EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

December 2025

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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Preface

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

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as e*dudoc services*. In this edition of "EDUDOC SERVICES: NEWSCLIPS", the LDD has delved into and presented a compilation of newspaper clippings published in reputed newspapers related to education during the month of **December 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
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हिन्दुस्तान, 1 जनवरी 2021, पृष्ठ संख्या – 8

उच्च शिक्षा में जवाबदेही की मांग जायज



हरिवंश चतुर्वेदी । महानिदेशक, आईआईएलएमबी

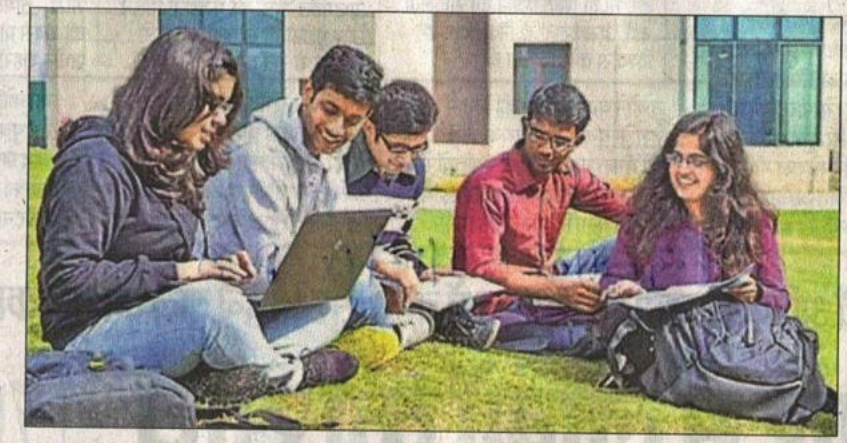
निजी क्षेत्र के उच्च शिक्षण संस्थानों को जवाबदेह बनाने की बात अदालत ने कही है। बेहतर होता कि हरेक शिक्षा संस्थान से पारदर्शिता, संवेदनशीलता और जवाबदेही मांगी जाती।

कभी-कभी कोई साधारण घटना मील का पत्थर बनकर युगांतरकारी बदलावों को जन्म देती है। एक निजी विश्वविद्यालय की छात्रा को अपने नाम-परिवर्तन को विश्वविद्यालय के रिकॉर्ड में दर्ज करवाने को लेकर जो तकलीफें झेलनी पड़ीं, उसे लेकर सर्वोच्च न्यायालय ने न केवल दोषी विश्वविद्यालय पर सख्त कार्रवाई की, बल्कि देश के सभी 603 निजी विश्वविद्यालयों के अब तक के कामकाज और उनके वित्तीय प्रबंधन की जांच के आदेश भी दिए हैं।

इससे जुड़े कई सवाल अहम हैं। क्या सुप्रीम कोर्ट की यह सख्ती हमारी उच्च शिक्षा को उसकी मौजूदा चिंताजनक स्थिति से उबार पाएगी? क्या यह सख्ती राष्ट्रीय शिक्षा नीति, 2020 द्वारा सुझाए गए नियमन मॉडल को कूड़ेदान में डाल देगी, जिसमें हल्के नियमन और चुस्त प्रबंधन को अपनाने का सुझाव दिया गया है? संसद के शीतकालीन सत्र में उच्च शिक्षा के सबसे महत्वपूर्ण विषय प्रभावशाली नियमन को लेकर भारतीय उच्च शिक्षा आयोग (एचईसीआई) के गठन पर जिस बिल को पेश किया जाना है, क्या उस पर होने वाली बहस में मौजूदा नियामक संस्थाओं के क्रियाकलापों पर प्रश्नचिह्न लगाए जाएंगे?

सुप्रीम कोर्ट की इस कार्रवाई से यह बहस भी उठेगी कि शिक्षा को व्यवसाय नहीं बनाया जा सकता। शिक्षण संस्थानों को हमारे संविधान ने 'नॉट फोर प्रॉफिट' (गैर-लाभकारी) गतिविधि बताया है, जिसे सिर्फ ट्रस्ट और सोसाइटी ऐक्ट के अंतर्गत ही स्थापित किया जा सकता है। सुप्रीम कोर्ट ने केंद्र व राज्य सरकारों से यह जानकारी भी मांगी है कि क्या निजी विश्वविद्यालय सिर्फ 'रीजनेबल सरप्लस' (जरूरत से थोड़ा सा ज्यादा) कमाती हैं और क्या ये रकम इन्हें व्यक्तिगत हितों के लिए इस्तेमाल किए जा रहे हैं?

आजादी के बाद विश्वविद्यालय अनुदान आयोग (यूजीसी) 1956 में और अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) 1987 में कानूनी तौर पर



नियामक अंग बनाए गए थे। सुप्रीम कोर्ट ने केंद्र और राज्य सरकारों से जांच करके यह बताने को कहा है कि ये विश्वविद्यालय कब व कैसे अस्तित्व में आए और इनको क्या-क्या सुविधाएं सरकारों से मिलीं? इन विश्वविद्यालयों के संस्थापक सोसायटियों व ट्रस्टों की जांच भी की जाएगी और उनके सदस्यों की नियुक्ति की प्रक्रिया भी देखी जाएगा।

सुप्रीम कोर्ट में एक छात्रा अपनी समस्या लेकर गई थी, जो बहुत मामूली प्रकृति की थी। उसने चूंकि अपना नाम बदला था, इसलिए वह विश्वविद्यालय के रिकॉर्ड में भी उसे बदलवाना चाहती थी। मगर उसकी इस मांग पर संबंधित विश्वविद्यालय ने करीब एक साल तक टालमटोल वाला रवैया अपनाए रखा। नतीजतन, वह न्याय मांगने अदालत की शरण में पहुंच गई। इसके बाद सुप्रीम कोर्ट ने उस विश्वविद्यालय से जवाब मांगा, साथ ही यूजीसी से भी पूछा कि उसने इन विश्वविद्यालयों को रेगूलेट करने के जो भी नियम और कानून बनाए हों, उनका क्या वास्तव में पालन हो रहा है? सुप्रीम कोर्ट के इस हालिया निर्णय में यूजीसी से तीन प्रमुख मुद्दों पर पूछा गया है कि विद्यार्थियों के प्रवेश, शिक्षकों व कर्मचारियों की नियुक्ति व उच्च प्रबंधन में ये विश्वविद्यालय कितनी पारदर्शिता बरत रहे हैं?

आमतौर पर सभी विश्वविद्यालय में कभी-कभी विद्यार्थियों, अभिभावकों और शिक्षकों को शिकायतों का सामना करना पड़ता है। निजी ही नहीं, सरकारी विश्वविद्यालय भी इस बीमारी से अछूते नहीं हैं। यूं तो यूजीसी ने हर विश्वविद्यालय में शिकायत निवारण की प्रक्रिया लागू की है और वहां 'ओम्बुड्समैन' भी नियुक्त किया गया है, लेकिन असलियत में यही देखा गया है कि यह सारी व्यवस्था सिर्फ खानापूर्ति साबित होती है। क्या यह समस्या सिर्फ निजी विश्वविद्यालयों में है? क्या सरकारी विश्वविद्यालयों में विद्यार्थियों को परेशानी नहीं झेलनी पड़ती? क्या हमारे विश्वविद्यालय नौकरशाही, लालफीताशाही, भ्रष्टाचार, भाई-भतीजावाद और अकर्मण्यता से ग्रस्त नहीं हैं?

सुप्रीम कोर्ट के माननीय न्यायाधीशों ने एक छात्रा के साथ हुए गलत व्यवहार का संज्ञान लेकर समूचे निजी उच्च शिक्षा तंत्र को जवाबदेह बनाने की बात कही है। बेहतर होता कि यह पारदर्शिता, जवाबदेही और संवेदनशीलता उच्च शिक्षा के हरेक संस्थान से मांगी जाती। क्या सभी स्कूलों को भी इसकी परिधि में शामिल नहीं किया जा सकता था?

अच्छी शिक्षा और बेहतर स्वास्थ्य सेवा भारत को वर्ष 2047 तक एक विकसित देश बनाने की बुनियादी शर्तें हैं। पिछले 75 वर्षों में शिक्षा का संख्यात्मक रूप से विस्तार हुआ है। 'सबको शिक्षा' काफी हद तक वास्तविकता बन गई है, किंतु आज सिर्फ डिग्री हासिल करना काफी नहीं है। सवाल यह है कि क्या हम अच्छी गुणवत्ता की शिक्षा सबको दे पा रहे हैं? सर्वोच्च न्यायालय ने गुणवत्तापूर्ण शिक्षा के लिए सिर्फ निजी विश्वविद्यालयों को ही जवाबदेह क्यों बनाया है? क्या सरकारी विश्वविद्यालयों में सब जगह अच्छी गुणवत्ता की शिक्षा बच्चों को दी जा रही है?

ब्रिटिश मॉडल पर भारत में उच्च शिक्षा का प्रारंभ 1856 के आसपास हुआ था। आज राज्यों के सरकारी विश्वविद्यालय संबद्ध कॉलेजों के बोझ से दबे जा रहे हैं। राष्ट्रीय शिक्षा नीति 2020 में संबद्ध कॉलेजों को 2035 तक डिग्री देने वाली संस्था बनाने की बात कही गई है। क्या उस दिशा में हम कोई प्रगति कर पा रहे हैं?

यह ठीक है कि निजी विश्वविद्यालय अपनी पूंजी लगाकर बेहतर बुनियादी ढांचा खड़ा कर लेते हैं, जबकि इसके विपरीत सरकारी विश्वविद्यालय सिर्फ शिक्षकों और कर्मचारियों को वेतन देने लायक अनुदान ही जुटा पाते हैं। किसी विश्वविद्यालय के भवन, क्लासरूम, प्रयोगशाला, हॉस्टल और पुस्तकालय में जाकर देखिए, उनकी दयनीय दशा का पता आसानी से चल जाएगा। क्या ये विश्वविद्यालय हमारी युवा पीढ़ी का भविष्य संवारने की स्थिति में हैं?

निस्संदेह, यह समझना होगा कि सर्वोच्च न्यायालय के इस निर्देश का उच्च शिक्षा पर क्या असर पड़ेगा? चूंकि कोर्ट ने केंद्र, राज्य सरकारों और यूजीसी के उच्च अधिकारियों को इसके अनुपालन का उत्तरदायी बनाया है, इसलिए किसी को भी इसे हल्केपन में नहीं लेना चाहिए। निजी विश्वविद्यालय को अधिक पारदर्शी और विद्यार्थी-उन्मुख बनना होगा। यूजीसी को भी, जो शीघ्र ही उच्च शिक्षा आयोग बनने जा रहा है, प्रभावी नियमन के प्रमाण देने होंगे। संविधान के अनुसार, शिक्षा 'नॉट फॉर प्रॉफिट' है, इसमें मुनाफाखोरी व वित्तीय मनमानी के लिए जगह कतई नहीं होनी चाहिए। हालांकि, यह भी स्पष्ट है कि उच्च शिक्षा की वर्तमान स्वायत्तता पर सुप्रीम कोर्ट ने कोई प्रश्नचिह्न नहीं लगाया है।

(ये लेखक के अपने विचार हैं)

Jehoson Jiresh J.,
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GETTY IMAGES/ISTOCKPHOTO

Repair those rifts

Why integrating Health Humanities into the medical curriculum is vital

In India, Health Humanities is often a part of Humanities departments, where discourse frequently slips into romance rather than rigour. One strand glorifies pre-modern practices by claiming ancestors lived flawlessly and modernity ruined everything, ignoring life expectancy data. Another upholds pseudoscientific traditions as resistance to colonialism. Both overlook the epistemological foundations of evidence-based healthcare.

The rightful place for Health Humanities lies in medical colleges where Humanities scholars and practitioners work together, guided by science, committed to equity and ethical practice, and attentive to what Paulo Freire described as "critical consciousness" leading to a nuanced understanding of lived realities and possible solutions.

At a crossroads

In India, Health Humanities is at the crossroads where inequity, cultural taboos, and poor communication continue to impact healthcare amid rapid advancements in healthcare practices. Fear of medical procedures, lack of transparency, and heavy costs push many patients towards pseudoscientific and faith healing practices. Integrating Health Humanities in medical education is vital to restore human dignity through ethics and equity.

Prof. Sathyaraj Venkatesan of NIT Tiruchi notes a contrast in the function of Health Humanities in English and Cultural Studies departments and medical colleges. While Humanities departments study illness as a cultural narrative, medical schools emphasise observation, clinical empathy, and communication as Humanities components in healthcare education. The way forward is to combine these strands so that cultural analysis informs scientific care, and exposure to clinical realities refines cultural discourses on healthcare.

India's medical curriculum can draw on global models: Columbia University's narrative medicine trains in listening beyond symptoms; Stanford pairs literature and bioethics to examine autonomy and justice; King's College London blends philosophy and history to debate resource allocation and end-of-life care. These efforts show how science directs care and humanistic training restores social and ethical context.

Marginalised groups bear heavier disease burdens yet receive less care. At a recent conference, Dr. Srijithesh P.R. from NIMHANS, Bengaluru, suggested reading healthcare in India using Thomas Piketty's equity lens showing how inherited inequality sustains deprivation and how treatment costs push families into poverty. At the other end, affluent Indians flying abroad for treatment signals eroding trust in the domestic 'healthcare industry'. Taboos around reproductive health and mental illness still impede access to quality healthcare.

Recently, the Medical Council introduced electives in Health Humanities. The National Medical Commission included Attitude, Ethics, and Communication (AETCOM) in the curriculum. While some students agree that these courses renewed their sense of purpose, many colleges treat them as a checkbox. Integrating humanist socio-cultural and economic inquiry into the medical curriculum remains a distant dream.

A stumbling block in achieving this vision is the incompatibility among disciplines. Some Humanities scholars view tech-driven healthcare advancements as dehumanising, and some doctors dismiss humanistic inquiry as unscientific and absurd. Such resistance places the Humanities and Medical Sciences as warring factions and impedes meaningful collaborations.

The issue is human choices, not technology. AI, telehealth, and genomics can exclude or empower. Dr. Mario Vaz of St. John's Medical College, Bengaluru, argues that including History, Bioethics, and Social Medicine can bridge contrasting disciplines. In *Humanities in Medical Education*, Rajiv Mahajan and Tejinder Singh call for deeper engagement with equity, culture, and scientific temper.

A new framework

Considering the Indian context and diverse viewpoints, we propose a five-module framework: a critical history of healthcare disparities to explore how caste, gender, class, and wealth shape healthcare solutions; illness narratives across cultures to engage with the differences in lived experiences of conditions like Alzheimer's and depression among elite patients and the underprivileged; communicating science in diverse contexts to prepare doctors to counter mis(dis)information and work across languages; an anthropology of healthcare technology that situates healthcare advancements in their social settings; and an ethics of healthcare technologies that weighs the consequences of tools such as AI and gene editing.

These modules must be rigorous and experiential and reinforced through fieldwork, outcome reviews, and work with advocacy groups, with patient voices at the centre. When implemented effectively, it equips doctors to confront science and stigma and to join global conversations linking medicine, anthropology, ethics, technology and democratised access to healthcare.

Health Humanities must move beyond English departments and become an integral part of medical colleges, where Humanities scholars can work in tandem with medical practitioners. This integration can help India produce clinicians who heal disease and discrimination and repair rifts between science and society, technology and humanity.

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NEP 'nodal' teachers to undergo 3-day training

Gargi Shukla

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NEW DELHI: The nodal teachers under the National education Policy (NEP) are set to undergo a three-day training programme starting December 3 with participation of nearly thousand teachers from government schools across Delhi. These teachers act as a bridge between the Delhi State Council of Educational Research and Training and their respective schools.

"The NEP nodal teachers will perform multiple roles, including act as a facilitator of the policy at school level, bridge between vision and practice, and mentor to peers guiding classroom transformation," the draft training module for the nodal teachers, also seen by HT, stated.

The NEP implementation manual includes five pillars in the process: NEP student, NEP teacher, NEP parent, NEP classroom and NEP school.

"The lessons must be taught through various activities. So, it's not just the students who need to be creative but even the teachers will be required to come up with new ways of teaching," an SCERT official said.

In the training, the nodal teachers will also be introduced to the concept of NEP parents who will then play an active role in the child's education. The NEP parent will be tasked with the responsibility to foster a home environment that encourages curiosity, critical thinking and love for learning. Hence, the role of the nodal NEP teachers will be to support the development of various stakeholders that will bring the NEP to practice.

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The cost of ‘teaching lessons’: How punishment culture is pushing students over the edge

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“Even a small incident, something as ordinary as a scolding, can push a child towards the wrong step.”
The words come from Suman Prakash, a teacher and a career counsellor with over twenty years of experience, but they echo through classrooms across the country.

His warning lands heavily in a year where student suicides have reached their highest levels ever recorded in India. Government data shows that student suicides rose from just over eight thousand a decade ago to nearly fourteen thousand in 2023, an increase far steeper than population growth.
Behind the numbers are classrooms shaped by competition, families weighed down by expectations and schools where discipline often blurs into public shame.

The death of a Class 10 student in Delhi, who allegedly named teachers in a suicide note and had complained of humiliation, has now placed renewed scrutiny on whether certain disciplinary practices have become psychologically unsafe. Protests outside his school, questioning by police and testimonies from classmates have built a portrait of a child who struggled not with failure, but with fear.



At the heart of the debate is a simple question:

When does teaching a lesson stop being discipline and start becoming emotional injury?

Defining the boundary between scolding and humiliation

Teachers, psychologists and counsellors consistently draw a distinction between corrective reprimand and humiliation, although that distinction often collapses inside real classrooms.

Scolding, in its intended form, is private and behaviour specific. It pinpoints an action, suggests correction and remains controlled in tone.

Humiliation, on the other hand, is public, identity directed and often delivered with mockery, comparison or threat. It takes the shape of comments about character rather than conduct, such as “you will never succeed”, “look at others, learn from them” or “you are always the problem”.

Humiliation traps a child in a social spotlight they cannot escape, and psychologists note that it activates the same pain pathways as physical harm. The difference between the two is not mere semantics, because children interpret them very differently. A behaviour based correction can motivate, but identity based shaming can rupture trust and trigger panic, especially when the student is already anxious about parental expectations or peer comparison.

This is the environment in which punishment culture thrives. In schools where academic output determines reputation, in coaching centres where competitive ranks shape futures, and in homes where opportunity is tied to marks, punishment often becomes a normalised tool, even when its emotional cost is profound.

The shifting emotional world of students

Teachers with long experience describe students today as more vulnerable to harsh reprimand than those of two decades ago. Science teacher Biva Jha, who has taught for more than twenty five years, attributes this sensitivity to changes in childhood routines and family structures.

She points to declining physical activity, heavy reliance on mobile phones and the increasing number of single child households. “Children today are physically and emotionally more sensitive. With less outdoor play and more exposure to social media, they become easily overwhelmed,” she explains. Many are unaccustomed to hearing the word no at home, which reduces their resilience when faced with criticism outside.

Suicides by Age Group: 2021–2023

Suicides among those below 18 years remained alarmingly high in 2023, rising to 10,785 cases.

TOI Source: NCRB

Her view is echoed, though differently framed, by younger teachers entering the profession. Rashi Mungia, who has been teaching for a year, says even primary school children now “understand mental health, emotions and what feels right or wrong.” This awareness demands that teachers monitor not only what they say, but how they say it. “One negative remark can affect a child for years,” she says, calling for discipline that is “respectful and restorative, not punitive.”

She also acknowledges friction between generations of teachers. Some experienced staff see empathy driven methods as too lenient, while younger teachers believe the emotional climate of classrooms has fundamentally changed. “Balancing kindness with authority is the real challenge,” she says, “but hurting a child’s confidence

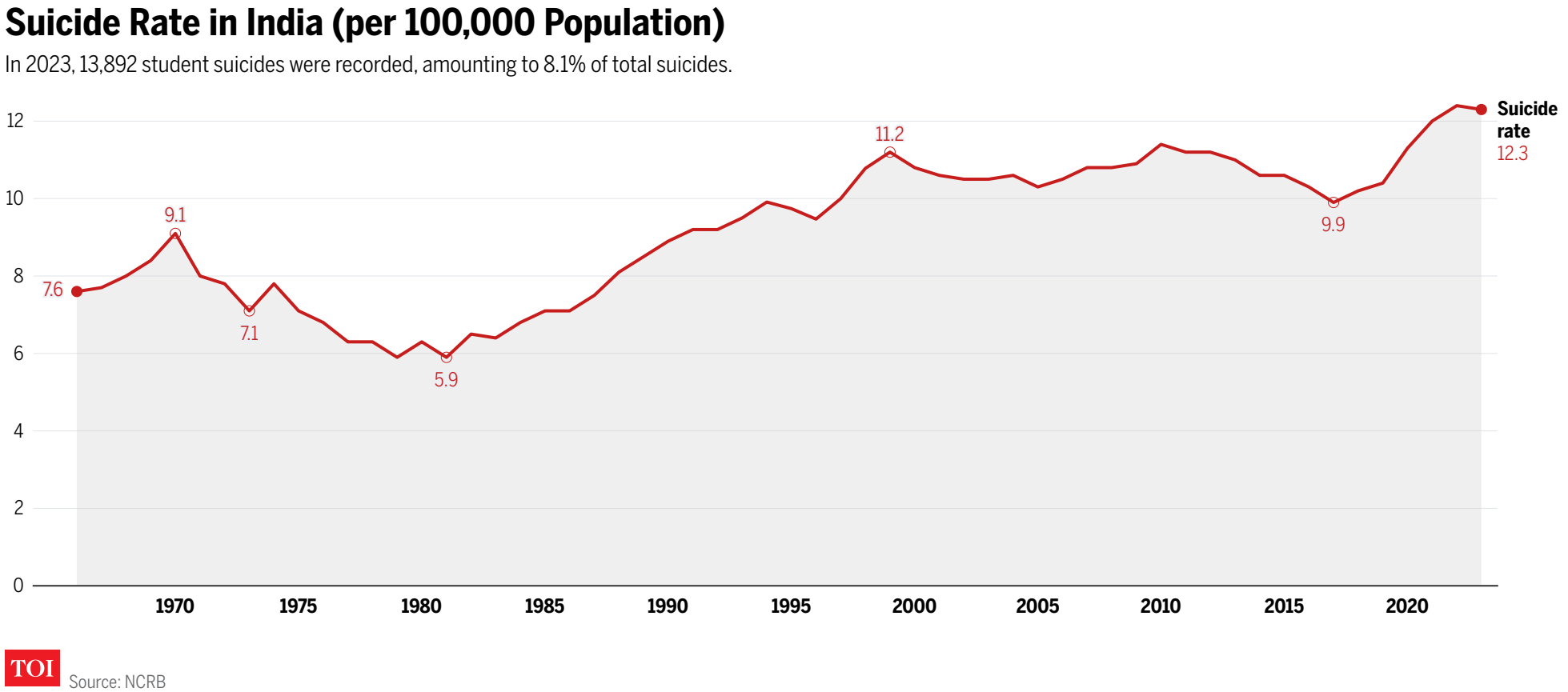
cannot be part of discipline.”

Despite differing methods, both experienced and newer teachers agree on one point: emotional thresholds have shifted.

Pressure, competition and the punishment loop

If schools set one kind of pressure, coaching centres set another. With competitive exams acting as gateways to careers, families often invest high hopes and high fees into after school coaching. This intensifies expectations, and teachers in such environments navigate far thinner margins between motivation and harm.

For Suman Prakash, the problem begins earlier, in parental choices. Many parents, he says, place their children in schools that do not match their socio economic reality. “They think a top school will help them, but it creates pressure. Parents worry about fees, children worry about matching the lifestyle of their peers,” he says. The result is an unequal emotional burden before a child even reaches the blackboard.



A second shift, he argues, comes from the collapse of social outlets. “Earlier, if a teacher scolded us, we met friends, talked, laughed, released the stress. Children today have no such outlet. Everything is on the phone, no games, no informal support,” he explains. Without a peer space to process embarrassment or fear, reprimands linger and intensify.

He also highlights what he calls the “marks inflation bubble”. With schools awarding higher marks more frequently, students may develop a false sense of ability. “Someone with 50 per cent ability is scoring in the 80s. When reality hits, the fall is very hard,” he says. In this environment, even a routine scolding can feel like a personal

crisis, especially for students conditioned to believe that high marks validate worth.

Prakash recalls an incident from his institute where a girl skipped class but accidentally revealed this by leaving her lunchbox behind. When her mother rushed to the centre, he urged her not to confront the girl immediately. “Children panic easily, and confrontation at the wrong moment can push them into extreme decisions,” he says. The matter was resolved privately the next day, avoiding both escalation and humiliation.

The anecdote shows how small missteps can become high stakes events when fear replaces communication.

A fragile safety system

The Delhi student’s death has also exposed structural weaknesses in school safety systems. Classmates have said he approached a school counsellor about suicidal thoughts, but was allegedly dismissed as joking. Teachers named in his note have been questioned and internal inquiries are ongoing. These gaps are not unusual, because many Indian schools have only one counsellor for hundreds of students, inconsistent complaint mechanisms and limited training for teachers on trauma informed discipline.

With rising academic pressure and limited mental health infrastructure, punishment often becomes the default response to underperformance or behavioural issues, rather than a carefully calibrated tool.

This creates a cycle that students struggle to break. A reprimand leads to shame, shame leads to fear of parental reaction, fear leads to silence and silence leaves children without any safe avenue to report distress.

So what's the way forward

Across interviews, three themes emerge as essential for reform.

First, teachers emphasise that discipline must be tied to behaviour, not character. Scolding that aims to correct can be valuable, but reprimand that aims to embarrass is counterproductive and risky.

Second, the emotional environment of students must be recognised as fundamentally different from earlier decades. With higher expectations, sharper competition and reduced social outlets, children today process criticism with heightened sensitivity.

Third, schools and families must rebuild channels of trust. The absence of safe spaces for children to express fear or failure allows humiliation, whether intended or not, to become destructive.

As student suicides continue to rise, the cost of inaction becomes clearer. Punishment culture is not simply about tough love or maintaining discipline, it carries psychological weight that many children are no longer equipped to manage.

Number of government schools falls, but those with fewer than 10 students see a steady rise

Data tabled in Parliament reveals that the number of teachers employed at such schools rose from 1.26 lakh in 2022-23 to 1.44 lakh in 2024-25

Updated - December 01, 2025 11:39 pm IST - New Delhi

THE HINDU BUREAU



Education Minister Dharmendra Pradhan speaks in the Lok Sabha on December 1, 2025. Photo: Sansad TV via ANI

The number of government schools across the country has declined over the last six years, data tabled by the Union Government in Parliament on Monday (December 1, 2025) showed.

The data presented by Union Education Minister Dharmendra Pradhan from the Unified District Information System for Education Plus further showed a steady rise in

the number of government schools with fewer than 10 or zero student enrolments over the past 3 years.

The data was compiled in response to a starred question in Lok Sabha by Congress MPs Karti Chidambaram and Amrinder Singh Raja Warring. It showed that in 2022-23, there were 52,300 government schools with fewer than 10 or zero student enrolments, a figure that rose to more than 65,000 in 2024-25.

States like West Bengal, Uttar Pradesh, Maharashtra, Andhra Pradesh, and Telangana accounted for the highest number of these schools.Interestingly, the data presented revealed that the number of teachers employed at these schools rose from 1.26 lakh in 2022-23 to 1.44 lakh in 2024-25.

Mr. Pradhan, in his response, noted that while education is on the concurrent list of the Constitution, "the recruitment, remuneration, and rational deployment of teachers fall under the purview of the respective State Governments and Union Territory (U.T.) Administrations."

In response to questions on government schools that had been closed, merged, or repurposed due to low or zero enrollment, the government submitted UDISE+ data showing an overall decline in the number of schools across all States and U.T.s.

The dataset revealed that the country had 10.32 lakh government schools in 2019-20, which fell to 10.13 lakh in 2024-25, without specifying how much of this reduction was due to closures, mergers, or repurposing.

When asked about the status and annual reports of government schools, Mr. Pradhan said under the regulations issued by the Department of Expenditure in 2016, State and U.T. governments submit annual and audit reports to their respective Assemblies first before sending them to the Centre for presentation in Parliament. Union Territories without legislatures send the reports directly to the Centre. The government did not clarify when the last such report was submitted.

Published – December 01, 2025 10:26 pm IST

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Government Policies 2 Min Read

NEP 2020: No proposal to merge all scho Boards into national entity, says MoS

Replying to a question in Lok Sabha, Minister of State for Education Jayant Chaudhary "The policy recommends a common 5+3+3+4 structure to replace the earlier 10+2 form across all Boards."

IANS
Updated On Dec 1, 2025 at 10:12 PM IST



New Delhi, The National Education Policy, 2020 (NEP 2020) does not propose to merge or unify all School Boards into a single national Board, the Ministry of Education said on

Boards."

Advt

"The NEP 2020 does not propose to merge or unify all School Boards into a single national Board," he said.

He said the policy has suggested the common structure for ensuring developmental appropriateness and curricular consistency nationwide, while allowing existing Boards to continue functioning within their respective jurisdictions.

Chaudhary said the Ministry of Education has notified the National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) as the national body for setting norms and guidelines for student assessment and strengthening the quality of school assessments in the country.

The MoS was giving a written reply to a question raised by Trinamool MP Kalyan Banerjee.

Chaudhary said PARAKH was set up on February 8, 2023, to fulfil the objectives of setting norms, standards, guidelines and implement activities related to student assessment.

He said that PARAKH has been entrusted with the responsibility of granting Equivalence to Class X and Class XII certificates issued by School Boards across the country.

The Equivalence of Boards initiative, led by PARAKH, seeks to harmonise academic expectations, improve comparability of learning standards and enhance the credibility of Board examinations while respecting the diversity and autonomy of more than 60 School Boards.

While sharing details of CSR initiatives of local Public Sector Undertakings related to welfare projects and curriculum training to teacher, the MoS said that government schools across the country are registered on the Vidyanjali portal that facilitates community and CSR engagement in alignment with the National Education Policy (NEP) 2020.

Schools independently assess and upload their specific requirements whether for services or assets on the portal. These requests are publicly visible to all registered contributors in the public domain and participation remains entirely demand-driven at the school level, said Chaudhary.

He also highlighted Vidyanjali, a school volunteer management programme to strengthen government and government-aided schools through community and private sector involvement across the country.

From Vidyanjali's inception on September 7, 2021, more than 8.33 lakh government and government-aided schools have onboarded 5.54 lakh volunteers and 2,365 CSR/NGOs, he said.

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Nation

Darwin's theory of evolution part of NCERT curriculum, says Education Minister in

Dharmendra Pradhan was responding to a query from MP D Veeraswamy on whether the government had removed the theory from the Class 10 NCERT science syllabus.

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Updated on: 01 Dec 2025, 10:02 pm · 1 min read

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NEW DELHI: Education Minister Dharmendra Pradhan on Monday informed the Lok Sabha that the theory of evolution proposed by Charles Darwin continues to be part of the National Council of Educational Research and Training (NCERT) school curriculum.

He was responding to a query from MP Dr. Kalanidhi Veeraswamy on whether the government had removed the theory from the Class 10 NCERT science syllabus. The MP had also asked for the reasons, if such a move had been made, and whether experts and research institutions were consulted before taking the decision.

Pradhan said, "The teaching-learning process in Science is a continuum from the middle to the secondary stage, and the theory of evo Charles Darwin is part of the school Science curriculum COVID and post-COVID periods, concerns related to curriculum load, based on multi-stakeholder participation, including that of the Parliamentary Standing Committee, were raised."

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In view of inputs from various stakeholders, including the Central Board of Secondary Education (CBSE), as well as experts from colleges, universities and research institutions, the NCERT undertook an exercise to rationalise textbooks across stages and subject areas in the larger interest of students and teachers, he said.

Following allegations and media reports in April 2023 about the removal of the theory from textbooks, more than 4,000 researchers and scientists had signed an open letter protesting the move. The Minister had earlier also clarified that the theory had not been dropped.

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The Hindu, 2 December 2025, Page No- 10

Number of govt. schools falls, but those with fewer than 10 students see a steady rise

The Hindu Bureau
NEW DELHI

The number of government schools across the country has declined over the last six years, data tabled by the Union Government in Parliament on Monday showed.

The data presented by Union Education Minister Dharmendra Pradhan from the Unified District Information System for Education Plus further showed a steady rise in the number of government schools with fewer than 10 or zero student enrolments over the past three years.

The data was compiled in response to a starred question in Lok Sabha by Congress MPs Karti Chidambaram and Amrinder Singh Raja Warring. It showed that in 2022-23, there were 52,300 government schools with fewer than 10 or zero student enrolments, a figure that rose to more than 65,000 in 2024-25. States like West Bengal, Uttar Pradesh, Maharashtra, Andhra Pradesh, and Telangana accounted for the highest number of these schools.



Dharmendra Pradhan

UDISE+ data show India had 10.32 lakh govt. schools in 2019-20 that fell to 10.13 lakh in 2024-25

Interestingly, the data revealed that the number of teachers employed at these schools rose from 1.26 lakh in 2022-23 to 1.44 lakh in 2024-25. Mr. Pradhan, in his response, noted that while education is on the concurrent list of the Constitution, "the recruitment, remuneration and rational deployment of teachers fall under the purview of respective State Governments/ U.T. Administrations".

In response to questions on government schools that had been closed, merged, or repurposed due to low or zero enrolment, the government submitted UDISE+ data showing an overall decline in the number of schools across all States and UTs. The dataset revealed that the country had 10.32 lakh government schools in 2019-20, which fell to 10.13 lakh in 2024-25, without specifying how much of this reduction was due to closures, mergers, or repurposing.

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Regional language education offered in 16% of KVs: govt. data

The Hindu Bureau
NEW DELHI

Five years after the Union government introduced the National Education Policy 2020, which brought flexibility in the three-language formula, government data tabled in Parliament on Monday showed that 16% of the Kendriya Vidyalayas (KVs) across the country offer regional language education in 10 languages.

Data submitted in the Lok Sabha on Monday by the Union Education Ministry showed that in Jawahar Navodaya Vidyalayas (JNV), also run by the Union government, a significantly higher proportion of schools offer regional language education in at least one of 18 "local languages". However, this included Hindi in the list of local languages.

The local/regional language is included as a compulsory subject in all Navodaya Vidyalayas from Classes VI to IX, the government said.

While the data provided by the Ministry showed how many of these schools are teaching which languages, it did not specify in which States these schools were in.

The government was responding to a question by Trinamool Congress MP Sharmila Sarkar. It noted that there were 1,405 sanctioned KVs and 689 sanctioned JNVs across the country. Of these schools, 226 KVs offer regional language education in 10 languages – Gujarati, Kannada, Punjabi, Tamil, Malayalam, Assamese, Bodo, Marathi, Bengali, and Manipuri.

Three-language policy

As per policy, Hindi and English education are mandatory at KVs from Classes I to VIII. From Classes VI-VIII, Sanskrit is mandatorily added to this, and in Classes IX and X, students can choose any two between English, Hindi, and Sanskrit. This comes amid the ongoing political discourse over the three-language formula prescribed in NEP 2020.

Of the 226 KVs that offer regional language education, Punjabi is taught in most number of schools.

Regional language education offered in 16% of KVs: government data

Across the country, 226 KVs offer regional language education in 10 languages; 665 of the sanctioned Navodaya Vidyalayas teach at least one of the 18 regional languages

Updated - December 02, 2025 02:41 am IST - New Delhi

THE HINDU BUREAU



While the data provided by the Ministry showed how many of these schools are teaching which languages, it did not specify in which States these schools were in. | Photo Credit: Getty Images/iStockphoto

Five years after the Union government introduced the National Education Policy 2020, which brought flexibility in the three-language formula, government data tabled in Parliament on Monday (December 1, 2025) showed that a little over 16% of the Kendriya Vidyalayas (KVs), run by the Central government, across the country offer regional language education in 10 languages.

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This comes amid the ongoing political discourse over the three-language formula prescribed in NEP 2020, which provides for ensuring that at least two of three languages taught to school students are Indian, wherever possible.

Of the 226 KVs that offer regional language education, Punjabi is taught in most number of schools (55), followed by Kannada (48), Malayalam (42), Tamil (36), and Assamese (26). The other languages are taught in less than 10 KVs each. Minister of State for Education Jayant Chaudhary said in the reply that the curriculum at KVs had been designed while keeping in mind that wards of transferrable Central government employees enroll in these schools and there are provisions to contractually hire language teachers provided at least 15 students opt for that language.

As for JNVs, the government data showed that 665 of the sanctioned schools teach at least one of 18 regional languages but of this, 315 schools were shown as teaching Hindi as a local language. Apart from this, the local language offered in most number of JNVs was Assamese (taught in 51 JNVs). The other 16 languages listed under "local languages" taught at JNVs were found to be taught at less than 30 schools each.

35%

The Indian EXPRESS

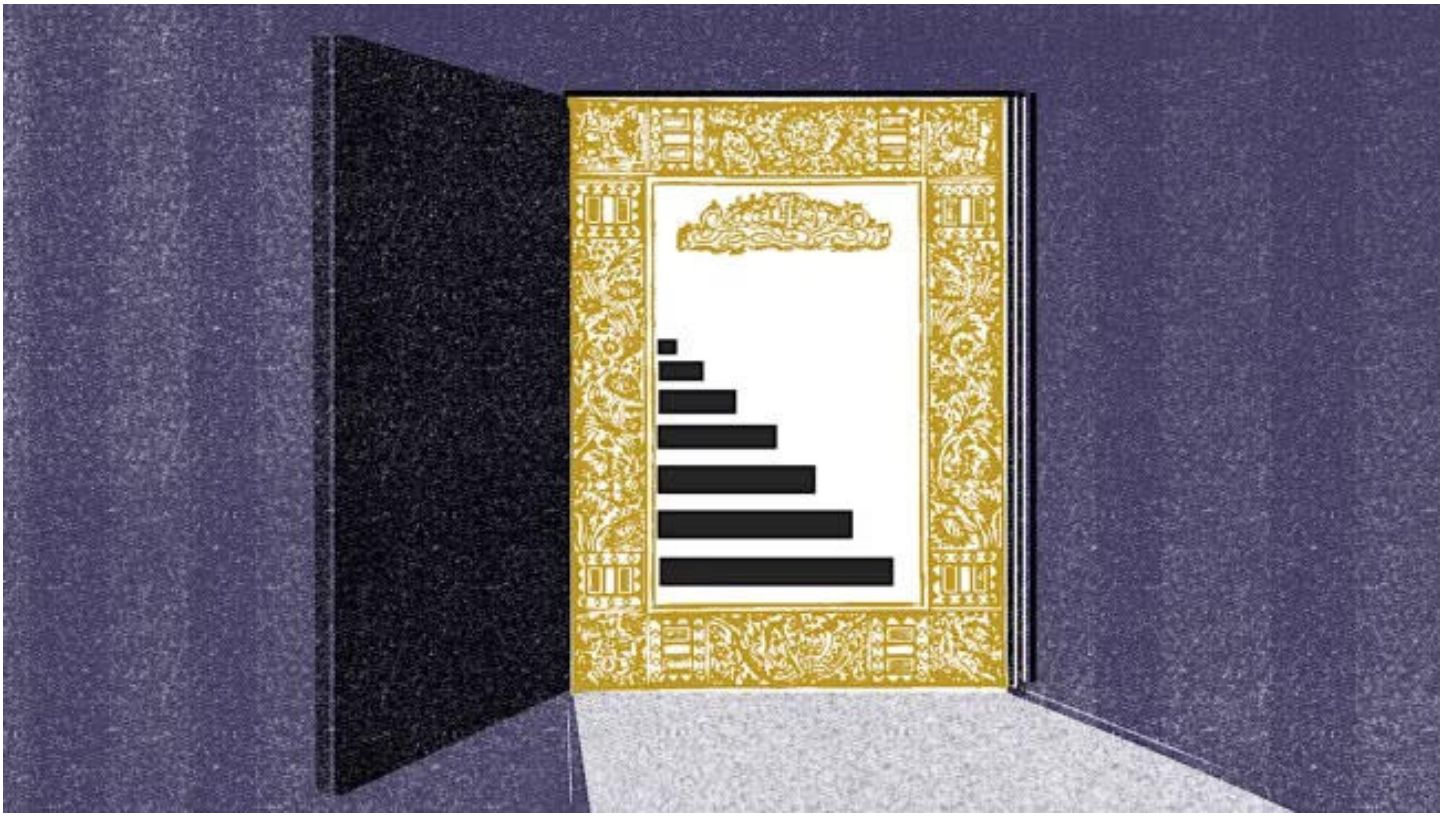
EXPRESS OPINION

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EDITORIALS COLUMNS

NCERT's introduction to the Constitution is confusing. Young minds deserve better

The differential treatment of specific amendment and conflation of the formal law of the land with the informal artistic work risks blurring the understanding of the Constitution



Constitution

December 2, 2025 12:32 PM IST

First published on: Dec 2, 2025 at 12:17 PM IST

Written by Amita Punj

35%

Flipping through the pages of my son's new NCERT social science book for Class VII, I ran into the chapter titled "The Constitution of India: An Introduction." It made me think about the clarity and consistency needed when introducing any new concept to young minds. Reading through it, I found both explicit and implicit contradictions that might create a blurry perception of the Constitution.

The chapter rightly starts with the basic question about what a Constitution is. It broadly describes it as "something like a rulebook for the country." Further, it notes that the Constitution lays down the basic framework of governance, rights and duties of citizens, and at the same time outlines the goals and aspirations of the nation. Such a description goes very well with the general understanding of the Constitution, expressed in the words of German legal scholar Günter Frankenberg as "giving societies politico-legal form as an entity."

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Nandalal Bose and his team illustrated the pages of the Constitution with scenes from Indian history — from Mohenjo-daro to the freedom movement. Art historian R Siva Kumar points out that the illustrations appear to have been added later, and they present Bose's vision of history.

However, while artistic representation may be viewed as an innovative way of engaging the students, to title these illustrations as "Some illustrations in the Constitution of India" is likely to confuse them. The use of capital "C" in the heading implies reference to the Constitution as the formal, legal document, and to state that illustrations are present "in" the Constitution leads readers to the unfounded belief that these illustrations were part of this legal document that the Constituent Assembly debated threadbare. What is intriguing is that the attribution of these illustrations to Nandalal Bose is not on the same page, but after a gap of three pages in

the chapter. Contradicting the initial statement that the Constitution is a “rulebook,” the attribution claims that “the Indian Constitution is not just a legal document but also a work of art.” Presenting the informal artistic expressions as part of the basic law of the land destabilises that foundational declaration.

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Conflating the formal legal document with the informal, illustrative artistic work creates confusion, especially when the scenes from Indian history embody deities. It projects deities as being an integral part of the law of the land, quite contrary to the duly recorded fact that the makers of the Constitution intentionally avoided any reference to God in the Preamble to the Constitution.

The Constituent Assembly voted against the amendment proposed by H V Kamath for adding “in the name of God” at the beginning of the Preamble. The arguments against such invocation included “embarrassment of having to vote upon God.” A Thanu Pillai, who proclaimed himself as a staunch believer in God, had argued that such an inclusion “affects the fundamental right of freedom of faith” as the Constitution guarantees liberty to “believe in God or not.” Reference to God, according to Hridya Nath Kunzru, contradicts the liberty of thought, expression, belief, faith and worship promised in the Preamble and inappropriately imposes a collective view on a matter that essentially concerns every person individually. He

also implied that reference to God was sectarian in its spirit, which is quite contrary to the basic spirit of the Constitution.

Even if one were to dismiss going back to the original intent, as the method of interpreting the Constitution, the projection of specific deities as being integral to the Constitution does not align with the agreed text of the Constitution; since it is contrary to its foundational scheme. This contradiction is further exacerbated by a marked absence of any reference to freedom of conscience and the cultural and educational rights of the minorities in the chapter. The confusion emanating from this merger of formal and informal is reflected in the teaching methods in schools, where the prescribed book is not presented as the subject of deliberations but as a sacrosanct text.

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Further, the chapter offers a differential treatment of the insertions made into the Constitution through the 42nd Amendment — the introduction of the terms "secular" and "socialist" in the Preamble — and Article 51A delineating the fundamental duties of citizens. Notably, the picture of the Preamble reproduced in the main text of the chapter displays the pre-amended

version, with a footnote mentioning that these terms were added through the 42nd Amendment.

The differential treatment of an amendment and conflation of the formal law of the land with the informal artistic work risks blurring the understanding of the Constitution, which is central to our collective existence as a nation.

The writer is Professor at the National Law University, Delhi

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NewsGuard

The Pioneer, 3 December 2025, Page No-8

Value-based education: Essential for a civilised world



RAJYOGI BRAHMA KUMAR NIKUNJ JI

2ND OPINION

THE PIONEER

History shows that for ages, human beings have exploited other human beings and living creatures on the basis of gender, caste, creed, race, physical or mental strength, economic power, organisational abilities or unity. Similarly, powerful and mighty nations and communities have exploited weaker and poorer nations and communities because of their vulnerabilities. Exploitation of illiterate and poor people is a known reality across the world.

As we all know, powerful or so-called educated people have long used uneducated, illiterate, and socially backward groups as slaves or bonded labourers, forcing them to work under inhuman conditions simply to make life easier and more comfortable for themselves. As landowners, men have exploited the tillers of the soil. As industrialists, they have extracted labour from the working class at extremely low wages.

As capitalists and moneylenders, they have demanded high interest rates on money and real estate. As heads of multinational companies, they have imported raw materials and labour at cheap rates and exported manufactured goods to global markets, filling their own coffers at the cost of semi-industrialised or unindustrialised nations. In pursuit of exploitation, no limits have ever been set. It is not only exploitation but also active persecution of the weak by the strong. Even when offering something to others, the hidden aim was often to gain name, fame, praise or credit and to be rewarded sooner or later. Only rarely have individuals made sacrifices out of pure love, sympathy, compassion or concern. This demonstrates that money, machines, resources, military strength and political influence have repeatedly been used by selfish individuals to exploit others. Exploitation causes widespread trouble and turmoil. Can it be eliminated to save humanity? Many social, economic, political and interpersonal problems can be solved only if universal love replaces exploitation. If abundance and affluence remove all incentive to exploit, exploitation can end. How can the feeling of universal love be ignited worldwide? The key is education.

Awakening and strengthening the emotion of love can be achieved only through education that ennobles emotions. Without values-based education and practical methods to refine or spiritualise love, crime and lawlessness will increase. Discussions on human rights are meaningless without this education. Any society, however developed, will be riddled with crime if its people lack proper values education. Unfortunately, those in power often overlook how deeply progress, peace and happiness depend on emotional training and values education, especially the teaching of love.

The Pioneer
SINCE 1865

Governments and organisations spend trillions annually to solve conflicts and problems, yet exploitation continues because conflict resolution lacks genuine moral and spiritual education. It is time for leaders to understand this and act seriously to protect future generations from ongoing devastation. This approach to education builds character, empathy, responsibility and emotional intelligence, shaping individuals who choose ethical paths and contribute positively to society. Value-based education offers the essential foundation to overcome exploitation and create a civilised, harmonious world.

The writer is a spiritual educator & popular columnist

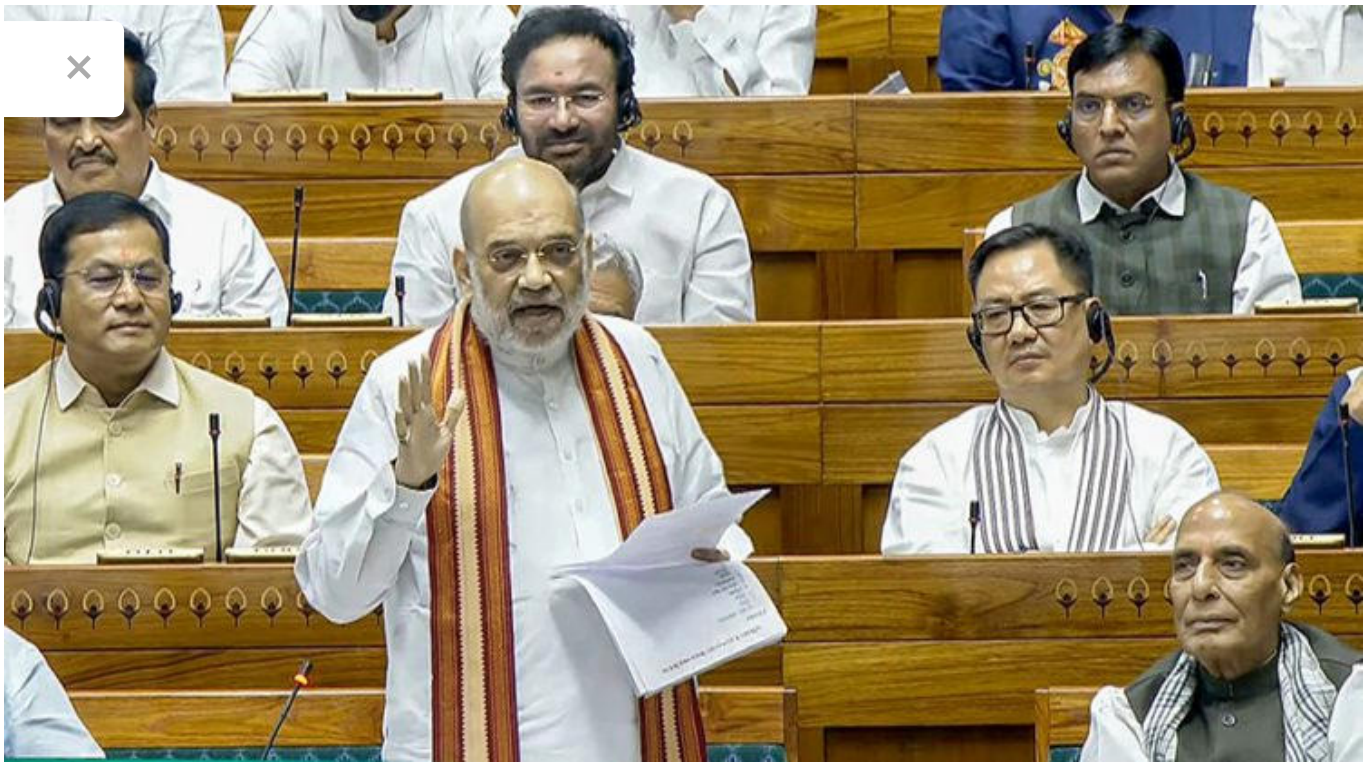




NCCT scales up Co-op Education & Training nationwide: Shah in Lok Sabha

NCCT–CSC Plan training drive for 9,007 PACS activation, 15,548 on-boarding

by **Ajay Jha** — December 3, 2025 in **Featured**, **From States** 0



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Union Home and Cooperation Minister Amit Shah, in a written reply in the Lok Sabha, highlighted a series of major initiatives undertaken by the National Council for Cooperative Training (NCCT) to strengthen cooperative education, capacity building and grassroots training across the country.

Shah informed that, on the directions of the Ministry of Cooperation, the NCCT has constituted a special committee to develop NEP-aligned, age-appropriate and grade-specific modules on cooperatives for Classes VI to X.

In a significant step, NCERT has already introduced a chapter on cooperatives for Class 6, following sustained persuasion by NCCT and guidance from the Ministry, enabling young students to gain foundational awareness of the cooperative movement.

To further deepen this exposure, NCCT, in consultation with NCERT, has developed a Special Module on Cooperation aimed at secondary-level students of NCERT schools. The module seeks to inspire youth to understand the role of cooperatives in nation-building and consider cooperatives as a career path.

The Minister also stated that the government has opened a new object head, “Grants-in-Aid General”, for NCCT-an important financial reform that will allow the Council to continue its vital work in cooperative training and education without strain on the Training and Development

[illegible]DF). The Ministry has simultaneously constituted Building Sub-Committees for each [illegible]stitute to ensure timely expansion and upgrade of training infrastructure.

NCCT's training interventions have expanded sharply. In collaboration with CSC e-Governance Services India Ltd, 648 training programmes were conducted for PACS on-boarded onto the CSC Portal, covering 30,210 participants across 564 districts in 25 States. A fresh round of activation and on-boarding training for over 24,500 PACS has also been initiated as per directions of the Ministry.

Shah further informed that NCCT has started training newly established Multi-Purpose Cooperative Societies (M-PACS). With 22,283 MPCS created nationwide, 153 programmes have already been completed, training 6,817 participants as on 31 October 2025.

Under a MoU signed with the Agriculture Ministry's Crop Insurance Division, NCCT will conduct 200 training programmes to build capacity among 10,000 PACS stakeholders under PMFBY/RWBCIS. The proposal has been approved and is being implemented in phases.

In the academic domain, RICM Chandigarh has launched a biannual peer-reviewed journal, Sahkarita Anusandhan, with its first issue released in April 2025 and the second due in December. The institute is also reviving the PGDM-ABM programme, approved by AICTE, with admissions beginning December 2025.

Shah added that a new initiative is also underway wherein PMBI, in collaboration with NCCT, will train PACS to operationalise 300 new PMBJKs with approved store codes.

With these large-scale interventions, Amit Shah noted, NCCT is emerging as a central pillar in the government's mission to strengthen cooperative education, training and institutional capacity across India.

Tags: Breaking cooperative cooperatives Grants in Aid Ministry of Cooperation ncct NCERT TDF

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Govt To Establish 50,000 New Atal Tinkering Labs In Schools Across Country

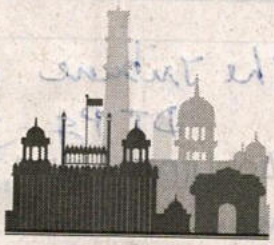


The Government will establish 50,000 new Atal Tinkering Labs in schools across the country. Replying to supplementaries during the Question Hour in the Rajya Sabha today, Union Education Minister Dharmendra Pradhan said that over 10,000 Atal Tinkering Labs have been established under Atal Innovation Mission to promote innovation at the school level. He said, Prime Minister Narendra Modi has initiated this Mission to promote research and innovation in schools.

The Tribune, 4 December 2025, Page No - DT - 3

Higher Education Commission of India Bill could be game-changer

ANIMESH SINGH



INSIDE THE CAPITAL

WHILE the winter session of the Parliament began on a stormy note amid Opposition's protest over the ongoing special intensive revision (SIR) of electoral rolls, the government has lined a slew of bills, which it plans to introduce during the 15-day-long session.

The Higher Education Commission of India Bill-2025 is among the 10 legislations, which is to be introduced during the session. The proposed bill advocates a single regulator for higher education.

This single regulatory body will take over the roles of the University Grants Commission (UGC), All-India Council for Technical Education (AICTE) and the National Council for Teacher Education (NCTE).

It will be an umbrella organisation, which will undertake all duties like regulating, giving accreditation, financing as well as formulating academic standards for higher education in the country.

The Bill had been envisioned in the National Education Policy-2020, which had called for a structured and coordinated system for higher education.

The government had informed the Parliament in the past that this new mechanism will ensure an efficient and updated governance model.

The proposed legislation's genesis dates back to 2018. Since then, it has gone through multiple stages of drafting and review.

The UGC at present manages non-technical higher education, AICTE supervises technical education, while the NCTE regulates teacher education.

The idea behind bringing all these bodies under one overarching organisation is to provide a simple and transparent framework.

Once implemented, the Bill is expected to address challenges caused by separate regulatory systems and make processes more consistent for universities and colleges. The new structure aims to improve oversight, ensure accountability and support better standards in higher education.

According to the National Education Policy-2020, each vertical under the proposed commission will work as an independent entity having personnel of high expertise in the fields concerned. These selected persons will be of great integrity and commitment as well as well-proven public service record.

Moreover, the commission will be a compact and independent body, though its funding is likely to remain with the Centre.

The commission aims to reduce red tape and do away with the "heavy-handed" nature of the existing system, the National Education Policy had envisaged.

"The mechanistic and disempowering nature of the regulatory system has been rife with very basic problems such as heavy concentrations of power within a few bodies, conflicts of interest among these bodies and a resulting lack of accountability," it had noted.

In this light, the Bill seeks to constitute a commission to help higher education institutions "become independent self-governing institutions" and to "promote excellence through a robust and transparent system of accreditation and autonomy".

According to experts, once the proposed commission comes into existence, it could be beneficial for students, leading to easier admission process and inter-college transfers. With reduction in paper work, a lot of time will also be saved.

Students will also have access to better course choices, while teaching quality will also improve. In addition to this, funding options are also likely to improve in terms of more scholarships.

The Indian Express, 4 December 2025, Page No- 10

NCERT's introduction to the Constitution is confusing



AMITA PUNJ

FLIPPING THROUGH the pages of my son's new NCERT social science book for Class VII, I ran into the chapter, "The Constitution of India: An Introduction." It made me think about the clarity needed when introducing any new concept to young minds.

First, the chapter mistakenly mentions January 26, 1950, both as the date of adoption and the coming into effect of the Constitution. The Constitution is rightly described as "the rulebook for the country," entailing the basic framework of governance, rights and duties of citizens as well as goals and aspirations of the nation. Such a description captures the general understanding of the Constitution, expressed by Günter Frankenberg as "giving societies politico-legal form as an entity".

It then includes Nandalal Bose's illustrations from the pages of the Constitution. Artistic representation may be viewed as an innovative way of engaging students, but to title them as "Some illustrations in the Constitution of India" is likely to confuse. It implies that the illustrations are part of the formal legal document. Presenting Bose's artwork embodying deities as part of the formal legal document, undermines the intention of the Constitution-makers, who specifically avoided reference to God in the Preamble to the Constitution.

The Constituent Assembly voted against the amendment proposed by H V Kamath to add "in the name of God" at the beginning of the Preamble. A Thanu Pillai, who proclaimed himself as a staunch believer in God, argued that such an inclusion "affects the fundamental right of freedom of faith" as the Constitution guarantees liberty to "believe in God or not". Reference to God, according to Hridya Nath Kunzru, inappropriately imposes a collective view on a matter that concerns every person individually.

Even if one doesn't go back to the original intent, the projection of specific deities as being integral to the Constitution does not align with the agreed text. This contradiction is further exacerbated by a marked absence of any reference to freedom of conscience and cultural and educational rights of minorities in the chapter. The teaching methods prevailing in schools, where the prescribed book is not presented as the subject of deliberations but as a sacrosanct text, are likely to perpetuate this confusion.

Further, the insertions made into the Constitution through the 42nd Amendment have been treated differentially. While Article 51A, delineating the fundamental duties of citizens, is part of the chapter, the terms "socialist" and "secular" are missing from the full-page picture of the Preamble.

Factual inconsistency, conflation of the law of the land with the informal artwork and differential treatment of two aspects of the same amendment risk blurring the understanding of the Constitution, which is central to our collective existence as a nation.

Presenting Nandalal Bose's artwork embodying deities as part of the document undermines the intention of the Constitution-makers, who avoided reference to God in the Preamble

The writer is professor, National Law University, Delhi



Shot

5 channels spun NCERT textbook poem into ‘love jihad’ plot. Watchdog orders takedown

By NL Team

December 04, 2025 at 3:21 PM

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The News Broadcasting and Digital Standards Authority has issued an order directing five news channels to take down eight shows that accused an NCERT textbook of a 'love jihad' conspiracy.

The order signed by Justice AK Sikri (Retd), chairperson of the NBDSA, directed India TV, News 18 MP/Chhattisgarh, Zee Madhya Pradesh/Chhattisgarh, Zee News and ABP News "to remove the videos of the impugned broadcasts, if still available, from the website of the channel(s) or YouTube, and remove all hyperlinks, including access," within seven days of the order and confirm the same to the media watchdog.

The shows had referred to a chapter titled 'Chitti Aayi Hai' (letter has arrived) in an "outdated NCERT class 3 EVS" textbook. These were aired in September 2024, and the complaint with the NBDSA was filed later that month by Indrajeet Ghorpade and Utkarsh Mishra.

In its order on Tuesday, the NBDSA argued that merely because a girl wrote that letter to a boy, both of whom belonged to different religions, there was "no reason to give the narrative of 'love jihad'," and that "India is a secular country, which is the constitutional mandate as well". Thus, the "giving of this slant to a particular chapter in an NCERT book by the broadcasters would amount to the violation of the Code of Conduct."

The order acknowledged the essential submission of these channels – that one parent had "made a complaint in respect of the aforesaid chapter by raising a grievance", following which they decided to cover it as a "news item".

The order explained that "had the telecast been limited to covering the said complaint as news", there may not have been any objection to it. "Instead, this complaint was turned into a debate by the broadcasters with a specific narrative, and while doing so, the broadcasters did not take the interviews of any other persons or parents," the order argued. Moreover, these channels failed to account for "persons holding different views" as well. "Thus, the way programmes were structured [by these broadcasters] clearly showed a lack of objectivity," it added.

Many channels are repeat offenders. In early October, nearly a year after they invented the "mehendi jihad' conspiracy, the NBDSA reprimanded them for breaching journalistic ethics and directed them to take down all videos carrying this content. *Newslaundry* had detailed how *Zee News* wasn't alone in propagating such theories.

Several other channels had amplified claims by Hindutva outfits about "garba jihad". Even channels like *ABP News*, *India TV* and organisations like *Network 18* have repeatedly alleged 'love jihad' conspiracies in their coverage.

In times of misinformation, you need news you can trust. We've got you covered. Subscribe to Newslaundry and power our work.

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Also Read



Who moved my Hiren bhai?

December 04, 2025 at 11:06 AM

जनसत्ता, 5 दिसंबर 2025, पृष्ठ संख्या -16

रूसी शिक्षा एजंसी की नई पहल

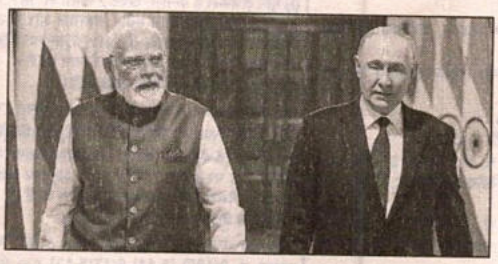
शैक्षिक संबंधों को मजबूत करने के लिए भारतीय शाखा शुरू की

जनसत्ता ब्यूरो
नई दिल्ली, 4 दिसंबर।

रूस और भारत के बीच सांस्कृतिक और शैक्षिक संबंधों को मजबूत करने और भारतीय छात्रों को रूसी विश्वविद्यालयों में दाखिले में सहायता प्रदान करने के उद्देश्य से रूस एजुकेशन एजंसी ने गुरुवार को राष्ट्रीय राजधानी में अपनी एक शाखा शुरू की। यह एजंसी सिनर्जी कारपोरेशन और इनोप्रैक्टिका.इंडिया की संयुक्त पहल है।

एजंसी के अनुसार, नई दिल्ली स्थित रूसी शिक्षा एजंसी भारतीय आवेदकों के लिए समर्पित सहायता केंद्र के रूप में कार्य करेगी, जो शैक्षणिक कार्यक्रम और विश्वविद्यालय चुनने, प्रवेश प्रक्रियाओं को पूरा करने, वीजा प्राप्त करने और अन्य आवश्यक दस्तावेजों के प्रबंधन में मार्गदर्शन प्रदान करेगा। इस पहल से भारतीय छात्रों के लिए रूस में उच्च शिक्षा प्राप्त करना सरल होगा। सिनर्जी कारपोरेशन के अध्यक्ष वादिम लोबोव ने कहा, 'रूसी विश्वविद्यालयों से स्नातक होने वाले कई भारतीय छात्र हमारे देशों और संस्कृतियों के बीच सच्चे दोस्त बने हैं।' रूसी विश्वविद्यालय सोवियत उच्च शिक्षा प्रणाली की विरासत को आगे बढ़ाते हैं, जिसे भारत में व्यापक सम्मान मिला।

भारत और रूस के सीमा-शुल्क अधिकारियों ने दोनों देशों के बीच माल एवं वाहनों का आवाजाही के संबंध में आगमन-पूर्व सूचना के आदान-प्रदान पर सहयोग के लिए बृहस्पतिवार को एक समझौते पर हस्ताक्षर किए। केंद्रीय अप्रत्यक्ष कर एवं सीमा-शुल्क बोर्ड के चेयरमैन विवेक चतुर्वेदी और रूस की संघीय सीमा-शुल्क सेवा की उप प्रमुख तातियाना मकुशीवा ने सम्मेलन के पहले इस समझौते पर हस्ताक्षर किए।



सिनर्जी कारपोरेशन के अध्यक्ष वादिम लोबोव ने कहा, 'रूसी विश्वविद्यालयों से स्नातक होने वाले कई भारतीय छात्र हमारे देशों और संस्कृतियों के बीच सच्चे दोस्त बने हैं।'

शिखर सम्मेलन से पहले भारत व रूस के रक्षा मंत्रियों के बीच महत्त्वपूर्ण वार्ता हुई

जनसत्ता ब्यूरो
नई दिल्ली, 4 दिसंबर।

भारत और रूस ने गुरुवार को अपने द्विपक्षीय रक्षा सहयोग का विस्तार करने का संकल्प जताया, जिसमें नई दिल्ली ने अपनी लड़ाकू क्षमता को मजबूत करने के लिए मास्को से एस-400 मिसाइल प्रणालियों के अतिरिक्त बैच खरीदने में गहरी रुचि दिखाई।

रक्षा मंत्री राजनाथ सिंह और रूसी रक्षा मंत्री आंद्रे बेलौसोव के बीच प्रतिनिधिमंडल स्तर की एक महत्त्वपूर्ण बैठक में दोनों पक्षों ने समग्र रक्षा और रणनीतिक संबंधों को बढ़ाने के तौर-तरीकों पर चर्चा की। यह बैठक 23वें भारत-रूस वार्षिक शिखर सम्मेलन से एक दिन पहले हुई। रूस के राष्ट्रपति व्लादिमीर पुतिन गुरुवार को दिल्ली पहुंचे। वह प्रधानमंत्री नरेन्द्र मोदी के साथ शुक्रवार को शिखर वार्ता करेंगे। बेलौसोव के साथ बैठक में सिंह ने घरेलू उत्पादन और निर्यात दोनों के लिए स्वदेशी रक्षा उद्योग की क्षमता निर्माण के वास्ते भारत का दृढ़ संकल्प दोहराया, साथ ही विशिष्ट प्रौद्योगिकियों में भारत-रूस सहयोग बढ़ाने के नए अवसरों पर प्रकाश डाला।

रक्षा मंत्रालय ने कहा कि दोनों पक्षों ने दोहराया कि भारत-रूस संबंध विश्वास की गहरी भावना, समान सिद्धांतों और आपसी सम्मान पर आधारित हैं। ऐसा माना जा रहा है कि भारत ने रूसी पक्ष को सतह से हवा में मार करने वाली एस-400 मिसाइल प्रणालियों के अतिरिक्त बैच खरीदने में अपनी रुचि से अवगत कराया है, क्योंकि 'आपरेशन सिंदूर' के दौरान ये प्रणाली बहुत प्रभावी साबित हुई थी। अक्तूबर 2018 में, भारत ने रूस के साथ एस-400 वायु रक्षा मिसाइल प्रणालियों की पांच इकाइयों को खरीदने के लिए पांच अरब अमेरिकी डालर के समझौते पर हस्ताक्षर किए थे, जबकि अमेरिका ने चेतावनी दी थी कि अनुबंध पर आगे बढ़ने पर अमेरिकी प्रतिबंध लग सकते हैं। 'आपरेशन सिंदूर' के दौरान एस-400 प्रणालियों ने महत्त्वपूर्ण भूमिका निभाई थी।

The Indian Express, 5 December 2025, Page No - 13

Read early signs of distress in children



TRISHNA SARKAR

OUR CONSCIENCE has been shaken by a series of tragic teenage suicides in recent months. On November 18, a 16-year-old Class X student at St Columba's School in Delhi died by suicide. Classmates claim that he had reported suicidal thoughts to the school counsellor. On November 28, in Jaipur, a 13-year-old boy was found hanging at his aunt's house. The same day, a 16-year-old girl in Chandigarh was reported to have died by suicide.

These incidents have reignited urgent debate about institutional responsibility, mental-health infrastructure in schools, and the pressures faced by young students. In March, the National Task Force on Student Mental Health and Suicide Prevention (NTF) was constituted by the Supreme Court of India, which is supposed to evaluate mental-health conditions in educational institutions and suggest reforms.

We feel a strong sense of shared responsibility in the wake of these terrible tragedies. It seems that a complex web of factors is driving our children toward despair. Some blame the distorted mirrors of social media, a world that constantly demands perfection but only offers loneliness, jealousy, and comparison. Others point to consumerism and competition, a system that judges a young life based on grades, ranks, and external accomplishments rather than inherent value. Many blame the intense expectations of parents, whose ambitions often overshadow a child's needs.

Our society is growing increasingly transactional and heartless: In coaching centres that see children as test-takers rather than human beings, in schools where compassion is subordinate to performance, and in homes where pressure is confused with love. In a society that ignores vulnerability and silent suffering, even the most resilient child can make mistakes.

Experts emphasise that a single incident rarely causes suicidality in children. It stems from long-term distress. Rarely do children express this pain directly; instead, it manifests itself through behavioural changes, mood swings, withdrawal, or subtle cues. Unfortunately, their struggles are often misread as misbehaviour or attitude problems, delaying support and increasing risk. Recognising these signs early and responding with understanding is essential to prevent such tragedies.

A senior Psychology professor from Delhi University notes that intense negative emotions can overwhelm individuals to the point where coping feels impossible, making death appear as an escape. This pattern is seen across groups, from distressed farmers to pressured students or frontline workers, who often feel controlled by larger political, social, and economic forces, creating deep alienation and meaninglessness. Suicidal behaviour may also follow what others in similar situations do, reinforcing the idea of death as relief. Suicide ultimately represents a conflict between structural pressures and individual struggles.

It is time to reflect on our collective role in nurturing young minds. Children must not be exposed to violence, intolerance, or discrimination of any kind. Teachers need to lead with empathy, parents must listen and support without conditions, and society should ensure every child feels seen and included. The government, too, must prioritise children's emotional well-being over political interests. True care requires shifting our focus from marks and achievements to emotional health, human dignity, and the protection of every child's right to happiness.

The writer teaches at Dr B R Ambedkar College, University of Delhi

The Times of India, 5 December 2024, Page No - 7

Women Steering Education Sector

Abhinav.Rajput
@timesofindia.com

New Delhi: A Delhi govt report reveals a striking contrast — while women are increasingly making steady gains in higher education, their participation in the city's overall workforce remains low.

According to the report, Women and Men in Delhi – 2025, released by the directorate of economics and statistics, women are reshaping the education sector, with the number of female teachers per 100 male teachers recording a consistent rise across all levels, indicating a strong preference among women for the profession.

At the primary level, the number of female teachers per 100 male teachers jumped from 363 in 2012-13 to 415 in 2024-25. A similar upward trend is visible at other levels: at the upper-primary stage, this ratio increased from 214 to 261 during the same period, while at the higher-secondary level, it rose from 152 to 168.

Officials say this pattern reflects both increasing opportunities for women in education sector and a perception of teaching as a stable, socially acceptable and flexible profession for them.

These trends are mirrored in case of student participation as well. Female enrolment in higher education recorded a marginal but important rise from 49.08% in 2022-23 to 50.57% in 2023-24 — crossing the halfway mark for the first time in recent years. The 2021-22 data shows more women are pursuing advanced programmes, with the number of female students per 100 male students increasing in several major categories, including MPhil (from 98 to 106), PG (82 to 102), UG (100 to 110) and diploma courses.

However, this is in sharp contrast to women's participation in Delhi's workforce, which continues to be significantly lower than men. The worker-population ratio, a key indicator of the proportion of people employed, stood at just 14.2% for the city's women in 2023-24, compared to 52.8% for men. The gap is especially glaring when compared with national figures, in which women recorded a much higher percentage of 30.7.

A similar disparity is evident in labour force participation rate (LFPR), which measures the percentage of people who are either employed or actively seeking work. In 2023-24, Delhi's LFPR for women was 14.5%, much lower than the national average of 31.7%. Men, on the other hand, had a figure of 54%, close to the all-India level.

Officials said the contrast between growing educational attainment and low workforce participation indicates deeper structural issues. "Education is clearly empowering Delhi's women, but the labour market is not keeping pace," he said. "Cultural expectations, lack of safe transport and limited job opportunities that align with women's needs remain major barriers," he said.

In 2023-24, 40.3% of male workers were self-employed, 53% were regular wage/salaried employees and 6.7% were in the casual labour category.

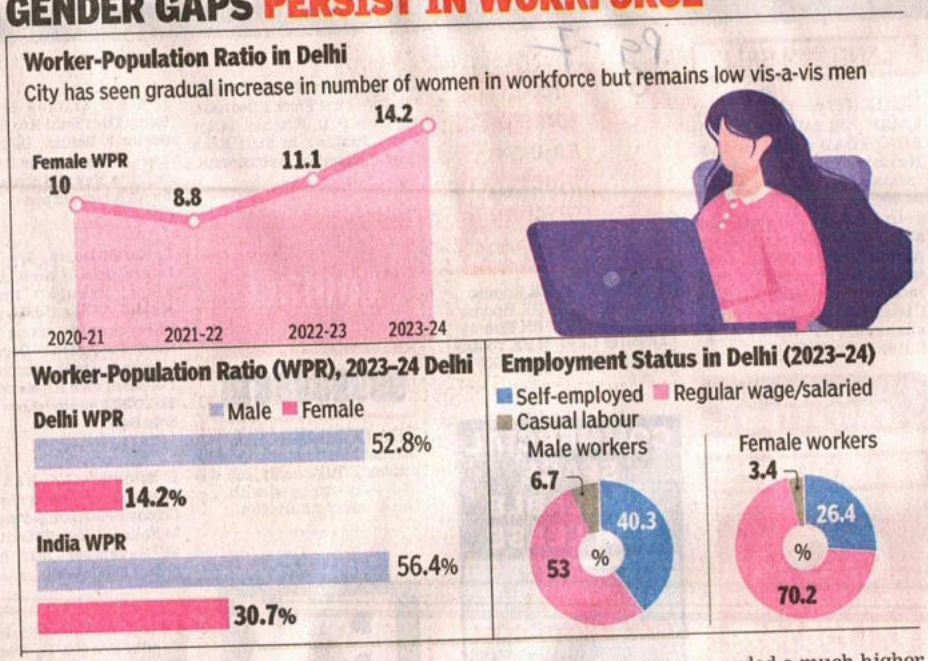
Among female workers, 26.4% were self-employed, 70.2% were in the regular wage/salaried employee segment and 3.4% were casual labourers.

This shows women in Delhi rely far more on stable salaried jobs than men. Their limited presence in self-employed category or informal work reflects lower economic autonomy and limited access to entrepreneurial opportunities.

Rural Delhi betrays an even more suppressed women employment scenario, with the worker population ratio dropping to 2.9% in 2022-23 before rising to 11.1% in 2023-24.

Delhi's unemployment rate was lower than the national average for both genders — 2.2% for men and 1.5% for women — in 2023-24.

GENDER GAPS PERSIST IN WORKFORCE



The Pioneer, 5 December 2025, Page No - 9

Reclaiming India's role as a global education hub

VK PAUL, SHASHANK SHAH & OSHIN DHARAP

India carries a formidable legacy as the cradle of ancient knowledge systems and universities such as Takshashila, Nalanda, Vallabhi, Vikramshila and Odantapuri. For millennia, it has sustained multidisciplinary higher learning that reached far beyond the subcontinent. Today, the global skills and talent landscape is being reshaped at a dramatic pace. This moment offers India an opportunity to reclaim its heritage as a civilisational educator and position its higher education institutions as global hubs of knowledge, research and innovation in the 21st century.

Over the last seventy-five years, India's higher education system has expanded enormously. With the launch of the National Education Policy 2020, the country has taken a decisive step towards future readiness by identifying the internationalisation of higher education-especially "internationalisation at home" — as a key driver of systemic transformation. An overwhelming 97 per cent of Indian students study in Indian institutions.

They will form the backbone of India's workforce and contribute to the global talent pool as well. Ensuring that their academic experience meets world-class standards is therefore not just a matter of educational quality but of national competitiveness. Yet, a sharp disparity persists in student mobility. Outbound student numbers have surged, with more than 13.35 lakh Indians studying abroad in 2024, predominantly in Anglophone destinations such as Canada, the United States, the United Kingdom and Australia. In contrast, India hosted only about 47,000 foreign students in 2022, nearly a third of them from Nepal. For every international student studying in India, approximately twenty-eight Indian students are enrolled abroad. This is despite regulatory provisions that allow supernumerary seats for international students and a variety of scholarships to support their education in India. The imbalance underscores both the challenge of retaining talent within the country and the difficulty of positioning India as an attractive host destination.

The Pioneer SINCE 1865

Several forces continue to push Indian students overseas: the appeal of immersive international exposure, the lure of post-study work opportunities and the perception of higher academic quality abroad. The financial implications of this trend are significant. Indian families spend between US$47-70 billion annually-equivalent to ₹3.8-6 lakh crore-on overseas education in tuition fees and living expenses alone. This outflow is estimated to be eight to twelve times the central government's higher education budget. Addressing this imbalance makes internationalisation at home not merely desirable but necessary, both for fiscal prudence and systemic strengthening.

Recognising this urgency, India has initiated several major reforms in recent years. The establishment of the IFSCA GIFT City framework in 2022 and the UGC's regulatory framework in 2023 paved the way for international universities to enter India. Deakin University and the University of Wollongong became the first foreign institutions to start operations in GIFT City. The University of Southampton set up the first international branch campus in Gurugram, and several more-including the University of Liverpool, University of York, University of Aberdeen, University of Western Australia, Illinois Institute of Technology and Istituto Europeo di Design — have announced plans to launch campuses in Bengaluru and Navi Mumbai's emerging International Education City.

The National Forensic Sciences University opened a campus in Jinja, Uganda, in 2023. IIT Madras and IIT Delhi have launched campuses in Zanzibar and Abu Dhabi, while IIM Ahmedabad has established a presence in Dubai and IIT Bombay in Sendai, Japan. Joint, dual and twinning degree programmes are now possible through collaborations between Indian and foreign universities, and the newly notified Equivalence Regulations 2025 offer clarity on recognising foreign qualifications. For India to evolve into a genuine global education destination, it must strengthen the larger ecosystem. This requires world-class infrastructure, cutting-edge research ecosystems, globally competitive curricula and the ability to attract and retain top faculty, including members of the Indian diaspora. Regulatory processes — from visa facilitation to qualification recognition — must be simplified, and internship opportunities for international students must become more accessible.

India must also strategically fund international research collaborations, global teaching exchanges and faculty mobility to ensure sustained knowledge flows. Equally important is a strong branding and outreach strategy that communicates India's distinctive academic strengths and showcases the achievements of global alumni who studied at Indian institutions. Tailored academic offerings — whether STEM and Bharatiya Gyan Parampara programmes for Western learners or specialised courses in agriculture, healthcare, education and digital finance for African students-can help India address diverse global needs. Looking ahead, India must aim to triple inbound international student enrolment to at least 1.5 lakh by 2030. With the right systemic reforms, regulatory coherence and institutional strategies, India has both the heritage and the capability to re-emerge as a global centre of learning-well before 2047.

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From Classrooms to Creation Labs

Catalysing School-Level Innovations under NEP 2020

प्रविष्टि तिथि: 05 DEC 2025 11:10AM by PIB Delhi

Key Takeaways

- **Atal Tinkering Labs** (**ATL**) set up under the Government of India's **Atal Innovation Mission** (**AIM**), are working to foster curiosity and innovation among students from **grades 6 to 12** nationwide.
- As on **October 2025**, there are **10,000 Atal Tinkering Labs** (**ATLs**) established in schools, engaging more than 1.1 crore students. In addition, **50,000 ATLs** are in the process of roll-out for the period **2025-2026**.
- As on **October 2025**, ATLs have led to the creation of more than **16 lakh innovation projects** across the country.

Introduction

India's education system is evolving rapidly under the present government's transformative initiatives, addressing the nation's diverse educational landscape and socio-economic disparities. Driven by the National Education Policy 2020's (NEP 2020) focus on shifting away from rote learning to an enquiry-based education, curricular and policy level reforms have been brought in, and several initiatives have unfolded across the country that seek to foster and nurture a spirit of enquiry among students, and promote a culture of innovation on campuses.

In school education the unfolding transformation is visible in an average classroom where blackboards, textbooks, rote memorisation and the all-consuming efforts to top board-exams have been replaced by smart, digitally supported classrooms. AI-powered apps are now offering personalised help, students are creating climate-action projects using collaborative AR tools, and voice-based generative AI is helping read NCERT lessons aloud. These are some of the salient features of today's modern education system and it is happening in thousands of classrooms-where the NEP 2020 is replacing rote learning with analytical and play-based education.

National Education Policy 2020: Disseminating Knowledge via Creative Learning

India's National Education Policy 2020 (NEP 2020), **explicitly rejects rote memorisation as the default mode of learning**. The document declares that the curriculum and pedagogy must shift towards **developing critical thinking**, **creativity**, **scientific temper**, **communication**, **collaboration**, **problem-solving**, and **ethical values**.

To bring out the creative potential of every learner and nurture future leaders, NEP 2020 institutionalises experiential and joyful pedagogies across all stages. In order to embed creativity in daily school life, the Ministry has replaced the 10+2 structure with a 5+3+3+4 design. Foundational years (ages 3-8) are 100% play-based; middle school mandates art-integrated and experiential learning; secondary students have been freed from rigid stream structures and must complete at least one vocational or innovation project every semester . Every textbook, every question paper and every classroom activity is now required to measure application and innovation, not mere recall. Board exams, governed by the new National Assessment Centre (PARAKH), can be taken twice a year.

Furthermore, digital integration has accelerated this evolution, with initiatives like **PM e-VIDYA** and **DIKSHA** providing unified access to online resources, virtual labs, and teacher training platforms, reaching over 25 crore school children and mitigating disruptions from global events like the COVID-19 pandemic. The Union Budget 2025-26 further bolsters these efforts with a 6.22% increase in education funding to ₹1,28,650 crore, of which ₹78,572crore dedicated to school education.

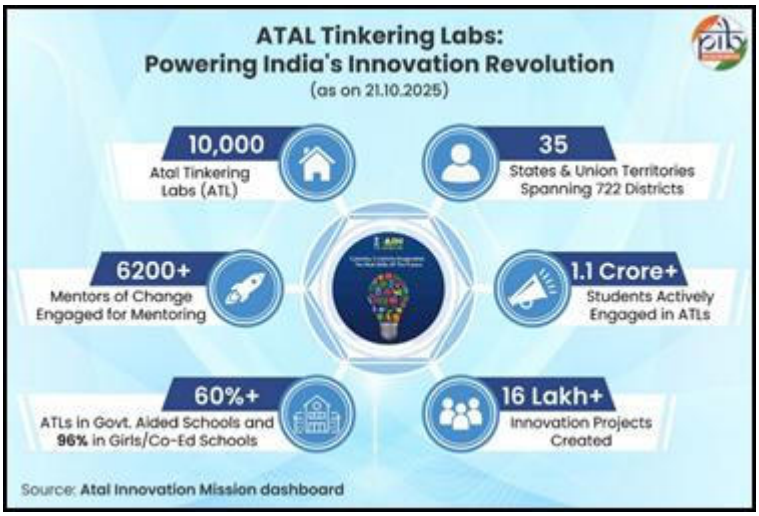
Apart from overall changes in curriculum brought in by the National Curriculum Framework for different stages of schooling, pedagogy that focuses on experiential learning and evaluation that reflects actual comprehension and assimilation, there are many special initiatives, schemes and programmes that are aimed at promoting innovation and critical thinking in schools.

Atal Innovation Mission (AIM)

Atal Innovation Mission (AIM) stands as one of the pivotal initiatives that has transformed education at the school level by facilitating creative stimulation in the young minds. The **Atal Innovation Mission (AIM), launched in 2016 by NITI Aayog** is Government of India's flagship initiative to create and promote a culture of innovation and entrepreneurship across the country. Through various programmes and policies AIM fosters innovation in different sectors of the economy, providing stakeholders with platforms and collaboration opportunities with the objective of strengthening the innovation ecosystem in the country. AIM's interventions cover schools, colleges, universities, research institutions, private and MSME sector. Some of the major programmes under AIM include **Atal Tinkering Labs in schools –** through these, AIM, is fostering the spirit of creativity and innovation at the school level; **Atal Incubation Centres** that are creating a world-class ecosystem for start-ups to flourish**; Atal Community Innovation Centres** that are encouraging the spirit of innovation with a focus on underserved/unserved regions of the country and **Mentors of Change** where skilled professionals provide pro-bono mentoring to young ATL innovators. The various parts of the AIM ecosystem are linked together and managed through the **AIM Ecosystem Development Program** (AEDP) Together these programmes aim to take students through the stages of Student Tinkers to Student Innovators to Student Entrepreneurs.

All Atal Innovation Mission initiatives are systematically tracked and managed in real time through advanced **MIS (Management Information Systems)** and **interactive dashboards**.

Atal Tinkering Labs (ATLs)



Atal Tinkering Labs (**ATL**) are dedicated makerspaces established in schools across India that aim to promote a culture of innovation and entrepreneurship, by fostering curiosity, creativity, imagination, and essential 21st-century skills, such as design mindset, computational thinking, adaptive learning, and physical computing. These labs provide students with hands-on access to tools for prototyping, including DIY electronic kits, 3D printers, sensors, robotics equipment, and mechanical tools, enabling them to tinker, experiment, and develop solutions to real-world problems. ATLs aim to 'Cultivate one Million children in India as Neoteric Innovators'. Key activities include collaborative projects, and integration into school curricula to encourage STEM (Science, Technology, Engineering, and Mathematics) education and mentorship from over **6,200 Mentors of Change**. Taking the tinkering idea a step ahead ATL has also launched the **ATL Student Innovator Programme (SIP)** where student innovators get the opportunity to develop their ideas with accredited business mentors from world class Atal Incubation Centres. Students also participate in special events like hackathons, ATL Marathons and Tinkerpreneurships. Prominent events under ATL include the annual ATL Marathon—a nationwide innovation challenge where students submit prototypes addressing themes like sustainability and healthcare.

Since their inception in 2016, over **10,000 ATLs** have been established in schools nationwide, with a significant focus on reaching underserved regions, including aspirational districts and rural areas. The program has also expanded through partnerships, inspiring similar innovation ecosystems, while continuously upgrading lab equipment to include emerging technologies such as AI toolkits and IoT devices. As on November 2025, there are over **1.1. crore** students actively engaged in ATLs spanning across 35 states and 722 districts across the country.

Additionally, the rollout of **50,000 Atal Tinkering Labs (ATLs)** in government schools over the next five years starting 2025, is igniting innovation and scientific temper among youth.

The outcomes of ATL have been transformative. Students have developed prototypes addressing local issues, such as sustainable agriculture tools, health devices, and environmental solutions, resulting in numerous patents, startups, and global recognitions. Top performers from events like the ATL Marathon have secured internships, mentorships, and awards. These efforts have empowered marginalised students, boosted school performance in innovation metrics.

Mega Tinkering Day 2025, organised by Atal Innovation Mission (AIM), NITI Ayog on August 12, 2025, created history as a flagship initiative making way into the prestigious **India Book of Records** and **Asia Book of Records**.[11] This sets a new world record for the largest single-day student tinkering activity.



Atal Incubation Centres (AICs): Building India's Startup Ecosystem

Atal Incubation Centres are world-class business incubators established at universities, institutions, and corporates to nurture innovative startups and ambitious entrepreneurs. AIM has operationalized 72 AICs nationwide, which provide startups with infrastructure, mentorship, seed funding, industry networks, lab facilities, and co-working spaces. These centres have incubated over 3,500 startups, generated more than 32,000 jobs, and supported over 1,000 women-led ventures across sectors like HealthTech, FinTech, EdTech, Space & Drone Tech, AR/VR, Food Processing, and Tourism.

Atal Community Innovation Centres (ACICs): Reaching Unserved & Underserved Regions

To bring technology-driven innovation to Tier-2/3 cities, aspirational districts, tribal, hilly, and rural areas, AIM is establishing **Atal Community Innovation Centres** (**ACIC**) through a unique co-funding model (up to **₹2.5 crore** grant from AIM, matched or exceeded by partners). So far, **14 ACICs** have been set up to democratize innovation opportunities in underserved parts of the country.

Atal New India Challenges (ANIC): Driving Product & Service Innovation of National Importance

The **Atal New India Challenge** is AIM's flagship program to identify, fund, and mentor technology-based innovations that address critical sectoral and societal challenges. Selected startups at the prototype stage receive grant-in-aid of up to ₹1 crore along with comprehensive commercialisation support over 12–18 months. Phase 1 supported 53 startups, while Phase 2 has shortlisted 8**8 startups** for funding and mentorship.

Mentor of Change Initiative: Building a Nationwide Mentorship Network

In order to power all its programs, AIM launched "**Mentor India – The Mentors of Change**," one of the country's largest mentor engagement campaigns. Over 6,200 mentors from industry, academia, NGOs, and the public-private ecosystem are currently registered, providing guidance, expertise, and partnerships to students and entrepreneurs across AIM initiatives.

The Atal Innovation Mission (AIM), therefore, stands as uniquely significant because it does not treat innovation as an isolated school activity or a one-time event; instead, it builds a seamless, end-to-end innovation continuum that begins at the school level and flows uninterrupted into higher education, research institutions, startups, and industry. Through Atal Tinkering Labs (ATLs), children from Class 6-12 are exposed early to hands-on problem-solving, design thinking, and emerging technologies, igniting curiosity and a maker mindset. This foundation is deliberately carried forward: the most

promising ATL students can then be linked to Atal Incubation Centres (AICs) in universities and colleges, where they can prototype real products; the best university-level innovations receive scaling support through the same ecosystem via Atal New India Challenges, Community Innovation Centres, and industry partnerships. Equally important, innovations emerging from universities and research institutions are fed back into the school ecosystem through the Mentor of Change network and collaborative projects, ensuring that cutting-edge ideas inspire the next generation right from the grassroots. In short, AIM creates a living, interconnected innovation pipeline starting from school to higher education, entrepreneurship, and societal impact — so that curiosity sparked at the school level never remains a "sporadic science project" but grows into solutions that shape India's future.

There are **various other significant initiatives** that transform the school level education from a strictly rote-learning pedagogy to creative and analysis-based learning. Some of these key initiatives include the following:

School Innovation Council (SIC)

The **School Innovation Council** (**SIC**) is a flagship initiative launched by the **Ministry of Education's Innovation Cell** (**MIC**) in collaboration with the **All India Council for Technical Education** (**AICTE**) and the **Central Board of Secondary Education** (**CBSE**) on **July 1, 2022**. It serves as an umbrella program to foster innovation, ideation, creativity, design thinking, and entrepreneurship among school students and teachers, encouraging out-of-the-box thinking and hands-on innovation activities. SICs are established within schools as dedicated councils comprising a chairperson (typically the principal), convenor/activity coordinator, teacher representatives (including trained Innovation Ambassadors and a social media coordinator), expert representatives (such as entrepreneurs and industry professionals), and student representatives. Key activities outlined in the **SIC Calendar 2024-2025** include leadership talks and panel discussions with innovators, field visits for problem identification, workshops on problem-solving methodologies, business model development, and Demo Days for showcasing prototypes and proof-of-concepts (POCs). Schools are encouraged to register on the official SIC portal to access resources, submit reports, and earn star ratings based on a five-star credit point system that ranks innovation achievements nationally.

Relevance and Expected Outcomes

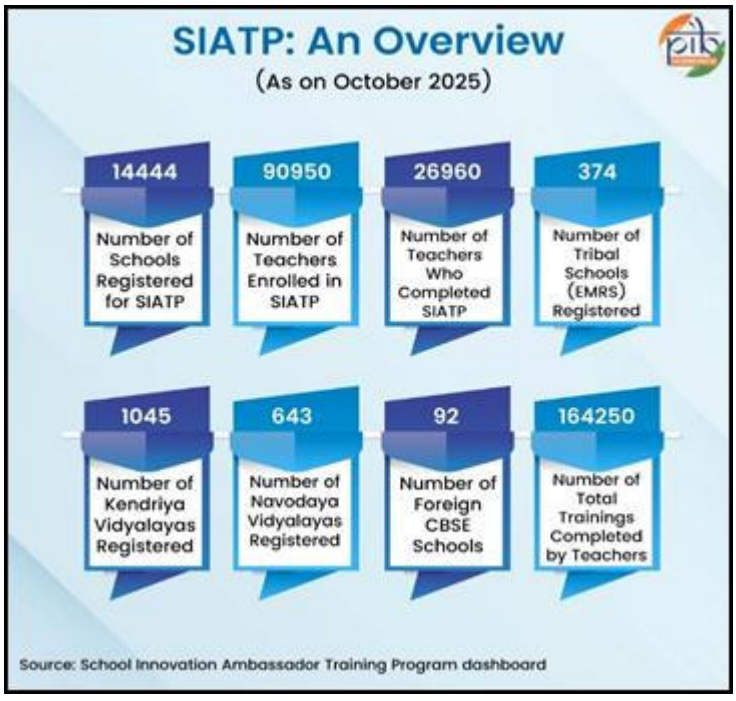
SIC supports NEP 2020's focus on holistic, experiential, and vocational learning by fostering ideation and entrepreneurship. It prepares students for 2047 challenges like sustainability and tech disruption, bridging academia, industry, HEIs, and experts for real-world application beyond rote learning. This is particularly crucial in underserved regions, where SIC bootcamps and training programs build startup culture and STEM skills, aligning with national goals like Atmanirbhar Bharat (self-reliant India). It also enhances teacher capacity through programs like the **School Innovation Ambassador Training Program** (**SIATP**), ensuring sustainable implementation.

School Innovation Ambassador Training Program (SIATP)



The **School Innovation Ambassador Training Program** (**SIATP**) is a comprehensive upskilling initiative launched by the **Ministry of Education's Innovation Cell** (**MIC**) in collaboration with **AICTE**, **CBSE**, and the **Ministry of Education**. Designed specifically for school teachers, it delivers 72 hours of intensive training across five modules covering design thinking, intellectual property rights (IPR), ideation, entrepreneurship, problem-solving methodologies, startup ecosystems, innovation management, and project handholding. The program transforms teachers into **Innovation Ambassadors** who can lead innovation activities in schools, mentor students on prototype development, and facilitate participation in national challenges.

Relevance and Expected Outcomes



SIATP directly fulfils **NEP 2020's** vision for continuous professional development by making innovation training mandatory for school leaders and educators. It fosters a culture of innovation at the grassroots, by equipping teachers with the skills to nurture creativity, critical thinking, and entrepreneurial mindsets among students. The program bridges the gap between policy and practice, helping schools shift from rote learning to experiential, project-based education. By training teachers as facilitators, SIATP supports the creation of **School Innovation Councils (SICs)** and integration with initiatives like **Atal Tinkering Labs (ATLs)**—building a scalable model for equitable access to innovation education, especially in government and rural schools.

Through SIATP, teachers have been certified as **Innovation Ambassadors**, now mentoring thousands of student-led projects—from ideation to prototyping and patent filing. These ambassadors lead Demo Days, hackathons, and innovation challenges at the school level, significantly boosting student participation in national programs such as the **Smart India Hackathon** and **ATL Marathon**.

INSPIRE Awards - MANAK

Innovation in Science Pursuit for Inspired Research (INSPIRE) scheme is one of the flagship programmes of Department of Science & Technology (DST), Government of India. The INSPIRE - MANAK (Million Minds Augmenting National Aspirations and Knowledge), being executed by DST,

works with the National Innovation Foundation (NIF) with the goal of working on **one million original science ideas** resolving science and societal problems.



Schools conduct internal competitions and nominate up to 5 best ideas (maximum 2 from Classes 11-12, Science stream only) in any Indian language through the E-MIAS online portal following extensive awareness campaigns, regional workshops, and capacity building for district, state, and school functionaries across India.The program unfolds in four simple stages: first, 1 lakh ideas are shortlisted and awarded ₹10,000 scholarships through direct bank transfer; next, district-level exhibitions select the top 10,000 projects; then, state competitions choose 1,000 winners who receive expert mentorship to build working prototypes; finally, a grand national exhibition showcases all 1,000 innovations. Projects are evaluated for their novelty, social impact, environmental sustainability, user-friendliness, and technological merit. The top 60 innovations receive national awards, product development support from the National Innovation Foundation (NIF), and an opportunity to be showcased at the **Annual Festival of Innovation and Entrepreneurship (FINE)**.

Relevance and Expected Outcomes

INSPIRE Awards - MANAK aligns seamlessly with the National Education Policy (NEP) 2020's emphasis on experiential learning, critical thinking, and integrating innovation into school curricula to nurture a problem-solving mindset. It promotes equity in STEM education, supporting Atmanirbhar Bharat by encouraging indigenous solutions to local issues, fostering entrepreneurship from an early age, and contributing to India's goal of becoming a global innovation hub by 2047. The

scheme is spread across more than 36 states/UTs covering 720 (approximately) districts. Furthermore, it has recorded over **600 national winners** with more than **6 lakh schools** registered from across the country. Student participation has been over **68 lakh**.

Hackathons and Marathons

Hackathons and innovation marathons have evolved from one-off events into powerful nationwide platforms that channel the raw curiosity of school students into focused, real-world problem-solving. These large-scale challenges act as vital connectors in the broader innovation journey, transforming classroom ideas into prototypes with national impact and creating clear pathways for young innovators to scale their solutions. Leading this movement are two flagship initiatives: the annual School Innovation Marathon and the Viksit Bharat Buildathon 2025.

School Innovation Marathon

The **School Innovation Marathon**, launched on July 29, 2024, is an annual initiative under the Atal Innovation Mission (AIM), NITI Aayog, in partnership with the Ministry of Education's Innovation Cell (MIC), AICTE, and UNICEF YuWaah. Open to schools with or without Atal Tinkering Labs, it engages students in tackling real-world community challenges by developing innovative prototypes aligned with the **Viksit Bharat 2047 vision**.



The marathon includes **capacity-building workshops** focused on **design thinking**, **robotics**, and **intellectual property rights** (**IPR**), equipping students with the skills to create impactful solutions. By encouraging hands-on learning and collaboration, the initiative nurtures creativity and technical expertise. This holistic approach not only enhances students' innovation capabilities but also prepares them to address pressing societal needs with sustainable, scalable solutions.

The outcomes of the School Innovation Marathon are tangible and far-reaching, which recognises top-performing teams each year--**1000 teams** for the **2024-25** cycle and **500** for **2023-24**. By nurturing future innovators, the program contributes to the long-term vision of **Viksit Bharat by 2047**.

Viksit Bharat Buildathon 2025

Viksit Bharat Buildathon 2025 is a nationwide school-level innovation hackathon organised by the Department of School Education & Literacy (DoSEL), Ministry of Education, in collaboration with Atal Innovation Mission (AIM), NITI Aayog, and All India Council for Technical Education

नवभारत टाइम्स, 6 दिसंबर 2025, पृष्ठ संख्या - 6

AI पर फोकस, सभी स्कूलों में जल्द 'दिल्ली AI ग्राइंड' कैंपेन

■ NBT रिपोर्ट, नई दिल्ली

AI पर गहराई से स्टूडेंट्स काम कर सकें और रचनात्मक बनें, इसके लिए दिल्ली के स्कूलों में इनोवेशन कैंपेन 'दिल्ली AI ग्राइंड' लॉन्च होगा। दिल्ली सरकार के सभी स्कूलों में यह क्लास 6 से 9 और क्लास 11 के लिए लागू होगा। आर्टिफिशल इंटेलिजेंस (AI) पर यह इनोवेशन कैंपेन 'दिल्ली AI ग्राइंड' छह महीने तक चलेगा। इसका मकसद है एआई टूल्स के जरिए स्टूडेंट्स वास्तविक समस्याओं का हल निकाल सकें। शिक्षा निदेशालय का कहना है कि इस स्कीम को लागू करने के साथ दिल्ली को देश की 'AI कैपिटल' बनाने का मिशन है।

क्लास 6 से 9 और क्लास 11 के लिए होगा लागू

AI Image



गुरुवार को दिल्ली शिक्षा निदेशालय ने सभी सरकारी, सरकारी सहायता प्राप्त और प्राइवेट स्कूलों के नाम सर्कुलर जारी कर कहा है कि क्लास 6 से 12 तक इस कैंपेन को लागू किया जाए। 'दिल्ली AI ग्राइंड' दिल्ली सरकार का 6 महीने लंबा इनोवेशन कैंपेन है, जिसके तहत 5 लाख से अधिक युवाओं (18-25 साल तक) को एआई टूल्स के जरिए वास्तविक समस्याओं के समाधान के कौशल से लैस करने का गोल है। इसके तहत क्लासों को इनोवेशन लैब के रूप में विकसित किया जाएगा।

सभी जिलों में लागू

यह पहल दिसंबर से मार्च के बीच सभी जिलों में लागू होगी, जिसकी निगरानी डिपार्टमेंट ऑफ एजुकेशन, हायर एंड टेक्निकल एजुकेशन और VISV फाउंडेशन के सहयोग से की जाएगी। इसमें ओरिएंटेशन सेशन, स्कूल स्तर की 'मिनी ग्राइंड', जिला स्तरीय मूल्यांकन और शहर-स्तरीय शोकेस शामिल होंगे। स्कूल इनोवेशन काउंसिल (SICs) और NEEEV (न्यू ऐरा ऑफ आंत्रप्रेन्योरशिप इकोसिस्टम एंड विजन) के लिए नॉमिनेट टीचर्स मेंटॉर बनेंगे।

The Pioneer, 6 December 2025, Page No-1

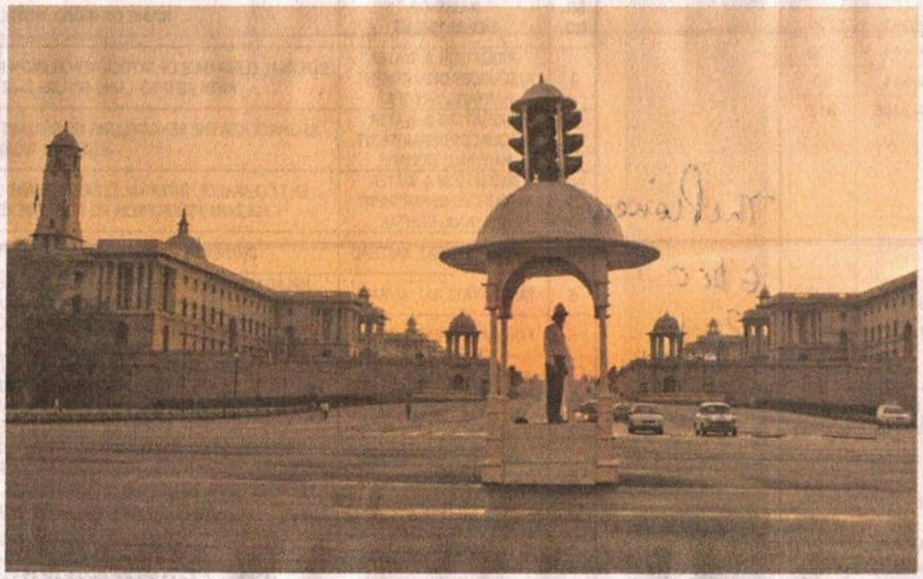
India's latest decolonisation drive aims at British titles in textbooks

DEEPAK KUMAR JHA
New Delhi

After renaming Rajpath as Kartavya Path, Race Course as Lok Kalyan Marg, Prime Minister's residence as Seva Teerth, Raj Bhawan as Lok Bhawan and countless other pieces of infrastructure by the BJP in an attempt to decolonise the Indian mind, a party leader has now urged the Parliament to drop titles of British viceroys and governor generals in school textbooks and Government documents.

BJP leader Sujeeth Kumar, supported by the ruling party MPs in the Parliament, urged the Union Government on Friday to remove references like Lord Curzon, Lord Mountbatten, Lord Dalhousie and Lord Leighton, among others, from the NCERT textbooks, Government documentations and also from official websites. Raising the issue during Zero Hour in the Rajya Sabha on Friday, Sujeeth said the practice perpetuates a "colonial mindset" even 75 years after independence.

Former NCERT Director JS Rajput, however, differed from the ruling party's views and said that history can be tampered with. "These are the titles they earned for their colonial service. However, the important issue is to understand the logic behind what established these titles and their role. Recently, Prime Minister Narendra Modi also referred to Macaulay's mindset, which means he has a significance even after 200 years," Rajput told *The Pioneer*.



Vijay Chowk on Kartavya Path, which was earlier called Rajpath WIKIMEDIA COMMONS

Kumar has questioned why India should continue placing British officials "on a demigod-like pedestal" by calling them Lords, especially when many committed "horrendous and barbaric crimes" against Indians, while the country's own freedom fighters are not accorded similar reverence. "A vibrant democracy like ours, which also is the largest and oldest democracy on earth, should not continue this practice as it perpetuates a colonial mindset, goes against the spirit of social equality, and also goes against the letter and spirit of our own constitution," he said.

"I did a random check of all these websites, documents, and school textbooks, and this is what I found. During British rule, the colonial rulers used and abused their power to give titles for their imperialistic designs and to promote the false narrative of racial superiority. This was a title given by the British to the British for the British needs," the BJP MP said, highlighting the widespread use of the title across educational and official materials.

He claimed that official websites of the Ministry of Culture, Archaeological Survey of India (ASI) and even the Raj Bhavan, now renamed 'Lok Bhavan' of Bihar, continue to use the title for British colonial administrators. He drew parallels with Prime Minister Narendra Modi's decision to rename Rajpath as Kartavya Path.

ETHICS IN JOURNALISM

News regulator orders five channels to remove shows linking NCERT textbook chapter to ‘love jihad’

The way the programmes had been structured ‘clearly showed a lack of objectivity’, said the News Broadcasting and Digital Standards Authority.

Scroll Staff
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Updated Dec 06, 2025 · 05:45 pm

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2 News regulator orders five channels to remove shows linking NCERT textbook chapter to ‘love jihad’

The News Broadcasting and Digital Standards Authority on Tuesday directed five news channels to take down eight shows that linked a National Council of Educational Research and Training textbook to a “love jihad” conspiracy.

The complaint concerned the misrepresentation of a fictional letter in an old NCERT Class 3 Environmental Studies chapter titled *Chitti Aayi Hai.* The letter, written by a character named Reena to another character, Ahmed, was wrongly projected by the television channels as evidence of a love jihad conspiracy, according to the complaint.

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Love jihad is a Hindutva conspiracy theory that Muslim men trick Hindu women into romantic relationships with the aim of converting them to Islam. The Union home ministry has told Parliament that Indian law has no provision defining such a term.

The programmes challenged by complainants Indrajeet Ghorpade and Utkarsh Mishra were aired on India TV, News18 MP/Chhattisgarh, Zee MP/Chhattisgarh, Zee News and ABP News.

In its December 2 order directing the removal of the videos, the regulatory body noted that just because an NCERT chapter shows a girl writing a letter to a boy from another religion, it does not justify being described as love jihad.

Retired Justice AK Sikri, the chairperson of the regulatory body, observed that India is a secular country, “which is the constitutional mandate as well”.

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News regulator orders five channels to remove shows linking NCERT textbook chapter to ‘love jihad’

"Therefore, giving of this slant to a particular chapter in an NCERT book by the broadcasters would amount to the violation of the Code of Conduct," Sikri said.

Complainants allege biased coverage

The complainants had alleged that even though the channels had been recently censured for their earlier coverage relating to love jihad, they had chosen to highlight a news story that was "entirely subjective", "highly polarising" and largely pushed by groups seeking "notoriety and popularity".

The channels had given a platform to persons promoting the claims, and in some cases, the anchors had casually endorsed the narrative through "dog-whistling" and tickers on the screen, the complainants had alleged.

They said that in the show by News18 MP/Chhattisgarh, the entire coverage revolved around the comments of Dhirendra Shastri, the head priest of the Bageshwar Dham, who claimed that Hindu women were in danger and that love jihad was a strategy to increase the Muslim population.

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The complainants argued the show reinforced Shastri's narrative through tickers and visuals, with "no critical examination" of whether the claims were communal or divisive.

In the broadcasts aired on Zee News and Zee Madhya Pradesh/Chhattisgarh, the complainants stated that even though teachers were interviewed, the broadcast suggested that the chapter in the textbook was "suspicious".

They said that the reporter openly questioned the motive behind the chapter and implied that including a letter from "Reena to Ahmed" was problematic.

According to the complainants, the views clearly showed that the reporter himself opposed the chapter.

The complainants also alleged that on India TV, the channel showed extreme reactions, including that of a person who was "blackening" the textbook. The broadcaster did not question or challenge the conduct, thereby amplifying it, Ghorpade and Mishra had alleged.

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A consistent pattern across all channels, according to the complainants, was the "absence of any critical engagement". They said that News18 MP/Chhattisgarh and ABP News had challenged Shastri's claims.

The complainants pointed out that none of the channels had made an effort to contact the NCERT for its explanation.

Merely reporting statements, say channels

During the hearings before the regulatory body, the channels defended their shows by arguing

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News regulator orders five channels to remove shows linking NCERT textbook chapter to 'love jihad'

News18 Madhya Pradesh/Chhattisgarh said it had aired the comments by Shastri and that it was not endorsing or verifying what he said. It also questioned whether the term love jihad can be construed to be “unconstitutional or unparliamentary”, and whether there was “any embargo against the usage” of the term.

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India TV said that its coverage focused on the protests and had included NCERT’s response.

Zee and ABP News argued that the term love jihad had been used in the parents’ original complaint, and that their reporting was centred on the news value of the controversy.

NBDSA disapproves coverage, orders removal of shows

The regulatory body disapproved of the manner in which the news story had been dealt with.

Sikri, the chairperson of the NBDSA, noted that a parent had complained about the letter in the chapter and that the channels had justified their coverage saying that they were reporting about the complaint.

The shows being limited to covering the complaint as news might not have led to objections, Sikri said. “Instead, this complaint was turned into a debate by the broadcasters with a specific narrative, and in doing so, they did not interview any other persons or the 15 parents,” his order said.

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The NBDSA order also noted that some channels had interviewed individuals whose views were already well known, but failed to bring on anyone with a different perspective.

The regulator observed that the way the shows had been structured "clearly showed a lack of objectivity".

It directed the five channels to take down the videos from their websites, YouTube channels and other platforms. The broadcasters were asked to report compliance to the NBDSA within a week.

We welcome your comments at letters@scroll.in.

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अमर उजाला, 7 दिसंबर 2021, पृष्ठ संख्या - 3, 7

बच्चों में समझने की दक्षता कितनी बढ़ी, होगा मूल्यांकन

अमर उजाला ब्यूरो

आठ दिसंबर से सफल मूल्यांकन परीक्षा आयोजित करेगा सीबीएसई

नई दिल्ली। बच्चों में समझने की दक्षता कितनी बढ़ी है, इसके लिए सफल मूल्यांकन होगा। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) विषयवार परीक्षा का आयोजन 8 दिसंबर से करने जा रहा है।

शैक्षणिक सत्र 2025-26 के लिए यह परीक्षा पेन-पेपर मोड में आयोजित होगी। सीबीएसई ने इसके लिए स्कूलों को दिशा-निर्देश जारी किए हैं। बोर्ड ने स्पष्ट किया है कि इसका उद्देश्य बच्चों की दक्षता का आकलन करना है।

नई शिक्षा नीति 2020 के तहत इस मूल्यांकन को अनिवार्य किया गया है। इस सफल मूल्यांकन की शुरुआत आठ दिसंबर से होगी। इसमें छठी से नौवीं कक्षा तक के बच्चों को शामिल किया जाएगा। बोर्ड ने परीक्षा की गाइडलाइंस के साथ-साथ परीक्षा का शेड्यूल भी जारी किया है। आठ दिसंबर को ग्रेड नौ के बच्चों की विज्ञान की परीक्षा होगी।

नौ दिसंबर को भाषा और 10 को गणित की परीक्षा होगी। छठी कक्षा के बच्चों के लिए 11 दिसंबर को पर्यावरण विज्ञान, 15 को भाषा, 16 को गणित की परीक्षा होगी। इसमें केवल यह देखा जाएगा कि बच्चों में रटने की बजाए समझने की प्रवृति कितनी बढ़ी है।

हिंदी और अंग्रेजी दोनों में होगी परीक्षा

बोर्ड की गाइडलाइंस के अनुसार परीक्षा का आयोजन हिंदी और अंग्रेजी दोनों माध्यम में होगा। बोर्ड की ओर से इस संबंध में स्कूलों को एक लिंक दिया गया है। इसके जरिये परीक्षा से एक दिन पहले ओएमआर शीट को डाउनलोड कर प्रिंट करना है। सीबीएसई ने स्कूलों को स्पष्ट किया है कि यह कोई प्रतियोगिता परीक्षा नहीं है, यह केवल योग्यता आधारित मूल्यांकन है। परीक्षा के बाद स्कूल बच्चों के रिजल्ट का स्वयं ही अवलोकन करेंगे।

आर्टिफिशियल इंटेलिजेंस को करिकुलम में एकीकृत करना जरूरी

विश्वविद्यालयों की रुपरेखा को लेकर जुटे दिग्गज, शैक्षणिक चुनौतियों को लेकर जताई चिंता

एआई को अपनाने के साथ साइबर सुरक्षा संबंधी पहलु को ध्यान रखना बेहद जरूरी है। राउंड टेबल में विशेष विशेषज्ञों ने यह चिंता जताई। चंडीगढ़ ग्रुप कॉलेज में प्रो. शुचि मेहरा ने कहा कि हम एआई के लिए पूरी तरह से तैयार हैं। एआई करिकुलम का हिस्सा होना चाहिए।

अमर उजाला एजुकेशन फॉर भारत कॉन्क्लेव के दौरान आयोजित राउंड टेबल में अलग-अलग विश्वविद्यालय के प्रतिनिधियों ने भविष्य के विश्वविद्यालय विषय सहित यूनिवर्सिटी में होने बदलाव, शैक्षणिक चुनौतियां, एआई को करिकुलम का हिस्सा बनाने, साइबर सुरक्षा सहित कई दूसरे विषयों पर विचार रखें। दिल्ली विश्वविद्यालय (डीयू) के कैंपस ऑफ ओपन लर्निंग की निदेशक प्रो. पायल मागो ने कहा कि एआई को करिकुलम में एकीकृत करना जरूरी है। उसके लिए स्पेशलाइज्ड कोर्स हो सकते है। शिक्षकों को भी प्रशिक्षित करने की आवश्यकता है। हालांकि सावधानी बरतना भी जरूरी है कि कहीं इसका प्रभाव छात्रों की बौद्धिक क्षमता और उनके मनोविज्ञान पर न पड़ें। जिससे वह खुद को अकेला महसूस करें।



राउंड टेबल कॉन्फ्रेंस में भाग लेते देश के अलग-अलग विश्वविद्यालयों से आए वीसी व प्रोफेसर।

भारत का एजुकेशन सिस्टम बेहतरीन

कॉन्क्लेव में एमिटी यूनिवर्सिटी की वाइस चांसलर बलविंदर शुक्ला एआई के सकारात्मक और नकारात्मक पहलुओं के बारे में बात की। उन्होंने कहा कि एक शिक्षक होने के नाते हमारा फर्ज है कि बच्चों पर आई का सकारात्मक प्रभाव ही पड़े। एआई को इस तरह से चैनेलाइज करें कि नकारात्मक प्रभाव बिल्कुल शून्य हो जाए। वाइस चांसलर ने कहा कि इंडिया का एजुकेशन सिस्टम जो है, वह सबसे बढ़िया है। देश विदेश से स्टूडेंट्स हमारे देश में आते हैं।

शिक्षकों को भी सीखना होगा नया मॉडल

आरआईएसयू के कुलपति डॉ. जवाहर श्रीशैट्टी ने एआई को क्रिएशन का शक्तिशाली टूल बताया। उन्होंने कहा कि एआई कैंपस और इंडस्ट्री के बीच प्रमुख माध्यम बनेगा। यह छात्रों को पढ़ाने में भी मदद करेगा और विवि के संचालन में भी। उन्होंने कहा शिक्षकों को अब अनलर्निंग और री-लर्निंग के लिए तैयार होना होगा।

हैबिटेट सेंटर में शिक्षाविद् राजनेताओं का महाकुंभ

नई दिल्ली। इंडिया हैबिटेट सेंटर शनिवार को पूरे दिन शिक्षा के सबसे बड़े उत्सव का गवाह बना। अमर उजाला एजुकेशन फॉर भारत कार्यक्रम में देशभर से आए शिक्षाविदों, राजनेताओं और छात्रों के साथ दिल्ली-एनसीआर और दूर-दराज के शहरों के नामी स्कूलों के प्रधानाचार्य भी शामिल हुए। सुबह 9 बजे से ही स्टीन ऑडिटोरियम से लेकर लॉन तक खासी चहल पहल रही। दोपहर के महत्वपूर्ण सत्र में यूजीसी के पूर्व अध्यक्ष प्रो एम जगदीश कुमार ने नई शिक्षा नीति 2020 को 2030 तक पूरी तरह कैसे लागू करें, इस विषय पर चर्चा की। उन्होंने कहा, अब स्कूलों में रटंत नहीं, स्किल और रिसर्च पर जोर होगा। लोगों ने भाजपा के राज्यसभा सांसद सुधांशु त्रिवेदी को बड़े ध्यान से सुना। उन्होंने मुगलकाल और अंग्रेजी हुकूमत के दौरान भारतीय भाषाओं और परंपरागत शिक्षा व्यवस्था पर बात की। शाम को समापन सत्र में सभी अतिथियों ने शिक्षा के भविष्य की योजनाओं पर विचार साझा किए। केंद्रीय उद्योग एवं वाणिज्य राज्यमंत्री जतिन प्रसाद ने कहा, यह कार्यक्रम भारतीय शिक्षा को नई दिशा देगा, जहां हर बच्चा स्किल्ड और सशक्त बनेगा। ब्यूरो

The Statesman, 7 December 2025, Page No- 8

Teachers must not hurt students' future

There is rarely a convenient time for a strike, but the timing of the latest strike by secondary school teachers comes across as particularly surprising. As the annual school examination season begins ~ a period of high anxiety for students and parents alike ~ a set of educators have abandoned their duty in an attempt to force the government to meet their demands. We find this move totally irresponsible.

The timing could not be worse. According to the government's schedule, annual exams were set to run from November to December, followed swiftly by selection tests and junior scholarship exams wrapping up on New Year's Eve.

This is the crunch time of the academic calendar. Yet, instead of quiet concentration in exam halls, students are having to face administrative anarchy.

The Directorate of Secondary and Higher Education attempted to regain control with stiff directives, warning that any "negligence" in conducting the exams would trigger punitive action. But teachers, organised under various associations, have chosen to ignore these orders.

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The result is chaos across the country: while some schools held exams, many institutions have suspended tests, according to our reporters.

As the coordinator of the movement has said, the boycott is well underway, rendering the government's late-night circulars largely ineffective.

The teachers' grievances are numerous and significant, and we urge the government to review and address them properly. Their demands include the upgrading of entry-level assistant teacher posts, the creation of a separate Directorate of Secondary Education, and the reinstatement of benefits withdrawn as far back as 2015.

It is possible that these demands have merit. But to hold the future of children hostage in their push for pay and perks is a totally unethical tactic.

Education is not a factory line where work abstention merely delays a shipment; it is a time-sensitive endeavour in which disruption can derail academic progression and inflict psychological stress on students.

The teachers' coordinator has argued that the government's circulars are an attempt to suppress their movement. He may be right about the government's steps, but he is wrong to assume that this gives his colleagues the moral licence to jeopardise the academic year.

The teachers must respect their primary responsibility to students. They claim they will only return if the education ministry sits down with protest leaders. This is the language of blackmail, plain and simple.

The teachers may believe they are teaching the government a lesson in power dynamics. In reality, they are sending the wrong message. They should return to classrooms and exam halls immediately for the sake of the students. The government, meanwhile, must expedite efforts to resolve the issues at the root of this crisis.

TEXTBOOK POLITICS

NCERT expands section on 'Ghaznavid invasions' in Class 7 textbook

Spread over six pages, it details Mahmud of Ghazni's 'eagerness to 'spread his version of Islam to non-Muslim parts of the world'.

Scroll Staff
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The National Council of Educational Research and Training has expanded the section on the "Ghaznavid invasions" in the Class 7 social science textbook, reported *The Indian Express* on Sunday.

The NCERT is an educational body that advises the Union government on school syllabi.

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The textbook, released on Friday, has a more detailed account of Mahmud of Ghazni's "destruction and plunder" and eagerness to "spread his version of Islam to non-Muslim parts of the world", as compared to the previous version.

While the previous textbook contained only a brief paragraph on Ghazni, the amended version has devoted six pages to the Ghaznavid campaigns, including illustrations and explanatory boxes, according to the newspaper.

It mentions that his biographers depict him as "keen not only to slaughter or enslave 'infidels' (that is, Hindus or Buddhists or Jains), but also to kill believers from rival sects of Islam".

The textbook also mentions that he plundered temples in Mathura and Somnath.

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slaughter of tens of thousands of Indian civilians and the capture of numerous prisoners, including children, who were taken to be sold in the slave markets of Central Asia," reads the book.

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When asked about the changes, NCERT Director Dinesh Saklani told *The Indian Express* that the content is self-explanatory.

The book says that the present-day Somnath temple was rebuilt in 1950 and inaugurated by former President Rajendra Prasad. Students are also encouraged to consider why public donations were used for the reconstruction, *India Today* reported.

The expanded section is preceded by a box titled "a word of caution", which explains that historical writing has often focused on war, conquest and destruction, while periods of peace or effective governance receive less attention, *The Indian Express* reported.

"Our approach is that it is better to face them and analyse them so as to understand what made such developments possible and, hopefully, help avoid their recurrence in future," it adds. "In addition, we should not forget that while past events cannot be erased or undone, it would be wrong to hold anyone responsible for them today."

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The chapter, titled “Turning Tides: 11th and 12th centuries”, covers other Turkic invasions, including those by Muhammad Ghuri, Qutb-ud-din Aibak and his army commander Bakhtiyar Khilji.

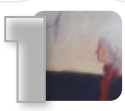
It describes Khilji’s destruction of major Buddhist centres such as Nalanda and Vikramashila, adding that there is “consensus among historians of Buddhism that this destruction of its large centres of learning precipitated the decline of Buddhism in India, although a few other factors may have also played a role”.

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We welcome your comments at letters@scroll.in.

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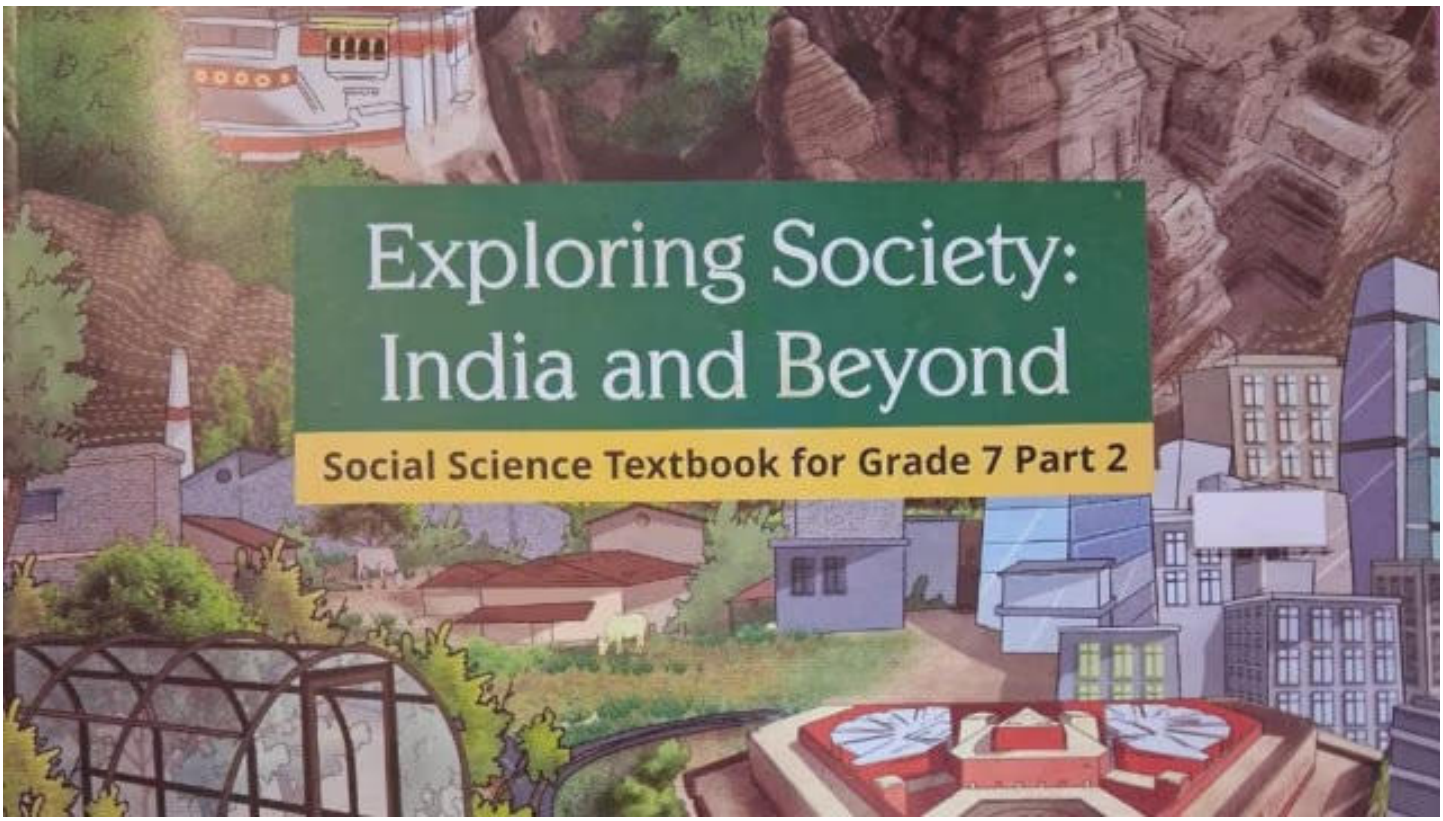
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‘Ghaznavid invasions’ get bigger section in new class 7 NCERT textbook

Six pages, preceded by ‘a word of caution’, on the foreign invader

Written by Abhinaya Harigovind Follow
New Delhi | Updated: December 7, 2025 05:17 PM IST
7 min read

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New NCERT social science textbook for class 7

A new class 7 NCERT social science textbook released on Friday has a larger section on “Ghaznavid Invasions” — focusing on the Mahmud of Ghazni’s “destruction and plunder” and his eagerness to “spread his version of Islam to non-Muslim parts of the world” — compared to the previous edition.

The section on the Ghaznavid invasions is preceded by a box that contains "a word of caution". The box is similar to the "note on history's darker periods", which was published in the class 8 textbook, placed before the chapter on the Delhi Sultanate. The box in the class 7 textbook refers to this note and states that it explains how history has recorded war, conquest and destruction more than peace, good governance or creativity, and how the world over historians have sometimes hesitated to draw attention to such darker periods.

"Our approach is that it is better to face them and analyse them so as to understand what made such developments possible and, hopefully, help avoid their recurrence in future. In addition, we should not forget that while past events cannot be erased or denied, it would be wrong to hold anyone responsible for them today," it reads.

The new textbook is meant for use in the ongoing academic session. Part 1 of the textbook was released earlier this year.

The old NCERT class 7 history textbook had a paragraph on the Mahmud of Ghazni. It pointed out that rulers tried to demonstrate their power and resources by building large temples, and chose to target temples which were sometimes extremely rich when they attacked kingdoms. It referred to the Mahmud of Ghazni as having raided the subcontinent 17 times with a religious motive, targeting wealthy temples and taking away their wealth.

'The Ghaznavid Invasions' section has about six pages including boxes and pictures. It details Mahmud's 17 campaigns in India, his plunder of a temple in Mathura, temples in Kannauj and the destruction of the Somanatha Shiva temple in Somnath, Gujarat. It tells students that the existing temple was built in 1950 and inaugurated the next year by the then President of India, Rajendra Prasad, before asking them why they think it was decided to fund the construction entirely from public donations.

The section also describes Mahmud's campaigns as having involved the "slaughter of tens of thousands of Indian civilians and the capture of numerous prisoners, including children, who were taken to be sold on slave markets of Central Asia". It adds that his biographers depict him as a powerful but cruel and ruthless general, "keen not only to slaughter or enslave 'infidels' (that is, Hindus or Buddhists or Jains), but also to kill believers from rival sects of Islam".

"But it is also true that Mahmud was keen to spread his version of Islam to non-Muslim parts of the world, as we find from contemporary evidence," it reads. It quotes Mahmud's court historian Al-Utbi as having noted that he killed infidels and carried away their children and

cattle as booty, mastered several other territories, and “destroyed their temples, their sacred buildings, built mosques instead, making the light of Islam visible”

It also quotes scholar Al-Biruni as having pointed to the origin of the Shivalinga worshipped at the Somnath temple and recorded that “the image was destroyed by Prince Mahmud. He ordered the upper part to be broken and the remainder to be transported to his residence, Ghazni. [A part of the image] lies before the door of the mosque of Ghazni, on which people rub their feet to clean them from dirt and wet.”

None of these details are in the old textbook.

The chapter – “Turning Tides: 11th and 12th centuries” – then refers to Muhammad Ghuri “who sought territorial conquest”. It points to his general Qutb-ud-din Aibak and Aibak’s army commander Bakhtiyar Khilji who conducted campaigns in eastern India from the end of the 12th century.

“On his way to Bengal, he destroyed large Buddhist monasteries and universities such as Nalanda and Vikramashila, collecting huge booty and slaughtering large numbers of monks. There is a consensus among historians of Buddhism that this destruction of its large centres of learning precipitated the decline of Buddhism in India, although a few other factors may have also played a role,” it adds, before detailing Khilji’s attack on Nalanda, where “the library is said to have burned for months”.

Bakhtiyar Khilji, and the destruction of Nalanda and Vikramashila that the new textbook features, were not a part of the old class 7 history book.

The chapter concludes on the note that large parts of north India and all of south India remained outside of the hold of the Turkic invaders, and that on a few occasions, native rulers came together against them.

Asked for a comment, NCERT Director Dinesh Saklani said that the content is self-explanatory.

The chapter on the Ghaznavid invasions is preceded by one on empires and kingdoms in the 6th to 10th centuries. Covering the rulers of Kannauj, Kashmir, the Chalukyas, the Rashtrakutas, the Pallavas, and the Cholas, it concludes with a section on foreign invasions by the Hunas from Central Asia, and the Arabs.

It points to the arrival of Muhammad bin Qasim who was sent by the governor of Iraq to Sindh. It quotes a 13th century Persian record as saying that bin Qasim considered it his

bounden duty to carry out this religious war, in obedience of God who says in the Koran: "Wage war against the infidels". It refers to the killing of King Dahar, a ruler in Sindh, and

contains an explanation of the word "infidel". "For medieval Islam, infidels were non-Muslims, especially Hindus, Buddhists or Jains," the book explains.

It, however, states that the Arab conquest of Sindh had limited political and religious impact "compared to their conquests in other regions where Islam often replaced local institutions and led to mass conversions".

The Arab invasion of Sindh and bin Qasim were not a part of the old class 7 history book.

NCERT has been bringing out new school textbooks in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education 2023. New books for classes 1 to 8 are available so far. In earlier years, class 7 had three textbooks for social science, with one each for history, social and political life, and geography. With the new books, students in class 7 will use two textbooks, each of which covers all three themes.

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The old books were based on the National Curriculum Framework of 2005, and went through a round of rationalization to reduce content load in 2022-23 in the wake of Covid-19.

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दैनिक जागरण, 8 दिसंबर 2025, पृष्ठ संख्या - 3

गजनवी की बर्बरता की कहानी पढ़ेंगे कक्षा सात के छात्र

- एनसीईआरटी की नई किताब में आक्रांता के आक्रमण पर अब एक नया अध्याय
- इसमें गजनवी द्वारा भारत में लूट व हिंदुओं, बौद्धों, जैनियों को काफिर बता नरसंहार का विवरण दिया

नई दिल्ली, एएनआइ : कक्षा सात की एनसीईआरटी की नई सामाजिक विज्ञान की किताब में गजनवियों पर एक विस्तृत अध्याय शामिल किया गया है। इसमें महमूद गजनवी द्वारा भारतीय शहरों की लूट और हिंदुओं, बौद्धों, जैनियों और यहां तक कि प्रतिद्वंद्वी इस्लामी संप्रदायों सहित "काफिरों" के कत्ल का विवरण दिया गया है। "गजनवी आक्रमण' शीर्षक वाले छह पृष्ठों के अध्याय में बताया गया है कि महमूद गजनवी ने भारत पर 17 बार हमले किए और हर बार भारी मात्रा में खजाना लेकर लौटा। एनसीईआरटी की कक्षा सात की इतिहास की पुरानी किताब में महमूद गजनवी के बारे में केवल एक पैराग्राफ था।

शुक्रवार को जारी की गई 'एक्सप्लोरिंग सोसाइटीज : इंडिया एंड बियान्ड' नामक नई किताब में मथुरा और सोमनाथ जैसे शहरों की लूट का विस्तार से वर्णन किया गया है। महमूद गजनवी ने 11वीं शताब्दी में जयपाल को हराकर और



महमूद गजनवी • इंटरनेट मीडिया

1008 में एक लंबी लड़ाई के बाद जयपाल के पुत्र को हराकर भारत के कुछ हिस्सों पर विजय प्राप्त की थी। किताब में कहा गया है, "उसके हमलों में न केवल विध्वंस और लूटपाट शामिल था, बल्कि हजारों भारतीय नागरिकों का कत्ल और बच्चों सहित कई लोगों को बंदी बनाना भी शामिल था, जिन्हें मध्य एशिया के गुलामों के बाजारों में बेचने के लिए ले जाया गया था।"

किताब में उल्लेख किया गया है कि महमूद गजनवी के जीवनीकारों ने उसे एक शक्तिशाली, क्रूर और निर्दयी सेनापति के रूप में चित्रित किया है, जो 'न केवल 'काफिरों' (अर्थात् हिंदुओं, बौद्धों या जैनियों) का कत्ल करने या उन्हें गुलाम बनाने के लिए बल्कि इस्लाम के प्रतिद्वंद्वी संप्रदायों के अनुयायियों को भी मारने के लिए दृढ़ संकल्पित था।' इस अध्याय में लिखा है, 'हालांकि उसे कड़े प्रतिरोध का सामना करना पड़ा विशेष रूप से मध्य भारत के चंदेलों से...और कई मौकों पर तो वह हार टालने में कामयाब रहा।'

मथुरा व सोमनाथ के भव्य मंदिरों को लूटकर कर दिया था नष्ट

किताब में गजनवी द्वारा मथुरा की लूट पर भी प्रकाश डाला गया है। मथुरा को अपार धन-संपत्ति से भरपूर एक नगर बताया गया है 'जहां एक भव्य मंदिर स्थित है'। इसमें कहा गया है, 'महमूद ने मंदिर को नष्ट कर दिया और उसके खजाने पर कब्जा कर लिया। कन्नौज जाने से पहले उसने अंतिम प्रतिहार शासकों में से एक को आश्चर्यचकित करते हुए कई मंदिरों को लूटा व उन्हें नष्ट कर दिया। कुछ वर्षों बाद उसने गुजरात व सोमनाथ (वर्तमान सौराष्ट्र में) के बंदरगाह का रुख किया। स्थानीय स्तर पर कड़े प्रतिरोध और अपनी सेना को भारी नुकसान के बावजूद महमूद गजनवी अंततः कई दिनों की लड़ाई के बाद विजयी हुआ। लेकिन, उसने सोमनाथ शिव मंदिर को नष्ट कर दिया और उसके विशाल खजाने को लूट ले गया।'

अमर उजाला, 8 दिसंबर 2025, पृष्ठ संख्या - 5

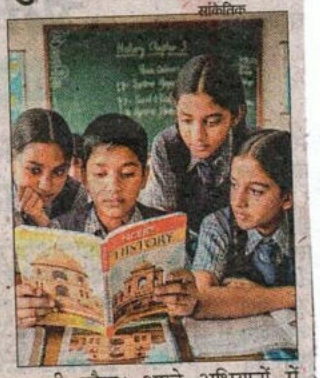
7वीं के बच्चे पढ़ेंगे गजनवी की क्रूरता की कहानियां

सामाजिक विज्ञान की पुस्तक में जोड़ा पाठ

अमर उजाला ब्यूरो

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने कक्षा सात की सामाजिक विज्ञान की पुस्तक में गजनवी वंश का एक विस्तृत खंड शामिल किया है। इसमें महमूद गजनवी के भारतीय शहरों में लूटपाट और हिंदुओं, बौद्धों, जैनों और यहां तक कि इस्लाम को मानने वाले अलग- अलग संप्रदायों सहित काफिरों के नरसंहार का विस्तार से वर्णन किया गया है।

पुरानी एनसीईआरटी की किताब में गजनवी के बारे में केवल एक पैराग्राफ था लेकिन नई किताब में गजनवी आक्रमण नामक शीर्षक के तहत 6 पेज का पूरा एक भाग समाहित किया गया है। इसमें बताया गया है कि गजनवी ने भारत में 17 बार आक्रमण का नेतृत्व किया और हर बार बड़ी मात्रा में खजाना लेकर



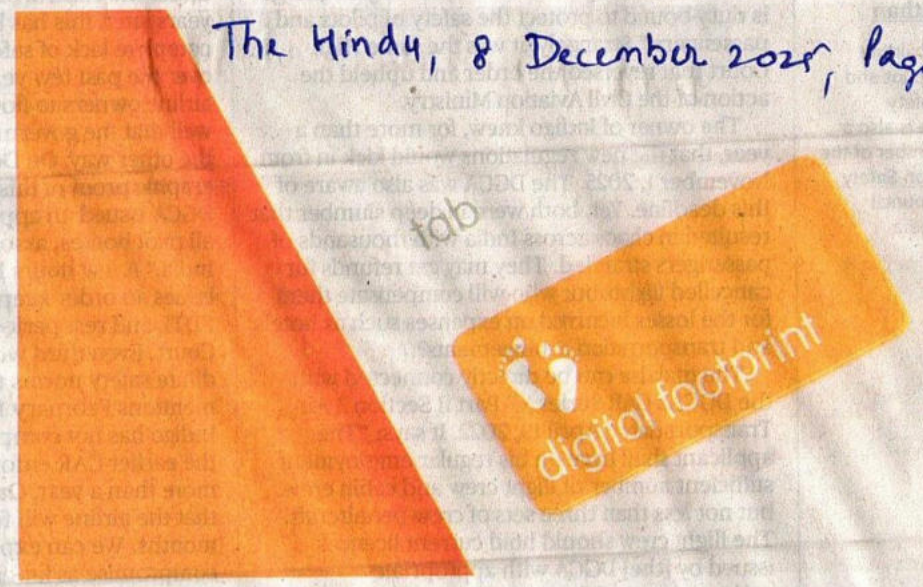
सांकेतिक

गजनी लौटा। अपने अभियानों में उसने ना केवल लूट मचाई बल्कि हजारों भारतीयों की हत्या और उन्हें बंदी बनाकर मध्य एशिया के गुलाम बाजारों में बेचा, जिनमें बच्चे भी शामिल थे।

समाजों की खोज : भारत और उससे परे शीर्षक से शुक्रवार को जारी नई किताब में मथुरा और सोमनाथ जैसे शहरों की लूट का विस्तार से वर्णन किया गया है।

Pavithra M.B.

The Hindu, 8 December 2025, Page No- 5



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Protection, not surveillance

Why it is important to teach digital dignity in educational institutions

Rights do not retire at the campus gate; they accompany every citizen into every space where power operates, even the digital ones. Today's education is mediated by machines. Attendance is marked by facial recognition, learning apps track keystrokes, and CCTV cameras watch with eyes that never tire.

Dignity is the life-breath of liberty. Once, dignity in education meant freedom from ridicule and discrimination. Today, it also means freedom from invisible eyes, silent profiling, and digital footprints. A student's daily life is observed, recorded, and stored. When dignity migrates to the digital world, so must its protection. Dignity shrinks when a human being becomes a data point, and shrivels entirely when they become a product.

Dignity and privacy

Digital dignity ensures that the student remains a human being first and not just data. It demands respect for autonomy in online interactions, fairness in algorithmic decisions, and transparency in institutional digital systems. It insists that no learner should feel embarrassed, profiled, monitored, or manipulated simply because learning has shifted to screens and apps. In short, digital dignity is the guarantee that technology will not diminish the learner's worth.

Data privacy is the legal architecture that upholds digital dignity. It gives every student the right to know what information is collected, for what purpose, how securely it is stored, and whether it is shared with third parties. Privacy does not hide wrongdoing; it protects personhood. A photograph, voice clip, Aadhaar number, or keystrokes must not become commercial commodities. Privacy, in its digital form, is not a technical privilege; it is a human right.

Though linked, they are not identical. Digital dignity is the principle; the moral claim to respect in online spaces. Data privacy is the mechanism; the enforceable safeguard that ensures this respect translates into practice. Dignity defines who the student is; privacy defines what may be done with their information. Together, they guard the child both as a person and as a data subject.

In school and college

In schools, digital dignity begins with simple lessons on consent, helping children understand what it means to say "yes" or "no" to sharing. Students must learn to recognise unsafe online behaviour, including cyber bullying and manipulative messaging. Teachers can use examples such as classroom WhatsApp groups to show how easily information spreads. Explaining digital footprints – how data travels and rarely disappears – gives younger learners a sense of responsibility and caution.

In colleges, digital education must move beyond technical skills to deeper ethical awareness. Courses across disciplines should integrate AI ethics, informed consent, transparency, accountability and the constitutional values behind privacy rights. Classroom discussions must also address deepfakes, misinformation, targeted advertising and how data-driven profiling can shape opportunities or discrimination. The goal is not to fear technology but to humanise it.

The NCERT's Digital Wellness Curriculum introduces responsible digital behaviour at the school level, and the UGC's draft guidelines emphasise cyber hygiene and ethical technology use across higher education. The DPDP Act provides statutory grounding for informational privacy.

The Union Government's recent move to mandate Sanchar Saathi as a pre-installed smart phone app designed to help users verify mobile connections and block stolen phones ignited national debate and drew criticism from digital rights experts who warned that any tool with deep device access must operate within constitutional safeguards. Their concern was simple: digital safety cannot be separated from digital autonomy.

Protection cannot demand the surrender of control. Safety tools must empower users; not overpower them. A student cannot be truly safe if they cannot know what data is collected, decide what to share, opt out, uninstall a tool, or understand how a system works. Safety without autonomy becomes surveillance, not protection. Thus, digital dignity and privacy are not only academic concepts; they are constitutional expectations.

Build awareness

Awareness of data rights is still low among students, teachers and parents. Many institutions rely excessively on CCTV networks, biometric scanners, and behaviour-tracking apps, normalising surveillance rather than safety. Unequal access to devices and connectivity deepens old social inequities under a new digital mask. Algorithmic bias continues to influence admissions, evaluations, and opportunities, often invisibly. Adding to this is the rising commercialisation of student data by edtech platforms that treat learning profiles as marketable commodities rather than protected personal information.

Educational institutions must adopt mandatory Digital Dignity Codes and ensure every digital tool used on campus is built with privacy-by-design. Let there be "digital drills" in educational institutions to train students to spot manipulative permissions, detect misinformation, and exercise their right to opt out. Institutions should designate a student digital ombudsman, to ensure that grievances about tech misuse are heard impartially. In a world where a young person's first footprint is often digital, the protection of that footprint becomes a sacred educational duty.

Digital dignity is not the luxury of the future; it is the discipline of the present. In teaching it, we do not merely modernise our classrooms; we moralise our future.

Views expressed are personal

The writer is an Associate Professor, PG Department of Human Rights and Duties Education, Ethiraj College for Women, Chennai

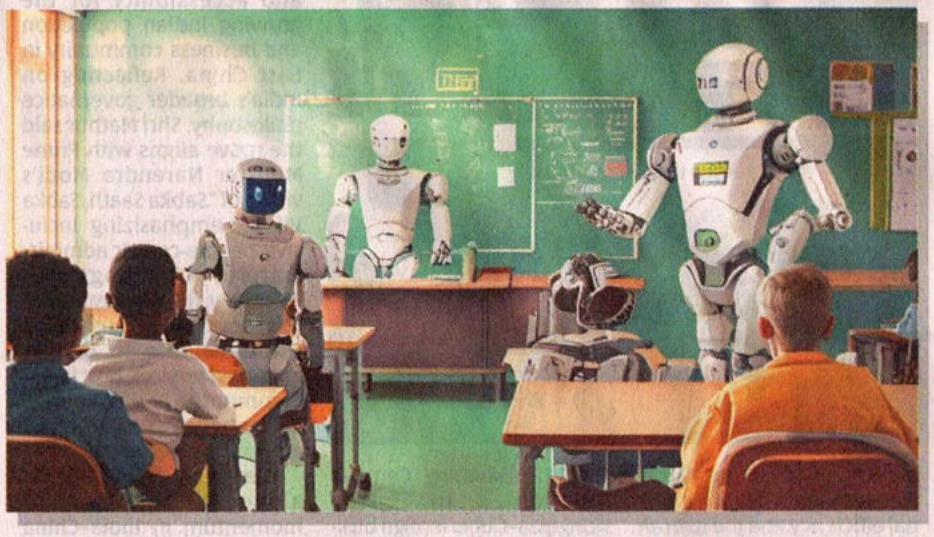
The Pioneer,
8 December 2025,
Page No-11

AI is teaching a generation to sound smart. That's not the same as being informed

As students worldwide turn to AI for learning, the divide isn't between users and non-users — it's between those who can question algorithmic output and those who must accept it - education systems aren't prepared for the consequences.



NISHANT SAHDEV



Artificial intelligence didn't storm into education. There was no grand moment when classrooms suddenly changed. Instead, AI arrived slowly — through shortcuts during late-night study sessions, through apps that explained equations more patiently than tutors, through quick rewrites before a deadline. Over time, these small interactions added up. What once felt novel became routine. For many students today, AI is simply part of how thinking happens.

A final-year engineering student in Delhi said something recently that captured this shift perfectly: "Sometimes I'm not sure where my thinking ends and where the AI's suggestion begins." She wasn't admitting guilt. She was trying to describe a new intellectual experience — the sense that the boundary between her own reasoning and digital assistance is fading.

The numbers across India and globally show just how quickly this shift has taken root. In the US, surveys of teens show that one in four now uses generative AI for schoolwork, double the number from 2023.

Adults, too, are interacting with AI at unprecedented rates, with more than 60 per cent saying they use it several times a week. In India, AI adoption in schools and colleges is accelerating even faster. A national survey reported that over 70 per cent of Indian teachers already use AI tools for creating lesson plans or automating administrative work, with the figure even higher among experienced teachers.

In higher education, more than half of Indian universities now permit students to use AI tools and many institutions are incorporating generative AI into curriculum design and learning materials.

The Indian market shows this momentum. AI in education here was valued at roughly $196 million in 2024 and is projected to cross $1.1 billion by 2030 — a compound annual growth rate of more than 30 per cent. That growth is driven by scale: India has over 40 million higher-education students and one of the world's largest school systems, with 260 million schoolchildren and more than 8.5 million teachers. When a technology touches this system, even quietly, the effects ripple widely. But numbers only tell part of the story. What matters more is what AI is doing to the inner life of education — the process of thinking itself.

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ARTIFICIAL INTELLIGENCE

For centuries, education relied on a simple assumption: the work that mattered happened inside the student. The essay or the problem set was just evidence of that internal struggle. Learning meant grappling with ideas, wrestling with confusion, taking wrong turns and correcting course. It was slow, often frustrating work, but it built the kind of understanding that stays with a person for life.

AI scrambles this logic. It can produce clean, fluent, confident answers instantly. A student need only provide the prompt.

Studies from leading universities have found that AI-generated essays now match or outperform undergraduate writing in structure, clarity, and argumentation. Students who use AI to improve their essays often submit stronger work— but when asked to explain the same ideas orally, their understanding is noticeably weaker. The surface looks polished, but the depth is missing.

Students feel the difference. Surveys in India and abroad show increasing anxiety: many students worry that AI is dulling their ability to think independently. A large majority say they often cannot tell how much of their work reflects their own reasoning. And this isn't laziness; it's human psychology. When a system gives a smooth, immediate answer, it's difficult to resist trusting it, especially under academic pressure. The trouble is that AI is not always correct. Large language models still generate fabricated information — so-called "hallucinations" — with surprising confidence. Depending on the question, error rates can range from a few percent to nearly a quarter. But students rarely have the time or context to verify every detail. When uncertainties are wrapped in fluent language, they blend into the student's mental model without detection.

This challenge is magnified in countries like India, where access to high-quality teaching remains uneven. UNESCO reports that hundreds of millions of students globally lack regular access to trained teachers and India alone faces a massive shortfall at multiple levels. In such environments, AI sometimes becomes a substitute for human instruction.

That can be a powerful equaliser — AI can deliver explanations anytime, in multiple languages, tailored to a student's pace. But it also carries risks. When students rely on AI without the conceptual framework to evaluate it, they may absorb inaccuracies that weaken their foundations. This creates a new kind of inequality. In well-resourced institutions — elite engineering colleges, private universities, top public universities — students often use AI thoughtfully.

They test ideas, refine drafts, or explore alternative approaches. In under-resourced settings, students may use AI as a primary teacher. The difference is not access; it is epistemic resilience — the ability to question the information a system gives you.

Meanwhile, universities are struggling to respond. Some tried banning AI, but detection tools remain unreliable and risk penalising honest students. Other institutions welcomed AI but did not rethink how assignments are designed, even though many traditional tasks no longer measure what they once did. If a machine can produce a persuasive answer in seconds, what does an essay or a problem set really test?

International organisations have begun sounding alarms. Analysts warn that without assessment reform, countries could see a decline in deep literacy, reasoning skills, and independent thinking. These warnings apply strongly to India, where millions of students will interact with AI daily long before institutions fully adapt.

So what would meaningful change look like?

First, we need to redesign assessments so that they capture reasoning, not just results. Oral exams, in-class analytical tasks, multi-stage assignments with required reflections and reasoning logs bring the cognitive process back into view. These practices won't eliminate AI use, but they make it harder for AI to replace thinking.

Author is a theoretical physicist at the University of North Carolina, United States

Please read the complete article online in www.dailypioneer.com

The Tribune, 8 December 2025, Page No. DT-02

Govt launches 'Delhi AI Grind' to make students future ready

HARSH YADAV
TRIBUNE NEWS SERVICE

NEW DELHI, DECEMBER 7

The Delhi government on Saturday launched the "Delhi AI Grind", a first-of-its-kind Artificial Intelligence initiative aimed at preparing students for the rapidly-evolving era.

Led by the Department of Education, Higher and Technical Education, the programme will cover over five lakh learners in over a 1,000 schools, colleges and universities in the national capital.

The initiative is aimed at equipping students with future-oriented technological skills, and preparing them for an AI-driven world.

Indian Air Force (IAF) Group Captain Shubhanshu Shukla, the first Indian to set foot on the International Space Station, was present at the initiative's launch event held on Sunday.

Chief Minister Rekha Gupta said Shukla's presence was "a source of inspiration for the youth and his life journey symbolises mindset and capabilities of a new India".

Delhi Education Minister Ashish Sood, senior officials from the Education Department, principals of various institutes, innovation partners and students attended the event.

PTI PHOTOS



CLOCKWISE: A child holds a phone; students draw on a road; and CM Rekha Gupta, Education Minister Ashish Sood and astronaut Shubhanshu Shukla at the launch of government's 'Delhi AI Grind' initiative.

Praising the initiative, Group Captain Shukla said it "reflects the key areas on which our leadership is focused". "Such efforts will take us closer to our dream of a 'Viksit Bharat' by 2047," he added.

CM Gupta said, "Under the leadership of Prime Minister Narendra Modi, India is establishing a global identity in AI, technology and innovation." She added that technology is now accessible to the general public and the initiative will bring a transformational change to the capital's education system.

The CM said traditional classrooms will be converted into innovation-oriented labs where students will develop AI-based projects to solve problems faced by Delhi.

Highlighting the initiative's importance for youngsters, minister Sood said, "Schoolchildren in Delhi are becoming creators of technology, not just consumers. Delhi's next leap will come from creativity, code and collaboration. With this spirit, the government is advancing the concept of 'AI for Humanity,' an AI that is fast yet responsible, powerful yet inclusive and advanced yet human."

The launch event was followed by a community festival at the Inner Circle of Connaught Place featuring walks, cycling, street performances, participatory art and games.

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And...'

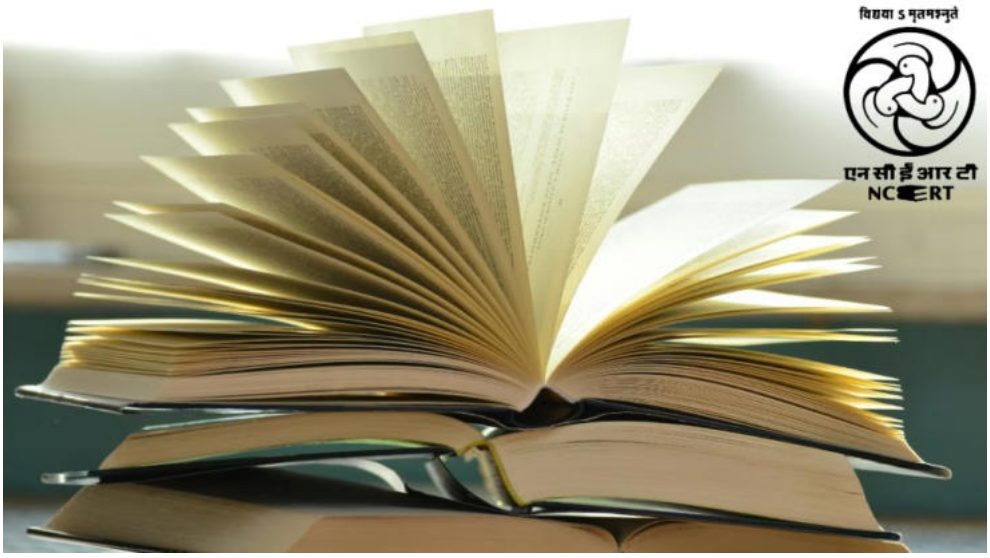
NCERT revamps Class 7 text with Mahmud Ghazni's brutalities – 'He slaughtered tens of thousands of Indians and...'

School textbooks have been updated with new details about the Indian invasion of Sultan Mahmud Ghaznavi --- outlining the heavy toll exacted by his brutal campaigns.

Written by **Anwesha Mitra**

December 8, 2025 18:17 IST

As Trusted Source on



NCERT revamps Class 7 textbook with detailed section on invasions led by Mahmud of Ghazni

School textbooks have been updated with new details about the Indian invasion of Sultan Mahmud Ghaznavi — outlining the heavy toll exacted by his brutal campaigns. The National Council of Educational Research and Training unveiled its newly revamped Class VII social science books on Friday, expanding the section into six detailed pages.

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'I was just crying': Goa Nightclub dancer recalls the life-saving moment amid deadly fire



campaigns led by Mahmud of Ghazni in various parts of India and reveal the human cost of his invasions. The Ghaznavid ruler had amassed a massive empire ranging from modern-day Iran to India and even parts of central Asia. NCERT highlighted his invasions into Mathura, Kannauj, and the Somnath temple in Gujarat — also flagging his attempts to extend Islam into new areas.

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being asked to take away bodies 'lying on floor in hospital'

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'I was just crying': Goa Nightclub dancer recalls the life-saving moment amid deadly fire

'A word of caution'

The books began with "a word of caution" for students — explaining that history often focused excessively on times of war and destruction. It also reiterated that nobody in the present was responsible for such historical events and noted that understanding history could help prevent similar events in the future.

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"Our approach is that it is better to face them and analyse them to understand what made such developments possible and, hopefully, help avoid their recurrence in future. In addition, we should not forget that while past events cannot be erased or denied, it would be wrong to hold anyone responsible for them today," Indian Express quoted the note as saying.

FE Shorts



IndiGo improves operations to 78 per cent, plans to pilot 1,800 flights on Monday

Business 14 min ago

IndiGo, India's largest airline, plans to operate 1,800 flights on Monday, accounting for 78% of its planned daily departures under the Winter Schedule. 500 flights were grounded, causing 5,86,705 PNR cancellations and a loss of Rs 569.65 crore. IndiGo aims to fully restore it...

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KASHMIR Life

India's Global Standing in Higher Education Rises Sharply After NEP 2020, Govt Tells Parliament

By **KL News Network** - 1:30 pm December 8, 2025

SRINAGAR: India has seen a sharp improvement in its global higher-education rankings following the rollout of the National Education Policy (NEP) 2020, the Ministry of Education has told Parliament.

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Responding to a starred question from Dr Gumma Thanuja Rani and M K Raghavan in the Lok Sabha, Minister of Education Dharmendra Pradhan said the policy's reforms had helped push 54 Indian institutions into the QS World University Rankings 2026, up from just 11 in 2015. The QS Subject Rankings 2025 also featured 79 Indian institutions, an increase of 14 per cent from the previous year.

Pradhan said the rise in global visibility was taking place alongside the largest structural overhaul in India's education sector in decades, as the government and States jointly worked to implement NEP 2020 across school and higher education.

He informed the House that the school system had already shifted from the old 10+2 structure to the 5+3+3+4 model and that curriculum reforms under the National Curriculum Framework for the Foundational and School stages had been rolled out. New textbooks for Classes I to VIII, aligned to the framework, have been released. Flagship initiatives such as Samagra Shiksha, NIPUN Bharat, the Vidya Pravesh early-learning module, the revamped PM POSHAN scheme, and digital platforms like PM e-VIDYA and DIKSHA were now central to the reform agenda.

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The minister also highlighted national assessment reforms, including the creation of PARAKH and the launch of the first PARAKH Rashtriya Sarvekshan in December 2024 to evaluate learning levels across Grades 3, 6 and 9. Teacher-training programmes such as NISHTHA, the introduction of National Professional Standards for Teachers, and the National Mission for Mentoring were described as key pillars of quality improvement.

In higher education, Pradhan said the introduction of the National Credit Framework, the National Higher Education Qualification Framework, and the APAAR ID had standardised mobility and academic records for millions of students. Over 2600 universities and institutions have been onboarded on the Academic Bank of Credits, with more than 4.5 crore students already registered. Online and distance-learning reforms now allow 126 institutions to offer 802 online programmes and 1699 ODL programmes.

The minister reported significant expansion in digital and multilingual access. SWAYAM now supports up to 40 per cent credit accumulation, has more than five crore cumulative enrolments and sees nearly ten lakh certifications annually. Entrance exams like the CUET, JEE (Mains) and NEET (UG) are now held in 13 languages. Forty-one institutions across ten States offer engineering courses in twelve regional languages.

Among the most visible reforms, Pradhan said, was the opening of Indian and foreign university campuses across borders—University of Southampton in Gurugram and Deakin University and the University of Wollongong in GIFT City, alongside IIT Delhi's Abu Dhabi campus and IIT Madras in Tanzania. Thirteen Letters of Intent have been issued to foreign universities to establish campuses in India.

He also pointed to major investments in research and emerging technologies. The Anusandhan National Research Foundation aims to mobilise Rs 50,000 crore over five years, while Centres of Excellence in Artificial Intelligence have been sanctioned at IISc Bengaluru, IIT Ropar and IIT Kanpur. A new Centre of Excellence in Education has been announced with an outlay of Rs 500 crore.

Responding to questions on the hurdles faced in rural areas and concerns from some States, the minister said that although education is on the Concurrent List, NEP 2020 does not dilute State powers. The policy, he said, relies on "careful planning, joint monitoring, and collaborative implementation" between the Centre and the States.

While the question raised concerns about apprehensions over autonomy and allegations of increased Central interference, Pradhan did not specify the States opposing the policy. He reiterated instead that NEP 2020 encourages cooperation and that there is no punitive provision for States choosing not to implement specific components. The government is continuing consultations with stakeholders to address concerns.

The response did not directly clarify whether Kerala, which has publicly expressed reservations over NEP 2020, has agreed to adopt the policy, but emphasised that Central schemes and frameworks are being aligned nationwide while allowing States flexibility in implementation.

The minister's reply underlined that despite challenges—particularly in digital access, teacher capacity, and infrastructure gaps in rural regions—the government considers NEP 2020 a transformative process that is progressing steadily across the country.

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हिन्दुस्तान, 9 दिसंबर 2025, पृष्ठ संख्या -2

सर्दियों में स्कूली छात्रों को पीने के लिए गुनगुना पानी मिलेगा

अच्छी खबर

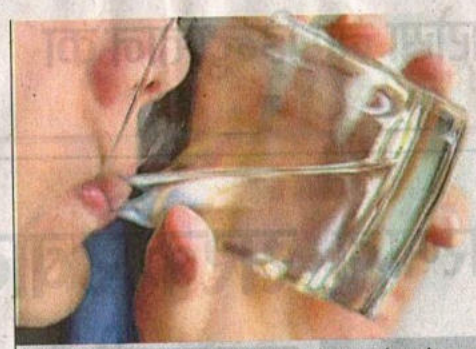
■ आशीष सिंह

नई दिल्ली। राजधानी में ठंड धीरे-धीरे बढ़ रही है। आने वाले दिनों में शीतलहर चलने और घना कोहरा होने के आसार हैं। इसे ध्यान में रखते हुए शिक्षा निदेशालय ने भी तैयारियां शुरू कर दी हैं। निदेशालय ने छात्रों को सर्दी से बचाने के लिए स्कूलों को जरूरी दिशा-निर्देश जारी किए हैं।

निर्देश के मुताबिक, स्कूलों को अब ठंड तक छात्रों को पीने के लिए गुनगुना पानी उपलब्ध कराना होगा। सरकारी स्कूलों के प्रमुख इसे सुनिश्चित करने के लिए एसएमसी फंड का इस्तेमाल कर सकते हैं। इसके अलावा ठंड बढ़ने पर सुबह की प्रार्थना सभा को कक्षाओं में ही कराने को कहा गया है। साथ ही छात्रों की बाहर की गतिविधियों पर रोक लगाने के निर्देश दिए गए हैं।

इसके अलावा छात्रों ने ठीक से गर्म कपड़े पहने हैं या नहीं इसकी भी शिक्षक को हर दिन जांच करनी होगी। स्कूल प्रमुख उन बच्चों की सूची भी तैयार करेंगे जिनके पास सर्दियों के कपड़ों की कमी है।

ऐसे में जहां भी जरूरी हो वहां प्रधानाचार्य स्कूल मैनेजमेंट कमेटियों (एसएमसी) की मदद ले सकते हैं। मिड-डे मील का समय पर वितरण भी अनिवार्य किया है। ताकि इसे गर्म रहते परोसा जा सके।



1200
सरकारी व शासकीय सहायता प्राप्त स्कूल राजधानी में चल रहे

- शिक्षा निदेशालय ने छात्रों को सर्दी से बचाने के लिए स्कूलों को दिए निर्देश
- बढ़ती ठंड में खुले परिसर में नहीं होगी प्रार्थना सभा

बच्चों को मौसमी बीमारियों से बचाने के लिए उठाया गया कदम : शिक्षा निदेशक

शिक्षा निदेशक वेदिता रेड्डी ने कहा कि सर्दियों में स्कूली छात्रों, विशेषकर छोटे बच्चों को ज्यादा परेशानी होती है। ठंड से संबंधित असुविधाओं और मौसमी बीमारियों के चलते परेशानी बढ़ जाती है। ऐसे में जरूरी है कि स्कूल का वातावरण मौसम के अनुकूल बनाए रखा जाए। व्यवस्थाओं को परखने के लिए जिला व जोनल स्तर पर अधिकारी स्कूलों का औचक निरीक्षण भी करेंगे। निर्देश का पालन नहीं करने वाले स्कूलों पर सख्त कार्रवाई की जाएगी।

30 लाख से ज्यादा छात्रों को फायदा होगा

राजधानी में सरकारी और सरकारी सहायता प्राप्त स्कूल की संख्या करीब 1200 है। इनमें लगभग 16.6 लाख छात्र पढ़ाई करते हैं। शिक्षा निदेशालय के आदेश से इन छात्रों को ठंड में काफी राहत मिलेगी। इसी तरह लगभग तीन हजार निजी स्कूल हैं। इनमें करीब 28 लाख के करीब छात्र पढ़ाई कर रहे हैं।

व्यवस्था लागू करने के लिए सलाह भी दी गई



गर्म पानी के लिए इलेक्ट्रिक केटल, इंसुलेटेड जग और पानी गर्म करने वाले उपकरण की खरीद की जाएगी। इसके लिए स्कूल प्रमुखों को एसएमसी फंड के इस्तेमाल की इजाजत दी गई है। इस दौरान सुरक्षा का ख्याल रखने को भी कहा गया है।

रोजाना निगरानी होगी

निदेशालय का निर्देश सभी सरकारी, सरकारी सहायता प्राप्त और निजी गैर-सहायता मान्यता प्राप्त स्कूलों पर लागू होंगे। इस व्यवस्था की रोजाना मॉनिटरिंग भी की जाएगी।

अमर उजाला, 9 दिसंबर 2025, पृष्ठ संख्या - 06

ऑस्ट्रेलिया में यूएई की तर्ज पर खोले जाएंगे सीबीएसई स्कूल

न्यू साउथ वेल्स यूनिवर्सिटी बंगलूरू में खोलेगी कैंपस, प्री-स्कूल से पीएचडी व कौशल पर करेंगे काम

अमर उजाला ब्यूरो

नई दिल्ली। ऑस्ट्रेलिया में अब यूएई की तर्ज पर केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के स्कूल खोले जाएंगे और ऑस्ट्रेलिया की यूनिवर्सिटी ऑफ न्यू साउथ वेल्स (यूएनएसडब्ल्यू) बंगलूरू में अपना कैंपस खोलेगी। इसके लिए उसे सरकार से पत्र भी मिल चुका है। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने सोमवार को ऑस्ट्रेलिया के शिक्षा मंत्री जेसन क्लेयर की मौजूदगी में एक समारोह में यह घोषणा की।

यूएनएसडब्ल्यू, ऑस्ट्रेलिया की सबसे अच्छी यूनिवर्सिटी में से एक है और क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग में दुनिया की शीर्ष -20 में शामिल है। भारत-ऑस्ट्रेलिया शिक्षा व कौशल परिषद की तीसरी बैठक की सह अध्यक्षता करते हुए प्रधान ने यह भी कहा कि शिक्षा, कौशल और अनुसंधान भारत- ऑस्ट्रेलिया रणनीतिक साझेदारी के प्रमुख स्तंभ हैं। कार्यक्रम में कौशल विकास मंत्री जयंत चौधरी भी मौजूद रहे।

इस बैठक में उन्नत कंप्यूटिंग, ऊर्जा, जलवायु, स्वास्थ्य सेवा व चिकित्सा प्रौद्योगिकी, अंतरिक्ष व रक्षा क्षेत्र में शीर्ष ऑस्ट्रेलियाई विश्वविद्यालयों के साथ आईआईटी, एनआईटी के बीच करीब 9.84 करोड़ रुपये की 10 अनुसंधान परियोजनाओं पर समझौते हुए। इस दौरान भारत और ऑस्ट्रेलिया ने प्री-स्कूल से पीएचडी, उच्च शिक्षा में खेल पाठ्यक्रम, तकनीक, स्कूली शिक्षकों की ट्रेनिंग, कौशल विकास, अनुसंधान से लेकर रोजगार बढ़ाने पर मिलकर काम का फैसला किया है।

इस अवसर पर प्रधान ने कहा, दोनों देश शिक्षा, प्रौद्योगिकी अपनाने, खेल शिक्षा, संस्थागत क्षमता निर्माण, कौशल, शिक्षकों को सशक्त बनाने, युवाओं को महत्वपूर्ण और उभरते क्षेत्रों जैसे एआई, ऊर्जा और स्थिरता के लिए तैयार करने के लिए एकसाथ काम करने के लिए प्रतिबद्ध हैं।

किशोरों को सशक्त बनाने के लिए जुटे विशेषज्ञ

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने द्वारका स्थित मुख्यालय में नेशनल एडोलसेंट समिट 2025 आयोजित किया। जिसमें दिल्ली-एनसीआर सहित दूसरे प्रदेशों के 800 से अधिक प्रतिभागियों ने हिस्सा लिया। जबकि 750 से ज्यादा प्रिंसिपल, वाइस प्रिंसिपल, काउंसलर और वेलनेस शिक्षक भी शामिल हुए। यह समिट किशोरों को सशक्त बनाना : आवाज, विकल्प और कल्याण की थीम पर था। समिट की टैगलाइन हर किशोर के लिए सुरक्षित जगह बनाना थी। इस समिट के अलग-अलग सेशन में मानसिक स्वास्थ्य, डिजिटल सुरक्षा, पहचान और समावेशन, स्वस्थ जीवन शैली के विकल्प और भविष्य के रास्ते जैसे दूसरे विषयों पर चर्चा हुई। जाने-माने मनोवैज्ञानिकों, स्वास्थ्य पेशेवरों और काउंसलिंग विशेषज्ञों ने सीबीएसई स्कूलों के प्रिंसिपलों के साथ मिलकर सभा को संबोधित किया। इस समिट में छात्रों ने नुक्कड़ नाटक, कविता, नृत्य नाटक और संगीत प्रस्तुतियां भी दीं। ब्यूरो

भारत जैसा सहयोग किसी अन्य के साथ नहीं: ऑस्ट्रेलिया

ऑस्ट्रेलिया के शिक्षा मंत्री, जेसन क्लेयर ने कहा, यह दोनों देशों के बीच संबंधों की मजबूती का एक बड़ा संकेत है। शिक्षा और कौशल विकास के क्षेत्र में किसी अन्य देश के साथ ऐसा सहयोग नहीं है। यह भारत और ऑस्ट्रेलिया के बीच गहरे विश्वास और भरोसे को दर्शाता है। बता दें कि अभी तक ऑस्ट्रेलिया के कुल सात विश्वविद्यालय भारत में अपना कैंपस स्थापित कर चुके हैं। इसमें गिफ्ट सिटी अहमदाबाद, मुंबई, गुरुग्राम और बंगलूरू आदि शामिल हैं।

शिक्षकों ट्रेनिंग में मदद करेगा ऑस्ट्रेलिया: ऑस्ट्रेलिया, भारत के स्कूली शिक्षकों को ट्रेनिंग देने पर भी मदद करेगा। इसका मकसद, स्कूली शिक्षा की गुणवत्ता में सुधार और आधुनिक तकनीक से छात्रों को पढ़ाने पर फोकस करना है। इसमें एनसीटीई और सीबीएसई के साथ मिलकर काम होगा। इसमें तकनीक, स्किल आदि शामिल है।

The Tribune, 9 December 2025, Page No - DT-02

13 foreign universities receive letters of intent to set up campuses in India

NEW DELHI, DECEMBER 8

Thirteen Letters of Intent have been issued to foreign higher education institutions (FHEIs) from Australia, Italy, the United Kingdom and the United States to establish campuses in India, including in Bengaluru (Karnataka), Delhi NCR, Mumbai (Maharashtra) and Chennai (Tamil Nadu), Union Education Minister Dharmendra Pradhan informed Parliament.

Among these, the University of Southampton, UK, began offering courses in August 2025 at its campus in Gurugram, Haryana, the Minister said in a written response to a question raised by Andhra Pradesh MP Gumma Thanuja Rani.

Pradhan noted regulatory provisions now permit twinning, joint degree and dual degree programmes through academic collaborations between Indian and foreign institutions, with 103 institutions currently offering such programmes out of 230 eligible universities.

Since the rollout of the National Education Policy (NEP) 2020, efforts have been made to strengthen cultural and traditional knowledge systems, with the systematic integration of Indian Knowledge Systems (IKS) into higher education curricula to promote Indian values, heritage and indigenous knowledge, the Minister added.

Under NEP 2020, the school education system has shifted to a 5+3+3+4 curriculum structure. Initiatives such as Samagra Shiksha, the updated PM POSHAN scheme and the release of new curriculum frameworks have also been implemented.

"In order to promote multilingual education, the Bharatiya Bhasha Pustak Scheme has been designed to provide textbooks in digital format for school and higher education subjects in 22 Indian languages over the next three years. The UGC also allows students to write answers in local languages in examinations, even if programmes are offered in English, and encourages translation of original works and teaching in local languages at universities," Pradhan said.

He added 41 institutions are offering engineering courses across 10 states in 12 regional languages. "CUET is conducted in 13 languages, with participation from around 240 institutions. JEE (Mains) and NEET (UG) are also conducted in 13 languages, involving over three million students," he said.

When asked about Kerala and the provisions for states choosing not to implement the policy, the Minister said NEP 2020 allows flexibility in timelines and methodology and is being implemented in a phased and consultative manner. — TNS

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Tamil Nadu: Classes VI-IX students to receive training in robotics laboratories

As part of a pilot programme, 15 robotics laboratories are being set up across an equal number of districts to spark student interest in science, technology, engineering and mathematics.

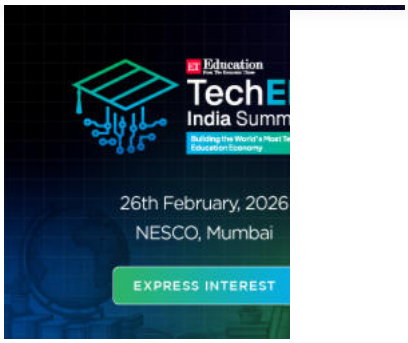
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Updated On Dec 9, 2025 at 03:20 AM IST



The syllabus for the new course is being prepared by the State Council for Educational Research and Training (SCERT) in collaboration with Anna University

Chennai, Students studying in Classes 6 to 9 in government schools across Tamil Nadu will soon learn the basics of electronics, robotics, and drone operations through hands-on experiments, as the School Education Department launches a new robotics education initiative to strengthen STEM learning at an early age.



As part of a pilot programme, 15 robotics laboratories are being set up across an equal number of districts to spark student interest in science, technology, engineering and mathematics.

The syllabus for the new course is being prepared by the State Council for Educational Research and Training (SCERT) in collaboration with Anna University, which is also serving as the knowledge partner for the project.

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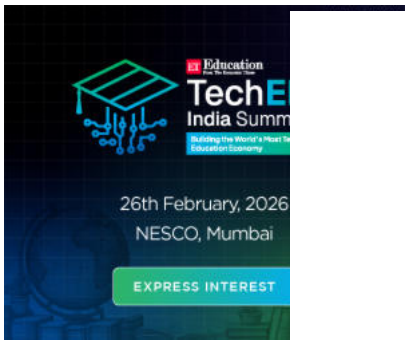
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According to a senior official from the department, the course structure will be heavily practical in nature, with 90 per cent of the sessions devoted to experiments and projects and only 10 per cent to classroom theory.

Students will perform 10 carefully designed experiments during the course, covering real-world applications of electronics, robotics and basic scientific principles. Each student will receive two hours a week of dedicated lab time.

Advt



Each robotics lab is being established at a cost of Rs 40 lakh and will be equipped with 11 types of advanced kits, including robotics STEM workstations, design and prototype virtual labs, multifunctional robotics kits and a smart dustbin programme.

Apart from robotics, students will also be introduced to foundational concepts in physics and electronics using real-life problem-solving models.

The robotics labs were originally planned under the centrally sponsored Samagra Shiksha scheme, with a proposal to establish such facilities in 38 schools across all districts. However, the Union government later withheld the approved funds, citing differences with the state over the three-language formula linked to PM SHRI schools.

Following this setback, the Tamil Nadu government decided to fully fund the initiative on its own and implement it in phases.

In the first phase, robotics labs are being set up in 15 districts, including Chennai, Kancheepuram, Kanyakumari, Pudukkottai, Vellore, Salem, Thoothukudi, Tirupathur, Tiruvarur, Dharmapuri, Tiruchirappalli, Kallakurichi, Coimbatore, Sivaganga, and Virudhunagar.

After the syllabus and textbooks are finalised, formal student training in these labs will begin, marking a major step toward integrating future-ready skills into government school education.

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See more on: Tamil Nadu government schools robotics labs, STEM education initiative Tamil Nadu, hands-on robotics training, Anna University robotics course, electronics and robotics labs

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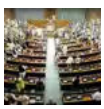
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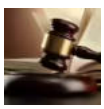

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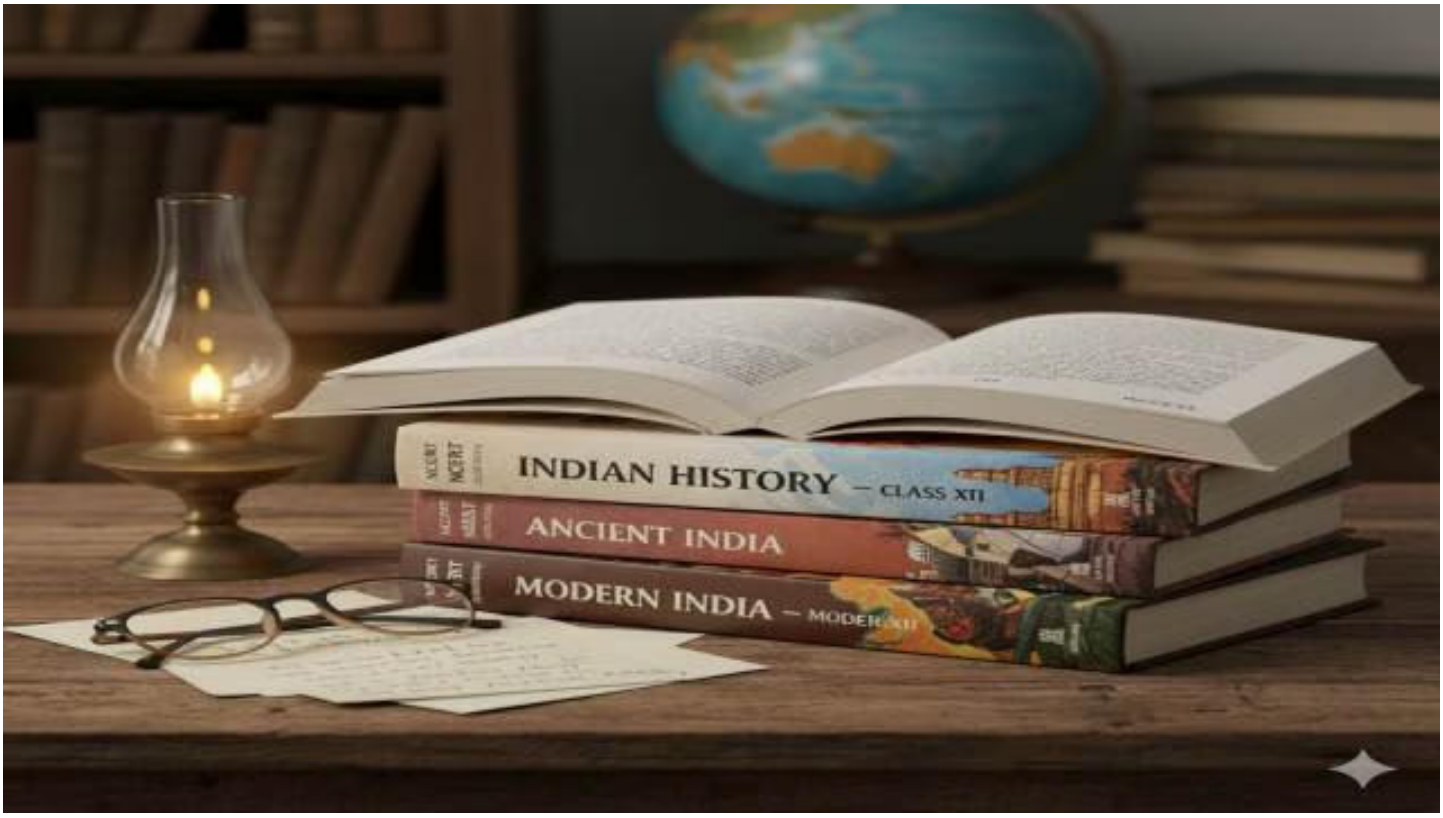
The Indian EXPRESS
JOURNALISM OF COURAGE

Pakistan-supported terror attacks, tensions with China part of new class 7 NCERT textbook

On China, the new NCERT book refers to “heightened tensions” with the country in recent years, mostly related to shared borders, and a few serious conflicts. “On the other hand, efforts are being made to resolve disputes through trade, dialogue and border resolution mechanisms,” it explained.

By: Express News Service
New Delhi | Updated: December 9, 2025 07:34 PM IST
3 min read

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The chapter also elaborates on ties with Bangladesh, Nepal, Bhutan and Myanmar, and ‘India’s maritime neighbours’ — Sri Lanka, Maldives, Thailand, Malaysia, Singapore, Indonesia, Iran and Oman. (Image: AI generated/ representative)

Terrorist attacks launched against India with the support of the Pakistan army preventing normal relations between the two countries, “heightened tensions” with China, and cultural ties with other countries in the neighbourhood are part of the new class 7 NCERT social science textbook released last week.

The book, ‘*Exploring Society: India and Beyond*’, part 2, features a chapter on ‘India and Her Neighbours’, which was not included in the old edition. Earlier, NCERT had three separate books for social science in class 7, for history, social and political life, and geography. With the new books released this year, class 7 will use two social science books which touch on all three themes. Part 1 of the social science book was released earlier this year.

On India’s relations with Pakistan, the book notes: “Before the 1947 Partition – a legacy of the colonial era that continues to shape the present – Pakistan was a part of India. Let us note for now that Pakistan was founded on religious basis, unlike India; this will be explored further in Grade 8. Suffice to say that these nations share one of the most complex relationships in South Asia.”

“Since the Partition, several military conflicts and wars, including wars in 1948, 1965 and 1971, and full-scale conflicts like the Kargil War in 1999, have defined an ongoing tension. In particular, frequent terrorist attacks launched against India with the support of the Pakistan army have prevented normal relations between the two countries,” it said.

Read | **‘Ghaznavid invasions’ get bigger section in new class 7 NCERT textbook**

On China, it refers to “heightened tensions” with the country in recent years, mostly related to shared borders, and a few serious conflicts. “On the other hand, efforts are being made to resolve disputes through trade, dialogue and border resolution mechanisms,” it explained.

It points to Afghanistan as having once shared a direct land border with India.

“However, the creation of Pakistan in 1947 has complicated access between the two countries. Despite these geopolitical challenges, India and Afghanistan have, by and large, maintained close and friendly ties rooted in shared history and culture, besides significant strategic interests,” it stated.

“Before the spread of Islam in the 7th century CE, Afghanistan was a thriving centre of Buddhist and Hindu culture. Kingdoms like Kapisha and Zabul mirrored Indian systems of governance,” it added.

It also pointed out that in recent decades, India and Afghanistan have continued to share strong people-to-people ties, and that India has supported education, healthcare and infrastructure development in Afghanistan.

The class 9 geography textbook which is in use — new books for class 9 have not been released yet — has a few paragraphs on India's neighbours. It names the country's neighbours, and says that India has had strong geographical and historical links with them.

The chapter also elaborates on ties with Bangladesh, Nepal, Bhutan and Myanmar, and 'India's maritime neighbours' — Sri Lanka, Maldives, Thailand, Malaysia, Singapore, Indonesia, Iran and Oman.

The NCERT has been developing new textbooks in line with the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. New books for classes 1 to 8 have been released so far.

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NCERT's New Class 7 Book Emphasises Pakistan Army-Backed Terror Attacks; Conflict With China

Curated By : Education.Careers Desk News18.com

Last Updated: December 09, 2025, 16:04 IST

The newly added chapter did not exist in the previous edition of the NCERT Class 7 book "Exploring Society India and Beyond."

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The book also emphasises ongoing efforts with China to resolve disputes through trade and dialogue. (AI Generated Image)

NCERT’s new Class 7 Social Science book features a chapter on India’s neighbours, noting that Pakistan Army-backed terror attacks have disrupted normal relations between India and Pakistan. The book also highlights ongoing efforts with China to resolve disputes through trade and dialogue.

The 31-page chapter, titled “India and Her Neighbours," expands the concept of neighbourhood beyond land borders to maritime partners, showcasing India’s strategic role in South Asia, according to ANI.

book "Exploring Society India and Beyond."

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Foreign News Sche for Dec 8, Monday

Regarding China, the chapter discusses both long civilisational ties and recent tensions. It describes India and China as Asia's largest and most influential nations, with Buddhism serving as a significant link between them. While acknowledging heightened tensions due to shared borders and serious conflicts, the text also notes efforts to resolve disputes through trade, dialogue, and border resolution mechanisms.

'Don't Miss Out' section mentions Hindu merchants who built temples in the Chinese port city of Quanzhou in the 13th century, including carvings of Vishnu, Shiva, and stories from the Ramayana and the Puranas at the Kaiyuan temple.

The section on Pakistan highlights the complexity of bilateral ties shaped by Partition and four major conflicts. It states that frequent terrorist attacks supported by the Pakistan Army have hindered normal relations between the two countries. The chapter describes the India-Pakistan border as both a geographical line and a symbol of shared heritage and divided history. It also provides an overview of the Kartarpur Corridor, which allows visits to Gurdwara Darbar Sahib in Kartarpur, fulfilling a longstanding desire of Indian devotees that was realised in 2019.

partnership grounded in shared history, rivers, and culture, describing it as one of India's most significant regional ties. India-Nepal relations are explained in terms of open borders and deep cultural connections, allowing free movement for education, healthcare, employment, and maintaining family ties.

With Bhutan, the chapter highlights hydropower cooperation and Buddhist heritage, portraying the bilateral relationship as one of mutual respect, strategic cooperation, and cultural affinity.

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On Sri Lanka and the Maldives, the book underscores ancient cultural overlap and modern strategic cooperation, noting India's emergency assistance during the 2004 tsunami and the 2014 Male water crisis.

The chapter also traces India's historical influence across Southeast Asia – Thailand, Malaysia, Singapore, and Indonesia—through maritime trade and the spread of Buddhism, Sanskritic names, and epics, shaping regional art, literature, and religion over centuries. The concluding section explains that India's ties with its neighbours draw from long civilisational flows.

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National Education Policy aims to infuse Indian ethos into Macaulay-era education system: Pradhan

BHOPAL: (Dec 7) Union Education Minister Dharmendra Pradhan on Sunday said the objective of the National Education Policy was to infuse the Indian ethos into the Macaulay-era education system.

Addressing a workshop on "Implementation of National Education Policy-2020: Challenges and Possibilities" in Bhopal, he said the time has come to connect India's traditional education systems with artificial intelligence to gain global recognition for the country's rich cultural and knowledge traditions.

He described Madhya Pradesh as an ancient centre of scientific, psychological and spiritual learning.

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TOP PHOTOS







House panel on education recommends reforms across testing, accreditation

By Vrinda Tulsian

Published on: Dec 09, 2025 12:43 pm IST

The House panel expressed concern over the performance of the National Testing Agency, noting that recent irregularities in examinations have not inspired much confidence

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The Parliamentary Standing Committee on Education, Women, Children, Youth and Sports on Monday tabled its 371st report on the autonomous bodies under the Department of Higher Education, recommending wide-ranging reforms across testing, accreditation, research and governance.



Rajya Sabha proceedings are underway during the ongoing winter session of Parliament, in New Delhi on Monday. (Sansad TV/ANI Video Grab)

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The Committee, chaired by Congress member of Parliament (MP) Digvijaya Singh, called for immediate measures to strengthen institutional capacity, ensure transparency, and implement the National Education Policy (NEP) 2020 across universities and colleges.

The Committee expressed concern over the performance of the National Testing Agency (NTA), noting that recent irregularities in examinations “have not inspired much confidence.” It recommended that the agency build greater in-house capacity and place renewed emphasis on pen-and-paper testing to reduce the vulnerabilities associated with digital and outsourced exams.

ommended a nationwide list of blacklisted firms involved in paper-setting and administration to prevent recurrence of lapses and advised that NTA's surplus funds be used to strengthen internal capacities.

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On accreditation, the report highlighted concerns with the National Assessment and Accreditation Council (NAAC), which evaluates higher education institutions. The Committee called for the issuance of a white paper detailing the extent of irregularities uncovered and the corrective steps taken. It noted the need to implement reforms such as the Basic Accreditation Framework (BAF) and Maturity Based Graded Levels (MBGL) to ensure a more objective, transparent process with limited scope for discretion.

The Committee also addressed the University Grants Commission (UGC), recommending that the draft UGC regulations of January 2025 be referred to the Central Advisory Board of Education (CABE) for wider stakeholder consultation. The draft regulations, which aim to promote multidisciplinary teaching, research, and the inclusion of Indian Knowledge Systems (IKS), are still under review, with feedback received from state governments, associations, universities, and other stakeholders. The Committee

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A notable recommendation in the report pertains to the Himalayan Institute of Alternatives Ladakh (HIAL), run by Sonam Wangchuk. The Committee urged the UGC to grant recognition to HIAL, citing its impact on local communities and model implementation of experiential education and IKS. Wangchuk, a noted innovator and climate activist, was detained under the National Security Act (NSA) in late September following protests in Leh demanding full statehood and Sixth Schedule protections for Ladakh. Security forces had opened fire during the protests, resulting in multiple deaths and injuries. Wangchuk was transferred to Jodhpur Central Jail, over 1,000 km from Ladakh, while the administration also revoked HIAL's land allotment, citing alleged financial and regulatory non-compliance. Supporters have described the actions as targeted suppression, while authorities maintain that due process was followed. The Committee's recommendation underscores Parliament's recognition of HIAL's educational contributions despite ongoing legal and administrative disputes.

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ort further recommends extending the Unified Pension Scheme (UPS) to faculty -teaching staff in centrally funded institutions, increasing Junior Research Fellowship (JRF) amounts, and implementing the 7th Pay Commission in ICSSR research institutes. It also called for immediate filling of vacancies, implementation of promotions, and appointment of leadership positions across ICSSR research institutions. On governance, the Committee urged greater participatory decision-making in bodies such as the Auroville Foundation to preserve its autonomous character.

Highlighting the challenges of implementing NEP 2020, the Committee stressed the need for faster, streamlined accreditation and evaluation processes. It observed that current procedures are long, bureaucratic, and time-consuming, often delaying academic activities and admissions. The report also recommended measures to regulate the proliferation of private coaching centres and ensure that examination papers reinforce school curricula rather than parallel coaching syllabi.

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The Committee noted persistent gaps in faculty recruitment and infrastructure, including lack of seed grants for new faculty in central universities and UGC-funded institutions, and constraints in implementing Multiple Entry Multiple Exit programs. It also flagged delays in online and distance education approvals for institutions with lower NAAC accreditation scores, urging the UGC to reconsider these restrictions.

The Hindu, 10 December 2025, Page No - 4

Over 30% students in Odisha schools drop out before higher-secondary level: CAG

Satyasundar Barik
BHUBANESWAR

Odisha recorded a sharp decline in the gross enrollment ratio (GER) during the transition of students from the secondary to the higher-secondary level, according to a Comptroller and Auditor General of India (CAG) report tabled in the Assembly on Tuesday.

"The transition rate in secondary to higher secondary was only 70.3%, indicating that approximately 30% of the students were not able to make the transition to higher classes, either due to dropping out of school or due to not qualifying for promotion to the next level," the audit report on the State's education sector stated.



Students in a queue outside a school in Bhubaneswar. FILE PHOTO

CAG pointed out that GER in secondary and higher-secondary levels declined in the State during 2022-23 compared to 2018-19, even as the ratio improved nationally over the same period.

Odisha's Education Department did not analyse the reasons for the same, the report added.

It also flagged purported discrepancies in official records. CAG found that the transition rate from the upper primary to the secondary level in 2018-19 for Bhadrak and Nuapada districts was more than 100%, which was not possible.

During 2018-23, 1.50 lakh to 5.47 lakh children enrolled in Classes 1 to 11, discontinued education before reaching the immediate-higher classes while the dropout rate across classes ranged from 3.12% to 7.26%.

Moreover, 61,487 out-of-school children aged six to 18 years were not brought back into the school education system during 2018-23, as per the report.

"The reasons for such decline in NER had not been analysed by Odisha State Education Programme Authority. However, ineffective measures to arrest the dropout of students during the transition from upper primary to secondary, as well as inadequate school infrastructure and facilities, were the indicative reasons for the decline in NER," it stated.

The Indian EXPRESS

EXPRESS OPINION

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Teach the crisis: Why NCERT must rework climate and pollution education in its textbooks now

Our children need more chapters on the environment, not less. They deserve books that mirror their reality



Inequality makes the discrepancy worse. Fee-paying private-school pupils access environmental science via international boards, digital tools or workshops

December 10, 2025 12:43 PM IST

First published on: Dec 10, 2025 at 12:43 PM IST

Written by Kanul Verma

Today, India faces severe environmental crises – ranging from water scarcity to severe air pollution – but the NCERT textbooks are not ready to empower the next generation with knowledge or awareness. While Indian cities lead global pollution charts, they omit crucial chapters on the environment. This gap demands urgent action.

Twelve of the 20 dirtiest cities worldwide are in India. Northern plains expose 544 million people to deadly PM2.5 particles. In 2024, India recorded its hottest year. Floods displaced 5.4 million people. Nearly 33 per cent of the land suffers from erosion and overuse. Rivers choke on sewage and toxins, and 70 per cent of surface water is unfit, causing 400,000 deaths yearly from contaminated supplies. E-waste rose 147 per cent in seven years, plastic waste reached 4.14 million tonnes, and forests shrank at decade-high rates.

Heat claimed hundreds of lives in 2024, with 40,000 cases of heatstroke. Groundwater tables plunge as districts across Punjab, Haryana and Uttar Pradesh drill ever deeper. States like Uttar Pradesh and Bihar suffer the most in terms of environmental and health issues, affecting nearly half of their populations. These crises cost billions in health and lost wages, hitting people with low incomes hardest.

What the syllabus no longer teaches

Since 2020, the NCERT rationalisation has removed key sections in school books. Class VII dropped the chapter “Weather, Climate and Adaptations” entirely. Class VIII removed the chapter titled “Pollution of Air and Water”. Class X Social Science’s “Forest and Wildlife Resources” lost biodiversity sections. The “Environmental Issues” chapter in Class XII Biology was heavily trimmed. Class XI Geography deleted contents related to the greenhouse effect.

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Lower classes gained activity-based EVS on local nature but lacked depth in understanding Delhi air pollution or Ganga toxins, with no significant returns in higher grades. Children study history, rulers or maths, not crises poisoning playgrounds.

This loss runs deep in classrooms. Environmental education teaches the observation of patterns, such as why air quality worsens in winter, why some neighbourhoods flood and others stay dry and why certain families can afford purifiers and others cannot. It builds habits of probing systems. Without it, students turn to rumour, superstition or apathy. The crisis fades to background hum, not something to dissect, solve or fight against.

Inequality makes the discrepancy worse. Fee-paying private-school pupils access environmental science via international boards, digital tools or workshops. But, for most in government and low-cost private schools, NCERT textbooks are the primary source of structured knowledge. Removing a chapter does more than shrinking pages. Environmental expertise becomes a purchasable privilege, not a state promise.

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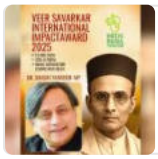
Consequences stretch past school walls. Air pollution cuts life expectancies in the northern plains. Water tables plunge in farming belts. Extreme heat endangers outdoor labour. These highlight current governance shortfalls that cry out for sharp criticism from the electorate. Citizens untrained in pollution science or climate hazards cannot demand accountability. They miss real input on industrial rules, city layouts or disaster readiness. A democracy that shortchanges its youth on environmental facts cripples its own drive for a joint response.

Action cannot wait for next winter's stranglehold. NCERT must revise the chapters on pollution, climate, and waste, enriching them with Indian case studies rather than vague anecdotes. Lessons can highlight caste, class, and urban divides, showing crises battering backward areas hardest.

Indian children deserve books that mirror their reality. Policymakers, parents and educators must demand that NCERT rectifies these gaps now. Make its textbooks survival tools, not silencers. Our air will not clean itself. Futures will not save themselves. Teach the truth before time runs out.

The writer teaches at SPSEC, Kanpur

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CBSE issues new rules for class 10 science and social science board exams 2026: What students must follow

TOI Education | Dec 10, 2025, 11.46 AM IST



The Central Board of Secondary Education (CBSE) has released a set of strict instructions that Class 10 students must follow while writing their Science and Social Science board examinations. The move comes after repeated evaluation challenges where students mixed answers belonging to different subject sections, leading to loss of marks and avoidable confusion during checking.

With the 2025-26 board cycle approaching, CBSE has clarified that examiners will not award marks for answers written outside their designated section, even if they are factually correct. The Board has urged schools to familiarise students with the new format through classroom practice and Pre-Board exams, emphasising that no corrections will be permitted during verification or revaluation.

CBSE releases new structure for Science and Social Science papers

As per the official announcement by the board authorities, the question papers for science and social science for class 10 will be divided in dedicated sections. These are explained below:

Science: Three dedicated sections

- Section A – Biology
- Section B – Chemistry
- Section C – Physics

Social Science: Four distinct sections

- Section A – History
- Section B – Geography
- Section C – Political Science
- Section D – Economics

Students are expected to study the sample question papers available on the CBSE Academic website to understand how questions are grouped and how answers must be presented.
The complete pattern is explained in the official notice released by CBSE. Students can download the notice by clicking on the link here.

Students to follow the same pattern while writing answers

CBSE has mandated that students must divide their answer books into clear, labelled sections before they begin writing the examination.

- For the Science paper, students are required to create three sections corresponding to Biology, Chemistry and Physics.
- For the Social Science paper, they must create four sections aligned with History, Geography, Political Science and Economics.

This section-wise structure must be maintained consistently throughout the answer book, ensuring that responses are written only under their designated headings to avoid any loss of marks.

Strict section-wise structure to be followed

CBSE has stressed that students must write every answer strictly within the section allocated to that subject area, and no response should appear outside its designated space.

A Physics answer, for instance, cannot be written under Biology or Chemistry in the Science paper, and an Economics response cannot be placed under Geography in Social Science.

The Board has issued a clear warning that if answers from different sections are mixed or written under the wrong heading, they will not be evaluated. Examiners will award no marks for such responses, even if the content is factually correct. This guideline applies uniformly across all examination centres and must be followed without exception.

No relief during verification or revaluation

To remove ambiguity, CBSE has clarified that errors related to mixed-section writing will not be corrected during verification of marks and revaluation or re-checking requests. Once the answer book is evaluated, such mistakes are final.

Schools urged to build section-wise writing practice

CBSE has urged schools to consistently train students in section-wise writing during regular classes and to replicate the same structure in Pre-Board examinations. Schools are expected to ensure that students clearly understand the consequences of mixing answers across sections, as such errors can lead to a complete loss of marks. CBSE emphasises that developing this habit early is essential to help students avoid avoidable mistakes in the final board examination.

Note: For more information about CBSE board exams 2026, students are advised to keep checking the board's official website, cbse.gov.in.

अमर उजाला, 11 दिसंबर 2025, पृष्ठ संख्या -7

7वीं के छात्र पढ़ेंगे वसुधैव कुटुंबकम सिर्फ नारा नहीं, सालों पुरानी परंपरा

राष्ट्रीय शैक्षिक अनुंसधान और प्रशिक्षण परिषद ने सामाजिक विज्ञान की पाठ्यपुस्तक में जोड़ा

सीमा शर्मा

नई दिल्ली। प्रधानमंत्री नरेंद्र मोदी ने जी- 20 के मंच से विश्व को वसुधैव कुटुंबकम थीम पर पूरी दुनिया- एक परिवार का संदेश दिया था। भारत का यह संदेश सिर्फ एक नारा नहीं, हजारों साल से चली आ रही परंपरा है। अब, तीन साल के बाद देशभर के सातवीं कक्षा के छात्र इसी वसुधैव कुटुंबकम में छिपे संदेश को पढ़ेंगे।

दरअसल, राष्ट्रीय शैक्षिक अनुंसधान और प्रशिक्षण परिषद (एनसीईआरटी) ने सामाजिक विज्ञान की पाठ्यपुस्तक- समाज की खोज, भारत और उससे आगे भाग- 2 के एक अध्याय- हमारी सांस्कृतिक विरासत, ज्ञान और परंपराएं में इसी वसुधैव कुटुंबकम को जोड़ा है। राजनीतिक इतिहास से परे इसमें हिंदू, बौद्ध (तिब्बती) और जैन धर्म पर फोकस किया गया है। इसमें लिखा है कि प्राचीन काल से भारत मान्यताओं व धर्म से उत्पीड़ित लोगों के लिए सुरक्षित आश्रय स्थल रहा है। इसमें उत्तर भारत केंद्रित इतिहास की बजाय पूर्व, पश्चिम से लेकर दक्षिण के राजवंशों को शामिल किया है। 12वीं शताब्दी के तेलंगाना व आंध्र प्रदेश के काकतीय राजवंश के बारे में जानेंगे। उन्होंने तेलुगु साहित्य को संरक्षण तो हनमकोंडा में हजार स्तंभ का मंदिर निर्माण किया।

पहली बार ग्राम स्व-शासन, राजस्व प्रणाली, कृषि समृद्धि का समर्थन किया। 12वीं शताब्दी के कल्याणी के चालुक्य व सोमेश्वर 3 का वर्णन है। दक्षिणी के पल्लव राजवंश ने कला व वास्तुकला का शोर मंदिर और मामल्लपुरम में रॉक-कट गुफाओं से लेकर आलवारों व नयनारों से भक्ति संरक्षण को बढ़ावा दिया। 11वीं और 12वीं शताब्दी में भगवान जगन्नाथ व कोणार्क सूर्य मंदिर के निर्माता पूर्वी गंग के विद्वान राजा भोज परमार ने सूत्रधार ग्रंथ लिखा था।

उत्पीड़न से तंग होकर भारत आए ईसाई-पारसी

- कई के लिए घर, अध्याय में बेने ज्यूइश (यहूदी) व तिब्बतियों को भारत में शरण लेने वाले समुदायों में दर्शाया है। इसमें लिखा है कि ईसाई, पारसी और बहाई समुदाय उत्पीड़न से तंग आकर भारत आया। करीब सातवीं शताब्दी में अर्मेनियाई व अरब व्यापारी बनकर आए और केरल, गुजरात, कर्नाटक के पश्चिमी तटों पर बसे।

प्राचीन इंजीनियरिंग को दर्शाते मंदिरों को जगह

- पुस्तक में पहली बार मंदिर वास्तुकला को शामिल किया है। इसमें पल्लव राजवंश का शोर मंदिर व गुफा मंदिर, राष्ट्रकूट काल के कैलाश मंदिर, चोल काल का बसवेश्वर मंदिर तो चंदेल कालीन लक्ष्मण मंदिर शामिल है।

दैनिक जागरण, 11 दिसंबर 2025, पृष्ठ संख्या - 8

उत्तर पुस्तिका के सेक्शन में लिखने होंगे उत्तर : सीबीएसई

जागरण संवाददाता, नई दिल्ली : केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 10वीं के छात्रों के लिए बोर्ड परीक्षा 2025-26 से बड़ा बदलाव लागू कर दिया है। अब विज्ञान और सामाजिक विज्ञान की परीक्षा में छात्रों को उत्तर पुस्तिका को अलग-अलग सेक्शन (अनुभाग) में बांटकर ही उत्तर लिखने होंगे। बोर्ड ने स्पष्ट किया कि किसी सेक्शन का उत्तर किसी और सेक्शन में लिखना या मिलाना नहीं होगा। गलत सेक्शन में जवाब लिखने पर उत्तर का मूल्यांकन नहीं किया जाएगा और छात्र को उस पूरे उत्तर के कोई अंक नहीं मिलेंगे। बाद में सत्यापन और री-वैल्यूएशन में भी इसमें कोई सुधार नहीं किया जाएगा। बोर्ड ने अनिवार्य तौर पर परीक्षा के दौरान उत्तर लिखने की इस प्रक्रिया का पालन करने का आदेश दिया है।

सीबीएसई ने सभी स्कूलों को निर्देश दिया है कि वे छात्रों को अभी से इस नए बदलाव के तहत उत्तर लिखने की तैयारी कराएं। प्री-बोर्ड परीक्षाओं में भी इन दिशा-निर्देशों को लागू करने का आदेश दिया है। बोर्ड के मुताबिक स्कूल छात्रों को सीबीएसई की वेबसाइट पर जारी सैंपल पेपर से अभ्यास करा सकते हैं। बोर्ड का मानना है कि इस बदलाव से कापियों की जांच ज्यादा व्यवस्थित होगी और मूल्यांकन की गुणवत्ता बेहतर होगी।

क्यों यह बदलाव : सीबीएसई अधिकारियों के अनुसार, इस बदलाव का उद्देश्य उत्तर पुस्तिकाओं के मूल्यांकन में पारदर्शिता लाना और विषयवार जांच को अधिक प्रभावी बनाना है, ताकि जांचकर्ताओं को अलग-अलग विषयों के उत्तर देखने में सुविधा हो।

- बोर्ड ने 10वीं की सामाजिक विज्ञान और विज्ञान विषय की परीक्षा में किया बदलाव
- बोर्ड का मानना है कि इस बदलाव से कापियों की जांच ज्यादा व्यवस्थित होगी

तीन भाग में विज्ञान और चार भाग में सामाजिक विज्ञान बंटेगा

विज्ञान विषय के प्रश्नपत्र को तीन सेक्शन में बांटा जाएगा

सेक्शन अ	जीव विज्ञान
सेक्शन ब	रसायन विज्ञान
सेक्शन स	भौतिकी

सामाजिक विज्ञान के प्रश्नपत्र को चार सेक्शन में बांटा जाएगा

सेक्शन अ	इतिहास
सेक्शन ब	भूगोल
सेक्शन स	राजनीति विज्ञान
सेक्शन द	अर्थशास्त्र

छात्र ये ध्यान रखें

- उत्तर पुस्तिका भरने से पहले ही अलग-अलग भागों में बांट लें।
- हर प्रश्न का उत्तर निर्धारित सेक्शन में ही लिखना होगा।
- किसी भी सेक्शन का उत्तर दूसरे सेक्शन में न लिखें, नहीं तो उसका मूल्यांकन नहीं होगा।
- किसी सेक्शन का उत्तर दूसरे सेक्शन में लिखने पर उस उत्तर के शून्य अंक दिए जाएंगे।

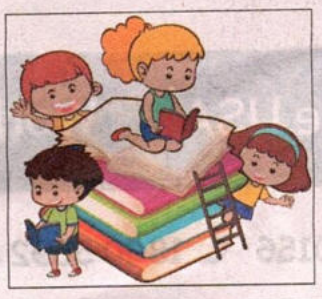
Millennium Post, 11 December 2025, Page No. 13

NCERT Class 7 book adds chapter on Pak Army-backed terror hindering normal ties

OUR CORRESPONDENT

The new Class 7 NCERT's Social Science book has introduced a chapter on India's neighbours, noting that Pakistan Army-based terror attacks have hindered the India-Pakistan normal ties.

According to ANI, the 31-page chapter, titled "India and Her Neighbours' expands the idea of neighbourhood beyond land borders to maritime partners. The book also mentions that efforts are underway with China to resolve disputes through dialogue and trade. This chapter has been newly introduced in the Class 7 book, 'Exploring Society India and Beyond', and did not exist in the previous edition.



Regarding China, the chapter mentions the long civilizational links and recent frictions. In the book, India and China have been described as two of Asia's largest and most influential nations with Buddhism acting as a power link. Interestingly, there's a 'Don't Miss Out' box where it Hindu merchants, who built temples in the Chinese port city of Quanzhou, an important trading centre in the 13th century, is also mentioned.

The Pioneer, 11 December 2025, Page No- 8

Breaking away from Macaulay

The Prime Minister has urged the nation to fully free itself from the psychological and cultural imprint of Thomas Babington Macaulay's 1835 educational blueprint by 2035 – two centuries after it was crafted to entrench colonial dominance in India



JS RAJPUT



The Prime Minister exhorts the countrymen to move out of its demoralising influence fully and completely by 2035, when Macaulay's strategic planning completes its 200 years in India. That the PM should be talking about it in all seriousness reaffirms once again the ingenuity and acumen in the futuristic educational planning contained in Macaulay's Minutes of 1835, intended to cement English rule in India by demolishing Indian education and knowledge systems, hitting at the very roots of India's history, culture, scriptures, and individual self-respect. One of the most well-established villains of Indian educational discourse in the post-independence era has been Thomas Babington Macaulay and the contents of his Minutes of 1835.

The great success of Macaulay in his mission is crystal clear: India acknowledges the need in 2025 to proceed in a national mission mode to move out of the influence of slavery and self-negation that has engulfed the Indian mind-set and persists even after independence, and the National Education Policies of 1968, 1986/92, and NEP 2020. The relevant challenge is to analyse why India could not wash off the influence of an alien strategy even after serious intentions to do so were expressed earlier in policies and by policymakers in their discourses.

The widespread impact of Macaulay's ingenuity and foresight was so clinical, incisive, and widespread that it impeded the spread of the strength of the Indian knowledge quest to global knowledge and its civilisational contribution to the world outside. It was demoralisingly infectious to India and Indians, though vehemently beneficial to the empire. India needs to analyse it in the contemporary context and comprehend the strength of the ingredients contained in the Minutes of Macaulay that could transform the psyche of Indians and seriously injure a great tradition of knowledge quest. Not only this, it made Indians drift away from a sense of pride in their spiritually enriched culture that firmly believes that "Truth is one; the learned reveal it in various ways".

Could we take a view on how to refurbish the sense of pride and inspiration in Indian culture to this day? The manner in which Sanatan is shamelessly despised, and even Vande Mataram is detested, says a lot about the inadequacies in the intent, civility, and culture of the admirers of Macaulay's ingenuity and influence.

Macaulay, his ingenuity, and outcomes offer a great learning opportunity for policymakers and implementers working in the arena of education, culture, social cohesion, and religious amity in India. One insists on it while fully appreciating how seriously injurious but effective were his skills in demoralising an ancient people and making them shift their reverence to an alien and subjugating culture and language. The respect for the English language that traversed to every home and hearth in India-including the illiterate-owes it completely to this one-man ingenuity.

> THE WIDESPREAD IMPACT OF MACAULAY'S INGENUITY AND FORESIGHT WAS SO CLINICAL, INCISIVE AND WIDESPREAD THAT IT IMPEDED THE SPREAD OF THE STRENGTH OF THE INDIAN KNOWLEDGE QUEST TO GLOBAL KNOWLEDGE AND ITS CIVILISATIONAL CONTRIBUTION TO THE WORLD OUTSIDE

The author is an educationist, a Padma Shri awardee, and works in religious amity and social cohesion

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The Pioneer

Even today, practically everyone in India is convinced that the passage to a better future lies in learning the English language. This is what made the PM mention why it is also necessary to refurbish linguistic pride, as that alone offers a sound basis for cultural renaissance. Why do we need to refer to Macaulay for it? Yes, we do, and we need to do so with real sincerity and commitment. Even after eight decades of independence and repeated emphasis in NEP 2020 on the mother-tongue medium, the rush for admissions to English-medium schools in the capital city of Delhi from day one of schooling is just rising-and rising further. It represents the national urge.

And why should it not be? In the first week of December 2025, the media reported that for 613 positions of assistant professors in Haryana government colleges, 17,195 candidates applied, but only 151 could clear the English qualifying test. In the SC category, only two out of 60 qualified. English separates them and prevents them from entering the system, which is their rightful constitutional due. This is just one of numerous instances that could be cited as the suffering inflicted by the craze for English that persists practically unsullied even after independence, in spite of assurances being made in favour of the mother-tongue medium.

The rush for English-medium private schools and the social upliftment it assures lucky families remains a queer phenomenon across the spectrum. The great rush for urbanisation has generated numerous socio-cultural contexts that indicate the urban mindset. Preferred house-maids are those with skills to place orders in English to home suppliers and read and understand items, expiry dates, etc., English being the preferred language of most malls and other home-delivery suppliers.

It was only a casual acquaintance with Macaulay in my university days, as I was studying and researching physics in the sixties of the last century. The compulsions of the English medium were naturally serious deterrents to most of us in acquiring the desired level of comprehension, forcing refuge in learning by rote. As one transitioned from physics to the arena of professional education, teacher education, and educational administration, one had to read Macaulay in detail and in depth. It became a professional requirement with increasing involvement and association with aspects such as curriculum development, teacher preparation, education policy formulation, and institution building. It was interesting to observe that everyone around-in institutions, meetings, and conferences-was keen to blame Macaulay for practically every misery that was thrust on India and its people by the British. Macaulay was "accepted" by practically most educationists and educators in India as the father of the doctrine: "To subjugate India, Indians must be delinked from India." Macaulay's Minutes of 1835 were implemented rather ruthlessly.

The English language, Western literature, Western civilisation, and culture were to be firmly established in India as the only path to becoming advanced and superior human beings. Not that everyone who mattered agreed, as some were interested in supporting Sanskrit and Arabic, but they were ignored and left to their fate under the argument that these needed financial support, while English schools had a rush of fee-paying students from the upper echelons of society. It is a long story that has established Macaulay even in schemes of futuristic educational planning.

The Pioneer
SINCE 1865

He succeeded in creating "a class of people, Indians in blood and colour, but English in tastes, in opinions, in morals, and in intellect." Over the last eight decades, India could not wriggle out of the clutches of the "Western cultural superiority syndrome". Will the PM's call make a difference? It could, only if serious efforts are initiated urgently to transform the institutional work culture in a mission mode. Further, individual inspiration and recognition could work wonders. NEP 2020 has the strength to achieve the target indicated by the PM within ten years. There are, however, certain basic systemic requirements to do so: cleaning up the regulatory mechanism, streamlining teacher recruitment systems, filling up all vacant teaching positions, appointing succeeding heads of institutions one month before the incumbent relinquishes charge, and imposing a strict ban on irregular, low-honorarium-based teachers at every stage.

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Nation

NCERT Class VII textbook highlights Mahmud of Ghazni's brutality; celebrates southern, eastern dynasties

Unlike the previous edition, where the Turkish ruler Mahmud just one paragraph, a whole chapter has been devoted to hin

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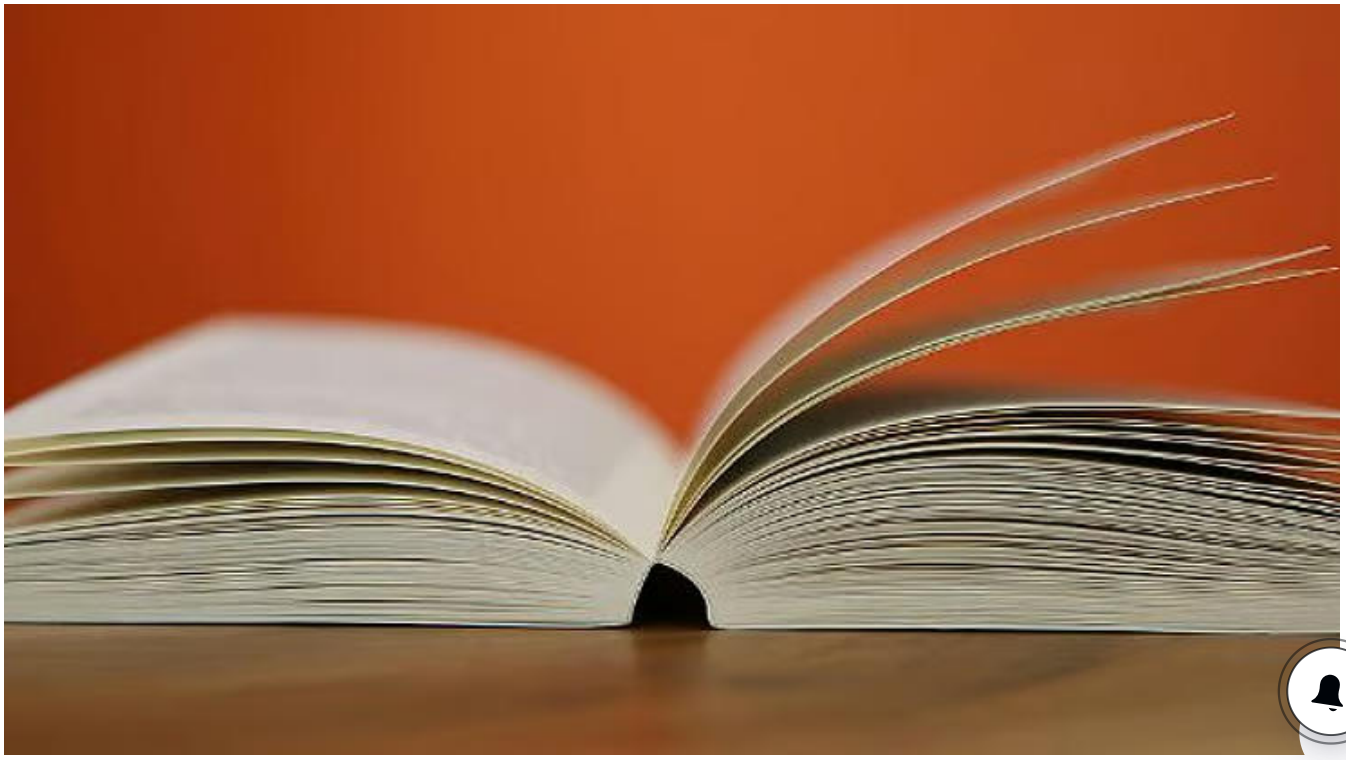


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Express News Service

Updated on: 11 Dec 2025, 11:47 pm · 2 min read

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NEW DELHI: The regime of Mahmud of Ghazni has been highlighted extensively in the Class VII Social Science Studies textbook (Part-2) released recently by the National Council of Educational Research and Training (NCERT).

The book also moves away from a North-centric narrative and showcasing the greatness of past dynasties in the Southern and Eastern parts of the country, said sources.

The textbook, titled *Exploring Societies: India and Beyond*, dwells on the period between the 6th and 12th centuries. It is in line with the National Education Policy 2020 and the National Curriculum Framework for School Education 2023.

TNIE was given access to the book. Unlike the previous e Turkish ruler Mahmud of Ghazni was allotted just one p chapter has been devoted to him in the revised edition.

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Chapter 4, titled *Turning Tides: 11th and 12th centuries*, deals extensively with the ruler and speaks of the destruction, plunder, and slaughter of tens of thousands of Indian civilians. “Numerous prisoners were captured, including children, who were later sold in the slave markets of Central Asia,” it said.

His biographers depicted him as “a powerful but cruel and ruthless general, keen not only to slaughter or enslave ‘infidels’ (Hindus, Buddhists, or Jains) but also to kill believers from rival sects of Islam.”

Mahmud later went to Gujarat and Somnath (present-day Saurashtra), which was a bustling seaport. “Despite strong resistance from the locals, after a few days of fighting Mahmud gained the upper hand, destroyed the Somnath Shiva temple, and looted its enormous treasures,” it said.

A noteworthy addition is the inclusion of dynasties whose contributions hardly found a place in textbooks in the past.

Advertisement



The Kakatiyas of Telangana patronised Telugu literature and built the 1000-pillar temple at Hanamkonda, it said. They had a strong local administration along with an efficient revenue system. The Chalukyas of [illegible] from school curricula earlier, are also included.

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A discussion on the Pallavas followed by the Bhakti tradition of South India finds a place here. Cholas, Hoysalas, philosophers like Ramanujacharya, and social reformers like Basaveshvara are highlighted.

The great past of Eastern and North-East India has been highlighted through detailed coverage of the Palas in Bengal and Bihar, who founded major universities like Vikramashila and Somapura. The Senas and Eastern Gangas, builders of the Jagannath Puri temple and Sun Temple in Konark, are covered along with the Varmans dynasty.

The great philosopher Shankaracharya, who consolidated the Advaita Vedanta school of thought, is also highlighted. His visit to Kashmir in the 8th century is mentioned, where he engaged in philosophical debates and contributed to the region's spiritual landscape.

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जनसत्ता, 12 दिसंबर 2025, पृष्ठ संख्या - 6

शिक्षा और संस्कृति

राजेंद्र जोशी

नई शिक्षा नीति, 2020 को स्वतंत्र भारत की तीसरी प्रमुख शिक्षा नीति के रूप में देखा जाता है। नीति दस्तावेज में 'भारतीयता' की भावना, मातृभाषा के माध्यम से शिक्षण और स्थानीय कला और संस्कृति से जोड़कर अधिगम की बात की गई है। शिक्षा के जमीनी ढांचे में विशेषकर राज्यों के स्तर पर इसका ठोस क्रियान्वयन अभी भी कई अड़चनों से घिरा हुआ है। दरअसल, नई शिक्षा नीति केवल पाठ्यक्रम निर्धारण का केंद्र बनकर रह गई है, जबकि हमारी शिक्षा नीति भारतीय भाषाओं, कला, संस्कृति और लोक संस्कृति के संवर्धन को आगे बढ़ाने वाली भी होनी चाहिए। पांच साल बीत जाने के बाद अभी तक न तो एकरूपता का पाठ्यक्रम निर्धारित हो पाया है और न ही भाषाई स्तर पर कोई प्रगति दिखाई दे रही है। इसके बिना राज्यों के लिए इसको आगे समझना मुश्किल लग रहा है।

भारत के दर्शन में 'सत्यं, शिवं, सुंदरम्' की अवधारणा शिक्षा के माध्यम से मानवीय मूल्यों को विकसित करने का आधार प्रदान करती है। नई शिक्षा नीति में भारतीय दर्शन और लोक परंपराओं को पाठ्यक्रम से जोड़ने की बात कही गई है, लेकिन उसका अनुपालन अभी संस्थागत रूप से दृश्यमान नहीं हुआ है। अगर विद्यार्थियों को अपनी परंपराओं और जन संस्कृति की समझ छोटे स्तर से ही दी जाए, तो भविष्य में भारतीय समाज एक जागरूक, सांस्कृतिक और स्वाभिमानी व्यक्तित्व का निर्माण कर सकता है। संस्कृति का अर्थ केवल नृत्य, संगीत या चित्रकला नहीं है, बल्कि यह समाज के व्यवहार, भाषा, उत्सव, पहनावे और जीवन दृष्टि में प्रकट होती है। शिक्षा अगर केवल आर्थिक आत्मनिर्भरता का साधन बन जाए, तो वह अधूरी है। नई नीति को आधुनिक विज्ञान और तकनीकी शिक्षा के साथ-साथ सांस्कृतिक चेतना को सशक्त करने के बीच संतुलन बनाना था।

देश के अलग-अलग राज्यों में विभिन्न कलाएं, सांस्कृतिक गतिविधियां, परंपराएं, भाषाई अभिव्यक्ति, कलाकृतियां, ऐतिहासिक और सांस्कृतिक धरोहर आदि परिलक्षित होता हुआ दिखाई देता है। उसकी जानकारी नई शिक्षा नीति में पाठ्यक्रम और भारतीय दर्शन के माध्यम से विद्यार्थियों को नियमित रूप से होनी चाहिए। भारत में खूबसूरत हस्तशिल्प, हाथ से बनी कला और संस्कृति का संवर्धन आम लोगों के बीच है, लेकिन समाज और राज्यों में अलग-अलग रूप से सामाजिक कल्याण के लिए, सांस्कृतिक जागरूकता का अपना बड़ा महत्त्व रहा है। राष्ट्रीय शिक्षा नीति में इसका उल्लेख तो किया गया है, पर पांच साल के बाद भी विश्वविद्यालयों और महाविद्यालयों के पाठ्यक्रम का हिस्सा नहीं बन पाया है। विद्यार्थियों का एक बड़ा वर्ग शिक्षा प्राप्त करके अपने व्यापार या नौकरी पेशे में आ जाएगा, तब वह भारत की सांस्कृतिक गतिविधियों से अछूता ही रहेगा। यहां का इतिहास, कला, भाषा और परंपरा की भावना ज्ञान के विकास द्वारा ही सकारात्मक सांस्कृतिक पहचान बनाता है।

हर राज्य में अपनी विशिष्ट कला-परंपराएं, लोकगीत, नृत्य रूप, हस्तशिल्प, चित्रकला और भाषाई शैलियां विद्यमान हैं, जो भारतीय पहचान को पोषित करती हैं। नई शिक्षा नीति का सबसे बड़ा अवसर यह था कि इन क्षेत्रीय और लोककलाओं को शिक्षा के मुख्यधारा पाठ्यक्रम का अंग बनाया जाए, ताकि विद्यार्थियों में अपने समाज, संस्कृति और परंपरा के प्रति गर्व और अपनापन विकसित हो। अफसोस की बात है कि यह विचार अभी तक दस्तावेजों में सीमित है। नीति में जिन पहलों का उल्लेख है, वे विश्वविद्यालयों और महाविद्यालयों में ठोस विषय संरचना के रूप में विकसित नहीं हो पाई हैं। नई नीति के अंतर्गत बाल्यावस्था से लेकर उच्च शिक्षा तक, विद्यार्थियों के मातृभाषा में अध्ययन की सिफारिश की गई है। यह सैद्धांतिक रूप से भारतीय भाषाओं को पुनर्जीवित करने का प्रयास है।

संस्कृति हमारी विरासत और भाषा की संरचना से तय होती है। कला-सांस्कृतिक पहचान जागरूकता को समर्थ करता है, समाज को उन्नत करने के अलावा सृजनात्मक क्षमताओं को भी बढ़ाता है। भारतीय कलाएं, प्रारंभिक बाल्यावस्था देखभाल और शिक्षा से आरंभ करते हुए शिक्षा के सभी स्तरों पर विद्यार्थियों को प्रदान की जानी चाहिए। नई शिक्षा नीति के एक अध्याय में भारतीय भाषाओं, कला और संस्कृति की बात की गई है। पर यह बात केवल दस्तावेजों तक सीमित न रहे, तो हम भाषाओं के आधार पर कलाओं एवं संस्कृति को आगे बढ़ाने का काम कर सकते हैं। वे भारतीय भाषाएं भी, जो आधिकारिक रूप से लुप्तप्राय की सूची में नहीं हैं, उनके माध्यम से शिक्षण और अधिगम को स्कूल और उच्चतर शिक्षा के प्रत्येक स्तर के साथ एकीकृत करने की आवश्यकता शिक्षा नीति में होनी चाहिए।

वर्तमान समय में जब वैश्वीकरण और पश्चिमी शिक्षा माडल का प्रभाव गहराई तक पहुंच चुका है, तब भारतीय शिक्षा नीति को केवल प्रतिस्पर्धात्मक नहीं, बल्कि सांस्कृतिक स्वावलंबन के केंद्र के रूप में कार्य करना होगा। नई शिक्षा नीति के उद्देश्यों को धरातल पर प्राप्त करने के लिए सरकार, शैक्षणिक संस्थान और समाज- तीनों का समन्वित प्रयास आवश्यक है। शिक्षा तभी सार्थक होगी, जब वह व्यक्ति को केवल रोजगार योग्य नहीं, बल्कि सांस्कृतिक, रचनात्मक और सामाजिक मूल्यों से परिपूर्ण नागरिक के रूप में विकसित करे। इस दृष्टि से नई शिक्षा नीति एक नए भारत के निर्माण का दस्तावेज बन सकती है, अगर इसे औपचारिक नीतिगत सीमाओं से निकालकर सांस्कृतिक-सामाजिक क्रियान्वयन के स्तर तक ले जाया जाए। भारत का भविष्य तभी उज्ज्वल होगा, जब उसकी शिक्षा भारतीय भाषाओं, कला, संस्कृति और परंपरा से जुड़े मूल्यों के साथ आगे बढ़ेगी।

दुनिया मेरे आगे

भारत में नई शिक्षा नीति का सबसे बड़ा अवसर यह था कि क्षेत्रीय और लोककलाओं को शिक्षा की मुख्यधारा के पाठ्यक्रम का अंग बनाया जाए, ताकि विद्यार्थियों में अपने समाज, अपनी संस्कृति और परंपरा के प्रति गर्व और अपनापन विकसित हो। अफसोस की बात है कि यह विचार अभी तक दस्तावेजों में सीमित है।

The Times of India, 12 December 2025, Page No- 8

Vasudhaiva Kutumbakam finds its way into textbook

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Officials said the intention is to tell children that the belief in global brotherhood has been integral to India's cultural fabric for centuries, long before it became the theme of India's G20 presidency

New Delhi: The idea of Vasudhaiva Kutumbakam is no longer just a phrase echoing at global forums. National Council of Educational Research and Training (NCERT) has introduced the concept to Class VII students through a social science chapter that traces the roots of this ancient philosophy.

Officials said the intention is to tell children that the belief in global brotherhood has been integral to India's cultural fabric for centuries, long before it became the theme of India's G20 presidency or a message repeatedly emphasised by Prime Minister Narendra Modi on the world stage.

NCERT director Dinesh Prasad Saklani said the idea is woven into its historical experience of welcoming and nurturing diverse communities. "The name of the chapter is 'India, a Home to Many'. Yes. The people who settled here, flourished and progressed, realised the meaning of India. The philosophy of India has the basic spirit of Vasudhaiva Kutumbakam," he said.

He added that the chapter "gives only a few examples of the people who came here due to different reasons and realised that they were safe and accepted here with affection." The lesson gives accounts of Jewish and Parsi groups who arrived in India after fleeing persecution and upheaval in their own lands.

These communities found not just refuge but dignity and opportunity, and the chapter highlights how this acceptance became part of India's long-standing tradition of offering shelter to those escaping injustice, an official said. For students, the message is simple but powerful: the idea of the world as one family is something India has practised, not merely preached.

The chapter widens its scope beyond social history, introducing students to the ingenuity of ancient Indian engineers and temple builders. By showcasing monuments that have withstood time, the narrative illustrates how science, art, technology and culture came together in early Indian society.

Students, officials said, will encounter examples of architectural brilliance, temples that still stand tall, as evidence of a civilisation that believed not only in inclusive values but also in intellectual and creative advancement.

Through these stories, officials believe the curriculum will help children understand that Vasudhaiva Kutumbakam is not a modern slogan but an inherited way of seeing the world, one that has shaped India's identity for generations.

The Pioneer, 12 December 2025, Page No - 8

Why educating girls is not enough: Bridge the skill gap



DEVENDRA KUMAR

2ND OPINION

THE PIONEER

India has spent decades strengthening girls' access to education. Through scholarships, awareness drives, and community-level campaigns, the country has succeeded in bringing more girls into classrooms than ever before. Enrolment rates for girls have risen at primary, secondary, and even higher education levels. Yet a stubborn gap remains: while more young women finish school and college, far fewer make it into the workforce. This disconnect reveals a hard truth-education alone cannot guarantee employment. For Indian girls, skill development is the missing link between learning and livelihood.

Across the country, thousands of young women hold degrees but remain unemployed. This reflects a deeper structural issue: literacy and academic qualifications, although essential, do not automatically translate into employability. Many graduates lack the practical, digital, and workplace skills demanded by contemporary industries. Compounding this are entrenched social norms and cultural expectations that often overshadow the benefits of education. For many girls, familial restrictions, gender stereotypes, and ideas about "appropriate" work limit their ability to turn education into financial independence.

The Pioneer SINCE 1865

These social barriers shape everything-from whether a woman is allowed to work to what kind of job she can accept. Families frequently avoid roles that involve travel, physical tasks, or late hours, forcing even educated women into narrow, low-growth career paths. Confidence-building and communication abilities-skills critical in today's work culture-are rarely nurtured in traditional classrooms, making skill development programmes essential.

The reality becomes even harsher in India's vast informal sector, where more than 90 percent of working women remain concentrated. Most are unskilled and engaged in low-paid, insecure jobs-domestic work, agriculture, tailoring, construction, home-based production, or micro-enterprises. In rural areas especially, women face severe skill deprivation and remain trapped in unstable jobs with little chance of mobility. Skill development can change this trajectory. Training in digital literacy helps women shift from low-productivity work to stable, better-paying opportunities. Today's industries-whether healthcare, manufacturing, hospitality, technology, or retail-demand a blend of theoretical knowledge and practical ability, and skill training provides this bridge.

When women acquire skills, the impact extends far beyond employment. Skilled women strengthen economic productivity, innovation, and inclusive growth. Within families, a working daughter or mother enhances financial security and decision-making power. Moreover, skilled workers are better positioned to negotiate fair wages, resist exploitation, and move into formal employment.

The next step for India must be to integrate skill development into every stage of education. Rural training centres must be expanded, especially for girls with restricted mobility. Partnerships with industry can ensure training aligns with real job market needs. Crucially, communities and families must be sensitised to value skill training as essential-not secondary-to education. For India's girls, skill is the pathway to independence, confidence, and security.

The writer is the founder of the Ladli Foundation

The Hindu, 12 December 2025, Page No - 8

The stark reality of educational costs in India



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Article 21A (86th Amendment, 2002) of the Constitution of India provides the Right to Free and Compulsory Education for children of ages six to 14 years. The National Education Policy (NEP) 2020 expands this vision to cover children from ages three to 18 years, thereby extending the goal of universal education from pre-primary to higher secondary (Class 12). The NEP aims to achieve this universalisation of school education up to the secondary level by 2030. Although education is meant to be free, many students still attend private schools, where substantial fees are charged. In addition, due to several reasons, many students also go for private coaching, which adds to the financial burden.

Given the constitutional guarantee of free education, how expensive is basic schooling in India? How much do parents actually spend to send their children to school – an obligation that, in principle, lies with the government as mentioned in the Constitution? The NSS 80th Round (April-June 2025) survey, on "Comprehensive Modular Survey: Education", offers the latest data to explore these questions.

Enrolment trends in schools

At the national level, 55.9% of students are enrolled in government schools, 11.3% in private aided schools, and 31.9% in private unaided schools. Enrolment in private schools is much higher in the urban sector than in the rural sector. Among the total schoolchildren in urban areas, 51.4% are enrolled in private school, while this share is 24.3% in rural areas. However, the gender gap in private school enrolment is relatively small – 34% of boys and 29.5% of girls.

In the rural sector, children are enrolled more in government schools than in private schools. Private school enrolment is 28.1% in pre-primary, 25.9% in primary, 21% in middle and secondary, and 25.8% in higher secondary. In contrast, in the urban sector, the share of children enrolled in private schools is much higher – 62.9% in pre-primary, 55.3% in primary, 49.8% in middle, 44% in secondary, and 42.3% in higher secondary. As education levels increase, private school enrolment declines in urban areas.

When compared with the earlier round of the NSS Survey on Education (75th round; July 2017-June 2018), we observe an increased share of children enrolled in private schools. In rural areas, the share of children enrolled in private schools increased from 20.9% to 25.9% in primary level, from 16.7% to 21% in middle level, and from 17.3% to 21.1% in secondary level. In urban areas, the share of children enrolled in private schools increased from 50.5% to 55.3% at the primary level, and from 41.8% to 49.8% at the middle level. This rising enrolment in private schools is leading to the increasing costs of education.

Enrolment in government and private schools is closely linked with educational expenditure.

A finding of the NSS 80th Round survey, on 'Comprehensive Modular Survey: Education', is growing inequalities in access to quality education

The survey asked whether students had to pay any course fee. In rural areas, 25.3% of government school students and 98.2% of private school students reported paying course fees. In urban areas, 34.7% of government school students and 98% of private school students reported paying course fees.

The survey reveals that for fees per academic year in government schools, rural fees range from ₹823 (pre-primary) to ₹7,308 (higher secondary), while urban fees range from ₹1,630 (pre-primary) to ₹7,704 (higher secondary). In private schools, rural fees start at ₹17,988 (pre-primary) and go up to ₹33,567 (higher secondary), while urban fees range from ₹26,188 (pre-primary) to ₹49,075 (higher secondary).

When these figures are converted into monthly terms, the financial burden of private schooling becomes even more apparent. In rural areas, monthly expenditure on private schooling ranges from ₹1,499 for pre-primary to ₹2,797 for higher secondary. In urban areas, these figures rise significantly, from ₹2,182 to ₹4,089. When compared to the Monthly Per Capita Expenditure (MPCE) from the Household Consumption Expenditure Survey (HCES) 2023-24 survey, it is evident that the cost of private schooling at the pre-primary level is roughly equivalent to the monthly income of the poorest 5% of households, while the cost at the higher secondary level aligns with the MPCE of households in the third income decile. This stark contrast underscores the financial strain that many families face in accessing quality education.

Incidence and cost of private tuition

The survey collected information on whether a student was taking or had taken private coaching during the current academic year. In this survey, information on private coaching was collected separately and not as a component of expenditure on school education. The survey found that 25.5% of children in rural areas and 30.7% in urban areas take private coaching. In the rural and urban sectors, the proportion of students taking private tuition increases as we move from lower to higher levels of education. In rural areas, it is 10.7% at pre-primary, 21.6% at primary, 29.1% at middle, 36.7% at secondary, and 33.1% at higher secondary. In urban areas, it is 13.6% at pre-primary, 26.6% at primary, 31% at middle, 40.2% at secondary, and 44.6% at higher secondary.

The average expenditure on private coaching per reported student during the current academic year is higher in the urban sector than in the rural sector. It is ₹13,026 in urban areas and ₹7,066 in rural areas. The average expenditure on private coaching increases as we move from lower to higher levels of education. In rural areas, it is ₹3,980 for pre-primary, ₹4,825 for primary, ₹6,043 for middle, ₹8,616 for secondary, and ₹13,803 for higher secondary. In urban areas, it is ₹5,815 for pre-primary, ₹7,947 for primary, ₹10,765 for middle, ₹16,415 for secondary, and ₹22,394 for higher secondary.

Research shows that higher household income, better educated parents, and urban residence are strongly correlated with a greater demand for private tuition. Studies also observe a positive and significant effect of private tutoring on students' learning outcomes.

Consequently, parents who place a high value on education and possess the financial resources are more likely to invest in private tutoring for their children. Thus, the tendency to seek private tuition is particularly higher among students enrolled in private schools. Although private schooling charges relatively high fees, many teachers in private schools are underpaid and often underqualified, which leads students to rely on private tutoring for academic support. Further, some scholars argue that private tuition has also become a symbol of prestige among families.

Strengthen publicly funded schools

The findings of the NSS 80th Round Survey highlight the stark reality of educational costs in India. Despite the constitutional guarantee of free education, a significant proportion of students, (24.3% in rural and 51.4% in urban), attend private schools that require substantial fees. With private tuition further burdening household finances, education is becoming increasingly unaffordable for many families, particularly those from lower-income backgrounds.

This trend is not only exacerbating inequalities in access to quality education but also threatening the very principle of basic and universal education. As government schools face declining enrolment, children from economically disadvantaged families are being pushed into the private education system, often at the cost of significant financial strain.

Additionally, the growing private tuition phenomenon contributes to widening learning inequalities, where the wealthy have an undeniable advantage over disadvantaged households. Thus, strengthening the quality of learning in publicly funded schools can arrest this trend.

Addressing these challenges requires urgent reforms. Strengthening the quality and accessibility of government schools is paramount to ensuring that education remains a right, not a privilege. A 2024 study by economists Ankush Agrawal, Parul Gupta, and Debasis Mondal published in *The Journal of Development Studies* finds that private tuition is negatively associated with school quality indicators. This implies that students at 'better' schools rely less on tutoring. Thus, strengthening the quality of learning would help bridge the widening gap between students from different socio-economic backgrounds. It is only through these efforts that we can move toward achieving truly equitable and inclusive education for all children in India.

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Vasudhaiva Kutumbakam finds its way into textbook

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New Delhi: The idea of Vasudhaiva Kutumbakam is no longer just a phrase echoing at global forums. National Council of Educational Research and Training (NCERT) has introduced the concept to Class VII students through a social science chapter that traces the roots of this ancient philosophy.

Officials said the intention is to tell children that the belief in global brotherhood has been integral to India's cultural fabric for centuries, long before it became the theme of India's G20 presidency or a message repeatedly emphasised by Prime Minister Narendra Modi on the world stage.

NCERT director Dinesh Prasad Saklani said the idea is woven into its historical experience of welcoming and nurturing diverse communities. "The name of the chapter is ‘India, a Home to Many'. Yes. The people who settled here, flourished and progressed, realised the meaning of India. The philosophy of India has the basic spirit of Vasudhaiva Kutumbakam," he said.

He added that the chapter "gives only a few examples of the people who came here due to different reasons and realised that they were safe and accepted here with affection." The lesson gives accounts of Jewish and Parsi groups who arrived in India after fleeing persecution and upheaval in their own lands.

These communities found not just refuge but dignity and opportunity, and the chapter highlights how this acceptance became part of India's long-standing tradition of offering shelter to those escaping injustice, an official said. For students, the message is simple but powerful: the idea of the world as one family is something India has practised, not merely preached.

The chapter widens its scope beyond social history, introducing students to the ingenuity of ancient Indian engineers and temple builders. By showcasing monuments that have withstood time, the narrative illustrates how science, art, technology and culture came together in early Indian society.

Students, officials said, will encounter examples of architectural brilliance, temples that still stand tall, as evidence of a civilisation that believed not only in inclusive values but also in intellectual and creative advancement.

Through these stories, officials believe the curriculum will help children understand that Vasudhaiva Kutumbakam is not a modern slogan but an inherited way of seeing the world, one that has shaped India's identity for generations.

India AI Mission Invites Global Submissions On AI's Real-World Impact In Education



The India AI Mission has opened a global Call for Use Cases for the Casebook on the Real-World Impact of Artificial Intelligence in Education. The call for case studies will remain open till the 25th of this month giving an opportunity to author a chapter in the casebook.

The Ministry of Electronics and Information Technology said that this was done in partnership with the Central Square Foundation and EkStep Foundation. The casebook will spotlight proven, scalable AI applications that are transforming learning outcomes, strengthening teaching, and improving access to quality education across emerging and developing economies.

The Ministry informed that the India-AI Impact Summit 2026 will also feature the unveiling of the compendium, between 16 and 20th of this month in New Delhi. The Summit will offer innovators, researchers, and practitioners an opportunity to showcase their work before global policymakers, educators, and EdTech innovators. Submissions are invited from individuals and organisations that have implemented successful, ethical and inclusive AI in education use cases.

Ministry of Education celebrates Bharatiya Bhasha Utsav 2025

“Many languages, one emotion” theme highlights India’s linguistic harmony and pays tribute to Subramania Bharati

Posted On: 12 DEC 2025 3:46PM by PIB Delhi

The Department of School Education and Literacy (DoSEL), Ministry of Education, celebrated the valedictory Function of **Bharatiya Bhasha Utsav (BBU) 2025** on 11th December 2025 on the occasion of National Bal Bhavan, New Delhi. The event was graced by **Shri Sanjay Kumar**, Secretary, The Department of School Education and Literacy (DoSEL), Ministry of Education, along with **Prof M Jagadesh Kumar**, Former Chairman, University Grants Commission.



Speaking on the occasion, Shri Sanjay Kumar, Secretary, DoSEL, reflected on three years of Bharatiya Bhasha Utsav celebrations. He recalled the life and ideals of Subramania Bharati, highlighting his contributions to freedom, social reform and multilingualism. Emphasising the importance of reading and vision of National Education Policy 2020, of learning in the mother tongue, he encouraged students and teachers to embrace multiple languages, enrich their vocabulary and communicate with clarity and precision. He paid tribute to Subramania Bharati on his birth anniversary and underscored the cultural strength that comes from respecting all languages and communities.

Prof. M. Jagadesh Kumar, while interacting with students, highlighted the purpose of learning multiple languages. He encouraged students to develop critical thinking, creativity and innovation, noting that cognitive flexibility, strengthened through multilingualism, enables appreciation of diverse perspectives and prepares young learners to contribute to Viksit Bharat 2047.



A vibrant cultural programme presented a rich showcase of India's linguistic and cultural diversity. Students from Kendriya Vidyalaya Sangathan (KVS), Navodaya Vidyalaya Samiti (NVS), Eklavya Model Residential Schools (EMRS) and National Bal Bhavan (NBB) performed songs, classical and folk dances, multilingual patriotic renditions, *nukkad natak* and poetry recitations. The performances created an atmosphere of cultural harmony and highlighted the creative talent of students from various institutions.



Stalls were set up to display teaching and learning material developed in different languages. Language games were also organised, which saw enthusiastic participation from students.



This year's celebrations were held under the theme **"भाषाएँ अनेक, भाव एक / Many Languages, One Emotion"**, commemorating the birth anniversary of Subramania Bharati on 11th December 2025. Schools across India observed week-long celebrations from 4th to 11th December with interactive activities promoting multilingualism and cultural harmony.

Bharatiya Bhasha Utsav 2025 reaffirmed the Department of School Education and Literacy's commitment to preserving India's linguistic heritage and promoting multilingualism as envisioned in the **National Education Policy (NEP) 2020**. The celebration further strengthened cultural unity and inspired young learners to embrace the linguistic richness of India.

The programme was attended by Shri Dheeraj Sahu, Additional Secretary, DoSEL; Shri Anandrao V Patil, Additional Secretary, DoSEL; Smt Archana Awasthi, Joint Secretary, DoSEL; Smt A Srija, Economic Advisor, DoSEL; Prof Dinesh Prasad Saklani, Director, NCERT; Shri Pankaj Arora, Chairman, NCTE; Shri Rajesh Lakhani, Commissioner, Navodaya Vidyalaya Samiti (NVS); Shri Vikas Gupta, Commissioner, Kendriya Vidyalaya Sangathan (KVS); senior officials of the Ministry; officials from Bharatiya Bhasha Samiti; heads of autonomous bodies; academicians; teachers and school students from across the country.

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The Hindu, 13 December 2025, Page No – 2, 4

Training on for govt. teachers in Indian knowledge systems

The Hindu Bureau
NEW DELHI

The State Council of Educational Research and Training (SCERT), Delhi, has started a five-day capacity-building programme for Delhi government school teachers on Indian knowledge systems (IKS) at IIT Mandi and at Central Sanskrit University, Kerala. Two such training programmes in Kerala for 42 teachers each have been scheduled for December 12-16 and 17-21, as per recent SCERT notices. One of the notices, issued on December 10, states that the programme's objective is to promote "hands-on and experiential learning through the integration of concepts" from the Indian knowledge systems, emphasised in the National Education Policy 2020.

The programme also aims to produce "conceptual lucidity by drawing connections among ideas using the age-old cognition provided by IKS" and "nurture creativity and conceptual understanding by connecting modern concepts with traditional Indian scientific thought". In November, around 100 teachers received training at IIT Mandi in three different batches. Another batch of 42 participants underwent training in Kerala at the end of October.

In Karnataka, 188 govt. schools have zero enrolment; only 1 teacher in 6,675 institutes

Jayanth R.
BENGALURU

A total of 188 government schools in Karnataka have zero enrolment this year, School Education and Literacy Minister Madhu Bangarappa revealed in the State Legislative Council.

Responding to a question by MLC K.S. Naveen on enrolment of school students, Mr. Bangarappa said Tumakuru educational district has the highest number of zero enrolment schools at 45, followed by Kalaburagi (21), Kolar (20), Koppal (18), Bidar (17), and Chitradurga (12).

The Minister added that private schools had 1,68,132 more enrolments in Class 1 than government schools. He said 3,42,756 students enrolled in Class 1 in 46,460 government schools in the current academic year. In contrast, 5,10,888 students enrolled in 19,000 private schools.



Class 1 enrolments in government schools were 1.68 lakh fewer than in private schools, according to government data. FILE PHOTO

In Bengaluru South educational district, the largest number, 1,00,724 students, are enrolled in private schools while only 12,834 students are enrolled in government schools. From 2025-16 to 2025-26, enrolment in government schools declined from 47.1 lakh to 38.2 lakh (19%). Enrolment in private schools increased from 36.3 lakh to 47 lakh (29%), he said.

The government also revealed that there is only one teacher in 6,675 schools. Hassan has the highest number of such schools at 586, followed by Tumakuru (426), Kolar (347), Mandya (338), Chickballapur (334), Bengaluru South (298), and Mysuru (294).

No toilets in 170 schools

In response to a question by MLC N. Ravikumar about basic infrastructure in government schools, Mr. Bangarappa said 170 schools lack a toilet and 61 do not have any drinking water facility.

According to the Minister, Karnataka has 46,460 government schools and 40,74,525 students have enrolled for 2025-26. Out of these, only 46,290 schools have a toilet.

Umesh G. Gangavadi, State chief of the School Development Monitoring Committee, said the government should make serious efforts to save government schools by increasing the quality of education and facilities.

The Indian Express
13 December 2025,
Page No - 20

GDP: GRAPHS, DATA, CHARTS

The link between inequality and public education



UDIT MISHRA

THE WORLD Inequality Report for 2026, released this week, yet again underscored the widening inequalities not just within a country but also in the world as a whole. Data shows that the top 10% of the global population's income-earners earn more than the remaining 90%, while the poorest half of the global population captures less than 10% of the total global income. Wealth is even more concentrated: the top 10% own three-quarters of global wealth, while the bottom half holds only 2%.

The global averages conceal enormous divides between regions, states the report. The world is split into clear income tiers:

- High-income regions such as North America & Oceania and Europe;
- Middle-income groups including Russia & Central Asia, East Asia, and the Middle East & North Africa
- And very populous regions where average incomes remain low, such as Latin America, South & Southeast Asia (this is where India falls), and Sub-Saharan Africa.

The data shows sharp contrasts even after correcting for price differences across regions.

"An average person in North America & Oceania earns about thirteen times more than someone in Sub-Saharan Africa and three times more than the global average. Put differently, average daily income in North America & Oceania is about €125, compared to only €10 in Sub-Saharan Africa. And these are averages: within each region, many people live with far less," states the report.

Often the basic questions — whether there is inequality, and if so, how severe — are deeply contested. This often means that the more substantive issues do not get the required attention. For instance: What type of policies can reduce the yawning gap of inequalities.

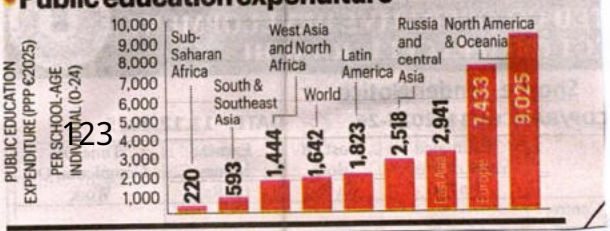
The WIR 2026 lays out many, but here's the top one: Public investments in education and health. "These are among the most powerful equalizers, yet access to these basic services remains uneven and stratified. Public investment in free, high-quality schools, universal healthcare, childcare, and nutrition programs can reduce early-life disparities and foster lifelong learning opportunities. By ensuring that talent and effort, rather than background, determine life chances, such investments build more inclusive and resilient societies," argues the report.

To be sure, "public investment" means the expenditure by governments towards education.

It is instructive to note where each of the above mentioned regions show up on public education expenditure (see chart). "In 2025, average public education expenditure per school-age individual (0-to-24-year-old) varies enormously across world regions, from €220 in Sub-Saharan Africa to €9,025 in North America & Oceania (PPP €2025), i.e., a gap of almost 1 to 41."

Is it any surprise why laggard regions continue to lag?

Public education expenditure



Printed from
THE TIMES OF INDIA

Unlucky 14? RTE Act mandates free education only till Class VIII, later hurdles push many out

TNN | Dec 13, 2025, 10.53 AM IST



NEW DELHI: In countless low-income households, the promise of education glows like a distant beacon, bright enough to inspire hope, yet often dimmed by financial strain. For one family in Jharkhand, that promise seemed within reach when they secured a seat for their child in a private school in Delhi through the Economically Weaker Section (EWS) quota, a provision meant to open the doors of quality education to children who might otherwise be shut out. For years, the arrangement worked. But everything changed when their child turned 14.

Almost overnight, the family was handed a monthly fee demand of Rs 8,000, a sum far beyond their means. The school claimed it was simply following the Right to Education (RTE) Act, which mandates free school education only until the age of 14, typically covering education up to Class VIII. After that, the responsibility of paying the fee shifts back to the family.

The struggle of the Jharkhand family is far from unique. Recently, another private city school sent notices to 40 EWS parents, informing them that once their children completed Class VII in March 2026, they would no longer be allowed to continue.

"It is to bring to your notice that exemptions from payment of fee under the EWS category as specified under the RTE Act are available only to students pursuing elementary education up to Class VIII. Upon promotion to Class

IX, your ward will not be able to continue in the school," the circular read. Section 12 (1)(C) of the RTE Act reserves 25% of seats for children belonging to the Economically Weaker Section/Disadvantaged Group (EWS/DG) category.

According to experts, the RTE Act guarantees basic education, but loopholes and financial hurdles push many students out of the system, with little oversight to help them stay on track. "Thousands of similarly situated students will face the same problem in the coming years. Across India, over a lakh children may be forced out of private schools after Class VIII, as the RTE Act offers no protection beyond that. Even in Delhi alone, thousands are on the brink," said Ashok Agarwal, education activist and lawyer.
"Central govt must amend the RTE Act to extend free education for EWS/DG students beyond Class VIII and up to Class XII. State govts can also enact legislation to protect these students," he added.

Officials of Delhi govt's education department said to ensure EWS norms are properly followed, they repeatedly issue notices to schools whenever complaints are received.

However, experts pointed out that some schools claiming to be on private land are actually on DDA land, where RTE rules require EWS provisions up to Class XII. "If schools are not following this, they are violating the rules. It is very unfortunate that a child can study for years in one environment and then be forced to move solely because the family cannot afford fees. There should be a support mechanism to bridge this gap," said advocate Khagesh Jha.
Even when parents transfer their children to another school after Class VIII, the challenges they face are immense. For instance, when a woman transferred her child to a govt school, he refused to attend after a few days, citing an "unfamiliar environment" and "lower standards". "Once a child is in a private school, they should be able to complete their schooling there. Moving to a govt school is a major adjustment, and many children stop going," she said.

A SYSTEM BUILT T

CHALLENGES FACED

- Many private schools stop free education once a child turns 14 or completes Class VIII, citing RTE limits
- Families suddenly face unaffordable fee demands
- Schools send notices asking EWS students to leave, pushing them out



of the system

➤ Parents struggle because shifting to govt schools means a sudden change in medium, environment and academic level

➤ Children moving from English-medium private schools to Hindi-medium govt schools often cannot cope and lose interest

➤ Many end up dropping out due to academic gaps, stigma

or emotional distress after being separated from peers

➤ Weak govt monitoring allows schools to violate land norms and remove students despite obligations

➤ No system exists to ensure smooth transfer of students to suitable nearby schools

➤ Low-income parents often try a few schools and then give up, increasing risk of child labour or permanent dropout

"When others continue to study in the same school and these kids have to leave, it takes a toll on them mentally," added another parent.

Across India, rising educational costs are forcing children from marginalised communities to drop out once they reach high school age. Education, once seen as a ladder out of poverty, is increasingly slipping out of reach for these families. The problem is compounded by the limitations of the RTE Act, which guarantees free education only up to Class VIII. Beyond this point, students are left vulnerable to financial pressures and school policies that can force them out.

According to Agarwal, the RTE Act's current provisions leave many children without support once they enter Class IX. He had earlier written to the PM requesting amendments to allow EWS/DG students to continue their studies in the same private schools up to Class XII.

"According to Delhi govt rules and the RTE Act, 2009, schools on DDA-allotted land are required to provide free education to EWS children up to Class XII. While schools on private land can legally charge fees or transfer students after Class VIII, extending the Act to Class XII would not create any additional financial burden, since the cost would be the same as if the children were in govt schools. So why not extend it?" asked Agarwal.

The issue is twofold, Jha pointed out. "Children shifted from English-medium private schools to govt schools face two major challenges: a new medium of instruction and an entirely different learning environment. A child accustomed to English-medium lessons may not understand Hindi, lose interest, and fall behind. Such sudden shifts often lead to dropouts or child labour."

Aparajita Gautam, president of Delhi Parents Association, underscored the systemic nature of the problem: "We also need to examine how many EWS students actually reach Class VIII. Though 25% of seats are reserved at admission, only about 10% of these children remain. The larger issue is that authorities who are supposed to enforce the law remain passive. Even schools on DDA land, which are legally required to retain children till Class XII, fail to provide this option. Families who can afford it convert their children to the general category, while genuine cases suffer."

Printed from
THE TIMES OF INDIA

New CBSE Class 8 curriculum to have over20 pages on rise of Marathas, says Bhoyar

Dec 13, 2025, 12.55 AM IST



Nagpur: The Maharashtra govt on Friday informed the legislative council that it was 'successful' in ensuring the inclusion of a comprehensive history of Chhatrapati Shivaji Maharaj in the CBSE Class 8 curriculum. This reply came after independent MLC Satyajeet Tambe alleged that CBSE had done injustice to the history of Maharashtra by keeping only "68 words on Shivaji" in its curriculum. Tambe raised the issue in the monsoon session of the state legislature, and now, in the ongoing winter session at Nagpur, the state govt gave a detailed reply with an update.

Minister of state for school education Pankaj Bhoyar said, "This govt is sensitive to Shivaji Maharaj's history, and I am happy to tell you that for Class 8, we have successfully introduced a chapter called The Rise of Maratha which runs from page 61 to 82." The minister also questioned why the earlier govt machinery could not implement the same. "CBSE's curriculum has been in existence for decades; it's not as if this issue cropped up a few years ago. So even the earlier regime should have followed up on this," said Bhoyar.

Shiv Sena (UBT) MLC Jagannath Abhyankar said the state should prepare a graded curriculum on Shivaji's history and give it to NCERT.

Bhoyar said, "The curriculum (for CBSE) is prepared by NCERT, and our Maharashtra's SCERT cannot dictate terms to them. Still, we have sent a very detailed proposal for including Shivaji Maharaj's history to NCERT. But when it comes to inclusion, they might do it in phases. We shall keep following up." He added that Shivaji's administrative model was a source of inspiration for PM Narendra Modi and CM Devendra Fadnavis, which in turn helped gain favour with citizens, leading to favourable mandates in elections.

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Top Headlines

NCERT's New Textbook Shifts Focus to Regional Medieval Kingdoms

NCERT's new Grade 7 Social Science book shifts focus beyond North India, highlighting kingdoms like the Kakatiyas and Eastern Gangas.

Sentinel Digital Desk

Published on: 13 Dec 2025, 8:36 am

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New Delhi: From the Kakatiyas of Telangana to the Eastern Gangas of Odisha, NCERT's newly released Grade 7 Social Science textbook marks a clear shift from a North India-centric narrative to include kingdoms from all corners of India.

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Covering the 6th to 12th century CE, the book, Exploring Societies: India and Beyond, offers students a truly Pan-Indian perspective on early medieval history, cultural developments, and temple architecture for the first time. Earlier textbooks often focused heavily on the tripartite struggle between the Palas, Gurjara-Pratiharas, and Rashtrakutas, along with the early Sultanate period. The new textbook, developed under NEP 2020 and NCF-SE 2023 guidelines, expands

From South India, the Kakatiyas of Telangana gained prominence for their patronage of Telugu literature, strong local administration through village self-governance, efficient revenue systems, and extensive irrigation projects that supported agricultural prosperity.

Their iconic thousand-pillar temple at Hanamkonda is highlighted as a symbol of both religious devotion and architectural innovation.

The Chalukyas of Kalyani are featured for King Someshvara III, whose 12th-century encyclopaedia Manasollasa covered astronomy, architecture, music, medicine, cooking, and games, reflecting a sophisticated and multi-disciplinary outlook.

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The Pallavas of Tamil Nadu are recognized for their rock-cut caves and the UNESCO-listed Shore Temple at Mamallapuram.

The textbook also highlights the Pallavas' role in promoting the Bhakti tradition through the Alvars and Nayanars, laying the foundations for devotional movements across South India.

Moving westward, the Hoysalas of Karnataka are praised for their contributions to Kannada literature and temple architecture, with the intricately carved temples at Belur and Halebidu exemplifying regional artistic excellence.

In Eastern India, the Eastern Gangas of Odisha are featured for constructing monumental structures like the Jagannath Temple at Puri and the Sun Temple at Konark.

The Paramaras are represented through the scholar-king Bhoja, whose treatise Samarangana Sutradhara provided detailed guidance on architecture, town planning, sculpture, and mechanical devices, highlighting the era's technical and intellectual achievements.

The Brahmapala dynasty of Kamarupa (present-day Assam) ensures meaningful representation of North-East India, reflecting the textbook's commitment to inclusivity.

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Chahamanas, and Gangas, bringing their regional contributions to light. Philosophers like Shankaracharya, who consolidated Advaita Vedanta, and Ramanujacharya, along with social reformers like Basaveshvara, founder of the Lingayat movement, are also covered, reflecting the period's rich spiritual and intellectual landscape.

Temple architecture, a major highlight of the textbook, is presented as both an artistic and cultural marker. The Kailashanatha Temple at Ellora, carved during the Rashtrakuta period, is discussed as India's largest rock-cut temple.

The Basaveshvara Temple of the Cholas and the Lakshmana Temple of the Chandelas are highlighted for their structural ingenuity and aesthetic achievements. Unlike older editions that focused predominantly on North India and Delhi Sultanate monuments, the new textbook situates regional architecture at the heart of historical discussions, emphasizing the integration of religious narratives and local craftsmanship. (ANI)

Also Read: India's First Fully Digital Census 2027 Approved by Cabinet

NCERT textbook | Medieval Kingdoms

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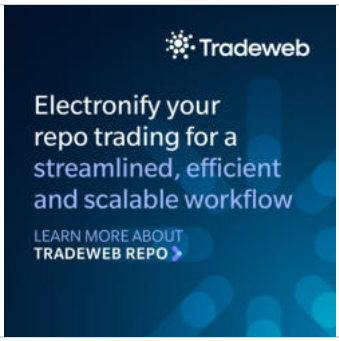
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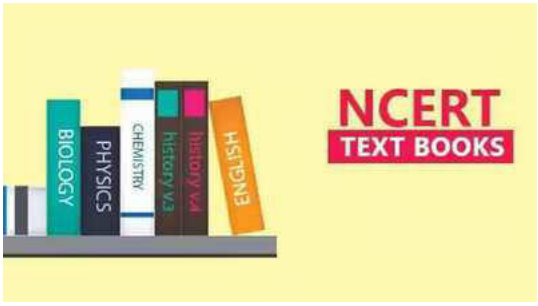
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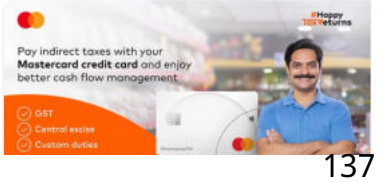
NCERT adds new 'Vasudhaiva Kutumbakam' chapter to class 7 social science curriculum

2d • 3 min read



NCERT Adds New 'Vasudhaiva Kutumbakam' Chapter to Class 7 Social Science Curriculum

Students of Class 7 studying through NCERT textbooks will now explore India's timeless philosophy of *Vasudhaiva Kutumbakam* as part of their Social Science syllabus. The National Council of Educational Research and Training (NCERT) has updated the curriculum to include a new chapter dedicated to this ancient Indian belief that translates to "The world is one family." The chapter has recently been introduced across Class 7 Social Science books and aims to familiarise young learners with India's rich cultural and civilisational heritage.



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A New Addition to Introduce India's Civilisational Ethos

NCERT has been gradually updating school textbooks to help the younger generation better understand the country's cultural roots, historical traditions and age-old philosophies. Under this revision, Class 7 Social Science books now include a new chapter that focuses on the idea of *Vasudhaiva Kutumbakam*, a principle that has guided Indian thinking for centuries and has been embraced globally in recent years.

According to NCERT, the objective behind adding this lesson is to help students recognise how deeply the idea of universal brotherhood is woven into India's cultural fabric. While the phrase gained global visibility during India's G20 presidency theme, it has been an essential part of India's social values for thousands of years.

NCERT Director Dinesh Prasad Saklani explained that the new chapter is titled **"India: A Home to Many."** He said the chapter highlights how diverse communities that arrived in India over the centuries found acceptance, respect and opportunities to flourish. "Those who settled here and prospered understood the true meaning of India. The ethos of *Vasudhaiva Kutumbakam* is deeply embedded in India's worldview," he added.

Related video: Young Ram Bhakts Recite Swasti Vachan, Highlighting India's Ancient Oral Traditions (India Today)

What the New Chapter Covers

The chapter presents real historical examples of communities that migrated to India under difficult circumstances and were welcomed with safety and dignity. Students will learn about groups such as **Jews and Parsis**, who fled persecution and unrest in their native lands and eventually made India their home.

These communities not only found refuge but also experienced social harmony, cultural acceptance and ample opportunities to grow. The chapter emphasises how this spirit of inclusion reflects India's long-standing tradition of treating the world as a single family.

By including such examples, the textbook aims to reinforce the idea that *Vasudhaiva Kutumbakam* is not merely a slogan or a phrase worn in speeches. Instead, it represents the essence of Indian civilisation — a worldview that promotes unity, compassion and coexistence.

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Why NCERT Introduced This Lesson

Officials from NCERT state that the purpose of this addition is to help children understand that India's belief in universal harmony is not new. It has continued through centuries, shaping India's cultural identity and influencing how the nation interacts with the world.

The chapter is designed to help young students appreciate that India's civilisation has always been open to different cultures, religions and communities. It also highlights how India has historically welcomed people in crisis, offering them a chance to rebuild their lives with dignity.

The lesson encourages students to see the enduring relevance of this philosophy in today's interconnected world and understand how India's ancient values continue to inspire global discussions on peace and cooperation.

A Step Toward Strengthening Cultural Awareness



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By adding *Vasudhaiva Kutumbakam* to the curriculum, NCERT aims to nurture a deeper sense of cultural pride among students while promoting values such as harmony, inclusiveness and respect for diversity. The chapter reinforces that India's civilisational thinking has always placed humanity at the centre and continues to resonate across generations.

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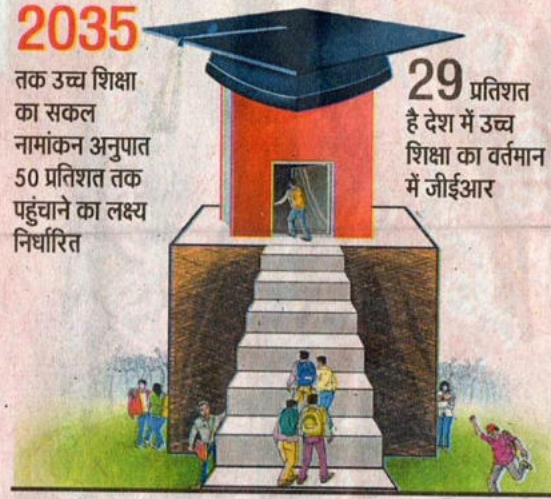
दैनिक जागरण, 14 दिसंबर 2024, पृष्ठ संख्या - 6

अपने उच्च शिक्षण संस्थानों को निखारेगा केंद्रीय शिक्षा मंत्रालय

जागरण ब्यूरो, नई दिल्ली : विश्वस्तरीय रैंकिंग में दुनिया के शीर्ष विश्वविद्यालयों में शामिल विदेशी विश्वविद्यालय की देश में बढ़ती दस्तक के साथ ही शिक्षा मंत्रालय ने भी अपने विश्वविद्यालयों और उच्च शिक्षण संस्थानों को निखारने की पहल तेज कर दी है। मंत्रालय ने पांच और दस वर्षों की योजनाएं तैयार करने की प्रक्रिया शुरू की है, जिसका उद्देश्य अपने उच्च शिक्षण संस्थानों को विदेशी विश्वविद्यालयों के मुकाबले खड़ा करना है। साथ ही, वर्ष 2035 तक देश की उच्च शिक्षा के सकल नामांकन अनुपात (जीईआर) को 50 प्रतिशत तक पहुंचाने का लक्ष्य भी निर्धारित किया गया है। देश को विकसित देशों की श्रेणी में खड़ा होने के लिए भी जरूरी है। वर्तमान में, देश में उच्च शिक्षा का जीईआर लगभग 29 प्रतिशत है।

शिक्षा मंत्रालय ने यह पहल तब तेज की है जब करीब दर्जनभर

2035
तक उच्च शिक्षा का सकल नामांकन अनुपात 50 प्रतिशत तक पहुंचाने का लक्ष्य निर्धारित



29 प्रतिशत है देश में उच्च शिक्षा का वर्तमान में जीईआर

स्थानीय स्तर पर मांग वाले कोर्सों की शुरुआत पर ध्यान केंद्रित

उच्च शिक्षण संस्थानों की क्षमता बढ़ाने और स्थानीय स्तर पर मांग वाले कोर्सों की शुरुआत पर ध्यान केंद्रित होगा। उदाहरण के लिए, यदि कोई विश्वविद्यालय पर्यटन क्षेत्र में स्थित है तो उसे पर्यटन से संबंधित नए कोर्स डिजाइन करने के सुझाव दिए जा सकते हैं। इसके लिए उद्योगों के साथ मिलकर देश के प्रत्येक क्षेत्र की मैपिंग की जा रही है। इस दौरान, संस्थानों को निर्धारित योजनाओं के अनुसार आगे बढ़ने के लिए वित्तीय व विशेषज्ञ मदद भी प्रदान की जाएगी।

नियामकों में बिखरी उच्च शिक्षा को एक नियामक के दायरे में लाने की पहल आगे नहीं बढ़ पा रही है। हालांकि इसके गठन का एलान भी 2020 में आई नई राष्ट्रीय शिक्षा नीति में ही किया गया था। मंत्रालय का मानना है कि नियामक के गठन से पहले, एनईपी की अन्य पहलों को उच्च शिक्षण संस्थानों में लागू करना आवश्यक है। इनमें किसी कोर्स को बीच में छोड़ने और शुरू करने, उद्योगों की मांग के अनुसार नए कोर्सों की शुरुआत, शोध और नवाचार को बढ़ावा देने, भारतीय ज्ञान परंपरा को कोर्सों में शामिल करने, और एक साथ दो कोर्सों की पढ़ाई करने जैसी पहल शामिल हैं।

मंत्रालय से जुड़े अधिकारियों के अनुसार, ये पहल वर्तमान में केवल केंद्रीय विश्वविद्यालयों तक सीमित हैं, जिनकी संख्या मात्र 50 ही है, जबकि देश में लगभग 1200 विश्वविद्यालय और 50,000 कालेज हैं। ऐसे में, केंद्र राज्यों के सहयोग से प्रत्येक विश्वविद्यालय के लिए पांच और दस वर्षीय योजनाएं बनाने में जुटा है।

एकल उच्च शिक्षा नियामक की स्थापना को विधेयक अगले सप्ताह संसद में पेश होने की संभावना: एकल उच्च शिक्षा नियामक की स्थापना के लिए विधेयक अगले सप्ताह संसद में पेश किया जा सकता है। केंद्रीय मंत्रिमंडल से इसे शुक्रवार को ही मंजूरी मिल गई है। विश्वविद्यालयों और अन्य उच्च शैक्षणिक संस्थानों को स्वतंत्र और स्वपोषित बनाने के लिए यह जरूरी है। इस प्रस्तावित कानून को पहले उच्च शिक्षा आयोग विधेयक के नाम से जाना जाता था, लेकिन अब इसका नाम विकसित भारत शिक्षा अधिक्षण नियम रखा गया है। यह यूजीसी, एआइसीटीई और एनसीटीई को प्रतिस्थापित करेगा।

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Government Policies 1 Min Read

New CBSE Class 8 curriculum to have ov 20 pages on rise of Marathas, says Minist

Minister of state for school education Pankaj Bhoyar said, "This govt is sensitive to Shiv Maharaj's history, and I am happy to tell you that for Class 8, we have successfully intro a chapter called The Rise of Maratha which runs from page 61 to 82." The minister also questioned why the earlier govt machinery could not implement the same. "CBSE's curriculum has been in existence for decades; it's not as if this issue cropped up a few ago. So even the earlier regime should have followed up on this," said Bhoyar.

ANI
Updated On Dec 14, 2025 at 03:25 PM IST

Nagpur: The Maharashtra govt on Friday informed the legislative council that it was 'successful' in ensuring the inclusion of a comprehensive history of Chhatrapati Shivaji Maharaj in the CBSE Class 8 curriculum. This reply came after independent MLC Satyajeet Tambe alleged that CBSE had done injustice to the history of Maharashtra by keeping only



Shiv Sena (UBT) MLC Jagannath Abhyankar said the state should prepare a graded curriculum on Shivaji's history and give it to NCERT

"68 words on Shivaji" in its curriculum. Tambe raised the issue in the monsoon session of the state legislature, and now, in the ongoing winter session at Nagpur, the state govt gave a detailed reply with an update.

Advt

Minister of state for school education Pankaj Bhoyar said, "This govt is sensitive to Shivaji Maharaj's history, and I am happy to tell you that for Class 8, we have successfully introduced a chapter called The Rise of Maratha which runs from page 61 to 82." The minister also questioned why the earlier govt machinery could not implement the same. "CBSE's curriculum has been in existence for decades; it's not as if this issue cropped up a few years ago. So even the earlier regime should have followed up on this," said Bhoyar.

Shiv Sena (UBT) MLC Jagannath Abhyankar said the state should prep a graded curriculum on Shivaji's history and give it to NCERT.

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ETEducation IBM Roundtable Pune



Fri, 19 Dec 2025
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Bhoyar said, "The curriculum (for CBSE) is prepared by NCERT, and our Maharashtra's SCERT cannot dictate terms to them. Still, we have sent a very detailed proposal for including Shivaji Maharaj's history to NCERT. But when it comes to inclusion, they might do it in phases. We shall keep following up." He added that Shivaji's administrative model was a source of inspiration for PM Narendra Modi and CM Devendra Fadnavis, which in turn helped gain favour with citizens, leading to favourable mandates in elections.

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Published On Dec 14, 2025 at 03:20 PM IST

See more on: Chhatrapati Shivaji Maharaj, CBSE curriculum, Maharashtra Chief Minister, Maharashtra economy, historic changes in education

Comments

Govt. to consider bringing aided school teachers under ‘Arogya Sanjivini

Minister for School Education and Literacy Madhu Bangarappa has said that the government is positive towards bringing the teachers of aided schools under ‘Arogya Sanjivini’ schemes which enables the teachers to get cashless treatment in empanelled hospitals.

Published - December 16, 2025 09:40 pm IST - BELAGAVI:

THE HINDU BUREAU



Madhu Bangarappa

Minister for School Education and Literacy Madhu Bangarappa has said that the government is positive towards bringing [illegible]chers of aided schools under ‘Arogya Sanjivini’ schemes which enables the teachers to get cashless treatment in empanelled hospitals.

He was replying to the disucussion under Rule 330 in the Karnataka Legislative Council on the issues of disparities in the facilities to aided and government schools. Members S.L. Bhojegowda, Puttanna, Shashil Namoshi, S.V. Sankanur, D.T. Srinivas and Ramoji Gowda had raised the issue with a plea to treat the aided school teachers on par with government school teachers.

Mr Bangarappa said that as the issue required approval from the Finance Department, he would consult the Chief Minister and would make honest efforts to extend the facility to the teachers of aided schools. Intervening in the issue, Mr. Puttanna pointed out that Health Minister Dinesh Gundu Rao had also promised to extend the facility to aided school teachers earlier.

Calendar of events

On the members' demand for approving the recruitment process for aided schools in the State, the Minister announced that the calendar of events for the recruitment of teachers would be published within 15 days.

On the issue of contributory pension, the Minister said that as the issue did not pertain to his department, he would take it up with the Chief Minister.

Regarding the demand for allowing promotion of the primary school teachers to the posts of Graduate Primary Teachers, Mr. Gundu Rao said that as there were lot of technicalities included, he would try to address the issue as early possible.

Lesser burden

The Minister also said that the department was in the process of further reducing the burden of non-teaching responsibilities pertaining to mid-day meal scheme, including procurement of eggs and bananas and in this regard, attendance through facial recognition was being introduced. By the next academic year the process would be simplified and burden would be reduced, he assured the members.

Published - December 16, 2025 09:40 pm IST

In Case You Missed It

जनसत्ता, 16 दिसम्बर 2025, पेज नं - 6

शिक्षा की गुणवत्ता और दायित्व का बोझ

शिक्षकों की जिम्मेदारियों को लेकर बहस लंबे समय से चल रही है, विशेष रूप से जब उन्हें गैर-शैक्षणिक कार्यों में लगाया जाता है। इससे न केवल शिक्षा की गुणवत्ता पर असर पड़ता है, बल्कि शिक्षकों का मानसिक स्वास्थ्य और कार्य संतुलन भी प्रभावित होता है।

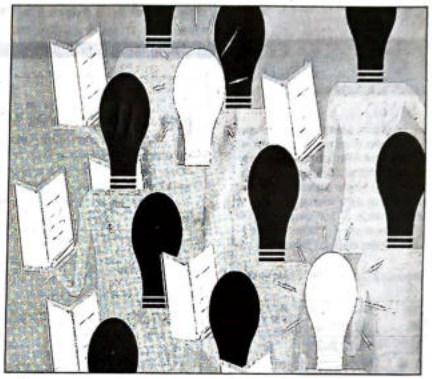
देवेंद्रराज सुथार

भारत में शिक्षकों की भूमिका और उनकी जिम्मेदारियों को लेकर लंबे समय से बहस चलती रही है, विशेष रूप से तब, जब उन्हें गैर-शैक्षणिक कार्यों में लगाया जाता है। देश के विभिन्न राज्यों में शुरू की गई मतदाता सूचियों के विशेष गहन पुनरीक्षण (एसआइआर) की प्रक्रिया में भी शिक्षकों को बूथ स्तरीय अधिकारी के तौर पर शामिल किया गया है। इसलिए यह बहस नए सिरे से राष्ट्रीय विमर्श का विषय बन गई है। ऐसी खबरें आईं कि काम के दबाव से कई बूथ स्तरीय अधिकारियों की मौत हो गई। जिनमें हृदयाघात, तनाव और आत्महत्या जैसे कारण बताए गए। ये घटनाएं केवल व्यक्तिगत त्रासदियां नहीं, बल्कि एक गहरी संरचनात्मक समस्या का संकेत हैं, जो बताती है कि देश में शिक्षा के संवाहक कहे जाने वाले शिक्षकों को प्रशासनिक प्रणाली के सामान्य कर्मियों की तरह इस्तेमाल किया जा रहा है।

इससे न केवल शिक्षा की गुणवत्ता पर प्रतिकूल प्रभाव पड़ता है, बल्कि शिक्षकों का सम्मान, मानसिक स्वास्थ्य और कार्य संतुलन भी प्रभावित होता है। कुछ समय पहले पश्चिम बंगाल में रंगमाटी पंचायत की एक आंगनबाड़ी कार्यकर्ता की मौत पुनरीक्षण प्रक्रिया के दौरान हो गई। गुजरात में एक शिक्षक ने पत्र लिखकर कहा कि वे लगातार थकान और मानसिक दबाव से जूझ रहे हैं, इस कारण पुनरीक्षण कार्य को आगे जारी नहीं रख सकते। इस तरह मध्य प्रदेश में एक शिक्षक को प्रतिदिन कम से कम सौ मतदाताओं का सर्वेक्षण करने का लक्ष्य दिया गया था और लापरवाही के आरोप में निलंबन के अगले दिन उनका निधन हो गया। इन घटनाओं से यह सवाल अधिक मुखर होकर सामने आता है कि क्या शिक्षकों की प्राथमिक भूमिका प्रशासनिक कार्यों के बोझ तले दब गई है! यह पहली बार नहीं है जब चुनावी या अन्य गैर-शैक्षणिक कार्यों में लगे शिक्षकों को जीवन की कीमत चुकानी पड़ी हो। वर्ष 2024 के लोकसभा चुनावों में उत्तर प्रदेश और बिहार में कई मतदान कर्मचारियों की लू से मौत हो गई थी, जिनमें शिक्षक भी शामिल थे।

ये घटनाएं संकेत देती हैं कि समस्या आकस्मिक या व्यक्तिगत स्तर की नहीं, बल्कि संरचनात्मक और प्रबंधन की गंभीर कमी से उपजी है। शिक्षक समाज के निर्माणकर्ता माने जाते हैं। उनसे गुणवत्तापूर्ण शिक्षा एवं बच्चों का व्यक्तित्व निर्माण और राष्ट्र के भविष्य का उत्तरदायित्व जुड़ा होता है। मगर वास्तविकता यह है कि शिक्षकों का एक बड़ा हिस्सा अपने मूल कार्य, यानी शिक्षण में अपेक्षित समय और ऊर्जा नहीं लगा पाता है। उन्हें चुनावी सेवाओं, जनगणना, पल्स पोलियो अभियान, आधार सत्यापन, मध्याह्न भोजन कार्यक्रम की निगरानी और छात्रवृत्ति एवं सरकारी योजनाओं से जुड़े प्रशासनिक कार्यों में निरंतर लगाया जाता रहा है।

राष्ट्रीय शैक्षिक योजना एवं प्रशासन विश्वविद्यालय की एक अध्ययन रपट के अनुसार, देश के सरकारी स्कूलों के शिक्षक अपने कुल कार्य समय का करीब उन्नीस फीसद ही वास्तविक शिक्षण कार्य में लगा पाते हैं। उनका शेष समय गैर-शैक्षणिक कार्यों और विद्यालय संबंधी प्रशासनिक गतिविधियों में व्यतीत होता है। इस तथ्य से स्पष्ट है कि शिक्षा की गुणवत्ता को प्रभावित करने वाली सबसे गंभीर समस्याओं में से एक शिक्षक का अपने मूल कार्य से लगातार विचलन है। राजस्थान के उदयपुर जिले में किए गए एक



अध्ययन से पता चला कि सरकारी स्कूलों में प्रतिदिन कक्षा शिक्षण का समय केवल ढाई से तीन घंटे तक सीमित रह गया है, जबकि शेष समय अन्य कार्यों में खर्च होता है। यह स्थिति अभिभावकों को निजी शिक्षण संस्थानों की ओर धकेल रही है, क्योंकि वहां शिक्षक को पूरी तरह शिक्षण कार्य के लिए समर्पित माना जाता है। परिणामस्वरूप सरकारी शिक्षा प्रणाली की विश्वसनीयता लगातार कमजोर होती जा रही है।

> कई राज्यों, विशेष रूप से ग्रामीण क्षेत्रों में एकल-शिक्षक स्कूलों की संख्या बहुत अधिक है, जिससे शिक्षा की गुणवत्ता स्वाभाविक रूप से प्रभावित होती है। जब कुल शिक्षकों की संख्या अपर्याप्त हो और उन्हें अतिरिक्त दायित्व सौंप दिए जाएं, तो समर्पित शिक्षण सामर्थ्य और कम होता जाता है। यदि किसी राष्ट्र को गुणवत्ता आधारित शिक्षा व्यवस्था स्थापित करनी होती है, तो सर्वप्रथम उसे शिक्षक का सम्मान, सुरक्षा और कार्य संतुलन सुनिश्चित करना होता है। अगर शिक्षकों को उनके मूल कार्य से भटकाकर सतत प्रशासनिक भार का साधन बनाया जाता रहेगा, तो शिक्षा व्यवस्था भी सही दिशा में आगे नहीं बढ़ पाएगी।

शिक्षा का अधिकार-अधिनियम- 2009 स्पष्ट रूप से निर्धारित करता है कि शिक्षकों को केवल जनगणना, चुनाव में मतदान और मतगणना प्रक्रियाओं तथा आपदाओं से संबंधित राहत कार्य के अतिरिक्त किसी अन्य गैर-शैक्षणिक कार्य में नहीं लगाया जाएगा। सर्वोच्च न्यायालय भी इसी दिशा में निर्देश जारी कर चुका है। राष्ट्रीय शिक्षा नीति-2020 में गैर-शैक्षणिक कार्यों को शिक्षकों के सामने सबसे बड़ी समस्या बताया गया है और यह नीति स्पष्ट रूप से कहती है कि शिक्षकों को उनके मूल कार्य से असंबंधित प्रशासनिक कार्यों में नहीं लगाया जाएगा। इसके बावजूद धरातल पर स्थिति भिन्न है। अंतरराष्ट्रीय परिप्रेक्ष्य में देखा जाए तो यह समस्या कुछ अन्य देशों में भी मौजूद है। पाकिस्तान में भी शिक्षकों को चुनावी एवं अन्य सरकारी अभियानों में लगाया जाता है, जिसके कारण शिक्षा की गुणवत्ता प्रभावित होती है। फिलीपींस ने वर्ष 2016 में एक कानून बनाकर चुनावी कार्य को शिक्षकों के लिए अनिवार्य से स्वैच्छिक कर दिया और उनके लिए विशेष लाभ, जैसे मृत्यु एवं स्वास्थ्य बीमा, अतिरिक्त अवकाश तथा बेहतर मानदेय की व्यवस्था बनाई। वहीं ब्रिटेन और अमेरिका जैसे देशों में चुनाव आयोग के लिए स्वतंत्र कर्मचारी और स्वयंसेवक नियुक्त होते हैं। वहां शिक्षक का उद्देश्य केवल शिक्षण और लोकतांत्रिक मूल्यों का संप्रेषण माना जाता है, न कि चुनाव प्रक्रिया के लिए श्रमिक के तौर पर कार्य करना।

भारत में समस्या की जड़ यह है कि शिक्षकों को शिक्षा क्षेत्र के विशेषज्ञ या ज्ञान संवाहक के रूप में नहीं, बल्कि सरकारी कर्मचारी के रूप में देखा जाता है। इसी मानसिकता के कारण उनका व्यापक उपयोग प्रशासनिक कार्यों में किया जाता है। इस दृष्टि में बदलाव नीतिगत और संरचनात्मक सुधारों के बिना संभव नहीं है। शिक्षकों को गैर-शैक्षणिक कार्यों से मुक्त किए बिना देश में शिक्षा व्यवस्था को गुणवत्तापूर्ण और प्रभावी बनाना मुश्किल है। इसके लिए सबसे पहले यह सुनिश्चित करना होगा कि चुनाव समेत अन्य कार्यक्रमों या अभियानों के लिए प्रशिक्षित मानव संसाधन विकसित किए जाएं, ताकि शिक्षकों को केवल तभी जिम्मा सौंपा जाए, जब स्थिति अत्यधिक अनिवार्य हो। दूसरा, यदि किसी परिस्थिति में शिक्षकों को ऐसे दायित्व निभाने पड़ें, तो उनके लिए स्वास्थ्य सुरक्षा, उचित मानदेय, कार्यदिवस संतुलन और बीमा जैसे प्रावधानों को अनिवार्य बनाया जाए। तीसरा, राज्य सरकारों और प्रशासनिक तंत्र को शिक्षा के अधिकार कानून का गंभीरता से पालन सुनिश्चित करना होगा। इसके साथ ही विद्यालयों में लिपिक और सहायक कर्मचारियों की नियुक्ति बढ़ाई जानी चाहिए, ताकि गैर-शैक्षणिक कार्यों का बोझ शिक्षकों पर न पड़े।

एक और महत्त्वपूर्ण पहलू शिक्षकों के अभाव का है। कई राज्यों, विशेष रूप से ग्रामीण क्षेत्रों में एकल-शिक्षक स्कूलों की संख्या बहुत अधिक है, जिससे शिक्षा की गुणवत्ता स्वाभाविक रूप से प्रभावित होती है। जब कुल शिक्षकों की संख्या अपर्याप्त हो और उन्हें अतिरिक्त दायित्व सौंप दिए जाएं, तो समर्पित शिक्षण सामर्थ्य और कम होता जाता है। विश्व बैंक के एक अध्ययन के अनुसार, विकासशील देशों में प्राथमिक स्तर पर शिक्षक अनुपस्थिति 11-30 फीसद तक है। भारत में यह अनुपस्थिति कई बार विद्यालय से शिक्षकों को गैर-शैक्षणिक कार्यों के लिए बुलाए जाने के कारण होती है। यदि किसी राष्ट्र को गुणवत्ता आधारित शिक्षा व्यवस्था स्थापित करनी होती है, तो सर्वप्रथम उसे शिक्षक का सम्मान, सुरक्षा और कार्य संतुलन सुनिश्चित करना होता है। अगर शिक्षकों को उनके मूल कार्य से भटकाकर सतत प्रशासनिक भार का साधन बनाया जाता रहेगा, तो शिक्षा व्यवस्था भी सही दिशा में आगे नहीं बढ़ पाएगी।

The Pioneer, 16 December 2025,
Pg No. - 4

Teachers' body opposes HECI–HEFA framework

ABHINAV KUMAR JHA
New Delhi



The Indian National Teachers' Congress (INTEC) on Monday strongly opposed the Union Government's proposed overhaul of higher education governance.

INTEC warned that replacing the University Grants Commission (UGC) with the Higher Education Commission of India (HECI) and transferring funding to the Higher Education Financing Agency (HEFA) threatens to undermine public universities and make higher education inaccessible by prioritising institutional debt over public grants. In a detailed statement, INTEC said the proposed framework, drawing from the 2018 draft HECI Bill and recent reports, marks a fundamental shift in the philosophy of higher education. The teachers' body argued that instead of improving quality, the changes would centralise authority, commercialise education, and erode the public character of universities. At the core of INTEC's criticism is the removal of UGC's grant-giving role. The organisation pointed out that the draft HECI Bill contains no provision for public grants to universities and colleges. Funding responsibilities are proposed to be transferred to HEFA, which operates on a loan-based model. Under this system, institutions would be required to borrow funds for infrastructure and research and repay them within fixed timeframes.

INTEC said this transition from public grants to institutional debt would force universities to prioritise revenue generation over academic and social goals. "Funding without grants is not autonomy; it is enforced commercialisation," the organisation said, warning that debt-driven institutions would raise fees, expand self-financed courses, and marginalise disciplines that are not market-friendly.

The teachers' body said the proposed model would disproportionately affect students from poor and marginalised backgrounds, including those from OBC, SC, and ST communities, who rely heavily on public universities. It described the move as a violation of the constitutional promise of equitable access to education and resources. INTEC also expressed concern over the concentration of regulatory power under HECI.

The draft bill empowers the proposed commission to set learning outcomes, academic standards, fee norms, and eligibility criteria for vice-chancellors and faculty. It also mandates that HECI follow policy directions issued by the central Government, with the Government's decision being final in case of disagreement. "This effectively undermines the autonomy of both universities and the regulator," INTEC said, warning that academic decision-making would come under the control of the political executive.The organisation further criticised provisions that allow HECI to revoke authorisation and order the closure of institutions deemed non-compliant. It stated that such punitive powers, including criminal penalties for institutional leaders, would criminalise educational administration instead of addressing gaps through public investment and academic support.

INTEC argued that jointly operating HECI and HEFA would create a coercive cycle: public funding withdrawal would pressure institutions into commercial practices and stricter regulation, which in turn would drive weaker universities to closure, consolidation, or privatisation.

Financial Express, 16 December 2025,
Page No. - 3

Centre proposes single regulator for higher education

MANU KAUSHIK
New Delhi, December 15

THE GOVERNMENT ON Monday introduced the Viksit Bharat Shiksha Adhishthan Bill, 2025 in Parliament that aims to overhaul higher education by setting up a single regulator for higher education that will set standards, streamline governance, and provide policy directions.

While presenting the Bill in the Lok Sabha, Education Minister Dharmendra Pradhan said that it will facilitate universities and other higher educational institutions to become independent, self-governing institutions. "It will promote excellence through a robust and transparent system of accreditation and autonomy," he said.

Broadly, the bill will set up an umbrella body with three arms to handle regulatory, standard-setting and accreditation functions.

The regulatory bodywill have powers to slap penalties on institutions that will range from ₹7L to ₹2 crore

Through this legislation, the proposed 14-member apex body will replace existing bodies such as the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), and the National Council for Teacher Education (NCTE).

"The expansion of the higher education system has seen establishment of several statutory regulatory bodies, requiring multiple approvals by higher educational institutions, inspections, etc., resulting in over-regulation of the sector and duplication of control. There exists a strong need for providing simplified regulatory systems for higher educational institutions in the country," the bill said. The regulatory body that would be set up under the Act will also have the powers to slap penalties on higher education institutions that will range from ₹7 lakh to ₹2 crore.

दैनिक जागरण, 17 दिसम्बर 2025, पेज नं - 6

इतिहासबोध की दिशा में सार्थक पहल

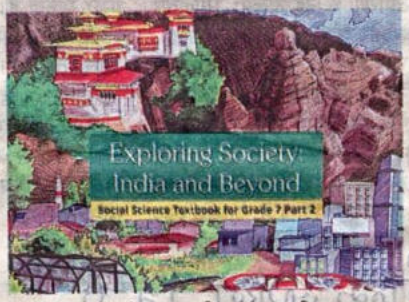
एनसीईआरटी द्वारा कक्षा सात की सामाजिक अध्ययन की नई पुस्तक 'एक्सप्लोरिंग सोसाइटीजः इंडिया एंड बियांड-पार्ट 2' में किया गया संशोधन केवल पाठ्यक्रम परिवर्तन नहीं है। यह उस वैचारिक जड़ता को तोड़ने की कोशिश है, जिसने दशकों तक भारतीय इतिहास को आधा-अधूरा, चयनात्मक और भ्रमित रूप में विद्यार्थियों के सामने रखा। यह पहल इतिहासबोध की पुनर्स्थापना की दिशा में एक साहसिक और आवश्यक कदम है। स्वतंत्रता के बाद भारतीय इतिहास-लेखन पर एक खास वैचारिक प्रभुत्व हावी रहा। इसके अंतर्गत मध्यकालीन भारत के आक्रमणों को या तो संक्षेप में प्रस्तुत किया गया या उन्हें केवल साम्राज्य-विस्तार और आर्थिक लूट के सीमित दायरे में देखा गया। मंदिर-विध्वंस, धार्मिक उत्पीड़न, गैर-मुसलमानों के व्यापक नरसंहार, दास-व्यापार और ज्ञान-केंद्रों के सुनियोजित विनाश जैसे तथ्य या तो दबा दिए गए या 'सुल्तानों-राजाओं के युद्ध' बताकर खारिज कर दिए गए। इससे भी आगे बढ़कर इन आक्रमणों के पीछे सक्रिय उस वैचारिक मानसिकता पर लगभग मौन साध लिया गया, जो 'कुफ्र-काफिर' की अवधारणा में विश्वास करती है। नतीजा यह हुआ कि इतिहास का एक निर्णायक और पीड़ादायक पक्ष पीढ़ियों तक छात्रों की समझ से बाहर ही रहा।

एनसीईआरटी की नई पुस्तक इतिहास को किसी वैचारिक सुविधा के अनुसार नहीं, बल्कि प्रमाणिक स्रोतों और ठोस ऐतिहासिक संदर्भों के आधार पर प्रस्तुत करती है। सच को सच कहना सांप्रदायिकता नहीं, बल्कि बौद्धिक ईमानदारी का परिचायक है। इस पुस्तक की एक महत्वपूर्ण उपलब्धि यह है कि यह भारतीय इतिहास को दिल्ली और उत्तर भारत-केंद्रित दृष्टिकोण की सीमाओं से मुक्त करती है। इसमें काकतीय, चालुक्य, पल्लव, होयसल, पूर्वी गंग, ब्रह्मपाल जैसे वंशों के साथ-साथ भंजा, गुहिल, कलचुरी, मैत्रक, मौखरी, शिलाहार, सोमवंशी, तोमर और चैहमान (चौहान) जैसे अनेक राजवंशों के योगदान को भी समुचित स्थान दिया गया है। इस पुस्तक में मंदिर स्थापत्य को केवल पूजा-स्थल या धार्मिक प्रतीक भर मानकर नहीं देखा गया



प्रणय कुमार

एनसीईआरटी का संशोधन वैचारिक अन्याय का उत्तर है। यह इतिहास को न कटुता से लिखता है, न प्रतिशोध भावना से



वास्तविकता से परिचय कराती पाठ्य सामग्री • फाइल

है, बल्कि उसे मध्यकालीन भारतीय समाज की शिक्षा, कला, विज्ञान और सामुदायिक जीवन के जीवंत केंद्र के रूप में प्रस्तुत किया गया है।

बेलूर-हलेबिडु के होयसल मंदिरों की अद्वितीय सूक्ष्म नक्काशी हो या फिर एलोरा का कैलाशनाथ मंदिर, ये सभी उस तकनीकी दक्षता, स्थापत्य-ज्ञान और सौंदर्य-बोध के ठोस प्रमाण हैं, जिस पर भारत की सभ्यता सदियों तक खड़ी रही। यह प्रस्तुति उस लंबे समय से प्रचारित मिथक को स्वतः ध्वस्त करती है कि मध्यकालीन भारत बौद्धिक, वैज्ञानिक या रचनात्मक रूप से किसी प्रकार पिछड़ा हुआ था। पुस्तक में सम्मिलित 'वसुधैव कुटुंबकम्' और 'इंडिया, ए होम टू मेनी' जैसे अध्याय भारत के उस सभ्यतागत आत्मा को सामने लाते हैं, जिसकी जड़ें सहिष्णुता, सह-अस्तित्व और सम्मान में रची-बसी हैं। यहूदी और पारसी समुदायों को न केवल शरण देना, बल्कि उन्हें सम्मान, सुरक्षा और सामाजिक स्वीकार्यता प्रदान करना भारतीय समाज की ऐतिहासिक परंपरा रही है।

नई पुस्तक में जोड़ा गया 'इंडिया एंड हर नेबर्स' अध्याय में पाकिस्तान के संदर्भ में स्पष्ट रूप से कहा गया है कि उसका निर्माण धार्मिक आधार पर हुआ और विभाजन ने चुनौतियां कम नहीं कीं, अपितु भारतीय मानस को गहरे घाव दिए। यह प्रस्तुति उस वैचारिक भ्रम को तोड़ती है, जिसके अनुसार भारत-पाक विभाजन एक राजनीतिक दुर्घटना मात्र थी। पड़ोसी देशों के साथ भारत के संबंधों को साझा सभ्यतागत विरासत के संदर्भ में समझाने का प्रयास छात्रों को व्यापक दृष्टि प्रदान करता है।

वामपंथी खेमा सर्वाधिक असहज उन अध्यायों को लेकर है, जिनमें महमूद गजनवी, मोहम्मद गोरी और बख्तियार खिलजी के आक्रमणों का विस्तृत वर्णन किया गया है। कारण स्पष्ट है, क्योंकि पहली बार विद्यालयी पाठ्यक्रम में इन आक्रमणों को उनकी वास्तविक वैचारिक पृष्ठभूमि के साथ प्रस्तुत किया गया है। गजनवी के 17 आक्रमण-सोमनाथ मंदिर का विध्वंस, मथुरा और कन्नौज के देवालयों का नाश, बड़े पैमाने पर नरसंहार और स्त्री-बच्चों को दास बनाकर गजनी ले जाना, ये सब अब 'कथा' नहीं, बल्कि ऐतिहासिक तथ्य के रूप में सामने हैं। अल-उत्बी, अल-बिरूनी, फिरदौसी जैसे समकालीन फारसी स्रोत स्वयं स्वीकार करते हैं कि गजनवी अपने अभियानों को 'काफिरों के विरुद्ध जिहाद' मानता था। इसी क्रम में मुहम्मद बिन कासिम द्वारा सिंध पर किया गया आक्रमण हो, बख्तियार खिलजी द्वारा नालंदा और विक्रमशिला का विध्वंस हो या तैमूर द्वारा 1398 में दिल्ली में किया गया भीषण नरसंहार, इन सभी घटनाओं के पीछे केवल राजनीतिक कारण नहीं थे। स्वयं तैमूर ने 'तुजुक-ए-तैमूरी' में स्वीकार किया है कि उसका अभियान 'कुफ्र के उन्मूलन' की मजहबी प्रेरणा से संचालित था। एनसीईआरटी का संशोधन वैचारिक अन्याय का उत्तर है। यह इतिहास को न कटुता से लिखता है, न प्रतिशोध की भावना से। यह केवल यह कहता है कि इतिहास को जैसा था, वैसा स्वीकार किया जाए। बिना सत्य के न तो आत्मविश्वास संभव है, न सामाजिक समरसता। इतिहास का उद्देश्य समाज को बांटना नहीं, बल्कि उसे उसकी वास्तविक यात्रा से परिचित कराना है।

(लेखक शिक्षाविद हैं)
response@jagran.com

The Indian Express, 17 December 2025,
Page No.-12

Dear students, wait, your teacher is on election duty



KRISHNA KUMAR

IF YOU are not familiar with the code of conduct that governs the work life of school teachers in India, you can't make much sense of news items about the pressure under which teachers are fulfilling their extra-professional duty as "booth level officers" (BLOs). They are updating electoral rolls and preparing the final lists of eligible voters. The deadlines are stringent, the task is tough and demands accuracy. It has nothing to do with teaching. The stress caused by this is compounded by the risks involved in delay. Some of the teachers doing this work are reported to have fallen sick and died.

Teachers and parents are often blamed for the stress and anxiety among children, but stress among teachers is seldom acknowledged. It is a common belief that teaching is a leisurely job. Equally common is the perception that government school teachers don't work as hard as their counterparts in private schools. That's why no one questions the use of government school teachers for election duty. Children who study in government schools constitute a national blind spot. How do they cope with their teacher's absence when they are placed on non-teaching duties?

Every election brings schoolteachers out of school for substantial periods of time. School heads have no choice when the order comes to relieve some of their staff for election duty. It is not the only extra-professional responsibility government school teachers carry out. Various kinds of enumerative work and supervisory duties shape the haphazard lives of teachers.

Their counterparts in private schools are free from this clutter. This dual approach has persisted since colonial times, when village teachers came in handy for all kinds of official work, including the sale of postal stationery. To this day, the government sees nothing wrong in using teachers for "office duty". They are perceived as *sarkari karamcharis*, not as professionals. Although someone who wants to become a teacher must possess special qualifications and go through in-service training, the perception of teaching as a soft profession has not changed. Why the government does not use this perception to rope in private school teachers for official work is a valid question that is never asked.

Children who attend private schools are not supposed to suffer any loss of classes. That fate is reserved for children who study in government schools. Depriving them of regular classes evokes no concern. A former student who teaches in a primary school in Delhi said bluntly: "Sir, no teaching is recognised. No teaching is possible. No teaching is expected." For officers, teaching is not a priority; documentation, digital record-keeping, testing, rehearsing children for events and functions, uploading and online communication are. When teachers are absent, the principal has to "manage" without them. And so must children, even if it is examination time. Their loss is not considered a national loss, though that is exactly what it is. No officer seems to realise that when primary school children face a gap in their learning, it can't be covered up. It is also discriminatory as their private school cohorts don't suffer.

Since Independence, schoolteachers have obediently served the duties assigned to them. They form a literate, reliable labour force the government can easily access. They have kept democracy functioning. The cost of this contribution has been paid by the children. Over the past few decades, teacher shortages in various states have meant that the cost paid by children has gone up.

When the Right to Education (RTE) Act was being drafted, there was hope that it would outlaw the assignment of non-teaching work to teachers. However, it included Section 27, which permitted the use of teachers in election-related work. Later, a court verdict permitted teachers' deployment for various duties in an election before it is notified. The glimmer of hope that RTE would establish teaching as a serious profession faded with time.

Since Independence, schoolteachers have obediently served the duties assigned to them. They form a literate, reliable labour force, the government can easily access. They have kept democracy functioning

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

The Indian Express, 17 December 2025,
Page No.-7

'Role for states': Pradhan defends higher education regulator Bill

Abhinaya Harigovind
New Delhi, December 16

STATES WILL have a role to play in the structure that the Viksit Bharat Shiksha Adhishthan Bill, 2025, envisages, while the existing system of the UGC, AICTE, and NCTE did not involve state participation, Union Education Minister Dharmendra Padhan said Tuesday.

When the Bill, which seeks to set up an umbrella body for higher education with three councils for regulatory, standard-setting, and accreditation functions, along with the dissolution of the UGC, AICTE, and NCTE, was introduced in Lok Sabha Monday, it came under fire from Opposition MPs who objected to "excessive centralisation of higher education", and the nomenclature of the Bill.

"We are bringing in state participation in the central forum. In the UGC, AICTE, NCTE, there was no state participation. In the Adhishthan, states will play a role," Pradhan said.

The Bill provides for a commission, which will include two professors from state higher education institutions, and three councils. The regulatory council and standards council will each have one nominee of the states/UTs on a rotation basis, while the accreditation council will have two academicians from state higher education institutions.

"Earlier, there was an issue that in UGC there is no role of the states. In entry 66, in the Union List, of the Constitution, the standard-setting role is of the Government of India. Yesterday, this matter was raised. That this is in the concurrent list and what will happen to state universities. State universities will remain as they are," Pradhan said.

On Tuesday, Pradhan moved a motion in LS to refer the Bill to a House panel.

Pradhan ruled out any change in the name of the Bill, referred to it as a "bharatiya" name, and added that there is a need to get out of the "colonial mindset".

The Tribune,
17 December 2025,
Page No.-6

Higher education Bill

Evolve viable roadmap through consultations

THE Viksit Bharat Shiksha Adhishthan Bill, which seeks to establish an overarching higher education commission, has been sent to a joint parliamentary committee. The panel will hold discussions on the legislation and submit its report in February. The Bill proposes separate councils for regulation, accreditation and academic standards in a bid to do away with the "multiplicity of regulators having non-harmonised regulatory approval protocols". As of now, the University Grants Commission (UGC) regulates non-technical higher education institutions, while the All India Council for Technical Education (AICTE) and the National Council for Teacher Education (NCTE) are overseeing their respective domains. The Acts under which these three agencies were set up are proposed to be repealed. The government aims to overhaul the regulatory system in order to "re-energise" the higher education sector. However, will the replacement of the UGC, AICTE and NCTE — which have functioned for decades — with new councils serve the purpose? These councils will come under an umbrella institution, the higher education commission; thus, it would be challenging for them to work as autonomous bodies.

Underfunding has plagued higher education institutions in India. However, the Bill gives no funding powers to the new commission. It makes the Ministry of Education responsible for disbursing grants. Some educationists fear that this provision will make the process of grant allocation more bureaucratic and politically motivated.

Global experience shows that world-class universities thrive on academic freedom, sustained public funding and institutional self-governance — not merely regulatory efficiency. Well-thought-out reforms are the way forward for India in higher education. Various stakeholders must be involved in detailed deliberations on the new Bill so that a viable roadmap can be evolved.

The Tribune, 17 December 2025, Page No.- DT-03

UNESCO report: Need for mother tongue-based education in India

Says children learn best when schools use languages they speak at home

SNEHA RICHHARIYA
TRIBUNE NEWS SERVICE

NEW DELHI, DECEMBER 16

UNESCO has released Bhasha Matters — State of the Education Report for India 2025, calling for stronger implementation of mother tongue-based multilingual education (MTB-MLE) across India's school system.

"Children learn best when schools value and use the languages they speak at home," the report states.

India is home to 1,369 languages. The report says that many students continue to be taught in languages they scarcely understand, particularly in tribal, rural and minority-language regions.

The ruling government also emphasises the use of Indian languages in education through policy measures like the National Education Policy (NEP) 2020, where states have been encouraged to use the mother tongue or regional language as the medium of instruction at least until Grade 5, and preferably till Grade 8.

However, UNESCO cautions that policy intent must be matched with on-ground capacity, including trained teachers, appropriate learning materials and sustained funding, for these measures to have a lasting impact.

According to UNESCO, "sustained mother-tongue-based instruction strengthens foundational learning, reduces dropout rates and supports learner well-being."

Early transition to dominant languages continues to disrupt learning, especially for girls in remote areas and children with learning or communication disabilities, the report notes.

The report points to examples where schools and local communities have created learning materials based on local knowledge and oral traditions using languages such as Santali, Gondi, Saora, Kui, Bhili, Khasi and Mizo.

It says these efforts show the value of indigenous knowledge in education, but adds that such initiatives are still limited and not widespread.

On the use of technology, UNESCO says digital tools can help support learning in many languages. However, it warns that tribal and lesser-used languages are still poorly represented on digital platforms, and poor Internet connectivity in many areas limits access for students.

The report ends with 10 key recommendations. These include clearer language policies at the state level, hiring and training teachers who can teach in multiple languages, greater involvement of local communities and dedicated funding.

INDIA HOME TO 1,369 LANGUAGES

India is home to 1,369 languages. The report says that many students continue to be taught in languages they scarcely understand, particularly in tribal, rural and minority-language regions.

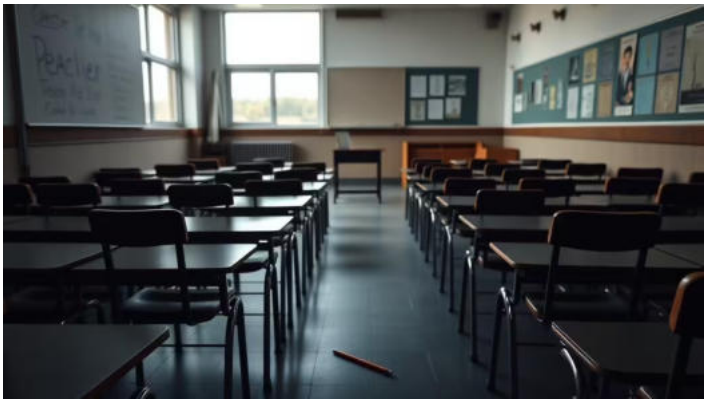
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School Education 2 Min Read

Over 5,000 govt schools sit empty with z students; 70% in Telangana and West Bengal

The broader category of schools "with less than 10 or zero enrolment" has also seen a surge, reveals data shared by the education ministry in Parliament recently.

PTI
Published On Dec 17, 2025 at 11:28 PM IST



Of 10.13 lakh government schools across India, 5,149 have no students at all. And more than 70 per cent of these schools reporting zero enrolment in the 2024-25 academic year are in

The number of such government schools grew by 24 per cent over the last two years -- from 52,309 in 2022-23 to 65,054 in 2024-25.

Telangana and West Beng
according to government
data.

The broader category of schools "with less than 10 or zero enrolment" has also seen a sharp surge, reveals data shared by the education ministry in Parliament recently.

The number of such government schools grew by 24 per cent over the last two years -- from 52,309 in 2022-23 to 65,054 in 2024-25. These schools now account for 6.42 per cent of the country's total government schools, the government said in a written reply to questions by MPs Karti P Chidambaram and Amrinder Singh Raja Warring in the Lok Sabha.

Advt

While Telangana has approximately 2,081 zero enrolment schools, West Bengal has 1,571 such institutions.

Telangana's Nalgonda district recorded the highest number of empty schools in the state as well as the country at 315. Mahabubabad with 167 and Warangal with 135 are the next two districts with the highest number of such schools in the state, shows the data sourced from the Unified District Information System for Education Plus (UDISE+).

In West Bengal, state capital Kolkata has 211 government schools with zero enrolment - the second highest in the country. Purba Medinipur with 177 and Dakshin Dinajpur with 147 follow as the next two highest in the state.

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Despite the lack of students, a large workforce remains deployed at these institutions.

Across India, 1.44 lakh teachers are currently posted in government schools with fewer than 10 students or no enrolment, up from 1.26 lakh in 2022-23.

In West Bengal, 27,348 teachers are assigned to 6,703 government schools in this low enrolment category, resulting in a ratio of approximately four teachers per school, according to government figures.

Similarly, Bihar has deployed 3,600 teachers for 730 such schools, averaging nearly five teachers per institution - more than double the national average of 2.2 for this category.

Ad

The ministry said the recruitment and rational deployment of teachers fall under the purview of respective state governments.

The data also showed a decline in the number of government schools since 2019-20 -- from 10.32 lakh to 10.13 lakh in 2024-25. PTI

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Guidelines for parents and educators to ensure AI complements – not impedes – learning

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Lok Sabha: Opposition decries 'Centralisation' in new education Bill

Published On Dec 17, 2025 at 11:28 PM IST

See more on: government schools in India, zero enrolment schools, Telangana education statistics, West Bengal school statistics, teacher deployment in government schools

Comments

What are your thoughts?

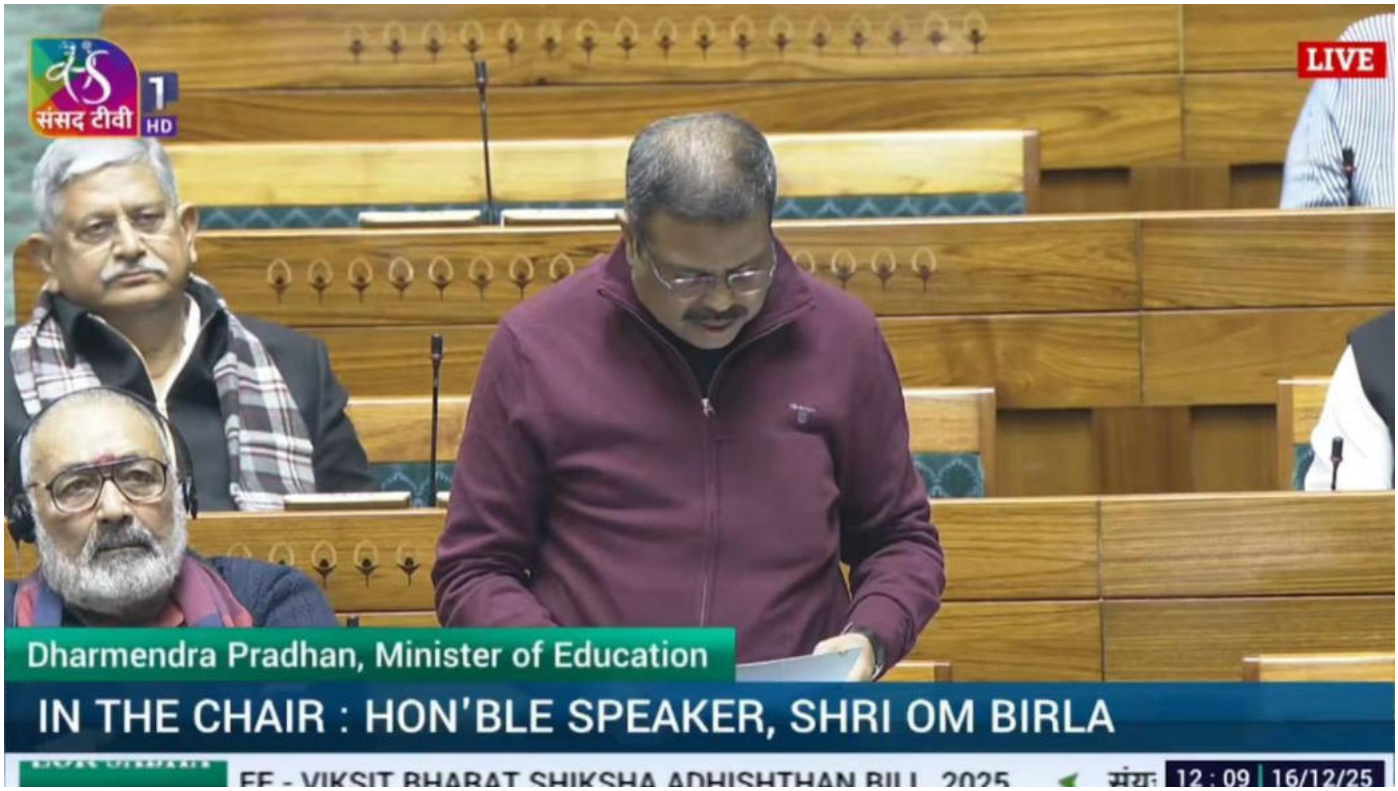
154

'Conscious' decision to separate funding from regulator, say officials on higher education Bill

Officials say that it was done in keeping with NEP 2020 suggestion to minimise conflict of interest, but maintain that grant-giving power will be with Ministry, and regulatory reports will be a 'major factor' in deciding amount of funding

Updated - December 17, 2025 02:05 am IST - NEW DELHI

ABHINAY LAKSHMAN



Education Minister Dharmendra Pradhan speaks in the Lok Sabha on December 16, 2025 on moving the Viksit Bharat Shiksha Adhishthan Bill, 2025 to a Joint Parliamentary Committee. Photo: Sansad TV via X/@dpradhanbjp

The Union government's decision to take away funding powers from the regulatory authority and create separate regulatory, accreditation, and standards councils for higher education institutions under the proposed Viksit Bharat

Shiksha Adhishthan Bill, 2025, was a 'conscious' move in keeping with the National Education Policy 2020 suggestion to minimise conflicts of interest, senior government officials said on Tuesday (December 16, 2025).

They said that this is why the Bill has segregated the three roles of regulation, accreditation, and standards-setting. However, the officials said that the grant-disbursal function currently being exercised by the University Grants Commission is proposed to be performed by the Ministry of Education.

Without providing details, Education Ministry officials said that under the proposed law, the mechanism that will be used to disburse grants to Central Universities "will be similar to or better than the existing mechanisms". They added that institutional performance on regulatory compliance will continue to be a "major factor" in deciding the quantum of funds to be distributed, but not the only one, citing the need for a "holistic view" while giving grants.

The VBSA Bill, introduced in the Lok Sabha on Monday (December 15, 2025) amid objections from the Opposition, proposes an overhaul of India's higher education regulatory framework, replacing the UGC, the All India Council for Technical Education, and the National Council for Teacher Education, with a single apex commission - the VBSA, which will coordinate between a regulatory, an accreditation, and a standards councils, operating "autonomously". Most notably, it takes away grant-disbursal power from the regulatory authority, a power that UGC exercises in the current system.

A coalition of teachers' and students' associations and unions from across the country have raised objections, among others, about the proposition to take away funding power from the regulatory authority, noting that leaving it in the direct control of the Education Ministry would risk grants being subject to "political influence".

Education Ministry officials explained that even though the NEP 2020 had suggested a separate Council for disbursing grants that the UGC currently disburses to Central Universities, "it was a conscious decision that this is not going to be possible" because of the multiplicity of "sources and funnels" through which higher education institutes across the country receive funding.

As soon as the government introduced the Bill in the Lok Sabha on Monday (December 15, 2025), it proposed that the Bill be sent for deliberation to a 31-member joint

committee of Parliament, to be constituted by the Speaker.

Officials said on Tuesday (December 16, 2025) that the government hopes to engage in an intense discussion over the Bill's provisions and is encouraging suggestions to be submitted to the panel. Officials said the government hopes to receive the panel's report in time to bring the Bill before Parliament for passage by the end of the next Budget session.

On the Opposition's concerns that this Bill will rob State Government higher education institutions of their autonomy, one senior official said this "policy reform" has made place for State representatives in the composition of the regulatory, accreditation, and standards councils, further noting that the autonomy institutes have in curriculum, syllabus, etc., currently will not be affected.

Explaining the provisions of the VBSA Bill, 2025, the official added that under the current system, regulatory, accreditation, and standards-setting are performed by multiple authorities and bodies like the UGC, All India Council for Technical Education, and National Council for Teacher Education. "In many cases, these bodies exercise all three functions of regulation, accreditation, and standards-setting, leading to conflicts of interest, duplicity of regulatory requirements, and overlapping functions," the official said, stressing the need to bring them together.

A second official explained that through this proposed law, the government hopes to standardise rules and regulations, including how higher education institutions are categorised. "The current nomenclature of institutions, like deemed university, causes a lot of confusion," the officials said, adding, "The institutions as they exist today will remain, but what we call them might change."

The first official said, "Disciplines like AI are something we could not have thought of a decade ago. There are also so many multi-disciplinary courses being started now to equip the country's start-up ecosystem; these need standards-setting. There is a need to account for the rise in skilling and upskilling. Today's need is change." The official added that this Bill also grants powers to impose "real penalties" for non-compliance with regulations, unlike the current system, where UGC can levy fines of up to ₹1,000, and "there were often reports of mushrooming fake universities".

The Bill has fine ranges from ₹10 lakh to ₹2 crore and above for various violations, including repeated violations. The highest fines are set for institutes operating without

the required accreditation. The officials added that this Bill also aims to keep the system and data on regulatory compliance "open to public scrutiny" and ensure "public accessibility".

Published - December 16, 2025 10:27 pm IST

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जनसत्ता
18 दिसम्बर 2025,
पेज नं -10

मुख्य आर्थिक सलाहकार वी अनंत नागेश्वरन ने कहा | उम्मीद | शिक्षकों की कमी को दूर करने पर भी दिया जोर

उच्च शिक्षा की गुणवत्ता तय करेगी वृद्धि की रफ्तार

नई दिल्ली, 17 दिसंबर (भाषा)।

मुख्य आर्थिक सलाहकार (सीईए) वी अनंत नागेश्वरन ने बुधवार को कहा कि उच्च शिक्षा की गुणवत्ता और प्रासंगिकता क्षमता अगले 20 वर्षों में भारत के जनसांख्या संबंधी लाभांश को वृद्धि का इंजन बनाने में निर्णायक भूमिका निभाएगी।

नागेश्वरन ने उद्योग मंडल 'सीआइआइ' की तरफ से उच्च शिक्षा पर आयोजित एक सम्मेलन में कहा कि भारत में उच्च शिक्षा सुधार के अगले चरण की कुंजी राज्यों के पास है। उन्होंने शिक्षकों की कमी को तत्काल दूर करने की जरूरत पर जोर देते हुए उद्योग एवं व्यावहारिक अनुभव रखने वाले विशेषज्ञ शिक्षकों की नियुक्ति जैसे विकल्पों को अपनाने का सुझाव भी दिया। नागेश्वरन ने कहा कि राज्यों के लिए अन्य प्रमुख प्राथमिकताओं में प्रशासनिक नियंत्रण से आगे बढ़कर संरक्षण एवं मार्गदर्शन की भूमिका निभाना, इनपुट आधारित नियमन से हटकर परिणाम एवं गुणवत्ता पर आधारित नियमन, सार्वजनिक प्रशासन में उद्यमशील दृष्टिकोण अपनाना और संस्थानों को उनकी भूमिका एवं प्रदर्शन के आधार पर वित्तपोषण शामिल है।



नागेश्वरन ने उच्च शिक्षा पर आयोजित एक सम्मेलन में कहा कि भारत में उच्च शिक्षा सुधार के अगले चरण की कुंजी राज्यों के पास है। उन्होंने शिक्षकों की कमी को तत्काल दूर करने की जरूरत पर जोर देते हुए उद्योग एवं व्यावहारिक अनुभव रखने वाले विशेषज्ञ शिक्षकों की नियुक्ति जैसे विकल्पों को अपनाने का सुझाव भी दिया।

सीईए ने कहा, 'भारत इस समय जनसांख्यिकीय और आर्थिक मुहाने पर खड़ा है। अगले दो दशकों में लाखों युवा कामकाजी उम्र में प्रवेश करेंगे। जनसंख्या का यह लाभांश आर्थिक वृद्धि को रफ्तार देगा या सामाजिक दबाव का कारण बनेगा, यह काफी हद तक हमारी उच्च शिक्षा प्रणाली की गुणवत्ता और प्रासंगिकता पर निर्भर करेगा।'

मुख्य आर्थिक सलाहकार ने कहा कि राष्ट्रीय शिक्षा नीति (एनईपी) ने सुधारों के लिए रास्ता खोला है और नियामकीय सोच में बदलाव आ रहा है, लेकिन अब जरूरत प्रभावी क्रियान्वयन, संस्थागत साहस और सहकारी संघवाद की है। उन्होंने पाठ्यक्रम निर्माण, शोध और शासन में उद्योग की गहरी भागीदारी का भी आ''ान किया।

उन्होंने कहा कि उद्योग पाठ्यक्रम को मिलकर डिजाइन कर सकता है, क्रेडिट-आधारित इंटर्नशिप दे सकता है, अनुप्रयुक्त शोध में सहयोग कर सकता है और बुनियादी ढांचा साझा कर सकता है।

Millennium Post,
18 December 2025,
Page No. -1

70% IN TELANGANA AND WEST BENGAL

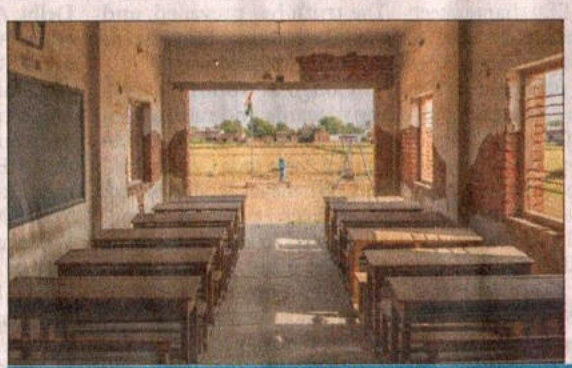
Over 5,000 govt schools sit empty with zero students

MPOST BUREAU

NEW DELHI: Government data presented in Parliament shows that more than five thousand government schools across India are operating without a single student this academic year, raising fresh questions about resource allocation in the public education system. Of the country's 10.13 lakh government schools, 5,149 reported zero enrolment in 2024-25, with over 70 per cent of these institutions located in Telangana and West Bengal.

The education ministry, responding to questions from MPs Karti P Chidambaram and Amrinder Singh Raja Warring in the Lok Sabha, also noted a significant increase in the broader category of government schools with fewer than ten students. This group expanded from 52,309 schools in 2022-23 to 65,054 in 2024-25, marking a rise of 24 per cent. Such schools now make up 6.42 per cent of all government schools nationwide. Telangana accounts for the largest share of schools without enrolment. The state has around 2,081 such institutions, with Nalgonda district alone recording 315 empty schools, the highest number for any district in the country. Mahabubabad and Warangal follow with 167 and 135 schools, respectively, according to figures from the Unified District Information System for Education Plus. West Bengal has 1,571 schools reporting zero students. Kolkata records 211 of them, giving the

Continued on P4



KEY POINTS

- Schools with fewer than ten or zero students rose 24 per cent in two years to 65,054
- These schools now form 6.42 per cent of all government schools
- India has deployed 1.44 lakh teachers in schools with fewer than ten or no students

NUMBER OF GOVERNMENT SCHOOLS FELL FROM 10.32 LAKH IN 2019-20 TO 10.13 LAKH IN 2024-25

The Pioneer, 18 December 2025, Page No. -9

Stressed teachers, anxious children: A school system under growing strain



HIMADRI SEKHAR DE



Walk into any school today and beneath the familiar buzz, you will sense something deeper — a collective emotional fatigue. It isn't only students who appear overwhelmed. Parents, teachers, and even school systems are carrying levels of stress that were unheard of a generation ago. What we are witnessing is not scattered anxiety; it is an ecosystem under strain, and children are absorbing the heaviest weight.

Teachers: Overworked and Emotionally Exhausted

Teaching has always been demanding, but today's teachers face pressures far beyond academic responsibilities. Compliance requirements, documentation loads, online updates, supervisory tasks, and activity coordination have expanded their roles dramatically. Most teachers were trained in pedagogy, not bureaucratic administration. This mismatch leaves them anxious, fatigued, and often disillusioned.

Yet behind their professional roles lie private burdens — financial worries, family issues, caregiving responsibilities, and personal emotional struggles. When a teacher walks into a classroom depleted, the environment inevitably absorbs that energy. As one teacher recently put it, "We are expected to stay calm for our students even when we don't have a moment to breathe ourselves."

A stressed teacher cannot consistently model serenity or resilience for young minds. Their nervous system becomes the emotional climate of the classroom.

Parents: Pressured, Guilty, and Overwhelmed

If teachers are stretched at school, parents are stretched at home. Rising living costs, job instability, health concerns, the demands of nuclear families, and constant comparison through social media have placed parents under unrelenting pressure. Even well-intentioned parents often operate with guilt and anxiety they cannot fully name.

Children absorb this long before they understand it. A home tinged with emotional strain quietly becomes an extension of the stress a child experiences at school.

The question then becomes unavoidable: when both teachers and parents are struggling, who is holding the child?

Children: Navigating a High-Pressure World

Today's students live in an environment radically different from anything previous generations experienced. Academic expectations are higher. Social comparisons are constant. Online personas create pressure to appear perfect. Opportunities are vast, but so are the fears of failing, lagging behind, or being judged.

This emotional landscape is intensified by digital exposure. Several international reviews over the past decade show that higher smartphone and social media use among adolescents correlates with elevated risks of depression, anxiety, and suicidal thinking — especially when use becomes compulsive.

The Pioneer SINCE 1865

Yet digital factors are only one strand in a larger web of stress, emotional overload, and unmet developmental needs.

Increasingly frequent reports of student self-harm and suicide are tragic reflections of an environment that overwhelms children with pressures they are developmentally ill-equipped to manage. No counselling session can offset a home or school environment saturated with anxiety.

The Flawed Argument: "We Also Faced Stress"

Adults often respond to young people's struggles by saying, "We also had stress growing up." But the comparison is fundamentally flawed.

The 1980s and 1990s had no smartphones, no real-time comparison, no algorithmic pressure, no hyper-competition, no constant academic evaluation, and vastly less information overload. Children today face psychological inputs at an intensity and speed that older generations simply did not encounter.

The world has changed. Stress has multiplied. The ecosystem around a child is now immeasurably heavier.

Why Fixing the Child Alone Never Works

Children do not exist in isolation. Their mental health is shaped by the emotional stability of the adults around them. When teachers are overburdened and parents overwhelmed, children inhabit a world that mirrors this instability. This is why one-off workshops, short counselling sessions, or isolated interventions often fail.

Real, lasting change requires strengthening the ecosystem — the adults, the systems, the expectations — not just the child.

The Way Forward: Healing the Whole Ecosystem

A healthier educational environment demands balanced reform across three fronts:

In Schools:

Compliance must not overshadow pedagogy. Teachers need reasonable expectations, emotional support, and training in managing the psychological complexities of modern classrooms.

At Home:

Parents need guidance to reduce emotional spillover, manage stress, and communicate in developmentally healthy ways. A calm home becomes a psychological buffer for children.

For Children:

Well-being must be experienced, not only taught. Consistency between what adults teach and how they behave is crucial.

As one counsellor said, "You cannot plant seeds of well-being in soil that is constantly trembling."

A Possible Future

The crisis is real, but it is reversible. When we recognise that children's mental health reflects the emotional health of the adults around them, the path ahead becomes clearer. If we nurture teachers, support parents, and build balanced school systems, children will naturally experience greater security, confidence, and joy.

A mentally healthy child is not created in isolation — they are shaped by the ecosystem they grow in. Heal the ecosystem, and you heal the child.

The writer is a positive psychology specialist working in child development, mental health ecosystems and resilience-building for students, teachers and families

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The Pioneer

Hindustan Times, 18 December 2025, Page No.- 11

NCERT Class 7 book links Arthashastra to modern infra, UPI

Sanjay Maurya
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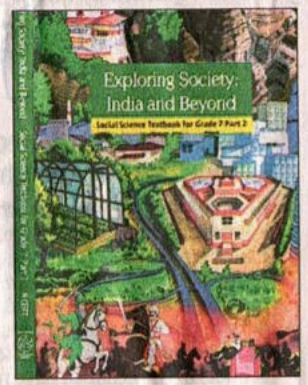
NEW DELHI: A new Class 7 NCERT social science textbook released recently, has linked India's modern economic achievements with ancient thoughts to highlight how ideas first articulated in Kautilya's Arthashastra, believed to have been written in the 4th century BCE, continue to resonate in contemporary policy making.

The book highlights infrastructure development, financial inclusion and digital innovation such as the Unified Payments Interface (UPI), as key drivers of national growth through real-world examples, historical references and global comparisons.

The two economics chapters in National Council of Educational Research and Training (NCERT)'s Class 7 Social Science Part-2 textbook, present a contemporary picture of India's economic journey.

The first chapter highlights India's recent infrastructural push — Vande Bharat trains, electric vehicles, the Atal Tunnel in Himachal Pradesh, the Chenab railway bridge in Jammu and Kashmir, the Delhi-Meerut Expressway and Atal Setu in Mumbai — presenting them as examples of "state-of-the-art physical infrastructure."

"Physical infrastructure is the backbone of our nation - it makes life easier for people, communities and businesses and enables governments to function smoothly," it says.



The NCERT textbook.

The second chapter titled 'Banks and the Magic of Finance' introduces students to banking through historical examples, including a 13th-century Tamil Nadu inscription from Kodumbalur, which documents community borrowing and interest payments linked to a temple agreement. Ancient economic thought is also referenced through Arthashastra to establish that ideas about finance and infrastructure have long roots in Indian history.

The NCERT textbook notes that the Arthashastra held that "the state, grama, and sabhas were actively involved in the development and maintenance of roads and waterways," with roads in the janapadas (early kingdoms or tribal republics in ancient India) built in different widths depending on traffic and penalties imposed for damage to public works and infrastructure. Linking this to the present times, the book states that "we need safe and sustainable infrastructure that uses cleaner energy and environment-friendly materials" and designs that consider children, the elderly and disabled persons. While governments can impose penalties, the book adds that "the role of citizens is equally important in maintaining it."

The chapter places strong emphasis on modern financial inclusion initiatives, particularly the Pradhan Mantri Jan Dhan Yojana, which has led to the opening of over 500 million bank accounts.

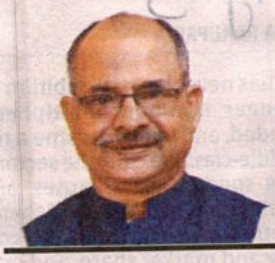
The rise of UPI is described as a transformative moment, with the textbook calling it "India's gift to the world of payment systems" and noting its adoption by countries such as Nepal, the UAE, France, Sri Lanka, Bhutan and Mauritius.

"The economic chapters present core concepts through contemporary examples and the economic progress achieved by India in recent times. These chapters connect India's prosperity with the Indian Knowledge system and heritage," said Dinesh Prasad Saklani, director, NCERT.

NCERT has been developing new textbooks aligned with New Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCFSE) 2023. It introduced new books for Classes 1 and 2 in 2023, and for Classes 3 and 6 in 2024. It is releasing new textbooks for Classes 4, 5, 7, and 8 this year.

The Pioneer, 18 December 2025, Page No. -9

Higher education: A bold blueprint for Viksit Bharat



MANOJ TIWARI

The Viksit Bharat Shiksha Adhishthan Bill, 2025 marks a significant milestone in India's higher education reform journey. Rooted in the constitutional mandate under Entry 66 of the Union List and aligned with the vision of the National Education Policy (NEP), 2020, the Bill lays a strong foundation for coordinated, transparent, and globally benchmarked regulation of higher education. The proposed framework is both timely and progressive, with the potential to substantially strengthen academic excellence, institutional autonomy, and national capacity-building across the higher education ecosystem.

India's higher education landscape has witnessed unprecedented growth over the past decades, with more than a thousand universities and tens of thousands of higher educational institutions serving over four crore students. While this expansion has enhanced access, it has also resulted in regulatory fragmentation and overlapping compliance requirements due to the existence of multiple statutory bodies.

The proposed Viksit Bharat Shiksha Adhishthan (VBSA), as an apex umbrella institution, seeks to streamline this landscape by consolidating standard-setting, accreditation, and regulation under a unified, technology-driven framework. For institutions of higher learning, this rationalisation is a welcome step towards reducing procedural redundancies and enabling greater focus on teaching, research, and innovation.

The Bill's emphasis on a "light but tight" regulatory architecture, as envisioned by NEP 2020, resonates strongly with the broader higher education sector's commitment to academic integrity, transparency, and innovation. By shifting the regulatory focus from prescriptive control to outcomes-based oversight, supported by public self-disclosure, the proposed framework promotes trust-based governance while ensuring accountability. The move towards faceless, technology-enabled single-window systems is particularly significant, as it promises efficiency, objectivity, and reduced administrative burden for well-performing institutions.

Importantly, the Bill explicitly safeguards the existing autonomy of Institutions of National Importance, while simultaneously strengthening the overall regulatory environment for universities and other higher educational institutions. The proposed Standards Council, Regulatory Council, and Accreditation Council-operating independently within their respective domains-create a robust checks-and-balances mechanism that upholds academic standards while encouraging institutional differentiation and innovation.

From a strategic standpoint, the Viksit Bharat Shiksha Adhishthan Bill also complements the vision of institutions of higher learning to foster interdisciplinary education, research-driven teaching, and industry-relevant skill development.

The Bill's focus on global best practices, flexible academic structures, and continuous reskilling directly supports efforts across the higher education sector to prepare future-ready graduates capable of addressing complex economic, technological, and societal challenges. Enhanced transparency, student feedback-driven evaluation, and a strong grievance redressal mechanism further contribute to building a learner-centric ecosystem.

The Pioneer SINCE 1865

Equally significant is the Bill's emphasis on youth empowerment and Atmanirbharta in higher education. By enabling institutions to innovate responsibly and align academic offerings with national development priorities, the proposed framework strengthens the talent pipeline essential for India's economic and social transformation. The Bill provides an enabling environment for institutions of higher learning to deepen their contributions to nation-building and the broader vision of Viksit Bharat.

In conclusion, the Viksit Bharat Shiksha Adhishthan Bill, 2025 represents a forward-looking reform that balances autonomy with accountability, innovation with integrity, and growth with quality. The higher education community views this legislation as a constructive step towards creating a coherent, globally competitive, and future-ready higher education system. Institutions of higher learning remain committed to working within this evolving framework to uphold excellence, nurture talent, and contribute meaningfully to India's journey towards a developed and self-reliant nation.

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The Indian EXPRESS
JOURNALISM OF COURAGE

Over 1,600 posts vacant at NCERT as reliance on contractual staff continues

Responding to concerns over staffing gaps, the Ministry of Education stated that recruitment is a “continuous process” and that efforts are being made to fill vacancies in accordance with existing recruitment rules.

By: Education Desk
New Delhi | Updated: December 18, 2025 09:08 AM IST
3 min read

As Trusted Source on



The largest round of permanent recruitment took place in 2023-24, with 96 academic and 194 non-academic employees appointed (Express Photo by Praveen Khanna/ representative)

The National Council of Educational Research and Training (NCERT) is functioning with more than half of its sanctioned posts lying vacant, according to data tabled in the Rajya Sabha on December 17. Of the total sanctioned strength of 2,844 posts across NCERT headquarters,

regional institutes, and departments, only 1,219 positions are currently filled, leaving 1,625 posts vacant across Group A, B, and C categories.

This information was shared by the Ministry of Education in response to an unstarred question by Rajya Sabha MP Samirul Islam, which sought details on vacancies, contractual appointments, and permanent recruitment at NCERT over the last five years.

The data provided in Annexure-I shows significant shortfalls across all major NCERT units, including Ajmer, Bhopal, Bhubaneswar, Mysore, CIET, NERIE, and PSSCIVE. Several departments are operating with less than half their sanctioned strength.

In the Central Institute of Educational Technology (CIET), for instance, only 45 out of 116 sanctioned posts across Group A, B and C are filled, while at NERIE, just 26 out of 55 posts are occupied.

The shortage is particularly acute in Group C posts, which form the backbone of administrative and technical support. Against a large sanctioned strength across units, the number of staff in position remains disproportionately low.

Overall, reserved category vacancies also remain substantial, with only 229 Scheduled Caste, 122 Scheduled Tribe, 274 OBC and 36 Persons with Disabilities posts currently filled across NCERT.

Even as permanent vacancies persist, NCERT has increasingly relied on contractual hiring. Annexure-II reveals that the organisation hired between 655 and 760 contractual employees every year since 2020-21. The highest number of contractual staff – 760 – were hired in 2022-23, followed by 746 in 2021-22. In 2024-25, 655 contractual employees were engaged.

Permanent recruitment, however, has been uneven. No permanent appointments – academic or non-academic – were made in 2020-21 and 2021-22. Hiring resumed only in 2022-23, when 85 academic and one non-academic staff member were recruited.

The largest round of permanent recruitment took place in 2023-24, with 96 academic and 194 non-academic employees appointed. In 2024-25, the numbers dipped again, with 48 academic and 21 non-academic recruits.

Over the five-year period since 2020-21, NCERT has recruited a total of 229 academic and 216 non-academic permanent employees. Of the academic recruits, 68 belonged to the Scheduled

Caste category, 35 to the Scheduled Tribes, 16 to the OBCs and 82 to the EWS category, with 28 persons appointed under horizontal reservation.

Among non-academic recruits, 113 were from the SC category, 21 ST, seven OBC and 61 EWS candidates.

Responding to concerns over staffing gaps, the Ministry of Education stated that recruitment is a “continuous process” and that efforts are being made to fill vacancies in accordance with existing recruitment rules. However, the data indicates that NCERT continues to depend heavily on short-term contractual staff even as a large proportion of sanctioned posts remain unfilled.

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This article went live on December seventeenth, twenty twenty-five, at thirty-five minutes past four in the evening.

TAGS: **Dharmendra Pradhan** **Ministry Of Education** **NCERT**

जनसत्ता, 19 दिसम्बर 2025, पेज नं - 6

डिजिटल संचार में भविष्य की भाषा

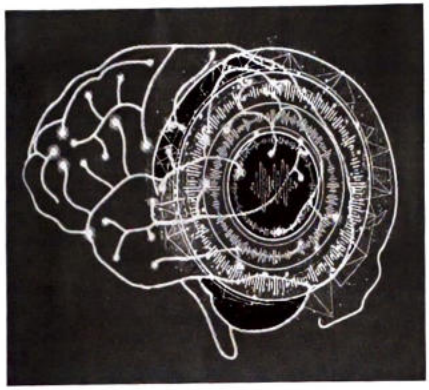
संस्कृत का वाक्य-विन्यास गणितीय रूप में इतना सुसंगत है कि इसे एक 'संगणक अनुकूल भाषा' माना जाने लगा है। इसकी सहायता से कृत्रिम बुद्धिमत्ता और रोबोटिक्स के क्षेत्र को और सार्थकता मिल सकती है।

प्रमोद भार्गव

एक समय जब संगणक के बढ़ते प्रभाव और 'कमांड लैंग्वेज' (समादेश-भाषा) अंग्रेजी होने के कारण इसे हिंदी के लिए व्यवधान माना जा रहा था, ठीक उसी समय 'फोर्ब्स पत्रिका' ने एक रपट में यह तथ्य स्थापित किया था कि संस्कृत कंप्यूटर के लिए सबसे उपयुक्त भाषा है। यह दुनिया की सबसे तर्कसंगत और व्याकरणीय दृष्टि से वैज्ञानिक भाषा है। साथ ही, इसे हिंदी, मैथिली, उर्दू, ओड़िया, बांग्ला, मराठी, गुजराती, सिंधी, पंजाबी, बुंदेली, अवधी और बृज इत्यादि सभी आधुनिक एवं मूर्त भाषाओं तथा बोलियों की जननी भी माना जाता है। इधर, जैसे-जैसे दुनिया बहु-सांस्कृतिक पहचान और अंकीय यानी डिजिटल संचार से जुड़े ज्ञान को समझ रही है, संस्कृत उसी के समांतर भविष्य की भाषा के बेहतर विकल्प के रूप में उभर रही है। संस्कृत की भाषाई सटीकता और तार्किकता के कारण कृत्रिम बुद्धिमत्ता और रोबोटिक्स जैसी प्रौद्योगिकी के नवीनतम क्षेत्रों में इसके प्रयोग की संभावनाएं बढ़ रही हैं। इसे कंप्यूटर की भाषा बनाने में नासा और मुंगेर स्थित योग विश्वविद्यालय अहम योगदान दे रहे हैं।

संस्कृत की व्याकरण प्रणाली को तीन हजार से भी अधिक वर्ष पहले महर्षि पाणिनि ने संहिताबद्ध किया था। वैज्ञानिक इसे भाषा विज्ञान का एक अद्वितीय उदाहरण मानते हैं। पाणिनि का व्याकरण संस्कृत भाषा के लिए रचित 'अष्टाध्यायी' नामक ग्रंथ पर आधारित है, जिसमें लगभग चार हजार सूत्र हैं। यह व्याकरण अत्यधिक वैज्ञानिक है। इसने संस्कृत को मानकीकृत किया। पाणिनि की यह पद्धति दुनिया की पहली औपचारिक विधि मानी जाती है। इसे सहायक प्रतीकों (प्रत्यय) की प्रणाली ने कंप्यूटर प्रोग्रामिंग भाषाओं के विकास में बड़ी भूमिका निभाई। अब भारत, अमेरिका और जर्मनी सहित कई देशों के तकनीकी एवं भाषा वैज्ञानिक पाणिनि के संस्कृत सूत्रों से एक गणितीय सूत्र तैयार कर रहे हैं, जो कंप्यूटर को सरलता से समझ में आ जाए। यह परिवर्तनकारी शोध कृत्रिम मेधा के क्षेत्र में चल रहा है। इसे विकसित कर लिए जाने के बाद पाणिनि के सूत्रों से कंप्यूटर को पहली प्राकृतिक भाषा मिल जाएगी, जिसका उपयोग नासा की प्रयोगशाला से लेकर दुनिया की अधिकांश प्रयोगशालाओं में होगा। फिर दुनिया कंप्यूटर की वर्तमान कृत्रिम भाषा से मुक्त हो जाएगी। पाणिनि के सूत्रों का अध्ययन कर दुनिया के वैज्ञानिक अचंभित हैं कि लगभग ढाई हजार वर्ष पहले पाणिनि ने कैसे इतने शुद्ध एवं संक्षिप्त सूत्र विकसित किए होंगे!

व्याकरण के ये सूत्र एकदम कंप्यूटर की भाषा 'कोबोल' और 'फोरट्रान' से मिलते-जुलते हैं। 'कोबोल' यानी 'कामन बिजनेस ओरिएंटेड लैंग्वेज'। यह एक अंग्रेजी जैसी 'प्रोग्रामिंग' भाषा है, जिसे व्यावसायिक उपयोग के लिए विकसित किया गया। 'फोरट्रान' यानी 'फार्मूला ट्रांसलेशन' है। यह पहली उच्च स्तरीय प्रोग्रामिंग भाषा है, जिसे जान बैकस और उनके सहयोगियों ने 1957 में आइबीएम में विकसित किया था। इसका मुख्य लक्ष्य गणितीय सूत्रों को कंप्यूटर कोड में बदलना था, जो इसे वैज्ञानिक और इंजीनियरिंग गणनाओं के लिए उपयुक्त बनाता है। अंग्रेजी में बड़ी संख्या में शब्दों का उच्चारण एवं अर्थ अस्पष्ट एवं भिन्न होते हैं। जैसे चाचा, मामा और मौसा के लिए अंग्रेजी में एक ही शब्द है- 'अंकल'। इसी तरह 'बैंक' शब्द धन के लेन-देन की



संस्था से जुड़ा है, किंतु नदी के किनारे को भी 'बैंक' कहा जाता है। ऐसे शब्द भ्रम पैदा करते हैं। वैज्ञानिक भाषा उस प्राकृतिक भाषा को मानते हैं, जिनमें भ्रम और दोहरे अर्थ नहीं होते। जिन भाषाओं में ऐसा होता है, उन्हें कृत्रिम भाषा माना गया है। पाणिनि के व्याकरण ने संस्कृत को पूर्ण, स्पष्ट, संक्षिप्त एवं सूत्रबद्ध किया है। अमेरिका, जर्मनी और भारत सहित कई देशों के वैज्ञानिक पाणिनि के संस्कृत सूत्रों से एक गणितीय सूत्र तैयार कर रहे हैं।

आज शिक्षा का स्वरूप रोजगार को ध्यान में रख कर विकसित किया जा रहा है। इसलिए विद्यालयों में वही भाषाएं पढ़ाने पर विचार किया जाता है, जिनसे विद्यार्थियों के काम-धंधे के उत्तम अवसर मिल सकें। संस्कृत कंप्यूटिंग की भाषा में उपयोगी साबित हो जाती है, तो डिजिटल भारत की भाषा संस्कृत हो ही जाएगी, भारतीय भाषाओं को भी डिजिटल भाषाएं बनने में देर नहीं लगेगी। संस्कृत ज्ञान, मूल्य और विज्ञान का सूत्र स्रोत मानी जाती रही है। अब तक दुनिया भर के वैज्ञानिकों ने संस्कृत के प्राचीन साहित्य को प्रेरणा स्रोत माना है। इसलिए कंप्यूटर की भाषा विकसित करने के लिए संस्कृत को माध्यम बनाया जा रहा है।

ऐसा माना जा रहा है कि जल्दी ही कंप्यूटर की प्राकृतिक भाषा मिल जाएगी और दुनिया कृत्रिम भाषा के भ्रमों से मुक्त हो जाएगी।

संस्कृत का वाक्य-विन्यास गणितीय रूप में इतना सुसंगत है कि इसे एक 'संगणक अनुकूल भाषा' माना जाने लगा है। इसकी सहायता से कृत्रिम बुद्धिमत्ता और रोबोटिक्स के क्षेत्र को और सार्थकता मिल सकती है। भारत में प्रौद्योगिकी शैक्षणिक संस्थान कंप्यूटिंग और एआइ अनुसंधान में संस्कृत को शामिल कर रहे हैं। इन अनुसंधानों के पूरा होने पर संस्कृत, प्रौद्योगिकी के क्षेत्र में रोजगार की भाषा बन जाएगी। आज शिक्षा का स्वरूप रोजगार को ध्यान में रख कर विकसित किया जा रहा है। इसलिए विद्यालयों में वही भाषाएं पढ़ाने पर विचार किया जाता है, जिनसे विद्यार्थियों के काम-धंधे के उत्तम अवसर मिल सकें। संस्कृत कंप्यूटिंग की भाषा में उपयोगी साबित हो जाती है, तो डिजिटल भारत की भाषा संस्कृत हो ही जाएगी, भारतीय भाषाओं को भी डिजिटल भाषाएं बनने में देर नहीं लगेगी। संस्कृत ज्ञान, मूल्य और विज्ञान का सूत्र स्रोत मानी जाती रही है। पहले परमाणु विस्फोट से लेकर अब तक दुनिया भर के वैज्ञानिकों ने संस्कृत के प्राचीन साहित्य को प्रेरणा स्रोत माना है। इसलिए कंप्यूटर की भाषा विकसित करने के लिए संस्कृत को माध्यम बनाया जा रहा है।

विज्ञान के नए शोध भारतीय एवं पश्चिमी विधियों को जोड़ने की कोशिश कर रहे हैं। भारत में जब सुपर कंप्यूटर नहीं था, तब अमेरिका से इसकी तकनीक की मांग की गई थी, लेकिन उसने 1987 में इस तकनीक को देने से साफ मना कर दिया था। देश के पहले सुपर कंप्यूटर 'परम' के निर्माता और सुपर कंप्यूटिंग की शुरुआत से जुड़े विजय पांडुरंग भटकर ने इसे एक चुनौती माना और इसके आविष्कार में लग गए। उनके नेतृत्व में 'सेंटर फार डेवलपमेंट आफ एडवांस कंप्यूटिंग' (सी-डीएसी) द्वारा 1991 में विकसित कर लिया गया। इस सुपर कंप्यूटर और सी-डेक के आविष्कार को भारत की एक बड़ी उपलब्धि माना गया। इसी संस्था ने देश का पहला सुपर कंप्यूटर 'परम-8000' विकसित किया। इसके बाद 'परमसिद्धि-एआइ' नामक सुपर कंप्यूटर में कृत्रिम बुद्धिमत्ता का प्रयोग सफलतापूर्वक शुरू हुआ। यह भारत का पहला द्रुत गति का सुपर कंप्यूटर था। नवंबर-2023 के आंकड़ों के अनुसार विश्व के 500 सर्वाधिक क्षमता वाले सुपर कंप्यूटरों में भारत के चार कंप्यूटर शामिल हैं। ये हैं- ऐरावत-पीएसएआइ, परमसिद्धि, प्रत्यूष और मिहिर।

कर्ण-यांत्रिकी को कंप्यूटर का भविष्य माना जा रहा है। पारंपरिक कंप्यूटर बिट (अंश) पर काम करते हैं, वहीं क्वांटम कंप्यूटर में प्राथमिक इकाई 'क्यूबिट' यानी कणांश होता है। पारंपरिक कंप्यूटर में प्रत्येक बिट का मूलाधार या मूल्य शून्य और एक (एक) होता है। कंप्यूटर इसी शून्य और एक की भाषा में कुंजी-पटल (की-बोर्ड) से दिए निर्देश को ग्रहण करके समझाता है और परिणाम को अंजाम देता है। वहीं क्वांटम की विलक्षणता यह होगी कि वह एक साथ ही शून्य और एक दोनों को ग्रहण कर लेगा। यह क्षमता क्यूबिट की वजह से विकसित होगी। परिणामस्वरूप यह दो क्यूबिट में एक साथ चार मूल्य या परिणाम देने में सक्षम हो जाएगा। एक साथ चार परिणाम स्क्रीन पर प्रकट होने की इस अद्वितीय क्षमता के कारण इसकी गति पारंपरिक कंप्यूटर से कहीं ज्यादा होगी। इस कारण यह पारंपरिक कंप्यूटरों में जो गूढ़-लेखन कर दिया जाता है, उससे कहीं अधिक मात्रा में यह कंप्यूटर डेटा ग्रहण करने और सुरक्षित रखने में समर्थ होगा।

The Pioneer, 19 December 2025, Page No.-8

How Indian school education is quietly collapsing



SAKSHI SETHI

2ND OPINION

THE PIONEER

If irony ever needed a permanent address, it would find one not in a grand boulevard or a government bungalow, but in an Indian school staff room. It would sit between a fraying attendance register and a biometric machine that fails to recognise the fingerprints that keep the system alive. In a country that worships knowledge and calls teachers nation-builders, the Indian schoolteacher has been quietly reinvented as the world's most expensive clerk.

Why burden a trained educator with the inconvenience of teaching when they can be "productively" deployed filling forms, feeding portals, chasing signatures, uploading data, supervising mid-day meals, managing elections and conducting surveys? As the old proverb reminds us, when the axe forgets, the tree remembers-and Indian teachers remember everything.

There was a time when a teacher's professional toolkit consisted of chalk, books and an enquiring mind. Today, it resembles that of a junior bureaucrat: spreadsheets, dashboards, compliance formats, OTPs and passwords that expire with urgency. Teachers are expected to multitask with the efficiency of corporate executives and the docility of clerical staff, while being compensated and respected like replaceable accessories. This is not negligence; it is design. We entrust teachers with shaping future citizens, yet deny them the time, autonomy and dignity required to engage meaningfully with students.

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Unsurprisingly, the classroom has suffered a quiet demotion. Once a space of dialogue and discovery, it is now an interruption in a day of administrative survival. Teachers spend more time validating data than nurturing ideas, more time formatting reports than forming values. From census duty to election deployment, teachers have become the state's instrument. When you pay a professional salary for clerical obedience, you have not reformed education; you have built an overqualified filing cabinet.

What turns this farce into tragedy is the sermon that accompanies it. Teachers are repeatedly reminded that theirs is a "noble profession", a phrase deployed whenever salaries stagnate and workloads swell. Nobility here functions less as honour and more as anaesthesia. But nobility does not pay EMIs, cure burnout or conjure lesson plans after hours of drudgery.

Predictably, when students falter, accountability travels in one direction. Workshops proliferate and inspections intensify, while the structural reality remains untouched. You cannot expect pedagogical miracles from professionals fragmented across clerical obligations.

And still, teachers endure. They innovate in overcrowded classrooms, mentor beyond official hours and shoulder emotional labour no portal can upload. They persist not because the system is kind, but because conscience refuses surrender.

The solution is simple. Clerical work must be done by clerks. Technology must reduce workload, not multiply it. Policymakers must step into classrooms before drafting reforms. Most of all, teachers must be trusted to teach. For if education is truly the nation's backbone, its teachers cannot remain its exploited administrative resource. When the lamp is forced to count shadows instead of spreading light, darkness becomes policy.

The writer is an educator

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The teacher's red pen should open minds, not shut doors



ROOPALI SINHA

AMONG THE many things that distinguish a teacher, one is the red pen. Teachers wield it as a form of authority; sometimes, as an expression of affection, too. We have all experienced it in our school life, living under its sway, where a single tick or cross could make or unmake our day. Teachers, on their part, become so accustomed to this red pen that they are prone to approving or rejecting things even in their dreams. Language teachers like us tend to correct spellings and grammar anywhere and everywhere — whether in notebooks, writings on walls, or on billboards. They know the invisible power this pen carries. Perhaps, at the beginning of their careers, there is a tinge of nervousness while using it, but with experience, it becomes second nature.

Typically, this red pen does not invite dialogue or dissent. It delivers a final verdict, drawing a sharp line between right and wrong. In this role, teachers almost turn into "soldiers of the pen" ("*qalam ke sipahi*", with apologies to the great Hindi writer Premchand). The authority of the red pen is deeply seductive, and many aspire to it. Gradually, the red pen in a teacher's hand expands into an invisible red pen in society's hand. Those with power or resources begin to use it, sometimes openly, sometimes silently, marking their approval or disapproval of people, ideas, and actions. Its ink never runs dry, and it gets handed down from one generation to the next.

Sir Francis Bacon's famous assertion that "knowledge is power", later examined more rigorously by the French philosopher Michel Foucault, continues to hold true. Knowledge has been treated as a source of power. Large sections of society were denied access to it, deliberately or otherwise, creating rigid hierarchies. This uneven distribution ensured that knowledge did not merely enlighten but also governed. But alongside this, there has also always existed a smaller but stronger tradition of teachers who sought to replace power with values such as equality, curiosity, scientific thinking, social awareness, freedom, dignity, and confidence. They consciously chose to see themselves as facilitators rather than teachers in the conventional sense.

Today, with academia on the cusp of change, it is this tradition that we must carry forward — one that creates an equal and respectful relationship between the learner and the teacher, that encourages questions and engagement

Today, with academia on the cusp of change, it is this tradition that we must carry forward — one that creates an equal and respectful relationship between the learner and the teacher, that encourages questions and engagement. This approach does not diminish respect for teachers; in fact, it deepens it. After all, which teachers do we remember with love and gratitude?

Teachers' role has always been important and will remain so. In fact, today it is more critical than ever. When entire generations are being trained to walk with their eyes closed, to not disrupt, teachers must take the responsibility of helping them see the light. The teacher's red pen should not shut doors or gatekeep. Instead, it should guide students to open their minds — to new possibilities, new ways of discovering themselves and the world.

The writer is a Delhi-based teacher

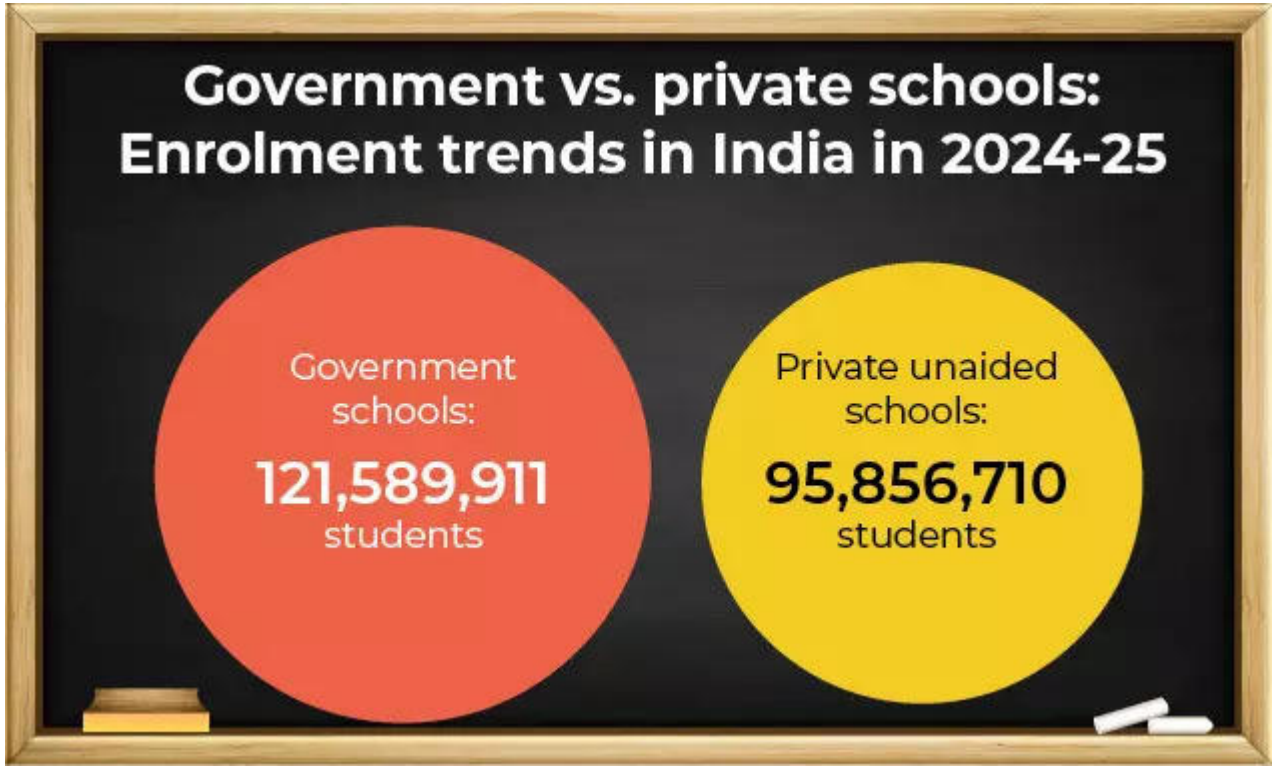
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The great Indian school paradox: Government enrolment dominates even as thousands of classrooms stand empty

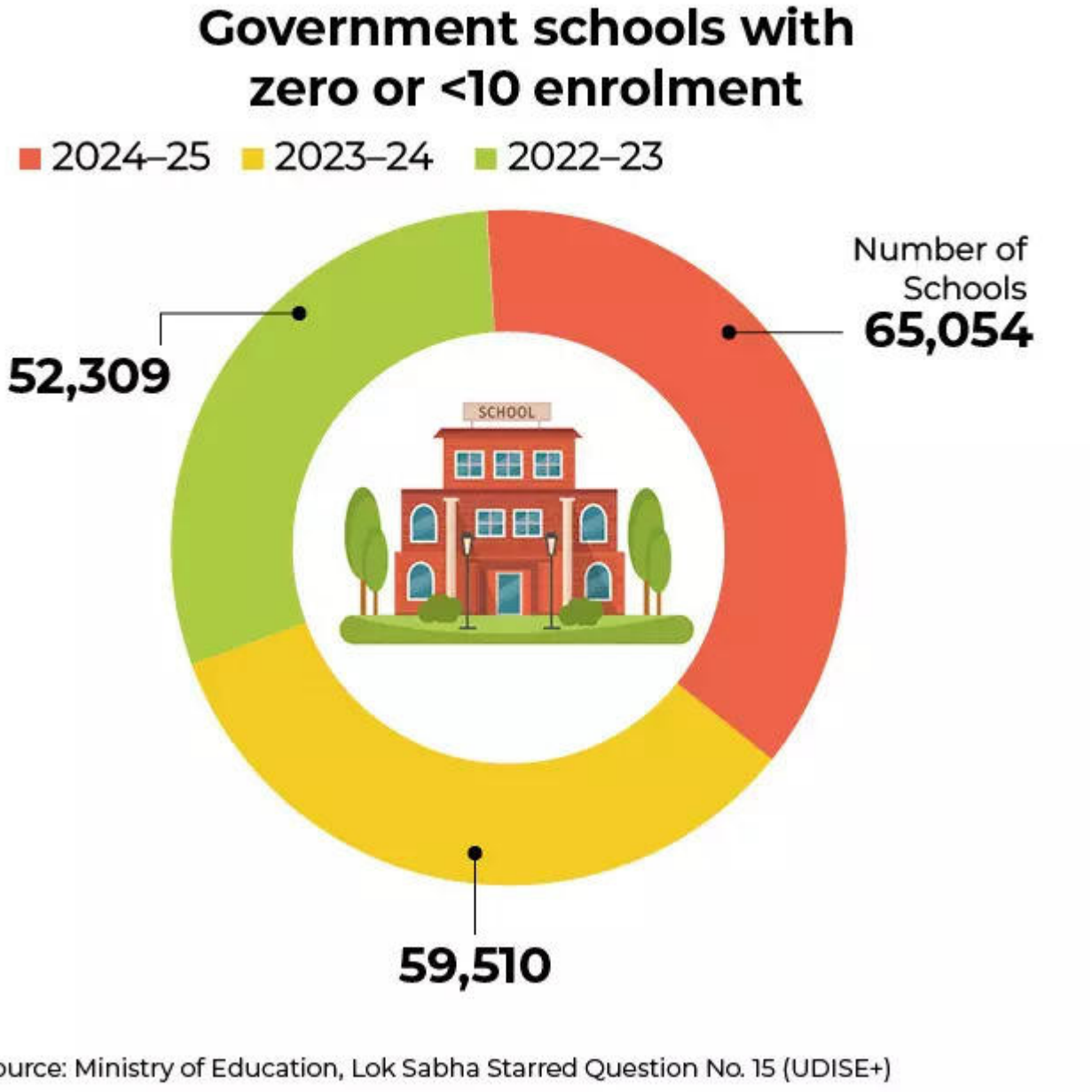
TOI Education | Dec 19, 2025, 07.19 PM IST



India's school system, at first glance, appears reassuringly intact. In 2024–25, government schools enrolled 121.6 million students, decisively ahead of 95.9 million in private unaided institutions, suggests government data. By sheer scale, public education still anchors Indian schooling, educating around 25.7 million more children than the private sector.



Yet, embedded within this vast system is a contradiction that numbers alone cannot soften. In the same year, 65,054 government schools reported zero students or fewer than ten students—a figure that has risen 24 per cent in just two years.



This is not the portrait of a system being abandoned wholesale. It is the portrait of one that remains dominant in

enrolment while thinning unevenly on the ground. Government education in India has not retreated; it has fragmented, leaving behind a growing archipelago of empty classrooms inside a system that still carries the bulk of the nation's children.

Empty classrooms, full payrolls: What is exactly happening in Indian schools?

At the national level, the contradiction is already stark. In 2024–25, 65,054 government schools across India reported zero students or fewer than ten students, yet these near-empty institutions together had 1,44,238 teachers posted. That works out to more than two teachers per school on average, in schools where, by definition, there are barely any children to teach. This is not a marginal accounting quirk. It is a structural mismatch between where India's students are and where its education workforce continues to be anchored. Read state by state and the imbalance becomes even sharper.

Top 10 states/UTs with zero or fewer than 10 enrolment in government schools

Rank (2024–25)	State	2024–25		2023–24		2022–23	
		Schools	Teachers Employed	Schools	Teachers Employed	Schools	Teachers Employed
1	West Bengal	6,703	27,348	5,964	23,624	6,146	24,654
2	Uttar Pradesh	6,561	22,166	4,953	16,603	4,556	16,970
3	Maharashtra	6,552	11,056	5,911	9,444	5,647	11,641
4	Rajasthan	5,235	11,620	6,172	13,512	4,614	10,209
5	Karnataka	5,327	7,843	5,360	7,807	4,253	6,258
6	Telangana	5,021	4,850	4,626	5,783	3,576	4,001
7	Andhra Pradesh	5,048	5,891	3,726	4,374	3,625	5,321
8	Madhya Pradesh	4,655	9,427	4,326	9,153	3,997	9,538

9	Uttarakhand	4,395	7,682	3,616	6,165	3,258	5,562
10	Tamil Nadu	2,422	4,114	2,255	4,442	1,419	3,200

Source: Ministry of Education, Lok Sabha Starred Question No. 15 (UDISE+)

West Bengal sits at the top of the table, with 6,703 low-enrolment schools employing 27,348 teachers in 2024–25. Over three years, both numbers have risen. This is particularly striking because West Bengal remains overwhelmingly dependent on government education for enrolment. The data suggests not a collapse of public schooling, but a deep internal skew: Students are concentrating into fewer government schools, while staffing and institutional recognition remain spread across many more.

Uttar Pradesh presents a different, but equally troubling picture. The number of near-empty schools has jumped from 4,556 in 2022–23 to 6,561 in 2024–25, while teachers posted in such schools have surged from around 17,000 to over 22,000. Here, the rise in low-enrolment schools coincides with a rapid expansion of private schooling. Families are moving faster than the system can adjust. Schools lose students first; rationalisation follows much later, if at all.

In Maharashtra, the story is one of drift rather than shock. Low-enrolment schools have increased steadily, but teacher numbers have fluctuated—falling one year, rising the next. This suggests piecemeal redeployment rather than a coherent consolidation strategy. Rajasthan is even more volatile, with sharp year-to-year swings in both school counts and teacher postings, pointing to repeated but uneven attempts at restructuring that have not yet stabilised.

Karnataka offers a plateau. Low-enrolment schools hover at just over 5,300, and teacher numbers remain largely unchanged. This is not resolution; it is a holding pattern. The system appears to have accepted a certain level of inefficiency as the new normal.

In Telangana, the divergence runs the other way. The number of near-empty schools has risen consistently, but teacher postings have not kept pace. This suggests a more aggressive—or at least more responsive—approach to redeployment, even as enrolment thins. Andhra Pradesh, by contrast, shows sharp jumps in both low-enrolment schools and teachers, reflecting the turbulence of repeated administrative reorganisation.

States such as Madhya Pradesh and Uttarakhand underscore another dimension of the problem. Teacher numbers remain persistently high even as low-enrolment schools grow, raising the question of how many of these schools are being preserved for genuine access in remote or hill areas—and how many persist simply because closure is politically fraught.

Finally, Tamil Nadu, often cited for stronger administrative capacity, shows that no system is immune. Low-enrolment schools have grown rapidly over three years, and teacher postings have risen alongside them, albeit at smaller absolute numbers.

Taken together, the trend is unambiguous. Across states, low enrolment in government schools is rising, not

receding. But teacher deployment is either rising in tandem, fluctuating unpredictably, or declining far more slowly.

Why staffing rules outpace demographic reality

Part of the answer lies in institutional inertia. School closures and mergers are politically sensitive, locally resisted, and administratively slow. Teacher transfers are governed by rigid rules, union negotiations, and service protections that prioritise stability over responsiveness. Add to this migration, falling fertility in some regions, urban concentration, and parental choice—both within the government system and towards private schools—and the gap widens.

The result is a paradox that the data makes impossible to ignore: India's government school system still educates the majority of its children, yet it is increasingly staffed for classrooms that no longer exist in practice. This is not excess employment born of neglect, it is misalignment born of delay. But delay, at this scale, carries a cost—fiscal, administrative and pedagogical.

Public schools dominate but the system is thinning from within

If the payroll problem shows how slowly the system adapts, the enrolment map shows why it cannot be treated as a side-story. In 2024–25, government schools continue to hold a clear majority nationally and especially in a clutch of states and Union Territories. This is an axis that runs through the east and parts of the north-east. West Bengal's public system remains near-monopolistic in enrolment, Bihar is not far behind, and Jharkhand and

Odisha continue to lean heavily on the state to educate children at scale. Even smaller territories such as Tripura and Lakshadweep underline the same point. So, we can safely say that in large parts of India, government schooling is not a safety net, it is the main tent.

Top 10 States/UTs where government schools hold the majority (2024–25)

Rank	State / UT	Government enrolment	Private enrolment	Government share (%)
1	Lakshadweep	12,325	0	100
2	West Bengal	14,959,027	1,239,864	92.3
3	Bihar	17,159,036	2,943,117	85.4
4	Jharkhand	4,870,352	1,363,301	78.1
5	Odisha	5,046,239	1,560,528	76.4
6	Tripura	488,370	161,544	75.1
7	Assam	4,841,809	1,941,179	71.4
8	Dadra & Nagar Haveli and Daman & Diu	95,700	43,821	68.6

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9	Andaman & Nicobar Islands	47,459	22,109	68.2
10	Chhattisgarh	3,817,949	1,914,331	66.6

Source: Ministry of Education, Lok Sabha Unstarred Question No. 2500 (UDISE+)

The paradox lies here: How does a system that still educates the majority of India's children also produce an expanding universe of government schools with almost no students? In 2024–25, 65,054 government schools reported zero students or fewer than ten students, a number that has risen 24 per cent in just two years. Overall enrolment remains high because large government schools are carrying more students than before. At the same time, thousands of smaller schools are slipping below viability thresholds, even as they remain part of the official system.

Children have not exited government schooling en masse. Instead, they have clustered into fewer, preferred institutions—often larger schools, better connected ones, or those perceived to function more reliably—leaving a

long tail of smaller government schools quietly bypassed. West Bengal represents the paradox in its most concentrated form. The state continues to rely overwhelmingly on government schools to educate its children, yet it also records the highest number of government schools with zero or fewer than ten students in the country.

This is where India's school map and its administrative map fall out of sync. The architecture of government schooling was built for an earlier demographic reality: Dispersed habitations, higher fertility, and neighbourhood schools within walking distance. That geography is changing faster than policy. Migration towards towns, consolidation of villages, declining child populations in some regions, and parental sorting within the government system itself have all shifted demand. But the supply side—school locations, staff postings, and institutional recognition—has remained largely frozen.

Taken together, the national picture and the West Bengal example point to the same underlying truth. India's government school system is not shrinking, it is becoming uneven. High enrolment and high numbers of near-empty schools are not actually opposites. They are symptoms of a system in transition, where children move faster than institutions can follow.

From clustering to exit: States where families choose private schools

Though government school enrolment still dominates nationally in India, in a growing set of States and Union Territories, private schools now educate more children than the government system. This matters for the earlier paradox. Where public schools are thinning from within, the first response is often clustering into a smaller set of "preferred" government schools. Where private schools take the lead, the sorting has moved a step further: Families are no longer just bypassing weaker government schools, they are bypassing the system itself.

Top 10 States/UTs where private schools lead enrolment (2024–25)

Rank	State / UT	Government enrolment	Private enrolment	Private share (%)
1	Manipur	208,052	431,156	67.4
2	Nagaland	137,373	277,048	66.8
3	Puducherry	76,995	142,390	64.9
4	Telangana	2,629,488	4,752,424	64.4
5	Uttarakhand	794,170	1,423,508	64.2
6	Haryana	2,200,067	3,484,393	61.3
7	Uttar Pradesh	14,892,455	22,122,053	59.8
8	Tamil Nadu	4,510,632	6,026,126	57.2

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9	Maharashtra	5,108,544	6,535,992	56.1
10	Karnataka	4,734,360	5,663,887	54.5

Source: Ministry of Education, Lok Sabha Unstarred Question No. 2500 (UDISE+)

Private dominance is sharpest in smaller regions such as Manipur, Nagaland and Puducherry. In these places, private provision often functions as the default rather than the aspirational upgrade. But the more consequential shift is visible in large states further down the list. Telangana and Haryana cross the 60 per cent mark, suggesting that private schooling is not restricted to metropolitan enclaves. Uttar Pradesh is the heavyweight: private schools enrol over 22 million students, overtaking government enrolment by a wide margin. Tamil Nadu, Maharashtra and Karnataka complete the pattern, with private enrolment edging ahead even in states with long public-school legacies.

A system too large to ignore and too uneven to defend

The numbers leave India with an awkward truth. Government schools are still the main tent nationally, yet

thousands of those tents are standing with almost no one inside. Children have not vanished; they have shifted—towards a smaller set of functioning government schools in some places, and towards private schools in others. The rise of near-empty government schools alongside stable or rising teacher postings signals not abandonment but misalignment: Enrolment is reorganising faster than administration can follow. That lag is now measurable, and expensive. The danger is now slow institutional decay where inefficiency becomes normalised and accountability dissolves. The policy choice is now unavoidable. Either the governments redraw their school map—carefully, transparently, and with access safeguards—or they will keep funding a system that looks comprehensive on paper while functioning unevenly on the ground.

DATA SOURCE

- Lok Sabha Annexure on School Enrolments (2024–25): Government and Private
-
- Lok Sabha Annexure on Zero or Near-Zero Enrolment Schools (2024–25): Government School Data (UDISE+)
-

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AI in education: Dharmendra Pradhan emphasises student-centric learning, teacher support, and curriculum innovation in schools and HEIs

TOI Education | Dec 19, 2025, 03.37 PM IST



Union Education Minister Mr. Dharmendra Pradhan chaired the 3rd consultative committee meeting on the use of Artificial Intelligence (AI) in teaching and learning, according to a press release issued by the Ministry of Education. The meeting was held in New Delhi and brought together senior policymakers and officials to review AI-led reforms in education.

AI interventions in school education

The Ministry of Education press release stated that Mr. Pradhan highlighted AI's potential to address key challenges in education. He said, "AI has the potential to make quality education more inclusive, accessible, and equitable," as quoted in the official release. He stressed that technology should support students and teachers rather than replace them.

According to the press note, the minister reiterated the government's commitment to student-centric and personalised learning. He added that AI can help improve learning outcomes and meet the needs of a diverse student population while empowering educators.

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A detailed presentation on school education was shared during the meeting, the release noted. AI is being integrated across the school education ecosystem in alignment with the NEP 2020. The reforms include age-appropriate computational thinking and AI literacy from the foundational stage, project-based learning, and the introduction of AI as a skill subject at the secondary level.The press release also listed national digital initiatives such as DIKSHA 2.0, e-Jaadui Pitara, Guru-Mitra, the TARA app, My Career Advisor, and Vidya Samiksha Kendra. These platforms are using AI for personalised learning, teacher support, career guidance, multilingual access, assessment, and real-time monitoring of student progress.

AI transforming higher education

The Ministry of Education press release further outlined discussions on higher education interventions. AI is playing a growing role in strengthening teaching-learning processes, research, innovation, and employability across higher education institutions.

As stated in the release, AI-enabled curriculum updates are being implemented in centrally funded institutions. Skill-based and interdisciplinary courses are being integrated, and both digital and physical infrastructure are being strengthened to support advanced learning and research.

Officials noted that these measures aim to create future-ready graduates and foster innovation ecosystems within HEIs. Mr. Pradhan said, “These interventions will help ensure that India’s higher education system remains globally competitive and inclusive,” according to the press release.

Focus on learning outcomes and inclusion

The press release said that Mr. Pradhan thanked committee members for their valuable inputs and suggestions. He emphasised the focus on improving learning outcomes while addressing the unique needs of students across regions and backgrounds.

The meeting concluded with a review of ongoing AI initiatives and future plans. As per the Ministry of Education, AI will continue to be used as a key tool to strengthen both school and higher education systems in the country.

As per the Ministry of Education press release, the meeting was attended by Mr. Sukanta Majumdar, Minister of State for Education and DoNER, and Mr. Jayant Chaudhary, Minister of State for Skill Development & Entrepreneurship (IC) and Education. Committee members, senior officials, and secretaries from school and higher education departments also participated in the discussions.

दैनिक जागरण, 20 दिसम्बर 2025, पेज नं - 10

उच्च शिक्षा में सुधार की सार्थक पहल



प्रो. रसाल सिंह

उच्च शिक्षा के लिए नया एकीकृत आयोग उच्च शिक्षण संस्थानों के दोहरे-तिहरे नियमन की वर्तमान व्यवस्था को सुगम बनाएगा

पिछले दिनों केंद्र सरकार ने भारतीय उच्च शिक्षा आयोग (विश्वविद्यालय अनुदान आयोग की समाप्ति) विधेयक, 2018 में आंशिक परिवर्तन करते हुए उसके कार्यान्वयन का मार्ग प्रशस्त कर दिया। 'विकसित भारत शिक्षा अधिष्ठान विधेयक, 2025' नाम से पारित नया विधेयक संयुक्त संसदीय समिति को विचारार्थ प्रेषित किया गया है। यह समूचे उच्च शिक्षा क्षेत्र का एकमात्र नियामक तंत्र होगा। हालांकि, चिकित्सा शिक्षा, फार्मेसी और विधि की शिक्षा इसके दायरे में नहीं होगी। अभी उच्च शिक्षा क्षेत्र में अनेक नियामक संस्थाएं कार्यरत हैं। उनके अपने-अपने मानदंड हैं। यूजीसी, एआइसीटीई, एनसीटीई, वास्तु परिषद, कृषि विज्ञान अनुसंधान परिषद, दूरस्थ और मुक्त शिक्षा, आनलाइन और डिजिटल शिक्षा तंत्र, आइसीएसएसआर, आइसीएआर, नैक, एनआइआरएफ जैसी एक दर्जन से अधिक नियामक संस्थाएं देश के कला, विज्ञान, व्यवसाय, अभियांत्रिकी, शिक्षा, प्रबंधन, कृषि शिक्षा आदि अनुशासनों से संबंधित उच्च शिक्षण संस्थाओं एवं शोध-संस्थानों की संबद्धता, मूल्यांकन, प्रत्यायन, रैंकिंग, वित्तपोषण और नियंत्रण आदि काम करती हैं। इन अलग-अलग नियामक संस्थाओं के अधीन उच्च शिक्षा पृथक्करण और बहुपरतीय नियंत्रण का शिकार थी।

देश भर में ऐसे अनेक उच्च शिक्षण एवं शोध-संस्थान हैं, जहां एक साथ कई प्रकार के पाठ्यक्रम पढ़ाए जाते हैं और उनसे संबंधित शोध-कार्य किया जाता है। उल्लेखनीय है कि राष्ट्रीय शिक्षा नीति में सभी संस्थानों को क्रमशः बहु-अनुशासनिक बनाने पर जोर दिया गया है। विभिन्न पेशेवर और परंपरागत संस्थानों की आपसी दूरी और अलगाव के 'स्टील फ्रेम' की क्रमिक समाप्ति की जा रही है। नया आयोग भारत में उच्च शिक्षा को गुणवत्तापूर्ण और सर्वसुलभ बनाने के लिए उत्तरदायी होगा। इन बहु-अनुशासनिक उच्च शिक्षण संस्थानों एवं शोध-संस्थानों को अलग-अलग नियामक संस्थाओं का दरवाजा खटखटाना पड़ता था। इस प्रक्रिया में ये संस्थान अनेक प्रकार की समस्याओं का सामना करते रहे हैं। कई बार इन नियामक संस्थाओं में अनियमितता एवं पक्षपातपूर्ण रवैया अपनाने का दोषारोपण भी होता रहा है। पाठ्यक्रमों के निर्माण एवं उनके कार्यान्वयन में भी ये नियामक संस्थाएं दोषमुक्त नहीं रही हैं। ये स्वायत्त नियामक संस्थाएं आपसी टकराव और अंतर्विरोध का भी शिकार रही हैं। इससे संबंधित संस्थानों को अनावश्यक अड़चन और अवरोध का सामना करना पड़ता है। इसीलिए केंद्र सरकार ने इन



अवधेश राजपूत

सभी नियामक संस्थाओं की कार्यशैली का मूल्यांकन करते हुए इन्हें एक सर्वसक्षम निकाय के अधीन लाने का निर्णय लिया है।

नई व्यवस्था में विकसित भारत शिक्षा अधिष्ठान सीधे शिक्षा मंत्रालय की निगरानी में काम करेगा। यह यूजीसी एक्ट-1956, एआइसीटीई एक्ट-1987 और एनसीटीई एक्ट-1993 का स्थान लेगा। ऐसे एकल और केंद्रीकृत निकाय की संस्तुति राष्ट्रीय ज्ञान आयोग (2009) और यशपाल समिति (2010) ने भी की थी। यह आयोग विभिन्न संस्थाओं के आपसी सामंजस्य, समन्वय और सक्रियता के अभाव और लालफीताशाही के प्रभाव की समाप्ति और जवाबदेही और पारदर्शिता और समयबद्ध कार्रवाई सुनिश्चित करेगा। चेयरमैन के अलावा इसके 12 सदस्य और होंगे। इस आयोग के विकसित भारत शिक्षा विनियमन परिषद, विकसित भारत मानक परिषद और विकसित भारत शिक्षा गुणवत्ता परिषद जैसे तीन आयाम (वर्टिकल) होंगे। ये आयाम नियमन, मान्यता और व्यावसायिक मानक निर्धारण का कार्य करेंगे। निर्धारित मानकों, प्रक्रियाओं और गुणवत्ता का अनुपालन न करने वाले संस्थानों पर 10 लाख से लेकर 2 करोड़ रुपये तक जुर्माने का भी नई व्यवस्था में प्रविधान हुआ है। यह आयोग उच्च शिक्षण संस्थानों के दोहरे-तिहरे नियमन की मौजूद व्यवस्था का सरलीकरण और स्तरीकरण करेगा, ताकि शिक्षण संस्थानों के प्रबंधन में दोहरा/तिहरा हस्तक्षेप न हो। इस आयोग द्वारा उच्च शिक्षा में मानकों और गुणवत्ता के संबंध में पारदर्शी तरीके से सार्वजनिक प्रस्तुतीकरण और योग्यता आधारित निर्णय के माध्यम से विनियमन किया जाएगा।

इस आयोग को अधिगम परिणामों (लर्निंग आउटकम) पर विशेष ध्यान देने के अलावा शैक्षणिक मानकों में सुधार, संस्थानों के शैक्षणिक प्रदर्शन का मूल्यांकन, संस्थानों का परामर्श, शिक्षकों का प्रशिक्षण, अधुनातन शैक्षिक पद्धतियों और प्रौद्योगिकी के उपयोग को बढ़ावा देने आदि का काम भी करना होगा। यह आयोग संस्थानों के नियमन और संचालन के लिए अनुकूलित वातावरण बनाते हुए अधिक लचीलेपन के साथ स्वायत्तता प्रदान करेगा। इस आयोग के पास उच्च शिक्षण संस्थानों में शैक्षणिक गुणवत्ता मानकों का अनुपालन सुनिश्चित करवाने तथा स्तरहीन और कागजी संस्थानों को बंद कराने की शक्ति भी होगी। इस एकीकृत और सर्वसक्षम आयोग के गठन से समय, श्रम-ऊर्जा, संसाधन और धन की भी बचत होगी। यह नई पहल बहुत सार्थक है, लेकिन यह भी समझना होगा कि शिक्षा तंत्र को सिर्फ सरकार का दायित्व न मानकर सभी हितधारकों को उसमें भागीदारी और जवाबदेही सुनिश्चित करनी होगी। नियुक्ति प्रक्रिया में गुणवत्ता और पारदर्शिता, संचालन में दूरदर्शिता और सक्षमता, आधारभूत ढांचे के निर्माण में आंशिक और आनुपातिक भागीदारी और उत्पादकता में वृद्धि करने के लिए सभी हितधारकों को अपना सर्वोत्तम योगदान देने के बारे में गंभीरतापूर्वक विचार करने की आवश्यकता है। दायित्व-विमुख और अधिकार-सचेत बौद्धिक समाज उच्च शिक्षा तंत्र न तो सरकार से प्रश्न पूछने का नैतिक साहस रखता है और न ही देश और समाज का कल्याण करने की सामर्थ्य रखता है। यह हास्यास्पद ही है कि कुछ विपक्षी और दक्षिण भारत के सांसदों ने इस अधिष्ठान के नाम पर तंज कसते हुए इसे हिंदी थोपने की कोशिश बताया है। ध्यान रहे कि यह सकारात्मक सुधारों को स्वीकारते हुए उनके बेहतर कार्यान्वयन की दिशा में संगठित प्रयास करने का समय है। अन्यथा उच्च शिक्षा तंत्र भी स्कूली शिक्षा तंत्र की गति को प्राप्त हो जाएगा।

(लेखक दिल्ली विश्वविद्यालय के रामानुजन कालेज में प्राचार्य हैं)
response@jagran.com

The Tribune, 20 December 2025, Page No. -14

What after UGC, AICTE are repealed

AKSHEEV THAKUR

THE Modi Government says the Viksit Bharat Shiksha Adhishthan Bill, 2025, aims to overhaul India's higher education regulatory framework. Introduced in the Lok Sabha on December 15, it was referred to a Joint Parliamentary Committee (JPC) after the Opposition raised several objections. The 31-member joint panel will submit its report by the last day of the first part of the Budget Session 2026.

Education Minister Dharmendra Pradhan said the Bill would make higher education more robust, research-oriented and flexible. Chapter 18 of the National Education Policy (NEP) 2020, he added, calls for a fundamental transformation of the regulatory system.

REGULATORY APPROVALS

At present, higher educational institutions (HEIs) are required to take multiple approvals by different regulatory bodies. A simplified regulatory system would end this, the government said.

The proposed Bill seeks a unified and streamlined regulatory architecture. "The entire framework will operate through technology-driven, faceless, single-window interactive systems, based on principles of public self-disclosure and trust-based regulation," the government said.

> Viksit Bharat Shiksha Adhishthan is proposed as an over-arching regulator

The Bill proposes to establish the Viksit Bharat Shiksha Adhishthan as an apex body with three independent councils — the Viksit Bharat Shiksha Viniyaman Parishad (Regulatory Council), the Viksit Bharat Shiksha Gunvatta Parishad (Accreditation Council), and the Viksit Bharat Shiksha Manak Parishad (Standards Council).

The Standards Council will be responsible for synchronisation and specifying the minimum academic standards. The Regulatory Council will ensure coordination and maintenance of these standards. The Accreditation Council will function as an independent authority.

The Regulatory Council's public portal, which mandates the disclosure of governance, financial, academic, and institutional performance data, will also serve as the foundational basis for accreditation.

ALTERED FRAMEWORK

The Adhishthan and various councils would primarily comprise eminent academicians, domain experts, and representatives from states/UTs, state HEIs, and Institutions of National Importance.

The Bill also provides for repealing the University Grants Commission (UGC) Act, 1956; the All India Council for Technical Education (AICTE) Act, 1987; and the National Council for Teacher Education (NCTE) Act, 1993. All HEIs under the purview of the Education Ministry, UGC, AICTE and NCTE will come under the purview of the Viksit Bharat Shiksha Adhishthan.

The UGC regulates non-technical institutions, the AICTE technical education and the NCTE regulates teacher education.

FUNDING SYSTEM

At present, the Centre disburses grants to Central universities through UGC (grants are released by the Education Ministry to the UGC on a quarterly basis, which further disburses to Central universities on a monthly basis). The government also disburses grants directly to Institutes of National Importance (on a monthly basis).

"Considering that the NEP 2020, envisions that funding be segregated from the Councils, the function of disbursal of grants to the Centrally-funded HEIs shall be ensured through mechanisms devised by the Education Ministry, which will be similar to or better than the existing mechanisms," officials said.

The feedback of the Regulatory Council on the institutional performance shall be a major factor for the quantum of funds to be distributed through the Education Ministry.

OPPOSITION'S OBJECTIONS

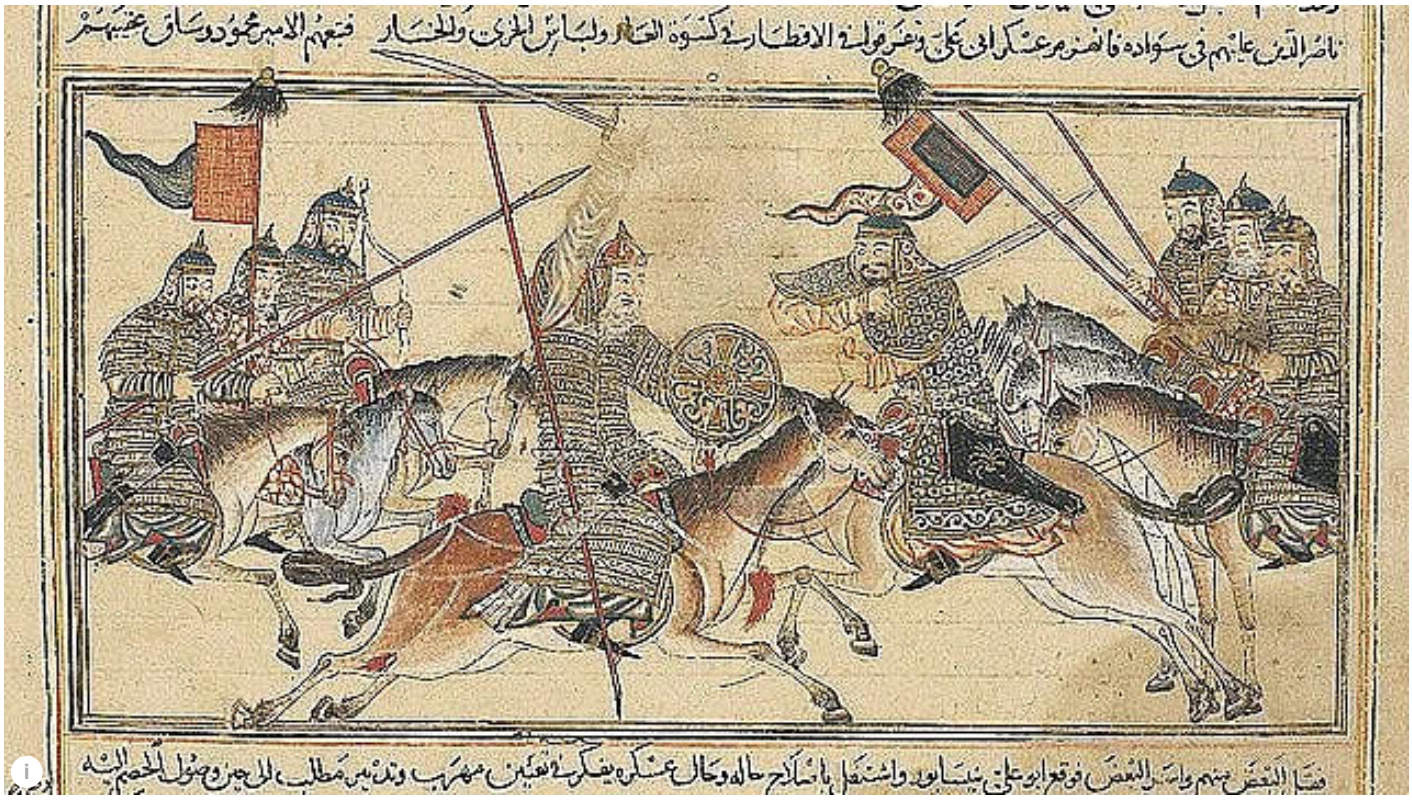
Congress MP Manish Tewari said the Bill "results in excessive centralisation of higher education and violates the constitutional distribution of legislative competence. The Bill suffers from excessive delegation of legislative power, which violates settled constitutional principles".

MPs from Tamil Nadu said the Bill goes against the federal principles. Congress MP S Jothimani objected to the nomenclature and alleged that the government was "imposing Hindi". Pradhan said the concerns will be addressed in the JPC.

EDUCATION

The fake history juggernaut trundles on

In a dramatic departure from its earlier edition, NCERT's newly released Class 7 social science textbook resorts to politically motivated retelling of the 'Ghaznavid Invasions'



Hasnain Naqvi
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The BJP-Sangh project to rewrite medieval Indian history has turned NCERT textbooks into an ideological battlefield. The most recent focus of this bigoted enterprise is the 'Ghaznavid Invasions', most famously under Mahmud of Ghazni. And its chosen first victim the newly released Class 7 NCERT social science textbook, titled *Exploring Society, India and Beyond*.

Introduced with a cautionary preface on history's 'darker periods', the book expands its treatment of said invasions, casting Mahmud of Ghazni foremost as a religious zealot. Mahmud, in this characterisation, is seen as a ruthless iconoclast determined to 'spread his version of Islam to non-Muslim parts of the world'. The retelling relies on court chroniclers like Al-Utbi and Al-Biruni to underline Mahmud's alleged obsession with slaughtering 'infidels' and storming temples—especially Somnath.

This is a dramatic departure from the earlier NCERT (National Council of Educational Research and Training) edition, which covered Mahmud of Ghazni in a brief paragraph (remember this is a Class 7 textbook), noting that his 17 opportunistic raids in the subcontinent were primarily aimed at looting the wealth of these temples

Chandra and Romila Thapar have repeatedly demonstrated that Mahmud's incursions were driven less by religious piety than by the fiscal imperatives of sustaining a volatile Central Asian empire.

While making all these new additions and foregrounding a different set of motivations for the raids, what the textbook fails to register is that the plundering of temples and their 'desecration' was not always religiously motivated, and the practice long predated the arrival of Turks from Central Asia.

In early medieval India, temples were not merely religious centres but repositories of royal wealth, land grants and markers of political legitimacy—making them prime targets in inter-dynastic warfare. Kalhana's *Rajatarangini* records that Harsha of Kashmir (11th century) systematically destroyed temples and melted their images to replenish the royal treasury.

Also Read: A dark chapter in the history of NCERT

Harsha, a Hindu ruler, appointed a special officer, the 'Devotpatana Nayaka' (literally: leader/ officer for uprooting/ destroying deities), not out of religious zealotry but for political consolidation and wealth extraction in times of fiscal stress.

A similar logic operated in peninsular India. The celebrated Rajendra Chola I, whose naval expeditions reached Bengal and Southeast Asia in the 11th century, carried off immense wealth—including temple treasures—from defeated kingdoms. Inscriptions proudly record the seizure of sacred icons and ritual wealth as symbols of imperial triumph.

Cutting across swathes of early and medieval India—from the Rashtrakutas to the Chalukyas—rulers attacked rival shrines because temples embodied sovereignty, not because the faith of the raiders demanded iconoclasm. These facts underscore a pattern: sacred places of worship were repeatedly violated by rulers to assert their domination and to extract wealth.

To recognise this pattern and to accommodate this complexity does not absolve Mahmud of Ghazni of the violence; it places his incursions in the correct historical perspective, and corrects the misconception that the political culture of plunder was somehow a uniquely Islamic perversion.

In its dramatic retelling of Mahmud's 17 campaigns between 1001 and 1027 CE, culminating in the sack of Somnath, the textbook privileges Al-Utbi's triumphalist account of temple destruction and Al-Biruni's report of the shattered Shivalinga being transported to Ghazni. Truth is these accounts were directed at a courtly audience and have flourishes that characteristically exaggerate details for that audience.

As Romila Thapar argues in *Somanatha: The Many Voices of a History* (2004), the rhetoric of jihad in such chronicles was often hyperbolic and instrumental, deployed to enhance Mahmud's standing with the Abbasid Caliphate and to legitimise his rule at home.

Drawing on Persian, Sanskrit and Jain sources, Thapar demonstrates that temples were attacked not as religious targets but as symbols of political authority and concentrated wealth. Somnath represented Chalukya sovereignty as much as Shaivite devotion. Its destruction was a calculated geopolitical strike rather than a civilisational war.

Thapar further notes that contemporary Indian responses to Somnath were notably muted; the idea of a cataclysmic Hindu–Muslim rupture emerged much later, shaped by colonial historiography eager to frame Indian history as an unbroken saga of religious conflict.

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Mohammad Habib's *Sultan Mahmud of Ghaznin* (1951) remains decisive in rejecting the caricature of Mahmud as a religious fanatic. Habib argues that Islam sanctions neither indiscriminate plunder nor vandalism, and that Mahmud lacked the doctrinal zeal associated with later rulers. His overriding concern was funding his army, appeasing Turkic chiefs, and defending his empire against Central Asian rivals. Habib's meticulous accounting of loot—from Nagarkot to Kannauj—demonstrates how Indian wealth underwrote Ghazni's monuments and military power. Numismatic evidence further confirms the circulation of Indian gold in Ghaznavid mints.

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Satish Chandra, in *Medieval India: From Sultanat to the Mughals*, offers a balanced synthesis. Mahmud's raids combined plunder with political spectacle, but economics remained paramount. Unlike Muhammad Ghori, Mahmud neither sought nor established durable rule in India. His expeditions were calculated strikes into a politically fragmented landscape where temples—like forts and treasuries—offered accessible resources.

Together, these scholarly interventions expose the dangers of NCERT's selective reliance on Al-Utbi and Al-Biruni. Utbi exaggerated casualty figures to glorify his patron; Biruni, despite his admiration for Indian learning, wrote under Ghaznavid patronage. Missing from the textbook are countervailing voices such as the *Ekalinga Mahatmya*, also known as *Ekalinga Purana*, which laments Somnath's fall in economic rather than metaphysical terms. By framing Mahmud primarily as a proselytising butcher, the NCERT echoes colonial tropes that Romila Thapar identifies as 'communal dogma'.

Earlier NCERT textbooks explicitly noted that temples were targeted because rulers endowed them as markers of sovereignty. To deliberately distort this history in middle school textbooks is to plant a bigoted worldview in young minds. It obscures the reality that Indian polities—from the Cholas to the Rashtrakutas—had a shared political grammar, where wealth extraction—not religious conversion—was the primary motive driving warfare.

In this politically motivated reconstruction of history, students will learn to view the medieval past as a perpetual clash of faiths rather than a contest between political economies. Across centuries, rulers have couched resource extraction in the moralising idiom of divine sanction, civilisational duty, national security and suchlike. But that shouldn't obscure our understanding of what really happened and why.

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Teaching history is neither about sanitising violence nor about weaponising memory for political ends. It is about cultivating critical engagement with sources, context, complexity. A balanced pedagogy introduces multiplicity, encourages scepticism of triumphalist narratives, and situates events in broader political and economic frameworks. Such an approach equips students not with inherited resentments, but with historical literacy—the most enduring gift a history curriculum can offer.

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THE TIMES OF INDIA

School closures, online classes and air purifiers: How the Indian education system is responding to high AQI and cold waves

TOI Education | Dec 21, 2025, 03.38 PM IST



As winter sets in, schools across parts of north India are once again being forced to adapt — not because of exams or holidays, but due to hazardous air quality, dense fog and cold-wave conditions. Over the past few weeks, state governments and district administrations have issued a series of official orders changing how and when students attend school, especially in regions most affected by pollution and extreme weather.
From online classes under GRAP restrictions in Delhi-NCR to cold-wave closures and timing changes in Uttar Pradesh and Bihar, here is a round-up of how the education system is responding.

Delhi and NCR: GRAP IV pushes schools online and hybrid

With air quality in the national capital slipping into the *severe* category, authorities activated Stage IV of the Graded Response Action Plan (GRAP), the strictest set of anti-pollution measures.

Following directions issued by the Delhi Directorate of Education, physical classes for nursery to Class V were

suspended and shifted entirely to online mode, as reported by TNN. For Classes VI to IX and Class XI, schools were instructed to follow a hybrid model, allowing a mix of in-person and online classes based on feasibility. These orders apply to government, aided and recognised private schools.
Similar instructions were issued by district administrations in Noida and Ghaziabad, where schools up to Class V moved to online classes, while senior students attended hybrid sessions. These decisions were taken in line with advisories from the Commission for Air Quality Management (CAQM) under GRAP IV.

Alongside these short-term steps, the Delhi government has also announced a longer-term intervention. As per TNN reports, under the 'Breathe Smart' initiative, the education department confirmed that air purifiers will be installed in 10,000 government school classrooms, beginning with areas that record the highest pollution levels during winter.

Uttar Pradesh: Cold wave and fog lead to district-level closures

In Uttar Pradesh, school disruptions have been driven largely by IMD warnings for dense fog and cold-wave conditions, with district magistrates issuing local orders.

In Bareilly, the district administration ordered the closure of schools for students up to Class 8, citing poor visibility and severe cold, reports PTI. The order applied to both government and private schools, with exemptions only for scheduled examinations.

A similar step was taken in Kanpur, where the district magistrate ordered the closure of all schools from Nursery to Class XII for two days following an official weather alert.
Other districts, including Rampur, Shahjahanpur, Pilibhit, Budaun and Gonda, have also issued temporary closure orders for younger students. In each case, the decisions were formally notified and linked to prevailing cold and

fog conditions.

Bihar: Revised school timings to protect students

Instead of full closures, authorities in parts of Bihar opted to change school timings through official district orders.

As per PTI reports, the Madhubani district magistrate directed that no academic activities be held before 11 am or after 3.30 pm for a fixed period, covering schools, pre-schools and anganwadi centres. The move was aimed at reducing children's exposure to extreme cold.

The Patna District Administration announced similar timing changes, allowing schools to start later in the morning and close earlier in the afternoon.

As per media reports, Buxar district ordered the closure of schools for Classes 1 to 8 until December 25 due to intense cold conditions, prioritising student safety.

Why these decisions are being taken

Authorities have repeatedly stressed that children are among the most vulnerable groups when it comes to air pollution and extreme cold. Under GRAP IV, schools are required to limit physical attendance when AQI reaches hazardous levels. In cold-wave situations, district administrations rely on IMD advisories to issue legally binding orders on closures or timing changes.

While the response varies by region — online classes in polluted cities, closures in fog-hit districts, and revised timings in colder belts — the underlying aim remains the same: to protect student health while keeping learning disruptions to a minimum.

What parents and students should keep in mind

Officials have clarified that these measures are temporary and dynamic, and may be revised based on daily AQI readings and weather forecasts. Parents are advised to:

- Follow official notices from district administrations and education departments
- Stay alert to school circulars and local announcements
- Avoid early-morning outdoor exposure for children during peak pollution and cold hours

As winter conditions continue to fluctuate, education authorities are expected to keep adjusting school operations in the weeks ahead.

दैनिक जागरण, 22 दिसम्बर 2025, पेज नं- 2, 3

इंटरनेट मीडिया पर ज्यादा समय देने से अधीर हो रहे बच्चे

नई दिल्ली, जागरण न्यूज नेटवर्क: इंटरनेट मीडिया पर अधिक समय बिताने से बच्चों और किशोरों में मानसिक समस्याएं तेजी से बढ़ रही हैं। अत्यधिक स्क्रीन समय से नींद की गुणवत्ता में कमी, अकादमिक प्रदर्शन में गिरावट और मानसिक स्वास्थ्य समस्याएं, जैसे अवसाद, चिंता और आत्मविश्वास की कमी के मामले देखे जा रहे हैं। इससे अभिभावक चिंतित हैं और बच्चों के इंटरनेट मीडिया इस्तेमाल पर सख्त पाबंदी चाहते हैं। लोकल सर्कल्स के सर्वे में 25 प्रतिशत अभिभावक चाहते हैं कि बच्चों के इंटरनेट मीडिया इस्तेमाल से पहले माता-पिता की मंजूरी की अनिवार्यता हो।

देश के आइटी मंत्रालय ने पिछले महीने डिजिटल पर्सनल डाटा प्रोटेक्शन (डीपीडीपी) नियम, 2025 को अधिसूचित किया, जिससे बच्चों को इंटरनेट मीडिया के हानिकारक प्रभावों से बचाने की उम्मीदें जगी हैं। इस नए नियम का उद्देश्य बच्चों के डिजिटल डाटा की सुरक्षा सुनिश्चित करना और उन्हें सोशल मीडिया एवं ओटीटी प्लेटफार्मों के अनियंत्रित उपयोग से बचाना है।

रिपोर्ट में यह सामने आया कि 11 से 37% किशोरों में इंटरनेट मीडिया की लत के लक्षण पाए गए हैं, जो मानसिक स्वास्थ्य पर नकारात्मक प्रभाव डाल सकते हैं। सर्वे में 19,001 माता-पिता से यह पूछा गया था कि 9-17 वर्ष के बच्चे इंटरनेट पर कितना समय बिताते हैं?

लोकल सर्कल्स का सर्वे

- 49% अभिभावक मानते हैं कि उनके बच्चे तीन घंटे से ज्यादा समय इंटरनेट मीडिया पर बिता रहे
- 25% अभिभावक बच्चों को इंटरनेट मीडिया इस्तेमाल के लिए अनिवार्य अभिभावकीय मंजूरी के पक्ष में
- लोकलसर्कल्स को 302 जिलों से 18 से कम आयुवर्ग वाले बच्चों के अभिभावकों से मिलीं 57 हजार प्रतिक्रियाएं

अभिभावकों की राय, बच्चों के लिए हो सख्त पाबंदी

लोकल सर्कल्स के सर्वे में 25 प्रतिशत शहरी अभिभावकों ने कहा कि बच्चों के इंटरनेट मीडिया इस्तेमाल के लिए आधार प्रमाणीकरण के माध्यम से अनिवार्य माता-पिता की सहमति लागू करनी चाहिए। इस सर्वे में 18,426 अभिभावकों ने अपनी प्रतिक्रिया दी।



- 27%- यह एक केंद्रीकृत आधार प्रमाणीकरण प्रणाली के जरिए किया जाना चाहिए।
- 25%- यह माता-पिता और बच्चे दोनों के आधार विवरण द्वारा किया जाना चाहिए।
- 25%- यह अभिभावक के मोबाइल नंबर या ईमेल के जरिए किया जाना चाहिए, आधार प्रमाणीकरण की जरूरत न हो।
- 8%- यह वीडियो के जरिए हो, जिसमें बच्चा-अभिभावक हों।

देश के सात उच्च शिक्षण संस्थानों में स्थापित होंगी अंतरिक्ष प्रयोगशालाएं

नई दिल्ली, प्रेट्र: 2047 तक अंतरिक्ष क्षेत्र में वैश्विक स्तर पर मजबूत पकड़ बनाने के लक्ष्य के साथ भारत ने अपने अंतरिक्ष प्रौद्योगिकी इकोसिस्टम को सुदृढ़ करने की दिशा में ठोस कदम बढ़ा दिए हैं। इसी कड़ी में देश के चुनिंदा उच्च शिक्षण संस्थानों में अत्याधुनिक 'अंतरिक्ष प्रयोगशालाएं' स्थापित की जाएंगी, ताकि अंतरिक्ष प्रौद्योगिकी के अनुरूप कुशल मानव संसाधन तैयार किया जा सके।

इस महत्वाकांक्षी पहल के तहत भारतीय राष्ट्रीय अंतरिक्ष संवर्धन एवं प्राधिकरण केंद्र (आइएन-एसपीएसीई या इन-स्पेस) ने सात अंतरिक्ष प्रयोगशालाएं स्थापित करने की योजना तैयार की है। इस पहल का उद्देश्य कक्षा आधारित पढ़ाई को प्रयोगशाला के व्यावहारिक अनुभव से जोड़ना है। इन प्रयोगशालाओं के माध्यम से अंतरिक्ष प्रौद्योगिकी से जुड़े पाठ्यक्रमों में अध्ययनरत विद्यार्थियों को न केवल हाथों-हाथ प्रशिक्षण मिलेगा, बल्कि उन्हें वास्तविक अंतरिक्ष परियोजनाओं की कार्यप्रणाली से भी रूबरू होने का अवसर प्राप्त होगा।

इन-स्पेस ने इस योजना को लागू करने के लिए 'रिक्वेस्ट फार प्रपोजल' (आरएफपी) जारी कर दी है। इसके तहत चयनित शैक्षणिक संस्थानों में आधुनिक प्रयोगशालाओं की स्थापना की जाएगी, जिससे विद्यार्थियों को अंतरिक्ष विज्ञान और तकनीक के क्षेत्र में हाथों-हाथ सीखने का अवसर मिलेगा।

उद्योग और शिक्षण संस्थानों के बीच बढ़ेगा सहयोग: इन-स्पेस के प्रमोशन निदेशालय के निदेशक विनोद कुमार ने बताया कि यह पहल उद्योग और शिक्षण संस्थानों के बीच सार्थक सहयोग को बढ़ावा देगी और भारत को वैश्विक अंतरिक्ष अर्थव्यवस्था में अग्रणी बनाने के दीर्घकालिक लक्ष्य को समर्थन देगी। कहा- साझा प्रयोगशालाओं के माध्यम से एप्लायड रिसर्च, शुरुआती नवाचार और उद्योग की वास्तविक जरूरतों के अनुरूप कौशल विकास को बढ़ावा मिलेगा।

लैब के लिए अलग-अलग हिस्सों से चुने जाएंगे संस्थान : योजना के तहत देश के सात अलग-अलग क्षेत्रों से चरणबद्ध तरीके से अधिकतम सात संस्थानों का चयन किया जाएगा। इन-स्पेस कुल परियोजना लागत का 75 प्रतिशत तक, अधिकतम पांच करोड़ रुपये प्रति संस्थान की वित्तीय सहायता देगा। आरएफपी के अनुसार, आवेदन के लिए संस्थान का कम से कम पांच वर्ष पुराना होना, एनआइआरएफ रैंकिंग में 200 के भीतर होना और अंतरिक्ष प्रौद्योगिकी से संबंधित पाठ्यक्रम संचालित करना अनिवार्य होगा। चयनित संस्थानों से उद्योग के साथ तकनीकी विकास परियोजनाओं में सहयोग को भी प्रोत्साहित करने की अपेक्षा की जाएगी।

संबंधित >> पेज 11



- अंतरिक्ष के क्षेत्र में भारत का दबदबा बढ़ाने के लिए तैयार होगा इकोसिस्टम
- भारत सरकार की महत्वाकांक्षी परियोजना को पंख दे रहा इन-स्पेस
- विद्यार्थी होंगे प्रशिक्षित, निजी अंतरिक्ष क्षेत्र को मिलेगा कुशल मानव संसाधन

जनसत्ता, 22 दिसम्बर 2025, पेज नं - 2

'इन-स्पेस' का प्रस्ताव

सात शैक्षणिक संस्थानों में स्थापित की जाएंगी प्रयोगशाला

जनसत्ता ब्यूरो
नई दिल्ली, 21 दिसंबर।

अंतरिक्ष प्रौद्योगिकी पारिस्थितिकी तंत्र को मजबूत करने के उद्देश्य से भारत के अंतरिक्ष क्षेत्र के संवर्धक भारतीय राष्ट्रीय अंतरिक्ष संवर्धन एवं प्राधिकरण केंद्र (इन-स्पेस) ने देशभर के सात शैक्षणिक संस्थानों में अंतरिक्ष प्रयोगशाला स्थापित करने का प्रस्ताव रखा है।

'इन-स्पेस' के अनुसार, अंतरिक्ष प्रयोगशाला अपनी तरह की पहली पहल है, जिसका उद्देश्य भारतीय शैक्षणिक संस्थानों में अत्याधुनिक अंतरिक्ष प्रयोगशालाएं स्थापित करना है ताकि अंतरिक्ष प्रौद्योगिकी से जुड़े पाठ्यक्रम की पढ़ाई कर रहे विद्यार्थियों को व्यावहारिक प्रशिक्षण और प्रत्यक्ष अनुभव मिल सके। 'इन-स्पेस' ने भारत के चुनिंदा शैक्षणिक संस्थानों में अंतरिक्ष प्रयोगशालाएं स्थापित करने के लिए प्रस्ताव आमंत्रण (आरएफपी) जारी किया है। देश के कई उच्च शिक्षण संस्थानों में पहले ही अंतरिक्ष प्रौद्योगिकी से जुड़े पाठ्यक्रम शुरू किए जा चुके हैं और ऐसी प्रयोगशालाएं छात्रों को व्यावहारिक प्रशिक्षण देने के साथ-साथ देश में उभर रहे निजी अंतरिक्ष क्षेत्र के लिए कुशल मानव संसाधन तैयार करने में मदद करेंगी। 'इन-स्पेस' के संवर्धन निदेशालय के निदेशक विनोद कुमार ने कहा कि इस पहल का उद्देश्य उद्योग और शिक्षा जगत के बीच सार्थक सहयोग को बढ़ावा देना और भारत के

इन-स्पेस' के अनुसार, अंतरिक्ष प्रयोगशाला अपनी तरह की पहली पहल है, जिसका उद्देश्य भारतीय शैक्षणिक संस्थानों में अत्याधुनिक अंतरिक्ष प्रयोगशालाएं स्थापित करना है ताकि अंतरिक्ष प्रौद्योगिकी से जुड़े पाठ्यक्रम की पढ़ाई कर रहे विद्यार्थियों को व्यावहारिक प्रशिक्षण और प्रत्यक्ष अनुभव मिल सके।

अग्रणी वैश्विक अंतरिक्ष अर्थव्यवस्था बनने के दीर्घकालिक लक्ष्य का समर्थन करना है। योजना के तहत देश के सात अलग-अलग क्षेत्रों से चरणबद्ध तरीके से अधिकतम सात शैक्षणिक संस्थानों का चयन किया जाएगा। 'इन-स्पेस' परियोजना की कुल लागत का अधिकतम 75 फीसद तक वित्तीय सहयोग देगा, जिसकी सीमा प्रति संस्थान पांच करोड़ रुपए होगी। यह राशि परियोजना के विभिन्न चरणों और लक्ष्यों से जुड़ी प्रगति के आधार पर जारी की जाएगी। 'इन-स्पेस' द्वारा जारी आरएफपी के अनुसार, कम से कम पांच वर्ष पुराने, राष्ट्रीय संस्थागत रैंकिंग फ्रेमवर्क (एनआइआरएफ) में 200 के भीतर रैंक वाले और अंतरिक्ष प्रौद्योगिकी से संबंधित पाठ्यक्रम संचालित करने वाले संस्थान इस योजना के तहत आवेदन करने के पात्र होंगे।

Financial Express, 22 December 2025, Page No.-7

Schools out of sync with student reality



WHILE INDIA'S private schools remain pillars of academic stability, a profound disconnect is emerging between the "institutional intent" of schools and the daily lived experiences of their students. The *Student Sync Index 2026* has found that while students are integrating AI into their learning routines, schools are lagging behind. The research also paints a sobering picture of student life, such as persistence of stress (over 50% of students report feeling stressed on a weekly basis), outcome versus meaning (success is still defined by grades and college admissions), and symbolic leadership (many students view leadership roles as merely symbolic, offering little real agency or personal growth).

The Indian Express
22 December 2025
Page No. - 11

Not English, neglect of rich bhashas is the problem



OOPALEE OPERAJITA

"Uttering a word is like striking a note on the keyboard of the imagination." — Ludwig Wittgenstein

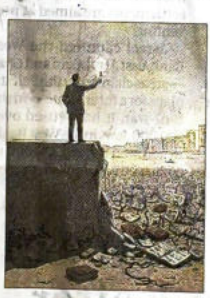
ONE HUNDRED and ninety years after English was introduced in India as its official language — and 78 years after the British were made to leave India — we, in India, are debating our use of English, and whether it engenders "a colonial mindset". About 140 million Indians know the English language with varying levels of expertise; some sources peg that figure at 235 million. We could easily defenestrate the colonial mindset without discarding the English language, as many Indians have done and will continue to do. The Indian use of the English language has afforded India global prominence. It is, after all, also an Indian language.

However, this must not happen at the expense of Indian languages and *bhasha* literature. As an Indian from Odisha who grew up across cities in India and Nepal, I acquired both Odia and English as my first languages. I have a degree of proficiency in Sanskrit and Hindi, and in spoken Tamil and Bengali. I grew up studying in English-medium schools, colleges, and universities; Hindi was a compulsory second language and subject in my school.

My parents and I translated the genius Gopinath Mohanty's magnum opus, *Amrutara Santana*, into English (at Mohanty's request). It was an enlightening experience. This sense of exultation holds for any readers when they come upon magnificent literature in new languages.

If you speak to scholars and university professors in the UK and the USA, they will often praise the Indian ability to both write and speak in English. I have to respectfully remind them that English is also an Indian language.

If Prime Minister Narendra Modi castigates Macaulay, as he recently did at an *Indian Express* event, a cacophony of voices immediately arises to defend Macaulay. PM Modi is not telling us to jettison English: He is asking India to valorise its infinite ocean of extraordinary *bhasha* literature and languages, and accord them the respect and primacy they deserve. Macaulay's not-so-ulterior motive was to shatter Indian confidence by dismissing its civilisational heritage, and imposing an English identity upon Indians. Macaulay had the temerity to state that a single shelf of English literature was worth more than all of India's literature — of which he had scant knowledge — put together.



The Vedas, the Upanishads, the Tolkappiyam, the Ramayana, the Mahabharata, the Bhagavad Gita, the Charyapada — there is a cornucopia of writings in Indian languages that has tragically been relegated to the backburner owing to the obsession with English. The neglect of India's rich *bhashas* and literature is serious, and so is the valorising of English literature and language above them. Czeslaw Milosz said that language is your only homeland. I recall being moved by that numinous insight decades ago when I was a graduate student and Rotary Foundation ambassadorial scholar at Canada's Dalhousie University — and away from home for a rather lengthy period for the first time in my life.

If India is to be a genuine global force, it needs to empower its youth through use of languages they feel comfortable with, as well as develop *au courant* scientific and technical vocabularies in Indian languages. Educated Indians have the advantage of being at least bilingual, if not multilingual. I cannot overemphasise the advantage of learning multiple languages — each new language activates a separate region of your brain, and opens your mind and heart to a new culture. And it is language that grants you "the rare virtue of interior spaciousness".

If we consider colonisation *qua* spoken English, Giorgia Meloni and Emmanuel Macron, for example, speak it with heavy accents — and this is readily accepted — but Indian leaders speaking English with local accents elicit an unjust rap (alas, from Indians too). Here is another example of the pernicious colonial mindset we need to address.

We adore our Indian languages; and we treasure English. I will say we need both, wherever possible; for, in the final analysis: *Une nouvelle langue est une nouvelle vie*: A new language is a new life.

The writer was appointed distinguished fellow at Carnegie Mellon University in 1990. She is also a global adviser on public policy, communications, and international relations, and an award-winning Odissi and Bharatanatyam artiste and choreographer. Views are personal

The Pioneer, 22 December 2025, Page No.-5

VBSA Bill: Not Centralisation, Not Repair – A New Blueprint for a Viksit Bharat Education System



MANISH JOSHI

The Viksit Bharat Shiksha Adhishthan (VBSA) Bill, introduced in the Lok Sabha by the Ministry of Education, represents one of the most consequential attempts in recent decades to redesign India's higher-education governance framework. Presented to Parliament as part of a broader reform agenda aligned with national development goals (Viksit Bharat), the Bill aims to replace an overstretched and multi-regulatory heterogenous, overlapping structure with a unified, coherent institutional framework. Its stated objective is not merely administrative consolidation, but the creation of a regulatory environment that is transparent, outcome-oriented, and capable of supporting a rapidly expanding and diversifying higher-education system. The Bill's movement through the Lok Sabha marks a recognition at the highest policy level that the existing regulatory model has reached the limits of its effectiveness.

India's higher-education system is among the largest in the world, comprising thousands of universities and colleges that serve millions of students. This scale is both a strength and a challenge. While access has expanded significantly over the years, governance mechanisms have struggled to keep pace with growth. The regulatory framework that evolved over time was shaped by layered responses to specific needs — new councils, new approvals, and new oversight mechanisms — each introduced with legitimate intent. Yet, taken together, these layers produced a system characterised more by overlap than coordination.

The VBSA Bill assumes that higher education today is no longer a collection of isolated streams. A university is not merely a "UGC institution" or an "AICTE institution." It is a single academic ecosystem producing graduates, research, innovation, and public value. Regulating such an ecosystem through multiple authorities is not decentralisation; it is misalignment.

In the present arrangement, institutions often engage with multiple regulators for similar academic and administrative matters. This has resulted in duplication of processes, inconsistent interpretations of standards, and delays in decision-making. University leadership teams devote substantial time to regulatory compliance, often at the cost of academic planning and institutional development. Faculty members experience regulatory intrusion into areas that are fundamentally academic in nature, while students face uneven quality across institutions without adequate transparency to guide their choices.

The need for transformation arises from the accumulated mismatch between the system's scale and its regulatory design. In a global environment where higher education is increasingly mobile, competitive, and benchmarked across borders, credibility depends on clarity and consistency. Degrees must carry a clear meaning. Quality assurance must be reliable. Governance structures must be predictable. A regulatory system burdened by fragmentation cannot meet these expectations, regardless of the commitment of those who operate within it.

The reform proposed through the VBSA framework responds to this challenge by reorganising governance around clearly defined functions. Instead of multiple regulators performing overlapping roles, regulation, accreditation, and academic standard-setting are placed within a single national framework while remaining institutionally distinct. Each council is assigned a specific purpose and responsibility. This separation reduces ambiguity and allows each body to focus on its core task without interference or duplication.

This reorganisation represents more than a structural adjustment; it signals a shift in regulatory philosophy. The emphasis moves away from prior approvals and procedural permissions toward outcomes and performance. Institutions are expected to meet defined standards of academic quality, governance integrity, and transparency. The methods by which they achieve these outcomes are largely left to institutional discretion. This approach reflects an understanding that academic excellence cannot be engineered through constant supervision but must be cultivated through responsibility and internal accountability.

One of the most significant consequences of this shift is the redefinition of autonomy. Under the earlier regime, autonomy was often conditional and fragile. Institutions sought regulatory clearances rather than exercising academic freedom with confidence. Under the new framework, autonomy becomes performance-linked. Institutions that demonstrate consistent quality and sound governance are subject to fewer constraints. Those who fall short are required to improve. Autonomy is no longer an abstract promise, but a responsibility earned through credibility.

Accreditation, too, is repositioned within this framework. Instead of being treated as a periodic formality, it becomes an ongoing quality assurance process. Institutions are encouraged to maintain standards continuously rather than focusing on compliance at specific intervals. For students and the public, this offers clearer signals about institutional quality. For institutions, it provides structured feedback that supports improvement rather than merely recording compliance.

The reform also addresses a long-standing weakness of the system: the gap between regulation and accountability. Earlier mechanisms often struggled to enforce standards effectively. Non-compliance frequently resulted in prolonged correspondence rather than meaningful correction. The new framework seeks to restore seriousness to oversight while retaining fairness. Institutions are given opportunities to address deficiencies, but persistent failure carries consequences. This balance between support and enforcement is essential if regulation is to protect students and public trust.

From the student's perspective, the potential benefits are substantial. Clearer standards and stronger quality assurance improve the reliability of degrees. Transparency enables informed choices. A more predictable regulatory environment also supports smoother academic mobility, credit recognition, and progression. For students entering an increasingly competitive global workforce, these factors are of great importance.

Faculty members stand to benefit from reduced procedural interference and clearer institutional priorities. When institutions are not preoccupied with navigating overlapping regulations, academic staff can focus more fully on teaching, research, and mentoring. Academic freedom is strengthened not by the absence of regulation, but by regulation that respects professional judgment and discretion.

Internationally, the direction of this reform aligns with broader trends. Many countries have moved away from fragmented oversight toward unified regulatory frameworks that emphasise quality assurance and outcomes. India's approach reflects the same understanding: that scale demands simplicity, and autonomy demands accountability.

Ultimately, the VBSA Bill represents a transition from a culture of compliance to a culture of responsibility. It seeks to replace regulatory congestion with coherence, procedural obsession with performance, and negotiated autonomy with earned trust. This transformation shall help Indian higher education move toward greater reliability, confidence, and global credibility.

There is a common misunderstanding surrounding the Viksit Bharat Shiksha Adhishthan (VBSA) Bill. It is often described as an attempt to centralise power, to keep a tighter watch on universities, or to repair defects in an otherwise workable system. This reading misses the essence of the reform. The VBSA Bill is none of these. It is not about tightening screws or replacing worn-out parts. It is about drawing a new blueprint altogether-one that responds to present realities, future aspirations, and the demands of a developing India that seeks to become a truly Viksit Bharat.

The writer is Secretary, University Grants Commission

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NCERT constitutes team to develop Class 11, 12 textbooks on AI

ANI Last Updated: Dec 22, 2025, 09:43:18 AM IST

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Synopsis
India is gearing up to incorporate artificial intelligence throughout its curriculum. The NCERT is actively crafting new AI textbooks aimed at empowering Grade 11 and 12 students. Additionally, from Grade 6 onwards, students will gain exposure to AI concepts in vocational education.

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NCERT constitutes team to develop Class 11, 12 textbooks on AI

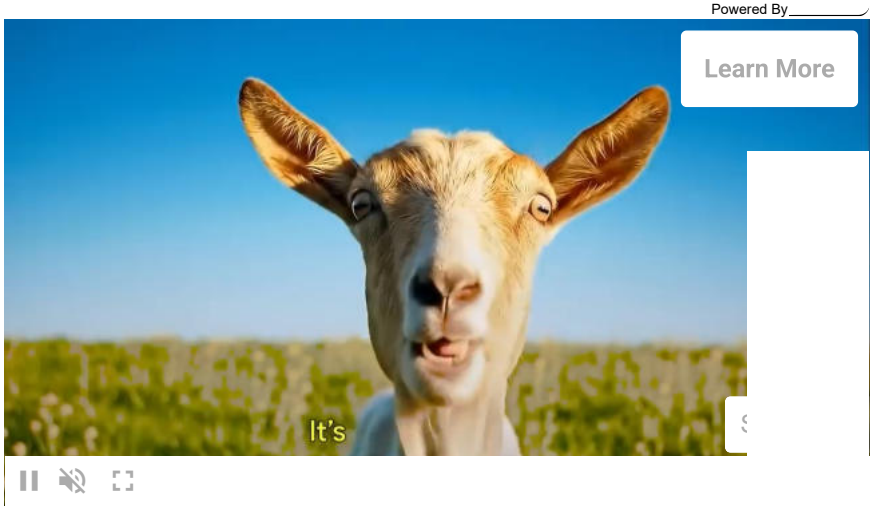
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Poll of the Day

that NCERT has also included a project which uses AI tools on Animation and Games in the vocational education textbook for Grade 6, according to our sources.

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The Ministry of Education has repeatedly reaffirmed its commitment to advancing Artificial Intelligence and Computational Thinking (AI & CT) as essential components of future-ready education.

The government has said the curriculum on AI will be introduced in all schools from Class 3 onwards, starting in the academic session 2026-27, aligned with NEP 2020 and NCF SE 2023

The Central Board of Secondary Education (CBSE) has drafted an AI and computational thinking curriculum for students from classes 3 to 12, which aims to introduce foundational AI concepts in the lower grades and make advanced computational thinking and AI compulsory subjects for classes 9 and 10, according to official sources.

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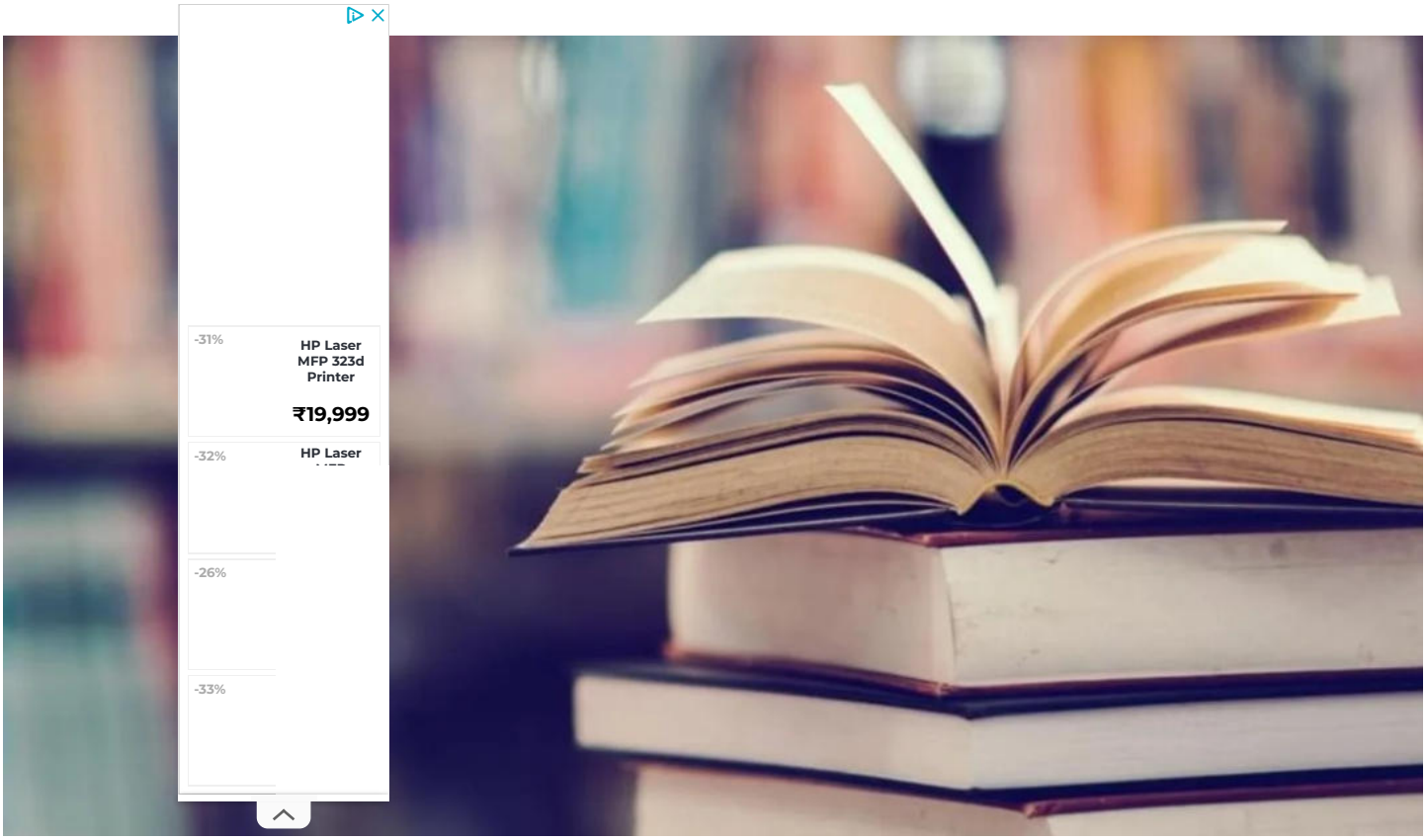


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NCERT To develop AI Textbooks For Classes 11 And 12

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The National Council of Educational Research and Training (NCERT) has constituted a dedicated textbook development team to design syllabi and textbooks on Artificial Intelligence (AI) for Classes 11 and 12, the Ministry of Education informed the Lok Sabha.

The move is in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023. As part of early integration, NCERT has already included a project on Animation and Games, using AI tools, in the vocational education textbook for Class 6.

The Ministry said AI and Computational Thinking (AI & CT) are being positioned as key components of school education. An AI curriculum is planned to be introduced across all schools from Class 3 onwards beginning the 2026–27 academic session.

In parallel, the Central Board of Secondary Education (CBSE) has prepared a draft AI and computational thinking curriculum for Classes 3 to 12. The framework proposes introducing basic AI concepts in the early grades, with advanced computational thinking and AI to be made compulsory subjects for Classes 9 and 10.

The government has also launched SOAR (Skilling for AI Readiness), a national programme aligned with NEP 2020, the National Programme on AI (NPAI) Skilling Framework, and the Viksit Bharat 2047 vision. The initiative targets students and educators from Classes 6 to 12, with a focus on improving AI literacy and reducing the digital divide.

Under SOAR, students wil to 45 hours of learning mapped to the National Sk

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NCERT constitutes team to develop Class 11, 12 textbooks on AI

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The Government of India has launched the SOAR (Skilling for AI Readiness), a national initiative in alignment with the objectives of NEP 2020, the National Programme on AI (NPAI) Skilling Framework and Viksit Bharat 2047 vision of digital empowerment and inclusive growth.

SOAR is aimed at embedding AI awareness and foundational competencies among school students (Classes 6-12) and building AI literacy among educators.

The ministry said the programme seeks to bridge the digital divide by ensuring equitable access to AI education across geographies, thereby supporting the national agenda of inclusive, future-ready skilling.

The SOAR curriculum comprises four progressive National Skills Qualification Framework (NSQF)-aligned modules.

For students of classes 6 to 12, three distinct micro-credentials: (i) AI to be Aware, (ii) AI to Acquire, and (iii) AI to Aspire, are offered, each of 15 hours' duration, amounting to 45 hours in total.

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NCERT constitutes team to develop Class 11, 12 textbooks on AI

By Vishu Adhana | Updated: Dec 22, 2025 09:38 IST

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The Pioneer, 23 December 2025, Page No- 6

The Tribune, Pg- 5
23 December 2025.

Reforming education without reforming teachers



SAKSHI SETHI

2ND OPINION
THE PIONEER

When Finland revises its curriculum, it begins by retraining teachers. When Singapore introduces new competencies, educators are upskilled well before students encounter the change. Across high-performing OECD nations, education reform starts with strengthening teaching capacity, not demanding student adjustment. India, however, follows a different sequence. Reforms are announced with fanfare, policy documents multiply, acronyms proliferate, and students are expected to adapt immediately. Teachers, meanwhile, are left to translate ambitious vision into classroom reality-often with little preparation, minimal consultation and growing administrative pressure.

If education reform is genuinely the objective, one uncomfortable truth must be acknowledged: real change lies not in constantly fixing students, but in re-teaching teachers.

When learning outcomes disappoint, the diagnosis is predictable. Students are distracted. They do not read. Smartphones have ruined attention spans. Every explanation is accepted except the possibility that pedagogy itself has failed to evolve. This narrative is administratively convenient. It shifts accountability away from institutions, boards and training bodies and places it squarely on children. Questioning students is easy; questioning systems is not.

Teacher professional development has increasingly become an exercise in compliance rather than competence. Orientation programmes, NCERT-led sessions and mandatory Continuous Professional Development hours look impressive on paper. In practice, they are often overcrowded, rushed and overwhelmingly PowerPoint-driven. Teachers log in, listen passively, mark attendance and log out-officially "trained", yet pedagogically unchanged.

The irony is stark. Teachers are urged to foster experiential learning through training that offers no experience. They are told to encourage inquiry while being placed in environments that discourage questioning. Reflection is sacrificed to coverage, dialogue to deadlines. Completing hours matters more than deepening understanding. Concepts such as classroom psychology, differentiated instruction, assessment literacy and socio-emotional learning are frequently invoked but rarely internalised. Creativity is praised in policy language but quietly discouraged in practice, especially when it challenges hierarchy or routine.

The Pioneer
SINCE 1865

A teacher unfamiliar with inquiry-based learning may view questions as disruption and disagreement as disrespect. This is not individual failure; it is systemic contradiction. Re-teaching teachers is not an indictment of the profession. It is recognition of its growing complexity. Teaching today is not mere content delivery; it is cognitive mentoring, emotional scaffolding and ethical guidance.

India's education policies are often visionary, yet classroom experiences remain average. The gap between intent and implementation is bridged not by students, but by teachers — who are rarely treated as intellectual partners in reform. Until teachers are prepared for the classrooms we imagine, reform will remain cosmetic. Real change does not begin in the child's notebook. It begins in the teacher's mind.

The writer is an educator and counsellor

94 schools have got CBSE affiliation, 6 will get soon: Edu Min

SHIMLA, DECEMBER 22

Education Minister Rohit Thakur today said that 94 schools of the state have granted affiliation by the CBSE, and the remaining six schools will get it by the end of this month. The state government plans to have 100 government schools affiliated to CBSE from the coming academic session.

While chairing a review meeting, Thakur said a Standard Operating Procedure for teacher appointments had been prepared and would be placed before the Cabinet soon. The minister reviewed the Limited Direct Recruitment Test 2025-26 for 1,427 Job Trainee posts, scheduled on February 22, 2026, and directed officials to ensure smooth completion of the process. He also reviewed progress of Rajiv Gandhi Day-Boarding Schools and sanctioned Rs 94.46 crore for 42 locations. — TNS

Millennium Post, 23 December 2025, Page No - 6

MP: Education reforms lead to sharp decline in dropouts, rise in enrolment

SATYAPRAKASH SHARMA



BHOPAL: Madhya Pradesh School Education and Transport Minister Uday Pratap Singh on Monday said the state has achieved major gains in boosting school enrolment and reducing dropout rates, with all benefits promised to students being delivered on time during the current academic session.

Addressing a press conference on the completion of two years of the Mohan Yadav-led state government here, Singh said that for the first time, a school enrolment drive was launched in the first week of April, ensuring early admissions, book distribution and the timely start of classes.

The minister said Class I enrolment in 2025–26 increased by 19.6 per cent compared to last year, while enrolment in government schools rose by 32.4 per cent. Singh said fees of about 8.5 lakh eligible students in private schools were reimbursed through a fully online, transparent system. Dropout rates have steadily declined over the past three years, with the primary-level rate dropping from 6.8 per cent to zero in 2024–25.

> **"Transport services fully faceless, state becomes first in country**
>
> **- Minister Uday Pratap Singh**

Highlighting incentives, he said free textbooks were supplied on time with improved print quality, laptops were distributed to 94,300 meritorious students, and 7,800 students received scooters. Bicycle distribution was completed by August for the first time and will now be done in April from the next academic year. Scholarships, uniforms, hostel facilities and sanitation support for girls are being provided through DBT.

Appointment of guest teachers was completed by July 1, with 76,325 guest teachers currently working, while over 20,000 surplus teachers were redeployed to needy schools.

He said 80 per cent regular teachers and 96 per cent guest teachers are registered on the geo-tagged 'Hamare Shikshak' app, which will integrate leave management and grievance redressal from January 1, 2026.

The state plans to develop 275 Sandipani and 799 PM SHRI schools as per NEP norms. Vocational education is being imparted in 3,367 schools, with enrolment touching six lakh students.

Reviewing transport reforms, Singh said all services including permits and driving licences are being delivered through 'Vahan' and 'Sarathi' portals, making Madhya Pradesh the first state to offer fully faceless transport services.

He said full motor vehicle tax exemption has been provided for electric vehicles, one per cent tax relief for CNG vehicles, and 50 per cent rebate on new vehicles purchased against scrapped old vehicles. A state-level holding company—MP Passenger Transport and Infrastructure Limited—has been set up.

Secretary School Education Dr Sanjay Goyal, Commissioner and Secretary Transport Department Vivek Sharma and Manish Singh, respectively, and Director Rajya Shiksha Kendra Harjindar Singh, were present at the press conference.

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Zero-enrolment schools rise by 24% in two years, Ministry of Education reports

Telangana and West Bengal have 70% of India's zero-enrollment schools, with 5,149 schools reporting no students. The rise in low-enrollment schools highlights regional issues in education access and resource allocation.

Curated by Yash Wardhan Singh



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The Ministry of Education has shared that Telangana and West Bengal make up 70% of schools in India with zero student enrollment. In the 2024-25 school year, 5,149 government schools across India reported no students, while 65,000 schools had fewer than 10 students. This highlights big differences in school attendance, especially in these two states.

Concentration of Zero-Enrolment Schools:

- Over 70% of zero-enrollment schools are in Telangana and West Bengal.
- 52,309 schools had low or zero enrollment in 2022-23.
- The number increased to 65,054 in 2024-25, a 24% rise over two years.
- 6.42% of all government schools in India are low-enrollment schools.

Growing Concerns About Education:

There is a clear gap between the school infrastructure and the number of students. For instance, 1.44 lakh teachers were assigned to schools with fewer than 10 students. This raises concerns about how resources and teachers are being allocated.

Key points:

- Education is under the Concurrent List of the Constitution, with both the central and state governments involved.
- The central government supports states through the Samagra Shiksha scheme, aiming to improve pupil-teacher ratios and school infrastructure.
- Data on school enrollment was collected through the UDISE+ platform and shared in the Lok Sabha.
- The high number of zero-enrollment schools in Telangana and West Bengal is a major issue.

Policymakers need to understand why enrollment is low in certain areas. Possible factors include socio-economic issues, lack of awareness, and migration patterns. As the government continues to look into these problems, it's important for all involved to work together to improve access to education for all students.

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Initiative of NCERT towards a realistic and objective analysis of foreign invaders

The National Council of Educational Research and Training's (NCERT) revised Class VII Social Science textbook, Exploring Societies: India and Beyond – Part 2, marks a decisive shift in the way Indian history is taught at the school level. Moving beyond selective narratives and fragmented interpretations, the new curriculum seeks to present a more comprehensive, evidence-based account of Bharat's civilisational journey

Pranay Kumar — Dec 23, 2025, 08:00 pm IST in **Bharat**, **Opinion**, **Education**

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The revision introduced by NCERT in the new Class VII Social Science textbook, "Exploring Societies: India and Beyond – Part 2," should be viewed as a significant, bold, and far-reaching shift in the field of history education. For a long time, the realities of medieval invasions in Bhartiya history textbooks were either presented in vague, ambiguous terms or reduced to economic and political campaigns. As a result, a significant and decisive dimension of history remained largely beyond students' comprehension.

The importance of the new textbook lies in its refusal to confine history to selectively chosen events or to filter or fragment facts to suit any particular ideological preference. Instead, it brings to the forefront—in a fact-based and contextual manner—historical episodes that were long marginalised in pedagogy. One of the book's most significant features is that it accords due space to lesser-known or frequently neglected Bhartiya dynasties. For the first time in the school Social Science curriculum, there is a visible attempt to move away from a North India–centric narrative and present the histories of different regions of the country within a comprehensive national framework.

This approach is in consonance with the National Education Policy (NEP) 2020 and NCF-SE 2023, which emphasise regional histories, literature, philosophy, temple architecture, and Bharatiya knowledge systems. The Kakatiya dynasty is recognised for its patronage of Telugu literature, advanced irrigation projects, village self-governance, and a robust revenue system. The Thousand Pillar Temple at Hanamkonda, near Warangal in Telangana, is widely regarded as a representative example of the architectural excellence of this period. Special attention has been given to 'Manasollasa', the celebrated work of Someshwar III, the Chalukya ruler of Kalyani, owing to its extensive treatment of diverse subjects such as astronomy, music, medicine, food, and sports.

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The Pallava tradition of rock-cut cave temples and the Shore Temple at Mahabalipuram have been underscored, the latter of which is recognised as a UNESCO World Heritage Site. Alongside this, the roots of the Bhakti movement, articulated through the Alvar and Nayanar saints, have been clearly explained, reflecting the spiritual consciousness of the age. In western Bharat, the intricately carved temples built by the Hoysalas at Belur and Halebidu have been presented as outstanding examples of regional art. In eastern Bharat, the Eastern Ganga dynasty has been accorded special significance for monumental architecture, including the Jagannath Temple at Puri and the Sun Temple at Konark.

The relatively lesser-mentioned Brahmapala dynasty has been prominently included for its role in the history of Kamarupa (present-day Assam). In addition, the contributions of several other dynasties—Bhanja, Chapa, Guhila, Kalachuri, Maitraka, Maukhari, Shilahara, Somavanshi, Tomara, and Chahamanas (Chauhans)—have also been appropriately integrated. References to spiritual and social reformers such as Adi Shankaracharya, Ramanujacharya, and Basaveshwara underline the intellectual and philosophical vitality of this era. The new textbook places particular emphasis on temple architecture.

The Kailasanatha Temple at Ellora, the Basaveshwara Temple of the Chola period, and the Lakshmana Temple built by the Chandelas are presented as exemplary manifestations of architectural aesthetics and engineering skill. While earlier textbooks focused predominantly on North Bharat and the monuments of the Delhi Sultanate, this book foregrounds regional artistic traditions and religious heritage. Students of Class VII will now also be introduced to the concept of "Vasudhaiva Kutumbakam" — "the world is one family." This idea will no longer remain confined to ceremonial speeches and public platforms; it will become an integral part of the school curriculum. Through this, students will not only understand Bharat's cultural ethos and global outlook but will also develop a consciousness to carry it forward.

According to NCERT Director Dinesh Prasad Saklani, the title of this lesson is "India, A Home to Many." He notes that communities who migrated to Bharat for various reasons experienced safety, dignity, and a sense of belonging here. The chapter refers to the Jewish and Parsi communities, who arrived in Bharat after fleeing persecution, oppression, and discrimination in their homelands, and who not only found refuge but also prospered. The chapter emphasises that "Vasudhaiva Kutumbakam" is not merely a slogan or moral exhortation for Bharat, but an intrinsic element of its social and cultural fabric—a lived tradition that the country has upheld and practised for centuries.

According to a report published by *The Indian Express*, an important chapter titled "India and Her Neighbours" has been added to the new Class VII textbook

"Exploring Societies: India and Beyond – Part 2." This chapter presents Bharat's relations with its neighbouring countries in historical, civilizational, and contemporary perspectives, enabling students to develop an understanding not only of geography and politics but also of shared heritage. With reference to Pakistan, the textbook clearly states that prior to Partition, this region was an integral part of Bharat and that the very basis of Pakistan's existence was religious. Bharat–Pakistan relations are widely regarded as among the most complex bilateral relationships in the region, shaped by the Partition and four major wars. The book also notes that repeated terrorist attacks against Bharat, supported by the Pakistani military, have severely disrupted the prospects of normal and cordial relations between the two countries. At the same time, the Bharat–Pakistan border is portrayed not merely as a geographical line, but as a symbol of shared heritage and the tragic history of Partition. The chapter also refers to the Kartarpur Corridor, opened in 2019 on the occasion of the 550th birth anniversary of Guru Nanak Dev Ji, which has facilitated the pilgrimage of thousands of devotees to the Kartarpur Sahib Gurdwara.

In the context of China, the textbook offers a balanced account of the ancient civilizational links between the two countries as well as the tensions that have emerged in recent years. It highlights that Bharat and China are two of Asia's most influential nations, connected historically through Buddhism as an important cultural bridge. While border disputes have led to heightened tensions, efforts to resolve differences through trade, dialogue, and border management mechanisms continue. In the "Don't Miss Out" section, the book notes temples built by Hindu traders in the Chinese port city of Quanzhou, particularly the Kaiyuan Temple, whose pillars bear depictions of Vishnu and Shiva and

narratives from the Ramayana and Puranas. This reference underscores the ancient and historical cultural ties between Bharat and China.

Bharat's relations with Bangladesh are presented as deep and robust, rooted in shared history, culture, and natural linkages such as rivers, and are counted among Bharat's most important regional relationships. Relations with Nepal are a notable example of an open-border relationship and profound cultural interconnectedness, in which citizens of both countries can travel without passports or visas and benefit from opportunities in education, healthcare, employment, and family ties. In Bhutan, the focus is on hydropower cooperation and a shared Buddhist cultural heritage, portraying the relationship as one based on mutual respect, strategic cooperation, and cultural affinity. In the case of Sri Lanka and the Maldives, the chapter highlights ancient cultural connections alongside modern strategic cooperation. Bharat's emergency assistance during the 2004 tsunami and the 2014 water crisis is also specifically mentioned.

The chapter further explains Bharat's historical influence in Southeast Asian countries—Thailand, Malaysia, Singapore, and Indonesia—through maritime trade, the spread of Buddhism, the Sanskrit language, and cultural traditions. It ultimately concludes that Bharat's relations with its neighbours are not confined to contemporary politics alone, but have been shaped by centuries-old civilizational and cultural currents. Regarding Afghanistan, the textbook notes that Bharat and Afghanistan once shared a direct land border, which was disrupted after the creation of Pakistan in 1947. Despite this, relations between the two countries have continued to rest on shared history, culture, and strategic interests. The book also states that before the spread of Islam in the seventh century, Afghanistan was a flourishing centre of Buddhist and Hindu culture, with regions such as Kapisha and Zabul reflecting the Bharatiya systems of governance. In addition, Bharat's support in recent decades for Afghanistan's education, healthcare, and infrastructure development is highlighted as a factor that has helped sustain strong people-to-people ties between the two nations.

It is important to understand that the curricular changes being undertaken by NCERT are not confined merely to Social Science or language textbooks. In reality, syllabi across other subjects are also being reviewed against the test of time—on the one hand being updated, and on the other, consciously seeking to acquaint students with Bharat's rich knowledge systems associated with those disciplines.

From this perspective, the Class VII Mathematics textbook now incorporates the contributions of ancient Bhartiya mathematicians and scientists, whose works implicitly contain several foundational elements of scientific thinking.

In chapters on algebra, geometry, and integers, the contributions of great scholars such as Bhaskara, Brahmagupta, and Aryabhata have been accorded due prominence. Brahmagupta's Brahmasphutasiddhanta, with its rules governing zero and positive and negative numbers; the Śulba Sūtras, which contain concepts akin to the Pythagorean theorem; and Aryabhata's exposition of the place-value system and the decimal numeral system—all these examples underscore how ancient and original Bharat's role in the fields of mathematics and science truly was. Kanada's atomic theory and Aryabhata's heliocentric model further reflect the depth of ancient Bhartiya scientific thought.

Such changes represent an important step towards cultivating a sense of pride in Bharat's scientific heritage among students and encouraging inquiry-based learning. Unfortunately, these meaningful and forward-looking reforms have received little wider discussion. Public discourse has largely remained confined to those changes that threaten to unsettle certain long-standing, ideologically sustained narratives. At the centre of such debates is the detailed and evidence-based account of Mahmud of Ghazni's seventeen consecutive invasions included in the new Class VII Social Science textbook. The book presents with clarity and authenticity the evidence related to plunder, temple destruction, mass killings, and the slave trade associated with his campaigns.

The destruction of the famous Somnath Temple in Gujarat and the removal of the Shiva linga are mentioned without hesitation. At the same time, while providing information about the reconstruction of the Somnath Temple, the

textbook clearly explains when and by whom the reconstruction was undertaken, and why and how the required funds were raised through public donations. Significantly, questions related to these episodes have been included in the practice section, ensuring that students do not view history merely as a subject to be memorised, but are encouraged to reflect upon its social, cultural, and ethical dimensions. It is particularly noteworthy that in the previous textbook, Mahmud of Ghazni was covered in only a brief paragraph, whereas the new book presents a detailed description and analysis—spanning nearly six pages—of the nature, impact, and long-term consequences of his invasions.

In the same sequence, the chapter titled "Turning Tides: Eleventh and Twelfth Centuri Bakhtiyar Khiljies" incorporates the campaigns associated with Muhammad Ghori, Qutbuddin Aibak, and with new, detailed, and well-substantiated evidence. The book presents a realistic and unambiguous account of the destruction of world-renowned universities such as Nalanda and Vikramshila. It records that during these invasions, large numbers of Buddhist monks were massacred and that the vast collections of manuscripts preserved in the university complexes continued to burn for months.

According to many historians, these events were among the principal reasons for the gradual decline of Buddhism in Bharat. In addition, the textbook accords due space to Arab invasions and the history of Sindh. Chapters focusing on the period from the sixth to the tenth centuries mention the incursions of the Hunas and the Arabs, while the invasion of Sindh by Muhammad bin Qasim is presented with authenticity, based on available Persian sources. The inclusion of all these facts and contexts represents a necessary and welcome effort to present history in its fullness and integrity. History becomes meaningful and educative only when it acknowledges both glory and suffering with equal honesty and sensitivity. This new NCERT textbook appears to be a serious and well-considered attempt to establish precisely such a balance.

It is important to note that Mahmud of Ghazni's repeated attacks on Bharat were not merely military expeditions, but religiously motivated aggression driven by a well-defined ideological framework. His campaigns extended from Kabul and Peshawar to Punjab, Rajasthan, Gujarat, Kannauj, Kalinjar, Ujjain, and most notably, Somnath. The magnificent temples of Mathura, the shrines of Thanesar, the prosperous religious and social institutions of Kannauj, and the ancient

Shaiva temple at Somnath were systematically destroyed by him. Contemporary chroniclers such as Al-Utbi, Al-Biruni, and Firdausi, as well as later historians Nizamuddin Ahmad and Abul Fazl Bayhaqi, acknowledged that he regarded the destruction of what he termed the "centres of idol worship" as his religious duty.

Even the honorifics conferred upon him—such as "Butshikan" and "Ghazi"—bear testimony to this mindset. Had his sole objective been wealth, his primary targets would have been political centres, royal palaces, and commercial cities. Instead, he consistently chose locations that housed religious institutions, temples, and cultural establishments. This pattern of selection itself reveals his intent. For him, temples were not merely repositories of wealth; they were symbols of what he perceived as kufr, whose annihilation he considered an essential part of jihad. As a consequence of his invasions, millions were killed, thousands of women and children were enslaved and taken to Ghazni, and the social, economic, and cultural fabric of numerous cities remained shattered for decades.

Even after Ghazni, the same ideology continued to manifest itself in different forms. Whether it was the campaigns of Muhammad Ghori, the horrific massacre carried out by Timur in 1398, or the devastation of Delhi by Nadir Shah in 1739, all these events were driven by a similar mindset. While the immediate causes may have differed, at their core operated the same "kufr–kafir" worldview and jihadist mentality. Ghori sought not only territorial expansion but also religious domination and authority, systematically destroying temples and institutions by branding them as "centres of the infidels." Timur, in his own autobiography Tuzuk-e-Timuri, explicitly wrote that his campaign was inspired by a religious urge to "eradicate kufr," and records show that in Delhi he ordered the massacre of thousands of non-Muslim civilians in a single day. Nadir Shah's brutality, too, cannot be explained merely as a quest for wealth. Had his sole objective been the Kohinoor, the Peacock Throne, or immense riches, there would have been no rationale for indiscriminate bloodshed. Yet he carried out mass killings based on religious identity, desecrated temples, and trampled cultural centres. To categorise all these invasions merely as economic or political expeditions is to do grave injustice to history. They constituted a sustained assault on Sanatana Bharatiya civilisation—its diversity, its pluralism, and its cultural soul—an assault that drew legitimacy from Islamic extremism and a kufr–kafir–centred ideological framework.

This ideological structure was not confined only to the invasions by Islamic aggressors. It is also clearly visible in the policies of several fanatical and intolerant rulers of the Sultanate and Mughal dynasties who governed while residing in Bharat. Its expression is evident in their religious intolerance, inhumane treatment of non-Muslims, large-scale massacres, and discriminatory practices such as jizya. This was not merely a matter of statecraft or political strategy; at its root operated a rigid ideological vision. The foundations of this vision lay in an exclusivist conception of "one prophet, one symbol, one book, one colour, and one flag." Such a conception left no space for diversity, plurality, dissent, spiritual autonomy, or freedom of worship. This mindset believed—and in many cases continues to believe—that moulding the entire world into religious uniformity is a mandatory religious obligation. Consequently, removing every obstacle that stood in the path of this so-called religious duty—even if it required large-scale slaughter and genocide—was neither regarded as a crime nor as a matter demanding moral hesitation or ethical reflection. In stark contrast, the civilisational character of Bharat has, from its very inception, been multi-coloured, pluralistic, liberal, tolerant, and integrative.

Diverse ideologies, faiths, philosophies, and modes of worship have coexisted and flourished here. Therefore, when Bharat faced invasions driven by Islamic extremism, the conflict was not confined to the political or military domains. It was also a profound cultural, spiritual, social, and philosophical confrontation. The destruction of temples was not simply the demolition of brick-and-stone structures; it was a direct assault on a society's collective consciousness, its historical memory, its traditions, and its reservoirs of knowledge. In Bharatiya society, temples were not merely places of worship; they functioned as centres of education, culture, art, and social life. Their destruction, therefore, became a means not merely of demonstrating power, but of establishing cultural dominance. This is why the impact of these invasions did not remain confined to immediate changes in political authority. They inflicted deep wounds on Bharat's cultural continuity, civilisational self-awareness, and social structure at multiple levels. Without understanding these dimensions, any serious and comprehensive evaluation of medieval Bharat's history remains incomplete.

For decades, certain Left-leaning and so-called secular historians either deliberately suppressed these historical facts or rendered them so inconsequential that their original meaning stood fundamentally distorted. The religious

fanaticism underlying temple destruction and large-scale massacres of Hindus was persistently concealed behind convenient and generic explanations such as military strategy, economic plunder, political ambition, or imperial expansion—as if these acts bore no relation whatsoever to religious motivation or intent.

The argument was constructed that damage to temples occurred merely by coincidence, or that temples were targeted only as repositories of wealth. However, contemporary Persian–Turkish sources, accounts of court historians, and the proclamations of the invaders themselves leave no room for ambiguity: the destruction of temples, libraries, and religious centres was not the outcome of accidental wartime excesses, but a declared policy and an integral component of what was considered a religious duty—namely, jihad. The irony is that the same historians routinely dismissed the glorious chapters of Bharatiya culture as "myth," despite abundant evidence, while simultaneously exaggerating divisive narratives or episodes portraying Bharatiya civilisation as inferior—even when based on weak or unsubstantiated sources.

Even more troubling is the manner in which the brutality, barbarism, and mass killings recorded by the Islamic invaders' own court chroniclers were dismissed under the guise of so-called "Ganga-Jamuni tehzeeb" or an imagined narrative of brotherhood. Does it really need to be reiterated that in history, facts and credible evidence carry far greater weight than ideologically driven arguments? Serious questions must also be raised about a mindset that, in seeking to justify concepts such as jihad, becomes ungrateful to its own society, nation, and civilisational milieu—and does not hesitate to display ideological sympathy for foreign aggressors.

Those intellectuals who repeatedly invoke the rhetoric of "Ganga-Jamuni tehzeeb" must be asked why—and by whom—declared villains of history were persistently presented as heroes. Is this an attempt to heal the wounds of the past, or to conceal them through ideological deception and thereby deepen them further in the present? Teaching villains as heroes neither serves the genuine interests of any community nor helps build trust and unity on the solid ground of reality. A so-called unity built upon falsehood collapses at the utterance of a single religious slogan or incendiary sermon. The partition of the country on the basis of religion and separate identity stands as the most painful, yet the most direct and authentic, example of this truth. The reality is that the persistent neglect of

authentic historical facts has unnecessarily confused and weakened Bharatiya society's historical consciousness, allowing the clarity of truth to remain obscured for an extended period.

It is precisely for this reason that NCERT's revision is of immense significance. It neither writes history out of bitterness nor indulges in blame directed at any community. Instead, it acknowledges events that are genuinely part of our historical experience. Only when the younger generation is provided with an honest and truthful account of history will it be able to understand the challenges Bharat faced, how it safeguarded its cultural identity, and how—despite centuries of struggle—its core civilisation remained alive and radiant. The purpose of history is not to create divisions within society, but to acquaint it with the reality of its true and authentic journey—and this is precisely what the new textbook seeks to do. This change is not merely a revision of content; it is a restoration of historical consciousness. A nation can move towards the future with confidence only when it accepts its history without hesitation, without distortion, and without an ideological veil.

Topics: Muhammad Ghori Qutbuddin Aibak NCERT NEP 2020 National Education Policy (NEP) 2020 NCERT Director Dinesh Prasad Saklani

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उच्च शिक्षा के प्रशासन में बड़े बदलाव वाला विधेयक



यहां स्कैन करें

डी पी सिंह | पूर्व अध्यक्ष, विश्वविद्यालय अनुदान आयोग

देश की उच्च शिक्षा का प्रशासन अब तक शिक्षा मंत्रालय के उच्च शिक्षा विभाग द्वारा संचालित होता रहा है। इसमें विश्वविद्यालय अनुदान आयोग (यूजीसी), अखिल भारतीय तकनीकी शिक्षा परिषद (एआईसीटीई) और राष्ट्रीय अध्यापक शिक्षा परिषद (एसीटीई) ने दशकों तक महत्वपूर्ण भूमिका निभाई, लेकिन समय के साथ इनकी ढांचागत सीमाएं भी स्पष्ट हुईं। इसी पृष्ठभूमि में केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने विकसित भारत शिक्षा अधिष्ठान बिल लोकसभा में पेश किया है। यह बिल उच्च शिक्षा की प्रशासनिक संस्थाओं- यूजीसी, एआईसीटीई और एनसीटीई का समेकन और पुनर्संरचना करेगा। इसका उद्देश्य उच्च शिक्षा के नियमन, गुणवत्ता और मानकों को अधिक पारदर्शी, प्रभावी और जवाबदेह बनाना है, ताकि भारत की शिक्षा प्रणाली 21वीं सदी की जरूरतों और विकसित भारत @2047 के लक्ष्यों के अनुरूप बन सके।

पिछले कुछ वर्षों में शिक्षा के क्षेत्र में अभूतपूर्व बदलाव देखने को मिले हैं। शिक्षण पद्धतियों में ऑनलाइन क्रांति, डिजिटल प्लेटफॉर्म का व्यापक उपयोग, आर्टिफिशियल इंटेलिजेंस (एआई) का समावेश और संयुक्त राष्ट्र के सतत विकास लक्ष्य जैसी वैश्विक पहलें शिक्षा के उद्देश्य, स्वरूप और अपेक्षाओं को पूरी तरह बदल रही हैं। फिर भी, उच्च शिक्षा प्रशासन में अब तक कोई बड़ा ढांचागत बदलाव नहीं हुआ था। इसी क्रम में राष्ट्रीय शिक्षा नीति, 2020 (एनईपी-2020) ने उच्च शिक्षा के नियमन और विकास के लिए उच्च शिक्षा आयोग भारत (एचईसीआई) के गठन का प्रस्ताव रखा। इस पहल को ही अब 'विकसित भारत शिक्षा अधिष्ठान बिल, 2025' के रूप में संसद में प्रस्तावित किया गया है। यह अधिष्ठान भारत में उच्च शिक्षा के लिए साझा और समेकित नियामक संस्था के रूप में कार्य करेगा। इसके अंतर्गत तीन प्रमुख परिषदों का गठन प्रस्तावित है- विकसित भारत शिक्षा विनियमन परिषद, विकसित भारत शिक्षा गुणवत्ता परिषद और विकसित भारत शिक्षा मानक परिषद। ये परिषदें मिलकर नियमन, गुणवत्ता आश्वासन और मानक निर्धारण जैसे प्रमुख कार्यों को स्पष्ट, पारदर्शी और प्रभावी ढंग से संचालित करेंगी। 'विकसित भारत शिक्षा अधिष्ठान' की समिति में चेयरपर्सन सहित कुल 12 सदस्य होंगे, जबकि नियामक परिषद, गुणवत्ता परिषद और मानक परिषद की समितियों में प्रेसिडेंट सहित कुल 14 सदस्य शामिल होंगे। इन समितियों में उच्च शिक्षा संस्थानों के प्रोफेसर, राज्यों और केंद्र शासित प्रदेशों के नामित सदस्य, आर्किटेक्चर कौंसिल के प्रतिनिधि, वरिष्ठ शिक्षाविद और शिक्षा मंत्रालय के प्रतिनिधि शामिल किए जाएंगे। इससे सभी पक्षों की सक्रिय भागीदारी सुनिश्चित होगी और उच्च शिक्षा प्रणाली में विविध अनुभव व विशेषज्ञता का समावेश होगा।

विकसित भारत शिक्षा अधिष्ठान विधेयक उच्च शिक्षा प्रशासन में सबसे बड़े ढांचागत बदलावों में से एक है। इससे छात्रों व शिक्षकों को लाभ होगा।

नियामक परिषद देश के सभी उच्च शिक्षा संस्थानों द्वारा नियमों और मानकों के पालन को सुनिश्चित करेगी। यह उच्च शिक्षा के व्यावसायीकरण पर रोक लगाएगी, भारत में विदेशी विश्वविद्यालयों के संचालन के मानक तय करेगी, बेहतर प्रदर्शन करने वाले भारतीय विश्वविद्यालयों को विदेशों में परिसर खोलने की अनुमति देगी और अंतर-विश्वविद्यालय केंद्रों के संचालन से जुड़े फैसले लेगी। गुणवत्ता परिषद शिक्षाविदों और अन्य हितधारकों से परामर्श कर परिणाम-आधारित मान्यता प्रणाली विकसित करेगी। मानक परिषद उच्च शिक्षा में गुणवत्ता और मानक तय करने का काम करेगी।

एनईपी-2020 के विजन विकसित भारत शिक्षा अधिष्ठान और इसकी तीन परिषदों के माध्यम से लागू किए जाएंगे। सभी परिषदों के बीच समन्वय और प्रभावी संचार सुनिश्चित करने के लिए उनकी समितियों में अन्य परिषदों के सदस्यों का प्रतिनिधित्व भी रखा गया है।

विकसित भारत शिक्षा अधिष्ठान बिल स्वतंत्र भारत के इतिहास में उच्च शिक्षा प्रशासन में सबसे बड़े ढांचागत बदलावों में से एक है। विकसित भारत @2047 के लक्ष्यों को केंद्र में रखते हुए यह पहल भारत की उच्च शिक्षा प्रणाली को वैश्विक मानकों के अनुरूप, पारदर्शी, जवाबदेह और भविष्य-उन्मुख बनाने की क्षमता रखती है। इससे न केवल छात्रों और शिक्षकों को लाभ होगा, बल्कि पूरे शिक्षा तंत्र की गुणवत्ता सुनिश्चित हो सकेगी।

(ये लेखक के अपने विचार हैं)

अमर उजाला, 24 दिसंबर 2025, पृष्ठ संख्या - 7

स्कूल, कॉलेजों के पाठ्यक्रम का अभिन्न अंग होना चाहिए एआई

एआई सम्मेलन में पहुंचे उपराष्ट्रपति बोले, तीन सेंटर ऑफ एक्सीलेंस स्थापित करने पर भी जोर

अमर उजाला ब्यूरो

नई दिल्ली। एआई (कृत्रिम बुद्धिमता) स्कूलों और कॉलेजों के पाठ्यक्रम का एक अभिन्न अंग होना चाहिए। इसका शुरुआती परिचय छात्रों को विश्लेषणात्मक सोच एवं समस्या के समाधान के कौशल से युक्त करेगा। भारत के उपराष्ट्रपति सीपी राधा कृष्णन ने यह बातें एआई इवोल्यूशन द महाकुंभ ऑफ एआई पर आयोजित राष्ट्रीय सम्मेलन में कहीं। उन्होंने एआई में तीन सेंटर ऑफ एक्सीलेंस स्थापित करने की भी वकालत की। इस सम्मेलन में नेताओं, नीति निर्माताओं, नियामकों, शैक्षिक विचारकों और उद्योग विशेषज्ञों ने कृत्रिम बुद्धिमत्ता के भविष्य पर चर्चा की।

बोले, वैज्ञानिक और तकनीकी को अपनाएं

सम्मेलन में बतौर मुख्य अतिथि उपस्थित भारत के उपराष्ट्रपति सी पी राधाकृष्णन ने कहा कि भारत को आधुनिक वैज्ञानिक और तकनीकी विकास को अपनाने के लिए तैयार रहना चाहिए। एआई समाज के विकास के तरीके को बदल रहा है। आईपीयू ने अखिल भारतीय तकनीकी शिक्षा परिषद(एआईसीटीई) के सहयोग से डॉ. आंबेडकर अंतरराष्ट्रीय केंद्र में एआई इवोल्यूशन- द महाकुंभ ऑफ एआई पर एक राष्ट्रीय सम्मेलन का आयोजन किया।

इस अवसर पर दिल्ली के शिक्षा मंत्री आशीष सूद ने कहा कि एआई का भविष्य अकेले नहीं बनाया जा सकता। उन्होंने कहा कि हमारा दृष्टिकोण है कि एआई शिक्षकों को मजबूत करें। उन्होंने बताया कि हम शिक्षा परिणामों को ट्रैक करने के लिए एआई-आधारित डैशबोर्ड भी विकसित कर रहे हैं। इसी महीने स्कूल स्तर पर एआई ग्राइंड भारत का पहला शहर केंद्रित एआई नवाचार आंदोलन शुरू किया है। यह पहल कक्षा 6 से लेकर उच्च शिक्षा संस्थानों तक के छात्रों को एआई के माध्यम से वास्तविक नागरिक समस्याओं के समाधान के लिए तैयार कर रही है।

सम्मेलन में आईपीयू के कुलपति पद्मश्री प्रो डॉ महेश वर्मा ने बताया कि यूनिवर्सिटी में एआई को पाठ्यक्रमों में एक शैक्षिक साथी के रूप में शामिल किया जा रहा है।

इस अवसर पर यूनिवर्सिटी ने दो महत्वपूर्ण पुस्तकें एइमेजिनियरिंग और आई शक्ति का लोकार्पण किया जो भारत और वैश्विक शैक्षिक समुदाय के लिए एआई सक्षम शिक्षा की दार्शनिक और कार्यात्मक नींव रखती हैं। सम्मेलन में एआईसीटीई अध्यक्ष प्रो टीजी सिथाराम भी उपस्थित रहे।

अब वैज्ञानिक नहीं एआई एजेंट आइला करेगा शोध, आठ घंटे वाला काम आठ मिनट में होगा

अमर उजाला ब्यूरो



आईआईटी दिल्ली में एआई एजेंट व उसे तैयार करने वाले छात्र। स्रोत : विभाग

नई दिल्ली। आईआईटी दिल्ली के शोधकर्ताओं ने एआई एजेंट आर्टिफिशियल इंटेलिजेंस लेबोरेटरी असिस्टेंट (आइला) तैयार किया है। इसकी मदद से बिना मानवीय जरूरत के वैज्ञानिक शोध कार्य हो सकेंगे। आईआईटी दिल्ली का दावा है कि दुनिया का यह ऐसा पहला एआई एजेंट है जो घंटों में होने वाले वैज्ञानिक शोध को लेकर चंद मिनटों में विश्लेषणात्मक रिपोर्ट जारी कर देगा। इस शोध को लेकर नेचर कम्युनिकेशंस में रिपोर्ट प्रकाशित हुई।

भविष्य में आइला का इस्तेमाल ट्रांसमिशन इलेक्ट्रॉन माइक्रोस्कोप में करने की तैयारी है। इस शोध के लिए डेनमार्क और जर्मनी के वैज्ञानिकों की मदद भी ली गई है। शोधकर्ताओं के अनुसार एटॉमिक फोर्स माइक्रोस्कोप (एएफएम) के जरिये जो शोधकार्य किए जाते हैं वह अब एआई एजेंट करेगा।

इसके लिए बस कमांड देने की जरूरत है और संचालित होगा। शोधकर्ताओं के अनुसार अब तक एआई का उपयोग दस्तावेज तैयार करने, सवालों के जवाब देने या डेटा विश्लेषण तक सीमित था। मगर आइला इन सबसे आगे बढ़कर प्रयोगों की योजना बनाने, संचालित करने और परिणामों की व्याख्या करने में सक्षम है।

स्पेस से लेकर एनर्जी क्षेत्र में हो सकेगा इस्तेमाल : एआई एजेंट को आईआईटी दिल्ली के सिविल इंजीनियरिंग एंड यारदी स्कूल ऑफ एआई में प्रोफेसर एन.एम अनुप कृष्णन की देखरेख में तैयार किया गया है।

इसका इस्तेमाल स्पेस से लेकर डिफेंस, ऑटोमोबाइल, एनर्जी सहित कई दूसरे क्षेत्रों में किया जा सकता है। यह शोध कार्य के दौरान अपने विवेक से फैसला लेने में भी सक्षम होगा। भविष्य में इसे अलग-अलग संस्थानों की लैब से एकीकृत करने की योजना है।

विज्ञान में एक क्रांतिकारी बदलाव का करेगा प्रतिनिधित्व : आईआईटी दिल्ली के मटेरियल साइंस एंड इंजीनियरिंग में प्रोफेसर नित्या नंद गोस्वामी ने बताया कि एएफएम पदार्थ अनुसंधान में सबसे जटिल और संवेनशील वैज्ञानिक उपकरणों में से एक है। आइला प्रायोगिक विज्ञान में एक क्रांतिकारी बदलाव का प्रतिनिधित्व करता है। शोधार्थी जितेंद्र सोनी ने कहा कि एएफएम की सतह पर किसी भी पदार्थ और उत्पाद का आंकलन कर सकते हैं। उदाहरण के तौर पर बालों में शैंपू के इस्तेमाल से उस पर क्या-क्या प्रभाव होंगे और बाल किस तरह विकसित होंगे उसकी रिपोर्ट एआई एजेंट से चंद मिनटों में हासिल की जा सकती है।

80 फीसदी परिणाम सटीक हुए साबित : इस परियोजना को तैयार करने में एक साल का समय लगा। इसके 80 फीसदी परिणाम सटीक साबित हुए हैं।

आईआईटी दिल्ली के द इंटर डिसिप्लिनरी रिसर्च में शोधकर्ता इंद्रजीत मंडल ने बताया कि शोध के दौरान इंस्ट्यूमेंट ट्यून करने में छह से आठ घंटे लगते हैं। लेकिन एआई एजेंट की मदद से यह कार्य सात-आठ मिनट के अंदर किया जा सकता है।

Ministry of Skill Development and Entrepreneurship

Union Minister Shri Jayant Chaudhary Chairs strategic meeting on AI Skills at Kaushal Bhawan, New Delhi

We are strengthening industry co-ownership in skilling, promoting flexible learning pathways, and ensuring that our training systems remain responsive to real-world demand: Shri Jayant Chaudhary

प्रविष्टि तिथि: 24 DEC 2025 7:35PM by PIB Delhi

Shri Jayant Chaudhary, Minister of State (Independent Charge) for Skill Development & Entrepreneurship, chaired a strategic meeting on Skilling for AI at Kaushal Bhawan, New Delhi, focusing on integrating AI into the national skilling roadmap to support the vision of Viksit Bharat. The meeting reviewed the IndiaAI Mission's FutureSkills pillar and key MSDE initiatives including SOAR – Skilling for AI Readiness, the DGT–Microsoft collaboration, AI Careers for Women (TechSaksham 2.0) and AI training under PMKVY 4.0, while also strengthening inter-ministerial coordination between MSDE and MeitY. The session was attended by senior officials including Shri Ms. Debashree Mukherjee, Secretary, MSDE, Ms. Sonal Mishra, Additional Secretary, MSDE, Abhishek Singh, Additional Secretary, MeitY and CEO, IndiaAI Mission, Ms. Debjani Ghosh, Distinguished Fellow, NITI Aayog & Chief Architect, NITI Frontier Tech Hub along with leadership from MSDE and NCVET.

During the meeting, **Shri Jayant Chaudhary, Minister of State (I/C) for Skill Development and Entrepreneurship and Minister of State for Education, Government of India, he** stated, *"Building AI capabilities at scale requires deep collaboration between government, industry, academia and training institutions. Through consultations like these, we are strengthening industry co-ownership in skilling, promoting flexible learning pathways, and ensuring that our training systems remain responsive to real-world demand. By embedding AI skills across education, vocational training and the workforce, we are laying the foundation for a Viksit Bharat in an AI-enabled global economy."*

In continuation, the Ministry of Skill Development and Entrepreneurship convened a multi-stakeholder consultation that brought together senior officials from the Ministry of Electronics and Information Technology, Government of India, representatives of the **IndiaAI Mission**, industry leaders, regulators, academia, and key skilling ecosystem partners to deliberate on strengthening

India’s artificial intelligence talent landscape. The consultation aimed to align policy vision, industry requirements, and skilling implementation to build a future-ready workforce capable of supporting India’s ambitions in an AI-driven global economy.

A key focus of the consultation was the scale and urgency of the AI talent challenge, viewed in the context of MSDE’s expanding portfolio of digital and technology-focused skilling initiatives. Discussions underscored the importance of continuous upskilling and reskilling across the workforce, complementing the Ministry’s ongoing efforts to equip learners and workers with relevant, applied AI competencies.

The deliberations were closely aligned with the objectives of the **IndiaAI Mission**, with participants examining how MSDE’s skilling and training frameworks can further support India’s ambition to emerge as a trusted global hub for AI development, deployment, and governance. Emphasis was placed on developing talent across the AI value chain, from research and engineering to sector-specific applications in healthcare, manufacturing, services, and governance, while upholding principles of responsible and ethical AI use.

Participants took note of the steady progress made by MSDE in advancing AI skilling through structured programmes and partnerships. Ongoing initiatives to build early AI awareness and foundational capabilities among students were highlighted as a strong base on which this consultation seeks to build further. These efforts were recognized for strengthening the long-term talent pipeline and fostering digital confidence, creativity, and problem-solving skills at an early stage.

They also emphasized the value of transitioning from fragmented interventions to a more integrated, mission-driven, and outcome-oriented approach to build systems and frameworks already put in place by MSDE. Greater industry co-ownership in curriculum design and delivery, modular and stackable learning pathways, and real-world training through apprenticeships and live projects were identified as areas where the consultation would further strengthen existing efforts.

The consultation concluded with a shared understanding that MSDE’s ongoing work in AI and digital skilling provides a strong foundation for the next phase of action. Priority areas identified included integrating foundational AI modules into existing vocational curricula, strengthening institutional infrastructure, expanding early-stage AI literacy initiatives, deepening industry partnerships, and ensuring regulatory agility. The deliberations marked an important step towards enhancing and scaling current initiatives, reaffirming MSDE’s central role in preparing India’s people for leadership in an AI-enabled future.



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इस विज्ञप्ति को इन भाषाओं में पढ़ें: Urdu , हिन्दी

OPINION

NEP 2020 and the introduction of new subjects at the +2 level

By ***Guest*** *10:44 am December 24, 2025* *0* *0*



Rahi Firdous

The National Education Policy (NEP) 2020 strongly advocates for the vocationalisation of education. In line with its guidelines, there is an immediate and urgent need to introduce vocational and skill-based courses at the higher secondary (+2) level. This move is also supported by a growing demand from various stakeholders, including academicians and students, for subjects such as Vocational Retail, Health and Well-being, Tourism, Craft and Designing, Automobile Engineering, IT, Fashion Designing, Photography, and other practical courses like Public Administration, Anthropology, Food Technology, Fisheries, Bio-resources, Mass Communication, and Business Administration. All these courses are inherently job-oriented.

NEP 2020 emphasises choice-based and student-centred education across school, college, and university levels. Students should be afforded greater flexibility to select subjects based on their interests and aptitudes. However, the introduction of these new subjects at the +2 level remains pending.

It is noteworthy that in 2024, the School Education Department actively sought suggestions from stakeholders and academics regarding the introduction of new subjects at the higher secondary level. Feedback and recommendations were also collected from heads of institutions to facilitate the rollout of these vocational and skill-based subjects.

The Public Administration, in particular, is significant. This subject is unique and dents aspiring to appear in competitive examinations such as JKAS, IAS, IFS, evel tests, as it is an optional paper in the UPSC syllabus. Furthermore, mar hin the Department hold postgraduate degrees in Public Administration and ne +2 level.

Whil l skill-based subjects have already been introduced at the secondary leve (Cla nsion to the higher secondary stage is crucial. The Jammu and Kashmir Boa JK BOSE) has commendably framed the syllabus for Public Administratio at th ommunity is now keenly awaiting its introduction to better prepare for com

The tment is working diligently to formulate a comprehensive plan for intr cts in accordance with the guidelines of NEP 2020. This is a positive and bold xcellence. It is hoped that these vocational and skill-based subjects will be ir nmencement of the new academic session in March 2026, enabling highe secc themselves of the benefits of a more diverse and practical education.

The hool Education Department

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Odisha

Language connects cultures, doesn't divide, says Union minister Dharmendra Pradhan

Under the National Education Policy (NEP) 2020, all mother tongues of India enjoy equal national importance, and in this context, Sambalpuri too holds a proud and dignified place.



THE NEW INDIAN EXPRESS

Updated on: 24 Dec 2025, 10:09 am · 2 min read

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SAMBALPUR: Language never creates division, rather it connects cultures, said Union Education Minister Dharmendra Pradhan here on Tuesday.

Addressing the valedictory session of the 5th national Sambalpuri Sammelan, Pradhan said preserving and promoting one's mother tongue is a collective responsibility. He recalled the immense contributions of Gurushri Satyanarayan Bohidar in strengthening Sambalpuri language, Swabhaba Kabi Gangadhar Meher's timeless literary works, Padma Shri Haldhar Nag's folk poetry and Padma Shri Krutarth Acharya's role in taking Sambalpuri handloom to the global stage. "Their efforts, have brought international recognition to the region's cultural heritage," he said.

Referring to Prime Minister Narendra Modi's vision of Viksit Bharat, the union minister said the country must free itself from the colonial 'Macaulay mindset' that sought to weaken indigenous languages, literature and education systems. Under the National Education Policy (NEP) 2020, all mother tongues of India enjoy equal national importance, and in this context, Sambalpuri too holds a proud and dignified place.

"Language, literature and culture together form the true identity of a people. India's ancient art and cultural traditions clearly demonstrate the capacity of folk culture to endure and remain relevant over time. Folk culture never fades away but continuously rejuvenates itself with new forms over time," he said.

Mandali and ancient temples bearing testimony to its glorious past. He also referred to prehistoric rock art sites, believed to be nearly 10,000 years old, which are currently being studied by the Archaeological Survey of India.

Earlier in the day, the union minister inaugurated the newly-constructed Vivitsa World School at Bhalukunda in Sambalpur. Congratulating the students, teachers and management, he said, "Sambalpur has already emerged as a key educational hub with institutions like IIM Sambalpur, VIMSAR, VSSUT and Sambalpur University. The addition of Vivitsa World School further strengthens this ecosystem."

Pradhan reiterated the importance of mother tongue-based learning alongside modern education to ensure holistic development. He also shared his vision of developing Sambalpur into a powerful centre of education and technology, comparable to global benchmarks driven by strong cultural roots and forward-looking academic institutions.

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Dharmendra Pradhan Language

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उप्र के स्कूलों में विद्यार्थियों का अखबार पढ़ना अनिवार्य

- अखबार से दोस्ती कर मोबाइल फोन से मुक्ति पाएंगे छात्र
- होगा समाचार वाचन, प्रतिदिन पांच कठिन शब्द जानेंगे छात्र

राज्य ब्यूरो, जागरण, लखनऊ: अगर आपको किसी स्कूल की प्रार्थना सभा में बच्चे अखबार पढ़कर सुनाते और पांच नए शब्दों का अर्थ समझाते नजर आएं तो चौंकिएगा मत। उत्तर प्रदेश शासन ने मोबाइल फोन की लत में डूबते किशोर मन को उबारकर अखबारों से विज्ञान, संस्कृति और इतिहास समेत अन्य विषयों से जोड़ने की बड़ी पहल की है। इसके तहत कक्षा छह से 12 तक के स्कूलों में हिंदी व अंग्रेजी के अखबारों की उपलब्धता, प्रतिदिन अखबार पढ़ना, ग्रुप डिस्कशन व समाचारों की कटिंग रखना अनिवार्य कर दिया गया है। अपर मुख्य सचिव (माध्यमिक एवं बेसिक शिक्षा विभाग) पार्थ सारथी सेन शर्मा की ओर से इस बाबत शासनादेश जारी कर दिया गया है।

इस पहल से छात्रों में पढ़ने की प्रवृत्ति बढ़ने से उन्हें न सिर्फ प्रतियोगी परीक्षाओं में मदद मिलेगी, बल्कि भाषा पर पकड़ होने से वे वाद-विवाद प्रतियोगिताओं और संभाषण में भी निपुण बनेंगे। अखबार के जरिये विज्ञान, संस्कृति और खेल जगत की भी जानकारी बढ़ेगी। शासनादेश में कहा गया है कि अखबारों से सीखकर छात्र अपने स्कूलों या कालेजों की पत्रिका तैयार करेंगे। अखबार में प्रकाशित किसी संपादकीय आलेख पर सप्ताह में एक दिन कक्षा में ग्रुप डिस्कशन होगा। अखबार में प्रकाशित सुडोकू, वर्ग पहेली आदि को लेकर शनिवार या सप्ताह में किसी एक दिन कक्षा में ज्ञानवर्धक प्रतियोगिता आयोजित कराने के भी निर्देश दिए गए हैं। कक्षा छह से आठ तक के छात्रों को विज्ञान, पर्यावरण और खेल के समाचारों की कटिंग से एक स्क्रैपबुक तैयार करने के लिए प्रेरित किया जाएगा।

THE NEW INDIAN EXPRESS

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Opinion

The good that new higher education regula

With three separate councils to regulate, accredit and set standards proposed apex regulatory body for higher education, conflicts of inte reduced. Student feedback on academic quality and campus infrast inform an institution's rank. States can sit at the table where regulat discussed

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THE NEW INDIAN EXPRESS



Under the proposed Bill, students can provide feedback on academic quality, infrastructure, governance and campus life so that it becomes a formal input into ranking and accreditation (Photo | PTI)

Mamidala Jagadesh Kumar

Updated on: 25 Dec 2025, 12:00 am · 3 min read

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India's higher education system now enrols crores of students every year, making it one of the biggest anywhere. However, it struggles with a regulatory architecture built for another era.

Four national regulators touch almost all of India's college-going population. The University Grants Commission sets the broad rules for the vast majority of learners (~80 percent). Technical, teacher education, and architecture programmes fall under the jurisdiction of the All India Council for Technical Education, the National Council for Teacher Education, and the Council of Architecture, which together supervise over 10 percent of the rest. Parents, employers and students are increasingly asking a simple question: can this system actually deliver strong learning outcomes and meaningful careers?

The National Education Policy, 2020 argued that regulation should be firm on ethics and quality, yet minimal in everyday interference to provide greater autonomy for well-performing institutions. This balance is surprisingly

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semester to satisfy the requirements of different regulatory bodies.

The Union government has now placed the Viksit Bharat Shiksha Adhishthan Bill before parliament. It aims to tackle this long-pending problem by setting up a Shiksha Adhishthan as the apex regulatory body for higher education. It will have three specialised councils under it—Viniyaman Parishad (Regulatory Council), Gunvatta Parishad (Accreditation Council), and Manak Parishad (Standards Council). The old regulators will now give way to a single, harmonised framework, while institutions of national importance will retain their autonomy.

At its core, the Bill insists that standard-setting, regulation and accreditation cannot be housed under one roof. The Standards Council will outline what good teaching should look like in various disciplines and keep those expectations aligned across the system. In architecture, the CoA would focus on defining good practice, while leaving enforcement to the new regulator. To oversee standards, the Regulatory Council will use a digital portal, drawing on data that institutions themselves publish in advance. The Accreditation Council will oversee an independent ecosystem of accreditation agencies and assess quality. When one body does not design standards, regulate and rate performance at once, conflicts of interest are reduced and credibility increases.

Another notable feature of the proposed Adhishthan is its inclusive structure—more akin to a round table than a command centre, with state representation and academic leadership integrated into decision-making. State governments will still decide where new campuses are established and what programmes are offered. Now they will also sit at the table where

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centralise control and weaken the federal balance.

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What would all this mean for students, the real stakeholders? When clear benchmarks and open accreditation reports judge colleges, students, especially those from smaller towns, can make far more informed choices about where to enrol. It provides for a grievance system that is accessible and responsive. Students can provide feedback on academic quality, infrastructure, governance and campus life so that it becomes a formal input into ranking and accreditation.

For institutions, the Bill promises both simplification and greater autonomy for those that perform well. A single digital dashboard will require institutions to publish key facts, from finances to faculty strength, which regulators and accreditors will then use instead of repeatedly requesting for data. This means approvals can move more quickly and objectively.

The youth dimension is critical. What if a working professional could return after a decade to stack a new qualification onto an old degree without fighting fresh regulatory hurdles? An aligned regulatory system can make it easier for institutions to design such programmes. Interdisciplinary and flexible curriculums allow students to explore diverse fields and reskill or upskill over time.

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A stronger focus on research and innovation encourages problem-solving, creativity and self-reliance. If regulation supports these goals, India can create a broad talent pool ready for new-age challenges in technology, innovation and entrepreneurship.

The Bill explicitly recognises the value of global best practices. Instead of importing a foreign template, the Bill integrates international lessons with India's own institutional experience into a regulatory 'operating system' that the world can recognise and trust, while retaining national values and priorities.

The Bill aims to create an ecosystem where institutions move from overlapping procedures to more coordinated processes and from ambiguity to objectivity. It eschews a control-heavy mindset and lays a foundation for collaboration, academic judgement and institutional autonomy.

When regulatory requirements are simpler and clearly tied to learning outcomes, administrative work consumes a smaller portion of a faculty member's effort. They can now focus more on research, pedagogy and programme design. The Adhishthan envisions regulation as an enabler of Atmanirbhar Bharat in higher education, paving the way for a Viksit Bharat.

Mamidala Jagadesh Kumar | Former Chairman, UGC and former Vice Chancellor, JNU

(Views are personal)

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Hindustan Times

Coins

NCERT to introduce textbooks in 22 Indian languages, says Kumar

By Kimaya Boralkar

Published on: Dec 25, 2025 03:14 am IST

NCERT is preparing textbooks in 22 languages for a uniform syllabus across India, promoting equal learning opportunities, announced the Union Education Secretary.

Quick Read

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The National Council of Educational Research and Training (NCERT) is preparing textbooks in 22 Indian languages, and states will be asked to adapt and adopt them to ensure a uniform

National Kala Utsav 2025 in the city on Tuesday.



NCERT is working on textbooks in 22 Indian languages. All states are instructed to adopt them so that uniform learning takes place in every corner of the country, says official. (REPRESENTATIVE PHOTO)

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The move aims to provide equal learning opportunities to students nationwide.

“NCERT is working on textbooks in 22 Indian languages. All states are instructed to adopt them so that uniform learning takes place in every corner of the country,” he said, adding that teachers must encourage students’ curiosity and create classrooms where questions are welcomed.

The four-day National Kala Utsav, organised by NCERT in coordination with the Maharashtra State School Education Department, concluded at Yashwantrao Chavan Academy of Development Administration (YASHADA). The event drew participation from 32,000 schools across India, with 895 finalists in attendance.

Addressing the students, Kumar said that art is an integral part of the National Education Policy (NEP) and urged participants to visit Savitribai Phule’s first school at Bhidewada and the Yerawada Jail, where Mahatma Gandhi wrote his autobiography.

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“Every student here is a winner. Participation itself is an achievement,” he said.

Dinesh Prasad Sakalani, director, NCERT, described the event as a “Mahakumbh of Kala” and suggested creating a system to track artists’ journeys and holding similar Kala Utsavs at the state level.

Twelve art forms, including group singing, musical instruments and rhythm performances, were recognised. Award-winning students also performed at the Balgandharva auditorium.

A total of 51 prizes were awarded during the event. Maharashtra won the highest number with seven prizes, followed by Kerala (six), Odisha and Assam (five each). Several other states and institutions, including KVS, NVS and EMRS, also won awards.

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Nation

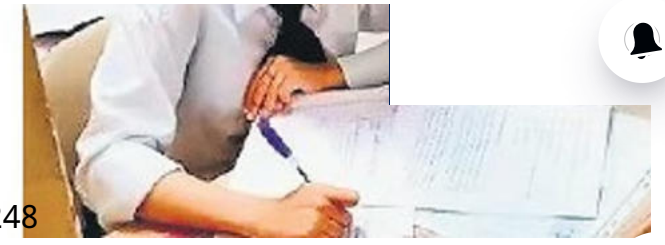
50 lakh students failed in boards, need to b Open School: DoSEL Secretary

The percentage of enrolment of children in schools is 93% up to Cla it comes down to 68% when enrolment is assessed for classes 9 to secretary said.



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THE NEW INDIAN EXPRESS

Updated on: 25 Dec 2025, 8:55 am · 2 min read

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NEW DELHI: Around 50 lakh students across the country have failed to clear the final exams of Class X and XII in 2024, said Sanjay Kumar, Secretary of the school education and literacy department.

“It is crucial to help them complete their formal education by introducing them to the Open School system,” he said on Wednesday.

“Nearly 2 crore students took up the Class X final exam in 2024 but over 26 lakh of them could not clear it. It is much higher for Class XII final exam as 30% of the students could not pass. All these students who could not make the cut need to be introduced to the Open School system so that they can get their pass certificates.”

The certificates issued by the National Institute of Open School (NIOS) under the education ministry have the same value as that obtained through other school boards, Kumar said.

The percentage of enrolment of children in schools is 93% up to Class VIII. However, it comes down to 68% wher

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12, the secretary said. “Our goal is to ensure a gross enrolment ratio of 100% up to Class XII for all students.”

He said, “While the dropping out of girl students has been redressed considerably, the dropout rate of boys is higher now and is a matter of concern.”

Financial issues and the need to go to work are the reasons behind 72% of their dropouts. “There are jobs in which those above 14 years can be employed provided they are not hazardous and this is where they end up. T need to take care of household responsibilities is the reason in the case of dropout of girl students,” the Secretary added.

Similarly, a Class XII fail student is said to have done 1 years of schooling but it should be 11 years actually. This is important as the United National Development Programme fixes the Human Development Index based on the years of schooling of students," the Secretary explained.

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The Tribune, 26 December 2025, Page No - 10

Edu Ministry to track students failing in Class X, XII board exams

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, DECEMBER 25

Will share data with National Institute of Open Schooling to ensure dropouts complete studies

The Ministry of Education will begin tracking students who fail in Classes X and XII from 2026, with the data to be shared with the National Institute of Open Schooling (NIOS) to reach out to such students and ensure they complete their schooling.

Students will be tracked using data from the Unified District Information System for Education (UDISE) Plus. The ministry is also considering using Samagra Shiksha funds to cover NIOS fees so that students from economically weaker backgrounds are not deterred from completing their school education, officials said.

"There is a perception that open schooling is only for the poor. This myth needs to be broken. A strong brand needs to be created around it. Outreach should specifically target students who fail in Classes X and XII," an official said.

Officials said dropout rates at the preparatory, middle and secondary stages have declined significantly, with a sharp drop among girls. "The reasons behind the decline in dropout rates among boys are being examined," the official said.

Citing a study by the Ministry of Statistics and Programme Implementation, the official said boys tend to drop out at a higher rate due to financial constraints.

"They need to work. As much as 72 per cent of dropouts are in the 14-18 age group. Below 14, children cannot work, but between 14 and 18 there are certain non-hazardous sectors where they can be employed. We are working with NIOS, which needs to open branches in every block and establish outreach through PM SHRI schools," the official said.

The official added that around 50 lakh students failed across all boards in 2024, describing the figure as a cause for concern.

NEP 2020 Fuels India's Entrepreneurship Education Shift

BW Online Bureau Dec 26, 2025

NEP 2020 # Entrepreneurship

The year 2025 was encouraging; a striking process of mindset change could be noticed, but we still have not come a full circle

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On the fronts of education and skill training, the year 2025 witnessed significant alignment with New Education Policy 2020 which emphasises on applied learning, thus encouraging and strengthening skill-based education among young learners.

NEP 2020's emphasis on promoting skill & competency-based education, endorses the vital role that entrepreneurship focused initiatives could have on the country's economic growth, job creation and innovation quotient. The Policy has ushered in a transformation in pedagogical approaches, integrating

hands-on experiences, mentorship and incubation programmes in the curriculum. The redefined academic framework seeks to empower students to adopt flexibility, break the silos of conventional academic disciplines and explore to imbibe real-time skills and traits. Well, these are the mandates that a well-structured, application-oriented entrepreneurship course targets and hence entrepreneurship as a discipline needs to be mainstreamed. With adequate exposure to the real-world & market situations, an entrepreneurship course provides a result-oriented learning platform.



To foster this change, universities will have to actively take the onus of innovating and evolving into multidisciplinary centres, nurturing diverse entrepreneurial paths for holistic development of students. Entrepreneurship orientation for students, in their formative years, through well thought out short duration programmes, idea competitions, pitch sessions or such other initiatives, could redesign the canvas of achievements.

The year 2025 was encouraging. A striking process of mindset change could be noticed, but we still have not come a full circle. Although, if we focus on the positives, it can well be seen that the year recorded an archetypical shift in the field of entrepreneurship education – widespread acceptance and fostering of job-creating mindsets among students and the society at large, were the highlights. I am sure this trend will gain momentum in 2026 and beyond, with a strong cohort of innovative thinkers inclined towards creating sustainable enterprises and committed towards contributing to the country's GDP, employment and market capitalisation.

About the author

The author is Dr Sunil Shukla, Director General, Entrepreneurship Development Institute of India (EDII), Ahmedabad.

Disclaimer: The views expressed in this article are those of the author and do not necessarily reflect the views of the publication.

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जनसत्ता, 27 दिसंबर 2021, पृष्ठ संख्या – 6

पढ़ने को प्रोत्साहन

पढ़ने की संस्कृति व्यक्ति के बौद्धिक, भावनात्मक और सामाजिक विकास के लिए अत्यंत आवश्यक है, क्योंकि यह एकाग्रता और स्मरण शक्ति बढ़ाती है। इससे हमारे जेहन में शब्दों के संग्रहण का विस्तार होता है, आलोचनात्मक सोच विकसित होती है और रचनात्मकता एवं कल्पनाशीलता को बढ़ावा मिलता है, जो हमें समाज में एक जिम्मेदार और विवेकपूर्ण नागरिक बनता है। मगर आज के डिजिटल तकनीक के दौर में खासकर बच्चे और युवाओं की अंगुलियां पुस्तक के पन्नों को पलटने के बजाय मोबाइल फोन और लैपटाप पर ही चलने लगी हैं। यह वास्तव में चिंता का विषय है। अब उत्तर प्रदेश सरकार ने विद्यार्थियों में पढ़ने की संस्कृति को मजबूत करने की दिशा में महत्त्वपूर्ण कदम उठाया है। इसके तहत राज्य के स्कूलों में हिंदी और अंग्रेजी के प्रमुख समाचार पत्र उपलब्ध कराने तथा सुबह की प्रार्थना सभा में कम से कम दस मिनट का समय विद्यार्थियों द्वारा इन्हें पढ़ने के लिए निर्धारित करने का निर्देश दिया गया है।

इससे पहले हिमाचल प्रदेश में इस वर्ष जून में सरकारी स्कूलों में प्रार्थना सभा के दौरान विद्यार्थियों के समाचार पत्र पाठ की व्यवस्था लागू की गई थी। इस पहल को अब उत्तर प्रदेश सरकार ने आगे बढ़ाया है। इसके तहत विद्यार्थी प्रतिदिन राष्ट्रीय, अंतरराष्ट्रीय और खेल समाचारों के साथ-साथ प्रमुख संपादकीय भी पढ़ेंगे। साथ ही विद्यार्थी अखबारों से पांच कठिन शब्द चुनकर उन्हें सूचना पट्ट पर प्रमुखता से प्रदर्शित करेंगे। यह व्यवस्था कई मायनों में महत्त्वपूर्ण है। इससे न केवल विद्यार्थियों में सामान्य ज्ञान, शब्दावली, रचनात्मकता और संवाद कौशल विकसित होगा, बल्कि उन्हें प्रतियोगी परीक्षाओं के लिए बेहतर ढंग से तैयारी करने में भी मदद मिलेगी। पढ़ने की संस्कृति अगर फिर से बच्चों की आदत में शुमार हो जाए, तो मोबाइल या लैपटाप की स्क्रीन पर जरूरत से ज्यादा समय बिताने की उनकी प्रवृत्ति भी धीरे-धीरे कम हो सकती है। मगर, यह पहल तभी सार्थक होगी, जब इसे बिना किसी पूर्वाग्रह के सही मायने में धरातल पर उतारा जाएगा और इसकी निरंतरता को बनाए रखा जाएगा। इसके साथ-साथ सरकारी पुस्तकालयों में भी विद्यार्थियों की आसान पहुंच सुनिश्चित की जानी चाहिए।

Printed from
THE TIMES OF INDIA

NCERT offers free Mathematics course for class 11 on SWAYAM app: Here is how students can apply

TOI Education | Dec 27, 2025, 03.35 PM IST



NCERT has announced a free online Mathematics course for Class 11 students on the SWAYAM app and website. This course is for students who want to understand Class 11 Mathematics in a clear and easy way. The course follows the NCERT syllabus used in schools across India. Classes are taught by experienced teachers from NCERT. Students can study from home using their mobile phone or computer.

The lessons include videos, reading notes, and practice questions. There is no fee to join the course. At the end, students who pass the final test will get a certificate. This course is part of the SWAYAM platform of the Ministry of Education, Government of India. All important details are given below.

What is this Mathematics course?

The course name is Mathematics XI Part-I. It is made only for Class 11 students who study Mathematics. The course helps students understand basic concepts step by step. It is useful for school exams and future studies. The teaching style is simple so that students do not feel confused while learning.

— ncert (@ncert)

This course is fully online and free. Students only need the internet to study.

Course duration and important dates

The total duration of the course is 24 weeks. NCERT has shared all the important dates for students.

- Course enrolment start date: 16 September 2025
- Course start date: 22 September 2025
- Course enrolment end date: 20 February 2026
- Course end date: 6 March 2026

Students should enrol early so they do not miss any classes.

Topics covered in the course

The course covers important Class 11 Mathematics topics, including:

- Sets
- Relations and functions
- Trigonometric functions
- Principle of Mathematical Induction
- Complex numbers
- Linear inequalities
- Permutation and combination

Each topic is explained through easy video lessons and simple notes.

Exam and certificate details

After the course ends, a final exam will be held. Students who score 60 percent or more will get a certificate from SWAYAM. This certificate can be useful for school records and learning progress.

How to apply on the SWAYAM app

Students can apply by following these easy steps:

1. Download the SWAYAM app or open the SWAYAM website.
2. Register using your mobile number or email ID.
3. Log in and search for Mathematics XI Part-I.
4. Click on the Enroll button.

Direct link to apply here.

After enrolment, students can start learning online.

This course is free and follows the NCERT syllabus. It helps students understand Mathematics better without pressure. It is a good option for revision, practice, and concept clarity for Class 11 students.

The Pioneer, 29 December 2025, पृष्ठ संख्या – 8

When classrooms fail, look first at the staffroom



SAKSHI SETHI

2ND OPINION

THE PIONEER

As the academic year draws to a close, schools across the country move into a familiar ritual of wrapping up. Annual reports are prepared, achievements listed, photographs chosen and stories of progress assembled with care. This end-of-year exercise is meant to signal reflection and accountability, yet what is often missing is any serious examination of staffroom culture, even though it has a direct bearing on teaching quality, staff morale and the stability of classrooms.

The staffroom is sometimes treated as an informal space, but in practice it operates as the emotional and professional centre of a school, shaping daily interactions and influencing how teaching unfolds.

When classrooms begin to struggle, explanations are usually located outside the institution. Students are said to be distracted, parents are labelled demanding, technology is blamed for shrinking attention spans, and curricula described as excessive. What is rarely acknowledged is that teaching is not a neutral or mechanical activity: it is deeply emotional and relational, shaped by the conditions in which teachers work. Over time, the staffroom becomes an invisible curriculum, passing on unspoken rules about hierarchy, endurance and who is valued. When this space is marked by selective recognition, performative compliance, suppressed disagreement and quiet acceptance of fatigue, problems do not appear suddenly; they accumulate. By the final term, many teachers are not only tired but emotionally drained.

Under such conditions, teaching changes in subtle ways. Patience narrows, experimentation feels risky, and lessons drift towards routine completion rather than engagement. The focus shifts to finishing the syllabus instead of responding to pupils. Young people quickly sense inconsistency among adults. Their reaction may be indifference, withdrawal or passive resistance. What is labelled classroom disorder is often the outcome of professional environments that have already weakened teachers' sense of safety and purpose.

Leadership has a decisive role in maintaining or challenging these cultures. It is rarely dramatic. More often it appears as intolerance of dissent, unclear decision-making, uneven accountability and recognition that prioritises visibility over substance. Control is confused with authority, speed mistaken for effectiveness. Meetings become rituals of agreement, and teachers learn that compliance carries fewer risks than judgement. Fear gradually becomes the organising principle, even as it erodes trust and initiative. Alongside this is peer complicity: staffrooms can turn into spaces where gossip replaces support, average performance is defended in the name of harmony, and strong work is resented for disturbing a fragile balance.

The Pioneer
SINCE 1865

If year-end reflection is to matter, it must address these realities. Identifying warning signs requires honesty and courage. Superficial wellness programmes or student-centred initiatives cannot offset environments that exhaust teachers. When staffroom culture improves, other changes follow. Teachers regain confidence, collaboration strengthens, and classrooms become steadier. Discipline grows preventive rather than reactive, innovation feels shared, and learning recovers direction because educators are no longer working in survival mode for pupils, teachers, and families across the school community in the year ahead.

The writer is an educator and a councillor

The Hindu, 29 December 2025, Page No- 5

New ways of learning

An educationist considers some crucial differences between higher education institutes in India and the U.S.

A. Joseph Dorairaj



As an educationist who has visited dozens of higher education institutes in India and the U.S. and interacted with faculty and students, I have found major differences between Indian HEIs and their American counterparts.

Most American HEIs are international in character. No matter which department or discipline, there are faculty from different parts of the world and students of different races, complexions, world views, and sexual and ideological orientations. This leads to cultural plurality and promotes diverse viewpoints and debates, making teaching-learning dialogical and meaningful. In contrast, even top-ranking Indian institutions have hardly any international faculty. At the most, there are a couple of visiting professors who may spend a maximum of one semester teaching one or two courses. This extends to the student body as well, leading to an acute absence of cross-cultural discussions and debates.

Variety of activities

American campuses are buzzing with various activities: intellectual, cultural, political, sports and more. The Ivy League institutions are members of the Ivy League Athletic Conference, making them not only intellectually vibrant but also strong in terms of sporting activities. In contrast, Indian HEIs are committed primarily to academic pursuits.

While cultural and sporting facilities are available in some, Indian institutions have a long way to go before they reach American standards. Many campuses are deserted after regular class hours. As a result, students lack a holistic dimension.

The third aspect is the contrasting teaching styles. Indian classrooms are largely teacher-centred and rote-memorisation is the norm. But American institutions encourage debates and discussions, even dissent. Teachers are guides and catalysts. Critical thinking is the bedrock of teaching-learning with problem-solving being a key strategy. Technology has been seamlessly integrated in all institutions.

Indian institutions have made some successful attempts in integrating technology with teaching-learning but much more needs to be done. Universities and colleges in India have introduced the Choice-Based Credit System but this is plagued with issues. There is hardly any interdisciplinarity. Credit transfer too is a thorny issue though there have been attempts to iron these out. Indian HEIs have a lot to learn from their American counterparts regarding the credit system, which facilitates an individual pace of learning.

American institutions, including medical and technology institutes and community colleges, focus on liberal education, which claims that knowledge is an end in itself. But, in the Indian educational system, liberal education is being discounted and the future of the Humanities is uncertain. HEIs are being turned into skill development institutes.

Assessments

There is a crucial difference with regard to assessment though both systems talk of formative and summative assessments. The American system encourages self-study and personalised learning, and emphasises formative assessment. Evaluation is individualised to a reasonable extent. There is a conscious attempt to go beyond marks and grades. In India, given the large number of classes, evaluation is standardised.

American universities are centres of excellence, especially in terms of cutting-edge research. Many top journals in diverse disciplines are published in the U.S. and the American universities boast of publishing the highest number of papers in indexed journals. Indian universities are trying to catch up in terms of the number of publications but lack of research funding, plagiarism and retraction are key challenges.

Finally, a striking difference is the stark absence of political activism on campus. In recent times, some university presidents had the courage to speak truth to power. A sizeable percentage of students in American institutions are politically active, voicing their concern for the disempowered.

On the contrary, the faculty and the students in most Indian institutions are politically non-committal though student wings of major political parties are active on campuses. But the political activism in the American HEIs is issue-based while it is drawn on party lines in Indian HEIs.

In the realm of higher education, India has a lot to learn from the U.S., especially in terms of promoting liberal education, critical thinking, interdisciplinarity, individualised learning, and holistic and transformative education. In particular, Indian HEIs should realise that political activism is not an enemy of the academia, but a tool of empowerment. If India emulates some of the best American educational practices, it can improve its ranking and stature in the international area and empower its students.

Views are personal

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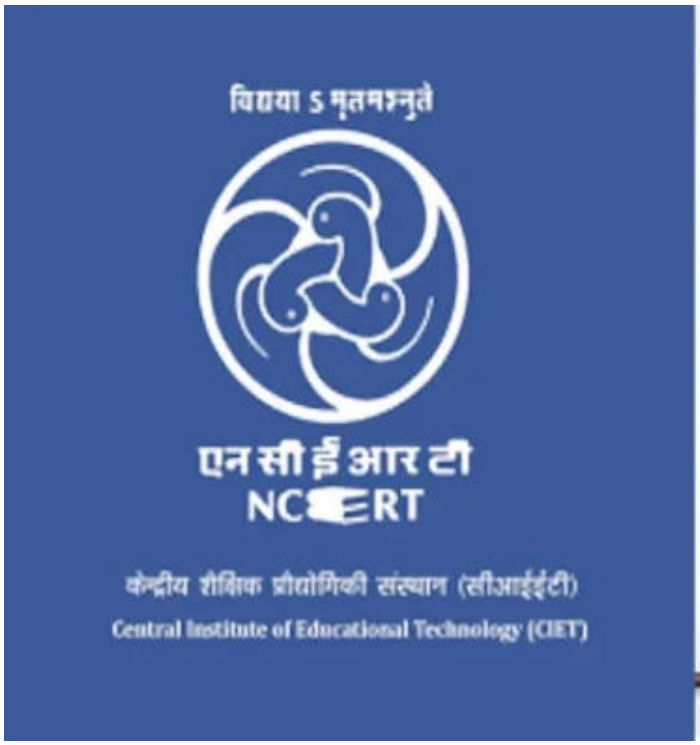
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CIET-NCERT launches nano course on "Online and Digital Education" under NEP 2020

The Ministry of Education's CIET-NCERT has launched a free Nano Course on "Online and Digital Education in the Lens of NEP 2020" through the DIKSHA platform. The course helps teachers, principals, and educators fulfill their 50-hour annual training requirement while exploring digital tools and technology-driven learning methods

WEBDESK — Dec 29, 2025, 06:40 pm IST in **Bharat**, **Education**

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Teachers, teacher educators, and school principals who are required to complete 50 hours of professional training this year can now do so conveniently through the DIKSHA platform. The Central Institute of Educational Technology (CIET) – NCERT, under the Ministry of Education, has launched a Nano Course titled “Online and Digital Education in the Lens of NEP 2020”, along with several other short-duration courses on diverse educational themes.

The initiative aligns with the goals of the National Education Policy (NEP) 2020, emphasizing the integration of technology into teaching and learning. The course aims to make educators more digitally empowered and confident in using online tools for effective classroom engagement.

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- Immersive Technologies: AR/VR
- Data-Driven Decision Making
- Integration of Digital Technologies in Teaching and Learning

Each module provides practical insights into modern educational technologies, including Augmented Reality (AR) and Virtual Reality (VR), as well as strategies for data-based planning and technology-enabled pedagogy.

The course is free of cost and available on the DIKSHA platform. Interested participants can enroll before 10th March 2026, and the course will conclude on March 15 2026. Educators can access the course materials anytime and learn at their own pace, making it ideal for teachers managing busy schedules. Through these Nano Courses, NCERT and CIET aim to help teachers adopt innovative teaching methods that are in sync with global educational trends. The training also contributes to fulfilling the mandatory 50-hour annual professional development requirement for teachers.

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These courses encourage educators to embrace data-driven decision-making, digital literacy, and new-age teaching aids, thereby transforming the overall learning experience in classrooms.

Participants can log in to the DIKSHA portal and scan the QR code provided in the course poster to register instantly. The course is available in English and Hindi, ensuring wider accessibility. For additional queries, educators can contact the helpdesk at training.helpdesk@ciet.nic.in or call 8800440559. With such initiatives, the Ministry of Education continues to strengthen its vision of a digitally empowered, inclusive, and learner-centric education system in India.

Topics: Nano Course DIKSHA portal NEP 2020 Digital education Diksha CIET-NCERT

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EDUCATION

December 30, 2025

NCERT Textbooks Reflect Ideological Distortions: Historian Ruchika Sharma at IHF Webinar

India Tomorrow

NEW DELHI: Noted historian Dr Ruchika Sharma has alleged that the NCERT syllabus for students aged 12 to 14 reflects a clear ideological bias, particularly in its treatment of medieval Indian history.

She made her comments at a webinar organised by the Indian History Forum recently on the theme of "Rewriting the Past: Distortions and Ideological Interventions in NCERT History Textbooks."

She pointed out that Muslim rulers, especially the Sultans and the Mughals, are disproportionately associated with terms such as plunder, loot, and destruction, while comparable actions by non-Muslim rulers receive little attention. Referring to semantic analyses of textbooks from Classes 6 to 8, she said this framing appears to reflect a deliberate narrative choice.

Dr Sharma also discussed changes in senior secondary textbooks, including the replacement of the term caste with social realities in Classes 11 and 12. She argued that this shift is ahistorical and downplays the structural nature of caste oppression. She further raised concerns about the composition of NCERT committees, pointing to the presence of members with ideological affiliations that could influence curriculum decisions.

Talking about destruction of temples, Dr Sharma challenged the tendency to associate this phenomenon exclusively with medieval Muslim rulers. She cited examples from early medieval South India, particularly during the Bhakti period, where temples linked to Jainism and Buddhism were converted or destroyed as part of sectarian consolidation. She emphasized that religious identities in pre-modern India were fluid and that conflicts also existed among non-Muslim traditions. She added that temple destruction was often driven by political and economic motives rather than religion alone.

Dr Sharma also highlighted the misrepresentation of political alliances across religious lines. She referred to Mughal-Rajput collaborations and Malik Ambar's use of Maratha

to show that political pragmatism, rather than religion, shaped most conflicts. She ned portrayals of Chhatrapati Shivaji as a devout Hindu, stating that Hinduism as a unified category is a colonial construct.

She further expressed concern over the inaccurate presentation of genetic studies related to the Aryan migration debate in Class 12 textbooks, warning that such distortions risk encouraging communalized interpretations of history.

Responding to questions on resisting state sponsored distortions, Dr Sharma acknowledged institutional pressures faced by academics but stressed the need for collective scholarly action.

The session concluded with closing remarks by Raaid Azzam, who thanked Dr Ruchika Sharma and the participants.

THE NEW INDIAN EXPRESS

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s 8 Maths Part-II textbook integrates Indian Mathematical heritage

textbook was released in July this year. According to a senior only revised book pending release for Classes I to VIII is Part-II of lass VIII.

THE NEW INDIAN EXPRESS

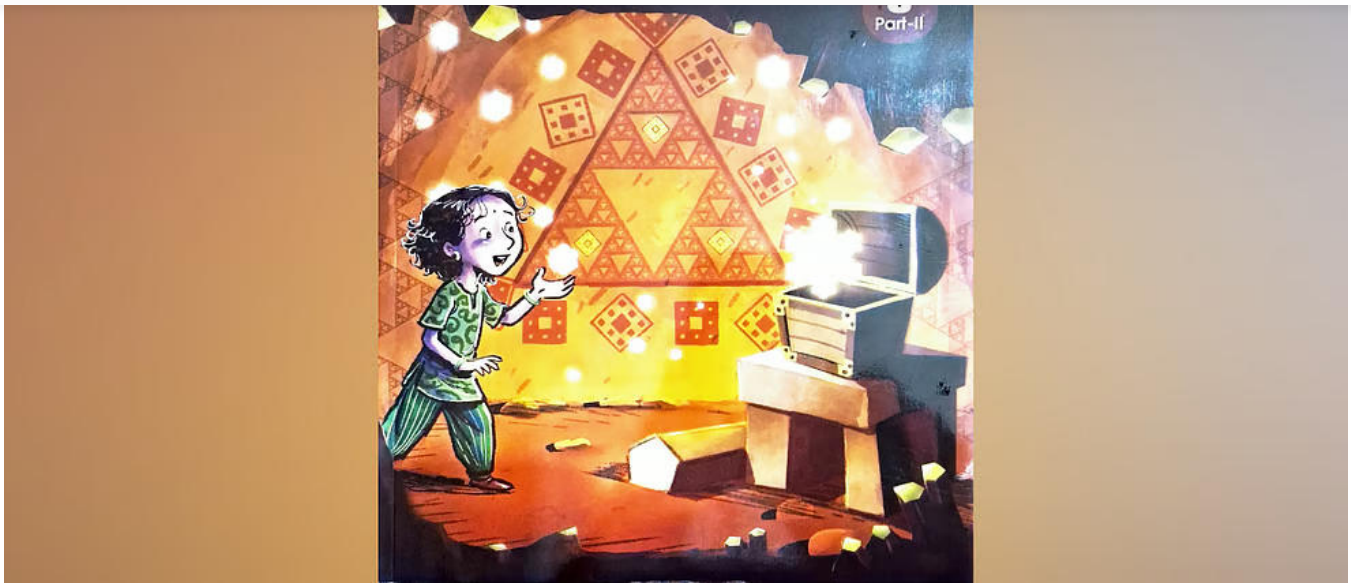


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S Lalitha

Updated on: 30 Dec 2025, 10:42 pm · 2 min read

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NEW DELHI: Storytelling and hands-on activities have been woven together in the second part of the revised NCERT Mathematics textbook for Class 8, which has just been completed. The book highlights contributions of Indian mathematicians throughout, aiming to create awareness among students about India's rich mathematical heritage and global contributions.

TNIE was given exclusive access to Ganita Prakash, Textbook of Mathematics Grade 8 Part-II, framed in line with the National Education Policy 2020. "This textbook aims to be more than just a textbook, it is a passport to a world of mathematical discovery and exploration," states Ashutosh Wazalwar, Professor and Academic Convenor, Department of Education in Science and Maths, NCERT, in his foreword.

In the new textbook, the concept of percentages is introduced through statements accompanied by visuals, for instance: the human body is about 60% water by weight; over 80% of teenagers globally fail to meet the recommendation of at least one hour of daily physical activity; and about 99.86% of the solar system's mass is contained in the sun.

The role of India's mathematical geniuses in the past is highlighted throughout. Under the chapter on fractions, catchily titled Fractions in Disguise, the book notes, "The idea of 'per hundred' can be found as early as the 4th century BC in Kautilya's Arthashastra."

Baudhāyana's Sulba Sutra (800 BC) is explored in detail, including questions and answers it poses. The textbook emphasises that Baudhāyana's Pythagoras theorem, one of the most fundamental theorems in geometry, expresses the relationship among the three sides of a right-angled triangle.

Proportional reasoning

The concept of proportional reasoning is explained using relatable examples, such as idli batter: "Idli batter is made by mixing rice and urad dal. The proportion of these two can vary regionally. One common ratio is: for two cups of rice, we add one cup of urad dal. We represent this relationship using the notation 2:1."

1 spoon of fenugreek seeds. The ratio of coriander seeds to red chilies to toor dal to fenugreek seeds is 8:4:2:1."

Fractals, or self-similarity in smaller copies, are explained through a fern leaf, with additional examples such as the Sierpinski Carpet, Sierpinski Gasket, and Koch Snowflake illustrated through simple, accessible examples.

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NCERT | Mathematics textbook

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Baudhayana framed right-angled triangle theorem: NCERT Class 8 textbook

By **Sanjay Maurya**, New Delhi

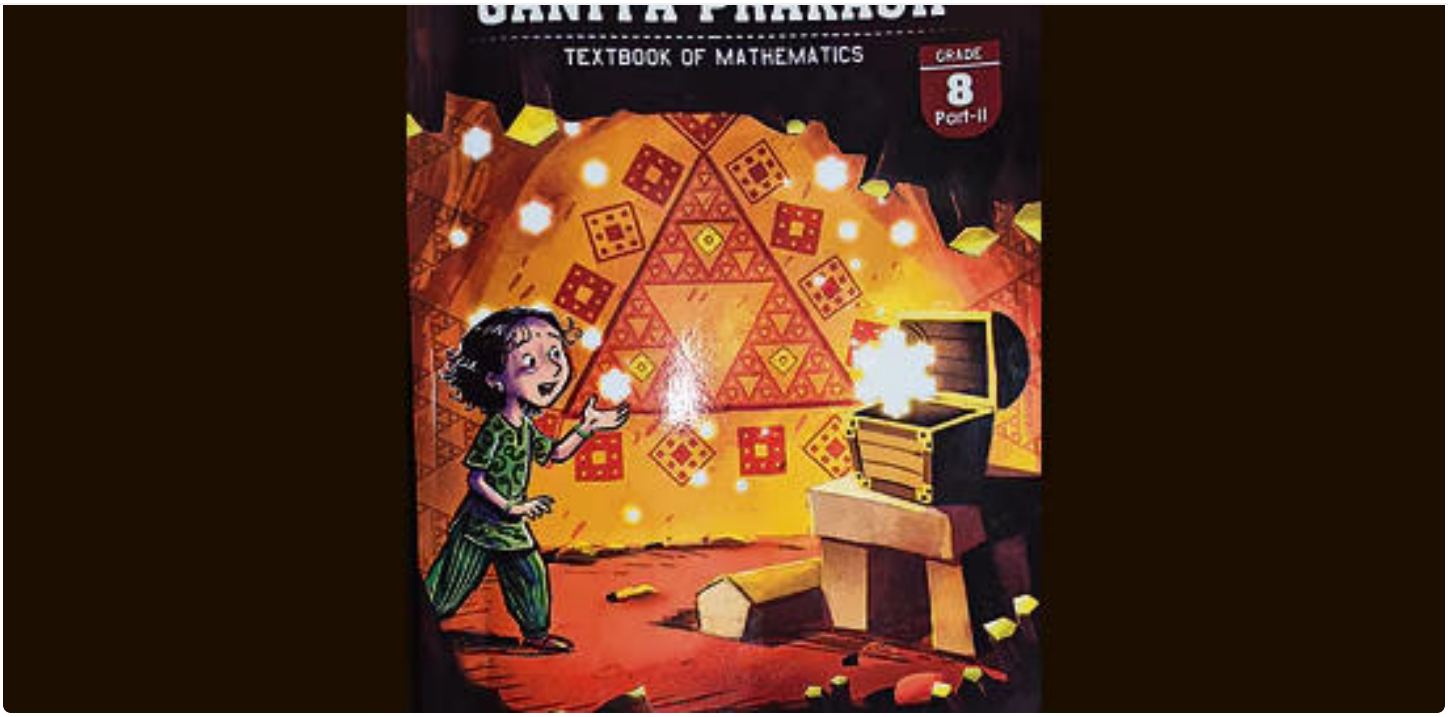
Published on: Dec 30, 2025 05:14 am IST

The textbook uses examples from Indian monuments and cultural contexts to explain key concepts of the subject, including Baudhayana's theorem on right-angled triangles

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Ancient Indian mathematician Baudhayana was the first person to formulate a theorem on right-angled triangles that in its modern form came to be associated with Greek mathematician Pythagoras, a newly released Class 8 mathematics textbook by the National Council of Educational Research and Training says.

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The book quotes multiple verses from Baudhāyana's Sulba Sutra (800 BCE) (HT Photo)

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The textbook uses examples from Indian monuments and cultural contexts to explain key concepts of the subject, including Baudhayana's theorem on right-angled triangles. The modern form of this theorem states that if a triangle has side lengths a, b, and c, with c as the hypotenuse, then the relationship $a^2 + b^2 = c^2$ holds true.

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“Baudhayana was the first person in history to state this theorem in the general Pythagorean and essentially modern form. The theorem is also known as Pythagorean Theorem, after the Greek philosopher-mathematician Pythagoras (c. 500 BCE) who also admired and studied this theorem, and lived a couple hundred years after Baudhayana. It is also often called the transitional name ‘Baudhayana-Pythagoras Theorem’ so that everyone knows what theorem is being referred to,” the book says.

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including his statement that "the diagonal of a square produces a square of double the area," and further explanations showing how the areas of squares on two sides combine to equal the area of the square on the diagonal, offering a clear geometric justification of the theorem.

The textbook says in Sulba Sutra (800 BCE),Baudhayana listed several integer sets such as (3, 4, 5) and (5, 12, 13) that satisfy $a^2 + b^2 = c^2$, explaining that these right-triangle side lengths are known as Baudhayana triples or Baudhayana-Pythagoras (Pythagorean) triples or right-angled triangle triples, and can be generated in infinitely many ways.

"The study of Baudhayana triples inspired the great French mathematician Fermat—who lived during the 17th century—to make a general statement about the sum of powers of positive integers," the textbook says.

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According to the textbook, Fermat famously noted in the margin of a book that "...one cannot find a single perfect cube that is a sum of two perfect cubes, a fourth power that is a sum of two fourth powers, and so on,"

statement, but the margin is too small to contain it.

Known as Fermat's Last Theorem, the claim remained unproven for more than 300 years until mathematician Andrew Wiles, inspired by the problem as a child, finally proved it in 1994, the book states.

"…Indian rootedness has also been kept in mind while giving contexts for different concepts. The contributions of Indian mathematicians have also been given as part of a problem-solving approach to make students aware of India's rich mathematical heritage and its global contributions to mathematics," said the textbook's 'About The Book' section.

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According to the Indian Science Heritage website, maintained by the National Council of Science Museums (NCSM), Baudhayana was an ancient Indian mathematician who lived around 800 BCE and was most likely also a Vedic priest. He predates the mathematician Apastamba and belonged to the Yajurveda tradition, it says.

This is the second part of NCERT's (National Council of Educational Research and Training) Ganita Prakash textbook for Class 8, Part 1, which

was released earlier this year.

The textbook, which has seven chapters, contains examples of mathematical concepts from Indian monuments and culture. For instance, the book states that “perhaps oldest” fractals in human-made art appear in the temples of India including Kandariya Mahadev Temple in Khajuraho, Madhya Pradesh, and in temples located at in Madurai, Hampi, Rameswaram and Varanasi, among many others.

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“In all the chapters, an attempt has been made to emphasise connections with other subjects including arts, social science and science.The concepts and problems in this textbook are related to daily life situations.,” said the ‘About the Book’ section.

Eknath Ghate, senior professor at the School of Mathematics, Tata Institute of Fundamental Research (TIFR), Mumbai, said the claims in the book appear to be reasonable. “We should be proud of India’s contributions to mathematics, and it is encouraging to see the work of Indian mathematicians finally being recognised in textbooks,” he said.

जनसत्ता, 31 दिसंबर 2025, पृष्ठ संख्या - 9

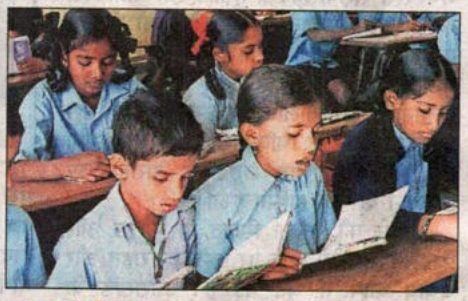
विरासत के जरिए गणित का पाठ पढ़ाएगा एनसीईआरटी

सुशील राघव

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) आठवीं के विद्यार्थियों को भारतीय विरासत के माध्यम से गणित का पाठ पढ़ाएगा। परिषद ने हाल ही में आठवीं कक्षा के लिए गणित की दूसरी पुस्तक 'गणित प्रकाश' भाग दो जारी की है जिसमें भारतीय विरासत के कई उदाहरणों को शामिल किया गया है। इतना ही नहीं इस पुस्तक में विद्यार्थियों को समझाने के लिए रोजमर्रा के ही उदाहरण प्रस्तुत किए गए हैं।

पुस्तक की प्रस्तावना में कहा गया है कि अलग-अलग अवधारणा के लिए संदर्भ देते समय भारतीय विरासत का भी ध्यान रखा गया है। विद्यार्थियों को भारत की समृद्ध गणितीय विरासत और गणित में इसके वैश्विक योगदान के बारे में जागरूक करने के लिए समस्या-समाधान दृष्टिकोण के हिस्से के रूप में पुस्तक में भारतीय गणितज्ञों के योगदान को भी शामिल किया गया है। पुस्तक में पहला अध्याय 'भिन्न' के बारे में है। इस अध्याय में बताया गया है कि 'दशमलव भिन्न' शुरू होने से बहुत पहले, दसवें, बीसवें और सौवें हिस्से में गणना के लिए इसकी आवश्यकता महसूस हुई थी। 'प्रति सौ' का विचार ईसा पूर्व चौथी सदी में कौटिल्य के अर्थशास्त्र में मिलता है। इस अध्याय में विद्यार्थियों को माल एवं सेवा कर (जीएसटी) की गणना आदि के बारे में भी बताया गया है।

पुस्तक का दूसरा अध्याय 'बौधायन-पाइथागोरस प्रमेय' पर आधारित है। इसमें बताया गया है कि बौधायन, जो एक प्राचीन भारतीय गणितज्ञ थे (लगभग 800 ईसा पूर्व), इतिहास में पहले व्यक्ति थे जिन्होंने इस प्रमेय को इस सामान्य रूप में और असल में आधुनिक रूप में बताया। उन्होंने सदियों पहले अपने 'शुल्बसूत्र' ग्रंथों में उस सिद्धांत का वर्णन किया। इस प्रमेय को ग्रीक दार्शनिक-गणितज्ञ पाइथागोरस (लगभग 500 ईसा पूर्व) के नाम पर पाइथागोरस प्रमेय के नाम से भी जाना जाता है, जिन्होंने इस प्रमेय की तारीफ की और इसका अध्ययन भी किया। इसे अक्सर 'बौधायन-पाइथागोरस प्रमेय' भी कहा जाता है ताकि सभी को पता चल सके कि किस प्रमेय की बात हो रही है। बौधायन ने बताया कि एक वर्ग का विकर्ण मूल वर्ग के क्षेत्रफल से दोगुने क्षेत्रफल वाला एक वर्ग बनाता है। या समकोण त्रिभुज के लिए आधार के वर्ग और लंब के वर्ग का योग हमेशा विकर्ण के वर्ग के बराबर होता है। बौधायन ने वेदियों के निर्माण के लिए व्यावहारिक ज्यामितीय अनुप्रयोग प्रदान किए, जिसमें समकोण त्रिभुजों के लिए प्रमेय भी शामिल है।



आठवीं कक्षा की नई किताब में पैटर्न को समझने के लिए भारत के प्राचीन मंदिरों का उदाहरण लिया गया है। नई किताब में बौधायन-पाइथागोरस प्रमेय शामिल किया गया है। यह प्रमेय प्राचीन भारतीय गणितज्ञ बौधायन (करीब 800 ईसा पूर्व) की देन है, जो पाइथागोरस से सदियों पहले था।

पहल

चौथा अध्याय ज्यामितीय विषयों को लेकर है। इसमें बताया गया है कि गणितीय आकृतियों (फ्रैक्टल्स) का इस्तेमाल इंसानों की बनाई कला में भी लंबे समय से होता आ रहा है। शायद सबसे पुरानी ऐसी गणितीय आकृति भारत के मंदिरों में मिलती हैं। इसका एक उदाहरण मध्य प्रदेश के खजुराहो में कंदरिया महादेव मंदिर में मिलता है, जो लगभग 1025 ईसवी में पूरा हुआ था। वहां एक ऊंची मंदिर की संरचना दिखती है, जो पूरी संरचना की छोटी-छोटी प्रतिलिपियों से बनी है, जिस पर उसी संरचना की और भी छोटी प्रतिलिपि हैं और इसी तरह आगे भी। गणितीय आकृति जैसे पैटर्न मदुरै, हम्पी, रामेश्वरम, वाराणसी और कई अन्य मंदिरों में भी मिलते हैं। पुस्तक में अंतिम और सातवां अध्याय 'क्षेत्रफल' पर आधारित है। इसमें कहा गया है कि 'शुल्बसूत्र' में हमें क्षेत्रफल के विषय पर कई दिलचस्प समस्याएं मिलती हैं। 'शुल्बसूत्र' वेदियों (धार्मिक मंच) के निर्माण से भी संबंधित है।

The Indian Express | 31 December 2025, Page No-2

Education key to progress of tribals: President Murmu

Press Trust of India
Gumla, December 30

PRESIDENT DROUPADI Murmu on Tuesday stressed the importance of education for the development of the tribal community and urged educated individuals to help people avail the benefits of various government welfare schemes.

She said the Centre has been working for the inclusive growth of tribal communities to ensure that development reaches the last person in society.

The President was addressing the Antarrajyiy Jansanskritik Samagam Samaroh–Kartik Jatra (interstate folk cultural gathering) in Jharkhand's Gumla district, which saw participation of people mostly from tribal communities.

"Education is the key to development. Education refines the personality, creates opportunities for development, and becomes a medium for inclusive growth and social justice," Murmu said. She observed that after getting educated, many people prefer to settle in towns and do not return to villages.

"We should visit our villages and make people aware of various government schemes and their benefits. The government will do its work, but we should also contribute our part after getting education. Government schemes will be successful only when people are aware of them," Murmu said.

The function was also attended by Governor Santosh Kumar Gangwar, Chhattisgarh Governor Ramen Deka and Chief Minister Vishnu Deo Sai.

"This government believes in the inclusive growth of the tribal community and has been working to take development to the last person in society. The government has started several schemes in the name of Birsa Munda, not only to benefit tribal people, but also to those who are still deprived of basic facilities. The government is working on a mission mode so that they get all amenities such as housing, drinking water, road, schools and others," she said. The President said it is crucial to connect the youth and future generations with the traditions of tribal communities.

She advised the youth to move forward on the path of development while preserving their tribal heritage and identity.

Speaking on the demand for a tribal university in Gumla, Murmu said she would make efforts, but expressed hope that the state government would fulfil the demand of the people.

Sai said, "Naxalism is in the last stages in Chhattisgarh. Over 400 villages have been freed from the menace, and they moved on the path of development."

'Tamil should be medium of instruction': Union Minister urge state govt to implemet NEP

The Tamil Nadu government has opposed the NEP 2020, claiming the imposition of Hindi under the three-language formula.

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ANI

Union Education Minister Dharmendra Pradhan on Wednesday asked the Tamil Nadu government to implement the National Education Policy (NEP), 2020, in the state, stating that Tamil should be the medium of instruction up to standard five as per the policy's recommendation.



"In Tamil Nadu, Tamil should be the medium of instruction up to standard five. This is the recommendation of the national education policy," Union Education Minister Dharmendra Pradhan said. (File Photo/PTI)

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NEP has been an issue of contention between the Centre and the DMK-led government in Tamil Nadu.

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"We are now implementing the national education policy. In Tamil Nadu, Tamil should be the medium of instruction up to standard five.

hopeful that the local government will encourage the Tamil language in the early stages. If we take care of the children, they will be the future leaders of our society," Union Minister Pradhan told reporters in Madurai.

Also read: Linguistic diversity a bridge, not a source of division: Dharmendra Pradhan at KTS 4.0

The Tamil Nadu government has opposed the NEP 2020, claiming the imposition of Hindi under the three-language formula. In August 2025, the MK Stalin government rolled out the State Education Policy with a two-language formula to counter the Centre's NEP.

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apex court. On December 16, the Supreme Court directed the Tamil Nadu government to hold discussions with the central government on the issue of establishing Jawahar Navodaya Vidyalayas (JNVs) in the state. A bench of Justices BV Nagarathna and R Mahadevan also asked the state government to ascertain the extent of land necessary for establishing JNVs.

During the hearing, Senior counsel P Wilson, appearing for the Tamil Nadu government, argued that the Centre should adopt a two-language formula in line with the State government's policy, instead of a three-language formula. The counsel representing the Centre, on the other hand, contended that the State government want to thrust the Hindi language.

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The top court urged the parties not to make this a language issue. It asserted that the aforesaid directions regarding the establishment of JNVs are in the interest of education among rural students.

Meanwhile, Dharmendra Pradhan, while speaking to reporters, hailed the fourth edition of Kashi Tamil Sangamam, which concluded on

He said, "We have completed the fourth edition of Kashi Tamil Sangamam successfully. Yesterday, we successfully organised the concluding program at Sri Rameswaram ji, and the Vice President of India addressed the gathering. This Kashi Tamil Sangamam is the statement and civilizational link between different parts of our country, especially Kashi and Rameshwaram. Many people are now participating in it. In the future, a more effective cultural exchange program on the background of 'Ek Bharat, Shreshtha Bharat' will be organised. I am thankful to Prime Minister Narendra Modi ji for envisioning this great cultural bridge between the two parts of our country."

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Kashi Tamil Sangamam 4.0 began on December 2 under the theme: 'Let Us Learn Tamil - Tamil Karkalam.' Vice President CP Radhakrishnan attended the valedictory ceremony of the event as the Chief Guest at Rameswaram on Tuesday.

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