EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

June 2025

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

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

Preface

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

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

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

(Dr.Akash)
Head, LDD
NCERT,NewDelhi

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अमर उजाला, 01 जून 2025, पेज नं - 06

विश्वविद्यालयों व कॉलेजों में इस साल से स्नातक में अप्रेंटिसशिप अनिवार्य

यूजीसी ने रोजगार से जोड़ने को पहली अप्रेंटिसशिप गाइडलाइन बनाई

सीमा शर्मा

नई दिल्ली। देश के सभी विश्वविद्यालयों और कॉलेजों में इस साल से स्नातक में अप्रेंटिसशिप अनिवार्य होगी। इसका उद्देश्य विद्यार्थियों को पढ़ाई के साथ रोजगार से जोड़ा जाएगा। राष्ट्रीय शिक्षा नीति के तहत स्नातक कार्यक्रम में सभी विश्वविद्यालयों को शैक्षणिक सत्र 2025-26 से इसे लागू करना होगा।

इसमें छात्रों को इंडस्ट्री के अनुरूप रोजगार का प्रशिक्षण मिलेगा। तीन वर्षीय डिग्री में एक से तीन सेमेस्टर और चार वर्षीय डिग्री प्रोग्राम में दो से चार सेमेस्टर अप्रेंटिसशिप के रहेंगे। अप्रेंटिसशिप में छात्रो को 10 क्रेडिट भी मिलेंगे। विश्वविद्यालय अनुदान आयोग (यूजीसी) की उच्चस्तरीय समिति ने अप्रेंटिसशिप गाइडलाइन तैयार की है। दिशानिर्देश के तहत उच्च शिक्षण संस्थानों, इंडस्ट्री और छात्रों



तीन माह की अप्रेंटिसशिप में छात्रों को दस क्रेडिट मिलेंगे

शिक्षण संस्थान, इंडस्ट्री और छात्रों के बीच के काम व जिम्मेदारियां तय की गईं

के बीच एक त्रिपक्षीय समझौता होगा। इसमें तीनों की जिम्मेदारियां तय होंगी। उच्च शिक्षण संस्थानों को आजादी होगी कि वे इंडस्ट्री में मौजूद सुविधाओं और इंफ्रास्ट्रक्चर के आधार पर अप्रेंटिसशिप की सीट तय कर सकेंगे। संस्थानों को अप्रेंटिसशिप प्रोग्राम के लिए नेशनल अप्रेंटिसशिप ट्रेनिंग स्कीम के पोर्टल पर रजिस्ट्रेशन करना होगा। इंडस्ट्री के साथ एईडीपी प्रोग्राम ऑफर करने पर इंडस्ट्री स्टाइपेंड देगी। जबकि एनएटीएस पर रजिस्ट्रेशन करने पर केंद्र सरकार से स्टाइपेंड मिलेगा। मार्कशीट पर अप्रेंटिसशिप और क्रेडिट की जानकारी लिखी होगी। इसमें अप्रेंटिसशिप कहां से की है और इसमें कितने क्रेडिट मिले हैं, इसके बारे में भी जानकारी रहेगी।

नौकरी मिली या नही, फॉलोअप होगा : अप्रेंटिसशिप पूरी होने के बाद एक ट्रेनिंग रिपोर्ट भी बनेगी। इसका अर्थ है कि नौकरी मिली या नहीं, इसका फॉलोअप भी संबंधित कॉलेज को करना होगा। एक साल के लिए प्रति छात्र एक कर्मचारी फॉलोअप के लिए तैनात रहेगा। इसमें निगरानी रखी जाएगी कि सबंधित छात्र को नौकरी मिली है या नहीं। नहीं मिलने के क्या कारण रहे।

राष्ट्रीय सहारा, 01 जून 2025, पेज नं - 02

विश्वविद्यालयों के पाठ्यक्रमों में शामिल होगा ड्रग्स के दुरुपयोग के खतरे

■ राकेश नाथ

नई दिल्ली। एसएनबी

अब देशभर के विश्वविद्यालयों के पाठ्यक्रम में नशीली दवाओं के दुरुपयोग के खतरों पर पाठ्यक्रम में शामिल किया जाएगा। इस संबंध में विश्वविद्यालय अनुदान आयोग ने देशभर के विश्वविद्यालयों को निर्देश दिए हैं।

यूजीसी ने विश्वविद्यालयों को भेजे निर्देश में कहा कि नशीली दवाओं का दुरुपयोग एक व्यक्तिगत समस्या से कहीं अधिक है। यह व्यक्तियों, परिवारों और पूरे समुदाय के लिए एक गंभीर खतरा है। इसके परिणाम व्यापक और अक्सर विनाशकारी होते है। शारीरिक रूप से यह मस्तिष्क और अन्य महत्वपूर्ण अंगों को स्थायी नुकसान पहुंचा सकता है। मानसिक रूप से यह चिंता, अवसाद और यहां तक कि मनोविकृति जैसी स्थितियों में योगदान देता है। यह शैक्षणिक प्रगति और कैरियर की महत्वाकांक्षाओं को बाधित करता है, निर्णय को धुंधला करता है और

■ विश्वविद्यालय अनुदान आयोग ने विवि को दिये निर्देश

क्षमता को कम करता है।

कानूनी परेशानियां, टूटे हुए रिश्ते और वित्तीय कठिनाई अक्सर इसके बाद होती है। सबसे खतरनाक बात यह है कि नशीली दवाओं के दुरुपयोग से ओवरडोज और मौत हो सकती है। आयोग ने कहा कि नशीली दवाओं के दुरुपयोग के खतरों पर अध्यायों को उच्च शिक्षा पाठ्यक्रम में शामिल करना छात्रों के बीच जागरूकता बढ़ाने के लिए महत्वपूर्ण है, जो अक्सर दोस्तों के दबाव, तनाव और शैक्षणिक चुनौतियों के कारण जोखिम में रहते हैं।

यह आयु वर्ग विशेष रूप से पदार्थों के साथ प्रयोग करने के लिए अतिसंवेदनशील होता है, जिससे जोखिमों पर शिक्षा महत्वपूर्ण हो जाती है। इस विषय को कोर्स शामिल करके, संस्थान एक स्वस्थ, अधिक सूचित परिसर के माहौल को बढ़ावा देते है, जो अंततः छात्र कल्याण और एक सुरक्षित शैक्षिक अनुभव में योगदान देता है। उच्च शिक्षा संस्थानों से अनुरोध है कि वे अपने पाठ्यक्रम में नशीली दवाओं के दुरुपयोग के हानिकारक प्रभावों और परिणामों पर सामग्री को उचित और प्रासंगिक तरीके से शामिल करने के लिए कदम उठाएं।

The Indian EXPRESS
JOURNALISM OF COURAGE

Students moving away from govt schools, disturbing: Centre to states

The enrolment of students came up in meetings that the Education Ministry held with states in March and April to discuss projects for 2025-26 under the Samagra Shiksha scheme.

Written by Abhinaya Harigovind Following
New Delhi | Updated: June 1, 2025 09:32 IST

NewsGuard

5 min read



In Kerala and Maharashtra, the Union ministry flagged a drop in government and aided school enrolments in 2023-24 compared to 2018-19 in Maharashtra, and compared to 2022-23 in Kerala.

Pointing to the “disturbing trend” of students “moving away from government schools”, and the steady increase in private school enrolment in states, including Andhra Pradesh, Telangana and Uttarakhand, the Ministry of Education has asked them to take steps to reverse the trend, official documents show.

The enrolment of students came up in meetings that the Education Ministry held with states in March and April to discuss projects for 2025-26 under the Samagra Shiksha scheme.

In 10 of the 30 states and Union Territories, minutes of meetings made public so far show, the Union ministry has raised the matter of increasing or higher enrolments in private schools, despite the presence of a higher number of government schools.

SCHOOL ENROLMENT

States where a 'steady increase' in pvt school enrolment has been flagged

	Andhra Pradesh		Telangana		Uttarakhand	
Year	Govt	Pvt	Govt	Pvt	Govt	Pvt
2023-24	40.50*	45.53	27.80	44.31	8.70	12.90
2022-23	42.56	41.88	30.09	39.27	9.43	12
2021-22	46.96	33.22	33.04	35.14	9.81	12.39
2020-21	46.27	35.05	28.97	39.64	9.17	12.83
2019-20	40.43	40.07	28.38	39.85	9.41	12.98

*Source - UDISE+ data; *All figures in lakh*

Additionally, across eight of the 30 states and UTs, the ministry has pointed to decreasing enrolments in government and aided schools.

The issue of decreasing enrolments in government schools was also raised in recent meetings that the Ministry had with the states on the PM-POSHAN or midday meal scheme.



In Andhra Pradesh, Telangana and Uttarakhand, for instance, the secretary of the Education Ministry's Department of School Education and Literacy "expressed his concerns that in spite of spending a large amount of funds, students are moving away from government schools, which is a disturbing trend".

The minutes of the ministry's meeting with Andhra Pradesh refer to UDISE+ data from 2023-24 to state that out of the 61,373 schools in the state, around 73 per cent (45,000) are government schools, and around 25 per cent (15,232) are private. However, enrolment in government schools is around 46 per cent of the total, while those in private schools is a little more than 52 per cent, according to the minutes. "Enrolment trend during 2021-22 to 2023-24 suggests that enrolment in unaided schools is steadily increasing," the minutes state.

In Telangana and Uttarakhand, the minutes state that enrolment during the 2018-19 to 2023-24 period suggests that "except during 2021-22 (COVID-19)", unaided schools witnessed a steady increase.

In Telangana, the minutes refer to UDISE+ 2023-24 data to point out that 70 per cent of the 42,901 schools in the state are of the government, but their enrolment accounts for only 38.11 per cent of the total, compared to 60.75 per cent in private schools.

Similarly, in Uttarakhand, close to 72 per cent of the total number of schools are of the government. "However, total enrolment in government schools is only 36.68 per cent as compared to 54.39 per cent enrolment in unaided schools," the minutes read.

In the case of Andhra Pradesh, Uttarakhand and Telangana, the secretary has suggested that the state "should make a sincere analysis of the root cause so as to take remedial steps and to reverse this trend".

In Tamil Nadu, the Union ministry has pointed out that government schools constitute 64 per cent of the total, and account for 37 per cent of enrolment. In contrast, unaided schools make up 21 per cent of the total, and account for 46

per cent of enrolment. “In this regard, the State was urged to build the government school brand so as to increase enrolment and make the best use of the available resources,” the minutes state.

In Kerala and Maharashtra, the Union ministry flagged a drop in government and aided school enrolments in 2023-24 compared to 2018-19 in Maharashtra, and compared to 2022-23 in Kerala. In response, these states have said they have done a “data cleansing exercise using Aadhaar verification”.

In Mizoram, Nagaland, Tripura, Arunachal Pradesh and Meghalaya, the ministry has raised a drop in enrolment in government and aided schools in 2023-24 compared to figures in 2018-19 for some states and 2022-23 for others.

In the Andaman and Nicobar Islands, Delhi, Ladakh, Puducherry, and Dadra and Nagar Haveli & Daman and Diu, the Education Ministry has noted that enrolment in private schools is higher compared to government schools, and has referred to this as a “matter of concern.”

A senior official in the Ministry of Education said private school enrolments are particularly high in the junior classes, and that states have been asked to check for reasons for the drop in government school enrolment. The official said, “With aspirations, demand for private schools has also gone up.”

The meetings on the PM-POSHAN scheme referred to a drop in enrolment in government and aided schools, with officials citing a data clean-up and a move to private schools in the post-Covid years as possible reasons.

The UDISE+ 2023-24 data shows that private school enrolment accounts for 36 per cent (a little over 9 crore) of the total of 24.80 crore. In 2022-23, private school enrolment was 33 per cent of the total, the same as in 2021-22, and a little less than the 36 per cent recorded in 2020-21. In the pre-pandemic year of 2019-20, private school enrolment accounted for 37 per cent of the total.

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TAGS: Andhra Pradesh Telangana

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Leveraging multilingualism to boost research & development

The future of academic collaborations lies in embracing linguistic diversity, facilitating knowledge sharing and cross-cultural learning, writes Gauri Puranik

The cognitive advantages of multilingualism are vast and far-reaching, helping enhance memory capacity, strengthen problem-solving abilities, improve multitasking capabilities, and even help delay cognitive decline in later years. These benefits are particularly relevant in India, where languages define geographic state boundaries, making multilingualism a lived reality.

With two official languages—Hindi and English—and 22 languages featured in the eighth schedule of the Constitution, India's inherent commitment to multilingualism is evident.

Multilingual education creates a more inclusive and effective learning environment. Research has consistently shown that students achieve better learning outcomes when taught in languages they comprehend well. This is particularly crucial in early education, where mother tongue-based instruction builds a solid foundation for future learning.

This is also the reason why the National Education Policy (NEP) 2020 highlights multilingualism as a goal of the school curriculum and stresses the 'three-language formula', allowing states and regions to choose the languages based on their needs, ensuring at least two languages are native to India. The NEP also encourages the use of bilingual and trilingual teaching methods to facilitate language learning across various levels. Propelled by globalisation, mobility and the internet's dominance, English has become the global lingua franca. Basic English language skills provide enhanced opportunities for employment and career advancement. This underscores the need to leverage students' multilingual abilities to strengthen their reading comprehension and their ability to understand complex concepts.

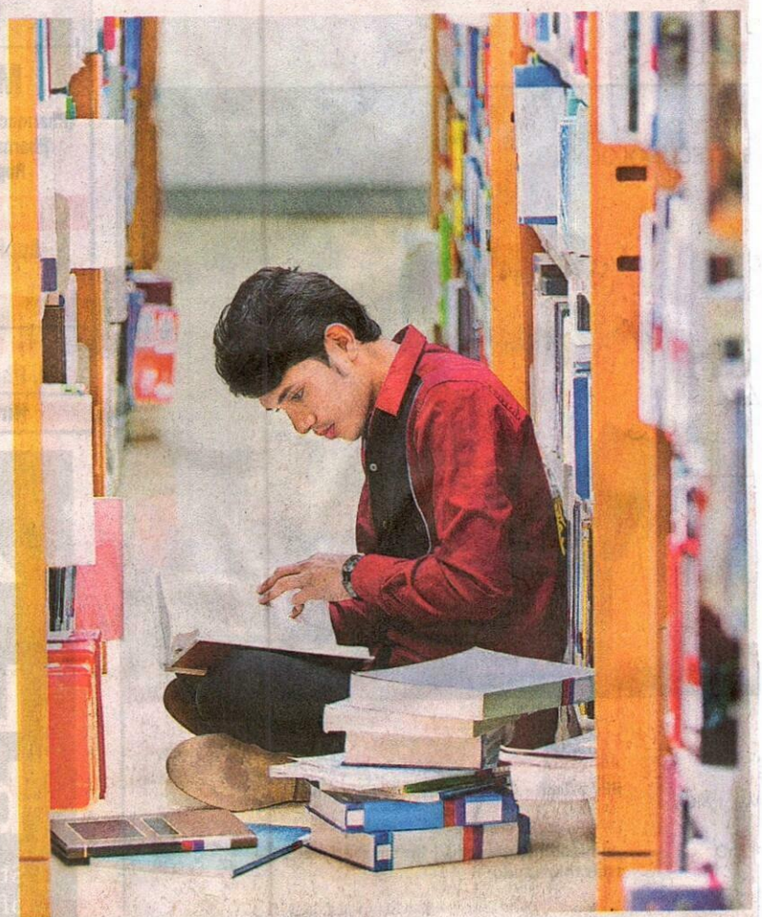
By embracing multilingualism, it will not only broaden individual horizons but also strengthen cultural sensitivity and cross-cultural learning/understanding. This is especially important in the field of academia and research where international collaborations are needed in the field of medicine, technology, and space exploration to solve global challenges.

Encouraging Innovation

Various large-scale and bilateral research initiatives around the world have multilingual researchers and academics. It is their exposure to two to three languages which enables knowledge sharing, and access to diverse resources and facilitates collaboration to arrive at solutions to global issues.

For instance, since its inception in 2006, the UK-India Education and Research Initiative (UKIERI) has facilitated over 25,000 academic exchanges spanning 4,500 educational institutions. This has strengthened the bilateral relationship between the UK and India in the areas of education, research, and innovation while addressing shared global challenges and promoting sustainable development.

Such a collaboration calls for researchers who can efficiently navigate cross-cultural settings to work in global teams, understanding nuances that might be lost in translation. Several institutions, such as the University of Birmingham, Cambridge, and SOAS, offer funding for Indian collaborators seeking to engage in research projects in varied subjects ranging from STEM to fintech. Multilingualism can be a useful tool for research scholars and academics wishing to take advantage of such fellowships to engage in the UK. Similarly, the Department of Science and Technology (DST) works with UK Research and Innovation (UKRI) to co-fund projects in areas such as industrial sustainability and telecoms, encouraging innovative proposals and solutions developed between the UK and India.



- The UK-India Education and Research Initiative has facilitated over 25,000 academic exchanges spanning 4,500 educational institutions
- NEP 2020 encourages the use of bilingual and trilingual teaching methods to facilitate language learning

Comprehensive Understanding

Multilingualism has the potential to enrich research outcomes by fostering a more comprehensive understanding of these complex global challenges and bringing indigenous knowledge and insight. While English proficiency remains crucial for international academic engagement, it should never come at the expense of home languages. The solution lies in developing a balanced approach that recognises both the importance of English as a global academic language and the value of multilingual capabilities.

Balanced Approach

Multilingualism has the potential to enrich research outcomes by fostering a more comprehensive understanding of these complex global challenges and bringing indigenous knowledge and insight. While English proficiency remains crucial for international academic engagement, it should never come at the expense of home languages. The solution lies in developing a balanced approach that recognises both the importance of English as a global academic language and the value of multilingual capabilities.

The future of research collaborations lies in embracing linguistic diversity while building strong English language capabilities. This dual approach ensures that researchers can participate fully in global academic discussions while leveraging the unique perspectives and insights available through other languages.

(The author is director, English Programmes, British Council India)

The Times of India [Education Times], 02 June 2025, Pg No.- ET 08

Integrating storytelling into school curricula promotes imagination

The power of stories improves the ability to express ideas verbally and increase confidence in public speaking, writes Aarul Malaviya

In recent times storytelling has emerged as an engaging powerful tool for enhancing communication skills among students. Compared to the traditional modes of imparting knowledge, it is proving to be more effective in certain settings in the constantly evolving educational landscape.

Boosts Communication Skills

Storytelling encourages students to articulate their thoughts clearly, helping them become more confident speakers. Research shows that storytelling enhances students' oral communication abilities, which is a key to success. A study found that students who participated in storytelling activities showed an improvement in their ability to express ideas verbally, with 85% reporting increased confidence in public speaking.

Fosters Active Listening

By actively listening to stories, students learn to focus on the speaker and try to comprehend the narrative. According to a study, storytelling can significantly increase children's willingness to communicate. The research suggests that storytelling promotes an environment where students feel comfortable sharing their perspectives, which fosters collaborative learning. According to a study published by the British Council, storytelling can significantly increase children's willingness to communicate their thoughts and feelings, enhancing their overall listening abilities.

Cultural Awareness

Through storytelling, students gain insights into diverse cultures and perspectives, which fosters empathy. This exposure helps them develop a deeper understanding of others' emotions and viewpoints. This skill is increasingly important in today's globalised society, where effective communication often requires sensitivity to cultural differences. The understanding gained helps them to navigate the interactions with due sensitivity.



Improves Vocabulary

A study demonstrated that students who participated in storytelling activities improved their vocabulary by an average of 30% over a semester. This enhancement not only aids in verbal communication but also translates into better writing skills, as students become more adept at expressing their thoughts in written form.



Encourages Creativity

Storytelling encourages students to think imaginatively about narratives and stimulates creativity to think critically about the structure of a story. A Gallup study done on K-12 education supports that storytelling fosters higher-order cognitive skills such as problem-solving and critical thinking.

Builds Confidence

A study on students aged 8–11 years demonstrated that storytelling sessions significantly improved hopefulness, self-esteem and confidence and a newfound confidence influences student's overall communication skills.

Educators can create a dynamic learning environment that can enhance academic performance and prepare students for effective interpersonal interactions in an increasingly interconnected world. Integrating storytelling into educational curricula can significantly enhance both personal and academic growth for students.

(The author is founder, Zamit)

The Times of India
[Education Times]
02 June 2025
Pg No. – ET 08

The shift from STEM to STEAM is a necessary recalibration

The divide between science and the arts is dissolving even in tech-driven industries, writes John J Kennedy

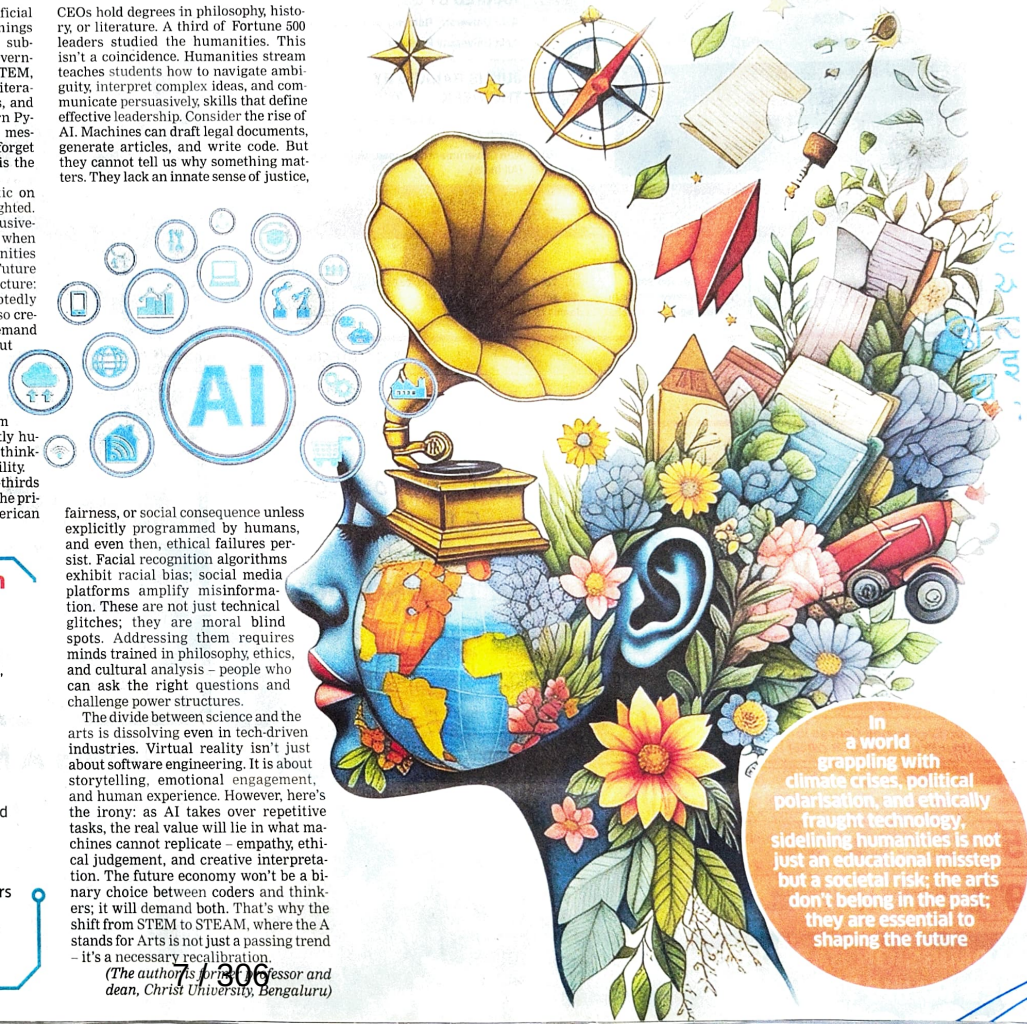
In an era of automation, Artificial Intelligence (AI), and all things tech-driven, the humanities subjects are quietly sidelined. Governments pour funding into STEM, universities shrink languages, literature, and philosophy departments, and parents urge their children to learn Python over poetry. The underlying message is: if you want a secure job, forget languages, history, or art – code is the only currency that matters.

This mindset, though pragmatic on the surface, is dangerously shortsighted. It assumes the future belongs exclusively to engineers and programmers, when the skills cultivated by the humanities will be more vital than ever. 'The Future of Jobs Report' paints a telling picture: while automation will undoubtedly erase many routine jobs, it will also create millions of new roles that demand not just technical proficiency but ethical reasoning, creative problem-solving, and emotional intelligence. By 2030, over 170 million new jobs are expected to emerge, and the most resilient among them will be those that rely on distinctly human capabilities such as critical thinking, cultural insight, and adaptability.

The data speaks for itself. Two-thirds of humanities graduates work in the private sector, and nearly 60% of American CEOs hold degrees in philosophy, history, or literature. A third of Fortune 500 leaders studied the humanities. This isn't a coincidence. Humanities stream teaches students how to navigate ambiguity, interpret complex ideas, and communicate persuasively, skills that define effective leadership. Consider the rise of AI. Machines can draft legal documents, generate articles, and write code. But they cannot tell us why something matters. They lack an innate sense of justice, fairness, or social consequence unless explicitly programmed by humans, and even then, ethical failures persist. Facial recognition algorithms exhibit racial bias; social media platforms amplify misinformation. These are not just technical glitches; they are moral blind spots. Addressing them requires minds trained in philosophy, ethics, and cultural analysis – people who can ask the right questions and challenge power structures.

The divide between science and the arts is dissolving even in tech-driven industries. Virtual reality isn't just about software engineering. It is about storytelling, emotional engagement, and human experience. However, here's the irony: as AI takes over repetitive tasks, the real value will lie in what machines cannot replicate – empathy, ethical judgement, and creative interpretation. The future economy won't be a binary choice between coders and thinkers; it will demand both. That's why the shift from STEM to STEAM, where the A stands for Arts is not just a passing trend – it's a necessary recalibration.

(The author is former professor and dean, Christ University, Bengaluru)



In a world grappling with climate crises, political polarisation, and ethically fraught technology, sidelining humanities is not just an educational misstep but a societal risk; the arts don't belong in the past; they are essential to shaping the future

Narrow Definition

Video games succeed not just because of their code but also because of their narratives, character depth, and moral dilemmas, which are elements rooted in the humanities. Take prompt engineering, the latest buzzword in AI. At its core, it's the art of crafting nuanced, pertinent questions for AI systems, a skill that hinges on language mastery, logic, and awareness. Without these humanistic foundations, even the most advanced technology falters. Despite this, education policymakers continue pushing a narrow definition of job readiness, prioritising immediately marketable skills.

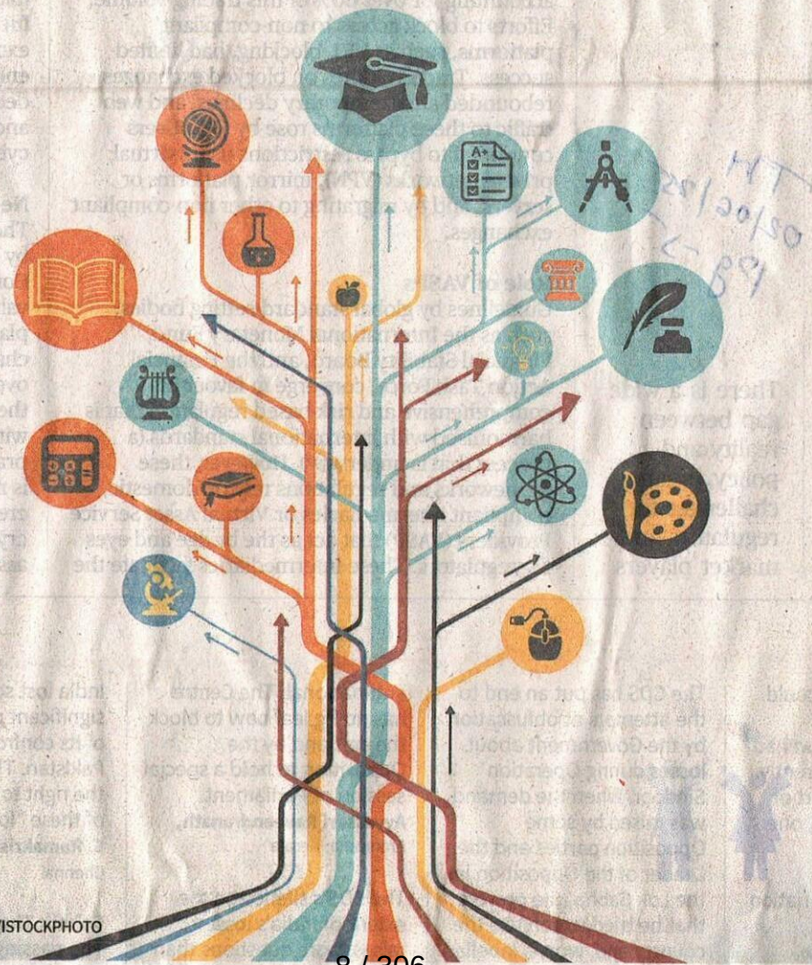
The Hindu
02 June 2025
Pg No.-05

Of disciplines and their derivatives

With by-products of academic disciplines proliferating, the focus on true knowledge, critical thinking, and scientific temperament needs to be reinforced

Anil Kshirsagar

Academia has been always been a fraught landscape, where diverse streams of knowledge vie for recognition, and legitimacy. Recently, this terrain has become increasingly complex, as the boundaries between disciplines and their proliferating derivatives get alarmingly blurred. The commodification of knowledge under late capitalism has led to a surge in what can be termed "discipline derivatives" or fields of study that emerge from core disciplines and function largely as applied or market-driven offshoots. While these derivatives present themselves as new and innovative disciplines, they often lack the theoretical rigour, critical inquiry, and epistemic depth of their parent fields. The result is growing academic confusion, where the line between knowledge and skill, education and training, inquiry and utility becomes dangerously thin.



GETTY IMAGES/ISTOCKPHOTO

Branching off

Take the interesting case of Psychology and its branches as an example. Cognitive Behavioural Therapy, Applied Behaviour Analysis, Forensic, Educational, Social, Health, Sports, and Clinical Psychology are all pro-structural endeavours, functioning in the interest of the current mode of production. Among the given derivatives, the ones circling around psycho-therapy attract more attention. By using the disciplinary secrets, psychotherapy smartly corrects the strange behaviours of people and puts them back on their previous normal track; in a way, it refits them in the tyre they were part of. The reasons for the psychological anomaly are immaterial to it. Family, school, society, marriage, and the rest are invariably straight-lined in its clinic. For the practitioners of the derivative, the individual is at fault not the institution. So the treatment is to be administered to the individual not the latter. The concerned practitioners are professionals, leaving aside their professional growth they would never stand against tough systems like Culture and Society.

Similarly, psephology is a by-product of Politics, language training of Language, financial management of Economics, industrial chemistry, forensic chemistry, and polymer chemistry of Chemistry, sports Medicine and aviation medicine of Pharmacy, digital marketing of Commerce, data science of Computer Science, and actuarial science of Statistics. All these derivatives depend completely upon their relative parent branches.

Proliferation of courses

The central argument is disciplines and their derivatives are different. By referring to them as specialties, we fail to capture their true nature. Discipline Derivatives is a more accurate term, as they thrive and generate capital by riding on the back of the Organising Structures or Disciplines. If the Organising Structures help create the congenial universe for the on-going mode of production, validating the epistemic universe of their time, discipline derivatives establish themselves as sites of capital-cum-social action, where individuals engage, interact, and shell out money. The moment this happens, a general consent to the entire game is secured.

The proliferation of these by-products in academia has led to universities and colleges worldwide offering courses on these trendy fields and attracting numerous admissions. This has led to a kind of academic confusion. For instance, Data Science, which is a dangerously pro-structural project, is now being offered as a major subject worldwide. Students and their parents pursue these courses, enticed by the promise of lucrative careers. However, the focus on true knowledge, critical thinking, and scientific temperament is often lacking.

In past, disciplines in academia had to work hard to be recognised as scientific. Today, these new fields are readily labelled as sciences without rigorous scrutiny. Under such conditions George Orwell's quote from his 1945 essay "What is Science?" seems highly relevant: "Scientific education ought to mean the implanting of a rational, sceptical, and experimental habit of mind. It ought to mean acquiring a method – a method that can be used on any problem that one meets – and not simply piling up a lot of facts". True education should be based on this foundation; otherwise, individuals risk being swept away by the transient trends they are following.

It's crucial for intellectuals, academicians, and the informed public to recognise this reality. By doing so, they can explore alternative models of social organisation. Remaining vigilant and open-minded will eventually lead to the emergence of new ways of living.

Views are personal

The writer is an Assistant Professor of English, M. J. College, Jalgaon, Maharashtra.

Action taken against criminals involved in manufacture, distribution and sale of pirated NCERT textbooks

Posted On: 02 JUN 2025 6:30PM by PIB Delhi

Adopting a zero-tolerance policy towards piracy of NCERT textbooks, which is a cognizable offence under the Copyright Act, 1957, NCERT in the last 14 months, along with the respective Police authorities, has seized more than 5 lakh copies of pirated NCERT textbooks, huge quantity of printing paper and machinery worth more than Rs. 20 Crore, while registering a record 29 FIRs against printers, warehouse owners, and retailers of pirated NCERT textbooks.

Continuing its drive against such criminals, NCERT, along with the UP Police, conducted a raid on a warehouse in Muzaffarnagar and seized over 1.5 lakh pirated NCERT textbooks worth over Rs. 2 Crore, one truck, and two cars loaded with pirated textbooks, as well as a large number of printing plates. Eight accused were arrested on the spot.

In continuation of this action, a printing press in Samalkha (Haryana) was also raided and a large number of printing plates being used for printing pirated NCERT textbooks, copies of pirated textbooks, and machinery were seized. Further investigation is underway to identify the masterminds behind the racket of manufacturing, distributing, and selling pirated NCERT textbooks.

To curb the menace of pirated textbooks, which not only cause revenue loss to NCERT and the Government but are also a health hazard for school children on account of the poor paper and ink quality, NCERT has initiated the following steps:

1. Significant improvement in quality of paper and printing of NCERT textbooks;
2. Ensuring timely printing of NCERT textbooks and their availability in adequate numbers in the market;
3. Proactive action against printers, distributors and retailers of pirated textbooks;
4. Action against paper mill based in Kashipur, manufacturing illegal NCERT watermarked paper;
5. Making NCERT textbooks available on major e-commerce platforms at MRP without delivery charges; and
6. Introduction of a technology-based anti-piracy solution developed by IIT Kanpur in NCERT textbooks. This solution has been piloted on 10 lakh copies of one title and shall be scaled up to all titles in the next academic year, replacing the old watermarked paper, which has become redundant and is easily copied by pirates.

NCERT shall continue its action against criminals indulging in the printing, distribution and sale of pirated NCERT textbooks. Students, parents and teachers are requested to kindly bring to the notice of NCERT any instance of the sale of pirated NCERT textbooks at pd.ncert[at]nic[dot]in.

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MV/AK

MOE/DoSEL/2 June 2025/15

(Release ID: 2133370)
Read this release in: Urdu , Hindi , Marathi , Bengali , Gujarati

NCERT Intensifies Crackdown On Pirated Textbook Racket, Seizes Over 5 Lakh Copies Nationwide



The National Council of Educational Research and Training (NCERT), in collaboration with police authorities, has escalated its efforts to combat the illegal manufacture, distribution, and sale of pirated NCERT textbooks, a serious offense under the Copyright Act, 1957. Over the past 14 months, NCERT has seized more than 5 lakh pirated textbooks, along with printing paper and machinery valued at over ₹20 crore, while filing 29 FIRs against printers, warehouse owners, and retailers engaged in the illicit trade.

In a recent operation, NCERT, working with the Uttar Pradesh Police, conducted a raid on a warehouse in Muzaffarnagar, confiscating over 1.5 lakh pirated NCERT textbooks worth more than ₹2 crore. The raid also resulted in the seizure of one truck, two cars loaded with pirated books, and numerous printing plates, with eight individuals arrested on the spot. In a follow-up action, authorities raided a printing press in Samalkha, Haryana, seizing additional pirated textbooks, printing plates, and machinery. Investigations are ongoing to uncover the masterminds behind this piracy racket.

Pirated textbooks not only cause significant revenue losses to NCERT and the government but also pose health risks to students due to the use of substandard paper and ink. To address this issue, NCERT has enhanced the quality of paper and printing for its

textbooks, ensured timely printing and sufficient market availability, and made textbooks accessible on major e-commerce platforms at the maximum retail price without delivery charges. Additionally, NCERT has taken action against a paper mill in Kashipur producing illegal NCERT watermarked paper. To further strengthen its anti-piracy measures, NCERT has introduced a technology-based solution developed by IIT Kanpur, piloted on 10 lakh copies of one textbook title, with plans to expand this to all titles in the next academic year, replacing the outdated watermarked paper system that pirates have easily replicated.

अमर उजाला, 3 जून 2025, पेज नं -3

सीबीएसई के मेधावियों को हांगकांग विवि से पढ़ाई का तोहफा

फुल राइड छात्रवृत्ति देने की घोषणा, स्नातक की पढ़ाई मुफ्त करने का मौका, बोर्ड ने संबद्ध स्कूलों को भेजी जानकारी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड के बारहवीं के प्रतिभावान छात्रों को हांगकांग विश्वविद्यालय से पढ़ाई का तोहफा मिलने जा रहा है। हांगकांग यूनिवर्सिटी ने सीबीएसई के होनहार छात्रों को फुल राइड छात्रवृत्ति देने की घोषणा की है।

इस छात्रवृत्ति के तहत होनहार छात्रों को स्नातक की पढ़ाई मुफ्त करने का अवसर मिलेगा। सीबीएसई की ओर से इस संबंध में स्कूलों को जानकारी भेजी गई है। सीबीएसई की ओर से भेजी गई इस जानकारी में कहा गया है कि स्कूल प्रमुख यह जानकारी छात्रों तक पहुंचाएं, ताकि ज्यादा से ज्यादा छात्र इसका लाभ प्राप्त कर सकें।

सीबीएसई परीक्षा नियंत्रक डॉ संयम भारद्वाज की ओर से भेजी गई जानकारी में कहा गया है कि नई राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत सीबीएसई ने योग्यता आधारित शिक्षा और मूल्यांकन पर अधिक जोर दिया है। स्कूलों में प्रदान की जाने वाली गुणवत्तापूर्ण शिक्षा, स्टेम और अन्य विषयों में हमारे छात्रों के प्रदर्शन के कारण विदेशों में उच्च शिक्षा संस्थान छात्रों के प्रदर्शन के कारण विदेशों में उच्च शिक्षा संस्थानों को कई छूट और सहायता प्रदान कर रहे हैं। परीक्षा नियंत्रक की ओर से कहा गया है कि इन छूट और सहायता के बारे में स्कूलों को सूचित किया जा रहा है ताकि वे इस जानकारी को छात्रों के साथ साझा कर सकें ताकि वे लाभान्वित हो सकें।

यूनिवर्सिटी की वेबसाइट पर पूरी जानकारी

स्कूलों को भेजी गई जानकारी में बताया गया है कि हाल ही में हांगकांग विश्वविद्यालय जिसका रैंक विश्व क्यूएस विश्वविद्यालय रैंकिंग-2025 में 17वां है, ने सीबीएसई टॉपर्स को फुल राइड छात्रवृत्ति प्रदान करने का निर्णय लिया है। इस छात्रवृत्ति का उदेश्य प्रतिभावान छात्रों को अंतरराष्ट्रीय गुणवत्तापूर्ण शिक्षा देना है जिससे उन्हें आगे पढ़ाई में कोई आर्थिक दिक्कत ना आए। इस छात्रवृत्ति के आवेदन के लिए हांगकांग यूनिवर्सिटी की वेबसाइट पर जानकारी दी गई है। जहां दाखिले की प्रक्रिया, योग्यता और दस्तावेजों की जानकारी प्राप्त की जा सकती हैं।

The Indian Express, 3 June 2025, Page No. - 4

HC relief for open school students set to appear for JEE counselling

NIRBHAY THAKUR
NEW DELHI, JUNE 2

WHEN THE JEE-Mains exam results were declared last month, Om Upadhyay, a student of the National Institute of Open Learning (NIOS), found out he was in the 97.7th percentile. But he was far from happy.

The Mains result was declared on April 18 before his Class XII results, which will only be released by the end of June. And the last date of the counselling process — a prerequisite for getting admission in engineering colleges — would end on June 19.

"With these marks, I could have got into DTU... It was my dream," he had told *The Indian Express* last week.

Aggrieved by this, Om (an EWS student), along with three others, moved the Delhi High Court on May 28 through advocates Ankit Singh Sinsinwar, Ravi Kumar and Dhananjay. Two days later, on May 30, they were granted relief by Justice Vikas Mahajan.

"...no direction can be given to the JAC (Joint Admission Committee) to reschedule or defer counselling dates. However, an important aspect which cannot be overlooked is that students put hard labour for two to four years,... while preparing for JEE (Mains) and they should not get ousted from consideration (during) counselling despite having attained good percentile and rank only on the ground that result of Class XII has not been timely declared...," Justice Mahajan ruled.

The three open school students had moved court against JAC, a consortium of institutions, for admission to undergraduate programmes in Delhi government-funded premier universities offering engineering and architecture programmes. The admissions are done based on the rank of students in JEE Mains. The Class XII marksheet is relevant only to the extent that it assesses the minimum qualifying marks.

While the CBSE and ICSE have declared results of the Class XII examination, open school students have been left in the lurch.

Passing a list of directions, Justice Mahajan noted: "It is true that students have no control over the declaration of result by the Board conducting Class XII exam, nor they are in any way responsible for the delay in declaration of result... but at the same time it cannot be overlooked that operational difficulties might occur if, at this belated stage, few students are allowed to participate in the counselling without having Class XII result."

First, it directed NIOS to declare Class XII results before June 17, giving students three days before the last day of counselling. "In case Class XII result is not declared by NIOS before the opening of single-day window on 19.06.2025, the Respondent/ JAC shall permit the petitioners to register themselves on a single-day window available on 19.06.2025, without insisting upon the Class XII result, either physically or making necessary changes on their online portal, with a condition that seat allotment will be made by JAC to the petitioners only if they furnish the result of Class XII before the declaration of seat allotment result of second round," read the second direction.

The HC also directed JAC to notify other candidates similarly placed as the three students about the court order and allow them to register for counselling on a single-day window. "In the present petitions as well, some petitioners have scored good percentile and ranks. Some of them are even from the marginalised sections of society. They will be deprived of participation in counselling and consequent admission to the course and institute of their choice for reasons beyond their control...," the court ruled.

The Statesman, 03 June 2025, Page No.-11

The role of law in shaping the future of education

TANISHQ GROVER

Education is widely recognised as a cornerstone of individual empowerment and societal progress. As the world faces rapid technological, demographic, and economic changes, the legal frameworks that govern education play an increasingly pivotal role in shaping its future. Laws and policies not only establish the rights and duties of stakeholders but also influence the direction, inclusivity, and quality of learning for generations to come.



Legal foundations of education

Education policy and legislation consist of the rules, regulations, and guidelines enacted by government bodies at various levels to govern educational systems. These legal instruments define the structure of educational institutions, set standards for curriculum, and ensure accountability. In many countries, such as India, the right to education is enshrined as a fundamental right, with constitutional provisions and landmark judicial decisions reinforcing the state's obligation to provide free and compulsory education to all children between the ages of six and fourteen. The Right of Children to Free and Compulsory Education Act, 2009, for instance, operationalises Article 21-A of the Indian Constitution, mandating quality primary education and prohibiting practices like corporal punishment and capitation fees.

Globally, international instruments such as the Universal Declaration of Human Rights and UNESCO conventions have set the normative framework for the right to education, emphasising non-discrimination, equal access, and lifelong learning. These legal commitments compel governments to continuously adapt their educational policies to emerging needs and challenges.

Driving equity and inclusion

One of the most significant roles of law in education is to promote equity and inclusion. Legal mandates ensure that marginalised groups—whether defined by gender, disability, socioeconomic status, or ethnicity—have access to quality education. For example, international and national laws increasingly recognise the need for inclusive education, requiring schools to accommodate children with special needs and to eliminate discriminatory practices. In India, the judiciary has played a key role in expanding the scope of educational rights, interpreting the right to education as integral to the right to life and personal liberty.

Adapting to technological change

The digital revolution is fundamentally transforming how education is delivered and experienced. Laws and policies are evolving to address issues such as digital access, data privacy, and the integration of technology into classrooms. The COVID-19 pandemic accelerated the adoption of online learning, highlighting both opportunities and gaps in digital infrastructure and legal preparedness. Legal frameworks now increasingly address:

1. The regulation of online and blended learning programs
2. Protection of student data and privacy in digital environments
3. Standards for digital content and e-resources
4. Ensuring equitable access to technology for all students

These legal developments are crucial for bridging the digital divide and ensuring that technological advancements benefit all learners, not just those in privileged settings.

Shaping curriculum and pedagogy

Laws also influence what is taught and how it is taught. National education policies, such as India's National Education Policy (NEP) 2020, set broad goals for curriculum reform, teacher qualifications, and student assessment. While policies provide vision, binding laws ensure implementation, accountability, and recourse in case of violations. Legal standards for student-teacher ratios, infrastructure, and teacher training help maintain quality and consistency across educational institutions.

Moreover, as society's needs evolve, legal frameworks encourage the integration of new subjects—such as digital literacy, environmental education, and critical thinking—into curricula. This ensures that education remains relevant and prepares students for the demands of the future workforce.

Fostering lifelong learning

Modern legal frameworks are increasingly embracing the concept of lifelong learning, recognising that education should extend beyond childhood and formal schooling. Laws and policies now support non-formal and informal learning opportunities, vocational training, and adult education. This shift is essential in a world where technological change and economic shifts require continuous skill development throughout life.

Legal education and the future of the profession

The role of law in education is not limited to primary and secondary schooling. Legal education itself is undergoing transformation. Law schools are reimagining their curricula to emphasise not only doctrinal knowledge but also interdisciplinary skills, digital literacy, and social intelligence. As technology automates routine legal tasks, the legal profession increasingly values creativity, ethical reasoning, and the ability to navigate complex social relationships. Legal education must; therefore, adapt to prepare future lawyers for a rapidly changing landscape.

Law is a powerful tool for shaping the future of education. By establishing rights, setting standards, and ensuring accountability, legal frameworks drive equity, innovation, and quality in education systems worldwide. As new challenges emerge from digital transformation to lifelong learning, laws and policies must remain agile, inclusive, and forward-looking. The future of education will be defined not only by technological advancements but also by the strength and vision of the legal foundations that support it.

The writer is a BBA LLB student at FIMT College

Millennium Post, 03 June 2025, Page No.- 4

'Over 5 lakh pirated textbooks seized, 29 FIRs registered in last 14 months'

OUR CORRESPONDENT

NEW DELHI: NCERT, with the help of police from various states, has seized more than five lakh copies of pirated textbooks and huge quantities of printing paper and machinery worth more than Rs 20 crore in the last 14 months, an official statement said on Monday.



A record 29 FIRs were registered during the period against warehouse owners and retailers of pirated textbooks, it said.

According to the statement, the NCERT has adopted a zero-tolerance policy towards piracy of textbooks, which is a cognizable offence under the Copyright Act, 1957.

"NCERT in the last 14 months, along with the respective police authorities, has seized more than five lakh copies of pirated NCERT textbooks, huge quantity of printing paper and machinery worth more than Rs 20 crore, while registering a record 29 FIRs against printers, warehouse owners, and retailers of pirated NCERT textbooks," the statement said.

"Continuing its drive against such criminals, NCERT, along with the UP Police, conducted a raid on a warehouse in Muzaffarnagar and seized over 1.5 lakh pirated NCERT textbooks worth over Rs 2 crore, one truck, and two cars loaded with pirated textbooks, as well as a large number of printing plates. Eight accused were arrested on the spot," it added.

In continuation of this action, a printing press in Samalkha (Haryana) was also raided and a large number of printing plates being used for printing pirated NCERT textbooks, copies of such textbooks, and machinery were seized.

Further investigation is underway to identify the masterminds behind the racket of manufacturing, distributing, and selling pirated NCERT textbooks, the statement said.

"To curb the menace of pirated textbooks, which not only cause revenue loss to NCERT and the government but are also a health hazard for school children on account of the poor paper and ink quality, NCERT is ensuring timely printing of NCERT textbooks and their availability in adequate numbers in the market.

"A technology-based anti-piracy solution developed by IIT Kanpur is being introduced in NCERT textbooks. This solution has been piloted on 10 lakh copies of one title and shall be scaled up to all titles in the next academic year, replacing the old watermarked paper, which has become redundant and is easily copied by pirates," it added.

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Nation

NCERT files 29 FIRs in one year over printing of pirated textbooks

Further investigation is underway to identify the masterminds behind the racket of manufacturing, distributing, and selling pirated NCERT textbooks.



Printing paper and machinery worth over Rs 20 crore were also seized in the last 14 months from UP and Haryana.
Photo | ANI

Express News Service

Updated on: 03 Jun 2025, 12:49 pm · 2 min read

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NEW DELHI: The National Council of Educational Research and Training (NCERT) has seized more than 5 lakh copies of pirated NCERT textbooks. A record 29 FIRs have been registered against printers, warehouse owners and retailers of these books.

Printing paper and machinery worth over Rs 20 crore were also seized in the last 14 months from UP and Haryana. Among the numerous steps taken to

Copyright Act, 1957. Initially, NCERT, along with the UP Police, conducted a raid on a warehouse in Muzaffarnagar and seized over 1.5 lakh pirated textbooks worth over Rs.2 Crore, it said. They were found loaded into one truck and two cars. A large number of printing plates too were found. Eight accused were arrested on the spot, the release added.

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"A printing press in Samalkha (Haryana) was also raided and a large number of printing plates being used for printing pirated NCERT textbooks, copies of the books, and machinery were seized," it said.

Further investigation is underway to identify the masterminds behind the racket of manufacturing, distributing, and selling pirated NCERT textbooks, it added.

NCERT has initiated the following steps now - significant improvement in quality of paper and printing of NCERT textbooks; their timely printing and availability in adequate numbers and proactive action against printers, distributors and retailers of pirated textbooks.

It has also taken action against a paper mill based in Kashipur, manufacturing illegal NCERT watermarked paper. It has made NCERT textbooks available on major e-commerce platforms without delivery charges, the release said.

The release added that a technology based anti-piracy solution, developed by IIT Kanpur, has been introduced in NCERT textbooks. "This solution has been piloted on 10 lakh copies of one title and shall be scaled up to all titles in the next academic year, replacing the old watermarked paper, which has become redundant and is easily copied by pirates," the release added.

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FIR NCERT pirated textbooks

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NCERT Seizes 5 Over Lakh Pirated Textbooks Worth Rs 2 Cr, 29 FIRs Registered

Curated By : Education and Careers Desk News18.com

Last Updated: June 03, 2025, 10:14 IST

NCERT has seized over 5 lakh pirated textbooks and filed 29 FIRs nationwide in a major crackdown on textbook piracy.



CERT has launched a nationwide crackdown on textbook piracy, seizing over 5 lakh rated books.

In a major crackdown on textbook piracy, the National Council of Educational Research and Training (NCERT), in coordination with law enforcement agencies, has seized more than 5 lakh pirated copies of NCERT textbooks across India over the last 14 months. Acting under a zero-tolerance policy, this initiative comes in response to the growing menace of piracy, which not only causes financial losses to the government but also poses serious quality and health concerns for students.

According to a statement released by the Ministry of Education on June 2, 2025, NCERT has registered 29 FIRs against those involved in the illegal printing, distribution, and sale of pirated textbooks. Authorities confiscated large quantities of printing machinery and paper worth over Rs 20 crore, and arrested several accused in multiple operations.

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Key raids included one at a warehouse in Muzaffarnagar, where over 1.5 lakh pirated books, vehicles, and printing plates were seized. Another raid in Samalkha, Haryana led to the discovery of a printing press churning out fake textbooks.

To combat the growing menace of pirated textbooks — which not only lead to revenue losses for NCERT and the Government but also pose health risks to students due to poor-quality paper and ink — NCERT has taken several decisive steps:

Enhanced Print Quality: Significant improvements have been made in the quality of paper and printing of NCERT textbooks.

Timely Availability: Measures are in place to ensure timely printing and adequate supply of NCERT textbooks in the market.

Crackdown on Piracy: Proactive enforcement actions are being taken against printers, distributors, and retailers involved in the sale of pirated textbooks.

Paper Mill Action: A paper mill in Kashipur involved in producing fake NCERT watermarked paper has faced strict action.

Online Accessibility: NCERT books will now be available on major e-commerce platforms at MRP, with no delivery

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Anti-Piracy Tech Innovation: In collaboration with IIT Kanpur, NCERT has introduced a technology-driven anti-piracy solution. This new method has been successfully piloted on 10 lakh copies of a textbook and will be expanded to all titles next academic year, replacing the outdated watermark system that pirates have learned to replicate.

"NCERT reaffirms its commitment to act against any individual or network involved in the illegal printing, distribution, or sale of pirated textbooks. Students, parents, and educators are encouraged to report such instances by writing to pd.ncert@nic.in," the ministry added.

ABOUT THE AUTHOR

NCERT and UP Police crack down on sale of over 5 lakh pirated textbook copies worth Rs. 20 crore

NCERT has also confiscated printing machinery and paper worth more than Rs. 20 crore and registered 29 FIRs against those involved in the unlawful trade, including printers, warehouse operators, and book sellers.

Curated by Mansi



Photo: Canva

Jun 03, 2025

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The National Council of Educational Research and Training (NCERT) has intensified its crackdown on the large-scale piracy of its textbooks, seizing over 5 lakh counterfeit copies in the past 14 months across various states. Working in coordination with police authorities, NCERT has also confiscated printing machinery and paper worth more than Rs. 20 crore and registered 29 FIRs against those involved in the unlawful trade, including printers, warehouse operators, and book sellers.

In one of the latest operations, NCERT and the Uttar Pradesh Police raided a warehouse in Muzaffarnagar, uncovering over 1.5 lakh pirated books estimated to be worth more than Rs. 2 crore. Authorities also seized a truck and two cars carrying the counterfeit material, along with several printing plates. Eight suspects were arrested during the raid. A related raid in Samalkha, Haryana led to the discovery of more pirated stock, printing machinery, and plates at a local press. Investigations are still underway to trace the individuals orchestrating this illegal operation.

Pirated books not only result in massive financial losses to NCERT and the government but also pose a health hazard for students due to the use of inferior paper and ink. In response, NCERT has improved the quality of its textbook printing and paper, ensured timely production, and increased availability in the market. Its books are now also sold on major e-commerce platforms at the maximum retail price, with no delivery fee charged.

In a separate case, NCERT has taken legal action against a paper mill in Kashipur that was producing counterfeit NCERT watermarked paper. To enhance its anti-piracy efforts, NCERT has piloted a new technological solution developed by IIT Kanpur on 10 lakh copies of a single textbook. This initiative, which aims to replace the easily duplicated watermarked paper currently in use, will be expanded to all textbook titles in the upcoming academic year.

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दैनिक जागरण, 04 जून 2025, पेज नं - जागरण सिटी I

नोडल शिक्षक बनेंगे नई शिक्षा नीति के अगुआ

- 15 जून तक भेजने होंगे नाम, हर स्कूल से एक शिक्षक किए जाएंगे नामित
- एससीईआरटी कराएगा तीन दिवसीय प्रशिक्षण, तैयार होंगे नीति के शिक्षक

जागरण संवाददाता, नई दिल्ली: राष्ट्रीय शिक्षा नीति (एनईपी) - 2020 को जमीनी स्तर पर प्रभावी ढंग से लागू करने के लिए दिल्ली सरकार ने सरकारी स्कूलों में नोडल शिक्षक नामित करने की प्रक्रिया शुरू कर दी है। यह कदम शिक्षा प्रणाली में नीतिगत बदलावों को कक्षा तक पहुंचाने के उद्देश्य से उठाया गया है।

शिक्षा निदेशालय, एनडीएमसी, नगर निगम और दिल्ली कैंटोनमेंट बोर्ड (डीसीबी) के अधीन आने वाले सभी स्कूलों से एक शिक्षक को नामित करने के निर्देश दिए गए हैं। ये शिक्षक स्कूल स्तर पर एनईपी गतिविधियों के समन्वयक और मार्गदर्शक की भूमिका निभाएंगे।

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एससीईआरटी) की ओर से चयनित शिक्षकों को तीन दिवसीय विशेष प्रशिक्षण दिया जाएगा, जिसमें उन्हें एनईपी के विभिन्न पहलुओं, नीतिगत दस्तावेजीकरण, नेतृत्व कौशल और परिवर्तन प्रबंधन की जानकारी दी जाएगी।

अधिकारियों के अनुसार, नोडल शिक्षक मूलभूत साक्षरता, योग्यता आधारित शिक्षा, बहुभाषिकता, व्यावसायिक व अनुभवात्मक शिक्षा जैसे प्रमुख क्षेत्रों में नवाचार को बढ़ावा देंगे।नोडल शिक्षकों की नामांकन प्रक्रिया गूगल फार्म के माध्यम से की जाएगी और आवेदन की आखिरी तारीख 15 जून तय की गई है। अंतिम चयन योग्यता, सिफारिशों और सक्षम प्राधिकारी की मंजूरी के आधार पर होगा। एक अधिकारी ने कहा कि नोडल शिक्षक केवल शिक्षक नहीं, बल्कि एनईपी-2020 के पालिसी एंबेसडर होंगे, जो शिक्षा व्यवस्था को भविष्य-उन्मुख और समावेशी बनाने में अहम भूमिका निभाएंगे।

Millennium Post, 04 June 2025, Page No. - 03

City schools to appoint nodal teachers for NEP 2020 implementation

OUR CORRESPONDENT

KEY POINTS

- These teachers will serve as key agents of change, facilitating curriculum reforms, training peers, and aligning teaching practices with the NEP's transformative vision
- 'The nominated teachers will function as the frontline leaders in implementing NEP-aligned initiatives'
- 'They will be crucial in translating policy objectives into meaningful changes at the classroom level, from promoting multilingualism and foundational literacy to encouraging vocational and experiential learning'

NEW DELHI: In a significant step towards strengthening the grassroots execution of the National Education Policy (NEP) 2020, the Delhi government has initiated the process of appointing nodal teachers in schools across the capital. This strategic move aims to empower educators to lead policy reforms directly within the classroom and school environment.

A recent circular issued by the Directorate of Education outlines that every government-run and local body school, including those under the New Delhi Municipal Council, Municipal Corporation of Delhi , and the Delhi Cantonment Board, must nominate a teacher who will serve as the NEP Nodal Teacher. These teachers will serve as key agents of change, facilitating curriculum reforms, training peers, and aligning teaching practices with the NEP's transformative vision.

"The nominated teachers will function as the frontline leaders in implementing NEP-aligned initiatives," said a senior official. "They will be crucial in translating policy objectives into meaningful changes at the classroom level, from promoting multilingualism and foundational literacy to encouraging vocational and experiential learning." To ensure these educators are well-prepared for their new roles, the State Council of Educational Research and Training (SCERT), Delhi, will conduct a three-day training programme. This capacity-building initiative is designed to deepen their understanding of the NEP's core principles, including competency-based education and inclusive learning strategies. The training will also emphasise documentation practices and leadership in educational innovation. Schools have been instructed to complete the nomination process through an online form by June 15. Final selections will be based on eligibility criteria and recommendations, subject to approval by the competent authority.

Once appointed, these NEP Nodal Teachers will act as policy ambassadors, helping schools transition toward more flexible, inclusive, and future-oriented learning environments.

Department of School Education & Literacy organises National-Level Webinar on “Ending Plastic Pollution Globally” ahead of World Environment Day

Posted On: 04 JUN 2025 8:57PM by PIB Delhi

As a lead-up to World Environment Day 2025, Shri Sanjay Kumar, Secretary, Department of School Education & Literacy (DoSEL), chaired a national-level webinar on “Ending Plastic Pollution Globally”, organised by Department of School Education & Literacy, Ministry of Education, on 4th June 2025. The webinar conducted under the aegis of Eco Clubs for Mission LiFE aimed to foster environmental awareness among students, teachers and stakeholders to address the issue of plastic pollution and promote sustainable living.

Shri Sanjay Kumar, Secretary, DoSEL, emphasised the importance of long-term ecological responsibility, observing, “Sowing saplings is not enough; their survivability is also important.” He urged students to nurture trees and involve communities in sustainability efforts while also warning of the health risks posed by microplastics entering the food chain.

The session featured a detailed presentation on plastic pollution by Shri Kartikeya V. Sarabhai, Director, Centre for Environment Education. He laid out a comprehensive waste management strategy built upon the principles of Reduce, Reuse, Recycle, Refuse, Recover, Re-gift, Repair and Rethink. He further highlighted that schools are critical ecosystems for cultivating environmentally conscious citizens.

In her closing remarks, Dr. Amarpreet Duggal, Joint Secretary, DoSEL, stressed the importance of tree plantation as a key measure for environmental conservation, especially in light of current ecological challenges. A vote of thanks was extended by Dr. Chong Shimray, Associate Professor, NCERT.

The webinar was streamed live on YouTube, enabling widespread participation by students and teachers from across the country.

Department of School Education & Literacy continues to promote such initiatives as part of its broader commitment to environmental education and active student participation, ensuring that the school community remains at the forefront of climate action, sustainability and ecological responsibility.

*****

MV/AK

(Release ID: 2133961)
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NO HALF TRU

City schools to appoint nodal teachers for NEP 2020 implementation

BY MPost 4 June 2025 12:15 AM

New Delhi: In a significant step towards strengthening the grassroots execution of the National Education Policy (NEP) 2020, the Delhi government has initiated the process of appointing nodal teachers in schools across the capital. This strategic move aims to empower educators to lead policy reforms directly within the classroom and school environment.

A recent circular issued by the Directorate of Education outlines that every government-run and local body school, including those under the New Delhi Municipal Council, Municipal Corporation of Delhi , and the Delhi Cantonment Board, must nominate a teacher who will serve as the NEP Nodal Teacher. These teachers will serve as key agents of change, facilitating curriculum reforms, training peers, and aligning teaching practices with the NEP's transformative vision.

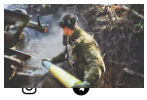
"The nominated teachers will function as the frontline leaders in implementing NEP-aligned initiatives," said a senior official. "They will be crucial in translating policy objectives into meaningful changes at the classroom level, from promoting multilingualism and foundational literacy to encouraging vocational and experiential learning." To ensure these educators are well-prepared for their new roles, the State Council of Educational Research and Training (SCERT), Delhi, will conduct a three-day training programme. This capacity-building initiative is designed to deepen their understanding of the NEP's core principles, including competency-based education and inclusive learning strategies. The training will also emphasise documentation practices and leadership in educational innovation. Schools have been instructed to complete the nomination process through an online form by June 15. Final selections will be based on eligibility criteria and recommendations, subject to approval by the competent authority. Once appointed, these NEP Nodal Teachers will act as policy ambassadors, h schools transition toward more flexible, inclusive, and future-oriented learning environments.

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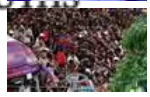
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नवभारत टाईम्स, 05 जून 2025,
पेज नं - 08

स्किल एजुकेशन के स्टूडेंट्स के लिए होगी प्लेसमेंट ड्राइव

■ NBT रिपोर्ट, नई दिल्ली : दिल्ली सरकार के स्कूलों में स्किल एजुकेशन से पास होने वाले स्टूडेंट्स के लिए प्लेसमेंट ड्राइव रखी जाएगी। दिल्ली में ऐसे 625 सरकारी स्कूल हैं, जहां राज्य की स्कीम के तहत स्किल सब्जेक्ट/ नैशनल स्किल क्वॉलिफिकेशन फ्रेमवर्क (NSQF) सब्जेक्ट पढ़ाए जा रहे हैं। इनके अलावा, समग्र शिक्षा की स्कीम के तहत 360 स्कूलों में नैशनल एजुकेशन पॉलिसी (NEP) की लाइन पर वोकेशनल सब्जेक्ट पढ़ाए जा रहे हैं। वोकेशनल एजुकेशन ब्रांच की ओर से अब सभी स्कूलों को कहा गया है कि 2024-25 तमें 12वीं क्लास पास करने वाले स्टूडेंट्स के लिए प्लेसमेंट ड्राइव रखी जाएगी।

वोकेशनल ब्रांच ने सरकारी स्कूल के स्टूडेंट्स का मांगा डेटा

NEP में वोकेशनल एजुकेशन को नया चेहरा देने की सिफारिश की गई है। इसके तहत जो भी स्टूडेंट्स 12वीं पास कर चुके हैं, उनके लिए आगे के रास्ते बनाए जाएं चाहे हायर एजुकेशन का सही रास्ता देने के लिए उनकी काउंसलिंग करके या फिर रोजगार के ऑप्शन उनके सामने रखकर। प्लेसमेंट ड्राइव के साथ-साथ जो स्टूडेंट्स 12वीं के बाद ही नौकरी के लिए इच्छुक हैं या अपना काम शुरू करना चाहते हैं, उनके लिए भी गाइडेंस भी दी जाएगी।

The Indian Express, 05 June 2025,
Page No. - 10

Kerala minister slams decision to remove Arabic, Mahal from Lakshadweep's curriculum

Thiruvananthapuram: Kerala Education Minister V Sivankutty Wednesday deplored the Lakshadweep administration's decision to remove Arabic and Mahal languages from the island's school curriculum, calling it "deeply disturbing".

Sivankutty said the decision to "foist" the Narendra Modi government's National Education Policy would "destroy the cultural and linguistic diversity of the country". The order to remove the two languages was issued by the Education Department on May 14 under the National Curriculum Framework (NCF) 2023.

Mahal, also known as the Maliku dialect, is a variant of Dhivehi, the official language of Maldives. The language retains some features of an older Maldivian but also has Malayalam influences.

"Kerala expresses solidarity with the people of the Island... The move of the Union Government to unilaterally foist educational reforms that would marginalise regional cultural and languages should be desisted," he said in the statement. **ENS**

The Pioneer, 05 June 2025, Page No. - 3

New ordinance to curb school fee hikes: Sood

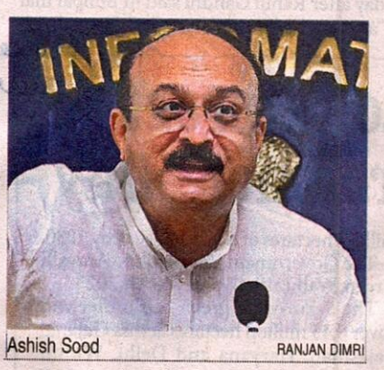
PIONEER NEWS SERVICE ■ New Delhi

With the BJP-led Delhi Government completing 100 days in office, Education, Power, Home and Urban Development Minister Ashish Sood said on Wednesday that the Rekha Gupta Government will bring an ordinance to implement the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025, to control arbitrary fee hikes by private schools.

According to Sood, in the first 100 days, his Government has balanced faith with focused action — 100 days of belief, and 100 days of dedicated work. The Education Minister also said the Government has released grant-in-aid of ₹417 crore to 12 Delhi University colleges fully funded by it and other universities.

Earlier, the Bill was scheduled to be tabled in the Delhi Assembly during a session on May 14-15 but the same was postponed. "We will introduce the Delhi School Education Transparency Bill, which could not be tabled in the last Assembly session, we are bringing an ordinance to turn it into law to end the exploitation by schools. This has greatly upset those who have supported the school mafia for the past 27 years."

To bring more accountability in private education, the Delhi School Education Transparency Bill has been introduced, which prohibits private schools from forcing parents to buy books and uniforms from designated shops — a practice that went unchecked for decades, the minister said. The Minister claimed that "school fees went up every year. But in our 100 days, not a single school increased its fees." The minister also played video reports by various news outlets showing parents protesting against fee hikes at Delhi Public School (DPS), Dwarka. "The issue of fee hikes is not new. These protests have been happening since 2021, even earlier — and yet the previous AAP Government did nothing," Sood said.


Ashish Sood RANJAN DIMRI

"For EWS (Economically Weaker Section) admissions, I say with full confidence that this year, not a single complaint has emerged from Delhi. Last year, the Opposition had handed out EWS admissions in households, without transparency. This year, with the push of a button, 28,000 children received EWS admission letters. Soon, 38,000 children will get final admissions," the minister said.

Under the CM Digital Education Scheme, 1,200 students have received laptops, while a long-pending scholarship backlog has been cleared with the release of ₹19 crore to 1,300 students from low-income families, the minister said. Stating that free online coaching for NEET and CUET has been launched in partnership with MSTC and edtech platforms such as Physics Wallah, Sood said, "This step is meant for those students who cannot afford expensive coaching."

The minister also said that the Government is establishing 75 CM Shri Schools featuring AI-based learning, smart classrooms, and training in data science and robotics, for which a special allocation of ₹100 crore has been made.

The Government will set up Dr APJ Abdul Kalam Language Labs in 100 schools to teach foreign languages such as French and German, while 250 schools will have digital libraries, he said. Shifting focus to urban development, Sood reaffirmed the Government's commitment that no slum will be demolished in Delhi. He said the Delhi Urban Shelter Improvement Board (DUSIB) has been allocated a record ₹700 crore to improve the living conditions in the slum areas by building better roads and toilets and by ensuring electricity and water supply.

According to Sood, 2,500 homes built under the Pradhan Mantri Awas Yojana, which were left unoccupied due to political reasons, are now being restored and made livable with a Budget of ₹43 crore.

The Hindu, 05 June 2025, Page No. - 2

Govt. to implement school fee regulation via ordinance: Sood

Education Minister says the ordinance offers temporary relief for parents, with long-term fee reforms to be debated in the Delhi Assembly in six months; accuses previous administration of turning a blind eye to fee exploitation by schools

The Hindu Bureau
NEW DELHI

The Delhi government will provide immediate relief to parents by bringing in an ordinance to regulate arbitrary school fee hikes, Education Minister Ashish Sood announced on Wednesday, asserting that the interim measure will later be formalised through legislation in the Assembly within six months.

The move comes amid growing concern among students and their parents over unauthorised fee hikes and alleged mistreatment of students by private schools.

Speaking at a press briefing, Mr. Sood said, "In the absence of a Delhi Assembly session, we will bring in an ordinance to implement the proposed measures so that parents get relief this academic year. The issue will be revisited in the Vidhan Sabha after six months."



Upping the ante: Several parents protesting outside the Directorate of Education, Civil Lines, against fee hike by private schools. FILE PHOTO

Mr. Sood accused the previous government of neglecting the issue and "working in tandem with schools" rather than protecting parents' interests. His comments come in the wake of a controversy involving Delhi Public School, Dwarka, which reportedly struck students off the rolls for non-payment. Following a directive from the Directorate of Education (DoE), the school reinstated the students.

"Students have been reinstated. Right now, the holidays are on, and they will return to classrooms afterwards," Mr. Sood said. However, several parents claim their children are still being excluded from class WhatsApp groups and essential academic updates despite the official order.

Smart learning

Mr. Sood said 75 CM Shri Schools equipped with smart classrooms, AI-based learning tools, AR/VR labs, and courses in robotics and data science will be established. A.P.J. Abdul Kalam Language Labs will also be set up in 100 schools to offer foreign language instruction in English, French, and German. Mr. Sood said financial aid has been released to all State universities and 12 Delhi University colleges, with ₹275 crore sanctioned as the first instalment for staff salaries and operational expenses.

Meanwhile, Leader of the Opposition Atishi said parents of private schools told her on Wednesday that the government was "bringing a law through the back door, which is to save private schools". "I assured them we will continue to fight with them against this education mafia too," she posted on X.

The Times of India, 05 June 2025, Page No. - 3

FROM HOLISTIC EDUCATION AND LIFE SKILLS TO JOB CREATION

Happiness curriculum in govt schools makes way for 'Science of Living'

Meghna.Dhulia@timesofindia.com

New Delhi: From Aug, classrooms in Delhi's govt schools will begin to feel very different. Children will learn not just equations and grammar but also how to breathe mindfully, take care of elders and disconnect from their screens. With the introduction of the new Science of Living curriculum, schools are set for a major shift in both spirit and structure.

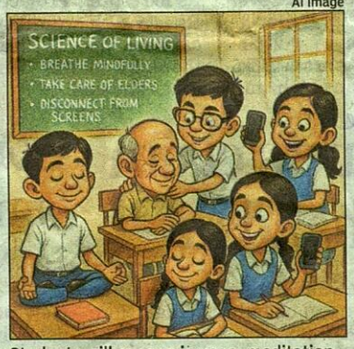
The curriculum, which educators say replaces Happiness curriculum programme introduced by the previous AAP govt, aligns with National Education Policy (NEP) 2020. It was allocated Rs 1.5 crore in Delhi govt's budget.

Rooted in ancient Indian knowledge systems, the curriculum integrates concepts like *panch kosha* (the five layers of human existence) and *panch tantra* with contemporary life skills. Students will engage in yoga, meditation and mindfulness practices, alongside lessons on emotional well-being, digital detox, moral values and caring for the elderly.

While some educators believe it builds upon the foundations of Happiness curriculum, officials describe it as a more holistic evolution. A principal said, "Happiness curriculum focused on nurturing emotional well-being, mindfulness and self-awareness among students through activities like meditation, storytelling and reflective conversations. Science of Living aims to offer a holistic life skills education grounded in scientific, ethical and philosophical principles." The principal added, "The focus will shift from just emotional wellness to developing a balanced personality equipped with values, discipline, emotional intelligence, decision-making and resilience."

The focus spans a wide spectrum of teachings. "The curriculum will also introduce lessons on emotional resilience and the importance of digital detox—both highly pertinent in an age where technology often overwhelms personal space and well-being," an official said. Emotional intelligence is at the heart of this initiative, with the aim to teach students how to understand their own emotions, navigate the complexities of relationships and develop a healthy, balanced outlook on life. It also stresses the importance of resilience in the face of life's inevitable ups and downs, a skill set that is often overlooked in traditional education systems.

AI Image



Students will engage in yoga, meditation, and mindfulness practices, alongside lessons on emotional well-being, digital detox and moral values

The programme will incorporate real-world engagement, encouraging students to actively participate in initiatives such as the Yamuna cleaning campaign. It will use a range of creative tools, including field visits, puppet theatre and documentary screenings. Students will also be introduced to socially relevant themes like gender equity and respect for womanhood. Each one-hour session will be conducted twice a month, with a 15-day gap between them.

One of the underlying principles is to encourage a reconnection with traditional knowledge. "By engaging with these ancient teachings, students are not only learning history but also applying its wisdom in their daily lives. This approach is perfectly aligned with the goals of NEP 2020, which advocates an education system that nurtures well-rounded individuals who can think critically and contribute meaningfully to society," the official said.

What sets this programme apart is its emphasis on experiential learning. Students will participate in activities that are designed to make them live the lessons. "The vision is to help students evolve into emotionally intelligent, self-aware individuals who are equipped with the skills to lead fulfilling and balanced lives," the official said.

Delhi govt approves NEEEV programme to boost digital literacy, entrepreneurship

TIMES NEWS NETWORK

New Delhi: In a push toward future-ready education, Delhi cabinet under chief minister Rekha Gupta has approved the New Era of Entrepreneurial Ecosystem & Vision (NEEEV) programme for nurturing entrepreneurial thinking and self-reliance among school students. This initiative is designed to equip students with financial literacy, digital skills and a startup mindset.

Senior officials said that govt is likely to launch NEEEV, replacing the AAP's flagship Business Blasters and Happiness Curriculum. Under NEEEV, a fund of Rs 20,000 each will be provided to student groups to support entrepreneurial projects. "This scheme is designed for students from classes 8-12 and aims to promote entrepreneurship alongside financial and digital literacy, with a focus on experiential learning," he said.

Alongside NEEEV, the cabinet has passed a series of educational initiatives, including 75 CM Shri Schools. The digitisation of 125 school libraries will provide students with seamless access to knowledge and digital resources. CM Gupta has also given the go-ahead to 100 APJ Abdul Kalam Language Labs, which have been sanctioned to boost communication skills and language proficiency across govt schools. These labs will offer courses in French, German, English, Spanish and other languages, said the official. The project has been allocated over Rs 20 crore. "Language skills are very job-oriented and help in finding employment easily, so a major focus would be on it," he said.

Officials said that to strengthen early education, the NIPUN Sankalp mission will be launched. Officials mentioned that NIPUN is an initiative of the ministry of housing & urban affairs under its flagship scheme of the Deendayal Antyodaya Yojana-National Urban Livelihoods Mission (DAY-NULM) to train construction workers through fresh skilling and upskilling programmes and provide them work opportunities.

Delhi govt has also approved the launch of free online coaching for NEET 2025 and CUET UG 2025 aspirants under the Madan Mohan Malviya Vidya Shakti Mission. This initiative aims at providing academic support to 2,200 students, with 1,200 receiving coaching for JEE and other competitive exams. Officials said that this move is part of govt's strategy of enhancing educational opportunities for students preparing for high-stakes exams. The cabinet has approved the proposal of DoE to reinstate the name of a scheme — Lal Bahadur Shastri Scholarship to Meritorious Students —in place of Chief Minister Scholarship for Meritorious Students. "In 2019-20, the scheme was restructured under the new name by previous govt," said an official.

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India still grapples with gap with schooling and learning: Unesco report

Manash Pratim Gohain (Https://Timesofindia.Indiatimes.Com/Toireporter/Author-Manash-Pratim-Gohain-479213513.Cms) / TNN / Updated: Jun 05, 2025, 17:41 IST

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Unesco's GEM Report 2024-25 reveals India's struggle with learning outcomes despite near-universal primary education enrolment. The report highlights inadequate school leadership due to non-standardized recruitment, lack of training, and administrative Read More



NEW DELHI: Despite achieving near-universal enrolment in primary education, India faces persistent challenges in ensuring learning outcomes and strengthening school leadership, says Unesco (https://timesofindia.indiatimes.com/topic/unesco)'s Global Education Monitoring (GEM) Report 2024-25 released on Wednesday. And the problem is not limited to the country. The report notes that 73 per cent of children in developing countries are unable to read and understand a simple text by age 10 — a key indicator of learning poverty that reflects the gap between schooling and actual learning.

The report also highlights under-representation of women in leadership roles — particularly in education ministries, legislatures and schools — even as it mentions India's landmark legislation of 2023 reserving one-third of seats in Lok Sabha and state assemblies for women, citing it as evidence of political will to improve gender representation in public life.

In contrast, advanced economies have institutionalised leadership training and grant more autonomy to school heads. In fact, even India's neighbours like Vietnam and Bangladesh have introduced structured reforms in principal recruitment, training, and decentralised governance. India, however, continues to struggle with non-standardised recruitment, lack of pre-service training, limited instructional support, and heavy administrative burden on school leaders.

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According to the report, only 63 per cent of countries globally have open and competitive school leader recruitment processes. In India, the process varies across states. Many appoint principals based on seniority or administrative credentials rather than demonstrated leadership or instructional ability. As a result, many principals are ill-equipped to push academic improvement or manage inclusive environments.

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The leadership training gap is another cause for concern. While India requires school heads to have teaching experience, most receive little or no formal leadership training before appointment. Less than half of principals in even high-income countries receive such training prior to appointment, and this proportion is much lower in countries like India. Moreover, only 31 per cent of countries have formal induction regulations for new school leaders — India does not a national framework for the purpose.

Administrative overload further hampers school leadership. A cited survey reveals that principals in 14 middle-income countries spend 68 per cent of their time on routine management tasks. In India, principals are similarly bogged down by duties such as data reporting, mid-day meal coordination, infrastructure oversight, and exam administration — reducing their focus on academic leadership and teacher mentoring.

Gender disparity in leadership also remains stark. "Women account for 45 per cent of teachers but only 35 per cent of school principals. They are also starkly under-represented in leadership roles in higher education... Ensuring women's voices are equally heard in education leadership and decision-making is critical to a more inclusive and equitable society," said Manos Antoninis, director, GEM Report, speaking about India. Incidentally, just 5 per cent of 189 institutions of national importance in the country had women as vice-chancellors/directors and 2 per cent as registrars in 2021.

This is despite evidence linking female leadership to better educational and social outcomes. In rural India, reservations for women in village councils led to increased investment in vital areas like water and education. One study found that within two election cycles, the gender gap in parental aspirations dropped by 20 per cent and the education gap was eliminated.

The report advocates moving beyond top-down leadership to shared models involving teachers, students, parents, and communities. While 83 per cent of countries globally require parental involvement in school governance and 62 per cent mandate community participation, India's School Management Committees (SMCs) — mandated under the RTE Act — often exist on paper rather than being active bodies, with state-level variations in effectiveness.

As India implements National Education Policy (NEP) 2020, which envisions holistic and child-centric education, the GEM report urges investment in structured, fair, and inclusive school leadership. Measures like standardised principal training, gender-sensitive recruitment, induction support, and clearer leadership roles could help India bridge the persistent learning gaps, it says.

End of Article

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RTE quotas have failed to make school education inclusive

They have ensured neither good quality education nor a reduction in the segregation of underprivileged students. One major reason is poor stakeholder management



Elite schools — those that recruit better teachers and have high quality infrastructure — oppose the policy as the reimbursement rates, fixed by state governments, are too low to meet their operational costs. Additionally, schools face resistance from paying parents, who are uncomfortable that their wards will study in "mixed" classrooms.

Jun 5, 2025 17:34 IST

First published on: Jun 5, 2025 at 17:16 IST

Written by Ajit Phadnis

The recently released Unified District Information System for Education Plus (UDISE+) 2023-24 data shows that student enrolment in private schools is on the rise and, in some states, exceeds enrolments in government schools. This article focuses on private school enrolments under section 12(1)(c) of the Right to Education (RTE) Act 2009, which mandates private schools to reserve 25 per cent of seats for children from weaker socio-economic backgrounds. We assess that the policy, although well-intended, has failed to meet its objectives due to poor policy design and lack of stakeholder engagement.

As per a Ministry of Education document on “Clarification on (RTE) Provisions”, the objectives of Section 12(1)(c) were to enhance the quality of education received by underprivileged students and to reduce social barriers and foster social cohesion among students of different classes, castes and religions. This provision has received severe backlash from stakeholders in many states, leading to minimal or cosmetic implementation.

On the face of it, the failures of the policy can be tied to inadequacies in implementation. Implementation failures include non-transparency in student selection for reserved seats, delays in government reimbursement to private schools and alleged harassment of private school management by education officers. States such as Madhya Pradesh, which streamlined processes for reimbursements to private schools, have shown higher enrolment in reserved seats. On the other hand, recurring delays in reimbursements have plagued Maharashtra.

However, these administrative successes or failures are not accidental; they are rooted in the political economy of the respective states. It is well known that government school teachers oppose RTE quotas as they perceive that it would encourage students from underprivileged backgrounds to leave government schools and join private schools. Migration of students is feared as it would reduce the strength in government schools, prompting state governments to close schools and retrench/transfer school teachers. Teacher opposition translates into strong efforts to blockade the policy in states where teachers and teacher unions have substantial political power. For instance, in states such as Maharashtra, school teachers are formally represented in the state legislature (legislative council) through teachers’ constituency seats. This institutional power is employed to derail policy implementation.

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Private schools are also hesitant to support the reservation policy. Elite schools — those that recruit better teachers and have high quality infrastructure — oppose the policy as the reimbursement rates, fixed by state governments, are too low to meet their operational costs. Additionally, schools face resistance from paying parents, who are uncomfortable that their wards will study in “mixed” classrooms. These schools find ways to dodge the policy by either making the admission process cumbersome for reserved seats, charging parents various non-fee payments, or conducting separate classes for students admitted under the quota. Another route is to register as a religious or linguistic minority-run institution. Since these minority-run schools are exempted from implementing reservation, the exemption incentivises private schools to change registration to a minority-run institution.

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Budget private schools — those that charge lower fees — see the provision as an opportunity, particularly in states where government reimbursements are timely. The operational costs of budget schools are lower, which makes the reimbursement rate

fixed by states more acceptable. Madhya Pradesh, for instance, incentivises budget schools by offering reimbursements for reserved seats even above the prescribed 25 per cent of seats. As a result, some budget schools in the state have reserved more than 80 per cent of seats in anticipation of higher reimbursement. This model is a win-win because budget schools profit from it, and state governments can showcase higher aggregate enrolment of reserved seats.

Underprivileged children who are enrolled in budget schools suffer from this bargain. Budget private schools offer only marginal improvement in educational quality over government schools. Further, the segregation of students continues, with the only change that underprivileged students, who earlier attended government schools, have now shifted to budget private schools. In contrast, elite schools, with higher educational quality, continue to be inaccessible. Therefore, neither the RTE quota objective of providing better education quality nor reducing social barriers for underprivileged children has made substantial progress.

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The failure of RTE quotas has important lessons for policymaking in India. Policy failures are often blamed on weak implementation, but in the RTE quota case, the fault lies as much in poor design. A good policy must anticipate the interests, incentives, and motivations of all key stakeholders, including those that are accountable to implement and comply with it. Stakeholders can be motivated by appealing to a larger purpose and highlighting how a policy could benefit them. Currently, neither government teachers, education administrators, nor elite private schools are motivated. In some states, budget private schools have helped ramp up the state numbers, primarily driven by instrumental benefits to themselves.

A policy that fails to engage its key actors is unlikely to succeed, no matter how well-intentioned it may be. If inclusivity is the goal, India's education policy must engage seriously with the political economy of schooling. Stakeholders must be part of the solution — not obstacles to it.

The writer is a public policy faculty with the Indian Institute of Management Indore. The article is based on a study on RTE quotas with Omkar Sathe, Partner, CPC Analytics and Pawandeep Kaur, PhD Candidate, Georg-August-Universität Göttingen, Germany

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Shri Dharmendra Pradhan launches Ek Ped Maa Ke Naam 2.0, Special Modules, Eco Clubs for Mission LiFE Web Portal, and Microsite for Ek Ped Maa Ke Naam 2.0

Eco Clubs for Mission LiFE in schools will sensitize students to concerns related to environment and climate change - Shri Dharmendra Pradhan

Next generation must be guided in achieving Net Zero 2070 and Sustainable Development Goals - Shri Dharmendra Pradhan

Posted On: 05 JUN 2025 3:34PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, today launched Ek Ped Maa Ke Naam 2.0 in New Delhi. He also launched Special Modules for this initiative, including Eco Clubs for the Mission LiFE Web Portal and a Microsite for Ek Ped Maa Ke Naam 2.0. Minister of State for Education and Ministry of Development of North Eastern Region, Dr. Sukanta Majumdar; Education Minister, Government of NCT of Delhi, Shri Ashish Sood; Secretary, Department of School Education and Literacy, Shri Sanjay Kumar; Director, NCERT, Prof. Dinesh Prasad Saklani; and other dignitaries were also present at the event.

While speaking at the event, Shri Dharmendra Pradhan highlighted the significance of the special modules, the web portal, and the microsite in the conservation of nature and in raising awareness among students about environmental protection, ensuring their greater participation in addressing environmental challenges.







He noted the efforts of the Department of School Education and Literacy, Ministry of Education, under NEP 2020, to mainstream environmental education. “Eco Clubs for Mission LiFE” in schools will sensitize students to concerns related to the environment and climate change while fostering environmentally friendly behaviour and values in them, he added.

Shri Pradhan also stated that, compared to the world, India has never been a polluting nation. Indian civilization considers the entire world as one family, he said. He expressed his gratitude to Prime Minister Shri Narendra Modi for his resolve to achieve the target of Net Zero for India by 2070, with 2047 being an important milestone. In this great endeavour of environmental protection, everyone should play their role, he said.

The Minister noted how, in the last year, educational institutions had planted more than 5 crore trees across the country. This time, the target is to plant 10 crore trees nationwide, and more momentum must be given to the Ek Ped Maa Ke Naam 2.0 campaign to make it a mass movement, he mentioned.

Shri Pradhan also said that the next generation must be guided in this direction to achieve the Net Zero 2070 goal and the Sustainable Development Goals. He urged everyone to fulfil their responsibility towards nature by planting a tree in the name of their mother and uploading a selfie with it on the dedicated portal: http://ecoclubs.education.gov.in.

Dr. Sukanta Majumdar in his speech highlighted how the Indian knowledge system, as opposed to the Western thoughts of winning over nature, has emphasised staying in harmony with the elements of nature, like a child to a caring mother. As India walks confidently on the path of becoming a Viksit Bharat by 2047, our ecological conscience must remain at the heart of this journey, he added. He expressed his gratitude to Prime Minister Shri Narendra Modi for implementing NEP 2020, in which the message of developing a ‘Pro-Planet Person’ has been propagated through experiential learning and real-world application of knowledge. Dr. Majumdar also expressed his gratitude to Shri Dharmendra Pradhan for providing the vision of Education for Sustainable Development.

Shri Ashish Sood in his speech mentioned how World Environment Day presents a greater significance, going beyond just celebration and presenting both challenges and opportunities at the same time. The challenge, he said, is to control the rising temperature in order to fulfil the dreams of the next generation along with the Earth, and the opportunity is to address it by changing our lifestyles. He expressed his gratitude to Prime Minister Shri Narendra Modi for initiating the Ek Ped Maa Ke Naam campaign last year and said that this is not just a campaign for tree plantation but a training module towards emotions, science, and sustainability for the society, especially for the students.

In his address, Shri Sanjay Kumar highlighted the importance of the seven themes of Mission LiFE and their vital role in promoting sustainability through the mindful use of limited resources. He also urged all remaining schools to establish Eco Clubs under Mission LiFE, preferably before 29th July 2025, marking the fifth anniversary of the National Education Policy (NEP) 2020.

Earlier in the day, Shri Pradhan planted a sapling at his residence, reaffirming his commitment to contributing towards slowing climate change and nurturing Mother Nature. In his message, he also encouraged everyone to join the Ek Ped Maa Ke Naam 2.0 movement by planting a sapling in honour of their mother.

The three special modules on Ek Ped Maa Ke Naam for the Preparatory, Middle, and Secondary stages aim to cultivate environmental consciousness in young learners by drawing parallels between the nurturing qualities of mothers and Mother Earth. They introduce children to Eco Clubs for Mission LiFE, detailing their composition, the activities undertaken, and key initiatives, including QR Codes for Flora and School Nutrition Gardens. Enriched with puzzles, hands-on activities, and research assignments, these modules inspire young minds to become dedicated Eco-warriors, actively contributing towards a greener, more sustainable future.

A dedicated web portal, launched today, will capture and monitor the activities of Eco Clubs for Mission LiFE: https://ecoclubs.education.gov.in. This portal is designed to align with the seven themes of Mission LiFE and to record activities undertaken by these clubs in over 14.7 lakh schools across the country. It offers an intuitive and user-friendly interface, ensuring ease of use for all stakeholders. Each school is provided with a dedicated dashboard, enabling them to seamlessly upload details of the activities conducted under Eco Clubs for Mission LiFE. Importantly, the portal is multilingual, empowering every school to access it in their preferred language.

The Ek Ped Maa Ke Naam 2.0 microsite has been integrated into the Eco Clubs for Mission LiFE portal. After planting a sapling with their mother, students can capture the moment with a selfie and upload it on the microsite by filling out a simple form. Upon successful submission, an e-certificate featuring the selfie will be generated. This microsite provides ground-level statistics to monitor the progress of the campaign effectively and assess its impact.

*****

MV/AK

MOE/DoSEL/5 June 2025/18

NCERT's Textbook Crackdown: Over 5 Lakh Pirated Books Confiscated

by **ITISHREE SETHY** — June 5, 2025 *in* **National**, **Trending Now** Reading Time: 1 min read

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The National Council of Educational Research and Training (NCERT), in collaboration with Uttar Pradesh Police, has seized more than five lakh pirated textbooks and printing equipment worth Rs 20 crore over the last 14 months.

This crackdown aims to curb counterfeit book distribution, which has been significantly impacting students and the education sector.

Authorities recently conducted a raid in Muzaffarnagar, leading to the confiscation of over 1.5 lakh fake textbooks and the arrest of eight individuals. Additionally, a similar raid in Samalkha, Haryana, uncovered illegal printing presses and counterfeit books, exposing the depth of this unlawful network.

These pirated books, printed on poor-quality paper, cause issues for unsuspecting students. In response, NCERT has improved printing standards, launched e-commerce distribution, and enforced stricter checks to ensure authentic textbooks reach students. Plans are also underway to implement anti-piracy technology developed by IIT Kanpur to safeguard educational content.

NCERT urges parents, schools, and vendors to verify textbook authenticity and report suspicious activities. As authorities continue their investigations, this crackdown serves as a strong warning to counterfeit publishers and distributors.

Tags: counterfeit books | education fraud | IIT Kanpur anti-piracy | intellectual property | NCERT crackdown | pirated textbooks | publishing security | student welfare | textbook piracy | UP police raid

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NCERT and police seize over 5 lakh pirated textbooks worth Rs 20 crores

With a zero-tolerance policy, the National Council of Educational Research and Training (NCERT) has taken strict measures against the piracy of its textbooks, a cognisable offence under the Copyright Act, 1957.

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With a zero-tolerance policy, the National Council of Educational Research and Training (NCERT) has taken strict measures against the piracy of its textbooks, a cognisable offence under the Copyright Act, 1957. (AI-generated image)

India Today Education Desk

New Delhi, UPDATED: Jun 5, 2025 14:48 IST

In Short

- NCERT and UP Police seize over 5 lakh pirated textbooks and equipment worth Rs 20 crore
- 29 FIRs registered; recent Muzaffarnagar raid leads to 8 arrests and Rs 2 crore seizure
- NCERT improves printing quality, adds e-commerce options, and plans IIT Kanpur anti-piracy tech

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NCERT, in collaboration with Uttar Pradesh Police, has seized more than five lakh pirated textbooks, along with large volumes of printing equipment and raw materials valued at Rs 20 crore over the last 14 months.

A total of 29 FIRs have been registered so far against various warehouse owners, printers, and sellers found involved in this illegal network of counterfeit book manufacturing and distribution.

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In the most recent operation, NCERT and the Uttar Pradesh Police raided a warehouse in Muzaffarnagar. Over 1.5 lakh pirated textbooks worth approximately Rs 2 crore were confiscated, along with one truck, two cars loaded with illegal books, numerous printing plates, and other materials. Eight people were arrested in the raid.

A similar raid in Samalkha, Haryana led to the seizure of a large number of machines, printing plates, and pirated textbooks.

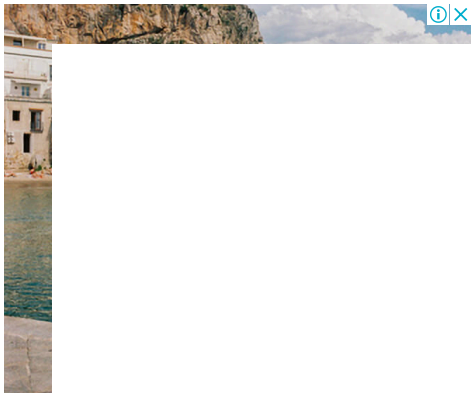
Authorities are continuing the investigation to uncover the masterminds behind the racket, which is causing significant revenue loss to the government and NCERT.

CONSEQUENCES FOR STUDENTS AND CORRECTIVE MEASURES

These fake textbooks, printed on substandard paper with low-quality ink, also create problems for students who unknowingly purchase them.

Responding to the growing issue, NCERT has rolled out several corrective steps: it has mandated a notable improvement in the quality of paper and printing, ensured timely printing and adequate availability of textbooks in the market, and enforced stricter checks on manufacturers, printers, and distributors.

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Additionally, action has been taken against a Kashipur-based paper mill producing illegal NCERT watermarked paper. NCERT is also working to guarantee that textbooks are available on e-commerce platforms at reasonable prices with no delivery charges.

To enhance security, an anti-piracy solution developed by IIT Kanpur is set to be implemented.

It has urged parents, schools, and vendors to be vigilant while purchasing textbooks and report any suspicious activity to the authorities.

Published By: Roshni

Published On: Jun 5, 2025

Read | NCERT takes firm stand against copyright infringement in textbook publication

Read | NCERT says new school textbook names 'rooted in India's culture', not just Hindi

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Counterfeit NCERT books deluge markets, officials caught off guard

By Rohit Kumar Singh , Rajeev Mullick , Lucknow

Jun 05, 2025 09:36 AM IST

Seizure of over 1.33 lakh counterfeit NCERT books worth ₹2 crore in west UP's Muzaffarnagar has unravelled a growing menace

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The seizure of over 1.33 lakh (133,000) counterfeit NCERT (National Council of Educational Research and Training) books worth ₹2 crore in Muzaffarnagar's Khatauli area on Monday has unravelled the growing menace of these pirated books in Uttar Pradesh as well as other Hindi- speaking states.



NCERT is working closely with state police forces to identify and apprehend those responsible for piracy, according to a spokesperson. (PICTURE FOR REPRESENTATION)

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The counterfeit books mimic NCERT textbooks in layout, price markings, and barcode design, clearly intended to mislead students, parents and education institutions. The piracy of NCERT textbooks results in substantial financial losses for the government. Besides, the substandard materials used in pirated books often pose health hazards to students.

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According to NCERT data, more than five lakh (500,000) copies of pirated textbooks, a huge quantity of printing paper and machinery worth more than ₹20 crore have been seized and 29 First Information Reports (FIRs) registered against printers, warehouse owners and retailers of pirated textbooks in the past 14 months in Delhi, Uttar Pradesh, Uttarakhand, Haryana, Rajasthan and Bihar.

The UP police arrested eight people after registering an FIR following the Muzaffarnagar raid.

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Uttar Pradesh minister for secondary education Gulab Devi said that she will take up the matter of counterfeit NCERT books recovered by police in Muzaffarnagar.

“We will surely and seriously take up the case and will report it to NCERT officials for action,” she said.

HT POLL

View T&C

Q. Which Indian city has the best quality of living?

Delhi

Mumbai

Bengaluru

HindustanTimes

A senior official of the U.P. secondary education department said counterfeit NCERT textbooks have grown multiple times in the ears.

said NCERT didn't have the capacity to meet the surging demand and failed to deliver textbooks for around 1.10 crore (11 million) students of Class 9 to 12 of government and government-aided schools in U.P. alone.

"So, we pay royalty to NCERT and self-print the textbooks required for UP board students and put U.P. board logos in these self-printed books for free distribution among students," he said.

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"Besides, the state has a demand for around 11.48 lakh more textbooks for students enrolled in private CBSE schools in UP," said a CBSE official in the state.

Former Central Board of Secondary Education (CBSE) chairman Ashok Ganguly observed, "We have to streamline the entire process of publication of school textbooks and their timely availability. It is not possible for one organisation to ensure the publication of school textbooks pan India for all classes and their availability before the academic session. This limitation is often exploited by unscrupulous elements in the form of fake textbooks. NCERT neither has the strength nor capacity nor adequate resources to do this job in time."

He said it is better NCERT prepares the manuscript, puts it on their website and textbooks are printed by private players after paying royalty. NCERT , instead, must focus on their main agenda of research, training and empowerment of educators and teachers.

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"In 2007, a committee was constituted by the government of India under the chairmanship of an IAS officer Sathyan to submit a report about streamlining of printing of textbooks for timely availability to schools. There were several other experts, including the then chairman of CBSE," Ganguly added.

Speaking over the phone, an NCERT spokesperson said the council has adopted a zero-tolerance policy towards piracy of NCERT textbooks, which is a cognizable offence under the Copyright Act, 1957. He said the council has been actively working to combat the growing menace of pirated textbooks.

"NCERT has formed a committee to curb this piracy menace. The team also accompanied the Delhi police team and UP police during the recent seizures," he stated.

He said NCERT is working closely with state police forces to identify and apprehend those responsible for piracy. He said curbing the piracy of text books is crucial in protecting the integrity of education and ensuring that students have access to quality textbooks.

The spokesperson added that introduction of a technology-based anti-piracy solution developed by IIT-Kanpur for NCERT textbooks has been piloted on 10 lakh copies of one title. It shall be scaled up to all titles in the next academic year, replacing the old watermarked paper, which has become redundant and is easily copied by pirates, he added.

THE MUZAFFARNAGAR RAID

The state police raided a Muzaffarnagar warehouse and seized over 1.33 lakh pirated NCERT textbooks worth over ₹2 crore, one truck, and two cars loaded with pirated textbooks, as well as a large number of printing plates.

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In continuation of this action, a printing press in Samalkha (Haryana) was raided. A large number of printing plates being used for printing pirated NCERT textbooks, copies of pirated textbooks, and machinery were seized. Further investigation is underway to identify the masterminds behind the racket of manufacturing, distributing, and selling pirated NCERT textbooks.

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BM Education: Students, saplings, and sustainability: CBSE's green push begins

Jun 5, 2025, 06.00 AM IST
The Central Board of Secondary Education (CBSE) has asked schools across India to actively participate in a tree plantation drive under the "Ek Ped Maa Ke Naam 2.0" campaign.

The initiative, which builds on the success of last year's programme, will be carried out from June 5 to September 30, 2025, aligning with the monsoon plantation season.

A CBSE official said the campaign, implemented through Eco Clubs in schools, aims to foster environmental consciousness among students while promoting sustainable living practices. Educational institutions have been encouraged to plant saplings within school premises, along roads leading to schools, at students' homes, or in suitable public spaces. The initiative hopes to build a deeper connection with nature and highlight the importance of environmental stewardship.

To make the drive more meaningful, schools have been asked to motivate students to plant saplings alongside their mothers. This symbolic gesture is intended to strengthen both family bonds and the connection with Mother Earth. In addition, schools are encouraged to place placards next to each sapling, displaying the names of the student, their mother, and the species of the tree planted.

In an effort to blend tradition with technology, the campaign also proposes the use of QR codes for each tree species. These codes will provide botanical information, enabling students to deepen their understanding of plant biodiversity. Students are further encouraged to document the plantation activity by taking selfies, creating personal memories and inspiring others to take part.

The saplings planted under the drive are to be nurtured and maintained by students, with teachers from Eco Clubs guiding them as part of the Mission LiFE initiative. This long-term engagement is expected to instil a strong sense of responsibility and care for the environment among young citizens. Schools across the country are set to play a key role in this green movement, reinforcing their position as centres of environmental education and action.

दैनिक जागरण, 06 जून 2025, पेज नं - 11

शिक्षकों की कमी से जूझते शिक्षा संस्थान

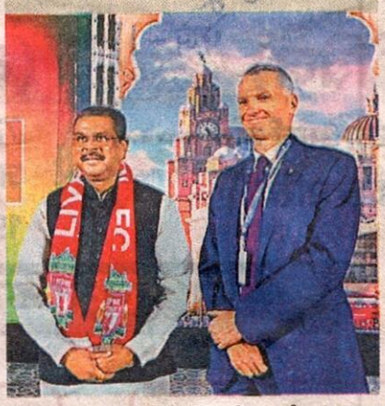


डा. ब्रजेश कुमार तिवारी

शिक्षा को समकालीन विश्व के अनुरूप ढालने के साथ ही शिक्षण संस्थानों में शिक्षकों की कमी दूर की जानी चाहिए

जब हम विश्वगुरु बनने की बात करते हैं, तब शिक्षा संस्थानों की भूमिका की भी चर्चा करते हैं, लेकिन इस समय हमारे दस केंद्रीय विश्वविद्यालय नियमित कुलपतियों की प्रतीक्षा कर रहे हैं। इसमें बीएचयू में छह माह और इग्नू में एक वर्ष से कुलपति के पद खाली हैं। पिछले महीने लगभग एक वर्ष के पश्चात शिक्षा मंत्रालय ने चार केंद्रीय विश्वविद्यालयों- बीबीएयू लखनऊ, ईएफएलयू हैदराबाद, पांडिचेरी और वर्धा हिंदी विश्वविद्यालय में कुलपति नियुक्त किए। विश्वभारती विश्वविद्यालय में कुलपति की नियुक्ति दो साल बाद की गई। राज्य विश्वविद्यालयों में कुलपति के लगभग 30 प्रतिशत पद खाली हैं। नियुक्तियों में देरी से शैक्षणिक और प्रशासनिक, दोनों कार्य बाधित होते हैं। महत्वपूर्ण पदों को अनिश्चितकाल तक रिक्त छोड़ना इन संस्थानों के विकास के लिए हानिकारक है। पहले से ही पुस्तकालयों एवं प्रयोगशालाओं जैसी सुविधाओं के अभाव से जूझते विश्वविद्यालयों की एक बड़ी समस्या शिक्षकों की कमी भी बन चुकी है। संसद के पिछले सत्र में शिक्षा राज्य मंत्री सुकांत मजूमदार ने बताया था कि 31 जनवरी, 2025 तक विश्वविद्यालयों में 5,410 से अधिक शिक्षकों के पद रिक्त हैं। नीति आयोग की हालिया रिपोर्ट बताती है कि राज्य विश्वविद्यालयों में 40 प्रतिशत से अधिक अध्यापकों के पद खाली हैं। देश भर में ज्ञान के नए-नए केंद्र तो खुल रहे हैं, पर उनमें अध्यापकों की कमी है। शिक्षकों की कमी के चलते शैक्षणिक सत्र समय पर पूरे नहीं हो पा रहे हैं।

शिक्षकों के रिक्त पद भरने के मामले में यह नहीं कहा जा सकता कि योग्य शिक्षक नहीं हैं। तदर्थ नियुक्त अध्यापकों की संख्या प्राथमिक स्तर से लेकर विश्वविद्यालय तक निरंतर बढ़ती जा रही है। तदर्थ नियुक्तियों का दुष्प्रभाव केवल तात्कालिक नहीं होता। एक अध्यापक की नियुक्ति पीढ़ियों पर प्रभाव डालती है। ज्ञान केंद्रों को ऐसे तदर्थ शिक्षकों के हाथों में छोड़ देना कहां तक उचित है, जिन्हें अपने कल की चिंता अधिक हो? ज्यादातर जगहों पर इन्हें स्थायी अध्यापक की तुलना में सीमित या नगण्य सुविधाएं दी जाती हैं। मई 2024 तक उच्च शिक्षा में भारत का सकल नामांकन अनुपात 28.4 प्रतिशत था, जिसमें लगभग 1,200 संस्थानों में 4.3 करोड़ से अधिक छात्र नामांकित थे। यह आंकड़ा मौजूदा वैश्विक औसत 36.7 प्रतिशत से काफी नीचे है। भारत का कोई भी शिक्षण संस्थान विश्व के चोटी के 200 संस्थानों में भी शामिल नहीं है। विदेश में बेहतर अवसरों की तलाश में बड़ी संख्या में छात्र देश छोड़ रहे हैं। शिक्षा मंत्रालय के अनुसार, पिछले साल लगभग नौ लाख छात्र उच्च शिक्षा के लिए विदेश गए थे। इन छात्रों ने विदेश में शिक्षा प्राप्त करने पर 5.1 लाख करोड़ खर्च किए। यह पैसा वित्त वर्ष 2023-24 में केंद्र सरकार द्वारा उच्च शिक्षा के लिए आवंटित वार्षिक बजट (44,090 करोड़ रुपये) से 10 गुना अधिक है।



लिवरपूल विवि के कुलपति के साथ शिक्षा मंत्री ● प्रेट

वैश्विक जनसंख्या में भारत की हिस्सेदारी 17 प्रतिशत है। इसके बावजूद उच्च शिक्षा के लिए आने वाले विदेशी छात्रों में भारत की हिस्सेदारी महज एक प्रतिशत है। शिक्षा बजट को मजबूती देने के लिए भारत सरकार ने 2004 में दो प्रतिशत शिक्षा उपकर लागू किया था। 2019 से इस शिक्षा उपकर को चार प्रतिशत शिक्षा एवं स्वास्थ्य उपकर से बदल दिया गया। सरकार के लिए यह उपकर राजस्व का एक स्थायी स्रोत नहीं है, फिर भी 2015 के बाद से इसने कुल शिक्षा व्यय का 70 प्रतिशत वित्त पोषित किया है। इसका मतलब है कि उपकर शिक्षा व्यय का एक नियमित तरीका बन गया है। हमारे राज्य विश्वविद्यालय निरंतर कम होते वित्त पोषण से प्रभावित हैं, जिसके परिणामस्वरूप बुनियादी ढांचे और शैक्षणिक मानकों में गिरावट आ रही है। उनका फंडिंग माडल छात्र-शुल्क पर अत्यधिक निर्भर करता है। इसके कारण कई छात्रों से गुणवत्तापूर्ण शिक्षा लगातार दूर होती जा रही है। शिक्षा जगत की समस्याओं का समाधान प्राथमिकता के आधार पर किया जाना चाहिए, क्योंकि शिक्षा देश के आर्थिक विकास की आधारशिला होती है। इसके लिए उद्यमिता शिक्षा पर जोर देना होगा और छात्रों को इतना सक्षम बनाना होगा कि जब वे स्कूलों/कालेजों से बाहर निकलें तो देश को आगे ले जा सकें। प्रो. यशपाल समिति द्वारा 2009 में की गई सिफारिशें भी प्रासंगिक हैं, जिसमें उन्होंने उच्च शिक्षा के लिए अधिक धनराशि आवंटित करने और निजी निकायों पर कड़ा विनियमन और निगरानी रखने की सिफारिश की थी।

अगले माह नई राष्ट्रीय शिक्षा नीति को लागू हुए पांच वर्ष पूरे हो जाएंगे। अतिरिक्त धन आवंटन के बिना पूरे देश में राष्ट्रीय शिक्षा नीति की सिफारिशों को लागू करना कठिन है। डिजिटल इंडिया, मेक इन इंडिया और स्किल इंडिया जैसे महत्वाकांक्षी कार्यक्रम तभी सफल होंगे, जब विभिन्न 'रेवड़ी स्कीम' का पैसा शिक्षा एवं अनुसंधान क्षेत्र में लगाया जाए। विकसित भारत के लिए शिक्षा की गुणवत्ता का आधार मजबूत होना आवश्यक है। भारतीय शिक्षा को समकालीन दुनिया के अनुरूप ढालने के साथ शिक्षण संस्थानों में शिक्षकों की कमी को जल्द दूर करना चाहिए।

(लेखक जेएनयू के अटल स्कूल आफ मैनेजमेंट में प्रोफेसर हैं)
response@jagran.com

Hindustan Times, 06 June 2025, Page No. - 4

NCERT takes action against criminals selling pirated books

NCERT in the last 14 months, along with the respective police authorities has seized more than 5 lakh copies of pirated NCERT textbooks, huge quantity of printing paper and machinery worth more than Rs 20 cr, while registering a record 29 FIRs against printers, warehouseowners, and retailers of pirated NCERT textbooks. Continuing with this drive against such criminals, NCERT along with UP Police conducted a raid on a warehouse in Muzaffarnagar and seized over 1.5 lakh pirated NCERT textbooks worth over Rs 2 cr, one truck and two cars which were loaded with pirated textbooks, and a large number of printing plates. 8 accused were arrested from the spot. In continuation of this action, a printing press in Samalkha (Haryana) was also raided and a large number of printing plates being used for printing of pirated NCERT textbooks, copies of pirated textbooks and machinery were seized. Further investigation is underway to find the masterminds behind this racket of manufacturing, distributing and selling pirated textbooks.

Millennium Post, 06 June 2025, Page No. - 3

Delhi government mandates placement drives for class 12 vocational students

OUR CORRESPONDENT

NEW DELHI: The Delhi government has directed schools to organise a placement drive for students who passed Class XII with vocational education in the academic year 2025–26, according to a statement.

The Directorate of Education introduced vocational programmes for classes 9-12 under the National Skills Qualifications Framework (NSQF) in 2014-15. NSQF subjects include IT-ITeS, Retail, Agriculture, Healthcare, Tourism and Hospitality, as well as specialised areas like Beauty and Wellness and Automotive.

The curriculum has been aligned with the National Curriculum Framework for School Education (NCF-SE) 2023 and focuses on three broad categories of work — Work with Life Forms, Work with Machines and Materials, and Work in Human Services. Students are expected to complete three projects each year, one from each of the three categories.

The programme encourages hands-on learning through activities such as organic farming, pottery, carpentry, cooking with millet, embroidery and basic electrical work. Teachers will guide students in carrying out tasks safely, collaborating in groups and applying their learning in practical settings, the statement said.

Each student will be assessed based on written tests, oral presentations, activity books, portfolios, and teacher observations, with a total of 110 hours allocated annually for these activities, the circular read.

The DoE, through its Vocational Education Branch, has asked school heads to compile and submit detailed information on eligible students. This initiative aims to connect students with potential employers and improve their chances of early employment.

The vocational education programme is currently being implemented in 625 state-funded schools and 360 schools under the Samagra Shiksha framework. It is aligned with the National Education Policy (NEP) 2020 and the National Skill Qualification Framework (NSQF), which emphasise preparing students for employment through practical skills and training.

As per the circular dated June 2, schools are required to collect data on students, including the vocational subjects studied, the number of students interested in employment, and relevant teacher details. This information will help identify placement opportunities and create a bridge between schools and industry partners.

The step is part of ongoing efforts to reimagine vocational education and create well-defined career pathways for students choosing non-traditional academic routes, it added.

In May this year, DoE introduced a pre-vocational education programme for students of classes 6 to 8 in government schools of Delhi in the academic year 2025-26 in line with the National Education Policy.

The Pioneer, 06 June 2025, Page No. - 3

Delhi schools to hold job drive for class XII students

PIONEER NEWS SERVICE ■ New Delhi

The Delhi Government has directed schools to organise a placement drive for students who passed Class XII with vocational education in the academic year 2025–26, according to a statement. The Directorate of Education introduced vocational programmes for classes 9 to 12 under the National Skills Qualifications Framework (NSQF) in 2014-15. NSQF subjects include IT-ITeS, Retail, Agriculture, Healthcare, Tourism and Hospitality, as well as specialised areas like Beauty and Wellness and Automotive.

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Hindustan Times, 06 June 2025, Page No.-18

CUET revolution: Schools as pathways to higher education

The Common University Entrance Test (CUET) 2025 concluded earlier this week, with over 13 lakh students taking the test this year. Now in its fourth year, CUET is India's second-largest undergraduate entrance exam after the National Eligibility cum Entrance Test (NEET), with over 280 universities relying on it for admissions. If managed well, CUET could be India's gateway to realising the Viksit Bharat vision.

India's vision for Viksit Bharat 2047 is built on a bold promise: A future where young minds drive economic growth, powered by an education that will create real skills and jobs. With over 65% of the population under the age of 35, the stakes are immense in education. A key milestone on this path is raising the Gross Enrolment Ratio (GER) in higher education from the present 28.4% to at least 50% by 2035, while ensuring that more graduates are not just degree-holders but job-ready for a rapidly evolving world.



Hemant Joshi



Chaitanya Naik

For Viksit Bharat to succeed, India needs a workforce equipped with future-ready skills and not just degrees. But with GER stuck at its current level, millions are still missing out on higher education, leading to employability challenges. The solution starts with better access, and that is where CUET plays an important role. Over the last two decades, India has largely solved the issue of access to school education. Now is the time to do the same for higher education and build a workforce that is employable at scale.

CUET is reshaping college admissions, making them fairer and more accessible. It plays a crucial role in helping India achieve its goal of a 50% GER. However, for this to be successful, schools must look beyond board exams and recognise CUET as one of their core responsibilities, along with quality education, career readiness, better affordability, and robust infrastructure.

But are our schools ready to go beyond their traditional role of preparing students for board exams? For decades, Indian schools have been board-centric, leaving students to depend on coaching centres for entrance exams. CUET, a National Council of Educational Research and Training (NCERT)-aligned entrance exam available in 13 languages, can change that. It levels the playing field, giving a student from a remote town the same shot at, say, Delhi University, as a student from the Capital. This kind of accessibility naturally encourages more students to pursue higher education. Of course, increasing the GER also depends on the quality of higher education institutions and the job prospects they offer. But in a country like India, sometimes, demand needs to be created first to expose the gaps in supply and catalyse at-scale changes. India's future cannot rest on a handful of students making it to top engineering and medical colleges.

Globally, tests like the US's Scholastic Aptitude Test (SAT) for university admissions have long simplified the process while expanding access, helping skilled talent to flow into economies.

However, CUET must not get reduced to another coaching-driven hurdle like the Joint Entrance Examination (JEE) or the NEET, losing its essence of fairness and inclusivity. Schools can prevent this by weaving CUET preparation into their mission. With the National Testing Agency (NTA) confirming that the syllabus for CUET 2025 will align with the NCERT's Class 12 framework, board and CUET preparation can merge seamlessly in the school. This is an opportunity to align education with students' career aspirations, not just mere exam scores.

Imagine a school where teachers are focusing not only on the board results but also on CUET scores and undergraduate course enrollment. Compare this with some of the countries, where teachers see career guidance and higher education discovery as their core duty. They don't just teach, they mentor students towards universities that match their aspirations, helping them prepare for their entrance exams and beyond.

Indian schools could take a leaf out from this book, evolving into comprehensive learning hubs as envisaged by the National Education Policy (NEP) 2020. In a country like India, this step also addresses critical concerns around equity and affordability by eliminating dependency on coaching centres.

Ultimately, this isn't just about exams; it's about equipping youth to lead India's rise, where every classroom fuels a future of innovation, jobs, and prosperity. And schools at the centre of this movement is the most likely way this momentum can be created.

Hemant Joshi is the CEO of Benesse India, an education enterprise and a subsidiary of Benesse Corporation, Japan. Chaitanya Naik is a team member of Benesse, India. The views expressed are personal.

The Indian Express,
06 June 2025,
Page No.-12

Reimagining the classroom

CBSE mother tongue policy should be implemented through dialogue, not diktat



AMEETA MULLA WATTAL

AS OF MAY, the Central Board of Secondary Education has released approximately 30 academic circulars and numerous examination, affiliation and miscellaneous documents. These include assessment guidelines, teacher training programmes, student enrichment activities, curriculum updates and policy implementation. Educators are now grappling with the latest, mandating the implementation of mother tongue-based instruction in the foundational and preparatory stages of schooling.

From the Kothari Commission (1964 to 1966) to the National Policy of Education (1968), the Yashpal Committee (1993), National Curriculum Framework (2005, NCF) along with UNESCO, NCERT and numerous global developmental psychologists and even the National Education Policy (2020) have all highlighted the importance of mother tongue-based learning in foundational years (three-eight years). The NCF 2023 directed schools to make the process more structured and explicit, and align it with global best practices.

Several studies show that children learn best when taught in their home language because it brings emotional security and concept retention. In fact, it has been argued that learning in an unfamiliar language disconnects the child from real-world experiences, reduces classroom participation and often delays understanding. In places where tribal languages or dialects have been set aside, this step can pave the way towards linguistic equity and educational justice. This is an aspirational policy, but the learning ecosystem is fragmented. In order to implement it in letter and spirit, all stakeholders will have to be involved.

Schools can create a language policy after surveying the home languages of their students. With schools mapping language groups and deciding on bridge programmes by allocating resources and teachers accordingly, parents can make an informed choice. In heterogeneous schools, using the mother tongue is not about enforcing one language, it's about embracing linguistic plurality and making children visible. In order to respond through a balanced strategy, parents have to be informed that both the NEP and the NCF support additive bilingualism with strong foundations in the home language along with systematic learning of English. If the mother tongue is positioned as the foundation and English layered in contextually, it will become a bridge.

Most teachers are trained to teach in English or Hindi, or their regional language and English, not in pedagogical strategies or multilingualism. Handling multiple languages without lesson plans can be difficult for them. Assessment also offers challenges in evaluating learning across languages, especially when tools are monolingual. Teachers are expected to manage language equity, curriculum delivery and concept clarity without training, material, or time. Support, not imposition, is the way forward, if we want multilingualism to become a strength, not a burden.

Across socio-economic strata, Indian parents see English-medium education from the foundational years as the key to success. For some, mother-tongue instruction feels regressive. There will be an aspirational mismatch because the mindset behind English-medium education has been driven by media, advertising and peer pressure. Teachers will be left to mediate between parental anxiety and policy mandates, without support or community engagement.

Teachers may themselves feel overwhelmed by the push towards mother tongue-based multilingual instruction, especially in heterogeneous English medium schools. Most teachers are trained to teach in English or Hindi, or their regional language and English, not in pedagogical strategies or multilingualism. Handling multiple languages without lesson plans can be difficult for them. Assessment also offers challenges in evaluating learning across languages, especially when tools are monolingual. Teachers are expected to manage language equity, curriculum delivery and concept clarity without training, material, or time. Support, not imposition, is the way forward, if we want multilingualism to become a strength, not a burden.

A teacher may speak the mother tongue fluently but may not be able to explain concepts pedagogically in that language. He or she may lack academic vocabulary or age-appropriate phrases. They may not know how to create learning materials or assess learning in the language. Unless they are trained to teach the language, the instruction will not succeed. Parents, too, need to be made partners in this transition. It is important to give them a roadmap of how children will transition in reading and writing fluently in both their mother tongue and in English.

A greater load has been added without reducing academic responsibilities. Planning for a multilingual class requires more time, in addition to the regular work that teachers do. If we want children to learn with joy and meaning, then their teachers must be supported with empathy, time and trust. The policy has to be a dialogue, not a diktat.

Mother tongue-based education is a vital tool in addressing the global learning crisis. In order for it to succeed, the CBSE and state education departments must move beyond circulars and compliances to systemic support, or the gap between policy and practice will widen.

Schools should be given a two-to-three-year transition window starting with oral exposure, creating classroom levels for language mapping, developing multilingual lesson plans, differentiated assessments, resource kits and teaching aids. Oral and non-verbal rubrics that measure conceptual understanding need to be created. Experienced multilingual resource persons should conduct workshops for teachers of foundational years because they need to be partners in reform. A common instructional language should be chosen, while the mother tongue can be taught through songs, stories, language activities, traditional games, audio libraries and AI-driven technologies.

Urban schools, especially in metros, are an example of India's internal migration and cultural plurality. Classrooms include children who speak a variety of mother tongues — Malayalam, Bengali, Tamil, Marathi, Kannada and others — within the same learning space. This linguistic landscape calls for context-sensitive handling rather than a one-size-fits-all approach.

The policy has great potential but without clarity in execution, it will become merely symbolic. The benefit of the mother tongue in the foundational years can only be realised with the help of supportive parents and trained teachers, who will design it not merely as a linguistic shift but a reimagining of childhood and learning.

The writer is chairperson and executive director, Education, Innovations and Training, DLF Foundation Schools and Scholarship Programmes.

Shri Dharmendra Pradhan chairs 2nd meeting of the Consultative Committee of Parliament for Ministry of Education

Theme of the meeting was Promotion of Education in Bharatiya Bhasha in Higher Education

Posted On: 06 JUN 2025 6:08PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, today chaired a meeting of the Consultative Committee of Parliament for the Ministry of Education on the theme of Promotion of Education in Bharatiya Bhasha in Higher Education, in Indore, Madhya Pradesh. Union Minister of State for Education and Development of the North Eastern Region, Dr. Sukanta Majumdar was also present at the meeting. Secretary, Department of School Education and Literacy, Ministry of Education, Shri Sanjay Kumar; Secretary, Department of Higher Education, Ministry of Education, Dr. Vineet Joshi; and other senior officials of the Ministry, AICTE, UGC, and Bharatiya Bhasha Samiti also attended the meeting.

Shri Dharmendra Pradhan, while addressing the meeting, highlighted the all-round efforts undertaken by the Ministry of Education for promoting mother tongue education and also stressed the need for integrating Bharatiya Bhashas in schools as well as in higher education. He thanked the Committee Members and Members of Parliament for their participation and valuable suggestions for building strong foundations for the cognitive development of children, promoting inclusivity, and preserving the cultural heritage of the country.







Shri Pradhan also said that in the coming years, the medium of instruction will be primarily in Indian and local languages. He also appreciated the efforts of Higher Education Institutes such as IITs for introducing courses in local languages, including technical courses such as engineering. The priority remains to provide books in Indian languages, he added.

The Minister also emphasized the use of technology in translating content and leveraging AI for language translation. For students coming from rural areas or economically weaker sections, technology can help in understanding the content in their preferred language, he added.

Shri Pradhan also stated that achieving the goal of Viksit Bharat by 2047 requires a strong and developed economy, and education will be the key driver in realizing this vision.

Members of Parliament, who attended the meeting, appreciated the material prepared by the Ministry of Education on Bhasha Sangam, which will help students learn 100 sentences in 22 languages. They also shared their experience of participating in similar exercises during summer vacation in their school days, where they learnt 10–15 sentences in various Indian languages. They appreciated the Ministry's effort in integrating AI for learning multiple languages and translations.

In the meeting, Shri Sanjay Kumar and Dr. Vineet Joshi presented an overview of the organisations working towards promoting Indian languages. Shri Sanjay Kumar informed about the details of 1369 mother tongues identified in the country, which were classified into 121 languages. He also noted that these are spoken by more than 10,000 people in the country. Out of these 121 languages, 22 are written in the 8th edition of the Constitution, and 99 other languages are unidentified but spoken by more than 10,000 people, he added. Shri Sanjay Kumar also informed about the emphasis on multilingualism in NEP 2020 and how the National Curriculum Framework for School Education has been created keeping multilingualism at its core.

Dr. Joshi informed on major Policy decisions and initiatives and noted major achievements of the Department of Higher Education. He also shared information on the events organised by the Ministry for promoting the spirit of multilingualism such as Bharatiya Bhasha Utsav, Matribhasha Diwas, Kashi Tamil Sangamam, National Conference on Technology and Bharatiya Bhasha, etc. AI-Based Translation Tools for Indian languages developed such as Anuvadini and UDAAN and existing Schemes and Projects were also discussed. Details on the constitution of Bharatiya Bhasha Samiti and the Implementation of Bharatiya Bhasha Pustak Pariyojna as per the Union Budget 2025 Announcement were also shared with the Minister and other stakeholders. He also shared his insights on the way forward in promoting multilingualism.

The Government of India is actively promoting Bhartiya Bhasha in education through the National Education Policy (NEP) 2020. The policy envisions inclusive, equitable, and culturally rooted progress by encouraging the use of all Indian languages and fostering multilingualism. Several organisations have been working towards this goal, including the Central Hindi Directorate (CHD), Delhi, along with its four regional offices in Chennai, Hyderabad, Guwahati, and Kolkata; the Commission for Scientific & Technical Terminology (CSTT), Delhi; and the Central Institute of Indian Languages (CIIL), among others. In addition, four Centres of Excellence in classical languages—Kannada, Telugu, Odia, and Malayalam—have been established to further promote multilingualism. On 3rd October 2024, the Union Cabinet conferred the status of Classical Language to Marathi, Pali, Prakrit, Assamese, and Bengali. Three Central Universities—Central Sanskrit University (CSU), Delhi; National Sanskrit University (NSU), Tirupati (AP); and Shri Lal Bahadur Shastri National Sanskrit University (SLBNSU), Delhi, along with five autonomous bodies under the Ministry of Education, are also contributing to the promotion of Indian languages.

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MV/AK

MOE/DoHE/6 June 2025/19

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Union Minister Dharmendra Pradhan also emphasised the use of technology in translating content and leveraging artificial intelligence for language translation. (File Photo | PTI)

Nation

Indian, local languages will be medium of instruction in coming years: Education Minister Pradhan

The minister made the remarks while chairing a meeting of the Consultative Committee of Parliament on the theme of promotion of education in Indian languages, officials said.

PTI

Updated: 6th Jun, 2025 at 7:50 PM

NEW DELHI: Union Education Minister Dharmendra Pradhan on Friday said that in the coming years, the medium of instruction in educational institutions will primarily be Indian and local languages.

The minister made the remarks while chairing a meeting of the Consultative Committee of Parliament on the theme of promotion of education in Indian languages, officials said.

"In the coming years, the medium of instruction will be primarily Indian and local languages. Higher education institutes such as IITs are introducing courses in local languages, including technical courses such as engineering. The priority remains to provide books in Indian languages," Pradhan said.

The minister also emphasised the use of technology in translating content and leveraging artificial intelligence for language translation.



"For students coming from rural areas or economically weaker sections, technology can help in understanding the content in their preferred language," he added.

Members of Parliament, who attended the meeting, appreciated the material prepared by the Ministry of Education on Bhasha Sangam, which will help students learn 100 sentences in 22 languages.

School Education Secretary Sanjay Kumar informed the panel about the details of 1,369 mother tongues identified in the country, which were classified into 121 languages.

He also noted that these are spoken by more than 10,000 people in the country.

"Out of these 121 languages, 22 are written in the 8th edition of the Constitution, and 99 other languages are unidentified but spoken by more than 10,000 people," he said.

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CBSE mother tongue policy should be implemented through dialogue, not diktat

The policy has great potential but without clarity in execution, it will become merely symbolic



Most teachers are trained to teach in English or Hindi, or their regional language and English, not in pedagogical strategies or multilingualism.



AMEETA MULLA WATTAL

Jun 6, 2025 10:34 IST

First published on: Jun 6, 2025 at 10:34 IST

As of May, the Central Board of Secondary Education has released approximately 30 academic circulars and numerous examination, affiliation and miscellaneous documents. These include assessment guidelines, teacher training programmes, student enrichment activities, curriculum updates and policy implementation. Educators are now grappling with the latest, mandating the implementation of mother tongue-based instruction in the foundational and preparatory stages of schooling.

From the Kothari Commission (1964 to 1966) to the National Policy of Education (1968), the Yashpal Committee (1993), National Curriculum Framework (2005, NCF) along with UNESCO, NCERT and numerous global developmental psychologists and even the National Education Policy (2020) have all highlighted the importance of mother tongue-based learning in

foundational years (three-eight years). The NCF 2023 directed schools to make the process more structured and explicit, and align it with global best practices.

Several studies show that children learn best when taught in their home language because it brings emotional security and concept retention. In fact, it has been argued that learning in an unfamiliar language disconnects the child from real-world experiences, reduces classroom participation and often delays understanding. In places where tribal languages or dialects have been set aside, this step can pave the way towards linguistic equity and educational justice. This is an aspirational policy, but the learning ecosystem is fragmented. In order to implement it in letter and spirit, all stakeholders will have to be involved.

Schools can create a language policy after surveying the home languages of their students. With schools mapping language groups and deciding on bridge programmes by allocating resources and teachers accordingly, parents can make an informed choice. In heterogeneous schools, using the mother tongue is not about enforcing one language, it’s about embracing linguistic plurality and making children visible. In order to respond through a balanced strategy, parents have to be informed that both the NEP and the NCF support additive bilingualism with strong foundations in the home language along with systematic learning of English. If the mother tongue is positioned as the foundation and English layered in contextually, it will become a bridge.

Across socio-economic strata, Indian parents see English-medium education from the foundational years as the key to success. For some, mother-tongue instruction feels regressive. There will be an aspirational mismatch because the mindset behind English-medium education has been driven by media, advertising and peer pressure. Teachers will be left to mediate between parental anxiety and policy mandates, without support or community engagement.

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Teachers may themselves feel overwhelmed by the push towards mother tongue-based multilingual instruction, especially in heterogeneous English medium schools. Most teachers are trained to teach in English or Hindi, or their regional language and English, not in pedagogical strategies or multilingualism. Handling multiple languages without lesson plans can be difficult for them. Assessment also offers challenges in evaluating learning across languages, especially when tools are monolingual. Teachers are expected to manage language equity, curriculum delivery and concept clarity without training, material, or time. Support, not imposition, is the way forward, if we want multilingualism to become a strength, not a burden.

A teacher may speak the mother tongue fluently but may not be able to explain concepts pedagogically in that language. He or she may lack academic vocabulary or age-appropriate phrases. They may not know how to create learning materials or assess learning in the language. Unless they are trained to teach the language, the instruction will not succeed. Parents, too, need to be

made partners in this transition. It is important to give them a roadmap of how children will transition in reading and writing fluently in both their mother tongue and in English.

A greater load has been added without reducing academic responsibilities. Planning for a multilingual class requires more time, in addition to the regular work that teachers do. If we want children to learn with joy and meaning, then their teachers must be supported with empathy, time and trust. The policy has to be a dialogue, not a diktat.

Mother tongue-based education is a vital tool in addressing the global learning crisis. In order for it to succeed, the CBSE and state education departments must move beyond circulars and compliances to systemic support, or the gap between policy and practice will widen.

Schools should be given a two-to-three-year transition window starting with oral exposure, creating classroom levels for language mapping, developing multilingual lesson plans, differentiated assessments, resource kits and teaching aids. Oral and non-verbal rubrics that measure conceptual understanding need to be created. Experienced multilingual resource persons should conduct workshops for teachers of foundational years because they need to be partners in reform. A common instructional language should be chosen, while the mother tongue can be taught through songs, stories, language activities, traditional games, audio libraries and AI-driven technologies.

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Urban schools, especially in metros, are an example of India's internal migration and cultural plurality. Classrooms include children who speak a variety of mother tongues — Malayalam, Bengali, Tamil. Marathi, Kannada and others — within the same learning space. This linguistic landscape calls for context-sensitive handling rather than a one-size-fits-all approach.

The policy has great potential but without clarity in execution, it will become merely symbolic. The benefit of the mother tongue in the foundational years can only be realised with the help of supportive parents and trained teachers, who will design it not merely as a linguistic shift but a reimagining of childhood and learning.

The writer is chairperson and executive director, Education, Innovations and Training, DLF Foundation Schools and Scholarship Programmes

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Over 5 lakh pirated textbooks seized, 29 FIRs registered in last 14 months: NCERT

NCERT, with the help of police from various states, has seized more than five lakh copies of pirated textbooks and huge quantity of printing paper and machinery worth more than Rs 20 crore in the last 14 months, an official statement said on Monday.

PTI
Updated On Jun 6, 2025 at 08:06 AM IST



According to the statement, the NCERT has adopted a zero-tolerance policy towards piracy of textbooks, which is a cognizable offence under the Copyright Act, 1957.

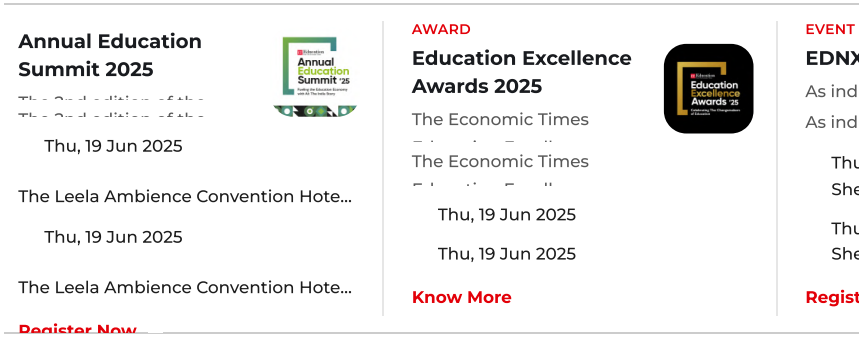
New Delhi, NCERT, with the help of police from various states, has seized more than five lakh copies of pirated textbooks and huge quantity of printing paper and machinery worth more than Rs 20 crore in the last 14 months, an official statement said on Monday.

A record 29 FIRs were registered during the period against warehouse owners and retailers of pirated textbooks, it said.

According to the statement, the NCERT has adopted a zero-tolerance policy towards piracy of textbooks, which is a cognizable offence under the Copyright Act, 1957.

"NCERT in the last 14 months, along with the respective police authorities, has seized more than five lakh copies of pirated NCERT textbooks, huge quantity of printing paper and machinery worth more than Rs 20 crore, while registering a record 29 FIRs against printers, warehouse owners, and retailers of pirated NCERT textbooks," the statement said.

"Continuing its drive against such criminals, NCERT, along with the UP Police, conducted a raid on a warehouse in Muzaffarnagar and seized over 1.5 lakh pirated NCERT textbooks worth over Rs 2 crore, one truck, and two cars loaded with pirated textbooks, as well as a large number of printing plates. Eight accused were arrested on the spot," it added.



In continuation of this action, a printing press in Samalkha (Haryana) was also raided and a large number of printing plates being used for printing pirated NCERT textbooks, copies of such textbooks, and machinery were seized.

Further investigation is underway to identify the masterminds behind the racket of manufacturing, distributing, and selling pirated NCERT textbooks, the statement said.

"To curb the menace of pirated textbooks, which not only cause revenue loss to NCERT and the government but are also a health hazard for school children on account of the poor paper and ink quality, NCERT is ensuring timely printing of NCERT textbooks and their availability in adequate numbers in the market.

"A technology-based anti-piracy solution developed by IIT Kanpur is being introduced in NCERT textbooks. This solution has been piloted on 10 lakh copies of one title and shall be scaled up to all titles in the next academic year, replacing the old watermarked paper, which has become redundant and is easily copied by pirates," it added. PTI

Published On Jun 6, 2025 at 08:04 AM IST

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UNION HEALTH MINISTER Shri J.P. NADDA LAUNCHES NATIONWIDE INITIATIVE TO CURB RISING OBESITY

Posted On: 07 JUN 2025 8:02PM by PIB Bengaluru

Union Health and Family Welfare Minister Shri J.P. Nadda has emphasized that a healthy society is the foundation of a strong and developed nation. Delivering the keynote address on the occasion of World Food Safety Day organized by the Food Safety and Standards Authority of India (FSSAI) at NIMHANS, Bengaluru today, the Minister recalled Hon. Prime Minister Narendra Modi's call to reduce oil consumption by 10 percent.



Highlighting the importance of mindful eating, Shri Nadda urged people to monitor their calorie intake and maintain a balanced diet. He cited a recent study by the Indian Council of Medical Research (ICMR), which revealed that between 2008 and 2020, obesity rates in India rose to 39.6% in urban areas and 23.1% in rural areas. He warned that if preventive steps are not taken now, one-third of India's population could become obese by 2050.



As part of the awareness campaign, the Minister released the Eat Right Activity Book, which will be distributed to school children through the Education Department and to passengers by the Railway Board.



Shri Nadda also commended the innovative behavioural change strategy i.e., the widespread promotion of Sugar and Oil Boards across schools, workplaces and public institutions, developed by FSSAI under the aegis of Union Ministry of Health & Family Welfare that serve as powerful visual advocacy tools, displaying clear, relatable information about hidden sugars and fats in everyday food items.



He also informed that NCERT incorporated Healthy Eating Habits as a subject in the school curriculum. The conference was also addressed by Ms. Punya Salila Srivastava, Secretary, Ministry of Health and Family Welfare, GoI ; Shri Sanjay Kumar, Secretary, Department of School Education and Literacy; Shri Sathish Kumar, Railway Board Chairman, Shri U.S. Dhyani, FSSAI Executive Director; and Shri V.K. Pancham, Director, Southern Region, FSSAI.

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Posted at: Jun 7 2025 6:18PM

Nadda hails NCERT's role in safe food drive



Bengaluru, June 7 (UNI) Union Minister JP Nadda on Saturday said that the introduction of a nutrition-focused curriculum by the NCERT marks a critical step in the government's campaign to promote safe and healthy food habits, especially among children.

Addressing a gathering in Bengaluru, Nadda highlighted the dangers of unhealthy eating and the growing influence of advertisements promoting junk food to children.

"We have taken a collective responsibility — it is now upon the government, industry, academia and each individual to ensure that we eat right," he said.

Praising the National Council of Educational Research and Training (NCERT) and the Ministry of Education, the minister noted that a new module has been added to school curricula under the guidance of School Education Secretary Sanjay Kumar. The curriculum aims to educate students on what to eat and what to avoid in order to build awareness about nutrition from a young age.

"We recently launched a booklet on healthy eating. I have suggested that, in addition to labelling sugar content, it should also clearly mention calorie counts — for example, how many calories are in a pastry or other food item. Only then will real awareness be created," Nadda added.

He underlined that safe food fosters health, boosts immunity and increases productivity, while unsafe food endangers lives, particularly of children.

"Children are especially vulnerable. Just observe the kind of advertisements being circulated — they're being targeted by industries promoting harmful dietary choices," he said.

The minister's remarks were made in the context of the government's broader food safety campaign, which seeks to instil healthy food practices nationwide and strengthen public health through informed consumer behaviour.

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Tags: #Nadda hails NCERT''''s role in safe food drive

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DNA moves HC, blames govt for RCB stampede

09 Jun 2025 | 4:09 PM

Bengaluru, June 9 (UNI) In a stunning revelation, DNA Entertainment Networks Pvt Ltd on Monday told Karnataka High Court that the fatal stampede outside Chinnaswamy Stadium on June 4 occurred because most police personnel were diverted to Vidhana Soudha, leaving the stadium vulnerable to an unmanageable crowd of over three lakh people.

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Parents made to buy books from pvt publishers at double the cost

Jun 09, 2025, 03:06 IST

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Hyderabad: With schools set to reopen on June 12 for the new academic year, many parents have complained that book prices are skyrocketing, forcing them to spend around Rs 10,000 on books for primary classes alone.

They claim that schools are forcing them to purchase books from private publishers when more affordable options are available.

"For two children under the age of 10, we paid over Rs 22,000 for books. Why are these books so expensive? What makes them different to books from the National Council of Educational Research and Training or state boards?" asked K Ramana, a parent.

Another parent, Sri Lakshmi, said that she had paid Rs 7,000 for her son's nursery books. "I really don't understand what they are going to teach a three-year-old, apart from numbers, the alphabet and rhymes. Why do we have to pay so much just for his books? It just looks like another unregulated area where schools are making money," she added.

Parents alleged that, although schools receive discounts from publishers, they do not pass these on to parents. This forces parents to pay the MRP printed on books, leaving managements with a profit margin of 40% to 50%, sometimes even more.

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"Schools are not supposed to sell books on their premises. However, many schools have stalls set up on campus. Parents are forced to buy books from these stalls at high prices, even though the same books are available more cheaply online or at stalls outside," said K Venkat Sainath, organising secretary of the Hyderabad Schools' Parents Association.

The Telangana Education Commission said that they are aware of the issue, having received several complaints from parents. "This is a blatant violation of the rules. Schools are not allowed to sell books. They must release the names of publishers and vendors so that parents can buy from wherever they want. But schools are forcing parents to buy books and even book covers at exorbitant prices from the school itself. The same goes for uniforms, shoes and other items. We are going to raise this issue with the school education department," said PL Vishweshwer Rao, a member of the commission.

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Pradhan hails contribution of Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas

Union Education Minister Dharmendra Pradhan on Friday said Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas are making important contribution in providing employment oriented education on the basis of National Education Policy 2020.



Dharmendra Pradhan

Ratlam, Union Education Minister Dharmendra Pradhan on Friday said Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas are making important contribution in providing employment oriented education on the basis of National Education Policy 2020.

Pradhan arrived here to inaugurate PM Shri Jawahar Navodaya Vidyalaya-2, a hostel and staff quarters built at a cost of 38.4 crore and Sandipani Vidyalaya Bhawan constructed at a cost of 35.11 crore. Karnataka Governor Thawarchand Gehlot and Madhya Pradesh Chief Minister Mohan Yadav were also present.

"This is the second Navodaya Vidyalaya started in Alot tehsil in Ratlam. Jawahar Navodaya Vidyalayas and Kendriya Vidyalayas are making important contribution in providing employment oriented education on the basis of National Education Policy 2020. Children from rural backgrounds studying in Navodaya Vidyalayas are passing exams like JEE, NEET," Pradhan said.

About 1.53 crore children are studying in schools of Madhya Pradesh, he said, adding that AI studies have also been started in these schools with the support of the state and Central governments.

'Today is a very important day for Ratlam district as it has received two gifts. Along with Navodaya Vidyalaya in Alot, Sandipani Vidyalaya Bhawan has been inaugurated, which will prove to be an important step in the field of education. A road will be constructed connecting Jawahar Navodaya Vidyalaya to the main road," CM Yadav said.

Gehlot said the first Navodaya Vidyalaya in Ratlam is located in Kalukheda.

"Navodaya Vidyalaya, Kendriya Vidyalaya and Utkrishta Vidyalaya are developing the academic and moral development of students across the country. Education is the basis of social and economic development. The literacy rate in India is continuously increasing, in which Navodaya Vidyalaya and Kendriya Vidyalaya have an important contribution," he said.

State School Education Minister Rao Uday Pratap Singh, Micro and Small and Medium Enterprises Minister Chetan Kashyap also attended the programme.

Published On Jun 9, 2025 at 07:16 AM IST

जनसत्ता
10 जून 2025
पेज नं-06

विद्यालयी शिक्षा में बढ़ता अर्थतंत्र

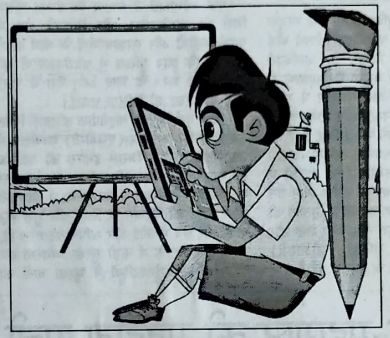
निजी विद्यालयों में तर्कसंगत शुल्क के लिए सरकार को गंभीरता से हस्तक्षेप करना चाहिए। शिक्षा मौलिक अधिकार होने के बावजूद यह इतनी महंगी होती जा रही है कि आने वाले दिनों में सामान्य परिवार का बच्चा शिक्षा से वंचित रह सकता है।

अजय प्रताप तिवारी

किसी राष्ट्र की प्रगति का आधार शिक्षा होती है। शिक्षा का उद्देश्य ज्ञान अर्जित करना और रोजगार तक सीमित नहीं है। भारत जैसे देश में जहां शिक्षा सदियों से विद्यार्थियों को निशुल्क प्रदान की जाती रही हो, वहां महंगे होते निजी विद्यालय अब पूरी तरह से मुनाफे का व्यवसाय बन चुके हैं। ऐसे में सरकारी शिक्षा व्यवस्था पर सवालिया निशान लगता है। निजी विद्यालय अभिभावकों से भारी-भरकम शुल्क वसूलते हैं। बच्चों के भविष्य को देखते हुए कई अभिभावक यह राशि देने के लिए बाध्य होते हैं। एक तरह से देखा जाए, तो इन विद्यालयों से शैक्षिक असमानता बढ़ी है। ज्यादा शुल्क तो अपनी जगह है, मगर इससे दो वर्ग तैयार हो रहे हैं। सरकारी विद्यालयों की उपेक्षा किसी से छिपी नहीं है।

देश की अधिकांश जनसंख्या गांवों में निवास करती है, जो आए दिन आर्थिक तंगी से जूझती रहती है। ऐसे में महंगी होती शिक्षा सभी के लिए सहज उपलब्ध नहीं है। निजी विद्यालयों की संख्या ग्रामीण और शहरी दोनों क्षेत्रों में लगातार बढ़ रही है। यहां पर छात्रों को गुणवत्तापूर्ण शिक्षा, बौद्धिक विकास और अतिरिक्त कौशल के नाम पर प्राथमिक स्तर से ही अभिभावकों से मोटी शुल्क वसूली जाती है। यह सच है कि निजी विद्यालयों में शुल्क वृद्धि का कोई ठोस मानक निर्धारित नहीं है। अतिरिक्त गतिविधियों के नाम पर और स्कूलों में विकास कार्यों के लिए भी विद्यार्थियों से ही वसूली होती है। हर वर्ष फीस में बढ़ोतरी की जाती है। इसका बोझ अभिभावकों पर पड़ता है। उन पर बच्चों की कोचिंग और ट्यूशन के शुल्क का दबाव भी रहता है। इससे उन पर दोहरी मार पड़ती है। ऐसे में निजी स्कूलों का बढ़ता शुल्क ही केवल चिंता का विषय नहीं है, बल्कि शैक्षणिक असमानता भी दबे पांव बढ़ रही है।

निजी स्कूलों में तर्कसंगत शुल्क के लिए सरकार को गंभीरता से हस्तक्षेप करना चाहिए। शिक्षा मौलिक अधिकार होने के बावजूद यह इतनी महंगी होती जा रही है कि आने वाले दिनों में सामान्य परिवार का बच्चा शिक्षा से वंचित रह सकता है। निजी विद्यालयों में शुल्क बढ़ने का मूल कारण सरकारी स्कूलों में गुणवत्तापूर्ण शिक्षा की कमी, जनसंख्या के अनुपात में विद्यालयों का न होना और आधुनिक संसाधनों का अभाव है। वहीं, सरकारी विद्यालयों में बच्चों में अतिरिक्त कौशल विकसित करने का उचित प्रबंध नहीं है। दूसरी ओर अध्यापकों पर अतिरिक्त सरकारी कार्यों का दायित्व सौंपने से पठन-पाठन में बाधाएं उत्पन्न होती हैं। शिक्षा से ही बच्चों का भविष्य बनता है। राष्ट्र की उन्नति होती है। इसलिए हर अभिभावक चाहते हैं कि उनका बच्चा बेहतर से बेहतर स्कूलों में कौशलयुक्त शिक्षा ग्रहण करे। नई शिक्षा नीति लागू होने से सरकारी विद्यालयों में बदलाव की उम्मीद थी, लेकिन ऐसा पूर्ण रूप से होता दिख नहीं रहा है। मौजूदा समय में देश में 14.71 लाख से अधिक सरकारी विद्यालय हैं। इनमें



शिक्षकों की कुल संख्या 98 लाख है। एक लाख प्राथमिक विद्यालय ऐसे हैं, जहां एक शिक्षक ही सभी कुछ संभालता है। करीब आठ लाख से अधिक शिक्षकों के पद खाली हैं। सरकारी शिक्षकों की अपेक्षा निजी विद्यालयों के शिक्षकों को कम वेतन मिलता है, फिर भी वे बेहतर शिक्षा प्रदान करने का दम भरते हैं। ऐसा वे इसलिए कर पाते हैं, क्योंकि उन्हें सरकारी शिक्षकों की तरह बाहरी कोई कार्य नहीं करने होते हैं। देश में निजी विद्यालयों का विस्तार तेजी से हुआ है, इसका प्रभाव सरकारी स्कूलों और समाज में दिख रहा है। यह सच है कि निजी स्कूलों की पढ़ाई सरकारी स्कूलों की अपेक्षा बहुत अधिक महंगी होती है, लेकिन सरकारी स्कूलों की स्थिति ऐसी है कि वहां गुणवत्तापूर्ण शिक्षा की उम्मीद कम होती है। यह बहुत आश्चर्य की बात है कि सरकारी स्कूलों में प्राथमिक स्तर से लेकर आठवीं कक्षा तक के बच्चों को निशुल्क शिक्षा मिलती है। वर्दी, पुस्तकें और मध्याह्न भोजन के साथ छात्रवृत्ति की सुविधा भी है, फिर भी अभिभावक वहां बच्चों को पढ़ाना नहीं चाहते हैं।

> **न ई शिक्षा नीति लागू होने से सरकारी विद्यालयों में बदलाव की उम्मीद थी, लेकिन ऐसा पूर्ण रूप से होता दिख नहीं रहा है। मौजूदा समय में देश में 14.71 लाख से अधिक सरकारी विद्यालय हैं। इनमें शिक्षकों की कुल संख्या 98 लाख है। एक लाख प्राथमिक विद्यालय ऐसे हैं, जहां एक शिक्षक ही सभी कुछ संभालता है। करीब आठ लाख से अधिक शिक्षकों के पद खाली हैं। सरकारी शिक्षकों की अपेक्षा निजी विद्यालयों के शिक्षकों को कम वेतन मिलता है, फिर भी वे बेहतर शिक्षा प्रदान करने का दम भरते हैं। ऐसा वे इसलिए कर पाते हैं, क्योंकि उन्हें सरकारी शिक्षकों की तरह बाहरी कार्य नहीं करने होते हैं।**

देश में सरकारी और निजी विद्यालयों के पाठ्यक्रम में अंतर भी एक बड़ी वजह है, जिस कारण निजी विद्यालयों में अभिभावक बच्चों को पढ़ाना चाहते हैं। सरकारी विद्यालयों में दाखिला लेने वालों की संख्या हर वर्ष कम होती जा रही है। जबकि निजी विद्यालयों में प्रवेश के लिए कतारें लगी रहती हैं। आखिर सरकारी विद्यालयों में घटते दाखिले को लेकर सरकार गंभीरता क्यों नहीं दिखाती? निजी विद्यालय अंग्रेजी माध्यम के कारण अधिक लोकप्रिय हैं, जबकि सरकारी विद्यालयों में शिक्षा का माध्यम मातृभाषा है। सरकारी विद्यालयों में प्राथमिक स्तर से द्विभाषी शिक्षा नीति को अपना कर उन्हें सशक्त बनाया जा सकता है। निजी विद्यालयों के शुल्क को लेकर राज्य सरकारों ने अपने स्तर पर कानून बनाए हैं। जिन राज्यों ने अपने कानून नहीं बनाए हैं ,वे भी उचित कदम उठा रहे हैं।

कानूनी प्रावधान होने के बावजूद निजी विद्यालयों में भारी-भरकम शुल्क होना इस बात का संकेत है कि शुल्क में बढ़ोतरी मनमाने ढंग से होती है। इसमें कोई दो राय नहीं कि शुल्क को लेकर कठोर नियम बनाने की आवश्यकता है, जिससे शिक्षा की गुणवत्ता बनी रहे और अभिभावकों पर आर्थिक बोझ भी न पड़े। राज्य सरकारों को एक स्वतंत्र शुल्क नियामक तंत्र का गठन करना चाहिए, जो विद्यालयों में शुल्क की समीक्षा के उपरांत ही वृद्धि की अनुमति प्रदान करे। विद्यालयों में शुल्क वृद्धि के कारणों के बारे में अभिभावकों को स्पष्ट रूप से बताने के लिए बाध्य किया जाना चाहिए। 'योगदान' और विकास शुल्क के नाम पर ली जानी वाली फीस की अधिकतम सीमा सरकार को निर्धारित करनी चाहिए। यदि समय रहते शुल्क वृद्धि को नियंत्रित नहीं किया जाता है, तो देश में शैक्षिक असमानता और बौद्धिक हीनता का भाव बढ़ेगा, जिसका दूरगामी प्रभाव पड़ेगा।

किसी राष्ट्र की बौद्धिक पूंजी का निर्माण गुणवत्तापूर्ण शिक्षा से संभव है। सरकारी विद्यालयों में स्मार्ट क्लास, पुस्तकालय, विज्ञान प्रयोगशाला, कौशल और नवाचार के लिए सुविधाओं को बढ़ावा देना चाहिए। सरकारी स्कूलों में शिक्षकों की कमी हमेशा बनी रहती है। इसे दूर करने की जरूरत है। नवोदय विद्यालय और केंद्रीय विद्यालयों की संख्या बढ़ाने के साथ सीटों की संख्या में भी वृद्धि की जानी चाहिए, ताकि अधिक से अधिक छात्र इनसे लाभान्वित हो सकें। ग्रामीण और शहरी क्षेत्रों में सरकारी स्कूलों को राज्यस्तरीय नवोदय जैसे माडल में तब्दील करने पर ध्यान देना चाहिए। साथ ही प्रवेश प्रक्रिया में पारदर्शिता लाने की भी जरूरत है।

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City's juvenile homes pushed to brink with rise in crime by teens

Hemani Bhandari
letters@hindustantimes.com

NEW DELHI: In Kingsway Camp in north Delhi, over 100 minors are currently packed into a non-decrepit facility designed to house just 60 children in conflict with the law (CCLs). Every few days, police vans back up to its entrance, dropping off more boys — many of them accused of serious, sometimes violent crimes. With no place else to send them, the home simply swells beyond capacity.

Overcrowding has become routine at homes housing under-trial juvenile boys across the Capital, and officials say it mirrors a sharp and sustained spike in juvenile crime. Data from the Women and Child Development (WCD) department shows that Delhi has eight homes for children in conflict with the law. Of those, five have the combined capacity to house a total of 285 boys facing trial, as of May 5, data shows. A total of 421 boys were housed in these five facilities, which together have a sanctioned capacity of only 285. Just two years ago, in May 2023, the number stood at 199 — meaning the homes were operating at roughly 70% capacity.

In less than 24 months, the population has more than doubled, pushing the system to its limits.

These include the Observation Home for Boys at Delhi Gate, which houses boys up to the age of 16 and has a sanctioned capacity of 75 but was home to 82 minors as of May 5. In Kingsway Camp, two Observation Homes for boys between the ages of 16 and 18 are supposed to hold 50 each — but both were housing 75. The "Place of Safety" in Majnu ka Tilla, which is meant for older CCLs aged 16 to 18 undergoing inquiries for heinous offences and those who were caught after turning 18 for crimes committed earlier, was built to hold 60, but currently houses 110.

In the same area, SPYM at Sewa Kutir in Kingsway Camp, a facility meant to provide de-addiction treatment for drug-addicted minors, was built for 50 but currently houses 79.

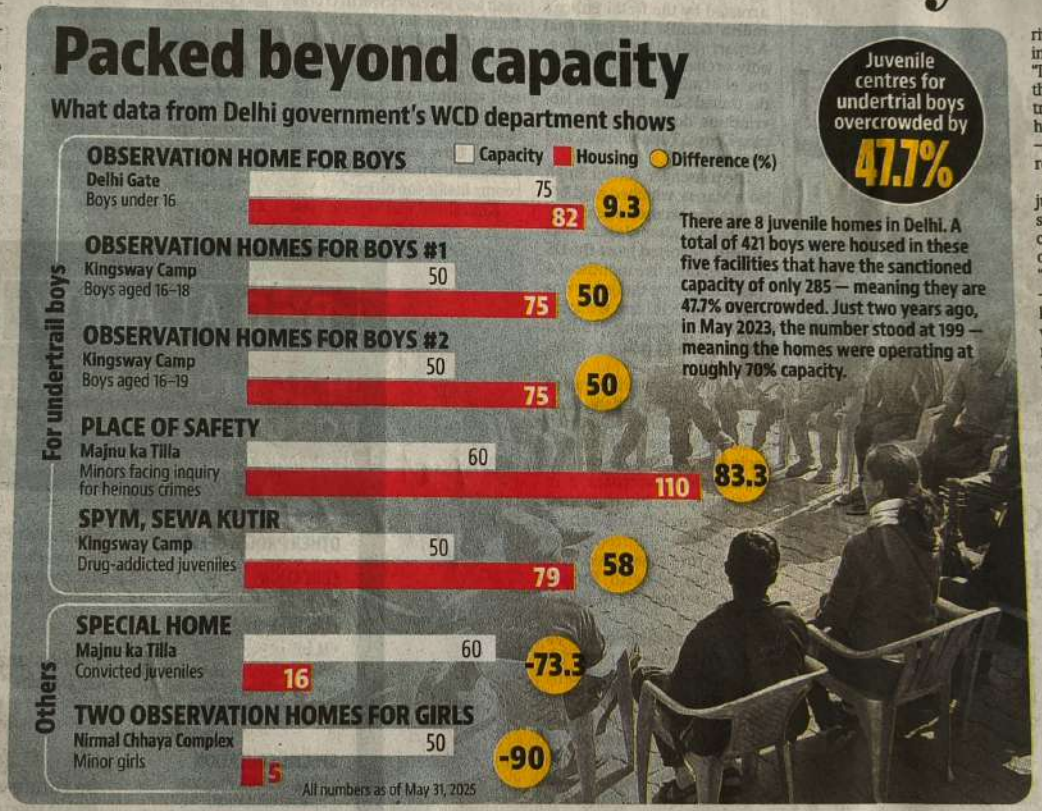
To be sure, the remaining three facilities – one for minors convicted of crimes, and two for girls – are relatively empty. Only 21, out of the sanctioned strength of 110 in these are occupied. "Special Home" in Majnu ka Tilla, which is meant for those found guilty and sentenced under the Juvenile Justice Act, has a sanctioned strength of 60 but housed only 16 boys. Two Observation Homes for Girls in the Nirmal Chhaya Complex on Jail Road — with capacities of 30 and 20 respectively — housed only five girls in total, the data shows.

Behind the over occupation at undertrial facilities for boys is an unmistakable rise in violent offences involving minors.

Packed beyond capacity

What data from Delhi government's WCD department shows

Juvenile centres for undertrial boys overcrowded by **47.7%**



There are 8 juvenile homes in Delhi. A total of 421 boys were housed in these five facilities that have the sanctioned capacity of only 285 — meaning they are 47.7% overcrowded. Just two years ago, in May 2023, the number stood at 199 — meaning the homes were operating at roughly 70% capacity.

> The staff in juvenile homes are not motivated. They are more focused on administrative work, not reformation.
>
> **BHARTI ALI,** child rights activist

Police officials said that while children have long been involved in petty crime — such as pickpocketing or small-time theft — the last two years have seen a rise in brutal offences, including murder, armed robbery and gang violence. At least 20 murders involving juveniles were reported in the first three months of 2025 alone. Police sources say the pattern first emerged in early 2023 and has escalated since.

"It's hard to say exactly why so many boys are now involved in heinous crimes," said a senior police inspector who works on gang-related cases. "But there's no doubt gangsters like Hashim Baba and Lawrence Bishnoi are recruiting them. They know the law will be lenient. A minor who commits murder could be out in a matter of weeks or months. That's what they exploit."

Inside the homes, this change in the profile of offenders has brought new challenges. Anil Kumar, a retired WCD superintendent who managed three observation homes until 2020, said the lack of space has forced staff to get creative — sometimes using classrooms and teachers' lounges to lay out mattresses. But more than space, he said, it's the mindset of these minors that worries him.

"The boys who come in for murder — many of them have no interest in reform. They've already decided they'll go back to the gang. Classes don't help. Counselling doesn't work. And then there's the added danger of rival gang members being lodged in the same facility," Kumar said. "In those cases, we try to separate them. We get court permission to transfer one of them to another home or ensure they never meet — not during meals, not during recreation, not in the corridors."

The threat isn't limited to juvenile rivalries. Officials themselves have become targets. A current WCD official, speaking on condition of anonymity, said, "Some of us have been attacked — with improvised weapons, kitchen knives, even hot dal. The worst we're allowed to do in return is put the child in isolation for a few hours."

Child rights activist Bharti Ali, who was earlier associated with Delhi based NGO HAQ Centre for Child Rights, said that juvenile homes are "worse than prisons" and that one of the reasons of overcrowding is that the minors are not getting released on bail. "The staff in juvenile homes is not enough for those lodged there. They are also not motivated enough because they are contractual employees. They do more of administrative work than actual reformation. The boys just while away their time without actually undergoing any real change," she said.

Kumar said the only real solution is to build more facilities. "The government is already spending a lot on these boys — their food, clothes, education, vocational training, medical needs. In many cases, they live better here than at home. Then why not build more homes? At least then there wouldn't be so much overcrowding."

Even for the minors, the experience of being inside is not necessarily seen as punishment. A 17-year-old boy from northeast Delhi's Jafrabad who spent three months in one of the homes earlier this year after allegedly attempting to kill a 25-year-old man said he never once thought of it as jail. "It was a badge of honour," he said. "I made friends — contacts. We still keep in touch. Sometimes there were classes, sometimes not. No one really cared. We mostly just played outside all day."

Shri Dharmendra Pradhan chairs Global Young Scientists Conference and Annual General Meeting of the Global Young Academy

India believes in science that is empathetic, ethical, and equitable - Shri Dharmendra Pradhan

Scientists must collaborate and co-create with a sense of purpose and empathy to realise the vision of Viksit Bharat and advance human-centric development - Shri Dharmendra Pradhan

Posted On: 10 JUN 2025 2:38PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, today chaired the Global Young Scientists Conference and Annual General Meeting of the Global Young Academy at IIT Hyderabad. Director, IIT, Hyderabad, Prof. B.S. Murty; President, Indian National Science Academy, Prof. Ashutosh Sharma; Chairman, Board of Governors, IIT Hyderabad, Shri B.V.R. Mohan Reddy; and other dignitaries were also present at the event.

Shri Dharmendra Pradhan, in his address, welcomed young scientists from around the world attending the conference. Shri Pradhan congratulated the 30 new members of GYA who were inducted during the event. He appreciated the Global Young Academy for selecting India and IIT Hyderabad for hosting the event. He also said that the conference was more than just a gathering of scientists and a forum representing hope, purpose, and a shared destiny.





Shri Pradhan stated that for India, Vasudhaiva Kutumbakam — One Earth, One Family, One Future — was not just a slogan but a way of life. India believes in science that is empathetic, ethical, and equitable, he said. He also said that science must be shared and partnerships, not patents, must shape the future.

The Minister highlighted that India's global engagements were rooted in these values, citing initiatives such as the International Solar Alliance, the Coalition for Disaster Resilient Infrastructure, Mission LiFE, and the India Science and Research Fellowship as reflections of India's vision of Vishwa Bandhutva — global friendship through science.

He also noted that the present moment is the most opportune for scientists, innovators, and policymakers to come together and build ecosystems and solutions that empower the most vulnerable. He expressed confidence that the conference would serve as a platform for channelling knowledge in the service of others. Shri Pradhan also urged scientists to collaborate and co-create with a sense of purpose and empathy to realise the vision of Viksit Bharat and advance human-centric development.



Shri Pradhan, along with other dignitaries, planted saplings at the IIT Hyderabad Campus as part of the Ek Ped Maa Ke Naam initiative. One tree honouring one's mother is a small act with a deep message and big impact, he said. He encouraged everyone, especially students across campuses, to lead this green movement. He urged people to engage in protecting, preserving and nurturing nature for a sustainable future.

The Indian Institute of Technology Hyderabad (IITH), in collaboration with the Global Young Academy (GYA), the Indian National Young Academy of Science (INYAS), and the Indian National Science Academy (INSA), is hosting the International Conference of Young Scientists – Confluence of Visionaries: Empowering Science for Global Change from 8 to 14 June 2025. This week-long event, being held for the first time in India, marks a significant milestone in bringing together the next generation of global scientific leaders to collaborate on science-driven solutions for global challenges. The event hosts 135 international delegates representing 60 countries, along with 65 national delegates, thereby establishing a truly diverse and inclusive forum. It also features the Annual General Meeting of the Global Young Academy (GYA), facilitating in-depth dialogue and strategic engagement among emerging leaders in the global scientific community.

The conference features dynamic discussions and thematic sessions on:

- Environmental, Social, and Governance (ESG);
- Health and Nutrition for Global Wellness;
- Industry 5.0: Augmenting Human-Machine Interface; and
- Innovation and Entrepreneurship: Global Landscape.

*****

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MOE/DoHE/10 June 2025/20

(Release ID: 2135357)
Read this release in: Urdu , Marathi , Hindi , Punjabi , Tamil , Telugu , Malayalam

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Delhi cabinet approves School Education Bill to regulate fees in private schools| All you need to know

Delhi cabinet has today approved the School Education Bill to regulate fees in Private schools. Scroll down to read more about it.



Delhi cabinet approves School Education Bill to regulate fees in private schools IMAGE SOURCE : FILE

Edited By: Nidhi Mittal @nidhi_mittal09

Published: June 10, 2025 17:03 IST, Updated: June 10, 2025 17:45 IST

New Delhi: The Delhi Cabinet has approved an ordinance to regulate the fees charged by private schools. Education Minister Ashish Sood announced this development, stating, "Today, the Delhi Cabinet has approved the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill. It will be implemented retroactively from April 1, 2025. This bill will be sent to the President for her assent. This is a significant day for the people of Delhi."

Delhi School Education Bill 2025: Important points

The Delhi School Education Bill 2025 aims to regulate the fee structure across all 1,677 private unaided and government-aided schools in the capital.

In this bill, schools can not charge any fee over the prescribed limit, by any method.

If any student is harassed over fees, a fine of Rs 50,000 will be imposed by the director of education.

It is also mentioned that if any institution violates the norms of this bill, the government can seal and sell the property.

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and need for funds.

The district and state-level committees of schools will handle appeals and ensure fairness.

Delhi School Act was approved in April in cabit by the Chief Minister Rekha Gupta. This act addresses issues like tuition fees, additional charges for specific subjects (e.g., science, music), and the utilisation of funds collected from students. The government has decided to share a complete guideline, procedure for fees for all schools, including aided, non-aided, private, and others, in due course.

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Delhi Cabinet Regulation Regulation Bill Fees Private School Education

Education News

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Indian school education system competent enough to handle board examinations twice a year: Dharmendra Pradhan

By Sanjay, New Delhi

Jun 10, 2025 09:14 AM IST

Pradhan said on Monday CBSE's plan for conducting Class 10 board exams twice a year from 2026 will de-stress students

Advertisement

Union education minister Dharmendra Pradhan on Monday said the Central Board of Secondary Education (CBSE)'s plan for conducting Class 10 board exams twice a year from 2026 will de-stress students from exam pressure while adding that the Indian school education system is competent enough across the country to handle board examinations twice a year.



Union minister of education Dharmendra Pradhan (ANI)

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“India has over 60 school boards, and there has never been any concern about their competency. The examination structure itself is not putting pressure on the education system. The decision to conduct board exams twice a year is not to dilute the process, but to reduce stress among students,” Pradhan said during an education conclave organised by a leading news channel.

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Pradhan said that the National Testing Agency (NTA) already conducts the Joint Entrance Examination (JEE) twice a year, allowing students to choose their best score.

“Building on this idea, we are now introducing a similar approach for Class 10 board exams. Starting soon, students will have the option to appear for the board exam twice a year and retain their best score. This move is recommended by experts and it is aimed at providing flexibility and reducing exam-related anxiety. Our school education system is competent enough to handle this reform across the country,” he added.

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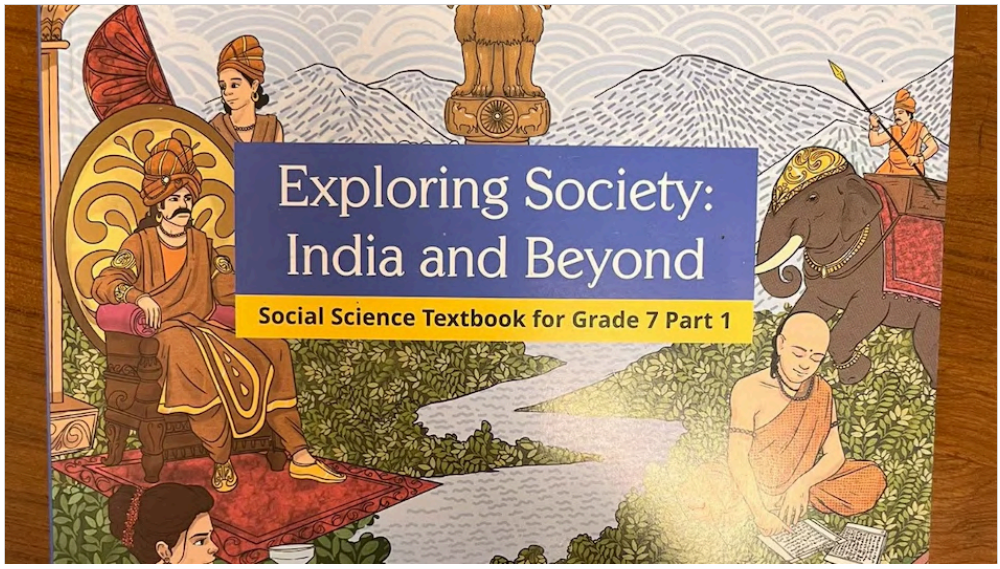
CBSE, in its draft policy released in February, proposed conducting Class 10 board exams twice in an academic year starting from 2026. The draft, prepared in line with National Education Policy (NEP) 2020 recommendations, was made public on February 25, and March 9 was the deadline for feedback submission.

'Broken away from old poverty, colonised narrative': Sanjeev Sanyal hails new NCERT books as right path for readers

He contrasted the 2025 edition with the 2012 text that showed "images of schools from partition refugee schools, all technology was steam engines"

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Sonali
Updated Jun 10, 2025 5:54 PM IST



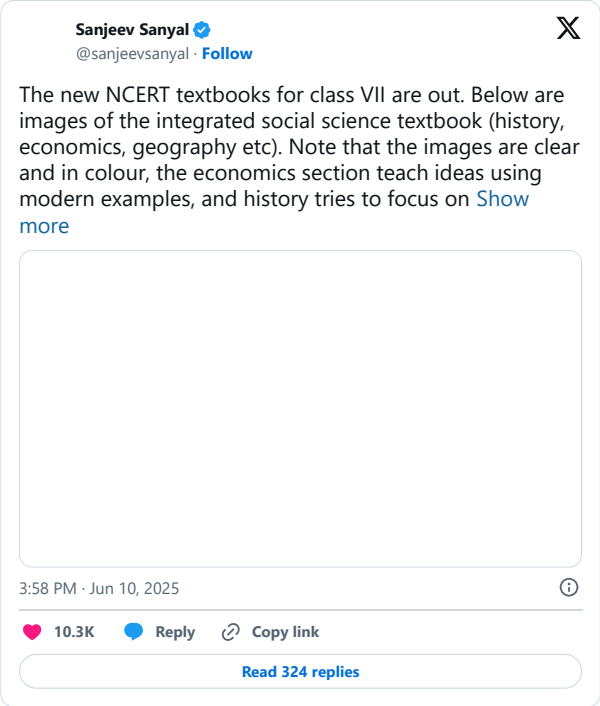
From steam to smartphones: economist touts class VII NCERT rewrite, promises class VIII next

Delhi's school shelves are getting a colourful upgrade. Economist and Prime Minister's Economic Advisory Council member Sanjeev Sanyal on Monday shared the first look at the new class VII NCERT "integrated social science" textbook, a single volume that blends history, geography and economics with full-colour photographs and contemporary case studies.

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"The new NCERT textbooks for class VII are out," Sanyal posted on X, alongside snapshots of glossy pages. "The economics section teach ideas using modern examples, and history tries to focus on storytellina rather than dates."

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He contrasted the 2025 edition with the 2012 text that showed "images of schools from partition refugee schools, all technology was steam engines... the chapter on markets was about how fair-price shops and how shopkeepers were 'hoarding', and chapter on finance was all about women's self-help groups."

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The update is part of a rolling revamp that began last year with class VI. "The class VI were published last year, so the same cohort will take up these in class VII. Now we'll work on class VIII," he wrote.

The post drew a wave of positive replies, with one user applauding, "Wow, glad to see this come to fruition... Seemingly, we are on the right path."

A second user wrote, "Wow. This is absolutely amazing! I hope we can add some chapters on decolonial literature as well..."

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Reflecting on the same emotion, a fourth user commented, “Recently went through my brother’s 6th-grade history book. Much better compared to what we had to study.”

Sanyal acknowledged the feedback, saying further iterations will refine the material as class VIII revisions get underway.

SPOTLIGHT


Rs 55 lakh salary to raise one child? LinkedIn post jolts urban Indian parents online

Published on: Jun 10, 2025 5:52 PM IST

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Science Integral To Viksit Bharat Vision: Union Minister Dharmendra Pradhan



Union Education Minister Dharmendra Pradhan today emphasized on the country's ancient tradition of knowledge creation rooted in curiosity, sustainability, and ethics and inclusivity in the digital domain. Addressing the International Conference of Young Scientists at the IIT-Hyderabad at Kandi in Telangana state, the Minister noted that the country is at the forefront of the global knowledge movement, with an education system that is both flexible and aligned with its civilizational ethos.

The IIT-H in collaboration with the Global Young Academy (GYA), the Indian National Young Academy of Science (INYAS), and the Indian National Science Academy (INSA), is hosting the International Conference. This week-long event, being held for the first time in the country, is witnessing participation of 60 countries and marks a significant milestone in bringing together the next generation of global scientific leaders to collaborate on science-driven solutions for global challenges.
The Education Minister also described science as regenerative and integral to the vision of Viksit Bharat, where economic strength is complemented by scientific excellence. Emphasizing the country's ancient tradition of knowledge creation rooted in curiosity, sustainability, and ethics, the minister recalled the country's remarkable progress through milestones in space missions, food security, automation, robotics, and big data.

He stressed the importance of inclusivity in the digital domain, noting India's development of large language models, digital public infrastructure, and direct benefit systems beside initiatives that exemplify how science is transforming lives. He underscored global solidarity, Vishwa Bandhutva, through international collaboration in science.

Need To Align Science With Vision Of Viksit Bharat, Human-Centric Development: Education Minister



Union Education Minister Dharmendra Pradhan said that this is the most opportune time for scientists, innovators, and policymakers to come together to build inclusive ecosystems and solutions that empower the most vulnerable.

Addressing the International Conference of Young Scientists and the Annual General Meeting of the Global Young Academy in Hyderabad, the minister called upon scientists to collaborate and co-create with a sense of purpose and empathy. The Minister also underlined the need to align science with the vision of Viksit Bharat and human-centric development.

Highlighting India's civilizational ethos, Mr. Pradhan said that "Vasudhaiva Kutumbakam"-One Earth, One Family, One Future – is not just a slogan but a way of life for India.

He said India believes in science that is empathetic, ethical, and equitable. He emphasised that science must be shared and that partnerships, not patents, should shape the future.

Mr. Pradhan said India's global scientific engagements, such as the International Solar Alliance, the Coalition for Disaster Resilient Infrastructure, Mission LiFE, and the India Science and Research Fellowship, reflect the spirit of Vishwa Bandhutva- global friendship through science.

जनसत्ता, 11 जून 2025, पेज नं-03

दिल्ली मंत्रिमंडल की बैठक

स्कूलों में शुल्क वृद्धि में मनमानी रोकने के लिए अध्यादेश मंजूर

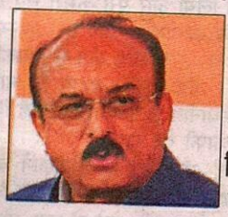
जनसत्ता संवाददाता
नई दिल्ली, 10 जून।

दिल्ली के निजी स्कूलों की मनमानी फीस वृद्धि पर लगाम लगाने को लेकर दिल्ली सरकार की तरफ से पिछले दिनों दिल्ली स्कूल शिक्षा (पारदर्शिता निर्धारण और शुल्क विनियमन-2025) विधेयक के मसौदे को मंजूरी दी गई थी। सरकार ने अब विधेयक को अध्यादेश के जरिए लागू करने का निर्णय लिया है, जिसको मुख्यमंत्री रेखा गुप्ता की अध्यक्षता में मंगलवार को हुई मंत्रिमंडल की बैठक में मंजूरी दे दी गई। यह कानून एक अप्रैल, 2025 से लागू किया जाएगा।

इस विधेयक को अध्यादेश के तौर पर लागू करने को मंत्रिमंडल ने मंजूरी दे दी है। शिक्षा मंत्री आशीष सूद ने संवाददाता सम्मेलन में इसकी जानकारी दी। उन्होंने बताया कि ब इसको दिल्ली के उपराज्यपाल और फिर राष्ट्रपति के पास अंतिम मंजूरी के लिए भेजा जाएगा। दरअसल, इस विधेयक का मकसद स्कूलों के शुल्क प्रणाली में पारदर्शिता नियंत्रण और न्याय सुनिश्चित करना है। दिल्ली सरकार, दिल्ली स्कूल शिक्षा शुल्क विनियमन विधेयक 2025 के जरिए स्कूलों को जवाबदेह बनाना चाहती है, जिससे खासकर निजी स्कूलों में पढ़ने वाले बच्चों के अभिभावकों को मनमानी फीस का बोझ नहीं झेलना पड़े। हालांकि, दिल्ली सरकार की ओर से अध्यादेश को लागू करने से पहले इस विधेयक को दिल्ली विधानसभा का विशेष सत्र बुलाकर मंजूरी देने का निर्णय लिया था लेकिन इसे किसी कारणवश विधानसभा में अभी पेश नहीं किया जा सका। इसके कारण सरकार इसको एक कानून के तौर पर फिलहाल अध्यादेश के जरिए लागू करने की तैयारी में है।

'50,000 रुपए का जुर्माना लगाने का प्रावधान'

इसका उद्देश्य राजधानी के सभी निजी गैर-सहायता प्राप्त और सरकारी सहायता प्राप्त स्कूलों में शुल्क संशोधनों को विनियमित करना है। इसमें स्कूल किसी भी तरीके से तय सीमा से अधिक शुल्क वसूल नहीं कर सकते। स्कूल अगर किसी भी तरह से छात्र को शुल्क को लेकर परेशान करते हैं तो शिक्षा निदेशक की तरफ से उस पर 50,000 रुपए का जुर्माना लगाने का प्रावधान भी किया गया है। साथ ही यह भी कहा गया है कि अगर कोई संस्थान इस विधेयक के नियमों का उल्लंघन या किसी भी तरह से अवहेलना करता है तो सरकार उसकी संपत्ति को सील करके बेच भी सकती है।



अमर उजाला, 11 जून 2025, पेज नं-07

छात्रों को अनुभवात्मक शिक्षा से सशक्त बनाएगा एनडीएमसी

अमर उजाला ब्यूरो

नई दिल्ली। नई दिल्ली नगरपालिका परिषद (एनडीएमसी) छात्रों को अनुभवात्मक शिक्षा से सशक्त बनाएगा। एनडीएमसी के उपाध्यक्ष कुलजीत सिंह चहल ने बताया कि परिषद ने नेशनल गैलरी ऑफ मॉडर्न आर्ट के साथ एक समझौता किया है।

इसके तहत एक साल की अवधि की साझेदारी नवयुग और एनडीएमसी के सभी विद्यार्थियों को लक्षित करते हुए की गई है। इसके तहत उन्हें विशेष शैक्षणिक भ्रमण, विषय-आधारित रचनात्मक कार्यशालाएं और मार्गदर्शित अधिगम अनुभव प्रदान किए जाएंगे। इस साझेदारी के अंतर्गत एनडीएमसी के विद्यालयों में इन-हाउस तथा आउटरीच गतिविधियों को लागू किया जाएगा। यह सहयोग विद्यार्थियों को आधुनिक कला, संस्कृति, विरासत और विज्ञान से प्रत्यक्ष रूप से जुड़ने का अवसर देगा। यह न केवल उनकी रचनात्मकता को बढ़ावा देगा, बल्कि उन्हें एक संतुलित, विचारशील और जागरूक पीढ़ी के रूप में विकसित करेगा। यह विकसित भारत एट 2047 के मूल्यों के अनुरूप है।

नेशनल गैलरी ऑफ मॉडर्न आर्ट के साथ किया समझौता, एक साल की रहेगी साझेदारी

इन पर होगा काम

संवादात्मक गतिविधियों के माध्यम से अनुभवात्मक अधिगम को प्रोत्साहित करना होगा। कक्षाओं में रचनात्मकता एवं आलोचनात्मक सोच का विकास किया जाएगा। भारत की कलात्मक और वैज्ञानिक धरोहर के प्रति सांस्कृतिक जागरूकता और सराहना को बढ़ावा दिया जाएगा। सभी एनडीएमसी स्कूलों में समावेशी और प्रेरक शैक्षिक वातावरण का निर्माण किया जाएगा।

राष्ट्रीय सहारा, 11 जून 2025, पेज न- 02

स्कूला छात्रों के लिए सीबीएसई ने लांच किया नेशनल ऑटोमोबाइल ओलंपियाड

नई दिल्ली (एसएनबी)। ऑटोमोबाइल सेक्टर में युवाओं की रुचि जगाने के उद्देश्य से केंद्रीय माध्यमिक शिक्षा बोर्ड ने ऑटोमोटिव स्किल्स डेवलपमेंट काउंसिल के साथ मिलकर 'नेशनल ऑटोमोबाइल ओलंपियाड 2025' के चौथे संस्करण की शुरुआत की है। इस बाबत मंगलवार को सीबीएसई की ओर से सभी स्कूलों को एक पत्र भेजा गया है। पत्र के मुताबिक, कक्षा 6 से 12 तक के छात्र इस ओलंपियाड में 31 जुलाई तक रजिस्ट्रेशन करा सकते हैं।

पहल के बारे में बताते हुए एएसडीसी के प्रेसीडेंट एफआर सिंघवी ने कहा कि 'भविष्य की मोबिलिटी इलेक्ट्रिक, कनेक्टेड और ऑटोनॉमस' थीम के माध्यम से छात्रों को मेकाट्रॉनिक्स,

- एएसडीसी के साथ मिलकर सीबीएसई ने शुरू की पहल
- कक्षा छठीं से 12वीं तक के छात्र ले सकेंगे भाग

रोबोटिक्स, आर्टिफिशियल इंटेलीजेंस, डेटा एनालिटिक्स और सस्टेनेबल मोबिलिटी जैसे उभरते क्षेत्रों से परिचित होंगे और इन क्षेत्रों में करियर की दिशा में सोच सकेंगे। उन्होंने कहा कि राष्ट्रीय ऑटोमोबाइल ओलंपियाड देश भर के युवाओं को ऑटोमोबाइल उद्योग में आकांक्षी बनाने में महत्वपूर्ण भूमिका निभा रहा है। एएसडीसी के वाइस प्रेसीडेंट विनकेश गुलाटी ने बताया कि पंजीकरण प्रक्रिया पर शुरू हो चुकी है। ओलंपियाड में तीन-स्तरीय प्रतियोगिता मॉडल होगा। समूह एक में कक्षा छठी से आठवीं के छात्र शामिल है। समूह दो में कक्षा नौवीं-दसवीं और समूह तीन में कक्षा 11वीं-12वीं शामिल है। क्षेत्रीय स्तर पर प्रतियोगिता अक्टूबर-नवम्बर में, जबकि राष्ट्रीय फाइनल दिसम्बर में आयोजित होंगे।

प्रतियोगिता हिंदी और अंग्रेजी दोनों भाषाओं में उपलब्ध होगी और सभी शिक्षा बोर्डों के छात्र आमंत्रित हैं। उन्होंने बताया कि ओलंपियाड छात्रों को 21वीं सदी के कौशल से लैस करता है। यह प्रयास छात्रों को एक समग्र और कौशल आधारित शिक्षा के लिए प्रेरित करना है, जो एनईपी की सोच के अनुरूप है। सीबीएसई से संबद्ध स्कूलों से इस प्रतियोगिता में भाग लेने का आग्रह किया गया है।

milleniumpost, 11 June 2025, Page no.-03

EMPOWERS GOVT TO PENALISE SCHOOLS VIOLATING NORMS

Delhi Cabinet clears ordinance to regulate private school fees

AIMAN FATIMA

NEW DELHI: In a major relief to parents and students across the capital, the Delhi Cabinet on Tuesday approved The Delhi School Education (Transparency in Fixation and Regulation of Fees) Ordinance, 2025, aimed at curbing arbitrary fee hikes in private schools. The decision was taken during the 8th Cabinet Meeting chaired by Chief Minister Rekha Gupta at the Delhi Secretariat.



HIGHLIGHTS

- The decision was taken during the 8th Cabinet Meeting chaired by CM Rekha Gupta at the Delhi Secretariat
- The ordinance will be sent to the L-G for onward transmission to the President

Announcing the move at a press conference after the meeting, Education Minister Ashish Sood hailed the ordinance as a "historic" step towards safeguarding the interests of families whose children study in private institutions. He said, "This ordinance will secure the future of children studying in private schools and provide relief to the hardworking parents. It is a major move toward ending their financial exploitation once and for all." The ordinance will be sent to the Lieutenant Governor for onward transmission to the President of India. Upon receiving presidential assent, it will come into effect retrospectively from April 1, 2025. This backdated implementation aims to compensate parents who have already been burdened by fee hikes in the current academic year.

"Once enacted, this law will restrain private schools from arbitrarily increasing fees and offer much-needed relief to parents," said Sood. He further clarified that the ordinance is aligned with Prime Minister Narendra Modi's vision of "Sabka Saath, Sabka Vikas" and embodies the principle of transparent and dignified governance.

Calling out previous administrations, Sood accused them of ignoring the repeated pleas of Delhi's parents. "During the tenure of previous governments, particularly the Aam Aadmi Party (AAP), parents of children studying in private schools were repeatedly subjected to financial exploitation. Today, the BJP government in Delhi has taken a landmark decision to end this longstanding injustice," he said.

According to the education department, the ordinance is expected to bring regulatory oversight to 1,677 private schools operating in the national capital. It will introduce clear mechanisms for how fees can be determined, under what conditions they can be revised, and how grievances regarding fee structures can be addressed.

The Cabinet's decision marks the first major legislative intervention in Delhi's education sector by the Bharatiya Janata Party (BJP) government since it assumed power earlier this year. "After nearly 27 years, the BJP-led government in Delhi has taken its first major step toward enacting a law in the important and sensitive domain of education," said Sood.

Highlighting the broader vision of the government, he added, "In the last 100 days, every cabinet meeting under CM Rekha Gupta's leadership has taken significant decisions in the public interest. Among them, today's decision stands out as a major step towards ending exploitative fee collection practices by private schools."

The Hindu, 11 June 2025 Pg-14

New NCERT textbooks don't carry 'poverty and colonised' narratives, says panel member

Maitri Porecha
NEW DELHI

The new social science textbooks developed by the National Council of Educational Research and Training (NCERT) have broken away from the "old poverty and colonised narratives", said Sanjeev Sanyal, member of the Prime Minister's Economic Advisory Council (PM-EAC) and Chairperson of NCERT's Curricular Area Group Economics, on Tuesday.

"The new NCERT textbooks for Class 7 are out... Note that the images are clear and in colour, the economics section teach-[es] ideas using modern examples, and history tries to focus on storytelling rather than dates. I am sure these too will be improved with iterations, but we have broken away from old poverty and gratefully colonised narrative," he said on X.

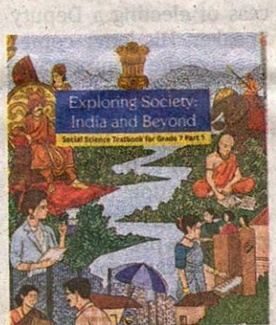
Mr. Sanyal further said that the economics segment in the old textbooks (from 2012) was "deliberately" designed for "povertarian narratives". "Images from Partition-time refugee schools, all technology was steam engines, the chapter on markets was about how fair price shops and how shopkeepers were 'hoarding', and the chapter on finance was all about women's self-help groups," he said.

The Hindu had reported that the new social science textbook for Class 7 – *Exploring Society: India and Beyond* – has combined previously separate textbooks on history, geography and social and political life (which also had a section on economics).

Digital money in

The new book deals with economics in Theme E in two chapters – From *Barter to Money* and *Understanding Markets*.

The *From Barter to Money* chapter goes into the basic details of barter system, the history of money, coinage system during the Chalukyas, Cholas, and goes on to discuss use of digital money, including systems of net banking and United Payments Interface. The second chapter, *Understanding Markets*, also delves into the history of markets by featuring a section on Karnataka's historical Hampi Bazaar, and goes on to explain how modern markets work.



The new book combines earlier books on history, geography and social and political life.

In comparison, the previous NCERT textbook for Class 7 focused only on contemporary agrarian markets, dedicating a section to weavers' cooperatives.

It included exercises like writing a letter to the Minister on what students think should be the proper payment to workers, after providing graphics on the current situation of labour charges in the garment industry.

While the old textbook is replete with multiple examples, the new textbook too, delves into a similar exercise in the context of a modern-day setting where a family would bargain with a vegetable seller to lower the price of vegetables, but would go to supermarkets and end up buying it at a slightly higher price.

Similarly, Mr. Sanyal also mentioned that while the economics sections of Classes 6 and 7 textbooks had been revised, his team was now looking at revising Class 8 books.

What's missing

The economics section in old NCERT textbooks of Class 6 was distinctly divided into two chapters – *Rural Livelihoods* and *Urban Livelihoods*. The *Rural Livelihoods* chapter touched upon daily wage workers working in paddy fields of rural Tamil Nadu. An entire section was dedicated to farmers being in debt, on the hardships faced by people living in fishing villages, and so on.

In comparison, one of the chapters in the new Class 6 textbook's economics section begins with a quote from Kautilya's *Arthashastra*, with a segment on the dairy cooperative revolution and Amul's role in Gujarat. While the old Class 6 textbook had detailed case studies on farmers and debt, the new textbook does not include these details.

The Times of India, 11 June 2025, P.g:02

Ordinance To Check Pvt School Fee Hike

Aims To Prevent Arbitrary Hikes, Help Students; Internship Schemes Get Approval Too

TIMES NEWS NETWORK

New Delhi: To regulate arbitrary fee hikes by private schools, the Delhi cabinet, led by chief minister Rekha Gupta, gave its approval on Tuesday to Delhi School Education (Transparency in Fixation and Regulation of Fees) Ordinance 2025. It will come into effect retrospectively from April 1.

The cabinet also gave its nod to Viksit Delhi Chief Minister Internship Programme and the deployment of 100 interns in Forensic Science Laboratory.

According to officials, the schools will have to take permission under the prescribed procedure and rules before increasing the fees. The law will help in cracking down on schools that charge fees arbitrarily or discriminate against students. Parents will also get a clear system to register their complaints and ensure prompt action on them. Once the ordinance gets President's assent, the rules of this law will be prepared.

Announcing the development, education minister Ashish Sood said the ordinance would secure the future of children studying in private schools and provide relief to the parents. "It is a major move towards ending the financial exploitation of the parents of private school students once and for all," Sood said. "The ordinance will be sent to lieutenant governor for forwarding it to President... This retrospective provision will especially benefit those parents who were pressured into paying exorbitant and unjustified fees," he added.

BJP govt earlier planned to introduce the bill in the assembly during a special session in May, which got cancelled. Since the monsoon session will take place in July, govt decided to enact it through an ordinance. A fine of Rs 50,000 will be imposed on a school by the director of education for each affected student. The administration will also have the power to seal and sell the school property in case of repeated violations and if the fines are not paid. A school-level fee regulation committee, district fee appellate committee and a revision committee will be formed to oversee fee structures and address grievances.

The bill mandates the selection of parent and teacher representatives in the committees by draw of lots and decision-making by majority vote within committees. It bars schools from taking coercive action against students for non-payment of fees, such as striking off names from rolls, withholding examination results, denying access to classes or activities, or subjecting students to public humiliation or psychological harassment. It also states that there should be representation of all stakeholders, including parents, teachers and members from scheduled castes, scheduled tribes, backward classes and women, in the school-level fee regulation committees.

According to officials, Viksit Delhi Chief Minister Internship Programme will harness the energy and innovative ideas of young interns pursuing graduation and postgraduation in various fields. It aims to tap 150 meritorious students who have studied in India to work in Delhi govt for 89 days. Officials said the interns would have a clear interest, aptitude and commitment to public service and work in synergy with various departments to provide analytical support in the formulation of policies, implementation of projects and various initiatives in development infrastructure, social security, technology sector, etc. The interns will be selected by Delhi University.

The cabinet also approved the deployment of 100 interns in FSL for one year on a stipend basis to offer young qualified professionals the opportunity to gain practical experience and learn about the latest techniques and technologies in forensic sciences.

CM Gupta said that in the past 100 days, significant decisions were taken in the public interest in every cabinet meeting, inspired by PM Narendra Modi's commitment to making citizens' lives "simpler, more transparent and dignified".

3 PANELS TO CONSIDER FEE HIKE REQUESTS

Delhi School Education (Transparency In Fixation And Regulation Of Fees) Bill, 2025 will be implemented in retrospective effect from April 1

Features

Prohibition on excess fees | Schools cannot charge any fees over the prescribed limit, by any method

Penalty for harassment | If a student is harassed over fees, a fine of ₹50,000 per student will be imposed by the director of education

Power to seal/sell property | In case of repeated violations and non-payment of fines, govt can seal and sell school property

3 committees to consider fee hike requests

School-level fee regulation committee

- To be formed within two months of bill's passage
- Applicable for each academic year
- Will have school management nominee, principal, three teachers and five parents
- Director of education will be an observer

District fee appellate committee

Chairperson | deputy director of education

Member secretary | deputy director (zonal)

Members | chartered accountant, representatives of parents and teachers

Fee revision committee

Chairperson | eminent personality from education community

How the new law will help

- Prevent arbitrary fee hikes
- Bring uniformity across all private unaided schools, including minority institutions
- Ensure transparency, predictability and affordable access to quality education
- Provide a legal framework for redressal and regulation with enforceable penalties

Hindustan Times, 11 June 2025, Pg. 11

Consider de-linking RTE funds from NEP: Madras HC amid controversy

Divya Chandrababu
letters@hindustantimes.com

CHENNAI: The Madras high court on Tuesday observed that the funds payable by the Centre towards the Tamil Nadu government to implement the Right to Education (RTE) Act need not be linked to the National Education Policy (NEP) 2020.

"It is true that implementation of the Samagra Shiksha Scheme (SSS) is aligned to NEP 2020. But then, obligation under the RTE Act is independent by itself.... We, therefore, direct the Central Government to consider de-linking the RTE component of SSS and disburse the funds accordingly," the high court said in its order.

The issue has been raging in Tamil Nadu, where the ruling DMK has lamented about lack of central funds in various spheres including education. The state has refused to implement the NEP in full. A bench of justices GR Swaminathan and V Lakshminarayanan who reserved the orders in the case during vacation sitting in May pronounced them on Monday. It was based on a writ filed by a petitioner V Eswaran in public interest seeking a direction to the school education department in the state and Centre to initiate the admission process under RTE immediately for the current academic year.

SINCE THE STATE HAD MOVED SC ON THE ISSUE, THE HC SAID, 'WE ARE NOT IN A POSITION TO ISSUE ANY BINDING DIRECTION IN THIS REGARD'

"Section 7 of the Act states that the Central government and the State Governments have concurrent responsibility for providing funds for carrying out the provisions of the Act. Section 7(3) of the Act mandates that the Central government shall provide to the state government as grant in aid of revenues such percentage of expenditure referred in sub-section 2 as it may determine from time to time in consultation of the state governments. Therefore, funds payable to the State Government representing the Central Government's share towards discharging the RTE obligations need not be linked to NEP 2020," the court said.

Since the state government had moved the Supreme Court on the issue, the court said, "we are not in a position to issue any binding direction in this regard."

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Telangana

Inclusivity in digital domain the way ahead: Union Education Minister Dharmendra Pradhan

The theme of the week-long conference that will conclude on June 14 is "Confluence of Visionaries: Empowering Science for Global Change".



Union Education Minister Dharmendra Pradhan plants a sapling at IIT-H on Tuesday Photo | Express

Express News Service

Updated on: 11 Jun 2025, 9:12 am · 2 min read

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HYDERABAD: Underlining the importance of inclusivity in the digital domain, Union Education Minister Dharmendra Pradhan on Tuesday said that the development of large language models, digital public infrastructure and direct benefit systems were everyday examples of how scientific progress is impacting daily life.

Pradhan was addressing the International Conference of Young Scientists hosted by Indian Institute of Technology, Hyderabad (IIT-H) in collaboration with the Global Young Academy (GYA), the Indian National Young Academy of Science (INYAS) and the Indian National Science Academy (INSA).

NEW

across India, creating what the organisers describe as a “diverse and inclusive forum”.

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The conference also includes the annual general meeting of the Global Young Academy, aimed at fostering dialogue and strategic collaboration among emerging leaders in the scientific community worldwide.

In his address, following the inauguration of the conference, Pradhan referred to the theme of India’s G20 Presidency, Vasudhaiva Kutumbakam (One Earth, One Family, One Future), and spoke of India’s longstanding tradition of knowledge creation, grounded in curiosity, sustainability, and ethics.

Citing the country’s scientific heritage, he mentioned the contributions of ancient philosophers as well as recent achievements in space missions, food security, automation, robotics, and big data.

BVR Mohan Reddy, chairman of the Board of Governors at IIT Hyderabad, stated that science must ultimately serve humanity and act as a force for societal good.

He noted that the transformation driven by the National Education Policy, along with increased public-private collaboration, is helping shape an innovative and inclusive future. Science, he said, carries the responsibility of improving lives and must foster trust while translating knowledge into practical solutions.

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Union Education Minister Dharmendra Pradhan | digital domain

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Nation

Economics section of Grade VII NCERT syllabus undergoes major revamp

The social science textbook titled `Exploring Society: India and Beyond', which incorporates History, Geography and Economics with colour photographs and modern examples was released online.



The economics section has seen a major revamp with latest developments including digital payment incorporated in it. Photo | ANI

S Lalitha

Updated on: 11 Jun 2025, 10:42 pm · 2 min read

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NEW DELHI: In keeping with the times, an upgraded and modernised textbook for Grade VII has been released by the National Council of Educational Research and Training (NCERT), an autonomous organisation under the Education Ministry, on Tuesday (June 10).

The economics section has seen a major revamp with latest developments including digital payment incorporated in it. NCERT books are used by the CBSE for its students with a few State governments also adopting them.

Speaking to The New Indian Express about the changes being made, Srishti Chauhan, Young Professional, of the Economic Advisory Council to the Prime Minister, said, “We have updated the syllabus in tune with the times in the just completed Part-I book for Class VII which has been uploaded online. It would be adopted by the CBSE for the academic year 2025-2026. Part-II is getting ready now. We are also updating both the parts for Class VIII for this academic year.”

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The syllabus being studies by students so far had many aspects which were outdated in a modern India. “In the economic section, there are two portions. For instance, in the `Barter to Market’section, the previous syllabus spoke of cowrie shells being used as a tool for exchange. A lot has changed in the country over the years. Hence, we have introduced Unified Payments Interface (UPI) and other features of Digital India in the upgraded syllabus.”

Additionally, we have also introduced aspects pertaining to the Hindu tradition in it. “For instance, in some Southern States when a woman purchases turmeric, the shopkeeper adds something extra when he hands it over to the customer as it is considered an auspicious purchase. This would help better understand different traditions,” Chauhan said.

Sanjeev Sanyal, Member of the Council and economist, in a post on X said, “We have broken away from old poverty and gratefully colonised narratives.I have primarily looked at the economic segment where the old textbooks (from 2012) were deliberately designed from povertarian narratives - images of partition refugee schools, technology was steam engines, the chapter on markets was about how fair price shops and how shopkeepers were hoarding and chapter on finance was all about women’s self-help groups.”

Sanyal also shared the first look of the NCERT book on his X handle.

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NCERT books | Economics | Grade VII

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Delhi

‘CBSE can’t have records at odds with passport’

Court upholds correction plea in student’s birth record, warns discrepancies could harm identity verification for jobs or immigration.



Shekhar Singh

Updated on: 11 Jun 2025, 8:35 am · 2 min read

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NEW DELHI: The Delhi High Court has ruled that the Central Board of Secondary Education (CBSE) cannot retain records that contradict a person’s passport, warning that such discrepancies could create confusion regarding an individual’s identity in matters of employment or immigration.

“A citizen of the country is entitled to a true and correct narration of all necessary and relevant particulars in the public documents that pertain to them,” a division bench of Justice Subramonium Prasad and Justice Harish Vaidyanathan Shankar observed in its judgment on June 4.

The court noted that both the matriculation certificate and passport are regarded as “an unassailable and valid proof of date of birth,” and reiterated that CBSE, as a record-keeper, holds a position of significant public importance. The ruling came while hearing an appeal filed by CBSE

official birth certificate issued by the Greater Chennai Corporation.

CBSE argued the request was barred by limitation under its Bye-laws and Weeding Out Rules, 1998, as documents older than ten years may be destroyed. It also claimed relevant records were unavailable.

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However, Cruz contended that procedural constraints or document destruction should not prevent CBSE from correcting errors based on valid public documents. Citing Supreme Court precedent, the High Court noted that official birth certificates carry a statutory presumption of correctness and found “no cogent reason” for CBSE to disregard hers.

“If the CBSE record is at variance with the Passport, it could lead to considerable doubt... for employment, immigration or any other purpose,” the Bench observed, upholding the single judge’s ruling and dismissing CBSE’s appeal.

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P Ramdas · 03 Jun 2025

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POLITICS OF EDUCATION

Funds under Right to Education need not be linked to National Education Policy: Madras HC to Centre

Stating that the obligation under the Act was 'independent by itself', the bench urged the Union government to release the dues to Tamil Nadu.

Scroll Staff
Jun 11, 2025 · 04:37 pm

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The Madras High Court in Chennai. | Madras High Court

Funds payable by the Union government to state governments under the Right to Education Act need not be linked to the implementation of the National Education Policy, the Madras High Court said on Tuesday, according to *Live Law*.

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funds under the Right to Education Act.

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"It is true that implementation of the Samagra Siksha Scheme is aligned to NEP 2020, but the obligation under RTE is independent by itself," *Live Law* quoted the bench as saying.

The Samagra Shiksha scheme, implemented in 2018, is the scheme through which the Union government provides support for elementary and secondary school education.

In April, the Union Education Ministry had told the Rajya Sabha that Tamil Nadu, Kerala and West Bengal received no funds under the central education scheme for 2024-'25.

Data shared in the Upper House by Minister of State for Education Jayant Choudhary showed that while Kerala was allocated Rs 328.90 crore, Tamil Nadu Rs 2,151.60 crore and West Bengal Rs 1,745.80 crore from the Centre for the current fiscal year under the scheme, no funds had been released to these states as of March 27.

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The halt in funding to Kerala, Tamil Nadu and West Bengal came against the backdrop of these states refusing to comply with the PM Schools for Rising India, or PM SHRI, scheme.

The centrally-sponsored scheme aims to upgrade the infrastructure of schools managed by central, state or regional bodies. However, to avail the scheme's benefits, state governments must first sign a memorandum of understanding with the Centre to implement the 2020 National Education Policy.

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Policy. The state government said it will not change its decades-old two-language policy of teaching students Tamil and English.

Of the total funds pending to be paid to the state, the Right to Education component amounts to Rs 200 crore, according to *The Hindu*.

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On Tuesday, the High Court pointed out that under section 7 of the Right to Education Act, states and the Union government have concurrent responsibility for providing funds to carry out its provisions.

"Therefore, funds payable to the state governments representing the central government share towards discharging the RTE obligations need not be linked to NEP 2020," said the bench.

It also took note that the state government had moved the Supreme Court against the Centre withholding funds under the Samagra Shiksha scheme.

"We are not in a position to issue any binding direction in this regard," said the bench, urging the Union government to consider delinking the Right to Education component from the Samagra Siksha Scheme.

The court was disposing of a public interest litigation petition seeking directions to the Tamil Nadu government to begin admissions under the Right to Education Act for 2025-'26.

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NCERT class VII textbooks shed 'Poverty and Colonised' narrative, says PM adviser

New NCERT Class VII books reflect shift from old poverty-colonial lens, says PM's adviser

Curated by Arunima Jha



Image by Canva

Jun 11, 2025 Share (whatsapp://send?text=https://bestcolleges.indiatoday.in/news-detail/ncert-class-vii-textbooks-shed-poverty-and-colonised-narrative-says-pm-adviser-3911) (https://www.facebook.com/sharer/sharer.php?u=https://bestcolleges.indiatoday.in/news-detail/ncert-class-vii-textbooks-shed-poverty-and-colonised-narrative-says-pm-adviser-3911) (http://twitter.com/share?url=https://bestcolleges.indiatoday.in/news-detail/ncert-class-vii-textbooks-shed-poverty-and-colonised-narrative-says-pm-adviser-3911)

Sanjeev Sanyal, economist and member of the Prime Minister's Economic Advisory Council, has praised the newly revised Class VII NCERT "integrated social science" textbooks for departing from what he described as the outdated "poverty and gratefully colonised narrative". Unveiled this Monday, the updated editions feature an integrated, full-colour format, bringing history, geography and economics together with modern contexts and imagery .

Speaking on X (formerly Twitter), Sanyal contrasted the new 2025 edition with its 2012 counterpart, noting that earlier textbooks relied heavily on depictions of partition-era refugee schools and technology such as steam engines. Topics like self-help groups and fair-price-shop "hoarding" were previously dominant, he added. The revised version shifts towards contemporary examples and storytelling, rather than rote dates and outdated visuals.

The revamp follows last year's release of Class VI textbooks and is planned to continue into Class VIII. Sanyal emphasised that the curriculum overhaul is not merely cosmetic but a conscious "break" from narratives that emphasise India's past poverty or colonial mindset.

Feedback on social media has been largely positive. One user commented:
"Wow. This is absolutely amazing! I hope we can add some chapters on decolonial literature as well..."

Officials stress that the broader, more visually engaging material aims to lighten cognitive load while enhancing relevance to modern-day learning. Pedagogical shifts now spotlight current case studies and storytelling that resonate with today's students, marking a clear departure from historical precedents.

The NCERT initiative aligns with wider curriculum rationalisation efforts designed to update syllabi and reframe textbook content in line with the National Curriculum Framework. The next phase will extend these revisions to the Class VIII syllabus.

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THE TIMES OF INDIA

South India is country’s growth engine, says Union education minister Dharmendra Pradhan

Jun 11, 2025, 05.12 AM IST



Hyderabad: Union education minister Dharmendra Pradhan on Tuesday hailed South India as the growth engine of the country, citing its deep knowledge base, historical strengths, and the relentless hard work of its people.

Addressing the media at the BJP state office, he said, "The South is an ideal for the rest of the country. It is ahead in many areas, and its progress is a matter of national pride."

Highlighting the South's economic and intellectual contributions, Pradhan said the five southern states are at the forefront of the country's transition to a knowledge-based economy, especially through the rise of global capability centres (GCCs).

"Andhra Pradesh has envisioned a quantum valley. Bengaluru is the heart of startup India. Hyderabad is rapidly emerging as a tech hub. Tamil Nadu leads in manufacturing, and Kerala boasts maritime strength," he said. "Southern India is entrepreneurial, knowledgeable, and will continue to lead India's development journey," he said.

When questioned about concerns over delimitation potentially reducing constituencies in the South, Pradhan clarified that no formula has been finalised.

"There's no benchmark yet. The census and caste census will take place first. Meanwhile, the women's reservation bill will be implemented," he said. Responding indirectly to Tamil Nadu CM MK Stalin's recent remarks, he said, "Some leaders seem to want to stir up a pseudo war. But home minister Amit Shah has made it clear—no state will lose its rights."

Education reforms

Pradhan also praised the South for its leadership in education. "Southern states are taking bold steps. Sammakka Sarakka Tribal University has begun operations. IITs in Tirupati and Palakkad are progressing well. Liverpool University will soon open in Bengaluru. South India, along with Maharashtra and Gujarat, stands tall in education and innovation."

He emphasised the need to open up higher education to foreign universities and increase institutional autonomy. "By 2035, we aim to raise the gross enrolment ratio from 27% to 50%. That means more universities, and not just from the government. Already, 75% of students in government institutions are on free seats. Those who can afford it are choosing private options, but we must expand capacity," he added.

Speaking on the performance of the Modi govt, Pradhan said, "India has come a long way—from being one of the 'fragile five' economies to ranking among the world's top four. This was made possible through good governance and the people's support. There's more to achieve, and we're committed to delivering it."

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School Education 4 Min Read

Delhi cabinet approves ordinance regulating school fees, empowers govt to penalise schools violating norms

The Delhi Cabinet on Tuesday approved an ordinance on regulating fee structure in private schools that empowers the city government to impose fines of up to Rs 10 lakh them and even take away their right to propose fee revision if they violate norms.

PTI

Updated On Jun 11, 2025 at 08:26 AM IST

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Addressing a press conference, Delhi's Education Minister Ashish Sood said that the cabinet chaired by Chief Minister Rekha Gupta approved the ordinance, which is based on

New Delhi, The Delhi Cabinet on Tuesday approved an ordinance on regulating fee structure in private schools that empowers the city government to impose fines of up to Rs 10 lakh them and even take away their right to propose fee revision if they violate norms.

the proposed Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025.

Addressing a press conference, Delhi's Education Minister Ashish Sood said that the cabinet chaired by Chief Minister Rekha Gupta approved the ordinance, which is based on the proposed Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, 2025.

Advt

"The ordinance will be sent for presidential assent through the Lieutenant Governor. This is a day of happiness for parents whose children study in private schools. It will eventually take the form of a law," Sood said.

He said this decision of the Delhi government will prove to be very important in the future to curb any arbitrary fee hike by 1,677 private schools in Delhi.

According to the draft ordinance that was approved by the cabinet on April 29, there are strict penalties for schools involved in hiking fees arbitrarily, including losing the right to propose fee revisions.

The draft ordinance states that if a school is found charging fees that exceed the permitted norms, it must roll back the excess amount and refund it within 20 working days.

For a first offence, the school will be fined between Rs 1 lakh and Rs 5 lakh. For repeat offences, the penalty will increase to anywhere between Rs 2 lakh and Rs 10 lakh.

The draft ordinance proposes that if the school fails to refund the amount within the stipulated time, the fine will double after 20 days, triple after 40 days, and continue to increase with every 20-day delay. It also has provisions for penalties on those who indulge in repeated

violations.

Those found repeatedly flouting norms may also be barred from holding official posts within the school management, according to the draft ordinance.

Advt

Additionally, the school management could lose the right to propose fee revisions in the future.

The draft ordinance says it aims to strike a balance between preserving the autonomy of private institutions and safeguarding the rights of parents, ensuring that quality education remains both accessible and fairly priced.

The draft ordinance proposes the constitution of three committees to oversee the fee regulation process -- one each at the school, district, and revision levels.

The highest authority, the 'Revision Committee', will have the final say on any disputes or decisions related to school fees.

This committee will be headed by the Director of Education, an eminent educationist, a chartered accountant, the Controller of Accounts, representatives from schools and parents, and a former education official. Its decisions will be binding on all parties for a period of three years.

The 'District Committee' will be chaired by the District Director of Education. Other members will include the Deputy Director of Education of the zone, two school principals nominated by the Directorate of Education (DoE) and two parents' representatives also nominated by the DoE.

This committee will be responsible for resolving disputes between school management and the School Level Fee Regulation Committees.

Every private unaided school including those offering Indian and foreign curricula, as well as minority institutions or those allocated land at concessional rates will be required to establish a 'School Level Fee Regulation Committee' each academic year by July 15, according to the draft ordinance.

This committee will be chaired by a school management representative, with the Principal serving as Secretary. Other members will include three teachers, five parents (chosen by a draw of lots), and one nominee from the DoE. The ordinance also specifies that the committee must include at least one member from the SC/ST/OBC categories and at least two women. Its tenure will last one academic year.

Appeals regarding fee-related decisions can first be taken to the District Committee. Furthermore, any aggrieved party including parents, school management, or the School Level Committee can escalate the matter to the Revision Committee, which the government will officially notify.

According to the draft ordinance, the list of committee members must be displayed within seven working days of formation. The committee is required to conduct a general meeting before August 15 and carry out its functions as per the Act.

Parents cannot serve on the committee for more than two consecutive years, and a two-year gap is mandatory before being eligible for nomination again, it mentioned.

The draft ordinance also grants schools the autonomy to propose fees but within a set framework. For the academic year 2025-26, the fees already charged from April 1, 2025, will be treated as the proposed fees.

However, as per the draft ordinance, any school whose recognition has been suspended, or which has been found guilty of violating the Act or penalised twice in succession under Section 14, will not be allowed to propose any fee hikes. PTI>

Published On Jun 11, 2025 at 08:24 AM IST

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रोजनामा राष्ट्रीय सहारा, 11 जून 2025, पेज - 3

नई उदार नीति ने भारतीय शिक्षा प्रणाली को अत्यधिक प्रतिस्पर्धी बना दिया है: धर्मेंद्र प्रधान

نئی تعلیمی پالیسی نے ہندوستانی نظام تعلیم کو عالمی مسابقت کے قابل بنادیا: دھرمیندر پردھان



حیدرآباد(یو این آئی) مرکزی وزیر تعلیم دھرمیندر پردھان نے کہا ہے کہ ہندوستانی تعلیمی نظام دنیا میں سب سے بڑے نظام میں سے ایک ہے، اور رواں نئی تعلیمی پالیسی (این ای پی) نے اسے عالمی مسابقت کرنے کے قابل بنایا ہے۔انہوں نے آئی آئی ٹی حیدرآباد میں ینگ سائنٹسٹ انٹرنیشنل کانفرنس سے خطاب کرتے ہوئے کہا کہ دنیا میں علمی میدان میں نوجوان سب سے آگے ہیں۔ہندوستان میں تقریباً 26 کروڑ اسکولس کے طلبہ اور 4.3 کروڑ کالجوں و یونیورسٹیوں کے طلبہ تعلیم حاصل کررہے ہیں۔انہوں نے کہا کہ قدیم زمانے سے ہندوستان تعلیم و تحقیق کا مرکز رہا ہے۔ملک نے مذہبی اور تہذیبی بنیادوں کے ساتھ ایک مضبوط تعلیمی ڈھانچہ تعمیر کیا ہے۔قومی تعلیمی پالیسی نے ان اہداف کو ممکن بنانے کے لئے راستہ کا تعین کیا۔وزیر موصوف نے کہا کہ ہندوستان تیزی سے عالمی علمی مرکز بن رہا ہے،اور اس کی اثر ورسوخ بیرون ملک مضبوط ہو رہا ہے۔انہوں نے کہا کہ آئی آئی ٹی دہلی اب ابوظہبی کیمپس قائم کرے گا،آئی آئی ٹی مدراس تنزانیہ میں اپنے کیمپس کے لیے منصوبہ بندی کررہا ہے۔آئی آئی ایم احمد آباد نے دبئی میں کیمپس کے لیے یادداشت مفاہمت کی ہے۔ہندوستان عالمی اداروں کو اپنے یہاں کیمپس قائم کی دعوت دے رہا ہے تاکہ علمی تبادلے،تحقیق اور کراس کلچرل لرننگ کو فروغ ملے۔انہوں نے اے آئی ٹکنالوجی کے ذریعہ طلبہ کو مختلف ملکوں میں آسانی سے تعلیم حاصل کرنے پر بھی زور دیا۔انہوں نے گلوبل ینگ اکیڈیمی کی 15 ویں سالگرہ کی میزبانی پر فخر کا اظہار کیا،اور کہا کہ 200 ذہن طلبہ مستقبل کا علم آگے بڑھائیں گے۔

جے جے اسپتال کے ایم بی بی ایس طالب علم کی خودکشی

ممبئی(یو این آئی) گورنمنٹ گرانٹ میڈیکل کالج اور سر جے جے اسپتال کے ایم بی بی ایس تھرڈ ایئر کے 22 سالہ طالب علم رویین راٹھور پر جاپتی نے مبینہ طور پر خودکشی کرلی ہے۔ابتدائی تحقیقات سے معلوم ہوا ہے کہ وہ ذہنی دباؤ کا شکار تھا۔پولیس کے مطابق، پرجاپتی نے اتوار کی رات اپنے ہاسٹل کے کمرے کے پنکھے سے لٹک کر اپنی زندگی کا خاتمہ کیا۔یہ واقعہ اس وقت سامنے آیا جب اس کے روم میٹ تقریباً 10 بج کر 50 منٹ پر کمرے میں آئے۔پرجاپتی کو فوری طور پر اسپتال کے ایمرجنسی سیکشن میں لے جایا گیا، جہاں ڈاکٹروں نے اسے مردہ قرار دیا۔جے جے مارگ پولیس اسٹیشن کے ایک اہلکار نے بتایا کہ پرجاپتی کی لاش اس کے والدین کے حوالے کردی گئی ہے۔

अमर उजाला, 12 जून 2025, पेज नं०- 7.

मेकाट्रॉनिक्स, रोबोटिक्स और एआई सीखेंगे विद्यार्थी

सीबीएसई ने छात्रों के लिए शुरू किया नेशनल ऑटोमोबाइल ओलंपियाड

अमर उजाला ब्यूरो

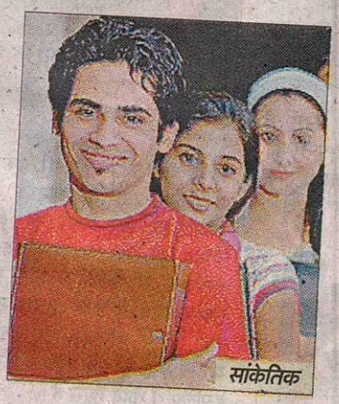
एएसडीसी के साथ मिलकर किया गया है शुरु, छठी से बारहवीं तक के छात्र ले सकेंगे हिस्सा

उभरती ऑटोमोटिव प्रौद्योगिकियों में कॅरिअर संभावनाओं का पता लगाने का मौका मिलेगा

नई दिल्ली। ऑटोमोबाइल सेक्टर में युवाओं की रुचि उत्पन्न करने के लिए केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने नेशनल ऑटोमोबाइल ओलंपियाड की शुरुआत की है। बोर्ड इसमें नेशनल ऑटोमोबाइल ओलंपियाड काउंसिल (एएसडीसी) का सहयोग ले रहा है।

इस ओलंपियाड में छात्रों को उद्योग विशेषज्ञों के साथ बातचीत करने, उभरती ऑटोमोटिव प्रौद्योगिकियों में विविध कॅरिअर संभावनाओं का पता लगाने का अवसर मिलेगा। इस ओलंपियाड में छठीं से बारहवीं के छात्र हिस्सा ले सकते हैं। हिस्सा लेने के लिए वह 31 जुलाई तक पंजीकरण करा सकते हैं।

सीबीएसई की ओर से इस संबंध में स्कूलों को एक परिपत्र भेजा गया है। सीबीएसई के अनुसार ऑटोमोटिव उद्योग हमारी अर्थव्यवस्था में महत्वपूर्ण भूमिका निभाता है और अपनी उभरती आवश्यकताओं को पूरा करने के लिए कुशल कार्यबल की मांग करता है। देश भर के छात्रों के बीच ऑटोमोटिव कौशल को बढ़ावा देने और विकसित करने के



सांकेतिक

उद्देश्य से ही सीबीएसई ऑटोमोटिव कौशल विकास परिषद (एएसडीसी) के सहयोग से राष्ट्रीय ऑटोमोबाइल ओलंपियाड शुरू कर रहा है।

एएसडीसी के अध्यक्ष एफआर सिंघवी ने कहा, मोबिलिटी इलेक्ट्रिक, कनेक्टेड और ऑटोनॉमस थीम के माध्यम से छात्र मेकाट्रॉनिक्स, रोबोटिक्स, आर्टिफिशियल इंटेलिजेंस, डेटा एनालिटिक्स और सस्टेनेबल मोबिलिटी जैसे उभरते क्षेत्रों से परिचित होंगे।

इसके साथ ही वह इन क्षेत्रों में कॅरिअर की दिशा में सोच सकेंगे। इस ओलंपियाड के लिए पंजीकरण प्रक्रिया को शुरू कर दिया गया है। ओलंपियाड तीन स्तरीय होगी। पहले स्तर के तहत छठी से आठवीं के छात्र, दूसरे स्तर में नौवीं व दसवीं व तीसरे स्तर में ग्यारहवीं व बारहवीं के छात्र शामिल होंगे।

क्षेत्रीय स्तर पर प्रतियोगिता अक्टूबर-नवंबर में जबकि राष्ट्रीय स्तर का फाइनल दिसंबर में आयोजित किया जाएगा। प्रतियोगिता हिंदी और अंग्रेजी दोनों भाषाओं में होगी, इसमें सभी शिक्षा बोर्ड के छात्र हिस्सा ले सकते हैं।

बोर्ड ने संबद्ध स्कूलों के प्राचार्यों से अनुरोध किया है कि वे अपने छात्रों को राष्ट्रीय ऑटोमोबाइल ओलंपियाड में हिस्सा लेने के लिए प्रोत्साहित करें और छात्रों को ऑटोमोटिव क्षेत्र में व्यावहारिक कौशल और ज्ञान से सशक्त बनाएं।

जनसत्ता, 12 जून 2025, पेज नं- 06

पिछड़ता उच्च शिक्षा का स्तर

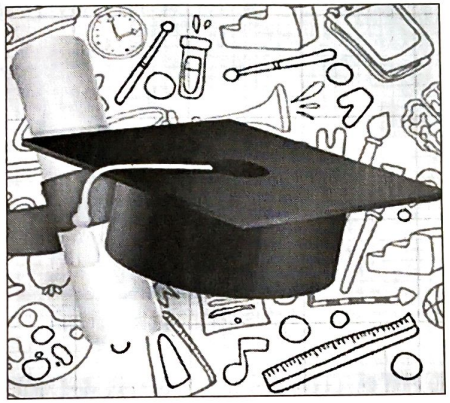
देश में विगत तीन दशकों से शैक्षिक संस्थानों के प्रति काफी नरमी बरती जा रही है और शिक्षा की गुणवत्ता में गिरावट की मुख्य वजह भी यही है। जिस गति से विद्यार्थियों की संख्या बढ़ी है, शिक्षण संस्थाएं उससे तालमेल नहीं बैठा पाईं।

सुशील कुमार सिंह

देश की उच्च शिक्षा व्यवस्था उदारीकरण के बाद आगे तो बढ़ी, लेकिन उसी गति से उसमें गुणवत्ता विकसित नहीं हो पाई। उदारीकरण के तीन दशक पूरे हो चुके हैं, मगर इसका लाभ उच्च शिक्षा में केवल कमाई के अवसर के रूप में देखा गया। खास यह भी है कि तकनीकी शिक्षा के लिए आल इंडिया काउंसिल आफ टेक्निकल एजुकेशन (एआइसीटीई) को मानक तय करने के लिए 1987 में बनाया गया था। इसके नियमों की खूब अवहेलना हुई। समय के साथ विश्वविद्यालय अनुदान आयोग (यूजीसी) भी नकेल कसने में कम ही कामयाब रहा। आकर्षक विज्ञापनों और चमचमाते सपनों के साथ युवाओं के हाथ में उच्च शिक्षण संस्थाओं ने डिग्रियां तो खूब थमाईं, पर कौशल के मामले में वे खोखले ही रह गए। यूजीसी की वेबसाइट को खंगालें, तो मौजूदा समय में सभी प्रारूपों में 1200 से अधिक विश्वविद्यालय हैं, जिनमें 57 केंद्रीय और 502 राज्य विश्वविद्यालय हैं। ये सभी उच्च शिक्षण संस्थान और इनसे जुड़े कालेज हर साल तकरीबन चार करोड़ से अधिक युवाओं की तकदीर बनाते हैं। ऐसे संस्थान स्थापित करने के लिए बहुत बड़ी राशि की आवश्यकता पड़ती है। निराशा की बात यह है कि इनमें कई संस्थान शिक्षा को धन उगाही का जरिया बना लेते हैं और डिग्रियां बांटना एक तरह से कारोबार बन जाता है।

असल में शिक्षा कोई रातों-रात विकसित होने वाली व्यवस्था नहीं है। वैश्वीकरण के बाद उच्च शिक्षा के क्षेत्र में कई दरवाजे खुले। मगर व्यावहारिक तौर पर अब ये विफल दिखाई देते हैं। भारत में विगत तीन दशकों से शिक्षा संस्थानों के प्रति काफी नरमी बरती जा रही है और शिक्षा की गुणवत्ता में गिरावट की मुख्य वजह भी यही है। भारत सर्वाधिक जनसंख्या वाला देश है। संसार की सबसे बड़ी युवा आबादी यहीं है। जिस गति से शिक्षा लेने वालों की संख्या यहां बढ़ी, शिक्षण संस्थाएं उससे तालमेल नहीं बैठा पाईं। कुछ क्षेत्रों में बिना किसी नीति के कमाने वाली शिक्षण संस्थाओं की बाढ़ आ गई। इंजीनियरिंग कालेज इसी तर्ज पर विकसित हुए और यह बात तब और पुख्ता हो जाती है, जब आंकड़े बताते हैं कि देश में इंजीनियरिंग की सफलता दर आम तौर पर दस फीसद से अधिक नहीं होती है जबकि हर साल 15 लाख इंजीनियरिंग स्नातक कालेजों से निकलते हैं। इतना ही नहीं वर्ष 2024 में 40 फीसद आइआइटी स्नातक भी नौकरी पाने में असफल रहे। 'इंडियाज ग्रेजुएट स्किल्स इंडेक्स' के अनुसार, देश में लगभग 57 फीसद स्नातकों के पास आवश्यक कौशल नहीं है।

सवाल उठता है कि शैक्षणिक वातावरण हमारे यहां कैसा है। अब शिक्षण संस्थानों को सुशासन के मार्ग की ओर ले जाने की जरूरत है। उच्च शिक्षा को लेकर दो प्रश्न उभरते हैं। पहला यह कि क्या विश्व परिदृश्य में तेजी से बदलते घटनाक्रम के बीच उच्चतर शिक्षा, शोध और ज्ञान के विभिन्न संस्थान स्थिति के अनुसार बदल रहे हैं? दूसरा क्या अर्थव्यवस्था, दक्षता और प्रतिस्पर्धा के प्रभाव में शिक्षा को



तकनीक से जोड़ने का कोई बड़ा लाभ मिल रहा है। यदि हां, तो सवाल यह भी है कि क्या परंपरागत मूल्यों और उद्देश्यों का संतुलन इसमें बरकरार है? विभिन्न विश्वविद्यालयों में शुरू में ज्ञान के सृजन का हस्तांतरण भूमंडलीय हिस्सेदारी के आधार पर हुआ था। धीरे-धीरे बाजारवाद के कारण शिक्षा गुणवत्ता के मामले में पिछड़ती गई। वर्तमान में तो इसे बाजारवाद और व्यक्तिवाद के संदर्भ में परखा और जांचा जा रहा है। तमाम ऐसे कारकों के चलते उच्च शिक्षा सवालों में घिरती चली गई। देश में उच्च शिक्षा की स्थिति चिंताजनक क्यों हुई, इसे समझना होगा। ऐसा इसलिए हुआ कि इस क्षेत्र में उन मानकों को कहीं अधिक ढीला छोड़ दिया गया, जिसे लेकर एक निश्चित नियोजन होना चाहिए था। उच्च शिक्षा में गुणवत्ता तभी आती है, जब इसे शोधपरक बनाने का प्रयास किया जाता है न कि रोजगार जुटाने मात्र का जरिया बनाया जाता है। निजी विश्वविद्यालय फीस वसूलने में पूरा दम लगाए रखते हैं, पर उच्च शिक्षा के प्रति इनकी प्रतिबद्धता कम ही दिखती है। कोई दो मत नहीं कि यहां शिक्षा एक व्यवसाय है, इसका अपना एक आकर्षण है। ऐसा लगता है कि अब तो आनलाइन व्यवस्था में शिक्षण संस्थान मोबाइल और लैपटाप में सिमट चुके हैं।

> देश में उच्च शिक्षा की स्थिति चिंताजनक क्यों हुई, इसे समझना होगा। ऐसा इसलिए हुआ कि इस क्षेत्र में उन मानकों को कहीं अधिक ढीला छोड़ दिया गया, जिसे लेकर एक निश्चित नियोजन होना चाहिए था। उच्च शिक्षा में गुणवत्ता तभी आती है, जब इसे शोधपरक बनाने का प्रयास किया जाए, न कि रोजगार जुटाने मात्र का जरिया बनाया जाए। निजी विश्वविद्यालयों की उच्च शिक्षा के प्रति प्रतिबद्धता कम ही दिखाई देती है। यहां शिक्षा एक व्यवसाय है, इसका अपना एक आकर्षण है। ऐसा लगता है कि अब तो आनलाइन व्यवस्था में शिक्षण संस्थान मोबाइल और लैपटाप में सिमट चुके हैं।

तीन नवंबर 2017 को सुप्रीम कोर्ट ने अपने एक निर्णय में विश्वविद्यालयों के दूरस्थ शिक्षा पाठ्यक्रमों पर सवाल उठाया था। शीर्ष अदालत ने उड़ीसा हाईकोर्ट के इस फैसले को कि पत्राचार के जरिए तकनीकी शिक्षा सही है, उसे खारिज करते हुए स्पष्ट कर दिया था कि किसी भी प्रकार की तकनीकी शिक्षा दूरस्थ पाठ्यक्रमों के माध्यम से उपलब्ध नहीं कराई जा सकती। शीर्ष अदालत के इस फैसले से मेडिकल, इंजीनियरिंग और फार्मेसी समेत कई अन्य पाठ्यक्रम जो तकनीकी पाठ्यक्रम की श्रेणी में आते हैं, उन्हें लेकर विश्वविद्यालय अब मनमानी नहीं कर सकते। इतना ही नहीं, इस फैसले से पंजाब और हरियाणा हाईकोर्ट के उस निर्णय को भी समर्थन मिलता है जिसमें कंप्यूटर विज्ञान में पत्राचार के माध्यम से ली गई डिग्री को नियमित तरीके से हासिल डिग्री की तरह मानने से इनकार कर दिया गया था। कचोटने वाली बात यह भी है कि उच्च शिक्षा के नाम पर चौतरफा अव्यवस्था फैली हुई है। बीते दो दशक में दूरस्थ शिक्षा को लेकर गली-मोहल्लों में दुकानें खुलने का सिलसिला आज भी जारी है।

उत्तर प्रदेश के कई नामी-गिरामी विश्वविद्यालय भी इस मोह से नहीं बच पाए। स्नातक और परास्नातक समेत कई व्यावसायिक पाठ्यक्रमों को लेकर दूरस्थ माध्यम से बिना किसी खास कसौटी के न केवल केंद्र खोलने की अनुमति दी गई, बल्कि स्वयं के साथ इससे जुड़े ठेकेदारों को भी फायदा पहुंचाने लगे। इतना ही नहीं, बीटेक से लेकर एमबीए तक की डिग्रियां भी दूरस्थ माध्यम से ऐसे केंद्रों से सहज रूप से उपलब्ध होने लगी। दरअसल, शिक्षण संस्थाओं ने व्यवसाय अधिक किया, जबकि नैतिक धर्म का पालन करने में कोताही बरती है। हमारे छह पुराने भारतीय प्रौद्योगिकी संस्थान आमतौर पर राष्ट्रीय रैंकिंग में सबसे आगे रहते हैं, उन्होंने मूल्यांकन प्रक्रिया की पारदर्शिता पर चिंताओं का हवाला देते हुए लगातार पांचवें वर्ष 'टाइम्स हायर एजुकेशन वर्ल्ड यूनिवर्सिटी रैंकिंग' का बहिष्कार जारी रखा है। वैश्विक स्तर पर, आक्सफोर्ड विश्वविद्यालय लगातार नौवें वर्ष शीर्ष स्थान पर बना हुआ है, जबकि एमआइटी स्टैनफोर्ड को पछाड़ कर दूसरे स्थान पर पहुंच गया है। ऐसे में हमारी शिक्षा व्यवस्था किस मुकाम पर है? जाहिर है जब तक उच्च शिक्षण संस्थान चलाने वाले गंभीर नहीं होंगे, शिक्षा के महत्त्व को नहीं समझेंगे और शोध के मामले में गंभीर नहीं होंगे, तब तक यह व्यवस्था हांफती रहेगी और इसमें सुशासन की दरकार बनी रहेगी।

The AIPC of India, 12 June 2025, Page no.- 17.

Hindi teacher for Eng, science via online videos:

Schools where almost nobody cleared boards

In these Haryana schools grappling with a severe teacher crunch, the writing was already on the wall when class XII exams came

Anjali Singh | TNN

While their peers did the customary whoop, jump in the air and celebratory group hug — hallmarks of result season — they retreated into anonymity as class 12 board scores were published last month; away from probing questions, the scorn of family members, inquest of neighbours, and commiserations of friends who had done better. At 18 schools, all students who took the Haryana class XII board exams this year failed. At 82 more, the pass percentage was below 35, an outcome anomalous with the 85.7 overall, which was an improvement from 85.3 in 2024 and 81.6 in 2023.

No forensic investigation is needed to explain their poor showing. In one school, for example, the Hindi teacher was also taking the English class. At another, science lessons came from YouTube channels, supervised by a teacher from the humanities section. Students, principals and parents **TOI** spoke to also referred to strict measures against cheating that were taken this time as a factor that had "spooked" some of them.

The risk many of the failed students run is dropping out of the education system. Girls resisting pressure from families to get married fear they will no longer be able to do so. And for boys under pressure to add to the family income, it's the inevitable path into low-paying informal jobs. "In such circumstances, the community questions the value of further schooling, with remarks like, 'will he or she become a lawyer, or DC?'. This leads to parents not re-admitting their children after they fail," says Kusum Malik, science teacher at a govt school, underlining the need to reach out to students and their families and rebuild confidence through special classes.

23 Appeared, 22 Failed

At Govt Girls Senior Secondary School in Nuh's Shikrawa, only one student from the whole batch had a pass score in all subjects. "A great shame" is how sarpanch Azhar Shikrawa described the feeling, pointing out that "this village has given our justice system two judges and some police officers".

In principal Amar Singh Beniwal's practical analysis, this was a result foretold. The school is without dedicated teachers for history and political science and has had severe problems in the science stream. Last year, of the six girls who had taken science, three failed and three received a compartment. The school introduced the science stream three years ago, but has been struggling to find teachers. At present, says Beniwal, it has teachers for physics and chemistry, but not biology. And yet, students did relatively better in biology — which was taught by the chemistry teacher — than in chemistry itself, confounding the principal.

Isha, who failed in chemistry, blamed it on a "lack of revision". Nasreen said English questions "were out of syllabus" and has made stoic peace with the result, calling it *"kismat ki baat* (a matter of fate)". Farzana referred to a sudden drop in performance after class 11 "as the medium of teaching changed to English from Hindi". Farzana's father had a different take — he felt the results were affected by "strict checking and presence of external observers during the exams, which had made the children nervous".

Beniwal told **TOI**, "Absence of leadership in the past caused teachers to become complacent. The core issue is staff shortage. Our teachers are overburdened and have to teach subjects beyond their expertise. It's true that many students are transitioning from Hindi medium. This year, we also implemented stricter measures to prevent cheating."

13 Appeared, All Failed

Since Govt Senior Secondary School in Autha, also in Nuh, started its higher secondary section in 2022, very few have cleared the boards. This year, none did. The school hasn't had a specialist English teacher since 2022. It's the Hindi teacher who stands in. Political science has just one teacher for junior and senior classes. There were, however, two Sanskrit teachers till this Feb.

Azhar, who didn't clear his boards this year, says there was an all-round crisis of teachers. "The physical education teacher sometimes came and took science class. The principal, who has been at the school for around a year-and-a-half, taught us history and political science. But the principal also has other things to do," he said.

Apparently, the exams were also marred by confusion. One student said the English paper started 60-90 minutes late in some rooms at the exam centre. Another said there was confusion about allotment of rooms.

Shri Krishan, the school's principal, said, "The primary cause of poor performance is the lack of specialised subject teachers. Our students rely entirely on the school for learning; if they don't receive proper guidance here, they don't study at all."

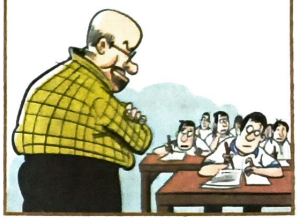
105 Appeared, 95 Failed

The All Boys Senior Secondary School in Nuh's Punhana did not have teachers for chemistry, physics and biology, its principal Abdul Nafe told **TOI**. "A teacher for chemistry joined in Nov, but the batch had little time left for preparations," he says, adding that science teachers have not been available for two years. It did not, therefore, come as a surprise that just three students had pass marks in physics.

"Since we didn't have subject teachers, we tried to learn from material on the web. Teachers in the classroom would play YouTube videos for us. We could understand the material to some extent, but it was difficult to clear doubts in this manner," a student said.

Marks in humanities subjects were better, even though geography and home science had no teachers. "But the overall result was affected by students failing in specific subjects despite passing others (like passing history but failing in Hindi or political science)," says Nafe, adding that many students came to class 11 with very weak foundational knowledge, struggling even with basic reading and writing (the school identified 28 class 9 students who cannot write Hindi or English).

Looking for an explanation for the abysmal performance, some said the way the exams were conducted was to blame. "Strict checking and presence of external observers during the exams had made the children nervous," claimed the father of one student.



25 Appeared, 21 Failed

K Ramniwas minces no words. "We are very ashamed of the result," says the principal of Govt Senior Secondary School in Khanda, Sonepat. The school had no shortage of teachers. "It's even more shameful that despite having all teachers available in our school, only four students passed," says Ramniwas, identifying poor attendance as the main culprit. Most of the students in this rural school belong to farming families and economically weak sections, and so have to "regularly engage in work with their family to earn some extra money", according to the principal.

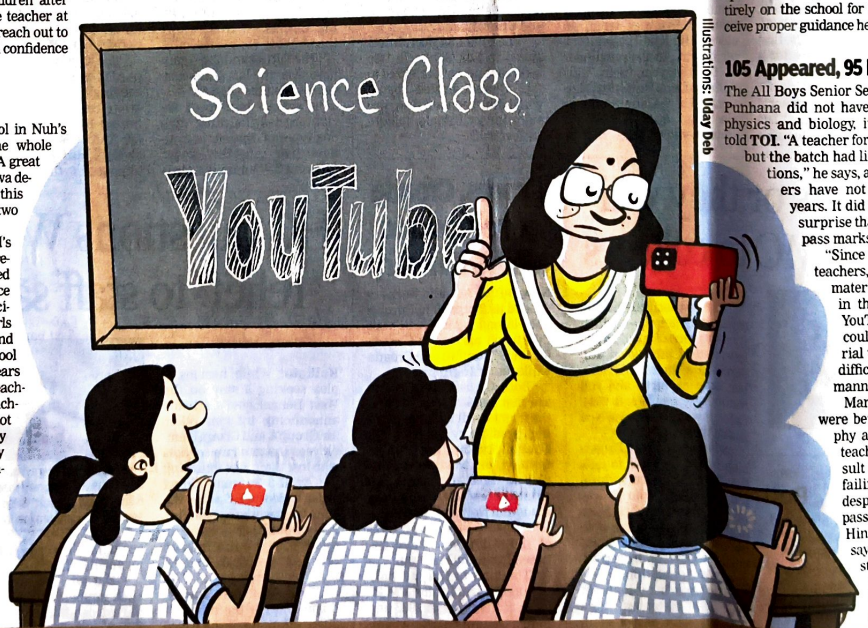
The results are a reality check for the school, which needs a course correction in political science and history, two subjects in which most of the current batch failed. "The previous years were fine. This time, results were affected by these two subjects," says Ramniwas. This session, the school will have a bigger batch in class 12 (34 students).

15 Appeared, 10 Failed

Govt Senior Secondary School at Kaurali in Faridabad has not had a full-time principal since Suparna Trikha retired on Aug 31 last year. Neither does it have teachers for social sciences, science, Hindi, English and Sanskrit. It's, therefore, somewhat a matter of surprise that five from the batch of 15 that appeared in the boards this year actually cleared it and will move to college.

"How can students be expected to study when there are no teachers for even the main subjects? The condition of govt schools must be improved. Students are suffering," says Ashok, the sarpanch of Kaurali. An officer at the education directorate in Panchkula, told **TOI**, "Out of the 18 schools where all students failed, only three are govt schools. In Nuh, the poor performance of schools is largely due to a shortage of teachers. The situation is expected to improve following a teacher transfer drive, which aims to address this issue."

Kusum Malik says the 'class readiness programme' in the months of April and May needs to be strengthened with a focus on improving basic skills in Hindi, English and maths. "To address social factors, parent-teacher meetings need to be held regularly. Teachers can explain the benefits of education and use success stories from the community as role models to inspire them," she says.



Illustrations: Uday Deb

0 Success rate in 18 schools where every student who appeared for Haryana class XII board exams this year failed

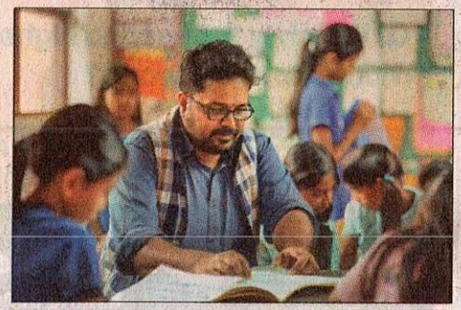
35% Pass percentage in 82 schools across Haryana, much below the overall figure of more than 85% for the state

Millennium Post, 12 June 2025, Pg-14

HOW EFFECTIVE IS IN-PERSON TUTORING IN THE AGE OF AI

Many still prefer in-person tutoring but today's students mostly learn through screens

SRIDATRI THAKUR



> "WHEN I WAS IN CLASS XII, I REALISED TOWARDS THE END OF THE COURSE THAT I COULD STUDY ON MY OWN WITH THE HELP OF ONLINE TUTORIALS. SO, EVEN THOUGH I INITIALLY ATTENDED PHYSICAL TUITION CLASSES, I LATER TURNED TO ONLINE TUTORIALS FOR SUPPORT"
> — SOURITRA ROY, STUDENT

Remember the days when parents would ask around the neighbourhood to find the best tuition teacher? Some kids studied one-on-one, others in batches at a teacher's place. Cut to 2025, and students like Souritra Roy haven't stepped into a physical tuition class in over two years. A first-year Instrumentation and Electronics Engineering student at Jadavpur University, Kolkata, Roy cracked the JEE Mains with a stunning 99 percentile, courtesy online tutorials (he didn't take online tuitions).

Let's accept it. The Covid-19, for all its chaos, made online learning the new normal. Tuition classes have changed big time. What we have now is a hybrid setup that mixes the old-school way of teaching with smart digital tools. "I didn't attend any physical tuition classes to crack the JEE. I relied on courses from Unacademy and other online educational platforms. Even when I was in Class XII, I realised towards the end of the course that I could study on my own with the help of online tutorials. So, even though I initially attended physical tuition classes, I later turned to online tutorials for support," said Roy, who also believes that online education is less time-consuming and allows for easy teacher replacement, unlike in traditional setups.

This increasing reliance on easily available, low-cost, and adaptive online tools, is transforming the Indian education sector. But that doesn't mean tuition teachers are going out of business. It's just that students now have another option: hybrid classrooms. These offer flexibility, giving students access to recorded lectures and extra study material online.

Tuition classes have changed big time. What we have now is a hybrid setup that mixes the old-school way of teaching with smart digital tools

A 2024 KPMG and Google India Education Report mentioned that a significant portion (67%) of Indian students between 14 and 21 utilise online learning platforms for supplementary education and exam preparation. This is a far cry from the traditional model where private tuitions and coaching institutes were the unquestioned pillars of supplementary education. The Indian online education industry per se is expected to rise to USD 10 billion by 2025, says a 2023 report by ResearchAndMarkets.com, based on a compound annual growth rate of 20-25%. Undeniably, this boom is being driven by rising internet penetration, the universal spread of low-cost smartphones and exponential growth of online educational channels.

The motives for this virtual migration are manifold. Affordability is a big selling point, with several platforms providing free content or cheap subscription plans versus the sometimes exorbitant charges of individual tutors. Convenience is also an important one. Students can study at anytime, anywhere, on their own schedule, pausing, rewinding, and replaying content as desired. The abundance of content, ranging from basic concepts to sophisticated subject matter, in combination with provocative gamification strategies, further enriches the e-learning process.

Swagata Chatterjee, an experienced teacher of Economics and Mathematics from Hooghly's Uttarpara, doesn't mince words when she says that students still prefer offline tuition. "Some students benefit more from being approached in a face-to-face manner," she said. She also pointed out the widespread impact of technology. "We need to be technologically driven and understand how to be market-driven. I've embraced technology since the Covid-19 era," she added.

For many, especially parents, the personal presence of a tutor remains invaluable. "I get the point of online platforms. But personal presence counts much more. The one-to-one interaction and problem-solving really benefit students, at least in my son's case," said Rupayan Nandi, father of Sounak, a Class XI student. Likewise, Sayantika Chakraborty, a third-year BCom student, prefers personal tuition. "During Covid-19, like everyone else, I, too, turned to digital platforms. But I've noticed that I learn more easily when there's a private tutor present," she explained.

Another student, Mahi Roy of St. Xavier's University, Kolkata, is an independent learner. "I haven't attended any private tuitions in the past year. Of course, the study material offered in class helps me a lot, and for better perspective, I use various AI apps for learning," she said.

The future of Indian education seems to be a hybrid format. As tutors like Chatterjee and students like Roy shift into digital mode, the growing fusion of AI and customised learning guarantees an even more custom-made learning experience. Though the appeal of in-person tutoring remains for many, we all know that today's generation of students is increasingly learning from their screens.

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THE TIMES OF INDIA

NCERT to provide two new books on Babu Jagat Singh

TNN | Jun 12, 2025, 12.34 AM IST



Varanasi: The National Council of Educational Research and Training will make available two books titled, 'Babu Jagat Singh, the Forgotten Leader of Banaras' and '1799, the Role of Babu Jagat Singh in the Untold Story of the Indian Freedom Struggle and the Discovery of Sarnath', in its library. They will be sent to the textbook production committee of the council and available evidence will be incorporated in the books.

In his letter to former BJP president, Murli Manohar Joshi, NCERT director, Dinesh Prasad Saklani, said both books would be available in NCERT libraries to raise awareness about Indian freedom struggle and truth of the discovery of Sarnath.

Joshi wrote a letter to NCERT director, noting that Sarnath stone slab was revised according to research by the department of archaeology and conservation, Heritage Bhawan, New Delhi. He emphasised that this was important information that must be imparted to Indian students. Joshi also mentioned that this served as certified evidence of how Indian history was distorted during British rule and it would inspire students to explore history from Indian perspective.

Patron of Jagat Singh Royal Family Project, Pradeep Narayan Singh, praised the steps taken by NCERT to reveal the untold truth of Indian freedom struggle. The ASI corrected erroneous data related to Babu Jagat Singh inscribed by British authorities on the plaque at the Dharmarajika Stupa in Sarnath and installed a new plaque.

New NCERT books ditch the poverty lens, but are we ditching empathy too?

The new NCERT social science textbooks for Classes 6 and 7 aim to replace older narratives of poverty and colonial baggage with modern, growth-focused examples for its economics segments. But in doing so, are they skipping over people's lived economic realities?

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The new NCERT social science textbooks for Classes 6 and 7 aim to replace older narratives of poverty and colonial baggage with modern, growth-focused examples. (AI-generated image)

Roshni Chakrabarty

New Delhi, UPDATED: Jun 12, 2025 16:23 IST

No more “povertarian narratives” -- that’s how Sanjeev Sanyal, the Prime Minister’s Economic Advisory Council member, and now a core figure in NCERT textbook reform committee framed in 2023, introduced the new Class 7 Social Science books to the public earlier this week.

Posting on X (formerly Twitter), the author said, “We have broken away from old poverty and gratefully colonised narrative.” The new textbooks, he claimed, are visually richer, less dated, and more focused on “modern” examples in economics, and “storytelling rather than dates” when it came to history.

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This change, he noted, isn’t just about the paper quality or coloured photos. It’s in the content -- especially economics, the segment he oversees.


Diljit Dosanjh hints at desi Hips Don't Lie collaboration with Shakira. Watch

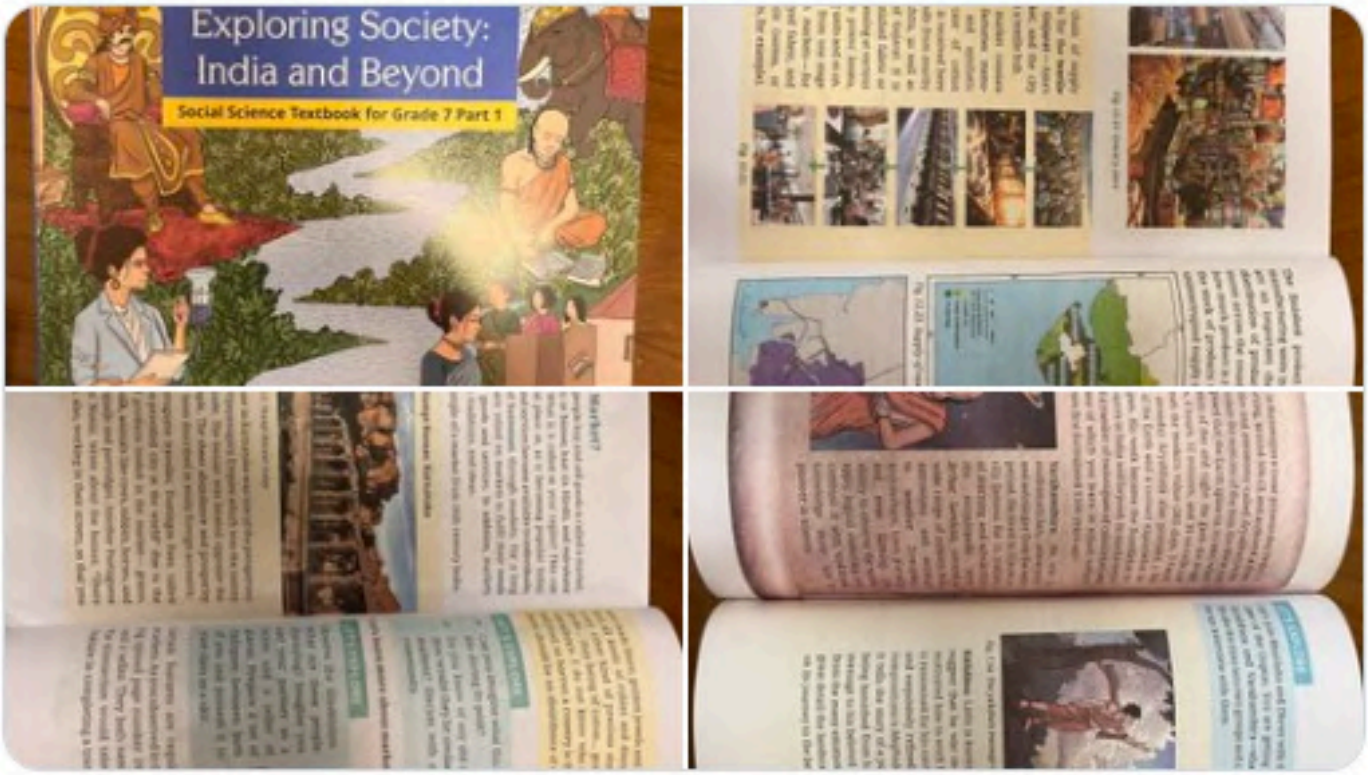
The new creator economy

Boeing 787 Dreamliner is flawe Whistleblower sounded alarm early on



Sanjeev Sanyal
@sanjeevsanyal

The new NCERT textbooks for class VII are out. Below are images of the integrated social science textbook (history, economics, geography etc). Note that the images are clear and in colour, the economics section teach ideas using modern examples, and history tries to focus on storytelling rather than dates. I am sure these too will be improved with iterations but we have broken away from old poverty and gratefully colonised narrative



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Gone are the stories of partition-era refugee schools, fair-price shops, the practice of “hoarding” goods, and women’s self-help groups. They have now been replaced by discussions on net banking, UPI payments, Surat’s textile trade routes, and the history of money.

But with this new approach to understanding India’s economic scenario, a crucial question arises: what are students being taught to think about money, markets and the people who depend on them?

WHAT CHANGED IN NCERT CLASS 7 ECONOMICS?

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To understand this shift, let’s compare how Class 7 economics is taught in the old NCERT books versus the new 2024 version.

The older Class 7 textbook (Social and Political Life – II) featured two key chapters on Economics:

Markets Around Us

A Shirt in the Market

These chapters introduced young students to real, often harsh, economic realities. Readers met Swapna, a cotton farmer in Kurnool forced to sell her harvest at a low rate to a local trader who had loaned her money at a high interest.


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A cotton farmer in Kurnool

Swapna, a small farmer in Kurnool (Andhra Pradesh) grows cotton on her small piece of land. The bolls of the cotton plant are ripe and some have already burst, so Swapna is busy picking cotton. The bolls, which carry the cotton in them, do not burst open all at once so it takes several days to harvest the cotton.

Once the cotton is collected, instead of selling it at Kurnool cotton market, Swapna and her husband take the harvest to the local trader. At the beginning of the cropping season, Swapna had borrowed ₹ 2,500 from the trader at a very high interest rate to buy seeds, fertilisers, pesticides for cultivation. At that time, the local trader made Swapna agree to another condition. He made her promise to sell all her cotton to him.

Cultivation of cotton requires high levels of inputs such as fertilisers and pesticides and the farmers have to incur heavy expenses on account of these. Most often, the small farmers need to borrow money to meet these expenses.

At the trader's yard, two of his men weigh the bags of cotton. At a price of ₹ 1,500 per quintal, the cotton fetches ₹ 6,000. The trader deducts ₹ 3,000 for repayment of loan and interest and pays Swapna ₹ 3,000.

Swapna: ₹ 3,000 only!

Trader: Cotton is selling cheap. There is a lot of cotton in the market.

Swapna: I have toiled so hard for four months to grow this cotton. You can see how fine and clean the cotton is this time. I had hoped to get a much better price.

Did Swapna get a fair price on the cotton?

Why did the trader pay Swapna a low price?

Where do you think large farmers would sell their cotton? How is their situation different from Swapna?



Swapna's story

They followed her cotton through power looms in Erode and into export factories near Delhi, where women stitched shirts for Rs 1,500 a month -- only for the shirts to sell abroad for Rs 1,800 each.

The textbook didn't hold back. It asked students to write letters to ministers about wage justice.


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Why do you think more women are employed in the Impex garment factory? Discuss.

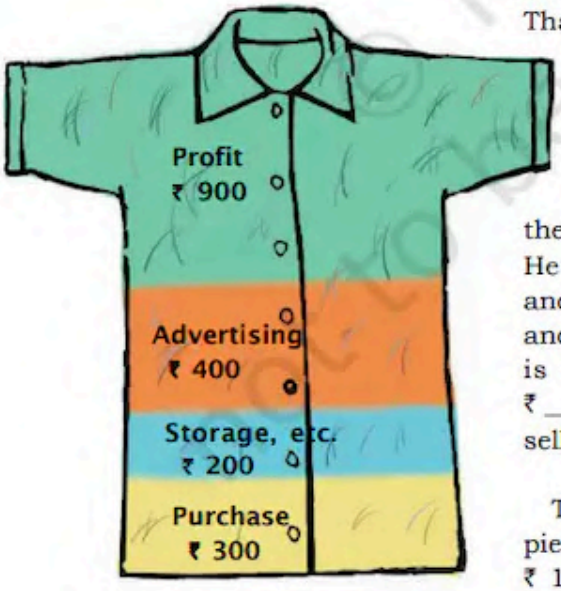
The Impex garment factory has 70 workers. Most of them are women. Most of these workers are employed on a temporary basis. This means that whenever the employer feels that a worker is not needed, the worker can be asked to leave. Workers' wages are fixed according to their skills. The highest paid among the workers are the tailors who get about ₹ 3,000 per month. Women are employed as helpers for thread cutting, buttoning, ironing and packaging. These jobs have the lowest wages.

Write a letter to the Minister asking for what you think would be proper payment to the workers.

Payment to workers (per month)

Tailoring	₹ 3,000
Ironing	₹ 1.50 (per piece)
Checking	₹ 2,000
Thread cutting and buttoning	₹ 1,500

The shirt below shows the profit made by the businessperson, and the various costs that he had to pay. Find out from the diagram below, what the cost price includes.



The shirt in the United States

A number of shirts are on display at a large clothes shop in the United States, and are priced at $26. That is, each shirt sells for $26 or around ₹ 1,800.

Use the diagram shown in the margin to fill in the blanks below.

The businessperson purchased the shirts from the garment exporter in Delhi for ₹ _____ per shirt. He then spent ₹ _____ for advertising in the media, and another ₹ _____ per shirt on storage, display and all other charges. Thus, the cost to this person is ₹ 900 while he sells the shirt for ₹ 1,800. ₹ _____ is his profit on one shirt! If he is able to sell a large number of shirts, his profit will be higher.

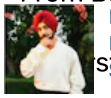
The garment exporter sold the shirt at ₹ 300 per piece. The cloth and other raw materials cost him ₹ 100 per shirt. The workers' wages cost another

Exercise asks students to pen letter to minister

It talked about putting-out systems, wage inequality, trader dominance, and even compared who gained and who didn't in a market system.

Now enter the new Class 7 NCERT book (Exploring Society: India and Beyond). Under Theme E: Economic Life Around Us, the textbook has two new chapters:

From Barter to Money


Diljit Dosanjh hints at desi Hips Don't Lie collaboration with Shakira: Watch


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standing Markets

Instead of following the journey of a shirt from farm to mall, the new textbook begins with the history of money. It dives into barter systems, the coinage of the Cholas and Chalukyas, and even explains UPI and digital wallets.

New Forms of Money

As time has progressed and technology has advanced, other forms of money have come to be used today. Let's look at some of them.

Krishnappa sells seasonal fruit on a cart. Alongside the colourful fruit that he arranges neatly on his cart is a little card with a **QR code**. His customers scan the QR code with their mobile phones and pay for their purchase digitally. The payment then goes directly into Krishnappa's bank account.



Fig. 11.18

Apart from tangible forms of money such as coins and paper notes, money has taken intangible forms that we cannot touch and feel. This is called digital money which is in electronic form. Have you observed other people around you making or receiving payments without using coins and notes? Different payment methods like debit cards, credit cards, net banking, UPI (Unified Payments Interface), etc., are also used for transactions. These mediums directly transfer money from one person's bank account into another. You will learn more about the modern methods of monetary transactions later.

QR Code: Stands for "quick-response" codes, these are collections of black and white squares, which are readable by devices like smartphones and QR scanners. They contain information about the receiver's bank account and are used for making monetary transactions.

UPI system explained

There's a neat timeline of how we moved from cowries to currency notes to online banking. A nod is given to Assam's Junbeel Mela, where barter is still practiced.


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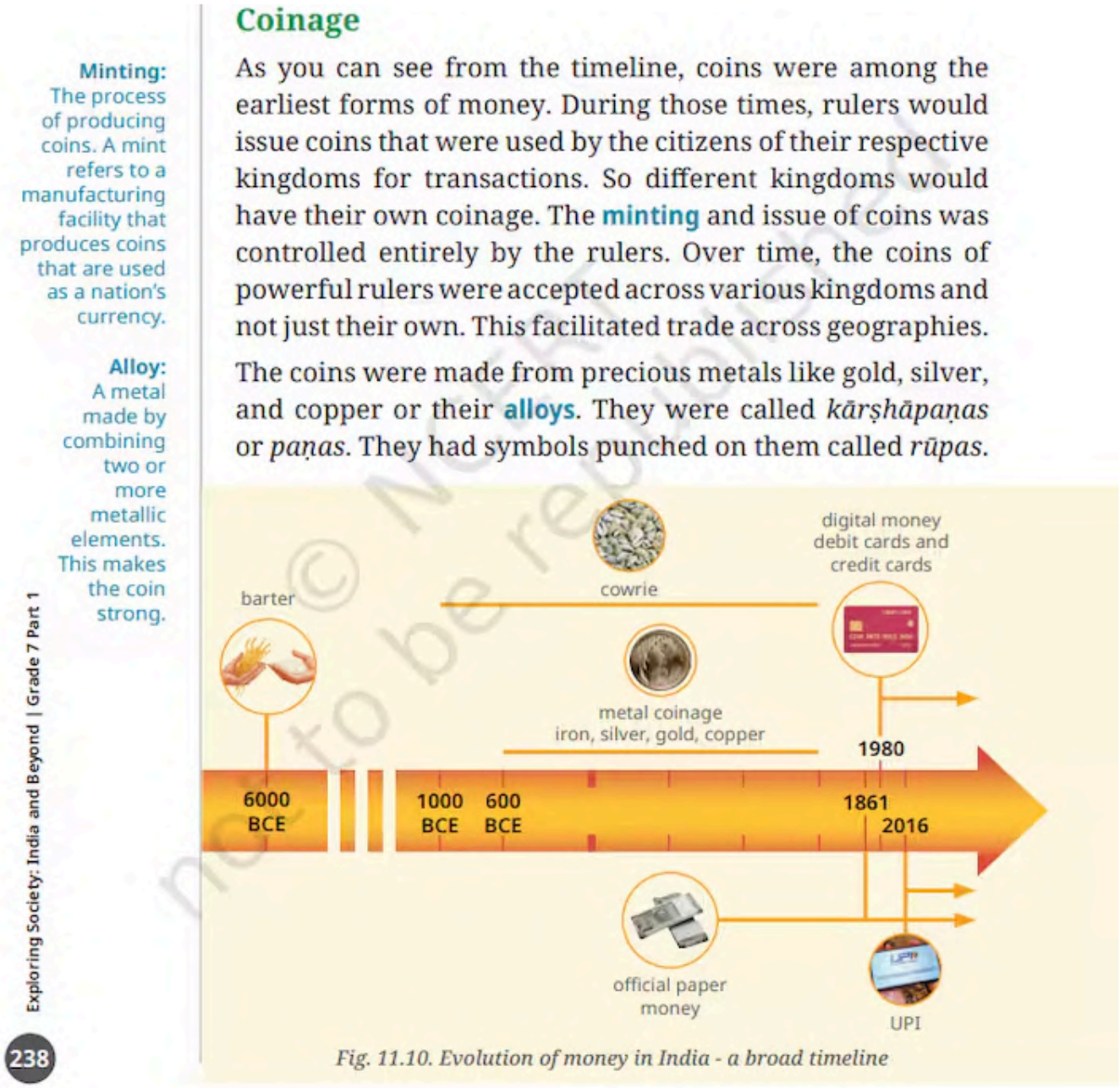


Fig. 11.10. Evolution of money in India - a broad timeline

Coinage system explained

The second chapter on markets opens with a look at the 16th-century Hampi Bazaar, followed by examples of Surat's textile industry, online shopping aggregators, and global trade.

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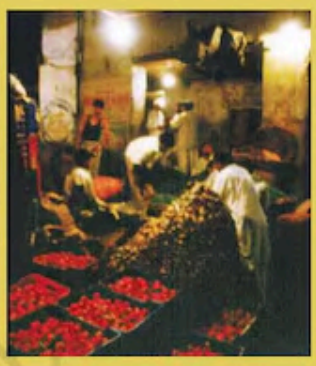
It bout price discovery, wholesa d retailers, and even how cons shape market trends bu with little reference to wage struggles or inequalities.

Sameer: Seller of clothes



Sameer is a small trader in the weekly market. He buys clothes from a large trader in the town and sells them in six different markets in a week. He and other cloth sellers move in groups.They hire a mini van for this. His customers are from villages that are near the marketplace. At festival times, such as during Deepavali or Pongal, he does good business.

Aftab – The wholesaler in the city



Aftab is one of the wholesale traders who purchases in bulk. His business starts around 2 o'clock in the morning when vegetables reach the market. This is the time when the vegetable market or mandi starts buzzing with activity. The vegetables come in trucks, matadors, tractor trolleys from farms both near and far. Soon the process of auctions begins. Aftab participates in this auction and decides what he will buy. Today, for example, he bought 5 quintals of cauliflower, 10 quintals of onions. He has a shop in the market where he stores the vegetables that he has bought. From here he sells to hawkers and shopkeepers who start coming to the market around six in the morning. They have to organise their purchases so that they can start their shop for the day around ten in the morning.

People's stories in the old NCERT book

Here's a snapshot of the contrast:

Element	Old NCERT (2012)	New NCERT (2024)
Tone	Critical, people-centric	Analytical, system-focused
Examples	Cotton farmers, daily-wage women workers	Hampi, UPI, online marketplaces
Concepts	Inequality, power imbalance, labour rights	Trade flow, value chain, digital economy
Activities	Letter to ministers, role play, reflection on fair wages	Supply chain tracing, price negotiations skits
Perspective	Ground-level, empathy-driven	Top-down, structured and historical

In simpler words -- the old book made you feel for the people in the system. The new one makes you understand how the system works.

CLASS 6 TEXTBOOKS: FROM FARMERS' DEBT TO FAMILY BUSINESSES

This shift isn't limited to Class 7. Class 6 economics, too, has been transformed.

The old Class 6 NCERT had two chapters titled:

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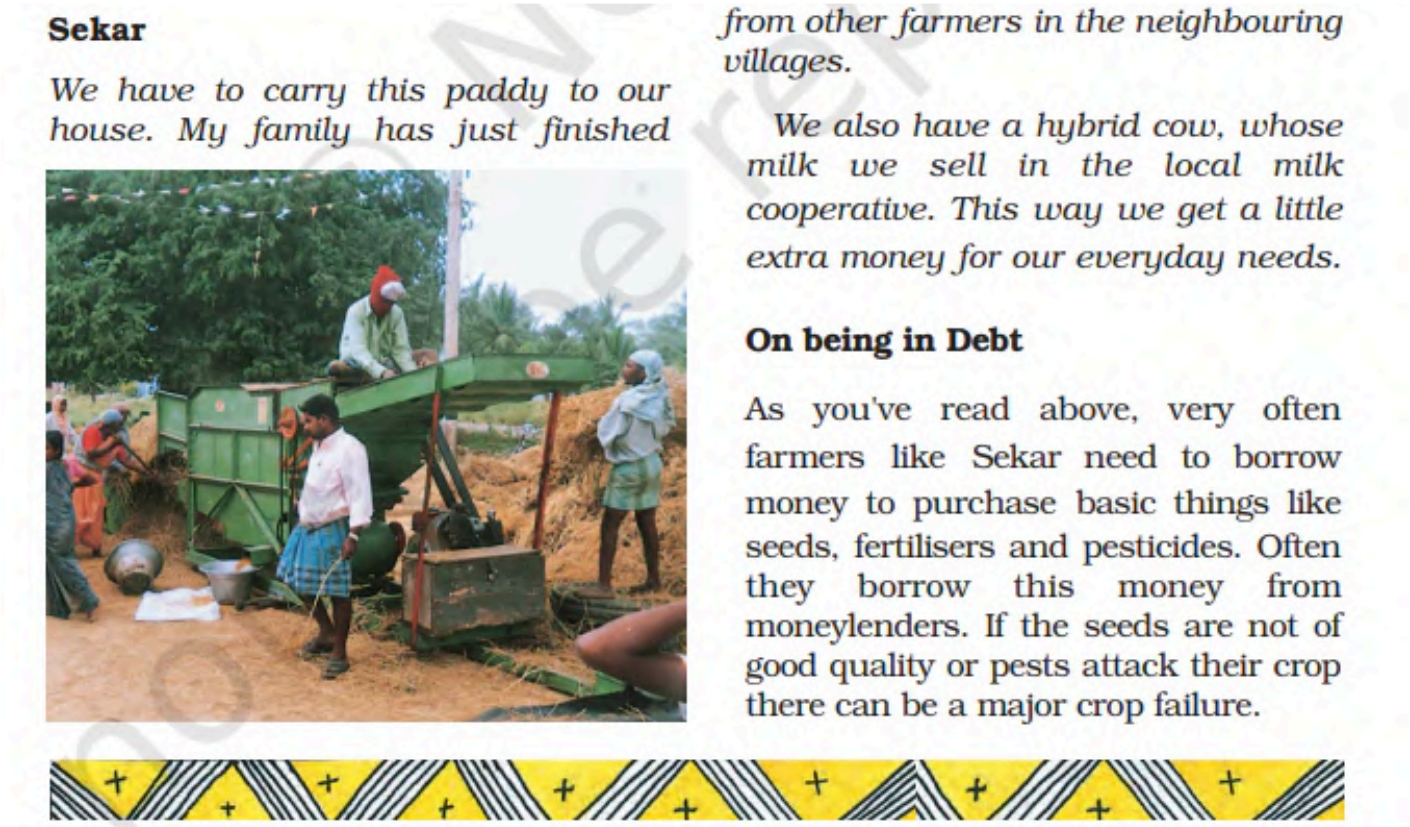

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Urban Livelihoods

These featured stories from rural Tamil Nadu, where paddy field labourers struggled through seasonal work and mounting debts. There were accounts from fishing villages, daily wage earners, and discussions on migration, land ownership and access to government schemes.



Stories of farmers' debt

Urban livelihoods talked of cycle rickshaw pullers, domestic workers and roadside vendors.

The new Class 6 textbook, under 'Theme E: Economic Life Around Us', now has these chapters:

The Value of Work

Economic Activities Around Us

These chapters shift focus to defining and classifying economic and non-economic activities.


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The Importance of Non-Economic Activities

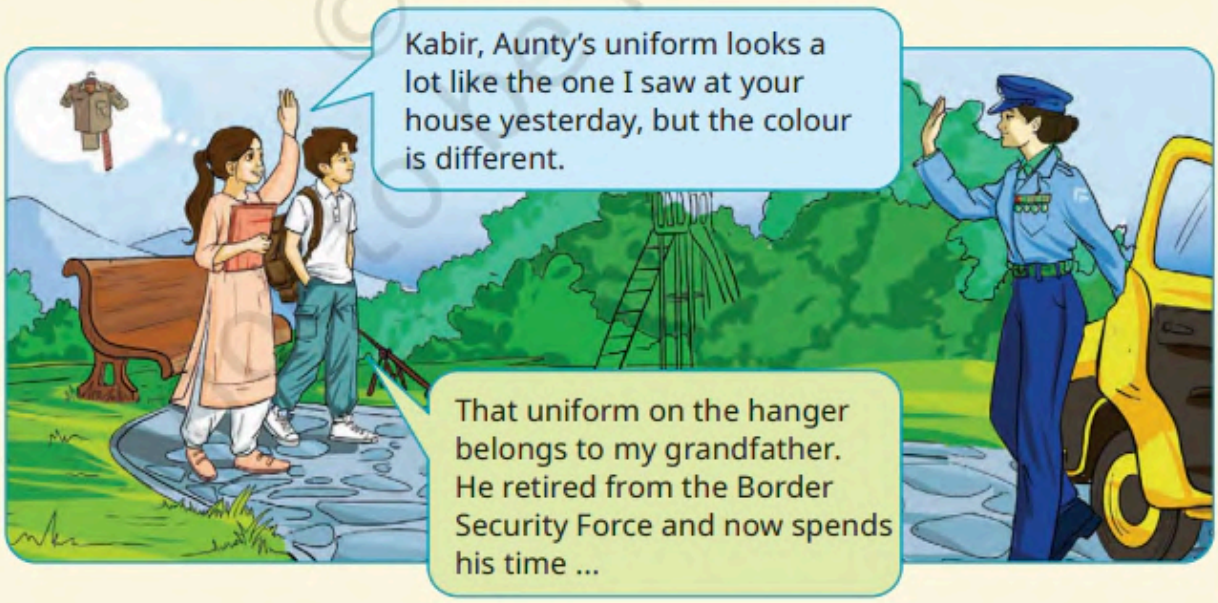
While non-economic activities may not involve money, the value they generate is important in our lives.

Sevā: selfless service

We see *sevā* in many places such as temples, gurudwaras, mosques and churches. For instance, *langars* or community kitchens at gurudwaras serve food to every visitor for free. These practices foster a sense of satisfaction and gratitude

The first chapter begins with Swami Vivekananda's quote on work as worship and introduces students to neighbours who run shops, work in the Air Force, volunteer at knitting collectives, or teach coding.

Anu and Kabir were playing in the park when they saw their neighbour, Geeta Aunty, getting out of a taxi. She was returning home from work and was in her uniform. A pilot in the Indian Air Force, she is the pride of the whole town.



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The next chapter begins with a quote from Kautilya's *Arthashastra* and introduces Amul's story in Gujarat -- with names like Sardar Vallabhbhai Patel and Verghese Kurien explaining how dairy cooperatives were formed to help farmers.

It's a textbook example of collective success -- without any mention of current farming struggles or agricultural distress.

Interdependence Among Sectors

The three types of economic activities or economic sectors play an important role in the process of conversion of natural raw materials into finished products for final consumption. Let us go on an imaginary excursion to a village in Anand district of Gujarat to study an interesting example where we will understand how the three sectors are interconnected and support each other.

Dairy cooperative: from farm to plate

These days, farmers in Gujarat greet the day with the clinking of milk pails and the happy moos of their best friends, their cows or buffaloes! Cows have a special place in the lives of the farmers and their families. The farmers milk the cows and sell their milk to the **dairy** nearby. At the end of the month, they get paid for the milk based on its quantity and quality. However, this was not the case about 50 years ago.

This is the amazing story of a milk cooperative named Anand Milk Union Limited (AMUL). In the early 1940s, farmers in Anand district would sell milk to the neighbouring villages.


Cooperation stirs at desi Hips Don't Lie collaboration with Shakira. Watch

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Meanwhile, the old book had a full section on farmers in debt, how they were stuck in cycles of borrowing, and how that shaped their ability to survive.

The result -- fewer stories of hardship, more stories of structure.

Another side-by-side view:

Element	Old NCERT (2012)	New NCERT (2024)
Tone	Grounded, empathetic, people-focused	Uplifting, structured, system-focused
Examples	Paddy field labourers, fisherfolk, seasonal migrants, cycle rickshaw pullers	Air Force pilot, software engineer, dairy cooperative members, shop owners
Concepts	Livelihood insecurity, debt cycles, government support, rural-urban divide	Economic vs non-economic activities, value addition, economic sectors
Activities	Case-based discussions, reflection on migration and poverty, role play	Classifying daily work, tracing value chains, identifying economic roles in families
Perspective	Bottom-up: focused on struggles of the working poor	Top-down: focused on how different roles fit into the economy

The new NCERT Class 8 textbooks are expected soon. While the English books were released on May 17, books for the other subjects are expected by the end of June, before schools reopen in July.

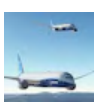
LOOKING FORWARD, NOT DOWN?

The changes are deliberate. According to Sanyal, the older textbooks were “designed” to highlight poverty and inequality. The new ones, he argues, show progress, cooperation, and a systems-based view of the economy.

In some ways, that’s true -- the new textbooks are more visual, integrated, and digitally aware. Students now learn about UPI before they hit their teens.

Packed with full-colour pages, detailed illustrations, and clean layouts, the new books feel more like magazines than an old-school textbook. From flowcharts to story panels, the visual design invites students to actually pick them up and stay engaged.


Diljit Dosanjh hints at desi Hips Don't Lie collaboration with Shakira. Watch

The new creator economy

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A full-page coloured illustration in the new Class 6 NCERT Social Science textbook

However, in trying to escape "gratefully colonised" narratives, we may also be airbrushing the present. Inequality hasn't gone anywhere. Farmers still die by suicide. Factory workers still earn Rs 3,000 a month. Shopkeep[illegible] h[illegible]ods, and people still struggle [illegible]ss credit or fair wages.

Diljit Dosanjh kicks at Jess Hung Don't Lie collaboration with Shakira. Watch
The next trade economy
Boeing 787 Dreamliner is flawe[illegible] Whistleblower sounded alarm early on

Earlier textbooks, for all their flaws, asked students to think about justice. The new ones teach students to think about systems. One looked at people trying to survive the economy. The other looks at how the economy itself functions.

Maybe the real question isn't whether one version is better than the other -- but whether we're letting go of empathy too soon.

Published By: Roshni

Published On: Jun 12, 2025

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Telangana decides to start pre-primary sections in government schools

The Telangana government on Wednesday announced that it has decided to open pre-primary sections in government schools in the state.

IANS
Updated On Jun 12, 2025 at 10:58 PM IST



The government schools in the state currently offer education from Class 1. The pre-primary class will be for children of the age of five years.

Hyderabad, The Telangana government on Wednesday announced that it has decided to open pre-primary sections in government schools in the state.

As a first step, the state government decided to open pre-primary sections in 210 schools.

The government schools in the state currently offer education from Class 1. The pre-primary class will be for children of the age of five years.

The initiative is said to be aimed at improving educational standards from pre-primary to high school and easing the financial burden on

Director of School Education and State Project Director, Samagra Shiksha, Telangana, E. V. Narasimha Reddy, informed the district educational officers that 210 pre-primary sections have been approved in the Annual Work Plan & Budget (AWP&B) 2025-26 of Samagra Shiksha.

He requested the district educational officers to issue necessary instructions to the concerned headmasters to ensure the enrolment of students in the pre-primary sections across the identified schools.

These identified schools are in Hanumakonda, Jagtial, Mancherial, Nizamabad, Peddapalli, Siddipet, Warangal, Nirmal, and Mulugu districts.

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The Central government had recently ordered the opening of pre-primary classes in government schools, aiming to expand early childhood education. The initiative aligns with the National Education Policy 2020 (NEP 2020), which emphasises a "foundational stage" for education, incorporating three years of early childhood education (ages 3-8).

Chief Minister A Revanth Reddy had announced in April that the government schools in the state will soon offer nursery, lower

Advt

The state government has formed an education commission to address policy gaps in the state's foundational education system. The commission, comprised of education experts, recommended introducing a formal preschool system in government schools.

Published On Jun 12, 2025 at 10:54 PM IST

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بدھوڑی نے 'ایک پیڑ ماں کے نام' مہم کے تحت درخت لگایا

نئی دھلی (ایس این بی) جنوبی دہلی کے رکن پارلیمنٹ رام ویر سنگھ بدھوڑی نے وزیر اعظم نریندر مودی کی کال پر 'ایک پیڑ ماں کے نام' مہم کے تحت آج گاؤں جونا پور کے سینئر سیکنڈری اسکول میں ایک درخت لگایا۔ انہوں نے کہا کہ یہ مہم ماں کے پیروں پر جھکنے کے ساتھ ساتھ ماحولیات کے تحفظ میں بھی بہت مددگار ثابت ہو رہی ہے۔ بدھوڑی نے کہا کہ وزیر اعظم نریندر مودی کی کال پر جہاں 'ایک پیڑ ماں کے نام' مہم ہمیں اپنی ماں کے تئیں احترام کا اظہار کرنے کا موقع فراہم کرتی ہے، وہیں یہ ماں دھرتی کے تئیں اظہار تشکر بھی کرتی ہے۔ اس قدرت نے ہمیں سب کچھ دیا ہے اس لیے ہمیں درخت لگانے اور اس کی حفاظت کرنے کا موقع ہاتھ سے جانے نہیں دینا چاہیے۔ درخت لگاتے ہوئے بدھوڑی نے کہا کہ وزیر اعظم نریندر مودی نے ایک بار پھر 'ایک پیڑ ماں کے نام' مہم کا پیغام دے کر ماحولیات کی حفاظت کی کال دی ہے۔ اس مہم کے تحت ہمیں 10 کروڑ پودے لگانے کا ہدف حاصل کرنا ہے۔ انہوں نے کہا کہ مودی نے 5 جون کو یوم ماحولیات کے موقع پر اپنی رہائش گاہ پر سندور کا پودا لگا کر مادر ہند کے تحفظ کے لیے اپنی جانیں داؤ پر لگانے والے ہیروز کے تئیں احترام کا اظہار کرنے کا پیغام بھی دیا ہے۔ اس موقع پر بڑی تعداد میں مقامی باشندے، محکمہ تعلیم کے افسران اور کارپوریشن کونسلر سندر سنگھ تنور بھی موجود تھے۔ وزیر اعظم کی کال پر سب نے جوش و خروش سے پودے لگانے کا عہد کیا۔



Millennium Post , 13 June 2025, Pg-03

City restarts online POCSO training for school teachers

NEW DELHI: In a bid to strengthen child protection mechanisms across schools in the capital, the Delhi government has reintroduced an online training course on the Protection of Children from Sexual Offences (POCSO) Act for educators. The training initiative, rolled out by the State Council of Educational Research and Training (SCERT), began on June 11 and will remain available till June 30 on the DIKSHA-LEAD platform.

The programme, aimed at enhancing awareness and understanding of the POCSO Act among school staff, is open to teachers from various education bodies, including the Directorate of Education (DoE), New Delhi Municipal Council (NDMC), Municipal Corporation of Delhi (MCD), and private schools.

According to officials, the course equips educators with essential knowledge of the legal framework surrounding child safety, including mandatory reporting guidelines and the responsibilities of teachers in safeguarding students.

The SCERT, tasked with improving educational quality through research and resource development. has long been involved in training and curriculum support. Between 1988 and 2005, it published over 200 titles catering to both students and teachers.

The current POCSO module is designed to be flexible, allowing educators to complete it at their own pace without affecting classroom duties.

The DIKSHA app is being used to host teacher training on child protection. Teachers must update the app before enrolling. Certificates will be issued to those scoring 60 per cent or above.

The education department urged all teachers to participate, stressing the training's importance. MPOST

Under the Visionary Leadership of the Prime Minister, India is making Premium Global Education Available at an Affordable Cost: Shri Dharmendra Pradhan

In a Major Initiative Towards Fulfilling NEP 2020 Vision, Letter of Intents (LOIs) Issued to Five Foreign Universities - University of York, University of Aberdeen, University of Western Australia, Illinois Institute of Technology, and Instituto Europeo Di Design (IED), Italy to set-up Campuses in Mumbai.

Mumbai to become a Global Education Capital under the Vision of NEP 2020 : Shri Dharmendra Pradhan

As We Mark Five Years of NEP 2020 Implementation, this Milestone Reflects the Spirit of Sankalp Se Siddhi, Empowering Youth and Driving Innovation-Led Growth Towards Viksit Bharat: Shri Dharmendra Pradhan

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Posted On: 14 JUN 2025 4:35PM by PIB Mumbai

Mumbai, 14th June 2025

The Ministry of Education has taken a major step towards realizing the goals of internationalization of education as envisioned in the National Education Policy (NEP) 2020. In a ceremonial event titled 'Mumbai Rising: Creating an International Education City' held in Mumbai, Letters of Intent (LoIs) were issued to five globally reputed universities from the United Kingdom, Australia, the United States of America and Italy.



The establishment of the branch campuses of University of York, University of Aberdeen, University of Western Australia, Illinois Institute of Technology and Instituto Europeo Di Design (IED), Italy, reflects a deep and growing trust in India's education ecosystem and is a major milestone as we mark five transformative years of the National Education Policy (NEP) 2020.


MUMBAI
RISING


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RISING





The handing of the LOIs took place in the august presence of Chief Minister of Maharashtra, Shri Devendra Fadnavis Union Minister for Education, Shri Dharmendra Pradhan; Minister of Higher and Technical Education, Government of Maharashtra, Shri Chandrakant Patil, Principal Secretary, Government of Maharashtra, Shri Aseem Gupta and Secretary, Department of Higher Education & Chairman, UGC, Dr. Vineet Joshi.

The Chief Minister of Maharashtra, Shri Devendra Fadnavis said that the swift issuance of LoIs reflects the speed and commitment of the Government. He thanked the PM for NEP 2020 which has a provision for foreign universities to be a part of Indian education sector. The five universities, he noted, have added immense value to the State and NEP 2020 has truly opened doors for top global institutions to establish campuses in India. He further stated that talented Indian students who faced accessibility and affordability issues in pursuing foreign education can now do so in India at reduced costs. The Government aims to make accessible, global quality education across various domains and further talks are ongoing with 5 more universities, he stated.

Speaking on the occasion, Union Minister for Education, Shri Dharmendra Pradhan said that NEP 2020 envisions India as a global study destination, offering premium education at an affordable cost. He added that with this initiative, we aim to realize the Hon'ble Prime Minister's vision of positioning India as a global knowledge hub. India is encouraging top international universities to establish campuses here, while empowering Indian Higher education institutions to expand globally.



He further added that this initiative reflects a growing two-way movement of ideas, talent and trust. India is not just participating in global education ecosystem; we are shaping it. Shri Pradhan said that Maharashtra's leadership in enterprise and intellect and with Mumbai Educity emerging as a city where finance and technology meet education and research, Mumbai/Navi Mumbai will bridge Indian aspirations and global excellence. He further said that we are not just inviting foreign universities; we are co-creating ecosystems of innovation, entrepreneurship and research. As we mark five years of implementing the NEP 2020, this milestone exemplifies the spirit of Sankalp se Siddhi, the journey from resolution to realization. It strengthens our shared goal of empowering youth and enabling innovation-led growth through education leading to Viksit Bharat.

The LoIs handed over today allow the universities to establish their offshore branch campus in India. All five universities from UK, USA, Australia and Italy, receiving the LoIs are ranked among the top 500 in the QS World University Rankings, signifying strong global academic credibility. The University of Western Australia will establish two campuses, one each in Mumbai/Navi Mumbai and Chennai, reflecting the growing confidence of top institutions in India's regulatory and academic landscape.

This is the first-time foreign universities will establish a presence in Mumbai/Navi Mumbai, with some expected to set up campuses in the upcoming Education City in Navi Mumbai under the UGC (Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023. The establishment of these university campuses in India will be beneficial for students, in terms of extending global course curriculum and study opportunities in India and for research, knowledge exchange, enterprise and engagement. Courses at the Mumbai/Navi Mumbai/Chennai campus will be offered at Undergraduate and Postgraduate levels in areas such as business, economics, computer science, public health, data science, design, and more. These are the disciplines that will drive India's development in the years ahead and shape the workforce of a '*Viksit Bharat.'* The universities will launch more courses in the subsequent years of its operations in India.

Secretary, Department of Higher Education & Chairman, UGC, Dr. Vineet Joshi, in his address emphasized the enabling role of the Ministry of Education and UGC in ensuring internationalization of education and introducing enabling regulations to support this goal by opening up avenues for collaboration and giving wings to the aspirations of India's vast and dynamic talent pool. He further highlighted the transparent, time-bound process of evaluating proposals from foreign universities through a digital portal, also noting that approvals were granted within a record timeframe of just one month. Shri Joshi, welcomed the foreign partners in the 'Study in India' initiative not just as collaborators, but as valued members of our academic community.

Also present were senior officials of the Union Ministry of Education, Union Ministry of External Affairs, Government of Maharashtra and the University Grants Commission, alongside dignitaries from the High Commissions & Consulates and representatives from foreign universities, including:

- Ms Lindy Cameron CB OBE, British High Commissioner to India
- Mr. Paul Murphy, Consul General of Australia
- Mr. Mike Hankey, Consul General of the United States of America
- Mr. Walter Ferrara, Consul General of Italy
- Shri Vijay Singhal, Managing Director, CIDCO
- Shri Ashwin Damera, Founder, Eruditus Executive Education

The representatives from High Commissions, Consulates, and Foreign Universities welcomed the Government of India's visionary move under NEP 2020 to allow offshore campuses. They appreciated the speed and commitment shown in issuing the Letters of Intent. Speakers from the UK, USA, Australia, and Italy highlighted education as a bridge between nations and expressed pride in being part of India's rising global education story. From design to technology, they committed to bringing the same academic excellence to India.

NEP 2020 places a strong emphasis on attaining the highest global standards in higher education quality. It highlights the need for "internationalization at home" and promotes India as a global study destination. With the current round of approvals, the UGC has now issued a total of seven Letters of Intent (LoIs), including the previously cleared institutions such as the University of Southampton and the University of

Liverpool from the United Kingdom to set-up offshore branch campuses in India. It is important to note that Deakin University and the University of Wollongong from Australia were the first foreign institutions to start operations in India, at GIFT City, Gujarat, under the IFSCA regulations.

The 2023 UGC regulations enabling foreign universities to set up campuses in India are only one part of a broader internationalization vision. Parallelly, Indian institutions are going global. IIT Delhi has launched a campus in Abu Dhabi, IIT Madras in Tanzania and IIM Ahmedabad is gearing up to establish a presence in Dubai. Further Indian universities can now form academic collaborations with foreign counterparts through joint, dual and twinning degree programmes and the recently notified Equivalence Regulations that provides a mechanism for recognition and grant of equivalence to qualifications obtained from foreign educational institutions.

This development, aligned with the five-year celebration of NEP 2020, highlights India's commitment to creating a globally competitive and inclusive higher education ecosystem.

*****

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(Release ID: 2136357)
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India Emerging As Global Knowledge Partner: Dharmendra Pradhan



Union Minister of Education Dharmendra Pradhan has stated that the world today is looking at India not only as a destination, but as a knowledge partner. Addressing the LOI (Letter of Intent) Granting Ceremony of five foreign universities to establish campuses in Maharashtra, held today in Mumbai, he hailed the event as a milestone in the journey of Viksit Bharat and emphasised that education will ensure a secure future for the country. He asserted that Maharashtra has long been a leader in enterprise and knowledge, and will now emerge as a leader in the education sector as well.

During the programme, the University of Aberdeen (UK), University of York (UK), University of Western Australia (Australia), Illinois Tech (USA), and IED School of Design (Italy) were granted Letters of Intent to establish their campuses in the state of Maharashtra.

Maharashtra Chief Minister Devendra Fadnavis, Higher and Technical Education Minister Chandrakant Patil, British High Commissioner to India Lindy Cameron, Consul General of Australia in Mumbai Paul Murphy, Consul General of the United States in Mumbai Mike Hankey, Consul General of Italy in Mumbai Walter Ferrara, representatives of all five universities, officials from CIDCO and the University Grants Commission (UGC), and several other dignitaries were present on the occasion.

New NCERT class 8 textbook features stories of real-life Indian heroes

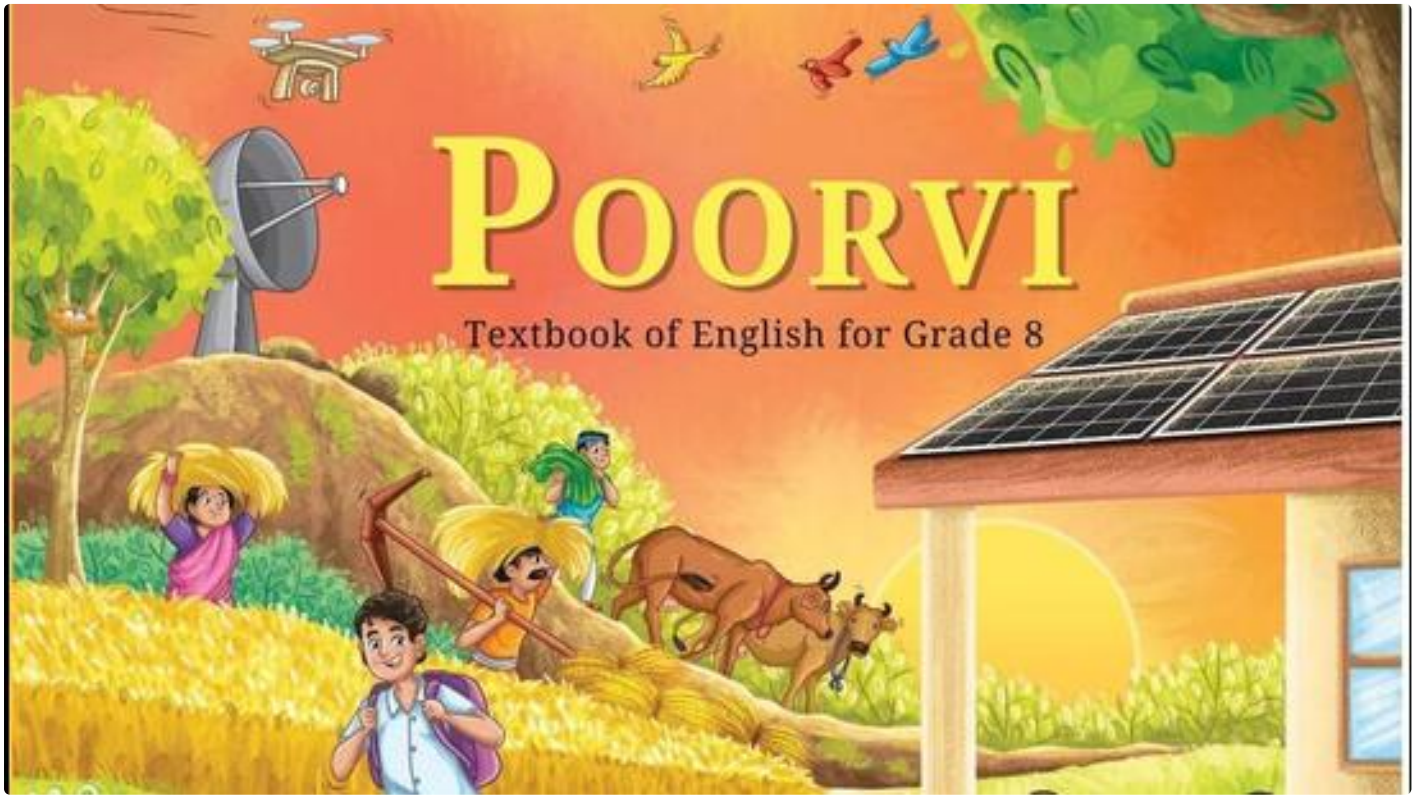
By Sanjay Maurya

Jun 13, 2025 07:48 PM IST

The new book titled Poorvi is written by Kirti Kapur, professor of English and member-coordinator in the department of education in languages of NCERT

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New Delhi: From India's first Param Vir Chakra awardee to the country's first female particle physicist, the recently revamped National Council of Educational Research and Training (NCERT) Class 8 English textbook now features stories of individuals who have made an impact on society.



The new textbook is aligned with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023. (amazon.in)

Advertisement

The new book titled Poorvi includes tales of Major Somnath Sharma, India's first Param Vir Chakra awardee; Verghese Kurien, the 'Father of the White Revolution'; and Bibha Chowdhuri, India's first female particle physicist and a trailblazer for women in science, among many others.

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The new textbook, aligned with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, has five thematic units that comprise stories, poems, conversations, and narrative and descriptive pieces aimed at inspiring children with themes of courage, kindness, critical thinking, service, curiosity, and perseverance.

Written by Kirti Kapur, professor of English and member-coordinator in the department of education in languages of NCERT, New Delhi, the initial section that introduces the book reads, "Themes, such as wit and wisdom, values and dispositions, mystery and magic, environment, and science and curiosity have been included. Cross-cutting themes, such as Indian Knowledge Systems (IKS), values, heritage, gender sensitivity, and inclusion have been integrated into all the units."

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The first unit — Wit and Wisdom — introduces the kingdom of Krishnadeva Raya and the legendary courtier Tenali Rama, known for his wit and problem-solving skills, while the second unit — Values and Dispositions — features chapters like A

and patriotism, and Verghese Kurien – I Too Had a Dream, which aims to reinforce the value of serving one's community nesty and perseverance.

The third unit — Mystery and Magic — highlights the power of intelligence, creativity, and nature's wonders through different poems and narrative stories, while the fourth unit — Environment — features poems by Indian authors Ruskin Bond, Sarojini Naidu, and Kamakshi Balasubramanian. Under unit five — Science and Curiosity — students will read chapters like Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science, which "highlights renowned scientists and their contributions, promoting discussions on scientific advancements."

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"By resonating with children's daily experiences, the selected pieces promote positive values such as resilience, empathy, and emotional intelligence, thereby exerting a profound impact on their overall development," the 'About the Book' section further read.

NCERT has been developing new textbooks aligned with NEP 2020 and 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.

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Countries commit to reducing the number of out-of-school children by 165 million

A new UNESCO publication highlights the collective commitment of countries to reduce the number of out-of-school children and youth by 165 million by 2030. This is a priority, as 272 million children around the world are still not enrolled in school.



© UNESCO/M. Hofer

13 June 2025

> "Through their national SDG 4 benchmarks, countries have collectively committed to inject new energy into the global agenda and make it relevant to their needs. We now need continued investment in national data systems, institutional capacity, and political leadership to turn these commitments into tangible results."
>
> **Manos Antoninis, Director of UNESCO's Global Education Monitoring Report**

The new data is presented in the 2025 SDG 4 Scorecard dashboard, an annual publication by the UNESCO Institute for Statistics (UIS) and the Global Education Monitoring (GEM) Report. It outlines countries' national education targets and the progress they have made toward achieving them.

16% at upper secondary by 2030. This would reduce the number of out-of-school children to 107 million — a decrease of 165 million — by 2030.

UNESCO advocates for the right to education for all, calling on countries to allocate at least 4 to 6% of GDP and at least 15 to 20% of total public expenditure to education. It also ensures global coordination to keep education at the top of government priorities and intervenes in situations of conflict, emergencies, and protracted crises to ensure access to education.

New estimate of the number of out-of-school youth

According to the new 2025 dashboard, the number of out-of-school children worldwide stands at 272 million, an increase of 21 million compared to the previous estimate published in October 2024.

This increase is mainly due to new demographic estimates provided by the United Nations Population Division, which indicate a rise of nearly 50 million in the total school-age population, as well as an increase in the number of out-of-school children in Afghanistan.

Globally, 11% of children of primary school age (78 million), 15% of children of lower secondary school age (64 million), and 31% of youth of upper secondary school age (130 million) are out of school.

The new UNESCO report also provides, for the first time, an estimate of the out-of-school population in 10 conflict-affected countries where data is difficult to access (Burkina Faso, Democratic Republic of Congo, Ethiopia, Mali, Myanmar, Niger, Palestine, Somalia, South Sudan, and Sudan), which account for at least 13 million additional out-of-school children.

→ 2025 SDG 4 Scorecard dashboard

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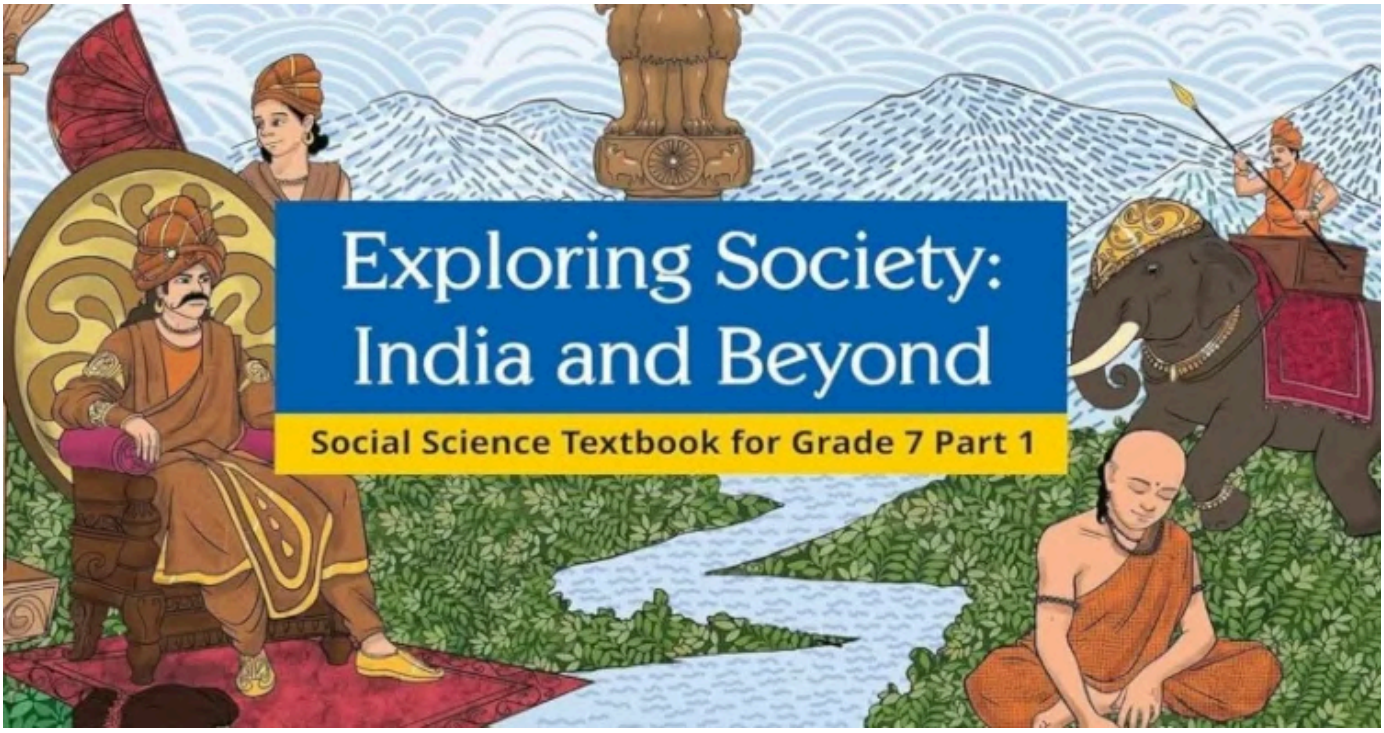
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New NCERT class VII textbooks signal a bold shift: Integrated Social Science book ushers in new era of learning

NCERT has launched a revamped Class VII Social Science textbook featuring an integrated, visually rich, and storytelling-based approach aligned with NEP 2020. The new edition moves away from colonial narratives, promoting relatable, modern, and India-centric learning

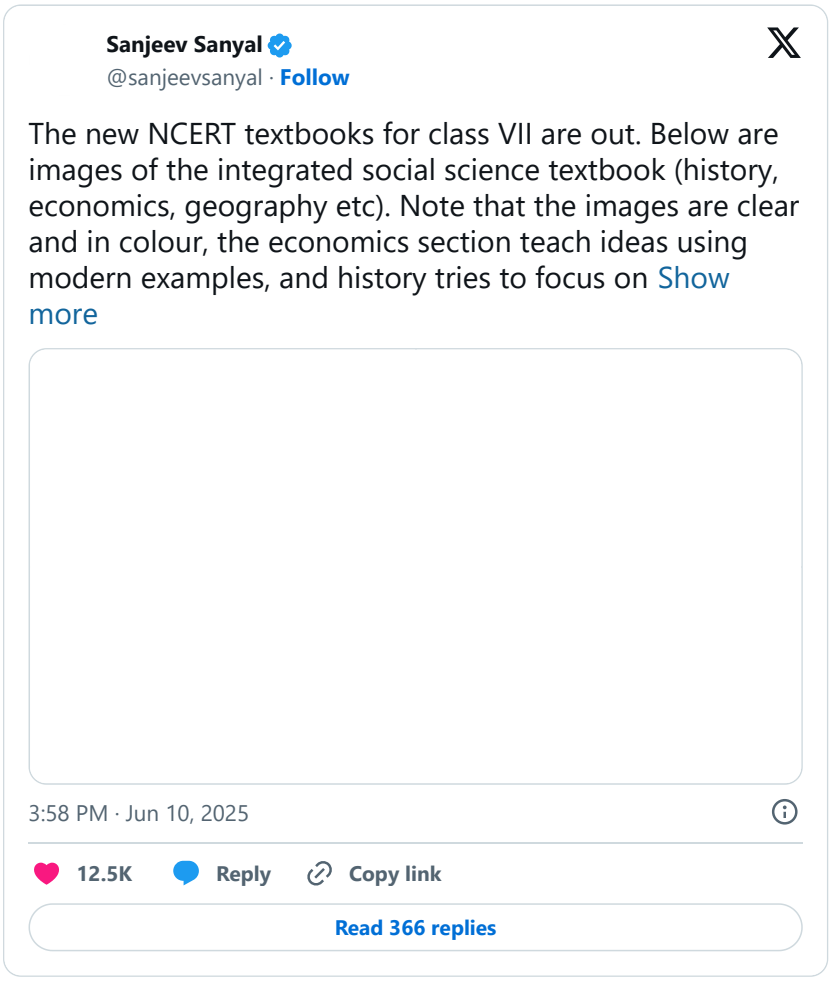
WEB DESK · Jun 13, 2025, 05:00 pm IST in **Bharat**, **Education**



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In a significant step aligned with the National Education Policy (NEP) 2020, the National Council of Educational Research and Training (NCERT) has released its much-awaited new textbooks for Class VII. Among the highlights is the fully integrated Social Science textbook, which brings together History, Geography, Political Science, and Economics into a single, cohesive volume. The textbook not only aims to streamline content but also offers a more relatable, Indian-centric, and visually engaging learning experience.

The new textbook moves away from the old style of teaching that was heavily influenced by colonial thinking and focused mostly on memorizing facts and dates. For many years, students had to study Social Science subjects like History, Geography, Civics, and Economics from separate books, often without understanding how they were connected. The new book has changed that by bringing all these subjects together in one volume. Now, each chapter is designed to show how different topics relate to each other. For example, how a historical event affected geography, how political decisions shaped the economy, or how natural resources influenced people's way of life.



One of the most noticeable changes is the visual design of the book. The pages are printed in full colour, with high-resolution images, infographics, illustrations, and maps. Every chapter includes QR codes that link to videos, government portals, and digital quizzes, many of which are hosted on the government's DIKSHA platform. These digital features are expected to make learning interactive and accessible, particularly in rural areas where students increasingly rely on smartphones. The change also addresses previous complaints about outdated visuals and poorly printed content in older NCERT books.

"This is not just a change in structure; it's a change in philosophy," an NCERT official said. "We are moving away from a fragmented model towards a more holistic understanding of society."

Officials confirmed that this new format was crafted after months of expert consultations, field feedback, and review of global best practices, all within the framework of the NEP 2020 vision.

One of the most visible transformations is in the History section. Gone are the long lists of dates, monotonous timelines, and dry event summaries. The new History chapters have been written in a storytelling format, allowing students to emotionally engage with events and understand their broader cultural and social context.

Instead of focusing predominantly on colonial encounters, the textbook gives prominence to lesser-known but impactful Indian dynasties, local heroes, and indigenous knowledge systems.

For example, a chapter titled "Journeys Through Time" traces the evolution of communities through stories, folk narratives, and oral histories. Another chapter highlights the concept of local governance in ancient India through examples of village republics and assemblies, subtly promoting pride in India's democratic roots long before colonial influences.

Experts believe this approach will help students relate better to the material and move beyond a victimhood narrative often associated with colonial historiography. Rather than teaching through graphs and heavy terminology, the chapters now use modern-day scenarios to illustrate fundamental economic concepts.

A chapter on trade, for instance, features the journey of a fruit vendor using digital payments to expand her small business. It discusses not only supply and demand but also access to credit, the role of government schemes, and the impact of local entrepreneurship. Students are introduced to terms like microeconomy, value chain, and market forces using examples from their own surroundings: rural mandis, mobile apps, and even school canteens.

Government initiatives such as the PM SVANidhi Scheme, Jan Dhan Yojana, and UPI are featured as real-world case studies, reinforcing the idea that economics is not just theory but a living, breathing part of their daily lives.

The Political Science section, traditionally seen as dry and abstract, has also undergone major restructuring. Titled "Civics and You", the section explains governance, rights, and responsibilities through student-led initiatives, school parliaments, and community interactions.

Children are guided to explore questions such as: How is a school council elected? What happens in a Gram Sabha? Why are public spaces important for democracy?

Instead of asking students to memorize constitutional provisions, the textbook encourages them to participate, question, and reflect. This participatory pedagogy fits squarely within the government's Jan Bhagidari (citizen participation) ethos.

...ng with NEP 2020: Skill-Based, Inquiry-Driven

The new textbook aligns closely with the core goals of NEP 2020 especially its focus on reducing content load, promoting conceptual clarity, and encouraging critical thinking. Each chapter concludes with sections titled "Think and Reflect", "Discuss with Friends", and "Explore More", designed to build skills in inquiry, dialogue, and expression.

In another shift, traditional textbook exercises have been replaced by activity-based learning tasks. In one activity, students are asked to map the water usage of their family and compare it with national averages, thereby learning not only data analysis but also the importance of resource conservation.

Recognising that such a transformative textbook would also require a shift in teaching methodology, NCERT and the Ministry of Education have launched a nation-wide teacher training initiative. More than 1.5 lakh teachers have already undergone training through online and hybrid formats. New teaching guides have also been released, providing sample lesson plans, activity ideas, and tips for evaluation.

The Ministry has also made available interactive e-versions of the textbook for free through the ePathshala and DIKSHA platforms. One of the long-standing criticisms of Indian school education was its excessive dependence on colonial historiography, imported theories, and western frameworks. The new Class VII textbook consciously tries to change that narrative.

Without denying the darker periods of history, the book places a stronger emphasis on India's indigenous knowledge systems, traditional livelihoods, ancient democratic structures, and the strength of community life. The textbook highlights Indian thinkers, scientists, and philosophers many of whom were omitted or marginalised in earlier syllabi. The objective is clear: to foster national pride without turning history into propaganda.

Speaking on the release, an NCERT advisor said, "We are not whitewashing history. We are simply making space for the stories that were long left out."

Future Editions and Feedback Mechanism

The NCERT has also confirmed that this is part of a phased rollout. Textbooks for other classes will be introduced gradually, with Class VI and IX scheduled next. A new online Textbook Feedback Portal has been launched where teachers, parents, and students can submit suggestions, ensuring that the material remains dynamic and responsive. "This is not the final product, but the first big step," the official added. "With every edition, we'll improve based on feedback."

Topics: NCERT NEP 2020 NCERT textbook Class VII Social Science book

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New NCERT class 8 textbook features stories of real-life Indian heroes

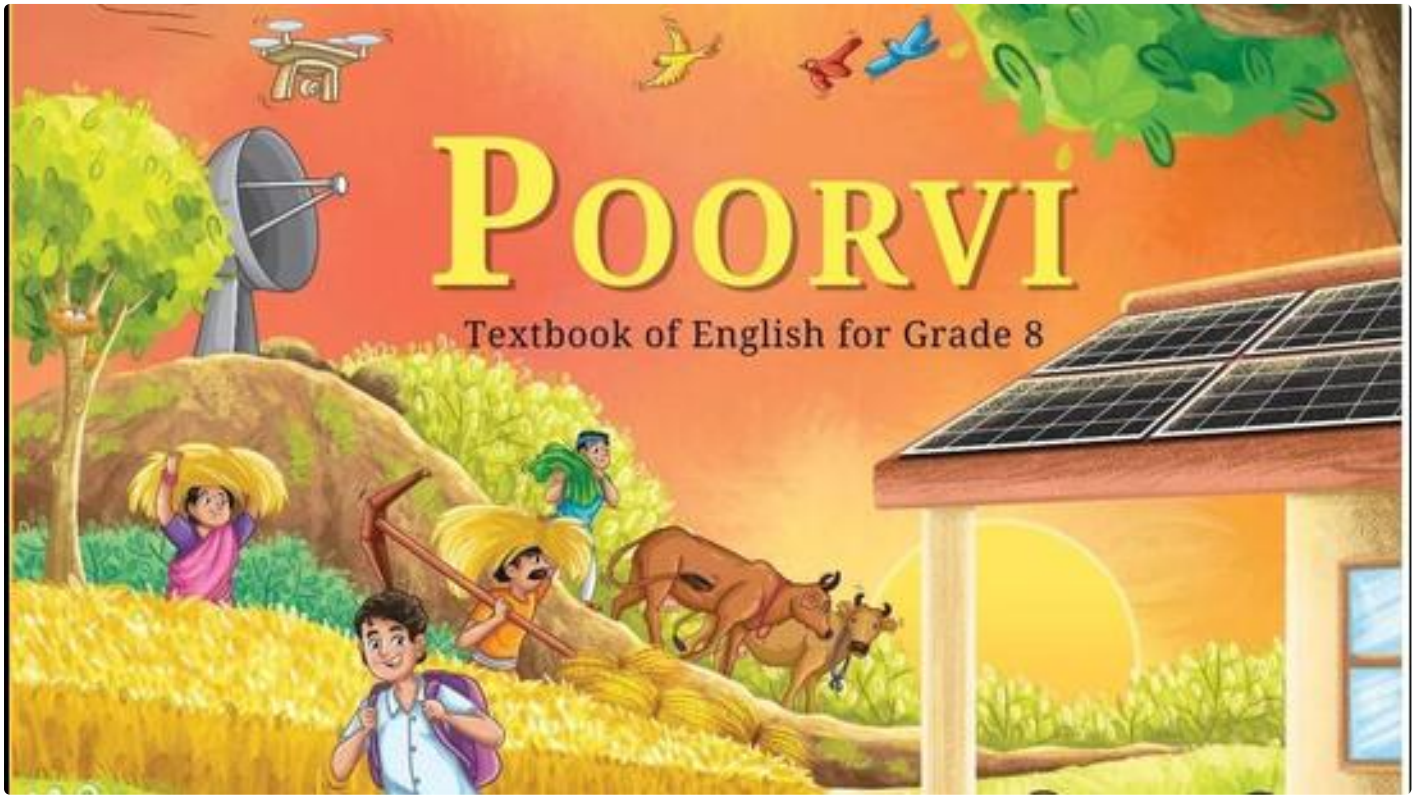
By Sanjay Maurya

Jun 13, 2025 07:48 PM IST

The new book titled Poorvi is written by Kirti Kapur, professor of English and member-coordinator in the department of education in languages of NCERT

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New Delhi: From India's first Param Vir Chakra awardee to the country's first female particle physicist, the recently revamped National Council of Educational Research and Training (NCERT) Class 8 English textbook now features stories of individuals who have made an impact on society.



The new textbook is aligned with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023. (amazon.in)

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The new book titled Poorvi includes tales of Major Somnath Sharma, India's first Param Vir Chakra awardee; Verghese Kurien, the 'Father of the White Revolution'; and Bibha Chowdhuri, India's first female particle physicist and a trailblazer for women in science, among many others.

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The new textbook, aligned with the National Education Policy (NEP) and the National Curriculum Framework for School Education (NCFSE) 2023, has five thematic units that comprise stories, poems, conversations, and narrative and descriptive pieces aimed at inspiring children with themes of courage, kindness, critical thinking, service, curiosity, and perseverance.

Written by Kirti Kapur, professor of English and member-coordinator in the department of education in languages of NCERT, New Delhi, the initial section that introduces the book reads, "Themes, such as wit and wisdom, values and dispositions, mystery and magic, environment, and science and curiosity have been included. Cross-cutting themes, such as Indian Knowledge Systems (IKS), values, heritage, gender sensitivity, and inclusion have been integrated into all the units."

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The first unit — Wit and Wisdom — introduces the kingdom of Krishnadeva Raya and the legendary courtier Tenali Rama, known for his wit and problem-solving skills, while the second unit — Values and Dispositions — features chapters like A

and patriotism, and Verghese Kurien – I Too Had a Dream, which aims to reinforce the value of serving one's community nesty and perseverance.

The third unit — Mystery and Magic — highlights the power of intelligence, creativity, and nature's wonders through different poems and narrative stories, while the fourth unit — Environment — features poems by Indian authors Ruskin Bond, Sarojini Naidu, and Kamakshi Balasubramanian. Under unit five — Science and Curiosity — students will read chapters like Bibha Chowdhuri: The Beam of Light that Lit the Path for Women in Indian Science, which "highlights renowned scientists and their contributions, promoting discussions on scientific advancements."

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"By resonating with children's daily experiences, the selected pieces promote positive values such as resilience, empathy, and emotional intelligence, thereby exerting a profound impact on their overall development," the 'About the Book' section further read.

NCERT has been developing new textbooks aligned with NEP 2020 and 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.

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जनसत्ता, 15 जून 2025, पेज नं-04

अंकों के बजाय दें गुणवत्ता को तरजीह

अंकों के आधार पर मापी गई योग्यता गुणवत्ता आधारित शिक्षा से लैस होने का सूचक नहीं हो सकती। कई बार कम अंक प्राप्त करने वाले बच्चे भी ज्यादा बुद्धिमान और कुशल होते हैं।

जीवन शैली

ये जमर्रा की जीवनशैली में जिंदगी की जरूरतों से उलझते-सुलझते हम कई बार मुख्यधारा की स्थापनाओं या धारणाओं से इस कदर दब जाते हैं कि जो दुनिया सोच-समझ या कर रही होती है, उसी के सुर में सुर मिला कर वैसा ही करने लगते हैं। जीवन की गतिविधियों के इस पहलू की व्यापकता तो काफी बड़े दायरे में फैली हुई है, लेकिन इस बार हम अपने जीवन में महत्त्वकांक्षाओं और सपनों के यथार्थ से टकराव के एक नतीजे पर गौर करते हैं।

आकलन का आधार

मसलन, अगर हमारे घर में स्कूल जाने वाले बच्चे हैं तो उनकी मुख्य उपलब्धि हमारे लिए क्या होती है? पढ़ाई-लिखाई की गुणवत्ता को हमारा बच्चा अपने भीतर किस स्तर पर समाहित करता है, इस पर गौर करने के बजाय उसके बारे में हमारे आकलन का आधार मुख्य रूप से यह होता है कि परीक्षा में उसने कितने अंक प्राप्त किए। अगर उसने ऊंचे अंक हासिल किए, तब हम खुश हो जाते हैं, बच्चे को पुरस्कार स्वरूप तोहफे देते हैं, उसके बारे में अपने नाते-रिश्ते में सबको खुश होकर बताते हैं। लेकिन ठीक इसके विपरीत जब किन्हीं वजहों से उसे अपेक्षा से कम अंक आता है, तो हम न केवल खुद शर्म और अफसोस से भर जाते हैं, बल्कि अपने बच्चे को भी अलग-अलग तरह से अपमानित और प्रताड़ित करने लगते हैं। सवाल है कि क्या ऐसा करने से हम अपने बच्चे के व्यक्तित्व और भविष्य को बेहतर कर पाते हैं? इसका स्पष्ट जवाब है- नहीं। बल्कि ऐसा करके हम बच्चे के व्यक्तित्व को और ज्यादा नुकसान ही पहुंचाते हैं।

अगर किसी बच्चे ने अपनी मेहनत से साठ फीसद अंक हासिल किए हैं, उस पर डांट-फटकार या अपमानित किए जाने, अपने माता-पिता के शर्म करने का नतीजा यह होता है कि बच्चा और ज्यादा हीन भावना से भर जाता है। ज्यादा अंक लाने पर जोर देने या ज्यादा अंक लाने वाले को ही बेहतर मानने की बात ऐसे बच्चों के आत्मविश्वास को कमजोर कर देती है और इसके बाद वह अगली परीक्षा में और भी खराब परिणाम ला सकता है।



योग्यता या गुणवत्ता

हकीकत यह है कि अव्वल तो ज्यादा अंक हासिल करना किसी की स्कूल या फिर प्रतियोगिता परीक्षा में अंकों के आधार पर मापी गई योग्यता या गुणवत्ता आधारित शिक्षा से लैस होने का सूचक नहीं हो सकती। कई बार कम अंक प्राप्त करने वाले बच्चे भी ज्यादा या नब्बे फीसद या इसके करीब अंक लाने वाले के मुकाबले ज्यादा बुद्धिमान और कुशल होते हैं। उनका व्यक्तित्व ज्यादा अंक लाने वालों के मुकाबले ज्यादा सशक्त हो सकता है। वह विचार के स्तर पर बेहतर हो सकता है।

बराबर सम्मान

इसके अलावा, अगर अभिभावकों को इस बात की फिक्र है कि उनका बच्चा ज्यादा अंक हासिल करे तो यह जरूरी है कि कम अंक लाने पर भी बच्चों को बराबर स्तर पर सम्मान करें, उनकी क्षमता को खुश होकर स्वीकार करें और उसे इतने पर भी प्रोत्साहित करें। एक छोटा प्रोत्साहन बच्चे को बेहतर से बेहतर करने के लिए प्रेरित कर सकता है, नई ऊर्जा से भर दे सकता है। इस तरह का प्रोत्साहन और स्वीकार कई बार बच्चों के भीतर किसी कोने में छिपी क्षमता और आत्मविश्वास को बाहर ला दे सकता है।

जनसत्ता, 15 जून 2025, पेज नं-4

जीवित रहें पुस्तकालय

पुस्तक संस्कृति

अमित कुमार

किसी समाज की सभ्यता और संवेदनशीलता का पैमाना केवल उसकी भौतिक प्रगति से नहीं, बल्कि उसकी बौद्धिक और सांस्कृतिक चेतना से भी मापा जाता है। यह चेतना कहां विकसित होती है? क्या केवल विद्यालयों और विश्वविद्यालयों में? या फिर केवल घर की चारदीवारी में? नहीं, यह चेतना उस सार्वजनिक स्थान पर भी आकार लेती है, जहां विचार स्वतंत्र होते हैं, जिज्ञासाएं पूरित होती हैं और ज्ञान की कोई कीमत नहीं होती। वह स्थान है सार्वजनिक पुस्तकालय।

मनुष्य के विकास का इतिहास मूलतः ज्ञान और जानकारी की खोज का इतिहास है। सभ्यता की शुरुआत से ही मनुष्य ने जानकारी को संरक्षित करने और साझा करने के विविध प्रयास किए हैं। गुफाओं की चित्रकला से लेकर 'डिजिटल आर्काइव' तक। इस संदर्भ में पुस्तकालयों की भूमिका सबसे महत्त्वपूर्ण रही है। पुस्तकालय ज्ञान के भंडार से बढ़कर मानवता की सामूहिक स्मृति और विकास की धुरी हैं।

विचार और अधिकार

संयुक्त राष्ट्र के सार्वभौमिक मानवाधिकार घोषणा-पत्र के अनुच्छेद 19 में कहा गया है कि 'प्रत्येक व्यक्ति को राय और अभिव्यक्ति की स्वतंत्रता का अधिकार है; इस अधिकार में सूचना और विचारों को बिना किसी सीमाओं के प्राप्त करने, ग्रहण करने और प्रचार करने की स्वतंत्रता भी सम्मिलित है।' यह अधिकार तभी सार्थक होता है, जब समाज में ऐसे संस्थान हों जो सबको समान रूप से ज्ञान तक पहुंच प्रदान करें। सार्वजनिक पुस्तकालय इस अधिकार की भौतिक अभिव्यक्ति हैं। जब हम सार्वजनिक पुस्तकालयों की बात करते हैं, तो हम उस अधिकार की भी बात कर रहे होते हैं जो हर मनुष्य को सूचना, शिक्षा और आत्मविकास के लिए प्राप्त होना चाहिए।

पुस्तकालय विचारों की खान होते हैं, जहां हर आयु, जाति, वर्ग और पृष्ठभूमि का व्यक्ति प्रवेश कर सकता है और अपने बौद्धिक क्षितिज का विस्तार कर सकता है। सार्वजनिक पुस्तकालय लोकतंत्र के उन मौन स्तंभों में से एक हैं, जहां सूचना की समता संभव होती है। अमीर हो या गरीब, पढ़ा-लिखा हो या ज्ञान की शुरुआत करने वाला, हर व्यक्ति पुस्तकालय में समान अधिकार के साथ प्रवेश करता है। यही समानता किसी समाज को भीतर से मजबूत करती है।

जब समाज में शिक्षा की पहुंच बढ़ती है, तो उसे पोषण देने के लिए ऐसे मंचों की आवश्यकता होती है जो औपचारिक शिक्षा से आगे जाकर जिज्ञासा को जीवित रखें। पुस्तकालय वही मंच है, जहां पाठ्यक्रम की सीमाएं टूटती हैं और पाठक अपनी गति और रुचि के अनुसार सीखने लगता है। वहां कोई परीक्षा नहीं होतीं, कोई अंक नहीं दिए जाते, फिर भी सीखने की प्रक्रिया अधिक सजीव और आत्मीय होती है। यह आत्म-प्रेरित अध्ययन किसी भी राष्ट्र की सृजनात्मक क्षमता को बढ़ावा देता है।

सार्वजनिक पुस्तकालयों का एक और महत्त्वपूर्ण पक्ष यह है कि वे सामाजिक एकता के प्रतीक होते हैं। वे विचारों की बहुलता को स्वीकार करते हैं और विभिन्न मतों को एक ही छत के नीचे सह-अस्तित्व प्रदान करते हैं। जहां समाज में ध्रुवीकरण बढ़ रहा है, वहां पुस्तकालय जैसे स्थान एक शांतिपूर्ण संवाद की संभावना रखते हैं। अलमारी के एक ही खाने में गांधी और मार्क्स की किताबें मिल सकती हैं, तुलसी और कबीर साथ-साथ मिल सकते हैं और यही विविधता हमें सहिष्णुता सिखाती है।



ज्ञान का विवेक

तकनीक के इस युग में यह तर्क दिया जा सकता है कि जब सारी जानकारी इंटरनेट पर उपलब्ध है, तो पुस्तकालय की क्या आवश्यकता है! यह भूलना नहीं चाहिए कि इंटरनेट जानकारी तो देता है, पर संदर्भ और विवेक के साथ ज्ञान नहीं देता। पुस्तकालय एक संरचित और विश्वसनीय ज्ञान का भंडार है, जहां किताबों की उपस्थिति और उनका चयन एक विचारशील प्रक्रिया का परिणाम होता है। इसके अलावा, डिजिटल पहुंच आज भी अनेक लोगों के लिए एक विशेषाधिकार है, जबकि पुस्तकालय सार्वजनिक और समावेशी होते हैं।

पुस्तकालयों का महत्त्व केवल बौद्धिक नहीं, भावनात्मक और सांस्कृतिक स्तर पर भी है। कितने ही लोगों के लिए पुस्तकालय जीवन की कठिनाइयों में एक आश्रय बनता है। वहां की शांति, किताबों की गंध और पढ़ते हुए समय के रुक जाने का अहसास- यह सब एक मानसिक सुकून देता है जो शायद किसी और स्थान पर नहीं मिलता। किसी किशोर के लिए जो घर में पढ़ाई के लिए अनुकूल वातावरण नहीं पा सकता, पुस्तकालय एक नई दुनिया खोल देता है। किसी वृद्ध के लिए, जो अकेलापन महसूस करता है, वहां का माहौल जीवंतता का अनुभव कराता है।

आज जब हम शहरीकरण और डिजिटल विकास के नाम पर जगह-जगह माल और सिनेमाघर बना रहे हैं, तब यह आवश्यक है कि हम पुस्तकालयों को भी उतना ही महत्त्व दें। यह केवल भवनों की बात नहीं है, यह सोच की बात है। सार्वजनिक पुस्तकालयों में निवेश करना एक दीर्घकालिक निवेश है।

समझ का निवेश

आज जब हम शहरीकरण और डिजिटल विकास के नाम पर जगह-जगह माल और सिनेमाघर बना रहे हैं, तब यह आवश्यक है कि हम पुस्तकालयों को भी उतना ही महत्त्व दें। यह केवल भवनों की बात नहीं है, यह सोच की बात है। सार्वजनिक पुस्तकालयों में निवेश करना एक दीर्घकालिक निवेश है। ऐसा निवेश जो आने वाली पीढ़ियों को सोचने, समझने और बेहतर समाज गढ़ने की शक्ति देता है। यह एक ऐसी विरासत है जिसे बनाए रखना, बढ़ाना और प्रसारित करना हम सबकी सामूहिक जिम्मेदारी है।

सार्वजनिक पुस्तकालयों को केवल एक परंपरागत संस्था समझने की भूल न की जाए। वे आज भी उतने ही प्रासंगिक हैं जितने पहले थे, शायद और भी अधिक। समाज की आत्मा को अगर कभी पढ़ना हो, तो वह उसके पुस्तकालयों की अलमारियों में छिपी पड़ी होती है। वहां मौजूद किताबें मनुष्यता के सबसे सुंदर स्वप्नों, विचारों और अनुभवों की अभिव्यक्ति होती हैं। इसलिए यह जरूरी है कि हम अपने सार्वजनिक पुस्तकालयों को न केवल संरक्षित करें, बल्कि उन्हें जीवंत, समृद्ध और समावेशी बनाएं, क्योंकि जहां पुस्तकालय फलते-फूलते हैं, वहीं समाज भी विचारशील, उदार और प्रगतिगामी बनता है।

Indian Express, 15 June 25, Page no.-04.

'Nayi Disha': Delhi's cops hit the streets to bring school dropouts back to classrooms

DRISHTI JAIN
NEW DELHI, JUNE 14

IT'S 1 PM on a sweltering Thursday, and Head Constable Ashish Kumar fixes his khaki cap, loosening it slightly while sweat trickles down his hands.

Along with him are three of his colleagues from the DCP (East) office — two in uniform and one in plainclothes — and a beat officer from the Pandav Nagar police station.

They are on a mission — not to catch or question anyone, but to counsel young school dropouts at Jawahar Mohalla, a Muslim-majority neighbourhood, in East Delhi.

This initiative is part of an outreach programme, called 'Nayi Disha — A Path Back to Learning', launched on May 11 by the Delhi Police, which aims to identify and reintegrate children who have dropped out of school into the education system.

As part of this, the schools send a list of dropouts to the police, which is then circulated to teams along with the names, addresses, and phone numbers.

According to the data provided by the Pandav Nagar police station, 169 children were on the list provided to them.

Back at Jawahar Mohalla, Kumar and his team step into a narrow lane where low-hanging electrical wires crisscross above, and open, clogged drains run alongside tightly packed homes and biryani shops.

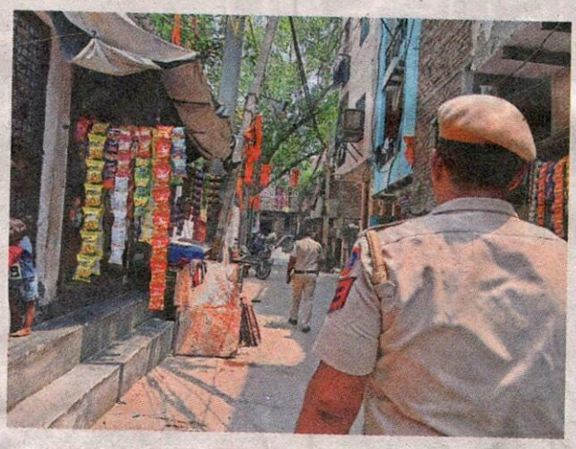
A small group of men and children begins trailing the team, curious about the reason behind the unexpected visit.

Kumar stops at a house nearby and knocks on a half-broken wooden door, one of the addresses on the list of dropouts. A 15-year-old boy steps out with his mother, and they walk with the team to a small clinic at the centre of the locality — the venue for the impromptu counselling session.

"I work with my father at the salon," the boy says, sitting on a small, narrow sofa across Kumar, when asked what he does every day.

The boy's father is a barber, while his mother is a homemaker. His mother, who is standing on the stairs of the clinic, her face covered because of the people gathered around, chastises him. "He has marks all over his face because he keeps getting into scuffles every day with boys older than him," she tells the police team.

The boy fidgets with his hand, looking sheepish.



A team of police officers at Jawahar Mohalla in East Delhi to counsel children who've dropped out of school. *Express*

Kumar then pulls out a list of questions and asks the boy, "*Beta kaun-kaun se subjects main fail huye the* (Which subjects did you fail in?)"

The boy, who dropped out in Class IX, replies, "I was never interested in studies, I found Science and Maths the most difficult of all, and failed those subjects. What's the use of studying?"

The constable nods and offers some advice: "A P J Abdul Kalam, the former President of India, rose from poverty because he chose the path of education. It is the shortest path."

The mother, meanwhile, adds: "*Bahut mota tha ye, ab dubla gaya hai, nashe ke chakkar mein* (He was healthy earlier, but now has lost weight because of drug consumption)."

In many instances, the reason for dropping out is drug addiction or involvement in criminal activities, say police.

Next to Kumar, Head Constable Pooja Tomar, who is part of the team, is counselling another Class IX dropout from the same locality; he was identified by beat officers.

"We try to learn the reason and explain the benefits of education to them in a way they can understand," the team says.

However, officers are not able to meet every name on the list. "Some migrate with their families for work, others have fed wrong numbers or addresses, and hence they remain untraceable," says Tomar.

As per data, the drive concluded after counselling 44 of the 169 children.

According to police officers, on June 10, a meeting was held with school principals at the office of the Deputy Commissioner of Police, West, to understand the common reasons why children drop out and to assess the challenge of drugs in schools.

After this, officers said, more than 300 children and their families expressed willingness to enroll in school again.

A follow-up strategy for this is being prepared by the Community Policing Cell of West Delhi, headed by SI Manish Madhukar, say officers.

Indian Express, 15 June 25, Page no.-07.

POCSO training for teachers at Delhi schools

New Delhi: The State Council of Educational Research and Training relaunched its online training programme on the POCSO Act, making it available to every teacher in government and private schools in Delhi. Hosted on the Centre's DIKSHA-LEAD (Digital Infrastru-cture for Knowledge Sha-ring) portal, the 'Protection of Children from Sexual Offences (Amendment), Act, 2019' course has been made open for enrolment and completion till June 30.

Guidelines issued to improve quality of education and school environment

Sunday, 15 June 2025 | PNS | Jamshedpur

A review meeting of the Education Department was organized in the General Assembly Auditorium under the chairmanship of Deputy Commissioner Karna Satyarthi. During the meeting, the Deputy Commissioner gave several important directions aimed at improving the quality of education and ensuring better infrastructure and academic outcomes in government schools across the district.

The Deputy Commissioner directed officials to ensure 100 percent enrollment in residential schools and Chief Minister Utkrishta Vidyalayas. He instructed the Education Department to initiate the process of advertising and filling all vacant posts in residential schools at the earliest.

Concerned over irregular student attendance and dropout cases, the Deputy Commissioner emphasized maintaining an accurate track record of every child to ensure 100 percent retention. He expressed dissatisfaction over the poor performance of several schools in urban areas in the recent Class 10 and 12 examinations and asked the District Education Officer to reassess the quality of teaching in these institutions. Instructions were also issued to provide special coaching and support to students appearing for compartmental exams in low-performing schools.

To improve administrative monitoring, the Deputy Commissioner instructed that attendance of teachers in all government and government-aided schools be regularly recorded through the e-Vidya Vahini app. He made it clear that teachers and wardens must not be assigned non-academic duties during school hours to allow them to focus entirely on educational activities.

Encouraging support for students preparing for competitive exams, the Deputy Commissioner said that efforts should be made to motivate and guide students aspiring to clear exams like NEET and JEE, so that they can pursue higher education and professional careers.

On the issue of the Mid Day Meal Scheme, the Deputy Commissioner directed that the food served must be in accordance with the prescribed menu, including fruits and eggs. He also emphasized that kitchens and stores should be kept in hygienic and safe conditions and that schools should maintain proper drinking water and toilet facilities. He instructed that the cooks working in the school kitchens be linked with relevant government welfare schemes, including pension benefits.

Health and hygiene in schools were another key point of discussion. The Deputy Commissioner instructed that monthly health check-ups be conducted for all students and that records of their eyesight, hearing ability, nutrition levels, and height-weight data be maintained systematically.

To address infrastructure challenges, the Deputy Commissioner called for a status report on under-construction school buildings, dilapidated structures, and schools operating without buildings. He asked for updates on availability and usage of resources such as libraries, smart classrooms, science and ICT labs, language labs, and STEM labs. He emphasized that all available resources should be utilized effectively in the interest of students.

Additionally, reports were sought on the condition of open gyms, bench desks, electricity supply, drinking water systems, and separate toilet facilities for boys and girls. The Deputy Commissioner said that proper school infrastructure is essential for a safe and positive learning environment.

To bring qualitative improvement in classroom teaching, the Deputy Commissioner directed the District Education Officer to form a team of enthusiastic and innovative teachers who can make learning more engaging and practical in other schools through a ‘Parivartan Dal’ initiative.

He also reviewed the status of distribution of books, uniforms, stationery, bags, and shoes provided by the government. He emphasized that these materials must reach students on time to avoid disruption in their learning process. Regarding scholarships, he directed officials to resolve issues related to Aadhaar and bank account linking in coordination with banks so that students receive the benefits without delays.

District Education Officer Manoj Kumar, District Education Superintendent Ashish Pandey, BEEOs and other departmental officers were present in the meeting.

Govt. signs MoUs with six NGOs to transform school education

Published – June 15, 2025 07:53 pm IST – HYDERABAD

THE HINDU BUREAU



Six NGOs sign MoUs with Telangana government to improve school education free of cost, in the presence of Chief Minister A. Revanth Reddy on Sunday.

To introduce state-of-the-art technology and teaching, free of cost, in government schools, six non-governmental organisations (NGOs) signed a Memorandum of Understanding (MoU) with the School Education Department in the presence of Chief Minister A. Revanth Reddy on Sunday.

The MoU seeks to introduce technology-enabled teaching services, entirely free of cost. The initiative is part of the State government's vision to enhance accessibility to quality education for underprivileged students.

Among the six organisations collaborating with the State are Nandan Nilekani-led EkStep Foundation, Sunita Krishnan's Prajwala Foundation, Alakh Pandey's Physics Wala, Khan Academy, Shoaib Dar's Pi Jam Foundation, and Safina Hussain's Educate Girls.

As part of the MoU, the EkStep Foundation will expand its AI-powered learning platform from 540 schools to over 5,000 primary schools in all 33 districts. The platform offers multilingual foundational learning in Telugu, English, and Mathematics, for Classes 3 to 5.

Physics Wala will offer free, high-quality coaching for competitive exams like NEET, JEE, and CLAT, to government school students at the Intermediate level. The focus is on early preparation right from school.

Khan Academy will provide curriculum-aligned, video-based learning in Science, Technology, Engineering, and Mathematics (STEM) subjects for Classes 6 to 10, enabling students to learn at their own pace.

Prajwala Foundation will launch comprehensive child safety and protection programmes targeting students from Classes 6 to 12.

Pi Jam Foundation will impart training in coding and computational thinking for students from Class 1 to 10, nurturing problem-solving and digital skills from a young age.

Educate Girls has already facilitated the enrolment of over 16,000 out-of-school children in Telangana. The organisation will continue its focus on improving literacy among girls and promoting gender equity in education.

Expressing his government's commitment, Mr. Revanth Reddy said that leveraging partnerships with reputed organisations will bring about transformative change in education.

"We are laying the foundation for a knowledge-based future. These partnerships reflect our commitment to ensuring that no child is left behind in this digital age," he said.

Government Advisor K. Kesava Rao, Education Secretary Yogita Rana, CM's Special Secretary Ajith Reddy, School Education Director Narasimha Reddy and representatives of the partnering organisations were present.

Published – June 15, 2025 07:53 pm IST

Over 272 million children out-of-school across the globe: Global Education Monitoring report

PTI |

Jun 15, 2025 03:27 PM IST

Over 272 million children out-of-school across the globe: Global Education Monitoring report

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New Delhi, The global out-of-school population is now estimated to be 272 million, over 21 million more than the last estimate, according to UNESCO's Global Education Monitoring Team .



Over 272 million children out-of-school across the globe: Global Education Monitoring report

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The team, in its latest report, has pointed out that by 2025, countries will be off-track by 75 million relative to their national targets.

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"Two reasons explain this upward adjustment. First, new enrolment and attendance data account for eight million, or 38 pc, of the increase. The ban on girls attending secondary school age in Afghanistan in 2021 also contributes to this increase," the report said.

"Second, updated UN population estimates account for 13 million, or the remaining 62 pc, of the increase. Compared to the estimates last used in the out-of-school model, the 2024 World Population Prospects estimate that the number of 6- to 17-year-olds in 2025 is higher by 49 million ," it added.

The report also noted that the impact of conflicts on out-of-school populations which can be underestimated as conflicts hamper data collection.

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The change in the global population estimates impacts out-of-school rate and population estimates, but the magnitude of that impact depends on the source of data on enrolment and attendance.

"If the source is administrative data, then the full increase of the population is passed on to the out-of-school population because there is no fresh information on enrolment.

"But if the source is survey data, then the increase of population is passed on to the in-school and out-of-school populations proportionately. As the model relies on survey data for many countries with large out-of-school populations, only part of the increased school-age population is estimated to be out of school," it said.

If y school age youths are out of school.

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The model used multiple data sources to generate internally consistent trends of regional and global averages.

"The model at the country level reconciles different sources, imputes values on years when there are no data, and involves short-term projections.

"Therefore, they are not the same as countries' official out-of-school values, which are based on a single source on a given year. It is these latter values, which are the basis for countries' out-of-school rate targets to be achieved by 2025 and 2030," the report said.

"Collectively, as the SDG 4 Scorecard shows, countries will reduce their out-of-school population by 165 million by 2030 if they meet their targets.

"However, it is projected that by 2025 countries will be off track by four percentage points among those of primary and lower secondary school age and by six percentage points among those of upper secondary school age. In total, this means that, already by 2025, countries will be off-track by 75 million relative to their national targets," it added.

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The report noted that the impact of conflict on out-of-school populations is being underestimated.

"The out-of-school model estimates assume stable patterns of school-age population progression through the education system. However, this methodological strength becomes a weakness in the case of emergencies and crises when school attendance changes suddenly.

"Not only can it not be assumed that long-term trends will continue, but there is usually no information or insufficient information to understand crises' short- and medium-term impacts. Conflict hampers data collection on school participation and therefore is likely to lead to an underestimation of the out-of-school populations," it said.

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EXAM AND COLLEGE GUIDE

हिन्दुस्तान → 16 जून 2025, पेज नं -13

रिपोर्ट | यूनेस्को ने कम नामांकन पर जताई चिंता, संकटग्रस्त देशों में है स्थिति काफी गंभीर, सुधार के लिए वैश्विक स्तर पर प्रयास की जरूरत

दुनिया में 27 करोड़ से ज्यादा बच्चे स्कूली शिक्षा से दूर

नई दिल्ली, एजेंसी। यूनेस्को की वैश्विक शिक्षा निगरानी टीम (जीईएम) रिपोर्ट ने खुलासा किया है कि दुनियाभर में 27 करोड़ से ज्यादा बच्चे और युवा स्कूल नहीं जा रहे। यह संख्या पहले के अनुमान से 2.1 करोड़ अधिक है। यह समस्या खासकर उन देशों में गंभीर है, जो युद्ध, गरीबी या अन्य संकटों से जूझ रहे हैं।

बच्चों का स्कूल छोड़ना या नामांकन न होना चिंता का विषय है। यूनेस्को ने दुनियाभर के देशों से शिक्षा में निवेश बढ़ाने, स्कूलों तक पहुंच सुनिश्चित करने और डेटा संग्रह में सुधार करने की अपील की है। रिपोर्ट के मुताबिक, बच्चों को स्कूल वापस लाने के लिए वैश्विक स्तर पर समन्वित प्रयास और नीतिगत कार्रवाई की जरूरत है।



शिक्षा संकट बढ़ा

1 दुनियाभर में स्कूल से बाहर रहने वालों बच्चों की संख्या बढ़ रही है।

2 युद्ध, गरीबी और प्राकृतिक आपदाओं जैसे संकटों ने स्कूलों में नामांकन को रोक दिया है।

आयु समूह पर असर

प्राथमिक स्कूल (11 प्रतिशत), जूनियर हाई (15 प्रतिशत) और सीनियर हाई (31 प्रतिशत) के बच्चों में स्कूल छोड़ने की दर सबसे ज्यादा है।

सही आंकड़ों की कमी

कई देशों में बच्चों की शिक्षा स्थिति पर सही आंकड़े उपलब्ध नहीं है, जिससे नीतियां बनाने में मुश्किल होती है। युद्ध या अस्थिरता वाले देशों में बच्चों के स्कूल न जाने की समस्या सबसे गंभीर है।

वैश्विक लक्ष्य अधूरे

संयुक्त राष्ट्र के सतत विकास लक्ष्यों में 2030 तक सभी बच्चों को शिक्षा देने का लक्ष्य है, लेकिन मौजूदा स्थिति इसे मुश्किल बना रही है। शिक्षा स्तर में सुधार के लिए वैश्विक प्रयास की जरूरत।

भारत में शिक्षा की स्थिति



यूनेस्को की वार्षिक शिक्षा स्थिति रिपोर्ट (एएसईआर) 2023-24 के अनुसार, भारत में 15 लाख स्कूल और 25 करोड़ से अधिक छात्र हैं। रिपोर्ट के अनुसार, ग्रामीण भारत में प्री-स्कूल नामांकन बढ़ा है, लेकिन 25 प्रतिशत बच्चे (14-18 वर्ष) दूसरी कक्षा का पाठ नहीं पढ़ सकते हैं। ग्रामीण स्कूलों में शिक्षक, शौचालय और बिजली की कमी है। शिक्षा के अधिकार अधिनियम के तहत 6-14 वर्ष के बच्चों को मुफ्त शिक्षा मिलती है।

27.2 करोड़ स्कूल से दूर बच्चों की कुल संख्या।

7.8 करोड़ प्राथमिक स्कूल की उम्र के बच्चे जो पढ़ाई से वंचित हैं।

6.4 करोड़ जूनियर हाई स्कूल की उम्र के किशोर स्कूल नहीं जा रहे।

13 करोड़ सीनियर हाई स्कूल की उम्र के युवा जो शिक्षा से बाहर हैं।

Let learners learn

Apart from focusing on specific skills, English classes need to break away from the teacher-centric models and foster independent learning among students

K. Elango



GETTY IMAGES/ISTOCKPHOTO

Language teaching must be distinct from the teaching of subjects like Maths, Physics, or Economics. Yet, current practices rarely reflect any such distinction, especially at school level. Language syllabuses outline ambitious objectives and learning outcomes such as to enable learners to become fluent and flawless users and to empower them to be 'autonomous' by mastering the language. They also aim to equip them to employ the language effectively and naturally in both formal and informal contexts. However, at the initial stages (Levels 1 and 2), the basic objective is imparting foundational skills and, by level 3, learners are expected to have acquired the core linguistic skills: listening, speaking, reading, and writing (LSRW).

Reality today

However, the reality of today's teaching-learning ecosystem tells us a different story, raising certain poignant questions: If learners have acquired the basic skills, why do teachers continue to re-teach them at higher levels? Why aren't they letting learners expand on their own to refine the acquired skills? Isn't the classroom engagement actually stifling their cognitive development by overemphasising teacher-led instructions? Why do teachers, even at the advanced stages, read texts aloud and explicate them, instead of guiding learners to explore on their own? Shouldn't class time be devoted to acquainting learners with diverse reading texts and strategies to optimise their efforts?

To materialise the stated objectives of teaching-learning of English, overhauling of the curriculum is a necessity. The first two of LSRW are innate human abilities, while the other two are acquired skills with reading typically preceding writing. As literacy fundamentally begins with reading, it demands prioritised attention. Instead of labelling classes generically as 'English', timetables should specify the skills being dealt with. Signalling the shift, on each day, a period should be earmarked for a particular skill. Of the five periods in a week, two should be dedicated for Reading, as it is the 'mother of all skills', and one each can be dedicated to Listening, Speaking and Writing.

Moreover, reading classes must break free from the dated teacher-centric models. Learners should actively engage in varied activities to turn the grandiose plan of learner-centric and learner-driven approaches a reality. This approach will foster learner 'independence' by shifting them away from teacher dependence. The role of a teacher should be restricted to organising 'tasks' – designing and organising activities in diverse formats such as individual, in pairs, triads, and small groups – ensuring inclusive participation of all.

Wide range

J.K. Rowling once remarked, "If you are not interested in reading, you have not found the right book". In a class of 30 or 40 students, no single text can appeal to all; hence, various kinds must be utilised. This requires an alternative syllabus construction, i.e., inclusion of 'seen' and 'unseen' texts. The 'seen' could be prescribed, but the 'unseen' should be identified by teachers and anchored on students' interests and needs, a practice adopted in progressive institutions. Texts can span both fiction and non-fiction across multiple genres. Fiction, for instance, holds romance, mystery, horror, fantasy, sci-fi, and thrillers; similarly, non-fiction ranges from autobiographies, biographies, self-help, and travelogues, spiritual to scientific writings. Familiarity with this wide variety can facilitate learners to choose whatever interests them.

Adults in their 40s and 50s confess that they may have read about 500 books, mostly during their school and college days. This establishes the criticality of student days, for what they were to become later in their lives. Reading, after all, is not just decoding but also involves comprehension, reflection and imagination, which enables them to be thinkers. So, to maximise their efforts, besides the text types, they must be introduced to strategies such as skimming, scanning, previewing, predicting, questioning, and inferencing. Mastery of these will accelerate the reading of more books with less time. For slogans such as 'job-ready', 'future-ready', or prepare for 'non-existent jobs', reading skills are the true foundation. 'Read to lead, and lead to read' is the maxim.

As language is for communicative purposes, 'noisy classes' are the norm. So, the cliched ideal of 'pin-drop silence' must be militated against. The censure of inability to acquire English is not owing to learners' incapacity, but systemic shortcomings. The question remains: Are we truly ready to handle English courses differently? Subjects can be learnt through textbooks, but language demands efforts beyond textbooks, beyond teacher and classroom. The more one reads, the better they become.

The writer is a retired Professor of English and Chief Executive Chair of the English Language Teachers' Association of India

The Hindu
16 June 2025
Page No. - 4

School Education Dept. told to ensure forming of Student Safeguarding Advisory Committees

Published – June 16, 2025 08:23 pm IST – MADURAI

THE HINDU BUREAU

The Madurai Bench of the Madras High Court has directed the School Education Department to ensure constitution of Student Safeguarding Advisory Committees in schools across Tamil Nadu.

The court was hearing a public interest litigation petition filed by G. Shabna of Theni district, who sought a direction to the department to ensure constitution of the Student Safeguarding Advisory Committees in government schools, create awareness of the committees among the students and ensure teaching and non-teaching staff complete an annual mandatory orientation programme on the POCSO Act.

The counsel for the petitioner submitted that a G.O. was issued by the School Education Department in 2021 providing guidelines to protect and safeguard the students from sexual harassment. The Student Safeguarding Advisory Committees are to be constituted to create awareness among the students.

The State submitted that in Coimbatore, Dharmapuri, Dindigul, Kallakurichi, Krishnagiri, Madurai, Mayiladuthurai, Theni, Tiruppatur, Tiruppur and Sivaganga districts, 11,820 government schools had reconstituted the committees. In 2023-24, these schools conducted 42,126 meetings and in 2024-25, 42,194 meetings were conducted.

Annual orientation training on the POCSO Act awareness to the teachers and the staff members was conducted in 11,820 government schools in 2023-24, in which 68,245 teachers and 46,281 staff members participated. A total of 70,105 teachers and 49,974 staff members were given training in 2024-25, the State submitted and sought time to compile the data for the remaining districts.

A Division Bench of Justices S.M. Subramaniam and A.D. Maria Clete observed that the Student Safeguarding Advisory Committees had been constituted in several areas, but yet to be constituted in some areas across the State. The court directed the authorities to collect the data in respect of the districts where the committees had not been constituted and initiate action to constitute them as per the G.O. in eight weeks. It posted the matter for reporting compliance to August 5.

Published – June 16, 2025 08:23 pm IST

hindustantimes, 17 June 2025, Page no. – 9

Govt issues notification for holding 2027 Census

Neeraj Chauhan
letters@hindustantimes.com



The upcoming Census will mark the world's largest population counting exercise after a gap of 16 years. HT PHOTO

New Delhi: The Centre on Monday issued a notification for conducting the long-delayed 2027 Census, formally initiating the preparatory work for the world's largest population counting exercise after a gap of 16 years.

Earlier this month, the Union government had said that the census will be carried out in two phases before March 1, 2027, announcing a crucial exercise that will enumerate caste for the first time since independence and likely become the base for landmark processes such as delimitation and women's reservation.

"The central government hereby declares that a census of the population of India shall be taken during the year 2027. The reference date for the said census shall be 00.00 hours of the 1st day of March, 2027, except for the Union Territory of Ladakh and snow-bound non-synchronous areas of the union territory of Jammu and Kashmir and the states of Himachal Pradesh and Uttarakhand," said the notification issued by the Office of Registrar General of India or ORGI.

"In respect of the UT of Ladakh and snow-bound non-synchronous areas of the UT of Jammu and Kashmir and the states of Himachal Pradesh and Uttarakhand, the reference date shall be 00:00 hours of the 1st day of October, 2026," it added.

Customarily, once a gazette notification for conducting a census is issued, there are various preparatory areas on which detailed discussions take place, including with data users, training of enumerators, etc but officials familiar with the upcoming census said, "Most of these activities have already been completed since between 2021 and now."

The census forms an important node of policy making in India as it is the principal source of official socioeconomic and demographic data that forms the basis for government schemes, policies, and planning. But the 2027 census has assumed more importance because it is being held after a decade-and-a-half and will also officially confirm India's status as the world's most-populous nation. It will enumerate caste for the first time since the 1931 census, a politically explosive exercise that will have sweeping socioeconomic ramifications and possibly lead to an expansion of caste-based quotas in jobs and education, likely breaching the 50% mark mandated in a landmark 1992 Supreme Court judgment.

The census might also be the basis for conducting the delimitation exercise for Lok Sabha seats, another controversial process that threatens to drive a wedge between northern and southern India, as well as potentially usher in the reservation of a third of all seats in national and state legislatures for women.

After the notification for the census, a key precondition will have to be first fulfilled – freezing of administrative boundaries, which is expected starting January 1, 2026.

On preparatory activities already done, officials said that all the states have already constituted Census Coordination Committees (CCCs) under the respective chief secretaries. "As the census exercise was originally to take place in 2020, ORGI had already written to states/UTs for forming CCCs in April 2019," said an officer, adding that the committees have various departments like revenue, local administration, municipal corporations, rural development and panchayats, planning education, etc for conducting and monitoring different phases of the census.

Also, the pre-test for the census - which is conducted prior to each exercise and encompasses all facets to check feasibility of all questions, methodologies, logistics arrangements, and processing of data – was also done in 2019.

"The pre-test for Census 2021, which will now be called Census-2027, was conducted in 2019 in all 36 states/UTs across 76 districts in 90 areas (54 rural and 36 urban) covering a population of 26 lakh, in which around 6,000 enumerators and 1,100 supervisors from respective states/UTs were involved in data collection and supervision," said a second officer.

The ministry of home affairs said on Sunday that the 16th Census will see involvement of about 3.4 million enumerators and supervisors. Besides, it said, around 130,000 census functionaries would be deployed for the exercise. It also said that the upcoming census "will be conducted through digital means using mobile applications" and "provision of self-enumeration would also be made available to the people".

Like all previous exercises, the latest census also has a technical advisory committee (TAC) to advise on all technical issues. The members of TAC are mainly former census commissioners, former deputy registrar generals of ORGI, former director of census operations, representatives of state governments, concerned ministries, eminent demographers, and experts from selected institutions.

The second officer cited above said the TAC held its first meeting on January 30, 2019 to discuss preparedness, suggestions to stakeholders, pilot test and data collection method. Its second and third meetings took place in September 2019 and December 2021, respectively.

The 16th Census will be conducted in two phases. In phase one i.e. house-listing operation (HLO), the housing conditions, assets and amenities of each household will be collected. Subsequently, in the second phase i.e. population enumeration (PE), the demographic, socio-economic, cultural and other details of every person in each household will be collected.

A third officer said that for the upcoming exercise, two separate mobile applications in English and 15 regional languages and a web portal have been developed for data collection along with its monitoring on real or near-real time basis.

The census portal developed by ORGI is named as Census Management and Monitoring System (CMMS) and is for census functionaries to monitor and manage every activity such as training, work allocation, logistics, real-time progress of work, online data entry etc.

On Sunday, Union home minister Amit Shah had reviewed the preparations for the census.

The Congress criticised the notification. "It is quite a damp squib and merely repeats what had already been announced on April 30, 2025. It is entirely because of the persistence and insistence of the Indian National Congress that the PM surrendered to the demand for a caste census...today's Gazette notification is, however, SILENT on the inclusion of caste in the 16th Census. Is this yet another U-turn by the ustad of U-turns?" asked Congress general secretary in-charge of communications Jairam Ramesh.

Samajwadi Party chief Akhilesh Yadav, too, hit out at the ruling BJP. "The BJP is the party that lies the most. The entire government lied about the death toll of devotees in the accident that took place in Prayagraj Mahakumbh...Such people cannot be trusted in the matter of voter list and caste census data. The BJP government manipulates the data," he said.

MHA spokesperson, however, said, "Misleading information is being spread that there is no mention of caste census in gazette notification and Census 2027 will include caste enumeration."

Hindustan Times, 18 June 2025, Page no. – ET-2

Why investing in student well-being is critical

Ganesh Kohli
letters@hindustantimes.com

Across continents, classrooms may differ in design, but the emotional challenges students face are strikingly similar. Whether in New Delhi, Nairobi, or Jakarta, young people are navigating an overwhelming mix of academic pressure, digital overload, and uncertainty about the future.

In a country where student suicides are rising at double the national average, we must ask ourselves: What are we prioritizing?

According to the World Health Organization report, mental health conditions are among the leading causes of illness and disability among adolescents.

Yet, most education policies still treat emotional well-being as secondary—something to be managed after grades, scores, and college lists. It's time we gently but decisively realigned our priorities to place student well-being at the heart of education.

What students need today is not just advice, but a holistic support system that nurtures their emotional resilience alongside academic ambition. This means cultivating a positive mindset, encouraging mindfulness, and teaching essential life skills like time management and organization. It also calls for systemic changes, training teachers and parents as mental health gatekeepers, embedding well-being into curricula, and embracing technology like AI for personalized career guidance.

Career counseling must evolve beyond checklists to become a journey of self-discovery, helping students identify their strengths, explore possibilities, and redefine success beyond grades.

When schools create environments where students are valued for their unique strengths, supported in their struggles, and empowered to make informed decisions, we equip them with the tools to thrive in an unpredictable world not just academically, but personally and professionally.

In today's rapidly evolving educational landscape, the emphasis is shifting from merely imparting knowledge to nurturing the holistic development of students.

Recognizing this, the IC3 Movement has been instrumental in transforming how schools approach student well-being and career readiness.

By training over 1,600 counselors and collaborating with more than 1300 schools, IC3 has positively impacted the lives of over 800,000 students globally. This initiative underscores the importance of integrating emotional support and career guidance into the core of educational systems, ensuring that students are equipped not just academically, but also emotionally and professionally, to navigate their futures.

The IC3 Institute Annual Student Quest Report reveals a significant rise in academic stress among students, coupled with a clear desire for joy in learning and safe spaces for self-expression.

Schools must be equipped with the structure, training, and resources to foster students' self-discovery and expression, strengthen student support services, manage academic stress, and integrate emotional well-being practices—such as mindfulness—into everyday learning. Developed in India, the framework has been adopted in over 40 countries, demonstrating its versatility and tangible benefits across diverse school environments.

When students understand themselves, they can better understand their place in the world.

Counseling plays a vital role in building emotional resilience, working alongside parents to nurture aspirations.

True academic success today demands more than strong intellect—it calls for emotionally grounded, self-aware individuals who are equipped to navigate life with purpose, resilience, and joy.

The author is Founder, IC3 Movement

Delhi Tribune, 18 June 2025, Page no. – 04

3,600 teachers to be recruited for children with special needs

RAJMEET SINGH
TRIBUNE NEWS SERVICE

CHANDIGARH, JUNE 17

For the first time, the Punjab Government will recruit 3,600 special education teachers for children with special needs (CWSN) in government schools across the state.

At present, the state has only 386 special educators engaged on contractual basis since 2005. There are 47,979 CWSN students in government and government-aided schools.

In Ludhiana district alone, there are just 30 special educators for 7,330 special students. There are 3,917 posts of special educators in the Education Department.

Department officials said under the Right of Children to Free and Compulsory Education Act, there should be at least one special education teacher for every 10 students with disabilities at primary level (classes I to V) and for every 15 such students of classes VI to VIII.

In February, the National Commission for Protection of Child Rights (NCPCR) had intervened after receiving a complaint from Berozgaar Vishesh Sikhya Adhyaapak Union president Harish Dutt.

The commission wrote to the Punjab's Director General of School Education, urging for an inquiry. The Punjab State Commission for Protection of Child Rights also stepped in, directing the Elementary Education Department to investigate the matter.

In March, the Supreme Court directed all states and Union Territories to notify the sanctioned posts of teachers for special children and initiate the selection process by March 28. Delayed by over three months, the Punjab Finance Department has given approval to the recruitment of teachers in phased manner.

Delhi Tribune, 18 June 2025, Page no.-05

Principals, teachers may face action for below 25% results

TRIBUNE NEWS SERVICE

SHIMLA, JUNE 17

Education Department will initiate action against Principal and subject teachers of 52 government high and senior secondary schools where the results have been below 25 per cent, including zero in about 20 schools.

The decision was taken at a meeting of the Education Department and Himachal Pradesh Board of School Education chaired by Education Minister Rohit Thakur here today.

The issue of making amendment in the existing provisions for poor results and analysis of the last year results has been recommended.

The number of schools with poor results in Class 12 includes five Government Senior Secondary schools (GSSS), while 24 Government High Schools and 23 GSSS have poor results in Class 10.

The Principal and the subject teachers, especially in the urban areas, could face action, including transfer, show cause notices, stopping increments and entry into their ACRs.

The Principals, Head Masters and teachers, who would be issued a show cause notice, could face action in case of a dissatisfactory reply.

The Deputy Directors, under whose jurisdiction these 52 schools fall, have been asked to visit the schools and reduce non-teaching activities.

They have also been told to ensure strict implementation of the Annual Academic Calendar.

Directions have also been issued to ensure special focus on 579 class VIII students and 183 Class V students, who have been detained due to poor academic performance in various government schools across the state.

The Government Senior Secondary Schools, where class XII results were zero per cent, include Railla (Chamba), Kinner and Salgran (Lahaul Spiti), Bahali (Shimla) and 23 per cent in Tokiyon (Sirmaur).

The Government High Schools, where the pass percentage in Class 10 examinations was zero include Kangos, Nako and Panvi (Kinnaur), Majhan and Burwa (Kullu), Krishnanagar, Majhan and Burwa (Kullu), Krishnagar, Dungiyani, Jhina, and Dhar (Shimla) Loza, Charna and Pamta (Sirmaur).

Indian Express, 18 June 2025, Page no.-10



LANGUAGE OF INCLUSION

Children thrive in their mother tongue — but only if no one is left out

J S RAJPUT

IT IS UNIVERSALLY acknowledged that young children learn best through their mother tongue. There can be no two opinions on the research findings cited in the NEP, 2020, which states that "children pick up languages extremely quickly between the ages of two and eight", and promises that "all languages will be taught in an enjoyable and interactive style, with plenty of interactive conversation". Given my long association with the education sector, I am, however, uncomfortable with some of the ideas being put forward.

The NEP lists "promoting multilingualism and the power of language in teaching and learning" as a fundamental principle. The CBSE is emphasising this in the schools affiliated with it. But why limit it to schools affiliated with one board? This may also be the right time to think of children whose mother tongue finds no place in schools, with no books or teachers. There are also children whose mother tongue has no script yet. One cannot ignore such realities or neglect the situation in a majority of government or municipal schools while advocating for multilingualism. Children studying there need to acquire linguistic skills. They are keen to learn multiple languages and certainly have the aptitude. But they need teachers — regular, properly trained ones — at the right teacher-student ratio, who understand their socio-cultural environment and aren't constantly anxious about whether they'll be retained the next year.

At times, our rhetoric becomes too grand and we end up ignoring core issues. Nearly 9 lakh regular teaching posts in government schools are vacant. This problem has persisted, with fluctuating numbers, for decades. What does 'multilingualism' mean for children studying in such under-resourced schools?

If circulars alone had the power to change things, millions of children — mostly first-generation learners — would not have suffered humiliation, failure, and exclusion in the early years after Independence when they were brought to government schools by earnest teachers. The imposition of compulsory English learning, without aligning it to children's spoken languages, contributed to higher dropout rates and poor performance. A transplanted education system — created by colonisers for a select few — was extended to achieve universal access, as envisioned in Article 45 of the Constitution, which directed the state to provide free and compulsory education to all children up to the age of 14. The system cracked under its own weight.

With the fading out of the earlier generation of Gandhian teachers and idealist politicians, we became unable even to recruit teachers on time. Today, for most Indians, the "power of language" is synonymous with learning English. Private, high-fee-charging schools are seen as the only hope of securing a "bright" future. Multilingualism will certainly help nurture talent and skills, but only in schools that have teachers who believe in lifelong learning and a management system that ensures the regular presence of trained teachers with the necessary language skills.

At times, our rhetoric becomes too grand and we end up ignoring core issues. Nearly 9 lakh regular teaching posts in government schools are vacant. This problem has persisted, with fluctuating numbers, for decades. What does "multilingualism" mean for children studying in such under-resourced schools?

The late CJI, Justice J S Verma, highlighted this in 2012. He unequivocally stated that over 10,000 BEd colleges were essentially selling degrees. So, what should our real priority be — promoting multilingualism or recruiting teachers who have earned their degrees? Or perhaps, just ensuring schools are functional?

In striving to match international benchmarks and meet the aspirations of a select group, let us not forget our constitutional obligation to provide equitable education to all. I must emphasise that instead of focusing disproportionately on a privileged section (like CBSE-affiliated schools), the more underserved should not be ignored. Let children learn in the language they are most comfortable with. Let them decide the rest as they grow. Unburden them — instead of overwhelming them with yet another circular.

The writer works in education, social cohesion and religious amity. He is presently an Atal fellow with PMML, New Delhi

The Times Of India, 18 June 2025, Page no. 25

A dearth of teachers and lack of clear approach have resulted in confusion and muddled execution of NEP's mandatory three-language policy

LIP SERVICE

Why States Struggle To Teach The Third Language



Illustrations: **Uday Deb**

TIMES NEWS NETWORK

In the corner of a school corridor in south Kolkata, a retired Sanskrit teacher quietly takes a class without pay. Down the hallway, a part-time Hindi teacher, paid just Rs 5,000 a month, juggles syllabi and student disinterest.

These are not isolated cases — they are scenes repeating across campuses of India, where the three-language formula of the National Education Policy (NEP) is a muddled mosaic of politics, policy and pedagogy.

The idea is simple on paper: every child in India should learn three languages — preferably the mother tongue, Hindi or English, and one more Indian language. But in practice, the "third language" is often the orphaned child of the curriculum — chronically underfunded, sporadically taught, rarely enjoyed.

NEP recommended three languages to promote "multilingualism, national unity, and cognitive development." The policy says: "The three languages learned by children will be the choices of states, regions, and of the students themselves, so long as at least two of the three languages are native to India."

In essence, the policy is designed to "balance local relevance with national cohesion and global readiness". However, linguist Peggy Mohan says, "Not only does it not help, we don't have teachers to teach it. They are already overstressed with understanding English texts. Language is not an intellectual accomplishment. People learn languages if demanded by their environment. As usual politicians are loading their issues onto children."

Bengal: Disinclination and Honorariums

In West Bengal, where the State Education Policy was introduced as a counterweight to the Centre's NEP, the third language begins in Class 5 — if schools can find someone to teach it. Hindi or Sanskrit is usually the choice for Classes 7 and 8, or in some cases Urdu, but few institutions allocate full-time teachers for them. So principals improvise.

"We employ a retired Sanskrit teacher on an honorary basis and a part-time Hindi teacher," says Amit Sen Majumder of Jodhpur Park Boys' School in south Kolkata. However, the pay can be as little as Rs 5,000.

Keeping students engaged and convincing parents is equally a daunting task. Anjana Dutta, whose son is in Class 7 at a south Kolkata school, said, "Students are reluctant to study a third language, knowing it's only for two years. Govt should ensure proper teaching and offer language options that could be useful later."

Incidentally, Bengali is taught compulsorily from Class 1. And while ASER (Annual Status of Education Report) 2024 paints a picture of improvement in the state — 71.3% of Class 8 students can read a Class 2-level text — parents are not entirely impressed with the standards.

Bihar: Ghost Classes, Silent Tongues

In Bihar, the formula includes Hindi, English and Sanskrit or Urdu — but again, the approach smacks of lip service. "Some schools have students without teachers; others have teachers without students," admits Manoj Kumar, working president, State Primary Teachers' Association. It's not surprising, as sanctioned posts for language teachers has not kept pace with increase in students.

Retired Patna University teacher and Sahitya Akademi Award winner Arun Kamal points out that students here mostly opt for Sanskrit as third language besides Hindi and English. Even as there is a facility for Bengali teaching in some schools, there are very few teachers for the subject. "We don't offer enough options. There is no imaginative engagement."

Even Maithili, which is spoken in 148 assembly constituencies and has been included in the 8th Schedule of the Constitution, is not taught in schools as yet. Linguist Bhairav Lal Das says Maithili is a popular language with a rich history but has not yet been made the medium of instruction even in the Mithilanchal (Maithili belt) of the state. "The education system hasn't caught up with the linguistic richness of the state," says Das.

Yet, paradoxically, Bihar's reading outcomes have improved: 41.2% of Class 5 students can now read Class 2-level texts. Numbers rise, but the languages dwindle.

Uttar Pradesh: Two Languages, Too Many Barriers

Here, in the country's most populous state, Urdu and Sanskrit are taught from classes 5 to 8 in private schools and is mandatory for classes 6 to 8 in govt- and govt-aided inter colleges. In some, govt students can even choose to study Sanskrit till Class 12.

Students opting for Sanskrit are limited though. Most tend to regard Sanskrit as merely a subject to clear in exams. Teachers, however, note that Urdu learning is more widespread because of its use in the literary world. "In our college, we have 15 Urdu learners in a class of 40. They come from all communities," says Mirza Shafiq Husain Shafaq, an Urdu teacher in Lucknow. His class sometimes drifts into poetry and *shayari*.

Recruitment of teachers is hard, though. "We get many science and commerce teachers," says Anil Agarwal of St Joseph Institutions. "But, for Sanskrit or Urdu, barely anyone applies." According to educators and administrators in UP, the challenge is in recruiting postgraduate teachers for Sanskrit and Urdu, as few opt for higher studies in these languages.

Agarwal says continuous professional development through workshops, conferences, and online courses would address the shortage. Mentorship programmes to connect experienced educators with newcomers and collaboration by govt bodies with academic institutions in creating policies, he said, would create a conducive environment for teaching these languages.

Karnataka: Familiar Scripts, Fading Words

In Belagavi, the children speak Kannada, Marathi, Urdu — but not Hindi. "It feels out of place," says award-winning teacher Hema Idagal. "They can't grasp it because they don't hear it."

In Mangaluru, efforts to preserve Tulu and Konkani as third languages are an act of devotion, not policy. Tulu is offered in around 40 schools, but Konkani Academy, footing the salary bill, has no formal funding for it. Konkani's journey is steeper still — just four to five schools now teach it, mostly in Devanagari.

"People ask, why teach what they already speak?" says Joachim Stany Alvares of the academy. "But if English speakers learn English, why not formalise our own?"

Even students who love Tulu find no continuation in pre-university education, making the choice impractical. "We offer it out of love," says Dinesh Shettigar, Tulu teacher and drawing instructor, who worries what will happen after his retirement.

Maharashtra: Compounding The Confusion

Here, teaching the third language begins right from Class 1 — at least in policy. Teachers, however, are reeling from the shock. "It was never in the original foundational education plan," says Mahendra Ganpule, ex-vice president of the State Headmasters' Association. "Then suddenly we were told it must be taught — but with no extra teachers."

In Marathi-medium schools, English is a challenge; in English-medium schools, it's Marathi. A third language, usually Hindi, simply compounds the confusion. The state recently made Marathi compulsory across all schools till Class 10. Hindi, initially mandated till Class 5, was made optional after protests.

ASER data shows that in 2024, 50.3% of rural students could read a Class 2 text — down from 2018. English reading proficiency remains dire: just 12.1% of Class 5 students could read basic sentences in 2022. "Hiring depends on how many students opt for a language," says Zafar Khan, a headmasters' association president. "No takers, no teachers."

The Language We Lose

For a country that prides itself on linguistic diversity, our classrooms echo the opposite. Third languages are a constitutional promise, a pedagogical gift — but, increasingly, an administrative burden, experts say. Prof Madri Kakoti of Lucknow University offers a hopeful note. "Multiple languages don't just build neural pathways. They connect us to each other. To learn a third language is to increase cultural understanding between our people, expose our children to the traditions of neighbouring states and their people, and encourage a whole new generation towards humanities and literature."

But, for that to happen, it must first be taught with purpose — not as a policy checkbox, but as a bridge between a child's tongue and the world.

With inputs from Poulami Roy Banerjee, B K Mishra, Mohita Tewari, Ravi Uppar, Deepthi Sanjiv and Abhishek Choudhari





> Not only does it (the 3-language policy) not help, we don't have teachers to teach it. They are already overstressed with understanding English texts.... As usual politicians are loading their issues onto children
>
> — PEGGY MOHAN, LINGUIST

WHAT PARENTS WANT

Nearly half of 5,000 parents surveyed preferred mother tongue as the primary medium of instruction	**97% of those surveyed supported combining regional languages** with English

However, concerns persist regarding **curriculum design, teacher training, and resource availability**

Survey by: Adani Gems Education and Research Institute

Tripartite MoU signed between DEPwD, NIOS and NCERT to promote Inclusive Education for Persons with Disabilities

Posted On: 18 JUN 2025 6:34PM by PIB Delhi

A Tripartite Memorandum of Understanding (MoU) was signed today in New Delhi between the D/o Empowerment of Persons with Disabilities (DEPwD), M/o Social Justice and Empowerment, the National Institute of Open Schooling (NIOS), and the National Council of Educational Research and Training (NCERT). The event was presided over by Union Minister for Social Justice and Empowerment, Dr. Virendra Kumar, and Union Minister for Education, Shri Dharmendra Pradhan.



The primary objective of this collaboration is to establish a robust framework for promoting inclusive education for persons with disabilities, in line with the Rights of Persons with Disabilities Act, 2016 and the National Education Policy (NEP) 2020. This partnership marks a significant step towards creating an inclusive educational ecosystem that empowers persons with disabilities and promotes equitable learning opportunities across the country.

Under this agreement, NIOS will establish Special Accredited Institutions for Education of the Divyangjan (SAIEDs), recognizing special schools run by NGOs funded under the DEPwD's Deendayal Divyangjan Rehabilitation Scheme (DDRS). These institutions will offer a range of educational programmes including Open Basic Education (Levels A, B, and C), Secondary, Senior Secondary, and vocational courses. NIOS will manage admissions, examination registration, distribution of self-learning materials (SLMs), and issuance of ID cards, hall tickets, and certificates. It will also ensure necessary accommodations and exemptions for students with disabilities during examinations. Further, NCERT will review and adapt curriculum and textbooks to ensure alignment with the principles and pedagogical approaches of NEP 2020, focusing on relevance, accessibility, and inclusivity for learners with disabilities.

Addressing the MoU signing ceremony, Dr. Virendra Kumar stated that children with disabilities are full of potential, and when given the right platform, they can illuminate society with their talents. He emphasized that it has been the vision of Prime Minister Shri Narendra Modi that every child in the country should have equal access to education. This MoU is a strong step in that direction and the partnership affirms that inclusive education for children with disabilities is not merely an option but a right, he stated.

In his address, Shri Dharmendra Pradhan emphasized the importance of education in shaping life and stated that NEP 2020 aims to ensure equal educational opportunities for all. He called upon society to become more aware and sensitive towards disability. For a just and inclusive society, empowerment of persons with disabilities is essential. Shri Pradhan noted the advancements in technology that now enable it to cater to the specific needs of persons with disabilities. He also spoke about ensuring accessible toilet facilities in schools and announced that in the coming year, in a mission mode, schools across states lacking accessible toilets will be equipped to ensure that no child drops out due to lack of basic infrastructure.

On this occasion, Shri Rajesh Aggarwal, Secretary (DEPwD), stressed the importance of education in the lives of children with disabilities. He said that both the DEPwD and the Department of School Education and Literacy (DoSEL) are fully committed to this cause. It is encouraging to see children with disabilities studying science. Our vision is to see more and more students from this community enter premier institutes like IITs and IIMs. On Indian Sign Language, he appreciated NIOS for introducing sign language as a subject at the secondary level, which is a testament to the government’s commitment to building an inclusive society.

Shri Sanjay Kumar, Secretary (DoSEL), said that the goal is to ensure every child with disability completes their school education. The NIOS, DEPwD, and NCERT are collectively working to bring transformational change in the lives of children with disabilities.

To ensure effective coordination and implementation, a Joint Coordination Committee (JCC) comprising representatives from all three signatories of the MoU will be formed. The committee will monitor progress, oversee operational issues, and ensure timely achievement of the partnership's objectives.

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VM

(Release ID: 2137424)
Read this release in: Urdu , Hindi , Odia

ADVERTISEMENT

Chandigarh, Punjab, Delhi among top performers in school education during 2023-24: MoE report

Other top performing states and Union territories include Kerala, Daman and Diu, Haryana, Goa, Maharashtra and Rajasthan, the report said.

PTI

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Representative image Credit: iStock Photo

New Delhi: Chandigarh, Punjab, Delhi, Gujarat and Odisha are among top performers in the 2023-24 Performing Grade Index that assesses school education at the district level, according to a report of the Ministry of Education.

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Other top performing states and Union territories include Kerala, Daman and Diu, Haryana, Goa, Maharashtra and Rajasthan, the report said.

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Also Read: Foil government 'agenda' to create language divide: Raj Thackeray to schools after order on Hindi



Meghalya has been adjudged as the lowest performing state in the latest report.

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Puducherry, Himachala Pradesh, Andaman and Nicobar Islands, Tamil Nadu, Karnataka and West Bengal are among the average performers as per the index.

"The PGI has been conceptualized as a tool to catalyse transformational change in the field of school education with an objective of assessment of the relative performance of all the districts in a uniform scale," a senior ministry official said.

The PGI-D structure comprises total weightage of 600 points across 74 indicators, which are grouped under six categories -- Outcomes, Effective Classroom Transaction, Infrastructure Facilities and Student Entitlements, School Safety and Child Protection, Digital Learning and Governance Process.

These categories are further divided into 11 domains -- Learning Outcomes and Quality, Access Outcomes, Teacher Availability and Professional Development Outcomes, Learning Management, Learning Enrichment Activities, Infrastructure Facilities, Student Entitlements, School Safety and Child Protection, Digital Learning, Funds Convergence and Utilisation, Attendance Monitoring Systems and School Leadership Development.

Following the same approach of state PGI, districts are graded.

In PGI-D, the nomenclature for PGI scores is classified into various grades. Highest achievable grade in PGI-D is 'Utkarsh', which is for districts scoring more than 90 per cent of the total points in that category or overall.

The category and overall scores are then reduced by an equal width of 10 per cent of total points in that category or overall points for arriving to the next grade.

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Government Signs MoU To Boost Inclusive Education For PwDs



The Department of Empowerment of Persons with Disabilities on Wednesday signed a tripartite agreement with the National Institute of Open Schooling (NIOS) and the National Council of Educational Research and Training (NCERT) to enhance inclusive education for Persons with Disabilities (PwD).

The event, held in New Delhi, was presided over by Union Minister for Social Justice and Empowerment Dr. Virendra Kumar and Union Minister for Education Dharmendra Pradhan.

The collaboration aims to establish a framework that promotes education for persons with disabilities, in line with the Rights of Persons with Disabilities Act, 2016, and the National Education Policy (NEP) 2020. This initiative seeks to build an inclusive educational ecosystem that provides equitable learning opportunities across the country.

Under the terms of the agreement, NIOS will set up Special Accredited Institutions for Education of the Divyangjan (SAIEDs). These will recognize special schools managed by NGOs funded through DEPwD's Deendayal Divyangjan Rehabilitation Scheme (DDRS).

The SAIEDs will provide a range of educational programs, including Open Basic Education (Levels A, B, and C), Secondary, Senior Secondary, and vocational courses. NIOS will oversee admissions, examination registration, distribution of self-learning materials (SLMs), and issuance of ID cards, hall tickets, and certificates. The institute will also ensure that students with disabilities receive necessary accommodations and exemptions during examinations.

Complementing these efforts, NCERT will review and modify curricula and textbooks to align with the teaching methods outlined in the NEP 2020. The aim is to ensure that learning materials are relevant, accessible, and inclusive for students with disabilities.

Addressing the MoU signing ceremony, Dr. Kumar highlighted the untapped potential of children with disabilities, saying, “When given the right platform, they can illuminate society with their talents.” He reiterated Prime Minister Narendra Modi’s vision of equal educational access for every child in the country. “This MoU is a strong step in that direction. Inclusive education for children with disabilities is not merely an option but a right,” Dr. Kumar said.

Pradhan emphasized the transformative power of education, noting that NEP 2020 aims to provide equal educational opportunities to all. He urged society to foster greater awareness and sensitivity towards disability.

The education minister also highlighted recent technological advancements that cater to the specific needs of persons with disabilities. Furthermore, he announced a mission-mode initiative to equip schools across states with accessible toilet facilities within the coming year, ensuring no child drops out due to lack of basic infrastructure.

Speaking at the event, Rajesh Aggarwal, Secretary of DEPwD, stressed education’s critical role in the lives of children with disabilities. He expressed the government’s commitment to this cause, noting encouraging signs such as children with disabilities pursuing science education and aspiring to enter premier institutes like IITs and IIMs.

Aggarwal also praised NIOS for introducing Indian Sign Language as a subject at the secondary level, reflecting the government’s dedication to building an inclusive society.

Sanjay Kumar, Secretary of the Department of School Education and Literacy (DoSEL), reiterated the collective goal of ensuring every child with a disability completes their school education. He affirmed that NIOS, DEPwD, and NCERT are working together to drive transformational change for children with disabilities.

To ensure smooth coordination and implementation of the MoU, a Joint Coordination Committee (JCC) comprising representatives from all three signatories will be constituted. The committee will monitor progress, address operational challenges, and ensure timely achievement of the partnership’s objectives.

Chandigarh, Punjab, Delhi among top performers in school education; Meghalaya lowest: MoE report

Chandigarh, Punjab, Delhi, Gujarat, and Odisha lead the 2023-24 Performing Grade Index for school education, says Ministry of Education report.

By PTI
June 18, 2025, 11:23:43 PM IST (Published)

3 Min Read



Chandigarh, Punjab, Delhi, Gujarat, and Odisha are among the top performers in the 2023-24 Performing Grade Index that assesses school education at the district level, according to a report of the Ministry of Education.

Other top-performing states and Union territories include Kerala, Daman and Diu, Haryana, Goa, Maharashtra, and Rajasthan, the report said.

Performance Grading Index for Districts (PGI-D) measures the performance of states and UTs in school education. Department of School Education and Literacy (DoSEL) has so far released PGI report for states and UTs for the years 2017-18 to 2021-22.

Meghalya has been adjudged as the lowest-performing state in the latest report.

Puducherry, Himachal Pradesh, Andaman and Nicobar Islands, Tamil Nadu, Karnataka and West Bengal are among the average performers.

The gap between India's top and bottom-performing states and Union territories in school education has narrowed over time, with inter-state performance disparity declining from 51% in 2017-18 to 41% in 2023-24.

"The PGI has been conceptualized as a tool to catalyse transformational change in the field of school education with an objective of assessment of the relative performance of all the districts in a uniform scale," a senior ministry official said.

The PGI-D structure comprises total weightage of 600 points across 74 indicators, which are grouped under six categories — Outcomes, Effective Classroom Transaction, Infrastructure Facilities and Student Entitlements, School Safety and Child Protection, Digital Learning and Governance Process.

These categories are further divided into 11 domains — Learning Outcomes and Quality, Access Outcomes, Teacher Availability and Professional Development Outcomes, Learning Management, Learning Enrichment Activities, Infrastructure Facilities, Student Entitlements, School Safety and Child Protection, Digital Learning, Funds Convergence and Utilisation, Attendance Monitoring Systems, and School Leadership Development.

Following the same approach of the state PGI, districts are graded.

In PGI-D, the nomenclature for PGI scores is classified into various grades. Highest achievable grade in PGI-D is 'Utkarsh', which is for districts scoring more than 90% of the total points in that category or overall.

The category and overall scores are then reduced by an equal width of 10% of total points in that category or overall points for arriving to the next grade.

According to the report, among the biggest movers over the past two years were Odisha, Himachal Pradesh, Telangana, Chandigarh, and Goa, while Chhattisgarh, Punjab, and West Bengal posted steep declines. Delhi recorded the highest year-on-year improvement but could not be compared over the two-year span due to unavailable baseline data.

"The maximum deviation of 51% noticed in 2017-18 has reduced to 41%, suggesting that PGI has helped these states to bridge the performance gap amongst states and UTs over the years," the report said.

Despite this progress, no state or UT has reached the top four grade bands — 'Daksh' (91–100 pc), 'Utkarsh', 'Atti-Uttam', or 'Uttam'.

The PGI report noted that while measurable progress has occurred, much remains to be done.

"The highest grade achieved so far by any state or UT is Prachesta–1...there is considerable ground to cover to reach the maximum aggregated 1,000 points," it said.

The findings underscored the importance of sustained policy efforts and governance reforms if India is to achieve the targets laid out under the National Education Policy (NEP) 2020 and Sustainable Development Goal 4.



Union Minister Dharmendra Pradhan (Photo/ANI)

Ministry of Education signs MoU to further spirit of NEP 2020

ANI | Updated: Jun 18, 2025 18:52 IST

ANI News — Join our Whatsapp(https://whatsapp.com/channel/0029Va7q7004dTnMVl9H9r0o) channel

New Delhi [India], June 18 (ANI): In a significant step towards ensuring equitable access to education for disabled children (Divyangjans (/topic/divyangjans)), a tripartite Memorandum of Understanding (MoU (/topic/mou)) was signed between National Institute for Open Schooling (NIOS

(/topic/nios)), National Council of Educational Research and Training (NCERT (/topic/ncert)) and Department of Empowerment (/topic/empowerment) of Persons with Disabilities (Divyangjan), said Union Education Minister Dharmendra Pradhan (/topic/dharmendra-pradhan).

This MoU (/topic/mou) will prove to be a milestone in providing equal learning opportunities (/topic/learning-opportunities) to disabled children, protecting their rights, ensuring universal participation in education and building an inclusive India, Pradhan asserted.

In a social media post on X, the Union Minister wrote, "The way Prime Minister Shri @narendramodi ji used the word Divyaangjan and talked about respect and sensitivity towards this section in the society is a source of inspiration for us."

The social media post reads, "Today there is a need to increase more sensitivity and understanding about disability in the society. It is the responsibility of all of us to give a respectable life to disabled children and prepare effective options for their education keeping in mind their needs. It is the responsibility of @EduMinOfIndia and @MSJEGOI to convert this responsibility into a mass movement..."

Pradhan stated that the NCERT (/topic/ncert) and NIOS (/topic/nios) should make efforts to de-codify and expand the policies related to persons with disabilities with the participation of technology and society.

"@ncert and @niostwit should also make efforts to de-codify and expand the policies related to persons with disabilities with the participation of technology and society. In order to increase the sense of responsibility in society on issues such as equity, accessibility and sensitivity for persons with disabilities, in the coming days, both the Ministry of Education and the Ministry of Social Justice (/topic/ministry-of-social-justice) and Empowerment (/topic/empowerment) should jointly raise a national debate on implementation in the light of the National Rights of Persons with Disabilities Act 2016 and the National Education Policy 2020," the post added.

https://x.com/dpradhanbjp/status/1935320058101686302 (https://x.com/dpradhanbjp/status/1935320058101686302)

Pradhan further said, "Inclusive, comprehensive and equitable education is the core spirit of the National Education Policy 2020. Today's MoU (/topic/mou) between @niostwit, @ncert and @socialpwds is a good effort towards furthering this spirit of the National Education Policy 2020. This MoU (/topic/mou) will prove to be a milestone in providing equal learning

opportunities (/topic/learning-opportunities) to disabled children, protecting their rights, ensuring universal participation in education and building an inclusive India."

Meanwhile, speaking to reporters, the Union Minister said that the NCERT (/topic/ncert) will prepare the curriculum and text books for disabled children's examinations as per the standards and NIOS (/topic/nios) will conduct examinations for them.

"Today, two departments of the Government of India, Social Justice and Empowerment (/topic/empowerment) and Department of School Education, have jointly launched an important scheme run by Department of Social Justice and Empowerment (/topic/empowerment), which was run informally for the training of disabled children, earlier NGOs used to run it according to their time and efficiency... Taking a step forward, when we have committed in the National Education Policy 2020 that we will provide equality and access to education to all children, the Department of Education-Department of Social Justice, NIOS (/topic/nios) and NCERT (/topic/ncert), all three signed an agreement today... NCERT (/topic/ncert) will prepare the curriculum and text books for their (disabled children's) examinations as per the standards and NIOS (/topic/nios) will conduct examinations for them, which will help in the development of children," he said. (ANI)

TAGS

Dharmendra Pradhan (/topic/dharmendra-pradhan/)

NCERT (/topic/ncert/)

NIOS (/topic/nios/)

Ministry of Social Justice (/topic/ministry-of-social-justice/)

Empowerment (/topic/empowerment/)

MoU (/topic/mou/)

learning opportunities (/topic/learning-opportunities/)

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Maharashtra makes Hindi ‘general’ third language in schools

Some Marathi language advocates accused the government of reintroducing the mandatory Hindi policy through the "backdoor" after initially backtracking

Updated - June 18, 2025 12:18 pm IST - Mumbai

PTI



Representational image of a school girl writing Hindi on a classroom board | Photo Credit: Getty Images/iStock

The Maharashtra government has issued a fresh order stating that Hindi will be taught as a third language to students in Marathi and English medium schools in the State from Classes 1 to 5.

An amended government order issued on Tuesday (June 17, 2025) said Hindi will "generally" be the third language, instead of being mandatory, but gave an option to opt out if 20 students per grade in a school express the desire to study any Indian language other than Hindi.

While some Marathi language advocates accused the government of reintroducing the policy through the "backdoor" after initially backtracking, the opposition Congress accused Chief Minister Devendra Fadnavis of "stabbing" the Marathi people in the chest.

The Maharashtra School Education Department issued the government resolution (GR) on Tuesday as part of the implementation of the 'State Curriculum Framework for School Education 2024', aligned with the National Education Policy (NEP) 2020.

Explained | How move to include Hindi from Class 1 has injected language politics into Maharashtra

According to the GR, Hindi will "generally" be the third language for students from Classes 1 to 5 in Marathi and English medium schools.

"Those who wish to learn any other language as an option to Hindi, should meet the expectation of 20 students from each standard in a school. In such a situation, a teacher for that particular language will be made available or the language will be taught online," the order stated.

Marathi will be a compulsory language in all medium schools, the GR said.

Contradictory move, say critics

Critics claimed the government's latest move contradicts earlier statements of School Education Minister Dada Bhuse that Hindi would not be mandatory for the primary classes.

Though the government order provides a conditional option for students to opt for another Indian language instead of Hindi, it stipulates that a minimum of 20 students per school must opt for the alternative.

If a such demand arises, either a teacher will be appointed or the language will be taught online, the order added.

The directive also mandates that in schools following other mediums of instruction, the three-language formula must include the medium language, Marathi and English.

Three-language policy ‘on hold’

Earlier this year, the State government faced widespread backlash for its proposal to introduce Hindi from Class 1.

On April 22, Mr. Bhuse said Hindi would no longer be compulsory in Classes 1 to 5.

Last month, the Minister at an event in Pune said, "The decision to introduce Hindi from Class 1 as a third language was taken earlier. However, many parents have suggested it be introduced from Class 3 instead. We will consider these suggestions before taking any further decision."

He also said at the time that the three-language formula was "on hold" and schools would continue with the existing two-language system for now.

Fresh opposition

But the latest order appears to contradict that assurance, prompting a fresh wave of opposition.

"This is nothing but the backdoor imposition of Hindi," claimed Deepak Pawar of the Mumbai-based Marathi Bhasha Abhyas Kendra, working to preserve the Marathi language.

"The government has betrayed the Marathi people. If we remain silent now, it will pave the way for dismantling the federal structure and the legacy of the Samyukta Maharashtra movement," he charged in a social media post, urging people to protest.

Vasant Kalpande, former chairman of the Maharashtra State Board of Secondary and Higher Secondary Education, said it is unlikely to find 20 students in a class opting for a non-Hindi language.

"The provision to make teacher available online is also an attempt to discourage opting for any other language than Hindi. Although, Marathi and Hindi have similar scripts, it will be too much for students of such young age to learn the nuances and differences between the scripts," he claimed.

Hindi as a third language is not mandatory in (BJP-ruled) Gujarat and Assam, Mr. Kalpande pointed out.

‘Imposing’ Hindi: Congress

Maharashtra Congress president Harshwardhan Sapkal said the fresh government order on the three-language formula was a planned plot to impose Hindi, and accused Chief Minister Devendra Fadnavis of "stabbing" Marathi people in the chest.

The public was "deceived" by saying that the compulsion of Hindi as a third language has been abolished. But what does the GR say, he mentioned in a post on X.

EDITORIAL | Opposing imposition: On teaching Hindi in Maharashtra

"Hindi will be the compulsory third language. If any other language is to be learned, the requirement is for at least 20 students. It's a show of giving an alternative and the planned plot to impose Hindi. This is BJP's anti-Maharashtra agenda and a conspiracy to eliminate the Marathi language, Marathi identity and Marathi people," Mr. Sapkal alleged.

This makes it clear that the loyalty of Fadnavis and Deputy CMs Eknath Shinde and Ajit Pawar is not with Maharashtra or the Marathi people, but with the people of Delhi, he charged.

The Shinde (Shiv Sena) group, which repeatedly mentions (party founder) Balasaheb Thackeray's name, holds the education ministry and has taken the initiative to "kill Marathi in the same way that they stabbed Shiv Sena in the back," the Congress leader alleged.

"Ajit Pawar is so desperate for power that he has nothing to do with Maharashtra, Marathi language, or whether Marathi people live or die. Ajit Pawar's policy is only to get the finance portfolio," he claimed.

"We will not rest till the agenda of 'One Nation, One Language, One Culture' of the RSS and BJP is rejected," Mr. Sapkal added.

Published – June 18, 2025 11:47 am IST

जनसत्ता, 19 जून 2025, पेज नं - 1, 8

मेघालय सबसे कम प्रदर्शन करने वाला राज्य घोषित | रपट | हिमाचल प्रदेश, तमिलनाडु, कर्नाटक व पश्चिम बंगाल औसत

विद्यालयी शिक्षा में दिल्ली, चंडीगढ़ और पंजाब शीर्ष पर

जनसत्ता ब्यूरो
नई दिल्ली, 18 जून।

शिक्षा मंत्रालय की एक रपट के अनुसार, चंडीगढ़, पंजाब, दिल्ली, गुजरात और ओड़ीशा 2023-24 के प्रदर्शन ग्रेडिंग सूचकांक (पीजीआइ) में शीर्ष प्रदर्शन करने वाले राज्यों में शामिल हैं। पीजीआइ जिला स्तर पर स्कूली शिक्षा का आकलन करता है। अन्य शीर्ष प्रदर्शन करने वाले राज्यों और केंद्र शासित प्रदेशों में केरल, दमन और दीव, हरियाणा, गोवा, महाराष्ट्र और राजस्थान शामिल हैं।

जिलों के लिए प्रदर्शन ग्रेडिंग सूचकांक स्कूली शिक्षा में राज्यों और केंद्र शासित प्रदेशों के प्रदर्शन को मापता है। स्कूल शिक्षा और साक्षरता विभाग ने अब तक 2017-18 से 2021-22 तक के लिए राज्यों और केंद्र शासित प्रदेशों के लिए पीजीआइ रपट जारी की है। नवीनतम रपट में मेघालय को सबसे कम प्रदर्शन करने वाला राज्य घोषित किया गया है। पुदुचेरी, हिमाचल प्रदेश, अंडमान और निकोबार द्वीप समूह, तमिलनाडु, कर्नाटक और पश्चिम बंगाल औसत प्रदर्शन करने वाले राज्यों में शामिल हैं। स्कूली शिक्षा में भारत के शीर्ष और निचले प्रदर्शन करने वाले राज्यों और केंद्र शासित प्रदेशों के बीच का अंतर समय के साथ कम हो गया है, अंतर-राज्यीय प्रदर्शन असमानता 2017-18 में 51 फीसद से घटकर 2023-24 में 41 फीसद हो गई है।

शिक्षा मंत्रालय की रपट के अनुसार, दो वर्षों में सबसे अधिक सुधार ओड़ीशा, हिमाचल प्रदेश, तेलंगाना, चंडीगढ़ और गोवा में हुआ है, जबकि छत्तीसगढ़, पंजाब और पश्चिम बंगाल में भारी गिरावट दर्ज की गई है।

दिल्ली में साल-दर-साल सर्वाधिक सुधार दर्ज किया गया, लेकिन आधारभूत आंकड़े उपलब्ध न होने के कारण दो साल की अवधि में इसकी तुलना नहीं की जा सकी।



मंत्रालय के एक वरिष्ठ अधिकारी ने बताया कि पीजीआइ की संकल्पना स्कूली शिक्षा के क्षेत्र में परिवर्तनकारी बदलाव को उत्प्रेरित करने के लिए एक उपकरण के रूप में की गई है, जिसका उद्देश्य एक समान पैमाने पर सभी जिलों के सापेक्ष प्रदर्शन का आकलन करना है। पीजीआइ-डी संरचना में 74 संकेतकों में 600 अंकों का कुल भार शामिल है, जिन्हें छह श्रेणियों में बांटा गया है परिणाम, प्रभावी कक्षा संचालन, बुनियादी ढांचा सुविधाएं और छात्र अधिकार, स्कूल सुरक्षा और बाल संरक्षण, डिजिटल लर्निंग और शासन प्रक्रिया।

पीजीआइ-डी में, पीजीआइ स्कोर के लिए नामकरण को विभिन्न ग्रेड में वर्गीकृत किया गया है। पीजीआइ-डी में उच्चतम प्राप्त करने योग्य ग्रेड 'उत्कर्ष' है, जो उस श्रेणी या समग्र में कुल अंकों के 90 फीसद से अधिक अंक प्राप्त करने वाले जिलों के लिए है। फिर श्रेणी और समग्र स्कोर को अगले ग्रेड में पहुंचने के लिए उस श्रेणी या समग्र अंकों में कुल अंकों के 10 फीसद की बराबर चौड़ाई से घटाया जाता है।

रपट के अनुसार, दो वर्षों में सबसे अधिक सुधार ओड़ीशा, हिमाचल प्रदेश, तेलंगाना, चंडीगढ़ और गोवा में हुआ है, जबकि छत्तीसगढ़, पंजाब और पश्चिम बंगाल में भारी गिरावट दर्ज की गई है। दिल्ली में साल-दर-साल सबसे अधिक सुधार दर्ज किया गया, लेकिन 'बेसलाइन' डेटा उपलब्ध न होने के कारण दो साल की अवधि में इसकी तुलना नहीं की जा सकी।

महाराष्ट्र में पहली से पांचवीं तक हिंदी सामान्य रूप से तीसरी भाषा बनाई गई

जनसत्ता ब्यूरो
नई दिल्ली, 18 जून।

महाराष्ट्र सरकार ने एक आदेश जारी कर राज्य में अंग्रेजी और मराठी माध्यम के विद्यालयों में पढ़ने वाले कक्षा एक से कक्षा पांच तक के विद्यार्थियों के लिए हिंदी को 'सामान्य रूप से' तीसरी भाषा बनाया है, लेकिन इसे अनिवार्य नहीं बनाया है।

हिंदी पर सरकार के ताजा आदेश से विवाद पैदा होने तथा कांग्रेस और मनसे अध्यक्ष राज ठाकरे की आलोचना के बाद मुख्यमंत्री देवेंद्र फडणवीस ने बुधवार को स्पष्ट किया कि छात्रों के लिए हिंदी सीखने की 'अनिवार्यता' हटा दी गई है तथा अब किसी भी भारतीय भाषा को तीसरी भाषा के रूप में चुना जा सकता है। उन्होंने पूरे विवाद को अनावश्यक बताया।

मंगलवार को जारी संशोधित सरकारी आदेश में कहा गया है कि हिंदी अनिवार्य होने के बजाय 'सामान्य रूप से' तीसरी भाषा होगी, लेकिन इसमें यह विकल्प भी दिया गया है कि यदि किसी स्कूल में प्रति कक्षा 20 विद्यार्थी हिंदी के अलावा कोई अन्य भारतीय भाषा पढ़ने की इच्छा व्यक्त करते हैं तो वे इसे छोड़ सकते हैं।

कुछ मराठी भाषा समर्थकों ने जहां सरकार पर शुरू में पीछे हटने के बाद 'अनिवार्य' हिंदी नीति को 'पिछले

बाकी पेज 8 पर

महाराष्ट्र में पहली से पांचवीं तक हिंदी सामान्य रूप से तीसरी भाषा बनाई गई

दरवाजे' से पुनः लागू करने का आरोप लगाया, वहीं कांग्रेस ने फडणवीस पर मराठी लोगों की छाती में 'छुरा घोंपने' का आरोप लगाया। स्कूल शिक्षा विभाग ने राष्ट्रीय शिक्षा नीति 2020 के अनुरूप 'स्कूल शिक्षा के लिए राज्य पाठ्यचर्या रूपरेखा 2024' के कार्यान्वयन के हिस्से के रूप में आदेश जारी किया।

मराठी और अंग्रेजी माध्यम के विद्यालयों में कक्षा एक से पांच तक के विद्यार्थियों के लिए हिंदी 'सामान्य' रूप से तीसरी भाषा होगी।

आदेश में कहा गया कि जो लोग हिंदी के विकल्प के रूप में कोई अन्य भाषा सीखना चाहते हैं, उन्हें स्कूल में प्रत्येक कक्षा से 20 छात्रों की अपेक्षा को पूरा करना होगा। ऐसी स्थिति में, उस विशेष भाषा के लिए एक शिक्षक उपलब्ध कराया जाएगा या भाषा को आनलाइन पढ़ाया जाएगा। सभी विद्यालयों में मराठी अनिवार्य भाषा होगी।

फडणवीस ने पुणे में पत्रकारों से कहा कि नए सरकारी आदेश के अनुसार, छात्र तीसरी भाषा के रूप में किसी भी भारतीय भाषा का विकल्प चुन सकते हैं। राष्ट्रीय शिक्षा नीति में त्रिभाषा फार्मूला प्रस्तावित किया गया है और नीति के अनुसार मातृभाषा अनिवार्य है तथा इसके अलावा छात्र दो अन्य भाषाएं सीखेंगे, जिनमें से एक भारतीय भाषा होनी चाहिए।

जनसत्ता, 19 जून 2025, पेज नं - 10

'दसवीं और 12वीं के लिए एक समान बोर्ड अपनाएं सात राज्य'

जनसत्ता ब्यूरो
नई दिल्ली, 18 जून।

केंद्रीय शिक्षा मंत्रालय ने सात राज्यों को कक्षा 10 और 12 के लिए एक समान बोर्ड अपनाने की सिफारिश की है। ये सात राज्य हैं– आंध्र प्रदेश, असम, केरल, मणिपुर, ओड़ीशा, तेलंगाना और पश्चिम बंगाल। स्कूल शिक्षा विभाग के विश्लेषण से पता चला है कि पिछले साल 66 फीसद विद्यार्थी अनुत्तीर्ण हुए थे।

केंद्रीय शिक्षा मंत्रालय ने की सिफारिश।

मंत्रालय के एक अधिकारी ने बताया कि देश में कुल 66 स्कूल परीक्षा बोर्ड हैं, जिनमें तीन राष्ट्रीय स्तर के बोर्ड और 63 राज्य स्तर के बोर्ड (54 नियमित और 12 ओपन बोर्ड) शामिल हैं। शीर्ष 33 बोर्ड 97 फीसद विद्यार्थियों को कवर करते हैं, जबकि शेष 33 बोर्ड केवल तीन फीसद विद्यार्थियों को कवर करते हैं। उन्होंने कहा कि कक्षा 10 और 12 के लिए एक समान बोर्ड स्कूली शिक्षा को आसान बनाने का एक तरीका है।

एक समान बोर्ड न होने से शैक्षणिक परिणाम खराब होते हैं। हमने इन राज्यों को एक समान बोर्ड अपनाने की सिफारिश की है। 2024 में देश भर में कुल 22.17 लाख विद्यार्थी कक्षा 10 में और 20.16 लाख विद्यार्थी कक्षा 12 में अनुत्तीर्ण हुए। हालांकि, पिछले एक दशक में संख्या में सुधार हुआ है, लेकिन अधिकारियों का कहना है कि वे बेहतर प्रतिधारण और उच्च शिक्षा में संक्रमण के लिए एक महत्त्वपूर्ण बाधा बने हुए हैं।

अधिकारी ने बताया कि इन राज्यों में राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान (एनआइओएस) की भूमिका अनुत्तीर्ण विद्यार्थियों को शिक्षा में शामिल करने के लिए अहम हो गई है।

राष्ट्रीय सहारा, 19 जून 2025, पेज नं -9

महाराष्ट्र के स्कूलों में हिंदी को तीसरी भाषा बनाने का आदेश

मुंबई (भाषा)। महाराष्ट्र सरकार ने मराठी और अंग्रेजी माध्यम के स्कूलों में पहली से पांचवी कक्षा तक के छात्रों के लिए हिंदी को अनिवार्य तीसरी भाषा बनाने का आदेश जारी किया है। मंगलवार को जारी संशोधित सरकारी आदेश में कहा गया है कि हिंदी अनिवार्य होने के बजाय 'सामान्य रूप से' तीसरी भाषा होगी, लेकिन यदि किसी स्कूल में प्रति कक्षा 20 छात्र हिंदी के अलावा किसी अन्य भारतीय भाषा का अध्ययन करने की इच्छा व्यक्त करते हैं तो उन्हें इससे बाहर रहने का विकल्प दिया गया है।

मराठी संगठनों और कांग्रेस ने किया विरोध

एक ओर मराठी भाषा के पक्षधरों ने आरोप लगाया है कि सरकार शुरू में इस नीति से पीछे हटने के बाद 'गुपचुप तरीके' से इसे फिर से लागू कर रही है, तो वहीं कांग्रेस ने मुख्यमंत्री देवेंद्र फडणवीस पर मराठी लोगों की छाती में छुरा घोंपने का आरोप लगाया है। महाराष्ट्र स्कूल शिक्षा विभाग ने मंगलवार को राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत 'स्कूली शिक्षा के लिए राज्य पाठ्यक्रम रूपरेखा 2024' के कार्यान्वयन के तहत यह आदेश जारी किया। आदेश के अनुसार, मराठी और अंग्रेजी माध्यम के स्कूलों में पहली से पांचवी कक्षा तक के सभी छात्र अब अनिवार्य रूप से तीसरी भाषा के रूप में हिंदी का अध्ययन करेंगे। आदेश में कहा गया है, 'जो छात्र हिंदी के विकल्प के रूप में कोई अन्य भाषा सीखना चाहते हैं, उनकी संख्या 20 से अधिक होनी चाहिए। ऐसी स्थिति में, उस विशेष भाषा के लिए एक शिक्षक उपलब्ध कराया जाएगा या भाषा को ऑनलाइन पढाया जाएगा।' आलोचकों का दावा है कि सरकार का यह ताजा कदम स्कूली शिक्षा मंत्री दादा भुसे के पहले के बयानों के विपरीत है, जिनमें उन्होंने कहा था कि प्राथमिक कक्षाओं के लिए हिंदी अनिवार्य नहीं होगी।

Millennium Post, 19 June 2025, Page No. - 06

Centre asks states to take steps to check high school dropout rates

Govt has suggested that states take special steps to reduce dropout rate as laid out in National Education Policy, 2020

OUR CORRESPONDENT

NEW DELHI: School dropout rates at the secondary level were found to be high in a dozen states, including Karnataka, Madhya Pradesh, West Bengal, Maharashtra, according to a report by a department of the Education Ministry.

The Central government has suggested that the states take special steps to reduce the dropout rate as laid out in the National Education Policy, 2020. Bihar, Andhra Pradesh, Haryana, Jharkhand and Punjab were also found to have high school dropout rates.

The information on dropout rates at the secondary school level was obtained from the minutes of the meetings of the Project Approval Board (PAB), which comes under the Ministry of Education.

The meetings of the Samagra Shiksha programme for 2025-26 were held between April and May this year with different states.

Takeaways

- The information on dropout rates at the secondary school level was obtained from the minutes of the meetings of the Project Approval Board (PAB), which comes under the Ministry of Education
- The meetings of Samagra Shiksha programme for 2025-26 were held between April and May this year with different states

According to officials, the government wants to achieve a 100 per cent Gross Enrolment Rate (GER) at the school level by 2030 as targeted in the NEP, 2020 and considers dropout as a hindrance.

According to the PAB report, the dropout rate in 2023-24 at the secondary level in Madhya Pradesh, Jharkhand, Tripura, Karnataka, Punjab, Maharashtra, Andhra Pradesh, Rajasthan, Tamil Nadu remains an area of concern.

The Centre has advised these states to initiate a special enrolment drive in the form of door-to-door surveys in school catchment areas to identify out-of-school children (OoSC) and to ensure their admissions.

In Bihar, as per the report, there were "large variations" in the reporting of data, especially on OoSC on the PRABANDH portal. The state was directed to initiate a special enrolment drive with the involvement of school management committees to ensure the identification and admission of all OoSC.

The report said 57.06 per cent of school students in Delhi study in government-run schools which make up 48.99 per cent of schools in the national capital.

The Pioneer, 19 June 2025, Page No. - 4

Dropout rates at School secondary level found to be high in dozen States: PAB report

PIONEER NEWS SERVICE
New Delhi

School dropout rates at the secondary level were found to be high in a dozen states, including Karnataka, Madhya Pradesh, West Bengal, Maharashtra, according to a report by a department of the Education Ministry.

The central government has suggested that the states take special steps to reduce the dropout rate as laid out in the National Education Policy (NEP), 2020. Bihar, Andhra Pradesh, Haryana, Jharkhand and Punjab were also found to have high school dropout rates.

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The report said 57.06 per cent of school students in Delhi study in Government-run schools which make up 48.99 per cent of schools in the national Capital.

The PAB expressed concern at the enrolment rate in government schools and suggested that Delhi should prioritise the improvement of Gross Enrolment Ratio (GER) and Net Enrolment Ratio (NER) — both measures of participation in education — at higher secondary level in the coming years.

In West Bengal, the annual dropout rate at the secondary school level is 17.87 per cent. The state was advised to check the data and work on factors responsible for the high dropout rate.

In Tamil Nadu, the dropout rate at the secondary level — 7.7 per cent — needs to be addressed. The state needs to improve on its 82.9 per cent Gross Enrolment Ratio (GER) at the higher secondary level and ensure 100 per cent as aimed in NEP.

In Karnataka, the dropout rate at secondary levels — 22.1 per cent — is higher than the national average for secondary — 14.1 per cent — and therefore, needs to be addressed, the report said.

The Indian Express, 19 June 2025, Page No. 15

Hindi to be default 3rd language from Class 1 to 5 in Maharashtra

PALLAVI SMART
MUMBAI, JUNE 18

THE MAHARASHTRA government has issued a revised Government Resolution (GR) stating that Hindi will be taught as the third language in Marathi and English medium schools across the state from Class 1 to 5.

The revised order, released on Tuesday, includes a provision allowing students to opt for another Indian language in place of Hindi, provided at least 20 students from the same class in a school make such a request.

The amended GR updates a previous directive issued in April, which had made Hindi mandatory as the third language. That order was subsequently withdrawn following strong opposition from regional language advocates, and political parties who termed it an attempt to impose Hindi on non-Hindi-speaking students.

Despite the revision, the latest resolution has triggered fresh controversy. Critics argue that the 20-student threshold makes it impractical for most schools to offer alternatives effectively, cementing Hindi as the default third language.

The Maharashtra Navnirman Sena (MNS) has criticised the move, accusing the state government of pursuing "backdoor imposition" of Hindi in schools. Party chief Raj Thackeray has threatened to launch protests against schools implementing the new policy and continuing to teach Hindi under the revised guidelines.

The new GR states that based on the recommendations of the State Curriculum Framework (SCF) 2024, Hindi will generally be the third language for classes 1 to 5. It, however, adds a caveat for students who can opt out of this rule.

"If students wish to study any other Indian language instead of Hindi as their third language, they will be permitted to do so. However, in order to offer an alternative language in place of Hindi, a minimum of 20 students from the same class in the same school must express interest in learning that particular language. If at least 20 students express the desire to study a language other than Hindi as their third language, a teacher will be provided to teach that language. Otherwise, the language will be taught through online methods," the GR states.

As per the original GR, Hindi was mandatory as a third language in Classes 1 to 5 of Marathi and English Medium schools of the Maharashtra State Board. Following widespread backlash, School Education Minister Dada Bhuse announced that Hindi would no longer be mandatory.

The Indian Express, 19 June 2025, Page No. - 15

2024 board exam: More girls cleared Class 12 in Science than in Arts

ABHINAYA HARIGOVIND
NEW DELHI, JUNE 18

FOR THE first time in at least a decade, more girls cleared their Class 12 examination in Science than in Arts stream, the Ministry of Education data on board exam results for 2024 shows.

The ministry data on Central and state board results in the country shows that from 2014 onwards, more girls cleared the exam in Arts than in Science. This changed in 2024 when 28.14 lakh girls cleared the Class 12 exam in the Science stream, nearly 90,000 more than the 27.24 lakh girls who cleared the exam in the Arts.

While more boys than girls continue to pursue the Science stream, the gap has been narrowing. Around 46% of students who cleared Class 12 in Science were girls both in 2024 and 2023. This figure was 44% in 2022, and 42% in 2021.

In September last year, based on the ministry data, *The Indian Express* reported that numbers from 25 school boards between 2010 and 2023, show that of the total students who passed their Class 12 Board exam in Science, 45.53% were girls — up from 38.22% in 2010. The proportion of boys in the Science stream decreased from 62% to 54%. In 2014, the gap between the girls pursuing Science and Arts was large — around 7.5 lakh more girls cleared Class 12 in the Arts stream than in Science. In 2017, there were 5.48 lakh more girls in Arts than Science. This difference increased to 7.94 lakh more girls in Arts than Science in 2021, before dropping to a difference of 4.03 lakh in 2023.

"Science is gaining in terms of the number of students choosing the stream, while the other streams have seen a decrease," an official in the ministry said.

The Pioneer, 19 June 2025 Page No. - 1

Punjab, Delhi, Odisha top performance index of schools

PIONEER NEWS SERVICE ■ New Delhi

Chandigarh, Punjab, Delhi, Gujarat and Odisha are among top performers in the 2023-24 Performing Grade Index that assesses school education at the district level, according to a report of the Ministry of Education.

Other top performing states and Union territories include Kerala, Daman and Diu, Haryana, Goa, Maharashtra and Rajasthan, the report said.

Performance Grading Index for Districts (PGI-D) measures the performance of states and UTs in school education. Department of School Education and Literacy (DoSEL) has so far released PGI report for states and UTs for the years 2017-18 to 2021-22. Meghalya has been adjudged as the lowest performing state in the latest report. Puducherry, Himachala Pradesh, Andaman and Nicobar Islands, Tamil Nadu, Karnataka and West Bengal are among the average performers as per the index.

"The PGI has been conceptualised as a tool to catalyse transformational change in the field of school education with an objective of assessment of the relative performance of all the districts in a uniform scale," a senior ministry official said.

The PGI-D structure comprises total weightage of 600 points across 74 indicators, which are grouped under six categories -- Outcomes, Effective Classroom Transaction, Infrastructure Facilities and Student Entitlements, School Safety and Child Protection, Digital Learning and Governance Process. Following the same approach of state PGI, districts are graded.

In PGI-D, the nomenclature for PGI scores is classified into various grades. Highest achievable grade in PGI-D is 'Utkarsh', which is for districts scoring more than 90 per cent of the total points in that category or overall. The category and overall scores are then reduced by an equal width of 10 per cent of total points in that category or overall points for arriving to the next grade.

The Indian EXPRESS
JOURNALISM OF COURAGE

Fake NCERT textbook seizure: Special staff inspector of Delhi Police suspended, inquiry ordered against 2 cops

The Delhi Police on May 16 seized counterfeit NCERT textbooks, based on a tip-off to the accused inspector.

By: Express News Service
New Delhi | June 19, 2025 21:39 IST

NewsGuard

2 min read



The police said that they would investigate the alleged irregularities of finances during the raid and the jurisdiction of the officer to conduct the raid. (Representational Image)

Almost a month after the seizure of fake NCERT textbooks worth Rs 2.4 crore, the Delhi Police on Wednesday suspended a special staff inspector and initiated a departmental inquiry against two

sub-inspectors for alleged irregularities in connection with the case.

In a major crackdown, the Delhi Police on May 16 seized counterfeit National Council of Educational Research and Training (NCERT) textbooks, based on a tip-off to the accused inspector. The raid, in which three people were arrested, was part of an operation led by the in-charge of the Special Staff of Shahdara district.

A joint team led by **the police and NCERT officials arrived at Mandoli Road on May 16** before proceeding to a shop owned by Prashant Gupta, 48, and his son Nishant Gupta, 26, the police said. They were present at the shop along with five or six labourers aiding in the illegal activity, police had said.

The other two sub-inspectors set to face the departmental inquiry belong to the Special Staff team and the AATS (Anti Auto Theft Squad) team of the Shahdara district.

“Special Staff is usually deployed for hard crime cases. The raids on counterfeit NCERT books are not usually their responsibility. It will look into how and when they got the approval for the raid,” a senior police officer said.

The police said that they would investigate the alleged irregularities of finances during the raid and the jurisdiction of the officer to conduct the raid.

However, after the May 16 raid, the Delhi Police held a press conference, announcing the operation.

On April 15, the Delhi police seized as many as 4,091 counterfeit NCERT books of different classes from a man named Arvind Gupta, 33, who was selling these books to students and shopkeepers at Samaypur Badli.

Gupta, operating from Rohini Sector 16, allegedly sourced the counterfeit copies from multiple printing presses across Delhi to avoid detection.

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TAGS: Delhi NCERT

School education index: State's scores dip, retains grade

Score falls from 601.9 in 2022-23 to 594.2 in 2023-24; Kerala is one of three States to secure a Daksh grade in any domain

Updated – June 19, 2025 07:48 pm IST – Thiruvananthapuram

THE HINDU BUREAU

Kerala has retained its grade but seen its scores dip in the Performance Grading Index (PGI) 2.0 for States and Union Territories report released by the Union Ministry of Education recently.

The State, along with nine other States and Union Territories, has received the grade 'Prachesta-3' (for 31% to 40% of total score of 1,000) in both the 2022-23 and the 2023-24 academic years, but is among the 12 States and Union that have seen their scores decline during the period.

The State had a score of 601.9 in 2022-23 but saw it fall to 594.2 in 2023-24.

While Haryana, Delhi, Maharashtra, and Rajasthan improved their scores to enter Prachesta-3 grade, among States than retained the grade only Kerala saw its scores fall by 7.7 points. Punjab improved its performance by 17.1 points from 2022-23 to achieve the highest score in this grouping at 631.2 points.

Chandigarh performed the best in the PGI securing the grade Prachetsa-1 in 2023-24. It improved its score from 687.8 in 2022-23 to 703 in 2023-24. No State attained scores in the range of 761-1,000.

Kerala's score in the learning outcome and quality domain remained unchanged in 2023-24 from that in the previous year. It scored 60.2 points out of 240, tied with Gujarat. Punjab had more than twice Kerala's score – 113.4. Chandigarh had 103.6 points and Rajasthan 98.8.

In access, Kerala scored 72.1 points out of 80. Puducherry had the highest score in this domain with 73.7 points.

In the infrastructure and facilities domain, the State scored 107.7 points. Odisha was close behind with 107.5. Chandigarh had the highest score – 148. Delhi had 117.9 points.

The State scored 220.7 in the equity domain. Delhi secured the highest points – 239.1. Neighbouring Tamil Nadu had 234.9 points and Maharashtra 234.3.

In governance processes domain, Kerala had 42 points, while Gujarat had 87.8 points. Chandigarh followed with 76.7 points.

The State improved its performance in 2023-24 from that in the previous year in the teacher education and training domain to secure the highest score of 91.4 points, securing the Daksh grade in this domain.

It is also one of three States to secure a Daksh grade in any domain.

Tamil Nadu and West Bengal both of which secured Akanshi – 1 grade (21% to 30% of the total score) were among the States that saw their scores dip in 2023-24 from that in the previous year.

In the PGI report for districts, 10 districts of the State had secured Uttam -3 grade (61% to 70% of the total score of 600 points) in 2022-23, with only Kozhikode, Kasaragod, Palakkad, and Wayanad getting the Prachesta-1 grade (51% to 60% of the total score). A year later, the number of districts graded Uttam-3 had dropped to four, while 10 districts achieved Prachesta-1.

In all, 40 districts in the State secured Uttam-3. The main categories for PGI-district report include outcomes; effective classroom transaction; infrastructure and facilities; school safety and child protection; digital learning; and governance processes.

Published – June 19, 2025 07:47 pm IST

NCERT book piracy: Inspector suspended for 'embezzlement' of ₹2 crore

PTI |

Jun 19, 2025 10:57 PM IST

Pirated textbooks worth over ₹2.4 crore have been seized so far in the case.

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The inspector in-charge of Shahdara district's Special Staff has been suspended for alleged embezzlement of ₹2 crore in connection to a massive piracy racket of NCERT books, an official said on Thursday.



Police said the suspended inspector is accused of financial irregularities during the investigation and seizure process.(Representative Image)

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Police said two sub-inspectors of Anti-Snatching Cell and Anti-Auto-Theft Squad are also facing departmental inquiry for certain "lapses".

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The suspension of the inspector in-charge on Wednesday comes nearly a month after Delhi Police seized lakhs of counterfeit NCERT textbooks being circulated as original, the official said.

Pirated textbooks worth over RS ₹2.4 crore have been seized so far in the case.

Police said the suspended inspector is accused of financial irregularities during the investigation and seizure process.

On May 16, three men, including a father-son duo -- Prashant Gupta (48) and Nishant Gupta (26) -- and Arvind Kumar were arrested after seizing around 1.7 lakh pirated NCERT (National Council of Educational Research and Training) textbooks from a warehouse in Hiranki near Alipur and a shop on Mandoli Road in Shahdara.

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"Acting on a tip-off received on May 16, a raid was conducted at Anupam Sales, a shop allegedly run by Prashant and Nishant. The police, accompanied by NCERT officials, found 27 pirated Class 12 Social Science textbooks bearing forged NCERT emblems and fake signatures, making them appear authentic," a senior police officer said.

During interrogation, they said spoke of a storage facility in Hiranki, where further raids led to the recovery of pirated books valued at over ₹2.4 crore. NCERT officials confirmed the entire consignment was counterfeit and violated copyright laws.

An FIR was then registered under Section 318 of the Bharatiya Nyaya Sanhita (cheating) and relevant sections of the Copyright Act at MS Park police station.

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Delhi, Punjab top performers in school education, Meghalaya lowest: Report

Chandigarh, Punjab, Delhi, Odisha and Gujarat emerge as top performers in the PGI 2023-24 report assessing school education quality at the district level, while Meghalaya lags behind.

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Chandigarh, Punjab, Delhi, Gujarat and Odisha are amongst top performers in 2023-24, according to a Ministry of Education report.

Press Trust of India

New Delhi, UPDATED: Jun 19, 2025 07:23 IST

Posted By: Atul Mishra

In Short

- Chandigarh, Punjab, Delhi, Gujarat and Odisha top 2023-24 school education index
- Meghalaya ranks lowest among states in latest Performance Grading Index
- Gap between top and bottom states narrows from 51% to 41% since 2017-18

Chandigarh, Punjab, Delhi, Gujarat and Odisha are amongst top performers in the 2023-24 Performing Grade Index that assesses school education at the district level, according to a report by the Ministry of Education.

Other top-performing states and Union territories include Kerala, Daman and Diu, Haryana, Goa, Maharashtra and Rajasthan, the report said.

The Performance Grading Index for Districts (PGI-D) measures the performance of states and UTs in school education. The Department of School Education and Literacy (DoSEL) has so far released the PGI report for states and UTs for the years 2017-18 to 2021-22.

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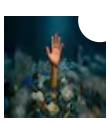
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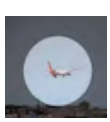
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Meghalya has been adjudged as the lowest performing state in the latest report.

Puducherry, Himachal Pradesh, Andaman and Nicobar Islands, Tamil Nadu, Karnataka and West Bengal are amongst the average performers.

The gap between India's top and bottom-performing states and Union territories in school education has narrowed over time, with interstate performance disparity declining from 51 per cent in 2017-18 to 41 per cent in 2023-24.

"The PGI has been conceptualised as a tool to catalyse transformational change in the field of school education with an objective of assessment of the relative performance of all the districts on a uniform scale," a senior ministry official said.

The PGI-D structure comprises a total weightage of 600 points across 74 indicators, which are grouped under six categories - Outcomes, Effective Classroom Transaction, Infrastructure Facilities and Student Entitlements, School Safety and Child Protection, Digital Learning and Governance Process.

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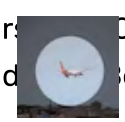
These categories are further divided into 11 domains -- Learning Outcomes and Quality, Access Outcomes, Teacher Availability and Professional Development Outcomes, Learning Management, Learning Enrichment Activities, Infrastructure Facilities, Student Entitlements, School Safety and Child Protection, Digital Learning, Funds Convergence and Utilisation, Attendance Monitoring Systems and School Leadership Development.

Following the same approach of state PGI, districts are graded.

In PGI-D, the nomenclature for PGI scores is classified into various grades. Highest achievable grade in PGI-D is 'Utkarsh', which is for districts scoring more than 90 per cent of the total points in that category or overall.

The category and overall scores are then reduced by an equal width of 10 per cent of total points in that category or overall points for arriving to the next grade.



According to the report, among the bi overs over the past two years Odisha, Himachal P , Telangana, Chandigarh, and hile Chhattisgarh, Punjab, and engal poste

steep declines. Delhi recorded the highest year-on-year improvement but could not be compared over the two-year span due to unavailable baseline data.

"The maximum deviation of 51 per cent noticed in 2017-18 has reduced to 41 per cent, suggesting that PGI has helped these states to bridge the performance gap amongst states and UTs over the years," the report said.

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Despite this progress, no state or UT has reached the top four grade bands - 'Daksh' (91–100 pc), 'Utkarsh', 'Atti-Uttam', or 'Uttam'.

The PGI report noted that while measurable progress has occurred, much remains to be done.

"The highest grade achieved so far by any state or UT is Prachesta–1...there is considerable ground to cover to reach the maximum aggregated 1,000 points," it said.

The findings underscored the importance of sustained policy efforts and governance reforms if India is to achieve the targets laid out under the National Education Policy (NEP) 2020 and Sustainable Development Goal 4.

Published By: Atul Mishra

Published On: Jun 19, 2025

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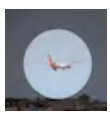
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'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग' में भारत की उपलब्धि

आईआईटी दिल्ली 123वें स्थान पर

नई दिल्ली (एसएनबी)। भारतीय प्रौद्योगिकी संस्थान (आईआईटी) दिल्ली 2026 की 'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग' में 123वें स्थान पर पहुंचकर सर्वश्रेष्ठ रैंक हासिल करने वाला भारतीय संस्थान है और देश के रिकॉर्ड 54 विश्वविद्यालय एवं संस्थान इस प्रतिष्ठित सूची में जगह बनाने में सफल रहे है।

देश के रिकॉर्ड 54 विश्वविद्यालय एवं संस्थान इस प्रतिष्ठित सूची में जगह बनाने में सफल रहे

आईआईटी दिल्ली ने दो वर्ष में 70 से अधिक स्थानों की छलांग लगाई है। वह दो साल पहले 197 और पिछले साल 150वें स्थान पर रहा था। संस्थान ने 'जॉर्जिया इंस्टीट्यूट ऑफ टेक्नोलॉजी, यूएस' के साथ संयुक्त रूप से 123वीं रैंक हासिल की है। लंदन स्थित वैश्विक उच्च शिक्षा विश्लेषण कंपनी 'क्वाक्वेरेली साइमंड्स' (क्यूएस) द्वारा प्रतिवर्ष प्रकाशित की जाने वाली प्रतिष्ठित 'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग' के तहत विभिन्न प्रदर्शन संकेतकों के आधार पर विश्वविद्यालयों का आकलन किया जाता है।

इस वर्ष रैंकिंग में आठ नए भारतीय संस्थानों के जगह बनाने के साथ इसमें शामिल भारत के संस्थानों की संख्या बढ़कर 54 हो गई है। अमेरिका (192 संस्थान), ब्रिटेन (90 संस्थान) और चीन (72 संस्थान) के बाद भारत चौथे स्थान पर है। किसी अन्य देश या क्षेत्र में इस वर्ष रैंकिंग में इतने विश्वविद्यालय नहीं जुड़े है। इस मामले में जॉर्डन और अजरबैजान दूसरे स्थान पर रहे है और दोनों के छह-छह विश्वविद्यालय 2026 की रैंकिंग में जुड़े है।

क्यूएस की मुख्य कार्यकारी अधिकारी जेसिका टर्नर ने कहा कि भारत वैश्विक उच्च शिक्षा परिदृश्य में अपनी एक अलग जगह बना रहा है। क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग के इस संस्करण में किसी अन्य देश के इतने विश्वविद्यालय शामिल नहीं हुए है। यह अच्छा संकेत है।

एम्प्लॉयमेंट आउटकम में डीयू ने पाया विश्व में 30वां स्थान

नई दिल्ली (एसएनबी)। दिल्ली विश्वविद्यालय ने क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग 2026 में अपना मजबूत वैश्विक स्थान बनाए रखा है। डीयू कुलपति प्रो. योगेश सिंह ने बताया कि एम्प्लॉयमेंट आउटकम में पिछले साल के मुक़ाबले डीयू 14 स्थान ऊपर चढ़कर दुनिया में 30वें स्थान पर पहुंच गया है। इसके साथ ही भारत के संस्थानों में इस श्रेणी में डीयू पहले स्थान पर है, जबकि ओवरआल सातवें स्थान पर है। वैश्विक रैंकिंग में डीयू की रैंक 328 रही।

भारतीय संस्थानों में भी एम्प्लॉयमेंट आउटकम में पहले स्थान पर रहा डीयू

कुलपति ने कहा कि दिल्ली विश्वविद्यालय ने क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग 2026 में मजबूत वैश्विक स्थान बनाए रखा है। उन्होंने बताया कि डीयू ने क्यूएस रैंकिंग 2026 में उल्लेखनीय प्रगति की है। ओवरआल स्कोर में डीयू 2025 के 33.8 से बढ़कर 2026 में 42.6 तक पहुँच गया है।

प्रो. योगेश सिंह ने कहा कि हमारे ओवरआल स्कोर में यह उल्लेखनीय सुधार दिल्ली विश्वविद्यालय की बढ़ती अकादमिक उत्कृष्टता और वैश्विक प्रतिष्ठा को रेखांकित करता है। वैश्विक रैंक 328 के साथ, यह स्कोर वृद्धि हमारे संस्थागत प्रयासों की बढ़ती गहराई, गुणवत्ता और प्रभाव को दर्शाती है। हमारे संकाय, शोधकर्ता और विद्यार्थी इस परिवर्तन में सबसे आगे है जो लगातार नवाचार, उच्च प्रभाव वाले शोध और अंतरराष्ट्रीय संबंध प्रदान कर रहे है। कुलपति ने कहा कि यह उपलब्धियां हमारी प्रगति को रेखांकित करती है और आने वाले वर्षों में और भी अधिक लक्ष्य निर्धारित करने के लिए उत्प्रेरक है।

प्रो. योगेश सिंह ने कहा कि क्वाक्यूरेली साइमंड्स (क्यूएस) द्वारा आयोजित रैंकिंग में वैश्विक स्तर पर 8,467 संस्थानों का मूल्यांकन किया गया है, जिसमें शीर्ष 1,501 विश्वविद्यालयों के परिणाम प्रकाशित हुए है। इतने संस्थानों के मध्य तीव्र वैश्विक प्रतिस्पर्धा और एक परिष्कृत मूल्यांकन पद्धति के बीच, दिल्ली विश्वविद्यालय की अपनी वैश्विक स्थिति को बनाए रखने की क्षमता इसकी संस्थागत लचीलेपन और दूरदर्शी शैक्षणिक रणनीतियों को दर्शाती है।

2026 में इंद्रप्रस्थ विवि 1000 बैंड में

नई दिल्ली (एसएनबी)। गुरु गोबिंद सिंह इंद्रप्रस्थ विश्वविद्यालय क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग्स 2026 में 951-1000 बैंड में जगह बनाई है। यूनिवर्सिटी 2025 में 1001-1200 बैंड और अपने डेब्यू वर्ष 2024 में 1401+ बैंड में थी। इस मान्यता ने यूनिवर्सिटी को वैश्विक स्तर पर शीर्ष 1000 संस्थानों में रखा है, जिनमें से 8467 संस्थानों का मूल्यांकन किया गया था और अंतिम तालिका में 1501 को रखा गया। इस सूची में शामिल सभी भारतीय संस्थानों में आईपीयू 35वें स्थान पर है। यूनिवर्सिटी के कुलपति पद्मश्री प्रोफेसर महेश वर्मा ने इस उपलब्धि का श्रेय संकाय, शोधकर्ताओं, छात्रों और कर्मचारियों के सामूहिक समर्पण को दिया।

कुलपति प्रो. महेश वर्मा ने इस उपलब्धि का श्रेय संकाय, शोधकर्ताओं, छात्रों और कर्मचारियों के सामूहिक समर्पण को दिया

उन्होंने कहा कि क्यूएस की नवीनतम मान्यता विश्वविद्यालय के शिक्षण के साथ शोध को एकीकृत करने, छात्र-केंद्रित अध्यापन को मजबूत करने और अपनी वैश्विक पहुंच का विस्तार करने पर ध्यान केंद्रित करने की पुष्टि करती है। उन्होंने कहा कि यह प्रगति शैक्षणिक उत्कृष्टता, अत्याधुनिक शोध, वैश्विक जुड़ाव और स्थिरता की दिशा में विश्वविद्यालय के निरंतर प्रयासों को दर्शाती है। उन्होंने कहा कि तीन वर्षों के दौरान, यूनिवर्सिटी ने न केवल समग्र रैंकिंग में काफी सुधार किया है, बल्कि व्यक्तिगत प्रदर्शन मेट्रिक्स में भी अपना प्रभाव विस्तारित किया है। क्यूएस द्वारा यह मान्यता न केवल गुणवत्ता शिक्षा और प्रभावशाली शोध पर हमारे ध्यान की पुष्टि करती है, बल्कि हमारी संस्थागत संस्कृति की समावेशिता, नवाचार और निरंतर सुधार को भी इंगित करती है। प्रो. वर्मा ने आगे कहा कि यूनिवर्सिटी का वैश्विक रैंकिंग में विकास उत्कृष्टता, समानता और नैतिक अभ्यास में निहित एक वैश्विक स्तर पर सम्मानित ज्ञान संस्थान बनने के उसके दीर्घकालिक दृष्टिकोण को दर्शाता है।

जनसत्ता, 20 जून 2025, पेज नं- 3

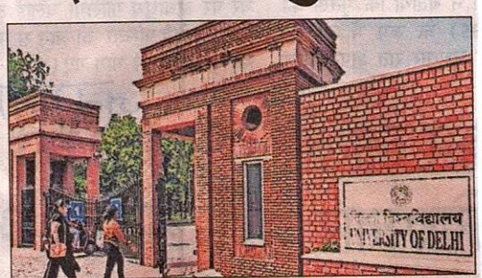
'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग'

डीयू की स्थिति यथावत; जेएनयू, जामिया और आइपी में सुधार

जनसत्ता संवाददाता
नई दिल्ली, 19 जून।

क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग 2026 में दिल्ली विश्वविद्यालय (डीयू) ने वैश्विक रैंक 328 को बरकरार रखते हुए अपनी स्थिति मजबूत बनाए रखी है। डीयू ने खासकर रोजगार परिणाम में अपनी पकड़ दिखाई, जहां इस वर्ष उसने वैश्विक स्तर पर 30वां स्थान हासिल किया। पिछली रैंकिंग के मुकाबले 14 स्थान का उल्लेखनीय सुधार हुखा है। केंद्र सरकार के विश्वविद्यालयों में डीयू अब 7वें, अंतरराष्ट्रीय शोध नेटवर्क में 2वें, और अकादमिक प्रतिष्ठा तथा स्थिरता के संकेतकों में 6वें स्थान पर है।

वहीं केंद्रीय विश्वविद्यालय जेएनयू ने भी अपनी रैंक में सुधार कर 558वां स्थान प्राप्त किया है, जो पिछले वर्ष की 580वीं रैंक के मुकाबले बेहतर प्रदर्शन दर्शाता है और अब यह भारत में 13वें नंबर पर है। जामिया मिलिया इस्लामिया ने भी अपनी रैंक में उछाल दिखाते हुए पहले की 851-900 रेंज से निकलकर 761-770 श्रेणी में स्थान बनाया और अब यह 24वें पद पर है। गुरु गोविंद सिंह इंद्रप्रस्थ विश्वविद्यालय ने भी प्रगति की है। इसने पिछले 1001-1200 श्रेणी से उभर क़र 951-1000 रैंक प्राप्त की और भारत में 35वें स्थान पर अपने नाम दर्ज कराया है।



जेएनयू ने भी अपनी रैंक में सुधार कर 558वां स्थान प्राप्त किया है, जो पिछले वर्ष की 580वीं रैंक के मुकाबले बेहतर प्रदर्शन दर्शाता है और अब यह भारत में 13वें नंबर पर है।

इस रैंकिंग सत्र में कुल 8,467 संस्थानों का मूल्यांकन किया गया, जिनमें से शीर्ष 1,501 को चुना गया। भारत से कुल 54 विश्वविद्यालयों को सूचीबद्ध किया गया। यह पिछले वर्ष के 46 और 2024 में 45 की तुलना में एक महत्वपूर्ण उछाल है।

दैनिक जागरण, 20 जून 2025, पेज नं 2

ओपन बोर्ड के 55 प्रतिशत बच्चे ही पास कर पा रहे 10वीं और 12वीं बोर्ड परीक्षा

जागरण ब्यूरो, नई दिल्ली : सीबीएसई सहित देश के सभी राज्यों के दसवीं और बारहवीं के नियमित शिक्षा बोर्डों में परिणामों में भले ही पिछले कुछ सालों में बड़ा सुधार हुआ है लेकिन ओपन बोर्ड के जरिये दसवीं और बारहवीं की परीक्षा देने वाले करीब 55 प्रतिशत छात्र ही अभी परीक्षा पास कर पा रहे हैं। यानी ओपन बोर्ड से पढ़ने वाले करीब 45 प्रतिशत छात्र दसवीं और बारहवीं में फेल हो जाते हैं। यही वजह है कि शिक्षा मंत्रालय ने ओपन बोर्डों के इस प्रदर्शन पर चिंता जताई है और जल्द ही सुधार के लिए जरूरी दिशा-निर्देश भी देने की तैयारी में है।

शिक्षा मंत्रालय ने यह पहल तब की है, जब वर्ष 2024 के देश भर के दसवीं और बारहवीं बोर्डों के परीक्षा परिणाम को लेकर कराए गए एक अध्ययन में यह चौंकाने वाली जानकारी सामने आई। इसमें यह पाया गया कि दसवीं में नियमित बोर्ड से परीक्षा देने वाले छात्रों के पास होने का प्रतिशत जहां 88.1 प्रतिशत है, वहीं ओपन बोर्ड से दसवीं की परीक्षा देने वाले छात्रों के पास होने का प्रतिशत महज 54 प्रतिशत है। ऐसी ही कुछ स्थिति बारहवीं की बोर्ड परीक्षा के परिणामों में दिखी है, जहां नियमित बोर्ड से परीक्षा देने वाले छात्रों के पास होने का प्रतिशत 86.5 प्रतिशत रहा, वहीं ओपन बोर्ड से बारहवीं की परीक्षा देने वाले छात्रों के पास होने का प्रतिशत 57 प्रतिशत था। मंत्रालय की मानें तो ओपन बोर्ड से दसवीं व बारहवीं के परिणामों से साफ है कि इनमें पढ़ने वाले करीब 45 प्रतिशत छात्र फेल हो रहे है।

देश में 66 परीक्षा बोर्ड हैं। इनमें तीन राष्ट्रीय स्तर व 63 राज्य स्तर के हैं। इन 63 राज्य स्तरीय बोर्डों में 54 नियमित बोर्ड और अन्य ओपन बोर्ड है। ओपन बोर्ड से हर साल करीब 16 लाख छात्र दसवीं और बारहवीं की परीक्षा देते हैं।



- शिक्षा मंत्रालय ने जताई चिंता, जल्द ही दिए जाएंगे सुधार के जरूरी निर्देश
- बोर्ड से पढ़ने वालों छात्रों के पास होने का प्रतिशत 85 प्रतिशत से है अधिक

दैनिक जागरण, 20 जून 2025, पेज नं -5

नकली किताबों के केस को कमजोर करने पर इंस्पेक्टर निलंबित

जागरण संवाददाता, पूर्वी दिल्ली: शाहदरा जिले के स्पेशल स्टाफ ने 16 मई को अलीपुर में छापेमारी कर राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की 2.40 करोड़ रुपये की 1.70 लाख नकली किताबें बरामद की थी। कार्रवाई से आरोपितों को बचाने के लिए केस को कमजोर करने के आरोप में शाहदरा जिले के स्पेशल स्टाफ के इंचार्ज इंस्पेक्टर मुनीश कुमार को निलंबित कर दिया गया है। टीम में तैनात अन्य दो एसआइ के खिलाफ विभागीय जांच चल रही है। आरोप है कि जिस मुखबिर ने स्पेशल स्टाफ से नकली किताबों के गोदाम पर छापेमारी करवाई थी, उसकी शिकायत पर इंस्पेक्टर के खिलाफ कार्रवाई हुई है। इस मामले में दिल्ली पुलिस का कोई अधिकारी खुलकर बोलने को तैयार नहीं है। इंस्पेक्टर का कहना है कि उस पर लगे आरोप बेबुनियाद हैं।

पुलिस सूत्रों ने बताया कि एक मुखबिर ने पुलिस को सूचना दी थी कि मंडोली रोड स्थित एक स्टेशनरी की दुकान पर एनसीईआरटी की नकली किताबें बेची जा रही हैं। पुलिस ने एनसीईआरटी की टीम के साथ

16 मई को अलीपुर में स्पेशल स्टाफ ने बरामद की थीं 2.40 करोड़ की एनसीईआरटी की नकली किताबें

- शाहदरा जिले के स्पेशल स्टाफ के इंचार्ज मुनीश कुमार को निलंबित कर दिया गया
- कार्रवाई से आरोपितों को बचाने के लिए केस को कमजोर करने का है आरोप

दुकान पर छापेमारी कर दुकानदार व विवेक विहार निवासी प्रशांत गुप्ता व इसके पुत्र निशांत गुप्ता को गिरफ्तार किया था। दोनों ने पूछताछ में बताया था कि उन्होंने सोनीपत के सेक्टर-15 निवासी अरविंद गुप्ता से नकली किताबें खरीदी हैं। पुलिस ने 16 मई को अरविंद गुप्ता के अलीपुर स्थित गोदाम में छापेमारी कर वहां से 1.70 लाख किताबें बरामद की। तीनों के खिलाफ कापी राइट उल्लंघन का केस दर्ज किया गया।

सूत्रों का कहना है कि पकड़े आरोपितों से मिलकर पुलिसकर्मियों ने केस को कमजोर किया। जिस मुखबिर ने कार्रवाई करवाई थी, वह पुलिस मुख्यालय में एक वरिष्ठ अधिकारी के पास पहुंचा। उसने कहा कि पुलिस ने एक गोदाम पर ही छापेमारी की, जबकि दो अन्य गोदामों में भी नकली किताबें थी। वहां छापेमारी नहीं हुई है।

वहीं, सूत्रों का कहना है कि जिसने किताबों पर कार्रवाई करवाई थी, वह दिल्ली पुलिस के एक वरिष्ठ अधिकारी का खास है। शाहदरा जिले में चर्चा यह भी चल रही है कि इस कार्रवाई के बाद मुख्यालय स्तर के एक अधिकारी अपने करीबी को इंचार्ज बनाने की तैयारी कर रहे हैं।

The Hindu, 20 June 2025, Page No.- 14

'Hindi, English top choice as medium of instruction for Class 10, 12 exams'

Maitri Porecha
NEW DELHI

A majority of students appearing in Class 10 and 12 Board exams preferred Hindi as the medium of instruction, followed by English, an analysis by the Education Ministry says.

As compared to Hindi and English, the percentage of students opting for 16 regional languages as medium of instruction – Marathi, Bengali, Gujarati, Odia, Kannada, Tamil, Telugu, Urdu, Assamese, Punjabi, Malayalam, Bodo, Sanskrit, Nepali, Santhali and Manipuri – ranged from 0.9% to 6.1%.

The analysis includes a total of 1,85,26,013 students who appeared for Class 10, and 1,49,24,580 who appeared for Class 12 Board exams in 2024.

While on average 88% of all Class 10 students who appeared for the Board exams passed, for the medium of instructions such as Gujarati, Kannada, Telugu and Assamese, the pass percentage is lower than the national average, officials say.



An average of 39.3% of students opted for Hindi as the medium of instruction.

"Only 82.7% students who appeared for Class 10 exams in Gujarati passed, while only 75.4% of those who appeared in Kannada passed. In Telugu and Assamese, 79.8% of students who appeared passed. This is lower than the national pass percentage of 88%," a senior official said.

Meanwhile, the pass percentage in the Malayalam medium was 99.9%, much higher than the national average; so it was for Odia (98%), and Manipuri and Punjabi (96.2%).

Telugu medium

Similarly, officials have expressed concern about the low pass percentage of Class 12 students with Telugu as the medium of instruction.

"While 86.5% of 1,49,24,580 students who appeared for Class 12 passed, among these only 61.7% of 1,06,936 students who appeared from Telugu medium passed," the senior official said.

Meanwhile, ranging between 90.5% and 92.3%, students studying in Tamil, Nepali, Punjabi and Manipuri had a much higher pass percentage than the national average of 86.5%, officials said.

Interestingly, while the pass percentage of Gujarati medium students was lower than the national average for Class 10, it was at 92.6% for Class 12.

Data analysed by the Ministry suggested that a majority of students, an average of up to 39.3%, opted for Hindi as the medium of instruction while appearing for Class 10 and 12 Board exams.

While fewer students, 31.4%, opted for English in Class 10, more students, 38.6%, picked English for Class 12.

Many State Boards follow regional language as the medium of instruction till Class 10 and switch to English in Class 12.

The Indian Express, 20 June 2025, Page No.- 8

NO STOPPING HER

Class XII board exam data from 2024 show science is no longer a boys' club. Challenge now is to keep up the momentum

DATA ON 2024 Class XII board exams, released by the Ministry of Education, tell a story of quiet persistence: For the first time in a decade, more girls -- 28.14 lakh — cleared the board exams in the science stream than in humanities — 27.24 lakh. These figures mark a powerful shift in academic and social dynamics. As an analysis of numbers from 25 school boards between 2010 and 2023 by this newspaper in September 2024 showed, only 38.2 per cent of students clearing science in 2010 were girls. By 2023, that number had climbed to 45.5 per cent, setting the stage for the 2024 breakthrough. The reversal of the longstanding gender tilt toward humanities is an affirmation that science — once seen as a male preserve — is being actively pursued by female students across the country. In a country aspiring to be a global leader in the knowledge economy, this is welcome news: Drawing on the scientific potential of half its population is not just desirable, it is essential.

State-level results underscore the national picture. In Tamil Nadu, girls achieved a formidable 96.35 per cent science pass rate in 2024; in Jharkhand, Bihar and Odisha, girls outperformed boys. This reshaping of ambition and possibility has been facilitated by growing parental encouragement and good-faith policy interventions such as the Vigyan Jyoti scholarship schemes for girls from disadvantaged backgrounds, and the CBSE's Udaan initiative, which helps underprivileged girls prepare for engineering and medical entrance exams through mentoring and financial aid. What happens when more girls enter higher education in STEM? According to the All India Survey on Higher Education 2021-22, women now make up 52.1 per cent of all students in science disciplines across undergraduate, postgraduate, MPhil, and PhD levels. At the undergraduate level, they constitute a little over 51 per cent of the total enrolment. In medicine, women are at par with men; in engineering and technology — fields where they have traditionally been a sliver — their representation has risen considerably. These numbers point to a future workforce that is likely to be more diverse, representative, and arguably, more innovative.

The promise of these numbers, however, will continue to come up against the shadow of unequal realities unless it is met with deeper investment in infrastructure, mentorship networks, employment opportunities and safe spaces to learn and to linger in. Girls from rural areas and low-income households still face immense barriers that cap their ambitions: Lack of resources; unavailability of laboratories and equipment; a private study space, or simply, the right to stay in school. If this moment is to make room for long-term change, it must ensure that STEM dreams that have got off the block are not stalled midway.

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THE TIMES OF INDIA

Telangana ranks 25th in school education index, retains second-lowest grade in PGI 2.0; shares category with Bihar, Jharkhand, Assam

TNN | Jun 20, 2025, 08.28 AM IST



Telangana has fared poorly in the latest Performance Grading Index (PGI) 2.0 released by the Union ministry of education, ranking 25th among 35 states in the school education index. The state scored 511.9 out of 1,000 and retained the 'Akanshi-2' grade, which is the second-lowest category in the index. Last year, it had scored 489.3 in the same grade.

The PGI 2.0 evaluates performance across various domains, including learning outcomes and quality, access, infrastructure and facilities.

"This comes as no surprise as we've been lagging in rankings and literacy for years. People have lost faith in govt schools. To change that, the govt must show political will and strong administration," said T Papi Reddy, former chairman of the Telangana State Council of Higher Education.

He suggested creating one cluster-based school for every four to five villages and semi-residential schools to ensure equal access to quality education. "This model would not overburden and would level the playing field for rural students," he said.

Officials from the Telangana Education Commission acknowledged key gaps in infrastructure and monitoring. "Many schools still lack basic facilities like drinking water, toilets, and computers. Monitoring teacher performance is also an issue," said commission chairman Akunuri Murali. "If we fix these two areas, we can definitely move up in the rankings."

The only silver lining is that the state was among the top five states in three specific parameters — curbing dropout rates, ensuring universal access to education, and promoting inclusive education. Officials attributed this to the performance of residential schools run under social, tribal, and minority welfare departments.

Telangana shares the Akanshi-2 grade with nine other states, including Assam, Jharkhand, and Bihar.

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THE TIMES OF INDIA

CISCE students shine at National Yoga Olympiad 2025 with 20 medals, set to join yoga session with Prime Minister Modi

TOI Education | Jun 20, 2025, 08.05 PM IST



NEW DELHI: Students from schools affiliated to the Council for the Indian School Certificate Examinations (CISCE) have achieved remarkable success at the NCERT National Yoga Olympiad 2025, held in Kanyakumari, Tamil Nadu. The students secured a total of 20 medals — 10 Gold, 6 Silver and 4 Bronze — across both team and individual events, showcasing their dedication, talent and commitment to holistic education.

In a significant recognition of their achievement, the Gold Medal winners from CISCE schools have been selected to participate in a special yoga session with Prime Minister Shri Narendra Modi on the occasion of International Yoga Day 2025, to be observed on June 21, 2025. The opportunity marks a moment of pride for the students and reflects the national importance given to yoga and wellness education.

An event that celebrates national heritage and wellness

The National Yoga Olympiad 2025 was conducted from June 15 to 18, 2025, at the Sabhagriham Vivekananda Kendra in Kanyakumari. It was organised by the Department of School Education & Literacy (DoSEL), Ministry of Education, Government of India, in collaboration with the National Council of Educational Research and Training

(NCERT). The event was graced by Professor Dinesh Prasad Saklani, Director, NCERT, who attended as the Chief Guest.
Introduced in 2016, the Olympiad is a flagship initiative by NCERT to promote the integration of yoga in school education. It encourages students to understand yoga not just as physical exercise but as a discipline that supports emotional, mental and spiritual growth, in line with the National Education Policy (NEP) 2020.
Team excellence across age categories

In the Secondary Stage (14–17 years), CISCE teams performed exceptionally in the team events. The Girls' Team, comprising Naisha Sarkar (Sacred Heart Convent School, Jamshedpur), Manya Sharma and Namya Sharma (St. Stephen's School, Chandigarh), and Anisha Kadam (Wisdom World School, Pune), won the Gold Medal. The Boys' Team, with Aadi Karmakar (St. Augustine's School, Kolkata), Sounava Hazra (Calcutta Public School, Kolkata), Nihal (St. Stephen's School, Chandigarh), and Priyanshu Mandal (Holy Cross School, Kolkata), also secured Gold.

In the Middle Stage (10–14 years), the Girls' Team of Aditri De and Anaanya Sengupta (The Heritage School, Kolkata), Savera (St. Stephen's School, Chandigarh), and Devanshi Shinde (Tree House High School, Pune) earned a Silver Medal.

Individual brilliance in performance and creativity

CISCE students also shone in individual competitions. Gold Medals were won by Aadi Karmakar for Yoga Performance (Boys 14–17 years) and Sounava Hazra for Essay Writing (Boys 14–17 years). Silver Medals were awarded to Naisha Sarkar for Yoga Performance and Namya Sharma for Poetry (Girls 14–17 years). Bronze Medals went to Sounava Hazra and Namya Sharma for Yoga Performance, Priyanshu Mandal for Poetry, and Devanshi Naresh Shinde for Poster Making.

NEP 2020 encourages pursuit of dual-degrees of Indian and Australian universities: Austrade Commissioner

‘Australia and India’s educational ties have deepened over the years, fostering strong economic and cultural connections that continue to grow’

Published – June 20, 2025 08:46 pm IST – COIMBATORE

THE HINDU BUREAU



Students being apprised of higher educational opportunities in Australia at a fair organised by the Australian Trade and Investment Commission (Austrade) of Australian Government in Coimbatore on Friday | Photo Credit: PERIASAMY M

The National Education Policy (NEP) 2020 has placed Indian students at an advantage to derive the utility of dual-degree programs, splitting equal time in Indian and Australian higher educational institutions, Vik Singh, Trade and Investment Commissioner, Australian Trade and Investment Commission (Austrade), said in Coimbatore on Friday.

Addressing the media at a fair conducted by Austrade in which 19 Australian universities showcased opportunities for world-class higher education on their campuses for Indian students and parents, Mr. Vik Singh said there were at present about 1.3 lakh Indian students pursuing higher education in Australian universities, and the number was on the rise. “The documentation process is simple and the students are provided guidance on the courses, working in Australia, and their rights through the website *www.studyaustralia.gov.au*,” he said.

A student is permitted to work and earn for 20 hours a week during the course of study. The duration of post-study work rights ranging from two to six years depending on the course of study, and the Australia-India Economic Cooperation and Trade Agreement endows Indian students the privilege of working for an additional year, Mr. Vik Singh said.

Australian universities offer scholarships and were, by and large, cost-effective destinations when compared to universities in European countries, he said.

Students mainly choose to study technology, finance, business, and architecture. A rapid change in the choice of subjects was noticeable with students choosing subjects such as Psychology and Biotechnology.

On the response in Coimbatore, he said there were 400 applications for the next intake.

Reflecting on the discussion Austrade had with trade and industry representatives earlier, Mr. Vik Singh said prospective investors in Australia from Coimbatore were keen on making a foray into Artificial Intelligence, Textiles and Manufacturing, and green energy spaces.

Through the third phase of ‘Festival of Australia’, a first-of-its-kind multi-city showcase celebrating Australia’s world-class education and premium food and beverage products, students were facilitated by representatives of universities to explore educational programmes suiting their academic and career aspirations.

“Australia and India’s educational ties have deepened over the years, fostering strong economic and cultural connections that continue to grow. The ‘Festival of Australia’ strengthens Australia’s presence in India and celebrates a shared commitment to cross-cultural appreciation and collaboration,” Mr. Vik Singh said.

Published – June 20, 2025 08:46 pm IST

THE HERITAGE SCHOOL

The Heritage School Shines at NCERT National Yoga Olympiad 2025

Our Web Correspondent

Posted on 20 Jun 2025 13:51 PM



In the photograph - Top Row- Shri Hanumant Rao (second from the left), Prof. Dinesh Prasad Saklani, (Third from the left), Shri Iswar V Basavaraddi, (fourth from the left), others are Shri Mukesh Verma, Shri Atul Dubey Bottom Row-

Ananya Sengupta (Fourth from the left- The Heritage School), Aditri De (Second from the left-The Heritage School), others are Devanshi Shinde (Tree House High School, Pune) Savera (St. Stephens School, Chandigarh) *The Heritage School*

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Summary

Ananya Sengupta and Aditri De clinch First Runner-up in U-14 Girls' Category at the National Stage in Kanyakumari

The event marked a significant step in promoting Yoga for One Earth, One Health —a theme aligned with India's vision for global well-being and spiritual ecology

In a resounding victory that blends discipline, tradition, and wellness, Ananya Sengupta and Aditri De, students of The Heritage School, Kolkata, emerged as First Runners-Up in the under-14 girls' category at the NCERT National Yoga Olympiad 2025 held at Vivekananda Kendra, Kanyakumari.

The competition, conducted from June 15 to 18, drew over 500 students in 33 teams, from across India—representing national boards, state boards, and regional councils. The Olympiad was themed "Yoga for One Earth, One Health", echoing India's global commitment to health, harmony , and holistic education through yoga.Having previously won the CISCE National Yoga Pre-Olympiad held at Dehradun, Ananya and Aditri represented CISCE at the grand finale, displaying exceptional mastery of the Common Yoga Protocol, grace in performance, and composure under pressure.

This is more than just a win—it is a testimony to the power of discipline, dedication, and the values we nurture at The Heritage School," said Ms. Seema Sapru, Principal, The Heritage School.

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Shri Pradip Agarwal, CEO of Heritage Group of Institutions, added,"This recognition at a national level reflects our commitment to holistic

education. Ananya and Aditri have made the Heritage family proud by becoming youth ambassadors of yoga on a national platform."

Their mentor, Ms. Ila Khandelia, Yoga & Value Education teacher at The Heritage School, shared,"Watching them perform with such poise and focus was a moment of immense pride. Their journey has been full of dedication—from early morning practices to deep-rooted understanding of yogic philosophy."

The closing ceremony at Kanyakumari was addressed by Prof. Dinesh Prasad Saklani, Director, NCERT, Shri Iswar V. Basavaraddi, Former Director, Morarji Desai Institute of Yoga, Mananeeya Shri Hanumant Rao, All India Vice President, Vivekananda Kendra, Shri Mukesh Verma, Programme Director, Shri Atul Dubey, Co-Programme Director and other senior officials from NCERT who emphasized the timeless relevance of yoga in modern life.

The event marked a significant step in promoting Yoga for One Earth, One Health —a theme aligned with India's vision for global well-being and spiritual ecology. The initiative aimed to deepen the role of yoga in shaping young minds towards sustainability, inner peace, and national pride.

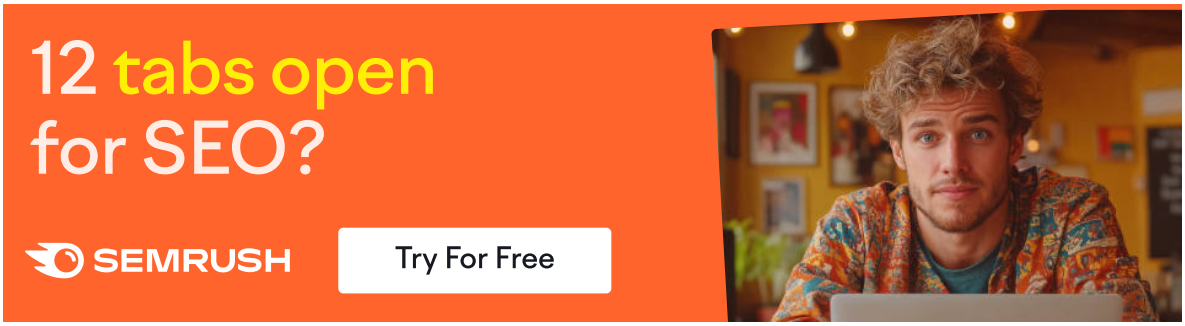
As India prepares to celebrate International Yoga Day, Ananya and Aditri's success stands as a symbol of youth power grounded in ancient wisdom. Their journey has already inspired many of their peers to explore yoga as a source of inner strength and national identity.

Last updated on 20 Jun 2025 13:53 PM

The Heritage School NCERT yoga olympiad

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NCERT to revise curriculum to improve access for children with disabilities

Story by India Today Education Desk • 3d • 2 min read



NCERT to revise curriculum to improve access for children with disabilities

In a move to promote inclusive education for children with disabilities, the Department of Empowerment of Persons with Disabilities (DEPwD) has signed a tripartite agreement with the National Institute of Open Schooling (NIOS) and the National Council of Educational Research and Training (NCERT).


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The agreement, signed on Wednesday in the presence of Union Ministers Virendra Kumar and Dharmendra Pradhan, aims to create a more accessible and inclusive education system in line with the goals of the National Education Policy (NEP) 2020.

As part of the collaboration, NIOS will begin recognising special schools run by NGOs under the Deendayal Disabled Rehabilitation Scheme (DDRS) as Special Accredited Institutions for Education of the Disabled (SAIEDs).

These schools will offer a range of academic and vocational courses, including open basic education and senior secondary programmes. NIOS will manage all aspects related to admissions, exams, study materials, and exam accommodations for these institutions.

To support this initiative, NCERT will work on reviewing and adapting textbooks and curriculum content to make them more inclusive and accessible for students with disabilities. The changes will ensure that the learning materials align with NEP 2020 principles.

Union Minister Virendra Kumar said that every child, regardless of ability, deserves a chance at education. "This agreement reflects the government's vision that inclusive education is a right for all children," he said.

Education Minister Dharmendra Pradhan echoed the sentiment, highlighting the importance of education in building a fair and aware society. He added that improving school infrastructure, including accessible toilets, will be a key focus area to reduce dropout rates amongst children with disabilities.

DEPwD Secretary Rajesh Aggarwal underlined the government's efforts to widen access to quality education for students with disabilities, even in top institutions like IITs and IIMs.

He also appreciated NIOS's recent move to introduce Indian Sign Language as a subject at the secondary level.

Sanjay Kumar, Secretary of the Department of School Education and Literacy, stressed the need to ensure that every child with a disability completes their schooling.

To ensure smooth implementation of this initiative, a Joint Coordination Committee comprising members from DEPwD, NIOS, and NCERT will be formed.

(With PTI inputs)

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Chandigarh top in school education ranking

By **HT Correspondent**, Chandigarh

Jun 20, 2025 10:50 AM IST

UT's director school education Harsuhinderpal Singh Brar says that at the heart of this success are teachers and the encouragement by the UT administrator and chief secretary along with the integration between various departments

Advertisement

The Union Territory (UT) ranked first among all states and UTs in the Performance Grading Index 2.0 report on school education for 2022-23 and 2023-24 released by the Union ministry of education on Thursday. The report assesses school education across various indicators including learning outcomes and infrastructure.



Chandigarh's score is 703 out of 1,000, achieving Prachesta 1 grade as defined in the Performance Grading Index 2.0 report for the 2023-24 session, released by the Union ministry of education.

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The report is made across six domains and features data from Unified District Information System for Education Plus (UDISE +), National Achievement Survey (NAS), PM POSHAN portal, PRABAND portal and Vidyanjali Portal.

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Chandigarh's score is 703 out of 1,000, achieving Prachesta 1 grade as defined in the report for the 2023-24 session. It improved its score from 687.8 in the 2022-23 session. Other top performers include Punjab with 631.2 score and Delhi (623.7).

Chandigarh leads in only two of the six domains which are infrastructure and facilities and equity.

UT's director school education Harsuhinderpal Singh Brar said, "At the heart of this success are our teachers and the encouragement by the UT administrator and chief secretary along with the integration between various departments. This interdepartmental teamwork anchored by a shared commitment to student success is what transformed plans into results."

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Hindustan Times

जनसत्ता, 21 जून 2025, पेज नं - 8

नीट-स्नातक में हिंदी से परीक्षा देने वाले घटे

अंग्रेजी माध्यम से परीक्षा देने वाले छात्रों की संख्या बढ़ीं

सुशील राघव
नई दिल्ली, 20 जून।

राष्ट्रीय पात्रता सह प्रवेश परीक्षा (नीट)-स्नातक के लिए पंजीकृत अभ्यर्थियों में हिंदी माध्यम से परीक्षा देने वालों का फीसद पिछले साल के मुकाबले इस साल घटा है। वहीं, अंग्रेजी माध्यम से परीक्षा देने वालों के फीसद में बढ़ोतरी हुई है। देश भर के मेडिकल कालेजों में दाखिले के लिए आयोजित होने वाली नीट-स्नातक का परिणाम कुछ दिनों पहले जारी किया गया।

वर्ष 2025 में नीट-स्नातक परीक्षा देने के लिए कुल 22,76,069 अभ्यर्थियों ने पंजीकरण कराया था जिनमें से 80.06 फीसद ने परीक्षा का माध्यम अंग्रेजी चुना था। वहीं, वर्ष 2024

अंग्रेजी
2025 - 80.06 फीसद
2024 - 78.65 फीसद
हिंदी
2025 - 14.43 फीसद
2024 - 14.87 फीसद

की बात करें तो अंग्रेजी माध्यम से परीक्षा देने का विकल्प 78.65 फीसद अभ्यर्थियों ने चुना था। यानी पिछले वर्ष के मुकाबले नीट-स्नातक परीक्षा के लिए अंग्रेजी माध्यम को चुनने वालों में 1.41 फीसद की बढ़त हुई है। वर्ष 2024 में इस परीक्षा के लिए कुल 24,06,079 अभ्यर्थियों ने पंजीकरण कराया था।

वहीं, यदि हिंदी की बात करें तो इस वर्ष अभ्यार्थियों ने हिंदी माध्यम को पिछले वर्ष के मुकाबले कम तरजीह दी है। इस वर्ष कुल पंजीकृत अभ्यर्थियों में से 14.43 फीसद ने हिंदी को परीक्षा का माध्यम चुना था जो पिछले वर्ष 14.87 फीसद के मुकाबले थोड़ा कम है। इतना ही नहीं अन्य भारतीय भाषाओं जैसे बांग्ला, गुजराती और तमिल के माध्यम से परीक्षा देने वालों के फीसद में भी कमी हुई है।

इस वर्ष बांग्ला माध्यम से परीक्षा देने के लिए 1.68 फीसद अभ्यर्थियों ने पंजीकरण कराया था जबकि वर्ष 2024 में बांग्ला माध्यम से नीट-स्नातक देने के लिए 2.00 फीसद अभ्यर्थी पंजीकृत हुए थे। गुजराती माध्यम से इस परीक्षा देने वाले अभ्यर्थियों के फीसद में भी इस वर्ष पिछले वर्ष में मुकाबले कमी आई है।

जनसत्ता, 21 जून 2025, पेज नं - 2

केंद्र ने प्रवेश परीक्षाओं की निष्पक्षता की जांच के लिए समिति बनाई

जनसत्ता ब्यूरो
नई दिल्ली, 20 जून।

कोचिंग संस्थानों और 'डमी स्कूलों' के बढ़ते चलन के साथ-साथ प्रवेश परीक्षाओं की प्रभावशीलता और निष्पक्षता की जांच के लिए शिक्षा मंत्रालय ने नौ सदस्यीय समिति गठित की है। उच्च शिक्षा सचिव विनीत जोशी की अध्यक्षता वाली समिति उच्च शिक्षा में प्रवेश के लिए कोचिंग सेंटरों पर विद्यार्थियों की निर्भरता कम करने के उपाय सुझाएगी।

शिक्षा मंत्रालय के एक वरिष्ठ अधिकारी ने कहा कि समिति मौजूदा स्कूल शिक्षा प्रणाली में मौजूद उन खामियों की जांच करेगी, जिनके कारण विद्यार्थी कोचिंग सेंटरों पर निर्भर हो जाते हैं। विशेष रूप से यह समिति इस बात पर गौर करेगी कि किस तरह रटने की प्रवृत्ति हावी है और आलोचनात्मक सोच, तार्किक विवेक, विश्लेषणात्मक क्षमता और नवाचार पर सीमित ध्यान दिया जा रहा है। इंजीनियरिंग और

उच्च शिक्षा सचिव विनीत जोशी की अध्यक्षता वाली समिति उच्च शिक्षा में प्रवेश के लिए कोचिंग सेंटरों पर विद्यार्थियों की निर्भरता कम करने के उपाय सुझाएगी।

मेडिकल प्रवेश परीक्षाओं की तैयारी करने वाले बड़ी संख्या में विद्यार्थी 'डमी' स्कूलों में दाखिला लेना पसंद करते हैं, ताकि वे केवल प्रतियोगी परीक्षाओं की तैयारी पर ध्यान केंद्रित कर सकें। वे कक्षाओं में उपस्थित नहीं होते और सीधे बोर्ड परीक्षा में शामिल हो जाते हैं। मेडिकल और इंजीनियरिंग कालेजों में प्रवेश के लिए संबंधित राज्य में आरक्षण का लाभ उठाने के लिए भी अभ्यर्थी 'डमी' स्कूल चुनते हैं। उदाहरण के लिए, जो अभ्यर्थी दिल्ली में अपनी स्कूली शिक्षा पूरी करते हैं, वे मेडिकल कालेजों में दिल्ली राज्य कोटे के लिए पात्र हो जाते हैं, जिससे उन्हें राजधानी के 'डमी' स्कूलों में दाखिला लेने के लिए अतिरिक्त प्रोत्साहन मिलता है। अधिकारी ने कहा कि ऐसे 'डमी' स्कूलों के उभरने के पीछे के कारणों की जांच की जाएगी और समिति औपचारिक स्कूली शिक्षा की कीमत पर पूर्णकालिक कोचिंग को प्रोत्साहित करने में उनकी भूमिका का अध्ययन करेगी तथा उन्हें कम करने के उपाय सुझाएगी। समिति स्कूल शिक्षा प्रणाली के संदर्भ में प्रतियोगी प्रवेश परीक्षाओं की प्रभावशीलता और निष्पक्षता तथा कोचिंग उद्योग के विकास पर उनके प्रभाव का अध्ययन करेगी। समिति के अन्य सदस्यों में केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के अध्यक्ष, स्कूल शिक्षा और उच्च शिक्षा विभागों के संयुक्त सचिव शामिल हैं। इसके अलावा भारतीय प्रौद्योगिकी संस्थान (आइआइटी) मद्रास, राष्ट्रीय प्रौद्योगिकी संस्थान (एनआइटी) त्रिची, आइआइटी कानपुर और राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) के प्रतिनिधि तथा विद्यालयों के प्रधानाचार्य (केंद्रीय विद्यालय, नवोदय विद्यालय और निजी विद्यालय से एक-एक) भी समिति का हिस्सा होंगे।

The Times of India, 21 June 2025, Page No.-1

No state/UT gets top grades in govt school performance index

But Low-Scoring States Narrow Gap With Better Performers

Manash.Gohain
@timesofindia.com

New Delhi: The performance gap in school education between India's top and bottom-ranking states and Union territories has narrowed from 51% in 2017-18 to 42% in the 2023–24 cycle, according to the education ministry's latest performance grading index (PGI) 2.0, suggesting that many states are catching up with the better performers.

Yet, the report underscores a significant concern — none of the 36 states and UTs have reached the top four performance grades of Daksh, Utkarsh, Atti-Uttam, and Uttam. Chandigarh, with a score of 703 out of 1,000, is the only entity to enter the Prachesta-1 band (701–760), with most of the states/UTs still in lower bands.

Among states, Punjab led with 631.2 points, followed by Delhi (623.7), Gujarat (614.4), and Odisha (595.6). At the bottom end were Meghalaya (417.9), Arunachal Pradesh (461.4), Mizoram (464.3), Nagaland (468.6), and Bihar (472.0), all placed in Akanshi-2 or Akanshi-3, the lowest performance tiers.

PGI 2.0 evaluates school education systems across 73 indicators in six domains — learning outcomes, access, infrastructure and facilities, equity, governance processes, and teacher education & training — assigning each state and UT a score out of 1,000. Grades range from Daksh (top) to Akanshi-3 (bottom), based on performance on these indicators, which are derived from sources such as UDISE+, NAS 2021, PRABANDH, PM Poshan and Vidyanjali.

As many as 25 states and UTs are currently in the Akanshi category (scores below 580), indicating a continuing need for systemic improvements. At the same time, this represents a slight improvement from the 28 states/UTs in Akanshi category in 2022-23. Also, the highest grade attained has moved from Prachesta-2 to Prachesta-1.

"The narrowing of the inter-state performance gap is a testament to the collective efforts of states and our commitment to cooperative federalism in education," said Union education minister Dharmendra Pradhan. "PGI 2.0 reflects the transformational impact of NEP 2020, which has empowered states to pursue evidence-based reforms."

The best performers over a two-year period were Himachal Pradesh (up 41 points to 573.8), Telangana (up 22.6 points to 511.9), Chandigarh (up 15.2 to 703), Odisha (up 11.1 to 595.6) and Goa (up 8.4 to 589.7). Delhi recorded the sharpest single-year rise — 44.4 points — driven largely by improvements in school infrastructure and teacher training. However, its 2021-22 score was not published, making it ineligible for the two-year comparative analysis.

In contrast, Chhattisgarh posted the steepest decline, falling 38.6 points from 533.2 to 494.6 due to slippage in governance and equity indicators. West Bengal dropped by 14 points and Tamil Nadu registered a marginal fall of 4.5 points.

A domain-wise breakdown highlights both the strengths and weaknesses of major states. Kerala, for example, stood out by becoming the only state to achieve Daksh in the teacher education & training domain, scoring 91.4 out of 100 — reflecting its consistent investment in teacher quality and professional development. Odisha showed strong equity outcomes, with one of the highest scores in bridging gender, caste, and regional disparities. Gujarat, with an overall score of 614.4, excelled in governance (87.8/130) and teacher training (83.3/100), but lagged in learning outcomes.

Bihar, a state which faces longstanding educational challenges, showed some improvement in access and teacher training but continued to struggle with infrastructure, scoring only 55 out of 190 — placing it in Akanshi-1 for that domain. Uttar Pradesh, India's most populous state, moved up to Akanshi-1 grade with 528.1 points, driven by better equity and teacher indicators, though governance remained a weak domain.

Maharashtra (582.0) entered Prachesta-3 band with gains in equity and teacher training but needs to improve in infrastructure and governance. Tamil Nadu (559.2), despite a legacy of educational progress, saw a dip in its overall score and domain-wise fall in governance and teacher metrics.

The report concluded that while progress is evident, states still have significant ground to cover. "The highest grade achieved so far is only Prachesta-1, and all states/UTs still have considerable work to do to reach the 1,000-point benchmark," the ministry said. And whether they do so or not will reflect in future PGI 2.0 scores, which remain a critical monitoring and reform tool under NEP 2020 to help align education systems with Sustainable Development Goal

CHANDIGARH GETS DISTINCTION

Top 5 Performance Grading Index 2.0 for States/UTs

State/UT	2023-24 Score	2022-23 Score	Grade 2023-24
Chandigarh	703	687.8	Prachesta-1
Punjab	631.2	614.1	Prachesta-3
Delhi	623.7	579.3	Prachesta-4
Gujarat	614.4	602.2	Prachesta-5
Odisha	595.6	584.5	Prachesta-6

Bottom 5 Performance Grading Index 2.0 for States/UTs

State/UT	2023-24 Score	2022-23 Score	Grade 2023-24
Meghalaya	417.9	401.6	Akanshi-3
Arunachal Pradesh	461.4	439.6	Akanshi-2
Mizoram	464.3	471.6	Akanshi-2
Nagaland	468.6	446.4	Akanshi-2
Bihar	472	484.1	Akanshi-2

Highlights

States/UTs are categories into 6 categories — Daksh, Utkarsh, Atti-uttam, Prachesta (divided into 3 sub categories), Akanshi (divided into 3 sub categories)

- No States/ UT achieved the top 3 grades — Daksh, Utkarsh, Atti-uttam
- 11 States/ UT achieved Prachesta, of which 10 are in Prachesta-3 (the lowest within this grade)
- 25 States/ UTs are in the lowest grade Akanshi of which 1 in the Akanshi-3 (lowest of the grades)
- Meghalaya is the only State in the lowest grade (Akanshi-3)
- 10 States/ UTs are in the Akanshi-2 the second lowest among the grades
- 14 States/ UTs in the Akanshi-1 (the top grade within Akansh which is the lowest grade)
- The prominent States in Akanshi-1 include Andhra Pradesh (562.2), Madhya Pradesh (532.8), Tamil Nadu (559.2), Uttar Pradesh (528.1) & West Bengal (533.8)



The Times of India, 21 June 2025, Page No. -12

Learning Outcomes Remain Weak Spot, No District Makes Top Grades

Delhi's Strong Governance, Infra Scores Don't Reflect In Classroom Outcomes

Sugandha Jha
@timesofindia.com

New Delhi: Despite high scores in governance and infrastructure, the city's school districts continue to underperform in learning outcomes, the most heavily weighted component in the national education index. For the second year in a row, not a single district in the capital has made it to the top two grades of 'Utkarsh' (above 90%) or 'Uttam-1' (81–90%) in the Performance Grading Index for Districts (PGI-D).

An analysis of Delhi's performance in both 2022–23 and 2023–24 shows persistent stagnation in academic indicators, particularly student proficiency across key subjects and grades. In 2022–23, the top scorers — South West Delhi A and New Delhi — made it only to the 'Uttam-3' band (61–70%), while the rest fell under 'Prachesta-1' (51–60%), with North East Delhi dropping to 'Prachesta-2', the only Delhi district to do so.

The learning outcomes component — which accounts for nearly half of the total 600 points in PGI-D — saw most districts scoring below average. The highest in Delhi was New Delhi at 131/290, followed by South West Delhi A (128), South Delhi (128), and East Delhi (122). At the bottom, North East Delhi recorded just 93, far below its peers.

The 2023–24 report, which maintained the same grading structure, showed no Delhi district progressing to a higher grade, indicating minimal improvement in academic performance year over year.

The capital's failure to rise despite strong infrastructure and governance scores highlights a deeper disconnect. For instance, while districts like South West B and Central scored 67 and 60, respectively, in governance, and had infrastructure scores of 40 and 36, their learning outcomes remained stagnant — South West B at 120 out of 290 and Central at 116 in 2022–23.

Academics familiar with the data say the learning crisis reflects a mix of post-pandemic setbacks, teacher deployment gaps, and limited classroom-level interventions. "The numbers show we are doing well administratively but failing to translate that into actual student learning," said a govt schoolteacher.

Across India, 2023–24 saw 452 districts remain in the same grade as the previous year, with only one district (outside Delhi) reaching 'Uttam-2'. The findings point to a nationwide learning plateau, but in Delhi's case, the expectations are higher given its resource base and urban advantage, the teacher added.

WRITING ON THE WALL, AND IT'S NOT PRETTY

Delhi Fails to Cross Top Grades

No Delhi district reached 'Utkarsh' (>90%) or 'Uttam-1' (81–90%) in the PGI-D index — for second straight year

Governance ≠ Learning | Strong infrastructure and governance scores aren't translating into better classroom outcomes across Delhi

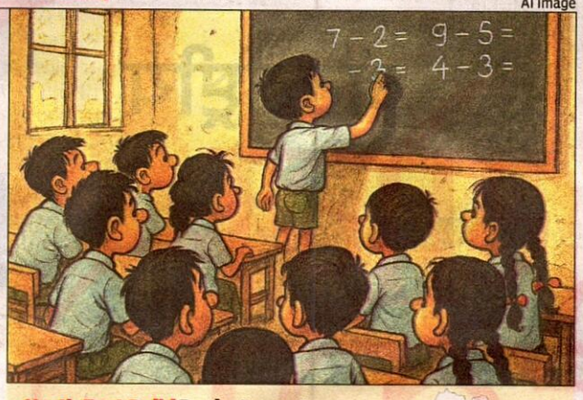
Best Still Not Good Enough | Even Delhi's top performers — South West A and New Delhi — only reached 'Uttam-3' (61–70%) band in 2022–23

Learning Plateau Across the Capital | All districts show minimal or no academic improvement despite better facilities and administration

Capital Mirrors National Trend | Like 452 other Indian districts, all Delhi districts remained in the same grade in 2023–24 — pointing to systemic inertia

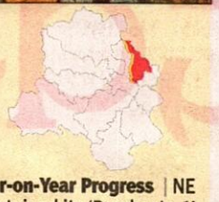
Well Managed, Poorly Taught | Academics say teacher deployment gaps and lack of classroom-level interventions are core issues

AI Image



North East Delhi Ranks Lowest in Capital on School Safety and Learning

District sees no improvement two years in a row, scoring just 307/600 in national education index



Worst in School Safety | North East Delhi scored the lowest in 'School Safety & Child Protection' across all Delhi districts

Learning Outcomes in Crisis | With just 93/290 in learning outcomes, it ranks lowest in the capital for student achievement

No Year-on-Year Progress | NE Delhi retained its 'Prachesta-1' grade for 2023–24 — indicating stagnation in school performance

Post-Riot Education Impact? Experts link poor scores to lingering systemic gaps post the 2020 riots affecting school infrastructure

GOVT TEACHER SAYS

The numbers show we are doing well administratively but failing to translate that into actual student learning

Millennium Post, 21 June 2025, Page No.-3

'FUTURE-READY SCHOOLS FOR DELHI'

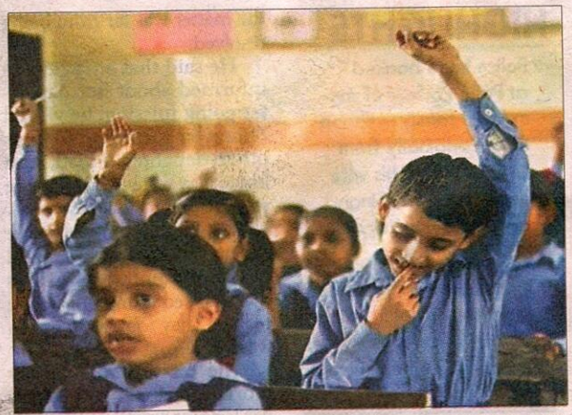
Capital to launch 75 'CM Shri Schools' with NEP-aligned tech infrastructure

AIMAN FATIMA

NEW DELHI: The Delhi government, under Chief Minister Rekha Gupta, is set to roll out 75 technologically advanced 'CM Shri Schools' across the city, with preparations already underway to operationalise them in the coming weeks. Education Minister Ashish Sood confirmed that most of the schools have been provisionally identified and will begin functioning shortly.

Announced in the 2025–26 budget, the CM Shri Schools initiative aims to transform public education in Delhi through a new generation of model schools inspired by the Centre's PM Shri (Pradhan Mantri Schools for Rising India) scheme. The project builds upon past educational reforms while aligning fully with the National Education Policy (NEP) 2020.

"These schools are not just symbolic, they represent a complete overhaul in how we envision education," Sood said. "Existing government schools are being upgraded to meet the new standards, and recruitment for teachers and administrators has already begun."



Each campus will function as a zero-waste facility. REPRESENTATIVE IMAGE

To ensure smooth staffing, the Directorate of Education issued a circular on June 5 inviting applications from teachers, including PRTs, TGTs, and PGTs, with at least five years remaining before retirement. A follow-up circular on June 10 extended the call for principals and vice-principals willing to transfer under the same retirement clause.

The schools are being designed to reflect both environmental consciousness and technological innovation. According to officials, each campus will function as a zero-waste, solar-powered facility. The classrooms will be equipped with smartboards and immersive learning tools such as Augmented Reality (AR) and Virtual Reality (VR), alongside AI-integrated libraries and biometric attendance systems.

Additionally, all schools will feature robotics laboratories, a move aimed at fostering interest in STEM fields among students. Modern science, computer, and language labs are part of the infrastructure revamp, and all upgrades will conform to the NEP's emphasis on experiential and interdisciplinary learning. Initially, 60 CM Shri Schools were proposed in March 2025 with a Rs.100 crore allocation. However, the number was later increased to 75. The government expects all of them to be fully operational within a year.

The launch of this ambitious initiative comes just months after the BJP's return to power in Delhi after nearly three decades, following its electoral win against the Aam Aadmi Party in February's assembly polls. With CM Shri Schools, the new administration signals a strong focus on future-ready public education.

TAKEAWAYS

- Announced in the 2025–26 budget, the CM Shri Schools initiative aims to transform public education in Delhi through a new generation of model schools inspired by the Centre's Pradhan Mantri Schools for Rising India scheme
- The project builds upon past educational reforms while aligning fully with the NEP 2020

The Hindu, 21 June 2025, Page No. 14

Centre forms panel to review competitive exams, cut dependency on coaching centres

The Hindu Bureau
NEW DELHI

The Union Education Ministry has constituted a panel, headed by Higher Education Secretary Vineet Joshi, to suggest measures to reduce dependency of students on coaching centres and assess the effectiveness and fairness of competitive entrance examinations.

The panel, according to a recent government order, will also brainstorm on the gaps in the current schooling system that contribute to students' reliance on coaching centres, particularly the limited focus on critical thinking, logical reasoning, analytical skills, and innovation, and "the prevalence of rote learning practices".



The committee will gauge the efficacy of school & higher education assessments in preparing students for entrance exams. GETTY IMAGES

Apart from Mr. Joshi, Chairman of the Central Board of Secondary Education, Joint Secretary (Institutions), Department of School Education and Literacy, representatives of IIT-Madras, NIT-Trichy, IIT-Kanpur, and the National Council of Educational Research and Training (NCERT) and three school principals (one each from Kendriya Vidyalaya, Navodaya Vidyalaya and a private school – to be nominated by the Centre) will be members in the panel. A Joint Secretary from the Higher Education Department will be Member Secretary of the panel.

'Dummy schools'

The order says the Terms of Reference (ToR) for the panel includes the examination of the reasons behind the emergence of "dummy schools" and their role in encouraging full-time coaching at the cost of formal schooling and suggest ways to curtail them.

The panel will also "assess the role and impact of formative assessments at school and higher education levels, and how their absence affects students' conceptual understanding and preparedness for competitive examinations".

The committee has also been tasked with analysing the rising demand for quality higher education, the limited availability of seats in premier institutions, and how this imbalance drives students towards coaching institutes. It will also evaluate the awareness levels among students and parents regarding multiple career pathways.

Another brief of the committee is to study the effectiveness and fairness of competitive entrance examinations. It will also review the advertising practices of coaching centres, including the use of misleading claims and the promotion of selective success stories, and recommend suitable mechanisms.

The panel will also assess the availability and effectiveness of career counselling services in schools and colleges.

The Indian Express, 21 June 2025, Page No.-11

CBSE mother tongue push leaves pvt schools in a bind, KVs may show the way

ABHINAYA HARIGOVIND
NEW DELHI, JUNE 20

A RECENT CBSE circular directing schools to introduce mother tongue instruction in primary classes has left institutions in metro cities like Delhi and Mumbai — which serve mobile, multilingual populations — in a bind. But a proposal under consideration for Kendriya Vidyalayas (KVs), run by the Centre, may offer a way forward, officials told *The Indian Express*.

In a circular issued to all its affiliated schools last month, the CBSE asked them to map students' mother tongues and stated that, from pre-primary to Class 2, teaching should be in the child's mother tongue or a familiar regional language. It also directed schools to realign their curriculum and teaching materials by the end of the summer break, with implementation to begin in July. Over 30,000 schools are affiliated with the CBSE.

Kendriya Vidyalayas or KVs — 1,256 centrally run schools with around 13.56 lakh students — are also affiliated with the CBSE and primarily serve children of central government employees who are frequently transferred, including defence personnel and public sector employees. As a result, these schools have students from a wide range of linguistic backgrounds, a CBSE official pointed out. To implement the directive, the KVs are considering splitting classes into different sections based on the medium of instruction.

For instance, in a KV located in Maharashtra, where Hindi and Marathi are the predominant languages, teaching could be conducted in separate sections according to language preference.

Currently, the medium of instruction in KVs is bilingual — Hindi and English. In addition, English and Hindi are taught as subjects in the primary classes, while Hindi, English, and Sanskrit are subjects from Classes 6 to 8. This means that the sanctioned posts for language teachers in KVs are for Hindi, English, and Sanskrit.

To enable teaching in the mother tongue, teachers will need to be allocated based on the findings of the language mapping exercise. A senior official in the Ministry of Education said that KVs already have a provision to arrange instruction in the regional language or mother tongue if at least 15 students in a class opt for it.



CBSE officials said that 200–300 schools, especially in metropolitan areas, are likely to face difficulties due to the presence of multiple languages in a classroom.

EXPLAINED

Need for language mapping

WITH KVs considering splitting classes into sections based on medium of instruction, teachers will need to be assigned in accordance with the findings of language mapping exercise. These schools have students from a wide range of linguistic backgrounds, serving children of central govt staff who are often transferred.

Acknowledging that implementation may be particularly challenging in schools outside predominantly Hindi-speaking regions, a senior official in the Kendriya Vidyalaya Sangathan (KVS) said the first step would be to conduct a language mapping exercise and seek parental consent. Depending on requirements, contractual teachers may be appointed. In schools with multiple sections, it may be possible to offer instruction in one language in one section and a different language in another, the official said.

CBSE officials noted that 200–300 schools, especially in metropolitan areas like Delhi and Mumbai, are likely to face difficulties due to the presence of multiple languages in a single classroom. In such cases, schools may have to divide students into sections based on language preference. Schools may also opt to teach in the local or regional language, the official added.

At the primary level, students in Classes 1 and 2 are taught two languages and mathematics. With the new circular in place, mathematics will also need to be taught in the mother tongue or a familiar regional language.

"The schools will have to develop a system that works for them. We've told them that if they need more time, they can formulate a strategy and inform us," the official said. The circular also acknowledged that some schools may need more time to transition and stated that additional time would be provided to ensure adequate resources, appropriate teacher deployment, and curriculum adjustments.

For Classes 3 to 5, the circular stated that students may continue to learn in their mother tongue or a familiar regional language (R1), or be offered the option to study in a different medium (R2). In effect, this means that schools may begin English-medium instruction from Class 3 onwards, a CBSE official confirmed.

The CBSE's push for mother tongue instruction aligns with the NEP 2020 and the National Curriculum Framework for School Education (NCFSE) 2023, both of which recommend the use of the home language as the primary medium of instruction until at least the age of 8. The NCFSE states: "Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language/ mother tongue/ familiar language."

Millennium Post,
21 June 2025,
Page No. - 9

AT VANTAGE

Mind The Gender Gap

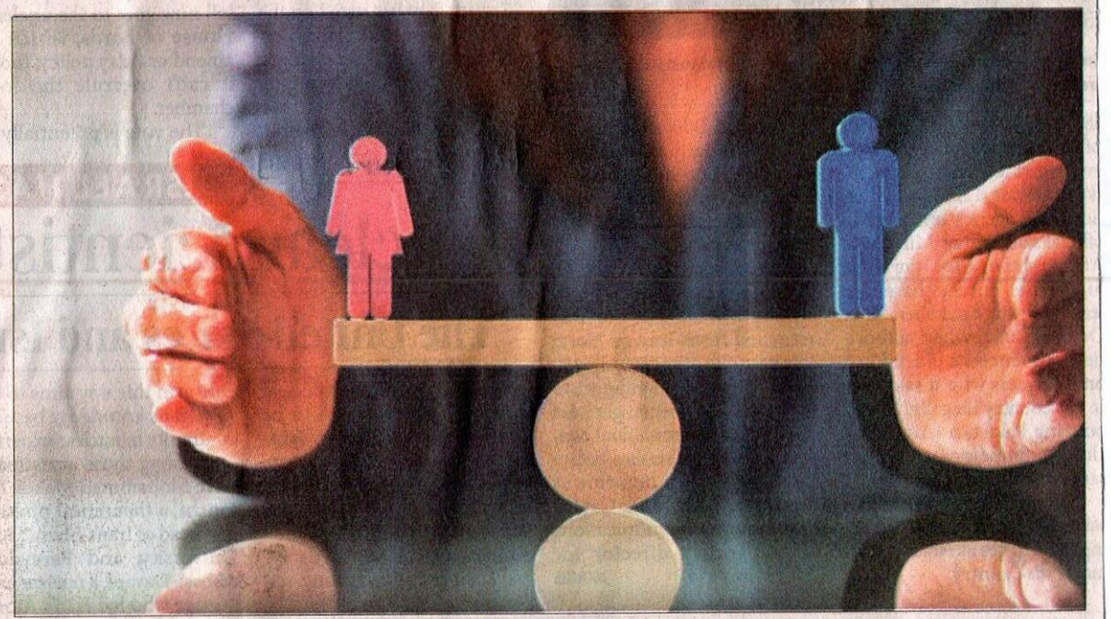
India ranks poorly in the Global Gender Gap Index 2025. Here's what we must immediately do to reverse the decline



SHUTAPA PAUL

THE WRITER IS AN AUTHOR AND MEDIA ENTREPRENEUR

Girls in middle class and even affluent families are given education for the sake of it but never permitted to use it. They are crippled even before they learn to walk



Currently, India ranks 131 out of 148 countries in terms of gender parity; it stood at 129 in 2024

Should women be a part of the backward class in India? Here, I don't mean in the casteist way but rather due to their lack of agency. Recently when I was in Kolkata visiting my mother, I had an enlightening conversation with one of our extended domestic aids. Hailing from a conservative religious and cultural background, this young man's family has zeroed in on a girl who is barely out of school, apparently has no aspirations to study or work, and only wants to "maintain a home". The young girl's mindset could be independent thinking but I'd say it's most likely the culmination of years of conditioning to accept the sequestered role of women versus the outdoor life of the breadwinner man. In an India that exists in the underbelly of the outwardly modern one, are scores of women who have no individualistic dreams or aspirations. They aren't encouraged to think, take their own decisions, pursue financial freedom, or even decide their vote. As per the latest National Statistical Office (NSO) data, over 51 per cent of rural women don't even own a mobile phone. Their entire existence depends on a man — father, brother, husband, son. And don't for one moment think that this is restricted only to rural India or to economically weak sections. Girls in middle class and even affluent families are given an education for the sake of it but never permitted to use it. They are crippled even before they learn to walk.

A majority of women in India are not progressing as compared to their male counterparts. The recently released Global Gender Gap Index 2025 by the World Economic Forum (WEF) states that India has in fact taken a few steps back. Currently, we rank 131 out of 148 countries in terms of gender parity; we were at 129 in 2024. Our gender parity score is abysmal at 64.1 per cent, making us one of the lowest scoring nations in south Asia. Neighbours Bangladesh (24), Bhutan (119), Nepal (125), and Sri Lanka (130) have outperformed India. The global index calculates gender equality on the basis of four parameters — economic participation and opportunity; educational attainment; health and survival, and political empowerment. India has not clocked blockbuster numbers on any of the counts showing either similar or only slightly improved numbers compared to last year. For instance, India has improved in the economic participation and opportunity category by 0.9 per cent to 40.7 per cent with congruency in earned income having risen from 28.6 per cent to 29.9 per cent. Women's participation in the labour force, though the highest in history, remained stagnant at 45.9 per cent. Female literacy improved with the educational attainment category recording 97.1 per cent and positive developments noted for sex ratios at birth and life expectancy.

Of the four categories, Indian women have been failed most in the last one — political empowerment. There are fewer women politicians in the Parliament today with 13.8 per cent compared to the erstwhile 14.7 per cent. Even the number of women ministers dropped from 6.5 per cent to 5.6 per cent, further ratifying the declining trend. India passed the contentious Women's Reservation Bill in 2023 after a 27-year opposition from the time it was first introduced in 1996. Its implementation however, is littered by several hurdles, an impending and highly delayed census, lack of political will, among others. We must have more women participating in policy-making to ensure its cascading effects on all strata of governance, administration, and society. I for one refuse to be satiated by any of the marginally positive numbers either. This sluggish progress underscores that we aren't walking the talk. We love seeing our female soldiers doing press briefings in times of war or celebrating *'nari shakti'* in Republic Day parades. But genuine progress does not come from optics; it comes from audacious reforms, comprehensive policies, and revamp of social attitudes. Real change will reflect in the tangible results created by a strong nationwide political will that will do better for our women.

Views expressed are personal

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THE TIMES OF INDIA

No state/UT gets top grades in govt school performance index

TNN | Jun 21, 2025, 08.17 AM IST



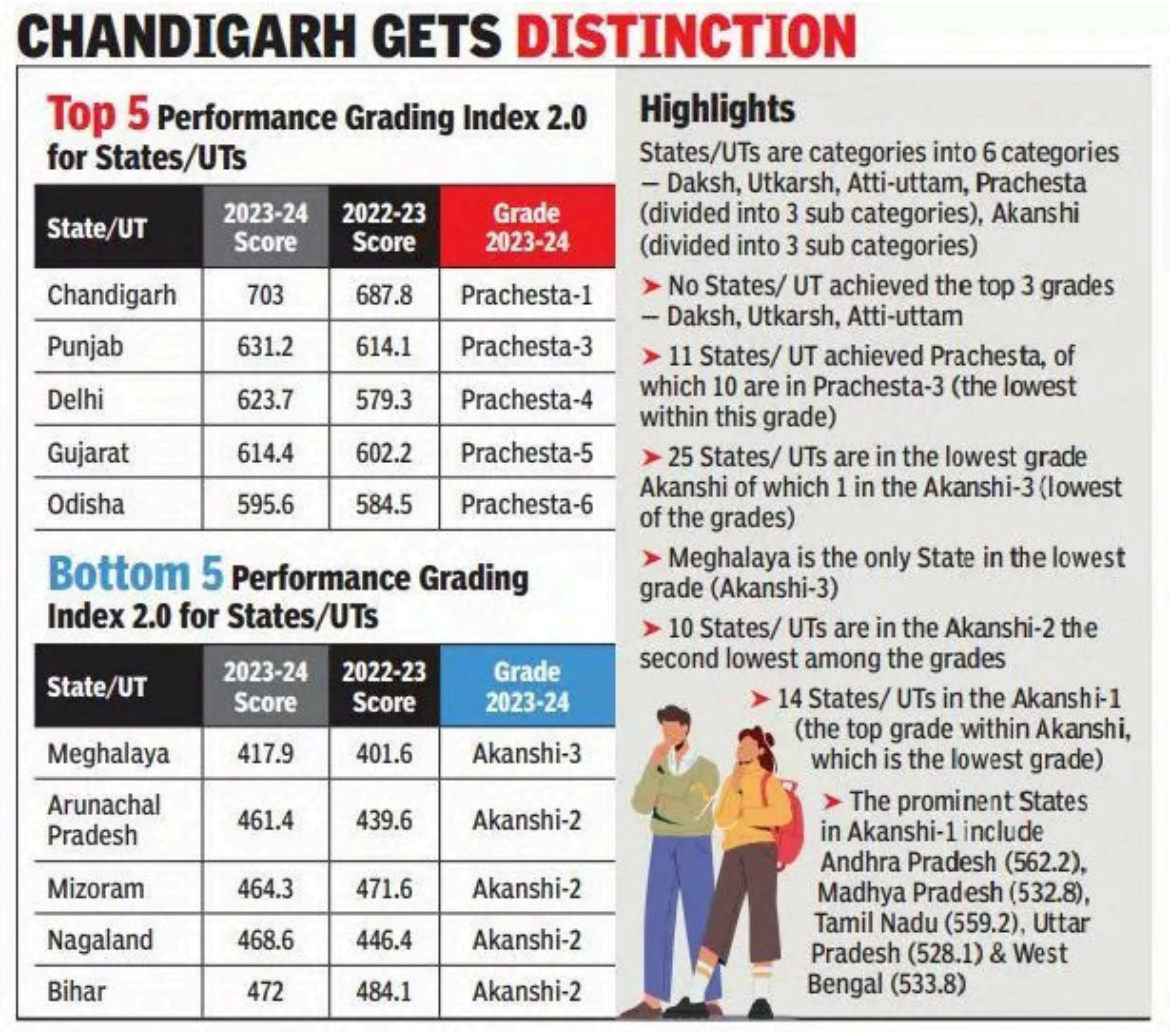
NEW DELHI: The performance gap in school education between India's top and bottom-ranking states and Union territories has narrowed from 51% in 2017-18 to 42% in the 2023-24 cycle, according to the education ministry's latest performance grading index (PGI) 2.0, suggesting that many states are catching up with the better performers.

Yet, the report underscores a significant concern - none of the 36 states and UTs have reached the top four performance grades of Daksh, Utkarsh, Atti-Uttam, and Uttam. Chandigarh, with a score of 703 out of 1,000, is the only entity to enter the Prachesta-1 band (701-760), with most of the states/UTs still in lower bands.

Among states, Punjab led with 631.2 points, followed by Delhi (623.7), Gujarat (614.4), and Odisha (595.6). At the bottom end were Meghalaya (417.9), Arunachal Pradesh (461.4), Mizoram (464.3), Nagaland (468.6), and Bihar (472.0), all placed in Akanshi-2 or Akanshi-3, the lowest performance tiers.

PGI 2.0 evaluates school education systems across 73 indicators in six domains - learning outcomes, access, infrastructure and facilities, equity, governance processes, and teacher education & training - assigning each state and UT a score out of 1,000. Grades range from Daksh (top) to Akanshi-3 (bottom), based on performance on these indicators, which are derived from sources such as UDISE+, NAS 2021, PRABANDH, PM Poshan and Vidyanjali.

As many as 25 states and UTs are currently in the Akanshi category (scores below 580), indicating acontinuing need for systemic improvements. At the same time, this represents a slight improvement from the 28 states/UTs in Akanshi category in 2022-23. Also, the highest grade attained has moved from Prachesta-2 to Prachesta-1.



CHANDIGARH GETS DISTINCTION

Top 5 Performance Grading Index 2.0 for States/UTs

State/UT	2023-24 Score	2022-23 Score	Grade 2023-24
Chandigarh	703	687.8	Prachesta-1
Punjab	631.2	614.1	Prachesta-3
Delhi	623.7	579.3	Prachesta-4
Gujarat	614.4	602.2	Prachesta-5
Odisha	595.6	584.5	Prachesta-6

Bottom 5 Performance Grading Index 2.0 for States/UTs

State/UT	2023-24 Score	2022-23 Score	Grade 2023-24
Meghalaya	417.9	401.6	Akanshi-3
Arunachal Pradesh	461.4	439.6	Akanshi-2
Mizoram	464.3	471.6	Akanshi-2
Nagaland	468.6	446.4	Akanshi-2
Bihar	472	484.1	Akanshi-2

Highlights

States/UTs are categories into 6 categories – Daksh, Utkarsh, Atti-uttam, Prachesta (divided into 3 sub categories), Akanshi (divided into 3 sub categories)

- No States/ UT achieved the top 3 grades – Daksh, Utkarsh, Atti-uttam
- 11 States/ UT achieved Prachesta, of which 10 are in Prachesta-3 (the lowest within this grade)
- 25 States/ UTs are in the lowest grade Akanshi of which 1 in the Akanshi-3 (lowest of the grades)
- Meghalaya is the only State in the lowest grade (Akanshi-3)
- 10 States/ UTs are in the Akanshi-2 the second lowest among the grades
- 14 States/ UTs in the Akanshi-1 (the top grade within Akanshi, which is the lowest grade)
- The prominent States in Akanshi-1 include Andhra Pradesh (562.2), Madhya Pradesh (532.8), Tamil Nadu (559.2), Uttar Pradesh (528.1) & West Bengal (533.8)

"The narrowing of the inter-state performance gap is a testament to the collective efforts of states and our

commitment to cooperative federalism in education," said Union education minister Dharmendra Pradhan. "PGI 2.0 reflects the transformational impact of NE, which has empowered states to pursue evidence-based reforms."

The best performers over a two-year period were Himachal Pradesh (up 41 points to 573.8), Telangana (up 22.6 points to 511.9), Chandigarh (up 15.2 to 703), Odisha (up 11.1 to 595.6) and Goa (up 8.4 to 589.7). Delhi recorded the sharpest single-year rise - 44.4 points - driven largely by improvements in school infrastructure and teacher training. However, its 2021-22 score was not published, making it ineligible for the two-year comparative analysis.

In contrast, Chhattisgarh posted the steepest decline, falling 38.6 points from 533.2 to 494.6 due to slippage in governance and equity indicators. West Bengal dropped by 14 points and Tamil Nadu registered a marginal fall of 4.5 points.

A domain-wise breakdown highlights both the strengths and weaknesses of major states. Kerala, for example, stood out by becoming the only state to achieve Daksh in the teacher education & training domain, scoring 91.4 out of 100 - reflecting its consistent investment in teacher quality and professional development. Odisha showed strong equity outcomes, with one of the highest scores in bridging gender, caste, and regional disparities. Gujarat, with an overall score of 614.4, excelled in governance (87.8/130) and teacher training (83.3/100), but lagged in learning outcomes.

Bihar, a state which faces longstanding educational challenges, showed some improvement in access and teacher training but continued to struggle with infrastructure, scoring only 55 out of 190 - placing it in Akanshi-1 for that domain. Uttar Pradesh, India's most populous state, moved up to Akanshi-1 grade with 528.1 points, driven by better equity and teacher indicators, though governance remained a weak domain.

Maharashtra (582.0) entered Prachesta-3 band with gains in equity and teacher training but needs to improve in

infrastructure and governance. Tamil Nadu (559.2), despite a legacy of educational progress, saw a dip in its overall score and domain-wise fall in governance and teacher metrics.

The report concluded that while progress is evident, states still have significant ground to cover. "The highest grade achieved so far is only Prachesta-1, and all states/UTs still have considerable work to do to reach the 1,000-point benchmark," the ministry said. And whether they do so or not will reflect in future PGI 2.0 scores, which remain a critical monitoring and reform tool under NE to help align education systems with Sustainable Development Goal 4.

NCERT Book Scam: Delhi Cop Suspended After Rs 2.4 Crore Raid

by **ITISHREE SETHY** — June 21, 2025 *in* **National** Reading Time: 1 min read

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A major crackdown on counterfeit NCERT textbooks worth Rs 2.4 crore has taken a dramatic turn, as Delhi Police suspended a special staff inspector and launched an internal enquiry against two more officers for alleged procedural lapses during the operation.

The now-controversial raid, conducted on May 16 in Shahdara, was triggered by a tip-off received by the suspended inspector. With the help of NCERT officials, the Special Staff team arrested three individuals and uncovered large stocks of fake textbooks from a property on Mandoli Road.

Those arrested include Prashant Gupta, 48, and his son Nishant Gupta, 26, who allegedly ran the printing racket with the assistance of hired labourers.

However, the operation's legitimacy has come under scrutiny. Two sub-inspectors—one from the Special Staff and another from the Anti Auto Theft Squad (AATS)—are now under departmental probe. Investigators are examining whether the team acted within their jurisdiction and followed proper legal protocols.

"It's uncommon for the Special Staff to intervene in textbook counterfeiting cases. This unit typically handles grave criminal matters," a senior police official noted.

This isn't the first time authorities have busted such a racket. Just a month prior, over 4,000 fake NCERT books were recovered from another operation led by a suspect allegedly operating out of multiple Delhi-based printing presses.

The latest developments not only highlight the scale of counterfeit educational material but also raise uncomfortable questions about oversight and operational ethics within Delhi's law enforcement ranks.

Tags: counterfeit books | Delhi Police | education scam | fake textbooks | India education | law enforcement lapses | NCERT | Police Suspension | Shahdara raid | textbook racket

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Delhi cop suspended, two probed over Rs 2.4 crore fake NCERT book seizure

Delhi Police's May 16 raid that exposed a massive fake textbook racket has taken a new turn. An inspector has been suspended, and a probe has been launched against two more officers.

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Delhi Police's May 16 raid that exposed a massive fake textbook racket has taken a new turn. An inspector has been suspended, and a probe has been launched against two more officers.

India Today Education Desk

New Delhi, UPDATED: Jun 21, 2025 14:00 IST

In Short

- Delhi Police suspend special staff inspector over NCERT fake book raid
- Internal enquiry launched against two officers for procedural lapses
- Raid on May 16 led to arrest of three involved in fake textbook trade

Nearly a month after a major seizure of counterfeit NCERT textbooks worth Rs 2.4 crore, the Delhi Police has suspended a special staff inspector and launched an internal enquiry against two other officers over alleged procedural lapses linked to the case.

The raid, carried out on May 16, followed a tip-off received by the now-suspended inspector.

The operation, led by the Special Staff unit of Shahdara district in coordination with NCERT officials, resulted in the arrest of three individuals involved in the illegal printing and sale of fake textbooks.

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According to officials, the team raided a pre[illegible]se on Mandoli Road, where they found Prashant Gupta (4[illegible] his son Nishant Gupta (26), a[illegible] running the operation with h[illegible]m several la[illegible]s. A significant stock of counter[illegible]CERT books was recovered du[illegible]e raid.


Ram Kapoor dropped from Mistry production over offensive remarks: Source

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However, questions have now been raised about the legitimacy of the raid and the role of the officers involved. Two sub-inspectors, one from the Special Staff and another from the Anti Auto Theft Squad (AATS), are now facing a departmental enquiry. Authorities are investigating how the raid was approved and whether the team had proper jurisdiction to carry out the operation.

“Special Staff is typically assigned to deal with serious criminal cases. It's unusual for them to conduct raids on counterfeit school books,” a senior police officer said. The enquiry will also look into financial discrepancies, if any, related to the raid.

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Despite the current controversy, the Delhi Police had publicly announced the success of the May 16 operation in a press briefing.

This wasn’t the first crackdown on fake textbooks. A month earlier, on April 15, police had seized over 4,000 counterfeit NCERT books from Arvind Gupta, 33, who was allegedly distributing them to students and shopkeepers in Samaypur Badli. Gupta, based in Rohini Sector 16, is believed to have sourced the fake books from several printing presses across Delhi to stay under the radar.

The latest developments raise serious concerns about internal processes within the police force, even as they continue to tackle the growing problem of counterfeit educational material.

(With PTI inputs)

Published By: Shruti Bansal

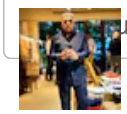
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UP Congress opposes basic education school merger

By HT Correspondent, Lucknow

Jun 21, 2025 09:39 PM IST

Uttar Pradesh Congress opposes merging schools with under 50 students, claiming it aims to close schools and deny education rights to children.

Advertisement

Uttar Pradesh Congress has opposed the move to merge government primary and upper primary schools with less than 50 students in Uttar Pradesh, alleging it is nothing but a planned attempt to close schools.



UP Congress chief Ajay Rai has also written a letter to the governor demanding that the process be stopped. (HT file)

"Merger is basically an attempt to close thousands of government schools that will deprive children of the common man of their right to education. The letter from the basic education department seeks to correct the student ratio but nowhere it has been mentioned that schools will be closed due to poor student strength, which is actually being done by basic education officers," alleged state Congress chief Ajay Rai who also wrote a letter to the governor demanding that the process be stopped.

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In the letter written on Saturday, Rai said, "Basic education officers are taking schools for pairing with less student strength. In Unnao, schools with less than 10 students, in Mathura less than 20 and in Lucknow less than 50 student strength schools have been selected for the pairing process."

"The government has already violated the norms of not allowing permission to any private school to run within one-kilometre radius of a government school and with this new step the students will be deprived of education rights," Rai alleged in the letter.

He further alleged that the step shows the BJP government is planning to hand over the education sector to the private sector entirely, but the Congress will not allow this to happen and oppose it at every step.

"Stop this process of merger of schools, fill vacant positions and ensure students get a good environment and facilities on campus when they come to study. Also follow guidelines strictly when giving permission to open private schools," Rai said.

जनसत्ता
22 जून 2025
पेज नं - 3

पहली कक्षा में प्रवेश के लिए छह वर्ष की आयु सीमा लागू होगी

नई दिल्ली, 21 जून (भाषा)।



दिल्ली सरकार ने शैक्षणिक सत्र 2026-27 से पहली कक्षा में प्रवेश के लिए छह वर्ष की समान न्यूनतम आयु लागू करने और राष्ट्रीय शिक्षा नीति (एनईपी) 2020 एवं शिक्षा का अधिकार अधिनियम, 2009 के अनुरूप स्कूली शिक्षा के आधारभूत चरण के पुनर्गठन की घोषणा की है।

शिक्षा निदेशालय (डीओई) द्वारा जारी परिपत्र के अनुसार, आधारभूत चरण को पुनर्गठित किया जाएगा, जिसमें कक्षा एक से पहले तीन वर्ष की पूर्व-प्राथमिक शिक्षा को शामिल किया जाएगा। इस कदम का उद्देश्य दिल्ली की स्कूल प्रणाली को एनईपी के तहत अनुशंसित 5 3 3 4 संरचना के अनुरूप बनाना है। राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत शुरू की गई यह संरचना पहले की 10 2 प्रणाली की जगह लेती है और स्कूली शिक्षा को चार चरणों में पुनर्गठित करती है, जिनमें पांच साल का आधारभूत चरण, तीन साल का प्रारंभिक चरण, तीन साल का मध्य चरण और चार साल का माध्यमिक चरण शामिल है। परिपत्र में कहा गया है कि बच्चों को तीन वर्ष की आयु में नर्सरी (जिसे प्री-स्कूल या 'बाल वाटिका' भी कहा जाता है) में, चार वर्ष की आयु में 'लोअर केजी' (प्री-स्कूल 2) में तथा पांच वर्ष की आयु में 'अपर केजी' (प्री-स्कूल 3) में दाखिला दिया जाएगा। इसमें कहा गया है कि शैक्षणिक वर्ष 2026-27 से पहली कक्षा में प्रवेश केवल छह वर्ष की आयु पूरी होने पर ही दिया जाएगा।

परिपत्र के अनुसार, इस प्रक्रिया में भागीदारी सुनिश्चित करने के प्रयास में निदेशालय ने अभिभावकों, शिक्षकों, विद्यार्थियों, स्कूल प्रबंधन, विषय विशेषज्ञों, पेशेवरों, विद्वानों और आम जनता सहित हितधारकों से 10 जुलाई से पहले सुझाव आमंत्रित किए हैं।

The Hindu
22 June 2025
Page No.-2

Govt. to implement uniform admission age of six years for Class 1 from next year

The Hindu Bureau
NEW DELHI

All govt., govt.-aided and recognised unaided private schools have been asked to comply with the revised structure

The Delhi government has decided to implement a uniform minimum age of six years for admission to Class 1 and restructure the "foundational stage" of school education in line with the National Education Policy (NEP) 2020 and the Right to Education (RTE) Act 2009, starting from the 2026-27 academic session.

The announcement was made by the Directorate of Education (DoE) in a circular issued on Friday, which stated that detailed directions regarding the implementation of the measures would be shared with schools shortly.

The NEP defines the first five years of formal education as the "foundational stage", comprising nursery, lower kindergarten ("pre-school 1"), upper kindergarten ("pre-school 2"), Class 1, and Class 2.

Under the new policy, a new grade will be added in schools. The minimum age of admission to nursery will be over three years, four years above for lower kindergarten, and over five years for upper kindergarten.

The current structure stipulates a minimum age of three years for nursery, four years for kindergarten and five years for Class 1.

Multiple States have already implemented the restructured model.

Government officials stated that the NEP structure had not been implemented in the Capital till now due to logistical challenges, including the creation of new infrastructure.

The DoE stated that all government, government-aided and recognised unaided private schools are expected to comply with the revised age criteria.

It has invited suggestions from stakeholders, including parents, teachers, students, subject experts, scholars and school management, on *schoolbranchnep@gmail.com* before July 10.

The Indian Express, 22 June 2025, Page No.-3

IN LINE WITH 5+3+3+4 SYSTEM UNDER NEP

From 2026, Class 1 entry age to be raised to 6 in city schools

SOPHIYA MATHEW
NEW DELHI, JUNE 21

STARTING 2026, a child will need to be at least six years old to be admitted to Class 1 in a Delhi school —a change that could alter how pre-primary education is structured across the Capital.

In a circular issued on Friday, the Directorate of Education (DoE), Government of NCT Delhi, announced that the minimum age of admission to Class 1 will be raised to 6 from the academic year 2026–27.

This is in line with the National Education Policy (NEP) 2020, which introduced the "5+3+3+4" model for school education and brought early childhood learning into the formal schooling system. This model divides schooling into four stages: foundational (5 years), preparatory (3 years), middle (3 years), and secondary (4 years).

"A child may be admitted to Class 1 only upon completion of 6 years of age from academic session 2026-27 onwards," the circular stated, adding that "detailed directions regarding the implementation... will be shared with schools subsequently in due course of time."

Following the introduction of the NEP 2020, the Union government has been urging governments across states and union territories, including Delhi, to implement the structure. Until now, Delhi was among the several states that allowed enrollment in Class 1 to children who were under six. The move is expected to bring long-term benefits, but may cause some disruption in the short term as schools, parents, and early education providers adjust to the new structure.

EXPLAINED

Why a late start is good

UNTIL NOW, Delhi schools allowed enrollment in Class 1 to children under the age of six. The fresh move is likely to bring a positive impact. Studies, such as those by Cambridge University, have found no long-term academic advantage in starting formal literacy instruction at age 5. Children who start later often show better comprehension and more positive attitudes towards learning.

What changes?

Delhi schools had so far been admitting students aged 3 and above in Nursery, 4 and above in KG, and 5 and above in Class 1.

With the latest change, parents will now have to plan for an additional year of preschool.

The foundational stage will now include three years of early education: Nursery (Bal Vatika 1) at age 3+, Lower KG (Bal Vatika 2) at 4+, and Upper KG (Bal Vatika 3) at 5+, as per the circular.

Only after completing this stage can a child progress to Class 1. Sudha Acharya, Principal, ITL Public School, Dwarka, called the shift "a much-needed alignment with developmental needs".

She said, "It gives children more time to grow emotionally, socially, and cognitively before they are pushed into formal academics." But Acharya also flagged the need for planning and detailed guidelines by the Delhi Education Department. "Parents need clarity. Schools, especially private ones, will need to prepare for an expanded pre-primary section—more classrooms, more trained teachers. Otherwise, the implementation could become chaotic."

At present, many parents in the Capital send their children to private preschools or Anganwadis before enrolling them in schools. With the restructuring of the foundational stage, schools may see higher enrolments, especially among families that prefer a school-based structure from the start, as per educators.

"This move could lead to more parents enrolling children directly into schools for early learning, rather than Anganwadis, which are seen as less structured," Acharya noted. If a child is currently under the age of 3, parents will need to plan preschool choices more carefully, as skipping this stage will no longer be an option for enrollment in Class 1.

To make the implementation process more "inclusive", the DoE has invited suggestions from all stakeholders, said officials.

The change also brings Delhi in line with the Right to Education (RTE) Act 2009, which guarantees free and compulsory education from age 6 to 14, as students will be enrolled in Class 1 only after 6 years of age, unlike before.

Govt. to implement uniform admission age of six years for Class 1 from next year

Published – June 22, 2025 01:34 am IST – New Delhi

THE HINDU BUREAU



The NEP defines the first five years of formal education as the "foundational stage". | Photo Credit: File photo

The Delhi government has decided to implement a uniform minimum age of six years for admission to Class 1 and restructure the "foundational stage" of school education in line with the National Education Policy (NEP) 2020 and the Right to Education (RTE) Act 2009, starting from the 2026-27 academic session.

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Published – June 22, 2025 01:34 am IST

जनसत्ता, 23 जून 2025, पेज नं – 6

जोखिम में बचपन

बच्चों के खिलाफ हिंसा न केवल शारीरिक, बल्कि मानसिक और भावनात्मक रूप से भी उन्हें चोट पहुंचाती है। बाद में उनके वयस्क जीवन में भी इसके प्रतिकूल परिणाम देखने को मिलते हैं। कानूनन सभी बच्चों को हिंसा, शोषण और दुर्व्यवहार से सुरक्षित रहने का अधिकार है। मगर, दुनिया भर में तमाम सामाजिक-आर्थिक पृष्ठभूमि और विभिन्न धर्मों व समुदायों के लाखों बच्चे हर दिन हिंसा, शोषण और दुर्व्यवहार का शिकार होते हैं। इस संबंध में संयुक्त राष्ट्र की एक नई रपट ने चिंता बढ़ा दी है, जिसमें कहा गया है कि पिछले वर्ष दुनिया भर में संघर्षों के दौरान बच्चों के खिलाफ हिंसा व अन्य अपराध अभूतपूर्व स्तर पर पहुंच गए। वर्ष 2023 की अपेक्षा 2024 में बच्चों और किशोरों के खिलाफ हिंसा के मामलों में पच्चीस फीसद बढ़ोतरी हुई है। संयुक्त राष्ट्र की इस रपट को इसलिए भी गंभीरता से लेने की जरूरत है, क्योंकि बच्चों के खिलाफ अपराध कम होने के बजाय साल-दर-साल बढ़ रहे हैं।

संयुक्त राष्ट्र ने संघर्षरत राष्ट्रों में बच्चों के खिलाफ 41,370 आपराधिक मामलों की पुष्टि की है, इनमें से 36,221 मामले वर्ष 2024 में सामने आए हैं और 5,149 मामले पहले के थे, जिन्हें पिछले साल सत्यापित किया गया। इसके अलावा 'द लैंसेट जर्नल' की एक हालिया रपट के मुताबिक, 1990 से 2023 के बीच दुनिया के 200 से ज्यादा देशों में बच्चों के खिलाफ यौन हिंसा के मामले बढ़े हैं। इसमें गौर करने वाली बात यह भी है कि सामान्य मामलों में बहुत से लोग पुलिस के पास अपने बच्चों के खिलाफ हिंसा, शोषण और दुर्व्यवहार की शिकायत दर्ज कराने में हिचकिचाते हैं। जाहिर है कि वास्तविक मामलों की संख्या सत्यापित आंकड़ों से कहीं ज्यादा हो सकती है। दअरसल, सरकारों, नीति निर्माताओं और यूनिसेफ जैसे संगठनों पर बच्चों के लिए सुरक्षित वातावरण बनाने की जिम्मेदारी है और उन्हें अपने प्रयासों का गंभीरता से आकलन करना होगा। इसके अलावा धार्मिक और सामाजिक संगठनों से भी सहयोग की उम्मीद की जाती है। बच्चों में व्यक्तिगत सुरक्षा को बढ़ावा देना, बाल संरक्षण नीतियों को कड़ाई से लागू करना और अभिभावकों को जागरूक करने पर भी प्रमुखता से ध्यान देने की जरूरत है।

The Hindu,
23 June 2025,
Page No. 4

Meaning over metrics

By focusing on rankings, our current education model equates visibility with value and reputation with reality.



GETTY IMAGES/ISTOCKPHOTO

John J. Kennedy

Academic brilliance was once defined by the depth of scholarship, rigorous institutional processes, and a culture of inquiry nurtured by universities. Today, the focus has shifted to metrics, badges, and rankings. Institutions showcase it, scholars highlight it, and stakeholders treat it as a seal of quality. Yet, as with all that glitters, one must ask: what lies beneath?

Today, Stanford is gaining recognition, alongside THE and QS rankings, despite the inherent flaws in all three. The Stanford ranking, for instance, seeks to identify the top 2% scientists in various disciplines based on a composite indicator. This includes bibliometric indicators such as total citations, h-index, co-authorship-adjusted metrics, and citations to papers in different authorship positions. While it appears scientific and data-driven, the exercise is not without flaws.

For one, it depends entirely on Scopus data, a commercial database that does not cover all disciplines equally. Humanities and some Social Sciences are grossly under-represented, leaving a large swath of global academia invisible in the analysis. Moreover, the focus on citation-based metrics incentivises quantity over quality. A well-written, widely-cited review paper can push a researcher up the ranks, while a game-changing monograph in philosophy may not even register. What makes it even more problematic is the blind application of these rankings by institutions. Without context, nuance, or disciplinary sensitivity, they are turned into marketing tools. It is less about a commitment to excellence and more about optics and prestige. The ranking becomes currency; a transactional marker to attract funding, students, and media attention.

Indian context

In India, the situation is more troubling. The National Assessment and Accreditation Council (NAAC) has come under intense scrutiny after the recent revelation of a university in Andhra Pradesh allegedly paying crores to secure an A++ grade. Shockingly, nearly 20% of NAAC assessors were later removed due to various irregularities. The demand for a comprehensive probe into the assessments conducted by these discredited evaluators is reasonable and urgent. In recent years, many institutions have managed to secure top grades, which many argue is inconsistent with the ground reality of poor infrastructure, faculty shortages, and abysmal student outcomes. This raises a troubling question: Have we reduced institutional quality to a game of strategic networking, financial leverage, and performative documentation?

One cannot ignore the systemic pressures at play. The increasing corporatisation of academia has introduced market logic into the university system. As public funding shrinks, universities – especially private ones – are forced to rely on student fees and external rankings to remain afloat. This leads to a dangerous feedback loop. To attract students, institutions ease academic regulations, reduce penalties for indiscipline, and adopt student-centric policies that often border on appeasement. Faculty, burdened with teaching, administrative tasks, and publication requirements, face burnout. In such an environment, rankings become not just desirable but necessary. They are wielded as shields in an ever-intensifying battle for survival. Institutions chase Scopus-indexed journals to meet regulatory demands, not for the love of scholarship. Researchers pay exorbitant fees to get published and, when that fails, some resort to unethical practices, only for their papers to be retracted later.

Flawed model

In this matrix of manipulation, it is easy to blame the institutions. But the deeper malaise lies in the very education model we have embraced: one that equates visibility with value, metrics with meaning, and reputation with reality. Awards, too, have not been spared. Today, one can pay a tidy sum and receive an "Excellence in Research" award in a foreign country with a sightseeing tour and conference pass thrown in. These packages are marketed as academic opportunities but are, in truth, commodified experiences engineered to inflate CVs. We must ask: did our finest institutions of yesteryear depend on such scaffolding?

The situation may seem bleak, but not hopeless. To reverse the tide, we need to recalibrate our priorities. First, we must advocate for more context-sensitive and peer-reviewed models of assessment that go beyond metrics. Second, public funding for education must be restored and enhanced. The commodification of education is not an inevitable outcome; it is the result of deliberate policy choices. Third, academia must reclaim its soul. Universities are not businesses, and education is not a product. Rankings can be tools, but they must not become our tyrants. The rot will deepen until we resist the seduction of easy prestige and short-term gains. It's time to stop asking how to climb the ranks and start asking how to make learning meaningful again.

Views are personal

The writer is a retired professor and former Dean, School of Arts and Humanities, Christ Deemed-to-be University, Bengaluru.

The Pioneer, 23 June 2025, Pg-07

Blended Learning: Driving educational transformation

We are living in an era of education that is creating enabling circumstances for students and working professionals, and in which blended learning would be a key game-changer. Within India, the implementation of the National Educational Policy of India (NEP) 2020 is going to revamp the teaching-learning process in India. The vision of NEP 2020 is to reimagine the Indian education system aligned with SDG 4, which focuses on equal opportunity, inclusion and equity. Blended teaching-learning environments, Open Educational Resources (OERs) under Creative Commons (CC) and Massive Open Online Courses (MOOCs) are essential requirements to build a strong Indian education ecosystem across regions and socio-economic strata. An online survey has been conducted among academic communities including students, faculty members, and library professionals to know the perception during the defence of my doctoral thesis. The survey revealed a low level of awareness among students and faculty members about unconventional learning opportunities and resources that leverage IT infrastructure like online courses which provide access to a large number of students to the latest technical skill enhancement courses. Encouragingly and somewhat expectedly, faculty members surveyed displayed a higher awareness of these matters relative to students or even library professionals. It emphasised that when faculty members incorporate OER educational resources into traditional classroom settings, the quality of OER resources improves, hence enhancing the overall quality of online education. The various stakeholders were found to have the view of integrating OERs with the Library Management System (LMS) and having a strong OER policy framework in the HEIs in India. The favourable views of stakeholders towards integrating OERs with LMS should enable the academic community to gain a better understanding of the culture of open-access licenses and blended learning environments. This is therefore an opportunity to speed up blended learning education, particularly among the peri-urban population and disadvantaged communities living in remote areas. As per 'All Indian Survey on Higher Education (AISHE) 2021-22', the distance enrolment mode in Bihar and Assam is one of the lowest despite high population growth and the people are keen on higher education and have little access to direct university enrolment within the state. This is important for climate literacy and climate education.



RATAN KUMAR JHA

The actual adoption of OERs by Higher Educational Institutions (HEIs) depends upon various factors such as - time and cost, languages, user-friendliness, infrastructure, quality and library support. The evolution of pedagogical practices is linked to the awareness of Open Educational Resources (OERs), which facilitate the integration of OER materials into traditional teaching methods during in-person classes. Furthermore, Governmental support would augment the utilisation and advancement of OERs at higher education institutions and facilitate the bridging of disparities between information-rich and information-poor entities through high-quality open educational resources, aligning with one of the aims of Sustainable Development Goal #4.

The aim of NEP 2020 is to empower students/learners to inculcate diversified skills by permitting them to pursue two degrees simultaneously. In theory, such flexibilities should empower not only students but potentially the entire workforce for future needs while enabling holistic approaches to education. However, this goal cannot be efficiently achieved and scaled up to address current needs through the conventional classroom pedagogy with its attendance mandates. Rather, it requires a softer and digital approach wherein online learning can be brought to par with regular classroom learning.

Consequently, digital educational resources, online education, Artificial Intelligence (AI) technology, and virtual reality can interact to address the necessity for a transformation in the education system in the present and future eras. This initiative assists students from diverse backgrounds in comprehending the interdisciplinary nature of education while providing extensive exposure to various tools and strategies of online learning. This exposure aids in the development of knowledge to tackle challenges at local, regional, and global levels, and to devise solutions aimed at achieving the UN Sustainable Development Goals in a meaningful manner. Enhance leadership skills in their particular fields and interdisciplinary areas to improve decision-making acumen and also help them to map with all SDGs and national missions of the country. The Government of India's efforts towards establishing a Digital University with the integration of existing OERs-based capabilities such as SWAYAM-Prabha, Swayam, ePG-Paathshaala, Virtual labs and the National Digital Library etc. will be a landmark transformation for the entire Indian education system. Finally, we can play vital roles in integrating existing library management systems, catalogues and resources with online educational platforms to promote lifelong learning in the student community as well as society at large. Effective implementation of a blended learning education system with adequate cybersecurity measures and timely technological upgrades can go a long way in the achievement of SDG 4 by providing 'inclusive and equitable quality education and promote lifelong learning opportunities for all'.

(The writer is Assistant Librarian at TERI School of Advanced Studies. Views are personal)

The Hindu, 23 June 2025, Page No. -12

Mapping of mother tongue in Delhi-NCR schools reveals rich diversity, preference for English

Ashna Butani
NEW DELHI

Several schools said while English is the official medium of instruction, Hindi will be used 'informally' in primary classes

Following a Central Board of Secondary Education (CBSE) circular promoting the use of mother tongue in foundational classes, Delhi-NCR schools have begun mapping student languages, revealing a rich linguistic diversity. Many classrooms report 10 to 20 languages being spoken, including Hindi.

Most CBSE schools in the region are English-medium and introduce Hindi, Sanskrit, or Urdu as a second language from Class 1, and a third language from Class 6. Most principals *The Hindu* spoke to said while English remains the medium of instruction, Hindi will be used "informally" in primary classes to assist learners.

The CBSE directive, issued on May 22, references the National Curriculum Framework, which recommends using the mother tongue or a familiar State language as the first language of literacy (R1). Schools have been asked to complete language mapping and adjust their curriculum by early July.

Sudha Acharya, principal of ITL Public School in Dwarka, said "3,000 students reported 21 mother tongues, including Marathi, Odia, and Malayalam". The school has launched a programme to introduce students to new languages every fortnight through folklore, music, and visuals.

While bilingual methods are being considered, many parents still favour early English fluency. "They associate it with better prospects," said Ms. Acharya.

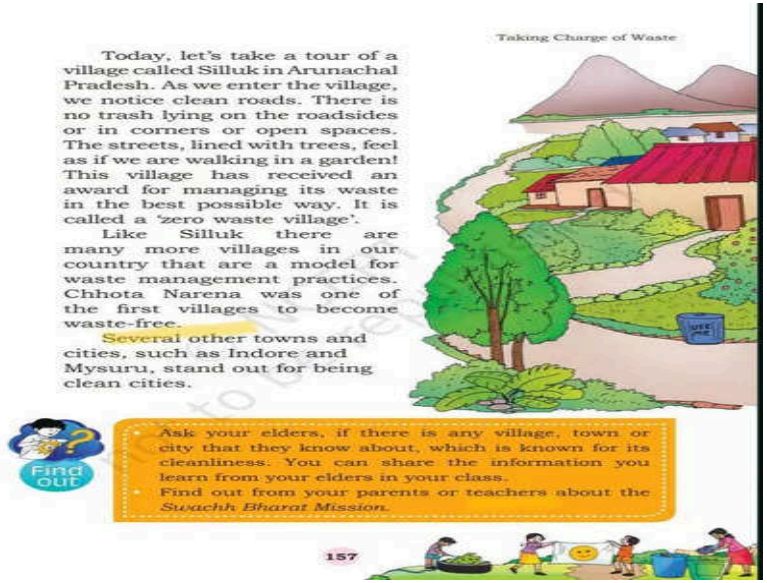
Summer Fields School, Gurugram, is planning oral exposure to mother tongue, with no testing. "Teachers need training first," said principal Urmimala Sudhakar.

Ameeta Mulla Wattal of DLF Foundation Schools noted that with few students speaking the same language, inclusion must come through integrated methods. "Parents have overwhelmingly opted for English as the primary language," she said.

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THE TIMES OF INDIA

Silluk village makes it to NCERT textbook for waste management

Jun 23, 2025, 11.22 PM IST


Taking Charge of Waste

Today, let's take a tour of a village called Silluk in Arunachal Pradesh. As we enter the village, we notice clean roads. There is no trash lying on the roadsides or in corners or open spaces. The streets, lined with trees, feel as if we are walking in a garden! This village has received an award for managing its waste in the best possible way. It is called a 'zero waste village'.

Like Silluk there are many more villages in our country that are a model for waste management practices. Chhota Narena was one of the first villages to become waste-free.

Several other towns and cities, such as Indore and Mysuru, stand out for being clean cities.

Find out

- Ask your elders, if there is any village, town or city that they know about, which is known for its cleanliness. You can share the information you learn from your elders in your class.
- Find out from your parents or teachers about the *Swachh Bharat Mission*.

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Itanagar: Silluk village in Arunachal Pradesh's East Siang district has been featured in the Class III Environmental Studies textbook published by NCERT. Chapter 12, titled "Taking Charge of Waste", highlights the village's exemplary efforts in waste management and environmental cleanliness.

The inclusion recognises Silluk's transformation into a zero-waste locality and its consistent performance in maintaining high sanitation standards. The village has previously been named the cleanest in East Siang on three occasions and received the Naturenomics Award from the Balipara Foundation in 2023.

Arunachal Pradesh CM Pema Khandu took to X to congratulate the people of Silluk on this national recognition.

"Silluk in East Siang district, is now a national model for zero-waste living and grassroots cleanliness. From scattered waste to spotless streets and green lanes, the people of Siluk have shown what true community spirit looks like! Now, students across India will learn from Siluk's journey. A powerful message: change begins at home," Khandu wrote.

Mebo MLA Oken Tayeng also lauded the achievement, crediting the efforts of various individuals and groups, including the Swachh Silluk Abhiyan led by Kepang Nong Borang, and former East Siang DC Kini Singh. He termed the textbook mention a proud moment of national recognition for Arunachal Pradesh.

The Arunachal Times

Cleanest Silluk village featured in NCERT book

June 23, 2025



[Litem Eshi Ori]

PASIGHAT, 22 Jun: Silluk in Mebo circle of East Siang district, adjudged the cleanest village of the district thrice under the Chief Minister's Award for cleanest village, has been mentioned in an NCERT book.

The village has been mentioned in Chapter 12 of the environmental studies subject for Class 3 under the heading 'Taking Charge of Waste'.

"Heartiest congratulations to Silluk village and the people of Silluk! We are filled with immense pride and joy to share that Silluk village has been featured in the CBSE Class 3 EVS textbook (Chapter 12)! This means that students across the entire country will now learn about our beloved village – its journey, its values, and its achievements," local MLA Oken Tayeng wrote on his social media handle.

"This is not just a local success – it's a moment of national recognition for Arunachal Pradesh. A proud milestone for every resident of Silluk and the entire region!

"We truly appreciate the efforts of Swachh Silluk Abhiyan (SSA) led by Kepang Nong Borang and his entire team and hard-working people of Silluk," Tayeng wrote.

The MLA also remembered Kinni Singh, the then deputy commissioner of East Siang, whose committed efforts helped Silluk earn its place as the cleanest village.

“Silluk truly deserves this recognition. Let’s celebrate and share this achievement far and wide!” the MLA added.

Silluk’s journey to becoming a zero-waste village involved a collective declaration by residents, including GBs, gram panchayat members, and the village secretary, to reduce, recycle, and reuse waste. This commitment was crucial in transforming the village from a once-considered dirty to a model of cleanliness.

One of the key aspects of Silluk’s zero-waste initiative includes community involvement.

The village emphasizes community participation in waste management effort, waste reduction, recycling, and composting. Residents actively work on reducing waste generation, recycling materials, and composting organic waste.

Silluk serves as an inspiration for other villages in Arunachal to adopt similar sustainable waste management practices.

The success of the village demonstrates the potential for rural communities in Arunachal to embrace zero-waste practices and contribute to a more sustainable future.

When contacted, Swachh Silluk Abhiyan chairman Kepang Nong Borang said: “We are thrilled and honoured and this is a testament to the collective efforts of the community in championing environmental protection and cleanliness.”

Delhi Schools Raise Age Bar: Class 1 Admissions from Age 6 Starting 2026

by **ITISHREE SETHY** — June 23, 2025 *in* **National**, **Trending Now** Reading Time: 1 min read

0 0 0



0 SHARES 27 VIEWS

The Delhi government has announced that children must be at least six years old to enter Class 1 starting from the 2026–27 academic session.

The directive, issued by the Directorate of Education (DoE), is part of a broader plan to align the city's school system with the National Education Policy (NEP) 2020.

Under the new framework, Delhi schools will transition to the NEP's 5+3+3+4 educational model, replacing the traditional 10+2 format. The revised structure introduces five years of foundational learning—including three years of pre-primary education—before a child enters Class 1.

According to the DoE's circular, admissions will begin with nursery at age three, followed by lower KG at four and upper KG at five. Only after completing this foundational stage will children be eligible for Class 1 at age six.

The move is expected to bring uniformity in early education across government, government-aided, and recognised private schools in Delhi. While the nomenclature for pre-primary stages may remain flexible, the age criteria will be strictly enforced from the 2026 academic cycle onward.

In a bid to ensure inclusive policymaking, the Directorate has invited suggestions from parents, educators, school administrators, researchers, and the public. Feedback can be submitted until July 10 to help fine-tune the implementation strategy.

This shift marks a critical step toward enhancing age-appropriate learning and holistic child development in India's capital.

Tags: 5+3+3+4 system Class 1 age criteria Delhi education policy Delhi schools DoE Delhi early childhood education foundational learning Indian school reforms NEP 2020 school admissions 2026

Arunachal's Siluk Village featured in NCERT textbook, earns national spotlight

Siluk, a picturesque village nestled in the Mebo subdivision of Arunachal Pradesh's East Siang district, has been nationally recognised for its exemplary waste management and environmental practices.

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Siluk, a picturesque village nestled in the Mebo subdivision of Arunachal Pradesh's East Siang district, has been nationally recognised for its exemplary waste management and environmental practices.

The village has been featured in the Class III Environmental Studies (EVS) textbook published by the National Council of Educational Research and Training (NCERT), under Chapter 12 — a move that brings pride to the entire state.

In a press statement issued today, Arunachal Pradesh Congress Committee (APCC) President Bosiram Siram extended heartfelt congratulations to the people of Siluk.

"Whole India is going to know Siluk Village," Siram wrote, hailing the achievement as a proud moment not only for the village but for all Arunachalees.

Also Read: Arunachal minister inaugurates 5-day state-level training for newly recruited panchayati raj staff in state

The statement, addressed to all media houses, lauded the community for consistently earning the title of the "Cleanest Village" over the years. “Siluk’s achievement is a shining example of what community participation, civic discipline, and grassroots leadership can achieve,” the APCC President said.

He acknowledged the tireless contributions of the Swachh Siluk Abhiyan, local youth, women’s groups, and community leaders in driving the movement for cleanliness, environmental protection, and sustainable living.

Siram emphasised that the Congress Party in Arunachal remains committed to supporting such grassroots efforts that align with the values of eco-consciousness and social responsibility. “Even the remotest village can become a model of progress and pride when collective will is mobilised,” he said, encouraging other communities to draw inspiration from Siluk’s success.

The recognition by NCERT marks a significant milestone for Siluk, positioning it as a national model in cleanliness and environmental stewardship, and is expected to inspire similar community-driven initiatives across the country.

Edited By: Atiqul Habib

Published On: Jun 23, 2025

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Delhi schools to set 6 years as minimum age for Class 1 admission from 2026-27

The Delhi government will enforce a uniform minimum age of six years for Class 1 admissions starting from the 2026–27 academic session. This move aligns with the NEP 2020 framework, which also calls for a revamped foundational stage with three years of pre-primary education.

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The Delhi government will enforce a uniform minimum age of six years for Class 1 admissions starting from the 2026–27 academic session. This move aligns with the NEP 2020 framework, which also calls for a revamped foundational stage with three years of pre-primary education.

India Today Education Desk
New Delhi, UPDATED: Jun 23, 2025 11:09 IST

In Short

- Delhi implements new minimum age of six for Class 1 admissions from 2026
- Schools will follow 5+3+3+4 education structure replacing 10+2 system
- Nursery admission starts at age three, followed by lower and upper KG at four and five years

Starting from the 2026-2027 academic year, Delhi schools will implement a new minimum age requirement of six years for Class 1 admissions. This change, announced by the Directorate of Education (DoE), aligns with the National Education Policy (NEP) 2020, which reorganises the school education structure into a 5+3+3+4 format.

According to a circular issued by the Directorate of Education (DoE), the foundational stage will be reorganised to include three years of pre-primary education prior to Class 1.


Tripura gets 95.6% adult literacy, joins Mizoram, Goa as fully literate states


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Ram Kapoor dropped from Mistry promotions over offensive remarks: Source


16-year-old Telangana girl murders mother with boyfrien his brother's help

242 / 306

THE NEW STRUCTURE: 5+3+3+4

The revised structure replaces the earlier 10+2 system, dividing school education into four stages: five years of foundational learning, three years each for preparatory and middle stages, and four years of secondary education. The circular stated that children will be admitted to nursery (also referred to as pre-school or 'Bal Vatika') at the age of three years, to lower KG (pre-school 2) at four years and to upper KG (pre-school 3) at five years.

SCHOOLS TO ADAPT TO NEW AGE CRITERIA

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The circular also specifies that admission to Class 1 will only be permitted once children reach the age of six, beginning in the 2026-27 academic session. "The nomenclature for pre-primary classes is flexible and may be revised as required," the circular noted.

The Directorate of Education further stated that all government, government-aided, and recognised unaided private schools under its purview are expected to comply with the revised age criteria and foundational structure as per the new directives.

INVITATION FOR PUBLIC SUGGESTIONS

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To facilitate a smooth transition, the Directorate has entailed a participatory process by inviting feedback from stakeholders, including parents, teachers, students, school management, subject experts, and the public. Inputs are being solicited until July 10 to help refine the implementation strategy.

To ensure a participatory approach, the DoE has called for feedback and suggestions from a wide range of stakeholders — including parents, educators, school administrators, researchers, and the public. Inputs must be submitted by July 10, as per the official circular.

(With PTI inputs)

Published By: Shruti Bansal

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जनसत्ता, २५जून, २०२५, Pg. 4

राष्ट्रीय शिक्षा नीति भारत के शैक्षिक परिदृश्य को बदल देगी : धनखड़

नोएडा, 23 जून (भाषा)।

उपराष्ट्रपति जगदीप धनखड़ ने सोमवार को कहा कि राष्ट्रीय शिक्षा नीति (एनईपी) जब लागू होगी तो यह भारत के शैक्षिक परिदृश्य को बदल देगी क्योंकि यह नीति देश की 'सभ्यतागत भावना, समझ और लोकाचार' के अनुरूप है।

धनखड़ ने यहां एमिटी विश्वविद्यालय में भारतीय विश्वविद्यालय संघ (एआइयू) द्वारा आयोजित कुलपतियों की 99वीं वार्षिक बैठक और राष्ट्रीय सम्मेलन के उद्घाटन सत्र को संबोधित करते हुए अपने विचार साझा किए। उपराष्ट्रपति ने कहा कि मैं आपसे यह जरूर कहना चाहता हूं कि तीन दशक से भी अधिक समय के बाद, कुछ ऐसा हुआ है जिसने वास्तव में हमारी शिक्षा की तस्वीर बदल दी है। मैं राष्ट्रीय शिक्षा नीति 2020 की बात कर रहा हूं। पश्चिम बंगाल के पूर्व राज्यपाल के रूप में अपने अनुभव याद करते हुए उपराष्ट्रपति ने कहा कि वह इस नीति को बनाने में निकटता से जुड़े थे।

जनसत्ता, २५जून २०२५, Pg. 6

पढ़ाई की भाषा

बुलाकी शर्मा

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने जुलाई से शुरू होने वाले शैक्षिक वर्ष 2025-26 से बच्चों की शुरुआती शिक्षा उनकी मातृभाषा में कराने का निर्णय लिया है। प्रारंभिक शिक्षा को बुनियादी चरण माना गया है, जिसमें दूसरी कक्षा तक के बच्चे शामिल हैं। राष्ट्रीय शिक्षा नीति, 2020 के लागू होने के पश्चात इस बुनियादी चरण की शुरुआत हुई है। इससे पहले की शिक्षा नीति में केंद्रीय विद्यालयों में विद्यार्थियों को कक्षा एक से पढ़ाना शुरू होता था, किंतु अब उनका सीधे पहली कक्षा में नामांकन नहीं होता। इससे पहले बच्चों को तीन वर्ष 'प्री-प्राइमरी' यानी पूर्व-प्राथमिक कक्षाओं में पढ़ाई कराई जाती है। उसके बाद पहली कक्षा में प्रवेश मिलता है। इस तरह पांच वर्ष बुनियाद बनाने में लगते हैं, जिसमें प्री-प्राइमरी स्कूल के तीन वर्ष तथा कक्षा एक और दो के दो वर्ष। नई राष्ट्रीय शिक्षा नीति में 5 जमा 3 जमा 3 जमा 4 का प्रारूप शामिल किया गया है। दूसरी कक्षा तक पहला चरण पांच वर्ष का, तीसरी कक्षा से पांचवीं तक तीन वर्ष का दूसरा, कक्षा छह से आठ तक तीन वर्ष का तीसरा और नौवीं से बारहवीं कक्षा तक चार वर्ष का चौथा चरण है। नई राष्ट्रीय शिक्षा नीति, 2020 से पहले शिक्षा नीति-1986 लागू थी। उसमें 10 जमा 2 जमा 3 का प्रारूप था। पहली कक्षा में सीधे प्रवेश दिए जाने का उसमें प्रावधान था। तब प्री- प्राइमरी का चरण नहीं था। जबसे विद्यालयों में इस नए चरण की शुरुआत हुई है, तब से लगभग तीन वर्ष के बच्चे भी पढ़ने के लिए विद्यालय जाने लगे हैं।

हम जानते हैं कि ऐसे सुकोमल, मासूम और अबोध नन्हे बच्चे-बच्चियों का मन पढ़ाई में जल्दी से नहीं लगता। उनका मन घर में धमा-चौकड़ी मचाने, खेलने-कूदने, मौज-मस्ती करने में ज्यादा रमता है। कंधे पर बस्ता लटकाए विद्यालय जाते हुए उनके मन में घबराहट बनी रहती है। जब वे कक्षा में पढ़ना शुरू करते हैं और उन्हें शिक्षक उनकी मातृभाषा की जगह अंग्रेजी माध्यम से पढ़ाते हैं, तब वे परेशान हो जाते हैं। जो पढ़ाया जाता है, उसे वे समझ नहीं पाते। जब उन्हें समझ ही नहीं आएगा, तो वे नया सीखेंगे भी कैसे। ऐसे में बच्चों की मनोस्थिति, उनकी सोचने-समझने व ग्रहण करने की सामर्थ्य और सीमाओं का नई राष्ट्रीय शिक्षा नीति में पूरा ध्यान रखा गया है। उनकी पढ़ाई का माध्यम अंग्रेजी की जगह उनकी मातृभाषा रखने का व्यावहारिक और सराहनीय निर्णय लिया गया है।

वर्तमान में पूरे देश में तीस हजार से अधिक विद्यालय केंद्रीय माध्यमिक शिक्षा बोर्ड से संबद्ध हैं और इनमें से अधिकांश में पढ़ाई का माध्यम अंग्रेजी है। नन्हे बच्चों को सबसे मुश्किल अंकगणित लगता है, लेकिन जब वे अंकों की पहचान, उनकी गिनती, जोड़ना, घटाना आदि अपनी मातृभाषा में सीखेंगे-पढ़ेंगे, तब उनके मन से गणित का भय दूर हो जाएगा और उनमें गणित सीखने की रुचि जागृत होगी। राष्ट्रीय शिक्षा नीति में विद्यार्थियों को आठवीं कक्षा तक पढ़ाई मातृभाषा, क्षेत्रीय या राज्य भाषा में कराने पर जोर दिया गया है। साथ ही कहा गया है कि बारहवीं कक्षा तक के विद्यार्थियों के लिए भारतीय भाषाओं के माध्यम से पढ़ाई का विकल्प होना चाहिए, ताकि वे अंग्रेजी भाषा के दबाव से मुक्त रह कर अपनी रुचि से पढ़ सकें।

विश्व में जितनी भी भाषाएं हैं, वे मातृभाषा भी हैं। मां की बराबरी मां के अलावा कोई नहीं कर सकता, वैसे ही मातृभाषा की बराबरी भी कोई दूसरी भाषा नहीं कर सकती। केंद्रीय विद्यालयों में आरंभिक पढ़ाई मातृभाषा में कराए जाने का निर्णय निश्चित रूप से विद्यार्थियों के शैक्षणिक विकास के लिए लाभकारी तथा क्षेत्रीय भाषाओं को बढ़ावा देने वाला है। मगर अंग्रेजी मोह में डूबे अभिभावक रुकावट डाल सकते हैं, इसलिए उन्हें समझाना जरूरी है। नगरों-महानगरों से लेकर गांव-ढाणियों तक अंग्रेजी माध्यम के निजी स्कूल फैल गए हैं। अधिकतर अभिभावकों की यह मानसिकता बनी हुई है कि अंग्रेजी माध्यम के स्कूलों में पढ़ा कर ही वे अपने अधूरे सपने बच्चों के माध्यम से पूरे कर सकेंगे। हिंदी या मातृभाषा के माध्यम से पढ़ेंगे तो वे पिछड़ जाएंगे।

दुनिया मेरे आगे

> अभिभावकों को समझना होगा कि आरंभिक शिक्षा का माध्यम मातृभाषा होने से बच्चे सहजता से सीख पाएंगे। पढ़ते, लिखते और सीखते उन्हें आनंद की अनुभूति होगी, मानसिक परेशानी नहीं। दरअसल, अंग्रेजी उनके लिए पराई भाषा है, मातृभाषा अपनी भाषा।

अभिभावकों को समझना होगा कि आरंभिक शिक्षा का माध्यम मातृभाषा होने से बच्चे सहजता से सीख लेंगे। पढ़ते, लिखते और सीखते उन्हें आनंद की अनुभूति होगी, मानसिक परेशानी नहीं। दरअसल, अंग्रेजी उनके लिए पराई भाषा है, मातृभाषा अपनी भाषा। यह ठीक है कि बच्चों को अंग्रेजी ही क्यों, अन्य भाषाएं भी सीखने के लिए प्रेरित व प्रोत्साहित किया जाना चाहिए। जितनी भाषाओं से उनका सरोकार बनेगा, उतने ही वे मानसिक और शैक्षणिक स्तर पर समृद्ध होंगे। पर, मातृभाषा में आरंभिक पढ़ाई कराने का तात्पर्य अंग्रेजी भाषा की उपेक्षा करना नहीं, वरन बच्चों में पढ़ने के प्रति रुचि पैदा करना है। अभिभावकों को मातृभाषा में पढ़ाई के महत्त्व को लेकर जागरूक करने के साथ ही अंग्रेजी माध्यम के निजी विद्यालयों में आरंभिक शिक्षा का माध्यम मातृभाषा करने के लिए सख्त कदम उठाने की जरूरत है। तभी बच्चे शुरुआती पढ़ाई अपनी मातृभाषा में कर सकेंगे और आगे चलकर अपने भविष्य को संवार सकेंगे।

अमर उजाला, 24 जून 2025, Pg.5

सीबीएसई कौशल विकास और कॅरिअर में करेगा मार्गदर्शन

छठी से 12वीं के छात्रों के लिए आयोजित किया जा रहा स्किल एक्सपो और गाइडेंस फेस्टिवल

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) छठीं से 12वीं तक के छात्रों के कौशल विकास और कॅरिअर में मार्गदर्शन करेगा। इसके लिए बोर्ड स्किल एक्सपो और गाइडेंस फेस्टिवल आयोजित करने जा रहा है। देशभर में क्षेत्रीय स्तर पर इसका आयोजन जुलाई से दिसंबर तक किया जाएगा। जबकि राष्ट्रीय स्तर के आयोजन के लिए तिथियों की घोषणा बाद में की जाएगी।

इस एक्सपो में छात्रों को नई दुनिया के कौशल विकसित करने, भविष्य के कॅरिअर और उसकी योजना के महत्व की जानकारी मिलेगी। सीबीएसई की ओर से इस संबंध में देशभर के स्कूलों के प्रधानाचार्यों को दिशा-निर्देश जारी किए गए हैं। बोर्ड ने दिशा-निर्देशों में स्पष्ट किया है कि देशभर के विभिन्न शहरों में कौशल एक्सपो और मार्गदर्शन महोत्सव होगा। क्षेत्रीय स्तर पर आयोजित होने वाले कार्यक्रमों में बोर्ड के सभी रीजन शामिल होंगे।

बोर्ड के अनुसार इस आयोजन से छात्रों के बीच कॅरिअर को लेकर जागरूकता बढ़ेगी। इस आयोजन का लक्ष्य छात्रों, शिक्षकों और प्रधानाचार्यों के बीच रचनात्मकता, नवाचार को सीखने के लिए प्रोत्साहित करना है। इसके माध्यम से छात्रों को राष्ट्रीय शिक्षा नीति 2020 के अनुरूप कौशल शिक्षा को बढ़ावा देते हुए अपने व्यावसायिक कौशल, रचनात्मकता और नवीन विचारों को प्रदर्शित करने के लिए एक मंच प्रदान करना है।

क्षेत्रीय स्तर पर जुलाई से दिसंबर तक किया जाएगा आयोजन राष्ट्रीय स्तर के लिए तिथियां बाद में की जाएंगी घोषित

टेक्नॉलॉजी एंड इंफॉमेशन, आर्टिफिशियल इंटेलिजेंस, कोडिंग, ऐनिमेशन, गेमिंग, कोडिंग, हेल्थ एंड वेलनेस, उद्यमिता एवं वित्तीय साक्षरता, कृषि एवं ग्रामीण विकास को इस एक्सपो की थीम बनाया गया है।

सहभागिता के लिए मिलेगा प्रमाणपत्र

स्कूल, छात्र इस लिंक https://cbseit.in/cbse/2024/skillexpo के माध्यम से निःशुल्क पंजीकरण कर सकते हैं। सीबीएसई ने स्कूलों को कहा है कि इन कार्यक्रमों में अधिकतम भागीदारी के लिए छात्रों को प्रेरित व प्रोत्साहित करें। इसमें सहभागिता के लिए उन्हें सीबीएसई की ओर से प्रमाण पत्र भी दिया जाएगा।

The Indian Express, 24 June 2025, Pg. 09

Nearly shut down in 2021, Pune school among 4 shortlisted for World's Best School Prize 2025

PALLAVI SMART
MUMBAI, JUNE 23

A ZILLA Parishad (ZP) school from Jalindarnagar village in Pune district was shortlisted among global finalists for the World's Best School Prize 2025 in the category of Community Collaboration in education. The event is organised by UK-based global education platform T4 Education.

Three other Indian schools — one each from Karnataka, Haryana, and Uttar Pradesh — have also been shortlisted for the award under various categories.

The school in Pune's Khed taluka was on the brink of closure in 2021 with just three to four students on its rolls. The school has since undergone a major transformation under the leadership of President's award-winning teacher Dattatray Ware, who was transferred here the same year.







(Clockwise from above) **Teacher Dattatray Ware (in white) with the students; the present structure of the school; the old structure before restoration.** *Express*

Today, it serves 120 students in classes 1 to 8, supported by just two full-time teachers, and stands as an example of how community engagement can redefine effective school education with limited resources.

Ware said, "The real change began when the villagers came forward. Many even donated their land to expand school infrastructure. We are running a skill-based education programme in 22 trades with help from villagers, many of whom are working professionals in varied sectors and volunteer as educators for classes related to their trade."

"This is a ZP school run by the government but our motto is to not wait until the government provides. The school... is proactive in obtaining facilities or creating the resources required for our students," said Ware.

The school has established academic partnerships with institutions such as the Indian Space Research Organisation (ISRO) and Indian Institutes of Technology (IITs), introducing students to science and technology. Exposure to foreign languages and advanced mathematics skills are also a part of the curriculum.

Among the school's innovative approaches is the *'Vishay Mitra'* (subject friend) initiative. This is a peer-learning model, where senior students mentor juniors. "Sometimes children hesitate to ask questions to teachers or in front of the entire class. With small group... they open up easily," Ware said.

The World's Best School Prize is an initiative launched in response to the Covid-19 crisis, and aims to spotlight schools that are creating meaningful changes in classrooms and on the outside. Voting for the best schools will take place till July 9 and winners will be announced in October.

The Hindu, 24 June 2025, Pg 04.

CM: final call on three-language policy in Maharashtra schools after talks with all stakeholders

The Hindu Bureau
MUMBAI

The move comes amid opposition to the govt.'s decision to introduce Hindi as a third language

Maharashtra Chief Minister Devendra Fadnavis announced on Monday night that a final decision on implementing the three-language formula in schools in the State will be taken only after discussions with writers, language experts, political leaders, and all other stakeholders concerned.

The move comes amid widespread opposition to the government's decision to introduce Hindi as a third language in schools.

The announcement was made after a meeting on the three-language formula at the CM's residence. It was attended by Deputy CM Eknath Shinde, School Education Minister Dada Bhuse, Minister of State Pankaj Bhoir, and Education Department officials.

According to a press statement issued by the government, the leaders deliberated on the issue and decided to present the position of all stakeholders on the language policy.

The government has decided to prepare a detailed presentation covering all options, with a specific focus on ensuring that Marathi students do not suffer academic losses in relation to the Academic Bank of Credits, a digital platform envisioned in the National Education Policy, 2020. To this end, a presentation and consultation process will be conducted with all stakeholders, including Marathi language scholars, literary figures, and political leaders, according to the statement.

The decision to revisit the three-language formula comes after opposition from various quarters, including Marathi literary figures, who had strongly opposed the government's decision to introduce Hindi as a third language for students from Classes 1 to 5 in schools across the State.

Marathi writer Hemant Divate on Sunday said on X that he was returning the Kavi Keshavsut Puraskar he had received from the State government.

The government had initially made Hindi a mandatory third language, but revised the policy, allowing schools to teach other Indian languages if at least 20 students opted for it.

The Pioneer
24, June 2025
Pg. 3

NEP will transform India's educational landscape: Dhankar

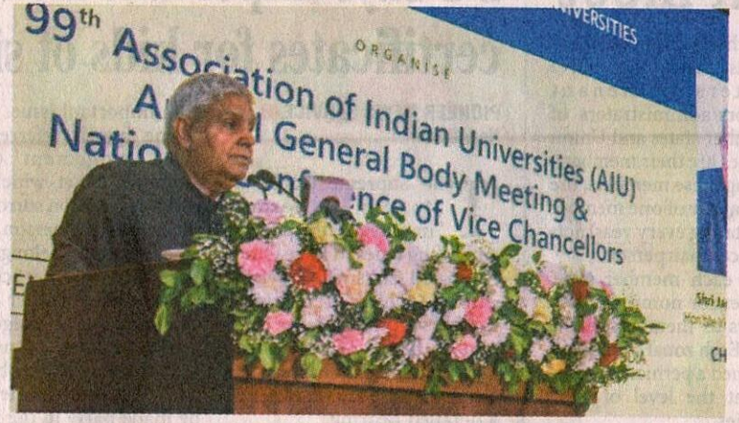
PIONEER NEWS SERVICE
New Delhi

Vice President Jagdeep Dhankhar on Monday said the National Education Policy (NEP) when implemented will transform India's educational landscape as the policy resonates with the country's "civilisational spirit, sense and ethos".

Dhankhar shared his thoughts as he addressed the inaugural session of the 99th annual meet and national conference of the vice chancellors organised by the Association of Indian Universities (AIU) at the Amity University here.

"I must share with you that after more than three decades, something has happened which has truly changed the landscape of our education. I am referring to the National Education Policy 2020," he told the gathering of academic leaders.

Reflecting on his experience as the former governor of West Bengal, the vice president said that he was closely associated with the development of this policy. "Input from hundreds of thousands of people was considered in shaping this policy after more than three decades," said Dhankhar.



Vice-President Jagdeep Dhankhar addressing the inaugural session of the 99th Association of Indian Universities (AIU) annual meet at the Amity University in Noida PIONEER PHOTO

"The policy resonates with our civilisational spirit, sense and ethos, and it will transform our educational system when implemented," he added.

The vice president also urged for making universities a catalyst for big change and "not just hand out degrees" as he also stressed the need in academia for space for disagreement, debate, dialogue and discussion.

"Our universities are not meant to just hand out degrees. The degrees must carry great weightage," he said on the role of universities.

Asserting that the universities "must be sanctuaries of ideas and ideation, crucibles of innovation", the vice president said "these places have to catalyse big change".

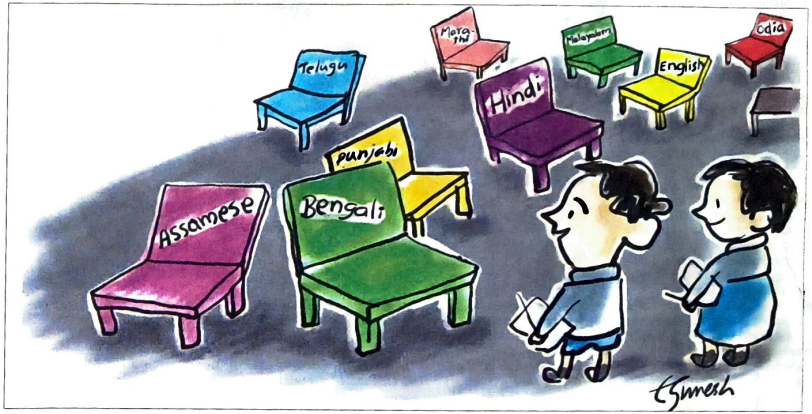
"That responsibility lies on the vice chancellors in particular and the academia in general. I appeal to you, there must be space for disagreement, debate, dialogue and discussion. That is how the mind cells are activated. Abhivyakti, Vaad Vivaad, Anant Vaad — these are inalienable facets of our civilisation, of our democracy," he added.

Calling for equitable expansion of higher education, the vice president said, "A lot of our institutions have remained brown-field. Let us fall in line with the global groove — let's go green. Greenfield institutions alone bring about equitable distribution. There is clusterisation in metros and Tier 1 cities. Many regions remain untouched."

The Pioneer
24 June 2025
Pg. 6

Rethinking Language in Indian Education

As global examples from Germany to Japan reaffirm the value of native-language education, it is time India embraced its own plurality — not as a barrier, but as the very foundation of holistic learning and national identity



The linguistic and cultural diversity of any country must be celebrated with great attention and in its true spirit. India's multilingual phenomenon has always been an integral part of society, but the nature of plurality of languages differs greatly. India, as one of the richest linguistic nations in the world, represents the plurality and diversity in its society, which has been seen as its biggest strength.

The dominance of English as a global language of education has derecognised the linguistic, cultural and epistemic identities of multilingual people. During the colonial days, English was taught for vested interests. It was believed to have the quality of broadening the horizons of knowledge, and because of the variety of texts, it was thought to promote critical thinking and analytical skills, which was ably supported by the learning of rhetoric.

Even after independence, we fail to appreciate the mother tongue as a cognitive and pedagogical resource and find absolutism in the dogma of monolingualism as a language-teaching resource. English has been, for most people, a skill to master, not just a language to learn to express. English is, for the most part, a foreign language, but treated as a second language in India.

The immense damage done by communicative English language courses — by shifting the onus of communication to the receiver of the communication rather than the creator — has led to a peculiar situation of incomplete cognitive processing, or at best, partial understanding. If we look at the globe, we can see that some leading countries like Germany, China, and Japan, with the highest technological expertise, are offering primary education in their mother tongue.

The push for teaching in a universal language such as English has been shown to hinder children's educational progress in such countries. The key to human resources development is education, and the English-only policy fails to appreciate the mother tongue as a cognitive and pedagogic resource.

*As a hapless victim of linguistic robbery, the schoolchild is terminally disabled from utilising the immense linguistic arsenal offered by his mother tongue. This reveals the fact that primary education in the mother tongue is as effective and functioning as it could be in any other dominant language. The use of home language, local language, and mother tongue-based primary and secondary education also entails that each language can provide cognitive and educational resources to its learners.*The historic and transformative National Education Policy (NEP 2020), in its section dedicated to language education called "Multilingualism and the Power of Language", endeavours to foster and accept linguistic diversity within the realm of education.

The policy recognises the significance of language as a potent instrument for fostering effective communication, advancing students' cognitive abilities, and cultivating cultural awareness. It further states that, wherever possible, the medium of instruction should be the mother tongue or the local or regional language. Thereafter, the home or local language shall continue to be taught as a language wherever possible.



M J WARSI

It further emphasises that all efforts should be made to ensure that any gaps that exist between the language spoken by the child and the medium of teaching are bridged. NEP 2020 also provides fluidity to the three-language formula, as there is no specific language that shall be imposed on any State. The States, regions, and the students as well, are free to choose the three languages which the students want to learn, whereas at least two of them are to be native to India — one of which is most likely to be the home, local, or regional language. The objective of the NEP 2020 is to make India a knowledge superpower by equipping its students with the necessary skills and knowledge, and to eliminate the shortage of manpower in academia, science, technology, and industry. In recent years, education in mother tongue, regional, local, or home languages has attracted serious attention worldwide. Mother tongue plays a critical role in the cognitive and intellectual development of a learner. Studies have shown that individuals fluent in their mother tongue tend to have higher educational success rates than those who are not.

Languages are instrumental in preserving cultural values and traditions, and having a strong foundation in one's mother tongue can aid in learning new languages. Unfortunately, many countries — particularly those that were colonised — continue to use the language of their colonisers as the medium of instruction in higher education. This is often done under the pretext of the unavailability of books and journals in local languages.

However, this practice puts students who come from schools that use local languages at a disadvantage, particularly in specialised fields such as medicine, science, literature, technology, and law. It is essential to recognise the importance of the mother tongue and to encourage its continued use in education and wider society to develop the foundational skills of a society — such as literacy and critical thinking. The initial investment in multilingual programmes seems to be high because of the additional cost of developing new learning material, especially for languages that have not been standardised or do not have a script. It would also require teachers trained to teach in a multilingual classroom.

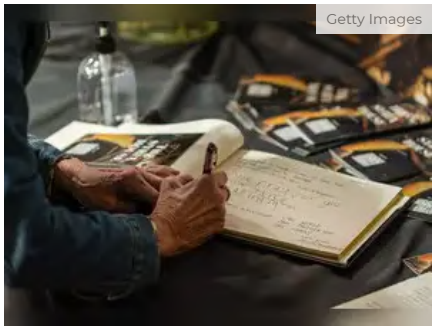
This requires renewed resource allocation and a clear policy to enrich the local languages to achieve the ultimate end of an effective mother tongue-based education system. It has now become essential to promote home, local, and regional languages to ensure the continuation and transmission of culture, customs, and history. UNESCO, too, is taking urgent action to encourage broad and international commitment to promoting multilingualism and linguistic diversity, including the safeguarding of endangered languages.

Mother-tongue education needs to be prioritised in policy development to ensure more responsive and nuanced approaches that take into account the unique linguistic and cultural needs of learners. Unfortunately, as everyone is a language user, they think they can comment on language — as it is everybody's business and nobody's business.

(The writer is an eminent linguist and author, currently serving as the President of the Linguistic Society of India. He is a former faculty member at the University of California, Berkeley. Views are personal)

Emergency made part of school syllabus during UPA rule, 3 decades after imposition

Synopsis
The Emergency, a controversial period in Indian history, entered NCERT political science textbooks in 2007 under the UPA government, detailing its impact and controversies. While praised for its initial comprehensive coverage, recent curriculum revisions under the BJP in 2023 have pruned several passages, sparking debate over the representation of this crucial era.



Representational Image

It took three decades for the Emergency imposed by then-prime minister Indira Gandhi, a 21-month period marked by censorship and mass arrests of opposition leaders, to make an entry into **NCERT political science textbooks**.

Curiously, it happened under the Congress-led **UPA rule** in 2007.

While there are still complaints that school textbooks are yet to reflect the full excesses of the Emergency, several passages about the dark period got pruned as late as 2023 under the **BJP** as part of a curriculum rationalisation exercise following the COVID-19 pandemic.

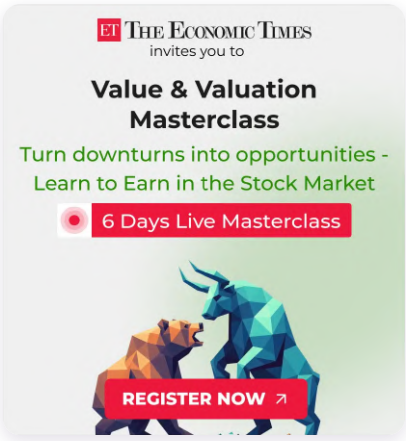
According to Krishna Kumar, former NCERT chairman, the Emergency was introduced in class 12 political science textbooks in 2007 after the revision of the National Curriculum Framework (NCF).

He, however, did not elaborate on the process of introducing the subject into the curriculum.

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In the textbook published in 2007, 25 pages of a chapter, "the crisis of democratic order", detailed the nature of the crisis, the argument behind it, the supporters and the opponents, and how the Emergency shaped the politics of the time.

The Emergency and anti-Sikh riots were included in the textbooks despite the Congress government being in power as academia was fully autonomous then, said Anita Rampal, who was the chairperson of some committees constituted by the NCERT for the development of textbooks.

"The textbook advisors had met then HRD Minister **Arjun Singh** to let him know what was being incorporated into textbooks and there was absolutely no government interference.

"NCERT or for that matter academics was fully autonomous then. The fact that Emergency or anti-Sikh riots could be included in the curriculum that too with cartoons critical of Indira Gandhi... it is unthinkable in today's time," Rampal, also a former Dean of Delhi University's Faculty of Education, told PTI.

The chapter included excerpts from Indira Gandhi's speech to the nation on All India Radio, critical cartoons by **RK Laxman**, details of the Shah Commission report on the excesses of the period, several newspaper clippings about the announcement of Emergency and subsequent defeat of the Congress in Lok Sabha polls, Amul's tongue-in-cheek take on forced sterilisation, clippings on power shutdown that stopped newspapers from printing and Telegram messages reflecting attempts to censor the press.

Some of the news clippings read: "State of Emergency declared", "State of security in peril, says PM", "Several leaders arrested" and "Rights suspended". Another set of news clippings highlighted the end of the Emergency: "Mrs Gandhi defeated", "Cong rout in total", and "Nightmare is over, says Vajpayee".

The Amul cartoon strip showed the Amul girl dressed up as a nurse with butter brick on her tray saying "We have always practised compulsory sterilisation".

A satirical cartoon included in the textbook shows a man lying on the floor marked as Congress, while with the "common man" stood leaders who opposed the Emergency such as Jagjivan Ram, Morarji Desai, Charan Singh and Atal Behari Vajpayee.

Other cartoons on factional fights within the Janata Party and Indira Gandhi's confrontation with the Shah Commission were also included.

The preface of the political science earlier said it was a "tribute to the maturity of Indian democracy".

Political scientist and Swaraj India President Yogendra Yadav, who was a member of the drafting panel then, noted that prior to 2007, political school textbooks were limited to India's Independence, leaving students to understand 21st-century politics without any knowledge of the events that took place in the latter half of the 20th century.

"Introduction of Emergency in school textbooks was no oversight, it was consciously done because the idea was to produce totally non-partisan textbooks so sordid details about the Emergency period were mentioned in a factual manner, without wondering that it was embarrassing for the Congress government," he told PTI.

"You cannot teach political science to students sidestepping the major events, which had a significant influence on society and polity, no matter whether controversial or not. The books only mentioned established facts taken from government sources, which cannot be disputed by anybody," he added.

Yadav and political scientist Suhas Palshikar had opposed the latest revisions in **NCERT textbooks** in 2023, which were also criticised by opposition parties. They wrote to the NCERT objecting to the new textbooks carrying their names and disassociated themselves from the revisions.

This was the first time the two political scientists stood against the NCERT. In 2012 under the UPA rule, Yadav and Palshikar resigned from the drafting panel in the wake of a row over a cartoon of B R Ambedkar in school textbooks.

In the recent rationalisation exercise in 2023, at least five pages from that chapter have been pruned.

While some of the cartoons have been truncated in size, box items on the Shah Commission's report, Indira Gandhi's address to the nation, the Naxalite movement and the custodial death of a student during the period have been dropped.

In 2018, the then-HRD Minister Prakash Javadekar alleged that the textbooks did not reflect the "whole story" of the Emergency in school curricula for students to understand the reality of the time.

"In our textbooks, there are some chapters and columns on the Emergency that will be reviewed and this

black chapter and assault on democracy of the country will figure some more in the books..."

"We will include the whole story of Emergency in the curriculum. Children should know the reality of that time. That is why the Emergency period is considered to be the second freedom struggle," he said.

The Emergency was imposed 50 years ago on June 25, 1975, following a period of political unrest and a court verdict that declared Gandhi's election null and void.

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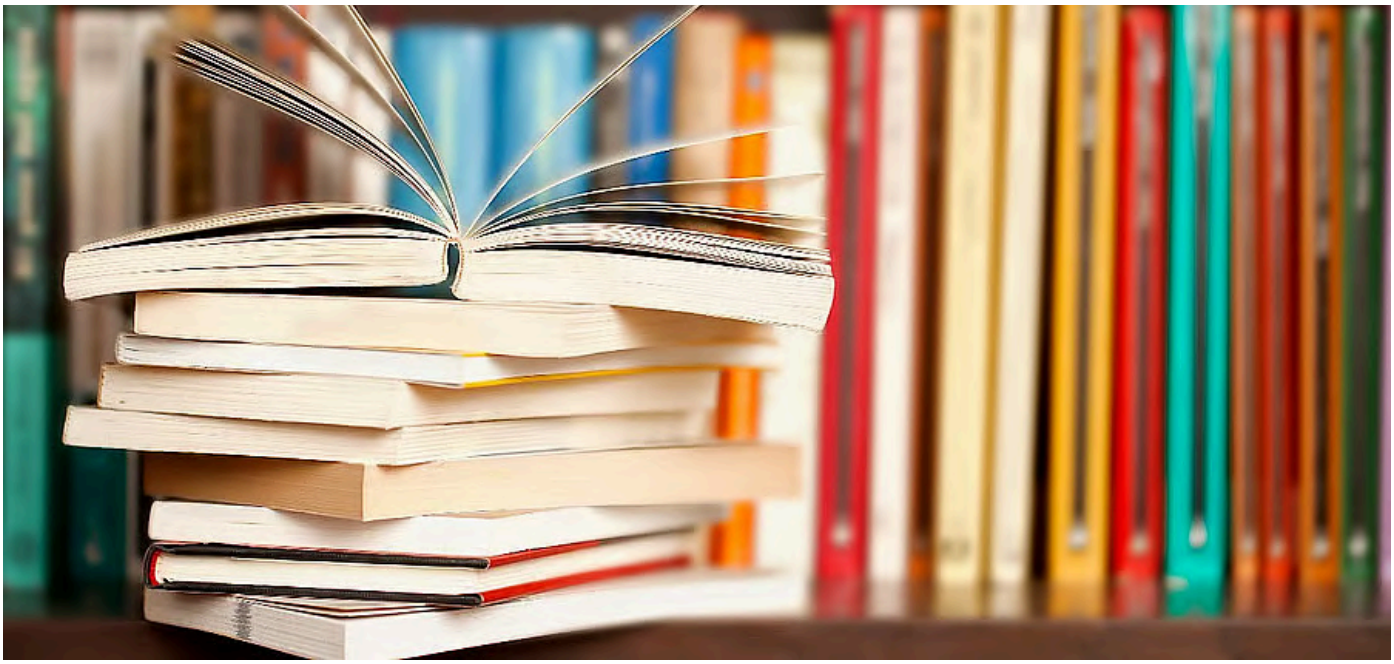
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PTI

Last Updated : 24 June 2025, 15:38 IST



Representative image showing books. Credit: iStock Photo

New Delhi: It took three decades for the Emergency imposed by then-prime minister Indira Gandhi, a 21-month period marked by censorship and mass arrests of opposition leaders, to make an entry into NCERT political science textbooks.

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In the recent rationalisation exercise in 2023, at least five pages from that chapter have been pruned.

The deleted content pertains to paras on controversies surrounding the decision to impose the Emergency, and the abuse of power and malpractices committed by the Indira Gandhi government.

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The Pioneer, 25 June 2025, pg. 2.

NEP nation-building mission: VP Dhankhar

PIONEER NEWS SERVICE
Muzaffarpur (Bihar)

Vice President Jagdeep Dhankhar on Tuesday called the National Education Policy "a civilisational renaissance" and a "nation-building mission to position Bharat as an academic superpower". Speaking as the chief guest at a function in north Bihar town of Muzaffarpur, he said the policy, made in 2020, seeks to "nurture skilled professionals, fulfilled citizens, job creators and create a true reflection of what we want in this nation". He also lauded the LN Mishra College of Business Management, based in Muzaffarpur, for choosing the theme 'Indian Knowledge Tradition and the Perspective of National Education Policy 2020'.

राष्ट्रीय सहारा, 26 जून 2025, Pg. 1, 7

साल में दो बार होगी 10वीं की बोर्ड परीक्षा

नई दिल्ली (एसएनबी)। सीबीएसई के दसवी कक्षा के छात्र 2026 से एक शैक्षणिक सत्र में दो बार बोर्ड परीक्षा दे सकेंगे, हालांकि फरवरी में होने वाले पहले चरण की परीक्षा में शामिल होना अनिवार्य होगा। मई में होने वाला दूसरा चरण उन छात्रों के लिए वैकल्पिक होगा जो अपना प्रदर्शन सुधारना चाहते है। सीबीएसई ने 10वीं कक्षा के लिए वर्ष में दो बार बोर्ड परीक्षा आयोजित करने के मानदंडों को मंजूरी दे दी है, जिसकी नयी राष्ट्रीय शिक्षा नीति में अनुशंसा की गई है। सीबीएसई के परीक्षा नियंत्रक संयम भारद्वाज ने कहा, ''पहला चरण फरवरी में और दूसरा मई में आयोजित किया जाएगा। दोनों चरणों के परिणाम क्रमशः अप्रैल और जून में घोषित किए जाएंगे।'' **(विवरण पेज-7)**

CBSE 2026 से दसवीं कक्षा की बोर्ड परीक्षा साल में दो बार आयोजित करेगा

■ नई दिल्ली (एसएनबी)।

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उन्होंने कहा कि मई में होने वाला दूसरा चरण उन छात्रों के लिए वैकल्पिक होगा जो अपना प्रदर्शन सुधारना चाहते है। अधिकारियों ने कहा कि यदि कोई छात्र दोनों चरणों में शामिल होता है तो दोनों में से सर्वश्रेष्ठ अंक को प्राप्तांक माना जाएगा। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने 10वीं कक्षा के लिए वर्ष में दो बार बोर्ड परीक्षा आयोजित करने के मानदंडों को मंजूरी दे दी है, जिसकी नयी राष्ट्रीय शिक्षा नीति (एनईपी) में अनुशंसा की गई है।

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■ छात्र को फरवरी में होने वाले पहले चरण की परीक्षा में शामिल होना अनिवार्य होगा

■ पहला चरण फरवरी में और दूसरा मई में होगा आयोजित

छात्रों के लिए पहले चरण को अनिवार्य बनाने के तर्क को स्पष्ट करते हुए सीबीएसई के अध्यक्ष राहुल सिह ने कहा कि ऐसा यह सुनिश्चित करने के लिए किया जा रहा है कि छात्र परीक्षा को गंभीरता से लें और बोर्ड परीक्षाओं की शुचिता बनी रहे। उन्होंने कहा, ''यदि कोई छात्र पहले चरण की परीक्षा में तीन या अधिक विषयों में उपस्थित नहीं होता है, तो उसे दूसरी परीक्षा में बैठने की अनुमति नहीं दी जाएगी। ऐसे छात्रों को 'आवश्यक पुनरावृत्ति' श्रेणी में रखा जाएगा और वे अगले साल फरवरी में होने वाली मुख्य परीक्षा में ही परीक्षा दे सकेंगे।'' सिह ने कहा कि जिन छात्रों का पहली परीक्षा में परिणाम 'कंपार्टमेंट' है, उन्हें 'कंपार्टमेंट' श्रेणी के तहत दूसरी परीक्षा में बैठने की अनुमति दी जाएगी। तय मानदंडों के अनुसार, शीतकाल में बंद रहने वाले स्कूलों के दसवी कक्षा के छात्रों को किसी भी चरण में उपस्थित होने का विकल्प मिलेगा। इसके अनुसार, शैक्षणिक सत्र के दौरान आंतरिक मूल्यांकन केवल एक बार किया जाएगा।

सीबीएसई ने फरवरी में मसौदा मानदंडों की घोषणा की थी और हितधारकों की प्रतिक्रिया मांगी गई थी। नयी राष्ट्रीय शिक्षा नीति की सिफारिश के मुताबिक, बोर्ड परीक्षाओं की ''उच्च अपेक्षा'' वाले पहलू को खत्म करने के लिए सभी छात्रों को किसी भी शैक्षणिक वर्ष के दौरान दो मौकों पर परीक्षा देने की अनुमति दी जाएगी। दोनों परीक्षाएं पूरे साल के पाठ्यक्रम के अनुसार आयोजित की जाएंगी। बोर्ड ने स्पष्ट किया है कि इस प्रणाली के तहत अलग से कोई पूरक परीक्षा आयोजित नहीं की जाएगी। इसके बजाय, बोर्ड परीक्षा का दूसरा सत्र उन लोगों के लिए पूरक परीक्षा के रूप में काम करेगा जो अपने प्रदर्शन में सुधार करना चाहते है। वर्तमान में भी छात्रों के पास पूरक परीक्षाओं में अपने अंक सुधारने का अवसर होता है।

सीबीएसई के परीक्षा नियंत्रक संयम भारद्वाज ने कहा, ''वर्तमान में, छात्र दो विषयों में अंक सुधार सकते है और पूरक परीक्षा जुलाई में आयोजित की जाती है, जिसके परिणाम अगस्त में घोषित किए जाते है।'' उन्होंने कहा, ''नयी व्यवस्था में, दूसरे चरण की परीक्षाएं मई में आयोजित की जाएंगी और जून में परिणाम घोषित किए जाएंगे। साथ ही, छात्र दो के बजाय तीन विषयों में अपने अंकों को सुधारने का प्रयास कर सकते है।''

अमर उजाला, 26 जून 2025, Pg. 1

सीबीएसई : 2026 से साल में दो बार होगी 10वीं की परीक्षा, पहली अनिवार्य

अधिसूचना जारी, पहली परीक्षा फरवरी और दूसरी मई में होगी, दूसरी बार परीक्षा देना वैकल्पिक होगा

अमर उजाला ब्यूरो

नई दिल्ली। शैक्षणिक सत्र 2025-26 में दसवीं कक्षा की पढ़ाई कर रहे छात्रों को दो बार बोर्ड परीक्षा देने का मौका मिलेगा। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की पहली मुख्य परीक्षा परंपरागत रूप से फरवरी के मध्य में होगी, जबकि दूसरी बोर्ड परीक्षा मई में कराई जाएगी, जो वैकल्पिक होगी। सभी विद्यार्थियों के लिए पहली मुख्य बोर्ड परीक्षा में शामिल होना अनिवार्य रहेगा।

सीबीएसई के परीक्षा नियंत्रक डॉ. संयम भारद्वाज की ओर से बुधवार को वर्ष 2026 से दसवीं कक्षा में दो बोर्ड परीक्षाओं के संबंध में अधिसूचना जारी की गई। इसके अनुसार, फरवरी परीक्षा का रिजल्ट अप्रैल तक, जबकि मई की परीक्षा का रिजल्ट जून में जारी होगा। राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत बोर्ड परीक्षाओं में विद्यार्थियों के तनाव को दूर करने के मकसद से यह बदलाव किया गया है। फरवरी की परीक्षा में उत्तीर्ण विद्यार्थियों को विज्ञान, गणित, सामाजिक विज्ञान और भाषा में से किसी भी तीन विषयों में अपने प्रदर्शन को मई की परीक्षा के जरिये बेहतर बनाने की अनुमति मिलेगी।

सीबीएसई चेयरमैन राहुल सिंह ने कहा कि शिक्षा नीति की सिफारिशों व हितधारकों से मिले परामर्श के आधार पर दो बोर्ड परीक्षाओं की नीति को लागू करने का फैसला किया है। सीबीएसई ने फरवरी में प्रधानाचार्यों, शिक्षकों, अभिभावकों व विद्यार्थियों से प्रतिक्रिया मांगी थी। देशभर के 64 फीसदी विद्यार्थी इस व्यवस्था के समर्थन में हैं।

तीन या अधिक विषयों में पहली परीक्षा नहीं दी तो दूसरी में शामिल नहीं हो सकेंगे विद्यार्थी



यदि कोई विद्यार्थी मुख्य परीक्षा में तीन या अधिक विषयों में शामिल नहीं हुआ तो उसे दूसरी यानी वैकल्पिक परीक्षा में शामिल होने की अनुमति नहीं होगी। ऐसे छात्रों को अनिवार्य पुनरावृति श्रेणी में रखा जाएगा और वे फिर अगले साल फरवरी की मुख्य परीक्षा में ही शामिल हो सकेंगे। जो छात्र मुख्य परीक्षा में असफल हो जाते हैं और उनकी कंपार्टमेंट आती है तो ऐसे छात्रों को मई की परीक्षा में कंपार्टमेंट श्रेणी के तहत शामिल होने दिया जाएगा।

- **17 फरवरी से 10वीं बोर्ड परीक्षा :** 2026 में 10वीं की परीक्षा अनुमानित 26.60 लाख विद्यार्थी देंगे। परीक्षा अगले साल 17 फरवरी से शुरू होने की उम्मीद है।

प्रधान बोले-विद्यार्थियों का तनाव कम होगा : केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि साल में दो बार 10वीं बोर्ड परीक्षा होने से विद्यार्थियों का तनाव घटेगा। यह शिक्षा नीति की मुख्य सिफारिशों में से एक है जो विद्यार्थी केंद्रित सोच के अनुरूप है।

खेल कोटे के विद्यार्थियों को नियमों में छूट

खेल कोटे के तहत जो विद्यार्थी खेल आयोजन में शामिल होंगे, उन्हें नियमों में छूट रहेगी। खेल के छात्रों को उन विषयों में दूसरी परीक्षा में बैठने की अनुमति दी जाएगी, जिनकी परीक्षाएं खेल आयोजन से मेल खाती हैं। विंटर बाउंड स्कूलों के छात्र पहली या दूसरी परीक्षा में बैठने का विकल्प चुन सकते हैं। विशेष जरूरत वाले (दिव्यांग) उम्मीदवारों को दी जाने वाली सुविधाएं दूसरी परीक्षाओं में भी दी जाएंगी।

आंतरिक मूल्यांकन सिर्फ एक बार

स्कूलों में मुख्य परीक्षाओं से पहले केवल एक बार आंतरिक मूल्यांकन होगा। मुख्य परीक्षा का रिजल्ट डिजिलॉकर में उपलब्ध होगा। इसका उपयोग 11वीं में दाखिले के लिए किया जा सकता है। दूसरी बोर्ड परीक्षा का रिजल्ट जारी होने के बाद ही छात्रों को पास होने के प्रमाणपत्र जारी होंगे। पुनर्मूल्यांकन की सुविधा पहली व दूसरी परीक्षा के रिजल्ट के बाद मिलेगी।

नवभारत टाइम्स, 26 जून 2025, Pg. 5

CBSE का फैसला : जिसमें होगा बेस्ट स्कोर, उसी से बनेगा रिज़ल्ट

अगले साल से 10वीं के दो बोर्ड एग्ज़ाम, पहली परीक्षा देना ज़रूरी

■ NBT रिपोर्ट, नई दिल्ली

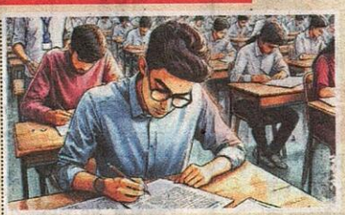
सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) ने 2026 से दसवीं क्लास में दो बोर्ड परीक्षाएं रखने का फैसला ले लिया है। इसी साल फरवरी में दो बोर्ड परीक्षा और इसकी गाइडलाइंस का प्रस्ताव सामने आया था। राष्ट्रीय शिक्षा नीति-2020 (NEP) के दिशानिर्देशों के तहत CBSE अकैडमिक सेशन 2025-26 के दसवीं के स्टूडेंट्स के लिए दो बोर्ड एग्जाम रखेगा। पहला एग्जाम फरवरी में और दूसरा बोर्ड एग्जाम जून में रखा जाएगा। पहली बोर्ड परीक्षा में सभी स्टूडेंट्स के लिए शामिल होना जरूरी होगा। 10वीं क्लास के सालभर के पूरे सिलेबस पर दोनों एग्जाम होंगे।

CBSE ने बुधवार को गाइडलाइंस जारी कीं

CBSE ने बुधवार को दो बार बोर्ड एग्जाम के लिए गाइडलाइंस जारी की। CBSE के एग्जामिनेशन कंट्रोलर संयम भारद्वाज ने कहा कि स्टूडेंट्स को ज्यादा लचीलापन देते हुए, परीक्षा का दबाव कम करते हुए, CBSE ने दो बोर्ड परीक्षा की नीति लागू करने का फैसला लिया है। राष्ट्रीय शिक्षा नीति की सिफारिशों और स्टेकहोल्डर्स के परामर्श के तहत यह तय किया गया है कि 10वीं के स्टूडेंट्स को दो बोर्ड एग्जाम का विकल्प दिया जाएगा। दो में से बेस्ट रिजल्ट को माना जाएगा।

क्या हैं शर्तें, कब होंगे एग्जाम

- सभी स्टूडेंट्स के लिए फरवरी में होने वाली पहली बोर्ड परीक्षा में शामिल होना जरूरी होगा।
- पहली परीक्षा में पास होने वाले सभी स्टूडेंट्स को मैथ्स, साइंस, सोशल साइंस और लैंग्वेज में किन्हीं भी तीन विषय में अपनी परफॉर्मेंस में सुधार के लिए दूसरी परीक्षा (जून में) में शामिल होने की इजाजत दी जाएगी।
- अगर पहली बोर्ड परीक्षा में कोई स्टूडेंट तीन या अधिक विषयों में पास नहीं हुआ है, तो उसे दूसरी परीक्षा में शामिल होने की अनुमति नहीं दी जाएगी। ऐसे स्टूडेंट्स को साल दोहराना होगा या उनके लिए ओपन बोर्ड से परीक्षा देने का ऑप्शन होगा।
- जिन स्टूडेंट्स का पहली परीक्षा में



कंपार्टमेंट है, उन्हें कंपार्टमेंट कैटेगरी के तहत दूसरी परीक्षा में शामिल होने की अनुमति मिलेगी।
- क्लास 10 पास करने के बाद अतिरिक्त विषय (एडिशनल सब्जेक्ट), स्टैंड-अलोन विषय लेने और एग्जाम देने की अनुमति अब नहीं दी जाएगी। बोर्ड का कहना है कि यह इसलिए क्योंकि स्टूडेंट सालभर पढ़ता है, ऐसे में इंटरनल असेसमेंट नहीं हो पाता है।

इनके लिए विशेष प्रावधान



खेल के स्टूडेंट्स को उन विषयों में दूसरी परीक्षा में बैठने की अनुमति होगी, जिनकी परीक्षाएं खेल प्रतियोगिताओं से क्लैश हो रही हैं। विंटर जोन के स्टूडेंट्स उन विषयों में पहली परीक्षा या दूसरी परीक्षा में बैठने का विकल्प चुन सकते हैं। CWSN (चाइल्ड विद स्पेशल नीड्स) को दी जाने वाली सुविधाएं दूसरी परीक्षा में भी दी जाएगी।

LOC फॉर्म भरना जरूरी



परीक्षाओं में बैठने के लिए लिस्ट ऑफ कैंडिडेट्स (LOC)/ फॉर्म जमा करना जरूरी होगा। मुख्य परीक्षा/सुधार परीक्षा में उपस्थिति अनिवार्य होगी। दूसरी बोर्ड परीक्षा के लिए LOC अलग से भरा जाएगा। हालांकि, इसके LOC में नया नाम नहीं जोड़ा जाएगा। पहली परीक्षा से दूसरी परीक्षा के लिए सब्जेक्ट बदलने की इजाजत नहीं होगी।

दूसरी बोर्ड परीक्षा जून में

- सभी मेन सब्जेक्ट के लिए केवल एक बार इंटरनल असेसमेंट (आंतरिक मूल्यांकन) होंगे।
- पहली बोर्ड परीक्षा फरवरी में शुरू होगी।
- दूसरी बोर्ड परीक्षा जून में होगी।
- 10 वीं क्लास के सालभर के पूरे सिलेबस पर दोनों एग्जाम होंगे। पढ़ाई और एग्जाम की योजना वही रहेगी, जो पहले से है।
- पहली परीक्षा ही मेन एग्जाम माना जाएगा। दसवीं क्लास के नए स्टूडेंट, दूसरी बार कंपार्टमेंट वाले स्टूडेंट, पिछले साल के ER (इसेंशल रिपीट), इम्प्रूवमेंट वाले स्टूडेंट पहला बोर्ड एग्जाम दे सकेंगे।
- दूसरा बोर्ड एग्जाम वो दे सकेंगे, जिन्हें पहली बोर्ड परीक्षा के बाद तीन मेन सब्जेक्ट में सुधार के लिए एग्जाम देना है। इसके अलावा, पहली और तीसरी चांस के कंपार्टमेंट वाले, कंपार्टमेंट वाले और वो स्टूडेंट्स जो सब्जेक्ट को बदलने के बाद पास हुए हों, वो भी दूसरी बोर्ड परीक्षा में बैठ सकेंगे।

ऐसे आएगा रिजल्ट

- सभी स्टूडेंट्स का रिजल्ट एग्जाम बाइलॉज के तहत घोषित किया जाएगा। पहली परीक्षा का रिजल्ट अप्रैल में आएगा।
- दूसरी परीक्षा के नतीजे जून में घोषित किए जाएंगे।
- मेन एग्जाम का रिजल्ट डिजिलॉकर में दिया जाएगा। अगर स्टूडेंट सुधार के लिए दूसरी परीक्षा में शामिल होता है, तो रिजल्ट और सर्टिफिकेट बाद में जारी किया जाएगा।
- दोनों परीक्षाओं के लिए फोटो/नंबर, सत्यापन और पुनर्मूल्यांकन की सुविधाएं भी रहेंगी।



10वीं क्लास के सालभर के पूरे सिलेबस पर दोनों एग्जाम होंगे

पहले एग्जाम पर 11वीं में दाखिले

अगर स्टूडेंट दूसरी परीक्षा में शामिल नहीं होना चाहते हैं, तो फरवरी वाले एग्जाम के रिजल्ट के आधार पर क्लास 11 में दाखिला मिलेगा। मेन एग्जाम में पास नहीं होने पर क्लास 11 में प्रोविजनल एडमिशन दिया जाएगा और दूसरी परीक्षा में पास होने पर उनका प्रवेश सुनिश्चित किया जाएगा।

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दो बार होगी दसवीं की बोर्ड परीक्षा, दूसरी में अधिकतम तीन विषयों के पर्चे दे पाएंगे विद्यार्थी

जनसत्ता ब्यूरो
नई दिल्ली, 25 जून।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शैक्षणिक वर्ष 2025-26 से दसवीं कक्षा में दो बोर्ड परीक्षाएं आयोजित करने की नीति को मंजूरी दे दी है। बोर्ड के मुताबिक, फरवरी के मध्य में शुरू होने वाली पहली परीक्षा सभी विद्यार्थियों को अनिवार्य रूप से देनी होगी। वहीं, मई में होने वाली दूसरी परीक्षा (सुधारात्मक) में विद्यार्थी अधिकतम तीन विषयों के पर्चे दे सकते हैं। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने सीबीएसई के इस कदम को सराहनीय और बहुत जरूरी बताया है।

सीबीएसई के नए मुख्यालय (द्वारका) में बोर्ड के अध्यक्ष राहुल सिंह ने संवाददाताओं को संबोधित करते हुए कहा कि नई शिक्षा नीति (एनईपी), 2020 की सिफारिश के मुताबिक हमने दसवीं के विद्यार्थियों के लिए वर्ष 2026 से दो बार बोर्ड परीक्षाएं आयोजित कराने का निर्णय लिया है। शिक्षा नीति की सिफारिश के मुताबिक, बोर्ड परीक्षाओं की 'उच्च अपेक्षा' वाले पहलू को खत्म करने के लिए सभी विद्यार्थियों को किसी भी शैक्षणिक वर्ष के दौरान एक बार मुख्य परीक्षा और इच्छानुसार एक बार सुधार के लिए परीक्षा देने का मौका दिया जाएगा।

बोर्ड के परीक्षा नियंत्रक संयम भारद्वाज ने बताया कि अगले साल से दसवीं के लिए दो बार बोर्ड परीक्षाएं बाकी पेज ८ पर

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दो बार होगी दसवीं की बोर्ड परीक्षा, दूसरी में अधिकतम तीन विषयों के पर्चे दे पाएंगे विद्यार्थी

आयोजित की जाएगी। फरवरी के मध्य में शुरू होने वाली पहली बोर्ड परीक्षा में सभी विद्यार्थियों को बैठना अनिवार्य किया गया है।

इस परीक्षा का परिणाम अप्रैल के अंत तक घोषित कर दिया जाएगा। इसके बाद मई में दूसरी बार सुधारात्मक परीक्षा का आयोजन किया जाएगा जिसका परीक्षा जून के अंत तक घोषित किया जाएगा। पहली परीक्षा दे चुके विद्यार्थी ही इस परीक्षा में बैठने के पात्र होंगे और अधिकतम तीन विषयों के ही पर्चे दे पाएंगे। इन तीन विषयों में गणित, विज्ञान, सामाजिक विज्ञान और भाषा ही शामिल हो सकते है। जिन विद्यार्थियों का पहली परीक्षा में परिणाम कंपार्टमेंट है, ऐसे विद्यार्थियों को कंपार्टमेंट श्रेणी के तहत दूसरी परीक्षा में शामिल होने की अनुमति दी जाएगी। नीति के अनुसार, शैक्षणिक सत्र के दौरान आंतरिक मूल्यांकन केवल एक बार किया जाएगा। दोनों परीक्षाओं के लिए फोटोकापी, सत्यापन और पुनर्मूल्यांकन की सुविधाएं दूसरी परीक्षा के परिणाम घोषित होने के बाद ही उपलब्ध होंगी। तय मानदंडों के अनुसार, शीतकाल में बंद रहने वाले स्कूलों (जैसे लद्दाख, सिक्किम आदि) के दसवीं कक्षा के विद्यार्थियों को किसी भी चरण में उपस्थित होने का विकल्प मिलेगा। सीबीएसई ने फरवरी में मसविदा मानदंडों की घोषणा की थी और हितधारकों की प्रतिक्रिया मांगी गई थी। संयम भारद्वाज ने बताया कि दूसरी परीक्षा के दौरान विद्यार्थी विषय नहीं बदल सकते हैं।

यानी विद्यार्थी पहली परीक्षा में शामिल विषयों में से ही तीन विषय चुन सकता है। उन्होंने बताया कि यहां पर उल्लेखनीय यह है कि दसवीं में विद्यार्थी मानक गणित विषय को बुनियादी गणित में बदल सकता है। परीक्षा नियंत्रक ने बताया कि दूसरी परीक्षा के बाद जारी अंकपत्र में दोनों परीक्षाओं के अंक अंकित किए जाएंगे। उन्होंने बताया कि इसके साथ ही अंकपत्र पर हर विषय के लिए 'सर्वश्रेष्ठ' भी अंकित होंगे।

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उपमुख्यमंत्री अजित पवार ने कहा

महाराष्ट्र में पांचवीं कक्षा से हिंदी पढ़ाई जानी चाहिए

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नई दिल्ली, 25 जून।

महाराष्ट्र के उपमुख्यमंत्री अजित पवार ने राज्य के विद्यालयों में पहली कक्षा से तीसरी भाषा के रूप में हिंदी को शामिल किए जाने के कदम का विरोध किया और कहा कि इसे पांचवीं कक्षा से पढ़ाया जाना चाहिए। मुंबई में पवार ने यह भी कहा कि छात्रों को पहली कक्षा से ही मराठी सीखनी चाहिए ताकि वे इसे अच्छी तरह से पढ़ और लिख सकें।

राज्य सरकार ने पिछले सप्ताह एक संशोधित आदेश जारी किया था जिसमें कहा गया था कि मराठी और अंग्रेजी माध्यम के स्कूलों में पहली से पांचवी कक्षा तक के विद्यार्थियों को हिंदी सामान्यतः तीसरी भाषा के रूप में पढ़ाई जाएगी, जिसके बाद इस पर विवाद पैदा हो गया। सरकार ने कहा कि हिंदी



उपमुख्यमंत्री ने कहा, छात्रों को पहली कक्षा से मराठी सीखनी चाहिए।

अनिवार्य नहीं होगी तथापि उसने हिंदी के अलावा किसी अन्य भाषा का अध्ययन करने के लिए स्कूल में प्रत्येक कक्षा में कम से कम 20 छात्रों की सहमति अनिवार्य कर दी।

मुख्यमंत्री ने सोमवार को इस मुद्दे पर एक बैठक बुलाई। मेरा मानना है कि हिंदी को पहली कक्षा से चौथी कक्षा तक शुरू नहीं किया जाना चाहिए। इसे पांचवीं कक्षा से शुरू किया जाना चाहिए। छात्रों को पहली कक्षा से मराठी सीखनी चाहिए और इसे धाराप्रवाह पढ़ने और लिखने में सक्षम होना चाहिए।

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जागरण विशेष

शिक्षा में नवाचार : विद्यार्थी ड्रोन उड़ाएंगे और दूरबीन से देखेंगे जंगल

मप्र के सीधी जिले में सरकारी स्कूलों के बच्चों में पढ़ाई के प्रति रुचि बढ़ाने की अभिनव पहल

नीलांबुज पांडे • नईदुनिया

सीधी: विद्यार्थियों को शिक्षा और तकनीक से जोड़ने के साथ ही उनमें रोजाना स्कूल आने की ललक बनाए रखने के लिए नए-नए प्रयास हो रहे हैं। सीधी जिला पंचायत और स्कूल शिक्षा विभाग ने इस दिशा में अभिनव पहल है। जिले के पांचों ब्लाकों के प्राथमिक और माध्यमिक स्कूलों में पांच-पांच ड्रोन और लंबी दूरी तक देखने में सक्षम दूरबीन उपलब्ध कराए जा रहे हैं। एक जुलाई से विद्यार्थी जब स्कूल पहुंचेंगे तो एक पीरियड में उन्हें ड्रोन उड़ाने और दूरबीन से जंगल देखने का अवसर दिया जाएगा। इससे विद्यार्थियों में उत्साह तो बढ़ेगा ही साथ ही वे तकनीक से भी जुड़ पाएंगे।

दरअसल, बीते वर्षों में शिक्षा विभाग का अनुभव रहा है कि ग्रामीण अंचल में कक्षा एक से आठ में पढ़ने वाले विद्यार्थी रोजाना स्कूल नहीं पहुंचते हैं। अधिकतर अभिभावकों का शिक्षा दिलाने के प्रति कम रुझान और आर्थिक संकट विद्यार्थियों को स्कूल से दूर कर रहा है। यही कारण है कि विद्यार्थी अभिभावकों के साथ घर के काम और मेहनत-मजदूरी भी करते हैं ताकि स्वजन को आर्थिक मदद मिलती रहे। लंबे समय से चली आ रही इस परेशानी को खत्म करने के लिए ही रोचक कार्ययोजना का सहारा लेने का विचार अधिकारियों के मन में आया।

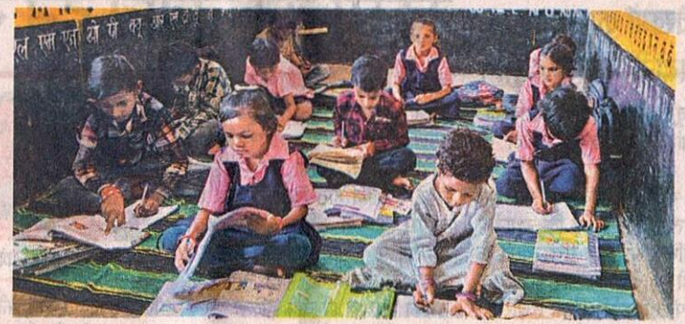
तकनीक और वन्यजीव से लगाव बढ़ेगा: स्कूलों में ड्रोन संचालन सीखने से विद्यार्थियों में तकनीक के प्रति ललक बढ़ेगी साथ ही उन्हें रोजगार के प्रति भी आकर्षण बढ़ेगा। दूरबीन से जंगल और वन्यजीव के प्रति समझ और सद्भाव बढ़ेगी। इसी सोच के साथ जिले के सीधी, मझौली, रामपुर नैकिन, कुसमी और सिहावल ब्लाक के स्कूलों में यह कदम उठाए जा रहे हैं। प्रत्येक ब्लाक में पांच-पांच की संख्या में दूरबीन और ड्रोन उपलब्ध कराए जा रहे हैं।

पहली बार में घड़ियाल का घर देखेंगे: इस बेहतर कार्य की शुरुआत कुसमी ब्लाक के प्राथमिक स्कूल चिनगवाह, सीधी ब्लाक में सोन नदी के कुर्रावाह, सिहावल में जोगदहा घाट से होगी। यहां बच्चे घड़ियाल देखेंगे, रामपुर नैकिन के चंदरेह मंदिर और भंवर सेन नदी में जाकर आनंद लेंगे। डीपीसी राजेश तिवारी के मुताबिक, विद्यार्थियों में वैज्ञानिक तरीके से सोचने-समझने की प्रवृत्ति बढ़ेगी। वे स्कूल से निकलने के बाद दूसरे बच्चों को भी बताएंगे। ऐसे में छात्रों की रुचि स्कूल की ओर बढ़ेगी। विद्यार्थियों की संख्या बढ़ाने और सतत स्कूल आने को लेकर खेल-खेल में शिक्षा, टीएलएम माध्यम से जोड़कर पढ़ाने का काम किया जा रहा है। शिक्षक घर-घर जाकर बच्चों को स्कूल आने के लिए प्रेरित कर रहे हैं। शासकीय पूर्व माध्यमिक विद्यालय कंजवार में शिक्षक शैलेंद्र सिंह स्मार्ट टीवी सहित आधुनिक तकनीक का उपयोग कर रहे हैं।



सीधी जिले के पांचों ब्लाक मुख्यालयों के स्कूलों में जल्द ड्रोन कैमरे और दूरबीन उपलब्ध कराए जा रहे हैं। यह नवाचार विद्यार्थियों को स्कूल में रोजाना आने के लिए प्रेरित करेगा। सभी स्कूलों में बारी-बारी से यह सामग्री पहुंचती रहेगी ताकि हर विद्यार्थी को तकनीक व जंगल देखने का अवसर मिल सके। विद्यार्थी ड्रोन चलाना सीखें इसकी मानीटरिंग भी की जाएगी।

अंशुमान राज, जिला पंचायत सीईओ, सीधी



शासकीय पूर्व माध्यमिक विद्यालय ग्राम करौटी में अध्ययन करते छात्र-छात्राएं • नईदुनिया

ताकि नियमित रूप से स्कूल आएं छात्र, बेहतर हो परिणाम

शिक्षा विभाग के अधिकारी मान रहे हैं कि यदि नवाचार सफल होता है तो विद्यार्थी रोजाना स्कूल आएंगे, जिससे परिणाम और बेहतर होगा। ड्रोन व दूरबीन के एक सेट पर करीब 80 हजार रुपये खर्च किए जा रहे हैं। बताया जा रहा कि जिला पंचायत सीईओ, प्राचार्य व शिक्षकों से राशि एकत्र कर ड्रोन व दूरबीन खरीदे जा रहे हैं। प्रयास है कि विद्यार्थियों के स्कूल न आने की प्रवृत्ति हतोत्साहित हो।

अतिरिक्त सामग्री पढ़ने के लिए स्कैन करें।

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सीबीएसई 10वीं में इस सत्र से दो बार होंगी बोर्ड परीक्षाएं

जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने राष्ट्रीय शिक्षा नीति (एनईपी)-2020 के तहत 10वीं कक्षा के विद्यार्थियों के लिए दो बोर्ड परीक्षाओं की व्यवस्था लागू करने का निर्णय लिया है। नई व्यवस्था इसी शैक्षणिक सत्र से प्रभावी होगी, जिसमें विद्यार्थियों को एक ही सत्र में दो बार बोर्ड परीक्षा देने का अवसर मिलेगा। पहली परीक्षा मुख्य होगी, जबकि दूसरी परीक्षा प्रदर्शन सुधार के लिए होगी, जो वैकल्पिक होगी। 12वीं कक्षा की बोर्ड परीक्षा पुराने नियमों के अनुसार ही आयोजित होगी।

सीबीएसई के अध्यक्ष राहुल सिंह ने कहा कि एनईपी-2020 में स्पष्ट उल्लेख है कि बोर्ड परीक्षाओं के उच्च दबाव को समाप्त करने के लिए परीक्षा प्रणाली में लचीलापन लाना आवश्यक है। परीक्षा नियंत्रक डा. संयम भारद्वाज ने कहा, हमारा उद्देश्य विद्यार्थियों पर पढ़ाई व परीक्षा का मानसिक बोझ कम करना है। उन्होंने बताया कि मुख्य परीक्षा में सभी नियमित विद्यार्थी अनिवार्य रूप से शामिल होंगे, जबकि विशेष श्रेणी के विद्यार्थियों को कुछ छूट मिलेगी। दूसरी परीक्षा में वे विद्यार्थी शामिल हो सकते हैं, जो किन्हीं तीन विषयों में सुधार करना चाहते हैं। कंपार्टमेंट श्रेणी में आने वाले विद्यार्थियों के लिए अब अलग से परीक्षा आयोजित नहीं की जाएगी। मुख्य परीक्षा में उत्तीर्ण नहीं होने वाले विद्यार्थियों को 11वीं में अस्थायी रूप से प्रवेश मिलेगा। मुख्य परीक्षा के अंक डिजिलाकर पर उपलब्ध होंगे, जिन्हें 11वीं में प्रवेश के लिए उपयोग किया जा सकेगा। इसके अलावा उत्तीर्ण दस्तावेज और मेरिट सर्टिफिकेट दूसरी परीक्षा होने के बाद ही जारी होंगे। वहीं, अगर विद्यार्थी मुख्य और सुधार परीक्षा देते है तो परिणाम तैयार करने में दोनों परीक्षाओं में से सर्वोत्तम अंक को ही माना जाएगा।

- फरवरी 2026 में मुख्य परीक्षा, अप्रैल में परिणाम, मई में सुधार परीक्षा व जून में परिणाम
- पहली परीक्षा अनिवार्य, दूसरी में सुधार का अवसर, तीन विषयों तक हो सकता है सुधार



विशेष श्रेणी के लिए प्रविधान

- खेल श्रेणी के विद्यार्थी की मुख्य परीक्षा व खेल प्रतियोगिता एक ही समय हों, तो वह संबंधित विषय की परीक्षा दूसरी बार में दे सकते हैं।
- दिव्यांग विद्यार्थियों के लिए पूर्व की जैसी सुविधाएं दूसरी परीक्षा में भी लागू रहेंगी।

दो परीक्षा प्रणाली के महत्वपूर्ण तथ्य

- विद्यार्थियों को 2026 में मुख्य परीक्षा देना अनिवार्य होगा। आंतरिक मूल्यांकन मुख्य परीक्षा से पहले एक बार होगा।
- जो छात्र तीन प्रमुख विषयों (विज्ञान, गणित, सामाजिक विज्ञान और भाषा) में पास हैं, वे उनमें से किसी भी तीन विषयों में सुधार परीक्षा दे सकते हैं।
- यदि कोई छात्र पहली परीक्षा में तीन या अधिक विषयों में अनुपस्थित रहता है तो उसे सुधार परीक्षा की अनुमति नहीं दी जाएगी। जिन्हें आवश्यक पुनरावृत्ति (एसेंशियल रिपीट) श्रेणी में रखा जाएगा।
- पहली परीक्षा में कंपार्टमेंट श्रेणी में आने वाले छात्र दूसरी परीक्षा में कंपार्टमेंट श्रेणी के तहत शामिल हो सकेंगे।

यह सराहनीय कदम है। इससे परीक्षा का तनाव कम होगा, ज्यादा लचीलापन मिलेगा और सीखने का आनंददायक माहौल बनेगा। -धर्मेंद्र प्रधान, शिक्षा मंत्री (एक्स पर पोस्ट)

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उच्च शिक्षा में कुछ अच्छा होता हुआ

ईरान-इजरायल युद्ध के बीच शिक्षा क्षेत्र में भारत की एक उपलब्धि दबकर सी रह गई। क्यूएस (क्वाक्वेरेली साइमंड्स) वर्ल्ड यूनिवर्सिटी रैंकिंग-2026 में भारत ने अब तक का सर्वश्रेष्ठ प्रदर्शन किया है। इस वर्ष इसमें 106 देशों के कुल 1,501 शिक्षा संस्थानों को स्थान मिला, जिनमें 112 संस्थान पहली बार सम्मिलित हुए हैं। भारत के 54 संस्थानों को इस प्रतिष्ठित सूची में स्थान मिला, जो अब तक का रिकार्ड है। यह संख्या भारत को न केवल जर्मनी (48) और जापान (47) जैसे देशों से आगे ले जाती है, बल्कि इसे अमेरिका, ब्रिटेन और चीन के बाद चौथा सर्वाधिक प्रतिनिधित्व वाला देश भी बना देती है। उल्लेखनीय है कि वर्ष 2014 में भारत के केवल 11 संस्थान इस सूची में थे। यानी पिछले एक दशक में भारत ने लगभग पांच गुना वृद्धि दर्ज की है। इस वृद्धि में न केवल कई आइआइटी, भारतीय विज्ञान संस्थान, बेंगलुरु, दिल्ली विश्वविद्यालय, अन्ना विश्वविद्यालय, जेएनयू जैसे पारंपरिक एवं सरकारी संस्थानों-विश्वविद्यालयों ने योगदान दिया है, बल्कि कई निजी विश्वविद्यालयों ने भी अपनी उपस्थिति दर्ज कराई है। आठ भारतीय शिक्षा संस्थान पहली बार इस सूची में शामिल हुए हैं। यह भारतीय उच्च शिक्षा की गुणवत्ता और वैश्विक प्रतिस्पर्धा में बढ़ती भागीदारी का एक संकेत भी है। इस उपलब्धि पर प्रधानमंत्री नरेन्द्र मोदी का यह वक्तव्य प्रासंगिक प्रतीत होता है, 'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग्स हमारी शिक्षा व्यवस्था के लिए शानदार खबर लेकर आई है। हमारी सरकार भारत के युवाओं के लाभ के लिए शोध और नवाचार के इकोसिस्टम को मजबूत करने के लिए प्रतिबद्ध है।'

क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग उच्च शिक्षा की दुनिया की सबसे प्रतिष्ठित और व्यापक रूप से संदर्भित रैंकिंग्स में से एक मानी जाती है। इसके अंतर्गत शिक्षा संस्थानों का मूल्यांकन नौ संकेतकों के आधार पर किया जाता है, जिनमें शैक्षणिक प्रतिष्ठा, नियोक्ता प्रतिष्ठा, फैकल्टी-छात्र अनुपात, छात्र अनुपात, रोजगार परिणाम, अंतरराष्ट्रीय शोध नेटवर्क जैसे मानक शामिल हैं।



प्रणय कुमार

क्यूएस जैसी रैंकिंग्स को हमें लक्ष्य नहीं, दर्पण की तरह देखना चाहिए और अन्य शिक्षा संस्थानों पर भी ध्यान देना चाहिए



नवाचार को प्रोत्साहन से मिलते अच्छे परिणाम ● फाइल

उच्च शिक्षा में हुए हालिया सुधारों के पीछे कई महत्वपूर्ण कदम रहे हैं। राष्ट्रीय शिक्षा नीति-2020 की संस्तुतियों का व्यवस्थित क्रियान्वयन, शोध, अनुसंधान और नवाचार को निरंतर प्रोत्साहन तथा वैश्विक साझेदारियों और प्रतिस्पर्धा को बढ़ावा देने की दिशा में गंभीर पहल की गई है। साथ ही हर स्तर पर तकनीकी दक्षता और व्यावसायिक कौशल को बढ़ावा दिया गया है। शिक्षा और उद्योग जगत के बीच की खाई पाटने, प्रवेश, फैकल्टी और विषय चयन की प्रक्रिया को अधिक लचीला बनाने, विश्वविद्यालय परिसरों में विविधता और समावेशन की भावना को प्रोत्साहित करने और रोजगारोन्मुखी शिक्षा को सुदृढ़ करने जैसे कई निर्णायक कदम उठाए गए हैं।

शिक्षा के मोर्चे पर हो रहे व्यापक प्रयासों का ही परिणाम है कि आज भारत के आठ संस्थान प्रति फैकल्टी उद्धरण श्रेणी में विश्व के शीर्ष 100 संस्थानों में शामिल हो चुके हैं। इस मानदंड पर भारत ने [illegible] ब्रिटेन जैसे देशों को भी पीछे छोड़ दिया है। इसी प्रकार नियोक्ता प्रतिष्ठा के मापदंड पर हमारे पांच विश्वविद्यालय वैश्विक शीर्ष 100 में स्थान पाने में सफल हुए हैं, जो उद्योग जगत में भारतीय स्नातकों के प्रति बढ़ते भरोसे का संकेत है।

शैक्षणिक प्रतिष्ठा के क्षेत्र में भी आइआइटी, दिल्ली, बंबई और मद्रास जैसे संस्थानों ने अपनी फैकल्टी और वैश्विक शैक्षणिक साझेदारियों के चलते उच्च रेटिंग अर्जित की है। हालांकि इसी वर्ष जोड़े गए अंतरराष्ट्रीय छात्र विविधता जैसे संकेतकों में भारतीय विश्वविद्यालयों-संस्थानों को अपेक्षित रैंक नहीं मिली, जिसका समग्र रैंकिंग पर भी कुछ प्रतिकूल प्रभाव पड़ा है। स्पष्ट है कि उच्च शिक्षा पर और अधिक ध्यान देना होगा और इसकी कोशिश करनी होगी कि अन्य शिक्षा संस्थानों और विशेष रूप से राज्य विश्वविद्यालयों में शिक्षा की गुणवत्ता सुधरे।

क्यूएस या अन्य किसी भी वैश्विक रेटिंग एजेंसी को भी यह समझना होगा कि देश विशेष की परिस्थितियां भिन्न-भिन्न होती हैं। भारत जैसे देश की तुलना पश्चिमी देशों से नहीं हो सकती। भारत में इतनी विविधता है कि हमारे विश्वविद्यालय एवं अन्य शिक्षा संस्थान विविधता के उत्सव-स्थल हैं। निःसंदेह यह उपलब्धि प्रेरणास्पद है, परंतु हमें यह भी स्वीकारना होगा कि यह सफलता अभी मुख्यतः आइआइटी, कतिपय केंद्रीय विश्वविद्यालयों और चुनिंदा संस्थानों तक ही सीमित है। देश के अधिकांश विश्वविद्यालय अभी भी सीमित फंडिंग, कमतर शोध उत्पादन, सुयोग्य अध्यापकों की कमी, अधुनातन प्रयोगशालाओं की अनुपलब्धता, नवाचार के प्रति उदासीनता, अल्प अंतरराष्ट्रीय सहयोग एवं साझेदारी जैसी चुनौतियों से जूझ रहे हैं। वस्तुतः क्यूएस या किसी भी रैंकिंग्स को हमें लक्ष्य नहीं, दर्पण की तरह देखना चाहिए, जो हमें आत्मनिरीक्षण का भी संदेश देता है। वास्तविक उत्कृष्टता तो रैंकिंग्स से परे जाकर भारत के स्व को विस्मृत किए बिना शिक्षा का वैश्विक प्रतिमान गढ़ने एवं माडल खड़ा करने में है।

(लेखक शिक्षाविद् हैं)

response@jagran.com

नवभारत टाइम्स
26 जून 2025,
Pg. 2.

2026 से 10वीं के दो बोर्ड एग्जाम, पहली परीक्षा देना ज़रूरी

■ NBT रिपोर्ट, नई दिल्ली



File

शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा कि इससे तनाव कम होगा।

सेंट्रल बोर्ड ऑफ स्कूल एग्जामिनेशन (CBSE) के 10वी क्लास के स्टूडेंट्स 2026 अकैडमिक सेशन से दो बार बोर्ड परीक्षा दे सकेंगे। फरवरी में पहले फेज का एग्जाम होगा। इस परीक्षा में स्टूडेंट्स का शामिल होना जरूरी होगा। अधिकारियों ने बुधवार को बताया कि मई मे होने वाला दूसरे फेज का एग्जाम उन स्टूडेंट्स के लिए वैकल्पिक होगा जो अपना प्रदर्शन सुधारना चाहते है।

CBSE के एग्जामिनेशन कंट्रोलर संयम भारद्वाज ने कहा, 'पहला फेज फरवरी में और दूसरा मई में आयोजित किया जाएगा। दोनों फेजों के परिणाम अप्रैल और जून में घोषित किए जाएंगे। स्टूडेंट्स को साइंस, मैथ्स, सामाजिक विज्ञान और भाषाओं में से किसी भी तीन विषयों में अपने प्रदर्शन को बेहतर बनाने का मौका मिल सकेगा।' स्टूडेंट्स के लिए पहले फेज को जरूरी बनाने के पीछे तर्क को साफ करते हुए CBSE के अध्यक्ष राहुल सिंह ने कहा कि ऐसा यह सुनिश्चित करने के लिए किया जा रहा है कि स्टूडेंट्स परीक्षा को गंभीरता से लें। CBSE ने दो बार बोर्ड एग्जाम के लिए गाइडलाइंस जारी की। दो में से बेस्ट रिजल्ट को माना जाएगा। नई एजुकेशन पॉलिसी में इसकी सिफारिश की गई है।

एग्जाम का पहला फेज फरवरी और दूसरा मई में होगा

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने दो बार एग्जाम कराने के फैसले की सराहना की। उन्होंने कहा यह बहुत जरूरी कदम है। इससे तनाव कम होगा। ▸▸पेज 5

कंपार्टमेंट आने पर दे सकते हैं दूसरा फेज

अगर कोई स्टूडेंट्स पहले फेज में तीन या अधिक विषयों में एग्जाम नही देता है, तो उसे दूसरे फेज में बैठने की अनुमति नही दी जाएगी। वे अगले साल फरवरी में होने वाली मुख्य परीक्षा ही दे सकते है। जिनका पहली परीक्षा मे रिजल्ट कंपार्टमेंट है, उन्हे कंपार्टमेंट श्रेणी के तहत दूसरी परीक्षा में बैठने की अनुमति दी जाएगी। विंटर वाले स्कूलो में 10वी के स्टूडेंट्स को दो फेजो में से किसी एक में बोर्ड परीक्षा में बैठने का विकल्प मिलेगा। अकैडमिक सेशन के दौरान आंतरिक मूल्यांकन केवल एक बार किया जाएगा।

आंतरिक मूल्यांकन सिर्फ एक बार किया जाएगा

The Indian Express.
26 June 2025
Pg. 13.

2ND EXAM OPTIONAL, ONLY IN 3 SUBJECTS

CBSE offers 2 exams for Class 10: Taking first test mandatory

ABHINAYA HARIGOVIND
NEW DELHI, JUNE 25

WHEN THE Central Board of Secondary Education (CBSE) begins offering two board examinations for Class 10 students from 2026 onwards, all students will have to mandatorily appear for the first set of exams.

Students will then be given an opportunity to improve their performance but will have to choose three subjects out of science, mathematics, social science, and the two language papers, going by the final policy for two board exams that the CBSE announced on Wednesday.

So far, the CBSE has had a system of permitting students to write improvement exams in two papers. With the new policy, students can choose to improve their performance in three subjects.

CBSE Chairman Rahul Singh attributed the decision to make the first exam mandatory and to limit the number of papers that a student can give in the second exam to a need to ensure seriousness of the main exam. "There has to be a practical limitation imposed to inject seriousness into the main exam, which is the first exam. The child should attempt the first board exam seriously," he said, pointing out that the second exam is a "optional, additional opportunity for the purpose of improvement".

If a student has not appeared in three or more subjects in the first exam, they will not be allowed to appear in the second exam. They will only be allowed to take the exam in the next year, under the 'essential repeat' category.

An exception is being made for students of schools in winter-bound areas, including Ladakh, parts of Arunachal Pradesh, Sikkim, and Himachal Pradesh.

"There may be snow in parts of the country in February. If students in these areas are not able to make it for the first exam, they can choose to appear for only the second set of exams," Singh said.

The first exam will be held from mid-February onwards, as has been the case so far. The results of the first exam will be announced in April. The student will then get to decide if they want to give the second exam, and the list of candidates for the second exam will be prepared separately. The second exam will be held in May, with the results expected in June. The better of the two scores will count towards the final result.

Students who may not have cleared the first exam can give the second in the 'compartment' category.

Singh said an outer limit of June 30 has been set for the declaration of the results of the second exam. This marks a difference from the existing system of students giving improvement papers in July, and getting their results in August.

The CBSE plans to eventually extend the two-board exam policy to Class 12. When it does, the same outer limit of June 30 is likely for the results of the second exam for Class 12, keeping in mind the marks needed for college admissions.

On conducting two board exams for Class 10, CBSE had issued a draft scheme in February this year and sought feedback. Overall, 64% of students responded in favour, Singh said.

The draft policy had not specified that the first exam would be mandatory for all students. It had also not set a limit on the number of subjects in the second exam.

EXPLAINED

In line with NEP 2020

THE DECISION to offer two board exams is in line with the NEP 2020, which envisions one main examination and one for improvement 'to eliminate the high stakes aspect of board exams'.

The Hindu, 26 June 2025, Pg. 10

CBSE Class 10 students to get option of two exams

Maitri Porecha
NEW DELHI

In a bid to reduce the stress of Board exams, Class 10 students will be given the option of taking their exams twice from the academic year 2026-27, the Central Board of Secondary Education (CBSE) said on Wednesday. This option to improve performance in up to three academic subjects will only be provided to students who pass the first examination, officials said.

The CBSE's decision is in line with the 2020 National Education Policy (NEP) recommendation to remove the "high stakes" aspect of Board exams by allowing all students to attempt the exams up to two times during any given school year if they wish to. One will be the main exam, and the other for improvement.

"While it is mandatory for students to appear in the first Board examination which will be conducted in mid-February, all students who pass the first Board examination and are eligible will be allowed to improve their performance in any three subjects," CBSE Chairman Rahul Singh said.

"The second exam is purely optional and additional in nature," he added. The better of the two scores will be considered in the final mark sheets of students who appear in both exams.

Almost 23.72 lakh students appeared for the CBSE's Class 10 Board exams in 2025, of which 93.66% passed.

'Much-needed'

Union Education Minister Dharmendra Pradhan welcomed the move with a post on X.

"Laudable and a much-needed step. This will reduce exam stress, provide more flexibility and foster joyful learning environment. A key recommendation of NEP 2020, twice-a-year exams is a student-centric approach and also aligns with global education practices," he said.

Officials explained that the results of the mandatory first examination will be declared in April. "The second exam (which will be the improvement exam) will be conducted in the month of May and its results will be declared in June. Students can choose to sit for the improvement exam in one, two or a maximum of three subjects, after reviewing their scores in the first exam," said Sanyam Bhardwaj, the CBSE's Controller of Examinations.

Officials added that if a student did not appear in three or more subjects in the first mandatory board exam, then she will not be allowed to appear in the second improvement examination.

The results of the first examination will be made available via Digilocker, and can be immediately used for admission to Class 11 if the student does not wish to appear in the second examinations for improvement.

The Tribune, 26 June 2025, Pg. 1

CBSE Class X boards twice a year from '26

NEW DELHI, JUNE 25

The Central Board of Secondary Education (CBSE) on Wednesday announced the implementation of its new policy of holding Class X board examinations twice a year from 2026. The recommendation was made in the National Education Policy (NEP), 2020, and CBSE officials said the decision to implement the policy was taken following consultation with teachers, students, parents and principals.

The CBSE clarified that it will be mandatory for students to take the first board examination, which is usually conducted in mid-February. The second examination will be conducted in May. The results of the two examinations will

CONTINUED ON PAGE 8

The Tribune, 26 June 2025, Pg. 8

CBSE Class X boards twice a year from 2026

FROM PAGE 1

be announced in April and June. "It is mandatory for students to appear for the first board examination while the second will be optional. Students will be allowed to improve their performance in any three subjects out of science, mathematics, social science and languages," CBSE Controller of Examinations Sanyam Bhardwaj said.

Bhardwaj said students not appearing in three or more subjects in the first examination would be ineligible to appear in the second examination.

"Such students will be placed in the 'essential repeat' category and will be able to take the examination only next year in February. Moreover, for students whose result in the first examination is 'compartment', such students will be allowed to appear in the second examination under compartment category only," the CBSE said.

CBSE Chairman Rahul Singh said the two examination policy was framed in a way to ensure students took the exams seriously and the sanctity of the board exams was maintained.

According to the new policy, Class 10 students from winter-bound schools will get an option to appear for the board examinations in any of the two phases. Likewise, sports category students will be allowed to appear in the second phase of examination in those subjects which have coincided with their sports event. — TNS

Millenniumpost, 26 June 2025, pg. 1, 4

FIRST PHASE MANDATORY, SECOND OPTIONAL

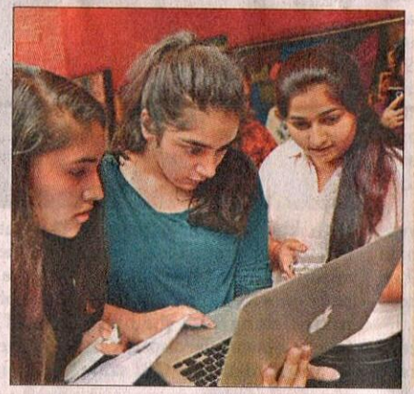
CBSE Class-10 board exams twice a year from 2026

OUR CORRESPONDENT

NEW DELHI: From 2026, Class-10 students will be able to take CBSE board exams twice in an academic session but it will be mandatory for them to appear for the first phase in February, officials said on Wednesday.

The second phase scheduled in May will be optional for students who wish to improve their performance. In case a student appears for both the phases, the best score of the two will be retained, they said.

The Central Board of Secondary Education (CBSE) has approved the norms for conducting board exams twice a year for Class-10, a move recommended in the new National Education Policy (NEP).



KEY POINTS

- 'The first phase will be conducted in February and second in May. The results for the two phases will be announced in April and June, respectively'
- 'It will be mandatory (for students) to appear for the first phase while the second phase will be optional. Students will be allowed to improve their performance in any three subjects out of science, mathematics, social science and languages'
- 'If a student does not appear for three or more subjects in the first examination, he or she will not be allowed to appear for the second exam. Such students will be placed in the 'Essential Repeat' category...'

"The first phase will be conducted in February and second in May. The results for the two phases will be announced in April and June, respectively," CBSE Examination Controller Sanyam Bhardwaj said.

"It will be mandatory (for students) to appear for the first phase while the second phase will be optional. Students will be allowed to improve their performance in any three subjects out of science, mathematics, social science and languages," he added.

Explaining the rationale behind making the first phase mandatory for the students, CBSE Chairman Rahul Singh said it is being done to ensure that students take the exams seriously and the sanctity of the board exams is maintained.

"If a student does not appear for three or more subjects in the first examination, he or she will not be allowed to appear for the second exam. Such students will be placed in the 'Essential Repeat' category and can take the examination only next year in the main exam in February," he said.

"Students whose result in the first examination is compartment will be allowed to appear in the second examination under the compartment category. Additional subjects will not be permitted after passing Class-10, students will not be allowed in stand-alone subjects," he added.

According to the approved norms, Class-10 students from winter-bound schools will get an option to appear for the board exams in any of the two phases.

Similarly, sports students will be allowed to appear in the second phase in subjects which coincide with their sports events.

The internal assessment will be conducted only Continued on P4

CBSE 2026

once during the academic session. The CBSE announced the draft norms in February, which were put in the public domain for stakeholders' feedback, including from schools, teachers, parents, students and the public.

The draft norms said the two phases will be optional and students will get the choice to either appear for both, or any of the two.

The new NEP recommended that to eliminate the "high-stakes" aspect of the board exams, all students will be allowed to take the exams on up to two occasions during any given school year.

Both the examinations will be conducted on the full syllabus meant for the year and the scheme of studies and scheme of examinations will remain the same.

The Board has clarified that no separate supplementary exams will be conducted under this system. Instead, the second session of the Board exam will serve as the supplementary exam for those who wish to improve their scores.

At present also, students have an opportunity to improve their scores in supplementary exams.

"Presently, students can improve scores in two subjects and the improvement exams are conducted in July, the results of which are announced in August.

The Times of India, 26 June 2025, pg. 1, 13

CBSE to have 2 Class X boards a yr from 2026

Manash Gohain & Sugandha Jha

New Delhi: The Central Board of Secondary Education (CBSE) on Wednesday announced that starting 2026, Class 10 students will have the opportunity to appear for board exams twice in an academic year. The decision aims to make the examination system less stressful and more student-centric, with the first exam scheduled in Feb and the second in May.

This change stems directly from NEP 2020, which envisioned a flexible and low-stakes assessment system. As per the new plan, all students will be required to appear for the first board exam in Feb. Those who wish to improve their scores can opt for the second exam in May. The best of the two scores will be retained for final results, offering students a second chance. Students will be allowed to improve performance in up to three main subjects — science, mathematics, social science, and languages.

▶Continued on P 13

FIRST EXAM IN FEB MANDATORY

- First exam compulsory, will take place in Feb; **students can improve scores in optional exam**, which will be held in May
- Results for 1st, 2nd exams to be out in April & June; **final results on basis of best of 2**
- Union education minister Dharmendra **Pradhan** calls decision 'a much-needed step', **says will reduce exam stress**
- Move aims to make exam system more student-centric, **aligns with NEP 2020 vision**

CBSE's 1st Class 10 Board will be compulsory

▶Continued from P 1

The first phase is compulsory for all candidates, while the second is optional. However, students who skip three or more subjects in the Feb exam will not be eligible for the May session and will be placed in the "essential repeat" (to appear next year with the main exam) category.

Sports students whose events coincide with the exam schedule can choose the May session for affected subjects, and students from winter-bound schools can choose either phase. The results for the first and second exams will be declared in April and June, respectively. Internal assessment will be conducted only once in the academic year.

The NEP 2020 states: "To further eliminate the 'high stakes' aspect of Board exams, all students will be allowed to take Board exams on up to two occasions during any given school year, one main examination and one for improvement, if desired." The policy further emphasises the need for flexibility, core capacity-based assessments, and reduction in pressure & coaching culture. It encourages boards to explore models such as semester or modular exams and differentiated subject-level assessments to foster deeper understanding rather than rote learning.

Union education minister Dharmendra Pradhan welcomed CBSE decision, calling it "laudable and a much-needed step." In a post on social media, he said, "This will reduce exam stress, provide more flexibility and foster a joyful learning environment."

IT'S ABOUT SECOND CHANCES

STRUCTURE

First Board exams for class X Mid-Feb | This will be alongwith Class 12 Board exams

Second Board Exams (May) | This will be along with compartmental exams for Class 10 students who didn't qualify in any of the subjects in which they appeared in Feb



- First Board exam is mandatory for all candidates
- In the second Board exam all passsed & eligible candidates can seek to improve their scores in upto 3 subjects
- In case of a candidate not appearing in 3 or more subjects in the first Board exam (Feb, he/ she will not be allowed to appear in the second exam (May); They will be categorised as essential repeat & will take the exam next year in the main exam
- Winter Bound Schools' candidates may choose to appear either in first or second exams; Example schools in locations such as Ladakh, some parts of Arunachal Pradesh & Himachal Pradesh
- Sports candidates will be allowed to appear in second exam in the subjects who exams coincided with their sports event during the first exam
- Internal assessment will be conducted only once before the main exams
- Both the exams will be conducted on the full syllabus scheme of studies and scheme of examinations will remain the same
- Results of the first exam will be declared in April
- Results of the second exam will be declared in June
- In case a student has appeared for both phases, best score of the two will be retained
- Performance of main exam will be available in DigiLocker, which could be used for Class 11 admission if the candidate does not wish to appear in the second exam
- Passing document will be issued to all candidates after the results of the second exam
- Merit certificate will be issued after the second exam

Hindustan Times, 26 June 2025, Pg No.- 10

CBSE to give Class 10 students option for 2nd attempt at exams

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: Class 10 students will have to mandatorily appear for board examinations in February but those who wish to improve their scores will have the option of taking it a second time in May, the Central Board of Secondary Education (CBSE) announced on Wednesday.

The new regime of two tests will kick in from 2026, the board announced. The first round of examinations will be held in mid-February with results in April; the second round in May will be optional with results in June. The final score for a student will be the best of the two attempts, the board in a press statement on Wednesday.

Students can seek a re-do only in three subjects out of science, mathematics, social science and languages, the board added.

At least 30,500 schools across India are registered with CBSE. Over 2.6 million students are expected to register for the Class 10 board examinations next year.

The development was welcomed by Union education minister Dharmendra Pradhan. "Laudable and a much-needed step. This will reduce exam stress, provide more flexibility and foster a joyful learning environment. A key recommendation of NEP 2020, twice-a-year exams is a student-centric approach and also aligns with global education practices," Pradhan said in a post on X.

Explaining the rationale behind making the first phase mandatory for the students, CBSE chairman Rahul Singh said it was being done to ensure that students take the exams seriously and the sanctity of the board exams is maintained.

Singh said that if a student skipped three or more subjects in the February examination, she would not be allowed to sit for the May examination, and will have to repeat the year. Similarly, if a student's score in the February exam places her in compartment — a student who scores less than 33 out of 100 in one subject is declared failed in that subject — and she'll be able to appear in the May exam under the compartment category only.

The CBSE's February 25 draft proposed biannual exams for all 84 Class 10 subjects, but the final policy limited the options to three. "Students will be allowed to improve their performance in any three subjects out of science, mathematics, social science and languages," CBSE examination controller Sanyam Bhardwaj said. Both the examinations will be conducted on the full syllabus meant for the entire year and the scheme of examinations will remain the same. Internal assessment will be conducted only once before the main examinations, CBSE said in a statement.

The CBSE announced the draft norms in February, which were put in the public domain for stakeholders' feedback, including from schools, teachers, parents, students and the public. The draft norms at the time said the two phases will be optional and students will get the choice to either appear for both, or any of the two. This was changed in the final policy announced on Wednesday.

The board received over 150,000 responses till March 9, Bhardwaj said. "We received feedback in an online format. The feedback shows that a majority of 64.4% students across the country favoured having two board exams in a year. The teachers were a little bit reluctant about examinations in May due to excessive hot weather and showed concerns about summer vacations. We have informed the teachers that we will ensure that we finish the examinations on time," he said.

The NEP 2020 recommended that to eliminate the "high-stakes" aspect of the board exams, all students will be allowed to take the exams on up to two occasions during any given school year.

The policy reform drew mixed reactions. "CBSE's decision to hold Grade 10 board exams twice a year is a bold step and takes the pressure off students, gives them a second shot to do better, and builds their confidence. The optional May exam is a great way to support learners in reaching their potential. However, pulling this off will need careful planning to manage schedules and resources," said Jyoti Arora, principal of Mount Abu Public School, Delhi.

Sudha Acharya, principal of ITL Public School, Dwarka, said the new policy will compromise learning days and affect smooth functioning of school. "Conducting CBSE Class 10 exams from February to June will strain teachers with exam and evaluation duties, disrupting the school's academic calendar and compromising their summer vacation, potentially affecting their mental health," she said.

Highlights of the new rules

- The first exam to be held in February will be mandatory, while the second one will be held in May for students who wish to improve their performance
- Students can improve performance in up to three subjects in the second phase
- Winter-bound school students can choose either phase, and sports students can appear in May for subjects that clash with events



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Explained: The new CBSE Class 10 board exam system and how it will work from 2026

TOI Education | Jun 26, 2025, 10.13 AM IST



NEW DELHI: In a major reform aligned with the National Education Policy (NEP) 2020, the Central Board of Secondary Education (CBSE) has officially confirmed that Class 10 board exams will be held twice a year starting from 2026. As announced in a press release dated June 25, 2025, the first examination will be mandatory, while the second will serve as an optional opportunity for improvement.

The decision is aimed at reducing exam stress, supporting flexible learning, and offering students the benefit of retaining the best score from either attempt. Dr. Sanyam Bhardwaj, Controller of Examinations, CBSE, confirmed the move and detailed the scheme, stating, “This decision is in line with NEP-2020’s recommendation to reduce the ‘high-stakes’ nature of board examinations and to introduce greater flexibility and student choice.”

A shift rooted in NEP-2020’s vision

This change is rooted in Paragraphs 4.37 and 4.38 of the NEP-2020, which advocate allowing students two opportunities per year to take board exams—one main and one optional improvement attempt. The policy aims to “eliminate the ‘high stakes’ aspect of Board Exams,” while also gradually introducing more modular, flexible assessments.

Further suggestions in the NEP, such as subject-wise customisation (offering some subjects at standard and others at higher levels), and splitting exams into objective and descriptive components, signal the path ahead for CBSE’s broader reform agenda.

Read Also: CBSE announces biannual Class 10 board exams starting 2026, best score to be retained

Clear guidelines for eligibility and participation
Under the new structure:
• All students must appear in the first (main) examination.
• Only students who have appeared in at least three subjects in the first phase are eligible to sit for the second exam.
• Students who miss three or more subjects in the first exam will be marked as "Essential Repeat", and can only reappear the following year.
• Up to three subjects from Science, Mathematics, Social Science, and languages can be chosen for improvement in the second phase.
• Compartment candidates from the first phase may appear in the second exam under the Compartment category.

Specific provisions for special categories
The policy also includes special accommodations:
• Sports candidates whose competitions coincide with exam dates may sit for the second exam instead.
• Winter-bound school students may choose between either phase for their exam attempts.
• CWSN (Children With Special Needs) will continue to receive all previously available exam accommodations in both phases.

Internal assessments to be conducted only once
Internal assessment, which contributes significantly to the overall evaluation of students, will be conducted once annually, prior to the first exam. This aims to simplify assessment processes and reduce workload on students and teachers.

Timeline and schedule of examinations
• The first board examination will commence from mid-February, following the existing pattern.
• The second examination will be held in the month of May.
• Results for the first examination will be released in April, and for the second in June.

Structure of examination and curriculum coverage
There will be no change in syllabus or exam pattern for either phase. Both examinations will cover the entire syllabus for the academic year, and the scheme of studies will remain unchanged.

Examination registration and result protocols

- All students must be included in the List of Candidates (LOC) for the first examination.
- A separate LOC will be required for the second exam; no new candidates can be added at that stage.
- No subject change will be permitted between the two phases, except in special cases as per CBSE policy.

The result of the first examination will be accessible on DigiLocker, and can be used for provisional Class XI admissions. The final passing certificate and merit certificate will be issued only after the second exam concludes.

Post-result services and admission flexibility

Photocopy requests, re-evaluation, and verification services will be available only after the second examination results are declared—for both phases. This ensures uniform access to result-related support.

Additionally, students who do not pass in the first examination may be granted provisional admission into Class XI, with final confirmation based on their second exam result.

Also read: Effective tips to crack Class 10th biannual exams

Moving towards a low-pressure, high-flexibility model

This dual-exam system represents a foundational step toward a low-stress, continuous learning model envisioned by NEP-2020. By offering students a second opportunity without penalty, CBSE aims to dismantle the long-standing pressure of a single, final exam and encourage year-round learning.

Dr. Bhardwaj emphasised that this change is just the beginning of wider examination reforms, stating that “CBSE may gradually introduce modular exams and diversified question formats in alignment with NEP goals, ensuring assessment is more about core competencies and less about rote learning.”

A reform with far-reaching implications

With the introduction of the biannual Class 10 board exam system from 2026, CBSE is setting a national

precedent. This change could influence other state and national boards to rethink their assessment strategies and adopt more inclusive, stress-reducing methods.

While students, parents, and educators will need time to adjust, the initiative holds the promise of creating a more supportive and equitable academic environment.

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CBSE's biannual exam plan for Class 10 faces backlash: Educators raise concerns over stress and workload

TOI Education | Jun 26, 2025, 07.17 PM IST



NEW DELHI: In a transformative move, the Central Board of Secondary Education (CBSE) has approved the introduction of biannual Class 10 board exams, starting in 2026. Aimed at reducing student stress and providing multiple opportunities for improvement, the new system will require all students to sit for the first phase of exams, with the second phase optional for those wishing to improve their scores. The best score from either phase will be considered for the final result. This change is in line with the National Education Policy (NEP) 2020, which promotes a student-centered approach to learning and aims to alleviate the pressure of high-stakes testing.

However, this shift has sparked strong reactions from educators. While some see potential benefits in the increased flexibility, the majority of principals have raised concerns about the policy's impact on academic calendars, teacher workload, and student well-being. Many fear the new exam system will exacerbate stress rather than reduce it, with extended exam periods leading to burnout for both students and teachers. Others question the practicalities of implementing such a system in schools with already tight schedules.

Concerns over academic calendar and teacher workload

Several school leaders have expressed concerns about how the biannual exam system will interfere with the smooth functioning of schools. Ms. Sudha Acharya, Principal of ITL School in Dwarka, warned that the extended exam period, from February to June, would leave little room for regular teaching. "From mid-February to June, teachers will be engaged in conducting exams and grading, which will compromise the time available for regular classes," she explained. "This will impact not just board exam preparation but the teaching of other classes as

well."
Read Also: CBSE Introduces Biannual Class 10 Board Exams from 2026, Retaining Best Score
The new system also poses logistical challenges for schools. Teachers, who already juggle multiple responsibilities, will face increased pressure. "Teachers involved in exam duties also teach classes from VI to VIII," Ms. Acharya pointed out. "This will make it difficult to begin the academic session in April, and may even affect the quality of teaching in lower grades."

Ms. Asha Prabhakar, Principal of Bal Bharti Public School, NOIDA, echoed similar concerns, stressing that the compressed academic calendar, which already has limited working days, will be further strained by the new policy. "With only around 210 working days in a year, introducing two board exams will make it even more difficult to maintain a balanced academic schedule," she said. "The emphasis on exam duties will leave little time for teaching, and this could lower learning standards for other classes."

Increased stress and potential for burnout
While the policy is meant to reduce stress, many educators worry that it could lead to even greater anxiety for both students and teachers. Ms. Aparna Erry, Principal of DAV Public School, Gurugram, pointed out that two board exams in one year would extend the stress period from February to May, leaving little room for relaxation or skill development. "Instead of reducing pressure, students will feel the weight of constant exam preparation," she said. "This prolonged stress could lead to burnout and diminish their overall well-being."
Read Also: How the New CBSE Class 10 Board Exam System Will Work Starting 2026

Teachers, too, are likely to bear the brunt of the increased workload. Ms. Rashmi Malik, Principal of Salwan Public School, Gurugram, expressed concern over the extra responsibilities teachers would face, noting that the dual exam system would require them to prepare students for multiple rounds of testing, as well as manage the evaluation process. "This added workload will put significant stress on teachers, who are already stretched thin," she said.

Financial and emotional burden on families
The financial implications of the new system are another point of contention. Many principals believe that the two-exam system could place unnecessary strain on families. Dr. Anupama Mishra, Principal of Sunbeam School Varuna, Varanasi, pointed out that the cost of registering for two rounds of exams, along with other associated expenses like coaching or materials, could be a burden for many families. "The repeated costs of exam forms,

stationery, and travel to exam centers could lead to financial strain," she said.

Additionally, the emotional toll on both students and their families could be significant. "Parents will face additional pressure to ensure their children perform well in both rounds, and this could add to the overall stress," Dr. Mishra noted.

Solutions and suggestions

While many educators remain critical of the biannual exam policy, some have suggested alternatives that could better balance flexibility with meaningful assessment. Ms. Malik of Salwan Public School proposed a shift toward online Class 10 exams, which would allow students to take exams anytime after September, with multiple chances to improve scores. "Rather than two board exams, we could focus on internal assessments for students who don't need the board certification," she suggested.

Ms. Prabhakar of Bal Bharti Public School also recommended that CBSE reconsider its approach, emphasizing that the goal should be to maintain high educational standards while minimizing stress. "The priority should be on providing a balanced education, rather than focusing solely on exam results," she said.

A call for balanced reforms

While the CBSE's decision to introduce biannual Class 10 exams is an attempt to reduce stress and offer more opportunities for students, the overwhelming feedback from educators suggests that careful reconsideration is needed. The concerns over teacher workload, academic calendars, and the mental health of students and teachers highlight the need for a more balanced approach to assessment. As the policy moves forward, it will be crucial for CBSE to engage with educators to find a solution that truly supports both academic excellence and student well-being.

जनसत्ता, 27 जून 2025, पृ 6

शिक्षा की रोशनी

राजेंद्र जोशी

व्यक्ति, परिवार, समाज और राष्ट्र के सर्वांगीण विकास में शिक्षा की भूमिका महत्त्वपूर्ण होती है। शिक्षा और विकास एक दूसरे के पूरक हैं। प्रत्येक एक दशक बाद भारत में जनगणना होती है। जनगणना के आंकड़ों से साक्षरता दर का आकलन होता है। आजादी के बाद 1988 में राष्ट्रीय साक्षरता मिशन की स्थापना के बाद साक्षरता के क्षेत्र में तेज गति से काम होने लगा। 2001 से 2011 के दशक में साक्षरता की दिशा में उल्लेखनीय कार्य हुआ। इस दौरान अनेक प्रदेशों की साक्षरता दर में उछाल आया। इस दशक में साक्षरता के क्षेत्र में उत्तर भारत में उत्साह और उमंग के साथ सराहनीय काम हुआ, जहां साक्षरता प्रतिशत पचास फीसद से भी कम था।

उस दौरान केरल 93.91 फीसद साक्षरता दर के साथ देश में नंबर एक पर था तो मिजोरम 91.58 फीसद साक्षरता दर के साथ तीसरे स्थान पर था। अब आवधिक श्रम बल सर्वेक्षण यानी पीएफएलएस रपट के मुताबकि, मिजोरम 98.20 फीसद साक्षरता दर हासिल कर देश का पहला पूर्ण साक्षर प्रदेश बन गया। संपूर्ण साक्षरता अभियान के बाद उत्तर साक्षरता अभियान और सतत शिक्षा कार्यक्रम संचालित होने लगे और धीरे-धीरे साक्षरता अभियानों ने कार्यक्रम का स्थान ले लिया। यहीं से साक्षरता कार्यक्रम बन गया और साक्षर होने की गति और उत्साह भी कम होने लगा। मिजोरम में फिर से साक्षर होने की कार्ययोजना तैयार कर उल्लास कार्यक्रम के तहत फिर वही प्रक्रिया अपनाई गई।

दुनिया मेरे आगे

निरक्षर व्यक्ति को केवल साक्षर बनाना ही मकसद नहीं होता, नवसाक्षरों का शैक्षिक, सामाजिक और आर्थिक विकास करना होता है। यह बात मिजोरम ने समझी। प्रदेश के आर्थिक स्तर को सुधारने, भविष्य उन्नयन और नवसाक्षरों को व्यावसायिक कौशल देने के प्रयास भी किए।

निरक्षर व्यक्ति को केवल साक्षर बनाना ही मकसद नहीं होता, नवसाक्षरों का शैक्षिक, सामाजिक और आर्थिक विकास करना होता है। यह बात मिजोरम ने समझी। प्रदेश के आर्थिक स्तर को सुधारने, भविष्य उन्नयन और नवसाक्षरों को व्यावसायिक कौशल देने के प्रयास भी किए। संपूर्ण साक्षरता अभियान की तरह सरकार ने जनता के सहयोग से निरक्षरता उन्मूलन के लिए स्वयंसेवक तैयार किए, उन्हें प्रशिक्षण दिया, शिक्षण सामग्री उपलब्ध करवाई, स्वयंसेवकों के साथ सरकार के प्रतिनिधि और अफसर नियमित संपर्क में बने रहे। प्रदेश भर में साक्षरता के पक्ष में वातावरण बनाया गया, वातावरण निर्माण के तहत घर-घर सर्वेक्षण किया गया, लोगों को आमंत्रित किया गया, असाक्षरों का सम्मान किया गया। उनके साथ निरंतर संपर्क रखा गया। इस कार्यक्रम में असाक्षर की पहचान, मूल्यांकन और निरीक्षण का काम प्रतिदिन होता रहा। क्लस्टर बनाकर क्षेत्र आधारित कार्यक्रम तैयार किए गए। छोटे-छोटे समूह बनाए गए, जिसमें स्थानीय जनप्रतिनिधि, शिक्षाविद और समाज के व्यक्ति, जो साथ मिलकर असाक्षर व्यक्ति के घर जाते, उनसे आग्रह करते।

समुदाय के सहयोग से संचालित साक्षरता अभियान के अंतर्गत स्थानीय भाषा और गहरी सांस्कृतिक सहायता से लोगों ने सिर्फ पढ़ना ही नहीं सीखा, बल्कि ऐसी संस्कृति का निर्माण किया जो ज्ञान को महत्त्व देने लगे। शिक्षित नागरिक से ही एक समग्र और विकसित राष्ट्र और समाज की परिकल्पना की जा सकती हैं।

यह अच्छी और सुखद खबर है। मिजोरम की साक्षरता यात्रा देश के अन्य प्रदेशों के लिए अत्यंत प्रेरणादायक है। 2011 में 91.58 फीसद लोग साक्षर थे। कहने को यह भी कहा जा सकता है कि केवल आठ फीसद लोगों को ही साक्षर करने का काम था। दिखने में और सुनने में आठ फीसद का लक्ष्य तय करना कोई बड़ी बात न हो, पर यही वह समूह था, जिसको साक्षर करना मुश्किल काम था। शिक्षा से दूर रहे इस समूह की मानसिकता बदलना मुश्किल ही नहीं कठिन काम होता है, जिसे मिजोरम ने अपनी इच्छा शक्ति से कर दिखाया।

नब्बे के दशक में केरल संपूर्ण साक्षर घोषित किया गया था। केरल से पहले एर्नाकुलम जिले को संपूर्ण साक्षर घोषित किया गया था। वहां भी संपूर्ण साक्षरता अभियान को जन आंदोलन बनाया गया था। केरल सरकार ने भारत ज्ञान विज्ञान समिति के साथ मिलकर यह काम किया। वहां भी उस समय केवल नौ फीसद लोगों को ही साक्षर करना था, लेकिन वे भी 'हार्डकोर ग्रुप' यानी शिक्षा से दूर रहे समूह की श्रेणी में थे। केरल की साक्षरता यात्रा घर, गांव और जिला स्तर तक चली। केरल में प्रत्येक सरकारी अधिकारी जन सहयोग से अपनी जिम्मेदारी समझकर निरक्षरता उन्मूलन के पवित्र काम में लगा था। केरल की तर्ज पर पूरे देश में साक्षरता अभियान संचालित हुआ। उसी तकनीक को मिजोरम सरकार ने भी जन सहयोग से अपनाया और संपूर्ण साक्षर प्रदेश बन गया।

दरअसल, घने बांस के जंगलों और पहाड़ियों, गहरी घाटियों के कारण 'हार्डकोर समूह' की पहचान करना भी चुनौतीपूर्ण था। मिजोरम सरकार के लिए अब चुनौती इस बात की है कि ये लोग अभ्यास छूटने के बाद फिर से असाक्षर की श्रेणी में न आ जाएं। प्राथमिक शिक्षा में शत-प्रतिशत नामांकन हो और स्कूली पढ़ाई बीच में न छूटे। नवसाक्षरों की साक्षरता सतत बनी रहे, इसलिए व्यावसायिक कौशल के साथ जोड़ना सरकार की प्राथमिकता में होना चाहिए। उनको रोजगार उपलब्ध कराने की जरूरत होगी, जिससे उनकी साक्षरता कायम रहेगी।

ऐसी इच्छाशक्ति यह बताती है कि जब समुदाय और सरकार मिलकर काम करते हैं तो असाधारण परिणाम प्राप्त किए जा सकते हैं। स्वतंत्र रूप से पूर्ण राज्य बनने के बाद इतने कम समय में पूर्ण साक्षर होना राज्य के लिए गर्व की बात है। अब निरंतरता में शिक्षा की मुहिम चलाए जाने की आवश्यकता है, ताकि मौजूदा उपलब्धि की रोशनी मिजो समाज को रोशन करे।

The Hindu, 27 June 2025, Page No. -12

'Schools can take time to use mother tongue as medium'

Maitri Porecha
NEW DELHI

Schools in metropolitan regions, whose primary medium of instruction is English, may find it challenging to immediately transition to mother tongue as a medium of instruction due to the varied languages spoken by students from diverse communities, Central Board of Secondary Education (CBSE) officials said.

CBSE Chairman Rahul Singh, speaking on the much-debated language implementation guidelines released by the Board recently, said that the CBSE's goal is to ease the path of implementation of the National Education Policy-2020's requirement to teach students in mother tongue until Class 5.

Officials have admitted that the Board's recent recommendation would be challenging for schools that have students who speak different mother tongues. "A limited number of schools in metros, around 800 to 900 such institutions, will face this challenge," Mr. Singh said.

"We are not forcing any school to immediately adopt the language implementation guidelines. We are not penalising any school or stating that their affiliation will be cancelled if they don't immediately transition. We are organising a series of webinars and workshops for training purposes and hopefully we will be able to implement the policy," Mr. Singh said.

Mr. Singh said the CBSE has instructed schools to conduct a language-mapping exercise to understand the language-mix of students. "One strategy is to divide sections based on students' mother tongue preference," he said.

Aim to think, converse and glorify in India's own languages: Amit Shah

The Hindu Bureau
NEW DELHI

Union Home Minister Amit Shah said on Thursday that while there was no opposition to any foreign language, the aim should be to glorify, converse and think in India's own languages.

Mr. Shah said Indian languages should be the language of administrative work in the State and in the Central government offices.

He said Hindi cannot be inimical to any Indian language, adding that Hindi is a friend of all Indian languages.

The Minister said technical education has been introduced in 12 Indian languages and Madhya Pradesh has started medical education in Hindi. He urged all States to make arrangements to provide engineering and medical education in their State's language.



Union Home Minister Amit Shah presented a book on Mahabharata in Tamil during the Golden Jubilee celebration in New Delhi. ANI

Addressing the 'Golden Jubilee Celebration' of the Department of Official Language, Mr. Shah said through the Bharatiya Bhasha Anubhag (Indian Languages Section) inaugurated this year, "we will make Indian languages the language of teenagers and the youth".

He said in the last few decades, language was used as a tool to break India, but this effort did not succeed. "We have to ensure that our languages become a powerful medium to connect India and not break it," the Minister said.

Mr. Shah added that language is not a mere medium of communication, "it is a nation's soul". "History and culture cannot be promoted without our own languages. To keep them alive and rich is important," he said.

Hindi cannot be inimical to any Indian language, it is a friend of all Indian languages, asserts Union Minister

He added that as part of the Bhasha Sangam initiative, a program is being run in every school to teach students 100 commonly used sentences in the 22 languages recognised by the Constitution. He said the Department of Official Language has created the "Hindi Shabdsindhu," which is a major effort to make the official language accepted, flexible, and comprehensive.

He said there should be no hesitation in enriching any language, and commonly spoken words - regardless of their origin - once they are included in the Hindi Shabdsindhu, they will be recognised as Hindi words in future.

The Pioneer, 27 June 2025, pg 5

Uddhav, Raj call for protests against Hindi in school curriculum

TN RAGHUNATHA ■ Mumbai

Ahead of joining hands to contest the crucial Brihanmumbai Municipal Corporation (BMC) polls, the Thackeray cousins — Uddhav and Raj — came on the same page on Thursday and announced their plans to stage protests against the BJP-led MahaYuti Government's decision to make Hindi as a "third language" for the Class 1st to 5th students in Marathi and English medium schools in the State.

While the Raj Thackeray-led Maharashtra Navnirman Sena (MNS) will take out a padyatra from Girgaum Chowpatty to Azad Maidan on July 5 (Saturday) to protest against Hindi being made "third language" in school, the Uddhav Thackeray-led Shiv Sena (UBT) would hold a rally on the same issue at Azad Maidan on July 7 (Monday).

Informed sources in both the parties are not ruling out the possibility of the Shiv Sena (UBT) and MNS taking out a joint a joint protest at the Azad Maidan on a mutually agreed upon date in the first week of July. In an effort to amplify the impact of the issue raised by them, the Thackeray cousins are involving the participation of all Marathi-speaking people, authors, artists, actors, lawyers, academics, sportspersons and other citizens.

A coordination committee of Marathi intellectuals and academics has already thrown its lot with the Thackeray cousins to boost the protests announced by them against the ruling MahaYuti Government of the BJP, Shiv Sena (Eknath Shinde) and NCP (Ajit Pawar) on the Hindi language issue,

Prior to the protest planned by it on July 7, the MNS will burn the copies of the Government circular on the Hindi issue, on June 29.

Slamming the Devendra Fadnavis-led Government for "imposing" Hindi on students in schools in the State, Uddhav said the Hindi language decision had stemmed from "linguistic emergency" declared by the ruling BJP.

"What is happening is nothing but a 'linguistic emergency'. India's federal structure is built around linguistic states, but the Government is not implementing policies to promote Marathi despite many pleas and efforts as part of the BJP's covert agenda," the Sena (UBT) chief said.

"We are not against Hindi or any other language. It's an issue of Marathi pride. The Hindi film industry was born in Maharashtra, but forcibly implementing the decision is not acceptable. This is a move to impose 'one language, one party'. So we are taking it to the streets. The matter can be resolved in two minutes if the chief minister rolls back the decision," Uddhav Thackeray said.

The Times of India, 27 June 2025, pg 6

Mission Maths classes to be extended to students of classes VI to X in Delhi

TIMES NEWS NETWORK

New Delhi: Delhi govt's flagship programme Mission Mathematics and Special Enrichment Classes has now been extended to students from Classes VI to X for the 2025–26 academic session.

Aimed at strengthening mathematical understanding and addressing foundational learning gaps, the initiative builds on its earlier success and growing impact since its launch in 2022.

Originally introduced to tackle poor performance in mathematics in board examinations, the programme initially targeted students of Classes VIII to X. It focused on making learning more engaging through activity-based worksheets, "Question of the Day" exercises, and structured assessments to foster concept-based and joyful learning. In June 2024, these resources were made available to Classes VI to X, and from July 7, they will be shared digitally with all schools three times a week.

In a recent circular, Directorate of Education credited the initiative with contributing to improved performance in annual assessments and CBSE board exams. To build on this progress, schools have been directed to analyse the mid-term performance of Class X students to identify and address specific learning gaps. A centralised tracking module is also being developed to monitor attendance and academic growth in Mathematics more effectively.

As part of the expanded programme, Special Mathematics Enrichment classes will continue to provide focused academic support to selected students. These sessions will be held in small groups of 20 to 25 students either before or after school hours. Eligibility criteria are based on previous academic performance — students in Classes VI, IX, and X must have scored at least 50 percent with grace marks or cleared their Mathematics subject through compartment exams, while those in Classes VII and VIII qualify if they scored 40 percent or below in the previous year. Subject teachers may also nominate additional students based on classroom performance.

To ensure effective implementation, schools have been permitted to appoint resource persons for these sessions, with dedicated funding already allocated.

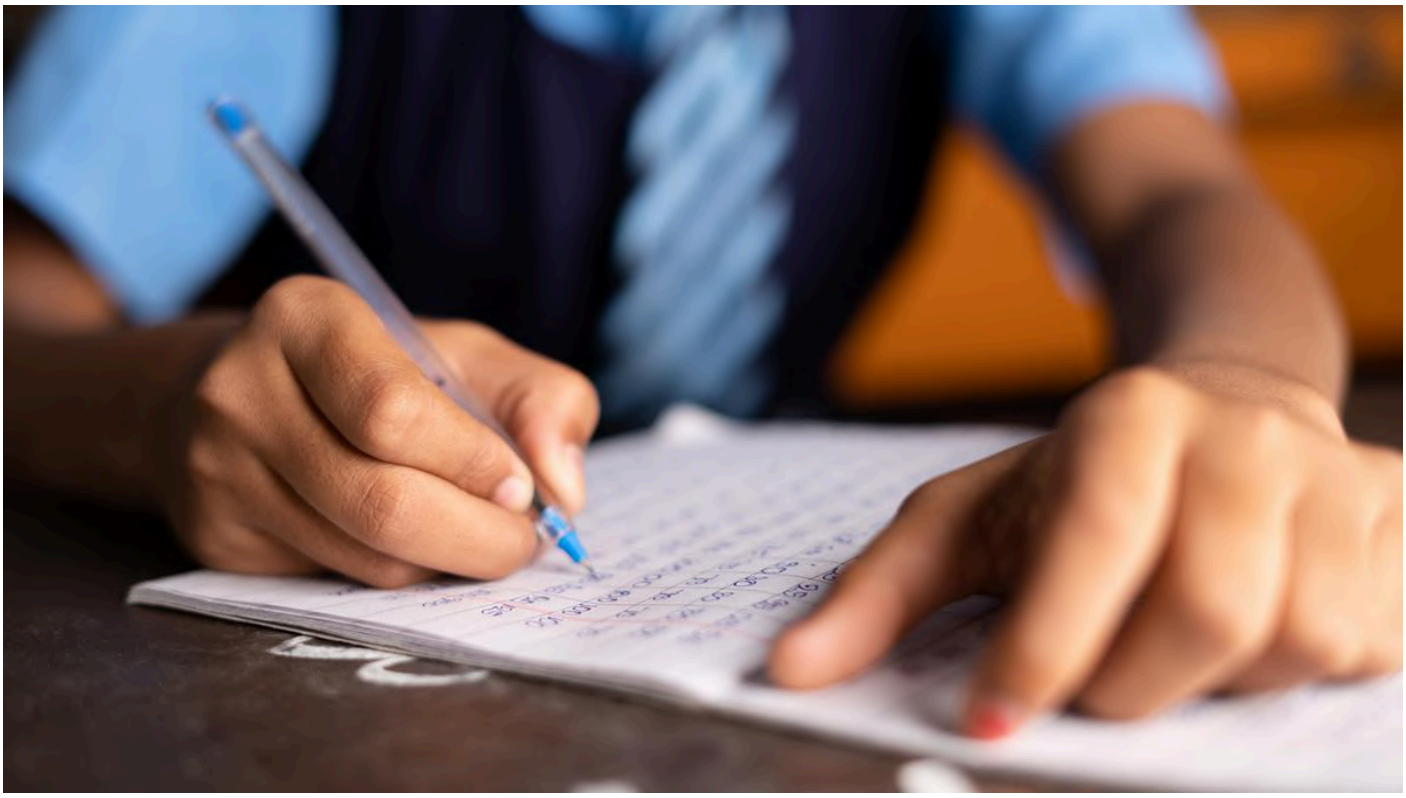
Schools can take time to use mother tongue as medium: CBSE officials

CBSE Chairman aims to ease the implementation of the National Education Policy; officials admitted that the board's recent recommendation would be challenging for schools with students from different mother tongues

Updated - June 27, 2025 07:25 am IST - New Delhi



MAITRI PORECHA



This image is used for representational purpose only. | Photo Credit: Getty Images/iStockphoto

Schools in metropolitan regions, whose primary medium of instruction is English, may find it challenging to immediately transition to mother tongue as a medium of instruction due to the varied languages spoken by students in diverse communities, Central Board of Secondary Education (CBSE) officials said.

CBSE Chairman Rahul Singh, speaking on the much-debated language implementation guidelines released by the board recently, said that the CBSE's goal is to ease the path of implementation of the National Education Policy-2020's requirement to teach students in their mother tongue until Class 5.

Officials have admitted that the board's recent recommendation would be challenging for schools that have students who speak different mother tongues, as they may have to cater to each and every student

separately. “A limited number of schools in metros, around 800 to 900 such institutions, will face this challenge,” Mr. Singh said.

Mr. Singh also said most of the over 30,000 CBSE schools in the country have a homogenous mix of students, according to their respective regions and States. For instance, if a school offers English and Kannada as language subjects, and if Kannada is the mother tongue of students, a non-language subject like Maths should be taught in Kannada, he said, explaining the latest guidelines.

“We are not forcing any school to immediately adopt the language implementation guidelines. We are not penalising any school or stating that their affiliation will be cancelled if they don’t immediately transition. We are organising a series of webinars and workshops for training purposes and hopefully we will be able to implement the policy,” Mr. Singh said.

Rashmi Vasudevan, principal of Pune-based Vibgyor Roots and Rise school said, “We have a students from different linguistic backgrounds in the school. Of the 1,190 students, 60% are local Marathi-speaking children while 40% speak languages such as Bengali, Telugu and Assamese. We even have students who have come from abroad.”

She further added, “A strategy will be required to implement CBSE guidelines for such a diverse group. Planning curriculum in multiple languages will also be a humungous task.”

However, Mr. Singh said the CBSE has instructed schools to conduct a language-mapping exercise to understand the language-mix of students. “One strategy is to divide sections based on students’ mother tongue preference,” he said.

School officials also added that there are issues of dialects. For instance, Bihar has people who speak multiple dialects like Bajjika, which is spoken in northern Bihar; Angika which is spoken in parts of Bihar and Jharkhand; Magahi, spoken in certain parts of Bihar; and Awadhi, which is closely related to Hindi but distinct in grammar and vocabulary. It will be difficult to offer a medium of instruction in each dialect, they said.

On the choice of languages being offered by the CBSE for senior classes, Mr. Singh said the current CBSE language implementation circular is limited to students studying till Class 5. “The CBSE is awaiting the release of the syllabus by National Council of Educational Research and Training (NCERT), which follows the new National Curriculum Framework, in order to prepare the future scheme for choice of languages and board exams,” he stated.

Published – June 26, 2025 11:52 pm IST

Union Minister Shri Jayant Chaudhary unveils report on “Skills for the Future: Transforming India’s Workforce Landscape”

Skilling is to be understood not merely as a supply-side intervention, but as a demand-driven, market-aligned, and outcome-oriented ecosystem that addresses the evolving needs of industry and the workforce: Union Minister Shri Jayant Chaudhary

Posted On: 27 JUN 2025 6:24PM by PIB Delhi

Union Minister of State (I/C), Ministry of Skill Development and Entrepreneurship and Minister of State, Ministry of Education, Shri Jayant Chaudhary unveiled a report titled “Skills for the Future: Transforming India’s Workforce Landscape”, developed by the Institute for Competitiveness today in New Delhi.

The report prepared by the Institute for Competitiveness (IFC) is an independent effort. Based on the data available in the public domain, the report presents a detailed examination of the skills landscape in India, focusing on educational attainment, occupational distribution, and attainment of technical and vocational education and training of the workforce (TVET).

Minister of State (Independent Charge) for Skill Development and Entrepreneurship and Minister of State for Education, Shri Jayant Chaudhary, appreciated the initiative and said that such academic exercises help in the betterment of government initiatives. He further added, “Skilling is to be understood not merely as a supply-side intervention, but as a demand-driven, market-aligned, and outcome-oriented ecosystem that addresses the evolving needs of industry and the workforce. We must deepen pathways between education, vocational training and industry this includes recognise informal and experiential learning.”

Shri Jayant Chaudhary also suggested that a robust employability index will be helpful in monitoring the impact of education and skilling on employment prospects of youth in evolving economic and technological environment.

Congratulating the IFC team, Secretary, MSDE, Shri Atul Kumar Tiwari, said that skilling is an area of academic enquiry. In this context, he also stressed on the need for creation of corpus of literature around skilling with data and evidence and at the same time urged further deep diving into structural changes around skilling, education and work continuum.

Chair of the Institute for Competitiveness, Mr. Amit Kapoor thanked the Ministry for the unveiling of the report and expressed his commitment to working with the Ministry of Skill Development and Entrepreneurship for furthering the skill agenda.

The report is a data-oriented examination of India's skills landscape against the backdrop of the emerging knowledge-driven global economy. Unit-level analysis of the Periodic Labour Force Survey (PLFS) has been used in the report to drive useful insights and suggest the way forward. Data analysis based on PLFS shows that in 2023-24, 88% of India’s workforce is in low-competency occupations, while only 10-12% are in high-competency roles.

Using PLFS (2023-24) data, five sectors which accounted for over 66% of vocational training in India have been identified. These sectors are IT and ITeS, Textile and Apparel, Electronics, Healthcare and Life Sciences, and Beauty and Wellness. Further, five high-potential regions within these sectors have been identified using Competitiveness Framework Analysis. The analysis integrates data from PLFS, PMKVY 4.0 dashboard, Sector Skill Councils (SSCs) dashboards, and the National Apprenticeship Promotion Scheme (NAPS) to evaluate sector-specific trends in training, certification, and alignment with industry needs.

The report has recommended multifaceted and targeted interventions to develop a resilient and future-ready workforce. It has further recommended a dedicated, standardized data collection system to generate estimates about skill requirements, enable targeted evidence-based reforms and policies. Further the industries need to be incentivised to recruit from skill-certified talent pool and take accountability for creating market-aligned training, besides offering them higher wages.







Link to report: https://www.competitiveness.in/wp-content/uploads/2025/06/Report_Skill_Roadmap_Final_Compressed.pdf

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Manish Gautam/Shahbaz Hasibi

(Release ID: 2140231)
Read this release in: Tamil , Malayalam , Urdu , Hindi

Two CBSE board exams from 2026: Great move or more pressure? Teachers speak

The CBSE Class 10 board exams will be held twice a year from 2026. Experts say it's a student-friendly move but stress that it needs careful rollout to avoid overburdening schools or students. They weighed in on the pros, the pressures, and what needs to be fixed for it to work.

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The CBSE Class 10 board exams will be held twice a year from 2026. Experts say it's a student-friendly move but stress that it needs careful rollout to avoid overburdening schools or students. (AI-generated image)

Roshni Chakrabarty

New Delhi, UPDATED: Jun 27, 2025 18:46 IST

In Short

- CBSE to hold Class 10 board exams twice a year from 2026
- First exam in February is compulsory, second in May is optional
- Experts say move is promising but will need solid planning to work

Starting in 2026, CBSE Class 10 students will appear for board exams twice a year -- once in February and again in May. While the first attempt is compulsory, the second is optional and allows students to improve marks in up to three subjects or reappear if they couldn't clear a paper.

The move aims to reduce exam pressure, and schools across India are cautiously optimistic -- but warn it'll only work if implemented well.

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'A PROGRESSIVE STEP, BUT DON'T RUSH IT'

Many school leaders support the plan. **Dr Alka Kapur, Principal of Modern Public School**, called it "a progressive step aligned with the vision of the National Education Policy (NEP) 2020."

According to her, "This reform aims to reduce academic stress, provide greater flexibility, and empower students with the opportunity to improve their performance through multiple attempts."

But she also added, "Its successful implementation will require careful planning, robust infrastructure, and clear guidelines."

Ganesh Sharma, Principal of Global Indian International School, Noida, said the new format "will offer students an additional chance to enhance their performance, thereby it will potentially lessen stress and pressure related to exams."

However, he cautioned, "This policy will necessitate extensive logistical arrangements, increase educator responsibilities, and may cause disruptions to the academic timetable."

He also noted that "it could create financial burdens for students from economically disadvantaged backgrounds."

'TWO BOARD EXAMS IS A LOGISTICAL CHALLENGE'

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Shiv Nadar School's Principal Anju Soni acknowledged the positives but noted, "Preparing students for two board exams poses logistical challenges for schools."

"Despite this, the policy can offer significant benefits to the students—it may reduce exam stress, promote deeper learning, and offer them with a second chance without losing a year," she added.



(Photo: PTI)

'FLEXIBILITY SHOULDN'T BECOME AN EXPECTATION'

Preeti Bhandary, Co-Founder and Director of Glentree Academy, warned, "It's important to ensure that this flexibility doesn't become an added expectation."

"The option should be exercised judiciously -- only when genuinely necessary -- so that it serves its true purpose of easing pressure, not unintentionally amplifying it," she said.

'ALIGNED WITH OUR EXISTING ASSESSMENT STYLE'

At some schools, the new system won't feel like a big shift. **Bidyumala Salunke, Principal, Orchids The International School**, said, "We welcome the recent changes announced for the upcoming academic session, which offer students greater flexibility and multiple opportunities to excel."

She added, "At Orchids, we already conduct term-wise assessments using Volume 1 and Volume 2, so this shift feels aligned with our existing approach—just with the formal tag of a board exam now added to each term."

'A STEP IN THE RIGHT DIRECTION'

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Sasmita Mohanty, Director-Principal of Sanjay Ghodawat International School, welcomed the reform: "Aligning with the broader objectives of NEP 2020, the CBSE Class 10 biannual exam reform marks a transformative shift in reshaping India's educational framework."

"It will further enhance learning outcomes and create a fairer educational environment, ensuring students can thrive and demonstrate their capabilities," she added.

According to **Naman Jain, Vice-Chairman of Silverline Prestige School, Ghaziabad**, "The CBSE is setting a significant national precedent by implementing a biannual Class X exam reform in 2026."

"Eliminating the 'high stakes' aspect of board exams, this reform will dismantle the pressure of academic performance, encouraging year-round learning," he said.

He also said that this could "encourage year-round learning" and "further boost educational pedagogy by identifying learning gaps and taking curative action."

WHAT NEXT?

CBSE is also considering similar changes for Class 12, though nothing has been finalised yet.

Meanwhile, this Class 10 change has sparked fresh discussion on how exams are conducted -- and how they can serve students, not scare them.

- Ends

Published By: Roshni

Published On: Jun 27, 2025

Read | Two CBSE Class 10 board exams from 2026; mandatory exam in Feb, May exam optional



Himachal Pradesh CM Sukhvinder Singh Sukhu (File Photo/ANI)

Himachal leaps from 21st to 5th rank in School Education Performance index: Education Minister Rohit Thakur

ANI | Updated: Jun 27, 2025 14:53 IST

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Shimla (Himachal Pradesh (/topic/himachal-pradesh)) [India], June 27 (ANI): Himachal Pradesh (/topic/himachal-pradesh) Education Minister Rohit Thakur (/topic/rohit-thakur) on Friday hailed the state's remarkable turnaround in school

education (/topic/school-education), declaring that it has reclaimed its position as a leader in educational outcomes.

"It is a matter of great pride for Himachal Pradesh (/topic/himachal-pradesh) that historically, from the time of Dr YS Parmar, the architect of modern Himachal, we have been known for achievements in education. Back in 1947, the literacy rate was merely 7 per cent, which rose to 83 per cent by 2011," Thakur told reporters in Shimla.

However, he acknowledged that in recent years, Himachal Pradesh (/topic/himachal-pradesh) had been witnessing a decline in the quality of education.

"The recent surveys conducted during the tenure of the previous government were worrying and disappointing. The National Achievement Survey conducted by the Government of India showed that in 2021, Himachal, once among the top five states, slipped to 21st position, which was a major shock for us," he said.

"The ASER report (/topic/aser-report) also revealed that eighth-grade students were unable even to read or comprehend subjects of the third-grade curriculum. Similarly, in the Performance Grading Index (/topic/performance-grading-index) (PGI), the state fell to 18th position, which clearly reflected the deterioration in academic performance," Thakur said.

Thakur said that the Sukhvinder Singh Sukhu-led Congress government, which came to power in December 2022, inherited a crumbling education system along with a broken economy, and it posed a dual challenge.

"I may not be an academician, but I am a hard taskmaster," he said, adding that strict measures were implemented, and with the cooperation of officials, employees and teachers, the department accepted the challenge head-on.

"ASER Now Ranks Himachal No. 1 in Reading and Learning", he said.

"We took bold steps, and today, these reforms are showing results. The ASER report (/topic/aser-report) now places Himachal Pradesh (/topic/himachal-pradesh) at the top for reading and learning outcomes. We even surpassed Kerala. In the Performance Grading Index (/topic/performance-grading-index), Himachal has climbed back from 21st to 5th position in 2024," he informed.

"In the recent learning outcome tests, Himachal ranked 2nd in Class 3, 4th in Class 9, and 5th overall nationally. Moving from 21st to 5th is no small feat," he said.

The minister emphasised that the education department had focused on consolidation rather than expansion and had worked efficiently with limited resources.

"We said we would consolidate our department, and within two and a half years, there have been visible achievements. We started the cluster system, brought directorates together, and filled thousands of vacant posts," he added.

Thakur revealed that 3,600 schools and institutions were functioning with just one teacher, which had adversely affected performance.

"We approved 5,800 posts in education, of which around 4,000 have already been recruited. The number of single-teacher schools has now been reduced to half," he said.

"We also recruited 700 lecturers through the Commission, whereas the previous government managed only 500 appointments in five years," he noted.

"To implement NEP (/topic/nep)-related directives and streamline higher education, 119 new principal posts have been filled in 136 colleges, most of which earlier had no principals," the minister said.

"For the school cadre, no regular promotions of principals have been done since 2017. We have now regularised nearly 1,900 school principals, and the promotion process has begun," Thakur said.

He also assured that PGT and school cadre promotions would be completed within two months and that the introduction of English-medium sections and exposure visits were all part of efforts to raise educational quality.

Rohit Thakur (/topic/rohit-thakur) also addressed the sensitive issue of school closures and mergers, explaining the rationale behind the decisions.

"Around 450 schools had no students for nearly 12 years. We merged these schools. In some areas, like Lahaul-Spiti, there were eight teachers for just three students. Enrollment is declining, and migration is a factor," he said.

"Where there is demand, we will deploy more teachers. But we must rationalise resources," Thakur told ANI.

He stated that reforms have now been tied to clear performance outcomes, and the responsibilities of principals, headmasters, directors, and additional directors have been redefined.

"Unless we link reforms with measurable results, they will not deliver. We are now doing exactly that," Thakur added. (ANI)

दैनिक जागरण, 28 जून 2025, Pg. 9

बंगाल के सरकारी स्कूल में 25 वर्ष बाद मिड-डे मील खाएंगे बच्चे

पूर्व बर्द्धमान के विद्यालय में पिछले 25 सालों से मिड-डे मील के तहत छात्रों के लिए अलग-अलग बनता था खाना

राज्य ब्यूरो, जागरण, कोलकाता : बंगाल के पूर्व बर्द्धमान जिले के एक सरकारी प्राथमिक विद्यालय में पिछले 25 सालों से मिड-डे मील के तहत अलग-अलग समुदायों के छात्रों के लिए अलग-अलग खाना बनाने का मामला सामने आने के बाद अब जिला प्रशासन के आदेश के बाद इस प्रथा को समाप्त कर दिया गया है। सालों बाद अब स्कूल के सभी बच्चे एक साथ मिड-डे मील खाएंगे। पहले धर्म के आधार पर स्कूल में रसोई व बर्तन तक बंटे थे। हाल में यह मामला प्रकाश में आने के बाद हड़कंप मच गया था। जिलाधिकारी ने मामले की जांच के आदेश दिए थे। राजधानी कोलकाता से लगभग 150 किमी दूर किशोरीगंज मनमोहनपुर प्राथमिक विद्यालय में 72 विद्यार्थी पढ़ते हैं, जिनमें 29 मुस्लिम और 43 हिंदू बच्चे हैं। स्कूल प्रबंधन ने साल 2000 से ही मिड-डे मील बनाने के लिए अलग-अलग रसोई व बर्तन बना रखे थे। जब मध्याह्न भोजन योजना शुरू की गई थी तो दो रसोइए भी थे। छात्रों को उनके धर्म के आधार पर अलग-अलग कक्षाओं में भोजन परोसा जाता था। जिला प्रशासन को जानकारी मिली तो पूर्व बर्द्धमान की डीएम आयशा ने स्कूल में जांच दल भेजा था।

दैनिक जागरण, 28 जून 2025, Pg. 11

शिक्षा से वंचितों के लिए स्कूलों में बनेगी स्पेशल एडमिशन सेल

सरकार ने बच्चों को शिक्षा से जोड़ने के लिए उठाया बड़ा कदम

रीतिका मिश्रा • जागरण

नई दिल्ली: दिल्ली सरकार ने स्कूल नहीं जाने या बीच में पढ़ाई छोड़ने वाले बच्चों को दोबारा शिक्षा से जोड़ने के लिए बड़ा कदम उठाया है। समग्र शिक्षा अभियान के तहत राजधानी के सभी सरकारी स्कूलों में स्पेशल एडमिशन सेल (एसएसी) गठित किए जाएंगे। इसका मकसद कभी स्कूल न गए बच्चों और विशेष आवश्यकता वाले बच्चों (सीडब्ल्यूएसएन) को शिक्षा की मुख्यधारा में लाना है। प्रत्येक सेल में स्कूल प्रमुख, एडमिशन इंचार्ज, ईवीजीसी काउंसलर और क्लस्टर संसाधन केंद्र समन्वयक शामिल होंगे। निदेशालय ने इसे स्थापित करने को लेकर एक मानक संचालन प्रक्रिया (एसओपी) भी जारी की है, जिसमें साफ निर्देश हैं कि छह से 14 वर्ष के बच्चों को शिक्षा के अधिकार (आरटीई) के तहत अनिवार्य और मुफ्त शिक्षा का अधिकार है।

निदेशालय ने स्पष्ट किया कि बच्चों की पहचान नियमित सर्वे से की जाएगी, इसमें गर्मी व सर्दी की छुट्टियों में विशेष सर्वे होंगे। इसके लिए निर्माण स्थल, झुग्गी, रेलवे स्टेशन जैसे स्थानों पर बच्चों की तलाश की जाएगी। सभी स्कूलों में सीडब्ल्यूएसएन विद्यार्थियों के लिए विशेष शिक्षक होंगे। पहचान किए गए सभी बच्चों को बिना दस्तावेज के प्रवेश मिलेगा। अगर किसी छात्र के पास दस्तावेज नहीं हैं, तो केवल अभिभावक का आवेदन या लिखित सहमति काफी मानी जाएगी।



एससी/एसटी, शरणार्थी, बेघर, अनाथ व बाल मजदूर बच्चों को दाखिले से वंचित न करे

निदेशालय ने कहा कि कोई भी स्कूल एससी/एसटी, शरणार्थी, बेघर, अनाथ व बाल मजदूर बच्चों को दाखिले से वंचित नहीं करेगा। निदेशालय के मुताबिक, अगर किसी क्षेत्र में 10 या उससे अधिक बच्चे स्कूल से बाहर पाए जाते हैं, तो संबंधित प्रधानाचार्य और क्लस्टर संसाधन समन्वयक मिलकर टीम बनाकर तुरंत सर्वे करेंगे।

एसएसी करेगा ये काम

- दाखिले की प्रक्रिया सरल और समयबद्ध बनाना, दस्तावेज कम से कम मांगना।
- माता-पिता और बच्चों को काउंसलिंग देना, स्पेशल ट्रेनिंग सेंटर (एसटीसी) शिक्षकों से समन्वय।
- विद्यार्थियों की हाजिरी और पढ़ाई पर निगरानी, ज्यादा छुट्टी पर फालोअप।
- यूडीआइएसई डेटा अपडेट करने के लिए नियमित बैठकें।
- बच्चों की पढ़ाई में रुकावटें समझकर समाधान निकालना।
- हर 15 दिन में रिपोर्ट भेजना, कितने बच्चों का दाखिला हुआ, किताबें मिलीं या नहीं, मूल्यांकन की स्थिति।

28 June 2025, The Pioneer, Page No. - 7

Beyond the blackboards: Future-proofing skill education for the Gen next

The Central Government's decision to introduce vocational education from Grade 6 under the 'Samagra Shiksha Abhiyan' signals a long-overdue shift towards skill-based learning. However, unless this reform is backed by robust infrastructure and industry collaboration its purpose may be defeated

FIRST Column

The Union Government's initiative to integrate vocational education starting from Grade 6 under the 'Samagra Shiksha Abhiyan' is a progressive step aimed at addressing the ongoing gap between academic learning and employability. As India strives to become a $5 trillion economy, it is essential to equip its youth with skills early on. However, without a solid strategy, strong alignment with industry needs, and adequate infrastructure, this initiative risks becoming another well-intentioned yet poorly executed reform.





The Stark Skills Gap

The India Skills Report 2024 indicates that only 47.2 per cent of Indian youth are deemed employable, primarily due to a mismatch between the skills taught in educational institutions and those needed in the job market. A mere 4.1 per cent of individuals aged 15 to 59 have received any formal vocational training, compared to over 75 per cent in Germany and 50 per cent in China. This highlights the urgent need for a comprehensive overhaul of India's vocational education system, from early integration in schools to the development of market-relevant skill training programs.

Learning from Global Leaders

India has the opportunity to learn valuable lessons from the German Dual System, which effectively combines classroom education with practical apprenticeships in various industries. Approximately 50 per cent of German students opt for vocational pathways after completing secondary school. Similarly, China boasts 11,300 vocational institutions and nearly 31 million enrolments, producing 10 million skilled graduates each year.

These graduates support sectors ranging from services and manufacturing to artificial intelligence (AI). South Korea's impressive 96 per cent employment rate among vocational graduates is a result of rigorous standardisation and quality assurance. These examples serve as replicable blueprints, particularly in terms of industry collaboration and co-creating curricula.

Patchy Progress Across States



DINESH SOOD

West Bengal's Utkarsh Bangla Scheme, which offers vocational courses in nearly 2,000 schools, is an ambitious model. Annually, over 600,000 students are trained across various sectors, including electronics, hospitality, information technology, and healthcare. *However, limited engagement with industry partners diminishes job placement opportunities.*

In contrast, states like Punjab, Haryana, and Tamil Nadu maintain close collaboration with industries and polytechnic institutes, facilitating smoother transitions from school to work.

States such as Andhra Pradesh and Karnataka have taken a step further by aligning their vocational courses with future-oriented fields, including renewable energy, AI, robotics, and wellness. This initiative aligns with the Skill India Digital Vision 2024.

Infrastructure and Implementation

The National Education Infrastructure Survey 2023 reveals that 38 per cent of Government secondary schools still lack essential laboratory and workshop facilities. In Punjab, urban areas generally perform better, while rural regions continue to struggle with faculty shortages and outdated equipment.

The poor effectiveness of previous initiatives, such as the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), highlighted that high enrollment numbers did not necessarily lead to employment, primarily due to inadequate training quality. A phased implementation model — starting with urban centres and gradually expanding to rural districts — can ensure that infrastructure, faculty, and educational content develop in tandem.

> INDIA HAS THE OPPORTUNITY TO LEARN VALUABLE LESSONS FROM THE GERMAN DUAL SYSTEM, WHICH EFFECTIVELY COMBINES CLASSROOM EDUCATION WITH PRACTICAL APPRENTICESHIPS IN VARIOUS INDUSTRIES. APPROXIMATELY 50 PER CENT OF GERMAN STUDENTS OPT FOR VOCATIONAL PATHWAYS AFTER COMPLETING SECONDARY SCHOOL

Bystander to Stakeholder

A 2023 survey by FICCI and EY reveals that 70 per cent of employers in India are facing skill shortages, yet only a small percentage are actively participating in vocational training programs. In Gujarat, effective Public-Private Partnerships (PPPs) in Industrial Training Institutes (ITIs) have successfully developed demand-driven courses and updated curricula.

Karnataka's collaboration with major tech companies, such as Infosys, Wipro, and Bosch, to train high school students in coding, data analytics, and mechatronics serves as a scalable model for other states. On the other hand, West Bengal remains dependent on Government-led initiatives and needs to enhance industry collaboration, not only for curriculum design but also for internships, apprenticeships, and certifications.

Quality Through Accountability

Since 2015, the Skill India Mission has certified over 1.3 crore individuals; however, only about 50 per cent of these individuals have secured employment. One of the main challenges is inconsistent quality. There is an urgent need for third-party audits, employer-validated certifications, and real-time tracking of placements to ensure transparency and accountability.

Singapore's Workforce Skills Qualification (WSQ) system is considered a benchmark, as industry councils update training modules quarterly in response to labour market needs. India must invest in similar National Skill Registries and adaptive learning platforms aligned with the vision outlined in the National Education Policy.

A Five-Point Reform Agenda for the Future

1. Curriculum Modernisation: Shift the focus from traditional trades to high-growth sectors such as electric vehicle (EV) maintenance, renewable energy, robotics, artificial intelligence (AI), and healthcare technology.
2. Mandatory Industry Partnerships: Each school offering vocational courses must partner with an industry or sector skills council to co-design the curriculum and conduct evaluations.
3. Digital-First Infrastructure: Utilise the upcoming Skill India Digital Platform to provide virtual labs, remote mentorship, and modular learning opportunities, even in rural areas.
4. Quality Assurance Mechanisms: Establish a National Vocational Education Quality Council (NVEQC) to oversee standards, conduct audits, and implement employer feedback systems.
5. Incentivising Adoption: Offer tax benefits to companies that provide apprenticeships and performance-linked grants to schools based on their placement records.

Need for Deeper Reforms

India boasts one of the youngest populations globally. To transform this demographic dividend into a developmental advantage, practical skills must start early. Integrating vocational education from Grade 6 is a positive step; however, without significant reforms, it risks repeating past mistakes.

Vocational education should not be considered a fallback option for students who struggle academically. With the right policy initiatives, infrastructure improvements, and strong corporate partnerships, vocational education can lead India's human capital revolution. It is time to move from intention to implementation, as skills will become the new currency in the future of work.

(The writer is Co-Founder and MD of Orane International, a Training Partner with the NSDC. Views are personal)

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THE TIMES OF INDIA

NEP aims to transform Indian education amid low university enrolment

Jun 28, 2025, 12.02 AM IST



Nagpur: The National Education Policy (NEP) aims to transform Indian education so quality and skill-focussed approach take priority, said a senior official from the state directorate of higher education (DHE). Shailendra Deolankar, in-charge director of DHE, while speaking at Friday's Teachers' Conclave on NEP Implementation organised by Manthan for Academia in Nagpur, revealed that there are almost a thousand universities in India where the enrolment is in three figures.

He added that through NEP, Indian education will become the global standard just like it was during the era of Nalanda University.

Deolankar said, "While 1.4 million Indian students study abroad, contributing $5 billion annually to the US economy, only 55,000 foreign students are currently studying in India. Through NEP 2020, we aim to re-globalise Indian education." He emphasized the policy's goals of enhancing academic quality and increasing India's appeal as an educational destination.

The conclave concentrated on the systematic implementation of NEP 2020 in Maharashtra, which Deolankar described as a national movement to convert India's youth into skilled, performing assets. He highlighted the policy's shift from the 1986 education model, which he said was overly theoretical, to a skill-oriented framework incorporating credit-based internships and practical modules from the undergraduate level. "This change is critical for leveraging India's demographic dividend, with a median age of 29 and a population of 1.45 billion," said Deolankar.

Maharashtra has emerged as a leader in NEP implementation, integrating school and higher education to create a cohesive system. Deolankar praised the state's adoption of frameworks like NEET and JEE, ensuring colleges meet national quality standards. He also highlighted Maharashtra's top rank in management admissions, with 300 institutions participating, reflecting the state's commitment to building a skilled, self-reliant workforce.

Deolankar addressed challenges in the higher education landscape, noting that Maharashtra's 7,500 colleges averaged just 85 students each, while nationally, 55,000 colleges served 1,700–1,800 students per institution. Despite low-cost education options, particularly for marginalised communities, many students incurred significant debt to study abroad, prompting introspection on the quality and global competitiveness of Indian institutions.

Deolankar stressed the need for educators to view NEP 2020 as a ‘survival strategy' for institutions and India's global standing. He cited initiatives like the Lokvidnyan Literacy Board (LLB) as evidence of Maharashtra's collaborative approach, involving the state govt, universities, colleges, and educators. "Maharashtra stands united," he declared, noting that the state's legacy of educational reform, including the concept of autonomous colleges, distinguishes it as a model for others.

The NEP's multidisciplinary approach, inspired by Nalanda's ancient model, was another focal point. Deolankar urged educators to shed colonial mindsets and embrace their role as architects of a developed India by 2047. He emphasised that the policy aligns with a 25-year strategic vision, or ‘Amrit Kaal', prioritizing infrastructure, investment, and education to position India as an economic and educational powerhouse.

Deolankar called on educators to overcome challenges and continue their pivotal role in shaping not just students but the nation's future, ensuring India's youth are equipped with globally recognised, value-driven skills.

The Pioneer, 29 June 2025, Page No. - 6

Delhi to adopt Gujarat-style advanced education model: Sood

PIONEER NEWS SERVICE
New Delhi

Delhi Education Minister Ashish Sood on Saturday announced that an advanced education system featuring artificial intelligence, smart boards, and robotics, on the lines of Gujarat, will soon be implemented in government schools across the national capital.

Sood made the statement while visiting Suman High School No. 6 in Udhna, Surat, as part of an educational tour aimed at studying successful models of the National Education Policy (NEP) 2020.

The school, run by the Surat Municipal Corporation, has integrated smart boards in classrooms and hosts an AI and Robotics Lab for students. During the visit, Sood observed ongoing classes using digital learning tools and interacted with students about the effectiveness of smart boards.

He also inspected the AI and Robotics Lab where students demonstrated projects involving drones, 3D printers and security systems with advanced sensors.

Impressed by the hands-on learning and technology-enabled environment, the minister said similar upgrades would be rolled out in Delhi.

"These initiatives will not only improve the quality of education in government schools but also give students practical exposure to future-ready technologies," he said.

However, Sood also used the occasion to launch a scathing critique of the previous Aam Aadmi Party-led education model in Delhi. He referred to the "so-called Delhi model" as a failure, noting that even with all the resources available to a national capital, Delhi's schools have only a few hundred smart boards.

In contrast, Gujarat, which faces frequent natural disasters, has managed to install over one lakh smart classrooms, he said.

"The self-proclaimed Delhi model and its Education Minister—now jailed in a liquor scam—have failed to deliver meaningful change," Sood remarked.

The visit was also attended by the District Education Officer of Surat, officials from the Municipal Primary Education Committee, and school administrators.

The Indian Express, 29 June 2025, Page No. - 6

Amid Zumba protests, Kerala govt says 'parents have no choice'

EXPRESS NEWS SERVICE
THIRUVANANTHAPURAM, JUNE 28

AMID GROWING protests against the Kerala government's decision to introduce the fitness dance form Zumba in schools, the state government has said it would not budge.

The government had announced introducing Zumba in schools earlier this year. The decision has triggered protests from religious outfits such as SAMSATHA, which has a high stake in religious education in Kerala and outside the state. The outfits claim that the move would adversely affect morality.

On Saturday, the protests swelled after more organisations came out against it.

CPI(M) general secretary M A Baby told media in Kozhikode that organisations had the right to make comments on issues including in the education sector, "religion should be kept away from education".

"Children should grow mingling with one another. Those who oppose should rethink their stand. In a secular country, religion should be kept away from public education. They can comment on issues, but they should not dictate terms on education," he said.

The government too doubled down, calling the protest "more dangerous than the drug menace". "Certain quarters have come out against Zumba, which is being introduced in schools as part of anti-drug initiatives," Education minister V Sivankutty said. "What is being held in schools is a short physical fitness programme. Students are performing Zumba in their uniforms."

He said: "According to Right to Education (Act), it is mandatory for all students to take part in learning activities suggested by government. Parents have no choice in it. According to the rules, the teachers have the responsibility to undertake activities per orders of the education department. Nobody has asked the students to wear revealing dresses and participate in Zumba".

The minister also shared videos of students of two schools in Muslim-majority areas doing Zumba in uniform wearing headscarves. Higher education minister Dr R Bindu also shared a video of college students — including Catholic nuns — dancing to music at a college in Irinjalakuda in Thrissur. The protest against Zumba will take Kerala to the dark ages, he said.

The Hindu, 29 June 2025, Pg. 3

Hindi row bid to divert focus from core issues: Oppn. in Maharashtra

Press Trust of India
MUMBAI

The Opposition parties in Maharashtra – the Congress, Shiv Sena (UBT), and Maharashtra Navnirman Sena (MNS) – have accused the ruling BJP-led Mahayuti government of pursuing a hidden agenda through the three-language policy to "give precedence to Hindi over regional languages", including Marathi.

Senior Congress leader Prithviraj Chavan alleged that a controversy over the "imposition" of Hindi was being created to divert people's attention from core issues. Claiming a drastic cut in the budgetary allocation for education, he said the focus should be on providing quality education and strengthening infrastructure in the sector.

Mr. Chavan said 41% of posts of teachers in IITs are lying vacant in the State. "Similarly, 70% of vacancies in agriculture universities are not filled," he said.

The State government's decision to introduce Hindi as the "generally" third language from Classes 1 to 5 is a "conspiracy by the BJP-RSS to sideline Marathi and eliminate linguistic diversity" enshrined in the Constitution, said State Congress president Harshwardhan Sapkal.

"This is not merely about a language policy. The BJP-RSS agenda is to erase all other languages and impose Hindi hegemony across the nation. Marathi is not just our language. It is our identity and way of life," he said.

Estranged cousins Uddhav and Raj Thackeray, who head the Shiv Sena (UBT) and MNS respectively, have also decided to take out a joint rally against the "imposition of Hindi" in Mumbai on July 5.

The Sharad Pawar-led NCP (SP) has extended its support to the march.

'Politicising the issue'

Meanwhile, BJP MLA Pravin Darekar said the Opposition parties were misleading people. Hindi is not a compulsory subject in the State under the three-language formula of the National Education Policy, 2020 and this has also been reiterated by Chief Minister Devendra Fadnavis, he said.

"The Opposition is needlessly politicising the issue. It was the Uddhav Thackeray-led Maha Vikas Aghadi government that had accepted the recommendations of the Mashelkar Committee, which included the three-language policy. Why is Mr. Thackeray now opposing what he had approved?" he said.

Mr. Darekar added that the three-language policy will benefit students as they will have to compete at the national level.

Adv
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Good News

A collective uprising against scourge of waste

Once tagged dirtiest village in East Siang, community-driven waste management has reshaped Silluk, earning it a spot in NCERT textbook, Prasanta Mazumdar writes



The village's inspiring transformation has been recognised by the National Council of Educational Research and Training (NCERT), which has featured Silluk in a Class 3 environmental studies textbook in a chapter titled 'Taking Charge of Waste'. Photo | Express

Prasanta Mazumdar

Updated on: 29 Jun 2025, 8:46 am · 2 min read

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ARUNACHAL PRADESH: When a community rises with grit and determination, nothing is beyond its reach. Silluk village in East Siang district of Arunachal Pradesh is a glaring example. Once labelled the dirtiest village in the district, it has now become a national model of cleanliness through innovative waste management and environmental practices.

The village's inspiring transformation has been recognised by the National Council of Educational Research and Training (NCERT), which has featured

Silluk in a Class 3 environmental studies textbook in a chapter titled ‘Taking Charge of Waste’.

“Today, let’s take a tour of a village called Silluk in Arunachal Pradesh. As we enter the village, we notice clean roads. There is no trash lying on the roadsides or in corners or open spaces. The streets, lined with trees, feel as if we are walking in a garden! This village has received an award for managing its waste in the best possible way. It is called a zero-waste village,” excerpts from the chapter read.

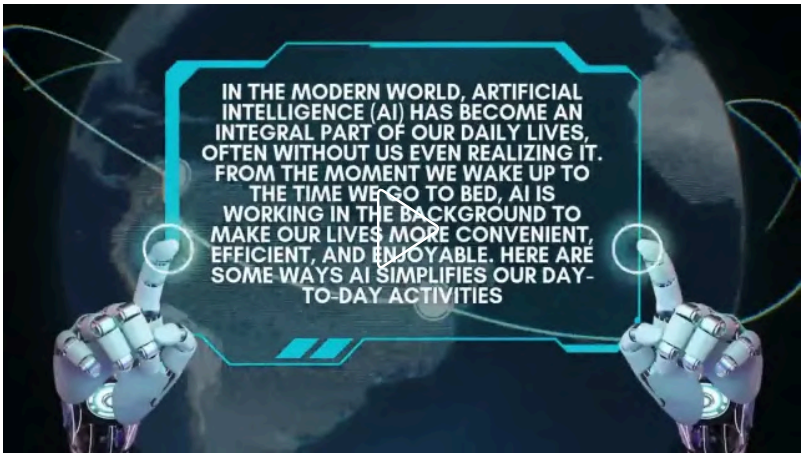
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Silluk, with around 150 households, once had roads littered with dung, making walking arduous. Most households reared cows, and the animals often left on roads.

Silluk’s march to goodliness began in 2019 when the then East Siang District Magistrate Dr Kinny Singh visited the village for the first time. Currently serving as Special Secretary, Health, Government of Delhi, Singh had inspired the villagers to work toward cleanliness.

“It started with madam’s encouraging words. She said we must work together to make the village clean. With her support and guidance, we soon launched the Swachh Silluk Abhiyan in line with Swachh Bharat Mission. There has been no looking back since,” says Kepang Nong Borang, chairman of Swachh Siluk Abhiyan.

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Borang says, initially, there was resistance from villagers, especially regarding cattle management. Tying cows was a challenge as villagers were busy in fields. After multiple meetings, they decided to shift cattle across the nearby river where they could graze.

Cowsheds were built, and caretakers arranged. “Initially, we got negative feedback from cow owners, but the idea of keeping them across the river worked,” he says.

With community cleaning drives conducted every week, recycling initiatives, compost pits made with bottle bricks, and village-wide dustbins, Silluk

transformed within six months. The village was divided into colonies and monthly cleanliness competitions were held.

“The role of self-help groups and women of the village was also instrumental,” Singh tells us. “We created an in-situ recycling lab and educated children about mindful waste generation. Their efforts even inspired neighbouring villages.”.

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Silluk was adjudged the cleanest village of East Siang thrice under the Chief Minister’s Award. Congratulating the village, Chief Minister Pema Khandu said, “From scattered waste to spotless streets and green lanes, the people of Silluk have shown what true community spirit looks like! Now, students across India will learn from Siluk’s journey. A powerful message: change begins at home.”

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Maharashtra scraps three-language policy for primary education, sets up panel to make recommendations

Maharashtra govt cancels GRs on three-language policy; CM Fadnavis announces panel on language formula implementation

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VINAYA DESHPANDE PANDIT



CM Fadnavis announces panel on language formula implementation after scrapping government resolution (GRs), which had brought in Hindi as the third language on Sunday, June 29, 2025. Photo credit: X/@Dev_Fadnavis

Maharashtra scrapped the introduction of the three language policy for Classes 1 to 5 in State government schools on Sunday, after two months of sustained opposition by academics, activists, and political parties, including the Nationalist Congress Party, which is part of the ruling coalition in the State.

To decide the future of the policy, the government set up an expert committee to be headed by economist and educationist Narendra Jadhav.

“The committee will look into the three-language policy, from which Grade it should be implemented. It will study the recommendations of the Mashelkar Committee report. It will also hear those who have a different opinion. The government will accept the Narendra Jadhav committee report,” Chief Minister

Devendra Fadnavis told journalists in Mumbai on the eve of the monsoon session of the Maharashtra Assembly.



Two government orders introducing the policy for primary education, issued on April 16 and June 17 this year, have been cancelled. “The government has put the three-language formula on hold at present. The committee has sought three months,” senior government officials told *The Hindu*.

This policy will impact nearly 80 lakh primary students in the State Board’s Marathi and English medium schools. The three-language formula is currently implemented in secondary school only.

Fears about committee’s role

Opposition parties, which had burnt copies of the government orders across the State just hours earlier on Sunday afternoon, cautiously welcomed the government’s decision, but were sceptical about the committee’s role. Shiv Sena (UBT) leader Uddhav Thackeray and his cousin Raj Thackeray of the Maharashtra Navnirman Sena declared it the victory of the unity of the Marathi people, and announced that a massive protest planned for July 5 would now be turned into a victory rally.

However, Mr. Uddhav Thackeray also said that the BJP was trying to draw a wedge between Marathis and non-Marathis in the State, while Mr. Raj Thackeray expressed reservations about the Narendra Jadhav-led committee. “We are assuming that the three-language policy for primary education has been scrapped. If

the government tries to create any mess due to the committee report, we will not let this committee function in Maharashtra," he said in a post on Facebook.

'Pushing RSS agenda'

Experts who had campaigned against the government orders also reacted with scepticism about the government's intentions. "While we are very happy and the credit goes to the unity of Marathi people who stood behind us, it is likely that the government is still trying to push this decision. What was the need of a committee? They should have just announced the scrapping of the decision," said Laxmikant Deshmukh, who heads the Maharashtra government's own language consultation committee. "To me, it seems like the government is trying to push through the RSS agenda of 'Hindi, Hindu, Hindustan'. This is like a hanging sword. We need to be cautious," he told *The Hindu*.

Marathi Abhyas Kendra president Deepak Pawar, a prominent voice against the policy, also raised concerns about Dr. Jadhav's expertise. "Let the government issue a GR [government resolution] first, to the effect of the scrapping of the first two GRs. Let us see how clear and unambiguous the wording of the new order is. Only then can we rejoice. Till then, our agitation will continue. Also, what is the expertise of Dr. Narendra Jadhav in school education? The Mashelkar committee report that the government is talking about, pertains to higher education. Dr. Narendra Jadhav has worked in the field of higher education his entire life. We do not have any experts in the field of school education here," he said.

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अमर उजाला, 30 जून 2025, pg. 3

स्कूलों में 10 लाख फुटबॉल बांटेंगे : प्रधान

पीएम-श्री केवी में फुटबॉल फॉर स्कूल्स के तहत फीफा फुटबॉल वितरण कार्यक्रम का शुभारंभ

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने रविवार को कहा कि स्कूलों में बच्चों को फुटबॉल से जोड़ा जाएगा। इसके लिए देशभर के स्कूलों में दस लाख फुटबॉल वितरित किए जाएंगे।

केंद्रीय शिक्षा मंत्री रविवार को कोलकाता के फोर्ट विलियम स्थित पीएम-श्री केंद्रीय विद्यालय में फुटबॉल फॉर स्कूल्स (एफ4एस) के तहत फीफा फुटबॉल वितरण कार्यक्रम के शुभारंभ करने पहुंचे थे। इस मौके पर प्रदेश के 349 स्कूलों में 2487 फीफा फुटबॉल वितरित किए गए। कार्यक्रम के तहत प्रदेश में कुल 88113 फुटबॉल वितरित किए जाएंगे। इससे 15-16 लाख से अधिक छात्रों को फुटबॉल खेलने का मौका मिलेगा।

छात्रों को खेल से जोड़ना जरूरी



केंद्रीय मंत्री ने कहा कि एक छोटे से स्कूल में एक फुटबॉल भी बच्चों को इस खेल से जुड़ने और खेलने के लिए वास्तविक जुनून विकसित करने के लिए प्रेरित कर सकता है। छात्रों को खेल से जोड़ना जरूरी है, तभी खेल संस्कृति को बढ़ावा मिलेगा। वहीं, केंद्रीय शिक्षा राज्यमंत्री सुकांत मजूमदार ने कहा कि राष्ट्रीय शिक्षा नीति (एनईपी) 2020 में खेल और अन्य सह-पाठ्यक्रम गतिविधियों को समग्र शिक्षा में सबसे जरूरी माना है। प्रधानमंत्री नरेंद्र मोदी के दिशा-निर्देश के तहत इसे लागू किया जा रहा है। एनईपी 2020 छात्रों के सर्वांगीण विकास को बढ़ावा देते हुए शिक्षा और खेल को समान महत्व देती है। उन्होंने कहा कि स्वस्थ शरीर ही स्वस्थ दिमाग का पोषण करता है और फुटबॉल जैसे खेलों में भाग लेना बच्चों को स्वस्थ जीवन शैली अपनाने और उसे बनाए रखने में महत्वपूर्ण भूमिका निभाता है।

इस अवसर पर शिक्षा एवं पूर्वोत्तर क्षेत्र विकास राज्य मंत्री डॉ. सुकांत मजूमदार; पत्तन, पोत परिवहन एवं जलमार्ग राज्य मंत्री श्री शांतनु ठाकुर; शिक्षा मंत्रालय के स्कूली शिक्षा एवं साक्षरता विभाग (डीओएसईएल) के सचिव श्री संजय कुमार; संयुक्त सचिव, डीओएसईएल श्रीमती अर्चना शर्मा अवस्थी; मंत्रालय के अधिकारीगण तथा अन्य गणमान्य व्यक्ति एवं प्रख्यात खिलाड़ी भी उपस्थित थे। कार्यक्रम के दौरान स्कूल के खेल कप्तानों (लड़के एवं लड़कियों) ने अपने विचार साझा किए। कार्यक्रम में फेडरेशन इंटरनेशनल डी फुटबॉल एसोसिएशन (फीफा) की अगुवाई में फुटबॉल फॉर स्कूल्स (एफ4एस) सहयोग कर रहा है।

इसका मकसद, स्कूली शिक्षा में छात्रों को खेल के प्रति जागरूक, सुलभ बनाकर जमीनी स्तर पर फुटबॉल को बढ़ावा देना है। भारत में, यह कार्यक्रम अखिल भारतीय फुटबॉल महासंघ (एआईएफएफ) और भारतीय खेल प्राधिकरण (एसएआई) के समर्थन से डीओएसईएल द्वारा आयोजित किया जा रहा है। एफ4एस कार्यक्रम के तहत फ़ीफ़ा भारत के अलावा 129 अन्य देशों (जनवरी 2025 तक) स्कूलों में 9.6 लाख से अधिक फुटबॉल वितरित कर चुका है।

जनसत्ता, 30 जून 2025, pg. 9.

हिंदी को लेकर विवाद पर महाराष्ट्र का फैसला

'त्रि-भाषा' नीति पर सरकारी आदेश रद्द

मुंबई, 29 जून (भाषा)।

महाराष्ट्र के स्कूलों में पहली कक्षा से हिंदी भाषा को शामिल करने के खिलाफ बढ़ते विरोध के बीच रविवार को राज्य मंत्रिमंडल ने 'त्रि-भाषा' नीति पर सरकारी आदेश को रद्द कर दिया।

मुख्यमंत्री देवेंद्र फडणवीस ने यहां संवाददाता सम्मेलन को संबोधित करते हुए भाषा नीति के कार्यान्वयन और आगे की राह सुझाने के लिए शिक्षाविद् नरेंद्र जाधव की अध्यक्षता में एक समिति के गठन की भी घोषणा की। फडणवीस ने आरोप लगाया कि मुख्यमंत्री के रूप में उद्धव ठाकरे ने कक्षा 1 से 12 तक तीन-भाषा की नीति लागू करने के लिए डा रघुनाथ माशेलकर समिति की सिफारिशों को स्वीकार कर लिया था और

मुख्यमंत्री देवेंद्र फडणवीस ने भाषा नीति के कार्यान्वयन और आगे की राह सुझाने के लिए शिक्षाविद् नरेंद्र जाधव की अध्यक्षता में एक समिति के गठन की भी घोषणा की।

नीति के कार्यान्वयन पर एक समिति गठित की थी। फडणवीस ने कहा, 'राज्य मंत्रिमंडल ने पहली कक्षा से 'त्रि-भाषा' नीति के क्रियान्वयन के संबंध में अप्रैल और जून में जारी दो सरकारी आदेश (जीआर) वापस लेने का निर्णय लिया है। (त्रि-भाषा नीति के) क्रियान्वयन की सिफारिश के लिए डा नरेंद्र जाधव की अध्यक्षता में एक समिति गठित की जाएगी।' फडणवीस सरकार ने 16 अप्रैल को एक सरकारी आदेश जारी किया था, जिसमें अंग्रेजी और मराठी माध्यम के स्कूलों में पढ़ने वाले कक्षा 1 से 5 तक के छात्रों के लिए हिंदी को तीसरी अनिवार्य भाषा बनाया गया था। हालांकि, विरोध बढ़ने पर सरकार ने 17 जून को संशोधित सरकारी आदेश जारी किया, जिसमें हिंदी को वैकल्पिक भाषा बनाया गया।

इससे पहले सरकार द्वारा नियुक्त सलाहकार समिति ने मुख्यमंत्री देवेंद्र फडणवीस से प्राथमिक कक्षाओं में हिंदी पढ़ाने के फैसले को वापस लेने का आग्रह किया था। सरकार को मराठी भाषा के संबंध में अनुशंसा करने वाली भाषा सलाहकार समिति ने शुक्रवार को एक प्रस्ताव पारित किया था जिसमें मांग की गई कि कक्षा पांच से पहले हिंदी समेत कोई तीसरी भाषा न पढ़ाई जाए।

Millennium Post, 30 June 2025, pg. 4

Kerala govt stands firm on Zumba in schools, dismisses criticism

THIRUVANANTHAPURAM: Kerala General Education Minister V Sivankutty on Sunday firmly defended the state's decision to introduce Zumba in schools, dismissing criticism from some Muslim religious organisations and warning against giving a communal colour to educational activities.

"Zumba is a nationally recognised sport, with lakhs participating across the country," Sivankutty told reporters.

Referring to the criticism from certain religious groups against the programme, the minister alleged that all those who participate in the sport have been insulted by the derogatory remarks made.

"Those who made such comments should withdraw them and offer a public apology," Sivankutty said.

Closer Look

» 'Zumba is a nationally recognised sport, with lakhs participating across the country'

» Referring to the criticism from certain religious groups against the programme, the minister alleged that all those who participate in the sport have been insulted by the derogatory remarks made

The Minister was responding to questions by the media amid growing protests from certain religious groups who oppose the inclusion of Zumba in the school curriculum.

The programme, introduced as part of an anti-drug awareness campaign, has drawn both support and criticism from across the political spectrum.

Sivankutty made the Left government's position on the matter clear by attending a Zumba performance held in front of the state secretariat on Sunday, organised by supporters of the programme.

His presence sent a strong message that the government would not reverse its decision.

"All decisions regarding academic and non-academic activities in schools are made by the elected government. No one else is authorised to issue such orders," he said.

He, however, said if there are concerns, the government is open to discussions.

"The government is ready for discussion if there are any doubts regarding the decisions it has taken. However, giving a communal colour to matters that are clearly understood by all and making such statements is against the secularism of the country--that cannot be accepted," he said.

Sivankutty also addressed broader issues like the recent uproar over gender-neutral uniforms and co-ed play, calling them overblown.

"The PTA decides school uniforms--not outside forces," he noted, adding that recognised sports bodies and the government decide athlete dress codes, not individuals.

On exam scheduling, the minister cautioned against unreasonable demands.

"Exams cannot be avoided based on arbitrary preferences. Only genuine reasons will be considered for rescheduling," Sivankutty said.

Sivankutty has underscored that physical activities like Zumba are vital for students' mental and physical development, especially as part of Kerala's wider campaign against substance abuse in schools.

The Zumba programme was introduced in schools following a directive from Chief Minister Pinarayi Vijayan, who stated that the dance, which combines aerobic movements performed to lively music would help reduce stress among schoolchildren and, in turn, counter the menace of drug abuse among young people.

From this academic year, many schools have begun offering Zumba training. However, some Muslim organisations came out against the government's decision. AGENCIES

The Times of India, 30 June 2025, pg. 1

Maha scraps order making Hindi 3rd language in schools

Move Follows Protests By Civil Society, Oppn

Clara Lewis & Chaitanya Marpakwar | TNN

Mumbai: Buffeted by an anti-Hindi campaign led by the Thackeray cousins, CM Devendra Fadnavis on Sunday announced that the state cabinet had decided to scrap two Govt Resolutions (GRs) to introduce Hindi as a third language for class 1 students.

The announcement came on a day when public protests against introducing Hindi in primary schools started with Uddhav Thackeray present at a symbolic burning of the GRs at Azad Maidan. A stormy start was also expected to the monsoon session of the state legislature on Monday.

Announcing a rollback, the CM also set up a panel led by academic Narendra Jadhav to frame recommendations for implementing a three-language policy. "Our policy is Marathi-centric and Marathi student-centric. We do not wish to do politics on this issue," said Fadnavis.

Following the announcement, the Thackerays called off a joint protest rally to be held on July 5 and instead hold a 'victory procession'. Both Shiv Sena (UBT) and Raj Thackeray's Maharashtra Navnirman Sena had described the move to start Hindi lessons in primary school as a 'linguistic imposition'.

Announcing a rollback, Fadnavis cited recommendations of the Mashelkar committee set up by his predecessor in 2020 to defend his govt's move. He said Thackeray formed the expert panel to guide the administration on adopting the new National Education Policy. He said the report was accepted by Thackeray, Congress and NCP (SP) when in power. "But as usual when in power speak differently, when out of power speak differently. Opposition for opposition sake," he added.

▶Continued on P 8

THACKERAYS CALL OFF JULY 5 RALLY

- **CM Fadnavis** cites the recommendations of the Mashelkar committee set up in 2020 to defend his govt's move, but **says no wish to do politics** on the issue
- **Sets up committee** led by academic Narendra Jadhav to frame recommendations for implementing a 3-language policy; panel **will submit report in 3 months**
- Govt's **rollback comes ahead of the start of the monsoon session** of the state legislature on Monday
- **Thackerays** call off July 5 joint protest rally, **hold 'victory procession'** instead



Photo: Sanjay Hadkar

Uddhav and Aaditya burn the govt resolution on Hindi language Sunday

Language of unity: On Maharashtra and the issue of Hindi

Uniformity should not be confused with national unity in language policy

Updated – June 30, 2025 12:47 pm IST

The National Education Policy (NEP) 2020 mandates that all students across the country must learn three languages in school. Theoretically, NEP 2020 is more flexible than the previous versions of the three-language policy in India, which have always faced resistance not just in south India but also different States. Hindi is only one of the many Indian languages, and States are free to choose any two Indian languages and one foreign language in the mix of three, according to NEP 2020. However, the fear that Hindi will become the default option as the second Indian language apart from the native language is aggravated by Maharashtra government's attempts to prioritise Hindi over other regional languages and its continuing vacillation on the issue. The State has now withdrawn its decision that Hindi will 'generally' be taught until Class five, as the second Indian language, after it kicked off a political storm in the State and put the ruling Bharatiya Janata Party (BJP) on the back foot. A committee headed by Dr. Narendra Jadhav will now deliberate with all stakeholders on the relevance of the three-language policy. Chief Minister Devendra Fadnavis has said the government would accept its recommendation. This change of heart comes after estranged cousins Uddhav Thackeray and Raj Thackeray, legatees of a strident version of Marathi pride that often turned into violent xenophobia, came together to oppose what they see as "imposition" of Hindi. Evidently, the language issue is uniting political rivals against the BJP.

Languages associated with power gain more influence but attempts to force languages on people on the back of political power can be divisive. The paradox is that the BJP sees the three language policy as a question of national pride and unity. It is clear that most students, including those in India's Hindi-speaking regions, want to learn English. According to Maharashtra Minister Ashish Shelar, nearly a fifth of students in the State are learning a third language and the new policy would give that option to all students. There are 15 languages including Hindi available in schools under the third language option, and when at least 20 students demand a language in a school, it will be taught. While this sounds noble and politically neutral, the actual implementation is different. Hardly anyone in Bihar has learnt Tamil or Malayalam or Kannada or Telugu under the three language policy so far. The chances of an overwhelming majority of students ending up with Hindi as part of the three-language policy is high. No State or school can offer a vast range of languages. The BJP must reassess its language policy taking into account the responses that are emerging from different parts of the country. It must learn the language of unity.

READ THIS EDITORIAL IN हि

Published – June 30, 2025 12:20 am IST

Hindustan Times

Vedic Mathematics to be integrated into NCERT textbooks

By K Sandeep Kumar , Prayagraj

Jun 30, 2025 08:28 AM IST

This move is part of a broader initiative to align the national curriculum with regional educational priorities across government-run schools in the state.

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In a major academic reform, Vedic Mathematics will now be integrated into National Council of Educational Research and Training (NCERT) textbooks for classes 6 to 8 in Uttar Pradesh. This move is part of a broader initiative to align the national curriculum with regional educational priorities across government-run schools in the state.



Students at a government upper primary school in Prayagraj. (FOR REPRESENTATION)

Officials from the basic education department confirmed that the State Council of Educational Research and Training (SCERT), Uttar Pradesh, has issued formal instructions to incorporate Vedic Math content into the NCERT curriculum. Experts from the Prayagraj-based State Institute of Science Education (SISE), who are tasked with curriculum development, will oversee the implementation.

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The move is aimed at over 30 lakh students of classes 6 to 8 studying in government-run upper primary and composite (classes 1 to 8) schools across Uttar Pradesh.

Vedic Maths to complement modern pedagogy

The goal is to provide students with a holistic education that blends modern mathematical concepts with the timeless methods of Vedic Mathematics, deeply rooted in India's rich knowledge traditions.

Speaking on the initiative, SISE director Anil Bhushan Chaturvedi said,"We are upgrading the NCERT textbooks to integrate Vedic Mathematics. This will help students connect with India's intellectual heritage while strengthening their mathematical aptitude."

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The current NCERT mathematics book “Ganit Prakash”, used in Classes 6 to 8, is known for its quality and structured approach but lacks any content related to Vedic Mathematics.

Likewise, the “Ganit Manthan” textbooks, used under the UP Basic Education Board, contain only limited references to Vedic techniques. These gaps will now be addressed through the new revisions in both Hindi and English medium textbooks.

Model papers for Classes 11 and 12 also to be prepared

PRAYAGRAJ Subject experts from the State Institute of Science Education will also be preparing 25 model papers each for Mathematics, Physics, Chemistry, and Biology for students in the Science stream of Classes 11 and 12 studying in schools affiliated to UP Board.

Previously, model papers were developed for Classes 9 and 10. This year, for the first time, the responsibility of creating question papers for Classes 11 and 12 has also been entrusted to the institute, shared Director of the State Institute of Science Education Anil Bhushan Chaturvedi.

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