EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

September 2025

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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

Preface

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

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

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

(Dr.Akash)
Head, LDD
NCERT,NewDelhi

CONTENTS

S. No.	Headings & Title	Newspaper Name	Page No. in Newspaper	Date	Pg.
1.	एनसीईआरटी की पहल पर आपत्ति क्यों	दैनिक जागरण	6	01-09-2025	1
2.	भारत की 'एजुकेट गर्ल्स' को रेमन मैग्सेसे पुरस्कार	जनसत्ता	1,8	01-09-2025	2
3.	What ails higher secondary education	Financial Express	7	01-09-2025	3
4.	Universal school education a distant dream as over 40% schools still lack computers, internet	The Times of India	11	01-09-2025	4
5.	17% schools in Himachal are still run by single teachers: UDISE report	The Statesman	3	01-09-2025	5
6.	Magsaysay for Indian NGO working to educate girls who drop out of schools	The Indian Express	6	01-09-2025	6
7.	Encourage them to doubt	The Hindu	5	01-09-2025	7
8.	NGO educate girls wins Ramon Magsaysay Award	The Hindu	10	01-09-2025	8
9.	Educate girls first Indian NGO to receive Ramon Magsaysay honour	Millennium Post	1,4	01-09-2025	9
10.	Union Education Minister Dharmendra Pradhan lauds NCERT for modules on partition horrors, Op Sindoor	The New Indian Express	E-News Article	01-09-2025	10
11.	Educators back CBSE's open-book exam, feel schools will have to lead	The Times of India	E-News Article	01-09-2025	13
12.	NEP has brought far-reaching changes, aligned learning with values: Prez Murmu	PTI	E-News Article	01-09-2025	15
13.	Union Education Minister Shri Dharmendra Pradhan addresses NCERT's 65th Foundation Day	PIB	E-News Article	01-09-2025	16
14.	Digitisation & AI To Be Part Of Curriculum, Says Education Minister Dharmendra Pradhan	AIR	E-News Article	01-09-2025	19
15.	NCERT launches Bal Vatika TV channel, DIKSHA 2.0, VR labs and more on 65th Foundation Day	Mathrubhumi	E-News Article	01-09-2025	20
16.	NCERT will continue to play important role in educating students: Dharmendra Pradhan	ETEducation	E-News Article	01-09-2025	23
17.	State Education Policy Must Go Beyond Access to Ensure Genuine Inclusion in Higher Education	Deccan Herald	E-News Article	01-09-2025	27
18.	SC seeks Centre, NCERT reply on transgender-inclusive sexuality education	Hindustan Times	E-News Article	01-09-2025	30
19.	कक्षा एक से आठ तक के शिक्षकों को दो साल में पास करना होगा टीईटी	दैनिक जागरण	3	02-09-2025	35

20.	टीईटी पास न करने पर हो सकती है अनिवार्य सेवानिवृत्ति : सुप्रीम कोर्ट	दैनिक जागरण	10	02-09-2025	35
21.	बाल वाटिका टीवी चैनल और एआई टूल्स वाले दीक्षा 2.0 लॉन्च	अमर उजाला	6	02-09-2025	36
22.	एनसीईआरटी को आत्ममुग्धता नहीं, आत्मविश्लेषण की ज़रुरत	दैनिक जागरण	13	02-09-2025	36
23.	शिक्षा की रोशनी	जनसत्ता	6	02-09-2025	37
24.	एनसीईआरटी केवल संस्थान नहीं, बल्कि 'ज्ञान-कुम्भ' है : प्रधान	जनसत्ता	10	02-09-2025	37
25.	RTE exemption to minority institutions may undermine vision of universal edu: SC	The Times of India	14	02-09-2025	38
26.	SC: RTE exemption for schools to be reviewed	Hindustan Times	7	02-09-2025	39
27.	Schools told to monitor students for obesity & promote healthy habits	Millennium Post	3	02-09-2025	40
28.	Trust NCERT, it’s key to Samridhh Bharat: Pradhan	The Times of India	11	02-09-2025	40
29.	Does RTE Act apply to minority-run schools? SC refers issue to larger Bench	The Tribune	11	02-09-2025	41
30.	Telangana government to study NEP, frame its own policy	The Indian Express	E-News Article	02-09-2025	42
31.	Gender-inclusivity: SC seeks response of NCERT, SCERTs	The Times of India	E-News Article	02-09-2025	44
32.	Pradhan lauds NCERT for publishing special modules on partition, Op Sindoor	Hindustan Times	E-News Article	02-09-2025	45
33.	NCERT launches TV channel, PM eVidya app	India Today	E-News Article	02-09-2025	48
34.	Union Education Minister Dharmendra Pradhan addresses NCERT’s 65th Foundation Day	India Education Diary	E-News Article	02-09-2025	49
35.	Dharmendra Pradhan urges NCERT to be reform-driven, tech led	India Today	E-News Article	02-09-2025	51
36.	एनसीईआरटी महज एक संस्थान नहीं बल्कि एक ज्ञानकुंभ है	रोज़नामा राष्ट्रीय सहारा (उर्दू)	3	02-09-2025	56
37.	Rasa in the classroom	The Indian Express	11	03-09-2025	57
38.	Steepest jump in private tuition enrolment among rural girls	The Indian Express	7	03-09-2025	58
39.	CBSE issues strict guidelines on correction of Class 10, 12 demographic details: Here’s what to know	The Times of India	E-News Article	03-09-2025	59
40.	Shri Dharmendra Pradhan and Smt Annapurna Devi jointly launch the "Guidelines for Co-location of Anganwadi Centres with Schools	PIB	E-News Article	03-09-2025	62
41.	NCERT Brings "Baraf Pani" To Schools Through New Physical Education Curriculum	msn NDTV	E-News Article	03-09-2025	65
42.	Madhya Pradesh: NCERT Books Compulsory For Grades 5, 8 From This Session	Free Press Journal	E-News Article	03-09-2025	69

43.	प्राइमरी स्कूल, आंगनवाड़ी एक ही कैंपस में चल सकेंगे	नवभारत टाइम्स	12	04-09-2025	71
44.	Special classes for school kids at Ferozpur relief camps	The Tribune	4	04-09-2025	72
45.	CBSE, narcotics bureau join hands against drug abuse	The Tribune	9	04-09-2025	72
46.	NEP revises legavy, embraces modernity, says Prez Murmu	The Statesman	8	04-09-2025	73
47.	City teacher's online class gets NCERTpat, teaching videos now on govt platforms	The Times of India	E-News Article	04-09-2025	74
48.	NEP brings together tradition and modernity: President Murmu	The New Indian Express	E-News Article	04-09-2025	76
49.	Shri Dharmendra Pradhan releases India Rankings 2025	PIB	E-News Article	04-09-2025	80
50.	Union Education Minister Dharmendra Pradhan Releases NIRF India Rankings 2025	AIR	E-News Article	04-09-2025	93
51.	Education Minister Dharmendra Pradhan Meets Singapore PM Lawrence Wong To Boost Bilateral Education Ties	DDNews	E-News Article	04-09-2025	94
52.	शिक्षकों की साख संभाली जाए	दैनिक जागरण	14	05-09-2025	95
53.	एनडीएमसी के स्कूलों में विकास भी विरासत भी, पाठ्यक्रम शुरू	राष्ट्रीय सहारा	3	05-09-2025	96
54.	प्रबंधन में आईएआईएम अहमदाबाद मेडिकल में एम्स दिल्ली अव्वल	अमर उजाला	8	05-09-2025	97
55.	आईआईटी मद्रास 7वें साल भी शीर्ष पर, आईआईएससी बेंगलुरु फिर सर्वश्रेष्ठ विश्वविद्यालय	अमर उजाला	1	05-09-2025	98
56.	Teacher in a changing world	The Indian Express	15	05-09-2025	99
57.	Rohtak initiative helps out-of-school children join mainstream education	The Tribune	3	05-09-2025	100
58.	IIT Madras, IISc B'luru, IIT Bombay top 3 in NIRF 2025	Hindustan Times	13	05-09-2025	101
59.	Reimagining education is key to future of work	Hindustan Times	20	05-09-2025	102
60.	IIT-Madras tops NIRF rankings; Pradhan criticizes 'peer perception' parameter	The Hindu	1,12	05-09-2025	103
61.	Curriculum revisions have blurred the vision	The Tribune	7	05-09-2025	104
62.	प्रधानमंत्री ने आत्मनिर्भरता और विकास की दिशा में भारत की यात्रा में राष्ट्रीय शिक्षा नीति 2020 के महत्त्व पर एक लेख साझा किया	PIB	E-News Article	05-09-2025	105
63.	A Class Of Controversies: How NCERT's Revised History Curriculum Politicises Education	Outlook	E-News Article	05-09-2025	106
64.	PM Modi Shares Article On NEP 2020, Calls It Key To India's Self-Reliance And Development	AIR	E-News Article	05-09-2025	112

65.	कौशल वाली शिक्षा ही बनाएगी देश को अग्रणी	दैनिक जागरण	10	06-09-2025	113
66.	चुनौतियों के बीच शिक्षक	जनसत्ता	6	06-09-2025	114
67.	हमारे शिक्षकों की पहचान सर्वश्रेष्ठ के रूप में हो : राष्ट्रपति द्रौपदी मुर्मू	जनसत्ता	1,7	06-09-2025	115
68.	शिक्षक भविषय के निर्माता, और पथ प्रदर्शक : विजेंद्र	नवभारत टाइम्स	9	06-09-2025	116
69.	'Best education for girls is an effective way to promote women-led development	The Statesman	5	06-09-2025	117
70.	Start with the School	The Indian Express	10	06-09-2025	117
71.	India's quest for knowledge	The Pioneer	8	06-09-2025	118
72.	How much is spent on children's education in India	The Hindu	11	07-09-2025	119
73.	How Indian manuscripts shaped global mathematics and gave the world 'algorithm'	The Statesman	3	07-09-2025	120
74.	Noble thought and common views of great thinkers: an overview	The Statesman	12	07-09-2025	121
75.	Education Must Build Social Cohesion	Millennium Post	10	07-09-2025	122
76.	STFI Deplores Changes in NCERT Books	People's Democracy	E-News Article	07-09-2025	123
77.	होमवर्क कम, अब रटने की जगह बच्चों के सीखने पर ज़ोर	दैनिक जागरण	10	08-09-2025	126
78.	How the NIRF made our institutions globally competitive	Financial Express	11	08-09-2025	126
79.	Learning from the land	The Hindu	5	08-09-2025	127
80.	NIRF Rankings are imperfect yet indispensable	The Times of India	ET2	08-09-2025	128
81.	Technology amplifies teacher's impact, but cannot replace human connection	The Times of India	ET1	08-09-2025	129
82.	When Teachers Leave: The Silent Global Exodus	The Pioneer	8	08-09-2025	130
83.	How can learning be fun? Haryana to train teachers	The Times of India	E-News Article	08-09-2025	131
84.	Gurgaon govt schools set to transform education with AI curriculum rollout	The Times of India	E-News Article	08-09-2025	133
85.	I am a product of three languages: Nara Lokesh backs NEP, says Hindi not mandatory	India Today	E-News Article	08-09-2025	135
86.	From copying books to creative assignments: How homework in Indian schools is changing	ETEducation	E-News Article	08-09-2025	138
87.	विकास बनाम साक्षरता	जनसत्ता	6	09-09-2025	143
88.	उच्च शिक्षा पर अयोग्य शिक्षकों का बोझ	हिन्दुस्तान	8	09-09-2025	144

89.	माध्यमिक 15% से अधिक विद्यार्थी छोड़ रहे स्कूल	जनसत्ता	10	09-09-2025	145
90.	समावेशी शिक्षक के समांतर चुनौतियां	जनसत्ता	6	09-09-2025	146
91.	New learning drive aims to boost reading, writing, math skills	Millennium Post	2	09-09-2025	147
92.	Personalised software doubled learning rates in Andhra govt schools: Study	The Indian Express	9	09-09-2025	148
93.	Ranking pitfalls	The Hindu	6	09-09-2025	149
94.	Private kindergarten costs are disproportionately high	The Hindu	7	09-09-2025	150
95.	Shri Dharmendra Pradhan embarks on official visit to UAE to strengthen bilateral cooperation in education and strategic partnership for academic excellence and innovation ecosystems	PIB	E-News Article	09-09-2025	151
96.	Edu minister orders incorporation of state history, heritage in school curriculum	The Times of India	E-News Article	09-09-2025	152
97.	Basics first: Govt schools to introduce daily literacy-numeracy period for classes II-VIII	The Times of India	4	10-09-2025	154
98.	Gyan Bharatam Mission	PIB	E-News Article	10-09-2025	155
99.	PARAKH, NCERT in Collaboration with SIE A&N Islands Organises Workshop Focussing on Holistic Progress Card	Andaman Chronicle	E-News Article	10-09-2025	163
100.	Himachal's history and heritage to be part of school curriculum	Millennium Post	8	11-09-2025	165
101.	CBSE eases APAAR ID rule for board exams	The Indian Express	11	11-09-2025	165
102.	Himachal declared 'fully literate': what does this mean?	The Indian Express	9	11-09-2025	166
103.	Himachal Pradesh to revise curriculum, to integrate climate change & sustainability	Millennium Post	15	11-09-2025	167
104.	Open-book exams are worth a try	The Tribune	6	11-09-2025	168
105.	India battles brain drain as students flock overseas for education	The Pioneer	9	11-09-2025	169
106.	पांडुलिपियों में बिखरे भारतीय ज्ञान को देश दुनिया के सामने लाएगा ज्ञान भारत मिशन	दैनिक जागरण	11	12-09-2025	170
107.	A need to address the science education crisis in schools	Hindustan Times	E-News Article	12-09-2025	171
108.	A need to address the science education crisis in schools	Hindustan Times	18	13-09-2025	181
109.	Himachal's journey from literacy rate of 7.9 per cent to 98.3	The Tribune	16	13-09-2025	182
110.	It all adds up! Manuscripts expo reveals S Asia's forgotten math masters	Hindustan Times	10	13-09-2025	183

111.	Trust the Teacher: Action research as the heart of real education reform	Edexe	E-News Article	13-09-2025	184
112.	Teachers turn govt school's classroom int 'fighting ring	ETEducation	E-News Article	13-09-2025	188
113.	'We are not responsible for partition': Owaisi slams BJP over NCERT revisions, says Gandhi's assassination details erased too	Financial Express	E-News Article	13-09-2025	191
114.	देश की अभिव्यक्ति का सबल माध्यम हिंदी	दैनिक जागरण	6	14-09-2025	194
115.	पांडुलिपियों के विशाल भंडार के संरक्षण एवं डिजिटलीकरण के लिए नई दिल्ली घोषणापत्र	दैनिक जागरण	11	14-09-2025	195
116.	Syllabus change: Mushtifund school acknowledges lapses	The Goan Everyday	E-News Article	14-09-2025	196
117.	AIMIM's Asaduddin Owaisi hits out at BJP for 'changing' NCERT syllabus: 'Muslims not responsible for partition'	Mint	E-News Article	14-09-2025	198
118.	AIMIM Chief Owaisi lashes out at BJP over change in NCERT syllabus, says Muslims not responsible for partition	The News Mill	E-News Article	14-09-2025	200
119.	पखवाड़े से हिंदी को बाहर निकालिए	अमर उजाला	4	15-09-2025	202
120.	Bringing global education home	The Hindu	9	15-09-2025	203
121.	A comprehensive study of the objectivity of medieval Indian History in NCERT textbooks in the contemporary context	Organiser	E-News Article	15-09-2025	204
122.	सीबीएसई: परीक्षा के लिए 75 फीसदी हाजिरी, 2 साल की पढाई अनिवार्य अमर उजाला	अमर उजाला	1	16-09-2025	221
123.	CBSE scraps additional subject option for pvt students from 2026	The Indian Express	12	16-09-2025	222
124.	Only 45% of students feel ready for life beyond school: Study	The Times of India	E-News Article	16-09-2025	224
125.	NCERT rolls out free online courses for Class 11th and 12th board exam preparation on SWAYAM	The Times of India	E-News Article	16-09-2025	226
126.	Board Exam 2026: NCERT Offers Free 24-Week Online Courses for Class 11 & 12 via SWAYAM	Edugraph.com	E-News Article	16-09-2025	228
127.	Board Exams 2026: NCERT offers free courses on English, Mathematics, Geography & other subjects for classes 11, 12	Hindustan Times	E-News Article	16-09-2025	228
128.	Romila Thapar' s packed IIC lecture had scathing questions for NCERT and Hindutva	The Print	E-News Article	17-09-2025	230
129.	Education Ministry tells CBSE, Central schools to screen film based on PM Modi's childhood	The Hindu	E-News Article	17-09-2025	234
130.	Transforming Agricultural Education: The Scope Of The New Education Policy (NEP) 2020 In Agricultural Universities	State Times	E-News Article	17-09-2025	235

131.	NCERT offers free Classes 11-12 board exam courses on Swayam portal	India Today	E-News Article	17-09-2025	243
132.	Owaisi Hits Out at RSS-BJP Over NCERT Books Revision, Calls it Historical Distortion	Clarion	E-News Article	17-09-2025	247
133.	Ministry tells schools to run Modi film till Oct 2	The Indian Express	6	18-09-2025	248
134.	NEP 2020 gives Indian schools space for new way of learning, with creativity, contemplation	Career 360	E-News Article	18-09-2025	249
135.	NCERT, CWC partner to streamline textbook distribution, warehousing pan India	Career 360	E-News Article	18-09-2025	255
136.	Delhi govt rolls out 3 new school programmes –NEEV, Science of Livinf and Rashtraneeti	Millienium Post	3	19-09-2025	257
137.	Spare maths , and students, please	Hindustan Times	16	19-09-2025	258
138.	Education Minister Dharmendra Pradhan Highlights NEP 2020'S Role In Shaping Future Of Students	AIR	E-News Article	19-09-2025	259
139.	Impacts learning: HP bans mobiles during school hrs	The Tribune	1	20-09-2025	262
140.	Odisha to introduce Bhagvad Gita sessions in state –run schools	Hindustan Times	12	20-09-2025	262
141.	We have EdTech, but is it the right one?	The Times of India	E-News Article	20-09-2025	263
142.	The Importance of Mother Tongue in the National Education Policy 2020	The Sentinel	E-News Article	20-09-2025	269
143.	Rohinton Nariman defends Akbar, dismisses Hindu massacres: Ex-SC judge's elite privilege & Mughal whitewashing exposed	Organiser	E-News Article	20-09-2025	274
144.	MoE & CIET-NCERT conclude 5-day ISL programme on International Day of Sign Languages	PIB	E-News Article	20-09-2025	279
145.	मनोविज्ञान, योग की ऑनलाइन और ओडीएल से पढ़ाई नहीं होगी	अमर उजाला	4	21-09-2025	281
146.	Sustainability education for green jobs	The Pioneer	Agenda IV	21-09-2025	282
147.	What is the best time to take examinations?	The Hindu	12	21-09-2025	283
148.	Govt plans to introduce skill-based curriculum for Classes 11 and 12: Dharmendra Pradhan	Tripura Times	E-News Article	21-09-2025	284
149.	NCERT is rewriting the past but betraying the future	The Financial Wolrd	E-News Article	21-09-2025	286
150.	Govt plans skill based curriculum for Class 11 & 12: Will this finally align education with employability?	The Times of India	E-News Article	21-09-2025	290
151.	English OK, why not Indian languages? Dharmendra Pradhan on NEP 3-language row	India Today	E-News Article	21-09-2025	292
152.	Centre not imposing any language on any State: Dharmendra Pradhan	The Hindu	E-News Article	21-09-2025	295

153.	Need of Empirical Humanties	The Hindu	3	22-09-2025	297
154.	Poor attendance, lack of support: New education mission , old roadblocks	The Indian Express	6	22-09-2025	298
155.	Chalk, dedication,and the weight of favouritism	The Pioneer	8	22-09-2025	299
156.	Pradhan: Centre will not impose any language on states	The Indian Express	12	22-09-2025	299
157.	NEP does not emphasise on any language: Union Education Minister Dharmendra Pradhan at The Hindu Mind	The Hindu	E-News Article	22-09-2025	300
158.	Streaming In Delhi Schools : Literacy, numeracy lessons	The Times of India	8	23-09-2025	307
159.	Education ministry launches Vikasit Bharat Buildathon 2025	The New Indian Express	E-News Article	23-09-2025	308
160.	प्रोफेसर अंग्रेजी में लेक्चर देंगे, छात्र 11 भाषाओं में लाइव सुनेंगे	अमर उजाला	1	24-09-2025	311
161.	पूरे देश में इनोवेशन को आंदोलन बनाएंगे स्टूडेंट्स, चार थीम तय	नवभारत टाइम्स	15	24-09-2025	311
162.	Education Ministry to hold a virtual Buildathon contest	The Hindu	12	24-09-2025	312
163.	Language consultation panel passes resolution to dissolve committee on Maharashtra three language policy	The Hindu	E-News Article	25-09-2025	313
164.	NCERT to grant equivalence to Class 10 and 12 Certificates across School Education Boards for admissions and government jobs	PIB	E-News Article	26-09-2025	316
165.	School dropout rates halved in 2 years, says govt report	The Times of India	E-News Article	26-09-2025	318
166.	NCERT Entrusted With Class 10th And 12th Certificate Equivalence For Admissions, Govt Jobs	AIR	E-News Article	26-09-2025	324
167.	एनसीईआरटी सभी शिक्षा बोर्ड के 10वीं - 12वीं के प्रमाणपत्रों को समकक्ष मान्यता प्रदान करेगी	अमर उजाला	6	27-09-2025	325
168.	64 शिक्षा बोर्डों के कोर्सों को अब एनसीईआरटी करेगा प्रमाणित	दैनिक जागरण	14	27-09-2025	325
169.	दूसरे बोर्ड के प्रमाणपत्रों को समान मान्यता मिलेगी	दैनिक जागरण	13	27-09-2025	325
170.	सभी बोर्ड के 10वीं, 12वीं के सर्टिफिकेट को समान मान्यता	नवभारत टाइम्स	3	28-09-2025	326
171.	NCERT to grant equivalence to Class 10th, 12th certificates across all school education boards	The Indian Express	E-News Article	28-09-2025	327
172.	Explained | From 2026, CBSE Class 10 boards twice a year: Is it a real shift or token reform?	The Indian Express	E-News Article	28-09-2025	329
173.	स्वास्थ्य शिक्षा पाठ्यक्रम में आयुर्वेद को शामिल करने पर काम जारी : आयुष मंत्री	दैनिक जागरण	9	29-09-2025	334
174.	'Work on to integrate Ayurveda into health education curriculum in schools and colleges'	Millennium Post	5	29-09-2025	335

175.	NEP has changed edu sector, opened doors for international universities: British Council	The New Indian Express	E-News Article	29-09-2025	336
176.	India’s Classrooms To Careers: Govt Pushes Skill based Learning In Classes 11 & 12	BW Education	E-News Article	29-09-2025	339
177.	Govt introduces Ayurveda as part of NCERT, UGC curriculum; check details	DNA	E-News Article	29-09-2025	343
178.	High Court urges NCERT to include anti-caste prejudice lessons in school books	The Telegraph Online	E-News Article	29-09-2025	345
179.	Min urges students to support Modi’s Development India vision	Millennium Post	3	30-09-2025	348
180.	LG notifies 75 CM SHRI schools	The Pioneer	2	30-09-2025	348
181.	Quality learning can accelerate growth	The Statesman	7	30-09-2025	349
182.	NCERT, UGC working to integrate Ayurveda into health education curriculum in schools, colleges	The Indian Express	E-News Article	30-09-2025	350
183.	Indian knowledge systems need to be inclusive to live up to Constitution's spirit	The New Indian Express	E-News Article	30-09-2025	354
184.	Government aims to integrate Ayurveda into health education curriculum in schools, colleges: Minister	The Hindu	E-News Article	30-09-2025	357

दैनिक जागरण, 01 सितंबर 2025, Pg-06

एनसीईआरटी की पहल पर आपत्ति क्यों

इतिहास की घटनाएं वर्तमान को दिशा देती हैं और वर्तमान उनसे सबक लेकर भविष्य की सुदृढ़ नींव रखता है। दुर्भाग्य से हमारे विद्यालयों में पढ़ाए जाने वाले इतिहास और पाठ्यपुस्तकों में घटनाओं और तथ्यों को प्रायः यथार्थ से काटकर मिथ्या आदर्शों, भावुक नारों और दलगत पूर्वाग्रहों के आधार पर प्रस्तुत किया गया। जब भी इतिहास को प्रामाणिक और वस्तुपरक ढंग से लिखने या पढ़ाने का प्रयास हुआ, उसे अनावश्यक विवाद और शोर-शराबे का सामना करना पड़ा। सुधारों की इसी पृष्ठभूमि में एनसीईआरटी ने विभाजन की विभीषिका और उससे उपजी त्रासदी को निष्पक्ष दृष्टि से समझाने के उद्देश्य से कक्षा 6 से 8 और 9 से 12 तक के विद्यार्थियों के लिए दो विशेष पूरक शैक्षिक माड्यूल जारी किए हैं। इन्हें अनिवार्य पाठ्यक्रम में शामिल नहीं किया जाएगा, बल्कि चर्चा के माध्यम से तत्कालीन परिस्थितियों की सूक्ष्म और गहन समझ विकसित की जाएगी। इन माड्यूल में मोहम्मद अली जिन्ना, लार्ड माउंटबेटन और कांग्रेस को विभाजन का जिम्मेदार बताया गया है। कौन नहीं जानता कि जिन्ना की अंधी महत्वाकांक्षा, पद-लोलुपता और पृथक पहचान की राजनीति ने भारतीय मुसलमानों में पनप रही सांप्रदायिक भावना को भड़काने में निर्णायक भूमिका निभाई।

विभाजनकारी राजनीति के बीज पहले से ही सर सैयद अहमद खान, मोहम्मद इकबाल, चौधरी रहमत अली, मोहम्मद इस्माइल जैसे नेताओं के विचारों में मौजूद थे। उनका सोच उस राजनीतिक इस्लाम से पोषित था, जो गैर-मुसलमानों के साथ स्थायी या समान संबंध की संभावना को सिद्धांततः नकारता था। इनका मानना था कि जिस इस्लाम की सदियों तक भारत में हुकूमत रही हो, उसे मानने वाले मुसलमान बहुसंख्यक आबादी वाले पंथनिरपेक्ष भारत में कैसे रह सकेंगे? 20वीं शताब्दी के प्रारंभिक वर्षों में मुसलमान नेताओं के लिए पृथक देश की मांग के छिटपुट स्वर ही सुनाई पड़ते थे, किंतु मार्च 1940 के लाहौर प्रस्ताव के बाद मुस्लिम लीग के नेतृत्व में विभाजन की मांग को व्यापक जनसमर्थन मिलने लगा। 16 अगस्त 1946 को जिन्ना द्वारा घोषित 'डायरेक्ट एक्शन डे' ने विभाजन की दिशा लगभग तय कर दी। केवल कलकत्ता (कोलकाता) में ही कई हजार लोग मारे गए, जबकि नोआखाली (बंगाल) में 10 अक्टूबर 1946 को गुलाम सरवर हुसैनी के नेतृत्व में निर्दोष-निःशस्त्र हिंदुओं का पूर्व नियोजित नरसंहार हुआ। उस समय बंगाल में मुस्लिम लीग की अंतरिम सरकार थी और हुसैन सुहरावर्दी मुख्यमंत्री पद पर आसीन थे।



प्रणय कुमार

एनसीईआरटी ने उन परिस्थितियों को ही दर्शाया है, जिन्होंने विभाजनकारी मानसिकता को जन्म दिया



किन हालात में हुआ भारत का बंटवारा ● फाइल

नोआखाली का नरसंहार किसी आकस्मिक उन्माद का परिणाम नहीं, बल्कि एक सुनियोजित षड्यंत्र था। जिन्ना और मुस्लिम लीग की धमकी-बंटा भारत या बर्बाद भारत' के समक्ष तत्कालीन कांग्रेस नेतृत्व ने घुटने से टेक दिए। जिन्ना मुसलमानों के बड़े तबके को यह विश्वास दिलाने में सफल रहे कि मत-मजहब, संस्कृति, रीति-रिवाज, इतिहास और जीवन-दृष्टि जैसे सभी आधारों पर वे हिंदुओं से स्थायी रूप से भिन्न हैं। यही कारण था कि 1946 के संविधान-सभा के चुनाव में मुस्लिम लीग ने मुसलमानों के लिए आरक्षित 78 में से 73 सीटों पर विजय प्राप्त की। मुस्लिम लीग को मद्रास, बांबे प्रेसीडेंसी और उड़ीसा में करीब सौ प्रतिशत, बंगाल में 95 प्रतिशत, मध्य भारत में 93 प्रतिशत, असम में 91 प्रतिशत, अविभाजित पंजाब में 86 प्रतिशत, बिहार में 85 प्रतिशत और संयुक्त प्रांत में 82 प्रतिशत सीटें प्राप्त हुईं। जिन तमाम मुसलमानों ने मजहब के आधार पर पृथक देश की मांग का समर्थन किया, उनमें से बड़ी संख्या में विभाजन के बाद भी भारत में ही रह गए, जबकि पाकिस्तान से भारत आए लगभग डेढ़ करोड़ हिंदू, सिख और सिंधी अपने ही देश में शरणार्थी बनकर दर-दर भटकते रहे। बिभाजन से उपजी हिंसा में लगभग दस लाख से अधिक निर्दोष लोग मारे गए, लाखों परिवार अपने पुरखों की जमीन-जायदाद से उजाड़ दिए गए और माताओं-बहनों के विरुद्ध हुए अत्याचारों ने पाशविकता और अमानुषिकता की सारी सीमाएं पार कर दीं। मानव इतिहास का यह सबसे बड़ा विस्थापन किसी प्राकृतिक आपदा या बाहरी आक्रमण से नहीं हुआ। इसके लिए अपने ही लोग मुख्य रूप से जिम्मेदार थे।

1942 के क्रिप्स मिशन और 1946 के कैबिनेट मिशन में विभाजन का कोई प्रस्ताव नहीं था, फिर भी 3 जून 1947 को माउंटबेटन योजना तुरंत क्यों स्वीकार की गई, यह प्रश्न आज भी भारतीय जनमानस को क्षुब्ध करता है। मार्च से अगस्त 1947 के बीच माउंटबेटन द्वारा कांग्रेस और मुस्लिम लीग के नेताओं के साथ हुई 133 बैठकों से स्पष्ट है कि विभाजन उनकी सहमति से हुआ। सत्ता-हस्तांतरण की तिथि जून 1948 से घटाकर अगस्त 1947 करना और सीमाओं के निर्धारण के लिए केवल पांच सप्ताह का समय देना घोर लापरवाही थी। सीमा-रेखांकन का दायित्व जिस सीरिल रेडक्लिफ को सौंपा गया, वह न भारत की भौगोलिक वास्तविकताओं से परिचित था, न सांस्कृतिक जटिलताओं से। यदि एनसीईआरटी विभाजन की परिस्थितियों को रेखांकित करने की दिशा में पहल कर रहा है, तो किसी को आपत्ति क्यों होनी चाहिए? ध्यान रहे जो राष्ट्र अपने अतीत से सीख नहीं ग्रहण करता, वह उसे दोहराने को अभिशप्त होता है। इसलिए इतिहास का सही अध्ययन आवश्यक है।

(लेखक शिक्षाविद हैं)

response@jagran.com

जनसत्ता, 01 सितंबर, 2025, Pg - 01 + 08

लड़कियों की शिक्षा के लिए काम करती है संस्था

उपलब्धि

मालदीव की शाहिना, फिलीपींस के विलानुएवा भी विजेताओं में

भारत की 'एजुकेट गर्ल्स' को रेमन मैग्सेसे पुरस्कार

जनसत्ता ब्यूरो
नई दिल्ली, 31 अगस्त।

दूरदराज के गांवों में स्कूल न जाने वाली लड़कियों की शिक्षा के लिए काम करने वाली भारतीय गैर-लाभकारी संस्था 'एजुकेट गर्ल्स' को 2025 के रेमन मैग्सेसे पुरस्कार विजेताओं में शामिल किया गया है। रविवार को इसकी घोषणा की गई।

रेमन मैग्सेसे पुरस्कार फाउंडेशन की ओर से जारी एक बयान में कहा गया कि 'फाउंडेशन टू एजुकेट गर्ल्स ग्लोबली', जिसे व्यापक रूप से 'एजुकेट गर्ल्स' के नाम से जाना जाता है, ने रेमन मैग्सेसे पुरस्कार प्राप्त करने वाला पहला भारतीय संगठन बनकर इतिहास रच दिया है।

एशिया का नोबेल माना जाने वाला रेमन मैग्सेसे पुरस्कार, एशिया के लोगों की निःस्वार्थ सेवा में दिखाई गई महान भावना को मान्यता देता है। अन्य दो विजेताओं में मालदीव की शाहिना अली को उनके पर्यावरण संबंधी कार्यों के लिए और फिलीपींस के फ्लेवियानो एंटोनियो एल विलानुएवा को उनके योगदान के लिए चुना गया है। 2025 के रेमन मैग्सेसे पुरस्कार विजेताओं को फिलीपींस के पूर्व राष्ट्रपति रेमन मैग्सेसे की फोटो वाला एक पदक, प्रशस्ति पत्र के साथ प्रमाणपत्र और नकद पुरस्कार दिया जाएगा। मनीला के मेट्रोपोलिटन थिएटर में 67वां रेमन मैग्सायसाय पुरस्कार समारोह सात नवंबर को आयोजित किया जाएगा। फाउंडेशन के बयान में कहा गया कि 'लड़कियों और युवा महिलाओं की शिक्षा के माध्यम से सांस्कृतिक रूढ़िवादिता को दूर करने, उन्हें निरक्षरता के बंधन से मुक्त करने और उनके दक्षता विकास, साहस, जज्बा बढ़ाने की प्रतिबद्धता के लिए' 'एजुकेट गर्ल्स' को यह पुरस्कार दिया जा रहा है।

'एजुकेट गर्ल्स' की स्थापना 2007 में 'लंदन स्कूल आफ इकोनामिक्स' की स्नातक सफीना हुसैन ने की थी, जो उस समय सैन फ्रांसिस्को में कार्यरत थीं। उन्होंने महिला निरक्षरता की चुनौती का सामना करने के लिए भारत लौटने का निर्णय लिया। राजस्थान से शुरुआत करते हुए, 'एजुकेट गर्ल्स' ने लड़कियों की शिक्षा के मामले में सबसे जरूरतमंद समुदायों की पहचान की, स्कूल न जाने वाली लड़कियों को कक्षा में पहुंचाया और उन्हें तब तक वहां रखने के लिए काम किया जब तक कि वे उच्च शिक्षा और लाभकारी रोजगार के लिए योग्यता हासिल करने में सक्षम नहीं हो गईं।' वर्ष 2015 में, उसने शिक्षा के क्षेत्र में दुनिया का पहला 'डेवलपमेंट

बाकी पेज 8 पर

संस्था भारत के सबसे वंचित क्षेत्रों के 30,000 से ज्यादा गांवों तक पहुंची, जिनमें 20 लाख से ज्यादा लड़कियां शामिल हुईं और जिनकी पढ़ाई जारी रखने की दर 90 फीसद से ज्यादा रही।

'एजुकेट गर्ल्स' ने प्रगति नामक एक मुक्त विद्यालय कार्यक्रम भी शुरू किया, जो 15-29 वर्ष की लड़कियों-महिलाओं को अपनी शिक्षा पूरी करने और आजीवन अवसरों का लाभ उठाने का अवसर प्रदान करता है।



भारत की 'एजुकेट गर्ल्स' को रेमन मैग्सेसे पुरस्कार

इंपैक्ट बांड' (डीआइबी) शुरू किया, जिसका उद्देश्य वित्तीय सहायता को परिणामों से जोड़ना था। इसकी शुरुआत 50 ग्रामीण स्कूलों से हुई। यह संस्था भारत के सबसे वंचित क्षेत्रों के 30,000 से ज्यादा गांवों तक पहुंची, जिनमें 20 लाख से ज्यादा लड़कियां शामिल हुईं और जिनकी पढ़ाई जारी रखने की दर 90 फीसद से ज्यादा रही। 'एजुकेट गर्ल्स' ने प्रगति नामक एक मुक्त विद्यालय कार्यक्रम भी शुरू किया, जो 15-29 वर्ष की लड़कियों-महिलाओं को अपनी शिक्षा पूरी करने और आजीवन अवसरों का लाभ उठाने का अवसर प्रदान करता है। प्रारंभिक समूह में 300 शिक्षार्थी थीं, जिनकी संख्या बढ़कर 31,500 से अधिक हो गई हैं।

'एजुकेट गर्ल्स' की संस्थापक सफीना हुसैन ने इस पुरस्कार को एक ऐतिहासिक क्षण' बताया और कहा कि यह मान्यता लड़कियों की शिक्षा के लिए देश के जन-संचालित आंदोलन पर वैश्विक प्रकाश डालती है, जिसकी शुरुआत सुदूर इलाके में एक अकेली लड़की से हुई थी। भारत से रेमन मैग्सेसे पुरस्कार के पिछले विजेताओं में सामाजिक कार्यकर्ता मदर टेरेसा (1962), राजनीतिज्ञ जयप्रकाश नारायण (1965), फिल्मकार सत्यजीत रे (1967), पत्रकार रवीश कुमार (2019), पर्यावरण कार्यकर्ता सोनम वांगचुक (2018), राजनीतिज्ञ अरविंद केजरीवाल (2006), आरटीआइ कार्यकर्ता अरुणा राय (2000), पूर्व आइपीएस अधिकारी किरण बेदी (1994) व पत्रकार अरुण शौरी (1982) शामिल हैं।

फाउंडेशन ने कहा कि मालदीव की अली को 'मालदीव के समुद्री पारिस्थितिकी तंत्र की रक्षा के लिए जुनून, दूरदर्शिता और समावेशिता के साथ उनकी अटूट प्रतिबद्धता के लिए सम्मानित किया जाएगा, जिससे यह सुनिश्चित होगा कि वैश्विक समस्याओं के प्रभावी स्थानीय समाधानों की तलाश में मालदीव की अगली पीढ़ी उनके काम को आगे बढ़ाएगी।' फिलीपींस के पादरी विलानुएवा को 'गरीबों और वंचितों की गरिमा बनाए रखने के उनके आजीवन मिशन के लिए सम्मानित किया जा रहा है, जो हर दिन अटूट विश्वास के साथ यह साबित करते हैं कि अपने सबसे कमजोर भाइयों की सेवा करने से सभी का उद्धार होता है।'

Financial Express, 01 September 2025, Pg-07

What ails higher secondary education

MAKING OUR STUDENTS THINK, NOT JUST REMEMBER



INDIA IS an examination economy built on fear.

We have shaped our school system to optimise for clearance, not capacity. From Grade 9, the student's path narrows. Each year moves closer to a final score, a single-day test, and an entrance cut-off. Curriculum choices, teaching methods, and assessment are aligned to this logic. The outcome is a system that prepares students to qualify, but not to understand.

Higher secondary education, covering Grades 9 through 12, is meant to function as a bridge between school and the world. This is the stage where students should be introduced to complexity, exposed to disciplines, and encouraged to form judgement. Instead, these years are consumed by preparation cycles, board syllabi, and performance anxiety.

When the intent of education becomes marks, the method becomes narrow. Students learn to retain and reproduce, not to apply and reflect. They are taught content, but not context. They learn to solve model papers, not real problems.

KUNAL VASUDEVA

Students enter higher education with memory, but without structure. They face group discussions, case rounds, and interviews without ever having been asked to form original opinion. Institutions are forced to rebuild the very foundations that school should have laid. Many argue that examinations act as filters. But filters are only useful if they let through what is ready. These exams assess a student's ability to perform under artificial pressure, using fixed formats, on a single day. They do not assess reasoning, adaptability, or creative thinking.

At a time when knowledge is everywhere across platforms, formats, and AI tools, the need is no longer to remember. The need is to think. That kind of thinking is not built in a classroom that races towards a test. Today's students are not stepping into static professions. They are entering environments where systems, people, economics, and digital tools intersect. They will need to read nuance, balance uncertainty, and work with teams. These are not soft skills. These are cognitive muscles that are never developed in a test-driven model.

If India wants to reach Viksit Bharat, this can't continue. A nation cannot innovate when its classrooms are built to eliminate. The purpose of higher secondary must shift. These years should prepare a young person to think across domains, to engage with ambiguity, and to explore their discipline with curiosity. They should learn how to build arguments, test ideas, and apply knowledge to problems that do not come with instructions.

The design of school must reflect demands of life, not the structure of a qualifying exam. The responsibility of educators is not to finish a chapter. It is to start a thought. We once believed the Guru was someone who possessed knowledge and shared wisdom. Today, that definition is no longer enough. If Gurus do not evolve, students will. And when they do, they won't ask for permission. They will choose their own teacher.

The author is co-founder & managing director, Indian School of Hospitality

The Times of India, 01 September 2025, Pg-11

Universal school education a distant dream as over 40% schools still lack computers, internet

UDISE+ 2024-25 report confirms Bihar, WB and Meghalaya are the worst hit due to lack of digital infrastructure

Divyansh.Kumar
@timesofindia.com



India needs to cover a long distance to realise NEP 2020 goals to attain universal school education that aims at achieving 100% GER and robust school infrastructure. The Unified District Information System for Education Plus (UDISE+) report for 2024-25 confirms that a substantial digital divide continues to plague government schools. The data confirms that most schools now have electricity, but do not have internet or computers. While the national percentage of schools with computer facilities has improved to 64.7% in 2024-25 from 57.15% in 2023-24, a significant gap remains in states including Bihar and West Bengal (WB), where 25.17% and 25.06% schools have computers, respectively. Meghalaya schools have a staggeringly low computer facility, at only 19.66%.

The internet connectivity gap is even more pronounced. On a national scale, 63.47% of schools have internet access; however, West Bengal is at the bottom with only 18.61% of its schools having internet access. "Altogether, the data shows that while infrastructure numbers have inched up, equitable access, meaningful use of technology and the basic reach of schooling remain major obstacles to delivering universal education," says Arun C Mehta, former professor and head, Department of Education Management Information System, National Institute of Educational Planning and Administration, New Delhi.

Digital Divide

The sectoral split of schools magnifies the problem. In Bihar, 71.8% of private schools and only 16.5% of government schools have computers. In West Bengal, 21.3% government schools have access to computers, versus 53.3% in the private sector. Alarmingly, the UDISE+ data shows large number of schools where computers are present but not functional for pedagogical use, a gap that has been widening–63,598 schools had non-functional computer facilities in 2022-23, rising to 92,409 in 2023-24, and 99,184 in 2024-25. "Improving facilities is necessary but not sufficient. About 60% of schools still do not have internet, and 50% lack computers. Teachers and staff in many rural schools are forced to travel to block offices or cybercafes to do data entry. The push to hire agencies and hand them laptops is a stopgap not a sustainable solution," Prof Mehta adds.

Zero Enrolments

The report highlights continuing structural weaknesses: schools with no students, and teachers posted in such schools. In 2022-23 there were 10,294 zero-enrolment schools; this rose to 12,954 in 2023-24 before falling sharply to 7,993 in 2024-25. UP had 2,895 zero-enrolment schools in 2023-24 (rising to 2,959 in 2024-25), and MP recorded 1,211 in 2022-23 and 1,223 in 2024-25. "The data release also lacks transparency on school closures. Approximately 89,000 schools have been closed or merged since 2017-18. The decline in enrolment of almost 2 million students last year by some counts is directly related to these closures," says Prof Mehta.

Teacher-student Ratio

Single-teacher schools remain a key challenge for improving learning quality. There were approximately 1,18,000 single-teacher schools in 2022-23; 1,10,000 in 2023-24, and 1,04,000 in 2024-25. MP and Andhra Pradesh top this list (MP: 13,100 single-teacher schools over the years; AP: 12,600-12,900 such schools). "It is concerning if we aim to achieve 100% GER in 2030 without addressing the fundamental issues. While government reports present a positive picture, they fail to highlight the core issues, such as the merging and closing of schools, the lack of digital infrastructure, and the problem of single-teacher schools. Unless these gaps are acknowledged and addressed, the goal of universal school education will be difficult to achieve," adds Prof Mehta.

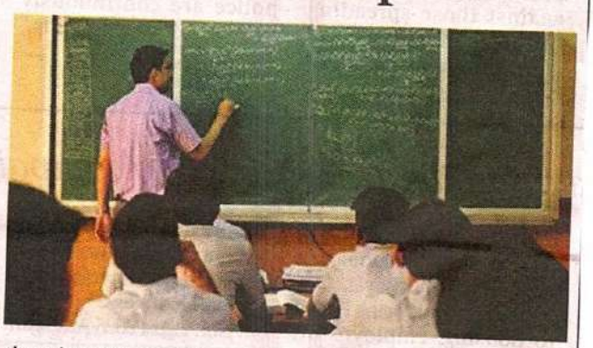
Corrective Measures

The MoE is working to reduce single-teacher schools. "We regularly guide states to regulate single-teacher schools. In the past year, there has been an improvement. Most of these schools are in rural areas, and the ministry has action plans to correct the situation," says Sanjay Kumar, secretary, Department of School Education & Literacy, MoE.

The Statesman, 01 September 2025, Pg-03

17% schools in Himachal are still run by single teachers: UDISE report

BHAWANI NEGI
Shimla, 31 August



Himachal Pradesh continues to grapple with the challenge of single-teacher schools, with 2,964 institutions – 17.1 percent of the total – run by just one teacher, according to the Ministry of Education's Unified District Information System for Education (UDISE) Plus 2024-25 report released on August 28.

Such schools have enrolled 46,329 students. However, the number of single-teacher schools in the state has decreased from 2023-24 with 3,473 such schools enrolling 65,819 students.

Still, 184 schools in the state lack functional girls' toilets, 273 don't have functional boys' toilets, and 167 don't have functional electricity. A mere 5,140 (29.7 per cent) schools are equipped with toilet facilities for Children With Special Needs (CWSN).

Of 17,330 schools in the state, 10,390 are at the primary level, 2,422 upper-primary, 1,775 secondary, and 2,743 are at the higher secondary level.

There are 14,725 government schools, 2,603 private unaided schools, and two fall under the other category. There are 8.02 lakh students enrolled in government schools in 2024-25, a 3.6 per cent decrease from the previous year.

The UDISE report has revealed the poor infrastructure in government schools of HP. More than 30 per cent of government schools lack a functional computer facility for pedagogical purposes while over 40 per cent don't have internet facilities.

A mere 3,083 (20.9 per cent) government schools have a co-curricular activity room or arts and crafts room facility available. There are 3,001 government schools with secondary sections. But 721 schools don't have an integrated science lab facility available. Additionally, only 5.2 per cent of government schools and 10.7 per cent of private schools have tinkering labs.

When it comes to digital libraries, only 1.6 per cent of government schools and 7.1 per cent of private ones have the facility. Just 1.9 per cent of government schools have functional laptops; however, nearly 40 percent of schools have functional tablets.

Just 23 per cent of government schools have projectors, while the figure for private schools is nearly double at 44.2 per cent. Over 48 per cent of schools have functional smart classrooms used for teaching, equipped with digital boards, smartboards, virtual classrooms, or smart TV availability, while the figure for private schools is 53.4 per cent.

The Indian Express, 01 September 2025, Pg. 06

Magsaysay for Indian NGO working to educate girls who drop out of school

PALLAVI SMART
MUMBAI, AUGUST 31

THE FOUNDATION to Educate Girls Globally, widely known as Educate Girls, an Indian non-profit working to bring out-of-school girls into classrooms, is among the 2025 Ramon Magsaysay awardees announced on Sunday.

Educate Girls has made history as the first Indian organisation to receive the award, a statement from the Ramon Magsaysay Award Foundation (RMAF) said in Manila. It has been named for "its commitment to addressing cultural stereotyping through the education of girls and young women, liberating them from the bondage of illiteracy and infusing them with skills, courage and agency to achieve their full human potential," it said.

Starting with just two villages in Rajasthan in 2007, the organisation has expanded to over 30,000 villages across India, impacting the lives of more than two million girls over nearly two decades. But at the heart of this remarkable journey is a dream once held by a young girl who herself had dropped out of school due to personal hardship — Safeena Husain, the founder and board member of Educate Girls. Her return to education, and eventual graduation from the prestigious London School of Economics (LSE), was made possible by a timely push and encouragement — a turning point that shaped her life's mission and inspired a movement to ensure no girl is left behind.

Husain said she experienced first-hand the stigma faced by girls who are denied education. "I was told things like 'what will she do in life?' or that I should just be married off," she recalled.

A woman family friend helped her return to education, eventually leading Husain to graduate from LSE. After working briefly in Silicon Valley and with various non-profits, Husain returned to India to address the gender gap in education. She founded Educate Girls with the goal of not just enrolling girls into schools, but also ensuring retention and learning outcomes.

Since its beginning, the organisation has been working closely with governments at state as well as national level. "Governments too have the same mission, to bring back out-of-school-girls to mainstream education. When goals are aligned, cooperation ensures faster progress," said Husain.

Educate Girls began with two villages in Rajasthan — Pali and Jalore — based on a list obtained from the then Ministry of Human Resource and Development (MHRD) with the names of districts having a considerable gender gap in terms of education.



Safeena Husain *(left)*, the founder of Foundation to Educate Girls Globally, with a group in Rajasthan. *AP/file*

According to Husain, the change cannot be brought by an outsider preaching to send girls to schools, but by involving local support. Central to the initiative's success is the concept of Team Balika, a model developed by her with local volunteers, both men and women, who act as gender champions in their communities. "This army of volunteers is not working for money but for change. Their community connection makes them powerful agents of transformation," said Husain.

Educate Girls has also been at the forefront of innovation in the non-profit sector. It pioneered the Development Impact Bond (DIB) in education – India's first – where funding is linked to measurable results. This data-driven approach has allowed the organisation to track impact and refine strategies in real time. One of its recent advancements is the development of an Artificial Intelligence model that helps identify "hotspots" — areas with a high concentration of out-of-school girls. This allows targeted interventions and efficient resource allocation.

Despite its success, Husain emphasised that social attitudes remain a significant barrier. "Poverty is one part of the problem, but patriarchy is a much deeper challenge. Changing mindsets requires community participation," she said, recalling an incident where local resistance to girls' education was countered by a local volunteer, changing the tone of the conversation.

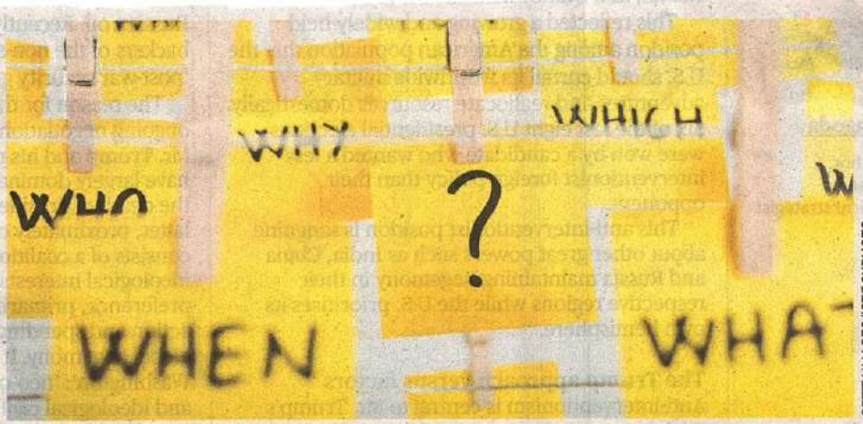
Looking ahead, Educate Girls aims to reach 10 million learners globally, seeking partnerships with like-minded organisations worldwide to scale their impact. "If India wakes up tomorrow believing that all boys and girls are equal, we won't need Educate Girls. Until then, the organisation continues to fight for every girl's right to learn and thrive," said Hussain.

The other two winners of the Ramon Magsaysay awards — considered the Asian equivalent of the Nobel Prize — this year are Shaahina Ali from the Maldives for her environmental work and Flaviano Antonio L Villanueva from the Philippines. The RMAF said Ali was being recognised for "her unwavering commitment to protecting the marine ecosystem of the Maldives with passion, vision and inclusivity, ensuring that her work will be carried on by another generation of Maldivians in search of effective local solutions to global problems." Villanueva, a priest, is being recognised for "his lifelong mission to uphold the dignity of the poor and the oppressed, daily proving with unwavering faith that by serving the least of their brethren, all are restored," it said.

-WITH PTI INPUTS

The Hindu, 01 September 2025, Pg. 05

Albert P'Rayan



GETTY IMAGES/ISTOCKPHOTO

Encourage them to doubt

With Teachers' Day round the corner, an educator stresses the need to celebrate curiosity in the classroom

A teacher known for her innovative methods announced, "Today, I'm not going to teach any subject. Instead, I want you to raise interesting questions for a discussion. Are you ready?" The class cheered one by one, the questions tumbled out: Why does zero mean nothing? Why must two plus two always equal four? Why do we call a pen a 'pen'; if someone gave it another name, would it still be the same thing? The stunned teacher had not expected such probing, thought-provoking, and certainty- shaking questions.

Certainty and doubt

"There is one sin I have come to fear above all others: certainty. Certainty is the greatest enemy of unity; the deadliest foe of tolerance," said Cardinal Lawrence in the film *Conclave*, and adds, "Let us pray that God grants us a Pope who knows how to doubt." Reflecting on the quote, I wondered whether the Ministry of Education and school administrators should also pray for teachers who know how to doubt and who can instil that same spirit of curiosity in their students.

Certainty can hinder both thought and progress. Teachers who cling to certainty often resist challenge and discourage questioning. In doing so, they stifle curiosity, an essential quality that fuels fresh thinking, creative ideas, and innovation. Curiosity and imagination are closely connected and share many common traits. Curiosity prompts questions and drives the desire to explore, while imagination generates new ideas and opens paths to new solutions.

Sadly, our education system seldom values the nurturing of either curiosity or imagination. Albert Einstein once declared, "Imagination is more important than knowledge," implying that knowledge is finite and limited to what is already known, whereas imagination allows us to explore possibilities beyond current understanding. It is a powerful driver of creativity and innovation. Yet the teaching community seems not to have realised the value of imagination and the power of curiosity.

Those who doubt are often the most curious. They seek truth, question assumptions, and strive to grow. Teachers who embrace doubt encourage students to ask questions, explore ideas, and think deeply. Curiosity leads to clarity. It sparks innovation. It deserves to be celebrated in the classroom.

Does our education system celebrate certainty while discouraging curiosity? Why is certainty valued more than curiosity? Why is it important for teachers to encourage students to doubt? How can teachers help students become curious? Finding answers to these and other related, often unasked, questions can help educators cultivate their own curiosity and make the classroom a better place for seeking knowledge.

Constructive response

Let's assume that a teacher in a class made the following statements: "The Earth is round." "I'm glad you are all very attentive in class." "The object is red in colour." Now let's imagine that some curious students raised the following questions: "If the Earth is round, why don't the people at the bottom fall off?" "How do you know I'm attentive in class and not just dreaming right now?" "Who decided that red should be called 'red'? What if it looks different to you than it does to me?"

These questions challenge scientific certainty about gravity, raise doubts about the nature of reality, and question the certainty of language, meaning, and shared perception. In such situations, a teacher should use these moments as opportunities to develop reasoning, explore ideas,

A constructive teacher values questions rather than dismissing them. Even a simple "That's a good question" validates curiosity. Instead of giving ready-made answers, the teacher can ask, "What do you think?" turning passive listening into active reasoning. Some truths rest on evidence (like gravity keeping us on Earth), while others are shaped by human systems (like language and meaning). It is also fine for teachers to admit they don't know; saying, "Let's explore this together" shows that knowledge grows through inquiry, not certainty. Above all, the teacher's role is to keep curiosity alive.

A classroom blessed with curious students is like a garden of wonder, where questions bloom into creativity, innovation takes root, and the fragrance of new knowledge spreads everywhere. When teachers nurture learners' natural curiosity, both teachers and students grow wiser and inspire others to think, question, and imagine. What a beautiful garden such a classroom would be!

The writer is an ELT resource person and education columnist. Email rayanal@yahoo.co.uk

The Hindu, 01 September 2025; Pg. 10

NGO Educate Girls wins Ramon Magsaysay Award

It brought unschooled or out-of-school girls into classroom, and worked to keep them there until they were able to acquire credentials for higher education and employment, says foundation

Kallol Bhattacherjee
NEW DELHI

Educate Girls, an Indian non-profit organisation working to educate unprivileged girls across the country, has been named as one of the three winners of the Ramon Magsaysay Award, 2025. The other winners are Shaahina Ali of the Maldives and Flaviano Antonio L. Villanueva of the Philippines.

Announcing the award for Educate Girls, also known as Foundation to Educate Girls Globally, the Ramon Magsaysay Award Foundation said on Sunday that it was "an Indian organisation whose groundbreaking work in addressing gender injustice in education in India's most rural and remote areas creates a ripple effect that uplifts families, communities, and entire societies".

"Starting out in Rajasthan, Educate Girls identified the neediest communities in terms of girls' education, brought unschooled or out-of-school girls into the classroom, and worked to keep them there until they were able to acquire credentials for higher education and gainful employment," it said.



Bridging the gap: In this photo provided by the Ramon Magsaysay Award Foundation, Safeena Husain, left, founder and Board member of the Foundation to Educate Girls, talks to a group in Rajasthan. AP

Reflecting on the milestone, Safeena Husain, the founder of Educate Girls, said, "Being the first Indian non-profit to receive the Ramon Magsaysay Award is a historic moment for Educate Girls and for the country. This recognition places a global spotlight on India's people-powered movement for girls' education, one that began with a single girl in the remotest village and grew to reshape entire communities, challenging traditions and shifting mindsets.

Acknowledging the award, Gayatri Nair Lobo, CEO of Educate Girls, said the announcement was "historic and humbling".

Thrilling news

"Educate Girls is the first Indian organisation to win the Ramon Magsaysay Award. It is an absolutely thrilling news for us and this award belongs to our teams across the country – our *preraks*, our team *balika*, the government, our donors and partners. But mostly this award belongs to our girls. Our girls who work tirelessly to get education," said Ms. Lobo in a video statement while congratulating environmental activist Shaahina Ali of the Maldives and Fr. Flaviano Antonio L. Villanueva of the Philippines, who shot to fame for opposing former President Rodrigo Duterte's infamous drug war which led to widespread human rights abuse.

The Ramon Magsaysay Award was started in 1958 to celebrate "greatness of spirit and transformative leadership in Asia". Since 1958, over 300 achievers and organisations from Asia have received this award.

(With PTI inputs)

Millennium post, 01 September 2025, Pg 01 + 04

Educate Girls first Indian NGO to receive Ramon Magsaysay honour

MPOST BUREAU

NEW DELHI/MANILA: An Indian non-profit working to improve access to education for girls in remote rural areas has been selected for the 2025 Ramon Magsaysay Award, the organisers announced on Sunday.

The Foundation to Educate Girls Globally, better known as Educate Girls, has become the first Indian organisation to be honoured with what is often called the "Asian Nobel Prize". The Ramon Magsaysay Award Foundation (RMAF), in its announcement, said the recognition was for the organisation's "commitment to addressing cultural stereotyping through the education of girls and young women, liberating them from the bondage of illiteracy and infusing them with skills, courage, and agency to achieve their full human potential."

Founded in 2007 by Safeena Husain, a graduate of the London School of Economics, the group began operations in Rajasthan before expanding its work to some of India's most disadvantaged regions. Husain, who left her career in San Francisco to return to India, described the honour as a milestone. "This recognition places a global spotlight on India's people-powered movement for girls' education, one that began with a single girl in the remotest village," she said.

According to the RMAF, Educate Girls initially identified villages with the highest need, Continued on P4

Educate Girls

bringing out-of-school girls into classrooms and ensuring that they remained enrolled until completion. Over time, its outreach expanded to more than 30,000 villages, impacting the lives of over two million girls with a reported retention rate exceeding 90 percent.

In 2015, the organisation pioneered the world's first Development Impact Bond in education, linking donor funding with measurable learning outcomes. The group also runs Pragati, an open-schooling initiative for young women between 15 and 29 years, enabling them to complete their education. The programme started with 300 learners and has now grown to over 31,500 participants.

Educate Girls joins two other awardees this year. Shaahina Ali from the Maldives was recognised for her dedication to marine conservation. The Foundation described her as "a passionate leader ensuring that her work will be carried on by another generation of Maldivians in search of effective local solutions to global problems."

The third recipient, Flaviano Antonio L. Villanueva from the Philippines, a Catholic priest, was cited for his service to the poor and marginalised. RMAF noted his work in defending human dignity and providing funerals for victims of the government's drug war, while continuing to advocate for justice.

All three honourees will receive a medallion bearing the likeness of President Ramon Magsaysay, a certificate with their citation, and a cash award. The 67th Presentation Ceremonies are scheduled for November 7 at the Metropolitan Theatre in Manila.

RMAF chairperson Edgar O. Chua said the laureates exemplify qualities that continue to inspire across Asia. "For 67 years, the Ramon Magsaysay Award has celebrated transformative leaders who have become enduring beacons for Asia and the world. This year's recipients stand firmly by that proud tradition," he remarked.

Notable Indians in the past who have received the award include Mother Teresa in 1962, filmmaker Satyajit Ray in 1967, former IPS officer Kiran Bedi in 1994, RTI activist Aruna Roy in 2000, Delhi Chief Minister Arvind Kejriwal in 2006, environmentalist Sonam Wangchuk in 2018, and journalist Ravish Kumar in 2019.

The Ramon Magsaysay Award, established in 1957, honours individuals and organisations across Asia who demonstrate integrity, courage, and selfless service in their fields. WITH AGENCY INPUTS

Advertisement

Nation

Union Education Minister Dharmendra Pradhan lauds NCERT for modules on partition horrors, Op Sindoor

Pradhan called for the introduction of Artificial Intelligence in the Education system and the need to integrate digitalisation into it.



Add as a preferred source on Google

Union Education Minister Dharmendra Pradhan (File photo | PTI)

Express News Service

Updated on: 01 Sep 2025, 10:27 pm · 2 min read

NEW DELHI: Union Education Minister Dharmendra Pradhan on Monday lauded the National Council for Educational Research and Technology (NCERT) for its recent modules on the horrors of partition as well as Operation Sindoor.

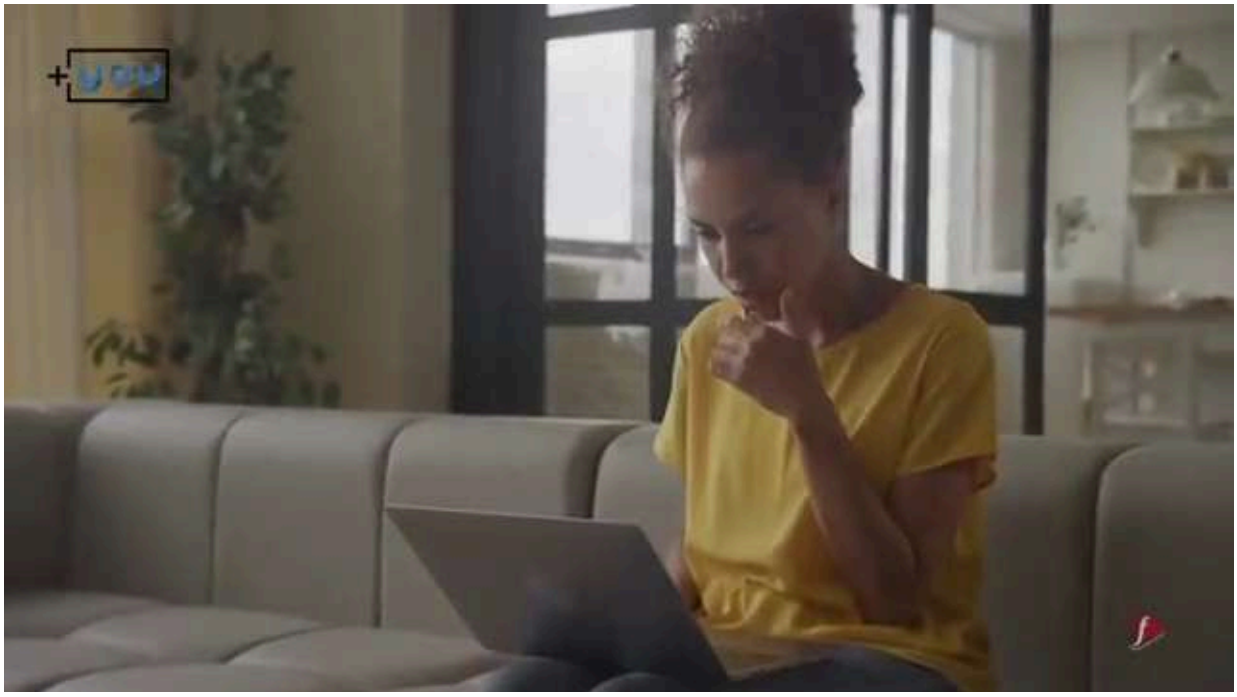
Taking part in a function held to mark the 65th Foundation Day of NCERT at its campus in Aurobindo Marg, Pradhan said, “NCERT’s efforts to highlight Operation Sindoor through a new module is appreciable. A similar effort has been made with the partition horrors. This also deserves much appreciation. Should the country forget about the horrors that happened?”

“If we do not know what has happened in the past and connect it with our present, then we will remain misguided in the future. We will be confused in the future,” he said.

The module released for classes VI to VIII on August 15 resulted in a war of words between the Congress and the BJP. It generated much controversy as it held Muhammad Ali Jinnah, the Congress and Viceroy Lord Mountbatten responsible for the partition.

Add as a preferred source on Google

Advertisement



through their textbooks. "NCERT books are the ones that everyone goes for any reference," the Minister said.

He launched several new initiatives, including:

- **Newly constructed entrance complex** of the NCERT campus
- **Primers** in Hindi, Sanskrit, Ho-Hindi, and Koya, developed by the Central Institute of Indian Languages, Mysuru, and NCERT
- **PM eVidya mobile application** for accessing all key digital and broadcast initiatives
- **PM eVidya DTH TV Channel No. 35** for Bal Vatika
- **Virtual Reality labs** at four schools, including Ajmer, Bhopal, and Bhubaneswar
- **DIKSHA 2.0** with structured lessons and AI tools like Read Aloud, Closed Captioning, and translation of text into 12 languages
- **Prashast 2.0**, enhancing mobile and web platforms for early identification of children with disabilities
- **Kitab Ek Padhe Anek**, to create Universal Design of Lea accessible digital and printed textbooks for inclusive cl especially for divyangjan students and children from disadvantaged groups
- **Utkal Jananinkarag Sujogya Santana**, a book on 100 great personalities of Odisha who contributed to modern Odisha's development and the National Freedom Movement
- **Handbook on vocational education** for key functionaries

Add as a preferred source on Google

Follow The New Indian Express channel on WhatsApp

Download the TNIE app to stay with us and follow the latest

Advertisement

Printed from
THE TIMES OF INDIA

Educators back CBSE's open-book exam, feel schools will have to lead

Sep 1, 2025, 01.16 AM IST



Pune: Educators from the CBSE board in Pune have said that the introduction of Open-Book Assessments for Std IX from the 2026-27 academic year will lead to making examinations more relevant to real-world challenges.

They said the decision will promote conceptual clarity, critical thinking, and application-based learning over rote memorisation. However, the success of the initiative will depend on how well schools prepare students and teachers for this shift, they added.

The Orbis School, Keshavnagar, has been preparing for this change. Vice-principal Sheena Sethi said they began training years ago, equipping both students and teachers with strategies for using materials effectively under timed conditions.

"Teachers must become learning architects rather than information broadcasters. A chemistry teacher might design lab scenarios where students use reference materials to troubleshoot unexpected reactions, guiding them through scientific reasoning rather than providing answers. English educators could present students with contemporary social issues and various literary perspectives, facilitating discussions on how different authors might approach modern dilemmas using provided texts as springboards," she added.

This transformative approach is in line with the National Curriculum Framework for School Education (NCFSE) and promises to reshape how students engage with knowledge and prepare for real-world challenges.

Since the educational shift was towards analytical thinking, Sethi said that the school initiated comprehensive training for both students and educators, equipping teachers with research methodologies to design analytical, critical thinking-based open-ended assessments that mirror real-world problem-solving scenarios.

Sachin Joshi, education researcher and National Education Policy steering committee Member, said, "Open-book exams are not at all easy; rather, they are challenging. In the pilot project conducted by CBSE, students' with highest scores were only 47%. When I conducted this experiment in my school last year, our best students' scores decreased by about 30%. The OBE will change the nature of question papers. When questions change, their answers will change, and when answers change, teachers' teaching methods will also have to change. According to National Education Policy, the new curriculum is also being prepared in this manner. Now teachers must change their teaching methods."

Devyani Mungali, founder and director of Sanskriti Group of Schools, said, "This is not about making exams easier; it's about making them relevant. The format will help reduce exam anxiety and encourage deeper understanding. But without proper training in how to navigate resources, some students might find themselves lost during the test."

Students are divided. "It will be less stressful. I don't have to memorise every detail, but I still need to understand concepts deeply. Some students are good at mugging up pages and pages while some struggle. This format will do the balancing act," Srushti Mundada, a Std IX student, said.

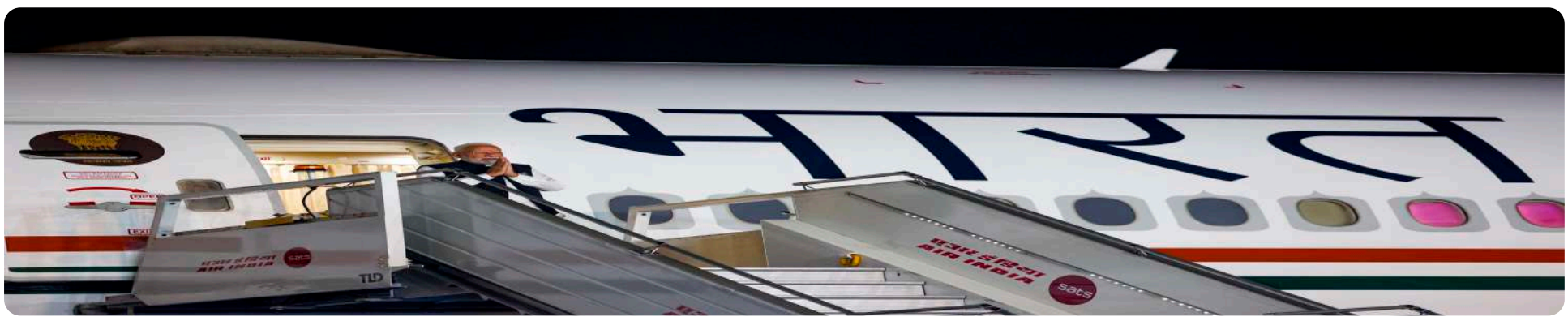
Some students were concerned. "I'm worried the questions may get too complicated if they expect us to figure out everything during the exam. We already have enough to read—adding books to the exam hall might just make it more confusing," Rohan Badade, also from Std IX, said.

NEP has brought far-reaching changes, aligned learning with values: Prez Murmu

NEW DELHI: (Aug 14) The National Education Policy (NEP) 2020 has brought in far-reaching changes, aligning learning with values and skills with tradition, President Droupadi Murmu said on Thursday.

In her address to the nation on the eve of the 79th Independence Day, Murmu said the government has created the most conducive ecosystem for those with entrepreneurial aspirations.

"Our youth have finally found the right environment for the realisation of their dreams. The National Education Policy has brought in far-reaching changes, aligning learning with values and skills with tradition. Employment opportunities are booming. For those with entrepreneurial aspirations, the government has created the most conducive ecosystem," she said.







MORE STORIES

Railway employees with SBI salary accounts to get Rs 1 crore accidental death cover

Naxalites kill two villagers in Chhattisgarh's Sukma

Allahabad HC raises serious concerns over male gym trainers imparting training to women

Union Education Minister Shri Dharmendra Pradhan addresses NCERT's 65th Foundation Day

Shri Dharmendra Pradhan urges NCERT to emerge as Reform-Oriented, Tech-Driven change leader

Posted On: 01 SEP 2025 5:32PM by PIB Delhi

Union Education Minister Shri Dharmendra Pradhan today addressed the 65th Foundation Day of NCERT and launched a host of initiatives including Diksha 2.0. He also released a book on the life and contribution of 100 great personalities of Odisha—'Utkal Jananinkara Sujogya Santana'.

The 65th Foundation Day celebration of NCERT was graced by the presence of several eminent dignitaries, Shri Sanjay Kumar, Secretary DoSEL Ministry of Education; Shri Chamu Krishna Shastry, Chairman, Bharatiya Bhasha Samiti; Prof. Dinesh Prasad Saklani, Director, NCERT; Prof. M. Jagadesh Kumar, Chairperson, UGC; Dr. Sreedhara Panicker Somanath, Former Chairman, ISRO; and Prof. J. S. Rajput, Former Director, NCERT, along with senior officials from the Ministry of Education and NCERT.

Shri Dharmendra Pradhan expressed happiness at being with the NCERT family and inaugurating a host of new educational initiatives. Extending his best wishes to NCERT, Shri Pradhan described it as an iconic institution at the heart of India's educational system. He said that NCERT has been a pillar of the nation's educational landscape, shaping the destinies of generations of students with unparalleled commitment and dedication.





Calling NCERT not just an institution but a ‘Gyan-Kumbh’, he highlighted its immense contribution to nation-building through education since its inception. He urged NCERT to embrace its role as a change leader by adopting a new avatar—reform-oriented, tech-driven, and focused on global best practices.





The Minister underlined that building a Samridhh Bharat by 2047 would be possible only if students were encouraged to develop critical and creative thinking skills. He urged NCERT to promote multilingualism to foster critical thinking in the Amrit Peedhi and to work towards transforming knowledge into competency. Shri Pradhan expressed confidence that NCERT would drive educational reforms, bring a paradigm shift in teaching and learning, and play a pivotal role in realizing the vision of a Samridhh Bharat.

Highlighting the government's focus on technology-driven learning, Shri Pradhan spoke about DIKSHA 2.0, the upgraded digital platform that is fully responsive and compatible with multiple devices. It offers structured lessons, adaptive assessments, and AI-powered tools like Read Aloud and translation of text files in 12 Indian languages. He also shared first-hand feedback from students who have benefitted from DIKSHA, noting how the platform is facilitating learner-specific education and empowering teachers and students alike.

****

MV/AK

MOE/DoSEL/ 1 September, 2025

(Release ID: 2162749) Visitor Counter : 2
Read this release in: Urdu , Hindi , Odia , Tamil

Digitisation & AI To Be Part Of Curriculum, Says Education Minister Dharmendra Pradhan



Union Education Minister Dharmendra Pradhan has emphasized the need for integration of digitalisation and introduction of Artificial Intelligence in the education system. Mr Pradhan said this while addressing the 65th foundation day celebration of the National Council of Educational Research and Training (NCERT) in New Delhi today. On the occassion, Mr Pradhan launched PM eVidya mobile application, DIKSHA 2.0 along with various other initiatives in advancing the quality of education and curriculum development across the nation. Mr Pradhan also lauded the role of NCERT in the advancement of India's education sector.

The Minister underlined that building a Samridhh Bharat by 2047 will be possible only if students were encouraged to develop creative thinking skills. He urged NCERT to promote multilingualism to foster critical thinking in the Amrit Peedhi and to work towards transforming knowledge into competency. Mr Pradhan expressed confidence that NCERT will drive educational reforms, bring a paradigm shift in teaching and learning, and play a pivotal role in realizing the vision of a Samridhh Bharat.

Highlighting the government's focus on technology-driven learning, the Minister spoke about DIKSHA 2.0, the upgraded digital platform that is fully responsive and compatible with multiple devices. He said, it offers structured lessons, adaptive assessments, and AI-powered tools like Read Aloud and translation of text files in 12 Indian languages.

NCERT launches Bal Vatika TV channel, DIKSHA 2.0, VR labs and more on 65th Foundation Day

News Desk

01 September 2025, 03:46 PM IST

2 min

NCERT celebrated its 65th Foundation Day with new initiatives like Bal Vatika TV channel, DIKSHA 2.0, VR labs, and more, aligning with NEP 2020

NCERT 65th Foundation Day | Photo: X/@ncert

New Delhi: The National Council of Educational Research and Training (NCERT) celebrated its 65th Foundation Day on Monday at its New Delhi headquarters, announcing a series of new initiatives, including the Bal Vatika DTH TV channel and DIKSHA 2.0, to enhance digital and inclusive learning in line with the National Education Policy (NEP) 2020.

To advertise here, Contact Us

Union Education Minister Dharmendra Pradhan, who graced the occasion as chief guest, was joined by senior officials, including Sanjay Kumar, Secretary (DoSE&L), Ministry of Education, former ISRO Chairman Sreedhara Panicker Somanath, and Chamu Krishna Shastry, Chairman of Bharatiya Bhasha Samiti.

Advertisement



One of the major launches was Bal Vatika - PM eVidya DTH Channel No. 35. This channel will offer engaging audio-visual content aimed at teachers, Anganwadi workers, parents, and children aged 3 to 6 years, with a focus on strengthening foundational literacy and numeracy skills.

NCERT also unveiled the upgraded DIKSHA 2.0 platform, which comes with structured lessons, adaptive assessments, performance feedback, and AI-based features such as Read

Aloud, Closed Captioning, and automated translation of text into 12 languages.

Other highlights included the inauguration of NCERT's new entrance complex on Aurobindo Marg, the launch of primers in Hindi, Sanskrit, Ho-Hindi, and Koya languages, the release of the PM eVidya mobile app as a centralised gateway for digital learning, and the introduction of Virtual Reality (VR) labs at four demonstration schools.

NCERT also rolled out PRASHAST 2.0--an enhanced pre-assessment screening tool for early identification of children with disabilities, integrated with UDISE+, APAAR and Swavlamban Card portals--along with Kitab Ek Padhe Anek, a universal design of learning-based initiative to create accessible textbooks for inclusive classrooms.

To promote regional and cultural education, NCERT launched Utkal Jananinkara Sujogya Santana, a book featuring 100 eminent personalities from Odisha who contributed to the state's development and India's freedom movement. In addition, the Handbook for Key Functionaries on Vocational Education was released by PSSCIVE, underlining the renewed emphasis on vocational education in schools under NEP 2020.

Celebrating five years of NEP 2020, NCERT highlighted its role as a key driver of education reforms, having developed and disseminated the National Curriculum Framework for School Education (NCF-SE 2023) and the Foundational Stage Framework (NCF-FS 2022).

ANI

Live Streaming Masterclass
Learn Proven Business Valuation Frameworks With Prof. Aswath Damodaran



Career kickstarter Series
Career Kickstarter by ETEducation & LinkedIn unites higher-ed leaders to...

WhatsApp Channel
Tune in to know the latest updates on the education industry

Industry 2 Min Read

NCERT will continue to play important role in educating students: Dharmendra Pradhan

The NCERT marked its 65th Foundation Day at its headquarters in New Delhi, unveiling a slew of new initiatives, including Bal Vatika DTH TV channel and DIKSHA 2.0 to strengthen digital and inclusive learning in line with the vision of the National Education Policy (NEP) 2020.

ANI
Published On Sep 1, 2025 at 09:57 PM IST

Union Education Minister Dharmendra Pradhan on Monday praised the National Council of Educational Research and Training (NCERT) for its role in shaping India's education sector as the institution marked its 65th Foundation Day.

"I hope NCERT will continue to play an important role in educating students and making India a 'vishwa-guru'...NCERT is focusing on education in different languages..." Pradhan said while speaking to reporters here.



Among the key announcements, the NCERT launched Bal Vatika - PM eVidya, a DTH Channel Available on No. 35, which will provide engaging audio-visual content for teachers, Anganwadi workers, parents, and children aged 3-6 years to boost foundational literacy and numeracy skills.

Advt

The NCERT marked its 65th Foundation Day at its headquarters in New Delhi, unveiling a slew of new initiatives, including Bal Vatika DTH TV channel and DIKSHA 2.0 to strengthen digital and inclusive learning in line with the vision of the National Education Policy (NEP) 2020.

Union Education Minister Dharmendra Pradhan, who graced the occasion as chief guest, was joined by senior officials, including Sanjay Kumar, Secretary (DoSE&L), Ministry of Education, former ISRO Chairman Sreedhara Panicker Somanath, and Chamu Krishna Shastry,

Chairman of Bharatiya Bhasha Samiti.

Among the key announcements, the NCERT launched Bal Vatika - PM eVidya, a DTH Channel Available on No. 35, which will provide engaging audio-visual content for teachers, Anganwadi workers, parents, and children aged 3-6 years to boost foundational literacy and numeracy skills.

EVENT

Reimagining Online Learning Ecosystems



Thu, 18 Sep 2025
Novotel Chennai

Thu, 18 Sep 2025
Novotel Chennai

Register Now

EVENT

EDNXT - Chennai

India's education

India's education



Fri, 19 Sep 2025
Taj Wellington Mews, Chennai

Fri, 19 Sep 2025
Taj Wellington Mews, Chennai

Register Now

EVENT

ET Ed Roun

Tue
Ahr

Tue
Ahr

Regist

The upgraded DIKSHA 2.0 platform was also unveiled, featuring structured lessons, adaptive assessments, performance feedback, and AI-enabled tools such as Read Aloud, Closed Captioning, and automatic translation of text files into 12 languages.

Other highlights included the inauguration of NCERT's new entrance complex on Aurobindo Marg, the launch of primers in Hindi, Sanskrit, Ho-Hindi, and Koya languages, the release of the PM eVidya mobile app as a centralised gateway for digital learning, and the introduction of Virtual Reality (VR) labs at four demonstration schools.

NCERT also rolled out PRASHAST 2.0--an enhanced pre-assessment screening tool for the early identification of children with disabilities, integrated with UDISE+, APAAR, and Swavlamban Card portals--along with Kitab Ek Padhe Anek, a universal design for learning-based initiative to create accessible textbooks for inclusive classrooms.

Advt

To promote regional and cultural education, NCERT launched Utkal Jananinkara Sujogya Santana, a book featuring 100 eminent personalities from Odisha who contributed to the state's development and India's freedom movement. In addition, the Handbook for Key Functionaries on Vocational Education was released by PSSCIVE, underlining the renewed emphasis on vocational education in schools under NEP 2020. (ANI)

Most Read in Industry

Investing in people: The true ROI of holistic capacity building in education

OpenAI bets big on India with Rs 4.5 crore IIT-Madras grant, 5 lakh free ChatGPT licenses for teachers and students

Tripura teachers demand implementation of 8th Pay Commission

Delhi HC sets aside CIC order to disclose PM Modi's degree details, says 'personal info'

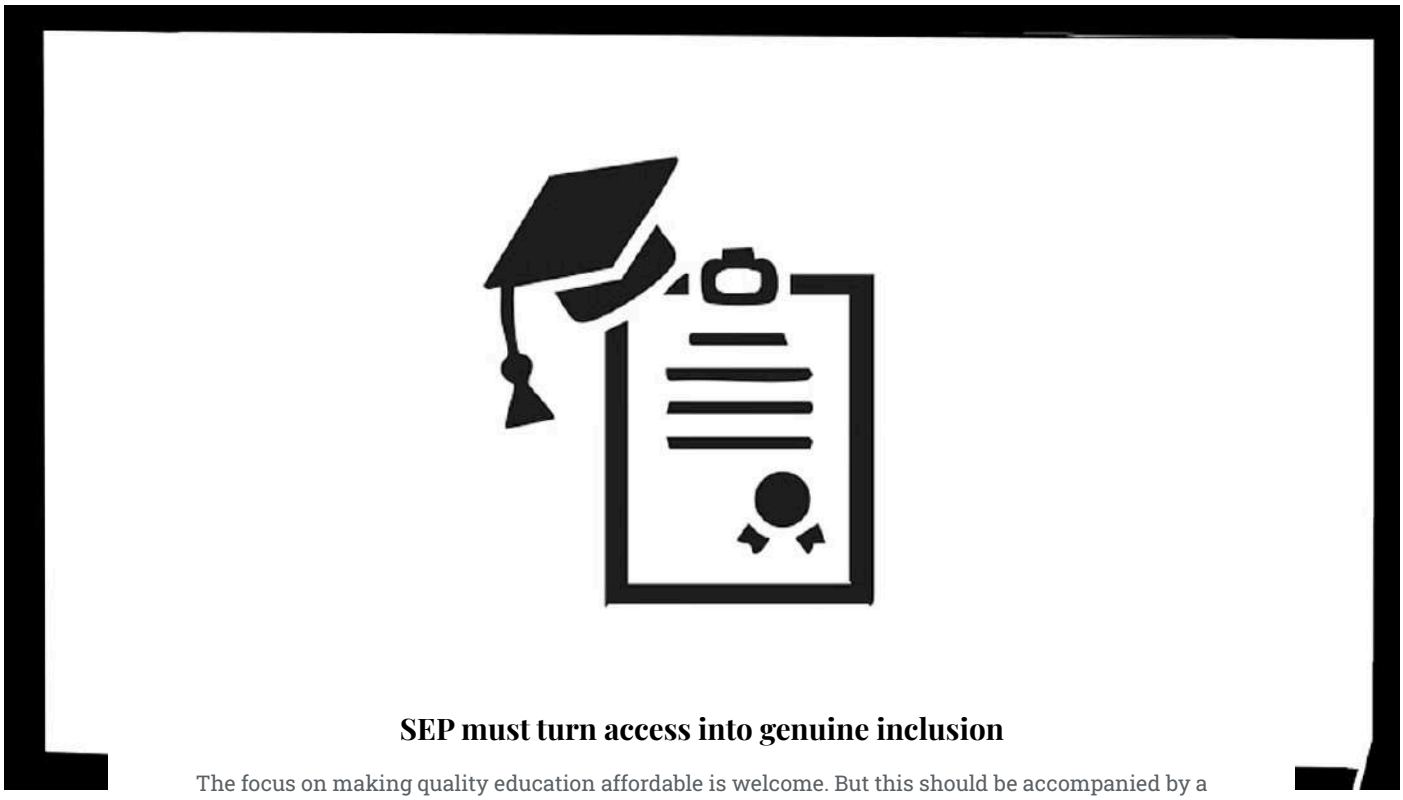
Published On Sep 1, 2025 at 09:57 PM IST

See more on: National Education Policy 2020, NCERT Foundation Day, DIKSHA 2.0, Dharmendra Pradhan, Inclusive Education

Comments

What are your thoughts?

ADVERTISEMENT



SEP must turn access into genuine inclusion

The focus on making quality education affordable is welcome. But this should be accompanied by a transformation in the curriculum

Paul Newman Victor Lobo S J Last Updated : 01 September 2025, 04:11 IST

Follow Us : 0

A few days ago, the Karnataka government, keeping its poll promise of implementing the State Education Policy (SEP) as an alternative to the National Education Policy (NEP), came out with a 2,197-page report. The main highlight of this was free education for girl students up to graduation as well as extending reservations to private institutions.

Add as your preferred news source on Google
Add Now

ADVERTISEMENT

ADVERTISEMENT

The main aim of the National Education Policy-2020 in the higher education sector is to increase the Gross Enrollment Ratio from the present 27% to 50% by 2035. It also aims at cutting down institutions from the present 58,000 to 12,000.

Only 12% of graduates proceed to post-graduate studies, and from there just 1% proceed towards pursuing research. NEP stresses multidisciplinary approach to learning, but at the higher education level, specialisation in a particular subject domain is the need preparing students to pursue research at a later stage.

Also Read: Karnataka: SEP implementation is unlikely this academic year

Also Read: Karnataka: SEP implementation is unlikely this academic year



The NEP welcomes initiatives such as allowing 100 foreign universities to operate from Indian soil. The mushrooming of private Higher Education Institutions (HEIs) is mostly for commercial purposes. How many can afford this expensive education model? We as educators need to question the purpose of many of these institutions and need to seek accountability from each one of them towards nation building and social commitment.

The SEP is clear that foreign universities can help local institutions by hand-holding them in technology transfer, joint research, student and teacher exchanges, leading to improvement in the quality of education as well as making higher education affordable.

The SEP's focus is on improving quality and making education affordable as well as promoting social justice, keeping girl child, Muslims, OBCs, SC/STs in mind, in continuation with the socialistic policies of our Constitution.

The SEP is silent on how higher education institutions would fare in the NAAC and NIRF assessments, as one of the important questions raised by the assessors is how the NEP is being implemented and, more importantly, whether the institutions have adopted the Outcome Based Education (OBE) model, Indian Knowledge System (IKS) and Intellectual Property Rights (IPR).

Apart from losing out on funds and grants and grants from UGC and other funding agencies for non-implementation of NEP, the institutions following SEP would lose out on NAAC and NIRF rankings as well.

The present assessment and ranking systems in India assess institutions from urban centers to rural areas and remote areas as well as private and government institutions on the same parameters. Most top ranking HEIs enroll students with a very high cut-off percentage. What is the point of educating a brilliant student and maintain their intellectual upward trend? Both the NEP and SEP are silent on this issue.

It is the responsibility of HEIs to produce socially responsible students who become global citizens aware of their and others' human rights, constitutional obligations and a concern for our common home – mother Earth.

As lack of infrastructure plagues HEIs in rural areas, government and policy makers would do well to concentrate on bridging the infrastructural gaps between the urban-rural divide among these HEIs by investing and seeking corporate funding.

The emphasis of NEP on AI, multi-disciplinary learning, machine learning, skill enhancement sounds very good and welcoming, but the basic question again is to find out if we are equipped to teach these courses in rural areas where 43% of our universities and 61.4% of colleges are located.

The SEP has come out with a two-language policy, which is welcome. Today, the world needs young minds with holistic education where students are taught to have a balance between academics, social, emotional, physical and cognitive development irrespective of their class, caste, colour, creed or gender.

The focus should be on skill development, including life skills, social
skills and soft skills, making them competent and futuristic as compassionate individuals.

True inclusivity in higher education cannot be realised through policy rhetoric alone; it demands an overhaul
of institutional ethos, infrastructure and pedagogy.

While the SEP proposes corrective measures for structural inequities, its success rests on whether it can foster ecosystems that genuinely support the marginalised—not just in access, but in academic success, retention and upward mobility.

As Paulo Freire emphasised in Pedagogy of the Oppressed, education must be "the practice of freedom", enabling learners to perceive social, political and economic contradictions and to take action against oppressive elements.

The challenge, therefore, is not merely to widen the gates of higher education but to reform what lies within. Inclusion must be accompanied by curricular transformation.

The Indian Knowledge System (IKS), for example, cannot be relegated to a symbolic component but must be organically woven into pedagogy to restore epistemic balance long lost to colonial frameworks. Likewise, the two-language policy has the potential to empower learners from vernacular backgrounds, provided the policy is implemented with adequate teacher training and resource development.

Digital learning, a cornerstone of NEP, raises further questions. Without addressing the digital divide, particularly in rural and remote HEIs, the vision of a hybrid or online-driven model may deepen educational inequity.

The component of practical education cannot be supplemented by online theory-based teaching. A holistic approach requires synchronising technological advancement with infrastructural and pedagogical readiness. Investment must be directed not only toward digital tools but also toward localised teacher capacity, linguistic accessibility and context-relevant content.

Inclusivity must be seen not as an addendum but as the very framework upon which quality higher education rests. As articulated in the Constitution's Preamble, justice—social, economic, and political—remains the cornerstone of the Republic. Higher education as a public good must reflect and reinforce this constitutional mandate in spirit and in practice.

(Victor is vice chancellor and Paul is professor and dean of Humanities and Social Sciences, St Joseph's University)

ADVERTISEMENT

SC seeks Centre, NCERT reply on transgender-inclusive sexuality education

By **Utkarsh Anand**

Published on: Sept 01, 2025 12:07 pm IST

A petition demanded that age-appropriate, transgender-inclusive comprehensive sexuality education (CSE) be formally integrated into school curricula across the country

Advertisement



In December 2024, the court underscored the centrality of sexuality education in tackling child marriage. (HT PHOTO)

Advertisement

A bench comprising Chief Justice of India (CJI) Bhushan R Gavai and Justice K Vinod Chandran issued notices to the Centre, NCERT, and the states, including Maharashtra, Punjab, Karnataka, and Tamil Nadu, on the petition filed by Kaavya Mukherjee Saha, a 16-year-old student from Delhi.

Add Hindustan Times as your preferred news source on Google
Add Now

had recently admitted in a Right to Information (RTI) reply that it had "no information" on introducing such material in its curriculum.

"This shows the orders of this court remain unimplemented," submitted Sankaranarayanan, stressing that sexuality education cannot be tokenistic and must include gender sensitisation and transgender-inclusive perspectives.

Advertisement

Saha's petition contends that NCERT and most state councils of educational research and training (SCERTs) have failed to incorporate structured or examinable content on gender identity, gender diversity, and the distinction between sex and gender, despite the clear mandate under Sections 2(d) and 13 of the Transgender Persons (Protection of Rights) Act, 2019.

The plea states that textbook reviews across Maharashtra, Andhra Pradesh, Telangana, Punjab, Tamil Nadu, and Karnataka revealed systemic omissions on these themes, with Kerala offering partial exceptions. The petition also points to the International Technical Guidance on Sexuality Education (ITGSE), published by UNESCO and WHO, which provides a global

Advertisement

The latest petition builds on the judgment delivered by the apex court in December 2024, which underscored the centrality of sexuality education in tackling child marriage. Underlining that CSE was “a vital tool in the long-term eradication of child marriage,” the court had then directed that such education be aligned with frameworks laid down by the World Health Organisation (WHO) and other global experts.

The 2024 judgment had made it clear that sexuality education must go beyond discussions on reproductive health to cover legal aspects of child marriage, gender equality, and the physical and mental consequences of early marriage. It directed that the content be age-appropriate and culturally sensitive, while empowering children to understand the importance of delaying marriage and the broader implications for their well-being and future opportunities.

Advertisement

gment further called for mentorship and leadership programmes for young girls, designed to build skills, foster community participation, and enable them to push back against social pressures. Importantly, the court also created reporting obligations, as teachers and principals were directed to immediately notify authorities if a girl student suddenly dropped out of school, to enable timely intervention before a marriage could take place.

That verdict came on a public interest litigation filed in 2017 by NGO Society for Enlightenment and Voluntary Action and activist Nirmal Gorana, which alleged poor enforcement of the Prohibition of Child Marriage Act, 2006.

Advertisement

Get Latest real-time updates onIndia News,Weather Today,Latest Newswith includingBihar ChunavandUttarakhand Cloudbursts

Hindustan Times

[redacted]

Subscribe to our best newsletters

HT Daily Capsule

SIGN UP TO SUBSCRIBE

[redacted]

दैनिक जागरण, 02 सितंबर 2025, Pg -03

कक्षा एक से आठ तक के शिक्षकों को दो साल में पास करना होगा टीईटी

माला दीक्षित • जागरण



- नौकरी कर रहे देश भर के शिक्षकों के लिए सुप्रीम कोर्ट का बड़ा फैसला
- ऐसा न करने पर जाएगी नौकरी, टीईटी पास किए बिना प्रमोशन भी नहीं

नई दिल्ली: सुप्रीम कोर्ट ने प्राथमिक और जूनियर कक्षाओं को पढ़ाने वाले यानी कक्षा एक से आठ तक के शिक्षकों के बारे में महत्वपूर्ण फैसला दिया है। कक्षा एक से आठ तक पढ़ाने वाले शिक्षकों को दो साल में शिक्षक पात्रता परीक्षा (टीईटी) पास करनी होगी, नहीं तो उनकी नौकरी चली जाएगी। शीर्ष अदालत का यह फैसला पूरे देश के प्राथमिक व जूनियर शिक्षकों पर समान रूप से लागू होगा। यहां तक कि उन शिक्षकों पर भी लागू होगा, जिनकी नियुक्ति शिक्षा के अधिकार (आरटीई) कानून लागू होने से पहले हुई थी। सर्वोच्च अदालत ने 110 पृष्ठ के अपने फैसले में कहा है कि जो शिक्षक नौकरी में हैं और उनकी नौकरी अभी पांच साल से ज्यादा बची हुई है, उन्हें भी नौकरी में बने रहने के लिए दो वर्ष के भीतर टीईटी पास करना होगा।

नौकरी कर रहे प्राथमिक और जूनियर स्कूलों के शिक्षकों के बारे में यह महत्वपूर्ण फैसला जस्टिस दीपांकर दत्ता व जस्टिस मनमोहन की पीठ ने देश के विभिन्न उच्च न्यायालयों के फैसलों के खिलाफ दाखिल याचिकाओं पर सोमवार को दिया। अल्पसंख्यक शिक्षण संस्थानों में पढ़ाने वाले शिक्षकों पर भी टीईटी पास करने की अनिवार्यता का मुद्दा भी इसमें शामिल था। पीठ ने उसे बड़ी पीठ को विचार के लिए भेज दिया है। अल्पसंख्यक संस्थानों को छोड़ कर बाकी शिक्षकों के बारे में दिए आदेश में कोर्ट ने कहा है कि आरटीई कानून के प्रविधान जैसा कि धारा 2 (एन) में कहा गया है, का सभी स्कूल पालन करेंगे। कहा कि जो शिक्षक सेवारत हैं, उनकी नौकरी कितनी भी लंबी क्यों न हो, उन सभी को नौकरी में बने रहने के लिए टीईटी पास करना जरूरी है।

कोर्ट ने कहा कि वह उन लोगों की व्यवहारिक दिक्कतें समझता है, जिनकी नियुक्ति आरटीई लागू होने के बहुत पहले हुई थी और जो दो या तीन दशक से नौकरी कर रहे हैं। अपनी श्रेष्ठ क्षमता से छात्रों को शिक्षा दे रहे हैं। कहा कि उन्हें टीईटी पास न करने के आधार पर नौकरी से हटाना थोड़ा सख्त होगा। कोर्ट ने इन बातों का ध्यान रखते हुए संविधान के अनुच्छेद 142 में प्राप्त शक्ति के तहत आदेश दिया है कि जिन शिक्षकों की नौकरी पांच साल से कम बची है, वे लोग टीईटी पास किए बगैर सेवानिवृत्ति तक नौकरी में बने रह सकते हैं। हालांकि कोर्ट ने स्पष्ट किया है कि अगर किसी पांच साल से कम नौकरी वाले शिक्षक की प्रोन्नति होनी है तो उसे टीईटी पास किए बगैर प्रोन्नति नहीं मिलेगी।

टीईटी पास न करने पर हो सकती है अनिवार्य सेवानिवृत्ति >> पेज 10

संबंधित >> पेज 9

दैनिक जागरण, 02 सितंबर 2025, Pg - 10

टीईटी पास न करने पर हो सकती है अनिवार्य सेवानिवृत्ति : सुप्रीम कोर्ट

माला दीक्षित • जागरण

नई दिल्ली: देश भर के प्राथमिक और जूनियर कक्षाओं को पढ़ाने वाले शिक्षकों पर फैसले में सुप्रीम कोर्ट ने कहा है कि जिन शिक्षकों की नियुक्ति आरटीई कानून लागू होने से पहले हुई थी और जिनकी सेवानिवृत्ति में पांच साल से ज्यादा का समय है, यानी जिनकी नौकरी पांच साल से ज्यादा बची है, उन्हें नौकरी में बने रहने के लिए इस आदेश के दो वर्ष के भीतर टीईटी पास करना होगा। अगर वे तय समय में टीईटी पास करने में नाकाम रहते हैं तो उनकी अनिवार्य सेवानिवृत्ति हो सकती है। हालांकि उन्हें सेवानिवृत्ति के लाभ, जिसके वे हकदार हैं, दिए जाएंगे। कोर्ट ने स्पष्ट किया है कि सेवानिवृत्ति के लाभ लेने के लिए शिक्षकों को नियमों के मुताबिक तय अवधि की सेवा का नियम पूरा करना होगा। आदेश में यह भी कहा गया कि जो लोग नियुक्ति की उम्मीद लगाए हैं और जो लोग नौकरी में हैं और प्रोन्नति से नियुक्ति पाने की उम्मीद लगाए हैं, उन्हें टीईटी पास करना होगा अन्यथा उनकी उम्मीदवारी पर विचार नहीं किया जाएगा।

अमर उजाला, 02 सितंबर 2025, Pg -06

बाल वाटिका टीवी चैनल और एआई टूल्स वाला दीक्षा 2.0 लॉन्च

एनसीईआरटी ने मनाया 65वां स्थापना दिवस, एनईपी 2020 के पांच साल पूरे

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने सोमवार को 65वां स्थापना दिवस मनाया। इस मौके पर एनसीईआरटी ने डिजिटल और समावेशी शिक्षा को मजबूती देने के लिए कई योजनाएं शुरू कीं।

इस मौके पर बच्चों के नए टीवी चैनल बाल वाटिका और उन्नत डिजिटल प्लेटफॉर्म दीक्षा 2.0 की लॉन्चिंग की गई। मुख्य अतिथि केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान सहित शिक्षा मंत्रालय के सचिव (स्कूली शिक्षा और साक्षरता विभाग) संजय कुमार, इससे के पूर्व अध्यक्ष श्रीधर श्रीधर पणिक्कर सोमनाथ और भारतीय भाषा समिति के अध्यक्ष चामू कृष्ण शास्त्री ने समारोह में शिरकत की। एनसीईआरटी ने दीक्षा 2.0 का नया संस्करण भी शुरू किया। इसमें संरचित पाठ, अनुकूलनशील मूल्यांकन, प्रदर्शन प्रतिक्रिया और एआई-आधारित फीचर्स जैसे रीड अलाउड, क्लोज्ड कैप्शनिंग और 12 भाषाओं में टेक्स्ट फाइल्स का स्वतः अनुवाद शामिल है।

समावेशी शिक्षा पर जोर

एनसीईआरटी ने प्रशस्त 2.0 भी जारी किया। यह विकलांग बच्चों की जल्दी पहचान के लिए एक बेहतर स्क्रीनिंग टूल है। इसे यूडीआईएसई प्लस UDISE+, अपार और स्वावलंबन कार्ड पोर्टलों से जोड़ा गया है। इसके साथ ही किताब एक पढ़े अनेक नामक पहल भी की गई।

पीएम ईविद्या मोबाइल एप भी लॉन्च : एनसीईआरटी के अरबिंदो मार्ग स्थित नए प्रवेश परिसर का उद्घाटन भी किया गया। इसके साथ ही हिंदी, संस्कृत,हो-हिंदी और कोया भाषाओं में प्रारंभिक पुस्तिकाएं जारी की गईं। पीएम ईविद्या मोबाइल एप भी लॉन्च हुआ। यह छात्रों के लिए डिजिटल शिक्षा का एक केंद्रीय गेटवे होगा।

संस्कृति और कौशल शिक्षा को बढ़ावा : क्षेत्रीय योगदान को बढ़ावा देने के लिए एनसीईआरटी ने उत्कल जननिकार सुजोग्य संताना किताब लॉन्च की। इसमें राज्य के विकास और स्वतंत्रता आंदोलन में योगदान देने वाली ओडिशा की 100 महान विभूतियों का जिक्र है। इसके अलावा पंडित सुन्दरलाल शर्मा केन्द्रीय व्यावसायिक शिक्षा संस्थान ने प्रमुख पदाधिकारियों के लिए व्यावसायिक शिक्षा पर पुस्तिका भी जारी की गई। ब्यूरो

दैनिक जागरण, 02 सितंबर 2025, Pg -13

'एनसीईआरटी को आत्ममुग्धता नहीं, आत्मविश्लेषण की जरूरत'

जागरण ब्यूरो, नई दिल्ली : राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) की स्थापना दिवस के मौके पर केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि एनसीईआरटी ज्ञान का कुंभ है, लेकिन उसे आत्ममुग्ध होने की नहीं, बल्कि आत्मविश्लेषण की जरूरत है। प्रधान ने सवाल किया, क्या वह देश के 35 करोड़ युवाओं को ज्ञान के स्तर पर पूरी दुनिया में प्रतिस्पर्धी बना पा रहा है? यह दायित्व एनसीईआरटी का है। उसे समझना होगा कि जब तक हम अपने युवाओं को ज्ञान के स्तर पर प्रतिस्पर्धी नहीं बनाएंगे, देश विकसित नहीं हो पाएगा।



धर्मेंद्र प्रधान • फाइल फोटो

केंद्रीय मंत्री सोमवार को एनसीईआरटी के 65 वें स्थापना दिवस पर आयोजित कार्यक्रम को संबोधित कर रहे थे। शिक्षा मंत्री ने स्कूली शिक्षा की गुणवत्ता को लेकर भी चिंता जताई और कहा कि वैश्विक मंच पर अभी भी देश की लर्निंग आउटकम यानी सीखने की क्षमता के स्तर पर किरकिरी होती है। अभी भी देश में पांचवीं व आठवीं कक्षा में पढ़ने वाले 50 प्रतिशत बच्चे कक्षा दो की गणित के सवाल हल नहीं कर पाते हैं। किताबों को नहीं पढ़ पाते। इस दिशा में हमें काम करने की जरूरत है।

इस मौके पर प्रधान ने मातृभाषा में शिक्षा पर जोर दिया और कहा कि यह आश्चर्य की बात है कि एनसीईआरटी पर अभी भी अंग्रेजी का प्रभाव है।

जनसत्ता, 02 सितंबर, 2025, Pg-06

शिक्षा की रोशनी

समाज में लैंगिक समानता और बेहतर समाज के निर्माण के लिए लड़कियों का शिक्षित होना जरूरी है। एक लड़की का शिक्षित होना उसे स्वतंत्र रूप से निर्णय लेने तथा परिवार, समाज और राष्ट्र के विकास में योगदान देने में सक्षम बनाता है। शिक्षा से वंचित लड़कियां न तो अपने अधिकारों को समझ पाती हैं और न ही उनके सामाजिक जीवन का स्तर ऊपर उठ पाता है। वे घरेलू कामकाज के दायरे में ही सिमट कर रह जाती हैं। बालिका शिक्षा को लेकर सरकार की ओर से कई योजनाएं लागू की गई हैं, लेकिन धरातल पर उनका प्रभाव व्यापक स्तर पर नजर नहीं आता है। मगर, इसकी पूरी जिम्मेदारी सिर्फ सरकार पर डालना भी उचित नहीं होगा। इसके लिए सामाजिक स्तर पर भी सामूहिक प्रयासों को बढ़ावा दिया जाना चाहिए। भारतीय गैर-सरकारी संस्था 'एजुकेट गर्ल्स' ने इस दिशा में सराहनीय कार्य किया, जिसके लिए उसे एशिया का नोबेल माने जाने वाले रेमन मैग्सेसे पुरस्कार से नवाजा गया है। इस संस्था की यह उपलब्धि सामाजिक क्षेत्र में कार्य करने वाले अन्य संगठनों के लिए भी प्रेरणास्रोत है।

यह बात सच है कि आज के आधुनिक दौर में भी हमारे समाज में ऐसी रूढ़िवादी सोच पल रही है, जो लड़कियों की शिक्षा को तवज्जो देने से रोकती है। खासकर ग्रामीण इलाकों में इस धारणा की बेड़ियों को तोड़कर लड़कियों को निरक्षरता के अंधेरे से बाहर निकालने और उनका शिक्षा के उजाले से साक्षात्कार कराने के लिए व्यापक स्तर पर प्रयास किए जाने की जरूरत है। 'एजुकेट गर्ल्स' संस्था ने इस तरह के सफल प्रयासों की एक नई मिसाल पेश की है। इस संस्था ने राजस्थान से शुरुआत करते हुए देशभर में सबसे जरूरतमंद समुदायों की पहचान की, स्कूल न जाने वाली लाखों लड़कियों को कक्षा में पहुंचाया और उन्हें उच्च शिक्षा एवं रोजगार पाने के लिए सक्षम बनाया। ऐसे ही अन्य सामाजिक संस्थाओं और संगठनों को भी आगे आना चाहिए। सरकार को भी चाहिए कि बालिका शिक्षा को लेकर परिणामोन्मुख योजनाएं बनाई जाएं और उन्हें सही मायने में लागू किया जाए। क्योंकि, शिक्षा न केवल महिलाओं को आत्मनिर्भर बनाती है, बल्कि एक बेहतर परिवार एवं समाज और राष्ट्र निर्माण में भी उनकी भूमिका सुनिश्चित करती है।

जनसत्ता, 02 सितंबर, 2025, Pg-10

एनसीईआरटी केवल संस्थान नहीं, बल्कि 'ज्ञान-कुंभ' है : प्रधान

जनसत्ता ब्यूरो
नई दिल्ली, 1 सितंबर।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को कहा कि राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) केवल एक संस्थान नहीं, बल्कि 'ज्ञान-कुंभ' है। एनसीईआरटी के 65वें स्थापना दिवस समारोह को संबोधित करते हुए उन्होंने कहा कि परिषद ने अपनी स्थापना के बाद से शिक्षा के माध्यम से राष्ट्र निर्माण में अभूतपूर्व योगदान दिया है।



उन्होंने एनसीईआरटी से एक नए, सुधारोन्मुखी, तकनीक-संचालित और वैश्विक सर्वोत्तम प्रथाओं पर केंद्रित अवतार को अपनाकर परिवर्तनकारी नेतृत्वकर्ता के रूप में अपनी भूमिका निभाने का आग्रह किया। इस अवसर पर प्रधान ने दीक्षा 2.0 सहित कई पहलों की शुरुआत की।

उन्होंने ओड़ीशा की 100 महान हस्तियों के जीवन और योगदान पर आधारित एक पुस्तक - 'उत्कल जननीकर सुजोग्य संतान' का भी विमोचन किया। प्रधान ने एनसीईआरटी को अपनी शुभकामनाएं दीं और इसे भारतीय शिक्षा प्रणाली के केंद्र में स्थित एक प्रतिष्ठित संस्थान बताया। एनसीईआरटी देश के शैक्षिक परिदृश्य का एक स्तंभ रहा है, जिसने अद्वितीय प्रतिबद्धता और समर्पण के साथ विद्यार्थियों की पीढ़ियों के भविष्य को आकार दिया है।

The Times of India, 02 September 2025, Pg -14

RTE exemption to minority institutions may undermine vision of universal edu: SC

▶ Continued from P 1

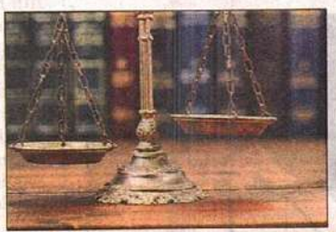
The SC bench said its 2014 judgment essentially created a dichotomy between RTE under Article 21A and the collective rights under Article 30(1), which is about the right of minority communities to establish and administer educational institutions of their choice.

"We express our doubt as to whether Pramati Educational and Cultural Trust (case) (insofar as it exempts the application of the RTE Act to minority schools, whether aided or unaided, falling under clause (1) of Article 30) has been correctly decided...Thus, ultimately, a reconsideration (of the judgment) seems unavoidable," Justice Dipankar Datta, who penned the verdict for the bench, also comprising Justice Manmohan, said.

The bench said, "We hasten to observe with utmost humility at our command that the decision in Pramati Educational and Cultural Trust (case) might have, unknowingly, jeopardised the very foundation of universal elementary education. Exemption of minority institutions from the RTE Act leads to fragmentation of the common schooling vision and weakening of the idea of inclusivity and universality envisioned by Article 21A."

"We are afraid, instead of uniting children across caste, class, creed, and community, it reinforces 'divides' and 'dilutes' the transformative potential of shared learning spaces. If the goal is to build an equal and cohesive society, such exemptions move us in the opposite direction," it said.

The bench framed four issues to be adjudicated by a larger bench and it included whether the 2014 verdict, exempting minority educational institutions from the purview of the RTE Act, requires reconsideration. It noted that exemption of minority schools from the Act was being misused.



The SC bench said its 2014 judgment essentially created a dichotomy between RTE under Article 21A and the collective rights under Article 30(1)

Gender-inclusivity: SC seeks response of NCERT, SCERTs

New Delhi: The Supreme Court on Monday sought responses from the National Council of Educational Research and Training (NCERT) and SCERTs on a PIL alleging that these two have failed to implement a year-old directive of the apex court to integrate comprehensive sexuality education (CSE) in textbooks.

A bench of Chief Justice B R Gavai and K Vinod Chandran issued notice to these two govt organisations responsible for preparing textbooks for schools after hearing senior advocate Gopal Sankaranarayanan for Kaavya Mukherjee Saha, a class XII student from Vasant Valley School who claimed to have compared the textbooks across the states and found CSE missing.

The bench also sought responses from Maharashtra, Punjab, Karnataka and Tamil Nadu as the petitioner said the NCERT and SCERTs have failed to include structures and examinable content on gender identity, gender diversity and the distinction between sex and gender despite the clear mandate of Transgender Persons (Protection of Rights) Act, 2019. TNN

Hindustan Times, 02 September 2025, Pg -07

SC: RTE exemption for schools to be reviewed

Abraham Thomas
letters@hindustantimes.com

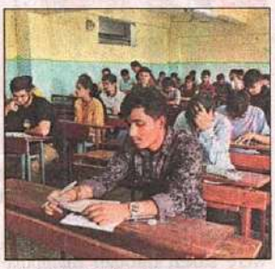
NEW DELHI : The Supreme Court on Monday expressed second thoughts about its own decision of 2014 exempting aided and unaided minority schools from implementing the Right of Children to Free and Compulsory Education Act 2009 (RTE Act) and referred the matter to the Chief Justice of India (CJI) for reconsideration.

A bench of justices Dipankar Datta and Manmohan said, "We hasten to observe with utmost humility at our command that the decision in Pramati Educational and Cultural Trust (2014) might have, unknowingly, jeopardised the very foundation of universal elementary education. Exemption of minority institutions from the RTE Act leads to fragmentation of the common schooling vision and weakening of the idea of inclusivity and universality envisioned by Article 21A."

The court passed the order while considering a batch of petitions from the high courts of Bombay and Madras on the issue whether the teachers in minority schools should be required to undertake the mandatory teachers eligibility test (TET) as required by the orders passed from time to time by the National Council of Teacher Education (NCTE).

The court went on to hold that TET will be mandatory for teachers in all schools, except minority schools, both aided and unaided, which are currently governed by the 2014 judgment.

Holding that TET is an eligibility requirement under RTE Act, the court gave a two-year period for all in-service teachers recruited prior to enactment of the RTE Act and having more than five years tof service left to qualify the TET. "If any of such teachers fail to qualify the TET within the time that we have allowed, they shall have to quit service," the bench added.



The SC held that it may have unknowingly jeopardised elementary eduction. HT PHOTO

The only exception the court made was for teachers who have less than five years to retire.

Using its extraordinary powers under Article 142, the bench directed that those teachers who have less than five years' service left, may continue in service till they attain the age of superannuation without qualifying the TET. However, for getting promotion, TET will be compulsory, the bench added.

The Bombay high court and Madras high court orders presented conflicting positions on whether TET applies to minority schools. The Bombay high court on December 12, 2017 held that TET was mandatory for minority institutions against which appeals were filed before the top court by Anjuman Ishaat-e-Taleem Trust and other Muslim bodies. The Madras high court order of June 2, 2023, on the contrary, decided that TET is inapplicable to minority institutions, relying on the 2014 Pramati decision. This decision was challenged by the state and others.

On analysis of the two judgments and the 2014 judgment, the court found itself bound by the five-judge bench decision. However, it argued that the rights of minorities sought to be protected under Article 30 and the right to free and compulsory education under Article 21A can exist together.

"In our considered opinion, the RTE Act ought to apply to all minority institutions, whether aided or unaided. Its implementation does not erode—let alone annihilate—the minority character protected under Article 30(1). There is no inherent conflict between Article 21A and Article 30(1); both can and must co-exist mutually."

The court said that RTE section 12(1)(c) places an obligation on all schools to provide 25% admission at the entry level to children belonging to weak and disadvantaged sections of society.

The court said that the idea of RTE was to introduce regulation in the form of norms and standards to ensure quality of education and not to dilute the minority character of an institution.

"In the wake of Pramati (2014), we are pained to observe that minority status seems to have become a vehicle for circumventing the mandate of the RTE Act...Instead of uniting children across caste, class, creed, and community, it reinforces 'divides' and 'dilutes' the transformative potential of shared learning spaces. If the goal is to build an equal and cohesive society, such exemptions move us in the opposite direction."

The court noted that Pramati exempted even aided minority schools from following RTE, that led to a surge in institutions seeking minority status to bypass the regime.

Making a reference to the CJI for reconsidering Pramati judgment, the two-judge bench framed four questions. These dealt with the correctness of the view held by Pramati, whether section 12(1)(c) of RTE Act should include minority schools as well, the inapplicability of RTE to aided minority schools, and whether the entire RTE Act could be held inapplicable to minority institutions when Pramati failed to consider impact of all provisions of RTE Act on Article 30(1).

SC SEEKS CENTRE, NCERT REPLY ON INCLUDING AGE APPROPRIATE SEX-ED IN SCHOOLS

Utkarsh Anand
letters@hindustantimes.com

NEW DELHI: The Supreme Court on Monday sought responses from the Union government, the National Council of Educational Research and Training (NCERT), and several states on a petition demanding that age-appropriate, transgender-inclusive comprehensive sexuality education (CSE) be formally integrated into school curricula across the country.

A bench comprising Chief Justice of India Bhushan R Gavai and justice K Vinod Chandran, issued notices to the Centre, NCERT, and the states, including Maharashtra, Punjab, Karnataka and Tamil Nadu, on the petition filed by Kaavya Mukherjee Saha, a 16-year-old-student from Delhi.

Appearing for Saha, senior advocate Gopal Sankaranarayanan told the bench that despite a categorical direction by the Supreme Court in 2024 to integrate CSE into school education, NCERT had recently admitted in a Right to Information (RTI) reply that it had "no information" on introducing such material in its curriculum.

"This shows the orders of this court remain unimplemented," submitted Sankaranarayanan, stressing that sexuality education cannot be tokenistic and must include gender sensitisation and transgender-inclusive perspectives.

Saha's petition contends that NCERT and most states councils have failed to incorporate structured or examinable content on gender identity and gender diversity.

Millenniumpost, 02 September 2025, Pg -03

Schools told to monitor students for obesity & promote healthy habits

NEW DELHI: In a move that shifts schools into the frontline of India's fight against childhood obesity, the Education Department has instructed all schools to assign a teacher who will monitor students' health, identify cases of obesity, and work with parents on corrective steps.



The directive, issued to district education officers and school heads, is part of the Centre's ongoing PM POSHAN campaign, which recently tightened its focus on reducing oil consumption in student meals. According to the order, schools must also appoint a 'Student Health Ambassador' to spread awareness about portion control, nutritious diets, and the importance of physical activity among peers.

The guidelines follow a broader advisory from the Union Ministry of Education earlier this year, urging schools nationwide to cut down on cooking oil by at least 10%. The push came after Prime Minister Narendra Modi, during Pariksha Pe Charcha and Mann Ki Baat, voiced concerns about the rising risk of childhood obesity and lifestyle-related diseases.

Schools have now been tasked with holding interactive awareness sessions with nutrition experts, organising quizzes and campaigns on healthy eating, promoting yoga and sports, and involving parents through School Management Committee meetings.

An AIIMS study shows obesity in private schools at 24 per cent, prompting urgent government directives positioning schools as frontline health guardians. MPOST

The Times of India, 02 September, 2025, Pg -11

Trust NCERT, it's key to Samridhh Bharat: Pradhan

Manash.Gohain@timesofindia.com

New Delhi: At a time when NCERT has come under criticism over textbook revisions, Union education minister Dharmendra Pradhan on Monday expressed confidence that the council will drive educational reforms, bringing a paradigm shift in teaching and learning.



Endorsing NCERT's efforts in taking forward reforms envisioned in NEP 2020, Pradhan described it as not merely an institution but a 'Gyan Kumbh' that has shaped generations of Indians.

Speaking at its 65th Foundation Day, Pradhan said NCERT must now embrace a reform-oriented and tech-driven role to lead India's education transformation. "...Since inception, it has traversed a long distance, particularly in nation-building through education. Today, it must embrace its role as a change leader and also don a new avatar—one that is reform oriented, tech-driven and focused on best practices," he said.

Pradhan exuded confidence that NCERT will "bring a paradigm shift in teaching and learning and play a key role in actualising the goal of Samridhh Bharat." "Confident that NCERT will continue shaping critical and creative thinking in the 'Amrit Peedhi'," he said.

The Tribune, 02 September 2025, Pg -11

Does RTE Act apply to minority-run schools? SC refers issue to larger Bench

SATYA PRAKASH
TRIBUNE NEWS SERVICE

NEW DELHI, SEPTEMBER 1

Does the Right to Education (RTE) Act apply to minority-run schools? Doubting the correctness of its 2014 verdict exempting minority schools from the applicability of the RTE Act, the Supreme Court on Monday referred the contentious issue to a larger Bench for an authoritative pronouncement.

"We hasten to observe with utmost humility at our command that the decision in Pramati Educational and Cultural Trust case (2014) might have, unknowingly, jeopardised the very foundation of universal elementary education. Exemption of minority institutions from the RTE Act leads to fragmentation of the common schooling vision and weakening of the idea of inclusivity and universality envisioned by Article 21A," a Bench of Justice Dipankar Datta and Justice Manmohan said.

MINORITY STATUS PROVISION CREATING A LOOPHOLE

> If the goal is to build an equal and cohesive society, such exemptions move us in the opposite direction. What commenced as an attempt to protect cultural and religious freedoms has inadvertently created a regulatory loophole, leading to a surge in institutions seeking minority status to bypass the regime ordained by the Right to Education (RTE) Act. SC Bench

Justice Datta said, "We respectfully express our doubt as to whether Pramati insofar as it exempts application of the RTE Act to minority schools, whether aided or unaided, falling under clause 1 has been correctly decided."

The Bench held that qualifying the Teachers' Eligibility Test (TET) was mandatory for appointment as teachers and also in-service teachers aspiring to be promoted as prescribed by the National Council for Teacher Education (NCTE) in 2011.

Teachers having less than five years' service left may continue in service till they attain the age of superannuation without qualifying the TET, it said. However, the top court held that the TET requirement under the RTE Act wouldn't apply to minority educational institutions, until the larger Bench decided the issue regarding the applicability of the RTE Act to minority-run schools. Article 30 deals with the right of religious and linguistic minorities to establish and administer educational institutions of their own.

The Bench said it was "distressed" to note from the materials placed on record, including a study of the National Commission for Protection of Child Rights, that the exclusion had created a fertile ground for misuse.

Article 21A deals with the Right to Education and says, "The state shall provide free and compulsory education to all children of the age of six to 14 years in such manner as the state may, by law, determine." The Act ensured children get a range of entitlements such as basic infrastructure, trained teachers, books, uniforms and mid-day meals, it noted.

However, minority schools excluded from the RTE Act's purview were not necessarily bound to provide these facilities, it said. "Some minority schools might provide a few facilities as mandated by the RTE Act, but others may fall short leaving their students without access to such mandated facilities. For many of these students, such benefits are not just amenities but affirmations of belonging, equality and recognition," the Bench noted.

The RTE Act also ensures common curricular standards through notified academic authorities, which guarantee quality education based on constitutional values to every child. "Minority institutions, however, operate without such uniform guidelines, leaving children and their parents uncertain about what and how they are taught, and often disconnected from the national framework of universal learning," it said.

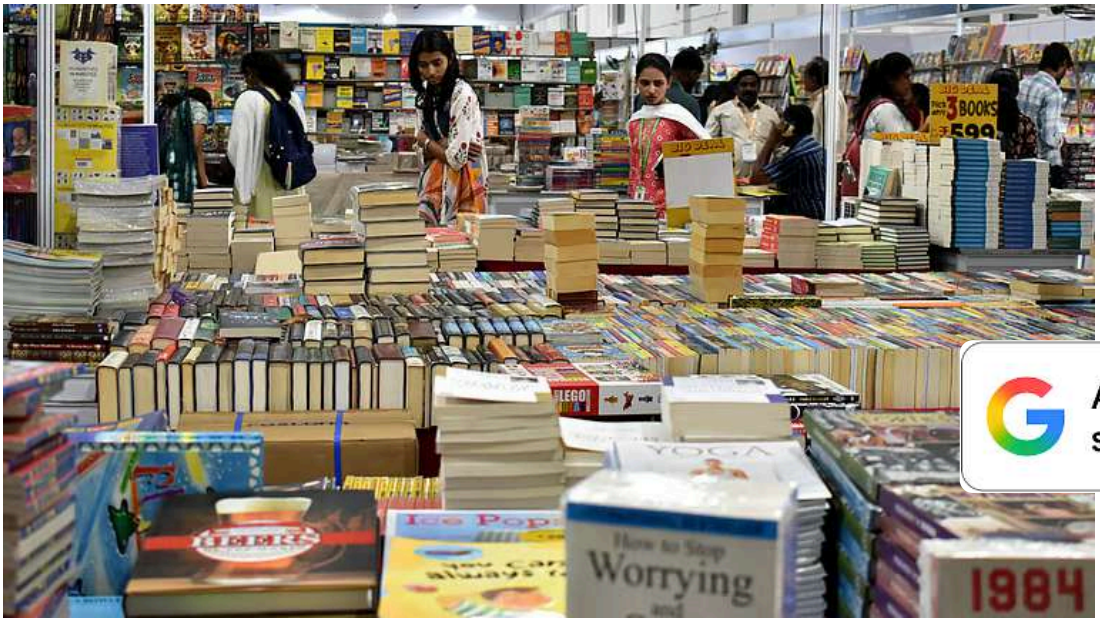
Instead of uniting children irrespective of caste, class, creed and community, the situation "divides and dilutes" the transformative potential of shared learning spaces, it pointed out.

Advertisement

Telangana

Telangana government to study NEP, frame its own policy

The committee will be primarily responsible for studying the provisions of the National Education Policy and adapt them to the state's context



Representative image File | Express

Add as a preferred source on Google

Express News Service

Updated on: 02 Sep 2025, 8:34 am · 1 min read

Add TNIE As A Trusted Source Add as a preferred source on Google

HYDERABAD: The state government constituted a seven-member committee for the formulation of Telangana Education Policy (TEP), on the lines of the National Education Policy (NEP) 2020 introduced by the Centre.

The policy will serve as a guiding document under 'Telangana Rising 2047'.

The seven-member committee includes Keshava Rao, advisor to the government, as the chairperson, while MLA Kadiyam Srihari, TGEC chairman Akunuri Murali, chief secretary K Ramakrishna Rao, education secretary

Yogita Rana, TGCHE chairman Balakista Reddy and any person as decided by the chairperson as members.

Advertisement



The committee will be primarily responsible for studying the provisions of the National Education Policy and adapt them to the state's context; align educational frameworks with emerging job markets, skills and global opportunities with special focus on digital transformation, innovation, and entrepreneurship; recommend measures to strengthen research and collaboration between academia and industry.

Add as a preferred source on Google

In addition, the committee will also suggest reforms across schools, [illegible] technical, vocational, skilling and professional education, ensuring accessibility, equity and quality of education.

The committee will submit its report by October 30.

Follow The New Indian Express channel on WhatsApp

Download the TNIE app to stay with us and follow the latest

Advertisement

Printed from
THE TIMES OF INDIA

Gender-inclusivity: SC seeks response of NCERT, SCERTs

TNN | Sep 2, 2025, 04.24 AM IST



NEW DELHI: The Supreme Court on Monday sought responses from the National Council of Educational Research and Training (NCERT) and SCERTs on a PIL alleging that these two have failed to implement a year-old directive of the apex court to integrate comprehensive sexuality education (CSE) in textbooks.
A bench of Chief Justice B R Gavai and K Vinod Chandran issued notice to these two govt organisations responsible for preparing textbooks for schools after hearing senior advocate Gopal Sankaranarayanan for Kaavya Mukherjee Saha, a class XII student from Vasant Valley School who claimed to have compared the textbooks across the states and found CSE missing.

The bench also sought responses from Maharashtra, Punjab, Karnataka and Tamil Nadu as the petitioner said the NCERT and SCERTs have failed to include structures and examinable content on gender identity, gender diversity and the distinction between sex and gender despite the clear mandate of Transgender Persons (Protection of Rights) Act, 2019.

Pradhan lauds NCERT for publishing special modules on partition, Op Sindoor

By Sanjay Maurya, New Delhi

Updated on: Sept 02, 2025 02:17 pm IST

Pradhan also praised NCERT for publishing modules on 'India: A Rising Space Power'

Advertisement

Union education minister Dharmendra Pradhan on Monday praised National Council of Education Research and Training (NCERT) for releasing special modules on India's partition, Operation Sindoor and India's space journey, describing them as a step towards presenting the nation's history and achievements in the right perspective.



Dharmendra Pradhan (ANI)

Addressing NCERT's 65th Foundation Day, Pradhan said the council is restoring the right perspective, adding that "a few intolerant people, bound by a colonial mindset and viewing India through a Western lens, are naturally uncomfortable with this."

Compare flights & save up to 30% on your next trip Book Now

Lauding the council's recent works, the minister said NCERT has done "extremely commendable" work by including the saga of Operation Sindoor in school curricula and developing modules on the horrors of India's Partition. "We should never forget the tragedy of Partition. If we don't understand our history in the context of the present, the future generations will be misguided," he remarked.

NCERT's modules for classes 6 to 8 (middle stage), and another for classes 9 to 12 (secondary stage) on India's partition released on August which holds three people responsible: "Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it," sparked controversy with Congress leaders demanding that the module be scrapped for "distorting history" and BJP leaders accusing the grand old party of repeating its 'appeasement politics' and refusing to confront historical truth.

Later, Indian History Congress (IHC) on August 25 in its resolution criticised the modules stating that "tender minds" were being fed "distorted, polarising history." On August 28. NCERT dismissed IHC criticism of its partition modules as "unfounded and false."

Pradhan also praised NCERT for publishing modules on 'India: A Rising Space Power' which showcases the country's growing scientific strength. He praised NCERT for publishing 19

modules are supplementary resources in English and Hindi that cover contemporary urally significant topics. They are separate short publications on specific topics that are not part of the textbooks but taught through projects, posters, discussions, and debates.

Pradhan described NCERT as an iconic institution at the heart of India's educational system stating that it has been a pillar of the nation's educational landscape, shaping the destinies of generations of students with unparalleled commitment and dedication. He urged NCERT to embrace its role as a change leader by adopting a reform-oriented, tech-driven work culture, and focused on global best practices.

Pradhan also launched a series of initiatives aligned with NEP 2020, including primers in Hindi, Sanskrit, Ho and Koya to enable learning-teaching in the mother tongue; PM eVidya mobile app for quality digital education; DTH channel for building strong Foundational Literacy and Numeracy (FLN) skills among early learners, virtual reality labs in Regional Institute of Education (RIE) schools of NCERT, DIKSHA 2.0 platform with AI-enabled learning, PRASHAST 2.0 for education of children with disabilities, inclusive textbooks for Classes 1 and 2, a book on Odisha's 100 eminent personalities, and a vocational education handbook.

NCERT said these initiatives "reaffirm the commitment to inclusive and future-ready education" for developed India by 2047.

[redacted] Dharmendra Pradhan Operation Sir | Get Latest real-time updates onIndia News,Weather Today,Latest News

HT Hindustan Times

[redacted]

Subscribe to our best newsletters

HT Daily Capsule

SIGN UP TO SUBSCRIBE

[redacted] [redacted] [redacted] [redacted]

LATEST NEWS

WORLD NEWS

INDIA TODAY

(https://www.indiatoday.in/)

Login Subscribe Magazine (https://subscriptions.i
utm_source=best-colleges-website)

MDRA
(https://www.mdraonline.com/)

College Rankings (https://bestcolleges.indiatoday.in/full-rankings) Best Universities (https://bestcolleges.indiatoday.in/b universities) Best Emerging Colleges (https://bestcolleges.indiatoday.in/best-emerging-colleges) Jobs in Demand (https://bestcolleges.indiatoday.in/jobs-in-demand) New (http list)

BEST COLLEGES OF INDIA 2025

(https://bestcolleges.indiatoday.in)



(Photo: NCERT)

Share (whatsapp://send?text=https://bestcolleges.indiatoday.in/news-detail/ncert-launches-tv-channel-pm-evidya-app-5312) (https://www.facebook.com/sharer/sharer.php?u=https://bestcolleges.indiatoday.in/news-detail/ncert-launches-tv-channel-pm-evidya-app-5312) (http://twitter.com/share?url=https://bestcolleges.indiatoday.in/new detail/ncert-launches-tv-channel-pm-evidya-app-5312)

Sep 02, 2025

The National Council of Educational Research and Training (NCERT) on Monday launched a range of initiatives including a TV channel, a platform to raise digital learning and a mobile app to serve as a centralised digital learning gateway. The announcements came at the celebration of NCERT's 65th foundation day.

NCERT launched Bal Vatika – PM eVidya DTH Channel No. 35. The channel is aimed at boosting foundational literacy and numeracy among children in the 3–6 years bracket by providing audio-visual content tailored for teachers, Anganwadi workers, and parents.

The unveiling of the upgraded DIKSHA 2.0 platform is aimed at providing structured lessons, adaptive assessments, performance feedback, and a host of AI-powered features in 12 languages.

Union Education Minister Dharmendra Pradhan, who was chief guest at the event, also inaugurated a new entrance complex on Aurobindo Marg in New Delhi. He also released primers in Hindi, Sanskrit, and Koya languages, and launched the PM eVidya mobile app, and inaugurated Virtual Reality (VR) labs in four demonstration schools.

NCERT also introduced PRASHAST 2.0, an enhanced screening tool for early identification of children with disabilities, integrated with platforms like UDISE+, APAAR, and the Swavlamban Card.

india education diary

EDUCATIONAL NEWS | NATIONAL NEWS

Union Education Minister Dharmendra Pradhan addresses NCERT's 65th Foundation Day

By **iednewsdesk** *September 2, 2025*



Union Education Minister Shri Dharmendra Pradhan today addressed the 65th Foundation Day of NCERT and launched a host of initiatives including Diksha 2.0. He also released a book on the life and contribution of 100 great personalities of Odisha—'Utkal Jananinkara Sujogya Santana'.

The 65th Foundation Day celebration of NCERT was graced by the presence of several eminent dignitaries, Shri Sanjay Kumar, Secretary DoSEL Ministry of Education; Shri Chamu Krishna Shastry, Chairman, Bharatiya Bhasha Samiti; Prof. Dinesh Prasad Saklani, Director, NCERT; Prof. M. Jagadesh Kumar, Chairperson, UGC; Dr. Sreedhara Panicker Somanath, Former Chairman, ISRO; and Prof. J. S. Rajput, Former Director, NCERT, along with senior officials from the Ministry of Education and NCERT.

-- Advertisement --
Discover more Best online courses | Education | scientific | Science | Educational

Shri Dharmendra Pradhan expressed happiness at being with the NCERT family and inaugurating a host of new educational initiatives. Extending his best wishes to NCERT, Shri Pradhan described it as an iconic institution at the heart of India's educational system. He said that NCERT has been a pillar of the nation's educational landscape, shaping the destinies of generations of students with unparalleled commitment and dedication.

Calling NCERT not just an institution but a 'Gyan-Kumbh', he highlighted its immense contribution to nation-building through education since its inception. He urged NCERT to embrace its role as a change leader by adopting a new avatar—reform-oriented, tech-driven, and focused on global best practices.

The Minister underlined that building a Samridhh Bharat by 2047 would be possible only if students were encouraged to develop critical and creative thinking skills. He urged NCERT to promote multilingualism to foster critical thinking in the Amrit Peedhi and to work towards transforming knowledge into competency. Shri Pradhan expressed confidence that NCERT would drive educational

reforms, bring a paradigm shift in teaching and learning, and play a pivotal role in realizing the vision of a Samridhh Bharat.

-- Advertisement --
Discover more scientific Education Best online courses Educational Science

Highlighting the government's focus on technology-driven learning, Shri Pradhan spoke about DIKSHA 2.0, the upgraded digital platform that is fully responsive and compatible with multiple devices. It offers structured lessons, adaptive assessments, and AI-powered tools like Read Aloud and translation of text files in 12 Indian languages. He also shared first-hand feedback from students who have benefitted from DIKSHA, noting how the platform is facilitating learner-specific education and empowering teachers and students alike.

Dharmendra Pradhan urges NCERT to be reform-driven, tech-led

Union Education Minister Dharmendra Pradhan called NCERT an iconic institution central to India's education system, praising its long-standing role in shaping generations of students with dedication.

Live TV

Share

ADVERTISEMENT



ADVERTISEMENT

NCERT must build competence and raise knowledge levels: Dharmendra Pradhan (Image source: PIB)

India Today Education Desk
New Delhi, UPDATED: Sep 2, 2025 11:33 IST

On NCERT's 65th foundation day, Education Minister Dharmendra Pradhan urged the body to adopt a reform-oriented, tech-driven approach while continuing its role in shaping India's education system.
Extending his best wishes, Pradhan described NCERT as an iconic institution at the heart of India's educational system.

"NCERT has been a pillar of the nation's educational landscape, shaping the destinies of generations of students with unparalleled commitment and dedication," he said.

MAKE INDIA TODAY MY TRUSTED SOURCE
Add as a preferred source on Google

ADVERTISEMENT

'GYAN-KUMBH' FOR NATION BUILDING

Calling NCERT not just an institution but a "Gyan-Kumbh", the minister underlined its immense contribution to nation-building through education since its inception. He said, "Children need to be proficient in Englishbut our clarity needs to improve. Clarity will improve in our own languages."

Powered By

STORIES YOU MAY LIKE

CBSE or IB: Which board truly prepares your child for the future?

ADVERTISEMENT


Difficulty with maths? IIT Madras alumnus creates remedial kit for dyslexic students


The Micromoguls

Ma[illegible] protest in Karnataka over derogat[illegible]arks against 12th century saint



Pradhan urged NCERT to embrace its role as a change leader by adopting global best practices while ensuring a stronger focus on technology-driven learning.

Dharmendra Pradhan
@dpradhanbjp · **Follow**

Glad to be with the @ncert family on their 65th Foundation Day. Inaugurated and launched a host of educational initiatives. Also, released a book on the life and contribution of 100 great personalities of Odisha —'Utkal Jananinkara Sujogya Santana.'

Extend my best wishes to NCERT Show more

2:20 PM · Sep 1, 2025

131 Reply Copy link

Read 4 replies

ADVERTISEMENT

Powered By



Difficulty with maths? IIT Madras alumnus creates remedial kit for dyslexic students



The Micromoguls

W ghlighting the government's ir s, Pradhan spoke about the u d
d atform, DIKSHA 2.0, describin fully responsive and accessibl s



multiple devices. He outlined its features, which include structured lessons, adaptive assessments, and AI-powered tools such as Read Aloud and translation capabilities supporting 12 Indian languages.

ADVERTISEMENT

Citing direct feedback from students, he emphasised how the platform enables personalised learning and strengthens the roles of both teachers and students.

Quiz

What role did Pradhan urge NCERT to focus on for education reform?

In
Fra

- **Infrastructure building**
- **Political advocacy**
- **Sports development**
- **Technology-driven learning**

Powered By

ADVERTISEMENT



Difficulty with maths? IIT Madras alumnus creates remedial kit for dyslexic students



The Micromoguls



"NCERT's responsibility is to make the people of the country competent and improve their knowledge levels; you are nation builders," he stated.

Touching upon the evolution of the National Curriculum Framework (NCF), Pradhan referred to its creation in 2000 during the NDA government and its subsequent revision in 2005 under the UPA.

- Ends

Published By: Apoorva Anand

Published On: Sep 2, 2025

READ | Supreme Court seeks Centre, NCERT reply on transgender-inclusive sexuality education

READ | NCERT SSc textbook chief defends Mughal-era changes, denies RSS or govt influence

MUST WATCH

BJP's Dharmendra Pradhan slams opposition over vote fraud charge, defends poll body

06:06

Powered By

Join our WhatsApp Channel

ADVERTISEMENT


Difficulty with maths? IIT Madras alumnus creates remedial kit for dyslexic students


The Micromoguls



National Roznama Rashtriya Sahara,
02 September 2025, Pg. 03

این سی ای آر ٹی صرف ایک ادارہ نہیں بلکہ 'گیان کمبھ' ہے

مرکزی وزیر تعلیم دھرمیندر پردھان کا این سی ای آر ٹی کے 65ویں یوم تاسیس پر اظہار خیال

نئی دہلی (ایجنسیاں)

مرکزی وزیر تعلیم دھرمیندر پردھان نے آج این سی ای آر ٹی کے 65ویں یوم تاسیس سے خطاب کیا اور دکشا 2.0 سمیت متعدد اقدامات کا آغاز کیا۔ انہوں نے اوڈیشہ کی 100 عظیم شخصیات کی زندگی اور تعاون پر ایک کتاب 'اتکل جناننکارا سوجوگیا سنتانا' کا بھی اجرا کیا۔ این سی ای آر ٹی کے 65ویں یوم تاسیس کی تقریب میں کئی نامور شخصیات نے شرکت کی جن میں سنجے کمار، سکریٹری ڈی او ایس ای ایل، وزارت تعلیم، چامو کرشنا شاستری، چیئرمین بھارتیہ بھاشا سمیتی، پروفیسر وینش پرساد۔ کلانی، ڈائریکٹر این سی ای آر ٹی، پروفیسر ایم جگدیش کمار، چیئرپرسن، یو جی سی؛ ڈاکٹر سمیدھر پنیکر سومناتھ، سابق چیئرمین، اسرو؛ اور پروفیسر سے ایس راجپوت، سابق ڈائرکٹر این سی ای آر ٹی کے نام شامل ہیں۔ تقریب میں وزارت تعلیم اور این سی ای آر ٹی کے سینئر عہدیدار بھی موجود تھے۔



دھرمیندر پردھان نے این سی ای آر ٹی خاندان کے ساتھ ہونے اور متعدد نئے تعلیمی اقدامات کا افتتاح کرنے پر خوشی کا اظہار کیا۔ این سی ای آر ٹی کو نیک خواہشات پیش کرتے ہوئے پردھان نے اسے ہندوستان کے تعلیمی نظام کے مرکز میں ایک مشہور ادارہ قرار دیا۔ انہوں نے کہا کہ این سی ای آر ٹی ملک کے تعلیمی منظرنامے کا ایک ستون رہا ہے، جو بے مثال عزم اور لگن کے ساتھ طلباء کی نسلوں کی تقدیر کی تشکیل کرتا ہے۔ این سی ای آر ٹی کو نہ صرف ایک ادارہ بلکہ 'گیان کمبھ' قرار دیتے ہوئے انہوں نے اس کے آغاز سے ہی تعلیم کے ذریعے قوم کی تعمیر میں اس کے بے پناہ تعاون پر روشنی ڈالی۔ انہوں نے این سی ای آر ٹی پر زور دیا کہ وہ ایک نئے اوتار یعنی اصلاح رخی، ٹیک پر مبنی اور عالمی بہترین طور طریقوں پر توجہ مرکوز کر کے تبدیلی کے رہنما کے طور پر اپنے کردار کو اپنائے۔ وزیر موصوف نے اس بات پر زور دیا کہ 2047 تک سمردھ بھارت کی تعمیر تب ہی ممکن ہوگی جب طلباء کو تنقیدی اور تخلیقی سوچ پر مبنی مہارتوں کو فروغ دینے کی ترغیب دی جائے۔ انہوں نے این سی ای آر ٹی پر زور دیا کہ وہ امرت پیڑھی میں تنقیدی سوچ کو فروغ دینے اور علم کو اہلیت میں تبدیل کرنے کی سمت میں کام کرنے کے لیے کثیر لسانیت کو فروغ دے۔

پردھان نے اس اعتماد کا اظہار کیا کہ این سی ای آر ٹی تعلیمی اصلاحات کو آگے بڑھائے گا، تدریس اور سیکھنے کے عمل میں ایک مثالی تبدیلی لائے گا اور سمردھ بھارت کے وژن کو عملی جامہ پہنانے میں اہم کردار ادا کرے گا۔ ٹیکنالوجی پر مبنی سیکھنے کے عمل پر حکومت کی توجہ کو اجاگر کرتے ہوئے، پردھان نے دکشا 2.0 کے بارے میں بات کی، جو ایک اپ گریڈ شدہ ڈیجیٹل پلیٹ فارم ہے جو مکمل طور پر ذمہ دار اور متعدد آلات کے ساتھ مطابقت رکھتا ہے۔

The Indian Express, 03 September 2025, Pg. 11



Rasa in the classroom

Arts education needs to focus on nurturing 'rasikas', not just performers

GEETA CHANDRAN

IN KEEPING WITH the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023's policy guidelines for holistic education, for the first time, arts education that involves introduction to Indian art forms, including classical music, dance, theatre and the visual arts, have been introduced in the primary and middle school curricula from the 2025-26 session.

As a dancer, I believe that learning dance is a transformative experience; it connects the body with the mind and leads to a sense of harmony. But, today, my concern is beyond dance. I view arts education in a holistic way in which, rather than compartmentalising it, theatre, dance, music and the visual arts form one single segment of education.

How do we teach it and how do we make the next generation feel proud of our legacy? How do we empower them to take it forward? Above all, in today's stressful environment, how can they use the arts to de-stress themselves?

This brings me to question the way in which arts education is approached in schools. Frankly, it is mere tokenism at the moment. Dance/performance education is restricted to annual days, August 15 and January 26 functions. To put it bluntly, our schools — both private or government — are simply not equipped to produce artistes or even an artistic bent of mind. They do not have the time nor their teachers the wherewithal to provide the intense attention to detail and training needed to produce artistes.

What is required is a tweaking of our aspirations for arts education in schools. Arts education should not aim to create artistes. Instead, it should be about creating *rasikas* (discerning audiences), teaching students how to appreciate our diverse cultural *dharohar* and be able to use arts as a de-stressor.

We have missed this boat simply because the experiential part of the arts — to just sit and listen to great masters, watch legendary dancers — doesn't happen in our classrooms at all. We are so preoccupied with the performative aspect of arts that we always want to teach children to perform. But that can only come much later. First, one needs to experience a performance or an art form simply by sitting with a single musical note and understanding how it can calm one's whole being; how experiencing *bhava* can yield unending *rasa*.

In some of the schools I have been involved with, we have tried to use the tanpura as background music when students enter the school in the morning. This simple act calms them down. They may have been yelled at by their mothers to get ready on time; they could have had a fight while travelling to school. They could be stressed about incomplete homework assignments or an upcoming test. The strains of the tanpura put them in a positive frame of mind. Small things like this from our cultural *virasat* needs to be used beyond the classroom.

Are schools equipped to create artistes? I am afraid not. With limited time available in schools, serious arts training remains difficult. Here, I must speak up for the dance and music teachers in schools. They are expected to create magic in that one or two periods that they are given. They are expected to teach bharatanatyam, kathak, mohiniyattam, kathakali, ballet and what have you. This is a waste of time for the student and an unrealistic expectation from the teacher.

I would like to refer to an experiment that I have initiated in a wonderful school in Faizabad, UP, where over the past decade or so, we have tried to create interdisciplinary learning through the arts. In one of my recent visits, I saw a music teacher engage students with the tabla. She had a tabla set in the room and the children were exploring it — turning it upside down, fiddling around to see how it was made. Then came a guided viewing of a maestro's performance. The teacher was stopping the video from time to time, pointing out where the *laya*/ pace changed, and how different fingering alters both sound and rhythm. She then invited the Physics teacher to talk about sound transmission, echo, tone, etc. This is the kind of interdisciplinary and integrated learning that we need. Such experiments will only be possible when we create meaningful dialogues between music, dance and theatre teachers in schools and then take it further and synergise with other subject teachers. We need to break silos and see equal merit in education through the arts.

Many schools take pride in the fact that in Class VI, students are given the opportunity to choose one activity and pursue it for the next three or four years, during which they are expected to delve deep into that subject. Though this is an opportunity to delve deep into one activity, unfortunately, it is myopic: If a child opts to pursue music, he/she becomes oblivious to other forms of expression. Theatre, dance and visual art do not figure in her scheme of things. This is not the way to go forward.

Guided viewing can be a huge resource to amend this. We have to craft a basic arts education curriculum that brings together different art forms, and some amount of exposure to writing on the arts. Such a curriculum should offer an overview of various forms of expression in India — of the classical, but also the vernacular and the folk. This will lead to a more holistic understanding of our culture.

The writer is a bharatanatyam dancer. Her envisioning of the role of arts is based on over four decades of working with schools and teachers and listening to young students

The Hindu, 3 September 2025, Pg. 7

Steepest jump in private tuition enrolment among rural girls

While a significant rural-urban gap continues to persist, it has narrowed slightly over the last seven years

DATA POINT

Devyanshi Bihani
Vignesh Radhakrishnan

The share of Indian school-children enrolled in private coaching has risen sharply over the past seven years, according to government data. This increase is particularly pronounced in rural areas, which are quickly catching up with urban centres. While enrolment in private tuitions has grown across all levels, the steepest rise is seen at the higher secondary level. Notably, at this level, the sharpest rise was recorded among rural girls.

In this analysis, private tuition refers to academic support outside school, covering both regular studies and preparation for competitive exams.

Chart 1 shows the share of students taking private coaching in 2018 and 2025 across different levels of schooling. In both years, the lowest share of students in private tuition (around 12%) was recorded at the pre-primary level. The share rose steadily with each successive level of schooling.

In 2018, nearly 16% of primary, 22% of middle, 30% of secondary, and 27.5% of higher secondary students were enrolled in private tuition classes. The corresponding figures in 2025 were about 23%, 30%, 38%, and 37%. As noted earlier, there was a 9.5% point increase in the share of higher secondary school children enrolling in private tuition. This was the highest among all levels.

Chart 2 shows the share of higher secondary students taking private coaching in 2018 and 2025 across genders and locations. Among rural students, the share has increased from around 23% to about 33% (10 point increase). Among urban students, the share has increased from about 37% to 45% (8 point increase). Though there is a sharper rise among rural students, the share of them taking private tuition in 2025 remains about 4 points lower than that of such urban students in 2018. So, while the urban-rural gap persists, it has narrowed slightly.

Among rural boys, the share rose from about 25% to 34% (9 point increase); for rural girls, it climbed from nearly 20% to 32% (a 12 point increase). In contrast, the rise was more moderate among urban boys (6 points) and urban girls (10 points).

While private coaching is widespread across most States, it is particularly pronounced in the eastern and some of the north-eastern States. **Chart 3** shows the share of students enrolled in private coaching in 2025 across all levels of schooling and States. If all school levels are taken together, the eastern States stand out as stark outliers: about 75% in West Bengal, 57% in Odisha, 52.5% in Bihar, and nearly 40% in Jharkhand attend private tuition, compared with the national average of 27%. Among the north-eastern States, Tripura led with close to 79% private tuition takers and Manipur with 48%.

More importantly, the culture of private coaching begins much earlier in the eastern and north-eastern States. At the pre-primary (kindergarten) level, about 34% of students in Odisha, West Bengal, and Tripura attend private coaching, compared to a national average of about 12%.

The continuing surge in private tuition classes, when viewed alongside the findings of the Justice A.K. Rajan Committee on the impact of NEET in Tamil Nadu, points to a worrying trend. The committee found that in 2019-20, 99% of students admitted to MBBS courses in the State had attended coaching classes, and many among them were candidates who had taken the exam at least twice before securing admission. This trend holds true for most high-profile examinations in India. The steady rise in private tuition and the heavy financial burden it places on parents are key concerns.

Going private

The data for the charts were sourced from the Comprehensive Modular Survey: Education, 2025 (April-June, 2025) and Household Social Consumption on Education in India NSS 75th Round (July 2017-June 2018)



Chart 1
The share of students taking private coaching in 2018 and 2025 across different levels of schooling

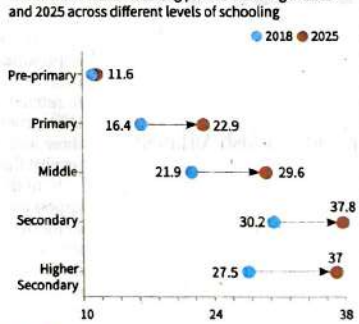


Chart 2
The share of higher secondary students taking private coaching in 2018 and 2025 across genders and locations. M: Male, F: Female

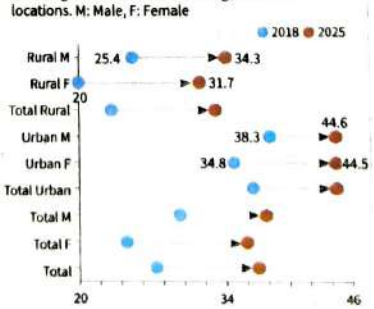
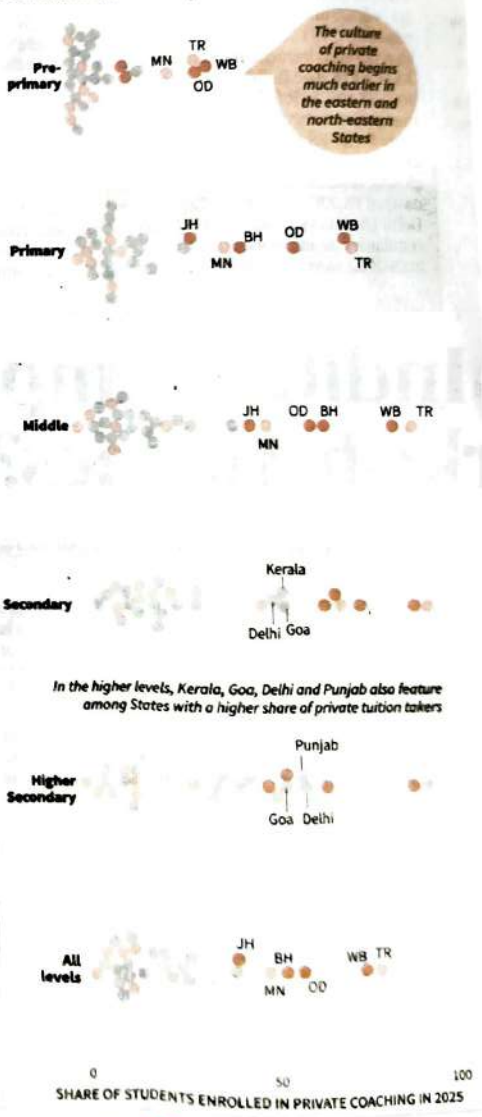


Chart 3: The share of students enrolled in private coaching in 2025 across all levels of schooling and States. If all school levels are taken together, the eastern States and some north-eastern States stand out as stark outliers. corresponds to all other States. In the graphic, WB: West Bengal; OD: Odisha; TR: Tripura; BH: Bihar; MN: Manipur, JH: Jharkhand



Printed from
THE TIMES OF INDIA

CBSE issues strict guidelines on correction of Class 10, 12 demographic details: Here's what to know

TOI Education | Sep 3, 2025, 11.22 AM IST



The Central Board of Secondary Education (CBSE) has issued fresh directions to affiliated schools, tightening procedures for correcting demographic details of students in official records. The circular, dated September 2, underscores the importance of accuracy in student data and highlights repeated lapses by schools that have delayed the issuance of mark sheets, passing certificates, and admit cards.

Why the circular was issued

CBSE noted that despite providing multiple opportunities to schools and parents, as many as 20 across Classes XI and XII, requests for corrections are still being sent after results are declared. Many of these requests, according to the Board, are incomplete, lack supporting records, or include documents with multiple cuttings and errors. In some cases, schools have failed to respond to CBSE's queries for additional documents, causing further delays.

Also Read: CBSE announces major reforms for LOC submission ahead of Class 10 and 12 board exams 2026

The measures in place

The circular reiterates the existing checks schools are supposed to follow at every stage:

- Verification of demographic details during admission and registration in Class IX.
- Confirmation from parents before submission of the List of Candidates (LOC).
- Correction windows after registration and after LOC submission to rectify any discrepancies.
- Verification through admit cards and final confirmation from students and parents before the declaration of results.

CBSE emphasized that these measures are designed to ensure that all demographic details are correct well before mark sheets and certificates are issued.

Common lapses flagged by CBSE

Despite these checks, the Board has observed recurring problems:

- Incomplete requests sent by schools without proper documentation.
- Missing certified records from previous schools.
- Illegible or unclear documents being submitted.
- Multiple overwriting and corrections on official records.
- Lack of response from schools when CBSE seeks clarifications.

“These practices make delay in the processing of the requests,” the circular warns, adding that incomplete requests will now be summarily rejected.

Directions for strict compliance

In its latest directions, CBSE has laid out stricter expectations for affiliated schools:

- Ensure demographic details in all school records are 100% correct.
- Follow CBSE's instructions during registration and submission of LOC without deviation.
- Obtain written confirmation from parents about the correctness of details.
- Submit certified records from all previous schools whenever a correction request is raised.

The Board has also expressed concern over students bypassing schools by sending correction requests directly to CBSE, through legal notices, or even approaching courts. CBSE has appealed to schools to guide students to process all requests through the proper institutional channel to avoid delays.

By placing accountability squarely on schools and parents, CBSE aims to minimize last-minute corrections and ensure that certificates issued to students reflect accurate demographic details. The circular ends with a call for "strict compliance by all schools," signaling that the Board will no longer entertain incomplete or poorly documented correction requests.

Candidates and schools can read the official CBSE circular available here.



International Year of Cooperatives

Cooperatives Build a Better World







Ministry of Education



Shri Dharmendra Pradhan and Smt Annapurna Devi jointly launch the "Guidelines for Co-location of Anganwadi Centres with Schools"

Posted On: 03 SEP 2025 7:13PM by PIB Delhi

Shri Dharmendra Pradhan, Union Minister of Education and Smt. Annpurna Devi, Union Minister of Women & Child Development have jointly launched the Guidelines for Co-location of Anganwadi Centres with Schools on 3rd September 2025 at Vigyan Bhawan, New Delhi.

Speaking on the occasion, Shri Dharmendra Pradhan said that this initiative marks a significant milestone towards realizing Prime Minister Shri Narendra Modi's vision of 'Viksit Bharat'. He emphasized that the goal of a developed India will be achieved when, in the coming days, we ensure complete care for every pregnant mother, newborn child, and pre-school going child.

The Minister proposed the creation of a dedicated learning module for Anganwadi workers ("didi") who have not studied up to Class 12 but are keen to pursue further education.

Highlighting the role of technology, he said that today's world has become more accessible with AI and other innovations, and it is important to harness these tools for shaping the future of children. Anganwadi workers are the first teachers in a child's life, and with the use of AI, the teaching-learning process in Indian languages can be made even more effective, he added.

The Minister also informed that within the next three years, nearly 2 lakh private and government high schools across the country will be connected with broadband. Citing the recent ASER and PARAKH data, he noted that learning outcomes of children in rural areas have surpassed those in urban areas. This remarkable achievement, he said, is a testament to the tireless efforts of Anganwadi workers.







Underscoring the way forward, Shri Pradhan said that it is our collective responsibility to ensure proper care and health for nearly 15 crore children in the country. Only then can the dream of 'Viksit Bharat 2047' and the vision of 'NIPUN Bharat' be fully realized.





The National Education Policy (NEP), 2020 for the first time in history of country's education policy recognizes Early Childhood Care and Education (ECCE) as the foundation of learning continuum by integrating three years of pre-school into the 5+3+3+4 structure.

The NEP 2020 states that in order to ensure universal access to high quality ECCE across the country "*ECCE shall be delivered through a significantly expanded and strengthened system of early-childhood education institutions consisting of (a) standalone Anganwadis; (b)* ***Anganwadis co-located with primary schools;*** *(c) pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and (d) stand-alone pre-schools - all of which would recruit workers/teachers specially trained in the curriculum and pedagogy of ECCE."* (Para 1.4 NEP 2020).

In this spirit, the Department of School Education & Literacy (DoSE&L), Ministry of Education in collaboration with the Ministry of Women & Child Development has launched the **"Guidelines for Co-location of Anganwadi Centres with Schools"** with the following objectives:

- To ensure school preparedness and smooth transition of children from AWC to Grade 1 in primary schools.
- To have better linkages and convergence between AWCs and primary schools for providing joyful learning experiences and stimulating environment leading to holistic development of children.
- To ensure enhanced retention rate of children at primary level in order to gain higher achievement at different levels of learning.

The collaboration between the two ministries towards these Guidelines showcases the whole-of-government approach by ensuring better integration across the three areas of education, health, and nutrition.

Colocation of AWCs in schools means having an Anganwadi in the school premises whereever possible physically. This initiative gives guideliens to ensure continuity between early learning at AWCs and formal schooling starting at Grade 1. It also ensures the optimal use of resources, promotes active community participation, and provides children with a smooth and nurturing transition from pre-school to primary school. The Guidelines emphasize the following core components:

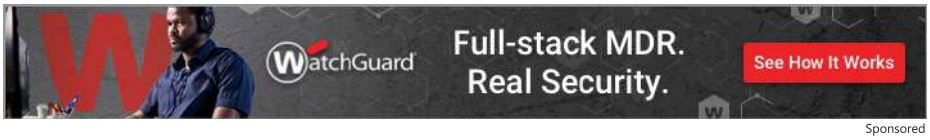
- ECCE in India: A Unified Vision
- Norms and Criteria for Co-locating AWCs with nearby Schools
- Mapping of AWCs with nearby schools
- Creation of Child Friendly Learning Environment
- Engagement of Community and Parents
- Role of various other Stakeholders in Co-location of AWCs to the primary schools

The Guidelines also mention that the States/UTs are currently implementing varied models, and have specific operational challenges. Timely implementation and converggnce between the two departments in the co-location of AWCs within schools will significantly strengthen ECCE and Foundational Literacy and Numeracy (FLN) services. This approach aligns with the vision of NEP 2020, which aims to build a strong foundation for young, healthy learners. The Guidelines are a step toward convergence of 'NIPUN Bharat Mission' with 'Poshan Bhi Padhai Bhi'. It will also bring together the use of TLM like Jaadui Pitara, e-Jaadui Pitara and Adharshila, all of which have been made in accordance with the National Curriculum Framework for Foundational Stage in alignment with NEP 2020. As emphasized by the Hon'ble Prime Minister, "investing in the pre-primary level is essential to nurture children into good, ethical, thoughtful, and empathetic human beings" who will lead India towards the vision of a Viksit Bharat by 2047.

*****

MV/AK

(Release ID: 2163452) Visitor Counter : 2
Read this release in: Urdu , Marathi , Hindi , Punjabi , Odia , Kannada , Malayalam

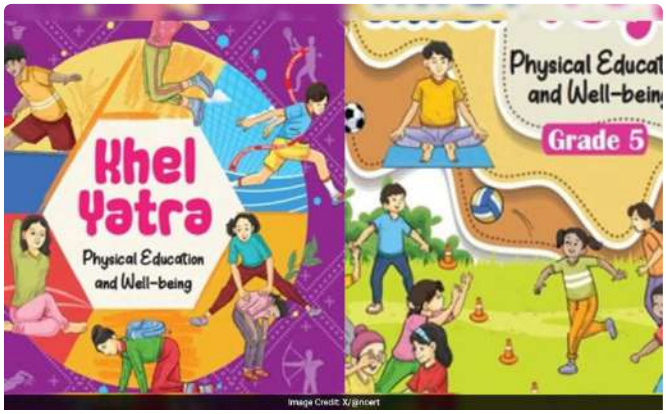


Sponsored

NDTV 24x7 Follow 17.2K Followers

NCERT Brings "Baraf Pani" To Schools Through New Physical Education Curriculum

Story by Written by Sahil Behl • 1w • 2 min read



NCERT Brings "Baraf Pani" To Schools Through New Physical Education Curriculum

NCERT Physical Education Textbook 2025: The National Council of Educational Research and Training (NCERT) has, for the first time, introduced Physical Education textbooks for Classes 3 to 8. The Physical Education and Well-Being series has been launched in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.



150,000 Sq. Ft. Clubhouse at...
JLPL Falcon View

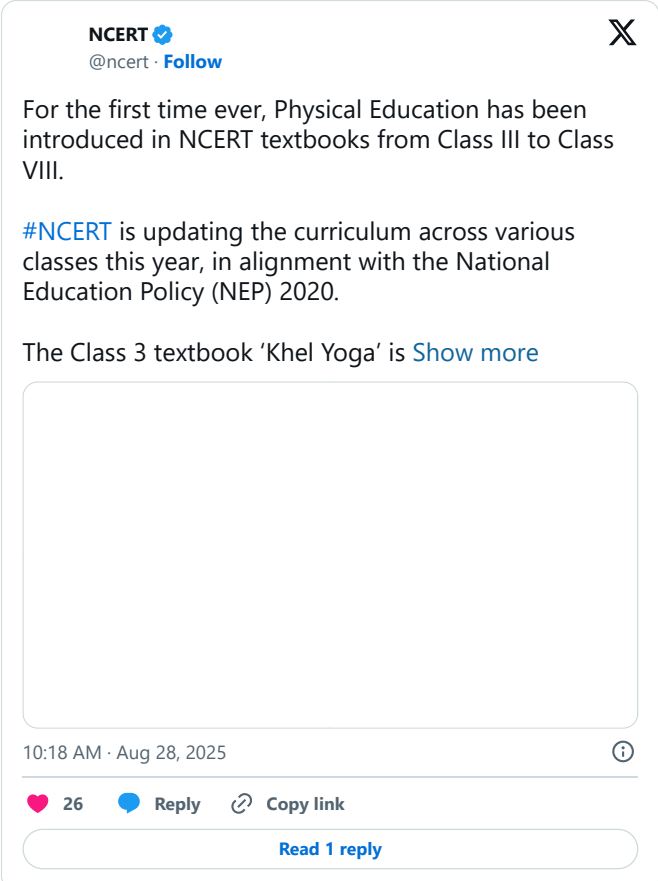
The Class 8 textbook Khel Yatra includes activities such as Baraf Pani, Move Like a Machine, Flex and React Challenge, and others, designed to teach students the importance of warm-up and cool-down exercises.

"Baraf Pani" Activity

The Baraf Pani activity helps students understand the roles of the bully, the victim, the bystander, and the upstander. Warm-up exercises include leaping, skipping, jumping, and hip and pelvic stretches.

In this game, the bully chases the victim, who must freeze once caught. Bystanders can unfreeze the victim by tapping them and saying "You are not alone" or "I am with you." Upstanders can intervene by confronting the bully with phrases like "Stop, that's not okay." The exercise encourages students to recognize how upstanders can support victims of bullying.

NCERT introduced the New Physical Education textbooks on X.com (formerly known as twitter).



Other Activities in the Class 8 Textbook

- Char Tali develops alertness and highlights society's role in stopping harassment.
- Move Like a Machine teaches how the musculoskeletal system supports movement.
- Pass, Sit, and Score combines passing with quick decision-making in a team format.
- Students also learn crouching for marathons, long jumps, standing broad jumps, and more.

NCERT's physical education textbooks for Classes 3 to 8 emphasize the value of sports, warm-up and cool-down routines, and make physical learning engaging and fun.

Sponsored Content

© 2025 Microsoft Privacy and Cookies Terms of Use Advertise

32°C Sign in

Search the web

Discover Following News Entertainment Lifestyl Personalize

Story by Sanjay Madiya, New Delhi • 3d • 3 min read



Dharmendra Pradhan

Union education minister Dharmendra Pradhan on Monday praised National Council of Education Research and Training (NCERT) for releasing special modules on India's partition, Operation Sindoor and India's space journey, describing them as a step towards presenting the nation's history and achievements in the right perspective.



Invest in Falcon View Mohali –...

JLPL Falcon View

Addressing NCERT's 65th Foundation Day, Pradhan said the council is restoring the right perspective, adding that "a few intolerant people, bound by a colonial mindset and viewing India through a Western lens, are naturally uncomfortable with this."

Lauding the council's recent works, the minister said NCERT has done "extremely commendable" work by including the saga of Operation Sindoor in school curricula and developing modules on the horrors of India's Partition. "We should never forget the tragedy of Partition.

If we don't understand our history in the context of the present, the future generations will be misguided," he remarked.

NCERT's modules for classes 6 to 8 (middle stage), and another for classes 9 to 12 (secondary stage) on India's partition released on August which holds three people responsible: "Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it," sparked controversy with Congress leaders demanding that the module be scrapped for "distorting history" and BJP leaders accusing the grand old party of repeating its 'appeasement politics' and refusing to confront historical truth.

Later, Indian History Congress (IHC) on August 25 in its resolution criticised the modules stating that "tender minds" were being fed "distorted, polarising history." On August 28. NCERT dismissed IHC criticism of its partition modules as "unfounded and false."

Pradhan also praised NCERT for publishing modules on 'India: A Rising Space Power' which showcases the country's growing scientific strength. He praised NCERT for publishing 19 special modules so far on various contemporary issues including G20, Asian Games etc.

NCERT modules are supplementary resources in English and Hindi that cover contemporary and culturally significant topics. They are separate short publications on specific topics that are not part of the textbooks but taught through projects, posters, discussions, and debates.

Pradhan described NCERT as an iconic institution at the heart of India's educational system stating that it has been a pillar of the nation's educational landscape, shaping the destinies of generations of students with unparalleled commitment and dedication. He urged NCERT to embrace its role as a change leader by adopting a reform-oriented, tech-driven work culture, and focused on global best practices.



Retirement Plan
SabsePehleLifeInsurance

Pradhan also launched a series of initiatives aligned with NEP 2020, including primers in Hindi, Sanskrit, Ho and Koya to enable learning-teaching in the mother tongue; PM eVidya mobile app for quality digital education; DTH channel for building strong Foundational Literacy and Numeracy (FLN) skills among early learners, virtual reality labs in Regional Institute of Education (RIE) schools of NCERT, DIKSHA 2.0 platform with AI-enabled learning, PRASHAST 2.0 for education of children with disabilities, inclusive textbooks for Classes 1 and 2, a book on Odisha's 100 eminent personalities, and a vocational education handbook.

NCERT said these initiatives "reaffirm the commitment to inclusive and future-ready education" for developed India by 2047.

Read more news like this on HindustanTimes.com

Hindustan Times
HT Premium
Subscribe Now & Dive Deeper with HT Premium
Subscribe Now
Sponsored Content

Madhya Pradesh: NCERT Books Compulsory For Grades 5, 8 From This Session

RSK to conduct exams in February-March 2026; 25% weightage to internal assessment

Staff Reporter | **Updated:** Wednesday, September 03, 2025, 07:43 PM IST



Madhya Pradesh: NCERT Books Compulsory For Grades 5, 8 From This Session | Representative image

RECENT STORIES

Two Drown During Ganesha Idol Immersion In MP's Raisen District, 3 Rescued



Bhopal: 80-Ton Waste Cleared From Ghats Post Idol Immersion



Bhopal Cyber Cops Launch Drive Against Point Of Sale Agents Selling SIM Cards To Conmen



Bhopal: Temple Doors Closed Due To Lunar Eclipse



Bhopal (Madhya Pradesh): The Madhya Pradesh government has made the National Council of Educational Research and Training (NCERT) books compulsory for Classes 5 and 8.

The state-level annual examinations for the two classes, conducted by the Rajya Shiksha Kendra, will be based on NCERT books in all government schools, recognised private schools, aided schools, and Madarsas with UDISE code in February-March next year.

According to a notification issued by the RSK, students will have to complete two projects per subject, and the marks awarded will get a 25% weightage in the final examination.

Read Also

Indore: Newborn Bitten By Rats At MY Hospital's NICU Dies, MGM Dean Served Notice



In every subject, the written examination will be of 60 marks, and 20 marks will be allocated for the projects.

FPJ Shorts



Mumbai Weather Update:...



GST Transition Benefit...



International Literacy Day 2025: Know...



US Open 2025 Men's Final: Carlos...

The RSK has also issued a class-wise, subject-wise list of projects for the students. The projects will have to be submitted by January 31, 2026, and will be evaluated by the subject teachers.

ADVERTISEMENT

The RSK has asked the schools to ensure that the projects do not put any additional financial burden on the parents.

Instead of total marks or percentages, grades will be awarded to the students. The grades will range from A+ (85% or higher marks) to D (33% to 45% marks). Those obtaining less than 33% marks would be declared unsuccessful.

Follow us on

Google News Chwippy

Indore Rat Attack Case: NHRC Seeks Action Taken Report From Government In 10 Days



PROMOTED CONTENT



These Giant Serpents Will Send Shivers Down Your Spine!

Brainberries



Who Owns The Best Legs In Tinseltown? Find Out

Brainberries



What Women Who Attract Deep Love Secretly Do Differently

Herbeauty



These 9 Vampire Diaries Scenes Turned Up The Heat

नवभारत टाइम्स, 5 सितंबर 2025, Pg. 12

प्राइमरी स्कूल, आंगनबाड़ी एक ही कैंपस में चल सकेंगे

■ NBT रिपोर्ट, नई दिल्ली


File

केंद्र ने जारी की गाइडलाइंस।

केंद्र सरकार ने बुधवार को प्राइमरी स्कूलों के साथ आंगनबाड़ी केंद्रों को जोड़ने के लिए नई गाइडलाइन जारी की है। इन गाइडलाइंस को शिक्षा मंत्री धर्मेंद्र प्रधान और महिला एवं बाल विकास मंत्री अन्नपूर्णा देवी ने दिल्ली में लॉन्च किया। इसके तहत अब आंगनबाड़ी और प्राथमिक स्कूल एक ही कैंपस में चलाए जाएंगे।

गाइडलाइन के तहत दो मॉडल बनाए गए है। पहले मॉडल में आंगनबाड़ियों को स्कूलों के भीतर पर्याप्त जगह देकर सह-स्थान किया जाएगा। दूसरे मॉडल में, जहां यह संभव नहीं है, वहां आंगनबाड़ियों को नजदीकी स्कूलों से जोड़ा जाएगा। इससे बच्चों की पढ़ाई में रुकावट नहीं आएगी।

इस व्यवस्था में आंगनबाड़ी कार्यकर्ताओं और स्कूल शिक्षकों की नियमित बैठकें, ईसीसीई दिवस और प्रवेशोत्सव जैसे कार्यक्रम शामिल होंगे। बच्चों के डेटा का मिलान किया जाएगा ताकि सेवाओं का दोहराव न हो। छोटे बच्चों के लिए अलग प्रवेश-द्वार, खेल क्षेत्र, मिड-डे मील के लिए रसोईघर और बच्चों के अनुकूल शौचालय जैसी सुविधाएं अनिवार्य होंगी। जादुई पिटारा और आधारशिला जैसे खेल-आधारित पाठ्यक्रम को बढ़ावा मिलेगा ताकि बच्चे सही उम्र और स्तर पर कक्षा 1 में प्रवेश कर सकें। वर्तमान में 2.9 लाख आंगनबाड़ी केंद्र पहले से ही स्कूलों के साथ जुड़े है। आगे 9 लाख से ज्यादा स्कूलों से इन्हें जोड़ा जा सकता है।

शिक्षा मंत्री धर्मेंद्र प्रधान ने इस मौके पर कहा कि अगले 3 वर्षों में करीब 2 लाख सरकारी और प्राइवेट हाईस्कूल में ब्रॉडबैंड की सुविधा मिलेगी। उन्होंने कहा, हालिया सर्वे के मुताबिक ग्रामीण बच्चों की सीखने की क्षमता शहरों से बेहतर है, जो आंगनबाड़ी दीदियों की मेहनत का नतीजा है।

The Tribune, 4 September 2025, Pg-04

Special classes for schoolkids at Ferozepur relief camps

ANIRUDH GUPTA

FEROZEPUR, SEPTEMBER 3

To ensure that education does not suffer due to floods, the Ferozepur district administration has started special classes for schoolchildren currently living in relief camps.

Deputy Commissioner Deepshikha Sharma said the move aimed at not only ensuring the continuation of their learning but also keep them "mentally resilient and engaged during chaotic times".

"While the students in towns have access to online classes, these children have been bereft of the same," added Sharma.

At the relief camps set up in village Bareke, Fatehgarh Sabhran, Dulchi Ke and Bagge Wala, Anganwadi workers are also conducting fun activities for children aged between 2 and 6.



A class in progress for children at a relief camp in Ferozepur. TRIBUNE PHOTO

Teachers are holding regular classes for students of primary to secondary levels.

District Programme Officer (DPO) Richika Nanda said almost 80 children were attending such sessions daily.

The children attend classes from 9.30 am to 12.30 pm, with an additional one-hour session in the evening.

Apart from that, arrangements for activities like drawing and colouring, music and sports have been made.

Even swings and play facilities have been arranged to keep the children motivated.

"Each centre has two Anganwadi workers, two helpers and a supervisor, while special booths have been set up for mothers with infants to ensure comfort during feeding," said the DPO.

Rajni Khanna, a teacher working at Government Senior Secondary School in Bareke said 42 children were attending her daily classes, covering subjects like mathematics, English, Hindi, Punjabi, science and social studies.

"Despite the loss of our crops and the worries on our parents' faces, coming to these classes makes us feel positive and brings back a sense of normal life," said Amandeep Kaur, a Class IX student from Tindiwala.

Class X student Pinki said attending lessons in the relief camp had kept their studies on track. Satinder Singh, Deputy DEO (Secondary), said two teachers from nearby schools were deputed on rotational basis daily to teach in the camps and also impart moral values and life skills on overcoming challenges.

"The parents and students have widely appreciated this initiative," he said.

The Tribune, 4 September 2025, Pg-09

CBSE, narcotics bureau join hands against drug abuse

NEW DELHI, SEPTEMBER 3

The CBSE and the Narcotics Control Bureau have signed an MoU to strengthen cooperation in creating drug-free school environments and raising awareness against substance abuse. The MoU provides a comprehensive framework for joint initiatives, including quarterly awareness programmes, capacity-building workshops and counseling services for students and parents. — TNS

The Statesman, 04 September 2025, Pg. 8

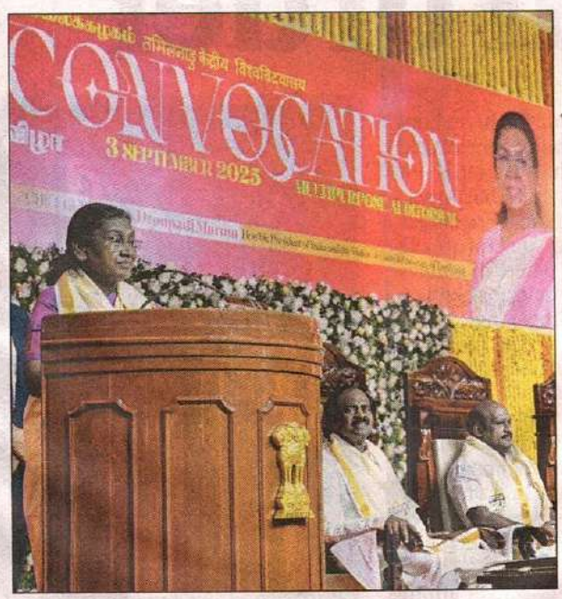
NEP revives legacy, embraces modernity, says Prez Murmu

STATESMAN NEWS SERVICE
Chennai, 3 September

With so many learning avenues for the present generation, rediscovering the rich legacy of India is at the heart of the New Education Policy as it brings together the best of Tradition and modernity, President Droupadi Murmu said on Wednesday.

Delivering the 10th convocation address at the Central University of Tiruvarur, 319 km south of Chennai, she said: "In India, we have great and ancient traditions that sought knowledge for the sake of knowledge. In today's digital age, you (students) are in an enviable position of having so many learning resources available to you that it was for any previous generation. This is at the heart of the National Education Policy; it brings together the best of tradition and modernity."

Keep learning was her advice as the internet revolution has transformed with new professions with AI having come up changing the face of industrial revolution 4.0 and work culture. "In such a dynamic environment, those who can adapt and learn new skills will become leaders of change," she added.



President Droupadi Murmu addresses graduates during the 10th convocation ceremony of the Central University of Tamil Nadu in Thiruvarur on Wednesday. ANI PHOTO

Education, she said, must aim to link individual development with social development and to underscore this, quoted her predecessor Dr S Radhakrishnan: "Literacy is not education; knowledge is not education; but the growth of wisdom, the capacity to look upon others with compassion, that is what is necessary." Emphasising that education should be oriented towards the benefit of society, the President called upon the students to collaborate with the industry to make use of technology for enriching nature and ecology toward the larger good of humanity.

Recalling her journey as a school teacher and learning being a lifelong one, the President remarked: "As they say, once a teacher, always a teacher." To drive home this, she said: "Mahatma Gandhi remained a student all his life, learning languages like Tamil and Bangla, scriptures like the *Gita*, and skills like making *sandals* and spinning *charkha*. You should keep the sense of wonder alive and remain curious."

On the University contributing to the comprehensive development of the marginalised sections through initiatives like Community College and the Dr Ambedkar Centre of Excellence, the President said she was delighted to see that girls have won more than two-third of the gold medals which according to her is a sign of inclusive growth of society. Drawing the attention of the students about being a citizen of India, she said: " It is a source of pride and confidence. You are part of a society that has contributed to your achievement today. Others have helped you to reach here and so you should help those who need a helping hand."

Printed from
THE TIMES OF INDIA

City teacher’s online class gets NCERTpat, teaching videos now on govt platforms

Sep 4, 2025, 11.33 PM IST



Lucknow: Impressed by his innovative way of teaching students through his YouTube channel that he started during the Covid-induced lockdown in 2020, the the National Council of Educational Research and Training (NCERT) has sent the videos of Harishchandra Singh, an educator at govt-aided BKT Govt Inter College in Lucknow, to all govt science learning platforms.

Not only this, but his science teaching also helped six students from the school being selected for the govt's INSPIRE (Innovation in Science Pursuit for Inspired Research) Scheme. Singh will also be awarded ‘Rajya Adhyapak Puruskar' (state teacher award) at the Teachers' Day celebrations in Lucknow on Friday.

Known for consistently achieving a 90% success rate in Class 10 board examinations, Singh's contributions to education are manifold. His dedication and innovative approach set a benchmark in teaching, earning him numerous accolades. "I was appointed as a govt teacher in 1998, and since then, I have maintained a record that all students taught science by me have scored around or above 90% marks in Class 10."

His outstanding teaching methods has caught the attention of the NCERT experts, who sent his educational videos from the ‘Classes by Harishchandra' channel to prominent govt platforms such as Doordarshan, E-Gyan Ganga, and Swayam Prabha. Additionally, six students of BKT Inter College, taught by him, were selected for the

prestigious INSPIRE Scheme. This initiative by the Govt of India's Department of Science & Technology aims to attract talented youth to the field of science and bolster the nation's research and development workforce. This is considered the biggest achievement of this govt school since it was established in 1952.

"I am a science teacher, and I aim to nurture the best science professionals and scientists for the country. When it comes to science teaching, people often look down upon govt schools and believe that govt schools lack infrastructure like laboratories and good teachers. I wanted to prove this wrong," said Singh.

He said, "I began my YouTube channel for science learners of classes 6 to 10 with the aim that every student gets to study science for free. I used simple language so that students don't find it difficult to understand. My YouTube channel doesn't have too many subscribers, but it has reached students across the state and the country as it was selected by NCERT to be showcased on Doordarshan."

"The channel aimed at enhancing science learning for students. It quickly gained popularity, particularly among students in the Hindi heartland, catching the attention of the NCERT expert team. Six of my students have made it to the INSPIRE scheme, which itself is an example that govt school science students are not less than anyone in any area," he added.

Advertisement

Tamil Nadu

NEP brings together tradition and modernity: President Murmu

Quoting former president Sarvepalli Radhakrishnan, Murmu said education is not about literacy and knowledge,



Add as a preferred source on Google

President Droupadi Murmu fter attending the CUTN event in Tiruvarur. Photo | MK Ashok Kumar / Express

Express News Service

Updated on: 04 Sep 2025, 8:15 am · 2 min read

TIRUVAVUR/TIRUCHY: The National Education Policy (NEP) 2020 brings together the best of tradition and modernity, said President Droupadi Murmu in Tiruvarur on Wednesday.

Addressing the gathering at the 10th convocation of the Central University of Tamil Nadu (CUTN), Tiruvarur, the President, who is also the Visitor of the university, said, "In today's digital age, you (students) are in the enviable position of having so many learning resources available.

It is far easier for the present generation to rediscover our rich legacy than it was for any previous generation. This is at the heart of the National Education Policy; it brings together the best of tradition and modernity."

Mentioning that being a student is a lifelong affair, the President said, "Mahatma Gandhi, for example, remained a student all his life, learning languages like Tamil and Bangla, scriptures like the Gita, and skills like making sandals and spinning of the charkha and so on. The list is practically endless in his case."

Quoting former president Sarvepalli Radhakrishnan, Murr
is not about literacy and knowledge, but about the growth
capacity to look upon others with compassion.

Add as a preferred source on Google

"Education must be oriented towards the benefit of the society," she further said, adding that there is a need to collaborate with the industry to make use of science and technology for the larger good of humanity, particularly in enriching nature and ecology.

Add as a preferred source on Google

President Droupadi Murmu awarding gold medals to a graduate. Photo | MK Ashok Kumar / Express

The President awarded gold medals to 45 graduands, 34 of whom were women. A total of 1,010 graduands were conferred degrees at the convocation. Governor R N Ravi, Puducherry Lieutenant Governor K Kailashnathan, ministers Govi Chezhiaan and P Geetha Jeevan, Chancellor of CUTN G Padmanaban and V-C M Krishnan were present.It may be noted that a proposed visit of President Murmu to the ninth convocation of university was cancelled in November 2024 due to Cyclone Fengal.

gopuram where she was accorded poorna kumbha honours. The President also fed fruits to the temple elephant, Andal.

On her way back to the Tiruchy airport, Murmu made an unscheduled stop near the TNUHDB quarters at Panchakarai. She stepped out of the car and greeted residents and instructed her staff to distribute chocolates to the children present.

Follow The New Indian Express channel on WhatsApp

Download the TNIE app to stay with us and follow the latest

Advertisement

Add as a preferred source on Google

New Education Policy 2020 President Droupadi Murmu

Advertisement

Ministry of Education

Shri Dharmendra Pradhan releases India Rankings 2025

Indian Institute of Technology Madras retains its 1st position in Overall Category for the seventh consecutive year

IISc Bengaluru tops in Universities, IIM Ahmedabad leads in Management, AIIMS Delhi retains No.1 in Medical category

Posted On: 04 SEP 2025 4:03PM by PIB Delhi

Union Minister of Education, Shri Dharmendra Pradhan, today released the India Rankings 2025, which implements the National Institutional Ranking Framework (NIRF) drafted for this purpose by the Ministry of Education in 2015. Shri Sukanta Majumdar, Minister of State for Education and DoNER, Dr. Vineet Joshi, Secretary (HE); Prof. T.G. Sitharam, Chairman, AICTE; Prof. Anil Sahasrabudhe, Chairman, NETF, NAAC and NBA and Dr. Anil Kumar Nassa, Member Secretary, NBA were present on this occasion along with vice chancellors and directors of institutions of higher education.

Speaking on the occasion Shri Pradhan said that the NIRF2025 rankings reflect the strength of our institutions and the promise of our students. He congratulated all the institutions featured in this year's rankings. Union Education Minister expressed happiness in knowing that NIRF has become a national benchmark.

Shri Pradhan said NEP 2020 laid down a roadmap for the development of our HEIs, including improving their accreditation and that NIRF emerged as a trusted pillar in the journey of making Bharat a knowledge super power. He emphasized that everyone has to set higher benchmarks in the accreditation

frameworks.

The Minister further said he was confident that NIRF would evolve as one of the best accreditation frameworks, involve more data-driven approaches, include more ranking parameters and categories and on board more institutions going forward.

Shri Pradhan underlined that we are uniquely poised to make a quantum leap and that the Prime Minister Shri Narendra Modi had given the clarion call for a Viksit and Atmanirbhar Bharat by 2047. He said that we got ‘Swaraj’ and now we have to fight for our ‘Samriddhi’.

He mentioned that our academic institutions are at the core of this and they have to play a leading role in creating a roadmap for ‘Samriddhi’ and ‘Atmanirbharta.’

The Minister called upon all our academic institutions to become thriving grounds for innovation and entrepreneurship, join the NIRF framework and also aim to transform into most-sought after institutions globally.







Addressing the gathering, Union Minister of State for Education & Development of North Eastern Region, Dr. Sukanta Majumdar, said that India's higher education system has expanded access and inclusivity at an unprecedented scale. With more than 14,000 institutions participating this year, NIRF has become a credible framework that not only ranks institutions but also drives quality, integrity, and innovation. As we mark a decade of India Rankings, this journey reflects the resilience and aspirations of our universities and colleges.

Dr. Majumdar further added that guided by the vision of NEP 2020, our efforts are focused on ensuring that higher education in India is globally competitive, future-ready, and aligned with national development goals. With new parameters like SDG-based rankings and emphasis on equity and research quality, we are shaping institutions that embody our SHINE vision, Sustainability, Holistic growth, Innovation, National pride, and Excellence, he added.

The first and maiden edition of India Rankings was released in 2016, in one category and three subject domains, namely Universities, Engineering, Management and Pharmacy. Subsequently new categories and subject domains were added from 2017 to 2025 from the initial one category and three subject domains to 9 categories and 8 subject domains as mentioned below:

Sl. No.	Categories	Year	Sl. No.	Subject domains	Year
	Universities	2016	1	Engineering	2016
	Overall	2017	2	Management	2016
	Colleges	2017	3	Pharmacy	2016
	Research Institutions	2021	4	Architecture & Planning	2018
	Innovation	2023	5	Law	2018
	State Public Universities	2024	6	Medical	2018
	Open Universities	2024	7	Dental	2020

	Skill Universities	2024	8		Agriculture & Allied Sectors	202
	Sustainable Development Goals	2025				

Five Broad Categories of Parameters and Weightage

The National Institutional Ranking Framework (NIRF), launched in September 2015 by the Ministry of Education, was used for this edition as well as for the previous nie editions of India Rankings released for the years 2016 to 2024. Five broad categories of parameters identified in the NIRF and their weightage on scale of 10 are given below:

Sl. No.	Parameter	Marks	Weightage
1	Teaching, Learning & Resources	100	0.30
2	Research and Professional Practice	100	0.30
3	Graduation Outcome	100	0.20
4	Outreach and Inclusivity	100	0.10
5	Perception	100	0.10

Each of these five parameters have 2 to 5 sub-parameters. A total number of 19 sub-parameters are used for ranking of HEIs in different categories and subject domains. Institutions are ranked based on total sum of marks assigned for each of these five broad groups of parameters.

Besides, sourcing data on various parameters from applicant institutions, third party sources of data have also been used, wherever possible. Scopus (Elsevier Science) and Web of Science (Clarivate Analytics) were used for retrieving publications and citations data. Derwent Innovation was used for retrieving data on patents. Data retrieved from these sources was shared with the institutions for transparency with a provision to give their inputs.

Increase in Number of Applicants for India Rankings from 2016 to 2024

A record number of 7,692 unique institutions responded and offered themselves for ranking under “Overall”, category-specific or domain-specific ranking. In all, 14,163 applications for ranking were made by these 7,692 unique applicant institutions including 4,045 in Overall Category, 1,584 in Engineering, and 4,030 in General Degree Colleges. A noticeable increase in institutional participation in the rankings exercise this year indicates its recognition amongst institutions of higher education in India as a fair and transparent ranking exercise. Number of unique applicants to India Rankings have increased from 2,426 in 2016 to 7,692 in 2025 whereas total number of applications for ranking in various categories have increased from 3,565 in 2016, to 14,163 in 2025 i.e. total increase of 5266 (217% increase) in number of unique institutions and 10,598 (297.3% increase) in total number of applicants.

Increase in Number of Institutions Ranked in India Rankings from 2016 to 2025

In line with the past practices, 100 institutions each are ranked in the Overall, Universities, Colleges, Engineering, Pharmacy and Management categories. Additional rankings are published in structured rank bands as mentioned below:

- Overall and Universities: Two rank bands (101 – 150 and 151 - 200)
- Engineering and College: Three rank bands (101–150, 151–200, 201–300)
- Management and Pharmacy: One rank band (101–125)
- State Public Universities: Top 50 institutions ranked + one rank band (51–100)
- Innovation and SDGs: Top 10 institutions ranked + one rank band (11–50)

In subject domains such as Architecture & Planning, Law, Medical, Dental, Agriculture & Allied Sectors, and Research Institutions, between 40 to 50 institutions are ranked. For emerging and specialized categories namely, Open Universities and Skill Universities, three institutions each are ranked due to the relatively smaller pool of eligible participants.

Key Highlights of India Rankings 2025

- Indian Institute of Technology Madras retains its 1st position in Overall Category for the seventh consecutive year, i.e. 2019 to 2025 and in Engineering for tenth consecutive year, , i.e. from 2016 to 2025.
- Top 100 in Overall category consists of 24 state public universities, 22 private deemed universities, 19 IITs and IISc, 9 private universities, 8 NITs, 7 central universities, 5 Medical Institutions (under Ministry of Health and Family Welfare), 4 ISSERs, 1 college and IARI (under Ministry of Agriculture and Farmer's Welfare).
- Indian Institute of Science, Bengaluru tops the Universities Category for tenth consecutive year, i.e. from 2016 to 2025. It stood first in Research Institutions Category for the fifth consecutive year, i.e. from 2021 to 2025.
- IIM Ahmedabad tops in Management subject retaining its first position for sixth consecutive year, i.e. from 2020 to 2025. It was ranked amongst top two in Management subject of the India Rankings from 2016 to 2019.
- All India Institute of Medical Sciences (AIIMS), New Delhi occupies the top slot in Medical for the eighth consecutive year, i.e. from 2018 to 2025. Moreover, AIIMS is ranked at 8th position in Overall category. It was ranked at 6th and 7th position in Overall category in 2023 and 2024 respectively.
- Jamia Hamdard, New Delhi tops the ranking in Pharmacy for the second consecutive year. Jamia Hamdard was ranked at 1st position for four consecutive years, i.e., from 2019 to 2022. It was ranked at 2nd position in Pharmacy in 2018 and 2023.
- Hindu College secured the 1st position amongst Colleges for the second consecutive year replacing Miranda House which retained its 1st position for seven consecutive year, i.e. from 2017 to 2023. Hindu College was ranked at 2nd position in 2019, 2022 and 2023, and at 3rd and 4th positions in 2020 and 2018 respectively.
- IIT Roorkee retained its 1st position in Architecture and Planning for the fifth consecutive year, i.e. from 2021 to 2025. IIT Roorkee was ranked at 2nd position from 2018 to 2020.
- National Law School of India University, Bengaluru retains its first position in Law for the eighth consecutive year, i.e. from 2018 to 2025.
- Colleges in Delhi maintained their dominance in ranking of Colleges with six colleges out of first 10 colleges from Delhi itself.
- All India Institute of Medical Sciences (AIIMS), New Delhi takes the top slot in Dental subject for the first time replacing the Saveetha Institute of Medical and Technical Sciences, Chennai which was ranked 1st for the three-consecutive year from 2022 to 2024.
- Indian Agricultural Research Institute, New Delhi takes the top slot in Agriculture and Allied Sectors for the third consecutive year, i.e. from 2023 to 2025.
- Jadavpur University, Kolkata tops the State Public Universities Category first introduced in 2024.

- Indira Gandhi National Open University (IGNOU), New Delhi tops the Open Universities Category for the second consecutive year, i.e. from 2024 to 2025.
- Indian Institute of Technology Madras tops in the Innovation category.
- Symbiosis Skill and Professional University (SSPU), Pune tops the Skill Universities category for the second consecutive year, i.e. from 2024 to 2025.
- Indian Institute of Technology Madras tops the Sustainable Development Goals (SDGs) category introduced for the first time this year.

Click the link to see India Rankings 2025: *https://www.nirfindia.org/2025/Ranking.html*

India Rankings 2025: Top 3 to 10 Institutions in Various Categories / Subject Domains	
Overall	
Name	**Rank**
Indian Institute of Technology Madras	**1**
Indian Institute of Science, Bengaluru	**2**
Indian Institute of Technology Bombay	**3**
Indian Institute of Technology Delhi	**4**
Indian Institute of Technology Kanpur	**5**
Indian Institute of Technology Kharagpur	**6**
Indian Institute of Technology Roorkee	**7**
All India Institute of Medical Sciences, Delhi	**8**
Jawaharlal Nehru University, New Delhi	**9**
Banaras Hindu University, Varanasi	**10**

Universities	
Name	**Rank**
Indian Institute of Science, Bengaluru	**1**

Jawaharlal Nehru University, New Delhi	**2**
Manipal Academy of Higher Education, Manipal	**3**
Jamia Millia Islamia, New Delhi	**4**
University of Delhi, Delhi	**5**
Banaras Hindu University, Varanasi	**6**
Birla Institute of Technology & Science - Pilani	**7**
Amrita Vishwa Vidyapeetham, Coimbatore	**8**
Jadavpur University, Kolkata	**9**
Aligarh Muslim University, Aligarh	**10**

Colleges	
Name	**Rank**
Hindu College, Delhi	**1**
Miranda House, Delhi	**2**
Hans Raj College, Delhi	**3**
Kirori Mal College, Delhi	**4**
St. Stephens's College, Delhi	**5**
Rama Krishna Mission Vivekananda Centenary College, Kolkata	**6**
Atma Ram Sanatan Dharm College, New Delhi	**7**
St. Xavier`s College, Kolkata	**8**
PSGR Krishnammal College for Women, Coimbatore	**9**
PSG College of Arts and Science, Coimbatore	**10**

Research Institutions	
Name	**Rank**
Indian Institute of Science, Bengaluru	**1**
Indian Institute of Technology Madras	**2**
Indian Institute of Technology Delhi	**3**
Indian Institute of Technology Bombay	**4**
Indian Institute of Technology Kharagpur	**5**

Innovation Institutions	
Name	**Rank**
Indian Institute of Technology Madras	**1**
Indian Institute of Technology Bombay	**2**
Indian Institute of Science, Bengaluru	**3**
Indian Institute of Technology Kharagpur	**4**
Indian Institute of Technology Kanpur	**5**
Open Universities	
Name	**Rank**
Indira Gandhi National Open University (IGNOU), New Delhi	**1**
Karnataka State Open University, Mysore	**2**

U.P. Rajarshi Tandon Open University, Allahabad	**3**
Skill Universities	
Name	**Rank**
Symbiosis Skills and Professional University, Pune	**1**
Symbiosis University of Applied Sciences, Indore	**2**
Shri Vishwakarma Skill University, Palwal	**3**
State Public Universities	
Name	**Rank**
Jadavpur University, Kolkata	**1**
Anna University, Chennai	**2**
Panjab University, Chandigarh	**3**
Andhra University, Visakhapatnam	**4**
Kerala University, Thiruvananthapuram	**5**
Cochin University of Science and Technology, Cochin	**6**
Osmania University, Hyderabad	**7**
University of Kashmir, Srinagar	**8**
Gauhati University, Guwahati	**9**
Bharathiar University, Coimbatore	**10**
SDGs Institutions	
Name	**Rank**

Indian Institute of Technology Madras	**1**
Indian Agricultural Research Institute, New Delhi	**2**
Jamia Millia Islamia, New Delhi	**3**

Engineering	
Name	**Rank**
Indian Institute of Technology Madras	**1**
Indian Institute of Technology Delhi	**2**
Indian Institute of Technology Bombay	**3**
Indian Institute of Technology Kanpur	**4**
Indian Institute of Technology Kharagpur	**5**
Indian Institute of Technology Roorkee	**6**
Indian Institute of Technology Hyderabad	**7**
Indian Institute of Technology Guwahati	**8**
National Institute of Technology Tiruchirappalli	**9**
Indian Institute of Technology (Banaras Hindu University) Varanasi	**10**
Management	
Name	**Rank**
Indian Institute of Management Ahmedabad	**1**
Indian Institute of Management Bangalore	**2**
Indian Institute of Management Kozhikode	**3**
Indian Institute of Technology Delhi	**4**

Indian Institute of Management Lucknow	**5**
Indian Institute of Management, Mumbai	**6**
Indian Institute of Management Calcutta	**7**
Indian Institute of Management Indore	**8**
Management Development Institute, Gurugram	**9**
XLRI - Xavier School of Management, Jamshedpur	**10**

Pharmacy	
Name	**Rank**
Jamia Hamdard, New Delhi	**1**
Birla Institute of Technology & Science -Pilani	**2**
Panjab University, Chandigarh	**3**
JSS College of Pharmacy, Ooty	**4**
National Institute of Pharmaceutical Education and Research Hyderabad	**5**
Institute of Chemical Technology, Mumbai	**6**
JSS College of Pharmacy, Mysuru	**7**
Manipal College of Pharmaceutical Sciences, Manipal	**8**
National Institute of Pharmaceutical Education and Research, Mohali	**9**
S.R.M. Institute of Science and Technology, Chennai	**10**

Medical	
Name	**Rank**
All India Institute of Medical Sciences, New Delhi	**1**

Post Graduate Institute of Medical Education and Research, Chandigarh	**2**
Christian Medical College, Vellore	**3**
Jawaharlal Institute of Post Graduate Medical Education & Research, Puducherry	**4**
Sanjay Gandhi Postgraduate Institute of Medical Sciences, Lucknow	**5**

Dental

Name	**Rank**
All India Institute of Medical Sciences, New Delhi	**1**
Saveetha Institute of Medical and Technical Sciences, Chennai	**2**
Maulana Azad Institute of Dental Sciences, Delhi	**3**
Dr. D. Y. Patil Vidyapeeth, Pune	**4**
Manipal College of Dental Sciences, Manipal	**5**

Law

Name	**Rank**
National Law School of India University, Bengaluru	**1**
National Law University, New Delhi	**2**
Nalsar University of Law, Hyderabad	**3**
The West Bengal National University of Juridical Sciences, Kolkata	**4**
Gujarat National Law University, Gandhinagar	**5**

Architecture and Planning

Name	**Rank**

Indian Institute of Technology Roorkee	**1**
National Institute of Technology Calicut	**2**
Indian Institute of Technology Kharagpur	**3**
Indian Institute of Engineering Science and Technology, Shibpur	**4**
Jamia Millia Islamia, New Delhi	**5**
Agriculture and Allied Sectors	
Name	**Rank**
Indian Agricultural Research Institute, New Delhi	**1**
ICAR - National Dairy Research Institute, Karnal	**2**
Punjab Agricultural University, Ludhiana	**3**
Banaras Hindu University, Varanasi	**4**
Indian Veterinary Research Institute, Izatnagar	**5**

*****

MV/AK

(Release ID: 2163711) Visitor Counter : 2
Read this release in: Malayalam , Urdu , Marathi , Hindi , Bengali , Punjabi , Odia , Tamil



Share your ideas & Suggestions with PM for
MANN KI BAAT
on 28th Sep 2025
Click Here

Union Education Minister Dharmendra Pradhan Releases NIRF India Rankings 2025



Union Education Minister Dharmendra Pradhan today released the National Institutional Ranking Framework (NIRF) India Rankings 2025 in New Delhi. The rankings in the Overall Category were topped by Indian Institute of Technology (IIT) Madras, followed by Indian Institute of Science, Bengaluru and Indian Institute of Technology Bombay.

Speaking on the occasion, Mr Pradhan said, in 2014-15, there were fewer than 3.5 crore students in the higher education sector, which has now increased to 4.5 crore, and the government aims to double this number by 2030. Mr Pradhan highlighted that in 2014, India had 11 institutions in the QS World University Rankings' top 500 category, which has now risen to 54. The Minister also mentioned that India's ranking in the Times Higher Education Rankings has improved from 49 in 2019 to 113 today. He also stated that six IIMs and two business schools from India are now among the top 100 in the Financial Times Global MBA Rankings

Apart from the overall category, IIT Madras also topped the Engineering institutions category. Meanwhile, the Indian Institute of Management, Ahmedabad, topped the Management institutions category. Further, AIIMS, Delhi, topped the Medical category while in the Law institutions category, the first rank was achieved by National Law School of India University, Bengaluru.

Education Minister Dharmendra Pradhan Meets Singapore PM Lawrence Wong To Boost Bilateral Education Ties



Education Minister Dharmendra Pradhan called upon Prime Minister of Singapore, Lawrence Wong, this afternoon. In a social media post, Mr Pradhan said his visit to India is special, as this year marks the sixtieth year of diplomatic relations between India and Singapore.

He said they held meaningful conversations for expanding bilateral engagements in school education, higher education, vocational education, research, innovation and entrepreneurship. They also agreed to work together for building the capacity of teachers, boosting research prowess and capacity, strengthening the skilling ecosystem and facilitating more student exchanges. Mr Pradhan appreciated Prime Minister Wong’s consistent push to take India-Singapore collaborations to greater heights, particularly in education, skill development, start-ups and frontier research.

दैनिक जागरण, 5 सितम्बर 2025, पेज नं - 14

शिक्षकों की साख संभाली जाए



जगमोहन सिंह राजपूत

समाज में नैतिकता और मानवीय मूल्यों की स्वीकार्यता अध्यापकों के अनुकरणीय आचरण से ही आएगी

आज देश शिक्षक दिवस मना रहा है। प्राचीन भारतीय परंपरा में गुरु समाज में ही नहीं, सत्ता द्वारा भी सम्मानित किया जाता था। गुरुकुल के अधिष्ठाता से मिलने जब राजा-महाराजा भी जाते थे, तो वे परिसर के बाहर ही अपना सारा ताम-झाम और सुरक्षा छोड़ देते थे, अंदर जाकर आचार्य की चरणधूलि लेकर अपने को धन्य समझते थे, लेकिन आज स्थिति अलग है? एक बार मैं हवाई जहाज में यात्रा कर रहा था, तो मेरे बगल में एक बड़े प्रदेश के मुख्यमंत्री बैठे थे। कुछ देर बाद उन्होंने मुझसे कहा कि प्रोफेसर साहब, कोई ऐसा उपाय बताइए, जिसमें शैक्षिक सुधार लोगों को दिखाई देने लगे, मगर अधिक धन लगाने की आवश्यकता न पड़े। बिना किसी देरी के मैंने कहा कि ऐसा उपाय है। अगर आप इसे लागू कर सकें तो छात्रों का नामांकन बढ़ जाएगा, अध्यापकों की स्कूल उपस्थिति में भारी सुधार होगा, कर्मठता बढ़ेगी और सरकारी स्कूलों की साख भी लौटने लगेगी। आपको केवल एक आदेश जारी करना होगा कि कोई भी अध्यापक- प्राइमरी से लेकर विश्वविद्यालय तक जब किसी अधिकारी से मिलने जाए, तो वह कुर्सी से उठकर उसका स्वागत करे, कुर्सी पर बैठाए, उसके बाद अपना आसन ग्रहण करे। उसके अनुरोध को प्राथमिकता से सुने और निपटाए, अधिकारी उसे दरवाजे तक छोड़ने जाए और उसके मातहत कर्मचारी इसे देखें। मुख्यमंत्री बोले कि यह लगता तो सरल है, किंतु इसके त्वरित प्रभाव व्यवस्था यानी नौकरशाही पर ठीक नहीं पड़ेंगे। उन्होंने इसे प्रभावशाली कदम बताया, मगर लागू करने का साहस नहीं किया।

यह सही है कि सरकारी स्कूल बड़ी संख्या में अध्यापकों की अनधिकृत अनुपस्थिति के लिए जाने जाते हैं। ऐसे अत्यंत निंदनीय चलन के लिए अध्यापक, वरिष्ठ अधिकारी और प्रशासनिक व्यवस्था ही जिम्मेदार हैं। यह 'चलन' केवल अध्यापकों तक ही फैली नहीं है, ग्रामीण क्षेत्र में पदस्थापित अनेक सरकारी अधिकारी अपने वरिष्ठ अधिकारी से 'मोलभाव' कर लेते हैं। हफ्ते में एक-दो दिन अपने कार्यस्थल पर जाकर सारे



छात्रों के प्रति दायित्वों का निर्वहन करें शिक्षक • फाइल

सप्ताह की उपस्थिति दर्ज कर लेते हैं। इस सबका समाधान क्या है? इसे ढूंढ़ने के पहले यह जानना होगा कि ऐसी अवस्था पनपी कैसे? यह अनैतिक स्थिति मुख्य रूप से शिक्षकों के प्रति समाज की बेरुखी और व्यवस्था के अपमानजनक व्यवहार से ही उपजी है। समाज की शिक्षक प्रशिक्षण संस्थानों की साख में भारी गिरावट की स्थिति के प्रति उदासीनता ने इसे अत्यंत अशोभनीय स्तर तक गिरा दिया है। 2012 में भारत के पूर्व मुख्य न्यायाधीश जस्टिस जेएस वर्मा ने कहा था कि देश के दस हजार शिक्षा प्रशिक्षण संस्थान 'डिग्री बेच रहे हैं।' उनकी गुणवत्ता में कोई रुचि है ही नहीं। आठ साल बाद इस कथन को राष्ट्रीय शिक्षा नीति-2020 में पुनः दोहराया गया। यह कितनी शर्मनाक स्थिति है। इसके लिए जिम्मेदार एक अन्य पक्ष को भी ठीक से समझने की आवश्यकता है।

राजस्थान के दूरदराज के क्षेत्रों में 1955-60 के दौरान यदि किसी स्कूल का दरवाजा टूट जाता था, तो ग्रामीण उसे अपना स्कूल मानते हुए नया लगा देते थे। अब इतना सरकारीकरण हो चुका है कि जब ज्यादा ठंड पड़ती है, तो लोग कहते हैं कि स्कूल की खिड़की उखाड़कर जलाएं, सरकार खुद लगाएगी। दरअसल समाज का स्कूल से जो परंपरागत संबंध था, अध्यापक का जो सम्मान था, उसके तिरोहित होने में सरकारी अधिकारियों की असंवेदनशीलता और अहंकार मुख्य रूप से जिम्मेदार रहे हैं। देश के 56 प्रतिशत बच्चे आज भी सरकारी स्कूलों में ही पढ़ते हैं। केंद्रीय विद्यालय, नवोदय विद्यालय, पीएमश्री विद्यालय जैसे केंद्र संचालित स्कूलों की साख पूरे देश में है, लेकिन सरकारी स्कूलों में सबसे बड़ा प्रतिशत उन बच्चों का है, जिनके पालकों ने उन्हें यहां प्रवेश केवल इसलिए दिलाया है, क्योंकि वे किसी निजी स्कूल में प्रवेश नहीं दिला सके। सरकारी स्कूलों की साख के लगातार गिरने का एक कारण यह है कि व्यवस्था में ऊपर से नीचे तक जिन-जिन पर इसका उत्तरदायित्व है, उनके अपने बच्चे भी निजी स्कूलों में ही पढ़ते हैं।

अध्यापकों का सम्मान उनके अपने प्रयासों का योगदान भी मांगता है। क्या वे एक अनुकरणीय कार्यसंस्कृति का उदाहरण पेश कर रहे हैं? दूसरे विश्व युद्ध के बाद जापान के पुनर्निर्माण में वहां के शिक्षकों की बड़ी भूमिका थी। समय-प्रतिबद्धता, कार्यसंस्कृति, आत्मसम्मान, उत्तरदायित्व के प्रति प्रतिबद्धता और व्यवस्था द्वारा हर पग पर उनको यह आभास दिलाया गया कि वे ही राष्ट्र निर्माता हैं, वे भविष्य के कर्णधार तैयार कर रहे हैं। उनसे व्यक्ति और व्यक्तित्व निर्माण के जो तत्व बच्चे सीख कर जाएंगे, वे बड़ी-बड़ी शोधशालाओं, अस्पतालों, प्रशासनिक कार्यालयों में भी कुछ वर्ष बाद दिखाई देंगे। आज जापान में कोई भी अपने कार्यस्थल पर देर से नहीं पहुंचता है। भारत के अध्यापक यदि चाहें तो कुछ वर्षों के अंतराल में यहां भी यह स्थिति आ सकती है। राष्ट्र निर्माण में सबसे महत्वपूर्ण उत्तरदायित्व निर्वाह अध्यापकों को ही करना है। समाज में नैतिकता और मानवीय मूल्यों की स्वीकार्यता भी अध्यापकों के अनुकरणीय आचरण से ही आएगी।

(लेखक शिक्षा, सामाजिक सद्भाव और पंथक सामंजस्य के क्षेत्र में कार्यरत हैं)
response@jagran.com

राष्ट्रीय सहारा, 5 सितम्बर 2025, Pg. 03

एनडीएमसी के स्कूलों में विकास भी विरासत भी, पाठ्यक्रम शुरू

नई दिल्ली (एसएनबी)। शिक्षक दिवस की पूर्व संध्या पर नई दिल्ली नगर पालिका परिषद (एनडीएमसी) के स्कूलों में 'विकास भी-विरासत भी' पाठ्यक्रम शुरू हो गया। तालकटोरा स्टेडियम में आयोजित कार्यक्रम में मुख्यमंत्री रेखा गुप्ता ने इसका शुभारंभ किया। मुख्यमंत्री ने 15 शिक्षकों को सम्मानित भी किया। इस मौके पर मंत्री प्रवेश वर्मा, सांसद बांसुरी स्वराज, अध्यक्ष केशव चंद्रा, उपाध्यक्ष कुलजीत सिंह चहल, अनिल बाल्मिकी, दिनेश प्रताप सिंह, ओएसडी रंजना देसवाल समेत अन्य वरिष्ठ अधिकारी थे।

एनडीएमसी के स्कूलों में इस नए पाठ्यक्रम की शुरुआत करते हुए मुख्यमंत्री ने कहा कि हमारे शिक्षक ही देश के शिल्पकार हैं। शिक्षक आज जो मूल्य और संस्कार बच्चों के जीवन में बोते हैं, वही आगे चलकर देश के भविष्य की तस्वीर को आकार देते हैं। जिस तरह एक छोटा बीज देखभाल और पोषण पाकर बटवृक्ष बन जाता है। उसी तरह शिक्षक के मार्गदर्शन में छात्र मजबूत, जिम्मेदार और राष्ट्रनिर्माण में योगदान देने वाले नागरिक बनते हैं। रेखा गुप्ता ने कहा कि इस पाठ्यक्रम का उद्देश्य केवल विकास तक सीमित नहीं है, इसमें विरासत को भी जोड़ा गया है। एनडीएमसी की पहल छात्रों को आधुनिक ज्ञान के साथ-साथ भारतीय संस्कृति, जीवन मूल्यों और परंपराओं से जोड़ने का कार्य करेगी। स्वदेशी को अपनाकर हम एक बार फिर देश की आर्थिक और सामाजिक नींव को सशक्त बना सकते हैं। मुख्यंत्री ने कहा कि बच्चों को प्रकृति और पर्यावरण के महत्व से अवगत कराना और नदियां, जंगल, पहाड़, जल-संसाधनों का संरक्षण सिखाना हमारी नैतिक जिम्मेदारी है, जिससे आने वाली पीढ़ियां इनके महत्व को समझते हुए संजोने का काम करें।

प्रवेश वर्मा ने विकास भी-विरासत भी, पाठ्यक्रम को लागू करने पर एनडीएमसी को बधाई देते हुए कहा कि इसकी झलक स्पष्ट तौर पर अभी हाल ही में स्थापित घंटाघर में दिखती है। यमुना नदी का जिक्र करते हुए कहा कि हमने अपनी नदियों को अपनी



- शिक्षकों से संस्कार पाकर छात्र देश के भविष्य की तस्वीर को आकार देते हैं : रेखा गुप्ता
- पाठ्यक्रम में योग, अंकगणित और प्राचीन ज्ञान परंपराएं शामिल : केशव चंद्रा

विरासत नहीं माना है। हमें बूंद-बूंद पानी बचाना होगा। प्रदूषण पर अंकुश और यमुना नदी को उनकी प्राचीन गरिमा को लौटाना हम सभी की जिम्मेदारी है। बांसुरी स्वराज ने कहा कि शिक्षक छात्रों को पढ़ाने के साथ ही सांस्कृतिक मूल्य भी देते हैं। परिषद के अध्यक्ष केशव चंद्रा ने कहा कि एनडीएमसी का यह कदम नई शिक्षा प्रणाली के तहत नए पाठ्यक्रम के साथ ही बदलाव भी विरासत भी है। प्रधानमंत्री ने विकास भी-विरासत भी, के वाक्स को आदर्श बताते हुए कहा कि इस नए पाठ्यक्रम में योग, अंकगणित और प्राचीन ज्ञान परंपराओं को शामिल किया गया है। कार्यक्रम के आखिर में ओएसडी (शिक्षा) रंजना देववाल ने सभी अतिथियों का धन्यवाद किया।

अमर उजाला, 05 सितंबर 2025, Pg-08

प्रबंधन में आईआईएम अहमदाबाद मेडिकल में एम्स दिल्ली अव्वल

एनआईआरएफ रैंकिंग 2025 में दिल्ली, नोएडा, ग्रुरुग्राम, गाजियाबाद के संस्थानों का दबदबा

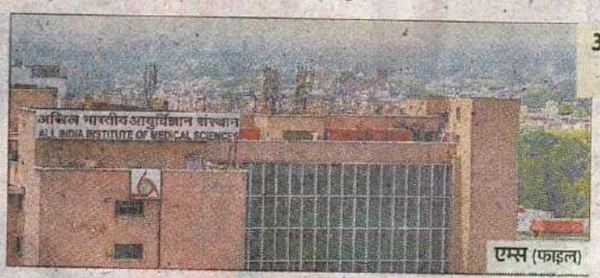
अमर उजाला ब्यूरो

नई दिल्ली। भारत सरकार की प्रबंधन संस्थानों की श्रेणी में भारतीय प्रबंधन संस्थान (आईआईएम) अहमदाबाद ने शीर्ष स्थान बरकरार रखा है। राष्ट्रीय संस्थान रैंकिंग फ्रेमवर्क (एनआईआरएफ) 2025 में प्रबंधन श्रेणी में अहमदाबाद के बाद आईआईएम बंगलूरू और आईआईएम कोझिकोड का स्थान है। प्रबंधन के शीर्ष दस की सूची में सात आईआईएम, एक आईआईटी इंदौर,ग्रुरुग्राम का मैनेजमेंट डेवलेपमेंट इंस्टीट्यूट और झारखंड का जेवियर स्कूल ऑफ मैनेजमेंट का नाम है। वहीं, मेडिकल कॉलेजों की सूची में लगातार एम्स नई दिल्ली शीर्ष पर है। वहीं, पीजीआईएमई चंडीगढ़ दूसरे और सीएमसी वेल्लोर तीसरे स्थान पर है।

भारत सरकार की एकमात्र उच्च शिक्षण संस्थानों की रैंकिंग 2025 की मेडिकल श्रेणी में लखनऊ का संजय गांधी पीजी इंस्टीट्यूट ऑफ मेडिकल साइंसेस पांचवें, बीएचयू छठें, लखनऊ का किंग जार्ज मेडिकल यूनिवर्सिटी आठवें स्थान पर है। इसके अलावा एम्स ऋषिकेष , वर्द्धमान महावीर मेडिकल कॉलेज व सफदरजंग हॉस्पिटल दिल्ली , मौलाना आजाद मेडिकल कॉलेज दिल्ली, इंस्टीट्यूट ऑफ लीवर एंड बिल्लेरी साइंसेस दिल्ली, लेडी हार्डिंग मेडिकल कॉलेज दिल्ली, यूनिवर्सिटी कॉलेज ऑफ मेडिकल साइंसेस दिल्ली, जामिया हमदर्द दिल्ली टॉप 50 में शामिल हैं।

वहीं, डेंटल श्रेणी में एम्स दिल्ली शीर्ष पर है। सविता इंस्टीट्यूट ऑफ मेडिकल एंड टेक्निकल साइंसेज तमिलनाडु दूसरे तो दिल्ली का मौलाना आजाद इंस्टीट्यूट ऑफ डेंटल साइंसेज तीसरे स्थान पर है। इसमें लखनऊ का किंग जार्ज मेडिकल यूनिवर्सिटी सातवें स्थान पर है। इसके अलावा पीजी इंस्टीट्यूट ऑफ डेंटल साइंसेस रोहतक , बीएचयू , जामिया मिल्लिया इस्लामिया, फैकल्टी ऑफ डेंटल सांइसेज-इंस्टीट्यूट ऑफ मेडिकल साइंसेज वाराणसी टॉप 20 में हैं।

फार्मेसी में जामिया हमदर्द लगातार शीर्ष पर कायम है। गर्ल्स इंस्टीट्यूट ऑफ टेक्नोलॉजी एंड साइंस पिल्लानी राजस्थान दूसरे तो पंजाब यूनिवर्सिटी तीसरे स्थान पर है। लॉ श्रेणी में नेशनल लॉ स्कूल ऑफ इंडिया यूनिवर्सिटी बंगलूरू पहले, नेशनल लॉ यूनिवर्सिटी दिल्ली दूसरे तो नल्सर यूनिवर्सिटी ऑफ लॉ हैदराबाद तीसरे, जामिया मिल्लिया इस्लामिया आठवें, अलीगढ़ मुस्लिम विश्वविद्यालय नौवें स्थान पर है।



एम्स (फाइल)

आर्किटेक्चर एंड प्लानिंग में दो आईआईटी, तीन एनआईटी

आर्किटेक्चर एंड प्लानिंग में शीर्ष 10 में दो आईआईटी, तीन एनआईटी हैं। इसमें आईआईटी रुड़की शीर्ष तो एनआईटी कॉलिकट दूसरे, आईआईटी खड़गपुर तीसरे, आईआईईएम शिवपुर चौथे तो जामिया मिल्लिया इस्लामिया पांचवें स्थान पर है।

एनसीआर के यह कॉलेज चमके

दिल्ली समेत एनसीआर के दिल्ली प्रौद्योगिकी विश्वविद्यालय, एनआईटी दिल्ली, नेताजी सुभाष यूनिवर्सिटी ऑफ टेक्नोलॉजी, आईआईआईटी दिल्ली, इंडियन इंस्टीट्यूट ऑफ फ़ॉरेन ट्रेड दिल्ली, इंस्टीट्यूट ऑफ मैनेजमेंट टेक्नोलॉजी गाजियाबाद, जेएमआई दिल्ली, जयपुरिया इंस्टीट्यूट ऑफ मैनेजमेंट नोएडा, ग्रेट लेक इंस्टीट्यूट ऑफ मैनेजमेंट ग्रुरुग्राम, फॉर स्कूल ऑफ मैनेजमेंट दिल्ली, ग्रुरु गोविंद सिंह इंद्रप्रस्थ विश्वविद्यालय दिल्ली, बीएमएल मुंजाल यूनिवर्सिटी ग्रुरुग्राम, नई दिल्ली इंस्टीट्यूट ऑफ मैनेजमेंट,जगन इंस्टीट्यूट ऑफ मैनेजमेंट स्टडीज दिल्ली, नई दिल्ली फार्मास्यूटिकल साइंसेस एंड रिसर्च यूनिवर्सिटी दिल्ली, स्कूल ऑफ प्लानिंग एंड आर्किटेक्चर दिल्ली,नेशनल लॉ यूनिवर्सिटी समेत अन्य हैं।

16 श्रेणियों में देश के टॉप संस्थान

ओवरऑल वर्ग
- आईआईटी मद्रास
- आईआईएससी बंगलुरू
- आईआईटी बॉम्बे
- आईआईटी दिल्ली
- आईआईटी कानपुर
- आईआईटी खड़गपुर
- आईआईटी रुड़की
- एम्स दिल्ली
- जेएनयू
- बीएचयू

यूनिवर्सिटी वर्ग
- आईआईएससी बंगलुरू
- जवाहर लाल नेहरू विश्वविद्यालय
- मनिपाल अकेडमी ऑफ हायर एजुकेशन
- जामिया मिल्लिया इस्लामिया
- दिल्ली विश्वविद्यालय
- बनारस हिंदू यूनिवर्सिटी
- बिरला इंस्टीट्यूट ऑफ टेक्नोलॉजी, पिल्लानी
- अमृता विश्वविद्यापीठम
- ज़ादवपुर विवि
- अलीगढ़ मुस्लिम विवि

स्टेट पब्लिक विवि
- जादवपुर विश्वविद्यालय
- अन्ना यूनिवर्सिटी
- पंजाब यूनिवर्सिटी
- आंध्र यूनिवर्सिटी
- केरल यूनिवर्सिटी

इंजीनियरिंग वर्ग
- आईआईटी मद्रास
- आईआईटी दिल्ली
- आईआईटी बॉम्बे
- आईआईटी कानपुर
- आईआईटी खड़गपुर
- आईआईटी रुड़की
- आईआईटी हैदराबाद
- आईआईटी गुवाहाटी
- एनआईटी तिरुचिरापल्ली
- आईआईटी बीएचयू

फार्मेसी वर्ग
- जामिया हमदर्द
- बिरला इंस्टीट्यूट ऑफ टेक्नोलॉजी एंड साइंस, पिलानी
- पंजाब यूनिवर्सिटी
- जेएसएस कॉलेज ऑफ फार्मेसी, ऊटी
- एनआईपीईआर हैदराबाद
- इंस्टीट्यूट ऑफ कैमिकल टेक्नोलॉजी, मुंबई
- जेएसएस कॉलेज ऑफ फार्मेसी, मैसूर
- मनीपाल कॉलेज ऑफ फार्मास्यूटिकल साइंसेज, उडुपी
- एनआईपीईआर मोहाली

कॉलेज वर्ग
- हिंदू कॉलेज
- मिरांडा हाउस
- हंसराज कॉलेज
- किरोड़ीमल कॉलेज
- सेंट स्टीफन
- राम कृष्ण मिशन विवेकानंद सेंचुरी कॉलेज, कोलकाता
- एसडी कॉलेज डीयू

रिसर्च वर्ग
- आईआईएससी बंगलुरू
- आईआईटी मद्रास
- आईआईटी दिल्ली
- आईआईटी बॉम्बे
- आईआईटी खड़गपुर
- आईआईटी कानपुर

इनोवेशन
- आईआईटी मद्रास
- आईआईटी बॉम्बे
- आईआईएससी बंगलूरू
- आईआईटी खड़गपुर
- आईआईटी कानपुर-5वें

मेडिकल
- एम्स दिल्ली
- पीजीआई चंडीगढ़
- क्रिश्चियन मेडिकल कॉलेज
- जवाहर लाल नेहरू इंस्टीट्यूट ऑफ पीजी मेडिकल एजुकेशन एंड रिसर्च
- संजय गांधी पीजी इंस्टी. ऑफ मेडिकल साइंसेस, लखनऊ

मैनेजमेंट
- आईआईएम अहमदाबाद
- आईआईएम बंगलुरू
- आईआईएम कोझिकोड
- आईआईटी दिल्ली
- आईआईएम लखनऊ-7वें

डेंटल
- एम्स दिल्ली
- एसआईएमटीएम चेन्नई
- मौलाना आजाद इंस्टीट्यूट ऑफ डेंटल साइंसेज दिल्ली
- डॉ.डीवाई पाटिल विद्यापीठ, पुणे
- मनिपाल कॉलेज ऑफ साइंसेस

एग्रीकल्चर
- इंडियन एग्रीकल्चरल रिसर्च इंस्टीट्यूट, दिल्ली
- नेशनल डेयरी रिसर्च इंस्टीट्यूट करनाल
- पंजाब एग्रीकल्चरल यूनिवर्सिटी, लुधियाना
- बीएचयू
- इंडियन वेटरनरी रिसर्च इंस्टीट्यूट, बरेली
- तमिलनाडु एग्रिकल्चरल यूनिवर्सिटी, कोयंबटूर
- शेर-ए कश्मीर यूनिवर्सिटी ऑफ एग्रीकल्चरल साइंस एंड टेक्नोलॉजी, श्रीनगर

स्किल
- सिम्बायोसिस स्किल एंड प्रोफेशनल यूनिवर्सिटी, पुणे
- सिम्बायोसिस यूनि ऑफ एप्लाइड साइंस, इंदौर
- श्री विश्वकर्मा स्किल यूनिवर्सिटी पलवल

ओपन यूनिवर्सिटी
- इंदिरा गांधी ओपन यूनिवर्सिटी दिल्ली
- कर्नाटक स्टेट ओपन यूनिवर्सिटी
- यूपी राजऋषि टंडन ओपन यूनि., प्रयागराज

अमर उजाला, 05 सितंबर 2025, Pg. 01

आईआईटी मद्रास 7वें साल भी शीर्ष पर, आईआईएससी बंगलूरु फिर सर्वश्रेष्ठ विश्वविद्यालय

राष्ट्रीय संस्थान रैंकिंग फ्रेमवर्क-2025 : दक्षिण के संस्थान छाए, शीर्ष दस में छह आईआईटी, एम्स दिल्ली 8वें और जेएनयू 9वें स्थान पर

नई दिल्ली। भारतीय प्रौद्योगिकी संस्थान (आईआईटी), मद्रास लगातार सातवें साल राष्ट्रीय संस्थान रैंकिंग फ्रेमवर्क (एनआईआरएफ)-2025 में शीर्ष स्थान पर रहा। भारतीय विज्ञान संस्थान (आईआईएससी) बंगलूरू भी दूसरे पायदान पर काबिज है। हालांकि आईआईएससी लगातार 10वें वर्ष सर्वश्रेष्ठ विश्वविद्यालय बना। इस साल आईआईटी मद्रास ने पांच अवॉर्ड अपने नाम किए। ओवरऑल में आईआईटी बॉम्बे तीसरे, आईआईटी दिल्ली चौथे स्थान पर है। मैनेजमेंट में आईआईएम अहमदाबाद फिर से शीर्ष पर है।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने बृहस्पतिवार को 17 श्रेणियों में 10वीं एनआईआरएफ की घोषणा की। शीर्ष दस संस्थानों में छह आईआईटी हैं। इस श्रेणी में आईआईटी कानपुर पांचवें, खड़गपुर छठे, रुड़की


आईआईटी मद्रास

सातवें, नई दिल्ली स्थित अखिल भारतीय आयुर्विज्ञान संस्थान (एम्स) आठवें, जवाहर लाल नेहरू विश्वविद्यालय, दिल्ली नौवें और बनारस हिंदू विश्वविद्यालय 10वें स्थान पर है। सर्वश्रेष्ठ विश्वविद्यालयों में जेएनयू दूसरे स्थान पर है। मणिपाल एकेडमी ऑफ हायर एजुकेशन तीसरे और जामिया मिलिया इस्लामिया, दिल्ली चौथे स्थान पर है। बीएचयू, वाराणसी छठे तो अलीगढ़ मुस्लिम विश्वविद्यालय 10वें स्थान पर है। ब्यूरो

इंजीनियरिंग कॉलेज में नौ आईआईटी :

इंजीनियरिंग कॉलेजों में शीर्ष दस संस्थानों में नौ आईआईटी और एक एनआईटी है। आईआईटी मद्रास लगातार सातवें साल शीर्ष पर है। आईआईटी दिल्ली और बॉम्बे ने दूसरा व तीसरा स्थान बरकरार रखा। आईआईटी कानपुर चौथे, खड़गपुर पांचवें, रुड़की छठे और हैदराबाद सातवें, गुवाहाटी 8वें, एनआईटी तिरुचिरापल्ली नौवें और आईआईटी बीएचयू 10वें स्थान पर है।

आईआईएम अहमदाबाद प्रथम

मैनेजमेंट श्रेणी में आईआईएम अहमदाबाद पहले, आईआईएम बंगलूरू दूसरे, तो आईआईएम कोझिकोड तीसरे और आईआईटी दिल्ली चौथे स्थान पर है।

आईआईएससी बंगलूरू शोध में भी शीर्ष पर

सर्वश्रेष्ठ विश्वविद्यालय आईआईएससी बंगलूरू शोध में भी पहले स्थान पर रहा। आईआईटी मद्रास दूसरे और दिल्ली तीसरे स्थान पर है। वहीं, इनोवेशन में आईआईटी मद्रास एक पायदान उछाल के साथ पहले, तो आईआईटी बॉम्बे एक पायदान गिरावट के साथ दूसरे स्थान पर है।

फॉर्मेसी : जामिया हमदर्द अव्वल : फॉर्मेसी में जामिया हमदर्द दिल्ली, आर्किटेक्चर श्रेणी में आईआईटी रुड़की, स्टेट पब्लिक यूनिवर्सिटी में जादवपुर विश्वविद्यालय और स्किल यूनिवर्सिटी में सिम्बोयसिस, पुणे शीर्ष पर है।

मेडिकल : एम्स दिल्ली शीर्ष पर... मेडिकल श्रेणी में ऑल इंडिया इंस्टीट्यूट ऑफ मेडिकल साइंसेज (एम्स), दिल्ली फिर नंबर एक पर है। चंडीगढ़ पीजीआई दूसरे स्थान पर है। डेंटल में भी एम्स दिल्ली शीर्ष पर है।

हिंदू कॉलेज दूसरी बार अव्वल

दिल्ली विश्वविद्यालय का हिंदू कॉलेज लगातार दूसरी बार कॉलेजों की श्रेणी में शीर्ष पर है। दस शीर्ष कॉलेजों में छह डीयू, दो प. बंगाल और दो तमिलनाडु के हैं। इसमें डीयू का मिरांडा हाउस दूसरे, हंसराज कॉलेज तीसरे, किरोड़ीमल चौथे तो सेंट स्टीफन पांचवें स्थान पर है। रामकृष्ण मिशन विवेकानंद सेंचुरी कॉलेज छठे, डीयू का एसडी कॉलेज सातवें, सेंट जेवियर कॉलेज कोलकाता आठवें, तमिलनाडु का पीएसजीआर कृष्णामल कॉलेज फॉर वूमेन नौवें और पीएसजी कॉलेज ऑफ ऑर्ट एंड साइंस 10वें स्थान पर है।

ओपन यूनिवर्सिटी में इग्नू शीर्ष पर

खुले विश्वविद्यालय की श्रेणी में पहला नंबर इंदिरा गांधी ओपन यूनिवर्सिटी को मिला है। इसके बाद कर्नाटक राज्य मुक्त विश्वविद्यालय, मैसूरु है।

The Indian Express, September 5, 2025, Pg. 15

Teacher in a changing world

New learning tools, digital classrooms, AI have only increased their importance in shaping thinkers, leaders, innovators



DHARMENDRA PRADHAN

EACH YEAR, AS the nation observes Teachers' Day on September 5 — the birth anniversary of the great philosopher and former President of India, Sarvepalli Radhakrishnan — we are reminded of his words: "Teachers should be the best minds in the country." That thought resonates even today. We believe education is the bedrock of a nation's progress, and teachers' dedication and contributions bring this vision to life. Teachers have always held a place of high esteem in Indian society. From the ancient *gurukuls* to modern classrooms, they have been mentors, guides and moral compasses. Our culture teaches us, "*Acharya devo bhava* (The teacher is akin to God)." In the hands of a teacher lies the power to ignite curiosity, shape character, and instil lifelong values.

Recently, while addressing the nation from the ramparts of the Red Fort, the Prime Minister gave a clarion call for *swadeshi* and *atmanirbharta* to build a *samruddha* Bharat by 2047. India's journey towards self-reliance and development is an ambitious national endeavour, with the National Education Policy (NEP), 2020 at its core. The NEP designates teachers as "transformers" who will shape future generations into responsible, skilled and well-rounded citizens. The Prime Minister has consistently emphasised teachers' crucial role in this regard. He said, "Parents give birth; the guru gives life. These life-givers are the soul of the magnificent building. The school building which the government can construct is like the body, but the teachers are the soul."

With the NEP in place, teachers are shifting away from the traditional, rote-based style towards a more student-centric, innovative approach. This includes fostering the holistic development of students by focusing on their social, emotional, physical and cognitive well-being. Teachers are now also expected to instil values, a sense of pride in India's heritage and a feeling of rootedness, all while encouraging creativity, curiosity and critical thinking. They are at the forefront of promoting inclusivity and equity, adapting their strategies to meet the diverse needs of all students, including those with special needs and those from marginalised communities.

Today, we are witnessing a transformation that affects how we learn, teach, and develop the skills of everyone involved. The guiding principles of the NEP and the National Curriculum Framework for School Education (NCF-SE), 2023 place great emphasis on developing each student's unique capabilities. This includes promoting flexible learning, multidisciplinary education, multilingualism, the use of technology, and respect for diversity.

It has been five years since the implementation of the NEP, and several initiatives have been undertaken to empower teachers and reform teacher education. Our government's Integrated Teacher Education Programme (ITEP), which embraces a multidisciplinary approach, is designed to create a new generation of passionate and professionally trained teachers for the challenges of a rapidly evolving educational landscape.

The NEP places a significant emphasis on teacher capacity building to empower teachers and improve student learning outcomes. As Rabindranath Tagore said, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." Our government has launched programmes like NISHTHA and the Malaviya Mission Teacher Training Programme. The overarching goal is to provide continuous learning opportunities in new pedagogies like experiential, arts-integrated, and sports-integrated learning, as well as digital literacy and competency-based education. Further, the "DIETs of Excellence" initiative is a strategic effort to transform all functional District Institutes of Education and Training into model centres for teacher education. By creating dynamic hubs for professional development, research, and innovation, this initiative ensures that teachers are well-equipped to meet the evolving demands of the education system.

The last few years have witnessed an unprecedented shift towards digital and blended learning. While this transition presented challenges, it also demonstrated the resilience and adaptability of our teachers. Today, teachers are adapting rapidly to a changing world — digital classrooms, artificial intelligence, shifting curricula and diverse learning needs. Platforms like PM eVidya, DIKSHA and SWAYAM are equipping our teachers with tools, training, and high-quality content, thus creating a unified digital learning ecosystem. Moreover, AI-powered tools, personalised assessments, and data-driven insights are being developed to support teachers in enhancing learning outcomes. We believe technology will never replace the teacher, only enhance their capacity to teach, engage, and inspire.

Based on recent data, India is estimated to have the largest teaching workforce in the world — around 1.16 crore across all levels from schools to higher education institutions. This is a crucial asset for achieving the goal of a developed India. A large, qualified teaching force can fuel development by transforming human capital, driving economic growth, and fostering a more equitable society.

My dear teachers! You are the architects of Atmanirbhar Bharat — the driving force that shapes the scientists, innovators, thinkers and leaders of tomorrow. By fostering a culture of research, critical thinking and problem-solving, you empower students to evolve from mere job-seekers into innovative job-creators. Moreover, by instilling strong ethics and resilience, you prepare them to serve not just themselves, but also the broader needs of society and humanity, making every classroom a foundational laboratory of Atmanirbhar Bharat. May you continue to ignite curiosity, foster courage and inspire students to build a self-reliant, strong and enlightened nation.

Happy Teachers' Day!

The writer is Union Minister of Education

The Delhi Tribune, 05 September 2025, Pg-03

Rohtak initiative helps out-of-school children join mainstream education

279 children aged 7-14 years enrolled in six-month programme under Samagra Shiksha Project

LEAD STORY

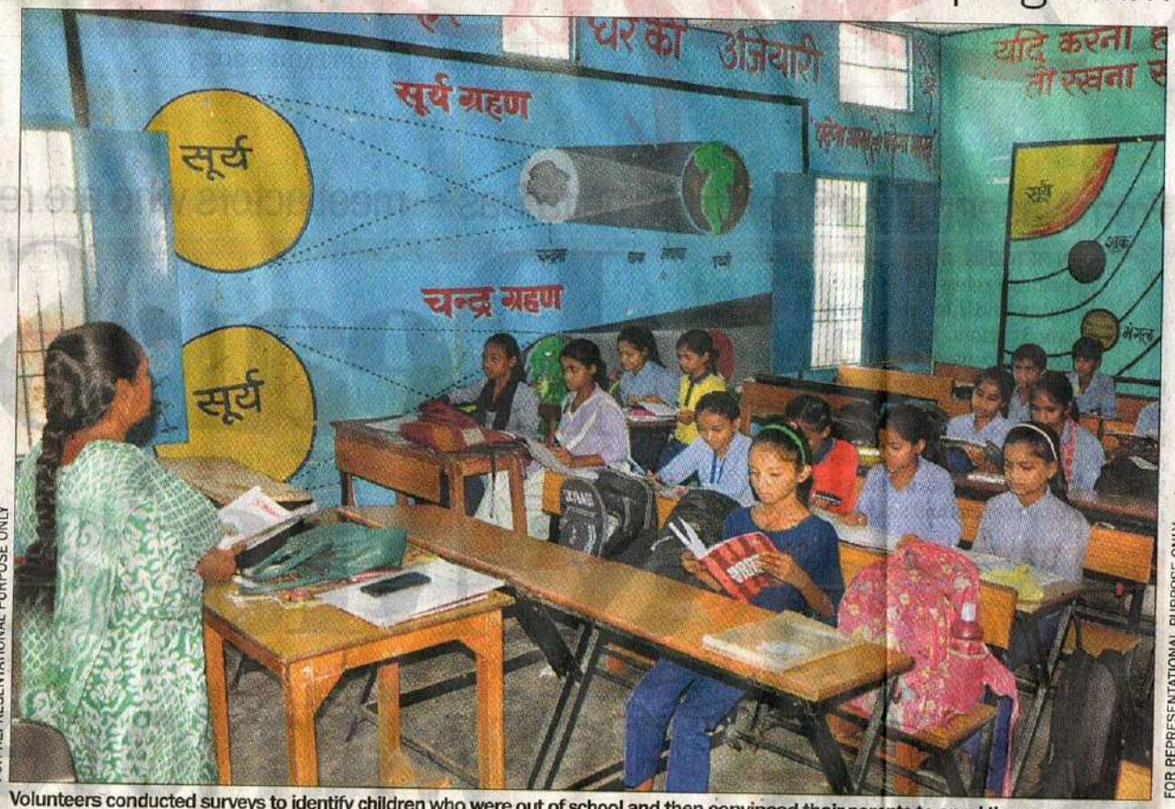
SUNIT DHAWAN
TRIBUNE NEWS SERVICE

ROHTAK, SEPTEMBER 4

Swastika, the seven-year-old daughter of a migrant worker, had never been to school. Instead, she stayed home to care for her two-year-old sister while her parents worked as daily wage earners.

Her story changed when Rekha, an Education Volunteer with the Samagra Shiksha programme, persuaded her parents to allow her to study. Today, Swastika attends classes with 44 other children at a Special Training Centre (STC) on the premises of Government Model Primary School, Sukhpura Chowk, Rohtak.

"The children have been admitted to a six-month Bridge Course under the Samagra Shiksha project, upon completion of which they will be placed in classes according to their age," said Rekha. She explained that volunteers conduct surveys to identify children aged 7–14 who are out of school and then convince their parents to enrol them. "We tell them about the significance of education and their children's Right to Education. We also explain the facilities provided by the government such as free schooling, mid-day meals and study kits. It gives us immense happiness when the children taught by us enter mainstream education after the Bridge Course," Rekha added.



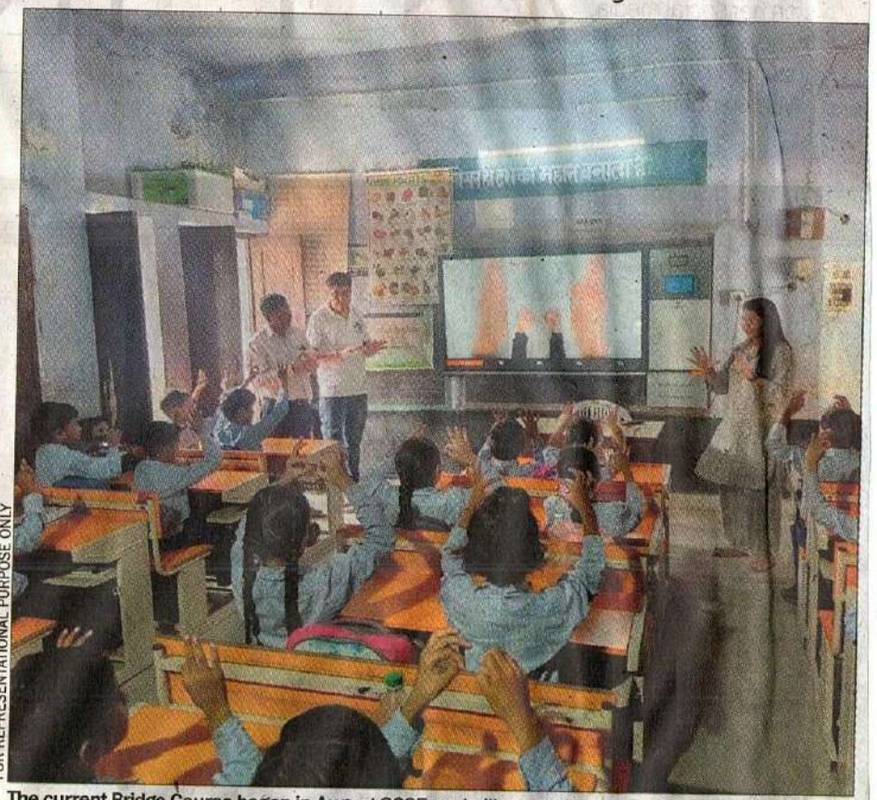
FOR REPRESENTATIONAL PURPOSE ONLY

Volunteers conducted surveys to identify children who were out of school and then convinced their parents to enrol them. FILE

Assistant Project Coordinator Manoj Suhag said 279 children between the ages of 7 and 14 had been enrolled across 12 STCs in Rohtak district. The current session began in August 2025 and will run until February 2026.

"The underlying idea is to ensure that every child in this age group receives education, as required under the Right to Education Act," said Bijender Hooda, District Project Coordinator (Samagra Shiksha). Why only children over seven? Hooda explained, "Children up to the age of six can be enrolled in Class I of a regular school. However, if a child has missed schooling after the age of seven, he or she can join the six-month Bridge Course and then move into an age-appropriate class in mainstream education."

Volunteers acknowledge that their remuneration is meagre, but say the satisfaction of bringing underprivileged children into formal schooling is immeasurable.



FOR REPRESENTATIONAL PURPOSE ONLY

The current Bridge Course began in August 2025 and will run until February 2026. FILE

Hindustan Times, 05 September 2025, Pg. 13

IIT Madras, IISc B'luru, IIT Bombay top 3 in NIRF 2025

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: The Indian Institute of Technology (IIT) Madras has topped the National Institutional Ranking Framework (NIRF) 2025 for the seventh consecutive year, and also emerged the top engineering college in India for the 10th year since the rankings were introduced in 2016. Like last year, the Indian Institute of Science (IISc) Bengaluru is ranked second in the overall ranking, and IIT Bombay third.

The first non-engineering institution in the Top 10 of the overall ranking is the All India Institute of Medical Sciences, Delhi at eighth (seventh last year); the IITs at Delhi, Kanpur, Kharagpur, and Roorkee (which swapped places with AIIMS) hold the fourth, fifth, sixth and seventh places. Jawaharlal Nehru University (New Delhi) and Banaras Hindu University (Varanasi) have moved up to the ninth and tenth spots, respectively.

Union education minister Dharmendra Pradhan and minister of state for education Sukanta Majumdar announced the overall rankings and rankings across 17 categories for higher education institutions (HEIs). The categories include engineering, management, medicine, university, law, research, and agriculture. There is also a category just for colleges. A total of 14,163 higher education institutions participated in the 10th edition of NIRF Rankings.

NIRF evaluates institutions based on 19 parameters organized under five heads: Teaching, Learning, and Resources (TLR) carries a weightage of 30%, as does Research and Professional Practice (RP), Graduation Outcomes (GO) account for 20%, Outreach and Inclusivity (OI) 10%, and Perception (PR) 10%. These weightages may vary slightly depending on the ranking category.

IIT Madras also secured the top spot in the new Sustainable Development Goals (SDGs) category added in the 10th edition of the ranking. Under this new category, HEIs were examined in terms of green initiatives and environmentally friendly practices. SDGs are a set of 17 global objectives adopted by the United Nations in 2015 to address pressing challenges such as poverty, inequality, climate change, and environmental sustainability by 2030.

Top ranked institutions

1. IIT, Madras
2. IISc, Bengaluru
3. IIT, Bombay
4. IIT, Delhi
5. IIT, Kanpur
6. IIT, Kharagpur
7. IIT, Roorkee
8. AIIMS, Delhi
9. JNU, Delhi
10. BHU, Varanasi



"Our success comes from working in a cohesive, coordinated, and focused manner on goals set under a five-year strategic plan. We strictly adhered to this roadmap, with faculty, staff, students, alumni, industry partners, government funding agencies, and the education ministry all contributing in a highly coordinated way. This collective effort has helped us," IIT Madras director V Kamakoti said.

In the university category, both IISc and JNU, retained their first and second positions, respectively. The Manipal Academy of Higher Education rose to third place, up from fourth last year. The Birla Institute of Technology and Science (BITS) Pilani jumped from 19th position in 2024 to 10th in 2025 in the university category, driven largely by an improvement in its perception score — from 19.68 out of 100 in 2024 to 49.19 this year.

BITS Pilani vice-chancellor Prof. V Ramgopal Rao said, "The NIRF 2025 rankings reflect the efforts of our faculty, students, alumni, and staff. At BITS Pilani, we continue to focus on academic rigor and real-world application. Our movement in rankings across categories is an indication of our strategic approach."

Indian Institute of Management (IIM) Ahmedabad topped the list in management category retaining its first position for the sixth consecutive year. "This achievement reflects the unwavering commitment of our faculty, students, and alumni towards academic excellence, impactful research, and meaningful contributions to society. Our strong focus on research and innovation continues to shape new ideas and solutions that influence both academia and industry, while reinforcing IIMA's role as a thought leader in management education," said Prof. Bharat Bhasker, Director, IIM Ahmedabad.

AIIMS New Delhi retained the top position in the medical category, while the National Law School of India University (NLSIU), Bengaluru, led the law category. Jamia Hamdard, New Delhi, secured the first rank in pharmacy for the second year in a row.

Among colleges, Hindu College of Delhi University emerged as the top institution, with Delhi colleges continuing their dominance—claiming six of the top 10 spots nationwide.

In the NIRF 2025 rankings of the top 50 state public universities, southern states dominate with 22 institutions, led by Tamil Nadu with 10.

Northern states account for 18, while Maharashtra, West Bengal, Assam, Odisha, Madhya Pradesh, and Gujarat together contribute 10.

States such as Bihar, Rajasthan, Himachal Pradesh, Jharkhand, Chhattisgarh, most northeastern states (except Assam), and several Union Territories (UTs) including Ladakh, Andaman & Nicobar Islands, and Puducherry, find no place, highlighting a regional imbalance in India's higher education landscape.

The National Board of Accreditation (NBA), which oversees the NIRF rankings, has for the first time introduced a negative marking system linked to the number of retracted research publications.

{ INTERVIEW } V KAMAKOTI, IIT-M DIRECTOR

'Collective effort has helped secure top rank'



NEW DELHI: The Indian Institute of Technology (IIT) Madras has secured top rank in the engineering category for the 10th consecutive year in NIRF 2025 and in the overall category for the 7th consecutive year. It also secured the first rank in the innovations category, improving upon its second position of last year. The Chennai-based institute also secured first rank in the category of 'Sustainability Development Goals' (SDG), which was introduced this year.

In an interview to **Sanjay Maurya**, IIT Madras director Professor V Kamakoti shared the reasons behind the institution's continued success.

What has helped IIT Madras consistently secure the top spot in overall and engineering category of NIRF rankings?

Our success comes from working in a cohesive, coordinated, and focused manner on goals set under a five-year strategic plan. We strictly adhered to this roadmap, with faculty, staff, students, alumni, industry partners, government funding agencies, and the education ministry all contributing in a highly coordinated way. This collective effort has helped IIT Madras secure the top position in engineering for the 10th consecutive year, the overall category for the seventh consecutive year, and now number one in innovation... Strong graduation outcomes, positive perception, innovation, funding support, start-ups, and impactful research citations have been key factors...

How did IIT Madras clinch the top spot in the newly introduced SDG category?

We currently run around 25 initiatives aligned with the Sustainable Development Goals (SDGs). For instance, our 'Hyundai Hope for Cancer' program is a pioneering effort to improve paediatric cancer care in India, addressing the goal of accessible health care for all. We also have a strong energy consortium with nearly 60 faculty members working on critical areas such as carbon challenges, hydrogen, and green hydrogen. These wide-ranging efforts in health, energy, and sustainability have contributed significantly to our top position in the SDG category. We launched a School of Sustainability in October 2023 to further boost the exemplary work being done in this area.

How is IIT Madras enhancing inclusivity and diversity on campus?

We have made significant strides in inclusive education, particularly supporting physically challenged students... Women make up nearly 50% of our staff, and we have been emphasising the recruitment of women faculty and increasing the number of women students, achieving substantial progress in recent years. In terms of diversity, we focus on bringing students and faculty from other states and linguistic backgrounds to ensure a welcoming and supportive environment. Currently, about 20-24% of our undergraduate and postgraduate students come from other states, while more than 15% of our faculty are from different states... IIT Madras has introduced initiatives such as the sports quota, and NIRF is now recognising factors like sports and financial quotas, which further support diversity and inclusion...

Hindustan Times, 05 September 2025, Pg -20

Reimagining education is key to future of work

We need disciplines to interact with each other — both for structural renovation of institutions and departments, as well as to ensure holistic, multidisciplinary, and future-ready education for students



Ashish Dhawan



Pramath Raj Sinha

The world is being re-imagined. We are seeing a wave of new technologies, an increased focus on skills and how we work, and career paths that are plural, non-linear, and constantly shifting. The influence of artificial intelligence (AI) is becoming increasingly unquestionable. The *Global AI Jobs Barometer 2025*, released by PwC, reveals that industries that are more exposed to AI have three times higher growth in revenue per employee, with accelerated overall growth.

The World Economic Forum (WEF) underscores this trend: By 2030, the fastest-growing jobs will be "big data specialists", "fintech engineers", and "AI and machine learning specialists". Skill sets too are evolving at breakneck speed; in jobs that are more exposed to AI, the skills employers want today are changing 66% faster, with a strong emphasis on AI and technology literacy, and cyber skills.

The focus on AI and technology at work is clear, and rightly so, given their dramatic effects — initially overwhelming but gradually positive — on productivity and efficiency levels across roles and the nature of jobs within an organisation.

In such an age of machine intelligence and automated assistants, it is easy to overlook the degree (and quality) of human collaboration with technology that enables the "outputs" that we find impressive and useful. AI is not simply automating routine tasks and becoming a default personal assistant, it is also amplifying our distinctly human abilities to think, ideate, and solve problems.

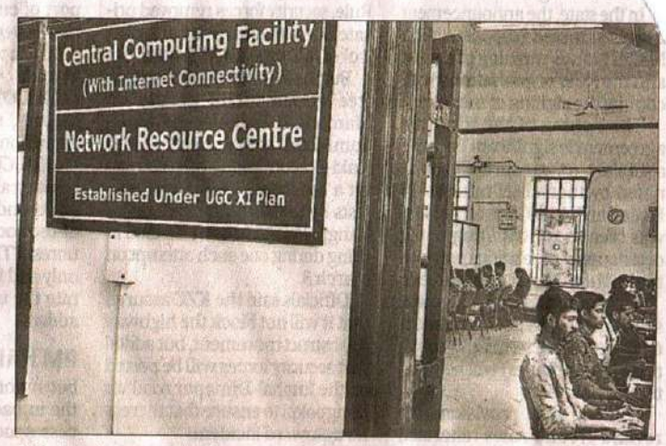
According to WEF, analytical thinking, resilience, flexibility and agility, and leadership and social influence top the core skills needed for the workplace today. These are what people call soft — or durable — skills that are foundational to being human.

And, this is fascinating because while technology and digital agility are anchoring the attraction of talent and skillsets by employers, these soft skills help us achieve desired outcomes — when individuals with such skills are able to think critically and creatively, with the right judgment of context and situational sensitivities. As human beings, we imagine, exercise curiosity, and engage with the world and all its thrills and frustrations; we do this with both text and subtext that often transcend what we typically write in our prompts to AI.

Let us ask ourselves: Can AI dream? To what extent can it picture a future reality for us while it gets trained on certain historical and current data? Such critical questions must be asked because the reasons why we take up jobs and engage in work go beyond ticking off routine tasks, producing models, or summarising reports. We work to be able to fulfil essential needs, meet our ends, achieve stability, self-sufficiency, discover our passions, socialise, learn about the world we live in, contribute to our environment, influence lives, and much more. And, these are deeply human intentions and desires.

While AI and technology may not dream themselves, they are indeed helping us dream and extend our imaginations. They are helping us expand our thinking and our view of the world with vast amounts of information and insights. They are also enabling intersections of interests, ideas, and disciplines. This is the future of work, where AI and technology, in close companionship with human skills and our ever-expanding interests, are leading to new possibilities for work and innovation.

History tells us that every new technology revolution brings with it certain anxieties concerning job loss, transformation of roles, and the need for skill evolution. So, the worries with AI are not entirely new — although the resultant shifts will be a lot more pronounced given its massive scale and reach. Yet, at its core, it is set to fundamentally enhance the way we work and pursue our interests.



AI is helping us expand our worldviews with vast amounts of information, enabling the intersection of interests, ideas, and disciplines. HT ARCHIVE

A question thus arises: How ready are the young minds of the country to embrace this? India's universities face an unprecedented responsibility here. Strict departmental silos and traditional classrooms will not get us there. We need disciplines to interact with each other — both for structural renovation of institutions and departments as well as for ensuring holistic, multidisciplinary, and future-ready education for students. Similarly, while research in universities is often measured by publication counts, there is a growing need for relevant, impact-focused research that helps address pressing societal challenges and supports collaborations across disciplines and with industries.

These expectations can't be realised as mere co-curricular pursuits; instead, they must form the core of what and how students learn. For decades, rote learning and high-intensity, competitive entrance exams have shaped Indian higher education, often limiting curiosity and critical thinking in students. A moderated shift towards just-in-time learning and pedagogical innovations, centred on inquiry and exploration — as encouraged in the National Education Policy (NEP) 2020 — can lay the ground for how we live and work in a world of rapid changes. The implications of the intersections among the humanities, social sciences, and natural sciences need to emerge from learning ecosystems that foster interdisciplinary knowledge systems, digital fluency, and a culture of love for learning, rather than being realised only once individuals enter the workforce. While we need to do this for higher education, the foundation of learning begins much earlier. Our children need to be equipped at the earliest level to expand their abilities to think, solve, communicate, learn and relearn.

India is at an inflection point. With a massive young population and growing global ambitions, we have a unique opportunity, which requires a bold new movement to prioritise future-forward education. If we dream of becoming Viksit Bharat, this movement is not optional; it is required.

Ashish Dhawan and Pramath Raj Sinha are founders, Ashoka University. The views expressed are personal

The Hindu, 5 September, 2025, Pg - 01

IIT-Madras tops NIRF rankings; Pradhan criticises 'peer perception' parameter

The Hindu Bureau
NEW DELHI

For the seventh straight year, the Indian Institute of Technology (IIT), Madras claimed the top overall position in the higher education rankings announced by the National Institutional Ranking Framework (NIRF) on Thursday. It also remained the country's best engineering college for the tenth straight year.

The NIRF's methodology, however, came in for some criticism from Union Education Minister Dharmendra Pradhan, who presented the India Rankings 2025 awards. He was especially skeptical about the 'peer perception' parameter, that carries 10% of marks for the ranking, and suggested that the NIRF should ensure that government-funded institutions do not fall behind because of this yardstick.

After the 2024 rankings, States and State-run educational institutions had alleged that the rankings reflected "regional bias" as metropolitan education institutions score higher on the 'peer perception' criteria, in comparison to suburban or State-run higher education institutions.

The other parameters that the NIRF currently considers for the overall category are teaching, learning, and resources; research and professional practice; graduation outcomes; and research and inclusivity.

CONTINUED ON » PAGE 12



Six IITs make it to the **best 10** higher educational institutions in the overall ranking

1	Indian Institute of Technology, Madras
2	Indian Institute of Science, Bengaluru
3	Indian Institute of Technology, Bombay
4	Indian Institute of Technology, Delhi
5	Indian Institute of Technology, Kanpur
6	Indian Institute of Technology, Kharagpur
7	Indian Institute of Technology, Roorkee
8	All India Institute of Medical Sciences, Delhi
9	Jawaharlal Nehru University, Delhi
10	Banaras Hindu University, Varanasi

SOURCE: NATIONAL INSTITUTIONAL RANKING FRAMEWORK

Continued. Pg - 12

IIT-Madras retains top slot in NIRF rankings

Mr. Pradhan said he was confident that the NIRF would evolve into one of the best accreditation frameworks by including more parameters such as entrepreneurs created by an institution, involving more data-driven approaches, and including more categories and institutions in the future.

The top 100 institutions in the overall category comprised 24 State universities, 22 private deemed universities, 19 IITs and the Indian Institute of Science (IISc), nine private universities, eight National Institutes of Technology, seven Central universities, five medical institutions, four Indian Institutes of Science Education and Research, one college, and the Indian Agriculture Research Institute.

IISc, Bengaluru topped the universities category for the tenth consecutive year and also stood first in the research institutions category for the fifth consecutive year. IIM Ahmedabad was the best institution for management studies for the sixth consecutive year. The All India Institute of Medical Sciences (AIIMS), New Delhi occupied the top slot among medical institutions for the eighth consecutive year and also topped the rankings in the dental category for the first time.

CM

The Tribune, 5 September 2025, 12g-07

Curriculum revisions have blurred the vision



NAVNEET SHARMA
ASSISTANT PROFESSOR,
CENTRAL UNIVERSITY OF HP

BY the government's own estimates, India requires an additional 10 lakh teachers, with nearly four lakh vacancies at the elementary level alone. With political will and administrative resolve, such recruitment could be achieved within a year. The systemic apathy towards the teaching profession persists despite India being a signatory to numerous Sustainable Development Goals.

Teacher recruitment and teacher education programmes have been mired in neglect over the past decade. The constant experimentation with one-, two- and four-year teacher education programmes, often dictated by the whims of policymakers, has generated confusion rather than clarity regarding the pathways to becoming a qualified teacher. The frequency and rapidity of these curricula revisions have blurred the vision of what constitutes a teacher and what professional competencies the role demands.

Equally disquieting are the conditions of service and remuneration. Salaries vary significantly, depending on the nature of the appointment and the type of school management. In flagship government programmes, such as the Samagra Shiksha Abhiyan, contractual teachers receive monthly salaries of Rs 18,000 in Bihar and Rs 25,000 in Tamil Nadu. These figures are lower than the government-prescribed minimum daily wage for semi-skilled labourers and, in some contexts, half the wages of highly skilled labourers.

Furthermore, 69 per cent of private school teachers and 14 per cent of government school teachers are employed on contractual terms, leaving them devoid of job security and financial stability. Prolonged delays in recruitment processes and the acute infrastructural deficits in rural schools further render teaching an unattractive career choice, dissuading talented individuals from entering the profession.

Initiatives such as the National Professional Standards for Teachers (NPST) and the mandatory 50 hours of Continuing Professional Development (CPD) annually risk compounding the challenges. Rather than strengthening the profession, they often add bureaucratic burdens that undermine a teacher's autonomy and morale.

Without structural reorientation, teachers will remain relegated to being subservient employees, compelled to comply with the ideological dictates of their superiors.

Being a teacher in the 21st century is already a formidable task. In the post-modern era, teachers are equated with search engines or AI tools. While digital technologies may provide access to information, they cannot replace the transformative presence of a teacher. What remains indispensable is the teacher as an informed being, one who inspires learners and animates the process of being and becoming. Without investing in this human capacity, India risks fostering a nation of classrooms without teachers, and, consequently, a nation without direction.

Views are personal



International Year of Cooperatives

Cooperatives Build a Better World







प्रधानमंत्री कार्यालय



प्रधानमंत्री ने आत्मनिर्भरता और विकास की दिशा में भारत की यात्रा में राष्ट्रीय शिक्षा नीति 2020 के महत्व पर एक लेख साझा किया

Posted On: 05 SEP 2025 12:34PM by PIB Delhi

प्रधानमंत्री श्री नरेन्द्र मोदी ने आज केंद्रीय मंत्री श्री धर्मेंद्र प्रधान द्वारा राष्ट्रीय शिक्षा नीति 2020 के महत्व पर लिखे गए एक लेख को साझा किया है। उन्होंने इसे आत्मनिर्भरता और विकास की दिशा में भारत की यात्रा के लिए सबसे महत्वपूर्ण घटक के रूप में वर्णित किया है।

सोशल मीडिया प्लेटफार्म एक्स पर श्री मोदी ने केंद्रीय मंत्री श्री धर्मेंद्र प्रधान द्वारा एक लेख पर अपनी प्रतिक्रिया देते हुए कहा:

"केंद्रीय मंत्री श्री @dpradhanbjp ने राष्ट्रीय शिक्षा नीति 2020 के महत्व पर प्रकाश डाला है और इसे आत्मनिर्भरता एवं विकास की दिशा में भारत की यात्रा के लिए सबसे महत्वपूर्ण घटक के रूप में वर्णित किया है ।

केंद्रीय मंत्री ने कहा है कि शिक्षक आज तेजी से डिजिटल क्लासरूम, एआई, बदलते पाठ्यक्रम और सीखने के विभिन्न माध्यमों को आत्मसात कर रहे हैं, जिन्हें पीएम ईविद्या, दीक्षा और स्वयं जैसे प्लेटफार्मों द्वारा सहायता मिल रही है।"

> Union Minister Shri @dpradhanbjp highlights the significance of the NEP 2020, describing it as central to India's journey towards self-reliance and development.
>
> He explains that teachers today are quickly embracing digital classrooms, AI, changing curricula and varied learning… pic.twitter.com/5klBTxLrUQ
>
> — PMO India (@PMOIndia) September 5, 2025

Advertisement

A Class Of Controversies: How NCERT's Revised History Curriculum Politicises Education

The NCERT has released new modules titled 'Partition Horrors Remembrance Day' for Classes VI to XII, stirring debate.

A

Avantika Mehta

Updated on: 5 September 2025 7:42 am

Follow us on

Follow us on Google News

SUBSCRIBE



Summary of this article

- These changes have sparked a national debate over history education: how much to streamline vs. how much to cover, and whether the new narrative serves educational goals or political ends.

In August 2025, the National Council of Educational Research and Training (NCERT) released two new modules titled 'Partition Horrors Remembrance Day' for Classes VI to XII. As of 2024 and early 2025, there are more than 27 million students enrolled in Central Board of Secondary Education (CBSE) schools, with approximately 20 million kids in India.

News of these additions to the CBSE school syllabus has made headlines.

In a section titled "Culprits of Partition," the NCERT module says, "Ultimately, on August 15, 1947, India was divided. But this was not the doing of any one person. There were three elements responsible for the Partition of India: first, Jinnah, who demanded it; second, the Congress, which accepted it; and third, Mountbatten, who implemented it. But Mountbatten proved to be guilty of a major blunder."

NCERT published two separate modules: one module for Classes VI to VIII and another for Classes IX to XII. These resources are intended to be supplementary in English and Hindi and are not yet part of regular textbooks. These modules are designed for use in projects, posters, discussions and debates.Both modules open with Prime Minister Narendra Modi's 2021 message announcing the observance of Partition Horrors Remembrance Day on August 14.

RELATED CONTENT

'It's Incredible' – 'Reug Reug' Honored To Be Part Of Senegal's School Curriculum

NCERT Forms Expert Panel To Re

The modules include notes that Mountbatten made a fatal mistake in that he hurried the transfer of power, moving the date of India's Partition from 1948 to August 1947, which gave Sir Cyril Radcliffe mere weeks to draw borders between India and Pakistan. Even Sardar Vallabhbhai Patel is quoted as saying, the Partition was "bitter medicine" to avoid civil war, along with Muhammad Ali Jinnah's quote that he "never expected to see Pakistan" in his lifetime.

The module framework has led to a political clash between the ruling BJP and the Indian National Congress. The latter's spokespersons have denounced the changes, calling them misleading. Congress leader Pawan Khera demanded that the NCERT withdraw the module. He said the new additions ignore the Hindu Mahasabha's pre-1938 role in advocating for this division.

Advertisement

Historian Janaki Nair notes that the new modules aim to teach children to take pride in specific aspects of their heritage. Calling this a "tendentious approach to Partition", she points out that the new modules do not "acknowledge at least four decades of research on Partition, which is much more nuanced, and acknowledges that the violence is difficult to characterise since it was so widespread, and victims could become perpetrators and perpetrators could become victims. Even the armies were not above attacking the very people they were supposed to protect."

She adds that "through a partial citation of sources (both the included newspaper cuttings depict violence against Hindus, presented as an attempt to give a veneer of objectivity to the historical method used) it suggests strongly that the violence was one-sided, while also ignoring the excellent work done by feminist historians on the experience of women during the Partition, especially following the Abducted Person (Recovery and Restoration) Act of 1949."

Advertisement

She alleges, “The most important goal of this chapter is to malign the Congress and to suggest that the Muslims who remained in India are an illegitimate population.”

How Can Bihar Election Be Free And Fair If SIR Deletes Voters?

BY **Manoj Kumar Jha**

Instilling National Pride, Or Rewriting History?

The Partition row is part of a broader argument about India’s freedom struggle curriculum. School staff note that since 2020 there have been significant changes in the history curriculum, with key historical flashpoints either deleted or significantly truncated. “The entire Mughal period has been erased. There is deletion of those people associated with the Mughals, and Mahatma Gandhi’s assassination has also been removed,” points out Jayashree Nair, principal of Brighton International School, a CBSE-affiliated school in Raipur.

Advertisement

Teachers and educationists say the changes are not limited to recent additions on Partition but reflect a wider reshaping of the history syllabus. This year, India’s school history textbooks have undergone an overhaul. Under the National Education Policy (NEP) 2020 and the updated curriculum framework, the NCERT has shortened middle-school history. The Class VIII Social Science book now skips the post-Aurangzeb era, moving straight from the Gupta Empire to British colonial rule.

Mahatma Gandhi’s assassination and Nathuram Godse’s links to the Hindu right were deleted earlier this year, as was any mention of the post-1948 ban on the RSS. Similarly, incidents of communal violence in India, such as the 2002 Gujarat riots and the 1992 Babri Masjid demolition, have been deleted or cut down.

Advertisement

The NCERT says these cuts are to remove rote materials and "reduce overload." These changes have sparked a national debate over history education: how much is to streamline and how much to cover, and whether the new narrative truly serves educational goals or politicises children's education.

While some criticise the changes as skimming over India's complex history, educationalist and former NCERT Director Krishna Kumar says the changes should not surprise anyone and are a sign of the times. "It's driven by ideology," he says. He adds, "These changes had started to come in during the COVID period. CBSE tweaked the syllabus. It took out many portions from the syllabus, and gradually, the tinkering and changes started. And now we have it in full form because there is a new curriculum framework. These are entirely new modules, and we're going to see more and more of these kinds of textbooks." Kumar says, "You can't even call them changes in the old textbooks. No, these are new books."

Maharashtra Post-Election Sweep Cracked By RTI

BY **Priyanka Tupe**

In 2023, when new textbooks were issued by the NCERT, the institute promised that the books were in line with the NEP goals. These included a balanced approach focusing on core narratives while reducing details that students would have to mechanically memorise.

However, as Kumar says, "Education is not some sort of a plant that you can put in a special room where you create a special atmosphere for education to grow. It's part of the larger ethos, part of the larger political process. This vision of education matches this larger political reality of our country now. And we have to see it as that."

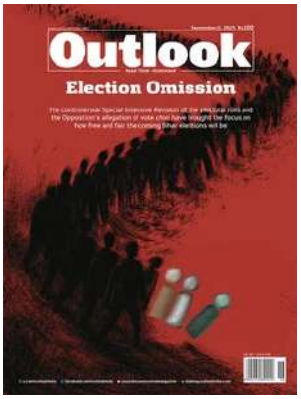
What Are the Teachers Doing?

Principal Jayashree Nair says that the new curriculum has led to questions from her students. "Students have a lot of questions. They are really curious about it because this is the first time they are reading all these things. They are not on social media and cannot access all these things. And yes, what is truth is truth. We cannot change it," she explains.

religions and customs, culture, caste (and) creed living together," says Nair, adding that "The teacher has to explain it in a proper manner. We all are living together. And we have to teach the children that we should have patience. We should have acceptance of others too."

She recalls how teachers have pointed out to students that Indian Muslims, such as former President of India the late Abdul Kalam, have held esteemed positions in the country. "We say, would you want Abdul Kalam to go out of this country? No, the students reply, and we reply: exactly!"

MORE FROM THIS ISSUE





Bihar Election Row: Opposition Vs Election Commission



A Chink In The Edifice: The Cost Of Faltering Trust In Election Commission



Will 'Vote Chori' Charge Stick Or Fade Away?



How Can Bihar Election Be Fre Fair If SIR Dele Voters?

Avantika Mehta is a Senior Associate Editor based in New Delhi

Democracy is about ballots, but also about memory—who safeguards both, and who seeks to rewrite them? Outlook's September 11, 2025 issue, 'Election Omission' probes these erasures—of voters, voices, and histories—asking what they mean for India's democratic future. This article appeared in print as 'A Class Of Controversies.'

Published At: 3 September 2025 7:11 am

SUBSCRIBE

Tags Education | Partition 1947 | School Textbooks & Controversies | NCERT | NCERT Books | NCERT Textbook Row

« PREVIOUS STORY

PM Modi Shares Article On NEP 2020, Calls It Key To India's Self-Reliance And Development



Prime Minister Narendra Modi on Friday highlighted the role of the National Education Policy (NEP) 2020 in shaping India's journey towards self-reliance and development, as he shared an article authored by Union Education Minister Dharmendra Pradhan.

In a post on X, the Prime Minister said that Pradhan had effectively underlined the significance of the NEP 2020, describing it as central to India's future growth.

"Union Minister Shri @dpradhanbjp highlights the significance of the NEP 2020, describing it as central to India's journey towards self-reliance and development," PM Modi wrote.

https://x.com/PMOIndia/status/1963856925059084391

The Prime Minister noted that the minister's article explained how teachers across the country are swiftly adapting to digital classrooms, artificial intelligence tools, updated curricula, and diverse learning needs. These changes, he said, are being supported by initiatives such as PM eVidya, DIKSHA and SWAYAM.

The NEP 2020, introduced five years ago, aims to transform India's education system by promoting flexibility, innovation, and holistic learning, while also integrating technology into classrooms.

दैनिक जागरण,
6 सितम्बर 2025,
पेज नं - 10

कौशल वाली शिक्षा ही बनाएगी देश को अग्रणी



राजीव शुक्ला

तमाम देशों की सफलता का आधार यही रहा है कि उन्होंने युवाओं को केवल किताबों तक सीमित नहीं किया, बल्कि उन्हें वास्तविक काम का अनुभव दिलाया

भारत विश्व की सबसे युवा जनसंख्या वाला देश है, जहां 65 प्रतिशत से अधिक नागरिक 35 वर्ष से कम आयु के हैं। यह जनसांख्यिकीय लाभांश भारत की आर्थिक प्रगति को नई ऊंचाइयों तक ले जाने की क्षमता रखता है। हमारे युवा तेज तर्रार हैं, लेकिन उनका आत्मविश्वास अक्सर नौकरी के मैदान में ठहर जाता है, क्योंकि उन्हें व्यावहारिक कौशल की कमी महसूस होती है। असल सवाल यही है कि क्या केवल डिग्री लेकर हम इस अवसर को भुना पाएंगे या फिर हमें दक्षता और व्यावसायिक योग्यता की ओर गंभीरता से बढ़ना होगा। दुर्भाग्य से 2025 तक की तस्वीर बताती है कि देश के केवल सात प्रतिशत युवा ही औपचारिक कौशल प्रशिक्षण प्राप्त कर पाते हैं। जबकि जर्मनी, जापान और दक्षिण कोरिया जैसे देशों में यह अनुपात 70 से 90 प्रतिशत तक पहुंच चुका है। यही वजह है कि वहां के युवाओं की रोजगार क्षमता और उत्पादकता भारत की तुलना में कहीं अधिक है। यह अंतर भारत के लिए गंभीर संकट का संकेत है। डिग्रियों से लैस युवाओं की बेरोजगारी इस खाई को साफ दिखाती है।

हमारे विश्वविद्यालयों से हर साल लाखों छात्र निकलते हैं, लेकिन उनमें से बड़ी संख्या ऐसी होती है जिनके पास न तो उद्योगों की अपेक्षाओं के अनुरूप तकनीकी दक्षता होती है और न ही आधुनिक कार्यस्थल के अनुकूल साफ स्किल्स। राष्ट्रीय कौशल विकास निगम और श्रम मंत्रालय के अनुसार लगभग 40 प्रतिशत स्नातक युवाओं के पास रोजगार पाने के लिए आवश्यक व्यावहारिक कौशल ही नहीं है। इसका अर्थ यह हुआ कि डिग्री और नौकरी के बीच जो सेतु होना चाहिए था, उसे हमारी शिक्षा और प्रशिक्षण व्यवस्था ने खड़ा ही नहीं किया। 2024 में एक औद्योगिक शहर में किए गए सर्वेक्षण ने इस तस्वीर को और स्पष्ट कर दिया। 10 हजार युवाओं में से केवल 12 प्रतिशत ने औपचारिक प्रशिक्षण लिया था और उनमें से भी अधिकांश को उम्मीद के अनुसार रोजगार नहीं मिला। यह केवल बेरोजगारी की कहानी नहीं है, बल्कि प्रशिक्षण तंत्र की कमजोरी का आईना है। हमारे औद्योगिक प्रशिक्षण संस्थान प्रशिक्षकों की भारी कमी से जूझ रहे हैं। मशीनें पुरानी हैं, पाठ्यक्रम दशकों पुराने हैं और प्रशिक्षण पद्धति में न तो आधुनिक तकनीकी संसाधनों का इस्तेमाल है और न ही उद्योगों की मांग का ध्यान रखा जाता है। ऊपर से समाज में व्यावसायिक शिक्षा को अब भी 'दूसरे दर्जे' की पढ़ाई माना जाता है। परिणाम यह होता है कि डिग्रीधारी छात्र भी नौकरी की कसौटी पर खरे नहीं उतर पाते। सरकार ने इस संकट को देखते हुए प्रधानमंत्री कौशल विकास योजना और राष्ट्रीय कौशल विकास मिशन जैसी पहल की हैं। कागज पर ये योजनाएं बहुत आकर्षक दिखती हैं। इनका मकसद युवाओं को उद्योग-अनुकूल प्रशिक्षण देना और स्वरोजगार के लिए तैयार करना है। हालांकि जमीनी हकीकत कुछ और ही कहानी कहती है।



अवधेश राजपूत

विभिन्न रिपोर्टों के अनुसार लगभग 30 प्रतिशत प्रशिक्षित युवाओं को प्रशिक्षण के बाद भी रोजगार नहीं मिला और जिन्हें मिला वे अधिकतर अस्थायी और कम वेतन वाली नौकरियों में सिमट गए। यह इस बात का सुबूत है कि केवल प्रमाणपत्र थमा देना समाधान नहीं है। प्रशिक्षण की गुणवत्ता और उसका उद्योगों से जुड़ाव ही असली सफलता तय करेगा। ग्रामीण भारत में यह समस्या और गहरी है। अधिकांश योजनाएं शहरी और अर्ध-शहरी क्षेत्रों तक ही सीमित हैं। गांवों में प्रशिक्षण केंद्रों की संख्या बहुत कम है। डिजिटल प्रशिक्षण कार्यक्रम इंटरनेट कनेक्टिविटी की कमी और तकनीकी साक्षरता की खाई के कारण पूरी तरह कारगर नहीं हो पाते। गांव का युवा चाहकर भी शहर जाकर प्रशिक्षण नहीं ले पाता, क्योंकि वहां पहुंचने के लिए न साधन होते हैं न संसाधन। इस असमानता को मिटाए बिना भारत का कौशल संकट दूर नहीं होगा। दुनिया के सफल अनुभव बताते हैं कि यह स्थिति बदली जा सकती है। जर्मनी का डुअल एजुकेशन सिस्टम इसका उत्कृष्ट उदाहरण है। वहां छात्र पढ़ाई के साथ-साथ उद्योगों में व्यावहारिक प्रशिक्षण लेते हैं।

जापान की अप्रेंटिसशिप प्रणाली और चीन के ग्रामीण प्रशिक्षण केंद्रों ने भी यह साबित किया है कि यदि उद्योग और शिक्षा मिलकर चलें तो कौशल विकास स्वतः सशक्त हो सकता है। इन देशों की सफलता का आधार यही रहा है कि उन्होंने युवाओं को केवल किताबों तक सीमित नहीं किया, बल्कि उन्हें वास्तविक काम का अनुभव दिलाया। भारत को भी इसी राह पर चलना होगा। समय की आवश्यकता है कि कौशल योजनाओं को एक केंद्रीकृत मंच पर लाना होगा, ताकि पारदर्शिता और समन्वय सुनिश्चित हो। प्रशिक्षकों को मानकीकृत प्रशिक्षण दिया जाए और उन्हें समय-समय पर अद्यतन किया जाए। पाठ्यक्रमों को उद्योग की जरूरत के अनुसार बदलना होगा और ग्रामीण क्षेत्रों को प्रशिक्षण केंद्रों के साथ जोड़ना होगा। मोबाइल प्रशिक्षण वैन, डिजिटल क्लास और स्थानीय उद्योगों के साथ साझेदारी इस दिशा में अहम कदम हो सकते हैं। साथ ही उद्योगों को भी पाठ्यक्रम निर्माण और इंटर्नशिप अवसर उपलब्ध कराने में सक्रिय भागीदार बनना होगा। सबसे महत्वपूर्ण बात यह है कि कौशल विकास को केवल नौकरी पाने तक सीमित न रखा जाए। आजीवन सीखने की संस्कृति युवाओं में विकसित करनी होगी। तकनीक इतनी तेजी से बदल रही है कि एक बार सीखा गया कौशल कुछ ही वर्षों में अप्रासंगिक हो जाता है। ऐसे में युवाओं को लगातार नए कौशल सीखते रहना होगा। आनलाइन प्लेटफार्म और माइक्रो-कोर्स इसमें सहायक बन सकते हैं।

भारत की युवा शक्ति तभी वास्तविक संपत्ति बनेगी, जब उसे केवल डिग्रियां नहीं, बल्कि दक्षता भी दी जाएगी। बेरोजगारी का सबसे बड़ा कारण सिर्फ नौकरियों की कमी नहीं, बल्कि युवाओं में उपयुक्त कौशल का अभाव है। यदि नीति-निर्माण और क्रियान्वयन में सुधार किए जाएं, प्रशिक्षण की गुणवत्ता बढ़ाई जाए और उद्योग-शिक्षा के बीच पुल बनाया जाए, तो भारत न केवल अपने युवाओं के लिए रोजगार सुनिश्चित कर सकेगा, बल्कि वैश्विक प्रतिस्पर्धा में अग्रणी भी बन सकेगा।

(लेखक कांग्रेस सांसद एवं पूर्व केंद्रीय मंत्री हैं)
response@jagran.com

जनसत्ता, 06 सितंबर 2025, Pg - 06

चुनौतियों के बीच शिक्षक

नवनीत शर्मा

'भारत का भविष्य उसकी कक्षाओं में गढ़ा जा रहा है'। सार्वभौमिक प्रतीत होती इस पंक्ति के साथ कोठारी आयोग ने अपनी विस्तृत रपट 1964 में लिखी और शायद ही सोचा होगा कि इसके छह दशक बाद भी यह भविष्य उन कक्षाओं में रचा जा रहा होगा, जहां मार्गदर्शन के लिए अध्यापक की बाट देखी जा रही है। आज बढ़ती संख्या वाली कक्षाएं अपनी और राष्ट्र की तकदीर लिखने को तैयार बैठी हैं, लेकिन उनमें वह अभिप्रेरणा नहीं है, जो शिक्षक की उपस्थिति से आती है। शिक्षक, जिसे भविष्य गढ़ने का शिल्पी कहा गया, इन कक्षाओं में कम होते जा रहे हैं। परिणाम यह है कि लाखों बच्चे बिना किसी मार्गदर्शन के अपनी किस्मत और देश का भविष्य अंधेरे में गढ़ने को विवश हैं।

हाल ही में आई एक खबर में यह दावा किया गया कि भारत में एक करोड़ शिक्षक चौबीस करोड़ बच्चों को स्कूलों में पढ़ा रहे हैं। यह अनुपात शिक्षा की गुणवत्ता सुनिश्चित करने के लिहाज से आदर्श है, लेकिन जमीनी हकीकत उतनी अच्छी नहीं दिखती। उत्तर प्रदेश, महाराष्ट्र, बिहार, पश्चिम बंगाल, मध्य प्रदेश, तमिलनाडु, राजस्थान, कर्नाटक, गुजरात और आंध्र प्रदेश- ये दस राज्य देश की कुल आबादी का लगभग सत्तर फीसद हिस्सा हैं। उत्तर प्रदेश में प्राथमिक शिक्षा की स्थिति पर राज्य की आधिकारिक वेबसाइट पर दर्ज आंकड़े दर्शाते हैं कि पूरे प्रदेश में 1,32,855 सरकारी स्कूलों को 6,03,441 शिक्षक संभाल रहे हैं। औसतन देखें तो हर स्कूल में 4.5 शिक्षक नियुक्त हैं। यहीं से असमानता की असली तस्वीर सामने आती है। इन्हीं आंकड़ों में यह भी दर्ज है कि 8,866 स्कूल ऐसे हैं, जहां सिर्फ एक शिक्षक तैनात है और इन स्कूलों में 6,11,950 बच्चे पढ़ते हैं। यानी एक शिक्षक को औसतन उनहत्तर बच्चों को 'पढ़ाने' की जिम्मेदारी उठानी पड़ रही है। उत्तर प्रदेश की तरह ही अन्य नौ सबसे अधिक आबादी वाले राज्यों की स्थिति भी चिंताजनक है। आधिकारिक आंकड़े बताते हैं कि कुल 10,17,660 सरकारी स्कूलों में से 1,10,971 स्कूल ऐसे हैं, जहां पूरे विद्यालय की बागडोर केवल एक ही शिक्षक के हाथ में है।

'शिक्षक राष्ट्र निर्माता होते हैं'। यह कहावत आज की हकीकत में कितनी बेमानी लगती है, जब देश के सरकारी स्कूलों में लाखों शिक्षकों की कमी है। सरकारी अनुमानों के मुताबिक, देश में लगभग दस लाख शिक्षकों की तत्काल आवश्यकता है, जिनमें से चार लाख शिक्षकों की जरूरत तो केवल प्राथमिक स्तर पर ही है। हालांकि, संख्या के हिसाब से यह कोई असंभव कार्य नहीं है। ठोस कदम उठाए जाएं, तो एक वर्ष के भीतर ही इन रिक्तियों को भरा जा सकता है। मगर यह न केवल शिक्षण के पेशे के प्रति उदासीनता को दर्शाता है, बल्कि देश के करोड़ों बच्चों के भविष्य के प्रति उपेक्षा भी करता है। भले ही भारत सतत विकास लक्ष्य (एसडीजी) का हस्ताक्षरकर्ता है, पर पिछले एक दशक से शिक्षक भर्ती और शिक्षक शिक्षा कार्यक्रम लगातार अनेक समस्याओं से जूझ रहे हैं। हर बार कुछ वर्ष में ही शिक्षक और शिक्षा पाठ्यक्रम बिना किसी स्पष्ट दृष्टि के लगातार बनाए और बदले जाते रहे हैं। नीति-निर्माताओं की अटपटी योजनाओं के चलते आज भी इस पर स्पष्टता नहीं है कि एक व्यक्ति को बेहतर शिक्षक बनने के लिए किस तरह की शिक्षा और प्रशिक्षण की आवश्यकता है।

शिक्षा क्षेत्र में सेवा की स्थिति और वेतनमान की समस्या आज गंभीर होती जा रही है और इसके निदान के संकेत नहीं मिल रहे। भर्ती प्रक्रिया की अनवरत देरी और ग्रामीण क्षेत्रों में बुनियादी ढांचे की कमी शिक्षण पेशे को अरुचिकर बनाती जा रही है। नतीजतन, प्रतिभाशाली और योग्य युवा इस क्षेत्र में आने से कतराते हैं। सवाल है कि जब भविष्य गढ़ने वाले स्वयं ही असुरक्षा और आर्थिक असमानता से जूझ रहे हों, तो शिक्षा की गुणवत्ता और बच्चों का भविष्य किस आधार पर सुरक्षित माना जाए?

शिक्षा व्यवस्था में सुधार के नाम पर लिए गए नीतिगत निर्णय स्थिति को और जटिल बना रहे हैं। राष्ट्रीय शिक्षक पेशेवर मानकों (एनपीएसटी) और हर वर्ष पचास घंटे की अनिवार्य सतत व्यावसायिक विकास (सीपीडी) जैसी पहल शिक्षण को सशक्त बनाने के बजाय बोझिल बना रही हैं। ये कदम अतिरिक्त नौकरशाही बोझ बनकर उभर रहे हैं, जो उनकी स्वायत्तता को कमजोर करते हुए मनोबल गिरा रहे हैं।

दुनिया मेरे आगे

> आज बढ़ती संख्या वाली कक्षाएं अपनी और राष्ट्र की तकदीर लिखने को तैयार बैठी हैं, लेकिन उनमें वह अभिप्रेरणा नहीं है, जो शिक्षक की उपस्थिति से आती है। भविष्य गढ़ने वाले शिल्पी यानी शिक्षक कक्षाओं में कम होते जा रहे हैं। नतीजतन, लाखों बच्चे बिना किसी मार्गदर्शन के अपनी किस्मत और देश का भविष्य अंधेरे में गढ़ने को विवश हैं।

नीतिगत विफलताओं का बोझ सीधे शिक्षकों के कंधों पर डालने से पहले यह जरूरी है कि नीतियों पर फिर से सोच-विचार किया जाए। कागजों में शिक्षकों की तुलना गोविंद से करने की भावपूर्ण भाषा का सहारा लेने के बजाय उन्हें वास्तविक सम्मान, गरिमा और पेशेवर स्वायत्तता मिले। जब तक शिक्षा प्रणाली में ऐसे मौलिक बदलाव नहीं होंगे, तब तक शिक्षक महज आज्ञाकारी वेतनभोगी कर्मचारी बनकर रहेंगे और अपने नियंताओं की वैचारिक प्राथमिकताओं और आदेशों का पालन करने के लिए बाध्य होंगे।

इक्कीसवीं सदी में शिक्षक होना अपने आप में एक चुनौतीपूर्ण और जिम्मेदार कर्तव्य बन चुका है। डिजिटल तकनीकों के माध्यम से सूचनाओं तक पहुंच को आसान बनाया जा सकता हैं, लेकिन उसे जीवंत, प्रेरणादायी और परिवर्तनकारी बनाने के लिए शिक्षक का होना आवश्यक है। शिक्षक केवल ज्ञान का स्रोत नहीं, बल्कि वह प्रेरणास्रोत, मार्गदर्शक और व्यक्तित्व निर्माता होता है जो विद्यार्थियों को सोचने, सवाल करने और खुद को जानने के लिए प्रेरित करता है। अगर आज हम इस मानवीय क्षमता में निवेश नहीं करेंगे, तो एक ऐसी व्यवस्था बनेगी, जहां भारत का भविष्य उसकी कक्षाओं में बिना किसी मार्गदर्शन के एक भ्रम की दुनिया में गढ़ा जा रहा होगा।

जनसत्ता, 06 सितंबर 2025, Pg. 01 + 07

हमारे शिक्षकों की पहचान सर्वश्रेष्ठ के रूप में हो : राष्ट्रपति द्रौपदी मुर्मू

जनसत्ता ब्यूरो
नई दिल्ली, 5 सितंबर।

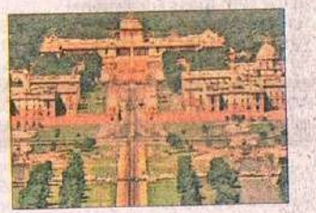
राष्ट्रपति द्रौपदी मुर्मू ने शुक्रवार को कहा कि राष्ट्रीय शिक्षा नीति का उद्देश्य भारत को वैश्विक ज्ञान की महाशक्ति बनाना है। उन्होंने कहा कि इसके लिए हमारे शिक्षकों को विश्व के सर्वश्रेष्ठ शिक्षकों के रूप में पहचान मिलनी चाहिए। हमारे संस्थानों और शिक्षकों को शिक्षा के तीनों क्षेत्रों – स्कूली शिक्षा, उच्च शिक्षा और कौशल शिक्षा में सक्रिय योगदान देना होगा।

मुझे विश्वास है कि हमारे शिक्षक अपने महत्त्वपूर्ण योगदान से भारत को वैश्विक ज्ञान की महाशक्ति के रूप में स्थापित करेंगे। मुर्मू विज्ञान भवन में राष्ट्रीय शिक्षक पुरस्कार समारोह को संबोधित कर रही थीं, जहां उन्होंने 81 से अधिक शिक्षकों को शिक्षण और सीखने में उनके अनुकरणीय योगदान के लिए पुरस्कार प्रदान किए। राष्ट्रपति मुर्मू ने कहा कि 'स्मार्ट

बाकी पेज 8 पर

बेबाक बोल

हमने बनाया



आजाद भारत ने संवैधानिक पदों पर गांधी जैसी छवि की कामना की जो सबका दिखे। पूरा देश उसे अपना अभिभावक महसूस करे।

पेज 7

हमारे शिक्षकों की पहचान सर्वश्रेष्ठ के रूप में हो : राष्ट्रपति द्रौपदी मुर्मू

बोर्ड', 'स्मार्ट कक्षाएं' और अन्य आधुनिक सुविधाओं का अपना महत्त्व है। लेकिन सबसे आवश्यक है 'स्मार्ट शिक्षक'।

'स्मार्ट शिक्षक' वे शिक्षक होते हैं जो अपने विद्यार्थियों के विकास की जरूरतों को समझते हैं। 'स्मार्ट शिक्षक' स्नेह और संवेदनशीलता से पढ़ाई को रोचक और प्रभावी बनाते हैं। उन्होंने कहा कि ऐसे शिक्षक विद्यार्थियों को समाज और राष्ट्र की आवश्यकताओं को पूरा करने में सक्षम बनाते हैं। समझदार शिक्षक बच्चों में सम्मान और सुरक्षा की भावना पैदा करने का काम करते हैं।

एक शिक्षिका के रूप में अपने समय को याद करते हुए उन्होंने इसे अपने जीवन का बहुत ही सार्थक काल बताया। मुर्मू ने कहा कि विद्यार्थियों के चरित्र का निर्माण करना शिक्षक का प्राथमिक कर्तव्य है। उन्होंने कहा कि नैतिक आचरण का पालन करने वाले संवेदनशील, जिम्मेदार और समर्पित विद्यार्थी, उन विद्यार्थियों से बेहतर होते हैं जो केवल प्रतिस्पर्धा, किताबी ज्ञान और स्वार्थ में रुचि रखते हैं। एक अच्छे शिक्षक में ज्ञान के साथ संवेदना भी होती है। संवेदना और ज्ञान का समन्वय विद्यार्थियों पर भी प्रभाव डालता है।

राष्ट्रपति ने कहा कि सबसे गरीब पृष्ठभूमि के बच्चे भी शिक्षा की शक्ति से उन्नति के शिखर को छू सकते हैं। बच्चों की उड़ान को शक्ति देने में स्नेही और समर्पित शिक्षक सबसे महत्त्वपूर्ण भूमिका निभाते हैं। शिक्षकों के लिए सबसे बड़ा पुरस्कार यह है कि उनके विद्यार्थी उन्हें जीवन भर याद रखें और परिवार, समाज और देश के लिए सराहनीय योगदान दें। शिक्षण के नए तरीकों से लेकर विद्यार्थियों के विकास के प्रति समर्पण और कठिन परिस्थितियों में सीखने की उपलब्धियों को बढ़ाने के प्रयासों को लेकर विजेताओं को वार्षिक पुरस्कार समारोह में सम्मानित किया गया। नवोन्मेषी शिक्षण पद्धति से लेकर प्रथम पीढ़ी के शिक्षार्थियों को प्रेरित करने तक पुरस्कार विजेताओं ने पूरे भारत में युवाओं को आकार देने में महत्त्वपूर्ण भूमिका निभाई है।

पुरस्कार वितरण समारोह से पहले प्रधानमंत्री नरेंद्र मोदी ने राष्ट्रीय पुरस्कार विजेता शिक्षकों से बातचीत की। उन्होंने हल्के-फुल्के अंदाज में कहा कि शिक्षक आमतौर पर विद्यार्थियों को 'होमवर्क' (गृह कार्य) देते हैं, लेकिन वह उन्हें एक 'होमवर्क' देना चाहते हैं कि वे स्वदेशी उत्पादों को बढ़ावा देने वाले अभियानों का नेतृत्व करें और 'मेक इन इंडिया' तथा 'वोकल फार लोकल' आंदोलनों को मजबूत करें।

नवभारत टाइम्स, 06 सितंबर 2025, Pg. 09

शिक्षक भविष्य के निर्माता, और पथ प्रदर्शकः विजेंद्र

■ NBT रिपोर्ट, नई दिल्लीः दिल्ली विधानसभा अध्यक्ष विजेंद्र गुप्ता शुक्रवार को शिक्षक दिवस के अवसर पर आयोजित कार्यक्रम में शामिल हुए। पूर्व राष्ट्रपति, दार्शनिक और शिक्षाविद डॉ. सर्वपल्ली राधाकृष्णन की 137वीं जयंती पर आयोजित शिक्षक दिवस कार्यक्रम में विजेंद्र गुप्ता ने उन्हें श्रद्धांजलि अर्पित की। गुप्ता ने कहा कि शिक्षक दिवस डॉ. सर्वपल्ली राधाकृष्णन की स्मृति में मनाया जाता है, जो मानते थे कि शिक्षा राष्ट्र निर्माण का सबसे सशक्त माध्यम है और शिक्षक समाज के सच्चे संरक्षक हैं।

विधानसभा अध्यक्ष ने डॉ. राधाकृष्णन को 137वीं जयंती पर दी श्रद्धांजलि

गुप्ता ने याद दिलाया कि जब डॉ. सर्वपल्ली राधाकृष्णन के छात्रों ने उनका जन्मदिन मनाने की इच्छा जताई तो उन्होंने विनम्रता से अनुरोध किया कि इसे शिक्षक दिवस के रूप में मनाया जाए, जो आज पूरे देश में आदर और श्रद्धा के साथ निभाई जाती है। उन्होंने कहा कि डॉ. राधाकृष्णन का जीवन हमें सिखाता है कि शिक्षक केवल ज्ञान ही नहीं बल्कि मूल्य, अनुशासन और सत्य के प्रति आजीवन प्रतिबद्धता भी प्रदान करते हैं। उन्होंने कहा कि प्राचीन गुरुकुल से लेकर आधुनिक कक्षाओं तक, गुरु-शिष्य परंपरा भारत की सभ्यता का केंद्र रही है। शिक्षक विद्यार्थियों को केवल परीक्षा के लिए नहीं बल्कि जीवन के लिए तैयार करते हैं।

The Statesman, 06 September 2025, Pg. 5

'Best education for girls is an effective way to promote women-led development'

STATESMAN NEWS SERVICE
New Delhi, 5 September



President Droupadi Murmu on Friday asserted that providing the best possible education to girls is the most effective way to promote women-led development.

Addressing a gathering after conferring National Awards on teachers from across the country at a function held here on Teachers' Day, the President said the education of girls should be given utmost importance.

"By investing in girls' education, we make an invaluable investment in the building of our family, society, and nation," Murmu said.

She highlighted that the National Education Policy 2020 emphasises expanding Kasturba Gandhi Balika Vidyalayas and providing special education facilities to girls from underprivileged classes.

"But the success of any initiative related to education mainly depends on teachers," the President said.

She told teachers that the more they contribute to educating girls, the more meaningful their lives as teachers will be. She urged teachers to pay special attention to all students, including girls, who are relatively shy or come from less privileged backgrounds.

Addressing the gathering, the President said, like food, clothing, and shelter, education is essential for a person's dignity and security. Sensible teachers work to instill a sense of dignity and security in children. She recalled her time as a teacher and described that time to be a very meaningful period of her life.

President Murmu said education makes a person capable. "Children from the poorest of backgrounds can touch the skies of progress with the power of education. Affectionate and devoted teachers play the most important role in giving strength to the flight of children. The biggest reward for teachers is that their students remember them throughout their lives and make commendable contributions to the family, society, and country."

She said that building the character of students is the primary duty of a teacher. "Sensitive, responsible, and dedicated students who follow moral conduct are better than those students who are only interested in competition, bookish knowledge, and selfishness. A good teacher has both emotions and intellect. The coordination of emotions and intellect also impacts the students."

The Indian Express, 06 September 2025, Pg. 10

START WITH THE SCHOOL

To remedy gender imbalance in IITs, encourage girls who tinker, question and solve at every step of their academic journey

IN 2018, WHEN the Indian Institutes of Technology (IITs) introduced a supernumerary quota for women in undergraduate engineering courses — allocating extra seats instead of carving them out from existing numbers — it was a necessary course correction to remedy decades of gender imbalance, especially across some of the older centres. The policy worked as intended, pushing up female enrolment between 19 and 21 per cent across campuses. But, according to Joint Implementation Committee data shared by the JEE Advanced examination organising institutes, despite the absolute numbers of women admitted having gone up due to the quota — from 16,053 seats in 2020 to 18,168 in 2025 — the proportion of women students has flattened at around 20 per cent of total admissions. Simply put, the policy has succeeded in halting the decline, but it has not moved the needle far enough towards greater inclusivity.

Behind these statistics lies a more complicated truth: Access does not automatically translate into belonging. The IITs, to their credit, recognise this. To stop the proverbial glass ceiling from capping ambitions, campuses have been moving towards structural and cultural change — better hostels, safe and equitable recreational spaces, improved washroom facilities, access to AI-driven mental health tools, peer-support groups, stress-management workshops, and even institutional innovations such as IIT Kharagpur's creation of the post of a dean of well-being, focused especially on student care, and to tackle obstacles female students face in environments long shaped by a male-majority ethos.

Yet, this is merely the groundwork. The next step must be about changing the culture that shapes female students even before they arrive at IITs. That means reforming school pedagogy to challenge gendered assumptions about aptitude; hosting workshops that address unconscious bias; creating curricula that foreground the achievements of women scientists, and encouraging girls who tinker, question and solve at every step of their academic journey. Government initiatives such as the Vigyan Jyoti programme and the CBSE's UDAAN scheme, which provide financial assistance, mentoring and exposure to IITs, IISERs, and CSIR labs for girls in Classes IX–XII, are important correctives, but their impact is still unevenly felt. Despite the parity achieved in certain STEM fields such as medicine, where female students have begun to outnumber men, barriers to aspiration continue to surface persistently, funnelling women away from technical fields. And yet, many of India's most ambitious scientific enterprises, including ISRO's Mars Orbiter Mission and Chandrayaan-2, are now helmed by women, offering proof that the glass ceiling is not immutable. And that change is possible once women learn to see themselves as part of this continuum, when they can walk into institutions like the IITs knowing they belong, not as outliers rewriting the rules, but as rightful heirs to a legacy that includes them unselfconsciously.

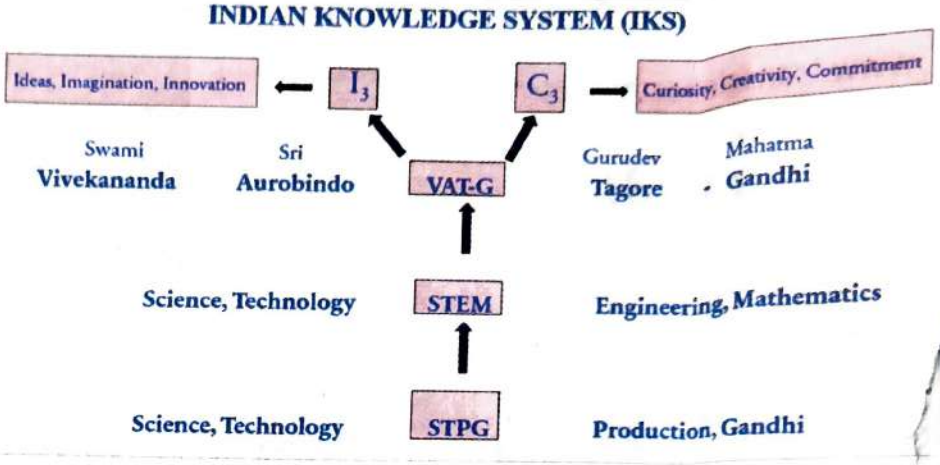
The Pioneer, 06 September 2025, Pg. 8

India's quest for knowledge

From the early vision of science and Gandhian thought to the contemporary framework of NEP-2020, each milestone reflects the nation's attempt to prepare its citizens for a changing world while remaining rooted in its cultural ethos



AARIF



India formulated its latest National Education Policy, NEP-2020, after a long gap, as the earlier National Policy on Education was formulated only in 1992. There was a major attempt to formulate a new curriculum framework for school education, 25 years. It was released on November 14, 2000, the birthday of Pandit Nehru, by the then Minister of HRD, Dr Murli Manohar Joshi.

Based upon it, the school textbooks, some of which were more than three decades old, were rewritten and revised. Focus must now be on where we stand at this juncture in education and how far we are preparing ourselves for the future in the national and global context. Unprecedented changes are taking place both in the content and process of education everywhere. Simultaneously, there is an ever-increasing global realisation of the interdependence of nations, communities, and people all around. It is now left to India to resume its leadership role in the process of the reshaping of the world, which was taking shape anyway! It needs to create a vibrant knowledge society, a highly acculturated people, and excellence in spirituality. Obviously, it has to be achieved only by seriously envisioning and implementing a dynamic and visionary Indian education system.

New challenges were emerging before the education systems globally, and every nation has to decipher its own challenges. India attempted the same through the reformulation of its education policy, the NEP-2020: "This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all... The vision of policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values and dispositions that support responsible commitment to human rights, sustainable development." This is a very comprehensive statement that would require not only tremendous efforts in implementation but also modern comprehension of the Indian tradition of knowledge quest, which in the ancient days commanded global respect and adulation. It shall have to be supplemented by the global philosophical and epistemological comprehension. The Centre for Contemporary Studies, PMML, Teen Murti Bhavan, New Delhi, has been re-energised under Nripendra Misra, chairman of the executive committee. He inspired a study on how education development during the second half of the 20th century could be reviewed and recalled for the benefit of the millennials, who would be holding the reins of power in practically every country in years to come. This study has been completed over a period of two years, and a manuscript of 553 pages entitled *Millennial Transition: Leadership, Education, Culture, and Social Cohesion* has been written. It has been prepared as an outcome of the study and submitted to the organisation on July 8, 2025. The National Book Trust of India, NBT, has accepted it for publication.

The Pioneer
SINCE 1865

THIS STUDY HAS BEEN COMPLETED OVER A PERIOD OF TWO YEARS, AND A MANUSCRIPT OF 553 PAGES ENTITLED MILLENNIAL TRANSITION: LEADERSHIP, EDUCATION, CULTURE, AND SOCIAL COHESION HAS BEEN WRITTEN

The writer is a Research Fellow at Delhi University. He voluntarily assisted Professor JS Rajput, a Padma Shri awardee educationist, who conducted this project at the instance of the PMM, as an Atal Fellow for two years

dailypioneer
@TheDailyPioneer
The Pioneer

This study finds that India initially began its post-independence journey of education, knowledge, and development under the shadow of the times that were characterised by STPG: Science, Technology, Production, and Gandhi, an acronym often used by an outstanding scientist and academician, Prof Daulat Singh Kothari. This motto was the futuristic vision of those days and has subsequently been substituted by STEM: Science, Technology, Engineering, and Mathematics. It was incorporated for implementation in the National Policy on Education, 1986, which was revised in 1992. Afterwards, there was a long gap, and the next policy formation was completed only in 2020. The biggest challenge that India faced during the first five to six decades after independence was to take education to every child.

Focus at this stage is on excellence and skill acquisition. Today the biggest challenges are acculturation, social cohesion, and religious amity. Towards this, the passage passes through VAT-G, the Ideas, thoughts, philosophy, and pragmatism of Swami Vivekananda, Sri Aurobindo, Gurudev Tagore, and Mahatma Gandhi. Swami Vivekananda was the most brilliant interpreter of the Indian quest of knowledge and wisdom in the contemporary context for international audiences. Sri Aurobindo, who understood Western culture and its inadequacies and dwelled in great depth on the universality of the Indian interpretation of spirituality in the global context, and the Gurudev, who developed a subtle comprehension of the beauty of the man-nature interdependence. The comprehension of the thought, philosophy, and pragmatism of the great quartet offers an effective understanding of India, its knowledge traditions and systems, and its relationship to the global developments. Crossing this stage, one could go deeper into the works of the galaxy of illustrious persons and their works. Gurudev Tagore had highlighted the need to encourage the divine gift of the power of ideas and the power of imagination given in abundance to every child. The two I's, if inspired and nurtured with empathy, would lead to the third, Innovations, which constitutes the I^3. To make it easier for the teachers and learners, three C's — Curiosity, Creativity, and Commitment — are also added: C^3. Thus, the VAT-G, together with the I^3 C^3, constitutes the perfect combination for those interested in understanding and also in finding a solid base for Indian education, rooted in culture and committed to progress.

This identification comes after a thorough study and analysis of the initial post-independence emphasis on STPG — Science, Technology, Production, and Gandhi. It was followed by the STEM — Science, Technology, Engineering, and Mathematics. Whatever the challenges, a nation like India cannot ignore its national and international responsibilities in the world of knowledge and skill acquisition. As the Indian tradition of knowledge quest, which is not confined to a particular region, community, religion, or language, has to be studied in its broader framework and, more importantly, in light of the modern traditions of knowledge generation and creation being developed on the international map.

The Hindu, 7 September 2023, Pg-11

How much is spent on children's education in India?

What does a recent report by the National Sample Survey show? Why is there a divide between girls and boys?

Priscilla Jebaraj

The story so far:

Despite a recent drop in the World Economic Forum's gender gap rankings, partly due to the education category, India has made steady progress in recent years in terms of enrolling more girls in school, with government data showing that girls now make up 48% of the school population. In higher education, in fact, the gross enrolment ratio for women is slightly higher than that of men. However, data collected as part of the National Sample Survey earlier this summer show a more insidious gender gap that remains in education – the differing amounts of money that families spend on their sons as opposed to their daughters for their education.

What are the differences in expenditure?

The recent report on the Comprehensive Modular Survey on education, which collected nationwide data between April and June as part of the 80th round of the NSS, shows that the per-student expenditure on girls is lower than on boys during all stages of school education, from pre-primary to higher secondary, as well as across the rural-urban divide. The survey covered 52,085 households in 2,384 villages and 1,982 urban blocks across the country, with education-related information collected for 57,742 students currently enrolled in school.

In States such as Tamil Nadu and Kerala, boys and girls go to government and private schools in almost equal ratios

In rural India, families spent ₹1,373 or 18% more on boys than girls in terms of course fees, textbooks, and stationery, uniforms, and transportation to school. In urban India, the per-student expenditure on girls was ₹2,791 less than on boys. In urban India, by the time students are in higher secondary school, there is almost 30% more being spent on education for boys than girls. When course fees alone are considered, the gap widens, with families paying on average 21.5% more on fees for boys than for girls across the country.

This prioritising of boys' education is also clear in the type of schools that Indian families choose for their children. About 58.4% of girls are enrolled in government schools, which are usually free of cost in terms of course fees, with only 29.5% of them having access to more expensive private school education. However, 34% of boys are enrolled in private unaided schools. The gap goes beyond the school classroom, and extends to private tuitions that many families consider essential for a quality education. Tuition classes now supplement school teaching at all stages of education, and overall, 26% of girls and 27.8% of boys are enrolled in such classes. When it comes to expenditure, however, the gap widens, especially in higher classes. By the higher secondary level, families are spending on average 22% more in terms of tuition fees on their boys in comparison to girls.

How does this vary by State?

States differ widely in terms of the gender gap in education. When it comes to enrolment of girls and boys in government schools versus private schools for instance, the biggest gaps can be seen in States/UTs such as Delhi, where almost 54% of boys go to government schools, compared to more than 65% of girls. On the other hand, almost 38.8% of boys go to more expensive private schools, compared to 26.6% of girls. Madhya Pradesh, Rajasthan, and Punjab also have gender gaps of more than 10 percentage points. In Gujarat, the gender gap is striking in urban areas, but narrower in rural areas. In States such as Tamil Nadu and Kerala, boys and girls go to government and private schools in almost equal ratios, while several northeastern States have flipped the script, sending more girls to private schools.

Expenditures are more nuanced, especially in the higher classes. In higher secondary education, for instance, families in Telangana, Tamil Nadu and West Bengal spend vastly more on boys than girls, though they spent more on girls at the secondary level. In Tamil Nadu, for instance, the average education expenditure on girls at the secondary level is ₹23,796 compared to ₹22,593 on boys. In higher secondary, however, the expenditure on boys in the State has shot up to ₹35,973, compared to just ₹19,412 for girls. Part of this can be attributed to girls dropping out at that stage, though subsidies for girl students could also account for some of the difference. States like Andhra Pradesh, Himachal Pradesh, and Kerala also spend more on higher secondary girls, especially in urban India, where data shows that transport costs become a major factor, with parents intent on safety of the girl.

Expenditure on private coaching also varied by State, especially at the higher secondary level. In Himachal Pradesh, for instance, there was a stark gap between the ₹9,813 spent per boy student in higher secondary school enrolled for private tuition in comparison to the ₹1,550 spent per girl. Bihar, Jharkhand, Rajasthan, and Tamil Nadu were among other States which showed significant gender gaps in this regard.

The Sunday Statesman, 07 september 2025, Pg. 3

How Indian manuscripts shaped global mathematics and gave the world 'algorithm'

MUSKAN BHATIA
New Delhi, 6 September

Centuries before the word "algorithm" became synonymous with Silicon Valley and artificial intelligence, it had its roots in Indian mathematics, carried across continents through manuscripts that crossed borders and languages.

This little-known journey of ideas—how Sanskrit texts were translated into Farsi and Arabic, then into Latin, shaping global knowledge—was at the heart of The Mathematical Sciences: South Asia's Contributions, an exhibition that opened this week at the India International Centre (IIC), New Delhi.

Inaugurated on Thursday by External Affairs Minister Dr. S. Jaishankar, the exhibition will continue till September 14 at the Art Gallery, Kamaladevi



Complex. It has been curated under SAMHiTA—South Asian Manuscript Histories and Textual Archive—an IIC initiative in collaboration with the Centre for Traditional Indian Knowledge Systems and Skills (CTIKS) at IIT Bombay. At its core, SAMHiTA seeks to create a universally accessible digital repository of manuscripts, many of which lie scattered in collections abroad and remain unsurveyed or difficult to access. The project inventories works housed in Europe, America, and across South Asia, ensuring that fragile palm-leaf and paper folios are preserved and studied in depth. This year's exhibition turns the lens specifically on mathematics, where scholars pieced together how foundational concepts such as the decimal and place-value systems, trigonometry, and even the earliest notions of zero emerged in India, and then circulated across Asia. Through manuscripts and translations—Sanskrit into Arabic, Arabic into Farsi, and back again—it highlights the movement of ideas from India to West and Central Asia and their lasting influence on global knowledge traditions.

Among the most striking revelations was the story of the Persian mathematician Al-Khwarizmi, who drew on Indian numerals and algorithms in his 9th-century treatise Hisab al-Hind. When his work was later translated into Latin as Algoritmi de numero Indorum, it gave rise to the modern word "algorithm." Today's coding language, in other words, carries the imprint of India's mathematical past.

The exhibition also shed light on the Kerala school of mathematics, where scholars like Madhava and Neelkantha were exploring infinite series and trigonometric functions centuries before similar ideas emerged in Europe.

In fact, manuscripts from this tradition, discovered by East India Company official Charles Wish in the 18th century, contained expansions for pi and sine functions that modern audiences would recognize.

But the project was not just about breakthroughs. It also highlighted how mathematical concepts infused everyday life—appearing in Sanskrit prosody, temple architecture, music, and even in recipes for perfumes. One 13th-century musicological text showed how permutations of notes, expressed in verse, mirror what modern mathematicians call factorials. What binds these threads together, curators said, is the persistence of memory and verse as a medium of teaching. Long before diagrams and formulas, knowledge was encoded in poetic meters, making it easier to memorize and transmit across generations.

By digitizing these fragile manuscripts and making them publicly accessible, SAMHiTA is ensuring that the story of numbers, once etched on palm leaves and birch bark, finds a new life in the digital age. And in that story lies a reminder: some of the most modern ideas we rely on today were first imagined in verse, centuries ago.

The Sunday Statesman, 07 september 2025, Pg. 12

Noble thoughts and common views of great thinkers: an overview

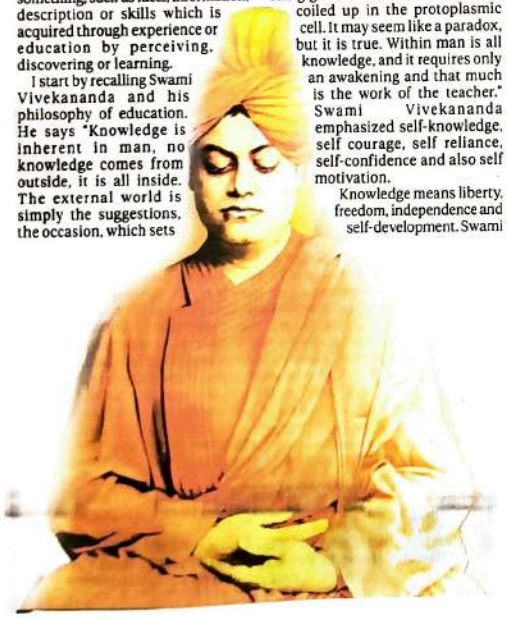
DR. SUDIP BHATTACHARYYA

Henry W Longfellow would have one believe: 'Lives of great men all remind us, we must make our lives sublime, leaving behind us footprints in the sands of time'.

In this context, perception based on philosophical, psychological, social and spiritual links have been observed by great men worldwide. Knowledge is universal because knowledge is spatially and temporally invariant. Knowledge means familiarity, awareness or understanding of someone or something, such as facts, information, description or skills which is acquired through experience or education by perceiving, discovering or learning.

I start by recalling Swami Vivekananda and his philosophy of education. He says "Knowledge is inherent in man, no knowledge comes from outside, it is all inside. The external world is simply the suggestions, the occasion, which sets you to study your own mind. All knowledge therefore, secular or spiritual is in the human mind. All knowledge and all power are within. What we call powers, secrets of nature and force are all within. All knowledge comes from the human soul. Man manifests knowledge, discovers it within himself which is pre- existing through eternity."

According to Vivekananda, "No one was ever really taught by another. Each of us has to teach himself. The external teacher offers only the suggestion which sources the internal teacher to work, to understand things. The gigantic intellect, we know lies coiled up in the protoplasmic cell. It may seem like a paradox, but it is true. Within man is all knowledge, and it requires only an awakening and that much is the work of the teacher." Swami Vivekananda emphasized self-knowledge, self courage, self reliance, self-confidence and also self motivation.



Knowledge means liberty, freedom, independence and self-development. Swami Vivekananda states "Liberty is the first condition of growth".

According to John Dewey knowledge is an act of bringing some of our dispositions to consciousness with a view to straightening out a perplexity, by conceiving the connection between ourselves and the world in which we live. True knowledge is not acquiring of a dead culture, particularly from books. It is rather the power to do the right thing in a given situation. John Dewey has attached importance to reflective thinking. John Dewey observes that the development of the attitudes of open-mindedness, whole-heartedness and responsibility is required for proper reflective thinking. As far as ethics is concerned, it means the science of character and conduct. It seeks to teach us how we can pass correct moral judgments upon human conduct, consider it as right or wrong with reference to the supreme ideal of human life. Ethics may therefore be defined as the science of the highest good. Mackenzie defines ethics as "The study of what is right or good in human conduct or the science of the ideal involved in human life."

The ideals involved in human life includes Truth, Good and Beauty. Therefore ethics is the moral good of man. It is concerned with evaluation of conduct with reference to an ideal. The word ethics is defined as the discipline dealing with what is good and bad and with normal duty and obligations. Values, morality and ethics are interrelated and cannot be understood in isolation of one from the other. Traditionally, ethics has undertaken to analyze, evaluate and develop normative moral criteria for dealing with moral problems.

In every field of activity, the components of ethical conduct have to be identified and its dynamics to be worked out. The utility of ethics rests on the fact that it requires one to reason, to analyze and to search for morally correct positions while taking a decision or pursuing a particular course of action. A moral action must be performed consciously and deliberately with a determined will, regardless of gain or loss of life or death, without turning to look back and ready to sacrifice. Ethics has several attributes, some of which are universalistic in nature, while others are also bound by time and place.

It may be specific to a particular task, situation, profession or area of responsibility. An ethic is a framework or guiding principle and it is often moral. People with a strong work ethics believe that hard work and good work are both essential to conduct and deliver services. While on the subject of virtue, Socrates, the great Greek philosopher states virtue is knowledge. According to him if a person fully understood the nature of good, he could not fail to pursue it. On the other hand, if a person did not fully understand the nature of the good, he could not be moral except by accident.

So, knowledge is virtue, ignorance is vice. A person never commits wrong knowingly. Knowledge of the good does not always lead to the choice of the good. A person often knows what is right and yet does what is wrong. From Plato's viewpoint cardinal virtues are the fundamental virtues on which the other virtues are based. Plato recognized four cardinal virtues – wisdom, courage, temperance and justice. Wisdom is the special virtue of the ruling class. Courage is special virtue of the fighting class. Temperance is virtue for traders. Justice includes all classes and communities.

In the opinion of Aristotle, he recognized two classes of virtues – the first being intellectual virtue and the second is moral virtue. Intellectual virtue includes both theoretical and practical knowledge. Moral virtue belongs to the irrational but conscious part of the soul and consists in subordinating emotions and desires to reason. Aristotle thought moral virtues are habits of deliberated choice for the realization of the good. Kant regarded moral reason as apprehending the moral rules and rightness and wrongness of particular action. He considered it to be infallible.

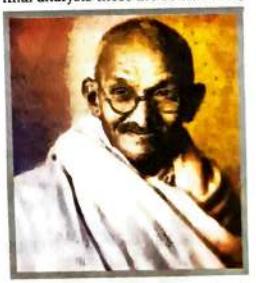
Kant holds that morality consists in free obedience to the moral law. The authority of the moral law lies in its very nature. It is a categorical imperative. It is imposed by practical reason upon itself. Practical reason is the true source of moral obligation.

In MK Gandhi's conception of non-violence, truth and humanity non-violence is mightier than the mightiest force. Only non-violence brings out the best, not only in the religious and spiritual sense but in the material sense.

During conflict, non-violence is the best means of communicating with the opponent, as there is much less polarization than in a violent conflict. Non-violence is also best in that it results in the least loss of life and property to the parties in conflict. Non-violence means non-injury. It means refusal to do harm or hurt under any circumstances. It is a positive state of love, of doing good even to the evil order. Gandhiji identified non-violence with love. As far as the concept of love is concerned, it is the underlying unity in every living thing. "Failure or anticipation of failure causes frustration and anger and in anger man forgets everything and commits violence" is the thought.

What one achieves by violence is not permanent. Violence creates polarization and everlasting ill-will and sorrow. On the other hand 'Ahimsa' is spiritual satisfaction. Ahimsa is an instrument which results in spiritual uplift. The spiritual strength is a must in a non-violent struggle, since it refuses to hurt and invokes the humanity in the opponent by challenging him to hurt. 'Satya' or truth is the most salient value of the satyagraha action system whose purpose is the discovery of truth. Gandhiji believed in the existence of truth but also that it is identifiable.

He is of the conviction of the existence of the absolute truth which he identifies with God. Absolute truth may be attained only through self-realisation, a self- realization which cannot occur so long as one is imprisoned in this moral frame. Under these circumstances the best human beings can do is to keep their minds open on the question of truth. In the absence of the absolute truth one can only have relative truth which manifests itself in and is a product and an expression of a complex web of inter-relations that exist within a social system. In the final analysis these are some of the



relevant and significant ideals and ideas which serve as emulating modules in the social life reflecting the finer and sublime thoughts of great thinkers across the globe to awaken the new age generation.

The writer is a professor

Millennium post, 7 september 2025, Pg.10

'EDUCATION MUST BUILD SOCIAL COHESION'

In an interview with Professor J.S. Rajput, former NCERT Director and Atal Fellow at the Prime Ministers' Memorial, Museum and Library, we explore NEP-2020, teacher reforms, and the role of culture in preparing India for 2047

There are considerable discussions being conducted in practically every sector of development and in every stratum of society on creating a Vikasita Bharat by 2047. Such discourses invariably refer to NEP-2020. You have been associated with education policy formulation, implementation and innovations for over five decades. What is your perspective in this context?

JS Rajput: I was selected as a full Professor in 1974 and, though I took voluntary retirement in July 2004 after the change of central government, I have remained more active in retirement than before. I have seen the implementation of the 1968 policy, which was a landmark initiative. I was part of the formulation and implementation of the 1986/92 policy. All the experiences—both positive and negative—were seriously considered by the five-member T.S.R. Subramaniam Committee, which submitted its report on the New Education Policy in 2016, of which I was a member. Subsequently, the NEP-2020 was formulated by a committee headed by Dr. K. Kasturirangan.

I am convinced that this policy, if implemented properly, could effectively create committed manpower equipped to ensure a Vikasita Bharat by 2047. One may recall that new policy formulations in education at suitable intervals are a compulsory responsibility of the nation and governments. Unfortunately, certain elements, instead of cooperating, devote themselves only to finding faults and resisting what does not suit their political ideologies.

I conducted the process of curriculum change during the transition to the Third Millennium, and this curriculum was released on November 14, 2000. It is recommended that all children be made aware of the basics of all religions, learn the commonalities, and respect differences. This would strengthen secularism and religious cohesion. It was vehemently opposed by some and taken to the Supreme Court of India. In its judgment delivered on 12 September 2002, the Court endorsed these recommendations in even stronger terms. It is inferred that if it had been implemented 50 years ago, Indian society would have been far more secular. This, I consider, is the finest achievement of my professional career. Since then, my years have been devoted to enriching and strengthening social cohesion and religious amity. The NEP emphasises these factors strongly, and like most ideologically unrestricted Indians, I also consider social cohesion and religious amity as the basic milestones to achieve Vikasita Bharat.



Former President, Shri Pranab Mukherjee presenting the Padma Shri Award to Prof. Jagmohan Singh Rajput, at a Civil Investiture Ceremony, at Rashtrapati Bhavan, in New Delhi on April 08, 2015

How convinced are you that NEP-2020 could be implemented in its true spirit?

JS Rajput: I am convinced the goal is achievable, provided political leadership remains supportive and inspiring at every stage. It requires active cooperation between the Centre and states, between national and state institutions, and strong support from society. Having worked in the Ministry of Human Resource Development for five years, my experience makes me cautious. Based on political ideologies, some states have already announced opposition to NEP-2020. This would harm students in schools, colleges, and universities who aspire to contribute to reshaping India.

I often wonder why sectors like education, health, and nutrition could not, even after eight decades of independence, arrive at a national consensus. Other concerns are equally pressing: 56% of schoolchildren are in government schools, which suffer from low credibility. Parents, despite financial strain, try their best to place their wards in private schools. From a literacy rate of 18% in 1947, with a population of 40 crore, India has now touched nearly 80% literacy, despite the population growing to 140 crore. That is commendable. But as systems expanded, quality was not safeguarded, leading to the shocking loss of credibility in government schools.

> **"I OFTEN WONDER WHY SECTORS LIKE EDUCATION, HEALTH, AND NUTRITION COULD NOT, EVEN AFTER EIGHT DECADES OF INDEPENDENCE, ARRIVE AT A NATIONAL CONSENSUS**

What improvements do you suggest to remedy the situation?

JS Rajput: I have always opposed the practice of appointing teachers on small honorariums, from schools to universities. NEP-2020 also expresses concern about the quality of teacher-preparation programmes. The first requirement is to fill every vacant teaching post across the system. Those who compromised recruitment examinations must be sacked and penalised. Only then can the confidence of young people be restored in the system.

What is the main outcome of the PMML research you conducted?

JS Rajput: The Indian academic community must give serious, unbiased thought to how we can develop a system of education "rooted in national culture, committed to progress and new knowledge." To this end, a flow diagram has been created, emphasising the comprehension of the thoughts of Swami Vivekananda, Sri Aurobindo, Gurudev Tagore, and Gandhi—VAT-G. Alongside this, the power of Ideas and Imagination must never be impeded to ensure Innovation—I^3.

Further, every teacher must internalise responsibilities: irrespective of the subject, they must nurture Curiosity, Creativity, and Commitment—C^3. At independence, the challenge was expressed in terms of STPG—Science, Technology, Production, and Gandhi. This is also reflected in the diagram.

Indian Knowledge System (IKS)

I_3	VATG	C_3
Ideas	Swami Vivekananda	Curiosity
Imagination	Sri Aurobindo	Creativity
Innovation	Gurudev Tagore	Commitment
	Mahatma Gandhi	

STEM	STPG
Science	Science
Technology	Technology
Engineering	Production
Mathematics	Gandhi

STFI Deplores Changes in NCERT Books

C N Bharti

THE all India conference of the School Teachers Federation of India (STFI) held recently had strongly opposed the irrational changes made in school textbooks. The National Council of Educational Research and Training (NCERT), which is entrusted with the responsibility of developing curricula and textbooks that uphold scientific temperament, historical accuracy, and the secular, pluralistic values enshrined in the Indian Constitution, has instead altered textbooks in line with the dictates of the RSS and the BJP government at the centre. NCERT has carried out significant deletions and revisions in various texts, undermining both academic integrity and constitutional principles.

The latest changes introduced by NCERT in the Class VII Social Science textbook have sparked widespread controversy. Earlier, there were three separate books for History, Geography, and Social and Political Life. These have now been merged into a single volume titled 'Exploring Society: India and Beyond' (Part 1). In this process, crucial topics such as the Delhi Sultanate (12th to 15th century) and the Mughal Empire (16th century) have been completely deleted. The revised history section now focuses only on broad themes such as India and the World, Our Cultural Heritage, and Governance, with its historical scope ending at the classical age of ancient India.

These changes have been justified in the name of reducing the burden on students and "rationalising" content. However, the actual intent, as evident from the pattern of omissions, is to eliminate portions that the Sangh Parivar has long derided as so-called "vote-bank politics" and "minority appeasement." The STFI conference, in a resolution, condemned this deliberate distortion of history and the removal of lessons originally designed by eminent scholars on the basis of established historical facts. In addition, vocational education has been integrated into the curriculum from Class VI onwards, in line with the recommendations of the National Education Policy (NEP) 2020.

The resolution opposed the introduction of myths and false history under the pretext of showcasing India's "rich legacy." It drew attention to the Gujarat textbook ''Tejomay Bharat, authored by Dinanath Batra, an RSS activist, which promotes unsubstantiated claims that do not meet scientific or academic standards. The resolution noted with concern that a new chapter on "vote bank politics" and "minority appeasement" has been added to the Class XI Political Science book in line with communal designs. It further condemned the removal of references to the Babri Masjid and L K Advani's

Rath Yatra from the Class XII Political Science textbook, where the word masjid has now been replaced by the phrase “three-domed structure.” The resolution deplored these distortions and demanded that the recent changes – already opposed by eminent scholars, historians, and scientists – be withdrawn. It underlined that the reasons cited for these modifications fail to meet the established criteria for syllabus design, and that the claims of making textbooks “student-friendly” are baseless and unfounded.

The resolution also highlighted that NCERT has in recent years introduced several other controversial changes. For example, in 2024, significant revisions were made to the Class XII history syllabus, with the claim that new archaeological research had dismissed the theory of Aryan migration as the cause of the decline of the Harappan civilization – an argument that implies Aryans were not foreigners to the subcontinent. Similarly, in a Class VI history textbook, the word “Hindu” was removed from a passage on Birsa Munda. The earlier edition noted that Birsa Munda had “opposed the missionaries and Hindu landlords,” whereas the revised edition deleted the word “Hindu.”

Equally alarming are the deletions from science textbooks. Core scientific concepts, including Charles Darwin’s Theory of Evolution, environmental science topics such as air pollution, the greenhouse effect, and climate change, as well as aspects of the periodic classification in chemistry, have been removed or diluted in Classes X, XI, and XII textbooks. These omissions undermine students’ scientific literacy and weaken their capacity for critical thinking.

On the historical front, crucial content has also been excised. Chapters on Mahatma Gandhi’s assassination, the 2002 Gujarat riots, and the Babri Masjid demolition have been deleted from history and political science textbooks for Classes VII, VIII, and XII. These erasures deprive students of essential narratives needed to understand India’s diverse historical and socio-political context. While such revisions are officially justified as “syllabus rationalisation” to reduce student burden in the post-COVID-19 period, they clearly reflect an ideological agenda. The deletions disproportionately target medieval Indian history, contributions of Muslims, and accounts of communal violence – amounting to historical revisionism that advances a narrow, sectarian worldview.

The resolution warned that such changes pose a grave threat to the constitutional values of secularism, equality, and diversity. By erasing critical historical events and undermining scientific foundations, they risk fostering division instead of unity and deprive students of a balanced understanding of India’s composite heritage. Educators, historians, and scientists have repeatedly raised concerns about the legality, transparency, and academic validity of these revisions, calling for accountability and the restoration of an inclusive curriculum.

Therefore, the School Teachers’ Federation of India (STFI), at its 9th Conference, strongly condemned the unlawful and ideologically driven deletions and revisions made in NCERT textbooks from 2020 to 2025. The resolution adopted at the

conference on this issue, asserted that these changes undermine the secular, scientific, and democratic ethos of Indian education, and demanded their immediate reversal in the interest of upholding academic integrity and constitutional values.

The School Teachers' Federation of India (STFI) demanded the immediate restoration of the removed scientific and historical content, including Charles Darwin's Theory of Evolution, key environmental science topics, the history of the Mughal Empire and the Delhi Sultanate, the assassination of Mahatma Gandhi, the 2002 Gujarat riots, and the events surrounding the Babri Masjid, in order to ensure a comprehensive, unbiased, and academically sound curriculum.

STFI further resolved to launch a nationwide campaign to raise awareness about these curriculum changes, involving teachers, students, parents, and civil society. This campaign will include activities such as public seminars, petitions, workshops, and media advocacy, with the aim of demanding transparency and accountability in NCERT's curriculum development process.

It was further resolved that STFI urge the Ministry of Education and NCERT to establish a transparent, expert-driven, and inclusive process for all future syllabus revisions, free from ideological interference, in order to uphold academic standards and the constitutional values of secularism, equality, and scientific temper.

The resolution concluded with the decision to send copies of this resolution to the Ministry of Education, NCERT authorities, state education boards, and relevant academic and civil society organisations, with a view to mobilising support for the nationwide campaign and to advocate for a secular, scientific, and historically accurate curriculum.

SUBSCRIBE (/newsletter/subscribe)

Contact Editorial desk pd.cpim@gmail.com (mailto:pd.cpim@gmail.com) **Managerial office** pdpbln@gmail.com (mailto:pdpbln@gmail.com)

(https://www.facebook.com/pages/Peoplesdemocracy/178497412340301) (https://twitter.com/PD_Weekly)
(https://plus.google.com/u/0/b/110220554553058276775/110220554553058276775/posts)

दैनिक जागरण, 8 सितम्बर 2025, पेज नं-10

होमवर्क कम, अब रटने की जगह बच्चों के सीखने पर जोर



- नई शिक्षा नीति का दिखने लगा असर, अब भारी-भरकम गृह कार्य देने का चलन होगा खत्म
- नई शिक्षा नीति में भी छात्रों पर शैक्षणिक बोझ घटाने और गतिविधि आधारित शिक्षा पर जोर
- अभिभावकों ने भी बदले होमवर्क ढांचे का किया स्वागत, बच्चों के लिए बताई सकारात्मक पहल

नई दिल्ली, प्रेट्र: स्कूलों में होमवर्क के नाम पर बच्चों को दिए जाने वाले भारी भरकम काम के दिन लदने लगे हैं। स्कूलों का जोर इस तरह के होमवर्क पर है, जिसे करने में बच्चों का ज्यादा समय न लगे और उनको खुशी भी मिले। साथ ही कुछ नया सीखकर उस पर अमल करने के लिए बच्चों को रचनात्मक कामों में भी लगाने पर स्कूलों ने फोकस बढ़ा दिया है।

विशेषज्ञों के मुताबिक भारी भरकम होमवर्क से बच्चों की रचनात्मकता खत्म होने लगी थी। इसे लेकर पूरे देश में चिंता जताई जाती थी। 2018 में वार्षिक शिक्षा स्थिति रिपोर्ट (एएसईआर) में पाया गया था कि 74 प्रतिशत शहरी भारतीय छात्रों को दैनिक होमवर्क मिलता है, जबकि सीखने में कोई खास फायदा नहीं होता। साथ ही छात्रों का तीन से चार घंटे का कीमती समय होमवर्क करने में चला जाता है।

विशेषज्ञों का कहना है कि होमवर्क की अवधारणा में यह बदलाव आंशिक रूप से राष्ट्रीय शिक्षा नीति (एनईपी) 2020 से प्रेरित है। इस नीति में छात्रों पर शैक्षणिक बोझ कम करने और गतिविधि आधारित शिक्षा को प्रोत्साहित करने की वकालत की गई है। कई राज्य बोर्डों और केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शिक्षकों से ऐसा होमवर्क देने को कहा है, जिसे करने में बच्चों को खुशी महसूस हो और उनमें प्रयोग की गुंजाइश हो। अब बच्चों की रचनात्मक सोच, विश्लेषण और सूचनाओं की विवेचना को बढ़ावा देने पर जोर है। स्कूलों की कोशिश है कि बच्चों को घर पर करने के लिए कम से कम काम दिया जाए। दिल्ली स्टेट पब्लिक स्कूल मैनेजमेंट एसोसिएशन के अध्यक्ष आरसी जैन का कहना है कि आज ज्यादातर स्कूल प्रोजेक्ट आधारित काम देने लगे हैं, बच्चों को प्रस्तुतिकरण तैयार करने और यहां तक कि सामुदायिक जुड़ाव वाली गतिविधियों में शामिल करने लगे हैं। पिछले दिनों, प्रधानमंत्री नरेन्द्र मोदी ने शिक्षकों को एक खास तरह का होमवर्क दिया था, जिसमें शिक्षकों को छात्रों के साथ स्वदेशी उत्पादों को बढ़ावा देने के अभियान से जोड़ा गया था ताकि मेक इन इंडिया और वोकल फार लोकल को प्रेरणा मिल सके।

अभिभावकों की बात: इस मामले में बच्चों के स्वजनों की राय बंटी हुई है। दिल्ली की दिवांशी श्रेय का कहना है कि स्कूलों की ये पहल अच्छी है कि बच्चों को घंटों बैठकर किताब से नोट्स नहीं उतारने होंगे। हालांकि, ध्यान देने वाली बात ये है कि बच्चों को ऐसा होमवर्क न मिल जाए कि उसे अभिभावकों को पूरा करना पड़े। साफ्टवेयर डेवलपर तुषार मेहता का कहना है कि रचनात्मकता के नाम पर बच्चों को स्क्रैपबुक बनाने की जगह उन्हें मिट्टी में खेलने, आस-पड़ोस में घूमने और लोगों से बातचीत करने जैसे होमवर्क दिया जाना स्वागतयोग्य कदम है।

Financial Express, 8 September 2025, Page No.-11

A DECADE OF DRIVING EXCELLENCE

How the NIRF made our institutions globally competitive

SALARIES OF STUDENTS PASSING OUT OF NIRF TOP-25 INSTITUTIONS HAVE DOUBLED

THE NATIONAL Institutional Ranking Framework (NIRF) is now a calenderised annual event, eagerly awaited by Indian Higher Education Institutions (HEI) and its stakeholders. Released on September 5, this year the NIRF completed a decade. As has become a practice, in this edition, the NIRF added a new category on Sustainable Development Goals (SDG), aligning with global benchmarks. It introduced negative marking for retracted articles, placing stronger emphasis on academic integrity and quality.

Launched in 2015 by the Ministry of Education, the NIRF uses five parameters: Teaching, Learning & Resources, Research and Professional Practice, Graduation Outcomes, Outreach and Inclusivity, and Perception. At a juncture when Indian institutions could not compete in popular global rankings, the NIRF provided a data-driven and credible alternative. Over the past 10 editions, the NIRF has steadily expanded in scope to cover disciplines such as engineering, medicine, management, pharmacy, dental, architecture, law, and agriculture. Further, it recognises research institutions and also covers parallel formats such as open and skills universities. Its increasing acceptance and popularity are evident from how participation has surged: from 2,426 institutions in 2016 to 7,692 in 2025.



The campus of IIM Kozhikode, India's third-best B-school



NARAYANAN RAMASWAMY

The NIRF has also made strides in going beyond the academic and research excellence to lay emphasis on sectoral diversity, inclusivity, innovation, and student outcomes. Between Academic Year (AY) 2018 and AY23, the NIRF top-25 ranked institutions doubled their research projects and increased funding by 54%. This uptick in research is seen across the NIRF top-100 institutions. The top-25 have nearly doubled the average ticket size of their consultancy engagements. Patent filings by universities have tripled — from about 7,400 in FY22 to over 23,000 in FY24. As a result, today, India is among the top six countries globally for patent filings. India's share of global research publications rose from 3.5% in 2017 to 5.2% in 2024, making it the fourth-largest contributor worldwide.

Student enrolments in the NIRF top-100 institutions rose 24% in five years, with the top-25 alone expanding 48%. PhD enrolments and graduates have grown. Median salaries of students passing out of the NIRF top-100 institutions have steadily increased (it nearly doubled for the top-25 ranked institutions).

These changes have reflected in Indian HEIs performance in global rankings. In the QS World University Rankings 2026, India is the fourth-most represented country with 54 ranked institutions, which is a fivefold increase from 2015.

While the NIRF has established itself as a credible benchmark, it continues to evolve amidst certain challenges. In the area of research, quantity often outweighs quality, creating a publication-driven culture rather than breakthrough innovation. The 'peer perception' parameter has sparked discussion, as it may present challenges for public institutions. Similarly, it will be difficult for newer or regional institutions to compete with older, more established universities.

Resource disparities also persist, as well funded IITs and central universities tend to dominate the rankings. State universities, colleges and rural institutions often face constraints in faculty strength, infrastructure and reporting capacity.

To enhance its relevance, the NIRF can benefit by refining its methodology by placing greater weight on research quality, employability and global collaborations. Integrating long-term measures of student success, industry partnerships and internationalisation will make rankings forward looking.

The author is national leader, Education & Skill Development, KPMG in India

The Hindu,
8 September 2025,
Page No.-5

Yugank Goyal


GETTY IMAGES/ISTOCKPHOTO

Learning from the land

By embedding universities in the country's smaller districts, we could unlock a transformative potential that currently remains untapped

Each year, several Indian students leave their small-town homes to pursue higher education in major Indian cities such as Delhi, Mumbai, Bengaluru, and Pune, as most universities and colleges are located in urban areas. About 32% of Indian colleges are located in just 6% of the nation's districts, with over a thousand colleges in Bangalore Urban alone, according to the AISHE Report 2021-22. As a result, a few concentrated urban centres have come to represent the future of higher education in India and has become so embedded in our cultural fabric.

However, this trend lacks any logical planning or necessity. A university's calibre does not necessarily depend on where it is located. In fact, for the longest time, small towns in this country were home to some of the most revered educational institutions including Nalanda and Takshashila. Even modern universities of today like Oxford, Cambridge, Princeton, Caltech, Stanford, Yale, Leiden, Warwick, Heidelberg, Duke, and Dartmouth have flourished outside of urban cities.

For far too long, Indian universities have been viewed as urban centres of knowledge that are cut off from the country's mainland. The tremendous sociocultural, ecological, and intellectual wealth found in India's smaller districts has been disregarded by this model. If we were to embed universities in these districts, where real action and change are happening, we could unlock a transformative potential that currently remains untapped.

Why it works

Here are four compelling reasons why this alternative vision is not just desirable but necessary for India's future:

First, it allows for knowledge creation in local realities. The purpose of any university is to produce knowledge that benefits society. A university becomes a key part of a district community when it is situated within this ecosystem. This allows our academic institutions to come in direct contact with the difficulties and challenges faced by the local communities at a grassroots level, whether it is the scarcity of water in Rajasthan or the rise in tourism in Uttarakhand. By being in close proximity with district communities, universities can problem-solve creatively and collaboratively. It also allows our country's brightest minds to collaborate with the local communities and embrace indigenous knowledge and wisdom, thus expanding the horizons of global understanding.

Second, it will help retain local talent. Most students move to bigger cities each year to pursue higher education, which is depleting the intellectual capital from our rural and semi-urban communities. This also causes students to become disconnected from their cultural roots, causing cultural deterioration and a feeling of estrangement from their own communities. In the context of faculty, universities in metropolises have overshadowed and stunted the rise and recognition of local intellectuals. Decentralising universities would help reverse these trends.

Third, education spaces across districts of India can help vitalise local economies. Universities are significant economic drivers. Consider the cities of Aligarh, Kharagpur, and Pilani, where educational institutions serve as the hub of local markets, promoting innovation, entrepreneurship, investment, and the creation of jobs.

Fourth, this will serve as a meaningful academia-industry and academia-government dialogue. In large cities, universities are often not connected to the local industries or governments that they are meant to impact. Hence, positioning them in districts would encourage direct engagement with the District Magistrate's office or local MLAs to solve pressing issues. Universities will also establish stronger connections with local businesses, which will help develop curricula that address current demands and helps in local hiring.

Looking ahead

Although this seems like a long-term goal, we need to consider this shift. That way, universities would no longer be remote establishments bound to major cities and will be community-centred, problem-solving engines that drive economic development and prevent cultural drainage. Over time, they can develop niche expertise that benefits both local communities and the nation as a whole. This approach ensures that universities take regions as the syllabus and not as a site. In a country as diverse and dynamic as India, we need to realise that polycentralising education is not a choice but a necessity.

Views are personal

The writer is a faculty of public policy and director of the Centre for Knowledge Alternatives, FLAME University.

The Times of India, 8 September 2025, Page No. ET2

NIRF Rankings are imperfect yet indispensable

Before official rankings came into prominence, colleges were selected on their word-of-mouth reputation, due to which famous colleges attracted the best talent and resources because of their legacy status, writes Anirban Ghatak

The National Institutional Ranking Framework (NIRF) list released recently triggered the debate on its accuracy, fairness, and even necessity. No ranking system can measure every aspect of education perfectly, but that does not depreciate its value. NIRF and other rankings have sparked healthy competition among colleges and universities, allowing them a chance to improve.

Let us acknowledge the obvious: no single ranking can capture all facets of education with complete accuracy. Every ranking uses a mix of factors – such as faculty quality, research output, student outcomes, and diversity – and it has to assign a weight to each. There is no scientific formula for finding the 'perfect' weight for each component. Education and its relevance change with time and vary by perspective.

For instance, a decade ago, the top priority might have been job placements for graduates, so rankings would heavily reward colleges with strong career prospects for students. Today, if stable jobs are plentiful, we might worry more about whether our universities encourage diverse fields of study or produce groundbreaking research. Tomorrow, the focus could shift again – perhaps towards innovation or global reputation. Any static ranking formula will inevitably lag behind these shifting priorities, because it is based on yesterday's assumptions of what is important.

Spotlight Effect

There is a barrage of positive outcomes this ranking race can create. When a less famous college manages to climb the rankings, it gets noticed. That spotlight can help it to attract better faculty, more funding, and academic partnerships, creating a virtuous cycle of improvement.

This means every ranking is inherently subjective. It reflects the values of whoever designed the ranking, not some absolute truth about which college is 'best'. No ranking system will ever be 100% accurate because there is simply too much complexity in academia.

If rankings are so imperfect, should we just scrap them and let people rely on their own impressions? Absolutely not. In the past, before official rankings such as NIRF existed, students and parents mostly went by word-of-mouth reputation. The well-established institutions that had been around for decades were given preference. Famous colleges kept attracting the best talent and resources largely because of their legacy status, making it nearly impossible for newer or lesser-known institutes to catch up, no matter how good they might be.

By introducing a formal ranking system, the game has changed. Even a flawed ranking is better than not having one. Obviously, colleges still have different levels of funding and facilities, but now they at least know what yardsticks they will be measured against. Even smaller or younger institutes can study the ranking criteria and decide to improve in specific areas to get noticed. When a less famous college manages to climb in the rankings, it gets noticed. That spotlight can help it attract better faculty, more funding, and academic partnerships, creating a virtuous cycle of improvement. Despite their flaws, rankings give students and parents some data points beyond just hearsay. Moreover, to improve their standings, institutes often pinpoint exactly what they need to work on, be it faculty qualifications, research projects or student services. In the long run, this focus on measurable quality benefits everyone on campus. In essence, investing effort to improve one's ranking is a bit like training for a marathon, where even if the race is not a perfect measure of overall fitness, the training still makes you stronger. Yes, it is possible to pad certain numbers or emphasise some criteria over others, but overall, the process encourages schools to reflect and act on their weaknesses. In game theory, experts talk about 'coordination games' – situations where everyone doing something together creates a better outcome than if nobody bothered, and ironically, both are probable candidates for a long-term equilibrium steady state. The task of a policymaker is to steer a society to a better equilibrium by establishing certain checks and balances. Rankings have created such a coordination game for higher education.



(The author is assistant professor, IIM Kozhikode)

The Times of India,
8 September 2025,
Page No. - ET1

Technology amplifies teacher's impact, but cannot replace human connection

Teachers, like their students, must become lifelong learners, continuously picking up new skills in digital pedagogy, data-driven assessment, and AI-enabled personalisation

Rajlakshmi.Ghosh
@timesofindia.com

With the exponential growth of technology, especially internet access and digital learning resources, teachers today are moving towards becoming facilitators of learning, guiding students in navigating information, critically analysing content, and applying knowledge through a practical lens. The Covid-19 pandemic accelerated this trend, inducing a transition to online and hybrid learning models. Teachers showcased their resilience, mastering video conferencing platforms and maintaining student interaction remotely. Despite their adaptability, Indian educators today face several challenges, including uneven access to technology, lack of adequate training, lower pay packages and resource constraints.

Institutional Support

The truth is that teachers, like their students, must become lifelong learners in the digitised era. "They need to continuously pick up new skills in digital pedagogy, data-driven assessment, and AI-enabled personalisation. Institutions should support them with structured training and opportunities to engage directly with industry and new technologies," says Prof V Ramgopal Rao, vice-chancellor, BITS Pilani group.

Teaching is not the first choice of the majority since it does not pay as much as the corporate sector

"Teachers benefit when they move from being observers to adopters, collaborators, and innovators in AI usage. So, educational institutions must focus on hands-on training. That could start with scenario-based workshops, peer learning, mentorship, and online modules. It must include ethics, privacy, data literacy, and classroom application. Technology amplifies the teacher's impact. However, it does not replace the human connection," says M Jagadesh Kumar, former chairman, UGC.

Enabling Access

Collaboration between teachers and technology can make education more data-driven and student-centric. "The era has evolved from taking attendance orally and marking it on sheets to later entering it on computers, and now, using applications and even AI-powered face detection for attendance," says Prof Debabrata Das, director, IIIT-Bangalore.

Mind is the Source

"The real value of a teacher lies in contextualising knowledge, in adapting it to the learner, and in inspiring curiosity–no machine can do that," Rao says. Despite tech disruptions, the relationship between the teacher and the taught will thrive. "While technology provides information and knowledge, the teacher imparts human values. Books, teachers and technology will coexist, with one complementing the other. Technology fosters singularity in an essentially pluralistic world. Till our exam system changes, human intervention will persist unlike in foreign universities where they allow students to use technology to get knowledge in an instant. But even there, the mind is the source," says Shayama Chona, former principal, DPS, RK Puram, New Delhi.

Covid underscored technology's impact in unprecedented ways. "The latter can at best be a supplement but cannot replace the college experience which contributes to students' holistic development," says Prof Vijaya Venkataraman, HOD, Germanic and Romance Studies, University of Delhi (DU). Some worry that the human mentors will lose their importance in the face of technology. But evidence points to the opposite. "Teachers focus more on emotional and motivational needs when freed from routine tasks," Prof Kumar says.

Collaboration between teachers and technology can improve education on multiple fronts. "AI can handle routine evaluations and even help design personalised learning paths. Virtual labs and simulations can create experiential learning opportunities for students who otherwise would never access such facilities," Prof Rao says.

Towards Inclusion

Across India, AI readiness is however uneven—not for lack of intent, but for lack of structured pathways. "We need to treat AI-readiness as professional literacy, not a luxury," says Prof Suman Chakraborty, director, IIT Kharagpur, underpinning the need for a hub-and-spoke mentoring model where the use of institute/school clusters such as the NITs/IITs and DIETs/SCERTs—can run quarterly 'learning hackathons', tele-mentoring, and mobile teacher studios to upskill teachers.

At the macro level, the AI India Mission has the potential to transform how rural teachers gain new skills by giving them access to digital training platforms in local languages. "To access and use AI tools, one needs smartphones and reliable broadband. The situation is rapidly changing, as rural India has 488 million internet users while urban India has 397 million users. Imagine a teacher in a small village using AI-driven apps to learn classroom strategies or even practise coding. That picture is no longer distant because India's digital public infrastructure has grown remarkably, from UPI to Aadhaar-enabled services. With the proliferation of low-cost data and government-supported platforms, the direction is unmistakably towards inclusion and opportunity," Prof Kumar adds.

But even if rural schools manage to have digital infrastructure, they often lack good teachers. "This is because teaching is not the first choice of the majority since it does not pay as much as the corporate sector," Chona says.

As India moves from content-heavy schooling to innovative learning, AI will not define our teachers; our teachers will define how India uses AI—rooted in ethics, powered by science, and focused on every child's potential, Prof Chakraborty adds.



The Pioneer, 08 September 2025, Page No. 8

When Teachers Leave: The Silent Global Exodus



SAKSHI SETHI

THE PIONEER
2ND OPINION

Classrooms are losing their torchbearers. As teachers pack their bags for foreign shores, what is left behind are empty desks, struggling schools, and futures at risk. In an age when education is celebrated as the cornerstone of national progress, the exodus of trained educators raises an unsettling question: Are we truly valuing those who shape young minds, or are we allowing global labour markets to drain the very lifeblood of our classrooms?

India's story is particularly revealing. Each year, a steady stream of teachers leaves for the Gulf, the United Kingdom, and Southeast Asia, lured by salaries and conditions far superior to what they encounter at home. Kerala, often praised for its educational achievements, embodies the paradox most starkly. A sizeable proportion of its trained teachers migrate abroad, while rural and tribal schools within the state struggle to fill vacancies. It is a cruel irony: The very land that supplies teachers to international schools cannot fully staff its own. This dilemma is not India's alone. Across Africa and the Caribbean, education systems are destabilised as teachers depart en masse.

Even Britain, ironically both a recruiter and a victim of teacher migration, loses thousands of educators to Australia and the Middle East even as it actively recruits from Jamaica and India. Such global circulation may momentarily plug shortages in one nation, but it simultaneously deepens crises in another, creating a cycle that is as unsustainable as it is unjust.

The drivers of this exodus are no mystery. Teachers in their home countries grapple with meagre pay, poor infrastructure, excessive workloads, and a lack of professional recognition. Abroad, they are offered precisely what they are denied at home: Stability, dignity, and respect. This imbalance transforms educators into commodities traded in a global market rather than guardians of knowledge within their own societies. The debate is not whether teacher migration is a concern — it undeniably is — but how we choose to confront it. Some optimists suggest that migration can foster brain circulation, with returning teachers enriching domestic systems with global experience. Yet, for most developing nations, the pattern is not circulation but haemorrhage — one that drains classrooms and deepens inequality.

India stands at a crossroads. UNESCO estimates that more than a million additional teachers will be required by 2030 if the country is to meet the Sustainable Development Goals. If migration continues unchecked, this vision will remain a mirage. The solution lies not in closing doors abroad but in elevating the teaching profession at home: ensuring fair salaries, real career progression, supportive policies, and, above all, restoring the cultural reverence that once placed the guru above all else.

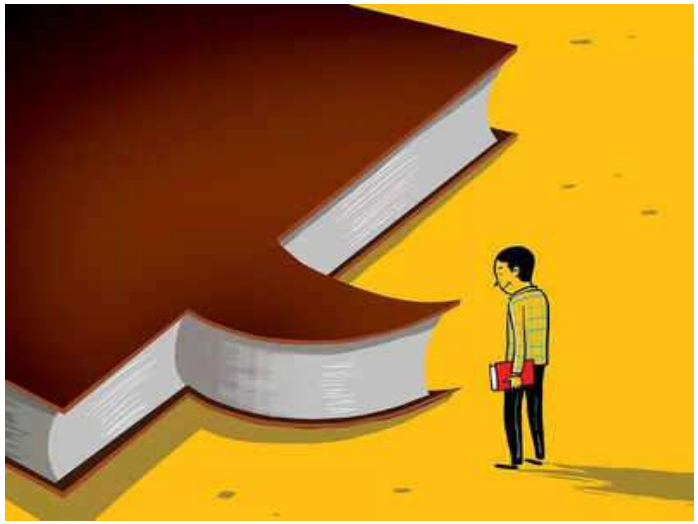
Teacher migration is not merely about statistics or staffing; it is about values. It reflects how societies perceive those entrusted with shaping the next generation. When a teacher migrates, it is not only a professional lost — it is a generation betrayed. Unless nations learn to honour their educators as the architects of progress, they will continue to export teachers and import decline.

The writer is an educator and counsellor

Printed from
THE TIMES OF INDIA

How can learning be fun? Haryana to train teachers

Sep 8, 2025, 12.27 AM IST



Gurgaon: In a bid to elevate teaching standards, Haryana schools are integrating experiential learning techniques across senior classes under the NEP 2020 framework. The initiative aims to equip teachers with modern pedagogical tools like game-based learning and practical activities.

The State Council of Educational Research and Training (SCERT) is leading this transformation. To ensure successful implementation, SCERT conducted a large-scale three-day training programme for post-graduate teachers (PGTs).

Between Sept 1 and 4, PGT teachers of Biology, Economics, Hindi and Science were trained. More than 200 teachers took part in the programme.

SCERT had earlier instructed every govt school to nominate at least one teacher per subject for this training. District education officers had been instructed to send the names of selected teachers, and non-compliance would result in disciplinary action.

According to officials, the changes are designed to create a more flexible, interdisciplinary, and child-centric learning environment. The curriculum has been redesigned to encourage critical thinking, problem-solving ability, and deeper understanding. The revised approach promotes "learning by doing", where children are actively involved in the learning process, making it more interactive and impactful.

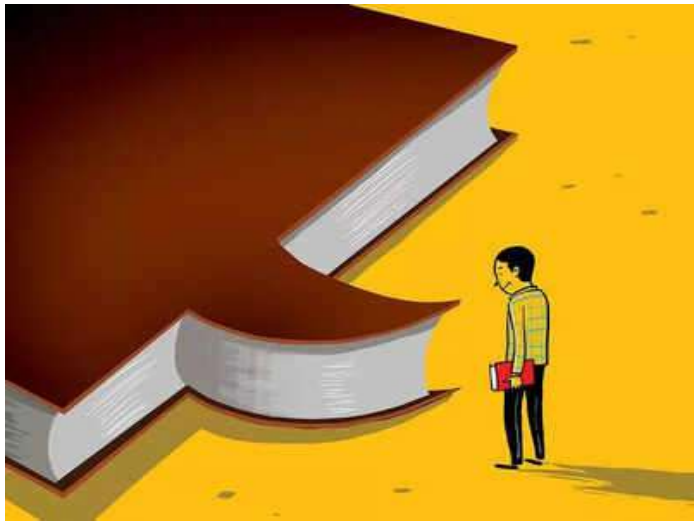
One of the key objectives of this reform is to make subjects more accessible and relatable to students. The state education department also eliminated the earlier ‘stream system' at the senior secondary level, dividing school education into four distinct stages as per NEP guidelines. Each stage will be supported by specially trained teachers who are equipped to handle the new methodology.

This major pedagogical shift is expected to foster curiosity among students and improve overall learning outcomes. According to Sunil Bajaj, Joint Director of SCERT, the move will not only make learning more enjoyable but also help raise the standard of education in Haryana's govt schools by aligning it with the vision of NEP 2020.

Printed from
THE TIMES OF INDIA

Gurgaon govt schools set to transform education with AI curriculum rollout

Sep 8, 2025, 04.02 AM IST



Gurgaon: Govt schools in Haryana are set to introduce Artificial Intelligence (AI) as part of the regular curriculum from the upcoming academic session. The initiative, led by Haryana education department, will be implemented in phases, starting with Class 9 students and gradually extending to Classes 10, 11, and 12.

According to officials, the AI syllabus will consist of 40 to 45-minute sessions integrated across five subjects. The curriculum is designed to enhance students' creativity, problem-solving abilities, and proficiency with digital tools, preparing them for higher education and future employment in a technology-driven world.

Until now, digital education in state-run schools has largely been limited to basic computer skills such as writing emails, sending messages, and downloading files. With the introduction of AI modules, students will be exposed to more advanced topics, including practical applications of AI, data handling, prompt engineering, and foundational coding concepts.

"This is a huge leap from what we've been learning so far," said Sakshi Verma, a Class 10 student from a government school in Gurgaon. "AI sounded like something only tech experts used. Now we'll get to learn it in our own classroom!"

Mohit Kumar, a Class 12 student, said, "This will help those of us aiming for engineering or data science careers. It makes school feel more connected to the real world."

To facilitate the transition, state council of educational research and training (SCERT) has developed a five-day training module for teachers. Around one lakh teachers will undergo training in phases, covering AI fundamentals, classroom integration, question paper design, and evaluation methods.

Two master trainers from each district have been trained and will now train others at the local level. The programme also includes modules on creating slides, graphics, tables, and notes, helping teachers become more adept in digital pedagogy.

Officials confirmed that the curriculum aligns with the national education policy (NEP) 2020, which prioritises the integration of technology in education. "This step ensures our students are not just consumers of technology but active creators," said a senior SCERT official.

I am a product of three languages: Nara Lokesh backs NEP, says Hindi not mandatory

At the India Today South Conclave 2025, Andhra Pradesh Minister Nara Lokesh backed NEP's three-language policy, stressing mother tongue importance. He clarified Hindi is not mandatory and urged states to avoid politicising language learning.

Live TV

Share

ADVERTISEMENT



ADVERTISEMENT

At the India Today South Conclave 2025, Andhra Pradesh Minister Nara Lokesh defended the National Education Policy's (NEP) three-language formula while addressing concerns raised by Tamil Nadu, which has opposed the policy, saying it amounts to the imposition of Hindi.

Lokesh said the NEP only prescribes learning three languages and does not specify Hindi as the compulsory third. "When I met Union Education Minister Dharmendra Pradhan in Delhi, he made it clear that we should focus on the medium of instruction in the mother tongue. As an Indian, I know the importance of mother tongue. I also know the importance of learning Hindi," he said.

MAKE INDIA TODAY
MY TRUSTED SOURCE
Add as a preferred source on Google

ADVERTISEMENT

Highlighting his own experience, Lokesh noted, "I am a product of three languages. My son is also a product of three. Today, our kids learn five languages, German, Japanese, and more, so they can work in those countries."

STORIES YOU MAY LIKE

Man killed by wife, nephew who had affair; body found in backyard after 11 months

Dinesh Karthik recounts the horror of Bengaluru stampede, breaks months long silence

20-year-old gang-raped by acquaintances during birthday celebration in Kolkata

ADVERTISEMENT


Techie logs in from train for WFH job, gets caught by boss in online meeting


Modi holds firm | India Today Mood of the Nation survey


Vice Preside today: NDA e tests unity

[Conclave South: Full Coverage]

When asked what he would tell Tamil Nadu, which has consistently rejected the policy, Lokesh maintained that citizens should have the freedom to learn the language of their choice. “No one is saying the third language is Hindi,” he clarified.

On whether it was time for northern states to learn southern languages, Lokesh responded, “Why not? In Andhra Pradesh, in border areas, the medium of instruction also includes Odia, Tamil, Kannada, and more. Kids should learn based on what they want, not on political decisions.”

“TDP STANDS FIRMLY WITH NDA”

ADVERTISEMENT

Powered By



Lokesh also reaffirmed his party’s commitment to the BJP-led NDA, declaring that the Telugu Desam Party (TDP) will continue to support the coalition unconditionally and back the NDA’s candidate, CP Radhakrishnan, in the upcoming Vice-Presidential elections. “TDP has joined the NDA and continues to support it unconditionally. We believe in the leadership of Prime Minister Narendra Modi. We will support the NDA's candidate,” he said.

Pointing to the opposition INDIA bloc’s candidate, B Sudershan Reddy, who hails from Andhra Pradesh, Lokesh said the TDP’s guiding slogan is “Bharat First,” which ties Telugu pride to a broader national vision. He added that TDP’s alliance with the NDA extends beyond the 2029 elections, reinforcing its position as a key regional ally committed to national leadership while safeguarding Telugu identity.

- Ends

Published By: Deepthi

ADVERTISEMENT


Techie logs in from train for WFH job, gets caught by boss in online meeting


Modi holds firm | India Today Mood of the Nation survey


Vice Preside today: NDA e tests unity

Career kickstarter Series
Career Kickstarter by ETEducation & LinkedIn unites higher-ed leaders to...

WhatsApp Channel
Tune in to know the latest updates on the education industry
Follow

ETEducation Newslett
Explore and Subscribe Daily Newsletters

School Education 4 Min Read

From copying books to creative assignments: How homework in Indian schools is changing

Once synonymous with pages of repetitive math problems and essay writing, homework in Indian schools has gradually evolved into a more diverse and learner-friendly practice, reflecting broader changes in education philosophy.

Gunjan.Sharma@timesgroup.com • PTI
Published On Sep 8, 2025 at 01:43 PM IST

New Delhi, Once synonymous with pages of repetitive math problems and essay writing, homework in Indian schools has gradually evolved into a more diverse and learner-friendly practice, reflecting broader changes in education philosophy.

As classrooms across India adapt to evolving learning models, the humble homework assignment is quietly undergoing a transformation -- shifting from a dreaded chore to a potential tool for exploration, collaboration and creativity.



Earlier this week, Prime Minister Narendra Modi also gave a unique homework to teachers to lead campaigns along with their students to promote swadeshi products and give an impetus to "Make in India" and "vocal for local"

Advt

Educators say homework, once rooted in rote learning, is now being reshaped by policy shifts, digital tools and new teaching approaches that emphasise creativity, critical thinking and student well-being.

"Earlier, homework meant memorising multiplication tables, copying paragraphs or solving the same exercise multiple times. Today, many schools focus on project-based assignments, presentations, and even community engagement activities," said RC Jain, chairman of a school in the national capital and President of Delhi State Public School Management Association.

Earlier this week, Prime Minister Narendra Modi also gave a unique homework to teachers to lead campaigns along with their students to

promote swadeshi products and give an impetus to "Make in India" and "vocal for local".

EVENT

ET Education IBM Roundtable Vadodara



Thu, 11 Sep 2025
Hyatt Place, Vadodara

Thu, 11 Sep 2025
Hyatt Place, Vadodara

Register Now

EVENT

Reimagining Online Learning Ecosystems



Thu, 18 Sep 2025
Novotel Chennai OMR

Thu, 18 Sep 2025
Novotel Chennai OMR

Register Now

EVENT

EDNX

India's

India's

Fri,
Taj

Fri,
Taj

Regist

While interacting with the National awardee teachers here, he said teachers generally give homework to their students but he wants to give one "homework" to teachers for a change.

Historically, the volume of homework received by school students has been flagged as an area of concern.

The Annual Status of Education Report (ASER) in 2018 had found that 74 pc of urban Indian students receive daily homework, despite persistent learning gaps - calling into question the efficacy of sheer volume alone.

The "10-Minute Rule" formulated by the National PTA and the National Education Association in the United States suggests that kids should be doing about 10 minutes of homework per night per grade level. This translates to 10 minutes of homework for first graders, going up to 120 minutes for twelfth graders.

Advt

While the concept of homework has evolved in India, in practice, many Indian students often spend 3-4 hours daily on homework.

Experts say that the transformation in the concept of homework has been driven partly by the National Education Policy (NEP) 2020, which advocates reducing the academic burden on students and encouraging activity-based learning. Several state boards and the Central Board of Secondary Education (CBSE) have since issued circulars asking teachers to assign tasks that are "enjoyable, experimental and application-oriented".

"Instead of simply asking for memorized facts, homework increasingly requires students to understand the 'why' and 'how' of concepts. Students are encouraged to learn through doing, with emphasis on experiments, projects, and innovation challenges rather than just reading textbooks. The new methods promote critical thinking, analysis, and interpretation of information, skills often stifled by rote learning," a senior CBSE official explained.

Technology has also played a key role in the transition. With the rise of digital classrooms, students are often asked to create videos, prepare slideshows or use online research to complete assignments. In some schools, homework has extended beyond textbooks to include activities like interviewing family members, maintaining a kitchen garden, or

documenting local traditions.

Parents, however, remain divided. While many welcome the shift away from rote memorisation, others worry that project-heavy homework can increase dependency on parental support and widen learning gaps.

"We are glad that the children are not spending hours copying noted in name of homework but even now parents end up doing or supporting a major portion of the homework at least for junior classes. The tasks should be such which require supervision of parents or some support but not where parents ultimately end up doing themselves in name of creativity," said Divanshi Shrey, a Delhi-based parent said.

Tushar Mehta, a software developer and a parent said, "I am happy to note the transition that rather than making scrapbooks in name of creativity my child is being given homeowork like playing in soil, going in the neighbourhood and interacting with people. The way kids are glued to screens, we need this kind of homework now which used to be a very natural part of our routine decades back"

Experts say the challenge lies in balancing academic rigour with flexibility.

"Homework is still an important bridge between classroom learning and self-study. But its design must be thoughtful - encouraging practice without overwhelming children," said educationist Meeta Sengupta.

Most Read in School Education

The school of tomorrow starts with the questions we ask today

The first line of support: how teachers spot early signs of stress

Delhi govt instructs schools to educate children on processed foods, unhealthy diets

Early Childhood Education (ECE): The opportunity every child deserves

Published On Sep 8, 2025 at 01:43 PM IST

जनसत्ता, 9 सितंबर 2025, पृष्ठ संख्या - 6

विकास बनाम साक्षरता

राजेंद्र जोशी

साक्षरता के बिना किसी भी समाज और राष्ट्र का विकास संभव नहीं है। यह सामाजिक सद्भावना को मजबूत करती है और आर्थिक प्रगति का द्वार खोलती है। वहीं निरक्षरता पिछड़ेपन और असमानता का मुख्य कारक है। आजादी के बाद साक्षर भारत की परिकल्पना भी की गई और उसके लिए सरकारों ने अलग-अलग नाम से निरक्षरता उन्मूलन के लिए अनेक अभियान और कार्यक्रमों का संचालन किया। उन कार्यक्रमों की बदौलत हमने प्रगति करने का भी प्रयास किया। 1951 से 2011 तक हमने साक्षरता में दशकीय प्रगति कभी धीमी और कभी तेज रखी। 1991 से 2001 का दौर हमारे लिए सुकून देने वाला था। दरअसल, 2001 में भारत की साक्षरता दर 64.83 फीसद से 74.04 फीसद पर आ गई। यह बढ़ोतरी पिछले दशकों के दौरान लगभग अच्छी मानी जानी चाहिए। इस दशक में अनेक राज्यों ने खासी उपलब्धि हासिल की।

वर्ष 2000 तक भारत में साक्षरता की दर तेजी से बढ़ने की संभावनाएं नजर आ रही थी। इसी क्रम में संपूर्ण साक्षरता अभियान मील का पत्थर साबित हुआ। मगर धीरे-धीरे यह अभियान कार्यक्रम में बदलता गया। कार्यक्रमों के दौरान निरक्षर लोगों को अपने हाल पर छोड़ दिया गया। जबकि वर्ष 2000 के बाद इसे और बड़ा अभियान बनाने की जरूरत रही थी, क्योंकि शेष रह गए निरक्षर मुख्य और केंद्रीय समूह की श्रेणी में आते हैं, जिन्हें साक्षर बनाने की जरूरत थी। यह वह समूह है, जिनकी साक्षरता से बहुत दूरी बनी हुई थी और वे दूरदराज के क्षेत्र में बैठे थे। सच यह है कि गहराई में जाने पर तस्वीर अफसोसनाक दिखाई देती है। 2001 में भारत की पुरुष साक्षरता 75.26 फीसद थी और उस समय महिलाओं की साक्षरता दर मात्र 53.67 फीसद थी। इस अंतराल को पाटने का कोई महत्त्वपूर्ण प्रयास नहीं किया गया। वहीं 2011 की जनगणना में पुरुष साक्षरता 82.14 फीसद थी और महिला साक्षरता 65.46 फीसद थी।

सरकारों को चाहिए कि देश को विकसित राष्ट्र बनाने के लिए साक्षरता अभियानों को ज्यादा परिणामदायक और सकारात्मक बनाने के लिए ठोस कदम उठाए। अगर औपचारिक शिक्षा को विकसित करना है और शिक्षा से विकास की यात्रा को आगे बढ़ाना है तो देश का पूरी तरह साक्षर होना बहुत जरूरी है। कहने को हर वर्ष अंतरराष्ट्रीय साक्षरता दिवस मनाया जाता है, लेकिन जरूरत इस बात की है कि हर कुछ दिनों पर इस संकल्प को मजबूत करना चाहिए और उसे जमीन पर उतारने के लिए नतीजा देने वाले काम किए जाएं। जब तक ऐसा अभियान जमीनी स्तर पर कामयाब नहीं होगा, तब तक 'साक्षर भारत, विकसित भारत' का मकसद अधूरा रहेगा।

सही है कि पिछले कुछ दशकों के दौरान भारत में सबसे बड़ा साक्षरता आंदोलन चलाया गया। साक्षरता दर पर नजर डाली जाए तो 2011 से 2025 के बीच निचले क्रम में रहे चार राज्यों की स्थिति अब भी बहुत अच्छी नहीं है। हालांकि ऐसे राज्यों ने आंकड़ों में साक्षरता दर में प्रगति जरूर की है, लेकिन उनकी गति इतनी धीमी है कि उनका विकास दर्ज करना मुश्किल है। कुछ राज्यों ने खुद में सुधार किया है, लेकिन कुछ राज्य कमजोर महसूस कर रहे हैं।

आंकड़ों के मुताबिक, 2011 में बिहार सबसे नीचे था, अब 2025 में आंध्र प्रदेश सबसे नीचे आ गया। 2011 में राजस्थान नीचे से दूसरे नंबर पर था, अब 2025 के संभावित आंकड़ों में राजस्थान नीचे से चौथे स्थान पर है। एक विडंबना यह है कि मध्य प्रदेश जो राजस्थान से ऊपर था, वह आंकड़ों में राजस्थान से कुछ फीसद पीछे रह गया। वर्ष 2025 के पीएलएफएस के संभावित आंकड़ों में सबसे कम साक्षरता दर वाले प्रदेश आंध्र प्रदेश, बिहार, मध्य प्रदेश, राजस्थान और झारखंड पीछे रह गए। अध्ययन के मुताबिक, 2025 की साक्षरता दर में सबसे महत्त्वपूर्ण बात यह है कि 2011 में केरल पहले स्थान पर था, वहीं अब वह दूसरे स्थान पर आ गया और मिजोरम ने पहला स्थान बना लिया। अब गोवा भी शीर्ष पांच स्थानों में शामिल हो गया है। 2011 में देश की साक्षरता दर 74.04 फीसद थी जो संभावित 2025 में 80 फीसद के लगभग पहुंच रही है।

दुनिया मेरे आगे

विकास में साक्षरता को सबसे महत्त्वपूर्ण आधार माना गया है। यह एक ऐसा उपकरण है जो व्यक्ति को केवल ज्ञान प्राप्त करने में ही सक्षम नहीं बनाता, बल्कि उसे सामाजिक, राजनीतिक, आर्थिक और सांस्कृतिक क्षेत्रों में भी जागरूक नागरिक का दर्जा प्रदान करता है।

विकास में साक्षरता को सबसे महत्त्वपूर्ण आधार माना गया है। यह एक ऐसा उपकरण है जो व्यक्ति को केवल ज्ञान प्राप्त करने में ही सक्षम नहीं बनाता, बल्कि उसे सामाजिक, राजनीतिक, आर्थिक और सांस्कृतिक क्षेत्रों में भी जागरूक नागरिक का दर्जा प्रदान करता है। बिना साक्षरता के विकास की कल्पना अधूरी है, क्योंकि निरक्षरता समाज और राष्ट्र की प्रगति की गति को थाम लेती है। यह किसी भी व्यक्ति में जीवन जीने की क्षमता, सोचने-समझने की शक्ति, निर्णय लेने की दक्षता और समाज में सकारात्मक योगदान देने की सामर्थ्य विकसित करती है। इक्कीसवीं सदी में साक्षरता अक्षरज्ञान तक सीमित नहीं हैं, बल्कि तकनीकी ज्ञान, डिजिटल शिक्षा और वैज्ञानिक दृष्टिकोण को भी सम्मिलित करती है।

शिक्षित समाज में शिक्षा रोजगार के अवसरों को बढ़ाती है। साक्षरता व्यक्तियों को सामाजिक बुराइयों, जैसे अंधविश्वास, भेदभाव और असमानता से लड़ने की शक्ति देती है। निरक्षरता समाज में असमानता को बढ़ावा देती है। राजकीय योजनाओं में बराबरी के अवसर को बाधित करती है, आम आदमी को इसका लाभ निरक्षरता के कारण नहीं मिल पाता। यह लोकतंत्र की प्रक्रिया को भी जटिल बनाती है। इसका एक स्वाभाविक परिणाम सामाजिक असमानता और पिछड़ेपन के मजबूत होने के रूप में सामने आता है।

हिन्दुस्तान, 9 सितम्बर 2025, पृष्ठ संख्या - 8

उच्च शिक्षा पर अयोग्य शिक्षकों का बोझ



प्राथमिक स्कूलों जैसी व्यवस्था उच्च शिक्षा के क्षेत्र में भी नहीं लागू होनी चाहिए? एक निश्चित अंतराल के बाद क्या अयोग्य प्राध्यापकों को बाहर का रास्ता नहीं दिखा दिया जाना चाहिए?

विभूति नारायण राय | पूर्व कुलपति व साहित्यकार

किसी भारतीय विश्वविद्यालय के कुलपति की कौन सी सलाह उसे अपने अध्यापकों के बीच अलोकप्रिय बना सकती है? क्या आप विश्वास कर सकते हैं कि किसी अध्यापक को नियमित कक्षाएं लेने की हिदायत उसे किसी गाली से कम नहीं लगती। यह बात आपको अजीब लग सकती है कि जिस दायित्व के लिए चयन हुआ है, उसी में किसी शिक्षक की सबसे अधिक अरुचि हो। दुनिया में किसी अन्य मुल्क के लिए यह सच नहीं हो सकता, पर भारतीय शिक्षा जगत की यह एक ऐसी सच्चाई है, जिसे सार्वजनिक रूप से स्वीकार करने का दुस्साहस कोई हितधारक नहीं करता। अध्यापकों के संगठन केवल वेतन-भत्तों में वृद्धि या किसी अध्यापक के खिलाफ दंडात्मक कार्रवाई न हो, इसके लिए आंदोलन करते हैं। आपने कभी उन्हें अध्यापकों के नियमित रूप से अपनी कक्षाएं लेने या उनके बौद्धिक विकास की जरूरत के लिए लड़ते नहीं देखा होगा।

मैं केवल संयोगवश एक केंद्रीय विश्वविद्यालय का कुलपति हो गया और शुरुआत में ही एक दिलचस्प संयोग से मेरा पाला पड़ा। अपने दफ्तर में मुझे एक ऐसे चीनी छात्र का मेल मिला, जो कुछ ही दिनों पहले मेरे विश्वविद्यालय से हिंदी का एक कोर्स करके निकला था। बड़े विनोद से उसने लिखा था, भारत आकर उसे पहली बार पता चला कि छात्रों का एक दायित्व यह भी है कि वे कक्षा शुरू होने के समय ढूंढ़कर अध्यापक को याद दिलाएं कि उनको कक्षा लेनी है।

हुआ कुछ ऐसा था कि सत्र के प्रारंभ में चीनी छात्रों का एक समूह कक्षा में समय से जाकर बैठ गया। वे काफी देर तक अपने अध्यापक की प्रतीक्षा करते रहे और फिर ऊबकर इधर-उधर मटरगश्ती करने लगे। अचानक एक छात्र की नजर उस अध्यापक पर पड़ी, जो एक कमरे में दूसरे अध्यापकों के साथ बैठे ठहाके लगा रहा था। वह उसके पास गया और क्लास की याद दिलाई। अध्यापक ने उल्टे उसी को डांट पिलाई कि छात्रों ने उनको बुलाया क्यों नहीं?



अगर विश्वविद्यालय अनुदान आयोग या शिक्षा मंत्रालय यह सर्वेक्षण कराए कि कितने प्रतिशत अध्यापक नियमित रूप से अपनी कक्षाएं ले रहे हैं, तो निश्चित रूप से उसे निराशा ही हाथ लगेगी। विभिन्न हितधारकों, जिनमें छात्र, अभिभावक और अध्यापक, सभी शरीक हैं, से बात करके मैं निश्चय से कह सकता हूं कि राजधानी दिल्ली में भी अधिकांश अध्यापक नियमित कक्षाएं नहीं ले रहे हैं।

मुझे एक और प्रसंग ने कक्षाओं को लेकर भारतीय शिक्षकों की दिलचस्पी को समझने में मदद की है। हिंदी विश्वविद्यालय, वर्धा ने विदेश में हिंदी पढ़ाने वाले अध्यापकों के लिए 'रिफ्रेशर कोर्स' आयोजित करने का फैसला किया और काफी बड़े बजट के साथ यह कार्यक्रम शुरू हुआ। दुनिया भर से आने वाले हर अध्यापक पर कई-कई हजार रुपये खर्च होते थे। मुझे यह देखकर सुखद आश्चर्य होता था कि संपर्क करने पर बहुत से अध्यापक यह कहते हुए माफी मांग लेते थे कि प्रस्तावित तिथियों में आने से उनके पहले से निर्धारित पठन-पाठन के कार्यक्रम में बाधा पहुंचेगी। ऐसे उदाहरण भारतीय परिदृश्य में बिरले ही दिखेंगे। हमारे यहां ज्यादातर सेमिनार, पुनश्चर्या पाठ्यक्रम या अतिथि वक्तव्य तो होते ही हैं उन दिनों में, जब कक्षाएं अपने उरूज पर होती हैं। न किसी अध्यापक को इससे हिचकिचाहट होती है कि उसकी अनुपस्थिति से छात्रों की पढ़ाई-लिखाई पर बुरा असर पड़ेगा और न ही किसी विश्वविद्यालय के प्रशासन की जुर्रत कि वह सलाह दे सके कि ये सारी गतिविधियां उन्हीं दिनों भी हो सकती हैं, जब कक्षाएं न चल रही हों।

पठन-पाठन के प्रति इस उपेक्षा का सीधा असर शोध की गुणवत्ता पर भी दिखता है। अक्सर सुनने को मिलता है कि देश शोध पर उतना खर्च नहीं करता, जितना किसी विकासशील देश को करना चाहिए। मेरी समझ यह बनी है कि संसाधनों की कमी से अधिक गुणवत्ता निराश करती है। हमारे ज्यादातर शोध प्रबंध, खास तौर से मानविकी के क्षेत्र में, कूड़े से अधिक कुछ नहीं हैं। ये कट, कॉपी-पेस्ट के बेहतरीन नमूने तो हो सकते हैं, पर उनको ज्ञान के किसी भी अनुशासन को समृद्ध करने वाला नहीं कहा जा सकता। इस स्थिति के लिए भी छात्रों की अयोग्यता से अधिक अध्यापकों की उदासीनता और तिकड़म करके हासिल की गई हैसियत जिम्मेदार है।

हाल में सुप्रीम कोर्ट ने प्राथमिक शिक्षा में गुणवत्ता को लेकर एक महत्वपूर्ण फैसला सुनाया है। इसके अनुसार, प्राथमिक विद्यालय में अध्यापक बनने या किसी तरह की तरक्की हासिल करने के लिए उम्मीदवारों को एक परीक्षा पास करनी होगी। जिन अध्यापकों के रिटायरमेंट में पांच से अधिक वर्ष बाकी हैं, उन्हें यह परीक्षा पास करनी होगी, अन्यथा उनको नौकरी से निकाल दिया जाएगा। यह प्रावधान संबंधित कानून में पहले से मौजूद था और राजनीतिक कारणों से सरकारें उदासीन बैठी थीं। अब भी कोशिश हो रही है कि इससे बचने के रास्ते निकाल लिए जाएं। यदि इसे ईमानदारी से लागू किया गया, तो प्राथमिक शिक्षा के क्षेत्र में गुणवत्ता सुनिश्चित करने की दिशा में आजादी के बाद का यह सबसे क्रांतिकारी कदम होगा।

क्या इसी तरह की व्यवस्था उच्च शिक्षा के क्षेत्र में भी नहीं लागू होनी चाहिए? एक निश्चित अंतराल के बाद क्या अयोग्य शिक्षकों को बाहर का रास्ता नहीं दिखा दिया जाना चाहिए? यह एक दुखद यथार्थ है कि एक बार नौकरी हासिल करने के बाद अधिकांश शिक्षक पढ़ना-लिखना बंद कर देते हैं। अपने अनुशासन में दुनिया भर में जो कुछ नया घट रहा है, उससे पूरी तरह अनभिज्ञ अध्यापकों को बाबा आदम के जमाने के नोट्स से पढ़ाते देखना एक मनोरंजक अनुभव होता है।

विश्वविद्यालय अनुदान आयोग ने शिक्षकों की समयबद्ध प्रोन्नति की व्यवस्था कर दी है और कहने के लिए पुस्तकें/ शोध आलेख प्रकाशन जैसी कुछ शर्तें भी लगा दी हैं, पर शायद ही कोई विश्वविद्यालय किसी अध्यापक की प्रोन्नति रोकता है। संभवतः यही कारण है कि विश्वविद्यालय में घुसते ही अध्यापक पढ़ने-लिखने से अपना रिश्ता खत्म कर लेता है। अपने छात्रों के साथ समय बिताने से बेहतर विकल्प उनके लिए जमीन-जायदाद जैसा कोई धंधा या कोचिंग संस्थाओं में जाकर मोटी कमाई करना है। यह ताज्जुब की बात नहीं है कि सोशल मीडिया के इस दौर में अधिकांश अध्यापकों के प्रोफाइल के नेपथ्य में कोई मंहगी कार दिखती है, किताबों को आप बिरले ही पाते हैं!

(ये लेखक के अपने विचार हैं)

जन सत्ता, 9 सितंबर 2014, पृष्ठ संख्या - 10

आंकड़े

केंद्रीय शिक्षा मंत्रालय की 'यूडाइस प्लस' रपट में हुआ खुलासा

माध्यमिक स्तर पर 15% से अधिक विद्यार्थी छोड़ रहे स्कूल

सुशील राघव
नई दिल्ली, 8 सितंबर।

देश के ग्यारह राज्यों में माध्यमिक स्तर (नौवीं और दसवीं) पर स्कूल छोड़ने वाले विद्यार्थियों की दर 15 फीसद से अधिक है। वहीं, राष्ट्रीय औसत 11.5 फीसद है। हाल ही में केंद्रीय शिक्षा मंत्रालय की ओर से जारी यूडाइस प्लस की रपट में यह तथ्य सामने आया है।

यूडाइस (यूनिफाइड डिस्ट्रिक्ट इंफोर्मेशन सिस्टम फोर एजुकेशन) प्लस की रपट के मुताबिक, पश्चिम बंगाल में माध्यमिक स्तर पर विद्यार्थियों द्वारा स्कूल छोड़ने की 20 फीसद यानी दसवीं तक पहुंचने वाला पांच में एक विद्यार्थी पढ़ाई छोड़ देता है। कर्नाटक व असम में विद्यार्थियों के स्कूल छोड़ने की दर 18.30 फीसद, असम में 17.50 फीसद, मेघालय व मिजोरम में 17.40 फीसद, गुजरात में 16.90, मध्य प्रदेश में 16.80 फीसद, लद्दाख में 16.20 फीसद, आंध्र प्रदेश में 15.50 फीसद और छत्तीसगढ़ में माध्यमिक स्तर पर स्कूल छोड़ने की दर 15.30 फीसद है। वहीं, ओड़ीशा में यह दर 15 फीसद है। वहीं, अगर स्कूल छोड़ने वाले विद्यार्थियों की कम दर की बात करें तो झारखंड में इस स्तर पर केवल 3.50 फीसद ही विद्यार्थी स्कूल छोड़ते हैं। इसी तरह उत्तराखंड में 4.60 फीसद और केरल में 4.80 फीसद विद्यार्थी स्कूल छोड़ते हैं।

कर्नाटक व असम में विद्यार्थियों के स्कूल छोड़ने की दर 18.30 फीसद, असम में 17.50 फीसद, मेघालय व मिजोरम में 17.40 फीसद, गुजरात में 16.90, मध्य प्रदेश में 16.80 फीसद, लद्दाख में 16.20 फीसद, आंध्र प्रदेश में 15.50 फीसद और छत्तीसगढ़ में माध्यमिक स्तर पर स्कूल छोड़ने की दर 15.30 फीसद है।



पश्चिम बंगाल में लड़के और लड़कियों के पढ़ाई बीच में छोड़ने में काफी अंतर

रपट के मुताबिक, देश में माध्यमिक स्तर पर स्कूल छोड़ने वालों की संख्या औसतन 11.50 फीसद है। इसमें लड़कियों की संख्या 13.30 फीसद और लड़कों की संख्या 9.60 फीसद है। पश्चिम बंगाल में लड़के और लड़कियों के पढ़ाई बीच में छोड़ने में काफी अंतर है। यहां पर लड़कियों की स्कूल छोड़ने की दर 23.40 फीसद है जो देश में सबसे अधिक है। वहीं, लड़कों के स्कूल छोड़ने की दर 16.70 फीसद है।

जनसत्ता, 9 सितंबर 2025, पृष्ठ संख्या – 6

समावेशी शिक्षा के समांतर चुनौतियां

प्राथमिक शिक्षा तक पहुंच का अभाव लड़कियों को शैक्षिक लाभों, समान अवसरों और सर्वांगीण विकास से वंचित करता है। जिन लड़कियों को पढ़-लिख कर घर, समाज और देश में बदलाव का वाहक बनना था, उनका एक बड़ा हिस्सा घर की चौखट लांघ कर प्राथमिक विद्यालय तक भी नहीं पहुंच पा रहा है।

सुधीर कुमार

संयुक्त राष्ट्र के महिला संगठन की ताजा रपट बताती है कि दुनिया भर में आज भी बड़ी संख्या में लड़कियां प्राथमिक शिक्षा हासिल करने से कोसों दूर हैं। यह अत्यंत चिंताजनक है कि वर्ष 2015 में जहां शिक्षा से वंचित लड़कियों की संख्या 1.24 करोड़ थी, वहीं दस वर्ष बाद इसमें 26 लाख की बढ़ोतरी दर्ज की गई है। प्राथमिक शिक्षा तक पहुंच का अभाव लड़कियों के माध्यमिक और उच्च शिक्षा के मार्ग को ही अवरुद्ध नहीं करता, बल्कि उन्हें शैक्षिक लाभों, समान अवसरों और सर्वांगीण विकास से भी दूर करता है। शिक्षा के सार्वभौमीकरण में लैंगिक विषमता ने बड़ी रुकावट पैदा की है। जिन लड़कियों को पढ़-लिख कर घर, समाज और देश में बदलाव का वाहक बनना था, उनका एक बड़ा हिस्सा घर की चौखट लांघ कर प्राथमिक विद्यालय तक भी नहीं पहुंच पा रहा है।

ऐसे परिदृश्य में वर्ष 2030 तक संयुक्त राष्ट्र का शिक्षा में व्याप्त लैंगिक असमानताओं को समाप्त करने तथा सतत विकास लक्ष्य (2015-30) के अंतर्गत समावेशी और गुणवत्तापूर्ण शिक्षा के प्रसार का लक्ष्य हासिल करना चुनौतीपूर्ण हो सकता है। शिक्षा के प्रति व्याप्त सामाजिक रुढ़ियां न केवल स्त्रियों को शिक्षा से वंचित कर रही हैं, बल्कि उनके अधिकारों और अवसरों को भी सीमित कर रही है। इसे विडंबना ही कहेंगे कि वैश्विक लक्ष्यों के निर्धारण के बावजूद शिक्षा में लैंगिक भेदभाव को समाप्त करने की दिशा में दुनिया की प्रगति संतोषजनक नहीं है।

बालिकाओं को शिक्षा से जोड़ने के लिए भारत में भी ठोस प्रयासों की जरूरत है। पिछली जनगणना (2011) के आंकड़ों की मानें, तो देश में पुरुष और महिला साक्षरता के बीच बड़ी खाई है। पुरुषों की साक्षरता दर 82.14 फीसद के मुकाबले महिलाओं में यह आंकड़ा 65.46 फीसद है। इन दोनों समूहों के मध्य 17 फीसद का अंतर बताता है कि भारतीय परिवारों में बालिकाओं की शिक्षा को लेकर लैंगिक भेदभाव की मानसिकता अभी खत्म नहीं हुई है। शिक्षा मंत्रालय की 'यू-डाइस प्लस' की 2023-24 रपट भी इस अंतर और भेदभाव को उजागर करती है। रपट के अनुसार, देश के विद्यालयों में अध्ययनरत लड़कों की संख्या जहां 12.87 करोड़ है, वहीं लड़कियों की संख्या 11.93 करोड़ है। दोनों की उपस्थिति में 94 लाख का अंतर यह बताने के लिए काफी है कि लड़कियों की शिक्षा के प्रति समाज में अभी भी समान अवसर और जागरूकता की कमी बनी हुई है।

लड़कों के मुकाबले लड़कियों की शिक्षा तक कम पहुंच के पीछे कई कारक उत्तरदायी रहे हैं, जिनका निराकरण किए बगैर शिक्षा क्षेत्र में लैंगिक समानता स्थापित नहीं की जा सकती है। शिक्षा एक मौलिक अधिकार है, जो बच्चों को सुरक्षित भविष्य बनाने की नींव प्रदान करता है। शिक्षा के प्रसार में किसी भी तरह का भेदभाव स्वीकार नहीं किया जा सकता है, क्योंकि यह भेदभाव न केवल लड़कियों को शिक्षण अवसरों तक पहुंचने से रोकता है, बल्कि उनके जीवन और भविष्य को भी प्रभावित करता है।

शिक्षा में बालिकाओं की हिस्सेदारी कम होने की एक बड़ी वजह समाज में व्याप्त गरीबी की समस्या भी है। गरीब परिवार अक्सर शिक्षा



में निवेश करते समय लड़कों को प्राथमिकता देते हैं। पुरातन और पुरुष प्रधान सोच भी यही रही है कि बेटे ही भविष्य में घर की जिम्मेदारी उठाते हैं। आज भी कई घरों में लड़कियों को शिक्षा उन्हें आत्मनिर्भर बनाने के लिए नहीं, बल्कि अच्छे घरों में विवाह कराने के लिए दिलाई जाती है। इस परंपरागत सोच को बदले बिना बेटियों की शिक्षा सुनिश्चित नहीं की जा सकती। बाल विवाह भी लड़कियों की शिक्षा की दिशा में बड़ा बाधक साबित हुआ है। कम उम्र में विवाह न सिर्फ उनके अधिकारों का हनन करता है, बल्कि उनके शारीरिक और मानसिक स्वास्थ्य को भी प्रभावित करता है। घरेलू जिम्मेदारियों के बोझ का असर पढ़ाई पर पड़ता है और इससे बचपन एवं भविष्य दोनों बर्बादी के मुहाने पर चले जाते हैं। प्राथमिक स्तर की शिक्षा के बाद हर वर्ष स्कूल में रहने से लड़कियों की अल्पायु में शादी होने की संभावना घट रही है। हालांकि दुनिया में बाल विवाह उन्मूलन की जो रफ्तार है, उसके हिसाब से इसे पूरी तरह समाप्त फिलहाल से पहले संभव नहीं है।

> **बालिकाओं को शिक्षा से जोड़ने के लिए भारत में भी ठोस प्रयासों की जरूरत है। पिछली जनगणना (2011) के आंकड़ों की मानें, तो देश में पुरुष और महिला साक्षरता के बीच बड़ी खाई है। पुरुषों की साक्षरता दर 82.14 फीसद के मुकाबले महिलाओं में यह आंकड़ा 65.46 फीसद है। इन दोनों समूहों के मध्य 17 फीसद का अंतर बताता है कि भारतीय परिवारों में बालिकाओं की शिक्षा को लेकर लैंगिक भेदभाव की मानसिकता अभी खत्म नहीं हुई है। शिक्षा में बालिकाओं की हिस्सेदारी कम होने की एक बड़ी वजह समाज में व्याप्त गरीबी की समस्या भी है। गरीब परिवार अवसर शिक्षा में निवेश करते समय लड़कों को प्राथमिकता देते हैं।**

हिंसा भी लड़कियों की शिक्षा में एक बड़ी बाधा है, जो उन्हें स्कूल जाने, प्रभावी ढंग से सीखने और अपनी शिक्षा पूरी करने की उनकी क्षमता को प्रभावित करती है। स्कूलों में शारीरिक दंड, यौन दुर्व्यवहार, अपमानजनक टिप्पणियां, मारपीट और साथियों या वयस्कों द्वारा मनोवैज्ञानिक तरीके से परेशान करना भी इसके आम स्वरूप हैं। स्कूलों में आधारभूत संरचना का अभाव भी शिक्षा में लैंगिक भेदभाव के कायम रहने के लिए जिम्मेदार है। 'यू-डाइस प्लस' की रपट के अनुसार, देश में तीन फीसद सरकारी विद्यालयों में आज भी बालिका शौचालय की उपलब्धता नहीं है। किसी भी देश के सर्वांगीण विकास का आकलन इस बात से भी किया जाता है कि वहां लड़कियों की शैक्षिक संस्थानों तक पहुंच कितनी सुलभ और प्रभावी है।

शिक्षा लड़कियों के लिए आर्थिक अवसरों के दरवाजे खोलती है और उन्हें स्वावलंबी बनाती है। संयुक्त राष्ट्र के महिला संगठन का कहना है कि एक लड़की का स्कूल में बिताया गया प्रत्येक अतिरिक्त वर्ष वयस्क होने पर उसकी आय में बीस फीसद तक की वृद्धि कर सकता है। हमें इस कथन पर गंभीरता से गौर करना चाहिए कि 'यदि एक पुरुष को शिक्षित करते हैं, तो आप एक व्यक्ति को शिक्षित करते हैं, लेकिन आप एक महिला को शिक्षित करते हैं तो एक पूरे परिवार को शिक्षित करते हैं।' शिक्षा की उपलब्धता में लैंगिक भेदभाव को समाप्त करने के लिए परिवार स्तर पर ठोस प्रयत्न करने की आवश्यकता है। जब तक बेटे-बेटियों में भेदभाव को बंद नहीं किया जाएगा, लड़कियों के लिए शिक्षा की राह आसान नहीं होगी।

हालांकि, शिक्षा के सभी स्तरों पर लैंगिक अंतर को कम करने के लिए देश में संस्थागत प्रयास किए जा रहे हैं। कस्तूरबा गांधी बालिका आवासीय विद्यालय की स्थापना जहां प्रखंड स्तर पर की गई है, वहीं जिले में स्थापित नवोदय विद्यालयों में लड़कियों के लिए 25 फीसद सीटों के आरक्षण की व्यवस्था की गई है।

राष्ट्रीय शिक्षा नीति-2020 में निहित कोष शिक्षा में व्याप्त लैंगिक विषमता को खत्म करने में मील का पत्थर साबित हो सकता है। इस कोष का इस्तेमाल समान शिक्षा की राह में विद्यमान भेदभावों को समाप्त करने के लिए किया जाना है। इस कोष के जरिए जिन क्षेत्रों में काम किया जाएगा, उनमें स्कूलों में लड़कियों की सौ फीसद भागीदारी सुनिश्चित करना, शिक्षा के सभी स्तरों पर शैक्षिक उपलब्धि में लैंगिक अंतर को कम करना, समाज में लैंगिक समानता के लिए वैचारिक बदलाव लाना, लड़कियों में नेतृत्व की क्षमता विकसित करना और नागरिक समाज के साथ संवाद में सुधार करना भी शामिल है। इसका उद्देश्य लैंगिक भेदभाव से मुक्त समाज का गठन करना है, जहां शिक्षा दिलाने और अवसरों की उपलब्धता के मामले में कोई भेदभाव न दिखाई दे। इसके लिए परिवार से लेकर सरकारी स्तर तक, सभी को संवेदनशील और गंभीर होने की जरूरत है।

Millenium Post, 9 September 2025, Page No- 2

CLASS 1 TO 8: EXTRA SUPPORT PROVIDED FOR STUDENTS AND CLASSES FALLING BEHIND

New learning drive aims to boost reading, writing, math skills

OUR CORRESPONDENT

NEW DELHI: Delhi's students from Classes 1 to 8 will now strengthen reading, writing, comprehension and basic math skills through targeted learning tools, teacher training, regular assessments and customised interventions under the Delhi NIPUN Sankalp programme.

With the objective of ensuring that every student gains essential foundational skills, the initiative focuses on improving literacy and numeracy across government, aided and municipal schools in the capital.

According to a Directorate of Education (DoE) data, a recent survey results showed that about 38 per cent of students struggle with comprehension, while 43 per cent face difficulties in mathematical concepts, highlighting the urgent need for structured support. Under the programme, teachers will use specially developed 21 assessment tools to understand each student's learning level and provide targeted interventions, DoE stated, adding that baseline assessments are already being conducted and follow-up revision exercises will be administered every three weeks. Students who require additional practice will be provided with extra worksheets to reinforce learning.


FILE PHOTO

"A recent survey results showed that about 38% of students struggle with comprehension, while 43% face difficulties in mathematical concepts, highlighting the urgent need for structured support"

The curriculum includes key competencies, such as reading fluently, listening with understanding, writing, solving basic arithmetic problems and applying math to real-life situations. Readiness modules are designed in four levels covering classes 2 to 8, ensuring age-appropriate learning support for every student, the department stated.

It further mentioned that teachers are being trained to implement classroom interventions, monitor student progress and upload data regularly to track improvements. Support teams, including DIET-trained field investigators, are assisting schools in executing the programme effectively.

NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) certification will be granted at the class level, not individually. A class will qualify if at least 80 per cent of students achieve the required learning outcomes. Random spot assessments will be conducted for quality checks, and additional academic support will be provided to classes that fall short of the benchmarks, it stated.

According to the department, the programme's long-term goal is to create a sustainable system for monitoring and enhancing learning outcomes, with the aim that all schools in Delhi become NIPUN certified within the next three years.

NIPUN Sankalp was launched in Delhi on Friday on the occasion of Teacher's Day in the presence of Union Education Minister Dharmendra Pradhan, Delhi Chief Minister Rekha Gupta and Delhi Education Minister Ashish Sood.

The Indian Express, 9 September 2025, Page No - 9

Personalised software doubled learning rates in Andhra govt schools: Study

ABHINAYA HARIGOVIND
NEW DELHI, SEPTEMBER 8

AN EVALUATION study by researchers, including Nobel laureate and economist Michael Kremer, has found that a personalised learning software used in Andhra Pradesh's government schools led to a doubling of learning rates among those who used it.

The Personalised Adaptive Learning (PAL) software — now used on tablets across over 1,200 schools in the state – determines a student's learning level, and provides learning material and assessments like questions accordingly. By tailoring instruction to each student's learning level, it is meant to address differences in learning levels and abilities within a class. The Andhra Pradesh government had partnered with ConveGenius.AI, an AI-powered adaptive learning solution platform, to introduce their CG PAL in 2019 for students in Classes 6 to 9.

The evaluation study — by the Development Innovation Lab (University of Chicago) — examined 60 schools where the PAL software was used, and 60 schools where it wasn't, for a 17-month period from 2023 to 2025. At the end of this period, the 14,000 students who were studied were given a tablet-based math assessment with questions from Grade 2 up to the student's current grade.

In 2023, the Development Innovation Lab partnered with the Andhra Pradesh government's Department of School Education and Central Square Foundation for a randomised control trial to evaluate PAL's impact on math learning.

The PAL software was found to have increased the rate of learning for students by more than twice – their learning gains were around 2.3 times higher than students who did not use it. In terms of equivalent years of schooling, girls gained 2.31 years, while boys gained 1.54 years.

Students in the lower grades were also found to have gained more – students in Class 6 gained 2.04 years of schooling when they used the PAL software in the 2024-25, while students in classes 7-9, who used the software over two academic years, from 2023-25, saw gains ranging from 1.54 years of schooling (grade 9) to 2.36 years (grade 7). The figure for grade 8 was 1.77 years.

UNIVERSITY OF CHICAGO STUDY

1,224 schools in state where Personalised Adaptive Learning (PAL) software now used on tablets

GRADE-WISE GAINS

CLASS 6: 2.04 equivalent years of schooling (in one academic year)

CLASS 7: 2.36 equivalent years of schooling (over two years)

CLASS 8: 1.77 equivalent years of schooling (over two years)

CLASS 9: Gain of 1.54 equivalent years of schooling (over two years)



Presenting the findings in Delhi on September 8, Kremer, who is Director of the Development Innovation Lab, University of Chicago, said higher usage of the PAL software resulted in larger learning gains. While the average usage of PAL by students over the 17 months was 35.3 hours per student, the researchers found that an extra hour of usage per year is associated with 0.06 more equivalent years of schooling. Usage among students varied – those in smaller classes had better access to the tablets, and used the software more.

With higher usage leading to more learning, Kremer added that girls used the programme more than boys, and girls gained more from the programme than boys.

Going by details Kremer presented, the PAL software for math was supposed to replace two 40-minute math classes per week.

The Andhra Pradesh government provided tablets in these schools, and costs were covered from Samagra Shiksha funds, said B Srinivasa Rao, State Project Director, Samagra Shiksha, Andhra Pradesh. Teachers were trained to facilitate and monitor use of the software.

Rao said the state intends to scale up use of the PAL software to more schools, and is proposing to add it to PM-SHRI schools (there are over 900 in the state) and secondary schools. The plan is to procure Chromebooks for these schools, instead of tablets, anticipating that they might have a longer life, Rao said. He added that the tablets for PAL are used in labs in schools that have lab facilities, and are kept in the headmaster's custody and brought into classrooms in schools that may not have separate labs.

While presenting the findings, Kremer said the underlying issue is heterogeneity in learning levels within schools. "Some students are excelling, but it's also really easy for students to fall behind," he said.

He also pointed to other research that has already been done on PAL, including work in 2019 that pointed to PAL having improved learning in Delhi private schools in after-school sessions, and in 2025 that showed that PAL improved learning in Rajasthan government schools.

The Hindu, 9 September 2025, Page No- 6

Ranking pitfalls

NIRF should help improve both quality and equity in higher education

India Rankings (IR) 2025, based on the National Institutional Ranking Framework (NIRF), held few surprises. As in previous years, older public institutions with a history of academic excellence dominated the top spots. Since its inception in 2016, the number of participating institutions has grown significantly, from 3,565 to 14,163, and the scope has expanded from four categories to 17, spanning a wide range of higher education sectors. However, the ranking parameters are still far from perfect. Institutions are evaluated based on five key parameters: teaching, learning, and resources (30%), research and professional practice (30%), graduation outcomes (20%), outreach and inclusivity or OI (10%), and peer perception (10%). Union Education Minister Dharmendra Pradhan is right in his scepticism about the peer perception parameter as this is feedback gathered from subject experts and employers. It can be subjective and prone to influence and prejudice, as it relies more on an institution's reputation than its actual reputability, often to the disadvantage of suburban or State-run higher education institutions. As it accounts for 10% of the total weight, it can skew rankings. A review is thus necessary.

As with any global ranking, the NIRF has its own set of flaws. While it claims to rely on verifiable metrics and third-party audits of research, it depends heavily on bibliometric data and self-declared inputs from institutions. Of concern is the treatment of the OI parameter. The NIRF booklet on the IR focuses only on outcomes related to regional and gender diversity. It conspicuously omits data on students who are economically and socially disadvantaged and with disabilities, despite these factors each having a 20% weightage within the OI component. The fact that OI is not adequately prioritised is evident: only Jawaharlal Nehru University and the All India Institute of Medical Sciences, New Delhi, are among the top 10 institutions with OI scores above 70. This is troubling as access to higher education remains restricted for marginalised communities. The NIRF must expand the scope of OI to include institutional adherence to communal reservation policies in faculty recruitment. Central institutions continue to fall short in filling vacancies for the OBC, SC and ST categories. Such affirmative action is crucial for India's progress as an egalitarian nation. Also, the IR must become more than just an annual, ritualistic event. Its insights should be used to address deep-rooted issues such as India's regional imbalances; shortage of faculty with doctoral qualifications outside the top 100 institutions; over 58% of management institutions reporting zero research publications, and the need for legacy institutions to mentor emerging ones. Above all, there must be action against institutions that submit false data. Without course correction, the NIRF risks becoming a mere ranking platform that allows private institutions to develop themselves as brands, doing little to improve the overall quality and equity in higher education.

The Hindu, 9 September 2025, Page No- 7

Private kindergarten costs are disproportionately high

Expenditure gap between private and government schools across levels hints at possible overpricing

DATA POINT

Sambavi Parthasarathy
Vignesh Radhakrishnan

Data from a recent government survey suggests that the cost of private kindergarten education in India is disproportionately high. Two sets of data from the *Comprehensive Modular Survey: Education 2025* point to this conclusion.

First, the cost gap between private and government schools is widest at the pre-primary level – over 20 times – while it narrows considerably at higher levels. Second, within the private system itself, expenditures rise only marginally across successive levels of schooling, in contrast to government schools where costs increase nearly nine-fold, suggesting that a large share of private schooling expenses are front-loaded at the entry stage.

The data includes only those students who reported a non-zero school-related expenditure (labelled as 'reported' students). Also, private schools refer to private unaided schools. The survey was conducted in April-June 2025.

Chart 1 shows the average school expenditure per 'reported' student (in ₹) during the 2025 academic year in rural India. Private kindergarten education costs ₹17,988 per year on average – nearly 22 times higher than in government pre-primary schools (₹823). The private-government school cost gap narrows at higher levels of schooling.

In rural areas, at the primary level, private school education costs about 11 times more than government schools; in middle school, 9.5 times; in secondary, 6 times; and in higher secondary, 4.5 times.

Chart 2 shows the average school expenditure per 'reported' student in urban India. Private kindergarten education costs ₹26,188 per year on average – nearly 16 times higher than in government pre-primary schools (₹1,630). In urban areas too, the private-government school cost gap narrows at higher levels of schooling. In urban areas, at the primary level, private school education costs about 11 times more than government schools; in middle school, 10 times; in secondary, 8 times; and in higher secondary, 6 times.

State-wise data reveal even wider gaps at the pre-primary level. In urban Karnataka, private kindergarten education costs ₹49,271 per year on average – nearly 72 times higher than in government schools (₹688). This is the highest multiple among all States in urban areas. The gap is 40 times in Odisha, and over 35 times in Rajasthan, Maharashtra, and Gujarat. In rural areas, the gap was highest in Chhattisgarh (over 100 times), followed by Andhra Pradesh and Tamil Nadu (over 40 times each), and Gujarat and Karnataka (over 35 times). Notably, Gujarat and Karnataka appear in both the rural and urban lists (**Chart 3**).

The figures presented till now illustrate what was noted before – that the private-government school cost gap is widest at the pre-primary level.

Average school expenditure per 'reported' student between pre-primary and higher secondary levels in India is compared in **Chart 4**. In government schools, costs rose from ₹823 per year at the kindergarten level to ₹7,308 in higher secondary in rural areas – a nearly nine-fold increase. In urban government schools, the rise was more modest, at about 4.7 times. In contrast, in private schools, costs increased from ₹17,988 per year at the kindergarten level to ₹33,567 in higher secondary in rural areas – less than a two-fold rise. The increase was similarly under two times in urban areas in private schools.

The figures in **Chart 4** show that cost increases across levels are marginal, suggesting a possible front-loading of costs.

Front-loading school fees

The data for the charts were sourced from the Comprehensive Modular Survey: Education 2025, released by the Ministry of Statistics and Programme Implementation



Chart 1: Average school expenditure (₹) per reported student (figures above bars) by level of education in *rural areas*. **Figures in bold are multiples**

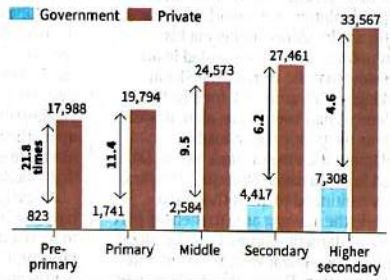


Chart 2: Average school expenditure (₹) per reported student (figures above bars) by level of education in *urban areas*. **Figures in bold are multiples**

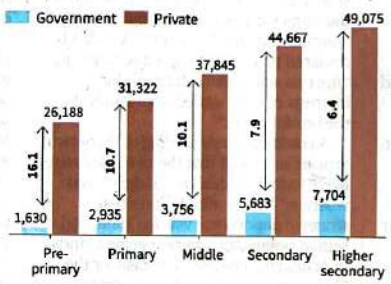


Chart 3: States with the widest private-government school cost gap at the pre-primary level. Figures are multiples

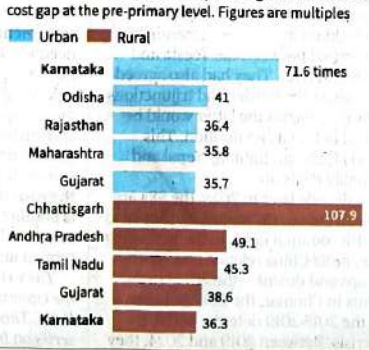
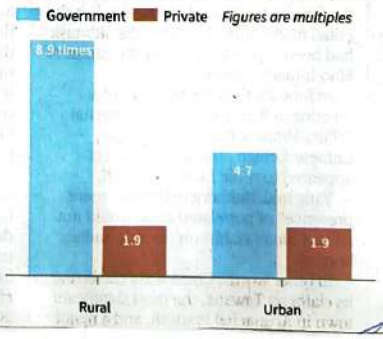


Chart 4: The difference in average expenditure per reported student between pre-primary and higher secondary levels



Shri Dharmendra Pradhan embarks on official visit to UAE to strengthen bilateral cooperation in education and strategic partnership for academic excellence and innovation ecosystems

Indian Institute of Management, Ahmedabad, Dubai Campus to be inaugurated

Posted On: 09 SEP 2025 5:02PM by PIB Delhi

Union Minister for Education, Government of India, Shri Dharmendra Pradhan, will be on an official visit to the United Arab Emirates from 10–11 September 2025. The two-day visit is aimed at deepening bilateral cooperation in the field of education fostering Academic Excellence and Innovations, and exploring new avenues of partnership to meet the aspirations of the students and youths of both the countries.

During the visit, Shri Pradhan will engage with key UAE leaders, Ministers, policy-makers, academicians, and representatives from Indian and UAE institutions to advance the partnership in education, innovation, and knowledge exchange.

On **10 September 2025**, Shri Pradhan will meet H.E. Ms. Sara Musallam, Chairperson, Abu Dhabi Department of Education and Knowledge (ADEK). He will also visit the **IIT Delhi-Abu Dhabi Campus**, where he will inaugurate the Atal Incubation Centre (First foreign Centre) and launch the PhD and B.Tech programmes. The Minister will also interact with the students and faculty members.

Later in the day, he will visit the **BAPS Hindu Temple in Abu Dhabi**, attend the **1st Anniversary of Symbiosis University, Dubai Campus**,.

On 11 September 2025, the Minister will participate in the inauguration of Indian Institute of Management, Ahmedabad, Dubai Campus together with his counterpart H.E. Dr. Abdulrahman Al Awar, UAE Minister of Higher Education. Both Ministers will also discuss in detail the ongoing collaborations in the education sector between both the countries. Later, he will attend a Round Table Conference of the Indian Higher Education institutions in the UAE.

As part of his engagements in Dubai, the Minister will also participate in the ‘Ek Ped Maa Ke Naam’ plantation drive at the Consulate, interact with CBSE school principals during a Teachers’ Day celebration, and launch Atal Tinkering Labs in Indian schools in the UAE. He will conclude his visit with interactions with the Indian diaspora in Dubai.

*****

Printed from
THE TIMES OF INDIA

Edu minister orders incorporation of state history, heritage in school curriculum

Sep 9, 2025, 05.51 PM IST



Shimla: Education minister Rohit Thakur on Tuesday directed the officials concerned to revise the school curriculum, with a special focus on incorporating the rich history, literature, culture, and art of Himachal Pradesh.

Chairing a meeting, the education minister directed for the preparation of a curriculum that must include ancient temples, monasteries, forts, heritage sites, traditional architecture, dialects, folk arts, handicrafts, fairs, festivals, and historic movements of the state.

He asked the officials to contextualise the National Council of Education Research and Training (NCERT) textbooks for Classes 6 to 12 with local Himachal references to help the children develop a sense of pride and belonging.

A decision was made to constitute a committee of experts to develop the revised curriculum and review the NCERT textbooks in the context of Himachal Pradesh, make necessary modifications, and prepare supplementary material for a balanced, locally relevant education, said an official spokesperson.

Thakur stressed the importance of highlighting freedom fighters like General Zorawar Singh, Wazir Ram Singh Pathania, Y S Parmar, and those who laid down their lives for the nation, including Major Somnath Sharma, Captain Vikram Batra, and Captain Saurabh Kalia. Such inclusions would strengthen the students' connection with the state and prepare them for competitive examinations, he said.

The minister also directed the officials that contemporary issues like disaster management, climate change, green energy, and sustainable development should be incorporated in the new curriculum. Disaster education must be practical and activity-based to equip children to respond effectively to real-life challenges, he added.

Thakur also suggested replacing irrelevant chapters with meaningful ones and promoting learning through workshops, field visits, visual aids, and practical exercises rather than rote memorisation.

He also stressed promoting local languages. Thakur directed the State Council of Educational Research and Training to provide open access to resources in Himachal Pradesh via their website and portal, with QR codes and digital links for easy access.

MSID:: 123785956 413 |

The Times of India, 10 September 2025, Page No- 4

Basics first: Govt schools to introduce daily literacy-numeracy period for classes II-VIII

Sugandha.Jha
@timesofindia.com

New Delhi: Delhi govt schools are set for a major classroom shift with the rollout of Nipun Sankalp, a programme that will bring a daily period on literacy and numeracy, baseline tests for classes II to VIII, and peer-learning methods like buddy pairs to ensure all children acquire basic reading, writing and math skills.

According to fresh guidelines issued by the Directorate of Education (DoE), baseline assessments in Hindi, English and Mathematics will be conducted till Sept 19. Teachers will mark the tests and upload results digitally, while DIET trainees will support schools with logistics. The outcomes will determine which students need extra attention.

Once the tests are over, every school must add a fixed foundational literacy and numeracy (FLN) period to the timetable. In classes II to V, all students will participate together, while in classes VI to VIII, children needing more support will attend focused sessions, sometimes during the morning assembly. Teachers have been asked to use strategies such as buddy pairs, small group support and rotational assistance, supported by an FLN Readiness Module with worksheets and activity plans.

Students will also get two subject-wise FLN classes each week in Hindi, English and Mathematics, giving equal weight to all three subjects. For class I, the Vidyarambh package will continue until Sept.

The initiative will be closely monitored. Heads of schools must maintain a Nipun file with training records, baseline analysis and activity plans, and hold fortnightly review meetings with teachers. District monitoring teams will conduct inspections and spot assessments to verify progress.

At the end of the year, schools will hold endline assessments, and classes where at least 80% of students achieve basic skills will be declared "Nipun certified". Govt has set a three-year target for all schools in Delhi to achieve certification.

STRENGTHENING FOUNDATION SKILLS

STAGE I | Baseline Assessment
To cover classes II-VIII
Subjects | Hindi, English, Mathematics
- Exams to be held from Sept 8-19

STAGE II | Daily foundational literacy and numeracy classes
STAGE III | Weekly subject classes
STAGE IV | Endline assessment


File Photo

STAGE IV | NIPUN certification. A class is certified if 80% students achieve basic reading, writing, maths skills

Target | All schools to be certified in 3 years
Practices Involved
- Peer-to-peer support
- Focused help for weaker learners
- Teachers give extra time where needed
- Structured lesson plans and activities
- Fortnightly reviews by heads of schools

The guidelines put teachers at the centre of the rollout. SCERT has already trained them, but principals must hold refresher sessions before the assessments. Orientation videos, PPTs and quizzes will be used to ensure teachers understand scoring and pedagogy.

Parental engagement will also be built into the plan. School heads have been asked to involve school management committees and parents in reinforcing learning at home and ensuring attendance. At the end of the academic year, schools will host an FLN mela to showcase children's progress.

Nipun Sankalp, launched on Sept 5 during the Shikshak Mahakumbh, is Delhi's local implementation of the National Education Policy 2020's call to strengthen foundational literacy and numeracy. The policy describes FLN as "an urgent and necessary prerequisite for all future learning".

Government of India
Press Information Bureau

Social Welfare

Gyan Bharatam Mission

Posted On: 10 SEP 2025 5:27PM

Key Takeaways

Gyan Bharatam Mission is a national initiative to preserve, digitise, and disseminate India's vast manuscript heritage, integrating tradition with technology for future generations. The Mission has been allocated **Rs. 482.85 crore (2024–31)**, with over **44.07 lakh manuscripts** already documented in the *Kriti Sampada* digital repository.

The Gyan Bharatam Conference is the first international platform that has invited stakeholders from across the country to discuss, deliberate, and chart the way forward for preserving and digitising India's manuscript heritage.

More than **1,400 youth participants** and **500 delegates** engaged in the Gyan Bharatam Conference, reflecting strong custodianship for the future.

Cutting-edge **digital tools and AI innovations** central to making India's manuscript heritage globally accessible.

Introduction

Over centuries, India's civilizational wealth of ideas and creativity has continuously adapted—finding renewed expression in today's digital age. From the gurukuls that nurtured generations of thinkers, to the great universities of Nalanda and Takshashila that attracted scholars from across the world, learning has been central to our civilization. This vast tradition was carefully preserved in manuscripts, monuments, and cultural practices that together form the foundation of our identity.

Under the visionary leadership of Prime Minister Narendra Modi, the transformative campaign of Digital India has redefined how citizens connect with governance, opportunities, and culture. Villages are powered with high-speed internet through **BharatNet**, official documents are stored securely in **DigiLocker**, citizens avail hundreds of services through the **UMANG app**, families access healthcare with greater ease

via **e-Hospital**, and financial inclusion has deepened through the revolutionary **UPI**. Now, digital tools are also protecting our heritage—supporting archives, museums, and repositories in safeguarding priceless treasures for future generations.

In this spirit, the Ministry of Culture is organising the **first-ever Gyan Bharatam International Conference on "Reclaiming India's Knowledge Legacy through Manuscript Heritage" from 11th – 13th September 2025 at Vigyan Bhawan, New Delhi**. The conference will bring together over **1,100 participants**, including scholars, experts, institutions, and cultural practitioners from across the country and abroad. It will create a collaborative platform for discussion, deliberation, and shaping the way forward in preserving, digitising, and sharing India's manuscript heritage with the world.

The **Gyan Bharatam Mission** is being launched as a visionary national movement dedicated to preserving, digitising, and disseminating India's vast manuscript heritage. The Mission is both a tribute to our civilisational roots and a forward-looking step towards the Prime Minister's vision of a **Viksit Bharat by 2047**, where India emerges as a true **Vishwa Guru**, combining the wisdom of its past with the innovation of its future.

Gyan Bharatam Conference

Overview of the Conference

The Gyan Bharatam Conference, a landmark three-day international gathering from 11–13 September 2025 at Vigyan Bhawan, New Delhi, marks the formal launch of the Gyan Bharatam Mission. Its timing is deeply symbolic—coinciding with the anniversary of Swami Vivekananda's historic address in Chicago in 1893, a moment that carried India's voice of knowledge and spirituality to the global stage. In the same spirit, the conference aims to reaffirm India's role as a civilisation of wisdom, now empowered with technology and ready to share its legacy with the world.

The conference brings together eminent dignitaries, global scholars, and cultural custodians, reflecting Prime Minister Narendra Modi's vision of blending heritage with innovation under the spirit of "Virasat aur Vikas." Organised in a hybrid mode, it features an inaugural and valedictory session, 4 plenary sessions, and 12 technical sessions, with participation from around 500 delegates and 75 invited experts.

Discussions centre on a wide range of themes—conservation and restoration of manuscripts, survey and documentation standards, digitisation tools and platforms, AI-driven innovations like Handwritten Text Recognition and script decipherment, translation and publication frameworks, integration with education and culture, capacity building in manuscriptology, and copyright and legal issues.

Sessions and Participation



More than **1,100 participants** from schools, colleges, and institutions are attending the three-day conference, reflecting a strong collective commitment to safeguard India's cultural heritage. The participants comprise over **95 academics**, **22 administrators from government and private sectors**, **179 professionals**, **112 research scholars**, **230 students**, and more than **400 representatives from diverse fields**. The conference also features **17 national speakers** and **17 international speakers**, bringing together diverse perspectives from India and abroad. Prime Minister Narendra Modi has often highlighted that the future of the nation lies in the hands of the youth. With digitisation, AI tools, and modern platforms opening new ways to access and interpret ancient texts, the Mission is inspiring the youth to see heritage as part of their own journey — something to protect, study, and proudly carry into the future.

Pre-Conference Working Groups

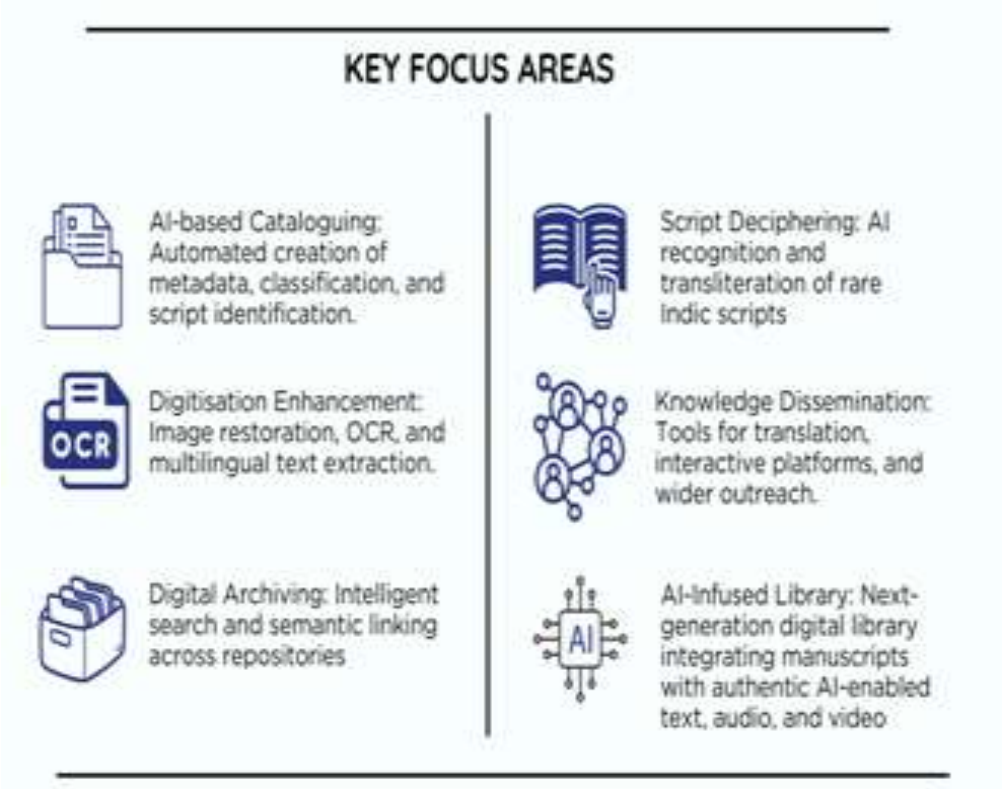
In preparation for the Gyan Bharatam International Conference, a series of **eight specialised working groups** have been constituted, bringing together a wide range of scholars, researchers, and cultural dignitaries. These groups reflect the comprehensive vision of the Mission, addressing every dimension of manuscript preservation and
knowledge integration.



Together, these working groups bring diverse expertise—from archaeology and conservation science, law, technology, and cultural diplomacy. Their deliberations are shaping the roadmap of the Mission, ensuring that the **Gyan Bharatam Conference** is not only a celebration of heritage but also a platform for practical strategies and future-ready solutions.

Gyan-Setu: National AI Innovation Challenge

As part of the International Conference on *"Reclaiming India's Knowledge Legacy through Manuscript Heritage"*, the Ministry of Culture has launched **Gyan-Setu**, a **National AI Innovation Challenge** under the **Gyan Bharatam Mission**. The initiative reflects Prime Minister Narendra Modi's vision of empowering youth and innovators to use technology for safeguarding heritage. With over **10 million manuscripts** spanning subjects from philosophy and medicine to governance and the arts, the challenge aims to harness AI to make this legacy more accessible and meaningful for the world.



By opening participation to **students, researchers, institutions, and start-ups**, Gyan-Setu positions heritage preservation as a collective national endeavour. It transforms manuscripts from fragile artefacts into **living sources of learning and innovation**, ensuring India's **Bhāratīya Jñāna Paramparā** reaches future generations with renewed strength.

Expected Outcome

The **Gyan Bharatam Mission**, through this landmark international conference, is envisioned to be a turning point in reclaiming, preserving, and globalising India's manuscript heritage. It seeks to inspire **scholarly innovation**, strengthen **civilisational pride**, harness **technological empowerment**, and expand **cultural diplomacy**, keeping in mind India's vision of becoming an **intellectual leader globally**.



Key Outcomes:

Vision and Objectives of Gyan Bharatam Mission

India's cultural and intellectual legacy is reflected in its vast manuscript wealth, estimated at over five million works. These texts span a remarkable range of knowledge covering disciplines such as philosophy, science, medicine, mathematics, astronomy, literature, arts, architecture, and spirituality. Written in multiple scripts and languages, they are safeguarded across temples, monasteries, Jaina Bhandāras, archives, libraries, and private collections. Together, they form an unparalleled record of the Bhāratīya Jñāna Paramparā (Indian Knowledge Systems) and illustrate the continuity of India's civilisational thought.

For the current financial year (2025–26), an allocation of Rs. 60 crore has been made for the Mission, which has further been approved as a Central Sector Scheme for the period 2024–31 with a total outlay of Rs. 482.85 crore.



Timeline Highlights

Objectives of Gyan Bharatam Mission

The Gyan Bharatam Mission has been designed as a comprehensive framework to revive India's manuscript legacy by combining preservation, digitisation, scholarship, and global accessibility. Its objectives go beyond safeguarding physical collections, they aim to re-establish manuscripts as a living resource for education, research, and cultural pride.

Identification and Documentation: A nationwide network of Manuscript Resource Centres (MRCs) will be established to systematically identify, document, and catalogue ancient manuscripts scattered across institutions and private collections, creating an authentic and reliable national register.
Conservation and Restoration: Through strengthened Manuscript Conservation Centres (MCCs), manuscripts will be safeguarded using preventive and curative conservation methods, ensuring fragile and endangered texts are preserved with scientific precision while respecting traditional practices.
Digitisation and Repository Creation: The Mission envisions large-scale digitisation of manuscripts using AI-assisted Handwritten Text Recognition (HTR), microfilming, and cloud-based metadata systems. This will help in the creation of a National Digital Repository, designed to be globally accessible.
Research, Translation and Publication: Rare and unpublished manuscripts will be revived via critical editions, facsimiles, and translations, making them accessible in multiple languages to integrate India's intellectual heritage into global scholarship
Capacity Building and Training: Structured training programmes and workshops in transcription, palaeography, conservation, and manuscript studies will be organised to prepare a new generation of experts. This will strengthen institutional capacity and nurture scholars, conservators, and transcribers dedicated to the field
Technology Development: The Mission will also focus on building digital tools for manuscripts, including mobile applications, secure cloud storage solutions, and platforms based on the International Image Interoperability Framework (IIIF), thereby enabling efficient preservation and wider access

Engagement and Incentivisation: To boost public participation, manuscript custodians and collectors will be encouraged to share their collections via authenticity certification and revenue-sharing. The Manuscript Research Partner programme will engage young scholars through exhibitions, digital content, museums, and innovation labs
Global Collaboration and Education: International partnerships will be fostered for manuscript retrieval, digitisation, and standardisation, ensuring India's leadership in global knowledge exchange. Manuscript wisdom will be embedded into curricula, higher education research, and skill development programmes, ensuring that ancient insights continue to inspire and inform modern learning

Together, these objectives position the **Gyan Bharatam Mission** as far more than a preservation effort—it is a blueprint for how heritage can thrive in the digital era. It aligns seamlessly with Prime Minister Narendra Modi's vision of **Digital India**, and the national resolve of **"Virasat aur Vikas"**—progress that is firmly rooted in heritage—ensuring that as India moves towards *Viksit Bharat @2047*, its civilisational wisdom is preserved, celebrated, and shared with the world.

Foundations of the Mission

National Mission for Manuscripts

A manuscript is a handwritten composition on materials such as palm leaf, birch bark, cloth, paper, or even metal, dating back at least seventy-five years and carrying significant historical, scientific, or aesthetic value. Unlike printed books or administrative records, manuscripts embody **knowledge content**, covering subjects as diverse as philosophy, medicine, astronomy, literature, and the arts. They are found in hundreds of languages and scripts, sometimes with a single language often represented in multiple scripts—for instance, Sanskrit in Devanagari, Oriya, and Grantha.

To preserve this vast wealth, the **National Mission for Manuscripts (NMM)** was established in 2003 as a repository. and it has been central to safeguarding India's intellectual traditions. The Mission has:

Documented over 44.07 lakh manuscripts through its ambitious digital repository, *Kriti Sampada*.
Developed **Manus Granthavali**, a software based on global metadata standards, to ensure accurate and uniform documentation.
Partnered with major repositories such as the **Saraswati Mahal Library (Thanjavur)**, **Rampur Raza Library (Rampur)**, and the **Khuda Bakhsh Library (Patna)**, while also bringing to light thousands of lesser-known collections across the country.
Compiled **more than 2,500 printed catalogues** of manuscripts under its *CAT-CAT (database of catalogues)* initiative, ensuring even catalogued works are integrated into the national record.

This legacy now provides a strong base upon which the **Gyan Bharatam Mission** is building an expansive and technology-driven framework for the future.

Education and Indian Knowledge Systems under NEP 2020

The **National Education Policy (NEP) 2020** strengthens the very foundations on which the **Gyan Bharatam Mission** rests. By encouraging teaching in the **mother tongue or regional language** till at least Grade 5, NEP ensures that children learn more effectively while remaining rooted in India's linguistic and

cultural traditions.

The policy also calls for the **promotion of Indian languages, arts, and heritage**, recognising the need to preserve what has been lost and to revitalise traditions for future generations. This vision directly aligns with the Mission's work of protecting manuscripts as living records of India's civilisational knowledge.

Significantly, NEP introduces **Indian Knowledge Systems (IKS)** into curricula, making ancient contributions in science, philosophy, medicine, and literature part of modern education. This effort resonates with Prime Minister Narendra Modi's **vision** of empowering the youth to become custodians of heritage while embracing innovation. Together, NEP 2020 and the Gyan Bharatam Mission will ensure that the **wisdom of the past becomes the strength of the future**.

Relevance in Today's Context

The Gyan Bharatam Mission demonstrates how India is extending the transformative power of Digital India into the realm of heritage. Just as UPI revolutionised payments and DIKSHA reimagined education, GBM is using AI-driven cataloguing, digital repositories, script decipherment, and multilingual platforms, to preserve and share over five million manuscripts. This is not only about conservation but about making India's timeless wisdom accessible in classrooms, research centres, and digital libraries across the globe.

With more than 1,400 students and scholars registered for the international conference, and initiatives like the Gyan-Setu AI Innovation Challenge inviting start-ups and innovators to design next-generation tools, the effort is inspiring young Indians to view heritage not as distant artefacts but as living knowledge to be reimagined through technology.

In bringing together civilisational heritage, digital empowerment, and youthful innovation, the Mission reflects Prime Minister Narendra Modi's larger goal of shaping a Viksit Bharat that is globally respected. The Gyan Bharatam Mission ensures that as India strides ahead in development, it does so with its heritage preserved, its youth engaged, and its wisdom proudly shared with the world.

Click here to see PDF

******

SK/RK

(Backgrounder ID: 155185) Visitor Counter : 1

Provide suggestions / comments

Read this release in: Urdu , Hindi

PARAKH, NCERT in Collaboration with SIE A&N Islands Organises Workshop Focussing on Holistic Progress Card

By Denis Giles / September 10, 2025



Sri Vijaya Puram, Sept. 10: PARAKH, NCERT, New Delhi, in collaboration with the State Institute of Education (SIE), A&N Islands, is organizing a three-day workshop from Sept. 10 to 12 at Shiksha Sadan. The workshop focuses on the implementation of the Holistic Progress Card (HPC) and the dissemination of PARAKH Rashtriya Sarvekshan 2024-2025 results across all Educational Zones, aligning with NCERT's national PARAKH initiative. The workshop was inaugurated by Smti Sangeeta

Chand, Principal, SIE, who delivered insightful remarks on the vision and objectives of the PARAKH initiative.

In her keynote address, Prof. Indrani Bhaduri, through video conferencing underscored PARAKH's pivotal role in aligning India's education system with the National Education Policy (NEP) 2020. As CEO and Head of PARAKH under NCERT, she emphasized its core functions: setting national standards for student assessments, ensuring equivalence across diverse school boards, and moving away from rote memorization.

The sessions are conducted by Ms. Madurima Pal and Ms. Charul Yadav, who are faculty members at NCERT, New Delhi, possessing expertise in educational assessment and the design of progress cards. The PARAKH master trainers from the faculty of SIE also provide training to the participants. A total of 100 teachers from all zones are participating in a hybrid mode: 50 attending offline and 50 joining online. The workshop aims to enhance teacher capacity and institutional readiness for NEP-aligned assessment reforms.

This initiative is a significant step toward strengthening teacher capacity for NEP-aligned reforms. Participants are expected to disseminate the insights gained to their schools and ensure follow-up actions to support the adoption of HPC and PARAKH initiatives.

← PREVIOUS
Inter-School Chess Tournament for …

NEXT →
PTS Conducts Training Programme …

Leave a Comment

Your email address will not be published. Required fields are marked *

Millenium Post, 11 September 2025, Page No-8

Himachal's history and heritage to be part of school curriculum

ASHWANI SHARMA

SHIMLA: Amidst intense debate on changes in the school curriculum in the country, Himachal Pradesh's Congress government has initiated the move to revise the school curriculum.

The government has decided to set up a committee of experts to develop the revised curriculum. The committee will review NCERT textbooks in the context of Himachal, make necessary modifications, and prepare supplementary material for balanced, locally relevant education.

The committee will be notified shortly, said Education Minister Rohit Thakur here on Wednesday.

The government has decided to set up a committee of experts to develop the revised curriculum

Thakur presided over a high-level meeting to deliberate on revising the school curriculum, stressing the need to give a special focus on incorporating the rich history, literature, culture, and art of Himachal Pradesh.

The minister asked the department to prepare a curriculum that must include ancient temples, monasteries, forts, heritage sites, traditional architecture, dialects, folk arts, handicrafts, fairs, festivals, and historic movements of the state.

He also asked officers to contextualise NCERT textbooks for classes 6 to 12 with local Himachal references to help children develop a sense of pride and belonging.

Thakur stressed the importance of highlighting freedom fighters like General Zorawar Singh, Wazir Ram Singh Pathania, and YS Parmar and martyrs such as Captain Vikram Batra, Major Somnath Sharma, and Captain Saurabh Kalia.

Such inclusions would strengthen students' connection with the state and prepare them for competitive examinations.

The Indian Express, 13 September 2025, Page No - 11

CBSE eases APAAR ID rule for board exams

EXPRESS NEWS SERVICE
NEW DELHI, SEPTEMBER 12

AMIDST MOUNTING complaints from schools over mismatched Aadhaar data, parental consent issues, and technical glitches, the CBSE has decided to ease the mandatory requirement of APAAR (Automated Permanent Academic Account Registry) IDs for board exam candidates this year.

In a recent circular, the Board acknowledged that schools were running into multiple hurdles while trying to generate the new academic IDs for students. These included "difficulty in integration between different portals", "different data of a student in the school and in Aadhaar records", "time taken to complete the correction/updating process", and "lack of parental consent".

The CBSE clarified that if parents refuse consent, schools should record the entry as 'REFUSED' while uploading exam forms. The circular issued on September 9 to all CBSE-affiliated schools said, "In case of APAAR IDs not being generated owing to lack of consent of parents, a copy of the denial of consent by parents be maintained by the schools and entry against APAAR be made as 'REFUSED' in the List of Candidates (LOC). In case of APAAR IDs not being generated owing to other reasons, entry against APAAR be made as 'NOGEN'. In all other cases, APAAR ID shall be indicated." The APAAR is part of the Union government's 'One Nation, One Student ID' plan under the National Education Policy-2020.

The Indian Express, 11 September 2025, Page No- 9

Himachal declared 'fully literate': what does this mean?

ABHINAYA HARIGOVIND
NEW DELHI, SEPTEMBER 10

EARLIER THIS week, Himachal Pradesh was declared a 'fully literate' state — the fifth such state/Union Territory after Goa, Ladakh, Mizoram, and Tripura.

None of these, however, have 100% literacy. Himachal claims to have a literacy rate of 99.3%, Goa 99.72%, Mizoram 98.2%, Tripura 95.6%, and Ladakh 97%. So what does it mean to be 'fully literate'?

EXPLAINED
EDUCATION

How is literacy defined?

The Ministry of Education defines literacy as "the ability to read, write, and compute with comprehension i.e., to identify, understand, interpret and create, along with critical life skills such as digital literacy, financial literacy etc." It defines 'full literacy' as "achieving 95% literacy in a State/UT".

The Ministry communicated these definitions to states/UTs last August. It felt the need to define these terms for ULLAS (Understanding Lifelong Learning for All in Society), a literacy programme for people over 15 who may not have attended school.

The ULLAS program was launched in 2022 with the aim of achieving 100% literacy by 2030, which is one the 17 Sustainable Development Goals of the UN. The program is also in line with the National Education Policy (NEP) 2020 which calls for adult education initiatives to achieve 100% literacy.

How does an individual attain 'literacy'?

Under the ULLAS program, adult learners are taught basic reading, writing, and math (arithmetic like addition, subtraction, multiplication, and division) that a child in school would learn up to class 3. They are also taught how to read and measure time, make sense of calendars, use currency notes, write cheques, and safely make digital transactions.

This training is provided either through a mobile app or offline, by students or community volunteers. Then, the Functional Literacy Numeracy Assessment Test (FLNAT), a 150-mark reading, writing and numeracy test, is administered in the person's chosen language.

On passing the test, the learner is certified by the National Institute of Open Schooling (NIOS) as having acquired foundational literacy and numeracy.

How does a state become 'fully literate'?

To learn who requires training under the ULLAS program, states conduct door-to-door surveys, or rely on other data. *(More later.)* Those identified as not being literate are given requisite training and administered FLNAT.

The key to some states/UTs receiving the 'fully literate' tag is that the adults they identified as not being literate have cleared the FLNAT. This relies on their prior estimates of the number of people who are not literate.

In States/UTs where literacy levels (as per the 2011 Census) are already high, or where the population is relatively small, the process of identifying people who are not literate, imparting training, and making them clear the FLNAT works faster.

As per the Census of 2011, Goa had a literacy rate of 88.7%, Himachal Pradesh 82.8%, Mizoram 91.3%, and Tripura 87.2% — well above the country average of 74%.

How has literacy been measured so far?

For the 2011 Census, any person aged 7 and above who could read and write with understanding in any language was considered literate. Among women, the literacy rate was 64.6%; for men it was 80.9%. The Census also measured adult literacy — for those aged 15 and above — for which the national figure was 69.3%. Since the 2011 Census, sample surveys by the Ministry of Statistics and Programme Implementation have been used to measure literacy.

- The National Sample Survey (NSS) 71st round (Jan-June 2014) showed an adult literacy rate of 71%. For Goa, this figure was 90%, while it was 83% in Himachal Pradesh, 96% in Mizoram, and 86% in Tripura. The NSS uses a similar definition for literacy as the Census — of being able to read and write with understanding in any language.
- The Periodic Labour Force Survey (PLFS) for 2023-24 showed a national literacy rate of 77.5% (aged 7 and above; similar definition of literacy as Census). For Tripura, this was 93.7%, for Mizoram 98.2%, for Goa 93.6%, and for Himachal 88.8%.

The report estimated that 22.3% of people aged 15 and above were not literate. This figure was 2.2% in Mizoram, 7.3% in Goa, 7.4% in Tripura, and 12.7% in Himachal. It was the highest in Bihar (33.1%) followed by Andhra Pradesh (31.5%) and Madhya Pradesh (28.9%).

OTHER ADULT LITERACY SCHEMES

ULLAS is latest of govt initiatives to promote adult literacy from 1950s onward

- In 1960s-70s, the Centre and several states ran programs targeting literacy among farmers and women.
- The National Literacy Mission, which ran from 1988 to 2009, also targeted this age bracket.
- The National Adult Education Programme was launched in 1978 to eliminate illiteracy in 15-35 group.
- 'Saakshar Bharat' (Literate India) mission ran from 2009-18. Meant for ages 15 and above, it also focused on functional literacy and numeracy.

Millenium Post, 11 September 2024, Page No-15

HIMACHAL PRADESH TO REVISE CURRICULUM, TO INTEGRATE CLIMATE CHANGE & SUSTAINABILITY

OUR CORRESPONDENT

Himachal Pradesh Education Minister Rohit Thakur stressed on the urgent need to integrate contemporary issues like disaster management, climate change, green energy and sustainable development into the state's school curriculum. He directed that disaster education must be practical and activity-based so that children are better equipped to respond to real-life challenges.

Presiding over a high-level meeting, the Minister said the revised curriculum should not only address modern-day concerns but also instil pride in the rich heritage of Himachal Pradesh.



Himachal Pradesh has achieved a literacy rate of 99.3 percent, making it the fourth state in India to be declared fully literate, after Mizoram, Tripura and Goa

Ancient temples, monasteries, forts, traditional architecture, dialects, folk arts, handicrafts, fairs, festivals and significant historic movements will find place in the syllabus.

He also called for greater emphasis on freedom fighters such as General Zorawar Singh, Wazir Ram Singh Pathania and Dr YS Parmar, as well as martyrs including Captain Vikram Batra, Major Somnath Sharma and Captain Saurabh Kalia, so that students develop a stronger connection with their state while also preparing for competitive examinations.

He also suggested promoting experiential learning through workshops, field visits, visual aids and practical exercises rather than rote memorisation. Promotion of local languages was also stressed. To facilitate access, the Minister directed the State Council of Educational Research and Training (SCERT) to make resources available online via their website and portal, supported with QR codes and digital links.

A key decision taken during the meeting was to constitute a Committee of Experts that will review NCERT textbooks in the Himachal context, suggest modifications and prepare supplementary material. The committee will be formally notified soon.

The Tribune, 11 September 2025, Page No-6

Open-book exams are worth a try

Our existing school system robs the learning experience of joy and wonder



AVIJIT PATHAK
SOCIOLOGIST



CHALLENGE: Pedagogic innovation is a must for the success of open-book exams. ISTOCK

AS I reflect on the CBSE's recent decision to introduce open-book exams for Class IX from the 2026-27 academic session, a series of critical questions confront me. I have no hesitation in saying that the idea of open-book exams is a refreshing departure from the prevalent practice that causes acute fear and stress among young students, promotes the coaching centre-driven industry of 'readymade answers' and 'guide books', intensifies the surveillance machinery to curb mass copying and turns the exam centre into a war zone.

Yet, as a teacher/educator, I must say that the real potential of open-book exams cannot be unfolded unless we are truly committed to an innovative and radical pedagogic practice. In this context, I will make two observations.

First, barring remarkable exceptions that can be seen in select alternative schools based on the educational philosophies of the likes of Jiddu Krishnamurti and Sri Aurobindo, the existing school culture tends to put heavy emphasis on the faculty of memorisation — say, the memorisation of 'objective' facts like the dates/years of wars and treaties, or, for that matter, even a scientific theory and a mathematical equation. It encourages rote learning and robs the learning experience of joy, wonder and reflexivity.

It might help one become what Rabindranath Tagore would have regarded as a sophisticated parrot and answer all sorts of discrete questions — Who was Mughal emperor Akbar's grandfather? What is the formula for measuring the curved surface area of a cylinder? Or, what is the name of Tanzania's capital?

However, there is no guarantee that this sort of memorisation of 'hard facts' necessarily leads to the development of analytical and critical thinking, which is actually needed for seeing beneath the 'facts' to understand the socio-political dynamics of history, the deeper meaning of a metaphor a poet used in his poem, or, for that matter, the process of applying a mathematical formula to solve a real-life practical problem.

What is needed is a kind of pedagogic practice that encourages the young learner to sharpen the power of interpretative skills and critical thinking and develop a taste for good books that can take him/her beyond the prescribed textbooks and the official curriculum.

This seems to be an effective way to resist the mechanised process of rote learning and the resultant tendency to copy from textbooks and all sorts of 'notes' easily available in the market.

> There is a need for a paradigm shift from rote learning and mechanised memorisation to creative articulation and critical thinking.

Second, the art of teaching, as I have learned from my experience, is a perpetual process of learning and self-discovery. Unless we radiate the spirit of engaged pedagogy and fresh thinking in the classroom, we cannot inspire young students to undertake a paradigm shift: from mechanised memorisation and rote learning to creative articulation and critical thinking, or, from the fear of exams to the joy of learning.

In a way, to borrow Paulo Freire's idiom, we need to practise dialogic/problem-posing education: a pedagogic practice that encourages the teacher and the student to walk together and explore the frontiers of knowledge with freshness and critical enquiry.

As a matter of fact, if we ask our students to write open-book exams, we too must be willing to think creatively and work really hard so that the answers to the kind of questions we ask cannot be given without deeper understanding, even if they are allowed to open their books and 'notes'.

Let me make this point clear through a concrete illustration from history. Imagine that as a teacher, I formulate a question like this: 'Write a brief note on the implications of the assassination of Mahatma Gandhi'. Well, a 'guide book' or a textbook might help the student recall a 'fact' — a man called Nathuram Godse killed Gandhi on January 30, 1948. However, for a creative and meaningful answer to this question, she/he ought to have some understanding of the mood of the country after the horrors of the Partition and the political/cultural turmoil that confronted the newly independent nation.

In other words, even if you keep your books open, you need to think, reflect and articulate your own understanding. In fact, as teachers, we also need to cultivate the art of formulating the kind of questions and puzzles that encourage the student to think critically, see beyond standardised 'notes' and unfold their creative potential. There is no escape — the educators must educate themselves.

Will it be possible, particularly at a time when because of the centrality of MCQ-centric standardised tests, the National Testing Agency will minimise the role of good pedagogues and creative teachers?

Of course, for transforming our classrooms through a radical and innovative pedagogic culture, we need good and vibrant school libraries; we need happy and committed teachers; and, above all, we need a reasonably good teacher-student ratio.

As exclusivist private schools are becoming increasingly profit-oriented, transforming education into a commodity, we need substantial support from the government — financial as well as moral — so that a government school too can feel proud of its vibrant/creative teachers, good libraries and laboratories, and above all, a learning culture that activates a young learner's critical thinking.

As a teacher, I have no hesitation in saying that open-book exams, if conducted with due care, are difficult, yet immensely beautiful — almost like a celebration of awakened intelligence, creativity and critical thinking.

Hence, I would like to believe that the CBSE authorities are thinking seriously of the kind of pedagogic innovation needed for making the idea of open-book exams a success. Good luck to them!

The Pioneer. 11 September 2025, Page No - 9

India battles brain drain as students flock overseas for education

Rising remittances cannot mask the cost of brain drain, as more Indian students spend abroad than they send back. With visa curbs, high living costs, and underpaid jobs overseas, India faces both challenges and opportunities to retain its talent

FIRST Column



DINESH N JOSHI



Limited seats in prestigious universities in their home country has for decades been pushing Indian students to pursue higher education abroad, resulting in what is called an intellectual brain drain. Rather than staying back and contributing to their home country, a plethora of privileged students are choosing to go abroad for college. There has been, in recent years, a large section of academics who argue that this is in fact a good thing. 'Remittances are rising rapidly', they say.

They're partly right but they're missing the bigger picture. While India is the largest remittance-receiving country in the world and it is in fact true that remittances have more than doubled from 55 billion dollars in 2010-11 to 118.7 billion dollars in 2023-24, the statistics only convey the story partly. Firstly, remittances as a percentage of GDP has remained constant at around 3 per cent since 2000. Secondly, what Indian students are now spending abroad for education has risen rapidly. According to some estimates, the total spending by Indian outbound students could reach 70 billion dollars by 2025 — a number which is rising more rapidly than the remittances being sent back.

Thirdly, and most importantly, this argument fails to consider an important hypothetical: what if these students had chosen to stay back? The argument I make is two-pronged. One, that if the students were to stay back, the Indian economy would benefit far more — in other words, remittances do not compensate for the economic and intellectual capital drain caused, and two, at times it would also be far better for the students to stay back in India, taking into account the cost of living abroad and recent anti-immigrant trends across the world.

Let me address the second claim first. According to the latest data from the Ministry of External Affairs (MEA), over 1.8 million Indian students are currently studying abroad in 2025 — a staggering rise from 1.3 million just two years ago. This data, however, hides one important detail.

All the top three destination countries — Canada, US and UK — for Indian students (which account for a third of all Indian students heading abroad for education) have witnessed a sharp decline in the backdrop of tightening immigration measures, including introduction of caps on student intake and restrictions on dependent visas.

> MANY INDIANS WHO GO ABROAD ARE ACTUALLY NOT RECEIVING GOOD RETURNS ON THE THOUSANDS OF DOLLARS THEY SPENT ON THEIR COLLEGE EDUCATION. MANY ARE UNEMPLOYED OR UNDEREMPLOYED AFTER THEIR EDUCATION IS COMPLETED

The writer is Chairman & MD, SatyaGirl Group, India & UAE

dailypioneer
@TheDailyPioneer
dineshjoshi70

Consider this: from 2023 to 2024, Canada witnessed a 32 per cent drop, with permits falling from 2.78 lakh to 1.89 lakh, the United States saw a 34 per cent decrease, with F1 visas dropping from 1.31 lakh to 86,110, and the UK recorded a 26 per cent reduction, with sponsored student visas issued to Indians decreasing from 1.20 lakh to 88,732 during the same period.

While some argue that this is a bad sign, it provides a window of opportunity for the Indian government to reverse decades of brain drain.

But will the anti-immigrant rhetoric and curbs on visas actually prevent students from going abroad, or will they just change their destination of travel? I think that it most definitely can.

Many Indians who go abroad are actually not receiving good returns on the thousands of dollars they spent on their college education. First, many are unemployed or underemployed after their education is completed.

Second, those who get jobs are getting paid less than what Americans and Europeans with the same skills are earning. As an example, the H-1B Visa Reform Act of 2004 restructured the salary slabs and inserted two wage levels, at the 34th and 50th percentiles of the total salaries surveyed for an occupation in an area, below the highest (the 67th percentile). This implies an underpayment for Indian (and other international) workers embedded in the law itself.

Third, their attractive salary packages include e-SOPs and other variables which are not actually part of what they receive in hand, and the cost of living abroad is considerably higher than the cost of living in India. Rent, groceries and travel all make up a considerable chunk of their expenditure, and what they're left with is sent back to their families.

While Indian students who get into Ivy League institutions would perhaps not want to stay back in India, to make many others stay back will be a low-hanging fruit. With minimal efforts, India will be able to retain talent which will not only show up in GDP figures for years to come but will also advance R&D in the process.

A particularly promising area of collaboration is the growing partnership between India and the UAE in the fields of education and employment. The UAE has become a top destination for Indian professionals, with the country expanding opportunities for skilled workers in various sectors, including healthcare, engineering and IT.

Education-wise, both nations have been actively exploring collaborative programmes, exchange initiatives, and scholarships to enhance bilateral ties. Indian universities and institutions are establishing campuses in the UAE, further cementing the relationship. For Indian students, this provides an attractive, nearby option for world-class education, while also offering enhanced job prospects in the UAE's rapidly growing economy.

There can be two ways of retaining talent in India. First, to build more good-quality higher education institutes and second, to ensure that Indians return to their home country after graduating abroad. In terms of the second objective, India is already in the process of reversing the brain drain. Under the leadership of PM Modi, the most cutting-edge, deep tech and frontier tech start-ups, led by Indian students with PhDs from major global universities, are now taking root in India. Our start-ups have grown from just 400 a decade ago, to 1.3 lakhs today, and nearly 50 per cent of these are coming up in Tier 2 and Tier 3 cities.

It is here that the role of political leadership deserves special recognition. Prime Minister Narendra Modi's vision, combined with the efforts of senior leaders like Devendra Fadnavis and Dharmendra Pradhan, has ensured that education and employment remain at the core of India's growth story. Maharashtra CM Fadnavis has been instrumental in advancing educational reforms at the state level, pushing for skill development and industry-academia linkages, while Pradhan, as Education Minister, has driven initiatives that strengthen higher education and empower students with future-ready skills. A recent example is steps taken to make Mumbai a global education hub by handing over Letters of Intent to five globally acclaimed universities to set up campuses in Maharashtra. Together with the Prime Minister's emphasis on innovation and entrepreneurship, their combined leadership has laid the groundwork for India to transform its brain drain into a brain gain.

India stands at the cusp of a technological revolution, presenting immense opportunities in areas such as artificial intelligence (AI), machine learning (ML), big data, energy transition, electric vehicles (EVs), quantum computing, genomics, 3D printing, robotics, drones and space exploration. All these sectors have been kickstarted by the Government through initiatives like the National Quantum Mission, India AI Mission, and the Semiconductor Mission.

Some problems remain, however. The biggest one being domestic funding, which needs to grow rapidly. Consider this — Indian start-ups raised over $12 billion in 2024, but about 75 per cent of this came from international sources. Another one is payment of royalties. While India produces approximately 24,000 PhD graduates annually, the country paid $14.3 billion in IPR royalties in 2024, while earning only $1.5 billion, highlighting a significant gap which can be filled by greater innovation.

The first challenge seems to be more daunting — building quality higher education institutions. While premier education institutions like the IITs, IIMs and IIITs are producing skilled professionals and are second only to Ivy League colleges, there is a dearth of such universities in India. Another challenge is a change in curricula, which is already underway to link research and industry needs. This would involve addressing skill shortages in data science, biotech, clean energy, AI and ML among others. For this, industries must step up and support the government.

It is a known fact that in India research is more de-linked from industry needs in comparison to other countries. In short, it is not solely the amount of R&D that matters, but the quality. To date, two-thirds of the R&D in India is contributed by the Government. The private sector needs to step up to fill the gap.

India is well positioned to become the world's leading start-up ecosystem. With graduate upskilling programmes, the Government's initiatives to foster innovation, and the support of universities and corporates, the aspiration of Aatma Nirbhar Bharat, where talent nurtured at home stays and contributes locally, will come to fruition in the coming decades.

दैनिक जागरण, 12 सितंबर २०२५, पृष्ठ संख्या - 11

पांडुलिपियों में बिखरे भारतीय ज्ञान को देश दुनिया के सामने लाएगा ज्ञान भारत मिशन

जागरण ब्यूरो, नई दिल्ली: पांडुलिपियों में बिखरे भारतीय ज्ञान को नई पीढ़ी तक पहुंचाने के लिए केंद्र सरकार ने गुरुवार को ज्ञान भारतम मिशन का औपचारिक शुभारंभ कर दिया। इसकी घोषणा 2025-26 के बजट भाषण में की गई थी। इसके तहत देश के अलग-अलग क्षेत्रों से जुड़ी एक करोड़ से अधिक पांडुलिपियों को संरक्षित किया जाएगा और विभिन्न भारतीय भाषाओं में लोगों तक पहुंचाया जाएगा। केंद्रीय संस्कृति मंत्री गजेंद्र सिंह शेखावत ने कहा कि भारत इस समय सांस्कृतिक पुनर्जागरण के दौर से गुजर रहा है। हमें ज्ञान और विरासत से परिचित कराएगा।

ज्ञान भारतम मिशन की रूपरेखा को तय करने के लिए आयोजित तीन दिवसीय सम्मेलन को संबोधित करने हुए शेखावत ने कहा कि इस मिशन के तहत देश



गजेंद्र सिंह शेखावत • फाइल फोटो

- तीन दिवसीय सम्मेलन से मिशन का शुभारंभ, आज पीएम नरेन्द्र मोदी करेंगे संबोधित
- संस्कृति मंत्री शेखावत बोले, सांस्कृतिक पुनर्जागरण के दौर से गुजर रहा भारत

भर में 'हब-एंड-स्पोक माडल' पर 25 क्लस्टर बनाए जाएंगे। प्रत्येक क्लस्टर में 20 स्वतंत्र केंद्र और 10 उत्कृष्टता केंद्र स्थापित करने की परिकल्पना की गई है। ये सभी केंद्र अपने क्षेत्रों में मौजूद पांडुलिपियों की खोज और उनके संरक्षण का काम करेंगे। संग्रहालयों के साथ-साथ उन मठ-मंदिरों एवं स्थलों को भी खंगाला जाएगा जहां इन पांडुलिपियों के होने की संभावना होगी। इस मिशन का उद्देश्य आने वाली पीढ़ियों के लिए हमारी पांडुलिपि विरासत को संरक्षित करना है। संस्कृति मंत्रालय के इस तीन दिवसीय सम्मेलन में शुक्रवार (12 सितंबर) को प्रधानमंत्री नरेन्द्र मोदी अपने विचार व्यक्त करेंगे। इससे पहले मंत्रालय ने अलग-अलग क्षेत्रों के विद्वानों से अनुरोध किया कि वे मिशन को लेकर खुलेमन से एक रूपरेखा तैयार करें। सम्मेलन को भारतीय मूल के गणितज्ञ मंजुल भार्गव ने भी संबोधित किया। उन्होंने अपनी जड़ों को याद करते हुए देश के प्राचीन काल के भारतीय गणितज्ञों की विरासत का बखान किया।

Career kickstarter Series

Career Kickstarter by ETEducation & LinkedIn unites higher-ed leaders to...

WhatsApp Channel

Tune in to know the latest updates on the education industry

ETEducation

Explore and S Daily Newsle

ET Masterclass From The Economic Times

Video Masterclass from The World's #1 valuation Expert Prof. Damodaran | 12 Hrs of Content
Know More →

Video Masterclass from The World's #1 valuation Expert Prof. Damodaran | 12 Hrs of Content | Know More



Government Policies 2 Min Read

Karnataka withdraws edu modules on horrors of Partition, triggers political rov

Based on an NCERT circular dated Aug 13, 2025, CEK, which operates under the state s education department, had issued a directive to schoolteachers to 'sensitise' students horrors of the 1947 Partition through an educative module.

S Sangamesh Menasinakai

Published On Sep 12, 2025 at 10:42 PM IST

This has stirred a debate on whether teachers are being used as pawns in a game of political one-upmanship between the centre and state.

Based on an NCERT circular dated Aug 13, 2025, CEK, which operates under the state school education department, had issued a directive to schoolteachers to 'sensitise' students on the horrors of the 1947 Partition through an educative module.

However, on Sunday, the department issued another circular, withdrawing its earlier order and instructing DDPIs and BEOs not to share links of the earlier circular with teachers. They were told to ensure any link already shared must not reach the students.

Advt

This has stirred a debate on whether teachers are being used as pawns in a game of political one-upmanship between the centre and state.

brought it to the notice of the state govt," he observed.

Weighing in on the issue, Basavaraj Gurikar, the president of All India Primary School Teachers' Federation, New Delhi, said the NCERT circular was confusing in the first place.

EVENT
Reimagining Online Learning Ecosystems

Thu, 18 Sep 2025
Novotel Chennai OMR
Thu, 18 Sep 2025
Novotel Chennai OMR
Register Now

EVENT
EDNXT - Chennai
India's education
India's education

Fri, 19 Sep 2025
Taj Wellington Mews, Chennai
Fri, 19 Sep 2025
Taj Wellington Mews, Chennai
Register Now

EVENT
ET Ed Roun
Thu
Che
Thu
Che
Regist

"It was an attempt to spread communal hatred. The state govt should have discussed with educationists and teachers' unions before issuing instructions to teachers, who have been pushed into a confusing situation [over issuance of contradictory circulars] within weeks," he commented.

Arun Shahapur, former BJP MLC from Karnataka Northwest Teachers constituency, however, alleged the state govt was trying to see political motives in just about ev

"If they have any objection to NCERT modules, they should have written to NCERT. Why did they send them to schools, and why did they

Taking a dig at the state govt, he further said: "These modules are based on historical facts. Some educationists are unnecessarily calling these out ‘faulty'. It shows ‘Tughlak darbar' prevails in the state."

School education minister Madhu Bangarappa was unavailable for comments when TOI tried to contact him.

Most Read in Government Policies

SC issues notice on PIL for implementing Comprehensive Sexuality Education in schools

CM Mohan Yadav to provide e-scooty to 7,832 meritorious students of MP govt schools

Khan Sir urges PM Modi to remove GST on educational services

Maharashtra governme private universities to offer medical education cours

Published On Sep 12, 2025 at 10:42 PM IST

See more on: Karnataka education modules, Partition education module withdrawal, NCERT Karnataka controversy, political row in education, Karnataka school education

Hindustan Times

A need to address the science education crisis in schools

By Anuradha De, **Amarjeet Sinha**

Published on: Sept 12, 2025 09:04 pm IST

There is an unseen barrier in the minds of government schools in several states — that the science curriculum is tough and only meant for high-scoring students

Advertisement

The National Education Policy (NEP) 2020 rightly envisaged a transformation of the schooling experience, to ensure a scientifically literate student population. It identified some of the important challenges the existing schooling system faces in providing science education. Lack of resources for advanced science education, including lab equipment, technology, and specialised materials, has been pointed out as a major challenge. The document talked of difficulties in finding and training good teachers in specialised science, technology, engineering and mathematics (STEM) fields like Artificial Intelligence (AI) and robotics.



The science stream needs to be offered in more government schools. Students from under-served areas will likely miss out on jobs/entrepreneurship opportunities if they have less access to STEM education. (HT Photo)

Advertisement

Five years after the implementation of NEP 2020, its concerns about science education remain unaddressed. The recently published PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) 2024 survey report, has highlighted significant learning gaps among students in different grades in all subjects, including science. The average scores of class 9 students were only 40% in science and 37% in maths. The scores are even lower in government and government-aided schools at 37% and 33%.

Found your dream destination? Lock in the lowest airfare now on SkyScanner Explore Now

ary school in Rajasthan as part of our work on the Public Report on Secondary Education (PROSE), we found that though students scored high in their 10th board exams, most transferred to other schools at the higher secondary stage, primarily because they could not study subjects of their choice. Only four subjects from the arts stream, which included Hindi Literature and Sanskrit, were offered. The school did not offer any science subjects. One of the important reasons behind the limited subject choice is the inability of the state teacher recruitment system to hire qualified teachers. A similar situation was seen in some other schools we visited. Even where schools did offer science subjects, some students left the school as they were not sure if the quality of science teaching was good enough to guarantee admission to their preferred universities/colleges.

Advertisement

More Stories

'Modi did not rush to apologise': Israel newspaper on what...

Charlie Kirk sent 'they're watching me' text before death?

Studying science is a major problem for students in other parts of India as well. The results data from around 52 State and National Boards compiled by the ministry of education showed that in 2024, only 47% of those who passed higher secondary board exams were from the science stream — 38% were from arts, and the remaining were from

)und 80% of those who passed higher secondary in Andhra Pradesh were from the stream; this was 65% for Telangana, Tamil Nadu, and Manipur. At the other, 20% or fewer of those who passed senior secondary in Punjab, Haryana, Gujarat, West Bengal and most northeastern states were from the science stream. For students in the latter group of states, studying science is likely to be a major challenge.

Advertisement

The available data says little about the socio-economic background of science students. But the gender composition shows that the stereotype of fewer girls choosing science compared to boys is limited to only a few boards — mainly in the northern and eastern states, the Central Board of Secondary Education (CBSE), and Indian School Certificate (ISC). In other boards, the gender differences are minor. In Kerala, Tamil Nadu, and Chhattisgarh, it is the reverse. It is important to understand what drives state level variations.

Could the lopsided showing be partly demand-driven? That students do not want to study science. This is unlikely. The Unified District Information System of Education (UDISE) data on enrolment of students in different streams in higher secondary schools indicates that while only 37% of students in government schools were studying science in 2023, the proportion is around half in private aided schools and two-thirds in private unaided schools. This trend holds in all states and indicates a high demand for science education.

Advertisement

There is perhaps an unseen barrier in the mindset of government schools in several states — that the science curriculum is difficult and only high-scoring students should opt for it. That could explain why, even though more than half the government schools offer science subjects, enrollment in the stream is only 37%.

Supply-side constraints play a key role, too. At the higher secondary level, stream/subject choice is limited and mostly dependent on availability of resources and teachers. The problem is not confined to only science subjects. In 41% of higher secondary schools, only one stream is offered. The data shows that a high proportion of government schools offer only arts.

The evidence from UDISE data shows that these challenges exist not only for advanced courses but even basic ones. Our school visits showed that several schools had very limited scientific equipment and materials, and even these were stored away, indicating irregular use. Data on laboratory facilities in all schools is not available at present. There is an extreme shortage of maths and science teachers. In the last academic year, 19% of secondary and higher secondary schools did not have a single maths teacher; and 18% of secondary schools and 13% of higher secondary schools did not have a single science teacher. Teacher shortage is a problem in all states.

Advertisement

ges. So, while, in many states the proportion of students studying science is increasing over the years, such a trend is not observed in the states at the lower end for income. Appropriate policy measures and resource allocation is urgently required, both by the Centre and the states. The science stream needs to be offered in more government schools. Students from under-served areas will likely miss out on jobs/entrepreneurship opportunities if they have less access to STEM education. This is likely to have an intergenerational effect as well, as with fewer science graduates, the teacher shortage will continue. Inclusive India needs to address this key gap identified.

Advertisement

Anuradha De and Amarjeet Sinha are part of the PROSE team. The views expressed are personal

Science Education Us Top I | Get Current Updates onIndia News,Elections 2024,

You May Like

Live Healthily, Live Comfortably at Ashiana Senior Homes

Ashiana Housing

Future-Ready Homes at L&T Sector 128, Noida

L&T Noida

Hindustan Times, 13 September 2025, Page No-18

A need to address the science education crisis in schools



Anuradha De



Amarjeet Sinha

The National Education Policy (NEP) 2020 rightly envisaged a transformation of the schooling experience, to ensure a scientifically literate student population. It identified some of the important challenges the existing schooling system faces in providing science education. Lack of resources for advanced science education, including lab equipment, technology, and specialised materials, has been pointed out as a major challenge. The document talked of difficulties in finding and training good teachers in specialised science, technology, engineering and mathematics (STEM) fields like Artificial Intelligence (AI) and robotics.

Five years after the implementation of NEP 2020, its concerns about science education remain unaddressed. The recently published PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) 2024 survey report, has highlighted significant learning gaps among students in different grades in all subjects, including science. The average scores of class 9 students were only 40% in science and 37% in maths. The scores are even lower in government and government-aided schools at 37% and 33%.

The problem takes on a different dimension in the higher secondary stage, where students must opt for subjects of their choice. While visiting a well-functioning higher secondary school in Rajasthan as part of our work on the Public Report on Secondary Education (PROSE), we found that though students scored high in their 10th board exams, most transferred to other schools at the higher secondary stage, primarily because they could not study subjects of their choice. Only four subjects from the arts stream, which included Hindi Literature and Sanskrit, were offered. The school did not offer any science subjects. One of the important reasons behind the limited subject choice is the inability of the state teacher recruitment system to hire qualified teachers. A similar situation was seen in some other schools we visited. Even where schools did offer science subjects, some students left the school as they were not sure if the quality of science teaching was good enough to guarantee admission to their preferred universities/colleges.

Studying science is a major problem for students in other parts of India as well. The results data from around 52 state and National Boards compiled by the ministry of education showed that in 2024, only 47% of those who passed higher secondary board exams were from the science stream — 38% were from arts, and the remaining were from commerce and vocational streams. The average conceals wide inter-state variations. The state board results underline the dismal science teaching scene in certain States. At one end, around 80% of those who passed higher secondary in Andhra Pradesh were from the science stream; this was 65% for Telangana, Tamil Nadu, and Manipur. At the other, 20% or fewer of those who passed senior secondary in Punjab, Haryana, Gujarat, West Bengal and most northeastern states were from the science stream. For students in the latter group of states, studying science is likely to be a major challenge.

The available data says little about the socio-economic background of science students. But the gender composition shows that the stereotype of fewer girls choosing science compared to boys is limited to only a few boards — mainly in the northern and eastern states, the Central Board of Secondary Education (CBSE), and Indian School Certificate (ISC). In other boards, the gender differences are minor. In Kerala, Tamil Nadu, and Chhattisgarh, it is the reverse. It is important to understand what drives state level variations.

Could the lopsided showing be partly demand-driven? That students do not want to study science. This is unlikely. The Unified District Information System of Education (UDISE) data on enrolment of students in different streams in higher secondary schools indicates that while only 37% of students in government schools were studying science in 2023, the proportion is around half in private aided schools and two-thirds in private unaided schools. This trend holds in all states and indicates a high demand for science education.

There is perhaps an unseen barrier in the mindset of government schools in several states — that the science curriculum is difficult and only high-scoring students should opt for it. That could explain why, even though more than half the government schools offer science subjects, enrollment in the stream is only 37%.

Supply-side constraints play a key role, too. At the higher secondary level, stream/subject choice is limited and mostly dependent on availability of resources and teachers. The problem is not confined to only science subjects. In 41% of higher secondary schools, only one stream is offered. The data shows that a high proportion of government schools offer only arts.

The evidence from UDISE data shows that these challenges exist not only for advanced courses but even basic ones. Our school visits showed that several schools had very limited scientific equipment and materials, and even these were stored away, indicating irregular use. Data on laboratory facilities in all schools is not available at present. There is an extreme shortage of maths and science teachers. In the last academic year, 19% of secondary and higher secondary schools did not have a single maths teacher; and 18% of secondary schools and 13% of higher secondary schools did not have a single science teacher. Teacher shortage is a problem in all states.

The challenges of scarce resources and teacher shortage is likely to be greater in states with low per child school education expenditure. Remote areas face exacerbated challenges. So, while, in many states the proportion of students studying science is increasing over the years, such a trend is not observed in the states at the lower end for income. Appropriate policy measures and resource allocation is urgently required, both by the Centre and the states. The science stream needs to be offered in more government schools. Students from under-served areas will likely miss out on jobs/entrepreneurship opportunities if they have less access to STEM education. This is likely to have an intergenerational effect as well, as with fewer science graduates, the teacher shortage will continue. Inclusive India needs to address this key gap identified.

Anuradha De and Amarjeet Sinha are part of the PROSE team. The views expressed are personal

The Tribune, 13 September 2025, Page No - 16

Himachal's journey from literacy rate of 7.9 per cent to 98.3

SUBHASH RAJTA

SIXTYFIVE-YEAR-OLD Bega Ram was bubbling with enthusiasm as he stood with his nervous teacher and anxious Education Department officials, waiting for Chief Minister Sukhvinder Singh Sukhu to interact with him and other neo-literates on International Literacy Day (September 8). He looked all excited to flaunt his newly-acquired ability to read and write. He passed the test with flying colours, answering all questions the CM posed.

The interaction triggered smiles all around. However, the real significance of the feat sunk in when Bega Ram and others listed out the otherwise routine tasks they could perform after becoming literate. "Now, I can make a phone call without seeking help and read the boards of buses," he beamed.

Besides changing their own lives in a significant way, the neo-literates paved the way for the state to declare itself fully literate under the Centre-sponsored New India Literacy Programme (NILP), also called ULLAS. Apart from Himachal, Mizoram, Goa, Tripura and the Union Territory of Ladakh have also declared themselves fully literate under the programme.

WHAT ARE THE PARAMETERS

Any state or UT having a literacy rate above 95 per cent is considered fully literate under NILP. "We have achieved a literacy rate of 98.3 per cent, which is the highest in the country," said Education Minister Rohit Thakur. The objective of the programme is to make all non-literate individuals aged 15 years and above literate.

In Himachal, 95,307 individuals were identified as non-literate under NILP, and 42,578 have already been turned into neo-literates. Apart from acquiring foundational literacy and numeracy, the neo-literates have also been equipped with basic financial and digital literacy through the programme.

"I can now fill the basic forms at the post office and bank without seeking help. And I don't use my thumb imprint anymore," said Mansa Ram, another elderly person who has benefited from the programme.

WHY IT'S A BIG DEAL

Turning all its residents literate is a big achievement for any state, especially Himachal Pradesh. "Considering Himachal had one of the lowest literacy rates in the country after Independence, achieving full literacy is a remarkable feat," said Education Secretary Rakesh Kanwar. Incidentally, Kanwar was one of the volunteers of the Total Literacy Campaign in the state in the 1990s.



Education has been ingrained as a core value.

In the 1951 Census, the literacy rate was just 7.98 per cent against the national literacy rate of 18.33. The figure for women was even more dismal at 2.55 per cent. "Today, we hardly have any gender or caste gap when it comes to education," said Kanwar.

The geographical condition of the state makes the feat even more credible. Schools were opened in every nook and corner to ensure no child was left without education. "We still have the highest number of small schools with low enrolment in the country," said Kanwar. Besides, the sense of self-worth any non-literate person feels on becoming literate and the contribution they can make to society and economy further underscore the significance of the achievement.

ACHIEVING THE TRANSFORMATION

The journey from having one of the lowest literacy rates post-Independence to achieving the highest literacy rate has been full of challenges. While formal education was strengthened by creating a dense network of primary and middle schools across the state, the non-literate adults were made literate through various programmes, campaigns and community participation.

The 1990s, in particular, turned out to be the most productive period for adult literacy. "The Central government started the National Literacy Mission in 1988. It took off in the state in the early '90s, and soon turned into a mass movement. The government, district administrations and volunteers all came together like never before to make the mission successful," said Kuldeep Tanwar, the then adviser to the National Literacy Mission.

The campaign, apart from addressing the issue of adult education, had a massive indirect effect as well. "It ingrained education as a core value among the people. As a result, every parent now wants to provide the best possible education," said Kanwar.

THE ROAD AHEAD

Having achieved full literacy, the state has set its sights on providing quality formal education. Having schools in every nook and corner fulfilled the goal of providing basic education, but quality remained elusive, what with thousands of schools having just one teacher and hundreds of schools running without any teacher.

In the last two and a half years, the government has taken several measures to raise the quality of education. These initiatives have shown instant results as well — the state has jumped to fifth position from the lowly 21st spot in the National Achievement Survey and fared quite well in the latest ASER report as well.

Nevertheless, the exodus to private educational institutions continues. Over the years, people have apparently lost confidence in government institutions. Time will tell if the newly-introduced reforms are able to win back that trust.

Hindustan Times, 13 September 2025, Page No - 10

It all adds up! Manuscripts expo reveals S Asia's forgotten math masters

Meghna.Dhulia
@timesofindia.com

New Delhi: When one steps inside the quiet, dimly lit gallery at India International Centre, the walls begin to speak. Panels glow softly with Sanskrit words —Bakhshali, Sulbasutras — fragments of ancient manuscripts that seem to whisper across centuries. Hanging delicately on the walls are replicas of palm-leaf inscriptions, their faded scripts etched in the rhythmic precision of *shlokas*. Down below, in glass cases, lie the preserved originals: verses painstakingly inked on fragile leaves, their edges browned by time. At first glance, one might mistake them for devotional hymns or chants. But a closer look reveals something extraordinary—these are not random *shlokas*, they are carefully arranged formulations of mathematics.

The exhibition, being held in the heart of the city, seeks to bring alive South Asia's layered contributions to the field of mathematics. The art gallery feels less like a museum and more like a dialogue with time. On one wall, bold letters say 'The Mathematical Sciences: South Asia's Contribution', surrounded by verses from ancient Sanskrit texts, Brahmasphuta-siddhanta, Bijaganita, Ganita Kaumudi. Each panel is a window into centuries-old intellectual traditions, where mathematics was not dry calculation but a poetic pursuit.

As visitors move further in, red and blue panels unfold the journey of numbers and patterns. One section explains Prastara, a combinatorial method used in musicology to arrange and rank ragas—evidence of how mathematics infused the arts. Another traces the renewal of ideas, when Sanskrit works on astronomy and trigonometry were translated into Persian and Arabic at Feroze Shah Tughlaq's court, showing how knowledge moved fluidly across regions. A third highlights the crystallisation of regional traditions, from Kerala's Madhava, who anticipated calculus through infinite series, to



Jyesthadeva's Yuktibhasa, considered the first textbook of calculus in Malayalam.

For many, the experience is eye-opening. Nikhil Narayan, a young mathematics student visiting the exhibition, paused thoughtfully by a case. "We have always heard about Aryabhatta or Ramanujan," he said. "But to see mathematics embedded in Sanskrit, to understand how knowledge was encoded and transmitted, is breathtaking. It feels like uncovering a hidden ancestry of numbers." The exhibition is on till Sept 14.

The project began with the idea of easing access to these treasure troves. "This project started in 2022 with a pilot phase," explained a senior research associate with the Samhita, South Asian Manuscript Histories and Textual Archive, project.

Samhita, which means collection or compilation, is an initiative of IIC, supported by the ministry of external affairs and in collaboration with The Centre for Traditional Indian Knowledge Systems and Skills, IIT-Bombay, to build a database and open-access digital library on manuscripts of South Asian provenance housed outside India on an online platform accessible to scholars worldwide.

"An estimated two lakh manuscripts have travelled outside the country over the centuries. The aim is to bring these together on one platform to renew collective engagement with South Asia's textual heritage," the research associate said. "This is our third exhibition. The first was in 2023, followed by another last year. This one focuses on South Asian contributions to mathematical sciences."

In the first phase, thousands of manuscripts were catalogued, drawing from collections in University of Copenhagen, Bibliotheque Nationale de France, Akshesh-wara Mahabihar in Nepal, British Library and Wellcome Collection in London. As many as 17 resources, including libraries and scholars, were accessed. The second phase is now underway.

The exhibition highlights seminal works, including Bhakshali dated between 8th and 12th centuries. "It is the oldest preserved manuscript to show zero as a numeral," he noted. Other displays feature Sulbasutras, detailing Vedic geometry for altar construction, and Aryabhata's Aryabhatiya, which outlines the decimal system in metrical form.

Mathematical concepts were embedded in language and poetry. "The *laghu-guru* system in Sanskrit meters can be read like a binary code — short and long syllables forming combinations just as 0 and 1 do in computers," the researcher explained. Similarly, the Bhuta Samkhya system encoded numbers through words: "Aditya denotes 12, Vasus are 8, the moon is 1. Using such words, manuscripts recorded dates and calculations." In north India, scribes often encoded dates in colophons with this word-number system while the south used the Katapayadi notation assigning values to syllables.

Manuscripts and knowledge circulated between South Asia, Central Asia and West Asia through translations and commentaries. Later, this knowledge was carried forward into advanced trigonometry and calculus. "Anyone can access our digitised collections on the platform. Earlier, you needed to consult foreign catalogues and negotiate access. Now, it is all freely available," he said.

WHAT'S IN STORE

Tracing the development of Indic mathematics from works composed from the second millennium BCE through seven sections

1 **Inceptions** trace the emergence of a conception of numbers and geometric thinking, and of the idea of zero

2 **Breakthroughs** explain the investigations in trigonometry and calculus inspired by jyotisa from the 5th century CE

3 **Form And Pattern** look at how mathematical ideas and techniques are refracted in sculpture, architecture and music

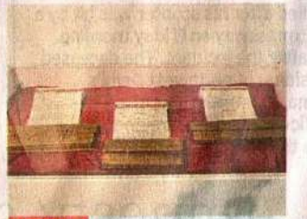
4 **Diffusions** describe the journeys of Indic concepts and texts to East and West Asia, and how their influence resonated through the centuries

5 **Crystallisation Of Regional Traditions** looks at some regional works on mathematics, particularly texts on astronomy from Kerala









6 **Renewals** show how Sanskrit works were rendered in Arabic and Persian, as well as the engagement with other traditions by Sanskrit scholars

7 **Applications** discuss practices of accounting, measurement and record-keeping as imparted through manuals and teaching systems

What South Asian Manuscript Histories And Textual Archive (Samhita) Does

- An initiative of the India International Centre, supported by the ministry of external affairs, govt of India
- To build a database and open-access digital library on manuscripts of South Asian provenance housed in collections outside India on an online platform accessible to scholars worldwide
- Samhita means 'collection' or 'compilation' in Sanskrit
- An estimated 2 lakh manuscripts have travelled outside the country over the centuries, carried by scholars, pilgrims and collectors. Aim is to bring these together on one platform to renew collective engagement with South Asia's textual heritage

GOALS

For libraries and universities to come together to:

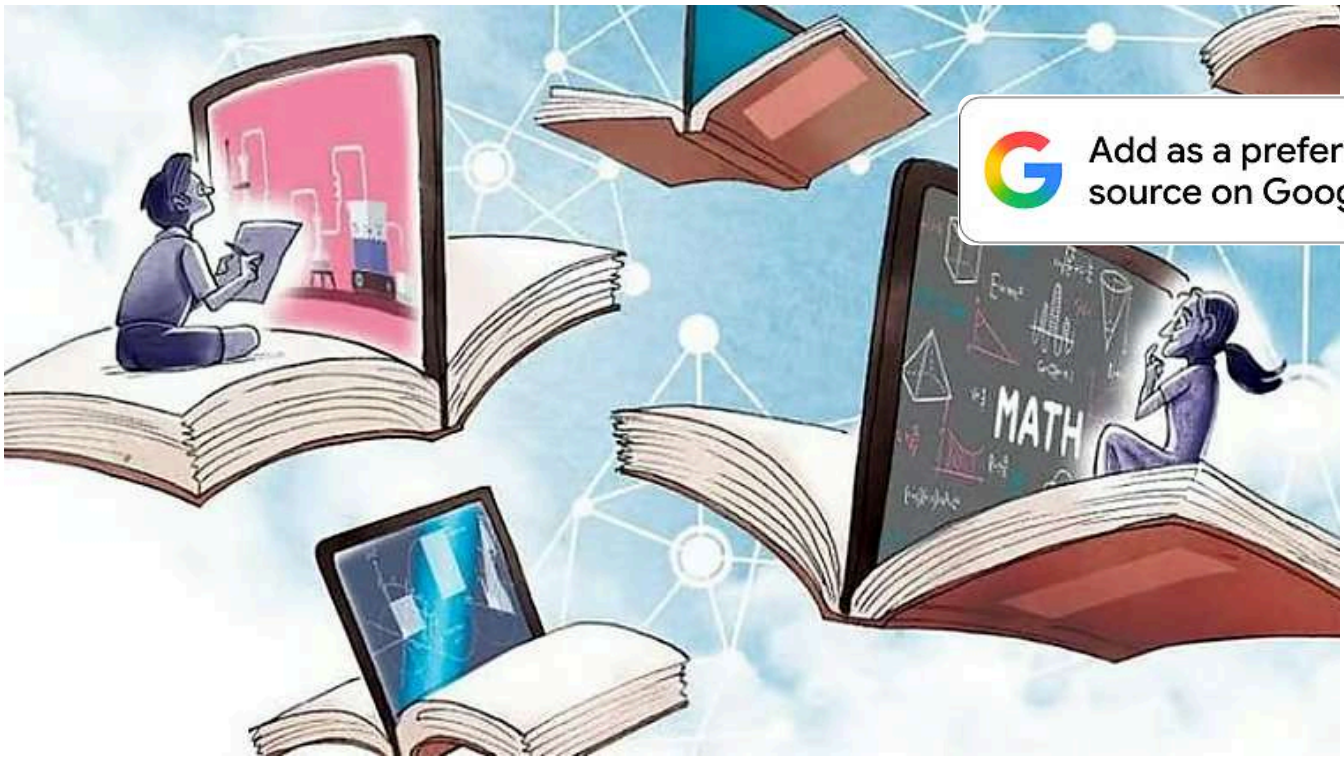
- **Inventory** South Asian manuscripts, so copies are not lost through neglect
- **Digitise** select manuscripts
- Make available **searchable texts** in different languages
- Build a **relational database** to facilitate connections between texts, authors, and places
- Establish an **integrated framework** for critical Oediting, translation, research and education

Advertisement

Opinion

Trust the Teacher: Action research as the heart of real education reform

While the National Education Policy (2020) commits to inducing a new era in school education, it has yet to be achieved, writes Aaliya, a passionate policy strategist and economist dedicated to driving grassroots change, a student at Delhi Public School RK Puram



Add as a preferred source on Google

Trust the Teacher: Action research for real education reform Image used for representational purpose only. (Express Illustrations)

EdexLive Desk

Published on: 13 Sep 2025, 10:00 am

On the surface, education reform in India seems ambitious, particularly after the commitments made by the National Education Policy (NEP) 2020. It speaks of happy classrooms, conceptual knowledge, and learning through experience. But on the ground, nothing much has shifted.

Teachers continue to bolt through the chapters to meet the deadline, and students continue to memorise to get through the exams. And innovation continues to be regarded as rebellion.

The core issue: Lack of trust

The issue is not that we lack ideas; it is that we do not trust. Our schools are highly regulated but poorly supported. The objectives of NEP 2020 sound utopian, but unless we systematically trust teachers as professionals, rather than delivery men and women, the change will never find its way to the learner.

Add as a preferred source on Google

Genuine transformation doesn't happen because of new text
teachers have the autonomy to use them as tools, not scripts
Kumar notes, real change comes from giving teachers the freedom to adapt content, not just deliver it.

Action research: Empowering teachers

It is here that action research comes into play. Action research is not a top-down pilot bureaucracy. It is a straightforward, powerful concept: a teacher sees that students aren't getting a lesson, so she modifies. Perhaps she inserts a narrative, an experiment, or an activity. She sees how it goes over, thinks about it, and adjusts it some more.

It is error and trial in the moment, but with professional wisdom. And after a while, that thinking results in significant improvement. It does not need permission from above. It only needs structural trust.

Proven success of teacher-led innovation

And that type of adaptive, trust-based pedagogy does succeed. In Karnataka's Ganitha Kalika Andolana (GKA) initiative, which provided teachers with low-cost

it. Comparable outcomes were found in Tamil Nadu's Activity-Based Learning model and the Maldives' MATPD teacher program, where teacher-led modifications were responsible for statistically significant gains in literacy and numeracy results .

Systemic barriers to creativity

But in the majority of Indian classrooms, there is little space for teachers to improvise. They are given pacing guides, textbook requirements, assessment measures, and perpetual admin tasks. The system is set up to guarantee obedience, not originality. As one Delhi teacher put it in a field interview, "If I allow students to create a model and don't complete Chapter 5, I'm the one who's at risk". Originality turns into danger. Danger turns into silence. This is not because teachers do not want to experiment. It is because the system punishes them for it.

Teacher autonomy: Essential for NEP 2020's vision

If NEP 2020 is serious about moving toward competency-based learning, then teacher autonomy is not optional; it is essential. You cannot ask teachers to foster creativity while binding them to rigid checklists. You cannot demand joyful classrooms while measuring teachers solely by student perfo tests. You cannot claim to centre learners while disempower shape their day-to-day experience.

Add as a preferred source on Google

Redefining accountability

We have to rethink our understanding of accountability. At the moment, it's syllabus coverage, marks, and standardisation. But what if it was engagement, experimentation, and relevance? What if a teacher's decision to innovate and experiment was seen not as a policy deviation, but as an indicator of professional resilience and responsiveness? Because teachers already know what their students need, they notice the de-energised eyes; they recognise when a topic is not resonating; they have solutions, but those solutions don't ever get put into action, not for lack of imagination, but for lack of institutional permission.

Real-life impact of pedagogical freedom

I have seen it with my own eyes. In one of my chemistry classes, our instructor applied turmeric, lemon juice, and soap to illustrate acid-base chemistry. It wasn't in the lab guide. But we were able to touch, forecast, laugh, and see. I still recall the exhilaration - and the idea. It was learning I experienced. And it didn't need

when I realised what we learn is occurring around me," she said. Relevance, connection, and engagement are what make learning actual. And they start not with a new policy, but with new faith in teachers.

Making action research the norm

This is why action research has to be the rule, not the exception. It is inexpensive, it is scalable, and it is deeply local. It trusts teacher judgment. It constructs collaborative school cultures. And it opens students up to a learning environment that is vibrant, not rigid and mechanical.

Structural changes needed

It will take structural changes to make it happen:

- Teachers need allocated time for reflection, not just for instruction.
- Schools need to nurture pedagogical journals, feedback cycles, and curriculum adaptability.
- Administrators need to cease punishing experimentation and begin rewarding it.
- Teacher training needs to focus not just on method, but on flexibility, and courage.

Add as a preferred source on Google

The path forward

NEP 2020 has the correct vision. But vision without action is an ornament. And action without freedom is failure. We cannot design student-centred learning unless we construct teacher-centred systems. If we desire schools that will nurture thinking, we have to trust the thinkers who teach. Because classrooms are not factories. They are living spaces. And action research is the heartbeat that reminds us: teaching is not delivery, it is design.

[*Aaliya is a passionate policy strategist and economist dedicated to driving grassroots change, a student at Delhi Public School RK Puram. Views expressed are their own]*

Career kickstarter Series
Career Kickstarter by ETEducation & LinkedIn unites higher-ed leaders to...

WhatsApp Channel
Tune in to know the latest updates on the education industry

ETEducation
Explore and
Daily Newsle

ET Masterclass
From The Economic Times

Video Masterclass from The World's #1 valuation Expert Prof. Damodaran | 12 Hrs of Content
Know More →

Video Masterclass from The World's #1 valuation Expert Prof. Damodaran | 12 Hrs of Content | Know More



School Education 1 Min Read

Teachers turn govt school's classroom int 'fighting ring'

Teacher Vineet Dubey arrived late, during which time another teacher, Manoj Kashyap teaching Class 8 students. On entering, Dubey objected, arguing that it was his class p which soon escalated into a heated argument and then a full-fledged physical fight.

Published On Sep 13, 2025
at 11:12 PM IST



District Education Officer (DEO) J R Daharia told TOI that the fight broke out in a middle school classroom on the premises.

Two teachers at Dharasiv Government High School in the Bilaigarh development block of Sarangarh-Bilaigarh district were caught on camera fighting inside a classroom, sparking outrage and calls for disciplinary action. The incident took place on Sept 10 in front of students.

District Education Officer (DEO) J R Daharia told TOI that the fight broke out in a middle school classroom on the premises.

Teacher Vineet Dubey arrived late, during which time another teacher, Manoj Kashyap, was teaching Class 8 students. On entering, Dubey objected, arguing that it was his class period, which soon escalated into a heated argument and then a full-fledged physical fight.

Advt

"I have submitted a report to the joint director of the school education

department. Teacher Vineet Dubey was suspended, while Manoj Kashyap was served a show-cause notice," Daharia said.

The classroom reportedly turned into a fighting ring, with the two teachers exchanging kicks and punches, forcing frightened students to run out. The entire incident was captured on the school's CCTV cameras, and the video has since gone viral, raising serious questions about the teachers' conduct and its impact on students.

Most Read in School Education

The school of tomorrow starts with the questions we ask today

The future belongs to portfolio careers: Are schools ready?

Class 10 student dies after being struck by lightning in Raipur school

CBSE allows 'refused' & 'nogen' entries if Apaar IDs not available for Class 10, 12

Published On Sep 13, 2025 at 11:12 PM IST

See more on: Chhattisgarh teachers fight, Dharasiv Government High School, teacher suspension, classroom brawl, CCTV footage teachers fighting

Comments

What are your thoughts?

Join the community of 2M+ industry professionals.

Subscribe to Newsletter to get latest insights & analysis in your inbox.

Your Email

Subscribe For Free

ADVERTISEMENT

Erased Too

‘We are not responsible for partition’: Owaisi slams BJP over NCERT revisions, says Gandhi’s assassination details erased too

The revised NCERT textbooks now only mention that Gandhi was shot on January 30, 1948, by a young man named Nathuram Godse.

Written by **Syed Wahab Ali**

September 14, 2025 08:55 IST



‘We are not responsible for partition’: Owaisi slams BJP over NCERT revisions, says Gandhi’s assassination details erased too. (Image: X)

Add Financial Express As Your Top Google Source
Add as a preferred source on Google

All India Majlis-e-Ittehadul Muslimeen (AIMIM) Chief Asaduddin Owaisi strongly criticised the Bharatiya Janata Party (BJP) for revising the National Council of

ADVERTISEMENT

RELATED NEWS

Patanjali’s Balkrishna paid Rs 1cr ‘fee’ for Uttarakhand tourism project, owned majority stake in all three bidders



PM Narendra Modi in Assam live updates: ‘Cannot imagine country’s development without progress of Northeast,’ says PM Modi



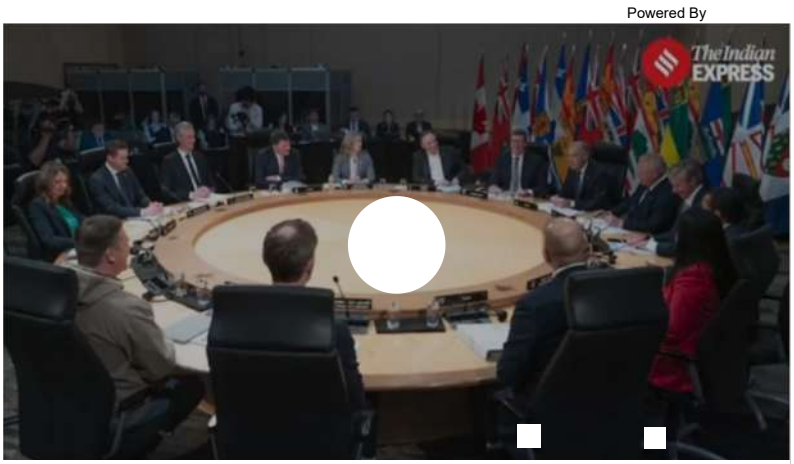
‘China literally melted Indian soldiers’: US Senator makes bizarre claim about electromagnetic weapons



changes unfairly blame Muslims for India's partition.

Speaking to reporters, Owaisi said, "This BJP has changed the NCERT syllabus, held Muslims responsible for the partition, we are not responsible for the partition. Savarkar was the first to raise the slogan of partition. Mountbatten is responsible for the partition, the Congress government of that time is responsible, how are we responsible for the partition?"

ADVERTISEMENT



ALSO READ

NCERT drops all portions on Mughals, Delhi Sultanate from Class 7 books, adds Maha Kumbh – Here's how internet reacted

Owaisi also claimed that the reasons behind Mahatma Gandhi's assassination have been removed from textbooks. "You have also removed from NCERT the reason why Mahatma Gandhi was killed by Godse," he added.

ADVERTISEMENT

The revised NCERT textbooks now only mention that Gandhi was shot on January 30, 1948, by a young man named Nathuram Godse. Earlier details about Godse's background, his motivations and the political consequences of Gandhi's assassination have been removed.

STORIES YOU MAY LIKE

'This has to end': Vivek Ramaswamy slams system failure after Indian Chandra Nagamallaiah's beheading in Dallas

metro yellow line timings to change from September 10 as more trains added



'She is only educating her son': Congress defends 'disgusting' AI video featuring PM Modi's late mother

ADVERTISEMENT

FE Shorts



Boycott calls, gaming ban dent ad rates by 20% for India-Pakistan Asia Cup clash

Sports 10 min ago

The India-Pakistan cricket match in the Asia Cup 2025 faces challenges due to political tension and boycott calls, resulting in a decrease in advertising rates. The ban on real money gaming also affects ad demand. However, digital streaming rates for the rivalry remain high.

VIEW ALL SHORTS >

ADVERTISEMENT

STOCK ACTION

Navjot Singh's son alleges negligence

Watch - Smriti Irani breaks the biggest myth about PM Narendra Modi: 'There is nobody...'

NCERT has released new special modules for the Partition Horrors Remembrance Day, which is observed on August 14. These modules are meant for students of classes 6-8 and 9-12 as extra learning material. They clearly state that Muhammad Ali Jinnah, the Congress leaders, and the then Viceroy Lord Mountbatten were the three main figures responsible for India's Partition.

BJP leader compares Rahul Gandhi to Jinnah

Earlier, on August 17, Assam Assembly Deputy Speaker and BJP leader Numal Momin compared Congress leader Rahul Gandhi to Muhammad Ali Jinnah. "He (Rahul Gandhi) is exactly playing the role of Muhammad Ali Jinnah. Rahul Gandhi is the new avatar of Muhammad Ali Jinnah," Momin told ANI.

ADVERTISEMENT

Other changes in new NCERT textbooks

The NCERT has made sweeping revisions to its Social Science and History books from Class 6 to 12. Chapters on the Mughal Empire, India's Partition and other historical events have either been shortened or removed.

For Class 7, lessons on the Mughals and the Delhi Sultanate have been completely removed. The syllabus now carries a note saying that "no one should be held responsible today for events of the past".

ALSO READ

NCERT textbook revision: R Madhavan comments 'I might get into trouble for saying this but...'

From Class 8 onwards, topics like the Delhi Sultanate, the Mughals and the Marathas are still included but presented differently. Instead of a continuous timeline of their rule, the books now emphasise critical viewpoints such as religious intolerance and the weaknesses of Mughal governance.

According to NCERT, these edits are part of a "rationalisation" process aimed at reducing the load on students and cutting down repetitive lessons.

Top Performing Indices | Top Gainers | Top

Index	Points	Change
Nifty Realty	905.30 AD Ratio: 0.00	20.95 2.37%
Nifty Smallcap 100	18129.90 AD Ratio: 1.86	140.00 0.78%
Nifty Microcap 250	23937.75 AD Ratio: 1.78	172.45 0.73%
Nifty Smallcap 50	8706.15 AD Ratio: 1.63	58.45 0.68%
Nifty PSU Bank	7101.90 AD Ratio: 11.00	44.85 0.64%

VIEW ALL

ADVERTISEMENT

PHOTO GALLERY

India vs Pakistan, Asia Cup 2025: From Gill to Afridi, 8 key players to watch out for in the Dubai thriller – In pictures

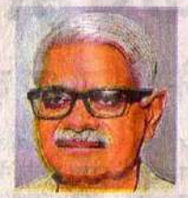
15 hours ago

View More

ADVERTISEMENT

हिन्दी दिवस विशेष, 14 सितंबर 2021, दैनिक जागरण, पृष्ठ संख्या - 6

देश की अभिव्यक्ति का सबल माध्यम हिंदी



गिरीश्वर मिश्र

हिंदी केवल देश की सबसे सशक्त संपर्क भाषा ही नहीं, लचीलेपन के कारण सभी भारतीय भाषाओं में एकता का सूत्र भी है

भाषा हमारी अभिव्यक्ति का न केवल सबसे समर्थ माध्यम है, बल्कि संस्कृति के निर्माण, संरक्षण, संचार और अगली पीढ़ी तक उसका हस्तांतरण भी बहुत हद तक उसी पर टिका होता है। ज्ञान के साथ भी भाषा का रिश्ता गहन और व्यापक है, क्योंकि भाषा में ही ज्ञान संजोया जाता है। भाषा के लेंस से हम अपनी दुनिया को देखते-समझते हैं। उसी से पारस्परिक संवाद करते हैं। भाषा के ही सहारे कुंठा-आक्रोश तथा हास-परिहास सहित विभिन्न भावनाओं को भी मूर्त आकार देते हैं। भाषा हमारे अस्तित्व का प्रमाण और साक्षी बनकर हमारी सत्ता का प्रसार तय करती है, पर भाषाओं की दुनिया बहुरंगी है। भिन्न भाषा-परिवार की भाषाओं में साम्य उनमें संपर्क का परिणाम है, क्योंकि भाषाओं में आदान-प्रदान भी होता है। इससे भारतीय संस्कृति की मूल एकता का भी पता चलता है। विभिन्न भाषाओं के साहित्य में भी भारतीय संस्कृति की एकता झलकती है। कहावतें, मुहावरे और लोक-साहित्य में भी भाषाई एकता के अनेक सूत्र मिलते हैं। अधिकांश भाषाओं का संस्कृत से निकट संबंध इस तरह के भाषिक साम्य का एक बड़ा कारण है।

भाषा का संस्कृति और शिक्षा से गहन संबंध अंग्रेजों ने उलट-पलट दिया। अपने शासन संचालन के लिए अंग्रेजों को अनुकूल कर्मचारियों को तैयार करना था। इसके लिए अंग्रेजी ही उन्हें सबसे उपयुक्त भाषा लगी। उन्होंने भारतीय भाषाओं को उखाड़कर अंग्रेजी को रोप दिया। धीरे-धीरे भारत, भारतीयता और भारत-भाव को प्रश्नांकित कराते हुए गौण बना दिया गया। विचार और कर्म भाषा से अनुविद्ध होते हैं। हमारे अस्तित्व की बनावट और बुनावट में अंग्रेजी जिस तरह पैठी, उसके चलते अपने यथार्थ को उसी के आईने में वह सब भी अपने में देखने लगे, जो था भी नहीं। सांस्कृतिक विस्मरण की प्रक्रिया आधुनिक होने, विकसित होने की वैश्विक दौड़ की अनिवार्यता बन गई। सोचने-विचारने की प्रक्रिया ऐसे तितर-बितर हुई कि ज्ञान की गुणवत्ता प्रश्नांकित होती गई। इसमें यह भ्रम भी मददगार हुआ कि अंग्रेजी एक वैश्विक भाषा है। भारतीय संविधान की आठवीं अनुसूची में संख्याबल के आधार पर 22 भाषाएं उल्लिखित हैं, जिनमें हिंदी को राजभाषा घोषित किया गया है यानी वह राजकाज की भाषा है। सरकारी तौर पर 14 सितंबर, 1949 को हिंदी संवैधानिक तौर पर राजभाषा घोषित हुई और उसे अंग्रेजी जैसा बन जाने की सलाह दी गई। अंग्रेजी भाषा राजनीतिक-ऐतिहासिक कारणों से सहायक राजभाषा बनी, पर वास्तव में उसकी भूमिका राजभाषा की रही। उसमें दक्षता आज भी शिक्षा, नौकरी और सरकारी कार्यालयों



अवधेश राजपूत

के लिए जरूरी बनी हुई है। स्वतंत्र भारत ने अंग्रेजों की शिक्षा नीति को लगभग ज्यों का त्यों स्वीकार किया और उसी के अनुसार अंग्रेजी के वर्चस्व को बरकरार रखा। भारतीय भाषाएं हाशिए पर धकेली जाती रहीं। सरकार का राजभाषा विभाग हिंदी उद्धार के काम में लगा हुआ है, पर अंग्रेजी के साथ प्रतिद्वंद्विता में हिंदी हीनता का पर्याय बनती गई। अंग्रेजी जानने वाला ही ज्ञानी और बाकी गंवार बन गए। यह दुर्योग ही है कि जो भाषा उपनिवेशवाद के खिलाफ खड़ी थी, वह उपनिवेश खत्म होने के बाद बंदी बना ली गई। सरकारी कामकाज मुख्य रूप से अंग्रेजी में ही चलता रहा।

देश की भाषाओं में न्याय, प्रशासन और उच्च शिक्षा में ज्ञानार्जन आदि की व्यवस्था न होने से आम जनता की कठिनाई बढ़ती रही। अब अंग्रेजी बोलना जानना श्रेष्ठता का ऐसा प्रतीक बन चुका है कि हममें से कई लोग अपनी भाषा का तिरस्कार कर हिंदी को हिंगलिश बनाने में ही कल्याण देख रहे हैं। इस परिदृश्य में राजनीति की मुख्य भूमिका रही है। इस सबके बावजूद संवाद, संपर्क और ज्ञान की भाषा के रूप हिंदी की भारत में व्यापक उपस्थिति है। 1909 में इंडियन ओपिनियन में महात्मा गांधी ने लिखा था, सारे भारत के लिए जो भाषा चाहिए, वह हिंदी ही होगी। स्वतंत्रता आंदोलन के दौर में हिंदी देश की संपर्क भाषा बन गई। विद्यार्थी के रूप में गांधी ने अंग्रेजी में पढ़ाई को अतिरिक्त भार के रूप में महसूस किया था, जो ज्ञानार्जन में रोड़े अटकाती है। वह खुद अधिकांश लेखन मातृभाषा गुजराती में करते थे। हिंदी का क्षेत्र हिमालय की तराई, नर्मदा, पंजाब, सिंध, गुजरात, बंगाल, छोटा नागपुर तक विस्तृत है। इसकी सीमाएं बांग्ला, उड़िया, तेलुगु, नेपाली, पंजाबी, गुजराती और सिंधी से जुड़ती हैं। लचीली होने और व्यापक शब्द भंडार के साथ जुड़ने की प्रवृत्ति के चलते ही राजा राममोहन राय, केशवचंद्र सेन, स्वामी दयानंद, लोकमान्य तिलक और महात्मा गांधी आदि ने हिंदी को अपना समर्थन दिया था। संस्कृत से निकली मराठी, बांग्ला, उड़िया और गुजराती भाषाओं से हिंदी का निकट रिश्ता है। हिंदी क्षेत्र जनसंख्याबहुल होने से व्यापार के लिए बड़ा बाजार भी उपलब्ध कराता है। हिंदी फिल्में, संगीत पूरे भारत में प्रचलित हैं। भारत की आधी से ज्यादा जनसंख्या हिंदीभाषी है, शेष हिस्सों में अधिकांश लोग हिंदी समझते हैं। हिंदी आज भारतीय जन अभिव्यक्ति का सबल माध्यम है। हिंदी और अन्य भारतीय भाषाओं को खोने का अर्थ सांस्कृतिक एकता, भारतीयता, भारतीय मानस, भारत की पहचान को भी खोना है।

लोक-जीवन में संपर्क भाषा की भूमिका में हिंदी काफी पहले से रही है। आवश्यकता है कि हम औपनिवेशिक मानसिकता से बाहर निकलें और भारत को भारत की दृष्टि से समझें। यदि बापू ने राष्ट्र भाषा के बिना राष्ट्र को गूंगा कहा था तो यही आशय था कि हिंदी में संवाद सहज है। हिंदी का विकास अंतर भाषा के रूप में हुआ। अंग्रेजी का मोह और हिंदी से असंतोष वैश्विकता के मकड़जाल में फंसने के कारण है। इसकी सीमाएं आए दिन प्रकट हो रही हैं। फ्रांस, जर्मनी, स्पेन, पुर्तगाल, इजरायल, जापान, चीन और रूस जैसे देश अपनी-अपनी भाषा में विज्ञान और प्रौद्योगिकी की सफलतापूर्वक शिक्षा दे रहे हैं। इन सब देशों में अपनी भाषा के लिए गौरव है और भाषा को हर तरह से समृद्ध करने का निरंतर प्रयास भी हो रहा है। यह हमें भी करना होगा और ऐसा करते हुए यह मानना होगा कि हिंदी केवल सबसे सशक्त संपर्क भाषा ही नहीं, सब भारतीय भाषाओं में एकता का सूत्र भी है। उसका अलगाव-दुराव किसी से नहीं। वह सबके साथ है।

(लेखक महात्मा गांधी केंद्रीय हिंदी विश्वविद्यालय के पूर्व कुलपति हैं)
response@jagran.com

दैनिक जागरण, 14 सितंबर 2024, पृष्ठ संख्या - 11

पांडुलिपियों के विशाल भंडार के संरक्षण एवं डिजिटलीकरण के लिए नई दिल्ली घोषणापत्र

- किसी राष्ट्र की जीवंत स्मृति एवं उसकी सभ्यतागत पहचान की नींव होती हैं पांडुलिपियां
- ये केवल अतीत के अवशेष नहीं हैं, बल्कि भविष्य के लिए एक मार्गदर्शक प्रकाश भी हैं

नई दिल्ली, प्रेट्र : ज्ञान भारतम् मिशन की रूपरेखा तय करने के उद्देश्य से विज्ञान भवन में आयोजित तीन दिवसीय वैश्विक सम्मेलन के समापन पर शनिवार को नई दिल्ली घोषणापत्र अपनाया गया। इसका मकसद पांडुलिपियों में बिखरे भारतीय ज्ञान के संरक्षण, उनके डिजिटलीकरण और प्रसार के साथ-साथ मूल कृतियों को वापस प्राप्त करने के प्रयासों को बल प्रदान करना है। विद्वानों, शोधकर्ताओं और विशेषज्ञों के इस सम्मेलन में पांडुलिपियों को "भविष्य के लिए एक मार्गदर्शक प्रकाश" बताया गया।

स्वीकृत घोषणापत्र में "मूल पांडुलिपियों को प्राप्त करने और उन्हें विदेशों से स्वदेश लाने या उनकी डिजिटल प्रतियां सुरक्षित करने, शोध और राष्ट्रीय गौरव के लिए उन तक पहुंच सुनिश्चित करने" का संकल्प लिया गया। संस्कृति मंत्रालय के एक वरिष्ठ अधिकारी द्वारा पढ़े गए नई दिल्ली घोषणापत्र में इस बात पर जोर दिया गया कि पांडुलिपियां किसी राष्ट्र की जीवंत स्मृति और उसकी सभ्यतागत पहचान की नींव होती हैं। भारत के पास प्राचीन पांडुलिपियों का समृद्ध संग्रह है, जिसमें लगभग एक करोड़ ग्रंथ हैं जो देश के पारंपरिक ज्ञान और सांस्कृतिक विरासत को समेटे हुए हैं। इसमें कहा गया है, "हम इस विशाल खजाने को संरक्षित, डिजिटल और प्रसारित करने का संकल्प लेते हैं। हमारा दृढ़ विश्वास है कि पांडुलिपियां केवल अतीत के अवशेष नहीं हैं, बल्कि भविष्य के लिए एक मार्गदर्शक प्रकाश हैं।"

तीन दिवसीय गहन तकनीकी सत्रों के बाद अपनाए गए घोषणापत्र में कहा गया, "हम, पांडुलिपि संरक्षक...लिपि विशेषज्ञ...भारत की पांडुलिपि विरासत की देखभाल करने वाले अन्य सभी लोग, 'पांडुलिपि विरासत के माध्यम से भारत की ज्ञान विरासत को पुनः प्राप्त करना' विषय पर आयोजित अंतरराष्ट्रीय सम्मेलन में यहां एकत्रित हुए हैं। गहन विचार-विमर्श और गहन अनुभूतियों के बाद हम यह घोषणा करने का संकल्प लेते हैं कि भारत दुनिया की सबसे समृद्ध और विविध पांडुलिपि विरासत की भूमि है जो दर्शन, विज्ञान, साहित्य, कला, अध्यात्म और कई अन्य विषयों में हजारों वर्षों के ज्ञान को समाहित करती है।"



पांडुलिपियां किसी राष्ट्र की जीवंत स्मृति, सभ्यतागत पहचान की नींव होती हैं

ताड़ के पत्तों, सन्टी की छालों, कपड़ों, हस्तनिर्मित कागजों और ऐसी ही अन्य सामग्रियों पर उकेरी गईं ये पांडुलिपियां "एक राष्ट्र की जीवंत स्मृति और उसकी सभ्यतागत पहचान की नींव" का प्रतिनिधित्व करती हैं।

घोषणापत्र में कहा गया है, "विकसित भारत 2047 की भावना से हम 'ज्ञान भारतम्' के आंदोलन में शामिल होने, इस विशाल खजाने को संरक्षित करने, डिजिटल बनाने और प्रसारित करने का संकल्प लेते हैं ताकि यह दुनिया भर के नागरिकों और विद्वानों के लिए समान रूप से सुलभ हो सके।"

School supplies

Syllabus change: Mushtifund school acknowledges lapses

THE GOAN NETWORK | 14th September, 12:13 am

PANAJI

A day after the Goa government launched an inquiry into Shree Mahalaxmi Primary School, run by Mushtifund Saunstha, for allegedly implementing NCERT books for Grade 4 without approval, the school management admitted probable lapses but promised corrective measures.

Speaking for the institution, Dilip Dharwadkar said the school had relied on a government circular that mentioned both NCERT and SCERT textbooks. “As per the circular, we used NCERT books. Now that SCERT has set common papers, we will request the concerned authority and ensure no students are affected,” he said.

School supplies

Dharwadkar conceded possible shortcomings in implementation, stating, “I cannot hold the headmistress totally responsible, but there might have been lapses. We will ensure no child will suffer academically.”

He appealed to the parents not to panic, saying the government’s decision would be conveyed to them.

The controversy surrounds the introduction of NCERT textbooks, even though SCERT has already prescribed its syllabus and is conducting a centralized common summative examination.

SCERT Director Meghana Shetgaonkar on Thursday said the NEP steering committee headed by the Secretary Education will investigate the matter. She also warned that any deviation from the approved syllabus would be taken “seriously.”

According to sources, at a parents-teachers meeting on Saturday, the school headmistress admitted the school had introduced NCERT books without training its teachers. She said a government decision on the current issue was expected by September 17.

School supplies

Officials warned the mismatch could affect pupils’ performance, with Grade 4 semester exams beginning on October 9. For the first time this year, SCERT will set common question papers for Classes III to VIII across Goa.

Share
Facebook
Twitter
WhatsApp

TOP NEWS

- Boost for edu, tourism; MIT Varsity, Unity Mall get EC
- Debt worries mount as Goa borrows Rs 600 crore in Q2
- Cop booked for assaulting youth who filmed him thrashing dogs
- Panic at border as tusker strays from herd near Terekhol river
- Ajit Pawar’s ‘Parrikar who’ moment leaves him at sea
- Goa miners sound alarm on proposed 30% export duty



The State is rolling out National Education Policy 2020, which currently covers Grade I to III, VI, IX and X. Class IV has not yet been brought under the NCERT framework.

Learn mo

GOA NEWS VIEW ALL


New Goa Sports Policy 2025 on cards

Cong marks 3 yrs of defections with protest in Margao


Dr Dixit honoured with Lifetime Achievement Award in Bengaluru


Wedding bells of deceit: AAP flags Cong-BJP collusion


Konkani groups honour legacy of Eric Ozario in Margao

E-cigarettes worth Rs 6.83 lakh seized in South Goa raids

Contact us

The Goan Everyday
Editorial Office: Third Floor,
Fourth Estate (Kamat Metropolis),
St Inez, Panaji 403 001, Goa.

Important Links

About Us
Terms & Conditions
Privacy Policy
Cookies
Disclaimer
Contact Us
Advertising

Subsidiaries

Copyrights 2020 Fomento Media, Goa - All rights reserved.

AIMIM's Asaduddin Owaisi hits out at BJP for 'changing' NCERT syllabus: 'Muslims not responsible for partition'

AIMIM's Asaduddin Owaisi said, "This BJP has changed the NCERT syllabus, held Muslims responsible for the partition, we are not responsible for the partition..."

Written By **Akriti Anand**

Published 14 Sep 2025, 10:01 AM IST

Advertisement



*AIMIM MP Asaduddin Owaisi **(ANI)***

All India Majlis-e-Ittehadul Muslimeen (AIMIM) chief Asaduddin Owaisi hit out at the Bharatiya Janata Party (BJP), alleging that party changed history in NCERT textbooks.

Owaisi said, "This BJP has changed the NCERT syllabus, held Muslims responsible for the partition, we are not responsible for the partition..."



The AIMIM chief claimed that Vinayak Damodar Savarkar "was the first to raise the slogan of partition, Mountbatten is responsible for the partition, the Congress government of that time is responsible, how are we responsible for the partition?..."

Also Read | 'Who will arrest PM?': Owaisi on bills to remove PM, CMs held on serious charges ›

"You have also removed from NCERT the reason why Mahatma Gandhi was killed by Godse...," Owaisi said.

This came after NCERT introduced new modules on the Partition Horrors Remembrance Day, which holds Muhammad Ali Jinnah, the Congress leadership, and then Viceroy Lord Mountbatten responsible for India's partition.



Earlier on August 17, Assam Assembly Deputy Speaker Numal Momin and senior BJP leader called Congress leader Rahul Gandhi the new avatar of Jinnah.

"He [Rahul Gandhi] is exactly playing the role of Muhammad Ali Jinnah. Rahul Gandhi is the new avatar of Muhammad Ali Jinnah," Momin told *ANI*.

Also Read | 'Poora khol diye...': Asaduddin Owaisi's big shoutout to Mohammed Siraj ›

"The people of the country weren't able to know about the knowledge of the facts, now the NCERT module reveals the 'Culprits of Partition'," Momin said.

"Jinnah first demanded the Partition of India, Congress accepted it, and Lord Mountbatten implemented it. The culprits of the Partition of India are Jinnah and Congress, and they were solely responsible for the Partition of our country," Momin said.

Also Read | Watch: Asaduddin Owaisi slams Modi govt over India-Pakistan cricket match ›

"This is a sad part of Indian history. This Congress party has always tried to divide our country. Whenever Rahul Gandhi visited outside of the country, he tried to defame our country and malign the image of our country. He is playing the role of Muhammad Ali Jinnah," he added.

PROMOTED

Indian-origin Chandra Nagamallai beheaded in US' Dallas, Vivek...
Live Mint

Delhi woman who crashed Mahindra Thar from showroo...
Live Mint

Omar Abdullah on India Vs Pakistan Asia Cup 2025 match: 'Yo...
Live Mint

AIMIM Chief Owaisi lashes out at BJP over change in NCERT syllabus, says Muslims not responsible for partition

Written By: ANI | Published on: Sep 14, 2025



ANI Photo | AIMIM Chief Owaisi lashes out at BJP over change in NCERT syllabus, says Muslims not responsible for partition

AIMIM Chief Asaduddin Owaisi lashed out at the Bharatiya Janata Party (BJP) for changing the NCERT syllabus, stating that the Muslims had been held responsible for the partition.

Speaking to reporters here, Owaisi said, “This BJP has changed the NCERT syllabus, held Muslims responsible for the partition, we are not responsible for the partition... Savarkar was the first to raise the slogan of partition, Mountbatten is responsible for the partition, the Congress government of that time is responsible, how are we responsible for the partition?...”

He further alleged that the killing of Mahatma Gandhi by Nathuram Godse has also been removed from the syllabus.

“You have also removed from NCERT the reason why Mahatma Gandhi was killed by Godse...” he added.

This comes after NCERT introduced new modules on the Partition Horrors Remembrance Day, which holds Muhammad Ali Jinnah, the Congress leadership, and then Viceroy Lord Mountbatten responsible for India’s partition.

Earlier on August 17, Assam Assembly Deputy Speaker Numal Momin and senior BJP leader called Congress leader Rahul Gandhi the new avatar of Jinnah.

“He (Rahul Gandhi) is exactly playing the role of Muhammad Ali Jinnah. Rahul Gandhi is the new avatar of Muhammad Ali Jinnah,” Momin told ANI.

“The people of the country weren’t able to know about the knowledge of the facts, now the NCERT module reveals the “Culprits of Partition”. Jinnah first demanded the Partition of India. Congress accepted it, and Lord Mountbatten implemented it. The culprits of the Partition | they were solely responsible for the

I[illegible] of our country. This is a sad part of Indian history. This Congress party has always tried to divide our country. V[illegible] er Rahul Gandhi visited outside of the country, he tried to defame our country and malign the image of our country. He is playing the role of Muhammad Ali Jinnah. Rahul Gandhi is the new avatar of Muhammad Ali Jinnah. His nature, thought, ideology, and vision are to destroy our culture, heritage and country's integrity. This is a very dangerous situation and condition that such people are living in our country and defame and malign the image of our country," Momin said

Indian cultural experiences for tourists

Subscribe to our Newsletter

Your email address

Submit

About ANI -ANI is a leading multimedia news agency.

TheNewsMill
346,875 followers

Follow Page Share

Latest News



Custodial torture should not be tolerated in any case: Kerala Speaker AN Shamseer
Sep 15, 2025



Cauvery water supply to be disrupted for 3 days in Greater Bengaluru, citizens urged to store sufficient water
Sep 15, 2025



"ONOE debate has reached stage of movement...": Odisha BJP's chief Manmohan Samal
Sep 15, 2025



Shimla's 203-year-old Kalibari hosts Anondo Mela ahead of Durga Puja
Sep 15, 2025



HP: Union MoS Ajay Tamta visits flood-affected areas of Mandi, Kullu
Sep 15, 2025



Uttarakhand govt taking concrete steps to preserve state's scattered literature: CM Dhami
Sep 15, 2025

Afghan refugees deported from Pakistan report hardships
Sep 15, 2025

अमर उजाला, 15 सितंबर 2025, पृष्ठ संख्या - 4

पखवाड़े से हिंदी को बाहर निकालिए

हिंदी को जब पखवाड़े की मर्यादा से बाहर निकाला जाएगा, तभी वह सही मायने में अपना स्थान ग्रहण कर पाएगी। तभी वह नीतियों की बुनियाद होगी, जिसमें भारतीय राष्ट्रीय लोक की आत्मा गहरे तक समाहित होगी।

पितरों को समर्पित सनातन परंपरा का श्राद्ध पक्ष हिंदू मान्यता के अनुसार, शुभ कार्यों के लिए वर्जित है। लेकिन संविधान सभा में श्राद्ध पक्ष में भी बहसें हुईं और फैसले भी हुए। वर्ष 1949 में आठ सितंबर से 22 सितंबर के बीच श्राद्ध पक्ष था। इसी पखवाड़े में महज ढाई दिनों की बहस के बाद हिंदी को राजभाषा स्वीकार किया गया। लगता है कि शुभ कार्यों के लिए वर्जित श्राद्ध पक्ष में हिंदी को राजभाषा का दर्जा देने का जो शुभ कार्य हुआ, उस पर अशुभ छाया पड़ गई। वास्तविकता के धरातल पर वैधानिक दर्जे के लिए जूझती हिंदी को देखकर ऐसी सोच विकसित होना स्वाभाविक है।



उमेश चतुर्वेदी
मीडिया एवं राजनीतिक टिप्पणीकार

जिस तरह श्राद्ध पक्ष में हर बार पितरों को याद किया जाता है, उसी तरह हिंदी के साथ भी कुछ ऐसा ही हो रहा है। श्राद्ध पक्ष के साथ ही तकरीबन हर साल हिंदी पखवाड़ा आता है। हिंदी को लेकर सरकारी दफ्तरों में नव उत्साह का संचार हो जाता है। वाद-विवाद, टाइपिंग, निबंध लेखन, आशु लेखन, भाषण आदि की प्रतियोगिताओं के चलते सरकारी दफ्तर हिंदीयाना रौनक से भर जाते हैं। कुछ लोगों को पुरस्कार मिलता है और कार्यालय के हर व्यक्ति के लिए चाय-नाश्ते का इंतजाम हो जाता है। इस तरह पखवाड़े भर तक हिंदी का एक तरह से तर्पण होता है और फिर दफ्तरी दुनिया अपने पुराने ढर्रे पर फिर से लौटें आती है, जिसकी कल्पना 1835 में मैकाले ने की थी।

हिंदी का भविष्य कैसा होगा, इसे समझने के लिए 14-15 अगस्त, 1947 की दरम्यानी रात को हुए कार्यक्रम को देखना होगा। 'ट्रिस्ट विथ डेस्टिनी' भाषण ने ही तय कर दिया कि भारत में हिंदी का भविष्य क्या होने वाला है। तर्क हो सकता है कि नेहरू का मशहूर भाषण अंग्रेजी में इसलिए हुआ, क्योंकि दुनिया को बताना था कि हजार साल से चली आ रही गुलामी की बेड़ियों को भारत ने काट डाला है। यह ठीक है कि तब दुनिया की निगाह भारत पर थी, लेकिन दुनिया हिंदी में दिए भाषण का अनुवाद करा सकती थी। नियति के साथ समझौते का सीधा प्रभाव भारत



और भारतीयों पर पड़ना था, दुनिया पर नहीं। बेशक नियति के साथ भारत के समझौते की विलायती परत को भारतीय रंग देने की कोशिश अगले दिन गांधी ने जरूर की, जब उन्होंने एक विदेशी संवाददाता को भाषा को लेकर स्पष्ट संदेश दिया। तब उन्होंने कहा था, 'पूरी दुनिया को बता दो कि गांधी अंग्रेजी नहीं जानता।' गांधी की तमाम बातों के साथ उनके इस संदेश को भी भुला दिया गया।

तभी से सितंबर के पहले पखवाड़े या कुछ दफ्तरों में पूरे सितंबर हिंदी का तर्पण करने की परंपरा शुरू हो गई। हिंदी को किनारे रखने में द्रविड़ राजनीति की बड़ी भूमिका रही है। हालांकि हिंदी को लेकर बेहतर रूख बाकी दलों का भी नहीं रहा। भारतीय राजसत्ता के इतिहास में हिंदी को लेकर जमीनी स्तर तक प्रभाव डालने वाले कदम उठाने की कोशिश शायद ही नजर आती है। हिंदी को लेकर ज्यादातर रस्मी अंदाज में कदम उठाए गए। ठोस बदलाव लाने की कोशिश नहीं दिखती है। हिंदी को लेकर सरकारी दफ्तरों में एक निश्चित अवधि के लिए कार्यशालाओं का विधान है, जिनमें कुछेक कर्मचारियों के अलावा किसी की भागीदारी नहीं होती। अधिकारी तो हिंदी को लेकर होने वाली ऐसी बैठकों में जाना भी अपनी तौहीन समझते हैं। हिंदी के बढ़ते प्रसार को लेकर हिंदी प्रेमी आए दिन खुश होते रहते हैं, लेकिन वह प्रसार राजकीय कम, लोकपक्षीय ज्यादा है। कॉरपोरेट जगत ने बाजार तक अपनी सीधी पहुंच बनाने के लिए हिंदी समेत भारतीय भाषाओं को अपना हथियार बना लिया है। लेकिन नीतियों, प्रशासन और ऐसे ही दूसरे कार्यों के लिए कॉरपोरेट जगत में हिंदी उतनी ही बेगानी है, जितनी संविधान के तहत कार्य करने वाली संस्थाओं और सरकारी दफ्तरों की दीवारों के पीछे है। इस तरह कह सकते हैं कि हिंदी कमाई की भाषा तो है, लेकिन उसे नियंत्रित करने वाली सोच की भाषा अंग्रेजी ही है। लोहिया के अंग्रेजी हटाओ आंदोलन को समाजवादी खेमा बहुत शानदार मानता है, लेकिन लगता है कि इस आंदोलन ने हिंदी विरोधियों की कुंठा को अभिव्यक्त होने का जोरदार मौका दिया। इसी कुंठा की उपज है कि गैर-हिंदीभाषी राज्यों में हिंदी को लेकर तिरस्कार और अंग्रेजी के प्रति सम्मान दिखता है। लोहिया के आंदोलन ने द्रविड़ दलों में गहरे तक हिंदी को लेकर प्रतिक्रिया बोध को स्थापित किया। यह विडंबना ही है कि आज लोहिया के अनुयायी समाजवादी धारा के दल उन द्रविड़ दलों के साथ खड़े हैं, जो हिंदी को लेकर जहर उगलते हैं और वे चुप्पी साधे रखते हैं। आजादी के बाद की कांग्रेस न तो हिंदी समर्थक रही और न ही विरोधी। परिस्थिति और जगह के हिसाब से उसकी हिंदी नीति चलती रही। जबकि भाजपा ने मोदी-शाह के दौर में हिंदी को प्रतिष्ठित करने की कोशिश की, लेकिन नौकरशाही का रूख नहीं बदला। नौकरशाही का रवैया अब भी अंग्रेजी समर्थक ज्यादा है।

बहरहाल राजकाज की नीतिगत भाषा अब भी हिंदी ही है। संसदीय हिंदी समिति की सिफारिशें हों या फिर राजभाषा कानून के दूसरे प्रावधान, अब भी हिंदी के कथित उत्थान और विकास के लिए रस्म ही पूरी की जाती है। नीतियां अब भी अंग्रेजी में ही बनती हैं, और हिंदी या भारतीय भाषाओं में उनका अनुवाद परोसा जा रहा है। अनुवाद वाली भाषा के जरिये राजकाज को जमीनी हकीकत बनाया तो जा सकता है, लेकिन उस राजकाज में लोक की आत्मा नहीं रहती।

गांधी ने जब *हिंद स्वराज* में भावी स्वाधीन भारत के लिए हिंदी की कल्पना की थी, तो उसका उद्देश्य था, राजकाज और उसकी नीतियों में भारत की आत्मा को सहजता से शामिल करना। आज अगर राजकाज की नीतियां जमीनी हकीकत से दूर दिखती हैं, तो इसकी एक बड़ी वजह नीति निर्माण में लोक भाषाओं की अनुपस्थिति भी है।

ऐसे माहौल में हिंदी सिर्फ सालाना दफ्तरी रस्मों में सिमट कर रह जाती है। कार्यालय की हिंदी वह तब होगी, जब रोजाना उसके जरिये दफ्तरी कामकाज निबटाए जाएंगे। जब हिंदी में सोचा जाएगा, और उस सोच के आधार पर नीतियां बनेंगी, तभी उन नीतियों में राष्ट्रीय लोक की आत्मा होगी। यहां ध्यान रखना होगा कि हिंदी का मतलब सिर्फ हिंदी से नहीं है, बल्कि दूसरी भारतीय भाषाओं से भी है। भारतीय भाषाएं सहोदरी हैं। हिंदी को जब पखवाड़े की मर्यादा से बाहर निकाला जाएगा, तभी वह सही मायने में अपना स्थान ग्रहण कर पाएगी। तभी वह नीतियों की बुनियाद होगी, जिसमें भारतीय राष्ट्रीय लोक की आत्मा गहरे तक समाहित होगी।

edit@amarujala.com

The Hindu, 15 September 2025, Page No - 9

Bringing global education home



Mamidala Jagadesh Kumar

is former Chairman, University Grants Commission, and former Vice-Chancellor, Jawaharlal Nehru University

Based on the University Grants Commission's recommendations, the Ministry of Education has handed over twelve letters of intent to top foreign universities to establish their campuses in India during the last year. One U.K. university has already opened its doors in Gurugram, launching its programmes for the 2025-26 academic session, with the remaining universities setting up campuses in Bengaluru, Chennai, Mumbai and the National Capital Region. The fact that world-class universities are establishing their physical campuses in India shows our conscious policy realignment. It opens new opportunities for our students and expands educational horizons in ways we could hardly imagine a decade ago.

The beginning point for this development is a regulation introduced by the University Grants Commission (UGC) in 2023. The idea is to allow top-ranking foreign universities to establish campuses in India with operational autonomy and regulatory clarity. The UGC took this calibrated decision to align with the vision of the National Education Policy (NEP) 2020. At its core, NEP 2020 calls for re-imagining higher education to be globally competitive while remaining locally rooted. Facilitating the establishment of global university campuses in India constitutes a direct implementation of that objective.

Why now?

India stands at an inflexion point. With a large aspirational youth population, India has a rapidly expanding and stable economy. Our start-up economy ranks among the fastest-growing globally and is a crucible of global innovation. There is a demand for quality higher education, especially in new-age fields such as AI, design, data science, sustainability, and finance.

Foreign universities are not arriving on empty ground. They are coming into a country already undergoing serious educational reform. Multidisciplinarity is being actively built into the curriculum. We are adopting hybrid educational delivery mechanisms using digital public infrastructure. Research funding is being streamlined through the Anusandhan National Research Foundation. Quality assurance mechanisms are becoming more outcome-oriented due to the reforms in accreditation. Foreign universities see the potential. Many western institutions face diverse challenges, including rising operational costs, demographic changes, and expanding globally. Establishing campuses in countries with a high youth population and growing intellectual capital makes strategic sense. India offers both.

> Students who might not have considered international education due to economic or social constraints can make that possibility real now

Local advantage, global gains

For students in India, its long-term impact could be truly consequential. Access to international-quality education without the high costs of going abroad changes the game entirely. Families no longer have to stretch their finances or send their children halfway across the world. The benefits go beyond academic degrees. Students will have exposure to diverse peer networks, industry partnerships, and entrepreneurial ecosystems embedded within the country.

And here lies a critical point. Students who might not have considered international education due to economic or social constraints can make that possibility real now. From the parents' perspective, the appeal is straightforward. They want their children to have the best possible education, and they want to feel secure in that choice. Sending a child abroad involves logistical, emotional, and financial complications. With global campuses coming to Indian cities, that equation changes.

This situation, in turn, raises the bar for Indian institutions as well. Healthy competition never hurts a system. When foreign university campuses in India offer cutting-edge programmes, our universities must innovate, reflect, and re-energise their models. There is a strong case for research collaboration, too. For instance, we have seen IITs, IISERs, AIIMS, central universities, and State universities collaborate with global partners on areas such as renewable energy, public health, and engineering. Australian and U.K. universities share strong educational collaborations with Indian universities. European and U.S. universities are intensifying linkages. These collaborations support research, innovation, and skills development.

Education powerhouse

India is a rising power in technology, diplomacy, and manufacturing. Yet, we rarely speak of our potential in global education with the same conviction. India must position itself as an emerging force in international education not by imitating the western university model, but by drawing the world to engage with us on our terms, within our cultural, intellectual, and societal landscape. India's centuries-old tradition of scholarship, from Nalanda to Shantiniketan, should not be seen as relics of the past, but as living sources of credibility in shaping a distinctive, modern learning environment. India already draws thousands of international students each year, yet the scale is negligible compared to our potential. Some claim that prioritising global education is a distraction from India's domestic needs. The truth is the opposite. Inviting the world's students, researchers, and institutions to work with us here also lifts our universities' quality, resources, and ambitions. To ignore this is to allow other nations to monopolise the narrative of what "world-class education" means, while we remain consumers instead of shapers of that narrative.

The views expressed are personal

A comprehensive study of the objectivity of medieval Indian History in NCERT textbooks in the contemporary context

The writing and teaching of Indian history in school curricula has increasingly become a flashpoint in recent years, with the National Council of Educational Research and Training (NCERT) at the centre of the debate

by **Dr KR Palsaniya** and **Ravi Sharma** — Sep 15, 2025, 06:40 pm IST

in **Bharat**, **Opinion**, **Education**

Add as a preferred source on Google



Representative Image

The writing of an Indian history in the educational curricula has become a rather controversial field of modern Indian academic and popular discussion. National Council of Educational Research and Training (NCERT), the largest national educational research organisation in India, which develops national curricula and textbooks, which are studied by millions of students, is at the centre of such controversies. The last few years have seen an unparalleled amount of questioning of the NCERT on how it teaches medieval history especially after the curriculum rationalization occasions that took place between 2023 and 2025. Such developments have raised heated scholarly debates on the issue of historical objectivity in the learning process and how intricate historical processes should be taught to the young students.

The relevance of this question lies not only in the field of academic discussion, but also in the primary issues concerning the role of historical education in the formation of the national consciousness and civic knowledge. The textbooks produced by NCERT represent the main point of contact between the professional historical field and popular historical awareness and hence the content and approach they adopt is vital in determining the way Indian society will learn about its medieval past. The modern setting of the discussions is complicated even more by the larger political and cultural discussion of the Indian identity, religious diversity, and the heritage of historical conflicts. Through a multidimensional analysis of NCERT treatment of medieval Indian history, this paper first looks at methodological basis on which the textbooks are developing

controversial.

The article will offer a fair evaluation of objectivity in the historical presentation of NCERT with the mention of its positive and negative aspects and putting them into the context of the expanded frameworks of historiographical methodology and educational theory. This study aims to make a contribution to the existing debates on best practices in historical education and the issues surrounding the problem of ensuring scholarly objectivity in pedagogic practice by analyzing primary textbook material, critiques of scholarship, and responses of institutions.

Theoretical Understandings and Methodological Approach

Historiographical Principles in NCERT Textbooks

The treatment of medieval Indian history provided by NCERT shows a high level of appreciation of modern historiographical concepts especially in the clarity of its recognition of the interpretive aspect of historical writing. This theoretical background is laid by the Class XI textbook Themes in World History according to which the historian always is a participant of a sort of selection process (NCERT,

methods of historical w dominated the previous educational text, and adopts modern perspectives of history as a constructed knowledge that is susceptible to interpretative paradigms and forms of evidence.

Methodological sophistication can also be seen in the treatment of linguistic and temporal issues in historical reconstruction in the textbooks. The readings also present the students with some of the most fundamental challenges of historical interpretation by pointing out that historical records are available in many languages and that words also evolve over time (NCERT, Our Pasts II, p. 3). This linguistic awareness demonstrates a high level of semantic drift and cultural change, as it teaches students to be sensitive to language usage, instead of assuming easy access to the meanings and intentions of the words in the past.

Source Criticism and Evidence-Based Methodology

NCERT approach to medieval history has a background of systematic criticism of sources and evidence-based methodology which complies with professional historical criteria. This methodological priority is explicitly determined in the Class VII textbook Our Pasts II where it is written that historians apply various

studying the past and a on the nature of study (NCERT, Our Pasts II, p. 4). This assertion defines source-based inquiry as the primary foundation of historical knowledge separating scholarly historical practice and ideological interpretation or mythology of a culture.

The textbooks are particularly sophisticated in their approach to manuscript traditions and textual transmission, expounding the fact that as scribes duplicated manuscripts, they also made little alterations, a word here, a sentence there. These minor variations increased with centuries of copying into a point where manuscripts on the same text were vastly different between them" (NCERT, Our Pasts II, pp. 5-6). This awareness of textual instability and transmission errors is a high level of textual criticism source awareness training students to be highly sceptical of historical documents without overlooking the difficulties associated with trying to reconstruct past history using flawed records. Procedure of the assessment of the various types of sources is also an indication of methodological rigor. Concerning prashastis (royal eulogies), the textbooks point out that they are not necessarily true, but they also state that historians refer to them to learn how rulers would have preferred to see themselves (NCERT, Our Pasts II, p. 18). Such subtle method of source assessment is what would teach students to read history sources as a source of various forms of information, to differentiate between the facts and the ideology in the historical source and to find the historical merits of the source in both directions.

New Curriculum developments and Academic Responses

The 2023-2025 Rationalization

The latest and most important change in the presentation of the history of the medieval Indian population by NCERT took place with the curriculum rationalization exercises between 2023 and 2025. These reforms included serious revisions to the textbook material such as the deletion of whole chapters about medieval courts, especially Class XII textbooks, Kings and Chronicles and The Mughal Courts. As well, the allusions to the historical events and processes, as well as the conversation on the Partition and the communal violence, were deleted or changed considerably. Such modifications were formally explained away as the needed adaptation to learning disruptions due to the COVID-19 pandemic, and the NCERT officials claimed that shortening of the content would result in reduced academic pressure among students. These changes were more than mere content hacking, as they involved major reinterpretation of history.

The publication of new Class Eight textbook materials in July 2025 gave especially harsh descriptions of medieval rulers, whereby Babur is described as a cruel and merciless conqueror who had murdered whole communities of cities and Aurangzeb as a ruler who had murdered temples and gurdwaras and had a history of religious intolerance (Times of India, "'Akbar brutal but tolerant'"). A Note on Some Darker Periods in History that was included in the textbook tried

scholarly controversy as practices are in exposing young students to adversarial historical content.

Scholarly Critiques and Academic Response

The historians who belong to leftist schools of thought have contributed largely to the academic reaction to the changes in the curriculum by NCERT, and historians like Romila Thapar, Irfan Habib, and Upinder Singh among others. These scholars and certain others have come out with a collective pronouncement to denounce the revisions as being representative of a non-academic partisan plan, requiring the removal of material removals (EdxLive, "NCERT syllabus rationalisation). It should be noted, though, that much of this resistance seems informed by an ideological devotion to the status quo in terms of historiography which has long dominated the Indian scene on historiography. Though their critiques are authoritative they tend to lean towards the defence of the status quo in terms of ideological reasons rather than a balanced re-evaluation of the intricate medieval Indian history. The recent revisions of the NCERT are a well-intentioned and essential change in reducing the pedagogical imbalances that occurred in the past, and offer a more subtle view of the history of the Middle Ages. The changes are critical in responding to long-standing omissions by introducing new perspectives, which were previously marginalized by the previous scholarly and political orthodoxies.

By reshaping the historical discourses to incorporate challenging historical realities about the rulers and the social-religious relationships, NCERT is rendering history education more indicative of the pluralistic and holistic orientation. Such reconsideration fosters the growth of critical thinking in students, fosters the desire to listen to different opinions and deconstructs mono-dimensional representations build-up by deep-seated ideological prejudice.

The fact that the revised textbooks have been described by Romila Thapar as a politicized and skewed record of the Indian past ignores the positive efforts of offering alternative ways of historical investigation outside the traditional paradigms. Her worry about selective omissions appears to be based in opposition to stories that upset established ways of reading of the world as opposed to being a tough scholarly critique of method.

linked to specific politic ıdermines the possibility of curriculum changes to democratize the knowledge of history and provide new generations with a more critical and reflective perspective. The academic dissent, as a whole, should be considered critically in the context of its ideological premises and the need to reconcile an academic rigorousness with the educational inclusivity and the unity of the country.

Institutional Defence and Justification

Official statements by NCERT on academic criticism have always focused on procedural legitimacy and pedagogical necessity instead of actually addressing substantive scholarly issues. The justifications given by director Dinesh Prasad Saklani to justify the changes have mostly been in the form of the pandemic-related educational issues, including that during the Covid pandemic, there has been a significant amount of learning loss, and that the students have experienced a great deal of trauma due to this situation and therefore content reduction is essential in order to help stressed students through reduction in the amount of content in the textbooks (NDTV, “Textbooks Revised Because). Such justification tries to put the curriculum changes in a pedagogical context instead of an ideological context.

Although aspirational goals of the educational end results have also been stressed by the institutional defence, Saklani writes that NCERT strives to produce good citizens, not violent and depressed people and insists that hatred and violence are not what should be taught in school and should not be the content of textbooks (Curriculum Magazine, NCERT textbooks revision). Though whatever they might seem to be, noblish, critics claim that such aims are a wrong form of simplification of history and are likely to make the historical learning more digestible, and hence, distort the very essence of education.

Analysis of Objectivity in Medieval History Presentation

Under these major changes of contents, NCERT textbooks have not lost vital methodological components that help in objective historical investigation. This basic dedication to source-based inquiry still survives, with the textbooks still underlining the notion that historians use various forms of sources to know

conducted (Our Pasts II, ethodological basis gives the continuity to the traditional scholarly tradition and retains the structure of critical historical thought.

The sophisticated nature of their way of historical interpretation is also maintained in the textbooks as they still recognize the constructed character of historical knowledge. The identification of the fact that, in writing or analysis of history, the historian is never in a vacuum, but is engaged in a selective process (Themes in World History, p. v) is also one of the key pedagogical principles, as it makes sure that students see history as an interpretive practice, not a mere transmission of facts. This methodological transparency offers critical thinking skills needed out of a particular content area.

Moreover, it is the clear attitude toward historical facts that should be most welcome in the revised textbooks since they do not hide or whitewash controversial moments. As an example, the description of his own self-identification as a ghazi, a fighter of the Islamic expansionism, gives insight into the socio-political and religious interests in the conquests of Babur and the multi-layered nature of the medieval power politics (NCERT, Themes in World History, p. 35).

Other open-minded treatments are also the mention of the policy of the Aurangzeb which affected the Hindu temples and the non-Muslim communities and the description of violent inter-religious conflicts in their historical contexts, which is done with a scholarly touch (NCERT, Our Pasts II, pp. 58-60; Themes in World History, p. 78). It is a more outspoken account in contrast to earlier NCERT books on medieval history which were generally marked by a very critical approach to native cultural aspects and a selective celebration of some rulers and ideologies to fit the current leftist intellectual orthodoxy.

Earlier versions would either subject to downplay or silence instances of religious warfare by Islamic authorities or apologise these using ideological prism, occasionally distorting facts in a politicized manner to fit a politicalized account (Ojha 265). Such a strategy sidelined a significant part of the Indian intricate history and undermined objectivity. In comparison, the revisions in the present day assume a more mature position in historiography, with a devotion to

students think critically ry sources and other points of view to facilitate cultivating subtle knowledge as opposed to dogmatic devotion (NCERT, Our Pasts II, p. 43).

These new textbooks use the integrative approach to focus on all the religious groups, acknowledging peaceful coexistence as well as conflicts in the pluralistic Indian society. The fact that elaborate accounts have been given regarding the socio-religious processes, including the role of Sufi saints and Bhakti movement leaders also indicates the intent of the presentation of the history in an all-inclusive but non-edited way (NCERT, Our Pasts II, pp. 50-52).

The recent approach by NCERT goes beyond the reductive accounts by prefiguring methodological rigor and pedagogical fairness, therefore, providing learners with critical tools that would help them to understand the multifaceted cultural and religious landscape of medieval India in its entirety.

Issues with Objectivity in the History Textbooks of NCERT in the past

The previous versions of NCERT medieval history textbooks showed clear violations of the principle of the historiographical objectivity, which was usually affected by the existing ideological tendencies and undermined the academic integrity. They also had the propensity to clean up or even leave out controversial historical facts particularly those surrounding some Muslim rulers and communities, therefore compromising the methodological foundations on which a plausible history writing cannot be based upon.

According to Romila Thapar, such depictions often told a biased story and played down instances of religious strife and socio-political conflict as an implicit effort to produce a whitewashed historical image that would suit some ideological agenda (Thapar qtd. in Ojha 265). This trend was based on the urge to put a spin on colonial-era stereotypes, correct the historical marginalization, but nevertheless led to distorted depictions of the history, which obscured the complexity and contradictions of medieval Indian history.

The previous textbooks also had the propensity to favour certain rulers or movements in a selective manner where those movements or rulers were most of

need to engage historiog anner where it remained balanced. As an example, the Mughal rulers have been portrayed in some cases by critics as largely culturally tolerant and progressive, whereas such inconvenient factors as military conquests, religious policies, and administrative repression have been diminished or justified (Ojha 261-263). These biased manifestations provided the danger of inculcating a blind faith in pre-conceived accounts as opposed to making students explore and interpret the many-sidedness of past events.

In addition, this sanitization inspired a reductionist course, which diminished the importance of the indigenous agency, underestimated the plurality of religions, and ignored the socio-cultural processes that could not be included in the dominant narratives that were being advocated by the ideological paradigm that reigned at the time. Such omissions distorted the development of critical historical thinking capacity in students and narrowed the range of education to politically charged interpretations by hiding contradictions and complexities.

These weaknesses of historiography underscore the necessity of the continued revisions by NCERT, which endeavor to revive methodological rigor by engaging openly with a variety of sources, recognition of interpretative problems, and incorporation of multiple and heterogeneous views. All this should be done to restore the role of history education in creating knowledgeable, critical and unified citizenship.

Contemporary Debates and Scholarly Discourse

The Question of Historical Balance

The present-day discussion concerning NCERT textbooks is based on more profound disagreements regarding the interpretation of the concept of historical objectivity and the necessary approaches towards striking a balance in historical presentation.

Proponents of the new developments, such as historian Makhan Lal, claim that there was a need of a certain amount of correction of the historical facts in school history textbooks as these books emphasized too much on Muslim rulers and that the Mughal rule was one of the most bloodthirsty in Indian history (BBC,

guilty of having their ov as in selective focus or in sanitization of unpleasant historical truths. In this perspective, new changes can be viewed as rectifying measures that are meant to bring more balance to history as opposed to ideological disproportion.

This argument implies that the objective historical presentation entails recognizing violence and conflict as opposed to minimizing them even when it poses pedagogic challenges to do so. This view is that challenging hard historical facts are necessary elements of an inclusive approach to historical education.

Academic Standards and Institutional Integrity

There have been criticisms that the recent rewrites of NCERT textbooks have undermined the academic standards of past books as a result of the cut corners being cut and lack of academic consultation. The allegations of not consulting the original authors and not being able to have open review procedures have caused doubts regarding institutional integrity and the dedication to collaborative scholarship. This has been emphasized by former NCERT director J.S. Rajput when he cites that the general rule is that the original authors are consulted when it comes to making changes to the text" (India Today, "From the India Today archives"), meaning that the recent changes went against these well-known academic guidelines.

Nevertheless, one should note that the recent curriculum rationalization was developed with pedagogical purposes in order to make the history education more accessible and balanced in the post-pandemic learning environment. As far as historical inquiry is concerned, NCERT has maintained some basic tenets of historical inquiry (source criticism, interpretive awareness, development of critical thinking abilities in learners) hence preserving the methodological integrity of the textbooks. The fact that the organization is open to academic discussion and continuous enhancement proves that it is committed to the development of the educational processes instead of sticking to the previous regulations and making sure that history education is up-to-date, rigorous, and accessible in modern India.

Pedagogical Philosophy and Educational Goals

pedagogical philosophy e applied in the field of historical education. The very aim of NCERT to produce not violent and depressed citizens but positive citizens express the valid worries of education in the social formation. Such a desire, however, has to be weighed against academic requirements to present historical facts in their context and truth even when such facts may indicate unpleasant facts about conflicts and violence of the past.

The trick is to create pedagogical strategies that would be scholarly but be able to fit a wide range of student groups at various stages of their development. It would also need advanced knowledge of both historical methodology and educational psychology to make sure that sophisticated historical processes are not presented to the young learners in a way that might bury them in inappropriate information at the expense of both their factual and critical thinking abilities.

Global Approaches to Controversial History

The method that NCERT uses in the representation of medieval Indian history might be considered in the light of the international practice of addressing the problematic material on the task of teaching history. This is a common problem with many educational systems that are finding it difficult to provide complex historical processes of religious conflict, cultural transformation, and political violence. The most effective methods usually focus on transparency of the methodology, source-focused analysis, and clear recognition of the interpretive problems instead of refusing to discuss challenging issues.

The fact that the textbooks realize that we cannot merely state that the West did not influence what was going on in other parts of the world, and at the same time, does not adopt the Eurocentric as well as the civilizational nationalist extremes in understanding the global historical events (Themes in World History, p. v). This moderate management of cross-cultural impact will be best practices in global historical education.

Areas for Improvement and Future Directions

Enhanced Scholarly Collaboration

improved by more co-o[illegible] the wider academic community, such as consulting medieval Indian historians on a regular basis in revision. Such a partnership can contribute to the fact that the textbook adaptations would be scholarly, but, at the same time, they would fulfill pedagogical objectives. Periodic cycles of reviews by outside academic professionals might offer a continuous security of quality and assist in keeping pace with the changing history of scholarship.

Continued Methodological Innovation

The textbooks too can use further methodological innovation based on the existing strengths in the areas of source criticism and interpretive awareness. There may be better incorporation of archaeological materials, visual materials and primary source passages that will allow the students to receive a closer access to historical evidence without the need to obscure the pedagogical scaffold. Online auxiliary materials may provide more resources to the teachers and other higher-level students, and accessibility to the content of the primary textbook will not be lost.

Pedagogical Research and Assessment

Evidence-based advice on curriculum development in future could be achieved through systematic studies on the educational usefulness of various methods of teaching medieval history. It might be possible to evaluate student learning outcomes, development of critical thinking, and understanding of history to different pedagogical methods and optimize the ratio of academic accuracy and accessibility of the educational methods.

Conclusion

Essentially, the writing of the medieval Indian history in the school textbooks by the NCERT, reveals a complex adherence to a methodology of evidence and source and critiquing. Based on the elements of professional historiography directly, the textbooks emphasize the idea that historians draw on a variety of sources to learn about the past depending on the time time they are learning about and the type of study they are conducting (NCERT, Our Pasts II, p. 4). This express emphasis on

the tools of historical ar is is reminiscent of E.H. Carr in the book What is History? when he writes that: The historian is also on an endless task of shaping his facts to his interpretation and his interpretation to his facts (Carr, 1961). This methodological openness is an emphasis on the NCERT of scholarly integrity and Objectivity, the gold standard of historical practice, as Arthur Marwick declared and in which case historians must ensure that they keep bias and manipulation at bay at all times, at what Arthur Marwick called the grand and sublime, the Nature of History (1989).

Although the new changes in the curriculum have raised alarm in one section of academicians about losing traditional consultation procedures, it must be noted that the changes have been made in the wider context of NCERT that has been seen to have made a willing contribution towards academic excellence and pedagogical innovations. The content changes are indeed committed to valid attempts to find the right balance of the history and pedagogy. The approaches, used in introduction of these changes, with the procedural issues, are to be discussed in the context of overriding history of NCERT scholarly cooperation and institutional integrity over a period of decades.

The modern controversies about the NCERT textbooks, instead of de-meriting the credibility of the institution, actually shed light of the critical insight of basic strains between scholarly objectivity and pedagogical accessibility that defines exemplary historical teaching in various democratic societies. It is these complicated challenges that NCERT has managed to negotiate successfully without losing the effectiveness of education in various student groups that make it successful. The care with which the institution delivers intricate historical processes to the young learners shows exemplary dedication to the presentation of facts and their delivery to the clients in a manner that is not opposed by their age. The stated principle of NCERT to produce positive citizens does not only demonstrate valid educational ends but it goes further to indicate visionary leadership in identifying the critical roles of education in bringing about social cohesion and ensuring scholarly necessities to provide historical evidence.

The indications point overwhelmingly to the fact that the methodological framework behind NCERT has presented an exceptionally solid background to the objective heritage of learning that can be emulated in every educational

criticism, awareness of [redacted] and critical thinking skills succeed in providing the students with the necessary instruments of advanced historical knowledge that goes way beyond the particular subject matter. The recognition of the scholarly discussion and of the complexity of historiography continues to hold critical ties with professional academic norms and to provide younger scholars with access to more advanced ideas, an educational accomplishment of great importance. The relevance of the successes of NCERT is not limited in any way to the actual issues of education but covers the underlying concerns of the constructive role historical knowledge plays in democratic states. At time when historical narratives are becoming increasingly polarized, the long-standing adherence to methodological transparency and evidence-based analysis by NCERT is a precious shield against any tendency to spread pseudo-historical assertions and ideological distortion. Such a principled attitude of the institution is a strong indication of a lot of optimism as regards the future of historical knowledge in modern India, especially considering that NCERT has been able to display a tendency of scholarly leadership and innovation in education.

Re-writing of history especially the medieval Indian history is a long overdue and needed effort as it serves as an indication of the increasing awareness of the multiplicity and multi-layeredness of India in the past. The new amendments made by NCERT are a very important initial step into this process because it brought about the needless concealment and whitewashing of some facts, which had been affected by ideological prejudices, especially, the leftist views on historiography. This re-engagement with transparency and equal representation makes it possible to be more honest about history with its challenging moments, multiple histories, and complications being brought to reality instead of being softened or simply ignored. The study of history as a subject and specifically textbooks on history provided by NCERT, is an essential instrument to mould young minds to build a knowledge and critical awareness of the civilizational and cultural ethos of India.

NCERT endeavours to give the students a sense of objective pride which is based on critical knowledge as opposed to uncritical eulogy through its pedagogical practice. This learning promotes the learners to love the rich horizon of Indian heritage as well as appreciate the past errors in history, including when deficiency in shatrubodh (discernment in recognizing the opponent) social separations,

cohesiveness of the soci nition of these constraints in the curriculum implies the development of mature historical consciousness that appreciates historical learning to create a more powerful and more inclusive society. The inclusion of these components in the curriculum of the medieval Indian history, not only facilitates the importance of the achievement of scholarly rigor and historical accuracy, but also fosters values that are critical to democratic citizenship.

The main idea of NCERT strategy is its advanced ability to realize that historical education must provide students with intellectual means and critical attitudes to think about history in a sophisticated manner instead of merely conveying some fixed conclusions. This education ideology represents wider democratic ideals of being well informed citizens and engaging in reasonable discussion coupled with practical adherence to academic standards. In commemoration of the achievements gained thus far, more work needs to be done in streamlining and extending this strategy so that history education may play a significant role towards the creation of all-round, culturally informed, and mindful individuals who are in the position to participate in the complex and changing history of India.

Topics: NCERT Mughals National Council of Educational Research and Training Medieval History

Share Tweet Send Share Send

★ Subscribe Organiser YouTube Channel. ★
★ Join Organiser's WhatsApp channel for Nationalist views beyond the news. ★

अमर उजाला, 16 सितंबर 2025, पृष्ठ संख्या – 1

सीबीएसई : परीक्षा के लिए 75 फीसदी हाजिरी, दो साल की पढ़ाई अनिवार्य

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की 10वीं और 12वीं कक्षा की बोर्ड परीक्षाओं में शामिल होने के लिए अब विद्यार्थियों की 75 फीसदी हाजिरी जरूरी है। यही नहीं, दोनों बोर्ड परीक्षाओं में शामिल होने के लिए विद्यार्थियों का सभी-चयनित विषयों में दो साल तक लगातार पढ़ाई करना व आंतरिक मूल्यांकन भी जरूरी होगा। सीबीएसई ने ये नियम राष्ट्रीय शिक्षा नीति 2020 (एनईपी) के तहत शिक्षा की गुणवत्ता में सुधार के मकसद से तय किए हैं।

बोर्ड की ओर से जारी अधिसूचना के तहत यदि किसी विद्यार्थी ने नौवीं कक्षा में कंप्यूटर व संगीत को वैकल्पिक विषय के तौर पर रखा होगा तो दसवीं तक दोनों विषय पढ़ना जरूरी होगा। इसी तरह 11वीं व 12वीं बोर्ड परीक्षा में भी चयनित विषयों की पढ़ाई जरूरी होगी। बोर्ड के अनुसार, नौवीं-दसवीं व 11वीं-12वीं कक्षा को दो वर्षीय शैक्षणिक कार्यक्रमों के तौर पर माना जाएगा। इन कक्षाओं के विद्यार्थी विषय में बदलाव नहीं कर सकेंगे। दसवीं कक्षा में पांच मुख्य विषयों के साथ दो अतिरिक्त विषय रख सकेंगे। इसके अलावा 11वीं व 12वीं कक्षा में भी पांच मुख्य विषयों के साथ एक अतिरिक्त विषय लेने की अनुमति होगी। ब्यूरो

आंतरिक मूल्यांकन में फेल तो रुकेगा विद्यार्थी का रिजल्ट

आंतरिक मूल्यांकन को भी विशेष अहमियत दी गई है। इसमें दसवीं और 12वीं बोर्ड परीक्षाओं के आधार पर लगातार मूल्यांकन होगा। इसमें फेल होने वाले छात्रों का परिणाम घोषित नहीं किया जाएगा। नए नियमों के मुताबिक, छात्र केवल वही विषय चुन सकते हैं, जिनके लिए स्कूल में शिक्षक, लैब और अन्य सुविधाएं उपलब्ध होंगी। यानी किसी विषय में शिक्षक नहीं होगा तो छात्र वह विषय नहीं ले सकेगा।

कंपार्टमेंट पर व्यक्तिगत उम्मीदवार बनकर दे सकेंगे परीक्षा : नए नियमों के तहत, कोई विद्यार्थी अतिरिक्त विषय में कंपार्टमेंट या एसेंशियल रिपीट श्रेणी में आता है तो वह व्यक्तिगत उम्मीदवार के तौर पर दोबारा परीक्षा दे सकेगा। हालांकि, जो छात्र नियमों का पालन नहीं करेंगे, उन्हें निजी उम्मीदवार के रूप में अतिरिक्त विषय चुनने की अनुमति नहीं होगी।

The Indian Express, 16 September 2025, Page No - 12

CBSE scraps additional subject option for pvt students from 2026

EXPRESS NEWS SERVICE
NEW DELHI, SEPTEMBER 15

THE CBSE has done away with the option of allowing private candidates to take an exam in 'additional subject' from 2026, in a move that students said they should have been informed about earlier in the year.

'Private' candidates are those who take CBSE board exam when they are not enrolled in a school.

A senior CBSE official said the option of taking an 'additional subject' as a private candidate has been removed since the board is not only about appearing for an exam, but also about schooling. The need for a change was also felt since marks for internal assessment cannot be assigned when the 'additional subject' option was offered, the official said, adding that students can still appear for such an exam from the National Institute of Open Schooling (NIOS).

So far, for students appearing in an additional subject (with an internal assessment component) as private candidates, marks obtained in the theory exam were being converted to be out of 100 via computer programming.

In a notice Monday, the CBSE sought to make a distinction between itself and the NIOS. "In the country, there are two national school boards under the Ministry of Education... i.e. CBSE and NIOS. CBSE is offering education through face-to-face mode while NIOS is offering education through open and distance education mode," the notice read.

The notice added that additional subjects are offered in classes 10 and 12, and students taking this option will study the additional subject for two years.

"A student who is not meeting the above conditions is not eligible for exam in additional subjects in board exams as a private candidate," it said.

Some students fear the move could narrow academic flexibility and impact career opportunities for those seeking to pivot to new fields. The decision also impacts students who have dropped a year, many of whom would have been preparing for alternative academic pathways.

Kumar Aditya, 18, cleared class 12 in 2024 with Physics, Chemistry and Biology, and planned to appear for maths as an additional subject as a private candidate, said: "It is not just about Maths; subjects like history, geography, accountancy, and business studies — mostly theoretical subjects — were also covered under 'private candidate' provision. Now, students will not have flexibility to add these subjects after Class 12, narrowing academic choices."

EXPLAINED

Abrupt end to option

UNTIL THIS year, private candidates have had the option of taking Class 12 board exam in an 'additional subject'. This means that for two years after a student has cleared the Class 12 board exam, they could register to take the exam in an additional subject. Students would opt for an additional subject mainly to diversify career options.

Printed from
THE TIMES OF INDIA

Only 45% of students feel ready for life beyond school: Study

TNN | Sep 16, 2025, 04.20 AM IST



NEW DELHI/MUMBAI: Less than half of students, including those in India, felt well prepared for their next educational step, and only 45% felt ready for life beyond school, according to a global survey. Conducted by Cambridge University Press and Assessment, the survey - Preparing Learners to Thrive in a Changing World: The View from International Education - will be released on Tuesday and drew responses from 3,021 teachers and 3,840 students across 150 countries, including a weighted sample of South-Asian participants.

Subject knowledge, once the undisputed passport to success, now looks more like a short-term currency. Though teachers and students still see it as vital for clearing exams, it was the least-selected priority for life after school, according to the report. Teachers are more optimistic: more than two-thirds say their students are ready for the next step and many stress leadership and self-management skills.

Yet complacency looms; an Indian student observed: "As AI grows... memorising subject knowledge matters less." Students still prize subject knowledge for exams but ranked leadership, management and business skills highest for life beyond school. An Indian teacher noted that many pupils "have made short-term plans for next one or two years" yet are unsure about postgraduation choices.

According to Rod Smith, Cambridge's head of international education, South Asian parents, who once focused on which university their child could enter, now ask whether schooling "will prepare you with the kind of skills that are going to make you successful in a future world". Self-management illustrates the gap: one in four teachers

identified it as the hardest skill to teach, and about 19% of students found it hardest to learn. Technology amplifies the challenge - two-thirds of students worry about distraction from devices, and 88% of teachers say attention spans are shrinking.

Interpersonal skills also suffer. Teachers cite fear of judgment and social anxiety as the biggest barriers to developing interpersonal skills, and 60% see decreased social skills as a major downside of technology, the survey found.

A school leader from India warned that technology connects learners but "has limited understanding in the way it offers solutions," narrowing world views. Another student said communication skills are vital because "we need to exchange ideas... before it gets out of hand." Experts in the report stress that subject knowledge is more important than ever; without a solid base, AI can mislead rather than empower. Smith echoed this, saying over-reliance on technology "leads you down dead end."

Cambridge plans to help schools balance rigorous subject knowledge with chances to practise self-management, leadership & communication.

For India, where parents have invested heavily in education, the findings are a call to action. Students may undervalue their readiness, but teachers see potential. Giving young people discipline with technology, confidence to collaborate and curiosity to keep learning could turn promise into an advantage in the future.

Printed from
THE TIMES OF INDIA

NCERT rolls out free online courses for Class 11th and 12th board exam preparation on SWAYAM: Check details here

TOI Education | Sep 16, 2025, 02.25 PM IST



The National Council of Educational Research and Training (NCERT) has launched free online courses for students of classes 11 and 12, aiming to provide structured and comprehensive preparation for upcoming board examinations. Hosted on the SWAYAM portal, the initiative covers a wide range of subjects, including Economics, Chemistry, Mathematics, Accountancy, Biology, Business Studies, Physics, Psychology, Sociology, English, and Geography.

The courses, designed and delivered by experienced NCERT faculty, run for 24 weeks and are meticulously structured into chapters and modules. Each module breaks down complex topics into digestible segments, enabling students to grasp key concepts, strengthen fundamentals, and prepare for board-level assessments. According to NCERT, the initiative will not only support classroom learning but also provide detailed subject knowledge to help students excel in exams.

Enrollment and examination timeline

The enrollment process for these courses begins on September 22, 2025, and will remain open until February 20, 2026. Students can register for the examinations until March 2, 2026, with the tests scheduled on March 3, 2026. This schedule allows students ample time to complete the courses, revise the material, and attempt the

assessments with confidence.

Class-wise subject offerings

Class 11 students can access courses in Accountancy, Biology, Business Studies, Chemistry, Economics, Geography, Physics, Psychology, and Sociology. Class 12 students can study Biology, Business Studies, Chemistry, Economics, English, Geography, Mathematics, Physics, Psychology, and Sociology. Each course provides detailed coverage of the respective syllabus, offering students chapter-wise clarity and structured revision modules to reinforce learning.

Bridging educational gaps nationwide

By leveraging the SWAYAM platform, NCERT aims to ensure equitable access to quality education for students across India, including those in remote or underserved regions. The online courses provide flexibility, allowing students to learn at their own pace, revisit difficult topics, and prepare effectively for high-stakes examinations without additional financial burden.

NCERT’s vision for accessible education

This initiative reflects NCERT’s ongoing commitment to promoting accessible and quality education through technology. With free, faculty-led courses available to millions of students nationwide, the programme is expected to enhance learning outcomes, strengthen conceptual understanding, and support students in achieving academic excellence in their board examinations.

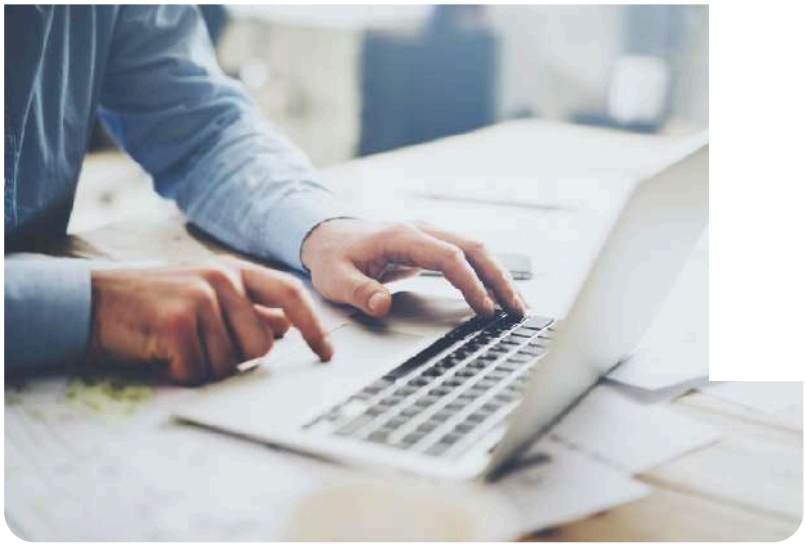
ADVERTISEMENT

BOARD EXAMS

Board Exam 2026: NCERT Offers Free 24-Week Online Courses for Class 11 & 12 via SWAYAM

Our Web Correspondent

Posted on 16 Sep 2025 13:29 PM



File Image

Summary

The National Council of Educational Research and Training (NCERT) has announced a new initiative to support Class 11 and 12 students by offering free online courses in various subjects through the SWAYAM portal

These 24-week courses are designed to aid students in their board exam preparation and provide in-depth conceptual knowledge aligned with the NCERT curriculum

SIMILAR STORIES



DELHI GOVERNMENT

Bomb Threats at Multiple Delhi Schools, DPS Dwarka Postpones Exams



IIM KOZHIKODE

IIM CAT 2025 Registration Closes Today, Last Chance to Apply at iimcat.ac.in

The National Council of Educational Research and Training (NCERT) has announced free online courses for students of Classes 11 and 12, which will be made available through the government's SWAYAM portal. These courses, aimed at helping students prepare for their board examinations, will cover a wide range of subjects and follow the NCERT curriculum.

The courses will begin enrollment on September 22, 2025, and the registration window will remain open until February 20, 2026. Students will have 24 weeks to complete the course content. The final examination is scheduled for March 3, 2026, with exam registration closing on March 2, 2026. All the courses will be conducted by experienced faculty from NCERT and will include comprehensive learning materials divided into chapters and modules for easy understanding.

For Class 11:

ADVERTISEMENT



RRB EXAM
RRB NTPC UG 2025 Answer Key Challenge Window Closes Today at 11:55 PM- Details Here



NEET UG
NEET-UG to Go Online? Education Ministry Begins Analysing Data for CBT Possibility

ADVERTISEMENT

- Accountancy
- Biology
- Business Studies
- Chemistry
- Economics
- Geography
- Physics
- Psychology
- Sociology

For Class 12:

Board Exams 2026: NCERT offers free courses on English, Mathematics, Geography & other subjects for classes 11, 12

By HT Education Desk | Edited by Papri Chanda

Published on: Sept 16, 2025 12:46 pm IST

NCERT is offering free online courses on various subjects including- English, Biology, Mathematics and so on. Check details here.

Advertisement

National Council of Educational Research and Training, NCERT is offering free courses for classes 11, 12 various subjects. The free courses on various subjects including Economics, Chemistry, Mathematics, Accountancy, Biology, Chemistry and so on are available on SWAYAM portal.



Boost your career in leadership with PGXPM MBA at Great Lakes Chennai Register Now!

Class 11

Acccoutancy, Biology, Business Studies, Chemistry, Economics, Geography, Physics, Psychology, Sociology: The duration of the courses for all these subjects are for 24 weeks. The enrollment process will commence on September 22 and will conclude on February 20, 2026. The exam registration will conclude on March 2, 2026 and the exam will be held on March 3, 2026. All these courses will be taught by faculty of NCERT. The courses are divided into chapters and chapters divided into modules.

Class 12

Biology, Business Studies, Chemistry, Economics, English, Geography, Mathematics, Physics, Psychology, Sociology: Same as Class 11, the duration of these courses is for 24 weeks. Through these courses students will get a detailed knowledge about the subject and the syllabus. All the courses for each subjects has been divided into chapters and then into modules. . The enrollment process will commence on September 22 and will conclude on February 20, 2026. The exam registration will conclude on March 2, 2026 and the exam will be held on March 3, 2026.

The participants will get completion certificate if they score 60% and above in the final assessment.

National Council Of Educational Research And Training C | Get latest updates on

EXAM AND COLLEGE GUIDE



Top **MBA Colleges in india**

Click here



Top **Engineering Colleges**

Click here



Popular **BCA Colleges**

Click here

Experience ThePrint Subscription
Support our Journalism!
Notifications Powered by iZooto

ThePrint

Features | Around Town

Romila Thapar's packed IIC lecture had scathing questions for NCERT and Hindutva

ZENAIRA BAKHSH 17 September, 2025 03:00 pm IST

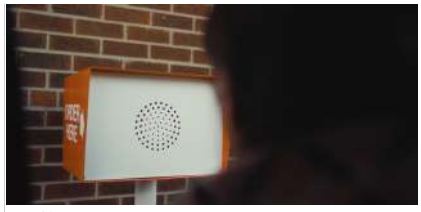


(L-R) Meenakshi Gopinath, Aditya Malik, Romila Thapar, Suhas Borkar at Delhi's India International Centre, 16 September | Photo: Zenaira Bakhsh, ThePrint

New Delhi: Historian Romila Thapar doesn't do much public speaking these days. People either speak for her or against her in public debates. But at 93, she is watching everything that goes on—from school textbook rationalisation and NEP to the dangers of relying on history that is not empirically backed.

And she has many, many questions. At the third Kapila Vatsyayan Memorial Lecture at the India International Centre Tuesday, her one-hour speech was nothing short of a 'Romila Thapar ki Paathshala' for today's India. The title of the talk was: "The Present Colonises Our Past: The Future Forsaken?"

Powered By



Her scathing questions kept coming down like a hammer.

Can nationalism be qualified by a religious identity? Can a society as divers reduced to a single uniform heritage? Will we still be able to nurture a society whose parameters are open to debate and discussion? What will happen to Hinduism's inherent pluralism, its coexistence of diverse sects that give it richness? Will it continue to uphold its hierarchies, or begin to question them? How can we return to exploring history

Notifications Powered by iZooto

thoughtfully and intelligently, understanding the past more closely, connecting it to the present, and imagining a viable future?

In her introduction to Thapar, former principal of Lady Sri Ram College for Women, Meenakshi Gopinath said: "The task of a historian is not only to recover the past but also defend the integrity of knowledge."

The turnout at the talk was so overwhelming that once the main hall was filled to the brim, people squatted on the floor on the aisles, and an adjoining hall had to be opened where the lecture was streamed live for those who couldn't find a seat. IIC president Shyam Saran repeatedly urged people to vacate the aisles for safety.



Romila Thapar at the third Kapila Vatsyayan Memorial Lecture | Photo: Zenaira Bakhsh, ThePrint

Repetition of colonial ideas

Romila Thapar began the talk with how Indian history was framed between two colonial constructs: the Aryan race theory and the Two-Nation theory. Both, she noted, "were deeply ingrained and initially shaped Indian history."

The lecture was chaired by Gopinath, while IIC committee member Suhas Borkar and social sciences professor Aditya Malik also spoke at the event.

Tracing the genealogy of these colonial frames, Thapar explained how the colonial scholars positioned Aryans as a "superior race" of migrants from Central Asia, laying the foundation for upper-caste claims to cultural dominance. "Upper-caste Hindus claim descent and cultural origins, and Hinduism claims its roots from the Aryans," she pointed out.

Similarly, she revisited Scottish historian James Mill's influential *The History of British India* (1817), where the Two-Nation Theory took shape. Mill had argued that consisted of two separate nations, Hindus and Muslims. This, Thapar explained, entrenched a communal lens through which the past came to be read, turning Hindu-Muslim conflict into the defining theme of the second millennium.

Powered By

"This theory ignores the fact that a nation depends on drawing diverse people together, whereas religion segregates them according to belief," she said.

Thapar reminded her audience that while professional historians had dismantled such interpretations more than half a century ago, both theories continue to be revived in public discourse and "propagated in Hindutva ideology".

Notifications Powered by iZooto

The veteran historian was blunt about what this revival means. “Let me briefly summarise the Hindutva version, which is now all-pervasive... The rightful future of India, it is argued, lies in its being a Hindu Rashtra. It is maintained that the culture of India has always been a Hindu culture.”



The turnout was so overwhelming that an adjoining hall had to be opened where the lecture was streamed live | Photo: Zenaira Bakhsh, ThePrint

For Thapar, this is not decolonisation of history but a repetition of colonial ideas, even as the postcolonial historiography has been dismissed as “Marxist”. The audience loudly sniggered.

She explained that in today’s India, people are being told the goal is to “decolonise” the past, but what that actually means remains unclear. While professional historians have long worked to dismantle colonial readings, she said, those ideas are now being recycled and promoted as ‘authentic’.

Also read: *‘Dangerous anti-democratic shift’—former diplomat Shyam Saran issues warning at book launch*

Missing Mughals

Thapar seamlessly moved from one historical chapter to the next, covering lessons from the past and their teaching today.

She highlighted sections of history that are being “deliberately deleted” under what the NCERT calls the rationalisation of the syllabus, often justified as making the curriculum easier. She spoke of how the Mughal era is being eclipsed.

“It makes the subject opaque and difficult to follow, not to mention the explanation for the huge gaps... What answer will be given to students if they ask who the Marathas were fighting?” she said, drawing laughter from the audience.

“Did nothing important happen in the two centuries from the 16th to the 18th, the centuries that have been omitted?” she added.

At the university level, the new changes have weakened intellectual challer
lists are pared down, visiting scholars’ lectures are restricted, and academic freedom is under threat.

She also noted that some students from Jawaharlal Nehru University (JNU) have been arrested for criticising authorities, and remain in jail without trial. “Intellectually

Powered By

Notifications Powered by iZooto

purposeful education requires thinking with freedom. Speech can be silenced, but thought cannot be instilled," Thapar said.

Pointing toward the law of sedition, the banning of books, and the arrest of those critical of authority, Thapar said that these measures draw inspiration from the "colonial encounter" that continues until today.

Thapar said that if the cultural identity of India is going to be moulded by inheritance from the past, then at least the history, as taught and read, needs to be reliable and accurate.

"This requires ensuring that history is not being manipulated for political or other reasons. This is where education becomes crucial," she said.

Also read: *'In an ideal world, there would be 10-15 Muslim women in each Parliament': Omar Abdullah*

Questions for India's future

Accepting the Two-Nation Theory, Thapar warned, would make Hindus "the primary citizens," relegating non-Hindus to "secondary status." She added that singular majoritarianism is fundamentally at odds with democracy.

Linking this to her field, Thapar noted that professional history is being replaced in ways that threaten to erase India's pluralism.

Calling it the "cultural idiom of a dominant community", Thapar questioned whether only one version of the past will remain, with all others dismissed. These concerns, she underlined, go beyond Indian history, for their answers could redefine the essence of India's culture and religions.

She explained that the history of religion in India has always reflected cultural interactions and evolving beliefs, from Harappan and megalithic practices to Vedic sacrificial rituals to Puranic worship of new deities to the efflorescence of diverse bhakti traditions across regions.

There was a time after Independence, said the historian, when tolerance and non-violence were thought of as Indian values. Today, these words are not even heard in public discourse.

"Has the future been forsaken? Can we retrieve the anti-colonial vision of India as an independent, secular, democratic society, rooted in freedom of thought, debate, consent, and dissent?"

Powered By

(Edited by Prasanna Bachchhav)

Education Ministry tells CBSE, Central schools to screen film based on PM Modi's childhood

Schools directed to screen *Chalo Jeete Hain* between September 16 and October 2; film will serve as case study on moral reasoning, help students reflect on character, service, responsibility, says Ministry

Published – September 17, 2025 10:30 pm IST – NEW DELHI

THE HINDU BUREAU

Coinciding with Prime Minister Narendra Modi's 75th birthday on Wednesday (September 17, 2025), the Union Ministry of Education directed schools under the Central Board of Secondary Education (CBSE), as well as the Centrally-run Kendriya Vidyalayas and Navodaya Vidyalayas, to screen the non-feature film *Chalo Jeete Hain*, which is loosely based on Prime Minister Narendra Modi's childhood.

"You are requested to issue necessary directions to schools for screening of *Chalo Jeete Hain*, film for students between 16th September to 2nd October, 2025," said the Ministry's letter, which was dated September 11 and released publicly on September 17. "It will help young learners to reflect on themes of character, service and responsibility. The film can also serve as a case study for moral reasoning, and support goals of social-emotional learning, developing empathy, self-reflection, critical thinking and inspiration," it added.

"Department of School Education and Literacy, MoE is implementing Prerana: An Experiential Learning Program which has successfully completed 65 batches covering 650 districts across the country. It is conducted from the historic Vernacular School of Vadnagar, Gujarat, established in 1888, the very institution where PM Narendra Modi began his educational journey," the letter said.

'Deep impression'

The film, which was released seven years ago, was awarded the National Award for Best Non-Feature Film on Family Values at the 66th National Film Awards, the Ministry said. "Within Prerana program, the film has already left a deep impression on participants, who have internalised its message and reflected in their attitudes and actions," the letter said.

"To promote experiential learning among participants, pedagogical tools such as value-based sessions, story telling, indigenous games, hands-on activities and audio-visual learning are being used in Prerana. One such tool is film screenings which help bring abstract values, life stories, historical contexts, ethical dilemmas and human emotions to life," it added.

Published – September 17, 2025 10:30 pm IST

STATE TIMES
THE BOLD VOICE OF J&K NOW IN DELHI

Transforming Agricultural Education: The Scope Of The New Education Policy (NEP) 2020 In Agricultural Universities

By **Statetimes_editor** Last updated **Sep 17, 2025** EDITORIAL

A new era of education for agriculture, allied sciences and livelihood sustainability

Prof. (Dr.) PARSHANT BAKSHI

The National Education Policy 2020 (NEP 2020) offers a bold, system-wide rethinking of Indian education. Although, NEP is broad in scope, several of its provisions directly affect agricultural universities (AUs) from undergraduate design to research, extension, and industry linkages. For agricultural higher education, NEP 2020 creates opportunities to make curricula more multidisciplinary and flexible, boost skill-based and vocational training, strengthen research and innovation, widen access and equity, and reorganize institutional structures for better governance and outreach.

- Why NEP 2020 matters for agricultural universities

NEP explicitly recognizes that agriculture and allied disciplines are under-represented in higher education and calls for improved capacity and quality to supply professionally trained graduates, technicians and researchers who can raise productivity, foster innovation and link science to markets. Strengthening AUs therefore aligns with national priorities of food security, rural livelihoods, climate resilience and agribusiness growth.

- Core NEP features that reshape agricultural higher education
- Multidisciplinary, flexible degrees and multiple entry exit

NEP promotes multidisciplinary Higher Education Institutions (HEIs), flexible credit frameworks, multiple entry-exit and degree stacking (e.g., certificates ? diploma ? bachelor ? master). For AUs, this means students could combine core agricultural

sciences with economics, data science, environmental science, public policy or entrepreneurship producing graduates with hybrid skills suited to modern agrisystems and agribusiness.

- Credit bank, credit mobility and inter-institutional collaboration

A national credit bank/academic bank of credits and mobility across institutions (including HE clusters) enable students to move between agricultural, general and technical institutions – easing cross-discipline exposure (e.g., AI/data courses for plant protection, biotech modules for breeding). ICAR implementation guidance highlights adopting credit systems suited to agricultural curricula.

- Emphasis on experiential, competency-based and vocational education

NEP places a strong premium on experiential learning, internships and vocational education aligned to local economies. For AUs, this opens scope to expand field practicums, incubation hubs, on-farm learning, apprenticeship with agribusiness, value-chain internships and short vocational certificates (post-harvest technology, organic farming, precision irrigation).

- Research, innovation and faculty development

NEP calls for strengthening research through multidisciplinary centers, improved doctoral supervision, teaching-research integration and incentives for research excellence. Agricultural R&D – historically central to national policy through ICAR can be reoriented to foster translational research (farm-level uptake), public-private research partnerships, and student involvement in problem-solving projects.

- Technology, digital delivery and continuous professional development

NEP endorses digital learning tools and teacher training. AUs can incorporate remote sensing, digital agronomy platforms, e-extension modules, blended instruction and Massive Open Online Courses (MOOCs) for continuing education of farmers, extension personnel and in-service teachers.

- Local languages, inclusion and equity

NEP's focus on regional languages, greater access for disadvantaged groups and scholarships can strengthen rural participation in agri-education and produce professionals fluent in local contexts -important for extension and community adoption.

- Practical implications – what will change on campus and in the field?
- Curriculum & Program Design

Move from narrow, discipline-only degrees to modular curricula that allow minors and electives (e.g., Data Science for Agriculture, Agri-Entrepreneurship). Introduce stackable credentials and shorter industry-aligned certificates for life-long learners (e.g., post-harvest logistics).

- Teaching & Assessment

Greater use of project-based learning, problem solving tied to local farms and agri-enterprises; assessment becomes competency-oriented rather than only terminal exams.

- Research & Extension

Reconfigured research to be multidisciplinary and translational: AUs can start mission-oriented courses (climate-smart horticulture, digital agriculture), strengthen partnerships with industry and NGOs, and involve students in extension drives.

- Governance & Institutional Structure

The NEP vision of multidisciplinary HEIs and Higher Education Clusters offers a roadmap for AUs to collaborate regionally (with general universities, engineering, business schools) or transition some institutions toward multidisciplinary structures (subject to statutory/regulatory frameworks and ICAR coordination).

- Opportunities created for agricultural education
- Produce future-ready graduates with skills in precision agriculture, data analytics, climate adaptation and agribusiness.
- Scale vocational training for rural youth and returning farmers via micro-credentials and short courses.
- Foster entrepreneurship by linking incubation, market access and credit readiness to curricula.
- Enhance extension through blended digital modules and widespread, student-led farmer engagement.
- Integrate sustainability into every programme – soil health, biodiversity, circular economies, and low-carbon practices.
- Challenges & risks AUs must manage

- Regulatory & statutory alignment: AUs are governed by complex state statutes and by ICAR moving to multidisciplinary models will need policy alignment and legislative clarity.
- Capacity and faculty training: Faculty re-skilling for multidisciplinary teaching, digital pedagogy and research mentoring is essential.
- Infrastructure & funding: Labs, data infrastructure, extension platforms and partnerships require investment.
- Change management: Curricular reform, credit systems and industry partnerships require coordinated institutional change and stakeholder buy-in.
- Equitable access: Ensuring rural and marginalized students benefit requires proactive scholarships and outreach.
- Roadmap: recommendations for agricultural universities (practical steps)
- Curriculum audit & modular redesign: current programs to NEP competencies; introduce interdisciplinary minors and stackable micro-credentials.
- Set up HE clusters & MOUs with nearby universities, engineering and business schools for cross-registration and joint degrees.
- Scale field-based experiential learning – mandatory internships, farm labs, community projects and extension fellowships.
- Faculty development programme – continuous training in pedagogy, digital tools, supervision and industry engagement.
- Industry & start-up linkages – create incubation centres, agritech accelerators and placement pathways.
- Digital & extension platforms – deploy e-extension, precision farming toolkits, and remote sensing labs for practical instruction.
- Governance alignment with ICAR & state authorities – statutory changes, adopt credit banking and align accreditation roadmaps.
- NEP 2020 as a catalyst, not a panacea

NEP 2020 provides a transformative framework for agricultural universities – one that can modernise curricula, bridge academia and field practice, and prepare graduates for rapidly changing agri-ecosystems. Yet transformation will depend on careful implementation: regulatory coordination (especially with ICAR and state governments), sustained investment in faculty and infrastructure, and close collaboration with farmers, industry and extension networks. With deliberate planning, AUs can emerge as multidisciplinary hubs that drive innovation, sustainability and inclusive rural development – realising a new era for agricultural education in India

(The author is Head, Fruit Science, SKUAST Jammu)

editorial article

Statetimes_editor

Leave a comment

EDITORIAL

From Welfare To Rights: How The Disability Act Transform Lives

By Statetimes_editor Last updated Sep 19, 2025

Mohammad Hanief

In India's journey towards inclusivity and social justice, few laws have carried as much promise as the Rights of Persons with Disabilities Act, 2016. Enacted to replace the earlier 1995 legislation, it was a long-awaited reform aimed at expanding protections, enhancing opportunities, and bringing dignity to millions of specially abled citizens. Nearly a decade on, the Act continues to shape the way the nation understands disability-not as a personal limitation, but as a social responsibility to remove barriers and ensure equality.

One of the most significant achievements of the Act was its expansion of the definition of disability. The older law recognized only a handful of conditions, leaving many individuals outside the purview of state support. The 2016 legislation widened this recognition to include 21 categories, covering conditions such as cerebral palsy, autism spectrum disorder, muscular dystrophy, multiple sclerosis, Parkinson's disease, thalassemia, hemophilia, and several others. This step was more than just technical-it was an acknowledgment that disability takes many forms, and that every individual facing barriers to participation deserves protection, rights, and opportunities.

Education has been at the heart of this framework, as it is universally seen as the most powerful tool of empowerment. The Act guarantees free education for children with benchmark disabilities between the ages of six and eighteen, and reserves five percent of seats in higher educational institutions for students with

such conditions. For the first time, children who might once have been confined to the margins were assured of both inclusion and institutional support. Many universities and schools have since adopted scholarships, special learning aids, and supportive environments that enable specially abled children to participate in mainstream education alongside their peers.

Employment is another pillar of empowerment under the law. By reserving four percent of government jobs for persons with benchmark disabilities, the Act has created opportunities for qualified individuals to contribute meaningfully to the workforce. Alongside this, vocational training and skill development programmes have opened avenues for self-employment and economic independence. Tax incentives for families and employers have further reinforced this support, recognizing both the direct and indirect costs of living with disability. These measures are not just about income-they are about affirming the dignity of work and the right of every citizen to participate in building the nation.

The Act also recognizes that social security and healthcare are essential for sustaining quality of life. Insurance schemes covering health and rehabilitation, state-level pensions, grants for mobility aids, and concessions in public transport are among the benefits that have flowed from it. Families with specially abled members often bear the financial strain of medical care and assistive devices; provisions under this law ease some of that burden. By including disability-related conditions within the scope of mainstream health insurance, the Act has begun to bridge the gap between aspiration and affordability.

Perhaps the most transformative vision embedded in the law is its emphasis on accessibility. From ramps in schools and offices to low-floor buses, tactile paving, accessible washrooms, and digital platforms that can be navigated by screen readers, the Act has mandated that public life must become barrier-free. Importantly, it extends this responsibility to private establishments that provide essential services, such as banks, hospitals, and schools, signaling that inclusion is not just the government's duty but society's shared responsibility.

Equally significant are the rights and protections guaranteed by the Act. It firmly prohibits discrimination in education, employment, and healthcare, while laying down special safeguards for women and children with disabilities, who are often at greater risk of abuse and exploitation. Special courts were established for speedy trials of cases involving persons with disabilities, while state commissioners and a central commissioner were appointed to monitor compliance and address grievances. Another progressive step was the introduction of limited guardianship,

a system that balances support with autonomy by enabling joint decision-making rather than imposing blanket control.

Yet, the true strength of the law lies not only in its provisions but in its vision. It reframes disability as a human rights issue, asserting that the dignity of specially abled persons is inseparable from the dignity of society itself. By aligning India's domestic laws with the principles of the United Nations Convention on the Rights of Persons with Disabilities, the Act places the country firmly within a global movement for inclusion and equality.

However, challenges remain in its implementation. While the law mandates accessibility, many public buildings and transport systems continue to be out of reach for those with mobility impairments. Job reservations are not always filled, either due to lack of awareness or inadequate enforcement. Disability pensions and welfare benefits are often delayed, particularly in rural areas where administrative hurdles are greater. Inclusive education is still hampered by a shortage of trained special educators and resources, and digital accessibility remains uneven despite advances in technology. Beyond these structural gaps, social stigma continues to be one of the heaviest barriers. Too often, persons with disabilities are treated as objects of pity rather than as capable individuals with aspirations and potential.

For the Act to fulfill its promise, there must be greater commitment at every level of governance. Adequate funding, stricter monitoring, and widespread awareness are crucial, as is the responsibility of private institutions to embrace inclusion as a moral as well as legal obligation. Civil society organizations, advocacy groups, and the media also have an important role in amplifying voices, sharing success stories, and challenging prejudices. Technology, too, can be a transformative ally-whether through assistive devices, inclusive digital platforms, or innovations in healthcare and mobility.

Ultimately, the Disability Act is more than a set of entitlements. It is a vision of an inclusive India, one where barriers are dismantled and diversity is celebrated. It reminds us that a nation is not judged by how it treats its strongest but by how it empowers its most vulnerable. For India's specially abled citizens, it offers not just legal recognition but a foundation of dignity, opportunity, and hope. Yet, the work of building an inclusive society does not end with the passing of a law. It continues every day, in every school that admits a disabled child, every office that hires a disabled professional, and every neighbourhood that welcomes diversity without prejudice.

The Rights of Persons with Disabilities Act, 2016 is, at its core, a promise. Its

fulfilment depends not only on government action but on collective will. By upholding its spirit in our policies, institutions, and communities, India can truly become a society where every individual, regardless of ability, has the right to dream, to strive, and to belong.

(The author is a senior analyst in Kashmir)

editorial article



Statetimes_editor

Leave a comment

© 2025 - Statetimes. All Rights Reserved.

Website Design: Statetimes

WP Twitter Auto Publish Powered By : XYZScripts.com

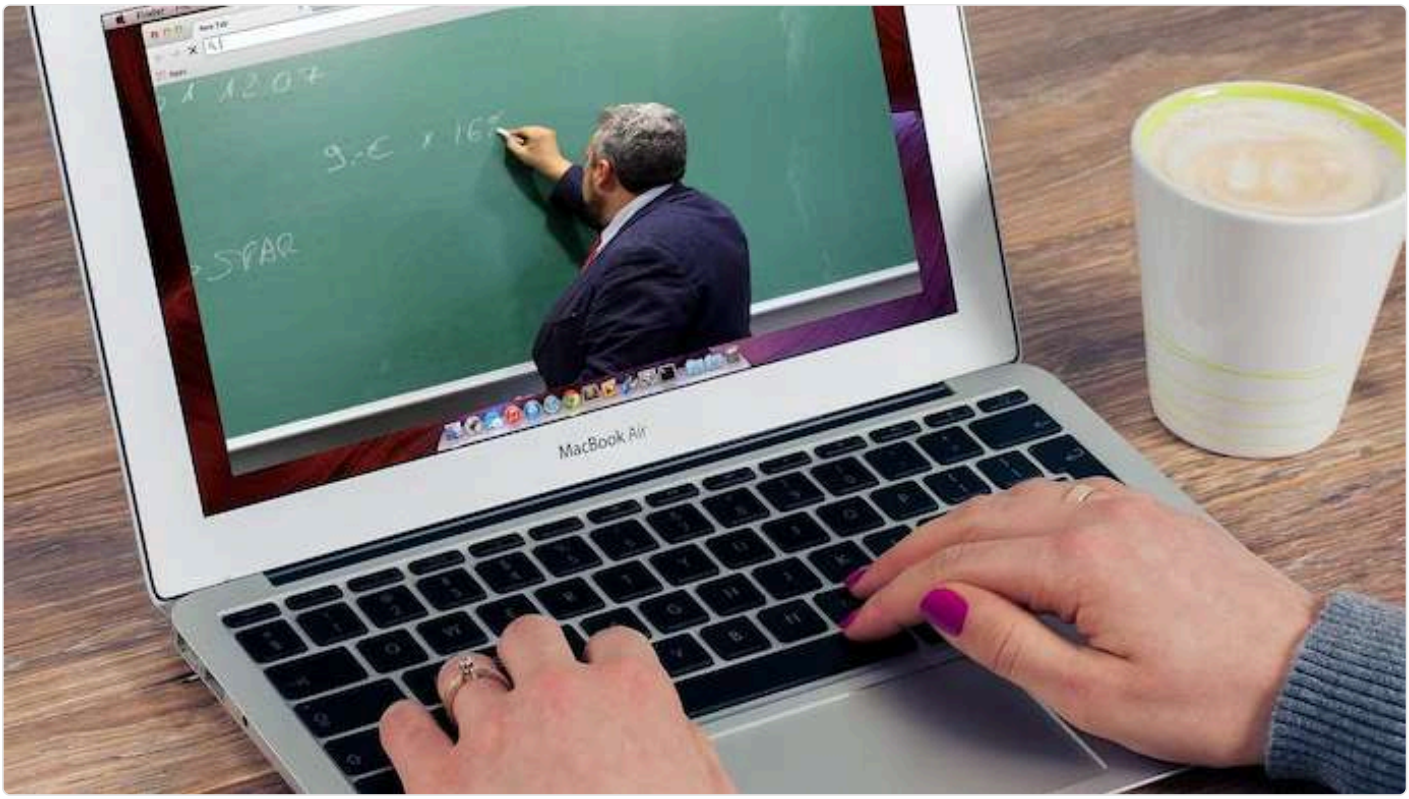
NCERT offers free Classes 11-12 board exam courses on Swayam portal

NCERT has offered free online courses for Classes 11 and 12 on SWAYAM for board exam preparation in Economics, Chemistry, Mathematics, and other key subjects, with registration starting September 22, 2025.

Live TV

Share

ADVERTISEMENT



The initiative, available on the SWAYAM portal, covers a broad range of subjects, providing structured study material and support for students across India.

India Today Education Desk

New Delhi, UPDATED: Sep 17, 2025 13:40 IST

The National Council of Educational Research and Training (NCERT) has announced a new set of free online courses to help students in Classes 11 and 12 prepare for board examinations.

The initiative, available on the SWAYAM portal, covers a broad range of subjects, providing structured study material and support for students across India.

MAKE INDIA TODAY MY TRUSTED SOURCE

Add as a preferred source on Google

According to the official schedule, the enrolment for these online courses starts on September 22, 2025, and will remain open until February 20, 2026. The exam registration deadline is March 2, 2026, and the final assessments will take place on March 3, 2026.

ADVERTISEMENT

STORIES YOU MAY LIKE

Lady Shri Ram students' union slams ex-diplomat's lecture, demands public apology

No doubt, it is going to change life for India: Ian Bremmer on Saudi-Pak deal

DU Polls: From Arun Jaitley to Rekha Gupta, campus leaders who shaped politics

These courses are designed to offer clear and detailed coverage of the syllabus, with content organised into chapters and modules. Students can expect to learn from experienced NCERT faculty, ensuring access to high-quality instruction that supports classroom teaching.

COURSE DETAILS AND SUBJECT OFFERINGS

Class 11 students can enrol in Accountancy, Biology, Business Studies, Chemistry, Economics, Geography, Physics, Psychology, and Sociology.

For Class 12, the subjects include Biology, Business Studies, Chemistry, Economics, English, Geography, Mathematics, Physics, Psychology, and Sociology. Each course runs for 24 weeks, offering in-depth exploration of topics to support exam readiness.

Learning modules are broken down further into manageable units. This approach allows students to revisit complex topics at their own pace, promoting a deeper understanding of the material.

The online format aims to reach learners in remote and underserved areas, providing flexible study options and helping to bridge educational gaps nationwide.

ENROLMENT TIMELINE AND ASSESSMENT


SBI opens Platinum Jubilee Asha Scholarship for 23,230 students


Modi holds firm | India Today Mood of the Nation survey


Badlaav vs status qu Bihar's mood ahead elections?

ADVERTISEMENT



The step-by-step process for students is as follows:

Enrolment opens: September 22, 2025

Enrolment closes: February 20, 2026

Exam registration deadline: March 2, 2026

Exam date: March 3, 2026

Participants who secure 60% or above in the final assessment will receive a completion certificate from NCERT. This offers a tangible motivation for students to engage seriously with the coursework and track their progress.

The initiative is part of NCERT's commitment to ensuring accessible and quality education through technology. By making these resources available for free, the aim is to support as many students as possible in their board exam journey.

Students and parents interested in the courses can visit the SWAYAM portal for more details, including registration links and course structures.


SBI opens Platinum Jubilee Asha Scholarship for 23,230 students


Modi holds firm | India Today Mood of the Nation survey


Badlaav vs status qu Bihar's mood ahead elections?

245 / 359

Quiz

What is the minimum score needed to get a NCERT completion certificate?

50 marks

55 marks

60 marks

65 marks

Which Class 12 NCERT course

1 / 5

The programme is expected to help students clarify doubts, reinforce learning at their own pace, and prepare confidently for the board exams scheduled for March 3, 2026.

All official updates and further instructions are available on the SWAYAM platform and the NCERT website, ensuring students have the guidance they need as they approach their board examinations.

- Ends

Published By: Princy Shukla

Published On: Sep 17, 2025

Read | NCERT opens free online learning for Class 11,12 with final exams in September

Read | NCERT offers 28 free online courses for Classes 11, 12 on SWAYAM portal

MUST WATCH


SBI opens Platinum Jubilee Asha Scholarship for 23,230 students


Modi holds firm | India Today Mood of the Nation survey


Badlaav vs status qu Bihar's mood ahead elections?

clarion INDIA
FREEDOM · DEMOCRACY · HUMANITY

Owaisi Hits Out at RSS-BJP Over NCERT Books Revision, Calls it Historical Distortion

Clarion India September 17, 2025

NEW DELHI — All India Majlis-e-Ittehadul Muslimeen (AIMIM) Chief Asaduddin Owaisi has launched a scathing attack on the Rashtriya Swayamsevak Sangh (RSS) and the Bharatiya Janata Party (BJP), accusing them of systematically distorting history through selective changes in school NCERT textbooks.

In a televised debate recently, Owaisi questioned the omission of key historical facts from school syllabi, including the role of Bharatiya Jana Sangh leader Syama Prasad Mookherjee in the Bengal Cabinet alongside Fazlul Haq, who had moved the Pakistan resolution at the Muslim League's Lahore session.

"Why don't you teach that Mukherjee was a Cabinet member? This is history. Why hide it?" the AIMIM Chief asked.

He further alleged that the RSS's involvement in major freedom movements such as the Civil Disobedience Movement, Quit India Movement, and Anti-Settlement Satyagraha (likely refers to the Rowlatt Satyagraha, a nationwide protest led by Mahatma Gandhi in 1919 against the Rowlatt Act) has been deliberately excluded from school textbooks.

"You selectively teach things and portray your ideological leaders as spotless," he said, adding that the truth must be taught without ideological filters.

Owaisi also challenged the portrayal of the Prime Minister in educational content, urging transparency about the RSS's prayer, oath, and foundational principles.

"You're trying to present your ideology as noble while portraying others as bad. Teach everything — why are you hiding things?" he said.

Responding to a question on whether NCERT textbooks have been systematically altered over the years, Owaisi asserted, "The habit of changing history has always been there with RSS and BJP. Whenever they've been in power, this has been their primary agenda."

The AIMIM Chief also said that the BJP government at the Centre should include the book 'Muslims Against Partition' by Shamsul Islam in the NCERT-recommended syllabi.

"This lie about partition is repeated time and again. At that time, not even 2 to 3 per cent of Muslims had the right to vote. Only elitists such as zamindars and jagirdars were enfranchised. Even today, they (RSS and BJP) blame us (Muslims) for the partition of the country. How were we responsible for that? Those who fled, fled. Those who were loyal, stayed," he added.

His remarks come amid growing concerns over ideological influence in curriculum design and the politicisation of education.
–IANS

The Indian Express, 18 September 2025, Page No. 6

Ministry tells schools to run Modi film till Oct 2

EXPRESS NEWS SERVICE
NEW DELHI, SEPTEMBER 17

THE MINISTRY of Education has asked the Central Board of Secondary Education, Kendriya Vidyalaya Sangathan and the Navodaya Vidyalaya Samiti to issue directions to their schools to screen *Chalo Jeete Hain*, a film inspired by childhood incidents from Prime Minister Narendra Modi's life.

Asking that the schools screen the film from September 16 to October 2, a communication from the ministry to the three bodies, on September 11, stated: "It will help young learners to reflect on themes of character, service, and responsibility. The film can also serve as a case study for moral reasoning, and support the goals of social-emotional learning, developing empathy, self-reflection, critical thinking, and inspiration."

The communication said the ministry is implementing an experiential learning programme called 'Prerana'. It said the programme is based on "9 core human values: Swabhiman aur Vinay; Shaurya aur Sahas; Parishram aur Samarpan; Satyanishtha aur Shuchita; Karuna aur Seva; Navachar aur Jigyasa; Vividhta aur Ekta; Shraddha aur Vishwas; Swatantrata aur Kartavya."

"Prerana is being conducted from the Vernacular School of Vadnagar, Gujarat, established in 1888, the very institution where Hon'ble Prime Minister Shri Narendra Modi began his educational journey," it stated.

NEP 2020 gives Indian schools space for new way of learning, with creativity, contemplation

Team Careers360 | September 16, 2025 | 12:33 PM IST | 8 mins read

NEP lets Delhi school teachers blend intuitive wisdom with modern teaching, write CBSE secretary and a Delhi government school leader

CBSE Class 10th Syllabus 2025-26

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

Check Now



NEP 2020 lets Indian schools try a new way of learning: CBSE experts (Image: Special Arrangement)

Himanshu Gupta & Ajay Kumar Choubey

In the context of the National Education Policy (NEP) 2020, the scope for a broader and integrated philosophical approach has emerged as a new pedagogic hope to facilitate concept-based inquiry and holistic learning in school. This has led to a critical re-evaluation of the discourse surrounding two pedagogies i.e., critical and contemplative pedagogy, highlighting their significance as an essential dimension of the integrated approach.

- **CBSE Class 10 PYQ's:** Hindi | English | Science | Math-Basic | Math- Standard
- **CBSE Class 10:** Science Important Questions with Answers PDF (2025-26)

atest Education Nev

LIVE
IBPS PO Res...
Durva Gupta | Sep 20, 2025 | 2 mins read

LIVE
MCC NEET UG...
Durva Gupta | Sep 20, 2025 | 2 mins read

LIVE
NEET PG 202...
Vaishnavi Shukla | Sep 20, 2025 | 3 mins read

Jamia studer det...
Anu Parthiban | Sep 20, 2025 | 2 mins read

CBSE Class 10: CBSE Class 10th Syllabus 2025-26

The socio-pedagogic space provides an opportunity for cross-learning, collective thinking, collective action, reflection, and co-creation of knowledge and understanding, thus facilitating the practice of critical contemplative pedagogy to empower active learning for both children and adults in the school.

This mission statement emerged through a collaborative process, involving deliberation among various stakeholders, including teachers, teacher educators, faculty members from SCERT, JNU, DU, CBSE, and civil society members at Sarvodaya Vidyalaya, Rouse Avenue, New Delhi.

The conference marked a significant milestone in establishing the institution's academic and pedagogical capabilities to pioneer school-based pedagogy. This innovative approach could set a precedent for neighbouring schools and potentially be scaled up to other government schools in Delhi.

Also read

UDISE+ Analysis: 68 lakh dropouts between 2023-24 and 2024-25; is MoE underestimating dropout rates?

Delhi Schools: Emerging perspective

The perspective of critical contemplative pedagogy aims to foster a disposition and constructive attitude towards oneness, enabling educators to effectively implement the active learning agenda outlined in the NEP 2020. This perspective also seeks to explore ways to integrate India's knowledge systems with modern western epistemology, thereby situating critical contemplative pedagogy and active learning within the context of Indian classrooms and schools.

The aim is to cultivate the process model of deliberation wherein the interaction between participants will be facilitated within a non-dualistic frame and also with the strategy of co-creation of knowledge and understanding.

While alternative, holistic, and transformative pedagogies have been employed in some classrooms and schools, they are often situated outside the mainstream educational framework. There is a pressing need to integrate contemplative practices into mainstream classrooms and schools. This is because contemplative pedagogy offers a counterbalance to the overemphasis on positivist and outward-focused inquiry, which can undermine the importance of subjective and inward inquiry.

The complexities of environmental challenges, ecological crises, and socio-cultural problems not only raise questions about our economic, social, political, scientific, and technological capabilities and skills but also compel us to reexamine our fundamental understanding of who we are as a species and our place within the broader, more-than-human world.

These priorities are based on genuine educational modernity and ontological sustainability of human beings. It also includes solving complex problems through analytical processes, intuitive wisdom and compassionate actions.

Also read

Digvijaya Singh: 'NEET paper leak shows how BJP functions…corrupt people chosen as VCs'

According to the NEP 2020, active learning is centered on concept-based inquiry and agentic learning, which also

LIVE

AIBE 20 Re…

Durva Gupta | Sep 20, 2025 | 45 mins read

More

Related News

Anant National University Provost: India's …

Team Careers360 | 4 mins read

KEM Hospital faculty: India's medical college…

Team Careers360 | 4 mins read

70% agriculture universities score higher in NIRF,…

Team Careers360 | 5 mins read

BITS Pilani VC: BTech today is about preparing…

Team Careers360 | 4 mins read

Law colleges must evolve; integrate Bharatiya Nyaya…

Team Careers360 | 4 mins read

incorporates contemplative inquiry. The contemplative inquiry models draw inspiration from Indian traditions and indigenous practices, such as yoga, mindfulness and meditation.

In the context of NEP 2020, contemplation is recognised as an integral part of the Indian knowledge system.

However, the dominant epistemological paradigm of modernity, which emphasises the supremacy of logical analysis and external observation (positivism), has been challenged by the need for a more holistic approach towards knowledge and understanding. This holistic approach is achieved through integrated pedagogy, which acknowledges the importance of the inner self and the role of contemplative pause – the gap between stimulus and response.

Contemplative pedagogy is an epistemological stance that encompasses instruction, course design, and student capabilities, thereby providing a comprehensive framework for empowering pedagogy and emancipatory education.

Key Dimensions of Critical Contemplative Pedagogy

- Understanding of non-dualism, recognising that all aspects of human experience are interconnected
- Awareness of interdependence, acknowledging that individual growth is linked to the well-being of others, living and non-living entities
- Understanding that change and adaptability are essential for personal and collective growth.
- Cultivating a sense of purpose and direction in teaching and learning.
- Recognising that individual agency and personal experience are inextricably linked to broader social and political contexts.

The dominant epistemological paradigm posits that the logical mind is the supreme means of knowing. However, this perspective neglects the potential of subjective methods, such as introspection and contemplation, to generate knowledge that can be validated through rational and empirical means, despite not being derived from these latter approaches.

Also read

Sci-Hub ban robs scientific community of 'breathing space', motivation, say research scholars

In other words, contemplative practices can yield knowledge that is not only compatible with, but also complements and expands upon, the insights generated through rationalism and empiricism.

The intuitive mind is revered as a sacred gift, while the rational mind is seen as a loyal servant. The latter is deemed inferior to the former, which possesses a deeper wisdom and insight. This perspective acknowledges the importance of neuroplasticity and meditative practices, which can cultivate and refine the intuitive mind.

Contemplation, in this view, is not only a state of quiet reflection, but also a profound and introspective process that allows individuals to access their inner wisdom.

Western epistemology is partial epistemology. The contemplative movement is completing it through integration of indigenous epistemology.

Tradition and modernity are both included in the content and critical pedagogy advocated in the NEP 2020 which addresses three aspects of contemplation pedagogy. These are:

- Involvement and cultivation of disposition
- A process focus
- Aim at awareness, connections and a paradigm based on non-duality.

What should school teachers do?

The new perspective led to a thought-provoking discussion on facilitating schools to become creative, contemplative, and critical spaces.

There is a need to delve into the minds of both students and teachers to develop a nuanced understanding of their perspectives. Teachers should cultivate self-criticism, acknowledging their own agency. They must draw inspiration from their own experiences as students and children to give their teaching authenticity.

The traditional model of education often presents new concepts as isolated bricks, adding complexity to the system. Teachers are encouraged to engage in discussions with mentor teachers and build upon each other's ideas to connect classroom interactions to a larger process. Ultimately, teachers shape educational experiences and must create meaningful connections between the classroom and the broader world.

The freedom to explore and express creatively is uniquely possible within the walls of a school.

Also read

'Cruelty, not reform': Supreme Court's TET ruling will hit 98 lakh, senior teachers hardest, says union

Teachers face immense pressure within the larger system but still have the power to amplify their own voice and inspire change.

> Teachers should exercise their agency and create spaces where their autonomy can thrive. They should be encouraged to prioritise respect for their own agency and autonomy, fostering an environment where educators feel empowered to take ownership of their work. By doing so, they can bring about remarkable educational possibilities and create a safe space for students to explore and learn.

Instead of imparting knowledge to teachers, it is essential to create a system that listens to them. This listening system can be leveraged to develop a more evolved pedagogy, a contemplative critical pedagogy.

The importance of language as a contemplative practice was underscored at the discussion, emphasising that it is not limited to language teachers alone. As language is used to teach all subjects, languaging is relevant to all educators. Language is a construct; 'languaging' is a practice. Furthermore, students are naturally agentic learners, and as they learn, they already engage with language practices.

Research is not confined to universities; rather, it is intricately linked with teaching. Today, educators are often limited by set curricula and content, leaving little room for research and innovation. As a result, teachers have become passive facilitators rather than active participants in the learning process.

Learning is not solely dependent on cognitive processes but involves the entire being of an individual. B.Ed and psychology courses often overlook this holistic perspective.

Furthermore, a teacher's body language and approach can make teaching more impactful. By considering the individual needs and context of each student, educators can create a more personalised and effective learning environment.

Also read

Beyond Teachers Day Cards, Gifts: How 3.57 lakh vacant posts are straining India's government schools

Students and self-efficacy

Self-efficacy plays a crucial role in this context – one's belief in their own abilities. This confidence has a direct impact on performance. Unfortunately, our schools and classrooms often undermine the self-efficacy of students from lower-middle-income households. Self-efficacy is fragile and can be easily eroded.

Once self-doubt is instilled in a child, it can have long-term consequences. As Sigmund Freud so aptly put it, "When lips are tight, the body starts moving."

This suggests that even if teachers do not explicitly express their biases, their body language can reveal their prejudices. Tragically, many teachers harbor biases against students from lower-middle-class communities, which is unfortunate given that these students make up the majority of the student population.

> Throughout history, renowned individuals have recognised their limitations and worked to overcome them. Similarly, teachers must acknowledge their vulnerabilities and imperfections, and strive to improve themselves. It is essential for educators to focus on building students' self-esteem and self-efficacy; plus, they must be mindful of their non-verbal communication.

Additionally, it is crucial for teachers to recognise the importance of catering to children's natural curiosity and need for exploration. Allowing students to exist in their own way; encouraging their natural being is vital for their development. Unfortunately, many teachers view asking questions as a form of misbehaviour – a common misconception that needs to be addressed.

Furthermore, the standardised curriculum has failed to accommodate creative minds, leading to a lack of innovation in classrooms. This is particularly concerning. Since urban environments often prioritise efficiency over sensitivity and creativity, teachers must make a conscious effort to cultivate these qualities in their students.

Himanshu Gupta is secretary, Central Board of Secondary Education (CBSE). Dr Ajay Kumar Choubey is a practice researcher and Principal of a K-12 school of Delhi government.
This piece first appeared in the 200th issue of the Careers360 magazine, published in August 2025.

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

To get in touch, write to us at news@careers360.com.

[Next Story]

IGCSE Board: Cambridge

schools doubled in India over the past decade, writes senior VP

Cambridge International, apart from expanding to…

Team Careers360

[Featured News]

- **Anant National University Provost: India's 35 million green job boom needs design-thinking workforce**
- **KEM Hospital faculty: India's medical college boom tripled annual MBBS intake, but doctors still short**
- **70% agriculture universities score higher in NIRF, 30% rise in ranks: Analysis**
- **BITS Pilani VC: BTech today is about preparing students to face problems that don't yet exist**
- **AYUSH NEET Counselling 2025: Maharashtra colleges refuse waivers to women, EBC students; demand full fees**
- **Must measure learning by skills shown, not by 'how long someone sits in a classroom': ASDC chief**

Download Our App

Start you preparation journey for JEE / NEET for free today with our APP

300M+ Students | **36,000+** Colleges | **550+** Exams | **1500+** Ebooks | **16000+** Certifications

Copyright © 2025 Pathfinder Publishing Pvt Ltd.

NCERT, CWC partner to streamline textbook distribution, warehousing pan India

Vaishnavi Shukla | September 18, 2025 | 02:16 PM IST | 1 min read

NCERT aims to establish distribution centres in different states to leverage CWC's extensive warehousing network, replacing the existing system where textbooks had to be collected in bulk.



NCERT, CWC partnership. (Representational Image: Wikimediacommons)

The National Council of Educational Research and Training (NCERT) has partnered with Central Warehousing Corporation (CWC) to provide integrated warehousing and logistics support across the country. The collaboration aims to establish 'strategic distribution centres' in different states, leveraging CWC's extensive warehousing network.

Through this collaboration, NCERT books will be accessible to its distributors and schools, from nearby CWC warehouses, replacing the existing systems where the textbooks had to be collected in bulk only from 5 locations, saving huge cost, effort, and time.

An agreement was signed at the CWC Headquarters in New Delhi, in the presence of senior officials from both organisations.

Also read

Operation Sindoor in School Textbooks: NCERT rolls out new modules on patriotism, national security

atest Education Nev

LIVE
IBPS PO Re…

Durva Gupta | Sep 20, 2025 | 2 mins read

LIVE
MCC NEET U…

Durva Gupta | Sep 20, 2025 | 2 mins read

LIVE
NEET PG 20…

Vaishnavi Shukla | Sep 20, 2025 | 3 mins read

Jamia stude de…


The new partnership will also strengthen the distribution of the NCERT textbooks network nationwide, reduce transportation delays, and minimize transportation costs to vendors. Having easier access to distribution centres, the vendors and booksellers will be able to serve schools more efficiently, improving last-mile delivery for students.

“The agreement marks a transformative step towards building a strong logistics framework that benefits schools, students, and vendors by bringing NCERT books within easy reach across the country,” the official NCERT statement said.

The initiative will modernise textbook distribution and also create a robust, transparent, reliable supply chain. The partnership supports the government’s vision under the National Education Policy (NEP) 2020 of providing affordable and accessible quality educational resources to every student.

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

To get in touch, write to us at news@careers360.com.

Next Story



CBSE asks schools to ensure error-free LOC forms for Classes 10, 12; edit window from October 13

CBSE Class 10, 12 Board Exam 2025: The CBSE…

Anu Parthiban

Featured News

- **Anant National University Provost: India’s 35 million green job boom needs design-thinking workforce**
- **KEM Hospital faculty: India’s medical college boom tripled annual MBBS intake, but doctors still short**
- **70% agriculture universities score higher in NIRF, 30% rise in ranks: Analysis**
- **BITS Pilani VC: BTech today is about preparing students to face problems that don’t yet exist**
- **AYUSH NEET Counselling 2025: Maharashtra colleges refuse waivers to women, EBC students; demand full fees**

Anu Parthiban | Sep 20, 2025 | 2 mins read

LIVE

AIBE 20 Re…



Durva Gupta | Sep 20, 2025 | 45 mins read

More

Related News

Delhi to be transformed as education hub,…

Press Trust of India | 1 min read

NIOS Class 10, 12 date sheet 2025 out; theory exa…

Anu Parthiban | 3 mins read

Several Delhi schools receive bomb threat; mi…

Vaishnavi Shukla | 1 min read

Following singer Zubeen Garg’s death, Assam…

Vagisha Kaushik | 2 mins read

Education must be more flexible, student-centric:…

Team Careers360 | 2 mins read

Millennium Post, 19 September 2025, Page No. 3

Delhi govt rolls out 3 new school programmes — NEEEV, Science of Living and Rashtraneeti

OUR CORRESPONDENT



CM Rekha Gupta, Minister Ashish Sood and others during the launch of three new educational programs for students, at Bharat Mandapam PTI

NEW DELHI: Delhi took a bold step in reimagining school education on Thursday as Chief Minister Rekha Gupta launched three new academic programmes, NEEEV (Nav Udyam Aur Udyamita Vikas Yojana), Science of Living, and Rashtraneeti. The government called it a revolutionary reform aimed at blending academics with life skills, entrepreneurship, emotional intelligence, and civic responsibility.

Launching the programmes at Bharat Mandapam, CM Gupta said, "This initiative is not just about classrooms but about preparing students for the future. Our objective is to ensure that children are not merely job-seekers but job-givers. Through Science of Living, we will nurture sensitivity, values and emotional strength, while NEEEV will introduce a business mindset and AI skills from an early age." She stressed that resources for government schools would never be compromised, "My priority is not flyovers or big buildings, but better schools and quality education."

Education minister Ashish Sood said the initiative was part of the Sewa Pakhwada launched nationwide on the Prime Minister's 75th birthday. "Every student is not just a learner but also a future prime minister, scientist, entrepreneur, soldier or leader. A nation's strength lies not in its buildings or armies but in the character and values of its citizens," he said. He also urged teachers to teach life lessons such as civic sense, responsible mobile use, and awareness of good touch and bad touch.

The three programmes cover wide-ranging goals, from startup incubation and financial literacy under NEEEV, to wellness, yoga, meditation and emotional intelligence under Science of Living, and civic engagement, youth parliaments and leadership training under Rashtraneeti. Together, they are designed to align with NEP 2020 and prepare students for 21st-century challenges.

Hindustan Times, 19 September 2025, Page No - 16

{ OUR TAKE }

Spare maths, and students, please

Mathematics education in the country can do with a pedagogical fix, not re-orientation of the curriculum towards the past

After history, mathematics seems to be in the crosshairs of the UGC. Over 900 researchers, mathematicians, and academicians from India and abroad have urged the UGC to reconsider its proposed changes to the undergraduate mathematics curriculum. The higher education regulator wants BA/BSc maths courses to foreground Vedic mathematics, *Bharatiya bijaganita* (algebra), the *Puranas* and ideas of ancient Indian astronomy. It wants students to be taught the *Narada Purana*'s citations of geometry, and calculation of *muhurtas* (auspicious time) for rituals using the *panchanga* (Hindu almanac). Students must also learn about ancient Indian time units, evolution of Indian algebra, and ancient formulae in other areas of mathematics.

India's rich epistemological heritage in mathematics is well documented. There is no harm in taking pride or showcasing these civilisational accomplishments; it may even help understand the interconnectedness of knowledge generation across the globe mediated by the exchange of ideas — lopsided in many instances, though — that have happened throughout history. But it becomes a problem if these, as part of a revivalist impulse, are foregrounded ahead of modern, evidence-based science learning. For instance, in its bid to privilege the past and encourage esoteric topics such as Mathematics in Meditation, the draft curriculum has reduced the importance of core subjects, including real analysis, linear algebra, algebra, statistics, programming and numerical methods.

UGC must heed the experts' advice. Keeping in step with the knowledge requirements of the modern world means keeping the cartography of university education and national pride separate. The purpose of university education is to familiarise students with evidence-based learning, its methodologies and frameworks, and prepare students to compete with the best in the world and engage in cutting-edge research in the best institutions around the world. UGC's move will only ambush such a prospect — not upgrade or improve the course and enrich learning.

If there is a crisis in mathematics education in India, it is with pedagogy rather than curriculum. While several Indians do exceptionally well in mathematical research and children win accolades, including in Maths Olympiads, numeracy levels among school students — as reported by ASER and PISA inter-country comparisons — remain depressingly low. In many homes, mathematics is a subject of fear and anxiety rather than joy, mostly because of poor teaching methodologies. That's an area the UGC must focus on with the help of serious maths educators, not in chasing chimeras of a golden past.

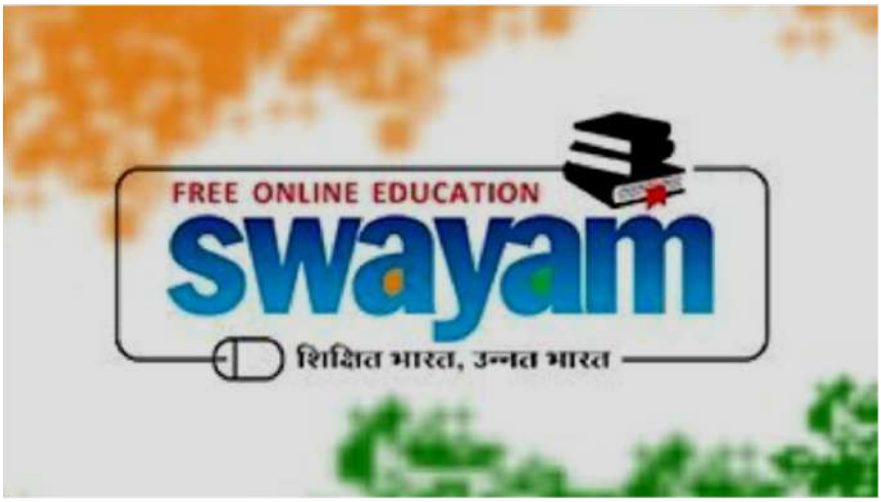
का छात्रों को शौगात, M पोर्टल पर फ्री में करें ीं बोर्ड परीक्षा की तैयारी

By **MAHIMA SHARAN**
SEP 19, 2025, 17:55 IST

NCERT Free Courses: NCERT ने अपने स्वयं पोर्टल पर कक्षा 11वीं और 12वीं के छात्रों के लिए बोर्ड परीक्षा की तैयारी के लिए मुफ्त सुविधा शुरू कर दी है। इस पहल में अर्थशास्त्र, रसायन विज्ञान, गणित और अन्य मुख्य विषय शामिल होंगे। छात्रों को पहले रजिस्ट्रेशन करना होगा, जो 22 सितंबर से शुरू होगा।

Join us

Add as a preferred source on Google



SWAYAM

REGISTER FOR RESULT UPDATES

बोर्ड परीक्षा की तैयारी कर रहे छात्रों की मदद के लिए, नेशनल काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग (NCERT) ने अपने स्वयं पोर्टल के माध्यम से एक पहल की घोषणा की है। संस्थान अपने

Latest Stories



NIOS 202
Datesheet
Timetable
NIOS BOARD



AP EAMCET 2025 Counselling Live: APSCHE Final Phase Seat Allotment Out, Download PDF at eapcet-sche.aptonline.in
AP EAMCET



AP EAMCET 2025 Counselling Final Phase Seat Allotment Out, Download PDF at eapcet-sche.aptonline.in
AP EAMCET

पोर्टल पर कक्षा 11वीं और 12वीं की परीक्षा की तैयारी कर रहे छात्रों को मुफ्त सहायता प्रदान करेगा। छात्रों को रजिस्ट्रेशन करना होगा, जो 22 सितंबर से शुरू होगा। आधिकारिक शेड्यूल के अनुसार, छात्र 20 फरवरी, 2026 तक इन ऑनलाइन कोर्स के लिए एनरोल कर सकते हैं। परीक्षा रजिस्ट्रेशन की अंतिम तिथि 2 मार्च, 2026 है और अंतिम मूल्यांकन 3 मार्च, 2026 को होगा।

इस पहल में अर्थशास्त्र, रसायन विज्ञान और गणित सहित कई मुख्य विषयों की तैयारी शामिल होगी। यह भारत भर के छात्रों को अध्ययन सामग्री और सहायता प्रदान करेगा। ये कोर्स पूरे पाठ्यक्रम की पूरी और गहन समझ प्रदान करने के लिए डिज़ाइन किए गए हैं। छात्र अनुभवी NCERT फैकल्टी से सीख सकते हैं। यह उनकी कक्षा की पढ़ाई में बहुत मदद करेगा।

ADVERTISEMENT

पोर्टल पर उपलब्ध विषय:

कक्षा 11 के लिए, छात्र अकाउंटेंसी, बायोलॉजी, बिजनेस स्टडीज, केमिस्ट्री, इकोनॉमिक्स, जियोग्राफी, फिजिक्स, साइकोलॉजी और सोशियोलॉजी में एनरोल कर सकते हैं।

कक्षा 12 के लिए, उपलब्ध विषय बायोलॉजी, बिजनेस स्टडीज, केमिस्ट्री, इकोनॉमिक्स, इंग्लिश, जियोग्राफी, मैथेमेटिक्स, फिजिक्स, साइकोलॉजी और सोशियोलॉजी हैं। प्रत्येक विषय का कोर्स 24 सप्ताह का होगा, जिससे छात्रों को परीक्षा की तैयारी के लिए विषय की अच्छी समझ हो सकेगी।

लर्निंग मॉड्यूल को और आसान यूनिट में बांटा गया है। इससे छात्रों को अपनी गति से कठिन विषयों को दोहराने में मदद मिलेगी और उनकी समझ बढ़ेगी। ऑनलाइन प्रारूप का उद्देश्य दूर-दराज के क्षेत्रों के छात्रों तक पहुंचना है। रजिस्ट्रेशन और

मूल्यांकन

रजिस्ट्रेशन शुरू: 22 सितंबर, 2025

रजिस्ट्रेशन समाप्त: 20 फरवरी, 2026

परीक्षा रजिस्ट्रेशन की अंतिम तिथि: 2 मार्च, 2026

कब होगी परीक्षा

NCERT इस पोर्टल पर रजिस्टर्ड छात्रों का अंतिम मूल्यांकन करेगा। 60% या उससे अधिक अंक प्राप्त करने वाले प्रतिभागियों को एक प्रमाणपत्र मिलेगा। इससे छात्रों को कोर्स में गंभीरता से भाग लेने और अपनी प्रगति को ट्रैक करने में मदद मिलेगी। कोर्स में रुचि रखने वाले छात्र और अभिभावक अधिक जानकारी के लिए, जैसे रजिस्ट्रेशन लिंक और कोर्स स्ट्रक्चर के लिए, स्वयम् पोर्टल पर जा सकते हैं।

Related Stories

Karnataka PGCET Result 2025: जारी हुआ कर्नाटक पीजीसीईटी का रिजल्ट, cetonline.karnataka.gov.in पर चेक करें अपना स्कोर कार्ड

Education Minister Dharmendra Pradhan Highlights NEP 2020’S Role In Shaping Future Of Students



Union Education Minister Dharmendra Pradhan held a review meeting on the implementation of the National Education Policy (NEP) 2020 in school education. In a social media post, Mr Pradhan said that the Ministry is committed to modernising the education system, making learning more joyful and student-centric.

He added that the Ministry will provide world-class school education to the children of the nation. He further said children are the drivers of Viksit and Samridhh Bharat; therefore, every student should benefit from the far-reaching impact of NEP 2020.

The Tribune, 20 September 2025, Pg-1

Impacts learning: HP bans mobiles during school hrs

TRIBUNE NEWS SERVICE

SHIMLA, SEPTEMBER 19

A ban has been imposed on the use of mobile phones by students and teachers during school hours in Himachal Pradesh. The Director, School Education, has directed all deputy directors to ensure strict compliance with the order in the schools under their jurisdiction.

Says will help promote teacher-pupil exchange

As per the order, students will not be allowed to bring mobile phones to the school. Teachers, too, have been instructed not to use mobile phones while teaching in the classrooms. "Teachers should keep their phones in the staffroom or in designated secure places under CCTV surveillance," the order states.

Schools have been asked to make the landline telephone facility available, and share the number with parents and guardians so that they can contact their wards in case of an emergency.

According to the authorities, the use of mobile phones has been banned to promote meaningful teacher-student interaction and better academic atmosphere in schools. "Mobiles phones are a major reason of distraction among students. The use of mobile phones consistently disrupts the learning process and has a negative impact on the academic as well as non-academic performance of the students," Director, School Education, Ashish Kohli said in the order.

He said mobile phones constantly diverted the attention of students from classroom studies, and they got more involved in social media. The Director also alluded to mobile phones enhancing social and psychological issues like anxiety, stress, sleep disturbances and aloofness.

Odisha to introduce Bhagvad Gita sessions in state-run schools

Debrabata Mohanty

letters@hindustantimes.com

BHUBANESWAR: Odisha is set to follow Gujarat and Uttarakhand in introducing sessions on the Bhagavad Gita in its schools, as the state government aims to promote moral and intellectual development in students. school and mass education minister Nityananda Gond told the state assembly on Friday.

Gond said the move is part of the Odisha Curriculum Framework for School Education 2025, which is aligned with the National Education Policy (NEP) 2020.

Responding to a question by BJP MLA Sitansu Sekhar Mohapatra, Gond said the proposals include reciting the Om sound thrice, chanting verses from the Bhagavad Gita, daily prayers, moral stories and peace hymns during morning assemblies. The minister added these would strengthen students' values and intellect. He also emphasised that NEP 2020 explicitly recommends incorporating "modern and ancient Indian culture, traditions and knowledge systems" into school curricula.

In Gujarat, value-based chapters from the Bhagavad Gita have been added directly into first-language textbooks for Classes 9 to 12 in Gujarati, Hindi, English and Urdu from the current academic year. For lower secondary classes (6-8), Gujarat launched a supplementary textbook on the Gita last year.

Hindustan Times, 20 September 2025, Pg-12

Printed from
THE TIMES OF INDIA

We have EdTech, but is it the right one?

TNN | Sep 20, 2025, 08.22 AM IST



To prepare for the future, investing in human capital is key, and early childhood education can offer the highest returns. Betting on this, non- profits across India are decentralising education using tech & innovation

Indian children born today will enter the workforce as young adults by 2047. At this point, India has largely won the battle for universal school enrolment. The one that beckons is universal school learning — imparting highquality education that will create opportunity for all and provide the human capital for a developed India by 2047.

Economics Nobel Laureate James Heckman's work on human capital emphasises the high return on investment in early childhood education (ECE), as early interventions enhance cognitive and non-cognitive skills critical to long-term success. The well-known Heckman curve shows that for all stages of education, the highest economic returns come from the earliest investments in children. To raise the collective intelligence of the nation there is a strong case for investing heavily in ECE, raising its share of the Samagra Shiksha budget to 5% (up from around 2% currently).

The ubiquity of smartphones in India today — a recent survey reported a smartphone ownership of 1.5 per household in urban India and 1.3 in rural India — offers a never-before-seen opportunity to rapidly scale up high-quality educational inputs to children across the country regardless of their socio-economic status. This is a

simple idea with great power. Educational non-profits have begun work on precisely this, and these efforts will only expand in future.

For instance, Rocket Learning, a non-profit launched in 2020, has developed interactive and highly engaging educational content that can be delivered over WhatsApp to teachers, parents and children. Every day on these micro-WhatsApp groups, it sends low-income teachers and parents contextualised content in the local language that they can use for play-based activities with children in the classroom or at home. These activities take less than 20 minutes and involve readily available materials.Research shows that greater parental involvement in children’s education leads to improved academic performance. That sense of participation is reinforced by encouraging parents and educators to share images and videos back to the WhatsApp groups, creating a sense of a shared learning community.



Chimple is an android app developed in India, that uses games to instil foundational literacy and numeracy

through a teacher-directed, at-home learning model. Using the app, a teacher can remotely assign content for children to practise, based on the teaching plan for the week. In a pilot study involving Class 1 and 2 students in Haryana, the treatment group saw a 50% improvement in test scores over the year with 10 minutes of usage of Chimple in a day. Similar improvements were recorded in English as well, and the low performing learners at the baseline benefited even more.

Going up to higher grades of schooling, new learning opportunities can be reinforced by generative AI — a powerful use case for which is Personalised Adaptive Learning (PAL). Instead of the rigid, one-size-fits-all mode of learning that conventional classrooms offer, students can learn at their own pace and in their own space with PAL — making engaging, immersive and interactive learning available at even the remotest of locales. If children of the elite have an edge because they have access to individual high-quality coaches to quickly resolve their problems, such access can be universalised with the help of PAL.

Educational non-profit Central Square Foundation (CSF) is working with Khan Academy to contextualise Khanmigo, India's AI-powered personal tutor for low-income contexts. State govts are beginning to leverage PAL for their school systems. Andhra Pradesh has been a pioneer here as it has made PAL part of its World Bank-aided Supporting Andhra's Learning Transformation (SALT) programme. Use of PAL to heal educational divides can only grow in future.
PAL, however, is not the only AI use case in education. AI can generate the learning content itself — scripts, rhymes, worksheets and illustrations are created using LLMs, saving time and boosting creativity. AI can translate and dub across languages, simplify animation and personalise audio with voice cloning. AI can also drive data analysis at the back-end, using incoming messages to draw nuanced insights into how well specific educational programmes are working.

CSF has entered into partnerships to build an AI-powered Teacher Coach for govt school teachers, which can provide actionable feedback to teachers and identify effective levers for measurable improvements in classroom

practice. AI tools can also grade large volumes of student work, reducing five minutes of paper checking time to 20 seconds. They can provide nuanced understanding of a student's performance and actionable insights based on it, thus reducing teachers' workload and enabling them to engage more students.

India's EdTech sector is already large and bound to grow further. But what parts of it are relevant and useful, and go from being a handmaiden for the rich to being universally enabling? In order to evaluate the many available EdTech solutions, CSF has developed — jointly with IIT Bombay and IIT Delhi — an evaluation index that enables govts and other users to make quality-led, evidence-informed choices regarding EdTech procurement for schools, especially those catering to low-income students.
The index is called EdTech Tulna, and helps define quality standards for what good EdTech looks like. It creates exhaustive tool-kits and training for decision-makers to apply these standards to evaluate EdTech products, and publishes reviews of products to drive demand and shape supply.

Apart from EdTech innovations, there are innovations at the level of school governance and regulation that can dramatically uplift quality. At present, regulation of schools is heavily input-focused. This priority must now shift to measurement of outcomes, which should be reported transparently, publicly and regularly. Such data will allow parents to choose the best school for their children and vote with their feet, building pressure to improve school quality. It will also allow the best schools to emerge as exemplars whose best practices can be replicated at others too.

Other countries have followed this transparency model to effectively improve school quality — including the Office for Standards in Education (Ofsted, UK), Knowledge and Human Development Authority (KHDA, Dubai) and Sistema de Medición de la Calidad de la Educación (SIMCE, Chile).

The National Education Policy (NEP 2020) talks about a school regulator called the State School Standards

Authority (SSSA) to set standards and publicise the level of each school in the state, based on those standards. To be effective, SSSAs need to function independently of the department of education and other govt bodies, and assess the quality of all schools — whether public or private — impartially. As NEP 2020 recommends, they should shift regulation from being overly restrictive (especially for private schools) to being “light but tight”. SSSAs should regularly report on the quality of schools and put these out in the public domain.

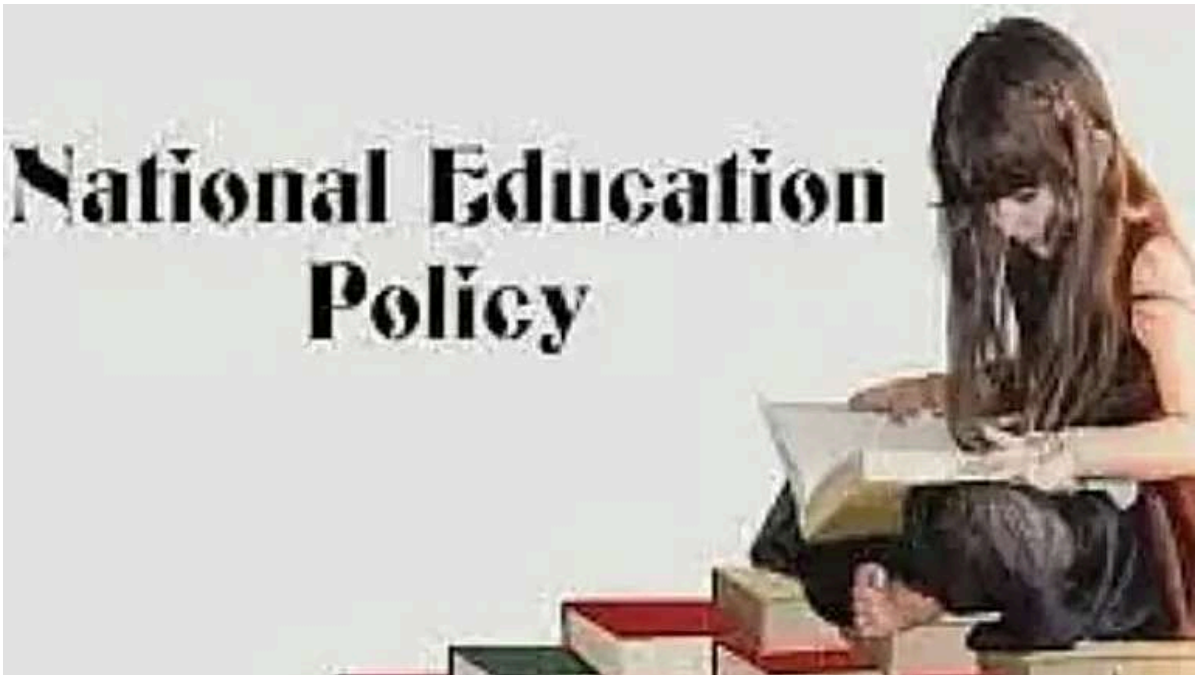
Every child in India deserves a chance to reach their full potential. With new technologies as well as enabling reforms, we will be well on our way towards fulfilling that dream.

The writer is founder-CEO of The Convergence Foundation, and founder chairperson of Central Square Foundation

Editorial

The Importance of Mother Tongue in the National Education Policy 2020

National Education Policy (NEP) 2020 has ushered in a transformative shift in India's education system, aiming to make education holistic, flexible, practical, inclusive, and universally accessible



Sentinel Digital Desk

Published on: 20 Sep 2025, 10:47 am

Follow Us

Himangshu Ranjan Bhuyan

Top News

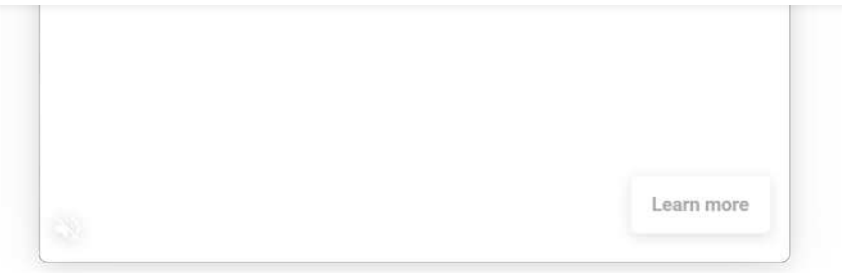


Sugary drinks may worsen colorectal cancer: US researchers

Sentinel Digital Desk . 48 minutes ago



2.5 million free LPG connections under Ujjwala Yojana on Navratri



(hrbhuyancolumnist@gmail.com)

Advertising

Advertising

The National Education Policy (NEP) 2020 has ushered in a transformative shift in India's education system, aiming to make education holistic, flexible, practical, inclusive, and universally accessible. A central pillar of this policy is the emphasis on the mother tongue, a visionary and revolutionary step in the context of India's multilingual, multicultural, and diverse society. This approach to education through the mother tongue lays a robust foundation for students' intellectual, emotional, social, cultural, and ethical development. Furthermore, it significantly contributes to preserving India's linguistic diversity, promoting indigenous knowledge, reducing educational disparities, and fostering social cohesion.

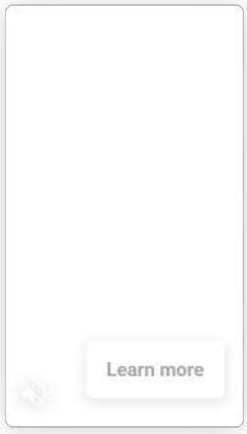
The mother tongue is a child's first language, naturally acquired from family, society, and the surrounding environment. It serves as the primary medium for expressing thoughts, emotions, and experiences, forming the bedrock of a child's intellectual and emotional growth. Using the mother tongue in the early stages of education simplifies, enhances, and naturalises the learning process. Education delivered in the mother tongue enables children to grasp complex

52 minutes ago


GST 2.0 rates take effect; around 370 items get cheaper
Sentinel Digital Desk
55 minutes ago

BTC Poll Sees 72.61% Turnout by 4:30 PM, Final Count Awaited
Sentinel Digital Desk
58 minutes ago

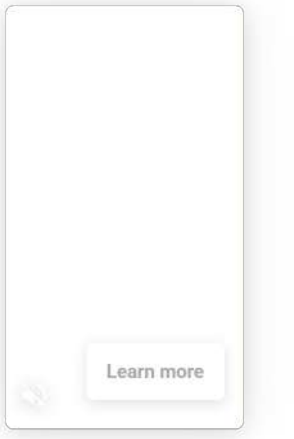
connects students with their cultural identity. This connection fosters a strong sense of self-identity, reinforcing ethical values, social responsibility, and community cohesion. Recognising this, the NEP 2020 recommends using the mother tongue or local language as the primary medium of instruction, particularly in the first five years of schooling. This approach strengthens students' educational foundation while reducing the likelihood of educational exclusion, marking a significant step toward improving the overall quality of the education system.



India's multilingual and multicultural landscape provides a unique context for implementing this policy. With hundreds of languages and dialects, including 22 languages recognised in the Eighth Schedule of the Constitution, India's linguistic diversity is both a vast opportunity and a complex challenge for its education system. Beyond these recognised languages, numerous local languages and dialects form an integral part of the nation's cultural, historical, and social richness. Previous education policies overly emphasized English and Hindi, often neglecting local languages. This led to the alienation of many students from their mother tongues, resulting in diminished interest in education, declining academic performance, and increased educational disparities. The NEP 2020 seeks to address this issue by advocating the use of the mother tongue or local language as the medium of instruction, enabling students to remain deeply connected to their language, culture, and heritage. This approach makes the educational experience more natural, effective, and inclusive, improving academic outcomes and ensuring equitable access to education for all.

The NEP 2020 proposes a three-language formula, incorporating the mother tongue alongside Hindi and English. This flexible approach provides students with opportunities to develop multilingual proficiency while acknowledging the importance of the mother tongue. The three-language formula allows students to build foundational knowledge, analytical skills, and critical thinking in their mother tongue during the early years. Subsequently, exposure to Hindi and

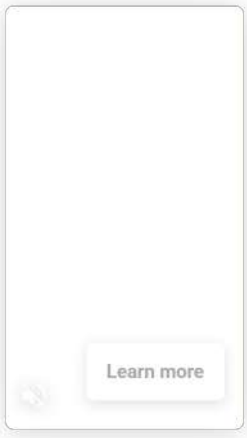
social, and professional lives. Beyond academic empowerment, this method ensures students remain rooted in their cultural identity in an era of globalisation, a critical factor for their holistic development.



Teachers play a pivotal role in implementing mother tongue-based education. They must be equipped to teach in students' mother tongues, necessitating robust training programmes. Teachers need to master strategies for delivering education in local languages, tailoring their methods to align with students' linguistic and cultural contexts. Such training enhances teachers' ability to communicate effectively with students, making the learning process more successful. Additionally, textbooks, teaching materials, and other resources must be developed in local languages. Many local languages lack a standardized written form, making the creation of educational materials a complex, time-consuming, and costly endeavour. Collaboration among linguists, scholars, educators, and technologists is essential in this regard. The use of digital platforms can expedite this process, making educational content more accessible to both students and teachers, thus simplifying the learning experience. The NEP 2020 emphasizes teacher training to ensure educators can effectively fulfil these responsibilities. Through specialised training, teachers will acquire skills in local language pedagogy, curriculum design, and alignment with students' linguistic environments.

Mother tongue-based education significantly contributes to preserving and promoting students' cultural identity. Each Indian language is intertwined with a unique culture, tradition, lifestyle, philosophy, and repository of knowledge. Education in the mother tongue allows students to stay deeply connected to their cultural roots, fostering a sense of cultural pride and strengthening their self-identity. This connection is vital for emotional stability, confidence, and social responsibility. In an era of increasing Western cultural influence due to globalisation, mother tongue education plays a crucial role in preserving and promoting Indian culture. Through local languages, folklore, mythology, songs,

among students, which supports their critical and social development.



The use of the mother tongue in education also addresses educational disparities in Indian society. The urban-rural divide has long been a persistent challenge, with many rural children struggling to adapt to English-medium education due to limited exposure to the language in their environments. This results in lower educational quality, poor academic performance, and, in many cases, complete exclusion from education. Mother tongue education mitigates this disparity by enabling rural children to learn in their familiar language, increasing their interest in education, improving academic outcomes, and making educational opportunities more accessible. This approach is particularly beneficial for children from marginalized communities, such as tribal groups, Scheduled Castes, Scheduled Tribes, and other disadvantaged sections, who often struggle with English- or Hindi-medium education due to its disconnect from their daily lives. By providing education in the mother tongue, their right to education is ensured, making educational opportunities more equitable and inclusive. This method not only boosts students' interest in education but also paves the way for their social and economic advancement.

Implementing mother tongue education presents challenges within India's multilingual and diverse society. Developing textbooks, teaching materials, and resources for hundreds of languages and dialects is a complex, time-intensive, and expensive task. Many local languages lack a standardized written form, necessitating collaboration among linguists, scholars, and educators. A shortage of teachers proficient in local languages poses a significant hurdle, compounded by the need for specialised training to equip educators with the skills to teach in these languages. Societal and parental mindsets also present challenges, as many parents prioritize English-medium education, believing it offers better professional and global opportunities for their children. This perception may reduce enthusiasm for mother tongue education, hindering the policy's implementation.

Rohinton Nariman defends Akbar, dismisses Hindu massacres: Ex-SC judge's elite privilege & Mughal whitewashing exposed

Former SC judge Rohinton Nariman has courted controversy by defending Mughal ruler Akbar and calling the revised NCERT textbooks "distorted," even though they merely highlight long-suppressed Mughal atrocities against Hindus

WEBDESK — Sep 20, 2025, 01:00 pm IST in **Bharat**

Add as a preferred source on Google



Former Supreme Court judge Rohinton Fali Nariman has triggered outrage among nationalist and Hindu voices after criticising the revised NCERT history textbooks for presenting the Mughal ruler Akbar as a tyrant who massacred Hindus. Speaking at the KM Bashir Memorial Lecture in Trivandrum, Nariman called it a "distortion of history," expressing shock that students are being told about the brutality Akbar unleashed during the siege of Chittorgarh.

His remarks are not only ill-informed but also reflect a dangerous trend of protecting Mughal invaders' image while dismissing the lived trauma of Hindus, who for centuries faced slavery, temple destruction, forced conversions, and mass killings under Islamic rule.

Let us recall the very episode Nariman wants hidden from students: Akbar's 1568 siege of Chittorgarh. After a prolonged battle, Akbar ordered the slaughter of 30,000 Hindus, proclaiming it a victory of Islam over "infidels." Women in the fort chose jauhar (self-immolation) over capture, slavery, and dishonour. Those who survived were enslaved, their children sold in markets.

This was not an isolated incident. Mughal chronicles themselves document similar horrors:

- Babur ordered the massacre of entire populations in conquered cities, declaring them victories for Islam.
- Aurangzeb reimposed jizya, destroyed temples, banned Hindu practices, and executed Guru Tegh Bahadur for resisting conversions.
- Shah Jahan, glorified for the Taj Mahal, razed hundreds of temples and imposed severe restrictions on Hindus.

For decades, however, history textbooks hid these truths, presenting Akbar as a symbol of tolerance while reducing Hindu suffering to footnotes. This deliberate whitewashing denied Hindu children the right to know their ancestors' struggle for survival.

The recent revision of NCERT's Class 8 Social Science textbook under the National Curriculum Framework (2023) is an attempt to correct this imbalance. The new version does not erase Mughal achievements but places them alongside their brutalities, giving students a balanced picture grounded in facts.

- Akbar is described as embodying a blend of brutality and tolerance acknowledging both his abolition of jizya and his genocidal violence.
- Aurangzeb is rightly portrayed as a military despot who persecuted Hindus.

- Babur is exposed for his mass killings.
- Even the artistic contributions of Jahangir and Shah Jahan are presented without hiding the darker realities.

This is not distortion; it is restoration of truth, giving Hindus dignity by ensuring their pain is not erased from the nation's memory.

Against this backdrop, Nariman's claim that portraying Akbar's brutality is "distortion" raises serious questions. Why should the genocide of Hindus be hidden? Why should history only glorify rulers who butchered millions of Hindus but never give voice to the victims?

This selective outrage comes from a man whose own career was shaped by privilege and whose family has a legacy of protecting the powerful at the expense of justice:

- Rohinton Nariman became Senior Counsel at 37, widely attributed to the influence of his father, Fali Nariman, who was Additional Solicitor General under Indira Gandhi.
- He was appointed Solicitor General during Sonia Gandhi's UPA regime, resigning shortly before being elevated directly to the Supreme Court.

- While occupying the Bench, he made disparaging remarks about the Vedas, hurting Hindu sentiments while projecting himself as a defender of “composite culture.”

The platform where Nariman delivered his lecture Justice Ahmadi Foundation itself exposes the deep nexus of elite privilege and compromised justice. Former CJI A.M. Ahmadi, whose name the foundation carries, diluted criminal charges against Union Carbide in the Bhopal Gas tragedy case, reducing the world’s deadliest industrial disaster to mere “negligence.” Within days of retirement, he became trustee of the Bhopal Memorial Hospital Trust, funded by Union Carbide.

In this case too, Fali Nariman Rohinton’s father represented Union Carbide, effectively ensuring that victims of Bhopal, largely poor Hindus and Muslims, were denied justice. The irony of the Nariman family sermonising on “distortion of history” is not lost on anyone.

Rohinton Nariman has also been a leading voice in spreading misinformation about electoral reforms under Prime Minister Modi. He falsely claims PM Modi “changed the law” to handpick Election Commissioners. The truth is clear:

MoE & CIET-NCERT conclude 5-day ISL programme on International Day of Sign Languages

Posted On: 20 SEP 2025 6:00PM by PIB Delhi

The Ministry of Education, in collaboration with the Central Institute of Educational Technology (CIET), NCERT, organized a Special Five-Day Live Programme on Indian Sign Language (ISL) from 15th to 19th September 2025. The programme was held to mark the International Day of Sign Languages, which is observed every year on 23rd September. It was broadcast through PM eVIDYA ISL Channel No. 31 and NCERT's official YouTube channels.

The programme aimed to spread awareness about the importance of Indian Sign Language as a medium for communication and learning, especially for children with hearing impairments. It also emphasized the role of ISL in promoting inclusive and equitable education, as highlighted in the National Education Policy (NEP) 2020 and the Sustainable Development Goals (SDG-4: Quality Education).

The programme featured five live interactive sessions broadcasted daily from 12:40 PM to 1:40 PM across multiple platforms, including PM eVIDYA DTH ISL Channel No. 31, YouTube channels ncert events https://www.youtube.com/@ncertevents.157/streams and NCERT official http://youtube.com/ncertofficial. These sessions advocated ISL as a vital tool for the inclusion of learners with hearing impairments in mainstream schools and were accessible to all viewers across India.

Over five days, live interactive sessions were held daily from 12:40 PM to 1:40 PM. These sessions focused on the use of ISL as a pathways for inclusion, ISL in classrooms & pedagogy practices, inclusion through sports in ISL, expression through ISL for inclusive practices, and the experiences of the Deaf community. A special feature of the programme was that on Day 4 and Day 5, sessions were led mainly by deaf experts, giving direct voice to the community. To ensure accessibility, professional ISL interpreters were present throughout the programme.

Experts from premier institutions and organizations contributed to the sessions, including Ms A Srija, Economic Adviser, DoSEL, MoE; Dr. Sharanjeet Kaur, Chairperson, RCI; Prof. Bharti Kaushik, CIET, NCERT; Shri Kumar Raju, Director, ISLRTC; Prof. Ajish K. Abraham, AIISH; Dr. Varsha Gathoo, AYJNISHD; Dr. Andesha Mangla, ISLRTC; Mr. Lalit Kumar, Deaf Javelin Thrower, All India Sports Council of the Deaf; Ms. Versha Gulia, Deaf Shotput player; Mr. G. V. Reddy, Deaf Football Player, National Association of the Deaf; Mr. Vishwajit Nair, ISLRTC; Ms. Manu Bhardwaj, Deaf Karate player, and Ms. Ramandeep Kaur, Deaf Dancer.

Recordings of all sessions have been made available online for wider access. For those who could not attend the live sessions can access the recording through the link: Watch Recorded Sessions Here

Through this initiative, the Ministry of Education and NCERT reaffirm their commitment to promoting Indian Sign Language and ensuring that every learner, including children with hearing impairments, has equal opportunities to learn, grow, and succeed for Viksit Bharat.

*****

MV/AK

(Release ID: 2169151)
Read this release in: Urdu , Hindi

अमर उजाला, 21 सितंबर 2025, पृष्ठ संख्या - 4

मनोविज्ञान, योग की ऑनलाइन और ओडीएल से पढ़ाई नहीं होगी

यूजीसी ने राज्यों और विश्वविद्यालयों को लिखा पत्र, यूजी और पीजी में इन प्रोग्राम में पढ़ाई पर रोक

अमर उजाला ब्यूरो

नई दिल्ली। मनोविज्ञान, योग और आतिथ्य प्रबंधन प्रोग्राम में ऑनलाइन और ओपन एंड डिस्टेंस लर्निंग (ओडीएल) मोड से पढ़ाई नहीं होगी। विश्वविद्यालय अनुदान आयोग (यूजीसी) ने राज्यों और विश्वविद्यालयों को पत्र लिखा है। इसमें स्नातक (यूजी) और स्नातकोत्तर (पीजी) में इन प्रोग्राम में पढ़ाई पर रोक लगाई गई है।

खास बात यह है कि यूजीसी ने छात्रों को निर्देश दिया है कि शैक्षणिक सत्र 2025-26 के तहत अगस्त 2025 सत्र में ऑनलाइन और ओडीएल पाठ्यक्रमों में दाखिले से पहले विश्वविद्यालय अनुदान आयोग (यूजीसी) की वेबसाइट से संबंधित विश्वविद्यालय और उच्च शिक्षण संस्थान की मान्यता जांच लें।

सांकेतिक



ओडीएल व ऑनलाइन डिग्री प्रोग्राम की पढ़ाई से पहले विवि की मान्यता जांचें

यूजीसी के सचिव प्रोफेसर मनीष जोशी की ओर से इस संबंध में पत्र लिखा गया है। इसमें लिखा है कि 23 जुलाई को यूजीसी काउंसिल बैठक में यह फैसला लिया गया है कि मनोविज्ञान में ऑनलाइन और ओडीएल मोड से पढ़ाई नहीं होगी। इसके अलावा योग और आतिथ्य प्रबंधन प्रोग्राम में भी यूजी व पीजी में ऑनलाइन व ओडीएल पढ़ाई पर रोक लगाई गई है। वहीं, यूजीसी ने, इससे पहले इंजीनियरिंग, चिकित्सा, फिजियोथेरेपी, ऑक्यूपेशनल थेरेपी और अन्य पैरा- मेडिकल विषय, फार्मेसी, नर्सिंग, डेंटल, आर्किटेक्चर, कानून, बागवानी, कैटरिंग टेक्नोलॉजी, क्यूलिनरी साइंस, एयरक्राफ्ट मेंटेनेंस, दृश्य कला व खेल, विमानन पर पहले ही ऑनलाइन और ओडीएम मोड से पढ़ाने पर रोक लगा रखी है।

यूजीसी-डीईबी पोर्टल पर पंजीकरण जरूरी

यूजीसी काउंसिल में ऑनलाइन और ओडीएल मोड से पढ़ाई करने वाले छात्रों के शैक्षणिक भविष्य व करियर की सुरक्षा के लिए एक मानकीकृत प्रवेश प्रणाली को अपनाया गया है। इसके तहत, ऑनलाइन और ओडीएल मोड से दाखिला लेने वाले सभी छात्रों को यूजीसी-डीईबी पोर्टल पर पंजीकरण करवाना जरूरी होगा। यह आईडी छात्रों के लिए जीवनभर काम आएगी। इसी के माध्यम से वे अपने एकेडमिक बैंक ऑफ क्रेडिट को ट्रांसफर कर सकते हैं।

इन संस्थानों पर रोक जारी

राजस्थान के सुरेश ज्ञान विहार विश्वविद्यालय में शैक्षणिक सत्र 2025-26 के लिए ऑनलाइन मोड से पढ़ाई करवाने पर रोक है। इसके अलावा तमिलनाडु के पेरियार विश्वविद्यालय में इस वर्ष भी रोक लागू रहेगी।

The Pioneer, 21 September 2025, Page No- Agenda -IV

Sustainability education for green jobs

Education today stands as India's unfinished bridge between promise, purpose, and practice

TEAM AGENDA



The 7th International Conference on Sustainability Education (ICSE), held at the India Habitat Centre in New Delhi, came at a crucial moment. With the world racing against climate deadlines and youth struggling to find meaningful employment, the theme — Sustainability Education for Green Jobs — struck a vital chord. India is positioning itself as a global leader in renewable energy and sustainable practices, yet the reality of green jobs still feels like a distant goal for many.

Union Minister for Environment, Forest and Climate Change, Bhupender Yadav, opened the conference with a message both urgent and hopeful. "India is taking tremendous strides to shift from fossil fuel dependence to renewable energy sources," he said.

ICSE has become a crucible of innovation where ideas are shaped into practical solutions. This year's theme on 'Green Jobs' underscores the urgency to equip youth with the skills needed for a green economy. "We must align education with employment to ensure our development remains in harmony with the planet," adds Pradip Burman, Chairman of Mobius Foundation.

India stands as the third-largest producer of renewable energy globally. But without widespread adoption of sustainability education, our growth will stall. Education remains key to accelerating progress.

At present, the green jobs ecosystem in India remains fragmented. While demand is growing in sectors such as solar installation, green construction, sustainable agriculture, waste management, and circular economy solutions, the supply of trained professionals lags far behind. Most graduates remain unaware of opportunities in the green sector, and vocational training programmes are still limited in scope and accessibility.

In rural and semi-urban areas, awareness and infrastructure to support green skills are especially lacking. Policy efforts have intensified over the last few years. The Ministry of Environment, Forest and Climate Change, along with NITI Aayog and the Ministry of Skill Development and Entrepreneurship, has introduced initiatives aimed at integrating sustainability into education and training systems. The National Education Policy (NEP) 2020 highlights environmental awareness, experiential learning, and vocational readiness as priorities. Yet, implementation remains patchy, with a disconnect between national goals and local execution.

Private and non-profit actors have tried to fill the gap. Foundations such as Mobius have launched programmes that link education to real-world sustainability challenges — especially in underserved areas. However, such efforts, while impactful, are still not operating at the scale required to meet India's climate and employment targets. What is clear is that sustainability education is no longer optional — it is central to economic resilience. Without a structured framework to train youth for emerging green industries, India risks falling behind not just in climate targets but also in providing secure livelihoods. As automation and climate-related disruptions threaten conventional jobs, the green sector could become a powerful employment engine — if properly supported.

The future of green jobs in India depends on three critical shifts. First, education systems must align closely with market demands. Curricula across schools, colleges, and skill centres need to include green technologies, sustainable development practices, and entrepreneurial training. Second, access must be equitable. Rural youth, women, and marginalised communities must be included in this transition through targeted outreach, scholarships, and community-based training models. Third, industries must actively collaborate with education providers to ensure a steady flow of job-ready professionals and innovators.

Events such as ICSE signal growing recognition of these needs. However, recognition must lead to reform. India has the potential to lead not only in renewable energy production but also in building a workforce that powers the green economy. That leadership will depend on how quickly the gap between promise and practice is bridged. As the global climate clock ticks, the pressure to act is undeniable.

The idea of a green jobs reality can no longer remain a policy slogan. It must become an everyday opportunity — for students in classrooms, for workers in training centres, and for communities looking to grow sustainably. Sustainability education must rise from conferences and reports to become a transformative force on the ground.

The Hindu, 21 September 2025, Page No- 12

What is the best time to take examinations?



SPEAKING OF SCIENCE

D. Balasubramanian

A paper published on July 24, 2025, by Carmelo Vicario et al., titled 'Timing Matters! Academic assessment changes throughout the day' in journal *Frontiers in Psychology*, presents an analysis of the academic performance of over 1,04,552 students across Italy. The study finds that the time at which they take their examination matters. Examinations conducted between 11 am and 1 pm were found to offer very good results, with those taken at around noon being the best, while those conducted between 8 and 9 am and between 2 and 5 pm threw up poorer results.

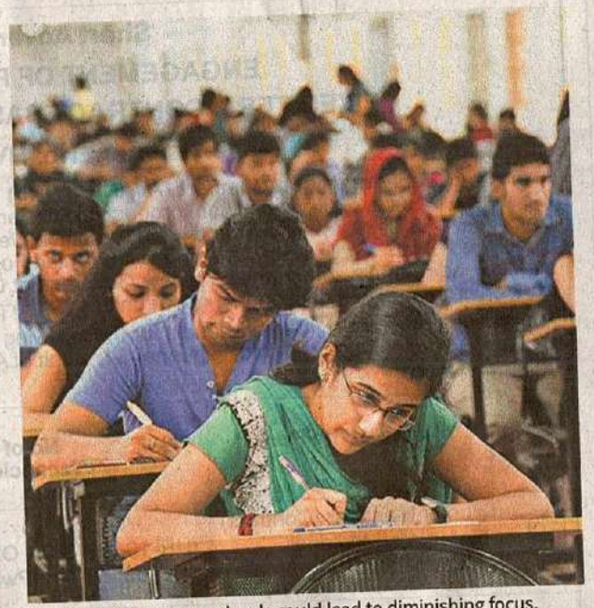
The timing of critical decisions can thus have far-reaching consequences.

The success rate followed a bell curve with a peak at noon. That is, there was no significant difference in the chance of passing the exam if one sat for it at 11 am or 1 pm, but the chances of passing were lower if the exam was taken at 8 or 9 am or at 3 or 4 pm. The chance of passing was equivalent in the early morning and in the late afternoon.

"These findings have wide-ranging implications," Prof. Alessio Avenanti of the University of Bologna and a co-author of the study said.

"They highlight how biological rhythms, often overlooked in decision-making contexts, can subtly but significantly shape the outcome of high-stakes evaluations."

Although the study did not identify the mechanisms behind this pattern, the peak in the number of students passing at midday is consistent with evidence that cognitive performance improves over the course of the morning before declining during the afternoon.



Students' falling energy levels could lead to diminishing focus, compromising their performance. K. Murali Kumar

Students' falling energy levels could lead to diminishing focus, compromising their performance. Professors might also experience decision fatigue, causing them to grade answer papers more harshly.

Meanwhile, poorer results earlier in the day could be down to competing chronotypes, or body clocks. People in their early 20s are usually night owls, while people in their 40s or more tend to be morning larks. The students thus might also show sleep inertia: low cognitive performance at a time when the professors are most alert.

"To counteract time-of-day effects, students might benefit from strategies like ensuring [good] quality sleep, avoiding scheduling important exams during personal 'low' periods, and taking mental breaks before performance tasks," Dr. Vicario, of the University of Messina in Italy, suggested.

"For institutions, delaying morning sessions or clustering key assessments in the late morning may improve outcomes." But more research is needed to fully understand the factors that contribute to the influence of the time of day on academic performance and to develop ways to ensure fairer assessments.

"While we controlled for exam difficulty, we can't entirely exclude other unmeasured factors," said Prof. Massimo Mucciardi of the University of Messina and a senior author. "We couldn't access detailed student- or examiner-level data such as sleep habits, stress or chronotype. This is why we encourage follow-up studies using physiological or behavioural measures to uncover the underlying mechanisms."

While this research was in Italy, the findings may also apply in India, when students appear for many entrance exams, which are typically held during the daytime, with morning and afternoon sessions.

For example, the Common University Entrance Test (CUET) is conducted in two slots at 9-12 am and 3-6 pm. If we go by the Italian example, the slots are better off being at 9-11 am and 12-2 pm.



Sep 21, 2025 Chennai, IANS 165

Govt plans to introduce skill-based curriculum for Classes 11 and 12: Dharmendra Pradhan

The Union government is preparing to incorporate skill-based learning into the curriculum of Classes 11 and 12 in line with the recommendations of the National Education Policy (NEP) 2020, Union Education Minister Dharmendra Pradhan said on Sunday.

Speaking at the Dakshinapatha Summit 2025 held at the Indian Institute of Technology (IIT) Madras, Pradhan stressed the need for a paradigm shift in teaching methods to make education more holistic and practical.

"We are on the job to introduce skill-based curriculum at the senior secondary level. The National Education Policy has strongly recommended this transformation, and we believe this will empower students to be future-ready," the minister said.

He pointed out that the existing education system has traditionally been degree- and certificate-oriented.

"Prime Minister Narendra Modi rightly emphasised that while degrees and certifications are important, it is equally critical to ensure that students are competent and skilled. Our goal is to bridge this gap by integrating practical skills into mainstream education," Pradhan added.

The minister also revealed that the government is working towards embedding skill-based education from as early as Class 6.

“Earlier, skill development was optional and selective. But moving forward, it will be a formal part of school education as a subject. This will ensure students not only acquire knowledge but also develop competencies relevant to the evolving job market,” he explained.

Pradhan highlighted that this initiative marks a shift from rote learning to competency-driven education, aligning with the NEP 2020’s vision of fostering creativity, innovation, and employability among students.

“Skill-based learning is one of the primary recommendations of NEP 2020. The idea is to prepare students not just for examinations but for life beyond classrooms, where problem-solving, adaptability, and innovation matter the most,” he said.

The proposed curriculum is expected to cover a wide range of vocational and practical skill areas, enabling students to pursue higher education or directly enter the workforce with greater confidence.

The education ministry, Pradhan said, is in consultation with academic institutions, industry stakeholders, and policymakers to frame the structure of the new curriculum.

"This will be a significant step in building a globally competitive and skilled workforce from the grassroots,” he noted.

Read more..

22 Sep 2025 113

Odisha assembly adjourned amid BJD protest on curtailment of PRI powers

22 Sep 2025 122

J&K cabinet to meet on Tuesday, likely to recommend convening of Assembly

22 Sep 2025 123

2026 Bengal assembly polls: BJP to appoint 'vistaraks' in all 294 constituencies

22 Sep 2025 429

In Morocco, Rajnath praises Indians' contribution to progress

21 Sep 2025 168

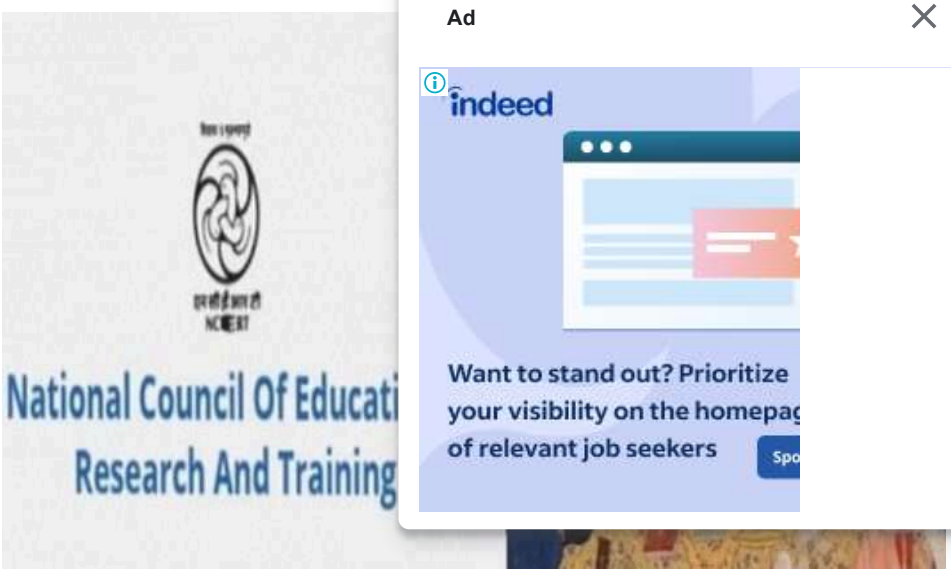
NCERT is rewriting the past but betraying the future

Published Date: 21-09-2025 | 3:18 pm

FW Desk

About the Author »

Ad





Prof. Salim Engineer

Search
Search

FW News - Videos

Load More... Subscribe

Most Popular


IT raid at plywood industry owners' factory, house continued for 72 hours


Haryana government issued 9-day eviction notice for demolishing 8,000 houses in Faridabad


India's Direct Selling Industry Surpasses ₹22,00(Cr, Direct Sellers Rise to 88 Lakh: Survey



Panipat textile goods manufacturers ge orders worth Rs 5 thousand crores from USA buyers


Wheat stocks of value over Rs 82 crore destroyed due to negligence in 4 Haryana districts

Direct selling echoes contribution in makin

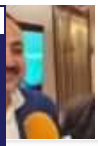


The revision of history textbooks is being carried out by the National Council of Educational Research and Training (NCERT) with great enthusiasm under the directions of the Government of India. The rewriting of history textbooks under a neo-nationalist government can never be a simple, unbiased & honest academic exercise as its exclusivist "Idea of India" is diametrically opposite to the inclusivist "Idea of India" based on the founding principles of the Constitution of India. History is the first lesson in identity that is conferred on children. It shapes the moral universe for its future citizens. Hence, the recent revisions by the NCERT that diminish the role of the Mughals in medieval history while glorifying Hindu rulers cannot be just edits in a textbook. They are an attempt to restructure India's moral and political imagination. There is a dangerous fallacy at the core of this project. It assumes that the nationhood of "we the people" can be redefined by simplifying history into a tale of villains and heroes. The Mughal emperors must be depicted as ruthless invaders, temple destroyers, and oppressors. Hindu kings are to be exalted as guardians of tradition and tolerance. The broad lesson in Indian history must radiate with Hindu virtue under siege by Muslim barbarity. This project is nothing but myth making in the service of politics.

All civilizations wrestle with violence. To single out the Mughals as uniquely brutal is historically dishonest. As historians remind us, conquest, temple destruction, and political repression were the lingua franca of power across dynasties – Hindu, Buddhist, or Muslim. The Cholas, the Pallavas, the Kashmir kings – all left records of violence that match, and sometimes exceed, those attributed to the Mughals. But NCERT textbooks are curiously silent on these episodes. For example, it is unfair to condemn Akbar for one massacre in a 45-year reign while erasing the Maratha atrocities in Bengal. Such distortions matter because history is not simply about the past; it is about what kind of polity we wish to become. The great achievement of India's freedom struggle was not simply political independence, but the articulation of a moral vision.

See also Haryana Public Service Commission Results: Has Haryana land become intelligentsia barren ?

The India that our Constitution makers dreamt of was not just a country of borders drawn on a map. It was an India that would stand firm on its


Uttar Pradesh $ one trillion econ


700 pois tabl


Sats larg food facil
galuru


High Court decision to make thousands of employees in Haryana jobless


1280 private firms suspected involved in about Rs 1181crore GST fraud in Haryana

LIKE US ON FACEBOOK

The Financial World
5,073 followers
Follow Page



The Financial World
10 hours ago
Gautam Adani Asks Group Staff Pace of Growth as SEBI Lifts H Cloud
https://shorturl.at/uleAp
2 Comment Share

TWITTER

diversity and plurality. This dream had its roots in our shared culture. It is the same culture in which the elegance of Persian, the tradition of Sanskrit, Islamic ideology and the flavour of our local languages blend together to form the civilization in which we all live. The foundation of our country is based on equal respect for all faiths, ideologies, ethnicities, cultures, languages and regions. If the supremacy of a specific culture, language or religion is imposed on everyone, and the diversities and identities are erased by thrusting uniformity and similarity; then the very foundation of India and "Indianness" will be shaken. By rewriting history with a pre-defined agenda, the narrow and exclusivist Hindutva ideology is being surreptitiously imposed on the broad "Indianness" This would tantamount to reversing original constitutional "Idea of India." The objective of history textbooks should be to expose our young generation to the evolution of our present-day society. Students should get an unbiased and factual picture of major changes, incidents and various factors responsible for shaping our nation. The history textbooks should enable students to think, analyze and draw lessons to shape the future of society.

See also FY25: Mapping R&D Expenditure of Pharma Companies

Supporters of these revisions say that the Mughals were given more space than necessary in the textbooks and this marginalised the ancient Hindu dynasties. This argument has some strength. It is true that our curriculum has not been able to do justice to the entire civilizational achievements of India. But reform cannot be achieved by condemnation. History should be understood, not hated. A balanced and factual view would be that we avoid both glorification and demonization. Show students the magnificent architecture of the Mughals and also acquaint them with their strict policies. Keep Akbar's experiments with religious tolerance alongside his military campaigns. Textbooks should also include rulers like Tipu Sultan and Dara Shikoh, who in their own ways showed the path of resistance and pluralism. Remember Sher Shah Suri for administrative reforms, Abul Fazal for his intellectual legacy. Only then will our children learn that Indian civilization is not made of a single religion or a single tradition, but of complexities, multiplicities and dialogue.



What we are witnessing is not the pursuit of truth but the construction of usable pasts. By presenting Hindu rulers as noble and Muslim rulers as

Financial World
Follow
The Financial World is a weekly broadsheet newspaper that mainly covers news and views on the Economy, Corporate world, and Politics.

Financial World
@fwmedia_tweets · 20 Sep
India to Divert Indus River Waters to Delhi, Haryana and Rajasthan: Khattar https://www.thefinancia to-divert-indus-rive...
Report: Neeraj Mohan
2
Twitter

Financial World
@fwmedia_tweets · 20 Sep
Haryana Advances Paddy Procurement Start to September 22
Report: Neeraj Mohan
2
Twitter

Financial World
@fwmedia_tweets · 20 Sep
ED action Pearls Grc 48,000 crc fraud https://ww action-aga g...
Report: Sa
Twitter

barbaric, the textbooks become primers of communalism. They train children to see their society as a battlefield of fixed identities, where one community is forever the victim and another forever the oppressor. Such lessons, once learned early, are difficult to unlearn. A 13-year-old who absorbs that “Muslim rulers were cruel” may not read the historian who reminds us that violence was universal, nor notice that Kerala and Bengal – areas with little Mughal control – are among the most Muslim-populated today. Instead, the prejudice instilled in childhood hardens into a worldview. That worldview infected with prejudice and a sense of victimhood metamorphoses into hatred that corrodes our democratic ethos and communal harmony.

See also IndusInd Bank continues to be questioned

This convergence of pedagogy and propaganda risks entrenching communalism in the very minds that democracy requires to remain open and critical. It is true that all governments have sought to tilt the telling of history. But what distinguishes the current moment is not just the tilt but the abandonment of scholarly integrity. In the past, textbooks might have favoured the Congress or downplayed uncomfortable episodes. But they did not indulge in alt-facts – claims that the Aryan migration is merely a “theory,” or that jizya was imposed to encourage conversions. These assertions are not interpretations; they are fabrications. A democracy can survive contested interpretations. It cannot survive the institutionalization of lies.



What, then, is at stake? At stake is not only historical accuracy but the very moral compass of the republic. A plural society cannot be held together by myths of victimhood and vengeance. It can only be sustained by an honest reckoning with its past – a reckoning that acknowledges the grandeur and the brutality, the syncretism and the coercion, across all communities. The point of history is not to cultivate pride or shame but understanding. To teach a child that their ancestors were only victims or only villains is to deny them the possibility of empathy, the foundation of citizenship. A nation that censors its past cannot imagine a democratic future. For the sake of its children, India must resist the temptation of selective memory. The integrity of history is the integrity of democracy itself.

Financial World
@fwmedia_tweets · 19 Sep
World Aware of Nexus between Terrorists, Pakistani State and Military: MEA https://www.thefinancia aware-of-nexus-betwe..
2
Twitter
Load More

INSTAGRAM

SyntaxError: Unexpected token '<', "<!DOCTYPE "... is not valid JSON

SyntaxError: Unexpected token '<', "<!DOCTYPE "... is not valid JSON

RKET PULS
k Market by T

RTOON

Printed from
THE TIMES OF INDIA

Govt plans skill based curriculum for Class 11 & 12: Will this finally align education with employability?

TOI Education | Sep 21, 2025, 03.39 PM IST



The Government of India is planning to introduce a skill based curriculum for students of Class 11 and 12, aligning with the recommendations of the National Education Policy (NEP) 2020, according to Union Education Minister Dharmendra Pradhan. Speaking at an event held at the Indian Institute of Technology (IIT) Madras, the Minister said the initiative aims to shift the focus of education from being degree-oriented to competence-based learning.

Pradhan highlighted that the inclusion of skill based education is a key element of the NEP 2020 and that the Ministry of Education is actively working towards making it a formal part of the senior secondary curriculum. As reported by the PTI, he stated, “We are on the job to introduce skill based curriculum of Class 11 and 12.”

Move in line with NEP 2020 recommendations

According to Pradhan, one of the primary recommendations of the NEP 2020 is to move away from the conventional certificate and degree-driven system and instead focus on skill development. “Prime Minister Narendra Modi rightly said we need degree and certification but we need to make the students competent also,” the Minister was quoted as saying by the PTI on X.

The initiative to introduce skill based learning is not limited to senior secondary classes. The Ministry is also exploring the possibility of implementing skill based subjects from Class 6 onwards. Pradhan said that while skill

based education had previously been optional and selective, it would now be integrated formally into the school curriculum as a subject.

Curriculum changes to begin at foundational levels

Pradhan further elaborated that the new approach would bring a paradigm shift in the country's learning methodology. As reported by the PTI, he said the earlier system focused primarily on degrees, but the new model under NEP 2020 encourages skill development from an early stage.

“Previously, skill based learning was optional. Skill based education was selective. But henceforth skill will be a formal part of education as a subject,” the Minister was quoted as saying by the PTI during his speech at the Dakshinapatha Summit 2025 held at IIT Madras.

Event held at IIT Madras highlights education reforms

The announcement was made during the Dakshinapatha Summit 2025 at IIT Madras, where discussions centred around future educational strategies under the NEP 2020. Pradhan’s remarks reinforced the Government’s commitment to integrating vocational and skill based education into mainstream schooling, particularly at higher secondary levels.

English OK, why not Indian languages? Dharmendra Pradhan on NEP 3-language row

Speaking at IIT Madras, Union Education Minister Dharmendra Pradhan clarified the language learning structure under the NEP.

Live TV

Share

ADVERTISEMENT



Union Education Minister Dharmendra Pradhan

Anagha

Chennai, UPDATED: Sep 21, 2025 15:42 IST

Edited By: Harshita Das

Union Education Minister Dharmendra Pradhan on Saturday robustly defended the language framework of the National Education Policy (NEP), dismissing accusations that it imposes any particular language on students.


Actor Robo Shankar, 46, dies day after on-set collapse. Kamal Haasan pays tribute


Modi holds firm | India Today Mood of the Nation survey


Karna amid cries

292 / 359

“People of Tamil Nadu are very linguistic. You are ready to accept English. What is wrong in accepting any other Indian language?” he said.

MAKE INDIA TODAY
MY TRUSTED SOURCE
Add as a preferred source on Google

Speaking at IIT Madras, Pradhan clarified the language learning structure under the NEP. He explained that students in Classes 1 and 2 will study two languages, their mother tongue and one additional language. From Classes 6 to 10, students will be required to learn three languages, including their mother tongue and two others.

ADVERTISEMENT

STORIES YOU MAY LIKE

What is 'I Love Muhammad' row and why did it spark protests across India?

Islamic studies in school syllabus: MK Stalin's pre-poll push in Tamil Nadu

Teaching students the difference between imitation and true intelligence

Rejecting recent criticism from the DMK, the Minister accused the party of creating “psychosis” around the language issue. “Students in Uttar Pradesh will study in Hindi, and as an additional language, they may take English, Marathi, Tamil, or any other,” Pradhan said, emphasising the policy’s flexibility.

He also highlighted linguistic diversity in India, pointing out that “only 10% of the coun[illegible] English. The rest speak in their [illegible] languages.”


Actor Robo Shankar, 46, dies a day after on-set collapse. Kamal Haasan pays tribute


Modi tops firm | India Today Mood of the Nation survey


Karna amid cries

English OK, why not Indian languages? Dharmendra Pradhan on NEP 3-language row



Pradhan recalled a past suggestion by former Andhra Pradesh Chief Minister Chandrababu Naidu, who had proposed teaching 10 languages to students, to underline that language should be seen as a facilitator, not a barrier.

On the issue of the Centre withholding funds under the Samagra Shiksha Abhiyan (SSA), Pradhan maintained that funds would be released only after the signing of Memorandums of Understanding (MoUs) with states. “It had to be mutual. You cannot impose political priority,” he asserted, signalling that cooperation is essential for smooth fund allocation.


Actor Robo Shankar, 46, dies day after on-set collapse. Kamal Haasan pays tribute


Modi holds firm | India Today Mood of the Nation survey


Karna amid cries

Centre not imposing any language on any State: Dharmendra Pradhan

Dharmendra Pradhan termed those who claim that Centre imposes the three language policy on States as "politically motivated".

Updated - September 21, 2025 04:25 pm IST - Chennai

PTI



Union Education Minister Dharmendra Pradhan addresses the 'Think India Dakshinapatha Summit 2025' at the Indian Institute of Technology (IIT) Madras, in Chennai, Tamil Nadu, on September 21, 2025 | Photo Credit: PTI

Union Education Minister Dharmendra Pradhan on Sunday (September 21, 2025) said the Centre was not imposing any language on anybody.

Explained | Hindi imposition and its discontents

He termed those who claim that Centre imposes the three language policy on States as "politically motivated".

"We are not imposing any language on anybody. For Class 1 and 2, there will be two language formula. One will be mother tongue. Here, it will be Tamil language. Government of India's condition is that you have to teach in Tamil in primary school. You can teach another language that is your choice," he said.

Mr. Pradhan was speaking to reporters in the presence of professor V. Kamakoti, Director, IIT Madras, after taking part in the 'Think India Dakshinapatha Summit 2025'.

Elaborating about the three language policy, he said from Class six to ten there is three language formula. "One language will be mother tongue. The rest two will be your choice. No language will be imposed by the Government of India on any State," he said.

To a query on how the three-language policy is being implemented in a State like Uttar Pradesh, he said, "We are implementing in that State also. Many State governments, forget BJP ruled States, are implementing three language policy, prior to National Education Policy."

"In Uttar Pradesh, a student will learn Hindi, as mother tongue. After that, they may opt for learning Marathi and Tamil also. Some student in U.P., can take Tamil as a third language. U.P. government has to provide the facility to teach Tamil," he said.

Pointing out that only 10% of India's population speak in English, he said rest of the population prefer to speak in their mother tongue.

He quoted Andhra Pradesh Chief Minister N. Chandrababu Naidu's comments that he would encourage Telugu speaking students to learn as many as 10 languages so that every Telugu boy would become 'globally competitive' and they would be proficient in different languages.

"Language is always a facilitator. Those with politically narrow ideas are creating this problem," Mr. Pradhan said.

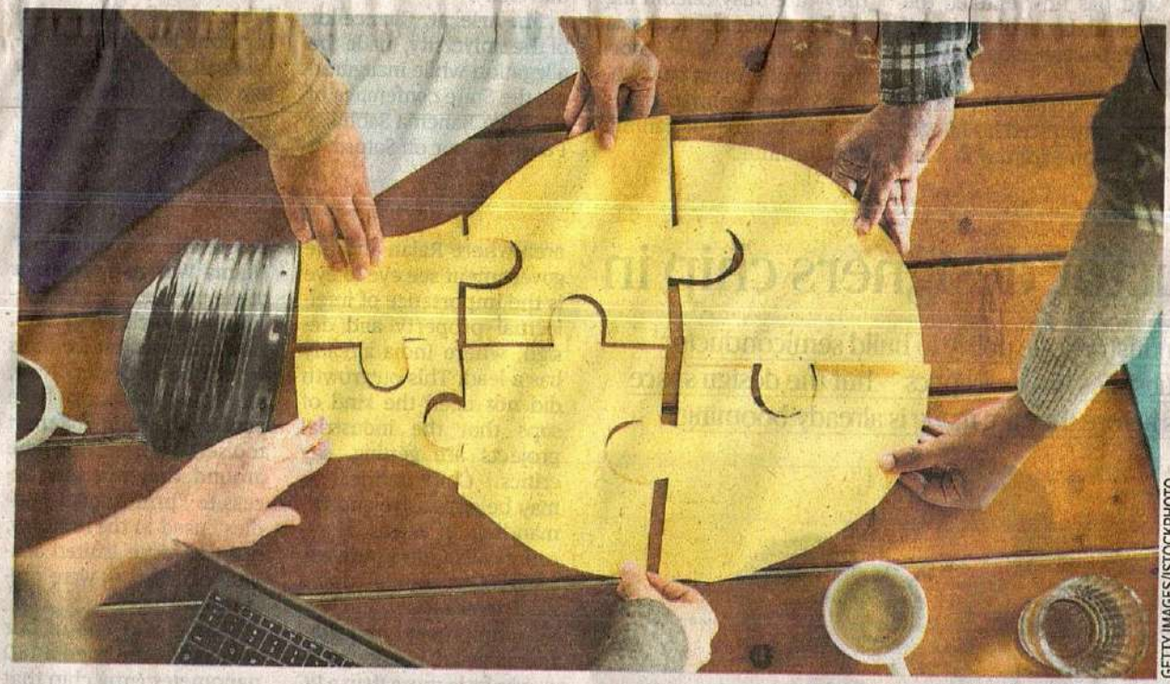
Referring to his past visits to Tamil Nadu, Mr. Pradhan said, "I have toured all part of Tamil Nadu. It is essentially a linguistic State. I am Odia. I am very proud of my Odia language. But I am also proud of other Indian languages."

"With full responsibility, I am telling you today, those who want to create this language division, they have failed. Society is moving way ahead of them, " he said.

Published - September 21, 2025 03:51 pm IST

The Hindu, 22 September, Page No- 3

Jehoson Jiresh J



GETTY IMAGES/ISTOCKPHOTO

Need for Empirical Humanities

The English Studies curriculum must explore technology's humanising potential and offer paths toward critical inquiry and progressive human reform

"Is this discipline even relevant any more?" This question from a former student of M.A. English resonates, as universities suspend Humanities programmes due to declining enrolment numbers. In 2013, when I began teaching, English departments flourished, not because of students' passion for Austen or Achebe, but because they ensured government teaching positions. This created a closed system – teaching English so that students could teach English to students who would also teach English – which remained hidden when teaching positions abounded.

But the decline today is predominantly due to the failure to create thought leaders and critics who would positively impact society. English Studies has nurtured a romanticised backward gaze fixated on recovering a 'golden' past rather than envisioning golden futures. Many departments in India still resist the half-a-century-old "cultural turn" that, when enabled, allows scholars to study everyday cultural expressions with academic rigour.

Self-defeating stance

Traditional Humanities disciplines increasingly distance themselves from the "Humanities" label. Media Studies seeks classification under Social Sciences, as to be known as a 'Science' discipline suggests a worthwhile academic contribution. With History and Philosophy programmes sinking, English Studies is left fighting a solitary battle.

The most self-defeating stance has been that of literary scholars taking positions against scientific pursuits. During a recent conference, a medical practitioner expressed frustration with literary scholars making romanticised claims about wellness that ignored empirical evidence. Such anti-scientific attitudes do not preserve disciplinary integrity but will destroy it.

The persistent framing of Humanities versus Sciences damages both fields. Humanities scholars often argue against technological advancements as "dehumanising" while benefiting immensely from them.

This resonates an elitist glorification of a 'simple life' while conveniently ignoring the subtle privileges of technological advancements that are still a distant dream for many.

Investigate and explore

Rather than opposing it, Humanities must explore technology's humanising potential in empowering neurodivergent thinkers, preventing diseases through gene therapy, democratising knowledge and liberating marginalised communities. Instead of unfounded resistance, literary inquiry should address questions of equity and ethics in scientific pursuits. Because the adversities of technology stem not from technology per se but from the human interests driving them. This constructive approach aligns with India's constitutional endorsement of 'scientific temper' and offers paths toward critical inquiry and progressive human reform. We need an empirical Humanities that honours interpretive traditions while embracing evidence. It serves as a counterweight to Digital Humanities while developing technotextuality that interprets narratives across platforms using frameworks conceptualised by English departments.

Imagine Literature scholars working alongside doctors, scientists, and programmers. In Medicine, they could analyse patient stories to improve doctor-patient communication, exploring how diagnostic language shapes experiences, and how cultural narratives and beliefs influence healthcare decision-making. In climate discourse, rather than demonising technology and romanticising pre-industrial life, they could acknowledge that the universe itself is a "giant killer machine" – as DeGrasse Tyson observes, 'natural' asteroids devastated Earth long before technology intervened – and explore how technology can ensure ethical sustainability.

Instead of resisting AI for its 'artificial' tag by idealising human intelligence as an isolated natural entity, literary scholars could investigate how large language models mirror existing human biases and shape experiences accordingly. This shift involves understanding context engineering and creating rich knowledge for AI systems. While context engineering certainly requires technical skills, literary skills such as linguistic competence, critical thinking skills, interpreting ability, and cultural analysis could be the missing pieces in our AI revolution that can help transcend mere pattern-matching to achieve genuine cultural understanding.

The collaborations can be realised by envisioning a paradigm shift in the English Studies curriculum, including digital literacy, data visualisation, and collaborative practices alongside honing traditional literary skills. Innovative courses like "Narratives Across Media", "Narrative Medicine," "Eco-Tech Sustainability," and "Algorithmic Culture" must become standard.

Indeed, literary discourses help us encounter our fragmented world, but they should do so with a scientific temper. Only then will English Studies forge tomorrow's thought leaders rather than mere analysts of yesterday. Departments envisioning critical perspectives with a scientific spirit will flourish. Those clinging to outdated models will become curious relics. Is it time to pause, reflect, act? Not just to be or not to be but to be relevant or not to be?

Views expressed are personal.

The writer is an Assistant Professor of English and Cultural Studies at Christ Deemed University, Bengaluru. Email: jehoson.jiresh@christuniversity.in

The Indian Express, 22 September, 2025, Page No - 6

Poor attendance, lack of support: New education mission, old roadblocks

SOPHIYA MATHEW
NEW DELHI, SEPTEMBER 21

AT A Delhi government school in Central Delhi, a baseline assessment recently identified 34 students from middle-school sections who were unable to read letters and words at their class-appropriate levels.

This school-level assessment by its teachers was carried out well before the Delhi government launched its ambitious NIPUN Sankalp Mission 2025-26 on September 5 this year — a programme that promises Foundational Literacy and Numeracy (FLN) for every child from Classes 1 to 8.

But in classrooms, where students have gone through several similar assessments — from Mission Chunauti to Mission Buniyaad and PARAKH Rashtriya Sarvekshan — and weak areas have been identified, learning gaps remain. The fundamental challenges of absenteeism, low parental involvement, and limited support for first-generation learners also keep surfacing.

The school's principal said, "We hold special classes for them in the mornings. These identified students are mainly the same students who have very poor attendance. We have sent warning notices to parents as per norms, but the pattern has barely changed."

Unlike earlier interventions, which were narrower in scope and time-bound, NIPUN Sankalp has been positioned as a three-year mission.

While Mission Chunauti (2016) had focused mainly on grouping and remedial classes for "non-readers" in Classes 6 to 8, Mission Buniyaad (2018) targeted literacy and numeracy in primary and upper-primary grades through summer camps and special classes to reduce failures. PARAKH surveys, meanwhile, were designed as periodic assessments to benchmark performance across schools.

In contrast, NIPUN Sankalp is an elaborate mission that links certification to the outcomes — a school can only be declared "NIPUN Certified" when at least 80% of each class achieves basic reading, writing, and math skills.

Delhi Education Minister Ashish Sood, during the launch of NIPUN Shala — an FLN creative learning centre — at Sarvodaya Kanya Vidyalaya, Janakpuri, on Thursday, emphasised that the mission aims to ensure all Delhi government schools will be NIPUN certified within three years.

Phase 1 of the mission, conducted from June to September, included teacher capacity-building training and orientation for the baseline assessment. Phase 2, scheduled between October and December, involves conducting the baseline assessments.

The SCERT has issued strict instructions to government school teachers not to disclose students' levels during interventions. During this phase, students will work through targeted workbooks, be continuously monitored, and participate in endline assessments.

The challenges

Back at the Central Delhi school on Friday — the last day of the assessment — five people were busy hovering over computer screens from morning, entering scores and cross-checking them with class-wise analysis sheets before uploading the data. They included school staff and DIET (District Institute of Education & Training) trainees who have been deputed for support.

Stacks of class-wise analysis sheets lay on the table, with scores and an 'N' for 'not attempted' marked.

"Not attempted has also been recorded," one of the invigilators pointed out, adding that this was a much-needed differentiation to understand whether students lacked ability or simply chose not to engage with the test.

"Among classes 6 to 8, 40-50% of students seemed capable of understanding the questions. But at least 20-25% of the rest of the students were not attempting," one DIET trainee observed.

The test material designed by SCERT included simple, everyday contexts with diagrams in some cases. For instance, one question was situational: a child throws chips on the street, another searches for a dustbin, and students were asked to tick the right activity.

Competencies in reading comprehension, phonics, writing, number concepts, geometry, and more have been checked.

Yet, as one school head said, the success of such missions will depend less on test structures and more on student presence: "Even if we know the weak areas, if there is no attendance, then what is the point? *Kaam unhi bacchon mein ho paara hai jo school aate hain* (The work is happening only with those who actually come to school)."

One principal requesting anonymity said, "We are forced to promote students who would still need remedial efforts to upper classes because of the no-detention policy. This has made it difficult to get results even after such assessments... they are passed without a sense of their prior learning, which has led to complications during remedial efforts.

Educators have linked the poor performance with high absenteeism.

One of the school heads quoted above said, "Even in Class 8 or 9, there are students who cannot read letters. The availability of Special Training Centre (STC) teachers is also limited. Irregular attendance always directly impacts performance... The children are first-generation learners, and at home, nobody is literate to help them. Parents also promote long leaves for village trips."

The divide between students who have been consistently enrolled since Class 1 and those who enter midstream has also stood out. "Students who have been in school from the start perform better. Those with non-planned admissions are much weaker. Handling both kinds of students... those at a class-appropriate level and those far below is always a challenge," said a principal.

Earlier this month, during teachers' training, SCERT faculty underscored that 52% of Grade 3 students in Delhi do not meet the global minimum proficiency for numeracy, while 38% perform below the minimum proficiency in literacy. "Low proficiency in reading and numeracy directly contributes to low engagement, poor self-esteem and increased dropout risk of students," noted an SCERT document.

WHAT IS COVERED

LANGUAGE (English and Hindi)
- Phonological Awareness
- Reading comprehension
- Writing

MATHEMATICS
- Number concept
- Number operations
- Operation application
- Geometry
- Measurement

TEACHING PRACTICES

Key pedagogy: Gradual Release of Responsibility method -- the teacher first guides, then lets students work independently

OTHER METHODS
- Group guided reading
- Sound clapping
- Total Physical Response: Learners respond to verbal commands through actions

The Pioneer, 22 September 2025, Page No - 8

Chalk, dedication, and the weight of favouritism



SAKSHI SETHI

2ND OPINION THE PIONEER

In the corridors of education, where chalk dust mingles with dreams and every lesson carries the potential to shape a future, one expects merit, dedication, and integrity to reign supreme. Yet behind the closed doors of staffrooms, another force quietly thrives — school politics. Subtle but corrosive, it undermines the careers of even the most hardworking teachers and chips away at the dignity of the profession.

For many educators, the classroom is sacred ground. They pour countless hours into preparing lessons, designing assignments, and nurturing children to discover their potential. The joy of watching a hesitant learner grow into a confident achiever is what fuels their perseverance. But too often, their devotion remains unnoticed when promotions, recognition, or responsibilities are dictated not by merit but by alliances, favouritism, and shifting networks. In such an environment, hard work becomes a silent struggle rather than a celebrated virtue. The damage caused by politics in schools is rarely explosive, but its effects are relentless. A teacher who dares to innovate may find her methods dismissed — not because they fail students, but because they disrupt the comfort of those unwilling to change.

A colleague who labours tirelessly for student competitions may see someone better connected walk away with the credit. Gossip and whispered rivalries seep through staffrooms like ink on blotting paper, corroding reputations that took years to build. These battles are not fought openly but through quiet exclusions and subtle manoeuvres that slowly wear teachers down.

The tragedy deepens when we realise that the consequences extend far beyond individuals. Every time a dedicated teacher is sidelined, demoralised, or forced to leave, students lose a mentor who might have transformed their lives. A classroom suffers when the teacher standing at the front carries not only lesson plans but also the weight of political manoeuvrings.

Innovation is stifled, mediocrity takes root, and schools — meant to symbolise fairness and learning — turn into arenas of petty power struggles. Many stories circulate of educators who entered teaching brimming with zeal and vision, eager to introduce creative practices, only to discover that their enthusiasm unsettled the system. Some dim their brilliance just to "fit in," while others grow weary and walk away. Both outcomes represent a profound loss — not just for the teachers themselves but for generations of students who could have thrived under their guidance.

Favouritism is often at the heart of this culture, where personal loyalty outweighs qualifications and competence. Senior roles are handed to those who curry favour, not those who earn respect.

The result is resentment, division, and suspicion. Instead of being united by the mission of education, teachers find themselves split into camps, focused more on survival than on teaching.

The noble purpose of education is eclipsed by small rivalries, and the cost of this dysfunction is immense. If schools are to reclaim the dignity of teaching, they must embrace fairness and transparency.

Merit must matter more than connections; collaboration must replace cliques. Such reforms demand courage, but the alternative is grim — a system where those entrusted with shaping young minds are themselves stifled. At its core lies a simple truth: when politics thrives in schools, it is not only teachers' careers that are damaged but the very future of education that is put at risk.

The writer is an educator and a councillor

The Indian Express, 22 September, 2025, Page No - 12

Pradhan: Centre will not impose any language on states

EXPRESS NEWS SERVICE
NEW DELHI, SEPTEMBER 21



Union Education Minister Dharmendra Pradhan with IIT Madras Director Dr V Kamakoti in Chennai, Sunday. PTI

THE CENTRE will not impose any language on any state, Union Education Minister Dharmendra Pradhan said in Chennai Sunday.

Asked about Tamil Nadu and the row over the implementation of the three-language policy, Pradhan, on the sidelines of the Think India Dakshinapatha Summit 2025 at IIT Madras, said, "No language will be imposed by the government of India on any states. They are politically motivated. They are creating a fear-psychosis in the society."

He said: "In Tamil Nadu, multi-language classes are already there. Students in primary education…they are learning Tamil, English, Telugu. Three languages. Where is the issue over three languages? It's your (the DMK government in Tamil Nadu) political stand."

"NEP (National Education Policy 2020) is not imposing any language on anybody. In class 1 and 2, there will be two languages. One will be the mother tongue. It is Tamil. You can teach another language of your choice. From 6 to 10, there must be three languages. One will be the mother tongue. The rest will be your choice. Many state governments are implementing the three-language policy prior to NEP," he said.

While the NEP calls for the implementation of a three-language policy in schools, Tamil Nadu, which follows a two-language policy, has opposed it on the grounds that it might "impose" Hindi. Speaking at the summit, he said: "There is no problem in learning multiple languages. I would like to learn Tamil because it is a vibrant thinking society where Sangam literature was envisioned, Thirukkural was written…and a very vibrant and innovative economy. I have to learn Tamil. But to understand, I have to learn my mother tongue."

NEP does not emphasise on any language: Union Education Minister Dharmendra Pradhan at The Hindu Mind

The Hindu's Political Editor Nistula Hebbar and Senior Deputy Editor A.M. Jigeesh in conversation with Union Education Minister Dharmendra Pradhan

Updated - September 22, 2025 01:42 pm IST

THE HINDU BUREAU



The Hindu's Political Editor Nistula Hebbar and Senior Deputy Editor A.M. Jigeesh in conversation with Union Education Minister Dharmendra Pradhan, in New Delhi on September 22, 2025. (Videograb)

This live has ended

Union Education Minister Dharmendra Pradhan converses with Nistula Hebbar and A.M. Jigeesh for *The Hindu's Mind Series* at the Multipurpose Hall, India International Centre on Monday (September 22, 2025).

Mr. Pradhan lauded the National Education policy (NEP) and said that the policy was rooted in Indian ethos and was futuristic as well. On the recent U.S. H-1B visa fee hike to $100,000, Mr. Pradhan expressed faith in the Indian institution and academics amid concerns over the U.S. visa fee hike. He accused a few States of wanting to dilute the Governor's authority by replacing them as head of the institution.

Responding to a question on the dropout rate of students in schools across India, Mr. Pradhan advocated for a multimode strategy in order for the enrolment percentage to remain 100% even in Standard 12.

Highlighting that India is prepared for a quantum jump, he hailed the Indian community's achievements overseas.

Read updates here:

The Hindu Mind with Dharmendra Pradhan

SEPTEMBER 22, 2025 12:57

NEP doesn't emphasise on any language: Dharmendra Pradhan on 3-language row

Union Education Minister Dharmendra Pradhan said that NEP doesn't specify any languages or recommend it and it was up to the student to choose. He was responding to a question on what 2 languages would be studied in Hindi-speaking states under the NEP's three-language policy.

Mr. Pradhan said that the NEP only recommends a 2-language policy for Class 1-5 where one language is medium of instruction and the other is language as a subject.

This shifts to a 3-language policy from Class 6-10, where the medium of instruction language is chosen by the State and their regional language, while the other two 'language as a subject' choices depend on the student. The only condition NEP gives is that two out of the three languages must be Indian.

In Hindi-speaking states, Mr. Pradhan said it was up to the student to choose any language they wish. "NEP doesn't emphasise on any language," Mr. Pradhan said.

SEPTEMBER 22, 2025 12:46

No section of the society should be isolated: Dharmendra Pradhan on concerns over reservation

On the concerns over reservation for SC/ST/OBC category students by the general category students in higher educational institutions, Mr. Dharmendra Pradhan highlighted the importance of reservation for the deprived sections of the society.

"It is a constitutional responsibility. These issues have been deliberated upon by the then-leadership in a detailed manner -- whom to give reservation, for how long and how to give it -- have been well thought. There was a consensus around 78 years ago and even now, that to uplift the deprived sections of the society, we have to have affirmative action," Mr Pradhan said.

However, Mr. Pradhan also took concerns of the general category students into account. The Education Minister said that no section of the society should feel isolated.

PM Modi is the first leader to giver reservation to the poor people of the upper caste. We have to recognise the evolution, the new social churning. We have to address the issues of everyone. No section of the society should be isolated.

SEPTEMBER 22, 2025 12:36

Leadership will take an appropriate decision: Pradhan

Exuding faith in his party, Education Minister Dharmendra Pradhan, responding to Nistula Hebbar at The Hindu's Mind Series, said that there is a process which will be

followed to elect the next president of the BJP.

“My party is a democratic party. We are not a party of families. There is a process and there are challenges in front of the country. The leadership (BJP) will take an appropriate decision at the appropriate time,” Mr. Pradhan said.

SEPTEMBER 22, 2025 12:31

BJP is here to remain for long in Odisha: Dharmendra Pradhan

Responding to a question on his relationship with former Odisha Chief Minister Naveen Patnaik, Dharmendra Pradhan praised him and said he has cordial relations with him.

“I have a warm and cordial relationship with Mr. Naveen Patnaik. It’s a democracy and we have to change according to it. People in Odisha decided to change their government after a long time, and after BJP’s win in Odisha, I’ve met Mr. Patnaik several times. He’s a well respected and dignified man. I wish him for his health and well-being,” Mr Pradhan said.

On the question of whether BJP would maintain power for a long time in Odisha, Mr. Pradhan expressed faith in the party. He lauded the party’s rise in the State.

“I have faith in BJP. We have developed our party from scratch to 40% votes in Odisha. BJP is a force to reckon with and a formidable force in Odisha. I don’t know about other political parties, but BJP is here to remain for long in Odisha,” he added.

SEPTEMBER 22, 2025 12:20

NEP addressing challenges faced by students: Dharmendra Pradhan

Education Minister Dharmendra Pradhan, in conversation with A.M. Jigeesh, addressed the issue of rising suicides in educational institutes. NEP is making recommendations to solve this, Mr. Pradhan said.

Citing an example from IIT Dhanbad, Mr. Pradhan explained how a student faced trouble in the institution due to language constraint. While the student has studied in Hindi medium so far, he now studies in an institution with English as the main language. Mr. Pradhan, similarly cited the linguistic challenge students have been facing in IIT Madras.

“NEP recommends to teach students, even in technical institutions, in their choice of language,” Mr. Pradhan said.

SEPTEMBER 22, 2025 12:06

Have to address dropout issue with multimode strategy: Pradhan

Responding to a question on the dropout rate of students in schools across India, Union Education Minister Dharmendra Pradhan advocated for a multimode strategy in order for the enrolment percentage to remain 100% even in Standard 12.

“Currently, there’s almost a 100% enrolment at the entry level in school. However, as students approach Standard 10, dropouts start and there is a sizeable dropout in Standard 12. We have to address this dropout issue with a multimode strategy. If we want to be a developed economy by 2047, we have to create a level-playing field for all the students, for those who are entering the class 1, they have to seamlessly end their class at 12,” Mr. Pradhan said.

Mr. Pradhan also said that students should be able to choose different subjects in schools so that education is attractive by the time they reach Standard 12.

“Education shouldn’t instil fear in students,” Mr. Pradhan said.

SEPTEMBER 22, 2025 11:50

Governors being head of institutions a pre-Independence practice: Dharmendra Pradhan

On the question of what should the role of a Governor be in higher Education, Union Minister Dharmendra Pradhan said that since the Governor’s office is institutional, they are the heads of institutions. Mr. Pradhan accused a few states of wanting to dilute the Governor’s authority by replacing them as head of the institution.

“Before Independence, Governors were the head of institutions. It’s a pre-Independence practice which should continue. Governors are not a political office but it is institutional. Few states now want to dilute the authority of a Governor by appointing CMs and Education Ministers as Chancellors, which isn’t acceptable judicially either,” Mr. Pradhan said.

“If some states want to violate the UGC regulation and appoint their own political crony as Vice-Chancellor or professor, the Governor keeps mum. Then someone opposes on why the Governor is holding a Bill with him. You can’t view this in isolation. You have to see this with both perspectives,” Mr. Pradhan added.

SEPTEMBER 22, 2025 11:38

India prepared for a quantum jump: Union Education Minister

Highlighting that India is prepared for a quantum jump, Union Minister Dharmendra Pradhan, at *The Hindu’s Mind series* hailed the Indian community’s achievements

overseas. Mr. Pradhan was responding to a question on what his advice would be for youngsters who are looking for jobs in foreign countries amid uncertainties.

“I am confident about my institutions. Our IITians, IIM students, state university students are doing excellent in the global economy. Our community has a lot of knowledge capacity overseas and they’re from Indian institutions,” Mr. Pradhan said.

“However, we have to accept global discrepancies. We’re not averse to going overseas but we have to live with the geopolitical situation,” he added.

SEPTEMBER 22, 2025 11:29

We have faith in our institutions: Dharmendra Pradhan

On the recent U.S. H-1B visa fee hike to $100,000, Union Minister Dharmendra Pradhan hailed the Indian institution ecosystem.

“There are 5 crore students in the higher education bracket, out of which only 1 billion are going overseas for higher education. If I talk about the institution ecosystem, the institutions in India are of national importance,” Mr. Pradhan said.

Mr. Pradhan expressed faith in the Indian institution and academics amid concerns over the U.S. visa fee hike.

“If you see, ISRO’s Chandrayaan put us on a pedestal and none of those who developed Chandrayaan graduated from IITs. There’s this perception that only bright students are going overseas. We have to live in the geopolitical scenario. These kind of shocks come up every 2-3 decades,” Mr. Pradhan said.

“But as a responsible country, we have faith in our academics, institutions. From here, we can create global standards,” the Union Education Minister added.

SEPTEMBER 22, 2025 11:03

There’s a paradigm shift with NEP: Dharmendra Pradhan

Union Education Minister Dharmendra Pradhan, in conversation with Nistula Hebbar for *The Hindu’s Mind Series* lauded the National Education policy and said that the policy was rooted in Indian ethos and was futuristic as well.

“There’s been a paradigm shift with this National Education Policy. After 34 years, PM Modi envisioned a philosophical document for India. This policy is rooted in Indian values, ethos, and our civilizational heritage, yet it is also futuristic—looking beyond the horizon,” Mr. Pradhan said.

“By implementing this policy, we are addressing the needs of both Indian and global youth, as many young people from around the world live and study here. The focus is on mother-tongue-based education, skill-based education, and multidisciplinary learning. These are priority areas to create a just and equitable society where education is both accessible and of high quality,” Mr. Pradhan added.

SEPTEMBER 22, 2025 09:30

It’s settled that Nitish Kumar is the face of the Bihar NDA and will be Chief Minister: JD(U) working president Sanjay K. Jha

It’s a settled issue that Nitish Kumar is the face of the ruling National Democratic Alliance in Bihar and will remain Chief Minister of the State after the upcoming Assembly poll, Janata Dal (United) working president Sanjay K. Jha said on Saturday (September 20, 2025), speaking at *The Hindu* Mind, a conversation series featuring leading newsmakers.

Mr. Jha’s remarks are in contrast to the Opposition situation in the State, with the Congress yet to unequivocally endorse RJD leader Tejashwi Yadav, the Leader of Opposition in the Bihar Assembly, as the Mahagatbandhan’s CM nominee.

The Times of India, 23 September 2025, Page No. - 8

Streaming In Delhi Schools: Literacy, Numeracy Lessons

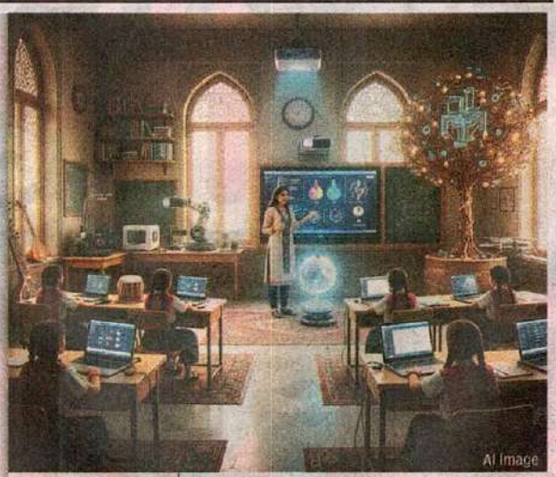
First Model Nipun Shala Inaugurated At Janakpuri School

WHAT IS NIPUN SHALA?

- Nipun Shala is a creative learning centre or model school under Nipun Sankalp Yojana launched by Delhi govt
- It is meant to focus on students of classes I to VII
- The first one was inaugurated at Sarvodaya Kanya Vidyalaya, Janakpuri, recently

Key Features

- Emphasis on improving foundational literacy and numeracy
- Use of technology in teaching methods
- Smart boards
- Smart classrooms
- Chromebooks for students
- Teacher capacity building
- Monitoring of progress through assessments
- Continuous tracking of interventions



On The Cards

- All govt schools to be certified as Nipun schools within three years
- A plan of five years to convert all govt schools into smart schools

Challenges And Observations

- Some students in higher classes still struggle with basic literacy, e.g. reading letters or words appropriate to their grade
- Poor attendance, lack of parental/home support are noticed as obstacles
- Disparities between students who have been in school consistently from early grades versus those who join later; first-generation learners face more challenges

Meghna.Dhulia
@timesofindia.com

New Delhi: Aarti, 8, stares at the blackboard, struggling to read a simple letter. She fumbles, pauses, and looks to her teacher for help. Her hesitation is not unusual — across Delhi's govt schools, thousands of children in initial classes continue to struggle with basic literacy. It is this gap that Delhi govt hopes to address through its latest initiative, the Nipun Shala.

Launched under the Nipun Sankalp Yojana meant for classes I to VIII, the first model Nipun Shala was inaugurated recently at Sarvodaya Kanya Vidyalaya, Janakpuri.

Step inside one of these classrooms, and the change is striking. The dull chalk-and-talk routine has given way to smart blackboards, Chromebooks and interactive digital content designed to make learning engaging and immersive.

According to officials, there are plans to fit smart blackboards in 21,000 classrooms in Delhi, and another 17,000 are in the pipeline.

"Every child is expected to have access to a Chromebook, ensuring that technology is no longer a privilege but a part of everyday learning. These smart classrooms are designed to make literacy and numeracy not only accessible but also enjoyable, combining visual, auditory and interactive tools to strengthen a child's understanding," said an official.

Teachers are also being empowered through training programmes, orientation workshops and assessment modules that help them track student progress more effectively.

According to officials, Delhi govt has set a clear benchmark: schools will only be declared 'Nipun Certified' if at least 80% of students in each class achieve the targeted foundational competencies in reading, writing and mathematics. The initiative is also part of the city's broader plan to convert all govt schools into smart schools within five years.

Education minister Ashish Sood had earlier said the children of Delhi would eventually become "AI ambassadors of the country", highlighting how artificial intelligence will be introduced not just as a tool for learning but as a subject in itself, equipping students to become leaders and innovators in the global tech space. Beyond modern classrooms, the vision includes preparing students for a rapidly changing world.

At Nipun Shalas, AI is also expected to ease teachers' workloads by automating tasks such as attendance, grading and report generation, thereby freeing up time for personalised instruction. Officials noted that the initiative reflects the NEP 2020 vision of strengthening foundational learning while embracing modern technology.

The challenges remain daunting though. Reports continue to show that many students lack basic literacy and numeracy skills. "Fundamental issues such as absenteeism, low parental involvement, and the struggles of first-generation learners persist across the system. For these children, a smart blackboard or a Chromebook may not be enough to bridge the gaps that stem from lack of support at home or irregular school attendance," said a teacher from a govt school in north Delhi.

Advertisement


Nation

Education ministry launches Vikasit Bharat Buildathon 2025

The movement is being organised by the (DoSEL), Ministry of Education, in collaboration with Atal Innovation Mission, NITI Aayog, and the All India Council for Technical Education.

Add as a preferred source on Google



The Buildathon aims to celebrate young problem-solvers on national and global platforms. Photo | Express

Express News Service

Updated on: 23 Sep 2025, 11:51 pm · 2 min read

NEW DELHI: Union Education Minister Dharmendra Pradhan on Tuesday launched the Viksit Bharat Buildathon 2025, a groundbreaking nationwide innovation movement set to engage students across schools throughout India.

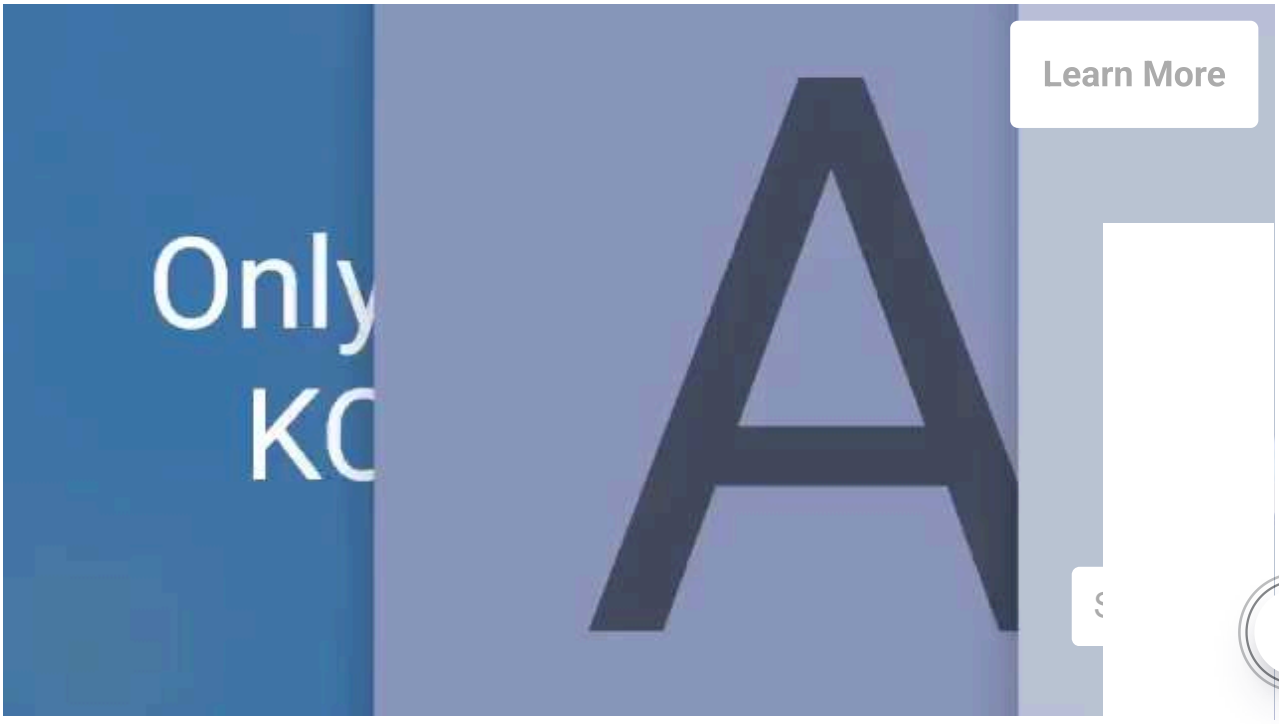
The movement is being organised by the Department of School Education & Literacy (DoSEL), Ministry of Education, in collaboration with Atal Innovation Mission, NITI Aayog, and the All India Council for Technical Education. The jingle and the logo of Viksit Bharat Buildathon was also launched.

Speaking on the occasion, Pradhan said, "The largest-ever school hackathon, Viksit Bharat Buildathon, would further strengthen the culture of innovation at the grassroots by encouraging students to ideate and build products on four themes - Vocal for Local, Atmanirbhar Bharat, Swadeshi, and Samriddhi."

Sanjay Kumar, Secretary, highlighted the significance of the hackathon in fostering student innovation across India.

Add as a preferred source on Google

Advertisement



Student Entrepreneurship Programme (SEP), along with patents and startup ventures from Atal Tinkering Labs.

The process and timeline:

Students will have a window from September 23 to October 6 to register on the Viksit Bharat Buildathon portal (https://vbb.mic.gov.in/). This will be followed by a preparation period for schools, from October 6 to October 13, in which teachers will guide student teams through the registration process on the portal.

The release said,"Students will then submit their ideas and prototypes on the portal. The core of the Buildathon, the Live Synchronized Innovation Event, will be held on October 13. Following the event, students will submit their final entries from October 13 to October 31."

A panel of experts will then evaluate the submissions over a two-month period, from November 1 to December 31. The culmination will be in January 2026 with the announcement of the results and the felici[illegible] 1,000+ winners.

Add as a preferred source on Google

Follow The New Indian Express channel on WhatsApp

Download the TNIE app to stay with us and follow the latest

Advertisement

नवभारत टाइम्स, 24 सितंबर 2025, Page No- 15

अमर उजाला, 24 सितंबर 2025, पृष्ठ संख्या - 1

प्रोफेसर अंग्रेजी में लेक्चर देंगे, छात्र 11 भाषाओं में लाइव सुनेंगे

आईआईटी मद्रास ने तोड़ा भाषायी बंधन : बीटेक क्लासरूम में पायलट प्रोजेक्ट की शुरुआत

सीमा शर्मा ·

नई दिल्ली। भाषायी बंधन तोड़ते हुए देश में पहली बार आईआईटी विद्यार्थियों को उनकी मातृभाषा में इंजीनियरिंग और प्रौद्योगिकी में लाइव पढ़ाई कराई जाएगी। आईआईटी मद्रास में यह पहल हुई है। उदाहरण के तौर पर बीटेक की कंप्यूटर साइंस की कक्षा में प्रोफेसर इंग्लिश में लाइव लेक्चर देंगे, पर वहां बैठे विद्यार्थी उसे लाइव अपनी भाषा में समझेंगे। एक ही समय में 11 भारतीय भाषाओं में लाइव अनुवाद के जरिये तकनीकी पढ़ाई को समझने का मौका मिलेगा।

आईआईटी मद्रास के निदेशक और कंप्यूटर साइंस एंड इंजीनियरिंग के प्रोफेसर वी कामकोटि ने इस पायलट प्रोजेक्ट की शुरुआत अपनी कक्षा से की है। संस्थान ने कृत्रिम बुद्धिमत्ता (एआई) का विशेष टूल सर्वम एआई तैयार किया है। इसे उच्च शिक्षा में भाषा की बंदिशें तोड़ने वाला नाम दिया गया है। शिक्षा मंत्री धर्मेंद्र प्रधान के पिछले दिनों तमिलनाडु दौरे के दौरान आईआईटी मद्रास ने इसका लाइव डेमो भी दिया था। आने वाले दिनों में सभी आईआईटी, एनआईटी, आईआईआईटी, एआईसीटीई के इंजीनियरिंग कॉलेजों समेत अन्य उच्च शिक्षण संस्थान में भी इस टूल के माध्यम से विद्यार्थियों की भाषा से जुड़ी दिक्कत दूर होने वाली है।

सर्वम एआई इन भाषाओं का करेगा लाइव अनुवाद

- संस्थान ने जेईई मेन परीक्षा की 11 भारतीय भाषाओं को ही अनुवाद के लिए रखा है। सर्वम एआई अंग्रेजी से हिंदी, तमिल, तेलुगु, उर्दू, मलयाली, बंगाली, असमिया, मराठी, कन्नड़, ओड़िया, गुजराती, पंजाबी में लाइव अनुवाद करेगा।
- उच्च संस्थानों की रैंकिंग में 10 साल से अव्वल आईआईटी मद्रास में भाषायी दिक्कत खत्म होने से अब उत्तर, पूर्व, पश्चिम भारत के छात्रों को अब पढ़ाई में सुविधा होगी।

पूरे देश में इनोवेशन को आंदोलन बनाएंगे स्टूडेंट्स, चार थीम तय

■ NBT रिपोर्ट, नई दिल्ली

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने मंगलवार को 'विकसित भारत बिल्डथॉन 2025' लॉन्च करते हुए कहा कि यह अभियान एक अभूतपूर्व राष्ट्रव्यापी इनोवेशन आंदोलन है, जिसका मकसद पूरे भारत के स्कूलों के छात्रों को शामिल करना है। स्कूली शिक्षा और साक्षरता विभाग ने अटल इनोवेशन मिशन, नीति आयोग और AICTE के साथ मिलकर यह अभियान शुरू किया है। शिक्षा मंत्री ने विकसित भारत बिल्डथॉन का जिंगल और लोगो भी लॉन्च किया।

प्रधान ने कहा कि विकसित भारत बिल्डथॉन शुरू किया गया है, जिसमें चार थीम पर चर्चा होगी। देश में छठी से 12वीं कक्षा वाले सभी स्कूलों तक पहुंचने का प्रस्ताव रखा है।



- शिक्षा मंत्री ने विकसित भारत बिल्डथॉन-2025 की शुरुआत की
- आत्मनिर्भर, स्वदेशी, वोकल फॉर लोकल और समृद्ध भारत है थीम
- 6-12 क्लास के छात्र ले सकेंगे इसमें हिस्सा

6 अक्टूबर तक है रजिस्ट्रेशन का मौका

केंद्रीय मंत्री ने कहा कि विकसित भारत बिल्डथॉन अब तक का सबसे बड़ा स्कूल हैकथॉन होगा। विकसित भारत बिल्डथॉन की यात्रा 23 सितंबर से शुरू गई है। छात्रों के पास 6 अक्टूबर तक विकसित भारत बिल्डथॉन पोर्टल (https://vbb.mic.gov.in/) पर रजिस्ट्रेशन करने का समय होगा। इसके बाद 6 अक्टूबर से 13 अक्टूबर तक स्कूलों के लिए तैयारी का समय होगा, जिसमें शिक्षक पोर्टल पर छात्र टीमों का मार्गदर्शन करेंगे।

The Hindu, 24 September 2025, Page No- 12

Education Ministry to hold a virtual Buildathon contest

The Hindu Bureau
NEW DELHI

Students in Classes 6 to 12 in six lakh schools across the country are being invited to participate in a virtual Buildathon contest by the Union Education Ministry in October. Students who come up with ideas and products with a focus on self-reliance, indigenous knowledge, and sustainability that can help India reach its goal of becoming a developed nation by 2047 will be awarded from a ₹1-crore prize money pool.

The Viksit Bharat Buildathon, 2025, launched by Education Minister Dharmendra Pradhan on Tuesday, will kick off with a two-hour "live innovation event" on October 13. "There are about 12 crore students in these classes and the aim is to get them innovating on ideas for the future," School Education Secretary Sanjay Kumar said.

Students will then take the rest of October to submit their ideas and prototypes on the Buildathon portal from which winners will be selected at the district, State, and national levels.

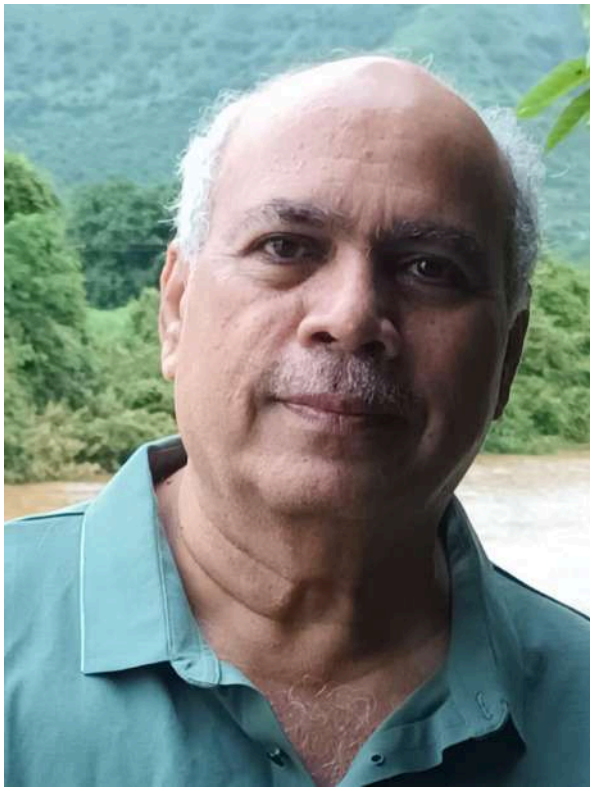
The government's aim is to ensure that flyers for the Buildathon, with a registration QR code, are circulated in all schools, with maximum participation. Registration will be open till October 6, after which teachers will have a week to prepare students for the live event. On October 13, the students will be grouped into teams of three or four each to brainstorm ideas during the two-hour event.

Language consultation panel passes resolution to dissolve committee on Maharashtra three-language policy

The Narendra Jadhav Committee was set up in June this year to review the policy and submit its report within three months after holding public consultations with stakeholders

Updated - September 25, 2025 06:51 am IST - Mumbai

VINAYA DESHPANDE PANDIT



Laxmikant Deshmukh, chairperson of the Maharashtra government's Language Consultation Committee | Photo Credit: File Photo

The chairperson of the Maharashtra government's Language Consultation Committee said on Wednesday that the panel has passed a resolution seeking the dissolution of the

Narendra Jadhav Committee set up to study the implementation of the three-language policy as per the National Education Policy 2020 in primary classes in State-run schools.

Of the 29 members of the Language Consultation Committee, 23 were present for the meeting held in Nagpur and 20 of them supported the resolution, said its chairperson Laxmikant Deshmukh. It will now be sent to the Chief Minister, he added.

The Narendra Jadhav Committee was set up in June this year to review the policy and submit its report within three months after holding public consultations with stakeholders, including teachers, parents, and educational institutions. Chief Minister Devendra Fadnavis had said the State government would accept the committee's recommendation.

The Narendra Jadhav Committee in its first meeting held recently had announced that it will hold public consultations to take into account the opinion of all State-run educational institutions. Several stakeholders have already opposed the three-language policy in primary education, expressing apprehensions that it is a measure to make Hindi compulsory in the State.

Mr. Deshmukh said the government should have referred the issue to his committee instead of appointing a new panel under Dr. Jadhav. "Firstly, we are the government's own language consultation committee. The government could have asked us to look into the issue. But instead, it appointed a committee under Dr. Narendra Jadhav. This committee will speak with the principals of all State-run schools and educational institutions. Which State-run school will go beyond the mandate of the government? Will they have the freedom to express their independent opinion? At such a time, making such announcements is a farce of democracy. We had put this resolution for voting in our meeting held in Nagpur. It was passed by a majority," he said.

Objections raised

Mr. Deshmukh said several objections were raised by experts during the meeting held by the Language Consultation Committee and the members discussed the issue for over an hour. "There are specific directions under the National School Education Curriculum Framework that the third language should be introduced only in Class 6. Why are we still insistent on introducing Hindi as the third language from Class 1?" he said.

"Our people already speak in Hindi. What will the State achieve by introducing Hindi from Class 1? We fear that it will lead to the weakening of the Marathi language. At a time

when the government should focus on improving the quality of Marathi education, it is focusing on introducing Hindi. This will mean that within 25-30 years, Maharashtra will become a Hindi-speaking State, a part of the Hindi belt," he added.

The committee also objected to Dr. Jadhav's appointment, citing his lack of expertise in child education. The members discussed the effects of the terms of reference of the committee, and how the Dr. Mashelkar Committee report on the introduction of the three-language policy in primary education will not be beneficial for furthering Marathi in the State. "If everyone has already unequivocally told the government that the third language should not be introduced, why is this entire exercise being conducted?" Mr. Deshmukh said

'Report will be my reply'

When approached for comment on the resolution, Dr. Jadhav said his report will be his response. "I do not want to get into this controversy or reply to these accusations. My report will be my replymbai" he said.

The controversy surrounding the three-language policy began earlier this year when the State government made Hindi the mandatory third language from Classes 1 to 5 in Marathi- and English-medium State-run schools. Students were given the option of choosing any other Indian language as the third option if at least 20 of them were in agreement. However, the decision faced stiff opposition from linguistic bodies, parents' groups, and socio-political organisations, forcing the government to scrap the rule. Two government orders introducing the policy for primary education, issued on April 16 and June 17, were cancelled.

Published - September 25, 2025 01:48 am IST

In Case You Missed It






Government of India
Press Information Bureau

Ministry of Education

NCERT to grant equivalence to Class 10 and 12 Certificates across School Education Boards for admissions and government jobs

Posted On: 26 SEP 2025 6:27PM by PIB Delhi

The Government of India has issued a notification entrusting the National Council of Educational Research and Training (NCERT) with the responsibility of granting equivalence to Secondary (Class 10th) and Senior Secondary (Class 12th) certificates awarded by various School Education Boards in India. This responsibility will be exercised for the purpose of admission of students to higher education institutions and employment under the Central Government, State Governments and Union Territories.

The notification has been published in the e-Gazette on 6th September, 2025 by the Department of School Education and Literacy, Ministry of Education. This notification supersedes the earlier notification dated 15th November 2021, wherein the Association of Indian Universities (AIU) was entrusted with this responsibility. NCERT will discharge this responsibility through the National Assessment Centre, Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), established under the National Education Policy 2020.

Under the new arrangement, NCERT will discharge its responsibility through the National Assessment Centre, Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), which has been established as per the provisions of the National

Education Policy 2020. This institutional mechanism will ensure that equivalence determination is conducted through a robust and academically rigorous process that maintains the highest educational standards.

The new system applies to Central Government, State Government and private Indian School Boards established by an Act of Parliament or State legislature, executive orders of the Central Government or State Governments, or by statutory bodies and recognised institutions having the mandate to do so. The notification ensures that the equivalence granted by NCERT shall automatically be considered as inter-se parity between the Boards in India, thereby facilitating smooth inter-School Education Board migrations.

The equivalence granted by NCERT will be valid at all India level and will automatically provide inter-se parity between School Boards in India, facilitating smooth inter-School Education Board migrations for students across the country.

******

RT/AK

(Release ID: 2171852) Visitor Counter : 2032
Read this release in: Urdu , Hindi



सत्यमेव जयते

india.gov.in
national portal of india

Printed from
THE TIMES OF INDIA

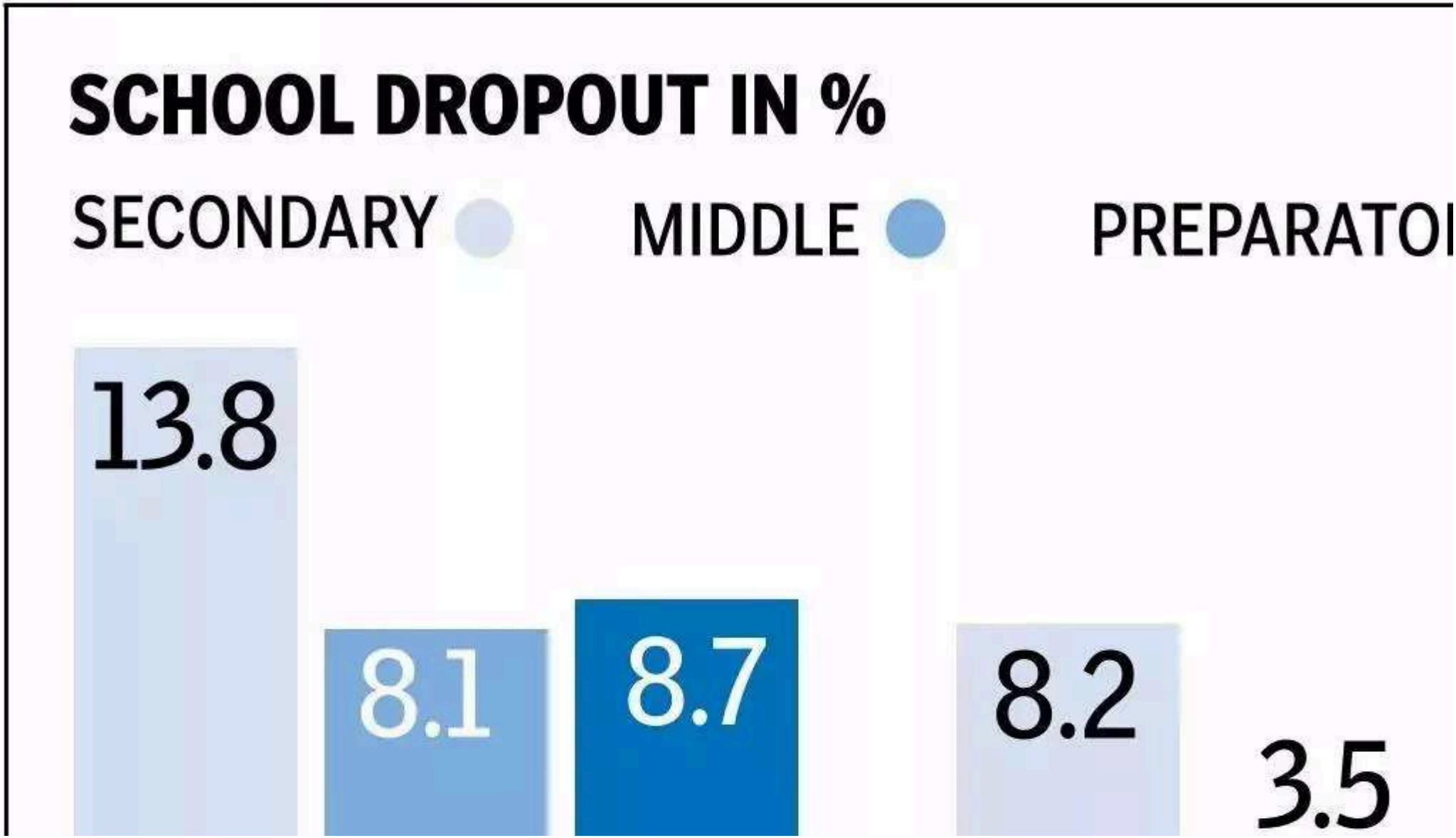
School dropout rates halved in 2 years, says govt report

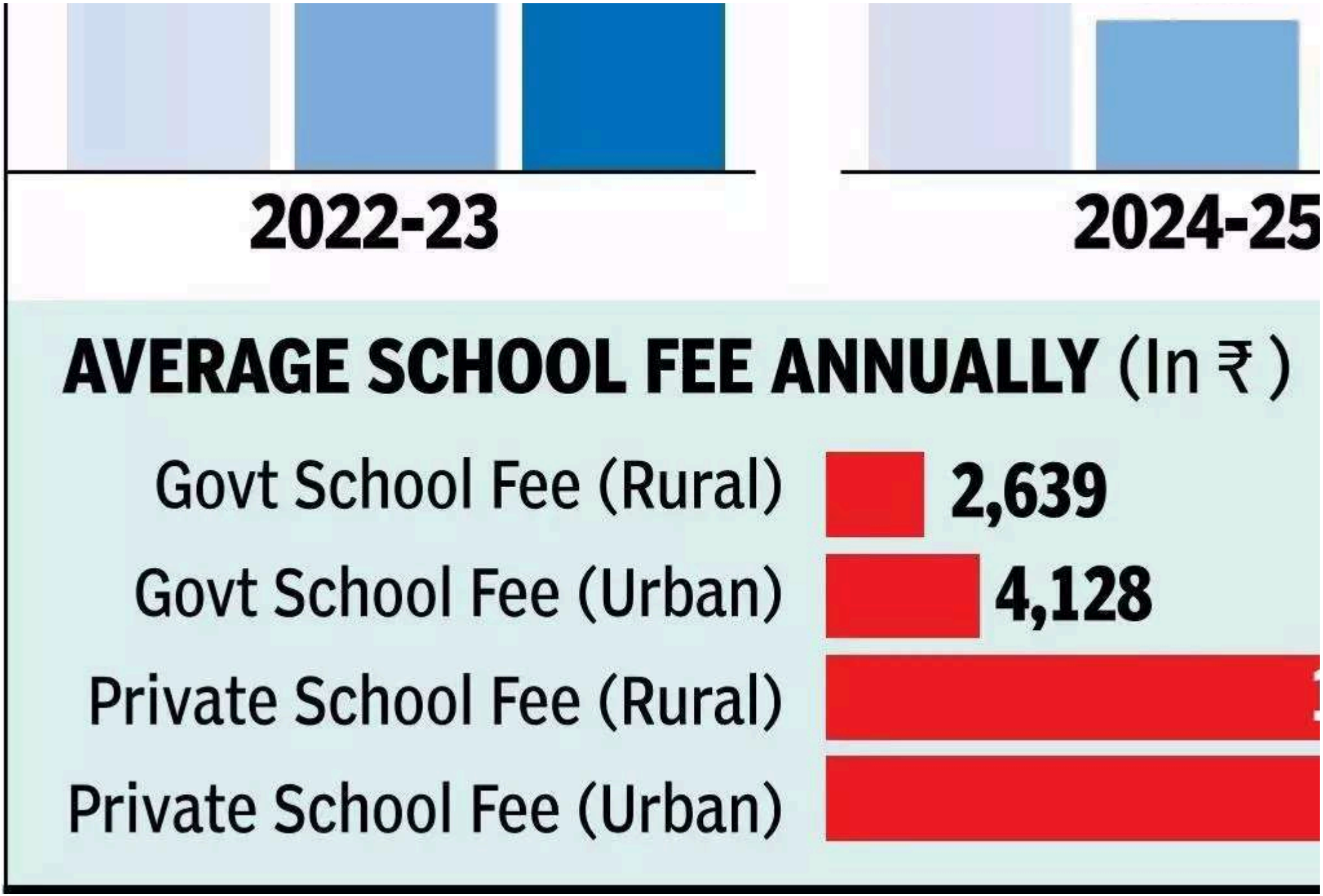
TNN | Sep 26, 2025, 05.19 AM IST



NEW DELHI: India's school system has recorded one of its sharpest gains in recent years, with dropout rates falling significantly across all levels, according to the ministry of statistics and programme implementation's (MoSPI) Comprehensive Modular Survey: Education, 2025.The survey, conducted during April-June 2025 as part of the 80th round of the National Sample Survey, shows that dropout rates have nearly halved within just two years. At the secondary level, the rate fell to 8.2% in 2024-25 from 13.8% in 2022-23. At the middle level, it dropped to 3.5% from 8.1%, while at the preparatory stage, it declined to 2.3% compared with 8.7% earlier.

STUDENTS STAYING ON




2022-23
2024-25
AVERAGE SCHOOL FEE ANNUALLY (In ₹)
Govt School Fee (Rural)
2,639
Govt School Fee (Urban)
4,128
Private School Fee (Rural)
Private School Fee (Urban)

This sharp improvement signals a structural turnaround in retention, suggesting that more children are staying enrolled and completing schooling. Experts link the gains to govt initiatives such as expanded mid-day meals, targeted scholarships for disadvantaged groups, better infrastructure under Samagra Shiksha Abhiyan, and the flexibility introduced by the National Education Policy (NEP-2020).

Yet the survey also uncovers a nuanced challenge around affordability. While more children are completing school, household spending on education has risen steadily. In rural India, the average annual expenditure per student on govt schools was Rs 2,639, compared to Rs 19,554 in non-govt schools. In urban areas, the difference is sharper - Rs 4,128 in govt schools against Rs 31,782 in private unaided institutions. Overall, 57% of students reported paying course fees, with the proportion much higher in private schools.
This suggests that families are stretching finances to sustain education, even as retention improves. "Improved retention is a success, but sustaining it requires keeping education affordable. Rising costs could become the next barrier, particularly for low-income families," said an official with the ministry of education.

The steepest improvements were seen at the preparatory and middle levels, long considered vulnerable to socio-economic pressures. That these stages now show the lowest dropout levels is being read as proof that early interventions are paying off. But the secondary stage remains fragile, where adolescents face competing demands: household income, early work, and the absence of nearby higher-secondary schools.

A MoSPI official noted, "India is steadily moving towards ensuring that every child not only enters but also completes school. The challenge now is sustaining retention at the secondary stage, where aspirations often collide with financial realities."

The MoSPI report is particularly significant because it provides fresh national-level estimates after a seven-year gap, offering policymakers vital evidence for India's push towards universal secondary education and higher Gross Enrolment Ratios. Experts argue that if the current downward trend in dropouts continues, India could achieve near-universal school completion within a decade, provided affordability and access remain central to reforms.

NCERT Entrusted With Class 10th And 12th Certificate Equivalence For Admissions, Govt Jobs



The Ministry of Education has issued a notice entrusting the National Council of Educational Research and Training (NCERT) with the responsibility of granting equivalence to Class 10th and Class 12th certificates across School Education Boards for admissions and government jobs. The Ministry highlighted that this responsibility will be exercised for the purpose of admission of students to higher education institutions and employment under the Central Government, State Governments and Union Territories. NCERT will discharge this responsibility through the National Assessment Centre, Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), established under the National Education Policy 2020.

अमर उजाला, 27 सितंबर 2024, पृष्ठ संख्या – 6

एनसीईआरटी सभी शिक्षा बोर्ड के 10वीं-12वीं के प्रमाणपत्रों को समकक्ष मान्यता प्रदान करेगी

केंद्र सरकार ने अधिसूचना की जारी, देश के सभी स्कूल शिक्षा बोर्ड के 10वीं और 12वीं कक्षा के लिए नई व्यवस्था लागू होगी

अमर उजाला ब्यूरो

नई दिल्ली। अब राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) दाखिला और सरकारी नौकरियों के लिए सभी शिक्षा बोर्ड के 10वीं और 12वीं कक्षा के प्रमाणपत्रों को समकक्ष मान्यता प्रदान करेगी। केंद्र सरकार ने इस संबंध में शुक्रवार देर शाम अधिसूचना जारी की है।

इसमें लिखा है कि एनसीईआरटी को भारत के विभिन्न स्कूल शिक्षा बोर्ड द्वारा प्रदान किए गए माध्यमिक (कक्षा 10वीं) और वरिष्ठ माध्यमिक (कक्षा 12वीं) प्रमाणपत्रों को समतुल्यता प्रदान करने की जिम्मेदारी सौंपी है। यह जिम्मेदारी छात्रों के उच्च शिक्षा संस्थानों में प्रवेश और केंद्र सरकार, राज्य सरकारों तथा केंद्र शासित प्रदेशों के अधीन रोजगार के उद्देश्यों के लिए निभाई जाएगी।

केंद्रीय शिक्षा मंत्रालय के स्कूली शिक्षा व साक्षरता विभाग की ओर से इसकी अधिसूचना ई-गेजेट में प्रकाशित की गई है। यह अधिसूचना 15 नवंबर 2021 की पूर्व अधिसूचना का स्थान लेगी, जिसमें भारतीय विश्वविद्यालय संघ (एआईयू) को यह जिम्मेदारी सौंपी गई थी। नई व्यवस्था के तहत, एनसीईआरटी राष्ट्रीय मूल्यांकन केंद्र, प्रदर्शन मूल्यांकन, समग्र विकास के लिए ज्ञान का प्रदर्शन, आकलन, समीक्षा और विश्लेषण (परख) के माध्यम से अपनी जिम्मेदारी का निर्वहन करेगा।

जिसे राष्ट्रीय शिक्षा नीति 2020 (एनईपी) के प्रावधानों के अनुसार स्थापित किया गया है। यह संस्थागत तंत्र यह सुनिश्चित करेगा कि समतुल्यता निर्धारण की प्रक्रिया मजबूत, शैक्षणिक रूप से सुसंगत और उच्चतम शैक्षिक मानकों के अनुरूप हो।


प्रतीकात्मक

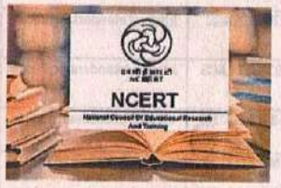
एनसीईआरटी की समतुल्यता पूरे भारत में मान्य होगी

नई प्रणाली केंद्र सरकार, राज्य सरकार और संसद या राज्य विधानमंडल के अधिनियम, केंद्र सरकार या राज्य सरकारों के कार्यकारी आदेशों, या ऐसा करने के लिए अधिकृत संवैधानिक निकायों और मान्यता प्राप्त संस्थानों द्वारा स्थापित निजी भारतीय स्कूल बोर्ड पर लागू होती है। एनसीईआरटी द्वारा प्रदान की गई समतुल्यता को स्वतः ही भारत में स्थित बोर्ड के बीच परस्पर समतुल्य माना जाएगा, जिससे सुचारु अंतर-विद्यालय शिक्षा बोर्ड स्थानांतरण की सुविधा होगी। एंनसीईआरटी द्वारा प्रदान की गई समतुल्यता पूरे भारत में मान्य होगी और यह सभी स्कूल बोर्ड के बीच स्वतः परस्पर समतुल्यता प्रदान करेगी, जिससे देशभर में छात्रों के लिए सभी स्कूल शिक्षा बोर्ड के बीच सहज स्थानांतरण सुनिश्चित होगा।

दैनिक जागरण, 27 सितंबर, पृष्ठ संख्या - 14

64 शिक्षा बोर्डों के कोर्सों को अब एनसीईआरटी करेगा प्रमाणित

जागरण ब्यूरो, नई दिल्ली : सीबीएसई सहित करीब 64 शिक्षा बोर्डों में बंटी देश की स्कूली शिक्षा में किस बोर्ड का कौन सा कोर्स दसवीं और बारहवीं के समकक्ष होगा, अब इसका निर्धारण राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) करेगा। शिक्षा मंत्रालय ने इसे लेकर अधिसूचना जारी की है। सभी स्कूली शिक्षा बोर्डों के दसवीं और बारहवीं के प्रमाण पत्रों की समकक्षता का निर्धारित सीबीएसई के समकक्ष कोर्सों से की जाएगी। अब तक इसके निर्धारण का जिम्मा भारतीय विश्वविद्यालय संघ के पास था, जो अलग-अलग विश्वविद्यालयों में चलने वाले कोर्सों की भी समकक्षता निर्धारित करते हैं। शिक्षा मंत्रालय ने नई राष्ट्रीय शिक्षा नीति आने के बाद बाद स्कूली शिक्षा में पढ़ाई से लेकर सर्टिफिकेशन तक में एकरूपता लाने की दिशा में यह कदम उठाया था। एओयू के पास विश्वविद्यालयों से जुड़े कामों के दबाव को देखते हुए शिक्षा मंत्रालय ने स्कूली शिक्षा में समकक्षता निर्धारण का काम एनसीईआरटी को दे दिया है। वैसे भी एनसीईआरटी ही स्कूली शिक्षा के लिए पाठ्यक्रम भी तैयार करती है। ऐसे में वह इस बात का बेहतर तरीके से मूल्यांकन कर सकती है कि किस शिक्षा बोर्ड के किस कोर्स में क्या पढ़ाया जा रहा है और वह किसके समकक्ष है। इसका सबसे बड़ा लाभ छात्रों को उच्च शिक्षण संस्थानों में दाखिले व नौकरियों में होगा।



दैनिक जागरण, 27 सितंबर 2024, पृष्ठ संख्या – 13

दूसरे बोर्ड के प्रमाणपत्रों को समान मान्यता मिलेगी

नई दिल्ली, एजेंसी। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) देश के विभिन्न स्कूल शिक्षा बोर्ड द्वारा प्रदान किए गए 10वीं और 12वीं कक्षाओं के प्रमाणपत्रों को समान मान्यता देगी।

यह मान्यता उच्चतर शिक्षा संस्थानों में दाखिले और सरकारी नौकरियों में भर्ती के लिए दी जाएगी। अधिकारियों ने शुक्रवार को यह जानकारी दी।

इस संबंध में शिक्षा मंत्रालय के स्कूली शिक्षा एवं साक्षरता विभाग द्वारा ई-गजट में अधिसूचना प्रकाशित की गई है। यह अधिसूचना 15 नवंबर 2021 की अधिसूचना का स्थान लेगी, जिसमें यह दायित्व भारतीय विश्वविद्यालय संघ (एआईयू) को सौंपा गया था। शिक्षा मंत्रालय ने एक बयान में कहा कि एनसीईआरटी राष्ट्रीय शिक्षा नीति 2020 के तहत इस जिम्मेदारी का निर्वहन करेगा।

■ एनसीईआरटी के स्कूली शिक्षा एवं साक्षरता विभाग ने अधिसूचना जारी की

नवभारत टाइम्स, 28 सितंबर 2021, पृष्ठ संख्या - 3

सभी बोर्ड के 10वीं, 12वीं के सर्टिफिकेट को समान मान्यता

AI Image

■ NBT रिपोर्ट, नई दिल्ली



- NCERT को सौंपा गया जिम्मा, एडमिशन और नौकरियों में लागू
- एक स्कूल बोर्ड से दूसरे में आसानी से शिफ्ट हो सकेंगे स्टूडेंट्स

भारत सरकार ने NCERT को देश के विभिन्न स्कूल शिक्षा बोर्ड के 10वीं और 12वीं के सर्टिफिकेट को समान मान्यता देने की जिम्मेदारी सौंपी है। यह जिम्मेदारी छात्रों के उच्च शिक्षा संस्थानों में एडमिशन के अलावा केंद्र सरकार व राज्य सरकारों के अधीन रोजगार के उद्देश्यों के लिए निभाई जाएगी।

शिक्षा मंत्रालय के स्कूली शिक्षा व साक्षरता विभाग ने ई-गजट में एक नोटिस जारी किया। ये नोटिस 15 नवंबर 2021 के पूर्व नोटिस की जगह लेगी, जिसमें असोसिएशन ऑफ इंडियन यूनिवर्सिटीज (AIU) को यह दायित्व सौंपा गया था। नई व्यवस्था के तहत NCERT राष्ट्रीय मूल्यांकन केंद्र के जरिए अपनी जिम्मेदारी निभाएगा। यह सुनिश्चित करेगा कि समतुल्यता निर्धारण की प्रक्रिया मजबूत, शैक्षणिक रूप से बेहतर और उच्चतम शैक्षिक मानकों के अनुरूप हो।

अधिसूचना यह सुनिश्चित करती है कि एनसीईआरटी की दी गई समतुल्यता को स्वतः ही भारत में स्थित बोर्ड के बीच परस्पर समतुल्य माना जाएगा, जिससे सुचारु रूप से इंटर स्कूल एजुकेशन बोर्ड माइग्रेशन की सुविधा होगी। यह व्यवस्था पूरे भारत में मान्य होगी और छात्र एक स्कूल बोर्ड से दूसरे स्कूल बोर्ड में आसानी से शिफ्ट हो सकेगा।

The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT to grant equivalence to Class 10th, 12th certificates across all school education boards

This notification supersedes the earlier one dated November 15, 2021, which entrusted this responsibility to the Association of Indian Universities (AIU).

By: Education Desk
New Delhi | Updated: September 28, 2025 08:24 AM IST
2 min read

As Trusted Source on



The new system applies to the central government, state governments and private Indian school boards established by an Act of Parliament or state legislature, executive orders of the central government or state governments, or by statutory bodies and recognised institutions having the mandate to do so (Express Photo by Vishal Srivastav/ representative)

The National Council of Educational Research and Training (NCERT) will grant equivalence to Class 10 and 12 certificates awarded by various school education boards in India for admissions in higher education institutions and recruitment for government jobs, officials said on Friday.

The notification has been published in the e-Gazette by the Department of School Education and Literacy, Ministry of Education.

This notification supersedes the earlier one dated November 15, 2021, which entrusted this responsibility to the Association of Indian Universities (AIU).

“NCERT will discharge this responsibility through the National Assessment Centre, Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), established under the National Education Policy 2020. Under the new arrangement, NCERT will discharge its responsibility through the National Assessment Centre, Performance Assessment, Review and Analysis of Knowledge for Holistic Development (PARAKH), which has been established as per the provisions of the National Education Policy 2020,” the Ministry of Education said in a statement.

“This institutional mechanism will ensure that equivalence determination is conducted through a robust and academically rigorous process that maintains the highest educational standards,” it added.
The new system applies to the central government, state governments and private Indian school boards established by an Act of Parliament or state legislature, executive orders of the central government or state governments, or by statutory bodies and recognised institutions having the mandate to do so.

“The notification ensures that the equivalence granted by NCERT shall automatically be considered as inter-se parity between the Boards in India, thereby facilitating smooth inter-School Education Board migrations. The equivalence granted by NCERT will be valid at the all-India level and will automatically provide inter-se parity between school boards in India, facilitating smooth inter-school education board migrations for students across the country,” the statement said.

FROM THE HOMEPAGE



Now a security ‘threat’, Sonam Wangchuk was Govt’s expert for all...



Homebound: That Covid story continues, in the friend who lived

© IE Online Media Services Pvt Ltd

The Indian EXPRESS
JOURNALISM OF COURAGE

Explained | From 2026, CBSE Class 10 boards twice a year: Is it a real shift or token reform?

Calls for reforms in how school students are assessed are long and wide, stemming from the need to do away with rote learning, and take the focus away from a single grade or final mark and rank.

Written by Abhinaya Harigovind Follow

New Delhi | Updated: September 28, 2025 02:35 PM IST
5 min read

As Trusted Source on



Students taking an exam in their school in South 24 Parganas, West Bengal. (Express photo by Partha Paul)

The Central Board of Secondary Education (CBSE), the national school board with over 30,000 affiliated schools, is, for the first time, gearing up to give students the option of writing their class 10 board exam twice from the 2026 exam onwards, albeit with a few caveats.

The Board released a tentative date sheet this week for the two exams, the first set to be held between mid-February and March 9, and the second, between mid-May and June 1. The new policy gives students **only a day or two** between two exam papers, unlike the system so far which could accommodate longer gaps between subjects.

Eventually, the two-exam scheme is likely to be extended to class 12.

Why has a two-exam policy been introduced?

For the Board, offering two exams means it ticks an item off on the checklist of National Education Policy (NEP) 2020 goals. The NEP, a framework which governs education-related policy making for the country, calls for reforms in board exams to eliminate their “high-stakes” nature.

Possibilities that the NEP suggested include allowing students to take the exams on two occasions during a school year; semester, or modular exams (a test taken after a course or module is completed in school); exams at two levels — a standard one and a higher one; and allowing students to choose subjects in which they take board exams, based on interest.

Of these recommendations, the two-exam policy is one. The way it is set to be implemented, however, is slightly different from what the CBSE had initially proposed.

Why is the final policy different from the CBSE’s first draft?

Students will have to mandatorily appear for the first set of exams. They can then improve their performance in the second set of exams, but only in three subjects out of Science, Math, Social Science, and the two languages they study.

A student typically takes five subjects in class 10. The CBSE already had a system of allowing students to write improvement exams in two papers. The new policy essentially takes that number up to three.

When the CBSE released a draft of the policy earlier this year and invited feedback, it had not made the first set of exams mandatory, and did not limit the number of exams a student could take in the second round. The final version, however, introduced these changes.

An official in the Board acknowledged that the final policy is a more "restricted" one. Among reasons for this was the logistics — two exams will have to be conducted without cutting into summer vacations, or keeping teachers occupied for a long time.

When two exams are later offered for class 12, the second exam will have to be completed and marks issued before college sessions begin.

What is the two-exam policy expected to achieve?

Calls for reforms in how school students are assessed are long and wide, stemming from the need to do away with rote learning, and take the focus away from a single grade or final mark and rank.

Other countries too have assessments that are perceived as crucial for a school child to excel in, and these countries have also grappled with exam-related reforms. China, for instance, has the Zhongkao that students take at around the same age as a class 10 student in India, and determines entry into higher grades.

Also Read | Five years of National Education Policy: Taking stock of the transition

Finland, on the other hand, doesn't have any national tests for 7-16-year-olds. It instead has teachers assess students. At around age 18,

students can take a matriculation exam that determines admission to higher education institutions.

Educationists say the CBSE's two-exam policy isn't a step in the direction towards reforming assessments.

Anita Rampal, former dean, Faculty of Education, Delhi University, said: "The problem is how we're doing assessments. Assessments are to be organically linked to pedagogy. Assessment has to be a continuous process, tied to the process of learning. An exam should never be competitive. The stakes are coming from the way the system is constructed – assessment and examination."

"Just taking two exams in a year makes no sense. You've not changed the exam. You've made it twice in the year so you can do it again… assuming that you may not do it well, you do it again. You want to get that rank, that mark, that result. That doesn't make you a better learner, or build understanding or confidence," she said, adding, "Exams are the bottleneck of our system. Even if teachers try to teach differently, try to address diversity in classrooms, different ways of understanding…the exam throttles all that."

Ameeta Mulla Wattal, Chairperson and Executive Director, DLF Foundation Schools, said: "Do we need to have these kind of exams in grade 10? What are we achieving? You're making it rote anyway. The moment you're preparing for a paper like this, you're cramming. With two exams, we're stilling mining students for marks."

FROM THE HOMEPAGE

दैनिक जागरण, 29 सितंबर 2025, पृष्ठ संख्या - 9

स्वास्थ्य शिक्षा पाठ्यक्रम में आयुर्वेद को शामिल करने पर काम जारी : आयुष मंत्री

नई दिल्ली, प्रेट्र : आयुष मंत्री प्रतापराव जाधव ने कहा कि सरकार का लक्ष्य स्कूलों और कालेजों में स्वास्थ्य शिक्षा पाठ्यक्रम में आयुर्वेद को शामिल करना है। उन्होंने कहा कि राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) और विश्वविद्यालय अनुदान आयोग (यूजीसी) स्कूली शिक्षा और उच्च शिक्षा के लिए पाठ्यक्रम माड्यूल तैयार करने के लिए मिलकर काम कर रहे हैं ताकि युवा पीढ़ी समग्र स्वास्थ्य के सिद्धांतों से जुड़ सके। जाधव ने कहा कि गोवा, मध्य प्रदेश, उत्तराखंड और उत्तर प्रदेश जैसे कुछ राज्यों ने स्कूली शिक्षा में भारतीय ज्ञान प्रणाली को पहले ही शामिल कर लिया है। मंत्री ने हाल ही में



प्रतापराव जाधव • फाइल फोटो

कहा था, "स्कूली शिक्षा और उच्च शिक्षा के लिए पाठ्यक्रम माड्यूल तैयार करने हेतु एनसीईआरटी और यूजीसी के साथ चर्चा चल रही है।" आयुर्वेद को वैश्विक स्तर पर स्थापित करने के प्रयासों के बारे में जाधव ने कहा कि आयुष मंत्रालय साक्ष्य-आधारित अनुसंधान पर ध्यान केंद्रित कर रहा है।

Millennium Post, 29 September 2025, Page No – 5

'Work on to integrate Ayurveda into health education curriculum in schools & colleges'

NCERT, UGC working together to prepare course modules, says Ayush minister

NEW DELHI: The government aims to integrate Ayurveda into the health education curriculum in schools and colleges, Ayush minister Prataprao Jadhav said.

He said that the National Council of Educational Research and Training (NCERT) and the University Grants Commission (UGC) are working together to prepare course modules for school education and higher education so that the younger generation can connect with the principles of holistic health.

Some states, such as Goa, Madhya Pradesh, Uttarakhand and Uttar Pradesh, have already integrated the Indian knowledge system in school education, Jadhav said.

"Discussions are underway with NCERT and UGC for preparing course modules for the school education and higher education," the minister said recently.

On efforts being made to establish Ayurveda on a global level, Jadhav said that the Ayush ministry is focusing on evidence-based research.

High-quality clinical trials are being conducted through Central Council for Research in Ayurvedic Sciences (CCRAS) and other research institutions. In partnership with WHO, standards are being set to further strengthen the scientific credibility of Ayurvedic treatments, Jadhav said.

On the competition between modern medicine and Indian healing practices, Jadhav said that the goal is to develop an integrated healthcare model.

"Allopathy and AYUSH systems are complementary to each other, not competitors. Through the National AYUSH Mission and AYUSH Grid, we are working towards combining the benefits of both systems to provide better and more comprehensive healthcare services," he stated.

As part of the government's policy to strengthen public health infrastructure, under the National AYUSH Mission, AYUSH doctors are being deployed in Health and Wellness Centres, especially in rural and remote areas, to make primary healthcare services more accessible.

The Ministry of AYUSH has given a new identity to India's traditional medical practices in the last decade, the minister said.

"We have not only established AYUSH systems with scientific evidence, but also succeeded in spreading them to the masses and gaining global acceptance.

"From giving Yoga a global identity to the establishment of the WHO Global Center for Traditional Medicine, and through initiatives like International Yoga Day, AYUSH Chairs, and international Memorandums of Understanding (MOUs), we have made historic achievements for global holistic health," he said.

He stressed that the government's priority is balanced and equal development. The ministry is giving everyone equal opportunities by preserving the uniqueness of each system, while promoting modern research, standardisation, and education. Through the National AYUSH Mission (NAM), AYUSH health centres and medicinal gardens are being developed across the country.

AGENCIES

KEY POINTS

- Some states, such as Goa, Madhya Pradesh, Uttarakhand and Uttar Pradesh, have already integrated the Indian knowledge system in school education, Jadhav said
- On efforts being made to establish Ayurveda on a global level, Jadhav said that the Ayush Ministry is focusing on evidence-based research
- On the competition between modern medicine and Indian healing practices, Jadhav said that the goal is to develop an integrated healthcare model
- In partnership with WHO, standards are being set to further strengthen the scientific credibility of Ayurvedic treatments, Jadhav said



REPRESENTATIVE PIC

Adver

Nation

NEP has changed edu sector, opened doors for international universities: British Council

In an exclusive interaction with this newspaper, Barrett touched upon various aspects, including trade between the UK and India.

Add as a preferred source on Google



S Lalitha

Add TNIE As A Trusted Source
Add as a preferred source on Google

NEW DELHI: The National Education Policy (NEP) 2020 has been truly transformative for the landscape of India's education landscape, said the Country Director India of the British Council, Alison Barrett. It has paved the way for international universities to establish campuses across the country.

In an exclusive interaction with this newspaper, Barrett touched upon various aspects, including trade between the UK and India. On the NEP 2020, she said, "In just five years, what began as an ambitious blueprint has already reshaped the sector – paving way for joint and dual degrees, encouraging research collaboration, supporting student mobility and enabling international universities to establish campuses in India."

Add as a preferred source on Google

UK's University of Southampton was the first forei branch campus in the country in July 2025 under t regulations which began a new era in higher education partnerships, she specified.

Advertisement

NEW

A new chapter has been opened in transnational education between the nations, she opined, adding "Delhi-NCR, Mumbai, Bengaluru and Ahmedabad are fast emerging as the first hotspots for this wave of academic expansion." The University of Liverpool has secured approval to open a campus in Bengaluru while the University of York, the University of Aberdeen and the University of Bristol have secured Letters of Intent to establish campuses in Mumbai.

Responding to a query on the impact of the adoption of the India-UK Vision 2035 by the governments in July 2025, the Country Director said education and knowledge exchange were crucial aspects of the cooperation. "The agreement is anchored within the wider India-UK Comprehensive Strategic Partnership and aligned with India's NEP 2020. For Indian students, it means more ways than ever before to access UK education – whether through UK university campuses in India, joint or dual degree programmes, credit transfer pathways or skill programmes," she explained.

Add as a preferred source on Google

Follow The New Indian Express channel on WhatsApp

Download the TNIE app to stay with us and follow the latest

Advertisement

NEW

India's Classrooms To Careers: Govt Pushes Skill-based Learning In Classes 11 & 12

Upasana . Sep 29, 2025

Skill Based Curriculum # Skilling # Class 11 and 12 # Education Minister Dharmendra Pradhan # NEP 2020 # Senior Secondary

To bridge India's widening skill gap, the government will integrate industry-relevant skills into senior school curricula under NEP 2020

iStock



In India, the labour market continues to face a major skill gap, with barely half of the youth — around 51 per cent — considered employable due to insufficient training and exposure. The country's rapidly growing service sector highlights the urgent need for targeted policies that promote the use of technology and encourage continuous upskilling to sustain growth.

The challenge, however, is not limited to technical expertise alone. A lack of focus on soft skills such as communication, critical thinking, and leadership has made the situation more complex, even as these abilities are becoming essential for professional success. Since most educational institutions fail to integrate such skills into their curriculum, employers often restrict their recruitment to candidates from a limited pool of top-tier institutes, leaving the majority at a disadvantage.

To address this, Union Education Minister Dharmendra Pradhan has announced that the government is working towards introducing skill-based learning in the curriculum of Classes 11 and 12, in line with the recommendations of the National Education Policy (NEP) 2020.

Speaking at the Dakshinapatha Summit 2025 hosted at IIT Madras, the minister emphasised that India's education system needs a paradigm shift. According to him, the NEP calls for rethinking traditional approaches and ensuring that students are not only degree-holders but also industry-ready and competent in real-world skills.

Academia echoes alike

The move has been welcomed by academics and educators alike. "This is a step towards a pivotal change in India's K-12 education. It will shift the focus from rote learning and examinations to developing practical and employable skills," says Jhansi Christopher, Head of Academics, Ryan Group of Institutions. "This approach will provide students with both academic strengths and relevant vocational skills, making them more adaptable for future career challenges. As skill subjects become a formal part of education and not just electives, students who might not excel in traditional subjects may find new opportunities for success and career readiness."

Echoing this sentiment, Nikhil Barshikar, Founder & CEO of Imarticus Learning, calls the reform one of the most significant changes in decades. "For too long, our system has leaned on theory, while employers have consistently flagged the lack of practical, job-ready skills. A World Economic Forum report highlights that 44 per cent of core skills for workers will change by 2030, and India cannot afford to let its young population enter the workforce unprepared."

According to Barshikar, embedding real-world skills such as financial modelling, valuation, coding, data analytics, communication, and problem-solving at the school level will ensure that students are not just academically qualified but also workplace-ready. "Finance and technology are converging faster than ever with roles in AI-driven finance, fintech and data-led decision making growing at double-digit rates. Yet graduates often struggle with the basics when they enter these fields. This reform directly addresses that mismatch."

Pranati Mitra, Head Mistress, Swami Vivekanand High School and Junior College, also hails the step as transformative. "By shifting focus from rote learning to practical, future-ready skills — digital, entrepreneurial, and vocational — it empowers students to be career-ready. This move can break the exam-centric mindset, spark creativity, and open diverse pathways beyond conventional degrees."

In today's scenario, schools need to equip students to navigate life, not just pass exams. "Real-world, hands-on experiences that encourage problem-solving, creativity and collaboration help learners uncover strengths they might not see in classrooms. This cultivates resilience, adaptability and independent thinking, enabling students to confidently tackle challenges, seize opportunities, and contribute meaningfully, preparing them to thrive in a world where knowledge alone no longer guarantees success," emphasises Kavita Kerawalla, Vice Chairperson, VIBGYOR Group of Schools.

Execution will be key

Execution will be the deciding factor. Experts caution that without proper implementation, the reform risks becoming symbolic. Teachers must be trained, infrastructure upgraded and curricula kept in lockstep with industry needs. "Done right, this reform can create a new generation of confident, employable and future-ready talent, giving India's workforce the edge it needs in an AI-first world," underlines Barshikar.

Christopher agrees, pointing out that “Success would depend on teachers’ professional development, curriculum design and realignment, changes in pedagogy and assessment, and infrastructure for practical learning. Schools will also need strong partnerships with industry to ensure the relevance of skill courses, failing which the gap between what is taught and what is needed could persist.”

Mitra adds that if backed by strong teacher training, modern infrastructure and industry linkages, “Junior colleges and higher secondary schools can be transformed into launchpads for innovators and skilled professionals.”

Why is it the right time

The timing, experts say, could not be better. India is set to add over 90 million people to its workforce by 2030, while industries are rapidly being reshaped by AI, automation and sustainability. Barshikar notes, “This move ensures students are prepared for jobs that do not even exist today.”

Christopher concludes that with the right implementation, focus and collaboration, the reform will ensure students are not only prepared for higher education but also acquire employable skills in a rapidly changing global economy. Mitra sums it up, “More than a curriculum reform, it reflects a visionary shift — driving education from memorising to making, from grades to growth.”

The announcement marks a significant step in aligning school education with India’s broader vision of creating a skilled workforce and strengthening the link between learning and livelihood.



Upasana .

BW Reporters

The author works as Principal Copy Editor with BW Businessworld and currently handles the education vertical. She has done her Post Graduate Diploma in English Journalism from the Indian Institute of Mass Communication (NER Campus, Aizawl).

Share

Also Read



K12 Sep 28, 2025

From Perk To Necessity

5 mins read



K12 Sep 28, 2025

NCERT To Grant Equivalence For Class 10, 12 Certificates Across Indian Boards

2 mins read



From Quinton de Kock to Shahid Afridi: Cricketers who came out of retirement to



Lee Junho-Lim Yoona to Kim Ji Yeon-Yook Sungjae: 5 times these K-drama couples c



Check head-to-head record of IND vs PAK in multi-nation tournament

EDUCATION

Govt introduces Ayurveda as part of NCERT, UGC curriculum; check details

The government is set to make Ayurveda part of the health education curriculum in schools and colleges, said Ayush Minister Prataprao Jadhav. NCERT and UGC are collaborating to create course modules for school and higher education to bring the younger generation closer to Ayurveda.



Vaishali Shastri

Updated : Sep 29, 2025, 12:26 AM IST

Powered By
ıid Tr BAD news for India



Govt introduces Ayurveda as part of NCERT, UGC curriculum

The government is set to make Ayurveda part of the health education curriculum in schools and colleges, said Ayush Minister Prataprao Jadhav. The minister said that the National Council of Educational Research and Training (NCERT) and the University Grants Commission (UGC) are collaborating to create course modules for school and higher education to bring the younger generation closer to the principles of holistic health.

Powered By
BAD news for India

States like Goa, Madhya Pradesh, Uttarakhand, and Uttar Pradesh have already incorporated the Indian knowledge system in school education, Jadhav said. “Discussions are underway with NCERT and UGC for preparing course modules for the school education and higher education,” the minister told PTI. He also said that the Ayush Ministry is working on growing evidence-based research to put Ayurveda on a global level. Jadhav said that the Ayush Ministry is focusing on evidence-based research.

The minister said that progress in the field has already started with high-quality clinical trials being conducted through the Central Council for Research in Ayurvedic Sciences (CCRAS) and other research institutions. In partnership with WHO, standards are being set to further strengthen the scientific credibility of Ayurvedic treatments, Jadhav said. On the competition between modern medicine and Indian healing practices, Jadhav said that the goal is to develop an integrated healthcare model.

“Allopathy and AYUSH systems are complementary to each other, not competitors. Through the National AYUSH Mission and AYUSH Grid, we are working towards combining the benefits of both systems to provide better and more comprehensive healthcare services,” he said.

As part of a broader policy of the government, it has deployed AYUSH doctors in Health and Wellness Centres to boost public health infrastructure under the National AYUSH Mission. These doctors would especially work in rural and remote areas to facilitate primary healthcare services to those in unreachable

Powered By
ıid Tr BAD news for India
You May Like
Sponsored Links by Taboola
Golf Suites & Penthomes Near IGI Airport by M3M St. Andrews
M3M St. Andrews
Book Now
* on Dwarka EXP
M3M St. Andrews
Book Now

ADVERTISEMENT

The Telegraph online

Wednesday, 01 October 2025

HC seeks class sensitisation, govt glorifies

High Court urges NCERT to include anti-caste prejudice lessons in school books

An Allahabad High Court order recommends curriculum changes to address caste discrimination, challenging NCERT's portrayal of caste as a flexible system that ensured social stability

Basant Kumar Mohanty | Published 29.09.25, 05:24 AM



Representational picture

An Allahabad High Court order recommending the inclusion of content on the dangers of caste prejudice in school curriculum has come as a jolt for the national textbook preparation body, which has sought to glorify the caste system.

A September 16 order by Justice Vinod Diwakar suggested textbook content sensitising students on caste and social inequality.

ADVERTISEMENT

ADVERTISEMENT

The court was dealing with a petition seeking the quashing of criminal proceedings in a case of illegal liquor transportation from Haryana to Bihar via Uttar Pradesh in April 2023. Uttar Pradesh Police had intercepted two cars and lodged an FIR mentioning the castes of the accused. The court had directed the police to refrain from mentioning the caste.

Dwelling on the caste issue, the court said the measures taken by the government to overcome caste-based unequal systems focused on affirmative action but not on dismantling social prejudices.

Advertisement



"The law can punish overt acts of discrimination, but it does little to address the subtle everyday forms of exclusion still prevalent in institutions, schools, workplaces and villages. There is no nationwide awareness programme specially targeted at caste prejudice, like campaigns on cleanliness and gender equality," the order stated.

YOU MAY ALSO LIKE

Australian diplomat tours IIT Bhubaneswar and stresses on growing academic ties



'Operation Belpatra' protests Kashi temple fee, demands free access for Varanasi locals



BJP's Printu Mahadevan absconding after alleged threat to Rahul Gandhi on TV debate



JNU faces questions over faculty shortlist amid claims of eligibility rule violations



Odisha SI recruitment exam postponed amid malpractice allegations, candidate detentions



ADVERTISEMENT

“The schools have a policy on inclusion, but there is no systematic curriculum module dedicated solely to anti-caste education…. To minimise caste discrimination, the government needs sustained programmes alongside laws — a national campaign promoting social harmony and caste equality. School curriculum modules should teach children about equality, dignity and the dangers of caste prejudice,” the court held.

The court order comes at a time the National Council of Educational Research and Training (NCERT) is preparing new textbooks for all classes. Last year, it introduced textbooks for Classes III and VI. This year, new books will be released for Classes IV, V, VII and VIII. Some books have already been made available.

The social science textbook for Class VII — *Exploring Society India and Beyond* — seeks to defend the caste system by saying it was flexible and gave stability to India’s social structure.

According to the book, the Indian society had a two-tier system of “*jati*” linked to occupation and “*varna*”, a hierarchical order rooted in Vedic texts. There were four varnas — Brahmins, Kshatriyas, Vaishyas and Shudras.

“There is historical evidence, both in texts and inscriptions, that in the early period individuals and communities changed their professional occupations if circumstances demanded. For instance, a long drought or some natural calamity could force a community of farmers to migrate to a city and take up other occupations, or some Brahmins would turn to trade or even military activities. This complex system structured Indian society, organised its activities, including economic ones, and therefore gave it some stability,” a passage in the book stated.

“There is a broad agreement that the system was significantly different (more flexible, in particular) in earlier periods and became more rigid with the passage of time, in particular during the British rule in India,” it added.

Hansaraj Suman, a faculty member of a college under Delhi University and chairman of the Forum of Academics for Social Justice, said the NCERT should have included adequate material on caste as an unequal system.

“Instead of defending caste, the NCERT should have given materials about the life and legacy of Babasaheb Bhimrao Ambedkar, Jyotiba Phule, Periyar and their struggles. The students should know how Ambedkar faced discrimination by his upper caste peers and teachers in school. This will make children understand the unequal caste system and the relevance of affirmative policies like reservation,” Suman said.

Millennium Post, 30 September 2025, Page No- 3

Min urges students to support Modi's Developed India vision

NEW DELHI: Delhi's Social Welfare Minister Ravinder Indraj Singh on Monday addressed students at Delhi University's Aditi College, urging them to play an active role in fulfilling Prime Minister Narendra Modi's vision of a Developed India by 2047.

Speaking at a special programme held during Sewa Pakhwada, the Minister said, "Prime Minister Narendra Modi's vision of a Developed India–2047 is not just a government plan but a collective national resolve of 1.4 billion citizens." He stressed that the Delhi government, under Chief Minister Rekha Gupta, would focus on empowering the underprivileged and persons with disabilities to achieve the goal of a Developed Delhi.

The Minister lauded students for donating blood during the camp, calling it "the greatest service to humanity" and encouraged youth to lead in this cause. He also praised science models on water conservation and green initiatives, reminding students that "India has become a global leader in solar energy with a production capacity of 100 GW."

Appreciating a street play on social issues and the Developed India theme, Singh urged youth to contribute to the Drug-Free India campaign, participate in the Swachh Bharat Abhiyan, and support the "One Tree in Mother's Name" initiative.

Highlighting social welfare initiatives, Singh said, "In line with Prime Minister Narendra Modi's vision of a Divyang-Empowered, Capable India, Chief Minister Rekha Gupta has gifted the Atal Drishti Hostel in Timarpur for visually impaired college-going girls and the Atal Asha Home in Narela for persons with mental disabilities."

He also assured students of timely delivery of scholarships for SC, ST and OBC beneficiaries.

Citing India's progress, Singh noted achievements such as 12 crore toilets in villages, 81% tap water connections, free health insurance to 78 crore people under Ayushman Bharat, and global leadership in digital payments.

College principal Neelam Rathi, faculty members, and other dignitaries were present. MPOST

The Pioneer, 30 September 2025, Page No- 2

LG notifies 75 CM SHRI schools

PIONEER NEWS SERVICE
New Delhi



The Lieutenant Governor of Delhi has notified the establishment of 75 CM SHRI Schools as "specified category" institutions under the Right to Education Act, the Directorate of Education said in a notification issued on Friday.

These schools, to function under the Directorate of Education, will be developed as specialised institutions aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCFSE) 2023.

The schools are aimed at providing skill-based, competency-driven education and preparing students for global standards, the government in a statement said.

They will focus on futuristic learning through AI-powered personalised hubs, digital integration, experiential pedagogy and a flexible assessment system with reduced exam stress.

The schools will begin either from the nursery level or from class 6, with admissions from class 6 onwards based on an aptitude test to identify talented students, it stated.

The proposal to establish the CM SHRI Schools was vetted by the Law, Planning and Finance departments and approved by the Delhi Cabinet in May this year before being sent to the LG, the statement read.

The Statesman,

30 September 2025,

Page No- 7

Quality learning can accelerate growth

PATRANGA BASU

A nation is recognized by the presence of educated, rational and responsible citizens, just as the strength, potential and purpose of an apple tree are inferred from ripe and nutritious apples and not from the hundreds of fruits that remain undeveloped, immature and insect-ridden. Good education right from the school determines a child's ability to become a respectable citizen.

School education imparts wonderful knowledge gathered by our ancestors and predecessors over generations, spreading thousands of years. The knowledge is acquired by tremendous enthusiasm, energy, labour and initiative. Every generation add to it and thus knowledge grows.

'Knowledge is dead.' But a school nurtures and serves living beings - the budding humans. Schools should transform young learners into future citizens who can contribute to the community with rational and logical thinking. The school system is not meant for rote learning but for training each individual to think and act independently. The pupils today should become part of society but with individual dignity and honour.

Young pupils aerated with energy and creativity must have dreams. Schools hold the responsibility to guide the tremendous energy of children into the right direction. Even if the goals are not achieved, the journey of life on the right path will give them immense gratification and happiness. Children should also learn the crucial lesson of managing failures. History tells us that it is a hard struggle to make the life of mankind better as a human being has a terrible capacity for destruction.

It is important that the children are asked in schools to actually perform – writing a composition, translating a text, solving a mathematical problem, experimenting with physics' laws or with chemical reactions, practising sports events or performing an art. Such performances ignite one's mind, strengthen the physique and generate confidence. The pupils start to ask questions.

Undoubtedly one of the greatest problems plaguing our education system in India is that an enormous number of children do not learn to read or write or learn elementary mathematics at an early age. They cannot comprehend what they read. This creates impediments for their higher learning and employment. A large proportion of these pupils are first-generation learners. They would not get any assistance from home. Schools are the only resort for them. But various reports, findings and surveys tell us grim stories.

The ASER Survey 2010 raised a pertinent question: "Is the child who enrolled in Std 1 in 2006, and who has reached Std 5 today, in a better position than his or her counterpart who was in Std 5 in 2006?" The findings were not at all comfortable. Again, in 2025, the ASER Survey 2024 noted that "children in government schools in Std 5, apart from a decline in reading levels between 2010 and 2012," had reading levels that over time are 'low' and 'stuck'. "Percentage of children in Std V who can read Std II level text is only 48."

This figure remains almost the same since 2010 when it was about 50 per cent. ASER 2024 further reported: "The gap in reading levels between children enrolled in government schools and private schools seems to be growing over time." The performance of children in number recognition, counting and simple arithmetic is no better. In essence, school education is in a dismal condition though the performance varies from state to state. It indicates rote learning still dominates and shaping of a child's life is a distant prospect. A large section of children remains undeveloped.

The capacity to read, write and count, i.e. basic education, has a powerful effect on the quality of life of citizens. Written elements like government notices and newspapers play crucial roles in modern society. The ability to understand written information is essential to live with dignity. "Being illiterate is like being imprisoned and school education opens a door through which people can escape incarceration" (Amartya Sen). Illiteracy generates insecurity and alienation. However, expansion of basic school education in India is remarkably slow.

Data reveals the adult literacy rate for ages 15 years and above was merely 48.5 per cent in 1991 i.e. half the adult population was illiterate. It has now risen to 77 per cent in 2023 after reaching 61 per cent in 2001 and 69.3 per cent in 2011. It took almost 30 years to increase 30 percentage points in literacy. Women are particularly vulnerable with only 70 per cent adult women being literate now as against 85 per cent of adult men. This shows disparity and lack of opportunity for women. Good schooling for young women in our country will substantially enhance the voice and power of women in families as well as in society and economic activities of the nation.

School education is the prime ally of poor families. Basic education for them has become essential to tide over their precarious monetary situations. They would not be able to participate in economic activities if they cannot read and write. Even the poorest of the families perceive the importance of education and send children to neighbourhood schools. However, the poor must have opportunities to access good education – 'the weaker should be given more chances than the stronger'.



But the reality is starkly different. The chances of getting free education in government schools by the poor are getting reduced. In ten years, from 2014-15 to 2023-24, 89,441 government schools in India have closed down, an 8 per cent decline. It is conveyed that most closures resulted from a merger policy often called 'rationalisation'. The primary reason for merging these schools was low enrollment. This requires serious review of why enrolment in government schools is decreasing. On the contrary, the number of private schools during the same time period increased by 42,944, a 14.9 per cent rise. The cost of education in private schools is nine times higher than in government schools. This state of affairs obviously denies poor children easy access to education.

Are all children in India going to school? Enrolment for 6 to 14 year-olds which was 96.7 per cent in 2014 has increased to 98.1 per cent in 2024. However, this almost near universal enrollment over a decade does not convert to full overall literacy, which is 80.9 per cent for those aged seven and above. Drop outs at all levels – 2 per cent at primary, 5 per cent at upper primary and 14 per cent at secondary levels – is a major hindrance for full literacy. Another report suggests that an alarming number of over two crore children dropped out of school from classes 1 to 8 in just three years from 2021 to 2024. Premature departure of students from the education system represents significant wastage of resources.

Students who leave before completing at least secondary education are more likely to be pushed to low paying, insecure, informal work and would face low self-esteem and reduced confidence. Their family would suffer. Drop outs reinforce poverty and inequality. Society will be losing talent which ultimately lowers economic growth and development.

Poor learning outcomes in schools and drop outs affect mostly the underprivileged. It is time to cover the huge backlog in basic skills by urgently addressing it on a mass scale. Deep thinking and wide deliberations in the public domain about what ails school education must help us find a way out of the stagnation. After all, the function of education is 'to open the way to thinking and knowing' and schools must serve that end universally.

(The writer is a cost accountant who retired from a public sector power utility.)

The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT, UGC working to integrate Ayurveda into health education curriculum in schools, colleges

Some states, such as Goa, Madhya Pradesh, Uttarakhand and Uttar Pradesh, have already integrated the Indian knowledge system in school education, Jadhav said.

By: PTI
New Delhi | Updated: September 30, 2025 09:27 AM IST
3 min read

As Trusted Source on



The government aims to integrate Ayurveda into the health education curriculum in schools and colleges, Ayush Minister Prataprao Jadhav said. He said that the National Council of Educational Research and Training (NCERT) and the University Grants Commission (UGC) are working together to prepare course modules for school education and higher education so that the younger generation can connect with the principles of holistic health.

Some states, such as Goa, Madhya Pradesh, Uttarakhand and Uttar Pradesh, have already integrated the Indian knowledge system in school education, Jadhav said.

“Discussions are underway with NCERT and UGC for preparing course modules for the school education and higher education,” the minister told PTI recently.

On efforts being made to establish Ayurveda on a global level, Jadhav said that the Ayush Ministry is focusing on evidence-based research.

High-quality clinical trials are being conducted through Central Council for Research in Ayurvedic Sciences (CCRAS) and other research institutions. In partnership with WHO, standards are being set to further strengthen the scientific credibility of Ayurvedic treatments, Jadhav said.

On the competition between modern medicine and Indian healing practices, Jadhav said that the goal is to develop an integrated healthcare model.

“Allopathy and AYUSH systems are complementary to each other, not competitors. Through the National AYUSH Mission and AYUSH Grid, we are working towards combining the benefits of both systems to provide better and more comprehensive healthcare services,” he stated.

As part of the government’s policy to strengthen public health infrastructure, under the National AYUSH Mission, AYUSH doctors are being deployed in Health and Wellness Centres, especially in rural and remote areas, to make primary healthcare services more accessible.

The Ministry of AYUSH has given a new identity to India’s traditional medical practices in the last decade, the minister said.

“We have not only established AYUSH systems with scientific evidence, but also succeeded in spreading them to the masses and gaining global acceptance.

“From giving Yoga a global identity to the establishment of the WHO Global Center for Traditional Medicine, and through initiatives like International Yoga Day, AYUSH Chairs, and international Memorandums of Understanding (MOUs), we have made historic achievements for global holistic health,” he said.

He stressed that the government’s priority is balanced and equal development. The ministry is giving everyone equal opportunities by preserving the uniqueness of each system, while promoting modern research, standardisation, and education.

Through the National AYUSH Mission (NAM), AYUSH health centres and medicinal gardens are being developed across the country.

FROM THE HOMEPAGE



Now a security ‘threat’, Sonam Wangchuk was Govt’s expert for all...



Homebound: Th story continues, friend who lived

© IE Online Media Services Pvt Ltd

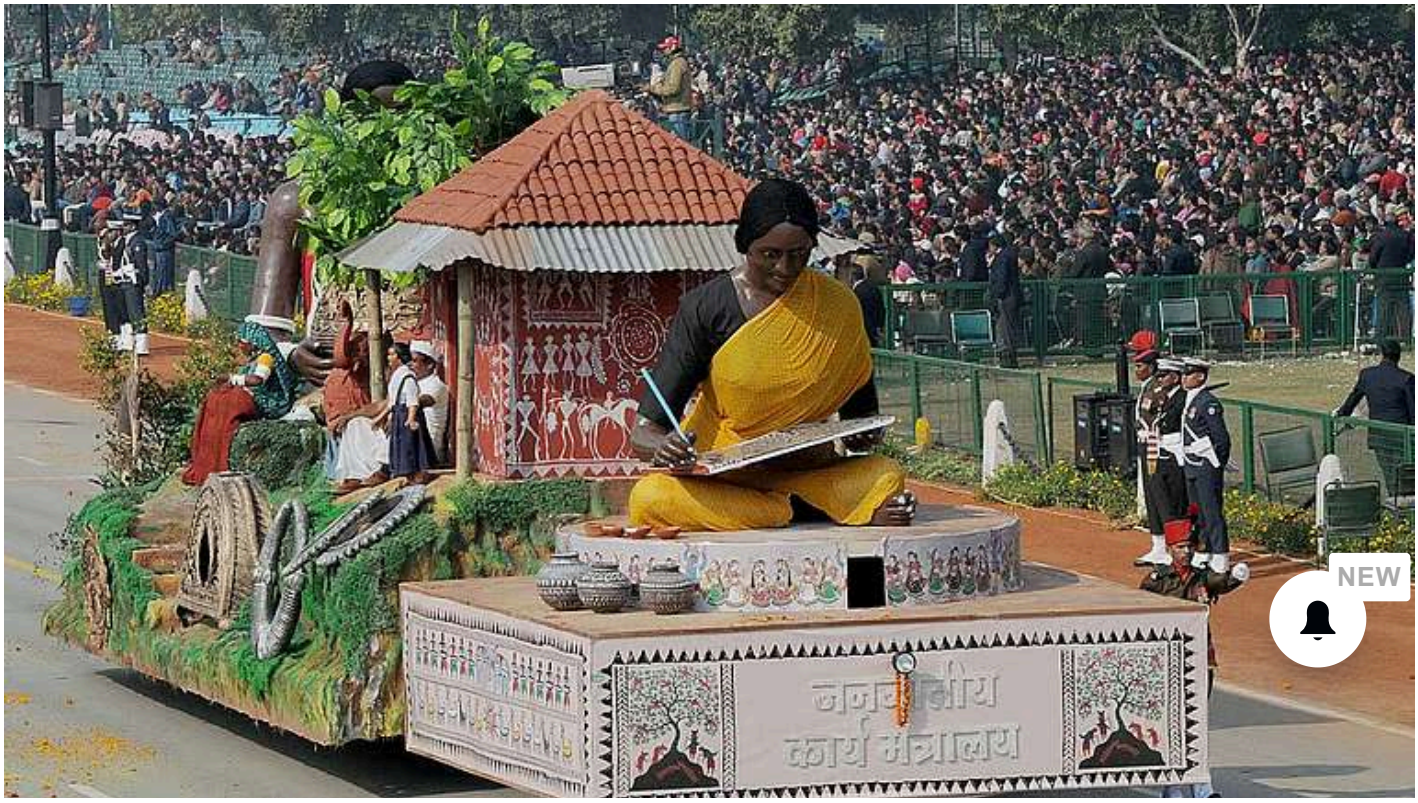
Adver

Opinions

Indian knowledge systems need to be inclusive to live up to Constitution's spirit

UGC's proposal to embed Indian knowledge systems across subjects goes against the National Education Policy's multidisciplina philosophies and practices of non-Hindu traditions an also not aligned with the constitutional commitment to scientific enquiry

Add as a preferred source on Google



Updated on: 30 Sep 2025, 12:00 am · 3 min read

Add TNIE As A Trusted Source
Add as a preferred source on Google

Discussions about Indian knowledge systems (IKS) resurfaced after the University Grants Commission released its draft Learning Outcome-based Curriculum Framework, which aims to embed 'ancient Indian wisdom' across subjects. While the UGC has invited feedback on the framework, the draft is attracting scholarly criticism. Beyond its content, critics note that the framework abandons the multidisciplinary and holistic course model envisioned by the National Education Policy (2020), instead prioritising single-major pathways. With most credits allocated to discipline-specific courses, the framework leaves l multidisciplinary exploration.

Add as a preferred source on Google

While the goal of multidisciplinary education appears increasingly elusive, the LOCF continues to support the NEP's flagship programme, IKS, through the inclusion of 'Bharatiya philosophy' across modules. To 'decolonise' and 'indigenise' education in India, the curriculum proposes, among other things, the study of Kautilya's *Arthashastra* in commerce education, as well as the integration of ancient Indian conceptions of *paramanu* (atom) into chemistry. While the UGC's endeavour to reclaim India's ancient heritage may seem commendable, it raises deeper concerns about the erosion of scientific temper, risking an epistemic crisis.

NEW

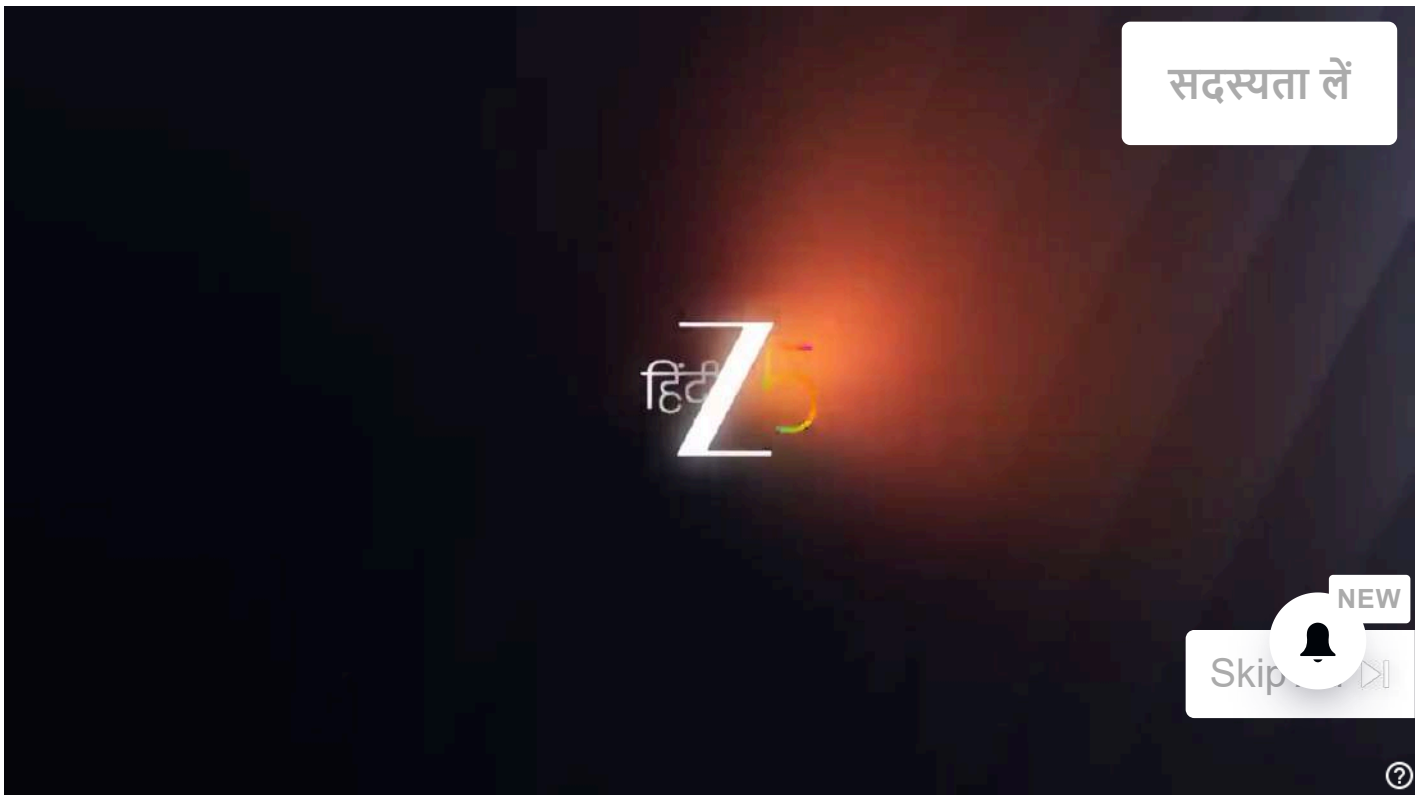
The foundational principle underpinning IKS—Hindu exceptionalis is not a recent development. Meera Nanda notes that the idea of Hinduism as a 'religion of science' has nearly a two-century-long history, one that exalted the Vedic tradition for its supposed "non-dogmatic rationalism"

Hinduism and modern science gained momentum during British colonial rule—caught in the tussle between rationalism and nationalism, self-critique and self-assertion, and reform and revival.

In independent India, the constitutional commitment to scientific enquiry is not enshrined in any grand clause, but rather embedded in the language of the Directive Principles. While Nehru's solemn invocation of 'scientific temper' imagined science as a vehicle for national development, this vision soon gave way to inertia. Beyond a brief period of reform and self-critique, the Indian State lacked the political will to cultivate the social conditions necessary for fostering a new way of thinking among the masses. Nor did it succeed in realising the constitutional vision of science as a normative enterprise—one that should be practised, safeguarded, and subjected to critique within democratic institutions through active civic participation.

Add as a preferred source on Google

Advertisement



Government aims to integrate Ayurveda into health education curriculum in schools, colleges: Minister

Discussions are underway with NCERT and UGC for preparing course modules for the school education and higher education, says Prataprao Jadhav

Published - September 29, 2025 03:38 am IST - New Delhi

PTI



Ayush Minister Prataprao Jadhav. File | Photo Credit: PTI

The government aims to integrate Ayurveda into the health education curriculum in schools and colleges, Ayush Minister Prataprao Jadhav said.

He said that the National Council of Educational Research and Training (NCERT) and the University Grants Commission (UGC) are working together to prepare course modules for

school education and higher education so that the younger generation can connect with the principles of holistic health.

Some States, such as Goa, Madhya Pradesh, Uttarakhand and Uttar Pradesh, have already integrated the Indian knowledge system in school education, Mr. Jadhav said. “Discussions are underway with NCERT and UGC for preparing course modules for the school education and higher education,” the Minister told *PTI* recently.

On efforts being made to establish Ayurveda on a global level, Mr. Jadhav said that the Ayush Ministry is focusing on evidence-based research.

High-quality clinical trials are being conducted through the Central Council for Research in Ayurvedic Sciences (CCRAS) and other research institutions. In partnership with WHO, standards are being set to strengthen the scientific credibility of Ayurvedic treatments further, Mr. Jadhav said.

AYUSH Mission

On the competition between modern medicine and Indian healing practices, Mr. Jadhav said that the goal is to develop an integrated healthcare model.

“Allopathy and AYUSH systems are complementary to each other, not competitors. Through the National AYUSH Mission and AYUSH Grid, we are working towards combining the benefits of both systems to provide better and more comprehensive healthcare services,” he stated.

As part of the government’s policy to strengthen public health infrastructure, under the National AYUSH Mission, AYUSH doctors are being deployed in Health and Wellness Centres, especially in rural and remote areas, to make primary healthcare services more accessible.

The Ministry of AYUSH has given a new identity to India’s traditional medical practices in the last decade, the Minister said.

“We have not only established AYUSH systems with scientific evidence, but also succeeded in spreading them to the masses and gaining global acceptance. From giving Yoga a global identity to the establishment of the WHO Global Centre for Traditional Medicine, and through initiatives like International Yoga Day, AYUSH Chairs, and

international Memorandums of Understanding (MOUs), we have made historic achievements for global holistic health," he said.

The Minister stressed that the government's priority is balanced and equal development. The Ministry is giving everyone equal opportunities by preserving the uniqueness of each system, while promoting modern research, standardisation, and education.

Through the National AYUSH Mission (NAM), AYUSH health centres and medicinal gardens are being developed across the country.

Published - September 29, 2025 03:38 am IST

In Case You Missed It



Canadian Foreign Minister Anita Anand to visit...



FBI boss Kash Patel gave New Zealand officials 3D-...



Telangana's 63-foot Bathukamma bursts into...



YouTuber Felix Gerald arrested for video attributing...



Srinivas University professor features in list...



Nowadays, a few States want to dilute Governor's...



Allegations work of powerful lobby hit by ethanol...



73-year-old 'undocumented' Sikh woman deported fro...

EDUDOC SERVICE SERIES



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