



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

सपनों की उड़ान

December 2024



Our Journey towards Viksit Bharat: Dreams and Aspirations

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Call for submissions for the next issue:

We are excited to announce a call for submissions for the 3rd issue of *Sapno Ki Udaan*! This edition invites you to explore the theme **"Local Rootedness: Roots of Glory."**

We encourage you to share your creative works including poems, stories, travelogues, innovative ideas, illustrations, and photographs related to the theme. This is your opportunity to contribute to a platform that celebrates creativity and expression. Kindly send your submissions to the email address e-magazine.moe@ncert.nic.in. We look forward to showcasing your talent in our upcoming issue!

From the Editor's desk

Dear students!

Here we are with another issue of the e-magazine: *Sapno Ki Udaan*.

Can we also think of taking our nation to new heights and glories in the coming years! What you dream today will be one step to the nation's success in the times to come. Going beyond your individual dream to a collective one, to contribute to the nation's prosperity and progress, should be your larger dream, as most of you will become professionals and contributing citizens of this great nation by 2047. On 15 August 2047 we will be celebrating hundred years of India's freedom. Education plays a crucial role in the economy and development of a nation. The main theme of this issue is how one can dream to celebrate this vision of Viksit Bharat and imagine what our education would be by that time. We must not forget that ours is a deeply rooted timeless civilization, with rich cultural values and heritage which we all are proud of.

We received an immense response from students, teachers, teacher educators and scholars from all over the country. Some of the poems, snippets, essays, travelogues, features, and experiences have been published here.

Submissions for the next issue are being invited on the theme— Local Rootedness: Root of Glory. Please refer to the 'Call for Submissions' for more details.

Please send your suggestions and feedback to:

Jyotsna Tiwari

e-magazine.moe@ncert.nic.in



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Point of View

Shri Dharmendra Pradhan
Hon'ble Minister of Education
Government of India

In this issue of e-magazine: Sapno Ki Udaan, the editorial team conducted an interview with the Hon'ble Minister of Education. He graciously responded to the questions and presented his vision for a Viksit Bharat. He also underlined the numerous emancipating educational programmes in place by the government for the students. Here is the complete transcription of the interview.

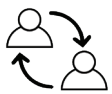


Sapno Ki Udaan: The country is moving towards a new era by 2047 and the nation will be celebrating 100 years of independence as *Viksit Bharat*; majority of our youth will be the contributing citizens, making Bharat the *Vishwa Guru* again. The National Education Policy (NEP) 2020 has brought so many features that suggest a

revamp of India's education system. Sir, can you highlight some of the initiatives taken by the Ministry of Education, Government of India, that will enlighten our young readers?

Shiksha Mantri: The NEP 2020 focuses on both national and international, inclusive and innovative, impactful and *interactive*, and built on the cornerstone of 'equity, quality, and access.'

The vision of the NEP 2020 is to instill among the young learners 'a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights,



sustainable development and living, and global well-being, thereby reflecting a truly global citizen.' In order to achieve this, the Ministry of Education has taken a number of initiatives in the last few years.

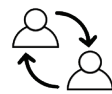
The NEP 2020 seeks to overhaul India's education system to better align with



the needs of the 21st century, fostering a more inclusive and forward-thinking approach. Based on the recommendations of the NEP 2020, National Curriculum Frameworks for Foundational Education and School Education (NCFFE&SE) have been prepared, addressing the needs of all four stages of school education, i.e., foundational, preparatory, middle, and secondary. The framework also addresses

their interlinkages, introducing new curricular areas like art education, health and well-being, skill education, etc. It also introduces multidisciplinary education, nurturing values, fostering creative pedagogies, and preparing students for practical problem-solving. Based on this, a learning teaching material called *Jadui Pitara* and textbooks for classes I, II, III and VI have been developed.

Similarly, recognising the importance of mother tongue-based education for children's cognitive development while emphasising on promoting multilingualism and Indian languages, new textbooks for classes I and II are available in the 22 scheduled languages. Additionally, 104 primers in Indian languages have been developed, especially for the early years of schooling, providing them access to education in their mother tongue or local language. It will initiate an inspirational journey for young minds, paving the way for deeper understanding, lifelong learning, more familiarity and rootedness in indigenous culture and greater success in academics and beyond.



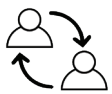
Considering the wide-ranging focus on Indian Knowledge Systems (IKS) as highlighted in the NEP 2020, traditional and indigenous knowledge systems are not only in the fields of philosophy but literature, but also in the fields of mathematics, science, astronomy, yoga, architecture, medicine, agriculture, engineering, linguistics, arts, sports, etc., and have been infused in all the material being prepared. Based on the rooted pride of being *Bhartiya*, our educational vision of the policy is futuristic and will take you through the local and global challenges of the coming years.

SKU: At present Bharat has the highest number of youth as compared to any other country in the world, most of them will be professionals in their mid-career by 2047, what message would you like to give to them through this e-magazine for India to go beyond a 5 trillion economy and become a developed nation?

SM: At present, around 24.80 crore children are in the school ecosystem of India, and they will be the optimum

beneficiaries of this paradigm shift in our educational system. They will be able to choose the subjects they want, based on their interests and skills, and pursue a career as per their interests and the current needs of the job market.

A skilled workforce drives economic growth. Equipping children with 21st century skills such as critical thinking, problem-solving, creativity, collaboration, digital literacy, and skilling makes them more employable and contributes to a stronger economy. India's youth are its greatest strength and crucial in realising the vision of a developed India by 2047. With 65% of the nation's population under the age of 35, it is crucial to provide them with opportunities for quality education and skills development. Our government is dedicated to building a strong infrastructure for education that fosters the holistic development of students and empowers them to drive the nation towards progress. As envisioned by our hon'ble Prime Minister, most of you will not be mere job seekers but will provide jobs to a number of skilled persons.



Along with this, emphasis on innovations across all fields will expand your career choices. You can start locally and aspire for global impact – the horizon is limitless. The nation needs you to take the leap towards new heights. By 2047, we envision India to be a global innovation hub, where our schools will not just educate students but create the next generation of entrepreneurs, critical thinkers, scientists, and policymakers.

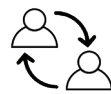
SKU: How can we address the diverse needs of students across the lands of Bharat, including those in remote and rural areas as well as the students from socio-economically disadvantaged groups, since they too have dreams and aspirations to contribute towards *Viksit Bharat*?

SM: The beauty of Bharat lies in its diverse geographical areas, wide spectrum of culture, languages, people, their ethnicity, belief systems, and it is our utmost responsibility to address every student in the remotest area. For a *Viksit Bharat*, all our children, from all socio-

economic backgrounds need to be educated and well equipped with the twenty first century skills by the time they complete their fifteen years of schooling.

The NEP 2020 aims to significantly improve school education in rural India by prioritising universal access to quality education, focusing on early childhood care and education, integrating skilling, utilising technology effectively, and addressing foundational literacy and numeracy, all while specifically considering the needs of marginalised communities in rural areas. This policy aims at bridging the social category gaps in access, participation, and learning outcomes.

Our government has been relentlessly working towards making education accessible for all through various initiatives. One such initiative is where our government helps the States and UTs under the centrally sponsored scheme of *Samagra Shiksha*, which is an overarching scheme of school education covering all levels from pre-primary to senior secondary. Financial assistance is provided to



the States and UTs for various activities to improve enrolment in government schools, which include opening or strengthening of new schools up to senior secondary level, strengthening school infrastructure, upgradation and running of Kasturba Gandhi Balika Vidyalayas (KGBVs) upto class 12, setting up of residential schools or hostel

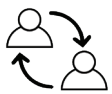


named Netaji Subhas Chandra Bose Avasiya Vidyalayas, transport allowance, undertaking enrolment drives, seasonal hostels or residential camps, aids and appliances for children with special needs and provision of skill education and ICT facilities in schools etc. Along with these,

the Ministry of Tribal Affairs is implementing the Central Sector Scheme of Eklavya Model Residential School (EMRS) to provide quality education to the tribal children, making education accessible even in the remotest parts of the country.

Further, the Ministry of Education has also taken initiatives such as Vidya Samiksha Kendra (VSK) and implementation of APAAR ID (Automated Permanent Academic Account Registry) to monitor the drop out and other education indicators. VSK has been developed with strategies designed to enhance the effectiveness of monitoring of educational initiatives and their eventual outcomes. The key functions of VSK are tracking dropout students, monitoring students migrating from one school to another, progress of learning outcomes, and real-time monitoring of various interventions aimed at improving access, students' academic performance, and enhancing teachers' accountability in schools.

In addition, the emphasis is on digital education. The same is being disseminated through



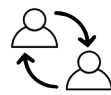
the programme 'PM e-VIDYA', with an objective to expand the reach of online education. It includes 200 DTH TV channels, virtual labs, and e-content for students on DIKSHA, etc., so that not a single student is left behind.

With such initiatives, the government is trying to make education accessible to every child in this country by focusing on the five guiding pillars of NEP 2020: Access, Equity, Quality, Affordability, and Accountability. The priority is to emphasise critical thinking as a key skill for students to develop their creative potential, Higher-order cognitive capacities, and problem-solving skills.

SKU: In this era of technology driven knowledge, when students have access to all types of freely available information, what are your suggestions for the students to develop reading habits and writing skills, which could be more sustainable?

SM: We all know that technological revolution has become the most prominent feature in 21st century across the globe impacting day-to-day life of all sections of the society. With the emergence and spread of digital devices and technology, all information is available and accessible at our fingertips. The reliance on technology and its integration in the lives of human beings has





opened infinite opportunities and has also thrown unique challenges on the society. It is crucial to remember that technology is a tool to enhance learning, not replace fundamental skills like critical thinking, creative writing, and independent thoughtfulness. You are absolutely right. Effective reading and writing skills are fundamental to a student's cognitive development. They are not just about decoding words or constructing sentences; they are powerful tools that shape how students think, learn, and interact with the world. The NEP 2020 has also prioritised this by emphasising on foundational learning. At some point, we all take advantage of technology, to access any information, or communicate, and no doubt it has been successful in bridging gaps between us, even to reach the moon. However, it is our responsibility to use digital tools and AI judiciously. Your wisdom will be enhanced with deep thinking, reading a lot on diverse topics, writing creatively, learning and speaking in as many languages, seeking new perspectives and developing



creative ideas independently. The launch of the e-magazine Sapno Ki Udaan is a testament to the statement itself, that the organic habit of reading and writing can be promoted in all ages; giving you this platform to inspire a love for learning, foster curiosity, creativity and critical thinking skills among the students. So, all of you 'Be Creative, Express Yourself' in any language.

We must use digital tools and AI responsibly, while simultaneously nurturing the uniquely human skills of critical thinking, creativity, and self-expression. Sapno Ki Udaan is a wonderful example of how we can achieve this balance and empower the next generation to thrive in the digital age. Digital transformation in education has to be inclusive, thoughtfully designed and implemented, to ensure that



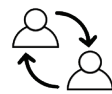
SM: It is absolutely true that for a country to be a progressive and productive nation it is crucial that its citizens are physically fit and mentally and emotionally healthy. When we are physically fit and are competent to manage our thoughts and emotions effectively, we are able to perform at our optimal levels both in professional and personal life. This gives a lot of satisfaction and thus motivates us to perform even better.

In order to achieve the same and to be able to contribute effectively for the nation's growth, students of today must prioritise their physical and mental well-being. This is possible when they make it a habit to look after their body and mind, thus ensuring that they have a fit and healthy body and a cheerful and happy mind.

A healthy mind and a fit body are essential for critical and creative thinking, appropriate decision-making, building and practicing resilience, being sensitive

all the processes put students at the centre. We must strive to build a more open, accessible, equitable, inclusive, robust, and transparent education system that is prepared to reap the advantages of technology and promotes a conducive learning environment for each learner.

SKU: For a productive and progressive society, every citizen, especially professionals, can contribute their best when they are physically fit and mentally healthy. Sir, what is your advice to our students to be happy, healthy and cheerful

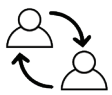


and adaptable to one's own and other needs. To ensure physical fitness the Ministry of Education, has initiated the National Yoga Olympiad to promote yoga in schools. The National Yoga Olympiad was started in 2016 as a follow up to the International Day of Yoga observed on June 21 and is now celebrated every year across countries. The hon'ble Prime Minister of India also launched the Fit India Movement in August 2019. Our hon'ble Prime Minister urged the people of the country, particularly students in school and in higher educational institutions to make fitness a part of their lifestyle. The Khelo India initiative by our government also provides an opportunity for students to participate in sports activities in school, promote sports at the grassroots level and, eventually, compete at the national level. When students engage in different sports, qualities like empathy, resilience, compassion, team work, etc., are nurtured, which the NEP 2020 has reiterated as the utmost necessity for holistic development of students.

In the fifth phase of the *Atma Nirbhar Bharat*, which was launched by hon'ble PM in 2020 one of the focus areas is education. In this, *Manodarpan* is one of the initiatives of the Ministry of Education (MoE) which aims to provide psycho-social support to students of schools, colleges and universities, their parents and teachers for the mental health and emotional well-being of students. Several activities are undertaken under the initiative to promote mental health and well-being among students in schools.

The above initiatives are made to facilitate students and provide them opportunities to not only stay physically fit and mentally and emotionally healthy but also develop the competencies of compassion, empathy, critical thinking and resilience in them so that tomorrow, as adults, they become efficient, empowered and self-reliant and thus contribute towards a *Viksit Bharat*.

SKU: What strategies will you suggest to the schools of the country for sensitising the students to have a pride in their heritage, preserve it



and integrate Indian culture, heritage, and values in education while also promoting global awareness and taking them to be the most modern or advanced society rooted in Bharat?

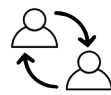
SM: Schools play a crucial role in sensitising students about our cultural heritage. It makes history and culture tangible and relatable, fostering a sense of belonging and ownership. The NEP 2020 envisages an overall change in the country's education system with the rootedness and pride in India's glorious path while equipping the youth with 21st century skills. The National Curriculum Framework for School Education, 2023 also addresses the Indian knowledge system, as one of the cross-cutting themes that addresses and integrates different aspects of Indian cultures, heritage and values. The curriculum is rooted in India and is informed by the wealth of

Indian knowledge and thought on education. Contributions to the knowledge in various disciplines by Indians from the ancient to contemporary times have been integrated into the curricular goals of all school subjects.

The schools in different regions can always start from addressing the rootedness from their local resources and practitioners. Students can be taken out for a visit to the local heritage sites, studios, museums, workstations of



different craftsmen, small industries, farming areas, training centres and many others where students will get an opportunity to explore all these avenues.

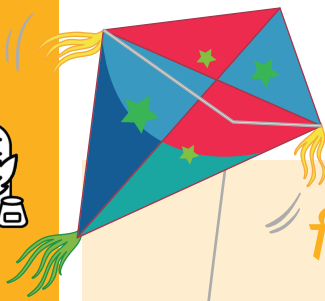


SKU: How would you like the youth of India to contribute towards *Viksit Bharat* and become a part of this glorious journey?

SM: India has one of the largest youth populations in the world. This demographic advantage presents a unique opportunity for growth and development. Harnessing the potential of this young workforce is essential for national progress. By investing in empowering, and engaging its youth, India can unlock its full potential and achieve its vision of becoming a developed nation by 2047. This transformative roadmap emphasises inclusive development, sustainable progress, and effective

governance. The energy, creativity and dynamism of this generation are the driving force behind this transformative journey. They are not just the future; they are a vital force in shaping the present. Empowering them, engaging them, and providing them with the tools and opportunities they need to contribute is essential for realising the vision of a prosperous and inclusive India. The youth have the ability to drive the country forward and every one of you should become a contributing citizen of Bharat and contribute in whatever way you can to make Bharat a 'Vishwa Guru' again.





विकसित भारत हमारा

आओ मिलकर लें प्रण,
नए भारत को आगे बढ़ाएँ।
ज्ञान-विज्ञान में हो पहचान,
बने देश सबसे महान।

शिक्षा की ज्योत जलाएँगे,
हर घर को रोशन कर जाएँगे।
नए आविष्कार करेंगे हम,
चमकेगा भारत हर दमा।

खेतों में सोना लहराए,
हर हाथ को मेहनत भाए।
स्वच्छ रहे, हर गली-नगर,
प्रकृति का हो सुंदर समरा।

एकता का दीप जलाएँ,
सपनों को सच कर दिखाएँ।
विकसित भारत का सपना साकार,
बनाएँ इसे सबसे शानदार।

रेयांश मिश्रा

कक्षा VII ब
सरदार पटेल विद्यालय
नई दिल्ली

शिक्षा की उड़ान

सपनों की दुनिया में, एक नया सवेरा,
शिक्षा का दीप, लाएगा उजाला।
हर बच्चे की आँखों में, छिपी है एक आस,
विकसित भारत की यात्रा, बनाती है खास।

पर्वत, घाटी और हर एक नगर,
ज्ञान की हर कड़ी, जोड़ती है जागर।
सपनों की परवाज़, जब मिलती है ताकत,
शिक्षा के संग, छू लें हर कठिन लक्ष्य।

कदम से कदम मिलाकर, बढ़ते चलें हम,
हर मन में जज़्बा, हर दिल में हो दमा।
शिक्षा है कुंजी, जो खोलती है द्वार,
नए विचारों की, लाती है बहार।

तो उठो, सपने देखो, अपने हौसले को पहचानो,
शिक्षा की इस यात्रा में, हर पल को अपनाओ।
विकसित भारत की राह में, हम सब मिलकर बढ़ें,
एक नया अध्याय, एक नया सफ़र चुनें।

पल्लबी दास

बी.एड., फर्स्ट सेमेस्टर
एन.ई.आर.आई.ई.,
शिलांग, मेघालय





Shaping Viksit Bharat

Education as the Catalyst for a Glorious Future

From ancient gurukuls to modern-day IITs, India's journey showcases the transformative power of education. As we envision a Viksit Bharat by 2047, fostering innovation, scientific temper, and skill development across all sectors will lay the foundation for a self-reliant, inclusive, and progressive nation from classrooms to farmlands.

We have made significant progress in technology and innovation. Today, one can fly from newly built airports, travel on *Vande Bharat* trains, drive to previously inaccessible places by road, or use advanced 5G networks to stay connected. Achievements like Chandrayaan, Mangalyaan, and other scientific discoveries have firmly established India on the global scientific map.

To achieve the dreams of *Viksit Bharat* by 2047, India needs a combination of dedicated citizens with a high degree of education, knowledgeable leaders and an environment which encourages scientific temper.

In our ancient scriptures like the *Vedas* and *Puranas*,

education was held in the highest regard. Gurus were revered more than God. Many texts mention that one of a king's primary duties was to support scholars and fund the upkeep of *gurukuls*. These *gurukuls* taught subjects like astronomy, medicine, science, literature, and spiritualism through scriptures.

Nalanda and other ancient Indian universities had vast libraries, so large that their size was measured in acres. They attracted students from all over the world, much like modern-day IITs. Thousands of years ago, India had intellectual scholars like Madhava in Mathematics and Aryabhata in Astronomy. At the time when the Cholas and



Pallavas ruled the seas, and Indian scholars could predict eclipses with remarkable precision.

India has the highest number of medical and engineering colleges in the world. In addition to producing great engineers and doctors, we must expand our expertise across various fields. Achieving this requires a skilled and educated workforce, especially as India has the largest youth population.

Our progress should not focus only on technology-driven industries. We can learn from the past, where artisans played a key role in a thriving economy. Revamping the education system to support and encourage artisanship will help India become a global manufacturing hub. Government sponsored skill development programs are already aiding this effort, creating employment opportunities and promoting growth in towns and villages.

India also needs to encourage innovation and scientific temper at the school level. Most students are not aware of scientific advancements made by Indian researchers. The knowledge of these fields should not just

be exclusively for scientific journals or newspapers. Groups like the International Society for Science have minimal presence in India, with only one competition being held in Delhi. School students should be encouraged to participate in such competitions. They must be encouraged to visit planetariums, laboratories, research institutes and libraries.

Science should not remain confined to professors and researchers but connect with the general public. For example, only few people know much about PARAM-RUDRA, the supercomputer, beyond headlines. Educating people about Indian and global scientific developments will inspire students to pursue specialised fields and contribute to national progress.

Agriculture and farmers are major contributors to India's GDP, and educating them can directly impact every Indian household. Embracing scientific farming methods, such as using satellite technology and GPS for irrigation and crop management, can revolutionise the sector. Introducing AI-driven farming



techniques could further enhance productivity and sustainability, creating a positive and lasting influence on the agricultural landscape.

The government should enhance funding and provide greater autonomy to research institutions to foster innovation and retain talent. Expanding opportunities in Research and Development will encourage scientists and scholars to contribute within India. Additionally, introducing a wider variety of subjects in

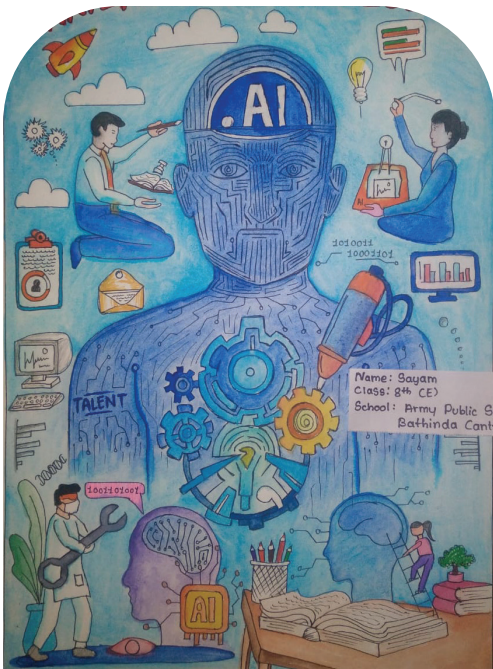
schools can inspire diverse interests and innovation among students.

A powerful way to achieve this is by inviting the greatest minds to serve as teachers. While we already have excellent educators, the system should aim to attract experts from various fields to share their knowledge with the youth. Imagine an ISRO scientist teaching high school students about space exploration or a leading surgeon inspiring future medical professionals through lectures. This approach can greatly enrich the educational experience and ignite curiosity in students.

I will end this note with a phrase from *Taittiriya Upanishad*.

मातृदेवो भव,
पितृदेवो भव,
आचार्यदेवो भव,
अतिथिदेवो भव।

(MatruDevo Bhava, PitruDevo Bhava, AacharyaDevo Bhava, AtithiDevo Bhava)



Sayam

Class VIII E

Army Public School, Bathinda Cantt.

Pradhyumnan Madhavan

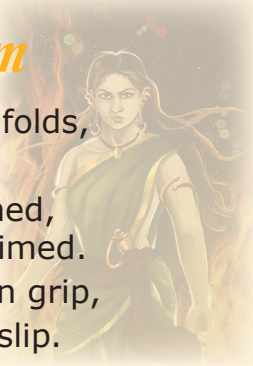
Class XII C

P.S. Senior Secondary School

Mylapore, Chennai



Kuyili: The Flame of Freedom



In the heart of Tamil Nadu, a tale unfolds,
Of Kuyili, fierce and bold,
A revolutionary spirit, a fire untamed,
In a world of men, she boldly proclaimed.
Against the East India Company's iron grip,
She rose with courage, refused to slip.
With her queen, Rani Velu, she forged the way,
In a time of darkness, she fought for the day.
The drums of war echoed, a call to the brave,
In the shadows of tyranny, she learned to save.
With each step forward, she silenced the night,
For freedom's embrace, she would fiercely fight.
A plan unfurled, as she took to the fray,
With passion ignited, she'd find her way.
In the depths of the enemy's camp, she crept,
A heart full of dreams, a vow she had kept.
With a fiery heart and a will made of steel,
She became the storm, the fervour, the zeal.
As the dawn broke, she chose her own fate,
In a blaze of glory, she embraced the weight.
For every girl dreaming of breaking the chain,
She stands as a symbol, a voice in the rain.
In the tapestry woven with valour and grace,
Kuyili lives on, a hero's embrace.
Though the years may pass, her story won't fade,
In the hearts of the brave, her legacy laid.
A warrior of freedom, forever she'll be, Kuyili,
The flame, setting spirits free.

K Naysa Kiran

Class XI

PM Shri Kendriya Vidyalaya No.2 Golkonda

राष्ट्रीय शैक्षणिक धोरण 2020 - मराठी भाषा



अ
व

शिक्षण ही जीवनातील सर्वात शक्तिशाली गोष्टींपैकी एक आहे, शिक्षण फक्त आपल्याला शिकवतच नाही तर माणसाला खुब हुशार आणि जवाबदार माणूस बनवण्यास मदत करते। शिक्षण ही आता प्रत्येकाची मूलभूत गरज आणि हक्क आहे। आपली उद्दिष्टे साध्य करण्यासाठी आणि न्याय समाजाचा विकास करण्यासाठी आपल्याला शिक्षणाची गरज आहे। त्याचप्रमाणे राष्ट्राच्या राष्ट्रीय विकासात शिक्षणाचा मोठा वाटा असतो। आपण जागतिक स्तरावर ज्ञानाच्या बाबतीत मोठ्या बदलावाचा सामना करत असताना, भारत सरकारनी राष्ट्रीय शैक्षणिक धोरण 2020 ला मान्यता दिली। नवीन शैक्षणिक धोरण 2020 वरील हा निबंध आपल्याला जाणून घेण्यास मदत करेल कींवा नवीन धोरणाने राष्ट्रीय शैक्षणिक धोरण 1986 ची जागा कशी घेतली आहे जीची गेले 34 वर्षे अस्तित्वात आहे।

नवीन शैक्षणिक धोरण 2020 चे उद्दिष्ट

या नवीन धोरणाचे उद्दिष्ट प्री-स्कूल ते माध्यमिक स्तरापर्यंतच्या शिक्षणाचे

सार्वत्रिकीकरण करण्याचे आहे। शालेय शिक्षणात 100% GRE (ग्रॅस एनरोलमेंट रेशो) 2030 पर्यंत ते साध्य करण्याची योजना आहे।

नवीन शैक्षणिक धोरण 2020 वरील हा निबंध या नवीन धोरणामुळे झालेल्या बदलांवर प्रकाश टाकेल। सर्वप्रथम, धोरणात परदेशी विद्यापीठांमध्ये भारतीय उच्च शिक्षण सुरू करण्याचा प्रस्ताव आहे।

विविध निर्गमन पर्यायांसह चार वर्षांचा बहुविद्याशाखीय अंडरग्रेजुएट प्रोग्राम सादर करण्याचे उद्दिष्ट आहे। अशा प्रकारे हे नवीन धोरण भारत देशाला जागतिक ज्ञान महासत्ता बनविण्याचा प्रयत्न करेल।

त्याचप्रमाणे, 2040 पर्यंत सर्व विद्यापीठे आणि महाविद्यालये बहु-विद्याशाखीय बनवण्याचे उद्दिष्ट आहे। शेवटी, धोरणाचे उद्दिष्ट भारतातील रोजगार वाढवणे आणि सध्याच्या शैक्षणिक व्यवस्थेत मूलभूत बदल घडवून आणणे हे आहे।

नवीन शैक्षणिक धोरण 2020 चे फायदे आणि तोटे

बोर्डाच्या परीक्षा सुलभ करून इयत्ता 10वीं आणि 12वींच्या विद्यार्थ्यांना या

धोरणाचा फायदा मिळतो. दुसऱ्या शब्दात, फक्त तथ्ये लक्षात ठेवण्याऐवजी मूळ क्षमतांची चाचणी घेण्याची योजना आहे।

यामुळे सर्व विद्यार्थ्यांना दोनदा परीक्षा देता येणार आहे। पुढे, सार्वजनिक आणि खाजगी दोन्ही शाळांचे नियमन करण्यासाठी एक स्वतंत्र प्राधिकरण जबाबदार असेल असे प्रस्तावित आहे। त्याचप्रमाणे, शाळांमधील शैक्षणिक प्रवाह आणि व्यावसायिक प्रवाह यांच्यातील कोणतेही तीव्र पृथक्करण कमी करणे हे धोरणाचे उद्दिष्ट आहे।

अतिरिक्त अभ्यासक्रमांमध्ये कोणतेही कठोर विभाजन होणार नाही। व्यावसायिक शिक्षण सहाय्या वर्गात इंटरनशिपने सुरू होईल। आता, नवीन शैक्षणिक धोरण 2020 वरील निबंध तुम्हाला पॉलिसीचे तोटे सांगेल।

प्रथम, यामुळे शिक्षण व्यवस्था महाग होऊ शकते। म्हणायचे तात्पर्य, परदेशी विद्यापीठांमध्ये प्रवेश मिळण्याची शक्यता आहे। पुढे, यामुळे मानवी संसाधनांची कमतरता निर्माण होईल।

सध्याच्या प्राथमिक शिक्षणावर नजर टाकल्यास कुशल शिक्षकांची कमतरता असल्याचे लक्षात येते। अशा प्रकारे, हे लक्षात घेऊन, राष्ट्रीय शैक्षणिक धोरण 2020 प्राथमिक शिक्षणासाठी असलेल्या

प्रणाजीची अंमलबजावणी करताना व्यावहारिक समस्यांना जन्म देऊ शकते।

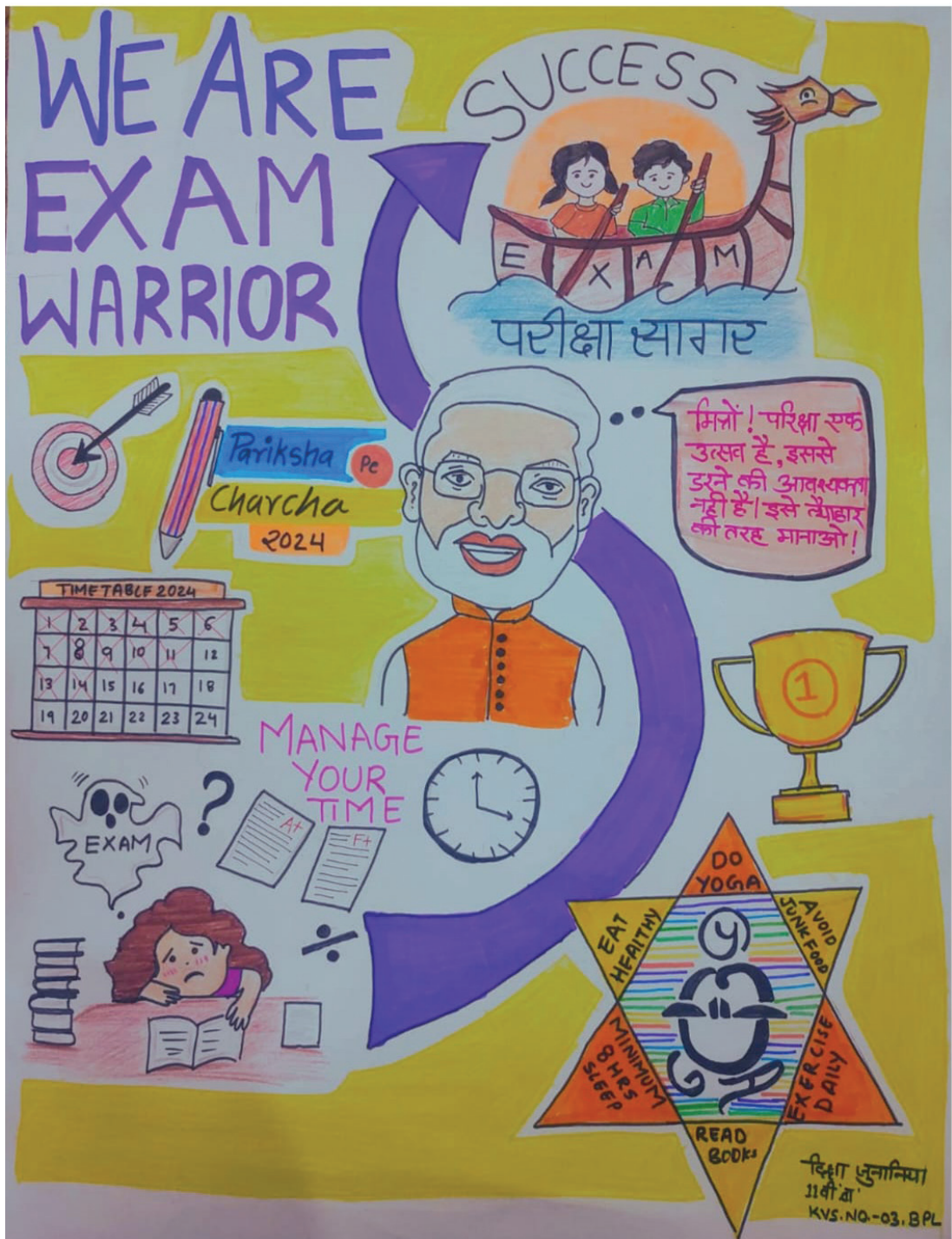
शेवटी, शिक्षकांच्या पलायनाची शक्यता देखील आहे। दुसऱ्या शब्दांत, परदेशी विद्यापीठांमध्ये प्रवेश घेतल्याने शेवटी आमचे कुशल शिक्षक त्या विद्यापीठांमध्ये स्थलांतरित होतील।

नवीन शैक्षणिक धोरण 2020 या विषयावरील निबंधाचा समारोप करताना, आपण असे म्हणू शकतो की हे धोरण आपल्या समाजाच्या आणि संपूर्ण देशाच्या सर्वांगीण विकासासाठी एक आवश्यक उपक्रम आहे। तथापि, या धोरणाच्या अंमलबजावणीमुळे त्याचे यश निश्चित होईल। तरीही, तरुणांचे प्राबल्य असलेल्या लोकसंख्येसह, या शैक्षणिक धोरणाची योग्य अंमलबजावणी करून भारत खऱ्या अर्थाने एक चांगले राज्य बनण्याचे ध्येय साध्य करू शकतो।

स्मित जे पाटिल

कक्षा IX

पीएम श्री केंद्रीय विद्यालय, बी ई जी पुणे





Sanchi Stupa

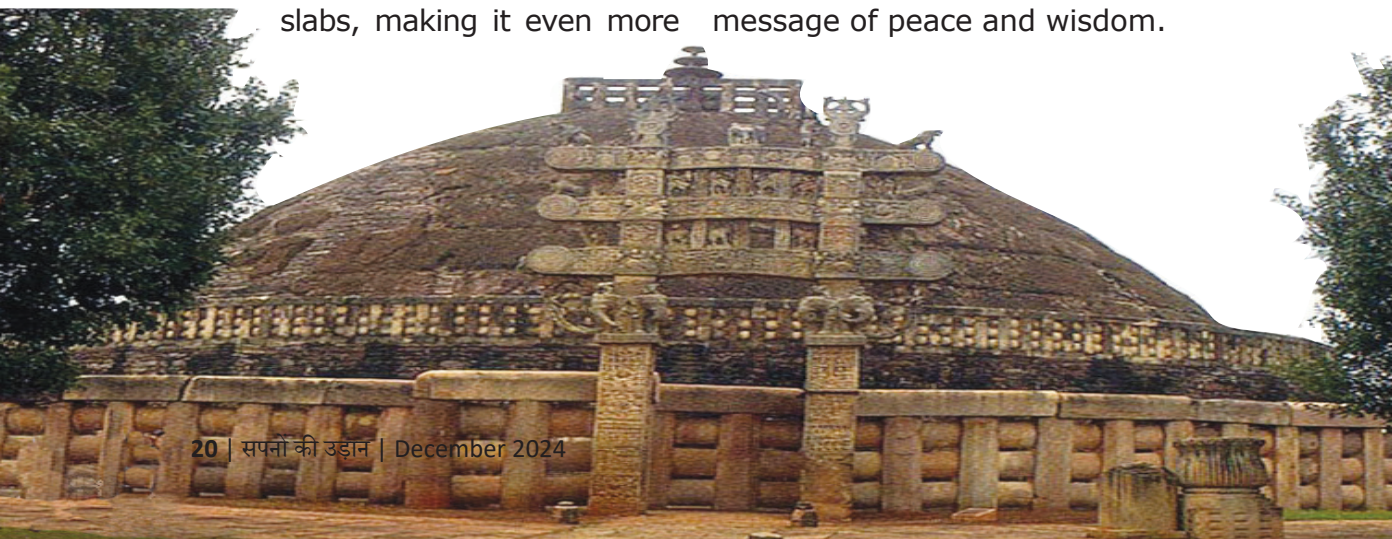
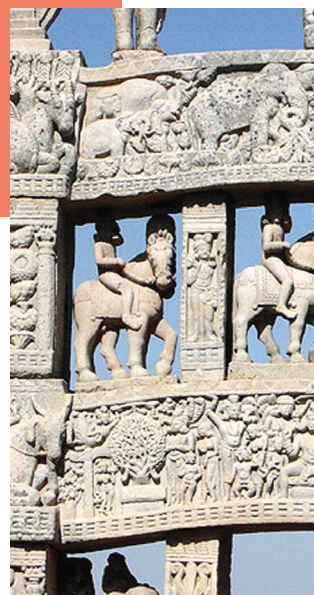
Sanchi is located around 50 km from Bhopal, the capital of Madhya Pradesh. The *stupa* of Sanchi were commissioned by emperor Ashoka in the 3rd century BCE. There are three main *stupas* at Sanchi. Stupa - 1 has the relics of the Buddha. The second *stupa* has the relics of ten less famous *arhats* which belong to three different generations. The third *stupa* has the relics of Sariputta and Mahamougalayana. The site was declared a World Heritage Site in 1989 by UNESCO.

The Stupa of Sanchi is a group of Buddhist monuments consisting of stone pillars, temples and monasteries. Stupa-1, also known as the 'Great Stupa', is the oldest structure. At the top of stupa-1 there is a special structure called the *harmika*. It is crowned with a three-tiered umbrella symbolising the three jewels of Buddhism – *Buddha*, *Dhamma*, and *Sangha*.

Initially, Stupa-1 was a small brick structure. Over a period of time, the stupa was made bigger and more intricate. The original brick mound was doubled in size and covered with smooth sandstone slabs, making it even more

magnificent. The site saw further additions of *stupas*, *torans* and temples containing detailed carvings and intricate sculptures during the Satavahana and the Gupta periods.

After centuries of quiet slumber, Sanchi was rediscovered in 1818. Post-independence, a museum was set up to share the findings with the world. Today, the stupa not only teaches us about ancient Indian history and Buddhist art but also inspires everyone with its timeless message of peace and wisdom.





Five facts about the Stupa of Sanchi!

1. The stupa of Sanchi is located in Madhya Pradesh, very near the Tropic of Cancer.
2. Sanchi Stupa was rediscovered after centuries by a British officer in 1818.
3. Emperor Ashoka's wife, Devi, was from the nearby city of Vidisha, and she inspired him to build the Stupa at Sanchi.
4. The highly decorative and elaborate work on the railings of Sanchi Stupa narrates the Jataka stories from different lives of Buddha.
5. An image of the torans (gates) of the Sanchi Stupa is printed on the back of the 200 Rupee note.



A Day Among the Stars

My story begins at the National Institute of Electronics & Information Technology (NIELET) auditorium, where dreams of exploring space science take place. Surrounded by highly intellectual individuals like Raghu Ningthoujam (*Deputy Director*, DTDI at ISRO), Minaketan (*Director*, MASTEC), M. Somorjit Singh (*Head Scientist*, NESAC), N Debachandra Singh (*Director*, NIELET), Hungyo Worshay (IAS), and lastly Bishwajit from the Ministry of Science and Technology who have done a great job towards the National Space Program, I felt inspired. They were the chief guests of the day. It was the hum of technological marvels. I witness the fusion of human ingenuity and the quest for understanding the universe's mysteries.

The program starts with a welcome speech by the director of NIELET. Then, all the dignitaries gave inspiring speeches and shared a lot about the Chandrayaan III which was a successful mission to moon in 2023 by ISRO.

The most inspiring and motivating speech was given

by Sir Raghu Ningthoujam who had contributed so much to the Chandrayaan III Mission. He spoke about the upcoming ISRO space mission like Gaganyaan (Manned Mission to Moon), Shukrayaan (Mission to Venus) and about the Aditya L1 (Mission to Sun). He also narrated the struggle that he endured in his life which was extremely motivating. His quote, "Have you ever climbed a hill?" deeply moved my heart. It means that in life we all face setbacks and failures but we should never learn to give up until we reach the top of the hill. Indeed, I learnt a lot from him. The program ended with the topic of Chandrayaan III's landing and the experiments done by the Vikram lander and the Pragyan rover.

After lunch, an interaction program started with Sir Raghu. Many questions were asked and he answered each one patiently. The question I asked was, "Sir, we have such an advancement in space technology and space exploration, how will it impact the life on earth and the human civilisation in the next



50 years?". He replied, "At that time, we might have discovered other life forms on the edge of the universe; we are not alone in this vast universe and the human civilisation will be too advance that we might live on the lunar surface of the moon".

Spending a day in the space program has been an exhilarating and educational experience. It might have been a simple program but for me it was

one of the most knowledgeable sessions. Each speech and talk deepened our understanding of space science exploration especially about the moon. This day has not only broadened our knowledge but also ignited a sense of wonder about the limitless possibilities of space.

Lanngamba Shamjetshabam

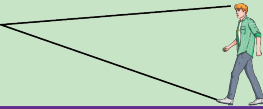
Class XII

PM SHRI JNV

Imphal, Manipur

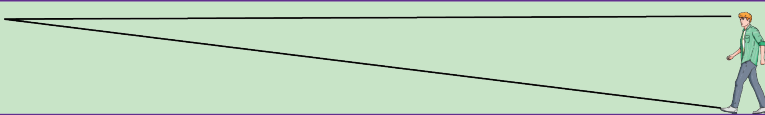
Who can see the farthest?

Fun Facts



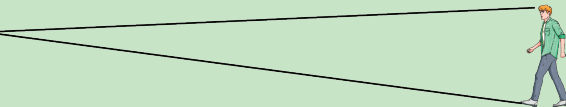
Horse

~500 meters



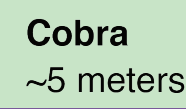
Giraffe

2000 meters



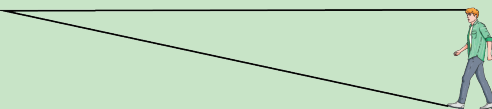
Hawk

1,500 meters



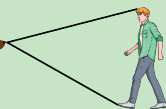
Cobra

~5 meters



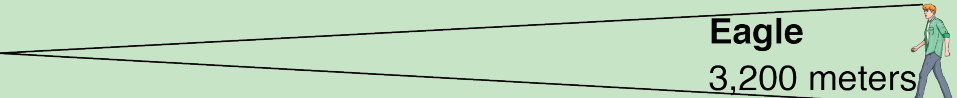
Ostrich

1400 meters



Dog

400 meters



Eagle

3,200 meters



Lion

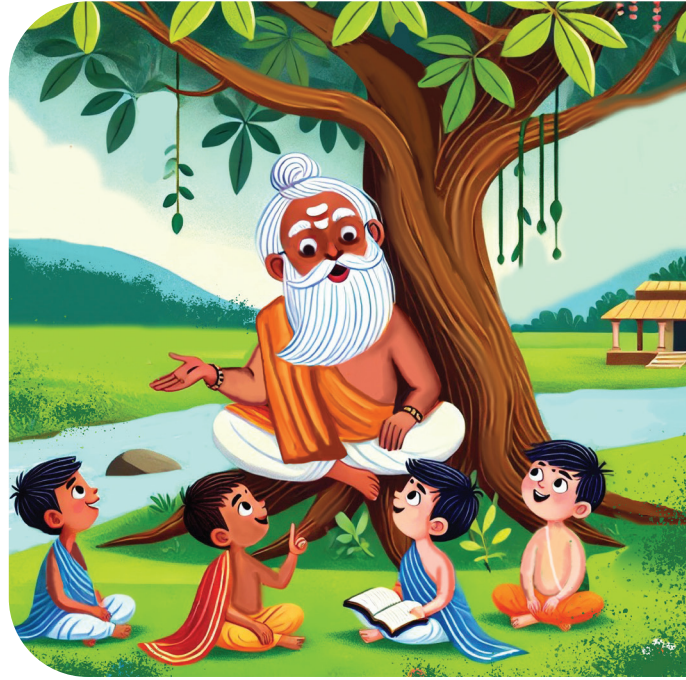
400 meters



गुरुकुल पद्धति

प्राचीन भारतीय शिक्षा पद्धति का एक प्रमुख तत्व गुरुकुल व्यवस्था है। इसमें विद्यार्थी अपने घर से दूर गुरु के यहाँ निवास कर शिक्षा प्राप्त करता था। कभी-कभी वह शिक्षा केंद्रों से संबद्ध छात्रावासों में निवास करता था। इस प्रकार के विद्यार्थियों को 'अन्तेवासी' अथवा 'आचार्य कुलवासी' कहा गया है।

धर्मग्रंथों में विहित है कि विद्यार्थी उपनयन संस्कार के साथ ही गुरुकुल में निवास करे तथा विविध विषयों की शिक्षा प्राप्त करे। गुरु के समीप रहते हुए विद्यार्थी उसके परिवार का एक सदस्य हो जाता था तथा गुरु उसके साथ पुत्रवत् व्यवहार करता था। गुरुकुल में ब्रह्मचर्यपूर्वक रहते हुए विद्यार्थी शिक्षा ग्रहण करता था। वहाँ उसे गुरु से पहले उठना तथा उनके सो जाने के बाद सोना पड़ता था। गुरु की सेवा करना उसका परम कर्तव्य था। उसकी सेवाओं के बदले में गुरु भी उसके ऊपर व्यक्तिगत ध्यान रखते थे तथा पूरी लगन के साथ उसे विविध विद्याओं और कलाओं की शिक्षा प्रदान करते थे।



प्राचीन व्यवस्थाकारों ने गुरु के साथ विद्यार्थी के सान्निध्य के महत्व को समझा था और इसी कारण गुरुकुल पद्धति पर बल दिया। गुरु के चरित्र तथा आचरण का शिष्य के मस्तिष्क पर सीधा प्रभाव पड़ता था तथा वह उसका अनुकरण करता था।

परिवार के वातावरण से दूर रहने के कारण उसमें आत्म-निर्भरता की भावना विकसित होती थी तथा वह संसार की गतिविधियों से अधिक अच्छा परिचय प्राप्त कर सकता था। उसमें अनुशासन



की प्रवृत्ति का भी उदय होता था। इसी कारण महाभारत में गुरुकुल की शिक्षा को घर की शिक्षा की अपेक्षा अधिक प्रशंसनीय बताया गया है।

इस प्रकार हम देखते हैं कि कुछ प्रसिद्ध मुनियों जैसे बाल्मीकि, कण्व, संदीपनि आदि के आश्रम वनों में ही थे तथा उन्होंने अपने आश्रमों में सैकड़ों विद्यार्थियों को पढ़ाने की व्यवस्था कर रखी थी किंतु अधिकांशतः गुरुकुल ग्रामों तथा नगरों में अवस्थित होते थे।

शिक्षक गृहस्थ थे और स्वाभाविक रूप से वे छात्रों को अपने निवास-स्थान के समीप ही रखते थे। यह आवश्यक था कि गुरुकुल ग्राम या नगर में किसी उपवन या एकांत स्थान पर स्थित हों। ये शिक्षा केंद्र अधिकतर नगरों में तथा अग्रहार ग्रामों में होते थे। तक्षशिला के अध्यापक राजधानी में ही रहा करते थे।

प्राचीन साहित्य में गुरुकुलों में रहकर अध्ययन करने वाले विद्यार्थियों के नाम मिलते हैं। ज्ञात होता है कि इतिहास के विभिन्न युगों में शिक्षा की गुरुकुल पद्धति का प्रचलन था। छान्दोग्योपनिषद् से पता चलता है कि महर्षि उद्दालक के पुत्र

श्वेतकेतु ने गुरुकुल में रहकर अध्ययन किया था। विष्णुपुराण से ज्ञात होता है कि श्रीकृष्ण तथा बलराम ने संदीपनि के आश्रम में रहकर अध्ययन किया था।

रामायण में भारद्वाज तथा बाल्मीकि के गुरुकुलों का उल्लेख मिलता है। महाभारत से ज्ञात होता है कि कण्व तथा मार्कण्डेय ऋषियों के आश्रमों में प्रसिद्ध शिक्षा केंद्र थे। मुनि दुर्वासा के आश्रम में दस हजार विद्यार्थी शिक्षा ग्रहण करते थे। ऐतिहासिक काल में हम देखते हैं कि चंद्रगुप्त मौर्य ने तक्षशिला के आचार्य चाणक्य के साथ रहकर शिक्षा प्राप्त की थी।

गुप्त युग में ब्राह्मणों को जो भूमि दान दी जाती थी, उसे अग्रहार कहा जाता था। ये अग्रहार भी शिक्षा के प्रमुख केंद्र थे। हर्षचरित में गुरुकुल का उल्लेख मिलता है। अल्वेरूनी के विवरण से पता लगता है कि पूर्व मध्ययुग में शिक्षा प्रदान करने के निमित्त कई गुरुकुलों की स्थापना की गई थी।

सौम्या सोनी

कक्षा XI

पीएम श्री केंद्रीय विद्यालय, दानापुर कैंट



आज़ादी

कभी थी धरती सुनहरी,
जिसकी चमक थी जग से न्यारी।
‘सोने की चिड़िया’ था जिसका नाम,
भारत था वो, दुनिया का अभिमान।

रत्नों से दमकता, सोने से भरा,
हर कोना था जैसे स्वर्ग से खरा।
पर आया अंधेरा, छाया था घोर,
अंग्रेज़ी हुकूमत ने छीन लिया ठौर।

उनके शासन में दिन बने रात,
हर दिल सहता था दर्द की बात।
पर न थी वीरों की आवाज़ें,
हर कोना गूँजा आज़ादी के राज से।

त्याग और बलिदान का मच गया दौर,
हर युवा ने पकड़ी क्रांति की डोर।
1947 की सुबह ने ये कहा,
अब आज़ाद है भारत, ये अपना गगन।

‘विविधता में एकता’, बना पहचान,
सत्य, प्रेम और न्याय का विधान।
संघर्षों की भूमि ने पाई वो जीत,
जिस पर आज हर भारतीय को प्रीत।

किसानों की मेहनत, सैनिकों का मान,
युवाओं की शक्ति, विद्वानों का ज्ञान।
संस्कृति, सभ्यता और विज्ञान का मेल,
भारत खड़ा है, तो हर दिल में खेला।

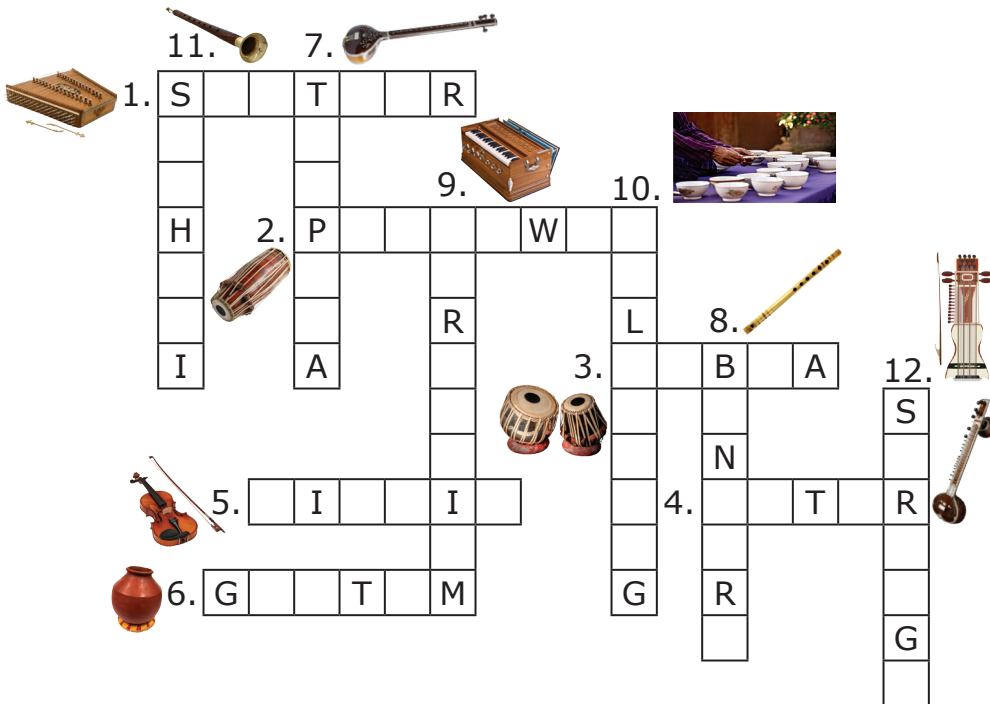
आज़ादी का दीपक जलता रहेगा,
हर मुश्किल में ये चमकता रहेगा।
हम हैं वो जो इतिहास रचते,
प्यार और एकता के साथ बढ़ते।

भारत का भविष्य, हम सबकी शान,
आज़ादी है हमारी, यही अभिमान।

मोक्षा सिंह

कक्षा XI ‘अ’

पीएम श्री केन्द्रीय विद्यालय
ईटाराणा, अलवर, जयपुर,





Driver Saheb

In Kathmandu streets, a taxi waits,
A driver Saheb, with eyes that relate.
A life lived slowly, a world that's slowed
His hands grip the wheel, with story untold.

'Lazimpat', I say, and he starts and shares,
A tale of respect, of a little beyond compare.
'Saheb', he whispers a word that once meant might,
A mark of respect, in a world that was just and bright.

But time stole honour, that once seemed so real,
Now it is changed and so volatile.
Now we're ghosts in the streets we roam,
Just passengers, never reaching their home.

He sighs, a sound of weary grace,
A look of loss on his weathered face.

The rush of the world took all we had,
Turned honor to dust, and joy to sad.
We are shadows now, where light once shone,
In a world where Saheb is now unknown.

Now it flickers, dim in the rush,
Lost in the noise, forgotten in the hush.
We all wear crowns, but only for a while,
Then fade into the darkness, in silence and style.

Arya Gautam

Class VIII

KV, Embassy of India

Kathmandu



Khajjiar Chronicles

A Tale of Friendship, Adventure, and Teenage Escapades

From convincing overprotective parents to surviving an eight-day adventure in the hills, our Khajjiar-Dalhousie trip was a roller coaster of emotions, laughter, and unforgettable moments. From losing my phone to late-night talks, steep treks, and even a Maggi-disguised Thukpa scam; this journey was all about friendship, growth, and memories that will last a lifetime.

We, five colleagues - me, Adaa, Anika, Vamika, and Vedika - were thrilled to receive the news of a school trip to Khajjiar and Dalhousie being planned for the month of May.

After convincing our overprotective parents, we were able to make all arrangements for the journey. We boarded the train, stepping into a new adventure. Nearly fifteen minutes into the train journey, I could not find my phone! Panic. And some more. Tears silently pouring out, I put on a brave face and looked for it everywhere. It wasn't until Anika asked me for a knife to cut a fruit that I opened my bag's front pocket and found

my phone safely kept there. Too safe. A sigh of relief.

The real test of independence began at the Chandigarh railway station, where we had to pull our overpacked bags up and down two long flights of stairs. A note to future self: pack light! We'd never felt so proud of ourselves before, reaching the end of the staircase of horrors.

The rest of the day, we sat in a bus. The five of us fought with the boys for the last seat in the bus. What seemed like a victory quickly turned into regret—the seats were small and uncomfortable, right next to the blaring speakers. As time passed, the temperature cooled and darkness settled



in. We were still in the bus, in the uncomfortable seats, annoyingly close to the blaring speakers, wrapped together in darkness, in the hills. Who wouldn't want to experience this delight? We finally reached the hotel, around midnight. We thanked God for getting us there, informed our parents of our whereabouts, and devoured the buffet. We loved the window of our room, which gave a view of the central garden of the hotel. Little did we know, that window would become our ally in just three days.

The next day, putting on our best outfits, we trekked

to the famous Khajjiar ground and soaked the lovely sun in a gentle breeze. Food vendors, horses, and bunnies in baskets, sad and trapped. On our way back, we sneaked in some Maggi packets for an 'emergency snack', later to be forgotten in our bags. We partied hard and slept even harder that night, our legs immovable by midnight!

On the morning of the second day, we went to zip line. That day we also discovered a serene spot on the hill attached to our hotel, and sat there, with me (forcefully) making my friends listen to The Beatles! Good times.



In the afternoon, the weather changed and it started drizzling. The trek to a waterfall we had planned for the evening seemed dicey, but our bus driver powered through and we reached Dalhousie by 5 p.m. First, we took a group picture in front of the great statue at Mall Road, then descended towards the waterfall. A steep trek, but with a good incentive - to get ourselves clicked in the heart of the waterfall - so we covered the distance in a thunderbolt. At the waterfall, I lost sight of my friends and decided to go back early. We reunited in our bus and then we went back to Mall Road. There, we were given two hours to ourselves, free from authority, on our own in the real world! Anika and I decided to try out some Thukpa. After three mouthfuls, we realised that we'd been thugged! That was not Thukpa, but Maggi served with julienned vegetables and some stock. Ended up eating it anyway, can't waste what you've paid for! I purchased a bag for my mum as a present for her birthday, which was in two days. In front of Cafe Dalhousie, Vedika, Ghayas,

and I noticed an elderly couple. Uncle was clicking pictures of aunty with a funky headband. We were intrigued and decided to strike a conversation. Turned out, they were trying to choose a headband for their granddaughter. We talked for a while, got their blessings and sealed it with a sweet picture!

The next day, we headed towards a temple in outer Khajjiar. The path leading to the temple was very steep and hilly. A full-body workout, honestly. We burnt all the calories we'd consumed in those four days but then, on our way back, neutralised the effect by gobbling down chocolate doughnuts! Back to the hotel, everyone was terrorised, for we were being moved to a hotel located to opposite our current one. But not everyone, only a chosen few. Rumour had it that the teachers were picking to move whoever they laid their eyes upon. So Vamika, Adaa, and I escaped to our room, while Anika and Vedika stayed, sending us the latest updates. A breakdown, a fight, shared laughter - chaos. All in one hotel room.



We got on our bellies and peeped down the huge window - our ally as I stated earlier - and waited until everything settled down. Triumphant, we walked out of our room. Dressed up, and partied again! Ate some cake specially brought for birthday girls and boys on the trip, and didn't sleep. Though we were tired out of our lives, we also wanted to talk - a basic human need for teenage girls. Talked, and talked some more, then slept at 4 a.m., having to reluctantly wake up for the day at 6 a.m.

Adaa, Vamika, and I woke terribly sick and nauseous; the late-night rendezvous was not boding well for us. We stayed back while the others went for an intense trek to a hill. It was noon when I realised that I hadn't wished my mum a happy birthday, too caught up in my sickness. Tears being pulled down by the weight of guilt—how could I forget? I called my mum, and she was too kind, adding even more to my guilt. My mood was lifted by my lovely friends and even lovelier teachers.

After lunch, we went to the Khajjiar Ground for the last time, came back, and with heavy hearts packed our bags.

The journey back was sadder, but we were comforted by the funny pictures and loads of memories we were taking with us. The train reached Jaipur around 8 a.m. I stepped out of the train more confident and happier, having survived eight days without family. But not quite, as I was always with my chosen family. Saw my mum and hugged her fondly. Said goodbyes to my friends, sat in the car with my parents, and left for home. A happy ending to a happy trip!

Arohi Sharma,
Class XI

Maharaja Sawai Bhawani Singh
School,
Jagatpura, Jaipur

**Answers for the Crosswords
at page 27:**

1. SANTOOR
2. PAKHAWAJ
3. TABLA
4. SITAR
5. VIOLIN
6. GHATAM
7. TANPURA
8. BANSURI
9. HARMONIUM
10. JALTARANG
11. SHEHNAI
12. SARANGI



A Glimpse Unknown

I see a dawn where light does not hesitate,
I see a girl, fearless and free,
strolling into a university,
As casually as she would walk home at midnight.
I see a farmer, no longer bent beneath
the weight of debts, But standing tall,
his fields dancing in the breeze,
The factory worker, the street vendor, the weaver,
the dreamer — Each a pillar, each a thread,
In the grand tapestry,
once torn, now woven anew.
I see rivers running, not ratted by the poison of fear,
Their waters kissing earth, no longer choking in tears.
Forests stretch their arms, no longer tarnished by filth,
The tiger's roar is no longer an echo of extinction,
But a symphony of survival and strength.
I see a nation where freedom is no longer
a borrowed dream,
I see India standing tall,
Not in the shadow of what was,
But in the golden glow of what can be.
A land where progress is not measured by glass towers,
But by minds that rise, not to compete,
But to create, to innovate, to liberate.
A place where the pulse of freedom beats in every heartbeat,
And the promise of tomorrow is kept.

Isra Anwer Karim

Class IX B,
Peace Public School Kottakkal



INDIA 2047

Two Wings, Zero Limits, Four Paths & Seven Rivers



IMAGINE A LAND WHERE RIVERS RUN FREE, WHERE THE WINDS HUM THE SONGS OF PROGRESS AND PEACE,
NATION REBORN IN THE GOLDEN DAWN, WHERE KNOWLEDGE AND COURAGE WILL NEVER CEASE.

DREAMS ONCE WHISPERED NOW RISE AS ROARS, ECHOING THROUGH TOWERS THAT TOUCH THE SKY,
IN THE HANDS OF THE YOUNG, THE POWER TO LEAD, WITH WISDOM THAT NEVER RUNS DRY.

AGES OF CULTURE, UNSHAKEN AND PROUD, STAND TALL AS WE MARCH INTO TOMORROW.

TWO BILLION HEARTS BEATING AS ONE, FORGING A PATH WHERE NONE HAD BEGUN.
WEAVING A FUTURE WITH THREADS OF GOLD, WHERE STORIES OF OLD ARE CHERISHED, RETOLD.

ON FIELDS OF GREEN AND SILICON DREAMS, FARMERS AND CODERS REWRITE THEIR THEMES.

ZERO DIVIDES BETWEEN HOPE AND GAIN, WHERE JUSTICE AND KINDNESS FOREVER REIGN;

EVERY HAND THAT TOILED IN VAIN NOW HOLDS THE KEY TO BREAK THE CHAIN.

RESILIENCE FUELS OUR EVERY STRIDE, FOR UNITY WALKS BY OUR SIDE,

OUR INDIA SOARS, HER FUTURE BRIGHT—A BEACON OF STRENGTH, A SYMBOL OF LIGHT.

FOUR TIMES THE STRENGTH, THE WILL TO ASCEND, WHERE POVERTY BOWS AND BARRIERS BEND.

OPPORTUNITY KNOCKS AT EVERY DOOR, NO CHILD DEPRIVED, NO SPIRIT POOR.

UNDER THE SUN OF PROGRESS BRIGHT, OUR VILLAGES GLOW WITH LEARNING'S LIGHT.

ROADS THAT STRETCH LIKE VEINS OF STEEL, PULSE WITH A NATION'S BOUNDLESS ZEAL.

SEVEN SEAS WHISPER OUR NAME, IN SCIENCE, IN ART, IN HONOUR AND FAME.

EACH SOUL IS THE SPARK OF A GUIDING STAR, ILLUMINATING THAT WE TRULY ARE.

VICTORY IS NOT IN WAR, BUT IN PEACE, IN HANDS HELD FIRM, IN LOVE'S RELEASE.

EMPOWERED MINDS, UNSHACKLED, FREE, PAINT TOMORROW'S DESTINY.

NEVER AGAIN SHALL DARKNESS REIGN—INDIA, MY HOME, MY HEART'S DOMAIN.

PRISHA VERMA

VIII

ST. JOSEPH'S SR. SEC. SCHOOL, CHANDIGARH



Manav's Journey

Education in Lighting the Path to a Viksit Bharat

In a small village in Uttarakhand, little Manav's dreams grew as bright as the holographic solar grid in his classroom. Thanks to India's transformative education program, Gyan Yatra 2040, children like Manav are not just learning—they're innovating. From coding apps in Kerala to building drones in Rajasthan, a new generation is propelling the nation toward the dream of a Viksit Bharat, where education is the heart of progress and possibility.

In a remote village nestled between the rolling hills of Uttarakhand, little Manav gazed out from the window of his classroom. His eyes were wide with wonder, not because of the landscape or the rustling trees outside, but because of the scene unfolding within the walls of the room. A holographic image of India's solar energy grid floated in midair, projected from a sleek black device that sat at the teacher's desk.

"See, Manav? This is how we generate electricity from the sun!" Ms. Shruti, his teacher, explained, her smile reflecting her students' awe. For these

children, who once relied on kerosene lamps for light, this glimpse into the world of science and technology was nothing short of magic.

India was on a transformative journey, striving to evolve into *Viksit Bharat*—a self-reliant, advanced nation. At the heart of this transformation was a powerful catalyst: education.

The Prime Minister had just completed his landmark address at the International Education Summit in Delhi, his voice resounding with the conviction of a leader determined to propel India into the future: "*We will not achieve a developed India*

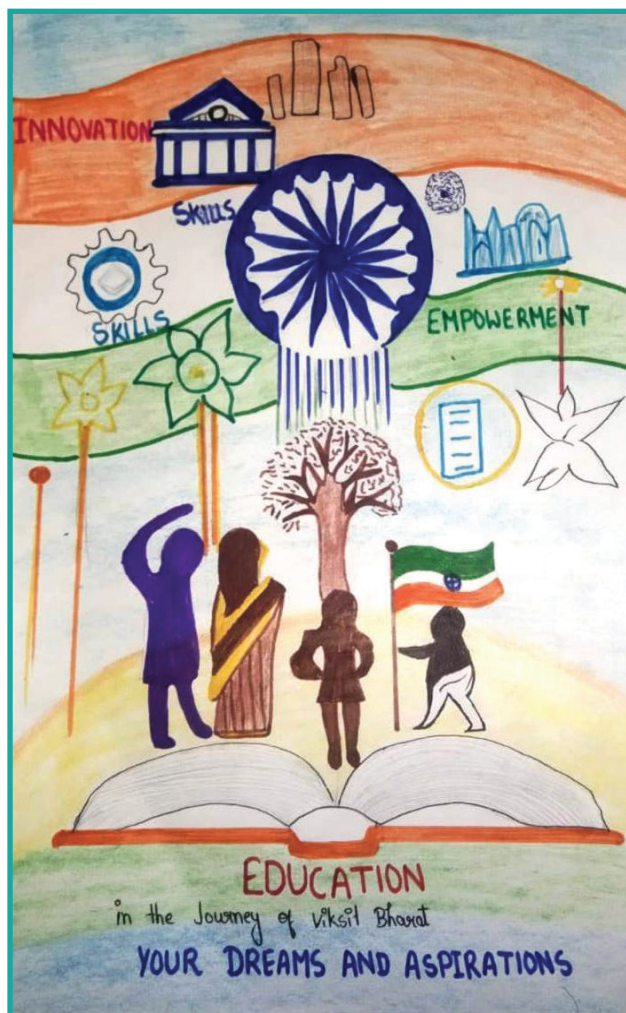


through economic reforms alone. We must create a culture where education is the very foundation of every child's life. Education is the new journey of Viksit Bharat!" he declared. His words resonated across the nation, igniting hope from the bustling streets of Mumbai to the quiet corners of rural India.

The government's ambitious initiative, *Gyan Yatra 2040*, aimed to revolutionise education. It introduced cutting-edge technology, revamped curricula and made quality education universally accessible. For Manav and his classmates, this program transformed their crumbling school into a centre of inspiration and innovation.

Manav's school now bristled with resources: virtual labs, AI-driven lessons, and digital tablets with interactive modules in local languages. Once timid and unsure,

Manav began dreaming of becoming a renewable energy scientist. "I want to build solar panels that everyone can use!" he often told his parents, who marvelled at his newfound enthusiasm.



Priya Modal

Class IX B

GSSS Port Mout,

Andaman and Nicobar Islands



Manav's teacher, Ms. Shruti, had noticed this remarkable shift in all her students. "The children are not just learning, they're thinking," she often said. The new curriculum, which blended traditional Indian values with exponential growth in scientific temperament and critical thinking, had unlocked the creative potential of every student.

Manav's village was not an isolated case. Across India, education was being redefined. In Kerala, young girls were coding apps to address community issues. In Rajasthan, a boy named Veer Singh designed a drone prototype to deliver medicines to remote areas, earning accolades from the state government.

As the country developed, schools became more than just places of learning. They became the hub of community life. Farmers attended evening classes to learn modern agricultural techniques, women engaged in entrepreneurship training and local artisans took courses on marketing their products online. Education was not just about the children - it was about uplifting every citizen.

Years later, Manav, now a young scientist, stood on a brightly lit stage in New Delhi. The audience hummed with eagerness as he prepared to unveil his affordable solar panel prototype - a technology that would illuminate even the remotest corners of the world.

"I grew up in a small village," he began, his voice steady but brimming with emotion. "But education showed me a world of possibilities. Today, I stand here not just as a scientist but as a proud Indian, working towards a brighter future for all."

His words ignited hope in the hearts of thousands. The journey toward *Viksit Bharat* was no longer a distant dream. It was a reality, built one student, one teacher, and one village at a time.

Education had become the backbone of India's transformation. It was no longer just a path to individual success but a tool for collective prosperity. With each educated child, the nation inched closer to its vision of a global leader - a *Viksit Bharat*.

Sagnik Chatterjee

Class XI G

APS Barrackpore



मेरी आशा की उड़ान

सदियों से जिसका, करते रहे सब गुनगान,
ऋषि-मुनियों के तप से, बना ये भारत महान।
आशा के पंख लगाकर, देखी इसकी उड़ान,
2047 तक अब यह छूएगा, नीला आसमान।

संस्कृति और शिष्टाचार, हैं यहाँ के संस्कार,
अनेक धर्मों की जन्मस्थली, गुरुवाणी का भंडार।
न्याय, एकता, स्वतंत्रता, अखंडता, समता,
हैं जिसके संविधान के आधार,

मानव गुरु के रूप में इसे पूजेगा सकल संसार।

गुरु-शिष्य परंपरा का, भारत ने ही समझा मर्म,
मुफ्त व अनिवार्य शिक्षा का उद्देश्य यहाँ परम।
प्रत्येक बाल होगा शिक्षित और कौशल सक्षम,
बनाएगा हमारे राष्ट्र को उन्नत, बढ़ाएगा जब कदम!

हरित राष्ट्र का पद, मेरा भारत अवश्य पाएगा,
वन संरक्षण और जलवायु अनुकूलन का लक्ष्य।
अक्षय ऊर्जा को अपना नवीनीकरण लाएगा,
प्राकृतिक संपदा का संरक्षण कर, एक उदाहरण बनाएगा।



धैर्य व शालीनता को समझ कमजोरी, हुए हम पर अत्याचार,
पर अब जाग उठा है वही पुरातन, भारत देगा वो ललकार।
हर सीमा पर खड़े जवान, लेकर अत्याधुनिक हथियार,
भरेंगे इसके सुरक्षा भंडार, थर-थर काँपेगा संसार।

प्रतिभाओं से भरा मेरा देश, अवश्य ऊँचाइयाँ छू पाएगा,
तकनीकी क्षेत्र में उन्नत हो, वो अब्बल कहलाएगा।
नव विचारों को केंद्रित कर, संपन्न बन जाएगा,
मंगल, शुक्र के साथ अन्य ग्रहों पर भी कदम रख पाएगा।

खुले मुँह से देख रहा, सकल संसार होकर हैरान,
तेजी से बढ़ती अर्थव्यवस्था, यह है हमारा वर्तमान।
आर्थिक सशक्तीकरण का लेकर यह फरमान,
बनेगा प्रथम सशक्त राष्ट्र, पाएगा यह सम्मान।

मेरे नव भारत का हर जन हो तनावमुक्त और प्रसन्न,
निष्पक्षता में न्याय पूर्णता से हो इसका समाज संपन्न।
सबको मिले रोजगार, गरीबी का न हो नामोनिशान,
यही है मेरी आशा, यही है कल्पना की उड़ान।

अदिति सूर्या

कक्षा IX-A

डी ए वी मॉडल स्कूल, सेक्टर-15 अ, चंडीगढ़



शिक्षा

इतिहास और शिक्षा का स्थानीय जड़ों से जुड़ाव

इतिहास और शिक्षा के बीच का संबंध बहुत पुराना और महत्वपूर्ण है। इतिहास हमें यह सिखाता है कि हमने किस तरह से अपने समाज, संस्कृति और परंपराओं को विकसित किया है। यह हमें हमारे पूर्वजों के संघर्षों, उपलब्धियों और सफलताओं से रूबरू कराता है। जब हम इतिहास को शिक्षा से जोड़ते हैं तो यह केवल तथ्यों और तिथियों का संग्रह नहीं रह जाता, बल्कि समाज, संस्कृति और आस-पास की दुनिया को समझने का एक ज़रिया बन जाता है।

स्थानीय इतिहास का मतलब है कि हम अपने क्षेत्र, गाँव, शहर या राज्य के इतिहास को समझें और उसकी महत्ता को जानें। किसी भी समाज की पहचान उसकी जड़ों से होती है और यदि हम अपनी जड़ों को नहीं समझेंगे, तो हम अपनी पहचान से भी दूर होते चले जाएँगे। स्थानीय इतिहास का अध्ययन बच्चों को यह सिखाता है कि उनका समाज कैसे विकसित हुआ है और यह आज के समय में कैसे प्रासंगिक है। उदाहरण के लिए, अगर एक बच्चा अपने गाँव के इतिहास को जानता है तो वह यह समझ सकता है कि उसका गाँव कैसे अस्तित्व में आया, वहाँ

किस तरह की परंपराएँ और रीति-रिवाज हैं और वह आज किस स्थिति में है। यह ज्ञान उसे अपने गाँव और समाज के प्रति एक विशेष जुड़ाव महसूस कराता है।

इससे बच्चों में अपने समाज के प्रति गर्व और आत्मसम्मान का भाव पैदा होता है। जब वे यह जानते हैं कि उनके पूर्वजों ने किन संघर्षों का सामना किया और उन्होंने किस तरह से समाज का निर्माण किया तो यह उनके आत्मगौरव को बढ़ाता है। स्थानीय इतिहास उन्हें अपनी सांस्कृतिक धरोहर के संरक्षण के लिए प्रेरित करता है। वे यह समझते हैं कि उनकी संस्कृति, परंपराएँ और रीति-रिवाज कितने विशेष हैं। जब बच्चे अपने समाज के इतिहास को समझते हैं तो यह उनमें समाज के प्रति एकता और सामंजस्य का भाव विकसित करता है। वे यह समझने लगते हैं कि उनका समाज किस तरह से एकजुट हुआ है और यह एकता समाज की सफलता और विकास के लिए कितनी महत्वपूर्ण है। इससे वे समाज में एक सकारात्मक और सामंजस्यपूर्ण वातावरण के निर्माण में योगदान देने के लिए प्रेरित होते हैं।



आज की शिक्षा प्रणाली में केवल किताबी ज्ञान तक सीमित रहना पर्याप्त नहीं है। छात्रों को स्थानीय इतिहास से जोड़ने के लिए प्रायोगिक शिक्षा का उपयोग किया जा सकता है। उदाहरण के लिए, बच्चों को उनके स्थानीय ऐतिहासिक स्थलों की यात्रा कराना, पुराने दस्तावेजों का अध्ययन कराना और बुजुर्गों से बातचीत कर उनके अनुभव सुनना एक बेहतरीन तरीका है।

संस्कृति समाज की आत्मा होती है और यदि हम शिक्षा में इसे शामिल नहीं करते हैं तो हमारी शिक्षा अधूरी है। स्थानीय संस्कृति का अध्ययन बच्चों को उनकी भाषा, लोककला, संगीत, नृत्य व अन्य सांस्कृतिक तत्वों से जोड़ता है। वे अपनी सांस्कृतिक धरोहर का महत्व समझते हैं और उसे संरक्षित करने के लिए प्रेरित होते हैं। उदाहरण के लिए, यदि किसी क्षेत्र की लोककला प्रसिद्ध है तो बच्चों को उस लोककला के बारे में सिखाना एक विशेष कदम हो सकता है। वे अपनी सांस्कृतिक धरोहर को और अधिक समृद्ध करने में योगदान देने के लिए प्रेरित होते हैं। इसके अलावा, स्थानीय नृत्य, संगीत



और त्योहारों का अध्ययन भी बच्चों को उनकी संस्कृति से जोड़ता है।

स्थानीय इतिहास का अध्ययन हमें न केवल हमारे समाज की पहचान से जोड़ता है बल्कि यह हमें वैश्विक संदर्भ में भी एक व्यापक दृष्टिकोण देता है। जब हम अपने स्थानीय इतिहास को वैश्विक इतिहास के संदर्भ में समझते हैं, तो हमें यह जानने का अवसर देता है कि हमारा समाज किस तरह से वैश्विक घटनाओं और प्रक्रियाओं का हिस्सा रहा है और वे यह समझने लगते हैं कि उनका समाज दुनिया के बड़े घटनाक्रमों का हिस्सा कैसे बना।

सिमर कौर

कक्षा XI

पीएम श्री केंद्रीय विद्यालय
वायुसेना स्थल, कुंभीरग्राम



The Maze

Here she stands, back where she began from,
An old building of bricks, looking frail,
One which nursed a dream beyond versatility,
The classrooms where hopes took flight.

Little feet sprang in chase,
Books bore fascination of hundreds,
Pen like knives tore through the trammels.

At the inception, wishes took existence,
With every lesson, every shared knowledge,
A ravenous urge to break the chains,
Beyond the barriers of crumbling buildings,
Weary faces with dead dreams.

For her, each page was a gateway,
To worlds so distant, alien to poverty,
With pockets empty and heart full,
Into the maze, she leapt gallantly.

Many moons she spent on the streets,
For the concrete jungle didn't greet her at once,
For years she circled the globe,
gaining possession of knowledge,
Caressed by time, the girl returned now,
Ready to bestow what she gathered.

With wisdom-weathered eyes, she looks around,
The same halls where dreams were first found,
A sense of nostalgia, tinged with pride,
A journey completed, yet just begun.

She stands tall, no longer the same,
The girl who left, with heart aflame,
Now a sage, with stories to share,
Of trials, triumphs, and lessons to spare.

Her heart still full, her pockets now wide,
With knowledge, experience, she'll provide,
Guiding lights for those who come next,
A beacon of hope, where dreams connect.

Mihika Nath

Class XII A

Khudiram Basu English Medium School

Agartala, Tripura



"I SEE - An India of Timeless Innovation and Eternal Heritage"

I see an India where there is seamless integration of technology and efficiency, be it the airport with smart airport systems, equipped with biometric check-ins and AI-powered assistance, or the eco-friendly infrastructure, powered by renewable energy sources, which reflects India's commitment to sustainability and environmental conservation.

I see the iconic Taj Mahal & visualize the Taj Mahal's history and construction in real-time through the AR/VR. Interactive holograms of historical figures narrate the stories behind the magnificent structure, making the visit both educational and immersive. A blend of technology and heritage bringing India's rich history to life in a way that was unimaginable before.

I see Varanasi, a city that has undergone a remarkable transformation with smart grids, automated waste management, and electric public transport making the city more efficient and environment friendly. The Ganga River, now cleaner than ever, offering serene boat rides with virtual guides explaining the significance of the ghats and temples.

I see the Sundarbans, the thriving eco-tourism sector with solar-powered boats and eco-friendly lodges providing a sustainable way to explore the unique mangrove ecosystem. Drones and AI for wildlife monitoring, ensuring the protection of endangered species.

I see tourists attracted by AI chefs collaborating with local cooks to create dishes that honour traditional recipes while incorporating modern techniques, food festivals showcasing regional delicacies, farm-to-table dining experiences promoting organic and locally sourced ingredients.

I see an India where traveling to even remote areas has become more accessible than ever, where inclusive tourism initiatives make destinations accessible to people with disabilities, ensuring that everyone can enjoy the beauty of India.

I see an India where places reflect a blend of tradition with modernity, sustainability with innovation.

Aarav Buch

MS3 (Grade 8)

New Era Senior Secondary School



Jaadui Pitara

Unboxing Joyful Learning for a Viksit Bharat

Imagine a classroom buzzing with laughter, where toys, puzzles, and colorful storybooks replace rote learning. Welcome to the world of Jaadui Pitara—a magical box sparking curiosity, creativity, and collaboration in young minds. Now in the classroom, with every turn of a puzzle piece and every story shared, children aren't just playing; they're building a foundation for critical thinking and a brighter future. How is this joyful revolution in education shaping the dream of a 'Viksit Bharat'?



Early Childhood Care and Education (ECCE) plays a vital role in shaping children's future, ensuring they develop holistically. The innovative approach of *Jaadui Pitara* (Magical Box) contributes to the vision of a *Viksit Bharat* (Developed India), where children, given the right foundation, grow up with a positive attitude toward learning, becoming future leaders who will drive the nation's development.

The recent adoption of toy-based pedagogy and

the *Jaadui Pitara* in the Foundational Stage at our school has transformed learning into a joyful experience. The classroom, filled with toys, puzzles, and colorful materials, has become a vibrant and playful space, where children





engage in activities that spark curiosity and imagination. This approach, emphasising 'learning through play', makes school exciting and helps children absorb concepts like shapes, numbers, and basic maths without realising it.

The *Jaadui Pitara*, a curated collection of toys, puzzles, storybooks, and interactive materials, fosters exploration, creativity, and collaboration.

Children eagerly await their turn to open the Pitara, and their joy in discovery is evident. This method not only supports academic learning but also contributes to emotional and social development, laying the foundation for critical thinking, creativity, and teamwork.

Mahendra Kalra

Principal

PM Shri K V No 2

Belagavi Cantt

कोशिश करने दो बच्चों को

उगने-उड़ने दो बच्चों को,
पढ़ने-लिखने दो बच्चों को,
मत बाँधो बंधन में, छोड़ो,
हँसने-खेलने दो बच्चों को।

खेल खेलने दो बच्चों को,
मस्ती करने दो बच्चों को,
मत छीनो बचपन बच्चों से,
बचपन जीने दो बच्चों को।

गलती करने दो बच्चों को,
खूब सीखने दो बच्चों को,
थोपो नहीं पढ़ाई उन पर,
यूँ ही पढ़ने दो बच्चों को।

गिरने-उठने दो बच्चों को,
धूल लगाने दो बच्चों को,
सुंदरता का राज़ यही है,
सुंदर बनने दो बच्चों को।

सपने गढ़ने दो बच्चों को,
पंख लगाने दो बच्चों को,
आसमान छू लेंगे इक दिन,
कोशिश करने दो बच्चों को।

अनार सिंह, प्रभारी प्रधानाध्यापक

कम्पोजिट विद्यालय

नगला गोदी



Sanvi Bagwan, Class VII, PM Shri Kendriya Vidyalaya, Sehore (M.P.)

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The first issue of 'Sapno Ki Udaan,' an e-magazine, was launched on 23rd August 2024 by the Department of School Education and Literacy, Ministry of Education, and was developed by NCERT in collaboration with other MoE institutions. Its primary objective is to foster reading and writing habits while encouraging creative expression among young citizens. Currently bilingual in Hindi and English, the magazine aspires to become multilingual in the future, enabling students to write in their native languages. This issue is available at:

<https://ncert.nic.in/flipbook/SapnoKiUdaan/>

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विद्यया ऽ मृतमश्नुते



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