



THE BRIEFCASE



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NEWSLETTER

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The bell has rung, please take your seats!

This time, we endeavor to go beyond the four walls of the classrooms, and embark on a journey into the world of education, where we will take a look at a particularly crucial fragment of the academic discipline, those who carefully weave the fibres into a comprehensive fabric of education - our teachers.

On the 5th day of September since 1962, India has celebrated the birth of Dr. Sarvepalli Radhakrishnan, a pioneer in academia, and particularly in Indian philosophy. Upon the insistence of his students to celebrate his birthday, he suggested honouring the teachers, instead.

63 years later, his legacy lives on, and so does the legacy of numerous teachers who have impacted the lives of their students for the better.

This month, our issue, in dedication to our teachers, focuses on and celebrates the torchbearers of an enlightened society. From nurturing young minds to creating the leaders of tomorrow, they continue to inspire us every step of the way.

Join us, as we celebrate this Teacher's Day, and honour their unwavering commitment to education and justice. And as Sidney Hook said, *"Everyone who remembers his own education remembers teachers, not methods and techniques. The teacher is the heart of the educational system."*

The Editorial Board x

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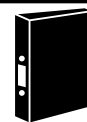
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THE BINDER



Your essential collection of the latest legal updates, neatly organised for a quick reference.

From Classrooms to Rashtrapati Bhavan: How India celebrates its Teachers

Every September 5th, 45 teachers walk into Rashtrapati Bhavan and walk out with the National Award for Teachers. But how do they get there? What is the National Teachers' Award, and can teachers apply for it themselves?

The National Teachers Day Awards represent India's highest honour for educators, administered by the Ministry of Education through the Department of School Education and Literacy. Behind this recognition are powerful stories of innovation for instance, Dr. Pragya Singh who was honoured for creating a self-funded "Maths park" that introduced game-based learning methods and resulted in a 100% exam success rate. The foundational ethos of the awards is to celebrate teachers who go beyond classrooms to shape education and transform lives.

Legal Framework and Constitutional Basis:

The Awards aren't just ceremonial; they operate under Article 21A and 45 of the Constitution, which guarantee free and compulsory education and place it as both a right and a duty of the state. The Right to Education, 2009, makes this right enforceable, and the NEP 2020 reinforces it by placing teacher excellence at the heart of its vision. Within this framework, NAT functions as a "soft law" instrument administered by executive authority under the Government of India (Allocation of Business) Rules, 1961. The awards also align with Sustainable Development Goal 4 (SDG 4), reinforcing India's commitment to inclusive and quality education.

2018 reforms:

For decades, NAT followed the quota-based system, granting nearly 378 awards yearly, which, while inclusive, diluted its prestige. The 2018 reforms transformed this framework:

The total number of awardees has been reduced to 45, with an additional two special category awards. Teachers can now self-nominate via an

online portal removing institutional barriers.

With no minimum service requirement, younger educators can also compete. Finally, selection is entirely merit-based, conducted through a structured three-tier process that includes district & state level evaluation, followed by a final assessment by an independent jury at the national level.

The Ministry of Education invites applications for the awards on its official portal from June to July. Eligibility, application procedures and evaluation criteria are detailed on the official National Teachers' Awards website.

Legal Implications and Policy Instruments:

Awardees receive a silver medal, certificate, and ₹50,000 cash prize, but the recognition goes beyond material rewards. Their work is documented through films and publications, ensuring that best practices by awardees are shared and adopted nationally, integrating the awards into India's education governance.

Conclusion:

The National Awards to teachers serve as a real-world example of how soft law, policy incentives and constitutional mandates intersect. While the awards carry no legal obligation, they guide administrative focus, foster accountability and define standards of teaching excellence. Yet as Nelson Mandela said, "*Education is the most powerful weapon which you can use to change the world,*" but a weapon only works if it's sharpened. Too often in India, teachers are left holding blunt tools. The 45 awardees deserve every bit of recognition. But we cannot overlook the fact that their success came in spite of the system, not because of it.

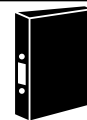
Best Teacher?

-Ms. Suha Shaikh
Student, 4th Year



Picture Credits: rashtrapatibhavan.gov.in

THE BINDER



Your essential collection of the latest legal updates, neatly organised for a quick reference.

“World-Class or Work-in-Progress? Evaluating the Institutes of Eminence Scheme”

The Indian government launched the Institutes of Eminence Scheme in 2017, with the vision of enabling Indian educational and research institutions to provide world-class education and compete on the global stage. To enable Indian institutions to achieve these goals, this policy makes a significant shift in approach by allowing institutions academic and administrative autonomy rather than tying them up with rigid regulatory frameworks. The government invited applications from 10 private and 10 public institutions to develop as World-Class Institutions. The Government had positioned this initiative not only as a funding programme, but as an enabling regulatory architecture structured and administered by the University Grants Commission.

Policy Framework and Provisions:

Financial Autonomy - Institutions recognised under this initiative are promised financial assistance up to Rs. 1,000 crores over a period of 5 years, and more importantly, they are allowed to raise funds from alumni, industries and donors and use them according to their plan without any prior government approval.

Academic Freedom - These institutions have been granted complete autonomy to design their curriculum and syllabus and are not obligated to adhere to the UGC-mandated curriculum. They have been given the freedom to alter and fix their syllabus, credit hours unconstrained by the usual UGC rules.

Internationalisation - An important provision is the allowance to admit foreign students up to 30% of the intake and hiring of foreign faculty up to 25% of the strength. This allows these institutions to build a diverse and globally integrated academic environment. These institutions are permitted to engage in collaborations with institutions ranked in the top 500 without any prior approval, thereby streamlining the administrative process and enabling Indian institutions to develop international reach.

Online Education - The scheme provides for the offering of online courses as part of their programs, with the restriction that not more than 20% of the program should be in online mode.

Allowing these institutions to launch distance learning programmes and expand the success of quality education beyond Indian borders.



Implementation Challenges & Outcomes:

Out of 20 universities to which the tag of “Eminence” was supposed to be granted, only 14 universities have been awarded this tag, including the JIO Institute, which was awarded the eminence tag under the greenfield category. This means that out of the 14 universities, one wasn’t even established when the status was granted to it, raising concerns regarding the transparency and fairness of the selection process.

Since the start of the scheme in 2017, only 6 of these institutions have made it to the list of top 50 universities globally, out of which 5 were already part of the list before this scheme was introduced, raising questions about the efficacy of the scheme.

The Empowered Expert Committee was set up under this scheme to evaluate applications submitted by institutions, recommend those deemed suitable for selection, and monitor the implementation of the scheme. This committee's term ended in February 2021 and has not been reconstituted since, leaving a lot of institutions’ applications pending.

While the Institutes of Eminence Scheme was envisaged as a policy elevating Indian institutions to global leaders in providing quality education, its inconsistent implications, lack of oversight and questionable selection process leave the policy falling short of its intended goal.

**-Mr. Aryan Shah
Student, 4th Year**

THE GAVEL



The strike of the mallet, in recent judgements, summarised for easy reading.

Shah Samir Bharatbhai & Ors. v. State of Gujarat & Ors.; (2025) INSC 1026

Introduction:

The Supreme Court on August 22, 2025, in the case of Shah Samir Bharatbhai vs. State of Gujarat & Others, brought an end to the decade-long battle of wage disparity between contractually and ad-hoc appointed Assistant professors, and reaffirmed the constitutional right of substantive equality in employment.

Background:

Majority of teaching positions in Gujarat's government engineering and polytechnic institutes have remained vacant for nearly two decades. To address the issue, the state implemented contract and ad hoc appointments. Whereas Contractual appointees had a flat remuneration of Rs. 25,000–30,000 a month with no increments, their regular and ad hoc counterparts used to draw much greater salaries (over Rs. 1.16 lakhs a month) for performing the same work. This wage discrimination was a violation of Article 14 enshrined in the Constitution. The Supreme Court appeals clutch arose straight from two contradictory orders passed by the division bench of the Gujarat High Court. In the first, the division bench dismissed the state of Gujarat's Letters Patent Appeals. It held a single judge order compelling contractually appointed Assistant Professors at least the minimum of the regular salary scale. In the Second, the division Bench went in the opposite direction, and by allowing the State's appeals, set aside Single Judge judgments awarding contractual faculty absolute parity with their permanent counterparts, and disposed of the writ petitions summarily. The State of Gujarat appealed to the Supreme Court from the High Court's order directing the payment of the minimum scale to contractual Assistant Professors. The second Appeal pertains to the grant of the writ petition of the contractually appointed Assistant Professors upheld by the single Judge, after its rejection by the Division Bench. The contractually appointed Assistant Professors thus moved the Apex Court.

Issues:

1. Whether contractual Assistant Professors hired by the Gujarat State, with the same responsibilities as permanent employees, are entitled to the minimum of the standard scale salary.
2. Whether the mere use of the words 'Contractual appointment' can be used to explain differential pay, or whether such classification can be used for denying pay parity in the event of functional identity.
3. Whether the High Court division bench was justified in setting aside the single judge orders limiting relief to contractual Assistant Professors.
4. Whether arrears in terms of underpayment are to be granted retrospectively, and with interest.

Ruling:

The Apex Court dismissed the State's appeal and firmly held that the "equal pay for equal work" rule squarely applies. Once recruitment is merit-based and work is comparable, the state cannot arbitrarily affix the 'contractual' label to quash salaries. The court directed repayment at least to the minimum of the regular pay scale of Assistant Professors, leaving no doubt that regularization in toto was not being granted, but pay parity was a constitutional requirement.

The Court further ruled that the Gujarat High Court Division Bench was wrong in rejecting the minimum pay scale and reversing the Single Judge orders. Lastly, arrears were to be settled along with 8% interest from three years prior to the filing of the writ petitions.

Conclusion:

This decision is a recognition that the principle of 'pay parity for equal work' is not a charitable concession but a constitutional requirement flowing from Art 14. In considering separately 'regularisation' as an issue and 'pay parity', it avoids fiscal or administrative classification being used as a pretext to carry on an investigation where work and qualification are identical.

The court is cautious in rejecting the broader request of regularisation and ensuring that short-term contractual appointments are not employed as a means of exploitation.

**- Ms. Urmi Shah
Student, 4th year**

THE GAVEL



The strike of the mallet, in recent judgements, summarised for easy reading.

State of Karnataka & Ors. v. Latha HN.

The Karnataka High Court, on 11th November, 2024, in the case of State of Karnataka & Ors. v. Latha HN [WP 47767 of 2015], affirmed disability rights in public employment under the Rights of Persons with Disabilities Act, 2016 (RPwD). It specifically distinguished between candidates with “absolute blindness” and “low vision” for public sector jobs, with an emphasis on the teaching profession.

Background & Procedural History:

Latha, the Respondent herein, was a Scheduled Caste candidate with complete blindness from the Mysuru district. In 2022, she applied for the position of a Graduate Primary Teacher for Social Science (Kannada) (GPST) at a government school. Initially selected, her appointment later came to be rejected, on the ground that being 100% blind she was not eligible for the same, leading her to challenge this decision before the Karnataka State Administrative Tribunal (KSAT). The State of Karnataka argued that only “low vision” candidates and not fully blind persons were eligible for these kinds of teaching posts. The Tribunal by order set aside the rejection of Latha’s application, upholding her selection to the post as lawful. Further, the Tribunal ordered the Deputy Director of Public Instruction to compensate the Respondent with a sum of Rs. 10,000/-. Aggrieved with this decision, the State filed the present appeal before the High Court of Karnataka.

Issues:

1. Does the Rights of Persons with Disabilities Act, 2016’s “low vision” reservation exclude 100% blind candidates?
2. Whether Absolute Blindness disqualifies a candidate from performing duties as a Graduate Primary Teacher for Social Science?

Ruling

The Bench of the Karnataka High Court, comprising Justices Krishna Dixit and C M Joshi, dismissed the present appeal. They maintained the KSAT’s decision in support of Latha. The verdict held that people with low vision and those who are completely blind are equally qualified for employment,

even as teachers, as people without visual impairments, provided it did not interfere with their ability to perform their tasks.

The Court cited that persons with visual deficiency or partial or complete blindness possess certain special characteristics like resilience, adaptability, stronger senses, and exceptional coping mechanisms, all of which would help the blind carry out their teaching responsibilities. The Bench also recalled that notable blind individuals who have created history, like Homer, John Milton, Louis Braille, Helen Keller and Srikanth Bolla, did not let their impairment stop them from accomplishing amazing feats.

The Court relied on Surendra Mohan v. State of Tamil Nadu & Anr., where the Supreme Court held that even a nearly blind (50% visually impaired) person could be appointed as a judge or a magistrate. It was invoked to underscore the principle of eligibility rules to be focused on capability rather than disability.

Conclusion:

The judgement is of paramount importance as it advances disability jurisprudence by promoting inclusive employment and challenging the narrow quota interpretations. It urges states to implement the RPwD Act provisions holistically. It is a step towards equity for teachers with disabilities, making the ruling transformative, as it fosters an educational environment where diverse abilities enrich the teaching profession.

–Ms. Stutee Doshi,
Student, 2nd Year



“SEE THE ABLE, NOT THE LABEL”

THE GAVEL



The strike of the mallet, in recent judgements, summarised for easy reading.

Smt. Gauri v. State of Rajasthan; 2025:RJ-JD:24106-DB

Introduction:

In the present case of Smt. Gauri v. State of Rajasthan, the appellant, in 2006, was appointed as Teacher Grade II with optional subjects of History and Economics, making her eligible to teach Social Science. Despite this eligibility, she was transferred and appointed to teach the subject of English. This raised the question whether a teacher can be compelled to teach a subject she is not qualified to teach.

Procedural History:

In the year 2019, the appellant had moved the Rajasthan HC in S.B. Civil Writ Petition No. 12543 of 2019 to challenge the order dated 29th July 2019, which placed her as an English teacher. The HC ruled in her favour that her name was wrongly placed and dismissed the writ petition in 2024. However, the court also granted liberty to the respondents to pass order in case of administrative exigencies. Later, on 9th January 2025, the respondents (District Education Officer) did pass an order whereby the appellant was transferred to another school to teach English. Aggrieved by this order, the appellant filed a writ petition to challenge the same. The single bench dismissed the petition on 4th February 2025, stating that in the appointment order, the designation of the appellant was Teacher Grade Level II and since no further sub-designation was specified in the order the school could assign subjects as per its requirements. Aggrieved by this judgement of the single bench, the appellant filed the present appeal before the division bench of the Rajasthan High Court.

Rulings:

The court first placed reliance on Shilpi Bose v. State of Bihar AIR 1991 SC 532, in which the SC established that the courts could interfere in the orders of transfer if it is due to malice in law, has punitive consequences or is without jurisdiction. The present case is considered punitive in nature and has malice in law, since the appellant is forced to teach a subject she is not qualified in. The court also reasoned that, according to the

guidelines released in 2016 and Rule 266 of the Rajasthan Panchayati Raj Rules, 1996, and the 2021 Education Service rules, the elective or optional subjects in graduation are the subjects the teachers are qualified to teach. The appellant has been a teacher of Social Science since the inception of her career and the fact was considered by the single bench in the 2019 order, which is also not uncontroverted by the respondents. The division bench thus quashed and set aside both the orders dated 9th January and 4th February and directed the respondents to post the appellant at the same or nearby school as a Social Science teacher.

Conclusion:

This case is pertinent as it not only decides on transfer orders of teachers but is a cornerstone in establishing the right to qualified teachers under the Right to Education Act, 2009 under Article 21A of the Indian Constitution.

**-Ms. Nidhi Kapadia,
Student, 3rd Year**





THE COMMENTARY

Straight from the commentary box of our editorial board, curated reads to expand your legal mind.

Mind Snacks or Professor Hacks?

I] Online Tools-

Teaching in today's world is no easy gig. With the easy access to information and shortened attention spans, keeping students engaged has become increasingly difficult and tedious. We see professors spend hours behind collating content and designing presentations, but what do they get in return? A sea of blank faces, polite nods and heads tilting towards a nap. If you struggle to bring back the daydreamers or want to spice up your regular lectures, or even just try something a little different and unique, Mentimeter would be a great assist. It offers an opportunity for you to create presentations with a twist, such that the class, online or offline, is not just a one-way talk. With Mentimeter, you let students actively participate in polls, quizzes, word clouds, graphs and more, in real time; just in 3 simple steps - create, interact and analyse. You can build your presentation using templates, the in-built AI or even make your own from scratch, involving the interactive slides of your choice. Using your unique presentation code, students join the presentation from their devices

and respond to the slides. Within seconds, you can see colourful results on your screen, revealing what the room is really thinking. Through Mentimeter, you can track how your students react to your presentations, with slide-by-slide details after you present. It gives you instant feedback and valuable insights about your lecture for the day.

Of course, like all good things, moderation is key. Using Mentimeter in every lecture will take away the essence of traditional classroom teaching where direct professor-student connection thrives. But when used as a refreshing mix, it works beautifully. This tool would be especially useful in classroom settings with a multitude of students, where it can often become hard to interact with each. Imagine a law lecture where students get to vote anonymously on controversial issues, debate over two sides of a principle, or voice opinions they would normally hesitate to share out loud. Suddenly, even the shyest student gets a chance to participate without feeling overwhelmed, and everyone is more engaged in following along. The anonymity of responses encourages honesty and fairness, while the interactive nature makes sure no one is left out of the discussion.

If interested, you may,
[Click here to access the website](#)

II] Podcasts -

Looking to unwind, learn and relate all at the same time. Hosted by Claire English, 'The Unteachables Podcast', can be your go to resource for practical classroom management & teaching strategies, teacher support and the occasional self-therapy for teacher burnout. The episodes form a refreshing and candid show that dives into the unspoken truths of teaching. With a mix of humour, advice and honesty, the podcast delves into the messy, unpredictable, and sometimes downright chaotic side of teaching that rarely makes it into textbooks. It provides a safe space for educators to feel seen and validated, offers a different outlook on student engagement and new ways to create a positive learning environment. It acts as a reminder that no teacher/professor is alone in the struggles of this profession. The podcast does not revolve purely around strategies or tips, but highlights the highs and lows of classroom life, with educators globally sharing their unique experiences.

On similar lines:

The Resilient Teacher Podcast - If you are looking for real conversations about teacher burnout, stress management, and the mindset shifts that help keep the spark alive in teaching.

Angela Watson's Truth for Teachers - If you are looking for heartfelt guidance, encouragement, teacher well being and work-life balance.

The Cult of Pedagogy Podcast - If you are looking for innovative teaching strategies, classroom management tips, practical tools, and thought-provoking conversations that make you rethink the way we approach education.

If interested, you may,
[Click here to listen to 'The Unteachables Podcast'](#)
[Click here to listen to 'The Resilient Teacher Podcast'](#)
[Click here to listen to 'Truth for Teachers Podcast'](#)
[Click here to listen to 'The Cult of Pedagogy Podcast'](#)

THE COMMENTARY



Straight from the commentary box of our editorial board, curated reads to expand your legal mind.

III] Television Series -

Abbott Elementary is an American workplace drama that masterfully captures the daily lives of dedicated teachers through its *The Office*-esque mockumentary style. Set in a fictional underfunded public school in Philadelphia, the show effortlessly displays the tribulations faced by educators and the lengths they go to navigate the red tape and bureaucratic loopholes that are inevitably part of the schooling system.

What makes Abbott Elementary truly exceptional is its nuanced portrayal of the teaching profession. The show doesn't create villains or heroes - just showcases teachers, in simpliciter. This rare quality is carried forward by genuine character development that reinvigorates your belief in good people and excellent teachers, all contributing in their own unique ways. It's a fresh take on the power, effort, and heart held proudly by educators, threaded with authentic humour that makes it a highly pleasurable binge watch. As Barbara Howard states in the show: "We are administrators, we are social workers, we are therapists, we are second parents." Abbott Elementary tenderly and cleverly demonstrates how educators often juggle roles far beyond what people assume to be in their job description. This multifaceted responsibility is carried out without batting an eye - not without its own problems, but propelled by immense belief and effort, with elements of care showing in every decision they make. Eventually, Abbott Elementary stands as a beautiful testament to the fact that teaching is a vocation, with the show giving viewers both entertainment and a much deeper appreciation of the dedication of our educators. As shown throughout the show, there might be staffroom tiffs and problems, but at the end of the day they're a family with a passion, and having an unwavering love for teaching.

What makes it a gem for teachers is how it mixes relatable classroom struggles like budget cuts, impossible expectations and insolent students, with heartwarming moments that remind you why teaching matters in the first place

If interested, you may

[Click here to watch the Trailer](#)

The Full Show is Available on JioHotstar

Picture Credits: **IMDB**



IV] Book-

'The Secret History' is one of Donna Tartt's finest works. It follows an increasingly eerie story revolving around a small group of classics students at an elite New England college whose fascination with ancient Greek ideals eventually leads them to cliffs of murder. The novel, while expanding on Greek & Latin philosophies and mythologies- is not your typical murder mystery. It removes itself from the whodunnit element held so dear to the hook of Agatha Christie stories, and piques your interest right from page 1, luring you into its dramatic and increasingly tense fervour. The involvement of professors is pivotal to the plotline of the Secret History, as Prof. Julian Morrow, while teaching a small group of students Greek Mythology, Latin & History, brings to the forefront the dark cesspool of influence that teachers could have. The underlying, and often overlooked aspect to the role of Prof. Morrow in the plot of this story is intriguing to decipher. Prof. Morrow, while fostering a borderline cult-like environment, pushes the select students of the New England college into an unhinged state, fueled by his teachings of the madness of Dionysus - which eventually led them to the crime at the forefront of the novel.

Morrow's character is a haunting take on the subtle and influential power possessed by our educators - who indirectly mould our futures. On one hand, their positive role can thread profound meaning through our lives, while on the contrary, the darker side of their teachings can linger in silence, eventually reaching its crescendo parallel to a cut that always bleeds, a scar that never heals.

In many ways, the novel itself becomes a dark exploration of this influence - damning in some places, while quietly hiding in the shadows at other moments. It shows how educators are not merely conveyors of knowledge, but figures whose philosophies and silences alike can imprint onto the lives of their students long after the classroom has ended, making it a must read!

If interest, you may,

[Click here to buy the Book](#)

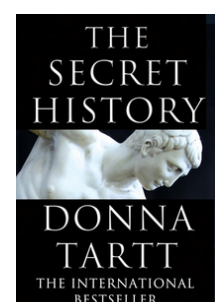
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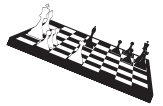
Ms. Risha Patel &

Ms. Aanandita Gurav,

Students, 5th year



THE BLACK & THE WHITE



A legal chessboard of diverse opinions, which shade of justice are you going to checkmate?

The Half-Time Review: National Education Policy 2020

Introduction

The National Educational Policy 2020- a far-sighted leap with the dearth of POA. The NEP, was the next groundbreaking, yet long overdue change in the Indian education system after the 86th constitutional amendment which established the Right to Education in 2002. The policy's core axiom is to bring students on a path of holistic development, instead of an atomistic academic growth. This change made the Indian educational system similar to that of developed countries. In 2020, when the policy was pioneered, it was derived to be more theoretical than pragmatic in nature, and continues to be so.

The "Dreamer's Dream"

The NEP 2020, is a true 'Dreamer's Dream', with the break from the chaotic rote-learning, introduction of skill-oriented and polymathic educational programmes, going back to our root identity by learning in our mother-tongue, and getting more "cultured". It moves swiftly from vocabulary to vocational training. These changes in the system will empower students to think beyond textbooks, and apply the principles they learn in school to real-life situations, early on. It does not confine one to the boxes of Science, Arts or Commerce instead, allows them to explore a variety of subjects from different areas. It incorporates holistic development which in early years and especially in the forming years leading to adulthood, helps students reach their full potential. As specified by the UNESCO, early childhood offers a critical window of opportunity to shape the trajectory of a child's holistic development and build a foundation for their future.

The Arena of Concern

The changes are necessary, and may also be the catalyst to bring India a step closer to being a developed country. However, with the cracks beneath the surface- it is hard to predict if the goal can be achieved. With digital divide, lack of resources, funding deficiency, will educational

institutions across India be able to cater to the policy? And how does one make sure there is optimum use of the resources? Although there are schools, colleges and universities which have grown over the years and made changes in teaching techniques, and have exposed students to computers and digital platforms- there still exists inequality within urban and rural, tier 1 and tier 3 cities. Whilst learning in one's mother tongue may make education more easy and unleash a true cultural identity within students, it potentially delays the exposure to one of the most widely spoken languages in the world- English. This can lead to the creation of inequalities between urban and rural, centre and state and widen as a result also broaden the socio- economic divide.

How close-in are we?

Some of the key achievements of the NEP, 2020 are- the introduction of the Academic Bank of Credits to facilitate the transfer of their academic credits, which helps students take a gap year and continue from where they left, without making them take the backseat on the road to achieve their goals. Increasing public expenditure on education- as per UNESCO, India has been significantly increasing its public expenditure on Education, from 2.9% in 2022-2023, to 4.6% in 2024. Introducing the Common University Entrance Test, to provide a uniform and standardized method for undergraduate and post graduate programmes.

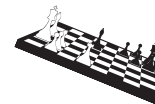
Notion on this Motion

If the pitch is damp, the ball might sink in. In my opinion, there must be strategic planning and a blueprint on how to execute the policies drafted, an absence of which can lead to the downfall of the system before it even rises. However, if they are implemented akin to how they are drafted it can be a real game-changer. If focused on one reform at a time without getting overambitious, the goal can be achieved and sustained. The three fragments if implemented upon which can lead to a larger change are: funding public schools, increasing digital access, and focusing on a phased implementation.

- Ms. Aanya Naqvi,
Student, 4th year

DISCLAIMER: The opinions expressed in this article are solely those of the author(s) and do not reflect the views of the newsletter. The content is intended for academic purposes and does not aim to hurt, target, or offend any individual or group. Readers are encouraged to engage respectfully, and personal attacks or harassment will not be tolerated.

THE BLACK & THE WHITE



A legal chessboard of diverse opinions, which shade of justice are you going to checkmate?

Mental Health in the Margins: The Legal Silence on Educators' Mental Wellbeing in India

In a country where the ancient chants equating teachers to the supreme being and even the entire universe have reverberated since the dawn of time; and where teachers are likened to God, they are expected to take on the important mantle of emulating the divine himself – being not only educators, but also mentors, nurturers, disciplinarians, among other roles, teachers are expected to do it all. Yet, the situation couldn't be further from the truth. There exists, almost like an anomaly, a chasm between the divine and someone expected to be one. The teachers, who are the very pillars upon which the civilized society rests upon, are gradually and inconspicuously crumbling; falling prey to widespread systemic inefficiencies that have infested the country over the past decades. The pressing question is – how do we address it?

In India, the socio-cultural impact of teachers cannot be undermined. The lessons imparted by teachers go beyond just the field of academia, and steer us towards success by helping build character and instilling in us noble principles. With their pedagogical prowess, and their penchant for imparting knowledge of subjects they are passionate about, teachers play a crucial role in tending to the young, impressionable minds of the country, and sculpting them to be the visionaries that, consequently, shape the future. Therefore, teachers have, for ages, been revered for their contribution to the community. But in recent years, the dissonance between what is expected of them and what they can achieve with the resources they have, has grown. So, while teachers continue to carry out their duties diligently, the systemic inefficiencies they are subjected to is affecting their mental health.

A 2024 survey was conducted by the National Council of Education Research and Training (NCERT) for the purpose of gaining an insight into the notions that teachers in India hold regarding their mental health and wellbeing.

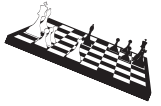
According to the survey, about 16% out of the total teachers who responded reported having concerns about their mental health. Factors which were attributed for the same are physical health concerns, issues related to relationships at work, issues related to personal relationships, and personal issues. Other important concerns were primarily student-centric – with 9% of the responders reporting that student misbehaviour is the prevalent student related concern affecting the mental wellbeing of the teachers, with performance pressure of the student, ensuring emotional support for the students, managing large classrooms among other concerns. 6% of the teachers responded that they face difficulties in balancing their work and life, while also reporting concerns about their job stability and limited career advancement options. Student-teacher ratio, unavailability of basic amenities and facilities, excessive involvement in tasks other than academics, deficiency in remuneration, etc. are also reported to affect teachers' mental health.

The act of imparting education does not take place in a vacuum; teachers and students are interdependent on each other for successful transference of knowledge. Any problem faced by the teachers is reflected onto the students, and vice versa. Hence, while it is admirable that the discourse surrounding students' mental health in India is gaining momentum, a need is also felt to address the mental health issues that teachers face. This should be done not only for the betterment of the students, but also for the sole reason that teachers are humans, and despite popular notion, they are not capable of achieving the impossible while silently struggling doing the thing they love the most.

In such a case, strong legislative policy and conscientious implementation thereof is the optimal solution. Though mental health in itself has been made out to be a stigmatized issue in

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THE BLACK & THE WHITE



A legal chessboard of diverse opinions, which shade of justice are you going to checkmate?

the country, India has proven that a mere stigma will not deter it from ensuring the well-being of its citizens. This is adduced by the implementation of The Mental Healthcare Act, 2017, the National Mental Health Policy and Programme, etc. Therefore, when the National Education Policy (NEP) 2020 brought along with it the promising winds of anticipated change, and introduced the novel idea of holistic academic development of students in India, the teachers were, unfortunately, forgotten in the footnotes of this seemingly glorious and revolutionary policy. Deficient in bridging the gap between ideation and realisation, the Policy did not do much to address practical difficulties faced by teachers. Thus, a mental health policy designed to address the issues that teachers are subjected to – being overburdened, underpaid and undervalued, and tackle these issues through legislative provisions in the form of a policy, which would include provisions for balancing the student-teacher ratio, eliminating disparities between the teachers in rural and urban areas, and private and government schools, facilitating institutional measures for support, etc. is exigent.

People often say that the education system in the country is ineffective and crave for an educational reform. The fundamental aspect of such a reform would be making policies for those at the frontline in academia – the educators. Sidelining them from such a reform would be unwise. While the rest of the country still tethers to the belief that teachers are transcendent, we must recognize their humaneness as they do for their students, and advocate for their rights.

**-Ms. Ishwari Salunke,
Student, 4th Year**

If you are struggling

Reach out to Tele MANAS, dial the Toll-Free numbers below to get in touch with a counsellor

- 14416 OR 1-800-8914416

A GoI Initiative



*"Teacher's are like
candles; they consume
themselves to light the
way for others"*

-Anonymous



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THE CAUSELIST

The Newsletter's schedule for all things high and happening around.

Diwali

INCOMING

OCTOBER

S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Solve for a secret message:
 $9x - 7We > 3(3x - 7u)$

Compulsory Moot for 5th Years
1st & 4th October

Practical Training - 3rd Years
9th October

Practical Training - 4th Years & ELP Viva - 5th Years
10th October

Practical Training - 5th Years
11th October

Film Screening - World Mental Health Day!
13th October

ALTERNATE UNIVERSE

If our professors were not professors... 🤔

- Who would be a Detective?
- Who would be a Stand-up Comedian?
- Who would be an Interior Designer?
- Who would be the Chief Justice of India?
- Who would be an Astronaut?
- Who would be an HR?
- Who would be a Zoo-Keeper?

TEACHING IS A WORK OF HEART

August

Answer Reveal!

Recipe :

Ingredients:

- 2 cups of wisdom
- 1 heaping spoon of patience
- A pinch of sarcasm
- 3 scoops of encouragement (extra sweet)
- 5 dashes of "I told you so"
- Endless refills of coffee/tea
- A Jar of Deadline Extensions

Garnish: the famous professor's "eyebrow raise"

Method:

1. Preheat the classroom with curiosity.
2. Mix wisdom and patience until smooth.
3. Fold in encouragement and sarcasm for balance.
4. Season generously with guidance and life lessons.
5. Serve daily, best enjoyed with eager students.

THE WIG & THE WIT



Simple and fun puzzles to judge your wit!

Can you Guess the Reel Teacher?

Spot the Prof., Complete the Name



Tune in Next Month for the Answer Reveal!



Character:

Actor:

Movie/TV:



Character:

Actor:

Movie/TV:



Character:

Actor:

Movie/TV:



Character:

Actor:

Movie/TV:



Character:

Actor:

Movie/TV:



Character:

Actor:

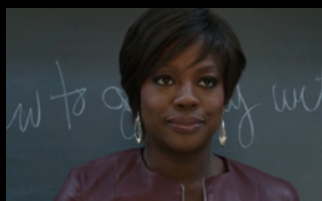
Movie/TV:



Character:

Actor:

Movie/TV:



Character:

Actor:

Movie/TV:

Flip the Script: Students Teach. Professors Preach!

No Googling, no asking your kids at home-this is a vibe check! Simply grab your stylus and match the slang...GenZ Edition

Column A

1. Bussin'
2. Clout
3. Gas
4. Let him cook
5. Rizz
6. Simp
7. Sheesh
8. Snatched
9. Take a seat
10. TFW

Column B

- A. Expression of amazement or admiration, often dragged out.
- B. Someone's influence, fame, or popularity in the social media sphere.
- C. Stylish, put together, outfit 'on-point', looking amazing.
- D. That Feeling When...(Used to set up a relatable moment)
- E. Cool, dope or awesome, alternatively used to hype someone up.
- F. Saying food, outfit, or performance is exceptionally good.
- G. Ability to charm or attract someone.
- H. One who overly adores or obsesses over someone (often one-sided).
- I. Telling someone to calm down, back off, or stay out of it.
- J. "Give them time, they know what they're doing."

HOMEWORK
Professors, your new assignment: use all these Gen Z slang words in sentence.
Submission: 10th October.
And yes, late submissions will be graded accordingly! 😊

THE POST-ITS



Sticky Notes to tack up some fun legal facts.

DID YOU KNOW: This newsletter may have our names on it, but behind every issue, which stands tall is the guidance, mentorship and inspiration of our professors, tucked in between the lines. You would not be reading this, if it weren't for them. Consider this newsletter a team effort - with our professors as the secret sauce!

Dear Professors....

.... Love, The Graduating Batch of 2026!

We raced through these corridors, fast and free,
Thank you for making these 4 walls, a home with a family;
A tribe of 120, hearts intertwined,
Who knew the friendship and laughter, were the treasures we'd find.

Exams came and went, with times of stress and despair,
Marksheets were compared with cries in the air;
Yet, through it all, who could see,
That the end was creeping up so silently.

A decade from now, we will still recall,
The memories and care you gifted, and the lessons of it all;
We will forever be "the most annoying batch" in lore,
But always grateful for the love you showered, patience and more.

5 years later, the cycle is the same,
We leave as we entered, with tears and aspirations that came;
The place we once begged and howled to skip everyday,
Or showed up for attendance, and then hurried away;
The proxy signatures and hearings you made us take,
Is now the hardest farewell we see ourselves make.

But to you, Professors, a heartfelt refrain,
Your wisdom and efforts were never in vain;
You helped us pave a path, showed us how to believe
In the future we will build and dreams we will achieve.

Wherever we walk, your teachings will stay,
Guiding us forward in life's unsettling way.
Though 'thank you' went unsaid, from our actions we will show,
For we'll make you proud, wherever we go.

And just as you stood by us, steady and true,
Know that we'll be there, just a call away too.
Be it as a counsel, comfort, or a lawyer you need,
We'll return your kindness in word and in deed
(registered, signed and attested by 2 witnesses, ofcourse!).

THE POST-ITS



Sticky Notes to tack up some fun legal facts.

We now stand at the edge of graduating, ready to dive into the next chapter of our lives, and it only feels right to pause and reminisce on the journey that brought us here! In first year, we walked through the gates of this building as nervous, excited, and curious students, oblivious from all that was to come. 5 years down, today, as we prepare to bid adieu, we carry with us not just the knowledge from the books and presentations in the classroom, but the invaluable lessons of discipline, resilience, empathy and ambition; all because of YOU!

For some of us you have been mentors, for some friends, for some the support we always needed, and to all of us you have always been more than just Professors. You have pushed us when we doubted ourselves, reminded us of our potential when we couldn't see it, disciplined us when we stepped out of line, critiqued us such that we strive to be better, challenged us to exceed our expectations, cared for us when life threw a curve and stood by us in ways that only a teacher can. While the countless lectures, discussions and seminars may blur in memory over time, the values you instilled in us will remain anchors for life.

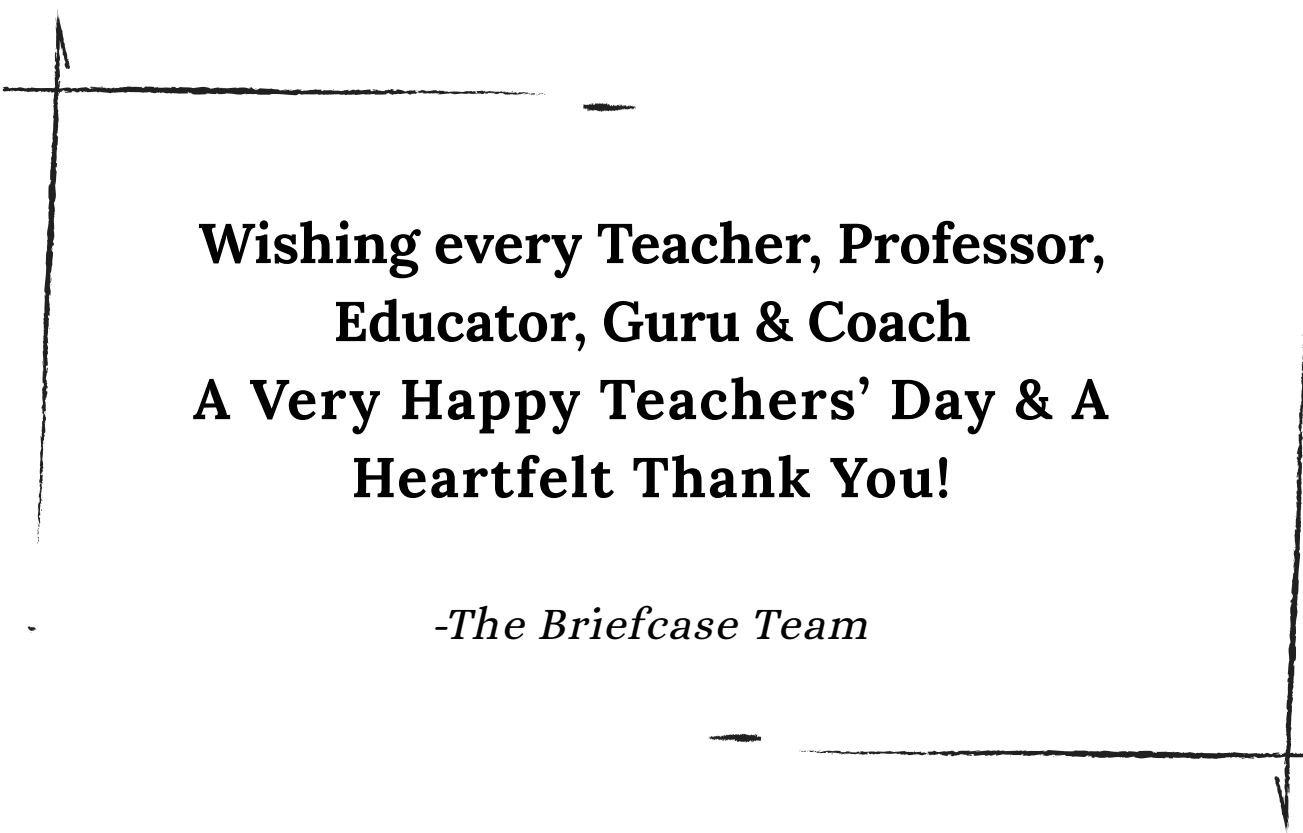
We have not been an easy batch. Nevertheless, you have always been patient while we figure out who we are and as we try to carve out a small place for ourselves in this world. We apologise for times when we may have been disrespectful or made you feel that you are not valued. These past few years have been a bumpy road, and we have always projected the same on you. Throughout it all, you have always been kind, and we will forever be appreciative and grateful for it. We often remember the encouragement you offered when things got tough, and the calmness with which you answered questions; sometimes the same ones, over and over again. More significantly, we hold on to the little gestures; be it the smiles, the nods of approval, the occasional humor that broke the monotony of class, and the moments you shared with us beyond academics, reminding us that behind every professor is a human being who chose to dedicate their life to teaching.

This note is our small way of giving back, of saying what perhaps went unsaid in the rush of deadlines and semesters; Thank You! Thank you for shaping not just our minds, but for being a part of our formative years in ways that words can never fully capture. As we step out, beyond these walls, we carry forward with us a piece of each of you. Your teachings will guide our decisions, your advice will echo in our choices, the memories with you will reflect in our smiles and your belief in us will fuel our courage. We know we will face challenges, but we also know we are better prepared because of the time we spent here, with you and because of you.

Teaching, as we understand, is not as simple as it looks. What you guys do could be a thankless job, often demanding and tested by circumstances we students may never fully see. Yet, you get up and do it every single day. You continue to teach, inspire and make a difference which the world does not acknowledge enough. This note, heartfelt as it is, will never match up to the love, respect and gratitude you truly deserve. But, now as this chapter may be closing for us, know that the bond we share will always remain. We are grateful, proud to call ourselves your students and lucky to have filled our 'briefcases' with your blessings. In whatever small or big ways we succeed, know that your fingerprints will be on those victories.

Yours Sincerely,
The Graduating Batch of 2021 - 2026





**Wishing every Teacher, Professor,
Educator, Guru & Coach
A Very Happy Teachers' Day & A
Heartfelt Thank You!**

-The Briefcase Team



Until Next Time...

As we close this issue of 'The Briefcase', we want to thank you for flipping through these pages and joining us on this exciting journey. We hope this edition added a spark of curiosity, a pinch of knowledge, and maybe even a smile to your day.

Next month, we'll be back with more legal insights, fresh opinions, exciting games, and surprises to keep you coming back for more. We're just getting started, and there's so much more we can't wait to share with you!

So, until we meet again, stay curious, stay inspired, and keep questioning the world around you. Remember, *The Briefcase* is always here to pack your mind with the essentials. See you in next month's issue—trust us, you won't want to miss it!

With gratitude,
The Editorial Board

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Share your thoughts, ideas, or
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to see in our next edition!

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