

EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWSCLIPPINGS FROM DAILY NEWSPAPERS

September 2024

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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Preface

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

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

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

(Dr.Akash)
Head, LDD
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प्री-प्राइमरी, प्राइमरी कक्षाओं में संगीत नृत्य व अन्य गतिविधियों से होगी पढ़ाई

शिक्षा निदेशालय ने पूर्व प्राथमिक और प्राथमिक कक्षाओं में कला एकीकृत शिक्षण के लिए निर्देश

अमर उजाला ब्यूरो

नई दिल्ली। दिल्ली के सरकारी स्कूलों की पूर्व प्राथमिक व प्राथमिक कक्षाओं में अब कलात्मक गतिविधियों (संगीत, नाटक, नृत्य व अन्य) के माध्यम से पढ़ाई होगी। इन कक्षाओं में पढ़ाने वाले सहायक अध्यापक कक्षा में विभिन्न कला रूपों को शामिल करेंगे। इससे छात्रों में न केवल रचनात्मकता बढ़ेगी बल्कि समस्या समाधान कौशल भी विकसित होंगे। इसके लिए शिक्षा निदेशालय ने शिक्षकों को कक्षाओं में कला एकीकृत शिक्षण के कार्यान्वयन के निर्देश दिए हैं।

शिक्षा निदेशालय के अनुसार प्राथमिक और पूर्व प्राथमिक



कक्षाओं में कला एकीकृत शिक्षा एक परिवर्तनकारी शैक्षिक दृष्टिकोण है। कला आधारित गतिविधियों से पढ़ाई कराने से न केवल छात्रों की रचनात्मकता बढ़ती है बल्कि उनकी शैक्षिक सामग्री की समझ और अवधारणा

भी बेहतर बनती है। दृश्य कला, संगीत, नाटक और नृत्य में भाग लेकर बच्चों में महत्वपूर्ण सोच और समस्या-समाधान कौशल विकसित होते हैं जो भावनात्मक अभिव्यक्ति और मानसिक स्वास्थ्य को बढ़ाते हैं।

शिक्षा निदेशालय ने निर्णय लिया है कि सभी सहायक शिक्षक नर्सरी और प्राथमिक कक्षाओं में विभिन्न कला रूपों को शामिल करेंगे। पाठ्यक्रम में कला को शामिल करने से छात्रों में आत्मविश्वास, संचार क्षमता का निर्माण होता है।

इस संबंध में निदेशालय ने एक मॉड्यूल तैयार किया है। लिंक के माध्यम से शिक्षकों को कराई गई गतिविधियों की जानकारी भेजनी है। इसके साथ ही अनिवार्य रूप से गतिविधि कराने के साक्ष्य भी देने होंगे। निदेशालय ने स्कूल प्रमुखों को निर्देश दिया है कि इसके अनुपालन के लिए सभी संबंधित शिक्षकों के बीच सूचना प्रसारित करें।

संस्कार

जिंदगी की



चर्चा में



दिल्ली सहित कई राज्यों के विश्वविद्यालयों में नए शैक्षिक सत्र के आरंभ के साथ

ही चर्चा में है राष्ट्रीय शिक्षा नीति। इसके अंतर्गत एक तरफ देश शिक्षा की अंतरराष्ट्रीय गुणवत्ता के लिए प्रयास कर रहा है तो वहीं विदेशी विश्वविद्यालय भारत में अपने परिसर प्रारंभ करने को उत्सुक हैं। प्रोफेसर जिरंजन कुमार का आलेख...

आरंभ में सोने की चिड़िया कहलाने वाला भारत शिक्षा का भी सिमरान था। महान ऋषियों-मुनियों की भारतीय परंपरा को गुरुकुल पद्धति वाली शिक्षा व्यवस्था ने विश्व में अपनी कीर्ति पताका लहराई थी। संसार के विभिन्न देशों के छात्र भारत में अध्ययन के लिए आते थे। मध्यकाल और फिर औद्योगिक के आने के बाद भारतीय गुरुकुल पद्धति वाली शिक्षा व्यवस्था को गहरा आघात लगा। 1835 के मैकाले की नीति ने भारतीय शिक्षा व्यवस्था के चरित्र, रूप और उद्देश्य को ही बदलकर रख दिया। यह सही है कि आधुनिक युग के अनुरूप नए तौर-तरीके, पद्धतियाँ, नए विचारों और नवाचारों को हमें शिक्षा में शामिल करना होगा, लेकिन समझने की जरूरत है कि भारतीय शिक्षा कभी भी उधरी हुई नहीं रही। देश-काल के अनुरूप हमेशा नए तौरों को हमने समायोजित किया। आचार्य बंशधर, आचार्य संदीपनी, श्रीराम, श्रीकृष्ण, आचार्य द्रोण, वीर अर्जुन, कर्ण एवं चाणक्य, चंद्रगुप्त मौर्य, अशोक से लेकर आर्यभट्ट, बराहमिहिर समुद्रगुप्त, चंद्रगुप्त द्वितीय और हर्षवर्धन जैसे शिक्षक और शिक्षार्थियों ने इसी परंपरा का निर्वहन करते हुए भारत को जगद्गुरु के पद पर आसीन किया था। स्वयंसेविका आंदोलन के स्वर्णों में स्वराज, स्वतंत्रता, स्वदेशी, स्वभाषा के साथ-साथ स्व-शिक्षा का माडल भी था। स्वामी विवेकानंद, लोकमान्य तिलक, महात्मा अरविंद,

पथ करे प्रकाशित शिक्षा का दीपक

महात्मा मदन मोहन मालवीय, गुरुदेव रविंद्रनाथ टैगोर, महात्मा गांधी ने शिक्षा के जिस समग्र रूप को कल्पना की थी, स्वाधीनता प्राप्ति के बाद दुर्भाग्य से वह साकार नहीं हो पाई। मैकाले माडल को कोरी पुस्तकीय शिक्षा हावी थी जबकि भारतीय परंपरा कर्म और प्रयोग की परंपरा रही है। श्रीमद्भगवद्गीता का 'कर्मव्येवाधिकारस्ते' या श्रीरामचरितमानस का 'कर्म प्रधान विश्व रचि राखा' केवल धार्मिक-आध्यात्मिक उक्ति भर नहीं है। गुरुकुल आश्रम में राजकुमारों को भी एक सामान्य विद्यार्थी की तरह कर्म करने पड़ते थे।

आशा का नवदीप

वर्ष 2020 में आई राष्ट्रीय शिक्षा नीति-2020 (एनईपी) ने इन सबको भरपाई करने की कोशिश की है। राष्ट्रीय शिक्षा नीति 2020 (एनईपी) प्राचीन गौरवशाली भारतीय विचारों-तत्वों से युक्त तो है ही, आधुनिक ज्ञान-विज्ञान और प्रौद्योगिकी का भी सम्यक समाहार करती है। एनईपी-2020 के चार वर्ष पूरे हो चुके हैं। उच्चतर शिक्षा के स्तर पर पाठ्यक्रम से लेकर संस्थान चुनने का लक्ष्योपान, शैक्षणिक धाराओं के बीच अलगवग का खात्मा, बहु-विषयकता और समग्र शिक्षा, पुस्तकीय और रटत ज्ञान के बजाय व्यापक समझ और आनुभविक ज्ञान पर जोर, बहुभाषावाद, कौशल विकास, व्यावसायिकता और रोजगारपरकता, शोध एवं नवाचार के साथ-साथ मानवीय एवं संवैधानिक मूल्य पर प्रतिबल और चरित्र निर्माण एवं विद्यार्थियों का समग्र विकास आदि एनईपी के कुछ महत्वपूर्ण बिंदु हैं। शिक्षा मंत्रालय, विश्वविद्यालय अनुदान आयोग और अन्य हितधारकों के समग्र प्रयास से इसको चरणबद्ध लागू किया जाना शुरू हुआ। उच्चतर शिक्षा व्यवस्था में धरातल पर एनईपी को उतारने में दिल्ली विश्वविद्यालय (डीयू) ने अग्रणी भूमिका निभाई है। कुलपति प्रो. योगेश सिंह के

नेतृत्व में डीयू ने एनईपी को शब्द और भाव दोनों ही स्तरों पर जिस व्यक्तित्व और समग्र तरीके से लागू किया है, वह पूरे देश के लिए एक रोल माडल हो सकता है।

मिलेंगी विविध ज्ञानधाराएं

लक्ष्योपान एनईपी को एक प्रमुख विशेषता है ताकि अपनी प्रतिभा-रचि के अनुरूप छात्र अपना पाठ्यक्रम और रास्ता चुन सकें। इस संदर्भ में बने नवनिर्मित करिकुलम प्रेमवर्क में विद्यार्थियों को न केवल पंचिक विषय के पाठ्यक्रम चुनने का अधिकार है, बल्कि जनरल इलेक्टिव कोर्स में वह अन्य स्ट्रीम के कोर्स भी पढ़ सकेंगे। अर्थात् विज्ञान का विद्यार्थी ह्यूमैनिटीज से संगीत या भूगोल अथवा कामर्स के विद्यार्थी मैनेजमेंट या मार्केटिंग पढ़ सकते हैं। आज हर विकसित देश व्यावसायिक व कौशल शिक्षा और आनुभविक ज्ञान पर बहुत बल देते हैं। मैंने अमेरिकी विश्वविद्यालयों में अध्ययन के दौरान देखा कि व्यावसायिक कौशल शिक्षा वहां की शिक्षा का महत्वपूर्ण अंग है। एनईपी भी कौशल विकास और व्यावसायिक शिक्षा पर बल देता है। इसमें 100 से ज्यादा कौशल संबंधी पाठ्यक्रम हैं जो स्वरोजगार की दिशा में सहायक होंगे। इसके अलावा अब तक पॉइकन, इंजीनियरिंग या मैनेजमेंट आदि के विद्यार्थियों को उपलब्ध इंटर्नशिप, ऑप्टेसशिप, प्रोजेक्ट आदि के अवसर हमारे परंपरागत प्रोग्राम में भी उपलब्ध हैं, जो उनके आनुभविक ज्ञान को बढ़ाएंगे।

भारतीय भाषाओं को मिला वल

राष्ट्र की उन्नति में शोध एवं नवाचार की अहम भूमिका को समझते हुए एनईपी में बहुभाषावाद पर बहुत बल है। गांवों, कस्बों और छोटे-नगरो में निवृत्त प्रतिभाओं को भी अवसर मिले, इसके लिए आज प्रतिव्योता और प्रवेश परीक्षाएं

भारतीय भाषाओं में हो रही है। भारतीय संविधान में उल्लिखित सामाजिक न्याय की भावना को एनईपी में दोहराया गया है। निम्न आय वर्ग के बच्चों को भी उच्च कोटि की शिक्षा कम खर्च में मिले, इस संदर्भ में कदम उठाते हुए इंजीनियरिंग और पंच-वर्षीय विधि जैसे नए प्रोग्राम में चार लाख रुपये तक की सालाना आय वालों को प्रवेश की फ्रीस में 90 प्रतिशत छूट दी है, लेकिन छात्रों और प्रक्रांतरित से राष्ट्र का समग्र विकास तब तक नहीं होगा जब तक कि वे मानवीय-नैतिक मूल्य से परिपूर्ण और समग्र-संतुलित व्यक्तित्व न हों। पश्चिमी जीवनशैली, तकनीक में सिमटती दुनिया, रिश्तल लाइफ के बजाय वर्चुअल लाइफ, शारीरिक खेलकूद की जगह ई-गेम्स, बढ़ते एकाकीपन आदि ने युवाओं को खतरनाक गिरफ्त में लेना शुरू किया है। इस संदर्भ में समाज-परिवार के साथ-साथ शिक्षा जगत को भी कदम उठाना होगा। शैक्षिक स्तर पर इनसे निपटने के लिए मूल्य संबंधित पाठ्यक्रम अन्य संस्थाओं को दिशा दे सकते हैं। विद्यार्थियों के चरित्र निर्माण तथा समग्र विकास के साथ-साथ उनमें भारतीय ज्ञान परंपरा और मानवीय मूल्यों का सम्यक संचार करने के लिए अभिनव वैल्यू एडिशन कोर्स बनाए गए हैं। ये सभी पाठ्यक्रम क्रैडिट कोर्स हैं, यानी इनके अंक भी जुड़ेंगे, जो इनके चरित्र निर्माण व समग्र विकास में सहायक होंगे।

अभी शोध है कुछ प्रयास

एनईपी के पूर्ण कार्यान्वयन में अभी कई चुनौतियां हैं। आर्थिक संसंधन की अभाव्यता एक बड़ी चुनौती है। इतनी बड़ी युवा संख्या को देखते हुए सरकारी संसाधन निकासे खालीपत हो रहे हैं। वैश्वीक आर्थिक संसाधन जुटाने के लिए समाज के संयंत्र लोगों को शिक्षा उपाय से जोड़ने-जुड़ने के लिए प्रेरित करना होगा। प्राचीन

उन्नत शिक्षा उत्तम अवसर

अध्ययन-शोध की गुणवत्ता बढ़ाने के लिए एनईपी में 'क्लस्टर' की परिकल्पना-योजना है जिससे एक संस्थान में आन्तःराष्ट्रीय विद्यार्थी विषय या कोर्स को अन्य संस्थान में आन्तःराष्ट्रीय या आन्तःराष्ट्रीय पढ़ सकेंगे। अमेरिका-यूरोप आदि में यह एक सामान्य प्रक्रिया है। इसके लिए डीयू ने पहल करते हुए विभिन्न कालेजों के बीच 'क्लस्टर' माडल बनाया है। इसमें सरकारी स्तर पर एकेडमिक क्रेडिट बैंक, नेशनल रिसर्च फंड, 'स्वयं' पोर्टल के माध्यम से भारतीय भाषाओं में शोध ज्ञान-विज्ञान, इंजीनियरिंग की सामग्री उपलब्ध करने जैसे महत्वपूर्ण कदम उठाए गए हैं। इसी क्रम में मैट्रिक, इंजीनियरिंग, विधि में एडमिशन

की संयुक्त प्रवेश परीक्षा के तर्ज पर आम छात्रों के हित में विश्वविद्यालयों में प्रवेश के लिए भी कामन यूनिवर्सिटी एंट्रेंस टेस्ट (सीयूईटी) आरंभ हुआ है। यूजीसी के अध्यक्ष प्रोफेसर एम. जगदीश कुमार कहते हैं, 'इसमें पार लीक जैसी कुछ चुनौतियां सामने आई हैं, लेकिन प्रौद्योगिकी के इस दौर में उचित प्रबंधन से इस पर पूरी तरह से रोक लग जाएगी। पार लीक पर बने हालिया के दाय कानून से इस दिशा में निरिवल ही प्रभावकारी सफलता मिलेगी।' एनईपी में स्कूली शिक्षा में एकस्पान लाने की पहल भी की गई है। शिक्षा मंत्रो धर्मद प्रयाण के नेतृत्व में शिक्षा मंत्रालय ने पाठ्यक्रम के साथ-साथ विभिन्न राज्यों के बोर्डों में परीक्षा-पैटर्न और मूल्यांकन में भी एकस्पान लाने का प्रयास शुरू किया है। अभी कोई बड़ी दरसी-वारहवीं की परीक्षा 10 दिन में कराता है, तो कोई दो महीने लेता है।



ज्ञान दीप से फैल रही है कृद्विभारत की प्रगति

भारत में शिक्षा काफी हद तक समाज पोषित थी। अमेरिकी विश्वविद्यालय संयंत्र लोगों से बड़ी मात्रा में एनाडमेट (दान) इकट्ठा करते हैं। इसके अतिरिक्त जो विद्यार्थी संयंत्र के हैं उन्हें ज्यादा फ्रीस ली जाती है। एक अन्य बड़ी चुनौती शोध एवं विमरों में भारतीय दृष्टि को अनुपस्थिति है। इसके लिए विश्वविद्यालयों को समाज प्रयास करने की जरूरत है। भारतीय दृष्टि और परिस्थि को ध्यान में रखकर लिखी गई किताबों का अभाव एक अन्य बड़ी समस्या है। अभी भी पश्चिमी 'यूरो-अमेरिकी सेंद्रिक' पाठ्यपुस्तकों का बोलचाल है। इन सबसे पार पाने के लिए श्रेष्ठ अकादमिक नेतृत्व की जरूरत होगी। भारत को विकसित होने के लिए आर्थिक, सामरिक और संस्कृतिक तौर पर प्रगति करने के साथ-साथ शिक्षा क्षेत्र में भी महाशक्ति बनना होगा। इसके लिए सबसे प्रयास करना होगा। इस चार शिक्षक

दिवस पर हमें नेल्सन मंडेला का कथन याद रखना चाहिए कि 'शिक्षा यह सबसे शक्तिशाली अस्त्र है जिससे आप दुनिया को बदल सकते हैं।' (लेखक दिल्ली विश्वविद्यालय में डीन आफ प्लागिग और हिंदी विभाग में सीनियर प्रोफेसर हैं)

English, and India's legacy of languages

Kenyana Nobel Laureate professor Wangari Maathai once told me that it was only the colonial rulers who truly understood the importance of a language. That is why it is the first thing they took away. In India, the undisputed architect of this colonial policy was Lord Thomas Babington Macaulay (1800-1859), who, in 1834, joined the Supreme Council to govern India. His policy to impose English on the "natives" was so spectacularly successful that the British could well have put his statue in the canopy at India Gate!

Interestingly, Macaulay almost did not succeed in his mission. The Committee of Public Instruction set up by the British had been deadlocked for some time because it was divided five against five. One set of five members wanted education in India to be based on what were then recognised as classical languages — Sanskrit, Persian and Arabic; the other five wanted elementary education to be in the "vernacular" languages with English coming in at the higher levels. The linguistic destiny of India fell into the lap of Macaulay when he was made the president of the Committee in January 1835 to break the impasse.

He took little time to do so. On February 2, 1835, he recorded his infamous Minute on Education, and in one rhetorical flourish, rubbished the entire civilisational heritage of India. Macaulay was convinced that English was the language of a superior civilisation, and that the culture of the natives was not only primitive

but beyond redemption. How could the British teach at public expense, he asked, "medical doctrines which would disgrace an English farrier — astronomy which would move laughter in the girls at an English boarding school — history abounding with kings thirty feet high and reigns thirty thousand years long — and geography made up of seas of treacle and seas of butter."

It was the most uninformed caricature of the achievements and refinements of the great Indian civilisation. Macaulay knew that his absolute and superficial condemnation could be challenged by the researched appreciation by some of his own previous peers, such as Sir William Jones, Sir John Shore and others, who had founded the Asiatic Society. In 1786, Jones had declared that "the Sanskrit language, whatever be its antiquity, is of a wonderful structure: More perfect than Greek, more copious than Latin, and more exquisitely refined than either." But Macaulay couldn't care less because his real intent was different: "We must at present do our best to form a class who may be interpreters between us and the millions we govern: A class of persons, Indians in blood and colour, but English in taste, in opinion, in morals, and in intellect."

He succeeded beyond his wildest imagination, for he already had powerful allies among the ruled. On December 11, 1823, the great Sanskrit scholar and reformer, Raja Ram Mohan Roy, had written a petition to governor-general Lord Amherst against the teaching of Sanskrit: "The Sanskrit language", he wrote, "so difficult that



As we emerge from Macaulay's legacy, we are still adrift from our mother tongues and retain a sense of *heenta* or inferiority about our own languages

AFP

almost a lifetime is necessary for its perfect acquisition, is well known to have been for ages a lamentable check on the diffusion of knowledge." In time, what did emerge was an English-speaking elite, largely restricted to the administrative and professional classes, and an army of clerks who knew rudimentary English. The Webster dictionary still defines a *babu* as "a native clerk who writes English". The writer Bankim Chandra Chatterjee wrote caustically in 1873: "The *babus* will be indefatigable in talk, experts in a particular foreign language, and hostile to their mother tongue... (they) will consume water at home, alcohol at friends', abuses at the prostitutes' and humiliation at the employers'."

This is not a diatribe against English,

an international language we could benefit from, but a background to how it came to play such a dominant role in post-colonial India.

As we emerge from Macaulay's legacy, we are still adrift from our mother tongues, and retain a sense of *heenta* or inferiority to our own languages. There is also the new danger that we may fall into the trap of pitting one Indian language against another. The answer to this threat is to respect all our languages, for there is perhaps no other country in the world which has a linguistic heritage as rich as ours.

Pavan K Varma is author, diplomat, and former Member of Parliament (Rajya Sabha). The views expressed are personal



Pavan K Varma

'Pradhan's letter to CM was primarily about signing PM-SHRI MoU'

The Hindu Bureau
NEW DELHI

The Union Ministry of Education has clarified that Union Minister Dharmendra Pradhan's letter to Tamil Nadu Chief Minister M.K. Stalin on Friday primarily pertained to the Centre's appeal to the latter to sign the Memorandum of Understanding (MoU) for implementing the PM-SHRI scheme.

Mr. Pradhan had written to Mr. Stalin following the Chief Minister's letter to the Prime Minister on August 27 seeking the release of funds under the Samagra Shiksha (SS) to Tamil Nadu for FY 2024-25.

In response to *The Hindu's* article on Saturday, 'Education Ministry asks T.N. to sign PM-SHRI MoU to get Samagra Shiksha funds', a spokesperson from the Union Ministry said, "The story about Union Education Minister's letter to the TN Chief Minister regarding the signing of the PM SHRI MoU is misleading because it is suggesting a *quid pro quo*, which is incorrect... The

The Union Education Ministry said a story about the letter to Stalin was misleading

letter is primarily about the PM SHRI MoU and possibilities under the NEP 2020, more so in the context of encouraging the use of Tamil as a medium of instruction, and not about signing the MoU for SS funds..."

The spokesperson further said, "This distortion of facts is undesirable and far away from the central message in the correspondence." Mr. Pradhan had stated in the August 30 letter that for FY 2024-25, Rs 4305.66 crore has been approved under Samagra Shiksha for Tamil Nadu.

Mr. Stalin had stated in his August 27 letter that first instalment of Samagra Shiksha funds for FY 2024-25 had not been released for Tamil Nadu.

The Ministry has not responded to *The Hindu's* queries on whether the Central share of the first instalment for the SS scheme had been released.

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So, who got there first? Was it Isaac Newton? Or was it Gottfried Leibniz? This had led to one of the ugliest spats in the scientific community: in the early 18th century, with supporters of Newton claiming he was the first to discover calculus, and those in the Leibniz camp saying that this was ridiculous, it was Leibniz who had cracked calculus first.

Four hundred years later, with passions having long cooled after neutral observers reached the conclusion that both Newton and Leibniz had discovered calculus independently — Leibniz beginning with integration and Newton with differentiation — there are now claims that perhaps it was Madhava from Kerala who had got there before both Newton and Leibniz, sometime in the 14th century.

Kerala School of Mathematics

A recent publication, titled 'The Secret Lives of Numbers: A Global History of Mathematics & Its Unsung Trailblazers' by Kate Kitagawa and Timothy Revell has piqued the interest of the Western world. "The ancient Greeks are put on a pedestal as somehow being the originator of modern mathematics, yet so much of what is now incorporated into our global knowledge comes from many other places too, including ancient China, India and the Arabian peninsula," write Kitagawa and Revell in the prelude to their book.

So, determined to give credit where it is due, the writers dwell at length on the brilliant mathematician Madhava, who was born in a village in central Kerala in 1340. "And what was needed to deduce these formulas (that Madhava wrote?)" ask the writers. "Calculus. Or certainly the basics of calculus," they conclude.

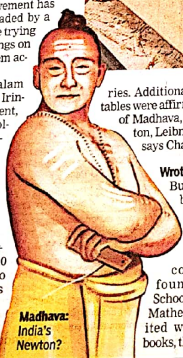
International Recognition

In recent years, the international community has begun to recognise Madhava's contributions, renaming several mathematical theorems in his honour, such as the Madhava-Leibniz series on infinity. Back home though, there's been little effort to protect and retrieve Madhava's works, which could be vital for future explorations in mathematics.

However, over the past 12 years, a gradual but persistent movement has begun in Kerala, spearheaded by a group of academics who are trying to recover Madhava's writings on palm leaves and making them accessible for future scholars.

Litty Chacko, a Malayalam teacher at St. Joseph College, Irinjalakkuda, leads this movement, supported by her former colleagues, Aneesh EM, a teacher of zoology, and Mangalamal NR, a retired mathematics professor. Their quest to understand Madhava's life and work is opening new avenues in the study of mathematical history.

"It was Madhava who determined the value of Pi up to 10 decimal places. [Pi is the ratio of a circle's circumference to its diameter] Mathematics until then existed in finite series; it was Madhava who introduced the concept of an infinite se-



Madhava: India's Newton?

ries. Additionally, sine and cosine tables were affirmed by the theorems of Madhava, decades before Newton, Leibniz and Copernicus," says Chacko.

Wrote 6 Books, 3 Missing

But Madhava's contributions to mathematics went largely unrecognised for centuries. According to historical accounts, Madhava founded the Kerala School of Astronomy and Mathematics and is credited with writing eight books, though only five have

been found so far. His remaining works, including a work called 'Golavada' that his disciples consider his magnum opus, have not been traced yet.

Recently, Chacko authored a book titled 'Sangamagrama Madhavante Randu Krithikal (Two Works of Sangamagrama Madhava)' which was published by the National Book Trust. "This features, for the first time, Madhava's work Lagaparakaramam. The team of academics found the manuscript at an antique seller's in Irinjalakkuda in 2018. They also found some other manuscripts with the same seller. These are commentaries on astronomy purportedly written by Madhava.

"We could undertake this long research partly due to our curiosity about the subject and partly due to our friend-

ship," says Aneesh. He says, as a zoologist, he contributed to the research by developing techniques to ensure that the palm leaves featuring Madhava's works remain accessible for future generations. Aneesh's team is using techniques from archaeozoology to ascertain the actual age of the materials they've collected. "We've also developed materials using nanoparticles in our lab to preserve the palm leaves without affecting the text written on them," says Aneesh, who currently works at the department of zoology, University of Calicut.

Meanwhile, Mangalamal, the mathematician in the group, says that deciphering the available work they have found would require a larger team of experts across multiple domains, including mathe-

matics, astronomy and Sanskrit. "In ancient India, mathematics was not an individual subject; it was always combined with concepts of astrology and astronomy. Understanding the meaning of Madhava's works requires expertise in mathematics, Sanskrit, and Jyotisa (astrology/astronomy)," says Mangalamal.

Watching Stars From a Temple

At Irinjalakkuda, Mania in Kalattumkara near Irinjalakkuda, where Madhava probably lived, tales of his achievements are popular even today, Chacko says. Locals here believe that Madhava conducted his space observations at a Shree Krishna temple here. "In Nandinagiri script, it is written that this *paeth* (seat) was used by Madhava for his space observations, but

Did CALCULUS Come Out Of Kerala?

A new book claims that 14th-century maths whiz Madhava's formulas would not have been possible without basic calculus, even though Isaac Newton and Gottfried Leibniz are considered the fathers of modern calculus



MATHEMATICIAN & ASTRONOMER

MADHAVA SERIES | Madhava developed an infinite series expansion for trigonometric functions such as sine, cosine, and arctangent, which are similar to the modern-day Taylor series. These expansions were groundbreaking in the study of trigonometry and laid the foundation for further advancements in the discipline.

FINDING APPROXIMATE VALUE FOR PI | His works provided a series for calculating pi (π) which converges to the true value of pi faster than the method used by ancient Greeks. A specific series for pi, which later became famous as the Gregory-Leibniz series, was originally discovered by Madhava.

CALCULUS FOUNDATIONS

Madhava's work laid the groundwork for the development of calculus, predating similar work in Europe by a few centuries. The Madhava series provides a foundation for calculus, which, very broadly, is the study of continuous change and a bedrock in mathematics.

KERALA SCHOOL OF MATHEMATICS

Madhava is considered the founder of the Kerala School of Mathematics, whose disciples continued to develop and refine his mathematical ideas for centuries.



THE SUM OF FINDINGS: (Above) UGC chairman M Jagadeesh Kumar examines inscriptions at a temple; (left) Palm-leaf manuscripts being studied. Over the past 12 years, a gradual but persistent movement has begun in Kerala, spearheaded by a group of academics, to recover Madhava's writings on palm leaves and make them accessible for future scholars

no attempt has been made to ascertain the period during which these stone inscriptions were created," Chacko says.

"The Crest of the Peacock: Non-European Roots of Mathematics", a book authored by George Gheverghese Joseph and published by Princeton University, suggests that Indian knowledge systems, including Madhava's works, likely travelled to Europe through Christian missionaries who arrived from the West. Joseph cites several instances of Jesuits from European nations who sought assistance from Brahmins and the Cochin royal family in translating Sanskrit manuscripts into European languages.

"This knowledge acquisition began with the very arrival of Jesuits in Kerala. The translation of local sciences into European languages before their transmission to Europe was epitomised by Garcia da Orta's popular work, 'Colloquios dos simples e drogas he cousas medicinas da India', published in Goa in 1563. There may have been other, similar publications that remain inaccessible, possibly due to linguistic and nationalistic reasons," writes Joseph in his book.

According to researchers, India has yet to develop detailed cataloguing systems like those found in libraries abroad, and many working in this field lack the knowledge and skills in archival management. "Managing archives in our country remains a significant barrier to our research. There is an urgent need to develop expertise in manuscript preservation and make these records accessible to the public," says Chacko.

The researchers say by collaborating with the govt of India, their team is trying to bring back the manuscripts of Kerala School of Astronomy and Mathematics to India. "I am aware that libraries in Germany, the Vatican and Lisbon have huge collections of manuscripts from Kerala, especially on Jyotisa. We are sure that we will also be able to retrieve the 'Golavada', in the coming years," says Chacko.

- हिंदी खबर (/hindi/khabar/)



Union Minister Jayant Singh Chaudhary. (Photo/ANI)

"There are exciting times ahead": Jayant Chaudhary on NCERTs 64th Foundation Day

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News

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channel

New Delhi [India], September 1 (ANI): On National Council of Educational Research and Training's (NCERT (/topic/ncert)s) 64th Foundation Day, Union Minister Jayant Singh Chaudhary said that NCERT (/topic/ncert) has charted an incredible journey from 1961 and there are exciting times ahead.

Union Minister Jayant Singh Chaudhary told ANI, "NCERT (/topic/ncert) has charted an incredible journey from 1961 and there are exciting times ahead. As an institution, there are already many initiatives that have been undertaken."

He also said that NCERT (/topic/ncert) is undergoing constant reforms, including a redesigned curriculum.

"So there is a constant reform, constant churn. We have to remain at the cusp of those new changes that are happening in society, the transformative changes. As you know, the curriculum is being redesigned, new textbooks are being introduced. All those textbooks have integrated the latest technologies. They're all energized textbooks. Also on the assessment side, some massive campaigns are done," Chaudhary told ANI.

Chaudhary also said that the institution is actively working to enhance teaching standards.

"We are constantly engaging with the institutional framework to ensure that our teaching standards are improved. So today is the day that we celebrate our learnings over these many years and so many issues were discussed," Chaudhary told ANI.

NCERT (/topic/ncert) is an autonomous organisation set up in 1961 by the Government of India to assist and advise the Central and State Governments on policies and programmes for qualitative improvement in school education.

The major objectives of NCERT (/topic/ncert) and its constituent units are to: undertake, promote and coordinate research in areas related to school education; prepare and publish model textbooks, supplementary material, newsletters, journals and develops educational kits, multimedia digital materials, etc. Act as a nodal agency for achieving the goals of Universalisation of Elementary Education, as per NCERT (/topic/ncert) official website.

In addition to research, development, training, extension, publication and dissemination activities, NCERT (/topic/ncert) is an implementation agency for bilateral cultural exchange programmes with other countries in the field of school education. (ANI)

SCERT hosts 51st RSBVP, showcases young talent

By **Daily Excelsior** - September 1, 2024



Excelsior Correspondent

[JAMMU](#), Aug 31 : The State Council of [Educational](#) Research and Training (SCERT), Divisional Office Jammu, hosted the 51st Raja Stariya Bal Vaigyanik Pradarshani (RSBVP), here today.

Prof Parikshat Singh Manhas, Director JKSCERT graced the occasion as the chief guest at the valedictory function, He praised the students for their remarkable creativity and encouraged them to keep pushing the boundaries of scientific knowledge. He also expressed deep appreciation for the teachers, acknowledging their pivotal role in the event's success and inspiring everyone present with his visionary leadership.

Sponsored by the National Council of Educational Research and Training (NCERT), New Delhi, the event was inaugurated by Prof Sindhu Kapoor, Joint Director JKSCERT, Jammu, alongside NCERT representatives Dr Jubilee Padmanabhan and Dr Sudesh Kumar, both Associate Professors and eminent educationists.

In her opening remarks, Prof Sindhu Kapoor praised the efforts of students and educators, emphasizing SCERT's commitment to fostering scientific passion and innovation.

Ashwani Kumar Khajuria, Associate Professor at GCW Kathua, delivered an expert lecture on "Millets for Health and Sustainable Planet," aligning with the exhibition's theme and highlighting the role of science in global challenges.

This was followed by the exhibition of various projects by the participating students, which were evaluated by a panel of experts, including Raj Kumar Chadha, Coordinator at the Directorate of Samagra Siksha, Dr Jagjeet Singh, Associate Professor at GDC Udhampur, Dr Rawan Kumar, Associate Professor at GCW Gandhi Nagar, Jammu, and Dr Jyoti Malhotra, Senior Lecturer at the Directorate of School Education, Jammu.

The event followed a rigorous selection process starting in July this year, with 1400 models showcased across 98 zones in Jammu division. Out of these, 500 advanced to the district level, and 50 were selected for today's exhibition. The top 15 models will represent the region at the national level.

The exhibition, themed "Science and Technology for Society," featured diverse projects, from innovative experiments to theoretical research.

Arti Gupta, Assistant Professor, delivered welcome address . The event was compeered by Manisha Chun with the assistance of

Senior Academic Officer Dr Rohini Sharma.

The event concluded with distribution of certificates of participation for students. Event coordinator Monika Dogra presented formal vote of thanks.


Daily Excelsior

<https://www.dailyexcelsior.com>

Rationalization means school closure, transfers, layoffs and saffronization of education: Fight to save the constitution

in [India](#) by Sanjay Parate 01/09/2024



The state of school education in Chhattisgarh can be judged from the fact that more than 3000 schools in the state do not have principal,  English teachers, more than 22000 posts of

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assistant teachers and 2524 posts of lecturers are vacant. Out of 56333 schools run by the government, more than 300 schools are without teachers, while 5500 schools have only one teacher and 3978 primary, middle, high and higher secondary schools are being run in the same campus.

The Constitution directs the government to provide education to every school-age child in his or her residential area. If this directive is to be followed, then construction of new school buildings and filling up vacant teacher posts should be the priority of any government. But how can such a priority be on the agenda of the BJP government? Here, 10-15 thousand teachers are retiring every year, and these posts are being abolished silently.

Instead of building new school buildings, renovating old ones and recruiting teachers, the BJP government is running a campaign to close schools and transfer teachers in the name of rationalization. Rationalization is the favorite pastime of the BJP, which wants to turn a blind eye to the real challenges of school education. This campaign of the BJP government has been strongly opposed by all the teachers' organizations of the state and the Madhyanh Bhojan Majdoor Ekta Union (CITU).

In the previous BJP rule, more than 2000 schools were closed in the name of rationalization. Almost all of them were in rural areas and the victims were thousands of rural children who were left out of the education sector due to the distance of other schools from the village and due to gender discrimination among girl students. Now in the new "Saayn-Saayn" rule of BJP, 4077 more schools are being closed. It is being told that the number of students registered in these schools is less than 10. Thus, more than 35000 children are being excluded from school education. Needless to say, almost all the children will be from rural areas, tribal areas and economically weak children. Along with this, teachers will be transferred from one place to another on a large scale by opening a 'transfer industry'.

But the impact of such rationalization will not only fall on children and  English  ers working in these schools who

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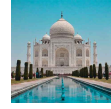
prepare mid-day meals and sanitation workers who have been deprived of minimum wages till date, will also be its victims, despite these works remain the support of their livelihood. With the closure of these schools, more than 12000 mid-day meal and part-time sanitation workers will become unemployed, who have no other means of permanent/regular employment. These workers will now increase the army of rural unemployed, or will migrate to cities in search of some other work and will be forced to become urban daily wage laborers. The BJP had promised in its 2023 election manifesto that the honorarium currently being given to mid-day meal workers will be increased by 50 percent, but even after 10 months, no work has been done in this direction. Yes, they are definitely being laid off. It is clear that the BJP government does not have any agenda to protect the work and livelihood of these workers.

The Madhyanh Bhojan Majdoor Ekta Union (CITU) patron Sameer Qureshi said that a memorandum has been submitted to the Chief Minister apprising him of these concerns of the union and along with cancelling the rationalization process, a demand has been made to regularize these workers and pay them minimum wages. He said that CITU is trying to create a big movement by bringing together the parents, teachers and villagers of the affected schools.

In the previous Congress rule, an innovation was made in the name of Swami Atmanand Schools with the aim of establishing centers of excellence in every block of the state, which tried to create an alternative to private schools. The general public was attracted to these schools on a large scale. But the BJP has never been in favour of these schools. Now, after the BJP has come to power, these centers of excellence are bound to die a slow and unannounced death. A crisis of adequate teachers has been created in these schools, along with this, a lack of means to create quality education is being created.

In the government schools of the state, children are being given free education. but children from first to fifth standard are being made  English books printed by private publishers

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costing an average of Rs. 1000. The quality of these books is also a matter of concern. Every government school using books of different private publishers is an indication of the same kind of corruption that is a part of private schools. In a state where the monthly income of 95% of the families is less than Rs. 5000 and the average purchasing power is Rs. 2446 for rural families and Rs. 4483 for urban families, this unbearable burden on parents and the students who are out of the field of education due to this can be easily imagined. The report released last year by “ASER” shows that 13.6% children up to the age of 15 in Chhattisgarh are not going to school. The BJP governments never thought about why these children are out of the scope of school education.

This report of “ASER” (Annual Status of Education Report) also highlights the reading and writing ability of school children. According to this report, only 52.7% children of class V studying in government schools are able to read a text of class II level, only 22.8% children can do division and only 11.3% children can read an English sentence. If this is the condition of the children of class V, then one can imagine the condition of the children of lower classes. This pathetic educational level of children is directly related to the poor condition of school education.

Rationalization has another aspect and that is that the more government schools are closed, the wider the doors of privatization of education will be. According to a survey, in the last 10 years, in place of the schools closed, RSS-run schools like Saraswati Shishu Mandir have sprung up, which are working with the aim of saffronization of education. These schools are running books outside the curriculum, which are prepared on a completely unscientific approach and the concept of Hindutva and work to make children communal citizens. According to the government report itself, more than 2000 private schools have opened in the last 10 years, on whose fee structure and curriculum the government has no control.

Today, the new education policy and saffronisation of education are closely related and the rationalisation campaign being run by the E  English part of the campaign of privatisation and

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saffronisation of education. As the experience of Madhya Pradesh shows, where books written by 88 “self-styled” writers associated with the RSS, including Dinanath Batra, which are completely communal and casteist in their approach, have been included in the school education curriculum and educational institutions have been asked to buy them ; this threat of Batra is soon going to knock at the doors of schools in Chhattisgarh as well. It has already started from Ravi Shankar University, where the convocation of superstitions has been started by starting courses of Falit Jyotish and Vastu Jyotish.

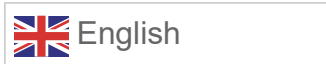
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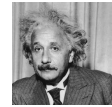
After strong opposition from teacher and labour organisations in Chhattisgarh, the rationalisation drive by the BJP government has been put on hold for the time being. But the real fight is against the policy of privatisation and saffronisation being implemented in the name of the new education policy, which wants to immerse the educational world of the entire country in the darkness of unscientific thinking and ignorance and wants to create such a mind which takes pride in its ignorance. This policy is against the Constitution’s directive to create a scientific education system and to create a scientific-secular society. Therefore, the fight against privatisation and saffronisation of education is actually a fight to save the Constitution. Chhattisgarh, along with the entire country, has to fight this battle.

Sanjay Parate is the Vice President of Chhattisgarh Kisan Sabha, affiliate to AIKS.



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by Bharat Dogra
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सर्वोदय विद्यालयों में अब छोटे बच्चों की पढ़ाई बनेगी मजेदार

■ विस, नई दिल्ली : दिल्ली सरकार के सभी सर्वोदय विद्यालयों में छोटे बच्चों की पढ़ाई को मजेदार बनाने के लिए पढ़ाई को आर्ट से जोड़ा जाएगा। इसके लिए दिल्ली शिक्षा निदेशालय ने सभी स्कूलों के हेड को कोर सबजेक्ट्स को आर्ट से जुड़ी एक्टिविटी से जोड़ने को कहा है। निदेशालय ने सभी स्कूलों को कहा है कि नर्सरी और प्राइमरी क्लासेज के असिस्टेंट टीचर्स क्लासरूम टीचिंग में इसका इस्तेमाल करें। निदेशालय ने कहा कि यह मेथड स्टूडेंट्स की क्रिएटिविटी को बढ़ाएगा और उन्हें सबजेक्ट्स को समझने में और मदद करेगा। विजुअल आर्ट, म्यूजिक, ड्रामा में स्टूडेंट्स को शामिल करके सिखाने से स्टूडेंट्स को क्रिटिकल थिंकिंग और प्रॉब्लम सॉल्व करने की स्किल को विकसित करने में मदद मिलेगी। यह स्टूडेंट्स के भावनात्मक और मानसिक स्वास्थ्य को भी बेहतर करता है। निदेशालय ने सभी स्कूलों के हेड से कहा है कि वो सितंबर के पहले हफ्ते तक ऑनलाइन जानकारी दें कि टीचर्स कौन सी एक्टिविटी पढ़ाई के साथ जोड़ रहे हैं। सभी



AI Image

DoE ने स्कूलों को सबजेक्ट्स को आर्ट एक्टिविटी से जोड़ने को कहा

डिप्टी एजुकेशन डायरेक्टर (डीडीई) जोन/डिस्ट्रिक्ट को कहा गया है कि वो सुनिश्चित करें कि ये डेटा स्कूलों की तरफ से भेजा जाए और आर्ट को पढ़ाई के साथ जोड़ा जाए।

निदेशालय का कहना है कि सांस्कृतिक जागरूकता, मोटर स्किल्स, सामाजिक विकास

जैसी स्किल्स भी निखरती हैं। कला को करिकुलम के साथ जोड़ने पर बच्चों का कॉन्फिडेंस बढ़ता है, उनके संचार की क्षमता बढ़ती है और कला के प्रति जिंदगी भर उनके नजरिए को बेहतर बनाता है।

टीचर के दबाव में किशोर ने की आत्महत्या

नई दिल्ली (एसएनबी)। कंझावला थाना क्षेत्र में कथित तौर पर एक टीचर को दबाव में एक किशोर ने फंदा लगाकर आत्महत्या कर ली। पुलिस सूत्रों ने बताया कि बुधवार की सुबह 11वीं कक्षा के छात्र ने अपनी जान दी। उसके कमरे से सुसाइड नोट भी मिला है। जिसमें अपने स्कूल की एक शिक्षिका के साथ साथ माता पिता को संबोधित किया है। उसने टीचर को लिखा है कि यह दिन सबसे अच्छा होगा न मैडम। आपकी सबसे बड़ी टेंशन को मैं दूर कर रहा हूँ। वह भी हमेशा-हमेशा के लिए। जबकि माता-पिता के नाम छोड़े नोट में उसने लिखा मैंने आपसे जो भी मांगा है, आपने पूरा किया, उसके लिए थैंक्यू। लेकिन आज एक और चीज मांगता हूँ। उसकी बहन को जरूर पढ़ाना जितना वो पढ़ना चाहती हो। फिलहाल पीड़ित परिवार के बयान के आधार पर कंझावला पुलिस ने मामला दर्ज कर जांच शुरू कर दी है। लेकिन पुलिस की लापरवाही से नाराज परिजनों ने थाने के सामने प्रदर्शन किया और आरोपी टीचर के खिलाफ सख्त कार्रवाई की मांग की है।

पुलिस सूत्रों ने बताया कि कराला के रहने वाला छात्र आनंदपुर धाम के एक निजी स्कूल में 11वीं का छात्र था। मंगलवार की रात वह खाना खाकर अपने कमरे में सोने चला गया। बुधवार की सुबह करीब पांच बजे जब उसे उठाने परिजन गए तो, वह पंखे में फंदे के सहारे लटका मिला। आनन-फानन में गेट तोड़कर छात्र को नजदीकी अस्पताल ले जाया गया।

जहां डॉक्टरों ने उसे मृत घोषित कर दिया। इस बीच अस्पताल की ओर से इक्की सूचना पुलिस को दी गई। बाद में पुलिस ने शव कब्जे में लेकर पोस्टमार्टम के बाद परिजनों को सौंप दिया। मृतक के परिजनों का आरोप है कि निजी स्कूल की एक शिक्षिका के दबाव में आकर उनके बच्चे अपनी जान दी। क्योंकि कुछ दिनों पहले

उसकी शिकायत परिजनों से की गई थी वह नशे का समान स्कूल में लाता है। इतना ही नहीं आरोपी शिक्षिका ने परिजनों से कहा था कि वह बहुत बहसबाजी करता है। पीड़ित परिवार का आरोप है कि उस शिक्षिका के दबाव में आकर ही बच्चे ने आत्महत्या की है। जबकि मौके से मिले सुसाइड नोट से भी यही पता चल रहा है। लेकिन पुलिस आरोपी के खिलाफ कुछ भी कार्रवाई नहीं कर रही है। मृतक की बहन का कहना था उनका भाई पढ़ने में काफी अच्छा था। उसने शिक्षिका को लेकर परिवार के किसी भी सदस्य से कुछ भी नहीं बताया और जान दे दी। इस पूरे मामले में पुलिस का कहना है कि हम इस मामले में कई पहलुओं से जांच कर रहे हैं।

जांच पूरी होने के बाद ही आगे की कार्रवाई की जाएगी। इस बीच सूत्रों ने दावा किया कि छात्र के सुसाइड मामले में दो और नोट सामने आए हैं। इन दो नोट को छात्र ने अपने माता-पिता के लिए छोड़ा, जिसमें भावुक बातें लिखी हैं। मां के नाम संदेश में छात्र ने लिखा था मैं जानता हूँ कि मैंने आज तक आपको कभी खुशी नहीं दी। आपका भरोसा तोड़ा और दूसरे के सामने आपकी बेइज्जती करवाई।

इन सब चीजों के लिए मुझे माफ कर सकते तो कर देना। इतनी गलती की है मैंने, आज एक और गलती करने जा रहा हूँ। इस गलती के लिए भी माफी मांगता हूँ। मगर एक बात याद रखना मम्मी हम फिर मिलेंगे। इस जन्म में बड़े नहीं बन सके तो क्या हुआ अगले जन्म में बनेंगे। मेरे डैडी और मेरी बहन का ध्यान रखना। पुलिस ने दावा किया कि मामले की शुरुआत में न तो उनके पिता और न ही उनकी मां ने अपने बेटे की मौत पर किसी तरह का संदेह जताया था लेकिन मामले की आगे की जांच जारी है।

11वीं कक्षा के छात्र ने दी जान कमरे से सुसाइड नोट भी मिला

शिक्षा मंत्री ने कहा, अकबर महान बताया तो किताबें जला देंगे

जयपुर (एसएनबी)। भजनलाल सरकार में शिक्षा मंत्री मदन दिलावर ने कहा कि अकबर की तुलना महाराणा प्रताप से करना और अकबर को महान बताना महान मूर्खता थी। ये मेवाड़, राजस्थान और आन-बान-शान के प्रतीक महाराणा प्रताप का अपमान है। महाराणा प्रताप हमारे संरक्षक थे, जिन्होंने झुकना कभी स्वीकार नहीं किया। शिक्षा मंत्री ने स्कूली पाठ्यक्रम में बदलाव को लेकर कहा कि हमने सभी कक्षाओं की किताबें देख ली हैं। अभी तक किताबों में ऐसा नहीं है। यदि होगा तो सब किताबें जला देंगे।

शिक्षा मंत्री रविवार को उदयपुर दौरे पर थे। उन्होंने मोहनलाल सुखाड़िया यूनिवर्सिटी के विवेकानंद सभागार में हुए भामाशाह सम्मान समारोह में शिरकत की। वे मीडिया से बातचीत कर रहे थे। आगामी दिनों में राजस्थान में होने वाले उपचुनाव को लेकर होने रिजल्ट का इंतजार करने की बात कही।

■ शिक्षा मंत्री मदन दिलावर ने कहा कि लुटेरे आक्रमणकारी का कोई सम्मान नहीं, महान महाराणा प्रताप थे

शिक्षा मंत्री ने कहा कि जिस मुगल शासक अकबर ने बड़ी संख्या में हत्याएं करवा दी थी। उस अकबर को महान बताते रहे। जिन्होंने अकबर को महान पढ़ाया, उससे बड़ा दुश्मन इस मेवाड़ में और राजस्थान में नहीं हो सकता। मैं आपके सामने शपथ लेकर निवेदन करता हूँ कि राजस्थान की किसी किताब में कभी भी अकबर जैसे लुटेरे, आक्रमणकारी, बलात्कारी को सम्मान नहीं दिया जाएगा। वह महाराणा प्रताप से बड़ा कैसे हो सकता है वह तो लुटेरा और आक्रांता था। वह महान कैसे हो सकता है। ऐसे व्यक्ति को सम्मान देने वाले कभी भी ऊपर नहीं आ पाएंगे, पाताल में जाएंगे।

Aruna Sankaranarayanan

That a number of excellent Liberal Arts colleges have mushroomed in different parts of the country signifies that the need for a rounded education is finally being recognised and met within India.

However, both students and parents remain diffident about career options. Unlike professional courses with reasonably predictable career trajectories, the future prospects of Liberal Arts students seem nebulous.

So I spoke to educationists at two well-known universities on this topic and found that the field is wide open for those who opt for a liberal arts education.

Breadth and depth

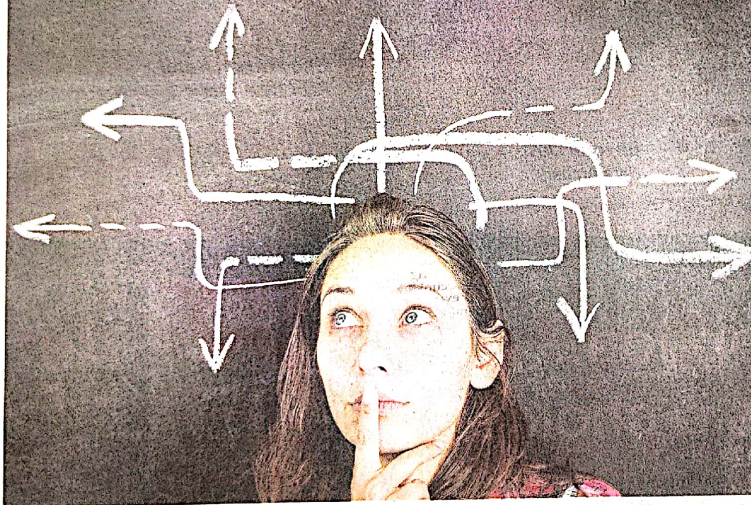
Rajagopal C.V., who heads outreach at Azim Premji University, avers that the flexibility and rigour of Liberal Arts programmes equip students for a range of careers. Based on students' proclivities and how they navigate their collegiate experience, students may choose different paths.

At the university, for example, all students have to take foundational courses, following a common curriculum, which furnish students with "transferable skills" like "critical thinking and analytical capabilities", while also making them discerning readers and

persuasive writers. Additionally, each student picks a major, in which they gain deep knowledge of a particular subject, and a minor, of their interest.

Map your own journey

With Teachers' Day round the corner, educationists explain how a Liberal Arts education allows students to chart personally meaningful paths that resonates with their authentic selves



Likewise, Nirmala Rao, Vice-Chancellor of KREA University emphasises that a Liberal Arts education equips you with both "breadth and depth". Students gain a motley of

intangible, yet invaluable, skills like critical thinking, problem-solving, reasoning, sense-making, cross-cultural communication, empathy and leadership that

are applicable to a range of careers.

As these skills enhance a person's productivity and creativity, they are sought after by employers.

Self-directed learning

Because Liberal Arts students are encouraged to think independently, they are more likely to grow into self-directed learners. To survive, let alone thrive, in today's fast paced work environment, being able to learn and upskill yourself time and again is a prerequisite.

According to Rajagopal, students who major in the same subject may pick vastly different trajectories based on their interests and predilections. He cites the example of three Biology majors charted three distinct paths.

One who was deeply interested in Biology pursued a doctoral programme in Integrative Biology. Another who was also interested in data analytics opted for a Masters in Bioinformatics and is currently working in the pharmaceutical industry.

A third with a penchant for the social sector worked in the field of Science and Language education. Thus, a Liberal Arts major allows you to craft a career path that resonates with your unique constellation of skill sets, talents and interests.

Rao asserts that a Liberal Arts programme prepares you for the rigours and demands of higher education because you are trained to think analytically, creatively and laterally. The interdisciplinarity also enables you

to pursue a diverse range of careers that includes graphic design, human resources, public relations, mediation, technical writing, education, business and jobs that are yet to be envisioned. Instead of following a linear preset path, a Liberal Arts programme opens up possibilities. It is up to each student to map their own journeys.

Another unique facet is the flexibility and freedom afforded to students. As they have to pick their own majors, minors and electives from a cornucopia of offerings, students have to engage in self-reflection.

What courses do I want to pursue next semester? Which courses excited and energised me last semester? What questions do I find compelling? Do I see myself growing more curious in this field?

By introspecting and making these choices for themselves every semester, students are more likely to chalk a personally meaningful path that resonates with their authentic selves.

Rather than pick a field that is highly remunerative or prestigious from a social standpoint, Liberal Arts students have the opportunity to find and define themselves while garnering skills and knowledge leading to a fulfilling career.

The writer is the author of Zero Limits: Things Every 20-Something Should Know. arunasankaranarayanan.com

● SP JAIN ACQUIRES CALIFORNIA MIRAMAR UNIVERSITY

Global schools coming to India; an Indian B-school goes global

A B-school that started in Mumbai now has six global campuses

VIKRAM CHAUDHARY

LAST WEEK, the SP Jain Group — which runs business schools in Mumbai, Sydney, Singapore, Dubai, and London — announced it has opened a campus in the US by acquiring the California Miramar University (CMU).

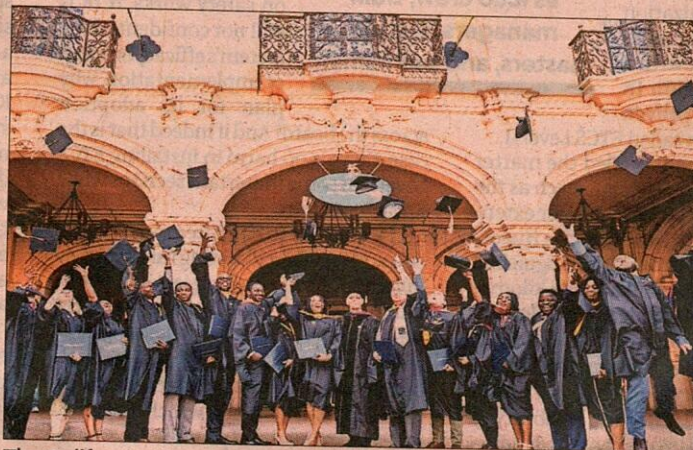
We talked to Nitish Jain, president of the SP Jain Group, who said that SP Jain Global now has six campuses, and its students have the opportunity to study at any of these.

What's special about US campus?

Jain said that although SP Jain Global had campuses serving most parts of the world, a B-school can't turn truly global without having a physical presence in the US. "Within the US, to have a campus in San Jose — in the Silicon Valley — is possibly a jewel in the crown," he said.

What's being taught here?

At San Jose, students can pursue UG and PG in artificial intelligence, including an MBA and MS in AI. These programmes are accredited by the Distance Education Accrediting Commission and approved by



The California Miramar University is famous as an AI-first institution

the US Department of Education.

Will it be called SP Jain Global?

No, the CMU name is being retained. Jain said that the CMU has a very strong brand value, which can be diluted if another name is used.

How much did SP Jain pay for it?

Jain refused to divulge financial details of the deal.

Who all can study at the CMU?

Students from any SP Jain Global campus can take a module/semester any campus outside their home campus. But to study at the CMU, it might take a while, and would likely be possible next year onwards.

What about fees?

There is no change in existing fees at the CMU, and for transfer students (from SP Jain Global) the details are being worked out.

What is SP Jain Global famous for?

The B-school is known for its tri-city model of education, wherein students have the option to study in three campuses. Jain said while this means more investment into education, it opens up more job opportunities for students because they study and network with the locals.

Do these campuses have Indians?

It depends on course/location. For example, in the BBA at any cam-

SP JAIN HAS A TRI-CITY MODEL OF EDUCATION; STUDENTS CAN STUDY ON THREE CAMPUSES.

NITISH JAIN, PRESIDENT, SP JAIN GROUP



pus, there are students from 20 countries, but in global MBA programme there are mostly Indian-origin students (in Sydney, Singapore and Dubai). But in campuses like London, there are a lot of non-Indian-origin students on campus.

Is there any connection between SP Jain Global and the SP Jain Institute of Management and Research (SPJIMR), the Mumbai-based business school?

SP Jain is the name of Nitish Jain's late grandfather, as he was the patron of the SPJIMR, and the name 'SP Jain' was given to the SPJIMR. SP Global, on the other hand, is a trademark owned by the SP Jain Group.



Home > News > Tamil Nadu

Tamil Nadu's curriculum fares worse than NCERT, says Governor Ravi

Governor RN Ravi's comment came at a time when Tamil Nadu government is caught in a fresh war of words with the BJP-led centre over funds

DTNEXT Bureau | 2 Sept 2024 8:26 AM

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Tamil Nadu Governor RN Ravi



CHENNAI: Governor RN Ravi on Sunday said the quality of the state curriculum is much worse compared to the one framed by the National Council of Education Research and



school and KTCT girls' higher secondary school in Chetpet, Ravi said, "The State Board's curriculum in Tamil Nadu is much worse compared to the NCERT."

I visited various higher education institutions and interacted with many students in Tamil Nadu. They have less knowledge about emerging technologies such as artificial intelligence and robotics. I came to know that their intellectual ability was also low."

Lauding the contribution of women, Ravi said women should play an important role in the development of Bharat. "For the first time in a thousand years, a miracle has taken place in history, leading to the birth of a new India. Our dreams are budding," he said. He asked school students to get introduced to modern entrepreneurship.

"The next 25 years are very important for the development of Bharat. There is great energy, great personality, great passion in the country. In 2047, when the centenary of Independence Day is celebrated, India will become a superpower. The contribution of women's power is essential for that, " he noted.

Governor RN Ravi

Tamil Nadu State Curriculum

NCERT Comparison

Artificial Intelligence In Education

Robotics

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Measuring Education Performance in India and Suggestions for Improvement

Written By: Aaditya Tiwari

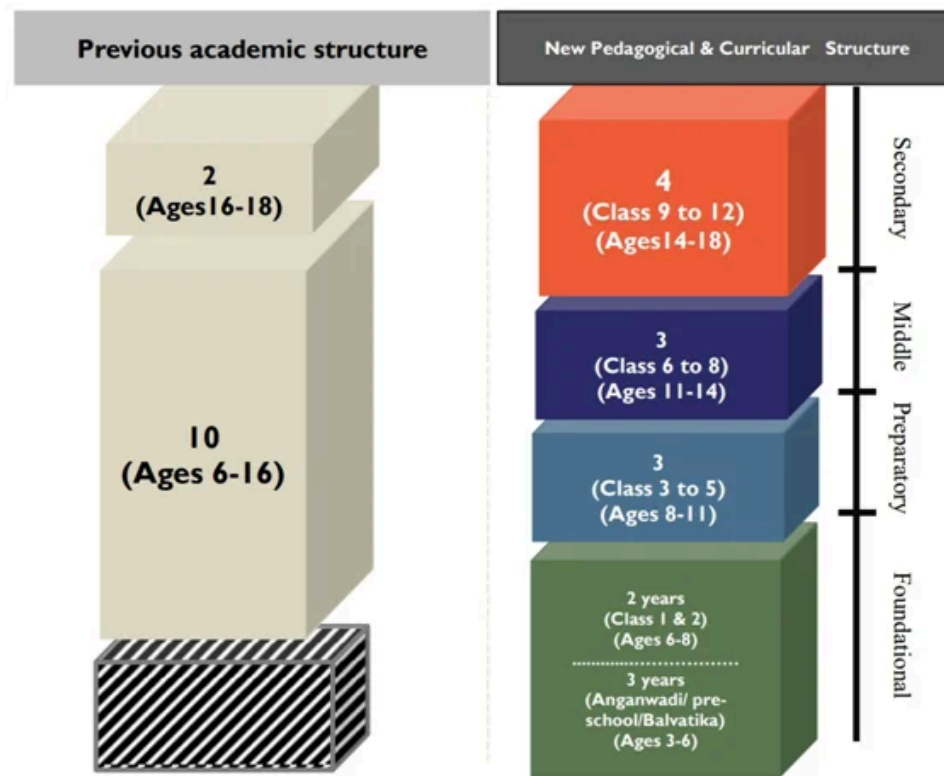


The challenges of the Indian Education system are varied. On the one hand, there is a need for quality teachers, improved infrastructure, appropriate curriculum, and efficient governance structures. Conversely, an assortment of actors is also supposed to make sense of this mesh. Mudaliar

Commission¹ was established in 1952 regarding secondary education and suggested diversifying the school curriculum, making vocational education part of the course. Kothari Commission², or the National Education Commission in 1966, was the first policy initiative by the Government of India to streamline school education in the country. An important recommendation was to standardise the education system into the 10+2+3 format in India. Education became part of the concurrent list from the state list under the Forty Second Amendment Act, 1976, brought in during the emergency³. National Policy of Education (NPE) was brought under the Rajiv Gandhi Administration in 1986 (later modified in 1992).⁴ It launched 'Operation Blackboard' to improve the primary education status across the country. *Sarva Shiksha Abhiyan* under the Atal Bihari Vajpayee government made universalising primary education a mission, and the Right to Education was made into a fundamental right. National Education Policy (NEP) 2020⁵ is the latest policy intervention brought by the Narendra Modi government after a gap of almost three decades. The Union Cabinet adopted the National Education Policy 2020 on July 29, 2021. The focus of NEP 2020 is different from previous policies in that it puts a lot of weight on the quality of education.

The vision of the policy aspires to 'provide high-quality education to all and thereby make India a global knowledge superpower'⁶. Some of the commitments in the policy include:⁷

1. Changing the school structure from the current 10+2 to 5+3+3+4 model to make learning more holistic.



(Source: NEP 2020)

2. Focus on Early Childhood Care and Education (ECCE).
3. Achieve the goal of universal foundational literacy and numeracy in primary schools by 2025.
4. Expose at least half the school and higher education students to vocational training by 2025.
5. Adopt innovative mechanisms to group or rationalise schools by 2025.
6. Ensure all students are school-ready when they enter school in first grade by 2030.
7. Prioritise bringing out-of-school children back into the educational fold. Aim to stop further drop out from schools and achieve 100% enrolment from preschool to grade 12 by 2030.
8. Making teacher education multidisciplinary by 2030.

These commitments are ambitious and an uphill task given the current state of schools in India⁸. 1.5 million schools, 265.2 million children, and 9.5 million teachers⁹ are at stake, and the economic cost of failing this demographic will be enormous.

Peter Drucker is attributed to the quote, ‘What can’t be measured, can’t be improved.’ India doesn’t have the challenge of measurement per se, but it is ineffective at using the data collected for improvement. Some multiple datasets and indexes fail to guide policymakers in making informed choices—for instance, the challenge of zero-enrolment schools. Several state governments like West Bengal¹⁰ and Arunachal Pradesh¹¹ have shut down zero-enrolment schools, which were opened to comply with the Right to Education policy but hadn’t seen any admission for a long time. It is also important to define objectives towards which performance is being measured. Currently, whatever measure happens is used to rank states and districts, and the expectation is that a sense of competition will motivate lagging regions to perform better. Ideally, this exercise should be able to define factors causing a particular set of schools to outperform other schools in the same area.

This essay examines methods currently used to generate data and measure performance in India and explores the feasibility of employing sixteen equity indicators¹² prepared by the National Academy of Sciences, Engineering, and Medicine in the United States.

Existing performance measuring mechanisms:

Unified District Information System For Education Plus (UDISE+)¹³

The District Information System for Education (DISE) was piloted in 1995 to measure and monitor the implementation of the government scheme for primary grades. A similar management system, SEMIS, was launched for grades 9-12 in 2008-09. A ‘Unified District Information System for

Education' (UDISE) was prepared by integrating DISE and SEMIS in 2012-13. An updated version of UDISE called UDISE+ was introduced in 2018-19 with improved mapping, capture and verification of data.

UDISE+ isn't an index but an elaborate collection of data on school management, student enrolment in different categories, the number of teachers, etc. It also measures data on various infrastructure developments, such as toilets for girls and boys, libraries, computer labs, the Internet, etc. UDISE+ then presents specific findings that are basic representations of cumulative data without analysis.

National Achievement Survey (NAS)¹⁴

NAS is a national-level survey that identifies learning level outcomes for students in classes three, five, eight, and ten. The purpose of the survey is to identify continuous learning and skill gaps. The first NAS survey was conducted in 2017; the latest was in 2021. It measured students in classes three and five on language, math, and environmental science; class eight kids on language, math, science, and social science; and class ten students on language, math, science, social science, and English.

Performance Grading Index (PGI)¹⁵

Introduced in 2017-18, PGI was developed to provide insights into the status of school education across India. PGI collects data from the Department of School Education and Literacy, MoE and the following sources:

1. Unified District Information System for Education (UDISE+)
2. National Achievement Survey (NAS) of NCERT
3. Mid-Day Meal website (MDM portal)
4. Public Financial Management System (PFMS)
5. Shagun PortalEL (This portal was launched in 2019 to integrate .23 million education websites across India.)

Methodology

PGI measures seventy indicators under two main categories: outcomes and governance & management. Under the outcomes category, there are four domains:

1. Learning Outcomes And Quality (measures nine indicators obtained from Shagun and NAS)
2. Access (measures eight indicators obtained from UDISE+ and Shagun)
3. Infrastructure & Facilities (measures 11 indicators obtained from UDISE+, Shagun and MDM portal)
4. Equity (measures 16 indicators obtained from NAS, UDISE+ and Shagun)

The governance and Management category measures one domain: governance processes (it measures 26 indicators obtained from UDISE+ and Shagun).

Categories	Domain	Indicators	Sub I
1. Outcomes	Learning Outcomes (LO)	9	
	Access (A)	8	
	Infrastructure & Facilities (IF)	11	
	Equity (E)	16	
2. Governance Management(GM)	Governance Process (GP)	26	
Total	5	70	

(Source: PGI 2020-21 Report)

School Education Quality Index (SEQI)¹⁶

NITI Aayog developed the School Education Quality Index (SEQI) to evaluate the performance of schools in states and UTs. The index focuses on outcomes, strengths, and

weaknesses and helps with policy interventions. The first report was launched in 2019.

SEQI measures two categories under outcomes and governance processes. Outcomes are further divided into four domains.

Category 1: Outcomes

- Domain 1: Learning Outcomes
- Domain 2: Access Outcomes
- Domain 3: Infrastructure & Facilities for Outcomes
- Domain 4: Equity Outcomes

Category 2: Governance Processes Aiding Outcomes

Table 1: Summary of Index Categories and E

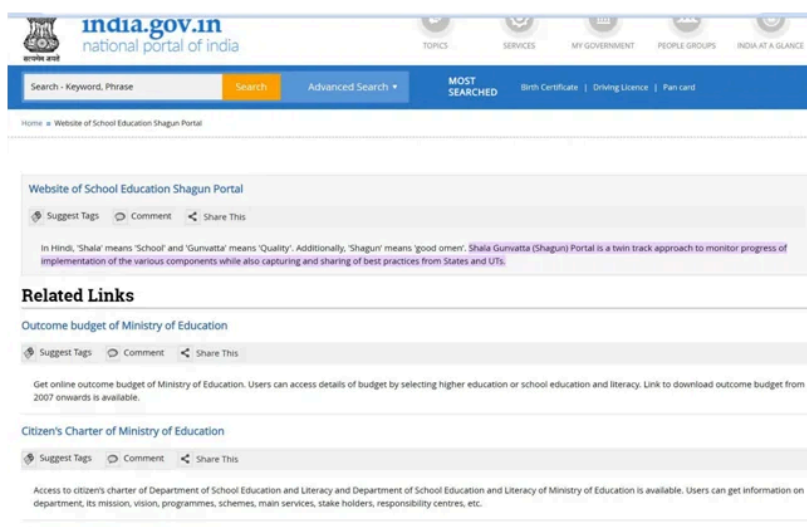
Category	Domain	N in
1. Outcomes	1.1 Learning Outcomes	
	1.2 Access Outcomes	
	1.3 Infrastructure & Facilities for Outcomes	
	1.4 Equity Outcomes	
2. Governance Processes Aiding Outcomes	Covering student and teacher attendance, teacher availability, administrative adequacy, training, accountability and transparency	
Total		

(Source: School Education Quality Index, 2019)

Challenges with current measurements:

1. The Performance Grading Index is a very elaborate exercise, given its reliance on 70 varied indicators that source information from multiple portals. The data used by PGI is challenging to access, and the platform for interacting with the index isn't very user-friendly.

2. The National Achievement Survey interface is interactive but has too many data points in one window. Also, the averages are compared among districts and states; there can be a more efficient way to compare data instead of averages, which hides information on inequality.
3. The National Achievement Survey isn't an annual feature. The first survey was in 2017, and the second was in 2021. To see year-on-year growth, this survey has to be a yearly feature. No other national survey happens at such a scale.
4. The National Achievement Survey should be used to identify skill gaps in language, math, and science, which will help policymakers plan and allocate resources more efficiently.
5. The equity indicators under the PGI and NAS measure the difference in math and language performance between scheduled caste and general category students, rural and urban students & minorities and general category students. Some indicators measure infrastructure facilities for children with special needs and boy and girl toilets. However, more than these data points are needed to understand or measure performance and learning outcomes gap
6. UDISE+ data is elaborate regarding physical and social infrastructure, but the interface needs to become more user-friendly, allowing comparisons across years. It also needs to depict the growth trajectory of the factors it measures.
7. Data on Midday Meals isn't centrally available. Different states provide this information differently without a uniform format.
8. Shagun Portal needs to be reworked entirely as the interface could be better.



9. The School Education Quality Index hasn't been published since 2019. Data management methods need to be overhauled and made more scientific. In 2016, a group of scientists and organisations published an article in Scientific Data that presented guiding principles on scientific data management. These are called the FAIR principle, which means data should be Findable, Accessible, Interoperable, and Reusable¹⁷.

Building Equity Indicators for India

The National Academy of Sciences, Engineering and Medicine, US, set up a committee which came out with a report in 2019 titled 'Monitoring Educational Equity'¹⁸. The report identifies 16 key indicators that may affect students' education, such as 'differences in the conditions and structures in the education system'. These indicators have been chosen to highlight gaps and their potential causes and look for interventions to fill them. The report proposes to measure inequities under two categories:

1. **'Disparities in Outcomes'**: to assess disparity in academic performance
2. **'Equitable Access to Resource and Opportunities'**

The attributes of such indicators, as per the report, are:

1. Able to measure academic outcomes over time.

2. Bring out disparity among subgroups within populations.
3. Indicators should be helpful across different geographies and at different times.
4. Grade level appropriateness.
5. Factor in a context that impacts education.
6. Frequently produce an easy-to-understand summary of statistics.
7. Use scientifically sound methods.
8. Include continuous inputs from relevant research or other developments.

Disparities in Outcomes

Domain A: Kindergarten Readiness

Various studies in neuroscience suggest that around 85% of a child's brain development happens by the age of 6¹⁹. The early years of education are critical in a child's overall development. Proper interventions at this stage can help bridge gaps among children from disadvantaged backgrounds. The report suggests measuring disparity in two skills under this domain.

1. Indicator 1: Disparity in Reading and Numeracy skills
2. Indicator 2: Disparity in Self-regulation and Attention skills

Reading and numeracy skills can be measured using the National Achievement Survey. While the National Curriculum Framework, 2005²⁰ focuses on skills like discipline, attention, etc., they must be incorporated into early childhood educators' training.

Domain B: K-12 Learning and Engagement

Attendance and performance in school tests are directly and positively relevant to learning and attainment. Measuring group differences can help narrow down the gaps.

3. Indicator 3: Disparity in attendance

4. Indicator 4: Disparity in overall performance and being on track to finishing schools
5. Indicator 5: Disparity in reading, math and science scores.

Shagun portal provides attendance data and indicators the National Achievement Survey can cover 4 & 5.

Domain C: Educational Attainment

Education is a means to better opportunities and an improved lifestyle. Ideally, education in schools should be able to prepare students for college and financial opportunities.

6. Indicator 6: Disparity in graduating on time
7. Indicator 7: Disparity in readiness for after-school opportunities like college, employment opportunities, or armed forces.

Annual board results will be used to identify gaps in on-time graduation. Currently, there is no mechanism to capture post-secondary education avenues for children.

Equitable Access to Resources and Opportunities

Domain D: Extent of Racial, Ethnic, and Economic Segregation

A child's exposure depends on the peers they study along and grow with. Schools in low-income areas or with most students from low-income or disadvantaged groups tend to perform poorly, leading to poor opportunities later.

8. Indicator 8: Disparity in the concentration of poverty or the presence of diverse groups of students in the school.

The UDISE + surveys can capture this data. Section 12 1(c) of the Right to Education²¹ promises admission to up to twenty-five percent of the maximum capacity of seats in class 1 to economically weaker and disadvantaged children. It provides

them with free and compulsory education until school completion. Effective implementation of this section will increase the diversity within schools.

Domain E: Equitable Access to High-Quality Early Learning Programs

Pre-elementary schools play a vital role in kindergarten readiness and the child's overall development. Geography, economic conditions, and family background influence access to pre-elementary education. Access to high-quality early learning programs can lead a child to different life paths.

9. Indicator 9: Disparities in access to and participation in high-quality pre-elementary programs.

The National Education Policy has focused on early childhood education and care (ECCE). It suggests delivering high-quality pre-elementary education by building well-ventilated, well-designed, child-friendly, and well-constructed infrastructure. Also, ECCE centres should be co-located with Anganwadi (rural childhood care centre) or existing primary schools wherever possible. This can be incorporated and measured through the UDISE+.

Domain F: Equitable Access to High-Quality Curricula and Instruction

Access to a rigorous curriculum and quality teachers play a critical role in a child's learning process. Exposure to a diverse curriculum, including science, geography, economics, technology, laboratories, languages, art, and history, makes students well-rounded. A single teacher can inspire an entire classroom, but there needs to be conclusive evidence on what teacher traits contribute to student achievement and outcomes. Experienced and more qualified teachers should

be distributed equitably rather than in a concentrated manner.

10. Indicator 10: Disparities in access to experienced and qualified teachers in diverse subjects.
11. Indicator 11: Disparities in access to and enrolment in rigorous coursework like programs and international baccalaureate.
12. Indicator 12: Disparities in curricular breadth with absence in availability of subjects like economics, geography, etc.
13. Indicator 13: Disparities in access to high-quality academic support like tutoring.

Indicators 10, 12, and 13 can be easily measured using the UDISE+ and database. For Indicator 11, state governments or CBSE can take the initiative to adapt to rigorous curricula phase by phase.

Domain G: Equitable Access to Supportive School and Classroom Environments

Physical and emotionally safe environments address a child's socio-emotional and academic requirements. While there is a focus on building safer infrastructure, more emphasis has to be placed on supportive environments by providing access to counselling staff, social services, etc.

14. Indicator 14: Disparities in school climate regarding perception of safety, support, trust, etc.
15. Indicator 15: Disparities in non-exclusionary discipline practices like suspensions and expulsions
16. Indicator 16: Disparities in non-academic support for student success

Indicator 14 can be measured by adding it to the National Achievement Survey. It can also be measured by involving school management committees. Indicator 16 can be

measured through the UDISE+. However, the available data sources have no mechanism to measure indicator 15.

Conclusion

National Education Policy 2020 talks of Socio-Economically Disadvantaged Groups (SEDGs) like the scheduled castes, tribes, minorities, children with special needs and women as underrepresented, cutting across all inequities. It mentions the disparity due to lack of access, quality of good schools, teachers and poor infrastructure. As the Indian economy grows, these disparities have to be reduced. The current education system will provide the bedrock that India requires for the skilled workforce; if attention is not paid to building an equitable landscape, India might face unintended consequences. Hence, it must improve performance measurement in school education and build indicators enabling policymakers to make informed decisions.

Author Brief Bio: Aaditya Tiwari is a governance and sustainable development professional who graduated from SIPA, Columbia University. He has a decade of experience in India's development sector, including roles at think tanks, political administration, and the UN.

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NCERT working as RSS arm, assaulting Constitution, says Jairam Ramesh

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NCERT working as RSS arm, assaulting Constitution, says Jairam Ramesh © Provided by Mid-Day

On Monday, Congress leader Jairam Ramesh alleged that the institution has been functioning as an RSS affiliate since 2014 and is mounting an assault on the Constitution.

Amid the row over revision of NCERT textbooks, in a post on X, Jairam Ramesh said the National Testing Agency has blamed the NCERT for the 'grace marks' fiasco in NEET 2024.



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[Jairam Ramesh](#) alleged that is only drawing attention away from the NTA's own abject failures.

"However it is true that the NCERT is no longer a professional institution. It has been functioning as an RSS affiliate since 2014. It has just been revealed that its revised Class XI political science textbook criticises the idea of secularism as well as what it considers policies of political parties in this regard. NCERT's objective is to produce textbooks, not political pamphlets and propaganda," the [Congress leader](#) said.

"NCERT is mounting an assault on our country's Constitution in whose Preamble secularism features explicitly as a foundational pillar of the Indian republic. Various Supreme Court judgments have clearly held secularism to be an essential part of the basic structure of the Constitution," [Jairam Ramesh](#) said.

Ramesh said the NCERT needs to remind itself that it is the National Council for Educational Research and Training, "not the Nagpur or Narendra Council for Educational Research and Training."



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"All of its textbooks are now of dubious quality vastly different from those that shaped me in school," the Congress general secretary alleged.

TMC leader Saket Gokhale also hit out at the NCERT, saying, "Shameless NDA 1.0 Government" is hiding "inconvenient facts" from students, reported PTI.

"By this logic, why teach kids about other `violent depressing things` like the World War?" he said.

"Are BJP and Modi ashamed of their history as criminals and rioters? Why hide the truth from students?" Gokhale asked, reported PTI.

Rejecting accusations of saffronisation of school curriculum, the NCERT director has said that references to Gujarat riots and Babri masjid demolition were modified in school textbooks because teaching about riots "can create violent and depressed citizens," reported PTI.

In an interaction with PTI editors, National Council of Educational Research and Training (NCERT) director Dinesh Prasad Saklani said the tweaks in textbooks are part of annual revision and should not be a subject of hue and cry.



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Saklani said, "Why should we teach about riots in school textbooks? We want to create positive citizens not violent and depressed individuals."

He added, "Should we teach our students in a manner that they become offensive, create hatred in society or become victim of hatred? Is that education's purpose? Should we teach about riots to such young children. When they grow up, they can learn about it but why school textbooks. Let them understand what happened and why it happened when they grow up. The hue and cry about the changes is irrelevant," reported PTI.

(With inputs from PTI)

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NCERT: Inculcating Indic Values

To make Bharat a source of universal knowledge, our educational textbooks need to be overhauled. We need to inculcate Indic values that are eternal and universal. Bharatiyata needs to reflect in new textbooks prepared by NCERT. Thankfully, NEP, which replaces outdated model prepared by Commie historians and patronised by Congress regime, emphasises value based education

manoj-kumar-singh · Sep 3, 2024, 08:00 pm IST in Bharat, Opinion, Education





National Council of Educational Research and Training (NCERT) has now started releasing the much awaited textbooks. According to the new National Education Policy, NCERT had published the foundation stage syllabus last year. Under this, a teacher's aid for the Balawadi level (ages three to six) and a learning material for children to learn by doing "Jadu Ki Pitara" were launched. Its feasibility has been tested through selected central schools and started regularly from this year. Then Mathematics and language books for classes one and two were released. Thus, this new academic year started with the foundation stage textbooks, teaching aids and study materials for the first five years of schooling. Books for the world around us, Mathematics, Art, Physical Education, along with three languages, have come for Class three.

Approach, content and structure are all important when textbooks are brought to the third stage where subject-based learning begins. Moreover, these books are also hints of the textbooks to come in the higher stages. National Curriculum Framework (NCF) has put forward the main changes to be made through the new textbook, which is the emphasis on Indianness, the learning method that gives children experiential knowledge, scientific perspective and rational thinking as eternal life values, and the possibilities of inculcating them at the practical level. A glance at the textbooks does 100 per cent justice to NCF. Books are so loving and caring for children. This was also the most important demand of those who wanted a modern Bharatiya model to replace the outdated and flawed existing system. Against this backdrop, textbooks are at once exciting and comforting.

Studying History Scientifically

We can also see the way the study of History is approached in a very scientific and comprehensive manner in the arrangement of the lessons. The History lessons grow in a rational way like the chapters named as timeline and source of History, (what is History, History Studies, where Human History is) and then to our history through the topics India that is Bharatiya. We need to study everything right from the beginning of Indian Civilisation, India's cultural roots, unity in diversity or many in one, family and community. In this way, the approach of the textbook is to mark History in its entirety and mark India's place in it. Special attention has been given to inculcate motivation and self-esteem in students by introducing Bharatiya thought at the beginning of every lesson. The makers of the book have noticed that India's cultural heritage is something that needs to be experienced beyond bookish knowledge while arranging each lesson. Democracy, debating culture, truth-seeking and experiential learning are embedded here as learning methods. Almost all the lessons are presented in a way that inculcates curiosity and practical wisdom (hands on experience) in the children. These textbooks have risen to a greater standard in formulating the core of the National Education Policy envisioned to create a modern 'Knowledge driven economic society' by integrating Bharat's achievements in various spheres of life, our life values and knowledge tradition.

We know that the social science textbook in the initial stages deals with History, Geography, Political Science and Economics in an integrated way. Here, too, the content is embedded in the same manner. But all the lessons mainly go through five basic thoughts. One is scientific and the second is historical. Third, each





as a society, now those values were articulated and what their relevance is today. Through it, the new generation not only gets knowledge about the cultural heritage of Bharat but also gets an opportunity to appreciate it. It will surely create self-esteem in them. At every level, the child is given an opportunity to realise his role as an individual, to understand his duties and responsibilities with a sense of rights, and duties to understand the democratic system as a good citizen. The textbook has taken special care to create the conviction to put this civic sense into practice at an early age. The textbook deals with the field of economics through the Bharatiya perspective of achieving total well-being through the mutually beneficial support of natural and human resources. It permeates through history, geography and the challenges and opportunities of the modern age. It also creates a vision of how the global citizens of the modern age should approach it.

Grasping Our Rich Heritage

An attempt has also been made to infuse the exhortations of the great personalities and quotations from the ancient texts in a manner which is not superfluous or obnoxious, in order to give the necessary philosophical support to all these cases. The child also recognises that while the essence of India's culture is on the oneness of all (Ekam Sat Vipra Bahuta Vadanti), it is expressed through different levels. It is also discussed that India's intellectual heritage has been expressed in different forms such as art, literature, science, medicine, yoga, religion, governance, martial arts, architecture, sculpture, crafts, and paintings. Outside of this expression, the diverse philosophies of India, Samkhya Nyaya Yoga, Dvaita Advaita thought are presented in an engaging and intriguing manner. Through these textbooks, we can see the insight of how India has progressed through the integration of various religious practices like Shaiva, Vaishnava, Buddhist, Jain, Sikh, Sufi systems that emerged in India, and the seeding of the sense of mission (integrating different religious and ideological thoughts in the world) to be performed by India that is Bharat and we Bharatiya in the construction of the coming world order.

Topics: [National Education Policy](#) [National Council of Educational Research and Training](#) [Mathematics and language](#)
[History Scientifically](#) [India's cultural heritage](#)

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Previous News

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Electric Vehicles: Enabling the EV mode



'Bharat', 'India' to be used interchangeably in textbooks, debate over it useless: NCERT chief

Story by TOI News Desk • 2mo •  2 min read



NEW DELHI: The National Council of Educational Research and Training (NCERT) will use "Bharat" and "India" interchangeably in its textbooks, aligning with the country's Constitution, according to NCERT director Dinesh Prasad Saklani.

This decision follows a recommendation from a high-level panel working on the social science curriculum that suggested replacing "India" with "Bharat" in school textbooks for all classes.

"Both words will be used in the books, and the council has no aversion to either 'Bharat' or 'India'. It is interchangeable. Our position is what our Constitution says and we uphold that. We can use Bharat, we can use India, what is the problem? We are not in that debate. Wherever it suits we will use India, wherever it suits we will use Bharat. We have no aversion to either India or Bharat," said Saklani as quoted by PTI.

He added, "You can see both being used in our textbooks already and that will continue in new textbooks. This is a useless debate."

Last year, a high-level committee for social sciences, formed by NCERT to revise the school curriculum, recommended that "India" be replaced with "Bharat" in textbooks for all classes. The committee, led by C I Isaac, also suggested introducing "classical history" instead of "ancient history" and including the Indian Knowledge System (IKS) in the syllabus for all subjects.

'Use Hindi in EWS admission notice': HC to DoE

Shruti Kakkar

letters@hindustantimes.com

NEW DELHI: The Delhi high court has told the Capital's Directorate of Education (DoE) that notices for admissions to academic institutions under the economically weaker section (EWS) category should also be posted in Hindi, underscoring that a "dual language approach" would prevent instances of non-compliance due to language barriers, and ensure accessibility of rights and opportunity under law to disadvantaged groups.

A bench of justice Swarana Kanta Sharma said that restrict-

ing the language of the notices to English alone leads to significant barriers in communication and compliance by those for whom these circulars are meant.

"It is necessary that the notices/circulars issued by the Directorate of Education should not be restricted to the English language alone which are meant for admissions under EWS category, specifically those which lay down the guidelines and the mandatory documents etc. which are required to be uploaded by the parents of such candidates, since this leads to significant barriers in communi-

cation and compliance by those for whom these circulars are meant for," justice Sharma said in her September 2 order.

"To ensure that all parents, regardless of their educational background or linguistic proficiency, have equal access to crucial information, it is necessary that such notices are also issued in Hindi," the court added.

The judge also asked DoE to upload a video explaining the process of applying for admissions under the EWS category in English as well as Hindi.

The court gave DoE the direction while dealing with a plea filed by a man seeking admission

for his son in pre-nursery under the EWS category for academic session 2024-25 in Indraprastha World School.

In his petition, the man had claimed that despite his son being granted admission by way of a computerised draw of lots, the school denied admission to his son on the ground that he did not have a valid income certificate.

The plea went on to add that he was unaware of the date of expiry of the income certificate as he was not highly educated, and belonged to disadvantaged category and financially weaker section.

In her order, though the judge issued directions to DoE, she refused to grant admission to the boy, noting that the child was not eligible to apply for the same at the time of seeking admission under EWS category. The father, justice Sharma said, failed to furnish the required income certificate.

"This Court is of the opinion that in view of the Circular dated 24.04.2024, the petitioner has failed to produce a valid income certificate to the school which is a mandatory requirement and prerequisite for applying for admission under the EWS category," the court maintained.

A class act: After month of horror, children in landslide-hit Wayanad return to classrooms

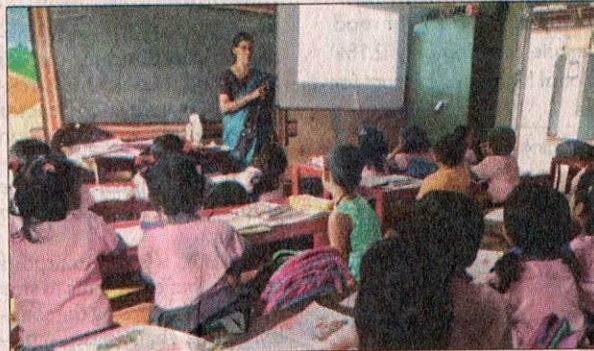
Many expressed their wish to study well and thus overcome the shock of the unexpected tragedy

WAYANAD: They looked fresh in new uniforms and seemed relieved when they reunited with their friends after weeks, putting behind the trauma of a natural calamity that may have scarred them for life.

The enthusiastic children clapped loudly and sang their favourite songs when the state-run buses started to ply with them from the devastated Chooralmala town to nearby Meppadi through the winding mountain roads on Monday morning.

It was the journey of the children of the landslide-hit hamlets of Wayanad to resume their studies after 30 days after the massive disaster shook their lives and deprived them of everything in life, from schools and study material to home and family members, besides some of their buddies.

Two state-run schools in the area, Mundakkai GLPS and Vellarmala GVHSS had suffered immense damage in the July 30 calamity, which had also claimed the lives of several



The Kerala government, under the auspices of the General Education Department, had made arrangements to resume the studies of the surviving children
PIC/REPRESENTATIONAL

children who studied there.

As over a month passed after the landslides devastated the interiors of the hill district, the Kerala government, under the auspices of the General Education Department, had made arrangements to resume the studies of the surviving children.

Temporary classrooms were set up for them in the government higher secondary school and at the panchayat

community hall in nearby Meppadi.

Thus, over 600 children of Mundakkai and Vellarmala schools restarted their studies amid colourful ceremonies and festivities on Monday.

Many children expressed their wish to study well and thus overcome the shock of the unexpected tragedy.

Mohammed Shahid, a Class VI student, was seen happily seated in one of the buses with

Highlights

- » Temporary classrooms were set up for them in the government higher secondary school and at the panchayat community hall in nearby Meppadi
- » Over 600 children of Mundakkai and Vellarmala schools restarted their studies amid colourful ceremonies and festivities on Monday
- » Two state-run schools in the area, Mundakkai GLPS and Vellarmala GVHSS had suffered immense damage in the July 30 calamity, which had also claimed the lives of several children who studied there

his friends.

"I want to study well. That's my hope while resuming the studies," he said with a smile.

Ahalya, another student, also shared the happiness of restarting studies, but Ajmal, a Class IX student, said he did not know whether he was happy or not at the moment.

"If you are asking me whether I am happy now, I am not," he said and stared out of the window.

One of the parents said while their locality may be

small one, there was no need for them to go outside for anything.

"Everything was here, from school and bank to post office... It is for the first time that these children are going out for their study requirements. Let them adapt to the new circumstances and go ahead," she said.

The children of Vellarmala and Mundakkai were given a grand welcome on Monday at Meppadi, located some 10 kilometres away from the landslide-hit areas.

AGENCIES

CRISIL REPORT

'Education loan AUM of NBFCs to top ₹60,000 crore this fiscal'

ENSE ECONOMIC BUREAU
MUMBAI, SEPTEMBER 3

AFTER a robust growth of over 80 per cent and 70 per cent in fiscals 2023 and 2024, respectively, education loan assets under management (AUM) of non-banking finance companies (NBFCs) is expected to grow at a healthy clip of 40-45 per cent to cross Rs 60,000 crore in the current fiscal from Rs 43,000 crore in FY2023-24, according to a Crisil report.

Education loans, primarily those to fund courses overseas, will continue to be among the fastest-growing segments for NBFCs because of rising demand for higher education, Crisil said. On the asset quality front, metrics should remain stable despite country-specific concerns, a Crisil Ratings analysis indicates, it said.

According to RBI data, education loan outstanding of banks was Rs 1,23,066 crore as of July 2024. The number of Indian students studying abroad is estimated to have doubled in the past five years to around 13.4 lakh as of last fiscal. "Only a tenth are being funded by these NBFCs, and even including education loans by

RISING DEMAND FOR HIGHER EDUCATION

Education loans, primarily those to fund courses overseas, will continue to be among the fastest-growing segments for NBFCs because of rising demand for higher education, Crisil said

banks, the financed quantum is not much higher," Crisil said.

"What that indicates is that a large portion of overseas education is being funded through alternative means — informal financing, self-funding, or perhaps other forms of loans. That shows education loan companies have significant headroom for growth. Rising ticket sizes because of ascending tuition fees, inflation and living expenses are also tailwinds," said Ajit Velonie, Senior Director, Crisil Ratings.

It said strong micro-market intelligence and fast turnaround times have allowed NBFCs to carve out a niche in the education loans space.

"Their specialised business model — backed by strong understanding of relevant geographies, courses, universities, tenures and profiles of students and their families — affords customisation of products, enabling better assessment of employability and risk-adjusted pricing," said a Crisil report.

The portfolio performance of these NBFCs have been resilient so far based on strong credit underwriting. "Their 90 plus days' past due (dpd), for education loans was 0.2 per cent as on March 31, 2024, whereas for private and public sector banks, gross non-performing assets were 2.0 per cent and 3.9 per cent, respectively. Peak quarterly delinquency on the vintage pool of 90 plus dpd for NBFCs was also below 1 per cent," it said.

"Additionally, prepayment and foreclosure rates are high — 35-45 per cent of the loans get prepaid during the initial moratorium period of typically 3 years. And most of the loans are repaid in 5-7 years even where contractual tenure is higher," Crisil said. However, given the recent high growth, around 90 per cent of the portfolio is currently under moratorium. So, asset quality performance over longer term remains to be seen, it said.

Research should be encouraged in education system: President Murmu

PTI ■ PUNE

President Droupadi Murmu on Tuesday stressed the need to encourage research in the education system, and said research scholars in India are capable of finding solutions to the problems not only faced by the country but by the world.

The National Education Policy (NEP) 2020 gives impetus to research, she noted while addressing the 21st convocation ceremony at Symbiosis International (Deemed University) in Pune. Murmu also urged students to pursue excellence and not to equate success with material possessions like money, a big house or a car. "I am confident that the young generation is working hard towards the development of the country. People of the country possess a lot of talent and skill.

"I want you to understand the requirements of the society and using your knowledge, come up with solutions that can help in the development of the masses, especially those who are marginalised, and it can encourage sustainability," the President said.

Through the government



schemes, like Start-Up India, Skill India and Stand-Up India, the young generation can achieve its aims, she said. "I would like to tell everyone here that research should be encouraged in the education system. Research scholars from India are capable of finding solutions not only to the problems within the country but from the world. In the National Education Policy, the research has been given impetus," the President added.

The President urged professors, faculty members, and alumni of Symbiosis University to promote research in the education

system.

Years of research lead to new inventions and provide new solutions to challenges, the President noted, adding that multi-disciplinary research centres are working in many areas, including water resource management, stem cell, nano-science, and climate change at Symbiosis University.

The President advised students to try to achieve excellence in every task.

"You must have heard the saying 'Chase excellence and success will follow'. But many times it happens that some people consider having more money, a big house, a big car,

and other things as a sign of success," she said. Murmu expressed confidence that students will understand the true meaning of success and undertake work which will also improve the standard of living of others. Students can bring a positive change in the country and abroad with their personality and knowledge, she said. "Students can make effective contributions in management, healthcare, law, social sciences, and other fields through innovation, artificial intelligence, and machine learning," she said.

The President urged students to understand the culture of different communities and regions in India and their needs.

Based on this knowledge of regions and communities, students should create software, healthcare products, and marketing strategies that help in the development of everyone, especially the underprivileged sections, and also promote sustainability, the President said.

Initiatives like Start-up India, Skill India, Make in India and Digital India will also help students in achieving their goals.

Citation manipulation is undermining research integrity



BIJU DHARMAPALAN

As institutions chase rankings, the very foundation of scientific inquiry is at risk, calling for urgent reforms in how research quality is assessed and rewarded

The mushrooming of predatory journals, fake research publications, and manipulated citations compromises the integrity of academic research. In the latest NIRF 2024 rankings, serious concerns were raised regarding the dropping ranking of many prestigious national institutions. Many mediocre institutions climbed to a higher level than institutions of national repute. Though the purpose of accreditations and rankings is to improve the quality of each institution through a competitive spirit, one major point of concern is that many institutions climbed the ladder through a single parameter, the publication metrics. The over-emphasis on publication spoils our country's academic and research environment.

Even people who don't know how to write a paper properly publish one paper per month. There was a time when a researcher used to publish one or two papers per year. Even at the international level, people have expressed reservations about citation metrics. In a recent issue of Nature (published on



20th August), a team of researchers led by Yasir Zaki explicitly shows that a citation black market is operating in our society. The citation black market is the unscrupulous act of exchanging citations to enhance research articles' perceived influence unduly. The citation black market functions through the following mechanisms,

1. Citation Cartels: Citation cartels are groups of researchers who agree to quote each other's work a lot, even if it has nothing to do with the current topic. These cartels can change citation metrics in a big way, giving the wrong impression of how important and influential the study is.

2. Paid Citations: Citations may sometimes be available for purchase by researchers or publications. This phenomenon is especially widespread

in predatory publications, which frequently give primacy to financial gain above academic honesty.

To enhance their citation counts, researchers may compensate these journals to incorporate their work into other publications, therefore artificially inflating their citation metrics. The study published in the journal Nature found that the companies were charging \$300 for 50 citations and \$500 for 100 citations.

3. Coercive Citation: Journal editors or reviewers can also manipulate citations by pushing writers to include certain papers, usually their own, to boost the number of citations for specific journals or articles. This can make the peer review process less reliable and tilt the research towards certain people or groups. Many people have been practising this to boost their scientometrics level. The intense pressure on academics to publish frequently and in high-impact journals drives this booming citation black market.

The obsession with the impact factor as a factor of academic or scientific excel-

lence has incentivized citation manipulation.

The study showed that Google Scholar (and ResearchGate), is manipulatable. Despite the conspicuous vulnerabilities, these are used to judge the quality of a researcher. The 'citation black market' has several detrimental effects on the scientific community and society. The government should reconsider its reliance on citation-based metrics, such as the impact factor, as the primary indicators of research quality.

Alternative metrics, such as article-level, open peer reviews, and qualitative research impact assessments, should be explored and adopted. Metrics evaluating the social impact of research—that of policy, industry, or public understanding—should also be considered. This strategy can inspire effort in addressing practical problems and acknowledges the broader benefits of research to society.

(The writer is an adjunct faculty at the National Institute of Advanced Studies; views are personal)

HC asks DoE to issue circulars in Hindi too for EWS admissions

Abhinav.Garg
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New Delhi: Delhi High Court has asked Directorate of Education to also issue in Hindi its circulars relating to the admission process under the EWS category. The court's order came while dealing with a case where a child was denied admission under the EWS category because his parents were not aware that they needed to furnish a fresh income certificate.

"This court observes that the parents involved in this case belong to the economically weaker section and are not well-educated as in many other cases. They are often unaware of the specific requirements mandated by DoE regarding the validity of an income certificate and the importance of uploading and producing a valid income certificate as on the date of applying for such admission. The situation is exacerbated by their limited understanding of the English language and

lack of awareness about this strict mandate regarding the validity of the income certificate," Justice Swarna Kanta Sharma observed.

"It is necessary that the notices/circulars issued by DoE should not be restricted to the English language alone, which are meant for admissions under the EWS category, specifically those which lay down the guidelines and the mandatory documents, etc., which are required to be uploaded by the parents of such candidates," the court added.

The court, however, declined relief to the child whose parents had approached it. They had sought an order directing a private school to admit their ward in the nursery/preschool class under the EWS category. The plea alleged that despite the child being granted admission by way of the computerised draw of lots, the school denied him admission, citing the absence of a renewed income certificate of the petitioner's parents.

Teachers Must Help Students Pass Test Of Life

Neil Vimalkumar

Teaching is a noble profession as it provides a platform to personally help the next generation grow and flourish. The nature of that exchange has elements of selflessness as students by and large receive more from their teachers than they could give back to them. With a young India ready to take on the world, teachers enjoy a steady crop of students each year waiting for the wind beneath their sails to fly.

With privilege comes responsibility and so teachers need to ensure they have reached a place where they can lift others. Michael Polanyi, a philosopher of science, explained a few decades ago that even in academic learning there is a tradition within which trust and knowledge transfer happens. It is thus necessary for teachers to help students pass the test of life rather than simply meet

the academic requirements of the academic boards. Here are a few qualities from one of the revered teachers in history.

Availability | In a busy world where a huge premium is placed on time – teachers who have time for their wards are sure to create impact. Early on in his public life, Jesus was asked by his followers, 'Teacher, where do you live?' Rather than pass on a factual answer, he responded, 'Come and see'. That

is an example of someone who is ready to share his life and space with his disciples. Once, a religious leader approached him late at night and rather than scheduling an appointment the following day, Jesus made himself available – at convenience of the seeker. The underlying principle seems to be to



THE SPEAKING TREE

strike iron while it is hot. In another instance, parents brought their children to Jesus on an afternoon while he was resting. His devoted disciples sent them away to protect their master's siesta, but Jesus pulled them up for restricting the children from coming to him. Indeed, he was available even beyond his working hours.

Access | The master went to where people were. He visited people's homes, was hanging out with friends, had time to attend a wedding, made breakfast for his disciples and went on long walks. He even had the audacity to visit people who were ostracised by society.

Approachability | Even children felt comfortable in his presence. Zacchaeus, a man perceived as being dishonest,

felt at home in his presence. One of his disciples said that Jesus was full of grace and truth. That would be a striking combination since he never compromised on the truth yet was most graceful. A model worth emulating.

Authenticity | He treated all people with equal dignity. Whether it was a visually challenged man who sought him, or children, religious leaders, they had his attention and engagement.

While Jesus reached out and taught his disciples about God's kingdom, he emphasised character transformation. More than knowledge transfer he taught inner engineering. He invited them to a life of deep change within. He talked about spiritual birth. A birth that gives a new nature to do that which is right and noble.

The writer works with Life Focus Society



President of India to confer National Teachers' Award 2024 to 82 selected teachers on 5th September 2024

Posted On: 04 SEP 2024 7:33PM by PIB Delhi

Hon'ble President of India Smt Droupadi Murmu shall confer the National Teachers' Award 2024 to 82 selected Awardees on 5th September 2024 at Vigyan Bhawan, New Delhi. Every year, India celebrates 5th September, the birth anniversary of Dr. Sarvepalli Radhakrishnan, as National Teachers' Day. The purpose of the National Teachers' Award is to celebrate the unique contribution of teachers in the country and to honour those teachers who, through their commitment and dedication, have not only improved the quality of education but also enriched the lives of their students. Each award carries a certificate of merit, a cash award of Rs. 50,000 and a silver medal. The awardees would also get an opportunity to interact with the Hon'ble Prime Minister.

The Department of School Education & Literacy, Ministry of Education, has selected 50 teachers for this year's National Teachers' Awards. They have been selected through a rigorous transparent and online three stages, i.e., District, State and National level selection process by the Department of School Education and Literacy. The 50 selected teachers are from 28 States, 3 UTs and 6 Organizations. Out of 50 selected teachers, 34 are males, 16 are female, 2 are differently abled and 1 working with CWSN. In addition, 16 teachers from the Department of Higher Education and 16 teachers from the Ministry of Skill Development and Entrepreneurship will also be awarded.

NEP 2020 recognizes that motivated, energized and capable faculty is critical for the advancement of the students, institution and profession. It also envisages incentives such as rewards and recognition to cultivate a culture of excellence in the education ecosystem. As such, in the year 2023, it was decided to institute two categories of awards for HEIs and Polytechnics under the umbrella of NAT, hitherto restricted to School teachers only. The 16 select teachers are from Polytechnics, State Universities and Central Higher Education Institutions.

Below is the list of Awardees from the Dept. of School Education & Literacy:

Sl. No.	Name of the Awardee	Designation	School Name & Address	State / UT of Org
1	AVINASHA SHARMA	LECTURER	GMSSSS NIT 3 FARIDABAD	HARYANA
2	SUNIL KUMAR	LECTURER	GSSS KHARGAT	HIMACHAL PRADESH
3	PANKAJ KUMAR GOYAL	TEACHER	GSSS GIRLS BARNALA	PUNJAB
4	RAJINDER SINGH	TEACHER	GOVERNMENT PRIMARY SCHOOL, KOTHE INDER SINGH WALE	PUNJAB








5	BALJINDER SINGH BRAR	VICE PRINCIPAL	GOVERNMENT SENIOR SECONDARY SCHOOL 4JJ	RAJASTHAN
6	HUKAM CHAND CHAUDHARY	TEACHER	GOVERNMENT SENIOR SECONDARY SCHOOL BSF BIKANER	RAJASTHAN
7	KUSUM LATA GARIYA	ACTING HEAD TEACHER	GOVERNMENT UPPER PRIMARY SCHOOL VEENA	UTTARAKHAND
8	CHANDRALEKHA DAMODAR MESTRI	TEACHER	SATYAWATI SOIRU ANGLE HIGHER SECONDARY SCHOOL, MASHEM LOLIEM	GOA
9	CHANDRESHKUMAR BHOLASHANKAR BORISAGAR	ACTING HEAD TEACHER	NAVI BADHADA (BADHADAPARA) PRIMARY SCHOOL, BADHADA	GUJARAT
10	VINAY SHASHIKANT PATEL	PRINCIPAL	R.F.PATEL HIGH SCHOOL, VADADLA	GUJARAT
11	MADHAV PRASAD PATEL	TEACHER	GOVT MIDDLE SCHOOL LIDHORA	MADHYA PRADESH
12	SUNITA GODHA	TEACHER	GOVT. HIGH SCHOOL, KHAJURIA SARANG	MADHYA PRADESH
13	K SHARDA	TEACHER	GOVT UPPER PRIMARY SCHOOL KHEDAMARA	CHHATTISGARH
14	NARASIMHA MURTHY H K	TEACHER	DAFFODILS ENGLISH SCHOOL, SANJAYNAGAR-19	KARNATAKA
15	DWITI CHANDRA SAHU	TEACHER	GOVT HIGH SCHOOL BILLESU	ODISHA
16	SANTOSH KUMAR KAR	TEACHER	JAYA DURGA HIGH SCHOOL, NARLA ROAD	ODISHA
17	ASHIS KUMAR ROY	TEACHER	SRI NARA SINGHA VIDYAPITH, ATHARAKHAI	WEST BENGAL
18	PRASANTA KUMAR MARIK	HEAD TEACHER	SHALBAGAN G S F P SCHOOL, 1 NO. GURDAHA	WEST BENGAL



19	DR URFANA AMIN	MASTER	BHSS SOURA	JAMMU AND KASHMIR
20	RAVI KANT DWIVEDI	HEAD TEACHER	PRIMARY SCHOOL BHAGESAR	UTTAR PRADESH
21	SHYAM PRAKASH MAURYA	TEACHER	UPPER PRIMARY SCHOOL MALHUPUR	UTTAR PRADESH
22	DR. MINAKSHI KUMARI	TEACHER	SHIV GANGA GIRLS PLUS 2 HIGH SCHOOL MADHUBANI	BIHAR
23	SIKENDRA KUMAR SUMAN	ACTING HEAD TEACHER	NEW PRIMARY SCHOOL TARA HANI	BIHAR
24	K SUMA	TEACHER	GMS DUGNABAD	A AND N ISLANDS
25	SUNITA GUPTA	LECTURER	JAWAHAR NAVODAY VIDYALAYA, DHAMANGAWN	MADHYA PRADESH
26	CHARU SHARMA	PRINCIPAL	DR RAJENDRA PRASAD KENDRIYA VIDYALAYA, NEW DELHI	DELHI
27	ASHOK SENGUPTA	TEACHER	PM SHRI KENDRIYA VIDYALAYA NO 1 JALAHALLI WEST, KAMAGONDANNAHALLI	KARNATAKA
28	H N GIRISH	LECTURER	GOVERNMENT PU COLLEGE FOR GIRLS NN0045 HUNSUR MYSURU 571105	KARNATAKA
29	NARAYANASWAMY R	HEAD TEACHER	GOVERNMENT HIGH SCHOOL BASHETTIHALLI	KARNATAKA
30	JYOTI PANKA	TEACHER	PM SHRI GOVERNMENT HIGHER SECONDARY SCHOOL LONGDING	ARUNACHAL PRADESH
31	LEPHIZO APON	TEACHER	GHSS DIMAPUR, UNITED COLONY WARD-20	NAGALAND







32	NANDITA CHONGTHAM	TEACHER	SAGOLBAND RISHIKUL UPPER PRIMARY SCHOOL, SAGOLBAND	MANIPUR
33	YANKILA LAMA	TEACHER	MODERN SENIOR SECONDARY SCHOOL, ARITHANG	SIKKIM
34	JOSEPH VANLALHRUAIA SAILO	LECTURER	SYNOD HIGHER SECONDARY SCHOOL, TUITHIANG VENG AIZAWL	MIZORAM
35	EVERLASTING PYNGROPE	PRINCIPAL	MYNGKEN CHRISTIAN HIGHER SECONDARY SCHOOL, BHOIRYMBONG	MEGHALAYA
36	DR. NANI GOPAL DEBNATH	TEACHER	NETAJI SUBHAS VIDYANIKETAN, NETAJI CHOUMUHANI	TRIPURA
37	DIPEN KHANIKAR	TEACHER	CHI CHIA BOKULONI GIRLS HIGH SCHOOL, NO3	ASSAM
38	DR. ASHA RANI	POST GRADUATE TEACHER	PLUS 2 HIGH SCHOOL CHANDANKIYARI BOKARO	JHARKHAND
39	JINU GEORGE	TEACHER	S.D.V.B.H.S.S, ALAPPUZHA	KERALA
40	K SIVAPRASAD	TEACHER	VPAUPS KUNDURKUNNU, THACHANATTUKARA	KERALA
41	MIDDE SRINIVASA RAO	TEACHER	S.P.S.MUNICIPAL HIGH SCHOOL PLUS, GUDIVADA	ANDHRA PRADESH
42	SURESH KUNATI	TEACHER	ZP HIGH SCHOOL URANDUR	ANDHRA PRADESH
43	PRABHAKAR REDDY PESARA	TEACHER	ZPSS THIRUMALAYAPALEM	TELANGANA
44	THADURI SAMPATH KUMAR	TEACHER	ZPHS DAMMANNAPET	TELANGANA
45	PALLAVI SHARMA	PRINCIPAL	MAMTA MODERN SR. SEC. SCHOOL, VIKASPURI	DELHI

 46	CHARU MAINI	PRINCIPAL	DAV PUBLIC SCHOOL SECTOR 48-49, GURUGRAM	HARYANA
 47	GOPINATH R	TEACHER	PANCHAYAT UNION MIDDLE SCHOOL - RAJAKUPPAM	TAMIL NADU
 48	MURALIDHARAN RAMIYA SETHURAMAN	VOCATIONAL TEACHER	TVS HIGHER SECONDARY SCHOOL, MADURAI	TAMIL NADU
 49	MANTAIAH CHINNI BEDKE	TEACHER	Z.P.UPEER PRIMZRY DIGITAL SCHOOL JAJAVANDI	MAHARASHTRA
 50	SAGAR CHITTARANJAN BAGADE	TEACHER	SOU S. M. LOHIA HIGHSCHOOL AND JUNIOR COLLEGE KOLHAPUR	MAHARASHTRA

Below is the list of Awardees from the Dept. of Higher education:

Sl. No.	Name of the Awardee	Designation	Name & Address of the Institute	State / UT of Org
1	Prof. Anitha Suseelan	Head	School of Architecture at Christ University, Bangalore	Karnataka
2	Prof. Birinchi Kumar Sarma	Professor	Institute of Agricultural Sciences, Banaras Hindu University, Varanasi	Uttar Pradesh
3	Dr. C. Jaya Sankar Babu	Associate Professor	Department of Hindi, Puducherry University	Puducherry
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Maths book absent from class: Blame on NCERT for delay in release of hard copies

Prince Ganjendra Babu, the general secretary of the State Platform for Common School System-Tamil Nadu, who is spearheading a movement for school education reforms, said textbooks in hardcopy were essential for a child's learning

Basant Kumar Mohanty

New Delhi

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Representational image

Sourced by the Telegraph

f The new mathematics textbook introduced by the NCERT for Class VI is unavailable at bookstores in several states, badly affecting the studies of children already four months into the academic session.

X

Q The empanelled vendors of the National Council of Educational Research and Training (NCERT) and private bookstores in several states have yet to get the English version of the mathematics textbook — *Ganita Prakash*. Some vendors said they are yet to get the English versions of science and social sciences books.

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This year, the NCERT introduced new books in Classes III and VI. Its books are followed by nearly 30,000 schools affiliated to the Central Board of Secondary Education (CBSE). It has published language books and English versions of textbooks of social sciences and mathematics for Class VI. In contrast, the science book has been published in English and Hindi. None of these books has been published in Urdu. For Class III, the mathematics book has been published in three languages while the book, *Our Wondrous World*, has been published in English and Hindi.

As of now, students of Class VI are managing with the old mathematics textbook but for the upcoming half-yearly examinations, questions may be set from the new book too.

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Popular Book Store, an empanelled NCERT vendor in Rajasthan's Udaipur, on Monday said all books for Class III were available and for Class VI, only Hindi, English and Sanskrit textbooks were available. "The other books will be available in a week," a salesperson said.

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The situation at Cuttack in Odisha is slightly better. Jyoti Book Depot, an empanelled NCERT vendor, and Book Land, a private store, said all books for Class III and those of Class VI except mathematics were available.

The NCERT released the mathematics book for Class VI in the third week of August, four months after classes for the current academic session started, though other books were released by July. Sources said the members of a committee who were supposed to write the book had delayed the draft submission.

In Delhi, too, the new mathematics book is unavailable at several stores. Though the NCERT has uploaded the book on its website, schools, children and parents find hard copies convenient. “I visited several stores and did not find the mathematics book. One store suggested I visit the NCERT campus. I visited the NCERT’s sales counter and got the book,” said a parent.

Prince Ganjendra Babu, the general secretary of the State Platform for Common School System-Tamil Nadu, who is spearheading a movement for school education reforms, said textbooks in hardcopy were essential for a child’s learning.

“In India, textbooks are considered the most important thing for learning. Access to online content is an issue and many find it inconvenient. The NCERT should have released the books before April. But it delayed the publishing of books by four months. This has badly affected the learning of children,” Babu said.

He said the NCERT’s delay has benefited private publishers to sell their books. “We see books of many private publishers for different classes. Because of the delay, schools ask children to buy private publishers’ books. We suspect the NCERT delayed its books to help the private publishers,” Babu said.

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Reviving the legacy of quality in teacher education

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This year's Teacher's Day celebrations carry a special resonance as they align with the enduring concerns of Dr S Radhakrishnan, who passionately advocated for quality in education

Teacher's Day celebrations this year are indeed special in the context of quality, which was the major concern expressed on several occasions by Dr. S. Radhakrishnan, whose contributions are recalled with gratitude on this day every year. Necessary academic and professional preparations have been made and the Integrated Teacher Education Programme – ITEP – has already been launched in 64 institutions. This initiative is based on the recommendations of the National Education Policy -NEP-2020 – that after 2030 all of the pre-service teacher preparation programmes would be only of four-year duration and all others shall be scrapped. It would be prudent to recall an earlier experiment in quality teacher preparation which was initiated in 1965 by the then-newly established organization, the National Council of Educational Research and Training - NCERT – in its four Regional Colleges (now Institutes) of Education, located in Ajmer, Bhopal, Bhubaneswar, and Mysore.

It was acknowledged at the level of experts and accepted by national decision-makers that the one-year teacher preparation programmes were inadequate in preparing quality teachers and must be replaced by the four-year integrated programmes after senior secondary. The products of these four-year integrated courses established a distinct reputation for themselves in the education sector, and also in other professions as well. which they preferred to join. It is indeed heartening to note that the NEP-2020 made the recommendation on ITEP based upon the solid evidence offered by the NCERT institutions.

One is convinced that the growth, development and progress of any nation would be a direct consequence of the quality of education it achieves.

One must hasten to add that the proposed ITEP version of the earlier four-year programmes of the NCERT must be handled with great caution and care. Any inadequacy of academic, professional physical and financial resources could inflict irreversible damage to the great initiative. The future of the planet Earth and humanity depends on how education deals with man-nature mutuality. India decided in 2020 that ‘The rich heritage of ancient and eternal Indian knowledge and thought’ would be a guiding light for the NEP-2020.

It has, thus, accepted that education in India must be ‘rooted in a culture committed to new knowledge.’ In every alert and active culture, the tradition of knowledge quest has to remain dynamic in word and deed. It is because of this inherent strength, that Indian culture and its tradition of knowledge quest with its unique objectives and vision are now receiving global attention in the world. Yes, the knowledgeable and concerned persons of the world must come together and realize that the wanton destruction of natural resources without caring for their replenishment has forced scientists to calculate how long the planet Earth could survive.

They must inspire everyone to wake up and realize the dreadful magnitude of the devastation being inflicted inflicting on nature must stop. and much more, present big plans before people, but there it all ends. There is a solution that Indians are aware of from “ancient times: ‘Aparigraha’. It was put up before the world in very simple terms in his indomitable style by Mahatma Gandhi: Nature has a sufficient resource to meet the needs of everyone but not the greed of anyone”.

This is the only alternative. “ To me, hope lies in the Teacher! The Teacher can do it if they resolve to do it and the ‘Teachers of the world’ unite! A new chapter has to be written in every discipline and an emphasis on multidisciplinary concerns of the human knowledge quest, the process of transfer and acquisition of knowledge.

Towards this, teachers shall have to realize, accept and internalize that they are makers of the future of human existence on planet Earth! It is their responsibility to shape every learner coming to them as an unaware and uninitiated person into a personality! That would shape the future generations, would prepare citizens committed to their nation, and their people but fully conscious of their role as international citizens as well. The legendary philosopher, revered statesman and worthy teacher Dr. S. Radhakrishnan was one of the finest intellectual brains of the 20th century. He was a matchless interpreter of Eastern and Western thought, philosophy and the ‘concept of a man’. We recall his greatness, and his multifarious contributions, but allow his philosophy and guiding principles for teachers to remain confined to a few shelves of some reputed libraries.

He pleads particularly to institutions of higher learning: “The ideal of the university is the promotion of liberty of mind and or freedom of thought. It has little to do with the protection of privilege or a call to conformity. It contests privilege which is something other than that excellence which follows on intellectual eminence or spiritual greatness. It contests conformity, for each individual has a right to develop his own convictions.” Once this is accepted at each appropriate level by all those dealing with higher education, it becomes clear that the seeds for creating such an environment in institutions of higher learning have to be sown in schools!

Schools in the present context just cannot become the nourishing and nurturing grounds for the flowering of new ideas unless school teachers are well-equipped and well-endowed with the determination that every child, every learner is to be encouraged to express himself in whichever way he chooses to; may be in music, sports, mathematics, painting, imagination, creativity, and the like! in India right from the Ministry of Education to primary schools is just forgotten after every discussion and deliberation! One is referring to the most distinct role of teacher education institutions; TEIs. Quality, ideas, innovations, and imagination are nurtured in schools and universities but how to do so is learnt, internalized and tested in TEIs. To universalize this comprehension, one must be ready with a reality test! We are proud of India of ancient times because of the universality of its culture and acceptance of the essential unity of mankind despite all the apparent diversities.

Academic institutions need to pose an internal query: are we functioning at a level of self-confidence, conviction, determination and passion that could bring credibility to each one of us and our institution? As academics ‘have we accepted and succumbed to being ‘teachers less original, to ambitions less exalted and to tame compliance with old forms! We were warned over seven-eight decades ago by Dr Radhakrishnan on this count: “There was a dread of venturing outside the safe limits of guaranteed ideas. The country seems to suffer from exhaustion.” The future belongs to those equipped with learning that encourages ideas, imagination, curiosity and creativity. The fittest and finest tribute to Dr. Radhakrishnan and in fact to the great Indian tradition of teaching, learning and knowledge quest would be to respect teachers, and treat them as the creators of the future of not only the individual learner but of the society, community and the nation.

(Professor Rajput works in education, social cohesion and religious amity, views are personal)

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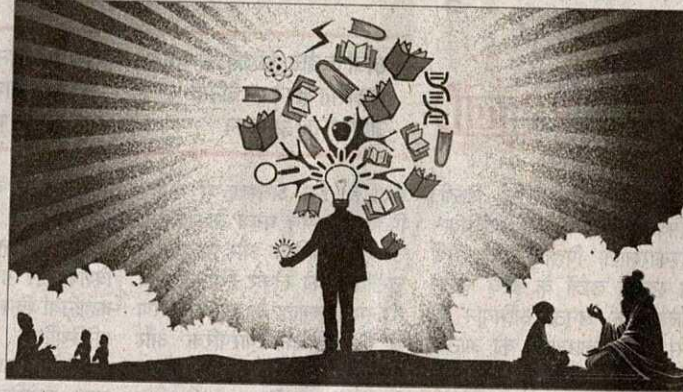


गिरिधर मिश्र

अध्यापन अब रुचि और योग्यता का प्रश्न नहीं रहा। अब कोई भी अध्यापक हो सकता है, बशर्तें व्यवस्था में पैठ हो

सभ्य समाजों में शिक्षा का महत्व सदा से रहा है। शिक्षित होकर जीने का सलीका आता है और मानवीय संवेदना का भाव विकसित होता है। पशुता से मुक्ति के लिए विद्या पाने की इच्छा की गई और कहा गया कि विद्याविहीन मनुष्य पशु होता है। विद्या के संस्कार न हों तो व्यक्ति के आचरण और व्यवहार में पशुता हावी होने लगती है। इसलिए कहा गया है कि अज्ञान दुखदायी होता है और अज्ञानी आदमी को जीवन में तमाम तरह के कष्टों का सामना करना पड़ता है। ज्ञान पृथ्वी पर सब चीजों से अधिक पवित्र है और उसे पाकर दुखों से छुटकारा मिलता है। उपनिषद कहते हैं—ज्ञान से ही आदमी को मुक्ति मिलती है: ऋते ज्ञानान् मुक्तिः। ज्ञान न केवल सही राह दिखाता है, बल्कि गलत राह पर जाने से बरजता भी है। ज्ञान से मिलने वाली उचित और अनुचित के विचार की शक्ति सही निर्णय लेने में सहायक होती है। ऐसे में यह स्वाभाविक है कि किसी सभ्यता की प्रगति उसकी ज्ञान की पूंजी (नालेज कैपिटल) से आंकी जाए।

ज्ञान, विद्या और शिक्षा को मानुष भाव की स्थापना, रक्षा और संवर्धन के लिए आवश्यक माना गया। शिक्षा की पुख्ता व्यवस्था के लिए उसका संस्थागत रूप बनाना अगला कदम था। वाचिक आदान-प्रदान के साथ पुस्तकें तैयार होनी शुरू हुईं, विद्यालय बने और विद्यालय जाना सभ्य जीवन का हिस्सा बन गया। यह बड़ा कारगर सिद्ध हुआ। शिक्षा की मुख्य धुरी के रूप में गुरु या अध्यापक की भूमिका निर्धारित की गई। गुरु को शिक्षा प्रक्रिया का केंद्रबिंदु बनाया गया, जो शिक्षा के उद्देश्य, उसकी विषय-वस्तु, उसके उपादान आदि को निर्धारित करता था। भारत में प्राचीन गुरुकुलों और गुरुओं की लंबी शृंखला रही है। राम के गुरु वशिष्ठ, कृष्ण के सांदीपनि और पांडवों के गुरु द्रोणाचार्य प्रसिद्ध पौराणिक चरित्र हैं। देश निर्माण में चाणक्य जैसे गुरुओं की भूमिका का अत्यंत प्राचीन इतिहास है। भारत में गुरुओं की अटूट परंपरा में अगणित नाम हैं। ज्ञान के विभिन्न क्षेत्रों के कुछ प्रमुख नाम हैं याज्ञवल्क्य, यास्क, कपिल, कणाद, व्यास, पाणिनि, उदयन, चरक, सुश्रुत, पतंजलि, शंकराचार्य, अभिनव गुप्त, नागार्जुन, वसुबंधु, भास्कराचार्य, आर्यभट्ट, हेमचंद्र आदि। इन्होंने ज्ञान की विभिन्न शाखाओं में गुरु परंपरा की अमिट छाप छोड़ी, जो अनेकानेक ग्रंथों से भलीभांति प्रमाणित है। व्यक्ति की जगह परंपरा प्रमुख रही है। सिख गुरु परंपरा स्वयं में एक अद्भुत उपलब्धि है। गुरुओं की यह परंपरा काल के थपेड़ों के बीच कुछ उतार-चढ़ाव के साथ प्रवहमान रही है। देश-काल में बदलाव के साथ उसके रूप भी बदलते रहे हैं। गुरु गोरखनाथ, कबीर, गोस्वामी तुलसीदास, रहीम आदि की कविता में भी वही चिरंतन गूंज मिलती



अवधेश राजपूत

है, जिसके उत्स वेदों में दिखते हैं।

लोक और आध्यात्मिक सब प्रकार के ज्ञान को साधने में गुरु ही सहायक होता है। जीवनोपयोगी ज्ञान के लिए गुरु के निकट प्रशिक्षण अत्यंत महत्वपूर्ण था। गांवों और शहरों में भी विद्यालयों की अच्छी व्यवस्था को लेकर अंग्रेजों की आरंभिक रपट विस्मयजनक है और कदाचित इसकी शक्ति को समझ कर ही उन्होंने भारतीय शिक्षा की कमर तोड़ने का षड्यंत्र रचा। उन्हें आशातीत सफलता भी मिली। शिक्षा की पाश्चात्य व्यवस्था भारतीय जनों को औपनिवेशिक परिस्थितियों में नई, आकर्षक और धनोपार्जन में सहायक दिखी। उसे एक बार जो अपनाया गया तो उसके चंगुल से हम आज तक बाहर नहीं निकल सके। धीरे-धीरे अध्यापन की स्थिति दूसरी नौकरियों जैसी होती गई। उसकी गरिमा में हास हुआ। गुरु जनों के भी जाति और वर्ग बनते गए। उनके आचरण में भी कमजोरियां आती गईं। शिक्षा संस्थाओं के आज कई स्तर हैं और अध्यापकों के वेतन और अन्य सुविधाओं में भी बड़ा फर्क है। कार्य की संस्कृति भी

भिन्न है। आइआइटी, आइआइएम आदि संस्थाओं को स्वायत्त ढंग से काम करने का अवसर है। फलतः वहां पर गुणवत्ता का स्तर बना हुआ है, जबकि अन्य विश्वविद्यालय प्रश्नांकित हो रहे हैं। यह दुर्भाग्य है कि शिक्षकों और सुविधाओं की अनदेखी करते हुए संस्थाएं दनादन खुल रही हैं, फिर भी आज प्रवेश न पाने वाले छात्र प्रवेश पाने वालों से अधिक हैं और उनमें बहुत से योग्य विद्यार्थी भी हैं। निजी क्षेत्र में भी शिक्षा के लिए द्वार खुले हैं, पर सुविधा, स्वायत्तता और गुणवत्ता की दृष्टि से वहां स्थिति असंतोषजनक है। वे महंगे भी हैं। इनके साथ ही कोचिंग और ट्यूशन की संस्थाओं का जाल भी पसरता जा रहा है और आज उनकी बैसाखी पर ही अकादमिक प्रतियोगिता में सफलता का दारोमदार है।

विद्यालय के स्तर की शिक्षा डराने वाली हो रही है। शिक्षक-प्रशिक्षण के नाम पर अभी हम प्रभावी कदम नहीं उठा सके हैं। इन सबके पीछे ज्ञान के अतिरिक्त राजनीति, भ्रष्टाचार और अवांछित हस्तक्षेप प्रमुख कारण हैं। अध्यापन

अब रुचि और योग्यता का प्रश्न नहीं रहा। अब कोई भी अध्यापक हो सकता है, बशर्तें व्यवस्था में पैठ हो। शिक्षा की गुणवत्ता के साथ नीतिगत स्तर पर भी लगातार समझौते हो रहे हैं। आज सरकारी विद्यालयों में प्राथमिक स्तर की शिक्षा में बच्चों की शैक्षिक उपलब्धि की लगातार गिरावट चिंता का विषय हो रही है। इस सबके मूल में शिक्षकों की समुचित भागीदारी की कमी है, चाहे वह योग्यता और कौशल की कमी के कारण हो या फिर उनके मन में पल रहे असंतोष के चलते। नौनिहालों यानी समाज के भविष्य को गढ़ते-तराशते शिक्षकों के शोषण की बात सर्वविदित है। उनकी स्थिति सुधारने पर सरकारों को वरीयता से विचार करना होगा। शिक्षा की गुणवत्ता के साथ समझौता देश के आत्मा के साथ धोखा है। आज शिक्षा का परिदृश्य तेजी से बदल रहा है। इंटरनेट की बदीलत आनलाइन सीखने की प्रक्रिया गति पकड़ रही है। अब मोबाइल और लैपटॉप संचार, संवाद, लेखन, परीक्षा आदि को नया आयाम दे रहे हैं। कक्षा में स्मार्टबोर्ड लग रहे हैं। यह सब एकतरफा नहीं है। मनुष्य की पकड़ बढ़ने के साथ खुद मनुष्य पर यंत्र की पकड़ भी बढ़ रही है। गुरु शब्द के जो भी अर्थ किए जाते हैं वे हमारा ध्यान गुरुता, गांभीर्य और श्रेष्ठता जैसे उदात्त भावों के स्रोत की ओर ले जाते हैं। गुरु वह होता है, जो ज्ञान के अंजन से शिष्य की आंख खोल देता है। वह अंधकार दूर कर प्रकाश की ओर ले जाने वाला माध्यम होता है। गुरु यानी शिक्षक अपने आप में एक संस्था है। आज इस संस्था को पुनर्जीवित कर सशक्त बनाने की आवश्यकता कहीं अधिक बढ़ गई है।

(लेखक पूर्व कुलपति हैं)

शिक्षक दिवस विशेष | स्कूल नहीं जा पाने वाले बच्चों को खुद पढ़ाना शुरू किया, जो शिक्षा अपने लिए मुश्किलों भरी रही उसे अगली पीढ़ी के लिए सुलभ बनाने का प्रयास कर रहे पेशे से शिक्षक नहीं पर शिक्षा को समर्पित कर दिया पूरा जीवन

ज्ञान देने वाला गुरु होता है वो किसी कॉलेज या स्कूल में ही पढ़ाता हो ये जरूरी नहीं। पठन और पाठन के लिए बस लगन की जरूरत होती है। शिक्षक दिवस के मौके पर हम कुछ ऐसे गुरुओं की कहानी लेकर आए हैं, जो पेशे से शिक्षक भले ना हों मगर शिक्षा की लौ जलाए हुए हैं

फलाईओवर के नीचे मुस्कुराता बचपन...

नई दिल्ली, प्रमुख संवाददाता। यमुना बैंक मेट्रो के पास फलाईओवर के नीचे राजेश शर्मा डेढ़ दशक से मजदूर वर्ग के बच्चों के लिए निःशुल्क स्कूल चला रहे हैं। बच्चों के चेहरे पर मुस्कान है और माता-पिता के मन में संतोष। यहां से निकले बच्चे विभिन्न क्षेत्रों में कार्यरत हैं।

राजेश बताते हैं कि मेरी पढ़ाई अभाव के कारण बीच में छूट गई और मैं 1988 में हाथरस से दिल्ली

आ गया। यहां सब्जी बेची, किराने की दुकान खोली पर बात नहीं बनी। वर्ष 2008 में सबकुछ छोड़कर मजदूरों के बच्चों के लिए स्कूल शुरू किया। आज इसमें 160 बच्चे हैं। मेरे साथ दो और साथी हैं। इसका नाम फ्री स्कूल है। जिसे शिक्षा नहीं मिलती वह यहां पढ़ सकते हैं। प्रधानमंत्री नरेंद्र मोदी ने मन की बात के 39वें एपिसोड में इस स्कूल का जिक्र किया था। > विशेष कवरेज P13



यमुना बैंक मेट्रो के पास मजदूरों के बच्चों को पढ़ाते राजेश कुमार शर्मा। • सोनू मेहता

झुगियाँ में शिक्षा के दीप जला रहे नर्सिंग अफसर थान सिंह की पाठशाला बदलाव ला रही

एम्स के नर्सिंग ऑफिसर अमित कुमार ने उन बच्चों की शिक्षा का बीड़ा उठाया

है, जिनके लिए शिक्षा सपना है। अमित ने शुरुआत झुगियाँ के बच्चों को मुफ्त पढ़ाने से की, बाद में 2016 में 'जॉइन टुगेदर ट्रस्ट'

की नींव रखी। ट्रस्ट से जुड़े उनके दोस्त वॉलंटियर के रूप में आठ स्थानों पर रोजाना 500 बच्चों को मुफ्त शिक्षा देते हैं। यह ट्रस्ट अब तक 2000 से ज्यादा बच्चों को साक्षर बना चुका है। 500 का स्कूल में दाखिला कराया है।



लालकिला पुलिस चौकी पर तेनात हेडकांस्टेबल थान सिंह कानून-

व्यवस्था की झूठी करने के साथ-साथ आसपास रहने वाले श्रमिकों के बच्चों को पढ़ाते हैं। 2014 से लाल किला परिसर में चल रहे स्कूल को

लोग थान सिंह की पाठशाला के नाम से जानते हैं। मजदूरों के बच्चे स्कूल नहीं जा पाते थे, उन्हें देखकर थान सिंह ने अपने स्तर पर पढ़ाई की व्यवस्था शुरू की। इस काम में वरिष्ठ पुलिस अधिकारियों का भी खूब सहयोग मिला।

शिक्षक वही जो देश-समाज संवारे



धीरेंद्र पाल सिंह | पूर्व अध्यक्ष, यूजीसी

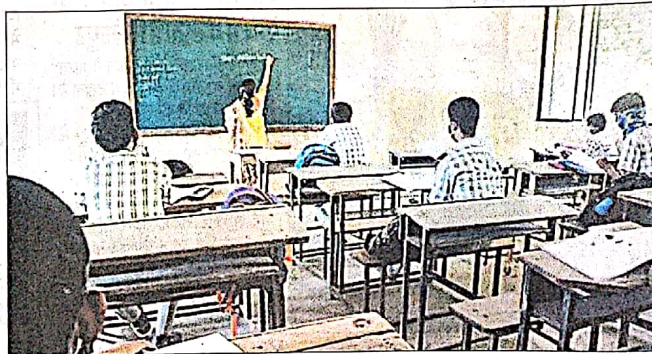
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क्षकों को अपने यहां बहुत से विशेषणों से अलंकृत किया जाता रहा है। शिक्षक को राष्ट्र-निर्माता कहा जाता है। युवा पीढ़ी का सुधारक कहा जाता है। टॉच-बीयरर और पथ-प्रदर्शक कहा जाता है। शिक्षक शिक्षा के साथ-साथ अपने शिष्यों को जीवन कौशल और नैतिक मूल्यों का भी ज्ञान प्रदान करते हैं। मानव जाति के लिए नई सोच और दृष्टिकोण की अपेक्षा भी शिक्षकों से ही की जाती है। शिक्षकों की महत्वपूर्ण भूमिका समाज को सशक्त और समृद्ध बनाने में भी है।

हमारी भारतीय ज्ञान परंपरा और प्राचीन ग्रंथों में जगह-जगह एक आदर्श गुरु के गुणों को वर्णित किया गया है। स्कंद पुराण के गुरु स्तोत्र में तो गुरुओं की तुलना ब्रह्मा, विष्णु व महेश से की गई है तथा गुरु को साक्षात् परमब्रह्म माना गया है। एक अच्छे गुरु में गहन ज्ञान, विद्वता, करुणा, नैतिकता व चरित्र, नवीनता, नवाचार, अनुशासनप्रियता और समानता का भाव अपेक्षित है। यही गुण एक गुरु को महान बनाते हैं और शिष्यों के जीवन में सकारात्मक प्रभाव डालते हैं। अपनी सदी के महान कवि और संत कबीर दास जी ने भी गुरु के महत्व को बताते हुए कहा है कि गुरु कुम्हार शिष्य कुंभ है, गढ़ि-गढ़ि काढ़े खोले। अंतर हाथ सहाय दे, बाहर बाह्ये चोट। अर्थात् गुरु कुम्हार है और शिष्य घड़ा है। गुरु ही हैं, जो भीतर से हाथ का सहाय देकर, बाहर से चोट मार-मारकर और गढ़-गढ़कर शिष्य की बुलाई को बाहर निकालते हैं। शिक्षक अपने समर्थ मार्गदर्शन द्वारा विद्यार्थियों को उनकी शक्तियों का एहसास कराते हुए उनके विकास के मार्ग को प्रशस्त करते हैं। शिक्षक समाज के भविष्य निर्माताओं को तैयार करने में एक अहम भूमिका निभाते हैं।

बदलते परिदृश्य और चुनौतियों के कारण जो प्रतिस्पर्धा और सफलता का दबाव आज महसूस हो रहा है, यह कई समस्याओं का कारण भी बन चुका है। ऐसे समय में बिना विचलित हुए सद्मार्ग पर चलना असंभव-सा प्रतीत होने लगा है। केवल भौतिक विकास

भारत के पूर्व राष्ट्रपति सर्वपल्ली राधाकृष्णन का कहना था कि शिक्षण एक पेशा नहीं, बल्कि मिशन है तथा देश में सर्वश्रेष्ठ बुद्धि वाले लोग शिक्षक होने चाहिए।



को ही शिक्षा का उद्देश्य तथा जीवन में सफलता का मानदंड माना जाने लगा है, जबकि सफलता का वास्तविक अर्थ और सार्थक जीवन का परिप्रेक्ष्य आत्म-संतोष, स्व-अनुशासित तथा संतुलित जीवन से जुड़ा है। गुरु ही अपने शिष्यों में सकारात्मक दृष्टिकोण और मानसिकता का विकास करते हुए उन्हें नैतिक सोच वाले सामाजिक व्यक्ति के रूप में निखार सकते हैं।

शिक्षा अगर रोजगार हेतु विद्यार्थियों में सिर्फ कौशल विकास का सृजन करे, तो उसकी परिभाषा अधूरी है। स्वामी विवेकानंद जी का कहना था कि हमें तो ऐसी शिक्षा चाहिए, जिससे चरित्र बने, मानसिक बल बढ़े, बुद्धि का विकास हो और जिससे मनुष्य अपने पैरों पर खड़ा हो सके। उन्होंने यह भी कहा था कि मनुष्य में अंतर्निहित पूर्णता की अभिव्यक्ति का नाम ही शिक्षा है। शिक्षा की इसी परिभाषा को व्यावहारिक रूप में लाने के उपयुक्त साधन हमारे शिक्षक हैं।

विद्यार्थियों के लिए उनके शिक्षक हरवक्त एक प्रेरणा-स्रोत होते हैं, उनके आदर्श होते हैं तथा शिक्षण प्रक्रिया के दौरान यह विषय ज्ञान के साथ-साथ जाने-अनजाने उनकी सोच और उनके आचरण से भी

प्रभावित होते हैं। इसीलिए एक आदर्श शिक्षक में विषय के गहरे ज्ञान और समझ के साथ-साथ उच्च नैतिकता, मानवीय मूल्य और मानसिक दृढ़ता होना बहुत महत्वपूर्ण है। ऐसे शिक्षक का ज्ञान और दृष्टिकोण विद्यार्थियों के व्यक्तित्व के समग्र विकास में महत्वपूर्ण भूमिका निभाता है।

सशक्त समाज के निर्माण में शिक्षकों की भूमिका को समझते हुए भारत के पूर्व राष्ट्रपति सर्वपल्ली राधाकृष्णन का कहना था कि शिक्षण एक पेशा नहीं, बल्कि मिशन है तथा देश में सर्वश्रेष्ठ बुद्धि वाले लोग शिक्षक होने चाहिए। काशी हिंदू विश्वविद्यालय के कुलपति रहे राधाकृष्णन ने एक आदर्श शिक्षक के सभी गुण विद्यमान थे तथा अध्यापन से उनको गहरा प्रेम था। उनका मानना था कि शिक्षा केवल ज्ञान का प्रसार नहीं है, बल्कि यह चरित्र-निर्माण और नैतिक मूल्यों के विकास का माध्यम भी है। उनका जीवन और कार्य आज भी शिक्षा के क्षेत्र में एक प्रेरणा-स्रोत के रूप में देखा जाता है तथा उनके जन्मदिवस के अवसर पर हर साल 5 सितंबर को शिक्षक दिवस मनाया जाता है। उनके विचार आज भी विद्यार्थियों

और शिक्षकों के लिए मार्गदर्शक हैं। बदलते समय के साथ हमारा समाज और उसकी धारणा बदलती है। इसके साथ हमारी शिक्षा व्यवस्था में भी बदलाव जरूरी है। इसी सोच के साथ 29 जुलाई, 2020 को केंद्र सरकार द्वारा राष्ट्रीय शिक्षा नीति 2020 की घोषणा की गई थी। यह नीति 34 साल बाद शिक्षा नीति (1986) के स्थान पर लाई गई और इसका उद्देश्य 21वीं सदी की जरूरतों और चुनौतियों को ध्यान में रखते हुए देश की शिक्षा प्रणाली को नया स्वरूप देना है। इस शिक्षा नीति में उच्च शिक्षा संस्थानों में सर्वश्रेष्ठ सक्षम शिक्षकों की जरूरत को समझते हुए कई सिफारिशें की गई हैं, जैसे शिक्षकों की भर्ती प्रक्रिया को अधिक पारदर्शी, निष्पक्ष और योग्यता-आधारित बनाया जाएगा। शिक्षकों को बेहतर कार्य स्थितियां दी जाएंगी। उत्कृष्टता और योगदान के लिए उनको पुरस्कृत किया जाएगा, उनका पेशेवर विकास भी व्यवस्था की जाएगी, जिससे उनकी गुणवत्ता और क्षमता को सुनिश्चित किया जा सके।

राष्ट्रीय शिक्षा नीति को देश में लागू हुए चार साल हो चुके हैं, इसका असर हमारे शिक्षा संस्थानों में दिखना शुरू होना चाहिए। आशा है, आने वाले समय में इस शिक्षा नीति द्वारा हम यह परिवर्तन अपने समाज में देख पाएंगे, जिसकी अपेक्षा हमारी युवा पीढ़ी और राष्ट्र को है। सर्वोत्तम भविष्य सुनिश्चित करने हेतु शिक्षकों का सशक्तिकरण और उनके उत्कृष्ट कार्यों के लिए प्रोत्साहन हमारे शिक्षा संबंधी योजनाओं में शामिल होना चाहिए। अभी हमारे उच्च शिक्षा संस्थानों में उत्कृष्ट शिक्षकों और शिक्षक-छात्र अनुपात में सुधार प्राथमिकता होनी चाहिए। पूर्व राष्ट्रपति डॉक्टर एपीजे अब्दुल कलाम का कहना था, अगर किसी देश को भ्रष्टाचार मुक्त व सुंदर मन वाले लोगों का देश बनाना है, तो मेरा दृढ़तापूर्वक मानना है कि समाज के प्रमुख सदस्य ये कर सकते हैं- पिता, माता और गुरु।

भारत को ज्ञान की महाशक्ति तथा विकसित देश के रूप में देखने के संकल्प को ध्यान में रखना होगा। हमें अच्छे व्यक्तित्व के धनी वैश्विक नागरिक तैयार करने हैं। यह कार्य प्रज्ञावान समर्थ गुरुजनों के माध्यम से ही संभव है। गुरु-शिष्य संबंधों को भी आत्मीय बनाने की जरूरत है। आइए, हम शिक्षक दिवस पर अपने गुरुओं की वंदना करें और राष्ट्र-निर्माण में उनका योगदान लें। (ये लेखक के अपने विचार हैं)

शिक्षण संस्कृति के उन्नयन का सवाल

राष्ट्रीय शिक्षा नीति-2020 का लक्ष्य है कि 2035 तक देश की उच्च शिक्षा में वर्तमान नामांकन दर लगभग दोगुनी हो जाए। मगर उच्च शिक्षा में नामांकन बढ़ाने के साथ, यह याद रखना जरूरी होगा कि समय के प्रवाह में उच्च शिक्षण संस्थानों की भूमिका क्या होगी?

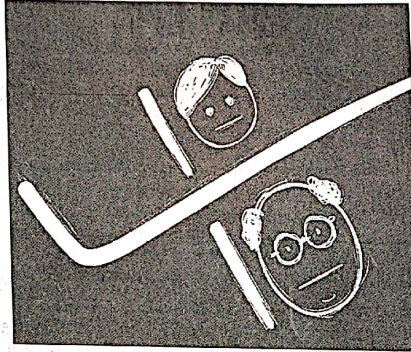
संजीव राय

प्राचीन काल से ऋषियों-गुरुओं-विद्वानों के प्रति शिष्यों और समाज द्वारा अपने ढंग से कृतज्ञता ज्ञापित करने की परंपरा रही है। शिष्यों में अपने गुरुओं जैसा बनने की कामना, गुरु-शिष्य परंपरा का केंद्रीय भाव रहा है। मगर जैसे-जैसे समाज का केंद्रीय भाव रहा है। मगर जैसे-जैसे समाज बदला, उसकी परछाई शिक्षण संस्थाओं में दिखने लगी। देश में उच्च शिक्षा का विस्तार हुआ है, नामांकन बढ़ा है, निजी और सरकारी नए संस्थान खुले हैं, नए पाठ्यक्रम बन रहे हैं और विश्वविद्यालयों-महाविद्यालयों में नियमित शिक्षक, संविदा शिक्षक, अतिथि शिक्षक, आवश्यकता आधारित शिक्षक, स्वचिंत पोषित योजना वाले शिक्षक आदि कार्यरत हैं। अलग-अलग तरह के शिक्षक, अलग-अलग तरह के संस्थान, इक्कीसवीं शताब्दी के लिए छात्रों को तैयार कर रहे हैं। राष्ट्रीय शिक्षा नीति-2020 का लक्ष्य है कि 2035 तक देश की उच्च शिक्षा में वर्तमान नामांकन दर लगभग दोगुनी हो जाए। मगर उच्च शिक्षा में नामांकन बढ़ाने के साथ, यह याद रखना जरूरी होगा कि समय के प्रवाह में उच्च शिक्षण संस्थानों की भूमिका क्या होगी?

वैसे तो जब भी कोई विश्वविद्यालय बनता है, तो उसका उद्देश्य, ज्ञान का सृजन, संरक्षण और विद्यार्थियों द्वारा ज्ञान का प्रसार करना बताया जाता है। शिक्षण संस्थाओं की स्थापना के पीछे समाज की मंशा होती है कि विश्वविद्यालयों से निकले बौद्धिक और दक्ष लोग समाज के हित में कार्य करें। मगर बड़ी संख्या में उच्च शिक्षण संस्थान अपने शिक्षण की गुणवत्ता और पाठ्यक्रमों की प्रासंगिकता को लेकर जुझ रहे हैं। कई राज्यों के उच्च शिक्षण संस्थानों में शिक्षकों का अभाव है और मौजूदा शिक्षक कार्य की अधिकता के चलते, छात्रों को पर्याप्त समय, मार्गदर्शन नहीं दे पाते हैं।

छात्रों-शोधकर्ताओं-शिक्षकों को शिक्षण संस्थानों के बीच भाषाई और गुणवत्ता की असमानता का बोध होना रहता है। कई राज्यों में उच्च शिक्षण संस्थान बजट की कमी, अपर्याप्त संसाधन, शिक्षकों की कमी, खस्ताहाल पुस्तकालय, प्रयोगशाला जैसे मुद्दों से जुझ रहे हैं। विश्वविद्यालयों-महाविद्यालयों के कुलपतियों-आचार्यों और छात्रों के बीच परस्पर संवाद का अभाव है। इस बढ़ते अविश्वास का क्या कारण है? क्यों धीरे-धीरे पिछले तीन-चार दशक में विश्वविद्यालय-महाविद्यालयों के परिसरों में पुलिस से लेकर सुरक्षाकर्मियों की उपस्थिति बढ़ती गई है? शिक्षण संस्थाओं का सुचारु संचालन किसी भी समाज में शांति व्यवस्था का सूचकांक होता है, लेकिन अगर शिक्षण समुदाय के बीच ही परस्पर अविश्वास बढ़ रहा हो, तो हम शिक्षा के किस उद्देश्य की प्राप्ति करेंगे? सवाल यह भी है कि क्या केवल छात्रों के नैतिक स्तर में गिरावट आई है या शिक्षक-कुलपति को छवि तक भी यह आंच पहुंची है?

आज विश्वविद्यालयों का समाज और उद्योगों के साथ निकट का संबंध होना संस्थानों को जीवित बनाए रखने के लिए जरूरी है। छात्रों के लिए रोजगारपरक कौशल और विश्वविद्यालयों की कुछ डिग्रियों की उपयोगिता, उद्योगों के सहयोग से बढ़ाई जा सकती है। मगर इस मामले



में अनेक विश्वविद्यालय पहल करने में संकोच करते हैं। अक्सर छात्र 'स्वचिंत पोषित' या किसी अन्य योजना के तहत चल रहे पाठ्यक्रम में इसलिए प्रवेश लेते हैं कि उनके विश्वविद्यालय या महाविद्यालय के दक्ष शिक्षक पढ़ाएंगे और उनको रोजगार के अवसर प्राप्त होंगे। मगर क्या

शिक्षकों को विश्वविद्यालय की कार्यसंस्कृति को भी बदलना होगा, जहां छात्र सिर्फ डिग्री लेने नहीं आता, बल्कि ज्ञान के साथ निर्भीक होकर अज्ञानता से मुक्ति की राह पर चलना चाहता है। कोई शिक्षक छात्रों को, अपने व्यवहार, आचार-विचार से कैसे नैतिक बल और कौशल देता है, इसी पर शिक्षक की प्रासंगिकता टिकी होती है। किसी शिक्षक का छात्रों के लिए आदर्श होना, इस बात पर भी निर्भर करता है कि शिक्षक का जीवन किन नैतिक मूल्यों से युक्त है और वह कितनी सादगी और सत्यता से परिपूर्ण है। इसी आदर्श चरित्र की खोज, शिक्षक भी, अपने वरिष्ठ सहकर्मियों और कुलपति के व्यक्तित्व में करते हैं।

विश्वविद्यालय या महाविद्यालय, प्रवेश से पूर्व छात्रों को यह भी सूचित करते हैं कि अमुक पाठ्यक्रम में पढ़ाने के लिए हमारे पास एक शिक्षक

है या संविदा पर रखे गए शिक्षक हैं? दुनिया के प्रमुख शिक्षण संस्थान कोई कम या अधिक अवधि का पाठ्यक्रम शुरू करते हैं, तो वे विज्ञापन के साथ उस पाठ्यक्रम को पढ़ाने वाले मुख्य शिक्षकों का संक्षिप्त परिचय भी देते हैं, जिससे फीस देने वाले को अपने चुने हुए पाठ्यक्रम की महत्ता और पैसे की कीमत का भान हो सके। क्या यह परिपाटी अन्य संस्थानों की गुणवत्ता बढ़ाने में सहायक नहीं होगी?

एक विश्वविद्यालय के शिक्षक कहते हैं कि 'विश्वविद्यालय के शिक्षकों को यह बात स्वीकार करनी चाहिए कि किसी भी कौशल आधारित पाठ्यक्रम को संस्थान के लोग मिलकर तैयार तो कर सकते हैं, लेकिन वह सर्वश्रेष्ठ और प्रासंगिक पाठ्यक्रम तभी होगा, जब उस विशेष उद्देश्य के लोग उस पाठ्यक्रम को बनाने में मार्गदर्शन करेंगे। शिक्षकों को यह बात कह देनी चाहिए कि वे सभी विषयों के विशेषज्ञ नहीं हो सकते।' आज शिक्षा जगत पर सामाजिक समस्याओं का समाधान ढूँढने और एक ज्ञान आधारित अर्थव्यवस्था बनाने का भी दवाव है और यह परिसर के बाहर, दूसरों के समन्वय से ही हो सकता है।

एक चिंत संस्थानों के बीच संसाधनों को लेकर बढ़ रही दूरी की भी है। अभी देश के जो संस्थान 'रैंकिंग' की दौड़ में आगे खड़े दिख रहे हैं, वे अगले वर्ष भी अगली कतार में ही रहेंगे। क्योंकि उनके पास संसाधन हैं, शिक्षक हैं, भवन हैं, बजट है, अधिकाधिक शोध कार्य और कार्यों का पेटेंट है। मगर क्या पांच साल के लिए 'रैंकिंग' की सूची में नीचे खड़े संस्थानों के लिए आर्थिक-अकादमिक सहयोग का प्रावधान नहीं किया जा सकता कि उनकी कमियों को दूर किया जा सके और उन्हें भी अग्रिम पंक्ति में जगह मिल जाए? अगर पिछली कतार के संस्थानों के लिए विशेष प्रबंध नहीं हो सकता तो ऐसे संस्थान को चलने देने से क्या लक्ष्य हासिल होगा? हम फिर ऐसे डिग्रीधारी तैयार करेंगे, जिनकी शैक्षिक योग्यता का बाजार कोई मूल्य देने को तैयार नहीं होगा।

क्या विश्वविद्यालय या महाविद्यालय प्रायोगिक तौर पर छात्रों को यह छूट दे सकते हैं कि एक-दो महीने में अगर किसी छात्र को कोई पाठ्यक्रम अप्रासंगिक और शिक्षण में गुणवत्ता की कमी लगे, तो वह अपनी फीस वापस ले सकता है? अगर आज उच्च शिक्षा में इस तरह के प्रयोग होने लगे तो कक्षा के भीतर अन्वेषण गुणवत्ता और रोजगारोन्मुखता को बढ़ावा मिलने लगेगा। शिक्षकों को विश्वविद्यालय की कार्यसंस्कृति को भी बदलना होगा, जहां छात्र सिर्फ डिग्री लेने नहीं आता, बल्कि ज्ञान के साथ निर्भीक होकर अज्ञानता से मुक्ति की राह पर चलना चाहता है। कोई शिक्षक छात्रों को, अपने व्यवहार, आचार-विचार से कैसे नैतिक बल और कौशल देता है, इसी पर शिक्षक की प्रासंगिकता टिकी होती है। किसी शिक्षक का छात्रों के लिए आदर्श होना, इस बात पर भी निर्भर करता है कि शिक्षक का जीवन किन नैतिक मूल्यों से युक्त है और वह कितनी सादगी और सत्यता से परिपूर्ण है। इसी आदर्श चरित्र की खोज, शिक्षक भी, अपने वरिष्ठ सहकर्मियों और कुलपति के व्यक्तित्व में करते हैं। शिक्षक दिवस, उत्सव मनाने के साथ, शिक्षा में नैतिक मूल्यों और बौद्धिक साहस को प्रोत्साहित करने का भी अवसर है। हमारे शिक्षक, छात्रों के लिए और कुलपति-प्राचार्य शिक्षकों के लिए अपने व्यवहार और ज्ञानपुंज से जो आदर्श प्रस्तुत करते हैं, हमारे युवा उन्हीं पदचिह्नों के सहारे आगे का सफर तय करते हैं।

शिक्षक की जगह

अतुल चतुर्वेदी

वि

गत दो-तीन दशक के दौरान जिन लोगों ने शिक्षण का अनुभव हासिल किया होगा और उनमें से कुछ को शैक्षणिक प्रशासन के क्षेत्र में काम करने का भी मौका मिला होगा, उन्हें कुछ बातें भली-भांति पता होंगी। मसलन, यह कि अगर कोई व्यक्ति ऐसा शिक्षक है, जिसे विषय का अच्छा ज्ञान है और कक्षा में उसका रवैया लोकतांत्रिक रहता है, वह सहानुभूतिपूर्ण व्यवहार विद्यार्थियों से रखता है, तो कभी भी विद्यार्थियों के बीच अनुशासनहीनता और उनके कक्षा से भाग जाने जैसी समस्याएं सामने नहीं आएंगी। दरअसल, आम समाज में ज्ञान का अंतर ही सम्मान का अंतर निर्धारित करता है। ओशो के मुताबिक, शिक्षक और विद्यार्थी के ज्ञान में अंतर इतना होना चाहिए, जैसे विद्यार्थी तलहटी में खड़ा है और गुरु मानो एवरेस्ट की चोटी पर। लगभग सभी विचारक, चाहे वे जे कृष्णमूर्ति हों या जान डेवी या विवेकानंद या अरस्तू, शिक्षक और शिक्षा में नैतिकता की बात पुरजोर तरीके से उठाते हैं। स्वामी विवेकानंद का कहना था कि शिक्षा का उद्देश्य चरित्र निर्माण होना चाहिए। उनके मुताबिक, शिक्षक को अपने विद्यार्थियों को नैतिक मूल्यों, अनुशासन और आत्म संयम का पाठ पढ़ाना चाहिए, ताकि वे न केवल विद्वान बनें, बल्कि अच्छे इंसान भी बनें।

अगर हम इस कसौटी पर कसकर देखें तो क्या आज के शिक्षकों से नैतिकता की इस उच्च स्तर की अपेक्षा की जा सकती है? आज का शिक्षक अपने लाभ के लिए, नौकरियों में स्थानांतरण के लिए तथा पुरस्कार और निकटवर्ती स्थानों पर ड्यूटी के लिए जिस तरह से नौकरशाहों और राजनेताओं के दरवाजे पर गूहार लगाता है, उससे क्या हम उच्च नैतिकता और चरित्र की अपेक्षा कर सकते हैं!

शैक्षिक दायरे में रहने वाले लोगों ने यह देखा होगा कि शिक्षक आपसी झगड़ों और अहं की समस्याओं से बुरी तरह ग्रस्त हैं। संस्था प्रधान और शिक्षकों के बीच अहं के टकराव के मामले बढ़ते ही जा रहे हैं। इससे न केवल विद्यालय का सृजनात्मक विकास बाधित होता है, बल्कि शैक्षणिक वातावरण भी प्रदूषित होता है। एक अच्छे विद्यालय में शिक्षक और संस्था प्रधान के बीच सौहार्दपूर्ण संबंध आवश्यक है, ताकि विद्यालय एक सही दिशा में प्रगति कर सके। सरकारी शिक्षा में नए प्रयोगों की बाढ़ आई हुई है। आज का शिक्षक गुरु कम, सूचनाओं का प्रदाता अधिक हो गया है। उसका अधिकांश समय आंकड़ों को भेजने और नित नए ऐप को अद्यतन करने में ही चला जाता है।

तकनीक का उपयोग अच्छी पहल है। ये हमारे आकलन को और भी वस्तुनिष्ठ और सटीक बनाती है, लेकिन अति हर चीज की बुरी होती है। जैसे भी शिक्षण एक कला है। इसमें हमारी

कलात्मक योग्यता, सृजनात्मक चिंतन और प्रज्ञा की भी आवश्यकता होती है। शिक्षण मात्र तकनीक और आंकड़ों की बाजीगरी नहीं है। एक अच्छे शिक्षक को कक्षा को लोकतांत्रिक और भय-मुक्त बनाना पड़ता है। तभी खुले और दबावहीन वातावरण में कोई भी विद्यार्थी ढंग से ज्ञान हासिल कर सकता है। जे कृष्णमूर्ति का विचार था कि अगर शिक्षक अपने भीतर की समस्याओं, भय और इच्छाओं को नहीं समझता है, तो वह अपने विद्यार्थियों को सही मार्गदर्शन नहीं दे सकता।

हम सब जानते हैं कि आज न केवल समाज की, बल्कि सरकार की भी शिक्षकों से अपेक्षाएं हैं, क्योंकि अभी भी सरकारी कर्मचारियों में मात्र एक यही वर्ग है, जो अपने काम और दायित्व को शिद्दत से अंजाम देता है। इस कारण बहुत से गैरजरूरी और अनावश्यक कामों को शिक्षकों के सिर पर डाल दिया जाता है। इससे न केवल शिक्षक की एकाग्रता भंग होती है, विद्यालयों में शिक्षण के दिनों का भी भारी नुकसान होता है। मगर किसी को इसकी चिंता नहीं है। यह सही है कि काम से भागने वाले कुछ शिक्षक भी ऐसे हैं, जिनका शिक्षण से मोहभंग हो गया है। वे अपनी सुविधा के मुताबिक किसी कार्यालय में प्रतिनियुक्ति करा कर ही समय व्यतीत करते रहते हैं। नौकरशाही और दो-तीन साल तक

चलने वाले लोकतंत्र के उत्सव और चुनाव के डंडे के आगे कई बार शैक्षणिक प्रशासन लाचार हो जाता है। ऐसे में एक प्रस्ताव यह रखा जाता

है कि क्यों नहीं चुनाव आयोग हर राज्य और हर जिले में एक स्थायी विभाग बना लेता है, जिसमें इच्छुक कर्मिकों के स्वेच्छा से आवेदन मांग लिए जाएं। सरकारें भी नौकरशाहों की जकड़न में हैं। नई-नई योजनाएं शैक्षणिक सुधार के नाम पर आती रहती हैं और अलग-अलग देशों के साथ समझौते होते रहते हैं।

नवाचारों की बाढ़ ने शिक्षकों को सोचने-समझने और कुछ नया पढ़ने-लिखने का अवकाश ही बंद कर दिया है। वे एक कारिंदे की तरह यंत्रबद्ध होकर सरकारी आदेशों के अनुपालन में लगे रहते हैं। सेमिनारों, वीडियो कान्फ्रेंस और प्रशिक्षण कार्यक्रमों का सिलसिला जारी

रहता है और शिक्षक विद्यालयों के बुनियादी ढांचे, अभिभावकों की शिकायत, गांव की राजनीति के मोर्चे पर जूझने में लगे रहते हैं। इसके लिए जरूरी है कि शैक्षणिक वातावरण को पारदर्शी और लोकतांत्रिक बनाया जाए। शिक्षकों की कमी, भवन और फर्नीचर आदि की समस्याओं से जूझते स्कूलों की समस्या को दूर किया जाना चाहिए। योजनाएं बंद कमरे में न बना कर शिक्षक को भी विश्वास में लेकर बनाई जाएं, ताकि उनमें अनुभव की सच्चाई हो और उनका अमली जामा भी वास्तविकता के करीब हो। शायद तभी प्राथमिक शिक्षा, जिसकी संपूर्ण देश में, दक्षिण के कुछ राज्यों को छोड़ कर, स्थिति अत्यंत खराब है, उसका उत्थान हो सकेगा। साथ ही शिक्षक की सामाजिक तस्वीर भी बदल कर सर्वग्राह्य बन सकेगी।

दुनिया मेरे आगे

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क्षण एक कला है। इसमें हमारी कलात्मक योग्यता, सृजनात्मक चिंतन और प्रज्ञा की भी आवश्यकता होती है। शिक्षण मात्र तकनीक और आंकड़ों की बाजीगरी नहीं है। एक अच्छे शिक्षक को कक्षा को लोकतांत्रिक और भय-मुक्त बनाना पड़ता है।

प्रफ़ेसर साहब

- मैसूर के महाराजा कॉलेज में फिलॉसफी के एक नए प्रफ़ेसर आए। शुरुआत में कुछ स्टूडेंट्स ने प्रफ़ेसर के सामने कई शरारतें कीं। लेकिन स्टूडेंट्स यह देखकर हैरान रह गए कि प्रफ़ेसर ने उन्हें डांटने के बजाय उनके साथ मित्रवत व्यवहार किया। कुछ दिनों तक ऐसा ही चलता रहा। अंत में उन बच्चों को अपनी गलती का अहसास हो ही गया। पहले जहां फिलॉसफी की कक्षा से ज्यादातर स्टूडेंट्स नदारद रहते थे, अब सबसे ज्यादा संख्या इसी क्लास में रहने लगी। इतना ही नहीं, पीरियड खत्म होने के बाद भी स्टूडेंट्स प्रफ़ेसर साहब से चर्चा करते थे। पूरे कॉलेज में प्रफ़ेसर साहब चर्चित हो गए। कुछ

Subrata Dhar



स्टूडेंट्स को एक दिन उड़ती-उड़ती खबर मिली कि प्रफ़ेसर साहब इस कॉलेज से जा रहे हैं। इससे विद्यार्थी उदास हो गए। जब यह बात प्रफ़ेसर साहब को पता चली तो वह बोले, 'बच्चों! जीवन में सदा कोई साथ नहीं रहता। कुछ समय बाद तुम लोग भी पढ़ाई पूरी कर यहां से चले जाओगे। उसके बाद तुम मेरी शिक्षा की ज्योति जलाना।' यह सुनकर कई

स्टूडेंट्स फूट-फूट कर रोने लगे। उनकी विदाई के दिन एक घोड़ागाड़ी को फूलों से सजाया जा रहा था। गाड़ी पूरी फूलों से सज गई थी, पर उसमें घोड़े नहीं थे। जब प्रफ़ेसर गाड़ी पर सवार होने के लिए आए तो यह देखकर दंग रह गए कि उनके कुछ विद्यार्थी घोड़े की जगह स्वयं जुत गए और गाड़ी को खींचने लगे। ऐसे ही गाड़ी को खींचते हुए उन्होंने अपने प्रिय शिक्षक को मैसूर रेलवे स्टेशन पर उतारा। प्रफ़ेसर साहब की आंखें भी इस भावभीनी विदाई से नम थीं। वह प्रफ़ेसर कोई और नहीं, डॉ. सर्वपल्ली राधाकृष्णन थे। उनकी नीतियों ने शिक्षक के स्थान को शिखर पर पहुंचा दिया। हर साल 5 सितंबर को उनकी याद में शिक्षक दिवस मनाया जाता है।

संकलन : दीनदयाल मुरारका

बच्चों में पढ़ने व सीखने की प्रवृत्ति जागृत करने पर कार्यशाला में बल

■ सहारा न्यूज ब्यूरो

नई दिल्ली।

किताबों से दूर होती नई पीढ़ी को किताबों से जोड़ने व उम्र में पढ़ने व सीखने की प्रवृत्ति जागृत करने के लिये आज हुए रीडिंग टार्च सेमीनार में विभिन्न वक्ताओं ने किताबों के प्रति बढ़ती उपेक्षा पर चिंता व्यक्त की और शिक्षा जगत से इस चुनौती का सामना डटकर करने का आहवान किया। वक्ताओं का कहना था कि बच्चों में किताबें पढ़ने व किताबों के जरिए सीखने की प्रवृत्ति जागृत करके ही सुनहरे भविष्य का निर्माण किया जा सकता है।

इंडिया हेबीटेड सेंटर में आयोजित रीडिंग टार्च सेमीनार में केन्द्रीय स्कूल शिक्षा विभाग के सचिव संजय कुमार मुख्य अतिथि के रूप में उपस्थित रहे जबकि सीबीएसई के सचिव हिमांशु गुप्ता, नेशनल बुक ट्रस्ट के निदेशक युवराज मलिक, सीबीएसई के परीक्षा नियंत्रक संयम भारद्वाज तथा मोटीवेशनल स्पीकर व राजदूत दीपक वोहरा विशिष्ट अतिथि रहे। सेमीनार में देश भर से बड़ी संख्या में शिक्षाविद् व स्कूलों के प्रधानाचार्य शामिल हुए। सेमीनार को

■ रीडिंग कार्यशाला में

वक्ताओं ने किताबों के प्रति छात्रों को प्रोत्साहित करने का किया आहवान

■ शिक्षा सचिव, सीबीएसई सचिव व एनबीटी निदेशक ने किया पढ़ने की प्रवृत्ति बढ़ाने पर बल

संबोधित करते हुए मुख्य अतिथि संजीव कुमार ने पढ़ने की प्रवृत्ति को बच्चों में प्रोत्साहित करने पर बल दिया। उन्होंने कहा कि बच्चों में पढ़ने के प्रति उत्सुकता उत्पन्न कर उनके उज्ज्वल भविष्य का निर्माण किया जा सकता है।

सेमीनार में सीबीएसई के सचिव हिमांशु गुप्ता ने कहा कि बच्चों की मानसिकता बदलने को कम उम्र में ही बदला जा सकता है। उन्होंने कहा कि यदि कम उम्र बच्चों में सीखने व उन्हें सीखाने की दृष्टि से अत्यंत महत्वपूर्ण है। उन्होंने कहा कि एनईपी 2020 में भी स्कूल में प्रवेश के लिये बच्चों की उम्र को कम किया गया है।



शिक्षक दिवस श्वेता गोयल

राष्ट्र निर्माण में अहम भूमिका के वाहक

को मनाया जाता है। 1994 में यूनेस्को द्वारा आधिकारिक रूप से 5 अक्टूबर का दिन शिक्षक दिवस मनाने के लिए चुना गया था और तभी से अंतरराष्ट्रीय शिक्षक दिवस 5 अक्टूबर को मनाया जाता रहा है, लेकिन इन 100 के करीब देशों के अलावा कई देश ऐसे भी हैं, जहां यह दिवस अलग-अलग अवसरों पर मनाया जाता है। कहीं इस दिन सार्वजनिक अवकाश रहता है, तो कहीं रोज की भांति नियमित कामकाज होता है।

मनाया जाने लगा।

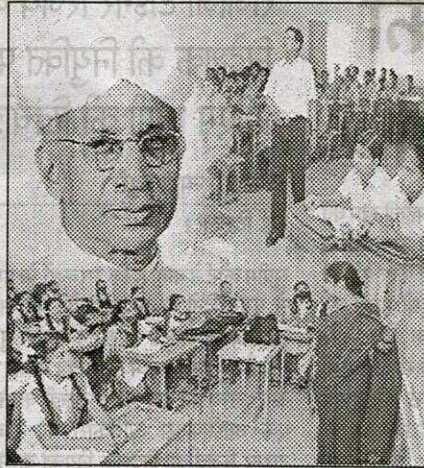
मलेशिया में शिक्षक दिवस को 'हरि गुरु' के नाम से जाना जाता है, जो 16 मई को पड़ता है। वहां 16 मई, 1956 को रजाक रिपोर्ट स्वीकृत हुई थी, जिसके आधार पर शिक्षा प्रणाली का चयन हुआ था। इसी दिन को बाद में शिक्षक दिवस के रूप में मनाया जाने लगा। थाईलैंड में 1957 से प्रति वर्ष 16 जनवरी को शिक्षक दिवस मनाया जाता है। इस दिन वहां स्कूलों में अवकाश रहता है। तुर्की में यह दिवस 24 नवम्बर को मनाया जाता है जबकि अमेरिका में 6 मई को मनाया जाता है, और इस उपलक्ष्य में माह के पहले सप्ताह में सप्ताह भर तक आयोजन होते हैं।

ऑस्ट्रेलिया में शिक्षक दिवस अक्टूबर माह के अंतिम शुक्रवार को मनाया जाता है जबकि अर्जेंटीना में इस दिवस का आयोजन डोमिनो फास्टिनो सामिएटो की मृत्यु के दिन 11 सितम्बर को किया जाता है। वियतनाम में 1958 में 20 नवम्बर को पहली बार यह दिवस अंतरराष्ट्रीय शिक्षकों के घोषणापत्र के रूप में मनाया गया और 1982 में इसे पुनः नामांकित कर वियतनामी शिक्षक दिवस के रूप में घोषित किया गया। पेरू में 6 जुलाई, 1953 को राष्ट्रपति मैनुएल ए आद्रिया ने अध्यादेश पारित कर इस दिन को शिक्षक दिवस के रूप में घोषित किया था जबकि पाकिस्तान में यह अंतरराष्ट्रीय शिक्षक दिवस के दिन 5 अक्टूबर को मनाया जाता है। चिली में 16 अक्टूबर को शिक्षकों के कॉलेज की स्थापना हुई थी, उसी उपलक्ष्य में वहां 16 अक्टूबर, 1977 से इसी दिन शिक्षक दिवस मनाया जाने लगा जबकि ब्राजील में शिक्षक दिवस का आयोजन 15 अक्टूबर को किया जाता है। दरअसल, 15 अक्टूबर, 1827 को वहां पेद्रो ने प्राथमिक शिक्षा को नियंत्रित किया था लेकिन आधिकारिक रूप में 15 अक्टूबर को शिक्षक दिवस मनाने के लिए मान्यता 1963 में मिली थी। इस प्रकार देखा जाए तो शिक्षकों के प्रति सम्मान प्रदर्शित करने के लिए 'शिक्षक दिवस' दुनिया भर में मनाया जाता है, लेकिन इसे मनाए जाने की तारीख विभिन्न देशों में अलग-अलग है।

प्रति वर्ष पांच सितम्बर को राष्ट्र निर्माता माने जाने वाले शिक्षकों को सम्मान देने के लिए देश में 'शिक्षक दिवस' मनाया जाता है। दरअसल, पांच सितम्बर भारत के दूसरे राष्ट्रपति डॉ. सर्वपल्ली राधाकृष्णन का जन्मदिवस है, जिन्होंने करीब चार दशकों तक आदर्श शिक्षक के रूप में भी अपनी सेवाएं दीं। उनके जन्मदिवस पर उनके आग्रह पर ही शिक्षकों के प्रति सम्मान प्रकट करने के उद्देश्य से इस दिन शिक्षक दिवस मनाया शुरू हुआ था।

1962 में जब डॉ. राधाकृष्णन देश के राष्ट्रपति बने तो उनके कुछ पूर्व छात्र उनका जन्मदिन मनाने के उद्देश्य से उनके पास पहुंचे लेकिन उन्होंने परामर्श दिया कि उनके जन्मदिन को अध्यापन के प्रति उनके समर्पण के लिए 'शिक्षक दिवस' के रूप में मनाया जाए और इस प्रकार 5 सितम्बर, 1962 से ही यह दिन शिक्षक दिवस के रूप में मनाया जाना शुरू हो गया। डॉ. राधाकृष्णन 5 सितम्बर, 1888 को एक निर्धन ब्राह्मण परिवार में जन्मे थे और उन्होंने मद्रास प्रेसीडेंसी कॉलेज से शिक्षा ग्रहण करने के बाद मैसूर यूनिवर्सिटी, कलकत्ता यूनिवर्सिटी तथा बनारस हिन्दू विश्वविद्यालय में अध्यापन किया तथा लंदन में ऑक्सफोर्ड यूनिवर्सिटी में भी दर्शनशास्त्र पढ़ाया। वे महान दार्शनिक और आदर्श शिक्षक होने के साथ-साथ राजनीति में भी प्रवीण थे और उन्हें देश के सबसे प्रतिष्ठित सम्मान 'भारत रत्न' सहित विश्व के कई बड़े सम्मान भी प्राप्त हुए।

शिक्षक दिवस हमारे देश में जहां हर साल 5 सितम्बर को मनाया जाता है, वहीं दुनिया के बहुत सारे देशों में यह अलग-अलग दिन और अलग-अलग उपलक्ष्य में मनाया जाता है जबकि करीब 100 देशों में यह दिवस 5 अक्टूबर



चीन में कम्यूनिस्ट्स के जन्मदिन के अवसर पर 27 अगस्त, 1939 को शिक्षक दिवस मनाना आरंभ किया गया था किंतु 1951 में यह घोषणा वापस ले ली गई और 10 सितम्बर, 1985 से इसी दिन शिक्षक दिवस मनाया जाने लगा। रूस में 1994 से 5 अक्टूबर को शिक्षक दिवस मनाया जाता है किंतु 1965 से 1994 तक अक्टूबर माह के पहले रविवार को इस दिवस के रूप में मनाया जाता रहा। ईरान में 2 मई, 1980 को प्रो. अयातुल्लाह मौतेजा मोतेहारी की हत्या के बाद उसी दिन को शिक्षक दिवस के रूप में

Thank you, teachers

This Teachers' Day, we must remember the profound contributions of our gurus towards nation-building, well-being of students



DHARMENDRA PRADHAN

THE GURU-SHISHYA relationship has been one of the defining features of Bharat's quest for knowledge and excellence for ages. Such is the sublime greatness of this tradition that even our gods — Lord Ram and Lord Krishna — sought knowledge and training under the guidance of their gurus, Maharishi Vasistha and Maharishi Sandipant, respectively, in Treta Yuga and Dwapara Yuga. Teachers are thus sacrosanct.

Teachers, from ancient times, established a deep and abiding tradition of hand-holding, mentoring, and inspiring students in their pursuit of knowledge. Throughout India's rich history, teachers have occupied a central and revered position. The great educators of our past understood the transformative potential of education. Swami Vivekananda once said, "Education is the manifestation of the perfection already in man." This belief emphasises the idea that teachers do not merely impart knowledge; they awaken the latent greatness within each student, steering them towards self-realisation and enlightenment.

The impact of a teacher is immeasurable. In fact, she may not be aware of the subtle and profound influence she exercises on her students' lives. As one scholar aptly puts it, "A teacher affects eternity; she can never tell where her influence stops." Teachers shape not only the minds but also the hearts and souls of our students, instilling values, ethics, and a sense of purpose that endures long after their formal learning years.

Today, as we celebrate Teachers' Day on the birth anniversary of Sarvepalli Radhakrishnan, we are reminded of the profound contributions of our teachers towards nation-building. Radhakrishnan, a philosopher, scholar, and statesman, deeply believed that "teachers should be the best minds in the country". No one can possibly disagree with him. His dedication to education and his belief in the power of teachers to shape society are ideals that continue to inspire us today.

We stand at the precipice of a transformative era in education, driven by the National Education Policy (NEP) 2020. This policy recognises teachers as "transformers", emphasising their crucial role in shaping children's futures as well as the nation. It introduces profound changes in teaching, learning, and educational administration. The emphasis of the NEP on flexible learning, interdisciplinary knowledge, multilingualism, technology, and inclusivity heralds a new chapter in the learning ecosystem. Today, teachers are called upon to focus on the holistic development of students ensuring their social, emotional, physical, and cognitive well-being. For teachers, this is an onerous responsibility.

In the rapidly evolving landscape of the 21st century, the role of teachers has indeed become very crucial. We need educators who can steer us away from so-

cial prejudices and stereotypes and lead us onto a path driven by new technology, progressive ideas and constitutional values. The National Education Policy recognises this need, placing a strong emphasis on teachers' training and development. Capacity building for teachers at all levels is a key focus area of the government. An integrated teacher-training programme, NISHTHA at all levels for the teachers in school education and the Malaviya Mission Teacher Training Programme at higher education level have been initiated to improve the capacity of our teachers. As we strive to build an aspirational India, we must also focus on nurturing aspirational teachers who are equipped with the skills and knowledge to prepare students for the challenges of the future and build global citizens.

Prime Minister Narendra Modi, through his "Pariksha Pe Charcha" programme, exemplifies the essence of a true educator. Like a teacher, he engages with the students, offering valuable insights on managing stress and navigating life's complexities. "Pariksha Pe Charcha" is a movement championed by Prime Minister Modi to unite students, parents, teachers, and the broader community, creating an environment where every child's unique individuality is celebrated, nurtured, and allowed to flourish.

While competition in educational pursuits is necessary, an overemphasis on it is counter-productive. Teachers can well guide their students to follow the tenets of healthy competition and avoid any kind of temptations and allurements. It is the responsibility of teachers to instil in students not just academic excellence but also strength of character, ethics, perseverance, passion, and motivation. These qualities are the anchors that help students navigate not just exams, but the broader challenges of life.

In today's world, where commercialisation often threatens the purity of education, we must be cognisant of the inherent strength of the *guru-shishya parampara*. This ancient tradition of mutual trust and respect between teacher and student has evolved over time, but its essence remains the same even today. New educational practices can and should blend with these timeless values to create a harmonious and effective learning environment.

As the saying goes, "No printed word nor spoken plea can teach young minds what they should be. Not all the books on all the shelves, but what the teachers are themselves." Teachers, through their own lives and examples, teach us the most valuable lessons that go beyond the classroom and shape who we are as individuals. The task of realising the vision of a Viksit Bharat greatly hinges on the shoulders of our teachers.

On this Teachers' Day, I extend my heartfelt thanks and profound gratitude to all the teachers who have touched my life, knowingly or unknowingly. Your influence is immeasurable, and your impact eternal. May we continue to honour and support the teachers who are the true guardians of our future. Happy Teachers' Day!

The writer is Minister of Education,
Government of India.
Views expressed are personal

Agents of enlightenment

Teachers have managed to keep pace with the dramatically evolving education sector by transitioning from their traditional roles to becoming facilitators, mentors, and counsellors in the digital age



SANDIP BANERJEE

As torchbearers of distributive justice, teachers facilitate social empowerment

There is a very famous Bob Dylan song, 'The Times They Are A-Changin''. Almost all corners of psychosocial perspectives have undergone transformations, and human beings are experiencing variegated situations hitherto unknown. The vertical of education is no exception to these changes. As one of the most vital components of social life, education concerns all sections of society by developing human resources. The process of education is incomplete without the art of teaching. In our traditional outlook, a teacher is not just supposed to impart lessons; a teacher should foster the holistic development of students. While celebrating Teacher's Day, we need to understand the changing roles of the teaching community in light of the consequential changes taking place in our lives. A single date as Teacher's Day does not evaluate the contribution that the teaching community has been rendering for ages; it is still in constant progress. A teacher's role has shifted from a preacher to a manager of students' social and emotional behaviour. Teachers are mentors for the learning of students, motivators for slow learners, and facilitators of the entire process of education. This facilitating role has emerged with newer significance. While playing the role of a facilitator, a teacher is also connected beyond the cordon of classroom teaching. Modern education is not just confined to the completion of the curriculum; it is also concerned with taking care of the components essential for a student to enjoy the benefits of education. Several programs launched by the government, both at the central and state levels, address the



A teacher conquers eternity; one never knows when their influence begins or ends

needs of students without which the purpose of education would be impeded. In the context of the varying roles of teachers, they play a decisive role in making these programs achieve the purpose for which they are framed. COVID has dented every pattern of social existence, and it has also left an indelible impact on education. There was a suspension of normal classes. Even then, the process of learning did not come to a halt. The teachers did not allow that to happen. There was a ready shift from classroom teaching to virtual teaching, where digital education became popular practice. It is not at all easy; it not only requires technological setup, but it also calls for, perhaps to a greater degree, a psychological setup. The same teachers who have been imparting lessons in conventional formats for years readily transformed to accommodate this new demand. This is the ultimate form of facilitation. Teachers even took measures to bring back students who became dissociated from the canopy of education, particularly due to COVID. It was no small task, as they needed to rise above their heights to make students accept the new mode of teaching and to retain their attention and moti-

vation. Since modern education emphasises learning outcomes, teachers have to keep that in mind and try to ensure that students understand the subjects in a manner that will enable them to grasp the syllabus content of the next higher class. "Education to Employment"—this is the buzz of the modern world. When we think about employment, it is not just a job but various vocational opportunities that a teacher needs to update students about. What patience a teacher needs to show while dealing with this kind of situation! This is what teachers have been doing daily. When we think about our National Budget, we find that, unfortunately, not enough funds are allocated. This affects education from kindergarten to post-graduate levels and even in the research sector. Still, we expect academic excellence. It is the right time to understand that education is not just a stepping stone to earning; it is the bedrock of the development of an entire nation. The various programs and scholarships implemented at the school and college levels are mostly officiated by teachers. Flagship programs like "Kanyashree" in West Bengal would have

encountered difficulties in execution had the teachers not been so diligent in ensuring that eligible beneficiaries were not left out. There are many social-security schemes at both the Central and State levels meant to provide access to education for all. It has been realised that without creating an appropriate ambience, we cannot advocate for education. Teachers hold pivotal positions in creating such a social environment for education. In all the programs targeted at expanding the horizon of education, teachers play a major role. From school to college and university levels, several scholarship schemes exist, and who else but the teachers could be so committed to bringing the government's welfare programs to the students.

According to Rousseau, "A student is like a book whose every page a teacher must read." Indeed, in this era of moral vacillation and psychological temptations, it is all the more pertinent that teachers maintain a communicative understanding with the students. Hence, from being facilitators in learning, teachers in today's world also discharge the responsibility of training students for employability skills and making them digital citizens. Teachers have combined with technology in propagating learning not just to develop academic results but also to elevate minds. In the growing complexities of present times, various impediments crop up even in the process of teaching. Some believe that the function of a teacher is perhaps losing influence due to the digitisation of knowledge. However, teachers are responding to these growing challenges, and the manner in which they are dealing with the current crisis has reinforced the

age-old idea that a teacher conquers eternity; you never know when their influence begins.

Investment in knowledge is the biggest investment. Such investment can see the light of success only through proper teaching. A young mind nowadays is not just interested in a secured job; they can take risks to open an entrepreneurial venture. The facility of counselling is paramount here. A counsellor can also be a teacher who plays the role of a facilitator. This is the paradigm shift that has occurred over the years. A country cannot thrive without an extensive information system, and this information system rests on knowledge. The whole world has accepted the importance of a knowledge-based economy. Without teachers, such aspirations would never be achieved.

A vital parameter of our life is how we discharge our social responsibilities with ethics and moral values. It is about collective growth and not remaining as islands of excellence. This understanding needs to be ingrained in the minds of learners. Talking about equity, diversity, and inclusiveness is easy, but achieving it is like scaling a mountain. As torchbearers of distributive justice, teachers facilitate social empowerment. Yes, there are some exceptions where some teachers might have faltered in their ideology and conduct. Society has not been happy with a section of the teaching community in recent times. The halo of the profession might be dimming, but this cannot be the ultimate impression, for who else other than our teachers can take us from darkness to enlightenment?

The writer is an educator from Kolkata. Views expressed are personal

The true power and purpose of teaching in a changing world

On this Teacher's Day, let us reflect on the challenges and triumphs of this noble profession

Born into a family of accomplished women, I've often faced a question that has puzzled me for years: "Why did you choose to be a teacher?" This question, posed by family, friends, and even strangers, stems from two assumptions. First, that teaching is a lesser profession, inferior to careers like medicine or bureaucracy, which my sisters have pursued. Second, and more disheartening, is the belief held by some that only those who fail in other "proper" professions resort to teaching. The underlying notion is that teaching is easy and requires no special skills—a perception I find not just ironic but profoundly misguided. The irony lies in the fact that we all remember teachers



SWATI PAL

who profoundly impacted our lives. We recall the teachers whose classes we eagerly attended, whose kindness and encouragement shaped who we are today. Conversely, we also remember those whose classes were dull, who seemed to take pleasure in demeaning students, or who treated teaching as nothing more than a paycheck. The truth is, teaching is easy only for those who see it as mere-

ly a job—a means to an end, rather than a calling. For those who aspire to be remembered as "good" teachers, the profession is far from easy. It requires dedication, empathy, and a genuine desire to make a difference in students' lives.

Unfortunately, there has been a shift in attitudes towards teaching, influenced by a growing corporate mentality and consumer culture. Many teachers today seem more concerned with holidays, salary increments, and perks than with the students they are supposed to nurture. While it's not wrong to seek these benefits, when they become the sole focus, teaching is reduced to a transactional relationship. This attitude contributes to the neg-

ative perception of teachers in society, where they are often seen as nothing more than paid servants in an "easy" profession.

Yet, the disillusionment among teachers is not entirely self-inflicted. The idealism that once characterized the profession has been eroded by systemic issues that go beyond individual attitudes. Over the three-plus decades I've spent in education, I've witnessed changes that have not always benefited teachers or students. One of the most significant changes has been the shift from an annual examination system to a semester system at the undergraduate level. While the intention of aligning with global patterns is understandable, the semester system has

reduced teaching to a race to complete syllabi, leaving little room for individualized attention or meaningful engagement with students.

This shift is particularly ironic in an era when "quality education" is a buzzword. The question we must ask is whether the semester system truly enhances quality or merely ensures that all the boxes are ticked on time. Teachers who feel they cannot do justice to the curriculum or their students are bound to feel frustrated. Even the most resilient educators may eventually succumb to the pressures of the system, abandoning the high ideals that initially drew them to the profession. The space that the annual system once provided for exploring innovative

teaching methods has been replaced by a relentless focus on deadlines, leading to a sense of exhaustion and apathy among teachers.

The accreditation system, though well-intentioned, has also added to the burden. While it has encouraged institutions to improve infrastructure, training, and community outreach, the process itself is cumbersome. Hours are spent documenting activities and ensuring they conform to prescribed criteria for a good grade. This bureaucratic approach to education often detracts from the unique qualities of individual institutions, fostering a spirit of competition that can be more self-defeating than motivating.

Another challenge is the rapid

succession of educational reforms—CBCS, LOCF, NEP, and others. While each reform is introduced with the intention of improving education, the pace of change has led to confusion, inadequate curriculum revision, and a lack of clarity about the objectives of these reforms among both teachers and students.

The result is a situation where "a little learning," as Alexander Pope warned, becomes a "dangerous thing." Instead of fostering deep understanding, these rapid changes have led to superficial learning and a sense of disillusionment among educators.

Despite these challenges, I remain steadfast in my belief that teaching is one of the

most powerful professions in the world. A teacher has the potential to drive away the clouds of ignorance to teach empathy and integrity, and to guide students toward a brighter future. Rabindranath Tagore, captured this sentiment beautifully in his poem "Where the Mind is Without Fear," envisioning a world led by reason, truth, and freedom. On this Teacher's Day, I urge my fellow educators to remember the profound role we play in shaping the future. Despite the odds, we must strive to create a better world by becoming more humane and resilient, even if we are the last ones standing.

(The writer is Professor and Principal, Janki Devi Memorial College, DU; views are personal)

Reviving the legacy of quality in teacher education



J S RAJPUT

This year's Teacher's Day celebrations carry a special resonance as they align with the enduring concerns of Dr S Radhakrishnan, who passionately advocated for quality in education

Teacher's Day celebrations this year are indeed special in the context of quality, which was the major concern expressed on several occasions by Dr. S. Radhakrishnan, whose contributions are recalled with gratitude on this day every year. Necessary academic and professional preparations have been made and the Integrated Teacher Education Programme - ITEP - has already been launched in 64 institutions. This initiative is based on the recommendations of the National Education Policy -NEP-2020 - that after 2030 all of the pre-service teacher preparation programmes would be only of four-year duration and all others shall be scrapped. It would be prudent to recall an earlier experiment in quality teacher preparation which was initiated in 1965 by the then-newly established organization, the National Council of Educational Research and Training - NCERT - in its four Regional Colleges (now Institutes) of Education, located in Ajmer, Bhopal, Bhubaneswar, and Mysore.

It was acknowledged at the level of experts and accepted by national decision-makers that the one-year teacher preparation programmes were inadequate in preparing quality teachers and must be replaced by the four-year integrated programmes after senior secondary. The products of these four-year integrated courses established a distinct reputation for themselves in the education sector, and also in other professions as well, which they preferred to join. It is indeed heartening to note that the NEP-2020 made the recommendation on ITEP based upon the solid evidence offered by the NCERT institutions. One is convinced that the growth, development and progress of any nation would be a direct consequence of the quality of education it achieves. This quality is invariably a product of the level of excellence achieved by the Teacher Education Institutes -TEIs- of the nation. It is the work culture of the TEIs that mandates - without ever saying so formally - the work culture of the schools. The level of competence, commitment and performance witnessed in the TEIs by the student-teachers flows directly to schools and creates practically a comparable environment for school children. It is possible to achieve comprehensive personality evolution over four years and this is well-established in India, courtesy of the NCERT.

One must hasten to add that the proposed ITEP version of the earlier four-year programmes of the NCERT must be handled with great caution and care. Any inadequacy of academic, professional physical and financial resources could inflict irreversible damage to the great initiative. The future of the planet Earth and humanity depends on how education deals with man-nature mutuality. India decided in 2020 that 'The rich heritage of ancient and eternal Indian knowledge and thought' would be a guiding light for the NEP-2020.

It has, thus, accepted that education in India must be 'rooted in a culture committed to new knowledge'. In every alert and active culture, the tradition of knowledge quest has to remain dynamic in word and deed. It is because of this inherent strength, that Indian culture and its tradition of knowledge quest with its



ACADEMIC INSTITUTIONS NEED TO POSE AN INTERNAL QUERY: ARE WE FUNCTIONING AT A LEVEL OF SELF-CONFIDENCE, CONVICTION, DETERMINATION AND PASSION THAT COULD BRING CREDIBILITY TO EACH ONE OF US AND OUR INSTITUTION?

unique objectives and vision are now receiving global attention in the world. Yes, the knowledgeable and concerned persons of the world must come together and realize that the wanton destruction of natural resources without caring for their replenishment has forced scientists to calculate how long the planet Earth could survive.

They must inspire everyone to wake up and realize the dreadful magnitude of the devastation being inflicted on nature must stop, and much more, present big plans before people, but there it all ends. There is a solution that Indians are aware of from 'ancient times: Aparigraha'. It was put up before his inimitable style by Mahatma Gandhi: Nature has a sufficient resource to meet the needs of everyone but not the greed of anyone'.

This is the only alternative. "To me, hope lies in the Teacher! The Teacher can do it if they resolve to do it and the 'Teachers of the world' unite! A new chapter has to be written in every discipline and an emphasis on multidisciplinary concerns of the human knowledge quest, the process of transfer and acquisition of knowledge.

Towards this, teachers shall have to realize, accept and internalize that they are makers of the future of human existence on planet Earth! It is their responsibility to shape every learner coming to them as an unaware and uninitiated person into a personality! That would shape the future generations, would prepare citizens committed to their nation, and their people but fully conscious of their role as international cit-

izens as well. The legendary philosopher, revered statesman and worthy teacher Dr. S. Radhakrishnan was one of the finest intellectual brains of the 20th century. He was a matchless interpreter of Eastern and Western thought, philosophy and the 'concept of a man'. We recall his greatness, and his multifarious contributions, but allow his philosophy and guiding principles for teachers to remain confined to a few shelves of some reputed libraries.

He pleads particularly to institutions of higher learning: "The ideal of the university is the promotion of liberty of mind and of freedom of thought. It has little to do with the protection of privilege or a call to conformity. It contests privilege which is something other than that excellence which follows on intellectual eminence or spiritual greatness. It contests conformity, for each individual has a right to develop his own convictions." Once this is accepted at each appropriate level by all those dealing with higher education, it becomes clear that the seeds for creating such an environment in institutions of higher learning have to be sown in schools!

Schools in the present context just cannot become the nourishing and nurturing grounds for the flowering of new ideas unless school teachers are well-equipped and well-endowed with the determination that every child, every learner is to be encouraged to express himself in whichever way he chooses to; may be in music, sports, mathematics, painting, imagination, creativity, and the like! in India right from the Ministry of Education to primary schools is just forgotten after

every discussion and deliberation! One is referring to the most distinct role of teacher education institutions; TEIs. Quality, ideas, innovations, and imagination are nurtured in schools and universities but how to do so is learnt, internalized and tested in TEIs. To universalize this comprehension, one must be ready with a reality test! We are proud of India of ancient times because of the universality of its culture and acceptance of the essential unity of mankind despite all the apparent diversities.

Academic institutions need to pose an internal query: are we functioning at a level of self-confidence, conviction, determination and passion that could bring credibility to each one of us and our institution? As academics 'have we accepted and succumbed to being 'teachers less original, to ambitions less exalted and to tame compliance with old forms! We were warned over seven-eight decades ago by Dr Radhakrishnan on this count: "There was a dread of venturing outside the safe limits of guaranteed ideas. The country seems to suffer from exhaustion." The future belongs to those equipped with learning that encourages ideas, imagination, curiosity and creativity. The fittest and finest tribute to Dr. Radhakrishnan and in fact to the great Indian tradition of teaching, learning and knowledge quest would be to respect teachers, and treat them as the creators of the future of not only the individual learner but of the society, community and the nation.

(Professor Rajput works in education, social cohesion and religious amity, views are personal)

Teach students about the Constitution's importance: Kharge

The Hindu Bureau
NEW DELHI

On the eve of Teacher's Day, Congress president Mallikarjun Kharge urged educators to instruct students about the "ill-effects" of the "recent attacks" on India's diversity and exhorted them to block the "evil efforts" to fabricate the country's history for the greater good of the next generation.

In a written message in Hindi, that Mr. Kharge posted on X, the Congress president called teachers the "true nation builders", who shape the future of the country by showing the right path of honesty and truth to the society.

'Block evil attempts'

"You should make children aware about the diversity of India. It will greatly benefit our future generations, if we warn them about the recent attacks on the spirit of 'unity in diversity' in the country and block the evil attempts to



Mallikarjun Kharge

tell the history in a fabricated manner," Mr. Kharge said on Wednesday.

Teachers, he said, "guide and build" the character of the next generation by teaching the importance of patriotism, hard work, dedication, and equality. "I appeal to the teachers across the country to keep telling their students about constitutional values in future. Try to include and impart knowledge about the importance of the Constitution and the Preamble of the Constitution in the curriculum as much as possible," Mr. Kharge said.

Evolving, yet constant: Teachers' role in society

Being a teacher today is most definitely not for the faint of heart. Teachers have to be ready to lose themselves in the process of seeking and finding our children. As another Teachers' Day approaches, filled with roses and chocolates, the mind sees a darker side of childhood. What happened to the innocence of childhood filled with simplicity, freedom, close-knit communities, and lesser restrictions — where children had the time and space to grow, learn, and connect deeply with their surroundings? Was it merely an idealistic notion that existed in the minds of earlier generations?

Today, schools, in order to adjust to new societal demands and expectations, are being transformed in identity and role. They have become challenging spaces where students come together from varying social, cultural, and economic backgrounds.

The life of a child has within it the sights, sounds, colours, pipes and drums of humanity that it encounters in its growing years. It is these reflections and impressions that create the adult of tomorrow. The role of a teacher today is to equip not only individual students with the competencies they need but also, through these students, entire groups, communities, and societies. Well-being is the goal in a classroom, and co-agency is the guiding light. Teachers need to help children become purposeful, reflective, and responsible. Educators have to contend with the tyranny of merit, where education determines winners and losers in a starkly divisive meritocracy. Those who succeed are fortunate to be born with the skills that society values; others who do not form the electoral base of populist leaders.

The teacher and the student have always had a very symbiotic relationship, intimate and interdependent. All spiritual traditions underline the interconnectedness of this bond. At a deeper level, it consists of consideration, expression, and understanding of the other. Some elements of learning in a child are directly connected to the teacher, not in an abstract or esoteric manner but in a concrete, and understandable way. Teaching is a blend of the head, hand, and heart. It has memory, meaning, and metaphor within it.

Every child's cognitive structure is equipped to ask questions, introspect and think about issues that are primarily about themselves. Teachers have the amazing gift of understanding children, directing them on

how to use knowledge, build society, and shape their lives.

It is through teachers that ideas travel, are questioned, and reformed. A sensitive educator helps integrate the mind, body, and spirit of children so that they learn in myriad ways to convey their thoughts and to live in a world that is unknown, unfinished, and unresolved. Children learn that there is more than one response to life situations and that they have the capacity to choose the response they wish to live. Teachers create a visual vocabulary that is innate in every society.

Teaching is an emotional experience because it goes beyond playing the role of a mere instructor and into the realm of being a counselor, mentor, and sometimes the only stable figure in a child's life. The emotional weight of these roles can be overwhelming, leading to burnout and exhaustion. Yet, teachers press on, driven by a commitment to

make a difference. Teachers enter the imaginative world of a child that is engaging and playful, imparting learning that is appreciative of different perspectives. They also have to build resilience within children against unexpected shocks. But, above all else, they have to move beyond complacency and easy solutions because education is getting into a new relationship with economy and work, technology, the broader society, and, indeed, our very planetary survival. All this is to be done through a growing focus on teacher-leadership.

In a world that often measures success by immediate tangible results, the work of teachers can be easily overlooked. The true impact of a teacher may not be visible for years, but it is profound and enduring. As we move forward in this world of assistive technologies, algorithms, augmented reality, and many other frontier technologies, let us remember that at the heart of education are individuals who have given a great deal of themselves, often without recognition or reward.

At the heart of teaching lies an unspoken love, a love of learning and a hope that education can change lives. It is this love that has been celebrated over the years in every child who has found a teacher who helped her evolve. Here's to every teacher who made a difference in the life of a child.



Ameeta
Mulla
Wattal

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The views expressed are personal

शिक्षकों का वेतन आईएस से ज्यादा हो : सिसोदिया

सम्मान समारोह

नई दिल्ली, कार्यालय संवाददाता। दिल्ली नगर निगम के सिविक सेंटर स्थित केदारनाथ सहानी सभागार में शिक्षक दिवस पर 90 शिक्षकों को सम्मानित किया गया। सम्मान समारोह में दिल्ली के पूर्व उप मुख्यमंत्री मनीष सिसोदिया मुख्य अतिथि के तौर पर पहुंचे। उन्होंने कहा कि शिक्षकों को आईएस अफसरों से ज्यादा वेतन मिलना चाहिए।

सिसोदिया ने कहा कि दुनिया के जितनी भी विकसित देश है, उनकी एक खास बात यह है कि उनमें से अधिकतर में शिक्षक का वेतन किसी भी अधिकारी से ज्यादा होता है। शिक्षक का कार्य जीवन के हर पहलू को हर वक्त छूता है। कठिन परिस्थितियों में शिक्षक की सीख ही काम आती है। दुनिया को आगे बढ़ाने के लिए हमें शिक्षकों के नजरिए से देखना होगा। 2047 के भारत निर्माण में शिक्षक की भूमिका अहम होगी। 2047 में आज प्राथमिक विद्यालय में पढ़ने वाले छात्र



दिल्ली नगर निगम के केदारनाथ सहानी सभागार में गुरुवार को शिक्षकों को सम्मानित करते पूर्व डिप्टी सीएम मनीष सिसोदिया और महापौर डॉ. शैली ओबरॉय • सोनू मेहता

व्यस्क होंगे। सही मायने में वह ही भविष्य के भारत का निर्माण करेंगे। समारोह में दिल्ली की महापौर डॉ. शैली ओबरॉय ने कहा कि स्वामी विवेकानंद ने शिक्षक को गुरु की संज्ञा दी है, जो हमारे जीवन का मार्गदर्शन करता है। शिक्षक की भूमिका सिर्फ ज्ञान देने तक ही सीमित न होकर बच्चे का सामाजिक एवं व्यक्तित्व विकास करना भी है। इस दौरान उपमहापौर आले मोहम्मद

इकबाल और नेता सदन मुकेश गोयल ने भी विचार रखे।

भाजपा ने कहा, आप ने शिक्षक दिवस का राजनीतिकरण किया : भाजपा ने आरोप लगाया कि आम आदमी पार्टी ने निगम के शिक्षक दिवस कार्यक्रम का राजनीतिकरण कर दिया। दिल्ली भाजपा प्रवक्ता प्रवीण शंकर कपूर ने कहा कि परम्परागत रूप से दिल्ली नगर निगम के शिक्षक दिवस

118 शिक्षक राज्य पुरस्कार से सम्मानित

शिक्षक दिवस पर गुरुवार को शिक्षा मंत्री आतिशी ने त्यागराज स्टेडियम में अलग-अलग 16 श्रेणी में 118 शिक्षकों को राज्य पुरस्कार से सम्मानित किया। शिक्षा मंत्री आतिशी ने की ओर से दिए जाने वाले दो विशेष पुरस्कार विजेताओं में ईस्ट ऑफ कैलाश के बी-ब्लॉक में स्थित एमसीडी में विशेष शिक्षक कुमारी निहारिका और बवाना स्थित सर्वोदय कन्या विद्यालय की प्रधानाचार्य सुनीता रही। वहीं, द्वारका स्थित राजकीय प्रतिभा विकास विद्यालय के पीजीटी प्रेम कुमार को फेज ऑफ डीओई पुरस्कार से सम्मानित किया गया।

समारोह में पदासीन शिक्षा मंत्री या फिर महापौर आते थे। गत वर्ष 2023 में भी शिक्षा मंत्री आतिशी नगर निगम कार्यक्रम की मुख्य अतिथि थीं। खेदपूर्ण है कि इस बार राजनीतिकरण करते हुए आम आदमी पार्टी के नेता मनीष सिसोदिया को मुख्य अतिथि बनाया गया। उन्होंने कहा कि यह 47 वर्ष में पहला मौका है, जब निगम के शिक्षक दिवस कार्यक्रम का राजनीतिक दुरुपयोग किया गया।

राष्ट्रपति ने शिक्षकों को राष्ट्रीय सम्मान से नवाजा

नई दिल्ली, वि.सं। राष्ट्रपति द्रौपदी मुर्मु ने शिक्षक दिवस के अवसर पर नई दिल्ली के विज्ञान भवन में देश भर से चुने गए शिक्षकों को राष्ट्रीय शिक्षक पुरस्कार 2024 प्रदान किए। सम्मानित शिक्षकों को 50,000 रुपये का नकद, मेडल और प्रमाण पत्र प्रदान किए गए।

राष्ट्रपति ने इस बात पर जोर दिया कि महिलाओं के प्रति सम्मान केवल बातों तक ही सीमित नहीं होना चाहिए, बल्कि उसे अमल में भी लाया जाना चाहिए। शिक्षकों और माता-पिता की यह जिम्मेदारी है कि वे बच्चों को इस तरह से शिक्षित करें कि वे हमेशा महिलाओं की गरिमा बनाए रखें। जीवन का अर्थ दूसरों के कल्याण के लिए काम करने में निहित है।



नई दिल्ली स्थित राष्ट्रपति भवन में शिक्षक दिवस के अवसर पर शिक्षिका को राष्ट्रीय पुरस्कार सौंपती राष्ट्रपति द्रौपदी मुर्मु। • प्रेस

50 शिक्षक सम्मानित

अविनाशा शर्मा, चारु मेनी (हरियाणा), सुनील कुमार (हिमाचल प्रदेश), पंकज कुमार गोयल, राजेंद्र सिंह (पंजाब), बलजिंदर सिंह बराड़, हुकम चंद चौधरी (राजस्थान), कुसुम लता गरिया (उत्तराखंड), चंद्रलखा दामोदर मेखी (गोवा), चंद्रेश कुमार बोलाशंकर बोरिसागर, विनय शशिकांत पटेल (गुजरात), माधव प्रसाद पटेल, सुनीता गोधा, सुनीता गुप्ता (मध्य प्रदेश), के. शारदा (छत्तीसगढ़), नरसिंहा मूर्ति एच.के. (कर्नाटक), द्विती चंद्र साहू, संतोष कुमार कर (ओडिशा), आशीष कुमार रॉय, प्रशांत कुमार मारिक (पश्चिम बंगाल), उरफाना अमीन (जम्मू और कश्मीर), रविकांत द्विवेदी, श्याम प्रकाश मौर्य (उत्तर प्रदेश), डॉ. मिनाक्षी कुमारी, सिकेन्द्र कुमार सुमन (बिहार), के. सुमा

(अंडमान और निकोबार द्वीप समूह), चारु शर्मा, पल्लवी शर्मा (दिल्ली), अशोक सेनगुप्ता, एचएन गिरीश, नारायणस्वामी आर (कर्नाटक), ज्योति (अरुणाचल प्रदेश), लेफिजो अपोन (नगालैंड), नंदिता चोंगथम (मणिपुर), यांकिला लामा (सिक्किम), जोसेफ वनलालहरूड्या सेल (मिजोरम), एवरलारिस्टाग पिगरोप (मेघालय), डॉ. नानी गोपाल देवनाथ (त्रिपुरा), दीपेन खानिकर (असम), डॉ. आशा रानी (झारखंड), जिनु जॉर्ज (केरल), के. शिवप्रसाद (केरल), मिडी श्रीनिवास राव, सुरेश कुनाती (आंध्र प्रदेश), प्रभाकर रेड्डी पेसरा, थदुरी संपत कुमार (तेलंगाना), गोपीनाथ आर (तमिल), मुरलीधरन रमिया सेथुरमन (तमिल), मंथैया चिन्नी बेडके, सागर चितरंजन बागडे आर (महाराष्ट्र)।



विरोध

राष्ट्रीय शिक्षा नीति और एनईपी के खिलाफ विरोध प्रदर्शन कर रहे शिक्षकों और छात्रों को हिरासत में लेती पुलिस।

एनईपी के खिलाफ शिक्षक दिवस पर छात्र-शिक्षकों का पैदल मार्च

जनसत्ता संवाददाता
नई दिल्ली, 5 सितंबर।

नई शिक्षा नीति 2020 के विरोध में गुरुवार को शिक्षक दिवस के अवसर पर मंडी हाउस से जंतर-मंतर तक छात्र-शिक्षक एकता मार्च निकाला गया। इस दौरान प्रस्तावित मार्च को रोकने के लिए दिल्ली पुलिस द्वारा कई छात्रों व शिक्षकों को हिरासत में लिया गया, जिन्हें कुछ देर बाद छोड़ दिया गया।

बता दें कि मार्च का आयोजन ज्वाइंट फोरम फार मूवमेंट आन एजुकेशन (जेएफएमई), एफइडीसीयूटीए व एआइएफयूसीटीओ ने संयुक्त रूप से किया था। इस दौरान बड़ी संख्या में शिक्षकों व छात्र संगठनों में बढ़-चढ़ कर हिस्सा लिया। मंडी हाउस से निकले मार्च को पुलिस ने बीच में रोकने का प्रयास किया, पुलिस के दबाव के बावजूद जंतर-मंतर पर जबरदस्त विरोध प्रदर्शन व आम सभा का आयोजन किया गया। यह विरोध मार्च एक देशव्यापी अभियान का हिस्सा था जोकि एनईपी 2020 के खिलाफ आयोजित किया गया था। इस दौरान प्रदर्शनकारियों ने एनईपी को तुरंत वापस लिए जाने की मांग की। इस दौरान एफइडीसीयूटीए

तीस शिक्षकों को हिरासत में लिया गया

एकता मार्च में हिस्सा लेने पहुंचे करीब 30 शिक्षकों को पुलिस ने हिरासत में ले लिया। पुलिस के एक वरिष्ठ अधिकारी के अनुसार शिक्षकों को इस कारण से हिरासत में लिया गया। उनका मार्च दूतावास क्षेत्र की ओर बढ़ने की कोशिश कर रहा था। साथ ही शिक्षकों को विरोध प्रदर्शन करने की अनुमति दी गई थी। बावजूद इसके जब उन्होंने दूतावास क्षेत्र की ओर बढ़ने की कोशिश की तो पुलिस को उन्हें हिरासत में लेने के लिए मजबूर होना पड़ा। जंतर-मंतर पर प्रदर्शनकारियों को विरोध प्रदर्शन करने की अनुमति दी गई थी।

की अध्यक्ष मौसमी बसु, पूर्व अध्यक्ष नंदिता नारायण, डीके लोबियाल, पूर्व डूटा अध्यक्ष राजीव रे व पूर्व सचिव डीटीएफ आभा देव हबीब भी मौजूद थीं।

डमी एडमिशन वाले स्कूलों पर लीगल एक्शन की तैयारी

■ नयी दिल्ली (भाषा)।

सीबीएसई ने छात्रों के 'डमी नामांकन' के लिए दिल्ली और राजस्थान के 27 स्कूलों को कारण बताओ नोटिस जारी किया है। बोर्ड के शीर्ष अधिकारियों ने बृहस्पतिवार को यह जानकारी दी। बोर्ड दोषी पाए जाने वालों के विरुद्ध कानूनी कार्रवाई पर भी विचार कर रहा है। यह कदम केन्द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) द्वारा "डमी विद्यालय" की समस्या की जांच के लिए इनका औचक निरीक्षण करने के बाद उठाया गया।

सीबीएसई के सचिव हिमांशु गुप्ता ने बताया कि निरीक्षण किए गए अधिकांश स्कूलों में बोर्ड के संबद्धता उपनियमों का उल्लंघन करते हुए

पाया गया कि उन्होंने छात्रों की वास्तविक उपस्थिति के रिकॉर्ड से

अधिक छात्रों को नामांकित किया, जिससे प्रभावी रूप से 'डमी' नामांकन हुआ। इसके अतिरिक्त, स्कूल बोर्ड के बुनियादी ढांचे के मानदंडों का उल्लंघन करते पाए गए।

सीबीएसई ने इन गंभीर उल्लंघनों का संज्ञान लिया है और दोषी स्कूलों को कारण बताओ नोटिस जारी किए जा रहे हैं। नियमों का पालन न



■ सीबीएसई ने दिल्ली, राजस्थान के 27 स्कूलों को भेजा नोटिस

■ इस वर्ष की शुरुआत में फर्जी छात्रों और अयोग्य उम्मीदवारों को दाखिला देने वाले 20 स्कूलों की संबद्धता रद्द की गई

करने के दोषी पाए जाने वालों के खिलाफ कानूनी कार्रवाई पर भी विचार किया जा रहा है। इंजीनियरिंग और मेडिकल प्रवेश परीक्षाओं की तैयारी करने वाले बड़ी संख्या में छात्र 'डमी स्कूलों' में दाखिला लेना पसंद करते हैं, ताकि वे

केवल प्रतियोगी परीक्षाओं की तैयारी पर ध्यान केंद्रित कर सकें। वे कक्षाओं में उपस्थित नहीं होते और सीधे बोर्ड परीक्षा में शामिल हो जाते हैं।

कुछ राज्यों के छात्रों के लिए मेडिकल और इंजीनियरिंग संस्थानों में उपलब्ध कोटा को ध्यान में रखते हुए, अभ्यर्थी 'डमी स्कूलों' का भी चयन करते हैं। उदाहरण के लिए, दिल्ली में कक्षा 11 और 12 पूरी करने वाले उम्मीदवारों पर दिल्ली राज्य कोटे के तहत राष्ट्रीय राजधानी के मेडिकल कॉलेजों में प्रवेश के लिए विचार किया जाता है। इस वर्ष की शुरुआत में सीबीएसई ने फर्जी छात्रों और अयोग्य उम्मीदवारों को दाखिला देने वाले 20 स्कूलों की संबद्धता रद्द कर दी थी।

किसी भी समाज की दशा व दिशा तय करते हैं शिक्षक

नई दिल्ली (एसएनबी)। शिक्षक दिवस के अवसर पर दिल्ली विश्वविद्यालय के हंसराज कॉलेज की ओर से द्वितीय महर्षि दयानंद स्मृति व्याख्यान माला का आयोजन किया गया। कार्यक्रम में लोकसभा अध्यक्ष ओम बिरला मुख्य अतिथि के तौर पर मौजूद थे। इस अवसर पर गुरु की महत्ता पर बोलते हुए उन्होंने कहा कि किसी भी समाज के निर्माण में शिक्षकों की भूमिका महत्वपूर्ण होती है। समाज की दशा और दिशा शिक्षक ही तय करते हैं। शिक्षक दिवस शिक्षकों के त्याग व समर्पण का प्रतीक है।

इस अवसर पर उन्होंने कहा कि एक शिक्षक निःस्वार्थ भाव से अपने शिष्य को दीक्षित करता है। शिक्षक चाहता है कि उसका शिष्य दुनिया का सबसे बड़ा आदमी बने।

उन्होंने कहा कि देश के हर नौजवान को शिक्षित होना चाहिए और यह संकल्प लेना चाहिए कि देश में कोई भी अशिक्षित न हो।

ज्ञान का प्रकाश समाज के हर व्यक्ति तक पहुंचे। इस अवसर पर उन्होंने महर्षि दयानंद और महात्मा हंसराज के त्याग और बलिदान को याद करते हुए कहा कि उनके द्वारा लगाया गया डीएवी परिवार का एक छोटा सा पौधा अब वटवृक्ष बन चुका है। उन्होंने पूर्व राष्ट्रपति सर्वपल्ली राधाकृष्णन के शिक्षा में योगदान को सराहा। इस कार्यक्रम में हंसराज कॉलेज के कुछ चयनित शिक्षकों को महात्मा हंसराज शिक्षा सम्मान से सम्मानित किया गया।



डीयू के हंसराज कॉलेज में द्वितीय महर्षि दयानंद स्मृति व्याख्यान माला का आयोजन

महाविद्यालय का सर्वश्रेष्ठ सम्मान महात्मा हंसराज रत्न सम्मान कॉलेज प्राचार्य प्रो. रमा ने लोकसभा अध्यक्ष ओम बिड़ला को भेंट किया गया। कार्यक्रम के दौरान प्रो. रमा द्वारा लिखित और राष्ट्रीय पुस्तक न्यास द्वारा महात्मा

हंसराज पर प्रकाशित पुस्तक का विमोचन भी हुआ। इस अवसर पर जेएनयू के पूर्व वाइस चांसलर प्रो. सुधीर सपोरी एवं डीएवी के गणमान्य सदस्य भी उपस्थित थे।

शिक्षक दिवस पर पीएम ने दी बधाई

नई दिल्ली। प्रधानमंत्री नरेन्द्र मोदी ने बृहस्पतिवार को शिक्षक दिवस के अवसर पर शिक्षकों को बधाई दी और पूर्व राष्ट्रपति एस राधाकृष्णन को श्रद्धांजलि दी। मोदी ने 'एक्स' पर एक पोस्ट में कहा, 'शिक्षक दिवस की शुभकामनाएं। यह युवा मन को आकार देने वाले सभी शिक्षकों के प्रति आभार व्यक्त करने का अवसर है। डॉ. राधाकृष्णन को उनकी जयंती पर श्रद्धांजलि।' तमिलनाडु में पांच सितंबर 1888 को जन्मे डॉ. राधाकृष्णन को भारतीय संस्कृति के संवाहक, प्रख्यात शिक्षाविद् और महान दार्शनिक के तौर पर जाना जाता है। उनके सम्मान में उनकी जयंती को 'शिक्षक दिवस' के रूप में मनाया जाता है।



AAP leader Manish Sisodia and MCD Mayor Shelly Oberoi during a teachers' felicitation event organised by the Delhi Municipal Corporation on Teachers' Day, in New Delhi, on Thursday PIC/NAVEEN SHARMA

A teacher should get paid more than an IAS officer, says Sisodia

SURUCHI KUMARI

NEW DELHI: On the occasion of Teachers' Day, the Municipal Corporation of Delhi (MCD) held an event at the Kedarnath Sahni Auditorium to honour 90 outstanding teachers, principals, mentors and special educators from its schools.

To present the teachers with meritorious awards, former Deputy Chief Minister of Delhi, Manish Sisodia, was invited as chief guest with Delhi's Mayor, Dr. Shelly Oberoi, while Leader of the House Mukesh Goyal, and Deputy Mayor Aaley Mohammad Iqbal were also present in attendance.

Underlining the pivotal role teachers play in the nation's growth, Sisodia emphasised the crucial role of teachers in India's goal to become a developed country by 2047. Speaking at the ceremony, he advocated, "If we want to make India developed by 2047, teachers' salaries should be more than those of IAS officers. Teachers are the true pilots of students' lives, guiding them through the takeoff of their journeys." He further highlighted how countries that are developed today recognised the importance of education early on and invested in literacy for all.

Delhi Mayor Oberoi, while praising the honoured teachers, reassured them that the issue of salary delays, a persistent problem in the past, has

Teachers' Day

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» Teachers are the true pilots of students' lives, guiding them through the takeoff of their journeys: Manish Sisodia

been resolved. "For the past six months, MCD teachers have been receiving their salaries on time," she stated, appreciating the efforts of MCD officials in making this possible. Echoing Sisodia's sentiments, Oberoi said, "A teacher builds the foundation of a child's future, and with the right support, these children will shine and bring pride to the nation."

Teachers from various Municipal Corporation of Delhi (MCD) schools have repeatedly raised concern

about frequent delays in receiving their salaries. With the MCD overseeing more than 1,000 primary schools in the national capital, educators have often voiced frustration over the civic body's failure to disburse their salaries and pensions on time.

Highlighting the importance of educators, Deputy Mayor Aaley remarked that the teachers and students of MCD schools are in no way inferior to those in the best private schools. Iqbal also noted that the infrastructure in MCD schools has significantly improved, and students are now receiving quality education, crediting the dedication of MCD teachers for these positive changes.

Leader of the House, Mukesh Goyal, echoed this optimism, adding, "MCD schools may operate with limited resources, but they are providing quality education to children from underprivileged sections. All salary-related issues have been resolved, and teachers are now receiving timely payments. We will continue to work towards improving the conditions for our educators."

Now teaching in the same MCD school where she once studied, Anjali Verma reflected, "Teaching here is not just a job for me; it's a way to give back to the community that shaped who I am today."

'THEY WORK TO GIVE WINGS TO THE DREAMS OF CHILDREN'

Minister Atishi awards 118 teachers with Delhi State Teachers' Award

AIMAN FATIMA

NEW DELHI: The Delhi government, under Chief Minister Arvind Kejriwal, held a grand ceremony at Thyagaraj Stadium to present the State Teachers' Award 2024, recognising the contributions of 118 teachers from various educational institutions across Delhi. The awards, presented by Delhi Education minister Atishi, celebrate exceptional educators who have made significant impacts on their students' lives. The event witnessed different dance, Orchestra and other performances by the students of Delhi government schools.

Addressing the gathering, Education minister Atishi praised the role of teachers in shaping the future of the nation. "Teachers work to give wings to the dreams of children and to shape the future of the country," she said. She emphasised that while teachers impart academic knowledge, they also play



a crucial role in teaching life skills through their behaviour and attitudes.

Atishi also shared her experience as a teacher in early days, stating, "During my year of teaching at a boarding school, I observed that students began to mirror my behaviour, how I dressed, spoke, and interacted with others. This experience made me realise that education extends beyond the subjects taught; students also learn from their teachers' behaviour, appearance, and treatment of

others. This is why the status of teachers is so esteemed."

Atishi highlighted that the government values teachers highly and has made significant investments in the education sector, including doubling the education budget in the first year of Kejriwal's tenure and building 22,000 new classrooms over the past decade. She also lauded the Kejriwal administration's unique approach of sending teachers and principals abroad for advanced training rather than sending ministers.

Two special awards were given this year to exemplary educators. Sunita, Principal of Ravi Shankar Sarvodaya Kanya Vidyalaya in Bawana, was recognized for her leadership in managing a high-enrolment school. "It is a big day for me. It's unbelievable that the Education Minister herself has mentioned so much on my school and our work," Sunita said. Reflecting on her tenure, she added, "Earlier when I joined, no one was bothered but now a lot of development has been done qualitatively and quantitatively."

Kumari Niharika, a Special Educator at MCD Pratibha Vidyalaya, East of Kailash, also received the special award for her exceptional work with children with special needs. "Her unique connection with children with special needs and her way of involving parents in their education has been commendable," Atishi remarked.

Shahnaz, a TGT English teacher, expressed her grati-

tude, saying, "It's a great feeling I'm speechless. I'm so thankful to my parents that they gave me this chance. Whatever I did is because of them, and the credit also goes to my teachers and students." Addressing criticisms of government schools, she commented, "The work that AAP has done for the education department does not need to be proved. It does not need any evidence." She also noted that the shift from the No Detention Policy (NDP) is expected to address gaps in students' learning.

Prem Kumar, PGT Political Science, awarded the Face of DOE award, highlighted the significance of teacher training. "This also comes as a great responsibility and I will continue to do my work," Kumar said. He expressed optimism about the impact of ongoing teacher training programs, stating, "The teachers' training at IIM will be really helpful and would give a great result in the future."

DoE issues new circular for admissions to Class 9, 10 in govt and govt-aided schools

OUR CORRESPONDENT

NEW DELHI: The Delhi Department of Education (DoE) has addressed recent concerns regarding admissions for classes nine and ten by issuing a new circular. The move comes in response to reports of students being denied entry to government and government-aided schools due to issues related to Aadhaar or bank account details.

The circular clarifies that no student should be refused admission once allocated a school under the Non-Plan Admission process, barring any discrepancies in their essential documents. "The policy ensures that no student will be denied admission due to the absence of Aadhaar or bank account details," said a DoE official. This

TAKEAWAYS

» The circular clarifies that no student should be refused admission once allocated a school under the Non-Plan Admission process, barring any discrepancies in their essential documents

» 'The policy ensures that

policy aims to eliminate barriers that have previously hindered students' access to education.

Furthermore, the circular stipulates that children up to class eight will be admitted to age-appropriate classes throughout the academic year under the Right to Education (RTE) Act. This provision is designed to guarantee that stu-

no student will be denied admission due to the absence of Aadhaar or bank account details'

» Furthermore, the circular stipulates that children up to class eight will be admitted to age-appropriate classes throughout the academic year under the RTE Act

dents receive timely educational opportunities regardless of mid-year changes.

For students who were allocated schools in earlier Non-Plan Admission cycles, the admission process must be finalised by September 16, 2024. This timeline is crucial for ensuring that students are enrolled in their designated schools in a

timely manner. Additionally, the criteria for age-appropriate class admissions will not be enforced for those who have completed their previous academic year in a recognized school or board during the 2023-24 session.

The DoE has also stressed that mid-term transfers should generally be avoided but can be approved in genuine cases by the Zonal or District Grievance Redressal Committees. This measure is intended to maintain stability in students' educational experiences while addressing legitimate transfer requests.

A DoE official remarked, "Our goal is to ensure that every student has access to education without unnecessary obstacles. This circular is out to support our aim of equitable and accessible schooling for all children."

To curb dropout rates, Odisha will give ₹5K to tribal students

AKSHAYA KUMAR SAHOO
BHUBANESWAR, SEPT. 5

The Odisha government will soon launch the Saheed Madho Singh Haath Kharcha scheme to contain dropout rates among tribal students, state parliamentary affairs minister Mukesh Mahaling informed the Odisha Assembly on Thursday.

According to the minister, a decision in this regard has already been taken in the state Cabinet.

"An annual grant of ₹5,000 will be provided to every ST student in the state having passed Classes 8 and 10 and taking admission in Classes 9 and 11 under the scheme. The scheme will benefit three lakh tribal students," Mr Mahaling said.

A total of ₹156 crores has been allocated for the scheme in the annual state budget. The scheme will be implemented in a bid to

Uni wants adequate forces on campus after name row

AGE CORRESPONDENT
BHUBANESWAR, SEPT. 5

Odisha's famed Ravenshaw University has sought adequate police support apparently in view of the ongoing protests over the controversy surrounding the proposal for the change of the name of the 156-year-old educational institution.

In a letter to the Cuttack DCP, the registrar of the university mentioned the tense situation on the uni-

versity campus and requested urgent police deployment to ensure the "safety" of students, staff and families on campus.

"Ravenshaw University campus is witnessing some protesting campaigns, organised mostly by outsiders (non-students), from 01.09.2024. As a result, the university campus is tense and the situation is getting aggravated gradually day-by-day," a letter from the registrar read.

curb the dropout rate among tribal students in the state," he added.

The dropout rate in Odisha's secondary and higher secondary education is among the highest in India. This has been a matter of concern for the

state government. According to the Odisha Economic Survey 2023-24 report, presented in the state Assembly on July 24, the dropout rate in the state at the secondary education level (Classes 9 and 10) is 27.29 per cent.

Should digital platform owners be held liable for user-generated content?



Pranesh Prakash

Co-founder and former policy director at the Centre for Internet and Society



Rohit Kumar

Founding partner of the Quantum Hub

PARLEY

Russia-born tech tycoon Pavel Durov, the founder of Telegram, was arrested in Paris on August 24. French authorities announced that Mr. Durov is under investigation for a litany of serious crimes, including enabling the distribution of child sexual abuse material on the app, facilitating drug trafficking, and refusing to cooperate with law enforcement. Should digital platform owners be held liable for user-generated content? Pranesh Prakash and Rohit Kumar discuss the question in a conversation moderated by Aaratrika Bhaumik. Edited excerpts:

Does Telegram's lax content moderation policy and purported reluctance to cooperate with law enforcement agencies justify the indictment of its founder?

Pranesh Prakash: It remains unclear the extent to which Telegram's content moderation policies are lax or whether there was any genuine reluctance to cooperate with law enforcement agencies. In 2022, Germany reported that Telegram had complied with a request to remove 64 channels that potentially breached German hate speech laws. In this particular case, beyond the list of charges, the specific facts and circumstances remain ambiguous. However, I will say that except in instances where there is personal complicity or direct involvement, the founder of a messaging platform should not incur any criminal liability for the acts of the platform's users.

Rohit Kumar: While it is understandable that Telegram aims to foster free speech, it is crucial to acknowledge the real-world harms associated with unregulated messaging platforms. Ideally, directors and founders should not be held personally liable. However, if there is clear evidence of direct complicity or knowledge, criminal liability may be imposed. Nonetheless, the threshold for such liability is generally set very high, necessitating substantial evidence.

From a policy standpoint, to what extent should social media intermediaries be held accountable for the content they host?

RK: A well-established principle is that of safe harbour, which stipulates that a platform should not be held liable for user-generated content as it merely acts as an intermediary. Privacy must also be preserved, meaning platforms should avoid excessive monitoring or interception of user communications. For instance, when there was dissemination of misinformation on WhatsApp during elections in India, the



Founder of Telegram Pavel Durov delivering a speech in Barcelona. REUTERS

platform limited the ability to simultaneously forward messages to multiple groups and reduced group sizes. Additionally, platforms should have compliance officers or designated representatives to cooperate with law enforcement, provided that due process is followed. Ensuring such measures and establishing clear procedural protocols should be a key focus for messaging platforms.

PP: In the case of fully end-to-end encrypted platforms, their ability to view reported messages and take action is inherently limited. Additionally, platforms that are designed to minimally record metadata or not record it at all face significant constraints in cooperating with law enforcement agencies regarding user data. Under EU (European Union) law, there is a clear prohibition against requiring platforms to monitor or spy on their users. When it comes to Telegram, while it upholds the confidentiality of private one-on-one and group chats and does not allow enforcement actions on these communications, it does permit scrutiny of content on public channels.

Could even liberal democracies increasingly push for stricter content moderation from these platforms? Does the passage of the Digital Services Act (DSA), 2024, the EU's latest attempt to regulate big-tech excesses, signal a broader shift in this direction?

PP: I don't believe it does. For instance, in 2000, a French court ordered Yahoo! Inc. to block French users from accessing Nazi memorabilia auctions on its U.S.-based website – an instance of direct content regulation by a court in a liberal democracy. This demonstrates that content regulation is not a recent development. What has changed, however, is that many who once staunchly defended free speech now seem to prioritise the perceived harms of 'disinformation' over the need for freedom of expression. This shift represents



One potential consequence is that more messaging platforms might adopt end-to-end encryption and minimise metadata storage to avoid assisting law enforcement.

PRANESH PRAKASH

complicity in the over-regulation of free speech, which to an extent the DSA also embodies.

RK: The key difference between the past and present lies in the accelerated pace at which disinformation spreads. This is not merely a conflict between the desire to protect free speech and the need to manage disinformation; it transcends simple political narratives. As instances of misuse and real-world harm escalate, the argument for stricter oversight becomes more compelling. For instance, the decision of X to de-platform Donald Trump during the last U.S. presidential election was made by the platform itself. But should platforms have the power to determine who has a voice and who doesn't? We need greater procedural clarity on how these decisions are made, who makes them, where liability lies, and when government intervention is appropriate.

Could Telegram's laissez-faire approach to content moderation jeopardise its safe harbour protection under the Information Technology (IT) Act, 2000, in India?

PP: Telegram does not comply with certain provisions of the 2023 IT Rules, which mandate specific terms of service for entities operating in India. In fact, only a handful of global companies adhere to these regulations, primarily those with a physical presence in India. A parallel comparison can also be drawn with the situation in France. One of the key charges levelled by French authorities against Telegram is that it provided cryptology services aimed at ensuring confidentiality without a license. This regulation, however, is outdated and applied inconsistently. For instance, anonymity networks like Tor have not come under scrutiny in France. A similar pattern of selective enforcement could potentially arise in India should the government decide to target Telegram under the IT Act.

RK: The Ministry of Electronics and Information Technology has announced that it is investigating Telegram over concerns that it is being used for illegal activities such as extortion and gambling. Additionally, some of the requirements under the 2023 IT Rules, such as submitting transparency reports and designating a compliance officer, are quite extensive.

Although the Indian government has maintained that Telegram is compliant with these regulations, I agree with Pranesh that there is always a risk of selective prosecution.

Could the threat of personal liability push tech executives to reassess the risks of unregulated content?

RK: In the Indian context, the threat of personal liability has been wielded multiple times. For example, the former IT Minister had issued warnings to X for non-compliance with the new IT Rules. Such high-profile arrests of senior executives inevitably provoke anxiety among social media companies, particularly if they occur in liberal democracies. Nonetheless, there is broad consensus among stakeholders in India that personal liability for regulatory violations should not be imposed. Instead, it may be more effective to impose higher penalties for repeated offences or consider banning persistently non-compliant entities.

PP: It definitely will. However, it should also prompt countries to reconsider their approach. One potential consequence is that more messaging platforms might adopt end-to-end encryption and minimise metadata storage to avoid assisting law enforcement. So this kind of wilful blindness is likely to emerge more rapidly if founders face personal liability for user-generated content.

Do you think this is likely to be an isolated incident or become the norm?

PP: As moral panic over disinformation grows, we can expect to see more such arrests. However, in Durov's case, French prosecutors have cited specific crimes rather than speech-related offences. We will also witness increased censorship and more bans on apps like Telegram and WhatsApp. Telegram is already banned in over a dozen countries.

RK: Social media intermediaries will likely reassess their systems and procedures more carefully. This could lead to greater adoption of encryption, which platforms are already promoting as a marketing tactic. Additionally, major platforms may rush to negotiate safeguards with various governments to prevent misuse of power by both parties. This issue has evolved beyond merely free speech to encompass questions of sovereignty.



To listen to the full interview Scan the code or go to the link www.thehindu.com

Coffee-table book tracing ISRO's achievements launched

The Hindu Bureau
BENGALURU

Indian Space Research Organisation Chairman S. Somanath on Thursday released a coffee-table book brought out by The Hindu Group of Publications, ISRO: *Exploring New Frontiers - To The Moon, The Sun & Beyond*.

The book curated by T.S. Subramanian, former Associate Editor, *Frontline*, documents the achievements of India as a space faring nation in detail, from its nascent days in the 1960s to recent programmes like the Mars Orbiter Mission, Chandrayaan-1, 2 and 3, and the Aditya L-1 missions.

The book documents

these missions with insightful behind-the-scenes stories, interviews and spectacular photographs of India's space journey.

Speaking on the occasion, Mr. Somanath lauded *The Hindu* for bringing out the book, which he said was a good historical collection of information related to the ISRO and India's space programme.

"Many things come back to mind when such a book is being released. Of course, the book has come from the background of Chandrayaan-3. But Chandrayaan-3 is just an event that happened in the history of ISRO and this book is a good historical collection of information about the ISRO," Mr. Somanath said.



(From left) Sridhar Aranala, VP, Sales and Distribution, *The Hindu*; S. Somanath, ISRO chief; Suresh Nambath, Editor, *The Hindu*; and T.S. Subramanian, curator of the book, at the event. K. MURALI KUMAR

He also congratulated the publication for bringing out books on art, culture, literature and heritage.

"This is an important work and you have commissioned people who

have certain credibility in their domain to bring out this book," he said.

Suresh Nambath, Editor, *The Hindu*, said the book takes a historical view not only by drawing

from the newspaper's archives but also from the ISRO's resources and extensive interviews with its scientists.

"*The Hindu* is known as a newspaper of record and it is only natural that a record-setting organisation such as the ISRO features prominently in our pages. From its very beginnings to the spectacular achievements, *The Hindu* has tracked the journey of the ISRO from the earth to the sky and to the moon," Mr. Nambath said.

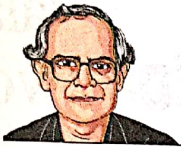
He added that this book was made possible by senior journalist Mr. Subramanian who has set a record of his own by covering over 50 launches and that his expertise and

enterprise come through every page. "The book has been in the making since the success of Chandrayaan-3 and it is up to date with all subsequent efforts at ISRO," he added.

Sridhar Aranala, vice-president, Sales and Distribution, *The Hindu*, said, "We got into the business of making special publications in 2017 and it has been a good journey. We have almost published about 165 titles and today it is a proud moment that we have been able to do something with the ISRO."

K. Kirubanidhi, former Senior Deputy Editor, *The Hindu*, and R. Krithika, Senior Deputy Editor, *The Hindu*, have edited the book.

Have you heard the teacher?



KRISHNA KUMAR

Their grumble, however inaudible, takes a heavy toll on the nation. The cost multiplies with each passing year

THERE IS NO standard operating procedure for reforming education. Every country tries it in its own way. One can't think of a country where radical changes happened amidst widespread resentment and melancholia among teachers. Melancholia is the right term to describe the psychological state wherein both anger and cynicism have proved insufficient for achieving mental peace. Why teachers are not involved in choosing the changes they are supposed to implement is just a one mark question. Everyone can guess the correct answer — that teachers are not trusted in our system. They are perceived as culprits. It is no easy task to show that they are, in fact, victims.

"Anyone can teach", is a common view. Earlier this year, Bihar decided to use retired policemen as teachers. I am sure they brought in hard discipline among children. That's what our schools lack, many believe, and hold teachers responsible. Many others feel that teachers don't want to work, so they don't deserve the salary they get. This line of thought has led to popular endorsement of the low-pay policy that the vast majority of private schools follow. And then there is the view that teachers form an obstacle to reforms, so the only way to bring changes is by forcing teachers to adapt.

Administrators who deal with teachers with a heavy hand are praised and remembered. Stories of how they suspended someone on the spot circulate as proof of a time when no one came late or left early, and exam results shot up. This is the ultimate indicator of quality even if the examination system is derided too. Comparisons between government and private school teachers always show the former in a poor light, furnishing easy justification for parental preferences for private schools. On top of every other complaint is the charge that teachers indulge in politics. Dismantling their unions is the path several state governments have taken over the recent decades.

Pressure to conform has been the school teachers' lot all along, and now that pressure

covers the college and university teacher as well. Badgered by CCTV and the routine demand for uploading evidence, school teachers have lost what little autonomy they had before the advent of digital life. Such circumstances have encouraged distrust towards the teacher to grow exponentially. I recall my watershed moment when a private school principal in Surat boasted: 'I can show you what is going on in every classroom without rising from my chair.'

covers the college and university teacher as well. Badgered by CCTV and the routine demand for uploading evidence, school teachers have lost what little autonomy they had before the advent of digital life. Such circumstances have encouraged distrust towards the teacher to grow exponentially. I recall my watershed moment when a private school principal in Surat boasted: "I can show you what is going on in every classroom without rising from my chair." It was early in the century, and the CCTV coverage in that school was already comprehensive. No teacher or child was beyond the camera's eye. This was a heady advance over mere firing on the spot. In Delhi, the government gained popular approval when it offered a link of CCTV surveillance to parents.

All these years, governments assumed they knew how to sort out teachers. A new, strange challenge has now surfaced and no state directorate is sure of what to do. The coaching industry has stumped the pundits of education. Coaching has usurped secondary education in both government and private schools. Historically, secondary level teachers were responsible for preparing children for board exams. They still do that, but the coach has munched away at this job. By calling its employees "teachers", the coaching industry has quietly changed the mould that defined both teaching and the format of exams. Multiple choice questions (MCQs) are the dominant currency of knowledge now. It gives the class teacher just one choice: To conform.

The distinction between coaching and teaching was once important, but the market has brought them closer. The coach has a limited objective and he — most publicised coaches are male — plays a narrow role in an adolescent's life. A teacher, on the other hand, faces the full gamut of needs that adolescence brings, in addition to academic demands. In many lives, the secondary teacher plays a decisive role, and is often remembered with gratitude.

Teachers of primary and pre-primary classes play an even more decisive role, but they are seldom remembered. Nor are they

recognised within the system, especially by administrators. The primary teacher has no status in our society and the early childhood teacher has even less. She performs the sensitive task of inducting the child into a community of knowledge in every field, creating predispositions that shape the child's interests and intellectual energy. These words mean little in our system. Both tradition and the rule structure uphold the norm that the younger the child you teach, the lower your status and salary.

All teachers are produced by the higher education system, and that is now the new frontier of breathless reforms. Within the last few sessions, huge shifts in established practice have occurred. They include the semester system, four-year undergraduate programme, centralised admission through a MCQ-based test. Teachers have been critical and sceptical of these tectonic changes. The senior, outgoing generation of teachers is frustrated. Filling of vacancies poses an intractable problem because the backlog is so huge. For many years now, ad hoc teachers have kept the system going. With their careers compromised, they feel deeply unhappy. A swelling workload and an increasing student-teacher ratio have rendered them incapacitated for professional growth.

Their job is just as important as that of junior doctors, but universities and colleges have no emergency ward. Victims of a prejudiced public perception, teachers are used to the rhetoric repeated on Teachers' Day. Yes, it is a day to renew one's idealism, to feel inspired, but for a vast number of teachers today, it is hard to ignore the daily grind and ignominy. Teachers' Day is a good occasion to remember that no nation can escape paying a heavy price for making its teachers chronically unhappy. Their grumble, however inaudible, takes a heavy toll on the nation's human resource, and the cost multiplies with each passing year.

The writer is a former university teacher and former Director of NCERT. His new book Thank You, Gandhi, will be released next month.

AAP Govt only one prioritising sending educators abroad: Atishi

STAFF REPORTER ■ NEW DELHI

Delhi Education Minister Atishi on Thursday said that the Kejriwal-led Government is the only one that prioritises sending principals and teachers abroad for advanced training, rather than ministers and officers.

Atishi, while addressing the audience at the Delhi State Teachers Awards on Teacher's Day, said that the Kejriwal government is the only one that sends principals and teachers abroad for training, rather than ministers and officers. She highlighted that over 400 principals and teachers have received training at prestigious institutions like Cambridge University, while 950 teachers have been trained at the National Institute of Education in Singapore and 1,700 teachers at IIM Ahmedabad.

"In 2015, when Arvind Kejriwal became the Chief Minister of Delhi, education was never the priority of any government. Government schools were in a bad condition. Every family used to think that even if we have to sacrifice our livelihood, we will take our children out of government schools and educate them in private schools," said Atishi.

The Education Minister said that when Arvind Kejriwal became the Chief Minister of Delhi in 2015, he took a pledge that whether a child is from a rich family or a poor family, every child of Delhi will get world class education.

"The result of this is that the Delhi government became the first government in the



Ranjan Dilmri

country to double the education budget in the first year itself. The budget of Rs 5000 crore was increased to Rs 10,000 crore. Delhi became the first government in the country to consistently spend the largest part of its budget, almost a quarter, on education. Which no other government in the country has done till date," she said.

Reflecting on her own background, the minister said, "Both of my parents were teachers at Delhi University. I have a personal connection to this profession and understand the value of quality education."

She also emphasised the importance of respecting teachers and said, "We have elevated teachers to the position of gurus and they are key to shaping future generations."

DoE instructs Govt schools to promote use of metro among teachers, students

STAFF REPORTER ■ NEW DELHI

The Directorate of Education has instructed Delhi Government schools to promote the use of Delhi Metro among students and teachers.

Heads of schools have been instructed to conduct activities such as guided tours to nearby metro stations and short metro rides to educate the students about benefits of public transport.

"All the heads of schools are directed to cooperate with the Delhi Metro Rail Corporation (DMRC) to educate students about the benefits of public transportation in fostering a sustainable future and promote the use of Delhi Metro services among school students and staff members," the Directorate of Education said in a circular on Thursday. The schools have been advised to conduct 30-minute presentations or interactive



sessions on the benefits and use of metro services, either during morning assembly or as deemed fit.

The daily activities and classroom teaching should not be hindered during these activities, the circular said and noted that the privacy of the students and staff members should not be affected in the process.

There shall be no use of com-

puters, mobile phones, videos and digital cameras or any such medium to "exploit, harass or bully the children/students", during the tours to the metro stations, it added.

The Directorate of Education also prohibited the uploading of pictures and videos from the trips on social media without its written permission.

118 honoured with State Teacher's Award

MCD also gave awards to 90 teachers, including principals, special educators, mentors

TRIBUNE NEWS SERVICE

NEW DELHI, SEPTEMBER 5
The Delhi Government on Thursday honoured 118 teachers with the prestigious Rajya Shikshak Puraskar (State Teacher's Award) for their exceptional contribution to education in Delhi. Presenting the awards, Delhi Education Minister Atishi and said, "Teachers work to give wings to the dreams of children and to shape the future of the country."

Among the awardees, two educators were singled out for special recognition. Kumari Niharika, a Special Educator at MCD Pratibha Vidyalaya in East of Kailash, was praised for her dedication to children with special needs. Similarly, Sunita, Principal of Ravi Shankar Sarvodaya Kanya Vidyalaya in Bawana, was honoured for her exceptional leadership.

Meanwhile, the Municipal Corporation of Delhi (MCD) also honoured 90 teachers, including 10 principals, 65 teachers, 5 mentor teachers, 1 special educator, 5 nursery teachers, and 5 special award recipients at a Teacher's Day ceremony at the Kedarnath Sahni Auditorium Civic Centre on Thursday. Former Deputy CM Manish Sisodia was the chief guest at the 'Shikshak Samman Samaroh' event.

CONTINUED ON PAGE 2



A group of teachers performs on the occasion of Teacher's Day at the Civic Centre in New Delhi on Thursday.



DELHI BJP CREATES FURORE

- Delhi BJP spokesperson Praveen Shankar Kapoor criticised the Aam Aadmi Party (AAP) on Thursday for allegedly politicising the Teacher's Day event organised by the Municipal Corporation of Delhi (MCD). Kapoor claimed that the tradition of having an education minister or a high-ranking official like Mayor preside over the event was broken this year, as former Deputy Chief Minister and AAP leader Manish Sisodia was invited as the chief guest.
- Kapoor said, "For the past 47 years, since 1977, Teacher's Day has been respected and celebrated without political interference. This year, however, the event has been misused for political purposes."

Education Minister Atishi presents Teachers' Award at Tyagraj Stadium.

5 women among 27 teachers get state award

TRIBUNE NEWS SERVICE

SHIMLA, SEPTEMBER 5

Governor Shiv Pratap Shukla conferred the State Teacher's Award on 27 teachers, including five women teachers, on the occasion of Teacher's Day at Raj Bhavan here today. The number of teachers who received the award this time is significantly higher than the last few years — only 13 teachers were given the award last year and 15 in 2022. Calling the teachers nation-builders, the Governor said the teachers should be sensitive towards their role of imparting education and values to make the process of teaching and learning effective.

Meanwhile, most teachers attributed the increase to the number of awardees largely to the changes made to the selection process. "The selection process now is much more fair and transparent. It will encourage more teachers to apply for the award. Unlike in the past when an aspirant had to apply himself for the award, a teacher can be recommended for the award by others as well," said an awardee teacher.

Education Minister Rohit Thakur, while congratulating the awardees, said the old selection process had been overhauled to ensure only deserving teachers get the award. "We have introduced on-the-spot evaluation of the students taught by the teacher who has applied for the award, presentation by the aspirants and their interviews to ensure only deserving candidates get the award," he said.

Incidentally, most of the teachers chosen for the award are from far-flung areas, with five teachers picked from the hard and tribal areas of Chamba, Kinnaur and Shimla. Of the total awardees, five are women teachers. "Some of these teachers are in a single-teacher school. Yet, they are giving excellent results, setting an example for all of us. Many others are carrying out several activities to enhance students' learning and their overall personality," said Education Secretary Rakesh Kanwar.

While congratulating the awardees, Thakur also reminded them that the state, which was once ranked alongside Kerala in educational standards, has slipped down the ladder over the last 10 to 15 years. "We all need to work together to bring the state back on top in education sector," said Thakur.

THE AWARD GOES TO

GENERAL	HARD, TRIBAL AREAS
Suneel Dutt, Principal, Government Model Senior Secondary School (GMSSS), Jogindernagar	Kedar Nath Sharma, Hindi lecturer, GSSS, Rei
Kundan Lal, Political science lecturer, GMSSS, Anni	Subhash Chand, Language teacher, GSSS, Ladda
Sanjay Kumar, Commerce lecturer, GUSSS, Sarahan	Chandna Devi, Language teacher, GSSS, Jiskoon
Sanjay Kumar, DPE, GMSSS, Sundernagar	Sant Kumar Negi, JBT, GCPS, Pangj
Hardeep Singh, TGT (Medical), GSSS, Teuri	Rita Bala, JBT, GPS, Brelangj
Naresh Kumar, Language teacher, GGSSS, Sabathu	
Prem Singh Thakur, Language teacher, GGSSS, Sultanpur	SPECIAL AWARD
Hem Raj, Language teacher, GSSS Dhangjara	Rohit Verma, Principal, GMSSS, Narag
Sunil Kumar, PET, GHS, Chakmoh	Deepak Sharma, Biology lecturer, GSSS, Mashobra
Madhu Bala, JBT, GPS, Bharengj	Kanta Sharma, JBT, GPA, Tarapur, Chopal
Upender Thakur, JBT, GPS, Thamari	Pushpender Kaushik, English lecturer, GSSS, Ganaguhat
Surender Kumar, JBT, GPS, Firmu	Surinder Pundir, English lecturer, GSSS, Chhogtali
Bhagirathi Sharma, HT, GPS, Punjvilla	Sanjeev Kumar, English lecturer, DIET, Shimla
	Upender Singh, Headmaster, GHS, Chaura
	Mohan Sharma, Principal, GSSS, Indora
	Bhupender Sisodia, Principal, GSSS, Throch

Teachers' salary should be higher than that of IAS officers: Sisodia

TRIBUNE NEWS SERVICE

NEW DELHI, SEPTEMBER 5

Senior AAP leader and former Deputy Chief Minister Manish Sisodia on Thursday said the time had come when the salaries of the teachers in the country should be higher than those of IAS officers if the country wanted to become a developed nation.

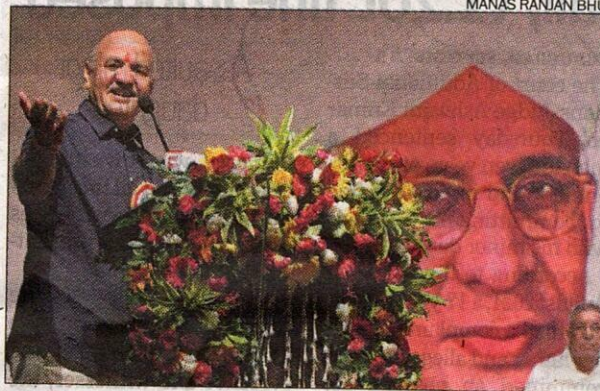
Sisodia said the salary of a teacher, especially the one with 30-35 years' of experience, should be more than that of any government officer, including a Cabinet Secretary.

He cited examples of nations like Germany, where the average salary of teachers is Rs 72 lakh per annum, slightly higher than that of government officers, who

earn around Rs 71 lakh per annum. Similarly, in countries like Belgium, Switzerland, the United States, and Japan, teachers' incomes often exceed those of other government employees.

He was speaking at the 'Shikshak Samman Samaroh' organised by the Municipal Corporation of Delhi (MCD) on the occasion of Teacher's Day. "The last one and a half years, I was in difficult circumstances of my life. When we are in difficult circumstances, the lessons given by teachers are most useful. I studied a lot during this time. I used to read books for 8-10 hours. Most of all, I read about education, India's education system, the world's education system," he said.

MANAS RANJAN BHUI



Former Education Minister Manish Sisodia speaks on the occasion of Teacher's Day on Thursday.

”کیا ہمیں اپنی ترقی و ترقی کے لیے تیار ہونا پڑے گا؟“

موجودہ ہندوستان کے اساتذہ کی ذمہ داریاں بہت زیادہ کیوں ہیں؟



عبدالمجید نظامی

ایک

بہتر اور ذمہ دار معاشرہ کی تشکیل میں اساتذہ کا کردار سب سے اہم ہوتا ہے کیونکہ ان کی ترقی و ترقی کی ذمہ داری ان کے ہی کندھوں پر ہوتی ہے۔ اگر حیات انسانی میں کام آنے والی اشیاء و مشقیات کو بنانے کا کام ٹیکریوں کا ہوتا ہے جن سے زندگی میں آسائش پیدا ہوتی ہے اور شہر و روز پر لطف انداز میں گزارتے ہیں تو اساتذہ اور تعلیمی اداروں کا فرض منصبی یہ ہوتا ہے کہ وہ ایسے افراد تیار کریں جن سے ملک و معاشرہ امن و امان اور محبت و الفت کے سایہ میں ترقی کے منازل طے کریں۔ اساتذہ کی ذمہ داری اتنی نازک اور حساس ہوتی ہے کہ اگر وہ اپنے مطلوبہ کردار کی ادائیگی میں کوتاہ یا ناکام ہو جائیں تو پورے سماج کا سکون غارت ہو جائے اور ملک و سماج تیزی و تیزی کے گہرے غار میں گر جائے۔ اساتذہ کی اسی اہمیت کے پیش نظر ہمارے ملک میں ہر سال 5 ستمبر کو سابق صدر جمہوریہ بہن اور عظیم ماہر تعلیم شری سر پٹی راوہا کرشن کی یاد میں ”یوم اساتذہ“ کے طور پر منایا جاتا ہے۔ حال کے چند برسوں میں ہمارا ملک عزیز نفرت و عداوت کی جس مخصوص دلدل میں پھنسا دیا گیا ہے، اس سے

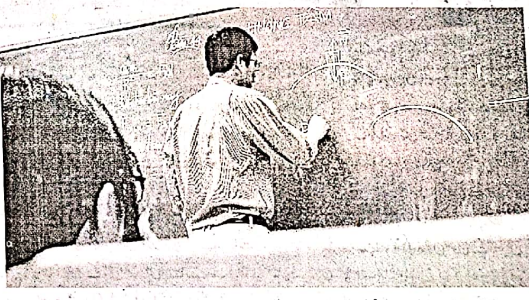
تلفے کا واحد راستہ یہ ہے کہ تعلیمی نظام کو ایسا بنایا جائے کہ اس میں تمام شہریوں کو جوڑنے اور ان کے درمیان گل روزاداری کا جذبہ پروان چڑھے مختلف مذاہب اور تہذیبوں کو سمجھنے اور ان کے ساتھ سنجیدگی سے مکالمہ کرنے نیز الگ الگ افکار و نظریات کے اختلاف کو برداشت کرنے کا سلیقہ پیدا ہو۔ اس کام کے لیے سب سے معقول اور بہتر نظام ہمارا تعلیمی نظام اور تعلیمی اداروں سے وابستہ اساتذہ کر

ہیں۔ اسکول اور مدارس ہی وہ جگہیں ہوتی ہیں جہاں بچے اپنی کم عمری میں ہی چلے جاتے ہیں اور اپنے بچپن کو ایک مثالی شخصیت کی طرح دیکھتے لگتے ہیں۔ بچوں کے حواس داغ اپنے اساتذہ کی تمام باتوں کو

حق سمجھ کر ان پر عمل کرتے ہیں اور ان کی عادات و اطوار سے متاثر ہو کر اپنی زندگی کا بیج بھی طے کرتے ہیں۔ انسانی آبادی کے کسی گوشہ میں بھی آپ چلے جائیں، وہاں آپ کو ہر کامیاب انسان کی زندگی پر ان کے اساتذہ اور اداروں کے طرز تربیت کی چھاپ صاف نظر آئے گی۔ یوم اساتذہ کے موقع پر

دوسری

عظیم ہستیاں جو تحریریں اور تاثرات اپنے اساتذہ کے متعلق پیش کرتی ہیں وہ اس پر شاہد عدل ہیں کہ بچے اپنے اساتذہ کے ہاتھوں میں کچی مٹی کی مانند ہوتے ہیں جنہیں سنوار کر وہ ایک شاندار کامیاب اور جاذب نظر شخصیت کی شکل میں دنیا کے سامنے پیش کرتے ہیں۔ ہمارے معاشرہ میں بھی ایسے افراد کی کمی نہیں ہے جنہوں نے اپنی جہد مسلسل اور ایمان داری سے



کے لیے کیا جاتا تھا۔ ان کتابوں سے سماج کے بٹوارہ کا نقشہ تیار کیا جا رہا ہے جن کا مقصد حال اور مستقبل کی نسلوں کو ایسی ڈگر پر ڈالنے کے لیے ہونا چاہیے تھا جو انہیں ایک دوسرے سے مربوط رکھے اور تمام بڑے مقاصد کے لیے کمر بستہ ہونے کا حوصلہ ان میں پیدا کرے۔ اس کے برعکس ہو یہ رہا ہے کہ مذہب و طرز معاشرہ و لباس کے نام پر یا پھر ذات پات اور تاریخ کی غلط تشریح کے نام پر ایک طبقہ کو دوسرے طبقہ کے خلاف کھڑا کیا جاتا ہے اور انہیں ہر وقت غیر ضروری جنگ میں دھکیلنے کا منصوبہ بنایا جاتا رہتا ہے۔ ایسا ماحول کسی بھی ملک اور

سماج کے لیے نہایت تکلیف دہ ہوتا ہے۔ اس میں انسانی زندگیوں کو س کر رہ جاتی ہیں اور مضمون بچوں کی پرورش ایسے تناؤ والے ماحول میں ہوتی ہے جس میں بلند فکر اور اعلیٰ انسانی قدروں کو فروغ دینے کا موقع بہت کم مل پاتا ہے۔ جب تک ہمارے بچے اعلیٰ انسانی اقدار سے لیس نہیں ہوں گے تب تک اس کی توقع فضول ہے کہ ہم دنیا میں ایک مہذب سماج کے طور پر متعارف ہو سکیں گے۔ مادی ترقی کی اہمیت اپنی جگہ مسلم ہے لیکن اگر ہمارا تعلیمی نظام اور ہمارے اساتذہ ایسی نسلوں کی تربیت میں ناکام ہو جاتے ہیں جن میں بقائے باہم کا جذبہ ہو، مگر وہ نظر اور عقیدہ و عبادت کے اختلاف کو نظر کی گتھتے ہوں اور جنہ کے اندر ثقافتی تنوع سے بیزاری نہ پائی جاتی ہو تو پھر ہمیں اس بات کے لیے تیار ہونا چاہیے کہ

ایسی نسلیں تیار کی ہیں جن کی بدولت ہمارا ملک روز افزوں ترقی و خوشحالی کی طرف گامزن ہے۔ لیکن یہ بھی ایک بڑا ڈراؤ ہے کہ اس ملک میں ایسے ادارے اور تنظیمیں بھی موجود ہیں جنہوں نے اپنے وجود سے ملک کی رگوں میں تقسیم و عداوت کے زہر کو پھیلانے کا کام لیا ہے جو نہایت مایوس کن اور افسوسناک بات ہے۔ یہ زہر افشانی ان گھولوں کے ذریعہ ہوتی ہے جن کی مدد سے کچی اسکول کی بچپن اور کرسیوں پر بیٹھ کر اسٹوڈنٹس بہتر مستقبل کے لیے مشقیں کیا کرتے تھے۔ یہ زہر افشانی ان زبانوں سے ہو رہی ہے جن کا استعمال نوٹے دلوں کو جوڑنے اور مایوس دلوں میں خوبصورت تماشوں کے بیج بونے

ہم اپنے مستقبل کو غارت کرنے کا انتظام اپنے ہاتھوں سے کر رہے ہیں۔ آج ہمارے سماج میں اقتصادی نا برابری اور سماجی اور بچ بچ کے علاوہ کئی بہت سی اخلاقی خرابیاں جڑ بکھری ہیں جن میں خواتین اور بچیوں کے خلاف برہنہ شرح جرم سب سے زیادہ تشویشناک بات ہے۔ اس پر قدرتی لگانا بہت ضروری ہے، ورنہ یہ نیشن ہمارے ملک کو تباہ کر کے رکھ دے گا۔ گلاس روم میں موجود اساتذہ ان باتوں کی طرف خاص توجہ دیں کہ بچوں اور بچیوں کے درمیان باہم احترام اور قدر کا جذبہ بڑھے۔ بچوں کو سکھایا جائے کہ اچھی تعلیم اور اعلیٰ مناصب کا بنیادی مقصد صرف پیسہ کمانا اور تفریح کا احساس پیدا کرنا نہیں ہے بلکہ اس کی اصل اہمیت اس بات میں پوشیدہ ہے کہ ہم تعلیم یافتہ ہو کر اور اعلیٰ مناصب حاصل کرنے کے بعد اپنے سماج کے کمزور و نادار طبقوں کو مضبوط اور اہل بنا سکیں۔ اگر ہمارے اساتذہ اس مشن میں کامیاب ہو جاتے ہیں تو یہ سمجھا جائے گا کہ انہوں نے شری سر پٹی راوہا کرشن کے اصولوں کی پابندی کر کے انہیں بہترین خراج عقیدت پیش کیا ہے اور اس مقصد کے حصول میں کامیابی حاصل کی ہے جس کی خاطر ہر سال اس دن کو بڑے اہتمام سے منایا جاتا ہے۔ اگر ایسا کرنے میں وہ ناکام ہو جاتے ہیں تو مانا جائے گا کہ یہ دن بھی محض ایک رسم کے طور منایا جاتا ہے کیونکہ اس کی روح ختم ہو چکی ہے۔ اس موقع پر ان تمام باکمال اساتذہ کو مبارکباد دینا بھی ضروری ہے جو آج بھی مہذب اور اعلیٰ اقدار کے حامل اسٹوڈنٹس تیار کر کے ملک اور سماج کی قابل رشک خدمات انجام دے رہے ہیں۔

(مضمون نگار روزنامہ راشٹریہ سہارا کے گروپ ایڈیٹر ہیں)

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یوم اساتذہ کے موقع پر عظیم ہستیاں جو تحریریں اور تاثرات اپنے اساتذہ کے متعلق پیش کرتی ہیں وہ اس پر شاہد عدل ہیں کہ بچے اپنے اساتذہ کے ہاتھوں میں کچی مٹی کی مانند ہوتے ہیں جنہیں سنوار کر وہ ایک شاندار کامیاب اور جاذب نظر شخصیت کی شکل میں دنیا کے سامنے پیش کرتے ہیں۔ ہمارے معاشرہ میں بھی ایسے افراد کی کمی نہیں ہے جنہوں نے اپنی جہد مسلسل اور ایمان داری سے ایسی نسلیں تیار کی ہیں جن کی بدولت ہمارا ملک روز افزوں ترقی و خوشحالی کی طرف گامزن ہے۔

International Conference on 'Spectrum of Literacy' to set stage for International Literacy Day 2024

Posted On: 06 SEP 2024 8:09PM by PIB Delhi

As a prelude to International Literacy Day 2024, the Ministry of Education, Government of India, is going to organize an International Conference titled "Spectrum of Literacy" on 7th September 2024. The conference will be held virtually from CIET, NCERT, New Delhi. It will bring together global and national experts, educators, policymakers, and literacy advocates to explore the diverse and evolving dimensions of literacy in today's world.

The international conference will be chaired by the Secretary of Department of School Education and Literacy (DoSEL), Shri Sanjay Kumar. Smt. Archana Sharma Awasthi, Joint Secretary, DoSEL; Prof. Dinesh Prasad Saklani, Director of NCERT; Smt. Joyce Poan, Chief of the Education Sector at UNESCO's Regional Office for South Asia; and other dignitaries will be present at the event.

The conference will feature two engaging sessions titled "Exploring the 'Spectrum of Literacy' in India" and "Global Perspectives on Literacy Chaired".

The conference, underscoring the theme "Spectrum of Literacy", will reflect the broad and diverse challenges and opportunities in education globally.

SS/AK

(Release ID: 2052661) Visitor Counter : 942

Read this release in: Urdu , Hindi

स्कूली बच्चों के मानसिक स्वास्थ्य की जांच होगी

नई दिल्ली, का.स.। सरकारी स्कूलों में पढ़ने वाले बच्चों के मानसिक स्वास्थ्य की जांच होगी। इस संबंध में शिक्षा मंत्री आतिशी ने शिक्षा निदेशालय के अधिकारियों को कार्य योजना तैयार करने के निर्देश दिए हैं। सभी स्कूलों में छात्रों की काउंसलिंग करवाई जाएगी।

बता दें कि बीते एक साल में पायलट परियोजना के तहत 20 स्कूलों में 20 हजार से ज्यादा बच्चों की काउंसलिंग की गई। जहां ईवीजीसी परामर्शदाता और मनोविज्ञानी ने बच्चों को उनके मानसिक स्वास्थ्य को बेहतर बनाए रखने के लिए परामर्श दिया। साथ ही




आतिशी ने अफसरों को कार्य योजना तैयार करने के निर्देश दिए

समूह सत्र में और सामाजिक-भावनात्मक तौर पर छात्रों को तनाव मुक्त रहना सिखाया। जिससे वह खुद को भावनात्मक रूप से स्वस्थ रख सकें। छात्रों के अनुभवों को जानने के लिए शिक्षा मंत्री ने क्लिनिक में तैनात ईवीजीसी परामर्शदाता और मनोवैज्ञानिकों से चर्चा की।

Class XII student from Amity International School conferred with Arya Navachar Samman

STAFF REPORTER ■ NEW DELHI

Suhani Chauhan, a student of Class XII, Amity International School Pushp Vihar New Delhi, has been conferred with "Arya Navachar Samman", for her path-breaking innovation, "Suraksha Kavach", during "Rashtriya Arya Buddhijivi Sammelan" held in the national Capital. Suhani designed "Suraksha Kavach", a safety shield made of aluminium sheet with a handle, which protects from the intense heat of Yagya Kund. This Kavach is already patented. Chief Guest Lok Sabha MP Bansuri Swaraj congratulated



Suhani and lauded her unique innovation and said that it is important to innovate in every field and a young child thinking about the society is a big step towards nation-building. She advised everyone to imbibe the teachings of Swami Dayanand Saraswati, which are in sync with Prime Minister's vision of Viksit Bharat@2047.

PM meets teachers, pitches for education in mother tongue

The Hindu Bureau

NEW DELHI

Prime Minister Narendra Modi on Friday interacted with teachers who have been conferred the National Teachers Awards and spoke to them about the importance of getting education in one's mother tongue.

The awardees shared their teaching experience with the Prime Minister and talked about techniques used to make learning more interesting. Mr. Modi commended their dedication to the craft of teaching.

NEP's impact discussed

He discussed the impact of the National Education Policy and spoke about the significance of mother tongue in education. He suggested that the teachers can teach local folklore to students in different languages so that the children can learn multiple languages and get exposure to the vibrant culture of India.

"Teachers can take their students on educational tours to explore India's diversity, which will aid their learning and also help them get to know about



Narendra Modi

their country in a holistic manner," he said. He added that this will boost tourism and give a fillip to the local economy as well.

He suggested that the awardees should connect through social media and share their best practices so that everyone can learn, adapt and benefit.

The National Teachers Awards are given to celebrate and honour the unique contribution of some of the finest teachers in the country. For the awards this year, 82 teachers from across the country were selected, which include 50 teachers selected by the Department of School Education & Literacy, 16 teachers by the Department of Higher Education, and 16 teachers by the Ministry of Skill Development and Entrepreneurship.



SHAYANTANI DAS

A CHILD AT HEART

Hayao Miyazaki's films invite audiences to look around with wonder and courage

EVERY YEAR, THE Ramon Magsaysay Award recognises the "greatness of spirit shown in selfless service to the peoples of Asia..." One of this year's recipients, Hayao Miyazaki, embodies this spirit. The co-founder of Studio Ghibli, director of 12 animated feature films, and a manga artist, is celebrated as one of the greatest visionaries in animated cinema. Starting with *The Castle of Cagliostro* in 1979, Miyazaki's work has constantly displayed the wisdom of a philosopher, the craftsmanship of an artist, and the heart of a child.

While his films are not exclusively for children, watching a Miyazaki film feels like stepping into childhood. Perhaps it is the delightful beings that populate his narratives: Cat buses that rumble past, castles that float and belch steam, and soot sprites that dance on their tiny feet. Or, it is the courageous young heroes and heroines — a boy with a pig snout flying an airplane, a young girl trapped in a spirit world, a teenage witch in training. The beauty of each frame, from sun-dappled forest to cloud-speckled skies and otherworldly spirit realms, is a testament to his years of apprenticeship as a hands-on animator.

But beyond each frame's beauty lies an ominous darkness, often war and ecological crisis. In *Howl's Moving Castle* (2004), idyllic skies are obscured by smoke from warplanes while in *Princess Mononoke* (1997), the gods and spirits of a forest clash against the humans who drain its resources. The natural world is full of forces both gentle and vengeful. Even

These calamitous forces — fascism, war, and ecological collapse — often replace traditional epic villains in Miyazaki's films. These forces are a threat to the world and not just the protagonist. When antagonists do appear, they are often redeemed — not necessarily by their actions, but through the protagonist's acceptance and empathy.

his quietest film, *My Neighbor Totoro* (1988) is set against real-world anxieties that infiltrate a children's world like a parents' illness, loneliness, and change. As a filmmaker, he offers his young audience comfort without talking down to them. His soft world-building invites viewers to fill in the gaps with their imagination, showing deep respect for the emotional complexity and curiosity of children.

A recurring thematic concern in his work is the mixed blessings of technological progress. His characters walk in the air, on brooms, or on the back of winged spirits. But often flights of fancy are replaced by literal aerial adventures. In one of his early films, *Porco Rosso* (1992), the titular character is Marco, a disillusioned fighter pilot turned bounty hunter, who has been cursed to live as a pig. Set against the rise of Mussolini's fascist regime, Marco suffers from survivor's guilt. His meticulously maintained red plane stands both for personal defiance and a gateway to his pre-war memories. Miyazaki is even more explicit in his exploration of this theme in *The Wind Rises* (2013). The film follows Jiro Horikoshi, the aeronautical engineer who designed Japan's Zero fighter plane used in World War II. Jiro dreams of majestic aircraft crisscrossing dream-like skies. He laments to his idol, Giovanni Caproni, that none of his planes ever returned. Caproni's response, "There was nothing to return to. Airplanes are beautiful dreams. Cursed dreams, waiting for the sky to swallow them up," encapsulates the

central dilemma — beautiful things, feats of engineering, technological advances are also tied up with their catastrophic application. Miyazaki's multitudes of lovingly drawn aircraft represent human ingenuity and freedom, but also war and modernity.

These calamitous forces — fascism, war, and ecological collapse — often replace traditional epic villains in Miyazaki's films. These forces are a threat to the world and not just the protagonist. When antagonists do appear, they are often redeemed — not necessarily by their actions, but through the protagonist's acceptance and empathy. In *Spirited Away* (2001), Chihiro never directly confronts the powerful Yubaba, ruler of the bathhouse. Instead, she is clever, resourceful, and kind, and her actions culminate with her calling Yubaba "granny" before her return to the human realm.

Miyazaki's heroes and heroines are brave but not in obvious ways. It is a quiet, hesitant, tentative courage, a mix of stoicism and vulnerability. At 83, *The Boy and the Heron* released last year may be his last. His legacy will not just be his extensive body of work but also his way of seeing. As the world moves towards environmental ruin and gives in to the lure of authoritarianism — threats Miyazaki has long foreseen — his films will continue to invite audiences to look around not just with cynicism but also with wonder and quiet courage.

The writer is assistant professor, Department of English, Hindu College, University of Delhi

A Rainbow Is Always 84 Degrees Across

How trigonometry explains the natural & built worlds

Turns out, triangles unlock the most important bits of knowledge discovered by humans. *Love Triangle: How Trigonometry Shapes the World* by Matt Parker, shows how this geometry underlies so much of what we take for granted.

Triangles are easy to decode with partial information. Say you only know the length of the lines, or just a length and two angles – you can figure out the rest. They're like "nature's sudoku", says the book. For instance, trigonometry can help you figure out exactly how high a balloon is drifting, from just one photograph of it.

Straight roads, centuries of accurate maps depend on this shape. Using a shadow to measure the height of a tower? That's an old trick with triangles too, used right from the days of Thales of Miletus in 500 BCE. The Egyptians needed maths to measure and divide plots of land, after the Nile's periodic flooding. Triangles were used to calculate where we are situated in space, to measure the size of Earth. In the 1700s, two French mathematicians mapped a chain of 115 giant triangles from Dunkirk to Spain, measuring the angles to figure out exact latitude, then deduce what percentage of Earth's circumference they had covered, and scale up their calculations to estimate the size of the planet.

Look around, you see angles everywhere in nature and the built world. The wake behind a duck in a pond is always 39 degrees, which tells us something about waves. A rainbow is always 84 degrees across. Pool players use the principle of triangles, imagining a phantom pocket, to plot and play their shots.

If you pour different substances out on a table in piles, they form

different angles depending on the friction between their particles. Wheat flour or chalk dust will give you an angle of 45 degrees, dry sand 34 degrees.

Everyone remembers the Pythagoras theorem from school, and all civilisations seem to have arrived on the same idea sooner or later. The book shows how the theorem was used to correct NBA distance statistics, for instance.

Triangles are essential to construction. Civil engineers love them because they don't skew – a rectangle flops into a parallelogram unless it has a diagonal to keep it firm, but a triangle stays rigid.

A bunch of contiguous triangles is a mesh. Much architecture is based on these repeated shapes or lattices – the British Museum roof, for example. Today, 3D modelling and printing use triangle meshes, as do computer games.

Any signal can be built up from sine waves. Sine waves are one of the most iconic shapes in mathematics, and they

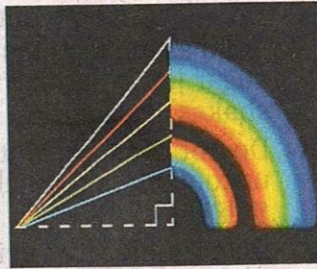
depend as much on circles as triangles. If you take a circle and pull it out into a spiral or helix, the projection of that helix is a sine wave from one direction, and a cosine wave from the other. A vibrating guitar string is a sine wave.

Fourier wave analysis helped us understand light waves and physics, transmitting audio signals, exploring crystal structures, helping crack the nature of DNA. GPS and modern data applications could not exist without trigonometry, measuring the distance and time-distortion between us and the satellites.

How to divide a sandwich? How to estimate a basketball shot or the impact of an asteroid hit or understand how a motorbike flips and falls? Triangles are everything and everything is triangles, says the book.

mindfield

SHORT TAKES ON BIG IDEAS



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Govt making efforts to recognise bright teachers adopting innovative methods: PM Modi

In an interaction with teachers who were conferred National Teachers' Awards, he said they could prepare young students for 'Viksit Bharat'.



PTI

Last Updated : 07 September 2024, 14:27 IST

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Prime Minister Narendra Modi interacts with the winners of National Teachers' Award 2024, in New Delhi. Credit: PTI Photo

New Delhi: Prime Minister Narendra Modi has said efforts were being made to recognise bright teachers practising innovative methods as he took an apparent swipe at past governments, saying he would not talk about what used to happen earlier.

In an interaction with teachers who were conferred National Teachers' Awards, he said they could prepare young students for 'Viksit Bharat'.

The interaction took place on Friday while its video was shared on Saturday.

Modi suggested that the teachers could involve the students in selecting the top 100 tourist destinations in the country by encouraging them to learn about different places they might visit as part of education tours.

Also Read: ['God punished you for cheating,' says ex-WFI chief Brij Bhushan Sharan Singh after Vinesh Phogat, Bajrang Punia join Congress](#)

The teachers awarded were selected after a long process as their efforts can be useful in the new National Education Policy (NEP), Modi said while noting that there would be many others doing excellent work.

He told the teachers to take their students to nearby universities and watch sporting events as the experience could fire up their dreams.

As many as 82 teachers from around the country were selected for the award. They included 50 teachers by the Department of School Education & Literacy, 16 by the Department of Higher Education and 16 by the Union Ministry of Skill Development and Entrepreneurship, an official statement said.

Also Read: [Mission remains to ensure voice of love heard in every corner of country: Rahul on Bharat Jodo Yatra anniversary](#)

Modi suggested that the awardee teachers connect with each other on social media and share their best practices so that everyone could learn, adapt and benefit.

He highlighted the impact of the NEP and spoke about the significance of attaining education in the mother tongue.

The prime minister suggested that the teachers teach local folklore to their students in different languages so that they learn multiple languages and also get exposure to India's vibrant culture.

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India News

Narendra Modi

Teachers

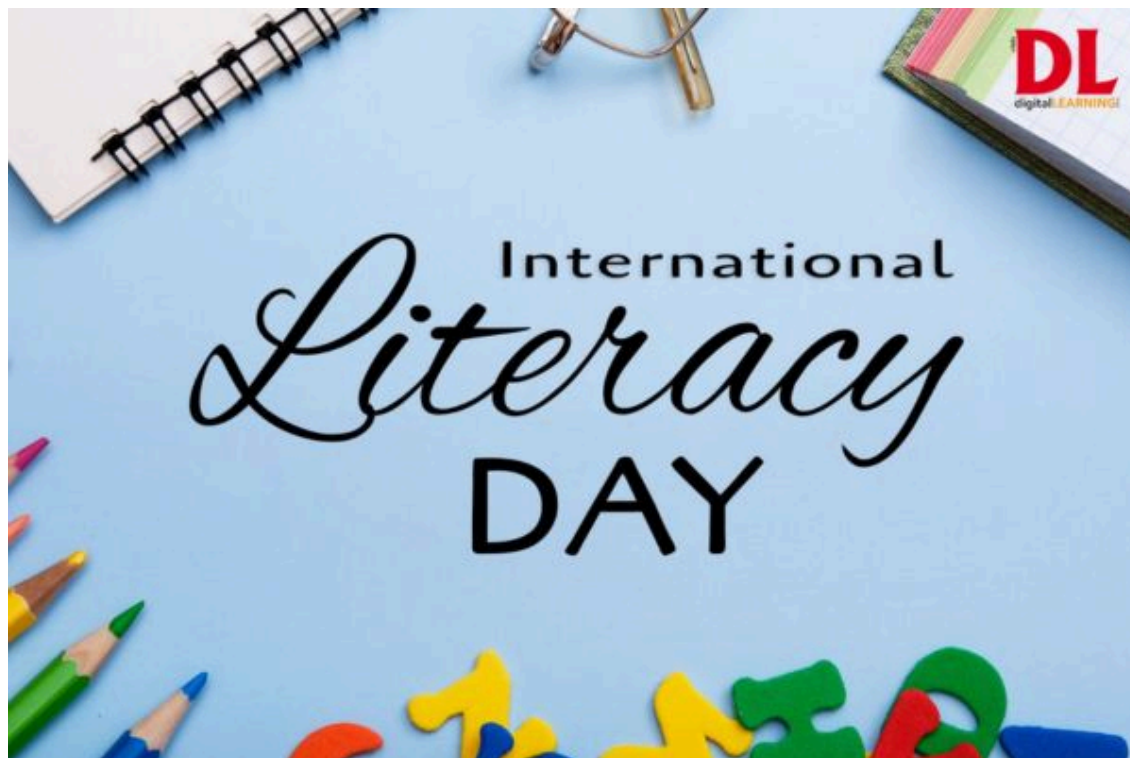
Teachers Day

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Ministry of Education to Host 'Spectrum of Literacy' Conference for Global Experts

By **digitalLEARNING Network** - September 7, 2024



As a prelude to International Literacy Day 2024, the Ministry of Education, Government of India, is set to host a global event titled "*Spectrum of Literacy*". Taking place virtually on September 7, 2024, from CIET, NCERT, New Delhi, this high-profile International Conference will bring together a diverse group of global and national experts, educators, policymakers, and literacy advocates. The primary focus will be on exploring the dynamic and evolving dimensions of literacy in today's rapidly advancing world, addressing challenges and opportunities in education.

The conference will be chaired by Shri Sanjay Kumar, Secretary of the Department of School Education and Literacy (DoSEL). Distinguished speakers include Smt. Archana Sharma Awasthi, Joint Secretary of DoSEL, Prof. Dinesh Prasad Saklani, Director of NCERT, and Smt. Joyce Poan, Chief of the Education Sector at UNESCO's Regional Office for South Asia. These key dignitaries, along with other notable figures, will delve into the ways literacy can be advanced globally and in India, particularly in the context of today's digital and interconnected world.

Key sessions include "*Exploring the 'Spectrum of Literacy' in India*" and "*Global Perspectives on Literacy*". These discussions will cover the broad scope of literacy education, reflecting diverse regional needs and the global trend towards digital learning and innovation in literacy.

The central theme of the conference is the "*Spectrum of Literacy*," and it highlights the evolving nature of literacy in the 21st century. It focuses not only on basic literacy but also on digital literacy, media literacy, and financial literacy, which are becoming essential skills for navigating modern society. The event will examine how educational policies and initiatives can promote inclusive education and boost global literacy rates.

Also Read :- [CBSE Expands Globally: First Regional Office Launched in Dubai](#)

The International Conference on Spectrum of Literacy is a key event leading up to International Literacy Day 2024 on September 8. It emphasises India's commitment to advancing literacy and fostering an equitable,



inclusive learning environment. This conference is a major step towards addressing the global literacy gap and aligns with the UN Sustainable Development Goals (SDGs), particularly SDG 4—Quality Education for all.

ested in staying updated on developments in global and Indian literacy initiatives, this event is expected to deliver significant insights and set the tone for future educational reforms.

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Shri Sanjay Kumar chairs International Conference on 'Spectrum of Literacy' on the eve of International Literacy Day 2024

Multilingualism is one of the central pillars of National Education Policy 2020 - Shri Sanjay Kumar

Posted On: 07 SEP 2024 7:16PM by PIB Delhi

Shri Sanjay Kumar, Secretary of Department of School Education and Literacy (DoSEL), chaired an international conference titled "Spectrum of Literacy" today at the CIET, NCERT, New Delhi. The Ministry of Education, Government of India, organized this virtual conference as a prelude to International Literacy Day 2024, to be celebrated tomorrow in an event at Vigyan Bhawan, New Delhi.



Smt. Archana Sharma Awasthi, Joint Secretary, DoSEL; Prof. Dinesh Prasad Saklani, Director of NCERT; Smt. Joyce Poan, Chief of the Education Sector at UNESCO's Regional Office for South Asia; and other dignitaries attended the conference. It brought together global and national experts, educators, policymakers, and literacy advocates to explore the diverse and evolving dimensions of literacy in today's world.

Shri Sanjay Kumar in his address mentioned how the definition of literacy now includes Foundational Literacy and Numeracy Literacy, critical life skills, like digital, financial, and legal literacy, etc. Literacy should help people navigate through life, he emphasised. He said that ULLAS is the framework under which we must work to bring down the literacy gap between the urban and rural populations and between males and females. Literacy is to become a powerful force of change and we must carefully negotiate with the strategies and frameworks that underpin our efforts, he said.

Highlighting this year's theme of International Literacy Day, Promoting Literacy Through Multilingualism, he mentioned that one of the central pillars of the National Education Policy 2020 is multilingualism. Children learn best when they are taught in their Mother Tongue, he added. He underscored the importance of educating women so that their representation increases in the workforce.

Smt. Archana Sharma Awasthi, Joint Secretary, Department of School Education & Literacy (DoSEL), delivered the inaugural address and gave a presentation highlighting the role of ULLAS-Nav Bharat Saaksharta Karyakram, a program introduced to foster adult literacy across the nation.

The conference featured two engaging sessions titled "Exploring the 'Spectrum of Literacy' in India" and "Global Perspectives on Literacy Chaired". The first session was chaired by Dr. Amarendra P. Behera, Joint Director, CIET, NCERT. The session focused on diverse perspectives on literacy within India. Speakers included Ms. Kesang Sherpa, Member

Secretary, National Council for Teacher Education (NCTE); Dr. M.K.S. Sundaram, Principal Secretary, Basic Education Department, UP; and Prof. Jai Prakash Dubey, Director, Delhi School of Journalism, University of Delhi.

The second session was chaired by Prof. T.G. Sitharam, Chairman AICTE. This session provided an international perspective on literacy. Renowned global experts such as Mr. Nicholas Jonas from Germany, Prof. Iddo Gal from Israel, and Dr. Anke Grotluschen from Germany discussed critical issues ranging from adult literacy to the impact of artificial intelligence on literacy. Dr. John Benseman provided valuable insights on "Literacy in Social Spaces". The event concluded with a summary of the steps ahead.

The conference, underscoring the theme "Spectrum of Literacy", reflected the broad and diverse challenges and opportunities in education globally. It concluded with a call to action to strengthen partnerships and collaborations to build a literate (Jan Jan Saakshar) and inclusive world.

SS/AK

(Release ID: 2052826) Visitor Counter : 1156

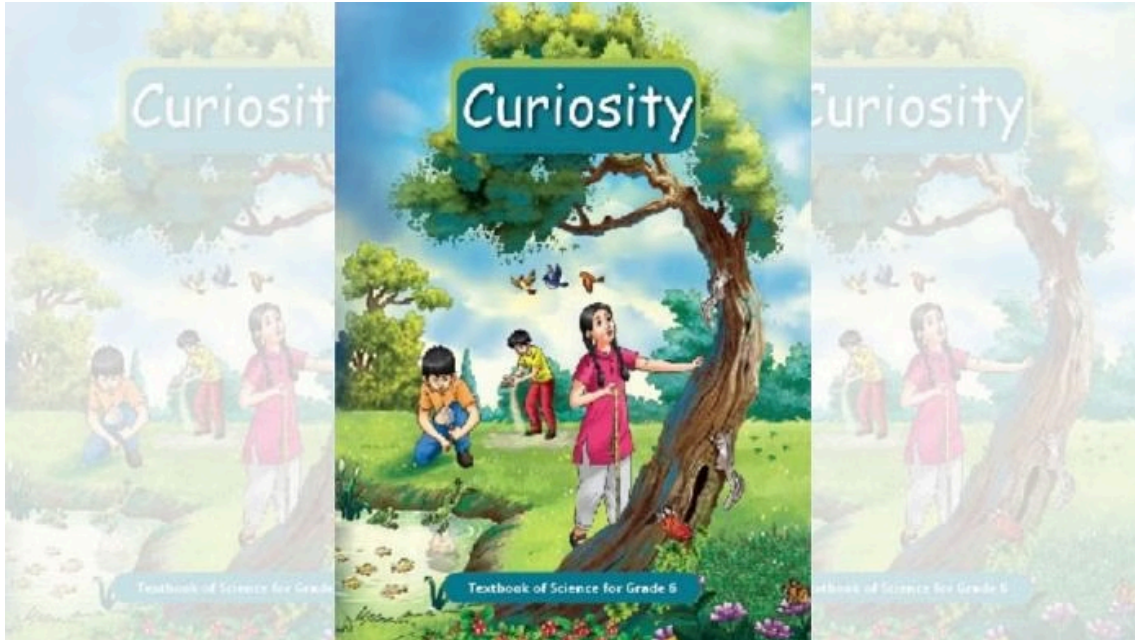
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Home › India › Education › Ayurveda, Angula & shlokas find mention in new NEP-inspired NCERT Class 6..

Education

Ayurveda, Angula & shlokas find mention in new NEP-inspired NCERT Class 6 science textbook

FAREEHA IFTIKHAR 07 September, 2024 05:53 pm IST



Cover of new NCERT class 6 science book, named Curiosity | By special arrangement

New Delhi: Students of Class 6 are set to study topics based on India's past scientific marvels as part of their science curriculum. These include Sanskrit *shlokas*, the ancient measurement system '*Angula*' (finger breadth), Ayurveda, regional stories associated with stars in constellations, and achievements of Indian scientists, among other facts.

The National Council of Educational Research and Training (NCERT) released this year a new Class 6 science textbook along with books for other subjects.

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The new Class 6 science textbook—Curiosity—has been written keeping in mind the National Education Policy (NEP) 2020 and the new National Curriculum Framework for School Education (NCF-SE) 2023, NCERT director Dinesh Prasad Saklani says in the foreword.

Saklani adds, “The content seamlessly weaves together concepts from physics, chemistry, biology, and earth science, along with cross-cutting themes like environmental education, value education, inclusive education, and Indian Knowledge Systems (IKS). The textbook aims to engage learners through an integrated approach by including multiple activities and thoughtful use of technology.”

NEP 2020 and NCF-SE 2023 emphasise that the school curriculum should be “rooted in the Indian and local context and ethos”.

Curiosity has 12 chapters, three of which begin with Sanskrit teachings on a healthy body, diversity and a Sanskrit treatise on alchemy. One chapter starts with a quote by Tamil poet and philosopher Thiruvalluvar on water and rainfall, and another begins with a saying by 15th century Indian mystic poet Kabir Das. In the third chapter, *annena jātāni jīvanti*—a quote from the *Taittiriya Upanishad*—has been included as the ‘thought of the day’.



A quote from the Taittiriya Upanishad in chapter 3 | By special arrangement

School teachers ThePrint spoke to confirmed that the previous Class 6 science textbook did not delve much on ancient knowledge systems, and were mostly limited to social sciences.

“This marks the first time a science book has referenced the ancient Indian knowledge system. And it is good that it has not replaced the modern content. It (ancient knowledge system) has just been incorporated with it (modern content),” said a science teacher at a private school in Delhi who did not wish to be named.

Also Read: [Meghalaya university which grew from 6 to 6,000 students sees dip in enrollments after Sarma's attack](#)

Angula to Ayurveda

In its fifth chapter, which is on measurements, Curiosity mentions how India has a rich history of measurement systems that dates back to ancient times. It mentions *Angula*, *dhanusa* (an ancient Indian measure of length equivalent to four hands), and *yojana* (a Vedic measure of distance that is exactly equal to 7.64 miles).

The chapter also explains how measurement systems were mentioned in ancient Indian literature and were used in architecture, town planning and to measure artefacts.

“The *angula* is still used by traditional craftspeople like carpenters and tailors. Several objects with ruled markings which could be scales have been excavated from sites of the Harappan Civilisation,” the book says.

India has a rich history of measurement systems dating back to ancient times. *Angula* (finger width), multiples of *angula*, *dhanusa*, and *yojana* are some of the units mentioned in ancient Indian literature, and used in measuring artefacts, architecture, and town planning. The *angula* is still used by traditional craftspeople like carpenters and tailors. Several objects with ruled markings which could be scales have been excavated from sites of the Harappan Civilisation.

More to know!

Life Cover up to 99 years age.

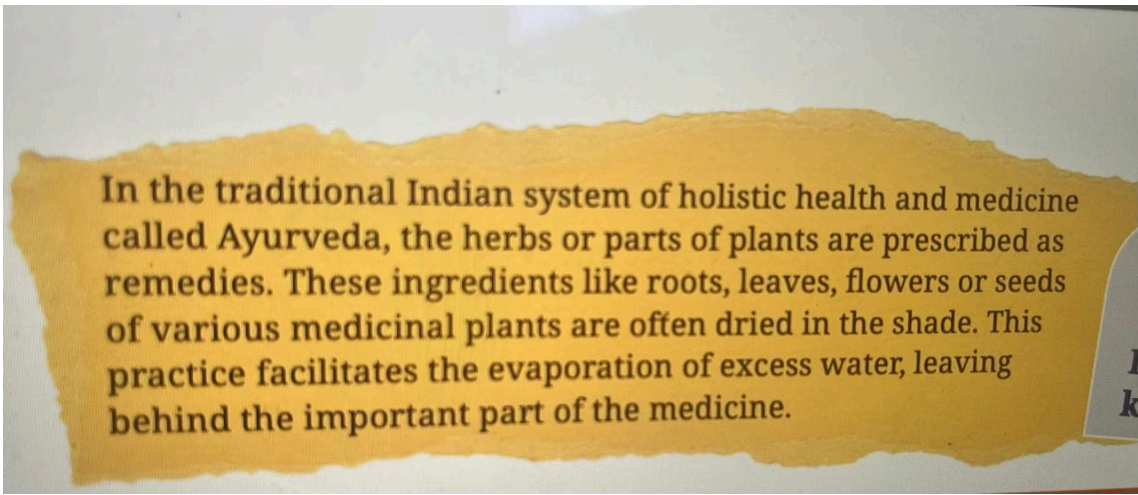
Mention of ancient measurement systems in Chapter 5 of NCERT's new Class 6 science textbook | By special arrangement

At several places, Curiosity carries references to Ayurveda.

The ninth chapter—Methods of Separation in Everyday Life—says that in the traditional Indian system of holistic health and medicine called Ayurveda, herbs or parts of plants are prescribed as remedies. “These ingredients like roots, leaves, flowers or seeds of various medicinal plants are often dried in the shade. This practice facilitates the evaporation of excess water, leaving behind the important part of the medicine.”

The sixth chapter talks about how a classification system of grouping things was mentioned in Ayurveda, and includes a *shloka* that explains properties used to describe all physical matters in Ayurveda. The properties include *guru* (heavy), *manda* (slow), *hima* (cold) and *mridu* (soft), among others.

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Chapter 6 of Curiosity mentions Ayurveda | By special arrangement

Regional and Sanskrit names of stars and planets

In the 12th chapter—Beyond Earth—the textbook mentions that in Indian astronomy, the term *nakshatra* is used to denote either a certain star or a group of stars, such as *Ardr* (Betelgeuse star in Orion constellation) and *Krittika* (a group of stars called Pleiades in Taurus constellation). Aldebaran, a star in Taurus, is known as *Rohini* in Sanskrit.

The chapter also includes ancient names that have been used across India for the planets visible to the naked eye. Examples include *Budha* (Mercury), *Shukra* (Venus), *Prithvi* (Earth), *Mangala* (Mars), *Brihaspati* or *Guru* (Jupiter) and *Shani* (Saturn).

Life Cover up to 99 years age.

In Indian astronomy, the term *nakshatra* is used to denote either a certain star or a group of stars, such as *Ardrā* (a star called Betelgeuse in the Orion constellation) and *Kṛittikā* (a group of stars called Pleiades in the Taurus constellation). Aldebaran, a star in the constellation Taurus, is known as *Rohiṇī*.

More to know!

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Curiosity's chapter 6 talks about ancient Indian astronomy | By special arrangement

Regional stories associated with stars in the constellations are also part of the book.

“For example, the four stars in the Big Dipper that approximately form a rectangle, are viewed by tribes in Central India as the ‘grandmother’s cot’ with the three thieves (other three stars) stealing it. Fishermen along the Konkan coast imagine the four stars as a boat, with the last three stars as the neck of the boat,” the 12th chapter says.

It adds that in Sanskrit and a few other Indian languages, a comet is called *Dhumaketu*. “Various tribes in India also call it *Pucchya-Taro* (star with a tail) or *Zendya-Taro* (star like a flag).”

Introducing children to India’s rich knowledge is a welcoming idea, Anand Prakash, assistant professor of chemistry in Delhi University, told ThePrint. “It is good that children should know the language and words used by people in rural India even now. People in the village use *Shukra* and *budha* instead of Venus and Mercury, respectively. However, while including Indian context, the accuracy and relevance should also be kept in mind.”

Indian scientists and their contributions

Curiosity also mentions Indian scientist Coluthur Gopalan, who is credited with initiating nutrition research in India.

“He led surveys on the nutritional status of the Indian population, identifying widespread deficiencies in protein, energy, and other food components. This led to the implementation of the Mid Day Meal Programme in 2002, now a PM POSHAN initiative, to provide balanced food in the government-run and government-aided schools of our country,” it reads.

The book talks about Indian plant physiologist and physicist Sir Jagadish Chandra Bose, explaining his contributions in building a machine known as a crescograph, which records how plants respond to stimuli such as light, heat, electricity and gravity. “With this machine, he could measure how fast plants grow. He also showed that plants can sense and respond to stimuli.”

(Edited by Radifah Kabir)

Life Cover up to 99 years age.

Also read: *UK’s University of Southampton is coming to Gurugram, 1st foreign*

सरकार ने अगले छह साल में भारत को पूर्ण साक्षर बनाने का तय किया लक्ष्य

विश्व साक्षरता दिवस आज : केवल हस्ताक्षर से नहीं, हजार की गिनती जोड़-घटाव, गुणा, भाग के साथ एफएल नेट पास करने पर ही साक्षर

सीमा शर्मा

नई दिल्ली। सरकार ने वर्ष 2030 तक भारत को पूर्ण साक्षर बनाने का लक्ष्य रखा है। इसके लिए अब स्कूल, कॉलेज और बीएड की पढ़ाई करने वाले छात्रों को साक्षरता अभियान से जुड़ने पर क्रेडिट और देशसेवा में सहयोग का प्रमाण पत्र दिया जाएगा। साक्षरता अभियान 'उल्लास' में साक्षर होने की परिभाषा भी बदल दी गई है। अब सिर्फ हस्ताक्षर करना आ जाने से काम नहीं चलेगा। बल्कि, हजार तक गिनती, जोड़-घटा, गुणा, भाग के साथ ओपन बोर्ड की 150 अंकों की फाउंडेशनल लिटरेसी एंड न्यूमेरीसी असेसमेंट (एफएलनेट) की परीक्षा पास करने पर ही साक्षर बन सकते हैं। इसके अलावा नेट की पहचान और टेलीफोन का उपयोग आदि भी सिखाया जा रहा है। साक्षर होने के बाद उन्हें रोजगार से जोड़ने के लिए वोकेशनल और स्किल की बाकायदा ट्रेनिंग दी जाएगी।

शिक्षा मंत्रालय की संयुक्त सचिव अर्चना शर्मा अवस्थी ने बताया कि वर्ष 2022 की सर्वे रिपोर्ट के मुताबिक, भारत की साक्षरता दर 80.3 फीसदी है। इसमें महिलाओं की साक्षरता दर 74.2 फीसदी और पुरुषों की 86.2 फीसदी है। इस अंतर को मिटाने के लिए उल्लास में निरंतर बदलाव हो रहे हैं। पहले

अब 95 फीसदी पर पूर्ण साक्षर का दर्जा

सरकार ने नियम में बदलाव किया। अब किसी राज्य की साक्षरता दर 95 फीसदी हुई तो उसे पूर्ण साक्षर का दर्जा मिल जाएगा। इसके तहत लद्दाख को पूर्ण साक्षर का दर्जा मिल गया है।

हाइब्रिड के साथ अब डिजिटल लिटरेसी को जोड़ा

साक्षरता अभियान हाइब्रिड मोड से चल रहा है। नई शिक्षा नीति में माना गया है कि साक्षरता और सकल घरेलू उत्पाद (जीडीपी) एक-दूसरे से जुड़े हैं। इसीलिए अब न्यू इंडिया और वर्ष 2047 तक विकसित भारत के तहत साक्षरता मिशन में रीडिंग, राइटिंग और न्यूमेरीसी के साथ डिजिटल लिटरेसी भी जोड़ा है। इसमें मोबाइल, एप का प्रयोग, अपना बैंक अकाउंट चेक करना समेत अन्य जानकारियां दी जाती हैं।

बिहार, बंगाल अब तक अभियान से दूर

अधिकतर राज्य सरकार अपने प्रदेश के नागरिकों को पूर्ण साक्षर बनाने में लगी हैं। जबकि दो राज्य बिहार और पश्चिम बंगाल सरकार ने दूरी बना रखी है। इन दोनों राज्यों में साक्षरता अभियान अब तक शुरू नहीं हो पाया है। जबकि तेलंगाना अब इस अभियान से जुड़ने जा रहा है। केंद्र ने तेलंगाना को फंड जारी कर दिया है।

साक्षर होने का मतलब हस्ताक्षर करना और नाम लिखना या पढ़ना होता था। लेकिन अब केंद्र सरकार ने पूर्ण साक्षरता के लिए एक बेंचमार्क निर्धारित किया है। अब 15 साल से 60 साल तक के ऐसे व्यक्ति, जिन्होंने दूसरी कक्षा तक पढ़ाई की है, लेकिन अब लिखना-पढ़ना भूल चुके हैं, वे निरक्षर माने जाएंगे। एनसीईआरटी ने 22 भारतीय भाषाओं में प्राइमर बनाए हैं, ताकि वे अपनी

मातृभाषा में साक्षर बन सकें। नेशनल इंस्टीट्यूट ऑफ ओपन स्कूल (एनआईओएस) की एफएलनेट की तीन घंटे की 150 अंकों परीक्षा होगी। इसमें रीडिंग, राइटिंग और नंबर से जुड़े 50-50 अंक की लिखित परीक्षा होगी। 2022 में शुरू साक्षरता मिशन के दूसरे चरण में 77 लाख ने पंजीकरण और करीब 66 लाख को पास होने पर साक्षरता सर्टिफिकेट मिला है।

छत्तीसगढ़, एमपी जम्मू-कश्मीर रोल मॉडल

छत्तीसगढ़ सरकार ने पूर्ण साक्षरता अभियान के लिए निरक्षरों को साक्षर बनाने में जुड़ने वाले छात्रों को 10 अंक देने का फैसला लिया है। मध्य प्रदेश सरकार भी स्वयंसेवी छात्रों के लिए अतिरिक्त अंक देने की योजना ला रही है। जबकि जम्मू-कश्मीर ने हर छात्र को आगे 10 निरक्षरों को पढ़ाने का नियम बनाया है। अन्य प्रदेश शिक्षा बोर्ड से स्वयंसेवी छात्रों को निरक्षरों को पढ़ाने के बदले क्रेडिट देने पर बात हो रही है। यूजीसी, एआईसीटीई और एनसीटीई अपने बीएड के स्वयंसेवी छात्रों को साक्षरता मिशन में जुड़ने पर क्रेडिट व प्रमाण देगा।

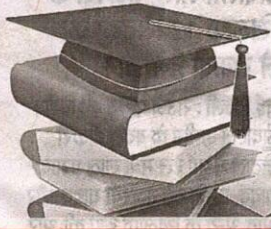
बबई ने 76 की उम्र में थामीं किताबें

सतारा जिले के कन्हरे बांध से विस्थापित गांव चिंचनी में ऐसे तो हर घर से लोग तहसीलदार से लेकर ऊंचे पदों पर कार्यरत हैं। लेकिन गरीबी के कारण इसी गांव की 1945 को जन्मी बबई रामचंद्र म्हस्कर ने पढ़ाई के सपने को 76 साल की उम्र में आकर पूरा किया। वे भजन और धार्मिक किताबें पढ़ना चाहती थीं। लेकिन हिम्मत और जज्बे के कारण बबई को नियमों से परे साक्षरता अभियान में दाखिला मिला। पहले दिन कुछ अक्षर और अंक स्लेट पर लिखे। उन्होंने कहा, मैं अपने चेहरे की हंसी को शब्दों में बयां नहीं कर सकती हूँ।

एनसीईआरटी अब सभी विषयों में कराएगी मास्टर और पीएचडी

जागरण ब्यूरो, नई दिल्ली : स्कूली छात्रों के लिए शोधपरक अध्ययन सामग्री तैयार करने और शिक्षकों के प्रशिक्षण से जुड़े कार्यक्रम को संचालित करने के साथ राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) अब उच्च शिक्षा के क्षेत्र में अपनी सशक्त उपस्थिति दर्ज कराएगी। इसके तहत जल्द ही वह सभी विषयों से जुड़े मास्टर और पीएचडी शुरू करने की तैयारी में है। माना जा रहा है कि अगले शैक्षणिक सत्र से एनसीईआरटी अपने मुख्य कैंपस के साथ ही क्षेत्रीय केंद्रों के जरिये इन कोर्सों को शुरू कर देगी।

एनसीईआरटी ने यह पहल डीम्ड विश्वविद्यालय का दर्जा मिलने के बाद शुरू की है, जोकि उसे पिछले साल ही 63 वें स्थापना दिवस पर प्रदान किया गया था। इसके तहत भविष्य में अब दूसरे विश्वविद्यालयों की तरह बैचलर, मास्टर व पीएचडी कोर्स शुरू किए जाएंगे। हालांकि एनसीईआरटी की तैयारी अभी सिर्फ सभी विषयों में मास्टर व पीएचडी कोर्स शुरू करने की है। इसके साथ ही वह स्कूलों में मातृभाषा में पढ़ाने वाले शिक्षकों के लिए भी एक नया कोर्स तैयार करने में जुटी है। नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत स्कूलों में बच्चों को आठवीं तक की शिक्षा मातृभाषा में ही देने की सिफारिश की गई है। एनसीईआरटी इसके साथ ही शोध और नवाचार के क्षेत्र में अपनी गतिविधियों को बढ़ाने के लिए भी प्रयासरत है। माना जा रहा है कि वह अकेले शिक्षण ही



- डीम्ड विश्वविद्यालय का दर्जा मिलने के बाद से तेज हुई तैयारी
- अगले शैक्षणिक सत्र से शुरू हो सकते हैं ये कोर्स

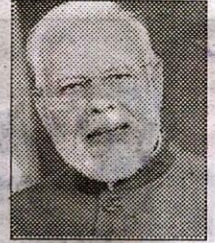
नहीं बल्कि सभी विषयों और क्षेत्रों से जुड़े शोध व नवाचार के क्षेत्र में अपने दरवाजे खोलेगी। अभी वह सिर्फ शिक्षण से जुड़े क्षेत्र में शोध कराती है।

सूत्रों के मुताबिक, एनसीईआरटी जिन क्षेत्रों में मास्टर डिग्री और पीएचडी शुरू कर सकती है, उनमें सभी भाषाओं के साथ इतिहास, राजनीतिक शास्त्र, अर्थशास्त्र, विज्ञान और पर्यावरण विज्ञान जैसे क्षेत्र शामिल हैं। इसके बाद वह स्नातक कोर्स भी शुरू करेगी। एनसीईआरटी अभी शिक्षक प्रशिक्षण से जुड़े कोर्स जैसे बीएड, एमएड ही संचालित करती है। गौरतलब है कि एनसीईआरटी मौजूदा समय में एनईपी के तहत स्कूलों के लिए नई पाठ्यपुस्तकें तैयार करने में तेजी से जुटी हुई है। वह अब तक स्कूलों के लिए पहली, दूसरी, तीसरी और छठी कक्षा की नई पुस्तकें तैयार कर चुकी है।

मोदी ने राष्ट्रीय शिक्षक पुरस्कार से सम्मानित शिक्षकों से की मुलाकात

नई दिल्ली (आईएनएस)। प्रधानमंत्री नरेंद्र मोदी ने राष्ट्रीय शिक्षक पुरस्कार के प्राप्तकर्ताओं से शुक्रवार को अपने निवास पर मुलाकात की थी। पीएम ने 'एक्स' पर इस बातचीत का एक पूरा वीडियो भी शेयर किया है। इस मुलाकात के दौरान उन्होंने शिक्षकों की भूमिका को भारत के भविष्य को आकार देने में अहम बताया।

'एक्स' पर वीडियो पोस्ट के दौरान पीएम मोदी ने कैंशन दिया, राष्ट्रीय शिक्षक पुरस्कार से सम्मानित उत्कृष्ट शिक्षकों से मिलकर सम्मानित महसूस कर रहा हूं। युवाओं को आकार देने के प्रति उनका जुनून और समर्पण वास्तव में प्रेरणादायक है। इस दौरान प्रधानमंत्री ने शिक्षकों से कहा कि वे अपने पाठों में स्थानीय लोक कथाओं को शामिल करें और इसे विभिन्न भाषाओं में



सिखाएं, ताकि छात्र कई भाषाएं सीख सकें और हमारी समृद्ध संस्कृति का अनुभव कर सकें। उन्होंने कहा, स्थानीय लोककथाओं को अलग-अलग भाषाओं में पढ़ाएं ताकि छात्रों को हमारी सांस्कृतिक विविधता का एहसास हो। इसके अलावा, प्रधानमंत्री मोदी ने सुझाव दिया कि शिक्षक छात्रों को भारत की विविधता को समझने के लिए शैक्षिक यात्राओं का आयोजन करें। उन्होंने कहा कि इस तरह की गतिविधियों से न केवल शिक्षा में सुधार होगा, बल्कि स्थानीय पर्यटन और अर्थव्यवस्था को भी बढ़ावा मिलेगा।

Government making efforts to recognise bright teachers practising innovative methods: PM

PNS ■ NEW DELHI

Prime Minister Narendra Modi has said efforts were being made to recognise bright teachers practising innovative methods as he took an apparent swipe at past Governments, saying he would not talk about what used to happen earlier. In an interaction with teachers who were conferred National Teachers' Awards, he said they could prepare young students for 'Viksit Bharat'. The interaction took place on Friday while its video was shared on Saturday. Modi suggested that the teachers could involve the students in selecting the top 100 tourist destinations in the country by encouraging them to learn about different places they might visit as part of education tours. The teachers awarded were



selected after a long process as their efforts can be useful in the new National Education Policy (NEP), Modi said while noting

that there would be many others doing excellent work. He told the teachers to take their students to nearby uni-

versities and watch sporting events as the experience could fire up their dreams. As many as 82 teachers from

around the country were selected for the award. They included 50 teachers by the Department of School Education & Literacy, 16 by the Department of Higher Education and 16 by the Union Ministry of Skill Development and Entrepreneurship, an official statement said. Modi suggested that the awardee teachers connect with each other on social media and share their best practices so that everyone could learn, adapt and benefit. He highlighted the impact of the NEP and spoke about the significance of attaining education in the mother tongue. The Prime minister suggested that the teachers teach local folklore to their students in different languages so that they learn multiple languages and also get exposure to India's vibrant culture.

Separate Classes At Govt Schools For High-IQ Students: Will Others Suffer?

7,000 Candidates In Queue For Abhishikt Entry, Multi-Stage Selection On

Saket.Suman@timesofindia.com

New Delhi: Delhi govt is likely to introduce specialised classrooms for gifted students in 15 of its schools after the mid-term examinations later this month. Known as 'Abhishikt', these classrooms will cater to students from classes VI and IX and are aimed at nurturing students with high intelligence, as determined by a rigorous screening process.

The Abhishikt programme, according to officials at the Inclusive Education Branch under the Directorate of Education, involves a multi-stage selection process. The first stage includes nominations, followed by a culture-fair test, non-verbal interviews and IQ assessment. The criteria are specific, officials said. Students must have an IQ above 130 to qualify for the programme. **TOI** has learnt that around 7,000 students currently enrolled in classes VI and IX are in the fray for the programme. Those selected will attend the specialised classrooms in 15 public schools while continuing to follow the NCERT curriculum. They will receive additional learning opportunities that will allow them to engage with more advanced materials.

Critics of the programme said, therefore, that prioritising high-IQ students risks deepening the gap between high achievers and the rest of the student body. The dropout rate, already a concern in Delhi, could rise further if struggling students feel neglected. "Careful attention has been paid to avoid that," said Sanjay Saini, a Hindi teacher who attended training for the programme last month. "Abhishikt is meant to polish the talents of high-performing

MAKING ABILITY A CLASS APART

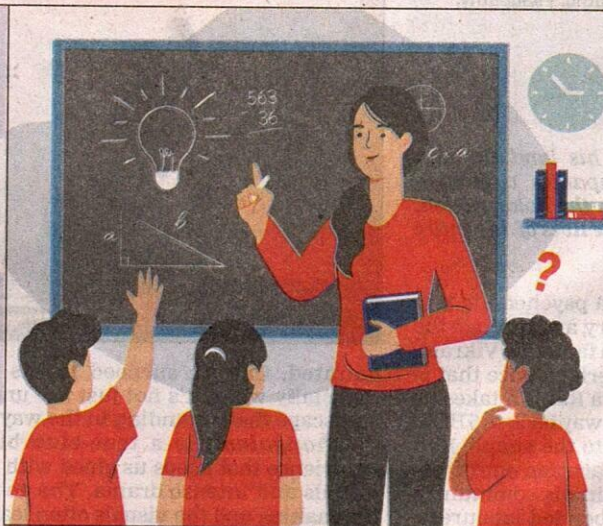
30 unique classrooms in 15 govt schools being created to cater to 'gifted students' from classes VI and IX

104 teachers have undergone a special training for these classes after a rigorous selection process at Veer Savarkar School in Kalkaji

> The students are being chosen through a multi-stage selection process; those with an IQ above 130 will qualify for the programme

> They will follow the NCERT curriculum, but also receive additional learning opportunities by using more advanced materials and even study the topics of higher grades

> Over the past few years, Delhi govt has launched several programmes such as 'Super 100' and 'Champions of Tomorrow' aimed at high-performing students



How these classes may impact other students

- > Prioritising high-IQ students may deepen the gap between high achievers and the rest of students
- > The dropout rate may rise if struggling students

- feel neglected
- > Delhi govt runs about 21% of the total number of schools in the city, but the share of enrolment is about 37%

students. Sometimes when you study in a competitive environment where everybody is as good as you, it helps you push your own barriers."

Teachers from areas like Narela and Bawana, where they are often overburdened and students receive limited individualised attention, however, maintained that the introduction of specialised programmes like Abhishikt could further strain the system by diverting attention and resources away from the students who need them most. The 104 teachers for the programme have been selected from govt schools and no new hirings have been made, they pointed out.

A govt school teacher in east Delhi noted, "While focu-

sing on the brightest students is important, govt needs to ensure that it isn't ignoring the larger population of struggling students. There are students in our schools who don't have access to basic educational resources at home. Many of them live in overcrowded neighbourhoods where studying is a challenge."

TIMES Special

Indeed, Delhi's public education system is one of the largest and most complex in the country as it serves nearly 16 lakh students across approximately 1,100 schools. A vast majority of these students live

in working-class neighbourhoods, where the socio-economic conditions are challenging. In many of these areas, students face barriers to learning, including overcrowded classrooms, inadequate infrastructure, and limited access to supplementary educational resources. In neighbourhoods like Mangolpuri and Sultanpuri, govt schools are often the only option for students from families earning less than Rs 15,000 per month, as highlighted by the Economic Survey of Delhi 2022-2023.

Delhi govt runs around 21% of the schools in the capital, but the share of govt and govt-aided schools of total enrolment is higher at around 37%. Govt should prioritise

adding more teachers and classrooms rather than specialised programmes aimed at high-performers, some teachers argued. But Manvi Batra, a special education teacher who undertook the training, differed. She claimed the training opened her horizon to newer aspects of teaching and helped her understand the concept of giftedness. "The programme is aimed at identifying and nurturing gifted students but nobody is going to be left out. We are focusing on gifted students because if their talents aren't honed, there is every possibility that they will begin feeling low," said Batra.

Nahar Singh, joint director, State Council of Educational Research and Training, which trained the 104 teachers, told **TOI** that just because the programme was aimed at gifted students, it shouldn't be misconstrued as leaving other students behind. "The teachers were trained to identify students' giftedness and to hone their talents. But these will be done without making other students feel left out," he said.

Ramchandra Shingare, additional director of education, Inclusive Education Branch, did not respond to **TOI** queries. No new schools are being constructed for the programme and the classrooms will function in existing schools. As Ajay Singh, supervisor at IEB, explained, there will be no signage on the special classes to put the selected students on a higher pedestal than the others. "Those selected will take the same exams, mingle with the same students and participate actively in their respective schools. Even the 104 teachers will teach not only them but also the other students of the institution," he clarified.

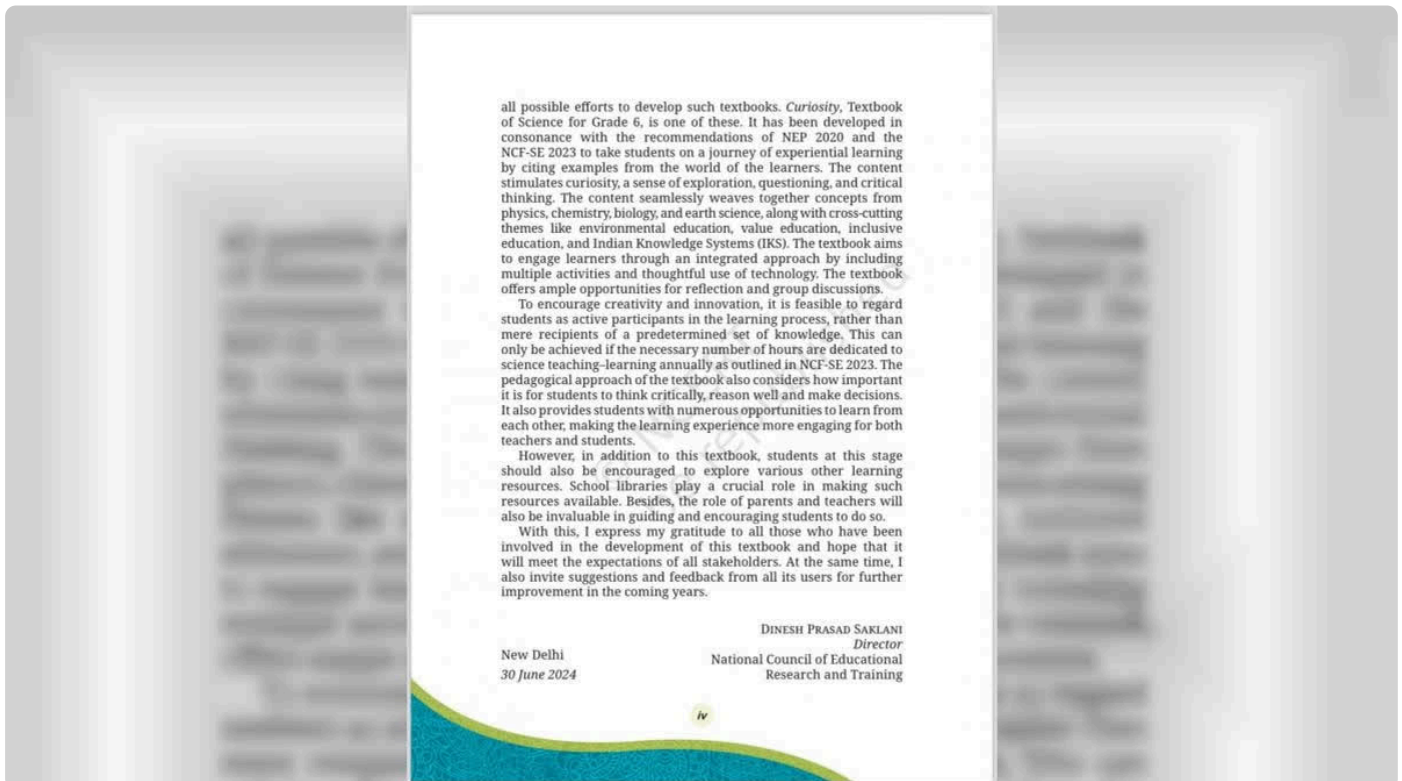
ETV Bharat / Bharat

NCERT Revises Class 6 Science Textbook With Strong Focus on Indian Culture - All You Need To Know

 3 Min Read
By [ETV Bharat English Team](#)

Published : Sep 9, 2024, 8:49 PM IST

The National Council of Educational Research and Training (NCERT) has released a revised Class 6 science textbook, "Curiosity," reflecting Indian culture and knowledge systems in line with the NEP 2020. The updated edition includes regional characters, verses from Indian texts, and a focus on Indian scientific contributions, aiming to enhance students' engagement with their cultural heritage and promote a deeper understanding of Indian traditions.



A photo of the revised NCERT class 6 science text book (NCERT Textbook of Science for Grade 6)

New Delhi: The National Council of Educational Research and Training (NCERT) has released a new edition of its Class 6 science textbook, "Curiosity," which incorporates substantial changes to reflect Indian cultural and knowledge systems. This revised edition is designed to align with the National Education Policy (NEP) 2020 and aims to enhance students' engagement with Indian heritage and traditions.

Key Changes in the Revised Edition

1. **Emphasis on Indian Culture:** The updated textbook introduces characters from various Indian states to represent regional diversity. For example, Chapter 2, 'Diversity in the Living World', begins with illustrations of young students from Haryana. Chapter 11, 'Nature's Treasures', features Kannada characters such as Bhoomi, Surya, and Aiji (grandmother). In Chapter 12, 'Beyond Earth', Ladakh is represented by characters Yangdol and Dorjay. These changes are intended to make the content more relatable to students across India.

2. **Integration of Indian Texts:** Several chapters now start with verses from ancient Indian texts. Chapter 2 begins with a Sanskrit verse that emphasises selflessness, translating to: "Trees stand in the Sun and give shade to others. Their fruits are also for others. Likewise, good people bear all hardships and bring welfare to others." This inclusion is part of a broader effort to instil a sense of rootedness and cultural awareness in students.

3. **Revisions to Dietary Content:** The chapter formerly known as 'Components of Food' has been renamed 'Mindful Eating: A Path to a Healthy Body.' This chapter now excludes references to non-vegetarian sources such as meat, eggs, and fish, and instead highlights vegetarian sources of fats like *ladoo*. Additionally, images of liver and lobster as protein sources have been removed, although fish and eggs are still depicted. Egg white has also been removed from the list of substances used in chemistry labs for tests related to starch, protein, and iodine.

4. **Replacement of Western References:** Western imagery and references have been replaced with Indian ones. For instance, the chapter 'Method of Separation of Everyday Substances' now features a 'Bharat ki yatra' (Journey through India) where characters explore Indian methods of substance separation, rather than including Western art like 'The Winnowers' by Gustav Courbet.

5. **Introduction of Indian Astronomy:** A new chapter titled 'Beyond Earth' explores Indian astronomy and traditional star nomenclature. This chapter explains that '*nakshatra*' refers to both specific stars and constellations. It highlights ancient Indian names for visible planets, such as Ardr for the Betelgeuse star in the Orion constellation and Krittika for the Pleiades cluster in Taurus. Aldebaran, a prominent star in Taurus, is referred to as Rohini in Sanskrit.

6. **Recognition of Indian Scientists:** The revised textbook acknowledges notable Indian scientists, including Janaki Ammal, who is celebrated for her contributions to botany and environmental conservation. Ammal is described as a pioneering botanist dedicated to documenting and preserving India's rich plant biodiversity.

Official Comments

NCERT Director Dinesh Prasad Saklani emphasised that the revised textbook is designed to stimulate curiosity and critical thinking. In his preface, Saklani noted, "The content stimulates curiosity, a sense of exploration, questioning, and critical thinking. The content seamlessly weaves together concepts from physics, chemistry, biology, and earth science, along with cross-cutting themes like environmental education, value education, inclusive education, and Indian Knowledge Systems (IKS)."

Saklani also highlighted the integration of verses from Indian texts as a non-evaluative element intended to foster cultural rootedness among students, in line with the NEP 2020 objectives.

He added, "A non-evaluative interesting element that has been incorporated in some of the chapters is the introduction of certain verses from various Indian texts to promote rootedness in the learners as envisaged in NEP 2020."

'Curiosity' Textbook Highlights Indian Heritage and NEP 2020 Goals

The new edition of "Curiosity" represents a significant shift towards emphasising Indian cultural and educational heritage in the science curriculum for Class 6 students. By incorporating regional characters, traditional texts, and Indian scientific contributions, the textbook aligns with the NEP 2020's goals of fostering a deeper connection with Indian knowledge systems and promoting cultural awareness among young learners.

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NCERT revises Class 6 science book, focuses on knowledge systems

By [Vrinda Tulsian](#), New Delhi

Sep 09, 2024 07:42 AM IST



Insightful
Infographics

The National Council of Educational Research and Training (NCERT) has released a revised edition of its Class 6 science textbook, "Curiosity", featuring significant changes that emphasise Indian culture and knowledge systems.

The updated textbook introduces characters from various Indian states, incorporates verses from ancient Indian texts, and removes several Western references, in what appears to be a move to align it with the National Education Policy (NEP) 2020.

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NCERT director Dinesh Prasad Saklani wrote in the preface, "The content stimulates curiosity, a sense of exploration, questioning, and critical thinking. The content seamlessly weaves together concepts from physics, chemistry, biology,

and earth science, along with cross-cutting themes like environmental education, value education, inclusive education, and Indian Knowledge Systems (IKS).”

Saklani added, “A non-evaluative interesting element that has been incorporated in some of the chapters is the introduction of certain verses from various Indian texts to promote rootedness in the learners as envisaged in NEP 2020.”

The revised edition features illustrations of characters from different regions of India at the beginning of chapters. For instance, Chapter 2, “Diversity in the Living World”, opens with young students from Haryana, while Chapter 11, “Nature’s Treasures”, presents Kannada characters Bhoomi, Surya, and Aiji (grandmother). Ladakh is represented by Yangdol and Dorjay in Chapter 12, “Beyond Earth.”

Several chapters now begin with verses from Indian texts. Chapter 2 starts with a Sanskrit verse that translates to: “Trees stand in the Sun and give shade to others. Their fruits are also for others. Likewise, good people bear all hardships and bring welfare to others.”

The chapter on dietary content, formerly titled “Components of Food”, is now called “Mindful Eating: A Path to Health Body”. It excludes references to non-vegetarian sources such as meat, eggs, and fish, and highlights vegetarian sources of fats, including laddoo.

The updated edition also removes images of liver and lobster as sources of protein and iodine, though fish and eggs remain depicted as protein sources. Additionally, egg white has been excluded from the list of substances used in school chemistry labs for starch, protein, and iodine tests.

Western images and references have been replaced with Indian ones in several chapters. For example, the chapter “Method of Separation of Everyday Substances” now features characters taking a “Bharat ki yatra” (Journey through India) to study various Indian methods of substance separation, replacing an image of “The Winnowers” by Gustav Courbet.

A new chapter, “Beyond Earth”, explores Indian astronomy and traditional nomenclature. It explains that the term “nakshatra” in Indian astronomy refers to either a specific star or a constellation of stars, and lists ancient Indian names for planets visible to the naked eye.

The newly added Chapter 12, titled “Beyond Earth,” delves into Indian astronomy and its traditional nomenclature. It explains that the term nakshatra in Indian astronomy refers to either a specific star or a constellation of stars. For instance, Ardr represents the Betelgeuse star in the Orion constellation, while Krittika denotes the Pleiades cluster in the Taurus constellation. The chapter also notes that Aldebaran, a prominent star in Taurus, is known as Rohini in Sanskrit.

The textbook also recognises notable Indian scientists, including Janaki Ammal, described as an “Indian botanist dedicated to environmental work and helped to document and preserve India’s rich plant biodiversity”.

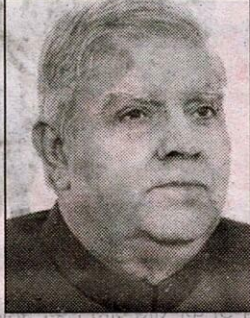
शत प्रतिशत साक्षरता के लिए मिशन मोड में काम करने की आवश्यकता : धनखड़

नई दिल्ली (एसएनबी)। उपराष्ट्रपति जगदीप धनखड़ ने कहा है कि साक्षरता व्यक्ति को स्वतंत्र बनाती है, सम्मान देती है, आत्म-खोज में मदद करती है। उन्होंने कहा कि समय आ गया है कि हम जल्द से जल्द 100% साक्षरता सुनिश्चित करने के लिए प्रतिबद्धता और जुनून के साथ मिशन मोड में काम करें। उन्होंने प्रत्येक व्यक्ति से कम से कम एक व्यक्ति को साक्षर बनाने का संकल्प लेने का आह्वान किया।

उपराष्ट्रपति जगदीप धनखड़ ने आज विज्ञान भवन में अंतर्राष्ट्रीय साक्षरता दिवस समारोह को संबोधित किया। अपने संबोधन में उन्होंने देश को पूर्ण साक्षर बनाने पर बल दिया और लोगों से आह्वान किया कि आइए हम कम से कम एक व्यक्ति को साक्षर बनाने का संकल्प लें, यह विकसित भारत के लिए महत्वपूर्ण योगदान होगा। उन्होंने कहा कि जब हम किसी को साक्षर बनाते हैं, तो हम उसे मुक्त करते हैं, हम उस व्यक्ति को खुद को खोजने में मदद करते हैं, हम उसे सम्मान का एहसास कराते हैं, हम निर्भरता को कम करते हैं, हम स्वतंत्रता और

अन्योन्याश्रितता पैदा करते हैं। यह व्यक्ति को खुद की मदद करने में सक्षम बनाता है।

उपराष्ट्रपति ने कहा कि किसी व्यक्ति को, चाहे वह पुरुष हो, महिला हो, बच्चा हो या लड़की हो, शिक्षित करके आप जो खुशी और आनंद प्रदान करते हैं, वह माप से परे है। उन्होंने कहा कि शिक्षा एक ऐसी चीज है जिसे कोई चोर आपसे नहीं छीन



■ कहा, साक्षरता व्यक्ति को स्वतंत्र बनाती है, सम्मान देती है, आत्म-खोज में मदद करती है

सकता। कोई सरकार इसे आपसे नहीं छीन सकती। न तो रिश्तेदार, न ही दोस्त इसे आपसे छीन सकते

हैं। इसमें कोई कमी नहीं आ सकती। जब तक आप इसे बांटते रहेंगे, यह बढ़ती रहेगी और बढ़ती रहेगी। उन्होंने विश्वास व्यक्त किया कि यदि साक्षरता को जुनून के साथ अपनाया जाए, तो भारत नालंदा और तक्षशिला की तरह शिक्षा के केंद्र के रूप में अपनी

प्राचीन स्थिति को पुनः प्राप्त कर सकता है।

उन्होंने उन राज्यों से अपील की जिन्होंने अभी तक शिक्षा नीति (एनईपी) को नहीं अपनाया है कि वे अपने रुख पर पुनर्विचार करें और इस बात पर जोर दें कि यह नीति देश के लिए गेम-चेंजर है। उन्होंने कहा, यह राष्ट्रीय शिक्षा नीति हमारे युवाओं को उनकी प्रतिभा और ऊर्जा का पूरा दोहन करने का अधिकार देती है, जिसमें सभी भाषाओं को उचित महत्व दिया जाता है।

मातृभाषा का महत्व बताते हुए धनखड़ ने कहा कि यह वह भाषा है जिसमें हम सपने देखते हैं। उन्होंने कहा कि भाषा की समृद्धि की बात करें तो हम एक अद्वितीय राष्ट्र हैं, जिसमें कई भाषाएं हैं।

उन्होंने भारतीय संस्कृति में ऋषि परंपरा का जिक्र किया और देश के लोगों से आह्वान किया कि छह महीने के भीतर कम से कम एक व्यक्ति को साक्षर बनाने का संकल्प लें, ताकि साल के अंत तक हम दो व्यक्तियों को शिक्षित करने का लक्ष्य प्राप्त कर सकें। इस दौरान शिक्षा राज्य मंत्री जयंत चौधरी, स्कूली शिक्षा और साक्षरता विभाग (डीओएसईएल) के सचिव संजय कुमार भी उपस्थित थे।

All States must adopt National Education Policy, says Dhankhar

The Hindu Bureau

NEW DELHI

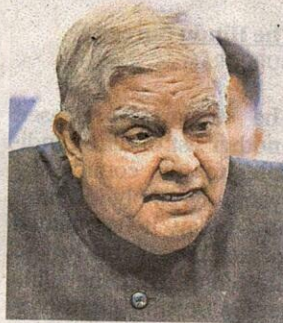
Asserting that the National Education Policy (NEP) was a game-changer for the nation, Vice-President Jagdeep Dhankhar on Sunday appealed to the States which are yet to adopt it to rethink their stance.

"This National Education Policy empowers our youth to fully exploit their talent and energy, giving due importance to all languages," he said in his address at the International Literacy Day celebrations here.

Mr. Dhankhar also highlighted the special significance of the mother tongue and the unparalleled linguistic diversity of India. It was the language in which we dream, he added.

"As Chairman of the Rajya Sabha, I afford members the opportunity to speak in 22 languages. When I hear them speak in their language, I listen to the translation, but their body language itself tells me what they are saying."

The Vice-President called upon everyone to resolve to make at least



Mother tongue is the language in which we dream, the Vice-President said.

one person literate. "When we make someone literate, we liberate him or her, we help that person discover himself or herself, we make him or her feel dignity, we cut down dependence, we generate independence and interdependence. It enables a person to help himself or herself. It is a supreme facet of hand-holding."

"Let each one make one literate, this will be a spinal contribution for Viksit Bharat," he said, and expressed confidence that if literacy was pursued passionately, India could reclaim its ancient status as a centre of learning.

Samagra Shiksha fund delay punishes role-model States

The Centre's withholding of funds has more to do with acceptance of the PM Shri scheme than the actual outcomes of the Samagra Shiksha scheme

DATA POINT

Sambavi Parthasarathy
Vignesh Radhakrishnan

Over the past year, the Centre has withheld funds of the Samagra Shiksha scheme (SSA) to at least five Opposition-ruled States – Tamil Nadu, Kerala, Punjab, West Bengal, and Delhi. The SSA is an overarching programme for the school education sector. Data show that the Centre's decision has more to do with acceptance of the PM Shri scheme, which aims to develop "exemplar model schools, that offer leadership to other schools", than the outcomes of the SSA. In some cases, unwillingness to accept the National Education Policy in its entirety was also a reason.

The fees for students enrolled under the Right to Education depends on SSA funds. Salary delays for teachers have also been reported in these States. Owing to the financial burden, Kerala and Punjab relented and Delhi too may agree to the Centre's terms.

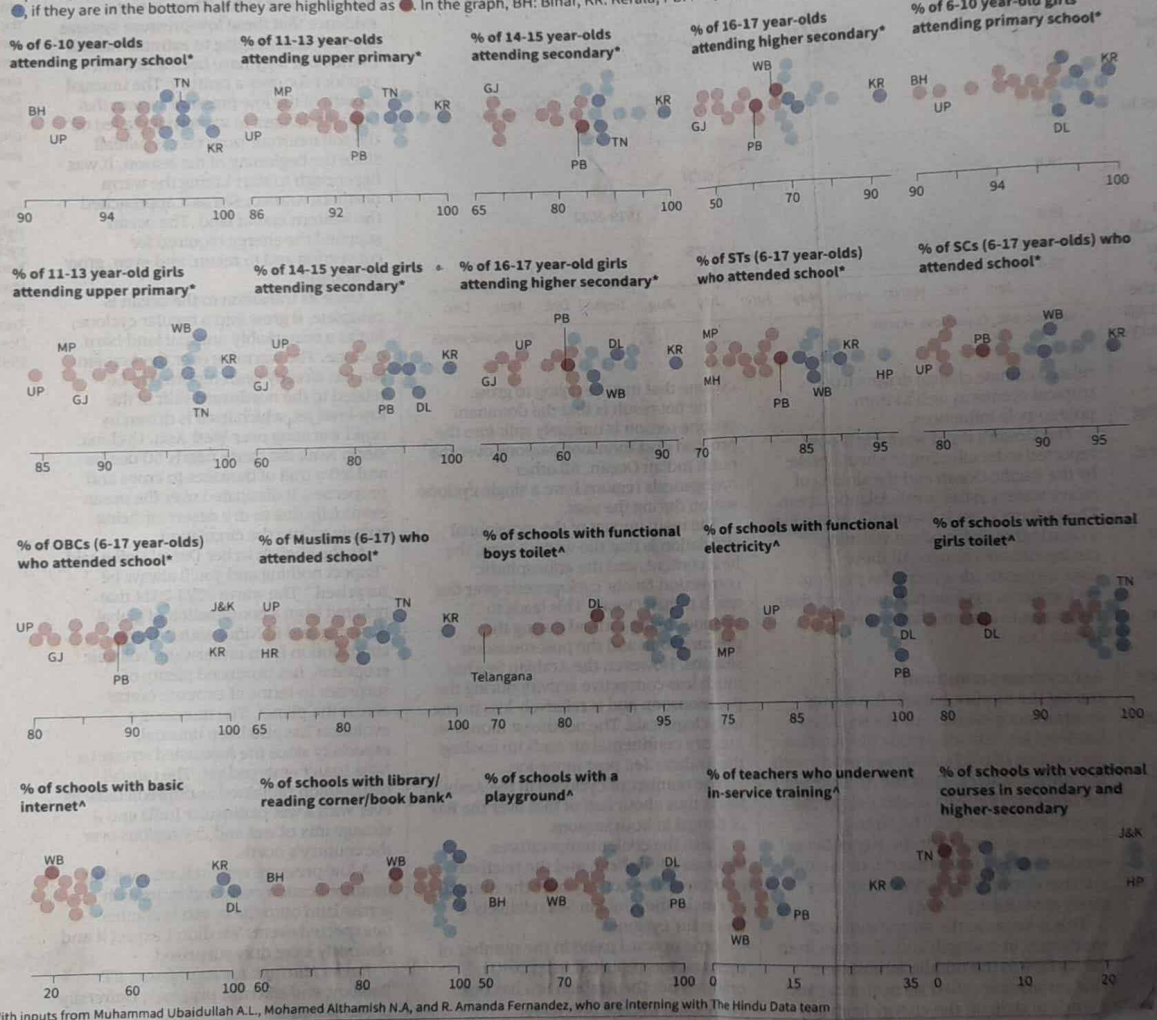
By delaying the funds, the Centre has penalised the States that are at the forefront of achieving the SSA's major objectives, such as bridging social and gender gaps, ensuring equity and inclusion in school education, promoting vocational education, ensuring school provisions, and training teachers.

The graph compares 22 major States on 20 objectives of the SSA. On all 20 objectives, Kerala is in the top half (best 11 States) of the list, even leading in many. Tamil Nadu is in the top half on 19 objectives, Delhi is in the top half on 18 objectives, and West Bengal on 15. Punjab features in the top half for 12 of the objectives.

Among the States which got the funds, Gujarat is in the top half for only eight of the 20 objectives. Uttar Pradesh and Madhya Pradesh are in the top half for three objectives each, and Bihar for two.

Top rankers denied funds

The data for the charts are sourced from the National Family Health Survey 2019-21 (marked * in graph), and U-DISE (marked ^). In each measure, States in the top half (best 11) are marked in ●, bottom half are marked in ●. If Tamil Nadu, Kerala, Punjab, Delhi or West Bengal are in the top half, they are highlighted as ●, if they are in the bottom half they are highlighted as ●. In the graph, BH: Bihar, KR: Kerala, PB: Punjab, GJ: Gujarat, HP: Himachal Pradesh



With inputs from Muhammad Ubaidullah A.L., Mohamed Althamish N.A, and R. Amanda Fernandez, who are interning with The Hindu Data team

NEP is a gamechanger, States that have not adopted it yet should rethink, revisit their stand: Dhankhar

PIONEER NEWS SERVICE ■
NEW DELHI

Vice President Jagdeep Dhankhar on Sunday said the new National Education Policy (NEP) is a gamechanger and States that have not adopted the policy yet should rethink and revisit their stand. Addressing the International Literacy Day celebrations, Dhankhar cautioned against people who taint, tarnish and demean India's institutions and urged people to show light to those "misguided souls" not able to acknowledge the impressive growth of the country.

The Vice President said it was time "for us to be in mission mode" with commitment and passion to ensure 100 per cent literacy at the earliest. "Education is something that

no thief can take away from you. No government can snatch it from you. Neither relatives nor friends can take it away from you. There can be no reduction in it. It will grow and continue to grow as long as you keep sharing it. If literacy is pursued passionately, India can reclaim its ancient status as a centre of learning, like Nalanda and Takshashila," Dhankhar said.

Appealing to the States yet to adopt the new NEP to rethink and revisit their stance, he emphasised that the policy was a gamechanger for the nation. "This National Education Policy empowers our youth to fully exploit their talent and energy, giving due importance to all languages," he said.

Cautioning against the people who taint, tarnish and demean India's institutions, Dhankhar

urged to "show path to those misguided souls who are not able to acknowledge the impressive growth of Bharat and are not recognising the ground reality".

Highlighting the special significance of the mother tongue, Dhankhar stated that it was the language in which people dreamed.

He also emphasised India's unparalleled linguistic diversity. "There is no country in the world like India. We are a unique nation when it comes to the richness of language, with several languages."

Reflecting on his experience as Rajya Sabha chairman, he said, "I afford members the opportunity to speak in 22 languages. When I hear them speak in their language, I listen to the translation but their body language itself tells me

what they are saying."

Dhankhar also called upon everyone to resolve to make at least one person literate.

"When we make someone literate, we liberate him or her, we help that person discover himself or herself, we make him or her feel dignity, we cut down dependence, we generate independence and interdependence. It enables a person to help himself or herself.

It is a supreme facet of hand-holding," he said.

In his address, Dhankhar called upon everyone to promote literacy. "Time for us to be in mission mode with commitment and passion to ensure 100 per cent literacy at the earliest but I am sure this is achievable sooner than we think. Let each one make one literate, this will be a spinal contribution for Viksit Bharat," he said.

CBSE cracks down on dummy schools in Delhi, Rajasthan to check their rapid proliferation

The inspections will be conducted in other parts of the country too to ensure affiliated schools uphold the Board's standards

Rajlakshmi Ghosh
@timesofindia.com

With a view to curbing the dummy school menace, the CBSE recently conducted surprise checks at 27 schools in Rajasthan and New Delhi, both reputed coaching hubs. These inspections were also aimed at ensuring that the schools affiliated with the board were strictly conforming to the norms and byelaws set forth by the board. A CBSE statement claims that the inspections were conducted by 27 teams, each comprising a CBSE officer and a principal from a CBSE-affiliated school. "The inspections were meticulously planned and executed in a synchronised manner, taking place simultaneously across all selected schools within a short timeframe. This approach was adopted to maintain the element of surprise, thereby ensuring that the information gathered about the operations and compliance of the schools is accurate and reflective of their everyday

functioning," the board stated. Talking to *Education Times*, Himanshu Gupta, secretary, CBSE, says, "After going through the data, we found that there was a huge difference between the enrolments of class X and XII students. Further, through data analytics, it was revealed that there could be some schools where there might be cases of dummy students. This prompted us to conduct pinpointed raids on 27 schools, and gross irregularities have been found. We will be issuing show cause notice and based on the schools'

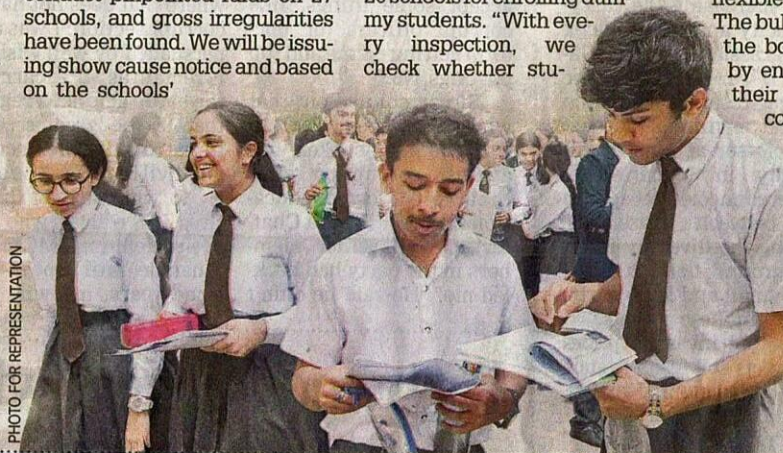
replies take corrective action." The inspection committee's report will also aid in the process. While the focus this time is on Rajasthan and Delhi, Gupta says the inspection will be conducted in other parts of the country too to ensure that affiliated schools uphold the quality and standards expected by the Board. It is to be noted, that the CBSE, early this year, cancelled the affiliation of 20 schools for enrolling dummy students. "With every inspection, we check whether stu-

dents are actually studying in the schools, the teachers are in the required capacity, and labs are in working order," Gupta says.

Welcoming the initiative, an educationist on condition of anonymity who was part of the inspection team, emphasises that "both the coaching institutes and dummy schools complement each other with the latter providing the necessary backup of a 'flexible' attendance system." The bulk of these schools violate the board's affiliation by-laws by enrolling students beyond their actual attendance records, and in the process create 'dummy' enrolments. "Students as per the actual attendance register are abysmally low; in some cases, there could be around 10 students in class XI and around 19 students in class XII. Additionally, even though many

of these schools do not offer any science stream, they have science labs which are in a dilapidated state, often serving as makeshift storerooms. These labs are pressed into action during the practical exams with teachers hired on contractual basis to pass off as internal examiners," the educationist says. "What makes these defaulting schools an attractive option is the fact that students can attend coaching classes all day without being held accountable for regular classes. They can appear for their board exams straightaway without stressing over the CBSE's mandatory 75% attendance criterion, as the dummy schools are at hand to salvage the situation. Unless regular schools step up and help students ace competitive exams such as CUET, JEE Main and Advanced without sticking to just the board's rationalised syllabus, it would be difficult to check students' exodus to dummy schools," the educationist adds.

PHOTO FOR REPRESENTATION



Govt schools struggle with deteriorating computer education infra

Outdated equipment hinder digital learning experience for students

MOHIT KHANNA
TRIBUNE NEWS SERVICE

PATIALA, SEPTEMBER 8

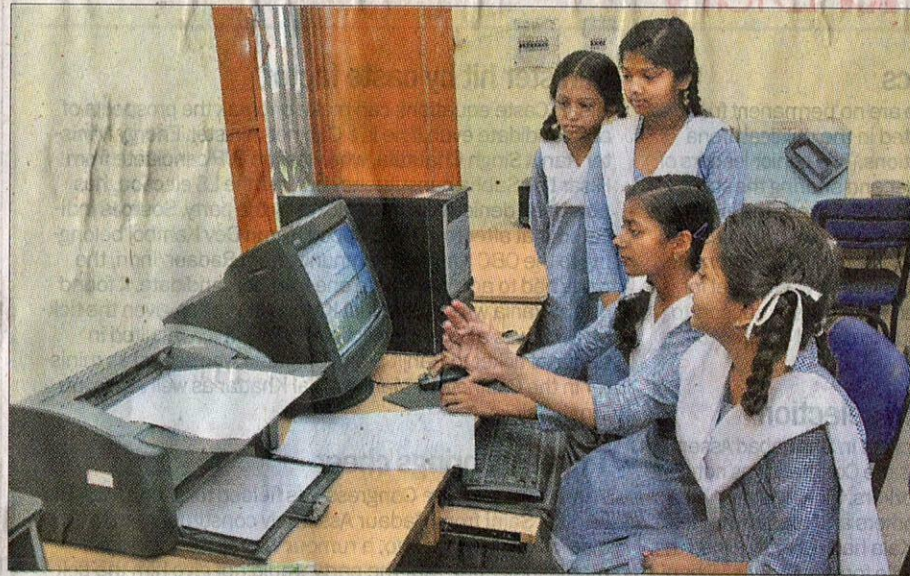
As educational institutions across India embrace e-learning, government schools in Punjab face severe challenges in providing quality computer education. Outdated equipment, crumbling infrastructure and a shortage of qualified staff have left computer labs in disarray, hindering the digital learning experience for thousands of students.

Teachers across the state report that many school computers are nearly 20 years old, with most malfunctioning or non-operational, depriving students of basic computer skills. The absence of air conditioning, broken furniture, faulty electrical wiring and

inadequate ventilation worsen the situation, making the labs unfit for learning.

"The batteries of UPS units, which last about three years, have not been replaced, further aggravating the issue," said Naresh Kumar, a computer teacher who splits his time between three schools weekly. Many teachers face similar situations, forced to manage multiple schools with limited resources.

Launched in 2005, the Punjab Information and Communication Technology Education Society (PICTES) initiative led to the recruitment of over 7,000 computer teachers to promote digital literacy. Currently, 6,500 teachers are spread across 2,670 middle, 1,740 high, and 1,972 senior



secondary schools in Punjab.

Paramvir Singh, leader of the Computer Teachers' Union, criticised the government for failing to modernise the curriculum. "While the world is moving toward cod-

ing and artificial intelligence, we're stuck in the past. We still teach the basics of C programming, while students elsewhere learn C++, Java, and Python," Singh said.

In addition to outdated cur-

ricula, infrastructure essential for effective computer education is neglected. The N Computing systems installed in 2011, designed to connect multiple workstations to a single CPU, have been non-func-

tional since the service provider withdrew support in 2020, leaving many schools without usable computer labs.

Despite repeated assurances, the government has not resolved these issues. On September 15, 2022, Punjab Education Minister Harjot Singh Bains promised to grant computer teachers the benefits of the Sixth Pay Commission and implement Civil Service Rules. However, these reforms remain unfulfilled, said union leader Jhony Singla.

Students are increasingly disillusioned with the state of computer education. A Class 8 student from Patiala expressed frustration, noting that most of the time, the computers don't work, or teachers are unavailable. A Class 9 student from Nabha highlighted the stark contrast between public and private schools: "What's the point of learning basic com-

puter skills when private school students are already studying advanced topics?"

Tarsem Singh, a resident of Bhadson near Patiala, urged the government to prioritise fixing basic infrastructure before launching ambitious projects like establishing schools of eminence. "Without proper facilities, how can government school students compete with those in private institutions?" he asked.

Educationist Surinderbir Singh, former principal of Guru Nanak Engineering College Ludhiana, warned that the deficiencies in Punjab's computer education could widen the digital divide between government and private school students. "If not addressed soon, many will be left behind in the race toward a technologically advanced future," he said.

Education Minister Bains was unavailable for comment.

Adopt new edu policy: V-P to states

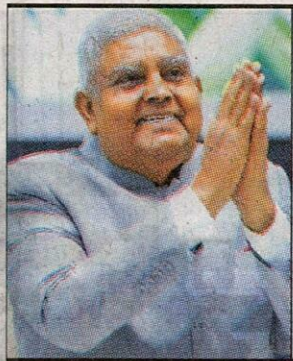
TRIBUNE NEWS SERVICE

NEW DELHI, SEPTEMBER 8

Vice-President Jagdeep Dhankhar on Sunday said the National Education Policy (NEP) 2020 is a game-changer and urged the states who have not yet adopted it to rethink.

Addressing an event to celebrate the International Literacy Day here, he said, "The NEP empowers our youth to fully exploit their talent and energy, giving due importance to all languages." Dhankhar called upon people to promote literacy. He remarked it was time for India to be in mission mode with commitment and passion to ensure 100 per cent literacy.

"When we make someone literate, we liberate them,



MISSION 100% LITERACY

“Time for us to be in mission mode with passion and commitment to ensure 100% literacy... This is achievable sooner than we think. Let each one make one literate, this will be a contribution to Viksit Bharat.

Jagdeep Dhankhar, VICE-PRESIDENT

we help that person discover themselves, we make them feel dignity, we cut down dependence, we generate independence and interdependence. It is a supreme facet of handholding," he said.

The Vice-President asserted that "education is something that no thief can take

it away". "No government can snatch it from you. Neither relatives nor friends can take it away from you. There can be no reduction in it. It will grow and continue to grow as long as you keep sharing it. If literacy is pursued passionately, India can reclaim its ancient status as a centre of learning

like Nalanda and Takshashila," Dhankhar said.

Emphasising on India's linguistic diversity, he said, "The mother tongue is the language in which we dream. There is no country in the world like India. We are a unique nation when it comes to the richness of language, with several languages."

Reflecting on his experiences as Chairman of the Rajya Sabha, he shared that members were given the opportunity to speak in 22 languages. "When I hear them speak in their language, I listen to the translation, but their body language itself tells me what they are saying," he stated. Dhankhar cautioned against people who taint, tarnish and demean institutions.

यूपी में शिक्षकों की नई चयन सूची बनाने पर सुप्रीम रोक

नई दिल्ली (एसएनबी)। सुप्रीम कोर्ट ने इलाहाबाद हाईकोर्ट के उस आदेश पर सोमवार को रोक लगा दी, जिसमें उत्तर प्रदेश सरकार को राज्य में 69,000 सहायक शिक्षकों की नई चयन सूची तैयार करने को कहा गया था।

शीर्ष अदालत ने जून 2020 और जनवरी 2022 में जारी शिक्षकों की चयन सूचियों को रद्द करने संबंधी उच्च न्यायालय के आदेश पर भी रोक लगा दी, जिनमें 6,800 अभ्यर्थी शामिल थे। उच्च न्यायालय के

■ 69 हजार सहायक शिक्षकों की भर्ती का मामला

■ उप्र बेसिक शिक्षा बोर्ड सचिव सहित अन्य को नोटिस



फैसले पर रोक लगाते हुए प्रधान न्यायाधीश डी वाई चंद्रचूड़, न्यायमूर्ति जे बी पारदीवाला और न्यायमूर्ति मनोज मिश्रा की पीठ ने रवि कुमार सक्सेना और 51 अन्य द्वारा दायर याचिका पर राज्य सरकार और उप्र बेसिक शिक्षा बोर्ड के सचिव सहित अन्य को नोटिस भी जारी

किए। शीर्ष अदालत ने कहा कि वह इस मामले में अंतिम सुनवाई करेगी। साथ ही, न्यायालय ने संबंधित पक्षों के वकीलों से कहा कि वे अधिकतम सात पृष्ठों के संक्षिप्त लिखित 'नोट' दाखिल करें। पीठ ने कहा कि वह याचिका पर सुनवाई 23 सितम्बर से शुरू होने वाले सप्ताह में तय करेगी। उप्र सरकार की ओर से अतिरिक्त सॉलिसिटर जनरल ऐश्वर्या भाटो शीर्ष अदालत में पेश हुई। उच्च न्यायालय ने अगस्त में, राज्य सरकार को प्रदेश में 69,000 सहायक शिक्षकों की नियुक्ति के लिए नई चयन सूची तैयार करने का निर्देश दिया था।

उच्च न्यायालय की एक खंड पीठ ने महेंद्र पाल और अन्य द्वारा पिछले साल 13 मार्च को एकल न्यायाधीश के आदेश को चुनौती देने वाली 90 विशेष अपीलों का निस्तारण करते हुए यह आदेश जारी किया था। खंडपीठ ने निर्देश दिया था कि नयी चयन सूची तैयार करते समय, वर्तमान में कार्यरत सहायक अध्यापकों पर किसी भी नुकसानदेह प्रभाव को कम किया जाना चाहिए, ताकि वे जारी शैक्षणिक सत्र को पूरा कर सकें। खंडपीठ ने कहा था कि इस निर्देश का उद्देश्य छात्रों के पठन-पाठन में व्यवधान को रोकना है।

Pradhan, Stalin trade charges over implementation of NEP

The Hindu Bureau
NEW DELHI

The war of words between Union Education Minister Dharmendra Pradhan and Tamil Nadu Chief Minister M.K. Stalin over the National Education Policy (NEP) continued on Monday as both leaders took to social media to reiterate their stand on the issue. Earlier, both had written letters to each other on issues such as schemes for school education.

In a social media post, Mr. Stalin, who is on an official visit to the United States, shared a report published in *The Hindu* while making his contention. "Denying funds to the best-performing States for refusing to bow to the #NEP, while generously rewarding those who are not delivering on the objectives – Is this how the Union BJP Government plans to promote quality education and equity?" he said. The Chief Minister added that he was "leaving it to the wisdom of our nation and our people to decide".

The Hindu's report titled 'Samagra Shiksha fund delay punishes role model States' explained how the Centre withholding funds had more to do with the acceptance of the PM-SHRI scheme than the actual outcomes of the Samagra Shiksha scheme.



Dharmendra Pradhan



M.K. Stalin

Replying to this, Mr. Pradhan said healthy competition among States was always welcome in a democracy. "However, pitting States against each other to make a point goes against the spirit of the Constitution and the value of a unified India. NEP 2020 was formulated through wide range of consultations and has the collective wisdom of the people of India," he said.

'Interests of students'

The Minister also asked Mr. Stalin if he was opposing education in Indian languages. "Are you opposing the conduct of exams in Indian languages, including Tamil? Are you opposing the creation of textbooks and content in Indian languages, including Tamil? Are you opposed to the holistic, multi-disciplinary, equitable, futuristic, and inclusive framework of the NEP? If not, I urge you to prioritise the interests of the students of Tamil Nadu over your political gains

and implement the NEP," Mr. Pradhan said.

'Faced same issue'

Meanwhile, AIADMK spokesperson Kovai Sathyan blamed Mr. Stalin on the issue though he admitted that the government led by the party too faced the problem of not receiving funds on time from the Centre.

During the AIADMK's rule, the State surpassed milestones such as improved higher education enrolment ratio (52%) though the Centre envisages achieving such goals by 2030, Mr. Sathyan said. He asked the ruling DMK to spell out the steps it had taken to bring back education from the Concurrent List to the State List when it shared power at the Centre for over a decade. "They have not done anything."

The subject 'education' was inserted in the Concurrent List during the Emergency. This shows that the DMK's priority is to spin a political narrative, he said.

(With inputs from PTI)

Next Census should be the last enumeration-based one

According to media reports, India is likely to begin conducting the long-delayed Census exercise and complete the survey within 18 months. So, realistically, the final Census report might be available sometime in late 2026 or in 2027, with a roughly 16-year gap since the last Census of 2011. The COVID-19 pandemic, however, is cited as the primary reason for the delay in the census.

As per a United Nations report, in the interim, India surpassed China in population. There have been significant changes in the demographics too. Hauz Khas, a posh neighbourhood in southern Delhi with affluent urbanites, was partly designated as rural in 2011, for example.

While many people are worried that India has been operating without proper data for a long time, in today's world, there remains a significant discrepancy between reality and the data available, even for a decennial census. This discrepancy is especially noticeable as the decade-long gap draws to a close. In actuality, the decennial format of most censuses was merely a compulsion because conducting a census is a mammoth and prohibitively expensive undertaking.

It certainly makes sense that if census exercises were conducted more frequently, a number of policies and their execution as well as socioeconomic and health-related studies, might be dynamically adjusted by observing the findings.

An idea to pursue

For the past few years, this writer has personally supported "register-based" and "dynamic" censuses, which could furnish up-to-date census data whenever needed. The database would be updated continuously in real-time during a "dynamic" census. Reportedly, a few years ago, India was preparing software by which the birth date of a child will come into the back end of the database of the Census Register, and after attaining the age of 18 years, this person would be



Atanu Biswas

Professor of Statistics
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Kolkata

There are strong reasons why India needs to have 'register-based' and 'dynamic' censuses

registered as a voter in the voter list from the Office of the Census Registrar. The name would be removed from the voter list upon death.

Global trends

This could be a significant leap in the direction of a dynamic database. However, India's next Census, which will be the nation's first "digital census", may be a complete enumeration. On the other hand, a number of countries, including Austria, Bahrain, Denmark, Finland, Germany, Greenland, the Netherlands, Singapore, Sweden and Switzerland, are currently moving towards register-based censuses, which produce useful statistics primarily from government sources using data from various administrative registers, which includes population, tax, employment, school, hospital records, and data from municipalities.

These may be complemented by some well-planned small-scale sample surveys such as those conducted in Switzerland with 5%-10% of the population. Even the United States and the United Kingdom are moving towards register-based censuses. Unsurprisingly, such a census exercise will be cost-effective too. For instance, the cost of the 2001 Census in Austria was €72 million. However when the register-based approach was implemented in 2011, the cost fell to €10 million.

The United Kingdom government declared in 2014 that statistics derived from more frequent and timely administrative data will take the place of the decennial census after 2021. In place of the customary questionnaire-based approach, the U.K. will harvest the data people leave behind in their everyday lives. At the time, the Royal Statistical Society's executive director said the U.K. government had "made the right call". It is actually a "dynamic register-based census", meaning that every pertinent social, economic, and demographic activity and event in people's lives is constantly added to the census database.

Further, in order to produce its official figures,

the Office for National Statistics in the U.K. has recently begun to gather more data – reliable data, of course – even from private companies. Examples of this include data collected from supermarket scanners and data on cars and trains from Auto Trader and the Rail Delivery Groups. Notably, India already has an Aadhaar-centric database, unlike the U.K.. And, reportedly, a few years back, the Home Minister asked officials to devise a strategy to merge the voter card, Aadhaar card, and other databases into the Census database.

Database integration

However, combining many registers is never a simple operation. Even though it has been increasingly customary in India recently to integrate databases such as Aadhaar, PAN, voter ID, bank accounts, and mobile numbers, it is still a mammoth task to solve the jigsaw puzzle and to build up the "elephant" by correctly assembling different types of "registers". However, I believe the nation has sufficient expertise to accomplish that. And, by using the administrative data of various available registers instead, thousands of crores of rupees can be saved.

A census serves as a valuable repository of data pertaining to various economic endeavours, educational attainment and literacy rates, housing and domestic facilities, urbanisation, migration, mortality, fertility, religion, language, and additional socio-economic, cultural, and demographic information. It is unclear if our intended method will be able to update data on the majority of these aspects in real time. Naturally, if any data is lacking, it can be updated on a regular basis by properly conducting surveys, perhaps on a small scale.

Overall, such an exercise might usher in an era of dynamic, continuous censuses. And the greatest legacy of digital India might be that, if it can be implemented. Let the upcoming Census be India's last complete enumeration-based census.

Looking beyond Sanskrit

India commemorated Sanskrit Day on August 19 to highlight and promote the richness and antiquity of Sanskrit. At the same time, recognising the contributions of the nation's other languages is equally important. While Sanskrit has played a significant role in our cultural, religious, and intellectual history, focusing solely on this ancient language may overlook the rich literary traditions of other Indian tongues.

Sanskrit, one of the oldest languages in the world, holds a prestigious place in the liturgical and scholarly traditions of Hinduism, Buddhism, and Jainism. Its vast corpus of literature, including the Vedas, Upanishads, epics such as the Mahabharata and Ramayana, and numerous classical texts on philosophy, science, and arts, cements its importance in Indian culture. Historically, Sanskrit received patronage from religious institutions, royal dynasties such as the Guptas and Cholas, and colonial-era European scholars such as William Jones and Max Müller. Post-independence, efforts to promote Sanskrit have been seen as a means to reconnect with India's ancient heritage.

Rich literary traditions

However, India's linguistic landscape is incredibly diverse, encompassing numerous ancient languages with rich literary traditions, including Tamil, Pali, Prakrit, Kannada, Telugu, and Malayalam. These languages have extensive literary, religious, and cultural histories. Tamil, for instance, boasts classical Sangam literature and ancient origins, with archaeological findings and epigraphic evidence supporting its antiquity. The discovery of Tamil-Brahmi script inscriptions from the 2nd century BCE in Tamil Nadu and Sri Lanka challenges the notion that Sanskrit predates Tamil. Scholars such as Kamil Zvelebil have highlighted the richness and antiquity of Tamil literary tradition, arguing that it is



John J. Kennedy

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While Sanskrit deserves its place in India's linguistic landscape, it is imperative that other languages also receive recognition and support

one of the oldest living languages with an unbroken literary history.

Despite this rich diversity, there is a perception, which is not entirely unfounded, that the Indian government privileges Sanskrit and Hindi over other languages. As per the 2011 Census, only 24,821 people reported Sanskrit as their mother tongue. While more individuals may study or use Sanskrit in religious or academic contexts, its status as a spoken language remains limited. Yet, the government spent ₹643.84 crore for promoting Sanskrit between 2017 and 2020 compared to just about ₹23 crore on Tamil. This disparity highlights an imbalance in funding that can affect the development of other regional languages, impacting research, publication, educational programmes, and cultural preservation efforts. In fact, neglecting these languages can lead to their endangerment, especially those spoken by smaller communities. Hence, ensuring the survival and vitality of these languages requires balanced support and promotion.

Language supremacy

Antonio Gramsci's theory of cultural hegemony helps explain how language supremacy is established through cultural and ideological means. In India, privileging Sanskrit and Hindi can be seen as a form of cultural hegemony, where these languages are positioned as superior, influencing the cultural and social framework. Despite their rich histories and literature, this dominance marginalises other languages. Promoting specific languages over others can be traced back to colonial and postcolonial state-building processes that aimed to unify and standardise the nation, often disregarding linguistic diversity. Robert Phillipson's concept of linguistic imperialism also applies here. Privileging Sanskrit and Hindi in educational institutions, governmental functions, and media reinforces their dominance.

This could erode linguistic diversity and marginalise speakers of other languages. Pierre Bourdieu's idea of cultural capital suggests that privileging certain languages provides social and economic advantages to their speakers, further marginalising other languages.

Addressing this biased approach requires comprehensive policy reforms, educational initiatives, cultural promotion, community engagement, and technological support. The government must implement policies promoting all languages equally, ensuring representation in educational curricula, governmental proceedings, and public media. The National Education Policy's focus on mother tongues is a step in the right direction. Cultural events and literary programmes celebrating linguistic diversity should be encouraged, and adequate support for publishing and disseminating literary works in all languages must be provided. Involving local communities in preserving and promoting their languages, creating platforms for speakers of marginalised languages to share their stories and cultural practices, and utilising technology to develop language learning tools and digital content in local languages are crucial steps. Equitable distribution of resources for promoting all Indian languages is essential. Language policies should promote inclusivity and accessibility, ensuring all communities can learn and use their native languages alongside Sanskrit. Educational reforms should emphasise multilingualism.

Language is not simply a tool for communication; it is a core part of one's identity. In a country as diverse as India, privileging specific languages over others can create significant cultural and political issues. By promoting linguistic diversity, India can celebrate its rich linguistic heritage while ensuring the development of all its languages.

Over 70% child deaths in India are linked to malnutrition

Death rates from malnutrition are much higher in low-income countries, where children often don't get the diversity of nutrients

DATA POINT

Hannah Ritchie
The Hindu Data Team

In 2021, in India, 0.7 million children under the age of five died. Of these, 0.5 million of the deaths were attributed to child and maternal malnutrition. That means, over 70% of them were linked to nutritional deficiencies. In the same year, the world over, 4.7 million children under the age of five died; 2.4 million of those were attributed to child and maternal malnutrition. That means around 50% of child deaths – about 20% points less than India's figures – were linked to nutritional deficiencies.

In most cases, children don't die of malnutrition. They die from conditions that are exacerbated or are triggered by it. In most cases, it is a risk factor for premature death. In **Chart 1**, we can see how many child deaths are attributed to different nutritional risk factors in India.

By far, the biggest is low birth weight, which often happens because the mother is malnourished or has experienced infectious diseases during pregnancy. After the first few weeks or months of life, children are also more vulnerable to infection and disease when they are underweight or are malnourished and don't develop at a healthy rate. Hundreds of thousands die as a result of 'wasting', which means their weight is too low for their height, or 'stunting', which means they are too short for their age.

Death rates from malnutrition are much higher in low-income countries, where children often don't get the diversity of nutrients they need and where infectious diseases are much more common. In **Chart 2**, malnutrition deaths are plotted on the vertical axis and gross domestic product (GDP) per person on the horizontal axis. In rich countries – on the right of the

chart – rates are 20 to 50 times lower than in the poorest countries, on the left. Most malnutrition deaths occur in Sub-Saharan Africa and South Asia. BRICS countries are highlighted in the chart.

Thankfully, fewer children are dying from malnutrition than a few decades ago. **Chart 3** shows the Institute for Health Metrics and Evaluation's estimates of the number of child deaths related to malnutrition since 1990 in India.

The world over, around 6.6 million deaths were linked to these risks in 1990. By 2021, this had fallen to around 2.4 million – a 63% drop. Improvements in nutrition have driven some of this decline. In India, the corresponding drop was from 2.4 million to 0.5 million – a 80% drop.

Progress in tackling infectious diseases has also been crucial. Disease and malnutrition have a bidirectional relationship. This means that if diseases are less common, the health risks from being malnourished are also lower. In the last few decades, deaths from diarrhoeal diseases have plummeted thanks to clean water, improvements in sanitation, handwashing, and better and more widespread treatments. Antimalarials and bednets have reduced malaria death rates. Most children are vaccinated against tuberculosis, and a growing number are against rotavirus.

Support for mothers and babies during pregnancy and after birth has also improved. More births are attended by skilled health workers, which means that when babies are born with very low birth weights, professional medical workers are there to help and advise.

Tackling the diseases and health conditions that affect malnourished children is another way of reducing the poor health outcomes of malnutrition. But of course, improving the nutrition of children and mothers is crucial.

Hannah Ritchie is the deputy editor and Science outreach lead at Our World in Data

Deaths from hunger

Charts were sourced from an article published in Our World in Data titled "Half of all child deaths are linked to malnutrition"



Chart 1: Number of child deaths in India attributed to various nutritional risk factors

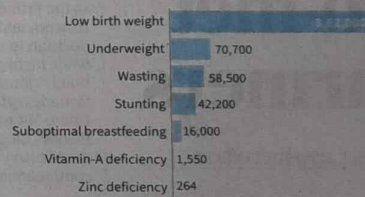


Chart 3: Number of child deaths in India attributed to various nutritional risk factors over time (in million)

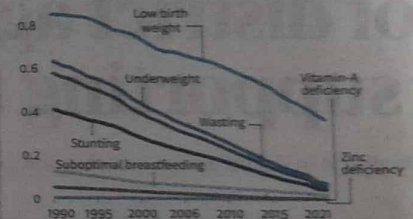
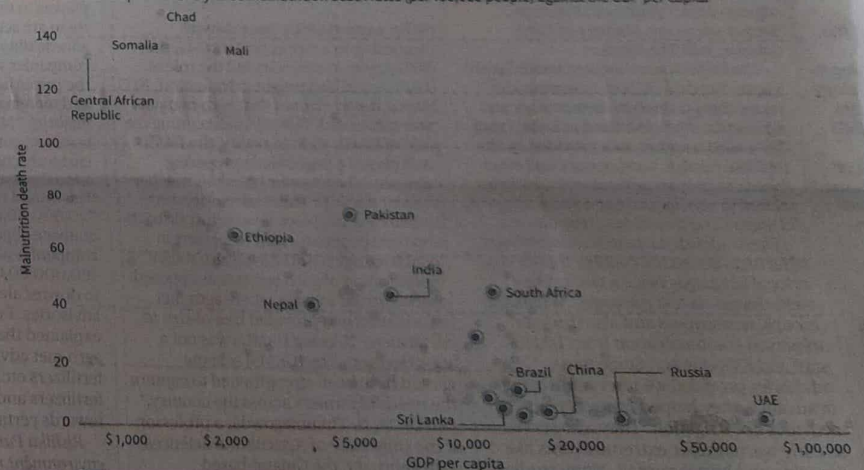


Chart 2: The chart plots country-wise malnutrition death rates (per 100,000 people) against the GDP per capita



What the Internet Archive case in the U.S. means for digital book-lending

The site's archival efforts have democratised access to more than 835 billion web pages and 44 million texts for anyone with an internet connection. Two of IA's techno-legal experiments prompted a major copyright tussle with book publishers

Arul George Scaria

The Internet Archive (IA) is a non-profit that has digitally archived more than 835 billion web pages and 44 million books and texts. It has also archived millions of audio recordings, videos, images, and software programmes. Its archival efforts have democratised access to them for anyone with an internet connection. Books form a major part of IA's archival mission and the extent of access to digitised books is generally determined by the type of user. For example, persons with disabilities can get access to the full text of books that might be still under copyright protection, while others may generally get only a short preview of the book.

Problem experiments

Two of IA's techno-legal experiments prompted a major copyright tussle with book publishers.

The first is the idea of Controlled Digital Lending (CDL): books are digitised and availed to readers on a 1:1 owned-to-loaned ratio. When a physical library has two physical copies of a particular book, only those two copies of that book can be lent. CDL used digital technologies to lend books online in this way. The maximum number of books

available to lend corresponded to the number of books IA or its partner libraries owned.

The second experiment was to liberalise the 1:1 policy during the COVID-19 pandemic as part of a 'National Emergency Library'. IA did this for less than three months, stopping when publishers initiated legal action citing violation of copyright, in *Hachette Book Group, Inc. and others vs. Internet Archive*.

The four horses of 'fair use'

The core issue before the district and the appellate courts was CDL's legality. That is, since CDL involved making digital copies of books, and since IA didn't deny lending those digitised books, did CDL constitute 'fair use' under U.S. copyright law? The district court took the view that IA did infringe copyright and that CDL didn't qualify as 'fair use'. When IA appealed, the appellate court reaffirmed the district court's verdict in favour of the publishers.

U.S. courts generally look at four factors as part of a 'fair use' analysis – purpose and character of use; nature of the copyrighted work; amount and substantiality of the portion used in relation to the copyrighted work as a whole; and effect of the use upon the potential market for or value of the copyrighted work. The appellate court's

perspective on two of these dimensions is worth reflecting on.

Whether the disputed use is 'transformative' is an important sub-factor of the 'purpose and character of use' condition. Drawing on legal precedents, IA argued its use made book-lending more efficient and enabled use-cases not possible with print books or physical lending. But the court held that IA's actions weren't 'transformative' as their copies served the same purpose as that of the original work, without meaningfully adding new features.

Second, some judges and scholars believe the 'effect of the use on the potential market for or value of the works' should be the most important factor in 'fair use' analysis. Here, the appellate court said IA bore the burden of proving there was no market harm for copyright holders. According to the court, while the publishers hadn't produced any empirical evidence, it was "reasonable and logical" to conclude IA's digital books worked as a competing substitute for licenced editions of physical books. The court also opined that if IA's practices were to become unrestricted and widespread, they would annihilate publishers' markets across formats. The court discarded the data IA had shared regarding the reportedly negligible effect CDL would have had on the sales of copyrighted work.

The future of CDL

It's possible the IA's 'National Emergency Library' project triggered a panic among the publishers and also predisposed the judges to this outcome. This said, the long-term consequences of the court's approach could matter more.

CDL has had a significant effect: it made the book-lending enterprise more efficient in the digital space and era and ensured people around the world could access books in a legitimate manner (without resorting to piracy, for example), and without causing substantial economic harm to the authors and the publishers.

On the flip side, if we extrapolate from the court's logic in this decision, we could argue that even lending by physical libraries falls afoul of the law because book publishers could argue that physical libraries are eating into the sale of their books. However, as experience has taught us, book-purchasing practices can work differently: readers will continue to buy books despite their being available in a library. Copyright laws in different jurisdictions have allowed libraries to let patrons borrow books in view of the broader public benefits, even if it may cause some economic harm to publishers and/or authors.

Arul George Scaria is the DPIIT IPR Chair Professor at the National Law School of India University (NLSIU).

The books our children need

There has been an improvement in the quality, range of children's literature in India. But more needs to be done to turn the fledgling gains into a much-needed cultural movement



DESIKAAL
BY YOGENDRA YADAV

LAST MONTH, I received a beautiful gift: An exquisitely designed, produced and packaged box of "Samay Post", containing 14 children's books written by Gulzar with fabulous illustrations by Allen Shaw. Most people don't know that our renowned lyricist-poet is also one of the finest storytellers for children. My favourites in this series are the nonsensical rhymes in *Utpatung* (which reminds one of Sukumar Ray's *Abol Tibol*) and *Ye Kavee Kale Kile* that demystifies how the crows took their colour. This latest offering from Ektara (Imprint: Jugnu) was no exception.

Earlier, too, I was captivated by the range and quality of their publications for children — mega picture books, posters, poem cards, story books and short novels besides *Pluto and Cycle* magazines — at their stall at the last World Book Fair. This was a marked improvement over the days when my wife and I desperately searched for quality Indian books for our two children, now 25 and 20, so that they do not become monolingual English-speaking kids, cut off from their Bengali and Hindi heritage. We found that Hindi publications then were only a wee bit better than my childhood staple of bland and text-heavy stories of Akbar-Birbal, Chacha Chowdhary, Tenali Ram and Panchatantra or comics like *Vetala* or *Amar Chitra Katha* (an occasional glossy Soviet book was a bonus) and magazines like *Champak*, *Pung* and *Lalpat*. We discovered that the two public sector publishers, the National Book Trust (NBT) and Children's Book Trust (CBT) had some decent titles — like *Rupa Haathi* by Mickey Patel — for our children. Occasionally, we found some quality books by independent publishers.

Mahu Bhalu by Kamla Bhasin remained the favourite bedtime story for both of our kids. They discovered Tulika Books through *Ikkil Dokki*, a lovely folk tale from Maharashtra and audiobooks of *Kanudi Tales* through the valour of "Raja Kapi", the monkey king. Katha Books brought for them tales from other Indian languages. But we had to hunt for these new publications. Such exceptions aside, the general quality of storytelling, illustrations and production of children's books in India did not stand up to the competition from Europe and America.

This was a pity in a country with a rich oral and written heritage of mythologies and storytelling. We found to our shame that none of our books were a patch on *The Gruffalo* or other books by Julia Donaldson. We finally lost this cultural battle to Larry Potter. Feluda's adventures at the Golden Fortress were overtaken by the witchcraft at Hogwarts. If the quality of children's literature is a measure of the quality of life of a nation, we were not doing very well.

Two months ago, I handed up in Chennai at the office-cum-shop of Tulika Books, one of the pioneers of the new wave of children's books, to see if the state of children's literature had changed from those times. Indeed it had. Building on the success of early publications like *Ikkil Dokki*, Tulika now has a large collection of a thousand-plus titles across nine languages. Tulika founder Radhika Menon gave



C.R. Sasikumar

me an overview of the big changes in children's books in India, mainly those published in English. Besides some big global names, it is mainly small and independent publications (like Ektara, Eklavya, Pratham, Katha, Karadi Tales, Tara, Pickle Yolk, Duckbill and Talking Cub) that lead a new wave of experimental and innovative trends in children's literature that reflect Indian ethos and reality.

A recent volume *Children's Books: An Indian Story*, edited by Shailaja Menon and Sandhya Rao, helps us go beyond anecdotal evidence and see the big picture of this new trend. The last three decades have seen a sudden expansion in the sheer volume of children's books, also reflected in an expansion in the number of publishers, authors, illustrators, etc. The readers have expanded too, as there is a class now that can afford to go beyond textbooks. There is also a wider range of genres including graphic novels and age group-specific books, including young-adult literature. And there is a discernible improvement in the quality of design, translation and production. At the same time, the two editors conclude that "given India's large, diverse and multilingual character, both the production and consumption of children's books are mere drops in terms of actual needs".

Children's books (other than textbooks) amount to just about one per cent of all books produced in India. Their producers and consumers are still largely "middle" class (a euphemism for the top 10 per cent) and "upper" caste urban Indians. It is hard to make a career out of writing for children. This market is still dominated by imported or Western books, poorly produced adaptations of mythological books and novelty or activity books. For me, the most concerning part is that much of this upsurge is limited to English. Hindi is a partial exception. Besides Ektara, Eklavya (the publisher of *Chakravak* magazine) has moved beyond educational publications to open their "Pitara" of imaginative story and picture books. Pratham Books, Katha and Tulika offer good Hindi books as a part of their titles in multiple languages. I believe the state of affairs is poorer in other Indian languages despite a strong legacy (of Gajubhai Badheka in Gujarati), famous writers (like Sukumar Ray in Bengali) and movements (like KSSP in Kerala). This is borrowed wisdom and I would be happy to be wrong, but it seems that the new wave of children's books is very weak or

non-existent in other languages, except for occasional pieces in children's magazines that most languages still have.

We may have now reached a tipping point. This fledgling new wave of children's books can be consolidated into a cultural movement that can open up a better future for coming generations. Here are four things you and I can do to make this happen.

First, as parents, we can buy books for children, use books as birthday presents and "return gifts". We can focus our purchase on Indian books, not for any nationalist reason but for the simple reason that children relate better to books that reflect their own lived experiences. But buying books is not enough. We must read books to and with children. And ensure that children read books in their "mother tongue", the Indian language spoken at home and in the locality. Remember, children learn best in their mother tongue and multilingual children are better learners.

Second, established authors can write more for children. This is not a lower, simpler or didactic form of literature. Vinod Kumar Shukla, arguably the leading Hindi writer of our times, shifted his focus to writing for children and young adults. Others can follow his lead.

Third, "civil society" and private philanthropy can support this effort by subsidising the cost of producing quality books in Indian languages, supporting workshops for book writing and fellowships to authors and illustrators for books. The Sahitya Akademi has instituted Bal Sahitya Puruskar, but we also need hundreds of awards to be instituted in every language for authors, illustrators, designers, editors and publishers of children's books. I hope Punjabi, Telugu, Tamil and Bengali NRIs who are nostalgic about their language are reading this.

Finally, the government can step in with well-funded programmes on public libraries and bulk purchasing of quality children's books. Karnataka's Revitalisation of Rural Public Libraries could serve as a model for the rest of the country, especially Hindi states that lag in the culture of public libraries. If a fraction of the money spent on free textbooks is devoted to supplying colourful and joyful storybooks to school libraries and anganwadis, we could serve our future generations better.

Yadav is member, Swaraj India and National Convenor of Bharat Jodo Abhiyaan

Children's books (other than textbooks) amount to just about one per cent of all books produced in India. Their producers and consumers are still largely "middle" class (a euphemism for the top 10 per cent) and "upper" caste urban Indians. It is hard to make a career out of writing for children. This market is still dominated by imported or Western books, poorly produced adaptations of mythological books and novelty or activity books. For me, the most concerning part is that much of this upsurge is limited to English. Hindi is a partial exception.

Gender Audit Reveals Textbook Biases

Over 50 Textbooks Used In Delhi Govt Schools Under Scanner, Crucial Changes Underway

Saket.Suman@timesofindia.com

New Delhi: At least 53 textbooks used in Delhi govt schools have come under the scanner following a detailed gender audit of their contents earlier in the year. **TOI** has learnt that SCERT, which conducted the first of its kind gender audit of textbooks being used by children in Delhi, sent its recommendations to NCERT, following which some crucial changes were made and several others are underway.

The audit reviewed 53 textbooks on different subjects and found a consistent imbalance in the representation of genders, perpetuating traditional stereotypes and excluding significant contributions of women, officials informed **TOI**. The audit detected heavy male dominance in both the textual content and illustrations across the subjects. From primary to senior levels, textbooks consistently portrayed men in leadership or physically active roles, while women were often relegated to secondary or passive roles.

Officials explained, for instance, in environmental studies textbooks, men were shown engaging in outdoor activities like farming and construction work, while women were depicted performing domestic tasks such as cleaning

ANALYSING REPRESENTATION AND STEREOTYPES

Observations from Gender Audit

Deshbhakti Curriculum | The Deshbhakti Curriculum, which includes textbooks for students from KG to Class XII, showed a gendered representation of professions and historical figures. For instance, male freedom fighters are predominantly celebrated, while women's contribution to the freedom struggle receive minimal attention

Entrepreneurship Mindset Curriculum | EMC, intended to inspire students to think creatively and pursue entrepreneurial ventures, also

faceted scrutiny for gender representation

Environmental Studies | In many instances, men were shown engaging in outdoor activities, such as

farming or playing sports, while women were depicted performing household chores

Social Studies | In social studies textbooks, historical figures such as key leaders and political leaders were almost exclusively male.

The report advocates for the inclusion of more female historical figures and an equitable portrayal of male and female characters in leadership positions



Major Trends

Reinforcement of Traditional Gender Roles

> Women are consistently shown in nurturing or passive roles, while men are depicted in active, leadership positions

Lack of Gender Sensitivity in Language

> In subjects such as science and social studies, male pronouns were predominantly used, even in generic references, further entrenching the perception that men are the default or norm

Minimal Representation of Non-Binary and Transgender Identities

> Transgender and non-binary identities were largely absent from the textbooks. This omission not only limits students' understanding of gender diversity but also perpetuates the invisibility of these communities in mainstream education

and cooking. Such imbalanced portrayals, they said, reinforced outdated gender roles.

The Deshbhakti curriculum, aimed at instilling patriotism in students, was found to be particularly gender biased. It celebrated male freedom fighters and political leaders

while marginalising the contributions of women. In many instances, women were portrayed in supportive or nurturing roles, further promoting the idea that leadership and nation-building were male domains. Illustrations in the curriculum showed men in professions associated with physical strength, such as the armed forces or policing, while women were depicted as teachers or nurses.

"This contrast in representation sends a message to young students that men are more capable of heroic achievements while we are limited to caregiving roles," said Sangeeta, a govt schools student in north Delhi's Adarsh Nagar. "Textbooks shouldn't encourage gender bias and we should be encouraged to become successful in different spheres."

The audit also uncovered the near-total absence of transgender and non-binary representation in the textbooks. This lack of visibility not only excluded these identities from the educational narrative but also prevented students from learning about the full spectrum of gender diversity in society. By omitting transgender and non-binary characters, the textbooks failed to foster inclusivity and promote an understanding of

gender beyond the male-female binary, officials said.

Nahar Singh, joint director, SCERT Delhi, told **TOI** that several changes were made following the audit, including in the Deshbhakti curriculum. He highlighted that a gender audit like this was undertaken for the first time by SCERT and the results pointed to glaring lapses.

The recommendations made by the audit were to revise the content and illustrations across all subjects to ensure a more balanced representation of genders. It specifically mentioned the need for the inclusion of women in leadership roles and professions traditionally dominated by men to avoid gender stereotyping in textbooks.

"Our job was to do a thorough audit of the textbooks and we did that," said Singh. "We did not hide anything and sent our recommendations to NCERT. Many changes have been made in this regard and we also found that sometimes it was because of a lack of communication between the writer and the illustrator that resulted in the gender-biased representation." He added that SCERT intends to conduct a gender audit on every single page content meant for school students now onwards.

With poor infra, vocational training losing enrolments

Meghna Dhulia
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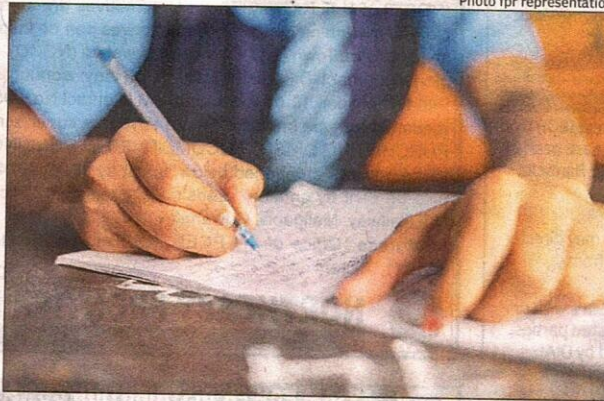
Photo for representation

New Delhi: Inside govt school classrooms across the city, vocational and skill-based subjects are facing an uphill battle for relevance. Some schools have reported near-zero enrolment. The situation reveals deeper problems linked to poor infrastructure that has led to disinterest among students.

The directorate of education (DoE) had recently issued showcause notices to 606 govt schools due to their poor enrolment figures. Schools reporting fewer than 20 students in specific skill subjects were directed to explain the reasons behind the low enrolment and to outline measures they are taking to boost student participation.

As DoE demands explanations and action plans from these schools, the stakes are high and a pressing question looms: why are these skill-based subjects failing to capture the imagination of Delhi's youngsters?

"The core issue lies in inadequate planning and execution of vocational courses. Many schools lack essential infrastructure, such as laboratories and equipment. For example, students enrolled in the IT course want to use computers, which are often unavailable. Even in schools that do have labs, these facilities are frequently insufficiently equipped to handle high enrolment numbers. In addition to this, the quality of the curriculum is generally poor," a



DoE had recently issued showcause notices to 606 govt schools

Delhi govt schoolteacher said.

He added, "Recently, many vocational teachers were let go once their contracts expired, leaving several schools without qualified instructors. Subsequently, other teachers, who lack experience in conducting practical sessions, were asked to step in. This is why students lose interest when they don't receive the hands-on experience they need."

Some of the vocational subjects introduced in Delhi govt schools for classes IX-XII are beauty and wellness, travel and tourism, fashion studies, media, data science, IT, healthcare, retail, food production, financial markets, among others.

In some schools, certain vocational courses are being phased out due to a lack of qualified instructors. A principal of a south Delhi govt school said, "We had a vocational course in our school where students were performing exceptionally

well and showing strong participation. However, we've been instructed to discontinue it because the instructor's contract has ended and no replacement is available. We've been assigned a new instructor for a different course, which we will have to start now."

She added, "Before focusing on enrolment, there needs to be a solid foundation of infrastructure. There is a lack of coordination among the various stakeholders involved. Achieving a consensus is essential. For example, courses like food production, and beauty and wellness require specialised setups and experienced instructors. Only then will we see increased student interest."

Officials said there are two models for vocational programmes in schools: one involving private vocational training providers and the other relying on part-time vocational teachers hired by Delhi govt.

Jabalpur schools ordered to use only CBSE books till class 8

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Jabalpur schools ordered to use only CBSE books till class 8

TNN / Sep 10, 2024, 19:33 IST



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Jabalpur: In a significant order, the district collector of Jabalpur has ordered that the private schools will have to use only NCERT books till class VIII in Jabalpur. If it is essential to use books by any other publication for any subject, then its cost should not exceed 25% of the MRP of the NCERT book,

ordered the district collector of Jabalpur.

Poll
Congress will return to power in Haryana, says leader of opposition Bhupinder Hooda

- Disagree
- Agree

In the order issued by district collector and chairman of the district education committee, Deepak Saxena, it is stated that the Central Board of Secondary Education (CBSE) has issued revised guidelines regarding the use of textbooks in private schools. Accordingly, orders have been issued for CBSE schools in the district to use NCERT books as much as possible for classes 1 to 8 in the upcoming academic session 2025-26. Schools can use books from private publishers for valid reasons, but the unavailability of NCERT books will not be considered a valid reason.

All schools must upload the list of prescribed books for all classes on their website by October 1. If any other book is to be used, the school management and principal must jointly sign a declaration stating the valid reasons and submit it to the district education committee. If the information is not provided by the due date, it will be assumed that the school management is using NCERT books. If other books are found to be used during future inspections, strict action will be taken, including the cancellation of the school's recognition.

Only in special circumstances can school management use books from private publishers, and the price of these books should not exceed 25% more than the price of NCERT books. Based on the displayed book list, a book fair will be organised in February-March, the orders said.

Start a Conversation

Post comment

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The Hindu, 11 September 2024, Page No. - 8

On ANI's defamation suit against Wikipedia

Why has the news agency *Asian News International* filed a lawsuit against the Wikimedia Foundation? What has the Delhi High Court asked the Foundation to reveal? Who can make and edit pages on the Wikipedia site? Will Wikipedia be blocked in India?

EXPLAINER

Aroon Deep

The story so far:

The news agency ANI sued Wikipedia parent Wikimedia Foundation last month for defamation, due to a description of the news agency as a propagator of government propaganda on the website. Last week, a Delhi High Court judge threatened to order the government to block Wikipedia if the Foundation didn't provide details of the users who made these edits.

What does the page on ANI say?

When Wikipedia's page for the news agency *Asian News International* started reflecting new reporting scrutinising the firm's record in 2020, a back-and-forth edit war ensued among users — seasoned editors on one side, and largely new accounts that only edited the ANI page, according to public logs of changes made to the entry — for months. The agency, which largely syndicates video and text feeds from around the country to news channels and other outlets (including *The Hindu*), was described as "running [a] pro India fake news network aimed at influencing European think tank [sic] against Pakistan," a version of the article then read. Over time, this rough sentence in the page's introduction was smoothed out, annotated, and crystallised into what it says today: that the agency is "accused of having served as a propaganda tool for the incumbent central government, distributing materials from a vast network of fake news websites, and misreporting events on multiple occasions." ANI found the description, along with a longer section detailing these descriptions, defamatory. They sued the Wikimedia Foundation, which runs Wikipedia, in the Delhi High Court earlier this year, seeking ₹2 crore in damages.

In statements to *The Hindu*, the Wikimedia Foundation has stood by the ANI page, saying that the descriptions in that entry are borne out by reliable sources (which include *The Diplomat*, the EU DisinfoLab, and *The Caravan* magazine). Users who have made more than 300 edits and have an account that is at least a month old are free to "improve" the page, the Foundation said.

What has the Delhi High Court ordered in the case so far?

At the second hearing on August 20, Justice Navin Chawla ordered the company to serve three of its users with a summons to appear in the case, and provide "details" about these users. The demand appeared to be aimed at unmasking the individual editors who made these changes, something that the Foundation has historically not done outside the U.S. Even as the non-profit communicated with ANI's lawyers shortly before the subsequent hearing on Thursday, the latter filed a contempt application. At the Thursday hearing, Mr. Chawla issued a verbal threat to order the Indian government to block Wikipedia if it did not comply. An "authorised representative" of the non-profit was directed to be personally present at the next hearing on October 25.

Does Wikipedia face lawsuits and censorship threats elsewhere?

Wikipedia has faced bans and lawsuits from around the world by individuals and organisations that have been aggrieved by descriptions of them. In Russia, Wikipedia editors have been targeted with arrests and intimidation since the beginning of

Wikipedia and some key numbers

In August this year, India recorded the fifth highest number of Wikipedia users — 78 crore — with United States leading the list followed by Japan, Great Britain and Germany. The "free encyclopedia" includes articles in all but two (Bodo and Dogri) of the 22 languages mentioned in the Eighth Schedule of the Indian Constitution. Among them, the highest number of articles were in Urdu, at 2 lakh, followed by Tamil, at 1.5 lakh. Zooming out, globally, the English language had the highest number of articles, closely followed by Cebuano, a regional language spoken in the Philippines.

By The Hindu Data Team

Chart 1: The chart shows the countries with the largest number of Wikipedia users in August 2024

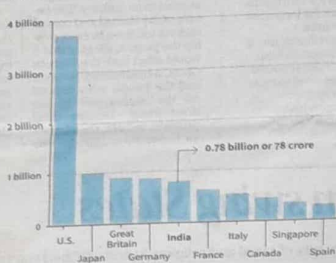


Chart 2: The chart lists the 23 languages spoken in India — including those in the Eighth Schedule — in which Wikipedia articles are available. The bigger the size of the rectangle, the more the number of articles

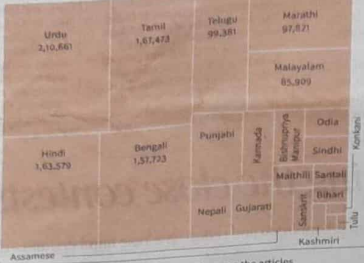
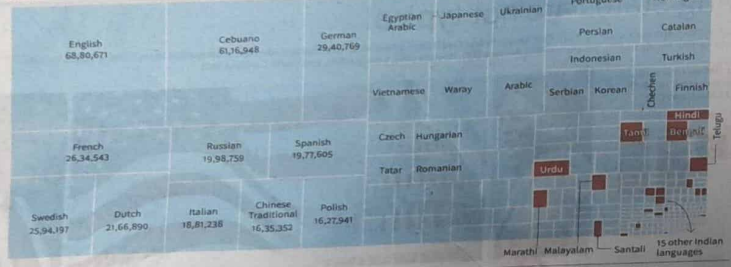


Chart 3: The chart lists the 320 languages in which Wikipedia articles are available. The bigger the size of the rectangle, the more the articles



that country's invasion of Ukraine. In 2019, a German court ordered the Foundation to remove records of an older version of an article about academic Alex Waibel; in the U.S., the firm routinely faces lawsuits, and nearly all cases have either been withdrawn or found in the non-profit's favour, due to the country's ironclad protections for web platforms.

The encyclopedia allows nearly anyone to edit posts, even without being logged in. However, some posts on contentious topics are restricted (sometimes for a long duration) to registered users with a track record of making contributions that have been upheld by other users. Norms on the site are decided by the community, and may be enforced unevenly, with articles on less notable subjects suffering from issues like advertising-like language.

Does Wikipedia content have an ideological bias?

The current policies followed by Wikipedia users do not have an explicit ideological flavour. These include guidelines such as having a "neutral point of view," only including "notable" information and having reliable sources decided by the community. However, the site is often accused of a progressive, liberal bias, something that a few studies have also attested to.

Conservative grievances with

Wikipedia users' editorial slant have invariably become part of the discourse around the ANI-Wikipedia case. *OpIndia*, a right wing news portal that has covered the ANI lawsuit closely, has accused Wikipedia editors of propagating liberal "propaganda" on the site; has previously revealed the identity of an individual editor who started and contributed to the 2020 Delhi riots; and has criticised the site's description of the riots for allegedly downplaying attacks by Muslim rioters. The portal's editor on Sunday vowed to put out a detailed "dossier" outlining these allegations.

Has Wikipedia faced criticism for content vandalism in India before?

Wikipedia has faced the Union government's ire at least once in the past due to vandalism. The cricketer Arshdeep Singh's page was briefly vandalised last year, and then Minister of State for Electronics and Information Technology Rajeev Chandrasekhar said the vandalism was inconsistent with the government's

principles for the Indian internet. The site's volunteers had quickly addressed the vandalism and restricted the page to experienced editors.

The site also suffers from a weakness under Indian law — unlike social media companies, it has no procedure in place to block access to articles after receiving a court order. In 2019, the Wikimedia Foundation termed a prior draft of the IT Rules, 2021, which enable such blocking orders, as having "the potential to limit free expression rights for internet users across the country".

Can Wikipedia be blocked?

However, Wikipedia may not be completely immune from arm-twisting or blocking. China, for instance, has had the site blocked for years. While Russia has not blocked the site, it has arrested volunteer editors of Russian-language Wikipedia, and told search engines to mark the site as a violator of Russian laws. Since Wikipedia content is licensed under what is called Creative Commons Attribution-ShareAlike Licence 4.0, its pages can be legally mirrored in a "fork" setup that can edit and censor its content as per government demands or individual biases. Ruwiki is an example of such a fork, which complies with Russian authorities' narratives on the Russia-Ukraine war.

THE GIST

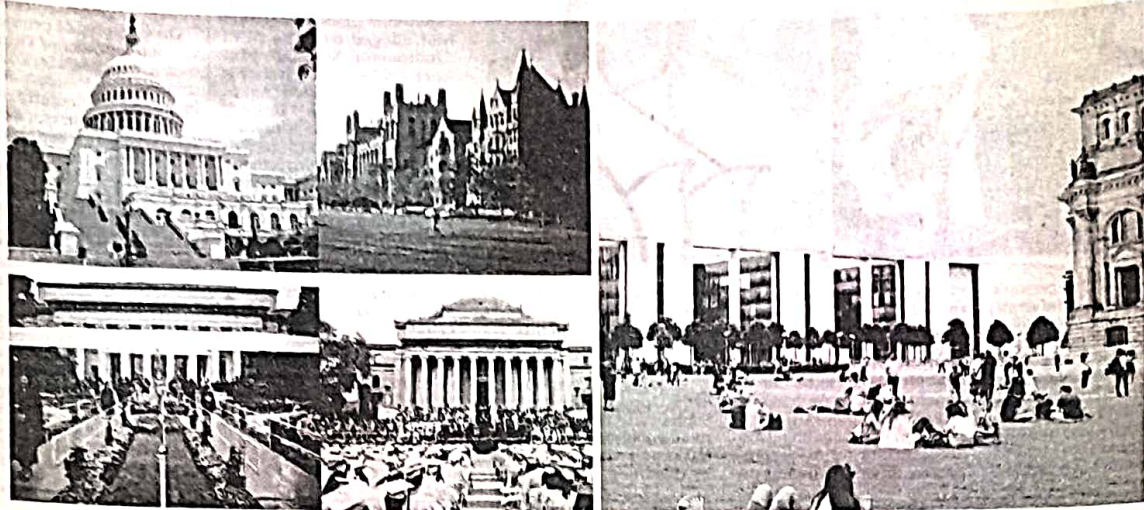
ANI is described on Wikipedia as "accused of having served as a propaganda tool for the incumbent central government, distributing materials from a vast network of fake news websites, and misreporting events on multiple occasions."

At the second hearing on August 20, Justice Navin Chawla ordered the company to serve three of its users with a summons to appear in the case, and provide "details" about these users.

In statements to *The Hindu*, the Wikimedia Foundation has stood by the ANI page, saying that the descriptions in that entry are borne out by reliable sources (which include *The Diplomat*, the EU DisinfoLab, and *The Caravan* magazine).

Pedagogy of unwellness

The vast majority of students belong to the anxious generation. In the system of education that prevails across the globe, a large number of children studying in normal schools are the canaries in the coal mines. They face extremely dangerous, explosive and toxic surroundings. For them, schools, colleges and universities have become increasingly venues of unwellness and factories of unhappiness



The Duke of Cumberland and uncle of Queen Victoria fiercely opposed the expansion of the Great Western Railways on the strange ground that its rumbling "would disturb Eton's schoolboys." Founded in 1440, "the nurse of England's statesmen" has educated scores of Prime Ministers, world leaders and Nobel Laureates, and continues to dominate public life in the UK.

The school confers a vast and unfair advantage to its alumni, over the alumni of even the best schools in the state system.

Billionaire Elon Musk has started a new experimental Astra Nova School which is billed as "the most exclusive school in the world". Musk's school is the on-line school on the campus of SpaceX. It is expected to produce billionaires. No surprise for guessing it!

The "mercurial, man-child", says his biographer Walter Isaacson, has "grandiose ambition and an ego to match." As his money and power grow, Musk now frequently channels his inner Trump. One of the most expensive secondary schools in the Swiss Alps charges 125,000 Euros per year.

In these super elite schools, education is a sense of the way power works in institutions. They are of course intensely hierarchical where the status is marked by dress and form of address.

But Musk and other tech billionaires are also building castles of a different kind. They have now entered universities with a mission to launch a war on ideas. Elite universities in the US will now become even more elitist while avenues for higher education are vanishing for the less privileged.

The ship of fools doesn't sink fast. Globally, schools, colleges and universities are proliferating. Boutique universities are minting money. But the internet is spreading a new kind of illiteracy. The reading habits of students have already atrophied online. It is a

loss which will persist for their entire academic life.

The vast majority of students belong to the anxious generation. In the system of education that prevails across the globe, a large number of children studying in normal schools are the canaries in the coal mines.

They face extremely dangerous, explosive and toxic surroundings. For them, schools, colleges and universities have become increasingly venues of unwellness and factories of unhappiness.

Mini Khuc, a Vietnamese-American scholar and managing editor of Asian American Literary Review, argues that we are all differently unwell. The author of Pedagogy of Unwellness further maintains that "we are unwell in different ways at different time."

Asian-American students, in particular, whom she has interviewed extensively, are more vulnerable than others.

Khuc goes a step further by suggesting that academic institutions are "incubators of unwellness" as they place a premium on hyper-productivity and compulsory wellness.

When you struggle or fall, you are made to believe it is your fault and that something is wrong with you and not with the schools or the system.

She has visited more universities and listened to more students in mental health workshops, discussions, meetings than anyone else in Asian American studies or mental health.

Her research is also a "close reading of the university as a structure". The cruel irony, she says, is that university's wellness "makes students unwell".

The university places emphasis on "academic hyper-productivity across the university strata" which is another name for what she calls "unrelenting dehumanisation that relies on the conflation of that productivity with wellness."

Daniel Wilson, director of "Project Zero" at the Harvard Graduate School of Education, says that it is "hard to learn without real-life relevance" Schools must encourage curiosity, sense of belonging and facilitate students' interactions with the surroundings. More importantly, Wilson posits that our children are "the victims of epistemic injustice and unwellness in the classroom."

Why have schools and universities come to such a pass? Big is not a strong enough word for the rot in the education system. Our universities are now teaching students to unthink. Or to think conspiratorially. Honest inquiry is unwelcome.

Autocrats hate universities and intellectuals. Princeton historian David Bell says that the Silicon billionaires behave like the predatory wolves. Power has poisoned academia.

Today, more and more universities are allowing the core academic mission of intellectual inquiry and teaching to be subordinated to other values.

Right-wing assault on education is agenda-driven. Billionaires are destroying academia and political leaders are truthing through banality.

Universities, research institutions and knowledge-producing centres are entrusted with the task of thinking on behalf of society. They are expected to subject all ideas to rigorous testing.

The university is a place for inquiry, for asking questions. As American philosopher Judith Butler says, it is important to keep questions open. If they are shut down too quickly, "that is surely another kind of failure, since the question is but one way that young people are struggling to exist, equal and free."

She further posits that sometimes you find answers, sometimes you don't. But "as long as the questions are allowed, conversations are possible."

We are in intellectual poverty. There is a collapse of critical thinking. There is disdain for truth and philosophy. Truth is now revealed by politicians.

Given the manifold crises, we need pedagogy of imagination and storytelling. We don't need to build a hero who saves everything. As Emiliano Zapata, hero of the 1910 Mexican Revolution, said, "strong leaders make a weak people." We need to look for a collaborative project, a solution into which we all fit.

Stories shape who we are. They drive us to get out of our dreams and mould our beliefs. Stories are magic, they can create other worlds, emotions and ideas.

We suffer from what Peter Turchin has famously called "elite mass production". To him, elites are a small proportion of the population "who concentrate social power in their hands - whether that's in the military, economic, political, or ideological sphere"

Markets and states are now inseparably intertwined. And education is inextricably linked to the politics of power. We keep moving ahead with a policy despite its glaring and recurrent failure.

We see progress falling apart. Ours is a time, beautifully captured by John Kennedy, in which "all the truth, and all the right, and all the angels are on one side." TS Eliot saw that happening when he warned, we have lost knowledge in information and wisdom in knowledge.



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ETV Bharat / Bharat

Madrasahs Work Arbitrarily, Unfit To Give 'Proper' Education: NCPCR Tells SC

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By [Sumit Saxena](#)

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The NCPCR, in its written submissions, said the Board of Madrasa Education should not be regarded as an academic authority because it is merely a body with the power to conduct examinations, and the examinations administered by the board are completely at odds with the curriculum of NCERT and SCERT, keeping the students of Madrasahs behind those who fall within the purview of RTE



Representative Photo (ANI)

New Delhi: The National Commission for Protection of Child Rights (NCPCR) has told the Supreme Court that Madrasah is an unfit place to receive 'proper' education and it works arbitrarily and runs in an overall violation of the constitutional mandate, Right to Education Act and the Juvenile Justice Act, 2015.

an academic authority because it is merely a body with the power to conduct examinations, and the examinations administered by the board are completely at odds with the curriculum of NCERT and SCERT, keeping the students of Madrassas behind those who fall within the purview of RTE.

The commission said that to impart instruction that is entirely in the context of religion is a flagrant violation of a child's fundamental right to education which does not adhere to the requirements of the RTE Act, 2009, or any other applicable laws. Innocent children suffer as a result of the religious subject getting institutionalised in Madrasas, it added.

"A Madrassa is not only an unsuitable/unfit place to receive 'proper' education but also in the absence of entitlements as provided under Sections 19, 21, 22, 23, 24, 25, and 29 of the RTE Act. Further, Madrasas do not only render an unsatisfactory and insufficient model for education but also have an arbitrary mode of working devoid of a standardised curriculum and functioning," it said.

The written submission was filed by the commission in a matter related to Madrasas in Uttar Pradesh. On April 5, the apex court put on hold the Allahabad High Court's March 5 order striking down provisions of the Uttar Pradesh Board of Madarsa Education Act, 2004.

The apex court had said it was of prima facie view that the law does not provide religious instruction and students are also imparted education in secular subjects like science, mathematics and social studies.

The commission said, on perusal of the list of books available on the website of the Madrasa Board, it has found objectionable content in Diniyat books being included in their curriculum. It has been observed that as per the prescribed curriculum, the Madrassa Board is teaching texts through these books that profess the supremacy of Islam.

In its written submission, the NCPCR mentions that even though the Darul Uloom Deoband Madrasa was founded in Deoband in Saharanpur district of Uttar Pradesh, it has been impacting the people professing Islamic culture and practices across the country and abroad.

The commission said it received complaints regarding the fatwas issued by Darul Uloom Deoband which contained references from a book titled 'Bahishti Zewar'.

"It is pertinent to mention here that the said book has content which is not only improper but also objectionable and illegal for children as the same contains text on engaging in a sexual relationship with a minor. The book is also alleged to be taught to children in madrasas, and further fatwas containing such objectionable information accessible to all", it added.

The NCPCR said it has come across various objectionable content on the website of Darul Uloom Deoband wherein one of the fatwas was issued regarding establishment of physical relationship with a minor girl which is not only misleading but also in violation of the provisions under POCSO Act, 2012.

The commission said another fatwa was issued on the Darul Uloom Deoband portal where a question was asked by an individual from Pakistan regarding suicide attack on non-Muslims forces and a statement of "consult your local scholar" by the Darul Uloom Deoband instead of responding to the query is invalid or illegal.

homicide, terrorist attack among non-Muslims and is a matter of national security , it said.

The commission said a school is defined under Section 2(n) of the RTE Act, 2009, which means any recognised school imparting elementary education and a Madrasa being out of this definition has no right to compel the children or their families to receive education at Madrasa.

The commission said lack of proper curriculum, teacher eligibility, non-transparency/funding, and violations of the law of the land, Madrassas also failed to provide a holistic learning environment to the children.

The child rights body said the Madrassas are getting Unified District Information System for Education (UDISE) Codes despite not fulfilling the required norms and standards as per the RTE Act, 2009.

“The fact of children getting education in government-funded Madrassaa including the unmapped madrassas which are receiving funds from the state governments is a clear violation of the law of land and such an education which is devoid of the basic curriculum, eligibility and holistic environment cannot be furthered on the expenses of the State”, it said.

The commission said though the Madrassas are running across the country, only states like Bihar, Chhattisgarh, Odisha, Uttar Pradesh, West Bengal, Madhya Pradesh, Rajasthan and Uttarakhand have Madrasa Board.

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[RIGHT TO EDUCATION](#) [NCPCR ACCUSES MADRASSAS](#)

ABOUT THE AUTHOR



Sumit Saxena

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मदरसों में धार्मिक शिक्षा, कई की मान्यता नहीं: NCPDR सुप्रीम कोर्ट में दाखिल किया हलफनामा

Rajesh.Choudhary
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■ नई दिल्ली: नेशनल कमिशन फॉर प्रोटेक्शन ऑफ चाइल्ड राइट्स (NCPDR) ने सुप्रीम कोर्ट में मदरसा में दी जाने वाली एजुकेशन की गुणवत्ता पर चिंता जाहिर की है। NCPDR यानी राष्ट्रीय बाल अधिकार संरक्षण आयोग ने कहा कि मदरसा एजुकेशन के लिए उपयुक्त नहीं है। वहां क्वालिटी एजुकेशन सुनिश्चित नहीं हो पाती है। ज्यादातर मदरसों में धार्मिक शिक्षा ही दी जाती है। मदरसे में मेन स्ट्रीम एजुकेशन ना के बराबर दिया जाता है। दरअसल, इलाहाबाद हाई कोर्ट ने UP बोर्ड ऑफ मदरसा एजुकेशन एक्ट 2004 को खारिज कर दिया था, जिसे सुप्रीम कोर्ट में चुनौती दी गई है। सुप्रीम कोर्ट ने पांच अप्रैल 2024 को हाई कोर्ट के फैसले पर रोक लगा दी और मामले में सुनवाई का फैसला किया। सुप्रीम कोर्ट ने कहा था कि हाई कोर्ट ने एक्ट को सही तरह से नहीं देखा है। इसी मामले की सुनवाई के दौरान NCPDR ने अपना हलफनामा दायर किया है।

RTE एक्ट के दायरे से बाहर है मदरसा: NCPDR ने सुप्रीम कोर्ट को दिए हलफनामे में कहा है कि मदरसा

को राइट टु एजुकेशन (RTE) एक्ट से बाहर रखा गया है। ऐसे में मदरसा में पढ़ने वाले बच्चे न सिर्फ क्वालिटी एजुकेशन से वंचित हो रहे हैं, बल्कि औपचारिक शिक्षा से भी वंचित हो रहे हैं जो स्कूलों में पढ़ाए जाते हैं। इसके साथ ही वे शिक्षा के मौलिक अधिकारों से वंचित हो रहे हैं। शिक्षा के अधिकार के तहत स्कूलों में बच्चों को मिड डे मील, यूनिफॉर्म और ट्रेड टीचर मिलते हैं। मदरसे में यह सब लागू नहीं है, क्योंकि मदरसे के बच्चे RTE के दायरे से बाहर हैं। NCPDR ने तीन तरह के मदरसों का जिक्र किया है। एक, जो राज्य मदरसा बोर्ड से मान्यता प्राप्त है और जिनमें धार्मिक शिक्षा के साथ-साथ औपचारिक शिक्षा दी जाती है लेकिन ये RTE एक्ट के दायरे से बाहर हैं। दूसरे गैर मान्यता प्राप्त मदरसे, जहां औपचारिक शिक्षा नहीं दी जाती। तीसरे वे मदरसे जिन्होंने मान्यता के लिए आवेदन ही नहीं किए होते। भारत में अधिकतर मदरसे ऐसे ही हैं, जिनमें बड़ी संख्या में बच्चे जाते हैं।

राष्ट्रीय बाल अधिकार संरक्षण आयोग ने सुप्रीम कोर्ट में कहा, मदरसे उचित शिक्षा के लिए अनुपयुक्त अच्छी शिक्षा के हक से वंचित कर रहे मदरसे

अमर उजाला ब्यूरो

नई दिल्ली। राष्ट्रीय बाल अधिकार संरक्षण आयोग (एनसीपीसीआर) ने सुप्रीम कोर्ट में कहा है कि मदरसे उचित शिक्षा प्राप्त करने के लिए अनुपयुक्त और अयोग्य स्थान हैं। ये शिक्षा के लिए जरूरी माहौल और सुविधाएं नहीं दे पा रहे। बच्चों को औपचारिक, गुणवत्तापरक शिक्षा नहीं मिल पा रही है। मनमाने तरीके से काम करते हैं। बच्चों को अच्छी शिक्षा के अधिकार से वंचित कर रहे हैं।

आयोग की ये लिखित दलीलें यूपी के मदरसा एक्ट को असांविधानिक घोषित करने के इलाहाबाद हाईकोर्ट के फैसले के खिलाफ दायर याचिका



शिक्षा का अधिकार अधिनियम का उल्लंघन करते हैं मदरसे धार्मिक शिक्षा देने पर ही जोर

पर आई हैं। सुप्रीम कोर्ट शुक्रवार को मामले पर सुनवाई करेगा।

आयोग ने कहा कि मदरसे शिक्षा का अधिकार अधिनियम व किशोर न्याय अधिनियम, 2015 का उल्लंघन करते हैं। मदरसे शिक्षा के अधिकार कानून के

मिड डे मील, यूनिफॉर्म, प्रशिक्षित शिक्षकों जैसी सुविधाएं नहीं

आयोग ने दलील दी कि मदरसों में बच्चों को मिड डे मील, यूनिफॉर्म और स्कूल में पढ़ाने के लिए प्रशिक्षित शिक्षकों जैसी सुविधाएं नहीं मिल पातीं। मदरसे आर्टीई अधिनियम, 2009 या किसी भी अन्य लागू कानूनों की आवश्यकताओं का पालन नहीं करते हैं।

तहत नहीं आते, इसलिए इनमें पढ़ने वाले बच्चे न सिर्फ बाकी स्कूलों में मिलने वाली औपचारिक व जरूरी शिक्षा से वंचित रहते हैं, बल्कि उन्हें आर्टीई अधिनियम के तहत मिलने वाले अन्य फायदे भी नहीं मिल पाते।

भ्रामक फतवों का दिया हवाला आयोग ने देवबंद में मौजूद दारुल उलूम मदरसे की वेबसाइट पर मौजूद कई आपत्तिजनक कंटेंट का भी हवाला दिया। आयोग के मुताबिक वेबसाइट पर एक फतवा नाबालिग लड़की के साथ शारीरिक संबंध पर दिया गया था, जो न सिर्फ भ्रामक है, बल्कि पाँक्सो एक्ट के प्रावधानों का भी उल्लंघन है।

यह बच्चे को शिक्षा प्रदान करने के मौलिक सांविधानिक अधिकार का उल्लंघन है। मदरसों का ज्यादातर जोर धार्मिक शिक्षा पर ही होता है, मुख्य धारा की शिक्षा में उनकी भागीदारी कम ही होती है।

NCPCR assails madrasa system in SC, cites child rights violations

Utkarsh Anand

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NEW DELHI: The National Commission for Protection of Child Rights (NCPCR) has launched a scathing critique of the madrasa education system in its submissions before the Supreme Court, asserting that these institutions violate children's fundamental rights to education and are operating in breach of the constitutional mandates and the Right to Education (RTE) Act.

Urging the top court to recognise the need for integrating general education with religious teachings in these institutions, NCPCR submitted that children in madrasas are compelled to follow a rigid curriculum focused on religious education, leaving them without the opportunity to engage in mainstream academic learning.

"It is a flagrant violation of a child's constitutional right to education to impart instruction that is entirely in the context of religion and that does not adhere to the requirement of the RTE Act, 2009, or any other applicable laws. Innocent children suffer as a result of the religious subject of education becoming institutionalised in madrasas. The absence of formal education in these institutions deprives children of essential skills and knowledge necessary for their holistic development," stated the child rights body.

NCPCR also expressed concerns over the content of some madrasa textbooks, particularly those promoting "supremacy of Islam", even as several non-Muslim children were also enrolled in madrasas in the state of Bihar, Madhya Pradesh, West Bengal, Uttar Pradesh and Uttarakhand.

The submissions were made in response to petitions filed by madrasa owners, management societies, and teachers' associations challenging a March 2024 Allahabad high court judgment that declared the Uttar Pradesh Board of Madrasa Education Act, 2004 unconstitutional and



NCPCR said that children in madrasas are forced to follow a rigid curriculum focused on religious education, leaving them without an opportunity to engage in mainstream learning. PT ARCHIVE

violative of secularism.

On April 5, a Supreme Court bench led by Chief Justice of India (CJI) Dhananjaya Y Chandrachud stayed the high court's decision, emphasising that the issue was not with the Madrasa Act itself but with ensuring that students receive quality education. The court, however, refrained from issuing any direction to the Uttar Pradesh government for continuing to provide state aid to madrasas, which the state claimed to be around ₹1,098 crore annually.

The case was scheduled to come up before the bench on Wednesday, but it could not be heard due to another matter taking up the entire day.

Infringement of children's fundamental rights

At the heart of NCPCR's argument is the claim that madrasas confine education to religious teachings, thereby infringing on the rights of children as guaranteed under the RTE Act, 2009 and other relevant laws.

Expressing alarm over the madrasa system's focus on religious education, the Commission said that children studying in madrasas are deprived of access to a basic school curriculum, resulting in significant educational deficits.

The commission's stance revolved around the definition of

a "school" as provided under Section 2(n) of the RTE Act, which includes any recognised institution imparting elementary education. Madrasas fall outside this definition and, NCPCR claimed, lack the right to compel children to receive education in such settings.

NCPCR further argued that madrasas fail to meet the basic entitlements prescribed under the RTE Act, such as the formation of school management committees, curriculum standards, and teacher qualifications, leaving children without essential educational oversight.

National security concerns and controversial textbooks

A significant part of NCPCR's submission addressed "objectionable" content found in madrasa textbooks, particularly those teaching "Diniyat" (Islamic religious knowledge). According to the commission, some madrasa textbooks promote the supremacy of Islam, which may foster an exclusionary mindset.

NCPCR also mention the alleged influence of Darul Uloom Deoband, an unregistered madrasa in Saluranpur, which it said affiliates many other unregistered madrasas across the country. Claiming that the Deoband madrasa has ties to the spread of a strict and austere version of Islam across South

Asia, NCPCR alleged that the Deoband madrasa's ideologies have influenced extremist groups like the Taliban, particularly along the Pakistan-Afghanistan border.

Moreover, NCPCR pointed out instances of fatwas issued by the Darul Uloom Deoband, citing a book titled *Bahishat Zawat* that reportedly contains improper and illegal content concerning child sexual relations. The commission claimed that such material is in violation of the Protection of Children from Sexual Offences (POCSO) Act, 2012. It also highlighted alleged fatwas from the Deoband madrasa that discuss issues like physical relationships with minors and even queries on suicide attacks against non-Muslims. These, NCPCR argued, reinforce harmful ideologies and are not only terrorising but also constitute a national security threat.

Broader constitutional violations

NCPCR's submissions also highlighted alleged violations of several constitutional provisions, including Articles 21, 14, and 15, which ensure a child's right to life, equality before the law, and protection against discrimination. The Commission argued that madrasa education deprives children of equal opportunities to develop in a "healthy manner, in conditions of freedom and dignity," as mandated under Article 39(f) of the Constitution.

The submissions contended that the absence of the RTE Act's provisions in madrasas deprives children of crucial entitlements such as midday meals, school uniforms and access to trained teachers. NCPCR stressed that madrasas operating outside the purview of formal schooling should be classified as "out-of-school institutions", denying children their right to formal, quality education.

NCPCR focussed on the alleged coercion of non-Muslim children into receiving religious instruction in madrasas, which

it contended, is a violation of Article 29(1) of the Constitution. This provision prohibits any individual from being compelled to receive religious instruction in an institution. NCPCR stressed that Islamic religious education is being imposed on non-Muslim children in several states with madrasas being the

Pan-India ramifications and recommendations

Arguing that the issue extended beyond Uttar Pradesh, the SC called for any direction by the Supreme Court to have pan-India implications. The commission requested the court to ensure that no state is exempted from addressing such issues. NCPCR also requested the court to ensure that no state is exempted from addressing such issues. NCPCR also requested the court to ensure that no state is exempted from addressing such issues.

NCPCR urged the top court to recognise that madrasa education, as it currently operates, undermines the right to education and the broader constitutional mandate to provide holistic, secular, and formal schooling for all children.

The state madrasa board estimates that the high court order will have an impact on approximately 200,000 students who are now enrolled in 16,500 recognised and 6,500 unrecognised madrasas or Islamic seminaries throughout Uttar Pradesh. Of the 190 million people living in Uttar Pradesh, 19.25% are Muslims. According to Miftahur Rahman Javed, chairman of the Uttar Pradesh Madrasa Education Board, at least 10,000 teachers are attached to these seminaries.

On March 22, the Lucknow bench of the Allahabad HC quashed the 2004 Act - enacted by the then ruling Samajwadi Party - directing the state government to accommodate students studying in madrasas in regular schools, causing a shadow of uncertainty over the future of thousands of young students enrolled in madrasas across the state.

'Combining skill education with higher education will improve employability'

Says Dr Pankaj Mittal, Secretary General of Association of Indian Universities, also stresses the need for a smart use of AI

OUR CORRESPONDENT

The Association of Indian Universities (AIU) established in 1925 with just seven member universities now has more than 1,000 universities as its members, 100 years later. From representing Indian universities at various forums and hand holding them for improving the quality of higher education, AIU assists the universities in the recognition of their degrees, diplomas, and examinations by both domestic and international institutions. AIU plays a crucial role in strengthening and promoting Indian higher education. Millennium Post catches up with Dr Pankaj Mittal, Secretary General, AIU, at her New Delhi office. A Fulbright scholar and a topper in MSc and PhD in Agricultural Statistics from IARI, New Delhi, Dr Mittal has dedicated over three decades to the higher education sector. She is the second woman to serve as Secretary General of AIU in its history of 100 years. In this interview, she discusses how AIU is working to improve the quality of higher education in India and the future path for the organisation. Excerpts:



MEMBERSHIP

- ▶ Present membership - 1023
- ▶ Central universities - 50
- ▶ State universities - 409
- ▶ Deemed universities - 118
- ▶ Private universities - 368
- ▶ IITs/IITs/NITs/IISERs - 62
- ▶ Associate members (international members) - 16

THERE'S A FEAR OF JOB LOSS TO AI

AI will change the nature of jobs. Therefore, our universities must prepare students in a way that equips them with the necessary skills to succeed in the emerging job market.

The landscape of Indian higher education has changed significantly due to rapid technological growth, rising incomes, and a growing population. What role does the Association of Indian Universities (AIU) play to improve the quality of education in India?

AIU is an institution, which is now almost 100-years-old. We were established in 1925 as an Inter-University Board with only seven universities. And now, it has slowly grown and right now we are the largest university network in the world with 1,023 universities as our members. This includes 16 international members, which the beginning AIU has been playing an active role in promoting quality higher education.

AIU does a lot of academic and research work and contributes to policy making in higher education. It emphasises on the holistic development of the students. It organizes many sporting events and youth festivals for the students of universities and colleges at zonal, national and international level. More than five lakh students participate in these events. Recently, at the World University Games held in Chengdu, China, our universities received 26 medals, an achievement which was appreciated by none other than the Prime Minister of India. The Government of India has also mandated AIU to do the equivalence of foreign degrees with the Indian degrees. Apart from that we do research conventions for students. We have also established capacity building centres for the faculty and administrative staff especially on use of technology for teaching, research and governance. In a nutshell, we are working towards the holistic

development of not only the students and teachers but also the capacity building of vice-chancellors (VCs), especially the newly appointed VCs.

Your parent office was University Grants Commission (UGC). Yes, I joined UGC in 1990. UGC is a statutory body, which is established by the Parliament of India. It is a regulatory body. For almost 30 years, I worked with UGC and went on deputation to serve as the founder Vice-Chancellor of Bhagat Phool Singh Mahila Vishwavidyalaya established by Government of Haryana in 2008 for two terms. After that I came back to UGC as it was my parent office. When I was in UGC, I was mostly involved with policy, planning and formulation of regulations. In the university, as VC, we were into university administration and implementing policies and regulations while imparting quality education and promoting research. Now, I am working with AIU. It's



MOU with Association of Vietnamese Universities of Ho Chi Minh City, Vietnam to promote international collaborations between Indian and Vietnamese varieties

DO YOU AGREE THAT AI, PARTICULARLY TOOLS LIKE CHATGPT, MIGHT BE IMPACTING STUDENTS' CREATIVITY AND CRITICAL THINKING SKILLS?

It depends on how it is used. Innovative teachers are using ChatGPT to design assignments that encourage students to do creative thinking and comparative analysis. However, this requires a clever application of AI. Mechanical use of AI could be more detrimental to students' interests. On the positive side, AI can eliminate the need of humans for mundane and repetitive work. It can also be used in imparting personalised learning to teach each student at a level they understand rather than going by a common denominator for the entire class. The AIU is also preparing a report on the implications of AI on higher education. Let us hope for the best.

not a regulatory body but a facilitating body. We help the universities in implementing National Education Policy (NEP) and the mandated regulations. We basically hand hold them and facilitate them like a mother.

Recently, IIT Delhi opened an international campus in Abu Dhabi, and the University of Southampton will open in Gurgaon by 2025. While this boosts India's global presence and also helps in internationalisation of education, some educationists worry that foreign universities might make education more expensive in India. How can we ensure a fair balance between foreign and Indian institutions?

Australia's Deakin University and the University of Wollongong have already set up campuses in Gujarat's GIFT city. Recently, the University of Southampton from the UK got a nod to set up a campus in Gurgaon. The National Education Policy (NEP 2020) is

promoting establishment of foreign campuses in India and Indian campuses abroad. For instance, IIT Madras has set up its offshore campus in Zanzibar. We want our quality higher educational institutions to go abroad as well as welcome quality foreign institutions to India. As far as the expense is concerned, right now in our higher education system, we have around 4 crore students. What is the number of students that the existing two campuses are catering to? Maybe not more than 500 students? So, the number of students these foreign universities in India will cater to will be very minimal compared to the total student population in India. So, I don't think there should be any fear in the minds of Indian universities. Rather, a student from India who is spending a very high fee to go abroad for studies will now get the chance to earn the same degree at home, on Indian soil, and save a lot of money.

A lot of foreign exchange for

India will be saved, and these foreign campuses can also help our Indian universities through collaborative agreements including curriculum and faculty exchange and research partnerships. So, there may be a lot of knowledge and resources sharing between Indian universities and foreign universities if these campuses are in India. It will be a win-win situation for everyone.

But every year, isn't a large number of students still going abroad to pursue higher education? Does this mean India is also facing a considerable brain drain?

Every year, around 10 to 12 lakh students leave India to study in the foreign universities, with the primary destinations being the USA, Canada, Australia, the UK, Europe, and the UAE. In contrast, the number of students who come to India is around 48,000. So, there is a huge gap. NEP 2020 has given a lot of impetus to the internationalisation of higher education. As part of this, foreign campuses are being established in India and Indian institutions are setting up campuses abroad. Permission has been granted for joint degrees, dual degrees and twinning programs. UGC has issued enabling regulations to promote and expedite this. Soon, we will see more and more foreign students coming to our country to pursue studies, thus making India the destination for affordable quality education.

Although the number of universities, whether central, state, or deemed, has increased, there is a growing concern about the decline in the quality of education.

(Cuts in) That is why the Government of India has made university accreditation mandatory. If a university is accredited with, say, 'A+', or 'A++' grades, students can be assured that they are not enrolling in a mere degree-printing university. We are trying to control the quality of education through accreditation mechanisms. There are also ranking systems in place, both Indian and international, to help students identify which insti-

tutions are good and which are not. One way to assess the quality of education is through research publications. In this regard, we rank fourth in the world, with an ever-increasing number of research publications and PhD scholars.

However, the main concern for many remains employability. It has been pointed out that many of our students are not employable. The NEP 2020 has taken this into account and placed a lot of emphasis on skilling the Indian students. In many foreign countries, a large portion of the population is skilled, and students receive skill-based education, which has not been the case in India. This is being corrected now by the present government. The government has come out with National Higher Education Qualification Framework, National Skill Education Framework, National Credit Framework and National Credit Framework. All three are integrated, allowing students to combine skill development with higher education. For example, if you are pursuing a bachelor's programme, you can also take skill courses apart from academic courses. If you come from a skill-based background, you can directly enter higher education based on recognition of prior learning. This integration of skill education and higher education aims to eliminate the employability problem.

Do you think the progress has been satisfactory?

It will take some time. The employability is also impacted due to many other factors like the rise of new technologies such as Artificial Intelligence (AI). For instance, our students used to have many job opportunities in the USA for lower-level programming positions. However, with AI now handling those lower-level programming tasks, our graduates are no longer hired for those roles. So, many employability challenges are also arising due to the shifting paradigm in higher education. We need to evolve with the time and prepare graduates for the new job roles that will emerge in future.

Madrasas 'unfit' for proper education, NCPCR tells SC

Including a few NCERT books in the curriculum is a mere guise in the name of imparting education and does not ensure that children are receiving formal and quality education, it says

Krishnadas Rajagopal
NEW DELHI

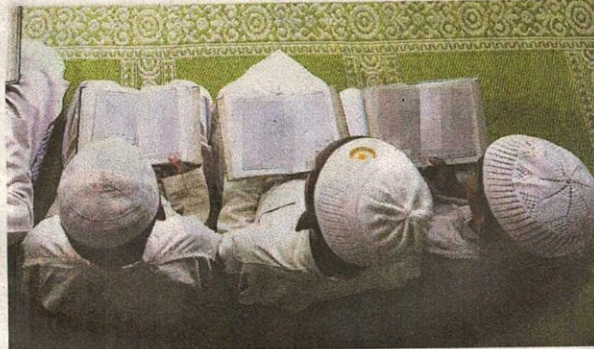
The National Commission for Protection of Child Rights (NCPCR), the top child rights protection body in the country, has told the Supreme Court that madrasas are "unsuitable or unfit" places for children to receive "proper education".

The NCPCR, represented by senior advocate Swarupama Chaturvedi and advocate Abhaid Parikh, made the submission in response to petitions challenging an Allahabad High Court judgment which struck down the Uttar Pradesh Board of Madrasa Education Act, 2004.

The commission said the textbooks in madrasas "profess supremacy of Islam". "Merely teaching a few NCERT books in the curriculum is a mere guise in the name of imparting education and does not ensure that the children are receiving formal and quality education," it argued.

The NCPCR highlighted issues of curriculum, eligibility of teachers, opaque funding, violation of land laws, and failure to provide children a holistic environment as problems associated with madrasas.

"The teachers appointed in madrasas are largely



The NCPCR highlighted issues of curriculum, eligibility of teachers, opaque funding, and others. SUSHIL KUMAR VERMA

dependent on the conventional methods used in learning Koran and other religious texts. The 'scanty and unregularised' working in madrasas creates a haywire system which just stands alone on the conventional ground of religion," it said.

"Majority of madrasas have no idea as to how to plan social events or extra-curricular activities, such as field trips, that could provide students with some level of experiential learning... Madrasa education is neither all-encompassing nor thorough. It is not helping children advance since it lacks so many crucial components of learning. Madrasas infringe on children's fundamental right to a good education by failing to provide these basic requirements. Children are denied not only a suitable education

but also a healthy atmosphere and improved opportunities for growth," the commission said.

It said children from faiths other than Islam were also studying in madrasas in Bihar, Madhya Pradesh, West Bengal, Uttar Pradesh, and Uttarakhand. Providing Islamic religious education to non-Muslims was a violation of Article 28(3) of the Constitution, which upholds the right against forced participation in religious instruction or worship.

The High Court had ordered the transfer of madrasa students to regular schools. The top court stayed the implementation of the High Court decision in April. On Wednesday, a three-judge Bench headed by Chief Justice of India D.Y. Chandrachud said the petitions would be taken

up for a detailed hearing soon.

Taking Uttar Pradesh's case, the NCPCR drew the court's attention to the Darul Uloom Deoband Madrasa founded in Deoband in Saharanpur district.

"According to the information available the Deoband Madrasa fanned out across South Asia and has also set up seminaries, or madrasas, teaching an austere version of Islam, particularly along the Pakistan-Afghanistan border... it has also been alleged by Taliban extremists groups to have been influenced by the religious and political ideologies of Darul Uloom Deoband Madrasa... the Deoband Madrasa issues fatwas online as well as of-fline and has a very strict and conservative interpretation of Sharia, as evidenced by its issuance of roughly 2,50,000 fatwas which restrict followers in terms of faith, life, and many other aspects," the NCPCR submitted.

"Though madrasas dot the country, only States such as Bihar, Chhattisgarh, Odisha, Uttar Pradesh, West Bengal, Madhya Pradesh, Rajasthan, Uttarakhand have Madrasa Boards. Large number of children attend madrasas that are either unrecognised or unmapped," the commission observed.

Madrasas 'unsuitable' for proper education: Child rights body to SC

ANANTHAKRISHNANG
NEW DELHI, SEPTEMBER 11

INDIA'S CHILD rights body has told the Supreme Court that the education imparted in madrasas "is not comprehensive and is therefore against the provisions of Right to Education Act", and that textbooks in these institutions teach about the "supremacy of Islam".

The National Commission for Protection of Child Rights (NCPCR) also claimed that the Taliban was "influenced by the religious and political ideologies" of the Darul Uloom Deoband Madrasa of Uttar Pradesh.

The NCPCR was making a written submission to the court which is seized of a clutch of appeals challenging the Allahabad High Court order which had declared the Uttar Pradesh Board of Madarsa Education Act, 2004, "unconstitutional" on the ground that it violated "the principle of secularism" and fundamental rights under Article 14 of the Constitution.

On April 5, a Supreme Court bench presided by Chief Justice of India DY Chandrachud stayed the High Court's order.

The commission, in its sub-

mission, said a Madrasa is an "unsuitable" place to receive "proper education".

"...they do not only render an unsatisfactory and insufficient model for education but also have an arbitrary mode of working which is wholly and in absence of a curriculum and evaluation procedure as laid down under Section 29 of the Right to Education Act, 2009."

They work "in an overall violation of the Constitutional mandate..." it said.

Though the RTE Act exempts madrasas from its purview, the children studying in them "have never been exempted from the ambit of Article 21A of the Constitution of India in any judicial decision or constitutional interpretation", it said.

"The denial to extend the right to education to children by these institutions with minority status not just deprives the children of their most important fundamental right to education but... snowballs into depriving them of their fundamental right to equality before law," the commission said.

The commission called the Uttar Pradesh Act "a depriving tool" for children studying in minority institutions.

"All those children who are not in formal schooling system are deprived of their fundamental right to elementary education including the entitlements such as midday meal, uniform, trained teachers etc. and since madrasas are exempted from the purview of the RTE Act, 2009, all children studying in the Madrasas are deprived of not only formal education in schools but also benefits as provided under RTE Act, 2009," it said.

The child rights body also said Madrasas "merely teaching a few NCERT Books in the curriculum is a mere guise in the name of imparting education and does not ensure that the children are receiving formal and quality education".

The commission said that after going through the list of books available on the website of the Madrasa Board, it also "found objectionable content in Diniyat books being included in their curriculum". "It is humbly submitted that on perusal of the Diniyat books as available on the website, it has been observed that as per the prescribed curriculum, the Madrasa Board through the books, are teaching texts that professes about Supremacy of Islam."

Madrassas violate RTE Act, statutory provisions, SC told

Amit Anand Choudhary
@timesofindia.com

New Delhi: Questioning the kind of education imparted in madrassas and also the way of their functioning, including permitting corporal punishment for children, National Commission for Protection of Child Rights (NCPCR) has told Supreme Court that comprehensive education is not provided there and it is against the provisions of Right to Education (RTE) Act.

Responding to an appeal filed against an Allahabad HC order which had struck down the 'Uttar Pradesh Board of Madarsa Education Act', the commission said even teach-

ers there are not qualified enough to impart education and the Act, instead of being an enabling tool, becomes a depriving tool for the children studying there. It said such institutes are also providing Islamic education to non-Muslims which is violative of the Constitution provision.

"... the denial to extend RTE to children by these institutions with minority status not just deprives the children of their most important fundamental right to education but this exclusion/denial of these children snowballs into depriving them of their fundamental Right to Equality before law (Article 14); prohibition of discrimination on

grounds of religion, race, caste, sex or place of birth (Article 15(1)); that children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment (Article 39 (f)),” it said, adding madrassas do not have any provisions regarding various facilities and entitlements provided under RTE. “A madrassa is not only an unsuitable/unfit place to receive ‘proper’ education but also in absence of entitlements as provided under Section 19, 21, 22, 23, 24, 25, and 29 of RTE Act,” it said.

Madrasa edu against RTE, NCPCR tells SC

National Commission for Protection of Child Rights has told Supreme Court that madrasa education is “neither all-encompassing nor thorough”, and is against provisions of Right to Education Act, reports **Amit Anand Choudhary**.

The body was responding to an appeal filed against the Allahabad HC order striking down the UP Board of Madrasa Education Act. It said madrasa teachers are not qualified and the institutions lack facilities. **P14**

यूपी बोर्ड ऑफ मद्रसे ایجوکیشن ایکٹ 2004 کی منسوخی کا معاملہ

این سی پی سی آر کا سپریم کورٹ میں حلف نامہ داخل

2004 کو غیر آئینی قرار دیا۔ عدالت نے کہا تھا کہ یہ ایکٹ میکولوم کے اصول کی خلاف ورزی کرتا ہے یعنی یہ اس کے خلاف ہے، جبکہ میکولوم آئین کے بنیادی ڈھانچے کا حصہ ہے۔ عدالت نے ریاستی حکومت کو ہدایت دی تھی کہ مدارس میں زیر تعلیم طلباء کو فوری طور پر بنیادی تعلیمی نظام میں شامل کیا جائے۔ حکومت کو یہ بھی حکم دیا گیا کہ وہ اس بات کو یقینی بنائے کہ 6 سے 14 سال کی عمر کے بچوں کو تسلیم شدہ اداروں میں داخلے سے محروم نہ رکھا جائے۔ حکومت نے ریاست کے تمام مدارس کو ہونے والی غیر ملکی فنڈنگ کے معاملے کی تحقیقات کیلئے 3 رکنی ایس آئی ٹی تشکیل دی تھی۔ اس نے اپنی رپورٹ میں تقریباً 13 ہزار مدارس میں تمام بے ضابطگیوں کا انکشاف کیا تھا۔ ایس آئی ٹی جو گزشتہ 6 ماہ سے تحقیقات کر رہی ہے، نے اپنی 2 رپورٹیں حکومت کو منسوخ دی ہیں۔ تحقیقات مکمل ہونے کے بعد تھی رپورٹ پیش کی جائے گی۔ ایس آئی ٹی کی اب تک کی جانچ میں یہ بات سامنے آئی ہے کہ نیپال کی سرحد سے متصل اضلاع میں میکولوم مدرسے کھولے گئے ہیں۔ ان میں سے زیادہ تر اپنی آمدنی اور اخراجات کا حساب ایس آئی ٹی کو نہیں دے سکے۔ عدلیات سے مدرسہ تعمیر کرنے کا دعویٰ کیا لیکن رقم دینے والوں کے نام ظاہر نہیں کر سکے۔

مناسب تعلیم بلکہ صحت مند ماحول اور ترقی کے بہتر مواقع سے بھی محروم ہیں۔ انہیں مذ ڈے میل، یونیفارم اور تربیت یافتہ اساتذہ جیسی سہولیات میسر نہیں ہیں۔ مدارس میں بہت سے اساتذہ ہیں، جن کا تقرر قرآن اور مذہبی کتابوں کے علم کی بنیاد پر کیا جاتا ہے۔ انہوں نے خود اساتذہ بننے کیلئے ضروری تربیت نہیں لی ہوتی ہے۔ حلف نامہ میں کہا گیا ہے کہ اس طرح کے ادارے غیر مسلموں کو اسلامی مذہبی تعلیم بھی فراہم کر رہے ہیں، جو کہ ہندوستان کے آئین کے آرٹیکل (3) 28 کی خلاف ورزی ہے۔ مدارس میں ملنے والی تعلیم کی سخت مخالفت

یوپی میں اب 513 مدارس کو بند کرنے کا فیصلہ

لکھنؤ (ایجنسیاں) اتر پردیش میں مدرسہ ایجوکیشن کونسل کی طرف سے تسلیم شدہ 513 مدارس کو اب بند کر دیا جائے گا۔ ان مدارس نے ریاستی حکومت کو مدارس کی پیمانہ واپس لینے کیلئے درخواست دی تھی، جسے کابینہ میٹنگ میں ہری چند ڈی اے دی گئی ہے۔ آج یوپی مدرسہ ایجوکیشن کونسل کی میٹنگ ہوئی، جس میں ان مدارس کی منظوری ختم کرنے کی تجویز کو منظوری دی گئی۔ اس سلسلے میں رولز 2016 کے مطابق ایک رجسٹرار کو مزید کارروائی کا اختیار دیا گیا ہے۔ یوپی مدرسہ ایجوکیشن کونسل کے زیر انتظام یہ 513 مدارس ریاست کے مختلف اضلاع میں چل رہے ہیں، جس کے بعد ان مدارس کے چلانے والوں نے ان کی منظوری ختم کرنے کی درخواست دائر کی تھی۔ اتر پردیش میں بغیر منظوری کے چلنے والے مدارس کے دھوکہ دہی کے خلاف حکومت کی جانب سے سخت کارروائی کرنے کے بعد مدرسہ چلانے والوں نے یہ خود فیصلہ لیا ہے، جس کو مدرسہ بورڈ میٹنگ میں منظوری دی گئی ہے۔ (باقی مترقات صفحہ 9 پر)

نشئی دہلی، (ایجنسیاں) نیشنل کمیشن فار پروٹیکشن آف چائلڈ رائٹس (این سی پی سی آر) نے سپریم کورٹ میں دائر تحریری دلائل میں مدارس میں دی جانے والی تعلیم کی مخالفت کی ہے۔ کمیشن کا کہنا ہے کہ مدارس میں بچوں کو باقاعدہ، معیاری تعلیم نہیں مل رہی ہے۔ مدارس تعلیم کیلئے ماحول اور سہولیات فراہم کرنے سے قاصر ہیں، جس کی وجہ سے یہاں پڑھنے والے بچوں کو اچھی تعلیم کے حق سے محروم رکھا جا رہا ہے۔ این سی پی سی آر نے الہ آباد ہائی کورٹ کے 22 مارچ کے فیصلے کو چیلنج کرنے والی ایک عرضی پر سپریم کورٹ میں حلف نامہ داخل کیا۔ دراصل ہائی کورٹ نے یوپی بورڈ آف مدرسہ ایجوکیشن ایکٹ 2004 کو منسوخ کر دیا تھا۔ اسی فیصلے کو سپریم کورٹ میں چیلنج کیا گیا ہے۔ این سی پی سی آر کا کہنا ہے کہ مدرسے میں بچوں کو دی جانے والی تعلیم جامع نہیں ہے اور اس لیے یہ حق تعلیم قانون (آر ٹی ای ایکٹ) 2009 کی دفعات کے خلاف ہے۔ کمیشن نے مزید کہا کہ مدارس میں بچوں کو باقاعدہ اور اچھے معیار کی تعلیم نہیں مل رہی ہے۔ مدارس حق تعلیم ایکٹ کے تحت بھی نہیں آتے ہیں، اس لیے وہاں کے بچے آر ٹی ای ایکٹ کے تحت فوائد حاصل نہیں کر پاتے۔ مذکورہ کمیشن نے مزید کہا کہ بچے نہ صرف

शैक्षिक सत्र 2024-25 के लिए 'बिजनेस ब्लास्टर' कार्यक्रम की घोषणा

■ सहरा न्यूज ब्यूरो

नई दिल्ली।

शिक्षा मंत्री आतिशी ने बृहस्पतिवार को शैक्षिक सत्र 2024-25 के लिए 'बिजनेस ब्लास्टर' कार्यक्रम की घोषणा की। उन्होंने बताया कि इस कार्यक्रम के लिए दिल्ली सरकार 40 करोड़ रुपए की शुरुआती धनराशि उपलब्ध कराएगी। बृहस्पतिवार को आतिशी ने एक संवाददाता सम्मेलन को संबोधित करते हुए कहा कि इस कार्यक्रम से लगभग 2.45 लाख छात्रों के आकर्षित होने की उम्मीद है, जिन्हें अपने नवीन विचारों को स्टार्टअप में बदलने का अवसर मिलेगा। आतिशी ने कहा कि शैक्षिक सत्र 2024-25 के लिए 'बिजनेस ब्लास्टर' कार्यक्रम जल्द ही शुरू किया



जाएगा। सरकार ने इसके लिए 40 करोड़ रुपए की प्रारंभिक राशि आवंटित की है।

उन्होंने कहा कि इस कार्यक्रम के तहत लगभग 40 हजार विचारों और स्टार्टअप ने काम

करना शुरू कर दिया है, जिनमें इत्र, चॉकलेट, पर्यावरण अनुकूल उत्पाद और प्रौद्योगिकी शामिल हैं। मंत्री ने कहा कि यह कार्यक्रम पिछले वर्ष की सफलता को दोहराएगा, जब

■ 'बिजनेस ब्लास्टर' कार्यक्रम के तहत लगभग 40 हजार विचारों और स्टार्टअप ने काम करना किया शुरू : आतिशी

दिल्ली सरकार के स्कूली छात्रों ने न केवल अपना स्टार्टअप शुरू किया था, बल्कि दूसरों को रोजगार भी प्रदान किया था। उन्होंने बताया कि इस वर्ष भी सरकारी स्कूल के छात्र अपनी पढ़ाई पूरी करने से पहले ही नौकरी देने वाले बन जाएंगे।

The Hindu, 13 September 2024, Page No - 12

What role does CSTT play in standardising technical terms?

What is the 'Shabd' glossary platform? How many terms are available on the portal?

Sreeparna Chakrabarty

The story so far:

In alignment with the National Education Policy (NEP) 2020, to impart education in the Indian languages for an improved understanding and improved teaching-learning outcome, the government has initiated technical education, including engineering and medicine in Indian languages. The All India Council for Technical Education (AICTE) has introduced "AICTE Technical Book Writing and Translation" in 12 scheduled Indian languages. The government is also collaborating with technical education departments to distribute one set of books in Indian languages for the libraries of each degree and diploma-level institution. The Commission for Scientific and Technical Terminology (CSTT) has also launched a website offering technical terms in all 22 official Indian languages for various educational subjects.

What is CSTT?

The CSTT, established on October 1, 1961, focuses on preparing standardised

scientific and technical terminology in Indian languages. It regularly publishes a range of bilingual, trilingual, and multilingual glossaries, definitional dictionaries, and monographs, besides publishing quarterly journals named 'Vigyan Garima Sindhu' and 'Gyan Garima Sindhu'. The CSTT also takes up the publication of university-level textbooks through its Granth Academies, textbook boards, and publication cells located in various parts of the country.

It also undertakes the publication of administrative and various departmental glossaries that are widely used by government departments, institutions, research laboratories, autonomous organisations, and public sector units besides organising workshops, seminars, symposiums, conferences, orientation, and training programmes to increase the use and popularise the standard terminology of Hindi and other Indian languages.

What is the name of the new website and how does it operate?

The CSTT glossary search website, "Shabd," is hosted at "https://shabd.education.gov.in". "Shabd"

is a data server that features all the glossaries of CSTT in digital searchable mode. Other institutions or agencies preparing dictionaries can also host their work in digital form on this platform. The aim is to showcase a central repository for all the terminologies prepared in or for Indian Languages.

The platform allows users to search for scientific and technical terms in Indian languages and provide feedback on existing equivalents prepared by CSTT. The search options include language, subject, dictionary type, and language pairs. It also allows users to search specific glossaries or the entire collection.

What was the process of collating the words?

The CSTT prepares the terminologies through the Expert Advisory Committees consisting of subject and language experts, along with linguists, who are focused on finding out the equivalent terms in the specific subject areas and language. The terminology prepared by CSTT is used by Granth Academies, textbook boards, and publication cells for textbook preparation and is also used by institutions such as NTA, NCERT, NTM,

AICTE, and so on. The "Shabd" website contains words taken from various definitional dictionaries, glossaries, and reference materials that have been published by the CSTT over the years.

When was the portal launched and what has been the response so far?
The site first went active in March this year and since then, it has had 1,36,968 hits from across the country and the world.

How many words drawn from how many subjects are available on the portal?

The entire collection which as of now includes about 322 glossaries has about (21,84,050 headwords). This covers disciplines in Humanities, Social Sciences, Medical Sciences, Engineering, Agricultural Sciences, and more than 60 subjects such as Journalism, Public Administration, Chemistry, Botany, Zoology, Psychology, Physics, Economics, Ayurveda, Mathematics, Civil and Electrical Engineering, Computer Science, Political Science, Agriculture, Culture, Transport, Geology, Capital Market, Cell Biology, Broadcasting, Music and Finearts, CSIT, AIML, Linguistics, Forestry, Entomology, Plant Pathology, Soil Science, Nematology, Sericulture, LIS, and others.

Prof Girish Nath Jha, Chairperson of CSTT, says, "The institution is working hard to enable Indian languages as per the huge mandate given to it by our government and our constitution. We hope to progress faster by using AI and related digital technologies in future".

THE GIST

The CSTT is responsible for developing standardised scientific and technical terminology in Indian languages.

The CSTT launched the 'Shabd' platform, a digital glossary search website that hosts all its technical glossaries in a searchable format.

This platform serves as a central repository for scientific and technical terms in Indian languages, allowing users to search by language, subject, or dictionary type. It aims to make terminologies more accessible and encourages feedback from users to refine translations.

Government has launched Business Blaster programme for third successive year: Atishi

STAFF REPORTER ■ NEW DELHI

Education Minister Atishi on Thursday said that the Delhi Government has announced the 'Business Blaster' programme for the 2024-25 academic session for the third successive year and seed money of Rs 40 crore will be provided for this programme. Meanwhile, Delhi BJP President Virendra Sachdeva called Atishi's claims 'hollow and laughable'. Addressing the press conference, Atishi shared that they are enthused with the success of the programme for the last two years. Launching the programme for 2024-2025, Education Minister Atishi shared, "With 2.45 lakh student entrepreneurs, seed money of Rs 40 crore and more than 40,000 startup ideas, the Business Blasters program will once again prove to be a superhit." She added that if the children



who have passed class 12 and have left school can provide employment to the youth of our country, lakhs of jobs can be created across the country. "I am happy to announce today that this year in 2024-25 also, the Business Blasters Program is being started in all the schools of Delhi Government," Atishi stated, adding that under the

Business Blasters program, our children will not become job seekers but job providers even before completing their studies.

The senior AAP leader said approximately 40,000 ideas and startups have begun working under the programme, including perfume, chocolate, eco-friendly products, and technology. She also

mentioned that this year too, the government school students will become job providers before completing their studies.

"This programme aims to promote entrepreneurship and self-employment among students, enabling them to become job creators rather than job seekers," Atishi said. Attacking the BJP, she claimed, "On one hand unemployment is increasing, youth need jobs, on the other hand, no provision of employment is being made for the youth by the BJP-ruled central government. On the other hand, the Delhi government is trying to make the youth who emerge from the education system of Delhi not job seekers but job providers."

In response to a question, Atishi said that some private schools have voluntarily participated in this, so the Delhi government is also providing opportunities for this pro-

gram to those schools that want to participate in this.

Hitting out at the AAP leader, the Delhi BJP chief stated, "It is disgraceful that Minister Atishi is claiming to develop business ideas from students by giving them merely Rs 136 per month and presenting this as her government's achievement."

He demanded clarification from her about how many people have got jobs through the 'Business Blasters Scheme' or any other scheme. "Atishi's claims of employment are completely false, and the truth is that Arvind Kejriwal's government has ruined the lives of thousands of youths under the pretense of contractual jobs like bus marshals. The Kejriwal government distributed contractual jobs to youths without following proper administrative procedures, and today, most of them are unemployed," he said.

The Statesman, 13 September 2024, Page No - 10

UP CM Yogi plays teacher's role, shares success 'mantra' with students of Atal Residential School

During his visit, he spent quality time with the students, admiring their innovative models and engaged with them in their classrooms

STATESMAN NEWS SERVICE
LUCKNOW, 12 SEPTEMBER

Uttar Pradesh Chief Minister Yogi Adityanath interacted with students and gave them life lessons during his visit to the Atal Residential School in Sithauli Kala, Mohanlalgarh.

He inaugurated the academic session 2024-25 for all 18 Atal Residential Schools in the state during a ceremony held here.

During his visit, he spent quality time with the students, admiring their innovative models and engaged with them in their classrooms.

Taking on the role of a teacher, the CM shared success mantras and replied to students' questions. He also took part in a group photo-shoot with the students and captured a selfie with them, making the occasion even more memorable for the children.

CM Adityanath began his visit by viewing an exhibition of innovative models created by the students. The exhibition showcased devices such as a smart dustbin, a smart blind stick, an automatic street light, an obstacle-avoiding robot, and various art and craft pieces.

He praised and encouraged

the students, who explained the features of their models to him. A girl even drew a picture of CM Yogi, which he signed.

The CM also engaged with the students and answered their queries. When one student enquired, "We recently participated in the Independence Day parade in Lucknow and received an award. Can we also be part of the parade in Delhi?" CM Yogi responded with a smile, "Yes, you will definitely be sent."

In another exchange, a student asked, "When you were in school, did you also get scolded for making mistakes?" CM Yogi, adopting



the role of a teacher, offered advice: "If a mistake is made unintentionally, it's not a fault but an opportunity for improvement. However,

repeating the same mistake continuously indicates a habit. Mistakes are natural when you're working, but persistent errors are not acceptable.

Work hard and stay focused, and you will see positive results." After the Q&A, CM Yogi took a group selfie with all the students.

During his visit, a girl expressed gratitude to CM Yogi for the excellent arrangements at Atal Residential Schools and asked if he had similar educational opportunities as a child. CM Yogi responded, "This initiative is the vision of Prime Minister Narendra Modi, and it has been created for your benefit. It is public money, and when used correctly, it results in valuable resources like this school. If it were misused, it wouldn't serve its purpose."

He added that 16 Atal Residential Schools have already been established, with two more in progress, and that plans are underway to build additional schools in 57 other districts. "This will benefit thousands of children. Remember, following the right path leads to success, while the wrong path leads to confusion."

The CM also mentioned that, aside from providing infrastructure, the UP government has set up a corpus fund for the daily operations of these schools, financed by the cess money collected from registered workers. "You should consider writing a

letter to Prime Minister Modi to express your thanks," he suggested.

During the event, CM Yogi announced a phase-wise plan to expand the schools, aiming to increase their number to 2,000.

According to him, in the second phase, 57 similar schools will be established as composite schools across various districts, while the third phase will extend this initiative to all 350 tehsils of Uttar Pradesh. In the fourth phase, such schools will be set up in 825 developing blocks, and by the fifth phase, they will reach the Nyaya Panchayat level.

How rare coins helped connect dots of Gupta Empire

Saket.Suman@timesofindia.com

New Delhi: Four decades of extensive research have led to some interesting new findings from the Gupta period. While the 240-550 CE reign of the Gupta dynasty is widely regarded as one of the most prosperous periods in Indian history, there remained significant gaps in the understanding of the era and how it saw Hinduism cementing its foothold in the Indian subcontinent. To this end, a researcher set out on a task to locate coins from the era in museums and private collections across the world to be able to trace a clearer and more objective picture of the societal and political developments that took place during the period.

The journey was not an easy one, as Sanjeev Kumar, who presented his findings to distinguished personalities from India's art and culture domains, found. "The biggest problem was that the private collectors did not want to show these coins to others or allow them to be photographed to enable thorough research," said Kumar, pointing to over a dozen coins from the Gupta period that he was able to source and study.

Those who heard Kumar, a

numismatist, independent researcher and chairman of Shivlee Trust whose mission is to study the history of ancient India, included the heavyweights of India's cultural landscape, prominent among them being Sacchidananda Joshi, chair and member secretary, IGNC; BR Mani, director general, National Museum; and KK Thaplyal, professor emeritus, Lucknow University.

Kumar, who is a fellow of the Royal Asiatic Society of Great Britain, pointed out that even the museums that had these coins were not open to allowing researchers to study them. "It took as many as 40 years to gain a fuller understanding of the period and that was made possible because of these coins," he said, before pointing out that rulers like Chandragupta II used the coins to inscribe tactical messages about conquests and victories.

The findings, which have been documented in Kumar's book, suggest, among other things, that the evolution of iconography of Hindu gods and goddesses was codified in this period. Kumar said that during the course of the research he was able to differentiate between the different figures of gods and goddesses. In

Rare coins of the Gupta dynasty were on display during the launch of 'Treasures of the Gupta Empire' at IGNC



The pictorial depictions have historical connotations as the rulers used coins to inscribe messages or symbolisms of their conquests

—SANJEEV KUMAR | AUTHOR OF THE BOOK

Photos: Jatin Kumar

particular, Hindu goddess of wealth Lakshmi was depicted in the form that she is currently associated with for the first time during the Gupta period, he claimed.

Presenting the coins to the audience, Kumar pointed

out that the gods and goddesses mentioned in ancient Hindu scriptures of the Vedic period were textual and not pictorial, though there were elaborate descriptions of the divine. He said the Guptas inscribed stories in the ancient

Brahmi script on the coins. The depictions and icons on these coins proved to be clues to gaining deeper insights into key developments.

"These rare coins in gold, silver, and copper have hidden messages in them. When

we studied these coins, we had to look at the entire landscape of that time. They have hidden messages and we decoded these to build a clearer understanding of the period," said Kumar, who is also a trustee of the Hindu Temple of Northwest Indiana.

Kumar said that during this period, artists and writers were celebrated and were given patronage by the rulers. He informed the audience, among whom were college students, that literary, academic and intellectual figures like Kalidasa and Aryabhata gained prominence during this period while internationally renowned educational centres like the ancient Nalanda University prospered because the rulers were interested in and promoted the arts, heritage, astronomy, and intellectual pursuits of the subjects.

Maintaining that the public understanding of the Gupta period was limited, he stressed the need to revisit this golden era of history and retrace its significance in India's journey through the ages. He called on historians and researchers to delve deeper and wondered if the current understanding encapsulated all that happened in that period.

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Ask states to implement exam reforms, NCERT urges Centre

Amidst the tug-of-war between states ruled by the Opposition parties and the Centre, there are some of the state boards that are open to implementing these reforms, but they need a notification from the state government. To this end, the Centre will have to write to the state issuing the notification, the NCERT has written in its letter.



Amrita Madhukalya | DHNS

Last Updated : 13 September 2024, 22:37 IST



Representative image showing a student writing an exam. Credit: iStock Photo

New Delhi: Weeks after it introduced a new evaluation system with different weightage methods, the [National Council of Educational Research and Training \(NCERT\)](#) has written to the Ministry of Education urging it to write to state governments to implement the recommendations of the reforms, which have been laid down in consonance with the National Education Policy.

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Among the key recommendations between states raised by the opposition parties and the Centre, there are some of the state boards that are open to implementing these reforms, but they need a notification from the state government. To this end, the Centre will have to write to the state issuing the notification, the NCERT has written in its letter.

The report, titled 'Establishing Equivalence across Education Boards', was submitted by PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development), a regulatory body under the NCERT.

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Among the recommendations is that state boards divide the academic year into two terms, and that the "weightage of formative and summative" marks will be adjusted progressively from class 9 to class 12, with increasing emphasis on summative assessment.

For the class 12 report, 15 per cent for class 9, 20 per cent for class 10, 25 per cent for class 11, and 40 per cent for class 12 will be added for the evaluation in class 12.

The PARAKH report also pointed at variation in performance of students not only across state boards, but even within the boards. In all, there are 59 school boards for senior and senior secondary education countrywide, including three national-level boards like the CBSE and ICSE.

The NCERT's letter comes even as the Ministry of Education and the Tamil Nadu government is in the midst of a confrontation over the implementation of the recommendations of the NEP.

Many Opposition-ruled states have refused to implement the NEP, including Tamil Nadu, Delhi, Punjab and West Bengal. A report has since emerged that the Centre has withheld funds to these states despite better parameters. Consequently, Delhi and Punjab agreed to implement them.

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2-MIN READ

Madrassas 'Unsuitable' Place For Children To Receive Proper Education: NCPCR To SC

Published By: [Surbhi Pathak](#) [PTI](#) Last Updated: SEPTEMBER 12, 2024, 17:04 IST [New Delhi, India](#)



The child rights body told the top court that children, who are not in formal schooling system, are deprived of their fundamental right to elementary education.

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The NCPCR said madrassas merely teaching from a few NCERT books in the curriculum is a mere guise in the name of imparting education and does not ensure that the children are receiving formal and quality education. (Representative Image)

Madrassas are "unsuitable" places for children to receive "proper education" and the education imparted there is "not comprehensive" and is against the provisions of the Right to Education Act, the National Commission for Protection of Child Rights (NCPCR) has told the Supreme Court.

The child rights body told the top court that children, who are not in formal schooling system, are deprived of their fundamental right to elementary education, including entitlements such as midday meal, uniform etc.

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The NCPCR said madrassas merely teaching from a few NCERT books in the curriculum is a "mere guise" in the name of imparting education and does not ensure that the children are receiving formal and quality education.

"A madrassa is not only a unsuitable/unfit place to receive 'proper' education but also in absence of entitlements as provided under Sections 19, 21,22, 23, 24, 25, and 29 of the RTE Act," it said.

"Further, madrassas do not only render an unsatisfactory and insufficient model for education but also have an arbitrary mode of working which is wholly in absence of a standardised curriculum and functioning," the NCPCR said in its written submissions filed before the top court.

The child rights body stated that due to the absence of provisions of the RTE Act, 2009, the madrassas are also deprived of entitlement as in Section 21 of the Act of 2009.

"A madrassa works in an arbitrary manner and runs in an overall violation of the Constitutional mandate, RTE Act and the Juvenile Justice Act, 2015. It cannot be overlooked that a child getting education in such an Institution will be devoid of basic knowledge of school curriculum which is provided in a school.

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"A school is defined under Section 2(n) of the RTE Act, 2009, which means any recognised school imparting elementary education. A madrasa being out of this definition has no right to compel children or their families to receive madrasa education," the NCPCR said.

It said most of the madrasahs fail to provide a holistic environment to students, including planning social events, or extracurricular activities for 'experiential learning.

In a breather to about 17 lakh madrasa students, the apex court on April 5 had stayed an order of the Allahabad High Court that scrapped the Uttar Pradesh Board of Madarsa Education Act, 2004 calling it "unconstitutional" and violative of the principle of secularism.

Observing that the issues raised in the petitions merit closer reflection, a three-judge bench headed by Chief Justice D Y Chandrachud had issued notices to the Centre, the Uttar Pradesh government and others on the pleas against the high court order.

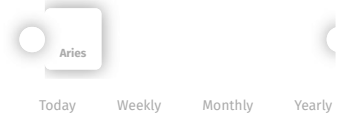
The top court said had the high court "prima facie" misconstrued the provisions of the Act, which does not provide for any religious instruction.

The high court had on March 22 declared the Uttar Pradesh Board of Madarsa Education Act, 2004, "unconstitutional" and violative of the principle of secularism, and asked the state government to accommodate students in the formal schooling system.

The high court had declared the law ultra vires on a writ petition filed by advocate Anshuman Singh Rathore.



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It had said the state has "no power to create a board for religious education or to establish a board for school education only for a particular religion and philosophy associated with it." "We hold that the Madarsa Act, 2004, is violative of the principle of secularism, which is a part of the basic structure of the Constitution," the high court had said.

The petitioner had challenged the constitutionality of the UP Madarsa Board as well as objected to the management of madrasahs by the Minority Welfare Department instead of the education department.

(This story has not been edited by News18 staff and is published from a syndicated news agency feed - PTI)

Tags: MADRASA EDUCATION | NATIONAL COMMISSION FOR PROTECTION OF CHILD RIGHTS (NCPCR) | SUPREME COURT

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NCERT Body Writes to Education Ministry To Urge States To Implement NEP Reforms

Reported By: [Vatsala Shranghi](#) [News18.com](#) Last Updated: SEPTEMBER 13, 2024, 12:45 IST [New Delhi, India](#)



While the state boards are "willing" to implement the suggestions, they require a formal approval and notification from their respective governments to do the same, News18 has learnt.

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The recommendations are part of school reforms proposed under the new National Education Policy (NEP) and the National Curriculum Framework-for School Education (NCF-SE). (Representational/ PTI Photo)

The National Council for Educational Research and Training's (NCERT) standard-setting body is learnt to have written to the Union Ministry of Education (MoE) seeking it to urge state governments to give a formal go-ahead to the respective state boards to implement the recommendations of the 'Equivalence' report released by it last month that showed gaps in the performance of students from these boards.

The recommendations are part of school reforms proposed under the new National Education Policy (NEP) and the National Curriculum Framework-for School Education (NCF-SE).

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While the state boards are "willing" to implement the suggestions, they require a formal approval and notification from their respective governments to do the same, News18 has learnt.

"We have requested the ministry to urge the state governments to acknowledge the same. In the meantime, it's suggested that they can start with working on preparing question banks for the senior classes, one of the crucial measures highlighted in the report," said an official familiar with the matter.

PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development), a constituent unit of the NCERT is tasked with setting standards and guidelines for student assessment and evaluation for all recognised school education boards in India.

This national assessment body had released the 'Establishing Equivalence Across School Boards' report, which showed variation in performance of students not only across state boards, but even within the boards.

Some of the key recommendations of the report included school boards going for a cumulative system of assessment where the performance of students in classes 9,10 and 11 counts towards the final assessment in class 12. It also suggested a more demand-based exam system as well as that the boards develop a cadre of 'professional

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paper setters' in order to standardise the assessments in classes 9 to 12. For standardising the question papers, it suggested that for classes 9 and 11 the boards develop a question bank for all subjects for the year-end examinations.

There are 59 existing school boards for senior and senior secondary education across the country, of which three are national-level boards while the remaining are state boards.

Since education is a subject in the 'concurrent' list, states are not bound to follow the directives of the Central government.

A senior official in the Punjab School Education Board, said that since the recommendations are part of the NEP, the approval has to come from higher authorities.

"We have submitted our proposal to the higher authority. It is being analysed at different levels. Once they approve it, we will notify it, but it's a long process and will take time," the official said.

PARAKH has been conducting regional workshops with the state boards on the suggestions made and how to adopt these in the teaching-learning processes.

An official from a state education body in Tamil Nadu, who had attended the workshops, said that the sessions were "interactive and helpful", but there is a procedure to formally integrate these into the curriculum, which is yet to begin.

JH Zoremthanga, Chairperson of Mizoram Board of School Education, said that the recommendations of the report are important for exam-related reforms. "We are discussing it with the state government, including the role of the Board in implementing these. However, it includes a lot of financial implications, which needs to be sorted out. Yet, we plan to start with preparing of question banks, as suggested in the report," he said.

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News18 has sent a query to the MoE in the matter, but a response is awaited. This story will be updated, if and once, a response is received.

Notably, an analysis conducted by the MoE last month that examined the performance of classes 10 and 12 students across the 59 school boards showed that more students from the state boards failed the classes than those from the central boards.

About the Author

VATSALA SHRANGI Vatsala Shrangi, Assistant Editor at News18, reports on the HRD, Ministry of Road, Transport and Highways, and social sector. She has covered the Delh... [Read More](#)

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विज्ञान और कानून की भी भाषा बने हिंदी

आज की तिथि-14 सितंबर 2024, एक महत्वपूर्ण ऐतिहासिक घटना की 75वीं वर्षगांठ है। यह वह दिन है, जब 1949 में संविधान सभा ने हिंदी को देवनागरी लिपि में संघ की राजभाषा के रूप में स्वीकार किया था। यह निर्णय स्वतंत्र और लोकतांत्रिक भारत के निर्माण के लिए महत्वपूर्ण था, जहां भाषा की विविधता के बावजूद एक ऐसी भाषा को राजभाषा चुना गया, जो देश के अधिकांश लोगों के लिए सहज और सुलभ हो। सबसे हिंदी ने अपनी भूमिका में अनेक परिवर्तन देखे हैं और देश की प्रमुख भाषाओं में से एक बनी हुई है। पिछले 75 वर्षों में हिंदी ने न केवल एक भाषा के रूप में, बल्कि भारतीय सांस्कृतिक धरोहर के प्रतीक के रूप में भी महत्वपूर्ण भूमिका निभाई है। यह वह भाषा है, जिसने देश के आत्मा को प्रतिबिंबित किया है और स्वतंत्रता के बाद के भारत में सामाजिक और सांस्कृतिक एकता को सुदृढ़ किया है। तकनीकी और वैज्ञानिक प्रगति के साथ हिंदी ने परंपरा और आधुनिकता के बीच एक पुल का काम किया है। आज हिंदी न केवल भारत, बल्कि कई देशों में भी पढ़ाई और बोली जाती है। हालांकि हिंदी ने एक लंबी यात्रा तय की है, लेकिन इसके सामने आज भी कई चुनौतियां हैं। भाषाई विविधता वाले देश में सभी भाषाओं को सम्मान और महत्व देना आवश्यक है। हिंदी को बढ़ावा देने के साथ-साथ अन्य क्षेत्रीय भाषाओं को भी सहेजने और संरक्षित करने की जिम्मेदारी है।

पिछले 75 वर्षों में हिंदी को राजभाषा के रूप में पूरी तरह स्थापित करने में कई चुनौतियां सामने आईं। सबसे बड़ी चुनौती भाषाई विविधता है। भारत जैसे बहुभाषी देश में जहां विभिन्न राज्यों की अपनी-अपनी भाषाएं हैं, वहां एक भाषा को पूरे देश में लागू करना जटिल कार्य है, किंतु आज के समय में डिजिटल क्रांति के साथ हिंदी को एक नया मंच मिला है। इंटरनेट ने हिंदी को वैश्विक स्तर पर पहुंचाया है। युवा पीढ़ी हिंदी का उपयोग डिजिटल माध्यमों में कर रही है, जिससे यह भाषा और अधिक सशक्त हो रही है। तकनीकी क्षेत्र में भी हिंदी का उपयोग बढ़ रहा है। इन 75 वर्षों में हिंदी को कानून की भाषा बनाना एक महत्वपूर्ण, लेकिन चुनौतीपूर्ण प्रश्न रहा है। इसके लिए संवैधानिक, कानूनी, प्रशासनिक और सामाजिक



राजेश कुमार यादव

हिंदी वह भाषा है, जिसने देश के आत्मा को प्रतिबिंबित करने के साथ सामाजिक-सांस्कृतिक एकता को सुदृढ़ किया है



अंग्रेजी का वर्चस्व तोड़ने की चुनौती • फाइल

स्तर पर व्यापक बदलाव की आवश्यकता होगी। यदि इस दिशा में ठोस कदम उठाए जाते हैं, तो यह भारतीय न्यायिक प्रणाली को अधिक सुलभ और पारदर्शी बना सकता है। इससे न केवल हिंदी भाषी जनता को लाभ होगा, बल्कि यह लोकतंत्र को भी सशक्त बनाने की दिशा में एक बड़ा कदम साबित हो सकता है। हिंदी को कानून की भाषा बनाने के लिए कानूनी शिक्षा प्रणाली में भी बदलाव आवश्यक होगा। वर्तमान में अधिकांश कानूनी पाठ्यक्रम और पुस्तकों का माध्यम अंग्रेजी है। हिंदी में कानूनी साहित्य, पाठ्यक्रम और प्रशिक्षण कार्यक्रमों का विकास करना होगा। इसके साथ ही वकीलों, न्यायाधीशों और अन्य कानूनी पेशेवरों को हिंदी में दक्षता प्राप्त करने के लिए प्रशिक्षण लेना होगा।

विज्ञान और तकनीक के युग में भाषा का महत्व अत्यधिक बढ़ गया है। आज ज्ञान का सृजन और प्रसार विज्ञान और तकनीक के माध्यम से ही हो रहा है। इन दोनों ही क्षेत्रों में अंग्रेजी का वर्चस्व है। भारत जैसे बहुभाषी देश में जब एक बड़ी जनसंख्या हिंदी में संवाद करती है, तो यह आवश्यक हो जाता है कि विज्ञान और तकनीक से संबंधित ज्ञान भी इसी भाषा में उपलब्ध हो। हिंदी को विज्ञान की समृद्ध भाषा बनाना आवश्यक है, क्योंकि यह समाज के समग्र विकास के लिए अनिवार्य है। इससे न केवल भाषा

का विकास होगा, बल्कि आम जनता को विज्ञान के क्षेत्र में आगे बढ़ने का मौका मिलेगा। प्रौद्योगिकी हिंदी को विज्ञान और साथ ही तकनीक की उन्नत भाषा बनाने में एक महत्वपूर्ण भूमिका निभा सकती है। डिजिटल मीडिया के माध्यम से हिंदी में वैज्ञानिक और तकनीकी सामग्री को व्यापक रूप से प्रसारित किया जा सकता है। अनुवाद साफ्टवेयर और भाषा पहचान तकनीक भी इस दिशा में मददगार साबित हो रहे हैं। इसके अलावा आर्टिफिशियल इंटेलिजेंस के उपयोग से भाषाई बाधाओं को दूर किया जा सकता है और जटिल तकनीकी सामग्री को हिंदी में सुलभ बनाया जा सकता है।

हिंदी विश्व में तीसरी सबसे ज्यादा बोली जाने वाली भाषा है। भारत के अलावा नेपाल, फिजी, मारीशस, गुयाना और त्रिनिदाद आदि देशों में भी इसका प्रयोग होता है, लेकिन भारत की राजभाषा घोषित होने के 75 साल बाद भी हिंदी अभी तक संयुक्त राष्ट्र की आधिकारिक भाषा नहीं बन पाई है। हिंदी को आधिकारिक भाषा का दर्जा दिलाने के लिए भारत को अन्य देशों से सहयोग और समर्थन प्राप्त करना होगा, विशेषकर उन देशों से जहां हिंदी का उपयोग होता है। हाल के वर्षों में भारत सरकार ने हिंदी को संयुक्त राष्ट्र की आधिकारिक भाषा बनाने की दिशा में कई कदम उठाए हैं। प्रधानमंत्री मोदी और विदेश मंत्रालय ने कई बार इस मुद्दे को उठाया और अंतरराष्ट्रीय मंचों पर हिंदी के प्रयोग को बढ़ावा दिया। भविष्य में हिंदी को संयुक्त राष्ट्र की भाषा बनाने के लिए भारत को और भी कूटनीतिक प्रयास करने होंगे। इसके लिए वित्तीय सहयोग के साथ-साथ अंतरराष्ट्रीय समर्थन भी आवश्यक है। यदि भारत अन्य हिंदी भाषी देशों और वैश्विक शक्तियों का समर्थन जुटा पाने में सफल होता है तो यह संभव है कि हिंदी को संयुक्त राष्ट्र की आधिकारिक भाषाओं में स्थान मिल सके।

हिंदी को राजभाषा के रूप में पूरी तरह स्थापित करने में अभी भी कई चुनौतियां हैं, लेकिन यह निश्चित है कि हिंदी अपने सशक्त साहित्य, समृद्ध सांस्कृतिक विरासत और बढ़ते डिजिटल माध्यमों के साथ भविष्य में और अधिक महत्वपूर्ण भूमिका निभाने के लिए तैयार है।

(लेखक महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा में हिंदी अधिकारी हैं)

response@jagran.com

Hindi, and its role in the unified future of India

Hindi Divas (Hindi Day), observed every year on September 14, calls for a reflection on the language's journey from adoption as the official language of the Union in 1949 to what it is today and what it is going to be tomorrow.

Today, Hindi has the fourth-largest speech community in the world. It is commonly spoken in ten states and three Union Territories. As per the 2011 Census, Hindi has 55 distinct varieties, and some of these may have their own dialects. The varieties differ mostly in the use of verb-forms — for example, *kha rahi hai* (Hindi), *kha-wathe* (Chhattisgarhi), *khaiche* (Bajjika), *khatari* (Bhojपुरी), *khane* (Kumaoni) and *khave hai* (Rajasthan-Jodhpuri). Hindi and its varieties have a preponderance of Sanskrit vocabulary in primary or derived forms. Mutual intelligibility across Hindi's varieties and with other major languages of India stems from the fact that Indian languages have either evolved from Sanskrit or are heavily influenced by it. The Hindi-Urdu speech community is the third-largest globally (after Mandarin and English). Many countries now have sizeable Hindi-speaking populations, making it an international language.

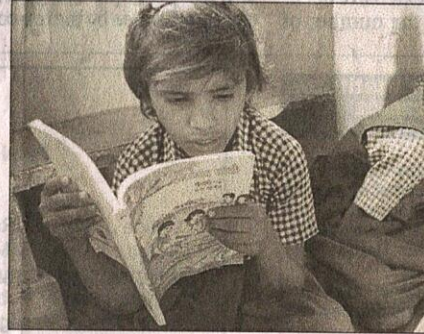
This journey has not been without problems. In a culturally and linguistically diverse country, arriving at a consensus is not always easy. The Constituent Assembly showed remarkable vision in adopting Hindi with the

Devanagari script as official language of the Union. This showed India's true national character as many non-Hindi leaders supported Hindi for independent India. However, continuing with English as an official language indefinitely has not been without controversy. The 22 major languages listed in the Schedule VIII include languages from the Indo Aryan (15), Dravidian (4), Tibeto-Burman (2) and Austro Asiatic (1) families. A classification of our languages on the basis of five *prakrits* would have made more sense.

Since English posed tough competition, the government took several measures to enrich Hindi and promote its use in administration and education. The Central Hindi Directorate (CHD) was established in 1960 to promote Hindi in non-Hindi regions. The Commission for Scientific and Technical Terminology (CSTT) was established in 1961 to develop technical terminologies and content so that education and administration could happen through Indian languages. In 1967, the Central Hindi Committee (CHC) was set up. In 1971, the Central Hindi Translation Bureau was set up, followed by the department of official language (DOL) in 1975 to coordinate efforts for the development of Hindi. The Committee of Parliament on Official Language (CPOL) was constituted in 1976. The Central Hindi Training Institute was set up in 1985 to continuously train and facilitate the government officials/staff in using Hindi.



Girish Nath Jha



Hindi has the fourth-largest speech community in the world

HT ARCHIVE

The Centre's efforts are coordinated by the DOL. Among the activities led by DOL, the meetings of the CPOL led by the home minister are perhaps the most important. This committee reviews the progress made in the use of Hindi in the official domain and recommends measures to the President for promotion and enrichment of Hindi. The DOL also coordinates the efforts of the Nagar Rajbhasha Karyavan Samitis and implementation by the government offices/institutions, to monitor Hindi's progress in official use. The development of necessary software tools like *Kanthashta*, a machine translation system, has been a remarkable achievement. Integration of *Kanthashta* with e-office is another initiative to facilitate the use of Hindi in government offices. LILA-Rajbhasha by CDAC facilitates Hindi-learning through 14 other Indian languages. The credit goes to the DOL for also leading the work on preparation of an online Hindi dictionary called *Hindi Shabd Sindhu*, an all-inclusive relational database of Hindi including words from various domains, dialects and other major Indian languages making it a truly *sarva samaveshi* Hindi kosha.

This *kosha* has more than 400,000 headwords and is equipped with an automatic speech recognition. The DOL has been periodically equipping its officers and staff in using Hindi in offices using digital tools.

To popularise Hindi and recognise the efforts to promote Hindi, the DOL organises the annual Hindi Divas celebrations and has been organising the Akhil Bharatiya Rajbhasha Sammelan since 2021. Rajbhasha Gaurav and Rajbhasha Kirti Puraskar Yojanas by DOL are two popular schemes to promote writing in Hindi.

Hindi has been a popular language in the digital world. Though it ranks very low in its share of websites, it is the fourth most-used language on YouTube. The rise of Indian language users on the internet has also put pressure on software developers to develop tools. The tools from CDAC, Google (Google Assistant, Google Translate), Microsoft (Bing Translator), Microsoft-Swiftkey (mobile keyboard), and Amazon Alexa, among others, have facilitated Hindi, but more efforts are needed in the digital space. The online *shabd-sindhu* by DOL and searchable glossaries by CSTT are going to become more important in the future.

The forward march of Hindi has been impressive. It has to continue progressing with inclusiveness so that it is truly *sarva samaveshi*, for the unified and inclusive future of India. On the Artificial Intelligence (AI) front, there is a need to exercise some caution. Implementing AI solutions in a diverse nation as ours has been a challenge for various reasons. However, the current pace of efforts will go a long way in ensuring the suitable implementation of AI for Hindi and other languages.

Girish Nath Jha is chairman, Commission for Scientific and Technical Terminology. The views expressed are personal

NCERT calls for NEP reforms to bridge student performance gaps

By **Chetan Tawakley** - September 14, 2024



The National Council for Educational Research and Training (NCERT) has called on the Union Ministry of Education (MoE) to urge state governments to implement key reforms outlined in its recently published “Equivalence” report. This report highlights performance disparities among students from different state boards and central boards, providing recommendations to standardise assessment practices nationwide. The recommendations align with the goals of the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCF-SE).

Key Reforms Proposed in the 'Equivalence' Report The NCERT report, developed by its Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) unit, aims to address the significant variation in student performance between state and central boards. Some of the main recommendations include:

- **Cumulative assessment system:** Introducing a new evaluation system where students' performances in classes 9, 10, and 11 contribute to the final class 12 assessment.
- **Professional paper setters:** Developing a cadre of experts to create standardised exam papers for classes 9 to 12.
- **Question banks:** Preparing comprehensive question banks for senior classes (9 to 12) to ensure consistency and fairness in assessments across boards.

These reforms are designed to ensure equal opportunity for students across India's 59 recognised school boards, which include three national-level and 56 state boards. The report emphasises that these changes are essential for improving student outcomes and reducing the disparity in pass rates between state and central boards, as revealed by a Ministry of Education (MoE) analysis.

Challenges in Implementation Despite the urgency of these reforms, states are not required to follow the central government's directives, as education falls under the concurrent list. Officials from various state boards, including Punjab and Mizoram, have acknowledged the significance of these recommendations but pointed out that approval from higher authorities and funding considerations are necessary before implementation.

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While some states are actively discussing these reforms, full integration into their educational systems is expected to be a gradual process. PARAKH has already been conducting regional workshops with state boards to guide them in incorporating these suggestions into existing curricula and teaching methodologies.

The NCERT's push for NEP-aligned reforms aims to bring significant changes to India's educational landscape, particularly in standardising student assessments and improving the quality of education across state and central boards. As the state boards begin the process of integrating these recommendations, the focus remains on ensuring fairness and equity for all students in India.

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Ministry of Education commits to Special Campaign 4.0 for enhanced cleanliness and efficiency in offices and its Autonomous Bodies

Posted On: 14 SEP 2024 6:54PM by PIB Delhi

The Department of School Education & Literacy (DoSE&L), Ministry of Education, has built on its past successes in Special Campaigns and is fully prepared to actively engage in the upcoming Special Campaign 4.0, announced by the Government of India. The campaign is scheduled to take place from 2nd October to 31st October 2024, with a focus on institutionalizing cleanliness and reducing pendency across government offices. This initiative aims to enhance the overall efficiency of government operations, while fostering a cleaner and more organized workspace environment. In addition to improving operational efficiency in offices, the objectives also includes raising awareness about environmental sustainability. This effort will continue by integrating Eco Clubs for Mission LiFE in schools and ongoing #EkPedMaaKeNaam (#एकपेड़माँकेनाम) campaign as part of the Special Campaign 4.0, contributing to the greener future.

The Special Campaign 4.0 will be executed in two phases: a Preparatory Phase from 16th September to 30th September 2024, followed by an Implementation Phase from 2nd October to 31st October 2024. All Bureaus and Autonomous Bodies under DoSE&L have been requested to set target Vis-a-vis various parameters as well as to identify the field units/ outstation offices where Swachhata campaign would be conducted during the Preparatory Phase. The Implementation Phase will focus on addressing pending references, disposal of references from MPs, PMO, State Governments, Inter-Ministerial references, Parliamentary Assurances, public grievances & appeals, simplification of rules/processes, record management, disposal of scrap and redundant items, beautification of offices and conduction of cleanliness campaigns.

To ensure success of the campaign, progress will be monitored via a dedicated Google tracker, with daily updates from participating offices. The Campaign will be promoted through social media using the hashtag #SpecialCampaign4.0. DoSE&L, Ministry of Education urges all its Autonomous Bodies to engage actively in this critical initiative to foster a cleaner and more efficient office environment.

SS/AK

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Copyright case against man selling fake NCERT books

TNN / Sep 14, 2024, 22:03 IST



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Ahmedabad: The Kalupur police on Friday registered an FIR against Gunjan Jhaveri under the Copyright act. The complaint was registered by Kapil Kanalpal (42), a marketing executive at the National Council of Educational Research and Training.

Kanalpal, in his complaint, stated that he was at the office in Ahmedabad with Jitendra Parmar, who also works in the NCERT Office.

Poll

Who do you think will succeed Arvind Kejriwal as Delhi's chief minister?

- Sunita Kejriwal
- Atishi
- Gopal Rai

He received a call from Anup Rajput, head of the department at NCERT, who informed him that he had received information about the sale of duplicate NCERT books in Ahmedabad city.

The complaint stated that Rajput instructed them to investigate the bookstores in Ahmedabad city and take legal action if found. On Friday, he and Parmar went to investigate the sale of duplicate NCERT books. During the investigation, they received information that duplicate NCERT books were being sold at New Zaveri Book Center, under Gandhi bridge.

He stated that he went with the Kalupur cops to New Zaveri Book Centre and found Gunjan Zaveri. During the search, they found duplicate NCERT books of Class 10 titled "Mahar Hindi Pathya Pustak" with a code 0644 on the back, which is incorrect as our office code is 0671. They found a total of 13 such books, each priced at Rs. 65. The complainant stated that they seized the books and asked for authorization or licence from NCERT to sell these books, which Zaveri could not produce. Hence, a complaint was registered with Kalupur police.

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End of Article

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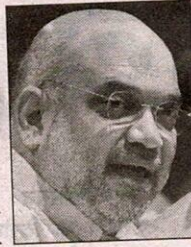
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'हिंदी और अन्य भारतीय भाषाओं में कोई प्रतिस्पर्धा नहीं हो सकती'

जनसत्ता ब्यूरो
नई दिल्ली, 14 सितंबर।

केंद्रीय गृह मंत्री अमित शाह ने शनिवार को कहा कि राजभाषा हिंदी और अन्य भारतीय भाषाओं के बीच कभी कोई प्रतिस्पर्धा नहीं हो सकती, क्योंकि वे एक-दूसरे की पूरक हैं। साथ ही कहा कि राजभाषा हिंदी का प्रचार-प्रसार तब तक नहीं हो सकता, जब तक अन्य सभी भारतीय भाषाओं को मजबूत नहीं किया जाता।

अमित शाह ने हिंदी दिवस के अवसर पर चौथे अखिल भारतीय राजभाषा सम्मेलन में कहा कि हिंदी को संपर्क भाषा, आम भाषा, तकनीकी भाषा और अब अंतरराष्ट्रीय भाषा बनाने का संकल्प लेने का अवसर है। हम हिंदी को राजभाषा के रूप में मान्यता मिलने के 75 वर्ष पूरे होने के उपलक्ष्य में हीरक जयंती मना रहे हैं। राजभाषा विभाग हिंदी से आठवीं अनुसूची में सूचीबद्ध सभी भाषाओं में अनुवाद के लिए एक पोर्टल भी ला रहा है, जिसके माध्यम से



कृत्रिम मेधा का उपयोग करके बहुत ही कम समय में किसी भी पत्र या भाषण का सभी भाषाओं में अनुवाद किया जा सकेगा। केंद्रीय गृह मंत्री ने कहा, हिंदी को आधिकारिक भाषा के रूप में स्वीकार करके और हिंदी के माध्यम से देश की सभी स्थानीय भाषाओं को जोड़कर

हम संस्कृति, भाषाओं, साहित्य, कला एवं व्याकरण के संरक्षण और संवर्धन की दिशा में आगे बढ़ रहे हैं। उनके दोनों मंत्रालयों- गृह और सहकारिता की फाइल के माध्यम से सभी संचार हिंदी में किए जाते हैं। इस स्तर तक पहुंचने में तीन साल लगे हैं।

उन्होंने कहा कि संविधान सभा की भावना यह थी कि देश के सभी नागरिकों को एक-दूसरे के साथ किसी भारतीय भाषा में संवाद करना चाहिए, चाहे वह हिंदी हो, तेलुगु हो, मलयालम हो या गुजराती हो। इस वर्ष हिंदी दिवस सभी के लिए बहुत महत्वपूर्ण है, क्योंकि 14 सितंबर 1949 को भारत की संविधान सभा ने हिंदी को संघ की आधिकारिक भाषा के रूप में स्वीकार किया था और तब से 75 साल हो गए हैं।

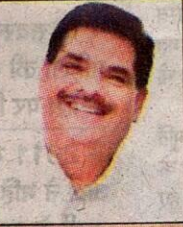
हिंदी को राष्ट्रभाषा का दर्जा न मिलना दुर्भाग्यपूर्ण : प्रो. पवन सिन्हा

नई दिल्ली (एसएनबी)। हिंदी का संघर्ष राष्ट्रीय स्वाधीनता आंदोलन से शुरू होता है और यह आज तक जारी है। हिंदी को राष्ट्रभाषा का दर्जा न मिलना दुर्भाग्यपूर्ण है। जहां एक तरफ विद्यार्थियों में हिंदी का प्रचार-प्रसार हो रहा है। वहीं नई शिक्षा नीति में हिंदी के उत्थान पर ज्यादा बल दिया गया है। दुनिया की सबसे लचीली भाषा हिंदी है। भारत के बाहर कई देशों में हिंदी की लोकप्रियता है। हिंदी में उर्दू, अरबी, पस्तो, संस्कृत, अंग्रेजी के बहुत से शब्द मिल जाएंगे, लेकिन इतनी समृद्धि के बावजूद हिंदी की स्थिति को हम चिंताजनक मानते हैं।

को हम चिंताजनक मानते हैं।

मोतीलाल नेहरू कॉलेज की हिंदी साहित्य सभा अनुकृति की ओर से हिंदी के विकास से जुड़े विविध प्रश्नों और उपयोगिता हिंदी राजभाषा ही नहीं हमारी शान है विषय पर परिचर्चा में कॉलेज के प्रोफेसर पवन सिन्हा ने ये विचार व्यक्त किए। उन्होंने कहा कि दुनिया

■ दुनिया के 127 देशों में करीब दो करोड़ से अधिक लोग हिंदी इस्तेमाल करते हैं



के 127 देशों में करीब दो करोड़ से अधिक लोग हिंदी इस्तेमाल करते हैं और आंशिक रूप से हिंदी से जुड़े हैं। पूरी दुनिया में एक करोड़ लोग हिंदी से सीधे तौर पर जुड़े हुए हैं। प्रो. सिन्हा ने कहा कि यह सच है कि दक्षिण भारत में राजनीतिक रूप से हिंदी का विरोध हो रहा है। सूचना प्रौद्योगिकी और तकनीकी भाषा के रूप में हिंदी के विकास का उल्लेख करते हुए कहा कि दुनिया की बड़ी भाषा होने के कारण गूगल जैसी वैश्विक कंपनी को हिंदी को अपनाना पड़ा। भारत में सबसे ज्यादा बोली जाने वाली हिंदी भाषा को आज तक राष्ट्रभाषा का दर्जा नहीं मिल पाया है। कार्यक्रम का संचालन डॉ. भास्करलाल कर्ण ने किया। कार्यक्रम में हिंदी विभाग के अध्यापक डॉ. अशोक कुमार, डॉ. शशि कुमार, डॉ. अनिरुद्ध कुमार, हेमंत कुमार सिंह समेत बड़ी संख्या में विद्यार्थियों ने हिस्सा लिया।

हिंदी में रोजगार के ज्यादा हैं अवसर : प्रो हंसराज

नई दिल्ली (एसएनबी)। दिल्ली विश्वविद्यालय से संबद्ध श्री अरविंदो कॉलेज के हिंदी विभाग में एसोसिएट प्रोफेसर व मीडिया विशेषज्ञ डॉ. हंसराज सुमन ने हिंदी दिवस के अवसर पर विद्यार्थियों से छात्र संवाद कार्यक्रम के अंतर्गत हिंदी में रोजगार के अवसरों पर बातचीत की। बातचीत में उन्होंने बीए, बीकॉम, विज्ञान व ऑनर्स के विद्यार्थियों से सीधे संवाद किया और उन्हें राष्ट्रीय शिक्षा नीति में हिंदी विषय को दिए गए महत्व के विषय में बताया। उन्होंने बताया कि हिंदी जानने वालों के लिए वर्तमान युग में सर्वाधिक रोजगार के अवसर हिंदी में हैं। हिंदी की मांग हर क्षेत्र में बढ़ रही है। राष्ट्रीय शिक्षा नीति में व्यवसायिक पाठ्यक्रमों को लगाया जाए ताकि रोजगार के ज्यादा अवसर पैदा होंगे और विद्यार्थियों का रुझान हिंदी के प्रति बढ़ेगा। उन्होंने विद्यार्थियों को बताया कि हर साल भारत के विश्वविद्यालयों में हिंदी पढ़ने वाले विदेशी छात्रों की संख्या लगातार बढ़ रही है। छात्र संवाद कार्यक्रम के अवसर पर हिंदी विभाग में एसोसिएट प्रोफेसर डॉ. हंसराज सुमन ने विद्यार्थियों से संवाद करते हुए बताया कि आज हिंदी एक सशक्त और बाजार से जुड़ी भाषा है और इसमें रोजगार के अनेक अवसर हैं। सूचना क्रांति और इलेक्ट्रॉनिक मीडिया के आ जाने से हिंदी में विश्वव्यापी अवसर पैदा हुए हैं। हिंदी आज पूरे विश्व के लगभग 150 से अधिक विश्वविद्यालयों में पढ़ाई जाती है।

हिंदी व अन्य भाषाओं में स्पर्धा नहीं वे हैं सखियां : शाह

नई दिल्ली (एसएनबी)। केंद्रीय गृह मंत्री अमित शाह ने शनिवार को कहा कि राजभाषा हिंदी और अन्य भारतीय भाषाओं के बीच कभी कोई प्रतिस्पर्धा नहीं हो सकती, क्योंकि वे सखियां हैं और एक-दूसरे की पूरक हैं।

शाह ने हिंदी दिवस के अवसर पर चौथे अखिल भारतीय राजभाषा सम्मेलन को संबोधित करते हुए यह भी कहा कि राजभाषा हिंदी का प्रचार-प्रसार तब तक नहीं हो सकता जब तक अन्य सभी भारतीय भाषाओं को मजबूत नहीं किया जाता और राजभाषा उन सभी के साथ संवाद स्थापित नहीं करती। उन्होंने कहा, 'हिंदी और स्थानीय भाषाओं के बीच कभी प्रतिस्पर्धा नहीं हो सकती क्योंकि हिंदी सभी स्थानीय भाषाओं की सखी है। हिंदी और सभी स्थानीय भाषाएं एक-दूसरे की पूरक हैं, इसलिए उनके बीच का रिश्ता और मजबूत किया जाएगा।' गृह मंत्री ने कहा कि हिंदी दिवस हिंदी को संपर्क भाषा, आम भाषा, तकनीकी भाषा और अब अंतरराष्ट्रीय भाषा बनाने का संकल्प लेने का अवसर है।

उन्होंने कहा, 'हम हिंदी को राजभाषा के रूप में मान्यता मिलने के 75 वर्ष पूरे होने के उपलक्ष्य में हीरक जयंती मना रहे हैं। हिंदी को आधिकारिक भाषा के रूप में स्वीकार करके और हिंदी के माध्यम से देश की सभी स्थानीय भाषाओं को जोड़कर हम अपनी संस्कृति, भाषाओं, साहित्य, कला एवं व्याकरण के संरक्षण और संवर्धन की दिशा में आगे बढ़ रहे हैं।' शाह ने कहा कि हिंदी भू-राजनीतिक भाषा से अधिक भू-सांस्कृतिक



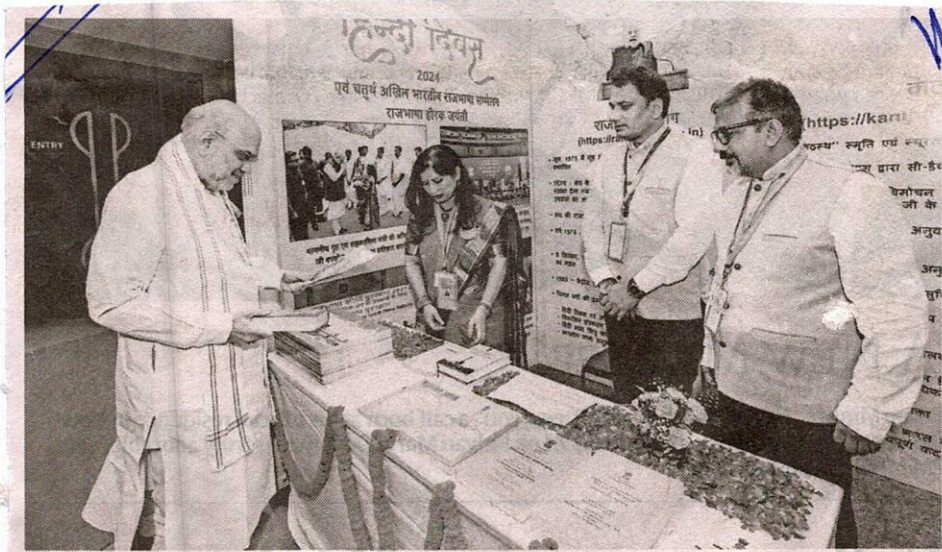
गृहमंत्री ने हिंदी दिवस के अवसर पर चौथे अखिल भारतीय राजभाषा सम्मेलन को संबोधित

कहा, पीएम मोदी के नेतृत्व में पिछले 10 वर्ष में हिंदी और स्थानीय भाषाओं को मजबूत करने के लिए काफी काम किया गया

भाषा है। उन्होंने कहा कि उनके दोनों मंत्रालयों- गृह और सहकारिता को फाइल के माध्यम से सभी संचार हिंदी में किए जाते हैं। शाह ने कहा, 'इस स्तर तक पहुंचने में तीन साल लगे।'

इससे पहले, शाह ने हिंदी दिवस की शुभकामनाएं देते हुए कहा कि संविधान सभा की भावना यह थी कि देश के सभी नागरिकों को एक-दूसरे के साथ किसी भारतीय भाषा में संवाद करना चाहिए, चाहे वह हिंदी हो, तमिल हो, तेलुगु हो, मलयालम हो या गुजराती हो। उन्होंने एक वीडियो संदेश में कहा, 'हिंदी को मजबूत करने से ये सभी भाषाएं भी लचीली एवं समृद्ध बनेंगी तथा एकीकरण किए जाने पर ये सभी भाषाएं हमारी संस्कृति, इतिहास, साहित्य, व्याकरण और संस्कार को भी आगे ले जाएंगी।' गृह मंत्री ने कहा कि इस वर्ष हिंदी दिवस सभी के लिए बहुत महत्वपूर्ण है क्योंकि 14 सितंबर 1949 को भारत की संविधान सभा ने हिंदी को संघ की आधिकारिक भाषा के रूप में स्वीकार किया था और तब से 75 साल हो गए हैं तथा देश इस साल राजभाषा

की हीरक जयंती मनाया जा रहा है। उन्होंने कहा, 'हिंदी ने 75 वर्ष में कई उतार-चढ़ाव देखे हैं लेकिन इस मोड़ पर मैं निश्चित रूप से यह बात कह सकता हूँ कि हिंदी की किसी स्थानीय भाषा से कोई प्रतिस्पर्धा नहीं है। हिंदी सभी भारतीय भाषाओं की सखी है और वे एक-दूसरे की पूरक हैं। चाहे वह गुजराती हो, मराठी हो, तेलुगु हो, मलयालम हो, तमिल हो या बांग्ला हो, हर भाषा हिंदी को मजबूत करती है और हिंदी हर भाषा को मजबूत करती है।' शाह ने कहा कि अगर हिंदी आंदोलन को गौर से देखा जाए तो चाहे वह चक्रवर्ती राजगोपालाचारी हों, महात्मा गांधी हों, सरदार वल्लभभाई पटेल हों, लाला लाजपत राय हों, नेताजी सुभाष चंद्र बोस हों या आचार्य जे. बी. कृपलानी हों, ये सभी गौर हिंदी भाषी क्षेत्रों से आए थे। उन्होंने कहा कि एन गोपालस्वामी आयरंगर और के.एम. मुंशी के नेतृत्व में गठित समिति ने हिंदी को आधिकारिक भाषा के रूप में मान्यता देने और हिंदी एवं हमारी सभी अन्य भाषाओं को मजबूत देने के लिए संविधान सभा को एक रिपोर्ट पेश की थी। शाह ने कहा, 'ये दोनों नेता गौर-हिंदी भाषी क्षेत्रों से थे।' गृह मंत्री ने कहा कि प्रधानमंत्री नरेन्द्र मोदी के नेतृत्व में पिछले 10 वर्ष में हिंदी और स्थानीय भाषाओं को मजबूत करने के लिए काफी काम किया गया है। उन्होंने कहा, 'मोदी जी ने कई अंतरराष्ट्रीय मंचों पर गर्व के साथ हिंदी में लोगों को संबोधित किया है और देश ही नहीं, बल्कि दुनिया भर में हिंदी के महत्व को सामने रखा है।'



Union Home Minister Amit Shah inspects a stall during the launch of Indian Language Section of the Official Language Department at Bharat Mandapam in New Delhi on Saturday. ANI

Hindi *sakhi* of all Indian languages, complement each other, says Shah

EXPRESS NEWS SERVICE
NEW DELHI, SEPTEMBER 14

UNION HOME Minister Amit Shah Saturday said that there is harmony between Hindi and other Indian languages as they complement each other to boost India's cultural outlook.

Addressing the fourth Akhil Bhartiya Rajbhasha Sammelan on Hindi Diwas, Shah said the promotion of Hindi cannot happen until all other Indian languages are strengthened and the official language establishes a dialogue with all of them.

"Our country is not a geopolitical, but a geo-cultural country

and the link that connects our country is culture... There can never be a competition between Hindi and other Indian languages as they are friends and complement each other," he said.

Shah said the Centre is working towards the use of Hindi in education, technical education, and the judiciary.

"Rajasthan, UP, MP and Uttarakhand have today made the entire curriculum of medical education in Hindi and work is underway to prepare engineering curriculum in about 13 languages of India in the coming days," he added.

Shah said the Hindi Diwas

this year is very important for everyone because, on September 14, 1949, the Constituent Assembly of India accepted Hindi as the official language of the Union.

"Hindi has seen many ups and downs in 75 years but at this juncture, I can definitely say that Hindi has no competition with any local language. Hindi is a friend (*sakhi*) of all Indian languages and they complement each other," he said.

Shah said the Hindi Diwas is an occasion to take a pledge to make Hindi a communication language, a common language, a technical language and now an international language.

पाकिस्तान को भारत की शिक्षा प्रणाली अपनाने की सलाह

इस्लामाबाद (भाषा)। एशियाई विकास बैंक (एडीबी) ने पाकिस्तान को खराब शिक्षा प्रणाली को सुधारने और अपने नागरिकों को गुणवत्तापूर्ण प्रशिक्षण प्रदान करने के लिए भारत की योजना 'उल्लास' को अपनाने की सलाह दी है।

समाज में सभी के लिए आजीवन शिक्षा की समझ के लिए भारत सरकार ने पिछले वर्ष जुलाई में निरक्षरों और औपचारिक स्कूली शिक्षा से वंचित वयस्कों की सहायता के लिए 'उल्लास' को शुरू किया था।

समाचार पत्र 'एक्सप्रेस ट्रिब्यून' की खबर के अनुसार, मनीला स्थित एडीबी मुख्यालय ने यह टिप्पणी पाकिस्तान द्वारा अपनी शिक्षा प्रणाली में सुधार लाने तथा स्कूल न जाने वाले सभी बच्चों को शिक्षा प्रदान करने के लिए वित्तीय सहायता का अनुरोध किए जाने के जवाब में की है। एडीबी ने सिफारिश की है कि सरकार एक रणनीतिक और बहु-हितधारक दृष्टिकोण अपनाए तथा भारत सरकार की नई केंद्र प्रायोजित 'उल्लास' जैसी योजनाओं को लागू करे। प्रधानमंत्री नरेंद्र मोदी ने सभी के लिए शिक्षा के सभी पहलुओं को शामिल

देश के शिक्षा प्रणाली में सुधार लाने के लिए वित्तीय सहायता के अनुरोध पर एशियाई विकास बैंक ने दिया सुझाव

करते हुए पांच वर्ष की अवधि के लिए नई केंद्र प्रायोजित योजना 'उल्लास' को मंजूरी दी थी। भारतीय योजना 'उल्लास' का लक्ष्य न केवल बुनियादी साक्षरता उपलब्ध कराना है, बल्कि इसमें 21वीं सदी के लिए आवश्यक महत्वपूर्ण जीवन कौशल भी शामिल है।

इन कौशलों में वित्तीय साक्षरता, डिजिटल साक्षरता, वाणिज्यिक कौशल, स्वास्थ्य सेवा जागरूकता, बाल देखभाल और शिक्षा तथा परिवार कल्याण शामिल है। पाकिस्तान के योजना आयोग की एक रिपोर्ट में कहा गया है कि देश की शिक्षा प्रणाली ठीक नहीं है। इस्लामाबाद को छोड़कर, सभी 134 जिले शिक्षण परिणामों से लेकर सार्वजनिक वित्तपोषण तक के संकेतकों में पिछड़ रहे हैं।

No competition between Hindi and local languages, they are friends: Shah

NEW DELHI: There can never be a competition between Hindi and other Indian languages as they are friends and complement each other, Union Home Minister Amit Shah said on Saturday.

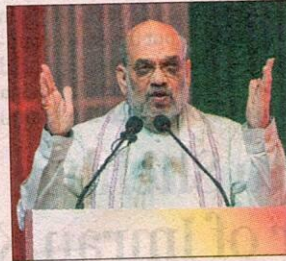
Addressing the fourth Akhil Bhartiya Rajbhasha Sammelan on Hindi Diwas, Shah said the promotion of Hindi cannot happen until all other Indian languages are strengthened and the official language establishes a dialogue with all of them.

"There can never be a competition between Hindi and local languages because Hindi is a friend of all local languages. Hindi and all local languages complement each other. Therefore, the relationship between Hindi and all local languages will be strengthened," he said.

The home minister said the 'Hindi Diwas' is an occasion to take a pledge to make Hindi a communication language, a common language, a technical language and now an international language.

"We are celebrating the Diamond Jubilee to mark the completion of 75 years of Hindi as the official language. By accepting Hindi as the official language and connecting all the local languages of the country through Hindi, we are moving towards preserving and promoting our culture, languages, literature, art and grammar," he said.

Shah said Hindi is more of a geo-cultural language rather than a geo-political language. He said all communications through files of his two ministries -- Home and Coopera-



Union Home Minister Amit Shah addresses at the Akhil Bhartiya Rajbhasha Sammelan, in New Delhi, on Saturday

PTI

Closer Look

» 'We are celebrating the Diamond Jubilee to mark the completion of 75 years of Hindi as the official language'

» Shah said Hindi is more of a geo-cultural language rather than a geo-political language

tion -- are done through Hindi.

"It took three years to reach this stage," he said.

Noting that the Constituent Assembly of India accepted Hindi as the official language of the Union on September 14, 1949, Shah said the 75-year journey of the language is in the final stage of achieving its objectives and now is the time to make Hindi a language of communication, people, technology and an international language as well.

The home minister said in the new education policy, Prime Minister Narendra Modi has stressed imparting primary education in the mother tongue.

MPOST

Excessive Screen Time Linked To Everyday Tantrums In Kids: Study

Reveals Potential Connection Between Phone Usage & Emotional Development

Anuja Jaiswal
@timesofindia.com

New Delhi: Next time when your kids throw a tantrum, don't blame them but yourself for handing over a mobile phone or an iPad to them. A recent study suggests that the use of mobile phones and tablets to watch cartoons and other content may be a contributing factor to emotional outbursts triggered by everyday situations such as waking up, going to bed or refusing to eat a meal.

A study recently published in journal *JAMA Pediatrics* has revealed potential connections between young children's phone/tablet usage and their emotional development. The research suggests that children who used such devices frequently at 3.5 years old were more prone to displaying increased anger and frustration by the age of 4.5 years.

The study also discovered that children who exhibited anger and frustration at 4.5 years old were more likely to use these devices by the time they reached 5.5 years of age. These findings propose that early tablet exposure may contribute to a detrimental cycle that impedes the development of healthy emotional regulation skills in young children.

The survey of 315 parents in Nova Scotia, Canada, follo-

MANAGING SCREEN TIME FOR KIDS

What parents of preschoolers should do

- Create a family media use plan
- Designate screen-free times (for example, meals), screen-free zones at home
- Encourage physical, social and cognitive development through alternative activities such as face-to-face interaction and outdoor play opportunities
- Use parental controls and monitor content
- Be consistent with screen time rules
- Teach children to express emotions in healthy ways



American Academy of Pediatrics' recommendations

- **18-24 months:** Avoid digital media, except video chatting
- **2-5 years:** Limit screen use to 1 hour per day of high-quality programming

EXPERTS ADVISE

- Prioritise interactive, real-world experiences over screen time
- Choose high-quality, age-appropriate content when using digital media
- Co-view and engage with your child during screen time to boost learning
- Set clear rules and routines around device use
- Practise healthy screen habits as a parent

wed the same group of children at ages 3.5 (in 2020), 4.5 (in 2021) and 5.5 years old (2022). Parents self-reported their children's tablet use and assessed their expressions of anger using a children's behaviour questionnaire.

Dr Rahul Rai Kakkar, consultant, psychiatry & clinical psychology Narayana Hospital, highlighted the crucial role of early childhood in brain development, stating that at this critical time, children learn emotional regulation

skills through direct interactions, play and engagement with their surroundings. Excessive screen time can disrupt these vital processes. "Tablets provide instant gratification through rapid content delivery and continuous stimulation, which can negatively impact a child's capacity to postpone gratification and handle frustration. Prolonged exposure to this immediate satisfaction can impede the natural development of self-regulation and emotional

control abilities in young children," he explained.

Dr Achal Bhagat, senior consultant, psychiatry and psychotherapy, Indraprastha Apollo Hospitals, explored the relationship between tablet usage and increased expressions of anger and frustration in young children. He proposed several possible explanations for this link, including children experiencing difficulty transitioning from tablet use and displaying "withdrawal-like symptoms"

when the device is taken away, the highly stimulating content provided by tablets making real-world activities seem less engaging in comparison, and prolonged tablet use leading to overstimulation, which can disrupt sleep patterns and negatively affect a child's overall mood regulation. These factors together contribute to the observed increase in anger and frustration among young children who frequently use tablets.

Emphasising the importance of providing children with unstructured time, Kamna Chhibber, head of mental health and behavioural sciences, Fortis Healthcare, said during this period, they should be encouraged to explore and engage in activities that do not involve screens. Communicating with young children and reading stories to them is crucial. Helping them cultivate diverse interests is essential. Assisting them in managing their emotions is a necessity that must be addressed.

"We advise no screen time for children under 2 years and up to one hour for those aged above 2 years to 5 years," said Dr Archana Sharma, consultant clinical and child psychologist, Sri Balaji Action Medical Institute. "For those between five and 10 years, less than two hours can be allowed."

High incidence of gender bias in school textbooks: Which Indian state is toppi...

se-unique-birds/photostory/113258857.cms) Largest Mammal in the World (https://timesofindia.indiatimes.com/line-in-direct-link/articleshow/113378429.cms) Maharashtra Schools Holidays (https://timesofindia.indiatimes.com/v-2024-public-exams-out-at-sdmis-nios-ac-in-direct-link-here/articleshow/113361040.cms) RRB NTPC Recruitment s-seats-a-look-at-neet-ug-admission-criteria-around-minority-reservation-rules/articleshow/113364399.cms) Unir 113378566.cms) AP PGECET Seat Allotment (https://timesofindia.indiatimes.com/education/news/ap-pgect-202 show/113378929.cms) NIOS Hall Ticket (https://timesofindia.indiatimes.com/education/news/nios-hall-ticket-for-egional-languages-will-hindi-medium-medical-education-be-successful/articleshow/113389337.cms) JP Medical S FT UG Counselling (https://timesofindia.indiatimes.com/education/news/haryana-neet-ug-2024-round-2-counselling-sci 380359.cms) Kerala School Nipah Virus (https://timesofindia.indiatimes.com/education/news/nipah-virus-in-keral -begins-for-more-than-8000-rosts-link-to-apply-here-check-vacancy-details/articleshow/113343722.cms) Medical Education in Hindi Language (https://timesofindia.indiatimes.com/education/news/

High incidence of gender bias in school textbooks: Which Indian state is topping the charts?

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The Centre for Global Development's study uncovers significant gender bias in Indian school textbooks, examining 466 state board and 60 NCERT books. It found entrenched...



High incidence of gender bias in school textbooks

NEW DELHI: Recent study into the content of school textbooks in India found a significant degree of gender bias, with the study focussing on both National Council of Educational Research and Training (NCERT) textbooks and those produced by various state boards. The Centre for Global Development, a think tank based in Washington, DC, conducted the study, which examined 466 textbooks from 10 Indian states as well as 60 NCERT textbooks.

Poll

How do you think the Supreme Court will rule on NEET UG 2024?

- Court will order a re-exam
- Uphold the current system
- Introduce changes
- Completely overhaul

The study highlights the entrenched gender stereotypes that exist in the language and examples used in these educational resources, raising concerns about the impact of such biases on young minds.

The research, which examined textbooks published in the English language, uncovered a troubling trend where male-gendered words and stereotypes dominated the narrative. For instance, mothers were frequently associated with domestic duties like cooking, while professions such as doctors were consistently depicted as male. Despite previous efforts to address these issues, such as a 2017 call for reform by India's Ministry of Education

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minister, the study found little improvement, especially in NCERT textbooks that have undergone revisions as recently as 2020.

Disparities in gender representation: A comparison of Indian states

One of the study’s most revealing aspects was the variation in gender representation across different states. The research found that Gujarat performed the best in terms of female representation, with close to 60% of gendered words being female. In stark contrast, Karnataka fared the worst, with less than 20% of its gendered words representing women. Surprisingly, this imbalance was most pronounced in southern states, including Karnataka and Kerala, which traditionally score higher on progressive gender indices such as female literacy and workforce participation.

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States	Grades												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Andhra Pradesh	2	0	3	3	3	3	4	5	5	6	0	0	34
Chhattisgarh	1	1	1	1	1	1	1	1	1	1	0	0	10
Gujarat	2	2	3	1	2	1	2	3	2	3	5	9	35
Karnataka	2	2	2	2	1	4	4	4	4	4	14	12	55
Kerala	3	3	4	5	5	5	5	0	7	7	0	0	44
Maharashtra	2	2	2	3	2	5	5	3	4	5	13	10	56
Mizoram	2	1	3	3	3	5	4	0	0	0	0	0	21
Punjab	0	2	3	3	3	4	9	5	6	7	7	9	58
Tamil Nadu	3	3	4	4	4	4	4	4	4	4	13	13	64
Telangana	1	2	3	3	3	3	3	3	4	4	0	0	29
NCERT	2	1	3	2	0	5	4	6	7	6	12	12	60
Total	21	21	34	34	32	46	52	42	53	57	75	77	466

The table displays the count of textbooks per grade across various states. The data includes textbooks from state boards and NCERT Books. NCERT textbooks are selected by state boards in Arunachal Pradesh, Bihar, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Madhya Pradesh, Rajasthan, Sikkim, and Uttarakhand. The subjects covered

High incidence of gender bias in school textbooks: Which Indian state is toppi...

This disparity raises questions about the influence of

state-level educational policies and the effectiveness of efforts to address gender bias. For example, despite Kerala's ongoing efforts to remove gender stereotypes from textbooks, prompted by concerns over domestic abuse, its performance in the study remains disappointing.

Meanwhile, [Maharashtra](https://timesofindia.indiatimes.com/topic/maharashtra) (<https://timesofindia.indiatimes.com/topic/maharashtra>), India's second most populous state and home to the financial capital, Mumbai, is currently undergoing curriculum revisions. While criticisms have primarily focused on the lack of representation of socioeconomic diversity, the study underlines that gender representation is also a major concern. Maharashtra's textbooks rank among the lowest in terms of female representation, further highlighting the need for comprehensive reform.

In another instance, earlier this year, Delhi's State Council of Educational Research and Training (SCERT) has made significant revisions to school textbooks after conducting a comprehensive gender audit of 53 textbooks and curricula. The audit, led by a committee of experts from NCERT, Delhi University, central education institutes, and NGOs, uncovered widespread gender biases. These included male-dominated content, portrayals of women in submissive roles, and a lack of representation for transgender individuals.

Read full report | [SCERT Audit Reveals Gender Bias in Delhi Textbooks, Proposes Neutral Alternatives for 10 Terms](https://timesofindia.indiatimes.com/education/news/scert-audit-uncovers-gender-stereotypes-in-delhi-school-textbooks-neutral-alternatives-for-10-gender-biased-terms/articleshowprint/113265986.cms)

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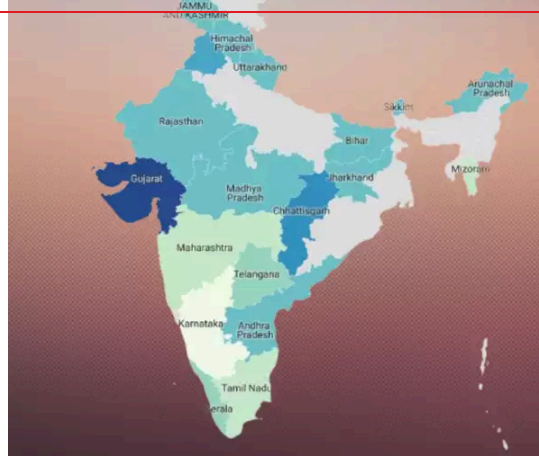
Gender bias in relation to societal attitudes

Another intriguing finding of the study is the apparent lack of correlation between the progressive gender norms of a state's society and the gender bias in its educational materials. The research cross-referenced textbook content with a 2022 Pew Survey on gender norms, which measured societal attitudes across various states.

Mizoram, for example, ranked high in terms of progressive gender views but showed only 22% female representation in its textbooks. Conversely, Gujarat, which performed the best in terms of textbook representation, scored poorly on progressive gender attitudes.

This inconsistency suggests that gender representation in educational materials does not necessarily reflect the prevailing gender norms in society. In some states, progressive societal attitudes towards gender have not translated into more balanced representations of men and women in textbooks. This disconnect underscores the importance of targeted policy interventions to address the gender bias that persists in educational resources, regardless of broader social advancements.

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The data is derived from a recent analysis by the Center for Global Development (CGD) of state textbooks, utilizing a methodology similar to that employed in the cross-country analysis conducted by Crawford, Saintis-Miller, and Todd (2024). Note that the map of India is representational, and is taken from original study report.

India's performance in the World Economic Forum's Gender Gap Index 2024

The gender bias present in Indian textbooks is part of a broader national context where gender inequality remains a pervasive issue. According to the World Economic Forum's Gender Gap Index 2024, India ranks 129th globally in terms of gender parity, placing it among the worst-performing countries. The entrenched stereotypes and underrepresentation of women in educational materials reflect and reinforce the broader societal challenges that contribute to this ranking.

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Furthermore, the study positions India, and South Asia more broadly, as the worst region in the English-speaking world when it comes to gender stereotypes in educational materials. Compared to textbooks from the UK, US, Australia, and Sub-Saharan Africa, Indian textbooks demonstrate a stronger male bias in terms of language related to achievement and work, while female figures are disproportionately associated with appearance and domestic roles. This male-dominant narrative in textbooks not only limits the aspirations of young girls but also perpetuates outdated gender roles for all students.

Moving forward: The need for reform

The study emphasises the critical need to reform Indian school textbooks to eliminate gender biases. While states such as Kerala have taken steps to eliminate stereotypes, more efforts are needed to ensure equal representation for men and women. Beyond the numbers, biased language in textbooks influences students' perceptions and self-esteem. To make significant progress, both national and state policymakers must prioritise removing gender bias and updating content. Furthermore, promoting gender equality in textbooks is critical in shaping societal attitudes, allowing India to close the gender gap and move towards a more equitable future.

Read the full report here- [Analysing Gender Bias in School Textbooks in India](https://www.cgdev.org/blog/analysing-gender-bias-school-textbooks-india)
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NIOS Project Begins Today, With Bumps

30 Of 96 Study Centres Closed; 8 New Ones Started

Saket.Suman@timesofindia.com

New Delhi: The school project of the National Institute of Open Schooling will commence classes on Tuesday. However, the programme, which was designed for students who couldn't keep up with their counterparts in govt schools, will see at least 30 of its existing 96 study centres closing down this year due to low enrolment. There are eight new study centres to ensure students do not have to travel long distances.

This development comes at a time when the high dropout rate is a concern in Delhi govt schools. To put things in perspective, only 6,200 of the 17,000 govt school students who failed Class IX for the second time in the 2023-24 academic year enrolled in NIOS to continue their education.

This project was specifically designed for students of classes IX and X who were enrolled in a govt school in Delhi and who failed to clear their examinations for a minimum of two times. An official at the Depart-

Only 6,200 of the 17,000 govt school students who failed Class IX for the second time in the 2023-24 academic year enrolled in NIOS to continue their education

ment of Education's NIOS project revealed that it was an attempt to provide a new opportunity to such students by providing them encouragement to continue their education through a more flexible assessment system. He added that the students who pass the programme successfully can resume studies in Class XI in govt schools.

This lack of interest among low-performing students to continue their education through the NIOS school project may have been the trigger behind the circular issued by HR Sharma, DoE's director of distance education (NIOS Project), which says, "As many as 30 NIOS study centres have been closed as they were no more viable due to reduced

strength. The guest teachers working in these schools shall continue to work in the same schools and assist the teachers in taking classes of regular students, till further orders. Some of these teachers may also be adjusted in the eight newly opened study centres."

Officials said that schools have been mapped and the study centres have been instructed to provide support to the students who have failed twice in their examinations. They emphasised that the project aims at providing a lifeline to those who may be at risk of dropping out. The heads of the designated study centres have been instructed to coordinate with the mapped schools to ensure a smooth start of classes.

"The heads of the mapped schools are directed to inform all the students registered with the NIOS Project about the commencement of classes by using the mass SMS facility and by making phone calls to individual students immediately," said Vikas Kalia, an official at the NIOS project.

Why is T.N.'s education funding on hold?

Why has Tamil Nadu not received its Samagra Shiksha funds for this year? What are the conditions attached to the release of Tamil Nadu's education funds? How does the National Education Policy 2020 affect funding? Why is the three-language formula a contentious issue?

EXPLAINER

Priscilla Jebaraj

The story so far:

Tamil Nadu is yet to receive this year's funds from the Union government under the flagship education scheme Samagra Shiksha. According to the State government, the Centre has linked these funds to the complete implementation of the National Education Policy (NEP) 2020, which includes provisions that the State has opposed, including the contentious three-language formula. The impasse has come to a head over the last two weeks, with a public war of words between the Centre and State erupting on X.

What is Samagra Shiksha and why has Tamil Nadu not gotten funds under it?

Samagra Shiksha is an integrated Centrally-sponsored scheme for school education from nursery till Class 12, with components for teacher training and salaries, special education, digital education, school infrastructure, administrative reform, vocational and sports education, with grants for textbooks, uniforms, and libraries, among others. The scheme's estimated outlay between 2021 and 2026 is ₹2.94 lakh crore, with the Centre and States contributing funds in a 60:40 ratio. For 2024-25, Tamil Nadu's allocation under the scheme amounts to ₹3,586 crore of which the Central share is ₹2,152 crore, with a first quarterly instalment of ₹573 crore, which has not yet arrived halfway through the financial year.

In a letter to Prime Minister Narendra Modi last month, Tamil Nadu Chief Minister M.K. Stalin accused the Centre of imposing a prerequisite for the fund's disbursement, namely, the signing of a Memorandum of Understanding (MoU) for another Centrally-sponsored education scheme called PM Schools for Rising India (PM Shri). This scheme, being run from 2022-2027, aims to create 14,500



In limbo: The State implements a two-language formula, making it mandatory for all students to study both Tamil and English throughout their school years. PTI

model schools across the country to showcase the implementation of NEP 2020, and has a much smaller project cost of ₹27,360 crore. The Centre has sent at least 10 letters to Tamil Nadu from September 2022, asking the State to sign the MoU, which included an agreement to fully implement the NEP.

In March 2024, the State gave an undertaking that it would do so, with Tamil Nadu Education Minister Anbil Mahesh saying that this was because the PM Shri MoU was being linked to funding for the much larger Samagra Shiksha — the delayed third and fourth instalments from 2023-24, and the full funds for the current year. In July, the State signed a modified MoU, dropping the paragraph on NEP implementation, however, this was unacceptable to the Centre. In his August letter, Mr. Stalin noted that States which had signed the MoU had received the funds, and in a September post on X, accused the Centre of "denying funds to the best-performing States for refusing to bow to the NEP".

The Union Education department has taken umbrage at this implication. In response to an article by *The Hindu*, a Ministry spokesperson said it was "misleading" and "incorrect" to suggest any such "quid pro quo". However, the fact remains that Tamil Nadu has not signed the complete PM Shri MoU and has

not received Samagra Shiksha funds.

What is Tamil Nadu's problem with the NEP 2020?

In a post on X, Mr. Mahesh said the State's objections "relate to specific elements like the three-language formula and curriculum changes", and noted that "Tamil Nadu is already implementing many acceptable aspects of NEP through its own initiatives". He also warned that linking the release of Samagra Shiksha funds to full NEP compliance "infringes upon the State's constitutional autonomy in education".

Tamil Nadu's draft State Education Policy (SEP), submitted in July, clearly indicates that the State wants to stick to the 5+3+2+2 curricular formula, rather than the NEP, which includes the pre-school years. The SEP also proposes five years as the age of entry to Class 1, as against six years in the NEP. The State wants undergraduate college admissions to be based on Class 11 and 12 marks, rather than a common entrance test as proposed by the NEP. The biggest hurdle, however, is the NEP's three-language formula.

Why does Tamil Nadu oppose the three-language formula?

The NEP 2020 recommends the mother tongue or the local language as the

medium of instruction till Class 5 and says that all school students should be taught at least three languages, of which two must be native to India. This three-language formula recommendation has been in every NEP since 1968, and has been implemented in many States by teaching the local language, as well as English and Hindi, with Sanskrit also offered as an option, especially in Hindi-speaking States.

Tamil Nadu has had a long-standing opposition to this formula, dating back to social movements in the pre-Independence era. From a widespread agitation against mandatory Hindi in the 1930s to violent anti-Hindi riots in the late 1960s, to protests against the NEP and Navodaya schools in 1986, there has been a consistent political consensus on the issue.

Instead, the State implements a two-language formula, making it mandatory for all students to study both Tamil and English throughout their school years, and they are free to choose Hindi or any other language as an optional third. "We embrace Tamil as a pillar of our identity while also ensuring future generations are equipped with English proficiency," Mr. Mahesh said in a recent post on X.

NEP 2020 says that "there will be a greater flexibility in the three-language formula, and no language will be imposed on any State", indicating that it is not mandatory to include Hindi as one of the three languages. However, this would still allow students to choose Tamil as a third language, to be studied for just a few years in middle school.

All major political parties in Tamil Nadu have rejected this formula on principle. When Union Education Minister Dharmendra Pradhan asked whether this "principled" stance against NEP meant that Tamil Nadu was opposing education in the mother tongue including Tamil, Mr. Mahesh responded that the State's policy has "always prioritised inclusive learning with Tamil as a cornerstone, while empowering students with knowledge in English".

THE GIST

▼ Tamil Nadu hasn't received its Samagra Shiksha funds for the current year.

▼ Tamil Nadu rejects the NEP's requirement for teaching three languages, preferring its own two-language formula.

▼ The disagreement over NEP compliance has led to heightened tensions and a public exchange between Tamil Nadu and the Centre.

Empowering teachers, empowering India: Paving the path to becoming Vishwa Guru

With the National Education Policy 2020 and NCTE programs paving the way, India is poised to reclaim its status as a global beacon of knowledge

PM quotes 'Education is not just a way to gain knowledge but a means to transform the world'. It is our teachers who will lead this transformation, making India not only a land of hope and wisdom for the entire world. Teacher's Day, celebrated few days back, serves as a poignant reminder of the selfless contributions made by teachers throughout their careers.

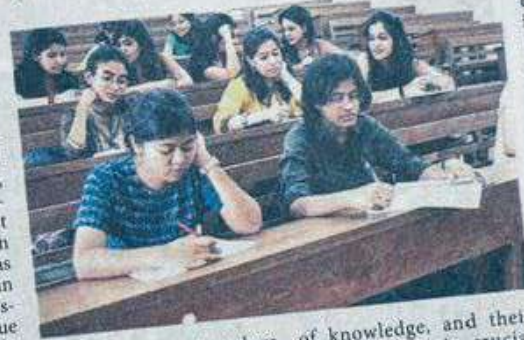


PANKAJ ARORA

as a pillar of the nation. India now moves closer to realizing its dream of becoming a Vishwa Guru, the teaching profession continues to be a vital force in this journey, as India is well on its way to reclaiming its ancient mantle. India's rich educational heritage is deeply rooted in its culture, recapitulating the legacy of Indian education, where teachers are equated

with creators 'Brahma, the creator of the universe' in Hindu philosophy. This essence of the guru-shishya (teacher-student) relationship, where knowledge was imparted by sages in gurukuls, gave a strong emphasis on the holistic development of children. The teachers or 'Gurus' were revered, holding a status that was even higher than that of emperors. India's ancient universities like Nalanda and Takshashila were some of the earliest global learning centres of learning for the world. India's ancient texts, such as the Vedas and Upanishads, have long been sources of wisdom for the world. As India strives to reclaim its position as a global leader in knowledge, the role of teach-

ers becomes even more crucial who are at the centre of this transformation. The time is ripe for the youth of India to embrace the teaching profession; by investing in the teaching profession and addressing its challenges, India can build a strong foundation for a future where it leads not just in power, but in wisdom and knowledge as well. The role of teachers in this endeavour is indispensable, making them the true architects of India's bright future, by inspiring curiosity, encouraging critical thinking, and instilling values, they are shaping the future leaders of the world. Prime Minister Modi's vision for India as a global leader is not just about economic growth or technological advancement; it is



about creating a society where knowledge, wisdom, and values are cherished. As India marches towards its goal of becoming a Vishwa Guru, the teaching profession will be playing a pivotal role in shaping this vision. Teachers are the torchbearers

of knowledge, and their empowerment is crucial when India embarks on its mission of becoming a Vishwa Guru. India's aspiration to become a Vishwa Guru is deeply intertwined with its education system, where National Education


Policy (NEP) 2020 has emerged as a significant step in this direction, focusing on improving teacher education, and professional development, and creating a conducive environment for teaching and learning. The New Education Policy (NEP) 2020, which emphasizes a more flexible, multidisciplinary approach to education, places a strong focus on the professional development of teachers.

For India to truly become a Vishwa Guru, it must invest in its teachers, who serve as architects of the nation's future through their unwavering dedication. This is where NCTE is playing a pivotal role in providing them with the resources, training, and support they

need to excel in their profession. The flagship programs of NCTE are instrumental in elevating the status of teachers in society, by giving them the right support & training. India's teachers will undoubtedly lead the way in shaping the future of the world. It recognizes that to nurture future leaders, teachers themselves must be continuously learning and adapting to new pedagogies to ensure that they are equipped to meet the challenges of the 21st century.

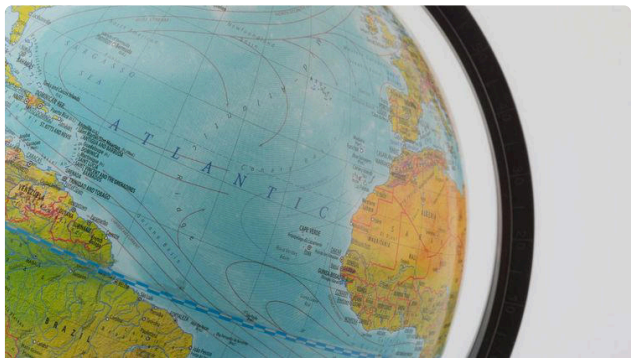
(The writer is the Chairperson, National Council for Teacher Education, Ministry of Education, New Delhi and Professor of Education in the Department of Education, University of Delhi; views are personal)

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India had its prime meridian before Greenwich, new textbook reveals

Story by India TodayNE • 2mo • 2 min read



India had its prime meridian before Greenwich, new textbook reveals
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A recently published Class-6 NCERT social science textbook has unveiled intriguing historical information about India's prime meridian. Known as "madhya rekha" or "middle line," this ancient reference point passed through Ujjain, Madhya Pradesh, long before the establishment of the Greenwich Meridian.



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The textbook, titled "Exploring Society India and Beyond," highlights the astronomical significance of Ujjain. It mentions Varahamihira, a renowned astronomer who worked in the city approximately 1,500 years ago. The text emphasises that Indian astronomers were well-versed in concepts of latitude and longitude, including the necessity of a prime meridian.


The new curriculum introduces several changes in content and terminology. The Harappan civilization is now referred to as the "Sindhu-Sarasvati" civilization, with increased emphasis on the Sarasvati river basin. The textbook describes this river, currently known as Ghaggar in India and Hakra in Pakistan, as a significant feature of the ancient landscape.

The revised textbook also modifies its approach to discussing social structures in ancient India. While it mentions various professions from Vedic texts, it omits previous references to the caste system and restrictions on women and Shudras studying the Vedas.

▶ Related video: Gandhi and Leaders Discuss India's Independence (History Computer (US))

 History Computer (US)


Gandhi and Leaders Discuss India's Independence



This new edition represents a significant restructuring of the NCERT's social science curriculum. It combines elements of history, geography, and civics into a single volume, focusing on what NCERT Director Dinesh Saklani calls "big ideas."

The consolidation has led to the removal of several chapters detailing ancient Indian kingdoms, including those of Ashoka and Chandragupta Maurya. References to cultural landmarks such as the Sanchi Stupa and Ajanta cave paintings have also been omitted.


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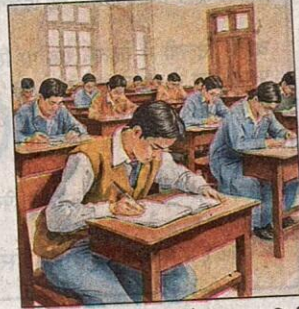
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शिक्षा मंत्रालय के पोर्टल से प्रफेशनल्स भी कर रहे कोर्स

Bhupender.Sharma
@timesofindia.com



AI Image

■ नई दिल्ली: केन्द्रीय शिक्षा मंत्रालय ने कौशल विकास (स्किलिंग) के कोर्सेज की मांग को देखते हुए छह महीने पहले SWAYAM Plus Portal (<https://swayam-plus.swayam2.ac.in/>) की शुरुआत की थी, जिस पर 320 लाइव कोर्सेज हैं। मंत्रालय के एक सीनियर अधिकारी का कहना है कि इस प्लैटफॉर्म पर अभी तक 1.10 लाख से ज्यादा लोगो ने रजिस्ट्रेशन कराया है। इनमें से 78 प्रतिशत नॉन-मेट्रो सिटी से है। रजिस्ट्रेशन करने वालो में से 22% प्रफेशनल्स हैं। नॉन मेट्रो शहरो से स्किल कोर्सेज करने वालो की संख्या ज्यादा है और उन्हें ऑनलाइन पोर्टल पर रोजगारपरक कोर्सेज

छह महीने पहले लॉन्च हुआ था स्वयं प्लस पोर्टल

करने के मौके मिल रहे हैं। सामान्य डिग्री कोर्स करने के साथ ही छात्र इस पोर्टल पर कौशल विकास से जुड़े कोर्स कर रहे हैं। केन्द्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने निर्देश दिया है कि स्वयं प्लस पोर्टल पर नए कोर्सेज को जोड़ने की प्रक्रिया लगातार जारी रहे। इंडस्ट्री में जिन कोर्सेज की मांग

बढ़ रही है, उन सभी कोर्सेज को स्वयं प्लस पोर्टल पर लाया जाए। इस पोर्टल के जरिए वोकेशनल एजुकेशन की पहुंच उन शहरो के छात्रों तक भी पहुंच रही है, जिनके पास अवसरों की कमी होती है।

मंत्रालय के एक सीनियर अधिकारी का कहना है कि शिक्षा मंत्री के निर्देशों के मुताबिक स्वयं प्लस पोर्टल पर नियमित रूप से नए कोर्स के विकल्प दिए जा रहे हैं। इससे पहले मंत्रालय ने स्वयं पोर्टल शुरू किया था, जिस पर बड़े-बड़े संस्थानों से डिप्लोमा और सर्टिफिकेट कोर्स कर सकते थे। स्वयं पोर्टल पर 2023-24 में 7.5 लाख से ज्यादा रजिस्ट्रेशन हुए, जो पहले की तुलना में 21 प्रतिशत ज्यादा थे। राष्ट्रीय शिक्षा नीति 2020 के तहत 27 फरवरी 2024 को लॉन्च किए गए स्वयं प्लस पोर्टल के लिए शिक्षा मंत्रालय और आईआईटी मद्रास ने 55 कंपनियों के साथ एमओयू साइन किया है।

भारतीय योग शिक्षा में सहयोग की संभावनाएं तलाश रही थाई सरकार

■ ज्ञानप्रकाश

नई दिल्ली। एसएनबी

थाईलैंड के पारंपरिक और वैकल्पिक चिकित्सा विभाग (डीटीएम) के वैज्ञानिक आयुष मंत्रालय के तहत परिचालित मोरारजी देसाई राष्ट्रीय योग संस्थान (एमडीएनआईवाई) के विशेषज्ञों के साथ भारतीय योग शिक्षा की बारीकियों से रूबरू होने के लिए रणनीति तैयार कर रहा है। एमडीएनआईवाई के निदेशक काशीनाथ समागंडी की निगरानी में थाईलैंड सरकार में वैकल्पिक चिकित्सा विभाग के महानिदेशक डा. तवीसीन विसनयुथिन की अध्यक्षता में वैज्ञानिकों के दल ने इसमें रुचि ले रहा है। दल में शामिल वैज्ञानिकों ने भारतीय योगिक क्रियाओं की वैज्ञानिक सकारात्मकता की पुष्टि करने, प्रभावी क्रियाओं के महत्व संबंधी सघन जानकारियां हासिल की।

केंद्रीय आयुष सचिव वैद्य राजेश कोटेचा के अनुसार डा. तवीसीन विसनयुथिन ने एमडीएनआईवाई के क्रियाकलापों के प्रति गहरी रुचि दिखाई है। उन्हें बताया गया कि

■ थाईलैंड के पारंपरिक और वैकल्पिक चिकित्सा विभाग के विशेषज्ञ आयुष मंत्रालय के तहत परिचालित मोरारजी देसाई राष्ट्रीय योग संस्थान में योग की बारीकियों से हो रहे हैं रूबरू

एमडीएनआईवाई में योगिक क्रियाओं का वैज्ञानिक आधार पर काम करता है। और दुनियाभर के योग संस्थानों और प्रशिक्षकों के लिए वाईसीबी मान्यता के महत्व को दर्शाता है। जिससे योग शिक्षा के मानकों को बढ़ाने में मदद मिलती है। जिसका प्रामाणिक वैज्ञानिक आधार है। वैज्ञानिक दल को बताया गया कि संस्थान योग की प्राचीन प्रथाओं को संरक्षित करने और

बढ़ावा देने के लिए समर्पित है। इसके तहत शारीरिक, मानसिक और आध्यात्मिक कल्याण के लिए समग्र दृष्टिकोण प्रदान करता है।

अंतरराष्ट्रीय स्तर के संसाधनों की ताटीफ

थाई सरकार के विशेषज्ञों ने एमडीएनआईवाई के अत्याधुनिक बुनियादी ढांचे की जानकारी भी ली। इसमें एनएबीएच मान्यता प्राप्त योग चिकित्सा आउट-पेशेंट विभाग (ओपीडी), मल्टीमीडिया और लाइब्रेरी, विभिन्न प्रयोगशालाएं और अन्य सुविधाएं शामिल हैं। थाई विशेषज्ञों ने विभिन्न विभागों के संबंधित प्रभारियों से भी बातचीत की। इसके अलावा, महानिदेशक, डीटीएम ने टीम के सदस्यों के साथ सफाई अभ्यास की प्रक्रियाओं से परिचय कराया।

A poem on 'National War Memorial' and a chapter on 'Veer Abdul Hameed' included in NCERT curriculum of Class VI

Posted On: 19 SEP 2024 5:57PM by PIB Delhi

Developed in alignment with the vision of the National Education Policy 2020 and National Curriculum Framework for School Education 2023, a poem titled 'National War Memorial' and chapter titled 'Veer Abdul Hameed' - have been included in the NCERT curriculum of Class VI from this year. The objective of this initiative, jointly undertaken by the Ministry of Defence and Ministry of Education, is to inculcate the values of patriotism, devotion to duty and courage & sacrifice among the school children and participation of youth in Nation building.

The poem 'National War Memorial' is to appreciate the spirit behind it. The chapter titled 'Veer Abdul Hameed' honours the Braveheart CQMH Abdul Hameed who made supreme sacrifice fighting for the Country during the India-Pakistan war of 1965 and was awarded the Country's highest gallantry award Param Veer Chakra (posthumously).

It may be noted that PM Shri Narendra Modi had dedicated the National War Memorial to the Nation on 25 Feb 2019 in the iconic Central Vista 'C' Hexagon, India Gate, New Delhi. The National War Memorial was set up to inculcate a sense of high moral values, sacrifice, national spirit and belongingness in each and every citizen and to pay befitting tribute to the soldiers, who laid down their lives defending the Nation.

As part of an action plan initiated towards branding National War Memorial (NWM) as an iconic National monument, the Ministry of Defence has collaborated with the Ministry of Education/NCERT to add NWM and related references/material in the curriculum.

SR/GC

(Release ID: 2056743) Visitor Counter : 503

Read this release in: Hindi , Urdu

CBSE बोर्ड के फिصلے سے چند اردو اسکولوں کی مشکلات میں اضافہ

طلباء صرف ہندی یا انگریزی میں جوابات لکھ سکتے ہیں □ اردو میڈیم کے طلباء بورڈ کے نئے احکام سے پریشان

اسکولوں کے طلباء کو اردو کے بجائے ہندی اور انگریزی میں سوالیہ پرچے ملتے ہیں، جس کی وجہ سے انہیں کافی پریشانی کا سامنا کرنا پڑتا ہے۔ 2020 تک ان اسکولوں کو تینوں زبانوں ہندی، انگریزی اور اردو میں پیپر ملتے تھے، لیکن پچھلے 3 سالوں سے ایسا نہیں ہو رہا ہے۔ حکام کا کہنا ہے کہ اب تک سوالیہ پرچہ اردو میں نہیں آ رہا تھا، لیکن سچے اردو میں جوابات لکھ رہے تھے مگر اس فیصلے کے بعد وہ ایسا نہیں کر سکیں گے، جس کی وجہ سے بچوں کو پہلے جن مسائل کا سامنا تھا، ان میں مزید اضافہ ہوگا اور بورڈ نے ابھی تک اس کا کوئی حل نہیں بتایا ہے۔ رپورٹ میں مزید کہا گیا ہے کہ جب سی بی ایس ای کے کنٹرول آف ایگزیمینٹیشن سے اس بارے میں بات کی گئی تو انہوں نے ایک اخبار کو ای-میل لکھ کر جواب دیا کہ اردو میڈیم اسکول صرف دہلی میں ہیں اور اس میڈیم سے انہیں سوالیہ پرچے فراہم کیے جاتے ہیں۔

گے تو ان کی کاپیوں کی جانچ نہیں کی جائے گی اور نہ ہی ان کے نتائج کا اعلان کیا جائے گا۔ بورڈ کی پالیسی کے خلاف جانے والے کسی امیدوار کا نتیجہ جاری نہیں کیا جائے گا۔ واضح رہے کہ مولانا آزاد نیشنل اردو یونیورسٹی کے یہ تینوں



کے علاوہ کسی دوسرے میڈیم میں امتحان دینے کا آپشن نہیں چن سکتے۔ غور طلب ہے کہ سی بی ایس ای کی گورننگ باڈی نے جون میں فیصلہ کیا تھا کہ اگر بورڈ سے اجازت نہیں لی جاتی ہے تو سی بی ایس ای کے طلباء ہندی اور انگریزی

❖ مانو کے حکام کے مطابق سی بی ایس ای نے اردو میں سوالیہ پرچہ نہ بھیجنے کے تعلق سے ہم سے کوئی بات چیت نہیں کی۔ ہمارے طلباء کو سوالیہ پرچہ سمجھنے میں دشواریوں کا سامنا کرنا پڑ رہا ہے جب سے اردو میں سوالیہ پرچہ آنا بند ہوئے ہیں ہم نے سی بی ایس ای کو طلباء کو ہونے والی دشواریوں کے بارے میں آگاہ کیا ہے لیکن بورڈ نے ابھی تک اس مسئلہ کو حل نہیں کیا ہے۔

ماڈل اردو اسکول 2010 میں شروع ہوئے تھے۔ ان میں سے 12 اسکولوں کے عہدیداروں کا کہنا ہے کہ سی بی ایس ای نے انہیں ایف ایس ای میں شامل کرنا دیا مگر اس سے قبل مکمل معلومات نہیں حاصل کی کہ یہاں تعلیم اردو میں دی جاتی ہے۔ ان کا مزید کہنا تھا کہ ان

کے علاوہ کسی اور زبان میں پیپر نہیں لکھ سکتے۔ اگر وہ ایسا کرتے ہیں تو ان کی کاپیاں چیک نہیں کی جائیں گی۔ اس سلسلے میں منعقدہ بورڈ کی میٹنگ میں یہ بھی کہا گیا کہ جو طلباء بورڈ کی اجازت کے بغیر ہندی اور انگریزی کے علاوہ کسی اور میڈیم میں امتحان دیں

نئی دہلی، (ایجنسیاں) سینٹرل بورڈ آف سیکنڈری ایجوکیشن (سی بی ایس ای) نے کہا ہے کہ ان کے بورڈ کے طلباء کو صرف ہندی اور انگریزی میں جواب لکھنے کی اجازت ہے۔ اس کے علاوہ وہ کسی دوسری زبان میں جواب نہیں دے سکتے۔ بورڈ کے اس فیصلے کی وجہ سے کچھ اسکولوں کو ان 2 زبانوں میں جوابات دینے کے اصول سے استثنیٰ حاصل ہے۔ یہ کچھ اردو اسکول ہیں، جنہوں نے بورڈ سے اجازت لے رکھی ہے۔ تاہم اس کی وجہ سے مولانا آزاد نیشنل اردو یونیورسٹی حیدرآباد کے 3 اردو اسکول مشکل میں ہیں۔

نیلی گراف کی رپورٹ کے مطابق مولانا آزاد نیشنل اردو یونیورسٹی کے یہ 3 اردو اسکول حیدرآباد، نوح (ہریانہ) اور دربھنگہ (بہار) میں ہیں۔ واضح رہے کہ یہ تینوں اسکول سی بی ایس ای سے منسلک ہیں اور بورڈ کا واضح طور پر کہنا ہے کہ داخلہ فارم بھرتے وقت امیدوار ہندی اور انگریزی

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The poem "National War Memorial" is to appreciate the spirit behind it. The chapter titled 'Veer Abdul Hameed' honours the Braveheart CQMH Abdul Hameed who made the supreme sacrifice fighting for the country during the India-Pakistan war of 1965 and was awarded the country's highest gallantry award, the Param Veer Chakra (posthumously).

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Poem on National War Memorial, Veer Abdul Hameed chapter added to Class 6 NCERT



Shivani Sharma

New Delhi, UPDATED: Sep 20, 2024 10:22 IST

In Short

- Poem 'National War Memorial' added to Class 6 NCERT
- Chapter on Veer Abdul Hameed included in curriculum
- Aims to instill patriotism and courage in students

Developed in alignment with the vision of the National Education Policy 2020 and National Curriculum Framework for School Education 2023, a poem titled 'National War Memorial' and a chapter titled 'Veer Abdul Hameed - have been included in the NCERT curriculum of Class 6 from this year. This initiative, jointly undertaken by the Ministry of Defence and the Ministry of Education, is to teach the values of patriotism, devotion to duty and courage & sacrifice among school children and youth participation in nation-building.

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The poem "National War Memorial" is to appreciate the spirit behind it. The chapter titled 'Veer Abdul Hameed' honours the Braveheart CQMH Abdul Hameed who made a supreme sacrifice fighting for the country during the India-Pakistan war of 1965 and was awarded the country's highest gallantry award, the Param Veer Chakra (posthumously).

It may be noted that PM Narendra Modi dedicated the National War Memorial to the nation on February 25, 2019, in the iconic Central Vista 'C' Hexagon, India Gate, New Delhi. The National War Memorial was set up to inculcate a sense of high moral values, sacrifice, national spirit, and belongingness in every citizen and to pay a befitting tribute to the soldiers who laid down their lives defending the nation.



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As part of an action plan initiated towards branding the National War Memorial (NWM) as an iconic National monument, the Ministry of Defence has collaborated with the Ministry of Education/NCERT to add NWM and related references/materials to the curriculum.

Published By: Divya Chopra

Published On: Sep 20, 2024

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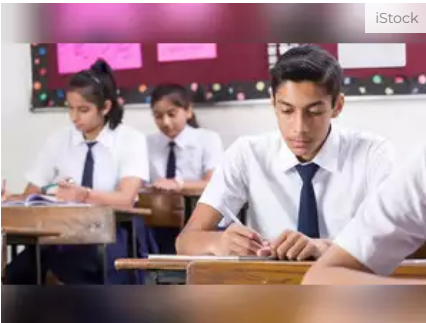
Poem on National War Memorial, chapter on Indo-Pak war martyr included in NCERT's Class 6 curriculum

PTI Last Updated: Sep 20, 2024, 07:55:00 PM IST

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Synopsis

A poem on the National War Memorial and a chapter on India-Pakistan war martyr Abdul Hameed have been added to the NCERT's Class 6 curriculum. This initiative by the defence and education ministries aims to instill patriotism, devotion to duty, and courage among students, highlighting the sacrifices of soldiers.



Representational image

A poem on the [National War Memorial](#) and a chapter on [India-Pakistan war martyr Abdul Hameed](#) have been included in the NCERT's Class 6 curriculum from this academic session, officials said on Friday.

The objective of the initiative, jointly undertaken by the defence and the education ministries, is to inculcate the values of [patriotism](#), devotion to duty, and courage and sacrifice among schoolchildren and the participation of youngsters in [nation-building](#), they said.

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"The poem 'National War Memorial' is to appreciate the spirit behind it. The chapter titled '[Veer Abdul Hameed](#)' honours the braveheart Abdul Hameed, who made the supreme sacrifice fighting for the country during the India-Pakistan war of 1965 and was (posthumously) awarded the country's highest [gallantry award](#) Param Veer Chakra," a senior official said.

The National War Memorial was set up in 2019 to inculcate a sense of high moral values, sacrifice, national spirit and belongingness in each citizen and pay a befitting tribute to the soldiers who laid down their lives defending the nation.

"As part of an action plan initiated towards branding the National War Memorial as an iconic national monument, the [Ministry of Defence](#) has collaborated with the [Ministry of Education](#) to add the memorial and related references or material in the curriculum," the official added.

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Ministry of Education and Ministry of Health & Family Welfare Issue Joint Advisory to States/UTs for Effective Implementation of Tobacco-Free Educational Institutions Guidelines and Manual

Posted On: 21 SEP 2024 5:28PM by PIB Delhi

In a significant move to combat tobacco use among youth, the Secretaries of the Union Ministry of Education and the Ministry of Health & Family Welfare have jointly issued an advisory to all States and Union Territories. The advisory, addressed to Chief Secretaries, calls for the rigorous implementation of the Tobacco-Free Educational Institution (ToFEI) manual, in line with the provisions of the Cigarettes and Other Tobacco Products Act (COTPA), 2003 in educational institutions.

This joint advisory, signed by the Secretaries of the Department of School Education, the Department of Higher Education, and the Department of Health & Family Welfare, underscores the alarming effects of tobacco consumption, particularly on children and adolescents. It draws attention to the findings of the Global Youth Tobacco Survey (GYTS) 2019, which revealed that 8.5% of school students aged 13 to 15 in India consume tobacco in various forms. Of particular concern is the fact that over 5,500 children in India begin using tobacco every day. Moreover, 55% of lifelong tobacco users initiate the habit before the age of 20, with many adolescents turning to other addictive substances as a result.

The advisory emphasizes the need for collaborative efforts of all the stakeholders to safeguard young people from the dangers of tobacco addiction. The goal is to protect future generations by raising awareness of the harmful effects of tobacco use and promoting tobacco control measures within educational institutions.

As part of the National Tobacco Control Programme (NTCP), the Ministry of Health and Family Welfare, Government of India, released the Tobacco Free Educational Institutions (ToFEI) Guidelines for safeguarding minors and youth from tobacco and electronic cigarette use. Further, the Department of School Education and Literacy has developed and launched the ToFEI Implementation Manual on World No Tobacco Day (WNTD) in collaboration with Socio Economic and Educational Development Society (SEEDS). The Department issued the manual on 31st May 2024 to all States/UTs for compliance.

The ToFEI manual serves as a key resource for educational institutions to implement these anti-tobacco measures effectively. The manual outlines the following objectives:

- i. More awareness about the harmful effects and long-term health impact of tobacco use amongst the students, teachers, workers and officials in educational institutions;
- ii. Awareness about various avenues available for tobacco cessation;
- iii. A healthy and tobacco-free environment in educational institutions and all educational institutions becoming tobacco-free; and
- iv. Better implementation of legal provisions regarding the sale and use of tobacco products, especially those related to educational institutions, public places, statutory warnings and minors.

The advisory encourages educational institutions including schools at all levels, colleges for higher or professional education and universities, both in the public and private sector to adopt the ToFEI manual and guidelines as a comprehensive guide to safeguard the health and well-being of students.

Through collaborative efforts, the government aims to reduce tobacco use among children and prevent future generations from falling prey to addiction. The Ministry of Education and the Ministry of Health & Family Welfare will work closely with state and district-level officials to ensure these measures are effectively implemented in educational institutions.



Click the link to access the Implementation Manual for ToFEI Manual:
https://dse1.education.gov.in/sites/default/files/update/im_tofel.pdf



Click the link to access the ToFEI Guidelines:

<https://ntcp.mohfw.gov.in/assets/document/TEFI-Guidelines.pdf>





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News

Madras HC tells Centre to implement NCERT module on inclusion of transgender concerns in schools

The court emphasised that the ministry must "necessarily give some priority" to this issue and implement the draft module in schools by January 6, 2025



(Image: EdexLive Desk)

EdexLive Desk

Published on: 21 Sep 2024, 9:30 pm



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The Madras High Court recently instructed the Union Ministry of Women and Child Development to implement the draft module developed by the National Council of Educational Research and Training (NCERT) aimed at "integrating the concerns of transgender persons in schooling processes."

In an order issued on September 18, Justice N Anand Venkatesh noted that the draft module had been submitted to the ministry for consideration two years ago, but it had yet to receive a response, as reported by *Bar and Bench*.

"A lot of effort has been taken to prepare the draft module which provides for integrating the concerns of transgender persons in schooling processes. The matter has been pending before the 24th respondent for quite a long time (the Ministry). That part, it was planned to make this module operational during this academic year. However, the academic year has already commenced and the Ministry is yet to react to the draft module submitted by NCERT. This Court expects the 24 th respondent viz., the Ministry of Women and Child Development, to show more sensitivity to this issue and act upon the draft module submitted by NCERT," the High Court said.

The issue will be heard next on January 6, 2025.

The court emphasized that the Ministry must "necessarily give some priority" to this issue and implement the draft module in schools by the next hearing.

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نئی دہلی، (ایجنسیاں)

وزارت دفاع نے اعلان کیا ہے کہ اسکولی بچوں میں حب الوطنی، فرض سے لگن اور قربانی کے جذبے کو فروغ دینے کیلئے چھٹی جماعت کے قومی تعلیمی تحقیق اور تربیتی کونسل کے نصاب میں قومی جنگی یادگار پر ایک نظم اور شہید وزیر عبد الحمید پر ایک سبق شامل کیا گیا ہے۔ وزارت دفاع کے ایک بیان کے مطابق یہ اقدام قومی تعلیمی پالیسی 2020 اور اسکولی تعلیم کیلئے قومی نصابی فریم ورک 2023 کے وزن کے تحت اٹھایا گیا ہے۔ وزارت دفاع اور وزارت تعلیم کی مشترکہ کوششوں کا مقصد ہے کہ اسکول کے بچوں میں حب الوطنی، فرض سے لگن اور قربانی کی اقدار کو اجاگر کیا جائے اور قوم کی تعمیر میں نوجوانوں کی شرکت کو فروغ دیا جائے۔ نظم "بیشمل وار" اور قومی تعلیمی تحقیق اور تربیتی کونسل کے ساتھ تعاون کیا گیا ہے۔



شہید عبد الحمید کی عظیم قربانی کا ذکر کرتا ہے، جنہوں نے 1965 کی ہندوستان-پاکستان جنگ کے دوران ملک کیلئے لڑتے ہوئے جان دی اور بعد ازاں مرگ آئیں ملک کے سب سے بڑے بہادری کے ایوارڈ پریم ویر چکر سے نوازا گیا۔ وزیر اعظم نریندر مودی نے 25 فروری 2019 کو قومی جنگی یادگار کو قوم کے نام وقف کیا تھا۔ اس یادگار کا قیام اس مقصد کے تحت کیا گیا کہ ہر شہری میں اعلیٰ اخلاقی اقدار، قربانی، قومی جذبے اور اپنائیت کا جذبہ پیدا کیا جائے اور ان فوجیوں کو خراج عقیدت پیش کیا جائے، جنہوں نے اپنی جانیں ملک کی حفاظت کیلئے قربان کیں۔ قومی جنگی یادگار کو ایک مشہور قومی یادگار کے طور پر برانڈ کرنے کیلئے وزارت دفاع نے ایک ایکشن پلان شروع کیا ہے جس کے تحت اس نظم اور سبق کو نصاب میں شامل کرنے کیلئے وزارت تعلیم اور قومی تعلیمی تحقیق اور تربیتی کونسل کے ساتھ تعاون کیا گیا ہے۔

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NCERT Adds Poem On National War Memorial, Story Of Indo-Pak War Hero Abdul Hameed To Class 6 Curriculum

The objective of the initiative, jointly undertaken by the defence and the education ministries, is to inculcate the values of patriotism, devotion to duty, courage, and sacrifice among schoolchildren, and the participation of youngsters in nation-building, officials said.

PTI | Updated: Sunday, September 22, 2024, 11:17 AM IST



File Photo

New Delhi: A poem on the National War Memorial and a chapter on India-Pakistan war martyr Abdul Hameed have been included in the NCERT's Class 6 curriculum from this academic session, officials said on Friday.

Objective Of The Initiative

The objective of the initiative, jointly undertaken by the defence and the education ministries, is to inculcate the values of patriotism, devotion to duty, courage and sacrifice among schoolchildren and the participation of youngsters in nation-building, they said.

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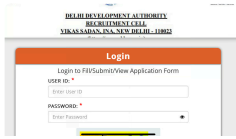
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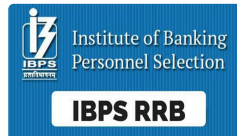
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About The National War Memorial

The National War Memorial was set up in 2019 to inculcate a sense of high moral values, sacrifice, national spirit and belongingness in each citizen and pay a befitting tribute to the soldiers who laid down their lives defending the nation.

"As part of an action plan initiated towards branding the National War Memorial as an iconic national monument, the Ministry of Defence has collaborated with the Ministry of Education to add the memorial and related references or material in the curriculum," the official added.

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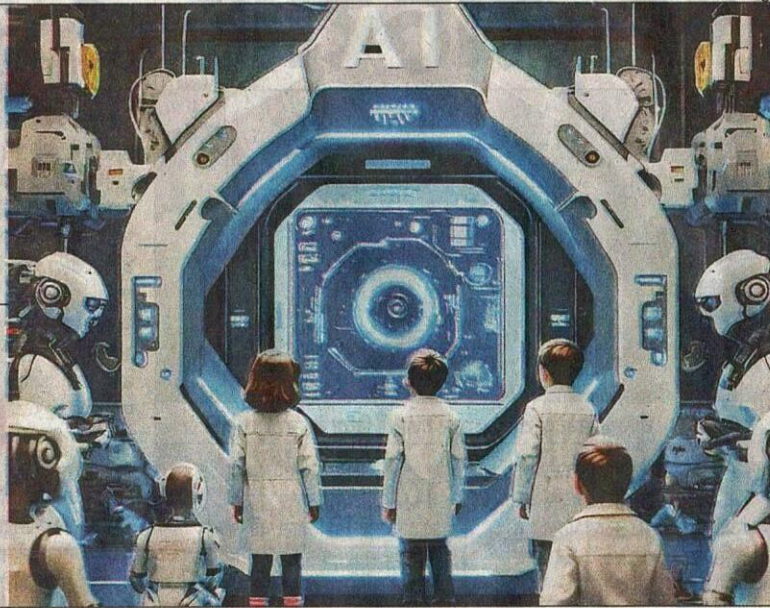
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अमेरिका की नैशनल इस्टिमेटिंग ऑफ स्टैटिस्टिक्स एंड टेक्नॉलजी (NIST) ने करीब 1.10 करोड़ तस्वीरों पर ट्रेड मॉडल का 4 महीने तक टेस्ट किया। कुछ मामलों में यह फेल हो गया। वाशिंगटन पोस्ट की एक रिपोर्ट के मुताबिक, सैपल कम होने, बीमारी और अनुवांशिक विरसगतियों की वजह से कई बार उम्र का अनुमान गलत लगा लेता है। NIST ने बताया कि चीन, जापान जैसे एशियन देशों के यूजर्स की उम्र के आकलन में दिक्कत होती है। रिसर्चर पैट्रिक ग्रोथर ने कहा कि हड्डियों की संरचना, हेयर स्टाइल, मेकअप और क्षेत्र का असर भी इन्हें धोखा दे सकता है।



AI Image

कैसे परफेक्ट Age स्कैनर टूल्स बनेगा

परफेक्ट AI AGE स्कैनर के लिए सबसे अहम सैपल है। न्यूयॉर्क टाइम्स की एक रिपोर्ट में एक्सपर्ट ने बताया कि यूरोपियन, अफ्रीकन, एशियन देशों में रहने वालों के चेहरे में काफी अंतर होता है। इसके साथ ही मेडिकल और अनुवांशिक विरसगतियों को भी ध्यान में रखना पड़ेगा। जैसे बौने, कुपोषित, विजुअली चैलेज्ड, प्रोजेरिया-ऑटिज्म पेशाब के भी डेटा पर मॉडल को ट्रेड करना होगा। कई बार कीमोथेरापी की वजह से भी कोशिकाओं में बदलाव होता है, ऐसे मरीजों का भी डेटा रखना होगा। इस तरह के सैपल्स मिलने के बाद आगे के चैलेज का भी पता चलेगा, तभी परफेक्ट AI Age स्कैनर टूल्स बन सकता है।

AI Age स्कैनर से क्या होगा फायदा

- सोशल मीडिया और स्ट्रीमिंग सेवाओं पर बच्चों को अनधिकृत कंटेंट देखने से रोकना।
- बैकिंग और ई-कॉमर्स में धोखाधड़ी से बचाव।
- पब्लिक इवेट्स में बच्चों की एंट्री पर रोक।
- हेल्थकेयर में अधिक सटीक उम्र आधारित इलाज।

Julian Kopli

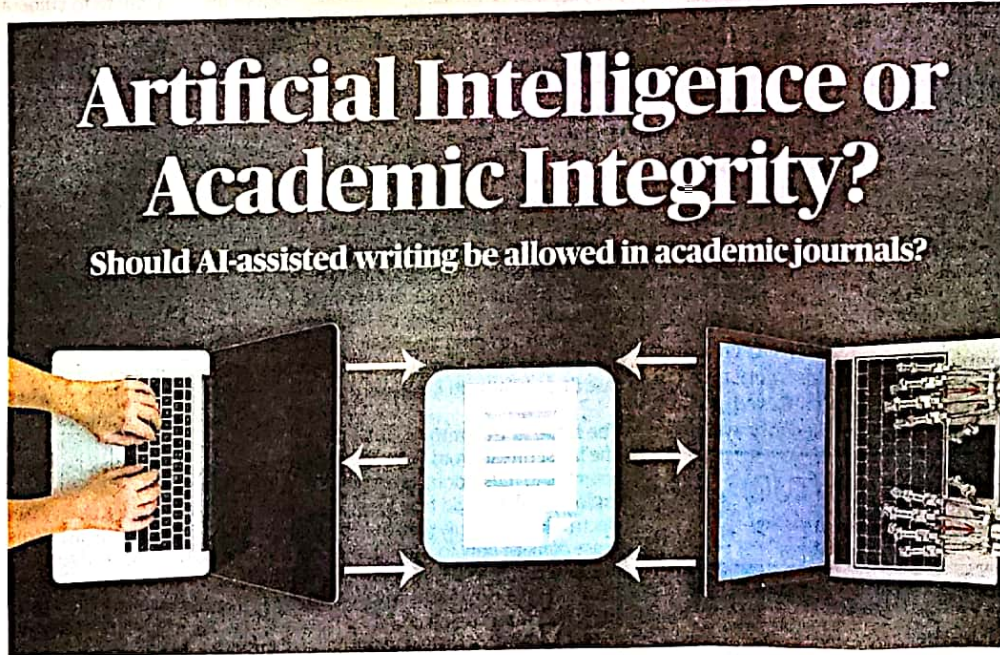
If you search Google Scholar for the phrase "as an AI language model", you'll find plenty of AI research literature and also some rather suspicious results. For example, one paper on agricultural technology says, "As an AI language model, I don't have direct access to current research articles or studies. However, I can provide you with an overview of some recent trends and advancements."

Obvious gaffes like this aren't the only signs that researchers are increasingly turning to generative AI tools when writing up their research. A recent study examined the frequency of certain words, such as "commendable", "meticulously" and "intricate" in academic writing, and found they became far more common after the launch of ChatGPT; so much so that 1% of all journal articles published in 2023 may have contained AI-generated text.

Why do AI models overuse these words? There is speculation it's because they are more common in English as spoken in Nigeria, where key elements of model training often occur.

Concerns

Many people are worried by the use of AI in academic papers. Indeed, the practice has been described as "contaminating" scholarly literature. Some argue that using AI



output amounts to plagiarism. If your ideas are copy-pasted from ChatGPT, it is questionable whether you really deserve credit for them.

But there are important differences between "plagiarising" text authored by humans and text authored by AI. Those who plagiarise humans' work receive credit for ideas that ought to have gone to the original author. By contrast, it is debatable whether AI systems like ChatGPT can have ideas, let alone deserve credit for them. An AI tool is more like your phone's autocomplete function than a human researcher.

Another worry is that AI outputs might be biased in

ways that could seep into the scholarly record. Infamously, older language models tended to portray people who are female, black and/or gay in distinctly unflattering ways, compared with people who are male, white and/or straight, though this is less pronounced in the current version of ChatGPT.

However, other studies have found a different kind of bias in ChatGPT and other large language models: a tendency to reflect a left-liberal political ideology. Any such bias could subtly distort scholarly writing produced using these tools.

The most serious worry relates to a well-known

limitation of generative AI systems: that they often make serious mistakes that have been referred to as "AI hallucinations". It may be much harder to identify mistakes ChatGPT makes when surveying scientific literature or describing the state of a philosophical debate. Unlike most humans, AI systems are fundamentally unconcerned with the truth of what they say. If used carelessly, their hallucinations could corrupt the scholarly record.

To ban or not?

One response to the rise of text generators has been to ban them outright. For example, *Science* — one of the world's most influential

academic journals — disallows any use of AI-generated text. I see two problems with this approach. The first is a practical one: current tools for detecting AI-generated text are highly unreliable. This includes the detector created by ChatGPT's own developers, which was taken offline after it was found to have only a 26% accuracy rate (and a 9% false positive rate). Humans also make mistakes when assessing whether something was written by AI.

It is also possible to circumvent AI text detectors. Online communities are actively exploring how to prompt ChatGPT in ways that allow the user to evade detection. Human

users can also superficially rewrite AI outputs, effectively scrubbing away the traces of AI.

The second is that banning generative AI outright prevents us from realising these technologies' benefits. Used well, generative AI can boost academic productivity by streamlining the writing process. In this way, it could help further human knowledge. Ideally, we should try to reap these benefits while avoiding the problems.

The most serious problem with AI is the risk of introducing unnoticed errors, leading to sloppy scholarship. Instead of banning AI, we should try to ensure that mistaken, implausible, or biased claims cannot make it onto the academic record. After all, humans can also produce writing with serious errors, and mechanisms such as peer review often fail to prevent its publication.

We need to get better at ensuring academic papers are free from serious mistakes, regardless of whether these mistakes are caused by careless use of AI or sloppy human scholarship. Not only is this more achievable than policing AI usage, it will improve the standards of academic research as a whole.

This would be (as ChatGPT might say) a commendable and meticulously intricate solution.

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Social media age limit: Will banning children be enough?

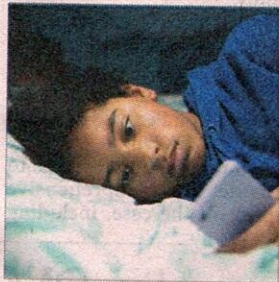


ASHA IYER KUMAR

While setting an age limit may seem like a straightforward solution, enforcing it is a much more complex challenge

Australia's recent proposal to introduce a minimum age for children to use social media has sparked a global debate about how best to protect young people from its negative effects. With the government suggesting an age limit between 14 and 16, the intention is clear: shield children from the social harms linked to excessive screen time, mental health issues, and unrealistic social comparisons. But is an outright ban the answer? Can we expect this move to be effective, or are we merely sweeping the problem under the carpet?

In theory, setting an age limit seems like a straightforward solution to mitigate the risks associated with social media. However, the reality is far more complex. One of the most significant challenges in enforcing an age limit on social media is the sheer difficulty of verifying users' ages reliably. Most platforms already have minimum age requirements. Yet, we all know that younger children are active on these platforms, often bypassing age restrictions by simply entering a false birth date during regis-



tration.

It's a loophole too easy to exploit, and without a robust verification system, raising the age limit can't be a solution. Some platforms have attempted to introduce measures such as ID verification or even facial recognition, but these solutions come with their own set of concerns.

For instance, YouTube Kids requires credit card information to verify the parent's identity. While well-intentioned, this method raises privacy concerns and is far from foolproof. Moreover, tech-savvy children often outsmart such measures using VPNs. Banning social media for children without a watertight system to monitor and regulate their access is like locking the front door while leaving the back door wide

open. When discussing social media and its impact on children, parental oversight inevitably comes into play. Parents are expected to monitor and control their children's access to these platforms, but can they realistically do so in this hyper-connected world?

The answer, unfortunately, is no. Even the most diligent parents cannot be expected to oversee every minute of their children's online activity. A well-meaning ban on social media might give parents a false sense of security, but it doesn't change the reality that children will find ways to access these platforms.

If we push them off regulated, mainstream platforms, they may seek refuge in the darker, unregulated corners of the internet—spaces where risks of cyberbullying, exposure to harmful content, and even predatory behaviour are even greater. Social media is, undeniably, a double-edged sword.

On the one hand, it exposes children to unrealistic portrayals of life, leading to anxiety, depression, and a constant need to measure up to others. On the other hand, it

provides a space for young people to connect, express themselves, and access educational resources. Banning it outright may remove the toxic aspects but also deny them these valuable opportunities.

As parents and educators, our challenge is to strike a balance. Instead of rushing towards a ban, it might be more prudent to focus on equipping children with the skills they need to navigate the online world responsibly. Digital literacy, mental health education, and open conversations between parents and children can go a long way in protecting young minds from the pitfalls of social media. Rather than looking at social media as an enemy to be vanquished, we should view it as a tool that requires careful handling. Age restrictions, when implemented properly, can help shield younger users, but without holistic solutions—ranging from better parental support to more reliable age verification methods—their efficacy will be limited.

(The author is a columnist and writing coach based in Dubai. Views are personal)

HOME ▸ PUNE ▸ EDUCATION

▸ MAHARASHTRA'S PLAN TO IMPLEMENT CBSE CURRICULUM SPARKS DEBATE OVER REGIONAL LANGUAGE IMP/

Maharashtra's Plan to Implement CBSE Curriculum Sparks Debate Over Regional Language Impact

They argue that if the National Council for Educational Research and Training (NCERT) prepares the state board syllabus, it will negatively impact students studying in a medium other than English

By PuneMirror Bureau

Reported By [Yashpal Sonkamble](#)

Mon, 23 Sep 2024

07:13 am



The state government is mulling over changing the Maharashtra State Board of Secondary and Higher Secondary Education (MSBSHSE) curriculum on the lines of the Central Board of Secondary Education (CBSE). Still, the idea has not gone well with education activists who claim that it is inappropriate to implement the syllabus based on CBSE pattern, as it will kill regional languages.



Although the curriculum plan of the state education department for Classes III to XII has not been finalised yet, activists have raised concerns over the possible shift. They argue that if the National Council for Educational Research and Training (NCERT) prepares the state board syllabus, it will negatively impact students studying in a medium other than English.



The announcement

Maharashtra School Education Minister Deepak Kesarkar recently announced that the curriculum will be implemented based on the CBSE pattern for the next academic year in the State Board schools, and accordingly, books will be designed. Against this backdrop, diverse perspectives are being expressed in the educational sector. The school curriculum will be restructured based on the new National Education Policy. For this, the State Council of Educational Research and Training (SCERT) prepared and announced the syllabus for classes III to XII. About 3,900 objections and suggestions have been filed on this proposal by education experts and scholars.

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Not a welcome move

Heramb Kulkarni, a teacher representative said, "In the state, after SCERT prepares the syllabus, the textbooks are to be prepared by the Bal Bharati. However, the syllabus has not been finalised yet. Earlier there was an attempt to introduce the textbooks given by NCERT. The decision is being taken in response to the growing demand for CBSE schools. At the same time, there is confusion about what will happen in schools in the state. Although this preparation is being done to produce students who prepare well for the competitive exams, many people have expressed concern in this regard. While the transition will be challenging for academically weak students, the change is also likely to destroy the distinctive identity of schools other than English medium."

Anand Randhir, parent representative from Samyak Foundation, said, "Although Marathi remains the compulsory language, parents and those working in the education sector are concerned about the long-term impact of this change on the state's education system. We must save Marathi schools. It is being done only for the benefit of CBSE and ICSE schools. But the demands of the state board and Marathi medium schools are being completely ignored."



On condition of anonymity, an activist said, "The views of science and mathematics teachers, as well as language experts teaching in State Board schools, should be considered. In the future, the CBSE pattern will be applied to all subjects. The potential positive and negative impact of this on Marathi medium schools should be considered, as this decision will reduce the number of Marathi schools and benefit the schools of CBSE and ICSE boards such as filling vacancies of teaching and non-teaching staff, training them, effective implementation of RTE etc. The state government should pay serious attention to this."

Lack of clarity

"In the state, the books are prepared by Bal Bharati after the SCERT determines and prepares the syllabus. However, the syllabus has not yet been decided upon. Therefore, when some officials of the education department inquired about what would happen when the curriculum is implemented according to the new pattern in the schools of the state, they said there is no clarity about it. The inclusion of NCERT textbooks is part of the new policy framework, which aims to create a uniform curriculum across states. But this is still under discussion and a final decision will be made," said a SCERT official on condition of anonymity.

"A time frame is being drawn up for full implementation by 2025. NCERT textbooks will be introduced in a phased manner from classes I to III, VIII, and IX during the academic year 2025-26. However, history and geography State Board textbooks will continue to be used. Only minor additions will be made," said a school education department official, requesting anonymity.



ईडब्ल्यूएस दाखिले से मना नहीं कर सकेंगे निजी स्कूल

नई दिल्ली, कार्यालय संवाददाता। आर्थिक पिछड़ा वर्ग (ईडब्ल्यूएस) वंचित वर्ग (डीजी) विशेष आवश्यकता वाले बच्चों (सीडब्ल्यूएसएन) बच्चों को निजी स्कूल दाखिला देने से मना नहीं कर सकेंगे।

स्कूलों को ड्रा में चयनित होने के बाद स्कूल स्पष्ट दाखिला कार्यक्रम तैयार करने के निर्देश दिए हैं। इसमें स्कूलों को प्रत्येक बच्चे को कब और किस समय दाखिला के लिए रिपोर्ट करना होगा उसका ब्योरा देना होगा। इस संबंध में शिक्षा निदेशालय की निजी स्कूल शाखा ने

सर्कुलर जारी किया है। जिसमें स्कूलों को हाईकोर्ट के दिशा-निर्देशों का पालन करना होगा। स्कूली की मनमानी को रोकने के लिए यह कदम उठाया गया है। अक्सर स्कूल कंप्यूटराइज्ड ड्रा में चयन होने के बाद भी अनुचित कारणों से उम्मीदवार को दाखिला देने से मना कर देते हैं।

दाखिला के लिए जरूरी दस्तावेज की जानकारी भी स्कूलों को हिंदी और अंग्रेजी में देनी होगी। हर स्कूल में नोडल अधिकारी नियुक्त होंगे।

Healing Touch: These Schools Are On The Frontline Of Mental Health Battle

TOI Catches Up With Counselling Sessions To Find Heart-Warming Efforts At De-Stressing

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New Delhi: Imagine a bright young mind stifled by anxiety or depression, struggling to focus while peers engage in learning. Many students in the city's govt schools grapple with socioeconomic challenges, academic pressure and difficult family dynamics, making this scenario all too familiar. Mental health issues often begin in childhood, which is why schools are a critical battleground for intervention and support. As awareness increases and resources are allocated to address these challenges early on, meaningful change appears to be on the horizon.

Delhi govt recently instructed its schools to conduct mental health check-ups of students to promote their well-being. This initiative follows a pilot phase in which educational and vocational guidance counsellors, along with school psychologists, provided counselling to over 20,000 students across 20 schools. These sessions catered to students from Class VI to XII. This year, the programme has been expanded to include 15 more schools, with plans for further extension in the future.

"We initiated this programme a few years ago, bringing together a dedicated team of psychologists and training them in various therapeutic techniques. One key approach we emphasised on is art-based therapy, which allows children to express themselves more easily through creative outlets. We also focussed on narrative-based therapy, encouraging children to share their stories. There are many other such techniques where the facilitator plays a crucial role in guiding discussions, helping children gain a clearer understanding of their feelings and thoughts," explained Shaleen Mitra, consultant for the Delhi govt project.

Each of these schools features a clinic where students can share their thoughts with psychologists in private. For more intensive support, a van—Mobile Mental Health Services (MMHU) of IHBAS—equipped

EMPOWERING YOUNG MINDS

Students often seek the help of psychologists for a variety of challenges

Exam stress | This can affect their concentration and overall performance; stems from high expectations, pressure to succeed or fear of failure

Substance abuse | The use of drugs or alcohol can become a coping mechanism for some students dealing with various pressures

Grief | The loss of a loved one can deeply affect students, leading to feelings of sadness, confusion and isolation

Trauma | Experiences of trauma, whether from accidents, violence or other distressing events, can leave lasting emotional scars

Family issues | Conflicts within the family, such as arguments, separation, parental expectations or communication breakdowns can lead to significant emotional strain

Bullying and cyberbullying | Both in-person and online bullying can lead to feelings of helplessness and low self-esteem



Depression | This can lead to persistent sadness, loss of interest in activities or difficulty concentrating

Abuse | Experiencing any form of abuse—whether

physical, emotional, or sexual—can impact the child

Aggression or fights in schools | Some students get into altercations with peers; others are dissatisfied with the way some teachers treat them

10 AREAS OF FOCUS IN SESSIONS

- Interpersonal skills
- Communication
- Promoting safe use of the internet
- Growing up healthy
- Nutrition, sanitation and healthy lifestyle
- Self and personality
- Managing substance abuse
- Safety and security from violence, injustice and trauma
- Gender sensitisation
- Emotional intelligence and well-being

with experts visits the school, allowing kids to receive care while remaining in the familiar and safe environment of their school. This approach helps prevent the stigma that may arise from being taken directly to a hospital, which could discourage them from seeking help.

"This programme is currently implemented in 35 schools, with 15 new additions recently. We've strategically selected schools to ensure that at least one is located in each district, allowing us to better understand the needs of students across diverse areas. These sessions are integrated into the regular timetable, ensuring they feel just like any other class and helping to eliminate any stigma associated with mental health. Our goal is to encourage children to express themselves freely and seek help when needed," Mitra added.

While younger students receive preventive care and awareness initiatives, older students—who often confront more serious challenges such as bullying, substance abuse,

and family issues—are provided with more intensive therapy and solutions.

A typical day at one of these schools begins with regular classes, one of which is a mental health session that students eagerly anticipate. They look forward to their teacher, a psychologist, and the engaging activities planned for the day.

The session for Class VIII kicks off with 'circle time', where one student tosses a ball to another in the circle. The catcher's task is to loudly state their name along with an adjective that begins with the same letter. The game starts with Chandni excitedly saying 'cute', Kushagra saying 'kind', Barsha choosing 'beautiful', and Rishabh opting for 'rocking', and so on. As the activity continues, they move on to sharing words related to 'health' and then 'mental health'.

Another activity encourages students to express themselves throughout. In groups of four, they gather around chart

paper with crayons in hand, drawing things that bring them joy and a sense of calm. While some depict musical instruments and dance forms, others illustrate their favourite video games and sports. "I conduct four of these sessions each day. By discussing terms related to mental health, we normalised the conversation around it. The students become familiar with these concepts and no longer view them as unusual. Teaching them this at a young age is crucial.

It helps ensure they feel comfortable sharing any stress, anxiety, or mental health concerns they may experience," said Pritika Guha, a psychologist who works with children at Govt Co-ed Senior Secondary School at Kalkaji.

"The roots must be nurtured for the branches, stems and flowers to flourish. Simply concentrating on academics or results will not lead us to success, we also need to cultivate the mind. I believe this

approach should be adopted by all schools," said Leena Asthana, principal of the Kalkaji school, which has around 4,500 students.

The sessions have changed many lives. Ankit (name changed), a Class XII student diagnosed with severe depression, often missed school and struggled with low self-esteem. However, after participating in both group and individual counselling sessions, he gradually became more regular in attendance. One day, he approached the psychologist to reveal that he had been subjected to cyberbullying, which had caused him significant distress. Despite this challenge, he did not give in. With his mother's support, he filed a complaint against the perpetrator, who then deleted their account. Ankit later shared that a group session focused on 'safety', which included discussions on cyberbullying and its prevention, had empowered him to take action.

"I conduct sessions for students in classes VII, IX and XII.

We are in the initial stages of this initiative here. If the results are positive, it may be integrated into the life skills curriculum. We encounter numerous cases related to unsafe internet use, as well as students grappling with trauma or grief. We also focus on teacher sensitisation to raise awareness about mental health. It's essential for educators to understand how to support students in this regard," said Kadambari Katoch, a psychologist at Rani Jhansi Sarvodaya Kanya Vidyalaya in Tughlakabad, where the project has been launched recently.

Katoch added, "If I notice a child who seems distressed or needs additional help, I refer them for external support or the MMHU van is available to assist them. This is beneficial for the child as parents may not fully understand what they are experiencing or may lack the resources to seek help."

School psychologists occasionally encounter very challenging situations. Riya (name changed), a Class X student, revealed to her school psychologist that she was being physically abused at home by her parents. Initially, the psychologist guided her on communicating with her parents. However, progress was limited. After a three-day absence, Riya returned with visible bruises, prompting the psychologist to act. She informed the school authorities, and Riya was placed in a child-care institution.

While at the facility, Riya continued her studies and appeared for her Boards. After months of counselling for her and her parents, she was able to return home. Following this transition, Riya became a regular attendee at school, and her behaviour, academic performance and relationships with peers improved. When the Board results were announced, it was a delightful surprise to everyone that she had topped her batch.

Riya's story serves as a powerful testament to resilience and highlights the significant impact of timely support and intervention.

NRI quota expansion is a fraud on edu system: SC

Utkarsh Anand

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NEW DELHI: The Supreme Court on Tuesday condemned the expansion of the non-resident Indian (NRI) quota in Punjab's medical colleges, calling it a "fraud" that forces more meritorious students out of the admission process.

A bench led by Chief Justice of India (CJI) Dhananjaya Y Chandrachud dismissed a set of petitions challenging a Punjab and Haryana high court order that had quashed the Punjab government's move to broaden the NRI quota criteria, including distant relatives of NRIs.

"We must stop this NRI quota business now! This is complete fraud, and this is what we are doing to our education system," remarked the bench, which included justices JB Pardiwala and Manoj Misra, emphasising that the NRI quota was being exploited to sidestep merit-based admissions.

The bench said that such a broad interpretation of NRI eligibility, which even allowed distant relatives to qualify,



amounted to a "money-spinning tactic" that undermines the integrity of the education system.

"All three petitions are dismissed. Let us put a lid on this. This fraud has to come to an end. This NRI business is nothing but a fraud. This comes to an end now. What is ward? You just have to say 'I am looking after X'. See the students who got three times high scores have lost out. We cannot lend our authority to something which is blatantly illegal," it observed.

The top court's stern comments came against the back-

drop of a Punjab government notification issued on August 20, which redefined "NRI candidates" to include relatives like uncles, aunts, grandparents and cousins.

This expansion was quashed by the Punjab and Haryana high court on September 11, which found the move "unjustified" and contrary to the original purpose of the NRI quota - meant to provide genuine NRIs an opportunity to study in India. During the hearing, senior advocate Shadan Farasat argued that the broader interpretation of the NRI quota

was already being used in other states, including Himachal Pradesh and Uttar Pradesh.

The Supreme Court, however, firmly rejected these arguments, reiterating that the broader definition diluted merit and allowed less deserving candidates to gain admission based on financial power and connections rather than academic performance.

Senior advocate Abhimanyu Bhandari, representing the original petitioner who had challenged the notification before the high court, pointed out that a constitution bench in the PA Inamdar judgment (2005) frowned upon the fact that the NRI quota cannot be a way for the people to use money power to get in.

Agreeing with Bhandari, the bench underscored that NRI quotas should be reserved for genuine NRIs and that merit should not be sidelined.

A senior official in the Punjab medical education department said the government is yet to study the order. "A statement can be made only after studying the full judgment," the official said, seeking anonymity.

The NCrF as a framework for well-rounded education

Cognitive inconsistency and axiomatic irrationality become evident when a few put forth the view that the spirit behind and the structural reforms advocated by the National Education Policy (NEP) 2020 are unsuitable. The NEP is a vision document that provides a broad contour of how education can be transformed in India while getting away from the clutches of the colonial mindset. The National Credit Framework (NCrF) is one of several transformative reforms that are derived from the NEP, providing a flexible template for educational institutions offering school, higher, vocational, and skill education. Using the NCrF, higher education institutions (HEI) can give a unified accumulation and transfer of credits across multidisciplinary education, including skill education. The NCrF is an enabling framework rather than a regulatory one.

More flexibility for students

When HEIs adopt the NCrF, students can earn credits in various activities provided they undergo an assessment. The NCrF gives students the flexibility to earn credits from classroom teaching, laboratory work, Atal Tinkering Laboratories, research projects, assignments, tutorials, sports and games, yoga, the performing arts, music, handicrafts, social work, National Cadet Corps and National Service Scheme activities, vocational and skill education, minor and major projects, on-the-job training, internships, apprenticeships, and experiential learning. Providing flexibility and broad-based educational opportunities through the NCrF has unnerved some who are deeply rooted in the conventional ways of imparting higher education.

The position of those few who remain bafflingly immune to the dynamic and forward-looking nature of the NEP 2020 is inherently "problematic". Their dismissive attitude towards the curriculum changes based



Mamidala Jagadesh Kumar

Chairman, University Grants Commission and a former Vice-Chancellor, Jawaharlal Nehru University

The National Credit Framework (NCrF) aims to help higher education institutions balance vocational and skill training and knowledge-generating academic pursuits

on the NCrF shows their unwillingness to understand India's societal, technological, and educational needs. This is precisely why India's higher education system should steadfastly remain dynamic and relevant to the country's needs to avoid the risk of becoming obsolete.

In keeping with the inevitable rapid economic and technological changes, the NCrF aims to help institutions remain flexible and competitive. Keeping the current and future evolution of job requirements, there is only one solution – revise the curriculum so that it is in tune with the NCrF. HEIs should demonstrate their capacity to adapt to the evolving new situations by bridging the skill mismatch so that the career prospects of students are not hindered.

Any view that HEIs should remain the place for the sole purpose of training students only to become knowledge producers is an outdated and obstinate refusal to see the reality. In the modern world, HEIs, besides being havens of knowledge, must equip students with the skills and the competencies needed for emerging roles and self-employment. However, such a dual role is possible only when HEIs adopt the NCrF and allow students to pursue their academic and career goals.

Continuous adaptation is the key

Let us not promote an elitist brand of higher education by not supporting reforms in higher education; these reforms are necessary for the democratisation of education and social equity. HEIs must continuously adapt and reinvent themselves in response to changing circumstances. Having a few hinder efforts in transforming higher education in HEIs can lead to a stagnation and compromise the effectiveness of our institutions.

The NEP 2020 also advocates the multidisciplinary education and research university (MERU) concept. The focus of such

HEIs would be to serve as nurseries for scholars and intellectuals. However, such universities should not be considered an end in itself, and many other HEIs should also focus on vocational and skill training to enhance the employability of students.

When students acquire practical skills and knowledge through a flexible curriculum – as envisaged in the NCrF – higher education will become a tool for students to increase their social mobility. Those opposing structural changes in higher education advocate fossilised pedagogical approaches that do not align with the new economic realities and social aspirations.

On vocational and skill training

Depending on the nature of HEIs, institutions can lay emphasis on vocational and skill training, focus on fundamental research, innovation, and intellectual pursuits, and ensure that knowledge production and skill training coexist as deeply interconnected processes. The bottomline is that those who acquire vocational and skill training can be as impactful as those who produce new knowledge. Therefore, there is no need to fallaciously overemphasise or deride one over the other as both are important.

The primary objective of the NCrF is to help HEIs balance vocational and skill training and knowledge-generating academic pursuits so that HEIs play a pivotal role in shaping individual futures and societal progress.

We must reimagine our higher education curricula by integrating flexibility and multidisciplinary and skill-based courses to transform India into an economic powerhouse and technological leader. Those who oppose this flexibility in higher education curricula and insist that universities should become elitist only show their unreasonable and outdated view.

What are retractions and why do they matter?

What is a retraction index? Why do researchers use potentially duplicated or manipulated work?

Atanu Biswas

The story so far:

According to the 'Retraction Watch' database, an Indian scientist at an institute in Lucknow has racked up 45 retractions. It also states that another researcher at a university in Kolkata published 300 scientific papers in a year, which is nearly a paper a day and impossible. This individual had six papers retracted, which cover an array of disciplines including chemistry and virology. Paper retractions are becoming more common worldwide even as the research misconduct problem is worsening in India.

What are retractions?

A retraction is a mechanism that kicks in when a scientific paper published in an academic journal is found to be so flawed as to merit being removed from scientific literature. The academic community is often understanding when a paper is

retracted for an honest error but much less forgiving when a paper is pulled because it contains deliberately manipulated material. For example, the case of John Darsee, a young Harvard University cardiology researcher, stunned the academic community in the 1980s. He had over 80 papers retracted for spreading "inaccuracies and falsehoods".

Scientific fraud is surprisingly endemic: the list with Darsee includes Jan Hendrik Schön, Brian Wansink, Hwang Woo-suk, and of recent Ranga Dias as well, among others. Even Nobel laureates are not spared. Gregg Semenza, a professor at Johns Hopkins University and winner of the 2019 medicine Nobel Prize, has had 12 papers retracted over potentially duplicated or manipulated images.

How often are papers retracted?

Between 2020 and 2022, 2.5 times more papers were retracted than they were between 2017 and 2019. The reasons for retraction include plagiarism, editorial conflicts, image manipulation, and the

use of paper mills. During the COVID-19 pandemic, many publishers had fast-tracked the peer-review process for papers they received from scientists. As a result, some 10,000 papers had to be retracted in 2023 because of quality and/or data issues. The number was only around 1,600 in 2013. In 2023, a German neuropsychologist named Bernhard Sabel published the results of using a fake-paper detector he had built: he found that a third of 5,000 neuroscience papers published in 2020 likely had plagiarised and/or falsified content.

What is the retraction index?

A journal's retraction index is the the number of retractions in a given time period multiplied by 1,000 and divided by the total number of published articles, according to a definition provided by scientists Ferric Fang and Arturo Casadevall in a September 2011 paper. They also showed that there's a greater chance of a paper being retracted from a high-impact journal than from a

The perils of imparting higher education in local languages

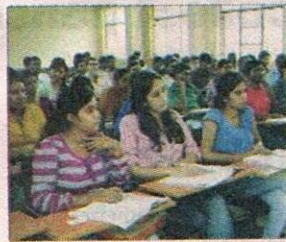


BIJU
DHARAMAPALAN

While promoting local languages in higher education aims to increase inclusivity, it may also pose challenges to the quality of education

The debate of whether education should be imparted in English or a regional language has been actively rhyming in our post-independent society. It's true that as a nation we have to preserve our rich culture and tradition, but at the same time, we need to equip our present generation to take up the challenges in the future, like space age and AI.

During colonisation, English was forced on us to make the jobs of foreigners easy. In that process the foreign rulers who ruled our land even learned native languages, sometimes better than native Indians, to understand our rich scientific knowledge. Because of this, they were able to produce scholarly works about Indian Knowledge Systems better than native Indians. This has also helped the world recognise Indian Knowledge in the long run. On the flip side, the dominance of English has badly affected the status of many native languages. The British educational reforms prioritized English-medium instruction, particularly at the higher levels. This led to a situation where proficiency



in English became synonymous with access to power, jobs, and social mobility. Many educated Indians, especially in urban areas, began to adopt English as their primary language, sidelining regional languages. This created a linguistic divide between the English-educated elite and the native-language speaking masses. The historic NEP 2020 envisioned reorienting our attention to regional languages in the education system. Unfortunately, its focus on nurturing local language in science and technology education has become problematic because of hyper activism. Many states are involved in the translation of science, engineering and medicine textbooks into regional languages.

Though these will serve as a valuable document to preserve our languages, they

won't help in improving the quality of higher education. Even before NEP, in many state universities, there was a provision to write science in their regional languages. But there were few takers for that. Even today when we make propaganda to promote regional languages, it's not implemented uniformly. All these policy changes, good or bad, will affect only students studying in public sector institutions.

Unfortunately, none of the children of our government servants politicians' or even activists study in these public sector educational institutions, so they are not concerned about whether it will improve quality or not. So all this language love is 'only for others, not for me'.

This culture is again creating a linguistic divide in our society, which the British did to us long before. Whether we like it or not, English is the only language that acts as a bridge connecting various sections of our country. And in higher education, especially in science and technology courses where information is gathered from the knowledge generated in other coun-

tries, it has become the only language of that can connect us with the global knowledge hub.

How can we generate good engineers or scientists if they are not competent to understand English? Will be there any takers for an engineering or science course if offered in a regional language? How will our future youngsters survive in an AI dominated digital world where English is the lingua franca for the global workforce? How will they survive in a space colony? English is undeniably the global language of science, technology, and research. Most cutting-edge scientific papers, engineering manuals, and international patents are published in English. Though a bilingual mode of education can be adapted to teach complex scientific facts, totally neglecting English from our higher education will be a death trap for our science and technology. Unnecessary language chauvinism will erode the quality of higher education.

(The author is the Academic affairs, Garden City University and adjunct faculty at NIAS, Bangalore, views are personal)

Technology as a force multiplier in education



P. VATSALA SWAMY

The intertwining of education and technology has brought about a profound transformation in the way knowledge is imparted

Education gave birth to technology and technology revolutionised education in several ways giving the "Force Multiplier" effect in promoting the main objectives of education. The Covid-19 pandemic has acted as a catalyst in revolutionising the educational system. With many objectives and aims wherein education and technology both became mutually inclusive and dependent.

Thus many educational tools emerged, and technology catapulted the availability of much-needed time that can be highlighted in various and innumerable ways, and how technology is promoting education with such tools. It becomes our utmost responsibility to guard against its misuse considering the emerging Artificial Intelligence (AI), Augmented Reality (AR) and Virtual Reality (VR). The Information technology (IT) resources thus aid in academics as well as research.

A Learning Management system (LMS) along with an Enterprise resource planning (ERP) has been introduced in educational institutions and universities to have outcome-



based education.

The future of higher education thus lies in embracing technology effectively as is taught by the challenges faced during the Covid-19 pandemic, providing innovative use of e-learning platforms for an effective learning environment.

With technological advancements, it is now necessary to enhance education so that it meets the interests of both students and teachers.

It is very essential to build awareness about the process of technology with remarkable advances in technology. The way technological advancements are incorporated into the education system for knowledge transfer is remarkable. Thus the teach-

ing learning process has undergone revolutionary changes and posed challenges to forcibly learn the effective use of technology (teaching tools). While the education system is harnessing the several advantages of technology-based tools, it is pertinent and equally important to foresee the negative aspects emerging in some quarters and ponder over the preventive steps to be thought of in the ever-changing world of the education system. Thus Information Communication Technology (ICT) in education has become important for imparting quality education that is ethical, transparent and secure.

The ICT tools have transformed how the education sector is evolving. The rapidly emerging technology and the educational field are inseparable and they are like conjoined twins to monitor and improve quality in higher education. However, one needs to address the challenges associated with digital access to transform education. Education requires continuous monitoring, brainstorming and supervision and with the invasion of technology

into the teaching-learning process, it has become very effective. Technology offers accessibility to educational resources such as online platforms and digital libraries that offer a wealth of information making learning very interesting and dynamic.

The e-resources aid in a very large magnitude, especially with the integration of artificial intelligence which will increase opportunities for research and academics. The design of technology and its implementation includes the perspectives and the skills that are required for diverse users. Thus technology is an integral part of education with the development of various devices such as laptops, smartphones, and apps that have changed the learning process. Education with technology has progressed by leaps and bounds in modern times. This blend has helped to achieve perfection but with caution that it must not be misused and produce adverse consequences.

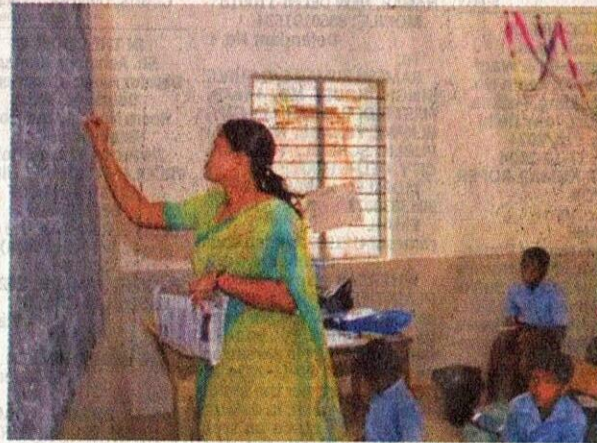
(The writer is Director Academics, Dr DY Patil Medical College, Pune; views are personal)

Punjab govt to send teachers to Finland for educational workshop

STATESMAN NEWS SERVICE
NEW DELHI, 27 SEPTEMBER

The State Council of Educational Research and Training (SCERT) of the Punjab government on Friday signed a memorandum of understanding (MoU) with the University of Turku, Finland for sending teachers to attend educational workshops, in a bid to provide better exposure to its teachers.

The MoU was signed at the Embassy of Finland in New Delhi in presence of Former Delhi Deputy Chief Minister Manish Sisodia, Punjab Education minister Harjot Bains and Ambassador of Finland to India Kimmo



Lähdevirta.

As part of the agreement, elementary school teachers and school heads from the

government schools will participate in a three-week professional training programme at the University of Turku

focusing on primary education.

During the training, the teachers will also visit the schools of Finland to gain valuable insights of the new teaching methods and integration of technology in teaching. Speaking at the Manish Sisodia stated, "Teachers in Punjab receiving world-class training marks another step toward a brighter future for the children studying in the state government schools". The AAP leader also praised Finland's teacher training system as the best in the world and stated, "When principals and teachers of Delhi schools were sent there, the knowledge they

gained was amazing and those who were trained there are doing a great job here today".

"I am sure that the teachers attending this three-week training program will learn even more and help make the future of Punjab and India safe, educated, and bright," he added.

Speaking on the occasion, Punjab Education Minister Harjot Singh Bains said, "I am very happy that today MoU has been signed with Finland, which will strengthen the primary education structure in the state of Punjab, besides strengthening the cultural exchange between India and Finland."

3.6L teachers trained to support learning needs of neurodiverse school students

TIMES NEWS NETWORK

New Delhi: A project to improve learning outcomes for neurodiverse school students and advance inclusive education has trained 3,60,000 teachers so far.

Project Inclusion, a key initiative of Sri Aurobindo Society in collaboration with SBI Foundation, provides teachers and special educators with the necessary technology, expertise and support systems. After training teachers across India, it is now working with all 1,254 schools under Kendriya Vidyalaya Sangathan.

The teacher training project, aligned with the NEP's focus on inclusive education, the provisions of Rights of Persons with Disabilities (RPWD) Act, 2016, and India's 2030 SDG4 goals, aims to create an environment where children with diverse learning needs can study and learn in regular classrooms.

Speaking at the completion ceremony of the project, Kesang Yangzom Sherpa, IRS,

member secretary of National Council for Teacher Education, ministry of education, said, "We want to create inclusive training programmes that help both teachers and students. Technology will be key to scaling this project and reaching teachers in the remotest areas of the country."

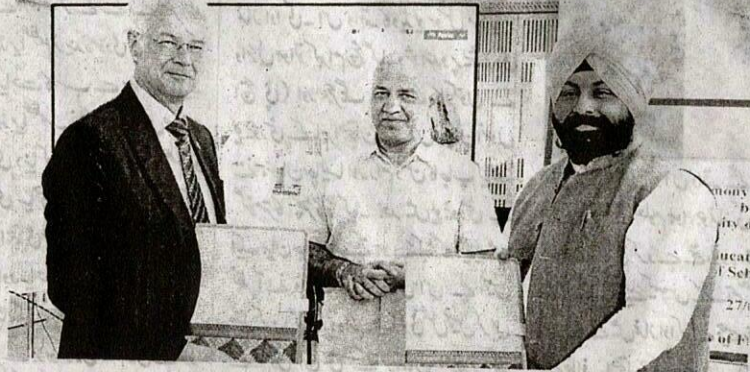
Major barriers to creating an inclusive ecosystem in schools include a lack of awareness and identification of neurodiverse students, insufficient training and professional development for teachers to engage such students, and a lack of technological infrastructure.

On Sept 26 and 27, policymakers, education leaders and experts deliberated on ways to make schools better equipped to support the learning needs of these students. Dr Simmi Mahajan, chief programme officer of Project Inclusion at Sri Aurobindo Society, said, "The project aims to bring about systemic changes and create a comprehensive system that serves teachers, students and school authorities."

सरकारी اسکولوں کے اساتذہ فن لینڈ کی یونیورسٹی میں لیں گے تربیت

پنجاب کی AAP حکومت اور فن لینڈ کی ٹورکو یونیورسٹی کے درمیان تعلیمی تبادلے کیلئے معاہدہ: منیش سسودیا

جس میں بیچے 7 سال کی عمر میں اسکول شروع کرتے ہیں، چند سالوں میں بہترین نتائج ملتے ہیں۔ اس نے مجھے فن لینڈ کے تعلیمی نظام کو کھرائی سے مجھے کی ترفیب دی۔ مجھے فن لینڈ کے لوگوں اور ان کے پالیسی سازوں کی تعریف کرنی چاہیے۔ ان کی کامیابی کا راز ان کے اساتذہ کی تربیت میں مضمر ہے۔ منیش سسودیا نے کہا کہ فن لینڈ میں اساتذہ کی تربیت کا بہترین نظام دنیا میں موجود ہے۔ جب میں نے ان کے تربیتی مراکز کا دورہ کیا اور اپنے پرنسپل اور اساتذہ کو وہاں بھیجا تو وہاں جو علم مجھے ملا وہ حیرت انگیز تھا۔ وہاں تربیت لینے والے اساتذہ اور پرنسپل آج یہاں بہت اچھا کام کر رہے ہیں۔ مجھے یقین ہے کہ جو اساتذہ اس 3 ہفتے کے تربیتی پروگرام سے گزریں گے وہ مزید سیکھیں گے اور پنجاب اور ہندوستان کے مستقبل کو محفوظ، تعلیم یافتہ اور روشن بنائیں گے۔ اس موقع پر پنجاب کے وزیر تعلیم ہرجوت سنگھ پنشن نے ٹویٹ کیا کہ آج پنجاب کے تعلیمی شعبے کے لیے ایک تاریخی دن ہے، کیونکہ آج جھکے تعلیم نے SERT کے ذریعے فن لینڈ کی Turku یونیورسٹی کے ساتھ ایک اہم اوپو پر دستخط کیے ہیں۔ یہ معاہدہ فن لینڈ کے سفارت خانے میں ہوا۔ اس شراکت داری کے ذریعے ہمارے اساتذہ کو تعلیمی میدان میں عالمی رہنماؤں سے سیکھنے کے نئے مواقع ملیں گے۔ ہندوستان میں تعلیمی انقلاب کے باپ منیش سسودیا کی موجودگی نے اس پروگرام کو مزید خاص بنا دیا، کیونکہ ان کی قیادت میں دہلی فن لینڈ میں اساتذہ بھیجے والی پہلی ریاست تھی۔ اس تعاون کے لیے ہندوستان میں فن لینڈ کے سفیر کا تہہ دل سے شکر یہ ادا کرتا ہوں۔



بنیاد پر مبنی ہے، تعلیم ایک ایسی چیز ہے جو ہم سب کو دوبارہ سیکھنا پڑتی ہے۔ یہ ایک دوسرے کو سیکھنے اور سپورٹ کرنے کا ایک اچھا موقع ہے۔ مجھے خاص طور پر خوشی ہے کہ فن لینڈ کی ٹورکو یونیورسٹی ہمارے پنجاب کے اساتذہ کو تربیت دیں گی۔ جب میں نے مختلف ممالک کے ابتدائی تعلیمی نظام کے بارے میں پڑھا تو مجھے معلوم ہوا کہ کچھ ممالک بچوں کی باقاعدہ تعلیم 5 سال کی عمر میں شروع کر دیتے ہیں، کچھ 6 سال کی عمر میں اور کچھ 7 سال کی عمر میں۔ منیش سسودیا نے کہا کہ مجھے یہ جان کر حیرت ہوئی کہ فن لینڈ جہاں بیچے 7 سال کی عمر میں باقاعدہ تعلیم شروع کرتے ہیں، تعلیم کے معاملے میں دنیا میں سب سے آگے ہیں۔ دنیا میں 143 ممالک ایسے ہیں جو 6 سال کی عمر میں اور 24 ممالک 5 سال کی عمر میں اسکول شروع کرتے ہیں۔ لیکن فن لینڈ کا یہ طریقہ

Lahdevirta اور دیگر معززین موجود تھے۔ منیش سسودیا نے کہا کہ پنجاب کے اساتذہ کو عالمی معیار کی تربیت حاصل کرنے کا مطلب وہاں کے سرکاری اسکولوں میں پڑھنے والے بچوں کے روشن مستقبل کی طرف ایک اور قدم اٹھانا ہے۔ اس اہم اوپو کے تحت پنجاب حکومت نے ایک پروگرام بنایا ہے کہ وہ اپنے اساتذہ کو 3 ہفتوں کی تربیت کے لیے فن لینڈ بھیجے گی۔ مجھے خوشی ہے کہ وزیر تعلیم کے طور پر میرے دور میں دہلی حکومت کے ہزاروں پرنسپل، اساتذہ اور تعلیمی افسران نے فن لینڈ، سنگاپور، جرمنی، برطانیہ (کیمبرج، آکسفورڈ)، امریکہ، روس اور جاپان سے عالمی معیار کی تربیت حاصل کی اور آج دہلی کے سرکاری اسکول بہترین تعلیم فراہم کرنے میں شامل ہیں۔ منیش سسودیا نے کہا کہ جب پوری دنیا ذات پات، مذہب اور سرحدوں کی

منی دہلی (ایس این بی) پنجاب کی AAP حکومت اور فن لینڈ کی ٹورکو یونیورسٹی کے درمیان جمعہ کو دہلی میں فن لینڈ کے سفارت خانے میں تعلیم کے تبادلے کے لیے ایک معاہدے پر دستخط کیے گئے۔ پنجاب کے وزیر تعلیم ہرجوت سنگھ پنشن کی دعوت پر دہلی میں تعلیمی انقلاب برپا کرنے والے سابق نائب وزیر اعلیٰ منیش سسودیا

☆ کجریوال کی قیادت میں پنجاب میں تعلیمی انقلاب تیز ہوا

☆ پنجاب کے اساتذہ کو عالمی معیار کی تربیت حاصل کرنے کا مطلب سرکاری اسکولوں میں پڑھنے والے بچوں کے روشن مستقبل کی طرف ایک اور قدم ہے

نے تقریب میں بطور مہمان شرکت کی۔ اس دوران انہوں نے کہا کہ اردو کجریوال کی قیادت میں ہونے والے تعلیمی انقلاب میں آج ایک نئے باب کا اضافہ ہوا ہے۔ بھگونت مان حکومت نے اپنے اساتذہ کو عالمی معیار کی تربیت کے لیے فن لینڈ بھیجے کا فیصلہ کیا ہے۔ اس کے لیے پنجاب حکومت اور فن لینڈ کے درمیان اہم اوپو پر دستخط کیے گئے ہیں۔ اس موقع پر پنجاب کے وزیر تعلیم ہرجوت سنگھ پنشن اور فن لینڈ کے سفیر Kimo



CM Dr. Yadav initiative marks the arrival of country's top academic management officers in Bhopal

Union Ministry of Education to Host Two-Day STARS Project Knowledge Sharing Workshop from September 30
School Education Minister Shri Uday Pratap Singh to address the inaugural session

Bhopal : Sunday, September 29, 2024, 17:43 IST

A two-day "National Knowledge Sharing Workshop" will take place in Bhopal starting September 30, focusing on the STARS (Strengthening Teaching-Learning and Results for States) project, which is implemented by the Ministry of School Education, Government of India, in collaboration with the World Bank to enhance the country's schools. The workshop will feature the Secretary of School Education, senior officials, Education Secretaries, State Project Directors, and representatives from 17 states, including Madhya Pradesh. Its aim is to identify existing gaps and challenges in the knowledge-sharing and educational programs associated with the STARS Project, showcase exemplary initiatives from various states, and explore how these can be adopted in other states based on shared experiences.

Brainstorming to benefit schools and students

It may be noted that Chief Minister Dr. Mohan Yadav had requested Union Education Minister Shri Dharmendra Pradhan to hand over the responsibility of organizing this educational workshop to Madhya Pradesh to ensure active participation in the vision of an educationally prosperous India under the National Education Policy. Chief Minister Dr. Yadav has thanked the Central Government for accepting his request and organizing the seminar in the state capital Bhopal. Welcoming the top academic management officials from across the country at Madhya Pradesh, Chief Minister Dr. Yadav said that the conclusions drawn from the brainstorming in the two-day workshop will benefit the schools and students of the state.

Secretary of School Education Dr. Sanjay Goyal said that this workshop organized by the Ministry of School Education, Government of India will be inaugurated at 10 am by School Education Minister Shri Uday Pratap Singh and Secretary of Union School Education Shri Sanjay Kumar. The first day of the workshop will be held on Monday, September 30, on 'School-to-Work Transition' and various sessions will be held on 'Strengthening Assessment System' on the second day, Tuesday, October 1.

Brainstorming will be done on the role of policy frameworks like National Education Policy 2020, NCF, NCRF in school-to-work transition, skill hub, psychometric analysis and career counseling in skill education, partnership with industry and work-based learning opportunities, effective school education envisioning towards setting up of skill hubs and integration of industry related skill ecosystem, strengthening assessment systems for future education, implementation of Vidya Sameeksha Kendra in the States and implementation of assessment programs in the states.

It may be noted that the STARS project is being run by the Union Ministry of Education in collaboration with the World Bank to strengthen the school education system. Presently this project is being operated in 6 states of the country namely Madhya Pradesh, Orissa, Rajasthan, Kerala, Himachal Pradesh, and Maharashtra. All the above-mentioned 6 states have been linked by the Central Government with 2 other states each for exchange of work and experiences. Under this, Bihar and Chhattisgarh have been included along with Madhya Pradesh. Apart from all the 6 Star States, School Education Secretaries and other senior officials of 12 other associate states Andhra Pradesh, Arunachal Pradesh, Bihar, Chhattisgarh, Goa, Haryana, Karnataka, Punjab, Sikkim, Telangana, Uttar Pradesh, West Bengal will participate in the workshop.

 Mukesh Modi

10वीं-12वीं के परीक्षा केंद्रों पर अनिवार्य किया सीसीटीवी कैमरा

जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने वर्ष 2025 की बोर्ड परीक्षा में बेहतर निगरानी, परीक्षाओं के दौरान निष्पक्षता और पारदर्शिता सुनिश्चित करने के लिए सभी परीक्षा केंद्रों में सीसीटीवी कैमरा अनिवार्य किया है।

बोर्ड ने कहा कि वर्ष 2025 में 10वीं और 12वीं की बोर्ड परीक्षाएं भारत और 26 अन्य देशों के आठ हजार स्कूलों में लगभग 44 लाख विद्यार्थियों के लिए आयोजित की जाएंगी। सीबीएसई के परीक्षा नियंत्रक डा. संयम भारद्वाज ने स्कूलों के प्रधानाचार्यों को भेजे पत्र में कहा कि सीसीटीवी निगरानी के बिना स्कूलों को परीक्षा केंद्र के रूप में तय नहीं किया जाएगा। सीसीटीवी कैमरों को परीक्षा हॉल के सभी क्षेत्रों - प्रवेश, निकास और डेस्क को कवर करने चाहिए। बोर्ड ने कहा कि बोर्ड परीक्षा में

- सीबीएसई ने कहा- सीसीटीवी निगरानी के बिना स्कूलों को परीक्षा केंद्र के रूप में तय नहीं किया जाएगा
- स्कूलों को लगाना होगा सीसीटीवी कैमरा, पारदर्शिता और बेहतर निगरानी के लिए उठाया गया कदम

शामिल होने वाले सभी विद्यार्थी कैमरों के दृश्य के क्षेत्र में होने चाहिए।

इसमें कहा गया है कि कैमरे उच्च-रिजल्यूशन वाले होने चाहिए, जिससे छात्रों की गतिविधियों और परीक्षा सामग्री की दृश्यता सुनिश्चित हो सके। बोर्ड ने कहा कि कैमरे से पूरी परीक्षा की रिकार्डिंग होनी चाहिए और फुटेज को सुरक्षित रूप से संरक्षित किया जाना चाहिए ताकि आवश्यक हो तो समीक्षा के लिए आसानी से प्राप्त किया जा सके।

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India's education system must prioritise learning over infrastructure

Monday, 30 September 2024 | Ashu Kapoor



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Despite schools being filled with students, foundational skills like basic literacy and numeracy continue to lag

Since gaining independence, India has made significant strides in the field of education, especially in terms of infrastructure and expanding access to schools. Classrooms now accommodate children from all walks of life, and government initiatives have succeeded in bringing millions of students into the education system.

However, despite these achievements, a critical component remains neglected—the quality of learning. Infrastructure may be flourishing, but the foundational skills that students require for future success often lag behind. To understand this, imagine a farmer who diligently sows seeds in well-tilled soil, only to find the harvest insufficient because the seeds weren't suited to the soil. In the same way, India's educational progress in infrastructure is commendable, but the students' foundational skills—the seeds of education—are still not producing the robust results we hope for.

Year after year, surveys like the Annual Status of Education Report (ASER) and the National Achievement Survey (NAS) reveal a startling reality: a large proportion of students struggle with essential skills like basic literacy and numeracy.

These are the building blocks of education, without which the entire edifice remains shaky. Students are spending years in school, but many are not learning at the expected level. The alarming gap between schooling and actual learning points to a crucial flaw in the system. If foundational skills are not nurtured early on, the benefits of educational progress will remain elusive, much like the farmer's poor harvest.

The introduction of the National Education Policy (NEP) 2020 brings a renewed sense of hope. It promises transformative change and a shift towards a system that values not just access to education but the quality of learning. Together with the National Curriculum Framework for Foundational and School Education, NEP 2020 emphasizes the need to measure educational progress through well-designed assessments and to tailor interventions accordingly.

The goal is clear: to raise a generation of learners who are not only equipped with knowledge but also the critical thinking skills required to thrive in the modern world. Research consistently shows that assessments play a transformative role in improving education. Their primary goal is not to rank students or schools but to provide insights into where learners stand on their educational journey. By identifying what students know and can do at individual, school, and system levels, assessments offer a roadmap for educators to develop targeted interventions that can address specific learning gaps.

In the quest to transform learning, large-scale assessments like ASER and NAS will be pivotal. ASER, a household-based survey, provides insights into basic literacy and numeracy skills, while NAS offers a broader view of students' achievement of curricular outcomes. Recently, the State Educational Achievement Survey (SEAS) was conducted by NCERT to provide state-level insights into educational progress.

Simply generating report cards on students' performance is not enough. The data must be used to inform policy decisions and to implement specific interventions aimed at improving learning outcomes. If not, students will continue to face the same challenges year after year, with little improvement. Large-scale assessments should be seen as the first step in a larger strategy to address educational inequities.

While NAS offers a broad overview of the education system, state-level assessment surveys (SAS) have the potential to zoom in on specific issues at the school level. NEP 2020 recognizes the importance of these surveys and recommends that each state conduct its own census-based assessment to drive continuous improvement. By focusing on local contexts, SAS can provide valuable insights into the unique challenges faced by individual states, enabling more targeted interventions.

However, the effectiveness of SAS depends on how well states define their objectives. To make SAS truly impactful, states need to align their assessment frameworks with clear objectives. A well-designed assessment should consider the needs of the educational system at the state level, and the data collected should be used to support and improve schools, rather than ranking them. India's states would do well to ensure that all stakeholders in the education system—teachers, school administrators, and district-level educators—are trained in data use and analysis.

The road ahead is challenging, but the promise of census-based state assessments is transformative. By monitoring student progress and providing data-driven insights, SAS can reshape India's educational landscape. When combined with national-level assessments like NAS, SAS has the power to create a more responsive, equitable education system. With a strategic approach and strong governance, India can ensure that every student has the opportunity to thrive.

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