



Two exams are better than one

The proposed twice-a-year CBSE examination system may offer several advantages. If the first exams for Class X are held, say, in November-December 2024 and the next set in February-March 2025 as proposed, it will offer not only flexibility for students but, primarily, help take away the fear of failure in a one-shot final examination around the results of which their careers and lives will depend.

Those who do well enough in the first exam can even skip the second, though the chances are that they will take the opportunity to try and improve their performance. Seen from the school-leaving students' point of view, this will be an ideal arrangement. With those in Class XII of 2025-26 to be the first to pass out under the new system

The bi-annual twin exams carry negative implications too. Unlike in a semester system, students will have to prepare for the career-defining exams twice in their last year in school even if it would have helped that they would have had experience of appearing in the exams twice.

The well-intentioned proposal may lead to some unintended consequences, but there will always be time to do some fine-tuning in terms of defining school schedules and adding extra days of study if they would be useful as all the Class XII portion may have to be covered in a shorter time than in the old system of conducting one exam in February-March.

In doing away with the do-or-die feeling that seizes lakhs of students as they approach the school finals each year under the unitary exam system, a healthier approach to learning and adapting to taking tests can be offered to the young scholars.

Of course, only a change of attitude in the teacher as well as the student towards incorporating the promotion of critical thinking, problem-solving, and practical application of knowledge can help transform the education scene.

The teachers and those who sustain the examination system would have to work twice as hard to make the two-exam cycle that is to come with the New Education Policy productive for their wards. It is also clear that management of stress in students must play a far greater role in schools in the modern age which offers distractions aplenty for young minds.

There is much to do to get the new exam system off the ground. The basic premises of stress relief, holistic assessment, and comprehensive evaluation in two exams are sound.

IN LINE OF FIRE: VISAS, SCHOLARSHIPS

US Campus Protests a Stress Test for Indians

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New Delhi: Campus disruptions due to tensions surrounding the Israeli-Palestinian conflict have left Indian students in the US and their parents anxious.

There is widespread concern on multiple fronts. Indian students

participating in protests have been detained. Those not protesting are also in a spot — with **some facing a switch to online classes** for some time.

Protesting students risk their visa status and their scholarships getting impacted, say visa and education experts.

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“From time to time, a country may use discretion in issues and renewing visas, particularly when someone on a visa is involved in protests. In the US, we have also seen university grants (and therefore scholarships) being impacted at campuses post the Israel-Palestine flare-up,” Pritish Gandhi, director - leadership & rewards, Khaitan & Co, told ET.

“It’s best for students to be aware of the law, visa conditions and campus rules, before participating in such protests...as litigation may be an expensive and time-intensive resolution,” he warns.

Adds Rahul Singh, managing director, Kraft Mobility: “Governments across the globe are becoming stringent with regards to the visa regulations. In most countries, students arrested, charged or convicted while participating in any kind of protest have been asked to leave immediately and their visas have been cancelled.”

Kraft Mobility is a relocation firm with immigration as one of the verticals.

ET spoke with study abroad experts and consultants who said they are sending advisories to pa-

rents and students alike.

A few undergraduate Indian students have actively joined the protests, according to Adarsh Khandelwal, co-founder, Collegify, who is now sending advisories to parents and students to avoid participating in these protests.

“For instance, a student pursuing a Bachelor of Science in Computer Science at UT Austin, Texas, was detained and spent the night in custody, causing distress to their parents who reached out in the middle of the night seeking assistance,” he said.

One student who did not wish to reveal her identity and is studying in the US said, “The campus protests have disrupted our entire semester. The college administration needs to take more measures to ensure a smooth flow of classes.”

Other study-abroad platforms too are advising students to stay away from the protests. “We are asking Indian students to stay safe during these times, but the larger feeling is that this will pass eventually,” said Akshay Chaturvedi, founder, Leverage Edu.

“Most universities we have spoken to have promised us that measures like detention are extreme measures and rare,” said Chaturvedi.

Quality Matters in the Knowledge Factory

Earlier this month, UGC announced that students with 4-year undergrad degrees and 75% aggregate marks or equivalent grades can now sit for the National Eligibility Test (NET) to qualify for a PhD programme. Earlier, NET candidates were required to hold a master's degree with a minimum of 55% marks. Two reasons have been cited for this change: the new system will simplify the process for students and open many research opportunities. 'We will have a lot of young people getting into research at a very young age and they're really creative,' explained UGC chairman M Jagadesh Kumar.

On the face of it, the decision seems alright, ostensibly 'democratising' access to research opportunities. But there could be a problem. The rush to incorporate undergrads into PhD programmes could undermine research quality. Pursuit of a doctoral degree demands more than 'creativity'. It requires rigorous critical thinking, methodological thoroughness and originality of thought. This requires going through a certain experiential period. A 2-year

MA degree — MPhil was scrapped earlier — is an excellent time to prep for a PhD. Besides, completing a PhD is not just about writing a thesis but also about making a meaningful contribution to a field. Absence of empirical data to substantiate supposed benefits of the new policy doesn't help. Transparent communication about expected outcomes and potential challenges is essential to build trust in any education system.

India wants to be a knowledge economy. The focus should not be solely on quantity — more PhD holders — but also on nurturing a culture of quality and intellectual inquiry without cutting corners. Quality needs to be paramount, even as efforts are made to enhance accessibility and inclusivity. *ETB*



NCERT told to review books every session

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NEW DELHI: The Union education ministry has asked NCERT to put an annual system in place to review study material for school students and make the necessary changes before printing new textbooks ahead of every academic session, officials familiar with the development said.

NCERT publishes new textbooks before the beginning of each academic session though there is no fixed mandate to review content. In June 2022, the council had made some major changes in the textbooks as it rationalised the syllabi of classes 6 to 12 to “reduce the content load” on students in light of the Covid-19 pandemic.

The council, senior officials in the education ministry said, has now been asked to review the content every year. “The ministry has told the NCERT that books should be reviewed on a yearly basis. They are soon going to put that system in place. It is important that when a student buys a book ahead of the new session, it has to be the updated version of that book,” one of the officials said, requesting anonymity. “So far, there was no mandate of yearly review of the textbooks.”

Explaining the rationale behind the move, the official added: “NCERT books once published should not remain the same for many years. They should be reviewed every year before printing and, if any, changes have to be made or some new facts have to be added, they should be included in the books. For instance, topics such as Artificial Intelligence are

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evolving.”

It will take at least two years for all textbooks to be released for all classes in line with the new National Curriculum Framework, the official said. “It means that from academic session 2026-27, students across all classes will have new textbooks as per NCF.”

NCERT is revising textbooks in line with the new NCF, released last year as part of the implementation of the National Education Policy (NEP), 2020. This year, the council has released new textbooks in line with NCF only for classes 3 and 6.

Among the changes, reflected in textbooks published by the NCERT post-rationalisation in 2022, included some controversial ones in history, political science and sociology textbooks. The council dropped some references to Babri Masjid, politics of Hindutva, and the 2002 Gujarat riots, while adding references to abrogation of Article 370, replacing the phrase “Azad Pakistan” with “Pakistan occupied Jammu and Kashmir (POJK)”, and revising a paragraph defining the Left (political ideology) as those who prefer “state regulation over free competition”.

Good teachers are key to the making of great universities

Former United States (US) president Barack Obama once remarked, "If you were successful, somebody along the line gave you some help. There was a great teacher somewhere in your life." It is a sentiment universally acknowledged — teaching is more than just a profession; it is a noble calling. Aswath Damodaran, professor of finance at Stern School of Business, popularly known as the "Valuation Guru", once said in an interview, "If there is an epitaph that I would like on my tombstone, it would be, 'He was a great teacher.'" Yet, despite general reverence, the academic world often seems to undervalue good teaching.

Is good teaching adequately incentivised? When it comes to career trajectory, universities tend to prioritise research over teaching. So, are universities doing enough to reward good teaching? Not by a long shot.

The impetus that compels good teachers to persevere is the profound joy they derive from the vocation. Ask any skilled educator, and they'll likely tell you that teaching is not just a job, it's a source of therapeutic fulfilment. It is about the rapture they find in helping students navigate problems, it is about visages in the classroom reflecting dawning comprehension, it is being told years later — by unrecognisable former pupils — how much they benefited from their classes.

Universities sometimes undervalue quality instruction, prioritising research to improve their rankings. In many institutions, positions often favour candidates with extensive publication records, overlooking teaching abilities. It is time to address the elephant in the institution. Universities must reward the core teaching role, bestowing on it a distinct hiring and promotion track.

This is not to remotely suggest that listing research as a priority is flawed. However, prioritising research at the expense of teaching devalues the core mission of universities. Teaching quality, student engagement, mentorship, and support services are all vital components of a well-rounded educational experience. Yet, traditional rankings often favour research over teaching, reflected in citations, funding, and academic reputation. To address this imbalance, ranking bodies should consider recalibrating and increasing the weight for teaching quality. They can do this by incorporating unbiased student opinions and even considering publishing separate ranking lists focused solely on teaching quality. To achieve this, they will need to appropriately define what constitutes teaching quality and develop robust assessment methodologies that account for diverse teaching approaches and learning outcomes.

Does being a good researcher mean one is automatically good at instruction? Not all good researchers are good teachers. Good researchers

might have deep knowledge of their niche area of study. Good teachers possess a blend of technical proficiency and strong interpersonal skills, including passion, patience, adaptability, empathy, and creativity and are excellent communicators. Having faculty with industry work experience and the ability to teach well is the most desirable situation, especially for undergraduate students, most of whom enrol in universities with the goal of working in companies or venture into entrepreneurship. The UGC's decision to make PhDs optional for assistant professors acknowledges this reality.

Many institutions expect their faculty to juggle multiple responsibilities, including generating journal articles, teaching, grading assessments, and contributing to administrative tasks. However, the law of comparative advantage suggests a

more strategic and beneficial approach. Universities should allocate teaching-focused roles to faculty members who excel in instruction and mentoring while assigning research-focused roles to those with strong research skills. By relieving good teachers from the burden of generating numerous journal articles, their teaching potential can be unleashed. Additionally, this approach facilitates some introverted researchers

who may lack the communication skills or patience for teaching but enjoy spending hours on researching to excel in that sphere.

What can be the way forward? Incentivising good teaching, of course, will sustain excellence in education and encourage more individuals with teaching prowess to pursue academic careers. The declining appeal of certain MBA programmes, as students increasingly favour industry certifications, could signal a broader trend affecting other fields like accounting. However, universities offer unique advantages that certifications cannot match. With their meticulously crafted degree programmes, universities promote academic rigour and analytical skills. University life encompasses a vibrant environment where students access a plethora of opportunities for personal growth, academic exploration, and social engagement.

To truly fulfil their mission, universities must invest in the right people — faculty who can teach well and inspire, guide, and empower students to reach their full potential. The time has come for universities to recalibrate their priorities, shifting the focus from pursuing research accolades to simultaneously nurturing teaching excellence. Distinct teaching-focused and research-focused roles would best serve both students and the industry.



Sherwin Fernandes

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The views expressed are personal

Anti-war stir: US colleges raise questions on outsiders' role

Los Angeles: Colleges around the US implored pro-Palestinian student protesters to clear out tent encampments with rising levels of urgency Monday as classes wrap up for the semester and campuses prepare for graduation ceremonies.

Protests were still active at a number of campuses. Near George Washington University, protesters at an encampment breached and dismantled the barriers Monday used to secure University Yard. Protesters at Yale University set up a new encampment with dozens of tents Sunday afternoon, nearly a week after police arrested nearly 50 demonstrators and cleared a similar camp.

At least one school, the University of Southern California, cancelled its main graduation ceremony this spring. Others are asking the protests to resolve peacefully so they can hold their ceremonies. Protesters on

both sides of the rancorous debate shouted and shoved each other during duelling demonstrations Sunday at the University of California, Los Angeles.

About 275 people were arrested Saturday at various campuses, including Indiana University at Bloomington, Arizona State University and Washington University in St. Louis. The number of arrests nationwide has surpassed 900 since New York police removed a pro-Palestinian protest encampment at Columbia University and arrested more than 100 demonstrators on April 18.

Colleges have cited property damage, outside provocateurs, antisemitic expressions or just failures to heed warnings as reasons to arrest students. Many school leaders have insisted that people outside their colleges are stoking the confrontations, despite limited evidence backing their claims. In



Students rally outside La Sorbonne univ in Paris with a Palestinian flag

many cases, the groups of protesters have mostly involved students and university employees, but a notable exception was at Washington University on Saturday. Of the 100 arrests made, only 23 were students and four were employees, the university said Sunday. AP & NYT

Paris police clear protesters at Sorbonne university

Police moved in to clear dozens of protesters who had set up tents in a courtyard at the Sorbonne University in Paris on Monday to protest against the war in Gaza. The demonstration took place three days after protests at the capital's elite Sciences Po university and came in the wake of rallies in campuses across the US against the conflict. "Police brought down tents, grabbed students by the collar and dragged them on the ground," a student said. A police source confirmed they had intervened. "This operation, which lasted only a few minutes, was carried out peacefully without incident," the source said. The university, one of the world's oldest, closed its buildings for the days. REUTERS

Clear encampment or face suspension: Columbia to students

Columbia University has given students until 2 pm (local time) Monday to clear out from the pro-Palestinian encampment that has occupied a central lawn on its campus for nearly two weeks, warning them that they will face immediate suspension if they do not leave by then. Students will be not be punished for their participation if they sign a form promising not to break any university rules through the end of the next academic year. The warning came after Columbia prez Nemat Shafik said protest organisers and academic staff couldn't reach an agreement that would break a stalemate over the encampment, which the administration says violates university rules. NYT & AP

The abominable stigma of 'failure'

We fail to acknowledge the intensity of psychic & intellectual damage caused by the coaching enterprise



AVUJIT PATHAK
SOCIOLOGIST

AS the results of the UPSC civil services exam capture the attention of the media and the public, the smiling faces of the IAS 'toppers' are seen everywhere — from the billboards in our cities to the front-page ads of branded coaching centres in leading newspapers. Or, for that matter, as the results of exams of various school boards have begun to come, we see yet another process of constructing the images of 'toppers' — youngsters with their miraculous performance in physics, chemistry, mathematics and biology!

I am getting increasingly tired of hearing these success stories; rather, I am interested in understanding the pathology of the system that manufactures 'failures' amid the spectacular demonstration of select success stories.

Take, for instance, the lucrative business of India's Rs 3,000-crore UPSC coaching industry. Move around the lanes and bylanes of Mukherjee Nagar and Karol Bagh in Delhi; converse with the crowd of young aspirants — engineers, doctors, PhD holders, university students, and feel the power of the dream of 'success' through which the celebrity 'gurus' of these coaching centres with their notes, lectures, guide books, interview strategies and even motivational speeches trap these aspirants. Well, this dream sells because we live in a society that worships power — not necessarily the power of knowledge and wisdom, but the politico-administrative and economic power. And for innumerable middle-



UPHILL TASK: The civil services myth is hypnotising, even though the success ratio is extremely low. TRIBUNE PHOTO

class parents in small towns and villages, it matters a lot if their sons/daughters can manage to become a district collector or a superintendent of police with visible signs of official power, privilege and glamour. This elevates their status and position in the local community. Yes, the UPSC myth is hypnotising. Although the success ratio is extremely low (for instance, in 2023, 13 lakh candidates appeared in the UPSC preliminary exam; eventually, 1,016 were selected), the business goes on. While we worship the success stories, we fail to acknowledge the intensity of psychic and intellectual damage the coaching enterprise causes to those who fail. Imagine the fate of most of these aspirants spending five to six years repeatedly trying to achieve the mythical success, consuming the 'notes' of history/geography/sociology/psychology/general studies day and night, investing a huge amount of money, and failing time and again! Yes, this dehumanised and mechanised system finishes them — psychologically and intellectually. For many of them, it becomes exceedingly difficult to overcome this wounded self-

It is sad that this hyper-competitive ethos of social Darwinism is altering the self-perception of even school students.

esteem, and redefine life with hope and creativity.

Furthermore, the entire system causes severe harm to the fundamental objectives of higher learning. Certainly, it is not a matter of glory if an engineering graduate from IIT-Kanpur or a MBBS doctor from AIIMS, New Delhi, becomes a police officer or an income tax commissioner. Likewise, if a student of history from a leading university misses his classes regularly, forgets the likes of Eric Hobsbawm and

Irfan Habib, and concentrates primarily on the 'notes' or 'success manuals' supplied by coaching centre strategists (yes, many of them have millions of YouTube subscribers), it indicates the intensity of the damage the coaching enterprise is causing to the growth of innovative teaching and research in our universities. Have we forgotten that a vibrant nation needs great physicists, political philosophers, social scientists and literary critics — not just a bunch of district collectors and police commissioners?

It is sad that this sort of hyper-competitive ethos of social Darwinism is altering the self-perception of even school students. See the way the images of the 'toppers' of board exams, or standardised tests like JEE and NEET are constructed — the way these girls and boys are transformed into instant 'stars' and led to believe that they are 'special'. Again, with this sort of glorification of 'success', we tend to forget the intensity of pain and humiliation that wounds the mental landscape of thousands of youngsters who have 'failed'. When will we under-

stand that not everything is fine with our school education? When will we realise that schools with their regimentation, technologies of surveillance and one-dimensional/exam-centric/bookish learning often alienate those who are imaginative and 'mad' enough to strive for something more exciting than what schools can offer? Possibly, they are endowed with the kind of aptitude and skills that do not fit well into the parameters of the typical official curriculum. In their path-breaking studies, educationists like John Holt (*How Children Fail*) and Kirsten Olson (*Wounded by School*) have reminded us of the devastating consequences of an educational approach that values conformity over creativity, flattens students' interests and dampens down differences among learners. Indeed, here is a system that tends to shame, disable and bore many learners.

For many of these vulnerable young minds, it is not easy to overcome the stigma of 'failure'. It is sad that we fail to tap their creative potential. A sense of fatigue, boredom and loneliness tends to diminish their zeal for a creative and meaningful living. But then, in this 'success-obsessed' world, who bothers to understand their pain? Meanwhile, our 'successful' youngsters love to become conformists; no wonder it is exceedingly difficult for them to see their life trajectories beyond 'safe' and 'secure' careers — techno-managers working day and night for the expansion of the neoliberal market, or administrators/bureaucrats saying 'yes' to a mode of governance that retains the status quo. Meanwhile, from Kota in Rajasthan to Mukherjee Nagar in Delhi, the coaching factories expand their lucrative business, sell the dream of 'success', seduce the anxiety-ridden middle class and destroy the creative rebelliousness of young minds. ❧

जानबूझकर हुआ विद्यार्थियों के मौलिक अधिकारों का उल्लंघन : हाई कोर्ट

एमसीडी स्कूलों के छात्रों की दुर्दशा के प्रति दिल्ली सरकार ने बरती उदासीनता

विनीत त्रिपाठी • जागरण

नई दिल्ली: दिल्ली हाई कोर्ट की मुख्य पीठ ने एमसीडी स्कूलों के छात्रों को वर्दी व शैक्षिक सामग्री नहीं मिलने के मामले पर दिल्ली सरकार के विरुद्ध गंभीर टिप्पणियां करते हुए कहा कि मुख्यमंत्री की अनुपलब्धता, स्थायी समिति का गठन न होना, उपराज्यपाल द्वारा एल्डरमैन की नियुक्ति से संबंधित विवाद, सक्षम न्यायालय द्वारा निर्णय न देना या दिल्ली नगर निगम अधिनियम के कुछ प्रविधानों का अनुपालन न हो पाना स्कूल जाने वाले बच्चों को उनकी मुफ्त शैक्षिक सामग्री तुरंत प्राप्त करने में बाधा नहीं बन सकता है। अदालत ने दिल्ली सरकार की भी आलोचना करते हुए कहा कि मौजूदा स्थिति से निपटने के लिए तत्परता से काम करने में असमर्थता एमसीडी स्कूलों में नामांकित छात्रों की दुर्दशा के प्रति उसकी उदासीनता को दर्शाती है और यह इन छात्रों के मौलिक अधिकारों का जानबूझकर उल्लंघन है।

एमसीडी स्कूलों में वर्दी व शैक्षिक सामग्री नहीं उपलब्ध कराने के विरुद्ध गैर सरकारी संगठन सोशल जूरिस्ट की याचिका पर दिल्ली सरकार की आलोचना करते हुए अदालत ने कहा कि मौजूदा स्थिति से निपटने के लिए तत्परता से काम करने में असमर्थता एमसीडी स्कूलों में नामांकित छात्रों की दुर्दशा के प्रति उसकी उदासीनता को दर्शाती है।

कार्यवाहक मुख्य न्यायाधीश मनमोहन व न्यायमूर्ति मनमोहन प्रीतम सिंह अरोड़ा की पीठ ने कहा कि अदालत का मानना है कि स्कूल जाने वाले बच्चों को मुफ्त पाठ्य पुस्तकें, लेखन सामग्री और वर्दी प्राप्त करना न केवल शिक्षा का



- दिल्ली हाई कोर्ट ने कहा, सीएम बने रहने के केजरीवाल के निर्णय से नहीं होने देंगे छोटे बच्चों के मौलिक अधिकारों का हनन
- प्रविधानों के अनुपालन से लेकर कोई भी प्रशासनिक अड़चन नहीं बन सकती बच्चों को मुफ्त शैक्षिक सामग्री तुरंत प्राप्त करने में बाधा

आचार संहिता के दौरान भी निभाने पड़ते हैं दायित्व

अदालत ने कहा कि यह कहना गलत है कि आचार संहिता के दौरान कोई भी महत्वपूर्ण निर्णय नहीं लिया जा सकता है। चुनाव आचार संहिता के दौरान भी संवैधानिक पदों पर बैठे लोगों को हर रोज अत्यावश्यक निर्णय लेने की जिम्मेदारी निभानी पड़ती है। अदालत ने उदाहरण देते हुए कहा कि छात्रों को निःशुल्क पाठ्य पुस्तकें जारी करना, लेखन सामग्री और वर्दी के साथ-साथ टूटी कुर्सियों और मेजों को एमसीडी स्कूलों की मौजूदा नीतियों के अनुसार भी बदले जाने में तत्काल निर्णय में कोई देरी नहीं होती।

सीएम को अविलंब त्यागपत्र देना चाहिए: सचदेवा

नई दिल्ली, (वि): भाजपा प्रदेश अध्यक्ष वीरेंद्र सचदेवा ने कहा कि दिल्ली हाई कोर्ट ने दूसरी बार दिल्ली सरकार और नगर निगम को फटकार लगाई है। नगर निगम के स्कूलों में अव्यवस्था के लिए सीधे तौर पर मुख्यमंत्री अरविंद केजरीवाल एवं मंत्री सौरभ भारद्वाज को दोषी मानते हुए उनके व्यवहार पर कड़ी टिप्पणी की है। इसके बाद इन दोनों को अपने पद पर बने रहने का कोई नैतिक अधिकार नहीं है। केजरीवाल को दिल्लीवासियों के हित में अविलंब अपने पद से त्यागपत्र देना चाहिए।

हाई कोर्ट ने कहा, एमसीडी में निर्णय लेने की प्रक्रिया पर पूरी तरह से ताला लग गया है

अदालत ने कहा कि रिजाल्यूशन नंबर-182 को पारित करने से संबंधित महापौर की याचिका पर कोई आदेश नहीं पारित किया गया है। वहीं, पांच करोड़ रुपये के संबंध में आज तक एमसीडी सदन में न तो प्रस्ताव लाया गया और न ही पास किया गया। अदालत ने नोट किया कि अधिवक्ता के माध्यम से दिल्ली

सरकार ने एमसीडी आयुक्त पर आरोप लगाए हैं। हालांकि, एमसीडी आयुक्त का 18 सितंबर 2023 का पत्र व एमसीडी का 15 जनवरी 2024 का प्रस्ताव, संदेह से परे यह साबित करता है कि एमसीडी में निर्णय लेने की प्रक्रिया पर पूरी तरह से ताला लगा है। अदालत ने कहा कि दिल्ली सरकार व महापौर के सुझाव

प्रथमदृष्टया अव्यवहारिक लगते हैं क्योंकि यह वास्तव में यह निर्देशित करने जैसे कि दिन-प्रतिदिन में लिए जाने वाले निर्णय (नीतिगत निर्णयों के अलावा) कैबिनेट के बजाय संसद द्वारा लिए जाएंगे। पीठ ने इस तथ्य का भी न्यायिक संज्ञान लिया कि पिछले एक साल में एमसीडी सदन में शायद ही कोई कामकाज हुआ हो।

अधिकार (आरटीई) अधिनियम और आरटीई नियमों के तहत एक कानूनी अधिकार है, बल्कि संविधान के अनुच्छेद 21-ए के तहत मौलिक अधिकार का एक हिस्सा है। अदालत ने एमसीडी आयुक्त को पांच करोड़ रुपये की व्यय सीमा से मुक्त करने साथ ही स्पष्ट किया कि एमसीडी आयुक्त द्वारा किया गया व्यय वैधानिक आडिट के अधीन होगा। अदालत ने आयुक्त को 14 मई तक ताजा स्थिति रिपोर्ट पेश करने का

निर्देश देते हुए अगली सुनवाई की तारीख 15 मई तय की है।

मामले पर 26 अप्रैल को सुनवाई के दौरान नाराजगी व्यक्त करते हुए हाई कोर्ट ने टिप्पणी की थी कि अगर दिल्ली सरकार चाहती है कि अदालत इस पर टिप्पणी करें, तो हम सोमवार को पूरी सख्ती के साथ आदेश पारित करेंगे।

असल मुद्दा यह है कि श्रेय कौन लेता है: अदालत ने कहा कि दिल्ली की सत्ता में मौजूद पार्टी (आप)

को एमसीडी आयुक्त को पाठ्य पुस्तकों, लेखन सामग्री और वर्दी के लिए भुगतान करने के लिए अधिकृत करने के संबंध में एमसीडी सदन में स्वतः संज्ञान प्रस्ताव लाने से किसी ने नहीं रोका था। ऐसे में दिल्ली सरकार के वकील का अन्य संस्थानों पर दोषारोपण मगरमच्छी आंसू बहाने के अलावा कुछ नहीं है। असल मुद्दा शक्ति, नियंत्रण, क्षेत्र और प्रभुत्व के साथ इसका है कि श्रेय कौन लेता है।

दुखद स्थिति

एमसीडी स्कूलों में बच्चों को वर्दी और शैक्षणिक सामग्री नहीं मिलने को लेकर हाइकोर्ट द्वारा दिल्ली सरकार के लिए कड़ी टिप्पणी करना एवं सख्त आदेश पारित करना निहायत ही दुखद है। सियासी रस्साकशी में दिल्ली की जनता लगातार पिस रही है। अब तो स्कूलों के मासूम बच्चे भी इससे अछूते नहीं रह गए हैं। इसीलिए कोर्ट ने भी कह दिया कि दिल्ली जैसी व्यस्त राजधानी में मुख्यमंत्री का पद औपचारिक नहीं है।

यह ऐसा पद है जहां पदाधिकारी को 24 घंटे उपलब्ध रहना होता है। कोर्ट ने अरविंद केजरीवाल के मुख्यमंत्री बने रहने के निर्णय को उनका निजी फैसला बताया। लेकिन कहा कि इसका मतलब यह नहीं कि सीएम के उपलब्ध नहीं होने के कारण छोटे बच्चों के मौलिक अधिकारों का हनन होगा और वे स्कूल का पहला सत्र पाठ्यपुस्तकों, लेखन सामग्री व वर्दी के बिना गुजारेंगे।

दिल्ली की निर्वाचित सरकार शायद भूल रही है कि सरकार का काम केवल विरोधियों पर निशाना साधना या अपने हिस्से की भी गलती के लिए दूसरों पर आरोप लगाना नहीं होता

इसमें कोई शक नहीं कि दिल्ली देश की राजधानी कम और सियासी अखाड़ा ज्यादा बन गई है। जनता को राजनीति या राजनीतिक अड़चनों से मतलब नहीं है। उन्हें तो अपनी जरूरतों, अपनी परेशानियों और सुविधाओं से मतलब है। सियासी रुकावटें लोकतंत्र में हमेशा से रही हैं। दिल्ली की पूर्ववर्ती शीला दीक्षित सरकार के समक्ष भी थीं। लेकिन तब भी दिल्ली के हालात ऐसे नहीं थे। इसलिए निर्वाचित सरकार के प्रतिनिधियों को अपनी कार्यशैली में बदलाव के लिए गंभीरता से विचार करना चाहिए।

भविष्य में भी जननायक रहेंगे नेताजी

नेताजी के विचार क्रिया योग की तरह ही साधना करने योग्य: आचार्य सलिल

ग्रीन इंडिया

मेरठ। स्वामी विवेकानंद सुभारती विश्वविद्यालय के गणेश शंकर विद्यार्थी सुभारती पत्रकारिता एवं जनसंचार विभाग नेताजी सुभाषचंद्र बोस पीठ के तत्त्वावधान में "नेताजी सुभाषचंद्र बोस के विचारों की वर्तमान परिपेक्ष्य में उपादेयता" विषय पर हाइब्रिड मोड में राष्ट्रीय संगोष्ठी का आयोजन किया गया। इस कार्यक्रम में देश के विभिन्न भागों से शोधार्थियों व शिक्षकों ने भाग लिया।

नेताजी को अपनी ज्योतिषिय गणनाओं के द्वारा आज भी जीवित बताने वाले अंतरराष्ट्रीय ज्योतिषी आचार्य सलिल कुमार, भारतीय संग्रहालय संघ के राष्ट्रीय अध्यक्ष व डॉ.बी.आर अम्बेडकर विश्वविद्यालय दिल्ली के प्रोफेसर डॉ. आनंद वर्धन एवं योद्धा



अकेडमी मेरठ के संस्थापक कर्नल अमरदीप त्यागी ने इस कार्यक्रम में कर्मशः मुख्य अतिथि, मुख्य वक्ता व विशिष्ट अतिथि के रूप में भाग लिया। कार्यक्रम की शुरुआत पारंपरिक रूप से मां शारदा व नेताजी के चित्रों के समक्ष पुष्पांजलि व दीप प्रज्ज्वलन करके की गई। इस दौरान मंचासीन सभी

गण्यमान्य लोगों ने दीप प्रज्ज्वलित किया। कार्यक्रम के उद्घाटन सत्र में बोलते हुए मुख्य अतिथि आचार्य सलिल कुमार ने कहा कि आज जो आजादी हमें मिली है यह नेताजी के राष्ट्रीय एवं अंतरराष्ट्रीय आंदोलनों का परिणाम है। अगर उस समय नेताजी इस तरीके से खड़े ना हुए होते तो आज भी शायद

हमारा देश आजाद ना हुआ होता। नेताजी के विचारों पर बात करते हुए आचार्य सलिल कुमार ने कहा कि जीवन में लक्ष्य प्राप्ति के लिए जोखिम तो उठाना ही पड़ेगा।

उन्होंने आगे भगवद् गीता में कृष्ण अर्जुन संवाद की विशेषता के बारे में बताते हुए उन्होंने क्रिया योग की महत्ता से सभी को परिचित कराया और कहा कि नेताजी से बड़ा क्रिया योग का साधक होना लगभग असंभव है। उन्होंने आगे कहा कि हमें नेताजी के विचारों को भी नियमित रूप से क्रिया योग की ही भांति स्वाध्याय करना चाहिए। इसके साथ ही सलिल कुमार ने नेताजी को वर्तमान समय में हमारे बीच उपस्थित होने के प्रमाणों के मिलने की बात को भी श्रोताओं के साथ साझा किया। इस दौरान मुख्य वक्ता के रूप में बोलते हुए

भारतीय संग्रहालय संघ के राष्ट्रीय अध्यक्ष डॉ. आनंद वर्धन ने नेताजी से जुड़े ऐतिहासिक तथ्यों पर प्रकाश डालते हुए कहा कि नेताजी एक दूरदृष्टा व्यक्तित्व के स्वामी थे, उन्हें यह भलिभांति पता था कि अहिंसा के मार्ग पर चलते हुए हमें आजादी कभी नहीं मिल सकती।

इसलिए नेताजी ने कांग्रेस पार्टी के अध्यक्ष का चुनाव जीतने के बावजूद अपने पद से इस्तीफा दे दिया और एक अलग दल जिसे फॉरवर्ड ब्लॉक के नाम से जाना जाता है का गठन किया साथ ही उन्होंने रास बिहारी बोस के द्वारा स्थापित आईएनए(इंडियन नेशनल आर्मी) का पुनर्गठन किया और ब्रितानवी सरकार के विरुद्ध दुनिया के कई राष्ट्रों के साथ मिलकर भारत की स्वतंत्रता के लिए सैन्य मुहिम छेड़ी।