Rewriting of the Indian Curricula: Its Effect on the Spirit of Inquiry and Scientific Temper

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Abstract
The ever-evolving socio-political dynamics of society, right from the early civilizations to the Anthropocene era, have heavily influenced the knowledge base of humans, and consequently, the systems of education as they have existed from time to time. The systems of education have evolved on two major lines firstly, the change in teaching pedagogy, evaluation mechanisms, levels of hierarchy, etc., and secondly, the transformation in components of the syllabi and the overall curriculum. Whereas the first line of evolution is heartily welcome to expand the horizons of academics and evolve the knowledge base of the new-age students, the second line of reform has been very alarming, thus controversial and widely debated. India has lately been subject to tweaking important aspects of the standardized NCERT syllabi under the garb of so-called reform, where significant historical and scientific facts have been taken down from the textbooks. This, exercise is not new to India, as across the years various regimes have carried it out in order to serve their narratives, however, this time especially post-2019, it has become graver and prominent. Accordingly, this paper shall throw light on such tweaks ever since the 1960's to the recent 'rationalizing' of the syllabus. It shall intricately analyze the effect of such educational remodelling on society at large and on social justice in specific, and how it may also lead to India while otherwise gaining dominance, fostering a hub of ignorance in-house for its upcoming generations.

Keywords: Anthropocene Era, Pedagogy, Narratives, Rationalizing, Remodelling

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1. Introduction

India, a land steeped in rich cultural heritage, has a vibrant history of imparting knowledge and education dating back to ancient times. Traditionally the educational system of India was separately reserved for the upper strata of the society and but the societal evolution filled this gap and today this system of education is accessible to all regardless of class, caste or any other factor.

The educational system of India dates back to 5000 BC that was the "*Gurukula"* system. It was based on the model of the "*Guru-Shishya Parampara"* In this system of education the *shishya* (student) would reach out to his *guru* (teacher) for admission and once accepted then the student has to stay their leaving his family and assist the teacher in the household chores and also help in daily activities of survival like cooking etc. and at the same time he would be learning practical aspects of science, mathematics, metaphysics and philosophy, such type of educational system was solely focused on increasing the human value and at the same time making the students learn applying their knowledge to solve the real world problems.

By the 1830 this Gurukula system started to decline with the advent of the British empire, there has been a wave of massive transformation that the country has witnessed over the years regarding its educational system starting from gurukuls then shifting to modern schools highly influenced by the British culture of educational system and as per the basis of Lord McCaulay's dream model for Indian education where Mathematics and Science were give much of the focus and philosophy, ethics, moral values and metaphysics were sidelined.

India's educational realm is presently experiencing a metamorphosis in the aftermath of the COVID-19 pandemic, wherein a conspicuous trend towards the utilization of online learning platforms has emerged across diverse locales. This paradigm shift signifies a departure from conventional pedagogical approaches, heralding an era of digitalized learning solutions. The embracement of online education reflects a profound resilience and adaptability within India's educational fabric, navigating unprecedented disruptions with aplomb. This transition underscores a resolute commitment towards ensuring seamless continuity and ubiquitous access to learning opportunities nationwide. Thus, the adoption of online education heralds a transformative stride towards educational equity and innovation.

Through this paper the researchers tend to analyse how the history has been distorted in the name of Indianization whereas the main agenda is to run a political ideology.

1.1 Present Situation of Indian Education System

As per the 2020 amendments to India's policy of Right to Education Act, for the children between age 3-18 free ad compulsory education is ensured by the central government, presently 26% of the entire Indian population falls within the primary education sector that amounts to 1.39 billion and at the same time 18% of the population falls within secondary and higher educational system that amounts to nearly 500 million.

The present literacy rate as per National Statistical Commission is 77.7% for the year 2017-2018. Kerala, an Indian state has the highest literacy rate of 94% while Bihar has the lowest 61.80%. In India the educational system including schools, colleges, syllabus and other academically related entities are governed by Ministry of Education and Skill Development and Entrepreneurship and its various branches.

2. Echoes of Erudition: A Chronological Odyssey Through Indian Education

Through the epochs of time, it is seen that there has been a rich mosaic of Indian education. From the revered sanctuaries of olden wisdom to the avenues of contemporary ingenuity, this narrative unfurls, etching its legacy with each passing era. Amidst the labyrinth of historical vicissitudes, India's educational journey has confronted diverse trials, yet persistently evolved, sculpted by the harmonious dance of tradition and advancement. Today, it stands as a symbol of unwavering commitment to intellectual exploration and the opulence of cultural heritage.

2.1 Guru Shishya Parampara

The roots of the Indian education system can be traced back to ancient times which started with the existence of *Ashrams* and *Gurukuls.* Those centres of learning helped in developing a perfect bond between teachers and students where the delivery of the knowledge was mainly orally and then that knowledge was made to apply in real life to say that this system od education provided a holistic development where the focus was on subjects like mathematics, philosophy, astronomy, linguistics and many more.

2.2 Buddhist and Jain Influence

The influences of the Buddhist and Jain had very significant role in shaping India's history, when Buddhism and Jainism spread there was establishment of the Monastic centres that was seen as the hub of spiritual learning offering teachings in philosophy spirituality and literatures and it was only at that time when he two greatest education institutions of India was established that is Nalanda and Taxila where sent ripples across the world making India the world leaders in advanced learnings.

2.3 Medieval Change and Revival in History of Education in India

This era was seen when India was invaded and that seriously turned around the educational system and the culture that was being existing in India, but at the same time India witnessed arrivals of greatest Islamic scholars like Mirza Mazhar Jan-i-Janan, Ibn Sina and many more that ushered the integration the Persian and the Arabic teaching that glorified the educational culture that was existing in India. This period brought in the concept of *mardarsas* , credits to be given to Mughals and the preservation of the Islamic knowledge was held by the Mughals.

2.4 Colonial Influence and Modernization in History of Education in India

Due to the decline of the Mughal empire and the advent of British colonies this was the major transformative phase in the educational history of India which to the introduction of a formal educational system and terminology *syllabus* was coined this time. This was the period that also witnessed huge clashes between the ideology of the traditional Indian education system and Western ideas and here the former was marginalized. Under the sway of British educational paradigms, India's academic landscape was shaped, aligning with Lord McCaulay's vision. This model prioritized Mathematics and Science, relegating philosophy, ethics, moral teachings, and metaphysics to the sidelines.

2.5 Post Independence Progress in Histroy of Education in India

After the independence in 1947, there was a significant turnaround in the Indian educational system. Policies were framed accordingly for providing access to education to all and the focus was given to primary education. During this period there was the establishment of leading educational institutes like Indian Institute of Technology, All India Institute of Medical Sciences etc.

3. Pinnacle Pedagogical Titans: Leading School Education Organizations in India

3.1 Ministry of Education (MoE)

It is a ministry under the government of India which overlooks the entire education system of the schools, it has two wings under it namely Department of School Education and Literacy, which deals with the education related entities of primary, secondary and higher secondary education, adult education and the literacy and another is the Department of Higher education that deals with university level education, technical educations and the central government scholarships.

This ministry has been existing since 1947, Late Rajiv Gandhi, the former Prime Minister of India changed the name from MoE to Ministry of Human Resource and Development (MHRD), while the NDA government in 2020 made its name again from MHRD to MoE. Currently the structure of the department is as that it is divided into eight bureaus which overhauls the entire look of country educational system.

3.2 Indian Certificate of Secondary Education (ICSE)

The examination administered ensures the fair representation of affiliated schools across various states or territories. The UK's National Admissions and Accreditation agency, UCAS (Universities and College Admission Services), acknowledges ICSE (Indian Certificate of Secondary Education) on par with the Higher School qualification of the University of Scotland, according to available citations.

ICSE is renowned for its extensive curriculum, with a primary emphasis on the English language and a wide array of subjects spanning language, arts, commerce, and science. Instruction in ICSE is exclusively conducted in English, enabling students to develop a strong command of the language and literature starting from kindergarten. This proficiency aids students in mastering concise English writing, facilitating success in competitive exams as well as language assessments like IELTS, TOEFL, among others.

3.3 Central Board of Secondary Education (CBSE)

The Central Board of Secondary Education (CBSE) is a governmental body overseeing the education system in India, both in public and private institutions. It was founded in 1929 with the aim of fostering collaboration among states and promoting uniformity in secondary education standards. With over 27,000 schools across India and 240 schools in 28 foreign nations under its affiliation, CBSE ensures adherence to the National Council of Educational Research and Training (NCERT) curriculum, particularly from grades 9 to 12. Nidhi Chhibber, an IAS officer, currently serves as the Chairperson of CBSE.

3.4 The Quintessential Companion: N.C.E.R.T - A Cornerstone of Education in Indian Schools

National Council for Education and Research (N.C.E.R.T) was setup by the government of India in 1961 as an autonomous organization whose main function are to advise and assist the formulation and the implementation of policies in the field of education including the National Curriculum Framework. It is also the literary, scientific and charitable societies under the society registrations act.

The structure of the N.C.E.R.T includes a 19-member committee includes various personalities from different fields like Infosys Chairperson Sudha Murthy and Singer Shankar Mahadevan to name a few.

Since the books are the primary, secondary and higher secondary school students are also published by N.C.E.R.T and the content inside it also is decided by the body which ultimately is decided by the central government. It becomes very important that this body is free from any political vendetta and is not influenced by any *ideology* instead, it presents an accurate portrayal of history, offers precise insights into the present, and paints a pragmatic vision of the future.

Post 2014 this has not been the scenario, heavy and big changes have been made by the government which is directly related to "distorting the history" and not showing the future generations the correct part of the history rather making them fall for the trap of their ideology and political vendetta which is setting a dangerous trend.

4. The Furore

The following are some of the leading newspaper clippings that shows what has happened in the country in the name of imposing political ideology/vendetta via changing syllabus.

ThePrint

POLITICS GOVERNANCE ECONOMY DEFENCE INDIA GROUND REPORTS OPINION EVENTS VIDEO MORE

Home › India › Education › Yogendra Yadav, Suhas Palshikar want their names taken off NCERT books. 'Mutilated...

Education

Yogendra Yadav, Suhas Palshikar want their names taken off NCERT books. 'Mutilated beyond recognition'

Yadav & Palshikar were NCERT's chief advisors for political science books. Calling latest changes to content 'blatantly partisan', the duo said they weren't even informed about them.

KRITIKA SHARMA 09 June, 2023 04:28 pm IST

Figure1. The Print criticising the changes.

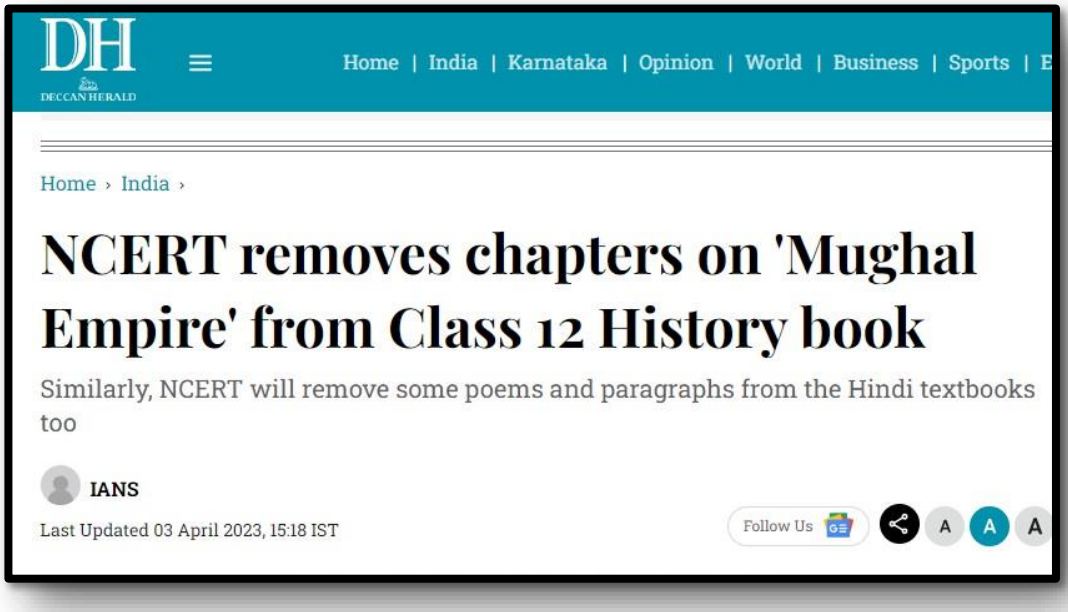

Figure 2. The Deccan Herald talking about the removal of key chapter from N.C.E.R.T

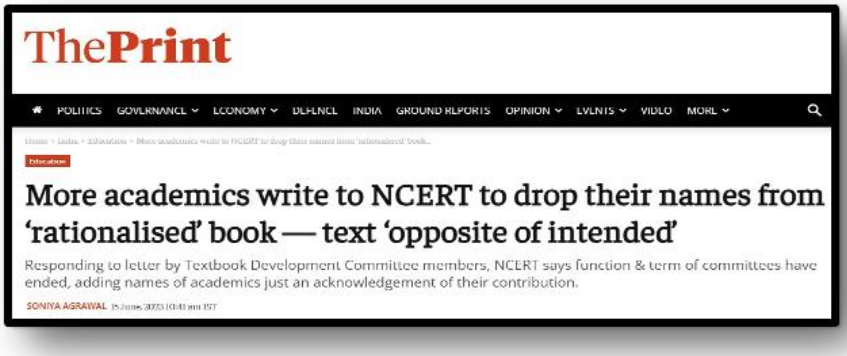

Figure 3. The Print talking about how N.C.E.R.T books are being rationalized.

5. Chronicles of Transformation: The Epochs of Political Retribution: A Gist

The following represent a gist in the form of pictorial representation of the tweaks done by government and N.C.E.R.T.

Post 2014: Three revisions/reviews in textbooks. The latest comes before the fifth proposed revision of the National Education Framework.

2017: NCERT updated 182 textbooks. Topics like Swachh Bharat, Digital India, 'Beti Bachao Beti Padhao', demonetisation and GST added to books

2018-19: Contents were added in history textbooks regarding knowledge, traditions and practices of India including portions on Vikram Samvat (the Hindu calendar), metallurgy, Shivaji Maharaj, Paika revolt, Subhash Chandra Bose, Swami Vivekananda, Ranjeet Singh, Rani Avantibai Lodhi and Sri Aurobindo Ghose was also added. A chapter on Maharana Pratap was also added to Class 7 syllabus.
2019: NCERT makes key deletions, particularly in history textbooks. A chapter on violent caste conflicts dropped from Class 9 textbooks. Along with chapters on the colonial history of cricket and a chapter titled 'Peasants and Farmers'. Chapters on nationalism in Indo-China, on the rise of cities, and on 'novels, society and history, were dropped from Class 10 NCERT books.

2022: Atal Bihari Vajpayee's statements against communal violence in Gujarat dropped, chronology of Godhra violence cut out, quotes by Nehru, Ambedkar dropped, history of Naxalite movements cut short. The discussion box on-farm laws dropped. Discussion on history of caste oppression, justifications of caste in Vedas, dangers of communal politics cut short. Portions relating to Mughal rule cut short and details about courts and administrative systems were omitted. History of other Islamic rulers including Mamluks, Khaljis, Delhi Sultanate cut short by various pages.

2022: CBSE drops poems of Faiz Ahmed Faiz from chapter on 'Religion, Communalism and Politics – Communalism, Secular State' from NCERT Class 10 Pol Science books. Political cartoons about communal politics, a chapter on 'Central Islamic Lands' and impact of globalization on agriculture were dropped from other senior secondary textbooks.

While the government has claimed that the 'rationalisation' process is meant to reduce the workload of students, critics claim that the cuts have majorly been made in the social science books. While authorities have said the deletions have been made based on repetitions, critics claim that the move is politically motivated.

Figure 4. The India Today showing the timeline of changes.

6. Governmental and Ncert Alterations: Manipulating History to Enforce Political Agendas and Ideology

In the ever-evolving landscape of education, the winds of change are sweeping through curricula worldwide, ushering in a new era of drastic changes in the Indian curricula. In the dubious guise of educational evolution, the purported changes in curricula reveal a concerning agenda that extends beyond the realm of genuine academic improvement. The alterations, ostensibly aimed at preparing students for the challenges of the coming age, are

increasingly reminiscent of calculated political maneuvers rather than a sincere commitment to fostering intellectual growth.

A glaring issue in the so-called transformation is the deceptive emphasis on holistic development. While advocates argue for a more comprehensive approach, one cannot help but question the ulterior motives behind this shift. Is it truly about nurturing well-rounded individuals, or is it a veiled attempt to infiltrate ideological agendas into the education system? The nebulous nature of these changes raises skepticism about the sincerity of those steering the educational ship.

The pervasive integration of technology appears more as a surreptitious means of pushing a tech-centric narrative rather than genuinely preparing students for a technologically driven world. The rush to introduce coding and digital literacy at an early age seems less about empowering students and more about creating a generation that is adept at conforming to a predetermined technological landscape. The subtle promotion of specific technological tools and platforms under the guise of educational progress raises concerns about the underlying political motivations steering these decisions.

Furthermore, the purported emphasis on creativity and critical thinking feels disingenuous when scrutinized under the shadow of political influence. Are these changes truly geared towards cultivating independent thought, or are they designed to mold young minds in alignment with specific political ideologies? The lack of transparency in the decision-making processes behind these curriculum alterations leaves room for skepticism regarding the true intentions of those orchestrating the changes.

The ostensibly commendable focus on inclusivity and diversity also warrants scrutiny. Is the inclusion of diverse perspectives genuinely aimed at fostering understanding and appreciation, or is it a thinly veiled attempt to manipulate historical narratives for political gains? The danger lies in the potential weaponization of education as a tool for political propaganda, subtly shaping the minds of the next generation to conform to a particular political narrative.

6.1 Start of Changes in Ncert

With the advent of the NDA government post-2014, a discernible paradigm shift unfolded in the educational realm, particularly within the pages of textbooks that underwent a tripartite overhaul. The meticulous revision of 182 textbooks under the aegis of NCERT bore the imprint of a distinct ideological leaning, characterized by a conspicuous endeavor toward what critics decry as "saffronization" in 2017.

This revision, while ostensibly aimed at contemporizing educational content, manifested a selective amnesia, particularly concerning historical narratives and socio-political nuances. A disconcerting omission surfaced as the topic detailing the sagacious efforts of the father of the nation, Mahatma Gandhi, in fostering unity between the Hindu and Muslim communities found itself expurgated. This deliberate truncation subtly underscored a reconfiguration of historical events through a particular ideological lens.

Equally disconcerting was the expunging of references to the RSS ban and the intricate tapestry of events surrounding the Gujarat riots. This conspicuous absence raises questions about the revision's true intent — a veiled attempt, perhaps, to shape a narrative devoid of

certain historical complexities or controversies, thereby portraying a sanitized version of India's socio-political landscape.

Furthermore, a discerning eye cannot ignore the deliberate erasure of major social movements and protests that, historically speaking, catalyzed India's transformative journey into its present form. The conspicuous omission of these seminal moments in the educational narrative prompts critical reflection on the motivations steering such editorial decisions.

In essence, the extensive revisions to educational textbooks post-2014, ostensibly to bring them in line with contemporary discourse, bear the marks of a nuanced and deliberate sculpting of historical and socio-political narratives. This calculated endeavor, often criticized as a form of ideological engineering or "saffronization," prompts a discerning inquiry into the implications of shaping educational content through a particular political and ideological prism. As the pages of textbooks undergo successive revisions, it remains imperative to safeguard the integrity of historical truths and diverse perspectives, ensuring that education remains a beacon of enlightenment rather than a canvas for ideological impositions.

6.2 The Tweaks Done by Ncert

In 2018-19, India’s knowledge in varied field along with different traditions and practices were glorified including Vikram Samvat, metallurgy, Shivaji Maharaj, Paika revolt, Subhash Chandra Bose, Swami Vivekananda, and others. The deliberate removal of important chapters from history textbooks is a concerning trend that goes beyond normal scholarly review. This omission of narratives surrounding violent caste conflicts, the colonial history of cricket, the socio-economic dynamics encapsulated in 'Peasants and Farmers,' the burgeoning nationalism in Indo-China, the transformative saga of urbanization in the rise of cities, and the intricate interplay of 'novels, society, and history' embodies a calculated assault on the multifaceted and rich historical discourse.

The annals of 2022 witnessed a disturbing sequel to this narrative manipulation, marked by the deletion of crucial facets that form the bedrock of India's socio-political tapestry. Among the expunged elements are the insightful expressions against communal violence articulated by Atal Bihari Vajpayee, the profound quotes attributed to luminary figures like Nehru and Ambedkar, the chronicles of Naxalite movements that left an indelible mark on the nation's landscape, and the excision of the painful historical narrative delineating the oppression embedded in the caste structure.

This meticulous sculpting of historical content underscores a concerning narrative engineering, fostering an environment where certain perspectives are subjugated or expunged altogether. The erasure of these chapters not only alters the educational landscape but also raises profound concerns about the preservation of a comprehensive historical consciousness. The deliberate omissions seem to weave a story that threatens to dilute the vibrancy and complexity inherent in India's multifaceted history. As the ink dries on these redacted pages, an imperative for educators and scholars emerges – to champion the integrity of historical truths, safeguarding the narrative from the perils of selective editing and ideological imposition.

6.3 The Act of 'Rationalization' – 2023

The profound disruptions ushered in by the COVID-19 pandemic cast an unprecedented shadow upon the academic realm, compelling a collective pause and bequeathing formidable challenges to the educational landscape. In response to this transformative juncture, an ambitious policy christened NEP-2020 emerged, seeking to recalibrate the contours of education strategy.

Underneath the surface of NEP-2020, there was a significant adjustment happening in the way we approach education. This shift took the shape of a National Curriculum Framework (NCF) for Secondary Education. This recalibration assumes the guise of a subtle tweaking of the syllabus embedded in the standard NCERT books, omnipresent across the scholastic circles of India. Ostensibly christened as 'rationalization,' this process endeavors to alleviate the burdens borne by students, affording them a more enriching comprehension of fundamental concepts and an elevated learning experience.

Yet, a discerning scrutiny of this ostensibly benevolent process unravels a reality incongruent with its professed objectives. While draped in the rhetoric of easing the academic strain on students and fortifying their foundational knowledge, the meticulous alterations within the syllabus paint a different narrative. The intricacies of this recalibration, if carefully observed, reveal a nuanced transformation that extends beyond mere rationalization, prompting contemplation on the true motivations steering this ostensibly benevolent educational reform. As the pendulum of educational policy swings, the discerning eye must pierce through the veil of rhetoric to fathom the authentic repercussions of this educational recalibration on the students and the broader academic landscape.

6.4 Details of Rationalized Contents

Chapter named, Kings and Chronicles; the Mughal Courts (C. 16th and 17th C.) has been removed completely from the book "Themes in World History" of Class 11 NCERT. Additionally, Central Islamic Lands, Confrontation of Culture, and Industrial Revolution has been ***removed completely*** from the book "Themes in World History" of Class 11. Substantial parts of Chapters named The Delhi Sultans and The Mughal Empires has been removed from the book "Our Past-II" of Class 7. Another chapter, "Social Institutions: Continuity and change, first twelve lines in the second paragraph, "Other interventions…end of colonial period" leading to omission of history relating to even colonial past. This furthers to the historical perspective loss, cultural disconnect, distorted worldview and impact on critical thinking.

Chapter named Era of One-Party dominance has been removed from the book "Politics in India since Independence" of Class 12th. This not only defeats the entire purpose of historical knowledge but also creates a gap of political awareness, provides incomplete political education and also impacts civic engagement. 'Rise of popular movements' has been removed completely from the book "Politics in India since Independence". Similarly, "Democracy and diversity in Indian Politics" where the mention of Gujarat riots was there was omitted from Class 12th NCERT. This directly undermines the movements and deprives the students to analyze the past movements and how different courses of movements impacted the current state of society in India today. Cogently, this also raises questions on how democratic the nation remains by removing such pertinent chapters of history just to align with the political narratives of the reigning party.

Moreover, as the controversy goes, the line "We begin…Secularization" has been removed, another brazen attempt at eliminates the secular constitutional ideals from the curriculum, hence directly trying to channelize the society in this direction.

The tweaks are not confined to the national level history, rather changes in chapters relating international history has also been omitted. 'Cold war and US hegemony' has been completely removed. This showcases a clear political links and the deliberate efforts to white-wash the history altogether.

Finally, the tweaks aren't limited to social, cultural and historical. Even the economics was not left untouched. Chapter named poverty has been removed completely from the book "Indian Economic Development" of Class 11. This clearly shows an attempt to veil the impoverished state of the nation. Poverty being one of the major factors undermining the development, if removed indicates to a definite attempt at blindfolding the students and in turn the society at large from such an enormous indicator of the society.

The removal of these chapters and content from NCERT textbooks raises concerns about the potential manipulation of educational material for political purposes. A comprehensive and unbiased education system is vital for nurturing informed citizens capable of critical thinking. These alterations risk distorting the historical narrative, disconnecting students from crucial aspects of their cultural heritage, and limiting their understanding of complex socio-economic realities. It is essential to safeguard the integrity of the education system and ensure that students receive a well-rounded and impartial education that prepares them for active and informed citizenship.

In conclusion, the changes in educational curricula, touted as progressive and forward-thinking, raise alarm bells when viewed through a critical lens. The veneer of academic improvement appears to conceal a more insidious agenda, with political motivations lurking beneath the surface. As stakeholders in education, it is imperative to question the authenticity of these changes and remain vigilant against the potential misuse of the educational system for political propagandas rather than genuine intellectual advancement.

7. Distorting Syllabi: A Political Vendetta

In the hallowed halls of academia, where knowledge is expected to be impartial and comprehensive, a disconcerting trend is emerging. The careful observer can discern the insidious shaping of educational syllabi to align with the narratives of political influences within the government. This deliberate molding raises profound concerns about the preservation of historical accuracy and the impact it may have on the analytical development of upcoming generations.

At first glance, it becomes evident that critical pieces of information are being brazenly omitted from educational curricula. This omission is not a benign oversight but a calculated move that directly influences the mindset of young minds. The deliberate exclusion of certain historical events, ideas, and acts raises questions about the transparency and integrity of the educational system. The essence of education lies in its commitment to presenting an unbiased and comprehensive view of history, allowing students to develop a nuanced understanding of the world. When this commitment is compromised to cater to political ideologies, it becomes a dangerous pathway to a form of intellectual dictatorship. The act of

selectively curating information to suit a particular narrative undermines the very foundation of education as a tool for critical thinking and independent analysis.

Historical information, whether positive or negative, must be preserved intact, irrespective of its political significance. The annals of history serve as a repository of lessons, allowing societies to learn from both triumphs and mistakes. When certain aspects are deliberately omitted, distorted, or erased, it not only skews the narrative but also risks repeating the errors of the past.

One of the primary dangers in this trend is the potential suppression of dissenting voices and alternative perspectives. Education should foster an environment where students are exposed to a diverse range of ideas, encouraging them to think critically and form their own opinions. However, when educational materials are curated to eliminate dissent or inconvenient truths, it stifles intellectual growth and promotes a narrow worldview.

The implications of such manipulation extend beyond the classroom. A society that is selectively educated is susceptible to manipulation, as individuals may lack the tools to critically evaluate information and discern truth from propaganda. In the long run, this poses a severe threat to the foundations of democracy, which relies on an informed and engaged citizenry.

It is crucial to recognize the importance of historical accuracy and resist the temptation to rewrite or sanitize the past for political expediency. Embracing the complexity of history, with all its nuances and contradictions, is essential for fostering a society that values intellectual honesty and critical thinking.

In conclusion, the current trend of molding educational syllabi to align with political narratives is a cause for deep concern. It jeopardizes the foundational principles of education, threatens the development of critical thinking skills in future generations, and poses a significant risk to the fabric of democratic societies. Preserving the integrity of historical information is not just an academic concern but a safeguard against the encroachment of intellectual authoritarianism. It is imperative to uphold the sanctity of education as a beacon of truth and enlightenment, free from the shadows of political manipulation.

Conclusion

In conclusion, the deliberate alterations and distortions in the Indian educational curricula, ostensibly under the banner of reform and rationalization, reveal a disconcerting trend that goes beyond genuine academic improvement. The historical and ideological manipulations observed in the syllabi, particularly since the post-2019 period, raise serious concerns about the integrity of the education system and its potential impact on the spirit of inquiry and scientific temper. The evolution of the Indian education system, from ancient Gurukula traditions to the present, has witnessed significant transformations. However, the recent tweaks to the National Council of Educational Research and Training (NCERT) syllabi, marked by omissions of crucial historical events and socio-political nuances, present a threat to the spirit of inquiry. By selectively curating information to align with political ideologies, the education system risks becoming a tool for intellectual manipulation rather than fostering critical thinking.

The removal of chapters related to significant historical and political moments, as well as the deliberate erasure of diverse perspectives, raises red flags about the potential suppression of dissent and the promotion of a narrow worldview. Such alterations not only compromise the educational landscape but also pose a serious threat to the foundations of democracy by hindering the development of an informed and engaged citizenry.

In essence, the tampering of educational content for political purposes undermines the very essence of education as a pathway to enlightenment and critical understanding. As we navigate through these challenging times, it becomes imperative to uphold the sanctity of historical accuracy, resist the rewriting of the past for political expediency, and ensure that education remains a beacon of truth, fostering the spirit of inquiry and scientific temper essential for the progress of society.

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