EDUDOC SERVICE SERIES

# EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

**August 2026**

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT


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# Preface

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

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as e*dudoc services*. In this edition of "EDUDOC SERVICES: NEWSCLIPS", the LDD has delved into and presented a compilation of newspaper clippings published in reputed newspapers related to education during the month of **August 2026**.

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

(Dr.Akash)
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# *CONTENTS*


| S. No. | Headings & Title | Newspaper Name | Page No. in Newspaper | Date | Pg. |
|---|---|---|---|---|---|
| 1. | Gen Z's voice must lead to a humane education system | The Hindu | 6 | 01-08-2026 | 1 |
| 2. | Maharashtra Expands 'Vinoba' Digital Education Platform To 45,000 Schools, Benefiting Over 31 Lakh Students | The Free Press Journal | E-News Article | 01-08-2026 | 2 |
| 3. | What does the new Bill to prevent exam fraud say? | The Hindu | 16 | 02-08-2026 | 5 |
| 4. | Why are govt. schools shutting down? | The Hindu | 8 | 03-08-2026 | 6 |
| 5. | Education system must focus on job skills | The Tribune | 6 | 03-08-2026 | 7 |
| 6. | Strengthening Higher Education for Emerging Technologies | PIB | E-News Article | 03-08-2026 | 8 |
| 7. | Anti-drug lessons to be introduced in school curriculum: Fadnavis | The Pioneer | 4 | 04-08-2026 | 10 |
| 8. | Fix the education 'system'; just a new law not enough | The Asian Age | 5 | 04-08-2026 | 11 |
| 9. | Thousands of government schools shut: The one scenario where this could be a good thing | The Indian Express | E-News Article | 04-08-2026 | 12 |
| 10. | Artificial Intelligence (AI) and Digital Education in Government Schools | PIB | E-News Article | 05-08-2026 | 19 |
| 11. | NEP 2020 prioritises hygiene, health and environmental awareness among school children: Centre | ANI | E-News Article | 05-08-2026 | 21 |
| 12. | NCERT-CBSE introduce AI curriculum for Classes III-VIII; senior secondary syllabus ready | Et Education | E-News Article | 05-08-2026 | 26 |
| 13. | किताबों के 'DEAR' बनेंगे स्टूडेंट्स | नवभारत टाइम्स | 2 | 06-08-2026 | 28 |
| 14. | स्वतंत्रता दिवस से सीबीएसई शुरू करेगा एआइ और कंप्यूटेशनल थिंकिंग पर आनलाइन सीरीज | दैनिक जागरण | I | 06-08-2026 | 29 |
| 15. | दसवीं के अंकों से संतुष्ट नहीं तो करा सकते हैं पुनर्मूल्यांकन | अमर उजाला | 10 | 06-08-2026 | 30 |
| 16. | NCERT, CBSE Roll Out AI Curriculum from Class 3 Onwards | BW Education | E-News Article | 06-08-2026 | 31 |
| 17. | अब पहले मिलेगी उत्तर पुस्तिका की स्कैन कापी, फिर होगा अंकों का सत्यापन: सीबीएसई | दैनिक जागरण | 5 | 07-08-2026 | 33 |
| 18. | 10वी के लिए CBSE की री-इवैल्यूएशन प्रक्रिया शुरू | नवभारत टाइम्स | 2 | 07-08-2026 | 34 |
| 19. | CM inaugurates STEM Innovation Lab at Pitampura Govt school | The Pioneer | 2 | 07-08-2026 | 35 |

| | | | | | |
|---|---|---|---|---|---|
| 20. | The challenge for school consolidation: Balancing access and quality education | The Indian Express | 17 | 07-08-2026 | 36 |
| 21. | Language Links | The Statesman | 6 | 07-08-2026 | 37 |
| 22. | Northeast history, culture, heritage part of new NCERT books, Centre tells Parliament | India Today | E-News Article | 07-08-2026 | 38 |
| 23. | CBSE Strengthens AI Education: Announces '3030 Eklavya' Online Series for Teachers, Students | Edugraph | E-News Article | 07-08-2026 | 44 |
| 24. | Govt proposes 25% quota for local students in Delhi private universities | The Times of India | E-News Article | 08-08-2026 | 46 |
| 25. | Ahmedabad records 86% success in bringing back dropouts | The Indian Express | 8 | 09-08-2026 | 48 |
| 26. | What are Mehta Schools at top IITs? | Financial Express | 7 | 10-08-2026 | 49 |
| 27. | Alignment of NCERT Syllabus with National Education Policy 2020 | PIB | E-News Article | 10-08-2026 | 50 |
| 28. | Implementation of National Education Policy in HEIs | PIB | E-News Article | 10-08-2026 | 52 |
| 29. | Grant of Deemed University Status to NCERT | PIB | E-News Article | 10-08-2026 | 55 |
| 30. | बच्चे पढ़ने में कमजोर, अब स्कूलों में रोजाना 30 मिनट किताब पढ़ना अनिवार्य | दैनिक जागरण | II | 11-08-2026 | 56 |
| 31. | NCERT's deemed university status to promote research, innovation: Govt | The Pioneer | 5 | 11-08-2026 | 57 |
| 32. | English in India, a language that has earned its place | The Hindu | 6 | 11-08-2026 | 58 |
| 33. | NCERT granted deemed university status, confirms Education Ministry | The Times of India | E-News Article | 11-08-2026 | 59 |
| 34. | NCERT deemed university status: Centre reiterates nod while experts warn of autonomy concerns | The Indian Express | E-News Article | 11-08-2026 | 61 |
| 35. | रेकॉर्डः मौजूदा सत्र में NCERT की 7.09 करोड़ किताबें बिकी | नवभारत टाइम्स | 9 | 12-08-2026 | 65 |
| 36. | Reclaiming readers: Bringing books back to living rooms | The Pioneer | 11 | 12-08-2026 | 66 |
| 37. | Educating the vulnerable | The Statesman | 6 | 12-08-2026 | 67 |
| 38. | Parliament Question: Availability of Special Educators in Schools | PIB | E-News Article | 12-08-2026 | 68 |
| 39. | Why are India's students disappearing? Parliamentary panel flags 73% enrolment drop by higher secondary | The Print | E-News Article | 12-08-2026 | 73 |
| 40. | केवल पाठ्य-पुस्तकों पर निर्भर न रहे स्कूली पढ़ाई | हिन्दुस्तान | 10 | 13-08-2026 | 77 |
| 41. | Centre outlines measures on varsity vacancies, private school fees and special educators | The Statesman | 5 | 13-08-2026 | 78 |

| | | | | | |
|---|---|---|---|---|---|
| 42. | Half of posts in NCERT & 44% in CBSE vacant, Parl informed | The Asian Age | 2 | 13-08-2026 | 79 |
| 43. | NCERT faces 1,596 vacancies, 44% CBSE positions unfilled: Parl panel | Millenniu m Post | 8 | 13-08-2026 | 80 |
| 44. | Session on, 1.9 L students await uniform subsidy | The Indian Express | 4 | 13-08-2026 | 81 |
| 45. | Higher Education faces three challenges | The Indian Express | 11 | 13-08-2026 | 82 |
| 46. | Schools lacked time to prepare third language formula under NEP model: Parliamentary panel | ETEducation | E-News Article | 13-08-2026 | 83 |
| 47. | Parliament panel flags 73% student dropouts before higher secondary, textbook shortages, exam stress | The New Indian Express | E-News Article | 13-08-2026 | 86 |
| 48. | NCERT has over 1,500 vacant posts, 44% positions unfilled at CBSE, parliamentary panel says | The Times of India | E-News Article | 13-08-2026 | 92 |
| 49. | CBSE announces NISHTHA courses for teachers, 845+ Virtual Labs on DIKSHA platform | The Times of India | E-News Article | 14-08-2026 | 96 |
| 50. | JMI hosts faculty development programme with CIET-NCERT | The Times of India | E-News Article | 14-08-2026 | 100 |
| 51. | Noida schools told to cap smart board use at 30 mins for primary, 60 mins for upper primary | ETEducation | E-News Article | 14-08-2026 | 105 |
| 52. | UP government to strengthen teachers, improve training through 'Unnati' | The Statesman | 4 | 15-08-2026 | 108 |
| 53. | Students architects of India's future: Murmu | The Asian Age | 4 | 15-08-2026 | 109 |
| 54. | Mandya: 65 govt schools temporarily closed over low student enrolment | ETEducation | E-News Article | 15-08-2026 | 110 |
| 55. | Govt rolls out ‘Unnati’ for teacher training | The Times of India | E-News Article | 15-08-2026 | 113 |
| 56. | फ्री ऑनलाइन कोचिंग, AI स्किल के लिए ट्रेनिंग | नवभारत टाइम्स | 8 | 16-08-2026 | 114 |
| 57. | CM Shivkumar announces Al education programme for schools in Karnataka | The Pioneer | 6 | 16-08-2026 | 114 |
| 58. | NCERT Invites Students to Participate in Vikram Sarabhai Space Quiz 2026 Ahead of National Space Day | Times Now | E-News Article | 16-08-2026 | 115 |
| 59. | 600 students leave tribal hostel after few show signs of mass hysteria | The Pioneer | 7 | 17-08-2026 | 118 |
| 60. | Build the right connections | The Hindu | 19 | 17-08-2026 | 119 |
| 61. | Beyond the Numbers: Decoding India's School Education Progress UDISE+ 2025–26 Report (NEP Structure) | PIB | E-News Article | 17-08-2026 | 120 |
| 62. | New edu minister says teachers' quality depends on competence, empathy: 'AI shouldn't replace human values' | Hindustan Times | E-News Article | 18-08-2026 | 127 |

| | | | | | |
|---|---|---|---|---|---|
| 63. | From Notice Board to Knowledge Hub: How NEP 2020 Saarthi Corners are transforming student awareness | Organiser | E-News Article | 18-08-2026 | 131 |
| 64. | सरकारी स्कूलों के छात्र स्टार्टअप के महारथी, हर माह हजारों की कमाई | अमर उजाला | 22 | 19-08-2026 | 139 |
| 65. | Govt rejigs Class 9 academic framework | Millennium Post | 3 | 19-08-2026 | 140 |
| 66. | Education must change to account for AI | The Hindu | 7 | 19-08-2026 | 141 |
| 67. | Delhi schools to introduce vocational education, third language in Class 9 under revised rules | The Indian Express | E-News Article | 19-08-2026 | 142 |
| 68. | Need to root public health education in Indian realities | Hindustan Times | 16 | 20-08-2026 | 145 |
| 69. | Govt strengthens residential education, hostel facilities for SC, tribal students | The Statesman | 3 | 20-08-2026 | 146 |
| 70. | Transforming school education for a stronger foundation of Viksit Bharat | DD News | E-News Article | 20-08-2026 | 147 |
| 71. | त्रिभाषा नीति में नेटिव शब्द *का प्रयोग क्यों: सुप्रीम कोर्ट | हिन्दुस्तान | 7 | 21-08-2026 | 151 |
| 72. | उच्च शिक्षण संस्थानों में समानता नियम पर केंद्र के फैसले के लिए समयसीमा तय करने की मांग | दैनिक जागरण | 16 | 21-08-2026 | 152 |
| 73. | CBSE: 3 भाषा नीति पर SC मे सवाल | नवभारत टाइम्स | 1,2 | 21-08-2026 | 153 |
| 74. | बच्चों को बेहतर बनाने के लिए सुप्रीम कोर्ट की तीन सलाह बच्चों को क्लास ही न भेजें, बात करें लड़कियों का सम्मान करना सिखाएं | अमर उजाला | 1 | 21-08-2026 | 154 |
| 75. | Don't let children face pressure over 3-language policy: SC | The Pioneer | 10 | 21-08-2026 | 155 |
| 76. | Streamline 3-Language Policy: SC to Centre, NCERT, CBSE | Economic Times | 5 | 21-08-2026 | 156 |
| 77. | THREE-LANGUAGE POLICY<br>English indigenous or foreign language? Supreme Court for examining constitutionality | The Indian Express | 9 | 21-08-2026 | 157 |
| 78. | Ease three-language rule for Class 6, SC tells CBSE | The Hindu | 16 | 21-08-2026 | 158 |
| 79. | CBSE 3-LANGUAGE POLICY<br>Students must not face 'pressure': SC | Millennium Post | 6 | 21-08-2026 | 159 |
| 80. | 3-LANGUAGE POLICY)<br>Give 1-time relief to class 6 students, SC tells CBSE | Hindustan Times | 7 | 21-08-2026 | 160 |
| 81. | SC: Can Std 6 be spared 3-language plan this yr? | The Times of India | 1,6 | 21-08-2026 | 161 |
| 82. | Vocational education from class 9, skills from class 6: NITI Aayog | The Pioneer | 11 | 21-08-2026 | 162 |
| 83. | Exam, AI, Absurdity | The Times of India | 10 | 21-08-2026 | 163 |

| | | | | | |
|---|---|---|---|---|---|
| 84. | President of India Smt Droupadi Murmu to Confer National Teachers Awards on 48 school teachers on Teachers Day 2026 | PIB | E-News Article | 21-08-2026 | 164 |
| 85. | नौवीं की परीक्षा व्यवस्था बदली, तीसरी भाषा और व्यावसायिक शिक्षा अनिवार्य | दैनिक जागरण | IV | 22-08-2026 | 172 |
| 86. | राष्ट्रपति 48 शिक्षकों को देंगी राष्ट्रीय शिक्षक पुरस्कार | जनसत्ता | 8 | 22-08-2026 | 172 |
| 87. | Centre refuses grace marks to students in CBSE OSM row | The Hindu | 12 | 22-08-2026 | 173 |
| 88. | Education reform must factor in well-being | The Pioneer | E-News Article | 22-08-2026 | 174 |
| 89. | एनसीईआरटी : अक्तूबर से आना शुरू होंगी दसवीं की पाठ्यपुस्तकें | जनसत्ता | 8 | 23-08-2026 | 178 |
| 90. | मानवता की पाठशाला के सबसे उत्तम विद्यार्थी | हिन्दुस्तान | 12 | 23-08-2026 | 179 |
| 91. | Less than 1 in 12 secondary schools in India offer vocational subjects: NITI Aayog report | Decan Herald | E-News Article | 23-08-2026 | 180 |
| 92. | Not ' delulu - an Al tutor for every child in India | The Hindu | 8 | 24-08-2026 | 185 |
| 93. | Bengal working towards full NEP 2020 implementation, to ink pact with NCERT: Minister | Et Education | E-News Article | 24-08-2026 | 186 |
| 94. | West Bengal to Sign MoU with NCERT for NEP 2020 Implementation, Says Minister | Edugraph | E-News Article | 24-08-2026 | 190 |
| 95. | Beyond the red pen | The Hindu | E-News Article | 24-08-2026 | 193 |
| 96. | CBSE makes virtual labs available for students | The Times of India | E-News Article | 24-08-2026 | 195 |
| 97. | Schools are not content factories | The Pioneer | 8 | 25-08-2026 | 197 |
| 98. | मुफ्त कोचिंग के लिए बनेगा बड़ा प्लेटफार्म, एक साथ पढ़ेंगे एक करोड छात्र | दैनिक जागरण | 1 | 26-08-2026 | 198 |
| 99. | 8.7 करोड़ युवा न पढ़ाई कर रहे, न ही उनके पास रोजगार | दैनिक जागरण | 13 | 26-08-2026 | 198 |
| 100. | शिक्षण का दायरा | जनसत्ता | 6 | 26-08-2026 | 199 |
| 101. | सरकारी स्कूलों से हमें ज्यादा उम्मीद | हिन्दुस्तान | 11 | 26-08-2026 | 200 |
| 102. | School Curriculum Vs NEET-JEE: Central Panel Flags Major 'Gap' | The Economic Times | 3 | 27-08-2026 | 201 |
| 103. | NITI Aayog backs decentralised skilling even as states flag NEP control | The Fedral | E-News Article | 27-08-2026 | 202 |
| 104. | From Reflection to Reflexivity: Rethinking Teacher Development in India | ORF | E-News Article | 27-08-2026 | 206 |
| 105. | Gen Alpha's Al shadow: Protecting the right to outgrow childhood data | The Pioneer | 9 | 28-08-2026 | 213 |

| | | | | | |
|---|---|---|---|---|---|
| 106. | English Vinglish in Punjab: Why teachers here misspell basic words | The Indian Express | E-News Article | 28-08-2026 | 214 |
| 107. | बिहार में 10वीं व 12वीं के अंकपत्र में नहीं लिखा जाएगा 'फेल' | जनसत्ता | 2 | 29-08-2026 | 218 |
| 108. | Bihar Board to replace 'fail' with 'eligible for skills' on Class 10, 12 marksheets from coming year n | The Hindu | 4 | 29-08-2026 | 218 |
| 109. | नए युग का उपनिवेशवाद | दैनिक जागरण | 7 | 29-08-2026 | 219 |
| 110. | रोजगारपरक शिक्षा का अभाव | दैनिक जागरण | 6 | 30-08-2026 | 220 |
| 111. | Nearly one lakh schools shut after NEP 2020 rollout: Manik Sarkar | The Hindu | E-News Article | 30-08-2026 | 221 |
| 112. | ख़ुद से पढ़ना भूल रहे, बदहाली की यह भी वजह | नवभारत टाइम्स | 8 | 31-08-2026 | 224 |
| 113. | 10 वर्ष में उच्च शिक्षा में 31.5% बढ़ा नामांकन<br>नई दिल्ली, | दैनिक जागरण | 11 | 31-08-2026 | 225 |
| 114. | Education or certification? | The Hindu | 2 | 31-08-2026 | 226 |
| 115. | UP Holds Ground In Govt School Performance Index | Bw education | E-News Article | 31-08-2026 | 227 |
| 116. | School education roadmap: Pralhad Joshi flags foundational learning, technology and outcomes as priorities | Et education | E-News Article | 31-08-2026 | 229 |

THE HINDU, 1 August 2026, Pg no-6

# Gen Z's voice must lead to a humane education system



**John Varghese**

Former Principal of St. Stephen's College

With the successful demonstration by the Cockroach Janta Party, a point has been made. A light has been shown in our national darkness. We can use that light, or we can continue to curse the darkness. The choice is always there. Gen Z has pronounced a fiat. It will be wise on our part to take heed. The education system needs not just an overhaul but also a complete change. A change in policy itself. We must now sit down and work out a system in which examinations are seen as fair, conducted professionally, and taken happily and voluntarily. Competitive examinations should no longer be associated with student suicides.

India's education system has produced extraordinary professional talent, yet its admission culture has also created a dangerous emotional environment in which marks, ranks, and single-shot competitive examinations are often treated as the sole measures of intelligence, worth, and future possibility. This must change.

Examinations need to become more inclusive, projecting students' worth and abilities even as they assess a candidate's competence for the chosen field of higher education. Gen Z is very aware of the competitive world it has inherited and is quite capable of making prudent choices for its future. It is up to us – parents, teachers, and policymakers – to consult with them and evolve a system that is fair, robust, and respected.

**Assessing competence**

A fair system of admission must adopt a multi-dimensional assessment of competence. Admissions should combine moderated school performance, discipline-specific aptitude, analytical writing, structured interviews where appropriate, practical or scenario-based tasks, and verifiable portfolios, projects, internships, community work and co-curricular achievement.

Such an approach would test not only memory and speed but also reasoning, persistence, communication, judgment, ethical orientation and suitability for a chosen field. Entry-level institutions themselves, with the involvement of competent schoolteachers, should design and administer these assessments with transparent criteria and proper safeguards. Examinations should be redesigned to assess application, interpretation and higher-order thinking rather than predictable patterns that feed the coaching industry. This would preserve standards while aligning admissions more closely with real ability, educational purpose and student potential.

Industry, parents, and students must together broaden the meaning of educational success beyond a few high-pressure professional courses. Regular industry interaction through career fairs, internships, mentorship programmes, workplace visits, and alumni engagement can make students aware, even at the school level, of emerging opportunities in newer sectors and reduce blind dependence on competitive examinations for traditional career paths. Parents, especially those with limited access to reliable information and who often resort to unaffordable loans, need structured counselling in local languages on courses, careers, costs, scholarships, aptitude, mental-health risks, and the difference between a child's interests and parental ambitions. Students must be helped to assess their abilities, dispositions, and aspirations realistically through guidance and aptitude-based conversations rather than prestige-driven choices. When informed industry exposure, responsible parental support, and self-aware student decision-making come together, educational choices become more rational, humane, and less fear-driven. This is the groundwork on which a fair and effective entry-level assessment system can be built.

*The time has come to rethink merit, reform admissions, and restore dignity to every student's academic journey*

**Role of elected representatives**

The Constitution treats education as a public good, not a commercial race, and places a clear duty on the state to protect equality, dignity, and the right to education, especially for children and weaker sections. When the coaching ecosystem becomes exploitative – creating inequality, displacing formal schooling, and harming student well-being – Parliament and State legislatures must respond through law, regulation, and oversight. Members of Parliament and Members of the Legislative Assemblies may not be individually liable for a persistent social problem, but they remain institutionally responsible for creating and enforcing safeguards on fees, advertising, mental-health support, hostel standards, and fraudulent practices. In the face of evidence of student suicides and commercialisation, persistent inaction invites democratic and legal scrutiny, making urgent action a constitutional responsibility.

Does one size fit all? No. A centralised agency such as the National Testing Agency rests on the assumption that one examination model can fairly judge all students across disciplines, regions and social contexts; this assumption is flawed – especially in a country such as India, which is varied in every possible way. Institutions and professional bodies are better placed to define what they seek in candidates because they understand the intellectual and academic demands, skills, aptitude and ethical orientation required for specific courses leading to careers. A single national test also creates logistical overload and demographic unfairness: language, geography, school background, digital access, and local educational disadvantages all affect performance, making a "one-test-fits-all" model neither educationally sound nor socially just.

A decentralised system, with universities or clusters of institutions designing and conducting their own assessments within broad University Grant Commission norms, would allow for more relevant and balanced evaluation. Students, too, may be consulted through structured representation in identifying appropriate modes of assessment, though access to live question papers or confidential content should be strictly avoided. To preserve sanctity and prevent paper leaks, these safeguards are essential: encrypted digital paper transmission; multi-layered question banks with algorithmic randomisation; strict vetting and rotation of paper setters; secure printing and sealed distribution protocols; independent audit and surveillance of examination centres. And severe penal consequences for any breach. Additional safeguards may include biometric candidate verification, time-staggered papers, and post-examination forensic review of anomalies.

Properly scheduled, decentralised examinations spread across the academic calendar would reduce stress, avoid nationwide disruption from a single failure, and permit institutions to test genuine competence and readiness rather than coaching-driven examination technique alone.

Entrance exams should help our students assess themselves for their abilities and competency in a chosen field. Students should undertake the exams willingly, with the clear understanding that it is indeed a competitive world, and that they have a self-worth even beyond the particular exam that they are sitting for. When alternate career choices are there, the pressure on the students is much less; and if they are passionate about a profession, then they will learn to work hard for it.

**A humane direction for reform**

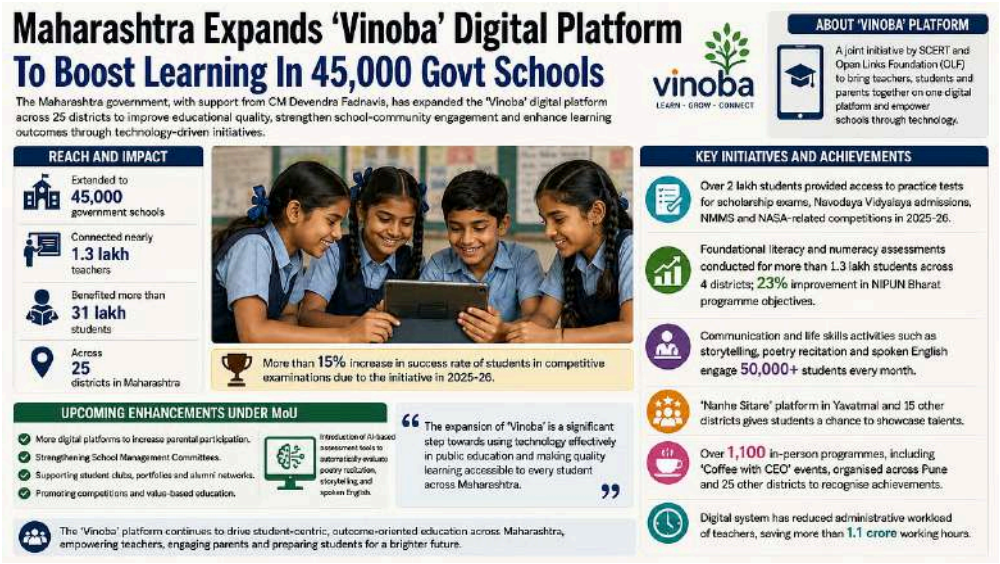
India requires a shift from rank-based filtration to capacity-based recognition. A just admissions system should ask not only who scored highest under exam pressure, but who has the aptitude, motivation, ethical seriousness, resilience, and capacity to grow in a chosen field. Such a system would still value excellence, but it would define excellence more intelligently and more humanely. Over the past few days, Gen Z has brought us face-to-face with a dark secret we have long lived with: the overemphasis on certain professions. This generation has choices, and we must allow them to choose responsibly while understanding the consequences.

The constitutional promise of education cannot be fulfilled by a structure that rewards fear, debt, and psychological distress while calling the result merit. The alternative lies in holistic assessment, regulation of coaching commercialisation, institutionalised mental-health support, industry involvement, and sustained counselling for parents and students, keeping interests, abilities, and dignity at the centre of educational choices. This will help create happier and more confident young people who choose careers deliberately, not out of compulsion, paving the way for a better India and a better world. If these changes begin now the suicides caused by entrance examination stress can come to an end.

# Maharashtra Expands 'Vinoba' Digital Education Platform To 45,000 Schools, Benefiting Over 31 Lakh Students

*The 'Vinoba' platform focuses on improving educational quality, foundational literacy and numeracy (FLN), life skills, teacher empowerment and communication between schools and parents. It has been extended to around 45,000 government schools across 25 districts of Maharashtra and has connected nearly 1.3 lakh teachers. More than 31 lakh students have benefited from the initiative.*

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Maharashtra Expands 'Vinoba' Digital Education Platform To 45,000 Schools, Benefiting Over 31 Lakh Students | AI

**Mumbai:** The Maharashtra government's efforts to strengthen the quality of education in government schools through technology-based initiatives have received a boost with the expansion of the 'Vinoba' digital platform, launched through a collaboration between the State Council of Educational Research and Training (SCERT) and the Open Links Foundation (OLF).

**Platform Aims to Connect Schools, Teachers and Parents**

The initiative, supported by Chief Minister Devendra Fadnavis, aims to bring teachers, students and parents together on a common digital platform while improving learning

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outcomes and strengthening school-community engagement.

The 'Vinoba' platform focuses on improving educational quality, foundational literacy and numeracy (FLN), life skills, teacher empowerment and communication between schools and parents. It has been extended to around 45,000 government schools across 25 districts of Maharashtra and has connected nearly 1.3 lakh teachers. More than 31 lakh students have benefited from the initiative.

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**Competitive Exam Support Boosts Student Success**

During the 2025-26 academic year, over two lakh students were provided access to practice tests for competitive examinations, including scholarship examinations, Navodaya Vidyalaya admissions, the National Means-cum-Merit Scholarship Scheme (NMMS) and NASA-related competitions. The initiative reportedly contributed to an increase of more than 15% in the success rate of students in these examinations.

The platform also supported foundational literacy and numeracy assessments for more than 1.3 lakh students across four districts. A 23% improvement was recorded in achieving the objectives of the NIPUN Bharat programme, according to the information shared.

**Activities Promote Communication and Creativity**

To promote communication skills, confidence and creativity among students, the initiative has introduced activities such as storytelling, poetry recitation and spoken English. The platform records the participation of more than 50,000 students every month.

The 'Nanhe Sitare' platform, organised in Yavatmal and 15 other districts, has provided students with opportunities to showcase their talents.

**Teachers and Students Recognised Through Outreach Programmes**

To recognise the achievements and quality work of teachers and students, more than 1,100 in-person programmes, including 'Coffee with CEO' events, have been organised across Pune and 25 other districts.

The digital system has also helped reduce the administrative workload of teachers, saving more than 1.1 crore working hours, according to the initiative.

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Under the memorandum of understanding signed between SCERT and OLF, additional digital platforms will be developed to increase parental participation, strengthen School Management Committees, support student clubs and portfolios, build alumni networks and promote competitions and value-based education.



The initiative will also introduce artificial intelligence-based assessment tools to automatically evaluate activities such as poetry recitation, storytelling and spoken English.

The expansion of the 'Vinoba' initiative is expected to further strengthen the state government's efforts to use technology effectively in public education and make quality learning accessible to students across Maharashtra. The initiative is being viewed as a significant step towards building a more student-centric and outcome-oriented education system.

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THE HINDU, 2 August 2026, Pg no - 16

# What does the new Bill to prevent exam fraud say?

What is the purpose and what are the provisions of the Public Examinations (Prevention of Unfair Means) Amendment Bill, 2026? How is it different from the 2024 Act? How does it deal with procedural delays? What are the common bottlenecks faced by trial courts?

Maitri Porecha

**The story so far:**

The Public Examinations (Prevention of Unfair Means) Amendment Bill, 2026 was passed by both Houses of Parliament following widespread protests over the leak of the undergraduate (UG) paper of the National Eligibility-cum-Entrance Test (NEET) and the subsequent resignation of Union Education Minister, Dharmendra Pradhan. The Bill seeks to curb examination malpractices through time-bound investigations and speedy trials.

While a copy of the proposed Bill was circulated among parliamentarians on July 25, the Bill was introduced on July 27. It was passed in the Lok Sabha by a voice vote on July 29 and passed a day later in the Rajya Sabha. The legislation has now been sent for the President's assent to officially become law.

**What were the incidents over the years leading up to the passage of the Bill?**

The crisis surrounding India's competitive exams began with the NEET-UG 2024 exam, where question papers were allegedly leaked in regions including Patna in Bihar and Hazaribagh in Jharkhand. There was panic after 67 students scored full marks, with controversial grace marks, triggering massive student protests and intense judicial intervention. The Supreme Court and the Central Bureau of Investigation subsequently uncovered deep-rooted syndicates allegedly involved in the paper leak. The Public Examinations (Prevention of Unfair Means) Act was enacted in 2024 to tackle cheating.

The 2024 Act did not secure a single conviction over its two years of operation

Despite the law, concerns over institutional accountability persisted, and the Ministry of Education cancelled the NEET UG 2026 exam after discovering that the question paper had been leaked and the integrity of the exam had been compromised. This affected about 22 lakh students and led to nationwide protests, backed by the newly formed Cockroach Janta Party. Consequently, the government pushed stricter legislative amendments, notably the 2026 Bill.

**What is the primary purpose of the Bill? How have penalties been revised as compared to the 2024 Act?**

The Public Examinations (Prevention of Unfair Means) Amendment Bill, 2026 is a revised version of the Public Examinations (Prevention of Unfair Means) Act, 2024. Its primary purpose is to curb exam malpractices, ensure time-bound investigations and speedy trials, and create stronger deterrence against organised crime groups and institutions involved in such offences to safeguard transparent and merit-based selections.

As per the Bill, investigations must be concluded within 60 days – whether conducted by local police, Central investigating agencies, or a Special Task Force – and trials must be wrapped up within three months of the chargesheet being filed in designated special fast-track courts. Also, High Court appeals must be heard by a two-judge Division Bench and resolved within three months.

The penalty for general offences under Section 10(1) has been increased from 3-5 years of imprisonment and a fine of up to ₹10 lakh under the 2024 anti-cheating law to 5-10 years of imprisonment and a fine of up to ₹50 lakh. Fines for service providers have also been raised from a maximum of ₹1 crore to ₹5 crore, alongside a debarment extension from 4 years to 8 years. For directors and senior management held responsible, the fine has been increased from at least ₹1 crore to ₹5 crore and the jail term has been increased from 3-10 years to 5-10 years. For organised crime networks under Section 11, the Bill proposes a minimum imprisonment of 7 years, up from 5 years, along with a fine of up to ₹10 crore, compared with the earlier limit of ₹1 crore.

**How does the Bill address procedural delays and court adjournments?**

Courts are restricted from granting adjournments beyond the following day without explicit, exceptional reasons. All ongoing cases under the 2024 Act will instantly be transferred to newly designated special fast-track courts. States and Union Territories are mandated to appoint special public prosecutors exclusively for these trials.

**What major limitation has been pointed out regarding the investigation timeline?**

According to an analysis by PRS Legislative Research, unlike other robust legislation such as the Lokpal and Lokayuktas Act, 2013 or the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) Act, 1989), the Bill contains no provisions or accountability mechanisms explaining what happens if the two-month investigation timeline is missed. Nor does it require officers to record reasons for delays in writing.

Also, the timeline could conflict with Supreme Court rulings. In 2002, the Supreme Court held that it is neither advisable, feasible, nor judicially permissible to prescribe a rigid outer limit for the conclusion of criminal proceedings, and criminal courts are not obliged to terminate trials merely due to the lapse of time.

**How does the Bill propose to handle speedy adjudication and what structural challenges do these courts face?**

The Bill provides for designating a court of session by each State and Union Territory as a special fast-track court. However, data show severe system-wide pendency. Existing fast-track special courts have battled massive backlogs, with pending cases swelling from over 2.02 lakh in 2023 to 2.45 lakh by 2025. Furthermore, average trial times vary drastically across regions – for example, from 257 days in Andhra Pradesh to 1,717 days in Delhi for Protection of Children from Sexual Offences Act fast-track special courts cases.

**What common ground-level bottlenecks routinely delay trial courts, as noted by the Law Commission of India?**

Key bottlenecks include the absence of accused individuals or the non-production of undertrial prisoners, lack of proactive police efforts to apprehend absconding suspects, frequent and unjustified adjournments sought by advocates or caused by the non-attendance of official witnesses, and deficiencies in judicial case management and court and staff strength.

**What was the conviction track record of the preceding anti-cheating law passed in 2024?**

The 2024 Act did not secure a single conviction over its two years of operation.




*Protesters celebrate the resignation of Union Education Minister Dharmendra Pradhan in Mumbai. AFP*

THE HINDU, 3 August 2026, Pg no-8

# Why are govt. schools shutting down?

Which States have witnessed the highest number of closures? How has school rationalisation affected children's access to education? Who bears the biggest burden of government school closures? Can the Centre step in to reverse the trend? Why has the Right to Education Act fallen short?

EXPLAINER

G. Ramakrishnan

**The story so far:**

A recent NITI Aayog report said some 94,000 government schools were closed over the past decade, an average of 25 a day, contributing to a 2.26 crore decline in government school enrolment. The government schools' share of total enrolment has fallen from 71% in 2005 to 49.24% in 2024-25.

**Why are government schools shutting down?**

School closures are happening across States on the grounds of rationalisation. The National Education Policy 2020 advocates such rationalisation but without endangering the concept of neighbourhood schools.

School closure numbers cannot be explained away as gradual demographic drift, urban migration and so on. Rather, it is a coordinated administrative decision taken in states where the poorest and most rural children have the least capacity to compensate for a school that has vanished.

**Which States are among the worst affected?**

Uttar Pradesh, Madhya Pradesh and Jammu and Kashmir lead in this.

In December 2025, Madhya Pradesh's School Education Department found that 7.37 lakh children in the state have no school records. They are not enrolled in any school – private or government.

In Jhabua and Shivpuri, for instance, 29,000 children fall into the "Drop Box" category – the department's term for those at imminent risk of dropping out. Across the State's 55 districts, more than 3,500 government schools recorded zero new admissions this academic session. Another 6,500 schools saw fewer than 10 admissions.

The department's response was to instruct every district education officer to paste lists of unmapped children on school noticeboards, contact them directly, and upload their details to the State portal.



School closures are happening across States on the grounds of rationalisation. THULASI KAKKAT

Statewide, 11.38 lakh children fall under the "Drop Box" category. Another 1.23 lakh are already recorded as dropouts. A further 1.55 lakh have left school because their families were displaced or migrated for work.

The department's flagship outreach programmes, School Chalen Hum and the Home Contact Campaign, were built to prevent exactly this. The State's own audit of its own scheme found three-quarters of a million children whom neither programme had reached.

Government data tabled in the Lok Sabha in February confirms the scale. UDISE+ figures show the national count of government schools falling from 11.07 lakh in 2014-15 to 10.17 lakh in 2023-24, a decline of roughly 89,000 that lines up almost exactly with NITI Aayog's own count. Private schools nationally grew from 2.88 lakh to 3.31 lakh over the same decade.

Madhya Pradesh's government schools fell from 1.22 lakh in 2018-19 to 99,411 the very next year – a drop of roughly 22,600 in twelve months. Uttar Pradesh's government schools fell from 1.63 lakh to 1.38 lakh in that identical year, a drop of over 25,000.

Reports on J&K's rationalisation programme documented children now travelling 4 to 6 km daily to reach a functioning school, violating neighbourhood school mandates of Right to Education Act (RTE).

More than 4,300 schools were closed or merged under a rationalisation scheme, with the Lok Sabha's own UDISE+ figures showing the state's school count falling from 23,167 in 2020-21 to 18,785 by 2022-23, alongside nearly 13,000 vacant teaching posts reported separately in the state assembly.

**What is the impact of the shutdown of government schools?**

Government schools in India are not a neutral public utility used evenly across classes. They are, disproportionately, the schools of the poor – of Scheduled Castes, Scheduled Tribes, and the poorer strata of backward-class communities. India is home to roughly 60% of the world's below-poverty-line population, and it is their children who fill government classrooms.

A 2019 National Sample Survey analysis found access to free education declining unevenly, with Muslim and Scheduled Caste and Scheduled Tribe households disproportionately marginalised from the schools nearest to them.

The burden falls disproportionately on girls who are the first to be withdrawn when the nearest school stops being nearby. What consolidation looks like on the ground is often a single teacher covering five classes at once – unable to know an individual child's background or tailor instruction, technically in breach of the Right to Education Act's staffing and quality norms.

**Who is responsible for this trend?**

In Lok Sabha, the concerned minister said education is on the concurrent list, and the responsibility for this trend lies entirely with States. But the RTE is a Central Act and the mandates on neighbourhood schools are the Centre's responsibility.

Further, the Centre seeks to intervene in State school education by making Central fund allocation for schools conditional on NEP implementation and also imposes a language policy. There are avenues for the Centre to step in against this trend.

The RTE Act, in force since 2010, guarantees free and compulsory education from age six to 14. RTE says nothing binding about the quality of what is delivered once a child is inside the classroom. It creates entitlements that children, by definition, cannot assert on their own – and parents, particularly poor and rural parents, often lack the legal and institutional capacity to enforce either. RTE assumes a symmetry of power between the state, the school, and the family that does not exist on the ground. RTE is not justiciable, in practice. School Management Committees, the one mechanism written into the RTE to give parents and communities a formal voice, largely go unconvened.

*(The author is Chairman, Central Control Commission, CPI(M))*

## THE GIST

- Nearly 94,000 government schools have closed over the past decade under State-led rationalisation drives, with Uttar Pradesh, Madhya Pradesh and Jammu and Kashmir among the worst affected, leading to falling enrolment and rising dropout risks.
- The closures have disproportionately affected poor, rural, Scheduled Caste, Scheduled Tribe and girl students, while questions remain over the Centre's role in enforcing neighbourhood school norms under the Right to Education Act.

THE TRIBUNE, 3 August 2026, Pg no - 6

# Education system must focus on job skills

## The reform agenda should match the aspirations of the young generation



**MANISH TEWARI**
LOK SABHA MP AND
FORMER I&B MINISTER



**FUTURE AT STAKE:** The path forward can't be a series of fire-fighting measures triggered by another paper leak or protest. ANI

THOUSANDS of youngsters, including students, marching peacefully towards Parliament on July 20 to demand accountability from a system that had betrayed their trust, were "brutally welcomed" with batons, barricades and pellet guns wielded by the police and Rapid Action Force personnel.

Broken bones and pellet wounds were the government's reply to a generation seeking nothing more than the right to a fair shot at their future. It was the moral nadir of an establishment that treats aspiration as nuisance, and its own repeated institutional failures as a "public relations problem" to be managed.

The resignation of the Education Minister is all but mere tokenism. Proposed amendments to the anti-paper-leak law may expedite investigation and trials, but the deterrent effect remains an open-ended question in a country that is over-legislated and under-enforced.

The fundamental truth is that the Indian education system is broken, perhaps irretrievably. It does not catalyse critical thinking or creativity. Rote learning is still the name of the game. Until we encourage pre-primary, primary, middle and high schoolers to think for themselves and incentivise audacity that demolishes conformism, we will only build a society that will continue to pay obeisance to a feudal social order. It is only the ability to think and act freely that can break the chains of patriarchy. Band-aid solutions cannot do it.

That is what Parliament should have discussed — how to liberate the next generation from the shackles of mental slavery that is intrinsic to the DNA of India's education system and, by extension, its political and social milieu.

Nonetheless, imagine a utopian scenario: all higher education seats are filled on merit free from paper leaks and all sanctioned government posts are filled. The majority of India's youth would still be trapped in a limbo of unemployability, for the simple reason that the number of aspirants exceeds available government jobs and quality institutional seats by multiples that no examination reform can bridge.

For decades, the education policy has been obsessed with access, measured by enrolment ratios, while neglecting learning outcomes and their translation into livelihoods. India Skills Report 2026 puts the aggregate employability at 56.35%, with the deficit concentrated in non-technical competencies (communication, problem-solving and digital fluency). Ergo, one in two graduates emerges from the system not readily employable in any industry.

This chasm between 'credentials' and 'capability' is a consequence of an academic architecture that relegates employment integration to residual luck of campus placements and prestige hierarchy of limited eminent institutes. The vast majority of students enrolled in tier-2 and tier-3 city colleges, state universities and private self-financing institutions traverse their entire college life without any structured interface with a productive economy. Every education and training facility needs a minimum industry interface as a design principle that determines local or regional demand for particular skills.

> Every education and training facility needs a minimum industry interface that determines local or regional demand for particular skills.

Curricula from the secondary stage onwards (under the National Skills Qualifications Framework) and across all undergraduate/postgraduate programmes must embed mandatory apprenticeships, internships and live industry projects. Public sector enterprises, joint ventures under the PPP (public-private partnership) model and private corporations, including through their CSR (corporate social responsibility) mandate, must be enjoined to organise placement-linked training opportunities in collaboration with education departments.

The failure of the education system to produce skilled workers is compounded by chronic underinvestment. Public expenditure on education as a percentage of GDP remains stagnant at about 4%, far below the 6% target.

The government school enrolment share dropped from 71% in 2005 to 49.24% in 2024-25 (as per NITI Aayog's School Education Report), despite massive outlays under the Sarva Shiksha Abhiyan, PM-SHRI and PM-POSHAN. This signals that the problem is not only of resources but of resource effectiveness.

The rising cost of education has pushed families into a brutal calculus. The 381st Report of the Parliamentary Committee on Education bespeaks the need for fixing the financial architecture for higher education. The committee's recommendation, reiterated after an unsatisfactory government response, is that the annual family income ceiling be uniformly enhanced to Rs 8 lakh across all schemes, all types of courses and all institutions, without any conditionality based on quality rankings. On the priority sector lending front, the RBI's revision of the education loan limit from Rs 20 lakh to Rs 25 lakh falls far short of the committee's recommendation of Rs 50 lakh, which reflects real escalation in the cost of higher education.

An equally pernicious dimension of the rising costs is unregulated commercialisation of coaching, which has metastasised from a supplementary aid into a parallel system. Coaching centres have proliferated like *kirana* stores, operating with no regulatory oversight and extracting heavy financial and psychological toll from families already stretched thin. Non-schooling educational institutes must be brought under a regulatory framework that mandates transparency in fee structures, faculty qualifications, verifiable outcome disclosures and minimum pedagogical standards.

Compounding the cost problem is the pedagogical damage wrought by the automatic promotion policy, which has done more to hollow out the quality of education than any other measure.

It has produced a swelling cohort of the uneducated literate, promoted grade-to-grade without academic knowledge or employable skill that a performance-based evaluation system would have enforced. The 2024 ASER (Annual Status of Education Report) and PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) findings reveal that nearly half of Grade-5 children in rural India cannot read a Grade-2 text; fewer than 55% of Grade-3 students can handle basic money transactions, and less than 30% of Grade-6 students have adequate fraction competency.

The crisis in higher education is no less acute. Over 4.5 crore students are enrolled in higher education, but the resources available to serve them are continuously shrinking in per capita terms. Faculty shortages are endemic and infrastructure is shambolic.

Meanwhile, India's gross expenditure on R&D remains stuck at around 0.64% of GDP against a global average of 2.9%. A higher education system that neither produces employable graduates nor generates meaningful research output is not an engine of national development but a vast credentialing ritual sustained by public patience and private despair.

The path forward cannot be a series of disjointed fire-fighting measures triggered by another paper leak or protest. It must be a comprehensive reimagining of the education-to-employment pipeline, built on the recognition that the outcomes we measure — employability, learning proficiency, research output — are the only legitimate benchmarks of public investment.

The young men and women who braved *lathis* and pellet guns are demanding that the world's largest democracy treat their future as worth protecting. The most fitting tribute to their courage would be a serious reform agenda that matches the scale of their aspirations.

**THOUGHT FOR THE DAY**

"Education is what remains after one has forgotten what one has learned in school. — Albert Einstein"

# Strengthening Higher Education for Emerging Technologies

Posted On: 03 AUG 2026 7:34PM by PIB Delhi

Government of India has framed the National Education Policy (NEP) 2020 with an aim for holistic development of students. NEP 2020 lays emphasis on multidisciplinarity, imaginative & flexible curricular structures, integration of skills and recommends that the pedagogy must evolve to make education more experiential, inquiry-driven, discovery-oriented, and learnercentred.

In line with the vision of NEP 2020, the Government has issued key guidelines and taken several initiatives to upgrade curricula, pedagogy, and develop digital infrastructure in order to create future-ready talent pipeline.

To upgrade the higher education curricula, the All-India Council for Technical Education (AICTE) has revised its Model Curricula with inputs from industry experts by integrating

Artificial Intelligence (AI), Data Science (DS), Machine Learning (ML), Cyber Security, Robotics, Quantum Computing, and other emerging technologies across technical disciplines.

During the year 2025–26, more than 2100 AICTE-approved institutions offered courses in AI & other emerging area, with an approved intake of more than 2.80 lakh students.

To enhance employability of the students and achieve the objectives of NEP 2020, the National Credit Framework (NCrF) has been issued, enabling integration of skill education into academia. The NCrF has a provision for the accumulation of a maximum of 50% of the total credit required through skill-based courses.

Further, the University Grants Commission has issued “Guidelines on Sustainable and Vibrant University-Industry Linkage System for Indian Universities” to promote Research &

Development and develop the skill sets amongst the learners and make them industry ready. Further, AICTE’s Approval Process Handbook 2024-25 to 2026-27 has “Essential and Desirable Requirements for Technical Institutions”, which include Institute-Industry Cell, establishment of Institution’s Innovation Council and compulsory internship for final year students as essential requirements for approval.

Additionally, UGC has introduced “Guidelines for Internship/Research Internship for Under Graduate Students”, with an aim to improve employability, develop interest for research and provide exposure to emerging technologies. Further, UGC has also formulated the “UGC Guidelines for Higher Educational Institutions to Offer Apprenticeship Embedded Degree Programme (AEDP)” to embed the competencies required by the industry in the university curriculum.

The Ministry of Education implements the National Apprenticeship Training Scheme (NATS) to impart on-the-job training in collaboration with industry to enhance the employability of youth. To meet the rising demand for AI talent, the Ministry has launched the AI Apprenticeship Programme under NATS. This initiative aims to develop expertise in various areas such as Data Science, Machine Learning, Application Development, Prompt Engineering, etc for graduates, diploma holders, AEDP students. Till date, more than 75000 apprentices have benefited from the AI Apprenticeship Programme.

To leverage the potential of Information and Communication Technology, Ministry of Education is implementing the National Mission on Education through ICT (NMEICT). Under the NMEICT scheme Study Webs of Active Learning for Young Aspiring Minds (SWAYAM) platform has been launched to promote lifelong learning through free courses by premier institutions. To strengthen learners' competencies in emerging technologies, SWAYAM platform has offered over 140 AI-related courses, with more than 50 lakh enrolments in these courses so far. To further promote project-based and experiential learning, the e-Yantra Project under NMEICT integrates automation and robotics into engineering education by providing robotics-based tools and training. So far, e-Yantra has supported hands-on training for more than 70,000 learners.

Further, to strengthen industry-academia linkages and enhance learners' employability, the Ministry of Education in collaboration with eminent industry partners, has also launched the

SWAYAM Plus platform. The platform offers more than 500 employability-focused courses. These courses have been curated from more than 80 industry partners across 15 sectors, including Information Technology, Artificial Intelligence, Semiconductor Manufacturing, and Advanced Manufacturing etc. More than 06 lakh learners have enrolled on SWAYAM Plus platform for their Skill augmentation.

Further, Ministry of Electronics & Information Technology has initiated “FutureSkills PRIME” programme for up-skilling of learners in emerging technologies. Courses in emerging technologies such as Artificial Intelligence, Big Data Analytics (AI/BDA) etc. The Courses are developed in the consultation with industry to align with actual employment needs. So far, more than 34 lakh candidates have registered on the portal, this includes more than 9.58 lakh candidates in AI/BDA technology.

**This information was given by the Minister of State for Education, Dr. Sukanta Majumdar, in a written reply to a Lok Sabha question today.**

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The Pioneer, 4 August 2026, Pg no - 4

# Anti-drug lessons to be introduced in school curriculum: Fadnavis

PIONEER NEWS SERVICE
New Delhi



Maharashtra continues to rank among the country's leading States in school education and is strengthening its pupil-centric system by balancing quality, promotion of Marathi, preservation of history and modern facilities, Chief Minister Devendra Fadnavis said on Monday.

Chairing a review meeting of the School Education Department, he directed officials to initiate the process of incorporating lessons on drug de-addiction into the school curriculum. Maharashtra has retained the second position in the national Performance Grading Index (PGI) 2.0 for school education and stressed the need to implement innovative initiatives across all schools, including PM SHRI schools, an official release quoted Fadnavis as saying at the meet.

He reviewed the implementation of key initiatives, including Aadhaar authentication of school students, educational benefits provided to 35 lakh students under the Right to Education (RTE) Act, the 'Pavitra' teacher recruitment portal and the National Education Policy (NEP) 2020. The CM noted the State Government has decided to set up anti-drug guidance and counselling committees in schools and launch a "Drug-Free School" campaign.

He directed officials to implement stringent measures to strengthen school safety and prevent cyber fraud and drug abuse among students. According to a presentation made at the meeting, Maharashtra accounts for 9.34 per cent of the country's schools, 8.84 per cent of its teachers and 7.69 per cent of its students.

The Asian Age, 4 August 2026, Pg no- 5

# Fix the education 'system'; just a new law not enough



Shikha Mukerjee

**Education needs capacity-building reforms that create the capabilities required by an economy that must adopt and adapt to AI technologies.**

Something is rotten in the state of India's education, with apologies to William Shakespeare; a harsher law will not do the job that an overhaul, without ideological bias, would.

Paper leaks, as India knows, is a yearly phenomenon; the victims of the government's decades of ineptitude and unintelligent approach to public examinations are everywhere.

In Bihar, victims of a botched railway recruitment exam set rail coaches on fire, blocked railway tracks, pelted stones. More than one crore applicants had taken the test for a total of 35,000 jobs, that would have given them tenured employment starting at around Rs 20,000 per month. In Bihar, Madhya Pradesh, Uttar Pradesh, Haryana, Telangana, young men and women, exploded in rage over the change in the rules for recruitment to the armed forces — the "Agnipath" scheme.

For the Narendra Modi government, not to know this is impossible. The solution to paper leaks does not lie in harsher punishment for the small fry who are invariably nabbed for paper leaks.

The paper leaks business is big, an estimated Rs 1,000 crores at least. A punishment of Rs 10 crores is chicken-feed and entirely affordable.

The "system" needs to be fixed; tokenism is not a solution. Education, in the context of public examinations, be it for admission into under-graduate, post=graduate or fellowship programmes or for recruitment in the safest and most secure jobs in the country, namely government jobs, has been reduced to a competition. It is a fierce fight to "crack the exam" — turning education into a commodity. By doing so, a market is created, of a supply mechanism of leaked papers to meet the demand to succeed.

The National Education Policy and revisions of history and science curricula, dismantling institutions to replace them with new ones like the utterly untrustworthy National Testing Agency, which keeps springing leaks on unsuspecting students and helps the exam mafia rake profits contribute to the stench, but they aren't solutions. Nor is tinkering with mid-day meals — *satvik* (pure vegetarian) menus versus menus with animal proteins — that fail to serve the purpose of a government-sponsored meal in schools.

Students know what needs changing; so do educationists and experts; it is evident the government does not. Paternalistic, patriarchal and pathetic as the political class reveals itself to be, Gen Z or Gen Alpha knows it must stand up for itself or it will be thrown under the bus by a political class that talks about AI but does little to educate India's young adequately to tackle an AI-appropriated world that eats up low-skilled jobs and has no value for the poorly qualified products of India's ramshackle universities.

The numbers, show exactly the pits of destroyed desires to which India's youth have been consigned, with little chances of escape. Of 307 million young people in the 15-29 age group who entered the labour market, roughly 141 million are in the labour force; while 127 million are "employed", but less than one in eight (15 million) have regular salaried jobs with a contract and social security, decent working conditions, fair pay and career prospects. Put differently, a quarter (25.7% of the young, and in India, the legal age for a young person to have a job is only 14) are engaged in unpaid family work. About 21.3% of the young are, euphemistically, engaged in "own account work," while 22% are engaged in casual work, and 18% are employed in regular work, but without social security and only 11.8% have jobs with social security.

Qualifications: a degree in medicine, engineering, or even law and in accountancy, are investments that the student and his/her family make to buy a chance at a better quality of life. It's also true these families know there are no guarantees; the qualified young may not land the jobs that are worth the investment.

Education needs capacity-building reforms that create the capabilities required by an economy that must adopt and adapt to AI technologies. It doesn't need ideological reform of the Vedic maths variety. India needs massive investment in education; not the chicken feed of private investment in education as a safe profit-making route, but public investment to produce young Indians who can join a workforce that is transforming with AI technologies.

There is a mismatch between expectations of the aspiring and it must be recognised; the meritorious young are frustrated by the very restrictive choices they have because of the serious scarcity of opportunities for work with adequate compensation.

The Neet process is a test that excludes those deemed ineligible; a hit-and-miss event, that can destroy dreams, of the family and the tested, regardless of his/her talent. The job recruitment tests are also a method to exclude the eligible from the rest. In both instances, the number of vacancies — of seats in medical colleges and tenured jobs in various government services — are seriously disproportionate; over one crore aspirants for 35,000 low-paying, effectively dead-end jobs.

The basic point is that India cannot get to being "Viksit Bharat" anytime soon if it doesn't invest in two things: education and health. The Chinese did, way back in the 1950s; India said it was doing so, but failed. It only got to making education a fundamental right in 2009, and that too for children below 15. India's per capita income is several times lower than China's; Bharat pretends it has potential and a demographic dividend; but it does not. Its students said as much at Jantar Mantar; the education system is hopelessly inadequate; its teachers are incapable and its examinations and curricula are hopelessly antiquated, regardless of the rhetoric about digital classrooms and AI learning.

Prime Minister Narendra Modi's memory can't be either short of selective. Mr Modi ought to have remembered that the Jantar Mantar protests were tame compared with the violence in 2022 that resulted in the police using firepower to subdue protestors. He cannot have forgotten the occasions in Uttar Pradesh when recruitment for government jobs as sanitary workers led to protests, because jobless youth with PhDs had taken the test for a job that required a standard qualification of Class 8 pass.

That he remembers very little of what his government promised to do is obvious; he forgot when delivering yet another monologue to friends/children and his constituents that his government in 2024 had pledged itself to transforming the lives of four "castes" — Garib, Yuva, Annadata and Nari.

The harsh law enacted after the paper leaks reveals that he has no understanding of how to fulfil his guarantees.

*Shikha Mukerjee is a senior journalist*

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# Thousands of government schools shut: The one scenario where this could be a good thing

The Congress has flagged a NITI Aayog report showing 94,000 government schools were shut over the last decade. Why, and what are the potential consequences?

Written by: **Rajeev Kumar** **8 min read** **New Delhi** Updated: Aug 4, 2026 06:37 PM IST




The ‘Super 100’ aims to select 100 high-performing students from rural government schools (Photo: Tashi Tobgyal

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The Congress on Tuesday (August 4) posted on social media platform X that 94,000 government schools have been shut down over the past decade, a number first flagged in a NITI Aayog report from May.

For decades, India's school education policy focused on expanding neighborhood schools so that every child could access education closer to home. Today, however, the narrative is changing. Education being in the Concurrent List, several states have adopted policies to close, merge or consolidate schools, raising concerns about access to education.

Government data, however, reveals a more nuanced story, which can be understood through three broad trends between 2014-15 and 2024-25 *(see Tables 1 and 2 below)*:

**One,** the total number of schools saw a modest decline of around 45,000. This, however, was driven entirely by a fall in the number of government schools (94,000, as mentioned above) while the number of private unaided schools increased.

**Two,** overall student enrolment declined in a manner similar to the trend seen in school numbers — government enrolment fell while private enrolment increased in recent years.

**Three,** the number of teachers increased, pointing to improved teacher availability amid declining enrolment and fewer schools.

Is the closure and consolidation of government schools really a crisis that is depriving children of neighbourhood educational access, or is it a consequence of demographic factors and changing preferences?

More importantly, should the success of school education be measured by the number of schools, or by whether every child has access to a well-resourced school — even if it means traveling a little farther?

**Why school size matters**

A school is much more than a place for classroom teaching. It fosters children's intellectual, social, emotional, and physical development through interaction with teachers and peers, sports, co-curricular activities, group discussions and shared experiences. Such holistic development is difficult to achieve in schools with only a handful of students or a single teacher.

Unlike home tuition with a single teacher, effective schooling relies on age-appropriate classrooms, peer learning, subject-specific teachers and collaborative learning. Single-teacher and very low-enrolment schools often struggle to provide these essential elements, with one teacher handling multiple school classes covering all subjects alongside administrative responsibilities.

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The changing school landscape has been shaped by a declining child population, rapid urbanisation, rural-to-urban migration, shifting parental preferences and state-led efforts to merge under-enrolled schools. Many village schools that once enrolled over a hundred students now have only a few dozen, making it increasingly difficult to justify separate infrastructure and teaching resources without compromising educational quality.

In this context, several states have consolidated under-enrolled schools into larger, better-resourced institutions that offer qualified teachers, improved infrastructure, laboratories, libraries, sports and co-curricular activities, according to UDISE+ reports. The challenge, however, is to balance quality with accessibility, ensuring that every child has access to a meaningful school environment without creating undue barriers to education.

**What does data reveal?**

India is experiencing a demographic transition. The country's total fertility rate (TFR) — the average number of children born to a woman — has plunged from more than 3 in the early 1990s to about 2.0 today, below the replacement level of 2.1. Rising female literacy, urbanisation, improved healthcare, wider access to family planning, delayed marriages and changing family aspirations have together reduced the number of school-age children.

This transition is reflected in **UDISE+ data** on school numbers, enrolment and teacher numbers. Let's take a look at each point.

**Schools:** The total number of schools — government and private — saw a decline from about 15.16 lakh in 2014-15 to 14.71 lakh in 2024-25 (see table 1).

During this period, the number of government schools declined from about 11.07 lakh to 10.13 lakh even as private unaided schools have expanded.

## Table 1: India's School Education

| Academic Year | Total Schools (in lakh) | Govt Schools (in lakh) | Teachers (in lakh) | Enrolment (PP/XII) (in crore) |
|---|---|---|---|---|
| 2014-15 | 15.16 | 11.07 | 89.9 | 26.95 |
| 2015–16 | 15.22 | 10.84 | 89.9 | 27.10 |
| 2016–17 | 15.35 | 10.77 | 89.4 | 26.13 |
| 2017–18 | 15.58 | 10.73 | 89.5 | 26.16 |
| 2018–19 | 15.51 | 10.72 | 92.3 | 26.02 |
| 2019–20 | 15.07 | 10.70 | 96.9 | 26.45 |
| 2020–21 | 15.09 | 10.67 | 95.2 | 26.44 |
| 2021–22 | 14.89 | 10.48 | 95.0 | 26.52 |
| 2022–23 | 14.66 | 10.32 | 94.8 | 25.17 |
| 2023–24 | 14.71 | 10.22 | 98.1 | 24.80 |
| 2024–25 | 14.71 | 10.13 | 101.0 | 24.69 |

Source: UDISE/UDISE+ Reports · Created with Datawrapper

Table 1: India's School Education. Source: UDISE/UDISE+ reports

**Enrolment:** With fewer children entering school each year, enrolment has steadily declined. Between 2014-15 and 2024-25, overall student enrolment fell by 2.26 crore to 24.69 crore.

Similar to the trend seen with school numbers, enrolment in government schools declined from 13.62 crore to 12.16 crore between 2022-23 and 2024-25, while enrolment in private schools increased from 8.42 crore to 9.59 crore, according to a Rajya Sabha reply in March 2026.

As smaller cohorts progress through the system, the decline gradually extends to upper-primary, secondary and higher secondary levels. Nearly 70% of students are still enrolled in Classes I-VIII, underscoring the continued importance of neighbourhood schools for young children who may not be able to travel long distances on their own.

## Table 2: Changes from 2014-15 to 2024-25

| Indicator | 2014-15 | 2024-25 | Change (in 11 years) |
|---|---|---|---|
| Schools | 15.16 lakh | 14.71 lakh | (-) 45,000 |
| Govt schools | 11.07 lakh | 10.13 lakh | (-) 94,000 |
| Teachers | 89.84 lakh | 1.01 crore | (+) 11.2 lakh |
| Student enrolment | 26.95 crore | 24.69 crore | (-) 2.26 crore |
| Average students per school | 172 | 168 | Almost stable |
| Average teachers per school | 5.9 | 6.9 | Improved |

Source: UDISE/UDISE+ Reports • Created with Datawrapper

Table 2: Changes from 2014-15 to 2024-25. Source: UDISE/UDISE+ reports

**Teachers:** The number of school teachers increased from about 90 lakh in 2014-15 to over one crore in 2024-25, improving teacher availability amid lower enrolment and fewer schools. The national averages, however, mask stark disparities: While many rural schools operate with very low enrolment or a single teacher, many urban schools are overcrowded.

Overall, the data points not merely to school closures, but to a structural transformation of India's school education system. This is being driven by demographic change, shifting enrolment patterns, evolving parental preferences and efforts to provide students with better-resourced learning environments.

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### School consolidation: Does it work?

Thousands of government schools operate with a single teacher or only a handful of students, making it difficult to provide grade-wise, subject-specific instruction, co-curricular activities, sports, laboratories, and meaningful peer learning.

Teachers often handle multiple classes alongside administrative responsibilities, limiting the holistic academic, social, and physical development that schools are expected to foster. While these schools continue to ensure access and implement welfare measures such as the mid-day meal scheme, many struggle to provide a complete school environment.

School consolidation seeks to address these limitations by merging under-enrolled schools into better-equipped composite schools with qualified teachers, improved infrastructure, and richer learning opportunities. Supported by the National Education Policy (NEP), 2020, through school complexes and clusters, it aims to improve educational quality by pooling academic and physical resources rather than merely reducing costs.

As seen above, UDISE+ data also indicates improved teacher availability despite fewer schools.

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Yet, consolidation is not an end in itself. Its success depends on balancing quality, efficiency, and equitable access. While larger schools may offer better learning opportunities, increased travel distances can disadvantage young children, girls and students in remote or tribal areas.

Ultimately, school consolidation should be judged not by the number of schools merged, but by whether every child — irrespective of location or socio-economic background — can safely access a well-resourced school that delivers quality education and holistic development. If it achieves these outcomes, consolidation becomes an educational reform; otherwise, it risks remaining merely an administrative exercise.

**The way forward**

India’s school education system must balance access, equity, quality and efficiency. While demographic transition and declining enrolment make some degree of school consolidation inevitable, decisions should be data-driven, based on enrolment trends, demographic projections, geography and accessibility — not merely administrative or financial considerations.

Wherever schools are merged, governments must ensure safe transport and uninterrupted access, particularly for young children, females,and those in remote, tribal, and disadvantaged areas.

Ultimately, the success of consolidation should be judged not by the number of schools closed or merged, but by whether every child has access to a safe, nearby, well-resourced school that provides

quality education and holistic development. If consolidation improves both learning outcomes and equitable access, it will mark a genuine educational reform; otherwise, it will remain little more than an administrative exercise.

***The author is a former computer science professor at IIT Kharagpur, IIT Kanpur, BITS Pilani, and JNU, and a former scientist at DRDO and DST.***

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# Artificial Intelligence (AI) and Digital Education in Government Schools

प्रविष्टि तिथि: 05 AUG 2026 6:15PM by PIB Delhi

The National Education Policy (NEP) 2020 highlights 'Concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. at relevant stages will be undertaken to develop these various important skills in students at all levels'.

NEP 2020 also recommends at para no 4.25 that 'It is recognized that mathematics and mathematical thinking will be very important for India' s future and India's leadership role in the numerous upcoming fields and professions that will involve artificial intelligence, machine learning, and data science, etc. Thus, mathematics and computational thinking will be given increased emphasis throughout the school years, starting with the foundational stage, through a variety of innovative methods, including the regular use of puzzles and games that make mathematical thinking more enjoyable and engaging. Activities involving coding will be introduced in Middle Stage'.

The National Curriculum Framework for School Education (NCF SE) 2023 emphasizes 'Mathematics Education has never been more important globally for students and for society. The close connection between Mathematics and artificial intelligence, machine learning, data science, climate modelling, infrastructure development, and the numerous other related scientific issues faced by India and all nations today makes Mathematics a particularly crucial area of school education'.

Further, it also, inter-alia, provides that the emergence of technologies such as Artificial Intelligence, Machine Learning, as well as big data analytics and visualisation will definitely find innovative applications in the education domain. There are enormous possibilities to use emerging technologies such as Artificial Intelligence, Machine Learning and Data Science, as well as immersive (AR/ VR/ virtual labs), interactive, and gamified contents to improve the teaching-learning and assessment processes, supporting Teacher preparation and professional development, enhancing educational access, and streamlining educational planning, management, and administration.

Artificial Intelligence (AI) is transforming education by enabling personalized learning, intelligent assessment, adaptive instruction, and data-driven decision-making. Recognizing AI as a dynamic and strategic technology for the 21st century, the Government of India has initiated action for integration of Computational Thinking (CT) and Artificial Intelligence (AI) into the school education ecosystem through the National Education Policy (NEP) 2020, the National Curriculum Framework for School Education (NCF-SE) 2023.

Accordingly, NCERT in collaboration with Central Board of Secondary Education (CBSE) has introduced a dedicated Computational Thinking and Artificial Intelligence Curriculum for Classes III to VIII from the academic year 2026-27. Curriculum for grade 9-12 in Artificial Intelligence and allied subjects has been finalized. This curriculum focuses on fostering logical reasoning, pattern recognition, algorithm design, and data literacy, while also emphasizing the importance of responsible and ethical AI. By integrating problem-solving, creativity, and innovation, the framework deliberately positions Computational Thinking as the foundational competency upon which AI learning is built, ensuring a meaningful and age-appropriate progression across grades.

To support the learning process, Teacher Handbooks and Facilitator Guides have also been developed and are available on the website CBSE at (https://cbseacademic.nic.in/skilleducation.html). As far as CBSE is concerned, the infrastructure required for teaching AI in schools has been clearly mentioned in the curriculum and schools are required to ensure availability of adequate infrastructure for students studying AI as a subject. Besides, all affiliated schools of the Board have to maintain digital infrastructure as per the affiliation Bye-Laws of the Board.

The Ministry of Skill Development and Entrepreneurship launched a national level initiative SOAR (Skilling for AI Readiness), which aims to embed AI awareness and foundational skills among school students (Classes 6–12) and to build AI literacy among educators. SOAR comprises three progressive 15-hour modules for students—AI to be Aware, AI to Acquire, and AI to Aspire—and one independent 45-hour module for teachers titled AI for Educators. The program introduces concepts such as AI basics, generative AI, AI in daily life, programming fundamentals, ethics, cybersecurity and future career opportunities.

Further, education is a subject under the Concurrent List of the Constitution, and the majority of schools are under the jurisdiction of the State/Union Territory Governments. Accordingly, the establishment of AI and Robotics Laboratories in schools under their jurisdiction is the responsibility of the respective State/Union Territory Governments.

This information was given by Minister of State for Education, Shri Jayant Chaudhary, in a written reply in the Rajya Sabha today.

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*Minister of State for Education, Jayant Chaudhary (File Photo/ANI)*

# NEP 2020 prioritises hygiene, health and environmental awareness among school children: Centre

ANI | Updated: Aug 05, 2026 23:27 IST

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New Delhi [India], August 5 (ANI): Education is a subject in the Concurrent List of the Constitution of India, and the majority of schools are under the administrative control of the respective State Government/Union Territory (UT) administration. However, recognising the importance of education, the National Education Policy (NEP), 2020 has come into existence, which emphasises holistic development of learners including strengthening aspects related to health, wellness and environmental awareness in schools.

This information was given by the Minister of State for

Education, Jayant Chaudhary, in a written reply in the Rajya Sabha today.

According to an official release from Ministry of Education, in line with the NEP, 2020, the Ministry of Education (MoE) accords high priority towards promoting health education, hygiene practices and environmental consciousness among school children through various schemes and initiatives such as Samagra Shiksha, Pradhan Mantri Poshan Shakti Nirman (PM POSHAN), School Health and Wellness Programme (SHWP), Rashtriya Bal Swasthya Karyakram (RBSK) and Eco Clubs for Mission LiFE.




Moreover, the National Council of Educational Research and Training (NCERT) has incorporated themes related to health, nutrition, hygiene, air pollution and environmental sustainability in school curricula, textbooks and learning material at different stages of school education in an age-appropriate manner.

Under the centrally sponsored scheme of Pradhan Mantri Poshan Shakti Nirman Scheme, one of the foremost rights-based Centrally Sponsored Schemes implemented in partnership with the States/UTs, about 10.23 crore students studying in Bal Vatika and classes I to VIII in about 10.33 lakh Govt. and Govt. aided schools are served healthy, hot cooked nutritious meals on all school days.

The importance of eating a healthy and balanced diet, knowledge of junk foods, nutritional fortification, sanitation and hygiene practices such as handwashing and the importance of School Nutrition Gardens (SNGs) are also promoted under the scheme.

Under the centrally sponsored scheme of Samagra Shiksha, the MoE supports States/UTs in setting up Eco Clubs for Mission LiFE in all schools in order to sensitise students to environmental/climate change concerns and inculcate environment-friendly attitudes and behaviour among them. Under the aegis of Eco Clubs for Mission LiFE, school students

participate in hands-on environment-related activities, including plantation of saplings, nature walks, cleanliness drives, etc, a release said.

The MoE is promoting sports and physical education in schools through multiple policy and programme interventions aligned with the National Education Policy (NEP) 2020. The policy emphasises sports-integrated learning and recognises sports as an integral part of the curriculum for holistic development, promoting physical fitness, teamwork, and lifelong healthy habits. To operationalise these objectives, the National Curriculum Framework (NCF) integrates sports and physical education across all stages of schooling through sports-based pedagogy.

The framework also places special emphasis on yoga in schools. Further, under the Samagra Shiksha scheme, a dedicated component on Sports and Physical Education has been introduced to promote sports activities, fitness programmes and yoga in government schools. One of the major objectives of this component is to ensure the holistic development of students by making them physically, mentally, psychologically, socially and emotionally fit.

As recommended under NEP 2020 and NCF-SE 2023, NCERT has developed dedicated textbooks on Sports and Physical Education for different stages of schooling, with special emphasis on yoga. These include Khel-Yoga for the Preparatory Stage (Grades III-V), Khel Yatra for the Middle Stage (Grades VI-VIII), and Khel-Praveen for the Secondary Stage (Grade IX).

The textbooks introduce students to the concepts of physical education, Yoga for Daily Life, and basic Yog Sadhana in an age-appropriate manner. These textbooks are already in use in schools and contribute significantly to the holistic development of students including physical, mental and socio emotional wellbeing.

In order to promote Sports & physical education and fitness among school-going children, several national initiatives have also been taken by this Department. Large-scale participation activities such as the International Day of Yoga, National Yoga

activities such as the International Day of Yoga, National Yoga Olympiad, Fit India Movement, sports events under Khelo India and National Sports Day further encourage active lifestyles in schools, a release further said.

Additionally, the CBSE Health and Physical Education (HPE) programme has made sports compulsory for all Classes, ensuring structured physical activity and participation in sports including yoga as part of the school curriculum.

The Ministry of Health and Family Welfare (MoHFW) has informed that the MoHFW and MoE jointly implement the School Health and Wellness Programme from 2020. Under this, two teachers per school trained as Health and Wellness Ambassadors (HWAs) conduct regular sessions on 11 themes including nutrition, health and sanitation, growing up healthy, and promotion of healthy lifestyles.

The Ministry of Environment, Forest and Climate Change has informed that it implements the Environment Education Programme (EEP), as a component of the Central Sector Scheme Environment Education, Awareness, Research and Skill Development (EEARSD), aimed at supplementing the efforts of the MoE in the formal education front through varied pedagogical initiatives for imparting non-formal environment education.

The objective of EEP is to sensitise children and youth on issues related to the environment and to motivate them to adopt sustainable lifestyles through varied pedagogical initiatives such as workshops, projects, exhibitions, campaigns, competitions, nature camps and summer vacation programmes, a release added.

The programme supplements classroom knowledge with exposure to nature and hands-on activities. The activities under EEP are aligned with the seven themes of Mission LiFE, including "Adopt Sustainable Food System" and "Adopt Healthy Lifestyle".

The programme is implemented by designated State/UT-level implementing agencies for children and youth through eco-clubs formed in schools and colleges. The focus is on hands-on training and experiential learning. Some of the initiatives

on training and experiential learning. Some of the initiatives undertaken under the programme include Sustainable Lifestyle Workshops, Zero Waste Initiatives, alternatives to Single Use Plastic, Millet Food Fests, cleanliness drives/beach-cleaning activities, development of kitchen, medicinal and herbal gardens, segregation of dry and wet waste, vermicomposting, yoga and trail walk during nature camp, etc. Thematic campaigns are also conducted for celebrations of various environmental days. (ANI)

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School Education 2 Min Read

# NCERT-CBSE introduce AI curriculum for Classes III-VIII; senior secondary syllabus ready

Government tells Rajya Sabha that NCERT and CBSE have introduced a Computational Thinking and Artificial Intelligence curriculum for Classes III-VIII from the 2026-27 academic session; AI curriculum for Classes IX-XII has also been finalised.

ETEducation

Updated On Aug 5, 2026 at 09:20 PM IST



Artificial Intelligence (AI) curriculum has been introduced for students from Classes III to VIII from the 2026-27 academic session

New Delhi: The Centre on Wednesday said a dedicated Computational Thinking and Artificial Intelligence (AI) curriculum has been introduced for students from Classes III to VIII from the 2026-27 academic session, while the curriculum for Classes IX to XII has been finalised as part of efforts to integrate AI into school education.

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Replying to a question in the Rajya Sabha, Minister of State for Education Jayant Chaudhary said the curriculum has been developed by the National Council of Educational Research and Training (NCERT) in collaboration with the Central Board of Secondary Education (CBSE).

The curriculum focuses on developing logical reasoning, pattern recognition, algorithm design and data literacy, while promoting the responsible and ethical use of AI. According to the ministry, Computational Thinking has been positioned as the foundational competency to enable age-appropriate AI learning across school grades.


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The government also said teacher handbooks and facilitator guides have been prepared to support implementation and are available on the CBSE website. Schools offering AI as a subject are required to ensure adequate infrastructure in accordance with the Board's curriculum and affiliation norms.

The ministry also highlighted the Skilling for AI Readiness (SOAR) initiative launched by the Ministry of Skill Development and Entrepreneurship to build AI awareness among school students and teachers.


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The programme includes three 15-hour modules for students of Classes VI to XII — AI to be Aware, AI to Acquire and AI to Aspire — covering AI fundamentals, generative AI, programming, ethics, cybersecurity and emerging career opportunities. It also includes a standalone 45-hour "AI for Educators" module aimed at strengthening AI literacy among teachers.

The government said the initiatives are aligned with the National Education Policy (NEP) 2020, which calls for the introduction of contemporary subjects such as Artificial Intelligence and coding at appropriate stages of school education. It also cited the National Curriculum Framework for School Education (NCF-SE) 2023, which emphasises the growing role of mathematics, computational thinking, AI, machine learning and data science in future education.

The Centre, however, clarified that while it has developed the curriculum framework, the establishment of AI and robotics laboratories in schools falls under the jurisdiction of state governments and Union Territories, as education is a subject on the Concurrent List of the Constitution.


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# किताबों के 'DEAR' बनेंगे स्टूडेंट्स

## किताबें पढ़ने की भी आदत डालने के लिए अभियान | पूरे साल होंगी लाइब्रेरी से जुड़ी एक्टिविटीज

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■ **नई दिल्ली:** सरकारी स्कूलों में अब बच्चों में पढ़ने की आदत डालने पर खास जोर दिया जाएगा। मकसद यह है कि स्टूडेंट्स सिर्फ सिलेबस की किताबों से न बंधे रहें बल्कि अलग अलग विषयों की किताबें पढ़ने की भी आदत डालें। इसके लिए दिल्ली सरकार ने सभी सरकारी स्कूलों में रोजाना 10 से 15 मिनट का DEAR (ड्रॉप एवरीथिंग एंड रीड) टाइम शुरू करने का फैसला किया है। इस दौरान स्टूडेंट्स अपनी पसंद की किताबें पढ़ सकेंगे। इसके अलावा हर क्लासरूम में एक लाइब्रेरी कॉर्नर भी बनाया जाएगा।

**लाइब्रेरी की गतिविधियों का कैलेंडर तैयार करेंगे सभी स्कूल**

शिक्षा निदेशालय ने सभी सरकारी स्कूलों को निर्देश दिए हैं कि पूरे साल लाइब्रेरी से जुड़ी एक्टिविटीज रखीं जाएं ताकि बच्चे स्कूली पढ़ाई के साथ अन्य किताबों में भी दिलचस्पी दिखाएं। निदेशालय के एक अधिकारी ने कहा, किताबें पढ़ना बच्चों के लिए बेहद फायदेमंद है। इससे उन्हें अलग-अलग विषयों की जानकारी मिलेगी, उनकी समझ बढ़ेगी।

निदेशालय ने समग्र शिक्षा पहल के तहत सभी स्कूलों से कहा है कि वे लाइब्रेरी गतिविधियों का सालाना कैलेंडर तैयार करें, हर गतिविधि का रिकॉर्ड रखें, स्टूडेंट्स की भागीदारी बढ़ाएं और समय-समय पर उसका जायजा लें। लाइब्रेरी कमिटी, टीचर्स और स्कूल प्रमुख मिलकर इन गतिविधियों की निगरानी करेंगे।

AI Image



### ऐसे बनेंगे किताब प्रेमी

- हफ्ते में एक लाइब्रेरी पीरियड होगा, अपनी पसंद की किताब पढ़ेंगे बच्चे
- सरकारी स्कूलों में हर क्लासरूम में बनेगा क्लास लाइब्रेरी कॉर्नर
- स्कूलों में होगा रीडिंग चैलेंज जैसे 10 किताबें पढ़ो या रीडिंग मैराथन
- हर महीने होगा ऑथर ऑफ द मंथ, किसी खास लेखक पर फोकस
- रीडिंग बडी प्रोग्राम के साथ स्टूडेंट्स बनाएंगे पढ़ने के लिए पार्टनर
- रीडिंग वॉल पर स्टूडेंट्स किताबों से जुड़े विचार कर सकेंगे शेयर

**समय-समय पर देनी होगी जानकारी:** जरूरत के अनुसार लोकल लैंग्वेज का भी इस्तेमाल किया जाएगा। शिक्षा निदेशालय के मुताबिक, स्कूलों को इस रिकॉर्ड की जानकारी समय-समय पर अधिकारियों को भेजनी होगी।

**दिल्ली सरकार ने सभी सरकारी स्कूलों में रोजाना 10 से 15 मिनट का DEAR (ड्रॉप एवरीथिंग एंड रीड) टाइम शुरू करने का फैसला किया**

### समझने की क्षमता को मिलेगा बढ़ावा

**पढ़ने की** आदत बच्चों की समझ, सोचने की क्षमता और अच्छी पर्सनैलिटी बनाने के लिए बेहद जरूरी है, इसलिए सरकार इस पर जोर दे रही है। इससे बच्चों का स्क्रीन टाइम भी कम होने की उम्मीद है। एक्सपर्ट्स का मानना है कि किताब पढ़ने की आदत से लैंग्वेज और कम्युनिकेशन बेहतर होती है। साथ ही उनकी इमेजिनेशन और एनालिसिस की क्षमता भी डिवेलप होती है। NIPUN भारत मिशन ने भी पढ़ने की आदत पर जोर दिया है। अमेरिका और ब्रिटेन में DEAR जैसे प्रोग्राम सफल रहे हैं। फिनलैंड में भी स्कूल और लाइब्रेरी पढ़ने के कल्चर पर खास फोकस करते हैं।

NBT Lens
**खबरों के अंदर की बात**

दैनिक जागरण, 6 अगस्त 2026, पेज नं- I

# स्वतंत्रता दिवस से सीबीएसई शुरू करेगा एआइ और कंप्यूटेशनल थिंकिंग पर आनलाइन सीरीज

रीतिका मिश्रा • जागरण

- सीरीज का पहला एपिसोड 15 अगस्त की शाम चार बजे से प्रसारित करेगा सीबीएसई
- इसमें आइआइटी गांधीनगर के सेंटर फार क्रिएटिव लर्निंग का लिया जाएगा सहयोग




**नई दिल्ली:** सीबीएसई तीसरी से आठवीं कक्षा के विद्यार्थियों को आर्टिफिशियल इंटेलिजेंस (एआइ) और कंप्यूटेशनल थिंकिंग (सीटी) की जानकारी देगा। इसके लिए 15 अगस्त से 3030 एकलव्य-कंप्यूटेशनल थिंकिंग एवं आर्टिफिशियल इंटेलिजेंस आनलाइन सीरीज शुरू की जाएगी। यह कार्यक्रम आइआइटी गांधीनगर के सेंटर फार क्रिएटिव लर्निंग (सीसीएल) के सहयोग से होगा। सीबीएसई ने सभी संबद्ध स्कूलों के प्राचार्यों से कहा है कि वे अपने शिक्षकों और विद्यार्थियों को इस कार्यक्रम में शामिल होने के लिए प्रेरित करें। इसका मकसद बच्चों में तर्क से सोचने, समस्याओं का हल निकालने, पैटर्न पहचानने और रोजमर्रा के जीवन में एआइ के उपयोग की समझ विकसित करना है।

आनलाइन सीरीज का पहला एपिसोड 15 अगस्त को शाम चार बजे प्रसारित होगा। इसके बाद बाकी सात एपिसोड हर रविवार शाम चार बजे दिखाए जाएंगे। इस तरह सीरीज में कुल आठ सत्र होंगे। इसमें कक्षा छह और उससे ऊपर के विद्यार्थी और शिक्षक भाग ले सकेंगे।कार्यक्रम में शामिल होने के लिए पंजीकरण जरूरी होगा, लेकिन इसके लिए कोई शुल्क नहीं लिया जाएगा। हालांकि, असाइनमेंट पूरा करने के बाद प्रमाणपत्र लेने के लिए 200 रुपये और कर देना होगा। सीबीएसई से जुड़े स्कूलों के शिक्षकों को हर एपिसोड के लिए सतत व्यावसायिक विकास का लाभ भी मिलेगा। इसके लिए तय शर्तें पूरी करनी होंगी। सीबीएसई ने बताया कि इस कार्यक्रम में सवालों पर आधारित गतिविधियां, आलोचनात्मक सोच और समस्या के समाधान पर आधारित पढ़ाई को बढ़ावा दिया जाएगा। सभी लाइव सत्र हिंदी में होंगे। बाद में इनमें अंग्रेजी सब टाइटल भी जोड़े जाएंगे।

सीबीएसई पहले ही शैक्षणिक सत्र 2026-27 के लिए कंप्यूटेशनल थिंकिंग और आर्टिफिशियल इंटेलिजेंस को शिक्षक प्रशिक्षण का प्रमुख विषय बना चुका है। इसी के तहत देशभर में 450 से अधिक जिला स्तर के विचार-विमर्श कार्यक्रम भी आयोजित किए जा रहे हैं।

अमर उजाला, 6 अगस्त 2026, पेज नं - 10

# दसवीं के अंकों से संतुष्ट नहीं तो करा सकते हैं पुनर्मूल्यांकन

## सीबीएसई ने उत्तरपुस्तिका की स्कैन कॉपी प्राप्त करने की सुविधा शुरू की

अमर उजाला ब्यूरो

नई दिल्ली। सीबीएसई दसवीं दूसरी बोर्ड के नतीजे घोषित होने के बाद अब छात्र अपनी उत्तरपुस्तिका की स्कैन कॉपी प्राप्त कर सकते हैं। इसके बाद अंकों का सत्यापन व पुनर्मूल्यांकन हो सकेगा। इसके लिए छात्रों को ऑनलाइन आवेदन करना होगा। सत्यापन, पुनर्मूल्यांकन केवल एक उत्तरपुस्तिका का ही होगा। अंक बढ़ने पर फीस रिफंड की जाएगी।

मूल्यांकित उत्तर पुस्तिका की स्कैन कॉपी के लिए पांच से नौ अगस्त तक ऑनलाइन आवेदन कर सकते हैं। उन्हें प्रति विषय 300 रुपये का भुगतान भी करना होगा। अंक सत्यापन और पुनर्मूल्यांकन के लिए 16 से 19 अगस्त तक आवेदन होगा।

अंक सत्यापन के लिए प्रति उत्तर पुस्तिका 300 रुपये तथा पुनर्मूल्यांकन के लिए प्रति प्रश्न 100 रुपये का भुगतान करना होगा। सीबीएसई ने स्पष्ट किया है कि केवल वही विद्यार्थी सत्यापन या पुनर्मूल्यांकन के लिए आवेदन कर सकेंगे, जिन्होंने पहले संबंधित विषय की स्कैन कॉपी प्राप्त की हो। दसवीं बोर्ड की पहली व दूसरी बोर्ड परीक्षा में शामिल छात्रों को दोनों परीक्षाएं की उत्तरपुस्तिकाओं




की स्कैन कॉपी प्राप्त करने की सुविधा होगी। लेकिन सत्यापन अथवा पुनर्मूल्यांकन केवल किसी एक उत्तर पुस्तिका के लिए ही कराया जा सकेगा।

बोर्ड के अनुसार यह पूरी प्रक्रिया ऑनलाइन होगी और निर्धारित तिथि के बाद या ऑफलाइन माध्यम से कोई आवेदन स्वीकार नहीं किया जाएगा। शुल्क का भुगतान केवल ऑनलाइन माध्यम से होगा। पुनर्मूल्यांकन के बाद अंक बढ़ने, घटने या ज्यों का त्यों रहने की स्थिति में संशोधित परिणाम ही अंतिम माना जाएगा। यदि अंकों में परिवर्तन होता है तो संबंधित छात्र को पुराना अंकपत्र जमा कर नया अंकपत्र जारी किया जाएगा। बोर्ड ने स्पष्ट किया है कि पुनर्मूल्यांकन पूरे प्रश्न का होगा, प्रश्न के किसी हिस्से का नहीं। सत्यापन और पुनर्मूल्यांकन केवल थ्योरी पेपर के लिए होगा।

### प्रश्नपत्र और मार्किंग स्कीम से उत्तरपुस्तिका मिला सकेंगे छात्र

नई दिल्ली (रश्मि शर्मा)। सीबीएसई दसवीं की दूसरी बोर्ड परीक्षा में बैठे छात्र अपनी उत्तरपुस्तिका का मिलान प्रश्न पत्र और मार्किंग स्कीम से कर सकते हैं। बोर्ड ने सभी प्रश्न पत्र और उनकी मार्किंग स्कीम अपनी वेबसाइट पर उपलब्ध कराई है। बोर्ड ने छात्रों को सलाह दी है कि वे अपने प्रश्नपत्र के सेट की मार्किंग स्कीम का प्रिंटआउट लेकर उत्तरों का मूल्यांकन करें। इसके साथ ही बोर्ड ने मूल्यांकित उत्तरपुस्तिकाओं की स्कैन कॉपी प्राप्त करने की प्रक्रिया को भी शुरू कर दिया है। बोर्ड ने स्पष्ट किया है कि पुनर्मूल्यांकन के लिए आवेदन करने से पहले छात्र अपनी उत्तरपुस्तिका का मिलान संबंधित प्रश्नपत्र और मार्किंग स्कीम से स्वयं करें। इसके सभी प्रश्नपत्र और उनकी मार्किंग स्कीम सीबीएसई की वेबसाइट पर उपलब्ध हैं। छात्रों को सलाह दी गई है कि वे अपने प्रश्नपत्र के सेट की मार्किंग स्कीम का प्रिंटआउट लेकर उत्तरों का मूल्यांकन करें। यदि किसी प्रश्न में उत्तर मार्किंग स्कीम के अनुरूप होने के बावजूद अंक नहीं दिए गए हैं या समान उत्तर पर भी अंक नहीं मिले हैं, तो संबंधित प्रश्न संख्या को स्पष्ट रूप से बताते हुए आवेदन में इसकी जानकारी दें।

# NCERT, CBSE Roll Out AI Curriculum From Class 3 Onwards

BW Online Bureau Aug 06, 2026

# NCERT # CBSE # Artificial Intelligence # Computational Thinking # Classes III-VIII # Senior Secondary # Education Ministry

*The new framework introduces computational thinking early in school as India prepares students for an AI-driven economy*




The National Council of Educational Research and Training (NCERT) and the Central Board of Secondary Education (CBSE) have prepared a separate Computational Thinking and Artificial Intelligence (AI) curriculum for students from Classes III to VIII from the academic session 2026-27, and the AI curriculum for Classes IX to XII has also been finalised. The Ministry of Education said the initiative is to

equip students with future-ready digital skills and integrate AI into the school education under the National Education Policy (NEP) 2020.

**Early AI Learning**

The curriculum makes students acquainted with some functions of computational thinking, logical reasoning, problem-solving, and responsible use of artificial intelligence from the primary stage. The curriculum has been developed by NCERT and CBSE with the objective of imparting digital literacy and AI concepts to students across the different stages of their education.

The curriculum has been formulated in a scaffold way so that students build the requisite basic concepts early on and then learn complex concepts of AI in advanced classes as per information from the Centre, in line with the government's mission of preparing students for technology-related professions.

**Senior Secondary Ready**

The Rajya Sabha received information from the government regarding the completion of the syllabus of classes IX to XII. This will facilitate continuity in learning AI from the secondary level to the senior secondary level. The syllabus is slated to include advanced concepts aimed at equipping students for higher studies and new sectors in technology.

This placement is part of a larger plan to upgrade the educational system of schools in India by incorporating technology into the teaching process at all class levels. It has been stated by authorities that the syllabus is in line with the philosophy of 'AI for Education, AI in Education' while laying stress on using AI ethically, creativity, critical studies, and practical knowledge which will help students to survive in the digital economy.

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# अब पहले मिलेगी उत्तर पुस्तिका की स्कैन कापी, फिर होगा अंकों का सत्यापन : सीबीएसई

- दसवीं कक्षा के छात्रों के लिए परिणाम निकलने के बाद की प्रक्रिया बदली
- पुनर्मूल्यांकन के बाद संशोधित अंक को ही माना जाएगा अंतिम परिणाम




जागरण संवाददाता, नई दिल्ली: सीबीएसई ने दसवीं की मुख्य बोर्ड परीक्षा और दूसरी बोर्ड परीक्षा के छात्रों के लिए परिणाम के बाद की प्रक्रिया में बदलाव किया है। नई व्यवस्था के तहत परीक्षार्थी सीधे अंकों के सत्यापन व पुनर्मूल्यांकन के लिए आवेदन नहीं कर सकेंगे। सबसे पहले मूल्यांकित उत्तर पुस्तिका (स्कैन कापी) प्राप्त करनी होगी। इसके बाद ही वह तय करेंगे कि सत्यापन कराना है या किसी उत्तर का पुनर्मूल्यांकन। बोर्ड के अनुसार यह व्यवस्था मुख्य बोर्ड परीक्षा और दूसरी बोर्ड परीक्षा दोनों पर लागू होगी। इसका उद्देश्य प्रक्रिया को अधिक पारदर्शी बनाते हुए छात्रों को पहले अपनी उत्तर पुस्तिका देखने का अवसर देना है।

सीबीएसई ने परिणाम के बाद की प्रक्रिया को तीन चरणों में बांटा है। पहले चरण में छात्र अपनी मूल्यांकित उत्तर पुस्तिका की स्कैन कापी प्राप्त करेंगे। दूसरे चरण में उत्तर पुस्तिका में यदि किसी प्रकार की त्रुटि दिखाई देती है तो वे अंक सत्यापन के लिए आवेदन कर सकेंगे। तीसरे चरण में अंक सत्यापन के बाद भी यदि किसी उत्तर के मूल्यांकन को लेकर आपत्ति रहती है तो केवल चयनित प्रश्नों के पुनर्मूल्यांकन के लिए आवेदन करेंगे। बोर्ड ने स्पष्ट किया है कि स्कैन कापी लिए बिना सीधे अंक सत्यापन व पुनर्मूल्यांकन का आवेदन स्वीकार नहीं होगा। सीबीएसई के अनुसार दसवीं की मुख्य परीक्षा का परिणाम गत 15 अप्रैल व दूसरी बोर्ड परीक्षा का परिणाम 18 जुलाई को घोषित किया गया था।

इन दोनों परीक्षाओं के परिणाम आने के बाद ही छात्र नई व्यवस्था के तहत आनलाइन आवेदन कर सकेंगे। सीबीएसई ने स्पष्ट किया है कि पुनर्मूल्यांकन के बाद अंक बढ़ सकते हैं, घट सकते हैं या पहले जैसे भी रह सकते हैं, इसमें संशोधित अंक को ही अंतिम माना जाएगा। यदि अंकों में बदलाव होता है तो छात्र को पुरानी मार्कशीट और प्रमाणपत्र जमा करने होंगे, जिसके बाद बोर्ड नई मार्कशीट और नया प्रमाणपत्र जारी करेगा।

बोर्ड ने बताया कि उत्तर पुस्तिका की स्कैन कापी के लिए आवेदन नौ अगस्त तक होंगे। इसके लिए 300 रुपये प्रति विषय शुल्क निर्धारित किया गया है। इससे पहले छात्र उत्तर पुस्तिका को अच्छी तरह से देख लें। उत्तर पुस्तिका देखने के बाद छात्र 16 से 19 अगस्त तक अंक सत्यापन व पुनर्मूल्यांकन के लिए आवेदन कर सकते हैं। अंक सत्यापन के लिए 300 रुपये प्रति उत्तर पुस्तिका व पुनर्मूल्यांकन के लिए 100 रुपये प्रति प्रश्न शुल्क देना होगा। दोनों की फीस अलग-अलग देनी होगी।

बोर्ड के अनुसार अंक सत्यापन के दौरान यह जांच की जाएगी कि कहीं किसी उत्तर का मूल्यांकन छूट तो नहीं गया, अंकों का जोड़ सही है या नहीं और अंतिम अंक दर्ज करने में कोई गलती तो नहीं हुई। इसके बाद भी यदि छात्र संतुष्ट नहीं होते है तो वह केवल चयनित प्रश्नों के पुनर्मूल्यांकन के लिए आवेदन कर सकेंगे।

नव भारत टाइम्स, 7 अगस्त 2026, पेज नं-2

# 10वीं के लिए CBSE की री-इवैल्यूएशन प्रक्रिया शुरू

■ NBT रिपोर्ट, नई दिल्ली

क्लास 10 के रिजल्ट को लेकर कोई अंदेशा है, तो स्टूडेंट्स आंसरशीट की स्कैन की गई कॉपी पा सकते है। CBSE ने 2025-26 की क्लास 10 बोर्ड परीक्षा के स्टूडेंट्स के लिए पोस्ट-रिजल्ट सुविधाओं को लेकर आवेदन मांगे है। क्लास 10 के लिए इस बार दो बोर्ड एग्जाम- मेन बोर्ड एग्जाम और दूसरा बोर्ड एग्जाम हुए थे, जिनका रिजल्ट 15 अप्रैल और 18 जुलाई को जारी हुआ था। बोर्ड के अनुसार स्टूडेंट्स दोनों बोर्ड एग्जाम की आंसरशीट्स की स्कैन की गई कॉपी पा सकते है। विंडो 5 अगस्त को खोल दी गई है। आंसरशीट की कॉपी पाने के बाद, इसे देखकर वो किसी गलती की शिकायत या जवाबों के री-इवैल्यूशन के लिए आवेदन कर पाएंगे। 9 अगस्त तक कॉपी देखने के लिए आवेदन कर सकेंगे। 300 रूपये प्रति विषय फीस होगी। क्वेश्चन पेपर और मार्किंग स्कीम देखकर इस कॉपी को चेक कर सकेंगे।

The Pioneer, 7 August 2026, Pg no-2

# CM inaugurates STEM Innovation Lab at Pitampura Govt school

**PIONEER NEWS SERVICE**
New Delhi



Delhi Chief Minister Rekha Gupta on Thursday inaugurated a Science, Technology, Engineering and Mathematics (STEM) Innovation Lab at Sarvodaya Vidyalaya in Pitampura. The lab was developed with support from the Shikhar Dhawan Foundation, HMD India, and Da One Group, with cricketer and Da One Group Chairman Shikhar Dhawan present at the event alongside Education Department officials, teachers, and students.

The Chief Minister said the STEM Innovation Lab is not just a laboratory but the beginning of a new era of innovation and scientific thinking for Delhi's students. She said science, technology, engineering, and mathematics are not merely academic subjects but the foundation of the economy of the future and of nation-building.

She said the Delhi Government aims to equip every government school with modern facilities, digital technology, and innovation-driven learning resources so that students are prepared for future challenges. Rather than limiting students to textbook learning, the need of the hour is hands-on, experiment-based education, creative thinking, and problem-solving skills, she said.

The Chief Minister said the lab will encourage students to work on new ideas, develop a scientific outlook, and find solutions to real-life problems. She said students in government schools today will become tomorrow's scientists, engineers, innovators, startup founders, and nation-builders, and the government's goal is to ensure every child has equal access to modern resources and quality education.

She expressed gratitude to the Shikhar Dhawan Foundation, HMD India, and Da One Group for their support and said partnerships between the government and private sector can serve as a powerful catalyst for positive change in education. She expressed hope that similar collaborations would further strengthen Delhi's education system.

The inauguration is part of a broader push by the Delhi government to upgrade infrastructure in government schools.

The Indian Express, 7 August 2026, Pg no - 17

EDUCATION

# The challenge for school consolidation: Balancing access and quality education




**EXPERT EXPLAINS**

RAJEEV KUMAR

FORMER PROFESSOR AT IIT KHARAGPUR, IIT KANPUR, BITS PILANI AND JNU


THE CONGRESS recently posted on social media platform X that 94,000 government schools had been shut down over the past decade, a number first flagged in a NITI Aayog report from May.

For decades, India's school education policy focused on expanding neighborhood schools so that every child could access education closer to home. Today, however, the narrative is changing. Education being in the Concurrent List, several states have adopted policies to close, merge or consolidate schools, raising concerns about access to education. Government data, however, reveals a more nuanced story, which can be understood through three broad trends between 2014-15 and 2024-25:

**ONE**, the total number of schools saw a modest decline of around 45,000. This, however, was driven entirely by a fall in the number of government schools (94,000, as mentioned above) while the number of private unaided schools increased.

**TWO**, overall student enrolment declined in a manner similar to the trend seen in school numbers — government enrolment fell while private enrolment increased in recent years.

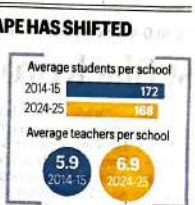
**THREE**, the number of teachers increased, pointing to improved teacher availability amid declining enrolment and fewer schools.

Is the closure and consolidation of government schools a crisis that is depriving children of neighbourhood educational access, or is it a consequence of demographic factors and changing preferences? More importantly, should the success of school education be measured by the number of schools, or by whether every child has access to a well-resourced school — even if it means traveling a little farther?

## • HOW SCHOOL EDUCATION LANDSCAPE HAS SHIFTED

| Indicator | 2014-15 | 2024-25 | Change |
|---|---|---|---|
| Schools | 15.16 lakh | 14.71 lakh | (-) 45,000 |
| Govt schools | 11.07 lakh | 10.13 lakh | (-) 94,000 |
| Teachers | 89.84 lakh | 1.01 crore | (+) 11.2 lakh |
| Student enrolment | 26.95 crore | 24.69 crore | (-) 2.26 crore |

(SOURCE: UDISE/UDISE+ REPORTS)




### What the data reveals

India is experiencing a demographic transition. The country's total fertility rate — the average number of children born to a woman — has plunged from more than 3 in the early 1990s to about 2.0 today, below the replacement level of 2.1.

The transition is reflected in data from the Centre's Unified District Information System for Education Plus (UDISE+), an education management information system.

**ENROLMENT:** With fewer children entering school each year, enrolment has steadily declined. Between 2014-15 and 2024-25, overall student enrolment fell by 2.26 crore to 24.69 crore. Enrolment in government schools declined from 13.62 crore to 12.16 crore between 2022-23 and 2024-25, while enrolment in private schools increased from 8.42 crore to 9.59 crore, according to a Rajya Sabha reply in March.

**SCHOOLS:** The total number of schools saw a decline from about 15.16 lakh in 2014-15 to 14.71 lakh in 2024-25. During this period, the number of government schools declined from about 11.07 lakh to 10.13 lakh even as private unaided schools expanded.

**TEACHERS:** The number of school teachers increased from about 90 lakh in 2014-15 to over one crore in 2024-25, improving teacher availability amid lower enrolment and fewer schools.

The national averages mask stark disparities: While many rural schools operate with very low enrolment or a single teacher, many urban schools are overcrowded.

Overall, the data points not merely to school closures, but to a transformation of the school education system. This is being driven by demographic change, shifting enrolment patterns, evolving parental preferences and efforts to provide students with better-resourced learning environments.

### Why school size matters

Thousands of government schools operate with a single teacher or only a handful of students, making it difficult to provide grade-wise, subject-specific instruction, co-curricular activities, sports, laboratories and meaningful peer learning. Teachers often handle multiple classes alongside administrative tasks, limiting the holistic development that schools are expected to foster.

School consolidation seeks to address these limitations by merging under-enrolled schools into better-equipped composite schools with qualified teachers, improved infrastructure, and richer learning opportunities. The aim should be to improve educational quality rather than merely reducing costs. As seen earlier, the data also indicates improved teacher availability despite fewer schools.

Yet, consolidation is not an end in itself. Its success depends on balancing quality, efficiency, and equitable access. While larger schools may offer better learning opportunities, increased travel distances can disadvantage young children, girls and students in remote or tribal areas.

India's school education system must balance access, equity, quality and efficiency. Wherever schools are merged, governments must ensure safe transport and uninterrupted access. While demographic transition and declining enrolment make some degree of school consolidation inevitable, decisions should be data-driven — not merely administrative or financial considerations.


FULL REPORT ON WWW.INDIANEXPRESS.COM

The Statesman, 7 August 2026, Pg no-6

# Language links

***Public institutions become more accessible when there is a strong multilingual framework. It can also strengthen cooperation among states and wider sharing of knowledge. Our aim should be to continue strengthening a multilingual framework that connects people across multiple languages. It should also respect India's established official-language arrangements***







India's linguistic richness reflects our civilizational experience, constitutional design and democratic character. Together, these civilizational, constitutional and democratic foundations support a layered multilingual framework in which Indian languages acquire wider public and academic roles and English remains available for international and specialised purposes. Such a system must improve citizens' access to public services, make institutional communication more inclusive and allow knowledge to spread across languages.

This multilingual framework is grounded in the Constitution. For example, Article 343 establishes Hindi in the Devanagari script as the Union's official language. Article 343(3) and the Official Languages Act permit English to continue in addition to Hindi for specified Union and parliamentary purposes. Subject to Articles 346 and 347, Article 345 allows State Legislatures to adopt one or more languages in use in the State, or Hindi, for official purposes.

Alongside this flexibility for States, Article 344 requires due regard to the interests of people from non-Hindi-speaking areas in public services. Articles 350 and 350A address grievance representations and mother-tongue instruction for children from linguistic minorities. Further, Article 351 directs the Union to promote and develop Hindi. This constitutional balance also reflects India's longer history of multilingual interaction.

Functional multilingualism is not new to India. Across different periods, Indians used several languages for administration, trade, pilgrimage, literature, scholarship and everyday communication.

It was during colonial rule that English became established in administration and education. It continues to perform functions assigned by the Constitution and law. It is also used in higher education, research and administration.

Hindi and the official languages of the States perform extensive official, educational and public functions. India's literary and intellectual traditions provide a strong basis for expanding knowledge creation in Indian languages.

These languages can therefore assume an increasingly prominent role in academic work and public life expanding the role of Indian languages while maintaining access to globally used languages.

The principal challenge is not the intellectual capacity of Indian languages. Continued investment in institutional resources and opportunities for sustained use will enable these languages to realise their full intellectual and professional potential.

With such sustained investment, India can further develop a multilingual knowledge society in which advanced subjects are taught in the languages of the Eighth Schedule and other Indian languages. Modern knowledge becomes more inclusive when learners can study it in several languages.

Indian languages possess the capacity to express complex and specialised knowledge. Their technical vocabulary and professional use grow when institutions invest in textbooks, translation, teaching, publication and regular use. Their public standing, therefore, depends largely on opportunities for use in education and public institutions.

NEP 2020 provides an important policy foundation for this development by encouraging multilingualism and the development of stronger learning materials in Indian languages.

Wherever possible, it also encourages greater use of the mother tongue, local language or state language as a medium of instruction. Universities can build on current multilingual initiatives.

They can develop bilingual teaching resources, laboratory manuals, peer-reviewed publications and incentives for original work in Indian languages.

Education and knowledge creation, however, form one part of a wider multilingual framework. This framework can be organised through three connected layers. The first is citizen access. Public services and digital interfaces can gradually be made available in languages that their users understand. The same applies to welfare information, emergency communication and examinations.



**MAMIDALA JAGADESH KUMAR**

*The writer is Chairman, Review Committee for NEP 2020, Ministry of Education and Chairman, BoG, IIM Calcutta and was formerly Chairman, UGC and Vice-chancellor, JNU. Views are personal*

Citizen access can be widened further through authorised translations and summaries of laws and judicial decisions. Their legal status should be clearly identified, and the rules governing authoritative texts should be fully preserved.

The second is institutional communication. Formal exchanges between the Union and the states, and among states, must follow Article 346, the Official Languages Act, the applicable rules and relevant State laws. Bilingual documents and translations can make these exchanges more accessible. Translations into additional Indian languages can make the information more widely available.

The third is knowledge exchange. Important works of global scholarship should be translated into Indian languages to meet educational, scientific, and public needs. Works produced in these languages should also be made available in other Indian languages and English.

Such two-way translation will allow this scholarship to contribute to national and global understanding. Taken together, these three layers can make public institutions more accessible, facilitate cooperation among States and promote the wider distribution of knowledge. Technology can support implementation across all three layers. Building on current multilingual initiatives, translation tools can further reduce the cost and time of routine communication.

Their growing use can be supported by appropriate human verification for important legal, medical, educational and administrative content. Continued collaboration among subject experts, language specialists and technology developers will further strengthen accuracy, equivalence and clarity.

Public institutions become more accessible when there is a strong multilingual framework. It can also strengthen cooperation among states and wider sharing of knowledge. Our aim should be to continue strengthening a multilingual framework that connects people across multiple languages. It should also respect India's established official-language arrangements.

This expansion should be phased, sustained and supported by clear priorities, capacity building and regular review. States can continue to strengthen the languages used within their territories while protecting the educational and communicative interests of linguistic minorities. Policy support should encompass all languages in the Eighth Schedule and, as needed and feasible, extend to other Indian languages.

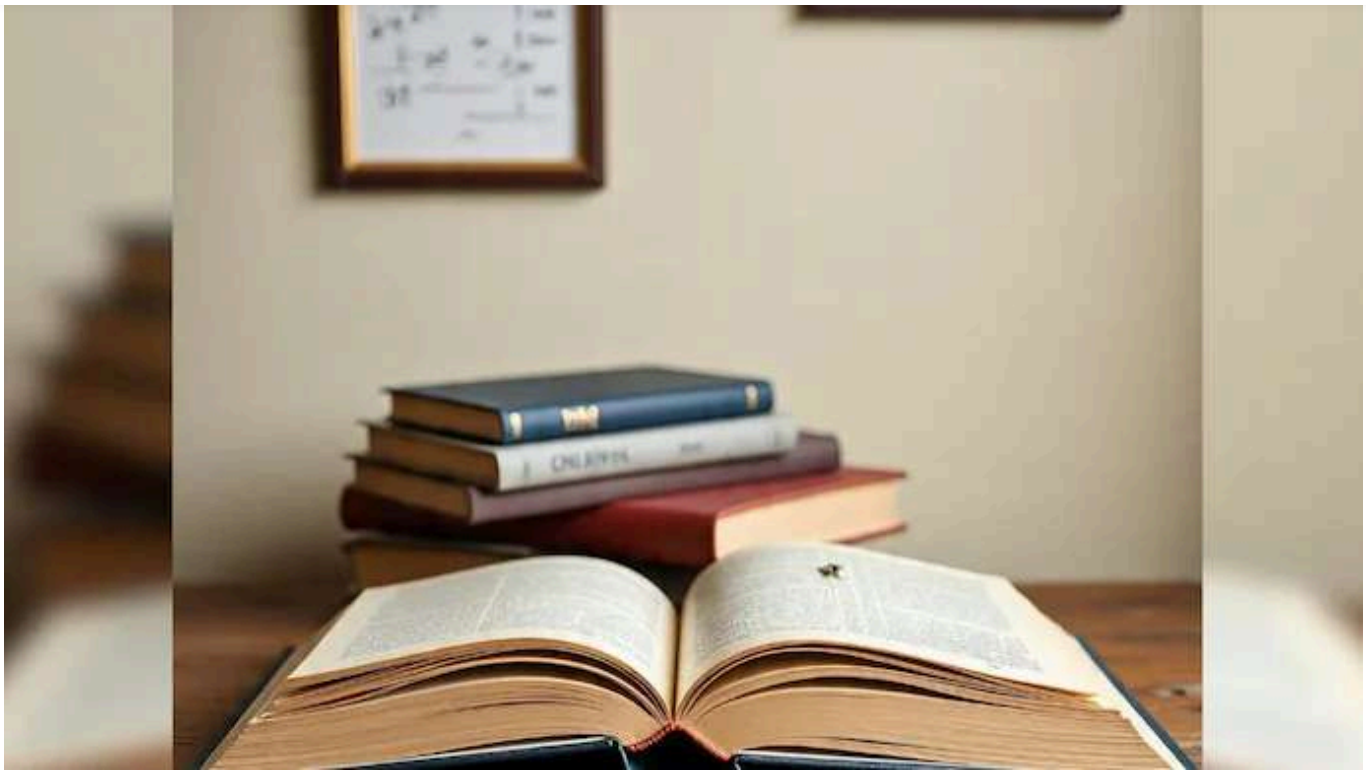
These institutional and technological advances can support India's longer-term linguistic vision as India looks ahead to its centenary of independence in 2047.

Achieving this vision will require sustained efforts to create high-quality content, scientific research and professional education in Indian languages. English can continue to serve important global and specialised purposes, while Indian languages acquire a larger role in national life.

# Northeast history, culture, heritage part of new NCERT books, Centre tells Parliament

**The Centre told the Rajya Sabha that new NCERT textbooks for Classes 1 to 8 include references to the history, culture, traditions, art, heritage and contributions of the North-Eastern States. The move is framed under NEP 2020 and NCF-SE 2023, with added focus on multilingual learning and local cultural context.**

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*The Centre further said NCERT is conducting capacity-building programmes across states and Union Territories*

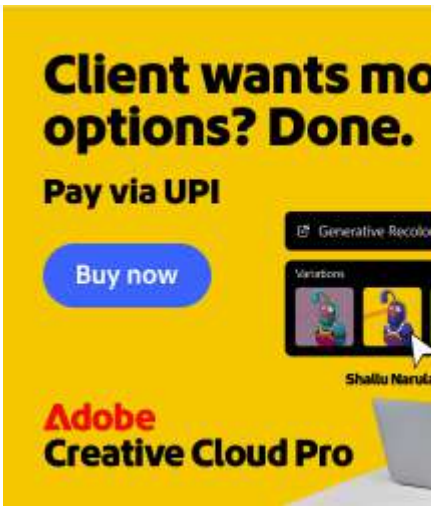
**India Today Education Desk**
New Delhi, UPDATED: Aug 7, 2026 11:54 IST

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The Centre during the Monsoon Session of the Parliament has told the Rajya Sabha that new NCERT textbooks have incorporated references to the history, culture, traditions, art, heritage and contributions of the North Eastern States, particularly for students in Classes 1 to 8.

Minister of State for Education Jayant Chaudhary gave the information in a written response to a question by Rajya Sabha MP Birendra Prasad Baishya on whether the government was considering including the history, culture and heritage of the Northeast in the NCERT curriculum.

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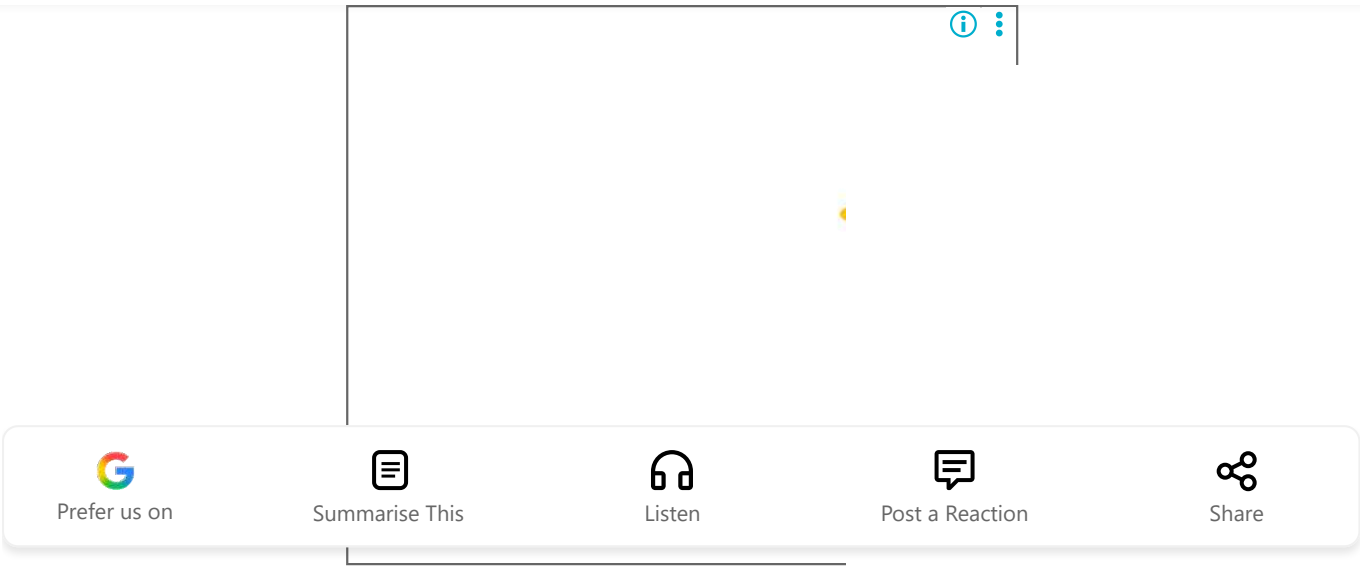

The government said the move is in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, both of which emphasise respect for India's diversity and local context in curriculum and pedagogy.

## NORTHEAST CONTENT ALREADY IN NEW NCERT BOOKS

According to the Ministry of Education, NCERT has developed new textbooks that include references to the history, culture, traditions, art, heritage and contributions of the North Eastern States, especially from Classes 1 to 8. The stated objective is to help promote awareness of the region's rich cultural diversity among students across the country.

The ministry said NEP 2020 provides for the inclusion of “Knowledge of India” across the school curriculum, covering India's contributions, achievements, challenges and aspirations. It also calls for Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, to be incorporated wherever relevant.

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The policy also emphasises multilingualism and respect for India's linguistic diversity, including languages of the North-East.

The Centre said NCERT had conducted district-level consultations across States and Union Territories, including the North-Eastern States, as part of the process of translating the recommendations of NEP 2020 into the National Curriculum Frameworks.

State Focus Groups were also constituted across States and Union Territories, including the North-East. These groups prepared Position Papers that contributed to the development of the National Curriculum Frameworks.

The NCF-SE 2023 recognises the diversity of cultural expressions across India and states that local arts and cultures should be used as a starting point for Arts Education across all stages of school education.

## ASSAMESE, BODO, MANIPURI AMONG LANGUAGES COVERED

The ministry also highlighted NCERT's language learning material as part of its efforts to reflect the country's cultural and linguistic diversity.

NCERT has brought out Grade 6 R3 Language textbooks and Grade 9 age-appropriate learning material in 22 languages, including Assamese, Bodo and Manipuri, which reflect the culture of the North Eastern States.

The Centre further said NCERT is conducting capacity-building programmes across

awareness of cultural rootedness, Indian Knowledge Systems and the curricular approach under NEP 2020 and NCF-SE 2023.

The National Syllabus and Teaching-Learning Material Committee and Curricular Area Groups also include experts and scholars from the North-Eastern States, including NCERT faculty members, the ministry said.

*- Ends*

*Published By: Mridusmita Deka*

*Published On: Aug 7, 2026 11:42 IST*

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CBSE

# CBSE Strengthens AI Education: Announces '3030 Eklavya' Online Series for Teachers, Students

Our Web Correspondent

Posted on 07 Aug 2026 11:43 AM



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**Summary**

The Central Board of Secondary Education (CBSE), in collaboration with the Centre for Creative Learning (CCL) at IIT Gandhinagar, has announced the launch of the '3030 Eklavya' Online Series.

A nationwide initiative aimed at strengthening Computational Thinking (CT), Artificial Intelligence (AI) and STEM education among school students and teachers.

The Central Board of Secondary Education (CBSE), in collaboration with the Centre for Creative Learning (CCL) at IIT Gandhinagar, has announced the launch of the '3030 Eklavya' Online Series, a nationwide initiative aimed at strengthening Computational Thinking (CT), Artificial Intelligence (AI) and STEM education among school students and teachers. The eight-part online programme will commence on August 15, 2026, and forms part of the Board's broader efforts to equip learners with future-ready skills through inquiry-based and activity-oriented learning. The initiative follows a series of measures introduced by CBSE during the 2026-27 academic session to integrate Computational Thinking and Artificial Intelligence into school education from the foundational years.

The announcement comes after CBSE unveiled its Curriculum Framework for Computational Thinking (CT) and Artificial Intelligence (AI) for students of Classes 3 to 8, with the objective of preparing children for an AI-driven future from the early stages of schooling. Building on this framework, the Board had issued a notification on April 9, 2026, declaring "Computational Thinking (CT) and Understanding Artificial Intelligence (AI)" as the official training theme for the 2026-27 academic session to strengthen classroom teaching and learning practices in affiliated schools.

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As part of the implementation of this initiative, CBSE, with the support of its affiliated schools, District Training Coordinators and Centres of Excellence, has planned to organise more than 450 District Level Deliberations (DLDs) across the country. These deliberations are intended to familiarise educators with the new curriculum framework and encourage effective classroom implementation of Computational Thinking and Artificial Intelligence concepts.

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The newly launched '3030 Eklavya' Online Series has been developed to promote both conceptual understanding and practical application of Computational Thinking, Artificial Intelligence and STEM through engaging, inquiry-based learning activities.

The inaugural session, titled "Computational Thinking and AI with Matchboxes," is scheduled to be held on August 15 at 4 PM, while the remaining seven episodes will be streamed live every Sunday from 4 PM onwards, completing a total of eight sessions.

The voluntary enrichment programme is open to teachers and students of Class 6 and above. While participation is free of cost, registration is mandatory for all interested participants. Those who successfully complete the prescribed homework or assignments during the programme will be eligible to receive a participation certificate upon payment of Rs 200 plus applicable taxes. In addition, teachers who attend all eight sessions and fulfil the specified eligibility requirements can obtain a Certificate of Competency, also available for ₹200 plus applicable taxes.

CBSE has further announced that teachers from affiliated schools who successfully earn the certificate and have their names included in the CCL-IIT Gandhinagar database will receive three Continuing Professional Development (CPD) hours for each completed episode under the Board's school-based training programme. The live sessions will be conducted in Hindi, with English subtitles to be added after publication to ensure wider accessibility.

Last updated on 07 Aug 2026 11:44 AM

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THE TIMES OF INDIA

# Govt proposes 25% quota for local students in Delhi private universities

TNN | Aug 8, 2026, 07.39 AM IST




NEW DELHI: Delhi govt has proposed reserving 25% of seats for Delhi students in every course offered by private universities under the draft Delhi Private Universities Bill, while also putting in place a stringent regulatory framework to govern them.
Approved by the cabinet Friday, it is a legislative proposal to establish a statutory framework allowing the setting up and operation of private universities in the national capital for the first time.

Sources said that according to the draft Bill, admissions against these reserved seats will be carried out in accordance with the existing quota policy of Delhi govt. This provision seeks to ensure that students from Delhi benefit directly from the expansion of higher education opportunities in the city.
The draft Bill also provides financial relief for 25% of students from Delhi through merit-cum-means scholarships. Five percent of them will receive full fee exemption, 10% a 50% fee waiver, and the remaining a 25% fee concession, ensuring greater access to higher education for Delhiites.

Education minister Ashish Sood said, “We have cleared the way for private universities to be established in Delhi by approving the Bill.”
The draft empowers Delhi govt to establish private universities through a govt notification. However, institutions will have to comply with norms prescribed by University Grants Commission (UGC) and other statutory regulators. The universities will follow a unitary model, meaning they will not be allowed to affiliate colleges and

will function only through their own campuses, sources said. Faculty members and academic staff will have to be appointed strictly in accordance with UGC norms.

The draft Bill envisages a strong oversight mechanism by govt. It proposes that the higher education minister will serve as the visitor of every private university and have the authority to seek information, order inspections and issue directions in case of violations. Administrative, academic and financial inquiries may be initiated whenever required.

Govt representation has been proposed in the governance structure of universities. The board of management will include secretary of the department of higher education or department of training and technical education (DTTE), or a nominated officer. Their presence will be mandatory while taking decisions on matters involving govt.

The framework also includes statutory positions such as chancellor, vice-chancellor, registrar, controller of finance and controller of examinations, besides bodies like academic council and board of management for academic and administrative decision-making.

Departments that examined the draft have recommended a robust regulatory framework to prevent fly-by-night institutions and ensure compliance with the norms of regulators, including UGC, AICTE, NMC, BCI, NCTE, PCI and ICAR. The draft also states that collaborations with foreign universities will be permitted only in accordance with UGC regulations.

At present, private institutions (self-financing) in Delhi largely operate as colleges affiliated with Guru Gobind Singh Indraprastha University. The new law will provide eligible institutions with a clear legal route to evolve into universities. The other type of institution is ‘deemed university’, under which TERI School of Advanced Studies, National Council of Educational Research and Training (NCERT) and Jamia Hamdard fall. Delhi has 11 institutions that are deemed to be universities by UGC and 29 recognised universities and deemed universities.

The Indian Express, 9 August 2026, Page No - 8

• MONTHS AFTER GUJARAT EDUCATION DEPARTMENT LAUNCHES 'BACK TO SCHOOL' CAMPAIGN

# Ahmedabad records 86% success in bringing back dropouts

**Ritu Sharma**
*Ahmedabad, August 8*

NEETABEN N Bhadresha (44), a head teacher at a municipal school in Ahmedabad's Vasna, spent her summer vacation going from home to home and tracking down 57 children who dropped out of her school in the past year. This meant making repeated visits on her scooter, convincing parents to not view their children as "earning members" and pull them out of schools.

It pained her to see former students helping their parents sell vegetables on the streets near Jivraj Mehta Hospital in the evenings. These 57 children dropped out from classes 1-8 from her school during the 2025-26 academic session. At the end of the 'Back to School' campaign launched by the State Education Department in May-June 2026, all the children returned to school.

"Apart from selling vegetables, children would go to the wholesale market with their parents in the morning to buy them. So, they would miss both the morning as well as the evening classes," Bhadresha tells *The Indian Express*. "While children were ready to attend school, it was the parents who were insisting that they help them in their work."

Bhadresha heads Vasna Municipal Primary School Number 3. A veteran, she had spent 12 years at a municipal school in Kankaria before she joined here 18 months ago. The school runs a morning shift for classes 1-5 and evening for classes 6-8.

The government had identified over 6.41 lakh students who had dropped out in the past academic year, across 44,000 government and grant-in-aid schools in Gujarat, and launched a campaign to re-enroll them. In Ahmedabad, after the teachers' dogged tracking of school dropouts, 9,036 from 10,387 enrolled back — recording an 86% success rate for the drive. The number includes 1,357 former students who had enrolled in schools in other states or in Industrial Training Institutes (ITIs) and continued their education.



Paresh Patel (extreme right), a teacher at Indrapuri Public School in Ramol area of Ahmedabad, had 44 dropouts to track. EXPRESS

Every teacher faced a different obstacle. In the case of Suketubhai Yagnik, teacher at Jahangirpura Primary School in Asarwa area, over 80% of his 37 students were girls who dropped out. When he visited homes of the six girl students who had dropped out of Class 8, their parents told him they needed the elder daughter to take care of younger siblings or do chores around the house.

"Parents are of the opinion that after a certain age, girls should not go out and study. Instead, they train them in household work such as stocking water, cutting vegetables, cooking, cleaning and washing. They even teach a 6-7 year old girl all these tasks," Yagnik says, adding, "When everything else would fail, at that point we would make parents aware about government schemes, especially for girls. Yet parents cited social constraints and would refuse to send them back."

Asarwa locality, where this school is, largely comprises migrants who have made Ahmedabad their home. Known for textile mills decades ago, now it is better known for the Ahmedabad Civil Hospital — the largest public hospital in Gujarat. Municipal teachers here were asked to cover a 30-35 km radius, given that most parents would move frequently to find work.

For Yagnik and other teachers, the task grew difficult as the families were vegetable vendors or daily wagers living in rented quarters or temporary structures. "We would find them the first time, but they would be gone in the second. The contact number and addresses submitted during the admission process became irrelevant. Every 3-4 months, they would keep changing their numbers as most of the time they do not recharge their mobile numbers," says Yagnik.

Sanjay Raval, principal of Chanakya Gujarati Primary school in Chanakyapuri, says, "Migration is a big issue among parents in our school. A majority of them are from Rajasthan and a few from different districts of Gujarat. Around 80% of them are into footwear-making work, while those from Gujarat are mainly *safai kamdars*." It is one of the seven schools in Ahmedabad city that also has a secondary school launched last year. Of 54 students re-enrolled under Raval, seven who had dropped out after Class 8 were readmitted in Class 11.

Ahmedabad Municipal School Board Administrative Officer L D Desai said, "Chief Minister Bhupendra Patel felicitated our teachers on July 22 for achieving a high success rate in bringing back the dropped out students."

FULL REPORT ON
WWW.INDIANEXPRESS.COM

Financial Express, 10 August 2026, Page No - 7

# What are Mehta Schools at top IITs?

## THESE ARE EXAMPLES OF DIASPORA PHILANTHROPY

VIKRAM CHAUDHARY

**LOOKING CLOSELY** at the non-traditional schools getting launched across top IITs, one name stands out: the Mehta Schools.

Funded by the US-based Mehta Family Foundation (MFF), led by founder Rahul Mehta, these specialised centres represent a shift in how Indian technical education is expanding. Historically, IITs created standard academic departments like Computer Science or Mechanical Engineering. Today, diaspora philanthropy is funding standalone 'schools' designed around emerging global challenges.

The latest outcome of this model is at IIT Indore, which recently launched India's first-ever undergraduate degree dedicated to sustainability — four-year BTech in Environmental Economics and Sustainable Engineering. Housed under the newly established Mehta Family School of Sustainability (MFSOS), the programme marks MFF's seventh major academic project across the IIT ecosystem.

Unlike conventional IIT programmes that relegate sustainability to postgraduate studies or electives, MFSOS was created to address a critical void at the undergraduate level, said Prof Pritee Sharma, professor & head of MFSOS, in an exclusive interaction with this newspaper. She added that driven by impending corporate ESG mandates and a 13% surge in green jobs between 2024 and 2025, the school aims to bridge industry demand with specialised talent. "MFSOS is fully integrated into the IIT system, admitting its inaugural cohort of 30 students via JEE Advanced," she said. "The curriculum has been developed over a year with inputs from global universities like Stanford, Columbia, Rice, and Purdue, alongside top Indian economic institutions, balancing environmental economics and law with energy systems and climate studies."




This model extends beyond Indore; Houston-based MFF has partnered with premier campuses to establish cutting-edge hubs in high-impact domains. These include:

**Data science & AI:** Dedicated schools at IIT Roorkee, IIT Guwahati, and IIT Palakkad.

**Healthcare & medicine:** The Jyoti & Bhupat Mehta School of Health Sciences and Technology at IIT Guwahati and Mehta Family Centre for Engineering in Medicine at IIT Kanpur.

**Biosciences:** The Mehta Family School of Biosciences and Biomedical Engg at IIT Indore.

Rather than operating in academic isolation, these schools bridge global networks — bringing advisors from top international universities to consult on curricula, faculty exchanges, and joint research.

Going forward, as IITs transition from pure engineering colleges into comprehensive research universities, named philanthropic endowments provide the critical capital, infrastructure, and global access required to build future-ready institutions.

# Alignment of NCERT Syllabus with National Education Policy 2020

प्रविष्टि तिथि: 10 AUG 2026 3:51PM by PIB Delhi

As per the recommendations of National Education Policy (NEP) 2020, the National Council of Educational Research and Training (NCERT) has brought out the National Curriculum Framework for Foundational Stage (NCF-FS) 2022 and the National Curriculum Framework for School Education (NCF-SE) 2023. These frameworks provide the basis for stage-wise and subject wise curricular goals, competencies, learning outcomes, syllabi, textbooks, pedagogy and assessment.

For developing National Curriculum Frameworks, National Steering Committee was constituted which followed bottom -up approach of seeking inputs for the National Curriculum Frameworks from diverse stakeholders including teachers, parents, students, educational institutions, neo- and non- literates, subjects' experts, scholars, Anganwadi personnel etc., from across the states and UTs, a massive process of public consultations in face-to-face as well as digital mode was conducted. This process had benefited from the engagement of over 13 lakh interested citizens including students and parents at the national level through citizen-centric mobile app survey and over 1.5 lakh teachers, parents, students, and educationists at the state level through mobile app survey.

Over 1550 district-level consultations in 32 States and Union Territories were conducted. Inputs were also received from 35 groups of institutions, 8000 stakeholders who attended 12 consultations with Universities and Civil Society Groups. More than 600 position papers on 25 specifically relevant themes written by Focus Groups constituted by the States and UTs which all together had over 4000 experts, and 25 papers from the National Focus Groups by expert groups with over 175 members, constituted by the NCERT. These inputs were analyzed and relevant suggestions were included in the NCFs. Taking cognizance of these inputs, the NCF-FS was released on 20th October, 2022 and NCF-SE was released on 23rd August, 2023.

As a follow-up of the NCFs, NCERT has constituted National Syllabus and Teaching-Learning Material Committee (NSTC). Under this Committee, 13 Curricular Area Groups (CAGs) and Textbook Development Teams (TDTs) for all the subjects and grades have been set up. NSTC has been assigned the task of development of teaching-learning material including textbooks. NCERT has also constituted National Curriculum Framework Oversight Committee (NOC) to look into the translation of NCF perspective in the new teaching-learning material including textbooks. NSTC, NOC and CAG include scholars, subject experts, renowned players, artists, teacher educators, faculty members of NCERT, officials from SCERTs, etc. TDT includes scholars, subject experts, teachers, teacher educators, faculty members of NCERT, faculty members from SCERTs, etc. With the support of NSTC, NCERT has brought out new syllabus and textbooks for Grades 1-9 and also a collection of learning resources- Jaadui Pitara and e Jaadui Pitara for Balvatika 1, 2, and 3.

New teaching-learning material including textbooks and learning material are developed through detailed mapping of curricular goals, competencies and learning outcomes. The drafts undergo multiple rounds of academic, pedagogical, language and sensitivity review. The review process examines academic accuracy, age-appropriateness, inclusivity, constitutional values, gender sensitivity, cultural and linguistic relevance,

pedagogical suitability and alignment with NEP 2020, NCF-FS 2022 and NCF-SE 2023. As a follow-up of the NCF-SE, Learning Outcome Document and Mandate Documents were developed, which served as guidelines for the development of new syllabi and textbooks along with NCF-FS and NCF-SE.

NCERT, while reprinting its textbooks, every year, updates its textbooks in alignment with the relevant feedback from students, teachers and other stakeholders, without making any structural changes. For this purpose, also, if required, NCERT invites experts for finalizing the changes.

This information was given by the **Minister of State for Education, Shri Jayant Chaudhary**, in a written reply in Lok Sabha today.

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**RRTN**

(रिलीज़ आईडी: 2297094) आगंतुक पटल : 305
इस विज्ञप्ति को इन भाषाओं में पढ़ें: Urdu , हिन्दी , Gujarati , Tamil , Telugu

# Implementation of National Education Policy in HEIs

Posted On: 10 AUG 2026 4:19PM by PIB Delhi

After the announcement of National Education Policy 2020 (NEP 2020), a number of transformative changes have taken place both in school and higher education for its implementation.

In School Education several initiatives have been taken such as PM SHRI (PM Schools for Rising India) for upgradation of schools; Samagra Shiksha for providing quality education with an inclusive and equitable classroom environment for all children; National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) for ensuring foundational literacy and numeracy by Grade 3; Vidya-Pravesh–Guidelines for three-month play-based school preparation module; PM e-VIDYA to unify all efforts related to digital/online/on-air education to enable coherent multi-mode access to education; launch of National Curriculum Framework for Foundational Stage (NCF FS) and Jadui Pitara for play-based learning-teaching material tailored for children between the age group of 3 and 8 years; NISHTHA (National Initiative for School Heads' and Teachers' Holistic Advancement) 1.0, 2.0 and 3.0; Vidya Samiksha Kendra; Integrated Teacher Education Programme; National Digital Education Architecture (NDEAR) for creating a unifying national digital infrastructure to energise and catalyse the education ecosystem; implementation of a scheme “New India Literacy Programme or ULLAS” targeting all non-literates age 15 years and above, etc.

In Higher Education, various initiatives / reforms have been carried out such as National Credit Framework (NCrF) and National Higher Education Qualification Framework (NHEQF) in conjunction with guidelines / regulations like Curriculum and Credit Framework for Undergraduate Programme; Multiple Entry and Exit in Academic Programme offered by Higher Education Institutions; Transforming HEIs into multi-disciplinary institutions; pursuing two academic programmes simultaneously; Automated Permanent Academic Account Registry (APAAR ID) of individual student which will act as lifelong identity to track their educational journey and achievements from, pre-primary to higher education; introduction of PM-Vidyalaxmi scheme to provide financial support to meritorious students inter-alia enabling collateral free, guarantor free loan through a simple, transparent and student-friendly and entirely digital application process; revised regulation of ODL / Online Education; re-envisioned Malaviya Mission Teacher Training Program to build competencies in faculty for better teaching; permitting up to 40% credits in regular courses using SWAYAM platform; launch of new SWAYAM Plus portal with aim to enhance skill and upskilling and reskilling of existing manpower employed in different sectors; integration of technology in administration of HEIs from admission to grant of degree through SAMARTH; guidelines on Professor of Practice to enable HEIs to work with industry experts; guidelines for supernumerary seats for admitting students from abroad in Indian HEIs; academic collaboration between Indian and foreign HEIs to offer twinning, joint degree and dual degree programmes; regulation for permitting foreign HEIs to setup campuses in India; enhanced reputation of the Indian HEIs in international ranking; embedding of Indian Knowledge system in the education etc.

Education is subject of concurrent list and both Central and State governments work collaboratively to ensure comprehensive, and progressive enhancement of overall quality and growth within the education sector. NEP 2020 provides different timelines as well as principles and methodology for its

implementation. Accordingly, Ministry of Education, state governments, education-related ministries, the regulatory and implementing bodies of school and higher education such as University Grants Commission, All India Council for Technical Education, National Council for Teacher Education, National Council of Educational Research and Training, Central Board of Secondary Education, Universities/Colleges/Schools etc. have started taking initiatives for implementation of NEP 2020.

The Government has been promoting digital education in school education through various initiatives under Samagra Shiksha, in alignment with the objectives of NEP 2020. The initiatives aim to enhance the quality of education by integrating technology into teaching and learning processes. Financial assistance is provided to states and Union Territories (UTs) under Samagra Shiksha for ICT infrastructure, including ICT Labs and Smart Classrooms, based on their Annual Work Plan & Budget (AWP&B) approved by the Project Approval Board (PAB). In addition, digital education initiatives such as DIKSHA and PM eVidya are implemented by the Ministry to provide equitable access to quality digital learning resources.

Digital Infrastructure for Knowledge Sharing (DIKSHA) is a One Nation, One Digital platform for providing quality e-content for school education in states/UTs along with QR coded Energised Textbooks (ETBs) for all grades. The platform supports both online and offline access, enabling learners to download content and continue learning without internet connectivity, ensuring equitable access for students.

The Government of India, in the Budget 2025, has announced provision of broadband connectivity to all Government Secondary schools in rural areas, under the 'BharatNet' project by BSNL to enhance digital infrastructure in remote areas in a phased manner.

For higher education, digital platforms such as SWAYAM, SWAYAM Prabha, e-PG Pathshala and the UGC e-resource portal provide students with access to quality academic content. The integration of the UGC e-resource portal with the Digital Seva Portal has further expanded access through Common Service Centres, particularly in rural areas, while also making selected content available in regional languages.

To expand flexible learning opportunities, 126 Higher Educational Institutions (HEIs) are offering about 802 Online Programmes, while 121 HEIs are offering around 1,699 Open and Distance Learning (ODL) programmes.

The National Education Policy (NEP), 2020 envisages integration of skill development and vocational education with mainstream higher education to enhance employability, entrepreneurship and lifelong learning. At the school level, Skill Education has been integrated as a regular component of education under the Centrally Sponsored Scheme of Samagra Shiksha. NSQF-aligned skill courses are offered to students of Classes IX–XII to enhance employability skills including communication, self-management, Information and Communication Technology (ICT), entrepreneurship and green skills. In line with NEP 2020, students of Classes VI–VIII are provided pre-vocational exposure through Bagless Days, internships with local vocational experts and experiential learning.

In higher education, UGC has notified the National Higher Education Qualifications Framework (NHEQF), aligned with the National Credit Framework (NCrF), to enable integration of general, vocational and experiential learning. The National Credit Framework facilitates credit accumulation and transfer across academic, vocational and skill education, while the Academic Bank of Credits (ABC) supports seamless academic mobility. UGC has also issued Guidelines for Internship/Apprenticeship Embedded Degree Programmes (AEDP), enabling undergraduate students to acquire industry-relevant skills through structured internships and apprenticeships integrated with their degree programmes.

AICTE is actively strengthening skill development by embedding it into technical education. It partners with industries and institutions to offer online skill courses aligned with the regular curriculum, along with skill-focused programmes, compulsory internships, and vocational degrees. These initiatives are

designed to build students' practical abilities and improve employability. Additionally, AICTE has signed MoUs with leading industries and organisations to support internships, skill-building, and faculty upskilling, including hands-on exposure to Industry 4.0 technologies.

The Employability Skill module has been included as a part of Job Roles/SWAYAM courses in the curriculum which includes communication skills, self-management skills, information and communication technology skills, entrepreneurship skills, and green skills.

To support skill development, the SWAYAM Plus portal has also been launched, focusing on upskilling and reskilling the workforce. More than 500 courses have been developed, curated from 89 industry partners across 17 sectors and offered in emerging areas such as AI, Data Analyst etc. So far, more than 6,00,000 students have registered on the platform.

The National Apprenticeship Training Scheme (NATS) bridges the gap between academic learning and industry requirements by providing structured on-the-job training to graduates and diploma holders. The Scheme promotes industry-integrated education through Apprenticeship Embedded Degree Programmes (AEDP), supports apprenticeships in emerging areas such as Artificial Intelligence (AI), and facilitates academic credit integration through the NATS Assessment and Creditisation Framework.

The Ministry of Skill Development and Entrepreneurship (MSDE) has also made concerted efforts for strengthening the skilling ecosystem through its schemes and initiatives. Flagship schemes being implemented by MSDE include Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Jan Shikshan Sansthan (JSS), and the National Apprenticeship Promotion Scheme (NAPS). Further, DGT anchors long term training through Craftsmen Training Scheme (CTS) and Craft Instructor Training Scheme (CITS) implemented through a network of over 13,856 ITIs.

Department of School Education & Literacy implements the Samagra Shiksha scheme, an integrated Centrally Sponsored Scheme for school education from pre-school to Class XII. The scheme provides support to states and Union Territories for strengthening school infrastructure, including construction of school buildings, additional classrooms, laboratories, libraries, hostels, residential schools, drinking water and sanitation facilities, electrification, smart classrooms, ICT laboratories and digital learning resources.

Department of Higher Education, Government of India is implementing Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a Centrally Sponsored Scheme aimed at funding specific State government universities and colleges, so as to improve its quality by ensuring their conformity to prescribed norms and standards. The government has launched the third phase of Rashtriya Uchchatar Shiksha Abhiyan (RUSA) in June 2023 in the form of Pradhan Mantri Uchchatar Shiksha Abhiyan (PM-USHA), with an outlay of Rs. 12,926.10 crore, including the committed liabilities of the earlier phases of RUSA, to cater to the needs of educationally unserved/ underserved areas. Under the Scheme, support is provided to states/UTs for strengthening infrastructure, including construction of hostels, academic and administrative buildings, laboratories and other facilities required for improving access and quality in higher education.

In alignment with the objectives of NEP 2020, and with the aim of making high-quality educational content in Indian languages accessible for students, the Bharitiya Bhasha Pustak Scheme (BBPS) has been announced in the Union Budget 2025-26, to provide books in Indian Languages for school and higher education in digital format. BBPS envisions making educational content available in 22 Indian languages.

Union Budget 2026-27 has announced setting up of one girls' hostel in every district through Viability Gap Funding / capital support to encourage enrolment of girls in STEM institutes / courses.

This information was given by the **Minister of State for Education, Dr Sukanta Majumdar,** in a written reply in the Lok Sabha today.

# Grant of Deemed University Status to NCERT

Posted On: 10 AUG 2026 4:15PM by PIB Delhi

The application of National Council of Educational Research and Training (NCERT), New Delhi for grant of Institution Deemed to be University status was examined by the University Grant Commission (UGC) through its Expert Committee as per the provisions of the UGC (Institutions Deemed to be Universities) Regulations, 2023. The Committee, after overall assessment, recommended for grant of Institutions Deemed to be University to NCERT, New Delhi. Considering the advice of UGC, the Ministry of Education, vide Notification dated 30.03.2026, declared NCERT, New Delhi as an Institution Deemed to be University under Section 3 of the UGC Act, 1956. The said declaration was subject to condition that it shall take appropriate steps to commence research programmes as well as doctoral and innovative academic programmes.

The status of Institution Deemed to be University will strengthen the NCERT to promote educational research & innovation and collaborate with national and international agencies. It will further reinforce its role as a think tank and as national resource institution engaged in providing technical support to the Central Government as well as State Governments.

This information was given by the **Minister of State for Education, DR. Sukanta Majumdar,** in a written reply in Lok Sabha today.

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**RRTN**

(Release ID: 2297126) Visitor Counter : 386
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दैनिक जागरण, 11 अगस्त 2026, पृष्ठ संख्या - II जागरण सिटी

# बच्चे पढ़ने में कमजोर, अब स्कूलों में रोजाना 30 मिनट किताब पढ़ना अनिवार्य

- गर्मी की छुट्टियों तक सीमित थी कमजोर बच्चों की पठन कौशल सुधारने की कवायद
- सरकारी स्कूलों में अब सभी विद्यार्थियों के लिए सालभर चलेगा पठन कार्यक्रम

जागरण संवाददाता, नई दिल्ली: राजधानी के सरकारी स्कूलों में सातवीं और आठवीं तक पहुंचने के बाद भी कुछ बच्चे सामान्य पाठ पढ़ने में सक्षम नहीं हैं। स्कूल प्रधानाचार्यों के अनुसार, ऐसे बच्चों के लिए पढ़ना सीखना अब किसी अतिरिक्त कौशल का विषय नहीं, बल्कि उनकी आगे की पढ़ाई के लिए जरूरी बुनियादी क्षमता है।

इसी सीखने के अंतर को दूर करने के लिए शिक्षा निदेशालय ने अब स्कूलों में हर दिन 30 मिनट का रीडिंग पीरियड (पठन कक्षा) अनिवार्य किया है।

अब तक कमजोर बच्चों की रीडिंग क्षमता सुधारने के लिए मिशन बुनियाद और निपुण जैसी पहलों के तहत विशेष रूप से गर्मी की छुट्टियों में गतिविधियां कराई जाती रही हैं।

इन कार्यक्रमों में मुख्य रूप से उन विद्यार्थियों पर ध्यान दिया जाता था, जो अपनी कक्षा के अपेक्षित स्तर के अनुसार पढ़ नहीं पा रहे थे। लेकिन स्कूल स्तर पर ऐसा कोई स्थायी और सभी बच्चों के लिए अनिवार्य रीडिंग स्लाट नहीं था, जिसे पूरे शैक्षणिक सत्र में नियमित रूप से चलाया जाए।

**कमजोर बच्चे ही नहीं, अब सभी पढ़ेंगे:** नई व्यवस्था में रीडिंग को सिर्फ कमजोर विद्यार्थियों के लिए सुधारात्मक गतिविधि रखने के बजाय पूरे स्कूल की नियमित शैक्षणिक गतिविधि बनाया गया है। यानी कक्षा में बच्चा पढ़ने में कमजोर हो या अच्छा, सभी विद्यार्थियों को रोजाना 30 मिनट पढ़ने का अवसर मिलेगा। शिक्षा निदेशालय ने स्कूलों को पूरे साल रीडिंग गतिविधियों का कैलेंडर दिया है। साल में दो बार परिवार पठन सप्ताह, वार्षिक पठन उत्सव और पढ़ने की डायरी जैसी गतिविधियां भी होंगी। विद्यार्थियों की पढ़ने की गतिविधियों का रिकार्ड रखा जाएगा और स्कूलों में मासिक निगरानी व पठन जुड़ाव रिपोर्ट तैयार होगी। पुस्तकालय में प्रत्येक विद्यार्थी के लिए कम से कम 20 किताबें उपलब्ध कराने का भी लक्ष्य है।

The Pioneer, 11 August 2026, Page No - 5

# NCERT's deemed university status to promote research, innovation: Govt

**PIONEER NEWS SERVICE**
New Delhi




The deemed university status granted to NCERT will strengthen it to promote educational research and innovation and collaborate with national and international agencies, the Lok Sabha was informed on Monday.

In a written reply, Minister of State for Education Sukanta Majumdar said the status would further reinforce NCERT's role as a think tank and a national resource institution in providing technical support to the Central Government as well as State Governments.

The application of the National Council of Educational Research and Training (NCERT), New Delhi, for grant of Institution Deemed to be University status was examined by the University Grants Commission (UGC) through its expert committee as per the provisions of the UGC (Institutions Deemed to be Universities) Regulations, 2023, Majumdar said.

The minister said the committee, after an overall assessment, recommended granting NCERT the status of an Institution Deemed to be University.

"Considering the advice of UGC, the Ministry of Education, vide notification dated March 30, 2026, declared NCERT, New Delhi, as an Institution Deemed to be University under Section 3 of the UGC Act, 1956," Majumdar said.

"The said declaration was subject to the condition that it shall take appropriate steps to commence research programmes as well as doctoral and innovative academic programmes," he added.

The Hindu, 11 August 2026, Page No – 6

# English in India, a language that has earned its place



**Y.L. Srinivas**

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What makes a language Indian? A recent observation by the Supreme Court of India has revived the debate over whether English can be considered an indigenous language of India. The debate over the place of English in India has often been framed as a contest between English and Indian languages. Such a binary is both historically misleading and politically unhelpful. The promotion of Indian languages such as Hindi, Tamil, Telugu, Odia, Kannada, or Marathi need not – and should not – be predicated upon denying recognition or patronage to English. The future of India's linguistic diversity lies not in choosing one language over another but in nurturing multilingualism. English may not be an indigenous language in the same historical sense as Sanskrit or Tamil, yet, over two centuries, has acquired a legitimate claim to belong to India.

**A language transformed**

The strongest objection to treating English as an Indian language is that it arrived with British colonialism. It was introduced to facilitate administration, commerce, missionary activity, and what the colonial rulers described as their civilising mission. In its early history, English undoubtedly served the interests of the Empire. Yet, languages cannot be permanently imprisoned by the circumstances of their arrival. Their identities are continually reshaped by the people who speak them. Once English entered India, Indians appropriated it, transformed it, and made it serve Indian aspirations rather than colonial objectives.

By the early 19th century, English had already become an instrument of Indian political and intellectual expression. In 1823, Raja Ram Mohan Roy and his associates submitted one of the earliest petitions in English defending the freedom of the Indian-language press in Calcutta. Later in the century, Dadabhai Naoroji marshalled his famous "Drain Theory" in English to expose the economic exploitation of India under British rule. Swami Vivekananda addressed educated India in English through his celebrated lecture, 'My Plan of Campaign', delivered in Madras in 1897. Mahatma Gandhi himself translated *Hind Swaraj* into English, recognising that the language could carry Indian ideas to both national and international audiences. To deny English a place in India is, in some measure, to overlook the contributions of generations of Indians who employed the language to articulate Indian nationalism, social reform, and cultural renaissance.

After Independence, India indeed found a *place for English. The Constituent Assembly debates on the language question* adopted a balanced resolution. Moved by K.M. Munshi and N. Gopalaswami Ayyangar, it recognised Hindi as the Official Language of the Union and retained English for official purposes. Over the subsequent decades, English has evolved into one of the principal languages of Indian academic and administrative domains, including but not limited to the legislature, the executive and the judiciary.

India has also recognised English as a language of Indian creativity. The Sahitya Akademi has treated English as one of the languages of Indian literature, conferring annual awards. Indian Writing in English has developed into one of the richest literary traditions in the postcolonial world. From R.K. Narayan, Mulk Raj Anand to Amitav Ghosh and Vikram Seth, Indian writers have demonstrated that English can express Indian experiences with authenticity, subtlety, and artistic distinction.

**Reach and scale**

It is often argued that only a small section of Indians speak English. This is not exactly the case. The Census of 2011 reports that nearly 129 million Indians chose English as a first, second or third language. These numbers make India one of the largest English-speaking countries in the world. Nearly 2,60,000 people reported English to be their mother tongue. A whopping 83 million identified it as their second language. About 46 million spoke it as their third language. Scholars observe that the number of Indians who possess at least a functional knowledge of English may well have further increased to the range of 180 million to 250 million given the rapid expansion of English-medium education over the last decade. These statistics suggest that English has become the language of aspiration for a large segment of the Indian society.

As an aspirational people, Indians invest considerable effort and money in education. Nearly 31,000 schools affiliated to the Central Board of Secondary Education (CBSE) impart education primarily through English. So do the 3,000 schools which are affiliated to comparable boards such as the Council for the Indian School Certificate Examinations. Let us not forget that English is also the principal medium of education in all premier higher educational institutions of India.

In a wide range of professional fields that produce wealth and service, English has become the language through which India engages with the world. This is an advantage that India presently possesses over several other competing nations, and it would be wise for it to continue to invest its resources in further expanding the English language skills of Indians.

It also needs to be pointed out that India has Indianised English. Raja Rao spoke about it in the well-known Foreword to his novel *Kanthapura* way back in 1938. Just as Canada and Australia had fashioned their own versions of English, Rao felt, so would India. That prediction has been fully realised. Indian English today possesses its own pronunciation, vocabulary, idioms, and rhetorical conventions. It reflects Indian social realities and cultural sensibilities while remaining part of the larger global family of Englishes.

**Taking root**

This process of linguistic naturalisation is captured in V.K. Gokak's poem 'English Words': "O winged seeds! You crossed the furrowed seas/To nestle in the warm and silent earth./...You ripened into nectar in fruit-jars/That hung like clustered stars." Gokak's metaphor is striking. English words arrive as seeds from distant shores, but they do not remain foreign. They take root in Indian soil, acquire new life, and bear fruit that belongs as much to India as to anywhere else. A similar sensibility informs A.K. Ramanujan's 'Prayers to Lord Murugan', where an Indian poet employs English not as a borrowed medium but as a natural vehicle for expressing Indian mythology, philosophy, and devotion. Such works demonstrate that languages are ultimately shaped not by their origins but by the communities that inhabit them.

Ironically, many of the strongest advocates of Indian languages have themselves turned to English when addressing a pan-Indian or international audience. Kannada scholar and Jnanpith awardee V.K. Gokak argued for the unity of Indian literature through English in works such as *The Concept of Indian Literature* and *Pathways to the Unity of Indian Literature*.

Monolingualism has never been the historical reality of Indian society. India has always deeply cherished languages that Indians speak in their homes and among kith and kin. At the same time, they have spoken in other languages with considerable facility and comfort. English is not in competition with Hindi or Tamil. Rather it is a language that provides Indians with an already historically familiar bridge to connect with other language-speaking communities both within and beyond India.

It is not an important question, therefore, whether English is an indigenous language. It is not. More important is the realisation that through history and literature, constitutional practice and governance, and through everyday usage, English has earned the right to be regarded as one of modern India's own languages. It is useful to remember that English has long ceased to be the language of colonial rulers. It has evolved into one of the several languages in which Indians imagine themselves. Indian English belongs to India.

English is no longer colonial and has evolved into a language, shaped by how Indians speak, think, and imagine themselves

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# NCERT granted deemed university status, confirms Education Ministry

TOI Education | Aug 11, 2026, 09.07 AM IST




The National Council of Educational Research and Training (NCERT), the country's national resource institution for school education, has been granted the status of an Institution Deemed to be University.

The decision was taken after the University Grants Commission (UGC) examined NCERT's application through an expert committee under the provisions of the UGC (Institutions Deemed to be Universities) Regulations, 2023.

The Ministry of Education declared NCERT, New Delhi, an Institution Deemed to be University on March 30, 2026, under Section 3 of the UGC Act, 1956.

The development was disclosed by Minister of State for Education Dr Sukanta Majumdar in a written reply in the Lok Sabha on August 10.

## UGC expert committee recommended NCERT's application

According to the Ministry, NCERT's application for deemed university status was examined by an expert committee constituted by the UGC.

After an overall assessment, the committee recommended that NCERT be granted the status of an Institution Deemed to be University.

The Ministry subsequently accepted the UGC's advice and issued the notification granting the new status to

NCERT.

NCERT has been asked to take appropriate steps to commence research programmes as well as doctoral and innovative academic programmes.

## New status to strengthen research role

The deemed university status is expected to strengthen NCERT's role in educational research and innovation.

The Ministry said the new status will also enable the institution to collaborate with national and international agencies.

NCERT will further continue its role as a think tank and national resource institution, providing technical support to the Central Government as well as state governments.

The move therefore gives NCERT a wider academic framework while reinforcing its existing role in educational research and policy support.

NCERT is engaged in providing technical support to both the Central Government and state governments. With the new status, the institution is expected to further develop its work in educational research and innovation.

ADVERTISEMENT





# NCERT deemed university status: Centre reiterates nod while experts warn of autonomy concerns

The notification released earlier this year also laid conditions governing NCERT's functioning as a deemed university. Its academic programmes will have to conform to UGC norms and standards, while new courses and off-campus centres will have to follow the applicable UGC guidelines.

By: **Education Desk**

**3 min read** **New Delhi** Updated: Aug 11, 2026 06:50 PM IST



Based on the UGC's advice, the Ministry of Education declared NCERT, New Delhi, an Institution Deemed to be University (Image via NCERT)

The Ministry of Education on Monday reiterated that the National Council of Educational Research and Training (NCERT) has been granted the status of an institution deemed to be a university. In a Lok Sabha response, the Ministry said the NCERT application was examined by a University Grants Commission (UGC) expert committee under the UGC (Institutions Deemed to be Universities) Regulations, 2023, which recommended granting the status to the institution.

Based on the UGC's advice, the Ministry of Education declared NCERT, New Delhi, an institution 'Deemed to be University' under Section 3 of the UGC Act, 1956, through a notification dated March 30. The declaration was subject to NCERT taking steps to commence research programmes as well as doctoral and innovative academic programmes, the Ministry said.

The Ministry further said that the deemed university status would strengthen NCERT's role in promoting educational research and innovation and enable it to collaborate with national and international agencies. It would also reinforce the council's role as a think tank and national resource institution providing technical support to the Central and state governments.

As earlier reported by *The Indian Express*, the announced and subsequent changes will mark a significant expansion of NCERT's role beyond its traditional mandate as the country's apex school education body. The new status enables the institution to develop academic programmes, including doctoral and innovative courses, and expand its research activities.

The declaration covers NCERT and its six constituent units. These include the Regional Institutes of Education in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong, along with the Pandit Sunderlal Sharma Central Institute of Vocational Education in Bhopal.

The process to grant the new status had begun with NCERT applying through the UGC portal. A Letter of Intent was issued in August 2023, as per the report, following which NCERT submitted a compliance report in November last year. The report was examined and accepted by the UGC's Expert Committee, with the proposal subsequently approved at the Commission's 595th meeting held on January 30, 2026

new courses and off-campus centres will have to follow the applicable UGC guidelines. NCERT has also been barred from undertaking activities that are commercial and profit-making in nature.

The institution will further have to participate in the annual National Institutional Ranking Framework (NIRF) rankings and seek accreditation from bodies such as the National Assessment and Accreditation Council (NAAC) and the National Board of Accreditation (NBA). It will also be required to establish an Academic Bank of Credits and upload students' credit records to digital lockers, as done by recognised higher education institutions.

The decision had also been preceded by concerns within NCERT over the implications of the proposed transition. As reported by *The Indian Express* in 2022, an assistant professor had cautioned the NCERT director that granting deemed university status could affect the council's academic autonomy and increase its dependence on UGC regulations.

The government had earlier considered granting NCERT the status of an "institution of national importance". The proposal, however, appears to have been set aside as the government proceeded with the deemed university route.

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नवभारत टाइम्स, 12 अगस्त 2026, पृष्ठ संख्या - 9

# रेकॉर्ड: मौजूदा सत्र में NCERT की 7.09 करोड़ किताबें बिकीं

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**नई किताबों में कंटेंट कम किया गया है**



AI Image

■ **नई दिल्ली:** 2026-27 के मौजूदा सत्र में नैशनल काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग (NCERT) की 7.09 करोड़ पाठ्यपुस्तकों की बिक्री हुई है। यह परिषद के इतिहास में अब तक का सबसे बड़ा आंकड़ा है। नई किताबें स्कूली शिक्षा के लिए बनाए गए नैशनल करिकुलम फ्रेमवर्क (NCF-SE) के आधार पर तैयार की गई है। राष्ट्रीय शिक्षा नीति 2020 के तहत कक्षा 1 से 9 तक अलग-अलग विषयों की 134 पाठ्यपुस्तकें आ चुकी है। बाकी कक्षाओं की किताबों पर भी काम तेजी से चल रहा है।

**अलग-अलग विषयों की 134 किताबें आ चुकी हैं**

NCERT के मुताबिक, कक्षा 1 से 9 तक की सभी किताबें आ गई है। कक्षा 10 और 11 की किताबें इस साल तैयार हो जाएंगी और 2027-28 सत्र से लागू होंगी। कक्षा 12 की किताबों के लिए अगले वर्ष अक्टूबर की समय सीमा रखी गई है। 12वीं में नए कोर्स की किताबें 2028-29 सत्र से लागू होंगी। नई किताबों में कंटेंट कम किया गया है। मौजूदा सत्र में कक्षा 1 से 9 तक की 5.28 करोड़ नई किताबें बिक चुकी हैं। 9वीं के छात्रों के लिए नए कोर्स की किताबें इसी साल लागू हुई है। अगले साल 10वीं की नई किताबें लागू होंगी। 11वीं में जाने वाले छात्रों को नई किताबों से पढ़ाई शुरू करने से पहले 2 महीने का ब्रिज कोर्स कराया जाएगा।

## पहले बिकती थीं तीन करोड़ किताबें

NCERT के अनुसार, 2020 से पहले करीब 2 करोड़ किताबें बिकती थी। पिछले 3-4 वर्षों में ढाई से 3 करोड़ किताबें छपती और बिकती थीं। 12वीं तक नई किताबें लागू होने के बाद 15 करोड़ से ज्यादा किताबें छापने का अनुमान है।

The Pioneer, 12 August 2026, Page No - 11

# Reclaiming readers: Bringing books back to living rooms

**ARCHANA SHARMA AWASTHI AND YUVRAJ MALIK**

Archana Sharma Awasthi is Additional Secretary, Department of School Education and Literacy, Ministry of Education, Government of India. Yuvraj Malik is Director, National Book Trust, India

There are many little ways to enrich a child's world. Joy of reading is the best of them."

India's education discourse has, for long, centred on access — access to schools, to textbooks, to digital infrastructure. These are critical, but as we stand at the threshold of a new phase in Indian education, an equally urgent question that confronts us is:



## Are we raising a generation that reads?

It is this question — deceptively simple, consequential in its implications — that gave birth to the Rashtriya e-Pustakalaya (ReP) or the National Digital Library. The platform was conceived not merely as a digital archive, but as a living effort to enrich India's reading culture from within the home, the school and the community. Today, ReP hosts over 7,000+ carefully curated books across 23 languages, developed in partnership with hundreds of publishers and aligned with the vision of the National Education Policy 2020.

## Removing barriers, not replacing habits

For many children across India — particularly in rural, semi-urban, and underserved regions — access to books beyond the prescribed textbook remains a genuine constraint. The nearest bookshop may be many kilometres away. The school library may be stocked with titles that are dated, or it may not be available beyond school hours. For these children, the imagination is willing but the material is not there.



Rashtriya e-Pustakalaya addresses this gap: a child, regardless of geography or income, can now reach into a library of thousands through the device already in their home. For anytime, anywhere reading. It also gives an opportunity to access books in languages beyond Hindi and English.

But it is equally important to be clear about what this initiative is not.

As a society, we must ask ourselves a simple but searching question: can we reclaim a fraction of passive screen consumption and return it to productive reading? The answer, we believe, is yes — if we make the books available, make them inviting, and make reading feel like a choice rather than a chore.

## Working with educators: The next phase

As Rashtriya e-Pustakalaya enters its next phase, the centrality of educators cannot be overstated. Teachers, librarians, and school leaders are not simply facilitators of learning — they are culture builders. The reading habits a child forms in school often persist for life. The books a librarian recommends can change the direction of a young person's thinking.

Meaningful integration of ReP into school life will require deliberate effort across several dimensions:

- Revitalising library classes as active learning spaces, not supervised study halls
- Encouraging guided reading and storytelling sessions where teachers share their own favourite books
- Creating peer-led book discussions and reading circles that give students ownership of the habit
- Embedding reading into the daily rhythm of school life, so that it feels as natural as morning assembly
- Improving writing skills by understanding various methods of writing.

## A living, evolving library

Unlike the traditional library — fixed in its shelves and constrained by its physical dimensions — Rashtriya e-Pustakalaya is designed to be dynamic. It is a treasure of books in your hands. It also gives readers the opportunity to express what other books should be added. The available books are also about the rich heritage and culture of Bharat, which the young generation should know about.

## A collective responsibility

Ultimately, the success of Rashtriya e-Pustakalaya will not be determined by the number of downloads or registered users, important as those signals are. It will be determined by whether reading becomes a habit once again — in homes, in schools, in the quiet corners of Bharat's extraordinary diversity of communities. It's when a child in a remote area has eyes twinkling when she reads a book she has only heard about.

## A national call to read

The platform also keeps hosting activities like the current 'Rashtriya Kavya Utsav' and a call for citizens to contribute to storytelling. A lot more fun and engaging activities will be a continuous part of the Rashtriya e-Pustakalaya.

India has always been a civilisation of stories. From the oral traditions that preceded the written word to the great literary canons of Hindi, Sanskrit, Tamil, Bengali, Marathi and a dozen other tongues. This land has never been short of narrative. What is at risk today is not the stories themselves, but the habit of seeking them out — the willingness to sit still, to follow a sentence, to give a book the time it asks for.

The Statesman, 12 August 2026, Page No-6

# Educating the vulnerable

***As the children move through the grades without the foundation they need to succeed at the next level, classes that they participate in as they progress become less and less understandable. Eventually, students become discouraged, lose interest in the learning process, and arrive at the conclusion that school is pointless***







A well-intentioned policy that promised inclusion has instead masked deep learning deficits in West Bengal's remote tribal communities. The Right of Children to Free and Compulsory Education (RTE) Act, which took effect in 2010, was a progressive and compassionate piece of legislation that created a framework within which children would be given an opportunity to receive free elementary education.

According to the Act, no child could be expelled or detained for a longer period than the prescribed maximums, as long as they had attended school and received an adequate education. Under the Act, children were not to be held back from advancing through grades based on standards set by the school, but instead were to be able to move through grades at their own pace, without the fear of facing failure. The vision was one founded on hope, but a decade later the realities of the implementation gap between the noble objectives of the act and the realities of its implementation are clear. The most tragic example of this reality can be seen in the catastrophic consequences for the remote villages of the Particularly Vulnerable Tribal Groups of West Bengal, particularly the Toto people in Alipurduar and Birhor in Purulia. The policy had a clear objective: every child, regardless of ability, would be promoted until Class 8. Although the policy did not state explicitly that promotion would be based on age; this is the reality of the way the policy operates in practice. For example, children who start school late and/or struggle with their academic work are being promoted with their age cohort rather than being held back to complete all the necessary skills before being promoted; the result is that children have not learned what they need to by the end of the academic year.

This is why the ASER (2022) found that only 42.8 per cent of students in Class 5 nation-wide were able to read a Level 2 text while only 25.6 per cent were able to productively complete a simple division problem (ASER Centre 2023). These national averages, while already quite alarming, mask even more disturbing averages in states where tribal populations predominate, where schools have more than one teacher (multi-grade teaching), where students come to school on an irregular basis, and/or where there are language barriers; all of these factors present additional challenges for children from heterogeneous backgrounds.

*For example, in Toto and Birhor School, it is common for one teacher to have students from multiple grades in his/her classroom; this phenomenon has been observed throughout* ASER's school observation programme. In addition, the attendance records have demonstrated that students from households dependent on forestry for their livelihood (especially those households that rely on seasonal labour) frequently miss a large portion of the school year; yet, due to the automatic promotion policy, virtually all students progress from year to year through the system; therefore, while it appeared as if student achievement was improving, the reality is that learning deficits continue to exist below the surface. When children from Particularly Vulnerable Tribal Groups (PVTGs) reach the 6th or 7th grade, the real impact of this policy exposes itself in an unfortunate manner: there are quite a number who cannot read at a grade 2 level or perform basic addition and subtraction problems. The survey of the educational status of the PVTGs of West Bengal, India, showed that the literacy levels of the Birhors of Purulia were statistically low and that the literacy level of the villages in this area was also extremely low. This situation is not due to inadequate intellectual ability of the children; nor is it due to lack of trying. Rather, it is due to the inability of the system to provide the foundation to children to allow them to be promoted to the next grade with adequate skills to be able to learn at the next level. The failure of appropriate instructional support, the disconnect between the language spoken in the home and the language spoken in school, and the lack of teachers in multi-grade classrooms has contributed to this lack of ability to learn at the next higher level.

As the children move through the grades without the foundation they need to succeed at the next level, classes that they participate in as they progress become less and less understandable. Eventually, students become discouraged, lose interest in the learning process, and arrive at the conclusion that school is pointless.

As evidence of the need for detention grew, the national dialogue around this became even more critical. All levels of experts, including those in education, parliamentary committees, and State Governments voiced concern over the learning crisis that had been created due to the automatic promotion of students based on age.





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SANTANU PANDA

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After nearly ten years of being reviewed and discussed, Parliament, in 2019, approved the Right of Children to Free and Compulsory Education (Amendment) Act, which eliminated the mandatory requirement of the no-detention provision and transferred authority back to the States to conduct regular assessments of students in Classes 5 and 8. States are now permitted to detain students who do not meet minimum benchmarks for learning if they have previously received additional assistance in learning and the opportunity to be reassessed.

While expulsion from school will not occur, detaining students for academic reasons is permissible. To date, 16 states and 2 Union Territories have implemented the amended framework. States such as West Bengal permit schools to conduct assessments and hold students back in Classes 5 and 8 if they do not meet at least the minimum benchmark for learning. States such as Maharashtra and Andhra Pradesh are still assessing potential ramifications of amending their policies as they continue to collect data before amending their laws. For the PVTG groups of West Bengal, implementing the modified framework is particularly important. The earlier framework meant that educators in Totopara and Birhor communities had to promote poorly-performing students to the next grade level, although they knew that these students were not performing. While some teachers were aware of how great a gap existed in the children's educational attainment levels compared to the grade levels they were entering, the framework did not allow for sufficient structural means to address this issue.

The new framework gives educational authorities legal grounds to recognize when children have demonstrated a learning deficit, rather than automatically continuing to promote them. This is a significant positive change. However, just holding back children who are not ready for grade-level work will not solve the systemic inequality that has taken years to develop. Educators in these areas also have very little educational resources, including having to teach multiple grades with only one teacher per classroom. Often students must walk a long way to school along roads that become unusable during the monsoons.

There are often considerable differences between the languages used in educational instruction and the languages used at home. Economic activities in the area of natural seasonal periods often create extended absences from formal education for many children. Research has also shown that due to economic hardship, many students endure difficulties completing secondary school.

Many have to help provide an income for their family through forest-based work; therefore, many drop out of secondary school to work or transition to rural agricultural work. Without providing an understanding and addressing primary structural issues, there is no way changes in promotion policies would make a difference in educational outcomes for any of these children. In a study conducted in one district of West Bengal, researchers found that parents were aware of the norms of a "no detainment" policy; however, teachers expressed concern about the impact of this policy on increasing levels of dropout rates, particularly on girls' education and empowerment, in certain areas populated by tribes. This is an example of the complexity of implementing policy changes in an environment that has multiple barriers to education.

Authentic progress requires promotion to represent real learning rather than simply being based on age. Also, mother-tongue instruction in the early years, increasing availability of teachers and schools in remote areas, creating awareness in communities about the value of education and establishing a flexible school calendar to accommodate seasonal migration, and providing targeted remedial assistance are all key factors in this process.

Moving away from the policy of mandatory no-detention is an initial step; the bigger challenge will be to create an environment in which all children can learn and have access to meaningful and real learning experiences. Merely advancing from one grade to the next does not fulfil the right to education for a child: it is only fulfilled when a child is learning with confidence and understanding.

For the PVTG children of West Bengal to bridge the divide between the Government's aspiration for an education policy and the reality of classroom education, there must be a collaborative investment in well resourced school environments, well trained and sustained teaching staff and committed families that will support their children's educational and cultural development.

Only then will the right to education be fulfilled for those who have historically been at the farthest end of the educational system. The lesson learned from the no-detention policy demonstrates that inclusive education without learning does not constitute inclusion.

# Parliament Question: Availability of Special Educators in Schools

प्रविष्टि तिथि: 12 AUG 2026 4:50PM by PIB Delhi

Education is a subject under the Concurrent List of the Constitution and the majority of schools are under the administrative control of the respective state governments and Union Territory (UT) administrations. The Department of School Education & Literacy is implementing the Centrally Sponsored Scheme of Samagra Shiksha to support States and UTs in providing equitable and inclusive quality education from pre-primary to Class XII.

Under the Samagra Shiksha framework, recruitment and other service matters relating to teachers, including Special Educators, fall within the domain of the respective State Governments/UT Administrations. The framework also provides for Special Educators to be deployed at the block or cluster level, as per requirement, and to work in an itinerant mode, covering a group of schools where Children with Special Needs (CwSN) are enrolled, so that their educational needs are adequately addressed.

Under Samagra Shiksha and PM SHRI (PM Schools for Rising India), financial assistance is provided to States and UTs for strengthening school education, including maintaining appropriate Pupil-Teacher Ratios (PTRs) and supporting inclusive education. This includes provision for two Resource Persons for CwSN at each Block Resource Centre (BRC).

The Department has notified the Pupil-Teacher Ratio (PTR) for Special Educators in general schools for CwSN vide Notification No. S.O. 4586(E) dated 21.09.2022, published on 29.09.2022, as follows:

(i) One Special Educator for every 10 CwSN at the primary level; and

(ii) One Special Educator for every 15 CwSN at the upper-primary level.

As per UDISE+ 2025–26, 1.17 lakh schools have a dedicated Special Educator. A statement indicating the State/UT-wise details of enrolment of CwSN and the number of schools having a dedicated Special Educator, as per UDISE+ 2025–26, is placed at **Annexure.**

The Department also supports capacity building of teachers and special educators through continuous professional development, in-service training, and awareness and sensitization programmes on inclusive education. National Council of Educational Research and Training (NCERT) has developed online teacher training modules under National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) for the Elementary, Secondary and Foundational Literacy and Numeracy (FLN) stages, equipping general teachers to address the diverse learning needs of CwSN. NCERT and Central Board of Secondary Education (CBSE) have also developed handbooks on Inclusive Education to provide practical guidance to teachers for addressing the diverse needs of children in inclusive classrooms.

Further, the National Council for Teacher Education (NCTE) has integrated two dedicated credits on Inclusive Education for CwSN in the Four-Year Integrated Teacher Education Programme (ITEP) for pre-service teacher education. This is aimed at equipping prospective teachers with the knowledge and skills required to ensure inclusion and meaningful participation of CwSN in regular schools and to adapt teaching-learning processes to address diverse learning needs, including those associated with learning disabilities.

The Rehabilitation Council of India (RCI), a statutory body of the Government of India responsible for regulating and monitoring the training of rehabilitation professionals and personnel, is mandated to develop human resources in 16 categories of rehabilitation professionals/personnel. RCI has granted approval to 1,081 institutions/universities to offer courses in disability rehabilitation and special education, thereby contributing to the availability of qualified human resources, including Special Educators.

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**Annexure**

**ANNEXURE REFERRED TO IN REPLY TO PARTS (A) TO (C) OF THE UNSTARRED QUESTION NO. 2770 ANSWERED ON 12.08.2026 ASKED BY SHRI RAJINDER GUPTA, HON'BLE MP REGARDING 'AVAILABILITY OF SPECIAL EDUCATORS IN SCHOOLS'.**

**State/UT-wise details of enrolment of CwSN and the number of schools having a dedicated Special Educator**

| State/UT | Total CwSN Enrolment for all management | NumbeR of Schools having Dedicated Special Educator |
|---|---|---|
| **India** | **2211226** | **116695** |
| Andaman & Nicobar Islands | 872 | 21 |
| Andhra Pradesh | 92055 | 7094 |
| Arunachal Pradesh | 3174 | 202 |
| Assam | 57367 | 2038 |
| Bihar | 179917 | 10931 |
| Chandigarh | 3594 | 89 |
| Chhattisgarh | 81776 | 2527 |
| DNH&DD | 1435 | 8 |
| Delhi | 40829 | 4160 |
| Goa | 4719 | 133 |
| Gujarat | 60010 | 2161 |
| Haryana | 22241 | 1455 |
| Himachal Pradesh | 6369 | 813 |
| Jammu & Kashmir | 20916 | 1772 |

| | | |
|---|---|---|
| Jharkhand | 50440 | 2092 |
| Karnataka | 83204 | 10874 |
| Kerala | 116354 | 3385 |
| Ladakh | 638 | 24 |
| Lakshadweep | 211 | 9 |
| Madhya Pradesh | 158599 | 9360 |
| Maharashtra | 253792 | 5058 |
| Manipur | 4358 | 440 |
| Meghalaya | 4140 | 144 |
| Mizoram | 3999 | 58 |
| Nagaland | 1852 | 110 |
| Odisha | 94031 | 7040 |
| Puducherry | 1159 | 93 |
| Punjab | 51664 | 2206 |
| Rajasthan | 73241 | 8166 |
| Sikkim | 1009 | 63 |
| Tamil Nadu | 129452 | 3833 |
| Telangana | 74743 | 2826 |

| | | |
|---|---|---|
| Tripura | 3276 | 329 |
| Uttar Pradesh | 372739 | 23489 |
| Uttarakhand | 5797 | 1586 |
| West Bengal | 151254 | 2106 |

**As per UDISE+2025-26**

This information was given by the **Minister of State for Education, Shri Jayant Chaudhary,** in a written reply in the Rajya Sabha today.

*****

**RRTN**

(रिलीज़ आईडी: 2298337) आगंतुक पटल : 221
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# Why are India's students disappearing? Parliamentary panel flags 73% enrolment drop by higher secondary

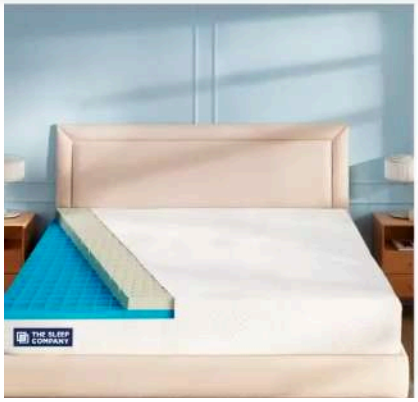
FAREEHA IFTIKHAR 12 August, 2026 07:03 pm IST



*A government girls' school in Ferozepur | Fareeha Iftikhar | ThePrint*

**New Delhi:** A parliamentary panel has flagge
percent in student enrolment as education l
higher secondary level, and urged th

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The Parliament Committee on Estimates presented its report titled 'Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education' in Parliament Tuesday. The report highlighted the data for the academic year 2024-25.

According to the report, the government's Unified District Information System for Education (UDISE) data shows that the number of students enrolled in primary classes is 6.18 crore, over 4 crore in upper primary classes (from 6 to 8), which reduces to 2.3 crore in secondary (9 to10), and further down to 1.6 crore in higher secondary classes (11 to 12).

Similarly it highlights that the out of the total 1 crore schools (including all government and government-aided schools), there are 91 lakh schools at primary level, over 4 lakh schools at upper primary level, over 1.6 lakh schools at secondary level, and only 90,000 schools at higher secondary level in the country.

"The committee is concerned to note this dra
schools and students as education levels rise

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The House panel further urged the Ministry of Education to prioritise upgrading existing primary and secondary schools into full higher secondary schools to ensure a high school is physically accessible to students belonging to different communities and to arrest student drop-off rate.

It also states that there is an urgent need to increase the number of schools at secondary and higher secondary levels.

“Considering that education is placed in the Concurrent List of the Constitution with most schools under the jurisdiction of the state governments and UT administration, the committee desires the ministry to impress upon all state/UT governments to take steps for setting up more secondary and higher secondary schools so as to increase the enrolment of students in the country,” the report stated.

## ‘Increase education expenditure to 6% of GDP’

The committee noted that one of the primary objectives of the New Education Policy 2020 is to increase public expenditure on education to 6 percent of the Gross Domestic Product (GDP).

However, it noted that the current combined spending by the Centre and states stands at only 4.1 percent of the GDP, ”...reflecting a persistent shortfall as NEP 2020 reaches its final year of implementation. The Union Budget 2026-27 provided an allocation of Rs 1,39,286 crore to the Ministry of Education, which represents an 8.27 percent increase over the previous year.”

The committee further noted that the budget share of the total budgetary allocation for the Department of School Education and Literacy (DoSEL) during the year 2024-25 was only 1.52 percent of the 4.1 percent of the GDP spending on the education sector.

“The committee feels that education forms the foundation for national growth, development; and the creation of a vast pool
essential for the growth of the nation. The co
budgetary allocation should be adequate to r
expanding infrastructure, improving educati

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## Underutilisation of NIPUN Bharat fund

The panel further highlighted the underutilisation of funds allocated to the government's flagship National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat, launched in July 2021 as a national mission to ensure that every child attains foundational literacy and numeracy by the end of Grade 3 by the academic year 2026–27.

While highlighting that there have been notable achievements under the scheme, the panel observed that there is "substantial" financial underutilisation reported for Financial Year 2024-25.

It states that out of a total approved national budgetary outlay of Rs 3,02,926.82 lakh earmarked for NIPUN Bharat, the actual expenditure stands at only Rs 1,84,707.58 lakh. It means 39 percent remains unutilised.

The panel also noted that fund utilisation was very low in several states/UTs, including Assam, Delhi, Goa, Gujarat, Kerala, Lakshadweep, Sikkim, Punjab, Rajasthan, Uttar Pradesh, West Bengal and Tamil Nadu.

The committee observed that such underutilisation of funds is in direct contradiction to the "critical and urgent national priority" of NEP 2020 to improve foundational literacy and numeracy skills.

"The committee therefore, recommends the ministry to thoroughly analyse the systemic bottlenecks causing these implementation delays at the state and UT levels," the report states.

(Edited by Viny Mishra)

***Also read:*** *Minority student enrolment in schools has risen in past 5 years, but govt has no religion-wise data*

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हिन्दुस्तान, 13 अगस्त 2026, पृष्ठ संख्या -10

# केवल पाठ्य-पुस्तकों पर निर्भर न रहे स्कूली पढ़ाई



यहां स्कैन करें

पंकज चतुर्वेदी | वरिष्ठ पत्रकार

कुछ साल पहले दिल्ली सरकार के शिक्षा निदेशालय ने कक्षा छह से नौ के बच्चों के पठन-पाठन को लेकर एक सर्वेक्षण कराया था। सर्वे के नतीजों ने देश भर को चौंका दिया था। उस सर्वे ने खुलासा किया था कि राजधानी में सरकारी स्कूल में पढ़ने वाले लगभग 75 फीसदी बच्चे अपनी पाठ्य-पुस्तकें ठीक से नहीं पढ़ पाते। पढ़ नहीं पाते, तो समझ नहीं पाते और तब उस पर अमल कैसे करते? शायद यही कारण है कि कक्षा 10 तक आते-आते इनमें से 40 प्रतिशत पढ़ाई छोड़ देते हैं। उनके लिए स्कूल, किताबें, परीक्षा, डिग्री महज उबाऊ या रटंत प्रक्रिया थी, जिसमें वे अपना भविष्य नहीं देखते थे।

यह मामला यहीं पर नहीं रुकता है। ये अल्प-शिक्षित या अशिक्षित लोग जब सरकारी योजनाओं को ठीक से पढ़ या समझ नहीं पाते, तो योजनाएं भ्रष्टाचार या कागजी खानापूरी की शिकार हो जाती हैं। इसमें पूरा दोष बच्चे या शिक्षक या उनके सामाजिक-आर्थिक परिवेश का नहीं है, बहुत हद तक हमारी पुस्तकों में छपे शब्द, प्रस्तुति, चित्र और तय किए गए मानक जिम्मेदार हैं। अब नई शिक्षा नीति के तहत यह जरूरी हो गया है कि अपने पढ़े को व्यावहारिकता में बदल पाने के लक्ष्य को हासिल करने के लिए कुछ ऐसा पढ़ना जरूरी है, जिसका कोई इम्तिहान न हो और बच्चा अपने तरीके से उससे सीखे व समझे।

**चित्रों और शब्दों को मिलाकर अपनी कहानी गढ़ने-समझने जैसी प्रक्रिया अपनाई जाए, तो यह खेल-खेल में सीखने जैसी प्रक्रिया होगी।**

स्कूल में भाषा की शिक्षा सबसे महत्वपूर्ण और पढ़ाई का आधार होती है। व्यक्तित्व के विकास में भाषा एक कुंजी है। भाषा-शिक्षण का मुख्य उद्देश्य बालक को सोचने-विचारने की क्षमता प्रदान करना, उस सोच को निरंतर बनाए रखना और सरल रूप में उसे अभिव्यक्त करने का मार्ग प्रदान करना होता है। ऐसे में, छोटी-छोटी बातें कैसे उसकी रुचि को प्रभावित करती हैं, इसे यूं समझिए कि मालवी और राजस्थानी की कई बोलियों में 'स' का उच्चारण 'ह' होता है और बच्चा अपने घर में वही सुनता है, लेकिन जब वह स्कूल में शिक्षक या अपनी पाठ्य-पुस्तक पढ़ता है, तो उससे संदेश मिलता है कि उसके माता-पिता 'गलत' उच्चारण करते हैं। कई जनजातियों की बोलियों में तो हिंदी के स्वर-व्यंजन में से एक चौथाई होते ही नहीं हैं। ऐसे में, बच्चा जब स्कूल आता है, तब उसके सामने शब्दों का अंबार होता है, जो उसे दो नाव की सवारी करने जैसा एहसास करवाता है।

बच्चा ठीक से पढ़ सके, उसका आनंद उठाए और उसे समझ सके, इसके लिए सबसे पहले तो नीरस पुस्तकों को बदलना होगा। बच्चों को साठ फीसदी तस्वीरों वाली 12-16 पेज की छोटी कहानियों की किताबें दी जाएं, इस उम्मीद के साथ कि इसकी कोई परीक्षा नहीं होगी, तो उनमें रुचि पैदा होगी। चित्रों की अपनी भाषा होती है और रंगों का अपना आकर्षण। मनोरंजक कहानियों और चित्रों की मदद से बच्चे बहुत से शब्द पहचानने लगते हैं और उनका सहजता से अपनी पाठ्य-पुस्तक में भी इस्तेमाल करने लगते हैं। इससे सीखने और समझने की प्रक्रिया साथ-साथ चलती है। भाषा की लिपि को पहचानने, अर्थ ग्रहण करने, फिर उन शब्दों को दूसरी जगह पहचानने की प्रणाली में बच्चे तेजी से पढ़ने की दक्षता हासिल करते हैं।

असल में, पढ़ना-लिखना या शब्द पहचानना बच्चे की समझ के विकास-चक्र का महत्वपूर्ण मोड़ है, उसे नीरस पाठ्य-पुस्तकों के सहारे छोड़ना महज शिक्षा की औपचारिकता पूरा करना है। समय की मांग है कि रटंत प्रणाली को अलविदा कहा जाए। जब बच्चा सीखने, पहचानने और उसे डीकोड करने की पूरी प्रक्रिया को एक साथ अपनाकर उसमें चुनौती व आनंद ढूंढ़ने लगता है, शिक्षा उसके लिए कौतूहल बन जाती है।

प्राथमिक स्तर पर पाठ्य-पुस्तकों का वजन कम करके, रटने की पारंपरिक प्रक्रिया से परे चित्रों व शब्दों को मिलाकर अपनी कहानी गढ़ने और समझने जैसी प्रक्रिया अपनाई जाए, तो यह खेल-खेल में सीखने जैसी प्रक्रिया होगी। प्राथमिक कक्षाएं सीखने, सुनने और सहेजने की दक्षता के विकास की सबसे अहम कड़ी होती हैं। आमतौर पर इसे एकालाप मान लिया जाता है, यानी शिक्षक कहेगा और बच्चा सुनेगा। हालांकि, जब सुनने की क्षमता के विकास के लिए संवाद की पद्धति अपनाई जाती है, तब बच्चे में खुद को अभिव्यक्त करने की क्षमता का विकास होता है और यही पढ़ने का प्रारंभ है।

(ये लेखक के अपने विचार हैं)

The Statesman, 13 August 2026, Page No – 5

# Centre outlines measures on varsity vacancies, private school fees and special educators

**STATESMAN NEWS SERVICE**
*New Delhi, 12 August*

The government on Wednesday outlined measures to address faculty vacancies in higher education, regulate fees in private educational institutions and strengthen the availability of special educators in schools, with the details being provided in written replies in the Rajya Sabha by Ministers of State for Education Dr Sukanta Majumdar and Jayant Chaudhary.

On faculty vacancies, Dr Majumdar said recruitment in Central Higher Education Institutions (CHEIs), including Central Universities, is undertaken by the respective institutions in accordance with their Acts, statutes and regulations. Vacancies in State Universities are filled by the concerned state governments or universities and are not maintained centrally.

He said vacancies are a continuous phenomenon arising from retirement, promotion, resignation, death, creation of new institutions and expansion of student capacity. To accelerate recruitment, centrally funded institutions have adopted year-round advertisements, special and mission-mode drives and search-cum-selection procedures.

The UGC's CU-CHAYAN portal also provides a common platform for vacancies and recruitment in Central Universities. Since September 2022, CHEIs have undertaken mission-mode recruitment drives. Up to 23 May, 2026, a total of 32,114 posts, including 18,757 faculty positions, had been filled, the minister said. The government had earlier directed CHEIs in 2021, 2022 and again in October 2025 to fill backlog vacancies, including those reserved for SC, ST and OBC categories. The government also highlighted the Malaviya Mission Teacher Training Programme, launched in 2023 through 151 centres. More than four lakh faculty members have so far been trained under the programme.

On education fees, Shri Jayant Chaudhary said regulation of private school fees largely falls under state governments and UT administrations, as education is a Concurrent List subject. The RTE Act, 2009, mandates at least 25 per cent entry-level seats in private unaided schools for children from weaker sections and disadvantaged groups and prohibits capitation fees.

For CBSE-affiliated private schools, fee revisions require approval of the School Management Committee or compliance with the process prescribed by the appropriate government. CBSE guidelines also prohibit schools from forcing students to purchase books, uniforms or stationery from specified vendors.

The government further said that special educator recruitment falls within the domain of states and UTs. Under Samagra Shiksha, special educators can be deployed at block or cluster levels to serve multiple schools. The prescribed pupil-teacher ratio is one special educator for every 10 children with special needs at primary level and one for every 15 at upper-primary level.

The Asian Age, 13 August 2026, Page No - 2

# Half of posts in NCERT & 44% in CBSE vacant, Parl informed

**New Delhi, Aug. 12:** More than half of the sanctioned posts at the NCERT are vacant, while 44 per cent of positions at CBSE remain unfilled, a parliamentary committee has said, flagging staff shortages at the two key school education bodies.

The findings are part of the Tenth Report of the Estimates Committee (2026-27) of the Eighteenth Lok Sabha, on budget and policy aspects for providing affordable and quality education in the country including review of CBSE, presented to Lok Sabha on Wednesday.

The committee noted that the National Council of Educational Research and Training (NCERT) has played a key role in shaping the educational policies in India, including the National Educational Policy 2020, which aims to revolutionise education in India.

The education ministry has informed the committee that NCERT has developed the national curriculum framework for foundational stage (NCFFS) and the national curriculum framework for school education (NCFSE), and has initiated the process of developing syllabi and textbooks based on these frameworks in consonance with the vision of NEP 2020.

The committee, however, expressed concern about the existence of a number of vacancies in various posts in NCERT.

It noted that as on October 2025, against the sanctioned strength of 2,844 posts at various branches of NCERT, the actual strength was only 1,248, leaving vacancies of 1,596 posts. Of these, 145 vacancies were in academic, 131 in school teaching, 916 in ministerial and 404 in ancillary posts.

"The panel is of the view that having so many posts vacant in NCERT which is an apex body instrumental in rethinking and reshaping education in the country, deserve urgent attention of the ministry," the report said. — *PTI*

Millennium Post, 13 August 2026, Page No - 8

FLAGGING STAFF SHORTAGES AT TWO KEY SCHOOL EDUCATION BODIES

# NCERT faces 1,596 vacancies, 44% CBSE positions unfilled: Parl panel

**OUR CORRESPONDENT**
*New Delhi, August 12*



## CLOSER LOOK

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- The committee further noted that CBSE is currently relying on temporary, contractual staff to handle its daily work

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"The Committee are of the view that having so many posts vacant in NCERT which is an apex body instrumental in rethinking and reshaping education in a manner that is national in scope, deserve urgent attention of the Ministry," the report said.

The committee desired that "sincere effort should be made by the Ministry for filling up of various vacancies", considering that education constitutes the transformative force for the growth of the nation and the important role played by NCERT in bringing about this transformation.

The committee also expressed concern over a "major shortage" of permanent staff in the Central Board of Secondary Education (CBSE).

It noted that out of 2,117 approved positions, 933 posts (44 per cent) are vacant. The major shortage is seen in Group 'C' support staff, with 595 vacant positions.

The committee further noted that CBSE is currently relying on temporary, contractual staff to handle its daily work.

"The Committee are of the view that such shortage of permanent staff may put the safety, quality, and smooth running of major national board exams at serious risk," the report said. The panel strongly recommended that the CBSE "should stop relying on temporary contractual workers for sensitive exam works" and take necessary measures to fill all vacant positions through fast-track recruitment in a time-bound manner.

It also noted that the CBSE is a self-funded autonomous body and does not receive any grant-in-aid from the ministry. It said the number of schools affiliated with CBSE has increased from 3,787 in 1992-93 to 31,234 in 2024-25 (as on October 8, 2025).

The committee also noted that the CBSE has expanded well and is now being managed through 25 regional offices and five sub-regional offices to cater to requirements of a growing number of students.

"By 2025, student numbers rose to over 1.70 million in Class XII and over 2.38 million in Class X," it said.

The Indian Express, 13 August 2025, Page No - 4

EXPRESS special

# Session on, 1.9 L students await uniform subsidy

**Sophiya Mathew**
*New Delhi, August 12*



GAJENDRA YADAV



EXPRESS

**The Education department has attributed pending payments to deficient account details; (right) A relative of a student studying at an MCD school in Lajpat Nagar.**

PINKY, A homemaker, returned home near Krishi Bhavan on Wednesday afternoon after picking up her two children from school. Both the children — the son is in Class 7 and the daughter in Class 4 — were wearing school uniforms she had bought last year at the beginning of the academic session in April, worth Rs 10,000.

She was not supposed to bear the entire cost. The Delhi government's uniform subsidy for its students should have reached her when the new session began in 2025-26. It did not. This year, too, for the 2026-27 session, she applied for the subsidy.

However, the amount, Rs 1,250 for the girl and Rs 1,500 for the boy -- for both the academic sessions -- is yet to be credited to her bank account.

Pinky's experience reflects a larger delay affecting nearly 1.9 lakh students this academic session. Among the 8,29,304 students up to Class 8 enrolled in Delhi government schools under the RTE Act this year, 6,39,904 have received the uniform subsidy through direct benefit transfer (DBT), while 1,89,400 are still waiting, according to Education department data.

The department has attributed the pending payments to "deficient account details" and said the process of making payments to the remaining students is under way.

There was a similar gap last year. Of the around 8.4 lakh eligible students in 2025-26, 7,15,148 received the subsidy, leaving 1,25,152 pending, according to department data. About 77% of eligible students have received the benefit this year, compared with around 85% last year.

According to Pinky, she has been told by the school that the subsidy would reach her account by the end of August.

"There is a place in Lodhi Colony that stitches school uniforms. I paid Rs 3,000 for my daughter's uniform there," she said. But after buying a uniform for her son, her total expenditure came to Rs 10,000, she added. Her husband, who works in housekeeping at a hotel, earns around Rs 14,000 a month.

For parents, the delay does not mean they can wait to buy uniforms. Shiv Narayan, whose daughter studies in Nursery at MCD Co-ed Primary School, Lajpat Nagar III, said he had submitted his bank details during admission this year but was still waiting for the subsidy.

"They told me to pay Rs 500, which would be adjusted when the subsidy comes. Since the amount has still not come, I bought my daughter her uniform from my pocket," he said.

At Government Boys Senior Secondary School, Pandara Road, the father of a Class 7 student said he spent around Rs 2,500-3,000 on his son's uniform last year. He received the subsidy almost a year late – in March this year.

"Senior students get a slightly higher amount, around Rs 1,500. But everyone is feeling the squeeze from price rise... We still make do. The school provides the books," he said.

The delays are also a concern for Economically Weaker Section (EWS) and Disadvantaged Group (DG) students studying in private schools. The Action Committee of Unaided Recognized Private Schools has raised concerns over timely reimbursement for uniforms, textbooks and writing material provided to these students under the RTE quota.

At Rajkiya Pratibha Vikas Vidyalaya, Patparganj, a PGT (post graduate teacher) teacher said the school had recently held a parents' meeting to identify students whose bank details had not been submitted.

"Every working day, entries and other technical work are being done to complete the process and clear the pending cases," the teacher added.

Atal Adarsh Vidyalaya, Lodhi Road Principal Sabeena Sood said delays were generally linked to KYC or bank account details. "Sometimes, KYC is not done and the department cannot process the bank account details for DBT," she said, adding that her school faced such cases among around 2% of students.

The continued use of DBT is significant because the Delhi government had earlier proposed shifting to providing uniforms in kind to students from Nursery to Class 8 in government schools from the 2026-27 academic session.

The proposal came amid a long-running case in the Delhi High Court over the provision of free uniforms, textbooks and writing material to children under the RTE Act.

The government had told the court in 2025 that it could not provide uniforms in kind due to "operational difficulties" and instead proposed revising the rates.

The revised rates, notified in June 2025, are Rs 1,250 for Classes 1-5, Rs 1,500 for Classes 6-8 and Rs 1,700 for Classes 9-12. The rates had remained unchanged since 2017-18. The subsidy applies to students in government and aided schools, as well as EWS/DG students studying in private schools under the RTE quota. In January, the HC upheld the government's revised policy.

The latest status report was filed in contempt proceedings arising from the case. It recorded that the department has made DBT payments to most eligible students but continues to process the remaining cases.

The issue of delayed payments is not new.

Minutes of a Delhi government meeting in 2017 on implementation of the RTE Act had recorded more than two lakh pending cases involving money meant for uniforms, textbooks and writing material. At the time, the department had cited the absence of Aadhaar seeding with bank accounts as a reason for the delay.

Nearly a decade later, deficient account details remain the department's stated reason for pending uniform subsidy payments — while families like Pinky's continue to pay upfront.

The Indian Express, 13 August 2024, Page No. - 11

# Higher education faces three challenges



SUDHIR K JAIN

WHY DO Indian institutions not feature among the world's top universities in major global rankings? Why have universities in China, Singapore and Hong Kong climbed to the top in these lists even though only a few decades ago they were on par with India?

There is considerable discussion about the poor state of our higher education system, as well as the low employability of many college graduates. The usual explanations cite inadequate funding, excessive regulation, poor infrastructure and flawed policies. These factors do not fully explain the problem. Indians in and outside of India have demonstrated world-class capability in science, technology, medicine, entrepreneurship and research. Our challenge is not a lack of talent, nor simply resources. The real barriers, in my view, lie deeper. They can be understood through three challenges: Intention, concept, and execution.

The first is whether we consistently place merit, integrity, fairness, and the long-term interests of institutions above other considerations. In too many cases, appointments, promotions and admissions are swayed by factors that should have no place in decision-making. We cannot appoint favourites, regardless of merit, to responsible positions and expect good results. Students can sense favouritism and dishonesty, and they learn not only from what we teach but also from how we conduct ourselves.

**A culture driven by fear of failure discourages initiative; a culture that learns from failure fosters innovation and experimentation**

We must ensure that we are solving the right problems in the right way. Universities are neither government departments nor corporate offices. They are unique learning communities and therefore require distinct governance models. Misunderstanding the nature of a university can lead to well-intentioned policies that are ultimately counterproductive. For instance, faculty members at many of our public universities are appointed on a one-year probationary basis. One year is inadequate to assess a candidate's suitability.

Universities cannot develop responsible adults if they treat students as children. Institutions cannot be expected to excel if they are denied autonomy while being held accountable for outcomes. Academic excellence is unlikely to flourish under excessive control; it requires trust, responsibility and a shared commitment to institutional goals.

Similarly, it is difficult to justify applying the same faculty recruitment and promotion policies across diverse institutions and disciplines. Policies should recognise differences among large and small institutions, among teaching-focused and research-focused institutions, and among universities in favourable environments and those in difficult geographies. A faculty member in the sciences cannot always be assessed by the same criteria as one in the liberal arts, while the performing arts may require an entirely different framework.

If universities are to nurture excellence, their governance systems must recognise the distinctive nature of academic work, institutional contexts, disciplinary cultures, and local realities. Even with the best intentions, we still face the challenge of ensuring effective execution. Building great academic institutions requires capable leaders, robust processes, continuous learning, and the humility to learn from mistakes. A culture driven by fear of failure discourages initiative; a culture that learns from failure fosters innovation and experimentation. We must also invest in developing academic leaders through systematic coaching and mentoring. Good ideas do not implement themselves. Leaders need the knowledge, skills, confidence, and institutional support to translate sound ideas into effective practices.

Higher education cannot improve through isolated islands of excellence. Weak institutions tend to pull down stronger ones, partly because policies are often designed to address the weakest institutions and then imposed uniformly across the system, and partly because faculty, non-teaching staff, and students move across the system.

We need to take a serious look at how we govern and support our higher education institutions. Funding, infrastructure, and regulation matter, but they will not be sufficient unless we also address the deeper challenges of intention, concept, and execution.

*The writer was V-C, Banaras Hindu University and founder-director, IIT Gandhinagar*





School Education 2 Min Read

# Schools lacked time to prepare third language formula under NEP model: Parliamentary panel

The committee noted that the Union Ministry of Education has taken extensive, practical steps under the National Education Policy (NEP) 2020 to promote mother tongue-based instruction and multilingualism in early school grades.

PTI

Updated On Aug 13, 2026 at 10:39 AM IST



Parliamentary Consultative Committee meeting

New Delhi, A parliamentary panel has pointed out that schools have not been provided enough time to prepare for

material and clarity on language selection led to stress to students, teachers, parents and the school authorities.

Advt




The observations are part of the Tenth Report of the Committee on Estimates (2026-27) on "Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education" presented to Lok Sabha on Wednesday.

The committee noted that the Union Ministry of Education has taken extensive, practical steps under the National Education Policy (NEP) 2020 to promote mother tongue-based instruction and multilingualism in early school grades.

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It said the ministry has successfully collaborated with states/UTs and specialised bodies to establish structural changes like the flexible three-language formula and the new "R1, R2, R3" language framework.

The ministry has achieved notable progress by translating core discipline textbooks like mathematics, science and social sciences into all 22 scheduled languages, alongside creating bridge courses and e-contents for smooth curriculum transitions, the committee noted.

Advt



It also noted that innovative resources have been deployed, including the "Jaadui Pitara" play-based learning kits in 22 languages, the Bhasha Sangam nationwide language exposure programme and 121 mother-tongue language primers developed with the Central Institute of Indian Languages (CIIL).

Additionally, organisations like Kendriya Vidyalaya Sangathan (KVS) have provided vital pedagogical support by hiring contractual local language teachers.

However, despite these strong resource frameworks, the committee noted that the requirement of study materials, teacher training, language teaching staff, etc, have not been foreseen by the ministry.

"The Committee observed that from Class 6 onwards, third language formula has been introduced, however, the schools have not been provided with enough time to prepare e.g. recruitment of language staff, availability of study material, and clarity on selection of language, which led to stress to students, teachers, parents and the concerned school authorities," it said.

The committee recommended that the ministry expedite development of textbook, textual materials, handbooks and their translation into regional languages so that these may be shared with the states and UTs at the earliest.

The ministry should also take all necessary measures to assist the state/UT education boards for recruitment of teachers to provide instruction in native languages to support children at foundational and preparatory stages, it said.

The committee also recommended that the Union Ministry of Education institutionalise a rigorous, state-wise distribution plan to ensure that translated textbooks, multilingual e-contents and "Jaadui Pitara" kits reach every rural and government school before the start of each academic session. PTI


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The committee noted that the number of schools at secondary and higher secondary levels was significantly lower than at primary and upper primary levels. File photo | Express

**TNIE online desk**

Updated on: 13 Aug 2026, 8:58 am · 5 min read

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A parliamentary panel has flagged a sharp decline in the number of schools and students as education levels rise, with nearly 73% of students dropping out before completing higher secondary education, while shortages of new textbooks and changing examination patterns are adding to academic stress among those who remain.

The observations are part of the Tenth Report (Eighteenth Lok Sabha) of the Committee on Estimates (2026-27) on "Budget and Policy aspects for providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education", presented in the Lok Sabha on Wednesday.

The committee noted that the number of schools at secondary and higher secondary levels was significantly lower than at primary and upper primary levels.

secondary level and only 90,866 at the higher secondary level.

Student enrolment also declines sharply with rising education levels, from 6,18,45,033 students in primary classes and 4,08,93,978 in classes 6 to 8 to 2,36,68,220 at the secondary level and 1,64,17,949 at the higher secondary level.

"The committee are concerned to note this drastic decline in number of schools and students as education levels rises," it said.

"From the above information, the Committee note that out of over 1 million government schools, the vast majority are only primary schools, and nearly 73% of students drop out before finishing higher secondary," it added.

The committee urged the Education Ministry to prioritise upgrading existing primary and secondary schools into full higher secondary schools to ensure that students have physical access to high schools and to reduce the drop-out rate.

"The Committee are of the view that there is an urgent need to increase the number of schools at secondary and higher secondary levels," it said.

As education is on the Concurrent List of the Constitution, with most schools under the jurisdiction of state governments and Union Territory administrations, the committee urged the ministry to impress upon states and UTs to set up more secondary and higher secondary schools.

**Textbook shortage, exam pattern**

particularly among students appearing for classes 10 and 12 examinations.

The committee noted that the Central Board of Secondary Education (CBSE) had aligned its curriculum framework for Grades 9 to 12 with the objectives of the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) 2023.

It, however, said there was a significant gap between curriculum design and implementation as the National Council of Educational Research and Training (NCERT) was still rolling out new textbooks for classes 9 to 12. Schools were therefore often required to teach an updated, high-order curriculum while older study materials remained in use.

"The non-availability of textbooks and newer, application-based Board examination patterns are creating significant academic stress and confusion for students especially for the students appearing for the Class 10 and 12 examinations," the committee said.

It urged the ministry to take immediate steps to bridge the transition gap by speeding up the development, printing and nationwide distribution of the remaining new textbooks.

The committee also urged NCERT to work with CBSE to ensure the successful implementation of the new initiatives and recommended a nationwide teacher-capacity building programme to train educators in application-based pedagogy.

**Teacher training**

The panel noted that CBSE conducts capacity-building programmes nationwide, with teachers and principals required to complete at least 50 hours of training every year covering core values and ethics, subject knowledge and teaching practices.

It appreciated CBSE for training more than 11 million participants through online and offline programmes over the past five years and providing the training free of cost to government school teachers.

However, it flagged a sharp fall in online teacher training, from more than 5.3 million participants in 2022 to about 163814 in 2025.

"The Committee are of the view that some of the non-government schools in rural or semi-urban areas do not have enough budgetary resources to send their teachers on paid trainings," the report said.

The committee recommended that the ministry maintain continuity in teacher-capacity building programmes, set annual targets for training and review training fees so teachers from budget-constrained private schools, particularly in rural areas, can participate in online programmes.

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**Fees and digital infrastructure**

The panel noted that CBSE exempts visually impaired candidates from examination fees but has a uniform fee of Rs 1,600 for five subjects for students appearing in India.

It said CBSE did not provide financial concessions or fee waivers for socio-economically disadvantaged sections and recommended targeted exemptions for economically weaker and socially disadvantaged groups "in order to lessen the financial burden and give them opportunity to continue their education".

The committee also recommended greater transparency in CBSE answer-sheet evaluation through standardised and objective assessment.

It said the Board's digital infrastructure under Pariksha Sangam should be continually upgraded to ensure "foolproof security and efficiency" for Board

**Disability access**

The panel flagged a severe gap in infrastructure for children with special needs (CwSN), noting that more than half of schools lack CwSN-friendly facilities.

According to UDISE+ 2024-25, of 14,71,437 schools nationwide, only 5,23,143 have CwSN toilets and 8,08,466 have ramps with handrails.

During 2024-25, Rs 482 lakh was allocated for constructing 186 CwSN toilets, but only Rs 2.60 lakh was utilised, with no progress against the physical targets.

"The severe gap in the availability of CwSN friendly infrastructure shows that more than half of the schools across the country are devoid of CwSN friendly infrastructure," the committee said.

The panel also noted that only Rs 80.50 lakh was utilised against a budgetary grant of Rs 962 lakh for special educators in the elementary section, with limited progress in recruiting and retaining educators for CwSN students.

It recommended that the ministry set annual targets for the utilisation of funds and execution of CwSN-related projects, provide safe and accessible infrastructure within a fixed timeframe and assess the requirement for special educators nationwide.

**Education spending**

On public spending, the committee noted that one of the key objectives of NEP 2020 was to raise public expenditure on education to 6% of gross domestic product.

However, combined spending by the Centre and states currently stands at 4.1% of GDP, it said, reflecting a persistent shortfall as NEP 2020 reaches its final year of implementation.

The Union Budget 2026-27 allocated Rs 1,39,286 crore to the Education Ministry, an increase of 8.27% over the previous year.

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THE TIMES OF INDIA

# NCERT has over 1,500 vacant posts, 44% positions unfilled at CBSE, parliamentary panel says

TOI Education | Aug 13, 2026, 11.38 AM IST



More than half of the sanctioned posts at the National Council of Educational Research and Training (NCERT) are vacant, while 44 per cent of positions at the Central Board of Secondary Education (CBSE) remain unfilled, a parliamentary committee has said, flagging staff shortages at the two key school education bodies. The findings are part of the Tenth Report (Eighteenth Lok Sabha) of the Committee on Estimates (2026-27) on 'Budget and Policy Aspects for Providing Affordable and Quality Education in the Country including Review of Central Board of Secondary Education', which was presented to the Lok Sabha on Wednesday.

## NCERT has 1,596 vacant posts

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also initiated the process of developing syllabi and textbooks based on these frameworks in line with the vision of NEP 2020.
The committee, however, expressed concern over the large number of vacancies across various posts in NCERT.

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Of these, 145 vacancies were in academic posts, 131 in school teaching, 916 in ministerial posts and 404 in ancillary posts.

"The Committee are of the view that having so many posts vacant in NCERT which is an apex body instrumental in rethinking and reshaping education in a manner that is national in scope, deserve urgent attention of the Ministry," the report said.

The committee said "sincere effort should be made by the Ministry for filling up of various vacancies", considering the role of education in the growth of the country and the role played by NCERT in bringing about this transformation.

## CBSE has 933 vacant positions

The committee also expressed concern over a "major shortage" of permanent staff at CBSE.

It noted that out of 2,117 approved positions, 933 posts, or 44 per cent, are vacant. The shortage is particularly high among Group C support staff, where 595 positions remain unfilled.

The committee further noted that CBSE is currently relying on temporary and contractual staff to handle its day-to-day work.

"The Committee are of the view that such shortage of permanent staff may put the safety, quality, and smooth running of major national board exams at serious risk," the report said.

The panel strongly recommended that CBSE "should stop relying on temporary contractual workers for sensitive exam works" and take necessary measures to fill all vacant positions through fast-track recruitment in a time-bound manner.

## CBSE affiliation and student numbers have grown

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The number of schools affiliated with CBSE has increased from 3,787 in 1992-93 to 31,234 in 2024-25, as of October 8, 2025.

The committee noted that CBSE has expanded to 25 regional offices and five sub-regional offices to cater to the requirements of a growing number of students.

"By 2025, student numbers rose to over 1.70 million in Class XII and over 2.38 million in Class X," it said.

The staffing concerns flagged by the panel come as the board continues to handle examinations and other academic responsibilities for a growing network of affiliated schools and millions of students. The committee has now called for vacancies at both NCERT and CBSE to be addressed, with particular emphasis on strengthening permanent staff at CBSE for sensitive examination-related work.

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# CBSE announces NISHTHA courses for teachers, 845+ Virtual Labs on DIKSHA platform

TOI Education | Aug 14, 2026, 08.39 AM IST



The Central Board of Secondary Education (CBSE) has issued two separate notices for schools, teachers and students. One notice is about the enrolment of teachers and school heads in NISHTHA courses for the 2026-27 academic session. The other informs schools about more than 845 curriculum-aligned Virtual Labs and digital learning resources available through the DIKSHA platform.

## NISHTHA courses for 2026-27

The first notice invites teachers and school heads to enrol in NISHTHA courses for the April to October 2026 cycle. The National Initiative for School Heads' and Teachers' Holistic Advancement (NISHTHA) is a professional development programme aimed at improving the skills of teachers and school heads.

For the 2026-27 academic year, courses are being offered under NISHTHA Category II (Proficiency Courses) and NISHTHA Category III (Advanced Courses). The courses are being offered through the Central Institute of Educational Technology-National Council of Educational Research and Training (CIET-NCERT).

Under NISHTHA Category II, two courses are available:

- NISHTHA Foundational Literacy and Numeracy (FLN)
- NISHTHA Early Childhood Care and Education (ECCE)

These courses are meant for all school heads and teachers working at the foundational and preparatory stages, up to Grade 5.

The enrolment closing date for these courses is August 31, 2026, while the course closing date is September 15, 2026.

Under NISHTHA Category III, the following courses are available:

- Cyber Hygiene Practices: Personal Digital Devices
- Environmental Hazards of Electronic Waste (E-waste)
- Action Research
- Catch the Rain (English)
- Catch the Rain (Hindi)

These courses are open to all school heads and teachers.

Teachers and school heads can access the courses through the NISHTHA courses portal. The board has also asked

schools to share the information with teachers and encourage them to take part in the courses.

## 845+ Virtual Labs available on DIKSHA

In its second notice, CBSE has informed schools about more than 845 curriculum-aligned Virtual Labs and digital learning resources available through DIKSHA.
The resources have been developed by the Ministry of Education and the Ministry of Electronics and Information Technology through CIET-NCERT. The Virtual Labs are mainly focused on Science and Mathematics and are mapped to the NCERT curriculum.

Students and teachers can access these resources in several ways.

The DIKSHA (Digital Infrastructure for Knowledge Sharing) portal and mobile app provide grade-wise, subject-wise and chapter-wise access to Virtual Labs.

Virtual Labs are also mapped with QR codes in NCERT textbooks. Students can scan the relevant QR code to access the available digital resources.

The board has also provided grade-wise QR codes that give access to Virtual Labs and chapters across different grades.

Another feature is Ask DIKSHA, an artificial intelligence-powered tool that allows users to search for relevant Virtual Labs and other digital resources.

Students can also use DIKSHA Personalised Adaptive Learning (PAL) courses to access Virtual Labs through the platform.

CBSE has asked all affiliated schools to share the information with students, teachers and other stakeholders and encourage them to use these learning resources.

The two notices are aimed at supporting teacher training as well as giving students and teachers easier access to digital learning material through the DIKSHA platform.

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# JMI hosts faculty development programme with CIET-NCERT

TNN | Aug 14, 2026, 03.48 PM IST



The Department of Educational Studies, Faculty of Education, Jamia Millia Islamia (JMI) in collaboration with the Central Institute of Educational Technology (CIET), NCERT, organised a three-day Faculty Development Programme (FDP) on “ICT and Emerging Technologies for Teachers, Teacher Educators and Pupil Teachers” from 10 to 12 August, 2026. The programme was designed to strengthen the technological and pedagogical capacities of teachers, teacher educators and pupil teachers and to enable them to engage meaningfully, critically and creatively with the rapidly changing landscape of educational technology. Approximately 100 participants, including pre-service and in-service teachers, postgraduate students and research scholars, have been participating in the programme.

The first day commenced with the registration of participants through the DIKSHA application, followed by a pre-test designed to assess their existing knowledge and understanding of the themes related to the programme. The welcome address was delivered by Prof. Aejaz Masih, Head, Department of Educational Studies. He highlighted the growing importance of ICT and emerging technologies in contemporary education and appreciated the collaborative efforts of CIET, NCERT and the Department of Educational Studies in organizing the programme.

An overview of the FDP was subsequently presented by Prof. Shireesh Pal Singh, Professor, Media Production Division, CIET, NCERT. He explained the aims, objectives, need, scope and overall structure of the programme. He elaborated on the course content and explained how the FDP had been designed to familiarize teachers, teacher educators and pupil teachers with contemporary ICT developments and emerging technologies relevant to education. He also explained the role of the DIKSHA platform in the implementation, assessment and certification of the programme, including the pre-test and post-test.


Faculty Development Programme (FDP)
on
ICT and Emerging Technologies for Teachers, Teacher Educators, and Pupil Teachers
Date:
10 -12th August, 2024
Venue:
Department of Educational Studies
Jamia Millia Islamia, New Delhi
Central Institute of Educational Technology,
National Council of Educational Research and Training,
Sri Aurobindo Marg, New Delhi
PROF. NAZHAR ASIF
Vice Chancellor

Prof. Prakash Chandra Agarwal, Joint Director, NCERT, gave an insightful keynote lecture that traced the evolution of technology and its growing influence on educational processes. Reflecting on the transition from analogue technologies to semiconductor-based developments, Prof Agarwal explained how technological advancement has progressively transformed the ways in which education is conceived and delivered. He recalled the idea of technology as an “equalizer” in education and emphasized that its meaningful use depends upon ensuring that all learners are able to benefit from technological opportunities.

The presidential remarks by Prof. Mazhar Asif, Vice-Chancellor, JMI, added a deeper philosophical and educational dimension to the inaugural session. Beginning with the Urdu couplet, he reflected upon the deeper meaning of education, learning and human experience. He made an insightful distinction between “Gyaan” (knowledge) and “Shiksha” (education), emphasising that education is much broader than the accumulation of information. True education, he suggested, involves understanding, values, experience and the meaningful application of knowledge.

Prof. Asif placed particular emphasis on experiential learning, encouraging educators to create opportunities through which learners can connect theoretical knowledge with real-life experiences. He also shared reflections from his own experience as a member of the committee involved in the drafting of the National Education Policy, providing participants with a valuable policy-oriented perspective on contemporary educational transformation. His reflections connected the broader objectives of the FDP with the changing professional role of teachers in an increasingly technology-mediated educational environment.





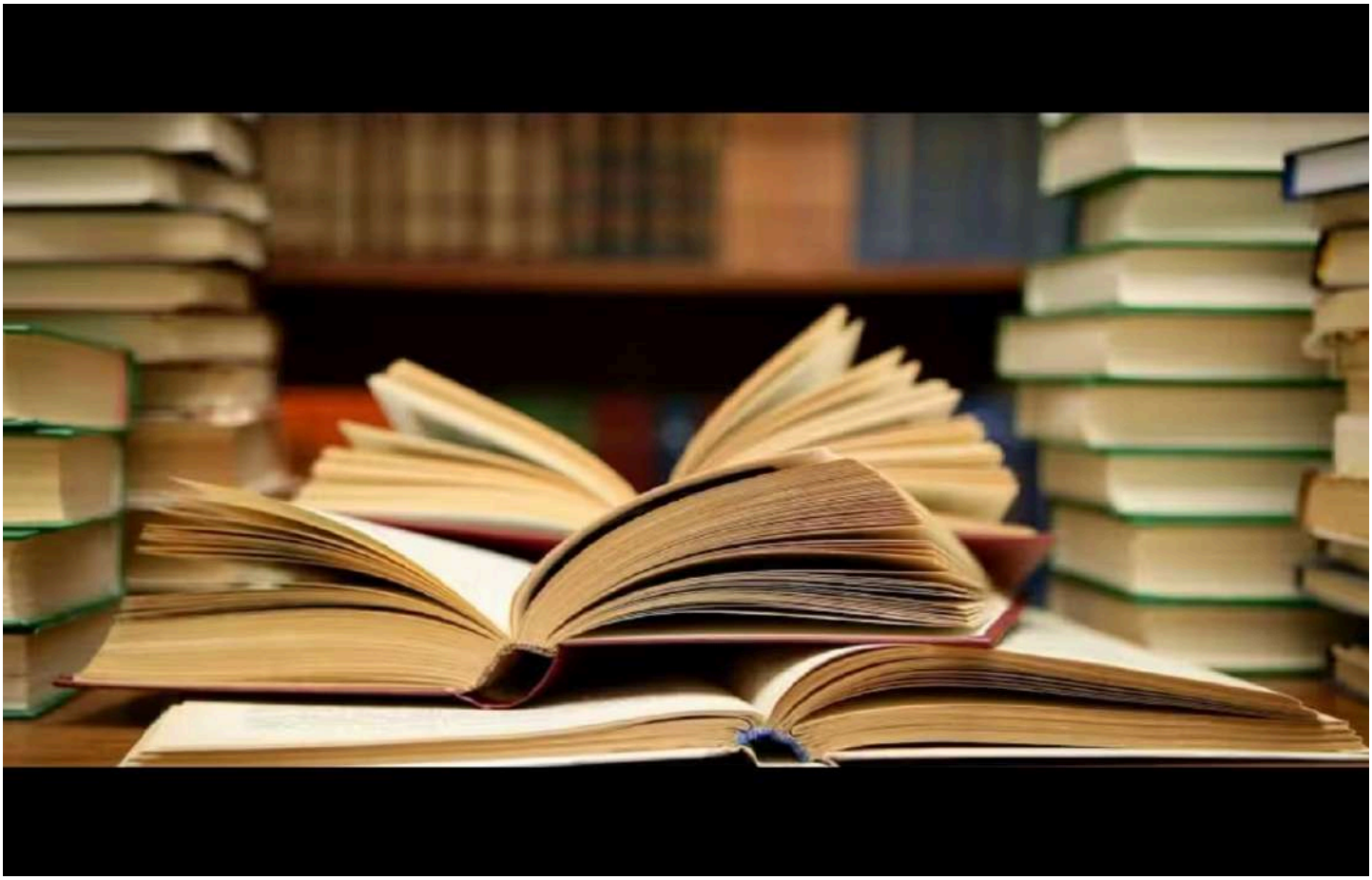
School Education 3 Min Read

# Noida schools told to cap smart board use at 30 mins for primary, 60 mins for upper primary

The Gautam Buddh Nagar administration said in a statement that the directions apply to all government, aided and private schools in the district, with designated magistrates and nodal officers tasked with monitoring compliance.

PTI

Updated On Aug 14, 2026 at 10:41 AM IST



Noida School

Noida, Schools across Noida and Greater Noida have been asked by the district administration to cap daily screen

The Gautam Buddh Nagar administration said in a statement on Thursday that the directions apply to all government, aided and private schools in the district, with designated magistrates and nodal officers tasked with monitoring compliance.

Advt




The administration said parents' associations had complained that smart and digital boards were being used continuously for teaching, including displaying textbooks and conducting classwork, question-answer sessions and homework.

"Smart and digital boards are a supplementary medium to make teaching more effective, but their continuous and unnecessary use should not affect the health, studies, sports and other activities of students," the statement noted.

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The administration said prolonged screen exposure could increase the possibility of eye strain, short-sightedness, headaches, reduced concentration and other physical and behavioural problems among students.

The guidelines call for "limited, balanced and purposeful use of smart boards and digital boards" in schools, keeping in view the health and overall development of students.

Advt




The administration directed schools to ensure that screen time "does not exceed 30 minutes in primary classes and 60 minutes in upper-primary classes."

Schools have been asked to use smart boards mainly "for explaining difficult concepts and displaying pictures, videos and necessary teaching material" rather than continuously displaying textbooks.

For writing, practice, question-answer sessions and activities involving student participation, schools have been directed to ensure regular use of blackboards, whiteboards or greenboards, it said.

The administration also directed schools to "maintain screen brightness and classroom lighting appropriately", ensure students maintain a proper distance from screens and "provide breaks after about 20 minutes of screen use".

For online classes, schools have been asked to follow NCERT guidelines regarding session duration and breaks, as well as the 20-20-20 practice, under which students should look at an object at least 20 feet away for 20 seconds after every 20 minutes of screen use.

Schools have also been asked to promote activity-based learning, reading, writing, sports, group activities and physical exercise.

If students show symptoms such as eye irritation, headaches or blurred vision, parents should be informed immediately and medical advice sought where necessary, the administration said.

Schools have also been asked to conduct quarterly eye examinations and share the reports with parents, according to the statement.

School management committees have been directed to discuss the guidelines on balanced use of smart and digital boards and students' health, with the minutes of such meetings to be shared with parents during parent-teacher meetings.

Schools have further been encouraged to introduce "digital-free periods, digital zero days and digital detox" activities to provide students adequate opportunities for sports, creative work, reading and social interaction away from screens, it added.

Designated magistrates and nodal officers will monitor compliance in the schools allotted to them and submit reports through the District Inspector of Schools, Gautam Buddh Nagar, the administration said. PTI

## Most Read in School Education

The Statesman, 15 August 2026, Page No- 4

# UP government to strengthen teachers, improve training through 'Unnati'

**STATESMAN NEWS SERVICE**
*Lucknow, 14 August*

How effective should teacher training be for its real benefits to reach teacher preparation and children's learning?

With this question at the centre, the Uttar Pradesh government has given a new direction to the training system through 'Unnati' by linking teacher capacity development with technology-based monitoring and academic quality.

Training is being monitored online through 'Unnati' to ensure continuous quality assessment and to ensure that the pedagogical understanding and effective teaching methods gained during training do not weaken as trainees progress to the next level. The academic capacity of primary school teachers and Shiksha Mitras is being strengthened through a five-day training based on FLN and NCERT textbooks.

Officials here on Friday said, 'Unnati' (Unified Network for Nurturing Academic Training and Innovations) is an online supervision system to strengthen teacher training. It aims to make training more effective and minimise cascade loss, so that the core content, pedagogical understanding, and effective teaching methods of training do not weaken as they progress from one level to another. Online supervision will help monitor training activities and understand emerging training needs. This will enable necessary steps to improve the quality and impact of training.

The training focuses on strengthening foundational literacy and numeracy (FLN) and the effective use of NCERT textbooks. Teachers are being prepared to integrate textbook content with activities and effective teaching processes tailored to children's learning levels and classroom needs. The objective is to strengthen basic understanding of language and mathematics while enhancing teacher teaching effectiveness.

To ensure the quality of the training, online supervision will be provided through video conferencing by State Project Office officials, experts, and consultants. For this purpose, it is mandatory to provide a high-resolution webcam in each training hall. A microphone/sound system will be provided to ensure clear audibility of participants, and high-speed internet will be provided for online connectivity.

Each training batch will have a separate link for online supervision. This link will be generated by the Block Education Officer and made available through the relevant channels two days before the training begins. This will help monitor the training activities of each batch online and ensure that they are conducted in accordance with the set standards.

The 'Unnati' system integrates continuous monitoring of the quality and effectiveness of teacher training, rather than limiting it to a fixed programme. Online supervision combined with FLN and NCERT-based training will help effectively advance the core concepts of training and improve the training process to suit the needs of teachers. The Yogi government's focus is on simultaneously strengthening teacher preparation, training quality, and children's learning. Through technology-based online supervision, efforts are being made to ensure that the true impact of teacher training is not limited to the training room, but is reflected in teachers' academic competence and children's learning outcomes.

The Asian Age, 15 August 2026, Page No- 4

# Students architects of India's future: Murmu

■ Continued from Page 1

national security, everyone must contribute through joint and concerted efforts to safeguard the present and future of our students," the President said.

"Public examinations become gateways to opportunities for our students. The government is undertaking comprehensive steps to reform these examinations. The objectives of these reforms are to completely curb the use of unfair means in public examinations and make the examination system more transparent, more secure, and more trustworthy for the youth," said Ms Murmu while addressing the issue of paper leaks.

Responding to Pakistan Prime Minister Shehbaz Sharif's threat to India on the suspension of the IWT, Ms Murmu said that suspension of the treaty "with the country that harbours terrorism" is a decisive step in the interest of the nation, especially the farmers.

The President also lauded the "unmatched valour" of the Indian armed forces, stating that Operation Sindoor demonstrated the country's capability to execute precision counter-terror operations and sent a firm message that terror elements and their backers will face consequences regardless of where they hide.

Without naming Pakistan, Ms Murmu said, "We take pride in our tradition of overcoming the forces hostile to humanity for upholding truth and justice. On July 26, we observed Kargil Vijay Diwas. Earlier, on May 7, we commemorated the completion of one year since the launch of Operation Sindoor. We remembered the unmatched valour of our armed forces. That historic operation against terrorism demonstrated the capability of the Indian armed forces to act with precision. It sent a clear and firm message to terrorists and those who support them that no matter where they hide, they will have to face the consequences of their actions," said the President.

During her address, Ms Murmu also solemnly remembered those lakhs of Indians who lost their lives in the violence resulting from the India-Pakistan partition or were forced to endure the tragedy of displacement. "Lakhs of people had to become refugees due to communal violence and endure the horrors of partition. Yet, they did not give up their identity," she said.

Underlining the strides taken by the country in the last decade, the President said India has witnessed rapid and inclusive development, has given priority to harmonising heritage and development and has removed numerous, decades-old obstacles to development. She mentioned the upliftment of the deprived sections of society, women's education, lifting more than 25-crore people out of poverty, food security and universal healthcare as some of the achievements.

"Our country has seen an unprecedented expansion of modern infrastructure in the form of highways, waterways, railways and airways. This is creating opportunities for new enterprises, generating employment, and boosting investor confidence," Ms Murmu added.

Our Constitution clearly lays down the responsibilities of the executive, the legislature, and the judiciary. Giving voice to the aspirations of the people is the duty of their representatives in the legislature. The executive is responsible for implementing policies that serve the interests of the nation and its people. It is the duty of every person associated with the judicial system to ensure that no one is deprived of justice due to lack of resources. All citizens, especially those belonging to deprived sections of the society, should have equal access to timely justice with dignity.

The President added that despite wars and instability prevailing in several parts of the world, the Indian economy is moving ahead as the fastest-growing major economy in the world. She further said that India is also playing a leading role at the global level in protecting the environment and mentioned the development of renewable energy.

The President said national interest is the foundation of India's foreign policy, having peace, cooperation, dialogue, and the ideal of Vasudhaiva Kutumbakam as its pillars. "We have entered into free trade agreements with many countries to enhance economic cooperation and strengthen mutual relations. We are playing a leading role among the countries of the Global South. Our country has grown in stature on the global stage. We believe in a rules-based international order. Our endeavour is to ensure that the global community receives appropriate representation in the United Nations and other multilateral organisations. This endeavour of our country has been getting strong support from many countries," she said.

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School Education 1 Min Read

# Mandya: 65 govt schools temporarily cl over low student enrolment

The district has 1,609 govt schools. Despite concerted efforts by teachers and scho authorities to increase enrolment, several schools continued to have only a handfu students. Consequently, the education department decided to temporarily close 6 and shift the enrolled students to nearby institutions to ensure better access to ed facilities.

TNN
Published On Aug 15, 2026 at 10:08 AM IST

Mandya: As many as 65 govt schools in Mandya district have been temporarily closed this academic year due to poor student enrolment, with the children being shifted to nearby schools, including Karnataka Public Schools (KPS).




Government schools

The district has 1,609 govt schools. Despite concerted efforts by teachers and school authorities to increase enrolment, severa schools continued to have only a handful of students. Consequently, the educatic department decided to temporarily close 65 schoo and shift the enrolled students to nearby institutions to ensure better access to educational facilities.

DDPI Basavaraj said most of the schools had only three or four students making it difficult to continue classes separately. “Teachers and school authorities made every possible effort to increase the enrolment rate. While these efforts yielded positive results in many places, some schoo continued to have very low enrolment. In such cases, the students were shifted to nearby schools, including KPS institutions,” he said.

Basavaraj said his does not mean that the institutions have been permanently shut down. The schools can be reopened if there is sufficient demand and enrolment in the coming years. If a school fails t achieve the required minimum student strength continuously for three years, the department may consider closing it permenantly as per the norms.

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The department is also expected to intensify efforts to attract students to govt schools by highlighting the facilities, infrastructure and educational programmes available in them. tnn

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See more on: Mandya district schools, government school closures, low student enrolment, educational facilities Mandya, Karnataka Public Schools

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THE TIMES OF INDIA

# Govt rolls out ‘Unnati’ for teacher training

Aug 15, 2026, 12.35 AM IST



Lucknow: UP govt has introduced ‘UNNATI’, a technology-enabled system aimed at strengthening training of teachers and ensuring its direct impact on classroom learning.
Under the programme, primary school teachers and Shiksha Mitras are being trained in foundational literacy and numeracy (FLN) and the effective use of NCERT textbooks.

A distinctive feature of UNNATI is its online supervision mechanism. Training sessions will be monitored through video conferencing by officials, experts and departmental consultants. To facilitate this, every training venue is being equipped with high-resolution web cameras, microphones, sound systems and high-speed internet connectivity.

According to officials, each training batch will receive a dedicated online monitoring link generated by the block education officer before the programme. This will enable continuous observation of training activities and ensure adherence to prescribed quality standards, said a govt spokesperson.

नवभारत टाइम्स, 16 अगस्त 2026, पृष्ठ संख्या - 8

# फ्री ऑनलाइन कोचिंग, AI स्किल के लिए ट्रेनिंग

■ NBT रिपोर्ट, नई दिल्ली

पीएम नरेन्द्र मोदी ने लाल किले की प्राचीर से देश के युवाओं और छात्रों के लिए दो बड़ी घोषणाएं कीं। शिक्षा और रोजगार पर बड़ा फोकस रखते हुए फ्री ऑनलाइन कोचिंग और एक करोड़ युवाओं को आर्टिफिशल इंटेलिजेंस (AI) स्किल के लिए ट्रेनिंग देना। देश में कोचिंग का खर्चा परिवारों पर कितना भारी पड़ रहा है, इसका जिक्र पीएम ने अपने भाषण में किया। उन्होंने कहा कि देश के नौजवानों को फ्री कोचिंग देने का एक पूरा नेटवर्क तैयार किया जाएगा। युवाओं का मन बचपन से ही टेक्नॉलजी की तरफ आकर्षित हो, उस दिशा में सरकार काम कर रही है और इसी मकसद के साथ 10 हजार से ज्यादा अटल टिंकरिंग लैब छोटे-छोटे बच्चों के हवाले कर दी हैं।

AI Image



## '650 नई यूनिवर्सिटी'

पीएम ने कहा कि 2004-2014 को देखें तो देश में 350 से भी कम यूनिवर्सिटी थी। आज 10-12 साल के भीतर करीब 650 नई यूनिवर्सिटीज जुड़ चुकी हैं। मेडिकल की सीटें बढ़ रही हैं। देश में ही युवा विदेशी यूनिवर्सिटी की डिग्री ले सकते हैं।

The Pioneer, 16, August 2026, Page No - 6

# CM Shivkumar announces AI education programme for schools in Karnataka

PIONEER NEWS SERVICE
■ Bengaluru



Karnataka Chief Minister DK Shivakumar on Saturday announced the AI Akshara Abhiyana and Coding Gurukula programme to introduce artificial intelligence education in schools across the State and equip students to compete at the global level.

"We are now entering a new technological era. The AI campaign and Coding Gurukula - this is your era, a new era," Shivakumar said in his Independence Day speech from the sprawling Field Marshal Sam Manekshaw Parade Ground.

"Today I am announcing an important programme called the 'AI Akshara Abhiyana and Coding Gurukula'," he said.

The Chief Minister explained that AI education would be introduced in all schools from Class 6.

Shivakumar also said his Government was working to establish India's first Government-owned AI university in Bengaluru.

Stressing the need to improve the quality of schools and colleges, the CM said an expert committee constituted to reform the examination system would submit its report within two months.

Outlining his vision for Karnataka, Shivakumar said "Youth Karnataka, New India" was his Government's slogan and said the State had set a target of taking its economy to $3 trillion, or ₹320 lakh crore, by 2047.

Karnataka's per capita income, he said, had reached ₹4.33 lakh, nearly twice the national average, while the State ranked second in GST and income-tax collection.

He announced a number of measures focused on youth and employment, including filling around 72,000 Government vacancies within six months, Udyoga Sethu for private-sector job seekers and Udyoga Nidhi. Industries creating new jobs would receive an incentive of around ₹2,500 per job per month for two years, benefiting up to one lakh jobs. The Government would establish 10,000 Bharat Jodo Yuva Sangha across Karnataka, each receiving an annual grant of ₹10 lakh, involving a total outlay of ₹1,000 crore.

An Advanced Manufacturing Cluster at Doddaballapur is expected to attract around ₹20,000 crore investment and create about three lakh jobs. For rural students, the Government would implement the Sahaya Hasta/Hosa Hasta scheme and provide 7.5 per cent reservation for students of rural Government schools in professional higher education, including medicine and engineering.

EDUCATION

# NCERT Invites Students to Participate in Vikram Sarabhai Space Quiz 2026 Ahead of National Space Day

Edited by: TN Education Desk | Updated Aug 16, 2026, 14:12 IST

NCERT has announced the Vikram Sarabhai Space Quiz 2026 for students of Classes 6 to 12. The national-level quiz, based on India's space programme, aims to promote interest in space science, with top performers getting a chance to attend National Space Day celebrations in Ahmedabad.



NCERT Invites Students to Participate in Vikram Sarabhai Space Quiz 2026 Ahead of National Space Day

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The National Council of Educational Research and Training (NCERT) has invited school students across the country to participate in the Vikram Sarabhai Space Quiz 2026. This national-level competition is centred around India's space programme and related subjects, offering students a platform to test and expand their knowledge in this field.

The quiz is open to students studying in Classes 6 to 12 and is designed to assess their understanding of topics such as

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ISRO missions, space science, satellites, astronomy and space technology. Through this initiative, students will get an opportunity to engage with key aspects of India's advancements in space and scientific research.

### Two Categories for Students

To ensure fair participation, students have been divided into two categories based on their classes. The junior category includes students from Classes 6 to 8, while the senior category is meant for students studying in Classes 9 to 12.

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The competition will be conducted across five zones. From these, the top 30 zonal winners will be selected and given an opportunity to attend the National Space Day 2026 event in Ahmedabad, making it a significant incentive for participants.

### How Students Can Participate

Students interested in taking part in the quiz can access it through the DIKSHA platform. Separate course links have

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been provided for both categories to make participation easier and more organised.

For students in Classes 6 to 8, the quiz is available through the DIKSHA course designed for the junior category. Similarly, students from Classes 9 to 12 can participate through the corresponding course created for the senior category.

### Aim and Organising Bodies

The Vikram Sarabhai Space Quiz 2026 is being organised ahead of National Space Day, which will be observed on August 23. The initiative aims to encourage school students to learn more about India's space programme and to develop a deeper interest in science and technology.

NCERT has shared details of the quiz through its official social media handle. The initiative is being conducted with the involvement of the Ministry of Education, DIKSHA and the Indian Space Research Organisation (ISRO), highlighting a collaborative effort to promote scientific learning among students.

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The Pioneer, 17 August 2026, Page No - 7

# 600 students leave tribal hostel after few show signs of mass hysteria

**PIONEER NEWS SERVICE**
Amravati



The authorities in Maharashtra's Amravati district are grappling with an unusual crisis after nearly 600 tribal students left a Government-run hostel at a residential school, claiming that a few girls there were possessed.

The episode began after four girls started behaving strangely on July 22, crying and laughing uncontrollably, which officials suspect could be linked to mental stress.

The tribal residential school at Doma village of Chikhaldara taluka in the tribal-dominated Melghat region in northern Maharashtra, over 700 km from Mumbai, houses 810 boys and girls, said officials on Sunday.

Rumour soon spread that the girls were possessed, prompting about 600 students to leave the "haunted" hostel, run by the Tribal Development Department, over a span of a few days, they said. According to a hostel source, some of the girls claimed to have heard the sound of anklets clanking.

A senior official from the tribal department said that a team of health experts visited the Doma residential school. "The symptoms have nothing to do with anything supernatural. It could be a selective hysteria-like condition related to mental stress," the official said.

Several theories began floating after the unusual behaviour of some girls, according to a psychological report prepared by the authorities. Some women from the village also subsequently developed similar mental symptoms, it said.

There is a belief among the students and locals that there was a 'mahua' tree at the site of the ashram school, on which spirits used to reside. The school management cut down the tree, and it is believed that the spirits became angry and were troubling the students, as per the report.

Another reason given was that the temple of their deity behind the ashram school was affected/encroached upon by the school's drainage channel, upsetting the deity.

The Hindu, 17 August 2026, Page No - 19

Mamidala Jagadesh Kumar

# Build the right connections

## Strengthening institutional capacity, measuring outcomes reliably and using better regional data can create more opportunities for all learners



GETTY IMAGES/ISTOCKPHOTO

India's higher education system faces two challenges at once. A qualification earned in one part of the country should be recognised and respected elsewhere but the education offered must also be relevant to its students, languages, social setting, and surrounding economy. These aims may appear to pull in different directions. In practice, they can reinforce each other.

This balance is the essence of the National Education Policy (NEP) 2020, which makes responsiveness to India's diversity and local conditions a guiding principle for curriculum, teaching, and policy. It calls for careful planning, joint monitoring, and collaboration between the Centre and the States, supports institutional autonomy and the expansion of programmes in local languages, and provides meaningful room for State priorities and local aspirations.

### Guidelines

National frameworks provide broad guidelines to the institutions without imposing rigid prescriptions. For instance, the UGC framework leaves important academic decisions to institutional statutory bodies. Boards of Studies and Academic Councils can determine course lists and allocate credits across different programme structures.

Thus, the frameworks focus on achieving the desired learning outcomes rather than imposing uniformity across every syllabus or subject combination.

NEP 2020 seeks to remove rigid separations among arts, sciences and vocational learning while preserving disciplinary depth. New interdisciplinary programmes can build confidence over time alongside established ones. Institutions are best placed to undertake this patient work.

Recent commentary on regional higher-education needs has rightly emphasised that admission patterns must be understood in their regional context. This local perspective can work within, rather than against, a national framework for academic mobility. Such data can reveal demand within a particular institution or region but they must be interpreted carefully.

A student's choice is also an exercise of agency. Career information should broaden that choice, not prescribe a single "correct" course based on short-term market trends. The All India Survey on Higher Education (AISHE) 2023-24 records 4.50 crore students, compared with 3.42 crore in 2014-15. Over the same period, the gross enrolment ratio for the 18-23 age group rose from 23.7 to 30. These gains indicate an expanding social base. They are useful for building measures for flexibility, inclusion, and regional capacity.

Beyond course preferences, institutional reputation will continue to influence student decisions. Reputation may reflect teaching and research, but also history, location, alumni, programme range, and public visibility. A constructive approach is to widen the number of institutions that students and families can choose with confidence.

### Student mobility

At the same time, local relevance should not confine a learner to the place of study. The National Credit Framework and the Academic Bank of Credits seek to make academic, vocational and experiential learning recognisable and portable across institutions and States. Institutions must ensure that credits are accurately recorded, transferred, and redeemed to enable students to complete their programmes promptly. When these arrangements work well, portability and place-based learning support student mobility.

A related question concerns the relationship between curriculum and employment. Degrees cannot be designed only around immediate job openings because economies and occupations change. Higher education must build knowledge, judgement, communication, creativity, and the capacity to learn. It should also give students opportunities to apply those capabilities in professional, social, and community settings. NEP 2020's emphasis on multidisciplinary learning, internships, vocational exposure and local opportunity mapping brings these purposes together.

The UGC's guidance enables institutions to develop internship projects suited to their academic programmes and the surrounding economic environment. Its university-industry framework encourages regional clusters, Industry Relations Cells and engagement with micro, small, and medium enterprises. Apprenticeship-embedded degree programmes and Professors of Practice provide further channels for professional participation. AICTE's model curricula and applied-learning initiatives similarly connect technical education with projects, internships and emerging fields. These mechanisms respect the academic role of institutions while bringing employers and practitioners into appropriate parts of the learning process.

Accordingly, we should continue to build a stronger evidence base linking education to opportunity. From graduating students, institutes could collect information on employment, further study, entrepreneurship, location, wages, and the use of skills at suitable intervals after graduation, while respecting privacy issues. They should also present student-facing programme information, such as curriculum, costs, eligibility, accreditation, internships, completion, and possible pathways, in clear language, without making predictive promises. States and regional skills centres could bring together official labour data, apprenticeship information, industry evidence and institutional records. This can help students and families, institutions, employers and States make better decisions.

Ultimately, India needs a connected education system in which qualifications are recognised across regions. Institutions should adapt to local needs, while students should be free to choose their learning pathways. We should continue to strengthen institutional capacity, measure outcomes reliably and use better regional data. NEP 2020 provides us with a path to develop national frameworks that focus on local relevance to create better opportunities for all learners.

*Views are personal*

The writer is the Chairman of the Review Committee for NEP 2020 and Chairman, BoG, IIM-Calcutta.

भारत सरकार
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Social Welfare

# Beyond the Numbers: Decoding India's School Education Progress

## UDISE+ 2025–26 Report (NEP Structure)

Posted On: 17 AUG 2026 3:05PM

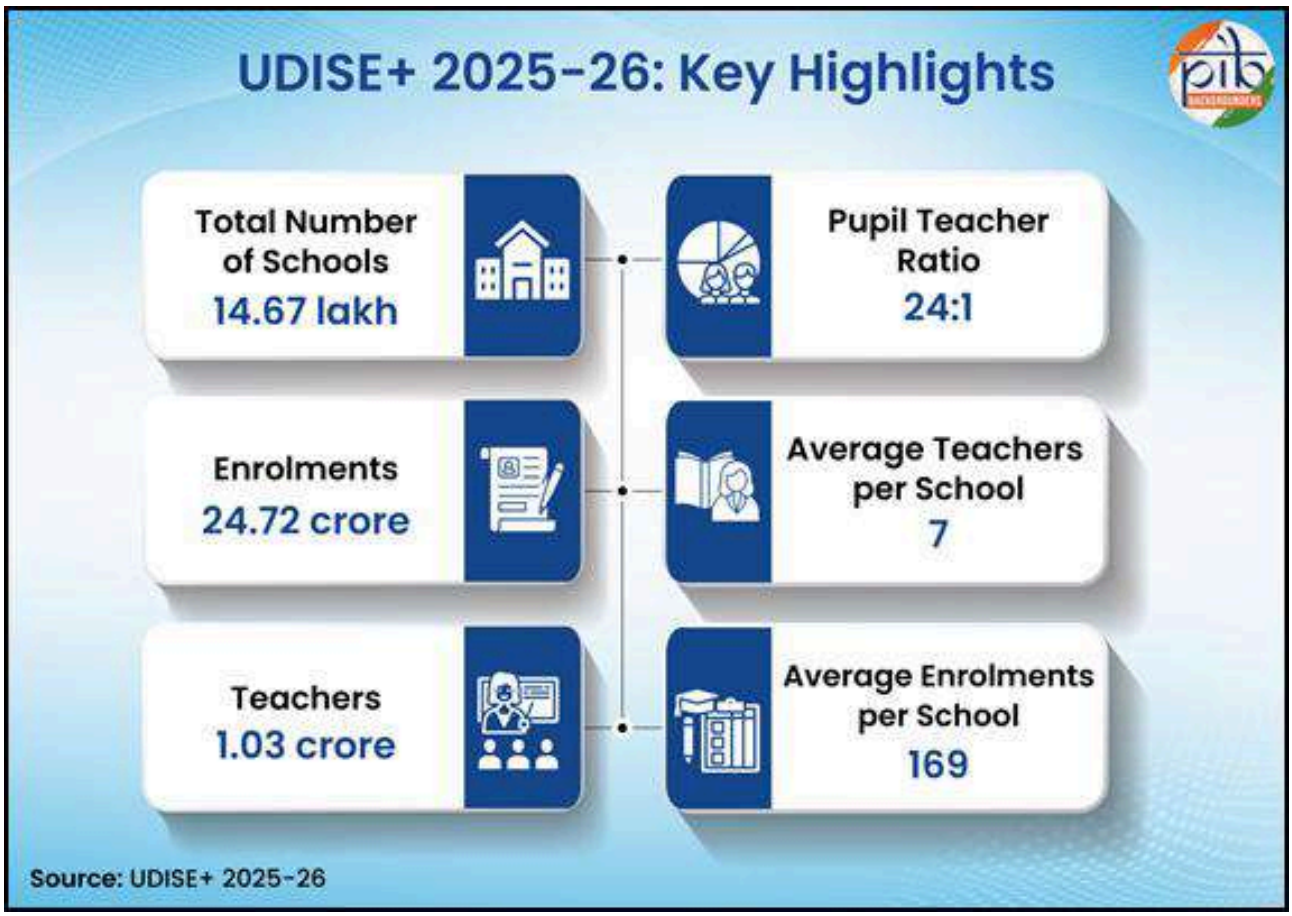
*The UDISE+ Report 2025–26 presents a comprehensive assessment of school education in India, covering **14.67 lakh schools, 1.03 crore teachers,** and **24.72 crore students**. It highlights improvements in enrolment, Gross Enrolment Ratio (GER), teacher availability, pupil–teacher ratios, retention and transition rates, alongside reduced dropout rates. The report also records progress in digital and physical infrastructure, greater participation of women teachers, and continued advances in gender equity, social inclusion, and accessible education, reinforcing evidence-based planning under NEP 2020.*

**Data-Driven Governance in Education: Insights from UDISE+**

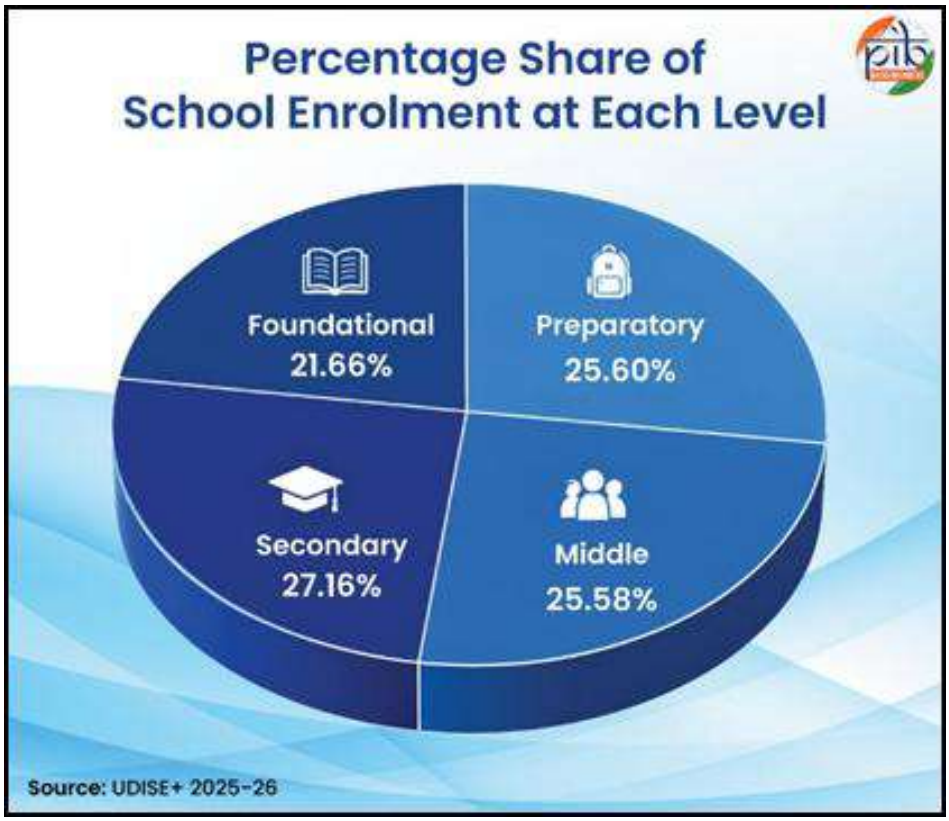
The **Unified District Information System for Education Plus (UDISE+)** is a digital platform developed by the **Department of School Education & Literacy (DoSE&L)** to collect and manage comprehensive school education data across India. Since its launch in 2018–19, UDISE+ has facilitated evidence-based planning, policymaking, and monitoring of educational progress. It also serves as a key data repository for tracking the implementation of the **National Education Policy (NEP) 2020**, which seeks to ensure universal access, equity, quality learning, and improved student retention.

**School Education Landscape**

The UDISE+ 2025–26 report reflects a strengthening Indian school education system that comprises nearly **14.67 lakh schools, 1.03 crore teachers, and over 24.72 crore enrolled students.** This sustained enrolment and improved teacher availability translates to an average of **seven teachers and 169 students per school.** Consequently, the system maintains a highly favourable overall **Pupil–Teacher Ratio (PTR) of 24:1,** sitting comfortably well within the NEP 2020-recommended **benchmark of 30:1**.

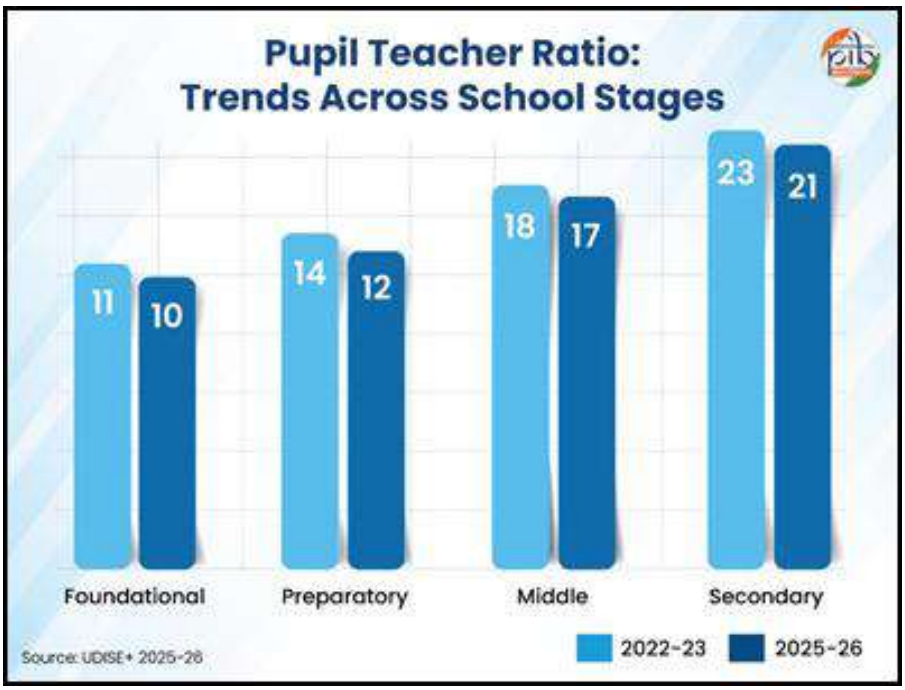



**Gross Enrolment Ratio (GER): Expanding Access to School Education**




The **Gross Enrolment Ratio (GER)** at the **Secondary stage** improved **to 71.7%,** while the Middle stage GER stood at a consistently high 89.6%. Enrolment remained well distributed across all stages of school education, with the **Secondary stage accounting for 27.16%** of total enrolment, followed by the **Preparatory stage (25.60%)**, **Middle stage (25.58%)**, and **Foundational stage (21.66%)**. Together, this balanced distribution and the rising secondary GER reflect India's continued progress in expanding educational access and sustaining student participation throughout the schooling continuum.

**Favourable Pupil–Teacher Ratio: Improving Learning Outcomes**



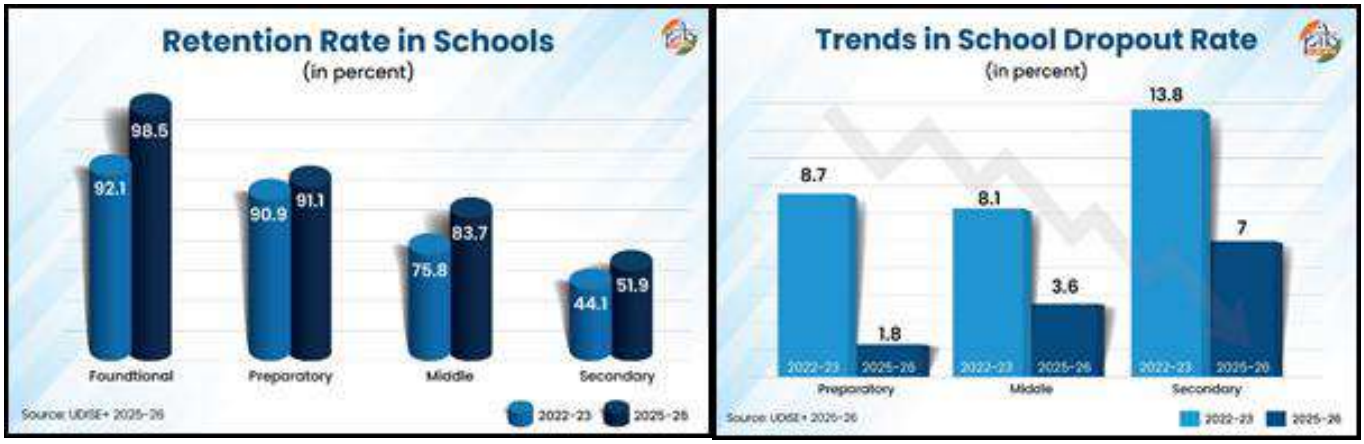
In 2025–26, the PTR across all stages of school education reflected continued improvements in teacher availability. The stage-wise PTR stood at **10:1** at the Foundational stage, **12:1** at the Preparatory stage, **17:1** at the Middle stage, and **21:1** at the Secondary stage.

These highly favourable ratios enable greater individual attention, foster effective classroom engagement, and create an optimal environment for improved learning outcomes.

**Pupil-Teacher Ratio**

The **pupil–teacher ratio (PTR)** measures the number of students per teacher at a specific level of education. For example, a PTR of 10:1 means, on average, one teacher is available for 10 students at a particular stage. A **lower PTR** enables teachers to provide greater individual attention, develop stronger teacher–student interactions, and improve the quality of teaching and learning.

**Improved Student Retention and Lower Dropout Rates**



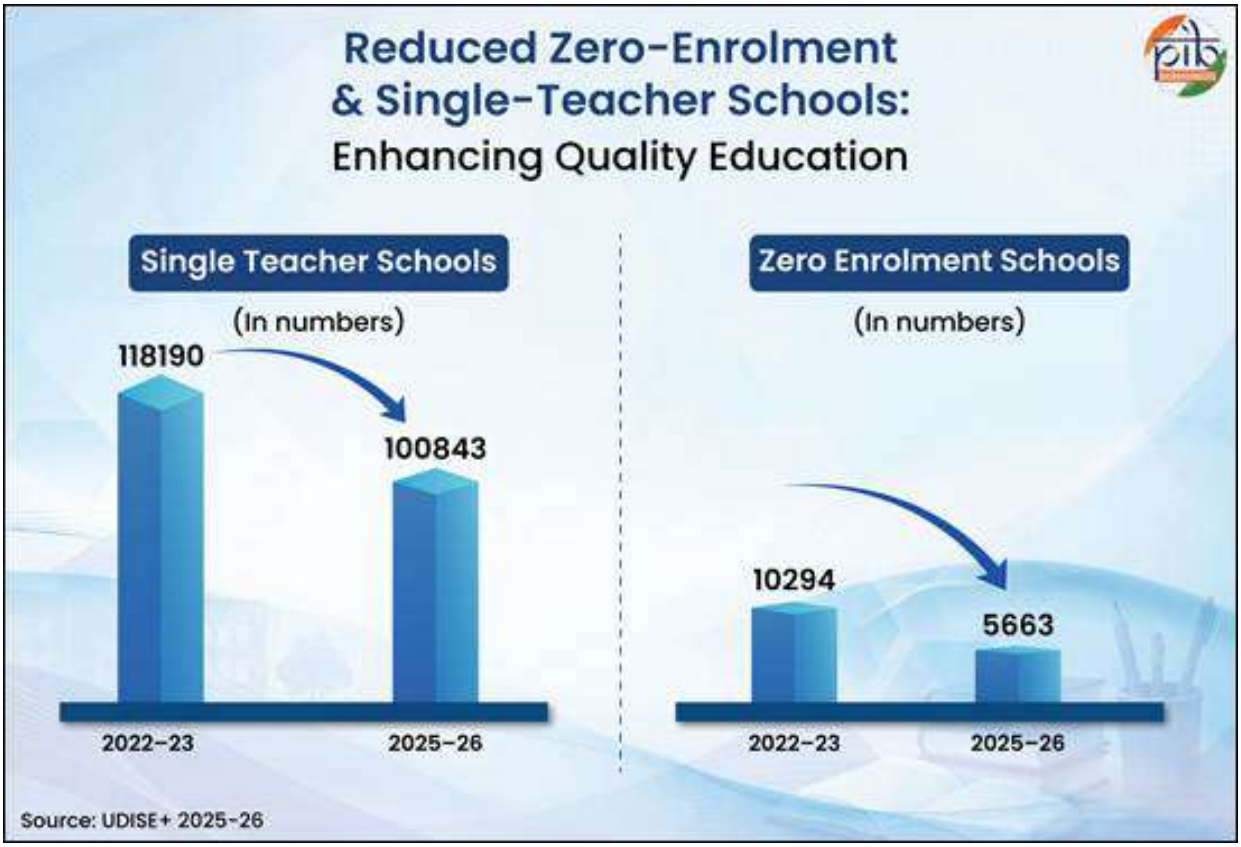

The UDISE+ 2025–26 report highlights sustained progress in keeping children within the Indian school system. The dropout rate notably declined to **1.8% at the Preparatory stage and 7.0% at the Secondary stage.** While the Middle stage saw a marginal increase to 3.6%, dropout rates across all three stages remain significantly lower than in 2022–23.

This positive trend is mirrored by strong student retention rates, which stood at **98.5% (Foundational), 91.1% (Preparatory), 83.7% (Middle), and 51.9% (Secondary).** Furthermore, transition rates between successive stages remained robust—with **99.2%** of students progressing from the Foundational to the Preparatory stage, **93.8%** moving to the Middle stage, and **88.3%** advancing to the Secondary stage. Together, these metrics underscore a clear and improving continuum of educational access and student progression.

**Decline in Single-Teacher and Zero-Enrolment Schools**

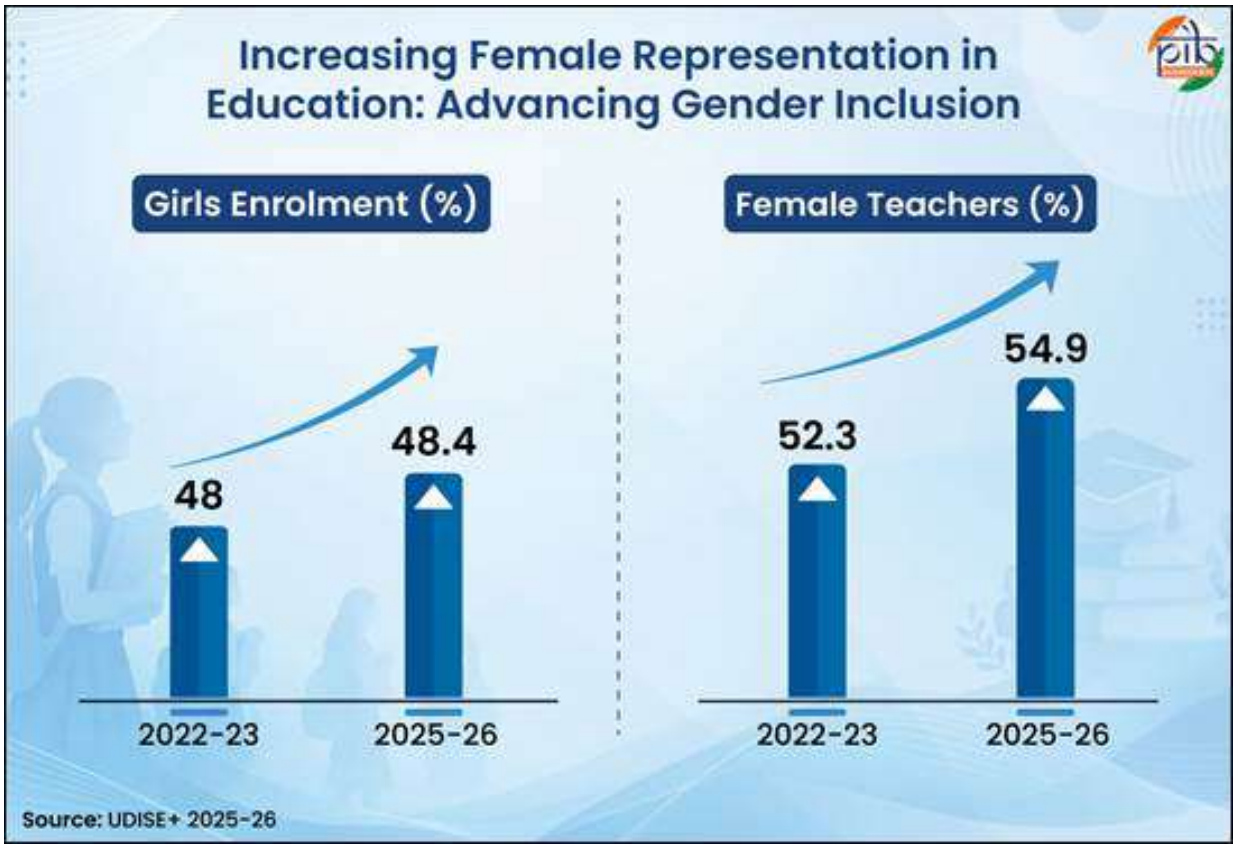
In 2025–26, the number of schools operating with a single teacher decreased by approximately 3% to 1,00,843, while zero-enrolment schools saw a significant 29% decline compared to the previous year (2024-25), dropping to 5,663. These improvements reflect continued efforts to

rationalise teacher allocation, optimise deployment, and ensure that educational resources are more effectively aligned with student needs across the country.




**Gender and Social Inclusion**

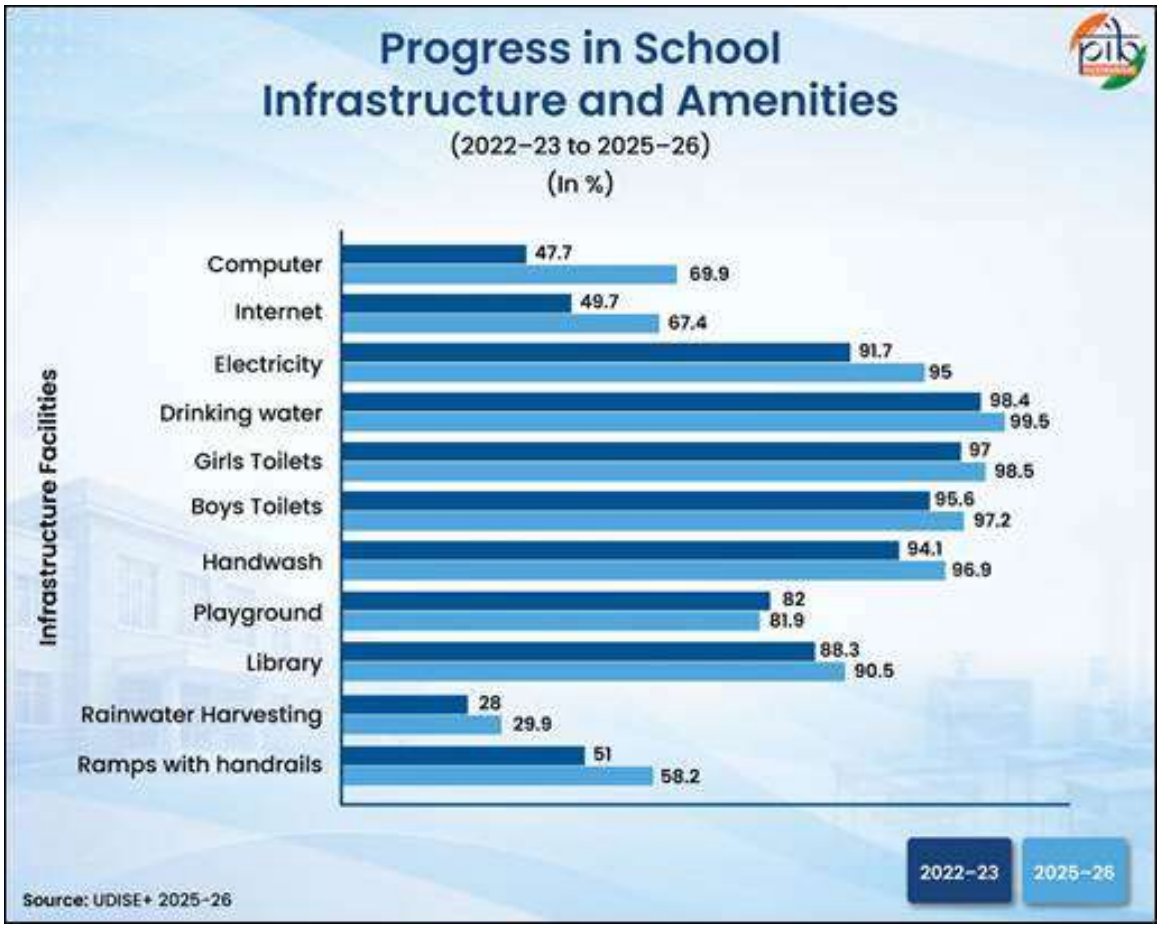
The UDISE+ 2025–26 report reflects continued progress towards a more inclusive school education system. Girls accounted for **48.4%** of total student enrolment, indicating a balanced gender distribution across schools. Women also continued to play a significant role in the teaching workforce, constituting **54.9%** of all teachers.




The social composition of school enrolment remained broad-based and representative. Students from **Other Backward Classes (OBCs)** accounted for the largest share at **44.9%** of total enrolment, followed by the **General category (27.5%)**, **Scheduled Castes (17.7%)**, and **Scheduled Tribes (10%)**. Together, Scheduled Caste and Scheduled Tribe students comprised **27.7%** of total enrolment, reflecting sustained efforts to promote equitable access to school education. This commitment to inclusivity also extends to **Children with Special Needs (CWSN),** a demographic comprising **57.16% boys and 42.84% girls.** Collectively, this data highlights India's dedication to advancing inclusive education through accessible infrastructure, specialised support services, and equitable learning opportunities for all students**.**

**Infrastructure Development**

The **UDISE+ 2025–26** report highlights significant strides in modernising school infrastructure to create a more conducive environment for teaching and learning. On the digital front, the proportion of schools **equipped with computers** increased to **69.9%**, and **internet connectivity** rose to **67.4%,** expanding opportunities for technology-enabled education.




**Basic infrastructure** in schools also recorded steady gains with the availability of:

- Electricity in **95%** of schools
- Safe drinking water in **99.5%** of schools
- Girls' toilets in **98.5%** of schools
- Boys' toilets in **97.2%** of schools
- Handwashing facilities in **96.9%** of schools
- Libraries in **90.5%** of schools
- Rainwater harvesting in **29.9%** of schools
- Ramps with handrails in **58.2%** of schools.

Together, the expansion of these digital and physical facilities reflects a sustained commitment to improving accessibility, inclusivity, and the overall quality of India's educational landscape.

**Decoding Progress: Key Takeaways from UDISE+ 2025–26**

The **UDISE+2025–26 report** reflects continued progress in strengthening India's school education system through improved access, equity, quality, and infrastructure. The new report highlights key gains in teacher availability, favourable pupil–teacher ratios, student retention and transition, gender parity, social inclusion, digital readiness, and school infrastructure, underscoring sustained efforts to improve educational outcomes across the country.

# New edu minister says teachers' quality depends on competence, empathy: 'AI shouldn't replace human values'

Joshi said teacher competence and empathy are key to education quality, while urging responsible AI use without replacing human values.

Updated on: Aug 18, 2026, 13:04:00 IST
By Sanjay Maurya , New Delhi

Prefer HT on Google

Union education minister Pralhad Joshi on Monday said the quality of education depends on the competence and empathy of teachers, underlining their central role in implementing the National Education Policy (NEP) 2020 and building a “Viksit Bharat” by 2047.



Union Education Minister Pralhad Joshi said teachers' competence and empathy are central to education quality and urged responsible use of AI at the NCTE event (PTI)

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Addressing the National Council for Teacher Education's (NCTE) 32nd Foundation Day celebrations through a video message, Joshi said, "Educational quality rests on the competence and empathy of our teachers" and highlighted the role of the four-year undergraduate Integrated Teacher Education Programme (ITEP) course in teacher preparation.

## ITEP to become sole recognised teacher qualification from 2030

ITEP is set to become the only recognised qualification for school teacher recruitment from 2030. NCTE has expanded ITEP from a pilot in 42 institutions with 3,950 seats in 2023-24 to over 409 institutions offering over 38,000 seats this academic year.

On the use of artificial intelligence in teacher education, Joshi said it should be leveraged responsibly to improve teaching while retaining the human element. “AI should enrich pedagogy without replacing essential human values,” he said.

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held alongside a national conference on ITEP, themed “Reflection, Reform and Future Readiness”, with more than 400 ITEP institutions participating in hybrid mode.

Delivering the welcome address, Professor Pankaj Arora, Chairperson, NCTE, provided an overview of NCTE’s transformative journey and outlined the Council’s ongoing commitment to building a robust teaching ecosystem aligned with national priorities.

## NCTE launches apps for teacher mentoring, professional development

Several new initiatives were launched at the event. NCTE launched the MITRA and PUSHTI mobile applications under the National Mission for Mentoring (NMM) and National Professional Standards for Teachers (NPST), respectively, to support teacher mentoring and continuous professional development.

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NCTE also released implementation handbooks for the two initiatives, publications on ‘AI in Teacher Education’ and ‘Pedagogy in Higher Education,’ and new volumes of its journals ‘Anweshika’ and the ‘Indian Journal of Teacher Education.’ The Vidya Samiksha Kendra (VSK) at NCTE headquarters was also made operational.

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# From Notice Board to Knowledge Hub: How NEP 2020 Saarthi Corners are transforming student awareness

The NEP Saarthi Corner is one of the smallest ideas in India's education reform and one of its most consequential. It has taken policy off the noticeboard and put it into conversation

Vivek Kumar — Aug 18, 2026, 08:00 pm IST in **Bharat**, **Education**

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NEP Saarthi Corner is turning the complex provisions of NEP 2020 into accessible, practical opportunities for students across India

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***New Delhi:*** The Indian higher education system carries a student population of roughly 4.3 crore, spread across some 1,100-plus universities and more than 45,000 colleges. Gross Enrolment Ratio stands near 28 per cent; the Policy commits the country to 50 per cent by 2035. Female enrolment has crossed two crore and now approaches parity, a structural change in Indian society that few countries have achieved at this speed.

Into that vast, uneven, multilingual system, NEP 2020 introduced not one change but a dozen simultaneous ones. Multiple entry and multiple exits, so that leaving is no longer failing. The four-year undergraduate programme with research. The Academic Bank of Credits, which turns learning into a portable asset rather than an institutional possession. The National Credit Framework, which finally places vocational and academic learning on one ladder. Credit recognition for SWAYAM online courses. Indian Knowledge Systems restored to the curriculum. The dissolution of the rigid science-commerce-arts partition that had quietly narrowed Indian minds for seventy years.

Every one of these is a genuine expansion of student freedom. Every one of them is also, on first encounter, confusing. A student who does not know that an exit is not an ending drops out permanently instead of temporarily. A student who never registers on the Academic Bank of Credits cannot transfer what she has earned. Unexplained rights are unused rights.

## An idea that respects how students actually learn things

The conventional response would have been another circular, another portal, another advisory to Vice-Chancellors. The University Grants Commission chose differently, and the choice reflects real institutional maturity.

Students do not learn about policy from policy documents. They learn from the senior in the next room, from the casual conversation at eleven at night, from the classmate who has already filled the form. The NEP Saarthi initiative accepts that reality and works with it, recruiting students themselves as ambassadors of the reform and giving them a designated space on campus, the Saarthi Corner, from which to work.

The word was well chosen. A saarthi is a charioteer. He does not fight the battle and does not choose its object. He holds the reins steady and tells the warrior clearly what lies in front of him. That is precisely the function not instruction, but orientation.

## What the Corner delivers

It closes the last mile at almost no cost. A reform is only as strong as its weakest point of transmission, and in India that point has always been the ordinary undergraduate college far from the metropolitan university. A corner requires a wall, a table and willing students. Set against a Ministry of Education outlay of well over a lakh crore rupees and against schemes such as PM-USHA with its multi-thousand-crore commitment to strengthening state institutions, the Saarthi Corner is a rounding error that carries the message the rest of the money is paying for.

It borrows credibility that no administration can manufacture. A principal explaining multiple entry and exit is an authority defending a decision. A third-year student explaining the same thing is a peer sharing information. The second is believed. This is not a small advantage it is the whole ball game.

It operates in the language of the district. A Saarthi in Bhagalpur explains in Bhojpuri, in Coimbatore in Tamil, in Guwahati in Assamese, in Nashik in Marathi. No central communication apparatus can localise at this granularity. Peer networks do it without being asked and do it in the idiom that carries conviction.

It converts abstract entitlements into completed transactions. The measure of the Academic Bank of Credits is not how many students have heard of it but how many hold an ID. The measure of SWAYAM, with its thousands of courses and enrolments running into crores, is not availability but uptake. Corners have become the place where a student is walked through registration on a phone, there and then. Awareness becomes action at the table.

It builds the ambassadors themselves. The Saarthi learns to read an official document, address a room, field a difficult question and say honestly that she will find out. For many, this is the first responsibility they have carried that was not an examination. The Policy asks Indian education to produce graduates with

unication, initiative and civic sense; the initiative quietly manufactures exactly that in the students n it.

It creates a channel that points upward. This is the most underappreciated function of all. A corner that records what students actually ask becomes a live diagnostic of the reform. When the same query about credit transfer arrives two hundred times in a semester, the system has learned something no survey would have told it as quickly. Good governance is not the absence of friction; it is the ability to detect friction early. The Saarthi network gives the reform a nervous system.

## Reaching the student who needs it most

There is one constituency for whom all of this matters more than for anyone else, and it is worth naming. A large share of India's undergraduates are the first in their families to reach a college gate. Their parents cannot advise them on credit portability, because the concept did not exist when they were young and in most cases neither did the opportunity. They have no cousin working in a university office, no family friend who can decode a circular over dinner. What they have is a phone, a WhatsApp group and whatever the senior in the next room happens to believe.

For that student, information asymmetry is not an inconvenience. It is the mechanism by which advantage reproduces itself. The child of educated parents will find out about the fourth year with research, the minor in a second discipline, the internship that carries credit. The first-generation learner, sitting in the same classroom, often will not and will conclude that these things were meant for somebody else.

A Saarthi Corner is a direct assault on that asymmetry, and it is cheap enough to place in precisely the districts where the asymmetry is worst. When a young woman in a small-town college learns that stepping out for a year to manage a family situation need not end her degree, that a diploma is a real credential rather than a mark of failure and that her credits will wait for her in a national bank until she returns, an abstraction in a policy document becomes a door she can actually see. That is not communication work. That is equity work, conducted with a table and a poster.

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## Building on what works

initiative earns the right to be strengthened, and the road ahead is clear enough. Training should be ed as rules evolve, so that the Saarthi is never the last to know. Every corner benefits from a faculty mentor with the standing to obtain answers quickly, so that a hard question travels upward rather than stalling at the desk. A digital twin on the institution's website extends the corner to the student who will not walk up to a table but will read a page at midnight.

The questions received deserve to be logged and summarised annually and published; they would sharpen implementation across the country faster than any inspection. The role itself deserves formal recognition as community engagement or skill credit under the National Credit Framework, an elegant proof that the system means what it says about valuing work outside the lecture hall. And rotation each year ensures that what one cohort learns is handed on rather than lost at graduation. None of this is expensive. All of it is the difference between a good idea and a permanent institution.

India is attempting something few large democracies have tried: the simultaneous restructuring of curriculum, credit, assessment and institutional design across tens of thousands of campuses, on a timetable measured in years rather than generations. It is an ambitious undertaking and ambition of that order is usually undone not by opposition but by opacity, by the ordinary student who never quite understood what was on offer and therefore never claimed it.

The NEP Saarthi Corner exists to make sure that does not happen. It costs almost nothing. It uses the one channel students genuinely trust. It turns beneficiaries into participants. And it treats the young not as recipients of reform but as its carriers, which is in the end both the most practical and the most respectful assumption a state can make about its own citizens.

The charioteer never won the war himself. He kept the field in view and gave clear counsel at the moment it was needed, and the outcome followed from that. Every corridor in the country that now has a corner, a table and a student willing to sit at it has quietly acquired the same advantage. It is a small thing to have built. It may prove to be one of the load-bearing ones.

**Topics:** National Education Policy-2020 Higher Education Reforms Academic Bank Of Credits NEP 2020 Saarthi Corner Multiple Entry Multiple Exit SWAYAM Courses

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# Gen Alpha protest in Bhopal: Regional School students oppose Kendriya Vidyalaya merger

**Regional School students in Bhopal protested against the proposed merger with Kendriya Vidyalaya Sangathan and submitted a memorandum. They said the move could dilute the schools' experimental identity and warned of phased agitation.**

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*Bhopal's Gen Alpha students launch protest against Regional School merger with KV (Screen grabs: ITG)*

**India Today News Desk**

Bhopal, UPDATED: Aug 18, 2026 23:33 IST

Edited By: Priyanka Kumari

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the school, raised slogans against the decision and expressed concern that the merger could undermine the institution's original purpose of promoting educational innovation and experimentation.

The protesting students said the Demonstration Multipurpose Schools, also known as Regional Schools, have been functioning under the National Council of Educational Research and Training (NCERT) since December 1965. Such experimental schools were established in four cities — Bhopal, Ajmer, Mysuru and Bhubaneswar — with the objective of developing innovative teaching methods and experimenting with new approaches to education.

Gen Alpha protest in Bhopal: Regional School students oppose Kendriya Vidyalaya merger

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Students and members associated with the school said they were opposed to the proposal to merge these institutions with the

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The protesters demanded that the decision be withdrawn and the existing system of the experimental schools be retained. They said the institutions should instead be strengthened as centres for educational innovation and research.

Students also warned that if their demands were not considered soon, they would intensify their protest in a phased manner. They said they would continue to raise the issue through peaceful demonstrations and take their concerns to the authorities and the concerned departments.

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The protest marks the beginning of opposition in Bhopal to the proposed merger, with students insisting that the original vision behind the experimental schools should not be diluted.

*- Ends*

***Inputs from Dharmendra Sahu***

*Published By: Priyanka Kumari*

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# सरकारी स्कूलों के छात्र स्टार्टअप के महारथी, हर माह हजारों की कमाई

कुलदीप शुक्ला

**चंडीगढ़।** महेंद्रगढ़ के भुंगरका सरकारी स्कूल के 12वीं कक्षा के ब्रजेश, अमन, अंकित, सुधाकर और धीरज ने स्थानीय दर्जियों के सहयोग से महिलाओं के लिए किफायती डिजाइनर कपड़े तैयार करने का थ्राइव थ्रेड्स नाम से स्टार्टअप शुरू किया। उनकी टीम हर माह 60 हजार रुपये की कमाई कर रही है। यमुनानगर के लाहरपुर सरकारी स्कूल की छात्रा रेनुका, नैन्सी, दिव्या और सिया ने प्राकृतिक सामग्री से बालों का आयुर्वेदिक तेल तैयार किया। अब आयुर्वेदिक हेयर ऑयल नाम से स्टार्टअप चला रही हैं। टीम हर माह 55 हजार रुपये की कमाई कर रही है। हरियाणा के सरकारी स्कूलों में पढ़ने वाले ऐसे 301 बच्चे स्टार्टअप चलाकर हजारों रुपये कमा रहे हैं।

सरकार कुशल बिजनेस योजना 2.0 के तहत सरकारी स्कूलों के चयनित स्टार्टअप को एक लाख तक की प्रोत्साहन राशि देती है। 43 टीमें वर्तमान में संचालित हैं।

- **1.18 लाख विद्यार्थियों ने लिया हिस्सा :** एनएसक्यूएफ टीम कोऑर्डिनेटर अमरीश शर्मा के मुताबिक शैक्षणिक सत्र 2025-26 में केबीसी-2.0 के तहत विद्यार्थियों को कारोबार व नए विचारों के लिए मंच दिया गया। 30 घंटे का पाठ्यक्रम तीन महीने में पूरा कराया गया।
- **11,766 आइडिया और 73.70 सीड मनी :** इसके साथ 66 मास्टर ट्रेनर और 5,000 शिक्षक प्रशिक्षित किए गए। विद्यार्थियों ने 11,766 स्टार्टअप्स आइडिया दिए। कार्यक्रम के तहत कुल 73.70 लाख रुपये की सीड मनी वितरित की गई।

केबीसी के जरिए सरकारी स्कूल के विद्यार्थियों को पढ़ाई के साथ कारोबार और नवाचार की समझ मिली है। स्कूल से राज्य स्तर तक चयन प्रक्रिया ने प्रतिभाओं को आगे बढ़ने का अवसर दिया। ऐसे प्रयास युवाओं में उद्यमिता की सोच मजबूत करेंगे। **-मीनू दहिया** प्रोजेक्ट स्टेट कोऑर्डिनेटर, एनएसक्यूएफ

**चयन प्रक्रिया के चरण :** स्कूल स्तर पर 23,827 टीमों ने हिस्सा लिया। इनमें से 2,501 टीमों का चयन हुआ। इस चरण में कुल 1,18,928 विद्यार्थी शामिल हुए। ब्लॉक स्तर पर 2,501 टीमों में से 595 को चुना गया। इनमें 9,580 छात्र शामिल रहे। जिला स्तर-1 पर 220 टीमों का चयन हुआ।

Millennium Post, 19 August 2026, Page No - 3

# Govt rejigs Class 9 academic framework

## *New rules bring compulsory vocational edu, optional advanced tests...*

**AIMAN FATIMA**
*New Delhi, 18 August*

The Delhi Directorate of Education (DoE) has overhauled the academic and assessment framework for Class 9 from the 2026-27 session, making vocational education a compulsory subject, introducing optional advanced assessments in Mathematics and Science, and revising promotion norms.

Under the new structure, students will be evaluated in six core subjects, Language 1, Language 2, Mathematics, Science, Social Science and Vocational Education. The inclusion of vocational education is aimed at exposing students to practical skills and career-oriented learning at an early stage.

Students will also continue studying a third language as part of the three-language formula followed in Class 8. Schools will conduct its assessment, with students being graded as "Qualified" or "Not Qualified". While failing the third-language assessment will not automatically prevent promotion to Class 10, students must clear it before they are eligible to appear for the Class 10 board examinations.


REPRESENTATIVE IMAGE

### OVERHAUL

- **Under the new structure, students will be evaluated in six core subjects, Language 1, Language 2, Mathematics, Science, Social Science and Vocational Education**
- **The inclusion of vocational education is aimed at exposing students to practical skills and career-oriented learning at an early stage**
- **Students will also continue studying a third language as part of the three-language formula followed in Class 8**

The DoE has also introduced optional advanced assessments in Mathematics and Science for students seeking greater academic challenge. These one-hour, 25-mark tests will evaluate conceptual understanding and higher-order thinking beyond the prescribed syllabus. The scores will not be counted towards promotion or the overall percentage, but students securing at least 50 per cent will have the achievement recorded on their marksheet. The revised policy also does away with the Mathematics Basic and Mathematics Standard distinction for students entering Class 9 from 2026-27, although the existing system will continue for Class 10 students during the same academic year.

For promotion to Class 10, students must obtain at least 33 per cent separately in internal or practical and external assessments in each of the six main subjects, along with a minimum of 25 per cent in the annual examination. Those failing in up to three subjects will be eligible for compartment examinations, while students who do not meet the prescribed criteria will have to repeat Class 9.

In addition, Art Education, Physical Education and Well-Being, and Individuals in Society will remain compulsory curricular areas.

The Hindu, Page No - 7, 19 August 2026,

# Education must change to account for AI




**K. VijayRaghavan**

Chairs the Science Advisory Council at Ashoka University and is DAE–Homi Bhabha Chair at the National Centre for Biological Sciences, TIFR





**Shivaji Sondhi**

Professor of Physics at the University of Oxford


The spectre of a world orchestrated by Artificial Intelligence (AI) looms over discussions at coffee tables, in industry, and in the corridors of power. Opinions about what the near future portends range widely. While some suggest that superintelligence is only a few years away, others say it is many years away. Questions about education too are frequent, but mostly with respect to teaching and examinations. Only a few bring up preparedness for the jobs of the near future.

The nature of work at every level is changing rapidly and unpredictably. It is not just that 'vibe coding' threatens to render much routine coding obsolete. With wisely configured agents and other tools, even important work can be made routine, leaving fewer employees to provide careful oversight.

**An overhaul of work**

The same acceleration is coming to manufacturing, and will affect every sector in which India has strengths. In generic drugs and biosimilars, AI is reshaping molecule screening and formulation, while robotics and machine vision will increasingly handle synthesis and quality control. Vaccine development and manufacture will also change visibly: AI can help design antigens and predict immune responses, while robotic bioreactors, automated fill-finish lines, and AI-managed logistics will make production faster, cleaner, and more precise.

Indian industry will no doubt pivot to meet these challenges. Companies may survive and prosper, but their employee profiles will change dramatically. Many entry-level positions will disappear, but people with deep domain expertise will still be needed, and such expertise cannot magically be acquired at the point of entry.

The earlier technological revolutions were met by extending education: from basic literacy to primary school, then high school, college and, increasingly, professional master's degrees. Each transition asked people to acquire and retain more knowledge before entering the workforce. That strategy is now running out of road. As AI systems advance, the comparative need is no longer for humans to simply store ever more information in their heads. It is to know what must be understood deeply, what can be retrieved when needed, and how to learn quickly in unfamiliar situations.

**How education must change**

Education must therefore do two things that may appear contradictory: thin out what it teaches, while providing far more opportunities to learn on the fly. The objective is not less rigour but a different kind of rigour – selection, synthesis, judgement and adaptation. Students need repeated experience in confronting problems whose answers are not in the syllabus, finding the relevant knowledge, and using it with judgement.

The task before our education system is to prepare young people for an unpredictable future. There are no easy fixes. For reasons of accident and design, our higher-education system resembles a bowl of *seviyan payasam* (vermicelli pudding): there are gems of raisins and cashews, but much of it is slippery and impossible to untangle. Yet a few simple steps could have a disproportionate impact.

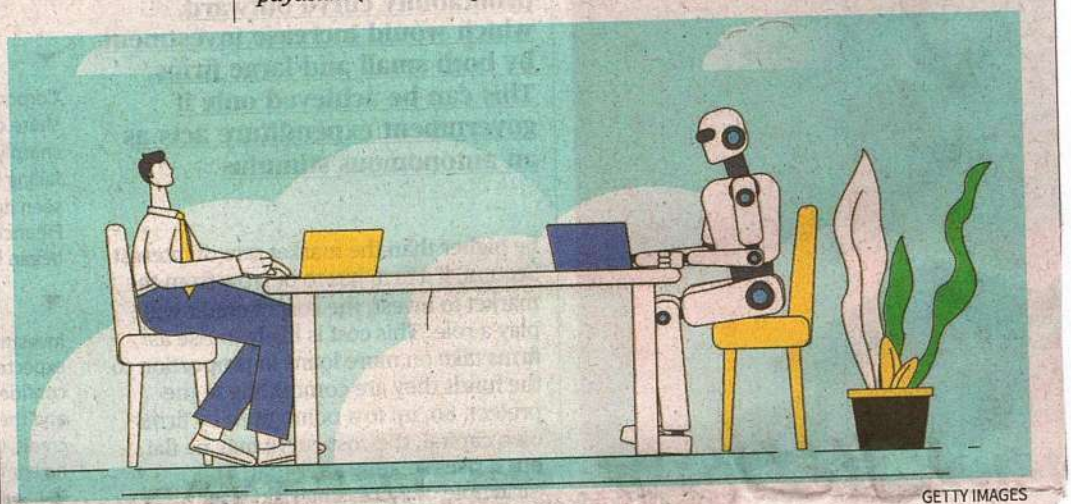
**Learn via practice**

The ideal way to train an expert is through apprenticeship: one student working closely with one teacher or practitioner. However, that model cannot be provided at scale at this time.

But the National Education Policy's four-year undergraduate structure already provides for a research pathway in the final year, which is the closest institutional equivalent available.

In practice, residual coursework often crowds out the immersion the policy intends. Universities should allow any remaining essential coursework to be completed online and free students to spend the year embedded in industry, working with university laboratories or national laboratories. There they could work alongside people solving real problems, encounter uncertainty, and learn how to acquire knowledge as it becomes necessary.

A future we cannot predict cannot be prepared for by adding ever more material to the curriculum. We should instead give undergraduates the time and freedom to practise entering the unknown.



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The Indian EXPRESS
JOURNALISM OF COURAGE

# Delhi schools to introduce vocational education, third language in Class 9 under revised rules

The revised rules prescribe that a student must secure at least 33 per cent separately in internal, or, practical and external assessment in each of the six main subjects, it said and added that students must also secure at least 25 per cent in the annual examination to be eligible for promotion.

By: PTI **4 min read** **New Delhi** Updated: Aug 19, 2026 09:13 AM IST



ASER figures also show that enrolment in secondary schools was 49.5 per cent in 2022-23. This dropped to 45.7 per cent in 2023-34, and then drastically to 26.1 per cent in 2024-25 till it subsequently improved.

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Schools across Delhi will now have vocational education and a third language as compulsory components for Class 9 students, with the Delhi Government revising the examination and promotion system for the current

academic session. The new system also introduces optional advanced-level assessments in Mathematics and Science.

Under the revised scheme, the six main subjects for Class 9 students will be Language-1, Language-2, Mathematics, Science, Social Science and Vocational Education — Kaushal Vikas. These subjects will form the basis for academic progression and promotion to Class 10, according to the Directorate of Education.

Vocational Education has been introduced as a mandatory subject to give students early exposure to skill-based learning and employability skills, the Directorate said in a circular issued on Monday. It has also made a third language (R3) compulsory from Class 9. Students will continue with the same three-language combination they studied in Class 8, with one of the three languages being opted as R3, it stated.

**READ** | **CBSE eases three-language policy; current Class 10 students exempted**

The third language will be a qualifying subject and will be assessed entirely at the school level. The marksheet will show whether a student is 'qualified' or 'not qualified'.

"A student who does not qualify in a third language during Class 9 can still be promoted to Class 10 if the student meets the other promotion criteria. However, the student will have to clear the Class 9 R3 assessment while studying in Class 10 and cannot appear for the Class 10 Board examination without qualifying in the third language," it read.

The revised scheme also introduces two levels of Mathematics and Science for Class 9. All students will take the common Mathematics and Science examinations based on the prescribed syllabus, while students seeking to study beyond the standard syllabus can opt for Mathematics Advanced, Science Advanced or both, it said.

The advanced-level examination will carry 25 marks and be one hour-long, with questions focused on higher-order thinking skills. Marks obtained in the advanced examinations will not be counted for promotion or the overall aggregate. Students securing at least 50 per cent in the advanced examination will have the achievement reflected on their marksheet, it read.

The Directorate has discontinued the existing Mathematics Basic and Mathematics Standard examination structure for the Class 9 batch from 2026-27. The existing system will, however, continue for Class 10 students in the 2026-27 session, the circular mentioned.

**Also Read** | **CBSE makes three-language formula mandatory for Class 9 from 2026**

As part of the revised curriculum, 'Individuals in Society', Art Education and Physical Education and Well-Being have also been made compulsory curricular areas, with school-based assessment. Computational Thinking and Artificial Intelligence (CT & AI) will be introduced as structured modules in all schools during 2026-27 and will become a compulsory subject from the 2027-28 session, the department said.

The revised rules prescribe that a student must secure at least 33 per cent separately in internal assessment/practical and external assessment in each of the six main subjects, it said and added that students must also secure at least 25 per cent in the annual examination to be eligible for promotion.

The Directorate has retained provisions for grace marks and compartment examinations. Students failing in up to three of the six main subjects can appear for the compartment examination, while those who remain ineligible for promotion or compartment examination will be declared 'Essential Repeat' and have to repeat Class 9.

The changes have been introduced in line with the National Education Policy, 2020 and the National Curriculum Framework for School Education, 2023, with an emphasis on competency-based, skill-oriented and multidisciplinary learning, it added.

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**The high cost of a free bus ride: A lesson from Kerala**



**How India plans to count caste this time — and what went wrong earlier**

Hindustan Times,
20 August 2024,
Page No – 16

# Need to root public health education in Indian realities

The student protests focused the nation on medical education. But its poorer cousins — dental, nursing, or public health education — don't seem to be registering on the policy radar. Their problems go beyond the traditional challenges that the education sector suffers from — poor quality, lack of teachers and infrastructure. Public health education principally entails the MPH (Master of Public Health) programme with some institutions also offering undergraduate and doctoral programmes.

While clinical medicine is about diagnosing and treating individual patients, public health addresses populations or community health problems. Public health functions broadly include health surveillance, protection, promotion, planning, regulation, services organisation, delivery, and evaluation. Public health also requires a wide gamut of workforce trained in public health nutrition, occupational and environmental health, epidemiology and biostatistics, health administration and management, informatics, social sciences, economics, and policy analysis. Clinical services and public health services are complementary and together improve a nation's health.



Anand Krishnan



Rajib Dasgupta

Given the wide range of competencies required to deliver comprehensive public health, a diversity in disciplinary backgrounds of students joining the profession is necessary: medicine, allied health sciences, social sciences and law to name a few. The MPH programmes are offered by a wide variety of institutions, from medical colleges to social sciences as well as agriculture universities with each having their own eligibility criteria. At the same time, the expectation is to produce postgraduates with similar exit-level competencies. There is hardly any other professional course that has this wide diversity at the entry level and the challenge to produce a relatively homogenous end-product.

States that have a public health cadre — Tamil Nadu, Maharashtra and Odisha — currently have about one public health specialist per 100,000 population or less. Efforts are on to create a public health management cadre to meet the norm of three per 100,000 population. Even this target pales in front of the current realities in countries such as the US which has about 55 public health professionals per 100,000 population. In India, currently 125 MPH programmes produce about 5,000 postgraduates a year in contrast to the US producing about 17,000.

The basic clinical skills of recording medical history, measuring pulse, auscultation of breaths and heart sounds are universal; what differs across countries is their interpretation. High fever in a patient can mean malaria in a specific season or typhoid or dengue in other places or seasons.

Similarly, basic public health competencies and principles of epidemiology, biostatistics, management, social sciences or communication are universal but contexts and local particularities have a bearing on community behaviours, health systems, programmes or policies. MPH programmes in India are rooted in Western models which may train candidates in the same competencies but miss out real-world Indian contexts. MPH programmes are run as classroom courses that are highly sanitised, an antithesis of both a public health course and discourse.

The lack of a centralised regulatory body is taking a toll on quality of these courses. Regulation of MPH programmes has fallen between two stools — National Medical Commission (NMC) and University Grants Commission (UGC). Since medical, dental, and AYUSH graduates account for the bulk of MPH candidates, should it be regulated by these councils? At the same time, MPH is not inherently a medical, dental or AYUSH degree. Many non-medical universities regulated by the UGC offer this degree too. Aligning MPH programmes with the National Education Policy (NEP) 2020 and the UGC framework which advocates academic flexibility, credit transfer, and multiple entry-exit options is a challenge given that this is a professional course.

Do we have a credible road map for reform? A group of concerned academics (both of us are part of it) have initiated efforts to advocate for corrective measures. The group recently released its report and we summarise its key findings and recommendations here.

First, India needs to expand to a broad-based public health service, beyond mere clinical provision. There is a need to advocate for a specialised public health cadre in all the states and open up career opportunities for trained MPH professionals. In the event of India failing to expand to a diverse set of functions and activities, MPH graduates may face the same challenges that dental and engineering graduates faced earlier — closure of these colleges and an uncertain future. There is a need for better management of the demand and supply of public health workforce to address the present deficiency, but also to not end up with overproduction of the professionals.

Uniform and inclusive eligibility criteria nationwide need to be established to ensure consistency, transparency, and inclusiveness. The entry criteria for MPH programmes must reflect the field's interdisciplinary nature and include those with health, science, and social science disciplinary backgrounds. Introduction of key foundational courses is critical to ensure that everyone is at the same stage at the start of the course.

India-specific MPH programmes need to be designed while adopting best global practices to address India's disease burden with a focus on primary health care. Public health schools must impart a basic and uniform set of skills and competencies and ensure sufficient time is allocated to acquire these. Adequate exposure to health system and primary health care should be ensured.

Like any professional course, MPH degree needs accreditation systems and councils. A separate Public Health Education Council of India should be set up, which should be an apical, multidisciplinary body that sets standards, accredits programmes, fosters interdisciplinary collaboration, and promotes workforce development.

Public health education in India needs to be anchored in the country's realities to deliver the maximum efficacy.

*Anand Krishnan is a professor at the All-India Institute Medical Sciences, New Delhi, and Rajib Dasgupta is a professor at the Jawaharlal Nehru University, New Delhi. The views expressed are personal*

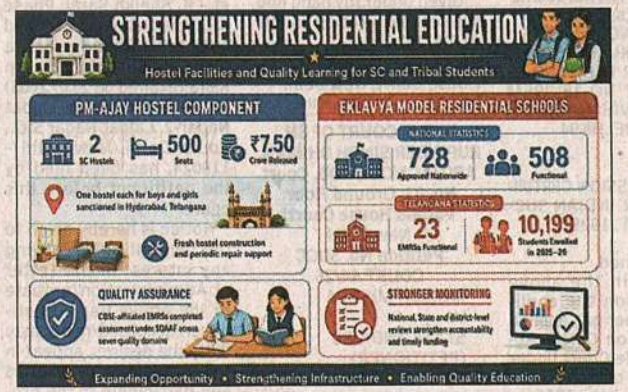
The Statesman, 20 August 2026, Page No- 3

# Govt strengthens residential education, hostel facilities for SC, tribal students

**STATESMAN NEWS SERVICE**
*New Delhi, 19 August*

The Government of India continues to strengthen access to quality residential education and hostel facilities for students belonging to Scheduled Castes and tribal communities through various Central Sector and Centrally Sponsored Schemes.

"Under the hostel component of the Pradhan Mantri Anusuchit Jaati Abhyuday Yojana (PM-AJAY), financial assistance is provided for constructing new hostels for Scheduled Caste students. Proposals are approved based on need-assessment surveys and recommendations received from state governments, Union Territory Administrations and Central Universities," the Ministry of Social Justice and Empowerment said on Wednesday.




During the last five years, two hostels for Scheduled Caste students—one for boys and another for girls—were sanctioned in Hyderabad, Telangana. These hostels have a combined capacity of 500 seats, and Rs 7.50 crore has been released for their construction.

Under the existing PM-AJAY guidelines, fresh proposals are considered for constructing hostels, while no provision exists for upgrading or expanding existing SC hostels. However, implementing agencies may receive Central assistance for repairing operational hostels sanctioned under the scheme once every five years after their operationalisation.

The government is also implementing the Scheme for Residential Education for Students in High Schools in Targeted Areas (SHRESHTA) to provide quality residential education to meritorious Scheduled Caste students.

The scheme operates through two modes. Under the first mode, fees are reimbursed to private residential schools affiliated with the CBSE or State Boards.

Under the second mode, grants-in-aid are provided to Non-Governmental Organisations and Voluntary Organisations for running residential and non-residential schools and hostels for SC students.

For tribal students, the Ministry of Tribal Affairs is implementing the Central Sector Scheme of Eklavya Model Residential Schools (EMRS). These schools provide quality residential education to tribal boys and girls and are established in eligible tribal-dominated blocks.

A total of 728 EMRSs have been approved across the country, of which 508 are functional. In Telangana, all 23 sanctioned EMRSs are functional, with 10,199 students enrolled during the 2025–26 academic session.

EMRSs affiliated with the CBSE completed self-assessment under the School Quality Assessment and Assurance Framework during 2025–26. The framework evaluates schools across seven domains: curriculum, pedagogy and assessment; infrastructure; human resources; inclusive practices; management and governance; leadership; and beneficiary satisfaction.

The implementation of PM-AJAY is monitored through national and regional conferences, Chintan Shivirs, monthly reviews with States and Union Territories, and designated committees at the Central, State and district levels.

**NEP 2020 | Viksit Bharat | School education | UDISE+ 2025-26 | Digital Education**

# Transforming school education for a stronger foundation of Viksit Bharat

**Author:** Umanath Singh



India's school education system is undergoing a significant transformation driven by a sustained focus on access, quality, equity, inclusion and technology. The latest UDISE+ 2025-26 report provides compelling evidence of this progress, reflecting the Narendra Modi government's commitment to building an education system that prepares young Indians for the opportunities and challenges of the 21st century.

The scale of India's school education system itself is remarkable. The country now has nearly 14.67 lakh schools, 1.03 crore teachers and

more than 24.72 crore students. Against this enormous scale, improvements in teacher availability, enrolment, retention, infrastructure and digital connectivity demonstrate the importance of sustained policy attention and data-driven governance.

One of the most encouraging developments is the improvement in the pupil-teacher ratio. In 2025-26, the overall ratio stood at 24:1, comfortably within the National Education Policy 2020 benchmark of 30:1. At the foundational, preparatory, middle and secondary stages, the ratios stood at 10:1, 12:1, 17:1 and 21:1 respectively. Better teacher availability means greater individual attention for students and creates a stronger foundation for improving learning outcomes.

The government's emphasis on ensuring that children remain within the education system is also producing encouraging results. Dropout rates have declined significantly compared with 2022-23, with the r at the preparatory stage falling to 1.8 percent and at the secondary stage to 7 percent. Strong transition rates between successive stag further indicate that more children are continuing their educationa journey rather than being pushed out of it.

The decline in single teacher and zero enrolment schools is anothe positive development. The number of single teacher schools fell by around 3 percent to 1,00,843 in 2025-26, while zero enrolment scho declined by 29 percent to 5,663. These changes point towards bett deployment and utilisation of educational resources across the country.

The transformation is equally visible in the area of gender equality and social inclusion. Girls constitute 48.4 percent of total student enrolment, while women account for 54.9 percent of the teaching workforce. The participation of students from scheduled castes, scheduled tribes and other socially disadvantaged groups demonstrates the broadening reach of school education. The continued focus on children with special needs further underlines the government's commitment to making education accessible to every section of society.

Infrastructure development has emerged as another important pillar of this transformation. Electricity is now available in 95 percent of

schools, while safe drinking water reaches 99.5 percent. Girls' toilets are available in 98.5 percent of schools and boys' toilets in 97.2 percent. Libraries are available in 90.5 percent of schools, while handwashing facilities have reached 96.9 percent. Such basic facilities are fundamental to creating a safe, dignified and conducive environment for learning.

With the Narendra Modi government recognising that the school of the future must be digitally connected, the proportion of schools equipped with computers has risen to 69.9 percent, while internet connectivity has reached 67.4 percent. This expansion of digital infrastructure can help bridge geographical and socio-economic divides and give students access to new learning resources, technology and knowledge networks.

The UDISE+ system itself represents an important governance innovation. By creating a comprehensive national database coveri schools, teachers and students, it enables policymakers to identify gaps, monitor progress and allocate resources more effectively. Its role in tracking the implementation of the National Education Policy 2020 strengthens the government's ability to make education polic increasingly evidence-based rather than dependent on fragmente information.

The broader significance of these developments lies in their alignm with the vision of NEP 2020. The policy seeks to create an education system based on universal access, equity, quality, holistic development and technology-enabled learning. The latest UDISE+ data indicates that this vision is increasingly being translated into measurable improvements on the ground.

India's young population is one of its greatest national assets. The quality of education provided to this generation will directly influence the country's productivity, innovation capacity, social mobility and global competitiveness. The Narendra Modi government's sustained emphasis on strengthening the foundations of school education is therefore not merely an investment in classrooms and infrastructure, it is an investment in India's human capital and its long-term development.

The journey is continuing and challenges remain. Ensuring universal digital connectivity, improving learning outcomes, reducing secondary level dropouts further and strengthening education quality across regions will require sustained effort. Yet the progress captured by UDISE+ 2025-26 provides considerable reason for optimism.

From better teacher availability and improved retention to stronger infrastructure, digital readiness, gender balance and social inclusion, India's school education system is steadily becoming more accessible and resilient. These gains reflect a governance approach that combines policy reform with measurable outcomes and technology-enabled monitoring. By strengthening the educational foundations of millions of children, the Narendra Modi government is helping prepare a confident, skilled and empowered generation that can contribute meaningfully to the making of a 'Viksit Bharat'.



हिन्दुस्तान, २१ अगस्त 2026, पृष्ठ संख्या -7

# त्रिभाषा नीति में नेटिव शब्द का प्रयोग क्यों : सुप्रीम कोर्ट

**नई दिल्ली, एजेंसी।** सुप्रीम कोर्ट ने गुरुवार को सीबीएसई की त्रिभाषा नीति को लेकर सवाल उठाया। अदालत ने पूछा कि राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत प्रस्तावित इस नीति में अंग्रेजी के 'नेटिव' शब्द का प्रयोग क्यों किया गया।

भारत के मुख्य न्यायाधीश (सीजेआई) सूर्यकांत, जस्टिस जॉयमाल्य बागची और जस्टिव वी. मोहना की पीठ एनईपी 2020 के तहत सीबीएसई में कक्षा नौ के छात्रों के लिए त्रिभाषा नीति को चुनौती देने वाली याचिकाओं पर सुनवाई कर रही थी। सुनवाई के दौरान, जस्टिस बागची ने कहा, 'अंग्रेजी को किस हद तक गैर-मूल भाषा माना जा सकता है? मुझे 'नेटिव' शब्द के इस्तेमाल पर आपत्ति है क्योंकि इसका मूल औपनिवेशिक है। इसकी जगह सही शब्द 'इंडीजिनस' होना चाहिए। राष्ट्रीय शिक्षा नीति 2020 बनाने वालों को इस बात का ध्यान रखना चाहिए था। उन्होंने यह भी कहा कि अंग्रेजी को 'इंडिजिनस' कहा जाए या नहीं, हमें इसकी संवैधानिक वैधता भी देखनी होगी। जस्टिस वी. मोहना ने कहा, 'कोर्स अभी शुरू नहीं हुए हैं। अधिकारियों के पास इसे लागू करने की योजना होगी, शिक्षक होंगे।'

## क्या है त्रिभाषा नीति

राष्ट्रीय शिक्षा नीति 2020 के तहत सीबीएसई से संबद्ध स्कूलों में त्रिभाषा नीति शैक्षणिक सत्र 2026-27 से लागू की जाएगी। इसके तहत कक्षा नौ और उससे ऊपर की कक्षाओं के छात्रों को तीन भाषाएं पढ़नी होंगी, जिनमें से कम से कम दो भारतीय भाषाएं होनी चाहिए।

दैनिक जागरण, 16वां संस्करण - 21 अगस्त 2026

# उच्च शिक्षण संस्थानों में समानता नियम पर केंद्र के फैसले के लिए समयसीमा तय करने की मांग

जागरण ब्यूरो, नई दिल्ली: उच्च शिक्षण संस्थानों में जाति आधारित भेदभाव रोकने और समानता को बढ़ावा देने वाले 2026 के विवादित नियमों पर सरकार पुनर्विचार कर रही है। सुप्रीम कोर्ट में सुनवाई के दौरान कथित जातिगत भेदभाव के कारण आत्महत्या करने वाले रोहित वेमुला और पायल तडवी की वकील इंद्रा जयसिंह ने कहा कि केंद्र सरकार के फैसले के लिए एक समयसीमा तय होनी चाहिए। इसी दौरान एक वकील ने जयसिंह की याचिका स्वीकार किए जाने पर सवाल उठाया। वकील ने कहा कि इन्हें जनहित याचिका कहा जा रहा है, लेकिन इसमें निजी हित हैं। इंद्रा जयसिंह ने विरोध करते हुए कहा कि यह याचिका उन दो बच्चों की मां की ओर से है जिनकी मौत हो गई है। अगर वे ये मुद्दा नहीं उठाएंगी तो कौन उठाएगा। दूसरे वकील ने कहा कि इससे ट्रायल पर असर पड़ रहा है। वे इसे हत्या बता रहे हैं। जयसिंह ने कहा कि उन्होंने कभी हत्या शब्द का इस्तेमाल नहीं किया। उन्होंने कहा कि यह याचिका 2019 में दाखिल हुई थी और इसी पर सुप्रीम कोर्ट ने पहले यूजीसी को जाति आधारित भेदभाव से निपटने के लिए नियम बनाने का निर्देश दिया था। दोनों पक्षों की बहस को देखते हुए पीठ ने कहा कि वह आज किसी दलील पर विचार नहीं करेगी।

शीर्ष अदालत ने बताया था विभाजनकारी: सुप्रीम कोर्ट ने 29 जनवरी को समानता नियम-2026 पर रोक लगाते हुए कहा था कि यह फ्रेमवर्क पहली नजर में अस्पष्ट है, इसके बेहद दूरगामी परिणाम हो सकते हैं और यह खतरनाक असर डालकर समाज को विभाजित करने वाला साबित हो सकता है। इसके साथ ही इन नियमों के विरुद्ध दायर तीन याचिकाओं पर केंद्र और यूजीसी से जवाब भी मांगा था। कोर्ट का कहना था, "संविधान के अनुच्छेद-142 के तहत अपनी शक्तियों का इस्तेमाल करते हुए हम निर्देश देते हैं कि विश्वविद्यालय अनुदान आयोग (उच्च शिक्षण संस्थानों में समानता को बढ़ावा) नियम, 2012, अगले आदेश तक लागू रहेंगे।" साथ ही 2026 के नियमों को लेकर चिंता जताते हुए सवाल किया था कि जब नियम 3(1)(ई) में "भेदभाव" की व्यापक परिभाषा पहले से मौजूद है, तो नियम 3(1)(सी) के तहत "जाति-आधारित भेदभाव" की अलग परिभाषा की क्या जरूरत है। कोर्ट का यह भी सवाल था कि शैक्षणिक संस्थानों में उत्पीड़न का एक जरिया होने के बावजूद रैगिंग को इन नियमों के दायरे से बाहर क्यों रखा गया।

नवभारत टाइम्स, 21 अगस्त 2026, पृष्ठ संख्या -1, 2

## CBSE: 3 भाषा नीति पर SC में सवाल

CBSE की 3 भाषा नीति को लेकर सुप्रीम कोर्ट ने गुरुवार को कई अहम सवाल उठाए। कोर्ट केंद्र सरकार, NCERT और CBSE से नीति पर फिर से करने को कहा। कोर्ट ने विशेष रूप से अंग्रेजी को 'गैर-देशज भाषा' के रूप मे वर्गीकृत किए जाने पर आपत्ति जताई है। कोर्ट ने कहा कि कई राज्यो मे अंग्रेजी आधिकारिक भाषा है और सुप्रीम कोर्ट मे भी अंग्रेजी का इस्तेमाल होता है। ऐसे मे गैर-देशज भाषा मानने पर विचार जरूरी है।

▸▸शेष पेज 2 पर

# 3 भाषा नीति पर सुप्रीम कोर्ट के सवाल, दोबारा विचार को कहा

■ NBT रिपोर्ट, नई दिल्ली



■ SC ने केंद्र, NCERT, CBSE से नीति पर दोबारा विचार के लिए कहा
■ अंग्रेजी को 'गैर-देशज भाषा' मानने पर कोर्ट ने जताई आपत्ति

**केंद्रीय माध्यमिक** शिक्षा बोर्ड (CBSE) की तीन भाषा नीति को लेकर सुप्रीम कोर्ट ने गुरुवार को कई अहम सवाल उठाए और केंद्र सरकार, राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (NCERT) और CBSE से नीति पर पुनर्विचार करने को कहा। कोर्ट ने विशेष रूप से अंग्रेजी को 'गैर-देशज भाषा' के रूप मे वर्गीकृत किए जाने पर आपत्ति जताई। साथ ही कक्षा 6 के मौजूदा छात्रो को भी नीति से राहत देने और भारतीय भाषाओ के लिए शिक्षको और पाठ्यपुस्तको की उपलब्धता पर स्थिति स्पष्ट करने को कहा।

चीफ जस्टिस ऑफ इंडिया सूर्यकांत, जस्टिस जॉयमाल्या बागची और जस्टिस वी. मोहना की पीठ CBSE की ओर से तीन भाषा नीति लागू करने संबंधी सर्कुलर को चुनौती देने वाली याचिकाओं पर सुनवाई कर रही थी। नई नीति शैक्षणिक सत्र 2026-27 से लागू की जानी है। जस्टिस बागची ने अंग्रेजी को गैर-देशज भाषा मानने के आधार पर सवाल उठाते हुए कहा कि इस मुद्दे को संवैधानिक और ऐतिहासिक दृष्टिकोण से देखने की जरूरत है। उन्होंने कहा कि 'नेटिव' शब्द की अपनी औपनिवेशिक पृष्ठभूमि है और 'इंडिजिनस' शब्द अधिक उपयुक्त हो सकता है। उन्होंने कहा कि भारत मे कई राज्यो मे अंग्रेजी आधिकारिक भाषा है और कोर्ट मे भी अंग्रेजी का इस्तेमाल होता है।

पीठ ने मौजूदा कक्षा 6 के छात्रो को भी राहत देने की संभावना पर विचार करने को कहा। जस्टिस बागची ने कहा कि जिन छात्रो ने पहले ही किसी भाषा का चयन कर लिया है, उन्हे अचानक नई व्यवस्था मे डालना व्यावहारिक कठिनाई पैदा कर सकता है। याचिकाकर्ताओ की ओर से वरिष्ठ अधिवक्ता गोपाल शंकरनारायणन ने कहा कि छात्रो को अचानक बदलाव के लिए कहा जा रहा है। वही केंद्र की ओर से अतिरिक्त सॉलिसिटर जनरल ऐश्वर्या भाटी ने कहा कि विशेषज्ञो के सुझावो के आधार पर आगे की कार्रवाई की जाएगी।

**NBT View** CBSE की त्रिभाषा नीति को लेकर राजनीतिक विवाद भी है। तमिलनाडु की पिछली स्टालिन सरकार ने इसे दक्षिणी राज्यो पर हिंदी थोपने की कोशिश बताया था। वही, केंद्र इसे क्षेत्रीय और बहु-भाषा को बढ़ावा देने की नीति बताता रहा है। मगर सुप्रीम कोर्ट मे यह मामला इसलिए पहुंचा कि इसे लागू करने के लिए बड़ी संख्या मे स्कूलो के पास संसाधन नही है। उसने भी सिद्धांत रूप मे नीति को सही माना। लेकिन इसका ख्याल रखा जाना चाहिए कि छात्रो पर किसी तरह का दबाव न बढ़े।

अमर उजाला, 21 अगस्त 2026, पृष्ठ संख्या )

बच्चों को बेहतर बनाने के लिए सुप्रीम कोर्ट की तीन सलाह

# बच्चों को क्लास ही न भेजें, बात करें लड़कियों का सम्मान करना सिखाएं

अमर उजाला ब्यूरो

**नई दिल्ली।** सुप्रीम कोर्ट ने कहा कि बच्चों को बेहतर और प्रतिस्पर्धी बनाने के लिए उन्हें लगातार अलग-अलग कक्षाओं में भेजना ही पर्याप्त नहीं है। माता-पिता को बच्चों के साथ समय बिताकर उनसे बातचीत करनी चाहिए, इससे उनके बीच भरोसा और मजबूत रिश्ता बनेगा।

**सलाह-1**

जस्टिस बीवी नागरत्ना व जस्टिस आर. महादेवन की पीठ ने कस्टडी से जुड़े मामले की सुनवाई के दौरान यह टिप्पणी की। पीठ ने कहा कि बच्चों को संगीत, कला या ताइक्वांडो जैसी बहुत ज्यादा कक्षाओं में भेजना जरूरी नहीं है। माता-पिता को रोज कुछ समय बच्चों के सवालों पर चर्चा और अपने अनुभव साझा करने में लगाना चाहिए। कोर्ट ने कहा कि अच्छे संस्कार और दूसरों के प्रति सम्मान सिखाना भी माता-पिता की जिम्मेदारी है। खासकर लड़कों को लड़कियों और महिलाओं के प्रति सम्मानजनक व्यवहार की सीख देनी चाहिए।

## डिजिटल दौर में बच्चों को खेल से जोड़ना जरूरी

सुप्रीम कोर्ट ने कहा कि डिजिटल दौर में बच्चे मैदानों से दूर होते जा रहे हैं। ऐसे में स्कूलों में खेल और शारीरिक गतिविधियों को पाठ्यक्रम का अनिवार्य हिस्सा बनाना जरूरी है। जस्टिस विक्रम नाथ की पीठ स्कूलों में खेल अनिवार्य करने की मांग वाली जनहित याचिका पर सुनवाई कर रही थी।

**सलाह-2**

- याचिका में खेल व शारीरिक साक्षरता को मौलिक अधिकार बनाने की भी मांग की गई है। यह याचिका 2017 में कानून के छात्र कनिष्का पांडे ने दायर की थी। अगली सुनवाई 22 सितंबर को होगी।
- न्यायमित्र गोपाल शंकरनारायणन ने 2022 में सुझाव दिया था कि सभी स्कूल रोजाना कम से कम 90 मिनट फ्री प्ले और गेम्स के लिए तय करें।

## त्रि-भाषा : बच्चों पर दबाव न पड़े

### ■ नीति लागू करने में कोई बुराई नहीं

सीबीएसई की त्रि-भाषा नीति पर शीर्ष अदालत ने कहा, इसे लागू करने में कोई बुराई नहीं है, पर बच्चों पर किसी तरह का दबाव नहीं पड़ना चाहिए। सीजेआई जस्टिस सूर्यकांत, जस्टिस जॉयमाल्या बागची और जस्टिस वी. मोहना की पीठ ने 9वीं के छात्रों के लिए तीन भाषाएं अनिवार्य करने से जुड़ी चुनौतियों पर केंद्र से समाधान खोजने को कहा। पीठ ने कहा कि नीति को व्यवस्थित तरीके से लागू किया जाए और इसमें आ रही बाधाओं का समाधान किया जाए।

**सलाह-3**

**भाषा सीखना अमूल्य चीज :** सीजेआई ने कहा कि कोई भी भाषा सीखना एक बड़ी संपत्ति और अमूल्य चीज है। कोई भाषा ला रहे हैं तो उन्हें शिक्षकों के लिए भी योजना बनानी होगी। यदि स्कूल गलती कर रहे हैं तो उन्हें जिम्मेदार ठहराया जाएगा।

The Pioneer, 21 ~~August~~ August 2026, Page No- 10

# Don't let children face pressure over 3-language policy: SC

PIONEER NEWS SERVICE
New Delhi

Observing that children should not come under any kind of pressure, the Supreme Court on Thursday stressed the need to find a solution to issues arising out of the CBSE policy mandating the study of three languages by Class 9 students.

A bench of Chief Justice Surya Kant and Justices Joymalya Bagchi and V Mohana observed there was nothing wrong in introducing the policy, but the only concern raised by the petitioners was about the manner in which it was being introduced.



"Some of these problems, you may revisit. There is no doubt that sooner or later, it has to be introduced. There is nothing wrong with that. But how it is to be streamlined so that whatever impediments or blockades are coming up, you may find a solution to those," the bench told Additional Solicitor General Aishwarya Bhati.

The bench said one of the aspects that was required to be considered was how to build adequate human resource infrastructure for the language options available.

"If you have chosen Class 6 as the starting point, you may consider giving a reprieve to Class 6 students of this year. You can introduce it from next year," it said.

"Another thing which needs to be looked into is where you draw the line. Whether it is Class 6, Class 4 or Class 3. You can take a call depending on the curriculum and where the choice between two and three languages is first introduced," the bench said.

It said one of the concerns was whether we consider English a native language or a foreign language.

"As the Union of India, you will also have to see that other than the CBSE, what is happening in other boards," the bench told Bhati, adding that it has to be ensured that the roll-out of the policy is appropriately undertaken.

Bhati said she would take instructions on the suggestions and get back to the court.

"We don't want the children to come under any pressure," the CJI said.

The top court was hearing a batch of pleas challenging the CBSE's policy mandating the study of three languages, including two native Indian languages, for Class 9 students from July 1.

At the outset, senior advocate Anand Grover, appearing for some of the petitioners, told the bench that the issue relates to three languages and that they were concerned with Class 6.

The Economic Times, 21 August, 2026, Page No- 5

CONCERNS RAISED OVER AVAILABILITY OF TEACHERS & TEXTBOOKS FOR INDIGENOUS LANGUAGES

# Streamline 3-Language Policy: SC to Centre, NCERT, CBSE

*We have to examine the extent to which English can be considered non-indigenous language. I personally have serious reservations about the expression 'native'. It has a very colonial connotation. It should be 'indigenous': Justice Bagchi*

## Asks whether Class 6 students of current academic year could be given relaxation

**Raghav Ohri**

**New Delhi:** Flagging certain issues with the Central Board of Secondary Education's newly mandated three-language policy, the Supreme Court on Thursday urged the board, the central government and the National Council of Educational Research and Training to revisit and streamline it.

A three-member bench comprising Chief Justice of India Surya Kant and justices Joymalya Bagchi and V Mohana verbally expressed reservations about the policy to treat English as a "non-native language".

The bench asked whether Class 6 students of the current academic year could be given relaxation. It also raised concerns over the availability of teachers and textbooks for indigenous languages.

The development took place during the resumed hearing of a clutch of petitions challenging CBSE's circulars introducing the three-language policy.

Speaking for the bench, justice Bagchi verbally questioned the basis of treating English as a non-native language. "We have to examine the extent to which English can be considered a non-indigenous language. First, I personally have serious reservations about the expression 'native'. It has a very colonial connotation. It should be 'indigenous'," justice Bagchi verbally remarked. "Secondly, if you see the historical perspective of English and the extent of its roots in Indian society, we will have to take a final call, although it is your policy, on the constitutional angle, whether English is a non-indigenous language or an indigenous language. If you do that, these rough edges can be largely taken care of."

Treating the issue requires a constitutional analysis, having regard to the historical experience and the fact that several states have English as an official language, justice Bagchi added.

On relaxation for Class 6, justice Bagchi said: "The second thing which is really troubling the petitioners is whether students presently in Class 6 can also be given a reprieve from taking the final test in Class 10. The option is 23 languages in theory. But in reality, as you rightly said, only around 4% of schools are under CBSE and 96% are under state boards."

The judge said if suddenly another indigenous language has to be taught, the board would have to give some time not only to the students but also for the infrastructure of schools to come on a par.

"If this can be reconsidered by the council with regard to the applicability to these classes, and it can instead be scaled down to the lower standards, that would give greater assistance to students and their parents in taking a call," justice Bagchi added.

The bench also questioned CBSE on infrastructure and the availability of trained teachers to teach indigenous languages.

**JUSTICE JOYMALYA BAGCHI**

If you see the historical perspective of English and the extent of its roots in Indian society, we will have to take a final call, although it is your policy, on the constitutional angle, whether English is a non-indigenous language or an indigenous language. If you do that, these rough edges can be largely taken care of

**Treating the issue requires a constitutional analysis, having regard to the historical experience and the fact that several states have English as an official language**

If suddenly another indigenous language has to be taught, the board would have to give some time not only to the students but also for the infrastructure of schools to come on a par



TASK: FINDING FACTS

## SC Forms 5-member Panel to Investigate Accusations of Police Excesses Against CJP

**Our Political Bureau**

**New Delhi:** The Supreme Court on Thursday constituted a five-member high-powered panel, headed by retired apex court judge R Subhash Reddy, to probe accusations of police excesses against Cockroach Janta Party protesters.

The committee will have former Punjab and Haryana High Court chief justice Ravi Shankar Jha, former Delhi High Court justice Shalinder Kaur, former CBI director Rishi Kumar Shukla and former Meghalaya DGP LR Bishnoi as its members. The order was passed by a three-member bench headed by Chief Justice of India Surya Kant.

The committee has been entrusted with the task of fact-finding. The bench said the panel will look into the allegations concerning sexual assault and online harassment of female protesters, and victimisation of other vulnerable persons through social media.

**Police can face departmental action independent of the panel's findings: SC**

The bench also made it clear that police can face departmental action independent of the committee's findings and that larger constitutional questions on the protests are to be decided by the court separately, later.



OVER TO COURT NOW

## J'khand HC Stays Cancellation of JPSC Exams

### Court asks state to furnish its reply by September 15

**Press Trust Of India**

**Ranchi:** Jharkhand High Court on Thursday stayed the operation of notifications cancelling the appointment of government employees through 11th to 13th Jharkhand Public Service Commission (JPSC) examinations.

The high court also stayed the operation of the order cancelling the appointments of food safety officers. While hearing a petition against the government notifications, the court asked the state to furnish its reply by September 15, the next date of hearing.

**'Court stay has provided relief to around 450 candidates'**

Petitioners' advocate Amritansh Vats said the court has prima facie stayed the notifications cancelling appointments through the 11th to 13th JPSC and the one for appointment of food safety officers.

He added that justice Deepak Roshan observed that it violates the principle of natural justice and hence the matter has been stayed. The court's stay has provided relief to around 450 candidates, he said. Scenes of relief and celebration were witnessed outside the state secretariat.

The Indian Express, 21 August 2026, Page No. - 9

THREE-LANGUAGE POLICY

# English indigenous or foreign language? Supreme Court for examining constitutionality

**Ananthakrishnan G**
*New Delhi, August 20*

THE SUPREME Court on Thursday wondered whether it's correct to treat English as a "non-indigenous" language under the CBSE's three-language policy, given its "roots into Indian society", and said the constitutionality of doing so will have to be examined.

The court made the observation while hearing petitions challenging the CBSE's decision to introduce the three-language formula under the National Education Policy (NEP) from 2026-27.

A three-judge bench, presided by Chief Justice of India Surya Kant and comprising Justices Joymalya Bagchi and V Mohana, also asked the Board to clarify if the current batch of Class 6 students can be given a reprieve and the policy be introduced from next year, given that the infrastructure is still not adequately in place.

During the hearing, some of the petitioners pointed out that the three-language policy considers English a non-native language and this is making life difficult for the students.

Responding to the concern, Additional Solicitor General Aishwarya Bhati, appearing for CBSE, told the bench: "English is an official language under the Constitution. That status no one can take away... it's not treated like a foreign language, but it can't be treated like a native language also. Language is the vehicle of a culture..."

> **"English is an official language under the Constitution. That status no one can take away... it's not treated like a foreign language, but it can't be treated like a native language also. Language is the vehicle of a culture"**
>
> **AISHWARYA BHATI,** ADDITIONAL SOLICITOR GENERAL APPEARING FOR CBSE

Justice Bagchi said, "If we have to examine that issue as to the extent to which English can be considered as a non-indigenous language, first, I personally have a serious reservation about the expression used 'native'. It has a very colonial import. It should be 'indigenous'. Secondly, if you see the historical perspective of English and the extent of its roots into Indian society, it would be, I think in a final decision making process, although it's your policy, you would take the final call, but then on the constitutionality angle, we have to see whether English can be classified as a non-indigenous language or an indigenous language. Because if you do that, to a large extent these rough edges can be taken care of."

Bhati said "non-native is an expression coming from the new education policy".

"That is why the framers of the new policy ought to have been conscious of the words they choose," according to Justice Bagchi.

The three-language policy requires students to learn three languages in school, with at least two being "native Indian languages" (*Bhartiya Bhashas*).

On concerns of class 6 students, Justice Bagchi said: "The second thing which is really troubling the petitioners is whether the 6th standard can also be given a reprieve from taking the final test in Class 10. Because when you see the option, the option is 23 languages in theory, but in reality...only around 4% of schools are under CBSE and 96% are under State Boards... There are asymmetries in compliance of National Council for Teacher Education rules. Now, compounded with that, if suddenly you have another indigenous language to be taught...You would have to give some time not only for the students but also for the infrastructure of schools to come on par...If that can be reconsidered by the Council with regard to the admissibility of these classes."

The judge said, "It is a very good policy of the National Education Policy to start a child with the mother tongue and then move to another indigenous language. And a third language, maybe indigenous, maybe a foreign language... However, if it can be scaled down to that lower standard, that gives a greater elbow space for the students and their parents to take a call. Secondly the school administration can also absorb the administrative compliance regimes. They will require a compliance regime because if you see even with regard to...language, there are not adequate numbers of B.Ed qualified teachers. If you put Sanskrit here, how many Sanskrit teachers are B.Ed qualified? They may be very learned in Sanskrit. So if this can be reconsidered." Bhati said she will put it to the experts and appraise the court.

The Hindu, 21 August 2026, Page No. - 16

# Ease three-language rule for Class 6, SC tells CBSE

**Three-language scheme will eventually have to be implemented, but CBSE has to streamline its implementation better, says top court; questions categorisation of English as a foreign language**

**Krishnadas Rajagopal**
NEW DELHI

The Supreme Court on Thursday asked the Central Board of School Education (CBSE) to grant current Class 6 students a one-time reprieve from a mandatory third-language Board exam.

The court urged the Board to return to the drawing board to consider easing the policy into the curriculum, starting from earlier classes, giving students, families, and schools "some elbow space".

"Why don't you give the Class 6 students reprieve from writing the third language exam in Class 10 exam," Justice Joymalya Bagchi asked Additional Solicitor-General Aishwarya Bhati.

Under CBSE guidelines, students in Classes 7 to 9 were exempted, while the present Class 6 batch was slated to face full implementation, including a mandatory Class 10 Board exam in the third language by 2031.

> Why don't you give the Class 6 students reprieve from writing the third language exam in Class 10 exam?
> **JUSTICE JOYMALYA BAGCHI**
> Supreme Court judge



The court said the three-language scheme would eventually have to be implemented, but the CBSE has to streamline its implementation better.

**'Give time to adapt'**

"You would have to give some time for not only students but also for infrastructure to come on par, across the various education Boards. It is a good policy to start with the mother tongue, then an indigenous language, and then another indigenous or foreign language. But all this should be started when the children are a little younger, in a lower class, giving them time to adapt," Justice Bagchi said.

The court asked Ms. Bhati, appearing for the CBSE, to get instructions on three issues - whether a one-time reprieve could be given to the current batch of Class 6 students, how to build human resources to meet the demands of the three-language scheme, and whether the scheme should ideally be started in earlier classes.

**Foreign language**

Lawyers for petitioners opposing the three-language policy said it explicitly categorised English as a foreign language along with popular foreign language options among students like French, Japanese, and Spanish.

"Because the policy mandates that students must study at least two native Indian languages, students are restricted to only one foreign language slot. Since nearly all students choose English for that single slot, other foreign languages like French or Japanese are effectively pushed out of the main curriculum. A large number of students already studying French and Japanese have to choose a native language now... Another foreign language increases employment opportunities... These are children from middle- and lower-class homes we are talking about," senior advocate Anand Grover explained.

Mr. Grover submitted that textbooks found online under the three-language scheme start with compound sentences. "If I have to learn Sanskrit, for example, I have to learn from the first letter. The textbooks on the website have compounded sentences. How will I learn?" he asked.

Chief Justice Surya Kant said English could hardly be considered a foreign language.

On the issue of treating English as a foreign language, Ms. Bhati said, "English is an official language under the Constitution, and though it is not treated like a foreign language, it is also not a native language. Language is the vehicle of a culture".

Millenium Post, 21 August 2024, Page No - 6

CBSE 3-LANGUAGE POLICY

# Students must not face 'pressure': SC

MPOST BUREAU
*New Delhi, August 20*

**TOP COURT STRESSED THE NEED TO FIND A SOLUTION TO ISSUES ARISING OUT OF THE CBSE POLICY**

Observing that children should not come under any kind of pressure, the Supreme Court on Thursday stressed the need to find a solution to issues arising out of the CBSE policy mandating the study of three languages by Class 9 students.

A bench of Chief Justice Surya Kant and Justices Joymalya Bagchi and V Mohana observed there was nothing wrong in introducing the policy but the only concern raised by the petitioners was about the manner in which it was being introduced.

"Some of these problems, you may revisit. There is no doubt that sooner or later, it has to be introduced. There is nothing wrong with that. But how it is to be streamlined so that whatever impediments or blockades are coming up, you may find a solution to those," the bench told Additional Solicitor General Aishwarya Bhati.

The bench said one of the aspects that was required to be considered was how to build adequate human resource infrastructure with regard to the language options available.

"If you have chosen Class 6 as the starting point, you may consider giving a reprieve to Class 6 students of this year. You can introduce it from next year," it said.

"Another thing which needs to be looked into is where do you draw the line. Whether it is Class 6, Class 4 or Class 3. You can take a call depending on the curriculum and where the choice between two and three languages is first introduced," the bench said.

It said one of the concerns was whether we consider English a native language or a foreign language.

"As the Union of India, you will also have to see that other than the CBSE, what is happening in other boards," the bench told Bhati, adding that it has to be ensured that the roll-out of the policy is appropriately undertaken.

Bhati said she would take instructions on the suggestions and get back to the court.

"We don't want the children to come under any pressure," the CJI said.

The top court was hearing a batch of pleas challenging the CBSE's policy mandating the study of three languages, including two native Indian languages, for Class 9 students from July 1.

Hindustan Times, 21 August 2026, Page No- 7

{ 3-LANGUAGE POLICY }

# Give 1-time relief to class 6 students, SC tells CBSE

**Utkarsh Anand**
letters@hindustantimes.com

**NEW DELHI:** The Supreme Court on Thursday asked the Central Board of Secondary Education (CBSE) to consider giving a one-time reprieve to students currently in Class 6 from the third-language requirement so that they do not face a mandatory board examination in that language when they reach Class 10, while also protecting existing foreign-language combinations during the transition.

The court also asked CBSE to examine whether the third language should in fact be introduced from Class 6 or whether the implementation should begin from Class 3 or 4, while seeking a road map for ensuring adequate teachers, course material and other infrastructure before the policy is rolled out.

A bench, comprising Chief Justice of India Surya Kant and justices Joymalya Bagchi and V Mohana said that the concerns over the sudden implementation of the policy, preparedness of schools and availability of qualified teachers and learning resources warranted a reconsideration of the transition for the current Class 6 batch.

The bench asked additional solicitor general Aishwarya Bhati, appearing for the CBSE, to return with three clarifications -- whether the current Class 6 students could be given an additional academic year to decide and prepare for the third language; how adequate human-resource infrastructure and other resources would be created; and whether the starting point for the third language should be Class 6 or Class 3 or 4.

"If the standard is six for you, give them a reprieve for the current sixth standard so that the issue of retrospective operation also gets obviated and their immediate issue gets resolved too," said the bench.

The court also made clear that while it was not questioning the roll out of the National Education Policy (NEP) 2020, its implementation could not adversely affect students' rights.



**The CBSE's June 29 guidelines already provided relief to students in Classes 7, 8 and 9.**

"With regard to the NEP, the roll out can be done and it is their discretion. However, that discretion doesn't have to impact the rights," remarked the bench, asking CBSE to "go back to the drawing board" on the immediate application of the policy to Class 6 students. The court's intervention came amid petitions by parents challenging CBSE's decision to introduce a three-language formula, under which students are required to study three languages, with two being Indian languages.

The CBSE's June 29 transitional guidelines already provided relief to students in Classes 7, 8 and 9 already studying two non-native languages. Such students were permitted to retain their existing combination and add an Indian language as the third language. The additional language would be assessed through internal school-based assessment and would not have a CBSE board examination when the students reached Class 10.

However, the June 29 guidelines provided that students entering Class 6 in 2026-27 and subsequent batches would be subject to the policy in full. They would study three languages, of which at least two would be Indian languages, and would eventually take the Class 10 board examination in the third language.

Senior advocate Anand Grover, appearing for one of the petitioners, argued that the issue was particularly acute for Class 6 students because CBSE did not have statutory authority to frame the curriculum for Classes 6 to 8, which, he submitted, falls within the domain of the National Council of Educational Research and Training (NCERT).

He also stressed the need for qualified teachers, pointing out that Indian languages would have to be taught from the basics while Class 6 students would already be expected to deal with more complex words and sentences.

The bench, however, emphasised the importance of learning Indian languages and questioned the reluctance to introduce an additional language. "Learning any new language is a big asset and invaluable. There is no compulsion for examination, why should there be a reluctance? And there is no embargo for you to continue with the foreign language," it observed.

At another point, the bench said it was "something good for the nation that children learn different Indian languages" and asked, "What can be the harm if a person North India chooses to learn a language from South India."

It also cautioned against treating Indian regional languages as inferior merely because they may not offer the same perceived employment opportunities as foreign languages. "Let us not treat with inferiority the regional languages. They all must get due respect," said the bench, while indicating that implementation issues could be examined by an expert committee if necessary.

The petitioners, however, maintained that the issue was not merely one of choice. Grover argued that learning a foreign language could open employment opportunities and that schools must have qualified teachers to teach the newly introduced Indian languages.

The bench itself raised concerns over the availability of qualified teachers, including whether there were sufficient teachers possessing the required B.Ed qualifications to teach languages such as Sanskrit.

"If you see even with regard to Rl language, there are not adequate number of qualified B.Ed teachers. How many Sanskrit teachers are qualified with B.Ed? They may be well versed with Sanskrit," said the bench, asking whether this aspect could be reconsidered.

The Times of India, 21 August 2026, Page No - 1, 6

## SC: Can Std 6 be spared 3-language plan this yr?

**New Delhi:** Supreme Court Thursday asked Central Board of Secondary Education (CBSE) to consider a reprieve to Class VI students by deferring implementation of the three-language policy to next year, by which time it should shore up infrastructure and teaching staff, **reports Dhananjay Mahapatra.** Under the policy, students must choose two native languages.

On a related note, the bench of CJI Surya Kant, and Justices Joymalya Bagchi and V Mohana delved into whether English is an indigenous language. CBSE, through additional solicitor general Aishwarya Bhati, said it is neither foreign nor native. "We have to examine the extent to which English can be considered non-indigenous. I personally have serious reservations about the expression 'native'. It has a very colonial connotation. It should be 'indigenous'," Justice Bagchi said.

▶'Decide on status of English', P 6

# Need to decide on status of English: CJI

▶Continued from P 1

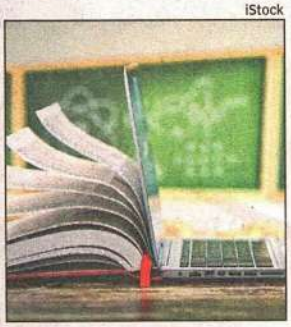
Secondly, if you see the historical perspective of English and the extent of its roots in Indian society, we will have to take a final call. Although it is your policy, on the constitutional angle — whether English is a non-indigenous language or an indigenous language. If you decide this issue, the rough edges can be largely taken care of," Justice Bagchi said.

CJI Surya Kant said, "The teething problems can be addressed, but ultimately sooner or later it has to be implemented. There is nothing wrong with the three-language education policy (under NEP 2020). But how to streamline it is the question. Whatever impediments or difficulties arise, govt can find a solution by consulting domain experts or by constituting an expert body."

As counsel for a bunch of petitioners argued that class tests in the native languages should also be stopped this year, the bench said since CBSE has said these will be elementary tests and no student's performance will be based on marks scored, "Let the examinations take place as it will tell us how many students cleared it".

Bhati said CBSE will consider the issues flagged by the court and respond. Justice Bagchi said, "The second thing which is really troubling the petitioners is whether students presently in Class 6 can also be given a reprieve from taking the final test (in two native languages) in Class 10. The option is 23 languages in theory. But as you rightly said, only around 4% of schools are under CBSE and 96% are under state boards. There are asymmetries in compliance with National Council for Teacher Education norms."

iStock



An official said CBSE will consider the issues flagged by court

"Now, compounded with that, if suddenly another indigenous language has to be taught, you would have to give some time not only to the students but also for the infrastructure of schools to come on a par. If this can be reconsidered by the council with regard to the applicability to these classes, and it can instead be scaled down to the lower standards, that would give greater assistance to students and their parents in taking a call," he said.

"If the starting point you have chosen is Class VI, consider giving them a reprieve for this year. You can introduce it next year... If students who have already committed to a particular language are given a reprieve, I think the immediate concern of the petitioners can be addressed," Justice Bagchi said.

"CBSE must inform us how many of its schools actually have the teaching capacity and learning tools necessary to offer this range of languages," he added.

"We have to see how far an informed choice is actually capable of being implemented. We therefore request the ASG to give us a roadmap regarding the availability of teachers and other learning tools for the 23-odd language options offered in CBSE schools," Justice Bagchi further said.

The Pioneer, 21 August 2026, Page No-11




# Vocational education from class 9, skills from class 6: NITI Aayog

**PIONEER NEWS SERVICE**
New Delhi

NITI Aayog has pitched for wider rollout of employability and entrepreneurship skills training from Class 6 and structured vocational tracks from Class 9, saying skilling must begin early and be embedded within the school system to shape employability.

The Aayog in a report titled 'Reimagining Skilling for Viksit Bharat@2047', pitched continuing General Employability and Entrepreneurship Skills (GEES) as a separate subject for all in Grades 11-12.

"Revise Board subject schema in Grades 10 & 12 to include vocational subjects with equal weightage; State board to accept the revised schema for board certification in Grade 10," it suggested.

While noting that the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) guide integrating vocational education and employability skills from Grade 6, the Aayog said implementation remains limited, with fewer than 1 in 12 secondary schools offering vocational subjects.

"Skilling must begin early and be embedded within the school system to shape employability, choice, and progression later in life.

"...General Employability and Entrepreneurship Skills (GEES) for all can be introduced universally from Grade 6 through Grade 12, alongside Kaushal Tracks (structured vocational pathways) from Grade 9 onwards that enable deeper vocational specialisation aligned to local and national skill demand," it said.

The Aayog also noted that India's tertiary education system requires structural reorientation to align learning with labour market demand.

"With some curricula remaining outdated and generic degrees dominating enrolment, employability outcomes remain weak," the Aayog said, adding that addressing these gaps requires stronger industry participation through Public-Private Partnership (PPP) models and Apprenticeship Embedded Degree/Diploma Programmes (AEDP) to modernise curricula, embed job-linked learning, and ensure relevance.

The report also called for priority actions including shifting from generic degrees to applied, industry-aligned specialisations, scaling work-integrated and apprenticeship-embedded degree programmes, and expanding flexible, modular, and earn-while-you-learn formats.

The Times of India, 21 August 2024, Page No- 10

# Exam, AI, Absurdity

*When national exam papers contain glaring errors, the question is not merely whether AI was involved. There is deeper worry about how much of higher ed reform has been hollow chatter*

**Ali Raza Moosvi**



National Testing Authority (NTA), which can also be called National Theatre of the Absurd, has just released another play. Six weeks in the making, it promises to become as famous and as popular as its earlier production, which had attracted millions at Jantar Mantar.

Plot broadly remains the same with a few noteworthy twists – allegations of paper leak, recycled questions, numerous spelling mistakes, and errors in the English, Commerce and Sociology papers. The familiar and popular elements are of course there – no answers, explanations, or accountability and widespread public outcry. The gracious body, in response, has promised to provide an encore soon.

There are reports that PDF files of the Sociology paper were circulated, and sold, and that generative AI was used in the question paper setting process, which has been denied by NTA. But no explanation has been offered as to how such glaringly erroneous papers were administered if they had passed through a panel of experts, or through a human check.

There is a considerable body of thought, and public debate, on applying and using AI in public examination systems. But what holds right now is a simple four word question – *What is going wrong?*



Image: AI

I think we are seeing the symptoms of a crumbling system, which had started to rot from the inside many years ago. This does not mean NTA alone but the entire higher education system of the country. This is a sweeping statement, but it is one way to see the big picture, howsoever hazy it appears.

India's higher ed system seems to be littered with 'chatterboxes', a stupid cousin of the celebrated 'chatbot'. They do exactly what the word says – chatter. Given their humongous numbers and provenance, chatter has replaced thought and ideas. A cursory glance over the last decade is enough to understand the role of this 'chatter'.

Let us randomly run through some of it by seeing the terms that have sought to define and idealise higher ed in India. Access, equity, quality, excellence, skilling, innovation, smart education, expansion, world-class research, employability – the list goes on and on.

Has anyone thought, even idly, if any of these policies has reached fruition, or is there any way to assess if they are on that path? We will not ask the question now as to what extent they were relevant to address the challenges of the system. They were all pushed onto it, year after merciless year, as panaceas to what was thought to be ailing it.

The obvious problems of universities that have been left unattended by this 'chatter' are basic and visible. Low level of recruitment or flawed recruitment culture, little or no investment in maintenance expenditure, no focused attention on enhancing physical and digital infra, a heavily politicised system of appointment of key functionaries, and a total shift from the classroom to ancillary and superfluous political activities on university campuses.

This is a mirror image of what was happening in govt schools anyway. When the tide of poorly educated and trained students came to universities from such schools, the sieves of quality merely shifted further downstream, and the only filter left is these entrance and qualifying exams.

The 'chatter' contributed in two simple and significant ways. Firstly, it ensured that competence and professional commitment were surgically removed from as many levels of operation of the system as possible. Secondly, it created a din so that no other voice could be heard. It was a riotous bandwagon on a righteous path. Given these basic factors, the system had to crack and break, which it did.

Now, the latest addition to the collective wisdom of this 'chatter' is the use and integration of AI in higher ed. There is no thought or discussion, of course, whether this is needed or required. Or the extent to which it can be integrated, if at all. The main, and perhaps the only answer, was that the students are already using it and industry has embraced it in a big way.

Students have been using, and will continue to use, any tool that reduces the tedium of learning. Industry, right from Industrial Revolution, has been using machines and tools to minimise the role of the human factor in achieving ever-increasing profits and productivity. How do either of these arguments make sense for an ad hoc and reckless integration of AI into higher ed?

We were forced to deal with online education during the pandemic and saw its possibilities and limitations. The latter were more obvious in a country with little to weak IT infra, plus erratic electrical and internet supply. These limitations have not changed, so why would we rush to AI use in education delivery and execution?

Seventeenth-century philosopher Descartes explored the possibility that all rational thought could be made as systematic as algebra or geometry. This philosophy became the foundation of an idea that found its first practical application in 1936, when Alan Turing invented the Turing machine, the first idealised model of a computer. Internet followed in 1990s. And the melding of these two technologies has since created exponential growth in tech innovation and its applications, which now challenge human intelligence.

But the basic ingredient and guardrail is rational thought. And that still remains uniquely human. That is the reason other types of intelligence are called artificial. We can chat with the cloud for all we want, but it will not necessarily be a meaningful conversation.

*The writer is Vice-Chancellor, Khaja Bandanawaz University, Karnataka*

# President of India Smt Droupadi Murmu to Confer National Teachers Awards on 48 school teachers on Teachers Day 2026

प्रविष्टि तिथि: 21 AUG 2026 10:15PM by PIB Delhi

The President of India Smt Droupadi Murmu will confer National Teachers Awards on 48 school teachers at Vigyan Bhawan, New Delhi on September 5, 2026. Short documentaries on each awardee depicting the exemplary work done by them will be showcased at the Event.

The Department of School Education & Literacy, Ministry of Education, organizes a national-level function on Teachers Day (September 5) every year to confer the National Teachers Awards on the best teachers of the country, selected through a rigorous, transparent and online selection process. The purpose of the National Teachers Award is to celebrate the unique contribution of some of the finest teachers in the country and to honour those teachers who, through their commitment and industry, have not only improved the quality of school education but have also enriched the lives of their students.

Online self-nominations from eligible teachers for the National Teachers Awards 2026 were invited from 15.06.2026 to 20.07.2026 through the Ministry of Education's portal http://nationalawardstoteachers.education.gov.in.

This year, a total of 48 school teachers have been selected through a three-stage selection process at the District, State and National levels by the Department of School Education & Literacy. The 48 selected school teachers are from 27 States, 7 Union Territories and 6 Organizations of the Central Government. Of the 48 selected school teachers, 26 are male and 22 are female.

The event will be telecast live on Doordarshan and the SWAYAM PRABHA channels of the Ministry of Education and streamed live at https://webcast.gov.in/moe. The programme can also be watched live on various social media channels of the Ministry of Education.

The list of awardees is attached and is not arranged in any particular order of merit.

**National Teachers Awards - 2026 Department of School Education and Literacy**

| Sl.No. | Name | State / UT of Org | School Name & Address |
|---|---|---|---|

| | | | |
|---|---|---|---|
| 1 | **SHRI J PRAKASH RAO** | A AND N ISLANDS | PM SHRI GMSSS MAYABUNDER, POKADERA |
| 2 | **SHRI RAJESH KOULURI** | ANDHRA PRADESH | MPPS CHINAMALLUPETA, CHINAMALLUPETA |
| 3 | **MS. YAKU TAME** | ARUNACHAL PRADESH | GOVERNMENT SECONDARY SCHOOL G-SECTOR NAHARLAGUN, PAPUMAPRE DISTRICT. ARUNACHAL PRADESH, WARD NO. 16<br>IMC |
| 4 | **SHRI RAJESH BORDOLOI** | ASSAM | ADARSHA TRIBAL HIGHER SECONDARY SCHOOL, JORHAT, KALBARI |
| 5 | **MS. KHUSHBOO KUMARI** | BIHAR | URDU PRIMARY SCHOOL BIDAYDIH, BIDAYDIH |
| 6 | **MS. PUSHPA PRASAD** | BIHAR | MIDDLE SCHOOL KUCHAIKOTE KANYA, KUCHAIKOTE |
| 7 | **MS. RADHA RAJESH** | C.I.S.C.E. | NEW HORIZON PUBLIC SCHOOL, INDIRANAGAR |
| 8 | **MS. SANGEETA YADAV** | CBSE | ST. JOSEPH'S CONVENT SR SEC SCHOOL, WARD NO 8 IDGAH HILLS |
| 9 | **SHRI RAVI JAISWAL** | CHANDIGARH | GOVT. MODEL HIGH SCHOOL MALOYA COLONY<br>CHANDIGARH, MALOYA COLONY |

| | | | |
|---|---|---|---|
| 10 | **MS. SUNITA YADAV** | CHHATTISGARH | GOVT M S KHICHARI, KHICHARI |
| 11 | **MS. PATEL PURNIMA MOHANLAL** | DADRA AND NAGAR HAVELI AND DAMAN AND DIU | GHS DALWADA, DALWADA |
| 12 | **MS. SUMAN GOEL** | DELHI | GSKV POOTH KALAN, POOTH KALAN |

| | | | |
|---|---|---|---|
| 13 | **MD. ZAFAR ALAM** | Eklavya Model Residential Schools under Ministry of Tribal Affairs | EMRS KARANJIA, BINURIA (TATO) |
| 14 | **SHRI MAHADEV HANAMANT SHINDE** | GOA | GUJARATI SAMAJ-SPECIAL SCHOOL, AQUEM |
| 15 | **SHRI NITINKUMAR MAHENDRAKUMAR PATHAK** | GUJRAT | RANGPUR PRIMARY SCHOOL, RANGPUR |
| 16 | **SHRI ANIL KAUSHIK** | HARYANA | GMSSSS SANGHI ROHTAK, SANGHI |
| 17 | **MS. MANJARI V MAHAJAN** | HIMACHAL PRADESH | GOVERNMENT SENIOR SECONDARY SCHOOL, BHALETH, BHALETH |
| 18 | **MOHD AYAZ RAINA** | JAMMU AND KASHMIR | HSS DALHORI, DALHORI |

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| 19 | **MS. MUNMUN BHATTACHERJEE** | JHARKHAND | MS BARMASIA, BARMASIA |
| 20 | **MS. RATHNAKUMARI S** | KARNATAKA | GOVERNMENT HIGHER PRIMARY SCHOOL SAMATAGARU, HONNEBAILU |
| 21 | **MS. AMUTHA J** | Kendriya Vidyalaya Sangathan | PM SHRI KENDRIYA VIDYALAYA NO 2 MADURAI, MADURAI |
| 22 | **DR. MANISHA KHETRAPAL** | Kendriya Vidyalaya Sangathan | PM SHRI KV NFR RANGIYA, RANGIA |
| 23 | **SHRI SUNIL KUMAR KP** | KERALAM | GHSS IRIKKUR, IRIKKUR |
| 24 | **SHRI MOHD MUSTAFA KUMAL** | Ladakh | GOVT. MIDDLE SCHOOL ZGANGJING, SANKOO, KANOOR |
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| 25 | **DR. ARCHANA SHUKLA** | MADHYA PRADESH | GOVT. MAHATMA GANDHI SANDIPANI HR. SEC SCHOOL BHEL BHOPAL, BHEL BHOPAL |

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| 26 | **SHRI SHAILENDRA PRATAP SINGH** | MADHYA PRADESH | GOVERNMENT MIDDLE SCHOOL KANJWAR, VILLAGE KANJWAR POST PONDI JODOURI BLOCK<br>MAJHAULI DISTRICT SIDHI MADHYA PRADESH |
| 27 | **DR. KAVITA NARSINGRAO GITTE** | MAHARASHTRA | SANE GURUJI NIVASI VIDYALAYA KAIJ, SANE GURUJI NIWASI MADHYAMIK VIDYALAYA<br>KAIJ DHARUR ROAD KAIJ |
| 28 | **MS. KUNDA JAYAWANT BACHHAV** | MAHARASHTRA | NMC SCHOOL NO.18, ANANDWALII, NASHIK, MAHARASHTRA,<br>ANANDWALLI |
| 29 | **SHRI WANGLEMBAM GOBIN SINGH** | MANIPUR | LAIKON UPPPER PRIMARY SCHOOL, KONGBA MAKHA NANDEIBAM LEIKAI |
| 30 | **MS. LALNUNMAWII** | MIZORAM | GOVERNMENT ELECTRIC VENG HIGH SCHOOL, ELECTRIC VENG |
| 31 | **SHRI R RONALD MERU** | NAGALAND | GHSS SECHU ZUBZA, SECHU |
| 32 | **SHRI VAIBHAV VASANTRAO KULKARNI** | Navodaya Vidyalaya Samiti | PM SHRI SCHOOL JAWAHAR NAVODAYA VIDAYALAYA LATUR, 12 NO. PATI NEAR<br>MANJARA SUGAR FACTORY BARSHI ROAD |

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| 33 | **SHRI PADARAJ UMAKANTA NAYAK** | ODISHA | | GOVERNMENT HIGH SCHOOL ALIPINGAL, ALIPINGAL |
| 34 | **SHRI GANESAN S** | | VIDUTHALAI VEERAR R | |
| | | PUDUCHERRY | | SEENUVASAN GOVERNMENT HIGH SCHOOL, METTUPALAYAM |
| 35 | **SHRI DINESH KUMAR** | PUNJAB | | GOVT VICTORIA GIRLS SENIOR SECONDARY SCHOOL PATIALA, PATIALA |
| 36 | **DR DIVYENDU SEN** | RAJASTHAN | | MAHATMA GANDHI GOVERNMENT SCHOOL PACHPAHAR, PACHPAHAR |
| 37 | **DR VARTIKA GULAT** | RAJASTHAN | | GGUPS TUMLI KA BAS CHAKSU JAIPUR, POST JAGAT SHIROMANI PURA |
| 38 | **SHRI SHIVPRASAD ARVIND TINGARE** | Sainik Schools Under M/o Defence<br>SAINIK SCHOOL SATARA, SATARA | | Sainik Schools Under M/o Defence<br>SAINIK SCHOOL SATARA, SATARA |
| 39 | **MS. SUSHMA TAMANG** | SIKKIM | | PM SHRI GOVERNMENT SENIOR SECONDARY SCHOOL DIKLING, DIKLING |

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| 40 | **SHRI THANGA RAJ M** | TAMIL NADU | PANCHAYAT UNION PRIMARY SCHOOL<br>PULIYAMPATTI, PULIYAMPATTI |
| 41 | **MS. BHAVANI BOMPELLY** | TELANGANA | MPPS GIRLS GANDHARI, GANDHARI |
| 42 | **SHRI RANJAN DEBNATH** | TRIPURA | PM SHRI SABROOM GIRLS HS SCHOOL, SABROOM |
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| 43 | **DR. RENU TRIPATHI** | UTTAR PRADESH | GOVT. BALIKA INTER COLLEGE VIJAY NAGAR GHAZIABAD, WARD NO. 14<br>(MUNICIPAL AREA) |
| 44 | **DR. IFTKHAR KHAN** | UTTAR PRADESH | GOVERNMENT INTER COLLEGE BALLIA, JAGDISHPUR BALLIA |
| 45 | **MS. SHALINI KUSHWAHA** | UTTAR PRADESH | COMPOSITE SCHOOL RASOOLABAD, KOILAHA |
| 46 | **SHRI GABAR SINGH** | UTTARAKHAND | GOVT. UPS MUSYAKHAND, MAIRA |

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| 47 | **SHRI PALASH CHOWDHURY** | WEST BENGAL | SRI RAMKRISHNA SARADA VIDYAPITH PRIMARY SCHOOL, WARD NO 30 |
| 48 | **SHRI SANTANU PATRA** | WEST BENGAL | GOVT. MODEL SCHOOL, NAYAGRAM BLOCK, BARANIGUI |
| 47 | **SHRI PALASH CHOWDHURY** | WEST BENGAL | SRI RAMKRISHNA SARADA VIDYAPITH PRIMARY SCHOOL, WARD NO 30 |
| 48 | **SHRI SANTANU PATRA** | WEST BENGAL | GOVT. MODEL SCHOOL, NAYAGRAM BLOCK, BARANIGUI |

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**RRTN**

(रिलीज़ आईडी: 2302212) आगंतुक पटल : 2231
इस विज्ञप्ति को इन भाषाओं में पढ़ें: Urdu , हिन्दी , Telugu

दैनिक जागरण, 22 अगस्त 2026, पृष्ठ संख्या - जागरण सिटी-IV

# नौवीं की परीक्षा व्यवस्था बदली, तीसरी भाषा और व्यावसायिक शिक्षा अनिवार्य

जागरण संवाददाता, नई दिल्ली: राजधानी के सरकारी, सहायता प्राप्त और निजी स्कूलों में शैक्षणिक सत्र 2026-27 से कक्षा नौवीं की परीक्षा और पदोन्नति व्यवस्था में बदलाव होगा। शिक्षा निदेशालय की संशोधित व्यवस्था में तीसरी भाषा और व्यावसायिक शिक्षा को अनिवार्य किया गया है। गणित व विज्ञान में उन्नत स्तर की परीक्षा का विकल्प मिलेगा।

नौवीं के छह मुख्य विषय भाषा-1, भाषा-2, गणित, विज्ञान, सामाजिक विज्ञान और व्यावसायिक शिक्षा होंगे। पदोन्नति इन्हीं के आधार पर होगी। विद्यार्थियों को तीन भाषाएं पढ़नी होंगी। तीसरी भाषा का मूल्यांकन पूरी तरह विद्यालय स्तर पर होगा और अंकतालिका में परिणाम उत्तीर्ण या अनुत्तीर्ण के रूप में दर्ज होगा। तीसरी भाषा में

- तीसरी भाषा का मूल्यांकन पूरी तरह विद्यालय के स्तर पर होगा
- गणित, विज्ञान में उन्नत स्तर की परीक्षा देने का मिलेगा विकल्प

असफल होने पर भी विद्यार्थी को 10वीं में प्रवेश मिलेगा, यदि वह छह मुख्य विषयों में पदोन्नति की शर्तें पूरी करता है। हालांकि, 10वीं की बोर्ड परीक्षा में बैठने से पहले तीसरी भाषा में उत्तीर्ण होना जरूरी होगा।

नौवीं में गणित और विज्ञान की सामान्य परीक्षा 80 अंकों और तीन घंटे की होगी। विद्यार्थी गणित उन्नत और विज्ञान उन्नत स्तर की अतिरिक्त 25-25 अंकों की एक-एक घंटे की परीक्षा दे सकेंगे। इसके अंक पदोन्नति या कुल परिणाम में नहीं जुड़ेंगे। 2026-27 से गणित के आधारभूत और मानक स्तर की पुरानी व्यवस्था समाप्त होगी, लेकिन 10वीं के विद्यार्थी इस सत्र में गणित आधारभूत चुन सकेंगे।

व्यावसायिक शिक्षा के साथ व्यक्ति और समाज, कला शिक्षा तथा शारीरिक शिक्षा एवं स्वास्थ्य भी अनिवार्य होंगे। इनका मूल्यांकन स्कूल स्तर पर होगा। कंप्यूटेशनल सोच और कृत्रिम बुद्धिमत्ता के माड्यूल 2026-27 में शुरू होंगे और 2027-28 से अनिवार्य विषय बनेंगे। पदोन्नति के लिए छह मुख्य विषयों में आंतरिक, प्रायोगिक और बाहरी मूल्यांकन में अलग-अलग 33 प्रतिशत अंक जरूरी होंगे। वार्षिक परीक्षा में प्रत्येक विषय में कम से कम 25 प्रतिशत अंक भी आवश्यक हैं। अधिकतम 10 अनुग्रह अंक मिलेंगे।

जनसत्ता, २२ अगस्त २०२६, पृष्ठ संख्या - ४

## नई दिल्ली के विज्ञान भवन में पांच सितंबर को होगा समारोह

# राष्ट्रपति 48 शिक्षकों को देंगी राष्ट्रीय शिक्षक पुरस्कार

जनसत्ता ब्यूरो
नई दिल्ली, 21 अगस्त।

राष्ट्रपति द्रौपदी मुर्मू शिक्षक दिवस के अवसर पर 5 सितंबर को नई दिल्ली के विज्ञान भवन में आयोजित समारोह में देश के 48 स्कूली शिक्षकों को राष्ट्रीय शिक्षक पुरस्कार प्रदान करेंगी। समारोह में पुरस्कार विजेता शिक्षकों के उत्कृष्ट कार्यों पर आधारित लघु वृतचित्र भी प्रदर्शित किए जाएंगे।

शिक्षा मंत्रालय के स्कूली शिक्षा एवं साक्षरता विभाग की ओर से हर वर्ष शिक्षक दिवस पर राष्ट्रीय स्तर के समारोह का आयोजन किया जाता है। इस



शिक्षकों के उत्कृष्ट कार्यों पर आधारित लघु वृतचित्र भी प्रदर्शित किए जाएंगे।

दौरान देश के उत्कृष्ट शिक्षकों को राष्ट्रीय शिक्षक पुरस्कार से सम्मानित किया जाता है।

शिक्षकों का चयन पारदर्शी और आनलाइन प्रक्रिया के तहत किया जाता है। पुरस्कार का उद्देश्य उन शिक्षकों के योगदान को सम्मानित करना है, जिन्होंने अपनी प्रतिबद्धता और मेहनत से स्कूली शिक्षा की गुणवत्ता सुधारने के साथ विद्यार्थियों के जीवन को भी बेहतर बनाने में महत्त्वपूर्ण भूमिका निभाई है।

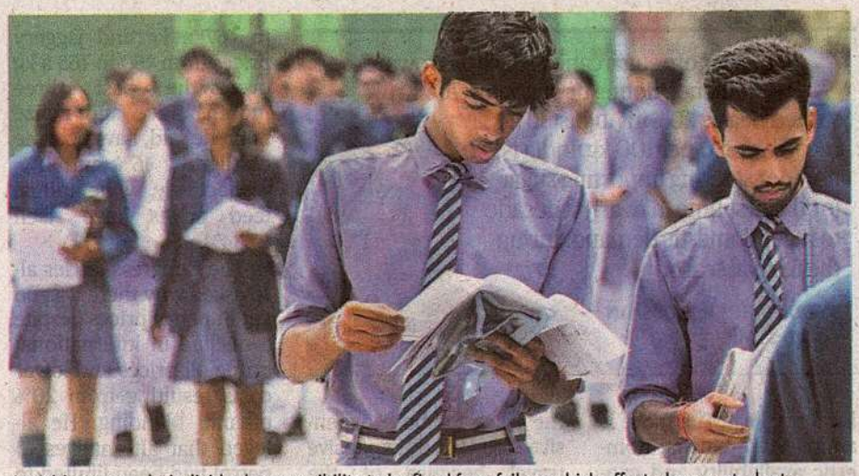
राष्ट्रीय शिक्षक पुरस्कार 2026 के लिए पात्र शिक्षकों से 15 जून से 20 जुलाई तक आनलाइन स्व-नामांकन आमंत्रित किए गए थे। जिला, राज्य और राष्ट्रीय स्तर पर तीन चरणों में चयन प्रक्रिया पूरी की गई। चयनित शिक्षकों में 27 राज्यों, सात केंद्र शासित प्रदेशों और केंद्र सरकार के छह संगठनों से जुड़े शिक्षक हैं। कुल 48 पुरस्कार विजेताओं में 26 पुरुष और 22 महिलाएं हैं।

The Hindu, 22 August 2026, Page No - 12

# Centre refuses grace marks to students in CBSE OSM row

**Petitioners seem to have missed the chance to apply for re-evaluation in the one-week window, Centre tells SC; a week isn't enough, many didn't receive revised answer sheets, says petitioner**

**The Hindu Bureau**
NEW DELHI



A petitioner sought individual responsibility to be fixed for a failure which affected many students.

The Union government on Friday told the Supreme Court that it cannot consider giving grace marks to students who raised discrepancies in the Central Board of Secondary Education's (CBSE) On-Screen Marking (OSM) of Class 12 answer sheets in 2026.

A one-week window was opened for re-evaluation and 1.68 lakh students had applied for change in their marks, Solicitor-General Tushar Mehta said, appearing before a Bench headed by Chief Justice of India Surya Kant.

"Now, they (petitioners) are asking for grace marks, that is not possible," Mr. Mehta, for the Centre, said.

Advocate Laxmikant Matadan Shukla, representing petitioner Rakesh Binjola, said students who had suffered due to faulty OSM evaluation have gone on to clear other entrance exams. However, they were stuck for not having scored the required minimum qualifying marks in the Class 12 exams. "The number is huge. A week is too less," Mr. Shukla submitted.

He said that many students who had applied for re-evaluation did not receive their revised answer sheets.

**Time limit**

Mr. Mehta said the Centre did not view the litigation as an adversarial one, however, the petitioners seemed to have missed their chance during the one week when the window was opened to accept applications for re-evaluation.

The top court asked the government to file an affidavit detailing the remedial measures taken following the spotting of irregularities in the OSM-valued answer sheets. The petitioner was instructed to file a rejoinder pointing out cases in which students seeking re-evaluation could not access the portal due to infrastructural deficiencies, and the cases of those who were able to give their answer sheets for re-evaluation, but did not receive their revised answer sheets.

**'Reasonable inquiry'**

Mr. Binjola has sought a fair and reasonable inquiry into the "patent irregularities" found in the OSM evaluation system. The petition sought individual responsibility to be fixed for a failure which affected a large number of students in India and abroad.

He said over 17 lakh students had appeared for the Class 12 exams in May 2026, including his son, whose answer sheet could not be uploaded on the CBSE website.

"Irregularities in the OSM checking system have affected a large number of students, recording a huge drop in the overall pass percentage this year to 85.2% – a drop of 3.19 percentage points from last year and the lowest level seen in the past seven years," the petition said.

August 22, 2026

# Education reform must factor in well-being

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By Neerja Birla




We have spent decades asking what our children need to learn. Perhaps it is time to ask another question: what do they need in order to learn well? Get Study Guides

Education in India has chang[illegible] have become more progressive; technology has expanded access[illegible] is gradually moving beyond rote

parents, friendship struggles, loneliness or uncertainty about the future can influence how they concentrate, participate and respond to challenges. If education is meant to prepare young people for life, then how they feel while learning cannot remain separate from what they learn.

This is why I believe the next chapter of education reform must place emotional wellbeing alongside academic development. Not instead of excellence, but as an essential part of enabling it.

The need is increasingly visible. An NCERT survey conducted in 2022, cited by UNICEF India, found that 11% of students reported anxiety, 14% experienced extreme emotions, and 43% reported mood swings. The importance of early intervention is equally clear: half of all mental health disorders begin by age 14, and 75% by the mid-20s.

These figures should prompt us to look beyond whether a child is keeping up academically and consider whether they are developing the emotional resources to cope with the demands placed upon them.

Emotional literacy is not a soft skill. It is a life skill. It begins with giving children the vocabulary to understand what they are experiencing. A child who can recognise frustration before it becomes anger, understand anxiety rather than simply fear it, or articulate that they need help is developing a capacity that will remain valuable far beyond school.

A psychologically safe classroom allows children to question, disagree, make mistakes and try again without feeling diminished. If children associate mistakes with embarrassment or failure with loss of worth, they may become more focused on avoiding errors than on discovering, experimenting and learning.

The role of the teacher is therefore changing too; not into that of a mental-health professional, but into that of an informed and observant adult within a child's support system.

A sudden withdrawal, behavioural change or disengagement can sometimes signal that a child is struggling. Teachers need not become mental-health professionals, but they do need the awareness to recognise such signs, respon[illegible]hen professional support may be required.

Student referrals offer another important insight: 20% were related to poor academic performance, while others involved aggressive behaviour. Such changes should not automatically be viewed as disciplinary issues; they can also signal that a child may be struggling emotionally.

But recognition is only the first step. Students must also have access to the right support, without placing the entire responsibility on teachers.

UNICEF India notes that India has only 0.75 psychiatrists per 100,000 people, with shortages extending to psychologists and psychiatric social workers. This is why strengthening mental wellbeing in education cannot mean placing another responsibility on teachers and schools without strengthening the wider support system.

Schools need clear pathways to professional care, while counselling must be normalized as a resource rather than viewed as a last resort. Equally important is bringing parents into the conversation and strengthening relationships between students, teachers and families.

Often, meaningful support begins with something simple: an adult who listens without immediately comparing, correcting or trying to solve everything.

The experience of implementing the curriculum demonstrates how strengthening emotional skills and relationships can create a school environment that is more conducive to learning, while also contributing to academic outcomes. Across all grade levels, students became better at managing their emotions and more willing to seek help when needed. Both coping skills and help-seeking behavior improved significantly from baseline to endline across every age group.

The Pioneer
TRUSTED SINCE 1865
English
BREAKING NEWS g MDMA seizure largest-ever in Keralam, says Minister Chennithala • Iran's leader calls f

The pressures faced by a scho those experienced in university.

When a young person is unable to cope, the consequences can affect attendance, learning, educational progression and, later, employability and participation in the workforce. Supporting wellbeing early is therefore not merely an investment in individual children. It is an investment in the country's human potential.

A report card can tell us what a child has learnt. It cannot tell us whether they have developed confidence, empathy, adaptability or the ability to recover from disappointment. These qualities shape how young people navigate relationships, decisions, setbacks and opportunities. Get Study Guides

That does not mean lowering academic expectations. Quite the opposite. We should want young people who can pursue excellence without tying their entire sense of worth to achievement; who can experience failure without seeing themselves as failures.

The next education reform, therefore, should not ask us to choose between achievement and wellbeing. It should recognise that the two are deeply connected.

Education has always been about preparing the mind for what lies ahead. The next step is to recognise the person behind that mind, their emotions, relationships, confidence, vulnerabilities and capacity to adapt.

Perhaps the question for the next education reform is no longer only what do we want our children to learn? It is also: what do we want them to be equipped to handle when the lesson ends?

If the answer includes uncertainty, failure, relationships, change and the inevitable challenges of life, then emotional wellbeing cannot remain at the margins of education.

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## Leave a Comment

जनसत्ता, 23 August 2024, Page No - 8

# एनसीईआरटी : अक्तूबर से आना शुरू होंगी दसवीं की पाठ्यपुस्तकें

जनसत्ता ब्यूरो
नई दिल्ली, 22 अगस्त।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) से संबद्ध विद्यालयों में अगले वर्ष से दसवीं में नई पाठ्यपुस्तकों के जरिए पढ़ाई और बोर्ड परीक्षाएं होंगी। नई पुस्तकों को तैयार करने के लिए राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) में युद्ध स्तर पर कार्य जारी है। अक्तूबर से पुस्तकें बाजार में उपलब्ध होना शुरू हो जाएंगी और दिसंबर तक सभी पुस्तकें मिलने लगेंगी। अगले वर्ष 11वीं कक्षा की भी पुस्तकें बदली जाएंगी।

परिषद के सूत्रों ने बताया कि दसवीं की सभी पुस्तकों की समितियां दिन-रात काम में लगी हुई हैं। अलग-अलग समितियों का कार्य अलग-अलग चरण में पहुंच चुका है। उन्होंने बताया कि सभी को कहा गया है कि वे जल्द से जल्द अपना कार्य पूरा करें। उन्होंने बताया कि हर पुस्तक को तैयार करने में कई चरण होते हैं। इनमें समिति द्वारा पुस्तक तैयार करने के बाद भी उसकी कई स्तर पर समीक्षा की जाती है। हर समीक्षा के बाद पुस्तक में बदलाव होता है।

इस वर्ष कक्षा नौ की किताबें बदली गई थीं लेकिन कई पुस्तकें स्कूल खुलने के बाद तक उपलब्ध नहीं हो पाई थीं। इसके लिए सरकार और एनसीईआरटी को काफी आलोचना का सामना करना पड़ा था।

हिन्दुस्तान, 23 अगस्त 2026, पृष्ठ संख्या - 12

जीना इसी का नाम है

उत्तम टेरोन
शिक्षक, समाजसेवी

23/8/26

# मानवता की पाठशाला के सबसे उत्तम विद्यार्थी

**माता-पिता को लगा कि वक्ती जज्बा है, कुछ दिनों में शांत पड़ जाएगा। यहां तो चार से दस और दस से अठारह बच्चे हो गए। जब उन्हें लगा कि बेटा, इसमें रमता जा रहा है, तो उन्होंने समझाया- 'इसे ही करियर बना रहे हो, तो मुफ्त में पढ़ाने से कैसे काम चलेगा? जीवन कैसे चलाओगे?'**

अपनी संतान को शिक्षित और स्वावलंबी बनते देखकर हर माता-पिता को गर्व होता है। होना भी चाहिए। चंद संततियों को छोड़ दें, तो बेटे-बेटी भी माता-पिता के त्याग और योगदान को ताउम्र याद रखते हैं। कभी आपने सोचा है कि उस प्रिंसिपल, शिक्षक या शिक्षिका को कितना फख्र महसूस होता होगा, जिसके कदमों में दो भूले-बिसरे कामयाब हाथ अचानक झुक जाते हैं? यह सम्मान ही तो उसकी सबसे बड़ी पूंजी है। उत्तम टेरोन का जीवन ऐसे गर्वीले पलों से कभी रिक्त नहीं रहेगा।

असम में एक जिला है कामरूप। इसी के पामोही गांव में आज से 50 साल पहले उत्तम पैदा हुए। पिता रेलवे में थे और मां गृहिणी। चूंकि पामोही गांव राजधानी गुवाहाटी से बहुत ज्यादा दूर नहीं है, इसलिए उत्तम को पढ़ाई-लिखाई में स्कूल-कॉलेज को लेकर कोई खास दिक्कत पेश नहीं आई। हालांकि, करियर को लेकर उनका मार्गदर्शन करने वाला कोई नहीं था और न ही उत्तम किसी खास पेशे के प्रति आकर्षित थे। उन्होंने तो यह भी कभी नहीं सोचा था कि वह शिक्षक बनेंगे या इस पेशे से जुड़ेंगे। स्कूल-कॉलेज में भी वह प्रायः आखिरी बेंच पर बैठा करते थे।

साल 2003 की बात है। एक दिन गांव के दोस्तों के साथ उत्तम कहीं जा रहे थे, रास्ते में उन्होंने कई बच्चों को कीचड़ में खेलते हुए देखा। उन्हें लगा, यह वक्त तो स्कूल का है। ये बच्चे स्कूल क्यों नहीं गए? पास ही खड़े उनके माता-पिता से उत्तम ने इसका कारण पूछा। वे क्या जवाब देते? उनकी सबसे बड़ी प्राथमिकता तो दो वक्त की रोटी थी। बच्चों की किताब-कॉपियों के खर्चे वे कहां से जुटाते? गांव के तमाम गरीब बच्चों का बचपन जंगल से सूखी लकड़ियां चुनने या खेतों में माता-पिता के साथ खेतिहर मजदूरी का हुनर सीखने में गुजर जाता था। कॉपी-किताबें तो उनके सपने में भी नहीं आती थीं।

उत्तम के मन में कुछ ही दिनों पहले यह ख्याल आया था कि गांव में एक लर्निंग सेंटर होना चाहिए, ताकि सरकारी स्कूल के जो बच्चे पांचवीं-छठी के बाद पढ़ाई बीच में छोड़ देते हैं, उनकी मदद हो सके और वे कम से कम मैट्रिक तक पढ़ाई पूरी कर सकें। गरीब बच्चों की इस हालत ने उन्हें फौरन कोई कदम उठाने को प्रेरित किया। उस वक्त उत्तम के पास कुल जमा 800 रुपये थे। उन्होंने गांव के गरीब अभिभावकों से कहा- 'आप अपने बच्चों को कल से मेरे पास भेजें, मैं उन्हें मुफ्त में पढ़ाऊंगा।' उत्तम घर आए, निजी गौशाला के एक हिस्से को उन्होंने खाली किया, बांस की दीवारें बनाईं और उन पर टिन की छत डाली। एक बोर्ड, दो बेंच और चार गरीब बच्चों के साथ 'पारिजात अकादमी' की शुरुआत हो गई।

माता-पिता को लगा कि वक्ती जज्बा है, कुछ दिनों में शांत पड़ जाएगा। यहां तो चार से दस और दस से अठारह बच्चे हो गए। जब उन्हें लगा कि बेटा, इसमें रमता जा रहा है, तो



उन्होंने समझाया- 'इसे ही करियर बना रहे हो, तो मुफ्त में पढ़ाने से कैसे काम चलेगा? अपना जीवन कैसे चलाओगे? कल हमारा भार कैसे उठा सकोगे? बेहतर होगा कि किसी कंपनी में काम तलाश लो, कम से कम एकमुश्त तनख्वाह तो मिलेगी।' उत्तम को तो जीवन का सर्वोत्तम आस्वाद मिल गया था। वह कहां डिगने वाले थे? आखिरकार, पिता ने घर के करीब ही अपनी जमीन का एक टुकड़ा देते हुए कहा- 'यही करना है, तो इसे ढंग से करो।'

पारिजात अकादमी में शुरू-शुरू में पांचवीं तक की पढ़ाई होती थी, मगर बच्चों और अभिभावकों के इसरार पर कक्षाएं दसवीं तक बढ़ती चली गईं। गरीब मां-बाप का भरोसा भी उत्तम और उनकी पारिजात अकादमी पर पुख्ता हो गया था। फिर कुछ अभिभावक इस गुहार के साथ अपने बच्चों को लेकर आए कि उनके रहने की भी कोई व्यवस्था हो जाए, तो पढ़ाई न छूटे। दरअसल, कई बच्चे तीस-पैंतीस किलोमीटर दूर जंगल के गांवों से आते थे। ठीक से रास्ता नहीं था। इसलिए उत्तम ने शुरू में ऐसे बच्चों को अपने घर में ही रखा। उनकी मां उन सबका खाना बनाती थीं। गरीब अभिभावक फीस तो दे नहीं पाते थे, तो कोई चावल दे जाता, किसी के यहां से सब्जियां आ जातीं। जो अभिभावक स्वेच्छा से 50-100 रुपये देते, उत्तम उनसे इस भाव के साथ यह राशि स्वीकार करते कि वे उनसे निःसंकोच जवाबदेही मांग सकेंगे।

वह दानदाताओं को मेल करते। 100 में से एक-दो मेल का जवाब आता। कभी-कभी कुछ मदद भी आती, मगर वह नाकाफी थी। इधर आस-पास के 20 गांवों में पारिजात अकादमी की शोहरत पहुंच गई थी। इसका कारवां बढ़ता जा रहा था, तो खर्चे भी बढ़ रहे थे। चूंकि यह निःशुल्क अकादमी है, इसलिए कई बार ऐसी आर्थिक दुश्वारियां भी पेश आईं, जब उत्तम अपने शिक्षकों को तनख्वाह नहीं दे पाए। इस निःस्वार्थ शिक्षा सेनानी के परिश्रम और त्याग को देखकर शिक्षकों ने हमेशा उनका पूरा-पूरा साथ दिया।

आज 23 वर्षों के बाद उत्तम टेरोन को इस बात का इत्मीनान है कि उन्होंने पामोही के साथ-साथ आसपास के तमाम गांवों में किसी गरीब बच्चे को निरक्षर न रहने देने का जो संकल्प लिया था, उसे बहुत हद तक पूरा किया है। इस एक स्कूल से आज तक लगभग 2,000 बच्चे दसवीं पास करके जिंदगी के सफर पर आगे बढ़ चुके हैं। असम पुलिस से लेकर सरकारी स्कूलों में यहां से निकले बच्चे आज नौकरी कर रहे हैं। दो-तीन विद्यार्थी तो विदेश भी हो आए। यहां पर लड़कियों को हथकरघा कौशल में भी दक्ष बनाया जाता है, ताकि वे आत्मनिर्भर बन सकें।

**आज 23 वर्षों बाद उत्तम को इस बात का इत्मीनान है कि उन्होंने पामोही और आसपास के तमाम गांवों में किसी गरीब बच्चे को निरक्षर न रहने देने का जो संकल्प लिया था, उसे बहुत हद तक पूरा किया है। इस एक स्कूल से आज तक लगभग 2,000 बच्चे दसवीं पास करके जिंदगी के सफर पर आगे बढ़ चुके हैं।**

उत्तम ने मांग-मांगकर इसे खड़ा किया। इसे बच्चों की खातिर और सुविधाजनक बनाने के लिए वह संघर्षरत हैं। उत्तम ने इस स्कूल से एक पैसा नहीं कमाया, मगर वह लाखों डॉलर में भी न खरीदे जा सकने वाले संतोष से मालामाल हैं। क्या अब भी आप पूछेंगे कि जीना किसको कहते हैं?

प्रस्तुति : चंद्रकांत सिंह

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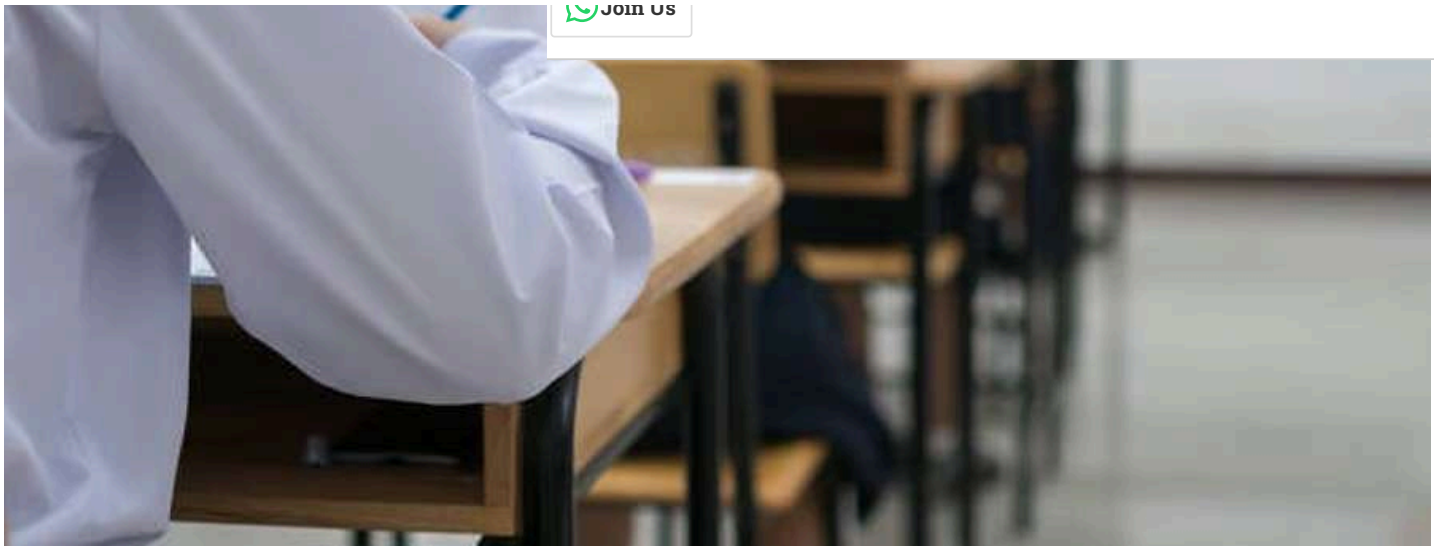


# Less than 1 in 12 secondary schools in India offer vocational subjects: NITI Aayog report

NITI Aayog pitches for 'skill passport' to track learning outcome

Gyanendra Keshri | DHNS

Last Updated : 23 August 2026, 19:50 IST



Representative image of a classroom. Credit: iStock Photo

New Delhi: Fewer than one in every 12 secondary schools in India offer vocational subjects despite guidance under the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) to integrate vocational education and employability skills from Grade 6, as per a recent report by the NITI Aayog.


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The government think-tank listed skill integration in schools among core reforms required to achieve the aim of a developed India by 2047.

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**Also Read:** **Amid CJP school 'inspections', Eknath Shinde orders review of Maharashtra education sector; seeks action plan**



"Skilling must begin early and be embedded within the school system to shape employability, choice, and progression later in life," it said.

To address the skill gap in the Indian education system, the Aayog pitched for introduction of 'General Employability and Entrepreneurship Skills' universally from Grade 6 through Grade 12. It also called for structured vocational pathways from Grade 9 onwards to enable deeper vocational specialisation aligned to local and national skill demand.

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The National Education Policy (NEP), which was approved by the Union Cabinet in July 2020, envisages integration of skill development and vocational education with mainstream higher education to enhance employability, entrepreneurship and lifelong learning. However, more than six years later, its implementation remains limited.

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The Aayog suggested the introduction of digital skill passports to track learnings of individuals over t it should be anchored on the Automated Permanent Academic Account Registry (APAAR) id, it said.

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mechanisms at the state level are esser
for Viksit Bharat at 2047'.

“If we skill our workforce for jobs of the future, India can become the world’s talent hub, supplying human capital, both for our own growth as well as for ageing economies of the world,” NITI Aayog Vice Chairman Ashok Kumar Lahiri noted in the report.

The NITI Aayog flagged the lack of trusted guidance and clear information on credible programmes among the key barriers blocking skilling momentum.

“As a result, degrees are often pursued for prestige or government exam eligibility, while vocational and online pathways continue to face low trust and social stigma,” it said.

Referring to BCG’s Higher Education Survey data, the report noted that individuals pursuing a generic undergraduate (those pursuing B.A., B.Sc. or B.Com.) without skilling earn an average starting salary of Rs 22,000 per month, with annual growth of 3.2 per cent, compared to Rs 29,000 per month at the same growth rate for a generic undergraduate with skilling.

Over time, this difference compounds. This Rs 7,000 per month difference in the starting salary between those who pursued skilling and those who didn’t for generic degree undergraduates can compound to a total income difference of Rs 9.7 lakh over a period of 10 years.

“Yet information on these returns rarely reaches learners when choices are being made,” the report noted.

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# Not 'delulu' — an AI tutor for every child in India



Srivatsa Krishna
IAS officer

Indian students rank among the top students almost anywhere in the world. The joke is that, from the womb to the afterlife, they are taught to study maths and science which serves them well throughout life. A report by Redseer says that India's test-preparation market has been estimated at $14.8 billion in FY26, projected to reach $23-$26 billion by FY30 (12%-15% CAGR), with around 2,00,000 coaching centres nationwide. There are 65 million students in classes 9-12, of whom around 27 million attend government schools. A 2025 National Statistical Office survey found that 27% of students were taking or had taken private coaching in the academic year (30.7% urban, 25.5% rural). Across datasets, coaching incidence is around 27%-30%, implying that 17 million to 20 million students in classes 9-12 participate in some form of test-prep coaching.

No single private platform has the capacity or curriculum breadth to serve as the sole national provider. PhysicsWallah, for example, has around 4.9 million paid online users – while the target population is 10 to 100 times larger. This needs to be built as a platform and network play, not a vendor contract.

**Better learning, better outcomes**

How can the government take the help of Artificial Intelligence (AI) to deliver a free coach and tutor to every Indian child? The objective should not be to bring down the private coaching industry but to improve the learning standards and examination outcomes of the last child in the line who today spends thousands of rupees on dubious coaching centres without achieving the necessary results. Bring the industry in as suppliers, or they will lobby against it and the reputational risk of failing completely, is high for the government to sustain.

We should not nationalise coaching. Build a public rail, private engines model: the state supplies the digital public infrastructure (identity, payments, discovery, data, credentialing) and aggregates demand; the private sector – star teachers, ed-tech firms, local tutors – supplies content and last-mile delivery shared by both. Government becomes the platform and market-maker, not the content producer. This is exactly how UPI beat closed payment apps and how the pen Network for Digital Commerce is attempting to beat closed commerce: unbundle the monopoly, open the protocol, let a thousand providers compete on an open network.

The Indian coaching industry charges high fees because it bundles four things that do not have to be bundled: content; doubt-solving/mentoring; peer group and discipline, a credible signal of quality. DPI lets us unbundle these and drive the marginal cost of the first two toward zero. This can be anchored in an existing centre of excellence such as Bodhan.ai at IIT Madras (which has a ₹500 crore, five year government grant) or a similar National Payments Corporation of India (NPCI)-like body that needs to be created for education (a Section 8 not-for-profit steward).

The government can create the digital infrastructure for every Indian child to access a free Artificial Intelligence (AI) tutor – which was the vision behind the Prime Minister's call

**Where it should begin**

It should start with the National Eligibility cum Entrance Test (Undergraduate), or NEET, and the Joint Entrance Examination, the two most widely taken examinations in India. JEE/NEET are objective, machine-gradable, and high-volume. The content is already freely available on YouTube; what is scarce is a trusted, standardised rank signal and personalised doubt-solving.

An IIT professor who teaches students who have cleared JEE 30 years ago may not be the best option for teaching test prep. Today's test prep skill and requirement is in a very different age, time, and pedagogy.

Government aggregates demand thereby drives down the customer acquisition cost for the private sector and owns the rails and the trust layer; the private sector and star teachers compete to deliver content and mentoring on an open network; the student owns the data and carries a voucher (optional). That is how you turn a $15b paywall industry into free, plural, high-quality prep – without the state trying to become the teacher.

As with any private good using public rails, it will use Aadhaar/DigiLocker for student sign-up and to de-duplicate; APAAR ID to tie learning to the academic record. Along with this will be a curated content registry, an open catalogue where any accredited provider publishes lessons, problem sets, and mock tests against a standard syllabus taxonomy (NEET/JEE topic tree) and open metadata (language, difficulty, medium, accessibility tags). The government will set the taxonomy and standards for the content and ensure interoperability.

Content interoperability is the whole game – a student's progress in one provider's module must be portable to another's. There shall be a discovery layer, a government-run reference app plus open APIs so third parties (including the DIKSHA app, state apps, even Google/YouTube) can surface the same content – multiple front ends, one network. For example, PhysicsWallah, Vedantu, Allen or Narayana could offer their material for free and charge for doubt-solving or premium sessions with ranked professors. IIT professors could also upload their lectures and be rated and ranked on the platform. Adaptive personalisation should be a core feature and as a network service, an open recommendation/diagnostic engine that routes say a weak-in-organic-chemistry student to the best-rated module on that topic, regardless of provider. These will be accompanied by a learning wallet and a progress ledger, a student-owned record of what they have studied, mock scores, and mastery per topic, consent-gated through the DEPA/Account Aggregator pattern. The student – not the ed-tech firm – owns the data, which is the single biggest structural break from today's walled-garden apps. Lastly, while the platform will be mostly free at the point of use, UPI-plumbed premium add-ons (live mentoring, graded assignments) can be micro-charged or voucher-funded, should the government wish to create a DBT-like e-Shiksha wallet. Deliberately thin the government software: The state builds protocols and a reference app; it does not try to build the best learning app. It will not win that race and should not try this. Government alone can aggregate the demand and credential the supply and outcomes – that is all it should do. It should auto-invite every registered Class 11-12 student through schools, CBSE/State boards, and the DIKSHA install base. The system should guarantee reach through free data-light streaming, downloadable content for low-bandwidth areas, and distribution through the five lakh-plus Common Service Centres and school computer labs for students without personal devices. Equity is the mandate – the ₹60,000 crore industry already serves the affluent; the gap is everyone else.

Government should publish open ratings and outcome data: publish, per provider and per module, how students who used it scored on official mocks and the real exam. Quality signal becomes objective, not marketing. This is the credential the coaching industry currently monopolises. Government alone can ensure independent accreditation of providers (content accuracy, no misleading claims), with delisting teeth. Further there should be a no-lock-in rule to ensure that providers cannot hold a student's progress data hostage; portability is enforced at the protocol level.

**Models on offer**

There is no dearth of content, good and bad, on YouTube but where an AI tutor helps is in practice, doubt solving and adaptive personalisation, which only AI can do. There are good open-source models such as Gemma, which give a million tokens for about 20 to 30 cents or 10,000 tokens per day or 3.6 million tokens per year for just ₹100. Further, every AI minute is equivalent to 1,000 voice minutes of a human; frontier tech companies such as Meta and Google are paying star Kota teachers $25 to $30 per hour for commoditising their content. Further, their models will get trained on it and Generative Inference will do the rest on top of it.

We should not be delulu – as Gen Z would put it – government should not become the AI tutor itself. It should only enable the AI tutor through the blueprint given.



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# Bengal working towards full NEP 2020 implementation, to ink pact with NCERT: Minister

Speaking at a state-level workshop attended by district inspectors of schools and other education department officials from across the state at the Biswa Bangla Convention Ce in New Town, Barman said the state was "somewhat behind" in implementing NEP 2020 efforts were underway to complete the process expeditiously.

PTI
Published On Aug 24, 2026 at 02:48 PM IST

Kolkata, West Bengal is working towards full implementation of the National Education Policy (NEP) 2020 and will soon sign a pact with the



Transformative changes have taken place both in school and higher education since NEP 2020 implementation: Education Ministry

Speaking at a state-level workshop attended by district inspectors of schools and other education department officials from across the state at the Biswa Bangla Convention Centre in New Town, Barman said the state was "somewhat behind" in implementing NEP 2020, and efforts were underway to complete the process expeditiously.

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He said the state was als gn an MoU with NCERT to facilitate orientation programmes for teachers and provide technical and academic guidance for implementing the new education framework.

be taught, how they would be taught and how their learning would be assessed.

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"The textbooks that will be prepared under the new framework will be implemented from the 2028 academic year. We will receive cooperation from NCERT for this," he said.

He added that the state syllabus committee would take guidance from the NCF while preparing the syllabus.

The minister also said a large number of private schools in the state had failed to upload student-related information on the UDISE+ portal, creating an inaccurate p enrolment in the state.

"UDISE is the central government's database through which schools are

"Some private schools have not uploaded their student numbers. As a result, the UDISE portal is showing that a large number of schools have no students but have teachers," Barman said.

He clarified that the ground reality was different and that these schools did have students, but data had not been uploaded due to technical or other reasons.

"We want them to upload their complete information on the UDISE+ portal. Then the picture of West Bengal will look much better," he said.

"The problem is mainly with private schools," Barman added.

Asked about the compo overning bodies and the possible role of MLAs, MPs and ministers, Barman said the state would follow its own policies and procedures.

EDUCATION MINISTER

# West Bengal to Sign MoU with NCERT for NEP 2020 Implementation, Says Minister

PTI

Posted on 24 Aug 2026 17:01 PM




*File Image*

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**Summary**

Barman said the National Curriculum Framework (NCF) would guide the preparation of textbooks and curriculum, including what students would be taught, how they would be taught and how their learning would be assessed

The minister also said a large number of private schools in the state had failed to upload student-related information on the UDISE+ portal, creating an inaccurate picture of school enrolment in the state

West Bengal is working towards full implementation of the NEP 2020 and will soon sign a pact with the NCERT for teacher support, state School Education Minister Dipak Barman said on Monday.

Speaking at a state-level workshop attended by district inspectors of schools and other education department officials from across the state at the Biswa Bangla Convention Centre in New Town, Barman said the state was "somewhat behind" in implementing the National Education Policy (NEP) 2020, and efforts were underway to complete the process expeditiously.

He said the state was also preparing to sign an MoU with the National Council of Educational Research and Training (NCERT) to facilitate orientation programmes for teachers and provide technical and academic guidance for implementing the new education framework.

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"Through the MoU, NCERT will guide us. They will help us address the difficulties in implementation, from technical issues to taking the framework down to the school level," the minister said.

Barman said the National Curriculum Framework (NCF) would guide the preparation of textbooks and curriculum, including what students would be taught, how they would be taught and how their learning would be assessed.

"The textbooks that will be prepared under the new framework will be implemented from the 2028 academic year. We will receive cooperation from NCERT for this," he said.

He added that the state syllabus committee would take guidance from the NCF while preparing the syllabus.

The minister also said a large number of private schools in the state had failed to upload student-related information on the UDISE+ portal, creating an inaccurate picture of school enrolment in the state.

"UDISE is the central government's database through which schools are required to provide details such as the number of students and teachers and the condition of school infrastructure," he underscored.

"Some private schools have not uploaded their student numbers. As a result, the UDISE portal is showing that a large number of schools have no students but have teachers," Barman said.

He clarified that the ground reality was different and that these schools did have students, but data had not been uploaded due to technical or other reasons.

"We want them to upload their complete information on the UDISE+ portal. Then the picture of West Bengal will look much better," he said.

"The problem is mainly with private schools," Barman added.

Asked about the composition of college governing bodies and the possible role of MLAs, MPs and ministers, Barman said the state would follow its own policies and procedures.

"We do not want to step into someone else's shoes. We have our own system, our own policies and traditions, and things will be done accordingly. You will understand in the coming days how our colleges are functioning," he said.

*Except for the headline, this story has not been edited by The Telegraph Online staff and has been published from a syndicated feed.*

Last updated on 24 Aug 2026 17:02 PM

Education Minister West Bengal government NCERT

SIMILAR STORIES

# Beyond the red pen

## How assignments can be converted into a socio-economic asset

The Hindu (Madurai) · 24 Aug 2026 · Jehoson Jiresh J. K. Abarna SriPreethi J. Jehoson Jiresh is Assistant Professor of English and Cultural Studies, Christ Deemed-to-be University, Bengaluru. K. Abarna SriPreethi is an independent English, Bengaluru. Email: jehoson.jiresh@christuniversity.i

For generations, the pursuit of grades or marks has ruled Indian academia. Teachers often lament that this socially constructed obsession with high scores impedes authentic contextual learning. Yet the contemporary learner is moving away from a test-oriented approach to ask: What will I get by doing this?




They want to know how their exam-related e□orts will bear immediate □nancial fruit. Hence, learningand earning-oriented assessments become imperative. An assignment should no longer be a piece of paper that a teacher grades and forgets. It needs to become a real socio-economic asset that informs policy decisions and generates revenue.

To evolve such assessment practices in the AI age, we should stop playing the role of a detective, trying to catch students using AI. Therefore, we propose the PRISM-X evaluation framework to assess AI-generated assessments e□ectively. PRISM-X stands for Prompting e□cacy, Re□ective capability, Integrating competence, Synthesising potential, Metacognitive ability, and Extended collaboration. When broken down, the components of PRISM-X are as follows:

Prompting e ciency: Assess how students actually converse with the machine. Are they tossing out lazy questions? Or engineering razor-sharp prompts? Handing over every prompt and follow-up query, along with the □nal assignment, is strictly mandatory.

Re
ective capability: The machine generates an answer but does the student swallow it as it is? Or do they spot the cracks? The true test is the human critique of the AI-generated content, catching the bias and calling out misinformation.

Integrating competence: AI-generated content may produce raw data but it is crucial to breathe meaning into it. How well learners fuse sterile facts with original and contextualised thought mat-

ters. In context, a paper on climate studies requires more than just algorithmic Maths. It demands the grit of experience and insights from classroom debates and lived reality.

Synthesising potential: This considers the learner's ability to use existing knowledge to develop new theories, frameworks, and public discourses. For instance, a standard Sociology essay could become an engaging podcast script that creates awareness and generates revenue. Therefore, what is evaluated is the ability to package academic concepts into accessible formats that the real world actually values.

This aims to answer crucial questions about learning in itself, such as whether leaning on technology breeds laziness or stimulates deeper thinking. Hence, learners are expected to articulate their learning process to prove that AI served as a springboard for cognitive growth. Validation can be through an oral defence of their own assignments, demonstrating the learning process as a conceptual orchestrator rather than a passive consumer of AIgenerated content.

Extended collaboration: Does the assignment live beyond the classroom walls? It assesses whether the project produces tangible socio-economic impact. For instance, a basic coding task should not just be graded and discarded but could be developed into software for a local charity initiative to track donations, thereby delivering real-world impact.

While encouraging learners to make money using their assessments may seem like commercialising learning, it must be noted that commercialisation of education has already been rationalised. But the greater responsibility lies with educators to channel student ideas about money by deliberating on fair earnings. When assignments begin to earn money, classrooms must discuss their worth: self-worth, social worth, and net worth in that order. In the words of Thiruvalluvar, the world o☒ers no place to those without wealth and the inner world o☒ers nothing to the unkind (Kural 247). We must equip learners to create wealth with kindness, a much-needed juxtaposition.

When students are given assignments that matter in the real world, they are empowered as knowledge producers. So, educators must ask one fundamental question before assigning a task. If this assignment created real-life knowledge but scored fewer marks, would the student still feel proud to share it? When the answer is yes, higher education will have truly evolved to nurture conscious creators and thought leaders, not merely for future jobs but to shape the future with progressive thought and action.

Views expressed article are personal. in this researcher and visiting faculty of

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THE TIMES OF INDIA

# CBSE makes virtual labs available for students

Aug 24, 2026, 12.47 AM IST



Ahmedabad: Students will now be able to understand complex concepts in subjects such as science and mathematics through practical and interactive digital learning, with Central Board of Secondary Education (CBSE) making more than 845 curriculum-based virtual labs and digital learning resources available on DIKSHA platform.

The initiative has been undertaken in line with the recommendations of the National Education Policy (NEP). The virtual lab content has been developed by CIET-NCERT in collaboration with ministry of education and ministry of electronics and information technology. The resources have been systematically aligned with the NCERT curriculum, specific classes, subjects, chapters and prescribed learning outcomes.

Through these virtual labs, students can conduct interactive experiments from home without requiring physical laboratory equipment. Simulations and animations will allow learners to explore scientific and mathematical concepts practically and understand difficult theories in a simpler and more engaging manner. The resources can also be accessed after school hours, allowing students to learn at their own convenience.

The digital resources are expected to benefit students in schools where advanced laboratory facilities are limited. Teachers can use the virtual labs to demonstrate scientific and mathematical phenomena in classrooms, while parents can also support children in practical learning at home.

CBSE has provided multiple access points to make the resources easily available. Students can browse content on DIKSHA portal and app based on class, subject and chapter. They can also access relevant resources by scanning QR codes provided at the beginning of chapters in NCERT textbooks. An AI-based chatbot facility will further help students ask questions and locate relevant learning resources.

CBSE has clarified that virtual laboratories are not a replacement for physical laboratories, but a supplementary learning facility. The board has encouraged school principals and teachers to motivate students to make maximum use of the digital resources for deeper conceptual and practical understanding.

The Pioneer, 25 August 2024, Page No - 8

# Schools are not content factories



SAKSHI SETHI

2ND OPINION

A child steps onto a stage, gives a flawlessly rehearsed line, smiles at precisely the correct moment and waits while a teacher adjusts the camera. The performance is replayed because someone blinked. Then again because the background was untidy. Finally, the perfect shot is captured. Within hours, it emerges online with joyful music, polished captions and a message celebrating experiential learning. But halfway between the first take and the last reel, an uncomfortable question arises: Was the activity created for the child to learn or for the school to be seen?

Social media has surely changed how schools communicate. Parents today want glimpses of classroom life. Photographs and films may attractively document success, highlight ingenuity and give families a glimpse into situations they would otherwise miss. There is nothing intrinsically wrong with a school showing its work. The trouble occurs when presenting the work increasingly becomes the work itself. True education is rarely flashy or photogenic. It often looks quiet and plain. It shows up as a sudden, messy question that stops a class to start a new talk. It is the simple loop of reading, thinking, trying, failing and getting better. This slow work does not make a flashy 30-second video, but a synchronised dance does. And that is where the trap begins. Most schools today face an increasingly competitive environment. Their social-media feeds now serve as quiet digital brochures. A colourful activity, an impressive celebration or a confident child speaking before a camera can communicate vibrancy far more quickly than examination results, teacher training or carefully planned classroom instruction. But what happens when visibility begins influencing educational priorities?

Teachers already hold responsibilities that extend well beyond teaching. Between lesson preparation, grading, meetings and the pressure to capture social-media-worthy classroom pictures and videos, teachers are stretched past their breaking point. A hidden concern is what children learn from this culture. When every activity and achievement requires a photo or public display, children may start viewing participation purely as a performance and success solely as a bid for applause.

Activities which were meant to spark curiosity instead turn into staged photo opportunities. Extroverted children become the visible face of the school, while introverted ones making massive academic progress remain invisible because real growth doesn't photograph well. This creates a dangerous definition of success. Schools must ask whether the constant recording strips away the authenticity of childhood. A science experiment does not become more educational because it was uploaded. A plantation drive is not more meaningful because children posed beside saplings. Kindness does not need a hashtag to become valuable. Some of the profound educational moments simply cannot and should not be captured. The goal is not to quit social media entirely, which is impractical. Instead, schools must re-establish their core priorities, ensuring that genuine education always comes before documentation.

Schools must evaluate activities by a simple standard: is it worth doing if it isn't posted online? Parents too can support this shift by looking past social-media metrics to demand deeper quality such as critical thinking, teacher support and true student growth. Because schools are not production houses, teachers are not content creators, and children are not marketing assets. Educational success outlives fleeting digital attention; its true value is measured by what remains when the cameras are turned off.

The writer is an educator and a councillor

दैनिक जागरण, 26 अगस्त 2026, पृष्ठ संख्या 1, 13

# मुफ्त कोचिंग के लिए बनेगा बड़ा प्लेटफार्म, एक साथ पढ़ेंगे एक करोड़ छात्र

जागरण ब्यूरो, नई दिल्ली : निजी कोचिंग की भारी भरकम फीस के बोझ से मध्यमवर्गीय परिवारों को निकालने के प्रधानमंत्री नरेन्द्र मोदी के एलान के बाद आनलाइन मुफ्त कोचिंग नेटवर्क खड़ा करने का काम शुरू हो गया है। फिलहाल इसे लेकर जो योजना बनाई गई है, उसमें मुफ्त कोचिंग नेटवर्क से देशभर के 12वीं तक के स्कूल-कालेजों के साथ कामन सर्विस सेंटर (सीएससी) को भी जोड़ा जाएगा। इसके जरिये अभी सिर्फ इंजीनियरिंग कालेजों में प्रवेश के लिए होने वाली जेईई और मेडिकल पाठ्यक्रमों में प्रवेश के लिए होने वाली परीक्षा नीट-यूजी



- पीएम की घोषणा के बाद शिक्षा मंत्रालय इसे साकार करने में जुटा
- पहले से 'साथी' जैसा प्लेटफार्म, लेकिन उसकी क्षमता अभी काफी कम
- इस प्लेटफार्म से निजी क्षेत्रों से कुछ लोगों को जोड़ने की भी चल रही बात

की तैयारी कराई जाएगी। बाद में इसमें एसएससी व यूपीएससी सहित दूसरी प्रतियोगी परीक्षाओं की तैयारी भी कराई जाएगी।

प्रधानमंत्री मोदी के 15 अगस्त को किए गए एलान के बाद शिक्षा मंत्री प्रल्हाद जोशी ने पिछले दिनों इसे लेकर मंत्रालय के अधिकारि[illegible] के साथ उच्चस्तरीय बैठक की। बैठक में मंत्रालय की ओर से पहले से आइआइटी कानपुर के सहयोग से 'साथी' नाम से चलाई जा रही मुफ्त कोचिंग को लेकर चर्चा हुई, लेकिन इस पोर्टल की क्षमता इतनी नहीं है कि वह जेईई व नीट-यूजी में शामिल होने वाले करीब 35 लाख छात्रों को एक साथ पढ़ा सके। ऐसे में मुफ्त कोचिंग के प्रस्तावित नए नेटवर्क की क्षमता को एक करोड़ से अधिक छात्रों को एक साथ पढ़ाने लायक बनाने की है। यह कोचिंग आनलाइन होने के साथ इंटरएक्टिव भी होगी, जहां छात्र पढ़ाई के दौरान किसी भी विषय के समझ में नहीं आने पर सवाल भी पूछ सकेंगे। यह छात्रों को 24 घंटे मदद मुहैया कराएगी।

सूत्रों के मुताबिक, साथी पोर्टल पर अब तक वैसे तो करीब 20 लाख छात्र रजिस्टर्ड हैं, लेकिन यह निजी कोचिंग संस्थानों के मुकाबले प्रति[illegible] बन पाया है। ऐसे में प्रस्तावित मुफ्त कोचिंग मुहैया कराने के लिए नए प्लेटफार्म को कैसे और प्रतिस्पर्धी बनाया जा सके, इस पर भी चर्चा हुई। इसके लिए इससे निजी क्षेत्रों से कुछ लोगों को जोड़ने की बात चल रही है। साथ ही देश के शिक्षण संस्थानों में ऐसे लोगों की पहचान की जा रही है, जो इन बच्चों को मुफ्त में पढ़ाने में सहयोग दे सकते हैं। इस बीच जो संकेत मिल रहे हैं, उसमें कुछ हफ्तों के भीतर ही इसे लांच किया जा सकता है, ताकि फरवरी में जेईई-मेन देने वाले छात्रों को इसका लाभ मिल सके।

# 8.7 करोड़ युवा न पढ़ाई कर रहे, न ही उनके पास रोजगार

नई दिल्ली, प्रेट्र: भारत के सामने युवाओं को शिक्षा से रोजगार की ओर ले जाने की बड़ी चुनौती है। नीति आयोग की हालिया रिपोर्ट के मुताबिक, 15 से 29 साल की उम्र के करीब 8.7 करोड़ युवा न तो पढ़ाई कर रहे हैं, न रोजगार में हैं और न ही किसी तरह का प्रशिक्षण ले रहे हैं। इन्हें एनईईटी (नाट इन एजुकेशन, एम्प्लायमेंट एंड ट्रेनिंग) श्रेणी में रखा गया है। हालांकि यह आंकड़ा 2021 के नेशनल सैंपल सर्वे के 78वें दौर के आंकड़ों पर आधारित है और इसे मौजूदा 2026 की स्थिति नहीं माना जा सकता।

नीति आयोग ने 'रीइमैजिनिंग स्किलिंग फार विकसित भारत@2047' रिपोर्ट में कहा है कि देश के स्किलिंग माडल को केवल प्रशिक्षण देने तक सीमित रखने के बजाय उसे रोजगार, कमाई और करियर में आगे बढ़ने से जोड़ना होगा। एनईईटी युवाओं व महिलाओं को सस्ते या सब्सिडी वाले प्रशिक्षण विकल्प उपलब्ध कराने के साथ जरूरत के मुताबिक वित्तीय सहायता देने की सिफारिश की गई है।

## नेशनल सैंपल सर्वे के आधार पर आंकड़ों में समस्या की गंभीरता

- 2021 के नेशनल सैंपल सर्वे के 78वें दौर के आंकड़ों के आधार पर सामने आई देश में यह गंभीर समस्या
- 88 प्रतिशत बेरोजगार युवा घरेलू काम या जिम्मेदारियों में संलग्न
- 8.25% स्नातक ही अपनी योग्यता से मेल खाने वाले रोजगार से जुड़े
- 7.67 करोड़ से अधिक लोगों को वर्ष 2014-15 से लेकर अब तक प्रशिक्षण दिया गया
- 34,000 करोड़ का बजट 2025-26 में कौशल विकास को दिया गया

## नीति आयोग की रिपोर्ट

- कम आय वाले युवाओं के लिए सब्सिडी वाले प्रशिक्षण और वित्तीय मदद की सिफारिश
- कक्षा छह से रोजगारपरक कौशल व कक्षा नौ से कौशल ट्रैक शुरू करने का सुझाव

रिपोर्ट का एक महत्वपूर्ण पहलू यह है कि एनईईटी श्रेणी में शामिल युवाओं को केवल बेरोजगार मानना सही नहीं होगा। उपलब्ध विश्लेषण के अनुसार, इस समूह के करीब 88 प्रतिशत युवा घरेलू जिम्मेदारियों में लगे हुए हैं। उनके लिए नियमित समय और स्थान पर चलने वाले प्रशिक्षण कार्यक्रमों के बजाय लचीले विकल्प विकसित करने होंगे। एनईईटी युवाओं के सामने आमदनी का अभाव बड़ी बाधा है। रिपोर्ट में औपचारिक शिक्षा हासिल करने वाले युवाओं की रोजगार क्षमता को लेकर भी चिंता जताई गई है। 8.25 प्रतिशत स्नातक ही ऐसी भूमिकाओं में काम कर रहे हैं जो उनकी योग्यता के अनुरूप हैं।

रिपोर्ट के मुताबिक, कई युवा स्नातक होने के बाद परिवार की आर्थिक जरूरतों के कारण अपनी योग्यता से कम स्तर की नौकरी स्वीकार कर लेते हैं। वहीं कुछ युवा लंबे समय तक रोजगार में प्रवेश नहीं कर पाते और एनईईटी श्रेणी में चले जाते हैं। नीति आयोग ने स्कूल स्तर से ही रोजगारपरक व उद्यमिता कौशल विकसित करने का सुझाव दिया है। इसके तहत कक्षा छह से 12 तक जनरल एम्प्लायबिलिटी एंड एंटरप्रेन्योरशिप स्किल्स (जीईईएस) शुरू करने और कक्षा नौ से चुनिंदा स्कूलों में 'कौशल ट्रैक' विकसित करने का प्रस्ताव है। इसमें स्थानीय उद्योगों का दौरा, परियोजना आधारित सीखने और व्यावहारिक प्रशिक्षण जैसे तरीके शामिल किए जा सकते हैं। कालेज स्तर पर अप्रेंटिसशिप व काम के साथ सीखने के अवसर बढ़ाने की सिफारिश की गई है।

2014-15 से अब तक 7.67 करोड़ से अधिक लोगों को प्रशिक्षण दिया जा चुका है। केंद्र ने वित्त वर्ष 2025-26 में विभिन्न मंत्रालयों के माध्यम से स्किलिंग से जुड़े खर्च के लिए करीब 34,000 करोड़ का प्रविधान किया था। इसके बावजूद नीति आयोग का मानना है कि प्रशिक्षण की पहुंच और रोजगार के परिणामों में अभी बड़ा अंतर है।

जनसत्ता, २८ अगस्त २०१६, पृष्ठ संख्या - ६

# शिक्षण का दायरा

निधि गोयल

आजकल कुछ ऐसा दौर चल पड़ा है, जिसमें बच्चों की प्रतिभा माता-पिता को सिर्फ उनकी पढ़ाई में ही दिखती है और अन्य गतिविधियों में उन्हें लगता है कि समय खराब हो रहा है। ऐसी सोच हमारे बच्चे के भविष्य के साथ ही जीवन को सही तरीके से जीने पर भी प्रभाव डाल सकती है। सच यह है कि केवल किताबों तक सीमित रहने पर बच्चे का संपूर्ण विकास नहीं हो पाता है। पढ़ाई के साथ-साथ खेल, नृत्य, संगीत, चित्रकारी, योग और अन्य रचनात्मक गतिविधियां भी बच्चों के व्यक्तित्व को निखारने में अहम भूमिका निभाती हैं।

अक्सर देखने में आता है कि बच्चा पढ़ाई के अलावा जब अन्य गतिविधियों में शामिल होता है, तभी उसकी छिपी प्रतिभा बाहर निकलती है। कुछ बच्चे पढ़ाई में औसत होते हैं, लेकिन खेल, कला, संगीत या किसी अन्य क्षेत्र में शानदार प्रदर्शन करते हैं। उनकी क्षमता तभी सामने आती है, जब उन्हें तयशुदा ढांचे की पढ़ाई से बाहर निकाला जाता है या उन्हें निकलने का मौका मिलता है। सच यह है कि हर बच्चे की अलग रुचि होती है और अगर उसमें खुद को अभिव्यक्त करने का मौका मिला, तो उसके अनुसार उन्हें कुछ नया सीखने को मिलता है। अपनी रुचि की गतिविधियों में भाग लेने से बच्चों के भीतर आत्मविश्वास बढ़ता है। जबकि सिर्फ घर में बैठ कर बच्चा पढ़ता रहता है, तो उसका हौसला और आत्मविश्वास कई बार डगमगाने लगता है। वहीं इससे इतर कुछ और सीखने का मौका मिलता है, तो इससे उसके मन में विश्वास पैदा होता है कि वह किसी से कम नहीं है। जब हम कुछ सीखते हैं, तो हमारी कल्पनाशक्ति और रचनात्मक सोच में इजाफा होता है। जैसे हम चित्रकारी, संगीत, लेखन आदि सीखते हैं, तो हमारा दिमाग अलग तरह से काम करता है। हम पढ़ाई से हटकर कुछ नया सीखते हैं और उस पर काम करते हैं। साथ ही समस्या को अलग नजरिए से देखना और उसका समाधान खोजना सीखते हैं।

आज एकल परिवार का चलन है, जिसमें आमतौर पर एक या दो बच्चे ही घर में होते हैं। ऐसे में बच्चों को अकेले रहने की आदत इस कदर हो जाती है कि वे किसी के साथ कुछ भी साझा करने से कतराते हैं। उन्हें किसी से मिलना-जुलना, हंसना-बोलना अच्छा नहीं लगता है। उनके लिए घर से स्कूल या कालेज- बस यही रह जाता है। जबकि उन्हें अन्य गतिविधियों में जरूर भेजने की कोशिश होनी चाहिए। इससे बच्चे को समूह मे बहुत कुछ सीखने को मिलेगा। साथ ही वे दूसरों की बात सुनना, अपनी जिम्मेदारी निभाना और जीत-हार को स्वीकार करना सीखते हैं। आजकल बड़ी संख्या में बच्चे भी अवसाद के शिकार हो रहे हैं, तो उनका तनाव कम करना भी हमारी जिम्मेदारी है। खेलकूद और मनोरंजक गतिविधियां उनके तनाव को कम करती हैं और उन्हें मानसिक रूप से तरोताजा रखने में मदद करती हैं।

आज बच्चों में यह प्रवृत्ति बढ़ती देखी जा रही है कि वे न तो भावनाओं की कदर कर पाते है और न ही अपने विचारों को सही से व्यक्त कर पाते हैं। वहीं संगीत, चित्रकारी, नृत्य और लेखन जैसी गतिविधियां बच्चों को अपनी भावनाओं और विचारों को व्यक्त करने का एक बेहतर माध्यम देती हैं। इससे वे अपनी भावनाओं को समझने और उन्हें सही तरीके से व्यक्त करने की कला सीख सकते हैं। बहस, नाटक, कहानी सुनाने और सामूहिक चर्चा जैसी गतिविधियों में हिस्सा लेने से बच्चों की बोलने और अपनी बात को सही तरीके से रखने की क्षमता बेहतर होती है। बच्चे अक्सर घर और स्कूल के बीच रोजाना एक ही तरह के लोगों से मिलने के कारण किसी अन्य नए व्यक्ति के सामने संकोच करते हैं। जबकि रचनात्मक गतिविधियों से वे खुल पाते हैं और अपना दृष्टिकोण रखने की क्षमता हासिल करते हैं।

दरअसल, कोई भी गतिविधि सीखते हुए उसमें नियमित तौर पर अभ्यास करवाया जाता है, जिससे यह जिम्मेदारी की भावना विकसित होती है कि उसे सही तरह से सीखना है और अनुशासन में रहकर ही करना है। अन्य बच्चों के साथ मिलकर गतिविधियों में हिस्सा लेने से बच्चे दोस्त बनाना, बातचीत करना और अलग-अलग स्वभाव के लोगों के साथ तालमेल बैठाना सीखते हैं। ये कौशल आगे चलकर उनके व्यक्तिगत और पेशेवर जीवन में भी काम आते हैं। मगर देखा जाता है कि कई माता-पिता अपने बच्चों को गतिविधियों में शामिल कराने के मामले में भी अपनी मनमानी करते हैं और गतिविधि को संपूर्ण बनाने की कोशिश में लग जाते हैं। जबकि संपूर्णता जैसी कोई चीज नहीं होती। कोई भी व्यक्ति हमेशा नई चीजें सीखता रह सकता है। इसलिए जरूरी है कि बच्चों को अपनी रुचि को समझने दिया जाए और उन्हें वही गतिविधि चुनने दिया जाए, जिसमें उन्हें खुशी मिलती है।

खेल या पढ़ाई के अलावा अन्य किसी गतिविधि को सीखने का उद्देश्य सिर्फ पुरस्कार या प्रतियोगिता जीतना नहीं, बल्कि बच्चे के व्यक्तित्व के विकास में मदद करना है। आजकल जिस तरह छोटी उम्र में आगे निकलने की चाह में कुछ बच्चे अपना जीवन खत्म कर रहे हैं, ऐसी बातों को उनके मन में विकसित न होने दिया जाए। यह ध्यान रखने की जरूरत है कि पढ़ाई और अन्य गतिविधियां उनके लिए बोझ न बन जाए। उन्हें अपने जीवन को सरल बनाना है, न कि इतना मुश्किल कि वे उससे हार मान जाएं। पढ़ाई तो जरूरी है, लेकिन अन्य गतिविधियों में हिस्सा लेने पर उनका दिमाग आराम महसूस करता है। सच यह है कि पढ़ाई बच्चों को ज्ञान देती है, लेकिन किताबों से बाहर की दुनिया उन्हें आत्मविश्वास, रचनात्मकता, अनुशासन, सामूहिकताबोध और जीवन के जरूरी सबक सिखाती है। इसलिए बच्चों के बेहतर भविष्य के लिए पढ़ाई और अन्य गतिविधियों के बीच संतुलन बनाना बेहद जरूरी है।

## दुनिया मेरे आगे

**पढ़ाई बच्चों को ज्ञान देती है, लेकिन किताबों से बाहर की दुनिया उन्हें आत्मविश्वास, रचनात्मकता, अनुशासन, सामूहिकताबोध और जीवन के जरूरी सबक सिखाती है। इसलिए बच्चों के बेहतर भविष्य के लिए पढ़ाई और अन्य गतिविधियों के बीच संतुलन बनाना जरूरी है।**

हिन्दुस्तान, २८ अगस्त २०२८, पृष्ठ संख्या -11

# सरकारी स्कूलों से हमें ज्यादा उम्मीद

**हमने शिक्षा में लंबा सफर तय किया है और अभी बहुत आगे जाना है। आजादी के बाद आबादी चार गुना हो गई है, तो स्कूलों की संख्या भी करीब दस गुना बढ़ी है। इधर, कुछ राज्यों में स्कूल सुधार के लिए प्रदर्शन हुए हैं, पर उनका हाल राज्य सरकारें भी जानती हैं। आज कैसे हैं सरकारी स्कूल और सुधार की जरूरत कहां सबसे ज्यादा है? पेश है रूपंजल चौहान और प्रज्ञा श्रीवास्तव की एक रिपोर्ट...**



देश के कुछ हिस्सों में हुए छात्र प्रदर्शनों में सरकारी स्कूल संबंधी जरूरी सुविधाओं की मांग जोर-शोर से सुनी गई है। इसका नतीजा है कि अनेक राज्यों में स्कूल सुधार के कार्यों में तेजी आती दिख रही है।

बीते वर्षों में बड़ी संख्या में निजी स्कूल खुले हैं, लेकिन सरकारी स्कूलों का संरक्षण आज भी बहुत जरूरी है। आंकड़े बताते हैं, साल 2018-19 और 2025-26 के बीच लगभग 84,000 सरकारी व सरकारी सहायता प्राप्त स्कूल बंद हुए हैं। इन वर्षों में सरकारी स्कूलों में नामांकन में 1.5 करोड़ बच्चों की गिरावट आई है। संसाधनों का अधिकतम उपयोग करने के लिए कम नामांकन वाले स्कूलों के परस्पर विलय से भी उनकी संख्या कम हुई है।

वैसे, देश में घटती जन्म दर ने भी कम दाखिले में भूमिका निभाई होगी, लेकिन कई अन्य महत्वपूर्ण कारक भी इसके लिए जिम्मेदार हैं। हम जानते हैं, अनेक स्कूलों में बुनियादी ढांचा अपर्याप्त है। परीक्षा परिणाम अच्छे नहीं आते हैं। वित्तीय किए गए स्कूल काफी दूर हैं। शिक्षा में सार्वजनिक निवेश लगभग स्थिर हो गया है। ये तमाम कारण बच्चों को शिक्षा व्यवस्था से दूर धकेलने में योगदान दे रहे हैं।

## घटता सरकारी दायरा

केंद्र सरकार के शिक्षा विभाग के अंतर्गत आने वाली शिक्षा प्रबंधन सूचना प्रणाली, यूनिफाइड डिस्ट्रिक्ट इंफॉर्मेशन सिस्टम फॉर एजुकेशन प्लस (यूडीआईएसई+) के आंकड़ों के अनुसार, पिछले *सात वर्षों में सरकारी और सरकारी सहायता प्राप्त विद्यालयों की संख्या* 11 लाख से घटकर 10 लाख हो गई है। नीतिगत विचार-मंथन संस्था, नीति आयोग की हालिया रिपोर्ट 'स्कूल शिरटप्स इन इंडिया' में इस गिरावट का उल्लेख किया गया है। साथ ही, यह तर्क दिया गया है, इसका मतलब यह नहीं है कि शिक्षा तक छात्रों की पहुंच कम हो गई हो।

रिपोर्ट में आगे बताया गया है कि संस्थानों की संख्या बढ़ाने के बजाय गुणवत्ता, दक्षता और स्थिरता बढ़ाने पर ध्यान केंद्रित किया गया है। जब दो या अधिक स्कूलों का विलय होता है, तब कई छात्रों के लिए स्कूल की दूरी बढ़ जाती है, जिसमें वे शिक्षा व्यवस्था से बाहर हो जाते हैं, विशेषकर लड़कियों को परेशानी होती है। दिल्ली विश्वविद्यालय के शिक्षा संकाय की प्रोफेसर और पूर्व डीन अरुणा रमणपल्ल कहती हैं, 'लड़कियों को दूर भेजने में माता-पिता सुरक्षित महसूस नहीं करते हैं।' पूर्व स्कूल शिक्षा सचिव अनिल स्वरूप बताते हैं, 'कुछ मामलों में स्कूलों का विलय जरूरी है। कुछ स्कूल छात्रों की संख्या कम होने से बंद हुए हैं। वैसे, छात्र दूर स्थित स्कूल तक पहुंच सकें, इसके लिए सरकारी सहायता मिलनी चाहिए।'

अध्ययनों से पुष्टि होती है कि बिहार में साइकिल वितरण, तमिलनाडु, केरल, कर्नाटक में रिक्शावाले परिवहन से सरकारी स्कूल में नामांकन और छात्रों के स्कूल में बने रहने की दर बढ़ी है।

## संसाधनों की कमी बड़ी समस्या

सुधार के बावजूद सरकारी और सरकारी सहायता प्राप्त स्कूलों में छात्रों की संख्या में 2018-19 में 15.90 करोड़ से घटकर 2025-26 में 14.40 करोड़ हो जाने से चिंता बढ़ गई है। नीति आयोग की रिपोर्ट के अलावा कई विशेषज्ञों ने इस बात पर प्रकाश डाला है कि यह गिरावट आंशिक रूप से जनसांख्यिकीय बदलावों के चलते आई है। यह सच है कि इसी अवधि में 3-17 वर्ष की आयु के स्कूल जाने वाले बच्चों की संख्या में लगभग दो करोड़ की कमी आई है। हालांकि, इसके पीछे सिर्फ जनसांख्यिकीय बदलाव ही वजह नहीं है। निजी स्कूलों में 70 लाख छात्रों की वृद्धि हुई है। यह निजी स्कूलों की ओर बढ़ते रुझान को दर्शाता है।

आज भी यह सच है कि देश के कुल स्कूलों में से लगभग तीन-चौथाई सरकारी और सरकारी सहायता प्राप्त हैं और ये भारत की शिक्षा तंत्र की रीढ़ हैं। पिछले दशक में ही इनकी हिस्सेदारी लगभग 80 प्रतिशत से घटकर तीन-चौथाई हो गई है।

यहां नीति आयोग की रिपोर्ट यही इशारा करती है। माध्यमिक स्तर पर ड्रॉप आउट दरों में तीव्र वृद्धि यह बताती है कि छात्र स्कूलों तक पहुंच तो रहे हैं, पर आगे पढ़ाई नहीं कर पा रहे हैं, जिससे शिक्षा का उन्हें पूरा लाभ नहीं मिल पा रहा है।

भारतीय रिजर्व बैंक के आंकड़ों के अनुसार, पिछले कुछ वर्षों में भारतीय राज्यों ने अपने बजट का कुल 13-14 प्रतिशत शिक्षा पर खर्च किया है। यह संयुक्त राष्ट्र शैक्षिक, वैज्ञानिक और सांस्कृतिक संगठन (यूनेस्को) द्वारा निर्धारित 15-20 प्रतिशत से कम है। इससे भी अधिक चिंताजनक बात यह है कि 2010-11 और 2014-15 के बीच लगातार 16 प्रतिशत या उससे अधिक गिरावट दर्ज की गई थी।

बिहार (18.7 प्रतिशत), उत्तराखंड (17.4 प्रतिशत), राजस्थान (16.9 प्रतिशत) और छत्तीसगढ़ (16.2 प्रतिशत) ही ऐसे राज्य हैं, जिन्होंने 2018-19 से औसतन अपने बजट का 15 प्रतिशत से अधिक शिक्षा पर खर्च किया है। यह बिहार (2018-19 से 5.2 प्रतिशत की वृद्धि), राजस्थान (3.5 प्रतिशत की वृद्धि) और छत्तीसगढ़ (0.3 प्रतिशत की वृद्धि) में स्कूलों की अधिक संख्या में परिलक्षित होता है। महाराष्ट्र, जिसका राज्य प्रदर्शन औसत दर्जे का है, लेकिन जिसने इस आंकिक के दौरान अपने बजट का 15.4 प्रतिशत से अधिक शिक्षा पर खर्च किया, वहां भी स्कूलों की संख्या में 0.6% की वृद्धि देखी गई। राज्यों के बीच शिक्षा पर खर्च की अलग-अलग मात्रा और शिक्षा पर कुल खर्च का कम होना ठीक नहीं है। सभी विशेषज्ञ मानते हैं कि राज्यों में शिक्षा के बजट को हर हाल में बढ़ाने और बढ़ाते जाने की जरूरत है। सवाल बुनियादी सुविधाएं मुहैया कराने से आगे बढ़कर शिक्षण की गुणवत्ता बढ़ाने का है।

हम देख सकते हैं कि केंद्रीय विद्यालय हों या नवोदय विद्यालय, सरकार जहां भी मुस्तैदी से काम करती है, वहां स्कूली शिक्षा का स्तर बहुत गुणवत्तापूर्ण और सराहनीय हो जाता है। इन केंद्रीय विद्यालयों से भी सीखना चाहिए।

## सुविधा और सुधार में आए तेजी

कुछ बहुत अच्छे सरकारी स्कूलों के बावजूद जहां एक ओर, छात्र सरकारी शिक्षा व्यवस्था छोड़ रहे हैं, वहीं जो बचे हुए हैं, उन्हें अपर्याप्त बुनियादी सुविधाओं व खराब शिक्षण के कमियों का सामना करना पड़ रहा है। उदाहरण के लिए, राही शौचालयों की बात करें, तो केवल 94.2% सरकारी व सरकारी सहायता प्राप्त स्कूलों में ऐसे शौचालय उपलब्ध हैं। इसका मतलब है कि देश भर में लगभग 63,000 स्कूलों में शौचालयों की सुविधा नहीं है। सुधार लगातार हो रहा है, पर उसकी गति बढ़ाने की जरूरत है। साल 2018-19 में शौचालयों की उपलब्धता 93.7 प्रतिशत थी।

सरकारी या सरकारी सहायता प्राप्त स्कूल कई अन्य मामलों में निजी स्कूलों से पीछे हैं, जैसे कंप्यूटर और इंटरनेट की सुविधा। हालांकि, पुस्तकालयों की सुविधा के मामले में सरकारी स्कूल आगे हैं। ग्रामीण क्षेत्रों के सरकारी स्कूलों में खराब भौगोलिक परिणाम भी निजी स्कूलों की ओर रुझान का एक प्रमुख कारण है।

एनजीओ प्रथम द्वारा जारी नवीनतम वार्षिक शिक्षा स्थिति रिपोर्ट (एएसईआर) के आंकड़ों से पता चलता है कि ग्रामीण सरकारी स्कूलों में तीसरी कक्षा के लगभग तीन-चौथाई छात्र दूसरी कक्षा के स्तर का पाठ नहीं पढ़ पाते हैं। तीसरी और पांचवीं कक्षा के छात्र घटाव या भाग नहीं लगा पाते हैं। ये निष्कर्ष केवल ग्रामीण क्षेत्रों के हैं। ध्यान रहे, ग्रामीण क्षेत्रों में अधिक बच्चे सार्वजनिक शिक्षा प्रणाली पर निर्भर हैं। ग्रामीण क्षेत्रों में लगभग 66 प्रतिशत छात्र सरकारी स्कूलों में पढ़ते हैं, जबकि शहरी क्षेत्रों में यह आंकड़ा 30 प्रतिशत है। दिल्ली विश्वविद्यालय के प्रोफेसर सभपाल बताते हैं, 'जब सरकारी स्कूलों में आवश्यक योग्य शिक्षकों, पर्याप्त स्थान, सुलभ और शिक्षाप्रद स्कूली व पाठ्यक्रम की गुणवत्ता जैसी बुनियादी सुविधाएं नहीं हैं, तो यह दर्शाता है कि सार्थक शिक्षा अभी संभव नहीं है।'

पूर्व स्कूल शिक्षा सचिव अनिल स्वरूप का कहना है, 'इन सभी मुद्दों का समाधान किया जा सकता है, लेकिन आमतौर पर राजनेताओं को सिर्फ कल की ही चिंता होती है, पांच साल बाद क्या होगा इसकी नहीं। इसलिए वह चुनाव जीतने के लिए, किसी परिवार को रुपये देना और शिक्षा में निवेश करने के बजाय प्रचार व मूर्तियों पर करोड़ों रुपये खर्च करना ज्यादा पसंद करते हैं।' निस्संदेह, हमारे सरकारी स्कूलों को अभी लंबा सफर तय करना है।

## सुधार के कदम

### सजगता: सक्रिय हों सामाजिक संगठन

गांव के स्तर पर ही ग्रामीणों को स्थानीय स्कूल सुधार के लिए गठित होना पड़ेगा। स्कूली शिक्षा सामाजिक ऑडिट जरूरी है। शिक्षकों की तैनाती दूर करना, शिक्षकों की गुणवत्ता सुधारना और स्कूल के समयबद्ध संचालन को स्थानीय स्तर पर जिलाधिकारी या ग्रामीण भी सुधार सकते हैं। दक्षिण के राज्यों में जन दबाव से ही सरकारी स्कूलों में सुधार हुआ है।

### संसाधन: सरकार बजट और सुविधाएं बढ़ाए

प्राथमिक सरकारी स्कूलों में पहले की तुलना में ज्यादा धन व संसाधन पहुंच रहा है। फिर भी देश में करीब 1,04,125 एकल-शिक्षक विद्यालयों में 33 लाख बच्चे पढ़ते हैं। शिक्षकों को बिजुली बोझ से बचाने के लिए भी बजट व संसाधन बढ़ाना जरूरी है। बुनियादी तौर पर स्कूलों में जो अभाव है, उन्हें युद्ध स्तर पर दूर किया जाए।

### संयोजन: कुशल शिक्षकों को दी जाए जिम्मेदारी

देश में एक करोड़ से अधिक प्राथमिक शिक्षक हैं, जिनमें 50.9% सरकारी स्कूलों में पदस्थ हैं। देश में करीब 10 लाख शिक्षक अभी भी प्रशिक्षित या कुशल नहीं हैं। सरकारी स्कूलों को पेशेवर ढंग से संचालित रखने की जरूरत है। शिक्षा विभाग और अधिकारी सुनिश्चित करें कि कोई भी सरकारी स्कूल अयोग्य हाथों में न रहे।

## 66% ग्रामीण बच्चे सरकारी स्कूलों से ही शिक्षा प्राप्त करते हैं

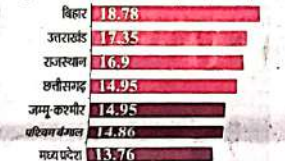
## 30% शहरी बच्चे सरकारी स्कूलों में शिक्षा हासिल करते हैं।

## 69% स्कूल सरकारी हैं, जिनमें 50% से ज्यादा बच्चे पढ़ते हैं।

- सामान्य सरकारी स्कूलों में प्रति वर्ष 5,000 रुपये से भी कम में शिक्षा संभव है।
- निजी में वार्षिक खर्च न्यूनतम 25,000 रुपये।
- देश के सबसे महंगे स्कूलों में बच्चों को पढ़ाने का वार्षिक खर्च 31 लाख रुपये तक पहुंच गया है।

## केवल चार राज्यों का शिक्षा खर्च सराहनीय

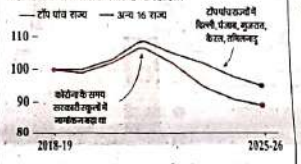
राज्य सरकारों ने शिक्षा पर जोर दिया है, फिर भी अपने कुल व्यय में से कुछ ही राज्य ठीकठाक खर्च कर रहे हैं (आंकड़े प्रतिशत में)




साल 2018-19 से साल 2025-26 के बीच सरकारों ने जो शिक्षा पर खर्च किया है, उसका औसत प्रतिशत यहां दिया गया है।

## अच्छे स्कूल वाले राज्यों में भी घटा नामांकन

अनेक राज्य हैं, जहां सरकारी स्कूलों में अच्छी सुविधाएं हैं, लेकिन वहां भी धीरे-धीरे नामांकन घटता जा रहा है...




प्रस्तुत ग्राफ में एक करोड़ से ज्यादा आबादी वाले 21 राज्यों और केंद्रशासित प्रदेशों को शामिल किया गया है। स्कूलों को छह तरह की बुनियादी सुविधाओं के आधार पर देखा गया है। जैसे, पेजुआल, शौचालय के लिए 20-20 अंक और पुस्तकालय, कंप्यूटर, इंटरनेट के लिए 13-13 अंक दिए गए हैं। कोरोना के समय जब लोग अपने गांव-शहर लौटे थे, जब उनकी आय घटी थी। तब बड़ी संख्या में परिवारों ने बच्चों की शिक्षा के लिए सरकारी स्कूलों का सहारा लिया था।

## ...और निजी स्कूलों पर बढ़ रहा भरोसा

सिर्फ द्वारा एक करोड़ से अधिक आबादी वाले 21 राज्यों और केंद्रशासित प्रदेशों के सरकारी और सरकारी सहायता प्राप्त स्कूलों के विश्लेषण में आए आंकड़ों के आधार पर पाया गया कि जम्मू-कश्मीर, पश्चिम बंगाल, मध्य प्रदेश, उत्तर प्रदेश, कर्नाटक, राजस्थान, झारखंड, बिहार, उत्तराखंड और छत्तीसगढ़ में ज्यादा काम की जरूरत है। वित्तीयत जहां भी निजी स्कूल खुल रहे हैं, उन पर लोग ज्यादा भरोसा कर रहे हैं। सफल निजी स्कूलों से भी सरकारी स्कूलों को सीखना चाहिए।

भारत में निजी स्कूल सरकारी स्कूलों से बेहतर प्रदर्शन क्यों करते हैं? वे शिक्षा प्रदान करने के लिए कुछ नई रणनीतियां अपनाते हैं। बेहतर प्रबंधन करते हैं। शिक्षक भी मेहनत करते हैं और छात्रों से भी मेहनत कराते हैं। ध्यान रहे तुलनात्मक रूप से निजी स्कूल के शिक्षकों का समय गैर-अकादमिक कार्यों में कम बर्बाद होता है। निजी स्कूलों में शिक्षक कम छुट्टियां लेते हैं। पेशेवर ढंग से पढ़ाते हैं। परीक्षा परिणामों की समीक्षा करते हैं और उसमें अभिभावकों को भी नियमित रूप से शामिल करते हैं। आम तौर पर यह देखा गया है कि सरकारी स्कूलों के शिक्षकों के बच्चे भी गुणवत्तापूर्ण शिक्षा के लिए निजी स्कूलों में ही पढ़ने जाते हैं।

## शिक्षा का बजट बढ़ाने की जरूरत

अपने देश में विभिन्न क्षेत्रों को दी जा रही सब्सिडी और कार्यक्रमों के तहत दिया जा रहा अन्य धन (प्रतिशत में)।




साल 2025-26 के आंकड़े बजट के आधार पर दिए गए हैं। बीते वर्षों में शिक्षा पर खर्च थोड़ा घटा है, पर सामाजिक सुरक्षा पर बहुत बढ़ा है।

## नकद धन वितरण पर लगातार बढ़ता खर्च

देश में कम से कम 12-14 राज्यों व केंद्र शासित प्रदेशों ने किसी न किसी रूप में नकद हस्तांतरण की घोषणा की है। नकद हस्तांतरण का हिस्सा 2018-19 में मात्र 3% से बढ़कर 2025-26 में 20% हो गया है। वहीं, स्वास्थ्य, शिक्षा और आवास पर सब्सिडी व हस्तांतरण का हिस्सा 13% से घटकर 11% हो गया है। लोग सक्षम होकर निजी सेवाओं पर ज्यादा भरोसा कर रहे हैं।



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The Economic Times, 27 August 2026, Page No - 3

AMID CENTRE PLANNING FREE ONLINE COACHING MODULE FOR ALL STUDENTS

# School Curriculum Vs NEET-JEE: Central Panel Flags Major 'Gap'

Difficulty of both entrance exams higher than the preparedness of an average candidate, finds report

Anubhuti Vishnoi

**New Delhi:** Even as the Centre is planning a free online coaching module for all students, a recent government report has red flagged the bigger underlying problem to solve — the significant 'gap' and 'mismatch' between school curriculum and entrance exam requirements resulting in a 'far too hard' question paper.

An analysis of competitive entrance exam question papers for NEET-UG and JEE has shown that the difficulty level of both exams is 'too hard' for students and there is a 'substantial gap' between prevailing school curriculum competencies and entrance exam assessment, the draft report of the committee on reducing student dependency on coaching centres is learnt to have concluded. In case of NEET-UG, which determines the entrance to all medical colleges, data from 2023, 2024 and 2025 was studied and it clearly bears out that 'the paper was harder than the candidature'. Physics, in case of NEET-UG, was found 'furthest out' and 'far too hard' for students in all three years, as per the draft report currently under examination by the education ministry.

The analysis says that in all three years, "the average paper was tougher than the average candidate". Since Physics keeps getting harder than Biology, a student's marks depend a lot on the subject which finds higher favour in the question paper. As 'most students' sit 'well below the paper's level', even tiny mark differences swing ranks by thousands, it has been pointed out.

Simply put, the difficulty level of the exam is 'too hard for students who take it'. In case of the Joint Entrance Examination (JEE), which selects engineering students, data of two shifts of JEE 2025 (22.01.2025, 23.01.2025, 24.01.2025, 28.01.2025 and 29.01.2025) was analysed to assess difficulty level of questions against student ability.

A study of question papers across all ten shifts revealed that the level of difficulty was 'higher' than the preparedness of candidates who appeared for the exam. In each shift, candidate performance was concentrated towards the lower end of the score distribution and a very small percentage of students could achieve high scores, it was found.

Overall, the report notes the 'substantial gap between knowledge and competencies' acquired through prevailing school curriculum and those assessed in entrance exams.

The greater emphasis on advanced conceptual understanding, higher order problem solving and application-based questions are "beyond the level of routine school instruction", making it quite challenging for students to perform competitively, the report notes.

This mismatch between school and entrance exam requirements, it adds, has led to the dependency on additional preparation over and above formal schooling and hence on specialised coaching centres to bridge the gap.

One of the key recommendations made to the education ministry in this regard is on the need to align NCERT and board curricula with JEE/NEET like entrance exam requirements besides harmonising school curriculum across boards to give students across the country a level playing field. It is also suggested that there should be a six-month gap between school boards and entrance exams and the latter should be conducted at least twice a year to ease pressure on students.

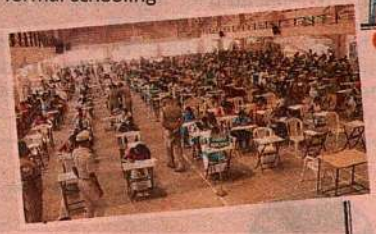
## School Syllabus Falls Short

**NEET-UG PHYSICS** 'too hard' across 2023, 2024 & 2025 and keeps getting tougher

**DIFFICULTY LEVEL** higher than student preparedness across 10 shifts of JEE 2025

**SMALL DIFFERENCES** in marks can lead to huge changes in ranks

**STUDENTS TURN** to coaching centres to bridge the gap left by formal schooling





## SUGGESTIONS

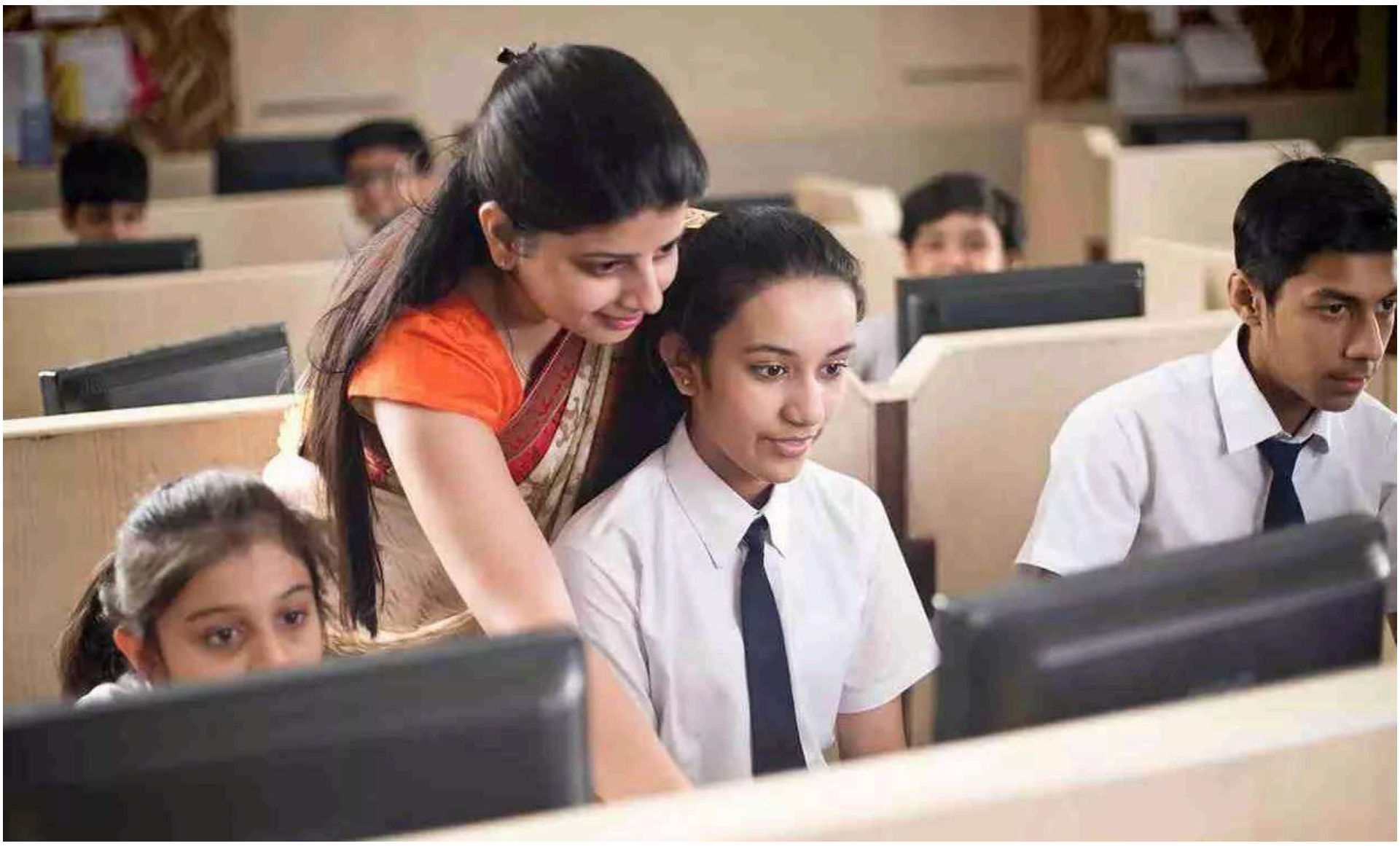
**PANEL RECOMMENDS ALIGNING** NCERT & board curricula with entrance-exam requirements

**SUGGESTS MORE TIME** between board exams & entrance tests

**ENTRANCE EXAMS TWICE A YEAR** could help reduce pressure on students

**NEET-UG MARKS**

As Physics keeps getting harder than Biology, marks depend a lot on subject finding higher favour in paper



At the school level, the report proposes that General Employability and Entrepreneurship Skills be introduced universally from Grade 6 to Grade 12, with structured vocational “Kaushal Tracks” beginning from Grade 9. Representative image: iStock



Education

# NITI Aayog backs decentralised skilling even as states flag NEP control

NITI Aayog report calls states “drivers of transformation” while Opposition-ruled states complain about NEP-linked funding cuts crippling basic education

The Federal

27 Aug 2026 6:30 AM




national frameworks to local labour markets, infrastructure and learner realities. The Centre, meanwhile, is to provide broad policy direction.

But with several states accusing the Centre of depriving them of funds for basic school infrastructure, the NITI Aayog report seems a recipe for further deepening of federal tensions.

## The NEP 2020 problem

The report, *Reimagining Skilling for Viksit Bharat@2047*, says the proposed transformation cannot be delivered through a uniform, centrally designed model. Instead, national policies and frameworks will have to be coupled with state-level planning and localised execution.

**Also read:** 8.7 crore Indian youth stuck between education and work: NITI Aayog

This should come as welcome news to state governments which have argued in the past that national skilling initiatives, such as those run through the National Skill Development Corporation (NSDC), are designed in centralised silos without consulting local industrial ecosystems or matching regional employment demands—a shortcoming NEP 2020 attempts to correct by integrating skill development with school and higher education.

However, NEP 2020 itself has been a bone of contention, with several non-NDA states refusing its implementation because of a variety of reasons. While Tamil Nadu, for instance, views the three-language mandate as a backdoor attempt by the Centre to impose Hindi on non-Hindi speaking states, the NEP's highly standardized model has also been rejected by many states.

## Five core reforms

The report identifies five core reforms around which states are expected to help build the new architecture: Integration of skills in schools; stronger public-private partnership and private-sector engagement in technical and higher education; outcome-linked, industry-backed skilling programmes; expansion of apprenticeships; and continuous guidance and perception-building.




The five core reforms around which states are expected to help build the new architecture, as identified by the report. AI-generated image

At the school level, the report proposes that General Employability and Entrepreneurship Skills (GEES) be introduced universally from Grade 6 to Grade 12, with structured vocational “Kaushal Tracks” beginning from Grade 9. These pathways are to enable deeper vocational specialisation aligned with local and national skill demand. The report also envisages different school models based on capacity and resources, supported by credit equivalence through the National Credit Framework (NCrF).

**Also read:** NITI Aayog charts 2047 roadmap to expand India’s bioeconomy to USD 2.6 trillion

For tertiary education, states are expected to facilitate stronger industry participation through public-private partnership models and apprenticeship-embedded degree or diploma programmes. The proposed approach includes applied, industry-aligned specialisations, work-integrated learning, apprenticeships and flexible, modular programmes that allow learners to earn while learning.

## Skilling, guidance, access

The report also calls for standalone skilling programmes to move away from enrolment-driven delivery towards outcome-linked models. States would need to align programmes with demand in high-growth sectors, including areas such as green industries and electric vehicles, while also supporting reskilling for declining occupations.

D
e

♦ Build state-level skills registries and digital exchanges

♦ Implement skilling through district-first local execution

Apprenticeships are another area where the report assigns an important role to states. It proposes a unified, state-led platform to bring greater visibility and convergence to apprenticeship opportunities, while expanding participation and aligning opportunities more closely with learner demand. Existing platforms such as the Skill India Digital Hub could be leveraged for this convergence.

The state role also extends to guidance and access. NITI Aayog proposes community-based hubs, institutional counselling and digital guidance tools to help learners navigate education, skilling and career transitions. For women, the report envisages safe and women-centric support systems.

## Infrastructure talk

A significant part of the proposed infrastructure is also state-level. The report calls for State-level Skills Digital Registries and Exchanges to consolidate learning, jobs and scheme data, alongside a Skills Passport anchored on APAAR (Automated Permanent Academic Account Registry) ID. These systems are intended to support job matching, informed choices and alignment between training and labour-market demand.

**Also read:** Budget 2026 falls short on jobs, skilling won't fix unemployment | Interview

Ironically, while NITI Aayog has moved on to skill transformation infrastructure, Opposition-ruled states like Tamil Nadu and Kerala continue to complain about the Centre withholding thousands of crores under the Samagra Shiksha Abhiyan and the PM SHRI school initiative because of NEP non-compliance, which is disrupting even basic school infrastructure and teacher salaries.

On physical infrastructure, NITI Aayog proposes a State or National Shared Skills Infrastructure Network to identify, map, digitise and enable shared use of existing training facilities, workshops, laboratories, hostels and community spaces. Implementation, it says, should follow a "district-first" approach, with accountability at the district Collector level and executional responsibility at the Panchayat or Ward level.

The report points to the Integrated Scheme in Skilling Architecture (ISSA), announced in the Union Budget 2026-27, as a mechanism for linking national frameworks with state planning and localised execution. What's most glaring is that the State Skills Transformation Pilots it has proposed are all located in BJP or NDA-ruled states—Andhra Pradesh, Odisha, Uttar Pradesh, Bihar, and Assam.

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# From Reflection to Reflexivity: Rethinking Teacher Development in India

AUTHOR : ARPAN TULSYAN

Expert Speak Raisina Debates

Published on *Aug 27, 2026*

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*Everyday classroom judgements can shape how students experience ability, behaviour, gender and social background. India's teacher-development framework already recognises reflective practice; the*

**Image Source:** Getty Images

## Key Highlights

India's teacher-development framework promotes reflective practice through NCFTE, NEP 2020 and NPST, but reflexivity remains underdeveloped for examining assumptions behind classroom judgements.

Research in Indian classrooms shows choices about questioning, discipline and feedback can transmit assumptions about gender, caste and ability, making hidden curriculum a teacher-development issue.

curriculum also includes how knowledge is interpreted, mediated, and experienced in the classroom. For example, classroom interactions carry a range of tacit, indirect, and often unintended messages about ability, behaviour, gender, or authority, which can significantly shape students' self-perceptions and understanding of the world around them. These everyday signals in the classroom are an important part of the hidden curriculum: the unspoken norms, expectations, and values that students encounter alongside formal teaching, often without teachers or students consciously recognising them.

*The 'hidden curriculum' has usually been examined within the sociology of education, particularly in relation to gender, class, caste, and other forms of inequality; however, its*

such assumptions, professional preparation must give them not only better pedagogical tools, but also the ability to recognise and question the assumptions shaping their classroom practice.

## The Hidden Curriculum in Classroom Practice

Research shows how such messages can enter ordinary classroom practice. For example, classroom observations in Delhi found that a teacher treated 'girl' and 'boy' as opposites during a *ling badlo* (masculine-feminine) exercise, accompanying this with an explanation that portrayed boys and girls as fundamentally different; while the formal lesson prescribed was grammatical, the unintended message became social.

Similarly, analysis of mixed classes found that teachers (both male and female) engaged boys twice as often as girls — calling on boys for harder questions,

their languages and cultures. More recently, a 2026 study in government schools in Bihar found that forward-caste teachers systematically underestimated the performance of backward-caste students, relative to forward-caste peers taught in the same classrooms.

Studies also note that much of this may be unintentional, but has notable implications, as teachers continuously make pedagogic choices, such as examples, explanations, questioning patterns, feedback, and reinforcement. These choices also shape judgements about which child needs help, who deserves an opportunity, which peer disputes need what kind of intervention, and how much autonomy students can handle, among other things. The hidden curriculum therefore needs to be understood not only as a sociology of education issue, but as a key aspect of teacher preparation and professional development.

that judgement? Would the same behaviour have been interpreted differently in another child? What classroom evidence supports the conclusion? The distinction is one of depth, with reflexivity explicitly bringing the assumptions through which practice is understood into the examination.

This examination of teachers' professional choices and judgement is particularly important for evidence-informed teaching. The Organisation for Economic Co-operation and Development's (OECD) 2025 review of high-quality teaching argues that teachers need to 'unlearn and relearn' deeply embedded habits and beliefs, through continuous self-inquiry and interrogation of their own practice.

*The more demanding idea of reflexive practice remains underdeveloped: encouraging teachers to examine the*

preparing a 'reflective practitioner' a central aim of teacher education. The National Education Policy (NEP) 2020 sets out teacher-development provisions, including continuous professional development (CPD), professional autonomy, and the sharing of best practices. National Council of Educational Research and Training's (NCERT) CPD Guidelines (2022) also ask teachers to undertake classroom inquiry, critical observation, and reflective analysis of their teaching practices. The National Professional Standards for Teachers — a guiding document published in 2023 — includes 'Reflective Practice' as a distinct domain, Domain 12. However, despite the aspirational label of 'reflective teacher,' the tools, routines, and institutional conditions through which reflection becomes genuinely reflexive remain less well defined.

The more demanding idea of reflexive practice remains underdeveloped: encouraging teachers to examine the assumptions, social positioning, beliefs,

The Pioneer, 28 August 2026, Page No-9

# Gen Alpha's AI shadow: Protecting the right to outgrow childhood data



ANURADHA PS

For previous generations, childhood slowly faded from their memory. For Gen Alpha, it may become something that machines remember. Search engines, recommendation systems, digital classrooms and AI tutors as part of everyday learning do more than just capture the things children do: they infer what they do, predict what they like and create opportunities for them. This is the start of an 'AI shadow' — a series of guesses and presumptions that a machine draws from a child's online footprints. This is important, as AI continues to grow up quicker than the organisations that regulate it.

The child that India is today is an impressive digital kid. According to the Annual Status of Education Report (ASER) 2024, 89.1 per cent of adolescent youths aged 14-16 mentioned they had a smartphone in their home. However, how they use that access demonstrates it: 76 per cent of them use their smartphones most often for social media, and only 57 per cent use them most often for educational purposes. This is also highlighted in UNICEF India's guidance, which states that access to the internet still has to catch up with the institutional infrastructure, as only 63.5 per cent of schools in India have internet facilities as part of their infrastructure. A study conducted by UNICEF U-Report also reveals that 40 per cent of young people use the internet for more than four hours a day. The key change is not that kids are growing up digital, however. Digital interaction is becoming a regular component of childhood architecture. AI is now taking things one step further.

India's experience is part of the global shift. In June 2026, a UNICEF analysis found that at least 20 million children had used AI across 10 countries. About 13 million used AI for studies and homework, while over 2 million used it for guidance on personal matters. AI has become part of childhood, offering opportunities such as personalised tutoring, one-to-one support and help in identifying learning gaps.

UNICEF's Guidance on AI and Children 3.0 acknowledges this potential but cautions that evidence on AI's impact on children remains limited. It urges 'child-centred' AI systems that safeguard children's rights, privacy, development and autonomy. The more personalised AI becomes, the more information it requires. An AI tutor can identify what a child struggles with, what interests them and which explanations work. This can make it an effective teaching aid, but also create an 'AI shadow'. If algorithms repeatedly predict what a child can or should do, those predictions may influence future choices.

Not all of these risks are equal. The first digital divide was in part access, coupled with access to a device and connection or electricity. The second was skills - who knew how to use technology effectively. The new polarisation may be one over the interpretation, who is interpreting them with technology. In a recent report, UNICEF stated that unequal access to and skills with digital technologies can exacerbate inequalities in childhood: 'Childhood in a Digital World'. It also has some more recent AI evidence, as children were more than three times more likely than their parents to say they had used AI across the 10 countries studied. In most of these countries, at least three-quarters of parents/caregivers were never users of AI, thus creating an AI usage divide within the family. If a parent is not familiar with the AI environment, it's difficult to guide a child through it. The disparity in AI use could thus not just be between children with access to AI and children without access to AI.



International law and the data-protection regime in India already acknowledge that children should be afforded special protection. The Digital Personal Data Protection Act, 2023, Section 9, mandates, for the processing of a child's personal data, that their verifiable consent be obtained, and prohibits tracking, behavioural monitoring and targeted advertising directed at children, except under narrow exceptions. The Rules were further modified in 2025 to include a few exceptions for the safety and welfare of children. These are key safeguards. However, AI poses a more challenging question than traditional data protection: How to protect information that is not directly disclosed?

UNICEF's new guidance is very clear about this. It calls for the storage of children's data for as long as necessary, to ensure that data gathered regarding a child does not accompany him/her when he/she grows up. It also requires transparency, accountability, fairness and child protection with regard to children's developing autonomy. It indicates a principle which India needs to take seriously: developmental data minimisation. Gather materials required for a child's learning and/or security. Keep it as short a time as possible. Don't let childhood behavioural profiles go undocumented. Then the "algorithmic forgetfulness" principle should be in place. Children should be given the opportunity to develop beyond the machine's understanding of themselves. This is really a 'right to be wrong' thing. One of the greatest assets of AI is its ability to recognise patterns. Change is the strength of childhood. The risk is that a system designed on the basis of AI will end up categorising what the child is good at today as what he or she should be tomorrow. The impact of AI on children's cognitive development, emotional dependence and exposure to harm is still emerging, according to UNICEF. UNICEF explained this evidence was limited in scope and that the adoption of AI was quickening the pace. This is possibly one of the key facts. There are more technologies being scaled up than there is evidence of consequences.

**The agenda for change in India is progressing:** India must not wait for the AI shadow to tag its children as a permanent reality of their lives to contemplate its meaning. There are four steps that are critical:

1. AI literacy in school beyond just prompting and fact-checking, empowering children to comprehend the functioning of systems and their ability to produce outputs and make predictions.

2. Support materials and advice for parents to help them navigate the AI environments their children use.

3. Regular and clear requirements for businesses to render the processing of children's data understandable, appropriate and traceable.

4. Restrictions on retention and inference that childhood data is not an implicit credential for a lifetime.

Most importantly, the information that is gathered during childhood should not be a secret credential for a lifetime. AI's promise is that it will be able to better understand learners. What risks do you face is that it might start to shape them. Gen Alpha might be the first generation to rise up with an AI shadow. The biggest danger is that AI will know too much, too soon and that it will confuse a moment in childhood for a lifetime map. Prior generations thought it was a given they would be able to become a person who their youths couldn't imagine. Gen Alpha deserves the same freedom.

The writer is Professor, Department of Commerce, CHRIST University

The Indian EXPRESS
JOURNALISM OF COURAGE

# English Vinglish in Punjab: Why teachers here misspell basic words

Not just the students, but even teachers in Punjab, often misspell basic English words. The answer lies in the deep-rooted neglect that the language has faced in government schools.

Written by: **Divya Goyal** **6 min read** **Ludhiana** Updated: Aug 28, 2026 02:07 PM IST




The charts with incorrect spellings that made the rounds on social media.

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A photograph of a government school classroom shared by Punjab education minister Harjot Singh Bains triggered a political row this week after Opposition leaders spotted glaring spelling errors.

**The animal deer** had been spelt as 'dear' and vegetables spelt "vegitables" in the poster displayed in the classroom.

Bains had shared photographs to highlight the Aam Aadmi Party (AAP) government's "Sikhya Kranti" (Education Revolution), stressing that Punjab had emerged as the country's top-performing state in school education, ahead of Kerala, according to a NITI Aayog report.

**An old problem**

While the latest uproar is new, the problem is not.

Nearly a decade ago, when the Shiromani Akali Dal (SAD) was in power in alliance with the BJP, spelling errors made by teachers had shocked the then education minister Dr Daljit Singh Cheema.

In 2015, when more than 80,000 Class X students failed the English board exam, Cheema himself took a 'class' of English teachers and the results were shocking. The language teachers made spelling errors like vacent (vacant), shuld (should), lake (lack) and eaght (eight).

**Also Read | Reading crisis in Punjab govt schools: Half can't read Punjabi, 75% unable to read English**

They also failed to construct basic sentences when asked to write a paragraph explaining why their results were poor. One of the teachers wrote, "It class was very weak class from 6 by chance." Except one, none among the more than 200 teachers were able to converse in English. Some teachers gave reasons such as getting nervous while writing, forgetting their spectacles at home, that the children hailed from rural backgrounds, to name a few.

In 2016, the Punjab School Education Board (PSEB) doled out 25-30 grace marks in English to reduce failures in the language.

**No separate cadre till 2007**

Punjab did not have a separate cadre to recruit specialised English teachers till 2007. Teachers of social studies and even Punjabi, without any expertise in English, were made to teach the language to Classes 6

to 12.

While the same teacher teaches all subjects to Classes 1 to 5, subject-specific teachers teach Class 6 to 10, and lecturers teach Class 11 and 12 in Punjab's government schools.

It was only in 2007-08 that around 1,000 master cadre posts for English teachers were advertised and 800 were recruited, which many believe is too few. Even today, several schools do not have an English teacher, with other subject teachers filling-in for them in makeshift arrangements.

In 2010, the Punjab government in an affidavit filed in the High Court, admitted there was no provision to hire English teachers till 2007. The government stated that recruitments of masters/mistresses are governed by the Punjab State Education Class III (School Cadre) Service Rules, 1978 which lay down conditions for appointment to the various posts, including Punjabi, Hindi, Sanskrit, Urdu, Mathematics, and Social Studies teachers, but not English.

**Expert Explains | ASER's 2023 survey results show gaps in learning; tech access is an avenue beyond schools**

In 2016, a history teacher had even moved the Punjab and Haryana High Court against the Punjab education department for being forced to teach English. "How can I teach English when my core subject is history? Future of students cannot be put at stake," he had told the court.

In fact, it was only in 1999-2000 that veteran SAD leader and former education minister late Tota Singh had introduced English as a subject at primary level from Class I. Earlier, in Punjab, English was introduced as a subject only from Class 6 in government schools.

**Course correction**

The AAP-led government, after coming to power in 2022, has made some efforts to course correct. Along with hiring English teachers, the education department has also collaborated with organisations such as the British Council and the Regional English Language Office (RELO) of the US Embassy, to train teachers and improve their proficiency in English.

With thousands of students from Punjab annually appearing for IELTS— the English proficiency exam to migrate to English-speaking countries — the Punjab education department has also started a special curriculum in government schools to hone speaking, writing and listening skills of the children.

**2024 promotions**

In 2024, the Punjab education department promoted 301 master cadre teachers as English lecturers (to teach Class 11 and 12), but 298 of them had no expertise in the language and came from other subjects' backgrounds. Majority had not pursued English as an elective subject in graduation, nor as teaching subject in B.Ed but were promoted after pursuing Masters in English via distance learning. The flawed promotion policy came under heavy criticism.

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**In Express | Rajasthan students attended school with cattle. Now, CJP spotlight and Rs 18-lakh upgrade**

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The anomaly had sparked a debate, with teachers who had cleared elective English demanding that at least a basic exam should be conducted before promoting teachers from other subjects as lecturers.

Harpinder Singh Dhillon, representative, Association of English Teaching Aspirants, Punjab, says: "The decades of neglect that English faced in Punjab cannot be rectified in a few years. How is it even imaginable that the language never had a separate cadre? Even after the state started hiring English teachers in 2007, there were no service rules. It was only after we moved the High Court in 2016 that service rules were made for English cadre."

"At primary level, the situation is worse. The ETT teachers have poor foundation in English. That's because it's a chain. Their own teachers never had an English teacher in those times," Dhillon said.

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जनसत्ता, 29 अगस्त 2026, पृष्ठ संख्या – 2

# बिहार में 10वीं व 12वीं के अंकपत्र में नहीं लिखा जाएगा 'फेल'

नई दिल्ली, 28 अगस्त (एजंसी)।

बिहार में अब 10वीं कक्षा और 12 वीं कक्षा के विद्यार्थियों के अंकपत्र में 'फेल' नहीं लिखा जाएगा। बिहार के मुख्यमंत्री सम्राट चौधरी की सरकार के शिक्षा विभाग ने इसको लेकर बड़ा फैसला किया है।

राज्य के शिक्षा मंत्री मिथिलेश तिवारी ने कहा कि अब 10वीं कक्षा और 12 वीं कक्षा के विद्यार्थियों के अंकपत्र और प्रमाण पत्र पर 'फेल' शब्द का उल्लेख नहीं किया जाएगा। इसकी जगह 'कौशल के लिए पात्र' शब्द का इस्तेमाल किया जाएगा। तिवारी ने बताया कि शिक्षा विभाग ने नियमों में बदलाव किया है। बिहार विद्यालय परीक्षा समिति की ओर से इस बाबत जल्द दिशानिर्देश जारी किए जाएंगे।

शिक्षा मंत्री ने गुरुवार रात विकास भवन स्थित मदन मोहन सभागार में समीक्षा बैठक के दौरान कहा कि परीक्षा में अपेक्षित अंक नहीं आने का मतलब यह नहीं है कि विद्यार्थी में प्रतिभा नहीं है। इसलिए बच्चों के मनोबल को ध्यान में रखते हुए प्रमाण पत्र पर 'फेल' जैसे शब्दों का इस्तेमाल नहीं किया जाना चाहिए।

मिथिलेश तिवारी ने शुक्रवार को कहा कि यदि छात्रों को किसी भी कारण से परेशानी हो रही है तो उसका समाधान करना सरकार की नैतिक जिम्मेदारी है। तिवारी का यह बयान शिक्षक भर्ती परीक्षा (टीआरई-4) एक ही चरण में कराने की मांग सरकार द्वारा स्वीकार किए जाने और छात्रों की ओर से इस मुद्दे को लेकर अपना आंदोलन समाप्त करने के बाद आया।

The Hindu, 29 August 2026, Page No - 4

# Bihar Board to replace 'fail' with 'eligible for skills' on Class 10, 12 marksheets from coming year

**Amarnath Tewary**
PATNA

The Bihar School Examination Board (BSEB) will replace "fail" in Class 10 and 12 marksheets with "eligible for skills" from next year, Education Minister Mithilesh Tiwari announced on Friday, saying failure to score the expected marks in an exam does not diminish a student's talent.

The Education Department would soon issue directives to the BSEB in this regard, he added.

"The State government wants to protect students' morale. An exam score does not define a student's overall talent or potential. So the Bihar Examination Board would state *'kaushal ke liye patra* (eligible for skills)' instead of 'fail' on their marksheets," said the Minister.

He added, "Students taking supplementary examinations for Class 10 will receive special classes for one month to help them prepare better and to ensure success."



Education Minister Mithilesh Tiwari said failure to score expected marks does not diminish a student's talent. FILE PHOTO

Many students welcomed the announcement.

"Yes, removing the word 'fail' will do a lot of good. It is such a demeaning word. There is a social taboo attached to it," said Harshu Kumar, who is due to appear for his Class 12 exams in February next year.

Standing next to him outside a coaching centre in Patna's Kankerbagh area, another student, Ishu Kumar, termed it a "big boost" to students' morale.

The announcement comes a day after the government agreed to conduct the Teacher Recruitment Examination-4 in a single phase, following which aspirants who had been protesting in the State capital's Gardanibagh area called off their agitation.

**Teacher support portal**

As per sources, Chief Minister Samrat Choudhary is likely to launch a "teacher support portal" at a Teachers' Day event on September 5 in Patna, under which one teacher from each district would be honoured with a State-level award.

दैनिक जागरण, 29 अगस्त 2026, पृष्ठ संख्या - 7

# नए युग का उपनिवेशवाद



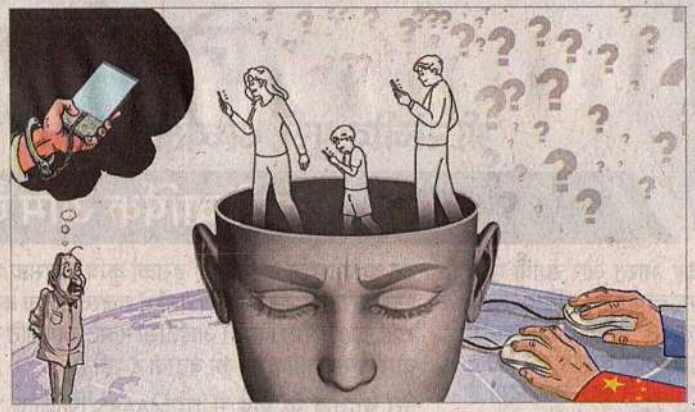
सृजन पाल सिंह

**जब करोड़ों युवाओं की महत्वाकांक्षा विदेशी इंटरनेट कंपनियों के एल्गोरिदम तय करें तो यह भारतीय मन की पराधीनता ही है**

पिछले दिनों एक विश्वविद्यालय में मैंने छात्रों से पूछा कि दिन भर में रील्स देखने में उनका कितना समय जाता है? अधिकांश छात्रों ने कहा औसतन दो से चार घंटे, लेकिन एक छात्र का उत्तर भीतर तक उतर गया। उसने कहा, 'सर, पता ही नहीं चलता। अंगूठा अपने आप चलता रहता है।' यही समस्या का सार है कि करोड़ों युवा रोज घंटों वह देख रहे हैं, जिसे देखने का निर्णय उन्होंने स्वयं नहीं लिया। यह अकेला किस्सा नहीं है। बेन एंड कंपनी के अध्ययन के अनुसार लगभग 60 करोड़ भारतीय शार्ट वीडियो देखते हैं और सक्रिय उपयोगकर्ता रोज 55 से 60 मिनट इन पर बिताते हैं। यदि 60 करोड़ लोग रोज एक घंटा भी दें तो हम हर दिन लगभग 68 हजार वर्षों के बराबर मानवीय-समय अंगूठे से स्क्राल करने में झोंक रहे हैं। जिस देश की आधी आबादी 25 वर्ष से कम हो, वहां यह स्वाभाविक रूप से राष्ट्रीय उत्पादकता और मानसिक स्वास्थ्य का एक ज्वलंत प्रश्न बन जाता है।

विज्ञान इस चिंता की पुष्टि करता है। हर 15-30 सेकंड में बदलती रील मस्तिष्क को भावनाओं के झूले पर बिठा देती है। एक क्षण हंसी, अगले क्षण क्रोध, फिर संगीत, फिर कुछ त्रासदी। मनोविज्ञानी इसे भावनात्मक 'माइक्रो-शाक' कहते हैं, जिसमें डोपामिन तंत्र जुए की मशीन की तरह बार-बार उत्तेजित होता है। चीन की झेजियांग यूनिवर्सिटी के एफएमआरआइ अध्ययन के अनुसार ये रील्स मस्तिष्क के लत से जुड़े केंद्रों को सक्रिय कर आत्म-नियंत्रण कमजोर करती हैं। प्रोफेसर ग्लोरिया मार्क के शोध के अनुसार स्क्रीन पर औसत ध्यान 2004 में ढाई मिनट था, जो अब मात्र 47 सेकंड रह गया है। जिस सभ्यता ने ध्यान और एकाग्रता को विज्ञान का दर्जा दिया, उसी की युवा पीढ़ी का ध्यान आज भटक-भटक कर नीलाम हो रहा है।

अब असल प्रश्न यही कि यह तय कौन करता है कि हमारे बच्चे क्या देखें? न बच्चा, न माता-पिता, न शिक्षक और न सरकार। यह निर्णय विदेशी सर्वरों पर बैठे एल्गोरिदम करते हैं, जिनका लक्ष्य है दर्शक को अधिकतम समय तक स्क्रीन से चिपकाए रखना। यहां उन रचनाकारों को नमन जरूरी है जो सार्थक कंटेंट गढ़ रहे हैं। कोई छोटे शहर से बच्चों को भौतिकी पढ़ा रहा है, तो कोई किसानों तक नई तकनीक पहुंचा रहा है। ये सच्चे राष्ट्र-निर्माता हैं, पर हमारी बड़ी चूक यह रही कि हमने बुद्धिमत्ता को नायकत्व नहीं दिया। मंच और स्टारडम मनोरंजन को मिल रहा है, ज्ञान को नहीं। इसीलिए युवा उनकी ओर कम खिंचते हैं। डा. कलाम प्रमाण थे कि विज्ञानी भी युवाओं का महानायक बन सकता है, लेकिन



अवधेश राजपूत

ऐसी आवाज कितनों तक पहुंचेगी और किसे कमाई होगी, यह वही एल्गोरिदम तय करता है, जो हमारे नियंत्रण से बाहर है। जब करोड़ों युवाओं का ध्यान और महत्वाकांक्षा विदेशी नियंता तय करें, तो यह भारतीय मन की पराधीनता ही है। यह नए युग का उपनिवेशवाद है। इसका प्रमाण चाहिए तो एक ही कंपनी के दो चेहरे देखिए। टिकटाक की मालिक बाइटडांस चीन में इसी एप का घरेलू संस्करण 'डोयिन' चलाती है। वहां 14 वर्ष से छोटे बच्चों को दिन में केवल 40 मिनट मिलते हैं, रात 10 से सुबह छह तक एप बंद रहता है और फीड में विज्ञान, विरासत और इतिहास दिखता है। शेष विश्व को वही कंपनी उलझाए रखने वाला संस्करण देती है। ट्रिस्टन हैरिस ने इसे 'अपने बच्चों के लिए पालक, दुनिया के बच्चों के लिए अफीम' कहा है। एक सर्वेक्षण में अमेरिकी किशोरों का सपना इन्फ्लुएंसर बनना निकला, जबकि चीनी किशोरों का अंतरिक्ष यात्री। स्पष्ट है कि जीवन में प्राथमिकता वही तय करता है, जिसके हाथ में चाबी है।

हालांकि इस विकराल होते जा रहे खतरे के प्रति दुनिया जाग भी रही है। आस्ट्रेलिया ने 10 दिसंबर, 2025 से 16 वर्ष से छोटे बच्चों के इंस्टाग्राम, यूट्यूब और टिकटाक समेत दस प्लेटफार्मों पर खाते प्रतिबंधित कर दिए और लगभग 275 करोड़ रुपये तक का जुर्माना लगाया है। करीब 50 लाख खाते बंद हुए, फिर भी दस में आठ बच्चे किसी न किसी रास्ते से पहुंच बना ले रहे हैं। यही सुबूत है कि केवल ताला लगाना काफी नहीं, ढांचा भी बदलना होगा। यूरोपीय संघ प्रोफाइलिंग-मुक्त फीड का विकल्प अनिवार्य करता है। चीन में 2022 से एल्गोरिदम का सरकारी पंजीकरण जरूरी है। और भारत? हमने 2020 में टिकटाक पर प्रतिबंध लगाने का साहस दिखाया था और अब डीपीडीपी कानून की धारा 9(3) बच्चों की प्रोफाइलिंग तथा लक्षित विज्ञापन पर रोक लगाती है, मगर इस पर अमल मई 2027 से होना है। कानून बन चुका है, पर असली परीक्षा उसे लागू कर उसे धारदार एवं असरदार बनाने की है।

फिलहाल हम क्या करें? सबसे पहले तो धारा 9(3) पर अमल जल्द और सख्ती से हो। कोई भी प्लेटफार्म अपने एल्गोरिदम का स्वतंत्र आडिट कराए और हर उपयोगकर्ता को बिना-एल्गोरिदम सीधी फीड का विकल्प दें। भारत में क्या दिखेगा, यह भारत के नियम तय करें, विदेशी गणित नहीं। दूसरा, नाबालिगों के लिए 'यूथ मोड' अनिवार्य हो। समयसीमा, रात्रि अवकाश और आयु-सत्यापन, जैसा चीन और आस्ट्रेलिया ने किया। तीसरा, बुद्धिमत्ता को नायकत्व और लाभ, दोनों दें। श्रेष्ठ शिक्षाप्रद रचनाकारों को राष्ट्रीय मंच मिले और नाबालिगों की फीड में शिक्षाप्रद सामग्री का न्यूनतम अनुपात हो। सरकार टेलीकाम कंपनियों संग 'लर्न एंड अर्न' माडल लाए। विज्ञान, परीक्षा-तैयारी और कौशल कंटेंट देखने पर डाटा सस्ता पड़े या मुफ्त डाटा अर्जित हो। ज्ञान अर्जित करना सदैव मनोरंजन से सस्ता होना चाहिए। चौथा, बदलाव घर से शुरू हो। भोजन और अध्ययन के समय स्क्रीन-मुक्त घंटे, साप्ताहिक रूप से 'डिजिटल उपवास' और विद्यालयों में भी एकाग्रता का अभ्यास किया जाए।

डा. कलाम कहा करते थे कि युवाओं का प्रज्वलित मन धरती के ऊपर, धरती पर और धरती के नीचे का सबसे शक्तिशाली संसाधन है। आज उसी मन को प्रज्वलित करने वाली चाबी विदेशी एल्गोरिदम के हाथों में जा रही है। हमें यह चाबी वापस लेनी होगी, ताकि स्क्रीन हमारे युवाओं के लिए दुनिया देखने की खिड़की बने, उन्हें बांधने वाली बेड़ी नहीं।

(पूर्व राष्ट्रपति एपीजे अब्दुल कलाम के सलाहकार रहे लेखक कलाम सेंटर के संस्थापक हैं)

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दैनिक जागरण, 30 अगस्त 2026, पृष्ठ संख्या - 6

# रोजगारपरक शिक्षा का अभाव



संजय गुप्त

**जब यह स्पष्ट है कि बीए, बीकाम जैसी डिग्रियां सीधे रोजगार में नहीं बदलतीं तो फिर इनके पाठ्यक्रम में परिवर्तन किया जाना चाहिए**

कौशल विकास पर नीति आयोग की हालिया रिपोर्ट के कई निष्कर्ष चिंतित करने वाले हैं। इन दिनों युवाओं के हित की चिंता करती दिख रहीं केंद्र और राज्य सरकारों को इन निष्कर्षों पर गंभीरता से ध्यान देना होगा। नीति आयोग की रिपोर्ट के अनुसार देश में जो नौकरियां सृजित हो रही हैं, उनके अनुरूप जैसी शिक्षा की आवश्यकता है, उसमें अनेक खामियां हैं। इस रिपोर्ट के अनुसार 15 से 29 वर्ष के लगभग 8.7 करोड़ युवा न तो पढ़ाई कर रहे हैं, न रोजगार में हैं और न ही किसी तरह का प्रशिक्षण ले रहे हैं। इन्हें एनईईटी यानी नाट इन एजुकेशन, एम्पलायमेंट एंड ट्रेनिंग श्रेणी में रखा गया है। कुछ युवा लंबे समय तक रोजगार न मिल पाने के कारण एनईईटी श्रेणी में चले जाते हैं।

नीति आयोग के अनुसार कौशल विकास माडल को केवल प्रशिक्षण देने तक सीमित रखने के बजाय उसे रोजगार और करियर से जोड़ा जाना चाहिए। नीति आयोग ने यह पाया कि केवल 8.25 प्रतिशत स्नातक ऐसा काम कर रहे हैं, जो उनकी योग्यता के अनुरूप है। इसका मतलब है कि अधिकांश युवाओं को अपनी योग्यता के हिसाब से नौकरियां नहीं मिल रही हैं। इसका कारण यही हो सकता है कि कारोबार जगत के पास जैसी नौकरियां हैं, उनके लायक युवा नहीं निखर पा रहे हैं। आयोग के अनुसार समस्या सिर्फ बेरोजगारी की नहीं है, बल्कि पढ़ाई रोजगार के लिए जरूरी कौशल और उद्योग की जरूरतों के बीच तालमेल के अभाव की भी है। आयोग ने कमजोर व्यावहारिक अनुभव, उद्योग से कम जुड़ाव, सतही इंटर्नशिप और अप्रेंटिसशिप एवं करियर गाइडेंस की कमी को प्रमुख चुनौतियों में गिना है। सरकारों को इन चुनौतियों का सामना करने के लिए आगे आना होगा। आयोग ने स्कूलों के स्तर से ही उद्यमिता कौशल विकसित करने और रोजगारपरक शिक्षा प्रदान करने का जो सुझाव दिया है, वह नया नहीं है। कठिनाई यह है कि ऐसे सुझावों पर गंभीरता से ध्यान नहीं दिया जा रहा है।

यह समय की मांग है कि छात्रों को स्कूल स्तर से ही रोजगार और उद्यमिता से जुड़े कौशल से लैस किया जाए। भले ही केंद्र सरकार ने वित्त वर्ष 2025-26 में विभिन्न मंत्रालयों के माध्यम से कौशल विकास से जुड़े कार्यक्रमों के लिए लगभग 34 हजार करोड़ का प्रविधान किया हो, लेकिन नीति आयोग का मानना है कि प्रशिक्षण की पहुंच और रोजगार के परिणामों में अभी बड़ा अंतर है। इस अंतर को पाटे बिना बात बनने वाली नहीं है। कौशल विकास के मामले में यह बात सामने आ रही है कि जिन संस्थाओं पर इसकी जिम्मेदारी है,



अवधेश राजपूत

वे अपना काम सही ढंग से नहीं कर पा रही हैं। इसका अर्थ है कि वे कौशल विकास के नाम पर खानापूरी कर रही हैं। कौशल विकास का काम तब तक सही तरह से नहीं होने वाला, जब तक योग्य प्रशिक्षकों की सेवाएं लेना सुनिश्चित नहीं किया जाता। कौशल विकास कार्यक्रमों की गुणवत्ता के साथ प्रशिक्षकों की गुणवत्ता पर भी गंभीरता से ध्यान देना होगा।

नीति आयोग के अनुसार जो युवा बीए, बीकाम की डिग्री लेकर नौकरी तलाश रहे हैं, उनके लिए कोई खास नौकरियां सामने नहीं आ रही हैं। इन डिग्रियों का नौकरी से सीधा जुड़ाव कमजोर है। कई छात्र इन डिग्रियों को इसलिए चुनते हैं, ताकि इनके जरिये सरकारी नौकरियों के लिए आवेदन करने की पात्रता मिल जाए। अब जब यह स्पष्ट है कि बीए, बीकाम और बीएससी की डिग्रियां सीधे रोजगार में नहीं बदलतीं तो फिर इनके पाठ्यक्रम में परिवर्तन किया जाना चाहिए। आयोग ने सामान्य डिग्री कार्यक्रमों को रोजगार से जोड़ने के लिए जाब-लिंक्ड स्पेशलाइजेशन, इंडस्ट्री से जुड़े पाठ्यक्रम और वर्क-इंटीग्रेटेड डिग्री कार्यक्रम बढ़ाने का जो सुझाव दिया, उस पर अमल में देर नहीं होनी चाहिए। यह एक सही सुझाव है कि बीकाम के साथ एनालिटिक्स या डिजिटल मार्केटिंग, बीए के साथ रिटेल या हास्पिटैलिटी और बीएससी के साथ एप्लाइड टेक्नोलाजी जैसे विकल्प विकसित किए जा सकते हैं।

मुख्य आर्थिक सलाहकार वी. अनंत नागेश्वरन ने हाल में कहा था कि साफ्टवेयर नौकरियां और एमबीए डिग्री का दौर अब खत्म हो रहा है और वेल्डिंग, प्लंबिंग और बढ़ईगीरी जैसे ट्रेड स्किल्स को अधिक महत्व देना चाहिए। महज डिग्री लेने से कुछ बदलने वाला नहीं। इसलिए बेहतर होगा कि युवा किसी न किसी कौशल से लैस हों। इसी तरह वित्त मंत्री निर्मला सीतारमण ने भी कहा था कि मौजूदा विश्वविद्यालयी पाठ्यक्रम छात्रों को न तो नौकरी के लिए पर्याप्त रूप से तैयार करते हैं और न ही उद्यमी बनने के लिए।

यह ठीक है कि सरकार एआइ के व्यापक प्रभावों से परिचित है और इसके लिए आवश्यक तैयारी भी कर रही है, लेकिन उसे यह भी पता होना चाहिए कि एआइ का असर मौजूदा नौकरियों पर भी पड़ना शुरू हो गया है। ऐसे में यह आवश्यक है कि नौकरी पाने के इच्छुक या नई नौकरी में जा रहे युवाओं को भी एआइ के कौशल से लैस किया जाए। यह एक विडंबना ही है कि इतनी बड़ी आबादी वाले देश में हम ऐसी शिक्षा व्यवस्था निर्मित नहीं कर सके हैं कि छात्र या तो किसी नौकरी के लिए तैयार होकर निकलें या फिर अपना काम शुरू करने की क्षमता हासिल कर सकें। जबसे काकरोच जनता पार्टी के प्रदर्शन के कारण शिक्षा मंत्री धर्मेंद्र प्रधान को त्यागपत्र देना पड़ा, तबसे लगातार ऐसी खबरें आ रही हैं कि भारत में शिक्षा पर जैसा ध्यान दिया जाना चाहिए था, वैसा नही दिया गया, लेकिन इसमें अकेले केंद्र सरकार की कमी नहीं। राज्यों के स्तर पर भी शिक्षा पर सही तरह ध्यान नहीं दिया जा रहा है, खास तौर से उत्तर भारत में। पिछले दिनों जब काकरोच जनता पार्टी ने राजस्थान के स्कूलों की जर्जर हालत की पोल खोली, तब राज्य सरकार द्वारा उनकी दशा सुधारने के लिए धनराशि जारी की गई। आखिर यह काम पहले क्यों नहीं हो सकता था? स्कूली शिक्षा हो या कौशल विकास अथवा प्रशिक्षण के कार्यक्रम, इनकी पूरी जिम्मेदारी सरकारों को ही उठानी पड़ेगी। आज भारत की आर्थिक वृद्धि दर छह-सात प्रतिशत ही है। इसमें वृद्धि न हो पाने का एक कारण गुणवत्तापूर्ण एवं रोजगारपरक शिक्षा की कमी भी है। अब जब विकसित भारत की बात हो रही है तब शिक्षा पर समुचित ध्यान न देना एक बड़ी गलती ही होगी।

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# Nearly one lakh schools shut after NEP 2020 rollout: Manik Sarkar

## The betterment of health and education are mutually dependent. Health services are also one of the core services that the government should entirely take liability of, says former Chief Minister of Tripura, Manik Sarkar

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THE HINDU BUREAU




Former Governor Banwarilal Purohit and G. Viswanathan, Founder and Chancellor, VIT, University, handing over a Navalar and Era. Sezhiyan awards to V.V. Swaminathan, Former Minister of Tamil Nadu and Manik Sarkar, Former Chief Minister of Tripura, at VIT University in Chennai on Saturday. | Photo Credit: B. Velankanni Raj

Ever since the National Education Policy (NEP) 2020 was implemented, nearly one lakh public schools have closed down across the country, former Chief Minister of Tripura, Manik Sarkar, said on Saturday (August 6).

In his acceptance speech after receiving the Era. Sezhiyan Award conferred by the Navalar-Sezhiyan Trust at the Vellore Institute of Technology (VIT) in Chennai, Mr. Sarkar said that while public schools were shutting down, private ones were mushrooming, leaving students from the lower economic strata with no scope to pursue education. Similarly, in the health sector too, private capital has been expanding while public investment has been shrinking.

“The betterment of health and education are mutually dependent. Health services are also one of the core services that the government should entirely take liability of,” he said. Larger sections of people, he maintained, were dependent on government hospitals while the government was trying to get rid of this liability and open up avenues for private capital.

Quoting a NITI Aayog report of 2025, he said that the rate of unemployed graduates in India was 13% of the total population. For youth who have passed secondary education, the rate of unemployment was 29% to 40%. He said NITI Aayog had observed that there is a wide gap between the number of educated youth and the scope of jobs befitting their qualification. “If such a valuable workforce of our country is left unutilised, can anybody expect the country to march forward,” he asked.

G. Viswanathan, Founder and Chancellor, VIT, said that education goes a long way in improving the per capita income of individuals. He said VIT has supported about 1,200 rural students with free education and placement. Elaborating, he said that for batches between 2008 and 2021, the average income of the students went up from ₹8,600 when they were students to ₹1.10 lakh when they were employed. He said the State and union governments should spend more money on education so that people from the middle class and the poor will have access to higher education that will increase the per capita income of those families.

V.V. Swaminathan, former Tamil Nadu minister and Member of Parliament, who was conferred with the Dr. Navalar award, recalled his association with Navalar Nedunchezhiyan, Era Sezhiyan, and K. Anbazhagan in college which led to the formation of the Rationalist Youth Forum, an organisation that served as the precursor to the Dravidar Kazhagam student wing.

Banwarilal Purohit, Former Governor of Assam, Tamil Nadu, and Punjab, said that during his tenure as the Governor of Tamil Nadu between 2017 and 2021, the union government had given him a free hand and he tried his best to improve the atmosphere at the State-run universities.

G.V. Selvam, Vice President, VIT, also spoke.

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THE HINDU 360: புதிய தமிழ் YouTube சேனல்
https://youtu.be/AdQxxh3ULhE

## In Case You Missed It

नवभारत टाइम्स, 31 अगस्त 2024, पृष्ठ संख्या - 8

# ख़ुद से पढ़ना भूल रहे, बदहाली की यह भी वजह



दिनेश प्रसाद सकलानी

भारत में शिक्षा केवल परीक्षा पास करने का माध्यम नहीं रही, अपितु व्यक्तित्व निर्माण, आत्मबोध और चरित्र विकास का आधार मानी गई है। हमारी प्राचीन परंपरा में विद्यार्थी को ज्ञान का सक्रिय साधक माना गया और ज्ञानार्जन के अनेक स्रोतों का वर्णन किया गया है,

*'आचार्यात् पादमादत्ते पादं शिष्यः स्वमेधया ।*
*पादं सब्रह्मचारिभ्यः पादं कालक्रमेण च॥'*

इसका अर्थ है कि विद्यार्थी ज्ञान का एक भाग आचार्य से प्राप्त करता है, दूसरा भाग अपनी बुद्धि, जिज्ञासा और स्वाध्याय से, तीसरा अपने सहपाठियों से और चौथा समय व अनुभव के माध्यम से अर्जित करता है। यह श्लोक स्पष्ट करता है कि शिक्षा का वास्तविक आधार शिक्षक के साथ-साथ विद्यार्थी का स्वयं का अध्ययन, चिंतन और आत्मप्रयास भी है। दुर्भाग्यवश आज की शिक्षा व्यवस्था में यही स्वाध्याय सबसे अधिक संकटग्रस्त दिखाई दे रहा है।

## कोचिंग कल्चर का बुरा असर

आज विद्यार्थी का अधिकांश समय विद्यालय, कोचिंग और ट्यूशन में व्यतीत होता है। उसके पास न तो आत्मचिंतन का समय बचता है और न ही विषय को स्वयं समझने का अवसर। शिक्षा अब ज्ञान अर्जन की प्रक्रिया न होकर 'रेडीमेड उत्तर' प्राप्त करने की दौड़ बनती जा रही है। यही कारण है कि विद्यार्थियों में आत्मविश्वास और मौलिकता का ह्रास हो रहा है। कुछ दशक पहले तक देश में ट्यूशन और कोचिंग संस्कृति का इतना व्यापक प्रचलन नहीं था। तब भी विद्यार्थी सफल होते थे, प्रतियोगिताओं में आगे बढ़ते थे और समाज को नई दिशा देने वाले महापुरुष बनते थे। आज के विद्यार्थियों के सामने सबसे बड़ी चुनौती है कि वे पढ़ तो बहुत रहे हैं, पर सीख कम रहे।

अभिभावकों की व्यस्तता और विद्यालयों की कमजोर होती शैक्षणिक व्यवस्था ने कोचिंग संस्कृति को बढ़ावा दिया है। अनेक अभिभावकों के पास बच्चों के साथ बैठने, उनकी जिज्ञासाओं को सुनने और अध्ययन में मार्गदर्शन देने का समय नहीं है। दूसरी ओर विद्यालय स्तर पर शिक्षण की गुणवत्ता को लेकर प्रश्न खड़े होते रहे हैं। परिणामस्वरूप अभिभावक यह मानने लगे हैं कि बिना ट्यूशन और कोचिंग के बच्चे सफल नहीं हो सकते। यही सोच धीरे-धीरे विद्यार्थियों के मन में भी घर कर गई है।

## सामाजिक और नैतिक संकट

कोचिंग संस्कृति से शिक्षा में शॉर्टकट की प्रवृत्ति

AI Image



बढ़ी है। विद्यार्थियों का लक्ष्य विषय को समझना नहीं, किसी भी प्रकार परीक्षा में अधिक अंक प्राप्त करना बन गया है। हाल ही में हुई नीट पेपर लीक की घटना भी इसी विकृत सोच से जुड़ी दिखाई देती हैं। पेपर लीक की घटना केवल प्रशासनिक या कानूनी विफलता का विषय नहीं, यह एक गहरे सामाजिक और नैतिक संकट का संकेत भी है।

समस्या केवल शिक्षा व्यवस्था तक सीमित नहीं है। आज समाज के अनेक क्षेत्रों में नैतिक मूल्यों का क्षरण दिखाई देता है। जब परिवारों में संस्कार, ईमानदारी और नैतिक मूल्यों का संवर्धन कमजोर पड़ता है, तब कानून का भय भी पर्याप्त नहीं रह जाता। इसलिए राष्ट्र निर्माण केवल कानूनों और सरकारों से नहीं, चरित्र निर्माण से होता है। और चरित्र निर्माण का सबसे मजबूत आधार परिवार, शिक्षा और संस्कार ही हैं।

## शिक्षा का असली उद्देश्य

माता-पिता को चाहिए कि वे बच्चों के साथ समय बिताएं, उनके भीतर पढ़ने की आदत विकसित करें। घर का वातावरण संवाद, अध्ययन और संस्कारों से युक्त होना चाहिए। बच्चों के साथ भोजन करना, चर्चा करना, पुस्तक पढ़ने के लिए प्रेरित करना और उनके मानसिक दबाव को समझना भी शिक्षा का ही हिस्सा है। विद्यालयों की भूमिका भी अत्यंत महत्वपूर्ण है। शिक्षक केवल पाठ्यक्रम पूरा करने वाले कर्मचारी न बनें। वे विद्यार्थियों में जिज्ञासा, अन्वेषण, आत्मविश्वास और नैतिक मूल्यों का विकास करें। शिक्षा का उद्देश्य केवल रोजगार नहीं, चरित्रवान, आत्मनिर्भर और जिम्मेदार नागरिक तैयार करना भी है। जब तक शिक्षा व्यवस्था में यह दृष्टि फिर से स्थापित नहीं होगी, तब तक कोचिंग संस्कृति का बढ़ता प्रभाव समाज को भीतर से कमजोर करता रहेगा। भारत को पुनः ज्ञान-आधारित समाज बनाना है तो स्वाध्याय की परंपरा को पुनर्जीवित करना होगा।

*(लेखक NCERT के निदेशक हैं)*

दैनिक जागरण, 31 अगस्त 2024, पृष्ठ संख्या - 11

# 10 वर्ष में उच्च शिक्षा में 31.5% बढ़ा नामांकन

- दस साल में उच्च शिक्षा का दायरा बढ़ा, छात्राओं की भागीदारी में बड़ी छलांग
- माध्यमिक शिक्षा के बाद पढ़ाई छोड़ देने के परंपरागत भारतीय सोच में दिखा बड़ा बदलाव



**2014-2024 में उच्च शिक्षा का हाल**

- 1.08 करोड़ छात्रों की 10 वर्षों में हुई बढ़ोतरी
- 3.42 करोड़ से बढ़कर 4.5 करोड़ हुआ कुल नामांकन
- 67 लाख बढ़ी छात्राओं की संख्या बीते 10 वर्षों में
- 70% बढ़ी विश्वविद्यालयों की संख्या भी इस अवधि में बढ़ी

नई दिल्ली, आइएएनएस: भारत में उच्च शिक्षा का दायरा पिछले एक दशक में तेजी से बढ़ा है। शिक्षा को लेकर बढ़ी जागरूकता और सरकार के प्रयासों के चलते दाखिलों में हर वर्ग की हिस्सेदारी बढ़ी है। 2014 में जहां करीब 3.42 करोड़ विद्यार्थी नामांकित थे, वहीं 2023-24 में यह 4.5 करोड़ हो गई। इस दौरान कुल नामांकन में 31.5 प्रतिशत की वृद्धि हुई। इससे माध्यमिक शिक्षा के बाद पढ़ाई छोड़ देने की परंपरागत सोच में भी बदलाव देखने को मिला है।

शिक्षा मंत्रालय की फैक्टशीट के अनुसार, उच्च शिक्षा में सकल नामांकन अनुपात (जीईआर) भी 2014 के 23.7 प्रतिशत से बढ़कर 2022-23 में 29.5 प्रतिशत और 2023-24 में 30 प्रतिशत हो गया।

अखिल भारतीय उच्च शिक्षा सर्वेक्षण (एआइएसएचई) के आंकड़ों के मुताबिक, इस अवधि में सिर्फ विद्यार्थियों की संख्या ही नहीं बढ़ी, बल्कि उच्च शिक्षा का ढांचा भी विस्तृत हुआ। देश में विश्वविद्यालयों की संख्या 760 से बढ़कर 1,289 हो गई। इसी तरह कालेजों की संख्या 38,498 से बढ़कर 48,246 हो गई, जबकि स्टैंडअलोन संस्थानों की संख्या 12,276 से 15,221पर पहुंच गई।

**छात्राओं की संख्या में पुरुषों से तेज बढ़ोतरी:** उच्च शिक्षा में छात्राओं की भागीदारी इस बदलाव का सबसे अहम पहलू रही। 2014-15 में करीब 1.57 करोड़ छात्राएं उच्च शिक्षा में नामांकित थीं, जो 2023-24 में बढ़कर 2.24 करोड़ हो गईं। यानी दस साल में 42.2 प्रतिशत की वृद्धि हुई। इसका असर लैंगिक समानता सूचकांक (जीपीआइ) पर भी दिखा। उच्च शिक्षा में जीपीआइ 2014-15 के 0.92 से बढ़कर 2023-24 में 1.08 हो गया। एक से अधिक जीपीआइ का मतलब है कि महिला नामांकन पुरुषों की तुलना में अधिक है। अनुसूचित जाति में यह सूचकांक 0.91 से बढ़कर 1.11 और अनुसूचित जनजाति में 0.81 से बढ़कर 1.08 हो गया। इस वर्ग के विद्यार्थियों की हिस्सेदारी 13.44 से बढ़कर 15.5 प्रतिशत और अनुसूचित जनजाति की 4.8 प्रतिशत से बढ़कर 6.4 प्रतिशत हो गई। ओबीसी विद्यार्थियों की हिस्सेदारी 32.8 प्रतिशत से बढ़कर 40.1 प्रतिशत हो गई।

The Hindu,
31 Aug 2024,
Page No-
2

Ponmythili Muralidharan



GETTY IMAGES/ISTOCKPHOTO

# Education or certification?

## Why we need to differentiate between literacy, certification, and education

Degrees have become central to how we understand educational progress. Colleges are expanding, enrolments are growing, and more youngsters enter the workforce every year with certificates in hand. By that measure, we should be more educated than we have ever been.

Yet most of us would have met someone whose qualifications gave them real authority, but who used it to intimidate rather than to help. Someone who knew more than the person in front of them and made sure that person felt small for not knowing it.

We recognise this the moment we see it. We rarely stop to ask what it means. It means the qualification arrived, but something else did not.

### Distinctions

That something else is education. It is not the same thing as literacy or certification. Literacy gives us access to knowledge. Certification records that we have completed a prescribed course of study. Education is different. It is supposed to change what we do with what we know. A person may be literate, highly qualified and professionally successful but use knowledge to set themselves apart from others or above them. An educated person uses the same knowledge with greater responsibility, humility and awareness of others. This is not a small distinction. It decides what kind of society we are actually building.

I see this shift happen quietly, every year, in my own classroom. I once asked a class to discuss a case without telling them whether it would be assessed. The first question was not about the dilemma in the case. It was, "Ma'am, will this come for the exam?" It was an honest and revealing question. Somewhere along the way, learning had become valuable only when it could be converted into marks.

This is why, over the years, I have tried to create more space for experience alongside assessment. A mark tells you what a student memorised for three hours. It does not tell you what changed in them. When learning is designed to be lived and not just recalled, students stop asking, "What will be asked?" and start asking, "What does this mean?" That shift captures an important difference between literacy and education within a single classroom.

### What is missing

But this is not only a story about individual students or individual professionals who lost their way. It is also a story about a system that has gradually evolved in ways that often produce this outcome.

Schools and colleges under pressure to place students, to show results, to stay relevant in a competitive market, have increasingly prioritised the job at the end over the person being shaped along the way. Students are prepared to be employable. They are not always prepared to be transformed. That is not a small oversight. It shapes an entire generation's relationship with knowledge itself.

The growing interest in experiential and alternative forms of schooling may also reflect this unease. Many parents appear to be looking for learning environments that develop curiosity, independence, and social awareness alongside academic achievement. Whether or not these alternatives offer a complete answer, their appeal tells us something about what families feel is missing from conventional education.

So, perhaps, the more useful question for all of us is not whether our institutions are failing us. It is whether we know what we are actually asking of them. What are we asking for when we choose a school, a college, or a course? Are we asking to be made employable or to be transformed? Once we know the answer, what does that require of us as students, parents, teachers, and educational institutions?

We cannot place the responsibility for this only on the system or the individual. Both have a role in what gets built and both have a role in fixing it. The first step is simply to stop confusing the certificate with the change it was supposed to represent and to start asking, honestly, which one we have actually been given.

The writer is Junior Faculty Organisation - Behaviour and Human Resource at Great Lakes Institute of Management, Chennai.

# UP Holds Ground In Govt School Performance Index

BW Online Bureau Aug 31, 2026

# Uttar Pradesh # PGI 2.0 # Government Schools

*The state improves infrastructure and teacher training scores, while learning outcomes remain unchanged*



Uttar Pradesh has retained its position in the government school performance assessment for 2025-26, scoring 579.9 out of 1,000 compared with 569.1 in the previous year, according to the latest Performance Grading Index (PGI) 2.0 released by the Union education ministry. The improvement was largely supported by

gains in infrastructure, facilities and teacher education, while the learning outcomes score remained unchanged.

**Infrastructure Drives Improvement**

The PGI 2.0 does not rank states and Union Territories in a conventional league table. Instead, it places them in performance bands based on 70 indicators covering six domains: learning outcomes and quality, access, infrastructure and facilities, equity, governance processes and teacher education and training.

Uttar Pradesh's overall score increased by 10.8 points during the year. Infrastructure and facilities emerged as a key contributor, with the state recording a 3.6-point improvement in the domain. The state also recorded an average gain of 1.3 points in areas linked to reducing dropouts and expanding access to education.

The state's performance places it in the 'Akanshi 1' grade band, which covers scores between 521 and 580. The assessment places states across a hierarchy ranging from 'Utkarsh' at the top to three levels each under 'Uttam', 'Prachesta' and 'Akanshi'.

**Learning Outcomes Remain Flat**

Despite the improvement in its overall score, Uttar Pradesh's learning outcomes performance remained unchanged. The 240-point learning outcomes domain continued to use scores from the PARAKH Rashtriya Sarvekshan 2024 for the 2025-26 assessment.

The state recorded marginal declines in equity and governance processes, indicating areas where further improvement is required. The latest assessment therefore shows a mixed performance, with gains in physical infrastructure and teacher-related indicators offset by limited movement in learning outcomes.

Chandigarh emerged as the first state or Union Territory in the PGI 2.0 series to enter the top 'Uttam' range, scoring 766 out of 1,000 in 2025-26. Uttar Pradesh officials said the state would work towards improving its grades across the six domains and focus on the accuracy of data submitted through the national education portal.

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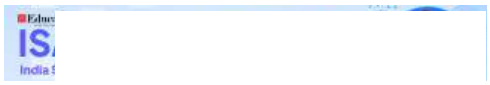

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School Education 2 Min Read

# School education roadmap: Pralhad Joshi flags foundational learning, technology and outcomes as priorities

Education Minister Pralhad Joshi met senior officials of the Department of School Education and Literacy to review priorities for the coming period, with discussions covering foundational learning, technology-driven solutions and creating a more enabling environment for students.





Abhay Anand ETEducation
Updated On Aug 31, 2026 at 11:10 PM IST



Pralhad Joshi

NEW DELHI: Union Education Minister Pralhad Joshi held a meeting with senior officials of the Department of School Education and Literacy to review priorities and activities planned for the coming period and discuss a roadmap for making school education more effective, accessible and outcome-oriented.

In a post on X, Joshi said the discussions focused on strengthening foundational learning, adopting technology-driven solutions and creating an enabling environment where every child can learn, grow and thrive.

Advt




The meeting comes as the Centre continues to focus on improving foundational learning outcomes and using

Joshi said the meeting reviewed the roadmap for the coming period, indicating that foundational learning, technology adoption and measurable education outcomes will remain among the priorities for the school education department.

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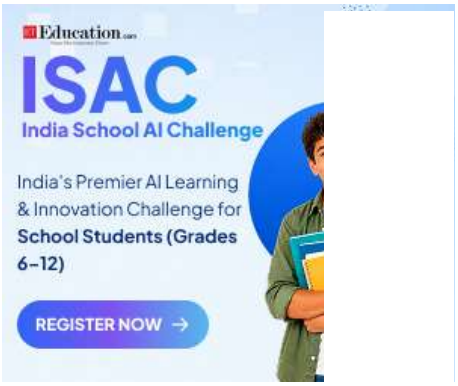
Millennium

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The emphasis on foundational learning is aligned with the broader direction of the National Education Policy (NEP) 2020, which places foundational literacy and numeracy at the centre of school education reforms.

The minister's latest meeting also comes shortly after a series of reviews involving officials of the Education Ministry. On August 27, Joshi had met senior officials from both the Department of Higher Education and the Department of School Education and Literacy to take stock of progress on earlier directions and implementation of ongoing initiatives. He had stressed timely execution and effective follow-up.

Advt




Earlier, on August 24, Joshi had held a separate meeting with officials of the Department of School Education and Literacy to discuss issues related to the Central Board of Secondary Education (CBSE). That meeting reviewed academic, examination and administrative processes, with an emphasis on efficiency, transparency and improved support for students and teachers.

The latest review puts the focus more broadly on the school education system, with technology-driven solutions and learning outcomes emerging as key areas for the next phase of implementation.

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