Delhi schools have achieved almost 100 per cent access to essential facilities, including electricity, drinking water, gender-segregated toilets, handwashing stations and computer-enabled classrooms. By 2019-20, the city had also reported complete coverage of disability-friendly infrastructure such as ramps and adapted toilets.



The report highlights lack of special educators.

Education experts say the decline underscores that infrastructure alone is insufficient to ensure inclusion. Social stigma, lack of awareness among parents, shortage of special educators and inadequate support for inclusive teaching practices continue to keep many children with disabilities away from classrooms.

"The real challenge is not just sending disabled children to school but ensuring they feel welcome and supported there. Many remain out of school, and those who do join often drop out when their needs are ignored. The denial of a special educator for four years in one case highlights how serious the problem is," advocate and social worker Ashok Aggarwal said.

The report also noted that while Delhi had shown strong progress in other areas of education — such as maintaining near-universal net enrolment at the primary level, improving pupil-teacher ratios and training nearly all teachers.

The Pioneer, 2 Oct. 2025, Page No. - 4

Education School rankings released

PIONEER NEWS SERVICE
Bangalore

Education World in collaboration with AZ Research Partners has unveiled the 19th annual EducationWorld India School Rankings (EWISR) 2025-26.

This survey, the world's largest of its kind, evaluated 4,500 top schools across 518 Indian cities and towns. Based on feedback from 9,500 respondents, including parents, principals, teachers, and educationists in 34 cities, schools were ranked on 14-15 parameters of educational excellence. Responding to stakeholder feedback and expert input from international education researchers, EducationWorld introduced a new 'Ivy League' category to honor schools consistently excelling in critical parameters.

EWISR highlights the nation's top-performing institutions, setting a benchmark for academic and holistic excellence in Indian education. For detailed rankings, visit EducationWorld.

NCERT releases 'Swadeshi' modules: Emphasising self-reliance and pride in Indian goods

The modules claim that India can emerge as one of the world's leading economies by combining self-reliance at home with global competitiveness abroad



AKSHEEV THAKUR | TRIBUNE NEWS SERVICE
New Delhi, Updated At : 08:53 PM Oct 02, 2025 IST

FOLLOW US CONNECT WITH US

The National Council of Educational Research and Training (NCERT) has released special modules on "Swadeshi", a call prominent in Prime Minister Narendra Modi's speeches. The two modules, "Swadeshi: Vocal for Local" for the middle stage and "Swadeshi: For a Self-Reliant India" for the secondary stage, contain excerpts from the Prime Minister's Independence Day speech. He emphasised that self-reliance will drive India's growth towards 'Viksit Bharat' (a developed nation).

The modules highlight India's achievements in space, defence, and health sectors through self-reliance.

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The Prime Minister urged citizens and shopkeepers to champion India-made goods under the "Vocal for Local" initiative, stressing that 'Swadeshi' should stem from pride and strength, and not compulsion.

The books recall the Swadeshi Movement of August 7, 1905 at Calcutta Town Hall, in Bengal. “The Swadeshi Movement was a crucial campaign in the Indian Independence struggle that advocated for the use of Indian-made goods and boycott of British products. Initiated in response to British policies, it aimed to promote self-reliance and economic independence. Bal Gangadhar Tilak encouraged the movement after the British government decided upon the Partition of Bengal,” the books say.

The modules mention Mahatma Gandhi’s advocacy for ‘Swadeshi’ in education and Rabindranath Tagore’s view that ‘Swadeshi’ is the real test of freedom.

The modules suggest that ‘Swadeshi’ can strengthen India’s manufacturing base through “Make in India” and build global trust in Indian goods — like Amul in dairy, ISRO in space, and Ayurveda in wellness.

With ‘Swadeshi’ as the foundation, India can strengthen its manufacturing base and build global trust in Indian goods. The modules claim that India can emerge as one of the world’s leading economies by combining self-reliance at home with global competitiveness abroad.

The modules cite the examples of Vietnam and Israel, which have demonstrated the power of strategic self-reliance. The National Education Policy (NEP) 2020 is mentioned as promoting an entrepreneurial mindset from school onwards.

57 new Kendriya Vidyalayas to be opened, most of them in Bihar

By Sanjay Maurya, New Delhi

Published on: Oct 02, 2025 04:56 am IST

The Cabinet approved 57 new Kendriya Vidyalayas across 17 states, enhancing education for central employees' children and creating jobs.

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The Cabinet Committee on Economic Affairs (CCEA) chaired by Prime Minister Narendra Modi on Wednesday approved the opening of 57 new Kendriya Vidyalayas (KVs) across 17 states and Union Territories (UTs) in the country, aimed at facilitating the educational needs of the wards of the increased number of central government employees.



57 new Kendriya Vidyalayas to be opened, most of them in Bihar

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Of the 57 new KVs, a maximum 19 or one-third of the new schools are approved for Bihar, 4 each for Andhra Pradesh and Telangana and rest for the states of Uttar Pradesh, Odisha, Haryana, and UT of Jammu and Kashmir among others.

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"Covering 17 states and UTs, these 57 new KVs will expand the reach of quality and affordable education in aspirational, underserved, Left-Wing Extremism (LWE) and hilly

areas and fulfil educational requirements of a vast population," said Union education minister Dharmendra Pradhan in a post on X.

Of the 57 KVs under the civil sector that will also house Balvatikas for admission of children at the foundational stage (pre-primary) as per the National Education Policy (NEP) 2020, a total of 50 will be sponsored by state governments and UT administrations, while the remaining 7 will be sponsored by the Ministry of Home Affairs (MHA). The establishment of 57 new KVs are expected to cost about ₹5,862.55 crore over nine years from 2026–27, including ₹2,585.52 crore for capital expenses and ₹3,277.03 crore for operations, said Union ministry of education (MoE) in a press statement.

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"The establishment of 57 new Kendriya Vidyalayas has been approved by the Cabinet. It is gladdening that KVs will include Balvatikas, nurturing children from the foundational stage. Several students will benefit, alongside the creation of many jobs. This is in line with our commitment to inclusive growth, particularly in aspirational districts, the Northeast and other remote areas," said PM Modi in a post on X.

KVs are central government schools run by the Kendriya Vidyalaya Sangathan (KVS), an

children of central government employees.

Currently, 1288 KVs are functioning including 1 each in Moscow, Kathmandu and Tehran with an enrollment of 13.62 lakh students. The opening of 57 new KVs (Balvatika to Class 12) are expected to benefit 86,640 students and generate 4,617 permanent teaching jobs, the ministry said.

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Earlier in December 2024, CCEA had approved the opening of 85 KVs. The ministry said that along with the earlier approval of 85 KVs, the 57 newly sanctioned schools address rising demand while ensuring pan-India expansion, with sanctioning priority given to states and UTs not covered since March 2019.

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Is India AI ready when 36% of schools have no internet?

India plans to virtualise every classroom by 2050 with AI and smart technology. However, poor digital infrastructure and training gaps threaten this ambitious goal.

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Megha Chaturvedi
New Delhi, UPDATED: Oct 2, 2025 14:19 IST

India has set an ambitious goal: by 2050, every classroom will be virtualised, equipped with digital tools, smartboards, and AI-driven learning platforms. The National Education Policy (NEP) 2020 lays out this vision, promising personalised learning and digital empowerment for every student.

Yet, on the ground, millions of classrooms still lack basic digital infrastructure. According to UDISE+ 2024-25, 36.5 percent of schools in India do not have internet access. For many students, the promise of virtual learning remains an unattainable dream.

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THE POLICY VISION: NEP 2020 AND DIGITAL EDUCATION

NEP 2020 emphasises:

Digital learning integration through online platforms and repositories.

Virtual labs and personalised learning tools.

Teacher training in digital pedagogy.

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India my matrubhumi: Ex-Pak cricketer Danish Kaneria's big claim on citizenship



Semiconductor Mission | India's great chip gambit



Despite the vision, current infrastructure lags far behind. UDISE+ 2024-25 shows:

36.5 percent of schools have no internet access.

Only 64.7 percent of schools have computer facilities, up from 57.2 percent in 2023-24

Investigative reporting highlights that even when devices are installed, they often remain unused.

In Faridabad, Haryana, smartboards installed in 2018-19 were left non-functional within months due to lack of internet and power, with no funds for maintenance

Rural government schools frequently have one computer shared among dozens of students, making meaningful digital learning impossible.

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These examples underscore the gap between policy aspirations and the realities of India's digital infrastructure.

CHALLENGES AHEAD

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32 / 258

2. Teacher Readiness - Training educators to use digital tools effectively.

3. Sustainability - Maintenance and replacement of digital equipment.

4. Equity - Ensuring rural and underprivileged students are not left behind.

Without these measures, digital education risks becoming an urban-centric privilege, leaving millions of students excluded.

LESSONS FROM PAST INITIATIVES

Past programs offer cautionary tales:

Smartboard schemes in various states failed due to lack of training, maintenance, and internet.

Tablet distribution programs without teacher support led to minimal usage.

Hardware alone cannot transform education; success requires integrated planning, investment, and accountability.

REGIONAL DISPARITIES AND EQUITY CONCERNS

The digital divide is not merely technological, it's socio-economic.

Urban schools, especially private, are digitally empowered.

Rural schools often face multiple layers of disadvantage: no internet, unreliable electricity, under-trained teachers, and overcrowded classrooms.

Without targeted interventions, millions of students in rural India risk being excluded from the benefits of digital education, perpetuating cycles of inequality.

FROM VISION TO ACTION

India's digital education ambitions are bold and necessary. However, millions of classrooms remain offline, and infrastructure gaps threaten to derail the 2050 vision.

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Bridging this divide requires urgent, sustained action in connectivity, devices, teacher training, and maintenance. Only then can the dream of a truly digitally empowered classroom become a reality, rather than a distant policy promise.

Professor Balaraman Ravindran, Head, Wadhwani School of Data Science and Artificial Intelligence (WSAI), IIT Madras, said, "AI adoption in India is not going to take the same form as in the west. The lack of resources – network, compute, even Indian language data – provide unique challenges that have to be overcome to make AI work for all of India."

"Our goal is to make AI ready for India," he added.

POLL

Can India realistically achieve fully digital classrooms by 2050 despite current gaps?

- Yes
- No
- Can't Say

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- Ends

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जनसत्ता,
03 अक्टूबर 2025,
पेज नं -14

कोचिंग पर निर्भरता कम करने की तैयारी में केंद्र सरकार

जनसत्ता ब्यूरो
नई दिल्ली, 2 अक्तूबर।

केंद्र सरकार संयुक्त प्रवेश परीक्षा (जेईई) और राष्ट्रीय पात्रता सह प्रवेश परीक्षा (नीट) जैसी प्रवेश परीक्षाओं के कठिनाई स्तर की समीक्षा करने पर विचार कर रही है ताकि यह सुनिश्चित किया जा सके कि यह 12वीं कक्षा के पाठ्यक्रम के कठिनाई स्तर के अनुरूप हो और छात्रों को इन परीक्षाओं की तैयारी के लिए कोचिंग संस्थानों पर निर्भर न रहना पड़े। सूत्रों ने यह जानकारी दी।

विशेषज्ञ समिति की रपट के आधार पर लिया जाएगा फैसला।

कोचिंग से जुड़े मुद्दों की जांच के लिए गठित एक विशेषज्ञ समिति से मिली प्रतिक्रिया के आधार पर यह समीक्षा की जाएगी। एक सूत्र ने कहा कि समिति यह अध्ययन करने के लिए आंकड़ों का विश्लेषण कर रही है कि क्या परीक्षाओं का कठिनाई स्तर 12वीं कक्षा के पाठ्यक्रम के कठिनाई स्तर के अनुरूप है। बारहवीं कक्षा का पाठ्यक्रम इन परीक्षाओं का आधार है। कुछ अभिभावकों और कोचिंग संस्थानों के संकाय सदस्यों का मानना है कि दोनों के बीच तालमेल नहीं है जिससे कोचिंग पर निर्भरता अंततः बढ़ जाती है।

सूत्र ने कहा कि समिति की प्रतिक्रिया के आधार पर इन प्रवेश परीक्षाओं के कठिनाई स्तर की समीक्षा करने पर विचार किया जाएगा। शिक्षा मंत्रालय ने जून में कोचिंग संस्थानों, 'डमी स्कूल' और प्रवेश परीक्षाओं की प्रभावशीलता एवं निष्पक्षता से संबंधित मुद्दों की जांच के लिए नौ सदस्यीय समित का गठन किया था। उच्च शिक्षा सचिव विनीत जोशी की अध्यक्षता वाली समिति उच्च शिक्षा में प्रवेश के लिए कोचिंग संस्थानों पर छात्रों की निर्भरता कम करने के उपाय सुझाएगी। समिति वर्तमान स्कूली शिक्षा प्रणाली में मौजूद उन खामियों की जांच करेगी जिनके कारण छात्र कोचिंग संस्थानों पर निर्भर हो जाते हैं। यह समिति इस बात पर विशेष रूप से गौर करेगी कि आलोचनात्मक सोच, तार्किक विवेक, विश्लेषणात्मक क्षमता और नवोन्मेष पर किस तरह सीमित ध्यान दिया जा रहा है।

समिति के अन्य सदस्यों में सीबीएसई के अध्यक्ष, स्कूल शिक्षा एवं उच्च शिक्षा विभागों के संयुक्त सचिव शामिल हैं। इसके अलावा आइआइटी मद्रास, राष्ट्रीय प्रौद्योगिकी संस्थान त्रिची, आइआइटी कानपुर और राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद के प्रतिनिधि तथा विद्यालयों के प्रधानाचार्य (केंद्रीय विद्यालय, नवोदय विद्यालय और निजी विद्यालय से एक-एक) भी समिति का हिस्सा होंगे।

Inspired by PM, NCERT starts swadeshi modules

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, OCTOBER 2

The National Council of Educational Research and Training (NCERT) has released special modules on Swadeshi, a theme that has featured prominently in Prime Minister Narendra Modi's speeches.

Two modules — Swadeshi: Vocal for Local (for middle stage) and Swadeshi: For a Self-Reliant India (for secondary stage) — carry excerpts from the Prime Minister's Independence Day address in which he stressed that self-reliance would drive India's journey towards Viksit Bharat.

The modules highlight India's achievements in space, defence and health through self-reliance. They recall the Prime Minister's call to citizens and shopkeepers to champion Indian-made goods under the Vocal for Local initiative, underscoring that Swadeshi should emerge from pride and strength, not compulsion.

Tracing history, the books recall the Swadeshi Movement launched on August 7, 1905, at the Calcutta Town Hall in Bengal. "The Swadeshi Movement was a crucial campaign in the Indian independence struggle that advocated the use of Indian-made goods and the boycott of British products. Initiated in response to British policies, it aimed to promote self-reliance and economic independence. Bal Gangadhar Tilak encouraged the movement after the partition of Bengal," the modules note.

They also cite example of Mahatma Gandhi, who had advocated Swadeshi in education, and Rabindranath Tagore, who viewed Swadeshi as the real test of freedom — the ability of a nation to develop, innovate and produce on its own.

The Tribune,
03 October 2025,
Page No.-12

NCERT launches Swadeshi modules inspired by PM Modi's call for self-reliance

Tracing history, the books recall the Swadeshi Movement launched on August 7, 1905



AKSHEEV THAKUR | TRIBUNE NEWS SERVICE
New Delhi, Updated At : 07:08 AM Oct 03, 2025 IST

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They also cite example of Mahatma Gandhi, who had advocated Swadeshi in education, and Rabindranath Tagore, who viewed Swadeshi as the real test of freedom — the ability of a nation to develop, innovate and produce on its own.

Looking ahead, the modules argue that Swadeshi can strengthen India’s manufacturing base through Make in India and build global trust in Indian brands — citing Amul in dairy, ISRO in space and Ayurveda in wellness. “India can export more than it imports, earning wealth and respect globally. When India combines self-reliance at home with global competitiveness abroad, it can emerge as one of the world’s leading economies,” the secondary module states.

The books also cite Vietnam and Israel as examples of the power of strategic self-reliance. “In 1905, it gave strength to fight colonial exploitation. In 2025, it guides us towards Atmanirbharta in a globalised, technology-driven world. We need research that fuels innovation, and strong local industries — from semiconductors and artificial intelligence to renewable energy and agriculture — that can withstand global uncertainties,” it adds.

The modules further note that the National Education Policy (NEP) 2020 promotes an entrepreneurial mindset from school onwards

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India

NCERT launches modules on 'Swadeshi' from 1905 movement to PM's call for self-reliance

New Delhi, Oct 3 (PTI) The National Council of Educational Research and Training (NCERT) has released special modules on 'Swadeshi', tracing the movement's journey from 1905 to Prime Minister Narendra Modi's clarion call towards self-reliance. PM Modi had termed "self-reliant Bharat" as the bedrock of a developed India in his Independence Day speech from the […]

PTI 03 October, 2025 06:00 pm IST



New Delhi, Oct 3 (PTI) The National Council of Educational Research and Training (NCERT) has released special modules on 'Swadeshi', tracing the movement's journey from 1905 to Prime Minister Narendra Modi's clarion call towards self-reliance.

In an interaction with national awardee teachers, the PM had said last month that teachers generally give homework to their students but he wanted to give one "homework" to teachers for a change — that is to lead campaigns along with their students to promote swadeshi products and give an impetus to "Make in India" and "Vocal For Local".

Two modules published by the NCERT — Swadeshi: Vocal for Local (for middle stage) and Swadeshi: For a Self-Reliant India (for secondary stage) — carry excerpts from the prime minister's Independence Day address in which he stressed that self-reliance would drive India's journey towards a Viksit Bharat.



"The Swadeshi movement began during India's freedom struggle when the British divided Bengal in 1905. It was a time when Indian markets were flooded with inexpensive British goods, which destroyed local industries and put artisans out of work. The cry of Swadeshi urged people to reject imported items and adopt Indian-made products.

"The call for Swadeshi became one of the most powerful tools in India's freedom struggle. Swadeshi was not only about rejecting foreign goods but it was also about building Indian alternatives.

"This spirit gave rise to new enterprises and industries owned by Indians. Notable examples include Bengal Chemical and Pharmaceutical Works, established in 1901 by Prafulla Chandra Ray; and Tata Iron and Steel Company, founded in 1907 by Jamsetji Tata," the module said.

Former Rajya Sabha MP Tarlochan Singh has written to the NCERT, demanding that due credit be given to Baba Ram Singh, chief of the Namdhari sect of Sikhs, for launching the 'Swadeshi movement' way back in 1860.

The NCERT modules highlight India's achievements in space, defence and health through self-reliance. They also cite the example of Mahatma Gandhi, who had advocated swadeshi in education, and Rabindranath Tagore, who viewed Swadeshi as the real test of freedom, the ability of a nation to develop, innovate and produce on its own.

Ayurveda in wellness.

“India can export more than it imports, earning wealth and respect globally. When India combines self-reliance at home with global competitiveness abroad, it can emerge as one of the world’s leading economies,” it said.

Detailing the journey of swadeshi in contemporary era, the modules list programmes undertaken by the NDA government from ‘Make in India’ to ‘Start up India’, ‘Digital India’ to ‘Vocal for Local’ and ‘Aatmanirbhar Bharat’.

The modules also have a brief on India’s AI landscape and swadeshi initiatives.

“In today’s digital world, AI is as critical as cotton and steel were during the freedom struggle. In the digital age, swadeshi AI focuses on the principle of developing homegrown AI technologies to reduce dependence on foreign giants (e.g. OpenAI’s ChatGPT or Google’s Gemini), protect data sovereignty and address India’s unique needs, such as multilingualism, agriculture and governance,” it said.

The books also cite Vietnam and Israel as examples of the power of strategic self-reliance.

“In 1905, it gave strength to fight colonial exploitation. In 2025, it guides us towards atmanirbharta in a globalised, technology-driven world. We need research that fuels innovation, and strong local industries — from semiconductors and artificial intelligence to renewable energy and agriculture — that can withstand global uncertainties,” it adds. PTI GJS GJS KSS KSS

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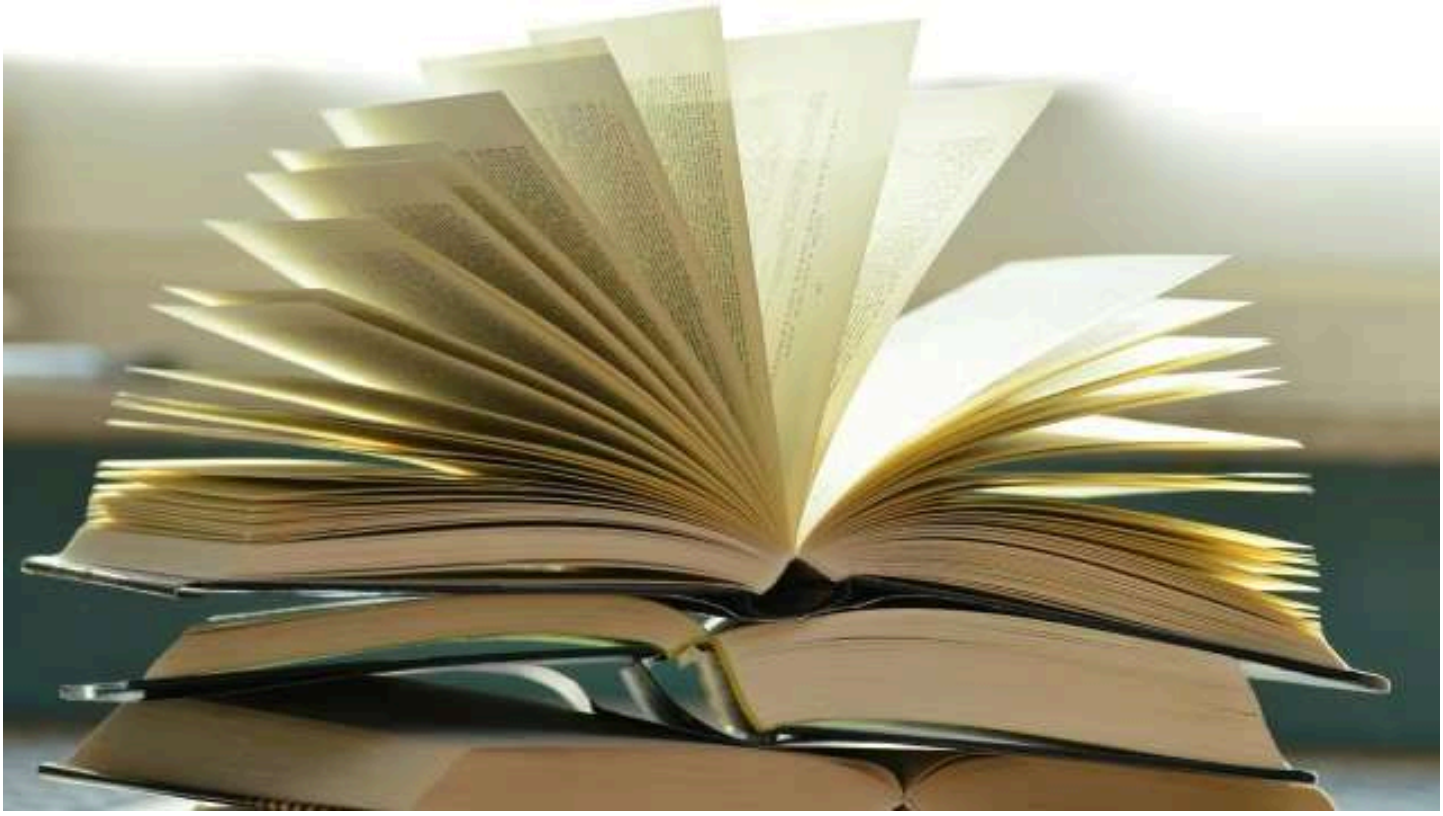
The Indian EXPRESS
JOURNALISM OF COURAGE

Amidst US tariff tensions, NCERT launches ‘Swadeshi’ module for students, echoes PM Modi’s call for self-reliance

With global trade under strain, NCERT urges the next generation to embrace Indian products, ideas, and industries

Written by Abhinaya Harigovind Follow
New Delhi | Updated: October 3, 2025 08:05 PM IST
6 min read

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The NCERT has released two special modules on swadeshi – one for the middle stage of school (classes 6-8) and another for the secondary stage (classes 9-12). (Source: Pexels/ Representational)

In a world marked by tariff barriers, climate concerns, and shifting power equations, swadeshi inspires us to balance global engagement with local strength, according to the NCERT’s new module on ‘Swadeshi’ for middle and secondary stage school students, which

focuses on Prime Minister Narendra Modi's renewed call to be "vocal for local" and trust and buy products made in India.

The NCERT has released two special modules on swadeshi – one for the middle stage of school (classes 6-8) and another for the secondary stage (classes 9-12). The NCERT's special modules are short publications on specific topics – like Operation Sindoor, Partition Horrors, and Swachhata — that can be used as additional material in schools. These are separate from textbooks.

The recently released module on swadeshi for the secondary stage begins with a section on self-reliance from the Prime Minister's speech on Independence Day this year. "Self-reliance is not confined merely to imports and exports, or to rupees, pounds, and dollars. Its meaning is not so limited. Self-reliance is linked to our capability, and when self-reliance begins to diminish, capability too continually declines. Therefore, to preserve, maintain, and enhance our capability, it is imperative to be self-reliant," the module quotes him as saying.

It points to swadeshi as meaning the use of goods produced in our country, and encouraging others to do the same. Swadeshi is also about believing in the power, creativity, and talent of our own people, and it includes our ideas, thoughts, and innovations, the module explains.

It traces the roots of swadeshi to the Swadeshi Movement which began when the British divided Bengal in 1905. Foreign goods were rejected; Indian alternatives were built through new enterprises, and the "swadeshi spirit" flowed into the world of art, literature and music, the module says, referring to the work of Rabindranath Tagore.

The module refers to what Mahatma Gandhi, Tagore, Bal Gangadhar Tilak, Deendayal Upadhyaya, said about swadeshi. For Gandhi, it was about building a strong foundation at home instead of relying on the world, while Vinoba Bhave linked swadeshi with the "welfare of all." It also refers to "Jamnalal Bajaj (founder of the Bajaj Group), who blended philanthropy with Swadeshi values in business; Rajiv Dixit, who revived the call for Swadeshi in modern India by inspiring youth to boycott foreign goods, revive Ayurveda, and trust in indigenous traditions; and Dattopant Thengadi, who championed workers' rights and economic nationalism".

Thengadi was an RSS ideologue who founded the Bharatiya Mazdoor Sangh, and played a key role in setting up the Akhil Bharatiya Vidyarthi Parishad, the Bharatiya Kisan Sangh, and the Swadeshi Jagran Manch.

Explaining that the swadeshi movement taught Indians that “economic strength is the foundation of political strength,” the module states: “A country that depends entirely on others for clothes, food, or technology can never be truly free. This lesson remains valid today —self-reliance in production and innovation is the key to becoming a global economic power.”

While globalization has connected markets and brought opportunities, it “makes countries vulnerable to foreign shocks like oil price hikes, pandemics, or trade disputes.” Swadeshi reminds us to balance global trade with strong local industries so that we are not overly dependent on external powers, the module states, pointing to countries like Israel, Vietnam, South Korea and Singapore, that have “demonstrated the power of strategic self-reliance.”

A box in the module tells students about choosing Indian products – an Indian brand of juice over imported sodas, khadi or handloom clothes instead of “fast fashion brands”, locally grown food, using an Indian-made app, and supporting Indian start-ups.

The module points to India’s pursuit of “strategic autonomy — the ability to make independent choices in national security, economy, and technology without being overly dependent on external powers” as being rooted in swadeshi. This autonomy now depends on control over critical technologies like semiconductors, it explains.

Moving on to swadeshi in the contemporary era, it states that the vision of swadeshi continues to shape India’s economic strategies. It then explains programmes undertaken by the government from 2014 onwards to make the country “self-reliant”. This includes sections on the ‘Make in India’ initiative (launched in 2014) “introduced at a time when India’s economic growth had slowed down and the country faced critical challenges in sustaining its development”; Startup India; Digital India; Vocal for Local; Atmanirbhar Bharat; Production Linked Incentive Schemes.

Among the swadeshi ‘success stories’ that it refers to are Amul, ISRO, and India’s power sector. It also refers to swadeshi in India’s AI landscape — the IndiaAI Mission, Bharat Gen, and the ‘AI for All’ initiative.

“Just as the Swadeshi movement encouraged Indians to produce and consume locally made goods, today’s Swadeshi 2.0 highlights the need for nations to secure their economies by relying on their own strengths…In a world shaped by globalisation, trade wars, and climate concerns, Swadeshi inspires us to balance global engagement with local strength, ensuring that India grows with dignity, confidence, and sustainability,” the module states.

After the Prime Minister's push for it, the Ministry of Education has also been focusing on 'swadeshi', having announced a Buildathon for students on themes like vocal for local. The Ministry has also asked officials to adopt the Zoho Office Suite for managing official documents, spreadsheets, and presentations, "in pursuit of building a self-reliant ecosystem in technology, hardware, and software solutions". An office memorandum issued by the Ministry on Friday refers to this as a "bold step in the Swadeshi movement."

Union Minister Ashwini Vaishnaw had said last month that he had switched to Zoho's office suite.

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NCERT launches modules on 1905 Swadeshi movement, PM's call for self-reliant India

NCERT has introduced special Swadeshi modules that trace India's journey from the 1905 movement to Prime Minister Narendra Modi's call for self-reliance. The modules highlight freedom struggle roots, national icons, and contemporary initiatives such as Make in India and Digital India.

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India Today Education Desk
New Delhi, UPDATED: Oct 3, 2025 18:34 IST

The National Council of Educational Research and Training (NCERT) has launched new modules on Swadeshi, tracing its evolution from the freedom struggle of 1905 to Prime Minister Narendra Modi's call for a self-reliant India.

Prime Minister Modi, in his Independence Day address this year, described 'self-reliant Bharat' as the foundation of a developed India.

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In an interaction with award-winning teachers last month, he urged educators to campaign with their students for Swadeshi products, thereby boosting "Make in India" and "Vocal for Local".

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Two modules, Swadeshi: Vocal for Local (for middle stage) and Swadeshi: For a Self-Reliant India (for secondary stage), carry excerpts from the Prime Minister's Independence Day speech. They underline how self-reliance will drive the journey towards a Viksit Bharat.

ROOTS IN THE FREEDOM STRUGGLE

The modules recall that the Swadeshi movement began during the 1905 partition of Bengal. British goods had flooded Indian markets, devastating local industries and artisans. The call for Swadeshi urged Indians to reject imports and promote Indian products.

Swadeshi inspired the creation of Indian-owned enterprises, including Bengal Chemical and Pharmaceutical Works founded in 1901 by Prafulla Chandra Ray, and Tata Iron and Steel Company, established in 1907 by Jamsetji Tata.

Former Rajya Sabha MP Tarlochan Singh has written to NCERT, demanding that Baba Ram Singh, leader of the Namdhari sect, be credited for launching Swadeshi as early as 1860.

MODERN INTERPRETATION OF SWADESHI

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India my matrubhumi: Ex-Pak cricketer Danish Kaneria's big claim on citizenship


Semiconductor Mission | India's great chip gambit





The modules highlight achievements in space, defence, health, and industries built on self-reliance.

They cite Mahatma Gandhi's advocacy for Swadeshi in education and Rabindranath Tagore's belief that true freedom comes when a nation develops and innovates on its own.

Swadeshi is now linked to contemporary programmes such as Make in India, Start-up India, Digital India, Vocal for Local, and Atmanirbhar Bharat.

"India can export more than it imports, earning wealth and respect globally. When India combines self-reliance at home with global competitiveness abroad, it can emerge as one of the world's leading economies," it said.

Examples of Amul in dairy, ISRO in space and Ayurveda in wellness are presented as case studies of successful Indian models.

SWADESHI IN THE DIGITAL AGE

The modules also explore artificial intelligence. "In today's digital world, AI is as critical as cotton and steel were during the freedom struggle," they note, stressing homegrown AI for data security and unique Indian needs.

Citing Israel and Vietnam as examples, the modules argue that just as Swadeshi strengthened resistance in 1905, it can now guide India's march towards resilience in technology, agriculture, renewable energy and manufacturing.

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India my matrubhumi: Ex-Pak cricketer Danish Kaneria's big claim on citizenship


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NCERT launches modules on 'Swadeshi' from 1905 movement to PM's call for self-reliance

NCERT's special modules on ‘Swadeshi’ traces the movement's journey from 1905 to PM Narendra Modi's clarion call towards self-reliance.

Published on: Oct 3, 2025 7:49 PM IST
PTI | New Delhi

The National Council of Educational Research and Training (NCERT) has released special modules on 'Swadeshi', tracing the movement's journey from 1905 to Prime Minister Narendra Modi's clarion call towards self-reliance.



NCERT has launched special modules on 'Swadeshi'.

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PM Modi had termed "self-reliant Bharat" as the bedrock of a developed India in his Independence Day speech from the ramparts of the Red Fort this year.

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In an interaction with national awardee teachers, the PM had said last month that teachers generally give homework to their students but he wanted to give one "homework" to teachers for a change -- that is to lead campaigns along with their students to promote swadeshi products and give an impetus to "Make in India" and "Vocal For Local".

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पेज नं - 13

एनसीईआरटी का स्वदेशी केंद्रित माड्यूल

नई दिल्ली, प्रेट्र : राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने स्वदेशी पर विशेष माड्यूल जारी किया है। इसमें 1905 से लेकर प्रधानमंत्री नरेन्द्र मोदी के आत्मनिर्भरता के आह्वान तक इस आंदोलन की यात्रा को दर्शाया गया है। प्रधानमंत्री मोदी ने इस वर्ष लाल किले की प्राचीर से अपने स्वतंत्रता दिवस भाषण में आत्मनिर्भर भारत को विकसित भारत का आधार बताया था।



- वोकल फार लोकल से भारतीय उत्पादों को जानेंगे विद्यार्थी
- 1905 से लेकर मोदी के आत्मनिर्भरता आह्वान का जिक्र

राष्ट्रीय पुरस्कार विजेता शिक्षकों के साथ बातचीत में प्रधानमंत्री ने पिछले महीने कहा था कि शिक्षक आमतौर पर अपने छात्रों को होमवर्क देते हैं, लेकिन वह बदलाव के लिए शिक्षकों को एक होमवर्क देना चाहते हैं, वह है स्वदेशी उत्पादों को बढ़ावा देने और मेक इन इंडिया और वोकल फार लोकल को प्रोत्साहन देने के लिए अपने छात्रों के साथ अभियान का नेतृत्व करना। एनसीईआरटी द्वारा प्रकाशित दो माड्यूल (स्वदेशी: वोकल फार लोकल और स्वदेशी: आत्मनिर्भर भारत के लिए) में प्रधानमंत्री के स्वतंत्रता दिवस के संबोधन के अंश शामिल हैं। माड्यूल में कहा गया कि स्वदेशी आंदोलन भारत के स्वतंत्रता संग्राम के दौरान शुरू हुआ, जब अंग्रेजों ने 1905 में बंगाल का विभाजन किया।

स्वदेशी के नारे ने लोगों से आयातित वस्तुओं को अस्वीकार करने और भारतीय निर्मित उत्पादों को अपनाने का आग्रह किया। इसमें कहा गया कि स्वदेशी का आह्वान भारत के स्वतंत्रता संग्राम में सबसे शक्तिशाली हथियारों में से एक बन गया।

स्वदेशी आंदोलन शुरू करने का उचित श्रेय बाबा राम सिंह को दिया जाए : तरलोचन सिंह: राज्यसभा के पूर्व सदस्य तरलोचन सिंह ने एनसीईआरटी को पत्र लिखकर आग्रह किया है कि सिखों के नामधारी संप्रदाय के प्रमुख बाबा राम सिंह को 1860 में स्वदेशी आंदोलन शुरू करने का उचित श्रेय दिया जाए।

The Indian Express, 04 October 2025, Page No. - 9

NCERT launches 'swadeshi' modules for students, echoes PM's call for self-reliance amid tariff row

ABHINAYA HARIGOVIND
NEW DELHI, OCTOBER 3

IN A world marked by tariff barriers, climate concerns and shifting power equations, swadeshi inspires us to balance global engagement with local strength, says NCERT's new module on 'swadeshi' for middle and secondary stage school students, echoing Prime Minister Narendra Modi's renewed call to be "vocal for local" and buy products made in India.

The NCERT has released two special modules on swadeshi – one for the middle stage of school (classes 6-8) and another for the secondary stage (classes 9-12). The modules are short publications on specific topics, such as Operation Sindoor, Partition horrors and Swachhata (cleanliness), that can be used as additional material in schools. They are separate from textbooks.

The recently released module on swadeshi for the secondary stage begins with a section on self-reliance, taken from the Prime Minister's speech on Independence Day this year. "Self-reliance is not confined merely to imports and exports, or to rupees, pounds and dollars. Its meaning is not so limited. Self-reliance is linked to our capability, and when self-reliance begins to diminish, capability too continually declines. Therefore, to preserve, maintain and enhance our capability, it is imperative to be self-reliant," the module quotes him as saying.

The module traces the roots of swadeshi to the 'Swadeshi Movement', which began when the British divided Bengal in 1905. Foreign goods were rejected, Indian alternatives were built through new enterprises, the "swadeshi spirit" flowed into the world of art, literature and music, the module says, referring to the works of Rabindranath Tagore.

The module refers to what Mahatma Gandhi, Tagore, Bal Gangadhar Tilak, Deendayal Upadhyaya, said about swadeshi. For Gandhi, it was about building a strong foundation at home instead of relying on the world, while Vinoba Bhave linked swadeshi with the "welfare of all".

It also refers to Jamnalal Bajaj (founder of the Bajaj Group), who blended philanthropy with Swadeshi values in business; activist Rajiv Dixit, who revived the call for Swadeshi in modern India by inspiring youth to boycott foreign goods and trust in indigenous traditions; and Dattopant Thengadi, RSS ideologue and founder of Bharatiya Mazdoor Sangh, who championed workers' rights and economic nationalism".

Explaining that the swadeshi movement taught Indians that "economic strength is the foundation of political strength", the module states: "A country that depends entirely on others for clothes, food, or technology can never be truly free. This lesson remains valid today — self-reliance in production and innovation is the key to becoming a global economic power."

While globalisation has connected markets and brought opportunities, it "makes countries vulnerable to foreign shocks like oil price hikes, pandemics, or trade disputes". Swadeshi reminds us to balance global trade with strong local industries so that we are not overly dependent on external powers, the module states, pointing to countries like Israel, Vietnam, South Korea and Singapore that have "demonstrated the power of strategic self-reliance".

The module points to India's pursuit of "strategic autonomy — the ability to make independent choices in national security, economy and technology without being overly dependent on external powers". This autonomy now depends on control over critical technologies like semiconductors, it explains.

The module explains programmes undertaken by the government from 2014 onwards to make the country "self-reliant". This includes sections on the 'Make in India' initiative (launched in 2014) "introduced at a time when India's economic growth had slowed down and the country faced critical challenges in sustaining its development", Startup India, Digital India, Atmanirbhar Bharat and Production Linked Incentive Schemes.

After PM Modi's push for it, the Ministry of Education has also been focusing on 'swadeshi', having announced a Buildathon for students on themes like 'Vocal for Local'. The Ministry has also asked officials to adopt the Zoho Office Suite for managing official documents, spreadsheets, and presentations.

The Indian Express, 04 October 2025, Page No. - 4

AT DELHI GOVT SCHOOLS

Resource centres must offer physiotherapy, counselling to children with disabilities

SOPHIYA MATHEW
NEW DELHI, OCTOBER 3

PHYSIOTHERAPY, OCCUPATIONAL therapy, speech therapy, and counselling support from clinical psychologists — children with disabilities studying in Delhi government schools will now have access to a wider range of therapeutic services through the Education department's resource centres.

The new services have been mandated under a recent order by the Directorate of Education's (DoE) Inclusive Education branch.

At present, according to officials, there are 24 resource centres in Delhi. Of these, 10 were launched by Home Minister Amit Shah last month. The 10 new centres were opened as part of the Delhi government's 'Sewa Pakhwada' campaign. Officials said the centres will benefit over 12,500 children with disabilities, offering not just therapy but also family counselling, sensory and virtual reality rooms, and formal assessment facilities.

Each centre is staffed with six professionals with diverse specialisations on an outsourced basis.

These centres have been set up "to provide therapeutic services" to children with disabilities studying in DOE schools. The Standard Operating Procedure already issued for such centres in 2022 will apply to the new facilities as well, according to the DoE's order.



Home Minister Amit Shah at the inauguration of resource centres last month. *File*

In addition, schools have been directed to strictly follow the guidelines laid out in the recent order to ensure smooth functioning and coordination among Special Education Teachers (SETs), Resource Centre Coordinators, and therapists. The centres will function six days a week, including during school vacations, from 9 am to 5 pm. Each therapy session will last 45 minutes, with up to eight sessions conducted daily.

All children with disabilities must be accompanied by their school's SET during such visits, the order underlines. If the SET is unavailable, the Head of School (HoS) must delegate another teacher to escort the child and update parents on the progress, according to the order. Referral forms, along with disability certificates and medical records, will be required before scheduling sessions.

Safety and accountability measures have also been underlined in the DoE order. All blocks of the centres, including waiting areas, must be under CCTV coverage, while the HoS of each Resource Centre will act as the nodal officer responsible for day-to-day vigilance.

Alongside these centres, every government school, as per previous instructions, are required to establish a resource room for individual or small-group academic and therapeutic support. Based on the severity of need, a child may be taken out of class for one or two regular periods for such sessions.

The schools have also been asked to ensure barrier-free infrastructure — accessible pathways, entrances, toilets, lifts, drinking water, parking, and classrooms — to facilitate inclusivity.

हिन्दुस्तान, 4 अक्टूबर 2025,
पेज नं - 14

एनसीईआरटी में स्वदेशी मॉड्यूल

नई दिल्ली, एजेंसी। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने 'स्वदेशी' पर विशेष मॉड्यूल जारी किया है।

गौरतलब है कि इसमें 1905 से लेकर प्रधानमंत्री नरेंद्र मोदी के आत्मनिर्भरता के आह्वान तक इस आंदोलन की यात्रा को दर्शाया गया है। मोदी ने इस वर्ष लाल किले की प्राचीर से अपने स्वतंत्रता दिवस भाषण में 'आत्मनिर्भर भारत' को विकसित भारत का आधार बताया था। एनसीईआरटी द्वारा प्रकाशित दो मॉड्यूल- 'स्वदेशी : वोकल फॉर लोकल' (मिडिल चरण के लिए) और 'स्वदेशी : आत्मनिर्भर भारत के लिए' (माध्यमिक चरण के लिए) हैं।

The Times of India,
4 October 2025,
Page No. 1

NCERT rolls out special modules on 'swadeshi'

Special classroom modules have been rolled out by NCERT on 'swadeshi' that will trace its roots from the 1905 anti-Partition agitation in Bengal to PM Modi's call for a self-reliant India, **reports Manash Gohain.** The publications not only revisit the historic movement against imported goods but also connect it with govt's contemporary programmes. **P10**

The Times of India, 4 Oct. 2025 Pg No.-10

'Swadeshi' enters classrooms as NCERT ties it to PM's initiatives

Manash.Gohain
@timesofindia.com

New Delhi: The NCERT has rolled out special classroom modules on 'swadeshi', tracing its roots from 1905 anti-partition agitation in Bengal to PM Narendra Modi's call for a self-reliant India.

The publications, 'Swadeshi: Vocal for Local' (for middle stage) and 'Swadeshi: For a Self-Reliant India' (for secondary stage), revisits the historic movement that urged Indians to shun imported British goods and connects it with govt's contemporary programmes such as 'Make-in-India', 'Startup India', 'Digital India', 'Vocal for Local', & 'Atmanirbhar Bharat'.

The modules cite the PM's Independence Day address this year, where he described 'self-reliant Bharat' as the bedrock of a developed India. They also include his recent interactions with national awardee teachers, where he quipped that while teachers usually assign homework to students, he wished to reverse roles and give teachers "one homework" — to mobilise campaigns with students promoting 'swadeshi' products, in line with 'Make-in-India' and 'Vocal for Local'.

SELF-RELIANCE

"The 'Swadeshi' movement began during India's freedom struggle when the British divided Bengal in 1905... 'Swadeshi' was not just about boycott but also about creating Indian alternatives such as Bengal Chemical and Pharmaceutical Works (1901, Prafulla Chandra Ray) and Tata Iron and Steel Company (1907, Jamsetji Tata)," one module explains.

"In 1905, it gave strength to fight colonial exploitation. In 2025, it guides us towards 'Atmanirbharta' in a globalised, technology-driven world," the modules notes, urging research-driven innovation and robust domestic industries in semiconductors, renewable energy, agriculture and AI. Significantly, the texts also introduce a contemporary twist by placing AI at the heart of modern 'swadeshi'.

NCERT underscores that 'swadeshi' today is not just a relic of history but a framework for navigating global uncertainties and positioning India as a leading economy.

The Times of India, 4 October 2025, Pg No.- 4

All Is Not Well: Anxiety Bogs Down Nearly 70% Students

Depression Levels Higher Among Delhi Teens Than Other Cities

Anuja.Jaiswal
@timesofindia.com

New Delhi: From battling academic pressure to coping with loneliness, India's college students are quietly shouldering a growing mental health crisis. A new multi-city study has revealed alarmingly high levels of anxiety, depression and emotional distress among young adults, with many unable or unwilling to seek professional help due to stigma. Delhi students, it shows, suffered from more depression than their counterparts in other cities.

Conducted by the department of psychology at SRM University AP, Amaravati, and published in the *Asian Journal of Psychiatry*, the research was carried out between July and Nov 2023. Led by Kakollu Suresh and Aehsan Ahmad Dar, the study surveyed 1,628 students aged 18-29 years across eight Tier-1 cities — Hyderabad, Chennai, Bengaluru, Pune, Mumbai, Ahmedabad, Kolkata and Delhi. Of the participants, 47.1% were male and 52.9% female.

The findings of the study paint a stark picture. Nearly 70% of students reported moderate to high levels of anxiety, about 60% showed signs of depression, and more than 70% experienced elevated distress. Nearly one in three reported weak emotional ties, 14.6% had low life satisfaction, and around 8% recorded a poor overall mental health index.

Gender differences were pronounced, with female students reporting significantly higher distress and lower well-being compared to males, underscoring the urgent need for targeted interventions for young women.

Regional variations were also striking. "Students from western and southern zones reported greater positivity and well-being while Kolkata students exhibited low positivity but relatively stronger psychological well-being. Hyderabad students showed lower levels of depression compared to their peers. In contrast, Delhi students recorded higher depression levels overall, highlighting regional disparities in mental health outcomes," the lead author of the study, Kakollu Suresh, told **TOI**.

According to the study, depression was prevalent more in central university students and those from govt arts and science colleges reflected lower life satisfaction levels.

Despite these troubling statistics, very few students accessed mental health services. Researchers noted cultural stigma, lack of awareness and insufficient campus-based support remain key barriers. The post-pandemic context worsened matters, intensifying academic stress, loneliness, and uncertainty about the future.

"Our findings highlight the urgent need for health policies that prioritise young adults' mental health, especially focusing on early detection and intervention. Tailored policies must enhance female students' well-being, and the psychological pressures of rapid urbanisation also need attention. Without timely support, many young adults risk slipping into more severe mental health crises," said Suresh.

Prof Om Prakash, department of psychiatry, and deputy medical superintendent, Institute of Human Behaviour & Allied Sciences (IBHAS), Delhi, also stressed the role of early intervention.

"Young people showing signs of depression, stress or anxiety urgently need access to counselling, even brief interventions, which can often help them recover without requiring a formal diagnosis. Tools like Tele-MANAS (14416) can be a vital asset by offering initial support, helping students express their struggles and get screened early," he said, adding that community health workers and screening programmes are equally important to reach this vulnerable population.

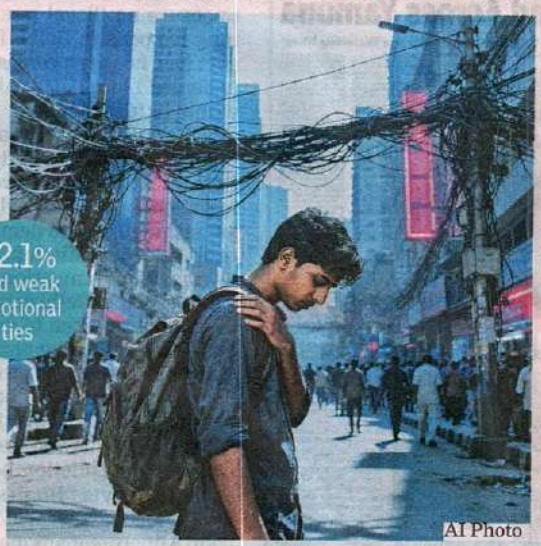
The researchers added that further studies are needed to track evolving mental health trends and design precise interventions. Supporting young adults with comorbid mental health disorders, they said, is essential to reducing suicide risks in this demographic.

Experts said the findings are a wake-up call for policymakers and universities, stressing that mental health must be treated as seriously as physical health. With nearly half of Indian students showing significant symptoms, they called for urgent action to break the silence, tackle stigma, and make mental well-being central to higher education.

WHY SO SERIOUS? STUDY MAKES TROUBLING FINDINGS

A new multi-city study has revealed alarmingly high levels of anxiety, depression and emotional distress among young adults

- **69.9%** students had moderate to high levels of anxiety
- **59.9%** reported symptoms of depression
- **70.3%** experienced elevated distress
- Only **16.3%** showed positive affect
- **14.6%** reported low life satisfaction
- **7.9%** had a low mental health index



AI Photo

32.1% had weak emotional ties

The study covered eight tier-1 cities...

- Delhi
- Mumbai
- Pune
- Kolkata
- Ahmedabad
- Hyderabad
- Chennai
- Bangalore

...From these educational institutions

- Central universities
- State universities (private & govt)
- Arts & science colleges (private & govt)
- Engineering colleges (private & govt)

Delhi reported higher levels of depression, while

- West & south showed Higher positivity and well-being
- **Kolkata** | Low positivity but stronger psychological well-being
- **Hyderabad** | Lower depression

Females reported significantly higher distress than males

Note: The study, published in Asian Journal of Psychiatry, was conducted between July and Nov 2023 by department of psychology, SRM University AP, Amaravati, Andhra Pradesh

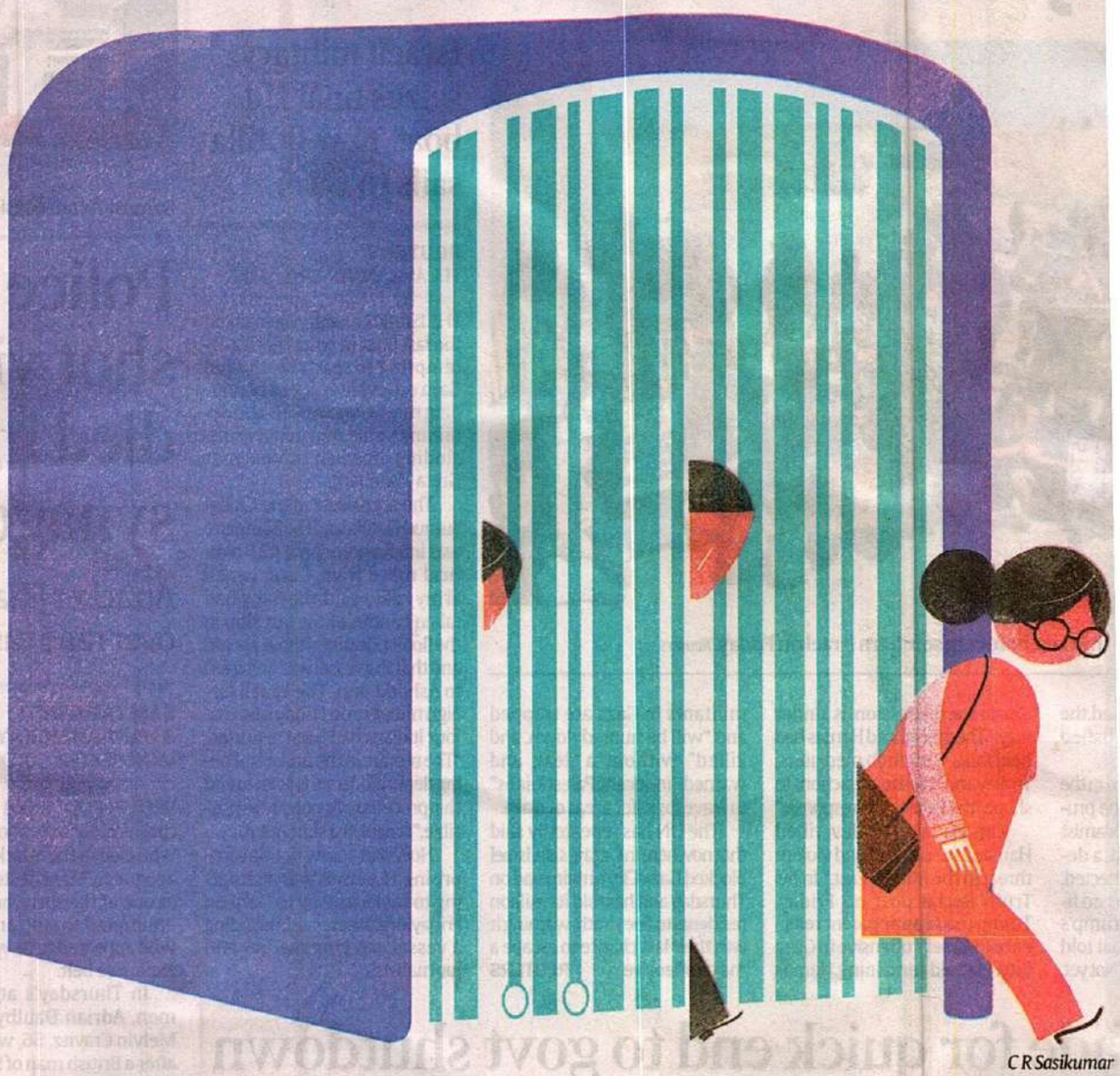
The Indian Express, 4 Oct. 2025, Page No. -11

The teacher is walking away

They are realising that authorities and donors are more interested in evidence of efficiency than in children's well-being and learning



KRISHNA KUMAR



C R Sasikumar

IT IS NOT easy to come by a permanent teaching job these days. Yet, many young teachers choose to quit and accept a return to the state of unemployment and uncertainty. The deep disquiet spreading in schools is just not known outside. UNESCO had noticed the beginning of this trend in many countries two decades ago. A lead article published in its official journal, *Prospects*, was titled, "Where have all the teachers gone?" It discussed the results of a global survey revealing the exhaustion and disenchantment of experienced teachers across different continents. They were resigning. The survey identified a number of factors for this silent crisis in the profession. Some of the factors had to do with conditions in schools and classrooms, while other factors related to the changes in the home environment that affected children's behaviour at school.

No studies have so far been done in India to make sense of this phenomenon. However, teachers do talk about things that are making their professional lives difficult. The sense of helplessness they feel in the face of bureaucratic aggression is a common complaint. One might mistakenly assume that bureaucratic aggression and expectations prevail only in government schools. Corporatised management of private schools manifests in ways quite similar to the control that is bureaucratically exercised on government school teachers. Denial of professional autonomy is a common story, especially in the context of current fads.

One of the best history teachers I know resigned from a prestigious public school because the principal insisted that she must use digital resources. She didn't want to, because she thinks that history calls for analytical reflection on historical data and debates. This goal, she feels, can't be achieved through digital exposure to historical events. The school she was employed in didn't mind losing her. Like many others, her principal felt that the future lies in maximising the use of technology. AI is already knocking at school doors, and many principals are eager to welcome it.

Another senior teacher who resigned found the additional work she was expected to do much too distracting and burdensome. She told me that in her school, a Kendriya Vidyalaya, teachers are turning into event managers. Orders to celebrate this or that occasion come from above, and these orders include the responsibility to upload pictures proving compliance. Principals appreciate the teachers who help the school put up a good show on event days. Record-keeping was always an important part of a teaching job, but now it has become more important than teaching itself. Frequent testing has made the job of record-keeping more tedious. All record-keeping is now to be done digitally, which implies its own imposition on the limited time available to teachers to prepare and teach.

One assumes that those who resign can afford to do so. But I recently learnt that a former student from a weaker economic background resigned from his permanent job in a government secondary school because he couldn't take it anymore. The stress of extra duties, many of which he found absurd, was more than he could handle along with his teaching responsibilities. These duties are the familiar clerical ones, but some are new, such as preparing students for MCQ (multiple-choice question) tests, which determine a school's image. Dealing with classroom violence was another source of stress for this teacher. Violence in classrooms and corridors has been on the rise for some time. Every now and then, we notice newspaper reports of children bringing a knife or firearm in their school bags. The situation is not yet as bad as it is in the US, but the direction is obvious.

Increased aggression, bullying and violence in the classroom makes many teachers feel helpless. Those who have tried to study this phenomenon attribute it to children's participation in social media and their exposure to depictions of violence in online sources. Early introduction to the smartphone has exacerbated this problem as Jonathan Haidt has argued in his book, *The Anxious Generation*. He relates the new technological environment to increased levels of stress in children and its contribution to aggressive behaviour.

A senior teacher who resigned found the additional work she was expected to do much too distracting and burdensome. She told me that in her school, a Kendriya Vidyalaya, teachers are turning into event managers. Orders to celebrate this or that occasion come from above, and these orders include the responsibility to upload pictures proving compliance.

Thousands of primary schools in rural India function with just two or three teachers. In addition to teaching with extremely limited resources, they are expected to assist the head teacher to collect and transmit data to the block and district officials. Centralised data access has now become an obsession. It covers a wide swathe: Admission, attendance, scholarship distribution, training, mid-day meals, meetings, evaluation, infrastructure, and expenditure. Who must manage and supply all this data? Teachers, of course. Teaching and children don't matter. The system is focused on transparency on outcomes, which means timely loading of data that higher-placed officials can access. This focus was supposed to improve quality, but it has now become a goal by itself. Teachers and school heads realise that authorities and donors are more interested in evidence of efficiency than in children's well-being and learning. Official truth has always differed from the teachers' truth. The latter is closely guarded in order to avert repercussions.

The writer is a former director of NCERT and the author of Thank You, Gandhi

NCERT Rolls Out ‘Swadeshi’ Modules, Connects 1905 Movement To PM Modi’s Call For Aatmanirbhar Bharat

Curated By : Shuddhanta Patra News18.com

Last Updated: October 04, 2025, 09:04 IST

The NCERT has developed two modules - ‘Swadeshi: Vocal for Local’ for middle school students and ‘Swadeshi: For a Self-Reliant India’ for the secondary stage.

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NCERT Rolls Out ‘Swadeshi’ Modules, Connects 1905 Movement To PM Modi’s Call For Aatmanirbhar Bharat

The National Council of Educational Research and Training (NCERT) has unveiled two new modules on *Swadeshi*, tracing the movement's journey from its inception in 1905 to Prime Minister Narendra Modi's present-day call for Aatmanirbhar Bharat. The initiative aims to connect India's freedom struggle with the modern pursuit of self-reliance.

Prime Minister Modi, in his Independence Day address this year, described self-reliance as the "bedrock of a developed India". Later, in an interaction with national award-winning teachers, he urged educators to lead campaigns alongside their students to promote Indian products and encourage "Vocal for Local" initiatives.

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2 PM Modi Set To Unveil Initiatives...



3 PM Modi To Launch Initiatives F...



Two modules for schools

The NCERT has developed two modules – 'Swadeshi: Vocal for Local' for middle school students and 'Swadeshi: For a Self-Reliant India' for the secondary stage. These carry excerpts from the Prime Minister's Independence Day speech, while also revisiting the historical origins of the movement.

The modules recall how Swadeshi became a rallying cry during Bengal's partition in 1905, when British imports devastated Indian artisans. It was not only about rejecting foreign goods but also about creating Indian alternatives. Examples cited include Prafulla Chandra Ray's Bengal Chemicals (1901) and Jamsetji Tata's Iron and Steel Company (1907).

ADVETISEMENT



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Sabha MP Tarlochan Singh, however, has urged NCERT to acknowledge Baba Ram Singh of the Namdhari sect, who he said had launched a Swadeshi movement as early as 1860.

The modules emphasise India's recent achievements in space, defence, and healthcare as examples of modern self-reliance. They connect the historical movement to contemporary programmes such as Make in India, Startup India, Digital India, and Aatmanirbhar Bharat.

They also argue that building trust in Indian brands like Amul in dairy, ISRO in space, and Ayurveda in wellness will strengthen the nation's manufacturing base and global reputation.

Swadeshi in the digital age

One section introduces the idea of "Swadeshi AI", highlighting the importance of developing homegrown artificial intelligence solutions to reduce dependence on foreign technologies such as OpenAI's ChatGPT or Google's Gemini. The modules stress that indigenous AI could protect India's data sovereignty and meet local needs, including multilingualism, agriculture, and governance.

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Drawing comparisons with Vietnam and Israel, the modules underline how strategic self-reliance has empowered nations. "In 1905, Swadeshi gave strength to fight colonial exploitation. In 2025, it guides us towards Aatmanirbharta in a globalised, technology-driven world," the text notes.

By revisiting India's freedom struggle and linking it with 21st-century challenges, NCERT's modules seek to instil a spirit of innovation, resilience, and pride in homegrown solutions among the next generation.

ABOUT THE AUTHOR

Shuddhanta Patra

दैनिक जागरण, 5 अक्टूबर 2025, पेज नं - 6

पीएम ई-विद्या पर बगैर खर्च बच्चों को पढ़ाइए

अरविंद पांडेय • जागरण

- स्कूली बच्चों में तेजी से बढ़ती कोचिंग संस्कृति समाप्त करने को केंद्र की एक और बड़ी पहल
- प्रत्येक कक्षा को समर्पित टीवी चैनल और एप के जरिये घर बैठे ही बच्चों ने शुरू की पढ़ाई

नई दिल्ली : आपका बच्चा यदि स्कूल में है और आप उसके ट्यूशन-कोचिंग पर हर माह एक बड़ी राशि खर्च कर रहे हैं तो अब इससे बच सकते हैं। बच्चे को कोचिंग से बेहतर शिक्षा अब घर बैठे ही पीएम ई-विद्या के जरिये मिल सकती है। केंद्र सरकार ने स्कूली बच्चों के बीच तेजी से बढ़ी कोचिंग संस्कृति को खत्म करने की दिशा में यह अहम पहल की है। जिसमें बच्चों को बालवाटिका से बारहवीं तक के सभी विषयों की अध्ययन सामग्री अब पीएम ई-विद्या के तहत शुरू किए गए टीवी चैनलों और मोबाइल एप पर मुहैया होगी। चैट के जरिये छात्र सवालों के जवाब भी पा सकेंगे। यह मुफ्त होगा।

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) की देखरेख में स्कूली बच्चों के लिए शुरू हुई इस मुहिम में प्रत्येक कक्षा के लिए एक समर्पित टीवी चैनल के साथ मोबाइल एप भी तैयार किया गया है। इसे आइओएस और एनड्राइड मोबाइल फोन में डाउनलोड किया जा सकता है। इनमें बालवाटिका यानी प्री-प्राइमरी के लिए भी पहली बार एक समर्पित चैनल और मोबाइल एप बनाया गया है। अध्ययन सामग्री के लिए राष्ट्रपति पुरस्कार प्राप्त श्रेष्ठ शिक्षकों को लगाया गया है।

इस तरह हुआ है 200 टीवी चैनलों का बंटवारा

पीएम ई-विद्या के तहत शुरू किए गए 200 टीवी चैनलों में से 16 चैनल अकेले एनसीईआरटी के पास हैं, जबकि सभी राज्यों व केंद्र शासित प्रदेशों को भी पांच-पांच चैनल दिए गए हैं। मणिपुर में उग्रवाद को देखते हुए उसे दस टीवी चैनल दिए गए हैं। यह टीवी चैनल 24 घंटे बच्चों को पढ़ाते हैं। राज्यों के चैनलों पर मुहैया कराई जाने वाली अध्ययन सामग्री पर भी एनसीईआरटी नजर रखता है।

नीट-जेईई परीक्षाओं को भी कोचिंग से मुक्त कराने की पहल

स्कूली बच्चों को कोचिंग संस्कृति से छुटकारा दिलाने की इस पहल से पहले नीट-जेईई जैसी प्रतियोगी परीक्षाओं को भी कोचिंग के चंगुल से मुक्त कराने की दिशा में केंद्र ने जरूरी कदम उठाए हैं। केंद्रीय शिक्षा मंत्रालय ने इसे लेकर उच्च शिक्षा सचिव विनीत जोशी की अगुवाई में उच्चस्तरीय कमेटी भी गठित की है। जिसे इन परीक्षाओं के पैटर्न को कुछ इस तरह से तैयार करने का सुझाव दिया गया है ताकि बगैर कोचिंग के बच्चे भी इनमें आसानी से चयनित हो सके।

वरिष्ठ अधिकारियों के अनुसार, मोबाइल एप शुरू होने के करीब दो सप्ताह में एक करोड़ छात्र पीएम ई-विद्या एप से जुड़ गए हैं। लक्ष्य सभी 25 करोड़ स्कूली छात्रों तक पहुंचने का है। खासकर पिछड़े क्षेत्रों के बच्चों तक पहुंचने पर है। इस लिंक के जरिये पीएम ई-विद्या एप को डाउनलोड कर सकते हैं- https://play.google.com/store/apps/details?id=gov.in

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THE TIMES OF INDIA

NCERT invites applications for 2026 diploma course in guidance and counselling: Check eligibility and direct link to apply here

TOI Education | Oct 5, 2025, 04.14 PM IST



The National Council of Educational Research and Training (NCERT) has announced admissions for its Diploma Course in Guidance and Counselling (DCGC) for the 2026 academic session. Designed to strengthen the counselling capacity in schools, this programme targets teachers, teacher educators, school administrators, and untrained guidance personnel across India. The course follows a hybrid learning model, combining six months of distance learning, a three-month face-to-face contact programme, and a three-month internship in the candidate's hometown or workplace. With a focus on practical skill development, psychology, and career guidance, the diploma aims to equip educators to support students' academic, emotional, and career needs effectively.

Course structure explained

The DCGC programme spans 12 months and combines theoretical knowledge with practical skills:

- Distance Learning (Jan–Jun 2026): Online modules covering counselling principles, child psychology, ethical practices, and guidance techniques for diverse student needs.

- Contact Programme (Jul–Sep 2026): Face-to-face sessions at NCERT centres featuring interactive workshops, role-playing exercises, and hands-on training.
- Internship (Oct–Dec 2026): Supervised practical experience in local schools or workplaces to apply learned counselling techniques and guidance strategies.

Multiple study centres across India

The course will be offered at NCERT Delhi and regional institutes in Ajmer, Bhopal, Bhubaneswar, Mysuru, and Shillong, with maximum intake of 50 candidates per centre, ensuring personalised attention and effective training.

How to apply online

Here is how interested and eligible candidates can register online for the course.

1. Go to the NCERT website: https://ncert.nic.in.
2. Find the section “Admissions / Diploma in Guidance & Counselling.”
3. Read the prospectus carefully.
4. Click “Apply Online” to create an account.
5. Enter your name, email, mobile number, and password.
6. Verify your email or mobile with the OTP.
7. Fill in personal details, education, and experience.
8. Choose your preferred study centre.
9. Upload scanned copies of certificates and degrees.
10. Pay the application/course fee online.
11. Submit the application and download the confirmation.
12. Wait for the shortlist for essay and interview.
13. Check your email and NCERT portal for updates.

Direct link to register for NCERT diploma course here.
Selection involves a screening process, essay writing, and interview to assess knowledge and aptitude for counselling. Last date to submit applications is November 5, 2025.

DECCAN Chronicle

Experts Warn of Growing Historical Distortion in Textbooks

Telangana

DC Correspondent

5 October 2025 11:26 PM

Urge for Fact-Based Curriculum



NCERT. (File Image)

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Hyderabad: Experts at an event organised by the All India Professionals' Congress (AIPC) Academia Vertical here on Sunday raised serious concern over the growing distortion of history in school textbooks, warning that such politically motivated changes threaten the country's secular fabric, democratic ethos, and the intellectual development of students.

This sentiment set the tone for a seminar titled 'Distortion of History in Textbooks and Its Implications', organised at the Madina Education Centre, Nampally. The discussion brought together prominent academics and intellectuals who examined how "deliberate alterations" in NCERT textbooks were shaping an "us versus them" mindset among young learners, according to a statement.

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Which organization organized the event discussing the distortion of history in textbooks?

- Bharatiya Janata Party (BJP)
- All India Professionals' Congress (AIPC)
- Indian National Congress
- National Education Society

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The event was moderated by Maria Tabassum, deputy state head for academia, AIPC Telangana, the event and featured Prof. Ram Puniyani, author and former IIT Bombay professor, Akunuri Murali, chairperson, Telangana Education Commission; Prof. Padmaja Shaw, retired professor of journalism, Osmania University; and Dr Kanchan, national head, AIPC Academia Vertical.

Prof. Puniyani highlighted that there was a systematic removal of pluralistic and secular narratives and warned that such omissions erode India's inclusive legacy, the statement said.

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Murali stressed that curriculum manipulation serves political interests rather than educational integrity, while Prof. Shaw questioned the media's role in legitimising distorted versions of history. Dr Kanchan cautioned that the ongoing changes to the syllabus in schools and colleges undermined academic freedom and urged educators to defend fact-based learning. Panelists cited examples of omissions and biased portrayals in NCERT revisions, calling for transparent and inclusive curriculum reform.

(Source : Deccan Chronicle)

ncert textbooks | Telangana Education Commission

India | Southern States | Telangana | Hyderabad

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About the Author

DC Correspondent

The Indian Express, 06 October 2025, Page No.-8



DRAWING A LARGER CIRCLE

Behind the country's literacy milestones lies a spirit of volunteerism

JAYANT CHAUDHARY

"Learning is the discovery that something is possible."—Fritz Perls

THERE IS A circle of learning in every society. Those within it can read, understand, and act. Those outside remain silent, depending on others to speak and decide for them. Literacy is the line that separates the two. In a small village in Madhya Pradesh, Diya Bai spent years outside that circle. When she had to withdraw money from a bank or fill out an application for a scheme, Diya Bai would sit patiently until someone else helped her. Today, she not only does it herself but also guides other women in her village to claim benefits that were once beyond their reach. Her story reminds us that literacy is not a statistic to be counted but a life to be transformed.

It is this belief that led to the creation of ULLAS — Understanding of Lifelong Learning for All in Society. Aligned with the National Education Policy, 2020, ULLAS was launched in 2022 to provide educational opportunities to adults aged 15 and above who have missed formal schooling. Unlike earlier initiatives, it is driven by a deep sense of *kartavyabodh* — a collective responsibility to uplift every individual. This shared duty propels ULLAS's drive for total literacy. The programme transforms schools into evening *samajik chetna kendras*, deploys mobile apps with primers in 26 languages, and uses digital platforms for remote reach. Citizens serve as volunteer teachers, creating a movement of over 2.8 crore learners and 45 lakh volunteers.

Aligned with the National Education Policy, 2020, ULLAS was launched in 2022 to provide educational opportunities to adults aged 15 and above who have missed formal schooling. Unlike earlier initiatives, it is driven by a deep sense of 'kartavyabodh' — a collective responsibility to uplift every individual. This shared duty propels ULLAS's drive for total literacy.

For generations, literacy meant the bare minimum — the ability to read and write a sentence. That definition was fit for a time when our most significant challenge was to lift millions out of complete illiteracy. However, in a world defined by technology and rapid information, literacy must today include the ability to compute, use digital tools, manage finances, and participate fully in civic life. The commitment to achieving full literacy is anchored in both international obligations and national policy. The UN's Sustainable Development Goal 4.6 mandates that by 2030, all youth and a substantial proportion of adults achieve literacy and numeracy. The National Education Policy 2020 also emphasises the need for strong and innovative government initiatives for adult education to achieve 100 per cent literacy — it recognises the direct relation between literacy rates and per capita GDP. In August 2024, the Ministry of Education formalised this vision for the ULLAS programme, redefining literacy to encompass not just reading and writing, but computational skills, digital literacy, and financial literacy.

The impact of ULLAS is clearly visible. Rural literacy has risen from 67.7 per cent in 2011 to 77.5 per cent in 2023-24. Female literacy has surged from 65.4 per cent to 74.6 per cent. States are declaring themselves fully literate. Mizoram made the declaration earlier this year, followed by Goa and Tripura. Himachal Pradesh joined them last month.

While these milestones should be celebrated, the true strength of the mission lies not in numbers but in the human effort. Across the country, volunteers are carrying the flame of literacy forward. Be it Mandavi Soni, a young student from Madhya Pradesh's Chhatarpur district, who went from door to door until 10 of her neighbours agreed to join classes, or Anshu Kumar, a government secondary school student from Gurugram who taught adults to read and then guided them in using ATMs, cheques, and online banking, millions of such stories exist, being told quietly around all of us. Their dedication proves that literacy is not built by the government alone. It is carried by people who give their time to others. I, too, have registered as a volunteer, because this is a responsibility we must all share. Let us all embrace the spirit of "Jan Jan Saakshar" and adhere to the concept of each one, teach at least one.

Literacy today is not just a few rows in a census table but a threshold. It is the step from silence into speech, from waiting into acting, from exclusion into belonging. The circle of society will always exist. The only question is how wide we are willing to draw it. With every learner, every volunteer, and every act of teaching, we can make that circle larger until no one is left outside.

The writer is Union minister of state (independent charge), skill development and entrepreneurship

06 October 2025

The Times of India, Page No. - 6

When students try to turn problem-solvers: Tackling learning disability with innovation

Ishita.Jairath
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New Delhi: Letters that tumble off the line. Words that stop halfway. Ideas that are trapped in a child's head because the hand can't keep up. That's dysgraphia — and it's the challenge a group of Class XI students in Noida chose to address through a school project.

Dysgraphia is a little-known learning disability that affects writing fluency, spelling and the ability to put thoughts on paper. It is not about intelligence but about the brain's struggle with fine motor skills and language processing. In dysgraphia, the physical act of writing is what causes the struggle for the child. There can be many issues leading to this; some of the prominent ones are related to bad posture, weak finger dexterity and low core strength.

For children, it can mean endless corrections, mounting frustration and a dip in confidence. Awareness remains low, which is why Oct 6 is observed globally as International Dysgraphia Awareness Day — a reminder of how invisible the condition often is in classrooms.

Five students from Shiv Nadar School — Diya Gupta, Rivi Singh, Sri Surya Sivaswamy, Manan Batra and Divyam Ranjan — decided to take it up as their project.

"When we were researching and discussing the different problems around us, we came across autism and dysgraphia as the two most common learning disabilities among young children. All of us were quite passionate about education from the beginning and had been exposed to special needs education through our school's SEN department, and this familiarity, along with our own personal experiences from interactions with dyslexic and dysgraphic peers, inspired us to choose dysgraphia as our main topic," said the team.



ON A MISSION: Rivi Singh, Manan Batra, Divyam Ranjan

The team built DysgraphAID, a device that helps children with dysgraphia practice handwriting. It shows words on a small screen for the child to trace, while a built-in camera watches their writing and gives instant feedback — red dots turn green as letters are formed correctly. It also tracks progress over time with simple graphs. The idea was to turn handwriting therapy into something kids can use regularly at home or in class, without needing a therapist every time.

The prototype was tested at the school's Special Education Needs department and at Potentials Therapy Centre in Delhi. According to the students, children responded well, staying engaged for longer writing sessions and showing greater motivation when they received instant feedback.

It took six months of work to arrive at the first version, and the team — which calls itself Dysgraphicon — has since presented the project at innovation platforms. They now plan to refine the model, add traceable fonts designed for dysgraphia and expand support for Indian languages. The team said, "We even received the Popular Choice Award at the STEM X India Best Practices Summit in Bombay (April 2025) and have applied for Eureka! Junior Entrepreneurship, organised by IIT Bombay. We look forward to continuing this journey."

That is why, on Dysgraphia Awareness Day, the students' experiment serves as more than just a school project. It reflects the growing need to recognise learning difficulties early and the possibility that even small, homegrown ideas can offer support where systems fall short.

Hindustan Times, Page No. - 11

Ancient astronomy, agri key themes in IKS competitions

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: The Indian Knowledge System (IKS) division, under the Union education ministry, has announced two student competitions — one to create miniature, working models of ancient astronomical instruments to help students understand their underlying mathematics and connect astronomy with teaching, and another to produce educational videos on Krishishāstra (agricultural science) and Indian mathematics, with the winning videos to be used as teaching resources, officials aware of the contest details said.

In the "Astronomical Instruments Competition", teams from schools, colleges, and companies will compete to "revive ancient wonders" by recreating instruments such as the Manayantra, Dhanuryantra, and Samrat Yantra — ancient Indian astronomical instruments designed to observe and measure the positions and movements of celestial bodies..

THE STUDENTS WILL NEED TO MAKE WORKING MODELS BASED ON TRADITIONAL ASTRONOMY AND AGRICULTURE SCIENCE

Stating that Indian has a "glorious tradition of astronomy", IKS in its background note for the competition said, "Pioneers of astronomy, starting from Vrdha Garga, Aryabhata, Maadhavacharya, Nilakantha Somayaji, and continuing all the way up to Pathani Samanta, have made immense contributions to observational astronomy and mathematics. These observations were aided by many ingenious and innovative instruments to aid visual astronomy."

The competition challenges participants to recreate the physical forms of ancient astronomical instruments.

"The students will create miniature, working scale models of the instruments rather than exact replicas. Being smaller, their accuracy will be lower, as in observational astronomy larger instruments yield higher precision, like those at Jantar Mantar," Professor Ganti Suryanarayana Murthy, national coordinator, IKS division told HT.

Eight teams will advance to the final in Ujjain, Madhya Pradesh, in January, with prizes ranging from ₹10,000 to ₹1 lakh.

Meanwhile, the 'Gyānaghoshā' national competition invites individuals and companies to produce two videos of up to six minutes in English or Hindi, one each on Krishishāstra and Indian mathematics.

The initiative is aimed at creating "factually correct, high-quality videos depicting the various ideas and techniques of Bhāratiya Gyān Parampará", IKS said, adding that these videos will serve as the "gold standard pedagogical material" for Indian educational institutions.

The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT announces admissions for diploma in Guidance & Counselling course

For the online application form and other details about the course, candidates have to visit--ncert.nic.in-- with the last date for submission of the online application form being November 5.

By: Education Desk
New Delhi | Updated: October 6, 2025 09:43 AM IST
3 min read

As Trusted Source on



Teachers, teacher educators, school administrators and untrained guidance personnel from India are eligible to apply for this diploma course by the Council.

The National Council of Educational Research and Training (NCERT) has started admissions for its Diploma Course in Guidance and Counselling (DCGC) for the 2026 academic session. Aimed at enhancing the professional competencies of teachers, school administrators, and educational personnel, the course is designed to address the growing need for mental health and career guidance in schools across India. The course will combine both distance and face-to-face modes of education.

For the online application form and other details about the course, candidates have to visit–ncert.nic.in– with the last date for submission of the online application form being November 5.

The course will be conducted in three phases: a six-month distance learning period from January to June 2026, followed by a three-month face-to-face contact programme at designated study centres from July to September 2026, and concluding with a three-month internship at the participant's hometown or workplace from October to December 2026.

Who can apply?

Teachers, teacher educators, school administrators and untrained guidance personnel from India are eligible to apply for this diploma course by the Council.

Postgraduates in psychology /education /social work/child development/special education. Preference will be given to those with at least one year of teaching or related experience, as mentioned in the brochure. The minimum percentage of marks for all target groups is 50 per cent, with 5 per cent relaxation for SC/ST.

Fee

Those candidates who are government deputed from the central government-funded organisations have to pay Rs 19,500. The government deputed from state or UT departments have to pay Rs 6,000; on the other hand, private candidates have to pay Rs 30,000.

The expenditure for board and lodging during the contact programme will have to be borne by the candidates. However, facilities for the same will be available for non-local candidates.

Admission to eligible candidates will be offered at DEPFE, NCERT, New Delhi and the regional institutes of education at Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong. The maximum intake for the course per centre is 50.

Screening of candidates will be done by a committee following a selection criterion. Shortlisted candidates will take a selection test, which includes essay writing and an interview. Self-attested copies of marks/grade sheets/degrees/certificates in support of the qualifications and work experience mentioned in the application form should be attached.

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Behind the country's literacy milestones lies a spirit of volunteerism

In a world defined by technology and rapid information, literacy must today include the ability to compute, use digital tools, manage finances, and participate fully in civic life



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JAYANT CHAUDHARY

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Literacy today is not just a few rows in a census table but a threshold. It is the step from silence into speech, from waiting into acting, from exclusion into belonging. The circle of society will always exist. The only question is how wide we are willing to draw it. With every learner, every volunteer, and every act of teaching, we can make that circle larger until no one is left outside.

The writer is Union minister of state (independent charge), skill development and entrepreneurship

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The National Council of Educational Research and Training (NCERT) has begun the admissions for its Diploma Course in Guidance and Counselling (DCGC) for the 2026 academic session. The programme which is aimed at enhancing the professional competencies of teachers, school administrators, and educational personnel, has been developed to address the growing need for mental health and career guidance in schools across India.

The course will include both distance and face-to-face modes of education.

To apply in the online mode and get other details about the course, candidates will have to visit *ncert.nic.in.* The last date for submission of the online application form is November 5.

The course will be held in three phases: a six-month distance learning period from January to June

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Eligibility Criteria
Those who are teachers, teacher educators, school administrators and also untrained guidance personnel are eligible to apply for this diploma programme.

Candidates who are postgraduates in psychology/education/social work/child development/special education can apply. Preference will be given to those who have at least one year of teaching or related experience, as per the brochure. The minimum percentage of marks for all target groups is 50%, with 5% relaxation for SC/ST.

Programme Fee
Those candidates who are government deputed from the central government-funded organisations must pay Rs 19,500. The candidate deputed from state or UT departments will have to pay Rs 6,000; on the other hand, private candidates have to pay Rs 30,000.

The expenses for board and lodging during the contact programme will have to be borne by the candidates. However, facilities for the same will be available for non-local candidates.

Eligible candidates will be offered admission at DEPFE, NCERT, New Delhi and the regional institutes of education at Ajmer, Bhubaneswar, Bhopal, Mysuru and Shillong. The maximum intake for the course per centre is 50.

Selection of candidates will be conducted by a committee following a selection criterion. Shortlisted candidates will have to appear for a selection test, which includes essay writing and an interview. Self-attested copies of marks/grade sheets/degrees/certificates in support of the qualifications and work experience mentioned in the application form must be attached.

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News

NCERT launches year-long blended course for guidance personnel; applications open till Nov 5

The course runs from January to December 2026 and is designed to strengthen school counselling and guidance services



NCERT logo

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Published on: 06 Oct 2025, 2:34 pm

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NCERT has rolled out a one-year blended training programme for teachers, administrators, teacher-educators and untrained guidance personnel, combining online study with regional contact sessions and a local internship.

The course runs from January to December 2026 and is designed to strengthen school counselling and guidance services across states and UTs.

Course layout: three phased, flexible delivery

- Phase 1 (Distance learning): Six months; January–June 2026 (online).
- Phase 2 (Contact programme): Three months; July–September 2026 at designated regional centres.

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- Phase 3 (Internship): Three months; October–December 2026 completed in the participant's own locality or workplace.

Who can apply?

Eligible applicants include teachers, school administrators, teacher-educators and personnel working in guidance roles without formal training.

Applicants must hold a postgraduate degree in Psychology, Education, Social Work, Child Development or Special Education with at least 50 per cent marks (a 5 per cent relaxation applies to SC/ST candidates).

Preference will be given to applicants with minimum one year's experience in teaching or related work.

Fee structure & expenses

- Central government deputed: Rs 19,500
- State/UT government deputed: Rs 6,000
- Private candidates: Rs 30,000

Participants must cover their own accommodation and food during the contact programme; hostels and other facilities will be provided for non-local participants where available.

Study centres, intake and selection

The programme will run at the Department of Educational Psychology and Foundations of Education (DEPFE), NCERT, New Delhi and NCERT's Regional Institutes of Education in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong.

Each centre will admit up to 50 candidates. Selection involves a screening committee, a written test (essay) and an interview. Applicants should attach self-attested copies of educational and experience certificates with their applications.

Apply online and find full course details at *ncert.nic.in.* The last date to apply is November 5, 2025.

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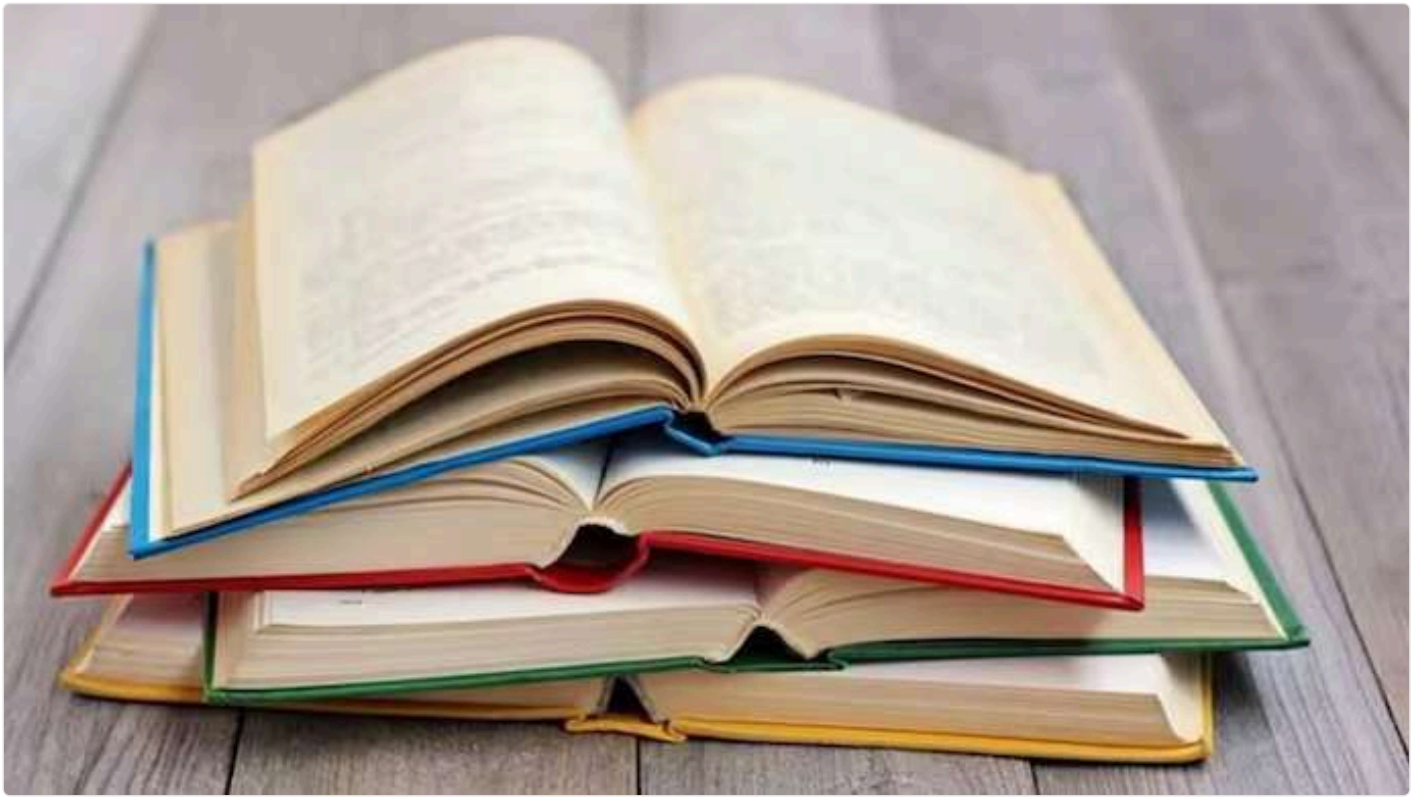
NCERT invites applications for 2026 diploma in guidance and counselling course

The National Council of Educational Research and Training (NCERT) has begun the admission process for its Diploma Course in Guidance and Counselling (DCGC) for the 2026 academic session. The programme aims to strengthen the professional skills of teachers, school heads, and educational practitioners, while addressing the growing demand for trained counsellors in schools.

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NCERT invites applications for 2026 diploma in guidance and counselling course

India Today Education Desk

New Delhi, UPDATED: Oct 6, 2025 11:19 IST

The year-long course will be delivered in a blended mode, combining distance and in-person learning. It is structured in three phases: a six-month distance learning component (January–June 2026), followed by a three-month contact programme at designated regional centres (July–September 2026), and finally a three-month internship in the participant's own locality or workplace (October–December 2026).

ELIGIBILITY

Teachers, administrators, teacher educators, and untrained guidance personnel are eligible to apply. Applicants must hold a postgraduate degree in Psychology, Education, Social Work, Child Development, or Special Education, with at least 50% marks (5% relaxation for SC/ST candidates). Preference will be given to those with a minimum of one year's experience in teaching or related fields.

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FEE STRUCTURE

Central government deputed candidates: Rs19,500

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State/UT government deputed candidates: Rs6,000

Private candidates: Rs30,000

Candidates will need to bear their own accommodation and meal expenses during the contact programme, though hostels and other facilities will be made available for non-local participants.

STUDY CENTRES AND SELECTION

The course will be offered at DEPFE, NCERT, New Delhi, and at NCERT's Regional Institutes of Education in Ajmer, Bhopal, Bhubaneswar, Mysuru, and Shillong, with each centre accommodating up to 50 candidates.

Selection will be based on screening by a committee, followed by a written test (essay writing) and an interview. Applicants must attach self-attested copies of their educational qualifications and experience certificates with their forms.

HOW TO APPLY

Interested candidates can fill out the online application form and access the course details on ncert.nic.in . The last date to apply is November 5, 2025.

- Ends

Published By: Shruti Bansal


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जनसत्ता, 7 अक्टूबर 2025, पृष्ठ संख्या – 6

कौशल का पाठ

राजेंद्र जोशी

शिक्षा का मुख्य आधार पाठ्यक्रम होता है। सरकारें हर कुछ अंतराल पर पाठ्यक्रम के विषय में बदलाव करती हैं, तो इससे कई बार असमंजस की स्थिति बन जाती है। नई शिक्षा नीति 2020 में हमने संकल्प लिया था कि वर्ष 2025 तक स्कूल और उच्चतर शिक्षा प्रणाली के माध्यम से कम से कम पचास फीसद विद्यार्थियों को व्यावसायिक शिक्षा का अनुभव प्रदान कर देंगे। यह भी तय किया गया था कि इसके लिए लक्ष्य और समय सीमा के साथ एक स्पष्ट कार्ययोजना भी विकसित कर लेंगे। मगर ऐसा लगता है कि पाठ्यक्रम की राजनीति में हमारा कौशल कहीं खो गया। हम पिछले पांच वर्षों में इस पर चर्चा के बजाय इस तरह पाठ्यक्रम निर्माण के उधेड़बुन में उलझ गए कि किस विषय को हटाना है, कौन-सा विषय जोड़ना है और किस विषय से भविष्य का मतदाता तैयार होगा।

जब कौशल की बात की जाती है या किसी व्यावसायिक शिक्षा की बात होती है, तो हमारे पाठ्यक्रम निर्माता यह कहकर पल्ला झाड़ लेते हैं कि इस तरह की कोई मांग कहीं से आती नहीं। जबकि वे इस बात का कोई जवाब नहीं दे पाते कि पाठ्यक्रम में जो विषय निर्धारित किए जाते हैं, उसकी मांग या आवाज कहां से आई है? व्यावसायिक शिक्षा प्राप्त करने वाले विद्यार्थियों की संख्या कम होने के पीछे प्रमुख कारण और तथ्य यह है कि हम मुख्य रूप से कक्षा आठ से ऊपर के विद्यार्थियों के कौशल की बात ही नहीं कर पाते। व्यावसायिक शिक्षा न मिल पाने के कारण अधिकतर विद्यार्थियों में शिक्षा के प्रति अरुचि रहती है, जिससे बीच में पढ़ाई छोड़ने की नौबत भी आती है। हमारे पाठ्यक्रम और प्रवेश के मानदंड भी व्यावसायिक शिक्षा की योग्यता वाले विद्यार्थियों के लिए अवसरों की उपलब्धता सुनिश्चित करने की दृष्टि से तैयार नहीं किए जाते। यही कारण है कि देश के अन्य लोगों के सापेक्ष 'मुख्य धारा की शिक्षा' या अकादमिक शिक्षा से विद्यार्थी वंचित रह जाते हैं। व्यावसायिक शिक्षा के विषयों से संबंधित विद्यार्थियों के लिए हमारी शिक्षा नीति में सीधे-सीधे कौशल के दृष्टिकोण से आगे बढ़ने के रास्ते पूरी तरह बंद हैं।

बारहवीं पंचवर्षीय योजना 2012 से 2017 के अनुमान के अनुसार, उन्नीस से चौबीस आयुवर्ग में आने वाले भारतीय कार्यबल के अत्यंत कम, मात्र पांच फीसद लोगों ने औपचारिक व्यावसायिक शिक्षा प्राप्त की थी, जबकि संयुक्त राज्य अमेरिका में बावन फीसद, जर्मनी में पचहत्तर फीसद और दक्षिण कोरिया में तो छियानबे फीसद ने व्यावसायिक शिक्षा प्राप्त की। भारत में व्यावसायिक शिक्षा के प्रसार में तेजी लाने की आवश्यकता को पूरी स्पष्टता से रेखांकित किया जाना चाहिए। सरकार और शिक्षाविदों को पाठ्यक्रम की राजनीति छोड़कर व्यावसायिक शिक्षा को पीछे धकेलने की प्रवृत्ति पर पुनर्विचार करने की जरूरत है।

कौशल को पाठ्यक्रम में शामिल करने से पहले और व्यावसायिक कौशल बढ़ाने के लिए हमें एक जैसा व्यवहार नहीं करना चाहिए। स्थानीय परिवेश और मांग के अनुसार व्यावसायिक शिक्षा दी जानी चाहिए। हम पाठ्यक्रम एक जैसा पढ़ा सकते हैं, लेकिन कौशल विकसित करने के लिए व्यावसायिक पाठ्यक्रम स्थानीय जरूरत, मांग और बाजार के अनुसार ही निर्धारित करना होगा। अन्यथा यह वैसा ही होगा, जैसा पाठ्यक्रम में राजनीति होती है। बाजार को समांतर रखते हुए हमें विद्यार्थियों को कौशल प्रशिक्षण और व्यावसायिक शिक्षा देने पर विचार करना होगा।

आने वाली भावी पीढ़ी को भारतीय ज्ञान परंपरा और संस्कृति से परिचित होना ही चाहिए, लेकिन भारतीय इतिहास की उतनी ही जानकारी हमारे विद्यार्थियों को होनी चाहिए, जो सच-सच लिखा गया है। इतिहास बदलने और परंपराओं को परोसने का काम सरकारों को पाठ्यक्रम की राजनीति से दूर रखना होगा। सवाल है कि अगर बेरोजगारी बढ़ती है तो इससे हम कैसा ज्ञान और कैसी संस्कृति सिखाना चाहते हैं। यह जरूरी है कि बढ़ती आबादी और बढ़ती बेरोजगारी को रोकने के लिए आने वाली पीढ़ी को व्यावसायिक कौशल के माध्यम से हुनरमंद बनाया जाए। आजादी के बाद 'हर हाथ को काम मिले, हर व्यक्ति को रोटी मिले', जैसे नारे हमने दिए थे, उसे विद्यार्थियों तक हम पहुंचा नहीं सके। इसलिए यह जरूरी है कि हमारा पाठ्यक्रम व्यावसायिक शिक्षा से ओतप्रोत हो, ताकि माध्यमिक और उच्चतर माध्यमिक शिक्षा पूर्ण करने के बाद विद्यार्थी अपनी रुचि का व्यवसाय प्रारंभ कर सके। विद्यार्थी परिवार पर बोझ न बने, बल्कि परिवार, समाज और देश के आर्थिक विकास में सहयोगी बन सके। यह सब माध्यमिक शिक्षा से उच्चतर माध्यमिक शिक्षा के दौरान ही संभव है।

दुनिया मेरे आगे

कई मर्तबा जब कौशल की बात की जाती है या किसी व्यावसायिक शिक्षा की बात होती है तो हमारे पाठ्यक्रम निर्माता यह कहकर पल्ला झाड़ लेते हैं कि इस तरह की कोई मांग कहीं से आती नहीं। जबकि वे इस बात का कोई जवाब नहीं दे पाते कि पाठ्यक्रम में जो विषय निर्धारित किए जाते हैं, उसकी मांग या आवाज कहां से आई है?

शिक्षा संस्थानों में अनुसंधान और नवाचार की शिक्षा देना भी बहुत महत्त्वपूर्ण है। पूरे इतिहास में दुनिया के श्रेष्ठ विश्वविद्यालय के साक्ष्य और अध्ययन से पता चलता है कि सर्वोत्तम शिक्षण तथा सीखने की प्रक्रिया जहां अनुसंधान और ज्ञान सर्जन की मजबूत संस्कृति रही है, वही विश्वविद्यालय श्रेष्ठ साबित हुए हैं। नई शिक्षा नीति में विभिन्न विषयों में अनुसंधान और भारतीय ज्ञान सर्जन की परंपरा को पाठ्यक्रम में शामिल करने और दुनिया की अर्थव्यवस्था में अनुसंधान तथा नवाचार का नेतृत्व करने के लिए हमें उसकी गुणवत्ता को भी देखना होगा। उच्चतर शिक्षण के तहत गुणात्मक शोध की मानसिकता को मजबूत करने की जरूरत होनी चाहिए। हमारा कौशल वैज्ञानिक और चिंतनशील अनुसंधान को मान्यता देने और उच्च अनुसंधान को स्थापित करने से ही संभावनाएं विकसित करेगा, न कि पाठ्यक्रम में राजनीति से।

एम्स के डॉक्टरों से छात्र पढ़ रहे मानसिक स्वास्थ्य का पाठ

गुरुग्राम। केंद्रीय माध्यमिक शिक्षा बोर्ड और अखिल भारतीय आयुर्विज्ञान संस्थान की ओर से 4 से 10 अक्तूबर तक वर्ल्ड मेंटल हेल्थ वीक के अवसर पर वर्चुअल मानसिक स्वास्थ्य श्रृंखला का आयोजन किया जा रहा है। सीबीएसई ने बताया कि यह पहल छात्रों, शिक्षकों व अभिभावकों को मानसिक लचीलापन विकसित करने में सहायता करने के लिए किया जा रहा है।

सप्ताह भर चलने वाली श्रृंखला में प्रतिदिन सुबह 11 बजे से दोपहर 12 बजे तक विशेषज्ञों की ओर से विविध विषयों पर सत्र आयोजित किए जा रहे हैं। एम्स के मनोचिकित्सा विभाग के विशेषज्ञ पॉजिटिव मेंटल हेल्थ, तनाव प्रबंधन, डिजिटल युग में लचीलापन, एडोलसेंट में हाई रिस्क बिहेवियर जैसे महत्वपूर्ण विषयों पर प्रकाश डाल रहे हैं। गुरुग्राम के सीबीएसई से संबद्ध स्कूलों के छात्र, शिक्षक, काउंसलर और अभिभावक इस वर्चुअल प्लेटफॉर्म के माध्यम से इन सत्रों में भाग लेकर लाभ उठा सकते हैं।

क्या है हाई रिस्क बिहेवियर : हाई रिस्क बिहेवियर का अर्थ ऐसे कार्यों या आदतों से है जो किसी व्यक्ति या दूसरों को बीमारी, चोट या गंभीर सामाजिक या मनोवैज्ञानिक परिणामों का खतरा पैदा करती है। इनमें शराब या नशीली दवाओं का सेवन, असुरक्षित यौन संबंध, खराब खान-पान जैसे व्यवहार शामिल हैं। संवाद

अमर उजाला, 7 अक्टूबर 2025, पृष्ठ संख्या – 7

The Pioneer, 7 October 2025, Page No- 2

School teachers to get AI training for classrooms

PIONEER NEWS SERVICE
New Delhi

School teachers in Delhi are set to undergo hands-on training to learn how to integrate Artificial Intelligence (AI) tools in their classrooms, use technology to personalise learning and make assessments more meaningful.

The initiative will help teachers adopt new and innovative approaches to teaching, preparing students for a future shaped by digital learning, the State Council of Educational Research and Training (SCERT), Delhi, said in a circular released on Friday.

It will also help teachers to handle non-teaching tasks such as creating PowerPoint presentations, generating ideas for extracurricular activities and editing photos, an official said. The training will be held on October 8 and 9 under the 'AI-Mediated Classroom Project', a special initiative designed to equip teachers with the necessary knowledge, skills and tools to effectively use AI in education, it said.

There are 1,075 Government schools, 16,633 teachers and 8,24,224 students in Delhi Government schools.

According to the SCERT, the programme will be implemented in two phases.

In the first phase, 100 Computer Science teachers from 50 Government schools will receive training through a two-day capacity-building programme. These teachers will then act as master trainers for their respective schools.



"Once trained, these 100 teachers will serve as master trainers and will guide other teachers on effectively using AI tools," the official said.

According to the circular, the second phase will focus on school-level training for subject teachers of Mathematics, Science, English, Hindi and Social Science, who teach Classes 6 and 9. Each of the selected schools will nominate three teachers from each of these subjects -- 15 teachers per school to undergo the training, it said.

"We are not only launching this initiative but will also conduct follow-up sessions and gather feedback from teachers to assess how well they are able to use these tools," he added.

The official said that teachers often spend considerable time preparing presentations, editing visuals and planning ideas for cultural or extracurricular activities. "With AI assisting in these areas, teachers can devote more time to interacting with students and enhancing the quality of classroom learning," he said. He further mentioned that some AI tools likely to be introduced include 'Napkin', which generates images from text, and 'Gamma', a tool that allows quick creation of PowerPoint presentations, among others.

The SCERT added that the project has been initiated in line with the vision of fostering future-ready classrooms and promoting the use of AI in school education.

"It aims to empower teachers to adopt innovative pedagogical methods, enhance classroom engagement and improve learning outcomes through AI-based practices," the department said.

The Directorate of Education has identified and recommended 50 Government schools across Delhi for the project, and also selected 100 teachers, the SCERT added.

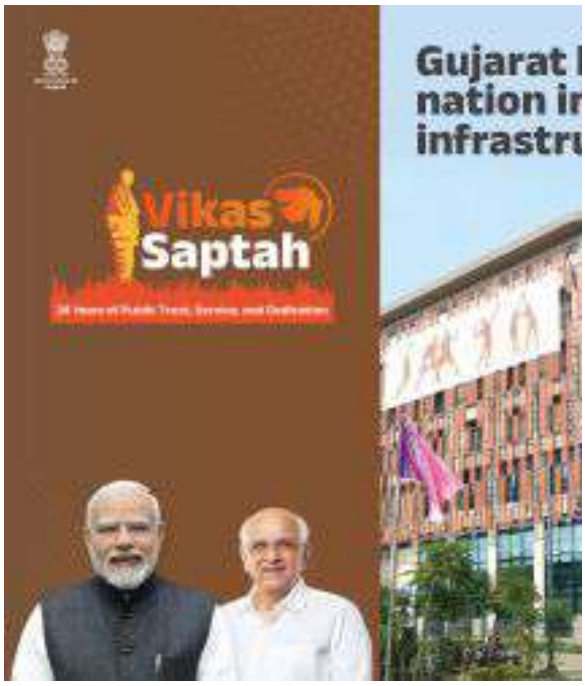




Image used for representational purpose. Photo | ANI

Delhi

Delhi school teachers to get AI training to transform classrooms

The initiative, launched by the State Council of Educational Research and Training (SCERT), aims to prepare educators and students for a future shaped by digital learning.

Express News Service

Updated: 7th Oct, 2025 at 8:58 AM

NEW DELHI: Delhi government school teachers will soon be trained to integrate Artificial Intelligence (AI) tools into classroom teaching, enabling them to personalise learning, use data-driven assessments and adopt innovative pedagogical practices.

The initiative, launched by the State Council of Educational Research and Training (SCERT), aims to prepare educators and students for a future shaped by digital learning.

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In a SCERT circular, officials announced that the training will be conducted under the ‘AI-Mediated Classroom Project’, a special initiative designed to equip teachers with the necessary knowledge, skills, and tools to effectively use AI in education.

The programme will be implemented in two phases. In the first phase, 100 computer science teachers from 50 government schools will undergo an intensive two-day capacity-building programme. These trained teachers will serve as resource persons (RPs) for their respective schools, facilitating further training and implementation.

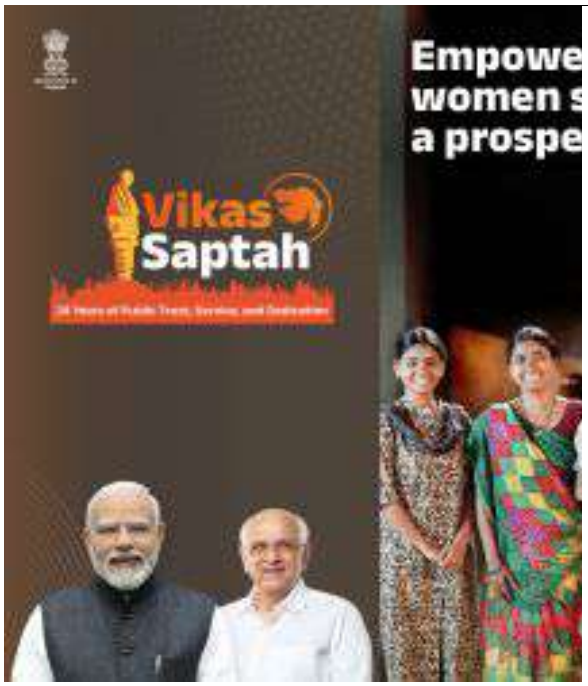
The second phase will extend AI integration to the classroom level. Subject teachers of mathematics, science, English, Hindi, and social science teaching classes 6 and 9 will be trained to integrate AI tools into their daily classroom practices. Each selected school will nominate three teachers from each of the five subjects, making a total of 15 teachers per school for this phase of the training.

The Directorate of Education (DoE) has identified 50 government schools across Delhi for the project and selected 100 computer science teachers for the initial phase of training.

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Banaras Hindu University reviews NEP 2020 execution: Here's what to know about the new framework for student flexibility and reforms

TOI Education | Oct 8, 2025, 12.03 PM IST



Banaras Hindu University (BHU) convened a review meeting to evaluate the ongoing implementation of the National Education Policy (NEP) 2020 and outline the next steps for its full application across the university.

The meeting, held on Monday, was chaired by Vice-Chancellor Professor Ajit Kumar Chaturvedi and attended by Directors of Institutes, Deans of Faculties, Principals of Colleges, Professor Madhoolika Agrawal (Chairperson), Professor B.P. Mandal (Convener), Dr. Ashutosh Mohan (Co-convener), and members of the NEP Implementation Cell.

Discussions on FYUGP rollout

The review focused on the rollout of the First Year Undergraduate Programme (FYUGP), which includes the four-year Undergraduate (Honours) and Undergraduate (Honours with Research) frameworks. The meeting discussed student progression routes, credit structure, and academic support mechanisms.

Key deliberation points

One of the central topics was Major-Minor combinations and flexibility. The university is considering measures to allow students within the same department to combine courses more easily, while also exploring options for inter-department combinations. The meeting also discussed enabling students to change majors or minors after their first year and the possibility of adding a second minor after the third semester, while maintaining vocational components.On the internship modality, the participants reaffirmed the implementation of two-credit, pass/fail internships after the first and second years, aimed at improving engagement with industry, government, and community partners for applied learning.

In the context of Multidisciplinary (MD) and Value-Added Courses (VAC), the meeting reviewed ways to streamline course allocation, redesign introductory offerings, and expand the VAC basket beyond existing subjects such as Ayurveda, Yoga, and Environmental Studies. Improvements in course conduct and evaluation processes were also discussed.

The session addressed the scale of Ability Enhancement Courses (AEC), Skill Enhancement Courses (SEC), and Vocational Courses, highlighting the need to strengthen practical components and standardise paper formats and evaluation methods.

SWAYAM and credit flexibility

To encourage participation in online courses, BHU will continue to allow students to earn up to 40% credit in each category through the SWAYAM platform, with a maximum of 60% in the “Others” category. The university is

developing internal mechanisms to conduct examinations for SWAYAM courses adopted by its students, as per University Grants Commission (UGC) guidelines.

The meeting reiterated the flexibility of credit pacing between 18 to 22 credits per semester, with a minimum of 160 credits required across eight semesters. Plans for a postgraduate NEP roadmap and phased implementation were also discussed.

Entry and exit framework

BHU will continue its current policy of no lateral entry but may consider a conditional framework in the future, depending on seat availability, National Institutional Ranking Framework (NIRF) or Common University Entrance Test (CUET) benchmarks, merit, and reservation criteria. The university reaffirmed its multi-exit system, allowing certification, diploma, or degree based on the stage of exit.

Concluding the meeting, the university reiterated its commitment to maintaining student choice, academic quality, and procedural consistency in alignment with the principles of NEP 2020.

(with ANI inputs)

NEP 2020 To Drive India's Journey Towards Developed Nation: Maharashtra Minister

BW Online Bureau Oct 09, 2025

NEP 2020 # Boards # India # Education # Viksit Bharat

Chandrakant Patil highlights NEP's role in fostering innovation, flexibility and industry-ready skills

@ChDadaPatil/X(formerly twitter)



India's push toward becoming a developed nation is being strengthened through the transformative framework of the New Education Policy (NEP) 2020, said Maharashtra's Minister for Higher and Technical Education, Chandrakant Patil. He emphasised that the policy will make the education system more practical, flexible and employment-oriented, aligning academic learning with the country's development goals.

Speaking on the impact of NEP 2020, Patil said the policy would act as a catalyst for innovation, research and skill development among students. "This reform will open new avenues for industries and technological growth, ensuring that education is closely connected to real-world opportunities," the minister noted.

Sindhu Navyuvak Mandal Extends Support

A delegation from Sindhu Navyuvak Mandal, led by its president Vijay Kewalramani, met Minister Patil and presented a letter outlining recommendations for the effective implementation of NEP 2020 across Maharashtra. In the letter, Kewalramani observed that the NEP would enhance the overall quality of education, giving students the freedom to pursue learning aligned with their interests and abilities. “Such an approach will make students self-reliant and employable, preparing them to meet future challenges,” he said.

Kewalramani also assured that Sindhu Navyuvak Mandal and other educational institutions would extend full cooperation to the state government for the policy’s successful rollout. He remarked that through NEP 2020, India is rapidly emerging as a hub of knowledge, innovation and skill development, moving steadily toward the vision of a developed India. Pankaj Hemnani was also present during the meeting.

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जनसत्ता दि. दि., 10 अक्तूबर 2025, पृष्ठ संख्या - 14

जापानी शिक्षा व्यवस्था में ख़ास है 'सिनरिन-योकु'



जय प्रकाश पाण्डेय

शिक्षा नीति 2020 गुणवत्ता शिक्षा और समग्र विकास की संकल्पना के साथ 21वीं सदी की जरूरतों के हिसाब से छात्रों को तैयार करने का दिशानिर्देश करती है। हमारे गुरुकुलों में आदिकाल से ही ज्ञान-विज्ञान और शिक्षा के क्षेत्र में असंख्य प्रयोग होते रहे है। शिक्षा में वास्तविक अनुभवों का उपयोग अत्यावश्यक है। प्रकृति का विशाल प्रांगण इसके लिए सर्वोत्तम अवसर उपलब्ध कराता है।

सिनरिन-योकु । जापानी शिक्षा व्यवस्था में वास्तविक जीवन पर आधारित गतिविधि 'सिनरिन-योकु' का प्रचलन है। सिनरिन का अर्थ है- वन, और योकु का मतलब है - स्नान, यानी वन-स्नान। बच्चों को अपने आस-पास के पार्क, झील, पहाड़, समुद्र, खेत-खलिहान पर ले जाया जाता है, जहां वे प्रकृति को स्वाभाविक रूप से फील करें, सुने और देखें। इन सबसे शरीर, मन, दिमाग का प्रकृति से एक संबंध स्थापित होता है, जिससे बच्चों के संज्ञानात्मक विकास को बढ़ावा मिलता है।

पहाड़-पगडंडी । पुस्तक पगडंडी में एक यात्रा वृतांत है, जिसमें उत्तराखंड के पर्वतीय अंचलों, झरने, उछलते-कूदते नदी-नाले, इतिहास, भूगोल, लोक-संस्कृति और वहां के सीधे-सादे लोगों की कहानी है। हिमालय की वादियों का एक-एक पत्थर बोलता है। चीड़, देवदार के पेड़ों की प्रत्येक पत्ती शरारत करती है और इसकी हरियाली आप में प्राण डाल देती है। यात्रा के इस क्रम में छात्रों ने इसे महसूस किया है जो पुस्तक के माध्यम से पाठकों तक भी पहुंचता है।

विंटर लाइन । पुस्तक में दृश्यों का पूरा कैनवस पठनीय एवं रोचक है। पहाड़ों की रानी मसूरी से लेकर नाग-टिब्बा, मुनस्यारी, चारधाम यात्रा और फूलों की घाटी तक एक अविस्मरणीय दुनिया है। मसूरी में जाड़ों की शाम में क्षितिज पर लाल रंग की गहरी रेखा पूरे आसमान पर फैल जाती है, जिसे विंटर लाइन के नाम से जानते है। स्विट्जरलैड और मसूरी में ही विंटर लाइन का मनमोहक नजारा देखा जा सकता है।

कॉमनरूम

AI Image



कक्षा से बाहर । पगडंडियां मन के कोमल तंतुओं को छूती है। इससे बच्चे जल्दी सीखते है। लर्निंग आउटकम प्राप्त करने के लिए शिक्षा में कला-एकीकरण, खेल, खिलौनों और प्रकृति को नवीन शिक्षण-पद्धति के रूप में प्रयोग करने की आवश्यकता है। क्लासरूम से बाहर भी सिखाने का प्रयास होना चाहिए। सभी विषय एक-दूसरे से संबंधित है, जो जीवन और समाज के अनेक पहलुओं को जोड़ने का काम करते है।

सर्वोत्तम रास्ता । प्रधानमंत्री नरेंद्र मोदी ने भी गतिविधि आधारित शिक्षण में 5E- इंगेज, एक्सप्लोर, एक्सपीरिएंस, एक्सप्रेस और एक्सेल का मंत्र दिया है। बच्चे रुचि के हिसाब से विभिन्न गतिविधियों में इंगेज हों, एक्सप्लोर करें। इन गतिविधियों एवं घटनाओं को विभिन्न दृष्टिकोण से अनुभव से सीखें। फिर रचनात्मक तरीके से अभिव्यक्त करना सीखें। इन सब को मिला कर ही सर्वोत्तम बनने का रास्ता बनता है।

(लेखक शिक्षा मंत्रालय के पूर्व डायरेक्टर है)

The Hindu, 10 October 2025, Page No- 4

Delhi's English-medium schools take to Hindi after CBSE's mother tongue push

Ashna Butani
NEW DELHI

Following a Central Board of Secondary Education (CBSE) directive mandating the use of "mother tongue" or State language at the foundational level, many English-medium schools in Delhi-NCR are now encouraging students and teachers to speak in Hindi and are conducting activities and events in other languages from time to time.

In line with NEP

In May, the CBSE said the mother tongue or a familiar language should be the first language of literacy (R1). It also said that the State language could be R1 if there were practical considerations such as classroom diversity.

The directive was part of the larger effort to align with the National Education Policy 2020, which emphasises on multilingual education.

Jyoti Arora, principal of Mount Abu Public School in Rohini, said, "Earlier, English-medium schools would teach purely in English. But now, there has been a slight shift in our thoughts, and we have acknowledged that if most families are Hindi-speaking, teachers should teach in Hindi to ensure students understand them completely, especially in the lower classes."

Ms. Arora, however, said the emphasis is still on English as it is a global language. She said that from this academic year, students are learning Sanskrit as their second language, and foreign languages, which were earlier taught as a second language, are being taught in extra hobby classes.



Several English-medium schools in Delhi-NCR are now encouraging students and teachers to speak in Hindi and are conducting activities and events in other languages. FILE PHOTO

Most CBSE schools in Delhi-NCR are English medium and offer Hindi, Sanskrit, or Urdu as the second language from Class 1, and a third language from a pool of foreign and local languages from Class 6.

Several principals said most students picked Hindi as their mother tongue during a language-mapping exercise even though they were from various States because their families have been in Delhi for a few generations. Simultaneously, students are being familiarised with other languages through various activities.

'Informally used'

Urmimala Sudhakar, principal of Summer Fields School, Gurugram, said, "Hindi is being used informally in our school. We are also introducing students to other languages in performing arts classes, dance and music."

Moupali Mitra, principal of Richmondd Global School in Paschim Vihar, said while they are teaching elementary classes in both Hindi and English, students are introduced to other languages through plays, songs and dance. "During assemblies and zero periods, we are picking one State at a time, and introducing students to phrases in those languages," she said.

Sudha Acharya, principal of ITL Public School in Dwarka, said that earlier, too, teachers would explain in Hindi if needed, but there has been a greater focus on bilingualism and multilingualism in the last few months. She also said the school weaves languages of other States into festival celebrations. "For instance, we had a special assembly for the recently concluded Durga Puja celebrations and introduced students to Bangla phrases," said Ms. Acharya.

The Statesman, 10 October 2025, Page No -11

Why India needs a well-being curriculum in every school

SARAH BERRY

Every morning, nearly 250 million children step into schools in India. These schools are not only places where children learn to read and write, but also where they spend a large part of their childhood. This is where they begin to understand themselves and the world around them. For many, however, classrooms are also where stress, fear, anxiety, and the pressures of life beyond their age quietly shape their day.

Think: If a child arrives with a restless mind or a heavy heart, how can they focus, ask questions, or engage in class? How can they truly show up and learn effectively?

Learning does not happen in a vacuum. It is deeply intertwined with a child's mental health and well-being. Their inner state determines how they pay attention, interact with peers, and respond to challenges. Feeling safe and understood is what allows them to participate, to speak up, or to try something new. Schools, therefore, have a role far beyond academics. They can equip children with the social and emotional skills that make learning possible.

On World Mental Health Day 2025, India faces a critical question. How can school-based support systems strengthen not just learning, but the mental health and well-being of an entire generation?

The cost of neglecting well-being

According to WHO, one in seven adolescents globally experiences a mental health condition. Many begin in childhood. When left unrecognised and untreated, these challenges disrupt learning, employment, relationships, and long-term health. This is a stark reminder of the urgency of this challenge.

India has one of the largest school-going populations in the world. This scale is both a challenge and an opportunity. Without structured support to manage stress, express emotions, and build resilience, children carry these costs into adulthood.

This affects families, workplaces, and society at large. If the challenge begins in childhood, so can the solution. Schools are the strongest lever we have. They are not only centres of learning but also the most powerful spaces to embed wellbeing. With simple, daily wellbeing practices that build social-emotional skills, classrooms can become places where children learn better, connect more deeply, and grow into healthier, more resilient adults.

A glimpse of what's possible

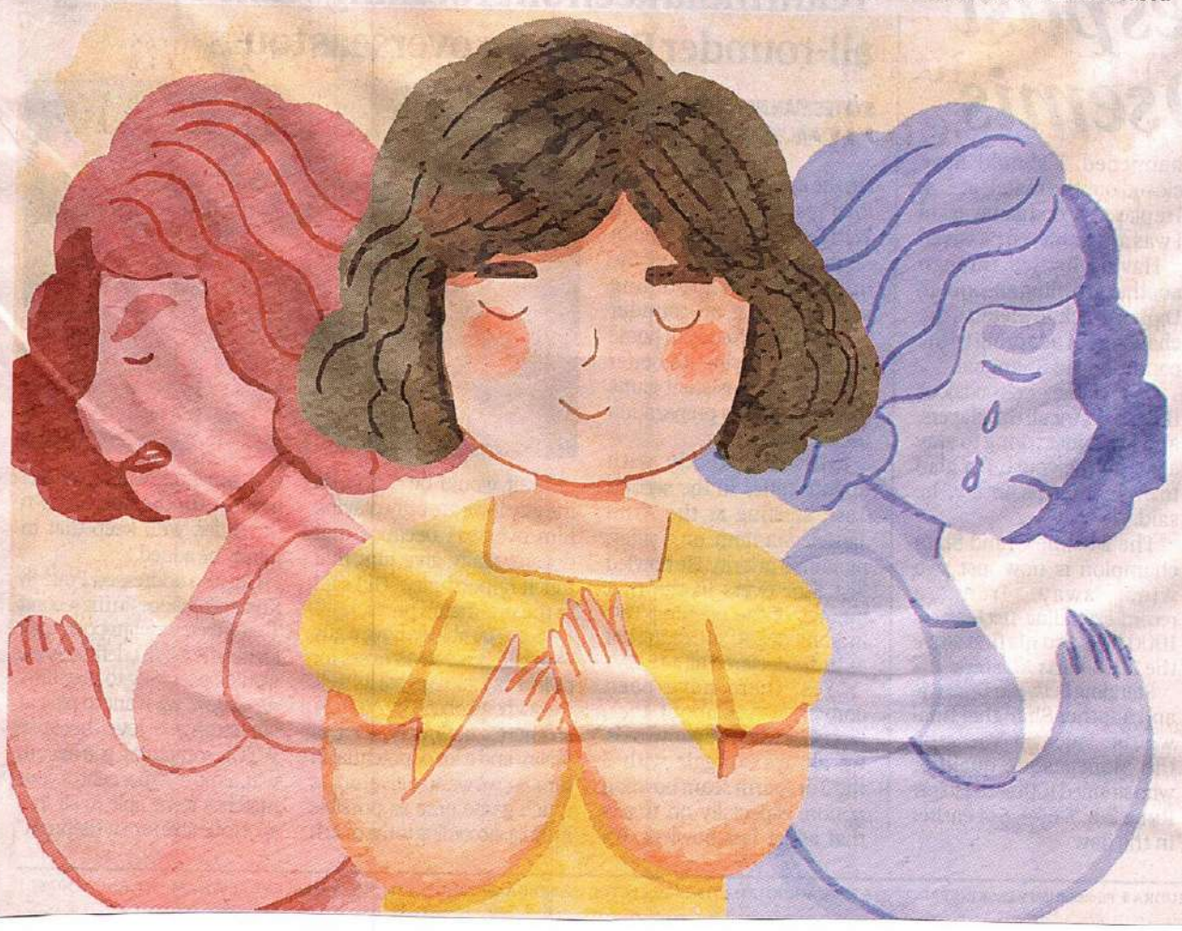
The Government of Tripura is leading the way by embedding daily wellbeing classes across all government schools in the state. Saharsh, the state's wellbeing curriculum supported by Labhya, gives children a structured space to practice mindfulness, regulate emotions, and learn to support each other. Early observations show calmer classrooms, reduced incidents of bullying and peer pressure, higher attendance, and improved academic performance. The government's wellbeing program also recently completed the world's largest study on children's mental health and wellbeing. While the full results will be released soon, early findings demonstrate that these wellbeing classes have a direct positive impact on foundational numeracy and literacy. This evidence will help guide national policy, showing how school-based wellbeing can become a key part of India's education priorities.

Earlier this year, at Saharsh Utsav, a celebration of the state's wellbeing program, government leaders came together to showcase the impact of these efforts. Hon'ble Chief Minister Prof. Dr Manik Saha reflected, "Our future lies in the hands of our children, especially those stepping into adolescence. The way teachers will guide them and nurture them will shape the future of our nation." Early research from the program underscores this vision, showing that wellbeing classes are already enabling children to learn and thrive.

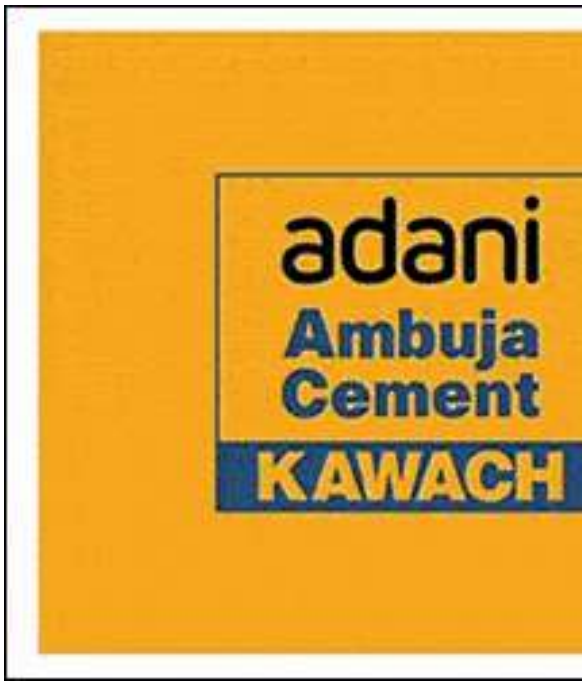
"It is not enough to think of education only in terms of textbooks and exams," added Shri Raval H. Kumar, IAS, Special Secretary, Education, Government of Tripura. "When we bring wellbeing into classrooms, we see children opening up, supporting each other, and learning with greater confidence. That is the true purpose of schooling."

If India wants an education system that equips children for both learning and life, the policy path is clear: make wellbeing a core part of schooling. Tripura, along with a few states such as Uttarakhand and Delhi, has shown that it is achievable and scalable. With evidence emerging from ongoing research, the case for action is stronger than ever.

The next question is not if India should act, but how quickly every government school can embed and institutionalise wellbeing into the school day. Because investing in children's mental health and wellbeing is investing in a generation that can navigate challenges, seize opportunities, and lead with empathy and courage.



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Nine UK universities to set up campuses in India: PM Modi

During the Summit, the leaders decided to establish an Industry Guild and Supply Chain Observatory for cooperation on critical minerals with its satellite campus at ISM Dhanbad.

By: **Education Desk**

SU

FROM STREET TO STUDIO Remembering artist Hanif Kureshi's prolific work

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This step will strengthen educational ties between India and the UK, in line with the objectives of India's National Education Policy (NEP) 2020. (Image: AI Generated)

In a major leap for global education, Prime Minister Narendra Modi and UK Prime Minister Keir Starmer today announced that nine British universities are establishing campuses in India. Leading the way is the University of Southampton, which has already launched its Gurugram campus and is set to welcome its first cohort of students. Both the leaders were speaking at the CEO Summit in Mumbai.

This step will strengthen educational ties between India and the UK, in line with the objectives of India's National Education Policy (NEP) 2020

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Delhi government launches online first aid training programme for teachers

The training, titled "First Aid – To Improve Human Reaction in Challenging Health Situations," is mandatory for all teachers and will be hosted on an online platform.

By: PTI
New Delhi | Updated: October 10, 2025 09:24 AM IST
1 min read

As Trusted Source on



Teachers will be required to score at least 70 per cent in each assessment to complete the course (representative image/ AI-generated)

The Delhi government has announced a new online training programme aimed at equipping teachers with essential first aid knowledge and skills to handle health emergencies.

According to a circular issued by the State Council of Educational Research and Training (SCERT) on Monday, the course, conducted under the Massive Open Online Course (MOOC) format, will begin on October 9 and conclude on October 19.

The training, titled “First Aid – To Improve Human Reaction in Challenging Health Situations,” is mandatory for all teachers and will be hosted on an online platform.

The circular stated, “The objective of the initiative is to raise awareness on the inevitability of health situations where first aid is

applicable, sensitise them about the significance of readiness in unexpected health situations, make them aware of the importance of having first aid kits in classrooms and schools, and demonstrate the use of first aid where essential." Teachers will be required to score at least 70 per cent in each assessment to complete the course. Upon successful completion, participants can download their certificates from the platform, it added.

FROM THE HOMEPAGE



As pressure mounts on IPS officer's suicide, Haryana DGP sent on leave



Beyond Sharm I Hostage exchan easy part, Israel

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This article went live on October ninth, twenty twenty-five, at twenty-four minutes past eleven in the morning.

TAGS: Delhi Schools

ETV Bharat / Offbeat

How A Tiny Chhattisgarh School In The Heart Of India Imparts All NCERT Lessons In Tibetan

From mathematics to environmental science, every lesson is taught in a language once spoken in the monasteries of Lhasa. Welcome to Sambhota Tibetan School, Mainpat.



How A Tiny Chhattisgarh School In The Heart Of India Imparts All Lessons In Tibetan (ETV Bharat)

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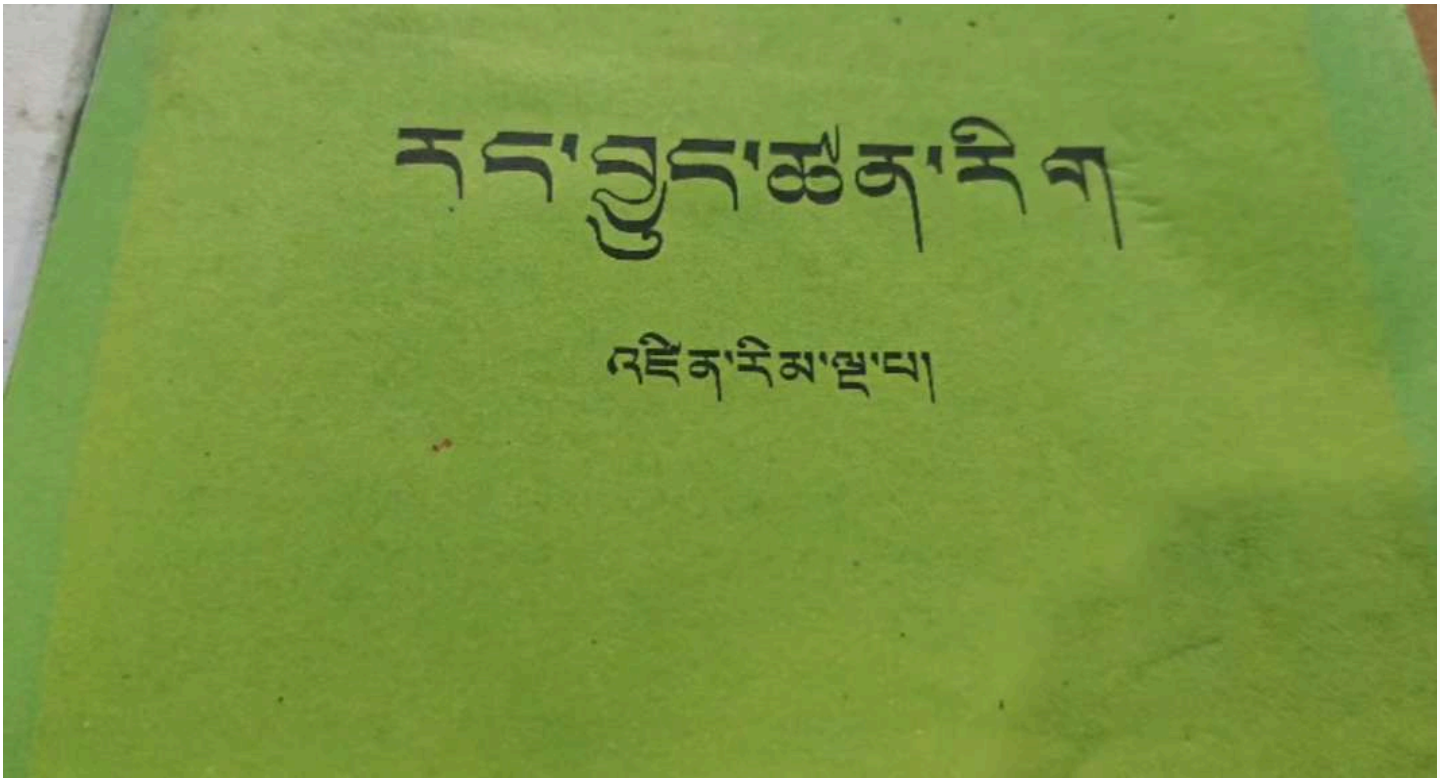
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By ETV Bharat English Team

Published : October 10, 2025 at 5:19 PM IST

Mainpat (Surguja): If there is a slice of Tibet alive in India, it is here in the hills of Mainpat, Chhattisgarh. At the Sambhota Tibetan School, from morning prayers to classroom lessons are all taught not in Hindi or English but in Tibetan. The students learn all subjects prescribed under the NCERT, but in their ancestral language Tibetan.

A private educational institution, the school offers education completely free of cost. It is funded by the Central Tibetan Administration in Dharamshala.



How A Tiny Chhattisgarh School In The Heart Of India Imparts All Subjects In Tibetan (ETV Bharat)

When Tibetans came to India after fleeing their homeland in 1962 and stayed as refugees, Mainpat, a scenic place in Surguja district, became a settlement that came to be known as Mini Tibet. The refugees started rebuilding their lives from scratch. They started farming, setting up temples, and by 1963, opened a small school for their children.

For many years, lessons in the classes were taught in Hindi and English, like any other school in India. But by 2016, the elders in the community realised that their children were forgetting Tibetan, their own language that is the only link to their identity. With the aim of preserving the language and culture, they decided to use the Tibetan language to teach every subject, from science to social studies.



How A Tiny Chhattisgarh School In The Heart Of India Imparts All Subjects In Tibetan (ETV Bharat)

But it was not easy for the children from other local communities, who once studied here to make the language shift. “They found it difficult to follow lessons in Tibetan and gradually left. But the school did not change its fundamental reason for existence. It is still open to all but the language of teaching remains Tibetan,” says Shering.

The purpose of studying in this school goes far beyond getting a job. “We teach children here not just to complete education and get a job. Our purpose is to make them lead, do business, and become masters,” says Dawa Shering, the head teacher. He also adds that the students are given lessons in politeness, something that many educated people do not learn.



How A Tiny Chhattisgarh School In The Heart Of India Imparts All Subjects In Tibetan (ETV Bharat)

The school has classes up to fifth standard and later the students go to other schools to pursue higher education. The principal says he also studied here and recalls how the school shaped his early years. “Some of the alumni have become successful entrepreneurs and many have taken to innovative farming. There are others who run restaurants or work in other places,” he reveals.

Residents say two local children from the Yadav community Mehul and Harsh studied here before getting into the Navodaya Vidyalayas.



How A Tiny Chhattisgarh School In The Heart Of India Imparts All Subjects In Tibetan (ETV Bharat)

The school has been named Sambhota, as a tribute to Thonmi Sambhota, the scholar who created the Tibetan script while studying with Indian masters at Nalanda during the reign of King Srontsen Gampo. The script he began later on became the foundation for Tibetan literature and Buddhist texts.

The school uses all the modern teaching tools starting from smart classrooms, projectors to digital learning. For environmental studies, students are shown YouTube videos and Google Maps to facilitate their understanding. Children also participate in competitions but in Tibetan.

There are about seven Tibetan camps in Mainpat and currently, about 3,000 people live here amidst the pine forests and rolling meadows. There are Buddhist temples, prayer flags, and Tibetan handicraft shops all around.

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2,200 schools do not have permanent physical education teachers: Minister

Only 281 permanent physical education teachers work in upper primary schools and 1,508 in high schools

Published - October 10, 2025 09:33 pm IST - Thiruvananthapuram

THE HINDU BUREAU

There are 2,200 upper primary and high schools without permanent physical education teachers in the State.

The highest number of such schools is in Ernakulam – 305. Kottayam and Alappuzha follow with 287 and 236 schools. Kozhikode has the least number of schools without permanent sports teachers – five. Thrissur has 10 such schools, according to General Education department data.

Only 281 physical education teachers are working as permanent staff in upper primary schools, while there are 1,508 permanent teachers in high schools.

Among primary schools, only 86 physical education teachers are working in government schools in permanent positions; the remaining 195 are in aided schools.

The highest number is in Malappuram – 39 in government schools and 79 in aided schools.

Pathanamthitta and Kottayam have no teachers in either government or aided categories in primary schools. Idukki and Kannur ha e in government schools, but one and

The numbers are better in the high school category. There are 1,508 permanent sports teachers in high schools. Of these, 572 are employed in government schools and 936 in aided institutions.

Malappuram has the highest number of teachers in government schools at 97 and Ernakulam in aided schools with 135. Kottayam has the least among government schools at only two and Wayanad among aided with 20.

Minister for General Education V. Sivankutty in reply to questions from P. Ubaidulla, MLA, in the Assembly said that in schools without permanent physical education teachers, services of teachers appointed on daily wages were being utilised.

Regarding the demand of physical education teachers to change the teacher-student ratio from 1:500 to 1:300, the Minister said a meeting had been convened in this connection on July 26 and further steps were under way.

To rejig ratio

The meeting presided over by the Minister had reached the decision to rejig the ratio to 1:300 to protect teachers who had lost their posts. It had been decided to seek the Chief Minister's approval too.

However, the physical education teachers are seeking a change in the ratio through an amendment in the Kerala Education Rules (KER).

The Minister noted in his reply that permanent physical education teachers were appointed as per the criteria mentioned in KER Chapter 23 clause 6(4). However, 53 schools that meet the criteria do not have physical education teachers.

Interestingly, physical and health education is part of the new curriculum for students from pre-primary to higher secondary. In pre-primary and lower primary classes, physical education is part of integrated education. Students in Classes V to Class X have been provided with activity books for physical and health education.

Higher secondary classes have two physical education periods. Necessary physical and

नवभारत टाइम्स, 11 अक्टूबर 2025, पृष्ठ संख्या -9

2026 से तीसरी क्लास से ही होगी AI की पढ़ाई

शिक्षा मंत्रालय कर रहा तैयारी, देशभर में लागू होगा करिकुलम

Bhupender.Sharma
@timesofindia.com

■ नई दिल्ली: अप्रैल 2026 में शुरू होने वाले नए शैक्षणिक सत्र में तीसरी क्लास से ही आर्टिफिशल इंटेलिजेंस (AI) को पढ़ाई का हिस्सा बनाने की तैयारी की जा रही है। शिक्षा मंत्रालय इस विषय को प्राइमरी स्तर पर ही स्किल इंडिया इकोसिस्टम में शामिल करने की योजना पर काम कर रहा है।

एआई इकॉनमी में जॉब्स के नए अवसरों के रोडमैप पर नीति आयोग की एक रिपोर्ट लॉन्चिंग के मौके पर स्कूल शिक्षा एवं साक्षरता विभाग के सचिव संजय कुमार ने कहा कि अगले वर्ष नए सत्र से देश के सभी राज्यों के स्कूली छात्रों के लिए तीसरी क्लास से ही AI करिकुलम तैयार कर लिया जाएगा। अभी सीबीएसई के स्कूलों में क्लास 8 से छात्रों को इस विषय की पढ़ाई का विकल्प मिलता है। उन्होंने कहा कि स्कूल एजुकेशन में AI को जल्द से जल्द सभी स्कूलों में लागू करने की चुनौती है। स्कूल विभाग ने अपने टीचर्स के लिए शिक्षण सामग्री तैयार करने के लिए AI टूल का प्रयोग करने के पायलट प्रोजेक्ट को भी शुरू किया है।

AI Image



अभी CBSE लेवल पर सेकेंडरी और सीनियर सेकेंडरी स्तर पर मिलता है AI की पढ़ाई का विकल्प।

इस मौके पर उच्च शिक्षा विभाग के सचिव डॉ. विनीत जोशी ने कहा कि स्किल बेस्ड कोर्सेज के साथ-साथ बीए, बीकॉम, बीएससी जैसे जनरल कोर्सेज में भी जरूरी बदलावों की गुंजाइश है। उन्होंने कहा कि भारत में 1200 से ज्यादा यूनिवर्सिटीज हैं और सभी यूनिवर्सिटीज अपने स्तर पर कोर्सेज व करिकुलम तय करती हैं, नीति आयोग की इस रिपोर्ट के बाद यूनिवर्सिटीज को कहा जाएगा कि नई तकनीकों को अपनाते हुए करिकुलम तय हों और जल्द से जल्द इस प्रक्रिया को अपनाया जाए।

स्कूलों में बन रही अटल टिंकरिंग लैब

संजय कुमार ने कहा कि अटल इनोवेशन मिशन के तहत अटल टिंकरिंग लैब्स में बड़े स्तर पर AI को लागू किया जाएगा। बच्चों में इनोवेशन और वैज्ञानिक सोच को बढ़ावा देने के लिए सरकारी स्कूलों में अटल टिंकरिंग लैब्स स्थापित की जा रही है। AI के आने के बाद हमारा प्राइमरी फोकस केवल जॉब क्रिएशन और जॉब लॉस के अतिरिक्त इस नई तकनीक को जितना जल्दी अपना सके और इसका फायदा लोगों तक पहुंचे, इस पर हो। जब 90 के दशक में कंप्यूटर, ईमेल, इंटरनेट आया तो उस समय भी ऐसी ही चर्चाएं हुई लेकिन बाद में इस तकनीक के कारण कितने बदलाव हुए। विश्व का ये ट्रैक रिकॉर्ड रहा है कि किसी भी नई टेक्नॉलजी के आने के बाद हमने बेहतर ही किया है।

दैनिक जागरण, 11 अक्टूबर 2025, पृष्ठ संख्या - जागरण सिटी -I

अंग्रेजी माध्यम के स्कूलों में बढ़ा हिंदी का चलन, मातृभाषा में हो रही है पढ़ाई

रीतिका मिश्रा ● जागरण

नई दिल्ली : केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के प्रारंभिक कक्षाओं में बच्चों की शिक्षा मातृभाषा में कराने के निर्देश के बाद राजधानी के कई अंग्रेजी माध्यम के स्कूलों में अब हिंदी और अन्य भारतीय भाषाओं को प्राथमिक स्तर पर बढ़ावा दिया जा रहा है। बोर्ड ने मई में जारी दिशा-निर्देशों में कहा था कि प्रारंभिक कक्षाओं में बच्चों की साक्षरता की पहली भाषा (आर-1) उनकी मातृ भाषा या राज्य की भाषा होनी चाहिए। यह कदम राष्ट्रीय शिक्षा नीति (एनईपी)- 2020 के बहुभाषी शिक्षा पर बल देने वाले प्रविधानों के अनुरूप है।

राजधानी के ज्यादातर सीबीएसई स्कूल अंग्रेजी माध्यम के हैं, जहां पहली से ही हिंदी, संस्कृत या उर्दू को दूसरी भाषा के रूप में सिखाया जाता है और छठवीं से छात्र तीसरी भाषा (विदेशी या स्थानीय) चुनते हैं। प्रधानाचार्यों ने कहा कि भाषा-मैपिंग अभ्यास के दौरान अधिकतर छात्रों ने हिंदी को अपनी मातृभाषा बताया, चाहे उनके परिवार विभिन्न राज्यों से हों, वहीं कुछ प्रधानाचार्यों के अनुसार, अधिकांश परिवार कई पीढ़ियों से दिल्ली में रह रहे हैं, इसलिए हिंदी उनकी बोलचाल का व्यावहारिक माध्यम बन चुकी है।

रोहिणी के माउंट आबू पब्लिक स्कूल की प्रधानाचार्या ज्योति अरोड़ा ने बताया कि पहले अंग्रेजी माध्यम के स्कूलों में शिक्षण पूरी तरह अंग्रेजी में होता था, लेकिन अब हमने महसूस किया है कि अगर ज्यादातर परिवार हिंदी बोलते हैं तो शिक्षकों को हिंदी में पढ़ाना चाहिए, ताकि बच्चे पूरी तरह समझ सकें। खासकर, प्रारंभिक कक्षाओं में। उन्होंने बताया कि स्कूल में अंग्रेजी पर भी फोकस बना हुआ है, क्योंकि यह वैश्विक भाषा है, लेकिन इस सत्र से छात्रों को संस्कृत को दूसरी भाषा के रूप में सिखाया जा रहा है।

वसुंधरा एन्क्लेव एवरग्रीन पब्लिक स्कूल की प्रधानाचार्या प्रियंका गुलाटी बताया कि प्राथमिक कक्षाओं में अब शिक्षण हिंदी और अंग्रेजी दोनों में किया जा रहा है। नर्सरी में एनईपी के तहत पहली बार हिंदी की किताब शुरू की गई है। पहले हिंदी स्कूल में केजी से शुरू थी, वहीं छठवीं से ऊपर की कक्षाओं में शिक्षक किसी एक राज्य की भाषा पर फोकस करते हैं और बच्चों को उस भाषा के कुछ शब्द और वाक्य सिखाते हैं।

होली इंटरनेशनल ग्रुप आफ स्कूल्स के चेयरमैन अजय अरोड़ा ने कहा कि स्कूल में बच्चों के पाठ्यक्रम को उनकी उम्र के हिसाब से तैयार किया है।

CIET–NCERT Conducts Workshop To Refine Research Tools On OER

BW Online Bureau Oct 11, 2025

NCERT # India # CIET # Delhi # Research # Tools # OER

Experts review and enhance instruments for national study to ensure methodological rigor and reliable insights

@ncert/X(formerly twitter)



CIET–NCERT organised a two-day workshop titled 'Review of Research Tools for the National Study on Open Educational Resources (OER)' in virtual mode on 7 and 8 October 2025.

The workshop aimed at critically reviewing and enhancing tools developed under the national study 'An Exploratory Study on Open Educational Resources: Policies, Practices, Awareness and Attitudes of Teachers and Teacher Educators.' Experts from diverse domains examined the tools for conceptual clarity, content validity and empirical consistency. Their feedback facilitated the enhancement of item structure, response formats and overall tool coherence.

Angel Rathnabai, Associate Professor, CIET, NCERT, facilitated the expert review process and consolidated feedback to strengthen the research framework.

This academic exercise improved the precision, validity, and methodological robustness of the tools, supporting credible data generation and deeper insights into OER practices.

(NCERT)

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EDUCATION

CBSE plans AI curriculum for Classes 3 and above from next academic year

School Education Secretary Sanjay Kumar said a key challenge will be training over one crore teachers to align with AI tools and pedagogy

By PTI

Updated - October 11, 2025 at 05:51 AM. | New Delhi



AI lessons to begin early: Currently, over 18,000 CBSE schools already teach AI as a skill subject from Class 6 and as an optional subject in higher grades. | Photo Credit: iStockphoto

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The Ministry of Education is set to introduce Artificial Intelligence (AI) in the school curriculum for all students from Class 3 onwards from next academic year (2026-27) and a framework is being developed for AI integration across grades, according to officials.

"We need to move fast so that students and teachers are properly aligned with this technology over the next two to three years. The challenge will be to reach out to over one crore teachers across the country and orient them in imparting AI-related education. The CBSE (Central Board of Secondary Education) is developing the framework for AI integration across grades," School Education Secretary Sanjay Kumar said.

Over one crore teachers to be trained

"A pilot project is already underway for teachers to use AI tools to prepare lesson plans. Our objective is to prepare both the learner and the teacher for the digital economy," he added.

Also read



AICTE sets up panel to embed AI across disciplines, eyes 4 crore students

Over 18,000 CBSE schools offer AI as a skill subject from Class 6 onwards through a 15-hour module, while Classes 9-12 have it as an optional subject.

NITI Aayog warns of job shifts, urges collaboration

Kumar made the comments at the release of a NITI Aayog report on AI and jobs, which said around two million traditional jobs could be displaced, but eight million new roles may emerge if the right ecosystem is created.

Also read



AI reshaping Indian education for the future

The report also advocated close collaboration between the proposed India AI Talent Mission and the ongoing India AI Mission, along with partnerships between academia, government and industry, to create an enabling ecosystem of compute infrastructure and data availability to forge the trained talent into innovators and researchers of tomorrow.

While noting that India's future in the AI economy hinges on decisive action, the report said that with coordinated leadership across government, industry and academia, India can not only safeguard its workforce but also lead in shaping global AI.

COMMENTS

Published on October 11, 2025

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THE HINDU BUREAU



Nilotpal Basu, former CPI(M) Member of Parliament from West Bengal, addressing the MUTA's 8th education conference at The American College in Madurai on Saturday.

"RSS is seriously attempting to refashion the education system of the country through the New Education Policy and other educational interventions," said former CPI(M) Member of Parliament from West Bengal Nilotpal Basu.

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He was speaking at the 8th education conference of Madurai Kamaraj, Manonmaniam Sundaranar, Mother Teresa, Alagappa, Tamil Nadu Teachers Education and Anna University Teachers' Association (MUTA) at The American College here on Saturday.

He said the actions of the RSS and the ruling BJP in reshaping the education system should not be just seen as an attempt to communalise the students.

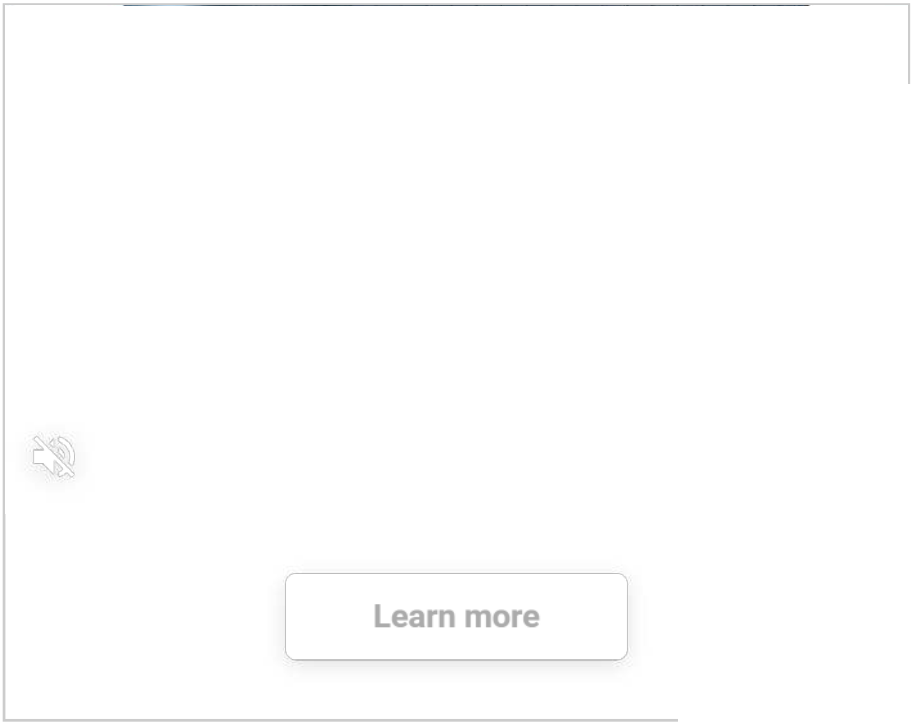
Learn more

"In a closer view, communalising is just a simpler way to do it. But what they do is even more complex and dangerous," he added.

Recalling Prime Minister Narendra Modi's Independence Day

‘mother of democracy’ were a reply to criticism on the Indian government from various nations across the globe.

Following that, he also took steps to formulate committees to reshape the Indian history to adhere to the Hindutva organisations’ narratives.



Another dangerous move by the current government was to reconfigure the education system and policies according to the market demands, he claimed.

“Though the 1991 liberalism policies opened up new avenues and opportunities to the India’s economy, the recent developments in the economic policies are enabling the crony capitalists to shape the economy according to their needs,” he added.

While education, starting from the introduction of modernised education system into India by the British government to the

matters of policies, it had made education a playground for corporate interests, Mr. Basu elaborated.



In the so-called 'modernised' educational system, which the current government had been introducing in various formats, he stated, "The pattern rather than liberating was pushing the youth back to the traditional and unscientific practices."

To avoid discussions and criticisms on the New Education Policy 2020, the Modi government hurriedly pushed the policy during the Covid pandemic, he said.

"Such a far-reaching document like the NEP 2020 should have had a public debate across the country. When the people were in a lockdown at home, discussions could not take place to air the views," he added.

"Indian education system is going in a reverse trend, and we must fight the ideological onslaught and regressive ideas being forced

Arunan of Tamil Nadu Progressive Writers and Artists Association, P.K. Periasamy Raja, MUTA president, and A.T. Senthamarai Kannan, MUTA general secretary, among others spoke at the event.

Published - October 11, 2025 07:49 pm IST



Walking a thin saffron line - RSS

Rashtriya Swayamsevak Sangh (RSS) chief Mohan Bhagwat …

The Hindu | Sponsored

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Ministry of Education encourages inclusion of UPI in Schools under Digital transformation reforms for fee submission promoting ease of schooling

Posted On: 11 OCT 2025 4:15PM by PIB Delhi

The Government of India has taken several initiatives to promote Ease of Living and Schooling through wide-ranging legislative, policy, and institutional reforms across sectors.

In a first, the Department of School Education and Literacy, Ministry of Education, in a letter to States/UTs and other stakeholders, has emphasized on encouraging the adoption of Unified Payments Interface (UPI) across States and Union Territories (UTs) in order to strengthen Ease of Schooling by modernizing administrative processes, especially those related to financial transactions in schools.

Leveraging the significant and growing penetration of digital payment platforms such as Unified Payments Interface (UPI), mobile wallets, and net banking, the Department has encouraged all States and Union Territories (UTs) and Autonomous Bodies under the Ministry such as NCERT, CBSE, KVS, NVS to explore and implement mechanisms that enable schools to collect admission and examination fees through secure and transparent digital modes.

The letter mentions that transitioning from cash-based to digital payments offers multiple advantages. For parents and students, it ensures convenience, transparency, and the ability to make payments from home without visiting schools.

Encouraging States and UTs to take similar steps, the Department has stated that the move towards digital payments in schools will be an important stride in aligning educational administration with the Government's broader goal of Digital Transformation. This would also enable all stakeholders to become more financially literate thereby opening up a larger world of digital transactions. This initiative will contribute significantly towards realizing the vision of a Viksit Bharat by 2047 — a digitally empowered, inclusive, and citizen-centric education system.

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SR/AK

(Release ID: 2177798) Visitor Counter : 963
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The Times of India, 12 October 2025, Page No - 8

CBSE exam: Are teachers ready for big shift from rote learning?

80% Of Class X Paper To Be Based On Competency

Mahiyar.Patel
@timesofindia.com



The NEP 2020 aims to shift learning from rote memorisation to skill-based education, focusing on critical thinking, and real-world application

Mumbai: CBSE board exams are set to undergo a radical transformation, shifting from memory-based testing to assessments that measure understanding, analysis & real-world application. While the students may adapt quickly, the bigger concern is whether teachers are ready for the change.

Under the new structure being phased in, 80% of Class X paper will now be competency-driven, marking a major shift from decades-old focus on rote learning. Of the total marks, 40% will come from 'Higher Order Thinking Skills' multiple-choice questions testing analysis and application, another 40% from short- and long-answer questions gauging conceptual understanding, and only 20% from factual recall.

The change follows the National Education Policy 2020, which called for a move from knowledge-based to competency- and skill-based learning, with emphasis on conceptual clarity, critical thinking, and real-world relevance.

To support this, CBSE has rolled out multiple reforms, including two board exams each year, 20% weightage for internal assessments, and plans to introduce two compulsory vocational subjects in classes XI and XII, as announced by education minister Dharmendra Pradhan at IIT Madras.

However, the success of new system depends on teachers' ability to frame & evaluate learning-based questions—a skill many currently lack. A nationwide study by the Centre for Teacher Accreditation, covering 3,000 teachers, found average subject knowledge scores at 62%, general pedagogy at 50%, and Pedagogical Content Knowledge at 53% — well below the 75% benchmark under the National Professional Standards for Teachers.

"Some teachers struggle with conceptual clarity and application, while others grasp pedagogy but fail to apply it in classes," said CENTA CEO Ramya Venkatraman. Govt data mirrors this gap — only 26.7% of teachers have been trained in computer-based instruction, according to UDISE.

CBSE exam controller Sanyam Bhardwaj said teacher training is a priority. "This year, pedagogical training is being focused on STEM subjects," he said, adding that nearly all teachers have completed the mandatory 50 hours of annual training.

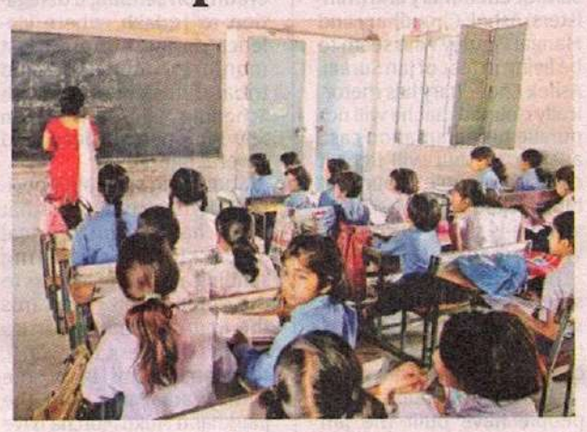
Yet, access remains uneven. Rashmi Panagriya, principal of Skyline School in MP, said only 18 of her 24 teachers have enrolled in training, citing costs and contractual exclusions. Avnita Bir, director-principal of R N Podar School, said, "The transition is gradual, but teachers are evolving through collaboration and mentoring."

Ultimately, as CBSE reimagines how students are tested, the success may depend upon how effectively India can train its teachers to teach the way it expects its students to learn.

The Pioneer, 12 October 2025, Page No - 6

14 lakh students drop out of MP schools this year

GIRISH SHARMA ■ Bhopal



Madhya Pradesh's Government school system is facing one of its most alarming crises in recent years, with over 14 lakh children dropping out of school and thousands of institutions recording negligible or zero new admissions this academic year.

The data, compiled by the State education department, paints a grim picture of declining enrolment and growing parental disillusionment with the quality of Government education.

According to official figures, nearly 4,000 schools across the State did not see a single new admission this year, while over 7,700 schools admitted fewer than ten students each.

In total, the figures reflect a massive disengagement from the formal schooling system, raising serious concerns about the future of children's education in the State. In Bhopal district alone, about 51,000 children have not attended school this year. Officials attribute this to multiple factors — migration of families, closure or merger of small schools, poor learning outcomes and declining trust in Government institutions.

Yet, critics argue that the State administration's own inefficiency and lack of follow-up are equally to blame. The situation is particularly worrisome given that Chief Minister Mohan Yadav has set ambitious targets for improving enrolment and learning levels in Government schools by 2025. However, the latest numbers suggest that the ground reality is far from these aspirations.

Education department insiders admit that after April, monitoring visits by field officials became irregular, leaving thousands of schools without supervision or support.

Equally concerning is the sharp reduction in the number of functioning schools. Over the past two years, around 500 Government schools have either been closed or merged due to low enrolment.

While the department justified these measures as part of "rationalisation," education activists argue that they have worsened access for children in remote and tribal areas, forcing many to drop out.

The findings have also triggered a debate about the quality of Government education in Madhya Pradesh. Parents appear increasingly disenchanted with the system, often preferring low-cost private schools despite their financial constraints.

"This is not just a numbers issue — it's about trust," said a senior educationist in Bhopal.

The Pioneer, 12 October 2025, Page No- 7

Assam: SSA & KVS launch training for 382 principals, HMs of PM SHRI schools

PIONEER NEWS SERVICE
Guwahati

In a major step towards educational transformation under the PM SHRI initiative in the State of Assam, Samagra Shiksha Assam, Department of School Education, Government of Assam, in collaboration with Kendriya Vidyalaya Sangathan (KVS), has launched a three-day leadership and school management training programme for principals and head teachers of PM SHRI Schools in Assam which is divided into 08 batches for 382 Head teachers/Principals and have started on 16th September, 2025 and would run till 5th December, 2025.

The Batch-I & II of the training was successfully conducted from 16th to 18th September 2025 and 24th to 16th September 2025 and Batch-III is started from 8th October 2025. A total of 382 school leaders are to be trained across eight batches. The training aims to build the capacity of school heads to implement the National Education Policy (NEP) 2020 effectively while aligning with the goals of PM SHRI (PM Schools for Rising India).

This visionary initiative was conceptualised by Dr Om Prakash, Mission Director, Samagra Shiksha Assam and is being carried out under the guidance of Ms Chanana Mandal, Additional Commissioner (Academic), KVS, New Delhi; Chandershekhar Azad, Deputy Commissioner, KVS Guwahati Region; and RK Panigrahi, Assistant Commissioner KVS Guwahati Region and Course Coordinator. The inaugural session was graced by Nagendra Goyal, Joint Commissioner, KVS Headquarters, New Delhi.



The first and second batch of training was led by Indira Saikia Buragohain, Course Director, along with Purushottam Sinha and Rahul Kumar, Principals, KV Khanapara and Jorhat serving as Resource Persons. Nagendra Goyal, Joint Commissioner, KVS Headquarters, New Delhi also acted as Resource Person. Dr Sumi Borthakur, PM SHRI Nodal Officer, Assam has coordinated the training programme for successful implementation.

The training programme covered key aspects of effective school leadership, including:

- Implementation strategies for NEP 2020
- Digital integration and library automation
- Promoting green and safe schools
- Enhancing learning outcomes through innovative pedagogies
- Fostering community partnerships and inter-departmental convergence

To provide hands-on experience, an exposure visit was organized for participants to PM SHRI KV Khanapara and KV CRPF, Amerigog, showcasing the functioning of a model PM SHRI School. Similar visits are planned for future batches also.

Participants were also introduced to best practices from KVs in the Guwahati Region, including initiatives like "Each One Reach One" and "Mission Care", which left a strong motivational impact.

The successful completion of the first and second batch participant teachers marks a promising beginning to this capacity-building endeavor aimed at empowering school leaders to shape the future of quality education in Assam.

Printed from
THE TIMES OF INDIA

CBSE exam: Are teachers ready for big shift from rote learning?

TNN | Oct 12, 2025, 01.43 AM IST

MUMBAI: CBSE board exams are set to undergo a radical transformation, shifting from memory-based testing to assessments that measure understanding, analysis & real-world application. While the students may adapt quickly, the bigger concern is whether teachers are ready for the change.

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The change follows the National Education Policy 2020, which called for a move from knowledge-based to competency- and skill-based learning, with emphasis on conceptual clarity, critical thinking, and real-world relevance.

To support this, CBSE has rolled out multiple reforms, including two board exams each year, 20% weightage for internal assessments, and plans to introduce two compulsory vocational subjects in classes XI and XII, as announced by education minister Dharmendra Pradhan at IIT Madras.

However, the success of new system depends on teachers' ability to frame & evaluate learning-based questions-a skill many currently lack. A nationwide study by the Centre for Teacher Accreditation, covering 3,000 teachers, found average subject knowledge scores at 62%, general pedagogy at 50%, and Pedagogical Content Knowledge at 53% - well below the 75% benchmark under the National Professional Standards for Teachers.

"Some teachers struggle with conceptual clarity and application, while others grasp pedagogy but fail to apply it in classes," said CENTA CEO Ramya Venkatraman. Govt data mirrors this gap - only 26.7% of teachers have been trained in computer-based instruction, according to UDISE.

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Yet, access remains uneven. Rashmi Panagriya, principal of Skyline School in MP, said only 18 of her 24 teachers have enrolled in training, citing costs and contractual exclusions. Avnita Bir, director-principal of R N Podar School, said, "The transition is gradual, but teachers are evolving through collaboration and mentoring."

Ultimately, as CBSE reimagines how students are tested, the success may depend upon how effectively India can train its teachers to teach the way it expects its students to learn.

दैनिक जागरण, 13 अक्टूबर 2025, पृष्ठ संख्या – 8

देश के एक लाख स्कूलों में केवल एक शिक्षक

नई दिल्ली, प्रेट्र : देशभर में एक लाख से अधिक स्कूलों में केवल एक शिक्षक हैं। इन स्कूलों में 33 लाख से अधिक छात्र पढ़ते हैं। एक शिक्षक वाले स्कूलों की सर्वाधिक संख्या आंध्र प्रदेश में है, जबकि उत्तर प्रदेश में ऐसे स्कूलों में सबसे अधिक छात्रों का नामांकन हैं।

शिक्षा मंत्रालय के आंकड़ों के अनुसार शैक्षणिक वर्ष 2024-25 में देश में 1,04,125 स्कूल ऐसे थे, जिनमें केवल एक शिक्षक थे और ऐसे स्कूलों में 33,76,769 छात्र पढ़ते थे। हालांकि एक शिक्षक वाले स्कूलों की संख्या 2022-23 में 1,18,190 से घटकर 2023-24 में 1,10,971 हो गई है, जो लगभग छह प्रतिशत की गिरावट दर्शाती है। 2024-25 में इसमें और गिरावट आई।

देश में एक शिक्षक वाले सर्वाधिक स्कूल आंध्र प्रदेश में हैं। इसके बाद उत्तर प्रदेश, झारखंड, महाराष्ट्र, कर्नाटक और लक्षद्वीप का स्थान है। पुडुचेरी, लद्दाख, दादरा और नगर हवेली, दमन और दीव और चंडीगढ़ में एक शिक्षक वाला कोई स्कूल नहीं है।

जहां तक एक शिक्षक वाले इन स्कूलों में पढ़ने वाले छात्रों की बात है तो उत्तर प्रदेश सूची में पहले स्थान पर है, इसके बाद झारखंड, बंगाल और मध्य प्रदेश का स्थान है। प्रति स्कूल औसत छात्र नामांकन के मामले में चंडीगढ़ और दिल्ली में प्रति स्कूल छात्रों की संख्या सबसे अधिक है, जो क्रमशः 1,222 और 808 है। वहीं लद्दाख, मिजोरम, मेघालय और हिमाचल प्रदेश में प्रति स्कूल नामांकन काफी कम है, जो क्रमशः 59, 70, 73 और 82 है।



एक शिक्षक वाले स्कूलों में पढ़ने वाले छात्रों की संख्या

राज्य व केंद्र शासित प्रदेश	छात्रों की संख्या
उत्तर प्रदेश	6,24,327
झारखंड	4,36,480
बंगाल	2,35,494
मध्य प्रदेश	2,29,095
कर्नाटक	2,23,142
आंध्र प्रदेश	1,97,113
राजस्थान	1,72,071

एक शिक्षक वाले स्कूलों की संख्या इस प्रकार है

राज्य/ केंद्र शासित प्रदेश	शिक्षकों की संख्या
आंध्र प्रदेश	12,912
उत्तर प्रदेश	9,508
झारखंड	9,1720
महाराष्ट्र	8,152
कर्नाटक	7,349
लक्षद्वीप	7,217
मध्य प्रदेश	7,217
बंगाल	6,482
राजस्थान	6,117
छत्तीसगढ़	5,973
तेलंगाना	5,001
दिल्ली	नौ
अंडमान और निकोबार द्वीप समूह	चार

Millennium Post, 13 October 2025, Page No- 1, 4

ANDHRA HAS THE MOST

Over 1L single-teacher schools in India catering to over 33L students, says data

NEW DELHI: Over 33 lakh students across the country are enrolled in more than 1 lakh single-teacher schools with Andhra Pradesh recording the highest number of such schools and Uttar Pradesh leading with the most number of student enrolments in them, according to official data.

According to the Ministry of Education's statistics, in the academic year 2024-25, there were 1,04,125 schools in India run by a single teacher each, and such schools catered to 33,76,769 students -- an average of about 34 students per school.

The Right To Education Act, 2009 mandates a pupil-teacher ratio (PTR) of 30:1 at the primary level (classes I-V) and 35:1 at the upper primary level (classes VI-VIII).

The highest number of "single-teacher" schools in the country are in Andhra Pradesh, followed by Uttar Pradesh, Jharkhand, Maharashtra, Karnataka and Lakshadweep.

However, when it comes to student enrolment in schools with a single teacher, Uttar Pradesh tops the list, followed by Jharkhand, West Bengal and Madhya Pradesh.

The number of single-teacher schools has decreased from 1,18,190 in 2022-23 to 1,10,971 in 2023-24, recording a drop of around six per cent.

"The government is on a mission to improve the learning outcomes and entail the best possible utilization of available resources by undertaking school mergers and consolidation of schools often called 'rationalisation of schools'," a senior official explained.

"Single-teacher schools hinder the teaching learning process and hence efforts are being made to redeploy teachers from schools with zero student enrolment to single-teacher schools to ensure optimal teacher availability," the official added.

Continued on P4



CLASS OVERLOAD

» According to the Ministry of Education's statistics, in the academic year 2024-25, there were 1,04,125 schools in India run by a single teacher each, and such schools catered to 33,76,769 students — an average of about 34 students per school

» THE HIGHEST NUMBER OF 'SINGLE-TEACHER' SCHOOLS IN THE COUNTRY ARE IN ANDHRA PRADESH, FOLLOWED BY UTTAR PRADESH, JHARKHAND, MAHARASHTRA, KARNATAKA AND LAKSHADWEEP

33L students

Andhra Pradesh has 12,912 single-teacher schools, Uttar Pradesh 9,508, Jharkhand 9,1720, Maharashtra 8,152, Karnataka 7,349, Lakshadweep 7,217, Madhya Pradesh 7,217, West Bengal 6,482, Rajasthan 6,117, Chattisgarh 5,973 and Telangana (5,001).

Delhi has nine single-teacher schools.

There are no single-teacher schools in the Union Territories of Puducherry, Ladakh, Dadra and Nagar Haveli and Daman and Diu and Chandigarh. The Andaman and Nicobar Islands have just four single-teacher schools.

In terms of student enrolments in single-teacher schools, Uttar Pradesh leads with 6,24,327 students taking lessons in such schools, followed by Jharkhand with 4,36,480 students, West Bengal 2,35,494, Madhya Pradesh 2,29,095, Karnataka 2,23,142, Andhra Pradesh 1,97,113, and Rajasthan 1,72,071, among others.

When it comes to average student enrolments per school, Chandigarh and Delhi have the highest number of students per school, at 1,222 and 808, respectively.

Ladakh, Mizoram, Meghalaya, and Himachal Pradesh, on the other hand, have significantly lower enrolments per school, at 59, 70, 73, and 82, respectively.

"High number of students per school indicates optimum utilisation of school infrastructure and schools with low enrolments are currently being merged to ensure optimal utilisation," the official explained.

AGENCIES

The Indian Express, 13 October 2025, Page No - 4

Govt or private: How preschools in city measure up on infra and hygiene

SOPHIYA MATHEW
NEW DELHI, OCTOBER 12

GOVERNMENT PRESCHOOLS or play schools in Delhi have better infrastructure while their private counterparts are cleaner but only slightly so, a new study by researchers from Jamia Millia Islamia said.

Anganwadi centres lag behind on almost all parameters, the study, which examined the quality of early childhood education across the Capital, it added.

The research, published in the Discover Education journal in May, assessed 45 preschools, including 15 Anganwadi centres, 15 government and 15 private ones. The team evaluated them on physical infrastructure, hygiene and sanitation (WASH) practices, curriculum, classroom processes and child safety.

Data was collected between January and March 2023.

Overall, of the 15 Anganwadi centres, two were rated "good," 12 "average," and one "poor." While eight government preschools and seven private ones were rated "good," seven government preschools and eight private preschools were marked "average". No government or private preschool was found in the "poor" category.

Govt preschools lead in physical infrastructure

"In terms of quality of physical infrastructure, government preschools performed better than private preschools, which exhibit mixed quality (good and average)... and last (were) the Anganwadi centres," the authors wrote. They explained that this was because "government and private preschools were attached to primary section buildings or senior secondary section buildings on school premises with the availability of adequate resources (storage facilities, electricity, lighting, ventilation, adequate indoor and outdoor space, etc), which are harder for standalone and rented Anganwadi centres/NGO to access".



Data for the study was collected between January and March 2023. *File*

The researchers added that in Anganwadi centres, infrastructure "was not sufficient" due to the absence of adequate indoor and outdoor spaces and proper ventilation.

Private preschools slightly ahead on hygiene

On hygiene and sanitation practices, all preschools were "average", but "improvements were observed in the category of private preschools" when compared to the government ones. Anganwadi centres again performed the worst, with several showing poor sanitation and hygiene behaviour. The report attributed this to better attachment and management in private setups. "This could be due to the attachment of government preschools and private preschools with primary or senior secondary section buildings of schools, while Anganwadi centres are attached to the Anganwadi hub, which provided most of the resources... However, checking personal hygiene, promotion of good sanitation, and hygienic behavior and practices were found missing..."

LONGER VERSION
indianexpress.com/section/cities/delhi

The Pioneer, 13 October 2025, Page No - 4

Priyanka urges inclusion of tribal knowledge in EMRS curriculum

PRESS TRUST OF INDIA
Wayanad (Kerala)

Congress leader and Wayanad MP Priyanka Gandhi Vadra has sought the inclusion of tribal knowledge in the curriculum of Eklavya Model Residential Schools (EMRS). "At present, only the standard curriculum is taught in these schools," she said in a letter sent to Union Minister for Tribal Affairs Jual Oram, a party statement said on Sunday. "Students are not taught anything about their own traditional knowledge systems," Vadra added.

In the letter, she pointed out that these knowledge systems are extremely valuable not only for the culture and traditions of tribal communities but also for their deep understanding of the coexistence between humans and nature.

"As climate change continues to ravage the earth, there are many values that humanity needs to relearn from these traditions," the MP further said. In this context, culturally sensitive lessons on tribal traditions, crafts, social structures, and heritage should be included in the EMRS curriculum, delivered by teachers from tribal communities, she said.

She cited the example of the profound impact of the Rajiv Gandhi Memorial Ashram School in Noolpuzha on tribal communities, including the Kattunayakars.

The Arunachal Times

Over 1 lakh single-teacher schools in India catering to over 33 lakh students: Data

October 13, 2025

[Gunjan Sharma]

NEW DELHI, 12 Oct: Over 33 lakh students across the country are enrolled in more than 1 lakh single-teacher schools with Andhra Pradesh recording the highest number of such schools and Uttar Pradesh leading with the most number of student enrolments in them, according to official data.

According to the education ministry's statistics, in the academic year 2024-25, there were 1,04,125 schools in India run by a single teacher each, and such schools catered to 33,76,769 students – an average of about 34 students per school.

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"The government is on a mission to improve the learning outcomes and entail the best possible utilization of available resources by undertaking school mergers and consolidation of schools often called 'rationalisation of schools'," a senior official explained.

"Single-teacher schools hinder the teaching learning process and hence efforts are being made to redeploy teachers from schools with zero student enrolment to single-teacher schools to ensure optimal teacher availability," the official added.

Andhra Pradesh has 12,912 single-teacher schools, Uttar Pradesh 9,508, Jharkhand 91,720, Maharashtra 8,152, Karnataka 7,349, Lakshadweep 7,217, Madhya Pradesh 7,217, West Bengal 6,482, Rajasthan 6,117, Chattisgarh 5,973 and Telangana (5,001).

Delhi has nine single-teacher schools.

There are no single-teacher schools in the union territories of Puducherry, Ladakh, Dadra and Nagar Haveli and Daman and Diu and Chandigarh. The Andaman and Nicobar Islands have just four single-teacher schools.

In terms of student enrolments in single-teacher schools, Uttar Pradesh leads with 6,24,327 students taking lessons in such schools, followed by Jharkhand with 4,36,480 students, West Bengal 2,35,494, Madhya Pradesh 2,29,095, Karnataka 2,23,142, Andhra Pradesh 1,97,113, and Rajasthan 1,72,071, among others.

When it comes to average student enrolments per school, Chandigarh and Delhi have the highest number of students per

school, at 1,222 and 808, respectively.

Ladakh, Mizoram, Meghalaya, and Himachal Pradesh, on the other hand, have significantly lower enrolments per school, at 59, 70, 73, and 82, respectively.

"High number of students per school indicates optimum utilisation of school infrastructure and schools with low enrolments are currently being merged to ensure optimal utilisation," the official explained. (PTI)

Board Exams 2026: NCERT PARAKH forms expert committee to standardise Class 10, 12 certificates

Shradha Chettri | October 13, 2025 | 12:47 PM IST | 3 mins read

NCERT board exam SOP to ensure all school boards comply with RTE Act, NCF and NCTE norms; aims to provide students level-playing field against CBSE in college entrance exams

CBSE Class 10th Syllabus 2025-26

Students can access the subject-wise CBSE Class 10 syllabus for the 2025–26 academic session.

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NCERT PARAKH forms expert committee to standardise Class 10, 12 certificates (Image: X/Parakh-NCER)

PARAKH, an independent assessment body under National Council for Educational Research and Training (NCERT) has constituted an expert committee to frame Standard Operating Procedure (SOP) to grant equivalence to Class 10 and 12 certificates across all boards.

- **New: CBSE 10th Tentative Date Sheet 2026 Released; Download PDF**
- **CBSE Class 10 PYQ's: Hindi | English | Science | Math-Basic | Math- Standard**
- **CBSE Class 10: Science Important Questions with Answers PDF (2025-26)**
- **CBSE Class 10: CBSE Class 10th Syllabus 2025-26**

As per the CEO Indrani Bhaduri, apart from harmonising learning and assessment, this equivalence will provide a level playing field to students while appearing for entrance examinations, which until now was seen as largely favouring students from Central Board of Secondary Education (CBSE).

On September 6, the education ministry entrusted the responsibility of granting equivalence to PARAKH (Performance, Assessment, Review and Analysis of Knowledge for Holistic Development). Earlier the Association of Indian Universities (AIU) was looking after this process.

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Currently, there are approximately 66 recognised school education boards in India – some at the national level and most at the state level – conducting Class 10 and 12 exams.

School Boards: Wide disparity

> "There are wide disparities between them with regard to curriculum design, curriculum transaction and curriculum evaluation. There is no mechanism or statutory provision for establishing equivalency amongst them," said Bhaduri.

Since its establishment, PARAKH has been working towards bringing equivalence across boards. It had also released a report titled Establishing Equivalence Across Education Boards in July 2024, revealing startling variations in approach and standards.The report had also analysed the boards functioning, their question banks and the difficulty levels of question papers. The report had studied 34 boards.

The body is also working with the boards to prepare question banks to bring in uniformity across boards.

Also read

Board Exams: HBSE, CGBSE, 3 others finish question banks under PARAKH equivalence drive; Haryana 1st to upload

Board Exams: Mandating RTE, NCF, NCTE laws

PARAKH has constituted an expert committee from different stakeholders for drafting the standard operating procedure (SOP) for this purpose.

As per the mandate provided by the ministry, the SOP will henceforth ensure that all school boards follow the schemes and byelaws such as the Right to Education Act 2009, National Curriculum Framework (NCF), the National Education Policy and qualifications as laid down by the National Council for Teacher Education (NCTE) for teachers.

In December 2024, CBSE had written to the ministry seeking intervention from the AIU to mandate the international boards to follow the RTE Act and other state laws. There are two major international boards functioning in the country – The International Baccalaureate and The International General Certificate of Secondary Education (IGCSE) or Cambridge.

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There are 205 IB schools in India, while there are over 700 schools offering Cambridge programmes and qualifications.

“The SOP shall ensure that the due diligence process is rigorous and the applicant Board is having a clear-cut scheme/bye-laws of examination and affiliation and is following all other extant laws/rules/regulations/processes applicable to School Boards while granting such equivalence,” said Bhaduri.

Also read

Gender parity or safety risk? Maharashtra’s co-educational school mandate sparks debate

School Boards: Objectives of equivalence

As per Bhaduri, the equivalence has the following primary objectives:

- Ensure fair and transparent recognition of certificates issued by all Boards.
- Harmonize learning and assessment standards in line with the National Curriculum Framework (NCF-SE 2023)
- Facilitate student mobility between Boards, States, and across school types.
- Provide students with a level playing field for entrance examination, and opportunities to engagements later
- Enable data-driven equivalence decisions using multi-domain indicators.
- Strengthen policy coherence across Boards and UGC.
- Reduce administrative bottlenecks in admissions and employment.

As per past practices, the various boards in India have given equivalence to each other’s exams and consequently the transfer from one board to another is possible on a point-to-point equivalence basis.

However, each board/university is at liberty to put eligibility conditions for the next stage i.e., Class 11 or the first year of college or a professional course.

“In other words, equivalence is only equating two exams and eligibility may have additional conditions prescribed by the respective Board/University,” said Bhaduri.

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नवभारत टाइम्स, 14 अक्टूबर 2025, पृष्ठ संख्या - 6

जब पहली क्लास के स्टूडेंट बन गए केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान

■ NBT रिपोर्ट, नई दिल्ली



- सोमवार को मंत्री ने पीएम श्री केंद्रीय स्कूल पहुंच बच्चों से बातचीत की।
- उन्होंने स्टूडेंट्स और टीचर्स के साथ इनोवेशन के बारे में चर्चा की

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को 'विकसित भारत बिल्डथॉन 2025' का उद्घाटन किया। इस मौके पर वे दिल्ली कैंट में पीएम श्री केंद्रीय विद्यालय-2 पहुंचे। यहां उन्होंने पहली क्लास के बच्चों के साथ स्टूडेंट बनकर क्लास में हिस्सा लिया। क्लास में टीचर बच्चों को नंबर्स के बारे में पढ़ा रही थीं और शिक्षा मंत्री धर्मेंद्र प्रधान भी उनके साथ डेस्क पर बैठे हुए नजर आए। उन्होंने सीनियर स्टूडेंटों से भी बातचीत की और उनकी पढ़ाई और अनुभव के बारे में जाना। इसके बाद धर्मेंद्र प्रधान डीपीएस मथुरा रोड पहुंचे। यहां उन्होंने स्टूडेंट्स और टीचर्स के साथ इनोवेशन के बारे में चर्चा की। 'विकसित भारत बिल्डथॉन 2025' लॉन्च करते हुए मंत्री ने कहा कि यह एक अभूतपूर्व राष्ट्रव्यापी इनोवेशन आंदोलन है। इसका मकसद पूरे देश के स्कूलों के स्टूडेंट्स को शामिल करना है। इस अभियान में देशभर के तीन लाख से ज्यादा स्कूल भाग ले रहे हैं। देश में अब तक का सबसे बड़ा स्कूल हैकाथॉन माने जा रहे इस कार्यक्रम की शुरुआत सोमवार से पूरे भारत के स्कूलों में एक साथ हुई। बिल्डथॉन का मकसद कक्षा 6 से 12 तक के स्टूडेंट्स को टीम बनाकर क्रिएटिव तरीके से सोचने और जीवन की चुनौतियों से निपटने वाले नए विचार और प्रोटोटाइप डिवेलप करने के लिए प्रेरित करना है। इस अभियान के लिए चार प्रमुख विषय तय किए गए हैं।

अमर उजाला, 14 अक्टूबर 2025, पृष्ठ संख्या - 7

सरकारी स्कूलों में दिव्यांग बच्चों को मिलेंगी बेहतर सुविधाएं

नई दिल्ली। शिक्षा निदेशालय की ओर से राजधानी के सभी सरकारी स्कूलों में दिव्यांग बच्चों और कर्मचारियों के लिए बेहतर सुविधाएं लागू करने के आदेश जारी किए गए हैं। यह पहल दिव्यांगजन अधिकार अधिनियम 2016 के तहत लागू की गई है। इसका उद्देश्य समावेशी शिक्षा और बाधा-मुक्त वातावरण उपलब्ध कराना है।

अपर शिक्षा निदेशालय ने आदेश दिए हैं कि सभी स्कूलों में बने रैंप पूरी तरह साफ, मजबूत और फिसलन-रहित होने चाहिए, ताकि दिव्यांग बच्चों को आने-जाने में किसी तरह की बाधा न आए। उन्होंने कहा कि दिव्यांग छात्रों की कक्षाएं भूतल पर रखी जाएं और सभी सीढ़ियों के दोनों ओर रेलिंग लगाई जाए, जिससे उनकी सुरक्षा सुनिश्चित हो सके। इसके अलावा नेत्रहीन छात्रों और शिक्षकों के लिए कक्षाएं एक ही भवन में लगाई जाए, ताकि उन्हें आवागमन में परेशानी न हो। निदेशालय का कहना है कि विशेष शिक्षकों (एसईटी) को केवल दिव्यांग बच्चों के साथ कार्य करने के लिए नियुक्त किया जाए और उन्हें अन्य कार्यों में नहीं लगाया जाएगा। साथ ही स्कूलों में दिव्यांग छात्रों के लिए सुलभ खेल मैदान और साफ-सुथरे, संशोधित शौचालय की व्यवस्था करना भी अनिवार्य होगा। ब्यूरो

The Tribune, 14 October 2025, Page No- Delhi Tribune - 02

Education Minister launches nat'l hackathon to promote innovation

Joins Grade I students in classroom, 'learns' art of numbers



Union Education Minister Dharmendra Pradhan at a classroom at Kendriya Vidyalaya 2 in New Delhi.

TRIBUNE NEWS SERVICE

NEW DELHI, OCTOBER 13

Union Education Minister Dharmendra Pradhan turned student for a day as he visited Kendriya Vidyalaya 2 in Delhi Cantonment on Monday.

He sat with Class I pupils and "learnt" the art of numbers during his visit, which formed part of the launch event for the Viksit Bharat Buildathon 2025 — a national innovation hackathon for school students from Classes VI to XII. The minister also interacted with students from other schools as part of the initiative.

Later, Pradhan visited Delhi Public School, Mathura Road, where he met students and teachers, observed innovative projects and gained insights into their learning processes.

Under the Buildathon, more than one crore students from 2.5 lakh schools across the country are being mobilised to ideate, design and develop prototypes around four national themes. The initiative is being organised by the Ministry of Education in collaboration with the Atal Innovation Mission.

The participating students, in teams of three to five, will focus on four themes: Aatmanirbhar Bharat – building self-reliant systems and solutions; Swadeshi – fostering indigenous ideas and innovation; Vocal for Local – promoting local products, crafts and resources; and Samriddhi – creating pathways to prosperity and sustainable growth, according to the ministry.

The winners of the Buildathon, which was launched on September 23, will be announced in December.

"The Buildathon is not only a competition but a mission, a movement to encourage innovation. I am confident that the innovative ideas germinated from here will pave the way for creating new global models and finding solutions to pressing domestic and global challenges," Pradhan said.

The inaugural session was followed by a 120-minute live innovation challenge. Over one crore students took part in the two-hour tinkering session, working in teams to ideate and build prototypes based on the four themes.

UNESCO and RIE NCERT Bhubaneswar unite to promote Learner's Health and Well-being through Pre-service Teacher Education

Posted On: 14 OCT 2025 8:39PM by PIB Bhubaneshwar

The United Nations Educational, Scientific and Cultural Organization (UNESCO) Regional Office for South Asia and the Regional Institute of Education (RIE), Bhubaneswar, under the National Council of Educational Research and Training (NCERT), Ministry of Education, today signed a Memorandum of Understanding (MoU) to integrate health and well-being in pre-service teacher education system.



The collaboration builds on UNESCO's partnership with the Government of India under the School Health and Wellness Programme (SHWP), a flagship initiative of the Ministries of Education and Health under Ayushman Bharat. As a member of the National Resource Group, UNESCO provides technical expertise to strengthen and expand the programme. It draws on global frameworks on sexuality education, health-promoting schools, and promotion of safe and inclusive learning environments. Since 2020, UNESCO has been actively supporting the implementation of School Health and Wellness Programme across 30,000 CBSE-affiliated schools. In partnership with CBSE and

NCERT, UNESCO has trained over 960 Principals and 40,000 teachers through Continuing Professional Development (CPD) programmes and reached more than 3 million learners.

The two-year collaboration formalizes on-going efforts to integrate health and well-being into Integrated B.Sc.-B.Ed., B.A.-B.Ed., and B.Ed. programmes through RIE Bhubaneswar. By extending this effort to pre-service teacher education, the UNESCO–RIE Bhubaneswar partnership aims to equip future teachers with the empathy, resilience, and skills needed to foster safe, inclusive, and health-promoting classrooms through the following key objectives:

1. Curriculum Development: To develop and integrate curricular content on health and well-being into pre-service teacher education programmes.
2. Teacher Preparation: To jointly implement projects that equip future educators with empathy, resilience, and critical life skills, enabling them to create safe, inclusive, and supportive learning spaces that enhance both education and well-being.

The collaboration directly contributes to Sustainable Development Goals (SDGs) 3 (Good Health and Well-being), 4 (Quality Education), and 5 (Gender Equality).

As part of the collaboration, UNESCO will support the development of a Health and Well-being Handbook for teacher educators also serving as a reference for prospective teachers. RIE Bhubaneswar will lead the integration of health and well-being into existing teacher education curricula, starting with few teacher education intuitions.

Prof. P C Agarwal, Joint Director, NCERT appreciated UNESCO's contribution through the School Health and Wellness Programme in the country. "The four-year Integrated Teacher Education Programme (ITEP) envisions the creation of well-equipped teachers capable of designing and implementing developmentally appropriate learning experiences for students at different stages of school education. The ITEP seeks to ensure that the prospective teachers are given the highest quality education in content, pedagogy, values, and practice. Health and well-being are very important in curricular components of ITEP. This MoU marks a milestone in our shared vision to promote health and well-being as an integral part of education, and we place our full confidence in this partnership", Prof.Agarwal said.

"At this stage, our collaboration has thus far been focused at the National level and we are excited to work with RIE Bhubaneswar to bring concrete action at the State level. Today's partnership with RIE Bhubaneswar prepares future teachers in Odisha not only to deliver academic content, but to cultivate resilient, compassionate, and well- rounded learners. We hope to expand our work into other states in the near future." remarked Tim Curtis, Director and Representative, UNESCO Regional Office for South Asia

“This MoU is the first of its kind for RIE Bhubaneswar, and we are deeply committed to advancing this programme on health and wellbeing. We look forward to UNESCO’s support and partnership in strengthening and reforming pre-service teacher education to align with this broader vision of holistic education” said Prof. Manasi Goswami, Principal, RIE NCERT, Bhubaneswar.

This initiative reinforces the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023, which identify life skills, health, and well-being as integral to quality education. It also aligns with NITI Aayog’s ongoing efforts to strengthen and mainstream school health and wellness initiatives under Ayushman Bharat, with a particular focus on mental health and well-being.

Moving forward, the partnership will facilitate training workshops for teacher educators, enabling them to pilot and deliver health and well-being content within pre-service teacher education programmes. Following successful implementation, UNESCO will engage with the National Council for Teacher Education (NCTE) to advocate for the nationwide integration of health and well-being across teacher education curricula ensuring that this initiative contributes to systemic and sustainable reform.

During the MoU signing ceremony Prof.H.K.Senapaty, Chairperson MoU Committee of RIE,Bhubaneswar, Joyce Poan,Programme Specialist and Chief of Education, UNESCO, South Asia, New Delhi, Prof.Saroj Bala Yadav, Former Dean (Academic),NCERT, Ms Sarita Jadav, National Programme Officer, UNESCO, New Delhi, Prof.Laxmidhar Behera, Convenor MoU Committee, RIE Bhubaneswar and UNESCO officials were present.

*****

Swadhin/PIB Bhubaneswar

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Bhubaneswar

NEP will transform India into global knowledge power: CM Mohan Charan Majhi

The CM also stressed the importance of familiarising youths with India's knowledge system, culture and its glorious history



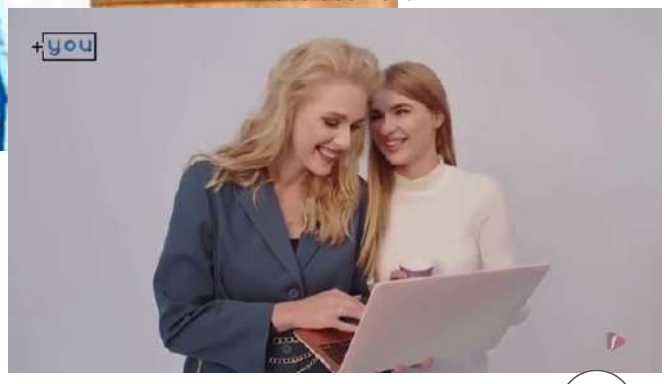
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Odisha CM Mohan Charan Majhi (File photo | ANI)

Express News Service

Updated on: 14 Oct 2025, 12:39 pm · 2 min read

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education.

Addressing a symposium on 'Indian knowledge tradition' with reference to NEP-2020 organised at Central Sanskrit University, Puri, in collaboration with Siksha Sanskruti Utthan Nyas, New Delhi, the chief minister said the new policy is the first-of-its-kind in the country which aligns India's traditions with global goals like SDG 4, focusing on reforms in education structure, regulations and administration to create a holistic system for the 21st century. It prioritises developing creative skills, foundational literacy and analytical thinking aiming to transform India into a vibrant knowledge society.

"The NEP, rooted in Indian ethos, will transform India into a vibrant knowledge society by providing quality education, making it a global knowledge power. The concept of building an ideal society and governance for welfare are integral to our eternal philosophy," Majhi said.

He stressed the importance of familiarising youths with India's knowledge system, culture and its glorious history, highlighting its resilience in preserving its ancient wisdom and culture despite foreign invasions. Preserving ancient knowledge and culture is a national duty, he stressed.

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The chief minister said NEP aims to create well-rounded individuals with critical thinking, empathy, courage, scientific temper, creativity and moral values. It fosters constitutional values and patriotism among students.

"India's knowledge tradition emphasises education for collective welfare, not just personal gain. According to Kautilya's Arthashastra, a ruler's true

Prominent speakers in the symposium included secretary, Siksha Sanskruti Utthan Nyas, Atul Kothari, secretary general, Association of Indian Universities Pankaj Mittal and director Central Sanskrit University, Puri, Prabhat Kumar Mohapatra.

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NEP CM Mohan Charan Majhi

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The Tribune, 15 October 2025, Page No - Delhi Tribune - 03

Why Edu Dept is mandating movement register maintenance in govt schools



EXPLAINER

HARYANA

NITISH SHARMA

Move to help ensure discipline | Appropriate action to be taken if negligence observed



THE Directorate of Secondary Education, Haryana, has mandated the maintenance of movement register in all government schools in the state. The teaching and non-teaching staff have been directed to update their movement in the register daily for every activity and movement outside the school during the school timing.

■ Why did the department issue the directions?

The orders were issued in compliance with the recommendations made in the 10th Report (2024-25) of the Subject Committee, constituted in the Haryana Legislative Assembly, on education, technical education, vocational education, medical education and health services which was presented during the Budget session. The committee recommended that movement register should be maintained in all schools and checked by the higher authority. The committee also recommended that if any comments or remarks were given by the authority, action should be taken thereupon, as well as the complete report of movement register be placed before the committee at subsequent meetings.

■ What were the directions issued by the department?

To keep a check on the movement of the teaching and non-teaching staff and in compliance with the recommendation, the department decided to maintain a movement register to keep a record of the movement of the staff working at all government schools and ensure their accountability. The officials have been directed to get the format and guidelines issued by the department implemented. The block and district-level officers should check movement registers of at least 15 schools each month. If a school fails to properly maintain the movement register, a preliminary report should be sent to the district headquarters. The district headquarters will ensure further action on this report within 30 days, as per rules. The headquarters may randomly check the movement register of any school. If the guidelines are found to be violated, disciplinary action will be taken against the school head as per rules.

■ What are the other directions issued to staff and officials?

The officials have been told that the movement register should record the external activities of all employees during school hours, including their travel to the destination. If an employee does not leave the school on any given day, the movement register should still be maintained, with a cross-mark on the page corresponding to that day's activity. The school head should record daily activities in the movement register and sign it with remarks.

■ What do officials say about the guidelines?

A senior officer in the Education Department said it was observed that the staff members used to go outside the schools for various works, including meetings, seminar, visit to other departments and district offices, but didn't return to the school after the work. The movement registers were already being used, but these were not maintained properly and the entries were incomplete. The decision will help in maintaining discipline in schools and appropriate action will be taken by the department if any negligence is observed.

Girl Rising

GIRLRISING

Girl Rising Expands Its Gender and Life Skills Curriculum in India Following Global Merger, Reaching over 2.5 Lakh Adolescents across 3 Years

Wednesday, October 15, 2025 5:21PM IST (11:51AM GMT)

Rooted in NEP 2020, the integration responds to rising challenges to girls' rights and education equity reaching adolescents, especially girls, in both in-school and out-of-school settings



A Girl Reading Girl Rising Comic Book on Kusum's Adventurous Innings

New Delhi, Delhi, India --
Girl Rising, an international nonprofit dedicated to advancing girls' education, has come together with She's the First, a nonprofit focused on girls' rights and mentorship. Moving forward as Girl Rising, the combined organization will build on their shared commitment to expanding access, equity and voice for adolescent girls in India. This marks a strategic step forward to growing their presence, strengthening local partnerships, and delivering long-term sustainable impact.

In 2025, Girl Rising reached over 55,000 adolescents in-person across Chhattisgarh, Bihar, Madhya Pradesh and Uttar Pradesh, and engaged nearly 29 lakh adolescents and two lakh teachers digitally through a partnership with the Andhra Pradesh government. Since 2015, the organization has worked across schools and communities in India, delivering storytelling-based programmes that build gender equity, social-emotional learning and life skills. Building on this momentum, the merged nonprofit is now poised to expand into new regions and strengthen its footprint in existing states through deeper collaboration with local and state governments.

The merger comes at a critical moment. Around the world and in India, progress on gender equity is at risk due to widening funding gaps, rising social pushback and the growing complexity of challenges adolescent girls face. The unified organization responds to these challenges with a more integrated approach that supports girls not only in classrooms but also in their homes and communities. *"In the last 10 years, the world has made real progress in getting more girls into classrooms. But access alone is not enough,"* ***said Nidhi Shukla, President, Girl Rising****. "For lasting change, we need to shift mindsets and build vital life skills so girls can navigate their futures with confidence, resilience and self-reliance. This merger brings together a shared commitment to ensure every girl has the support to learn and lead with continuity, dignity and purpose."*

In India, Girl Rising will continue to deliver life skills education through a dual approach that combines in school programming with community-led mentoring. The curriculum is rooted in the principles of the National Education Policy (NEP 2020), with a focus on social-emotional learning, digital and financial literacy, climate awareness, and gender equity. Programmes are implemented in collaboration with district education departments, teachers and grassroots partners, ensuring that adolescents receive consistent support across the ecosystems that shape their lives.

Looking ahead, Girl Rising will deepen its presence in India by expanding into new geographies, strengthening partnerships with local governments and tailoring its programmes to the evolving needs of adolescents. By combining school-based education, community engagement and girl-centered leadership development, the organization aims to create a more inclusive, resilient, and future-ready generation. At a time when collaboration is both necessary and overdue, this merger sets out a new standard for how mission-aligned organizations can come together to drive long-term change.

About Girl Rising

Girl Rising is an international nonprofit that uses the power of storytelling to change the way the world values girls and their education. The organization collaborates with partners to equip adolescents, especially girls, with the skills, confidence and support they need to thrive. In India, Girl Rising works

across government schools and communities to deliver programmes aligned with the National Education Policy, focusing on life skills, social-emotional learning, digital and financial literacy and gender equity.

About She's the First

She's the First is a nonprofit organization that teams up with grassroots partners to ensure girls everywhere are educated, respected and heard. Through mentoring networks and leadership programmes, She's the First helps girls speak up for themselves in their homes, schools and communities. Founded in the United States, the organization supports locally-led solutions that put girls at the center of change.

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News Summary

Girl Rising, an international nonprofit dedicated to advancing girls' education, has come together with She's the First, a nonprofit focused on girls' rights and mentorship.

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Merck Foundation, the philanthropic arm of Merck KGaA Germany, conducted the **12th Edition** of their annual conference, **"Merck Foundation Africa Asia Luminary"**, in partnership with the **Government of The Gambia**, on **14th and 15th October**, in **Banjul, The Gambia**.

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Millennium Post, 16 October, Page No - 2

Delhi to conduct social audit of govt schools under Samagra Shiksha

OUR CORRESPONDENT



NEW DELHI: The Delhi government will carry out a social audit of its government schools under the Samagra Shiksha scheme for 2025-26 to ensure that all entitlements guaranteed under the Right to Education Act are provided to students in a timely and equitable manner.

The audit will cover about 60 per cent of government schools in the city. It will be done as per the revised guidelines issued by the Ministry of Education, Government of India, a circular from the Directorate of Education said.

The total budget for conducting the audit in Delhi has been set at Rs 3.73 crore for 2025-26. The selected institution will be responsible for training social auditors, conducting field visits, preparing reports and uploading findings online.

The social audit will be conducted by universities, colleges or technical institutes having a National Assessment and Accreditation Council (NAAC) rating of B+ and above. Preference will be given to Delhi's State Administrative University, it stated.

The main purpose of the audit is to ensure that students are getting their entitlements under the Right to Education (RTE) Act and Samagra Shiksha in a fair and timely manner. It will also check the condition of school infrastructure such as classrooms, toilets, drinking water and electricity, besides reviewing the safety of students, especially girls, it reads.

As per the circular, the audit will also look into enrolment, attendance and retention of students, as well as the inclusion of children with special needs. It will involve parents, teachers and community members in assessing how schools are functioning.

"The social audit is expected to help identify issues on the ground that may not be visible through routine monitoring and will help the government take corrective steps," an official said.

Samagra Shiksha is a centrally sponsored scheme launched in 2018 to improve school education from pre-primary to class 12. It combines three earlier schemes -- Sarva Shiksha Abhiyan, Rashtriya Madhyamik Shiksha Abhiyan and Teacher Education and has been aligned with the National Education Policy (NEP) 2020.

The official added that the social audit will also help promote the government's "zero-tolerance policy" towards any negligence related to the safety and security of students in schools.

Hindustan Times, 17 October 2025, Page No - 16

Higher education policy perpetuates a paper mill

The call was from an unknown number and my colleague picked it up by mistake. The person on the other end, instead of hawking property in Noida or Gurgaon, mentioned that she belonged to a research organisation. This piqued my colleague's curiosity. He was stuck in one of the perennial rush-hour traffic jams in Delhi and so he continued the conversation.

What he found out was astonishing: The person told him that their organisation is in the business of getting one's research published in Scopus-listed or those listed by the University Grants Commission Consortium for Academic and Research Ethics (UGC CARE), for a fee. This was not all; you didn't need to actually do anything. They would even write the paper for you (of course, for an additional fee) and you could decide on the month when you wanted the paper to be published. When my colleague asked her to send all the details, she messaged him the details of the offer and continued a WhatsApp conversation subsequently with many messages regarding choice of journals, negotiations on fees, etc. This was not a cloak-and-dagger operation. It was all open and brazen.

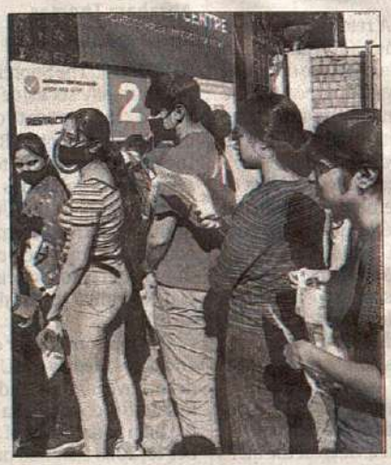


Shobhit Mahajan

The organisation had sensed a huge market opportunity, and was making the most of it — courtesy the mandarins who decide our higher education policy.

The first opportunity for such organisations came when the UGC mandated a certain number of research papers for promotion of teachers in colleges and universities. It then came out with a fairly comprehensive list of refereed journals (the UGC CARE list) in which they could be published. This obviously was meant to encourage research among the teachers and improve our ranking in the global pecking order of number of papers published — something that has become a fetish with our planners.

Clearly, the policy makers seemed to be completely ignorant of the conditions under which teachers, especially college teachers work in our country — poor or non-existent infrastructure, poor access to libraries (electronic or otherwise) as well as being overburdened with teaching and administrative work. This is not just the state of affairs in some *moffusil* college — faculty in colleges of Delhi University face similar issues. Teachers rarely have a decent place to sit (not to speak of laboratories), teach more than 16 hours in a week, grade and have to spend enormous time and energy keeping records and other administrative stuff. With all this, to expect the person to do cutting edge research and publish a number of papers to advance in her career could only have been thought of by a bureaucrat who was oblivious of the educational landscape.



The emphasis of the fourth year of graduation is research. Students must publish findings in refereed journals. HT ARCHIVE

In this state of affairs, it was only natural that some dodgy entrepreneur would step in and provide a useful service. Teachers paid a small fee to get the required number of papers, the organisation facilitating this made money and everyone was happy. What was more, the "research output or papers" would add to the overall number of papers published by Indian researchers, thus making the rankings-obsessed bureaucrats happy. Never mind the quality of the "research".

This was the state of affairs till the much-awaited National Education Policy (NEP) was introduced. The undergraduate programme now offered students to continue for a fourth year. Colleges are supposed to handle an increase of 25% in student strength with no extra funding for infrastructure or for faculty. When asked about how this will be managed, one of senior functionaries of Delhi University had a bizarre suggestion — the colleges should have their classes till 8.30 pm. Clearly, he was blissfully unaware of the fact that Delhi is almost at the very bottom of the list of cities considered safe for women.

The main emphasis of the fourth year in NEP is research where the students are supposed to carry out original research and either publish their findings in refereed journals or apply for a patent. The objective is clearly a noble one. Unfortunately, the objective conditions are not conducive. First, there is a selection effect for students who have opted for the fourth year. The good students have moved on to do their post graduate degrees and the majority of the students left to undertake this challenging task are precisely those who could not go anywhere. Lack of infrastructure and an over-worked faculty means that the students face an uphill task in doing the envisioned research.

Enter our publishing messiah as a saviour. Research publications (though, thankfully, no patents yet) can be delivered to the students who can then claim to have fulfilled the requirements for an Honours degree with research. And as the UGC has specified, if their performance is good enough, be eligible for a direct PhD.

The NEP has been lauded as the best thing that happened to Indian education. Many respected academics have pointed out several shortcomings in the policy. One would expect that the education policy makers would take heed of these genuine criticisms and do a course correction. Moreover, as they say, the real test comes when the rubber meets the road. Noble intentions and utopian ideals are laudable. Unless attention is paid to the ground realities, the net result would only make a mockery of the stated goals.

Shobhit Mahajan is professor, department of physics and astrophysics, University of Delhi. The views expressed are personal

Ministry of Education improves governance and upgrades schools under Special Campaign 5.0

Posted On: 17 OCT 2025 5:10PM by PIB Delhi

Department of School Education and Literacy (DoSEL), Ministry of Education, is continuing the active implementation of Special Campaign 5.0 from 2nd to 31st October 2025 by institutionalising Swachhata in Government offices and enhancing school environments across the country, with a focus on:

- **Minimising pendency and enhancing efficiency** in official work by reviewing pendency in various categories and digitising records, weeding out obsolete files and improving record management.

The progress of Special Campaign 5.0 in Government offices and schools is as follows:

Category	Target on Pendency	Achievement (as on 15th October 2025)
References from MPs	233	140
Public Grievances	1,111	607
Public Grievances Appeals	510	241
Physical files due for review	70,596	60,659
e-Files put-up for Review/ e-Files closed	651	556 reviewed/ 345 closed
Campaigns to be conducted in offices and schools	3,49,934	61,243

- **Sprucing up school campuses** to ensure safe and inclusive learning spaces by undertaking whitewashing, painting, minor repairs of electric items, keeping toilets/ drinking water facilities functional and beautification through murals and wall art inspired by local art forms like Madhubani, Warli etc.



GOVERNMENT MIDDLE SCHOOL, CHALYARI, JAMMU & KASHMIR



KENDRIYA VIDYALAYA CTPS CHANDRAPURA, JHARKHAND

- Strengthening environmental responsibility across the education ecosystem by **'Reducing E-Waste'**, which is also one of the 7 themes of Mission LiFE, a global concept given by the Hon'ble Prime Minister during COP 26 at Glasgow in 2021.
- On 9th October, 2025, DoSEL in collaboration with UNICEF organised a **webinar on E-waste Awareness and Reduction**, chaired by Shri Sanjay Kumar, Secretary, DoSEL. He underscored the importance of sensitising school students and teachers to responsible E-waste management and fostering environmental consciousness within the education ecosystem.
- During the webinar, Dr. Amarpreet Duggal, Joint Secretary, DoSEL, highlighted practical steps to reduce e-waste, such as preferring cloud storage over USB drives, using electronic devices to their full life cycle as well as exhorted school students to take the lead in recycling E-waste.



- The webinar witnessed enthusiastic participation of over 1.5 lakh participants.



- Now, **E-waste Awareness and Management** drives are being organised in **Assam, Haryana, Punjab, Rajasthan and Chandigarh** from 10th October 2025 under the aegis of Eco Clubs for Mission LiFE in more than 1000 schools as per E-waste Management Guidelines issued by the Ministry of Environment, Forest and Climate Change.
- Schools have been encouraged to mobilise alumni networks, Panchayati Raj Institutions (PRIs), School Management Committees (SMCs) and community engagement through **Vidyanjali platform**

(https://vidyanjali.education.gov.in/). This collective effort seeks to deepen the spirit of Jan Bhagidari and nurture pride in schools.

Through these concerted efforts under Special Campaign 5.0, the Ministry of Education reaffirms its commitment to fostering clean, efficient and environmentally responsible institutions.

*****

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Haryana to fully implement National Education Policy-2020 by 2025

Published Date: 17-10-2025 | 10:25 am



Satish Handa

About the Author »



Haryana to fully implement National Education Policy-2020 by 2025 & develop a 'Mini Japan City' in one of the 10 proposed IMTs in Haryana

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Haryana Chief Minister Nayab Singh Saini said that the state government is strengthening its education system to fulfill Prime Minister Narendra Modi's vision of making India a developed nation by 2047. Addressing the media, CM Saini said that Haryana will fully implement the National Education Policy by 2025 and is going to establish 10 new Industrial Model Townships (IMTs) in the state, which will not only bring prosperity in the state but also generate employment for lakhs of youth. Highlighting the government's recruitment he said in the last over ten and a half years, the BJP government in the state have provided 1.80 lakh government jobs purely on the basis of merit, without 'parchi-kharchi'. Saini was on a visit to Rohtak to inaugurate the foundation stone of a Public School building and after that was talking to the media.

Saini said that the contributions of Mahatma Jyotiba Phule and Savitribai Phule in the field of education cannot be forgotten and the ruling state government is promoting digital learning, scholarships, smart classrooms, skill-based education in the state to empower youth. He added that special provisions, including scholarships, free transport for girls, reservation benefits, and education loans for backward classes, are helping ensure inclusive growth in the education sector, hoping to end unemployment in the state.

See also **Kejriwal has a habit of levelling baseless allegations on others, must apologise: Saini**

On a media question regarding the recent Chief Minister's visit to Japan, Saini said the visit has proven to be a major milestone in strengthening Haryana's global industrial ties. Minister of Industries and Commerce, Rao Narbir Singh shared that 10 MoUs worth over Rs 5,000 crore were signed with leading Japanese companies including AISIN, Denso, Daikin, Sojitz, Kubota, and others for transformative investments in agriculture, green energy, electric mobility and sustainable infrastructure in Haryana. Saini said out of 10 proposed IMTs in the state, the Haryana Government plans to develop one of the upcoming Industrial Model Townships in collaboration with Japanese firms enabling to boost employment opportunities and supporting the state's vision of a cleaner, greener, and more progressive Haryana.


India's Direct Selling Industry Surpasses ₹22,000 Cr, Direct Sellers Rise to 88 Lakh: Survey



Panipat textile goods manufacturers get orders worth Rs 5 thousand crores from US/ buyers


Wheat stocks of value over Rs 82 crore destroyed due to negligence in 4 Haryana districts



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Direct selling echoes its contribution in making the Uttar Pradesh $ one trillion economy


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Information reveals that CM Saini's three-day visit alongwith his team to Japan with his team is likely to bring investment worth Rs 5000 Crore to Haryana. Saini said that with Japan's cooperation, Haryana is likely to emerge as a hub for automobiles, IT and innovation sectors. Information reveals,the three-day visit to Japan led by Haryana CM Nayab Singh Saini has proved to be a historic step for the state's industrial, agricultural, and technological development. During this high-level delegation's visit, investment opportunities worth about Rs 5000 crore have emerged, marking the beginning of a new chapter in Haryana's growth.

See also **GST collections rise to second highest-ever at Rs 1.72 lakh crore in January**

The Chief Minister chose Japan for his first foreign visit, since the Japanese company in the 1980s began investment in India through Maruti Industries in Gurugram. Haryana has always been a global investment destination for Japanese companies, where favourable industrial policies, strong infrastructure, and an investor-friendly environment have strengthened the confidence of Japanese people. During this visit, the delegation led by the Chief Minister Saini met leading Japanese companies and industrial groups including AISIN, Air Water, TASI, Namboob, Denso, Sojitz, Nissin, Kawakin, Daikin, and Toppan. As a result of these meetings, more than 10 Memorandums of Understanding (MoUs) worth over Rs 4400 crore were signed, paving the way for employment opportunities for thousands of youth in Haryana.

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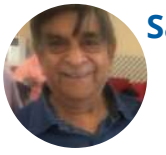
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Sources reveal, the Japanese industrial sector, impressed by the transparent governance and industry-friendly policies of the Haryana Government, has extended its hand of joint cooperation in the fields of industrial and infrastructural development, research, and innovation. Saini said, we wish to form a 'Mini Japan City' in one of the 10 new proposed Industrial Model Townships to be developed in Haryana fulfilling the promise made in his first Budget Speech (2025–26) regarding the establishment of 10 new Industrial Model Townships in the state. Saini said his vision is to develop one of these IMTs exclusively with the cooperation of Japanese companies.

See also **Haryana CM urges traders to pass GST benefits to consumers & promote indigenous products**

Chief Minister Saini has taken a concrete step toward inviting investors to invest in Haryana so that the new generations of Japan and Haryana could collaborate and contribute together in this development journey. "Being a farmer himself, I desired that along with the industries, Japan should also make its technology available for Haryana's agriculturally driven farmers," Saini said during his Japan visit, he talked to the Kubota Tractor Plant which has proposed to invest over Rs 2000 crore in Haryana. The day is not far when Japan's Kubota tractors will display their strength in the fields of Haryana and Japan's technology will set new benchmarks in agriculture. Saini said his visit to Japan was not merely an investment trip but a significant beginning towards making Haryana a 'Global Growth Hub'.

Author



Satish Handa

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Sikh devotees watch fireworks on the occasion of the Sikh festival 'Bandi Chhor Divas' at the illuminated Sri Harmandir Sahib (Golden Temple) in Amritsar on Tuesday, October 21, 2025. PHOTO- PRABHJOT SINGH GILL 3
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Governance

‘World of Work’ workshop for PM SHRI students held at Dimapur

Dimapur

BY DIPR | Friday, 17 October, 2025



A two-day workshop on the “World of Work (WoW)” for students from four PM SHRI schools of Nagaland commenced on October 16 at Kuda Youth Hall, Dimapur. The programme is being held under the aegis of the Ministry of Education, Government of India, through PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), NCERT, New Delhi, in collaboration with Samagra Shiksha Nagaland and SCERT Nagaland.

This initiative marks a significant step in advancing the objectives of the National Education Policy (NEP) 2020, particularly in promoting skill development, vocational exposure, and experiential learning among secondary school students. It aims to prepare learners for the changing landscape of the 21st-century workplace by bridging the gap between classroom learning and real-world application.

In Nagaland, students from PM SHRI GHSS Chumukedima, PM SHRI GHS Naharbari, PM SHRI GHS Burma Camp, and PM SHRI GHS Thahekhu are participating in the workshop. The event seeks to orient students towards diverse and emerging career pathways, including those identified under the 36 job sectors mapped by the Ministry of Skill Development and Entrepreneurship (MSDE), while also introducing them to new possibilities in fields such as Artificial Intelligence (AI), green technologies, and creative industries.

Delivering the keynote address, Dr Chumbeni Kikon, Joint Mission Director, Samagra Shiksha Nagaland, underscored the importance of empowering young learners through early vocational orientation and 21st-century skill-building. She highlighted how initiatives like WoW are enabling schools to move beyond traditional academics and help students make informed choices about their future careers.

A special video message was also shared by Prof Indrani Bhaduri, Head and CEO, PARAKH, NCERT, New Delhi.

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Prof Bhaduri emphasized the need for integrating skill-based learning, vocational education, and experiential assessments into regular schooling. She encouraged teachers and school leaders to provide students with opportunities for hands-on learning, internships, and project-based experiences that connect education to employability.

The workshop features interactive sessions and practical activities facilitated by resource persons Elangbam Ashakiran Chanu and Kavita Ghosh, who bring expertise in vocational pedagogy and youth development. Over the two days, students will engage in activities designed to build career awareness, teamwork, innovation, and problem-solving skills aligned with the World of Work framework.

Officials from Samagra Shiksha Nagaland, the Department of School Education (DoSE), SCERT, NBSE, and heads of the four participating PM SHRI schools attended the inaugural session and the training. The inaugural session was chaired by Assistant District Coordinator, District Mission Authority, Samagra Shiksha, Dimapur, Freda Angami.

Tags: #PM SHRI #Workshop #World of Work

NAGALAND



NPF General Convention approves historic merger with NDPP; elects Neiphiu Rio as party President

Tuesday, 21 October, 2025

हिन्दुस्तान, 18 अक्टूबर 2025, पृष्ठ संख्या -4

विद्यार्थियों को राष्ट्रीय जीवनरक्षक बनाने के लिए सीपीआर प्रशिक्षण

नई दिल्ली, प्रमुख संवाददाता। स्कूलों में आठवीं कक्षा से छात्रों को सीपीआर (कार्डियो पल्मोनरी रिससिटेशन) का पाठ पढ़ाने की तैयारी है। एम्स के इमरजेंसी मेडिसिन के डॉक्टर बाकायदा एक अध्ययन करने के बाद नीति आयोग और सीबीएसई से इसकी सिफारिश कर चुके हैं। एक दौर की वार्ता भी हो चुकी है।

एम्स में शुक्रवार को सीपीआर जागरुकता सप्ताह के मद्देनजर आयोजित एक कार्यक्रम में इमरजेंसी मेडिसिन के प्रोफेसर डॉ. संजीव भोई ने यह जानकारी दी। उन्होंने बताया कि असमय दिल की धड़कन रुकने के कारण होने वाली मौतों को कम करने के लिए छात्रों को सीपीआर की जानकारी देकर राष्ट्रीय जीवन रक्षक बनाना जरूरी है। उन्होंने कहा कि भारतीय आयुर्विज्ञान अनुसंधान परिषद (आईसीएमआर) के सहयोग से दिल्ली के 15 स्कूलों के तीन हजार बच्चों पर एक अध्ययन किया गया। इसमें आठवीं से 12वीं कक्षा के छात्र शामिल किए गए थे। उन सभी को सीपीआर का प्रशिक्षण दिया गया। इस अध्ययन में पाया गया कि आठवीं कक्षा के छात्र एक मिनट तक ही सीपीआर दे पा रहे थे। वहीं, 11वीं के छात्र दो मिनट तक सीपीआर दे पा रहे थे। ऐसे में 11वीं के छात्र जरूरत पड़ने पर इमरजेंसी में सीपीआर देकर दिल के दौरे से पीड़ित मरीजों की जान बचा सकते हैं। आठवीं के बच्चे भी सीपीआर का ज्ञान सीख पाने में सक्षम थे। इसलिए आठवीं कक्षा से छात्रों को सीपीआर का पाठ पढ़ाने की सिफारिश की गई।

डॉ. संजीव भोई ने बताया कि अब भी देश के ज्यादातर मेडिकल कॉलेजों में इमरजेंसी मेडिसिन विभाग नहीं है। देश में 780 मेडिकल कॉलेज हैं। इसमें से 150 मेडिकल कॉलेजों में यह विभाग है और इमरजेंसी मेडिसिन के महज 1400 डॉक्टर हैं। देश की आबादी की तुलना में यह बहुत कम है।

हर दो मिनट में दिल का दौरा पड़ने से एक शख्स की मौत

डॉ. संजीव भोई ने कहा कि हर चार मिनट में एक व्यक्ति की सड़क हादसे में मौत हो जाती है। हर वर्ष डेढ़ लाख लोग सड़क हादसे में मौत के शिकार हो जाते हैं। इसका बड़ा कारण सड़क हादसे में रक्तस्राव होने की स्थिति में दिल की धड़कन रुक जाना होता है। वहीं, देश में हर दो मिनट में एक व्यक्ति की दिल के दौरे पड़ने के कारण मौत हो जाती है। यदि पीड़ितों को जल्दी सीपीआर की सुविधा मिले तो बहुत से लोगों की जान बचाई जा सकती है।

EDUCATING INDIA

In the age of AI and technology, ancient Indian maths will dilute rigour, job prospects of students

Mathematics education in India must stay strongly focused on areas that directly contribute to employability, research capacity and innovation.

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Munjal University, Aradhana Narang, BML Munjal University, Palak Goel, BML Munjal University & Himanshu Upreti, BML Munjal University

Oct 18, 2025 · 07:30 pm



A maths instructor takes a class at a coaching academy in Prayagraj in June 2024. | Reuters

The University Grants Commission's draft mathematics curriculum, 2025, unveiled in August, has sparked a debate around its skewed emphasis on ancient knowledge systems over core subjects.

Designed for undergraduate and postgraduate students, the revised curriculum has been designed to align with the

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the policy document, the proposed curriculum reflects a "forward-thinking approach" and offers students a "robust foundation in mathematical concepts and skills".

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Its authors emphasise "value-based education", interdisciplinary relevance and its "integration with the Indian Knowledge System".

However, a vast section of academics and experts have raised concerns about the draft's overemphasis on ancient knowledge systems, particularly at the expense of core subjects, that could compromise students' preparedness in the job mark

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Those in favour of the curriculum argue that nothing in the revised framework prevents attention to core subjects, and that contemporary mathematics paired with historical and civilisational literacy will train students in comparative reasoning.

The draft includes core subjects such as calculus, algebra, analysis, probability and differential equations. It introduces electives in advanced topics such as computational and data science, and proposes a research project for students of Bachelors in Science (Honours) in their final year.

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evident from the addition of courses on Kala Ganana (traditional Indian time keeping), Bharatiya Bijganit (Indian algebra), Shulva Sutra (aphorisms of measurement with a rope) geometry, Philosophy of Indian Mathematics, ancient Sanskrit texts and cosmic time cycles.

Such additions may lead one to believe that the curriculum is rich in culture. But these courses are merely a repetition of school-level content, besides being better suited to the disciplines of astronomy and religious studies.

For instance, the course on traditional Indian timekeeping might be engaging as cultural history but is misaligned with modern mathematical skills or applications.

The course on Indian Algebra incorporates the contributions of Indian scholars such as Brahmagupta and Bhaskara. While historically important, reverting to sutra-based (formula-based) methods is regressive, especially when students already learn advanced algebraic structures at the undergraduate level.

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Similarly, geometry from the Shulba Sutras may have been fascinating for its time (800 BCE-200 BCE) but now, it largely overlaps with mathematics taught in high schools. Expecting undergraduates who handle linear algebra to study one-variable sutra-based equations or solutions of single variable equations based on formula-based methods is taking several steps back.

The draft also focuses on ancient texts such as Surya Siddhanta and Aryabhatiyam, which are primarily works of astronomy and cosmology. Most of the texts are available only in Sanskrit language, in the form of *shlokas* (verses), further limiting its accessibility to students and faculty.

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meaning: five attributes, or five limbs; a guide to the auspicious and inauspicious timings of the day) also collectively belong more to the disciplines of cultural astronomy and religious studies than mathematics.

Such inclusions risk weakening the academic credibility of the core mathematics curriculum. For students aiming at Joint Admission Tests for Masters – IIT JAM is the gateway for admission to Masters in Science and related programmes at premium Indian institutes such as the IITs and Indian Institute of Science, Bengaluru – the National Eligibility Test for teachers or international graduate programmes, such courses offer little value.

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Cultural heritage versus core competency

Mathematics has always been the core of India's intellectual heritage. Indian mathematicians' contributions to the field have had a lasting impact on the world, from the decimal place-value system to the groundbreaking discoveries of Brahmagupta and Srinivasa Ramanujan.

Research by one of the authors of this article shows how Indian mathematicians Brahmagupta and Bhaskara developed early ideas of zero and division by zero. Later, these concepts were connected with those of European thinkers such as Swiss polymath Leonhard Euler and Scottish mathematician John Craig. The research underscores the depth of tradition but by locating it within the ambit of the

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understood in dialogue with global developments.

Thus, it's no one's case that ancient Indian mathematical concepts do not deserve scholarly attention and cultural recognition.

However, the issue is when they begin to substitute core competencies, that too in the age of artificial intelligence and machine learning. Diverting focus from core areas such as linear algebra, probability, differential equations, optimization, game theory, discrete mathematics, information theory and computer programming – that form the backbone of modern mathematics, technology, data analysis, economics and AI – risks leaving students unprepared for global research and industry.

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An overemphasis on heritage-based courses risks diluting rigour, reducing employability and harming India's competitiveness in cutting-edge fields.

Offer electives in other disciplines

There are several ways to highlight India's mathematical contributions and train students to appreciate their cultural heritage.

One is to offer an elective on the history of Indian mathematics or ancient mathematics. Such subjects could also be offered as electives in Sanskrit colleges or departments where students study priesthood, astrology or traditional studies. Such electives can also be offered in the disciplines of history or cultural studies.

This would ensure that mathematics remains universal and rigorous; the core curriculum stays centred on proof, abstraction, analysis, probability, algebra and computational methods – the global language of mathematics.

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Emphasise on research, innovation

Heritage can enrich but not replace rigour.

In today's increasingly competitive global economy, India cannot afford to dilute its graduates' scientific and technological capabilities. The difficulty is not whether or not to incorporate ancient mathematics but rather, how to do so without sacrificing modern mathematics' rigour, abstraction and applicability.

The key is to incorporate ancient Indian mathematics in a structured but limited way that honours our heritage and creates awar[illegible] of the depth of India's intellectual

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foundation.

Students should be able to appreciate the history of Śulba Sūtras and work confidently with the mathematics that forms the foundation of today's scientific and technological world; write AI algorithms and recognise Ramanujan's brilliance while resolving optimisation issues for contemporary businesses.

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Developments in artificial intelligence, machine learning, data science, cryptography and financial engineering are driving the global economy. In that context, Indian gradua

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(algebra, analysis, topology, proof-based reasoning), applied mathematics (discrete mathematics, optimisation, differential equations, probability) and computational mathematics (numerical methods, coding algorithms, modelling techniques).

Mathematics education in India must stay strongly focused on areas that directly contribute to employability, research capacity and innovation. This alignment with market requirements is critical not only for individual career success but also for boosting India's status as a technological and scientific powerhouse.

The authors are Professors of Mathematics at the School of Engineering & Technology, BML Munjal University, Haryana.

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Mathematics Higher Education National Education Policy

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UP Board mandates publishers to handle direct NCERT textbook supply

Published on: Oct 19, 2025 4:36 AM IST

By K Sandeep Kumar , PRAYAGRAJ



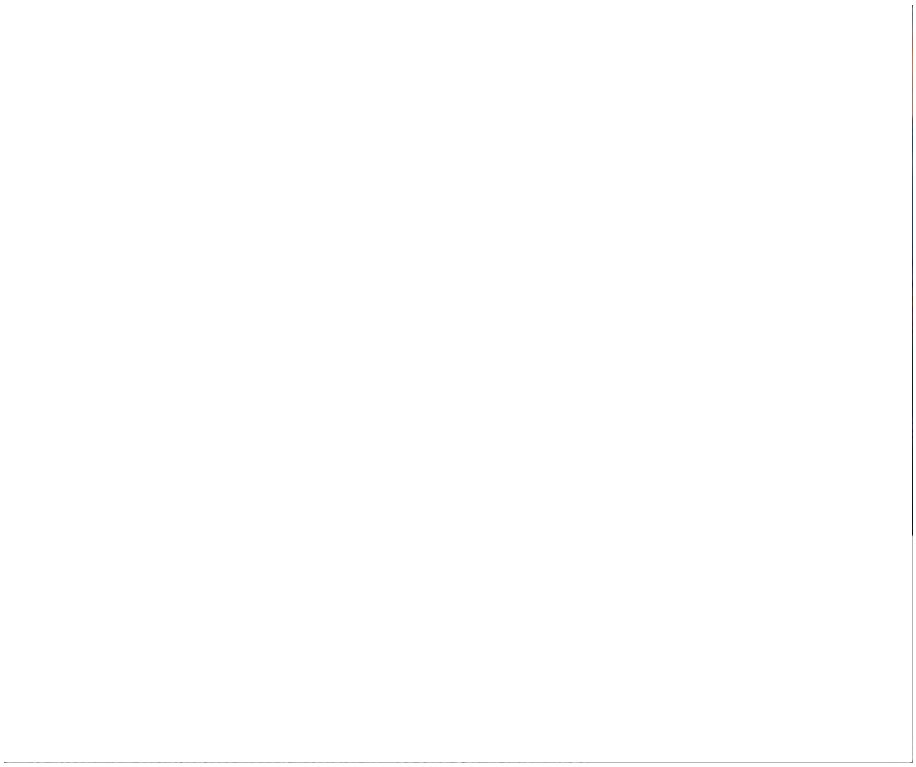
The UP Board headquarters in Prayagraj (HT File)

This change, introduced for the 2026-27 academic session, is expected to benefit over one crore students of Classes 9 to 12 across more than 28,000 UP Board-affiliated schools. Unlike previous years, when local retailers were responsible for procuring textbooks, the Board has now made it mandatory in its latest tender for publishers to handle distribution directly, officials said.

textbooks, the Uttar Pradesh Board has, for the first time, directed publishers to supply NCERT-based textbooks issued under its mandate directly to all 75 districts of the state.

This change, introduced for the 2026-27 academic session, is expected to benefit over one crore students of Classes 9 to 12 across more than 28,000 UP Board-affiliated schools. Unlike previous years, when local retailers were responsible for procuring textbooks, the Board has now made it mandatory in its latest tender for publishers to handle distribution directly, officials said.

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“This early start in the publication and supply process, five months ahead of the usual schedule, means textbooks will

begins on April 1," they claimed.

To encourage widespread distribution, the Board has also introduced a 20% commission for local retailers, making them more inclined to stock and sell the official, affordable NCERT-based books. This step, officials said, was likely to prevent the need for students to purchase costly, unauthorised alternatives, which had become common due to previous delays in distribution.

UP Board secretary Bhagwati Singh confirmed that it was the first time such a provision had been included in the tender process.

For the 2026-27 session, the UP Board will publish 70 NCERT-licensed textbooks across 36 subjects, in addition to 12 subject-specific titles in Hindi, Sanskrit, and Urdu.

In a notable shift, the UP Board has also outpaced the basic education department, which typically begins the tendering process for free textbooks for Classes 1 to 8 by November or December. In contrast, the Board previously floated tenders as late as February or March, resulting in textbooks often arriving in markets as late as July.

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As a result, students were frequently compelled to buy expensive, unofficial alternatives at the start of the academic year in April, undermining the state government's objective of providing affordable, standardised learning material.

This will mark the first time in nearly a decade that UP Board students will have access to official NCERT textbooks before April 1. Although NCERT books were introduced in UP Board schools back in 2016, timely availability remained a longstanding issue, officials said.

ABOUT THE AUTHOR

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K Sandeep Kumar is a Special Correspondent of Hindustan Times heading the Allahabad Bureau. He has spent over 16 years reporting Read More

अमर उजाला, 20 अक्टूबर 2025, पृष्ठ संख्या -7

एनडीएमसी स्कूलों में बनेंगी स्मार्ट कक्षाएं, कंप्यूटर लैब होंगी अपग्रेड

आधुनिक डिजिटल शिक्षा से जोड़ना और शिक्षण को अधिक प्रभावी बनाना मकसद

विनोद डबास

346
स्मार्ट क्लासरूम बनाए जाएंगे

29
स्कूलों की कंप्यूटर लैब होंगी अपग्रेड


सांकेतिक

नई दिल्ली। नई दिल्ली नगरपालिका परिषद (एनडीएमसी) ने अपने स्कूलों में शिक्षा के डिजिटलीकरण की दिशा में बड़ा कदम उठाया है।

परिषद ने अपने और नवयुग स्कूलों में स्मार्ट क्लासरूम स्थापित करने और कंप्यूटर लैबों के उन्नयन से संबंधित योजना तैयार की है। इसके तहत 346 स्मार्ट क्लासरूम बनाए जाएंगे जबकि 29 स्कूलों की कंप्यूटर लैब को पूरी तरह अपग्रेड किया जाएगा। इस पहल का मकसद छात्रों को आधुनिक डिजिटल शिक्षा से जोड़ना और शिक्षण को और अधिक प्रभावी, रोचक व सहभागी बनाना है।

एनडीएमसी और नवयुग स्कूलों की प्राथमिक कक्षाओं में 346 स्मार्ट क्लासरूम इंटरएक्टिव फ्लैट पैनल तकनीक पर आधारित होंगे जिनकी मदद से शिक्षक डिजिटल कंटेंट के माध्यम से बच्चों को पढ़ा सकेंगे। उसका मानना है कि शिक्षकों को स्मार्ट टूल्स के उपयोग में दक्ष बनाने से शिक्षण की गुणवत्ता और इंटरएक्टिविटी में सुधार आएगा। इसके अलावा एनडीएमसी ने कंप्यूटर शिक्षा को और मजबूत करने के लिए अपने 29 स्कूलों की कंप्यूटर लैब को अपग्रेड करने की दिशा में भी कदम बढ़ाया है। इस परियोजना का उद्देश्य पुरानी लैब में नई पीढ़ी के ऑल-इन-वन कंप्यूटर, आवश्यक सॉफ्टवेयर और पेरीफेरल्स लगाकर छात्रों को तकनीकी रूप से अधिक सक्षम बनाना है।

परिषद के अधिकारियों का कहना है कि स्कूलों में डिजिटल शिक्षा को बढ़ावा देने के लिए अपनाई गई यह दोहरी रणनीति एक ओर प्राथमिक कक्षाओं के लिए स्मार्ट क्लासरूम और दूसरी ओर कंप्यूटर लैब अपग्रेडेशन भविष्य की शिक्षा प्रणाली को नई दिशा देगी। इससे छात्रों में न केवल टेक्नोलॉजी के प्रति रुचि बढ़ेगी बल्कि उनके सीखने का अनुभव भी वैश्विक मानकों के अनुरूप होगा।

प्रेरणादायक शिक्षण वातावरण मिलेगा

एनडीएमसी के अनुसार, लगभग 350 स्मार्ट क्लासरूम और 29 आधुनिक कंप्यूटर लैबों के निर्माण से राजधानी के इन स्कूलों में शिक्षा का स्तर नई ऊंचाइयों तक पहुंचेगा। डिजिटल शिक्षण सामग्री, इंटरएक्टिव पैनल, कैमरा निगरानी और प्रशिक्षित शिक्षक मिलकर छात्रों को आधुनिक, सुरक्षित व प्रेरणादायक शिक्षण वातावरण प्रदान करेंगे। एनडीएमसी की यह पहल राजधानी में स्मार्ट एजुकेशन फॉर स्मार्ट स्टूडेंट्स के लक्ष्य को साकार करने की दिशा में एक बड़ा कदम मानी जा रही है।

The Times of India, 20 October 2025, Page No 6

Schools of Specialised Excellence to get new identity

New Delhi: Institutions previously known as Schools of Specialised Excellence (SOSE) and Schools of Excellence (SoE) will now be called CM Shri Schools. A total of 75 such schools have been brought under this new identity by the Delhi govt. A new directive by DoE mentions that this change will take effect from the 2025-26 academic session.

These CM Shri Schools will now include SoSE, which was started under the previous govt as well as the Armed Forces Preparatory School located in Jharoda Kalan. These will also include some Rajkiya Pratibha Vikas Vidyalayas, Sarvodaya Co-ed Vidyalayas, Government Sarvodaya Vidyalayas, Government Girls Senior Secondary Schools, Sarvodaya Bal Vidyalayas and Sarvodaya Kanya Vidyalayas.

There will be two operational formats for these schools. Some will begin from the nursery level, while others will start from Class VI. For admission to Class VI and above, students will be required to appear in an aptitude-based entrance test.

However, the entrance test requirement has been challenged in court. A student filed a petition in the Supreme Court, arguing that the entrance test violates provisions of the Right to Education Act. TNN

The Indian Express, 20 October 2025, Page No - 7

Kerala joins PM SHRI: 'Need funds for students, teachers'

EXPRESS NEWS SERVICE
THIRUVANANTHAPURAM, OCTOBER 19

KERALA'S CPI(M)-LED government announced on Sunday that it has decided to join the Centre's Pradhan Mantri Schools for Rising India (PM SHRI) scheme, which aims to upgrade existing schools, to get its share of Central funds.

The state government had been reluctant to join PM SHRI, alleging that the scheme, which is part of the National Education Policy, was a tool for "saffronisation" of education in the country and that it would bring the schools under the control of the Centre.

As a result of the state's reluctance to ink an MoU with the Union Ministry of Education, the central government had withheld the release of over ₹1,000 crore to Kerala's general education sector.

State Education Minister V Sivankutty said on Sunday, "There are arrears of ₹1,466 crore that we have to receive from the Centre. It is money that must be spent on our children. Many expenses, such as grants to students and salaries to teachers, can be met only if we get this fund. Other departments, such as health and agriculture, have also accepted the Centre's assistance. The funds of the Union government belong to everyone in the country. Why should we stay away?"



Kerala General Education Minister V Sivankutty

He said the Centre was trying to cut aid on "silly grounds". "Even if we accept the Centre's aid, we will continue to uphold the state's traditions in the education sector. We have a policy, and there is no question of going back on that policy. We will adopt a practical approach," he said.

He recalled how the Kerala government had brought out alternative textbooks when the country's history was allegedly attempted to be "distorted" in the NCERT textbooks.

The Kerala government had said that it has already implemented many elements of the PM SHRI scheme. For instance, on the infrastructure front, Kerala schools, both government and government-aided ones, have made major progress over the last nine years. The state already has 40,000 smart classrooms with broadband connections in several schools.

The Kerala government's decision was welcomed by the state BJP, but the CPI, an important constituent of the ruling LDF, expressed reservations over this "policy shift".

BJP state president Rajeev Chandrasekhar said CPI(M) and Chief Minister Pinarayi Vijayan have to tender an apology to the people of Kerala for having withheld the project for the last two years. "It is an agenda of CPI(M) to oppose good things and later become advocates of such matters. The approach of the government to end the political drama is welcome," he said.

CPI, the second leading partner in ruling LDF, which has strongly opposed signing the MoU with the Centre for PM SHRI, said there is no change in its stand. CPI state secretary Binoy Viswam said, "PM SHRI is part of the National Education Policy. It has to be examined several times to what extent that scheme is acceptable for us," he said.

The Kerala government said it has already implemented many elements of the PM SHRI scheme. For instance, on the infrastructure front, Kerala schools, both government and government-aided ones, have made major progress over the last nine years. The state already has 40,000 smart classrooms with broadband connections in several schools.

EXPLAINED

How the scheme has fared so far

UNDER THE PM SHRI scheme, states have to bear 40% of the project expenditure, like other Central schemes. So far, 12,400 schools from primary to higher-secondary levels in 670 districts across the country have become part of the scheme. Tamil Nadu and West Bengal have so far not joined the scheme.

The Times of India, 20 October 2025, Page No- 7

Every child matters: Social audit at govt schools to give all a fair start

Meghna.Dhulia
@timesofindia.com

New Delhi: The start of a school year is usually marked by new uniforms, crisp textbooks and eager faces. However, for many children in the city, particularly those from disadvantaged backgrounds or with special needs, the promises made under the Right to Education Act often fall short. To bridge this gap between policy and practice, Delhi govt has announced a comprehensive social audit of its schools for 2025-26 under the Samagra Shiksha scheme.

According to a circular issued by the directorate of education, around 60% of the govt schools will undergo review in the first phase to ensure that all RTE entitlements are reaching students effectively.

The social audit will look into how the schools are functioning on multiple fronts, going far beyond routine inspections. It will examine infrastructure quality, including classrooms, sanitation, drinking water and electricity, along with evaluating student safety, especially that of girls. Auditors will check enrolment, attendance, retention and the inclusion of children with special needs, reinforcing govt's goal of making schools inclusive and equitable.

KEEPING A CHECK

AI Image

Key things the social audit is likely to cover

- Whether students are receiving all entitlements as guaranteed under the Right to Education (RTE) Act and Samagra Shiksha, in a timely and fair way
- Infrastructure status of classrooms, toilets, drinking water, electricity, etc
- Safety of students, especially girls, including both physical safety and broader environment issues
- Enrolment, attendance, retention of students, which means how many drop out or stay in school
- Inclusion of children with special needs (CwSN), and generally whether vulnerable/marginalised students are being properly accommodated



- Verification of student data to see if it matches reality
- Whether the funds or grants are being released properly to schools or school management committees, and whether spending has been authorised on time
- If the work sanctioned has been actually initiated or completed
- Participation and views of stakeholders
- Whether school development plans or safety plans being executed properly

A budget of Rs 3.7 crore has been allocated. Only universities or technical institutions with a NAAC rating of B+ or above will be eligible to conduct the audit. The selected institute will train social auditors, visit schools, prepare reports and upload the findings online.

Parents, teachers and community members will be invited to participate in the audit, ensuring that those most closely connected to schools have a voice in assessing their performance. "The audit will help bring to light ground-level challenges that often go unnoticed during routine inspections and enable govt to take corrective measures. It's not just about accountability, it's about inclusion and trust," said an official.

The move comes in the wake of multiple reports highlighting that several students have not been receiving their full entitlements under RTE Act. "My child's school assured me that a complete uniform would be provided at the time of admission," said Rajesh, the father of a Class I student from a govt school in south Delhi. "But when I went to collect it, I was given only one shirt and a belt. The school said I would have to buy the shoes, shorts and socks myself. With my monthly income of just Rs 8,000, even these small expenses become a burden."

Launched in 2018, the Samagra Shiksha scheme aligns with National Education Policy 2020, focusing on holistic education from pre-primary to Class XII. Officials emphasised that the audit reflected govt's zero-tolerance policy towards negligence in student welfare. "Every child has the right to learn in a safe, inclusive and well-equipped environment. This audit is a step towards making that a reality," the official said.

Millennium Post, 20 October 2025, Page No- 6

Kerala will join PM SHRI scheme, says minister

THIRUVANANTHAPURAM: Kerala General Education minister V Sivankutty on Sunday announced that the state will join the PM SHRI scheme to get the due central funds, but asserted that it would not backtrack from the existing educational policy in the state.

He said every citizen of the country deserves central funds and so there is no need for Kerala to stay away from it.

There is already a due of Rs 1,466 crore Central funds to the state for various educational programmes and children of Kerala deserve it, the minister said while speaking to a television channel.

However, the minister made it clear that joining the union government scheme is only a practical way to get the due funds and it would not make any difference in Kerala's existing educational policy.

He said the state can implement various programmes in the educational sector and pay the salaries of over 7,000 teachers smoothly only if it receives the funds. "We will not backtrack from the state's educational policy. Various departments, including health, higher education and agriculture have already accepted the central funds," Sivankutty said.

The state would not implement anything against the existing policy, even if the Centre suggests so, he said. AGENCIES

The Tribune, 20 October 2025, Page No- 2

2,800 pvt schools face fine over failure to comply with EWS admission rules

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, OCTOBER 19

Association threatens to move court if pending dues not cleared

Over 2,800 private schools in the state are likely to face penalty ranging from Rs 5,000 to Rs 1 lakh for not complying with the directions of the Directorate of Elementary Education regarding admissions of students belonging to economically weaker section under the Right to Education (RTE) during the academic session 2025-26.

The directorate has directed the district elementary education officers (DEEOs) to send information regarding the 1,680 recognised private schools that had not declared their seats in the state, with recommendation and proposal. Directions have also been issued regarding another 1,128 recognised private schools that were rejected by DEEOs on recognition and other grounds for allotment of seats.

The directorate has also asked the officials to send the details of recognised and unrecognised schools with their respective MIS codes that have been lying closed. The officials have been told to send their reports by October 23. The penalty will be imposed on the basis of the monthly fee being charged by the private schools.



The Directorate of Elementary Education has directed the district elementary education officers to send information regarding the 1,680 private schools that have not declared their seats. FILE

Meanwhile, the private school body said the department should clear the pending dues with interests else it would move to the high court against the department.

Kulbhushan Sharma, president, National Independent Schools Alliance, said: "We have no objection to the action being taken against schools that didn't declare their seats despite repeated directions by the department. But there are a number of schools that failed to upload their data due to the issues related to the portal of the department and miscommunication, and no action should be taken against such schools."

"The department was also late on its part in starting the admission process, and it lacked clarity at various levels. The department should fix the responsibility of its officials too and take appropriate action. A majority of the schools have no objection in giving admissions if the dues are cleared in time and as per the RTE Act. The department should clear the pending dues with interest and ensure timely admission process, else the NISA will be forced to move the Punjab and Haryana High Court," he added.

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India

Kerala will join PM SHRI scheme, says Education Minister Sivankutty

PTI 19 October, 2025 02:00 pm IST



Thiruvananthapuram, Oct 19 (PTI) Kerala General Education Minister V Sivankutty on Sunday announced that the state will join the PM SHRI scheme to get the due central funds, but asserted that it would not backtrack from the existing educational policy in the state.

He said every citizen of the country deserves central funds and so there is no need for Kerala to stay away from it.

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There is already a due of Rs 1,466 crore central funds to the state for various educational programmes and children of Kerala deserve it, the minister said while speaking to a television channel.

However, the minister made it clear that joining the union government scheme is only a practical way to get the due funds and it would not make any difference in Kerala's existing educational policy.

He said the state can implement various programmes in the educational sector and pay the salaries of over 7,000 teachers smoothly only if it receives the funds.

"We will not backtrack from the state's educational policy. Various departments, including health, higher education and agriculture have already accepted the central funds," Sivankutty said.

The state would not implement anything against the existing policy, even if the Centre suggests so, he said.

He also recalled how Kerala had brought out alternate textbooks when the country's history was allegedly attempted to be distorted in the books of the National Council of Educationsl Research and Training (NCERT) recently.

When reporters asked whether the decision was taken after holding a discussion with CPI, a key partner in the LDF, which has been vehemently opposing the state joining PM SHRI scheme, the minister didn't give a clear reply.

The PM Schools for Rising India (PM SHRI) scheme is a union government's initiative to upgrade select schools across the country.

More than 14,500 existing central, state, local body run schools will be strengthened and upgraded as PM SHRI, official sources have said. PTI LGK KH

This report is auto-generated from PTI news service. ThePrint holds no responsibility for its content.

दैनिक जागरण, 22 अगस्त 2025, पृष्ठ संख्या - 6

बेटियों की शिक्षा बदल रही भाग्य



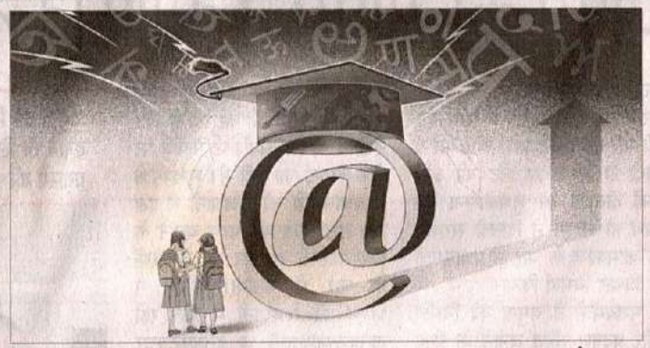
डा. शमिका रवि

बेटियों की शिक्षा को प्रोत्साहन समाज के विकास और देश में बदलते सांस्कृतिक सोच का एक महत्वपूर्ण क्षण है

गुजरात के द्वारका में एक कार्यक्रम में नरेन्द्र मोदी ने पूछा था कि कितनी महिलाओं ने पांचवीं कक्षा से आगे पढ़ाई की है। उन्हें यह जानकर आश्चर्य हुआ कि अधिकांश बुजुर्ग महिलाओं ने हाथ उठाए। जब कारण पूछा गया तो बताया गया कि गायकवाड़ शासनकाल में अगर पिता अपनी बेटियों को नहीं पढ़ाते थे तो उन पर जुर्माना लगता था। उस समय नियमों का कड़ाई से पालन होता था। इसी वजह से कई सास तो पढ़ी-लिखी हैं, लेकिन उनकी बहुएं नहीं पढ़ पाईं। यह उदाहरण एक बड़ी सच्चाई बताता है कि केवल अच्छी नीयत ही काफी नहीं है। इसके साथ जवाबदेही, नेतृत्व और नीतियां भी जरूरी हैं। मोदी के नेतृत्व में भारत में यही बदलाव देखने को मिल रहा है। यह परिवर्तन नियम-कानूनों का नहीं, बल्कि सोच बदलने से जुड़ा है। यह परिवर्तन सिर्फ बेटियों के स्कूल जाने तक सीमित नहीं है, बल्कि भारतीय समाज की नींव, स्वास्थ्य, अर्थव्यवस्था और जनसांख्यिकी को बदलने का है, ताकि बेटियों को बदलाव का सबसे सशक्त वाहक बनाया जा सके और यह शिक्षा के माध्यम से ही संभव है।

गुजरात में मुख्यमंत्री रहने के दौरान ही मोदी ने समझा कि कन्या भ्रूण हत्या और लड़कियों की अशिक्षा जैसी समस्याएं सिर्फ कानूनों से हल नहीं हो सकतीं। इसके लिए जनता का सोच बदलना जरूरी था। बेहतर सुविधाएं और प्रोत्साहन भी देने थे। वर्ष 2003 में शुरू हुई कन्या केलवणी मुहिम इसी बदलाव का जरिया बनी। इस अभियान ने बेटियों की शिक्षा के महत्व के बारे में जागरूकता बढ़ाई और स्कूलों में लड़कियों के लिए अलग शौचालय जैसी बड़ी समस्या का हल निकाला। शौचालय के अभाव में कई बच्चियां किशोरावस्था में पढ़ाई छोड़ देती थीं। उक्त योजना के नतीजे बड़े सकारात्मक रहे। एक समय राष्ट्रीय औसत से कम रही गुजरात में महिला साक्षरता दर बढ़कर 70 प्रतिशत तक पहुंच गई। तब राष्ट्रीय औसत 64 प्रतिशत था। सबसे बड़ी उपलब्धि यह रही कि लक्षित जिलों में लड़कियों के स्कूल छोड़ने की दर 90 प्रतिशत तक घट गई। मोदी ने इस नीति को सिर्फ सरकारी योजना नहीं रहने दिया, बल्कि जनांदोलन बना दिया। उन्होंने सार्वजनिक कार्यक्रमों में मिले उपहारों की नीलामी से लड़कियों की शिक्षा के लिए 19 करोड़ रुपये जुटाए और खुद 21 लाख रुपये का व्यक्तिगत योगदान भी दिया। इन प्रयासों से एक मजबूत संदेश गया कि बेटियों की शिक्षा केवल सरकार का काम नहीं, बल्कि पूरे समाज की जिम्मेदारी है।

गुजरात की सफलता से प्रेरित होकर बेटी बचाओ, बेटी पढ़ाओ अभियान को 2015 में पूरे देश में शुरू किया



अवधेश राजपूत

गया। इसके दो उद्देश्य थे। पहला कन्या भ्रूण हत्या रोकना और दूसरा बालिका शिक्षा को बढ़ावा देना। शुरुआत में यह योजना 100 ऐसे जिलों में लागू हुई जहां लिंगानुपात की स्थिति सबसे खराब थी। बाद में यह पूरे देश में लागू की गई। इस योजना का लिंगानुपात सुधार पर सीधा असर पड़ा। वर्ष 2015 में प्रति 1,000 लड़कों पर लड़कियों की जो संख्या 919 थी, वह 2019-21 तक बढ़कर 929 हो गई। लिंगानुपात में सुधार तो इस तस्वीर का सिर्फ एक पहलू है। बड़ा बदलाव शिक्षा के जरिये आकार ले रहा है। बेटियों की शिक्षा कई सकारात्मक परिवर्तनों का माध्यम बनती है। पढ़ी-लिखी महिलाएं आम तौर पर देर से शादी करती हैं और कम बच्चे पैदा करती हैं। भारत की कुल प्रजनन दर (टीएफआर) अब 2.0 पर आ गई है, जो जनसंख्या को स्थिर रखने के स्तर से भी कम है। यह बदलाव सीधे तौर पर महिलाओं की बढ़ती शिक्षा और कामकाज में भागीदारी से जुड़ा है। शिक्षित महिलाएं गर्भावस्था और प्रसव के समय देखभाल को लेकर भी सावधानी बरतती हैं। बालिका शिशु मृत्यु दर में आ रही कमी इस रुझान को पुष्ट भी करती है।

कामकाजी आबादी में महिलाओं की भागीदारी को लेकर जरूर कुछ चुनौतियां कायम हैं, लेकिन स्वास्थ्य, शिक्षा, विज्ञान-तकनीक और उद्यमिता जैसे क्षेत्रों में उनकी संख्या बढ़ रही है। ये वे क्षेत्र हैं, जहां पढ़ाई और कौशल का सबसे अधिक महत्व है। महिलाएं अब सैन्य अधिकारियों से लेकर टेक स्टार्टअप्स के सीईओ पद को सुशोभित कर रही हैं, जिनकी कल्पना कभी उनके करीबियों ने भी नहीं की होगी। अध्ययन बताते हैं कि शिक्षित माताओं के बच्चे पढ़ाई में बेहतर करते हैं और उनका स्वास्थ्य भी अच्छा रहता है। यह सशक्तीकरण का एक सकारात्मक चक्र है, जो हर पीढ़ी को प्रभावित करता है। मध्य प्रदेश के हालिया सर्वे के अनुसार 89.5 प्रतिशत लोग बेटी बचाओ, बेटी पढ़ाओ योजना के बारे में जानते हैं और 63.2 प्रतिशत का कहना है कि इस योजना ने उन्हें बेटियों को स्कूल भेजने के लिए प्रेरित किया। समाज में जल्दी शादी टालने और बेटियों की उच्च शिक्षा को बढ़ावा देने का समर्थन भी बढ़ा है। ये रुझान उस सोच में बदलाव को दर्शाते हैं, जहां कभी बेटियों को पूरी तरह से स्कूल जाने से रोक दिया जाता था।

बेटियों की शिक्षा को प्रोत्साहन और इस मोर्चे पर अब तक की प्रगति हमारे समाज के विकास और पूरे देश में बदलते सांस्कृतिक सोच का एक महत्वपूर्ण क्षण है। यह बदलाव गहरा और स्थायी है, जिसे युवा महिलाओं को सशक्त बनाने के लिए सोच-समझकर बनाई गई प्रभावी नीतियां संभव बना रही हैं। इन पहलों का दीर्घकालिक असर और भी स्पष्ट होगा, क्योंकि यह सकारात्मक चक्र न केवल व्यक्तिगत जीवन, बल्कि पूरे समुदायों को बेहतर बनाता है। आज की पढ़ी-लिखी बेटियां सिर्फ छात्राएं नहीं हैं, वे कल की संभावित नेता, नीति-नियंता और बदलाव लाने वाली शक्ति हैं। शिक्षित बेटियों की भविष्य में पारिवारिक आय में योगदान करने और बच्चों की शिक्षा में निवेश करने की अधिक संभावना भी होती है। महिला शिक्षा में प्रत्यक्ष दिख रही प्रगति को लेकर हम भविष्य को लेकर आशान्वित हो सकते हैं कि प्रधानमंत्री मोदी के नेतृत्व में शुरू किए गए बदलाव आगे और गति पकड़ेंगे। इससे एक ऐसा समाज आकार लेगा, जहां हर लड़की को सीखने, बढ़ने और सफल होने का समान अवसर मिले। यह आवश्यक ही नहीं अनिवार्य भी है, क्योंकि जब आप एक लड़की को शिक्षित करते हैं, तो आप पूरे समाज को आगे ले जाते हैं।

(लेखिका प्रधानमंत्री की आर्थिक सलाहकार परिषद की सदस्य हैं)
response@jagran.com

The Tribune, 22 October 2025, Page No - Delhi Tribune - 02

Why over 2,800 schools in state likely to face penalties from Edu Dept

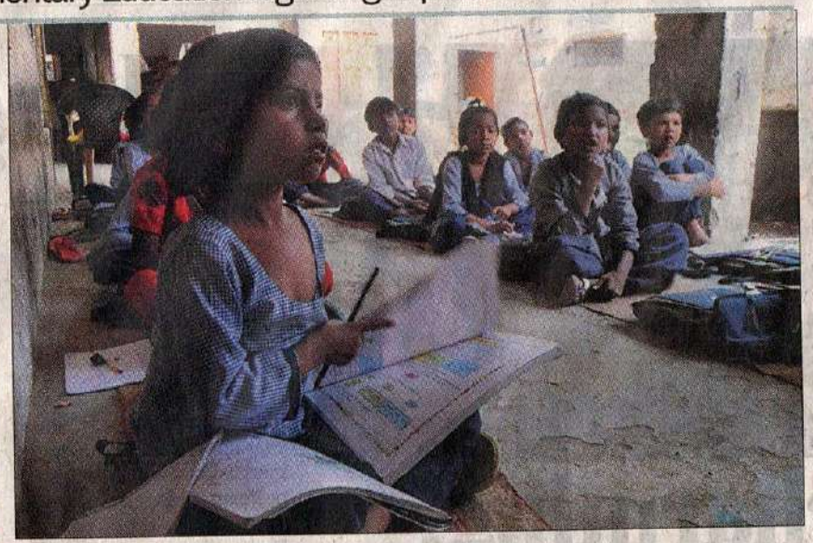


HARYANA

Have not complied with directions of Directorate of Elementary Education regarding implementation of RTE Act



FILE



NITISH SHARMA

DISGRUNTLED with over 2,800 recognised private schools in the state that didn't comply with the directions of the Directorate of Elementary Education regarding implementation of Right to Education (RTE) Act, the department is set to impose penalties ranging from Rs 5,000 to 1 lakh on those schools. The directorate has directed the Education Department officials to send the details of the schools with recommendations for further action.

■ Why is the RTE important for the Education Department?

The RTE Act provides admission to students belonging to economically weaker sections and disadvantaged groups in private recognised schools in the state. Under the RTE, 25 per cent seats are reserved in the first or entry-level classes for the children from these categories.

■ What is the reason behind the dispute between the schools and the Education Department?

While the new academic session started in April, the children who wanted admissions in the recognised private schools under the RTE Act had to wait till July for the completion of the admission process. The delays on the part of the department in obtaining data related to seats, and on the part of the private schools in declaring the seats led to the series of objections and repeated extension of deadlines for admissions and updation of admission tracking portal. As many 10,744 recognised private schools were told to declare their seats under the RTE this year and despite repeated warnings a number of schools failed to declare their seats.

■ What were the directions issued to the DEEOs?

In a letter issued, the directorate directed the District Elementary Education Officers (DEEOs) to send information regarding the 1,680 recognised private schools that had not declared their seats in the state. Directions were also issued regarding another 1,128 recognised private schools that were rejected by the DEEOs on recognition and other grounds for allotment of seats. The officials have been told to send their reports by October 23. Besides these, the directorate has also asked the officials to obtain and send the details of recognised and unrecognised schools with their respective MIS codes that have been lying closed.

■ How much penalty will be imposed on the schools?

The penalty will be imposed on the basis of the monthly fee being charged by the private schools. In case of schools that didn't declare seats, a penalty of Rs 30,000 will be imposed on schools charging fee up to Rs 1,000 per month, and Rs 70,000 and Rs 1 lakh on the schools charging fees up to Rs 3,000 per month and up to Rs 6,000 per month, respectively. The schools charging above Rs 6,000 will be given a personal hearing by the Director-General. In case of the schools that were rejected, a fine of Rs 5,000 will be imposed on the schools charging up to Rs 1,000 per month, and Rs 10,000 and Rs 15,000 on the schools charging fees up to Rs 2,000 per month and up to Rs 3,000 per month, respectively. The schools charging up to Rs 5,000 will be given a personal hearing by the Director-General.

■ What do the private associations say about the decision?

National Independent Schools Alliance, one of the associations, seeks relaxation for the schools that failed to upload their data due to the issues related to the portal of the department and miscommunication. The association has no objection to the action being taken against schools that didn't declare their seats despite repeated directions by the department. The association also demand action against officials for delay in starting the admission process, and delay in releasing the dues of previous years under the RTE.

The Pioneer, 22 October 2025, Page No - 2

Schools to get a boost from NGOs, CSR through Vidyanjali

PIONEER NEWS SERVICE
New Delhi

The Delhi Government is encouraging its schools to strengthen partnerships with NGOs and Corporate Social Responsibility (CSR) entities through the Vidyanjali portal, a Union Government initiative aimed at promoting community participation in education.

According to a circular issued by the Directorate of Education (DoE), the move aligns with the vision outlined in the National Education Policy (NEP) 2020, which highlights volunteerism and collaboration as key to transforming the country's education system.

It stated that NGOs, non-profit organisations and CSR partners can extend their services to the Delhi Government and aided schools through the Vidyanjali portal.

The circular added that schools are encouraged to make full use of the opportunities under this platform while ensuring that no personal or sensitive data of students is shared with external partners under any circumstances.

Citing the guidelines issued by the Ministry of Education's Department of School Education and Literacy (DoSEL), the DoE said the "adopt-a-School" module, now live on the official Vidyanjali website, allows formal collaboration between schools and external partners for long-term support and resource enhancement.

The concept note for the module was issued by DoSEL on January 20, 2025.

Government of India
Press Information Bureau

Social Welfare

SOAR Fostering AI-Driven Education and Skill Development

Posted On: 22 OCT 2025 10:07AM

Key Takeaways

Skilling for AI Readiness (SOAR) targets school students from **class 6 to class 12** and **educators** to enable a future-ready India in this increasingly digital world.

SOAR incorporates **3 targeted 15-hour modules** for students and **one independent 45-hour module** for educators, focusing on topics like ethical AI use and basic concepts of machine learning.

The **Union Budget 2025-26** allocates **₹500 crore** to establish a **Centre of Excellence in Artificial Intelligence for education**, aimed at advancing AI-driven learning and innovation.

As on June 2025 **1,480** apprentices have been trained between **FY 2022-23** to **FY 2025-2026** in **AI-related roles** like **AI Data Engineer** and **Machine Learning Engineer** under NAPS-2.

Introduction

The global workforce is undergoing a profound transformation driven by advances in AI, machine learning, data science, and automation. As AI becomes embedded in industries such as healthcare, finance, education, manufacturing, and public services, there is an urgent need for broad-based AI literacy and specialised talent. The Skilling for AI Readiness (SOAR) program in India represents a strategic initiative by the Ministry of Skill Development and Entrepreneurship (MSDE) to integrate artificial intelligence competencies into India's educational framework. This aligns with the government's goal to lead in global technological advancements. **Launched in July 2025**, this program coincides with the **10-year milestone of the Skill India Mission**, which has empowered people through various skilling schemes since 2015, including expansions into emerging domains like AI under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 4.0.

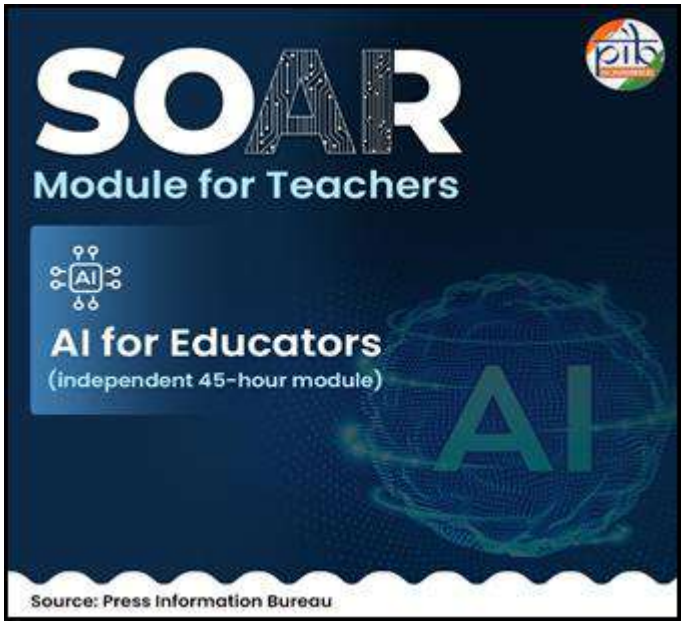
SOAR's Mission: Empowering the Future

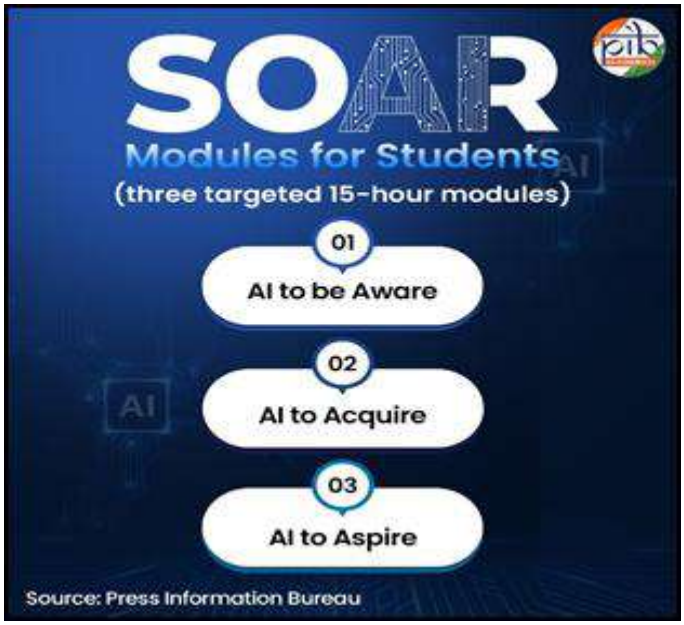


Foster AI awareness: The SOAR initiative prioritises cultivating AI literacy among school students and educators. By introducing foundational AI concepts, such as **machine learning** (ML) basics and ethical AI use, the program aims to spark curiosity and aspiration among young learners, preparing them for a tech-driven future. For educators, SOAR provides specialised training to incorporate AI modules into existing curricula, ensuring effective delivery and alignment with industry needs.

Support Economic Self-reliance: SOAR strategically supports India's vision of economic self-reliance (**Atmanirbhar Bharat**) by equipping youth with skills for high-demand sectors like **IT**, **digital innovation**, and **AI-driven industries**. The initiative aligns with national priorities under flagship schemes like PMKVY 4.0, which focuses on skilling for emerging technologies to enhance employability and entrepreneurship.

Build a Tech-driven India: SOAR's long-term vision is to position India as a global leader in AI by preparing its youth for AI-driven careers and entrepreneurial ventures. By fostering a robust ecosystem of AI-literate students and educators, the initiative aims to create a pipeline of skilled professionals for roles in AI development, data analytics, and tech innovation.





Artificial Intelligence: Transforming India's Education Landscape

Artificial Intelligence is revolutionising India's education sector by fostering innovation, enhancing digital literacy, and preparing students for a technology-driven future. In line with the recommendations of the National Education Policy (NEP) 2020, AI is being seamlessly integrated into classrooms and skill development frameworks. Some of the key developments driving this transformation include:



AI in School Curriculum:

The National Education Policy (NEP) 2020 emphasises the inclusion of contemporary subjects like Artificial Intelligence (AI) in school curricula, at appropriate stages, to foster innovation and digital literacy among students.The Central Board of Secondary Education (CBSE) has already implemented AI as a subject in affiliated schools. Introduced in Class IX starting from the 2019-2020 academic session and extended to Class XI from the 2020-2021 session, it focuses on practical applications like skill development and personalised learning tools.

Establishment of Centre for Excellence in AI:

The Government of India is establishing a **Centre for AI Excellence** as a key initiative to advance AI adoption in education. The aim is to leverage **AI for Indian languages**, promoting critical thinking in classrooms, and transitioning from traditional teaching methods to technology-driven approaches like "from chalkboards to chipsets."

This centre will support broader national efforts to build AI infrastructure and human resources. This also includes recommendations for All India Council for Technical Education (AICTE)-approved institutions to offer AI as an elective in various educational courses.

Indian Institutes of Technology (IITs) complement this by offering advanced AI-related courses, such as **Deep Learning**, **Machine Learning**, and **Predictive Data Analytics**.

Integration of AI and Digital Learning in Skill India Mission (SIM):

The Government of India is actively embedding AI and digital learning programs within the Skill India Mission (SIM) to prepare a future-ready workforce, with targeted initiatives under **Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 4.0**, **National Apprenticeship Promotion Scheme (NAPS)**, Industrial Training Institutes (ITIs) and National Skill Training Institutes (NSTIs)and the **Skill India Digital Hub (SIDH) platform**.

PMKVY 4.0: Launched in 2015 and focuses on short-term training, up-skilling, and recognition of prior learning by prioritising futuristic skills like Artificial Intelligence (AI).

PMKVY 4.0: Launched in 2015 and focuses on short-term training, up-skilling, and recognition of prior learning by prioritising futuristic skills like Artificial Intelligence (AI).

Job role –Wise Details of Candidates Enrolled and Trained in AI Related Job Roles

(as on 16.10.2025)

S.No.	Job Role Name	Trained / Oriented
1	AI – Business Intelligence Analyst	2,880
2	AI – Data Architect	1,307
3	AI – Data Engineer	1,871
4	AI – Data Quality Analyst	9,961
5	AI – Data Scientist	4,973
6	AI – Database Administrator	5,176
7	AI – DevOps Engineer	5,394
8	AI – Machine Learning Engineer	7,796
9	AI – Solution Architect	410
Total		39,768

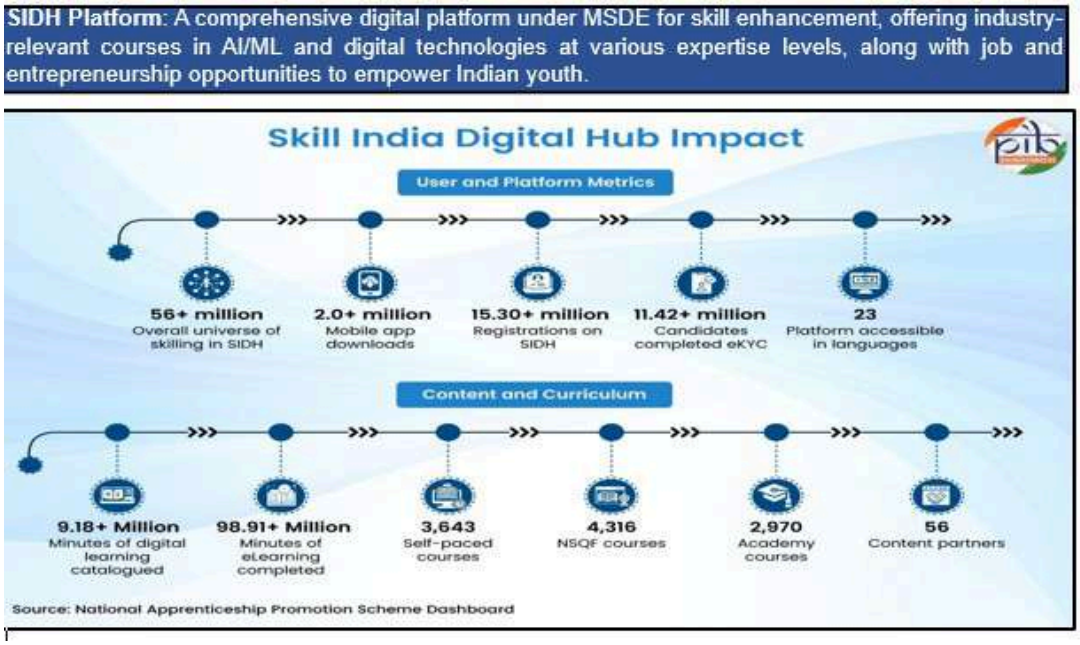
Source: Press Information Bureau

NAPS: Since August 2016, the National Apprenticeship Promotion Scheme (NAPS-2), currently in its second phase, supports apprenticeships by providing a stipend of up to 25% of the minimum prescribed amount, with a maximum of ₹1,500 per month.

The amount is delivered through Direct Benefit Transfer. Under AI-related trades, **1,480 apprentices** have been engaged nationwide from **FY 2022-23** to **FY 2025-26** (up to June 2025), covering roles like

NAPS: Since August 2016, the National Apprenticeship Promotion Scheme (NAPS-2), currently in its second phase, supports apprenticeships





SOAR: Relevance and Expected Outcomes

Strategic Alignment with Skill India Mission: SOAR supports the Skill India Mission by providing targeted modules for students, equipping the youth with essential digital skills to enhance employability and productivity in AI-driven sectors.

Contribution to Viksit Bharat Vision: The program advances India's vision of a developed nation by 2047 through **AI for All** initiatives. This fosters a tech-savvy workforce that leverages AI to boost innovation and global competitiveness, as emphasised in national skill development strategies.

Promotion of Digital Inclusion: **SOAR bridges the urban-rural digital divide** by integrating AI training into accessible platforms like the Skill India Digital Hub. This ensures equitable access to digital skills across government and private schools, thereby empowering marginalised communities.

AI-Aware Students and Trained Educators: SOAR aims to produce AI-aware students capable of ethical AI application and train educators across government and private schools in enhancing teaching methodologies and ensuring widespread adoption of AI in classrooms.

Boosting AI Career Interest and Narrowing Skill Gaps: The SOAR program is projected to increase youth interest in AI careers through hands-on skilling. It also narrows the urban-rural gap in digital competencies by providing inclusive training and enabling access to high-demand tech skills.

Conclusion

The Skilling for AI Readiness (SOAR) program marks a pivotal step toward positioning India as a global leader in AI-driven education and workforce development. By embedding AI literacy within school curricula and vocational training, SOAR not only equips students and educators with cutting-edge skills but also fosters a culture of innovation and ethical technology use. Through strategic partnerships and platforms like the Skill India Digital Hub, the program ensures accessibility across diverse socio-economic groups, empowering India’s youth to drive technological and economic progress. As a cornerstone of the Viksit Bharat @ 2047 vision, SOAR lays the foundation for a digitally inclusive, competitive, and self-reliant India, ready to shape the future of global innovation.

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SOAR

Fostering AI-Driven Education and Skill Develop

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Key Takeaways

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- SOAR incorporates **3 targeted 15-hour modules** for students and **one independe** **module** for educators, focusing on topics like ethical AI use and basic concepts learning.
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SOAR's Mission: Empowering the Future

NEP 2020 And PM Shri Scheme Foster Education And Cultural Pride In Remote Ladakh Schools



In Ladakh, under the vision of the PM Shri Scheme and the New Education Policy (NEP) 2020, schools in even the remotest frontier areas are witnessing remarkable transformation in the field of education and cultural learning.

One such example is PM Shri Government High School Thasgam in Drass, which organised an Ethnic Food Festival today with great enthusiasm and community participation.

The event was graced by the Councillor of Lower Constituency, Abdul Wahid, as the Chief Guest, along with officials from the Indian Army as Special Guests. Students showcased the rich cultural diversity of Ladakh through Shina cuisines, traditional dance performances, and an ethnic attire ramp walk reflecting the spirit of local heritage.

This event stands as a symbol of how the PM Shri Scheme and NEP 2020 are nurturing not only academic excellence but also cultural pride and community participation in every corner of the Union Territory of Ladakh.



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Nation

NCERT dispatches first shipment of textbooks to Lucknow to ensure timely availability across nation

NCERT plans to operationalise ten SDCs in different States b

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An official release said the event marked the beginning of the implementation of the MoU signed between the NCERT and the CWC.

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NEW DELHI: The first shipment of genuine National Council of Educational Research and Training (NCERT) textbooks was dispatched on Thursday from the Central Warehousing Corporation facility in Noida (Sector 68) to the distribution center in Lucknow, ensuring the timely availability of sufficient academic materials to students and schools nationwide.

An official release said the event marked the beginning of the implementation of the MoU signed between the NCERT and the CWC. “The first shipment is headed to the Strategic Distribution Centre at Lucknow, marking a significant milestone in strengthening NCERT’s nationwide textbook distribution network.”

NCERT plans to operationalise ten SDCs in different States by the end of November.

Himanshu Gupta, Secretary, NCERT, and Samuel Pravee[illegible] Marketing and Corporate Planning, CWC, took part in th[illegible]

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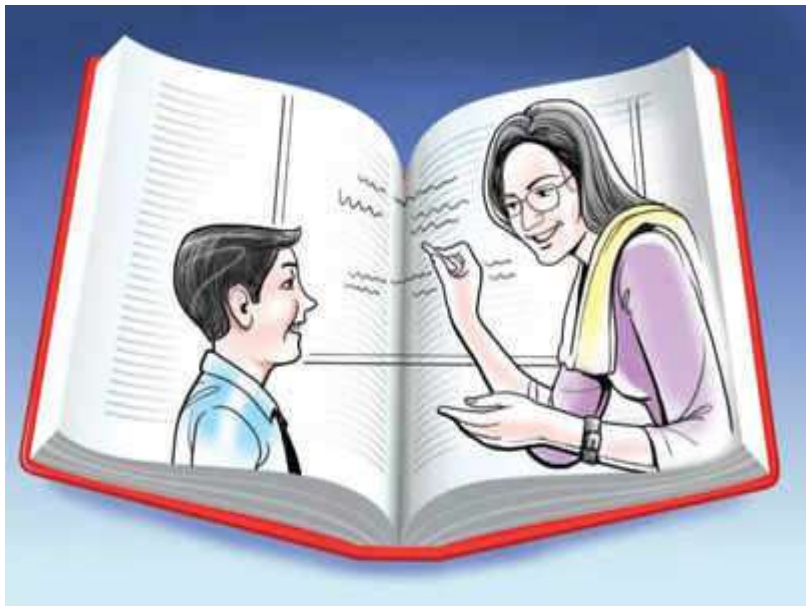
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NCERT books for class 4 students in govt schools from 2026

Oct 23, 2025, 02.02 AM IST



Prayagraj: More than 1 lakh class 4 students in govt-run primary schools across UP will study from National Council of Educational Research and Training (NCERT) textbooks from academic session 2026–27. Basic education department is implementing NCERT books in a phased manner, updating them as per the state's context. In the ongoing session (2025–26), class 3 students already have NCERT books, while classes 1 and 2 adopted the new curriculum in previous sessions. Now, the department has floated a separate tender for publication and free distribution of NCERT textbooks and workbooks for classes 1 to 4.

For class 4, students will get new NCERT books such as Veena (Hindi language), Santoor (English), Ganit Mela (Mathematics), Hamara Adbhut Sansar (Environmental Studies), Sanskrit Sudha, Bansuri (Art Education), and Riyazi (Urdu), along with corresponding workbooks. The process of publishing and supplying these books is underway to ensure their free availability before the new academic session begins on Apr 1. The task of contextualising NCERT content for UP is being handled by experts from State Institute of Education, English Language Teaching Institute and State Hindi Institute. Final approval will be sought from NCERT after customisation.

Meanwhile, despite these curriculum upgrades, many teachers are reportedly reluctant to use digital teaching tools. Instead of engaging students through available audio-visual aids, teachers are relying solely on learning from textbooks. As a result, facilities like smart classrooms, ICT labs, and digital libraries remain underutilised. Directorate of school education, Monika Rani, has instructed identification of 10 schools per district with the least digital usage and headmasters of these schools will have to explain their non-compliance. In the last two years, the state set up 7,409 smart classrooms, 4,686 ICT labs, and 570 digital libraries, yet many lie unused. The DG has directed regular reviews to ensure proper use of these resources, emphasising that significant public funds have been invested for students' benefit.

अमर उजाला, २४ अक्टूबर २०२५

पृष्ठ नं.- 18

The Pioneer, 24 October 2025, Page No- 8

फ्री ऑनलाइन कोर्स

एनसीईआरटी का एकाउंटेंसी XI पार्ट-I कोर्स

एनसीईआरटी की ओर से एकाउंटेंसी XI पार्ट-I कोर्स की पेशकश की जा रही है। इस पाठ्यक्रम की अवधि 24 सप्ताह है। इसमें वीडियो व्याख्यान, प्रिंट करने योग्य अध्ययन सामग्री के अलावा क्विज और असाइनमेंट भी शामिल हैं, ताकि विद्यार्थी अपने ज्ञान का स्व-मूल्यांकन कर सकें। यह कोर्स लेखांकन के व्यावहारिक पक्षों जैसे बही-खाता, जर्नल, लेजर, बैंक रीकंसिलिएशन, ट्रायल बैलेंस, डिप्रिशिएशन, बिल ऑफ एक्सचेंज आदि पर आधारित है, जो खासकर ग्यारहवीं के छात्रों के लिए तैयार किया गया है। इस पाठ्यक्रम के अंतर्गत विद्यार्थियों को वित्तीय लेन-देन की सही रिकॉर्डिंग, लाभ-हानि निर्धारण, वित्तीय पूर्वानुमान और लेखांकन की विश्वसनीयता के बारे में बताया जाएगा। छात्रों को सीखने के लिए विभिन्न इंटरेक्टिव सुविधाएं, जैसे चर्चा मंच और विशेषज्ञों से संदेह समाधान सेशन भी उपलब्ध कराए जाएंगे। इच्छुक छात्र आधिकारिक लिंक tinyurl.com/4t2smyfz पर जाकर 20 फरवरी, 2026 इस कोर्स में रजिस्ट्रेशन कर सकते हैं।



Aligning global learning with NEP 2020



SURBHI SOOD

2ND OPINION
THE PIONEER

As India's National Education Policy (NEP) 2020 reshapes the academic landscape, international curricula are being evaluated for their ability to align with its reform goals. The Western Australian Certificate of Education (WACE), developed by the School Curriculum and Standards Authority (SCSA) under the Government of Western Australia, has emerged as a strong contender.

In 2023, it achieved equivalence from the Association of Indian Universities (AIU) for both Class 10 and Class 12 — enabling Indian students to earn a globally recognised qualification within the national framework." We received AIU equivalence after a rigorous evaluation process," says Angelique Smith, Principal Consultant at SCSA. "It validated WACE's academic parity with India's leading boards and positioned it as a credible international option." Unlike private international boards such as IB or Cambridge, WACE is the official government curriculum of Western Australia. Its balanced 50:50 evaluation model — half based on schoolwork and half on final exams — promotes continuous assessment, project-based learning, and deeper understanding. Equally central is its commitment to teacher training: educators must complete at least 150 hours of professional development annually through online modules, mentoring, and classroom visits.

"Curricula succeed only when teachers feel confident delivering them," says Smith. WACE mirrors NEP 2020's emphasis on flexibility, multidisciplinary learning, and reduced rote learning. "WACE already does what NEP envisions — competency-based, inquiry-driven, and focused on real-world skills," explains Ahmed. Students can blend disciplines — pairing physics with design or economics with digital technologies — reflecting a shift towards creativity and applied learning. WACE India integrates digital literacy and AI awareness across subjects. "AI isn't a standalone subject — it's woven into every discipline," says Smith. "Students learn to use AI tools responsibly and critically." Ahmed adds, "Just as computers became integral to all professions, AI will be too. WACE ensures students are future-ready." "If Australian students study a European war, Indian students might explore a local historical event instead," says Smit' The curriculum accommodates Indian la. guages and histories, helping schools remain rooted in national identity while meeting global benchmarks. Graduates receive both the WACE certificate and an ATAR (Australian Tertiary Admission Rank), accepted by leading global universities, including the US Ivy League, the UK's Russell Group, and Canada's top institutions. In India, AIU equivalence allows seamless admission to national universities. The University of Western Australia also offers WACE graduates special bursaries worth AUD 20,000. WACE India has partnered with schools such as DPS North and East Bengaluru and Shaheen International, Bidar, aiming to reach 100 schools within four years through collaborations with state governments and TAISI." Our goal isn't another board," concludes Ahmed. "It's to build a model that empowers teachers and prepares India's youth for the future."

The Pioneer
SINCE 1865

Surbhi Sood is a content writer who writes on education and ethics

The Financial Express, 24 October 2025, Page No. -8

Creative destruction in the classroom



PRIYANK NARAYAN

Founding Director, Centre for Entrepreneurship, Ashoka University

Nobel lessons for academia: growth, like learning, is not inherited but renewed. Every generation must rediscover how to think, build, and begin again

EVERY OCTOBER, THE Nobel announcements remind us that "ideas move the world". This year the prize picks up a central question: why do some economies grow persistently while others stagnate?

The answer is simple and yet hard. Growth doesn't come from capital alone. It comes from innovation, technologies, and new ways of doing things. It grows when systems (read institutions) and societies learn how to learn. The laureates — Joel Mokyr, Philippe Aghion, and Peter Howitt—were recognised for having explained "innovation-driven economic growth". A deceptively simple citation, but one that carries profound lessons for how we think about education, entrepreneurship, and the architecture of our universities.

Mokyr, the economic historian, looked backwards to understand progress. He showed that the Industrial Revolution wasn't just about machines, it was about mindsets. Some societies began to value experimentation, openness, and the practical use of knowledge. They built bridges between thinkers and makers. Once that cultural shift took hold, growth followed.

Aghion and Howitt took that insight and turned it into economic theory. Their model of "creative destruction" explains how new firms and technologies constantly disrupt old ones, creating a cycle of renewal. Innovation drives growth, but also upends the status quo. It's a messy churn of ideas, experiments, and failures.

The university as an ecosystem

Modern universities cannot be seen merely as a teaching shop or research silo. It is a living system where curiosity and creativity must constantly collide. Yet too many of our universities have grown inward-looking, optimising for control and compliance.

Mokyr's research may have some ideas for renewal. He highlights three conditions that made innovation possible in past societies: usable knowledge, mechanical competence, and institutional openness. The three conditions can be applied to how we design and run our campuses.

Usable knowledge means connecting learning to real problems faced by industry, society, and the environment. It's a fine balance between theory and practice, a tension that many academic toggle with in every class. Mechanical competence is equipping students to build and test ideas, not just write about them. Students must learn to build, not just analyse—whether it's code, prototypes, or policy experiments. Institutional openness is being bold about breaking silos and inviting friction between disciplines, academia and industry, and between ideas that don't fit neatly together.

The world's biggest problems will not be solved by 'businesses and governments' but by entrepreneurial thinkers

Aghion and Howitt's notion of creative destruction is particularly relevant for entrepreneurship education. Most start-ups are exploring how to destroy old assumptions about products, markets, and even human behaviour. Yet most entrepreneurship curricula still privilege business planning over discovery. We teach our students to optimise before they experiment and to seek certainty before every decision. We need more academic spaces where students can fail intelligently and bridge disciplines without permission.

The National Education Policy 2020 already nudges us in that direction: multidisciplinary learning, flexible credit systems, and research-linked pedagogy. But policy is only the scaffolding. The real work lies in systemic change in how departments collaborate and how leadership rewards initiative. The Nobel Committee's recognition of endogenous growth theory is a wake-up call. It tells us innovation mindset must be baked into the system, not sprinkled on top.

What can universities change

First, initiate integrating live learning into every discipline. Every student should work on a real-world problem with an organisation, start-up, NGO, or government partner before graduating. When economics students work on waste-management start-ups, or political science majors help social enterprises with policy frameworks, they start connecting ideas to outcomes.

Second, we need to redesign faculty incentives. Today, most academics are rewarded for publishing papers, not building projects. We need to value the creation of knowledge through new methods, partnerships, and pedagogies. If a professor helps students co-design a low-cost medical device or the prototype of a civic tech solution, that should count as scholarship.

At Ashoka University and across many progressive campuses, we are beginning to replace static case studies with live projects, where students work on real problems with start-ups. They learn to sense, prototype, validate, and iterate: the grammar of creative destruction. But this mindset must not remain confined to entrepreneurship courses. It belongs in every domain. The goal is to create entrepreneurial thinkers—from biology to political science.

Because here's the truth: the biggest problems—climate adaptation, digital inequality, public health, and AI ethics—will not be solved by "businesses and governments". They will be solved by entrepreneurial thinkers who can change a societal mindset, hold ambiguity, and still act.

Aghion and Howitt's theory also warns us that innovation comes with turbulence. In academia, we need to protect academic rigour while permitting pedagogical risk. When we change what and how we teach, we disrupt established hierarchies. Not everyone welcomes that. Bureaucracy is the enemy of innovation, but so is chaos. The balance is delicate: enough structure to provide stability, enough freedom to allow imagination.

The Nobel Committee this year didn't just reward an economic model; it celebrated a worldview. Growth, it said, is not an end in itself. It must serve human progress. The future will demand a frugal imagination—to solve more with less, to care for the environment and serve everyone through the process of disruptive innovation.

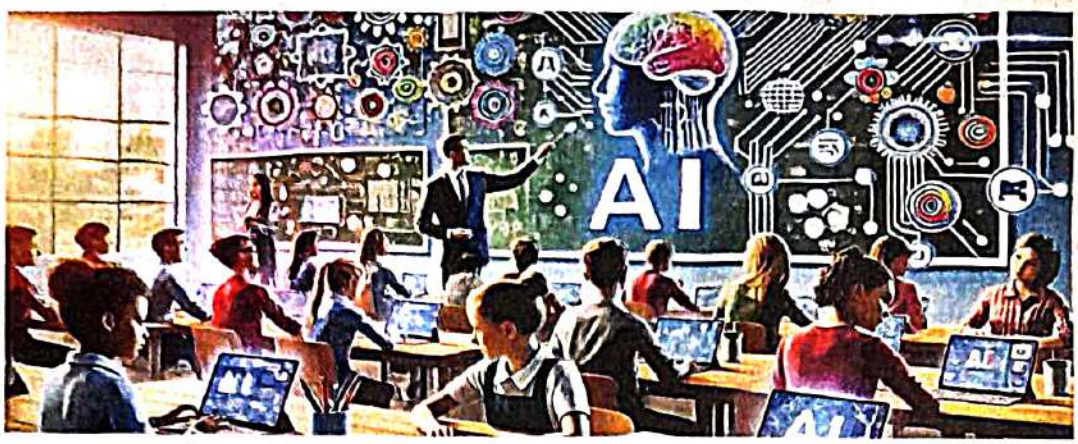
Growth, like learning, is not inherited—it is renewed. Every generation must rediscover how to think, build, and begin again. And perhaps that is the deepest reflection from this year's Nobel Prize.

Views are personal

The Statesman, 24 October 2025, Page No.6

Click, Learn, Thrive

While terms like 'game-changing' and disruptive' have become watchwords in modern day digital information contexts in the age of AI, as educators we are not oblivious to the hype of paperless education, whiteboards and similar education fads. The utilities of such changes are hardly contested but what seems to have receded into the background is the ethical education that should drive digital information drives, acute and active awareness campaigns among stakeholders to decipher the true from the false and misleading, and active penal provisions to deter information misuse



Long before the information explosion of the present times, a newspaper in the United States published a six-part series in August 1835 describing detailed sightings of living creatures on the moon supposedly seen through a newly discovered telescope by a fictitious astronomer. Later gaining notoriety as the 'Great Moon Hoax', the incident is usually considered as the first concerted misinformation campaign in the age of mass media and still remains as the classic example of what can go wrong if those controlling the media deliberately falsify and distort information either for disrupting society at large or gaining popularity at the expense of mass media ethics.

Moving forward to the present times when a click of a button and digital media algorithms dictate the reach and credibility of information, the issue of misinformation has attained importance not merely because of the reach and scope of media but also due to the potential harm such abuse can cause both to individuals and the society as a whole.

With literacy evolving beyond the mere use of alphabets and numbers in everyday life, the penetrative scope of the electronic media, including social media and its ease of dissemination of information has established itself as a double-edged sword to modern lives. As a force multiplier in propagating vital information in a timely and economic manner, digital information platforms serve crucial roles such as lifesavers in natural calamities, health support systems during public health adversities, and even positively impact vital human endeavors such as education, sports, outreach activities and economic activities and trade.

While the potential for the abuse of the digital information platforms have been well understood and documented, with preventive laws in place, the contemporary craze for Artificial Intelligence as the governing platform of information propagation is developing into a destructive tool at the hands of the unscrupulous by not only simulating the real with the false but also influencing human beings into believing evidently incorrect information as true. In the hands of the unscrupulous, such AI managed tools can evolve into destructive weapons harming people in ways not anticipated before. A classic contemporary malady is the pervasive damage caused through the 'digital arrest' phenomena which influences many to believe a blatant falsity as genuine and forces people to part with money for relief from a hazard that does not exist in the first place.

Recognizing the ever-increasing potential for modern-day information to be abused in innovative and criminal ways, the United Nations have been actively propagating the abusive paradigms of information literacy, information misuse, social media abuse and AI generated falsities. Presently in its fourteenth campaign year, UNESCO hosts the Global Media and Information Literacy (MIL) Week in the last week of October.

With the theme "Navigating AI: Media and Information Literacy in the Age of Artificial Intelligence", this year's discussions will focus on the intersections of Media and Information Literacy and AI, and how AI is reshaping the information landscape given that MIL is crucial to empower individuals to critically engage with AI-driven content.

While terms like 'game-changing' and disruptive' have become watchwords in modern day digital information contexts in the age of AI, as educators we are not oblivious to the hype of paperless education, whiteboards and similar education fads. The utilities of such changes are hardly contested but what seems to have receded into the background is the ethical education that should drive digital information drives, acute and active awareness campaigns among stakeholders to decipher the true from the false and misleading, and active penal provisions to deter information misuse.



RUDRASHIS DATTA

The writer is Assistant Professor in English, Pritilata Waddedar Mahavidyalaya, Nadia

Interestingly, instances of lack of information literacy are not limited to developing countries alone but have disrupted life and living in developed economies as well which highlights the urgent necessity to drive information literacy campaigns with a consistent global energy. Media and Information Literacy (MIL) is more crucial than ever in ensuring that individuals can critically assess AI-generated content, understand the implications of data-driven media, and engage critically in digital spaces. As AI continues to evolve, MIL must adapt to equip people with the knowledge and skills to navigate this rapidly changing landscape.

Instances of the importance of digital literacy and the destructive effects of artificially induced intelligence platforms were felt as early as 2014 when an AI bot designed by a global internet giant with data from forty million conversations used to accurately predict the mental states of an user through language analysis, was sabotaged when users injected dictatorial and racist inputs on a large scale thereby converting an innocent chat bot into a repulsively racist platform that indiscriminately replied in racist overtones even to innocent inputs.

This was the first evidence that whatever the tag, there is nothing 'artificial' in intelligence and that most artificial intelligence platforms are an agglomeration of enormous global data generated and collated through individual human inputs. Paradoxically, people interacting and using AI platforms today are assuming that such platforms are inherently unbiased and accurate and are therefore used to form opinions, arrive at judgements and even decide on future avenues of action.

It is becoming increasingly apparent that there shall be little interventions at global governance levels to counter misinformation and fakes other than preventive awareness campaigns. With no official 'gatekeeping' in the global information domain, it rests on individual users to be aware of differentiating the true from the false and the genuine from the 'deepfakes'.

UNESCO as a global body has rightly embarked on a sustained intervention strategy that seeks to bring information literacy to the classrooms by educating learners at their most vulnerable age to responsibly use information on the internet. This strategy also involves empowering learners to laterally 'read' internet content to detect inconsistencies, tracing media and information to the original sources, verify authenticity by corroborating through multiple platforms, train as digital detectives by approaching digital information with skepticism prior to verification, and learning to adapt to the changing media landscape. Policy planners at the level of government shall do well to induce such information verification strategies even at the early education level so that misuse can be detected in time and avoided.

In these difficult times, with very few specific and predictable inputs on how the digital information scenario would change in the context of AI, the best way forward would be to empower early learners to adapt consistently and responsibly since the challenges are both real and comprehensive and they are there to stay.

State cannot oppose NEP forever: Minister

Published – October 24, 2025 10:05 pm IST – Thiruvananthapuram

THE HINDU BUREAU

Minister for General Education V. Sivankutty on Friday said the State could not stick to its opposition to the National Education Policy (NEP) 2020 forever.

Responding to questions on the contradiction between the government's stated stance of opposition to the NEP and the clause in the PM SHRI MoU that States will implement all the provisions of the NEP in its entirety, the Minister said the education system was changing the world over. "Kerala cannot stay away from these changes. Policies have evolved since the formation of the State. We cannot hold on to the same policy throughout. However, it did not mean that the State had changed its stance on the NEP in its entirety."

About the opposition to PM SHRI till now, the Minister conceded that the government had some apprehensions about the NEP. Discussions were held with the Union government regarding this. Recently, the Union Education Minister and the Minister of State for Education had warned that if the State did not take a decision, the Union government would be forced to take stern action. "Since the State did not want to lose out on the funds, it signed on the PM SHRI agreement," the Minister said.

The Minister did not provide a clear response on why the government failed to take the CPI into confidence about inking the MoU.

Published – October 24, 2025 10:05 pm IST

In Case You Missed It

Hindustan Times
26 October 2025
Page No. 1, 4

Endorsing NEP, Delhi sets uniform 6+ rule for Class 1

Aheli Das
letters@hindustantimes.com

NEW DELHI: Schools in Delhi must admit children to Class 1 only at age six or above from the 2026-27 academic session, according to a directive issued by the city's education authority, ending years of varying age requirements across institutions.

The Directorate of Education (DoE) announced the change in a circular dated Oct 24, restructuring early childhood education to align with the National Education Policy (NEP) 2020.

The reform increases foundational stage classes from two to three, splitting kindergarten into lower and upper KG levels from 2027-28. Currently, Delhi schools operate with nursery classes for children aged three-plus and a single KG class for four-plus pupils. Under the new structure, nursery will admit children aged three to four years, lower KG those aged four to five, and upper KG pupils aged five to six. Children must be aged six to seven years, as of March 31, for Class 1 admission.

NEW SCHOOL RULES ALSO INCREASE FOUNDATIONAL STAGE CLASSES FROM 2 TO 3: NURSERY, LOWER KG AND UPPER KG

The DoE said the age criteria will be implemented in phases. Students currently enrolled in nursery through Class 1 for the 2025-26 session will not be affected. Fresh admissions to nursery under the new age requirement begin in 2026-27, whilst the split KG structure takes effect the following year. →P4

Class 1 admissions in Delhi after 3 foundation yrs: DoE

Aheli Das
htreporters@hindustantimes.com

NEW DELHI: A uniform age of six years and above for admissions to Class 1 has been mandated from the 2026-27 academic session, according to the Directorate of Education (DoE), Government of National Capital Territory (GNCT) of Delhi. This effectively involves restructuring the foundational stage, to align with the National Educational Policy (NEP) 2020, according to a circular dated October 24 issued by the DoE.

The reform increases the number of classes in the foundational stage—classes before Class 1—from two to three, from the 2027-28 academic session. In the current structure, the foundational stage involves nursery and kindergarten (KG) classes, with age criteria of 3+ and 4+ years, respectively.

Following the implementation of the new foundational structure, the KG classes will be split into lower KG and upper KG, according to the DoE, effectively increasing the number of classes.

"The nomenclature for the Foundational Classes, along with the minimum age criteria for admission to Nursery to Class I, shall be implemented in alignment with the restructured Foundational Stage, as envisaged in the National Education Policy (NEP) 2020," the circular read.

The age criteria will be implemented in phases, it said. "The age criteria...will be implemented in phases starting from Academic Session 2026-27. This age criteria will not be applicable for the existing students of classes Nursery to Class 1 for the Academic Session 2025-26."

Reforms in school admissions

AGE REQUIREMENT (AS OF MARCH 31, 2026)

- NURSERY: **3-4 YEARS**
- LOWER KG: **4-5 YEARS**
- UPPER KG: **5-6 YEARS**
- CLASS 1: **6-7 YEARS**

*Relaxation of one month on minimum as well as maximum age will be granted at the level of the head of the school

IN 2026-27

3 No. of classes in foundational stage, increased from 2

Age criterion of 6 years for Class 1 will be implemented from 2026-27. Any student admitted to the foundational classes till 2025-26 will not be affected by the age criteria

IN 2027-28

New classes for upper and lower KG to be introduced

Nursery students from 2026-27 will be promoted to lower KG

Students of KG (4+ years) from 2026-27 will be promoted to Class 1, as per old structure

IN 2028-29

Fresh admissions to nursery, lower and upper KG, as per age criteria

Lower KG admission only on passing nursery in 2027-28

Upper KG admission only on passing lower KG in 2027-28

Class 1 admission only on passing upper KG in 2027-28



The new criteria

As per the new structure, an age criterion of three to four years of age will be applicable for admissions to nursery (Balvatika/ preschool 1). It will be four years, up to five years of age, for lower KG (Balvatika/ preschool 2), and five years, up to six years of age, for upper KG (Balvatika/ preschool 3).

For admission to Class 1, the child must be six years, up to seven years of age, as of March 31, of the particular academic session. However, this will be implemented from academic session 2026-27 and any student admitted to the foundational classes till academic session 2025-26 will not be affected by the age criteria. For admissions in the 2026-27 academic session, a child must have attained the prescribed minimum age as of March 31, 2026.

The DoE has clarified that an age relaxation of up to one month can be granted at the level of the head of the school for the minimum, as well as the maximum age, for admission to any of the foundational classes and Class 1.

The lower KG and upper KG classes will come into effect from the 2027-28 academic session, as per the circular.

Admissions will be done to nursery in the 2026-27 session and students of nursery from the 2025-26 academic session will be promoted to KG in 2026-27, as per the current structure.

Upper KG will also be introduced in 2027-28 and fresh admissions to both lower and upper KG will be done, it said.

Students of KG in the 2026-27 session will be promoted to Class 1 in 2027-28, as per the existing structure.

Move welcomed

Stakeholders welcomed the move, highlighting that this will bring uniformity.

Bharat Arora, president of the action committee of unaided private recognised schools, said, "We welcome the phased rollout of the uniform age criteria of six years for Class 1 and the restructured foundational stages from 2026-27."

"For parents, it brings clarity and equity in admissions, and promoting inclusive access. Schools gain standardised guidelines, easing administrative burden and enabling focused pedagogy," he said.

Jyoti Arora, principal of Mount Abu Public School, said, "Parents will appreciate the guidelines, reducing admission stress and fostering equitable opportunities. For schools, it streamlines operations and enhances pedagogical focus."

जनसत्ता, 27 अक्टूबर 2025, पृष्ठ नं-1

सबसे अधिक विद्यालय पश्चिम बंगाल और तेलंगाना में | शैक्षणिक सत्र 2024-25 | शून्य दाखिले वाले स्कूलों में कुल 20,817 शिक्षक कार्यरत

देश के आठ हजार विद्यालयों में नहीं हुआ एक भी दाखिला

जनसत्ता ब्यूरो
नई दिल्ली, 26 अक्तूबर।

देशभर में करीब 8,000 विद्यालयों में 2024-25 शैक्षणिक सत्र के दौरान कोई दाखिला नहीं हुआ और इनमें से सबसे अधिक विद्यालय पश्चिम बंगाल में और उसके बाद तेलंगाना में हैं। यह जानकारी आधिकारिक आंकड़े से मिली। शून्य दाखिले वाले स्कूल में कुल 20,817 शिक्षक कार्यरत थे।

पश्चिम बंगाल में ऐसे शिक्षकों की संख्या 17,965 थी और बिना दाखिले वाले स्कूल की संख्या सबसे अधिक (3,812) थी। शिक्षा मंत्रालय के आंकड़े के अनुसार, 7,993 स्कूल में कोई दाखिला नहीं हुआ जो पिछले वर्ष की 12,954 की संख्या से 5,000 से अधिक कम है। इस बीच, हरियाणा, महाराष्ट्र, गोवा, असम, हिमाचल प्रदेश, छत्तीसगढ़, नगालैंड, सिक्किम और त्रिपुरा में ऐसा कोई स्कूल नहीं था। एक वरिष्ठ अधिकारी ने कहा कि विद्यालयी शिक्षा राज्य का विषय है, राज्यों को विद्यालयों में शून्य दाखिले के मुद्दे का समाधान करने की सलाह दी गई है। कुछ राज्यों ने बुनियादी ढांचे और कर्मचारियों जैसे संसाधनों के इष्टतम उपयोग के लिए कुछ विद्यालयों का विलय कर दिया है। आंकड़े के अनुसार, पुदुचेरी, लक्षद्वीप, दादरा और नगर हवेली, अंडमान और निकोबार द्वीप समूह, दमन और दीव तथा चंडीगढ़ जैसे केंद्र शासित प्रदेशों में कोई भी स्कूल शून्य दाखिले वाला नहीं था। दिल्ली में भी कोई भी स्कूल ऐसा नहीं था जहां 2024-25 में शून्य दाखिला हो। ऐसे विद्यालयों की दूसरी सबसे बड़ी संख्या तेलंगाना (2,245) में है।



उसके बाद मध्य प्रदेश (463) का स्थान है। तेलंगाना में इन विद्यालयों में 1,016 शिक्षक कार्यरत थे, जबकि मध्य प्रदेश में 223 शिक्षक कार्यरत थे। उत्तर प्रदेश में ऐसे 81 स्कूल हैं। उत्तर प्रदेश माध्यमिक शिक्षा परिषद (यूपी बोर्ड) ने घोषणा की थी कि वह राज्य भर में अपने ऐसे संबद्ध विद्यालयों की मान्यता रद्द करने की तैयारी कर रहा है, जिन्होंने पिछले तीन लगातार शैक्षणिक वर्षों से शून्य छात्र पंजीकृत दर्ज किया है।

देश भर में 33 लाख से अधिक छात्र एक लाख से अधिक एकल-शिक्षक विद्यालयों में पंजीकृत हैं, आंध्र प्रदेश में इन विद्यालयों की सबसे अधिक संख्या दर्ज की गई है। इसके बाद उत्तर प्रदेश, झारखंड, महाराष्ट्र, कर्नाटक और लक्षद्वीप का स्थान है। हालांकि, जब एकल शिक्षक वाले विद्यालयों में छात्रों के पंजीकरण की बात आती है, तो उत्तर प्रदेश सूची में सबसे ऊपर है, उसके बाद झारखंड, पश्चिम बंगाल और मध्य प्रदेश का स्थान है। एकल-शिक्षक विद्यालयों की संख्या 2022-23 में 1,18,190 से 2023-24 में घटकर 1,10,971 हो गई। इसमें लगभग छह प्रतिशत की गिरावट दर्ज की गई।

No More Rote Learning: CBSE Plans Digital Platform For School Assessments Under NEP 2020 | Exclusive

Reported By : Aman Sharma News18.com

Last Updated: October 27, 2025, 07:00 IST

The initiative marks one of the biggest technology-led education reforms since the rollout of the National Education Policy (NEP) 2020

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The move is part of the CBSE's ongoing effort to make school education more holistic and less exam-centric, moving from rote learning to competency-based assessment. (File for representation)

In a major step towards reshaping India's school assessment system, the Central Board of Secondary Education (CBSE) is building a digital platform that will enable teachers across its affiliated schools to create high-quality, competency-based assessments.

The initiative marks one of the biggest technology-led education reforms since the rollout of the National Education Policy (NEP) 2020, which calls for a fundamental shift from

and application of knowledge.

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The proposed platform — currently in the request-for-proposal (RFP) stage — will serve as a centralised hub for question creation, quality review, analytics, and assessment design, directly supporting teachers in crafting both formative and summative evaluations based on defined learning outcomes.

The move is part of the CBSE's ongoing effort to make school education more holistic and less exam-centric, moving from rote learning to competency-based assessment.

Assessment reforms

In recent years, the board has introduced assessment reforms in line with the NEP, redesigning question papers for Classes 10 and 12 to include 50% competency-based questions that assess students' ability to apply concepts rather than memorise facts.

At the foundational and middle school levels, the CBSE has rolled out the Structured Assessment for Analysing Learning (SAFAL) programme for Grades 3, 5, and 8. SAFAL

concepts and their ability to use knowledge in real-life situations. Reports generated under SAFAL also identify learning gaps and suggest targeted interventions at the classroom level.

Complementing these reforms is the School Quality Assessment and Assurance Framework (SQAAF), which requires schools to self-evaluate their performance across academic and administrative parameters. Select schools also undergo expert-led quality reviews to ensure continuous improvement.

To institutionalise these reforms, the CBSE has established a Centre of Excellence in Assessment (CEA) — a specialised unit responsible for developing standards for competency-based assessments, creating a ational Item Bank, and guiding schools in dopting the new framework.

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The CEA's role includes building assessment tools that test higher-order thinking skills, such as analysis, critical reasoning, and problem-solving — a key departure from traditional tests that largely emphasise memorisation.

The proposed digital platform

According to the RFP, the CBSE plans to partner with a qualified IT solution provider to design, develop, operate, and maintain the platform. The system will function as a secure, scalable, and user-centric digital ecosystem that supports teachers, subject experts, and administrators.

The proposed features include a central repository of question items categorised by grade, subject, and competency level, tools for teachers to design assessments using drag-and-drop or automated blueprints, and a Quality Analyser and Reviewer (QAR) tool powered by artificial intelligence to check questions for accuracy, clarity, and relevance.

It will also include AI and NLP-based plagiarism and duplication detection, ensuring originality and alignment with learning objectives. Machine learning algorithms will generate item statistics such as difficulty level, reliability, and bias detection. Interactive dashboards will be there for real-

participation.

The platform will also integrate with the CBSE's existing teacher identity and training systems through Single Sign-On (SSO) access, and connect with the Teachers Integrated Formation System (TIFS) for continuous capacity building.

Officials say the platform will empower teachers in more than 27,000 CBSE-affiliated schools to create classroom-level assessments that truly reflect student learning. Teachers will be able to access the central item bank, customise question papers, and even contribute new items for review.

Each contribution will go through a multi-layered review process, including checks by subject reviewers and senior reviewers, before being published in the national repository. Every question will carry metadata tags — such as grade, subject, learning outcome, and Bloom's taxonomy level — to ensure easy discovery and appropriate use.

Beyond supporting teachers, the digital platform will allow CBSE to analyse data on learning trends and assessment quality. It will help generate school report cards, track item performance, and identify patterns of student achievement across grades.

The system will also undergo regular audits — internal reviews every six months and third-party certifications annually — to ensure transparency, security, and data integrity.

What experts say

landmark step in bringing data and technology into the heart of school learning. By shifting from marks-based evaluation to competency-based learning measurement, the CBSE hopes to nurture critical thinking and creativity among students while ensuring that assessments serve as tools for learning rather than judgment.

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The platform, once operational, will be a national benchmark for digital education reform, bridging the gap between policy and practice under NEP 2020.

“Assessments should not merely test memory, but measure how students think, reason, and apply knowledge," a senior CBSE official said. “This platform is designed to make that vision a classroom reality."

ABOUT THE AUTHOR

NCERT Signs MoU With IIT-Madras To Boost EdTech And Research Initiatives



National Council for Educational Research and Training has signed a Memorandum of Understanding with IIT-Madras today in New Delhi to strengthen educational research, development, training and technology integration.

In a statement, Ministry of Education said that the agreement is a step towards innovation in education. It further informed that the collaboration aligns with the vision of National Education Policy 2020 and aims to promote Information Technology, Artificial Intelligence and Machine Learning-enabled learning solutions.

The agreement will also foster research, data analytics and multilingual platforms and resources to further learning and training of students and teachers, and development of digital content and platforms.

NCERT offers free Class 12 Physics courses on SWAYAM from Optics to Electrostatics

NCERT has launched free Physics courses for Class 12 students under the SWAYAM initiative. Designed as Massive Open Online Courses (MOOCs), these modules aim to make quality science education accessible to all learners.

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Designed as Massive Open Online Courses (MOOCs), these modules aim to make quality science education accessible to all learners.

India Today Education Desk

New Delhi, UPDATED: Oct 28, 2025 17:47 IST

What topics are covered in the first series of NCERT Physics modules?

How does NCERT's SWAYAM initiative aim to address educational inequality?

What AI tools will CBSE use for question quality checks?

BETA

The National Council of Educational Research and Training (NCERT) has rolled out a set of free online Physics courses for Class 12 students through the government's SWAYAM platform.

These Massive Open Online Courses (MOOCs) are designed to deepen conceptual understanding and widen access to high-quality learning materials across the country.

The modules, developed by NCERT experts, align with the official Class 12 Physics syllabus and blend interactive content with digital tools to help students grasp complex topics through visual and practical learning methods.

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How does NCERT's SWAYAM initiative aim to address educational inequality?

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COURSES COVER MAJOR CLASS 12 PHYSICS TOPICS

The first series of modules covers major areas such as Electrostatics, Current Electricity, Magnetic Effects of Current and Magnetism, Electromagnetic Induction and Alternating Current, and Electromagnetic Waves.

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Through these lessons, students can learn about electrical charges, fields and potentials, and the behaviour of resistors, capacitors and inductors in circuits. Explore how electromagnetic waves power modern technologies.

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The second series of courses features 43 modules across five key units – Ray Optics and Wave Optics, Dual Nature of Radiation and Matter, Atoms and Nuclei, Semiconductors and Electronic Devices, and Communication Systems.

These lessons bridge the gap between fundamental and advanced concepts such as diffraction, quantum mechanics, and electronics.

INTERACTIVE LEARNING WITH MULTIMEDIA SUPPORT

NCERT stated that the goal of these courses is to help students develop a stronger scientific perspective. Each course includes video lectures, downloadable study materials, animations, self-assessment tools, and assignments to help learners track their progress.

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Quiz

What is a core feature of all SWAYAM courses by NCERT?

How m NCERT

- In-person coaching sessions
- Paid enrolment and exams
- Printed textbooks only
- Video lectures and online forums

1 / 5

All SWAYAM courses are structured around four core elements: video content, e-texts, practice questions, and online discussion forums. NCERT serves as the national coordinator for developing MOOCs for school-level subjects for Classes 9 to 12.

FREE ENROLMENT AND CERTIFICATION

Enrolment for the courses is completely free. Students can register on the SWAYAM portal or through the mobile app, join the desired course, and complete assessments to earn certificates upon successful completion.

The initiative aims to bridge the digital divide and support students, especially those from rural or remote areas, who may lack access to expert guidance or quality classroom teaching.

To explore the new NCERT Physics courses, students can visit the SWAYAM portal.

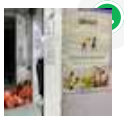
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Published By: Princy Shukla

Published On: Oct 28, 2025

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NCERT Signs MoU With IIT Madras To Enhance Research, Digital, And AI Learning Tools

NCERT has signed a Memorandum of Understanding with IIT Madras to advance research, technology integration, and AI-based learning tools in line with the NEP 2020 vision. The partnership aims to make education more digital, inclusive, and future-ready.

Ritesh Kumar | **Updated:** Tuesday, October 28, 2025, 04:10 PM IST



NCERT and IIT Madras officials exchange MoU documents to strengthen collaboration in educational research, digital innovation, and AI-driven learning. | Image: X/@EduMinOfIndia

In a major move towards transforming India's education system, the National Council of Educational Research and Training (NCERT) and the Indian Institute of Technology Madras (IIT Madras) have inked a historic Memorandum of Understanding (MoU) to cooperate on technological innovation, research, and educator training.

Transforming Education Through Technology

The collaboration seeks to utilise cutting-edge technologies such as Artificial Intelligence (AI) and Machine Learning (ML) in teaching, learning, assessment, and school management. It is in line with the objectives of the National Education Policy (NEP) 2020, which emphasises accessibility, inclusivity, and quality in education.

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The MoU was signed officially by Himanshu Gupta, Secretary, NCERT, and Prof. Manu Santhanam, Dean (IC & SR), IIT Madras, in the presence of Shri Sanjay Kumar, Secretary (School Education & Literacy), Ministry of Education, who presided over the ceremony.

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On 27th October 2025, @ncert and @iitmadras, under the aegis of the Ministry of Education, Government of India, signed a Memorandum of Understanding (MoU) to strengthen educational research, development, training and technology integration as a significant step toward innovation... pic.twitter.com/tHp7L989xd

— Ministry of Education (@EduMinOfIndia) October 27, 2025

Focus Areas of Cooperation

NCERT and IIT Madras will cooperate in the following areas under the agreement:

-Development and sharing of high-quality digital learning content

-AI/ML-powered personalised learning and adaptive education tools

-Teacher continuous professional development (CPD) programs

-Partnership research, data handling, and analytics

-Inspiring multilingual and inclusive learning environments

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Leaders Prioritise Future-Ready Learning

Emphasising the importance of the MoU, Shri Sanjay Kumar emphasised how all textbooks need to be "born digital" and available in 22 scheduled languages so that each child learns in their mother tongue. He further called upon the creation of content with the help of gamification, AR, VR, and immersive learning technologies.

Prof. Dinesh Prasad Saklani, Director, NCERT, said the collaboration marks a “major stride toward realising the vision of NEP 2020 by harnessing technology for accessible and inclusive education.”

Prof. V. Kamakoti, Director, IIT Madras, added that the institute is committed to developing indigenous digital and pedagogical solutions to strengthen India’s educational framework.

The collaboration between NCERT and IIT Madras is a milestone in educational research, innovation, and digitalisation. Through their joint efforts, the institutions seek to build future-ready, technology-enabled learning environments that make students, as well as teachers, across India empowered.

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'Learning by Doing' to transform classrooms in UP

To strengthen this initiative, a three-day skill-based train-the-trainer programme will be launched for 1,888 teachers at the Deen Dayal Upadhyaya State Rural Development Institute, Lucknow, starting November 3, 2025, followed by training for 1,400 science and mathematics teachers at the Entrepreneurship Development Institute, Lucknow, from February 16 to March 18, 2026.

IANS

Published On Oct 28, 2025 at 04:05 PM IST



Under this mission, a comprehensive action plan is being implemented to adopt the LBD (Learning by Doing) model across 3,288 selected council schools and DIET institutions in the state

Lucknow, The Yogi government in Uttar Pradesh is taking transformative steps to make basic education more experiential, skill-driven, and future-oriented.

Advt

To strengthen this initiative, a three-day skill-based train-the-trainer programme will be launched for 1,888 teachers at the Deen Dayal Upadhyaya State Rural Development Institute, Lucknow, starting November 3, 2025, followed by training for 1,400 science and mathematics teachers at the Entrepreneurship Development Institute, Lucknow, from February 16 to March 18, 2026.

Conducted in 66 residential batches, the programme aims to equip teachers with practical teaching skills that integrate classroom learning with experiments, projects, models, and real-life applications.

Basic Education Minister Sandeep Singh emphasised that the government's goal is to transform Uttar Pradesh's classrooms into spaces that encourage students to understand, explore, and discover, rather than merely memorise.

Register Now Register Now Regist

This initiative aligns with the vision of the National Education Policy (NEP) 2020 and the evolving demands of a skill-based, innovation-driven, and AI-powered economy.

Education experts note that when children experiment, play, question, and explore solutions on their own, their curiosity, analytical ability, scientific outlook, expression, and problem-solving skills grow significantly. This is the essence of "learning by doing," which turns children from passive listeners into active learners.

The training programme marks a major step towards creating a new educational culture in Uttar Pradesh, one in which schools become vibrant laboratories of experience rather than mere centres of instruction.

Advt

This effort will nurture a generation that is more capable, confident, and creative, reinforcing the state's role in shaping a new, empowered India.

CBSE moves to launch digital platform to overhaul school assessments under NEP 2020

By **digitalLEARNING Network** - October 28, 2025

The Central Board of Secondary Education (CBSE) is preparing to launch a digital platform designed to support competency-based assessments aligned with the National Education Policy 2020 (NEP 2020).

The platform will enable teachers across more than 27,000 CBSE-affiliated schools to design, share and evaluate high-quality assessments that stress critical thinking, problem-solving and analytical skills rather than rote memorisation.

Under the overhaul, the board has already begun reshaping board exam papers for Classes 10 and 12, with nearly half the questions now being competency-based. For younger learners in grades 3, 5 and 8, CBSE is using the SAFAL programme (Structured Assessment for Analysing Learning) to identify learning gaps early and recommend corrective strategies.

To institutionalise the reform, CBSE's Centre of Excellence in Assessment (CEA) is working to build a national-level question bank and set new assessment standards focused on higher-order thinking.

The digital platform, currently in its RFP phase, is envisaged as an AI-powered centralised system. Features will include a drag-and-drop question-builder, metadata tagging of questions (grade, subject, learning outcome, Bloom's taxonomy level), plagiarism detection, real-time dashboards for assessment quality and integration with teacher-training systems.

Also Read: **About 8,000 schools with zero enrollment employ 20,000 teachers in India: Ministry data**

The move is timely: in an era where education is rapidly shifting toward skills, diagnostics, and learning outcomes, the new platform could help bridge the gap between policy intent and classroom reality. As one CBSE official noted: "Assessments should not merely test memory but evaluate how students think, reason, and apply knowledge."

With implementation ahead, schools and teachers will need to prepare for changes in assessment design, teacher training and use of data analytics to guide teaching and learning. The platform signals CBSE's push to make assessment a tool for learning improvement and not just a certification exercise.

NCERT Signs MoU With IIT-Madras To Boost EdTech And Research Initiatives



National Council for Educational Research and Training has signed a Memorandum of Understanding with IIT-Madras today in New Delhi to strengthen educational research, development, training and technology integration.

In a statement, Ministry of Education said that the agreement is a step towards innovation in education. It further informed that the collaboration aligns with the vision of National Education Policy 2020 and aims to promote Information Technology, Artificial Intelligence and Machine Learning-enabled learning solutions.

The agreement will also foster research, data analytics and multilingual platforms and resources to further learning and training of students and teachers, and development of digital content and platforms.

नवभारत टाइम्स, २१ अगस्त २०२५, पृष्ठ संख्या – 10

22 भाषाओं में स्कूली किताबों की तैयारी

NBT 2 मिनट में पढ़ें


AI Image

Bhupender.Sharma
@timesofindia.com

■ **नई दिल्ली :** 22 भाषाओं में स्कूली किताबें और डिजिटल कंटेंट तैयार करने की प्रक्रिया को तेज करने और स्टडी मटीरियल की क्वॉलिटी में सुधार के लिए NCERT और आईआईटी मद्रास ने मिलकर काम करने का फैसला किया है। राष्ट्रीय शिक्षा नीति 2020 में स्थानीय भाषाओं में पढ़ाई पर जोर दिया गया है और इसके लिए किताबों का अनुवाद भी किया जा रहा है। इस लक्ष्य को जल्द पूरा करने के लिए आईआईटी मद्रास अब AI और मशीन लर्निंग जैसे टूल्स का प्रयोग करके बहुभाषी शिक्षा व्यवस्था में अहम योगदान देने जा रहा है।

शिक्षा मंत्रालय के तहत आने वाले ये दोनों संस्थान मिलकर देश भर के छात्रों के लिए विभिन्न भाषाओं में विडियो लेक्चर भी तैयार करेंगे।

टीचरों को खास AI टूल्स की ट्रेनिंग : एनसीईआरटी के डायरेक्टर प्रो. दिनेश प्रसाद सकलानी का कहना है कि आईआईटी मद्रास की ओर से शिक्षकों को खास AI टूल्स की ट्रेनिंग दी जाएगी, जिससे वे अपने पढ़ाने के तरीकों को और बेहतर बना सकें। साथ ही कई रिसर्च प्रोजेक्ट भी शुरू होंगे, जिससे यह पता लगाया जाएगा कि AI की मदद से बच्चों को और बेहतर तरीके से कैसे पढ़ाया जा सकता है और सीखने की प्रक्रिया में क्या नए-नए बदलाव लाए जा सकते हैं?

किताबों के अनुवाद के साथ विडियो भी तैयार: एजुकेशनल रिसर्च, डिवेलपमेंट, ट्रेनिंग और टेक्नॉलजी इंटीग्रेशन को मजबूत करने के लिए दोनों संस्थान मिलकर काम करेंगे। IT/AI/ML-इनेबल्ड लर्निंग सॉल्यूशन को बढ़ावा दिया जाएगा। स्टूडेंट्स की लर्निंग, टीचर ट्रेनिंग और डिजिटल कंटेंट और प्लैटफॉर्म डिवेलपमेंट पर विशेष रूप से ध्यान दिया जाएगा। रिसर्च, डेटा एनालिटिक्स और बहुभाषी प्लैटफॉर्म और संसाधनों को तैयार किया जाएगा।

दैनिक जागरण, २१ अगस्त २०२५, पृष्ठ संख्या, – 7

कठिनाई दूर करने छात्रों के एक संदेश पर आनलाइन हाजिर हो जाएंगे शिक्षक

अरविंद पांडेय • जागरण

नई दिल्ली : स्कूलों में पढ़ने वाले सभी छात्रों को गुणवत्तापूर्ण शिक्षा मुहैया कराने की दिशा में शिक्षा मंत्रालय ने एक और अहम पहल की है। इसमें छात्रों को अब पढ़ाई से जुड़ी किसी कठिनाई पर परेशान या फिर कोचिंग-ट्यूशन आदि के चक्कर नहीं लगाने होंगे बल्कि घर बैठे मोबाइल पर सिर्फ एक वाइस मैसेज भेजकर पूरा समाधान पा सकेंगे। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने फिलो ट्यूटर नाम की एक निजी संस्था के साथ मिलकर देश के करीब दर्जनभर राज्यों में एक पायलट प्रोजेक्ट शुरू

शिक्षा की गुणवत्ता सुधारने की दिशा में शिक्षा मंत्रालय का एक और कदम, आठवीं से 12वीं तक के छात्रों के लिए होगी यह सुविधा

करने की योजना बनाई है। इनमें सबसे अधिक फोकस इन राज्यों के उन जिलों और उनके उन स्कूलों पर होगा, जो पिछड़े व दूरदराज क्षेत्रों में मौजूद हैं। साथ ही उनका शैक्षणिक प्रदर्शन भी खराब है।

एनसीईआरटी ने इसे लेकर इस निजी ट्यूटर संस्थान के साथ एक समझौता भी किया है। इसमें स्कूलों में आठवीं से बारहवीं तक पढ़ने वाले छात्र इसका लाभ ले सकेंगे। छात्रों के लिए यह सुविधा चौबीसों घंटे मुहैया रहेगी। इसके तहत सभी भाषाओं और विषयों के शिक्षक उपलब्ध रहेंगे। जो छात्रों के संदेश पर कुछ ही मिनटों में मोबाइल एप पर प्रकट होंगे और उनके सवालों के संतोषजनक जवाब देंगे। छात्र के संतुष्ट होने पर ही वह एप से हटेंगे।

ऐसे ले सकेंगे लाभ : छात्रों को अपने मोबाइल पर एप डाउनलोड करना होगा। इसमें उन्हें अपनी कक्षा के साथ ही अपनी भाषा, स्कूल का नाम और जिला, राज्य आदि का पूरा ब्योरा देना होगा। जो राज्य या स्कूल इस सुविधा से जुड़ेंगे, उन्हें इन बच्चों को प्रमाणित करना होगा। इसके बाद तो वह चौबीसों घंटे में कभी भी अपने किसी सवाल को बेहतर तरीके से समझ सकेंगे।

The Tribune, 29 October 2025, Page No- 05

State to get CBSE schools with distinct dress code

Education, health and agriculture top CM's agenda at Mamlig rally

TRIBUNE NEWS SERVICE

SOLAN, OCTOBER 28

Chief Minister Sukhvinder Singh Sukhu on Tuesday announced an educational reform, declaring that hundred CBSE board schools were being established across the state. Addressing a public gathering at Mamlig, the Chief Minister said a separate cadre of teachers will be created for these institutions to ensure quality education.

To give these schools a unique identity, students will have a distinct dress code, he added. "Schools opened by the previous BJP government merely for political gains during their last six months in power have been shut down," Sukhu remarked, emphasising that his government's focus is on strengthening rural education. He announced that Rajiv Gandhi Day Boarding Schools are being opened in every Assembly segment, including Mamlig, to prepare students for future challenges.

The Chief Minister also announced the upgradation of Mamlig sub-tehsil and the creation of a Public Works Department subdivision, while inaugurating and dedicating developmental projects worth Rs 27.43 crore to the people.



The Chief Minister being welcomed at Mamlig in Solan on Tuesday.

Highlighting his government's achievements in education, Sukhu said: "Himachal has risen to fifth position nationally in the education sector due to our reforms, compared to 21st during the BJP regime." He accused the previous government of being preoccupied with routine teacher transfers instead of improving quality.

Detailing other initiatives, he said 'Revenue Lok Adalats' are being organised statewide and a 'My Deed' project has been launched to digitise land registration, allowing citizens to complete the process online.

In healthcare, Sukhu announced that the state is investing Rs 3,000 crore in modern medical technology, bringing facilities on par with AIIMS, Delhi. "Robotic surgeries have commenced at Chamiyana and Tanda hospitals," he said, adding that Rs 75 crore has been sanctioned for automated laboratories in Chamiyana Super Speciality Hospital, IGMC-Shimla, and Tanda Medical College.

Reaffirming his government's commitment to rural prosperity, Sukhu said the focus is to make farmers economically self-reliant. The MSP of cow milk has been raised to Rs 51 per litre and buffalo milk to Rs 61. Crops produced through natural farming are being procured at premium rates — wheat at Rs 60 per kg, maize at Rs 40, raw turmeric at Rs 90 and barley at Rs 60 per kg.

Targetting the previous BJP regime, he accused it of misusing public assets and offering 5,000 bighas of land worth Rs 1,000 crore for just Rs 14 crore under special packages. "We have adopted a policy of zero tolerance towards corruption," Sukhu said, adding that the present government had to raise loans to repay debts incurred by the previous administration after GST compensation stopped in mid-2022.

Health minister DR Shandil's son Sanjay Shandil today joined the Congress with the CM himself facilitating his joining during the public meeting at Mamlig.

The Times of India, 29 October 2025, Page No- 07

Push for 'adopt a school' initiative

New Delhi: Delhi govt has urged schools under it to participate in the Adopt A School initiative, which enables CSR and NGO funding to the institutions through the central Vidyanjali portal.

The portal was launched by Union govt to encourage community participation in education. A circular by Delhi's Directorate of Education (DoE) says the move aligns with the National Education Policy, which underscores the importance of volunteerism and public-private partnerships in transforming the education landscape.

The module allows schools to partner with external contributors for long-term support, whether through funding, resource enhancement or co-curricular initiatives.

The circular clarifies that all proposals must be routed through the platform for transparency. The school and the funding organisation must complete all the documentation online.

The circular highlights that assets procured or created under such collaborations should, as far as possible, be covered under a manufacturer's warranty to ensure quality and reduce maintenance costs. TNN

Guv calls for renaissance in school education

Published – October 29, 2025 08:42 pm IST – HYDERABAD

THE HINDU BUREAU

Governor Jishnu Dev Varma called for a renaissance in school education, one which is rooted in India's civilisational ethos and responsive to global change.

"Reimagine education the Indian way by blending knowledge with wisdom, technology with values, and innovation with compassion," he said at the inaugural of the three-day annual conference of the Council of Boards of School Education (COBSE) on Wednesday.

The 54th edition of the conference, themed on 'Future of School Education – Opportunities and Challenges', saw the participation of over 70 school boards from across India and abroad, including representatives from Cambridge International and International Baccalaureate (IB).

Mr. Varma urged the educators and policy-makers to "shape a value-driven education system that harmonises technology with timeless human principles".

"A school is not merely a place of learning; it is the cradle of our nation's tomorrow. There is a need to decolonise and reorient education around India's cultural foundations," he noted, while calling for a deeper moral vision. "Guidance must come from the Indian value system - my root should be there; otherwise, I will be homeless," he added.

Secretary (Education) Yogita Rana stressed on the importance of human leadership in educational reform and said that policy alone cannot transform education; this would be done by people who believe in its promise and act.

While noting the need for a balance between modernisation and moral grounding, she observed that empowering an enlightened generation can happen when teachers, administrators, and policy-makers collaborate.

COBSE president and CISCE chairman G. Immanuel said that the Council's aim was to transform school education by fostering collaboration among boards, share innovations and create research-backed policies.

Presentations and discussions included: Transforming systems for educational quality by Joseph Emmanuel and Bhawna Taragi from CISCE; Academic and assessment frameworks in Telangana by Board of Intermediate Education Secretary Krishna Aditya S; Standard setting and quality assurance in Indian schools by Pranati Panda of NIEPA; best practices in educational recognition, policy formulation, and pedagogy from international frameworks such as Cambridge International and International Baccalaureate.

Published – October 29, 2025 08:42 pm IST



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Nation

Education Ministry reviews progress on multilingual higher education push

The meeting focused on promoting multilingualism, enhancing the creation and accessibility of higher education materials, and strengthening faculty capacity.

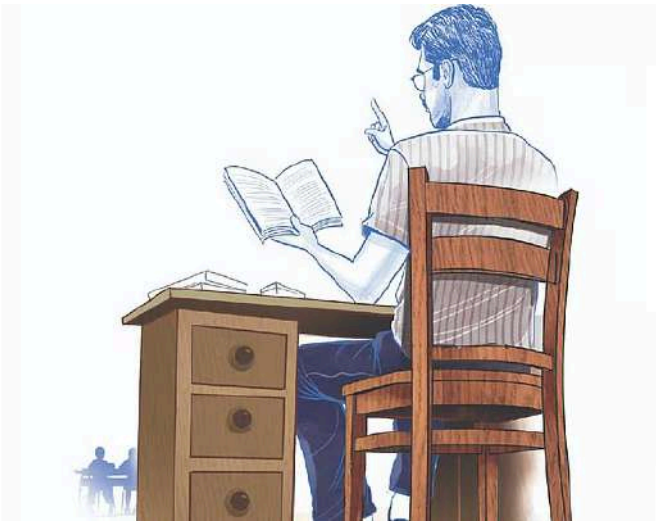


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S Lalitha

Updated on: 29 Oct 2025, 11:37 pm · 1 min read

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NEW DELHI: The Education Ministry on Wednesday held a high-level meeting to review the dissemination of higher education materials in Indian languages and strategies to strengthen teaching across all 22 scheduled languages under the Bharatiya Bhasha Pustak Scheme (BBPS).

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The consultation aimed to gather feedback from stakeholders to fine-tune the implementation of BBPS, which is an initiative announced in the Union Budget to make digital textbooks and study materials available in multiple Indian languages, breaking the long-standing language barrier in higher education.

"The BBPS aims to digitalise every single course offered in higher education across the country. This is a mega project proposed in January 2024, which has commenced this year and will take up to 2028 to be fully implemented," a senior official told.

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"The objective is to finalise the scheme at the earliest and to get all the stakeholders on board for the same," the official added.

According to an official statement, the meeting focused on promoting multilingualism, enhancing the creation and accessibility of higher education materials, and strengthening faculty capacity for multilingual teaching and learning.

Inputs were also sought from both government and private stakeholders, as well as States and Union Territories.

The Ministry underlined that the BBPS follows a "Whole-of-Government" and "Whole-of-Society" approach, encouraging collective participation from academia, industry, and civil society to advance linguistic inclusivity in higher education — one of the key goals of the National Education Policy (NEP) 2020.

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TNIE online desk · 07 Oct 2025

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अमर उजाला, 30 अक्टूबर 2025, पृष्ठ संख्या - 7

उर्दू किताबों में पहली बार मीरा बाई एआई और रोबोटिक्स पढ़ेंगे विद्यार्थी

राष्ट्रीय उर्दू भाषा संवर्धन परिषद की उर्दू बाल साहित्य को पुनर्जीवित करने की पहल

अमर उजाला ब्यूरो

नई दिल्ली। अब उर्दू बाल साहित्य में छात्र प्रेम दीवानी मीरा बाई, महाराष्ट्र का हजारों साल पुराना पालकी त्योहार, पारंपरिक लोक नृत्य लेजिम से लेकर आर्टिफिशियल इंटेलीजेंस और रोबोटिक्स पढ़ेंगे।

राष्ट्रीय उर्दू भाषा संवर्धन परिषद (एनसीपीयूएल) युवा पाठकों को भाषा से जोड़ने के मकसद से उर्दू बाल साहित्य को पुनर्जीवित करने जा रही है। इसमें भारतीय संस्कृति और समकालीन जीवन के मुद्दों को जोड़ा गया है।

परिषद की सभी 56 बाल पुस्तकों में मिनी भारत की झलक दिखेगी। इसमें सभी राज्यों व केंद्र शासित प्रदेशों की संस्कृति, विरासत, भाषा व पहचान को दर्शाया गया है। ये सचित्र कहानी वाली पुस्तकें आठ से 12 आयु वर्ग और 12 से 18 वर्ष के बच्चों के आधार पर तैयार की गई है।

केंद्रीय शिक्षा मंत्रालय के अधीनस्थ, राष्ट्रीय उर्दू भाषा संवर्धन परिषद (एनसीपीयूएल) ने उर्दू भाषा और बाल साहित्य को पुनर्जीवित करने का खाका तैयार किया है। राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत भाषा को नया जीवन देने के लिए परिषद 56 कहानी की किताबों की शृंखला तैयार की है। यह किताब फोटो के साथ हैं, ताकि बच्चे कहानी से निकलते भाव को आसानी से समझ सकें। इन पुस्तकों में भारतीय संस्कृति और समकालीन जीवन के मुद्दों पर जोड़ा गया है।

युवा पाठकों को भाषा से जोड़ना मकसद

उदाहरण के तौर पर 'प्रेम दीवानी मीरा बाई', महाराष्ट्र का हजारों साल पुराना पालकी त्योहार, पारंपरिक लोक नृत्य लेजिम से लेकर स्कूलों में एआई और रोबोटिक्स की खोज जैसे विषयों को भी शामिल गया है।

दरअसल, एनईपी 2020 पारंपरिक से लेकर आधुनिक भारतवर्ष के सममिश्रण पर जोर देती है। इसी के तहत, इन पुस्तकों की शृंखला में संस्कृति, विरासत, परंपरा, त्योहार सब है।

उर्दू बाल साहित्य में झलकेगी भारतीय संस्कृति

एनसीपीयूएल के निदेशक डॉ. शम्स इकबाल ने कहा, आम लोगों में धारणा है कि उर्दू फारसी और अरबी संस्कृति से प्रभावित है। क्योंकि, उन पुस्तकों में भारतीय संस्कृति का सार गायब था। लेकिन नई पुस्तकों में पाठक भारतीय संस्कृति को भी देखेंगे। हमारा मकसद, उर्दू कहानी को अपनी धरती के करीब लाना है, ताकि बच्चों के जीवन, त्योहारों और नायकों को प्रतिबिंबित किया जा सके। भारत जैसे बहुभाषी और बहुसांस्कृतिक राष्ट्र में, यह जरूरी है कि युवा पाठक हमारे देश की विविधता को उर्दू समेत हर भाषा में देखें। जब बच्चें इन कहानियों में अपनी संस्कृति और समकालीन वास्तविकताओं को पाते हैं, तो उनके भाषा से जुड़ने की संभावना बढ़ जाती है। इस तरह हम यह सुनिश्चित कर सकते हैं कि उर्दू और उसकी सुंदर लिपि युवा पीढ़ी के लिए जीवंत, प्रासंगिक और प्रिय बनी रहे।

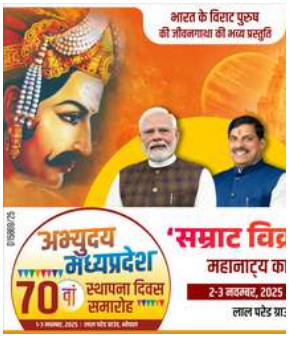
नवभारत टाइम्स, 30 अक्टूबर 2025, पृष्ठ संख्या - 9

नई शिक्षा नीति से डिजिटल पहुंच बढ़ाने की जरूरतः HC

■ NBT रिपोर्ट, नई दिल्ली : दिल्ली हाई कोर्ट ने बुधवार को अधिकारियों से अलग-अलग विषयों में हायर एजुकेशन में स्टूडेंट्स को बेहतर डिजिटल एक्सेस मुहैया कराने और डिजिटल विभाजन को कम करने के लिए कदम उठाने को कहा।



चीफ जस्टिस डीके उपाध्याय और जस्टिस तुषार राव गेडेला की बेंच 12वीं की स्टूडेंट नोरा वेनीवाल की जनहित याचिका पर विचार कर रही थी, जिसमें नैशनल एजुकेशन पॉलिसी, 2020 के बेहतर तरीके से अमल की मांग की गई है। याचिकाकर्ता का कहना है कि शिक्षा हासिल करने में डिजिटल विभाजन चिंता का विषय है, जिसे दूर करने की जरूरत है।



Priyanka Gandhi Vadra calls NEP 'ideological brainwashing', Education Minister says 'political opportunism'

Union Education Minister Dharmendra Pradhan reasons that if 'empowering children with innovation, critical thinking, and pride in Bharat's heritage is ideological, then yes, the ideology is nation-building'

Published - October 30, 2025 09:33 pm IST - NEW DELHI

THE HINDU BUREAU



Congress General Secretary & Wayanad MP Priyanka Gandhi accused the government of inserting "so many factual inaccuracies". File | Photo Credit: ANI

Responding to Congress leader Priyanka Gandhi Vadra's remarks that the National Education Policy 2020 and the PM SHRI initiative had been brought in by the ruling Bharatiya Janata Party to "brainwash children according to their own ideology", Union Education Minister Dharmendra Pradhan on Thursday (October 30, 2025) referred to this as a "glaring display of ignorance and political opportunism".

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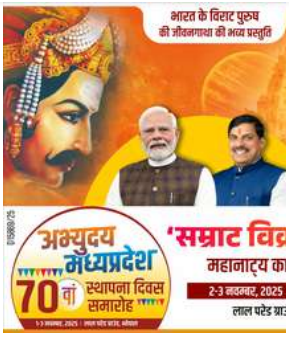
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Mr. Pradhan, in a post on social media on Thursday (October 30), referred to Ms. Vadra's remarks posted by the Congress' X account, and said: "By making such irresponsible and misleading statements, she not only distorts facts but disrespects the collective wisdom of India's educators, academicians, and citizens who shaped these historic reforms."



'Factual inacurracies'

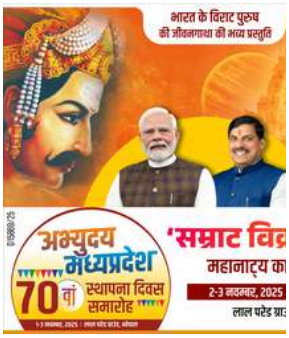
Speaking to the media in Wayanad, her Lok Sabha constituency, Ms. Vadra accused the government of inserting "so many factual inaccuracies", "removing and changing" historical data, and "ideologically, it's entirely leaning one way". Her statement further said, "That's not healthy for children's education. They should have a large perspective, and if they have different ideologies, they should all be educated about them to ensure they are aware of them."



"We are against it, and we oppose it. I had hoped that the State government in Kerala would have opposed it too, but I'm surprised they haven't," she said.

Mr. Pradhan, in his response to these comments, defended the NEP 2020 as the result of "one of the most exhaustive and inclusive consultation processes ever undertaken", further saying that the PM SHRI initiative was a "living embodiment" of the vision outlined in the NEP 2020.

He added that the PM SHRI schools "blend modernity with moral strength, technology with tradition, and innovation with inclusion," further saying, "If empowering children with innovation, critical thinking, and pride in Bharat's heritage is 'ideological', then yes, the ideology is nation-building."



Opinion: NEP 2020 in the classroom, from policy to practice

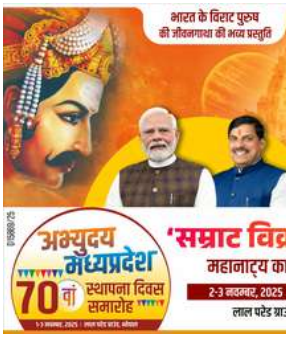
Exemplar schools: Pradhan

"The policy seeks to modernise the education system with an emphasis on inclusion, equity, quality learning, and global competitiveness, while remaining firmly anchored in India's civilisational ethos," he said, adding that PM SHRI schools were "exemplar schools" that "represent the future of Indian education".

Highlighting features that mark this initiative, the Education Minister pointed out smart classrooms, Atal Tinkering and Innovation Labs, digital and experiential learning, libraries, eco-friendly campuses, vocational and skill hubs, and inclusive spaces for every child.

In his post, Mr. Pradhan added, "To oppose such visionary initiatives is not to critique policy; it is to stand against the very idea of an India that no longer needs approval from old political dynasties to educate its children. Perhaps the discomfort stems from the fact that for decades, education was reduced to political rhetoric and neglect. Now that reforms are actually being implemented, it is convenient for some to feign outrage rather than acknowledge success."

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Curriculum on AI to be introduced in all schools from Class 3 onwards

Education in Artificial Intelligence must be treated as a basic universal skill linked to The World Around Us – Secretary, School Education

Posted On: 30 OCT 2025 5:00PM by PIB Delhi

The Department of School Education & Literacy (DoSE&L), Ministry of Education, has reaffirmed its commitment to advancing Artificial Intelligence and Computational Thinking (AI & CT) as essential components of future-ready education. The Department is supporting institutions such as CBSE, NCERT, KVS, and NVS, along with States and Union Territories, in designing a meaningful and inclusive curriculum under the broad ambit of the National Curriculum Framework for School Education (NCF SE) 2023 through a consultative process.



Artificial Intelligence and Computational Thinking (AI & CT) will reinforce the concept of learning, thinking, and teaching, and will gradually expand towards the idea of "AI for Public Good." This initiative marks a nascent yet significant step towards the ethical use of AI to solve complex challenges, as the technology will be organically embedded from the foundational stage, beginning in Grade 3.

A stakeholder consultation was held on 29th October 2025, bringing together expert bodies including CBSE, NCERT, KVS, NVS, and external experts. The Central Board of Secondary Education (CBSE) has constituted an expert committee chaired by Prof. Karthik Raman, IIT Madras, to develop the AI & CT curriculum.

Speaking at the consultation, Shri Sanjay Kumar, Secretary, DoSeL, emphasised that education in AI should be treated as a basic universal skill linked to *The World Around Us (TWAU)*. He noted that the curriculum must be broad-based, inclusive, and aligned with NCF SE 2023, adding that every child's distinct potential is our priority. Our job as policymakers is to define the minimum threshold and re-evaluate it based on the changing needs, he added.

He further highlighted that teacher training and learning-teaching materials, including NISHTHA's teacher training modules and video-based learning resources, will form the backbone of curriculum implementation. Collaboration between NCERT and CBSE through a Coordination Committee under NCF SE will ensure seamless integration, structuring, and quality assurance. Shri Kumar emphasized that it is good to have cross-national and cross-international Boards analysis and have an international perspective, but it needs to be specific to our needs.

Smt. Prachi Pandey, Joint Secretary (I&T) concluded by reiterating the importance of adhering to the established timelines for curriculum development and rollout.

Key Takeaways

1. Introduction of Artificial Intelligence and Computational Thinking from Grade 3 onwards, starting in the academic session 2026–27, aligned with NEP 2020 and NCF SE 2023.
2. Integration of AI & CT curriculum, time allocation, and resources under NCF SE.
3. Development of resource materials, handbooks, and digital resources by December 2025.
4. Teacher training through NISHTHA and other institutions, designed to be grade-specific and time-bound.

*****

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NCERT introduces Ayurveda chapters in school science textbooks of Class 6,7 and 8

NCERT's Curiosity textbooks for classes VI to VIII have included chapters on Ayurveda, marking a major shift toward holistic and traditional learning. The initiative extends to higher classes and teacher training programs and promote wellness education in line with the NEP 2020 vision

WEBDESK — Oct 30, 2025, 08:30 am IST in **Bharat**, **Education**

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Latest News



NEW DELHI: In a landmark step towards integrating India's traditional knowledge systems with modern education, the National Council of Educational Research and Training (NCERT) has announced that Ayurveda-related content is incorporated into school science textbooks from the academic session 2025. The initiative is part of the government's broader vision under the National Education Policy (NEP) 2020, which emphasizes holistic learning, health, and well-being.

The upcoming NCERT science textbook series, titled Curiosity, for classes VI to VIII, include exclusive chapters on Ayurveda. These chapters are designed to help students gain a scientific understanding of the ancient Indian system of medicine that focuses on balance between the body, mind, and environment.



According to Dinesh Prasad Saklani, Director of NCERT, the inclusion aims to foster awareness among students about traditional health practices and their scientific relevance in the modern world. “Ayurveda is being introduced not merely as ancient wisdom, but as a science that promotes equilibrium and sustainability in life,” Saklani stated.

The Curiosity textbooks explain core Ayurvedic concepts such as Dinacharya (daily routine), Ritucharya (seasonal regimen), and Prakriti (individual body constitution). Students also learn about mindful eating, physical exercise, seasonal adaptation, and mental wellness, all integral aspects of Ayurvedic philosophy.



The NCERT also plans to extend the integration of Ayurveda to higher classes and collegiate education. The University Grants Commission (UGC) is responsible for formulating a separate Ayurveda-based curriculum for colleges and universities.

Saklani highlighted that the school-level curriculum will be structured as a readiness programme for higher education. It will ensure a smooth academic progression from school to university, enabling students to develop a deeper understanding of scientific and traditional systems simultaneously. The approach also aligns with vocational education courses in classes X and XII, providing vertical mobility for learners across disciplines.



Ayurveda Principles in Physical Education and Well-being

In addition to science subjects, NCERT has developed a new initiative titled Physical Education and Well-being, covering classes III to X. This programme integrates Ayurvedic concepts with lessons on yoga, nutrition, exercise, and balanced lifestyles, aiming to promote both physical fitness and emotional well-being among students.





By combining traditional and modern approaches, the council seeks to nurture a holistic education framework that values health, sustainability, and mindfulness as much as academic achievement.

To ensure effective implementation, NCERT has prioritized teacher training and capacity-building programmes. Orientation sessions and workshops are being organized for educators across the country. Special teacher handbooks are also under preparation to guide instructors on incorporating Ayurvedic principles in classroom teaching.



Furthermore, Ayurveda-related modules are being introduced into teacher education and professional development courses offered by NCERT's Regional Institutes of Education and other constituent units. This step is expected to ensure consistency and quality in the teaching process across schools nationwide.

Government's Vision and Ayush Ministry's Role



The announcement regarding the inclusion of Ayurveda in school textbooks was made by Ayush Minister Prataprao Jadhav. He emphasized that the objective is to help young learners reconnect with India's traditional systems of health and well-being. The initiative is also intended to encourage the adoption of holistic lifestyle practices from an early age, in accordance with the NEP 2020 vision.

"The introduction of Ayurveda into mainstream education is not just about preserving heritage but about making ancient knowledge relevant and applicable to modern life," Jadhav noted.



Director Saklani highlighted that NCERT's approach will focus on blending scientific reasoning with cultural wisdom. He said the curriculum will help students appreciate the harmony between health, environment, and human values aspects that have always been central to the Indian knowledge system.

"Through this initiative, we want students to see Ayurveda as a living science that connects health with habits, environment, and

NCERT Adds Ayurveda Chapters To Science Curriculum For Classes 6 To 8

Curated By : Education and Careers Desk News18.com

Last Updated: October 30, 2025, 13:49 IST

This initiative aims to give students an understanding of health, nutrition, and environmental balance from an Indian perspective, NCERT stated.

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The scientific principles of Ayurveda are explained in simple language in NCERT's new science books. (Representative/File Photo)

In a significant shift in the education sector, NCERT has incorporated Ayurveda chapters into the science syllabus for classes 6 and 8, in alignment with the National Education Policy (NEP) 2020. This initiative aims to give students an understanding of health, nutrition, and environmental balance from an Indian perspective. NCERT director Dinesh Prasad Saklani stated that the goal is to acquaint students with both scientific knowledge and the principles of physical and mental well-being.

The Class 6 Science textbook will introduce fundamental principles of Ayurveda, including its 20 qualities. The Class 8 syllabus will cover topics such as daily routine and seasonal discipline. This change not only updates the textbooks but also encourages students to appreciate India's scientific heritage. The inclusion of Ayurveda in school education is now being extended to higher education, reported News18 Hindi.

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NCERT's new science books.

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Class 6 students will learn about Ayurveda's 20 opposing qualities (e.g., hot-cold, light-heavy, etc.) to classify matter, providing them with a basic understanding of overall health.

Class 8 will focus on Dinacharya (healthy daily habits), Ritucharya (seasonal eating habits), and a balanced lifestyle through the chapter 'Ayurveda: Balance of Body, Mind and Environment'.

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The UGC and the Ministry of AYUSH are creating modules to integrate Ayurveda into the medical education syllabus at colleges and universities. AYUSH Minister Prataprao Jadhav has highlighted that allopathy and AYUSH systems complement each other. The aim is to develop an integrated healthcare model. Expanding Ayurveda at the college level will help students connect with traditional knowledge and support the government's efforts to achieve global recognition for Ayurveda, he added.

This transformation is rooted in the National Education Policy 2020's core idea of integrating education with Indian knowledge systems. Incorporating Ayurveda into the science curriculum will promote respect for ancient knowledge and help students become health-conscious and responsible citizens.

ABOUT THE AUTHOR

Education and Careers Desk

A team of reporters, writers and editors brings you news, analyses and information on college and school admissions, board and competitive exams, career options, topper

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NCERT Books New Pattern 2026-27: NCERT का बड़ा फैसला: 9वीं से 12वीं तक का नया सिलेबस, अब ब्रिज कोर्स के बाद मिलेगी नई किताबें



By **AKSHARA VERMA**
OCT 30, 2025, 16:15 IST

NCERT Books: NCERT 2026 अगले सेशन से क्लास 9वीं से 12वीं तक के नए सिलेबस की नई किताबें तैयार कर रहा है। ये पूरी तरह नए पैटर्न के साथ बनाई जाएंगी। साथ ही, अब बच्चों के लिए ब्रिज कोर्स भी शामिल कर दिया गया है।

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) ने राष्ट्रीय शिक्षा नीति (NEP 2020) के तहत एक ऐतिहासिक बदलाव की घोषणा की है। शैक्षिक सत्र 2025-2026 से, छात्रों को नए पर सिलेबस पर आधारित नई किताबें मिलेंगी। परंतु, इससे पहले, छात्रों को नए सिलेबस के लिए तैयार करने करने के लिए ब्रिज कोर्स करना जरूरी हो गया है।

NCERT की कक्षा 9वीं, 10वीं, 11वीं और 12वीं क्लास के सभी सब्जेक्ट्स के लिए किताबें तैयार करने में जुटा है। इसके लिए विशेषज्ञों की अलग-अलग समितियां काम कर रही हैं। NCERT के डायरेक्टर प्रोफेसर

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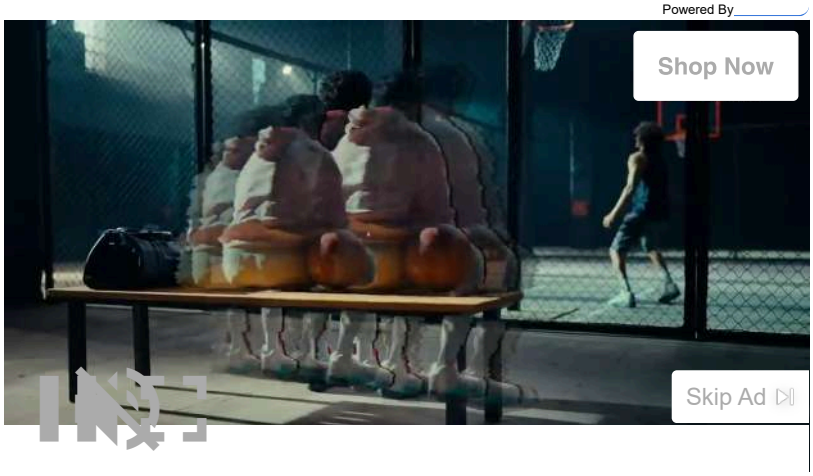
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दिनेश सकलानी का कहना है कि सारी नई किताबें स्कूली शिक्षा के लिए बनाए गए नेशनल करिकुलम फ्रेमवर्क (NCF-SE) के आधार पर तैयार की गई हैं।

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ब्रिज कोर्स क्या होता है?

ब्रिज कोर्स का मकसद छात्रों को नई शिक्षा नीति के बारे में जानकारी देना है। साथ ही, बच्चों को अगली कक्षा में जाने के लिए अच्छे से तैयार करना है। इस कोर्स को करने की एक बुकलेट आती है, जिसका उपयोग किया जाएगा। NCERT द्वारा बदले गए सिलेबस को समझने के लिए ब्रिज कोर्स काफी जरूरी है। इस कोर्स के लिए टीचर्स को भी ट्रेनिंग दी जाती है।

9वीं से 12वीं की नई NCERT बुक्स कब आएगी?

अभी तक पहली क्लास से लेकर 8वीं तक की किताबें जारी की जा चुकी हैं। साथ ही, सेकेंडरी और सीनियर सेकेंडरी क्लास की किताबें अगले साल फरवरी से जुलाई के बीच उपलब्ध हो जाएंगी। 2026-27 के सेशन में 9वीं से 12वीं तक की नई किताबें आ जाएंगी। इसके लिए जनवरी में एक्सपर्ट की टीमें बना दी जाएंगी। ब्रिज कोर्स के लिए हिंदी, संस्कृत, इंग्लिश, उर्दू, साइंस सोशल साइंस, मैथमेटिक्स, आर्ट एजुकेशन, हेल्थ-फिजिकल एजुकेशन, वोकेशनल एजुकेशन विषयों की कमेटी बनाई गई थी। इसी तरह से जब सेकेंडरी और सीनियर सेकेंडरी स्तर पर नई किताबें आएंगी तो उस समय भी ब्रिज कोर्स लागू होंगे।

NCERT के सिलेबस में चेंजेस क्या है?

NCERT के सिलेबस में कई तरह के चेंजेस किए है। किताबों में बच्चों के लिए नए पैटर्न में एक्टिविटी और ग्राफिक्स जोड़ा गया है, जिससे बच्चों को सीखने में आसानी होगी।

क्लासेस की नई किताबें

2024-25 में 9वीं से 12वीं तक के साथ-साथ क्लास 1, 2, 3, 6 की नई किताबें जारी की गई थी। अब 2025-26 में चार क्लासेज यानि 4, 5, 7 और 8 की नई किताबें लाए गए हैं। नई किताबों में बदले सिलेबस के कंटेंट को कम किया गया है। साथ ही, बच्चों के लिए अट्रैक्टिव चीजें डाली गई है।



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दैनिक जागरण, 31 अक्टूबर 2025, पृष्ठ संख्या - 13

अगले शैक्षणिक सत्र से तीसरी कक्षा से ही एआइ की शुरू होगी पढ़ाई

- दिसंबर तक पाठ्यक्रम तैयार करने का दावा, आइआइटी मद्रास के देखरेख में होगा तैयार
- सीबीएसई, एनसीईआरटी, जैसे संस्थानों के साथ परामर्श कर तैयार होगी अध्ययन सामग्री

जागरण ब्यूरो, नई दिल्ली: देश की नई पीढ़ी को अब स्कूलों में प्रारंभिक स्तर से ही भविष्य की तकनीक से जोड़ा जाएगा। नई राष्ट्रीय शिक्षा नीति (एनईपी) की सिफारिशों को ध्यान में रखते हुए शिक्षा मंत्रालय ने अगले शैक्षणिक सत्र यानी 2026-27 से देशभर के सभी स्कूलों में तीसरी कक्षा से ही आर्टिफिशियल इंटेलीजेंस और कंप्यूटेशनल थिंकिंग (एआइ एंड सीटी) पढ़ाने का फैसला किया है। इसी साल दिसंबर तक इसको लेकर अध्ययन सामग्री तैयार करने का दावा भी किया है। अभी केंद्रीय व नवोदय विद्यालयों में छठी कक्षा से एआइ को एक अतिरिक्त विषय के रूप में सप्ताह में एक या दो दिन पढ़ाया जा रहा है।

शिक्षा मंत्रालय के स्कूली शिक्षा सचिव संजय कुमार ने बुधवार को इसको लेकर एनसीईआरटी, केंद्रीय विद्यालय और नवोदय विद्यालय संगठन के प्रमुखों सहित सभी राज्यों व संघ शासित प्रदेशों के साथ विचार-विमर्श किया। इसमें नई पीढ़ी को भविष्य की जरूरत के लिहाज से तैयार करने के लिए उनमें एआइ एंड सीटी के बीज बुनियादी स्तर से ही रोपने पर जोर दिया गया। इस दौरान दिसंबर तक नेशनल कैरीकुलम फ्रेमवर्क (एनसीएफ) के अनुरूप पाठ्यक्रम तैयार करने का भी फैसला किया गया। सीबीएसई ने आइआइटी मद्रास के प्रोफेसर कार्तिक रमन की अध्यक्षता में इसके लिए एक विशेषज्ञ समिति भी गठित की है।

The Tribune, 31 October 2025, Page No - 9

AI curriculum in all schools from Class III

TRIBUNE NEWS SERVICE

NEW DELHI, OCTOBER 30

Aiming to promote the ethical use of artificial intelligence (AI) and driving a technology-led economy, the Ministry of Education has announced that an AI curriculum will be introduced from Class III onwards beginning next year (the 2026-27 academic session).

The Department of School Education and Literacy is supporting institutions such as the CBSE, NCERT, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Sangathan, along with states and UTs, in designing a meaningful and inclusive curriculum under the broad framework of the National Curriculum Framework for School Education, through a consultative process.

"AI and computational thinking will reinforce the concepts of learning, thinking and teaching, and will gradually evolve towards the idea of 'AI for public good'. This initiative marks an early step towards fostering the ethical use of AI to address complex challenges, with the technology being organically integrated from the foundational stage," the ministry said.

A stakeholder consultation was held on October 29, bringing together expert bodies and external experts. The CBSE has also constituted an expert committee chaired by Prof Karthik Raman of IIT-Madras to develop the AI & CT curriculum.

Sanjay Kumar, Secretary, DoSE&L, emphasised that education in AI should be treated as a basic universal skill.

The Hindu, 31 October 2025, Page No - 10

AI's rewriting of the rules of education

India is gearing up to turn its education system on its head by introducing Artificial Intelligence (AI) to students as early as class three from the academic year in 2026-27. This is no small feat. The Ministry of Education, in synchrony with the National Education Policy 2020, is crafting a comprehensive framework to weave AI learning through the entire K-12 tapestry (kindergarten to class 12). The goal is to arm the future workforce with cutting-edge tech skills to thrive in a techno-driven economy.



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India's bold initiative to introduce AI in early education is a transformative step, but there are challenges

Teacher training and pilot projects

But throwing AI into classrooms is not just plug-and-play. The real challenge lies in upskilling a mammoth teaching force of over one crore educators in India. The government is rolling out pilot initiatives allowing teachers to harness AI tools to design lesson plans and teaching resources. Over 10,000 teachers have already been trained since 2019 with help from technology giants Intel, IBM, and government institutes such as the National Institute of Electronics and Information Technology. The goal is to equip educators who can impart AI concepts confidently and practically. But how ready are India's teachers to morph into AI guides? What are the obstacles in this massive transition? How ready teachers are will dictate how successful the AI revolution becomes.

AI is not just about introducing new content. It promises a colossal shift away from "one-size-fits-all" education to personalisation. AI-powered platforms analyse student behaviour, learning speed, and comprehension to tailor lessons that meet individual needs. If a student struggles with algebra, the AI tutor offers extra practice and alternative explanations. If a student is good in biology, he can get ready for more advanced challenges, with AI. Such adaptive learning not only boosts engagement but also dismantles barriers for diverse student populations, including those with disabilities or regional language needs.

Despite its transformative potential, AI is designed to augment, not replace, the human element in education. The focus is on enhancing human judgment, creativity and critical thinking through smart tools. AI automates repetitive tasks such as grading and attendance, freeing teachers to spend more time on meaningful engagement with students. It acts as a powerful assistant in personalised lesson planning and real-time feedback, amplifying the effectiveness of educators. So, while AI is shaking up the classroom, there is still no substitute for a passionate teacher who drives learning with empathy and insight.

Opportunity amid disruption

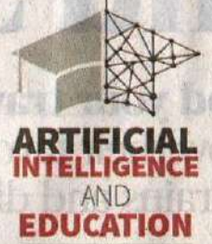
As AI reshapes education, it also signals seismic workforce changes. According to a recent NITI Aayog report, while AI could displace up to two million jobs in India's tech sector over the next five years, it is also projected to create four million new jobs by 2030, jobs that demand new skills and adaptability. This is a dual-edged sword that calls for the urgent preparation of today's learners.

By embedding AI in early education, India aims to create a workforce that is ready for a digital economy, and not left behind by rapid automation. But are students and educators prepared to embrace this whirlwind of change? The question is not just about job loss or creation but about shaping a resilient workforce that can ride the AI wave.

Generative AI technology, which creates new content based on patterns in data, is already gaining traction in Indian education. More than half of India's higher education institutes are incorporating generative AI to enhance teaching and learning. From AI chatbots that answer student queries 24X7 to platforms that create interactive quizzes and personalised study materials, generative AI is making education more engaging and tailored. This explosion of AI tools could narrow the learning gap significantly in India's vast and diverse education landscape. It is a frontier full of promise but also challenges that are related to access, quality and ethics.

Driving inclusivity and accessibility

Perhaps the most heartening impact of AI in education is its role in fostering inclusivity. AI-powered adaptive learning and language processing tools break down barriers for non-native speakers and learners with disabilities. The customisation of educational content can create equitable learning environments. In countries that are multicultural and multilingual like India, this AI-driven push for inclusiveness could rewrite the rules of who gets to learn and how. Could AI be the great equaliser that education systems worldwide have long sought? The signs are promising, but deliberate design and policy are critical.



India's bold initiative to weave AI into early education signals a massive transformation in how knowledge is imparted, how teachers teach, and how students engage with learning. The revolution comes with challenges: teacher training at scale, ensuring equitable access to AI tools, and preparing students for jobs that do not even exist.

Are Indian schools truly ready for this AI overhaul? Can the education system keep pace with rapid technological advancements without leaving disadvantaged communities behind? Only time will tell. But one thing is clear: the rules of education are being rewritten right before our eyes, and AI is the pen scripting this brave new world.

The Hindu, 31 October 2025, Page No- 10

Language belongs to a different realm



Nidhi Arora

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ARTIFICIAL INTELLIGENCE AND EDUCATION

From sails to steam engines, from bullock carts to motor cars, from huts to skyscrapers, every stage of human history has been marked by breathtaking technological progress. Each new invention has made life faster, easier and more comfortable. Yet, amid all this change, one aspect of human experience has remained strikingly constant: how we communicate.

The medium has evolved dramatically – from messengers and handwritten letters to telephones and instant messaging, but the essence has not. It is still one human being reaching out to another. The town crier's drumbeat in the village square has become a digital notice on a government website, but both are acts of connection. The tools have changed but the impulse to communicate has not.

Artificial Intelligence (AI) is now rewriting the rules of learning and work. It solves equations, drafts essays, designs buildings and composes music. It can act as a tutor, a translator, a researcher, and even a companion. In subjects that rely on logic, structure and fixed systems – mathematics, physics, engineering – AI has already become transformative. Students can now get instant explanations of complex formulas or visualise difficult scientific concepts at the click of a button.

What a machine cannot feel

Language, however, belongs to a different realm. It is not only a system of rules but also a living, breathing expression of culture and emotion. AI can process grammar and vocabulary, but it cannot capture humour, irony, affection or hesitation. A sentence translated by a machine may be correct in words, yet wrong in spirit. When someone says "I miss you" or "*Te extraño*", the meaning is inseparable from emotion, something a machine cannot feel.

Technology has made translation almost effortless. A Hindi email can appear in flawless English; a Japanese article can be read in French in seconds. Yet, these translations, however precise, may sound sterile. The tone, the rhythm and the subtle warmth that define human speech are easily lost. Translation can transfer meaning but not experience. Understanding a language requires more than decoding its words. It demands entering its world.

The process of learning a language will outlast every technological revolution

In the lived moments

That is why learning a language has always been different from learning a formula. It is not an abstract skill but a human interaction. It happens in conversation, in laughter, in mistakes. It happens when someone struggles to express a thought and is gently corrected, or when a joke finally lands after weeks of practice. These small, lived moments build confidence and connection, something that no app or chatbot can replicate.

AI tools can certainly assist. They can correct pronunciation, explain grammar and offer personalised practice. For teachers, they make lesson planning and feedback faster and more efficient. But they cannot replace the very heart of language learning, the emotional effort of trying to be understood by another person. Fluency is not achieved by perfection alone, but by empathy. To speak a language well, one must also learn how others think and feel.

Moreover, languages constantly evolve. Slang, idioms and even tones of politeness change from year to year. A machine can record these shifts, but it cannot belong to a community. It can predict usage, but it cannot participate in the living rhythm of speech. True mastery requires being part of that rhythm – listening, adapting, responding.

The biggest risk

Perhaps the greatest risk is not that AI will replace language learning, but that it will make people believe they no longer need to learn. If machines can translate instantly, the temptation to skip the effort grows. Yet, in doing so, we would lose something vital: the humility and the patience that come from learning another's tongue. When we learn a language, we do not just acquire words. We learn another way of seeing the world.

AI will continue to build our bridges, design our cities, and analyse our data. But when it comes to building bridges between people, it will remain an assistant, not a substitute. The process of learning a language – slow, emotional, and deeply human – will outlast every technological revolution.

Technology can help us talk across borders, but only effort and empathy can help us truly understand one another. And that is something no machine, however intelligent, will ever be able to automate.

The Hindu, 31 October 2021, Page No - 11

Should AI be introduced as part of school curricula?



Aparajita Bharti

Co-founder of the public policy firm The Quantum Hub and of Young Leaders for Active Citizenship



Viplav Baxi

Founder of EdTech platforms AmplifiU for teachers and Edulyst AI for higher education institutions

PARLEY

Recently, the Ministry of Education announced that an Artificial Intelligence (AI) curriculum would be introduced from Class 3 onwards for the next academic year (2026-27). Earlier, in July, the government had launched the 'Skilling for AI Readiness' initiative, under which thousands of CBSE schools will offer AI as a skill subject starting from Class 6. Should AI be introduced as part of school curricula? Aparajita Bharti and Viplav Baxi discuss the question in a conversation moderated by **Sruthi Darbhamulla**. Edited excerpts:

What do you think about the proposal to introduce AI as a foundational subject from a young age?

Aparajita Bharti: When we talk about AI education, we have to make a distinction between AI literacy and AI skills. AI literacy is the ability to understand how AI works and to apply critical thinking while evaluating its responses. AI skills refer to developing AI tools, AI products, or being somewhere in the AI value chain. From what we have reviewed (of the curriculum), we see that in Class 6, for example, the focus is on AI literacy. But in Classes 11 and 12, it is on AI skills, such as Python programming and natural language processing. Students can develop these skills and then enter STEM careers. My sense is that if the curriculum is being introduced in Class 3, its focus should be on AI literacy, alongside the emphasis on basic numeracy, literacy, language, and critical thinking skills.

Viplav Baxi: Technology is changing so rapidly that the idea of having a curriculum around it in the traditional sense is difficult to imagine. For example, prompt engineering will probably disappear in a couple of years' time. Another reason why designing a curriculum around it is fraught with problems is that tech can create divides. Imagine millions of children trying to figure out their first AI prompt. Do we have the infrastructure or even the connectivity for that? The models are not available in local languages. Without hands-on training, what is the point of teaching tech? And if the motivation is mitigating job shifts, that itself is a moving target. We can't say that so many millions of jobs will be displaced and therefore you have got to be ready for new jobs. Because by the time they graduate, that picture will have moved.

What impact will this type of curriculum have on work ethic and student learning?



Students look at their mobile phones. GETTY IMAGES

AB: In some studies, students, as soon as they had answered something with AI, were asked to replicate that and explain it in their own language. And they failed to do so. Professor Stuart Russell from the University of Berkeley said how humans deal with AI in education is the litmus test of humanity's ability to be able to regulate and handle AI development for its own good. Education is one of the trickiest use cases, because AI holds a lot of promise for aiding learning. But on the other hand, it is also systematically taking away that incentive to learn. He used the term "dis-education." He is worried that we might lose intergenerational learning. Because until now, whatever AI is doing is actually based on all the learning that humanity has had. But the next generation may not have the right incentives to actually push themselves to keep on learning. What does that mean for humanity?

VB: Historically, whether it was with radio, or TV, or the Internet, we have heard the same concern, which is: are we dumbing down our children? Are we reducing their ability to think creatively or critically? Are we losing agency in front of other tools? Our system should be capable of adapting to every new tech wave. Even our pedagogy has evolved over time; we have moved from behaviourist and cognitivist teaching methods to more constructivist teaching methods. Our systems have to adapt to these new realities. One of the ways we can do that is by treating tech as native to the process of education itself.

Given concerns about the potential psychological impact of AI, what is the right stage to introduce children to AI?

AB: Children are not only learning AI at school. They will get exposed to AI, whether schools introduce AI or not. For example, Meta AI is embedded in WhatsApp. What we do need to think about is that as children get exposed to AI, some risks come with it. We did the Youth Pulse Survey with Youth Ki Awaaz, with 500 students who are already using AI. Around 88% of the school students who took that survey are already using AI study companions. But 57% of those students have also started using it to have general conversations. 42% of students also said that some of the things they have been sharing with AI chatbots are things they would have otherwise shared with a person in their life.

We need some guardrails around the design of chatbots when children are interacting with them. AI companies are aware of this risk. There have already been some cases in the U.S. where parents have taken these companies to court. There are already laws placing obligations on platforms and intermediaries. There are restrictions on what you can do with children's data. There is a larger ecosystem beyond education which also has to build safety into this.

VB: Misinformation, malpractice, and crime existed before generative AI and everyone is vulnerable to these. Young students and people with information asymmetries and social and economic disadvantages are more vulnerable than others. Therefore, literacy is important. But it is equally important to understand that we are doing a disservice to students by giving them chatbots when the underlying tech is not proven and when the underlying data is biased and it is not tested. Any number of guardrails can't help you. And here we are allowing even teachers to create bots for students when they themselves are not trained on concepts such as guardrails.

> We are doing a disservice to students by giving them chatbots when the underlying tech is not proven and when the underlying data is biased and it is not tested.
> VIPLAV BAKSHI

What kind of training do teachers require to implement such a curriculum?

VB: Teachers are not a monolithic entity. We have a smorgasbord of styles and constraints, and one approach will not fit everyone. We need to ensure that there is continuous coaching of teachers. About 9% of schools in India have just one teacher and 35% have less than 50 students and two teachers. Half the teachers don't have proper qualifications. There is a large contingent of para teachers. Many schools don't have electricity. Therefore, how would you design content for somebody who does not have electricity or computers? It will have to be an unplugged curriculum. I am worried about sweeping statements that we will introduce anything at scale within the next few months and assume that it will work.

AB: The digital divide is real. And with AI, it can become even deeper. For example, where teachers themselves do not have critical skills to be able to evaluate something that general purpose AI is producing, how would they teach the students to be able to evaluate critically?

We also have to look at teachers as innovators because they are innovating with tech as they go along. There is a shifting goalpost every 6-8 months. Teaching people the ability to think, to work with other people, to organise different resources and produce value, and to be able to upskill themselves their whole lives is what we need to focus on. The ability to learn and continuously innovate is inherent to humans. That is the skill we need to focus on building in this generation that is in school right now.

As a thought experiment, if you were supposed to introduce a child to AI, how would you go about it?

AB: Till age 12, foundational learning is important. A lot of parental supervision is required till that age. That is a critical period to build critical thinking skills and basic alphanumeric literacy. In middle school, we should think about AI literacy. From Classes 9 to 12, if you want to participate in the AI workforce at some point, maybe those skills can be learned. Of course, this is assuming schools have no limitation of economic resources.

VB: We are battling some pressing challenges in the primary education space. Let us focus on making that space more robust. Whatever needs to be added as part of a subject to help children orient themselves better to AI can be added.

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

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NCERT Ayurveda Education

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) ने भारतीय ज्ञान प्रणाली (IKS) को स्कूली शिक्षा में शामिल करने के लिए एक महत्वपूर्ण निर्णय लिया है। अब, कक्षा 6 से 8वीं तक के छात्रों को विज्ञान के सिलेबस में आयुर्वेद (Ayurveda) के महत्व के बारे में पढ़ाया जाएगा। NCERT के निदेशक दिनेश प्रसाद सकलानी ने कहा कि यह बदलाव छात्रों को वैज्ञानिक ज्ञान के साथ-साथ शारीरिक और मानसिक स्वास्थ्य के सिद्धांतों के प्रति जागरूक बनाने के लिए भी है।

सरल भाषा में वैज्ञानिक सिद्धांत

NCERT की नई विज्ञान पुस्तकों में आयुर्वेद के वैज्ञानिक सिद्धांतों को सरल भाषा में समझाया गया है।

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- कक्षा 6 के छात्र आयुर्वेद के 20 विरोधी गुणों (जैसे, गर्म-ठंडा, हल्का-भारी, आदि) के बारे में सीखेंगे ताकि पदार्थों का वर्गीकरण किया जा सके, जिससे उन्हें समग्र स्वास्थ्य की समझ मिलेगी।

- कक्षा 8 के छात्रों को साइंस के सिलेबस में मौजूद आयुर्वेद से शरीर, मन और पर्यावरण का संतुलन अध्याय के माध्यम से दिनचर्या (स्वस्थ दैनिक आदतें), ऋतुचर्या (मौसमी खानपान की आदतें) और संतुलित जीवन शैली के बारे में पढ़ाया जाएगा।

हायर एजुकेशन के लिए भी प्लान

विश्वविद्यालय अनुदान आयोग (UGC) स्कूलों के साथ-साथ आयुर्वेद के लिए हायर एजुकेशन के लिए भी बना रहा है। केंद्रीय आयुष मंत्री प्रतापराव जाधव ने बताया कि NCERT और UGC मिलकर स्कूल से लेकर यूनिवर्सिटी स्तर तक के लिए यह कोर्स तैयार कर रहे हैं, ताकि छात्र आयुर्वेद को वैज्ञानिक दृष्टि से समझ सकें।

NCERT के निदेशक ने यह भी बताया कि इन बदलावों का उद्देश्य समग्र या होलिस्टिक शिक्षा को बढ़ावा देना है। साथ ही, उन्होंने कहा कि आयुर्वेद केवल इलाज की पद्धति नहीं, बल्कि एक लाइफस्टाइल है, जो शरीर, मन और पर्यावरण के बीच संतुलन पर जोर देती है। क्लास 8वीं की नई साइंस किताब 'Curiosity' के तीसरे चेप्टर में छात्रों को बताया गया है कि सही दिनचर्या, पौष्टिक आहार, नियमित योग और मानसिक शांति कैसे स्वस्थ जीवन के लिए जरूरी हैं।

Akshara Verma
Content Writer

Akshara Verma is an Executive Content Writer at Jagran Josh, specializing in authoritative content focused on Education, Current Affair ... Read More

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India

Kharge slams Modi government over changes in NCERT textbook

The Congress president cited a letter written by Sardar Patel on February 4, 1948, where he expressed concern over the RSS's role in creating an atmosphere that led to Gandhi's assassination.

Statesman News Service | New Delhi | October 31, 2025 5:51 pm



Congress president Mallikarjun Kharge (Photo:IANS)

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Congress President Mallikarjun Kharge Friday criticized the Modi government for removing topics related to Mahatma Gandhi, Godse, RSS, and the 2002 Gujarat riots from NCERT textbooks, calling it an attempt to distort history. Kharge cited a letter written by Sardar Patel on February 4, 1948, where he expressed concern over the RSS's role in creating an atmosphere that led to Gandhi's assassination.

"Sardar Patel Ji wrote in a letter on 4 February 1948 — 'Gandhi Ji's death led the RSS members to express joy and distribute sweets, which further intensified the opposition. In these circumstances, the government had no choice but to take steps against the RSS.' While writing this letter to Shyama Prasad Mukherjee, he said— 'The report proves that the atmosphere created in the

country due to the activities of RSS and Hindu Mahasabha is what led to Gandhi Ji's assassination,'" Kharge said in a post on platform X.

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The removal of topics from NCERT textbooks has sparked controversy, with critics accusing the government of attempting to rewrite history. Kharge's comments come amid ongoing debates over the RSS's role in Indian history and the government's efforts to promote its ideology.

Kharge's remarks have been met with a sharp response from the BJP, which has accused the Congress of ignoring Patel's legacy for decades and now using his name to target the RSS.

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Bengal

Former five-time Cong MLA Mainul Haque, who later joined Trinamool Congress, passes away

Mainul Haque, a former five-time Congress MLA from Farakka Assembly constituency in West Bengal's Murshidabad, who later joined the Trinamool Congress, passed away on Sunday, party sources confirmed.

After NCERT Modules, Guj Likely To Add Swadeshi Lessons To Curriculum

CITY | Bharat Yagnik,Kapil Dave | Oct 31, 2025, 00:09 IST



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Gandhinagar: Following the National Council of Educational Research and Training (NCERT) rollout of special educational modules on 'Swadeshi', the Gujarat govt is likely to introduce lessons on the subject in school education.

This initiative aligns with PM Modi's call for a self-reliant India by promoting locally manufactured goods. Sources from the Gujarat State School Textbook Board indicate that while administrative developments on introducing Swadeshi lessons in the syllabus are pending, these could be added to the school curriculum in the next academic year.

Last month, NCERT launched two modules: 'Swadeshi – Vocal for Local' for middle school and 'Swadeshi – For a Self-Reliant India' for the secondary level.

These publications trace the roots of a self-reliant India from 1905 to the present day, linking the historical boycott of foreign goods with initiatives like 'Make in India' and 'Atmanirbhar Bharat'.

According to top sources, the ruling BJP's recently-appointed committee for promoting the concepts of Atmanirbhar Bharat and Swadeshi has recommended including these concepts in school curricula, "so that students can develop a perspective on self-reliance." The committee is headed by party leader and former minister Pradipsinh Jadeja.

State govt sources said that while NCERT guidelines on the subject will be fully adopted, students will learn Swadeshi concepts using examples from Gujarat and other instances. "The role of Mahatma Gandhi in promoting locally made goods in Gujarat, examples of countries adopting this concept after world wars, and instances of how locally made products have benefited society will be taught," a source said. "We are currently studying the NCERT modules and gathering feedback on the need to teach Swadeshi and 'Atmanirbharta' concepts," said top govt sources.

They added that many schools and students are already familiar with self-reliance concepts, and it is appropriate for students to have historical references to the Swadeshi movement led by Mahatma Gandhi and others in their curriculum. "Formal consultations with stakeholders will begin after the education department conducts a detailed study of the NCERT modules," sources said. Officials from the state textbook board stated, "Currently, NCERT books on mathematics, science, and social studies are taught in Gujarat board schools. The NCERT will issue guidelines on this subject, which will be reviewed by the board. A decision will be made subsequently." Sources in the board added that there is still no clarity on which subject textbooks will include Swadeshi and Atmanirbhar Bharat.

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Nation

Pradhan slams Priyanka Gandhi over NEP remarks, says India doesn't need dynasties' nod to educate children

Education Minister accuses Congress of turning education into political rhetoric, defends NEP and PM SHRI reforms



Dharmendra Pradhan says Priyanka's NEP attack distorts facts, calls it 'a glaring display of ignorance' File | PTI

Jayanth Jacob

Updated on: 31 Oct 2025, 12:19 am · 2 min read

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NEW DELHI: Education Minister Dharmendra Pradhan on Thursday hit back at Congress General Secretary Priyanka Gandhi over her criticism of the National Education Policy (NEP) 2020 and the PM SHRI (Prime Minister Schools for Rising India) initiative, calling her remarks "a glaring display of ignorance and political opportunism."

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academicians and citizens who shaped the reforms.

"For over 30 years, India waited for meaningful educational reforms that could prepare its youth for the challenges of the 21st century," he said, noting that NEP 2020 was formulated under the guidance of the late Prof. K. Kasturirangan after an exhaustive and inclusive consultation process that involved lakhs of teachers, students and institutions nationwide.

The policy, he added, aims to modernise India's education system with a focus on inclusion, equity, quality learning and global competitiveness, while remaining rooted in India's civilisational ethos.

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Pradhan described the PM SHRI schools as "living embodiments" of this vision, representing the future of Indian education with smart classrooms, Atal Tinkering and Innovation Labs, digital and experiential learning, libraries, eco-friendly campuses, vocational and skill hubs, and inclusive spaces for every child. "In essence, PM SHRI schools blend modernity with moral strength, technology with tradition, and innovation with inclusion," he said.

"To oppose such visionary initiatives is not to critique policy; it is to stand against the very idea of an India that no longer needs approval from old political dynasties to educate its children," the minister asserted. "Perhaps the discomfort stems from the fact that for decades, education was reduced to political rhetoric and neglect. Now that reforms are actually being implemented, it is convenient for some to feign outrage rather than acknowledge success."

He added, "If empowering children with innovation, critical thinking, and pride in Bharat's heritage is 'ideological,' then yes, the ideology is nation-building."

Earlier in the day, Priyanka Gandhi had criticised the NEP and PM SHRI, alleging that they were introduced "to brainwash children according to the BJP's ideology." Speaking about the Kerala

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"We are against it and we oppose it," Gandhi said, adding that children should be taught with "a broad perspective" that includes diverse ideologies and worldviews.

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