EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

July 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 **July 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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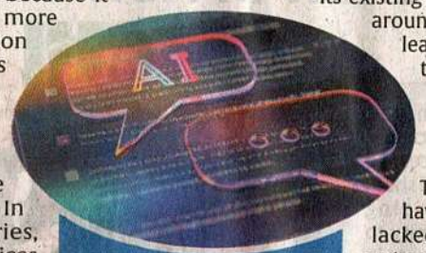
The Pioneer, 1 July 2026, Page no - 11

What higher education must look like in the next decade

RAMAKRISHNAN RAMAN

Vice Chancellor, Symbiosis International (Deemed University)

Higher education has weathered disruption before. When the internet arrived, many predicted it would make universities obsolete. It did not — but it changed them in ways that took a generation to absorb fully. What we are living through now feels different. Not because the technology is louder or faster, though it is both, but because it strikes at something more fundamental: the question of what a university is actually for.

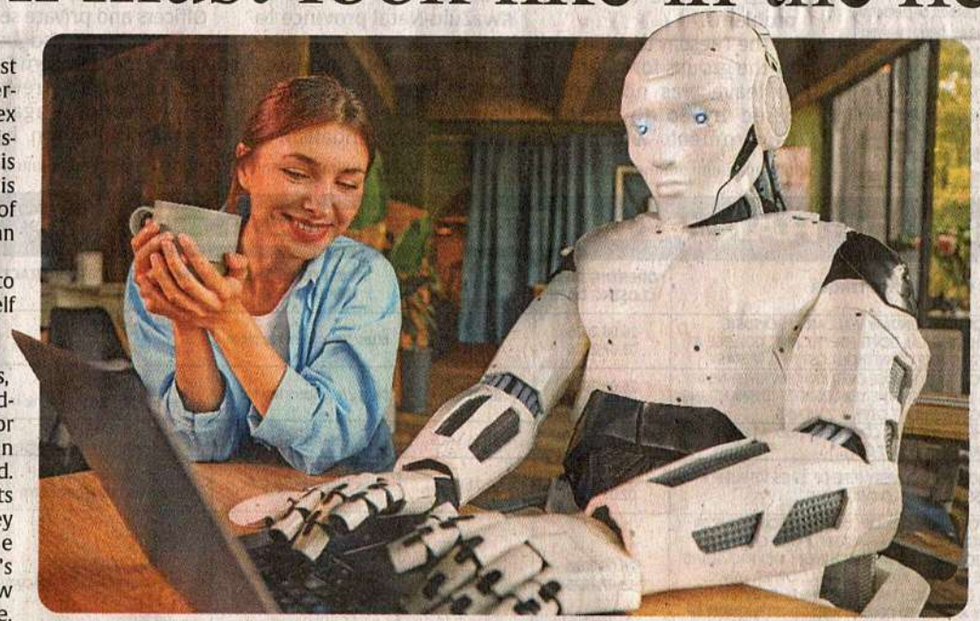


If AI can write reports, generate code, analyse data, and respond to complex queries within seconds, what will continue to distinguish a human professional?

Artificial Intelligence is no longer a horizon we are moving towards — it is the ground we are already standing on. In classrooms, laboratories, and administrative offices across the world, intelligent systems are reshaping how universities function, how faculty teach, and how students learn. And yet, deploying AI tools is the easier part. The harder task is reimagining education itself — so that universities produce not graduates who can operate alongside AI, but graduates who can lead in a world shaped by it.

This raises a question every institution must answer honestly. If AI can write reports, generate code, analyse data, and respond to complex queries within seconds, what will continue to distinguish a human professional? The answer is not a longer list of technical competencies. It is something older and harder to teach — a set of enduring human capabilities that technology can support but will never authentically replace.

An AI-native university has not bolted AI onto its existing structures. It has rebuilt itself around it. Students benefit from learning journeys tailored to their individual strengths, gaps, and pace — not the standardised curriculum designed for an average student who, in truth, has never really existed. Too many talented students have struggled not because they lacked ability, but because the system moved at someone else's pace. Intelligent systems can now identify knowledge gaps in real time, recommend targeted resources, and adjust evaluations based on individual progress. Learning shifts from memorisation towards mastery — and a university's relationship with students need not end at graduation, but can extend through upskilling and personalised guidance across an entire professional life.



The evolution of the faculty role deserves to be understood as an elevation, not a threat. AI can generate assessments, summarise research, and answer the kinds of questions that once consumed office hours. As these capabilities mature, educators will increasingly become mentors and facilitators — people whose value lies not in how much they deliver in a lecture, but in how effectively they help students interpret knowledge, challenge assumptions, and apply learning in situations that resist easy answers. That is, if we are honest, what the best teachers have always done.

Assessment is where universities will face their most urgent reckoning. An institution that continues to evaluate students through essays and assignments that AI can complete in minutes is not assessing students at all — it is assessing the tools available to them. Future assessments must move towards simulations, case studies, live presentations, and oral examinations that reveal how a student actually thinks. The goal is not to prevent AI use, but to design evaluations where human capability is unmistakably what is being measured.

And that brings us to what universities must most deliberately protect: the capabilities that remain irreducibly human. Conflict resolution requires the emotional intelligence to transform disagreement into collaboration. Negotiation depends on reading people and building the kind of trust that comes only from authentic exchange. Empathy allows leaders to understand motivations and lived experiences in ways that no pattern-recognition system can. The ability to stand before a room and move people — to adapt a message in the moment, to earn credibility through presence — remains a fundamentally human strength. So does the resilience to guide others through uncertainty without a guaranteed map. These are not soft skills. They are the skills that determine whether a person can lead, and no algorithm will replicate them.

The universities that will matter in the decade ahead are those that hold both commitments together — building genuine AI literacy while investing with equal seriousness in human character and capability. These are not competing priorities. They are the two halves of the same task.

The graduates who will shape the world ahead are not those who can use AI most fluently. They are those who bring to it the judgement, empathy, and wisdom that no machine will ever be able to supply.

Indian and foreign: On the CBSE and third language

Forcing students to learn at least two Indian languages is not ideal

Updated – July 01, 2026 08:57 am IST

The controversy over introducing a third language from Class 6 onwards stems from an unresolved contradiction in the National Education Policy (NEP) 2020. At several places, the NEP, rightly, extols the special importance of English, especially in mathematics, science and even legal education, and does not club it with other "foreign" languages such as French or Spanish. At the same time, it advocates the three-language formula, with two languages required to be native to India, one of them Ideally the mother tongue, in effect relegating English to the status of a foreign language. The Central Board of Secondary Education (CBSE) has implemented this aspect of the NEP, ignoring other welcome observations the policy makes on language learning. While introducing three languages from Class 6 onwards, it said students currently in Classes 7, 8 and 9 should also study three languages, of which two should be "Bharatiya", in effect relegating English to the status of a foreign language. Thus, if a student had taken French as a second language along with English, they would have had to forego French and switch to two Bharatiya languages, one of which would be entirely new to them. This could adversely affect their Class 10 Board examination performance, apart from rendering redundant the capability and teaching resources schools had built in those foreign languages. Following the backlash, the CBSE has said students in Classes 7, 8 and 9 need take only one additional Bharatiya language if they had taken English and, say, Spanish. The third language, moreover, will not be tested in their Class 10 Board examinations. These are, however, temporary arrangements and the CBSE is going ahead with the three language policy with two Bharatiya languages from Class 6 onwards.

Prudence demands that if the NEP is to guide the Union government's decisions, it should ensure language learning serves the best interests of students. The policy speaks of the need for "high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English." Here, the NEP places the mother tongue and English on an equal footing if STEM is to be central to India's progress. In the same breath, it speaks of the importance of learning languages such as Japanese and German at the secondary level to enhance students' "mobility". The government's vision for India's development involves skilling Indians to work across the world in cutting-edge sectors, building a base of human capital that can take India higher. Instead of atavistic relapses, India's education initiatives therefore should look ahead to serve at least this vision, even if that model itself is open to question. Given that the CBSE often becomes the template for much of India, the better course would be to teach the mother tongue and English and, where resources permit and students desire, offer a third language of their choice.

Published – July 01, 2026 12:20 am IST

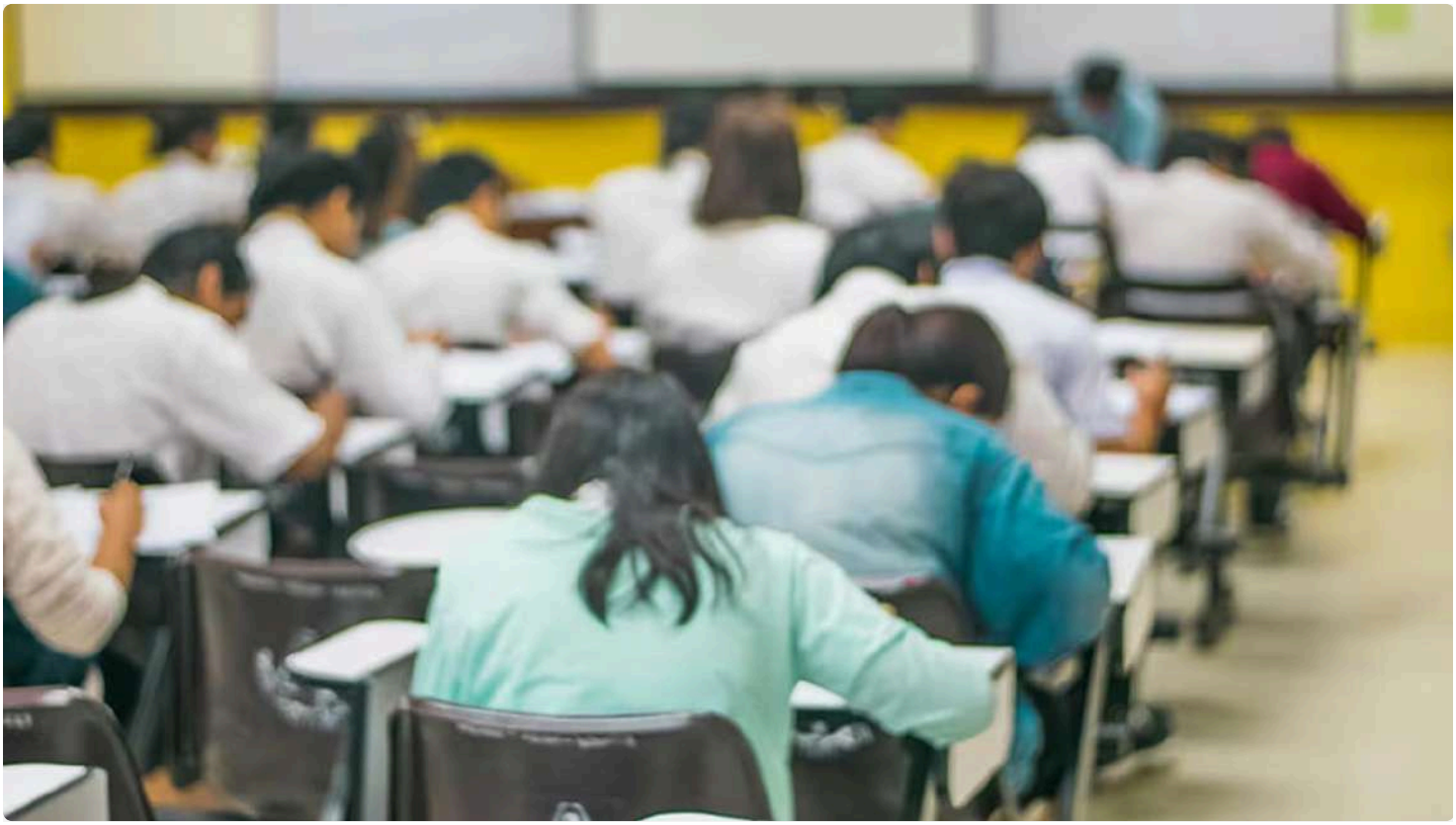
THE WEEK
JOURNALISM WITH A HUMAN TOUCH

How India's National Education Policy 2020 is shaping the future of learning

India's education system is undergoing a revolutionary reform, driven by the National Education Policy 2020. It leverages technology, skill development, and inclusive practices to prepare future generations for a changing world

By Dr. Silpi Sahoo

Updated - July 01, 2026 03:34 PM IST
4 minute Read



Representational image

Highlights

- **The National Education Policy 2020 is shifting focus from mere access to meaningful learning and the development of critical thinking**
- **Holistic education is now a priority, integrating academics with sports, arts, leadership, and emotional well-being to foster responsible citizens**
- **ndia is increasingly linking education with employability, emphasising practical skills and industry collaboration to navigate the demands of AI**

Imagine educating a population larger than that of several countries combined every single day. That is the scale and responsibility of India's education system. With over 250 million students, nearly 10 million teachers, and 1.47 million schools, India has the world's largest education ecosystem. At a time when the success of education is no longer measured by number of enrolments, but by how well students are prepared for a rapidly changing world, India's ongoing reforms offer valuable insights for countries seeking to address learning gaps, embrace technological change, and equip future generations with the skills needed to thrive.

Reimagining learning for the future

For many years India's focus in education has exclusively been on access, that is, providing all children with access to classrooms, regardless of where they live, what resources they have, or what their background is. However, the conversation around education is no longer solely focused on bringing children into classrooms. It has now become a dialogue regarding shifting from school to learning, from knowing to understanding, and from testing to using knowledge in real-world situations.

The foundation is being created by the National Education Policy (NEP) 2020. This policy represents a significant change in how learning is defined to be inclusive of the highest number of students (1.5 billion) in one educational system. In addition, the NEP looks to go beyond traditional educational frameworks by focusing on critical thinking, enhancing creativity, improving problem-solving capabilities, utilizing experience, and providing more flexibility.

The rise of holistic education

India's education system is primarily focusing on the holistic development of the students. With academic achievement remaining as an important component in a student's educational life, schools are now incorporating other elements of education such as sports, arts, leadership, entrepreneurship, community engagement, and emotional well-being into the overall educational experience for students. Consequently, schools aim to provide students with an education that will produce individuals who can adapt, are resilient, and are socially responsible citizens who can function well in a fast-paced, ever-changing world.

The power of language and inclusion

India has a wide range of languages and dialects that effectively contributes to its diversity. Research indicates that children will learn better when they tend to receive education in their mother language. So, a great emphasis should be laid on implementing mother-tongue-based education during the early years of their learning, as it will help in the process of understanding while also upholding the cultural identity of every student. As thousands of languages are found in India, it already proves how diversity can help multiculturalism and multilingualism go hand in hand.

Technology as an equalizer

Digital applications and platforms, virtual classrooms, AI-powered tools, and programmes like DIKSHA have narrowed the gaps that exist in access and quality throughout India's enormous and varied geography. Millions of students and teachers now can access curriculum-based instructional resources and educational materials at any scale. Although technology cannot fulfill the traditional role of human connection that exists through mentorship or pupil-teacher interaction, technology has enhanced the ability of teachers to create more equitably distributed quality learning opportunities across the entire population by using digital technologies.

Linking education with employability

One of India's most major lessons is the growing convergence between education and employability. With the advent of AI and automation technologies, students can no longer depend on traditional forms of education to gain job security. They also must learn practical skills to secure themselves in this competitive job market. New programmes implemented under the Skill India mission and stronger collaboration between academic institutions and industries have aimed to equip students transitioning from education to employment.

Lessons beyond India's borders

Educational reform in India is a continuous process and still has many difficulties to overcome. Improving student success by enhancing learning outcomes, creating strong teaching capacities, decreasing inequalities, and preparing students for jobs that do not yet exist remain significant challenges.

However, given the vastness of the changes taking place in the Indian education system, there are many lessons that other countries can learn from India’s quest to develop a new model of learning at scale. Future systems will incorporate the use of experiential learning, developing skills, developing flexibility, and providing additional opportunities to students to succeed.

As classrooms become creative, collaborative and modernized, the blueprint constructed for the educational system in India should serve as a reminder to everyone involved within

the educational sector that the real value of a nation's educational system is found in the potential of the student and how many students are receiving the opportunity to participate.

The author is chairperson, SAI International Education Group.

(The opinions expressed in this article are those of the author and do not purport to reflect the opinions or views of THE WEEK.)

Union Education Minister holds discussions with the Ministers for Higher Education and School Education of West Bengal

Shri Dharmendra Pradhan discusses the roadmap for transformative reforms in school and higher education in West Bengal

“Will extend all necessary support for the effective implementation of the National Education Policy 2020 in West Bengal" – Shri Dharmendra Pradhan

प्रविष्टि तिथि: 01 JUL 2026 10:34PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, today held detailed discussions in New Delhi with the Minister for Higher and Technical Education, Government of West Bengal, Shri Jagannath Chattopadhyay, and the Minister for School Education, Government of West Bengal, Shri Dipak Barman.



In the discussions held, Shri Dharmendra Pradhan assured both the Ministers that the Union Government would extend all necessary support for the effective implementation of the National Education Policy (NEP) 2020 in the State. He said that the Ministry was committed to the revival of the education sector in the State, aligning with the vision of NEP. Meetings were being held at multiple levels to lay down the roadmap to bring about transformative reforms in the education sector of West Bengal, the Minister said.



The discussions focused on the implementation, expansion and fund allocation of various schemes being implemented by the Union Education Ministry in the State, including Samagra Shiksha programme, PM-USHA **(Pradhan Mantri Uchchatar Shiksha Abhiyan**), PM POSHAN (*Pradhan Mantri Poshan Shakti Nirman) and* **ULLAS** - Nav Bharat Saaksharta Karyakram. It was also decided to expand the network of PM SHRI Schools to blocks that are currently not covered, as well as to urban local bodies.

Secretary, Departments of Higher Education and School Education and Literacy, Dr. Vineet Joshi, along with senior officials of the Union Ministry of Education and the State Government, also attended the meeting.

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RRTN

(रिलीज़ आईडी: 2280175) आगंतुक पटल : 471
इस विज्ञप्ति को इन भाषाओं में पढ़ें: हिन्दी

नवभारत टाइम्स, 2 जुलाई 2026, पेज नं॰ - 6

बेजुबान को अपना दूध पिलाकर बचाई जान, किताबों में पढ़ाई जाएगी कहानी

Kangkan.Kalita
@timesofindia.com

- 15 दिन के सिवेट कैट के बच्चे को परिवार ने अपनाया
- मां ने बेटे के साथ उसे भी पिलाया अपना दूध
- कक्षा 10 की NCERT किताब में शामिल हुई कहानी



■ **गुवाहाटी:** 2009 में असम के नगांव में पेड़ से एक कस्तूरी बिलाव (सिवेट कैट) का बच्चा गिर गया। गांव वालों ने उसे धरनी और अंजलि सैकिया को सौपा। वह महज पंद्रह दिन का था। अंजलि ने ममता की मिसाल बनाते हुए उसे अपने छह महीने के बेटे के साथ अपना दूध पिलाकर बड़ा किया। कस्तूरी बिलाव का नाम परिवार ने 'भकत' रखा। तीन महीने तक दूध पीकर 'भकत' परिवार का सदस्य बन गया। वह घर में घूमता, बच्चों संग सोता और बिस्कुट खाता था। बाद में रोमेल शुनमुगम ने भकत पर डॉक्यूमेंट्री बनाई।



आज यही कहानी एनसीईआरटी की दसवीं कक्षा की अंग्रेजी की किताब में शामिल है। परिवार को इसकी खुशी तब मिली, जब उनका छोटा बेटा स्कूल से यह किताब लेकर घर आया। धरनी कहते हैं कि हमने कभी नहीं सोचा था कि यह बात देशभर तक पहुंचेगी। कुछ समय बाद भकत अचानक गायब हो गया था। शायद वह अपने जंगल में लौट गया था। भले ही आज भकत कहां है पता नहीं, लेकिन उसकी कहानी अब किताबों में अमर है।

नवभारत टाइम्स, 2 जुलाई 2026, पेज नं - 9

अगले साल से बदलेगा NEET-UG का पैटर्न, कई शिफ्ट में होगी परीक्षा

शिक्षा संबंधी संसदीय समिति की बैठक में दी गई जानकारी

FILE



■ NBT रिपोर्ट, नई दिल्ली

शिक्षा संबंधी संसदीय स्थायी समिति की बुधवार को हुई बैठक में अधिकारियों ने NEET-UG परीक्षा और राष्ट्रीय परीक्षा एजेंसी (NTA) में किए जा रहे सुधारों पर विस्तृत जानकारी दी। बैठक में अधिकारियों ने बताया कि वर्ष 2027 से NEET-UG पूरी तरह कंप्यूटर आधारित परीक्षा (CBT) मोड में आयोजित करने की तैयारी शुरू कर दी गई है।

परीक्षा अलग-अलग दिनों और कई शिफ्ट में कराने की योजना है। इसके लिए परीक्षा के पूरे पैटर्न, प्रश्नपत्र तैयार करने की प्रक्रिया और संचालन व्यवस्था में बदलाव किए जा रहे हैं, जिनकी तैयारियां अभी से शुरू कर दी गई है। बैठक में बताया गया कि इस वर्ष मेडिकल प्रवेश परीक्षा में करीब 20 लाख अभ्यर्थी शामिल हुए है और परिणाम जल्द घोषित किए जाएंगे। संसदीय स्थायी समिति के अध्यक्ष मुकुल वासनिक ने बैठक के बाद कहा कि चर्चा उपयोगी और जानकारीपूर्ण रही। बैठक के दौरान मिले सुझावों से समिति को अपनी रिपोर्ट तैयार करने में मदद मिलेगी।

उन्होंने कहा कि समिति जल्द अपनी रिपोर्ट पेश करेगी, जिसमें परीक्षा व्यवस्था और एनटीए में सुधार से जुड़े महत्वपूर्ण सुझाव और सिफारिशें शामिल होंगी। बैठक में परीक्षा की पारदर्शिता, सुरक्षा और निष्पक्षता बढ़ाने के लिए उठाए जा रहे कदमों पर भी विस्तार से चर्चा हुई।

The Asian Age, 2 July 2026, Page no - 5

THE ASIAN AGE

2 JULY 2026

Flexible 3-language rules will serve students better

The Central Board of Secondary Education's (CBSE) decision to relax rules on the mandatory three-language policy is a welcome and pragmatic step. Under the New Education Policy (NEP), students will have to study three languages — two Indian languages and one foreign language — from Class 6.

The broad objective behind exposing children to multiple languages may be well-intentioned. Learning a language will improve cultural awareness, communication skills and cognitive flexibility. However, education policy must also recognise the limits of classroom time, student capacity and career relevance.

The exemption announced for the current batch of Class 10 students, and for students studying Classes 7 to 9 this academic year, is, therefore, commendable. It will not compel students to appear for a board examination in a third language when they reach Class 10, and it protects lakhs of students from an abrupt academic burden. For many of the students, who are preparing for crucial subjects that shape future choices, adding a new language at a late stage would have meant additional pressure without proportionate benefit.

As schools need trained teachers, suitable textbooks, realistic timetables and preparation time, the new exemption will allow them to plan the implementation of the three-language policy organically from Class 6. It will save lakhs of students from being forced to learn a new language. A phased approach is more sensible than enforcing a uniform rule that may punish students for institutional unreadiness.

A student could be made to learn a language as it will allow them to communicate with different groups of people. But it does not require making them undergo a rigorous study of a language for four years.

The larger question, however, remains unanswered. Should passing a third-language examination be made compulsory for promotion or board certification? The answer should be no. A student could be made to learn a language as it will allow them to communicate with different groups of people. But it does not require making the student undergo a rigorous study of a language for four years. Even if schools are required to teach three languages under the NEP, the government should not make passing language examinations compulsory to promote students to the next class.

Technological advancements are taking the world towards greater specialisation. Students, therefore, today need strong foundations in areas aligned with their interests, whether science, mathematics, literature, design, commerce, coding, music, sports or entrepreneurship. However, the three-language policy will unnecessarily eat up students' time with subjects which they could have chosen based on their own interests.

The government also needs to understand that a student who wants to make a career in science may not show interest in studying the nitty-gritties of grammar. Similarly, a student who wishes to be a poet will rarely show interest in trigonometry or genetics. This does not mean that one discipline is superior to another. It only means that education must respect the diversity of talent.

India's education system has long suffered from excessive standardisation. Every student is pushed through the same academic pipeline, often without any consideration for the student's aspirations. The three-language policy must not become another instrument of such misguided standardisation. The government, therefore, should make schools identify students' talent and groom them towards specialisation, instead of pushing schools for the aggressive implementation of the three-language policy.

Financial Express, 2 July 2026, Page no - 8

Addressing inequality in education



MADAN SABNAVIS
Chief Economist, Bank of Baroda

Reforms in the education sector will be the final frontier of taking steps to lower inequality so that a better qualification opens the doors to more meaningful jobs

INEQUALITY IN EDUCATION is a social issue which contributes to economic segregation. That this inequality also gets linked with income inequality is not a coincidence. This has to be addressed; as lowering the gap in education can lay the foundation for a more egalitarian society.

It must also be acknowledged that education in English is a necessary condition to enter and move up the corporate ladder. A government job is still an option for one who is not conversant with the language, but there are limits to one's progress. Thus, when we talk of a demographic dividend, practically speaking a large part may not quite be employable in jobs which pay well. There is also the lacuna of skills that exacerbates the issue.

Two ideas can be taken up. The first relates to school education, the foundation for any child. The second is the undergraduate level, where some improvements can be considered.

There are four-five kinds of schools in India. At the top is the International Baccalaureate (IB) system where migration to schools across the world is seamless as the syllabus is well-aligned — hence, it is a natural option for the elites. At the next level comes the Indian Certificate of Secondary Education. Alongside it is the Central Board of Secondary Education system, which is most preferred by the upper middle class. The next is state-level boards where the medium can be English or regional languages (here too, there is a big difference in quality in the two streams).

This is the starting point of education inequality, which persists as children move to higher levels. Education reforms must start at the school level.

First, it may be necessary to ensure English becomes a primary language to impart education across all schools. This will help bring about a minimum level of confidence among students across classes. After receiving school education in Indian languages, coping with English medium for higher studies is challenging. We need to be less jingoistic about language, as even those who espouse education in an Indian language invariably send their children to elite English medium schools in India or overseas.

There is a shortage of carpenters, plumbers, and electricians in the construction business. To bridge the gap, skill-based undergraduate courses must be developed

Second, there should be a common curriculum for subjects such as mathematics and science which are taught across all boards. Given the changing times, exposure to computers and AI may also be appropriate at the lower level to make children future-ready. This will help us move towards creating a level playing field.

Third, extracurricular activities — sports, special skills like art and craft, among others — should be made common across all schools. This will help bring about all-round development of children.

Lastly, grading must be standardised so that there is a common yardstick for comparison. At present, there are different grading systems with toppers in some boards getting 99-100%.

One of the enablers here will be training of teachers. The skill sets of teachers are varied as they tend to get linked with the curriculum being taught. Once there is a common syllabus for the subjects that are chosen, investment must be made in training teachers. Qualifications of teachers vary across different kinds of schools. Some hire teachers at lower levels with a regular school certification while others insist on a Bachelor of Education or undergraduate degree. A national standard would be useful.

Qualification also tends to get linked with pay scales, which vary widely (around ₹2 lakh per month at the top level, while at the lower end it is ₹40,000-60,000 per month and non-aided schools pay even lower amounts). The student-teacher ratio also needs to be fixed. It ranges from 5:10 for IB schools to over 75 in private non-aided schools. To ensure teachers are trained and curriculum is followed, the government could come up with an incentive system with monetary rewards for schools. This will work more in non-metro, non-urban areas.

Reforms are also required at the college level. There is a disconnection today in terms of skill availability and demand. For instance, there is a shortage of carpenters, plumbers, and electricians in the construction business. To bridge the gap, skill-based undergraduate courses must be developed. A Bachelor of Special Skills can be introduced with a common course for the first year, followed by specialisation in the next two. This will be a useful way of creating a universe of skilled students who would be market-ready. This will automatically transfer such professionals — so far largely unorganised — into the organised stream.

Reforms in the education sector will be the final frontier of taking steps to lower inequality to the extent that a better qualification opens the doors to more meaningful jobs. This will also help India leverage its demographic dividend in future.

Views are personal

The Hindu, 2 July, 2026, Page no - 6

Fixing the rot

There seems a recurring pattern in the examination paper leaks across States

Corruption in public life is often linked to "malfeasance", the venality of government officials in high places taking bribes and misusing their positions to enrich themselves or their cronies. But a more corrosive variant that impinges upon public life includes the systematic subversion of public examinations and recruitment. This is because public examinations and teacher recruitment are pathways to creating skilled individuals in a rapidly modernising economy where jobs increasingly depend on skills and training. Corruption in these processes, which should ideally be done on merit, will erode India's ability to fully realise its demographic dividend. Be it the National Testing Agency having to re-conduct NEET for medical undergraduate aspirants, or, the postponement of the Maharashtra Teacher Eligibility Test just before its scheduled date (June 28), the malaise seems depressingly familiar. It is driven by a cottage industry that leaks papers through insider networks and targets the vast coaching ecosystem to rake in money from those seeking shortcuts to pass. In the Maharashtra case, the alleged kingpin – a Patna resident suspected of links to an Odisha paper leak scam in 2024 and even to the NEET scam – reportedly ran teams from Bihar and Haryana that sought to sell papers to coaching classes.

Eerily, a similar template surfaces in scam after scam. In Gujarat, the alleged mastermind of the 2023 junior-clerk recruitment exam leak was an employee at a Hyderabad press that printed the paper. In 2024, in Jammu and Kashmir, a printing-press insider and security men were chargesheeted in the 2022 services board exam leak case. In Rajasthan, the December 2022 teacher-recruitment paper was sold by a serving government teacher. The common element is the presence of insider networks that have worked out ways to scam the system. The vulnerability lies not only in how question papers are distributed, but also in how they are set, with the repeated involvement of a select group of experts – many are linked to the coaching ecosystem. This is why the ritual of hunting for "kingpins" and running performative investigations until public attention fades leaves the core problem untouched. Pertinent questions are rarely addressed. Is the paper set by the same closed pool of examiners each time? Are their antecedents and commercial links verified? Do the departments that run these exams scrutinise examiners for conflicts of interest? Lastly, even if the system undertakes such reforms, it would be incomplete without accountability. Education Ministers – at the Centre and States – must own these failures. When leaks recur as routinely as they now do, the Minister who presides over the system should not remain in the post.

अमर उजाला , 3 जुलाई 2026, पेज नं - 1

नीट-जेईई : दाखिले में बोर्ड के अंकों को 50% वेटेज

सरकार कर रही विचार, अभ्यर्थियों की कोचिंग सेंटरों पर कम होगी निर्भरता

अमर उजाला ब्यूरो

नई दिल्ली। देश में मेडिकल और इंजीनियरिंग पाठ्यक्रमों में दाखिले के लिए होने वाली नीट और जेईई जैसी बड़ी प्रतियोगी परीक्षाओं के पैटर्न में बड़ा बदलाव हो सकता है। दरअसल, सरकार इन परीक्षाओं के जरिये होने वाले दाखिलों में 12वीं बोर्ड परीक्षा के अंकों को 50 फीसदी तक वेटेज देने पर विचार कर रही है।

सूत्रों के अनुसार, इस कदम के पीछे मुख्य मकसद किसी भी एक परीक्षा के अत्यधिक तनाव और जोखिम को कम करना है, चाहे वह मेडिकल और इंजीनियरिंग में प्रवेश के लिए होने वाली प्रवेश परीक्षा हो या फिर बोर्ड परीक्षाएं। यह कदम परीक्षा प्रणाली में कई गड़बड़ियों, जैसे मूल्यांकन में गलतियां और पेपर लीक होने के बाद उठाया जा रहा है।

सूत्र ने बताया कि जिन बदलावों पर विचार किया जा रहा है, उनमें दाखिला या मेरिट लिस्ट तैयार करने में बोर्ड के अंकों को 50 फीसदी वेटेज देना शामिल है। कोचिंग सेंटरों पर निर्भरता कम करने के लिए प्रवेश परीक्षाओं को स्कूल के पाठ्यक्रम के साथ पूरी तरह जोड़ना, विद्यार्थियों को परीक्षा के कई मौके देना और धीरे-धीरे अडैप्टिव ऑन डिमांड कंप्यूर-बेस्ड टेस्ट की ओर बढ़ना है। अभी मेडिकल और इंजीनियरिंग में दाखिला प्रवेश परीक्षा के अंकों के आधार पर होता है। अभ्यर्थी को प्रवेश परीक्षाओं के लिए बोर्ड परीक्षाओं में सिर्फ न्यूनतम अंक लाना होता है।

समिति कर रही समीक्षा... शिक्षा मंत्रालय की नौ सदस्यीय समिति सुधारों पर विचार कर रही है। इस समिति का गठन गत वर्ष किया गया था। इसका काम कोचिंग के बढ़ते चलन, डमी स्कूलों के प्रसार और प्रवेश परीक्षा की निष्पक्षता की जांच करना था। कमेटी कुछ हफ्तों में सरकार को रिपोर्ट सौंप देगी।

नीट-यूजी का परिणाम 20 तक, समय पर शुरू होगा सत्र

पेपर लीक विवाद के चलते दोबारा कराई गई नीट-यूजी के नतीजे 20 जुलाई तक घोषित किए जाएंगे। राष्ट्रीय परीक्षा एजेंसी (एनटीए) के एक वरिष्ठ अधिकारी ने यह जानकारी दी। उन्होंने कहा कि एजेंसी जल्द नतीजे जारी करने के लिए तेजी से काम कर रही है। उन्होंने आश्वस्त किया कि एमबीबीएस का अकादमिक सत्र तय समय से ही शुरू होगा।

- नीट 21 जून को दोबारा कराई गई थी। एनटीए ने 25 जून को प्रोविजनल आंसर-की जारी की। इसे चुनौती देने के लिए 28 जून तक का समय दिया गया था।

दैनिक जागरण , 3 जुलाई , 2026 , पेज नं - 12

प्रवेश परीक्षाओं का बदलेगा ढर्रा, नीट-जेईई में 50 प्रतिशत जुड़ेंगे बोर्ड परीक्षा के अंक!

सिर्फ प्रवेश परीक्षा के अंक ही काफी नहीं होंगे

नई दिल्ली, प्रेट्र: देश की सबसे प्रतिष्ठित और तनावभरी प्रवेश परीक्षाओं - नीट और जेईई - की तैयारी करने वाले लाखों छात्रों के लिए एक बहुत बड़ी और राहत भरी खबर आ रही है। सरकार अब एक ऐसे ऐतिहासिक बदलाव पर विचार कर रही है, जो छात्रों के कंधों से 'करो या मरो' वाली परीक्षा का भारी बोझ कम कर सकता है। सूत्रों के मुताबिक, मेडिकल व इंजीनियरिंग पाठ्यक्रमों में दाखिले के लिए प्रवेश परीक्षा के अंक ही काफी नहीं होंगे, बल्कि 12वीं बोर्ड परीक्षा के अंकों को भी 50% का बड़ा वेटेज (महत्व) दिया जा सकता है।

कोचिंग संस्कृति और 'डमी स्कूलों' पर लगेगी लगाम: इस बड़े बदलाव के पीछे मुख्य उद्देश्य किसी एक परीक्षा के अत्यधिक तनाव को कम करना है। हाल के दिनों में पेपर लीक और मूल्यांकन में गड़बड़ियों जैसी घटनाओं ने देश की परीक्षा प्रणाली की साख पर गंभीर सवाल खड़े किए थे। इन कमियों को सुधारने और छात्रों को कोचिंग सेंटरों के जाल से मुक्ति दिलाने के लिए शिक्षा मंत्रालय की नौ सदस्यीय समिति गहराई से मंथन कर रही है। बोर्ड परीक्षाओं को महत्व देने से 'डमी स्कूलों' के बढ़ते चलन पर रोक लगेगी और छात्र अपनी स्कूली पढ़ाई को गंभीरता से लेंगे।



- सूत्रों के अनुसार- 12वीं की बोर्ड परीक्षा के अंकों को भी 50 प्रतिशत का बड़ा वेटेज दिया जा सकता है
- इस व्यापक बदलाव के पीछे का मुख्य उद्देश्य किसी एक परीक्षा के अत्यधिक तनाव को कम करना है

नीट-जेईई में केवल बोर्ड परीक्षा के 50% अंक ही नहीं जुड़ सकते हैं, बल्कि प्रवेश परीक्षाओं के पूरे स्वरूप को छात्र-अनुकूल बनाया जाएगा। अब परीक्षाओं को स्कूल के पाठ्यक्रम के बिल्कुल अनुकूल तैयार किया जाएगा ताकि बच्चों को अलग से महंगी कोचिंग न लेनी पड़े। इसके अलावा, छात्रों को एक से अधिक प्रयास देने और धीरे-धीरे 'आन-डिमांड कंप्यूटर-आधारित टेस्ट' की तरफ बढ़ने की सिफारिश भी की गई है। समिति अंतिम रिपोर्ट आने वाले कुछ हफ्तों में सरकार को सौंप सकती है।

यूपी टीईटी में दूसरे की जगह परीक्षा दे रहे 14 साल्वर किए गए गिरफ्तार

राज्य ब्यूरो, जागरण • प्रयागराज: उत्तर प्रदेश शिक्षा सेवा चयन आयोग की वर्ष 2026 की तीन दिवसीय उत्तर प्रदेश शिक्षक पात्रता परीक्षा (यूपी टीईटी) के पहले दिन प्रवेश द्वार पर चेकिंग तथा आयोग के एआइ कमांड कंट्रोल रूम से आनलाइन निगरानी के दौरान संदिग्ध गतिविधि प्रतीत होने पर अलग-अलग केंद्रों पर 14 संदिग्ध परीक्षार्थियों को पकड़ा गया। आधार कार्ड, प्रवेश पत्र की फोटो, बायोमीट्रिक परीक्षण आदि में दिक्कत आने पर ऐसे परीक्षार्थियों को चिह्नित करने के बाद परीक्षा तो देने दिया गया, लेकिन परीक्षा समाप्त होने के बाद सभी की पुनः सघन जांच की गई। इसमें 14 के विरुद्ध दूसरे के स्थान पर परीक्षा देने के आरोप में कार्रवाई करते हुए पुलिस को सौंप दिया गया।

पहले दिन परीक्षा में 84.76 प्रतिशत अभ्यर्थी सम्मिलित हुए। सुप्रीम कोर्ट की अनिवार्यता के बाद बिना टीईटी के कार्यरत एक लाख 85 हजार शिक्षक भी इस परीक्षा के अभ्यर्थी हैं। 60 जिलों के 955 केंद्रों पर परीक्षा आयोजित की गई।

- 1.85 लाख कार्यरत शिक्षकों ने भी परीक्षा में सम्मिलित होने के लिए किए हैं आवेदन
- बदायूं, इटावा, गोंडा, कानपुर, गोरखपुर, फिरोजाबाद व मथुरा समेत कई जिलों में कार्रवाई

तीनों दिन की परीक्षा में 19 लाख से अधिक अभ्यर्थी हिस्सा लेंगे। आयोग के उप सचिव संजय सिंह के अनुसार, परीक्षार्थियों के परीक्षण के लिए चेकिंग के दौरान जिन परीक्षार्थियों के प्रवेश पत्र की फोटो एवं उनकी फोटो अथवा आधार कार्ड में कुछ अंतर मिला या बायोमीट्रिक में संदिग्ध स्थिति नजर आई, उन्हें लाइन से अलग कर परीक्षण किया गया। इस तरह प्रथम पाली में बदायूं, इटावा, गोंडा, कानपुर नगर एवं मथुरा में एक-एक परीक्षार्थी को साल्वर मानकर तथा फिरोजाबाद में दो को फर्जी मानकर कार्रवाई की गई। दूसरी पाली में बदायूं, मुरादाबाद, सहारनपुर, वाराणसी, गोरखपुर में एक-एक तथा मथुरा में दो फर्जी परीक्षार्थियों को पकड़ा गया।

Millenniumpost , 3 July 2026, Page-1

Board exam marks may get 50% weightage in NEET, JEE admissions

MPOST BUREAU



NEW DELHI: Board examination marks may account for 50 per cent of the weightage in admissions to professional courses that are currently decided mainly through entrance examinations such as NEET and JEE, according to sources familiar with the discussions.

The proposal is being considered as part of a broader effort to reduce the pressure associated with a single high-stakes examination, whether it is a board exam or an entrance test. The discussions come after concerns over the examination system following incidents such as paper leaks and evaluation errors, which have raised questions about its reliability.

"The changes being contemplated are 50 per cent weightage for board marks in admission or merit, closer alignment of entrance tests with school syllabi to reduce dependence Continued on P4

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Board exam

on coaching centres, multiple attempts and a gradual shift towards adaptive on-demand computer-based tests," a source said.

At present, admissions to medical and engineering courses are determined by entrance examination scores, while students must secure the required qualifying marks in board examinations to become eligible for these tests.

The proposals are being examined by the Ministry of Education's nine-member committee, formed by the Ministry of Education last year to study students' reliance on coaching institutes, the growth of dummy schools and fairness in high-stakes entrance examinations. The panel is expected to submit its final report to the government in the coming weeks. It has also recommended bringing entrance tests closer to school syllabi.

The Pioneer, 3 July 2026, Page no - 09

Taking the university to the village: Lessons from Unnat Bharat Abhiyan



M AFSHAR ALAM

Indian higher education has long carried an unspoken assumption that knowledge flows in one direction: from the university outward to society, through its graduates, its research papers and its public lectures. The Unnat Bharat Abhiyan, launched by the Ministry of Education, challenges that assumption. It asks universities to walk into villages, listen before they teach, and treat rural India not as a subject of study but as a partner in problem solving. Having steered this programme at Jamia Hamdard through much of my tenure as Vice Chancellor, I have come to see it as one of the more quietly transformative ideas in our higher education landscape.

The premise of Unnat Bharat Abhiyan is simple.

Every participating institution adopts a cluster of villages and commits its faculty and students to understanding local problems on the ground, whether these concern sanitation, livelihoods, health awareness or basic infrastructure. Solutions are then designed using the institution's own academic and technical strengths.

At Jamia Hamdard, this meant our engineering, pharmacy, medical and legal faculties working together in villages such as Saidul Azaib on the outskirts of Delhi, addressing problems that ranged from waste management to public hygiene, often through small, replicable interventions rather than grand announcements.

One project that stays with me involved a village chaupal that had become a site of neglect. Our Computer Science and Engineering department, working with student volunteers, repainted the community space using bacteria resistant materials, installed smart waste bins and distributed hygiene kits to residents. It was not a large project by budgetary standards. But it demonstrated something important: that a university's technical expertise, however specialised, can be redirected toward the ordinary and urgent needs of the communities living in its shadow.



Similar efforts followed in the years after, including collaborations between our law students and rural residents through youth parliament initiatives that introduced constitutional literacy at the grassroots.

What makes this model valuable is not the scale of any single project but the discipline it imposes on institutions. Faculty members accustomed to laboratories and lecture halls are compelled to sit in a village chaupal and listen to concerns that rarely appear in a syllabus.

Students, many of them from urban backgrounds, encounter a version of India that their coursework does not always prepare them for. This exposure has an educational value that is difficult to measure through conventional academic metrics, yet it is precisely the kind of grounding the National Education Policy 2020 envisions when it speaks of experiential learning and social responsibility as core components of a university education.

There is also a quieter institutional benefit. Programmes of this kind force universities to move beyond ranking exercises and accreditation cycles, important as those are, and ask a more basic question: what has this institution actually done for the community around it. Jamia Hamdard's own founding ethos, rooted in Hakeem Abdul Hameed Sahab's vision of service alongside

scholarship, made this an easy fit. But I would argue that every institution, regardless of its founding history, stands to benefit from being asked this question regularly.

None of this is to suggest that Unnat Bharat Abhiyan is without its limitations. Faculty participation often depends on the enthusiasm of a small number of coordinators rather than being embedded into institutional incentive structures. Funding for sustained, multi year village engagement remains modest compared to research grants.

And the danger of projects becoming one time events, a hygiene kit distributed here, a rally organised there, rather than sustained partnerships, is real and needs continuous correction. If the programme is to deepen rather than merely persist, universities will need to treat rural engagement with the same seriousness they bring to research output and placement statistics.

Still, five years of watching this programme grow at Jamia Hamdard has convinced me that its underlying idea deserves wider institutional commitment. As India's universities compete for global rankings and research visibility, it is worth remembering that a university's first and most immediate community is often the one just beyond its gates.

Unnat Bharat Abhiyan offers a modest but genuine correction to that oversight. It is a reminder that higher education institutions are not islands of expertise but participants in the life of the country they serve, and that some of the most meaningful learning happens not in the classroom but in the village chaupal.

(The author served as Vice Chancellor of Jamia Hamdard, New Delhi, from 2021 to 2026

The Hindu, 3 July 2026

House panel pulls up Education Secretary over CBSE remarks

The Hindu Bureau
NEW DELHI

A heated argument erupted in Parliament's Public Accounts Committee (PAC) meeting on Thursday, after Education Secretary Vineet Joshi sought to prevent questions being posed to the Central Board of Secondary Education, saying the Board fell outside the panel's agenda for the day.

The CBSE has come under fire in recent months for serious discrepancies in the on-screen marking system for its Class 12 examination.

The PAC, chaired by senior Congress leader K. C. Venugopal, was meeting to review the implementation of welfare schemes of the Union Education Ministry. Mr. Joshi later withdrew his remarks after pushback from Mr. Venugopal and several others, including some BJP MPs.

The Education Secretary started by delivering a presentation on various schemes, including Samagra Shiksha Abhiyan, PM SHRI, and PM POSHAN. Mr. Joshi then said, according to sources, that no questions could be directed to CBSE Chairperson Lokhande Prashant Sitaram, who was also present at the meeting, as the Union government does not provide grants or funding to the CBSE.

According to sources, Mr. Venugopal said that the CBSE could submit written responses later. In response, Mr. Joshi, speaking on behalf of Mr. Sitaram, said that the CBSE would need to consult the Law Ministry before answering the panel's questions. The remark led to an uproar and Mr. Joshi withdrew his comments, sources said.

MillemniumPost , 3 July 2026 , Page no - 7

ACADEMIC FUTURE

Saving India's Universities

As India pursues the Vikshit Bharat 2047 vision, safeguarding university autonomy and reversing poor higher education participation have become urgent national priorities



CHANDRA BHUSHAN SHARMA

THE WRITER IS THE VICE-CHANCELLOR OF VINOBA BHAVE UNIVERSITY, HAZARIBAG, JHARKHAND

The success of Vikshit Bharat 2047 will depend entirely on the functioning and quality of higher education

Higher education in Bharat is at a crossroads. In spite of seventy-nine years of Independence, we have been able to reach less than thirty per cent Gross Enrolment Ratio (GER) of the relevant age group (18 to 24-year-olds) in higher education. No nation can expect to be a developed nation or its people prosperous with such low participation in higher education. Education and prosperity are directly proportional to each other. We should have achieved at least fifty percent participation of our youth in higher education by this time. Some states have much lower rates of participation, like Jharkhand, which has nearly eighteen percent GER. No wonder Jharkhand is one of the least developed states in the nation as well. We cannot expect Bharat to become a Vikshit Bharat by 2047 with some of the states performing as poorly as Jharkhand. And we cannot leave the state machinery to mismanage education, even though the states take shelter under the fact that education is in the Concurrent List of the Constitution. We need to ponder how to rescue such states and hand-hold them to reverse the situation.

The University Grants Commission (UGC) was created to regulate the functioning of higher education institutions through an Act of Parliament in 1956. Before that, it was not a statutory body. Through the Act, it acquired the power to regulate universities across the nation. The UGC has been issuing guidelines to all universities to implement its regulations, and such guidelines should be mandatory for HEIs to follow, as they acquire the status of an HEI by virtue of being recognised as such by the UGC. The accreditation and recognition of universities not following the regulations issued by the UGC, in letter and spirit, should be withdrawn, even if the State Government issues orders and directions on university functioning. Every university acquires the status of a university by virtue of being recognised by the UGC. Different processes of universities should be identical, as they are time-tested and globally established. We may not permit local governments to tinker with them by invoking the clause that education is in the Concurrent List, particularly in matters such as the selection of vice-chancellors, deciding on the courses and curriculum that the university will impart, the number of students the university and its colleges will admit, and the process of assessment and certification. We need to refer to the University Education Commission Report, popularly known as the Radhakrishnan Commission (1949), which had clearly laid down the process for the functioning of universities in Independent Bharat. It is not only advisable but imperative that universities be allowed to decide issues such as which colleges will teach which courses, what the curriculum will be, and how the courses will be run.



Issues of education and their impact on future generations rarely become matters of public debate

The National Education Policy 2020 (NEP 2020) has also reiterated the nation's commitment to maintaining this autonomy of institutions and, in fact, further augmenting it by recommending autonomous status for colleges. No outside agency, not even the state government, should be allowed to intervene in such matters. Governments do not have the expertise to decide and direct universities on such issues. It is misplaced to believe that the Departments of Education of the Central or State Governments and their officials understand education better than the universities and their functionaries. The only office that may and can intervene is that of the Chancellor of the university. This needs to be understood and accepted with humility by governments and their officials.

It has become unavoidable to raise the issue of the autonomy of higher education in the public space, as the success of Vikshit Bharat 2047 will depend entirely on the functioning and quality of higher education. No office that is entitled to regulate institutions is ready to hear the stakeholders and domain experts. There is, apparently, an effort to control HEIs. Governments have the power to regulate, so why would they not seek to control universities? And why would the Governor, who happens to be the Chancellor of universities, seek to control them? The first example (though there may have been earlier ones) of such control can be seen in the Act governing Gautam Buddha University, Greater Noida, Uttar Pradesh. The Government (incidentally headed by Mayawati Ji) decided that the Chief Minister of Uttar Pradesh, instead of the Governor, would be the Chancellor of the university. One would have to research the performance of the university and the kind of interference it has experienced over the years. In spite of liberal funding and massive infrastructural development, which is enviable, the university has not really been able to deliver. It is but natural that the political head of the university would like to reap the benefits of his or her position for political gains. The university is bound to become a battleground for using its intellectual as well as infrastructural resources for political ends.

Very recently, the Government of Jharkhand passed the *Jharkhand State Universities Act, 2026* (Jharkhand Act–05, 2026) in April this year. The Act subverts many of the existing established structures of universities. The Act, besides many other departures from established norms, states: "State Government, in consultation with the Chancellor, may nominate any person as the Pro-Chancellor" (emphasis author's). Now, it can be anybody's guess why the State considered it fit to have its nominee alongside the Chancellor. Politicisation of HEIs will be the most damaging influence on these institutions, apart from its adverse impact on maintaining quality. This needs to be discussed, and the common public should be informed and educated about it.

Issues of education and their impact on future generations rarely become matters of public debate, even though they affect individuals, families, and society the most, albeit in the long run. It is the job of intellectuals and academia to raise such issues, but somehow academia has become so cowed down and demoralised that it is unable to perform this 'extension' role assigned to it. It is time universities and academics rose to the occasion and educated the masses as well.

Views expressed are personal

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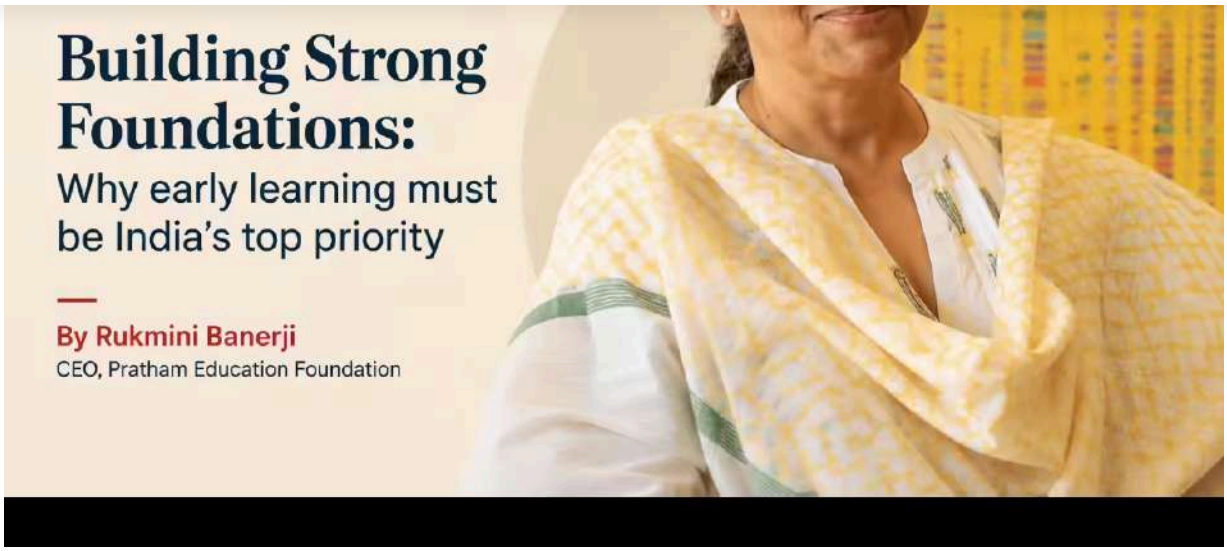

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School Education 4 Min Read

Schooling and learning for all: how far has India come? how far do we still have to go?

India has made remarkable progress in expanding school access over the past 25 years, k ensuring that every child learns remains the next big challenge. In this column, Rukmini Banerji, Senior Advisor, Former CEO, Pratham Education Foundation, traces India's journ from universal enrolment to foundational learning, highlighting the role of ASER, NEP 20 and NIPUN Bharat in improving early-grade learning. This column was first published in ETEducation's report, **India's Education: 25 Years On, The Road to 2035.**

ET CONTRIBUTORS
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Rukmini Banerji, Former CEO, Pratham Education Foundation

By Rukmini Banerji

India has made remarkable progress in school enrollment over the last two decades. Data from ASER and government sources show that even by 2006, more than 90% of children aged 6 to 14 were enrolled in school. States such as Bihar, Rajasthan, and Uttar Pradesh, which earlier had large numbers of out-of-school girls, saw dramatic improvements within a few years. In Bihar, for example, nearly 20% of girls aged 11–14 were out of school in 2006; by 2010, the figure had fallen to below 5%, with similar improvements for boys. Enrollment increased significantly and gender gaps largely disappeared.

While enrollment at the elementary level is now close to universal, there has also been a major shift in progression to higher grades. Around 2010, Grade VIII enrollment nationally was estimated at 11–12 million students. By 2022, the number had nearly doubled to around 22 million. Children entering Grade I after 2010 are far more likely to continue into secondary education, contributing to the intense competition now seen in board examinations and college entrance tests.

The early 2000s saw strong national and global attention on expanding schooling through initiatives such as the Right to Education Act 2009 and the Millennium Development Goals. At the same time, discussions on learning outcomes also gained importance. Government-led National Achievement Surveys began measuring grade-level competencies, while ASER, facilitated by Pratham, generated household-based data on basic reading and arithmetic through one-on-one assessments with children.

Over several years, ASER data consistently highlighted three major characteristics of India's primary education system. First, many children in Grade III and above struggled with basic reading and arithmetic even after several years of schooling. Second, there was wide variation in learning levels within the same classroom, making instruction difficult for teachers. Third, children who failed to acquire foundational skills early in primary school showed very limited learning gains in later years.

These findings led to extensive debates and experimentation around foundational learning. Two major approaches gained prominence globally and in India. One is "structured pedagogy," mainly used in early grades to strengthen classroom instruction. The second is "Teaching-at-the-Right-Level" (TaRL), developed by Pratham in India, which focuses on helping children in Grade III and above acquire foundational skills according to their current learning level rather than their grade. The TaRL approach has since been adapted in several countries across Africa, Southeast Asia, and Latin America.

The COVID-19 pandemic brought another major shift in India's education landscape. School closures led to widespread experimentation with technology-enabled learning, but also shifted attention from schooling to learning within families. Parents across income groups became more involved in children's education during this period.

There were concerns that economic hardships during the pandemic would reduce school enrollment and cause severe learning losses. ASER 2022 showed that enrollment had returned to pre-pandemic levels, but foundational learning losses were significant.

However, ASER 2024 brought encouraging news. The National Education Policy (NEP) 2020 had emphasised universal access to early childhood education and foundational learning. Data from ASER 2024 showed that more than 75% of three-year-olds were enrolled in some form of early childhood education. It also showed a sharp decline in underage enrollment in Grade I, reflecting greater adherence to age-appropriate school entry.

Most importantly, ASER 2024 recorded major improvements in

These improvements are closely linked to the clear policy direction provided by NEP 2020 and the rapid implementation of the NIPUN Bharat mission focused on foundational literacy and numeracy. While learning levels in Grades III to V have largely recovered to pre-COVID levels, there remains a strong need for "catch-up" efforts in upper primary and middle school grades.

India's experience shows that large-scale improvements in schooling and learning are possible when policy, implementation, and data-driven action work together. Over the next five years, the focus must remain on ensuring that every child achieves foundational reading and arithmetic skills by Grade III, while also supporting older children who still need foundational learning support. Continuous tracking, reliable data, and sustained implementation will be critical to ensuring that every child is not only in school, but also learning well.

Rukmini Banerji is Senior Advisor at Pratham Education Foundation and served as its CEO from 2015 to 2026. A renowned educationist and economist, she has led large-scale education reforms, government partnerships and learning assessments, including the Annual Status of Education Report (ASER). She has been associated with Pratham since 1996 and has played a key role in advancing foundational literacy and numeracy in India.

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Punjab announces statewide AI curriculum for government schools, rollout begins next month

TOI Education | Jul 3, 2026, 12.34 PM IST



Artificial Intelligence will become a part of classroom learning in all Punjab government schools from next month, with Education Minister Harjot Singh Bains on Thursday announcing the statewide rollout of an AI curriculum that has been under development for the past year as reported by PTI.
The announcement was made at the 'Bright Minds Punjab 2026' programme held at Guru Nanak Dev Bhawan, where Class 12 students who scored more than 95 percent in the Punjab Board examinations were felicitated. The event was attended by former Delhi Deputy Chief Minister Manish Sisodia, Education Secretary Sonali Giri, teachers, and students.

AI curriculum ready after year-long preparation

Addressing the gathering, Bains said the state government had spent the last year developing the Artificial Intelligence curriculum and was now prepared to introduce it across all government schools beginning next month.
He said the initiative is aimed at ensuring that government school students are exposed to emerging technologies and develop skills that will become increasingly important in higher education and future careers.

Government seeks students' views on education reforms

Bains also said the programme marked the first occasion on which both the Education Minister and the Education Secretary directly interacted with students to understand their views on the examination system, school curriculum, and classroom teaching methods.

According to the minister, the feedback received from students will be taken into account while shaping future education policies, giving learners a greater voice in reforms affecting the state's education system.

High-achieving students honoured

The event recognised the academic achievements of Class 12 students who secured more than 95 per cent marks in the board examinations.

Congratulating the students, Bains described them as the future of Punjab and the country. He expressed confidence that many of them would go on to serve the nation as civil servants, doctors, lawyers, and professionals in different fields.

Punjab claims top position in Education Index

Highlighting the state's education progress, Bains said Punjab has secured the top position in the country's Education Index. He credited the achievement to the collective efforts of teachers, students, and the government, stating that sustained reforms have strengthened the state's school education system.

Manish Sisodia stresses the importance of AI education

Speaking at the event, former Delhi Deputy Chief Minister Manish Sisodia said the progress of any nation depends on the quality of its education system and emphasised that ensuring quality education for every child should remain the government's foremost responsibility.

He said Artificial Intelligence is expected to create new employment opportunities while transforming the nature of many existing jobs. In such a scenario, he said, students must be equipped with modern technological skills to remain prepared for the changing world of work.

Sisodia also called for reforms in the evaluation process, urging authorities to eliminate cheating and promote scientific methods of teaching in schools.

Sonali Giri urges students to contribute to society

Education Secretary Sonali Giri encouraged teachers and students to work together in addressing pressing social challenges such as drug abuse, unemployment, and shortcomings in the education system.

She also administered a pledge asking students to uphold constitutional values, protect the environment and preserve the country's cultural heritage.

Focus shifts towards future-ready classrooms

The introduction of an Artificial Intelligence curriculum marks Punjab's latest effort to modernise government school education. By combining technology-focused learning with policy reforms and student participation, the

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The Telegraph online

Monday, 06 July 2026

Curated glory: Editorial on NCERT's cosy interpretation of a layered past

The NCERT is probably in a dilemma. It has to convince the young of the glories of India's past by introducing them to the scriptures, which must be shown to match modern understandings

The Editorial Board | Published 03.07.26, 09:32 AM



NCERT logo
File picture

Glorifying ancient scriptures can prove to be embarrassing. The National Council of Educational Research and Training has obviously decided to meet the challenge head-on. The chapter on Vedic society in the new social sciences

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textbook for Class IX claims that caste was initially not inherited by birth but was occupation-based. So Vedic texts do not indicate any fixed social status for different castes presumably because being occupation-based, castes were mobile, functional, rather than rigid. Apparently, caste was the result of a value system that placed knowledge above all else, then power and wealth. (What value was accorded to 'functions' below that?) Was the value system derived from the hymn in the *Rig Veda* which itemises the parts of Purusha from which the four castes originate? In it, Brahmins issue from the mouth and Shudras from the feet. Having glossed over India's traditional hierarchical social structure, the text emphasises equality rather than inequality. It mentions the principle of *samatva* or sameness, invoking the *Mahabharata*, which has characters from all castes supposedly upholding this principle. This cosy interpretation for students of a layered past is misleading and unbefitting an agency tasked with overseeing education.

The same chapter mentions that *Manusmriti*, a much later text, honoured women as in Vedic times. Then they were respected, had scholarly learning, and participated in rituals alongside the men. The text admits that this status may have declined with social changes. The NCERT's temerity is to be admired. *Manusmriti*, which B.R. Ambedkar burnt, is generally known for its codification of social and gender inequality. It sees society in terms of the four castes and defines 'impure' groups and outcastes. Upper castes have to undergo purification if they come in contact with the latter. The textbook quotes one verse from the *Manusmriti* to prove its point about it honouring women. But in it, the rights to education and resources are reserved for the upper castes and women are simply property. Ironically, a Class VI textbook says that Shudras were not allowed to perform rituals and neither were women. The NCERT is probably in a dilemma. It has to convince the young of the glories of India's past by introducing them to the scriptures, which must be shown to match modern understandings. Perhaps it is aiming at a generation brought up on false history.

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दैनिक जागरण, 5 जुलाई 2026, पेज नं॰ – 6

भाषा के समझने व बोलने के आधार पर किया जाएगा नौंवीं में तीसरी भाषा का मूल्यांकन

जासं, नई दिल्ली: सीबीएसई ने नौवीं में पढ़ाई जाने वाली तीसरी भाषा (आर3) के मूल्यांकन का तंरीका बदल दिया है। अब तीसरी भाषा में छात्र केवल लिखित परीक्षा के आधार पर नहीं आंके जाएंगे, बल्कि यह भी देखा जाएगा कि वे भाषा को कितना समझते हैं, और रोजमर्रा की बातचीत में उसका कितना इस्तेमाल कर पाते हैं। इसके लिए बोर्ड ने नया आर-3 भाषा का मूल्यांकन ढांचा लागू करते हुए संबद्ध सभी स्कूलों को इसे इसी शैक्षणिक सत्र से लागू करने के निर्देश दिए हैं।

नई व्यवस्था में तीसरी भाषा के 100 अंकों के मूल्यांकन में 40 अंक सुनने और बोलने के कौशल के आधार पर दिए जाएंगे, जबकि 15 अंक रचनात्मक लेखन, 30 अंक भाषा को सीखने या सिखाने की

- सीबीएसई ने 100 में से 40 अंक सुनने और बोलने के कौशल पर किए निर्धारित
- रचनात्मक लेखन और प्रोजेक्ट कार्य के लिए 15-15 अंक तय किए गए



प्रक्रिया पर आधारित मूल्यांकन और 15 अंक प्रोजेक्ट कार्य के लिए निर्धारित किए गए हैं। बोर्ड ने स्पष्ट किया है कि पूरे शैक्षणिक सत्र में विद्यार्थियों का मूल्यांकन कक्षा में होने वाली विभिन्न गतिविधियों के आधार पर किया जाएगा। इनमें किसी चित्र का वर्णन करना, ग्रुप डिस्कशन, कहानी सुनाना, व्यक्तिगत अनुभव साझा करना, घोषणाएं सुनकर उत्तर देना और वाद-विवाद जैसी गतिविधियां शामिल होंगी। शिक्षकों को छात्रों की रुचि के अनुसार गतिविधियां चुनने की भी छूट दी गई है। यानी तीसरी भाषा की पढ़ाई केवल किताबों और उत्तर पुस्तिका तक सीमित नहीं रहेगी, बल्कि रचनात्मक लेखन वाले हिस्से में संदेश देना, चित्र का वर्णन करना, लघु कहानी और दैनिक जीवन में होने वाली बातचीत पर आधारित प्रश्न होंगे। वहीं पढ़ने और लिखने का मूल्यांकन एनसीईआरटी के लर्निंग रिसोर्स पर आधारित होगा।

दैनिक जागरण, 5 जुलाई 2026, पेज नं - 10

बच्चों पर मंडराता साइबर खतरा

इंटरनेट मीडिया की दुनिया में आज बच्चों का बचपन लाइक्स और व्यूज के बीच पलने को मजबूर है। बच्चे के मोबाइल स्क्रालिंग, चैटिंग, रील्स देखने के साथ-साथ रील्स बनाने में मां-बाप की सक्रिय सहभागिता चिंता का विषय बन रही है। इसके कारण 80 प्रतिशत से भी अधिक बच्चों के चित्र अथवा उनके वीडियो इंटरनेट पर विद्यमान हैं। इसका अर्थ है कि खेलने, खाने, पढ़ने और कुछ रचनात्मक कार्य करने की उम्र में हम स्वयं ही उन्हें साइबर बुलिंग, आनलाइन शोषण, डिजिटल लत के साथ-साथ निजता के हनन और अनचाहे मानसिक दबाव की ओर धकेल रहे हैं। विश्व में आज करीब 40 करोड़ बच्चे इंटरनेट का प्रयोग करते हैं। भारत में नौ से तेरह साल के लगभग 76 प्रतिशत बच्चे फेसबुक, इंस्टाग्राम एवं यू-ट्यूब जैसे इंटरनेट मीडिया का प्रयोग केवल समय बिताने के लिए ही नहीं कर रहे, बल्कि वे किड्स इन्फ्लुएंसर बनने की ओर भी अग्रसर हैं। आज अकेले इंस्टाग्राम पर 83 हजार से भी अधिक किड्स इन्फ्लुएंसर सक्रिय हैं। हाल के वर्षों में इनकी संख्या में 41 प्रतिशत से भी अधिक की वृद्धि हुई है।

इंटरनेट मीडिया से संलग्न बच्चे अब केवल रील्स अथवा वीडियो देखने वाले ही नहीं रह गए हैं, बल्कि कंटेंट क्रिएटर और प्रमोशन के लिए ब्रांड भी बन रहे हैं। कंटेंट क्रिएशन से ये लाखों रुपये भी अर्जित कर रहे हैं। सर्वेक्षण बताते हैं कि 2010 के बाद पैदा हुए 37 प्रतिशत बच्चे इंटरनेट मीडिया के क्षेत्र में इन्फ्लुएंसर बनना चाहते हैं। इन बच्चों के एकाउंट, उनकी वीडियो शूटिंग, उसका संपादन तथा इंटरनेट मीडिया पर अपलोड करने के कार्य इन बच्चों के मां-बाप संभालते हैं। यह किड्स डिजिटल इकोनमी केवल एक आर्थिक अवधारणा ही नहीं है, यह बाल अधिकारों, सुरक्षा, गोपनीयता और नैतिकता से जुड़ा मुद्दा भी है। जब बच्चे इंटरनेट मीडिया पर सक्रिय होते हैं, वीडियो देखते या गेम खेलते हैं, तो वे केवल मनोरंजन ही नहीं, डाटा भी उत्पन्न कर रहे होते हैं। उनके व्यवहार, आदतें, पसंद-नापसंद, रुचियां इन डिजिटल कंपनियों के लिए एक आर्थिक वैल्यू लिए होती हैं। यानी जब कोई



डा. विशेष गुप्ता

अभिभावक समझें कि बच्चों की सफलता डिजिटल दुनिया में लाइक्स, व्यूज और कंटेंट निर्माण से नहीं आंकी जा सकती



डिजिटल दुनिया में बच्चों की सुरक्षा आवश्यक • फाइल

बच्चा विडियो देखता है, कोई एप डाउनलोड करता है, गेम खेलता है अथवा आनलाइन कक्षा में भाग लेता है, तो ऐसे समय में उसकी लोकेशन, व्यवहार और उसकी रुचियों से जुड़े डाटा एकत्र किए जाते हैं। डिजिटल कंपनियां इस डाटा का उपयोग मार्केट रिसर्च, विज्ञापनों, व्यावसायिक रणनीतियों के निर्माण तथा एल्गोरिदमिक सिफारिशों के लिए करती हैं। यही वजह है कि बच्चों से जुड़े डाटा की सुरक्षा आज गंभीर चिंता का विषय बन रही है।

यह डिजिटल अर्थव्यवस्था बच्चों को शिक्षा, नवाचार, उद्यमिता और नए वैश्विक अवसरों से जोड़ सकती है, परंतु इस लालच में यदि हमने उनकी डिजिटल सुरक्षा, गोपनीयता और मानसिक स्वास्थ्य की उपेक्षा की तो यह गंभीर चुनौती भी बन सकती है। वर्तमान में इसके संकेत सामने आने भी लगे हैं। आज जब डिजिटल क्रांति की रफ्तार तेज है, ऐसे में संपूर्ण विश्व में यह बहस तेज हो रही है कि हम कहीं बच्चों को डिजिटल बाल श्रमिक तो नहीं बना रहे हैं। इस डिजिटल युग में कारखानों की जगह स्मार्ट फोन और मशीनों की जगह एल्गोरिदम ने ले ली है। भारत समेत दुनिया के तमाम देशों में बच्चों पर इंटरनेट मीडिया के बढ़ते दुष्प्रभाव को देखते हुए पिछले दिनों संयुक्त राष्ट्र मानवाधिकार आयोग ने बच्चों की आनलाइन प्लेटफार्म पर सुरक्षा सुनिश्चित करने को लेकर दिशा-निर्देश जारी किए। आस्ट्रेलिया ने अपने 16 साल से कम उम्र के बच्चों के लिए इंटरनेट मीडिया प्रतिबंधित कर दिया है। फ्रांस, स्पेन, डेनमार्क, इंडोनेशिया एवं मलेशिया ने भी किशोरों की आनलाइन सुरक्षा के लिए कड़े कदम उठाए हैं। ब्रिटेन भी इसी तरह की योजना बना रहा है। इसे देखते हुए भारत में भी 16 साल से कम उम्र के किशोरों के लिए इंटरनेट मीडिया के प्रयोग पर पाबंदी को लेकर बहस तेज हो रही है। बच्चों के 5-6 घंटे इंटरनेट मीडिया प्लेटफार्म्स पर रहने से उनमें भावनात्मक कमजोरी के साथ-साथ उनकी सोचने और समझने और ध्यान केंद्रित करने की क्षमता भी लगातार घट रही है।

आनलाइन सुरक्षा से जुड़े कानून बच्चों पर मंडरा रहे साइबर खतरे को नियंत्रित तो कर सकते हैं, परंतु वे समाज को सजग करने का काम नहीं कर सकते। इसके लिए समाज में व्यापक विमर्श की आवश्यकता है। माता-पिता एवं अभिभावकों को समझना पड़ेगा कि बच्चों की वास्तविक सफलता डिजिटल दुनिया में लाइक्स, व्यूज और कंटेंट निर्माण से नहीं आंकी जा सकती। वास्तविक सफलता तो शिक्षा और समाज के जरिये उनके संपूर्ण व्यक्तित्व का विकास है। इसलिए विद्यालयों को छात्रों एवं अभिभावकों को डिजिटल साक्षरता कार्यक्रम का हिस्सा बनाना पड़ेगा। बाल अधिकारों को डिजिटल अधिकारों के साथ जोड़ते हुए डिजिटल कंपनियों की भी जवाबदेही तय करनी पड़ेगी। सरकार, तकनीकी कंपनियां, विद्यालय, अभिभावक और समाज के सभी कल-पुर्जे आपस में तालमेल बैठाते हुए एक ऐसी डिजिटल अर्थव्यवस्था का निर्माण करें, जहां बच्चों को केवल डिजिटल उपभोक्ता या श्रमिक न बनाकर, सुरक्षित, सम्मानित और सशक्त डिजिटल नागरिक बनाया जा सके।

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अल्पसंख्यक शिक्षा संस्थानों को राह दिखाता उत्तराखंड



यहां स्कैन करें

मनु गौड़ | सदस्य, रणनीतिक सलाहकार समिति, उत्तराखंड

समाज में हरेक वर्ग की महिलाओं को समान अधिकार दिलाने के उद्देश्य से 27 जनवरी, 2025 को समान नागरिक संहिता लागू करने वाला उत्तराखंड देश का ऐसा पहला राज्य बना था। इसके ठीक बाद 5 जून, 2025 को मुख्यमंत्री पुष्कर सिंह धामी की अध्यक्षता में एक रणनीतिक सलाहकार समिति का गठन हुआ, जिसका मुख्य उद्देश्य राज्य के लिए बेहतर नीतियां सुझाना है।

इस समिति ने अपनी पहली बैठक में प्रदेश की भावी पीढ़ी को गुणवत्तापूर्ण आधुनिक शिक्षा उपलब्ध कराने की व्यवस्था की अनुशंसा की। इसने 'उत्तराखंड मदरसा शिक्षा बोर्ड अधिनियम-2016' व 'उत्तराखंड गैर-सरकारी अरबी एवं फारसी मदरसा मान्यता विनियम-2019' का अध्ययन किया और राज्य में चल रहे मदरसों की स्थिति की पड़ताल की। पाया गया कि अधिकांश मदरसे बिना मान्यता के संचालित हो रहे हैं और मान्यता प्राप्त मदरसों में भी शिक्षा की गुणवत्ता अच्छी नहीं है। अधिकतर मदरसों में पढ़ा रहे शिक्षकों के पास न्यूनतम योग्यता भी नहीं थी। ज्ञात हुआ कि स्कूल जाने वाले कुल मुस्लिम विद्यार्थियों में से मात्र चार प्रतिशत मदरसों में जाते हैं।

राज्य में मदरसा शिक्षा को गुणवत्तापूर्ण बनाने का फैसला एक क्रांतिकारी कदम है, इसे देश के अन्य राज्यों को भी अपनाना चाहिए।

यूं तो संविधान के अनुच्छेद 29 और 30 में धार्मिक एवं भाषायी अल्पसंख्यकों को अपनी पहचान, संस्कृति एवं शैक्षणिक स्वायत्तता के संरक्षण के लिए विशेष अधिकार दिया गया है, परंतु अल्पसंख्यक समुदाय की परिभाषा पर संविधान मौन है। इसीलिए 'राष्ट्रीय अल्पसंख्यक आयोग अधिनियम' के तहत मुस्लिम, ईसाई, सिख, बौद्ध और पारसी समुदायों को 1993 में अल्पसंख्यक समुदाय का दर्जा दिया गया और 2014 में संशोधन करके इसमें जैन समुदाय को भी सम्मिलित कर लिया गया। इस तरह, 2014 के बाद से अनुच्छेद 29 और 30 द्वारा प्रदत्त विशेष अधिकार उपरोक्त छह समुदायों पर लागू होने लगे।

समिति के अध्ययन में पाया गया कि 'टीएमए पाई फाउंडेशन बनाम कर्नाटक राज्य-2002' और 'पीए इनामदार बनाम महाराष्ट्र राज्य-2005' मुकदमे में उच्चतम न्यायालय के फैसले अल्पसंख्यक शैक्षणिक संस्थान शुरू करने व संचालित करने के अधिकार एवं अल्पसंख्यक समुदायों के निर्धारण की महत्वपूर्ण व्याख्या करते हैं। जहां पाई फाउंडेशन वाले फैसले में 11 न्यायाधीशों की संविधान पीठ ने यह साफ किया कि अल्पसंख्यक शिक्षा संस्थानों का प्रशासनिक अधिकार मौलिक अधिकार है, राज्य सिर्फ उचित विनियमन कर सकता है, जिससे शैक्षणिक उत्कृष्टता बनी रहे, पर उनका अल्पसंख्यक चरित्र प्रभावित न हो। इनामदार प्रकरण में कोर्ट ने कहा, निजी अल्पसंख्यक शैक्षणिक संस्थानों पर आरक्षण लागू नहीं किया जा सकता और प्रवेश प्रक्रिया व शुल्क तय करने में उन्हें स्वायत्तता होगी।

आखिरकार समिति द्वारा अनुशंसित 'उत्तराखंड अल्पसंख्यक शैक्षणिक संस्थान विधेयक' 20 अगस्त, 2025 को विधानसभा से पारित होकर कानून बन गया। इस अधिनियम में स्पष्ट किया गया है कि अल्पसंख्यक शैक्षणिक संस्थान की परिभाषा में वे संस्थान आएंगे, जो किसी धार्मिक या भाषायी अल्पसंख्यक द्वारा स्थापित और संचालित हो रहे हों। इस कानून के सही क्रियान्वयन के लिए 'उत्तराखंड राज्य अल्पसंख्यक शिक्षा प्राधिकरण' का गठन करते हुए उत्तराखंड मदरसा शिक्षा बोर्ड अधिनियम व उत्तराखंड गैर-सरकारी अरबी और फारसी मदरसा मान्यता विनियम को 01 जुलाई, 2026 से समाप्त कर दिया गया है।

नए अधिनियम के तहत मान्यता एवं अनुदान प्राप्त करने में अल्पसंख्यक स्वरूप के आधार पर कोई भेदभाव नहीं होगा। हां! ये शिक्षण संस्थान अपने छात्रों-कर्मचारियों को अपनी किसी धार्मिक गतिविधि में भाग लेने के लिए बाध्य नहीं करेंगे और परिषद द्वारा निर्धारित योग्यता अनुसार ही शिक्षकों की नियुक्ति करेंगे। सभी शैक्षणिक, प्रशासनिक व वित्तीय मामलों में परिषद और प्राधिकरण द्वारा निर्धारित नियम इन पर भी लागू होंगे।

यह अधिनियम न केवल अल्पसंख्यकों के शैक्षणिक अधिकारों की रक्षा करता है, बल्कि अदालती निर्णयों को व्यावहारिक रूप में लागू करता है। ऐसे कानून पूरे देश में लागू किए जाएं, तो अल्पसंख्यक शिक्षा के क्षेत्र में गुणवत्ता सुनिश्चित की जा सकेगी।

(ये लेखक के अपने विचार हैं)



CBSE directed all affiliated schools to implement the three-language formula under NEP 2020, from Class 6. The policy requires that two of the three languages be native Indian languages. Students attend school for the new academic year. G.N. RAO

Inside India's language conundrum

The CBSE's move to implement the National Education Policy 2020's three-language formula from Class 6 has caused confusion across the country. The transition has led to teacher losses, curriculum disruptions, and concerns from parents, students, and foreign embassies. **Maitri Porecha** reports on the many challenges in implementing the three-language formula in a country as diverse as India

When the summer break came to an end, 10-year-old Adya Pandey, a Class 6 student of Seth Anandram Jaipuria School in Greater Noida West, packed her bag for school. She stuffed a bunch of books inside, including her French textbook, but then, on a sudden realisation, pulled it out and tossed it on the table.

"It hasn't sunk in yet that I won't be studying French at school any more," she said.

Adya, who studies in an English-medium school, had been learning French and Hindi. She had chosen French as her third language a year ago, when she was in Class 5. In April, when the academic session of 2026-27 began, she attended French classes at school and diligently finished studying three chapters from her textbook.

However, in the same month, the Central Board of Secondary Education (CBSE) directed all affiliated schools, with altogether about 40 lakh children, to implement the three-language formula under the National Education Policy (NEP), 2020, from Class 6. The policy requires that two of the three languages be native Indian languages *(Bhartiya Bhasha)*.

Following this, many English-medium schools, including Adya's, issued circulars in May saying they would discontinue foreign languages such as French as the third language. The CBSE also considers English a foreign language, despite it being one of the 22 official languages in the Eighth Schedule of the Constitution.

In place of foreign languages, many schools decided to offer Sanskrit as the third language. A circular from Delhi Public School in Greater Noida West explained, "Because of the linguistic diversity of our learners, implementation of any other native Indian language is not logistically viable. Therefore, as a school, we have decided to offer Sanskrit as the third language."

Adya said she was shocked to receive a circular from her school asking students to stop learning German and French at school. "Around 25 of us had chosen French, 20 had opted for German, and only 15 had chosen Sanskrit. Now, all 60 of us will have to learn Sanskrit," she said.

Her mother, Monika, said that Sanskrit has become largely obsolete today. "Adya can fluently recite shlokas from Hindu scriptures such as the *Ramcharitmanas* and the *Hanuman Chalisa*. These are the values we inculcate at home, but I believe learning a foreign language will help her from a career perspective," said Monika.

The three-language formula proposed by the NEP, 2020, which mandates that students learn at least two native Indian languages, has departed from the previous policy of 1968, which had emphasised the study of Hindi, English, and a modern Indian language (preferably one of the southern languages) in Hindi-speaking States, and Hindi, English, and a regional language in the non-Hindi speaking States.

The hasty roll-out of the policy, and the subsequent change in rules by the government, have caused chaos in CBSE schools across the country, with parents and students struggling with curriculum shifts and shortage of teachers.

Backlash and brief respite

Bani, 12, is a Class 8 student at Delhi Public School, Vasant Kunj. She was admitted under the Economically Weaker Section quota and has been studying French for the last four years. Her father, Navraj, works as a driver, while her mother, Saraswati, takes up cooking and housekeeping jobs to help support the family.

> Adya can fluently recite shlokas from Hindu scriptures. These are the values we inculcate at home, but I believe learning a foreign language will help her from a career perspective.
>
> **MONIKA**
> Mother of Adya Pandey, a Class 6 CBSE student

In May, Navraj was among the many parents who moved the Supreme Court challenging another CBSE circular, issued on May 15. It stated that all Class 9 students – including those who had previously been studying foreign languages – would instead study three languages, two of which must be native to India. Until this circular was issued, Class 9 students were required to study only two languages.

Although the directive applied only to Class 9, many schools forced students in Classes 7 and 8 to drop foreign languages as well, say parents. After the Court refused to stay the CBSE circular, the hopes of students of continuing to study the foreign language of their choice were dashed.

On June 25, however, following a backlash, Union Education Minister Dharmendra Pradhan clarified that the CBSE would relax its requirement for the present students of Classes 7, 8, and 9 to switch abruptly, mid-session, from studying a foreign language to studying a native Indian one. However, Classes 7, 8, and 9 students will still have to study a third language native to India.

For instance, if a student studying in an English-medium school chose French as her second language, she would, as per the May circular, have had to drop French and learn two languages native to India. But following the clarification, she can continue learning French but will still have to study a native tongue, which can be Hindi or any other regional language.

Bani falls under this category. "I am glad I can continue learning the language I have been learning since Class 4," she said.

This indecisiveness on the part of the Ministry of Education regarding the language policy has caused confusion across schools. After the CBSE stated that Class 9 students would have to switch mid-session from foreign to native languages, many schools, such as Heritage Xperiential Learning School in Gurugram, either let go of their foreign language teachers or reassigned them to teach other subjects.

A principal from a private CBSE English-medium school in Mangaluru, Karnataka, said, "Earlier, we offered French, but after the CBSE circular in May, we let go of the French teacher. We also had an option for students to learn Konkani, but since we could not find a qualified Konkani teacher, we dropped it from the list. Now, we offer only English, Hindi, Kannada, and Sanskrit."



Around 40 lakh students study across various CBSE schools in India. SRIBHARATH G.

CBSE-affiliated schools in Puducherry had dropped French from the 2026-27 curriculum. This raised concerns over the livelihoods of French teachers in the Union Territory where French enjoys constitutional recognition.

Foreign languages impacted

According to data accessed by *The Hindu*, about 4.5 lakh students in India study French in school, while nearly 1.5 lakh learn German. In many schools, students begin learning these foreign languages as early as Classes 4, 5, or 6.

CBSE has stated that it has relaxed norms only for students in Classes 7, 8, and 9 who have already chosen a foreign language, but students in Class 6 will have to opt to learn three languages, of which two will have to be native to India. This essentially means that foreign language teaching will eventually be phased out of CBSE schools.

This decision has ruffled feathers in diplomatic circles. Sources said that the German and French embassies, which invest "significant funds" running into millions of euros in developing teaching infrastructure, preparing course materials, training teachers, and conducting language exams jointly "pushed back" against the Indian government's decision. A spokesperson of the German embassy said to *The Hindu*, "The embassy has confirmed that it is in contact with the Indian government on the issue."

The Centre's decision to reduce the role of foreign languages such as French and German in schools appears to be at odds with its broader efforts to strengthen educational and diplomatic ties with European countries.

Earlier this year, during Prime Minister Narendra Modi's visit to Germany, he and German Chancellor Friedrich Merz noted the growing number of Indian students pursuing higher education in Germany and welcomed the creation of an Indo-German Comprehensive Roadmap on Higher Education, according to a statement issued by the Ministry of External Affairs.

"Germany is an attractive market for skilled Indian labour and there is an ambitious plan in place there for the migration of skilled labour," said a source. "Learning German is important for this community. How can you fulfil their ambitions if you don't support foreign language learning?"

Anuradha Karkun, a French language trainer and teacher based in the National Capital Region, said, "Students perceive learning foreign languages like French and German useful as it also helps them gain admission in renowned universities abroad. A working knowledge of the country's language in which a student wishes to pursue higher education is favourable even if the course is being taught in English."

Karkun is also a qualified examiner for the Diplôme d'Études en Langue Française (DELF). The DELF and the DALF (Diplôme Approfondi de Langue Française) are official international French language diplomas issued by the French Ministry of Education and are recognised for study, work, and immigration in French-speaking countries.

She explained that DELF certificates are in high demand among school students. According to data cited by *The Hindu*, around 11,000 candidates take the DELF examinations each year, including about 4,000 students who appear for DELF Junior, designed for school learners.

"Candidates as young as 11 years old (Class 6) prepare for DELF A1 levels," said Karkun. "By the time they are in Class 12, many progress to fairly advanced levels of B2. Early learning is made possible because they are already studying French at school. Learning a foreign language, in this case French, enables students to gain a broader intercultural world view empowering them as future ambassadors of India and global citizens."

The cost of compulsion

The NEP 2020 states that it offers greater flexibility in the three-language formula and that no language will be imposed on any State. It says that the three languages learned by students will be determined by the choices of States, regions, and the students themselves, provided that at least two of the three languages are native to India.

However, data indicate that the implementation of the three-language policy varies widely across States. According to an analysis of the share of schools based on languages taught at the primary stage (Classes 1-5), conducted by the National Council of Educational Research and Training (NCERT) in 2009, Hindi-speaking States largely opt for Sanskrit as the third language in school. This is the last such data available on language preferences in schools across India, as no follow-up survey was conducted by the NCERT. It is not available in the public domain and was accessed by *The Hindu* through sources.

> We respect Sanskrit as a language of immense historical and classical value. But for children of Nagaland, studying Sanskrit as their third language will not help them connect with their Angami grandmother, their Konyak grandfather, or the oral stories of their own community.
>
> **PRINCIPAL**
> CBSE school, Nagaland

This is largely why implementation of the three-language formula under the NEP, 2020, has seen intense political opposition from some States. Tamil Nadu's resistance to learning three languages dates back to the pre-Independence era. The 1968 draft of the NEP proposed that regions in southern India learn a north Indian language, and vice versa, in order to foster "national integration"; however, Tamil Nadu rejected this position and excluded the proposed introduction of Hindi from its curriculum. Six decades later, little has changed. Chief Minister C. Joseph Vijay has said that students in the State will learn only two languages, with Tamil and English being the primary choices.

Anita Rampal, who was Professor and Dean at the Faculty of Education, Delhi University, said Tamil Nadu's two-language formula is not, as is often assumed, Tamil and English, but rather the mother tongue and English. "It is important to note that even after the implementation of the Tamil Nadu Tamil Learning Act, 2006, and the Tamil Nadu Tamil Learning Rules, 2012, minority-language schools, such as Urdu schools, are exempted from learning Tamil," she explained.

Even States such as Kerala, which have generally supported the three-language formula, are now facing uncertainty over the latest CBSE decision. Many elite and private CBSE schools in Kerala previously allowed students to opt for popular foreign languages such as French, German, or Arabic – sometimes in place of Hindi or Malayalam – given the State's strong links with the Gulf region. This will no longer be possible in the coming years as the CBSE is set to implement the revised three-language framework prospectively from Class 6 in the 2026-27 academic year, eventually extending it to Class 10 by 2030-31.

For State Board schools, Telangana has typically followed the three-language policy, with an emphasis on the mandatory learning of Telugu. Alongside Telugu, students can choose any two languages from English, Hindi, and Urdu.

However, policies that mandate language instruction often face resistance, and the Telangana (Compulsory Teaching and Learning of Telugu in Schools) Act, 2018, is no exception.

"We were unable to fully implement the policy, especially due to resistance from students and schools affiliated to central and international boards, since its enactment in 2018," said a senior official in the Telangana School Education Department. The latest CBSE directive on the mandatory three-language policy for Class 6 has now paved the way for the State government to fully implement the aforementioned Act.

The infrastructure hurdle

Mostly, challenges in implementing the three-language formula arise from a lack of adequately trained teachers and the unavailability of learning material across regional languages.

According to the Unified District Information System for Education 2023-24, the government's primary management information system for school education, 61.6% schools across India teach three languages. The rest (38.4%) teach either one or two languages.

The State Board in Uttar Pradesh, for instance, had expressed interest in introducing the three-language formula for students from Class 9 onwards last year. However, officials told *The Hindu* that the policy has not been implemented in the academic years 2025-26 and 2026-27. In the case of south Indian languages, State Education Department officials said there are very few available teachers. "We had 17 students of Kannada, 10 students of Tamil, and 133 students of Telugu registered with us in the academic year 2025-26. These students appeared as private candidates and prepared on their own for language exams," said Bhagwati Singh, Secretary, Madhyamik Shiksha Parishad, the State Board of U.P. entrusted to conduct exams for Classes 10 and 12.

Nagaland in the north-east, which has a distinct socio-linguistic context, has also expressed resistance to the three-language formula. This is partly because the State and Centre have yet to provide adequate learning infrastructure for classrooms comprising children from over 30 different linguistic backgrounds.

"Naga students find it difficult to follow Hindi," said a principal of a CBSE school in Nagaland. "Schools in Nagaland seeking a workable path within the current policy framework are facing a difficult dilemma and are converging on a troubling default – Sanskrit. We respect Sanskrit as a language of immense historical and classical value. But we must be candid: for children of Nagaland, studying Sanskrit as their third language will not help them connect with their Angami grandmother, their Konyak grandfather, or the oral stories of their own community."

With inputs from B. Pradeep in Hyderabad, Mayank Kumar in Uttar Pradesh, and Rashmi Patil in Mangaluru

Academic Bank of Credits and APAAR

Building India's Lifelong Learning Ecosystem

Posted On: 04 JUL 2026 8:47PM by PIB Delhi

Academic Bank of Credits: An Overview

The **Academic Bank of Credits (ABC)** is a revolutionary initiative by the Ministry of Education and is regulated by the University Grants Commission (UGC). It is a digital platform built to support every learner's journey by providing a secure digital platform for storing, managing, transferring, and redeeming academic credits earned by students from recognised award granting institutions.

APAAR ID (Automated Permanent Academic Account Registry) is a unique 12-digit student identification number linked to the ABC system. Introduced as part of the "**One Nation, One Student ID**" initiative, APAAR creates a single academic identity for every learner. Accessible through DigiLocker & ABC platform, it brings together a student's educational records from higher education, skill & vocational education, and other learning professional programmes onto one platform. Further School education records will be also credeitized and mapped with APAAR ID under NAD-ABC. For remote and underserved areas, APAAR IDs can be generated through the nearest **Common Service Centre (CSC) too.** As of July 2nd 2026, **26.35 crore verified APAAR IDs have been generated across India**.

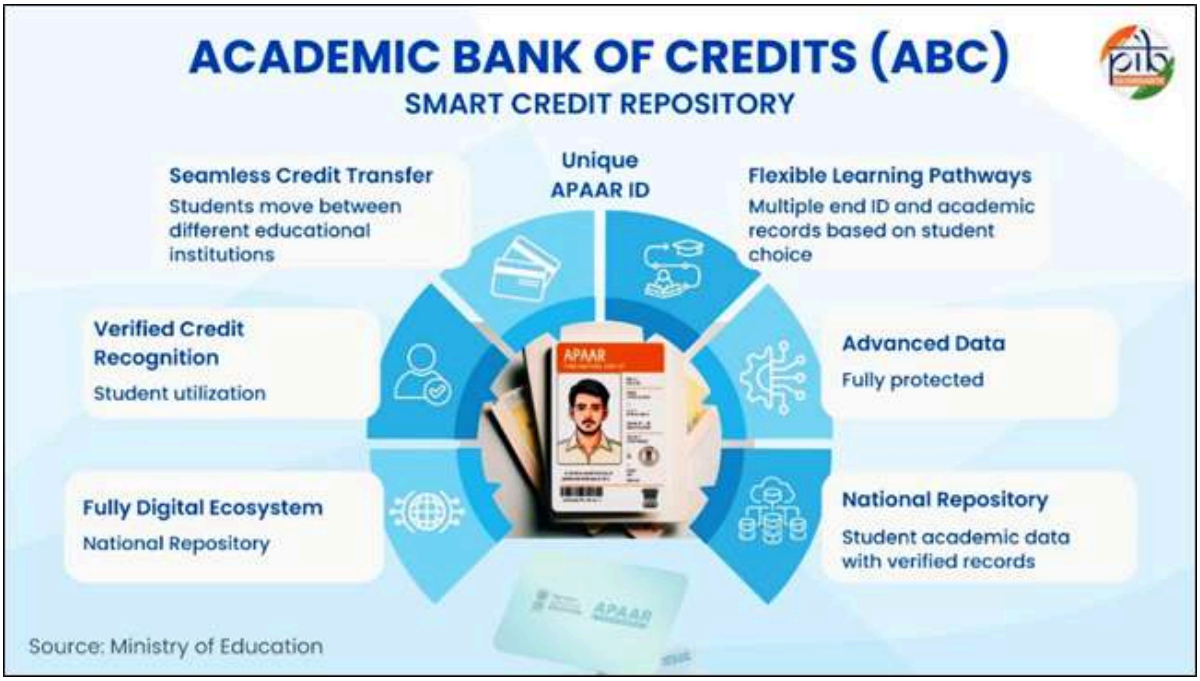
Together, ABC and a student's APAAR ID helps build their education brick by brick, across institutions and over time.



Objectives of ABC

The main objective of ABC is to create a flexible, learner-friendly education system in which learning achievements can be recognised, stored, and used throughout a person's life. It supports the vision of the **National Education Policy (NEP) 2020 and the National Credit Framework (NCrF)** by enabling credit transfer, multiple entry and exit options, and recognition of learning across different institutions and disciplines. This means that if a student chooses to drop out of studies after having completed it

partially, the credits that he earned are stored in this ABC data bank. These credits can be used by him towards completion of his studies when he chooses to rejoin in future, under the self-life of seven years for redemption and transfer of the credits.



ABC and APAAR help learners maintain a digital record of their achievements, simplify credit transfer between institutions, and improve transparency in maintaining academic records. The platform also supports integration with schools, universities, skill institutions, and other education stakeholders, creating a connected education ecosystem.

How Does ABC Work

- Students register on the ABC portal and receive a unique ABC ID (Renamed as APAAR ID) linked to their Aadhaar and DigiLocker account.
- Students belonging to eligible Higher Education Institutions (HEIs) and Skill Awarding Bodies can use the ABC facility.
- Award Granting Institutions in a capacity to issue Certificates, Degrees & Marksheets, can upload credit data directly to the NAD-ABC portal against each student's APAAR ID.
- Students can accumulate, transfer, and redeem credits across HEIs without losing academic progress.
- Credits are valid for a maximum of 7 years or the duration prescribed by the relevant academic discipline. Once redeemed, credits cannot be reused for transfer or redemption.
- Certificates & Marksheets issuance is handled by academic institutions (AGIs) via the National Academic Depository (NAD) platform.
- The NAD serves as the backbone of ABC, securely storing all academic awards and records.

Academic Bank of Credits: Progress Report

The initiative has already achieved significant scale across the country. For all examinations held in 2025, the UGC were mandated all Higher Education Institutions to upload credit data on the NAD-ABC portal by 30th June, 2026. Report As on dated 2nd July 2026 -

Organization Type	Institution Type	Institutions Registered for ABC (Count)	APAAR IDs Created and Mapped to the Awarding Institution	Credit records (Grade sheet) mapped with Learners APAAR ID
Autonomous College	Autonomous College	1287	33,25,904	1,04,27,612
Standalone Institutions	Standalone Institutions	258	5,54,652	2,95,351
Institute of National Importance	AIIMS	10	8,697	-
	IIIT	25	36,175	89,767
	IIM	21	30,971	98,216
	IISER	7	13,493	46,161
	IIT	23	1,09,262	3,41,666
	NID	5	1,922	3,690
	NIFTEM	1	1,188	5,270
	NIPER	6	2,240	6,334
	NIT	31	1,59,807	4,05,168
	Others INI	14	22,769	66,923
	SPA	3	2,706	7,774
University	Central University	57	49,09,200	57,73,788
	Deemed to be University	141	15,45,183	42,03,142
	Private University	521	34,56,172	87,17,160
	State University	489	3,37,32,125	6,73,09,371

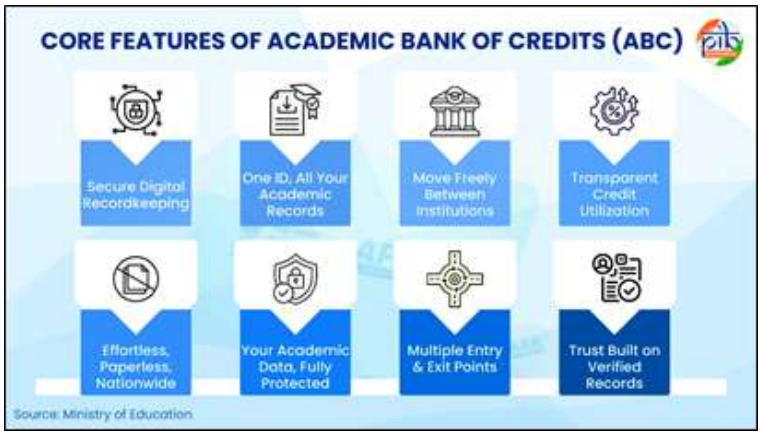
Total Count of (HEIs)		**2899**	**4,79,12,466**	**9,77,97,393**
Skill Awarding Bodies	Skill ABs	**98**	**36,98,558**	**3,37,838**
School Education	(APAAR IDs in School)	**-**	**16.62 (Cr.)**	**-**
Unmapped	(APAAR ID)	**-**	**3.39 (Cr.)**	**-**

Managing Data Security in ABC and APAAR

The platforms adopt robust security protocols and encryption standards to ensure data privacy and integrity. Access is authenticated via APAAR ID and Aadhaar-linked DigiLocker credentials, safeguarding user information while maintaining seamless accessibility across all integrated systems and institutional frameworks.

Key Features and Outcomes

- **Academic Mobility**: Students can study across multiple HEIs and transfer their credits seamlessly between programmes and institutions.
- ABC provides students with a **seamless, consent-based document exchange system** that streamlines verification and significantly reduces processing time.
- **Multiple Entry Multiple Exit (MEME)**: ABC enables the MEME framework under NEP 2020.This allows provisions for obtaining a Certificate after completion of one year; Diploma after two years; Degree after three or four years. More than 700 Universities & 6,600 Colleges are offering multiple entry exit options.
- Students can access their academic records and **digital certificates** from anywhere, at any time.
- **Reduced dropout rates** and improved motivation to learn continuously.
- ABC is bridging the gap between the formal, informal and experiential learning.
- Under this initiative, there are several student-linked benefits. By authenticating the APAAR ID, students between the ages of 13 and 30 can unlock exclusive travel benefits, including up to a **10% discount** on base airfares and an **extra 10kg baggage allowance.**
- **SWAYAM Integration**: Students may avail up to 40% of credits from the SWAYAM online platform. About 450 universities have adopted this regulation, broadening access to quality learning.
- **National Credit Framework (NCrF)**: NCrF is aligned with the National Education Policy (NEP) 2020 and encompasses academic, vocational, and experiential learning. NCrF has been adopted by 196 universities across India as of 2026.



ABCs Digital Public Infrastructure

ABC is a key component of India's **Digital Public Infrastructure (DPI) for education**, under the Digital India Programme.

- Integration with **NAD-DigiLocker** allows students secure, anytime access to their own verified academic records.
- The Digital India Corporation/NeGD (Ministry of Electronics and IT) featured ABC-NAD in its Digital India **'Ask Our Experts'** series in November 2024.
- Deploying the **SAMARTH ERP (prominent, cloud-based e-governance platform)** for **ABC** integration provides a standardised, unified gateway for students and university administration.
- ABC Providing APIs for the Integration with the Institutional platform to verify Students APAAR ID and issuance of records on NAD-ABC.
- For students authentication institutions and their educational platform may also consume login with APAAR ID module using Single-sign-on.
- **CSCs in remote villages** now serve as on-ground points for ABC and APAAR registration, bridging the digital divide.

Towards A Trusted Digital Education Ecosystem

Together, ABC and APAAR are building a trusted digital ecosystem for academic records, making education more flexible, transparent, and accessible for every learner. By enabling seamless credit mobility, secure record management, and lifelong learning, these initiatives are laying the foundation for a future-ready education system.

As these platforms continue to evolve and scale, emerging technologies offer new opportunities to further strengthen the security and authenticity of digital academic credentials. In this context, Blockchain for Digital Credentials offers the next step. Developed by the Digital India Corporation, it is India’s sovereign blockchain platform for secure, verifiable and tamper-proof digital credentials at scale. Blockchain for Digital Credentials can be adopted in two ways: Through DIC’s managed blockchain infrastructure for quick deployment or by operating dedicated blockchain nodes for greater autonomy and flexibility. All academic data remains within India’s sovereign digital infrastructure, and the platform is fully compliant with the **Digital Personal Data Protection Act.**

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Ministry of Education

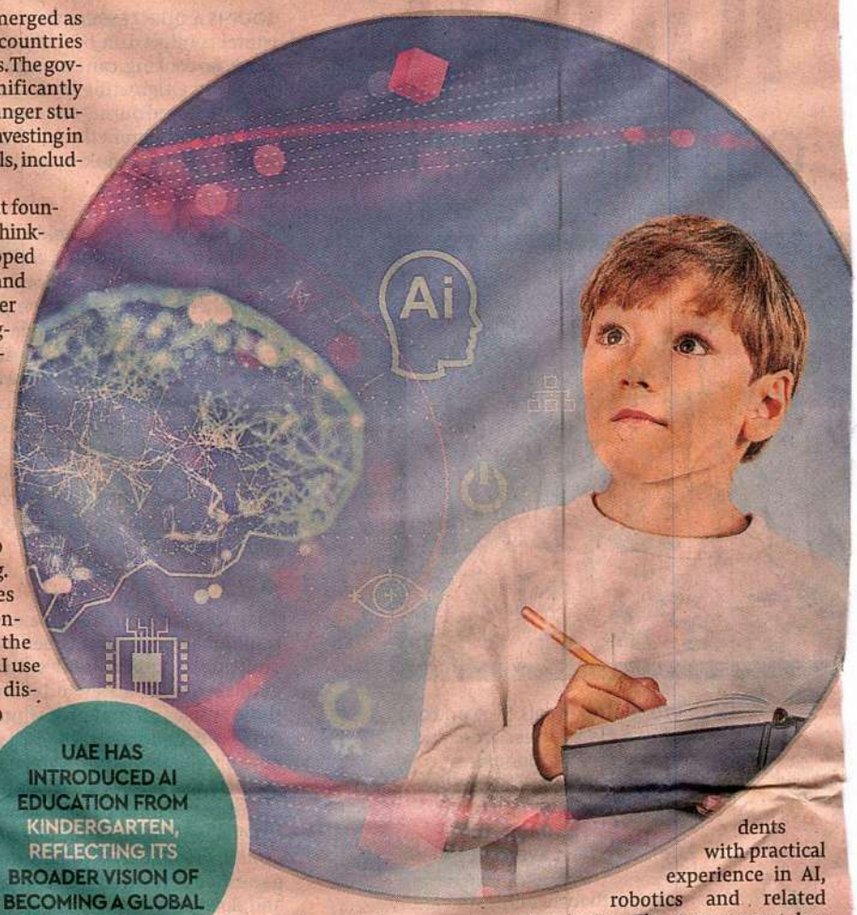
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FE Sunday, 5 July 2026, Page no - 08

VAISHALI DAR

The AI classroom divide

How nations are taking different tech approaches to build a future-ready generation



WITH ARTIFICIAL INTELLIGENCE (AI) rapidly becoming a part of our everyday lives, governments around the world are taking different approaches as to how children should interact with the technology. While some countries see AI as an essential skill that students must learn from an early age, others are placing strict limits on its use in classrooms.

The debate comes at a time when generative AI tools such as ChatGPT, Gemini and other AI-powered learning assistants are becoming accessible to children. While these tools can personalise learning, simplify complex concepts and help teachers with lesson planning, experts have raised concerns about overdependence, misinformation, reduced critical thinking and privacy issues.

Recently, Norway has emerged as one of the more cautious countries when it comes to AI in schools. The government has moved to significantly restrict the use of AI by younger students while simultaneously investing in traditional learning materials, including printed textbooks.

The authorities argue that foundational literacy and critical thinking skills are best developed through direct instruction and reading physical books, rather than by relying heavily on digital tools. While there are concerns that excessive dependence on AI may weaken children's independent thinking and writing abilities, the approach signals a broader effort to place technology in a supporting role rather than allowing it to dominate classroom learning.

Unlike several countries that have introduced nationwide AI education policies, the US has left decisions about AI use to individual states, school districts and schools. There is no blanket federal policy ban or mandate for AI use in classrooms. Reports indicate that in Brooklyn, New York, kids use Google Gemini for feedback after working on science experiments while the parents of students in New York City public schools have raised concerns about the use of AI in schools. Reports state that in Oregon, more than 1,100 parents signed a petition in February urging the local school district to remove generative AI from students' devices.

UAE HAS INTRODUCED AI EDUCATION FROM KINDERGARTEN, REFLECTING ITS BROADER VISION OF BECOMING A GLOBAL LEADER IN AI

Some school districts have embraced AI by allowing teachers to incorporate it into lesson planning and student assignments, while others continue to restrict its use because of concerns about plagiarism, academic integrity and student privacy. This decentralised model has resulted in significant variation, with AI policies differing not only between states but often between neighbouring school districts.

Germany, on the other hand, has mostly rejected calls for outright AI bans in schools. Education officials have publicly described blanket prohibitions as 'unrealistic and untenable,' arguing that AI is becoming deeply integrated into society to simply exclude it from education. Instead, German policymakers advocate teaching students how to use AI responsibly and critically. The implementation is also handled at the state level. There are state-wide AI assistants like KAI that have been introduced to help teachers in Saxony manage their workload and create individualised instructional materials.

The United Arab Emirates has adopted one of the world's most ambitious AI education strategies. The country is introducing AI education from kindergarten onwards, reflecting its broader vision of becoming a global leader in AI and emerging technologies.

So, instead of treating it as an optional subject for older students, the UAE aims to familiarise children with AI concepts from an early age. Lessons are designed to introduce age-appropriate ideas about how AI works, how it can be used responsibly and the ethical questions surrounding its growing role in society.

Officials believe that early exposure will equip future generations with skills needed in an increasingly AI-driven economy. Poland is also taking a proactive approach by investing in specialised AI laboratories within schools. These labs are intended to provide students with practical experience in AI, robotics and related technologies. The government has announced that it will spend almost 1.9 billion zloty (€437 million) equipping the majority of primary and secondary schools with so-called AI labs before the start of the next academic year in September.

On one side are countries such as Norway that prioritise limiting AI exposure during children's formative years, emphasising traditional learning methods and independent thinking, on the other are the UAE and Poland, which see early AI education as essential preparation for the future workforce. Meanwhile, countries including Germany advocate responsible integration rather than outright prohibition, while the US continues to allow local authorities to determine their own course.

Despite these differences, there is growing agreement on one point: AI is unlikely to disappear from education. The challenge for policymakers is not simply deciding whether children should use AI, but determining how they can benefit from the technology while preserving the fundamental skills of critical thinking, creativity, problem-solving and human judgment.

The Indian Express, 05 June 2026, Page No.-14

Dear students struggling with exam chaos and scams



PRATAP BHANU MEHTA

I WISH, as educators, we could look you in the eye and say what the government will not, that we are sorry for all the exam-related stress India causes you. Exams are stressful, and the latest NEET and CBSE scandals will add to the stress by diminishing trust in the system. But you see, we cannot say sorry. After all, the Prime Minister himself wrote an inspiring book for you called *Exam Warriors*.

You are warriors in the service of the nation. In case you had any doubts, the Hindi translation of the Prime Minister's book also uses the English term "warrior". War is a cruel business. Battlefield chaos is never pretty; there are glitches, casualties, and setbacks. The Prime Minister himself gave you recipes for reducing exam stress, making yourself physically fit by doing yoga and *pranayama*, all sage advice if you do believe exams are like wars.

The education system might seem to you like organised and systematic cruelty. It is, and it is by design. But it is preparing you for the battlefield that is Indian society: It tests your endurance. To spruce things up, we have injected an element of chaos. Like warriors, we do not expect you to get upset, to complain, to hold the highest authorities accountable, to ask questions, like what is the whole point of this cruel system. Like warriors, you take this on the chin, be stoic about it, and get ready for battle again.

You see, all we can offer you is a character-building exercise. After all, India's foundations are built on that. When the economy you will enter is in distress with fewer jobs, we will ask you to sacrifice for the sake of the economy. Even our actual warriors, the soldiers, have to rely largely on their character. For a government strong on defence, the budget for procurement was stagnant for a decade. And look, real soldiers also work under conditions where there are procurement delays and maybe even scams. Now this has happened in exams: Think of a dysfunctional OSM system as the equivalent of our brave Air Force not getting planes on time. Defence needs character. So does higher education.

We could reduce the stress on you by increasing investment in higher education, by making sure that the stakes in every marginal mark in these exams were not so high as to drive you to despair. If you had more options, perhaps the stress would be less. But then what would happen to your character? Notice the pattern here: Economic reforms on the cheap. No real investment and attention to systems that will make the economy attractive. Defence on the cheap. And higher education, even exam systems, on the cheap. But the country marches on, built on your endurance, stiff upper lip, national pride, and a few breaths of yoga.

With education, there is something else. After all, this is the testing ground for One Nation, One Everything. The power of ONE is more important than the objectives of the exam. So let us build centralised systems. You might think exams like CUET are unnecessary and serve no pedagogical purpose whatsoever. But the purpose is not pedagogy: It is exercise. Does a soldier ever complain about "excessive" exercise? Does a warrior complain about the Centre you get? Think of the distant Centre as a posting in tough terrain. The testing industry is also a big boost to GDP; the same education shows up as a "private good" and boosts your GDP numbers.

Our education ministers, at both the Centre and the states, have been among the greatest gifts we could have given to China and our competitors

The total spending on private tuition now exceeds the entire central government allocation for higher education, and this may be understating the problem. The Comprehensive Modular Survey, based on the NSS's 80th round, shows not just that slightly under half of all students are in private tuition, but remarkably, 11 per cent of kids in pre-school are in private tuition. Don't get angry at the government if you don't make it. Direct your anger at parents who did not start this whole process early enough. Warriors are, after all, built at home.

I will let you in on a secret. The whole purpose of India's exam industry, with a few minor exceptions, is no longer to expand opportunity or prepare the country for global competition. Our education ministers, at both the Centre and the states, have been among the greatest gifts we could have given to China and our competitors. When PM Narendra Modi asked Indians to tighten their belts to conserve foreign exchange, he asked us not to buy gold, or to cut down on foreign travel. But he could not, with a straight face, ask Indians not to spend money abroad on foreign education. Somewhere, deep down, the political class knows the truth about this system.

Kunal Mangal's insight into UPSC aspirants applies more broadly to an entire generation. India's brightest and most educated young people spend the most creative years of their lives moulding themselves into exam warriors. A few will emerge decorated with medals. Most, like valiant unknown soldiers, will disappear into anonymity. Old and useless educators like us complain that young people do not read, do not protest, are docile, hyper-careerist, and forever struggling for the last mark. At most, they register discontent through an online click. But how is collective action even possible in a system deliberately designed to atomise individuals and subject them to a long, solitary, suffocating road of endless competition that keeps them permanently exhausted, running from pillar to post?

These examinations are not merely instruments of evaluation. They are instruments of social control, and extraordinarily effective ones at that. With apologies to Lord Tennyson, the message of the system is no longer to ask why or how, but simply to do and die. And oh, don't forget to buy the lovely Penguin edition of Exam Warriors. It will get you through these re-exams and revaluations.

The writer is contributing editor, The Indian Express

दैनिक जागरण, 6 जून 2026, पेज नं - 3

12वीं में पात्रता से कम अंक पाने वाले जेईई एडवांस में पास छात्र काउंसलिंग में बैठ सकेंगे

- छात्रों को राहत, पर 15 जुलाई तक शर्त पूरी करनी होगी
- संशोधित अंकपत्र देना होगा, तभी एडमिशन होगा पक्का

जागरण ब्यूरो, नई दिल्ली: सीबीएसई की 12वीं कक्षा के मूल्यांकन पर उठे विवाद और पुनर्मूल्यांकन की प्रक्रिया में लग रहे समय के बीच जेईई एडवांस में चयनित छात्रों को बड़ी राहत मिली है। जेईई एडवांस 2026 का आयोजन कराने वाले आइआइटी रुड़की ने शुक्रवार को ऐसे छात्रों को आइआइटी काउंसलिंग में भाग लेने की अनुमति दे दी है, जिनके 12वीं में फिलहाल निर्धारित पात्रता अंक नहीं आए हैं, लेकिन उन्होंने जेईई एडवांस परीक्षा क्वालीफाई कर ली है। इस फैसले से उन छात्रों को राहत मिलने की उम्मीद है, जो जेईई एडवांस में सफल होने के बावजूद बोर्ड परीक्षा के अंकों को लेकर असमंजस की स्थिति में थे।

मौजूदा नियमों के अनुसार, आइआइटी में प्रवेश के लिए सामान्य वर्ग के छात्रों के लिए 12वीं में 75 प्रतिशत अंक व एससी-एसटी और दिव्यांग (पीडब्ल्यूडी) श्रेणी के छात्रों के लिए 65 प्रतिशत अंक होना अनिवार्य है।

हाल के दिनों में सीबीएसई के मूल्यांकन को लेकर बड़ी संख्या में छात्रों ने आपत्तियां दर्ज कराई थीं और पुनर्मूल्यांकन के बाद अंकों में बदलाव की संभावना जताई थी। इसी पृष्ठभूमि में आइआइटी रुड़की ने यह विशेष व्यवस्था की है।

आइआइटी रुड़की के अनुसार, पात्रता से कम अंक पाने वाले छात्र भी जोसा (जेओएसएए-ज्वाइंट सीट अलोकेशन अथारिटी) काउंसलिंग प्रक्रिया में भाग ले सकेंगे। उन्हें जेईई एडवांस रैंक के आधार पर सीट आवंटित की जाएगी। इन छात्रों को 15 जुलाई तक अपनी संशोधित अंकतालिका ई-मेल (orgjee@iitr.ac.in) से उपलब्ध करानी होगी। संशोधित परिणाम में वे निर्धारित पात्रता अंक हासिल कर लेते हैं, तो चौथे राउंड के अंत में उनकी रैंक के अनुसार पहले से आवंटित सीट की पुष्टि कर दी जाएगी और उन्हें प्रवेश दे दिया जाएगा।

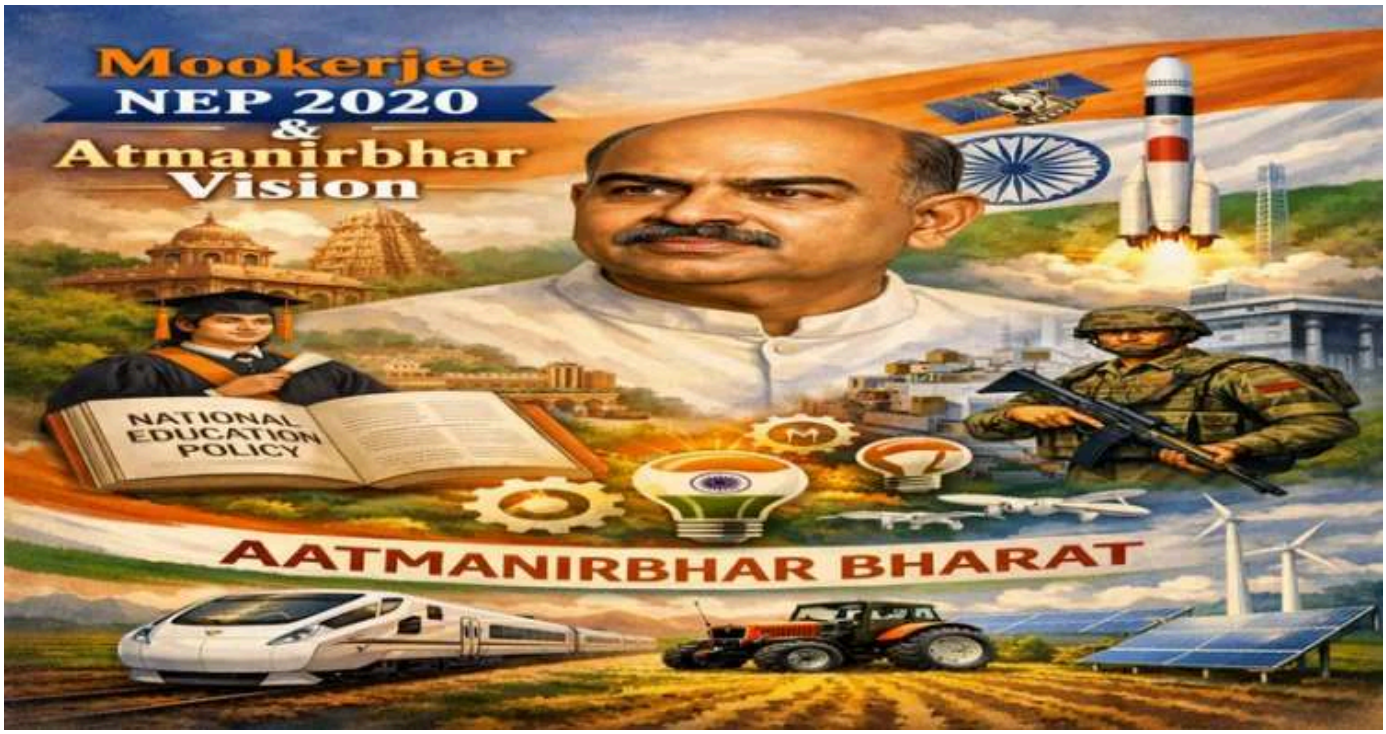
संबंधित >> पेज 4

Dr Syama Prasad Mookerjee's resonance with NEP 2020 and Atmanirbhar Bharat

Long before concepts such as the National Education Policy (NEP) 2020 and Atmanirbhar Bharat entered the national discourse, Dr Syama Prasad Mookerjee had articulated a vision that linked educational reform, scientific advancement and industrial self-reliance as the pillars of nation-building

Dr Pallab Banerji — Jul 6, 2026, 08:30 am IST in **Bharat**, **Opinion**, **RSS News**, **Education**

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Dr Syama Prasad Mookerjee's enduring legacy in education and Atmanirbhar Bharat (This image is generated by AI)

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Nearly a century separates Dr Syama Prasad Mookerjee's tenure as an educationist and industrial statesman from India's contemporary policy landscape. Yet two of the country's most significant modern initiatives — the National Education Policy (NEP) 2020 and the Atmanirbhar Bharat movement — echo convictions he articulated and acted upon decades before either was named. This is not a matter of coincidental phrasing. Mookerjee's work as Vice-Chancellor of Calcutta University, and later as independent India's first Minister for Industry and Supply, left behind a coherent philosophy: that a nation's education and its industrial capacity must both be self-reliant, rooted in its own languages and traditions, yet oriented toward the highest global standards. Examining his specific initiatives makes that resonance concrete rather than rhetorical.

Mother Tongue and Multilingual Education

Mookerjee's own academic choices reveal an early and deliberate commitment to Indian languages in higher learning. In 1923, he chose to pursue his Master's degree in Bengali rather than English, and topped the University in doing so — a decision that reflected his father Sir Ashutosh Mookerjee's conviction that Indian languages deserved their rightful place in serious scholarship, not merely in everyday life. As Vice-Chancellor, he carried this belief into policy. In 1937, he invited Rabindranath Tagore to address the Convocation of Calcutta University in Bangla — the first time in British India that a university convocation had been addressed in an Indian language.

Read More: Karnataka Liquor License Scam: Minister Satish Jarkiholi under Lokayukta scanner as kin issued 30 license to relatives

NEP 2020 formalises precisely this principle. It mandates, wherever possible, instruction in the mother tongue or regional language through the foundational years of schooling, and treats multilingualism not as an obstacle to academic rigour but as a cognitive and cultural asset to be cultivated. Its insistence that Indian languages be strengthened in research and higher education, rather than treated as vernacular afterthoughts, gives institutional form to a belief Mookerjee lived out personally nearly a century earlier — that the mother tongue and academic excellence were never in conflict. NEP 2020's three-language formula, which allows states and institutions flexibility while insisting that no child be taught in a language they do not understand, echoes this same spirit of linguistic confidence rather than linguistic imposition.

Multidisciplinary Learning and Industry-Academia Linkage

A second thread concerns the structure of knowledge itself. As Vice-Chancellor, Mookerjee consolidated the biological sciences — Zoology, Botany, Anthropology, Experimental Psychology and Physiology — onto a single campus, anticipating what would later be called interdisciplinary research. He expanded Applied Chemistry, increased intake in Applied Physics, and introduced Communication Engineering into the Applied Physics curriculum, a decision that eventually grew into the well-known Institute of Radio Physics and Electronics. Underlying these moves was a conviction he stated explicitly: that scientific excellence could be achieved only through close interaction among universities, research institutions, industry, and government.

NEP 2020 makes this same conviction a structural premise. It dissolves rigid boundaries between disciplines in favour of multidisciplinary institutions, mandates vocational education and internships from an early stage, and calls for stronger, more systematic linkages between higher education and industry. Institutions such as IIEST Shibpur, with their engineering pedigree and growing emphasis on industry-linked projects, embody a model Mookerjee first sketched in the lecture halls of Calcutta University nearly a century ago. NEP 2020's push for skilling and apprenticeship-integrated degrees, and its emphasis on lifelong learning outside conventional degree structures, extends this same logic: that technical capability must be distributed widely across society, not concentrated narrowly within an elite few institutions.

This impulse toward coordinated national research architecture is visible elsewhere too. On January 7, 1935, under Mookerjee's leadership, the inaugural meeting was held in the Senate Hall of Calcutta University that led to the founding of the National Institute of Sciences of India — later renamed the Indian National Science Academy (INSA). The underlying insight — that research flourishes not through isolated individual effort but through deliberate national architecture — finds its contemporary descendant in NEP 2020's proposal for a National Research Foundation, intended to fund, mentor, and coordinate research across disciplines and institutions nationwide.

From Industrial Policy 1948 to Atmanirbhar Bharat

The second, and perhaps more direct, line of continuity runs from Mookerjee's industrial vision to India's contemporary pursuit of self-reliance under Atmanirbhar Bharat. As independent India's first Minister for Industry and Supply from 1947 to 1950, Mookerjee shaped the Industrial Policy Resolution of 1948 — India's first industrial policy after Independence. Its guiding principle was that heavy industry and small, cottage, and village industry must grow together rather than in competition, generating employment while building strategic national capacity.

Under his stewardship, India advanced several landmark projects: the Chittaranjan Locomotive Works, the Hindustan Aircraft Factory (known today as Hindustan Aeronautics Limited), the Sindri Fertilizer Factory, and the Damodar Valley Corporation. Each of these was, in its own way, an assertion that India need not depend on others for the tools of its own progress.

ic manufacturing capacity in strategic sectors, strengthening MSMEs, promoting "Vocal for Local," and reducing dependence on imports in critical areas such as defence production, electronics, and pharmaceuticals. The specific vocabulary has changed across seven decades; the underlying strategic logic — that national strength requires self-sufficiency in the tools of production — has not.

Mookerjee's commitment to India's traditional and rural economy was equally deliberate, and equally structural. The All India Handicrafts Board, the All India Handloom Board, and the Khadi and Village Industries Board were all established during his tenure, to protect artisans and rural livelihoods even as the country industrialised around them. This balanced model finds its modern equivalent in the coexistence of large-scale manufacturing missions — such as the Production Linked Incentive (PLI) schemes — with continued government support for MSMEs and traditional artisans through schemes for handloom, khadi, and handicrafts. The institutional lineage here is not merely thematic but direct: the very boards that anchor these sectors today trace their origin to Mookerjee's own tenure as Minister.

A Shared Underlying Philosophy

As India looks toward the vision of Viksit Bharat @2047 — a developed nation by the centenary of its independence — it is worth recognising that the underlying philosophy driving both NEP 2020 and Atmanirbhar Bharat is not new. Successive government communications, including Prime Minister Narendra Modi's own tribute to Mookerjee in the 45th episode of Mann Ki Baat in 2018, have explicitly drawn this line of continuity, crediting him with laying the foundation of India's industrial development and envisioning the simultaneous growth of heavy industry alongside MSMEs, handloom, and cottage industries.

What Mookerjee argued and built between the 1930s and the early 1950s was, in substance, a single unified claim: that political freedom is incomplete without technological capability, industrial self-reliance, and scientific excellence — and that all three must be rooted in India's own languages, institutions, and traditions rather than imported wholesale. NEP 2020 and Atmanirbhar Bharat are, in this sense, not new philosophies but the contemporary instruments of a conviction Mookerjee held and acted upon nearly a century before either policy carried a name. That two of India's most consequential twenty-first-century policies should so closely track the priorities of a man who died in 1953 is not an accident of framing; it is evidence of how far ahead of his moment his diagnosis of India's needs truly was.

Topics: Atmanirbhar Bharat NEP 2020 Birth Anniversary of Shyama Prasad Mookerjee

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India's government schools are losing parents. Can states win them back?

Karnataka's bilingual classrooms are the latest sign of a bigger shift. Across India, state governments are redesigning public schools to compete with private schools for parents. The reforms are real. Whether they are working is still an open question.

Abhay Anand ETEducation
Updated On Jul 6, 2026 at 03:30 PM IST



Parents aspirations are reshaping government school reforms across India, with states introducing new measures to stem the shift towards private schools.

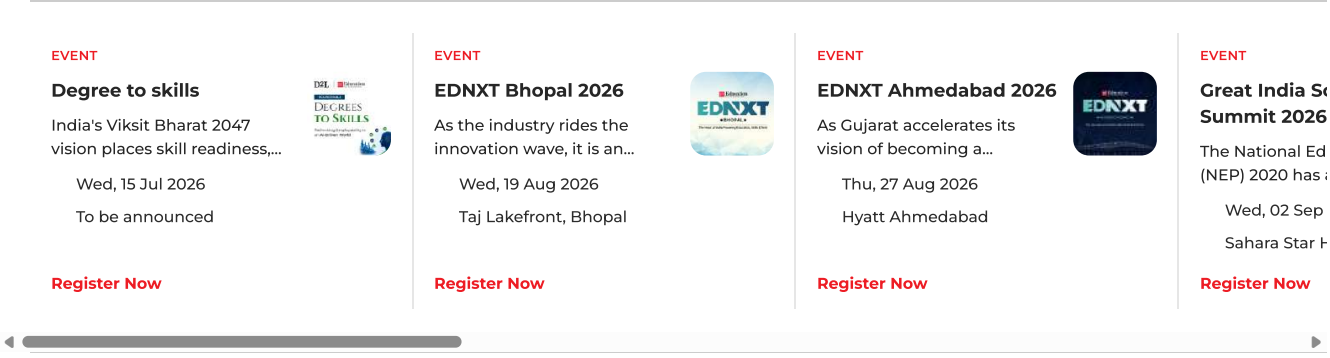
Since June 1, government primary schools in Dakshina Kannada have been running Kannada-English bilingual sections for Classes 1 to 5, extended this year to all 896 government primary schools in the district. Over 1,540 teachers completed dedicated training between March and April, and bilingual textbooks for Mathematics and Environmental Studies were distributed ahead of the academic year.

Advt



Read on its own, this looks like the latest round in India's language debate. Read against the state's own numbers, it looks like something else: an attempt to change where parents choose to send their children.

Karnataka's Education Minister, Madhu Bangarappa, told the state Legislative Assembly in December that government school enrolment has fallen by roughly 17 lakh students over the past 15 years. He cited parental preference for English medium, growing interest in CBSE and ICSE over the state syllabus, unchecked private-school expansion, and internal migration, as families move toward cities. That last reason matters: some of the enrolment loss is families relocating, not rejecting the school down the road. In response, Karnataka has launched a statewide enrolment campaign (November 2025–June 2026), is expanding the Karnataka Public School (KPS) model, and has rolled out bilingual instruction well beyond Dakshina Kannada.



Karnataka isn't alone. Andhra Pradesh, Telangana and Delhi are running their own versions of the same bet at the state level; the Centre's PM SHRI scheme is a similar wager nationally. The three state programmes are worth a closer look, later in this story.

The data says why this matters

India has roughly 14.72 lakh schools, employing over 98 lakh teachers and enrolling close to 24.8 crore students, per the Ministry of Education's UDISE+ 2023-24 report. Within that total, the government network is shrinking while private unaided schools hold their ground.

Advt



Metric	2020-21	2024-25 / Latest
Government schools (national)	10.32 lakh	10.13 lakh (down ~18,700)
Private unaided schools (national)	3.41 lakh	3.40 lakh
Govt. schools with fewer than 10 students	n/a	65,000+ (2024-25)
Govt. schools with zero enrolment	n/a	5,149 (up 24% in two years)
Private unaided share of national enrolment	n/a	34.4% (2023-24)
Government school enrolment, single-year change	n/a	down ~5.9 lakh in 2024-25 alone (~4.6%)
Private-unaided enrolment, single-year change	n/a	up ~5.8 lakh in 2024-25

Sources: Rajya Sabha reply to CPI(M) MP John Brittas; Lok Sabha reply to MPs Karti Chidambaram and Amrinder Singh Raja Warring; Ministry of Education, UDISE+ 2024-25.

Responding in the Rajya Sabha, Minister of State for Education Jayant Chaudhary noted that school opening, closure and rationalisation fall under states' jurisdiction, since education is a Concurrent List subject. Separately, over 70% of India's zero-enrolment government schools are concentrated in Telangana and West Bengal, and the government sector lost close to 77,000 schools between 2017-18 and 2023-24 through closures and mergers.

None of this data says why parents are leaving. Some of it isn't parents leaving at all: UDISE+ analysts have flagged India's declining fertility rate, now near replacement level, as a separate driver of falling school-age enrolment. A shrinking pool of children thins both sectors; it doesn't explain why the private sector is thinning more slowly. Untangling how much of the decline is demographic versus competitive would need sector-wise enrolment trends that UDISE+ doesn't cleanly provide at the state level. That's a limitation of this story, not a settled answer.

Telangana appears twice here: as a state actively expanding English-medium instruction and teacher training, and, per the zero-enrolment figure above, as one of the two states carrying most of it. Both are true at once. It may mean the reform is too recent to show up, or that it hasn't reached the schools actually emptying out. This piece flags that rather than resolving it.

What the aggregate data can't answer is why an individual parent picks one school over another. That has to come from parents themselves.

The aspiration gap

For years, the default government response was infrastructure: classrooms, functional toilets, drinking water, computer labs. Karnataka alone has committed ₹838.75 crore under Samagra Shikshana Karnataka for classroom upgrades and furniture, and set up computer labs in over 5,400 primary and high schools in 2024-25.

Parents notice the difference, but say it isn't the deciding factor anymore. ET Education spoke to parents across six cities in three states for this story; their names have been changed to protect their privacy, and their locations retained.

"Government schools have improved significantly in terms of infrastructure. The classrooms and facilities are much better than before. Our concern is whether the quality of teaching, especially English, can match what private schools provide, " said Ramesh Gowda, a parent from Mysuru.

Another parent, Anita Shetty, Mangaluru says: "We always believed a private school would give our son more opportunities because of the environment and stronger English exposure. But if a government school can genuinely

offer good English teaching along with quality education, we'd definitely consider it. The money we save on fees could be invested in his higher education.

Parents are increasingly asking a different set of questions: Can my child speak confidently in English? Will the school prepare them for college? Will their classmates push them academically? Are teachers reliably present? A renovated building doesn't answer any of that.

Why Karnataka chose bilingual

Karnataka's bilingual push is best read as an attempt to close that gap without abandoning the state's other commitment: to Kannada. Bilingual pre-primary sections were introduced gradually from 2018 onward and now run in 6,675 government schools; bilingual instruction for Classes 1 to 5 has scaled to 9,522 schools statewide. A parallel initiative is introducing Urdu-English bilingual sections across 15 districts this academic year.

"We speak Kannada at home and want our daughter to stay rooted in our language and culture. But we also know that English is essential for college and employment. If government schools can help children become confident in both languages, that's the best option," said Shilpa Kulkarni, parent, Anekal, Bengaluru Rural.

Alongside this, Karnataka has built 309 Karnataka Public Schools (pre-primary through pre-university on one campus), with 900 more slated for upgrade this year. The state has been explicit in Assembly proceedings that these reforms respond directly to the enrolment numbers.

Anubha Shrivastava Sahai, Supreme Court advocate and president of the India Wide Parents Association, is blunt about the gap between policy and practice: "Laws are in place for providing quality education, but implementation is not happening," she says. Her suggestion is specific: states could tie up with Kendriya Vidyalayas and IITs to raise quality, but that alone won't be enough. "Monitoring of teachers is a must, then only it will help, else it will be just an eyewash." She also wants parents built into implementation as stakeholders, not informed after the fact.

Other States, a Closer Look

State/Centre	Reform	What's established	What isn't
Andhra Pradesh	Nadu-Nedu	Best-documented of the three; enrolment rose by roughly 7 lakh between 2018-19 and 2021-22	Figure predates the 2024 government change. A June 2026 opposition-commissioned governance audit alleges enrolment has since declined and Nadu-Nedu has been discontinued (an unverified, partisan claim, not independent data)
Telangana	English-medium expansion, teacher training	Real and ongoing	Sits next to the state's own concentration of zero-enrolment schools, noted above
Delhi	Schools of Excellence	Narrower model, concentrated investment in fewer schools	Structurally different, harder to compare on the same enrolment metrics

PM SHRI, the Centre's equivalent scheme, sits outside the scope of this comparison.

"A few years ago, we would never have considered a government school. Today, the infrastructure has improved noticeably. If bilingual education is implemented well and teachers are adequately trained, many middle-income families will think differently, " Suresh Reddy, a parent from Hyderabad, told ETEducation.

"English isn't about prestige for us; it's about giving our daughter more choices in the future. At the same time, we don't want her to lose Telugu. A school that can teach both effectively is what most parents are looking for," says Lakshmi Devi, parent, Vijayawada.

None of that invalidates the shared underlying goal: making a government school one parents choose rather than settle for. It does mean the goal is currently better documented as an intention than as a result. It's also worth noting these parent voices are drawn from Karnataka, Telangana and Andhra Pradesh. Nobody was interviewed in Delhi or a PM SHRI state, so the reporting speaks to the bilingual/English-medium strand of this story, not the full comparative picture.

Will it work?

The honest answer, on the evidence gathered here, is that it's too early to say. Karnataka's own numbers show enrolment still falling through the years these reforms have rolled out: for the 2025-26 academic year, private schools recorded 1.68 lakh more Class 1 enrolments than government schools statewide, even as the bilingual rollout was underway. The national numbers show the same direction: government enrolment fell roughly 4.6% in 2024-25 alone, while private-unaided schools gained. No state in this piece has produced current, independently verifiable evidence that bilingual education, English-medium instruction, or infrastructure upgrades have reversed the flow of students out of government schools. That doesn't mean the reforms are failing; the evidence simply isn't sufficient to conclude success or failure either way.

A government primary school teacher in coastal Karnataka, who requested anonymity because they were not authorised to speak to the media, said parents' expectations have changed significantly over the past few years. "Earlier, parents mostly asked about classrooms, toilets or whether midday meals were running smoothly. Now the first question is usually whether their children will learn English well. Infrastructure has improved in many government schools, but parents also want confidence that teaching standards match what they believe private schools offer," the teacher said.

While a parent from Warangal, Rahul Naik stated that private schools still enjoy a stronger reputation because parents feel the peer group is more competitive and discipline is better. Government schools have reduced the infrastructure gap, but they now need to build the same level of trust in learning outcomes.

That trust gap is exactly what the reporting keeps surfacing. Karnataka, like most states, still has unfilled teacher vacancies, and many rural schools run multi-grade classrooms where one teacher handles several grades at once. A five-day training programme, however well-run, is a starting point, not a substitute for sustained coaching. Absent that follow-through, bilingual education risks becoming a credible-looking announcement without a credible-feeling classroom.

The affordability angle several parents raised, weighing fees against a government school's improving offer, is the frame Sahai starts from too. "It's the responsibility of every state to provide quality and affordable education to all," she says, pointing to Kendriya Vidyalayas and Navodaya Vidyalayas as proof it can be done. "But as far as state boards are concerned, we don't have good quality of education in state board schools." That's the crux of the calculation Anita Shetty and Suresh Reddy are both making, several sections back: whether a state-board government school can close the gap before it's worth paying private fees to avoid it. If a state falls short, Sahai's answer on recourse is direct: parents can approach the state education department or the child rights commission. Very few know that channel exists, which is its own kind of gap between what states are building and what they're communicating.

Conclusion

For decades, government schools competed with private schools mainly on price. That competition has shifted. Karnataka's bilingual classrooms aren't really about Kannada versus English; they're one state's answer to a harder question several states are now asking in parallel: can the government convince a parent who can afford to leave that staying is still the better bet?

Government schools once competed on affordability; today they compete on aspiration. Buildings can be improved. Winning back parents may be the hardest reform of all.

अमर उजाला , 7 जुलाई 2026 , पेज नं - 10

हर स्कूल में विद्यार्थियों के लिए सुरक्षा का नया कवच

दिल्ली के सभी 5633 स्कूलों में बनेगी चाइल्ड प्रोटेक्शन कमेटी, महीनेभर में करनी होगी पूरी व्यवस्था, एलजी और सीएम ने की समीक्षा

अमर उजाला ब्यूरो

नई दिल्ली। राजधानी के सभी 5633 सरकारी, सहायता प्राप्त, एमसीडी, एनडीएमसी, दिल्ली कैंट और निजी स्कूलों में इस महीने के अंत तक चाइल्ड प्रोटेक्शन कमेटी का गठन अनिवार्य होगा।

उपराज्यपाल तरनजीत सिंह संधू और मुख्यमंत्री रेखा गुप्ता ने सोमवार को लोकनिवास में बाल सुरक्षा माह (चाइल्ड प्रोटेक्शन मंथ) की प्रगति की समीक्षा करते हुए अधिकारियों को समयबद्ध तरीके से सभी सुरक्षा उपाय लागू करने के निर्देश दिए।

उपराज्यपाल की अध्यक्षता में 17 जून को आयोजित समीक्षा बैठक में जुलाई को बाल संरक्षण माह के रूप में मनाने का निर्णय लिया गया था। उसी के अनुरूप शिक्षा विभाग, दिल्ली पुलिस और महिला एवं बाल विकास विभाग विभिन्न कार्यक्रम आयोजित कर रहे हैं। बैठक में एलजी ने स्पष्ट किया कि बच्चों की सुरक्षा से जुड़े अभियान जुलाई तक सीमित नहीं रहेंगे। सभी संस्थानों में इन्हें स्थायी व्यवस्था के रूप में लागू किया जाएगा। फिलहाल दिल्ली सरकार के सभी स्कूलों में पॉक्सो कानून के तहत चाइल्ड प्रोटेक्शन कमेटियां गठित हो चुकी हैं। इस पर एलजी और सीएम ने निर्देश दिया कि राजधानी के सभी 5633 स्कूलों में इसी महीने के भीतर ऐसी समितियों का गठन सुनिश्चित किया जाए। ये समितियां बच्चों की सुरक्षा, शिकायतों की निगरानी और कानून के पालन की जिम्मेदारी निभाएंगी।



बैठक करते उपराज्यपाल और मुख्यमंत्री। अमर उजाला

पॉक्सो मामलों में पुलिस की जवाबदेही बढ़ेगी

बैठक में दिल्ली पुलिस को निर्देश दिया गया कि पॉक्सो अधिनियम के तहत दर्ज हर मामले में तत्काल और प्रभावी कार्रवाई सुनिश्चित की जाए। सभी संबंधित विभागों के बीच बेहतर समन्वय के साथ मामलों की जांच और कार्रवाई की निगरानी होगी। प्रत्येक जिले में अतिरिक्त डीसीपी स्तर के अधिकारी को नोडल अधिकारी बनाया गया है, जो इस पूरी व्यवस्था की निगरानी करेंगे।

बैठक में सभी स्कूलों में स्टूडेंट सेफ्टी चेकलिस्ट लागू करने, पॉक्सो मामलों से निपटने के लिए मानक संचालन प्रक्रिया (एसओपी) लागू करने और शिक्षकों व मास्टर ट्रेनरों का प्रशिक्षण पूरा करने के निर्देश दिए गए। इसके साथ ही अभिभावकों, शिक्षा विभाग, महिला एवं बाल विकास विभाग, दिल्ली पुलिस और स्कूल प्रमुखों की संयुक्त निरीक्षण टीमें गठित कर सभी स्कूलों का सुरक्षा ऑडिट कराया जाएगा।

The Pioneer, 7 July 2026, Page no-03

Child Protection Committees to be set up in all 5,633 schools by July-end

PIONEER NEWS SERVICE
New Delhi



Child Protection Committees will be constituted in all 5,633 schools across Delhi by the end of July, Lieutenant Governor Taranjit Singh Sandhu and Chief Minister Rekha Gupta directed at a high-level review meeting at Raj Niwas on Monday.

In the meeting, they assessed the implementation of initiatives being carried out as part of the ongoing Child Protection Month and directed that measures adopted this month must become permanent features of all institutions rather than a one-time campaign.

The meeting was attended by the Chief Secretary, Commissioner of Police, Secretary of Education, Secretary of Women and Child Development, directors of both departments, the DCP SPUWAC, and senior officials across departments.

The context for Child Protection Month is a review meeting chaired by the LG on June 17, 2026, where it was decided to designate July as Child Protection Month. Since then, the Education Department, Delhi Police, and the Department of Women and Child Development have been running parallel initiatives across the city.

The Education Department informed the meeting that a comprehensive student safety checklist, in line with the guidelines of the National Commission for Protection of Child Rights, the Delhi Commission for Protection of Child Rights, and the POCSO Act, is being implemented across all 5,633 schools in Delhi.

These cover 1,077 Delhi Government schools, 198 Government-aided schools, 2,612 MCD, NDMC, and Delhi Cantonment Board schools, and 1,746 private schools. Teachers, school staff, and master trainers are being trained under POCSO Act provisions. Around 1,000 Educational and Vocational Guidance Counsellors are currently conducting awareness sessions for students on safe and unsafe touch, gender sensitisation, and personal boundaries. Self-defence training is also being provided. Special arrangements are being made for children with special needs.

Child Protection Committees have already been constituted in all Delhi Government schools. The direction issued on Monday extends this requirement to all 5,633 schools, including private, aided, and municipal schools, by the end of July.

Delhi Police told the meeting that special initiatives are underway for school children, missing children, children in parks and sports complexes, homeless children, children in JJ clusters, those at Bal Bhawan, and children living in orphanages and Child Care Institutions. An Additional DCP has been designated as the nodal officer for child safety in every district, reporting to the DCP SPUWAC. Schools are conducting awareness programmes covering the POCSO Act, school safety guidelines, cyber safety, bullying, and drug abuse.

The Department of Women and Child Development presented a large-scale POCSO awareness campaign plan covering Anganwadi-cum-Palna Centres and all Child Care Institutions. Awareness will be targeted at children, their parents, and the wider community through videos, mobile awareness vans, and printed material.

The LG and CM directed that joint inspection teams comprising parent representatives, Education Department officials, Women and Child Development representatives, Delhi Police, and school heads be constituted to inspect all schools.

Delhi Police was directed to ensure prompt and coordinated action in every POCSO case registered. The meeting also directed that first-time juvenile offenders receive counselling and rehabilitation support for reintegration into society.

Hindustan times, 7 July 2026,
Page no - 1

New NCERT text hails judiciary, removes corruption reference

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: A little over four months after the Supreme Court ordered the withdrawal of NCERT's controversial Class 8 Social Science textbook for its contentious remarks on the judiciary, the organisation released a revised edition that substantially rewrites the chapter on the judiciary, removing discussions on "corruption in the judiciary", judicial backlog and some landmark Supreme Court rulings.

The new chapter also dwells on the Supreme Court's constitutional role, Public Interest Litigation (PIL), tribunals and alternative dispute resolution.

The opening "Big Questions" section, with questions at the start of the chapter to help students think critically, has also seen a change. Instead of asking students why an independent judiciary is necessary, as the withdrawn textbook did, the revised chapter asks why justice is important for a "just and harmonious society".

The chapter no longer includes a section on "Challenges Faced by the Judicial System"; in the previous edition, this went on to discuss the "massive backlog" of cases due to reasons including the "lack of an adequate number of judges, complicated legal procedures, and poor infrastructure."

The controversial section on "Corruption in the judiciary", which quoted former Chief Justice of India BR Gavai, as saying that there had been instances of "corruption and misconduct" within the judiciary, has also been removed. →P8

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National Academic Depository (NAD)

Posted On: 07 JUL 2026 19:17 PM

Advancing Digital Governance in Education

Current Landscape of Academic Record Management

India has one of the world's largest and most diverse education systems. It comprises approximately 14.71 lakh schools (as of 2024-25), 1420 universities, 53,583 colleges, 16,795 standalone educational institutions and 280 Research & Development institutes. Together, these institutions generate millions of academic records every year, including degrees, diplomas, certificates, mark sheets, and evaluation reports.

Managing such a vast volume of paper-based academic records is time-consuming, costly, and inefficient. Physical documents are vulnerable to loss, damage, and forgery, while manual verification processes create delays for students, educational institutions, employers, and other stakeholders.

The **National Education Policy (NEP) 2020** envisions a more flexible, learner-centric, and multidisciplinary education system. Through initiatives such as **Multiple Entry-Multiple Exit (MEME), the National Credit Framework (NCrF), and** the **Academic Bank of Credits (ABC,)** NEP 2020 enables flexible learning pathways and lifelong education. As students increasingly accumulate learning outcomes across multiple institutions and stages of education, the need for a secure, interoperable, and easily accessible academic records system has become critical.

To support these reforms, the Government introduced the **National Academic Depository (NAD)**—a nationwide framework for the digital storage, verification, and authentication and issuance of academic awards. By maintaining academic records in a secure digital repository, NAD enables students to access their credentials anytime, anywhere, without the need to obtain physical copies from issuing institutions. It also simplifies verification for employers, educational institutions, and other organisations while significantly reducing the risk of fraud through authenticated digital records.

Since 2020, the NAD ecosystem has been implemented through **DigiLocker**. **Digilocker** launched on 1st July 2015 under the **Digital India** programme, DigiLocker serves as the operational digital platform for issuing and accessing academic credentials, within which NAD operates. There is a third component in this ecosystem - the **Automated Permanent Academic Account Registry (APAAR) and the Academic Bank of Credits (ABC)**, that manage the credit scores of students and facilitates academic mobility. Together the three components create a unified ecosystem for secure academic record management. NAD is also integrated with the Government's **e-Sanad** service, enabling electronic verification, attestation, and apostille of educational and other official documents. This integration simplifies document authentication for Indian nationals seeking higher education, employment, or other opportunities abroad.

NAD registers Central, State, Private, deemed-to-be Universities, CBSE and other school boards, Institutions of National Importance and other higher education institutions. Its stakeholders include students and other academic award holders, Academic Institutions/Boards/Eligibility assessment bodies, Verifying Entities like banks, domestic & overseas employer companies, Government entities etc.



Governance Structure of NAD

The Ministry of Education is the parent ministry responsible for the NAD. It has designated the **University Grants Commission (UGC)** as the nodal agency for implementing the NAD through **DigiLocker**. The system works through a coordinated governance framework supported by a robust legal and regulatory structure. Educational institutions issue verified digital academic records, which can be securely accessed and shared by students, and other organisations can verify them quickly and reliably. All digital credentials are legally valid and hold the same legal status as physical documents under the **Information Technology Act, 2000**.

Legal and Regulatory Framework

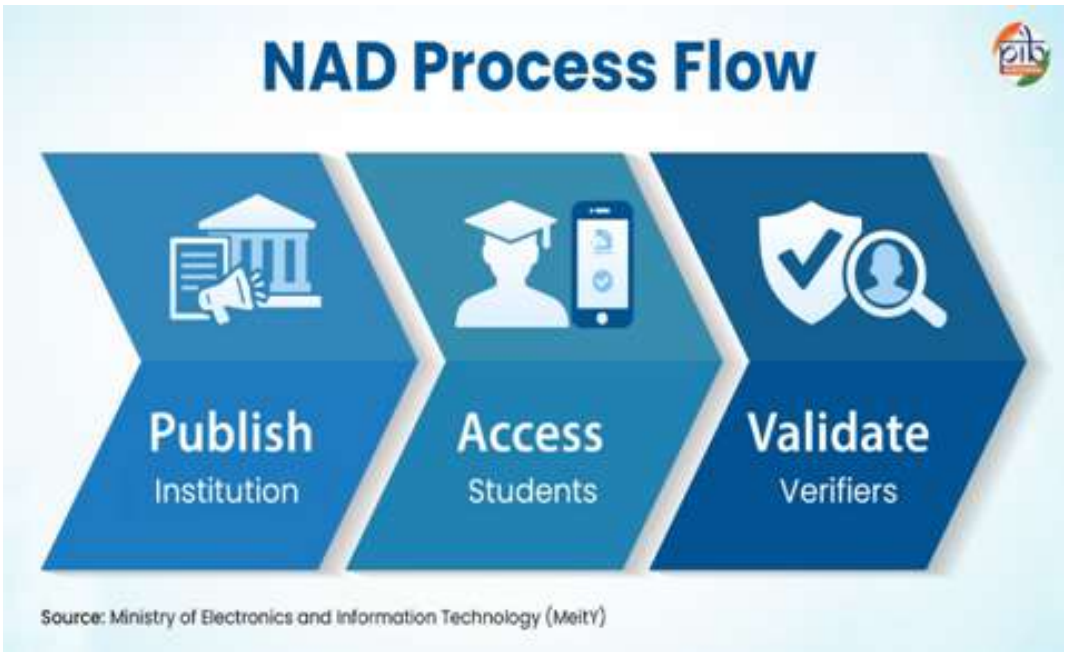
The system operates under a strong legal foundation, including:

- Information Technology Act, 2000 – Gives legal recognition to electronic records and digital signatures.
- Digital Locker Rules, 2016 – Ensures documents are shared only with explicit user consent.
- National e-Authentication Framework (NeAF) – Provides secure identity verification and authentication mechanisms.

National Academic Depository (NAD): Process Flow

The functioning of NAD follows a structured digital workflow:

- **Academic Award Creation**: Educational institutions (schools, universities, boards, and other authorised bodies) generate academic awards such as degrees, diplomas, certificates, and mark sheets after completion of a course or examination.
- **Digital Upload to Digi Locker/NAD:** The institution securely uploads or issues these verified academic records into the National Academic Depository (NAD) through the DigiLocker platform.
- **Students Access via DigiLocker:** Once issued, the digital academic documents are automatically linked to the student's DigiLocker account, where they can be securely accessed anytime.
- **Consent-Based Sharing:** Students can share their academic records with employers, higher education institutions, or government agencies only after giving explicit consent through DigiLocker.
- **Verification by Authorities:**Authorised organisations can verify the authenticity of documents directly through NAD/DigiLocker, ensuring that the records are genuine and unaltered.
- **Secure and Permanent Storage:** All records remain safely stored in digital form, reducing the need for physical certificates and eliminating risks such as loss, damage, or forgery.

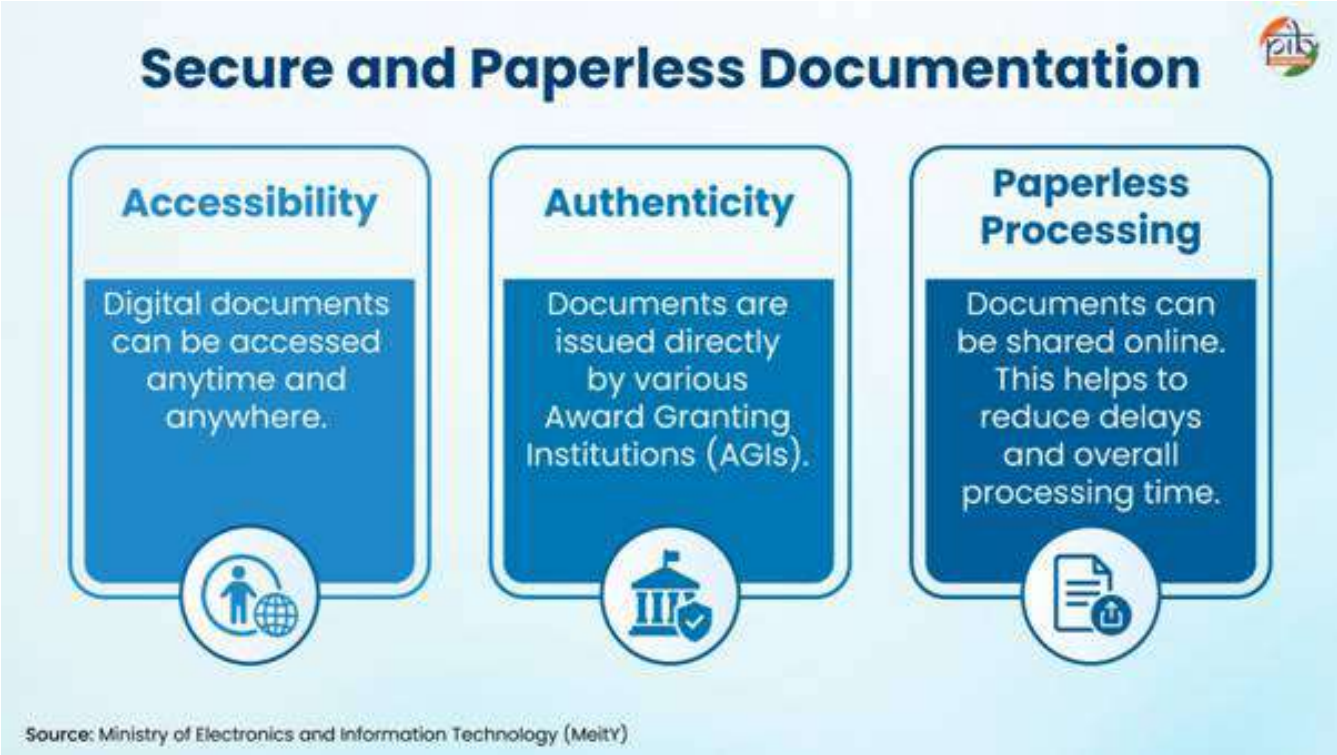


This process ensures a seamless transition from physical documentation to a fully digital academic record ecosystem.

Key Benefits of NAD

The National Academic Depository (NAD) provides a secure, trusted, and paperless framework and enables lifelong access to digital academic credentials, allowing students and academic

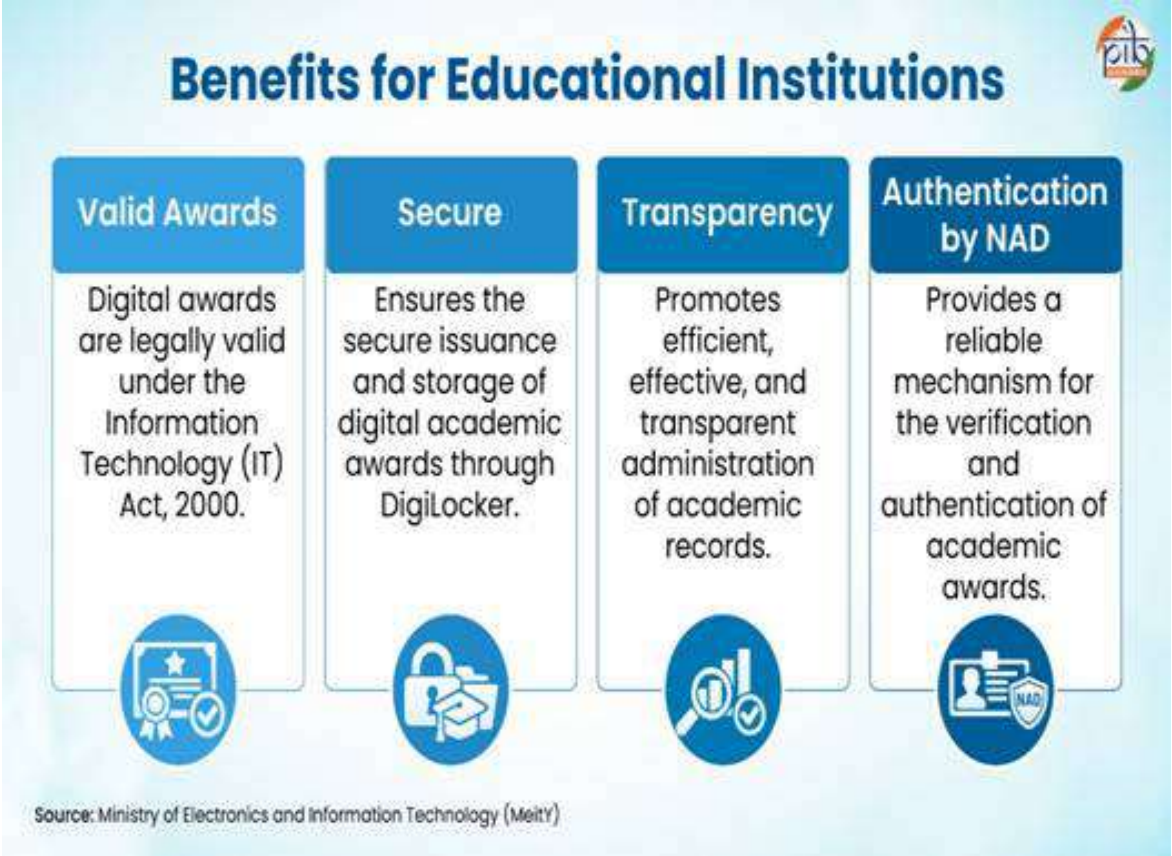
award holders to retrieve and share their records anytime and from anywhere. By facilitating instant verification of authentic credentials, NAD enhances transparency, improves service delivery, reduces the risk of document fraud. It also streamlines admission, recruitment, and other credential verification processes. The framework also aligns India with global best practices in digital academic credential management.



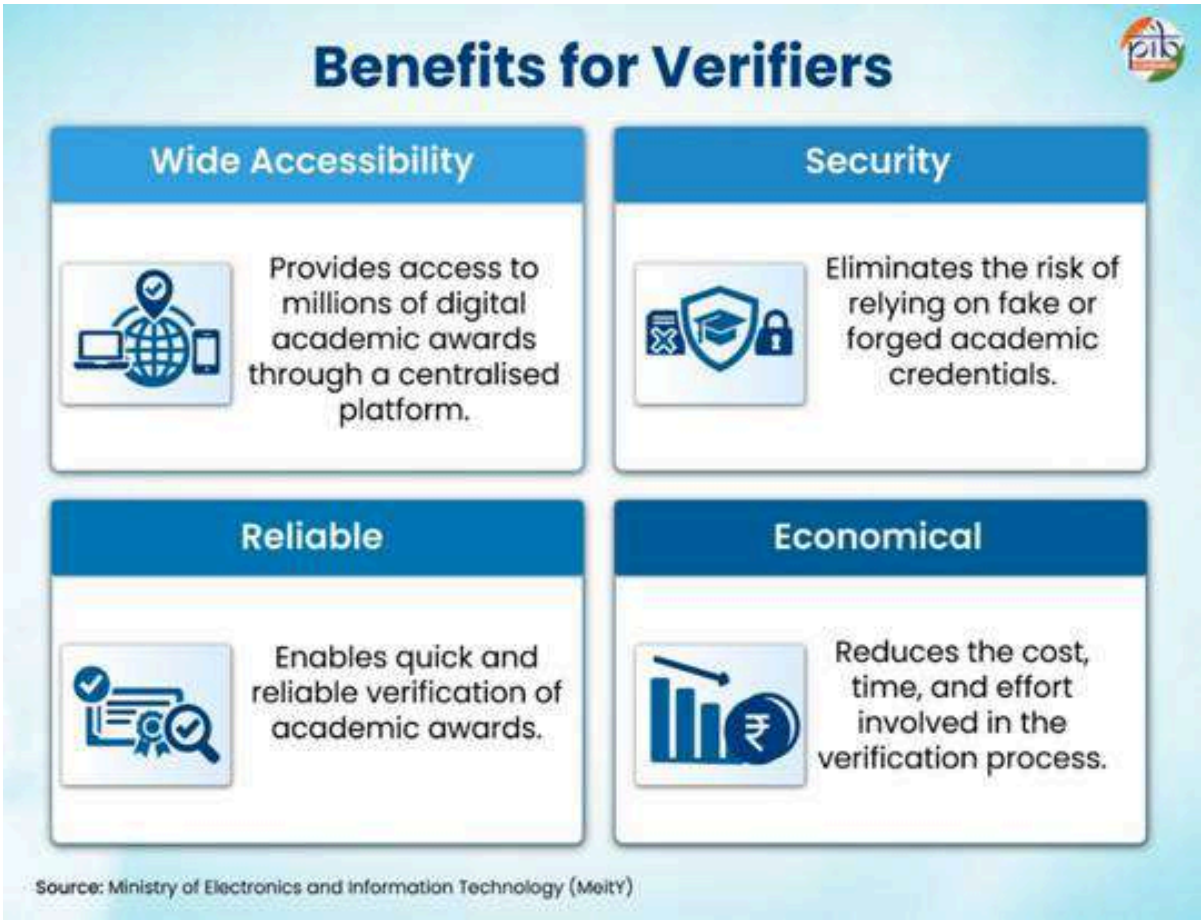
Students and Academic Award Holders: Access, store, retrieve, and securely share their digital academic credentials throughout their lifetime.



Educational Institutions and Assessment Bodies: Universities, school boards, examination authorities, and certification agencies issue authentic digital academic records and awards through the NAD framework.



Verifying Entities: Employers, school and higher education institutions, government departments, banks, licensing authorities, can instantly verify the authenticity of academic credentials, reducing verification time and administrative burden.



NAD in India’s Digital Future

The National Academic Depository is a cornerstone of India's digital governance framework for education, enabling the secure, standardised, and interoperable management of academic records. By facilitating consent-based access and real-time verification of credentials, it enhances efficiency, transparency, and trust while reducing reliance on physical documents. As an integral part of the DigiLocker ecosystem, NAD advances India's vision of a secure, citizen-centric, and digitally empowered education system.

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NCERT releases revised Class 8 textbook months after row over ‘corruption in judiciary’ chapter

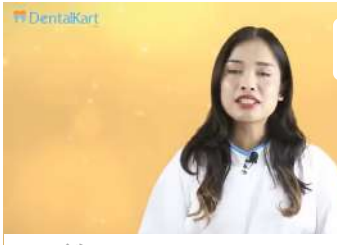
The second volume of the textbook had triggered controversy over a section titled “Corruption in the judiciary”, prompting the SC to take suo motu cognisance.

Updated on: Jul 7, 2026, 07:10:39 IST
By Sanjay Maurya

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A little over four months after the Supreme Court ordered the withdrawal of NCERT’s controversial Class 8 Social Science textbook for its contentious remarks on the judiciary, the organisation released a revised edition that substantially rewrites the chapter on the judiciary, removing discussions on “corruption in the judiciary”, judicial backlog and some landmark Supreme Court rulings.

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The new chapter also dwells on the Supreme Court's constitutional role, Public Interest Litigation (PIL), tribunals and alternative dispute resolution. (Unsplash/Representative)

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The new chapter also dwells on the Supreme Court's constitutional role, Public Interest Litigation (PIL), tribunals and alternative dispute resolution.

The opening "Big Questions" section, with questions at the start of the chapter to help Powered By seen a change. Instead of asking students why an independent judiciary is necessary, as the withdrawn textbook did, the revised chapter asks why justice is important for a "just and harmonious society".

NCERT released the Class 8 Social Science Part 1 textbook in July 2025 and Part 2 on February 23, 2026, weeks before the end of the 2025-26 academic session. The

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prompting the Supreme Court to take suo motu cognisance on February 25. The same day, NCERT apologised for the “inappropriate content” and promised that the chapter would be rewritten. A day later, the court prohibited dissemination of the textbook in both physical and digital formats.

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NCERT did not respond to queries on the revised edition.

Several sections from the withdrawn textbook have been dropped in the revised edition.

The chapter no longer includes a section on “Challenges Faced by the Judicial System”; in the previous edition, this went on to discuss the “massive backlog” of cases due to reasons including the “lack of an adequate number of judges, complicated legal procedures, and poor infrastructure.” The controversial section on “Corruption in the judiciary”, which quoted former Chief Justice of India BR Gavai, as saying that there had been instances of “corruption and misconduct” within the judiciary, has also been removed.

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disappeared. The withdrawn textbook had described an independent judiciary as "the best defence of an individual's fundamental rights" and explained that the Constitution protects judges from interference by the legislature and executive.

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Also omitted are classroom discussions based on two recent Supreme Court judgments -- Shreya Singhal vs Union of India, which struck down Section 66A of the Information Technology Act, and Association for Democratic Reforms v. Union of India, which validated the electoral bonds scheme.

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Controversy-hit NCERT Class 8 textbook returns with redesigned cover putting Supreme Court on top

However, the revised textbook introduces a detailed discussion on Public Interest Litigation (PIL) under Articles 32 and 226, describing PIL as "an innovation introduced by the Supreme Court" to address issues of public concern. It cites the release of undertrial prisoners through the Hussainara Khatoon litigation, the environmental cases of MC Mehta, and the Vishaka judgment on workplace sexual harassment.

Also Read: No one from legal fraternity reviewed NCERT chapter on 'corruption in judiciary', say officials

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The revised textbook states in its acknowledgements that it has been published pursuant to the review process undertaken “in compliance with the directions of the Hon’ble Supreme Court of India” in Suo Motu Writ Petition (Civil) No. 1/2026. It adds that Chapter 4, “The Role of the Judiciary in Society”, was “rewritten” by an expert committee constituted by the Union ministry of education pursuant to the directions of the apex court through an order dated March 16.

The Supreme Court is scheduled to hear the matter again on July 14.

The withdrawn textbook listed 51 members as part of its textbook development team. The revised edition lists 48, with the names of Michel Danino, Suparna Diwakar and Alok Prasanna Kumar, the three people who were initially held responsible for the chapter, dropped.

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On March 11, the Supreme Court directed the Centre, states, Union territories and educational institutions to disassociate from the three experts. On May 22, it modified that order after accepting their explanation that textbook preparation was a collective exercise and there was no intention to portray the judiciary negatively.

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All three declined to comment on the revised textbook, saying they had not yet seen the new edition.

Following the controversy, the education ministry constituted an oversight committee headed by former Supreme Court judge Justice Indu Malhotra, with former attorney nvati Nandan Bahuguna Garhwal University v

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National Judicial Academy in the revision of school curricula dealing with the judiciary. Separately, NCERT reconstituted its National Syllabus and Teaching Learning Material Committee to oversee syllabus and textbook development for Classes 3 to 12 and revised its terms of reference to give the council formal authority to approve, publish and distribute textbooks.

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Justice Malhotra and Singh declined comment.

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NCERT has been revising school textbooks in line with the National Education Policy (NEP), 2020 and the National Curriculum Framework for School Education (NCF-SE), 2023. New textbooks for Classes 1 to 9 have been released so far.

The most visible change in the revised edition is its cover.

NCERT director Dinesh Prasad Saklani in the foreword of the book said, “....The text integrates the values we desire our students to develop, is rooted in the Indian cultural context and introduces global perspectives in an age-appropriate manner.”

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NCERT releases revised Class 8 textbook after judiciary content row

NCERT has issued a revised Class 8 Social Science textbook after the judiciary content row. The new chapter removes disputed passages and reflects changes ordered during the court-mandated review.

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India Today Education Desk
UPDATED: Jul 7, 2026 21:59 IST

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Months after facing controversy over alleged defamatory content on the judiciary, the National Council of Educational Research and Training (NCERT) has released a revised Class 8 Social Science textbook, removing the disputed sections and introducing fresh material on judicial processes.

The revised chapter, The Role of the Judiciary in Society, drops references to judicial backlog, corruption in the judiciary and

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The opening "Big Questions" section has also been revised. Instead of asking students why an independent judiciary is necessary, the new edition asks why justice is important for building a "just and harmonious society".

Among the major omissions is the section titled "Challenges Faced by the Judicial System", which had discussed the massive backlog of pending cases and attributed it to a shortage of judges, cumbersome procedures and inadequate infrastructure.

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Also removed is the section on "Corruption in the Judiciary", which had referred to remarks by former Chief Justice of India B.R. Gavai acknowledging instances of corruption and misconduct within the judicial system.

The controversy erupted in February after the Class 8 Social Science textbook included references to corruption in the judiciary. Following the Supreme Court's intervention, both physical and digital copies of the textbook were withdrawn, and NCERT issued a public apology.

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The Supreme Court subsequently imposed a complete ban on the publication, reprinting and digital dissemination of the textbook, observing that it contained "offending" content relating to the judiciary.

According to the acknowledgements in the revised edition, the textbook has been published after a review process undertaken in compliance with the Supreme Court's directions in Suo Motu Writ Petition (Civil) No. 1 of 2026.

The revised textbook also states that Chapter 4 was rewritten by an expert committee constituted by the Union Ministry of Education following the Supreme Court's March 16 order.

The development team has also been revised. While the earlier edition listed 51 members, the latest version names 48. The names of Michel Danino, Suparna Diwakar and Alok Prasanna Kumar, who were earlier held responsible for the chapter, have been removed from the list.

The revised textbook has now been made available for distribution following the court-mandated review.

- Ends

Published By: Rishab Chauhan

Published On: Jul 7, 2026 21:59 IST

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THE TIMES OF INDIA

Two months on, but books missing; class 9 students await NCERT textbooks

Jul 7, 2026, 12.33 AM IST

Indore: More than two months into the new academic session, thousands of Central Board of Secondary Education (CBSE) Class 9 students continue to study without the newly prescribed NCERT textbooks for social science and computer education introduced under the revised curriculum aligned with the National Education Policy (NEP).The delay has left schools, teachers and parents grappling with uncertainty even as periodic tests have already begun in many of the city schools.

With the prescribed books still unavailable, schools have adopted stop-gap arrangements to keep classes on track. Teachers are using notes based on the previous curriculum, worksheets and online reference material to cover the syllabus. But students remain unsure about the exact content they should rely on while preparing for examinations.

A CBSE school principal, Manoj Bajpai, said schools have had to be flexible in their teaching approach. “The NCERT books for Class 9 are not yet available in the market. We are managing Sanskrit by beginning with the basics from lower-grade textbooks. For social science, we are following the new syllabus, the new topics are being taught using reliable online content available on those subjects, while we are covering topics that overlap with the previous books. I believe the books should reach the market within a month,” he said.

Parents say the situation has created unnecessary stress for both students and families. Mansi Solanki, whose son studies in Class 9, said, “The school is doing its best, but children feel insecure because they don’t have the actual textbooks. They keep asking what they should study for tests and we have no clear answer.”

Another parent, Viren Agarwal, said, “We have visited several bookstores over the past few weeks, but everywhere we are told the books have not arrived. It is frustrating because the academic session is already well underway.”

Booksellers also say they are receiving daily enquiries but have no stock to offer. A local book distributor, Rajesh Jain, said, “Parents are coming every day asking for the new Class 9 books, especially social science. We have not received supplies from NCERT yet, nor have we been given a confirmed delivery date.”

The lack of official digital copies has further complicated the situation. The NCERT website still displays a “Coming Soon” message for the revised textbooks, leaving students with limited access to authentic study material.

Meanwhile, NCERT has issued a warning against fake and pirated versions of the new Class 9 social science textbook circulating online. It has urged students, parents and teachers to rely only on official sources for study material.

With schools already conducting assessments, educators and parents hope the revised textbooks reach the market soon so students can complete the remainder of the academic session without further disruption.

The Union Ministry of Education Releases the Report on Unified District Information System for Education Plus (UDISE+) 2025-26 on School Education in India

Posted On: 07 JUL 2026 6:10PM by PIB Delhi

The Union Ministry of Education today released a Report on Unified District Information System for Education Plus (UDISE+) 2025-26 on School Education in India.

The key findings of the report are enumerated below:

Increase in the Number of Teachers

Increase in the number of teachers is a critical step toward improving student-teacher ratios, ensuring quality education, and addressing regional disparities in teacher availability. The numbers are steadily increasing since 2022-23 and during the reporting year (2025-26). There is an increase of 8.3% in the number of teachers during the reporting year as compared to 2022-23. A comparative statement of the number of teachers in the last four years is presented in the following table.

Number of Teachers

Educational Indicator	2022-23	2023-24	2024-25	2025-26
Teachers	94,83,294	98,07,600	1,01,22,420	1,02,73,020

Improved Pupil Teacher Ratio (PTR)

The Pupil-Teacher Ratio (PTR) at the Foundational, Preparatory, Middle, and Secondary levels are now reported at 10, 12, 17, and 21 respectively, recording a significant improvement qua NEP's recommended ratio of 30:1. The improved PTR facilitates more individualized attention and stronger interaction between teachers and students, contributing to enhanced learning experiences and better academic outcomes.

Pupil Teacher Ratio

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Pupil Teacher Ratio (Number)	Foundational	11	10	10	10
	Preparatory	14	13	13	12
	Middle	18	18	17	17
	Secondary	23	21	21	21

Reduced Drop Out Rates

The academic year 2025–26 has seen a notable reduction in dropout rates across preparatory and secondary levels as compared to the last years namely, 2022-23, 2023-24, and 2024-25. At the preparatory level, the dropout rate declined from 2.3% in 2024-25 to 1.8% in 2025-26 and at the secondary level from 8.2% to 7.0%. This downward trend highlights improved student retention and reflects the success of initiatives aimed at keeping children engaged in their education. The consistent decrease across all levels suggests that schools are becoming more supportive and responsive to students' needs. The comparative statement for the last three years is presented as a table below:

Dropout Rate

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Dropout Rate (%)	Preparatory	8.7	3.7	2.3	1.8
	Middle	8.1	5.2	3.5	3.6
	Secondary	13.8	10.9	8.2	7.0

Improved Student Retention Rate

The academic year 2025–26 has shown a positive trend in student retention at the middle and secondary levels. Retention rates increased from 82.8% (2024-25) to 83.7% (2025-26) at the middle level and from 47.2% (2024-25) to 51.9% (2025-26) at the secondary level. A marginal decline was observed at the Foundational and Preparatory levels in 2025–26, following three consecutive years of improvement from 2022–23 to 2024–25. One of the key contributing factors to this improvement, particularly at the secondary level, is the increase in the number of schools offering secondary education. This expansion has enhanced accessibility and encouraged continued enrolment. Overall, the rising retention rates are a strong indicator of progress in the education system and reflect the impact of targeted interventions.

Student Retention Rate

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Retention Rate (%)	Foundational	92.1	98.0	98.9	98.5
	Preparatory	90.9	85.4	92.4	91.1
	Middle	75.8	78.0	82.8	83.7
	Secondary	44.1	45.6	47.2	51.9

Improved GER

There has been a considerable improvement in the Gross Enrolment Ratio (GER) at the secondary level during the academic year 2025–26. The GER at the secondary level increased from 68.5% in 2024–25 to 71.7% in 2025-26. This growth reflects enhanced access to education and increased student participation at higher levels. The steady rise in GER is a positive indicator of progress towards broader educational inclusion and retention at critical transition points in the school system.

GER

Educational Indicators		2022-23	2023-24	2024-25	2025-26
Gross Enrolment Ratio (GER) (%)	Middle	90.0	89.5	90.3	89.6
	Secondary	67.6	66.5	68.5	71.7

Improved Transition Rate

Academic year 2025–26 has witnessed considerable improvement in transition rates across key educational stages. The transition rate from foundational to preparatory stage increased from 98.6% in 2024-25 to 99.2% in 2025-26, from preparatory to middle stage from 92.2% to 93.8%, and from middle to secondary stage from 86.6% in 2024-25 to 88.3% in 2025-26. The improvement indicates a stronger progression of students through the education system, suggesting that more learners are continuing their studies without dropping out at transitional levels.

Transition Rate

Educational Indicators	2022-23	2023-24	2024-25	2025-26

Transition Rate (%)	**Foundational to Preparatory**	**92.2**	**98.1**	**98.6**	**99.2**
	Preparatory to Middle	**87.9**	**88.8**	**92.2**	**93.8**
	Middle to Secondary	**86.7**	**83.3**	**86.6**	**88.3**

Reduced Zero Enrolment and Single Teacher Schools

The Indian schooling system has reported characteristics of zero enrolment as also single teacher schools. There has been a consistent decline in the number of zero enrolment schools as also single teacher schools. The UDISE + findings are instrumental in strategizing and rationalising the allocation of teachers while balancing PTR. Single teacher schools have reduced by around 3% in the reporting year (2025-26) in comparison with the previous year. Similarly, the number of schools having zero enrolment witnessed a decline of around 29%.

Zero Enrolment and Single Teacher Schools

Educational Indicators	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Single Teacher Schools (Numbers)	**118190**	**110971**	**104125**	**100843**
Zero Enrolment Schools (Numbers)	**10294**	**12954**	**7993**	**5663**

Improved Infrastructure

Increase in Number of Schools having Computer Access

The academic year 2025–26 witnessed significant progress in school infrastructure, particularly in the area of digital facilities. One of the most notable improvements is the increase in the number of schools with computer access, increasing from 64.7% in 2024-25 to 69.9% in 2025-26. This growth reflects a strong emphasis on integrating technology into classrooms, supporting digital learning, and preparing students for a tech-driven future. Enhancing digital infrastructure is a key step toward creating more modern and inclusive learning environments.

Schools with Computer Access (in %)

Infrastructure Facilities	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Computer	**47.7**	**57.2**	**64.7**	**69.9**

Increase in Number of Schools having Internet Access

Access to internet facilities in schools has seen a considerable increase in the academic year 2025–26. The percentage of schools with internet connectivity increased from 63.5% in 2024-25 to 67.4% in 2025-26. The significant improvement highlights a growing focus on strengthening digital infrastructure, enabling better access to online resources, digital content, and technology-enabled teaching methods.

Schools with Internet Facility (in %)

Infrastructure Facilities	2022-23	2023-24	2024-25	2025-26
Internet	**49.7**	**53.9**	**63.5**	**67.4**

Improvements in Schools having Basic Infrastructure Facilities

Significant strides have been made in strengthening basic infrastructure in schools during the academic year 2025–26, creating a more supportive and student-friendly learning environment. Today, 95.0% of schools are powered with electricity, 98.5% have girls' toilets, and 97.2% have boys' toilets - ensuring dignity and hygiene for all students. Handwashing facilities are now available in 96.9% of schools, and access to safe drinking water has reached 99.5%. These improvements not only enhance the day-to-day school experience but also play a vital role in promoting health, attendance, and overall educational outcomes.

Schools with basic infrastructure (in %)

Infrastructure Facilities	2022-23	2023-24	2024-25	2025-26
Electricity	**91.7**	**91.8**	**93.6**	**95.0**
Drinking water	**98.4**	**98.3**	**99.3**	**99.5**
Girls Toilets	**97.0**	**97.2**	**97.3**	**98.5**
Boys Toilets	**95.6**	**95.7**	**96.2**	**97.2**
Handwash	**94.1**	**94.7**	**95.9**	**96.9**
Playground	**82.0**	**82.4**	**83.0**	**81.9**
Library	**88.3**	**89.0**	**89.5**	**90.5**

Rainwater Harvesting	**28.0**	**28.4**	**29.4**	**29.9**

In 2025-26, 58.2% of schools were equipped with ramps and handrails, marking a key step toward inclusive education by enhancing accessibility for students with disabilities and ensuring equal learning opportunities.

Schools with Ramps and handrails (in %)

Infrastructure Facilities	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Ramps with handrails	**51.0**	**52.3**	**54.9**	**58.2**

Improved Female Representation

Academic year 2025–26 has seen an increase in the representation of female teachers, with women now comprising 54.9% of the total teaching workforce. This marks a positive shift towards gender balance in the education sector and reflects ongoing efforts to promote women's participation in the teaching profession. The growing presence of female teachers can have a significant impact on creating inclusive, supportive, and gender-sensitive learning environments across all levels of schooling.

Female representation in schools has shown a positive trend in the academic year 2025–26, with girls' enrolment reaching 48.4% in 2025-26, up from 48.3% in 2024-25. The improvement reflects ongoing efforts to promote gender equity in education and ensure greater access and participation for girls across all levels.

Female Representation in Education

Educational Indicators	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Girls Enrolment (%)	**48.0**	**48.1**	**48.3**	**48.4**
Female Teachers (%)	**52.3**	**53.3**	**54.2**	**54.9**

The detailed UDISE Report 2025–26, in both the Existing and NEP formats, is available at the following links:

https://udiseplus.gov.in/#/en/page/publications

https://www.dsel-education.gov.in/documents

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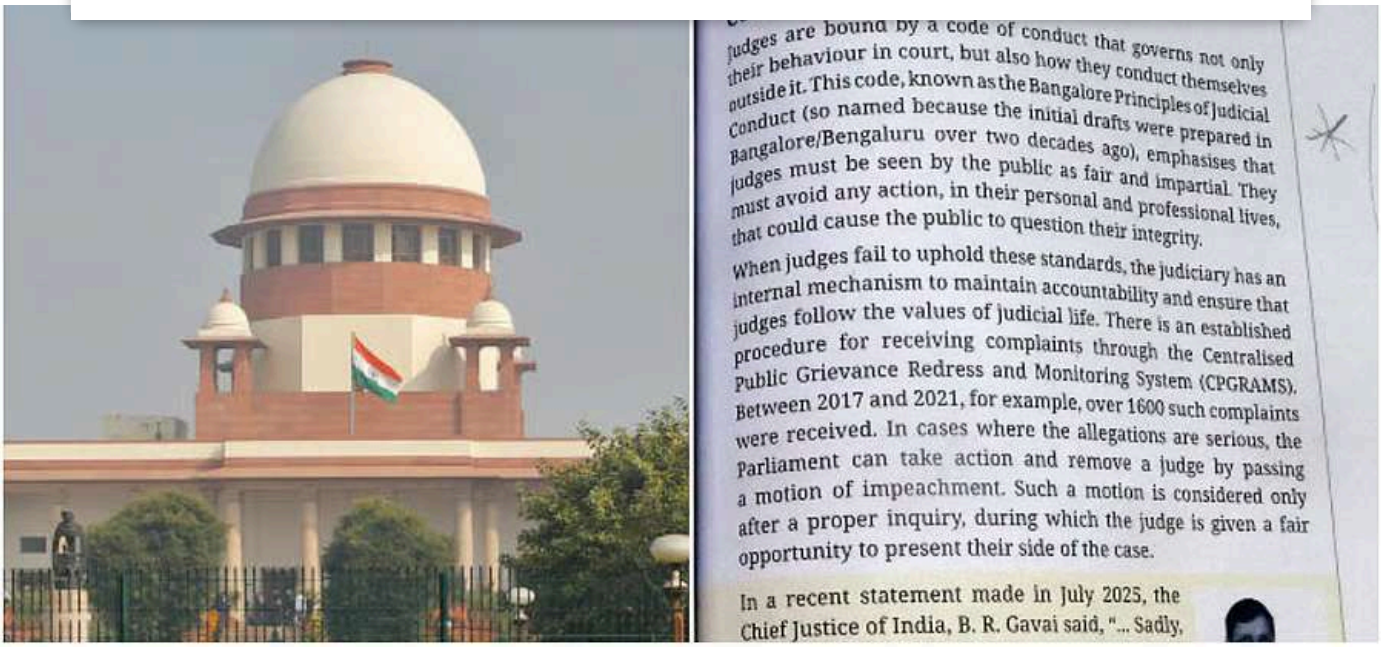
Months after controversy, NCERT releases Class 8 Social Science textbook describing judiciary as 'impartial and independent'

The revised text focuses on the role of courts, constitutional remedies, public interest litigation (PIL), tribunals and alternative dispute resolution mechanisms, while omitting several controversial sections from the earlier edition.

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judges are bound by a code of conduct that governs not only their behaviour in court, but also how they conduct themselves outside it. This code, known as the Bangalore Principles of Judicial Conduct (so named because the initial drafts were prepared in Bangalore/Bengaluru over two decades ago), emphasises that judges must be seen by the public as fair and impartial. They must avoid any action, in their personal and professional lives, that could cause the public to question their integrity.

When judges fail to uphold these standards, the judiciary has an internal mechanism to maintain accountability and ensure that judges follow the values of judicial life. There is an established procedure for receiving complaints through the Centralised Public Grievance Redress and Monitoring System (CPGRAMS). Between 2017 and 2021, for example, over 1600 such complaints were received. In cases where the allegations are serious, the Parliament can take action and remove a judge by passing a motion of impeachment. Such a motion is considered only after a proper inquiry, during which the judge is given a fair opportunity to present their side of the case.

In a recent statement made in July 2025, the Chief Justice of India, B. R. Gavai said, "... Sadly,

Supreme Court and (R) the NCERT textbook. Credit: Reuters and X

New Delhi: Four months after the Supreme Court ordered the withdrawal of a Class 8 Social Science textbook over its references to "corruption in the judiciary" and judicial backlog, the National Council of Educational Research and Training (NCERT) has released a revised edition that presents the judiciary in a more positive light.



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The new chapter on the judiciary describes it as an “impartial and independent institution” that safeguards citizens’ rights and upholds the spirit of the Constitution.

The revised text focuses on the role of courts, constitutional remedies, public interest litigation (PIL), tribunals and alternative dispute resolution mechanisms, while omitting several controversial sections from the earlier edition.

Also Read: NCERT releases revised Class 8 textbook after SC row; redesigned cover prominently features apex court now

Also Read: NCERT releases revised Class 8 textbook after SC row; redesigned cover prominently features apex court now



The changes come in the wake of a major controversy earlier this year when NCERT’s newly introduced Class 8 Social Science textbook contained a section on “corruption in the judiciary” and highlighted the massive backlog of pending court cases.

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The chapter had identified "corruption at various levels of the judiciary" and delays in justice delivery as among the challenges facing the judicial system.

Taking suo motu cognisance of the matter, the Supreme Court had sharply criticised the content, with the bench terming it an attempt to tarnish the institution's image and directing that the book be withdrawn from circulation. NCERT subsequently recalled the textbook and assured the court that corrective steps would be taken.

The revised edition removes references to judicial corruption, pending cases and some landmark court rulings that had featured in the earlier version. Instead, it expands discussions on citizens' access to justice, PILs and the constitutional role of the judiciary.

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The Telegraph online

Wednesday, 08 July 2026

NCERT Class 8 textbook widens bias ambit with economic background as factor

New social science book says discrimination can stem from caste, religion, gender, sexuality, disability, appearance, race or economic background amid wider policy debate

Basant Kumar Mohanty | Published 07.07.26, 05:10 AM



Representational picture

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A new social science textbook released by the NCERT for Class VIII has included "economic background" as a factor for discrimination alongside traditional identity markers.

The development is significant against the backdrop of the outrage faced by the government from its core supporters in the Hindi heartland over the UGC's equity rules that several claimed discriminated against social elites. The rules were later stayed by the Supreme Court.

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The second part of the NCERT social science textbook, *Exploring Society: India and Beyond, e*xplains how economic backwardness could make children vulnerable to discrimination, besides their appearance and sexuality.

"Discrimination is mistreating any person or group because of their caste, religion, ethnicity, disability, race, physical appearance, gender, sexuality, or economic background. This is not only unethical, but also legally prohibited," states the chapter on "Citizenship: Rights and Duties".

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The top court had banned an earlier version of this book over controversial content about the judiciary.

The UGC (Promotion of Equity in Higher Education Institutions) Regulations 2026 had defined discrimination as "any unfair, differential, or biased treatment or any such act against any stakeholder, whether explicit or implicit, on the grounds only of religion, race, caste, gender, place of birth, disability, or any of them".

They had defined caste-based bias as "discrimination only on the basis of caste or tribe against the members of the SC, ST, and OBCs".

After the new rules were notified, petitions were filed in the top court arguing that they had effectively denied protection to individuals from the "general" categories.

Prof. N. Sukumar, a faculty member of political science at Delhi University, said the NCERT book had tried to prioritise discrimination based on economic

backwardness and physical appearance over social backwardness.

“The majority of the poor in India belong to backward castes. The economic discrimination against a person belonging to forward castes cannot be compared with the economic discrimination against SC, ST and OBCs. Ambedkar had said caste and class are two sides of the same coin. Denial of opportunity by taking caste into account leads to economic discrimination. They should have included it as an example of caste-based discrimination so that students could have understood the social reality better,” he said.

The Telegraph onl

Bibekananda Nayak, an associate professor at Maulana Azad National Urdu University in Hyderabad, welcomed the wider definition of discrimination. “Students coming through reservation for the economically weaker sections face discrimination, too. This definition accommodates wider aspects of discrimination,” he said.

RELATED TOPICS

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नवभारत टाइम्स, 8 जुलाई 2026, पेज नं - 3

कोर्स में बदलाव क्लास 9 के लिए सीबीएसई ने तैयार किया 'लैग्वेज असेसमेट फ्रेमवर्क', तीसरी भाषा की बोर्ड परीक्षा नही होगी

CBSE : तीसरी भाषा के लिए पहले सुनने और बोलने पर ज़ोर, 1 जुलाई से लागू हो चुकी है तीन भाषा नीति

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AI Image



- NCERT सिलेबस तैयार कर रही है और अब तक हिंदी और संस्कृत के लिए ही रिसोर्स मटीरियल बनाया है
- 'लैग्वेज असेसमेंट फ्रेमवर्क' के तहत 100 अंकों का स्कूल आधारित मूल्यांकन होगा।

■ **नई दिल्ली :** क्लास 9 के लिए तीन भाषा की नीति 1 जुलाई से लागू की जा चुकी है और सेंट्रल सेकंडरी एजुकेशन बोर्ड (सीबीएसई) ने तीसरी भाषा (R3) का मूल्यांकन का एक ढांचा तैयार कर लिया है। 'लैग्वेज असेसमेंट फ्रेमवर्क' मे 'ओरल-फर्स्ट पेडागॉजी' पर जोर दिया गया है यानी पढ़ने और लिखने से पहले स्टूडेंट्स के सुनने और बोलने के कौशल के विकास को प्राथमिकता देने पर।

तीन भाषा की नीति के तहत तीन मे से दो भारतीय होना जरूरी है, मगर इस साल के लिए सीबीएसई ने इस शर्त से एक बार की छूट दे दी है, जो स्टूडेंट्स दो विदेशी भाषा (इंग्लिश और कोई विदेशी भाषा) पढ़ रहे है, उन्हे 10वी क्लास तक पहुंचने तक इन भाषाओ को जारी रखने की इजाजत होगी, साथ ही बतौर तीसरी भारतीय भाषा - एक भारतीय भाषा चुननी होगी। तीसरी भाषा की बोर्ड परीक्षा नही होगी, स्कूल स्तर पर इसका मूल्यांकन होगा। वही तीसरी भाषा का सिलेबस पूरी तरह से तैयार नही है। नैशनल काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग (NCERT) सिलेबस तैयार कर रही है और अब तक हिंदी और संस्कृत के लिए ही रिसोर्स मटीरियल बनाया है, बाकी भाषाओ के लिए इंतजार है। क्लास 6 के लिए भी इसी साल यह नीति लागू हुई है, तीसरी भाषा के लिए 9 भाषाओ का सिलेबस तैयार किया जा चुका है।

दूसरी ओर, 'लैग्वेज असेसमेंट फ्रेमवर्क' के तहत 100 अंकों का स्कूल आधारित मूल्यांकन होगा। इसमें सुनने और बोलने के कौशल को सबसे अधिक 40 अंक दिए गए है। क्रिएटिव राइटिंग (रचनात्मक लेखन) 15 अंको का होगा, जबकि क्लास मे पढ़ाए गए लर्निंग रिसोर्स पर आधारित भाषा मूल्यांकन 30 अंको का रहेगा। इसमें रीडिंग स्किल के लिए 20 और राइटिंग स्किल के लिए 10 अंक तय किए गए है। इसके अलावा प्रोजेक्ट वर्क 15 अंको का होगा। सुनने और बोलने की स्कीम का मूल्यांकन पूरे सत्र के दौरान अलग-अलग गतिविधियों के जरिए किया जाएगा।

रचनात्मक लेखन मे अनौपचारिक निमंत्रण या संदेश, चित्र वर्णन, 100 शब्दो तक की कहानी लेखन, संवाद लिखना शामिल होगा। रीडिंग स्किल का मूल्यांकन क्लास मे पढ़ाए गए लर्निंग रिसोर्स पर किया जाएगा, जबकि राइटिंग स्किल में शॉर्ट और लॉन्ग आंसर पूछे जाएंगे। प्रोजेक्ट वर्क के लिए स्थानीय रीति-रिवाज, त्योहार, लोककला, लोकगीत, तकनीक और इनोवेशन, हाल की राष्ट्रीय पहल और स्थानीय साहित्यकारों और भाषा से जुड़े महत्वपूर्ण व्यक्तित्वों जैसे विषय सुझाए गए है। सीबीएसई का कहना है कि इस नए मूल्यांकन ढांचे का उद्देश्य स्टूडेंट्स में भाषा सीखने की व्यावहारिक क्षमता के साथ-साथ लगातार असेसमेंट के कल्चर को बढ़ावा देना है।

हिन्दुस्तान, 8 जुलाई 2026, पेज नं. - 12

शिक्षकों की संख्या बढ़ी, ड्रॉपआउट घटा

नई दिल्ली, विशेष संवाददाता। केंद्रीय शिक्षा मंत्रालय ने मंगलवार को यूडीआईएसई प्लस (यूनिफाइड डिस्ट्रिक्ट इनफार्मेशन सिस्टम फॉर एजुकेशन प्लस) 2025-26 की वार्षिक रिपोर्ट जारी की। इसके अनुसार देश की स्कूल शिक्षा व्यवस्था में कई महत्वपूर्ण सुधार दर्ज किए गए हैं। शिक्षकों की संख्या बढ़ी है। छात्र-शिक्षक अनुपात बेहतर हुआ है।

स्कूल छोड़ने वाले विद्यार्थियों (ड्रॉपआउट) की संख्या घटी है। रिपोर्ट के अनुसार माध्यमिक शिक्षा में नामांकन और छात्र प्रतिधारण दर (पढ़ाई बीच में न छोड़ना) में वृद्धि हुई है। स्कूलों में कंप्यूटर, इंटरनेट और अन्य बुनियादी सुविधाओं का भी तेजी से विस्तार हुआ है। बताया गया है कि वर्ष 2022-23 में देश में शिक्षकों की संख्या 94.83 लाख थी, जो 2025-26 में बढ़कर 1.02 करोड़ हो गई है। पिछले तीन वर्षों में शिक्षकों की संख्या में 8.3 प्रतिशत की वृद्धि दर्ज की गई है। सरकार का कहना है कि इससे गुणवत्तापूर्ण शिक्षा और बेहतर छात्र-शिक्षक अनुपात सुनिश्चित करने में मदद मिलेगी।

स्कूली शिक्षा में चंडीगढ़ अव्वल, दिल्ली दूसरे स्थान पर

नई दिल्ली। केंद्रीय शिक्षा मंत्रालय द्वारा जारी स्कूल शिक्षा प्रदर्शन ग्रेडिंग सूचकांक (पीजीआई-2.0) 2025-26 की रिपोर्ट में चंडीगढ़ देश का सर्वश्रेष्ठ प्रदर्शन करने वाला राज्य/केंद्र शासित प्रदेश बनकर उभरा है। वहीं, दिल्ली, पंजाब और केरल को दूसरे सर्वोच्च प्रदर्शन वर्ग में स्थान मिला है। मंत्रालय ने स्पष्ट किया है कि पीजीआई 2.0 पारंपरिक रैंकिंग प्रणाली नहीं है। इसमें राज्य और केंद्र शासित प्रदेशों को उनके अंकों के आधार पर अलग-अलग प्रदर्शन श्रेणियों में रखा जाता है। इसलिए समान अंक पाने वाले एक से अधिक राज्य एक ही श्रेणी में हो सकते हैं।

The Pioneer, 8 July 2026, Pg no - 11

Are Indian students reconsidering global education plans?

ANANT BENGANI

Director & Co-Founder, Zell Education

For generations, studying abroad has been seen as a gateway to global opportunities. However, in today's rapidly evolving landscape of visa regulations, shifting job markets, and evolving educational choices, students are becoming more thoughtful about how they plan their international education journey.

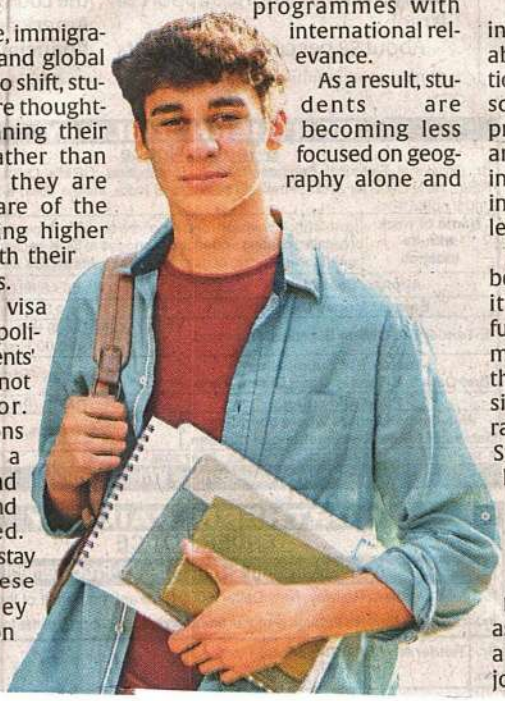
Studying abroad remains a dream for many college-going students in India, owing to its association with global exposure, quality education, and better career opportunities. However, the way students are pursuing this dream is changing. Instead of simply asking which country offers the best education, students are increasingly asking a more important question: How will this decision shape my career?

As visa norms evolve, immigration policies change, and global job markets continue to shift, students are taking a more thoughtful approach to planning their higher education. Rather than being discouraged, they are becoming more aware of the importance of aligning higher education choices with their long-term career goals.

While changes in visa and post-study work policies can influence students' decisions, they should not be the only factor. Immigration regulations are influenced by a nation's economic and labour requirements and are regularly revised. While students should stay informed about these developments, they should also focus on factors that are within their control.

Choosing a programme that offers industry-relevant learning, internships, and practical exposure can have a far greater impact on long-term employability than temporary policy changes. Ultimately, the purpose of higher education should be to build skills and prepare students for meaningful careers, rather than focusing solely on international mobility.

Students today are broadening the way they evaluate higher education opportunities. In addition to traditional study destinations, many are exploring emerging education hubs that offer quality education, specialised programmes, and growing career opportunities. Meanwhile, the higher education system in India has seen tremendous growth, with stronger industry partnerships, skill-based courses, and programmes with international relevance.



As a result, students are becoming less focused on geography alone and more focused on finding the learning environment that best aligns with their aspirations. This shift is gradually moving towards finding the right learning environment that aligns with their interests, career goals, and financial considerations. Whether they choose to study in India or overseas, the objective remains the same: building a strong foundation for long-term career success.

Institutions Must Enable Career-Focused Choices

As education choices become more complex, institutions have a greater responsibility to support students with credible and transparent guidance. Career counselling should go beyond admissions guidance and help students understand industry trends, emerging job roles, evolving skill requirements, and the long-term value of different academic pathways.

Equally important is encouraging students to develop transferable skills such as communication, analytical thinking, problem-solving, adaptability, and digital proficiency. These competencies are increasingly valued across industries and often play a defining role in career success, regardless of where a student studies.

Higher education has never been just about earning a degree; it is about preparing for the future. In an uncertain world, the most successful students will be those who make informed decisions based on career outcomes rather than short-term trends. Studying abroad will continue to be a valuable opportunity for many, but its true value lies in how effectively it prepares learners for a rapidly evolving global workforce. That is the mindset students should adopt as they plan the next step in their academic and professional journey.

The Pioneer, 8 July 2026, Pg no- 6

Will not allow communalisation of education: Kerala minister

PIONEER NEWS SERVICE
■ Kozhikode (Kerala)


Kerala Minister Roji M John

Kerala Minister Roji M John on Tuesday said the State Government would not allow any attempt to "communalise" the education sector and would strongly oppose such moves.

Responding to a question from a student during an interaction organised by the Calicut University Union, the state higher education minister said there would be no compromise on protecting the secular and democratic character of educational institutions.

"We will not allow any attempt to communalise the education sector at any level. Educational institutions must impart not only knowledge but also values such as secularism and democracy," he said. "Campuses should remain democratic and secular spaces. We will strongly resist any attempt to introduce communal ideas or influences into them," he added.

John had earlier alleged that attempts were being made to "saffronise" the higher education sector after Kerala Governor Rajendra Vishwanath Arlekar appointed persons of his choice to the governing bodies of universities, including to the posts of vice-chancellors.

Hindustan Times, 8-July-2026

Pg no. 1

Cong role in Partition recast in NCERT book

Sanjay Maurya

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NEW DELHI: The National Council of Education Research and Training (NCERT) has substantially rewritten portions of a chapter on India's freedom struggle, recasting references to the Congress's role in the Partition, adding a mention of VD Savarkar's demand for Swaraj, and removing explicit references to Adolf Hitler from a section on Subhas Chandra Bose.

The Class 8 Social Science Part 1 textbook was released July 2025 and Part 2 on February 23, 2026. The second volume triggered controversy over a section titled "Corruption in the judiciary", prompting the Supreme Court to scrap the textbook. The revised textbook was released on Monday and will be used by students from the current academic year 2026-27.

It is not clear why NCERT felt the need to rewrite the history

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Hindustan Times, 8-July-2026, Pg no. 15

NCERT-PARTITION

chapter. The history chapter titled 'India's Long Road to Independence' in the revised Class 8 social science textbook — Exploring Society: India and Beyond Part 2 – says Partition was "widely opposed even by the Indian National Congress" and that whether accepting it was "the only way forward" remains a matter of debate.

The withdrawn textbook stated that "taking advantage of the disagreements between Hindu and Muslim leaders, the British decided to divide India" and said that although Mahatma Gandhi and most Congress leaders opposed Partition, they "ended up accepting it as the only way forward", while noting that many Indian Muslims also did not favour the division.

The new textbook says the British had "for decades encouraged Hindu-Muslim differences to grow" and that Partition resulted from disagreements "between the two communities or rather small sections". It states that the Partition plan "was widely opposed even by the Indian National Congress", adding that there was "no national consensus", and notes that whether accepting Partition was "the only way forward is an issue that has been debated ever since".

The new edition also removes a sentence from the earlier textbook that said "the Congress leaders were helpless" as communal massacres engulfed the subcontinent during Partition. The revised version retains Mahatma Gandhi's remarks lamenting the violence but omits the reference to Congress leaders' helplessness.

The revised textbook also expands the story of the demand for complete independence by adding that "a similar demand for Swaraj was expressed by VD Savarkar in 1925". The withdrawn textbook had referred to the Congress's Nationalist faction, Maulana Hasrat Mohani, Jawaharlal Nehru and Subhas Chandra Bose in tracing the evolution of the demand for Purna Swaraj. The revised version additionally mentions that Aurobindo had made a similar demand in 1908 before referring to Savarkar.

The account of Bose's stay in Germany has also been revised. The withdrawn text said Netaji sought Adolf Hitler's support to raise an army and described Hitler as a "dictator" whose "racist Nazi ideology and expansionist goals" had triggered the Second World War. The revised edition instead states that Bose "sought support from the anti-British forces", removing references to Hitler and Nazi ideology.

Changes have also been made to the Quit India Movement section in the chapter. Instead of naming Gandhi, Jawaharlal Nehru, Sardar Patel and other leaders as having been arrested immediately after the movement was launched in 1942, the revised book says "virtually the entire leadership of the Congress was arrested." The new text adds that socialist leaders Ram Manohar Lohia and Jayaprakash Narayan played an instrumental role in sustaining the "underground movement" after the arrests.

NCERT and the Union education ministry did not respond to HT's queries.

NCERT officials said its textbooks were periodically revised after reviewing feedback and suggestions received from stakeholders.

"NCERT officials review all the feedback, suggestions and complaints that we receive from stakeholders on textbooks. We update, revise and change our textbooks based on our review meetings and publish revised textbooks after first publications," an NCERT official said, requesting anonymity.

The revised textbook states in its acknowledgements that it was published pursuant to the review process undertaken "in compliance with the directions of the Hon'ble Supreme Court of India in Suo Motu Writ Petition (Civil) No. 1/2026. It adds that Chapter 4, "The Role of the Judiciary in Society", was "rewritten" by an expert committee constituted by the Union ministry of education pursuant to the directions of the apex court through an order dated March 16. The Supreme Court is scheduled to hear the matter again on July 14.

Following the controversy over the now-withdrawn textbook, the education ministry constituted an oversight committee headed by former Supreme Court judge justice Indu Malhotra, with former attorney general KK Venugopal and Hemvati Nandan Bahuguna Garhwal University vice-chancellor Prakash Singh as members.

A member of the committee told HT that the panel was involved in re-writing the judiciary chapter. "We did not touch the content of any other chapters in the textbook," the member said, requesting anonymity.

The NCERT official quoted above said, "The expert committee had the mandate to re-write only the judiciary chapter."

Millennium Post, 8 July 2026, Pg no. 1

Enrolment in govt schools fell by nearly 86 lakh between 2023-24 and 2025-26

MPOST BUREAU

NEW DELHI: Student enrolment in government schools dropped by nearly 86 lakh between the 2023-24 and 2025-26 academic years, while private unaided recognised schools gained more than 88 lakh students during the same period, according to the UDISE+ 2025-26 report released by the Ministry of Education.

UDISE+ (Unified District Information System for Education Plus) is the Centre's official digital database for the education sector. It compiles real-time information on school infrastructure, student enrolment and teacher-related indicators across the country.

The report showed that total enrolment from the foundational to the secondary level stood at 24.72 crore in 2025-26, down from 24.80 crore in 2023-24, a decline of about 8.26 lakh students.

Government school enrolment fell from 12.75 crore to 11.89 crore during the period. In contrast, enrolment in private unaided recognised schools increased from 9 crore to 9.89 crore.

Continued on P4

CLOSER LOOK

- Total enrolment slipped from 24.80 crore to 24.72 crore
- Overall student enrolment declined by about 8.26 lakh
- Govt school enrolment dropped from 12.75 crore to 11.89 crore
- Private unaided school enrolment rose from 9 crore to 9.89 crore
- Number of schools declined from 14.72 lakh to 14.67 lakh
- Teacher strength increased from 98.08 lakh to 1.03 crore
- Pupil-teacher ratio improved from 25:1 to 24:1
- Zero-enrolment schools fell from 12,954 to 5,663



Millennium Post, 8 July 2026, Pg no-4

Enrolment in govt schools

The total number of schools also recorded a slight decline, falling from 14.72 lakh in 2023-24 to 14.67 lakh in 2025-26. At the same time, the number of teachers increased from 98.08 lakh to 1,02,73,020, improving the national pupil-teacher ratio from 25:1 to 24:1.

The report also pointed to improvements in school staffing. Zero-enrolment schools came down from 12,954 to 5,663, while the number of single-teacher schools declined from 1.11 lakh to 1.01 lakh. Student retention improved at the middle and secondary stages. The middle-level retention rate rose from 82.8 per cent in 2024-25 to 83.7 per cent in 2025-26, while the secondary-level retention rate increased from 47.2 per cent to 51.9 per cent.

However, the report noted a slight decline in retention at the foundational and preparatory stages in 2025-26 after three consecutive years of improvement between 2022-23 and 2024-25.

The Statesman, 8 July 2026, Pg no- 5

Mother-tongue-based learning gains momentum in Chhattisgarh's tribal schools

SHISHIR ROY CHOWDHURY
Raipur, 7 July

Chhattisgarh is steadily expanding mother-tongue-based education in its government schools, particularly across Bastar and other linguistically diverse regions, as part of efforts to make classrooms more inclusive and improve foundational learning. Implemented under the National Education Policy (NEP) 2020, the initiative encourages children to begin their education in the language they speak at home before gradually transitioning to Hindi. The experts believe that the approach is helping improve comprehension, confidence and classroom participation, especially among first-generation learners in tribal communities.

The programme reflects a broader shift in the state's education policy from focusing solely on school enrolment to ensuring that children remain engaged in learning. In districts such as Bastar, where language differences have historically affected classroom outcomes, the initiative seeks to make schools more familiar and welcoming for young learners.

Chief Minister Vishnu Deo Sai said that the multilingual education initiative is aligned with the vision of the National Education Policy 2020, which advocates teaching children in their mother tongue during the foundational years. The Chief Minister said that the education delivered in a child's native language strengthens understanding, supports cognitive development and lays a stronger academic foundation. He said the initiative also contributes to preserving local languages and cultural traditions while making education more meaningful for children in tribal and border districts.

The State Council of Educational Research and Training (SCERT) has expanded the multilingual education programme to 6,937 schools across Bastar. Around 2.60 lakh primary students are currently covered under the initiative with the support of 7,650 trained teachers. For students of Classes I and II, SCERT has prepared bilingual textbooks in nine tribal and regional languages and dialects. These include Dorli, Halbi, Bhatri, Dhurvi, Madia, Chhattisgarhi and three regional variants of Gondi spoken in Kanker, Bastar and Dantewada.

The classroom model is designed to help children learn naturally during their first years in school. Each bilingual textbook carries the Hindi text on one page and the corresponding local language on the opposite page. Since the tribal and regional languages are printed in Devanagari script, teachers can comfortably use both languages while gradually introducing Hindi as the second language. Education officials say this approach allows children to understand concepts in a familiar language before moving to a broader curriculum.

The Tribune, 8 July, 2026, Pg no- 1

Under fire, NCERT drops judiciary graft section in revised Class VIII book

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, JULY 7

Four months after withdrawing its controversial Class VIII social science textbook following a Supreme Court order, the National Council of Educational Research and Training (NCERT) has released a revised edition of the textbook featuring a revamped chapter on the role of the judiciary.

The Supreme Court had on February 26 imposed a complete ban on further publication, printing or digital dissemination of the book over a section on "Corruption in the judiciary" and said it would like to have a deeper probe into the matter. The NCERT issued a public apology and withdrew the book from the market.

The section on "Corruption in the judiciary", which quoted former Chief Justice of India BR Gavai as saying that "there had been instances of corruption and misconduct" within the judiciary, has been removed from the chapter. The revised edition of "Exploring Society: India and Beyond, Part 2," has removed discussions around corruption in the judiciary and backlog of cases, and has introduced "Writ jurisdiction of the Supreme Court and High Court and public interest litigation" in the chapter — "The role of the judiciary in our society".

Introduces topics on writ jurisdiction, PIL

The chapter also gives a brief on important PIL cases, including the famous Vishaka and others vs state of Rajasthan, which later led to the enactment of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013.

A section in the chapter includes "Alternative modes of dispute resolution" and introduces students to arbitration, mediation, negotiation, Lok Adalat and gram nyayalayas.

CONTINUED ON PAGE 9

The Tribune, 8 July 2026, Pg no. 9

Under fire, NCERT drops...

The textbook also asks students to write an essay about a Supreme Court and a High Court judge. An introduction to digital technology and judicial system has been included in the chapter. The BNS, which was brought into effect on July 1, 2024, has also been briefly taken up in the chapter.

The earlier Class VIII social science textbook was released in two parts — Part I in July 2025 and Part II in February 2026. In response to the controversy, the Education Ministry constituted an oversight committee headed by a former Supreme Court judge, Justice Indu Malhotra, with former Attorney General KK Venugopal and Hemvati Nandan Bahuguna Garhwal University Vice Chancellor Prakash Singh as members.

The Hindu, 8 July 2026, Pg no- 4

Independence of the Bar is crucial for preservation of rule of law: Supreme Court

Krishnadas Rajagopal
NEW DELHI

The Supreme Court on Tuesday said independence of lawyers is just as important as independence of the judiciary. In fact, the court said the legal profession's independence from the Executive and Legislature formed the foundation of the rule of law and democracy in the country.

The court's observation is of significance as appointments to the Bench is made from the legal profession. "Independence of the Bar constitutes an indispensable condition for preservation of the rule of law," a Bench headed by Justice P.S. Narasimha observed in a judgment.

"The principle of self-regulation has historically been regarded as the defining feature of independence of the legal profession. The idea underlying such autonomy is that advocates, as officers of the court and participants in the administration of justice, must remain insulated from external pressures," Justice Narasimha wrote.

The court said pendency mounting up across courts was "one of the greatest challenges to the justice delivery system", but the judgment queried why backlog continued to be seen almost exclusively as a judicial responsibility.

"Despite frequent references to the Bar and Bench as the 'two wheels of the chariot of justice', the Bar is seldom called upon to share responsibility for reducing delays and improving efficiency. A paradigm shift is necessary. Tackling pendency must become a collaborative mission of the Bench and the Bar," the top court said.

Justice Narasimha proposed the establishment of a full-time "National Legal Academy" along the lines of the National Judicial Academy.

He highlighted the need for the "continuing legal education" of advocates, noting that there was a "glaring dearth in institutionalised learning for advocates after enrolment". The court directed the Bar Council of India to undertake a "comprehensive performance audit" of the disciplinary mechanisms administered by it and the State Bar Councils and submit a report.

It gave relief to a lawyer who was included in the "caution list" by the Indian Banks Association on the ground that he gave negligent legal advice to a bank, exposing it to financial risk.

The Times of India, 8 July 2026, Pg no - 10

After SC rap, NCERT rewrites Class VIII social science chapter on judiciary

Manash.Gohain@timesofindia.com

New Delhi: Put on the back foot by the Supreme Court's intervention, NCERT Tuesday released the revised Part 2 of its Class VIII social science textbook, with the controversial chapter on the judiciary stripped of its earlier critical stance and recast as a civics lesson on justice, constitutional remedies, courts, tribunals and alternative dispute resolution.

The key rewrite is in Chapter 4: The Role of the Judiciary in Our Society. The revised version drops the earlier section on "corruption in judiciary" and removes the discussion on judicial backlog. Instead, the chapter now opens with broader questions: "What is the concept of justice?", "Why is it important for a just and harmonious society?", "What is the structure and role of the judiciary in India?" and "What are the alternative modes of dispute resolution?"

The earlier version had said the judicial system faced "corruption" and "massive backlog", and referred to complaints received through CPGRAMS. It said the judiciary had an "established procedure for receiving complaints" and that over 1,600 complaints were received between 2017 and 2021. The passage that drew the sharpest objection had said, "People do experience corruption at various levels of the judiciary."

The revised version drops the earlier section on 'corruption in judiciary' and removes the discussion on judicial backlog. The tone has shifted sharply from institutional criticism to constitutional explanation

The controversy erupted soon after the book was released in Feb. The Supreme Court took suo motu cognizance, ordered the withdrawal of physical and digital copies and questioned the framing of the chapter. NCERT apologised, called the content an "error of judgment" and said the chapter would be rewritten.

The revised edition also comes with a redesigned cover that gives SC clear visual primacy. Unlike the earlier cover, where SC and Parliament appeared with relatively balanced prominence alongside monuments, national leaders and symbols of modern India, the new cover places SC at the top, with the image of Parliament shifted lower down. Inside the chapter, the tone has shifted sharply from institutional criticism to constitutional explanation. The revised text says the judiciary is "one of the three pillars of the govt" and is "independent from the legislature and the executive". It says courts ensure that laws remain within the "framework of the Constitution" and that the executive does not "overstep its role".

A detailed segment on PIL calls it "an innovation introduced by SC" and cites the Hussainara Khatoon case on undertrial prisoners, M C Mehta's environmental litigation and Vishaka guidelines on workplace sexual harassment. In effect, the rewritten chapter moves the classroom focus from corruption and delay in courts to access to justice, PILs, constitutional remedies, digital courts, tribunals and dispute resolution.

The Pioneer, 8 July 2026, Pg no. 8

Restoring trust in India's examination system

The successful conduct of the rescheduled NEET-2026 examination offered India a moment of relief after weeks of uncertainty triggered by a devastating paper leak. Yet the crisis, followed by the CBSE Class XII evaluation controversy and the tragic coaching centre fire in Lucknow, has exposed deeper structural flaws that extend far beyond administrative lapses.



JS RAJPUT



India heaved a great sigh of relief in the evening June 21 of 2026 as the media splashed reports of the successful conduct of the rescheduled NEET-2026 exam. Its earlier cancellation on account of the paper leak had cast a pall of widespread gloom not only on the young aspirants and their families but throughout the nation. It cast serious aspersions on our examination management systems, institutions and the expertise generated over several decades. The community of teachers felt greatly let down as details of the modus operandi used by the mafia and the anti-social elements emerged. The needle of suspicion moved swiftly to the paper setters, to teachers, academics and educators. The coaching centres were obviously there as the usual suspects. The union education minister has lately called it a great betrayal and one fully endorses his assessment. When a paper-setter in an examination of any level stoops to the level of leaking the paper, becoming a shameful part and parcel of the mafia involved in corrupting the education and examination system, the nation must get alerted, and ponder over the inadequacies in preparing and recruiting its teachers at every stage. The system in spite of its vast magnitude just can't afford to have even a single teacher bereft of moral and ethical conduct.

Consequently, India must also seriously audit its systems of teacher preparation, recruitment and procedures of ascertaining their continuous academic advancement and professional growth along with the critical contours of personality development. Teachers are supposed to nurture moral, ethical and humanistic values in their wards. They are supposed to scrupulously adhere to an exemplary work culture which is quietly internalised by their students. Every teacher is a partner in preparing the future of India. They are the role models with whom the child interacts as the child transitions to school. Others come only at a later stage.

As the nation was slowly coming out of the anguish and anxiety inflicted by the postponement of the NEET exam, the CBSE announced its Class XII results, and that created an unprecedented situation of gloom and despair. For the first time, the CBSE opted for the digital marking system popularly known as OSM (On-Screen Marking). It chose Class XII for it, a stage that determines the individual-specific future course of studies that the learner would like to pursue. The CBSE claims to have taken all the necessary steps to prepare its own system, and train its evaluators to perform their job efficiently. The technical glitches, and probably also deficiencies, on the part of the outsourced agency let down the CBSE. The sufferings inflicted on the enthusiastic yet highly sensitive young people disrupted their future plans in numerous instances as the results they received were far below their expectations.

ONE EXPECTS THE CBSE WOULD BE BETTER EQUIPPED WITH TECHNICAL EXPERTISE AND CONDUCT ALL OF ITS FUTURE EXAMS SUCCESSFULLY. WHEN EVEN A SINGLE YOUNG PERSON COMMITS SUICIDE, DUE TO INEFFICIENCY AND GREED OF OTHERS, THE ENTIRE NATION NEEDS TO TAKE NOTE OF THE FACTORS RESPONSIBLE FOR IT

One expects the CBSE would be better equipped with technical expertise and conduct all of its future exams successfully. When even a single young person commits suicide, due to inefficiency and greed of others, the entire nation needs to take note of the factors responsible for it. Responsibility must be fixed and stern actions taken wherever necessary. Unfortunately, it has not been the case in the past, the guilty are not behind bars.

As if the two exam fiascos referred to above were not enough to give a wake-up call to all concerned, the Lucknow coaching center fire that snatched away fifteen young lives comes as a thundering wake-up call. The Uttar Pradesh Government has responded swiftly, 18 engineers booked, four more arrested. Coaching Centers are being inspected throughout the state! It is well established that every fire tragedy is invariably a consequence of total neglect of fire safety norms, classes conducted in structures that brutally ignore the structural building norms. One wonders why these basic essentials are not checked at regular intervals? Extraordinary arrangements were made to ensure proper conduct of the NEET re-examination on June 21. There were no reports of impersonators or solvers even making an attempt to trespass.

The planning worked, and the successful conduct brought a sigh of relief. One fervently hopes that the systems will gear themselves afresh, and in the coming years, no young individual shall encounter situations that could plunge him/her in continuous anxiety, uncertainty, sense of fear, and underperformance. Every human being is touched to the core when the reports of the suicide note of a teenager: 'I just can't bear the tension already undergone once again'. One's heart goes out to the bereaved families; every sensitive soul mourns with them.

This probably does not include the mafia, and also the parents who encourage purchase of 'leaked papers', spend vulgar amounts, and commit the sin of throwing away millions of other young people and their families in immeasurable agony and pain.

When even a single suicide takes place consequent upon ant-social and immoral machinations of rogue elements, the entire nation must stand up to ensure that it's not repeated again. In a humane world, everyone who believes in "Sarve Bhavantu Sukhinah" has a role to perform. The social system must take a serious note, expose them as the culprits who damage lives, kill young aspirations, and commit heinous social sacrilege.

Apart from putting all our expectations of strict action against the mafia solely on government action, which have been mostly inadequate, lethargic and inefficient, time has come when institutions, teachers and academics, and non-political social activists also accept their role in bringing back the moral order in the world of education.

It is common knowledge that when it comes to the preparation of a child in the family for examinations like CBSE, NEET, JEE and others, it is the entire family that gears up to assist and inspire. No disturbance or distractions could be permitted. Think of the anxiety and hope of the parents of a brilliant child, educated in a government school, from a family with scant earnings how life transforming could be the success in such examinations.

The challenge before the nation is to restore the reputation of its school and higher education organisations in their competence and capability to maintain the purity of the system of examinations and assessment at each stage. The uncertainty, anxiety and the tension must not be permitted to retard the enthusiasm and self-confidence of even a single child getting ready to compete. The community of teachers must come forward as one unit to keep the miscreants out.

The NEP-2020 has prominently assured the nation "The teacher shall be at the centre of the fundamental reforms in education system." It commits to making teachers "as the most respected and essential members of our society'. The teachers must feel empowered and enabled to perform their duty effectively." The present position of teachers is well known to the system and society. It would require Herculean efforts to bring it to the appropriate level indicated above. There is no escape but to strive hard as the system has to be reformed and transformed effectively.

The author is an educationist, a Padma Shri awardee, and works in religious amity and social cohesion

The Economic Times, 8 July 2026, Pg no-3

UNION EDUCATION MINISTRY REPORTS

School Dropout Rate Falls; Teacher Strength Crosses 1 crore



State and UT rankings see Chandigarh lead, with Punjab, Kerala, Delhi and D&D next

Anubhuti Vishnoi

New Delhi: The Union Ministry of Education on Tuesday released two key reports on school education — the Performance Grading Index (PGI) 2.0 for states/UTs and districts for 2025-26, and the Unified District Information System for Education Plus (UDISE+) report for 2025-26.
ET takes a look at key takeaways:

UDISE+ 2025-26

- The **total number of teachers** has risen to 1.02 crore, up 8.3% from 94 lakh in 2022-23. Women continue to account for the majority of the workforce at 54.9%.
- **Pupil-Teacher Ratios** (PTR) continued to improve, comfortably surpassing the NEP target of 30:1. In 2025-26, the PTR stood at 10 at the Foundational stage, 12 at Preparatory, 17 at Middle and 21 at Secondary level.
- **School Rationalisation: The number of zero-enrolment schools has fallen 29% to 5,663, while single-teacher schools have declined 3% to 100,843**
- **Lower Dropouts:** The secondary school dropout rate declined to 7.0% in 2025-26 from 8.2% in 2024-25. The highest dropout rates at the secondary level were recorded in Ladakh, Gujarat, Chhattisgarh and Karnataka.
- **Secondary Education:** Gross Enrolment Ratio (GER) at the secondary level rose to 71.7% from 68.5% a year earlier, while student retention improved to 51.9% from 47.2%.
- **Girls' Enrolment:** Girls accounted for 48.4% of total enrolment in 2025-26, marginally up from 48.3% a year earlier.
- **Digital Access:** Computer access in schools increased to 69.9% from 64.7%, while internet connectivity improved to 67.4% from 63.5%.
- **Sanitation & Power:** Schools reported near-universal access to basic amenities, with 99.5% having safe drinking water, 98.5% girls' toilets, 97.2% boys' toilets and 95% grid electricity. Playground availability, however, declined from 83% to 81.9%.
- **Inclusion:** The share of schools with disability-accessible ramps and handrails increased to 58.2%, up from 54.9%.
- **Minority Enrolment:** Minority communities account for over 20% of total enrolment. Among minority students, 79.4% are Muslims, 10.1% Christians, 7.1% Sikhs, 2.0% Buddhists, 1.3% Jains and 0.1% Parsis
- **Social Category:** Nationally, 44.9% of students registered in UDISE+ belong to the OBC category, 27.5% to the General category, 17.7% to SCs, and 10% to STs.

STATE-WISE PERFORMANCE

The PGI 2025-26 report assesses states and Union Territories across six domains — Learning Outcomes, Access, Infrastructure & Facilities, Equity, Governance Process, and Teacher Education & Training.

- No state or Union Territory has achieved any of the top three grades (71%-100%) in the 10-tier PGI ranking. **Chandigarh is the only one to reach the fourth-highest grade, 'Uttam-3', followed by Delhi, Dadra & Nagar Haveli and Daman & Diu, Kerala and Punjab, which are placed in the 'Prachesta-1' category (51%-60%).**
- The 'Prachesta-2' category (41%-50%) includes Himachal Pradesh, Goa, Maharashtra, Odisha and Lakshadweep.
- Most states fall in the 'Prachesta-3' (31%-40%) and 'Akanshi-1' (21%-30%) categories, with 13 states in each grade.
- The 'Akanshi' (Aspirational) category includes Uttar Pradesh, along with Bihar, West Bengal, Madhya Pradesh, Jharkhand, Jammu & Kashmir, and the northeastern states of Nagaland, Arunachal Pradesh, Manipur, Mizoram and Meghalaya, placing them at the lower end of the rankings.
- Punjab tops the rankings in Learning Outcomes, followed by Kerala. Kerala also leads in Access, along with Puducherry, and shares the top position in Teacher Education & Training with Lakshadweep. Most states performed well in Equity, with Tamil Nadu leading the domain.
- Madhya Pradesh, Manipur, Odisha and Uttarakhand recorded a decline in their PGI scores compared with 2024-25.

INTER-STATE GAPS

- The highest and lowest scores among states/UTs in 2025-26 were [illegible].0 and 525.7, respectively, leaving a 31.4% gap between Chandigarh and Meghalaya. While the gap highlights the effort needed to reach the top grades, it has narrowed from 51% in 2017-18.

Two Textbooks To Be Released By August; Rest Available For Grades 1-9: NCERT

The comments came amid complaints stating that not all the textbooks were available three months into the academic session.



Representational Image (IANS)

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By PTI
Published : July 8, 2026 at 8:52 PM IST

New Delhi: All but two textbooks for classes 1 to 9 developed as per the new curriculum are now available, according to NCERT officials, who said the two pending ones will be released by next month.

Part 2 of the class 9 social science and mathematics textbooks are expected to be out by August.

"The new textbooks have been developed in line with the National Curriculum Framework for School Education (NCF-SE) 2023. All textbooks for classes 1 to 8 are now available in both digital and print formats. Textbooks for class 9 have also been released, except for two of them, which will be available by August," a senior official said.

The comments came amid complaints stating that not all the textbooks were available three months into the academic session.

"The new textbooks for classes 10 and 11 will be introduced from the academic session 2027-28 onwards. Accordingly, the existing textbooks for these two classes across subject areas shall continue to be used during the academic session 2026–27," the official added.

The NCF is a set of curricular guidelines, a key component of the new National Education Policy (NEP).

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> *NCERT Class 8 Revised Textbook: 'Economic Background' Now Listed Among Grounds For Discrimination*

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School Education 2 Min Read

UDISE+ 2025-26 report records sharp fall in school dropout rates as teacher strength surpasses 1.02 crore nationwide

The UDISE+ 2025-26 report by the Ministry of Education recorded a sharp decline in school dropout rates, with preparatory-level dropouts falling to 1.8% and secondary-level dropouts to 7%. Student retention improved at middle and secondary stages, while showing a marginal decline at foundational and preparatory levels. Secondary gross enrolment ratio rose to 71.7%, and the number of school teachers crossed 1.02 crore for the first time, reflecting sustained progress in India's education system.

PTI
Published On Jul 8, 2026 at 08:06 AM IST

NEW DELHI: The student dropout rate in schools witnessed a sharp and consistent decline across critical learning stages, according to the USIDE 2025-26 report released by the Ministry of Education, even as the student retention rate declined marginally at the foundation and preparatory levels.



The academic year 2025-26 has seen a notable reduction in dropout rates across preparatory and secondary levels as compared to the previous years – 2022-23, 2023-24, and 2024-25.

UDISE+ (Unified District Information System for Education Plus) is the government of India's official digital database for the education sector. Maintained by the Ministry of Education, it collates real-time statistics on school infrastructure, student enrollment, and teacher metrics.

Advt

“The academic year 2025-26 has seen a notable reduction in dropout rates across preparatory and secondary levels as compared to the previous years – 2022-23, 2023-24, and 2024-25.

“At the preparatory level, the dropout rate declined from 2.3 per cent in 2024-25 to 1.8 per cent in 2025-26, and at the secondary level from 8.2 per cent to 7.0 per cent," the report said.

“This downward trend highlights improved student retention and reflects the success of initiatives aimed at keeping children engaged in their education.

“The consistent decrease across all levels suggests that schools are becoming more supportive and responsive to students’ needs,” it added.

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The academic year 2025-26 has shown a positive trend in student retention at the middle and secondary levels, increasing from 82.8 per cent (2024-25) to 83.7 per cent (2025-26) at the middle level and from 47.2 per cent (2024-25) to 51.9 per cent (2025-26) at the secondary level.

“A marginal decline was observed at the foundational and preparatory levels in 2025-26, following three consecutive years of improvement from 2022-23 to 2024-25.

“One of the key contributing factors to this improvement, particularly at the secondary level, is the increase in the number of schools offering secondary education.

Advt

“This expansion has enhanced accessibility and encouraged continued

enrolment. Overall, the rising retention rates are a strong indicator of progress in the education system and reflect the impact of targeted interventions," the report said.

There has been a considerable improvement in the gross enrolment ratio (GER) at the secondary level during the academic year 2025-26, increasing from 68.5 per cent in 2024-25 to 71.7 per cent in 2025-26.

The report is based on voluntary uploading of data by schools having active UDISE+ codes in the academic year 2025-26 (reference year), with March 31, 2026, as the cutoff date.

The data is filled in the online data capture format (DCF).

For the first time in any academic year, the total number of school teachers across the country crossed 1.02 crore during 2025-26, the report said.

"Increase in the number of teachers is a critical step toward improving student-teacher ratios, ensuring quality education, and addressing regional disparities in teacher availability.

"The numbers have been steadily increasing since 2022-23. There has been an increase of 8.3 per cent in the number of teachers during the reporting year (2025-26) as compared to 2022-23," it said.

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India

Revised NCERT textbook: Congress position on partition tweaked; added Savarkar claim, dropped Hitler reference

The revised textbook expands the story of the demand for complete independence by adding that "a similar demand for Swaraj was expressed by VD Savarkar in 1925."



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ass 8 social science textbook, which was revised following a controversy for allegedly defaming the judiciary, has also made other corrections, including a tweaked version of Congress's position on Partition in 1947 and a claim regarding Hindutva ideologue VD Savarkar's demand for complete independence.

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science textbook -- "Exploring Society: India and Beyond" -- dropping the disputed portions.

The controversial portions along with references to judicial backlog and two major court verdicts have been dropped while fresh material on Public Interest Litigation (PIL), tribunals and alternative dispute resolution mechanisms has been added in the revised textbook.

However, these are not the only changes made in the revised edition.

The history chapter titled "India's Long Road to Independence" says Partition was "widely opposed even by the Indian National Congress" and that whether accepting it was "the only way forward" remains a matter of debate.

The new edition also removes a sentence from the earlier textbook that said "the Congress leaders were helpless as communal massacres engulfed the subcontinent during Partition."

The now withdrawn textbook stated that "taking advantage of the disagreements between Hindu and Muslim leaders, the British decided to divide India and although Mahatma Gandhi and most Congress leaders opposed Partition they ended up accepting it as the only way forward".

The revised textbook also expands the story of the demand for complete independence by adding that "a similar demand for Swaraj was expressed by VD Savarkar in 1925."

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While the withdrawn text said Netaji Subhash Chandra Bose sought Hitler's support to raise an army and described the German

after NCERT row
PTI · 28 May 2026

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The revised edition instead states that Bose "sought support from the anti-British forces", removing references to Hitler and Nazi ideology.

The new textbook has also listed "economic background" as grounds for descrimination alongside caste, religion, race, gender, disability and other traditional identity markers.

In the chapter titled "Citizenship: Rights and Duties", the textbook says, "discrimination is mistreating any person or group because of their caste, religion, ethnicity, disability, race, physical appearance, gender, sexuality, or economic background. This is not only unethical, but also legally prohibited."

"Children from economically disadvantaged families can face prejudice and unequal treatment, alongside discrimination based on appearance, gender, sexuality or other personal characteristics," it said.

The revision comes after the definition of discrimination became a subject of intense public debate following the Centre's UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2026.

The UGC notified regulations define discrimination as unfair or biased treatment on the grounds of religion, race, caste, gender, place of birth or disability.

However, they do not explicitly include economic background or economic disadvantage as a protected category.

After the controversy over the judiciary portion in February, the Supreme Court intervened and physical and digital copies of the textbook were withdrawn and the NCERT issued an apology.

The top court imposed a "complete blanket ban" on any further publication, reprinting or digital dissemination of the said textbook, saying it contained "offending" content on corruption in the judiciary.

The revised textbook states in its acknowledgements that it has been published pursuant to the review process undertaken "in compliance with the directions of the Supreme Court" in suo motu writ petition (civil) no.1/2026.

It adds that Chapter 4, "The Role of the Judiciary in Society", was "rewritten" by an expert committee constituted by the Union Ministry of Education following the directions of the apex court through an order dated March 16.

The revised edition lists 48, with the names of three persons -- Michel Danino, Suparna Diwakar and Alok Prasanna Kumar -- who were initially held responsible for the chapter, dropped.

(With inputs from PTI)

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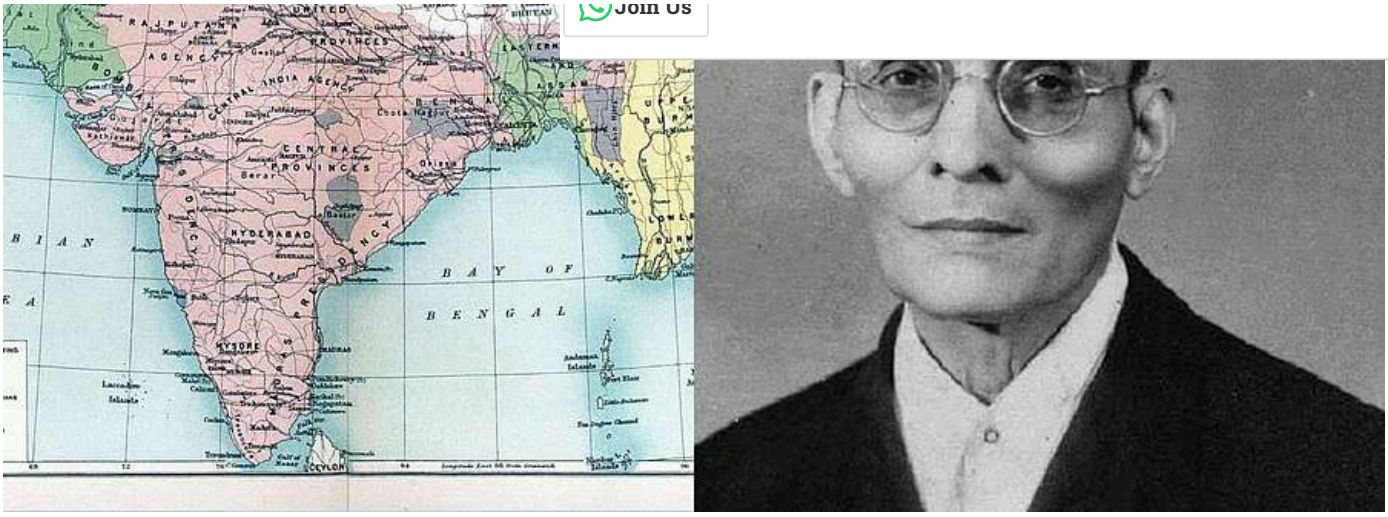
Revised NCERT Class 8 textbook tweaks Congress position on Partition, axes Hitler's reference in section on Netaji

One of the key changes appears in the chapter 'India's Long Road to Independence,' where NCERT has revised its description of the Congress party's acceptance of Partition.

DH Online

Last Updated : 08 July 2026, 17:13 IST

NEW



NCERT's new Class 8 textbook contains several changes in the history section.

The National Council of Educational Research and Training (NCERT) has revised the way India's Partition is described in its Class 8 Social Science textbook, saying that whether or not it was "the only way forward" to independence, remains a matter of debate. The revised edition also introduces a reference to V D Savarkar's demand for Swaraj in 1925.


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NEW

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The changes appear in the revised edition of Class 8 Social Science textbook 'Exploring Society: India and Beyond - Part II,' released earlier this week after the Supreme Court directed NCERT to withdraw the earlier version over objections to its chapter on the judiciary.

While the rewritten judiciary chapter formed the basis of the revision, the updated textbook also includes several changes to its history content, as per a report by *PTI.*

Also Read: NCERT releases revised Class 8 textbook after SC row; redesigned cover prominently features apex court now

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Partition chapter revised

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One of the key changes appears in the chapter 'India's Long Road to Independence,' where NCERT has revised its description of the Congress party's acceptance of Partition.

PTI reported that the new textbook states that Partition was "widely opposed even by the Indian National Congress" and adds that whether accepting Partition was "the only way forward" remains a matter of debate.

In the earlier version, NCERT had written that although Mahatma Gandhi and most Congress leaders opposed Partition, they eventually accepted it as the "only way forward" after the British decided to divide India.

The revised edition also removes a sentence that said Congress leaders were "helpless" as communal violence spread across the subcontinent during Partition.

Savarkar's demand for Swaraj added

NCERT has also expanded the discussion on the demand for complete independence by including a reference to V D Savarkar.

The revised textbook notes that a similar demand for Swaraj was articulated by Savarkar in 1925, a reference that was not included in the earlier edition.

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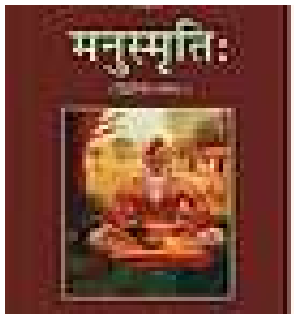


NEW

In the revised edition, this has been replaced with a broader statement saying Bose sought support from "anti-British forces", without mentioning Hitler or Nazi ideology.

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Why was the textbook revised?

The revised edition replaces the earlier version of Exploring Society: India and Beyond - Part II, which was withdrawn earlier this year after the Supreme Court took suo motu cognisance of a chapter on the judiciary.

The court objected to references relating to corruption in the judiciary and ordered NCERT to withdraw both physical and digital copies of the textbook until the chapter was reviewed. NCERT later issued an apology, and the Union Ministry of Education constituted an expert committee to rewrite the chapter.

The revised judiciary chapter removes discussions on corruption in the judiciary, judicial pendency and certain landmark judgments, while adding fresh material on Public Interest Litigation (PIL), tribunals and alternative dispute resolution mechanisms.

The earlier edition listed 51 members in the textbook development team. The revised version lists 48, with the names of Michel Danino, Suparna Diwakar and Alok Prasanna Kumar no longer appearing among the contributors.

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NEW

All new textbooks for Classes 1-9 ready except two, to be released by August: NCERT

NCERT said almost all new textbooks based on the National Curriculum Framework are now available. Only two Class 9 books remain pending, while Classes 10 and 11 will continue with existing books this year.

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NCERT said almost all new textbooks based on the National Curriculum Framework are now available. (Photo-



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NCERT has said the rollout of its new school textbooks based on the National Curriculum Framework for School Education (NCF-SE) 2023 is almost complete, with only two Class 9 books yet to be released. The remaining textbooks are expected to be available by August, according to officials.

The clarification comes amid concerns from students, parents and teachers that several books were still unavailable despite the academic session being underway for nearly three months.

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JUST TWO BOOKS LEFT

NCERT officials said the remaining two textbooks are in the final stages of preparation and are expected to be released by August.

"The new textbooks have been developed in line with the National Curriculum Framework for School Education (NCF-SE) 2023. All textbooks for Classes 1 to 8 are now available in both digital and print formats. Textbooks for Class 9 have also been released, except for two of them, which will be available by August," a senior official said.

The statement comes as schools across the country continue implementing revised textbooks developed under the National Education Policy (NEP) 2020.

WHAT CHANGES NEXT?

NCERT also clarified that students in Classes 10 and 11 will continue studying from the existing textbooks during the 2026-27 academic session.

The revised books for these classes, aligned with the new curriculum framework, will only be introduced from the 2027-28 academic session. This means there will be no change in textbooks for Class 10 and Class 11 this year.

NEP-DRIVEN CURRICULUM ROLLOUT

The new textbooks have been developed under the National Curriculum Framework for School Education (NCF-SE) 2023, one of the key reforms proposed under the National Education Policy 2020.

The curriculum framework aims to make school education more competency-based, flexible and aligned with experiential learning.

As the rollout enters its final phase for Classes 1 to 9, NCERT says schools now have access to nearly the complete set of revised learning materials, with only two Class 9 textbooks awaiting release next month.

(With PTI inputs)

- Ends

Published By: Princy Shukla

Published On: Jul 8, 2026 16:32 IST

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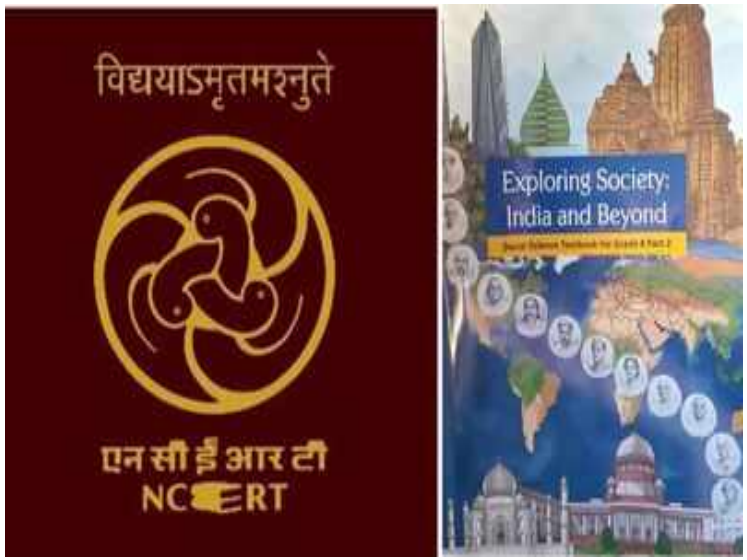
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THE TIMES OF INDIA

NCERT textbook revision: After Supreme Court rap over judiciary chapter, Hitler references removed, Congress' stance on Partition revised

TIMESOFINDIA.COM | Jul 8, 2026, 04.06 PM IST



NEW DELHI: The revised NCERT Class 8 Social Science textbook, released after the Supreme Court ordered the withdrawal of an earlier edition over a controversial chapter on the judiciary, has introduced several other changes, including revisions to its account of the Congress' stand on the 1947 Partition and the removal of references to Adolf Hitler and Nazi ideology.

The latest edition, 'Exploring Society: India and Beyond', was issued after NCERT rewrote the chapter on the judiciary following strong criticism from the apex court, which had described the earlier content as offensive and directed that all physical and digital copies be withdrawn.

The revised book now also contains changes in its history chapter dealing with India's independence and Partition.

One of the key revisions relates to the Congress' position on Partition. The earlier textbook stated that although Mahatma Gandhi and most Congress leaders opposed Partition, they 'ended up accepting it as the only way forward'.

The revised edition now says that Partition was 'widely opposed even by the Indian National Congress' and adds that whether accepting it was 'the only way forward' remains a matter of debate.

The new version has also removed a sentence from the earlier textbook which said that 'the Congress leaders were helpless as communal massacres engulfed the subcontinent during Partition.'
Another significant change concerns the description of freedom fighter Netaji Subhas Chandra Bose's efforts during the Second World War. The earlier edition stated that Bose sought the support of Adolf Hitler and described the German leader as a 'dictator whose racist Nazi ideology and expansionist goals' had triggered the war. The revised textbook instead says Bose 'sought support from the anti-British forces', removing all references to Hitler and Nazi ideology.

The history chapter has also been expanded to include a reference to Vinayak Damodar Savarkar, stating that 'a similar demand for Swaraj was expressed by VD Savarkar in 1925' while discussing calls for complete independence.

The revised textbook comes months after the Supreme Court intervened over a chapter on the judiciary that discussed corruption, judicial backlogs and complaints against judges. Taking suo motu cognisance of the issue, the top court ordered the withdrawal of the textbook from circulation, imposed a blanket ban on its publication in physical and digital form, and directed NCERT to rewrite the chapter.

Following the court's directions, NCERT apologised for what it described as an 'error of judgement' and released a revised edition this week.

The rewritten chapter now focuses on the constitutional role of the judiciary instead of its shortcomings. It explains the structure of courts, constitutional remedies under Articles 32 and 226, Public Interest Litigation (PIL), tribunals, alternative dispute resolution mechanisms such as arbitration and mediation and digital initiatives including e-filing, hybrid hearings and live streaming of court proceedings.

The revised edition states in its acknowledgements that it was published after a review process undertaken 'in compliance with the directions of the Supreme Court' in a suo motu writ petition. It also observes that the

chapter on the judiciary was rewritten by an expert committee constituted by the education ministry following the apex court's directions.

Poll

Should references to controversial figures like Hitler be omitted in educational materials?

No, they should be included for context Yes, it's appropriate to remove them

The development also marks changes in the list of contributors. While the withdrawn textbook listed 51 members in its development team, the revised edition includes 48 names, with the names of Michel Danino, Suparna Diwakar and Alok Prasanna Kumar omitted. The three academics had earlier been associated with the controversial judiciary chapter.

(with inputs from PTI)

India's School Education System Improves, Yet Retention Till Secondary Level Remains A Concern: UDISE+ Report

India added nearly 8 lakh teachers in three years, helping improve student-teacher ratios across all school levels, reports Surabhi Gupta.



Representational image (ETV Bharat)

2 Min Read

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By ETV Bharat English Team

Published : July 8, 2026 at 6:16 PM IST

New Delhi: India's school education system has recorded improvements in teacher strength, dropout rates, digital infrastructure and student-teacher ratios, but a key challenge remains as only 51.9 per cent of students are retained till the secondary stage.

This came to fore at the Unified District Information System for Education Plus (UDISE+) 2025-26 report released by the Union Ministry of Education on Tuesday. While the secondary retention rate has improved from 47.2 per cent in 2024-25 to 51.9 per cent in

2025-26, the data suggests that nearly one out of every two students still does not continue schooling up to the secondary level, highlighting the gap that persists despite recent gains.

The report shows that the secondary Gross Enrolment Ratio (GER) also improved from 68.5 per cent to 71.7 per cent, while the transition rate from middle to secondary school increased from 86.6 per cent to 88.3 per cent, indicating that more children are entering secondary education. However, retaining them through the stage continues to be a challenge.

The government highlighted improvements across several indicators. The number of teachers has increased by 8.3 per cent since 2022-23 to over 1.02 crore, while pupil-teacher ratios have improved across all stages, remaining well below the National Education Policy's recommended 30:1 ratio. Dropout rates also declined, with secondary dropout falling from 8.2 per cent to 7 per cent during the year.

The report also points towards better digital infrastructure in schools. Nearly 70 per cent of schools now have computers, up from 64.7 per cent a year ago, while internet connectivity has risen to 67.4 per cent. However, this also means that nearly one-third of schools still lack computers or internet access, raising questions about the pace of digital learning, particularly in rural and remote areas.

Basic infrastructure has improved further, with 95 per cent of schools having electricity, 99.5 per cent access to drinking water, and over 98 per cent equipped with girls' toilets. Yet, accessibility remains a concern, as only 58.2 per cent of schools have ramps with handrails, indicating that more than four in ten schools are still not fully accessible for children with disabilities.

Another notable trend is the decline in single-teacher and zero-enrolment schools. The number of single-teacher schools dropped to 1,00,843 from 1,04,125 a year earlier, while zero-enrolment schools declined by nearly 29 per cent to 5,663, reflecting ongoing efforts to rationalise school resources.

Female participation in school education also improved marginally. Women now account for 54.9 per cent of the teaching workforce, while girls comprise 48.4 per cent of total enrolment, both registering slight increases over the previous year.

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दैनिक जागरण, 9 जुलाई 2026, पेज नं- 8

सरकारी स्कूलों की गुणवत्ता का सवाल

देश की शिक्षा इस समय हर स्तर पर दो खंडों में बंट गई है, सरकारी और निजी। सरकार के पास संसाधन नहीं हैं, अतः उसे शिक्षा में निजी निवेश को प्रोत्साहन देना ही है। समाज के जिस वर्ग को शिक्षा की सबसे अधिक आवश्यकता है, वह सरकारी स्कूलों पर निर्भर है। इसको वह अपनी मजबूरी में ही स्वीकार कर रहा है, क्योंकि इसकी गुणवत्ता और साख आज सवालों के घेरे में है। सरकारी तंत्र में नियमित सेवा में नियुक्त और हर साधन संपन्न व्यक्ति अपने बच्चों को सामान्य सरकारी स्कूलों के बजाय निजी स्कूलों में भेजना पसंद कर रहा है। यहां दो वर्ग बन गए हैं। सरकारी सहायता प्राप्त विश्वविद्यालयों में प्रवेश की प्रतिस्पर्धा इतनी कठिन हो चुकी है कि उसके लिए कोचिंग संस्थानों में जाना जरूरी है। कोचिंग एक शुद्ध व्यापार है। यहां जिन परिस्थितियों में संवेदनशील आयु के युवा आते हैं, रहते और पढ़ते हैं, वे अस्वीकार्य स्तर का तनाव, चिंता और घबराहट उत्पन्न करती हैं। कक्षा 11-12 में पढ़ने वाले विद्यार्थियों को बोर्ड परीक्षा की तैयारी करनी होती है। यदि उन्हें न्यूनतम अंक नहीं मिलें तो आगे की प्रतियोगी परीक्षा में बैठ नहीं सकेंगे। फिर उन्हें मेडिकल, इंजीनियरिंग या अन्य व्यावसायिक प्रतियोगिता परीक्षा की तैयारी, कोचिंग में भागीदारी और वहां लगभग प्रतिदिन प्रतिस्पर्धा में आगे रहने का दायित्व उठाना पड़ता है। इस सबके साथ उन पर माता-पिता की अपेक्षाओं और आशाओं का लगातार बढ़ता दबाव भी है।

दूसरी ओर समाज में नैतिकता के प्रति लगातार बढ़ रही शिथिलता और व्यवस्था में कर्तव्यनिष्ठा की कमी ने पेपर-लीक का ऐसा जाल रच दिया है, जिसका कोई समाधान सामने नहीं आ रहा है। कहा तो यह भी जा रहा है कि कुछ नकल और पर्चा-लीक में भागीदार माफिया दशकों से इसमें संलग्न हैं और सरकारी तंत्र तथा न्याय व्यवस्था की खिल्ली उड़ा रहे हैं। किसी को भी विश्वास नहीं है कि भविष्य में सरकारी व्यवस्था नियमों का पालन करवा सकेगी। साठगांठ इतनी सशक्त है कि उसे तोड़ पाना सामान्य व्यक्ति को असंभव लगता है। नकल माफिया, साल्वर गैंग, पर्चा-लीक इत्यादि सभी शिक्षित लोगों द्वारा ही चलाए



जगमोहन सिंह राजपूत

क्या विकसित भारत में भी चुनाव, जनगणना, पशुगणना जैसे कार्यों में अध्यापकों को लगाकर स्कूल बंद किए जाते रहेंगे



स्कूलों में शिक्षकों की नियमित नियुक्ति जरूरी • फाइल

और निर्देशित किए जाते हैं। इन समस्याओं का त्वरित समाधान खोजना आवश्यक है, लेकिन शिक्षा व्यवस्था की साख पुनः स्थापित करने के लिए दीर्घकालीन उपाय खोजने होंगे। यह तभी संभव है जब उन परिस्थितियों को ईमानदारी से विश्लेषित किया जाए, जिसके कारण कर्तव्यनिष्ठा में गिरावट आई और नैतिकता केवल पुस्तकों में सिमट कर रह गई।

संविधान निर्माताओं ने 14 वर्ष तक के हर बच्चे को अनिवार्य और निःशुल्क शिक्षा देने के निर्देश दिए थे। यदि प्रारंभ से ही सभी सरकारों ने इस जिम्मेदारी को निभाया होता, सभी बच्चों को शिक्षा का एक समान अवसर देने की भावना को व्यावहारिक स्वरूप दिया होता, अपना उत्तरदायित्व स्वीकारा होता और उसके लिए संसाधन उपलब्ध कराए होते, हर वर्ग और आर्थिक स्थिति के बच्चे एक स्कूल में और साथ-साथ पढ़ते तो आज यह स्थिति पैदा नहीं होती। सरकारें यदि ऐसा करतीं तो समाज स्वयं आगे आता। संसाधनों की कमी कुछ वर्षों में स्वतः ही समाप्त हो जाती। सरकारी स्कूलों के प्रति घोर लापरवाही, उसके अध्यापकों से हर प्रकार का गैर-शैक्षिक कार्य करवाना, नियमित नियुक्तियां न करना कुछ ऐसे अक्षम्य निर्णय रहे हैं, जिनके प्रभाव को कम करना और रोकना आवश्यक है। हालांकि शिक्षा नीति-2020 के बाद एक आशाजनक स्थिति बनी है कि भारतीय संस्कृति के आलोक में नीति निर्माण हुआ है और इसमें भारतीय ज्ञान परंपरा के महत्व को स्वीकारा गया है। ये अत्यंत संवेदनशील कार्यक्षेत्र हैं, इनको उचित महत्व दिए बिना शिक्षा में वास्तविक समानता की ओर बढ़ना कठिन होगा। शिक्षा पर सकल घरेलू उत्पाद के छह प्रतिशत खर्च करने की कोठारी आयोग (1964-66) की सिफारिश को गंभीरता से अपनाना होगा।

सरकारी स्कूलों में अध्यापकों की नियमित नियुक्ति को पीछे धकेलना शिक्षा की गुणवत्ता के लिए आत्मघाती रहा है। थोड़े से मानदेय पर सरकारी स्कूलों में अध्यापक नियुक्त करना, विश्वविद्यालयों में अतिथि-अध्यापक, लेक्चर आधारित मानदेय जैसे प्रयोग शिक्षा में गुणवत्ता, शोध की उत्कृष्टता और अध्यापकों के उत्साह तथा लगनशीलता को लील गए। सरकारें अब तय करें कि केवल नियमित अध्यापकों की नियुक्ति की जाएगी। तीन महीने के लिए स्थानीय स्तर पर सेवानिवृत्त अध्यापकों की सेवाएं लेने का अधिकार प्राचार्य को देना चाहिए। विश्वविद्यालय स्तर पर यह अधिकार कुलगुरुओं को होना चाहिए। उद्देश्य यह है कि पढ़ाई का नुकसान एक दिन के लिए भी नहीं होना चाहिए। क्या विकसित भारत में भी चुनाव, जनगणना, पशुगणना जैसे कार्यों में अध्यापकों को लगाकर स्कूल बंद करने की प्रथा जारी रहेगी? इससे अध्यापकों का मनोबल गिरता है और देश की ज्ञान-कौशल संपदा क्षीण होती है। व्यवस्था का विकेंद्रीकरण आवश्यक है। हर स्तर पर नेतृत्व संवर्धन के प्रयास करने होंगे, तभी हर स्तर पर उत्तरदायित्व बोध बढ़ेगा। इसी से अन्य समाधान भी स्वतः ही निकलेंगे। वर्तमान में प्रगति और विकास का सशक्त आधार सिद्ध हो चुकी शिक्षा भविष्य में अपेक्षित अपनी सार्थकता तभी सिद्ध कर सकेगी जब वह गुणवत्ता, उत्कृष्टता, जीवनोपयोगी एवं उत्पादन कौशलों से परिपूर्ण हो।

(लेखक एनसीईआरटी के पूर्व निदेशक हैं)
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नवभारत टाइम्स, 1 जुलाई, 2026, पेज नं - 16

NCERT की 8वी की किताब में बदलाव

भेदभाव के आधार में आर्थिक पिछड़ापन भी

AI Image



■ पीटीआई, नई दिल्ली

NCERT की क्लास 8 की सोशल साइंस की नई किताब में भेदभाव के आधारों में जाति, धर्म, नस्ल, लिंग, विकलांगता और पहचान बताने वाली दूसरी पारंपरिक चीजों के साथ-साथ अब आर्थिक पृष्ठभूमि को भी शामिल किया गया है।

जुडिशरी की कथित तौर पर बदनामी करने को लेकर विवाद खड़ा होने के कुछ महीनों बाद NCERT ने क्लास 8 की सोशल साइंस की एक नई किताब- एक्सप्लोरिंग सोसायटीः इंडिया एंड बियॉन्ड जारी की है, जिसमें विवादित हिस्सों को हटा दिया गया है। नागरिकताः अधिकार और कर्तव्य नाम के चैप्टर में किताब कहती है, 'भेदभाव का मतलब है किसी व्यक्ति या समूह के साथ उनकी जाति, धर्म, जातीयता, विकलांगता, नस्ल, शारीरिक बनावट, लिंग या आर्थिक पृष्ठभूमि के कारण बुरा बर्ताव करना। यह न सिर्फ अनैतिक है, बल्कि कानूनी तौर पर भी मना है।' आर्थिक रूप से कमजोर परिवारों के बच्चों को दिखावट, लिंग, कामुकता या दूसरी व्यक्तिगत विशेषताओं के आधार पर भेदभाव के साथ-साथ पूर्वाग्रह और असमान व्यवहार का सामना करना पड़ सकता है। यह बदलाव केंद्र के UGC (उच्च शिक्षा संस्थानों में समानता को बढ़ावा देने संबंधी) नियम, 2026 के बाद आया है, जिसमें भेदभाव की परिभाषा पर जोरदार बहस हुई थी। UGC के नियमों में भेदभाव को धर्म, नस्ल, जाति, लिंग, जन्म-स्थान या विकलांगता के आधार पर अनुचित या पक्षपातपूर्ण व्यवहार के तौर पर परिभाषित किया गया है। हालांकि, आर्थिक रूप से पिछड़े होने को स्पष्ट रूप से सुरक्षित श्रेणी में शामिल नहीं किया गया है।

The Tribune, 9 July 2026, Pg no. 5

Schools shine on quality, struggle on numbers

Excellent infra, learning indicators contrast with dwindling enrolment, prompting continued school mergers

SUBHASH RAJTA
TRIBUNE NEWS SERVICE

SHIMLA, JULY 8

Himachal Pradesh continues to rank among the country's best-performing states on several school education indicators, though persistently low enrolment in a large number of schools remains a major structural challenge. According to the Centre's Unified District Information System for Education (UDISE) 2025-26 report, the state has an overall Pupil-Teacher Ratio (PTR) of 14:1 and an average enrolment of just 83 students per school.

Among all states and Union Territories, Himachal ranks just above Mizoram and Ladakh in terms of average student enrolment per school. While the figures reflect easy access to education, they also point to an extensive school network with many institutions operating with very small student strength.

The National Education Policy recommends a PTR of 30:1 for effective classroom interaction and better learning outcomes. Himachal's ratio of 14:1 is less than half of the recommended level, indicating a high teacher availability. However, experts believe that extremely low enrolment in schools can adversely affect the overall learning environment despite the favourable teacher-student ratio.

UDISE 2025-26 REPORT

- Himachal's biggest education challenge is not teacher shortage but tiny schools. Of the state's 17,064 schools, 13.3% have fewer than 10 students and 33% have 20 or fewer students. Only 2.4% schools enrol over 500 students
- While the state boasts a favourable 14:1 pupil-teacher ratio, experts say such low enrolment affects peer learning and efficient use of infrastructure, making school mergers and teacher rationalisation essential for long-term sustainability

The report shows that of the state's 17,064 schools, 13.3 per cent have fewer than 10 students, while 33 per cent have 20 or fewer students. Only 2.4 per cent schools have an enrolment exceeding 500 students, highlighting the skewed distribution of students across the education network.

Education Minister Rohit Thakur said the government had been merging schools with inadequate enrolment and rationalising teachers to improve student strength and optimise resources. "Due to our efforts, there is not a single school without a teacher now," he said. The report states that there are 3,128 single-teacher schools with a combined enrolment of 47,579 students. It also confirms that Himachal has no zero-enrolment school.

The report places Himachal among the top-performing states in key educational outcomes. The primary-level dropout rate stands at just 0.4 per cent, while it is 1.3 per cent at the upper primary level and 5.6 per cent at the secondary level. The state also performs strongly in retention rate, gross enrolment ratio and the availability of basic infrastructure such as electricity, drinking water and functional toilets.

However, digital infrastructure continues to lag behind. Only 66 per cent of schools have internet connectivity, while functional smart classrooms are available in just 57 per cent of schools, indicating significant scope for improvement in technology-enabled learning.

Millennium Post, 9 July, Page no - 1

Higher education enrolment rises by over 1 crore since 2014

OUR CORRESPONDENT

NEW DELHI: Higher education enrolment in India has increased by more than 1.08 crore since 2014-15, while female enrolment has risen by 42.2 per cent, according to the All India Survey on Higher Education (AISHE) reports for 2022-23 and 2023-24 released by the Ministry of Education on Wednesday.

The reports show that total enrolment grew from 3.42 crore in 2014-15 to 4.46 crore in 2022-23 and further to 4.50 crore in 2023-24, marking a 31.5 per cent increase over the decade.

KEY POINTS

- Total enrolment rose by over 1.08 crore since 2014-15.
- Overall higher education enrolment increased 31.5 per cent over the decade.
- Female enrolment reached 2.24 crore in 2023-24.
- Female enrolment increased 42.2 per cent since 2014-15.
- SC student enrolment rose to 69.72 lakh in 2023-24.
- ST student enrolment climbed to 28.83 lakh, up 75.7 per cent.
- OBC enrolment reached 1.80 crore in 2023-24.
- STEM enrolment increased to 1.02 crore from 91.5 lakh.

Female enrolment also recorded steady growth, rising from 1.57 crore in 2014-15 to 2.18 crore in 2022-23 and 2.24 crore in 2023-24. "It is commendable increase in female enrolment in higher education," the report said.

The survey also recorded higher participation from students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes. Enrolment of SC students increased from 46.07 lakh in 2014-15 to 69.72 lakh in 2023-24, a rise of 51.4 per cent. ST enrolment grew from 16.41 lakh to 28.83 lakh during the same period, an increase of 75.7 per cent. OBC student enrolment rose from 1.13 crore to Continued on P4

Millennium Post, 9-July-2026, Pg no-4

Higher education

1.80 crore, up 60.2 per cent.

The report said enrolment in science, technology, engineering and mathematics (STEM) courses increased from 91.5 lakh in 2014-15 to 1.02 crore in 2023-24.

Faculty strength also expanded, reaching 17.32 lakh in 2023-24. Of the total, 55.1 per cent are men and 44.9 per cent are women. Female faculty numbers increased from 5.69 lakh in 2014-15 to 7.37 lakh in 2022-23 and 7.78 lakh in 2023-24.

AISHE, the government's main source of higher education statistics, gathers information on enrolment, faculty, staff, infrastructure and examination results through a web-based data collection system. In 2022-23, 56,180 of the 60,380 registered higher education institutions participated in the survey, while participation rose to 59,533 out of 64,756 registered institutions in 2023-24.

The Pioneer, 9 July 2026, Pg no. 6

Higher education enrolment rises by over 1 crore since 2014: Govt's AISHE report

PIONEER NEWS SERVICE
New Delhi



The enrolment in higher education increased by over 1.08 crore since 2014 with 42 per cent increase in female enrolment, according to central Government's AISHE report.

The Ministry of Education on Wednesday released the Reports of the All India Survey on Higher Education (AISHE) for the years 2022-23 and 2023-24.

The AISHE collects detailed information from Higher Education Institutions (HEIs) across the country through a web-based Data Capture Format (DCF). Institutions upload data on student enrolment, faculty and staff, infrastructure, examination results etc. on the AISHE portal.

AISHE serves as the primary source of official statistics on higher education in India and provides critical insights for policy formulation, planning and monitoring of the sector.

The participation of HEIs in 2022-23 was 56,180 out of 60,380 HEIs registered and 59,533 out of 64,756 registered HEIs in 2023-24. "The enrolment in higher education has been continuously increasing from 3.42 crore in 2014-15 to 4.46 crore in 2022-23 and 4.50 crore in 2023-24 (i.e. 31.5 per cent increase since 2014-15)," the report said.

"It is commendable increase in female enrolment in higher education from 1.57 crore in 2014-15 to 2.18 crore in 2022-23 and 2.24 crore in 2023-24 (42.2 pc increase since 2014-15)," it added.

The enrolment of SC students has increased to 69.72 lakh in 2023-24 from 46.07 lakh in 2014-15 (an increase of 51.4 per cent since 2014-15).

"The enrolment of ST students has increased to 28.83 lakh in 2023-24 from 16.41 lakh in 2014-15 (an increase of 75.7 per cent since 2014-15). Similarly, the enrolment of Other Backward Classes (OBC) students has increased to 1.80 crore in 2023-24 from 1.13 crore in 2014-15 (60.2 per cent increase)," it added.

STEM enrolment has risen significantly over the past decade, from 91.5 lakh in 2014-15 to 1.02 crore in 2023-24, reflecting the growing emphasis on science, technology, engineering, and mathematics education in the country.

"The total number of faculty increased to 17.32 lakh in 2023-24, of which 55.1 pc are male and 44.9 per cent are female. The female faculty strength has increased from 5.69 lakh in 2014-15 to 7.37 lakh in 2022-23 and further to 7.78 lakh in 2023-24," it said.

The Hindu, 9 July 2026, Pg no. 12

Over 42% rise in female enrolment in higher education since 2014: report

The Hindu Bureau
NEW DELHI

India's higher education sector has recorded significant growth over the past decade, with total student enrolment rising to 4.5 crore in the 2023-24 academic year.

According to the latest reports of the All India Survey on Higher Education (AISHE) for 2022-23 and 2023-24, released by the Education Ministry, this marks a 31.5% rise from 3.42 crore recorded in 2014-15. The multi-year survey data reflect an institutional participation rate of over 90%, drawing metrics from 59,533 higher education institutions across the country to outline major strides in inclusivity, female participation, and STEM (Science, Technology, Engineering, and Mathematics) adoption.

Steady progress

Women, STEM learners and marginalised communities drive sustained growth in higher education



	2014-2015	2022-2023	2023-2024	Growth since 2014-15
Total enrolment	3.42 cr.	4.46 cr.	4.50 cr.	↑ 31.5%
Female enrolment	1.57 cr.	2.18 cr.	2.24 cr.	↑ 42.2%
Overall GER	23.7	29.5	30.0	—
Female GER	22.9	30.2	31.2	—
STEM enrolment	91.5 lakh	—	1.02 cr.	↑ 11.4%

The data are self-reported voluntarily by registered institutions via a web-based portal utilising a data capture format. While the Education Ministry executes built-in validations and scrutiny checks, primary data quality remains the responsibility of the respective institutions.

The enrolment of female students in higher educational institutions rose from 1.57 crore in 2014-15 to 2.18 crore in 2022-23 and 2.24 crore in 2023-24, marking a 42.2% increase since 2014-15.

The Gender Parity Index (GPI) stands at 1.08 for 2023-24, remaining consistently above 1.0 for seven consecutive years. This underlines a trend where female participation systematically outpaces male participation.

Also, India's gross enrolment ratio (calculated for the 18-23 age bracket) reached 30 in 2023-24. Notably, the female GER scaled to 31.2, distinctly higher than the national baseline. For the Scheduled Castes, the enrolment jumped 51.4% since 2014-15, reaching 69.72 lakh. The GER for SC students grew from 18.9 to 27.8. For the Scheduled Tribes, enrolment witnessed a 75.7% rise, climbing to 28.83 lakh, with the GER up from 13.5 to 22.8. With regard to the Other Backward Classes, student numbers grew 60.2%, from 1.13 crore to 1.80 crore over 10 years.

Enrolment in STEM fields climbed to 1.02 crore in 2023-24. "Mirroring the overall demographic shift, the female share in STEM programmes climbed steadily to 44%, up from 38.4% a decade ago," the report said.

The Hindu, 9 July 2026, Pg no. 9

CBSE's supplementary examination and the promise of no injustice

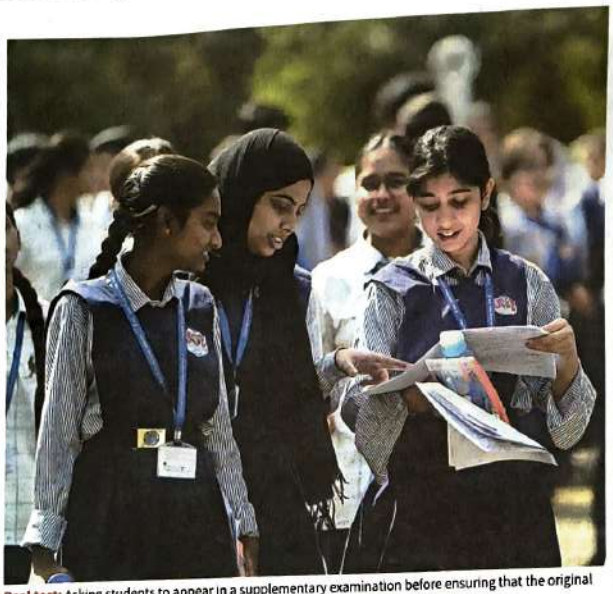
Every Class XII student should have a fair opportunity to verify digitised answer scripts and seek re-evaluation before supplementary examination, so that no one is disadvantaged by errors in the original evaluation

Rajeev Kumar

Barely weeks after the controversy over CBSE's On-Screen Marking (OSM) system erupted, three developments this week have created an extraordinary contradiction. First, CBSE has announced the Class XII supplementary examination, requiring students to improve their performance even though many might have secured substantially higher marks had they been given timely access to their digitised answer scripts for verification and re-evaluation. Second, the Central Information Commission (CIC) has directed CBSE to frame transparent, time-bound Standard Operating Procedures (SOPs) for providing students with their marks, answer sheets, and assessment records. Third, within a month of appointing a new CBSE chairperson, the government reverted him and converted the post into an interim additional-charge arrangement, even as the OSM controversy remained unresolved.

These developments stand in stark contrast to the Union Education Minister's assurance that no student would suffer injustice – a commitment that inspired confidence among millions of students, parents, and teachers. Yet many students still await access to their answer scripts and an opportunity to verify their evaluation and seek correction of genuine errors. The issue is no longer one of software glitches or administrative procedures, but of whether that assurance has been translated into transparency, accountability, and timely corrective action.

Until every student is given a fair opportunity to verify the original evaluation, requiring them to appear in a supplementary examination addresses the consequence rather than the cause.



Real test: Asking students to appear in a supplementary examination before ensuring that the original evaluation was accurate and fairly reviewable appears to be premature. FILE PHOTO

Premature test

CBSE's circular of June 30 announced the Class XII supplementary examination, permitting compartment candidates and students who have passed the examination to improve their performance. However, it overlooks another category of students – those whose marks may have increased substantially had they first been given access to their digitised answer scripts for verification and re-evaluation.

The scale of the issue is significant. Of the nearly 17.7 lakh Class XII students, only about four lakh obtained access to around 11 lakh answer scripts out of 98 lakh scripts. CBSE stated that about 95% of the requested scripts had been delivered by the end of May, while the status of nearly 20,000 pending requests remains undisclosed. Consequently, nearly 14 lakh students never had the opportunity to examine their evaluated answer scripts independently. Only about 1.6 lakh students reached the re-evaluation stage, and results were declared for about 87% of them.

Even within this limited sample, several candidates secured extraordinary mark revisions, including increases approaching 20 marks out of 60 in highly structured Science subjects, while another student's History marks rose from 74 to 97. In one widely reported case, a student became the CBSE topper after re-evaluation by securing 100 out of 100 in all five subjects. These outcomes emerged from only a small fraction of students, while the overwhelming majority remained outside the independent scrutiny.

Against this backdrop, asking students to appear in a supplementary examination before ensuring that the original evaluation was accurate and fairly reviewable appears to be premature. A supplementary examination is meant to improve academic performance – not to compensate for possible deficiencies in the original evaluation. Before asking students to take a second examination, CBSE must first ensure that every student has had a fair opportunity to verify and, where warranted, correct the first. That remains the unfinished business of the OSM controversy.

A clear roadmap

The present controversy is particularly striking because the CIC, while deciding an appeal by a Class XII student seeking access to her 2021 assessment records, identified a clear way forward. Invoking Section 25(5) of the RTI Act, 2005, the CIC observed that time-bound SOPs for providing marks, answer sheets, and assessment records were "the dire need of today's scenario."

It was further observed that such SOPs would avoid the hardship faced by the young minds. It directed CBSE to formulate and publish a transparent SOP, holding that the denial of access to one's own assessment records was contrary to the spirit of the RTI Act.

Ironically, the OSM framework, introduced to enhance transparency, operated in the opposite direction. Instead of providing automatic access to already digitised answer scripts, students were required to navigate applications, fee payments, portal access, verification, and re-evaluation within overlapping timelines. The resulting delays, portal failures, and restricted disclosure limited independent scrutiny to only a small fraction of students.

The CIC's recent directions provide CBSE with an opportunity to institutionalise a transparent, student-centric review process. The lesson is clear: transparency must be built into the examination system through well-defined, time-bound, and publicly accountable SOPs – not left to ad hoc procedures.

Questions persist

As the OSM controversy escalated, the Union Education Minister publicly accepted responsibility and assured the nation that no student would suffer injustice. Soon thereafter, the government replaced the then CBSE Chairperson with a new full-time incumbent. Yet, barely a month later, he was reverted, and his appointment was converted to an additional-charge arrangement.

The leadership transition does not diminish the need for institutional accountability. Instead, it leaves several fundamental questions unanswered.

There has been no satisfactory explanation for why already digitised answer scripts were not proactively disclosed, forcing students to apply, pay fees and depend on portal access merely to obtain their own records. Nor has the CBSE explained why alternative arrangements were not put in place after widespread portal failures and payment disruptions became evident, or why verification and re-evaluation windows were opened simultaneously even though re-evaluation depended on prior access to answer scripts. Most importantly, despite expressing confidence in the OSM process, the Board has not opened all digitised answer scripts to universal independent scrutiny. Public confidence will be restored not by administrative reshuffles, but by transparency, accountability and timely corrective action.

Seven-day plan

The present impasse can still be resolved before the supplementary examination through a simple, practical, and student-centric framework. Since every Class XII answer script has already been digitised, no further scanning or processing is required.

A short, time-bound transparency exercise can ensure that deficiencies in the original evaluation do not disadvantage any student.

Day 1: Universal disclosure: Provide every Class XII student, free of cost, with a secure digital copy of the evaluated answer script through registered email, WhatsApp, and the respective school.

Days 1-3: Verification: Allow students, parents, and schools to verify the completeness and authenticity of the digitised answer scripts and report any deficiencies relating to scanning, digitisation, document management, or evaluation. Students whose scripts are found to be free from such deficiencies may proceed directly to re-evaluation.

Days 2-7: Re-evaluation: After verified or corrected answer scripts are made available, permit students to seek re-evaluation of identified questions or awarded marks. Complete the process within a fixed timeline, publish anonymised statistics on verification deficiencies, and marks revisions to strengthen public confidence.

Such an exercise would be far more meaningful than requiring students to sit a supplementary examination before confirming the correctness of the original evaluation. It would reinforce transparency, accountability, and fairness while ensuring that no student is compelled to take a second examination because of avoidable deficiencies in the first.

The way forward

The OSM controversy should not end with administrative closure, leadership changes, or supplementary examinations. It should end only when every affected student has a fair opportunity to verify the original evaluation and secure the correction of genuine deficiencies.

In an examination affecting nearly 17.7 lakh students, transparency cannot remain selective; it must become universal.

The proposed seven-day transparency framework offers a practical, low-cost, and time-bound solution. Since every answer script has already been digitised, universal disclosure, verification, and targeted re-evaluation can still be completed before the supplementary examination. Such an exercise would restore confidence in the OSM process while reinforcing fairness, accountability, and student-centric governance.

Ultimately, this is not about defending a technology vendor, an administrative process, or an institution. It is about protecting the academic future of millions of young students. The credibility of India's examination system will be judged not by assurances, audits, or leadership changes, but by whether every student receives a fair, transparent, and trustworthy evaluation.

Even now, it is not too late to restore public confidence. Universal transparency, timely correction of genuine errors, and the assurance that no student suffers injustice should define the true legacy of the CBSE-OSM initiative.

(Prof. Rajeev Kumar is a former Computer Science Professor at IIT Kharagpur, IIT Kanpur, BITS Pilani, and JNU, and a former scientist at DRDO and DST.)

Millennium Post, 9-July-2026, Pg no. - 6

NEXUS OF GOOD

Reimagining Rural Classrooms

A district once defined by coal now offers one of India's strongest examples of how learning can reshape communities and futures alike



ANIL SWARUP

THE WRITER IS AN AUTHOR AND A FORMER CIVIL SERVANT

Project Ka-Lawei transformed education in Meghalaya's East Jaintia Hills, raising Grade X pass rates from below 30 per cent to over 90 per cent

This Nexus of Good Awardee, iDream Education, has managed to bring about a transformation in learning outcomes in a remote part of the country. What it has accomplished in East Jaintia Hills, Meghalaya, is truly remarkable. The model it has put in place is replicable and scalable through public-private partnership, in the true spirit of Nexus of Good.

For generations, the story of East Jaintia Hills in Meghalaya was written underground. Almost every family in this remote, hilly district either worked in a coal mine or owned one. Coal was not just an occupation — it was the organising idea of the local economy, the reason children left school early, and the reason many never saw much point in returning. When coal mining in the district was halted, the immediate, tangible income that mining offered disappeared overnight. What replaced it was not a new economy but the absence of one: families drifted into daily wage labour, a livelihood that is even more erratic and even less forgiving of a child's time in school.

The consequence showed up starkly in the district's education data. Only 25-28% of students in East Jaintia Hills were clearing their Grade X board examinations — a number low enough to represent not just an education gap, but a generational one. Two forces were compounding each other. First, with parents themselves unaware of what alternative careers existed beyond mining, school attendance became a casualty of convenience: whenever money ran short, children were pulled out and sent for daily wage work, with no one at home able to make the case for why school mattered more. Second, Meghalaya's school curriculum, textbooks, classroom teaching, and board examinations are entirely in English. But the actual language of instruction on the ground was Khasi and Pnar, the languages children speak at home and understand best. Students were, in effect, being asked to take a high-stakes examination in a language they had barely been taught to read, write, or speak with confidence.



Technology succeeded not by replacing teachers, but by enabling them to reach every child at the right level, every day

It is against this backdrop that a young Deputy Commissioner, Abhilash Baranwal, launched Project Ka-Lawei — a name that means, fittingly, "The Future." Its premise was simple: could technology, when deployed thoughtfully, help a district rebuild the bridge between its children and their education, in a language they could not yet fully command, and in schools that could not always count on the children showing up?

In the first phase of the project, 20 schools were selected for a pilot. Each was equipped with a Smart Classroom using affordable Smart TVs and a pen drive preloaded with curriculum-aligned digital content, with no internet dependency — a crucial design choice in a district where connectivity is unreliable at best. The pen drive carried an offline learning platform, iPrep, loaded with English-medium digital content for Grades 6 to 10, mapped to the Meghalaya State Board curriculum: animated concept videos, practice questions, digitised syllabus books, activities, and a digital library of stories, poems, and biographies. For children who had rarely encountered English outside a textbook, this was their first sustained exposure to the language in a form that was visual, engaging, and repeatable at their own pace.

Before assuming what the intervention should look like, the district did something it deserves credit for: it measured. A baseline assessment across the pilot schools revealed that Grade X students carried learning gaps of up to four grade levels. This is a hard number to absorb, but it explained everything — students were not simply weak in English; they were being taught concepts several years ahead of what their foundational knowledge could support. The response was a structured bridge course built into iPrep, one that told teachers precisely which junior-grade content to revisit with their students before attempting to teach grade-level material. On-field teams trained teachers in how to run this bridge course within their existing timetables, turning remediation into routine rather than an afterthought.

The early signals were encouraging. Within six months, the 20 pilot schools recorded 4,500 hours of Smart Classroom usage — evidence that the tool was being used, not merely installed. On the strength of this, the district scaled the programme to 166 classrooms, with a clear, singular focus: lifting the Grade X pass percentage.

A second layer was added as the programme matured: monthly assessments through the iPrep Assessment App, testing students on exactly what had been taught the previous month. This closed a loop that Indian classrooms often lack. It provided timely, granular feedback to teachers on which concepts had actually been understood and which had not. Teachers used this data to continuously refine the bridge course rather than repeating a generic remedial script for every class.

The results, tracked over three years, tell their own story. Smart Classroom usage climbed from 4,500 hours to over 53,000 hours every year. And the number that had defined the district's education crisis — the Grade X pass percentage — moved from 25-28% at the outset, to 62% by the end of the second year, and to over 90% by the end of the third year.

What makes Ka-Lawei worth studying is not the technology itself, but the sequencing of decisions around it: diagnose before designing (the baseline assessment), remediate before accelerating (the bridge course), and measure continuously rather than assume (the monthly assessments). Technology here was not a substitute for teaching; it was an instrument that enabled overstretched teachers in a resource-constrained district to do something they could not have done at scale on their own. It enabled teachers to meet each child closer to where they actually were, in a language and at a pace that made sense to them.

The district administration is not resting on these numbers. With a far larger cohort of students now clearing Grade X and moving on to higher education, the focus has shifted from pass percentages to the quality of what students carry with them — improving actual marks and grade-level learning outcomes, not just the ability to clear the bar.

East Jaintia Hills' coal seams may be closed, but Ka-Lawei suggests the district has found a different kind of resource to draw on — one that, unlike coal, will not run out.

Views expressed are personal





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Telangana

Telangana climbs 5 places in Centre's school education index

According to the latest PGI 2.0 report released by the Ministry of Education, Telangana's overall score increased from 552.5 in 2024-25 to 599.7 in 2025–26 out of a maximum of 1,000.

Meghna Nath

Updated: 9th Jul, 2026 at 10:37 AM

HYDERABAD: Telangana has climbed five places in the Union government's Performance Grading Index (PGI) 2.0 for school education for 2025–26, improving its national ranking from 31st to 26th.

Official sources attributed the improvement to initiatives taken by the state government under Chief Minister A Revanth Reddy to strengthen public education through teacher recruitment, training, infrastructure development and measures to improve learning outcomes.

According to the latest PGI 2.0 report released by the Ministry of Education, Telangana's overall score increased from 552.5 in 2024-25 to 599.7 in 2025–26 out of a maximum of 1,000. The state also moved from the Akankshi-1 (Aspirational-1) category to the Prachesta-3 (Progress-3) category.

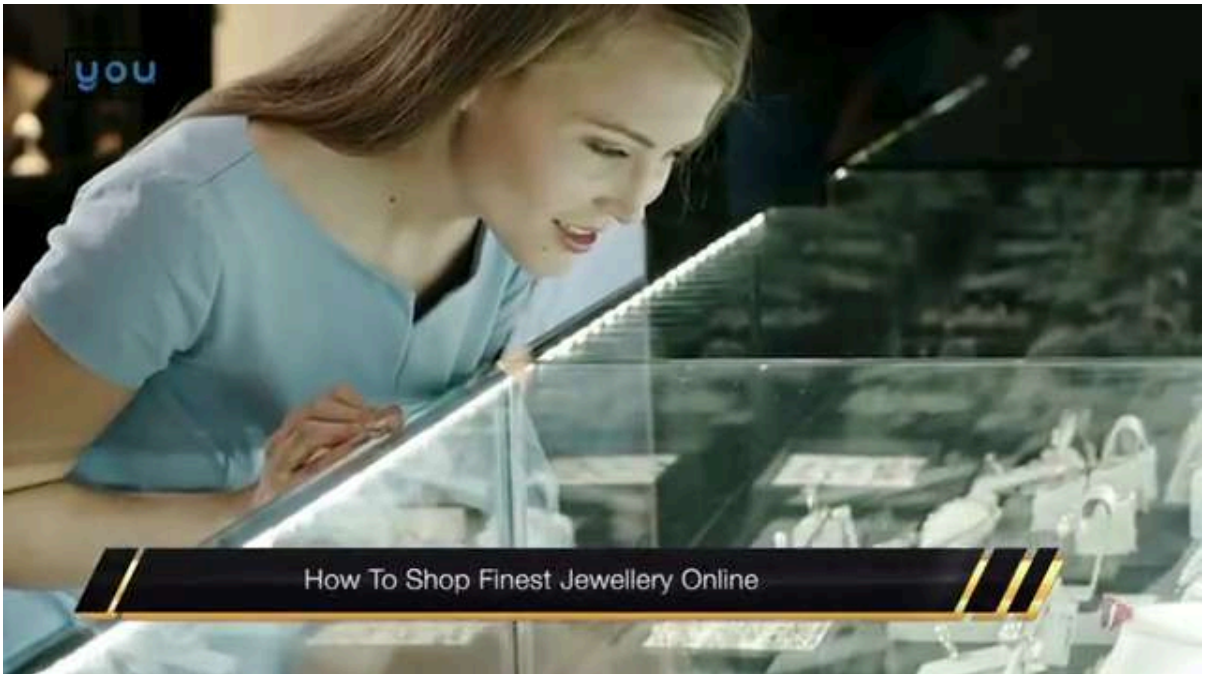
The improvement was reflected across districts, with every district either maintaining or improving its previous performance. Jangaon emerged as the highest-scoring district with 383 marks out of 600, performing particularly well in Learning Outcomes (188/290) and Infrastructure, Facilities and Student Entitlements (42/51). Mancherial followed with 360 marks. Jangaon was placed in the Uttam-3 (Excellent-3) category, while Mancherial was among the districts placed in the Prachesta-1 category.

Officials said the state recruited 10,006 teachers through the mega DSC recruitment drive and appointed 1,382 DSC-2008 candidates as contract teachers. Teacher training programmes, which had remained largely inactive for nearly a decade, were revived. Summer training was conducted for 1,12,882 teachers and 1,16,084 headmasters. The government also transferred 34,706 teachers in June 2024 after a gap of six years and promoted 25,950 teachers across various cadres.

Learning outcomes also improved, with government school students outperforming their counterparts in private schools in Class III assessments. Telangana's ranking in Class III improved from 36th to 26th, while its ranking for Classes VIII and IX improved from 26th to 17th.



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The government also expanded access to higher secondary education for girls. Of the state's 495 Kasturba Gandhi Balika Vidyalayas (KGBVs), 283 have been upgraded to Intermediate level, while another 120 schools were upgraded during 2025–26. In addition, 93 KGBVs have been identified as Young India Institutes of Excellence, where students receive coaching for engineering, medical and law entrance examinations.

Officials said Foundational Literacy and Numeracy (FLN) indicators also improved. Student proficiency in Telugu increased from 9% to 35%, English from 4% to 29%, Urdu from 19% to 40%, and Mathematics from 18% to 30%.

Technology-enabled learning was expanded through the EkStep AXL-FLN programme, which is being implemented in 1,354 schools and benefits 15,848 students. Free digital

coaching by PhysicsWallah is being provided in 194 Model Schools, 495 KGBVs and 37 Telangana Residential Educational Institutions, while Khan Academy supports Mathematics and Science education for Classes VI to XII.

The state has also established 1,132 ICT laboratories, installed 2,036 interactive flat panels and set up 4,249 AXL computer laboratories in primary schools.

Artificial Intelligence (AI) and digital literacy were introduced into the curriculum during the 2025–26 academic year. Digital literacy has been incorporated into Mathematics textbooks for Classes I to V, while students of Classes VI to IX are being introduced to AI, coding, data handling and design thinking.

The government also organised study visits to Finland and Germany for nearly 500 teachers and education officials to study international best practices in school education.

Officials said the SSC Public Examination 2025–26 recorded a pass percentage of 95.15%, with 5,731 schools achieving a 100% pass rate.

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NCERT textbook revised; Congress' partition stance tweaked, Hitler references removed

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Education Desk

Last Updated: 09 July 2026, 10:53 AM IST

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NCERT's revis
Partition stan
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AI Summary

New Delhi: The revised edition of the NCERT Class 8 Social Science textbook has introduced several changes, including modifications to the description of the Congress' position on the 1947 Partition and the removal of references to Adolf Hitler and Nazi ideology.

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The National Council of Educational Research and Training (NCERT) released the updated version of “Exploring Society: India and Beyond” this week, months after the earlier edition faced controversy over allegations of making remarks that could undermine the judiciary.

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The revised textbook removes the disputed portions related to the judiciary, including references to judicial delays and major court verdicts. It also adds new sections explaining Public Interest Litigation (PIL), tribunals and alternative dispute resolution mechanisms.

However, the changes extend beyond the judiciary chapter. In the history chapter titled “India’s Long Road to Independence”, the revised edition states that Partition was “widely opposed even by the Indian National Congress” and adds that whether accepting it was “the only way forward” remains a matter of debate.

The earlier version had stated that "the Congress leaders were helpless as communal massacres engulfed the subcontinent during Partition". That sentence has now been removed.

The revised textbook also includes a reference to V.D. Savarkar’s demand for Swaraj, stating that “a similar demand for Swaraj was expressed by VD Savarkar in 1925”.

References to Hitler and Nazi ideology have been removed from the section on Netaji Subhas Chandra Bose. The previous edition

mentioned that Bose sought Hitler's support to raise an army and described the German leader's racist Nazi ideology and expansionist ambitions. The revised version instead says Bose sought support from "anti-British forces".

The changes come after the Supreme Court intervened earlier this year over the textbook's content related to the judiciary. The court had directed that the physical and digital copies of the textbook be withdrawn, following which NCERT issued an apology.

The revised edition notes that Chapter 4, "The Role of the Judiciary in Society", was rewritten by an expert committee constituted by the Union Ministry of Education in compliance with the Supreme Court's directions.

The updated textbook's acknowledgements also show changes in the development team, with the names of Michel Danino, Suparna Diwakar and Alok Prasanna Kumar removed from the list of contributors.

JNU historian on freedom struggle debate

"Attempts to portray the Congress as responsible for Partition through a distorted interpretation of history have emerged from BJP-RSS circles earlier as well. The RSS did not participate in the freedom struggle. The Communists were also not part of the mainstream freedom movement. Mahatma Gandhi and the Congress were the ones who envisioned and fought for freedom that ultimately succeeded.

The idea of Swaraj gained prominence during the time of Bal Gangadhar Tilak. Later, leaders of the national movement propagated it. Instead of recognising these leaders and the Congress, the RSS is attempting to portray Hindutva-oriented leaders and movements as the main forces behind the freedom struggle," said Dr Burton Cleetus, Assistant Professor, Department of History, Jawaharlal Nehru University, Delhi.

Updated 9 July 2026 at 17:50 IST

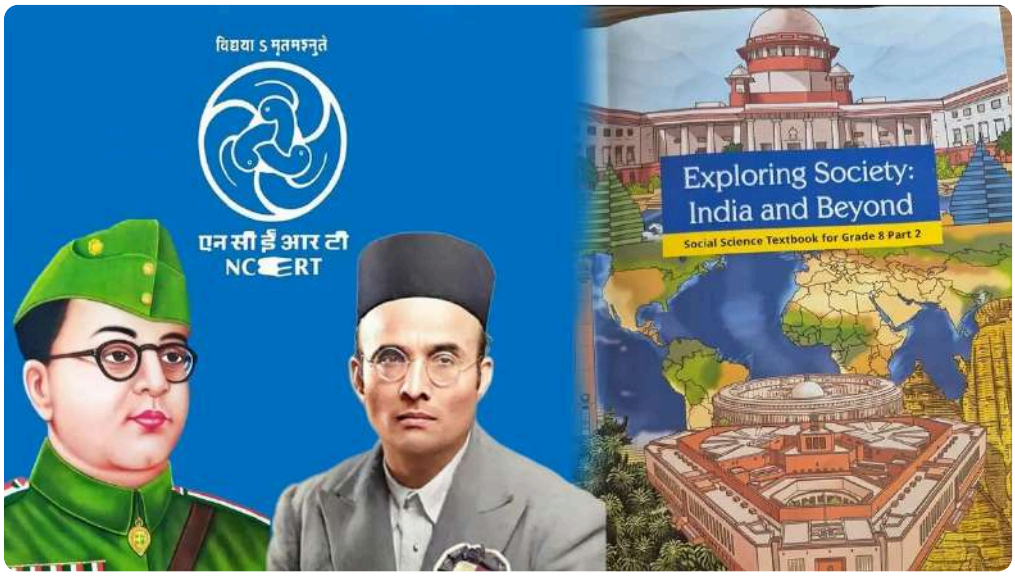
New NCERT Class 8 Textbook Drops Hitler's Name in Reference to Netaji Subhash Chandra Bose's , Adds Content on Savarkar

These updates are part of a broader, ongoing effort by the National Council of Educational Research and Training (NCERT) to revise school textbooks.

Avipsha Sengupta

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NCERT Revises Social Science Textbooks | Image: ANI

Summary is AI-generated, newsroom-reviewed

The updated NCERT Class 8 Social Science textbook that recently came out includes several major changes that go well beyond the recently debated chapter on the judiciary.

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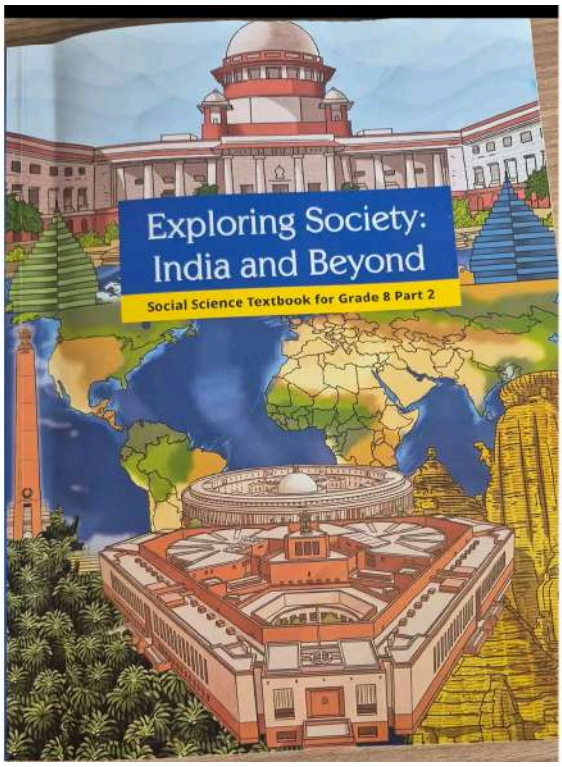


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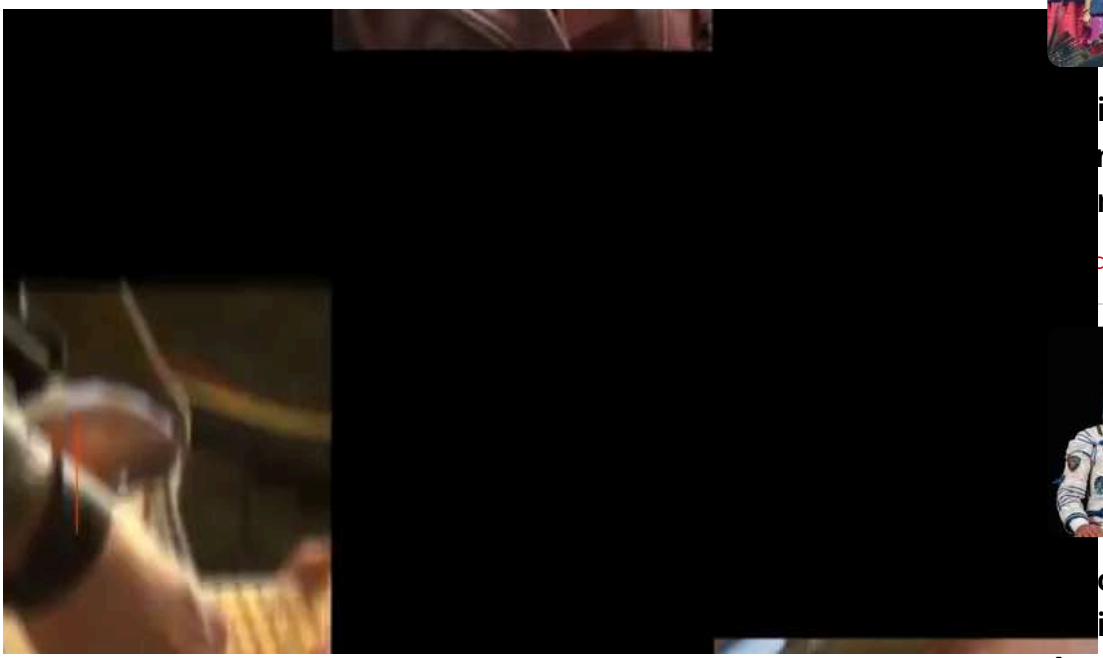


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Old Edition of the book that was recalled

The new edition rewrites the section on the judicial system following a regular review that drew comments from the Supreme Court. In addition to these civic updates, the textbook features significant revisions to historical narratives including the account of the Indian National Congress's stance on Partition, removes mentions of Adolf Hitler and Nazi ideology when discussing Netaji Subhas Chandra Bose, and adds a reference to Vinayak Damodar Savarkar's early demand for *Swaraj*.



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The updates modify how modern Indian history and civics are presented to eighth-grade students across the country:

- **The Judiciary:** The chapter has been restructured to change how the court system and legal frameworks are explained to young students.
- **Congress and Partition:** The text revises the historical account of the events leading up to 1947, specifically changing the narrative around how the Indian National Congress handled the political decisions regarding the partition of the country.
- **Subhas Chandra Bose:** The book removes previous lines that linked Bose's wartime strategy to Hitler and Nazi Germany. The new text focuses more closely on his independent leadership and his role with the Indian National Army (INA).
- **VD Savarkar:** The textbook now explicitly introduces Savarkar's early call for *Swaraj* during the Indian freedom struggle, adding a new dimension to the chapter on nationalist movements.

Context of the Changes

These updates are part of a broader, ongoing effort by the National Council of Educational Research and Training (NCERT) to revise school textbooks. According to education officials, the revisions are meant to simplify complex history, remove unnecessary parallels, and bring the curriculum in line with current pedagogical standards.

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However, the changes have also renewed discussions among historians, educators, and political figures regarding how India's freedom struggle and political history are taught to school children. The newly printed textbooks are already being distributed and introduced in schools for the current academic year.

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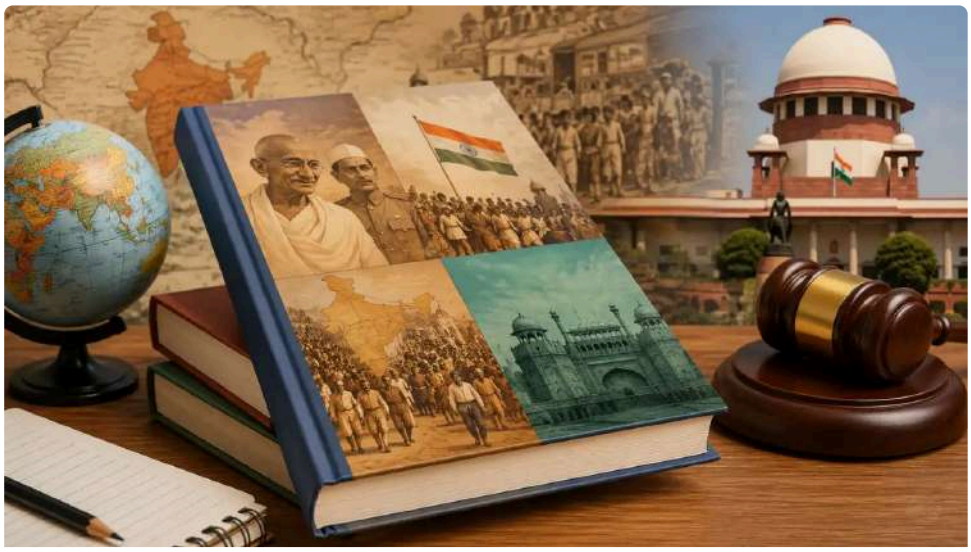
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EDUCATION

NCERT Revises Class 8 Textbook Again: Partition Chapter Tweaked, Savarkar Added, Hitler References Removed

Edited by: Lakshima Sareen | Updated Jul 9, 2026, 14:03 IST

NCERT's revised Class 8 social science textbook modifies the Partition narrative, adds a Savarkar reference, removes Hitler mentions, and follows Supreme Court-mandated judiciary revisions.



NCERT class 8 textbook revised again

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The National Council of Educational Research and Training (NCERT) has made several additional changes to its revised Class 8 social science textbook, Exploring Society: India and Beyond, beyond the judiciary-related corrections introduced after the Supreme Court's intervention.

According to PTI, the latest edition revises the narrative around India's Partition, introduces a reference to Vinayak Damodar

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(VD) Savarkar's demand for Swaraj, and removes references to Adolf Hitler and Nazi ideology from the history chapter.

What new topics are included in the Class 8 textbook? +

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In the chapter India's Long Road to Independence, the textbook now states that Partition was "widely opposed even by the Indian National Congress" and adds that whether the Congress' eventual acceptance of Partition was "the only way forward" remains a matter of debate.

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The revised edition also omits a sentence from the earlier version that said Congress leaders were "helpless" as communal massacres engulfed the subcontinent during Partition.



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The previous edition had stated that the British decided to divide India after taking advantage of disagreements between Hindu and Muslim leaders and that although Mahatma Gandhi and most Congress leaders opposed Partition, they ultimately accepted it as the only way forward.

Another addition in the revised textbook is a reference stating that "a similar demand for Swaraj was expressed by VD Savarkar in 1925," expanding the discussion on calls for complete independence.

The section on Netaji Subhas Chandra Bose has also been revised. Earlier references describing Adolf Hitler as a dictator whose racist Nazi ideology and expansionist ambitions triggered the Second World War have been removed. Instead, the text now states that Bose sought support from "anti-British forces."

Judiciary Chapter Rewritten After Supreme Court Intervention

The latest revisions follow the controversy over the NCERT textbook's judiciary chapter earlier this year. The Supreme Court had ordered the withdrawal of the textbook's physical and digital copies after taking objection to content related to alleged corruption in the judiciary. NCERT subsequently apologised and revised the chapter.

As reported by PTI, the updated textbook acknowledges that it has been published following the review process undertaken in compliance with the Supreme Court's directions in a suo motu writ petition. It also notes that Chapter 4, The Role of the Judiciary in Society, was rewritten by an expert committee constituted by the Union Ministry of Education pursuant to the apex court's March 16 order.

The revised edition also reflects changes to the textbook's development team. While the earlier version listed 51

members, the latest edition names 48 contributors. The names of Michel Danino, Suparna Diwakar and Alok Prasanna Kumar, who were part of the earlier edition, no longer appear in the revised list.

(With inputs from PTI.)

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NCERT revises Class 8 book, drops Hitler references, adds Savarkar's Swaraj call

NCERT has overhauled its revised Class 8 Social Science textbook after the Supreme Court ordered the earlier edition withdrawn over its judiciary chapter. The new book also recasts the Congress position on Partition, drops Hitler references around Bose, and adds Savarkar to the Swaraj discussion.

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NCERT revises Class 8 book, drops Hitler references, adds Savarkar's Swaraj call

India Today Education Desk
New Delhi, UPDATED: Jul 9, 2026 13:46 IST
Written By: Apoorva Anand

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The revised NCERT Class 8 Social Science textbook has undergone sweeping changes beyond the much-debated judiciary chapter that prompted intervention from the Supreme Court.

The new edition not only rewrites the chapter on the judiciary but also revises the account of the Indian National Congress' position on Partition, removes references to Adolf Hitler and Nazi ideology in the context of Netaji Subhas Chandra Bose, and introduces a mention of Vinayak Damodar Savarkar's demand for Swaraj.

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The changes come in the wake of the apex court's unprecedented directive to withdraw the earlier edition and replace it with a revised version.

SUPREME COURT'S INTERVENTION LED TO COMPLETE REVISION

The latest edition, titled Exploring Society: India and Beyond, was released after the Supreme Court ordered the withdrawal of the previous version of the textbook over its chapter on the judiciary.

Taking suo motu cognisance of the content, the apex court had strongly criticised the chapter, describing parts of it as offensive. It directed NCERT to withdraw all physical and digital copies of the book, impose a complete ban on its circulation, and prepare a revised version.

Following the court's directions, NCERT apologised for what it termed an "error of judgement" and published the revised textbook after an expert review conducted under the supervision of a committee constituted by the Ministry of Education.

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CONGRESS' STAND ON PARTITION RECAST

Among the most notable revisions is a change in the chapter dealing with India's Independence and Partition.

The earlier textbook stated that although Mahatma Gandhi and most Congress leaders opposed Partition, they ultimately accepted it as the only way forward.

The revised edition now says that Partition was widely opposed even by the Indian National Congress and adds that whether accepting it was the only way forward remains a matter of historical debate.

Another sentence from the earlier version, which said that Congress leaders were helpless as communal massacres engulfed the subcontinent during Partition, has also been removed.

HITLER AND NAZI IDEOLOGY REFERENCES DROPPED

The revised textbook has also altered its description of Netaji Subhas Chandra Bose's efforts during the Second World War.

Earlier, the chapter stated that Bose sought the support of Adolf Hitler and described Hitler as a "dictator whose racist Nazi ideology and expansionist goals" had triggered the war.

The new edition replaces that formulation with a broader statement saying Bose "sought support from the anti-British forces," removing all references to Hitler and Nazi ideology.

FRENCH, RUSSIAN REVOLUTIONS SHIFT TO CLASS 10

NCERT has also overhauled the Class 9 Social Science curriculum, removing chapters on the French Revolution, the Russian Revolution and the rise of Nazism from the revised textbook.

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The new Class 9 textbook instead focuses on early human history, the Harappan civilisation, ancient civilisations such as Mesopotamia, Egypt and China, as well as Indian knowledge systems. According to NCERT, the modern world history chapters have been shifted to Class 10 as part of a revised progression of the secondary-stage curriculum.

SAVARKAR INCLUDED IN SWARAJ DISCUSSION

The history chapter has also been expanded to include a reference to Vinayak Damodar Savarkar.

While discussing the demand for complete independence, the revised textbook states that "a similar demand for Swaraj was expressed by VD Savarkar in 1925," adding a new historical reference that was absent from the previous edition.

JUDICIARY CHAPTER NOW FOCUSES ON CONSTITUTIONAL ROLE

The rewritten judiciary chapter shifts its emphasis from criticism of the judicial system to explaining its constitutional functions.

Instead of discussing issues such as corruption, judicial delays and complaints against

tribunals, and alternative dispute resolution mechanisms including arbitration and mediation.

It also introduces students to recent technological initiatives such as e-filing, hybrid court hearings and the live-streaming of court proceedings.

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NCERT ACKNOWLEDGES COURT-MANDATED REVIEW

The acknowledgements section of the revised textbook states that the edition was published after a review process undertaken "in compliance with the directions of the Supreme Court" in a suo motu writ petition.

It also notes that the judiciary chapter was rewritten by an expert committee constituted by the Ministry of Education in accordance with the apex court's directions.

The revised NCERT Class 8 Social Science textbook reflects one of the most significant overhauls of recent years, extending well beyond the judiciary chapter that triggered judicial scrutiny.

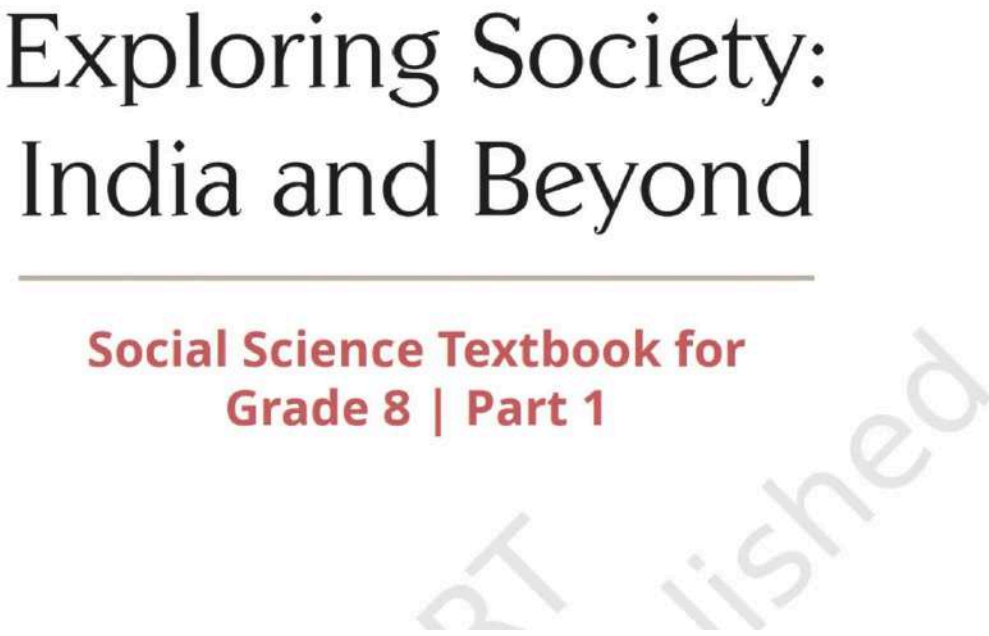
By revising the narrative around the Congress' acceptance of Partition, removing references to Hitler and Nazi ideology in the context of Subhas Chandra Bose, adding Savarkar's demand for Swaraj, and recasting the judiciary chapter around constitutional principles, the new edition marks a broad recalibration of how key episodes in Indian history and governance are presented to students.

The Indian EXPRESS
JOURNALISM OF COURAGE

SC intervention sparks overhaul of NCERT class 8 textbook: What got dropped, and added

In the chapter titled "Citizenship: Rights and Duties," the textbook now lists economic background among the grounds for discrimination, alongside caste, religion, ethnicity, disability, race, physical appearance, gender, and sexuality.

By: **Education Desk** **5 min read** **New Delhi** Updated: Jul 9, 2026 07:53 PM IST



New NCERT social science textbook for class 8 (Image: NCERT website)

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The National Council of Educational Research and Training (NCERT) has released a revised version of its Class 8 Social Science textbook, "*Exploring Society: India and Beyond*," months after the earlier edition sparked controversy over content allegedly defaming the judiciary. The revised edition drops the disputed portions along with references to judicial backlog and two major court verdicts, while adding fresh material on Public Interest

Litigation (PIL), tribunals, and alternative dispute resolution mechanisms. However, the judiciary-related changes are not the only revisions in the new edition.

In the chapter titled "*Citizenship: Rights and Duties*," the textbook now lists economic background among the grounds for discrimination, alongside caste, religion, ethnicity, disability, race, physical appearance, gender, and sexuality.

"Discrimination is mistreating any person or group because of their caste, religion, ethnicity, disability, race, physical appearance, gender, sexuality, or economic background. This is not only unethical, but also legally prohibited," the textbook states, adding that children from economically disadvantaged families can face prejudice and unequal treatment alongside discrimination based on appearance, gender, sexuality, or other personal characteristics.

The revision comes at a time when the definition of discrimination has been the subject of public debate following the Centre's UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2026, which define discrimination on the grounds of religion, race, caste, gender, place of birth, or disability, but do not explicitly include economic background as a protected category.

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Congress's position on Partition tweaked

The history chapter, "*India's Long Road to Independence,*" has also seen significant changes. The revised textbook says that the partition in 1947 was widely opposed, even by the Indian National Congress and that whether accepting it was the only way forward remains a matter of debate — a tweak from the earlier version, which stated that Mahatma Gandhi and most Congress leaders opposed Partition but ended up accepting it as the only way forward.

The new edition also drops a sentence from the earlier textbook stating that the Congress leaders were helpless as communal massacres engulfed the subcontinent during Partition. Additionally, the revised edition expands on the demand for complete independence, adding that a similar demand for Swaraj was expressed by V. D. Savarkar in 1925.

Adolf Hitler and Nazi ideology have been dropped

Meanwhile, references to Adolf Hitler and Nazi ideology have been dropped from the section on Netaji Subhash Chandra Bose — the earlier text had said Bose sought Hitler's support to raise an army and described the German leader as a dictator whose racist Nazi ideology and expansionist goals triggered the Second World War, while the revised edition simply states that Bose sought support from the anti-British forces.

What prompted revisions in the textbook

The controversy that prompted these revisions had broken out in February over a section on "*Corruption in the judiciary*" in the Class 8 textbook, following which the Supreme Court intervened, leading to the withdrawal of physical and digital copies and an apology from NCERT. The top court had imposed a complete blanket ban on any further publication, reprinting, or digital dissemination of the textbook, citing offending content on corruption in the judiciary.

The revised textbook notes in its acknowledgements that it has been published in compliance with the directions of the Supreme Court in the suo motu writ petition (civil) no. 1/2026, and adds that Chapter 4, "The Role of the Judiciary in Society," was rewritten by an expert committee constituted by the Union Ministry of Education following the apex court's order dated March 16. The withdrawn edition had listed 51 members as part of its development team; the revised edition lists 48, with the names of three persons — Michel Danino, Suparna Diwakar, and Alok Prasanna Kumar — who were initially held responsible for the judiciary chapter, dropped from the list.

NCERT textbooks available for Classes 1 to 9

Meanwhile, NCERT officials said all but two textbooks for classes 1 to 9 developed as per the new curriculum are now available, with the remaining two expected to be released by August. Part two of the Class 9 social science and mathematics textbooks is among those still pending.

"The new textbooks have been developed in line with the National Curriculum Framework for School Education (NCF-SE) 2023. All textbooks for classes 1 to 8 are now available in both digital and print formats. Textbooks for class 9 have also been released, except for two of them, which will be available by August," a senior official said, amid complaints that not all textbooks were available three months into the academic session.

The official added that new textbooks for classes 10 and 11 will be introduced from the academic session 2027-28 onwards, and the existing textbooks for these two classes will continue to be used during the current 2026-27 session. The NCF is a set of curricular guidelines and a key component of the new National Education Policy (NEP).

(with inputs from PTI)

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25 schools shut every day in India as enrolment drops by 2.26 crore

A NITI Aayog report says 94,000 government schools shut across India over the past decade. The findings are shocking as they reveal many crises that education in rural India is facing.

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India Today Education Desk
New Delhi, UPDATED: Jul 9, 2026 17:39 IST

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25 schools on a daily basis have closed in India in the last 10 years. This consist of s enrollement number to 2.26 crore.

A total of 94,000 government schools have shut across the country over the last 10 report. The number of government schools declined from 11.07 lakh in 2014-15 to 10

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At the same time, private schools increased from 2.88 lakh to 3.39 lakh over the decade.

The report, School Education System in India: Temporal Analysis and Policy Roadmap for Quality Enhancement, found that total school enrolment declined from 26.95 crore students in 2014-15 to 24.69 crore in 2024-25. It attributed the decline to a smaller school-age population because of falling fertility rates, school consolidation, and challenges in retaining students at higher levels of education.

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School consolidation, under which nearby schools with low enrolment are merged, has been promoted by the Centre and the NITI Aayog to improve the use of resources. However, education activists say the policy has also contributed to the fall in enrolment, as many children stop attending school when neighbourhood schools are closed.

The report also highlighted concerns over student retention beyond the primary level. While the dropout rate remained low at 0.3 per cent in primary classes, it increased to 3.5 per cent at the upper primary stage and reached 11.5 per cent at the secondary level.

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The transition rate from upper primary to secondary school also declined from 91.58 per cent in 2014-15 to 86.6 per cent in 2024-25. States such as Puducherry and Kerala recorded transition rates of 99.6 per cent, while Meghalaya, Bihar, Mizoram, Madhya Pradesh, Uttar Pradesh, Jharkhand, Arunachal Pradesh and Nagaland reported lower rates.

The report noted that Uttar Pradesh and Madhya Pradesh have seen a large number of school mergers over the past decade, accounting for nearly 40,000 schools together.

It also pointed to learning gaps at the secondary level. Many Class IX students were found to be struggling not only with advanced mathematics topics such as algebra and geometry but also with basic concepts like percentages, fractions and ratios, indicating that foundational learning gaps continue as students move through the school system.

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Jharkhand & Nagaland

Kerala & Puducherry

Uttar Pradesh & Madhya Prade

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The Indian EXPRESS
JOURNALISM OF COURAGE

Government schools face 86 Lakh enrollment decline in two years: UDISE

For the first time, the total number of school teachers in the country crossed 1.02 crore during an academic year. According to the report, the teacher workforce has increased steadily since 2022-23, registering an 8.3 per cent rise over the three years.

By: **Education Desk** **4 min read** **New Delhi** Updated: Jul 9, 2026 03:58 PM IST



The total enrolment from foundational to secondary level stood at 24.72 crore in 2025-26, compared with

24.80 crore in 2023-24. (Express photo/ representative)

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Reflecting a continued shift in school preferences, enrolment in government schools fell by nearly 86 lakh students between the 2023-24 and 2025-26 academic years, while private unaided recognised schools gained more than 88 lakh students during the same period, according to the UDISE+ 2025-26 report released by the Ministry of Education on Tuesday.

The report also highlighted positive trends in student retention and dropout rates, with dropout rates declining across key stages of schooling and the number of teachers crossing the one-crore mark for the first time.

The Unified District Information System for Education Plus (UDISE+) is the Ministry of Education's official database that tracks school infrastructure, enrolment, and teacher-related data across the country.

Government schools lose students

According to the report, total enrolment from the foundational to secondary level stood at 24.72 crore in 2025-26, down marginally from 24.80 crore in 2023-24.

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However, the shift between government and private schools is significant. Enrolment in government schools went down from 12.75 crore to 11.89 crore, a decline of nearly 86 lakh students, while enrolment in private unaided recognised schools increased from 9 crore to 9.89 crore, adding more than 88 lakh students over the same period.

The total number of schools declined slightly from 14.72 lakh to 14.67 lakh. At the same time, the number of teachers rose from 98.08 lakh to 1.03 crore (1,02,73,020), improving the overall pupil-teacher ratio from 25:1 to 24:1.

Further, the report showed a decline in the number of zero-enrolment schools, from 12,954 in 2023-24 to 5,663 in 2025-26, while single-teacher schools declined from 1.11 lakh to 1.01 lakh.

Dropout rates decline

The report recorded a consistent decline in school dropout rates across major learning stages. At the preparatory level, the dropout rate fell from 2.3 per cent in 2024-25 to 1.8 per cent in 2025-26, while at the secondary level it declined from 8.2 per cent to 7 per cent.

“The academic year 2025-26 has seen a notable reduction in dropout rates across preparatory and secondary levels compared to previous years,” the report said, adding that the trend reflects improved student retention and the impact of initiatives aimed at keeping children in school.

Retention improves at higher levels

Student retention improved at the middle and secondary levels during 2025-26. The retention rate at the middle level increased from 82.8 per cent in 2024-25 to 83.7 per cent, while at the secondary level it rose from 47.2 per cent to 51.9 per cent.

The report, however, noted a marginal decline in retention at the foundational and preparatory stages after three consecutive years of improvement.

It attributed the gains at the secondary level partly to the expansion in the number of schools offering secondary education, which has improved access and encouraged students to

continue their education.

Secondary GER rises

The Gross Enrolment Ratio (GER) at the secondary level improved from 68.5 per cent in 2024-25 to 71.7 per cent in 2025-26, indicating greater participation in secondary education.

Teachers cross one crore

For the first time, the total number of school teachers in the country crossed 1.02 crore during an academic year. According to the report, the teacher workforce has increased steadily since 2022-23, registering an 8.3 per cent rise over the three years. The Ministry said the increase would help improve student-teacher ratios, enhance learning outcomes, and reduce regional disparities in teacher availability.

The report is based on data voluntarily uploaded by schools with active UDISE+ codes for the 2025-26 academic year, with March 31, 2026, as the reference date.

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The Pioneer, 10 July 2026, Pg no. 7

Bhopal to digitally monitor all Govt schools

UMESH NIGAM ■ Bhopal

In a major push towards technology-driven governance in the education sector, the Bhopal district administration has decided to establish a Centralised Education Monitoring System that will enable round-the-clock monitoring of government schools through a dedicated control command centre. The initiative aims to strengthen accountability, improve learning outcomes and ensure that every aspect of school functioning is tracked through a robust digital mechanism.

The command centre will monitor key parameters, including student attendance, dropout records, generation of APAAR IDs, school bus safety, infrastructure, academic performance and implementation of various Government schemes. District officials believe the technology-enabled system will help identify shortcomings in real time and facilitate prompt corrective action.

The decision was taken during a review meeting of the Samagra Shiksha Abhiyan held at Sandipani School, where Collector Priyank Mishra emphasised that improving the quality of education remains one of the district administration's top priorities. He said the education system must become more transparent, data-driven and outcome-oriented to ensure better learning opportunities for every child.



Issuing a stern warning against manipulation of official records, Mishra directed officials to upload accurate and verified data of students who have dropped out of school. He made it clear that any attempt to conceal facts, submit incorrect information or display negligence would invite strict disciplinary action against the officials concerned. To ensure quicker resolution of school-related issues, Sub-Divisional Magistrates (SDMs) and the District Education Officer have been designated as the first point of contact for Government schools.

The administration has also directed education officials to ensure 100 per cent generation of APAAR IDs for students and timely admission of eligible children under the Right to Education (RTE) Act. Increasing enrolment and preventing school dropouts will remain key focus areas under the district's education strategy.

Student safety has also been accorded high priority. All school buses have been instructed to keep CCTV cameras and panic buttons operational at all times. Police and Regional Transport Office (RTO) teams will conduct regular inspections of school vehicles, while drivers and conductors will undergo breathalyser tests to ensure safe transportation of students.

In line with the National Education Policy, the district administration has asked schools to strengthen skill-based education by activating Atal Tinkering Labs and ensuring that every student acquires at least one practical, employment-oriented skill. Directions have also been issued for regular teacher training, timely completion of infrastructure projects under the Samagra Shiksha Abhiyan, solarisation of school campuses and the provision of nutritious meals under the PM Poshan Scheme.

The Times of India, 10 July 2026, Pg no. 5

SCHOOL MOVES, CHILDREN DON'T

Since a govt primary school in Chandpur was merged with a campus several kilometres away, residents claim none of its students has returned to class

Meghna.Dhulia
@timesofindia.com

NEW DELHI: For years, the primary school located between Chandpur and Chhota Chandpur villages in northwest Delhi meant that young children could walk to their classrooms within minutes, without relying on buses or their parents to accompany them. But since the school was merged with another municipal school several kilometres away on July 1, the familiar walk to school has given way to uncertainty. Residents claim that not a single student from the school has joined the new campus so far, with children instead staying home.

Among them are the two grandsons of Jai Prakash, a daily-wage labourer, who study in Classes II and IV. Their books remain at home as the family struggles to work out how the children can reach the Salahpur Majra school.

"They are too young to travel on their own. Even if they take a bus for part of the journey, they have to walk nearly a kilometre to reach it and another kilometre after getting down. If I drop them every morning and bring them back, when will I work?" Jai Prakash said. "We survive on daily labour. It will also increase our expenses."

In June, the Municipal Corporation of Delhi's Education Department approved the merger of Chandpur co-educational primary school with Salahpur Majra co-educational primary school in the Narela Zone as part of an exercise aimed at administrative efficiency. The merged institution will continue under the name of the Salahpur Majra school, while proposals have been sought for the adjustment of teachers and other staff rendered surplus. The officials are supposed to submit a compliance report by July 15.

Residents, however, said the decision has left nearly 50 children from Classes I to V without a practically accessible school. According to them, the Chandpur school, which also served children from Chhota Chandpur and families working at the nearby Bawana Gaushala, had existed for at least five to six decades.

A few days ago, tensions rose when officials began moving furniture and other material from the Chandpur premises. Villagers gathered and attempted to stop the shifting, following which, residents claimed, the school gate was locked by the civic body. They have since submitted a representation to the MCD director of education seeking withdrawal of the merger. Queries sent to the MCD's director of education did not elicit a response.



Structure has been declared dangerous





The building where classes took place

"This school has been here for as long as I can remember. I studied here too," said Bharat Singh Kashyap, Chandpur RWA head. "It was located between the two villages, so children could walk to school independently. Now they are expected to travel four to five kilometres. Villagers, parents and students were neither consulted nor told what would happen to this land."

The journey, residents said, involves walking around a kilometre to a bus stop, travelling up to Budhanpur Majra and then walking another one to 1.5 kilometres through narrow lanes to reach Salahpur Majra. Public transport covers only part of the route and parents said it was neither convenient nor reliable enough for children as young as six.

The concern is sharper for girls. Residents said families were unlikely to allow young girls to negotiate long walks, changing transport and narrow or relatively isolated stretches without an adult. Accompanying them daily, however, is difficult for households dependent on daily wages or small businesses.

Vijay, a barber who spends the day at his shop, said, "I cannot leave work twice every day to drop and pick up my child. For people like us, every hour away means lost income. There is no reliable transport that small children can use independently."

The condition of the school building also lies at the centre of the dispute. Residents said the main structure was declared dangerous in 2016 and had since remained unused. Classes continued in a separate yellow-painted building within the premises, which villagers said was also in poor condition but had accommodated students for nearly a decade.

Residents maintained that they were not demanding that children study in an unsafe structure. Instead, they want the old building demolished and reconstructed, with students shifted temporarily until a new campus is ready.

"If the structure is dangerous, it should be repaired or rebuilt. We are willing to accept a temporary shift during construction," said Narayan Singh, a resident. "But permanently merging the school with one four to five kilometres away is not a solution. Parents are particularly worried about girls. The school should return to this location once a new building is ready."

Krishan Dabas, another resident, said requests had repeatedly been made since 2016 for the unsafe structure to be demolished and rebuilt. "We wrote to the councillor, the Mayor and MCD officials, but nothing happened. Now, instead of rebuilding the school, the school itself is being removed," he said.

According to Dabas, none of the nearly 50 children had begun attending the Salapur Majra school. Some teachers had reportedly been shifted there, while residents claimed others were yet to receive clear instructions.

Villagers have also questioned what is planned for the vacated premises and sought clarity on the ownership and future use of the land.

The Pioneer, 10 July 2026, Pg no. 9

How Jamia Hamdard effectively implemented NEP 2020



MD AFSHAR ALAM

The National Education Policy 2020 was envisioned as a framework through which Indian higher education could be restructured around flexibility, multidisciplinarity and quality. A policy of such scope, however, is only as meaningful as the manner in which it is implemented, and it is this question of effective implementation that was placed at the centre of institutional planning at Jamia Hamdard between 2021 and 2026. Rather than being treated as a set of directives to be formally noted, the policy's provisions were converted into measurable academic and administrative practice.

A multidisciplinary curriculum structure was among the earliest reforms undertaken. Rigid departmental boundaries were loosened, and students were given the option of combining courses across schools of pharmacy, medicine, engineering, management and humanities. Through this restructuring, a foundation was laid for the kind of breadth that NEP 2020 had called for, and the university's traditional strength in pharmaceutical and health sciences was preserved even as new academic pathways were opened.

The Academic Bank of Credits was integrated into the university's examination and academic systems, and multiple entry and exit options were made available to undergraduate students. Through these mechanisms, learners who needed to pause their studies for personal, financial or professional reasons were no longer required to forfeit the credits already earned. This flexibility was regarded as one of the more consequential changes brought about by the policy, since it altered the relationship between the institution and the student from one of rigid progression to one of accommodated pathways. Indian Knowledge Systems were given particular emphasis during this period, in keeping with both the letter of NEP 2020 and the university's own scholarly inheritance. Jamia Hamdard's century-old association with Unani medicine positioned it uniquely for this task, and courses and research

initiatives were designed through which classical systems of medicine, Sufi philosophical traditions and indigenous scientific knowledge were brought into dialogue with contemporary curricula. Rather than being treated as a symbolic gesture, this integration was approached as a serious academic exercise, and scholars from within the university were drawn upon to ensure that rigour was not sacrificed for the sake of relevance.



Skill development and vocational training were woven into academic programmes across disciplines, in accordance with the policy's insistence that employability be treated as a core outcome of higher education rather than an afterthought. Internships, industry linkages and hands-on training components were made mandatory in several programmes, and it was ensured that these were not reduced to token exercises but were built into the credit structure itself.

Research output was strengthened considerably during this period, and this strengthening was reflected in the university's improved standing in the National Institutional Ranking Framework, particularly within the pharmacy category, where Jamia Hamdard has consistently been placed among the leading institutions of the country. The university was also awarded an A+ grade by the National Assessment and Accreditation Council, and this outcome was regarded as external, independent confirmation that the reforms undertaken were not merely procedural but had produced a demonstrable effect on teaching, research and governance.

Governance itself was reformed in ways that were less visible to the public but were, in many respects, foundational to everything else that was achieved. Compliance frameworks under the University Grants Commission, the National Medical Commission, the All India Council for Technical Education, the Pharmacy Council of India and the Bar Council of India were strengthened, and procurement processes were brought into closer alignment with General Financial Rules and the oversight expectations of the Comptroller and Auditor General. It was recognised early in the tenure that academic reform without administrative discipline tends to remain superficial, and considerable effort was therefore invested in ensuring that the two proceeded together. Digital infrastructure was expanded to support the flexibility that NEP 2020 demanded. Learning management systems were upgraded, and blended and online components were incorporated into programmes where appropriate, without allowing the university's traditional strength in laboratory-based and clinical education to be diluted. Faculty development was treated as a continuing priority throughout this period. Workshops, training programmes and orientation sessions were organised on subjects ranging from outcome-based education to generative artificial intelligence, and it was through these sessions that faculty members were equipped to translate policy intent into classroom practice.

None of these efforts were undertaken without difficulty, and it is precisely in the handling of such difficulty that effective implementation is distinguished from formal compliance. Resistance was encountered at various points, both from within sections of the academic community that were accustomed to older structures and from the practical constraints imposed by regulatory frameworks that had not yet been fully harmonised with the spirit of NEP 2020. Rather than being allowed to stall progress, these difficulties were addressed through consultation and phased adjustment, and it is acknowledged that the process of implementation remains unfinished in certain respects, as is perhaps true of any policy of this scale and ambition.

Looking back over five years, it can be said that the effectiveness of NEP 2020's implementation at Jamia Hamdard is best measured not by the number of provisions formally adopted but by the extent to which they were embedded into everyday academic and administrative practice. The extent to which this work will be sustained depends on the continued commitment of those who now carry it forward. What can be affirmed with some confidence is that the foundations laid during this period were built with care, and that they were designed to function well beyond any single tenure.

The author served as Vice Chancellor of Jamia Hamdard, New Delhi, from 2021 to 2026

The Pioneer, 10 July 2026, Pg no. 9

Indian higher education: A decade of transformation

India's higher education system is undergoing one of the most significant transformations in its post-Independence history. Indian higher education system, it is now earning global recognition for its expanding research ecosystem, growing innovation capacity, entrepreneurial culture, and improving academic standards



RAMA SHANKER DUBEY

Ten years ago, an Indian university breaking into the world's top rankings was a rare event worth celebrating. Today, it is closer to routine. When the QS World University Rankings 2027 were released on 18 June 2026, ten Indian institutions had made it into the world's top 500 - the clearest sign yet of a higher education system that has spent a decade quietly reinventing itself. But rankings are only the visible tip of a much larger transformation, one that spans research, innovation, entrepreneurship, access, and, perhaps most tellingly, a renewed argument about what education is actually for. Together, these threads tell the story of a system that has grown not just larger, but more serious about what it owes the students passing through it.



Climbing the Global Ladder

IIT Delhi now stands at 118th globally, India's highest-ranked institution this year, with IIT Bombay, IISc Bengaluru, IIT Madras and other IITs posting sustained gains of their own. What has changed is the breadth of the story. The University of Delhi and Anna University have joined the world's top 500, while the University of Hyderabad, Jamia Millia Islamia, Banaras Hindu University, Jawaharlal Nehru University and Aligarh Muslim University all sit within the top 800 - proof that India's rise is no longer an engineering-and-technology story alone. The numbers underline the shift: just 14 Indian institutions featured in the QS rankings in 2015; 52 do today, making India the fourth most-represented higher education system in the world. Collectively, these gains reflect not one institution's success story but a system-wide rise in quality, research depth and international recognition.

The Research and Innovation Engine

This climb rests on genuine substance. India now ranks third globally in science and engineering publications and sixth in patent filings, with research increasingly steered toward national priorities - clean energy, artificial intelligence, cybersecurity, robotics, semiconductors, quantum technologies and space among them. The Global Innovation Index tells a parallel story: India rose from 81st in 2015 to 38th in 2025 among 133 economies, and now hosts two of the world's top 30 innovation clusters - *Bengaluru (21st) and Delhi (26th), per WIPO's 2025 data. Publication volume, though, is not the finish line.* Research must still convert into translational outcomes - solutions that solve industry problems, inform public policy, and improve lives - which is exactly why deeper industry-academia collaboration remains the next frontier for Indian HEIs to cross.

From Campuses to Companies

That industry linkage is most visible in the entrepreneurial boom reshaping Indian campuses. Of the country's 1,100-plus incubators, nearly two-thirds sit within HEIs - IITs, IIMs, NITs, and central, state and private universities alike. Government initiatives such as Startup India (2016), the Atal Innovation Mission, and the Ministry of Education's Institution's Innovation Council programme, launched in 2018, have pushed entrepreneurship into the academic mainstream, while NEP 2020 has embedded entrepreneurial skills directly into degree curricula. The results speak for themselves: from roughly 450 startups in 2016, India counted more than 2.23 lakh recognised startups by 31 March 2026, generating over 23.36 lakh direct jobs and making the country the world's third-largest startup ecosystem.

Widening the Gate

Quality gains have come alongside a genuine widening of access. Between 2015-16 and 2021-22, the number of HEIs grew by nearly 15.8%, according to AISHE data, while the Gross Enrolment Ratio climbed from 23.7% to 28.4% - millions more young Indians in classrooms than a decade ago. New colleges and universities, digital and open-distance learning platforms, rising participation by women, and NEP 2020's flexible, multidisciplinary programmes have all driven this expansion. That same multidisciplinary turn - letting students range freely across sciences, humanities, arts and vocational tracks - is reshaping how graduates think, building the versatility and problem-solving ability that twenty-first-century challenges demand. NEP 2020 has also, for the first time, brought Indian Knowledge Systems into mainstream curricula, introducing students to the country's scientific, philosophical, linguistic and artistic heritage - yoga, Ayurveda, classical languages and Indian philosophy among them - taught alongside contemporary science rather than instead of it.

REFORMERS FROM SWAMI VIVEKANANDA TO SRI AUROBINDO TO MAHAMANA PANDIT MADAN MOHAN MALAVIYA INSISTED THAT EDUCATION'S FIRST TASK IS BUILDING CHARACTER - CULTIVATING SELF-DISCIPLINE, INTEGRITY AND SOCIAL RESPONSIBILITY ALONGSIDE KNOWLEDGE. WHEN MALAVIYA FOUNDED BANARAS HINDU UNIVERSITY IN 1916, HE MADE CHARACTER FORMATION, GROUNDED IN DHARMA AND ETHICS, A STATED OBJECTIVE OF THE INSTITUTION ITSELF

Building a Future-Ready Workforce

Skilling has kept pace with all of this. The Skill India Mission has trained more than 60 million people since 2015, while the Pradhan Mantri Kaushal Vikas Yojana has certified over 16 million youth in industry-relevant trades. NEP 2020 has folded Skill Enhancement Courses in AI, data science, cybersecurity, robotics and smart agriculture directly into degree programmes, alongside apprenticeship schemes that pair classroom learning with workplace exposure. The payoff already shows: in the QS World Future Skills Index 2027, India ranked 13th among 89 economies and was named a leading AI-ready economy.

The Gap That Remains

Scale, though, brings its own challenge. India's higher education system now spans over 1,338 universities and 53,354 colleges, serving more than 4.33 crore students - a demographic dividend the country cannot afford to waste. For decades, most academic programmes stayed disconnected from real skill-building, leaving a persistent gap between what graduates know and what industry actually needs. Closing that gap means HEIs must move faster to revamp curricula around societal priorities, industrial demand, and the economy's shifting requirements. Only then can the system deliver the future-ready workforce that the vision of Viksit Bharat@2047 depends on.

Character Before Curriculum

There is an older, simpler idea running underneath all of this: that the true worth of a person is reflected in character and conduct, not credentials alone. Skills, however useful, were never meant to be the whole point of education. Reformers from Swami Vivekananda to Sri Aurobindo to Mahamana Pandit Madan Mohan Malaviya insisted that education's first task is building character - cultivating self-discipline, integrity and social responsibility alongside knowledge. When Malaviya founded Banaras Hindu University in 1916, he made character formation, grounded in Dharma and ethics, a stated objective of the institution itself. That tradition draws on scripture - the Vedas, the Manusmriti, the Bhagavad Gita, the Ramayana - which hold truth, non-violence, self-control, compassion and service among Dharma's essential virtues, and which educators carry a responsibility to instil in their students. NEP 2020 has revived this thread through value-added, multidisciplinary courses that build ethics, empathy and leadership alongside technical learning, though how deeply students absorb these lessons still rests on the integrity and commitment of the teachers delivering them.

The Decade Ahead

Put together, the last decade tells a coherent story: Indian higher education has grown in scale, climbed the global rankings, and deepened its research and innovation base. What remains is to finish what NEP 2020 started - weaving industry-relevant skilling and values-rooted education into a single curriculum, so that India's graduates emerge not merely qualified, but responsible, ethical, and ready to build the nation's future.

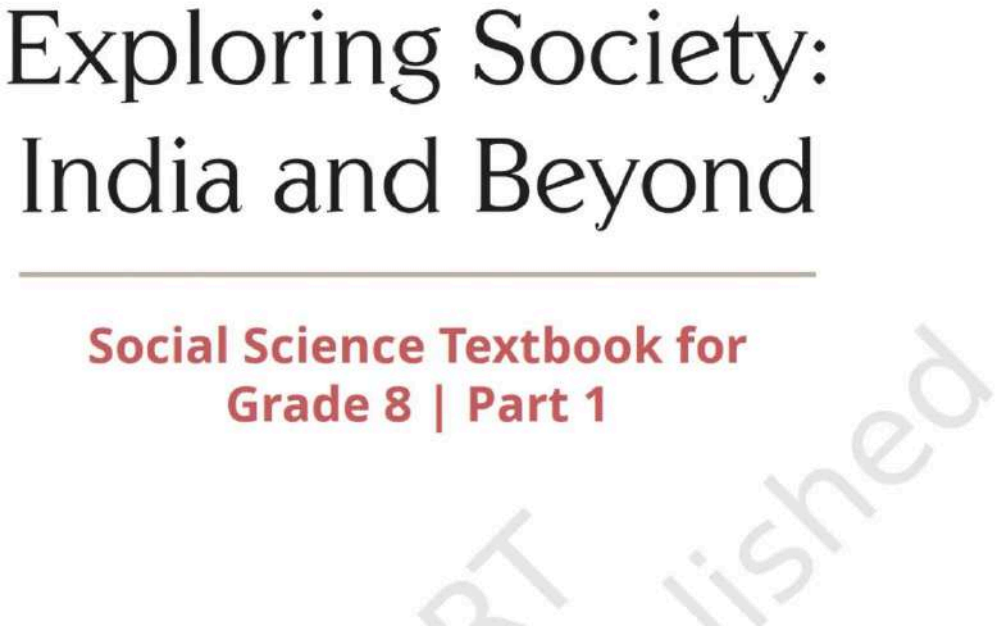
The writer is Chancellor, National Institute of Educational Planning and Administration, New Delhi

The Indian EXPRESS
JOURNALISM OF COURAGE

SC intervention sparks overhaul of NCERT class 8 textbook: What got dropped, and added

In the chapter titled "Citizenship: Rights and Duties," the textbook now lists economic background among the grounds for discrimination, alongside caste, religion, ethnicity, disability, race, physical appearance, gender, and sexuality.

By: **Education Desk** **5 min read** **New Delhi** Updated: Jul 10, 2026 09:34 AM IST



New NCERT social science textbook for class 8 (Image: NCERT website)

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The National Council of Educational Research and Training (NCERT) has released a revised version of its Class 8 Social Science textbook, "*Exploring Society: India and Beyond*," months after the earlier edition sparked controversy over content allegedly defaming the judiciary. The revised edition drops

the disputed portions along with references to judicial backlog and two major court verdicts, while adding fresh material on Public Interest Litigation (PIL), tribunals, and alternative dispute resolution mechanisms. However, the judiciary-related changes are not the only revisions in the new edition.

In the chapter titled "*Citizenship: Rights and Duties*," the textbook now lists economic background among the grounds for discrimination, alongside caste, religion, ethnicity, disability, race, physical appearance, gender, and sexuality.

"Discrimination is mistreating any person or group because of their caste, religion, ethnicity, disability, race, physical appearance, gender, sexuality, or economic background. This is not only unethical, but also legally prohibited," the textbook states, adding that children from economically disadvantaged families can face prejudice and unequal treatment alongside discrimination based on appearance, gender, sexuality, or other personal characteristics.

The revision comes at a time when the definition of discrimination has been the subject of public debate following the Centre's UGC (Promotion of Equity in Higher Education Institutions) Regulations, 2026, which define discrimination on the grounds of religion, race, caste, gender, place of birth, or disability, but do not explicitly include economic background as a protected category.

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Congress's position on Partition tweaked

The history chapter, "*India's Long Road to Independence,*" has also seen significant changes. The revised textbook says that the partition in 1947 was widely opposed, even by the Indian National Congress and that whether accepting it was the only way forward remains a matter of debate — a tweak from the earlier version, which stated that Mahatma Gandhi and most Congress leaders opposed Partition but ended up accepting it as the only way forward.

The new edition also drops a sentence from the earlier textbook stating that the Congress leaders were helpless as communal massacres engulfed the subcontinent during Partition. Additionally, the revised edition expands on the demand for complete independence, adding that a similar demand for Swaraj was expressed by V. D. Savarkar in 1925.

Adolf Hitler and Nazi ideology have been dropped

Meanwhile, references to Adolf Hitler and Nazi ideology have been dropped from the section on Netaji Subhash Chandra Bose — the earlier text had said Bose sought Hitler's support to raise an army and described the German leader as a dictator whose racist Nazi ideology and expansionist goals triggered the Second World War, while the revised edition simply states that Bose sought support from the anti-British forces.

What prompted revisions in the textbook

The controversy that prompted these revisions had broken out in February over a section on "*Corruption in the judiciary*" in the Class 8 textbook, following which the Supreme Court intervened, leading to the withdrawal of physical and digital copies and an apology from NCERT. The top court had imposed a complete blanket ban on any further publication, reprinting, or digital dissemination of the textbook, citing offending content on corruption in the judiciary.

The revised textbook notes in its acknowledgements that it has been published in compliance with the directions of the Supreme Court in the suo motu writ petition (civil) no. 1/2026, and adds that Chapter 4, "The Role of the Judiciary in Society," was rewritten by an expert committee constituted by the Union Ministry of Education following the apex court's order dated March 16. The withdrawn edition had listed 51 members as part of its development team; the revised edition lists 48, with the names of three persons — Michel Danino, Suparna Diwakar, and Alok Prasanna Kumar — who were initially held responsible for the judiciary chapter, dropped from the list.

NCERT textbooks available for Classes 1 to 9

Meanwhile, NCERT officials said all but two textbooks for classes 1 to 9 developed as per the new curriculum are now available, with the remaining two expected to be released by August. Part two of the Class 9 social science and mathematics textbooks is among those still pending.

"The new textbooks have been developed in line with the National Curriculum Framework for School Education (NCF-SE) 2023. All textbooks for classes 1 to 8 are now available in both digital and print formats. Textbooks for class 9 have also been released, except for two of them, which will be available by August," a senior official said, amid complaints that not all textbooks were available three months into the academic session.

The official added that new textbooks for classes 10 and 11 will be introduced from the academic session 2027-28 onwards, and the existing textbooks for these two classes will continue to be used during the current 2026-27 session. The NCF is a set of curricular guidelines and a key component of the new National Education Policy (NEP).

(with inputs from PTI)

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THE TIMES OF INDIA

Centre orders probe into NCERT's blacklisting of textbook paper supplier

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NEW DELHI: The Union ministry of education has ordered a probe into the National Council of Educational Research and Training's (NCERT) decision to blacklist a firm responsible for supplying paper for school textbooks, news agency PTI reported on Friday. The inquiry will examine the circumstances that led to the blacklisting, whether due process was followed, and the potential implications for the printing and distribution of NCERT textbooks used by millions of students across the country.

According to PTI, the ministry has sought a detailed examination of NCERT's decision, with sources saying the probe will look into the basis for blacklisting the supplier and the procedure adopted before the action was taken. The move comes amid concerns that any disruption in paper procurement could affect textbook production, especially during a period of high printing demand.

The latest development assumes significance as NCERT has been working to ensure the timely availability of textbooks following the rollout of revised curricula under the National Education Policy (NEP) 2020. The council is responsible for publishing textbooks for CBSE schools and several state boards, making the paper supply chain a critical component of the printing process.

NCERT had earlier blacklisted the paper supplier after it was alleged to have supplied paper that did not meet the prescribed quality specifications. The decision was reportedly taken after quality checks flagged deficiencies in the material being used for textbook printing.

The blacklisting drew attention because paper is one of the most important raw materials in the large-scale production of NCERT textbooks. Any interruption in its supply has the potential to delay printing schedules and affect the distribution of books before the start of an academic session.
The ministry's decision to step in indicates that it wants an independent review of NCERT's action and the process followed before the supplier was barred. The inquiry is also expected to assess whether the blacklisting could have wider implications for the textbook supply chain and whether corrective measures are needed to ensure the uninterrupted production and distribution of school textbooks.

हिन्दुस्तान, 11 जुलाई 2026, पेज नं - 7

शिक्षा मंत्री एनसीईआरटी की लापरवाही पर सख्त

नई दिल्ली, विशेष संवाददाता। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की उस गंभीर प्रशासनिक और कानूनी चूक पर सख्त रुख अपनाया है, जिसमें परिषद दिल्ली हाईकोर्ट में अपने ही फैसले का बचाव करने के लिए उपस्थित नहीं हो सकी।

सूत्रों के अनुसार, मंत्री ने इस मामले में जिम्मेदार अधिकारियों की जांच कर उनके खिलाफ कड़ी कार्रवाई के निर्देश दिए हैं। मामला उस निर्णय से जुड़ा है, जिसमें एनसीईआरटी ने पाठ्यपुस्तकों के उत्पादन में देरी के आरोप में बाफना ग्लोबल वेंचर प्राइवेट लिमिटेड को 22 जून को दो वर्षों के लिए अपनी खरीद प्रक्रिया से प्रतिबंधित कर दिया



धर्मेंद्र प्रधान ने कई अधिकारियों की जांच के आदेश दिए

था। कंपनी ने 24 जून को इस फैसले को दिल्ली हाईकोर्ट में चुनौती दी।

सुनवाई के दौरान एनसीईआरटी की ओर से कोई प्रतिनिधि अदालत में उपस्थित नहीं हुआ। इसके बाद हाईकोर्ट ने कंपनी को अगली सुनवाई तक किसी भी दंडात्मक कार्रवाई से अंतरिम राहत प्रदान कर दी। साथ ही एनसीईआरटी को कंपनी द्वारा जमा कराई गई 6 करोड़ रुपये से अधिक की बैंक गारंटी भुनाने से भी रोक दिया।

जनसत्ता, 11 जुलाई 2026, पेज नं- 4

पहल

आइजीएल, शिक्षा निदेशालय व एहसास एनजीओ के बीच हुआ त्रिपक्षीय समझौता

दिल्ली के 75 सीएम श्री स्कूलों में लगेगी वर्षा जल संचयन प्रणाली

जनसत्ता संवाददाता
नई दिल्ली, 10 जुलाई।

दिल्ली सचिवालय में शुक्रवार को 'कैच द रेन' पहल के अंतर्गत मुख्यमंत्री रेखा गुप्ता की मौजूदगी में इंद्रप्रस्थ गैस लिमिटेड, शिक्षा निदेशालय और एहसास एनजीओ के बीच एक महत्त्वपूर्ण त्रिपक्षीय समझौता ज्ञापन पर हस्ताक्षर किए गए।

इस समझौते के तहत दिल्ली के 75 सीएम श्री स्कूलों में आधुनिक वर्षा जल संचयन परियोजना को लागू किया जाएगा। इसके माध्यम से स्कूल परिसरों में मौजूदा वर्षा जल संचयन प्रणाली की जांच कर उनका पुनरुद्धार किया जाएगा व छत पर नई वर्षा जल संचयन प्रणाली स्थापित की जाएगी। साथ ही जल संरक्षण को लेकर छात्रों व शिक्षकों के लिए जागरूकता कार्यक्रम भी आयोजित किए जाएंगे।



मुख्यमंत्री ने कहा कि जल संरक्षण केवल एक पर्यावरणीय आवश्यकता नहीं, बल्कि आने वाली पीढ़ियों के सुरक्षित भविष्य की आधारशिला है। दिल्ली सरकार शिक्षा और पर्यावरण संरक्षण को साथ लेकर चल रही है। जल संरक्षण को लेकर छात्रों व शिक्षकों के लिए जागरूकता कार्यक्रम भी आयोजित किए जाएंगे।

इस मौके पर मुख्यमंत्री ने कहा कि जल संरक्षण केवल एक पर्यावरणीय आवश्यकता नहीं, बल्कि आने वाली पीढ़ियों के सुरक्षित भविष्य की आधारशिला है। दिल्ली सरकार शिक्षा और पर्यावरण संरक्षण को साथ लेकर चल रही है। यह पहल सरकारी विद्यालयों में सतत जल प्रबंधन को बढ़ावा देने की दिशा में एक महत्वपूर्ण कदम सिद्ध होगी। यह केवल 75 विद्यालयों तक ही सीमित नहीं रहेगा, बल्कि आने वाले समय में यह दिल्ली सरकार के लगभग आठ सौ विद्यालयों तक विस्तारित होगा। उन्होंने कहा कि यह परियोजना सरकार, उद्योग और सामाजिक संगठनों के बीच प्रभावी साझेदारी का उत्कृष्ट उदाहरण है। इससे न केवल भूजल संरक्षण को बल मिलेगा, बल्कि विद्यार्थियों में जल संसाधनों के प्रति संवेदनशीलता और जिम्मेदारी की भावना भी विकसित होगी। इस पहल का क्रियान्वयन एहसास एनजीओ द्वारा किया जाएगा। संस्था स्कूलों में सुरक्षा मानकों और निर्माण गुणवत्ता सुनिश्चित करने के साथ-साथ परियोजना के सफल संचालन की जिम्मेदारी निभाएगी।

वहीं, शिक्षा निदेशालय स्कूल परिसरों में आवश्यक अनुमति और प्रशासनिक सहयोग उपलब्ध कराएगा और परियोजना पूर्ण होने के बाद इन प्रणालियों के रखरखाव की जिम्मेदारी संभालेगा। आइजीएल इस पूरी परियोजना के लिए वित्तीय सहायता प्रदान करेगा। इस परियोजना की अवधि 12 माह निर्धारित की गई है। इस परियोजना के माध्यम से प्रत्येक विद्यालय में प्रतिवर्ष लगभग दो लाख लीटर भूजल पुनर्भरण होने का अनुमान है।

The Pioneer, 11 July 2026, Pg no. 6

Pradhan orders probe into NCERT legal lapse in HC



PIONEER NEWS SERVICE
New Delhi

Education Minister Dharmendra Pradhan has ordered a probe into the role of NCERT officials who failed to defend in the high court a decision of "black listing action" against a firm tasked with supplying paper for textbooks, sources said.

Bafna Global Venture Private Limited moved the Delhi High Court on June 24, citing the blacklisting order by NCERT issued on June 22, barring it for two years from participating in the procurement process of the National Council of Educational Research and Training (NCERT).

While nobody from the NCERT appeared for the high court hearing, the court granted immunity to the firm from coercive action till further orders. The court also restrained the NCERT from invoking over ₹6 crore bank guarantee furnished by the paper supplier. "Taking serious note of reports that NCERT failed to effectively defend its decision to blacklist a paper supplier before the Delhi High Court, Education Minister Dharmendra Pradhan has directed strict action against the officers responsible for the lapse," a source said.

"The minister has ordered accountability for the officials who failed to take the necessary legal steps, reinforcing a zero-tolerance approach towards administrative and legal lapses while ensuring greater accountability in textbook production and procurement," the source added.

The source further said that the minister, while cracking the whip on officials who have defied the high court directions, ordered for initiating strict legal action against them. "The ministry has asked NCERT to examine how Bafna Global Venture Private Limited was selected despite allegedly not meeting the required conditions, why it subsequently failed to adhere to the paper-supply schedule and how the council's case went unrepresented in court," the source said.

The firm argued in the court that the delay in printing of books was because hydrogen peroxide, the bleaching agent for the purpose of manufacturing paper, was not available to the war in Iran. The case is now listed for July 20 in the Delhi High Court.

The Pioneer, 11 July 2026, Pg no. 9

Educating for life: The case for holistic learning in rural India



AWANISH KUMAR SINGH

Education has always been the first step of progress. However, in the rural landscape, the conversation around education must move beyond textbooks, examinations, and classroom attendance. True education is generally beyond acquiring knowledge. It is about developing the skills, values and confidence needed to navigate life's challenges and opportunities. Rural education must focus on a holistic approach to achieve inclusive and sustainable growth.

The Need to Go Beyond Traditional Learning

The majority of villagers are considered to be first-time learners; however, it is also crucial that these children receive training in practical skills in order to prepare them to succeed in today's world. Critical thinking, communication skills, teamwork, problem-solving, financial management, digital literacy, and overall awareness are very much needed in today's fast-moving world. All these skills will help students make good choices regarding their lives, whether in the workforce or otherwise, and contribute to the improvement of their communities.

India's rural communities are rapidly changing due to technology, entrepreneurship and new opportunities. The education system must change and be able to assist our students in this transitional period, in order to guarantee that our students will have a bright future. In addition to teaching mathematics and science, schools should teach children about leadership, creativity, social values, environmental awareness and personal development.

Experiential Learning: Building Confidence and Capability

The most effective way to promote holistic education is through experiential learning. Experiential learning encompasses a variety of activities such as sports, arts, cultural programs, community service, and vocational training. These types of activities give students the ability to build confidence and develop practical skills, as well as teach them important life skills such as discipline, resilience, teamwork, and responsibility that are difficult to develop through traditional classroom instruction. By encouraging students to participate in experiential learning activities, educational institutions help students identify their strengths while expanding their understanding of what is possible in their lives and careers.



Digital Literacy for a Changing World

Digital literacy is another fundamental principle for a holistic education. The rapid growth of technology has changed the way people communicate, conduct business, and access and utilise information. As technology becomes an ever-increasing part of everyday life, rural students will need to be equipped with the knowledge and ability to access information, responsibly use digital technology, and seek new learning opportunities.

Bridging the digital divide offers tremendous potential and ensures that rural students can compete with urban students on an equal basis. Access to digital media resources also gives rural youth new opportunities for online learning, developing new skills, creating their own businesses and contributing to the growth of India.

Nurturing Values and Responsible Citizenship

Equally important is the role of values and character building. Education should nurture empathy, integrity, respect, and a sense of civic responsibility. When young people understand their duties toward society and the environment, they grow into responsible citizens capable of driving positive change. Such values are particularly important in strengthening community bonds and preserving the social fabric of rural India.

Teachers and parents play a vital role in this transformation. Their encouragement and support can help students discover their talents, pursue their aspirations, and develop self-belief. Educational institutions must work closely with families and local communities to create an ecosystem that supports holistic growth.

Preparing Rural Youth for the Future

The future of rural India depends on empowering its youth with more than academic qualifications. By integrating life skills, technology, values, and practical learning into education, we can create a generation that is not only educated but also capable, confident, and future-ready. Holistic education is not merely an educational reform; it is an investment in the social and economic development of the nation. When rural students are equipped to succeed in all aspects of life, the entire country moves forward together.

MLC Er. Awanish Kumar Singh is Chief Educationist & President, Subhash Chandra Bose Group of Institutions and State President Kreeda Bharti, UP

जनसत्ता, 12 जुलाई 2026, पेज नं 3

पुस्तकालयों में आने वाले पाठकों से तय होता है देश का भविष्य : शाह

जनसत्ता संवाददाता
नई दिल्ली, 11 जुलाई।



केंद्रीय गृह मंत्री ने जयप्रकाश नारायण पुस्तकालय का किया उद्घाटन।

केंद्रीय गृह मंत्री अमित शाह ने शनिवार को नई दिल्ली नगरपालिका परिषद (एनडीएमसी) क्षेत्र में लोकनायक जयप्रकाश नारायण सार्वजनिक पुस्तकालय का उद्घाटन किया और कहा कि किसी देश के भविष्य का आकलन उसकी आर्थिक प्रगति से अधिक इस बात से किया जा सकता है कि उसके पुस्तकालय कितने आबाद हैं और वहां कितने युवा पढ़ने आते हैं।

शाह ने कहा कि यदि किसी देश के भविष्य का आकलन करना हो तो यह उसकी कृषि समृद्धि, बाजारों की चहल-पहल या उद्योगों की संख्या देखकर नहीं किया जा सकता। इसका आकलन इस आधार पर किया जा सकता है कि उसके पुस्तकालय कितने भरे रहते हैं और वहां युवा आते हैं या नहीं। उन्होंने कहा कि ज्ञान और विवेक राष्ट्र निर्माण की आधारशिला हैं और पुस्तकालय दोनों के संवर्धन में केंद्रीय भूमिका निभाते हैं। वहीं, एनडीएमसी के अध्यक्ष केशव चंद्र के मुताबिक, मंदिर मार्ग स्थित इस पुस्तकालय को आधुनिक सार्वजनिक अध्ययन एवं पठन केंद्र के रूप में विकसित किया गया है, जहां एक समय में 200 लोगों के बैठने की व्यवस्था है। पुस्तकालय में 30,000 से अधिक पुस्तकें उपलब्ध हैं। केंद्रीय गृह मंत्री ने पुस्तकालय प्रशासन से आसपास के क्षेत्रों के स्कूलों से संपर्क स्थापित करने का आग्रह करते हुए कहा कि युवाओं में पढ़ने की आदत को बढ़ावा दिया जाना चाहिए। वहीं, मुख्यमंत्री रेखा गुप्ता ने कहा कि यह पुस्तकालय प्रतियोगी परीक्षाओं की तैयारी करने वाले विद्यार्थियों के लिए एक महत्त्वपूर्ण संसाधन साबित होगा।

दैनिक जागरण, 12 जुलाई 2026, पेज नं -10

स्कूलों में डिजिटल लर्निंग में देश के 40 प्रतिशत जिले फिसड्डी

अरविंद पांडेय • जागरण

नई दिल्ली : देश के स्कूलों में भले नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत एआइ और कोडिंग जैसी चीजों को पढ़ाने की पहल हो रही है, लेकिन हकीकत यह है कि देश के 784 जिलों में 327 जिले डिजिटल लर्निंग में यानी स्कूलों में बच्चों को डिजिटल तरीके से पढ़ाने में बहुत पीछे हैं। इनमें बिहार और बंगाल के सभी जिलों के साथ उत्तर प्रदेश के 75 जिलों में 67 जिले व झारखंड के 24 में से 23 जिले शामिल हैं। कुछ ऐसी ही स्थिति मध्य प्रदेश, छत्तीसगढ़, जम्मू-कश्मीर व असम जैसे राज्यों की भी है। जिनके अधिकांश जिले डिजिटल लर्निंग में न्यूनतम 30 प्रतिशत का स्कोर भी हासिल नहीं कर पाए हैं। यानी पास नहीं हो पाए हैं।



इन पांच मानकों पर हुई थी स्कूलों में डिजिटल लर्निंग की परख

- **पहला** : क्या स्कूलों में बच्चों को पढ़ाई के लिए इंटरनेट की सुविधा है।
- **दूसरा** : क्या स्कूलों में कंप्यूटर-लैपटाप है।
- **तीसरी** : क्या स्कूलों में स्मार्ट क्लास रूम की सुविधा है।
- **चौथा** : प्रति कंप्यूटर बच्चों का अनुपात।
- **पांचवा** : क्या स्कूलों में कंप्यूटर के जरिये पढ़ाने के लिए प्रशिक्षित शिक्षक हैं।

(नोट- प्रति सवाल के दस अंक निर्धारित किए गए थे।)

डिजिटल लर्निंग को लेकर यह जानकारी देश के सभी 784 जिलों में स्कूली शिक्षा की स्थिति को परखने के लिए शिक्षा मंत्रालय की ओर से कराए गए सर्वे में सामने आई है। यह सर्वे छह श्रेणियों में कराया गया था। इसके लिए 70 मानक निर्धारित किए गए थे। कुल छह सौ अंकों के इस सर्वे में डिजिटल लर्निंग श्रेणी के लिए 50 अंक निर्धारित किए गए थे। 2025-26 की इस रिपोर्ट में डिजिटल लर्निंग की श्रेणी में चंडीगढ़, केरल, तमिलनाडु, महाराष्ट्र, तेंलगाना, हिमाचल प्रदेश, उत्तराखंड जैसे राज्यों का प्रदर्शन बेहतर रहा है।

इंफ्रास्ट्रक्चर की स्थिति सुधरी, लेकिन लर्निंग आउटकम में अभी भी कमजोर : जिलों में स्कूलों के इंफ्रास्ट्रक्चर की स्थिति काफी सुधरी है। इसका अंदाजा जिलों को लेकर जारी पीजीआइ रिपोर्ट 2025-26 से लगाया जा सकता है, जिसमें 784 जिलों में से 523 जिले अंब उत्कर्ष, उत्तम एक, दो व तीन और प्रचेष्टा एक की श्रेणी में पहुंच गए हैं। वहीं लर्निंग आउटकम में देश के 784 जिलों में से 540 जिले अभी प्रचेष्टा दो व तीन व आकांक्षी-एक श्रेणी में हैं। यानी लर्निंग आउट कम में 50 प्रतिशत व उससे कम अंक हासिल कर अभी भी कमजोर बने हुए हैं।

The Sunday Tribune, 12 July 2026, Pg no. 3

ADCs to supervise all govt schools in state

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, JULY 11

Additional Deputy Commissioners in the state have been assigned various responsibilities as Nodal Officers for government schools by the Education Department.

As per the letter issued by the Education Department, the Additional Deputy Commissioner of each district — being the Nodal Officer on behalf of the School Education Department — will supervise, monitor and control all the government schools in their respective districts.

They will monitor and execute civil works in schools, especially the provision of basic infrastructure facilities such as functional toilets, clean drinking water facility, school boundary wall and waterlogging issues.

They will also ensure that no students shall be made to sit in unsafe buildings and ensure completion of the process of condemnation of such buildings on priority.

From now on, the cleanliness and mid-day meal preparations will also be supervised by the ADCs as they have been given the responsibility to supervise the health and sanitation conditions in school such as cleanliness of campus especially toilets, water tank, pruning of trees, playground, cooked mid-day meal, and raw material of mid-day meal.

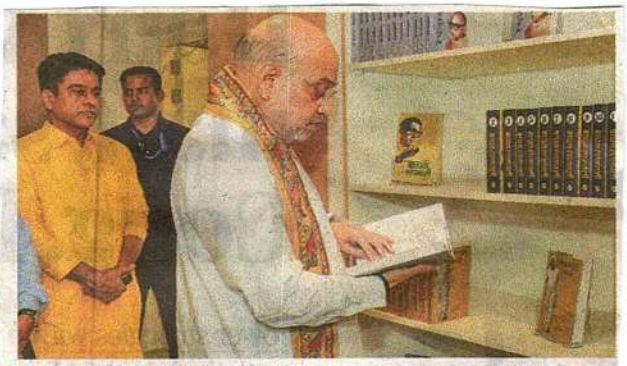
At the same time, they will ensure the upkeep, maintenance and usage of digital infrastructure such as digital boards, computers and tablets available with the school. Meanwhile, they will also oversee and review the implementation of all government schemes related to the School Education Department.

They will also review the teaching quality, attendance and discipline in the schools, besides any other task conveyed by the School Education Department. As per the Education Department, for implementation of all the directions, the ADCs may create teams under their supervision and control. The department has also mentioned that the District Education Officer, District Elementary Education Officer, Deputy District Education Officer, District Project Coordinator, Block Education Officers and Principals will work under Additional Deputy Commissioner's control for all purposes.

An official in the Education Department said, "Recently, a senior official during the visit of government schools had informed that soon, the ADCs in the state will be monitoring the government schools to ensure smooth functioning and better implementation of programmes."

"The Education Department requires support from the other departments to get various works done in government schools, especially the completion of the process of condemnation of unsafe buildings. With the intervention of the ADCs, the work can be done on priority. It will help the Education Department in the smooth functioning of the schools," the official said.

The Hindu, 12 July 2026, Pg no 3



Amit Shah in the Hindi literature section of the Jayaprakash Narayan Public Library on Saturday. ANI

Shah calls for linking libraries with schools

The Hindu Bureau
NEW DELHI

Union Home Minister Amit Shah on Saturday inaugurated the Jayaprakash Narayan Public Library, a digitally enabled public library developed by the New Delhi Municipal Council (NDMC) at Udyan Marg in central Delhi.

At the event, attended by Chief Minister Rekha Gupta, Mr. Shah urged the Delhi government to interconnect libraries across the city and prepare a comprehensive plan to link them with schools, according to an official statement. He said a well-defined action plan should also be drawn up to encourage people to use libraries.

The Home Minister also urged the staff to reach out to schools around New Delhi and encourage students to visit the library.

According to the NDMC, the library has a collection of over 32,000 books, a multi-purpose auditorium, a reading area, a children's section, a research centre, and an e-library with access to one crore online books. Free Wi-Fi is available throughout the library. Monitors have also been installed to enable visitors to take notes and download study material.

The Hindu, 12 July 2026, Pg no. 1

CM Majhi orders criminal probe into textbook errors in Odisha

The Hindu Bureau
BHUBANESWAR

The Chief Minister has asked the SCERT Director to file an FIR with the Crime Branch SP

Odisha Chief Minister Mohan Charan Majhi on Saturday ordered a criminal investigation into large-scale errors detected in textbooks for Classes 1 to 7.

According to a statement from his office, the Chief Minister directed the Director of the State Council of Educational Research and Training (SCERT) to lodge a first information report with the Superintendent of Police, Odisha Crime Branch.

The SCERT printed the textbooks, which were distributed to over 40 lakh students across the State. After teachers flagged numerous errors, the State government, through a corrigendum issued on June 8, acknowledged 1,678 mistakes in the books. However, the list of corrections also contained mistakes.

The government subsequently constituted a high-level committee headed by Development Commissioner D.K. Singh to examine the lapses. Based on the committee's findings, the former Director of SCERT and three Assistant Directors were suspended, while disciplinary proceedings were initiated against six other Assistant Directors.

While some of the mistakes were grammatical and spelling errors, others involved factual inaccuracies.

Among the errors, the Kauravas were said to have played kabaddi among themselves, and Goddess Sita was stated to have given birth to Luv and Kush at Sitabinji, a place in Odisha's Keonjhar district.

The authors also mixed up places in Odisha with those in other States. Among the errors, Odisha's Niyamgiri Hills were shown as being in Jharkhand, a photograph of Karnataka's Vidhana Soudha was used as that of the Odisha Legislative Assembly, and an image of the world-famous Konark Sun Temple was replaced with that of the Hampi temple complex.

The Opposition Biju Janata Dal alleged that there had been corruption of ₹300 crore in the preparation of the textbooks.

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JUL 12, 2026, 10:36 AM IST

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als face probe after failing to defend blacklisting decision



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TEAM UDAYAVANI

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New Delhi: Union Education Minister Dharmendra Pradhan has ordered an inquiry into the role of officials of the National Council of Educational Research and Training (NCERT) after the organisation allegedly failed to adequately defend its decision to blacklist a paper supplier before the Delhi High Court, according to sources.

Sources said the minister has directed that responsibility be fixed on officials who failed to take the necessary legal steps during the court proceedings and that strict action be taken against those found responsible.

The case relates to Bafna Global Venture Private Limited, which was barred by NCERT from participating in its procurement process for two years under an order issued on June 22.

The company challenged the order by filing a petition in the Delhi High Court on June 24.

00:02 / 02:00

During the hearing, no representative appeared before the court on behalf of NCERT. As a result, the High Court granted interim protection to the company and directed that no coercive action be taken against it until further orders.

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The High Court also restrained NCERT from invoking the company's bank guarantee of more than Rs 6 crore until further directions.

According to sources, the minister has taken reports of NCERT's failure to defend its decision seriously and has ordered strict action against the officials responsible for the lapse.

Probe into textbook procurement process

Sources said Dharmendra Pradhan has also ordered a detailed inquiry into the textbook production and procurement process.

The investigation will determine the accountability of officials who failed to take the required legal measures during the court proceedings.

The move is aimed at strengthening accountability among officials and enforcing a zero-tolerance approach towards administrative and legal lapses in the production and procurement of textbooks, sources added.

#Delhi High Court #Dharmendra Pradhan #NCERT #Education Ministry #Textbook procurement #Bafna Global Venture

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दैनिक जागरण, 13 जुलाई, 2026, पेज नं-9

सरकारी स्कूल गायब होते बच्चे

देश में सरकारें सरकारी स्कूलों में सुविधाएं और शिक्षा की गुणवत्ता बढ़ाने के लिए काम कर रही हैं। सरकारी स्कूलों में शिक्षकों की संख्या बढ़ी है और छात्र शिक्षक अनुपात बेहतर हुआ है। इसके बावजूद बड़ी विडंबना है कि पिछले दो वर्ष में सरकारी स्कूलों से 86 लाख छात्र गायब हो गए हैं और निजी स्कूलों में 88 लाख छात्र बढ़ गए हैं। इसका मतलब है कि सरकारी स्कूलों की कीमत पर निजी स्कूलों में छात्रों की संख्या बढ़ रही है। नीति निर्माताओं के लिए यह सोचने का समय है कि बड़े पैमाने पर संसाधन खर्च करने के बावजूद सरकारी स्कूल छात्रों और अभिभावकों की अपेक्षाओं पर खरे क्यों नहीं उतर रहे हैं। निजी स्कूलों में भी शिक्षा और शिक्षकों की गुणवत्ता पर सवाल हैं और ये स्कूल तय मानकों का पालन भी नहीं करते हैं। इसके बावजूद निजी स्कूलों में छात्रों की संख्या बढ़ना और सरकारी स्कूलों में संख्या कम होने के कारणों की पड़ताल अहम मुद्दा है...

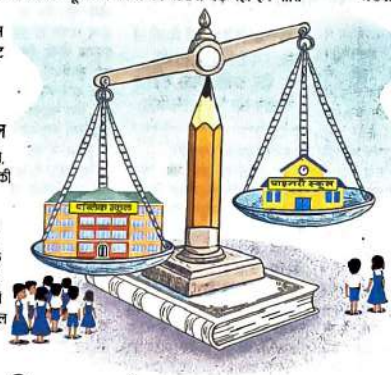
कोरोना महामारी के बाद के वर्षों में एक बहुत बड़ा उलटफेर देखने को मिला है। महामारी के दौरान आर्थिक तंगी की वजह से जो बच्चे सरकारी स्कूलों में आए थे, वे अब वापस भारी संख्या में प्राइवेट स्कूलों का रुख कर चुके हैं:

कुल दाखिले श्रेणी (प्रारंभिक से माध्यमिक)



एक दशक में बंद हुए 94,000 सरकारी स्कूल

इसके अलावा, नीति आयोग की एक समीक्षा रिपोर्ट के मुताबिक, पिछले एक दशक में कम छात्र संख्या वाले स्कूलों के विलय और बच्चों के प्राइवेट की तरफ जाने के कारण देश भर में लगभग 94,000 सरकारी स्कूल बंद या मर्ज किए जा चुके हैं।



ग्रामीण भारत की स्थिति



बच्चे सरकारी स्कूलों में पढ़ते थे ग्रामीण भारत में 6-14 वर्ष के कोरोना महामारी से पहले 2018 की अवधि में

पर पहुंच गया 2022 में महामारी के दौरान प्राइवेट स्कूलों की फीस न देने के कारण सरकारी स्कूलों का ग्राफ बढ़कर

महामारी के बाद (मौजूदा स्थिति): अर्थव्यवस्था सुधरते ही यह आंकड़ा वापस गिरकर 66.8 प्रतिशत पर आ गया। इससे यह साफ होता है कि माता-पिता ने मजबूरी में सरकारी स्कूल चुना था, जैसे ही उनकी आर्थिक स्थिति सुधरी, वे बच्चों को वापस प्राइवेट स्कूलों में ले गए।

रिसर्च: महेन्द्र सिंह

प्राइवेट स्कूलों में छात्रों की संख्या बढ़ने के मुख्य कारण

शिक्षा विशेषज्ञों और स्वतंत्र सर्वे के अनुसार, इसके पीछे तीन सबसे बड़े कारण हैं

अंग्रेजी माध्यम की चाहत: भारत के गरीब और मध्यम वर्गीय परिवारों में भी यह धारणा बहुत मजबूत है कि उज्ज्वल भविष्य और नौकरी के लिए अंग्रेजी आना जरूरी है। अधिकतर सरकारी स्कूल क्षेत्रीय भाषाओं में शिक्षा देते हैं, जबकि छोटे से छोटा प्राइवेट स्कूल भी खुद को इंग्लिश मीडियम बताकर माता-पिता को आकर्षित करता है।



जवाबदेही: सरकारी स्कूलों के शिक्षकों को बहुत अच्छा वेतन मिलता है, लेकिन वहां निगरानी और जवाबदेही की कमी, शिक्षकों की अनुपस्थिति और ढीले रवैये की शिकायतें माता-पिता अक्सर करते हैं। वहीं प्राइवेट स्कूलों में मैनेजमेंट का डर रहता है।

बजट प्राइवेट स्कूलों की बाढ़: यह बूम केवल महंगे इंटरनेशनल स्कूलों की वजह से नहीं है। इसका सबसे बड़ा कारण गली-मोहल्लों में खुलने वाले कम फीस वाले बजट प्राइवेट स्कूल हैं। ये स्कूल 500 से 1500 रुपये प्रति माह की फीस पर चलते हैं, और गरीब माता-पिता भी पेट काटकर यह फीस देने को तैयार हैं।

सरकारी स्कूलों में सुधार: एएसईआर के आंकड़ों एक दिलचस्प बात सामने आई है। भले ही बच्चे सरकारी स्कूल छोड़ रहे हों, लेकिन महामारी के बाद बुनियादी पढ़ाई जैसे बुनियादी गणित और भाषा पढ़ना के सुधार के मामले में सरकारी स्कूल के बच्चों ने प्राइवेट स्कूल के बच्चों की तुलना में तेजी से रिकवरी की है। यानी समस्या सरकारी स्कूलों की पढ़ाई में सुधार की कमी की नहीं, बल्कि उनके प्रति जनता के नजरिये और धारणा की है।

देश में सामाजिक समरसता होगी कमजोर



सुशील कुमार सिंह
संस्थापक, अभियुक्ति आइएएस

सरकारी स्कूल वंचित परिवारों के बच्चों का आश्रय बन गया है। मध्य वर्ग जैसे जैसे सार्वजनिक शिक्षा से बाहर हो रहा है, यहां सुधार को लेकर दबाव भी क्षीण हो रहा है। अगर देश में कमजोर और सक्षम वर्ग के लिए अलग अलग स्कूल होंगे तो इससे एक विभाजित भारत का निर्माण होगा।

भारत की शिक्षा व्यवस्था के सामने आज सबसे बड़ा प्रश्न विद्यालयों की संख्या का नहीं, बल्कि उन पर समाज के घटते विश्वास का है। नीति आयोग के अनुसार, देश के लगभग 68 प्रतिशत विद्यालय सरकारी हैं, लेकिन उनमें पढ़ने वाले विद्यार्थियों की हिस्सेदारी घटकर लगभग 49 प्रतिशत रह गई है, जबकि दो दशक पहले यह लगभग 71 प्रतिशत थी। वहीं एएसईआर 2024 की रिपोर्ट भी संकेत देती है कि महामारी के दौरान सरकारी विद्यालयों में लौटे अनेक विद्यार्थी अब फिर से निजी विद्यालयों की ओर बढ़ रहे हैं। यह बदलाव केवल नामांकन के आंकड़ों तक सीमित नहीं है, बल्कि सार्वजनिक शिक्षा पर समाज के भरोसे में आई गहरी दरार का स्पष्ट संकेत है।

आखिर इस बदलाव के पीछे क्या कारण हैं? इसका सबसे बड़ा आधार है मानवीय आकांक्षा। हर माता-पिता चाहते हैं कि उनका बच्चा उनसे बेहतर जीवन जिए। आज के दौर में अंग्रेजी माध्यम, निजी विद्यालय और एक सुरक्षित-बेहतर भविष्य को लगभग एक ही अर्थ में देखा जाने लगा है। इसके पीछे एक गहरा सामाजिक मनोविज्ञान भी काम करता है। किसी भी गांव या कस्बे में यदि प्रशासनिक अधिकारी, डाक्टर, बड़े व्यापारी या जनप्रतिनिधि अपने बच्चों को निजी विद्यालय भेजते हैं, तो अन्य परिवार भी प्रतिष्ठावश उसी दिशा में बढ़ते हैं। धीरे-धीरे निजी विद्यालय शिक्षा के केंद्र से अधिक सामाजिक हैसियत और प्रतिष्ठा के प्रतीक बन जाते हैं।

इसके अलावा, एक बड़ा कारण 'दिखने वाली गुणवत्ता' भी है। नियमित गृहकार्य, सख्त अनुशासन, समय-समय पर अभिभावक बैठकें, डिजिटल संवाद और निरंतर निगरानी अभिभावकों के भीतर एक विश्वास पैदा करती है। दूसरी ओर, सरकारी विद्यालयों में अनेक समर्पित शिक्षक अत्यंत उत्कृष्ट कार्य कर रहे हैं, परंतु उनकी उपलब्धियां और प्रयास समाज तक उस रूप में नहीं पहुंच पाते। शिक्षा में वास्तविक गुणवत्ता जितनी आवश्यक है, उतनी ही महत्वपूर्ण उसकी सामाजिक दृश्यता और विश्वसनीयता भी है।

इसके साथ ही जवाबदेही की धारणा भी एक मुख्य बिंदु है। निजी विद्यालय में शुल्क देने के कारण अभिभावक स्वयं को अधिकार-संपन्न महसूस करते हैं और सीधे सवाल कर सकते हैं, जबकि सरकारी व्यवस्था में शिकायत और उत्तरदायित्व का ढांचा उतना प्रत्यक्ष और सुलभ नहीं दिखता।

आपकी आवाज

प्राइवेट स्कूल अपने विद्यार्थियों को शिक्षा के लिए हर आधुनिक सुविधाएं और तकनीक उपलब्ध कराते हैं, और इन स्कूलों से देश के लाखों लोगों को रोजगार भी मिला हुआ है। इन स्कूलों की सरकारें कोई आर्थिक मदद नहीं करती हैं, इन्हें सारे खर्चे अपने बलबूते पर ही करने पड़ते हैं। अगर सरकारी स्कूलों में पढ़ाई की गुणवत्ता अच्छी हो और जरूरी सुविधाएं हों तो बच्चे अपने आप बढ़ जाएंगे। सरकारी स्कूलों के स्तर पर गिरावट लंबे समय से चली आ रही उपेक्षा का नतीजा है। समाज में इस बात की चेतना जरूरी है कि हमारे जनप्रतिनिधि हमारे बच्चों के भविष्य के साथ खिलवाड़ कर रहे हैं और हमें मजबूरी में महंगे प्राइवेट स्कूलों में अपने बच्चों को पढ़ाना पड़ रहा है।

-राजेश कुमार चौहान

सरकारी स्कूलों की बदहाली के कारण निजी स्कूलों का प्रादुर्भाव हुआ। शुरुआती दौर में निजी स्कूलों की अच्छी गुणवत्ता से प्रभावित होकर छात्रों और अभिभावकों का आकर्षण इन स्कूलों की तरफ हुआ। सरकारों ने भी अपनी परेशानियों के पिंड छुड़ाने के लिए शिक्षा में निजी निवेश को प्रोत्साहित किया। सरकारी अधिकारी व कर्मचारी भी अपने बच्चों को इन स्कूलों में दाखिल कराने लगे।

-गौरीशंकर अंतज

सरकार ले बच्चों की शिक्षा की जिम्मेदारी



जैस राजपूत
शिक्षाविद

सरकारों को 14 वर्ष तक के बच्चों की शिक्षा की जिम्मेदारी लेनी चाहिए। उनको निशुल्क और अनिवार्य शिक्षा उपलब्ध कराने की बात संविधान भी कहता है। देश में सामाजिक समरसता मजबूत करने के लिए जरूरी है कि समाज के सभी वर्ग के बच्चे सरकारी स्कूलों में पढ़ें। इसके लिए स्कूलों की गुणवत्ता को बेहतर बनाना होगा।

भारत सरकारी स्कूलों में बच्चों की संख्या में गिरावट का सिलसिला लंबे समय से चल रहा है। बीसवीं सदी के छठें और सातवें दशक में सरकारी स्कूलों की साख हुआ करती थी। शिक्षकों की गुणवत्ता भी अच्छी थी और शिक्षक बच्चों की पढ़ाई में दिलचस्पी लेते थे लेकिन समय के साथ चीजें बदल गईं। अब सरकारी स्कूलों की साख खत्म हो गई है। समाज का नजरिया भी इसी के हिसाब से बदला है। अब लोग मानते हैं कि सरकारी स्कूलों में पढ़ाई नहीं होती है।

संविधान में यह व्यवस्था की गई थी कि 14 वर्ष तक के बच्चों को निशुल्क और अनिवार्य शिक्षा सरकार मुहैया कराएगी लेकिन सरकारों धीरे धीरे अपने इस उत्तरादायित्व से पीछे हट गईं और निजी क्षेत्र का विस्तार होता गया। अब सरकारी स्कूलों में वही बच्चे जाते हैं जिनके परिवार की आर्थिक स्थिति बहुत कमजोर है या उनके गांव के आसपास कोई प्राइवेट स्कूल नहीं है। बड़े पैमाने पर सरकारी स्कूलों को मर्ज करने के नाम पर बंद किया जा रहा है। इसका नुकसान वही पिछड़ा वर्ग उठाएगा, जिसके कल्याण और बेहतरी के लिए काम करने का दावा सरकारें और राजनीतिक दल करते हैं। पहले समाज के सभी वर्ग के बच्चे सरकारी स्कूलों में पढ़ते थे, उससे समाज में समरसता मजबूत होती थी लेकिन अब ऐसा नहीं है। इसका असर समाज पर भी दिख रहा है। सामाजिक विभाजन बढ़ रहा है। किसी भी श्रेणी का सरकारी कर्मचारी हो अब उसके बच्चे सरकारी स्कूलों में नहीं प्राइवेट स्कूलों में पढ़ते हैं। छोटे शहरों और ग्रामीण इलाकों में चल रहे प्राइवेट स्कूलों की गुणवत्ता भी बहुत खराब है। इन स्कूलों में पढ़ाने वाले शिक्षक भी प्रशिक्षित नहीं हैं। ऐसे में इन स्कूलों में पढ़ने वाले बच्चों की बुनियाद कितनी मजबूत होगी, इसका अंदाजा आसानी से लगाया जा सकता है। सरकारी स्कूलों के स्तर में गिरावट के ट्रेंड को रोकना आसान नहीं है। यूपी और बिहार जैसे राज्यों में प्रति वर्ष हजारों की संख्या में शिक्षक रिटायर हो रहे हैं लेकिन उनकी जगह पर शिक्षकों की भर्ती नहीं हो रही है। इससे पता चलता है कि स्कूली शिक्षा को लेकर सरकारों का रवैया कैसा है। जैसे आप यूपीएसएसी के जरिये प्रति वर्ष लोकसेवकों की भर्ती करते हैं उसी तरह से शिक्षकों की भर्ती क्यों नहीं की जा रही है। सरकारों को अगर देश को मजबूत करना है तो उनको संविधान की उस भावना का सम्मान करना होगा, जो कहती है कि 14 वर्ष तक के बच्चों की शिक्षा की जिम्मेदारी सरकार को लेनी चाहिए।

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The classroom bully in panic mode

SHELLEY WALIA

THERE exists a subspecies of the classroom bully who believes in the flimsy axiom that everyone is looking at him — that when he bangs the desk, the world trembles. Power, in his worldview, is his unquestionable right, and he alone owns the spotlight.

Donald J. Trump, the Big Don, paraded through Jefferson Elementary School for Nations (fictional, of course) like a boy who had assumed, through sheer self-absorption, that detention was a fiscal condition of the deprived "other". He levied tariffs on lunchboxes as if scarcity were a moral lesson. He shredded playground treaties drafted by predecessors who had made the fatal error of negotiating with decaf diplomacy. It was geopolitics reimagined as reality television, noisy and theatrical.

And for years, the classroom flinched on cue. Then came the great catastrophe that befalls all bullies eventually because of the tedium of repetition. Enter the Iranian kid, Mahmoud, who had been threatened and sanctioned with such liturgical regularity that the threats now carried the moral weight of an unsolicited circular. When Big Don slipped him another note demanding peace or else, Mahmoud received it with dead-eyed recognition, read the ultimatum as one reads a catechism recited too often to mean anything, and then, with a detached calm, passed it sideways to the Chinese kid by the window.

The Chinese kid, incidentally, had been quietly doing everybody's economics homework for years while pretending not to run the school already. So, Mahmoud now sold his tiffin to China directly under Big Don's nose, through arrangements so open and unapologetic that the brazenness itself became the language of diplomacy. Entire food containers moved about the school with the calm insolence of students cheating in full view because the invigilator had become a caricature in the public imagination.

And then came the moment every bully dreads more than rebellion itself — when the smaller children stopped seeking permission. A Ukrainian child, acquainted with war for years, realised that shoving had lost its metaphysical certainty. Big Don's lieutenants, the boys with the expensive sneakers and access to the good cafeteria tables, began receiving, one by one, polite but unmistakable taps on the shoulder from the rest of the class. "We see you now," the tap said. "And frankly, this act has run too long."

Big Don was the first to feel it. Bullies always do. Long before empires collapse, they experience the more intimate humiliation of sensing the room's attention drift elsewhere. The flush creeping up his neck was the existential panic of a performer watching the audience quietly collect coats and check parking receipts while he is still delivering what he believes is the evening's strongest monologue.

So, he tried what bullies always try. Louder threats. Larger boasts. Tremendous announcements. Possibly the greatest in human history — very smart people were saying so.

Though Big Don is still flexing his muscles, the other boys have gone home. And when he finally notices it, the expression on his face may yet become the most instructive lesson that needs no textbook.

The writer is former Professor and Fellow, Panjab University

The Hindu, 13 July 2026, Pg no. 5

A world of possibilities

How a newspaper board in an educational institution benefitted teachers and students



GETTY IMAGES/ISTOCKPHOTO

Recently, a board was installed at our institution to put up newspaper articles. The idea was to encourage students and teachers to read newspapers. Actually, to just read.

We began with an open mind and four dailies. We were keen to get to know of the developments in the country and the subjects we pursued.

Introducing themes

We began by reading and rereading the newspapers, short-listing articles, pondering over them, and neatly putting them up on the boards.

In the course of a few weeks, we increased the board area and made it more reader-friendly. 'Shall we read?' talked of parents' and book stores' efforts to increase reading. We were doing our bit here. Next came the themes.

AI is extensively written about these days. We put up articles on how it reinforces gender and caste biases (Sociology) or even on how it discourages creativity. We also had articles on the water guzzling and carbon footprint (Education for Sustainable Development) that go into the development of AI. The details and the numbers left all of us surprised.

Civics followed. Newspapers had extensively covered the municipal elections in the state. This helped us discuss political parties, youth participation, voting practices, results, fair elections and democracy as a whole. We realised that our awareness of local bodies was not something we could be proud of.

Leopards were all over the landscape and the news, so they got dedicated space (EVS). We talked about how these sightings have a seasonal trend, possible long-term solutions at a landscape level and so on. This was of avid interest, especially as a leopard was trapped by the forest department not far from the institution.

The idea behind having History on the board was to underscore that the subject was alive and being discussed as it impacted our present and future. The articles talked of new galleries coming up in museums, new evidence uncovered in excavations, conserving and displaying significant relics, and even a 'Return to Harappa', which talked about toy kits around history. History was not exactly popular and some students would ask why they needed to learn history. These discussions helped address that, to some extent.

The ongoing debates in the country during the period were extensively covered in the newspapers: the Vande Mataram controversy, UGC regulations, Keezhadi excavations, the changes to the NCERT textbooks, what was going on with the Aravallis, and even the Preamble to the Constitution. These presented an opportunity for the classroom to engage with topics being discussed elsewhere, to read views and opinions of others, and agree/ disagree with them. More importantly, to learn to agree and disagree.

Then there were articles on books: reviews, author interviews, reports on literature festivals and reading. Among authors who got space were Salman Rushdie, Kiran Desai, and Satoshi Yagisawa, who had new books and Hindi writer Vinod Kumar Shukla, who passed away.

To our surprise, the most popular article was the one on the Japanese automobile company Suzuki making and selling Indian curries in Japan. Initially, we were unsure whether this was for real, but the article led to discussions about innovation and collaboration.

Benefits

At one level, the entire exercise was about skimming through newspapers, reading shortlisted articles, pondering over them, putting them up neatly on the boards, and learning about the country.

At another level, however, it was about realising that newspapers talk about and mirror the world, which is doing what it has always done: change and evolve. It was up to us to decide what we took from the newspaper. To me, personally, reading newspapers benefited my students and me.

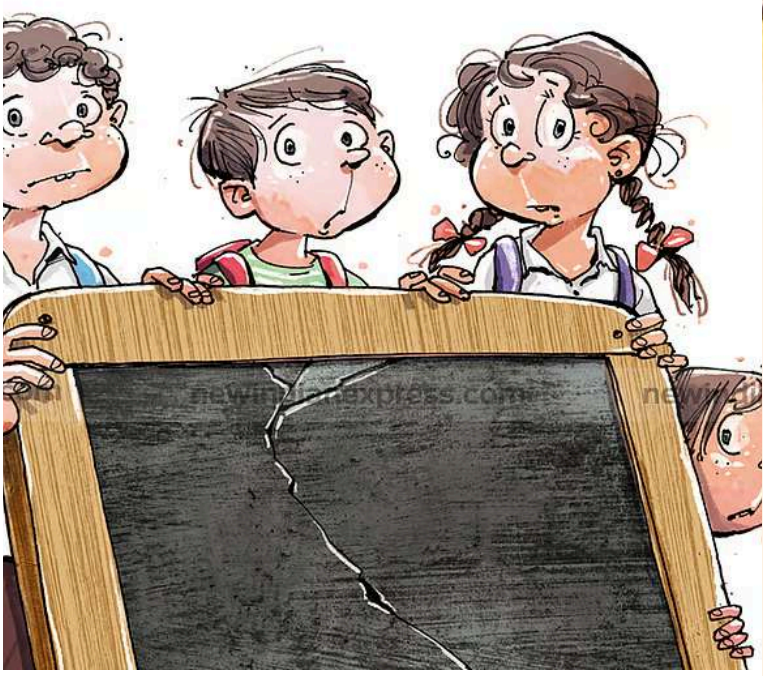
We had taken the initial steps. We could connect the articles with our experiences (travel, reading, conversations), or read further on topics of interest, or learn the language (including how to write better), or take cognisance of the changes around us (new writers aka fresh voices emerging, cultural spaces coming up in cities), and be aware of the worlds beyond the small world we inhabit in a society that is increasing getting more insular.

The writer has been an educator and administrator in education institutions.

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ooks in tribal tongues under N

f Educational Research and Training (SCERT) des
ual layout: Hindi text is printed on one page, whi
ild's local language is printed on the facing page



onal purposes only. (Photo | Express Illustration)

Ejaz Kaiser

NEW

Updated on: 13 Jul 2026, 7:57 am · 2 min read

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RAIPUR: For decades, the primary educational challenge in Bastar was building schools and bringing children to them. Now the focus has convincingly moved to ensuring that children stay in those classrooms, learning with vibrant confidence by teaching in local tribal languages.

The tribal languages are integrated through a Multilingual Education (MLE) framework, transforming schools into familiar, welcoming spaces for first-generation learners.

This educational shift lies in a simple yet intentional textbook design. Classrooms often receive children who have had little to no prior exposure to Hindi. To ease this transition, the State Council of Educational Research and Training (SCERT) designed textbooks in a bilingual layout: Hindi text is printed on one page, while the exact translation in the child's local language is printed on the facing page.

Because many of these indigenous languages do not possess their own distinct script (leepi), the tribal and regional languages are written using the Devanagari script. This allows teachers to read the text easily. Instruction begins entirely in the child's home language, building immediate comprehension before gradually introducing Hindi as a second language.

The SCERT multilingual education programme proudly covers 2.60 lakh primary students across 6,937 schools, driven forward by 7,650 specially trained teachers. Currently, students in Classes I and II are reaping the benefits of this bilingual syllabus, which seamlessly blends Hindi with nine distinct local tongues: Halbi, Bhatri, Dhurvi, Chhattisgarhi, Dorli, Madia, and three distinct regional variants of Gondi (Kanker, Bastar, and Dantewada).

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A large-scale language survey jointly conducted by Samagra Shiksha Chhattisgarh, SCERT, and the Language and Learning Foundation (LLF) mapped the home languages of more than 4.12 lakh Class I students across 29,755 primary schools.

NEW

The findings were striking: Around 75% of students initially faced severe difficulties understanding their school syllabus simply due to the language gap between home and the classroom.

The survey documented 23 native languages across the state, with Chhattisgarh emerging as the most widely spoken (65.83%), followed by Surgujia (9.38%), Hindi (5.65%), Halbi (4.19%), and Sadri (3.97%).

“The multilingual education initiative is firmly aligned with the National Education Policy (NEP) 2020 and safeguards indigenous culture. A child’s first language establishes the strongest possible foundation for lifelong academic achievement,” said Chhattisgarh Chief Minister Vishnu Deo Sai.

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Bastar | tribal languages | Multilingual Education

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NEW

THE HINDU, 14 JULY 2026, Pg-12

CBSE releases fresh circular on third language assessment

Class 10 students should clear internal assessment in third language to be declared pass from 2027-28, says CBSE; schools must reassess students who fail before final results are out, it adds

Maitri Porecha
NEW DELHI



If a Class 9 student fails in the internal R3 exam, he or she will be promoted to Class 10 for 2027-28, but must clear pending exam.

While third language (R3) will not be part of the Board exam for students who enter Class 10 from 2027-28, the Central Board of Secondary Education (CBSE) has said in its latest circular that students "must clear the school-based R3 assessment" in Class 10 to be awarded the Secondary School Examination pass certificate.

This means that if students do not clear the internal assessment in their crucial Board year, schools will be required to reassess unsuccessful students before the final results are declared, the circular dated July 10 said.

Class 9 students

It further stated that if a Class 9 student fails to qualify in the school-based R3 assessment, the student will still be promoted to Class 10 for the academic year 2027-28. However, he or she must clear the pending Class 9 R3 assessment while studying in Class 10.

The July 10 circular follows an earlier circular released by the CBSE on June 29 which stated that the three-language formula will be applicable from Class 6 onwards from 2026-27, with students required to learn three languages of which two must be native to India.

However, those students in Class 7, 8, and 9 who had already opted for learning an additional foreign language apart from English can continue to study the foreign language. In addition, they will learn a third language native to India.

Earlier, students in Class 9 had dropped the third language, but CBSE guidelines issued on June 29 and later on July 10 have made it compulsory from the academic year 2026-27 and for Class 10 in 2027-28. The circulars do not apply to the current Class 10 batch in 2026-27.

Legal challenge

Also, the Education Ministry has submitted its response to a writ petition challenging the CBSE's circulars on three-language policy.

The petitioners have demanded that the CBSE restore its previous April 9 position, which effectively deferred the compulsory third-language implementation at the Class 9 level until the 2029-30 academic session.

In a nine-page counter-affidavit filed on July 13, accessed by *The Hindu*, the Ministry defended the policy. Following a Supreme Court notice issued on May 27, 2026, Subhash Chand, Undersecretary in the Department of School Education & Literacy, filed the government's response.

The Centre stated that "Education" is on the Concurrent List of the Constitution, meaning both the Union and State governments share the responsibility of implementing the National Education Policy (NEP), 2020 framework.

It further stated that the implementation of the three-language formula serves legitimate public objectives, including promotion of multilingualism, preservation of Indian languages, cognitive development of learners, and advancement of the constitutional values of national integration and cultural diversity.

THE INDIAN EXPRESS, 14 JULY 2026, Pg no. 7

47% of CBSE schools offer 2 or more Indian languages, Board tells SC

Vidheesha Kuntamalla
New Delhi, July 13

SEEKING TO defend the three-language policy before the Supreme Court, the Central Board of Secondary Education (CBSE) on Monday said 47.3% of the 28,848 schools affiliated with the Board already offer two or more native Indian languages to Class 9 students. They are therefore fully compliant with the three-language policy "without any additional teacher", while 99.19% have at least one Indian-language teacher.

The figures, disclosed in a counter affidavit filed by CBSE, along with separate affidavits from the Education Ministry and NCERT, constitute the Board's defence of the policy in response to the litigation by parents and foreign-language teachers. "Recognising that schools may require time to build full teaching capacity in different Bhartiya Bhashas, the Board has permitted flexible staffing arrangements as an interim measure," CBSE stated.

The petition, filed by parents from Delhi, Gurugram, Noida and Chennai along with teachers, challenges CBSE's May 15 circular making three languages compulsory in Class 9 from July 1, 2026. It will be heard by the Supreme Court Tuesday.

The petition argues that the circular is unconstitutional, arbitrary and violates Articles 14, 19, 21 and 21A, alleging that it abruptly reversed a CBSE notification issued just 36 days earlier, which stated that "R3 (third language) is not applicable till the academic session 2029-30 at the Class 9 level".

The petition also contends that schools are being asked to implement the policy without textbooks, teachers or a board assessment framework, forcing students to use Class 6 textbooks and allowing schools to deploy teachers of other subjects with only "functional proficiency" to teach the third language.

CBSE argued that the petition has been overtaken by subsequent developments. It told the court that the June 29 implementation guidelines and the July 10 clarification circular had "addressed" the grievances raised by the petitioners, rendering the principal reliefs sought "unnecessary and infructuous".

Under the three-language policy, Class 9 students will now study three languages, with at least two being Bhartiya Bhashas. However, as a one-time relaxation, students pursuing two non-native languages (example: English + French) can choose any Bhartiya Bhasha.

The Board also disputed the central premise of the challenge — that foreign languages are being pushed out of schools. "There is no prohibition on the study of a foreign language," the affidavit states, adding that a foreign language may continue either as one of the three languages, or as an additional fourth language. It argues that the petition "wrongly presents a conditional retention of foreign languages as an 'elimination'."

In another affidavit, NCERT stated that it had already undertaken the preparation, review, vetting, finalisation and dissemination of textbooks in 22 Scheduled Languages as part of the implementation of the third-language framework. NCERT further stated that the ministry has constituted a High-Powered Task Force, in coordination with CBSE, NIOS and academic experts, to expedite the development of textbooks for the transition phase for Class 9.

THE HINDU, 14 JULY 2026, Pg - 9

How genetic history reveals why some languages are so unique

A new study measured how different neighbouring languages were from one another. The authors say that linguistic hotspots may offer glimpses into how human languages became more varied before large migrations and population movements reshaped much of the world

Anirban Mukhopadhyay

Anna Graff, et al., "An inverse correlation between structural linguistic and human genetic diversity", PNAS, May 2026

Hindi and Tamil differ in far more than just vocabulary. Languages differ in how they are organised, and these differences are not spread evenly around the world. In some regions, neighbouring languages like Basque and Spanish differ dramatically from one another. In others, they share many of the same features, like Tamil and Kannada.

A new study by researchers from Europe and Japan has found human history itself gives shape to the pattern. After analysing thousands of languages alongside genetic data from populations around the world, the researchers found that places that were relatively isolated for a long time tended to harbour more linguistic features. On the other hand, regions shaped by migration and sustained contact contained languages that were more alike.

"I was struck by the clarity of the signal," Anna Graff, lead author of the study and a biological anthropologist at the University of Zurich, said. "In studies of human history and diversity, such clear global patterns are often difficult to find."

A feature checklist

Crucially, the researchers did not count the number of languages in a region. Instead, they measured how different neighbouring languages were from one another. Some languages placed verbs near the beginning of a sentence while others placed them at the end. Some distinguished between a hand and a finger with separate words while others used the same term for both.

A region where languages had more such differences was considered more linguistically diverse than one where languages shared many of the same traits – even if both regions had the same number of languages.

To investigate, the researchers assembled one of the largest datasets of its kind, combining information from more than 4,200 languages with genetic data from over 5,700 individuals representing 650 populations around the world. Then they divided the world into hundreds of roughly 500-km-wide hexagonal cells and calculated two measures for each: diversity of linguistic features found among languages spoken there and the genetic diversity of the local populations.

Thus they found that regions whose populations had been relatively isolated over long periods tended to have more diverse linguistic features.

The effect was modest. Imagine describing each language using a checklist of 333 characteristics. The difference associated with isolation was roughly equivalent to making about 11 items on the checklist vary substantially across the languages spoken in a region.

Yet the pattern proved remarkably persistent, appearing again and again, across statistical tests.

'Accumulation zones'

The researchers also tested if the pattern could be explained by other obvious factors. Languages spoken close together often influence one another while related languages can resemble one another because they inherited features from a common ancestor. Yet neither explanation fully accounted for the trend.

At first glance, the findings also seem counterintuitive. One might expect places with a long history of migration and population mixing to have more language patterns. But Dr. Graff and her colleagues argued that contact often has the opposite effect. As people move, trade, and interact, languages can borrow words, sounds, and grammatical features from one another, gradually becoming more alike.

Isolation allows languages to evolve independently, increasing the chances that they will grow more different over time.

They described these differences by classifying a place as a "spread zone" and or an "accumulation zone". Spread zones are repeatedly reshaped by large population movements associated with the spread of farming, state expansion, empire-building, and, more recently, colonialism.

New Guinea, home to more than 800 languages, is a good example of an accumulation zone. The island's languages are remarkably varied in their linguistic features. According to the authors, its long history of relative isolation allowed these differences to accumulate rather than become smoothed out by repeated migration and contact.

Linguistic fossils

The significance of such regions goes beyond explaining present-day diversity. The authors argued that linguistic hotspots may offer rare glimpses of how human languages became more varied before large migrations and population movements reshaped much of the world.

In that sense, places such as New Guinea may preserve traces of a linguistic world that existed before waves of expansion and migration reduced diversity across regions. That is, having been less affected by forces that make languages more alike, they may preserve ways of organising language that have disappeared elsewhere.

That makes the loss of small languages especially consequential. Languages spoken by small and relatively isolated communities are "important windows into the diversity and breadth of linguistic structures we humans are able to learn, transmit and process," Dr. Graff said. "At the very least, documenting them is essential if we want to preserve a record of the full range of linguistic variation."

Signatures on languages

"Patterns in genetic diversity certainly do capture history very well at both broad and fine scales," Iain Mathieson, professor of genetics at the University of Pennsylvania Perelman School of Medicine, said. "Very naturally, one would expect those patterns also to correlate with features of linguistic and cultural diversity at least on average, and this interesting study shows exactly that,' the professor said.

The findings do not imply, however, that genes determine language. The historical movement of people can leave traces in both genetic and linguistic patterns but the two do not always travel together.

The study's central argument also resonates with observations from the field. Patience Epps, professor of linguistics at the University of Texas at Austin who studies indigenous languages of Amazonia, said the findings align with observations from her own field.

In the Upper Rio Negro region, where Dr. Epps conducts fieldwork, communities often intermarry and maintain extensive contact across language groups. She noted that Amazonia still lacks the detailed genetic datasets required for a systematic test of the study's conclusions.

The authors also argued that such local processes, repeated across centuries and larger regions, can leave broader signatures on patterns of language diversity around the world.

(Anirban Mukhopadhyay is a geneticist by training and science communicator from New Delhi.)

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The Telegraph online

Wednesday, 15 July 2026

NCERT silence on schoolbooks expert panel headed by Sangh-linked NGO director

The panel is headed by Gajanan Londhe, who has been executive director of the Samvit Research Foundation, a Bangalore-based NGO linked to the RSS

Basant Kumar Mohanty | Published 14.07.26, 07:22 AM



Representational image.
Sourced by the Telegraph

The NCERT has engaged a team of 22 consultants, headed by a man associated with an RSS-linked organisation, for the preparation of school textbooks but seems reluctant to share details about the group.

The national textbook body stonewalled this newspaper's queries, filed under the Right to Information Act, about its Programme Office, where these consultants have been working.

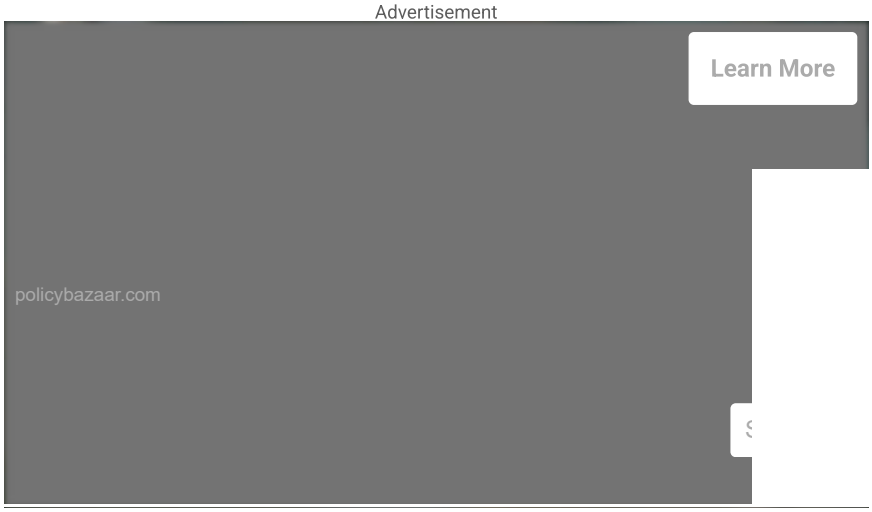
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The Programme Office has been operating out of the NCERT headquarters — it's located on the ground floor of the Zakir Hussain block — for the last three years.

It's headed by Gajanan Londhe, who has been executive director of the Samvit Research Foundation, a Bangalore-based NGO linked to the RSS.

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Samvit's website describes it as an "Indian Knowledge System" (IKS) resource centre approved by the Union education ministry. The website carries pictures of multiple meetings between Samvit officials and people it identifies as RSS office-bearers.

NCERT textbooks have in recent years incorporated a lot of content in the name of IKS.

Experts have complained that a chapter on ayurveda in a Class XI textbook exaggerates the antiquity of the discipline. They say the book claims ayurveda was codified 4,000 years ago although the earliest known ayurveda classics date back to around the sixth century BCE.

The new textbooks mention Londhe, describing him as the head of the Programme Office and a member of the National Syllabus and Teaching Learning Material Committee, the NCERT's apex committee for approving textbooks.

Official sources said the Programme Office members collaborate with the NCERT's team of textbook writers, contribute content, go through the draft textbooks and suggest corrections. "The Programme Office people have no accountability, but do all the crucial work on the textbooks," a source, who did not wish to be identified, said.

The Telegraph filed an RTI application in February seeking a copy of the order that set up the Programme Office, the mandate of this office, the names of its members, the procedure followed in selecting them, and the pay they receive.

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A reply on March 19 from Ranjana Arora, public information officer (PIO) and head of the NCERT's department of curriculum studies and development, stonewalled the queries.



To each question, Arora gave the same single-sentence reply: "This information is not available in the office record of Department of Curriculum Studies & Development."

An appeal filed with the first appellate authority, Prakash Chandra Agrawal, brought a reply on May 15 that said the PIO had already responded to the application.

A separate RTI application filed by this newspaper with EdCIL (India) Ltd, a public-sector undertaking under the education ministry, however, did bring some information about the Programme Office and its members.

EdCIL provided the names of the 22 members. It said it had engaged these consultants as part of a memorandum of understanding it had signed with the NCERT to establish a technical support group for the development and formulation of the National Curriculum Framework (NCF).

To the question on the procedure followed in selecting the consultants, EdCIL responded: "Based on the recommendations of NCERT, the consultants were engaged from time to time under NCF project."

EdCIL's reply suggests the NCERT had selected these 22 members and, therefore, had the information about them that it had claimed to lack.

Londhe has been engaged as the principal chief consultant along with 6 chief consultants, 12 senior consultants and 3 consultants, EdCIL said.

It said it paid ₹1.5 lakh a month to the principal chief consultant, ₹1.2 lakh to a chief consultant, ₹1 lakh to a senior consultant and ₹80,000 to a consultant.

An email was sent to NCERT director Dinesh Prasad Saklani on Monday seeking the reason for the denial of information on the Programme Office to the RTI query. His response is awaited.

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THE TIMES OF INDIA

'Learning a language never goes waste': SC declines to stay CBSE's three-language policy

TIMESOFINDIA.COM | Jul 14, 2026, 04.30 PM IST



NEW DELHI: The Supreme Court on Tuesday declined to stay the Central Board of Secondary Education's (CBSE) three-language policy for the 2026-27 academic session, observing that 'learning a language never goes waste', while agreeing to hear petitions challenging the policy in detail next week.

A bench comprising Chief Justice of India Surya Kant, Justice Joymalya Bagchi and Justice V Mohana issued notice on fresh petitions and scheduled the matter for hearing on Wednesday next week. The court, however, refused to grant any interim stay on the CBSE circulars at this stage.

The petitions challenge the CBSE's decision to implement the revised three-language policy from the current academic year. The petitioners argued that students studying in Class 9 would now have to study two Indian languages, forcing many to drop languages they had been learning since Class 5. They also raised concerns over English being treated as a non-native language under the policy, besides pointing to the lack of teachers and textbooks for several Indian languages.

Appearing for one of the petitioners, senior advocate Anand Grover argued that the CBSE lacked the legal authority to issue such circulars.

"The circulars are without authority of law. Only NCERT has authority, not CBSE. They are imposing languages without giving options. No teachers, no books are available if I want to learn Punjabi instead of Sanskrit. As a child,

I must have the opportunity to learn a language which will give me employment," he submitted.
Senior advocate Gopal Sankaranarayanan, appearing in another batch of petitions, argued that the policy treated English as a 'non-native' language while making Indian languages compulsory, Live Law reported.

"They have taken a 300-year-old language and treated English as a non-native language," he said.

Senior advocate Shyam Divan argued that although CBSE had diluted some provisions through a June 29 circular, major concerns remained. He submitted that while the National Education Policy (NEP) envisaged implementation by 2030, the CBSE had advanced it to the current academic year.

Senior advocate Mukul Rohatgi highlighted the practical difficulties for students already studying foreign languages.

"A student of Class 9 who is studying French till date is told to take up a third language and give the examination in April. Unless you get a pass in internal assessment. How can anyone in Class 9 be told to start learning, say, Tamil? Which school in Delhi can provide a teacher who can teach?" he argued.

Seeking interim relief, Sankaranarayanan said schools were not prepared to implement the policy.

"We went to the NCERT website a few minutes ago. Only three books, not 22. Children are being told to drop English and other foreign languages and take up native languages. They had said that by July 1 textbooks would be ready. Teachers have to be ready for 22 languages. This is damaging the status quo," he submitted.

He also expressed concern that teachers of foreign languages could lose their jobs if schools were forced to alter language offerings.

Responding to the submissions, Chief Justice Surya Kant remarked, "Learning of language never goes waste." When Sankaranarayanan argued that teachers could be dismissed because of the policy, the CJI replied, "If dismissed, we can reinstate."

Additional Solicitor General Aishwarya Bhati, appearing for the Union government, sought two weeks to file a response. The bench directed the Centre to submit its reply within 10 days.

The court also heard submissions from intervenor Fauzia Khan, represented by advocates Rahul Shyam Bhandari and G Priyadharshini, who argued that the policy had adversely affected the mental health of children, particularly those from economically weaker sections.

Poll

What do you think is the primary concern regarding the three-language policy?

Pressure on students. Lack of qualified teachers.

Background

The hearing comes amid an ongoing legal challenge to CBSE's revised three-language policy, introduced under the National Education Policy (NEP) 2020.

The Board has defended the policy, telling the Supreme Court that nearly half of its over 28,800 affiliated schools already teach two or more Indian languages in Class 9, while almost all have at least one Indian-language teacher. It has also said schools have been given flexibility in staffing during the transition period.

CBSE has clarified that students can continue studying foreign languages such as French, German or Spanish either as one of the prescribed languages or as an additional fourth language. It has also introduced one-time relaxations for students already studying two non-Indian languages and said NCERT is preparing textbooks in all 22 Scheduled Languages to support implementation.

The petitioners, however, contend that the policy was introduced abruptly, lacks adequate infrastructure and could disrupt students' ongoing language education. They have also questioned the availability of qualified teachers, textbooks and assessment mechanisms for the revised framework.

Printed from
THE TIMES OF INDIA

CBSE defends three-language policy in Supreme Court, says nearly half of affiliated schools already meet norms

TOI Education | Jul 14, 2026, 11.30 AM IST



The Central Board of Secondary Education (CBSE) has defended its three-language policy before the Supreme Court, arguing that a significant number of its affiliated schools are already equipped to implement the new framework. The Board has maintained that nearly half of its schools already teach two or more Indian languages in Class 9, while almost all have at least one Indian-language teacher, making the transition practical and feasible, according to media reports.

The submissions come as the Supreme Court is set to hear a petition challenging the implementation of the revised language policy for Class 9 students.

CBSE highlights readiness of schools

In a detailed counter affidavit filed before the apex court, CBSE stated that 47.3% of its 28,848 affiliated schools already offer two or more Indian languages to students of Class 9. According to the Board, these schools comply with the three-language requirement without the need to recruit additional teachers.

The Board further informed the court that 99.19% of affiliated schools have at least one teacher capable of

teaching an Indian language, indicating that the education system already has a strong foundation for implementing the policy, according to media reports.

- CBSE clarifies R3 rule: Class 10 students of 2027-28 batch must clear school-based third language assessment for pass certificate

Acknowledging that some schools may need time to expand their language offerings, CBSE said it has permitted flexible staffing arrangements during the transition period to ease implementation.

Petition challenges sudden policy shift

The legal challenge has been filed by a group of parents from Delhi, Gurugram, Noida, and Chennai, along with foreign-language teachers.

The petition contests CBSE's May 15 circular, which made the study of three languages compulsory for Class 9 students from July 1, 2026. The petitioners have argued that the move is arbitrary and unconstitutional, alleging violations of Articles 14, 19, 21, and 21A of the Constitution.

According to the petition, CBSE had issued another notification only 36 days earlier, stating that the requirement of a third language at the Class 9 level would not be applicable until the 2029-30 academic session. The sudden reversal, they claim, has created confusion among schools, teachers, and students.

Concerns over teachers, textbooks, and assessments

The petitioners have also questioned the preparedness of schools to implement the revised framework. They

argued that many institutions do not have adequate language teachers, updated textbooks, or a clear board assessment mechanism. The plea alleges that students may have to rely on textbooks meant for lower classes and that schools have been allowed to assign teachers from other subjects who possess only basic proficiency in the language to conduct classes.

The petition contends that such an arrangement could affect the quality of language education and place an additional burden on students.

CBSE says later guidelines addressed grievances

Rejecting the concerns raised in the petition, CBSE informed the Supreme Court that subsequent policy clarifications have resolved many of the issues highlighted by the petitioners.

The Board referred to its implementation guidelines issued on June 29 and a clarification circular released on July 10, stating that these documents addressed operational concerns regarding the rollout of the policy.

CBSE argued that, in view of these developments, several of the reliefs sought in the petition have become unnecessary.

Foreign languages not being removed, says board

One of the major concerns raised by the petitioners is that the new policy sidelines foreign languages such as French, German, and Spanish.

CBSE rejected this claim, asserting that there is no restriction on studying foreign languages. The Board clarified

that students can continue to study a foreign language either as one of the three prescribed languages or as an additional fourth language.

According to CBSE, the petition incorrectly portrays the revised framework as eliminating foreign languages, whereas the policy merely prioritises the inclusion of Indian languages in line with the National Education Policy.

New framework allows one-time relaxation

Under the revised language policy, students in Class 9 are required to study three languages, with at least two being Indian languages.

However, CBSE has introduced a one-time relaxation for students who are already pursuing two non-Indian languages, such as English and French. These students will be allowed to choose any Indian language to fulfil the revised requirement during the transition phase.

The relaxation has been introduced to ensure that students are not adversely affected while schools adapt to the new system.

NCERT assures textbook preparation

Supporting the government's position, the National Council of Educational Research and Training (NCERT) informed the Supreme Court that it has already prepared, reviewed, and disseminated textbooks in 22 Scheduled Languages to facilitate implementation of the language policy.

NCERT also stated that the Ministry of Education has constituted a High-Powered Task Force working in

coordination with CBSE, the National Institute of Open Schooling (NIOS) and academic experts to accelerate the development of Class 9 textbooks required during the transition period.

Supreme Court to hear matter

The Supreme Court is expected to hear the matter as the debate over the implementation of the three-language policy continues.

The case is likely to determine not only the immediate future of the revised Class 9 language framework but also provide judicial clarity on the balance between educational reforms, administrative preparedness, and students' right to a smooth academic transition.

जनसत्ता, 15 जुलाई 2026, पेज - 3

अब नहीं लगेगा दिल्ली पुस्तक मेला

जनसत्ता संवाददाता
नई दिल्ली, 14 जुलाई।

राजधानी के प्रगति मैदान (अब भारत मंडपम) में पिछले तीन दशकों से हर वर्ष अगस्त के आसपास आयोजित होने वाला दिल्ली पुस्तक मेला अब नहीं लगेगा। भारतीय व्यापार संवर्धन संगठन (आइटीपीओ) और भारतीय प्रकाशक संघ (एफआइपी) के बीच मतभेद और बढ़ती तल्खी के कारण इस प्रतिष्ठित मेले का आयोजन बंद करने का फैसला लिया गया है। इस खबर से पुस्तक प्रेमियों, साहित्यकारों और प्रकाशन जगत में निराशा का माहौल है।

एफआइपी के अध्यक्ष रमेश मित्तल ने बताया कि संगठन ने काफी पहले ही आइटीपीओ को लिखित रूप से सूचित कर दिया था कि वह अब दिल्ली पुस्तक मेले में सह-आयोजक की भूमिका नहीं निभाएगा। उनका आरोप है कि आइटीपीओ आयोजन में अपेक्षित सहयोग नहीं करता, स्टाल



किराए में बिना पूर्व सहमति के बदलाव कर देता है और मेले के प्रचार-प्रसार को लेकर भी गंभीरता नहीं दिखाता। ऐसे में एफआइपी के लिए आयोजन से जुड़े रहना संभव नहीं था।

दूसरी ओर, आइटीपीओ के एक वरिष्ठ अधिकारी ने भी पुष्टि की कि अब दिल्ली पुस्तक मेले का आयोजन नहीं किया जाएगा। हालांकि उन्होंने एफआइपी के साथ विवाद पर कोई टिप्पणी करने से इनकार किया। उनका कहना था कि राष्ट्रीय पुस्तक न्यास (एनबीटी) के सहयोग से आयोजित होने वाला नई दिल्ली विश्व पुस्तक मेला अब हर वर्ष आयोजित किया जा रहा है। पहले यह मेला दो वर्ष में एक बार होता था, लेकिन अब इसके वार्षिक आयोजन के कारण अलग से दिल्ली पुस्तक मेले की आवश्यकता नहीं रह गई है।

गौरतलब है कि दिल्ली पुस्तक मेले की शुरुआत वर्ष 1995 में आइटीपीओ और एफआइपी ने संयुक्त रूप से की थी। समय के साथ यह राजधानी के प्रमुख साहित्यिक आयोजनों में शामिल हो गया। इसकी लोकप्रियता का अंदाजा इस बात से लगाया जा सकता है कि वैश्विक कोरोना महामारी के दौरान भी इसका आयोजन पूरी तरह बंद नहीं हुआ, बल्कि लगातार दो वर्षों तक इसे वर्चुअल माध्यम से आयोजित किया गया। लेकिन अब दोनों संस्थाओं के बीच बढ़े विवाद के कारण तीन दशक पुरानी यह परंपरा समाप्त हो गई है।

पेज - 8

सुप्रीम कोर्ट ने केंद्र, एनसीईआरटी और बोर्ड से मांगा जवाब

जनसत्ता ब्यूरो
नई दिल्ली, 14 जुलाई।

सुप्रीम कोर्ट ने मंगलवार को केंद्र सरकार, एनसीईआरटी और सीबीएसई से उन दो नई याचिकाओं पर जवाब मांगा, जिनमें कक्षा नौवीं के छात्रों के लिए दो भारतीय भाषाओं सहित तीन भाषाओं का अध्ययन अनिवार्य करने संबंधी नीति को चुनौती दी गई है। प्रधान न्यायाधीश सूर्यकांत, न्यायमूर्ति जायमाल्य बागची और न्यायमूर्ति वी मोहना की पीठ ने याचिकाकर्ताओं की ओर से वरिष्ठ अधिवक्ता आनंद ग्रोवर और गोपाल शंकरनारायणन की दलीलों पर गौर किया। इसके बाद पीठ ने केंद्र सरकार समेत अन्य पक्षों को नोटिस जारी कर 10 दिनों के भीतर जवाब दाखिल करने का निर्देश दिया।

प्रधान न्यायाधीश ने कहा, 'हम इन याचिकाओं पर 29 जुलाई को सुनवाई करेंगे।' अमनदीप कौर और अर्पण राय चौधरी ने नई याचिकाएं दायर की हैं। उन्होंने केंद्र, केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) और

सीबीएसई के तीन-भाषा नियम पर दस दिन के भीतर जवाब की मांग की गई।

राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) को इस मामले में पक्षकार बनाया है। एक वकील ने कहा कि अभिभावकों और स्कूलों ने पाठ्यपुस्तकों की भारी कमी और अचानक इस नीति को लागू करने के बोझ का जिक्र किया है।

ग्रोवर ने दलील दी, 'वे ऐसे परिपत्र लागू कर रहे हैं जो शिक्षा का अधिकार (आरटीई) अधिनियम के विपरीत और अवैध हैं। वैकल्पिक व्यवस्था दिए बिना भाषाएं थोपी जा रही हैं। यदि संस्कृत के बिना पंजाबी पढ़ाई जाएगी, तो उसके लिए शिक्षक कहां से आएंगे?' उन्होंने कहा, 'हम यहां छठी और नौवीं कक्षा के छात्रों के हितों की बात कर रहे हैं। सबसे बड़ी व्यावहारिक समस्या यह है कि एक राज्य ने एक जुलाई तक सभी पाठ्यपुस्तकें उपलब्ध कराने का निर्देश दिया है।

पेज - 1

केंद्र, एनसीईआरटी और सीबीएसई से सुप्रीम कोर्ट ने मांगा जवाब

नई दिल्ली, 14 जुलाई (ब्यूरो)।

सुप्रीम कोर्ट ने मंगलवार को केंद्र सरकार, एनसीईआरटी और सीबीएसई से उन दो नई याचिकाओं पर जवाब मांगा, जिनमें कक्षा नौवीं के छात्रों के लिए दो भारतीय भाषाओं सहित तीन भाषाओं का अध्ययन अनिवार्य करने संबंधी नीति को चुनौती दी गई है। प्रधान न्यायाधीश सूर्यकांत, न्यायमूर्ति जायमाल्य बागची और न्यायमूर्ति वी मोहना की पीठ ने याचिकाकर्ताओं की ओर से वरिष्ठ अधिवक्ता आनंद ग्रोवर और गोपाल शंकरनारायणन की दलीलों पर गौर किया। इसके बाद पीठ ने 10 दिनों के भीतर जवाब दाखिल करने का निर्देश दिया।

-पूरी खबर पेज 8

दैनिक जागरण, 15 जुलाई 2026, पेज नं- 1

नौवीं कक्षा में त्रिभाषा नीति पर केंद्र सरकार, सीबीएसई, एनसीईआरटी से जवाब तलब

नई दिल्ली : सुप्रीम कोर्ट ने कक्षा नौवीं के छात्रों के लिए दो स्थानीय भारतीय भाषाओं समेत तीन भाषाएं पढ़ना अनिवार्य करने वाली सीबीएसई की नीति के खिलाफ दायर दो नई याचिकाओं पर केंद्र सरकार, सीबीएसई और एनसीईआरटी से जवाब मांगा। कोर्ट ने सभी से 10 दिनों के भीतर जवाब मांगा है। अदालत अब इस मामले की अगली सुनवाई 29 जुलाई को करेगी।



विस्तृत >> पेज 14

दैनिक जागरण, 15 जुलाई 2026, पेज नं- 14

नौवीं कक्षा में त्रिभाषा नीति पर केंद्र व सीबीएसई से जवाब तलब

नई दिल्ली, प्रेट्र: सुप्रीम कोर्ट ने कक्षा नौवीं के छात्रों के लिए दो स्थानीय भारतीय भाषाओं समेत तीन भाषाएं पढ़ना अनिवार्य करने वाली सीबीएसई की नीति के खिलाफ दायर दो नई याचिकाओं पर केंद्र, सीबीएसई और एनसीईआरटी से जवाब मांगा।

सीजेआइ सूर्यकांत, जस्टिस जोयमाल्या बागची व वी. मोहन की पीठ ने मंगलवार को याचिकाकर्ताओं की ओर से पेश वरिष्ठ अधिवक्ताओं आनंद ग्रोवर व गोपाल शंकरनारायणन की दलीलों पर संज्ञान लिया और संबंधित पक्षों को नोटिस जारी करते हुए 10 दिनों में जवाब मांगे। अदालत अब इस मामले की अगली सुनवाई 29 जुलाई को करेगी। उधर केंद्र, सीबीएसई और एनसीईआरटी ने सुप्रीम कोर्ट में राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के त्रिभाषा नीति के क्रियान्वयन का जोरदार बचाव किया है। कहा- यह बहुभाषावाद और राष्ट्रीय एकता को बढ़ावा देने के लिए आवश्यक है। तीनों ने अलग-अलग हलफनामे में देशभर में सीबीएसई से संबद्ध स्कूलों में अपनाई गई त्रिभाषा नीति के खिलाफ दायर याचिकाओं को खारिज किए जाने की मांग की है।



- पक्षकारों को 10 दिन में देना होगा जवाब, 29 जुलाई को फिर होगी मामले की सुनवाई
- केंद्र ने कहा- राष्ट्रीय एकता को बढ़ावा देने के लिए यह जरूरी

नई याचिकाएं अमनदीप कौर और अर्पण राय चौधरी की ओर से दायर की गई हैं। याचिकाकर्ताओं की ओर से वरिष्ठ अधिवक्ताओं ने कहा कि माता-पिता और स्कूल पुस्तकों की कमी तथा अचानक लागू किए गए बोझ की शिकायत कर रहे हैं। ग्रोवर ने दलील दी-'वे गैरकानूनी सर्कुलर जारी कर रहे हैं, जोकि आरटीई कानून के खिलाफ है। वे बिना विकल्प दिए भाषाएं थोप रहे हैं। अगर संस्कृत के बिना पंजाबी पढ़ाई जाएगी तो शिक्षक कहां से आएंगे?'

शंकरनारायणन ने कहा कि वे कहते हैं कि गैर-मूल भाषाएं मूल भाषाओं से अलग होती हैं मगर अब वे अंग्रेजी को एक गैर-मूल भाषा की तरह देख रहे हैं।

वरिष्ठ अधिवक्ता मुकुल रोहतगी ने कहा- 'कोई बच्चा अब तक अंग्रेजी और फ्रेंच पढ़ रहा है और अचानक नौवीं के 14 वर्षीय छात्र से कहा जाता है कि अब तमिल भी सीखो। ऐसे में शिक्षक, आवश्यक बुनियादी ढांचा और अन्य संसाधन कहां से आएंगे?'

हिन्दुस्तान, 15 जुलाई 2026, पेज नं - 13

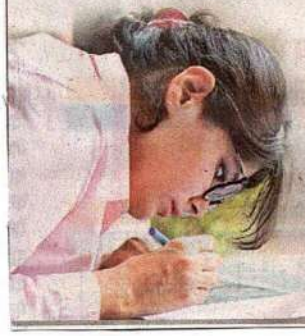
भाषा के चुनाव के लिए छात्र पूरी तरह से स्वतंत्र

सुप्रीम कोर्ट ने सीबीएसई द्वारा 2026-27 से लागू त्रिभाषा नीति पर रोक लगाने से इनकार कर दिया। इसमें दो भारत की मूल भाषा होनी चाहिए। आइए जानते हैं क्या है त्रिभाषा नीति और भविष्य में इसके फायदे क्या होंगे और भाषा के चुनाव की प्रक्रिया क्या है?

त्रिभाषा नीति

क्या है सीबीएसई का त्रिभाषा फॉर्मूला?

त्रिभाषा फॉर्मूला राष्ट्रीय शिक्षा नीति 2020 का हिस्सा है। इसके तहत नौवीं कक्षा के छात्रों को तीन भाषा पढ़ना अनिवार्य है। ये व्यवस्था सभी स्कूलों में लागू होगी। छात्र भाषा का चुनाव करने के लिए पूरी तरह से स्वतंत्र होंगे।



कैसे करना है भाषा का चुनाव?

कोई छात्र पहले से भारतीय भाषा के रूप में हिंदी और तमिल पढ़ रहा तो तीसरी भाषा के रूप में उसे एक और भारतीय भाषा चुननी होगी या विदेशी भाषा के रूप में अंग्रेजी या फ्रेंच चुनना होगा। इसी तरह कोई छात्र तमिल- अंग्रेजी पढ़ रहा तो तीसरी भाषा भारतीय चुननी होगी।

भाषाओं को लेकर क्या प्रावधान है?

दो भारतीय भाषाओं के साथ अंग्रेजी, कोरियन, जापानी, फ्रेंच, जर्मनी और स्पेनिश के साथ विदेशी भाषा पढ़नी होगी। छात्र अंग्रेजी का चुनाव करता है तो वो अन्य विदेशी भाषा नहीं चुन पाएगा।

10वीं के छात्रों पर लागू होगा?

शिक्षण सत्र 2026-27 के दौरान जो छात्र 10वीं में हैं वो पुरानी व्यवस्था के अनुसार दो ही भाषा पढ़ेंगे। जो छात्र अभी नौवीं में हैं उन्हें दो भारतीय भाषाओं के साथ एक विदेशी भाषा का चुनाव करना होगा।

भाषा में क्या शामिल?

हिंदी, संस्कृत, तमिल, तेलुगु, कन्नड़, मलयालम, मराठी, बंगाली पंजाबी, गुजराती, ओड़िया और असामी समेत अन्य भाषाएं शामिल हैं।

क्या भाषा का मूल्यांकन होगा?

सत्र 2026-27 में नौवीं कक्षा में पढ़ रहे छात्रों की तीसरी भाषा के विषय का मूल्यांकन स्कूल स्तर पर होगी। जब ये बच्चे 2027-28 में 10वीं में पहुंचेंगे तो सीबीएसई अलग से परीक्षा नहीं लेगा। बच्चों को इस भाषा के लिए सीबीएसई और एनसीईआरटी ग्रेड देगा।

नई शिक्षा नीति में इसकी जरूरत क्यो?

त्रिभाषा नीति लागू करने का उद्देश्य बच्चों को स्कूली स्तर पर बहुभाषी बनाना है। इससे लोगों को एकजुट करना और राष्ट्रीय एकता को मजबूत करना है। नीति के तहत किसी राज्य पर कोई भाषा थोपी नहीं जाएगी। छात्र भाषा का चुनाव करने के लिए स्वतंत्र होंगे।

त्रिभाषा फॉर्मूले का इतिहास क्या है?

शिक्षा आयोग ने 1964-66 में त्रिभाषा फॉर्मूला को पहली बार पेश किया। पूर्व प्रधानमंत्री इंदिरा गांधी ने इसे नेशनल पॉलिसी ऑन एजुकेशन के तहत स्वीकार किया। इसमें मातृभाषा या क्षेत्रीय भाषा, आधिकारिक भाषा और आधुनिक भारतीय और यूरोपीय भाषा को प्राथमिकता दी गई।

अमर उजाला, 15 जुलाई 2026, पेज नं 5

तीसरी भाषा में पास होना जरूरी, तभी मिलेगा सर्टिफिकेट

इस साल छठी कक्षा में दाखिला लेने वाले छात्रों और इसके बाद के सभी बैच पर लागू होगी योजना

अमर उजाला ब्यूरो

नई दिल्ली। अब स्कूलों में नौवीं कक्षा के छात्रों को तीसरी भाषा में पास होना जरूरी होगा। यदि वह इस तीसरी भाषा के मूल्यांकन में सफल नहीं रहते तो उन्हें दसवीं का सर्टिफिकेट नहीं मिलेगा। नौवीं में तीसरी भाषा का मूल्यांकन स्कूल ही करेंगे।

केंद्रीय माध्यमिक शिक्षा बोर्ड ने नौवीं कक्षा के लिए तीसरी भाषा के मूल्यांकन का नया ढांचा लागू किया है। बोर्ड ने जून के अंत में ही सीबीएसई ने तीन भाषा फॉर्मूले को लेकर गाइडलाइंस जारी की थी। सीबीएसई ने इन गाइडलाइंस के तहत दसवीं के मौजूदा बैच को तीन भाषाएं पढ़ने से छूट दी है, वह दो भाषाओं के साथ पुराने सिस्टम के तहत अपनी पढ़ाई जारी रख सकेंगे।

इस तरह से दसवीं के मौजूदा बैच शैक्षणिक सत्र-2026-27 पर नई त्रि-भाषा नीति लागू नहीं होगी। वहीं सातवीं से नौवीं कक्षा में पढ़ाई कर रहे छात्रों को एक बार की विशेष छूट दी गई है। उन्हें दो विदेशी भाषाओं के साथ एक भारतीय भाषा पढ़ने की अनुमति दी गई है। इन गाइडलाइंस के बाद मूल्यांकन का ढांचा जारी किया गया है।

इस मूल्यांकन ढांचे में सीबीएसई ने स्पष्ट किया है कि यदि कोई छात्र नौवीं कक्षा में तीसरी भाषा के मूल्यांकन में सफल नहीं हो पाता, तब भी उसे दसवीं कक्षा में प्रमोट कर दिया जाएगा। लेकिन दसवीं कक्षा के दौरान उसे तीसरी भाषा विषय में निर्धारित मानदंड के अनुसार सफल होना अनिवार्य होगा। यदि वह दसवीं में भी तीसरी भाषा के मूल्यांकन में सफल नहीं होते हैं तो स्कूल बोर्ड परिणाम घोषित होने से पहले उसका पुनर्मूल्यांकन करेगा। बोर्ड ने स्पष्ट किया है कि दसवीं का पास प्रमाणपत्र केवल उन्हीं छात्रों को दिया जाएगा, जो तीसरी भाषा में भी उत्तीर्ण होंगे।

नौवीं के लिए तीसरी भाषा के मूल्यांकन का नया ढांचा लागू

सीबीएसई ने कहा है कि सत्र 2026-27 में कक्षा नौवीं में पढ़ रहे छात्र, वही तीन भाषाएं जारी रखेंगे, जिन्हें उन्होंने कक्षा आठवीं तक पढ़ा है। राष्ट्रीय शिक्षा नीति 2020 के अनुरूप जारी इस व्यवस्था के तहत वर्तमान बैच के विद्यार्थियों के लिए तीसरी भाषा की कोई बोर्ड परीक्षा नहीं होगी। इसका मूल्यांकन संबंधित स्कूल पूरे शैक्षणिक सत्र के दौरान आंतरिक मूल्यांकन करेंगे। सीबीएसई के अनुसार शैक्षणिक सत्र 2026-27 में छठी कक्षा में दाखिला पाने वाले छात्रों के लिए तीन भाषा व्यवस्था पूरी तरह लागू होगी। इस बैच और इसके बाद आने वाले सभी बैचों को तीन भाषाएं पढ़नी होंगी, जिनमें दो भारतीय भाषाएं अनिवार्य रहेंगी। यही छात्र जब दसवीं कक्षा में पहुंचेंगे तब तीसरी भाषा की बोर्ड परीक्षा भी देंगे।

बीए-बीएड प्रोग्राम की काउंसलिंग 17 को

नई दिल्ली। गुरु गोबिंद सिंह इंद्रप्रस्थ विश्वविद्यालय के बीए बीएड प्रोग्राम में दाखिले के लिए पहली ऑफलाइन काउंसलिंग 17 जुलाई को द्वारका कैंपस में होगी। उसी दिन जरूरी दस्तावेजों के सत्यापन के बाद मेरिट के आधार पर सीटों का भी आवंटन होगा। काउंसलिंग के लिए उम्मीदवारों को यूनिवर्सिटी कुलसचिव के नाम से देय 96 हजार रुपये का बैंक ड्राफ्ट, चार पासपोर्ट साइज फोटो, सीईटी का एडमिट कार्ड और रैंक कार्ड, ऑनलाइन भरा हुआ फॉर्म, जन्मतिथि प्रमाण पत्र साथ लेकर आना होगा। काउंसलिंग के बाद आवंटित सीट को 27 तक निरस्त हो सकता है। ब्यूरो

नवभारत टाइम्स, 15 जुलाई 2026, पेज - 1

'भाषा सीखना बेकार नहीं जाता'

■ NBT रिपोर्ट, नई दिल्ली: सुप्रीम कोर्ट ने नौवीं के स्टूडेंट्स के लिए CBSE की लागू की गई अनिवार्य तीन भाषा नीति को चुनौती देने वाली नई याचिकाओं पर केंद्र सरकार, NCERT और CBSE से 10 दिनों के भीतर जवाब मांगा है। कोर्ट ने कहा कि भाषा सीखना कभी बेकार नहीं जाता। मामले की अगली सुनवाई 29 जुलाई को होगी।

AI Image



THE TIMES OF INDIA, 15 JULY 2026, Pg no. - 16

Books for only 3 of 22 languages made available on NCERT website: Counsel

▶Continued from P1

As a host of senior advocates challenged the scheme despite CBSE rolling back its instructions to make the three-language scheme mandatory for Class IX from the current academic session, a bench of Chief Justice Surya Kant and Justices Joymalya Bagchi and V Mohana sought responses from the Centre and CBSE.

It, however, was reluctant to allow the plea to stay the scheme without a detailed hearing. "The notification is carrying ahead the constitutional goal of learning Hindi and other regional languages. Nomenclature of indigenous languages and what constitutes indigenous language may require a relook," said the bench as it posted the matter for hearing on July 22.



On behalf of fresh petitioners, the counsel argued that though children had been given a choice of 22 languages, it was impossible for schools to employ those many teachers and create infrastructure. They said books for only three of the 22 languages were available on the NCERT website despite promises that all would be uploaded by July 1.

Additional solicitor general Aishwarya Bhati said govt and CBSE would file their responses in 10 days.

The Centre, in its response to the earlier petitions, said, "National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society."

It said according to NEP, the three-language formula would continue to be implemented while keeping in mind constitutional provisions, aspirations of the people, regions and the Union, and the need to promote multilingualism as well as promote national unity. "However, there will be greater flexibility in the three-language formula, and no language will be imposed on any state," the Centre said.

HINDUSTAN TIMES, 15 JULY 2026, Pg no. 7

SC seeks Centre's response on revised CBSE 3-language policy

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NEW DELHI: The Supreme Court on Tuesday sought the Centre's response to the Central Board of Secondary Education's (CBSE) decision to introduce the three-language policy from Class 6 from this academic year, after parents challenged the move, citing a shortage of textbooks and teachers for several Indian languages.

A bench headed by Chief Justice of India (CJI) Surya Kant issued notice on two fresh petitions filed by parents of Class 5 and 6 students from across the country. The petitioners argued that the policy is difficult to implement as schools lack the infrastructure and manpower required to teach many of the prescribed languages.

Senior advocates Gopal Sankaranarayanan and Anand Grover, appearing for the parents, told the court: "The CBSE has written to all heads of schools to ensure the books for the 22 scheduled languages are purchased. Even today, books are available only for 3 out of the 22 languages. This creates the complete impossibility of manpower and infrastructure for all schools."



The petitioners argued that the policy is difficult to implement. HT

The fresh pleas, filed through advocates Shradha Deshmukh and Rohit Kumar Singh, argued that the CBSE circulars are based on an erroneous classification of English as a "non-native" language. "The entire edifice of the circulars (under challenge) rests on the constitutionally untenable premise that English is a 'non-native' language," the pleas said.

The bench said: "The only issue to be determined is whether English can be considered as an indigenous Indian language. At one point of time, Parsi was the official language of our courts."

The latest petitions come after the court, on May 27, issued notice on another batch of pleas challenging CBSE's earlier decision to mandate the study of two Indian languages from Class 9. At the time, the court noted the "logistical" concerns raised by parents regarding the availability of textbooks and teachers for many of the 22 languages listed by CBSE.

On Tuesday, the ministry of education, CBSE, and NCERT filed separate affidavits in the matter filed by the parents of Class 9 students. The ministry said the move promotes "multilingual learning" and "national integration" in line with the National Education Policy 2020. CBSE said the policy was not introduced abruptly but through a "planned, phased and systematic process", adding that steps were taken to address the availability of teachers and learning resources.

NCERT said textbooks for Hindi, Sanskrit, Marathi and Urdu have already been prepared, while material for the remaining scheduled languages will be available by the end of this month. Additional Solicitor General Aishwarya Bhati, appearing for the Centre, said a comprehensive response would be filed after receiving the fresh pleas.

HINDUSTAN TIMES, 15 JULY 2026, Pg no- 15

HTED

NIPUN Bharat Mission: Shaping learners today, leaders tomorrow

Dr. Sukanta Majumdar

When our government launched the NIPUN Bharat Mission in 2021, we set ourselves a goal that was simple to state but difficult to achieve: every child in India should be able to read with understanding and perform basic mathematics by the end of Grade 3. Five years later, the evidence shows that India has begun a quiet but transformative shift in foundational learning.

India has never lacked ambition in education. We built one of the largest school systems in the world, with 25 crore students, 98 lakh teachers and 15 lakh schools, bringing almost every child into a classroom. But enrolment was only the beginning. For too many years, children progressed through the early grades without acquiring foundational literacy and numeracy, the essential skills on which all later learning rests. The National Education Policy 2020 identified this gap as the learning crisis, and NIPUN Bharat became our response. We backed that commitment with resources, increasing the mission's annual outlay from roughly ₹2,000 crore at its inception to nearly ₹4,800 crore today.

The early evidence is encouraging. Across the country, a quiet transformation in foundational learning is taking shape, reflected in both national assessments and independent evaluations. According to NCERT's PARAKH assessment, Grade 3 students scored an average of 64% in language and 60% in mathematics. Reinforcing these findings, the ASER 2024 report records the sharpest improvement in foundational learning India has witnessed in two decades. Among Grade 3 children, the share able to perform simple subtraction has risen to about 34%, while overall numeracy has improved by seven percentage points. Nearly 23.4% of Grade 3 children can now comfortably read a Grade 2 text, an increase of 7.1 percentage points.

Yet the most encouraging story lies beneath these national averages. Children in rural India are now outperforming their urban peers in the early grades, while girls are doing better than boys. In a country where opportunity has often depended on geography and gender, this represents a significant shift. We are reaching children who have historically faced the greatest educational disadvantage, particularly in remote and underserved communities, helping reverse long-standing inequities in learning outcomes.

Progress of this scale is not accidental. It is the result of deliberate structural reforms that have transformed how foundational learning is delivered. First, classroom pedagogy and teaching tools were redesigned. Structured, evidence-based and learner-centred pedagogy equipped teachers with clearly defined learning objectives. At its core were low-cost, play-based Teaching-Learning Materials (TLMs) that made learning engaging and effective. Uttar Pradesh provides an excellent example, developing a comprehensive TLM ecosystem for Grades 1–3, including print-rich classrooms, workbooks and the play-based Wonderbox.

Teacher training was redesigned around two complementary objectives: strengthening teachers' own understanding of foundational literacy and numeracy, and enabling them to effectively use FLN resources in classrooms. Training was delivered through a single- cascade block-level model supported by videos, presentations and printed handouts.

Odisha complemented this with focused, theme-based Monthly Cluster Meetings where facilitators demonstrated specific classroom practices and teachers rehearsed them with peers before implementing them in schools.

Mentoring has been another critical pillar. For years, teacher mentoring remained irregular and inconsistent. Under NIPUN Bharat, dedicated mentor cadres now regularly visit schools to observe classrooms, conduct spot assessments, coach teachers and engage with school leaders. In Madhya Pradesh, mentors undertake bi-monthly school visits and record structured feedback through the MP SHIKSHA application, enabling continuous monitoring and improvement.

Assessment systems have also been fundamentally strengthened. A comprehensive architecture now includes spot, weekly and quarterly assessments, alongside district-level surveys. Assessments are no longer viewed merely as exercises in data collection but as tools that guide classroom instruction and improve learning outcomes. Telangana, for instance, developed its first statewide framework to assess foundational literacy and numeracy among Class 2 children across all 33 districts.

As we build a NIPUN Bharat, we are laying the foundation for a Viksit Bharat—one classroom and one learner at a time.

The author is the Union MoS for Education and Lok Sabha MP from Balurghat

THE PIONEER, 15 JULY 2026, Pg no.- 8

Are schools preparing children for the future?



SAKSHI SETHI

2ND OPINION

When families who can afford the finest schools begin looking beyond them, education systems should pay attention. For generations, success followed a familiar route: admission to a reputed school, good examination results and entry into a prestigious university. That pathway still exists, but its adequacy is increasingly being questioned.

As artificial intelligence reshapes knowledge and work, many affluent families are investing in experiences that classrooms often treat as optional — entrepreneurship, financial literacy, AI awareness, internships, public speaking and problem-solving. Their choices should not be copied blindly, but they raise an important question: if conventional schooling is enough, why are those with access to the best schools still searching? Artificial intelligence has changed the value of information. Knowledge that once required hours of research is now instantly accessible. AI tools can generate presentations, analyse data, write code and answer complex questions. Possessing information is no longer enough. The real advantage lies in knowing how to question, verify and apply it responsibly. This makes human capabilities such as critical thinking, creativity, communication, emotional intelligence, ethical judgement and adaptability more valuable than ever.

Yet these abilities remain underdeveloped in many classrooms. Schools continue to reward compliance over curiosity, speed over depth and standardised responses over original thought. Examinations serve an important purpose, but performance should not become the sole measure of success. A child may score highly without learning to think independently, collaborate effectively or make sound decisions. Many affluent families are responding by exposing children to experiences beyond academics. Outdoor expeditions, internships, entrepreneurial projects, community service and debates help develop resilience, leadership and problem-solving skills. Equally important is the willingness to let children struggle. Failure, when supported by reflection and guidance, is a powerful teacher. A failed project can improve planning, a difficult presentation can build confidence and disagreement can strengthen negotiation skills. Artificial intelligence reinforces this need. As routine tasks become automated, education must move beyond memorising information. Students should learn to evaluate AI-generated content, identify bias, verify sources, protect privacy and make ethical decisions. Technological literacy should include understanding both the capabilities and the limitations of intelligent machines.

Traditional schools remain indispensable. They provide structure, discipline, mentorship and foundational knowledge. The real question is whether they are evolving quickly enough. This challenge is especially relevant in India, where educational success is often measured by board results, entrance examinations and institutional prestige. These achievements matter, but long-term success depends equally on judgement, adaptability and lifelong learning.

The greatest risk is that future-ready education becomes another privilege available only to those who can afford it. Fortunately, many meaningful reforms require more imagination than money. Schools can introduce teamwork, community projects, student-led discussions, public speaking, financial awareness, age-appropriate AI literacy and opportunities to solve real-world problems. The National Education Policy (NEP) 2020 already advocates competency-based and experiential learning. The challenge lies in implementation. The choices of affluent families should not be viewed as a model to imitate blindly, but as a signal that education must evolve. The future will belong not simply to those who score the highest marks, but to those who can think independently, learn continuously, adapt confidently and remain deeply human in an age shaped by intelligent machines. That is not elite education — it is the education every child deserves.

The writer is an educator and a councillor

THE ASIAN AGE, 15 JULY 2026, Pg no-2

Centre, CBSE back NEP 3-language policy

AGE CORRESPONDENT
NEW DELHI, JULY 14

The Centre, the CBSE, and the NCERT have strongly defended in the Supreme Court the implementation of the National Education Policy (NEP) 2020's three-language framework, saying it is essential for promoting "multilingualism and national integration."

The Union ministry of education, the Central Board of Secondary Education (CBSE), and the National Council of Educational Research and Training (NCERT), in separate affidavits, have sought the dismissal of pleas filed against the three-language policy adopted in CBSE-affiliated schools across the country.

Meanwhile, a bench headed by Chief Justice of India Surya Kant on Tuesday sought responses from the Centre, the NCERT, and the CBSE on two fresh pleas challenging the board's policy mandating the study of three languages, including two native Indian languages, for Class 9 students.

The ministry, in an affidavit, has said the three-language policy is essential for promoting multilingualism and national integration.

THE MINISTRY, in an affidavit, has said the three-language policy is essential for promoting multilingualism and national integration

Recommendations concerning language, education, and multilingual learning form part of the larger educational reforms contemplated under the NEP, it said.

"National Curriculum Framework for School Education (NCFSE) 2023, in pursuance of NEP 2020, reiterates the implementation of the three-language formula and recommends that students study three languages from Classes 6 to 10, with at least two of such languages being native Indian languages," the ministry said.

"The vision of the policy is to instil among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen," the ministry said.

THE TIMES OF INDIA, 16 JULY 2026, Pg no.- 2

Not in class: NCERT Hindi textbooks 4 months late

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New Delhi: Four months into the 2026-27 academic session, some Class IX students in Delhi govt schools are still waiting for Hindi-medium NCERT textbooks in science and social science, with parents and education activists alleging that the delay has left students dependent on teachers' phones and handwritten notes.

The alleged shortage has also raised questions about why Hindi-medium editions remain unavailable when English-medium versions were released earlier. Parents and activists claim this has put Hindi-medium students at a disadvantage. Umesh Gupta, a member of a school management committee and social worker, said he had received complaints from several students and parents. "This is discrimination against Hindi-medium govt school students by NCERT. It is alarming that even four months into the 2026-27 academic session, Hindi-medium Class IX science and social science books are not available in the market," he said.

The impact of the shortage, activists said, is already visible inside classrooms, where teachers and students are being forced to improvise. Education activist and lawyer Ashok Agarwal said he encountered the problem during a visit to parts of east Delhi where Class IX govt school students told him they were yet to receive books. "In some cases, the teacher reads out the lesson from a mobile phone, and that is how students study and take down notes," Agarwal said. Parents and activists have sought urgent intervention to ensure that Hindi-medium students receive the same access to learning materials as their English-medium counterparts.

Queries sent to DoE and NCERT remained unanswered till the time of going to press..

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'New language in class 9 stressful': SC on CBSE's compulsory 3-language decision

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NEW DELHI: The Supreme Court Thursday observed that introducing a third language in Class 9 under the National Education Policy would put undue pressure on students as they begin preparing for their board examinations.
The court said Central Board of Secondary Education's (CBSE) introduction of third language from Class 9 increases stress level of students

(CBSE) has made the study of three languages compulsory for students from Class IX. The board has also clarified that there will be no Board examination for the third language (R3) in Class X.

"No that is very bad. 9th standard is stressful. Why do you introduce a new language in 9th? You introduce it in 6th. When we were there in our school we had both ICSE and SSLC. We were taught both syllabus. Only at the end of 9th standard we had to select," Justice BV Nagarathna, who was hearing plea challenging Madras high court direction to establish Jawahar Navodaya Vidyalayas in each district, said according to Live Law.

"... Union of India please don't have 3rd language in 9th standard. CBSE ICSE State board 10th standard is a board exam. From the end of 8th standard onwards, the pressure starts. The chapter on Light which was in SSLC 10th standard was taught to us in 8th standard ICSE. Prepairing for us for 10th," Justice Nagarathna further reiterated.

The case arises from the Tamil Nadu government's appeal against a Madras high court order that directed the setting up of a Jawahar Navodaya Vidyalaya (JNV) in every district of the state.

The high court had ruled that refusing permission for JNVs deprived students of their freedom to choose where they wanted to study and was not in line with the objectives of the Right of Children to Free and Compulsory Education Act. It also instructed the state to arrange temporary facilities for 240 students in each district until permanent schools were established.

However, in December 2017, the Supreme Court stayed the high court's directions after the Tamil Nadu government challenged the verdict.

During a hearing on December 15, 2025, the apex court asked the Centre and the Tamil Nadu government to hold discussions on the possibility of establishing JNVs in the state. It directed both sides to identify suitable land for schools in every district and submit the outcome of their consultations before the court, describing the exercise as an effort to encourage cooperative discussions between the Union and the state rather than impose an immediate decision.

In 2025, ;the Supreme Court also asked both the Centre and the Tamil Nadu government “not to make it into a language issue” while hearing the state’s plea challenging a Madras high court order.

The observation was made by a bench of Justices BV Nagarathna and R Mahadevan after senior counsel P Wilson, appearing for the DMK-led Tamil Nadu government, argued that the Centre should adopt a two-language formula in line with the state’s policy instead of the three-language formula under the National Education Policy (NEP) 2020.

As the Centre’s counsel began to respond, the bench urged both parties to refrain from turning the matter into a language issue.

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The focus of our political leaders of all stripes is not to improve education, but to win elections by any means (Express illustrations | Sourav Roy)

Justice Markandey Katju

Updated on: 16 Jul 2026, 12:00 am · 4 min read

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India today faces massive chronic problems on several fronts—poverty, unemployment, malnutrition and skyrocketing prices of proper healthcare are just a few. How are they to be solved? Some well-minded people think they can be addressed by providing good education to the people. In principle, I agree.

It's not a new idea. In his treatise on statecraft, *The Republic*, Greek philosopher Plato said, "With a good system of education, every improvement is possible. If education is neglected, it matters very little what else the state does." Others, including many thinkers in India, have held a similar line.

The problem, however, is in ensuring a good system of education for the masses. Leave aside the few good private schools—which often charge

after state, it's clear that teachers are often appointed to public schools not on merit, but by giving bribes. The result is that a large number of them are incompetent or not motivated enough.

Even in the national capital, government schools have been in a terrible condition for long, as was pointed out by the Delhi High Court in 2014. The court noted dilapidated furniture, broken desks and shortage of books, classrooms, washrooms and playgrounds. Some of these problems were addressed in the decade since 2015. But without an update on their status, what can we make of the outcome? Moreover, what about the schools in the satellite cities of Noida, Faridabad and Ghaziabad?

Recently, a government high school building in Mehra village of Madhya Pradesh's Narsinghpur district was found to be in danger of collapse. Severe soil erosion from a nearby river had weakened its foundation, leaving the 15-year-old structure hanging precariously and the floors visibly sinking, putting the lives of the schoolchildren in peril. After appeals to the authorities remained unheeded, a US-based private non-profit came forward to help.

A few years back, I went to meet an old friend in his village, Manjhanpur in Allahabad district, where he is a farmer. I asked one of his grandsons who had just passed class 7 to bring his maths textbook. When I asked him to solve some simple problems from it, he failed at first. But when I showed him how, the bright boy picked up the method right away and quickly solved other similar problems.

Curious about it, I asked him if his teacher had gone over those exercises. He replied, "Master *saheb thekedaari karne lage hain, aur doosre* master *saheb* school *aate nahi hain*" (The maths teacher has become a contractor, and the other teacher rarely comes to the school).

This was not an aberration. It's the plight of a substantial share of schools in our country, particularly in rural areas, where the majority of Indians still live.

There are other reasons for such persistent problems. When I was a judge at the Allahabad High Court (1991-2004), I had once visited CAV Inter College, which was considered a good high-school in the city. In one section of a class, I noticed 300 students. I asked the principal how could there be so many when the rules permitted only 40? He said, "There's pressure from politicians and officials to take in so many."

For imparting good education, personal attention needs to be given by the teacher to students. From my own school days at Prayagraj, I remember being assigned homework that had to be submitted in a day or two. The class teacher would take the copies home, where he scrutinised them closely and brought them back the next day to point out every mistake. Teaching is a painstaking job that, if we are improve the quality of education, cannot be merely treated as any other profession. Such attention is impossible in a class of 300.

Parents' focus on getting better education for their children—which they know isn't available at the school—has forced them to give in to the tuition racket. Real education is imparted, mostly by the same school teacher, at his home; the school is just a formality. Of course, not all parents can afford paying for it. This again creates a socio-economic barrier to good education at scale.

This is not even to dwell on the mass copying or official glitches that lead to cancellation of exams year after year, destroying young Indians' futures. There is a protest going on right now at Delhi's Jantar Mantar against such grave issues.

To change all this would require a huge resources at all levels of governance. The focus of our political leaders of all stripes is not to improve education, but to win elections by any means. Except launching schemes and paying lip service, hardly anyone seems seriously interested in improving the system.

In my opinion, this amounts to nothing less than a collapse of the system. The constitutional remedies have exhausted themselves and become like pitiable scarecrows. What do the fundamental rights to freedom of speech and expression, liberty and equality mean for a poor and unemployed Indian who cannot get his or her child educated for a better tomorrow? Nothing.

To those who say the system can be reformed, I say that though some buildings can be repaired, others—like the school building in Madhya Pradesh—are so dilapidated that their foundations need to built afresh. Indian education today is like the second kind of building. It needs a revolution, not incremental reforms in education. In other words, the solution to our country's huge socio-economic problems lies outside the constitutional framework, not within.

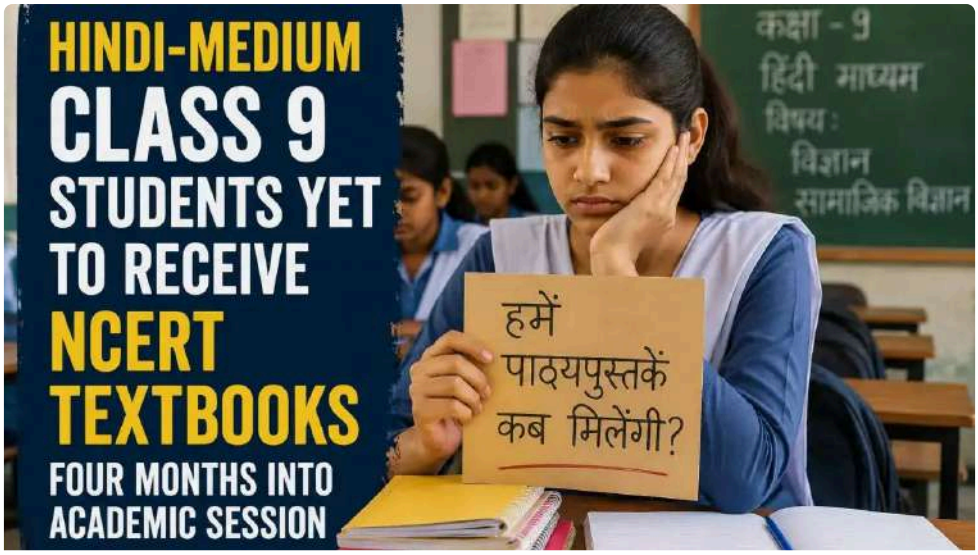
One can't predict now how this will come about, or who will be its leaders. But historical experience shows that when a country is in a heaving crisis, as India is today, nature throws up great leaders. Seventeenth-century England, 18th-century France and 19th-century Russia all witnessed such churns. Cromwell, Robespierre and Lenin were little known in their countries before the revolutions. I am confident that such patriots will rise in India, too.

EDUCATION

Delhi Govt School Students Await Hindi-Medium NCERT Books as Academic Session Progresses

Edited by: TN Education Desk | Updated Jul 16, 2026, 10:18 IST

In Delhi, many Class 9 students in government schools still lack Hindi-medium NCERT textbooks for science and social science, even four months into the academic session. This delay has raised concerns among parents and education activists.



Delhi Govt School Students Await Hindi-Medium NCERT Books as Academic Session Progresses

Photo : TN Innovations

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Even four months after the academic session began, some Class 9 students in Delhi government schools are yet to receive their Hindi-medium NCERT textbooks for science and social science. This has sparked concern among students, parents, and education activists, with some alleging that prolonged delay has forced students to rely on teachers' phones and handwritten notes.

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The alleged inadequacies have ignited wider discussions among guardians and activists, with many labelling it as ‘discrimination’ against Hindi-medium students, as textbooks for those enrolled in the English medium have already been released.

What steps is NCERT taking to resolve textbook shortages? +

How are students coping without textbooks in Delhi schools? +

What has been the response of parents regarding textbook delays? +

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Umesh Gupta, a member of a school management committee and social worker, said he had received representations from several students and parents. “This is discrimination against Hindi-medium government school students by NCERT. It is alarming that even four months into the 2026–27 academic session, Hindi-medium Class 9 science and social science books are not available in the market,” he told *TOI*.

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Amid the shortage, the faculty is conducting classes without textbooks, making it harder for students to comprehend the concepts clearly. Education activist and lawyer Ashok Agarwal came across a similar issue during his visit to parts of East Delhi, where students were yet to receive the textbooks for the said subjects.

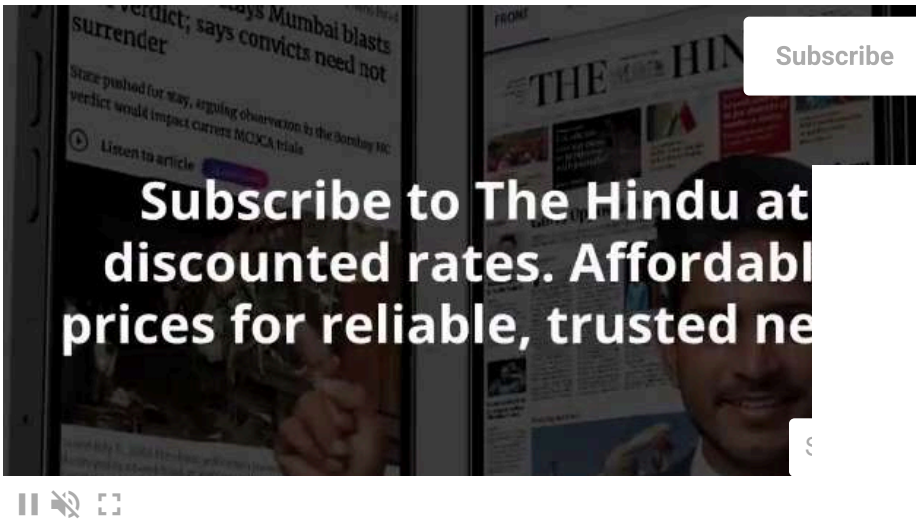
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'Teachers Read Out Lessons from Mobile Phones'

“Some students told me that they still have no textbooks. In some cases, the teacher reads out the lesson from a mobile phone, and that is how students study and take down notes,” Agarwal told *TOI*. “A textbook is the most basic learning resource. Expecting children to go through months of an academic session without one inevitably puts them at a disadvantage.”

The issue has become a greater concern for both students and teachers, as four months have elapsed since the commencement of the academic session. Though teachers are coping without textbooks by turning to worksheets and other arrangements, educators argue that such alternatives are temporary, as students require study material for self-study, homework, and revision.

Both parents and activists have requested intervention from the concerned authorities so that Hindi-medium students do not fall behind and have the same access to study material as those enrolled in English-medium schools

Latest News ››

दैनिक जागरण, 17 जुलाई 2026, पेज- IV

तीन माह बाद बाजार में पहुंचीं नौवीं की विज्ञान-गणित की नई किताबें

लंबे इंतजार के बाद शुरू हुई पुस्तकों की आपूर्ति, अभिभावकों ने ली राहत की सांस

रीतिका मिश्रा • जागरण

नई दिल्ली: करीब तीन माह के इंतजार के बाद नौवीं के हिंदी माध्यम के विद्यार्थियों को बड़ी राहत मिली है। राष्ट्रीय शिक्षा नीति (एनईपी)-2020 के तहत तैयार नई एनसीईआरटी की विज्ञान और गणित की पुस्तकें दिल्ली के पुस्तक बाजारों में पहुंच गई हैं। नए सत्र के शुरुआत से ही इन पुस्तकों का इंतजार कर रहे विद्यार्थी और अभिभावक अब इन्हें खरीद पा रहे हैं। हालांकि सामाजिक विज्ञान की पुस्तक अभी भी उपलब्ध नहीं हो सकी है। बीती 14 जुलाई के अंक में दैनिक जागरण में हिंदी माध्यम के नौवीं के विद्यार्थियों के लिए विज्ञान, गणित व सामाजिक विज्ञान की पुस्तकों की कमी को लेकर प्रमुखता से खबर प्रकाशित की थी।

चावड़ी बाजार समेत राजधानी के प्रमुख पुस्तक बाजारों में बृहस्पतिवार से नौवीं की हिंदी माध्यम की विज्ञान और गणित की नई एनसीईआरटी पुस्तकें उपलब्ध होने लगी हैं। अप्रैल में नया शैक्षणिक सत्र शुरू होने के बावजूद ये पुस्तकें बाजार में नहीं पहुंची थीं, जिससे स्कूलों में पढ़ाई प्रभावित हो रही थी। पुस्तक विक्रेताओं का कहना है कि 16 जुलाई से विज्ञान और गणित की पुस्तकों की आपूर्ति शुरू हुई है। किताबें जैसे ही बाजार में पहुंचीं, उन्हें खरीदने के लिए बड़ी संख्या में अभिभावक दुकानों पर पहुंचे। लंबे समय से लंबित मांग पूरी होने से बाजार में भीड़ बढ़ गई है। स्कूलों के शिक्षकों का कहना है कि इन दोनों विषयों की किताबें मिलने से अब नियमित पढ़ाई कराने में आसानी होगी। अब तक कई शिक्षक एनसीईआरटी की वेबसाइट से पीडीएफ डाउनलोड कर या अपनी व्यक्तिगत प्रतियों की मदद से कक्षाएं संचालित कर रहे थे। किताबें मिलने से विद्यार्थियों के लिए घर पर तैयारी करना भी आसान होगा। हालांकि सामाजिक विज्ञान की नई पुस्तक अभी भी बाजार में उपलब्ध नहीं है। एनसीईआरटी अधिकारियों का कहना है कि पुस्तक को जल्द उपलब्ध कराने की प्रक्रिया चल रही, है। अभिभावकों का कहना है कि विज्ञान और गणित की किताबें मिलने से बड़ी चिंता दूर हुई है, क्योंकि इन दोनों विषयों की पढ़ाई सबसे अधिक प्रभावित हो रही थी। अब उन्हें उम्मीद है कि सामाजिक विज्ञान की पुस्तक भी जल्द बाजार में मिलने लगेगी।



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« चावड़ी बाजार स्थित पुस्तक बाजार से एनसीईआरटी की किताब खरीदता छात्र • जागरण

दैनिक जागरण, 17 जुलाई 2026, पेज - 17

पेज - 1

नौवीं कक्षा से तीसरी भाषा न लाएं, इससे छात्रों का बढ़ता है तनाव : सुप्रीम कोर्ट

नई दिल्ली: सुप्रीम कोर्ट ने सीबीएसई के पाठ्यक्रम के तहत नौवीं कक्षा से तीसरी भाषा लागू करने पर चिंता जताई है। कोर्ट ने कहा कि इससे बोर्ड परीक्षा की तैयारी कर रहे छात्रों पर तनाव बढ़ेगा। साथ ही केंद्र सरकार को सुझाव दिया कि इसे पांचवीं या छठी कक्षा में शुरू किया जाए, ताकि छात्र इसे आसानी से अपना सकें।



नौवीं कक्षा से तीसरी भाषा न लाएं, इससे छात्रों पर बढ़ता है तनाव : सुप्रीम कोर्ट

- पांचवी या छठी कक्षा से शुरू करने का दिया सुझाव
- तमिलनाडु की एक याचिका पर कीं मौखिक टिप्पणियां

जागरण ब्यूरो, नई दिल्ली: सुप्रीम कोर्ट ने सीबीएसई के पाठ्यक्रम के तहत नौवीं कक्षा से तीसरी भाषा लागू करने पर चिंता जताई है। कोर्ट ने कहा कि इससे बोर्ड परीक्षा की तैयारी कर रहे छात्रों पर तनाव बढ़ेगा। साथ ही केंद्र सरकार को सुझाव दिया कि इसे पांचवी या छठी कक्षा में शुरू किया जाए, ताकि छात्र इसे आसानी से अपना सकें।

जस्टिस बीवी नागरत्ना और जस्टिस आर. महादेवन की पीठ ने तमिलनाडु के एक मामले में सुनवाई के दौरान ये मौखिक टिप्पणियां कीं। पीठ तमिलनाडु सरकार की उस अपील पर सुनवाई कर रही थी, जिसमें राज्य के हर जिले में जवाहर नवोदय विद्यालय खोलने के मद्रास हाई कोर्ट के आदेश को चुनौती दी गई है। तमिलनाडु लगातार जवाहर नवोदय विद्यालय खोलने का विरोध करता रहा है क्योंकि उसे स्कूलों में अपनाई जाने वाली त्रिभाषा नीति को लेकर चिंता है। हालांकि इस मामले में सीधे तौर पर सीबीएसई की भाषा नीति की वैधता पर सवाल नहीं उठाया गया था। लेकिन सुनवाई के दौरान जस्टिस नागरत्ना ने तीसरी भाषा शुरू करने के समय को लेकर कई टिप्पणियां कीं। सीजेआइ ने त्रिभाषा नीति पर फिलहाल रोक नहीं लगाई थी और मामले पर अगले सप्ताह सुनवाई निर्धारित है।

> आठवीं कक्षा के आखिर से ही दबाव शुरू हो जाता है। हमारे समय में छात्रों को बोर्ड परीक्षाओं के लिए तैयार करने के लिए आठवीं से ही दसवीं कक्षा के कांसेप्ट से परिचित कराया जाता था। हमारी ऐसी तैयारी होती थी, तो आज के छात्रों का क्या। -जस्टिस बीवी नागरत्ना, सुप्रीम कोर्ट की जज

अगर हिंदी नहीं चाहते, तो संस्कृत से क्या दिक्कत है : सुप्रीम कोर्ट में सुनवाई के दौरान जब तमिलनाडु के वकील ने कहा कि राज्य की आपत्ति त्रिभाषा नीति से जुड़ी है। तो जस्टिस नागरत्ना ने कहा कि इस नीति के तहत तीसरी भाषा के तौर पर हिंदी को अनिवार्य नहीं किया गया है। उन्होंने कहा कि राज्य की भाषा पढ़ाई जानी चाहिए, अंग्रेजी पढ़ाई जानी चाहिए और कोई तीसरी भाषा भी। इसमें हिंदी का जिक्र नहीं है। केंद्र सरकार के वकील ने बताया कि राष्ट्रीय शिक्षा नीति में खास तौर पर यह प्रविधान है कि किसी भी राज्य पर कोई भाषा थोपी नहीं जानी चाहिए। इसके बाद जस्टिस नागरत्ना ने राज्य से पूछा कि आप हिंदी नहीं चाहते, लेकिन अगर वह संस्कृत हो तो क्या दिक्कत है।

जनसत्ता, 17 जुलाई 2026, पेज नं- 8

सुप्रीम कोर्ट ने कहा

तीसरी भाषा नौवीं से नहीं छठी कक्षा से पढ़ाई जाए

जनसत्ता ब्यूरो
नई दिल्ली, 16 जुलाई।

सुप्रीम कोर्ट की जज न्यायमूर्ति बीवी नागरत्ना ने गुरुवार को सीबीएसई पाठ्यक्रम के तहत नौवीं कक्षा में तीसरी भाषा शुरू करने पर चिंता जताई। उन्होंने कहा कि इससे बोर्ड परीक्षा की तैयारी कर रहे छात्रों पर बेवजह का दबाव पड़ता है।

न्यायमूर्ति नागरत्ना ने कहा, नौवीं कक्षा तनावपूर्ण होती है। आप नौवीं कक्षा में नई भाषा क्यों शुरू करते हैं? इसे छठी कक्षा में शुरू करना चाहिए। यह टिप्पणी मद्रास हाई कोर्ट के उस निर्देश के खिलाफ तमिलनाडु सरकार की अपील पर सुनवाई के दौरान की गई, जिसमें राज्य के हर जिले में जवाहर नवोदय विद्यालय खोलने की सुविधा देने को कहा गया था। तमिलनाडु ने हमेशा जेएनवी खोलने का विरोध किया है क्योंकि उसे इन स्कूलों में अपनाई जाने वाली तीन-भाषा नीति को लेकर चिंता है। हालांकि, इस मामले में सीबीएसई की भाषा नीति की वैधता सीधे तौर पर विवाद का विषय नहीं थी फिर भी न्यायमूर्ति नागरत्ना ने तीसरी भाषा को लागू करने के समय के बारे में कई टिप्पणियां कीं।



न्यायमूर्ति ने नागरत्ना ने कहा कि नीति में तीसरी भाषा के तौर पर हिंदी को अनिवार्य नहीं किया गया है।

खास बात यह है कि सीबीएसई की तीन-भाषा नीति को अभी भारत के प्रधान न्यायाधीश सूर्यकांत की अध्यक्षता वाली पीठ के सामने अलग-अलग जनहित याचिकाओं में चुनौती दी गई है। प्रधान न्यायाधीश की पीठ ने सीबीएसई की नीति को लागू करने पर रोक लगाने से इनकार कर दिया है और मामले की सुनवाई अगले हफ्ते के लिए तय की है।

सुनवाई के दौरान तमिलनाडु के वकील ने कहा कि राज्य की आपत्ति तीन-भाषा नीति से जुड़ी है। न्यायमूर्ति नागरत्ना ने कहा कि नीति में तीसरी भाषा के तौर पर हिंदी को अनिवार्य नहीं किया गया है।

HINDUSTAN TIMES, 17 JULY 2026, Pg-1

3rd language in Class 9 will burden students: SC

Utkarsh Anand
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NEW DELHI: The Supreme Court on Thursday questioned the Central Bureau of Secondary Education's decision to introduce a compulsory third language at the class 9 level, observing that it placed avoidable academic pressure on students already preparing for board examinations and suggesting that any such language should instead be introduced from Class 6.

The remarks by justice BV Nagarathna assume significance as they come barely a fortnight after CBSE announced a one-time relaxation for the current batch of Class 9 students, exempting them from taking the third language in the Class 10 Board examination after widespread concerns from schools, parents and students over the abrupt implementation of the policy.

9TH STANDARD IS STRESSFUL DUE TO BOARD EXAMS, THE COURT SAID AND SUGGESTED THAT CBSE SHOULD INTRODUCE A 3RD LANGUAGE FROM CLASS 6 INSTEAD

Justice Nagarathna made the observations during the hearing of the Tamil Nadu government's appeal against a Madras high court's 2017 judgment directing the state to facilitate the establishment of Jawahar Navodaya Vidyalayas (JNVs) in every district. Tamil Nadu has consistently opposed the scheme, contending that JNVs follow a three-language policy that is incompatible with the state's long-standing two-language policy.

Although the validity of the CBSE's three-language policy was not under consideration before the bench that also comprised justice R Mahadevan, the

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SC questions remission to ex-MP in officer's murder→P8
SC seeks policy on release of terminally ill convicts→P12

HINDUSTAN TIMES, 17 JULY 2026, Pg no- 6

CBSE-3RD LANGUAGE

discussion veered towards the stage at which a third language is introduced in schools.

When counsel for Tamil Nadu submitted that the third language becomes compulsory only from Class 9, justice Nagarathna reacted, saying: "No, that is very bad. Ninth standard is stressful. Why do you introduce a new language in 9th? You introduce it in 6th."Drawing upon her own schooling, the judge recalled that students in her school began learning the third language during middle school so that they were adequately prepared before secondary school. "In the middle school the third language was started...The earlier, the better," she observed.

Addressing the Union government directly, justice Nagarathna said: "Union of India, please don't have third language in 9th standard. CBSE, ICSE, state boards, 10th standard is a board exam. From the end of 8th standard onwards, the pressure starts."

Recalling her own academic experience in the 1970s, she said students were introduced to Class 10 concepts as early as Class 8 because of the rigours of board examinations. "So, if we had that kind of preparation and all, what about today's students? Don't start a new language in 9th. Start it in 6th...I am recalling my experience from 1976," she remarked.

Her observations echo concerns raised by schools and parents after CBSE, through a circular issued on May 15, directed affiliated schools to make three languages compulsory for Class 9 students from July 1, 2026, notwithstanding that its revised scheme of studies had envisaged a phased rollout beginning from Class 6.

The May 15 circular required schools to immediately implement the policy for the existing Class 9 batch, even asking them to use Class 6 third-language textbooks as an interim arrangement until dedicated material became available.

Following widespread objections over the logistical and academic difficulties, CBSE on June 29 announced a one-time transitional relaxation. It allowed the current Class 9 batch, as well as students presently in Classes 7 and 8 who had already opted for two non-native languages, to continue with their existing language combinations by merely adding one Indian language. Crucially, the board clarified that the third language for this batch would be assessed only internally and would not form part of the Class 10 Board examination.

The CBSE's May 15 circular is separately under challenge before a bench headed by Chief Justice of India Surya Kant, which has scheduled a hearing next week.

During Thursday's hearing, justice Nagarathna also rejected the suggestion that the policy mandated Hindi. "The state language has to be taught, English has to be taught and any third language. It doesn't say Hindi," she observed.

When counsel for the respondent NGO pointed out that the National Education Policy prohibits its imposition of any language, the judge asked the counsel for Tamil Nadu: "You don't want Hindi, but if it's Sanskrit, what is the issue?"

She also advised the state not to reject central schemes merely because they originate from the Union government, observing: "You may have your education system, but don't prevent the central government schools."

The bench noted that consultations between the Union and the state over establishing Jawahar Navodaya Vidyalayas were still underway and posted the matter for further hearing on August 11.

THE ASIAN AGE, 17 JULY 2026, Pg no. 2

SC concerned over CBSE's 3-language policy from Class 9

'Can increase stress level, should be introduced in Class 6, end by Class 9'

AGE CORRESPONDENT
NEW DELHI, JULY 16

The Supreme Court on Thursday flagged concerns over the introduction of a third language in Class 9 under the CBSE curriculum, observing that it would increase stress levels among students and suggesting it be introduced in Class 5 or Class 6 so that students can cope with it.

A two-judge bench of Justices B.V. Nagarathna and R. Mahadevan orally asked the Centre not to introduce a third language in Class 9.

The remarks came during the hearing of the Tamil Nadu government's plea against a Madras high court directive to facilitate the establishment of Jawahar Navodaya Vidyalayas in every district of the state.

The Tamil Nadu government has consistently opposed the setting up of JNVs over concerns regarding the three-language policy followed by the schools.

The apex court was not directly dealing with the issue of the new CBSE policy, but the court made observations on the timing of the introduction of a third language in schools.

A separate Supreme Court bench headed by Chief Justice of India Surya Kant is already examining issues with regard to a challenge to the new policy of the CBSE and recently refused to stay the notification.

The Tamil Nadu government counsel submitted during the hearing that the state's objection relates to the three-language policy.

Justice Nagarathna observed that the policy did not mandate Hindi as the third language.

"The state language has to be taught, English has to be taught, and any third language. It doesn't say Hindi," she remarked.

She also asked the Tamil Nadu government not to reject Central schemes merely because they originate from the Centre.

The top court, however, noted that discussions between the Centre and the state were underway regarding the establishment of Navodaya schools.

The state's counsel sought some time to seek further instruction in the matter. The SC noted that a new dispensation has come to power in the state and observed that it remained to be seen what policy approach the new government would adopt.

It posted the matter for further hearing on August 11.

THE PIONEER, 17 JULY 2026, Pg- 3

SC flags third language timing

Hearing TN plea on Navodaya schools, SC advises introducing language options in middle school years

PIONEER NEWS SERVICE
New Delhi

The Supreme Court on Thursday voiced concern over the introduction of a third language in Class 9 under the CBSE curriculum, observing it would increase the stress level of students and suggesting it be introduced in Class 5 or Class 6 so that students can cope with it.

A bench of Justices BV Nagarathna and R Mahadevan orally asked the Union Government to not introduce a third language in Class 9.

"Union of India please don't have a third language from Class 9 level. It would unnecessarily increase the stress level of students. If you want to introduce a new language, then please do it at Class 5 or Class 6 level but not at Class 9 level. Class nine is full of stress, it starts from Class 8 onwards," Justice Nagarathna told the counsel, appearing for the Government.



Another SC bench headed by CJI Surya Kant recently refused to stay the notification ISTOCK

The remarks were made during the hearing of the Tamil Nadu Government's plea against a Madras High Court directive to facilitate the establishment of Jawahar Navodaya Vidyalayas (JNVs) in every district of the State.

The Tamil Nadu Government has consistently opposed the setting up of JNVs, over concerns with regard to the three-language policy curriculum followed by the schools. The bench was not directly dealing with the issue of new policy of CBSE but the court made observations on the timing of introduction of third language in schools.

Another SC bench headed by Chief Justice Surya Kant is already examining issues with regard to challenge to the new policy of the CBSE and recently refused to stay the notification. During the hearing, the Tamil Nadu Government counsel submitted that the State's objection relates to the three-language policy. Justice Nagarathna observed that the policy did not mandate Hindi as the third language.

"The State language has to be taught, English has to be taught and any third language. It doesn't say Hindi," she remarked. Advocate G Priyadarshini, appearing for respondent NGO Kumari Maha Sabha, which was the petitioner before the Madras High Court, submitted that the National Education Policy specifically provides that no language should be imposed on any State.

CONTINUED ON >> P4

THE PIONEER, 17 JULY 2026, Pg no- 4

SC questions third language timing

Justice Nagarathna then asked the State, "You don't want Hindi, but if it's Sanskrit, what is the issue?"

Counsel for the State replied that the third-language under curriculum becomes compulsory only from Class 9. Reacting to this, Justice Nagarathna said, "No, that's very bad. Class 9 is very stressful. Why do you introduce a new language in Class 9? Why don't you introduce it in Class 6th." Justice Nagarathna, also recalled her school days, and said that there was a choice in Class 9 to choose which language to study. She said that students in her school began learning the third language during middle school.

"It was Kannada for those who had a second language as Hindi and vice versa. Sanskrit was also there, so you could have a third language. The earlier, the better," she observed.

Justice Nagarathna also asked the Tamil Nadu Government against rejecting Government schemes merely because they originate from the Union Government.

"You may have your education system, but don't prevent the Central Government schools...You should not have this attitude that it is the Union Government scheme, so why should we accept it," she said.

The bench, however, noted that discussions between the Centre and the State were underway regarding the establishment of Navodaya schools.

"Talks have not concluded. If that fails, then only a question of us addressing any merits arises," the bench observed.

Counsel for the state sought some time to seek further instruction in the matter.

The Tamil Nadu Government has challenged the 2017 order of the high court which directed the establishment of a JNV in every district of the State. The HC had held that the State's refusal to permit JNVs curtailed students' right to choose educational institutions and was inconsistent with the Right of Children to Free and Compulsory Education Act of 2009.

The SC had stayed the HC's directions on December 11, 2017 after the State Government challenged the decision.

On December 15, 2025, the SC modified the order of stay and directed the state to identify the requisite extent(s) of land that is necessary for establishing Navodaya Vidyalaya in each of the districts of the State.

The said exercise shall be carried out within a period of six weeks and place the report before this court, it had said, while clarifying that the directions were issued only in the interest of those students who are entitled to be admitted to such schools in Tamil Nadu.

The SC also asked the representatives of the State and the Union Government to hold discussions with regard to the establishment of these schools in the State.

Opinion

Coaching centre conundrum

The flashing neon signs of coaching institutes lining the avenues of every major Indian city present an undeniable truth: India runs a parallel education system. Corporate Training

BHASKAR NATH BISWAL | New Delhi | July 18, 2026 6:45 am



Photo:SNS Clubs & Organizations

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The flashing neon signs of coaching institutes lining the avenues of every major Indian city present an undeniable truth: India runs a parallel education system. This shadow academy, promising to transform raw youth into elite bureaucrats, engineers and doctors, has evolved from a supplementary luxury into an absolute household necessity.

Yet, the persistent calls to ban or severely restrict these centers have triggered an intense national debate. Propelled by the anxieties of an oversaturated job market and tragic stories of student burnout, regulators frequently propose sweeping bans. However, viewing coaching centers as an isolated disease rather than a symptom of a structurally flawed educational architecture is an exercise in policymaking myopia. Banning them by fiat without addressing the hyper-competitive vacuum they fill will only drive the industry underground, compounding the vulnerability of the students the state seeks to protect.

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opened up high-paying corporate, engineering, and medical careers, the premium on selective entrance examinations skyrocketed. What was once a localized remedial service transformed rapidly into a hyper-efficient, multibillion-dollar corporate industry. South Asians & Diaspora

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Cities like Kota in Rajasthan and the commercial districts of Delhi and Patna became factory towns dedicated entirely to the manufacture of rank-holders. Today, the industry is no longer supplementary; it dictates the academic calendar. It functions as a highly sophisticated machine utilizing rigorous rote-learning modules, algorithmic testing patterns, and specialized test-taking shortcuts that formal schools simply do not teach.

The modern coaching institute operates with immense corporate capital, deploying aggressive marketing campaigns that exploit parental anxiety and capitalize on the deep societal dread of career failure. The cracks in this industrial educational complex are widening, often manifesting as volatile public unrest. Bihar, a traditional epicenter for competitive exam preparation, has witnessed severe administrative and student turmoil over the structural failures of recruitment exams and the predatory nature of coaching operations.
Educational Resources

The state became a pressure cooker of anger when arbitrary changes to massive railway recruitment exams and sudden disruptions in national testing schedules collided with the high-stress environment of local coaching hubs. Thousands of students took to the streets, exposing the profound desperation of a youth demographic for whom an exam gatekeeper represents the singular exit route from generational poverty.

In response to these volatile flashpoints and a rising tide of student mental health crises, the state apparatus frequently defaults to heavy-handed regulatory crackdowns. Proposing outright bans or aggressive age ceilings on enrollment is a reactive political maneuver aimed at appeasing public anger. These policy interventions treat the coaching institutes as independent cartels operating in isolation, completely ignoring the fact that their immense popularity is built directly upon the severe infrastructural deficiencies and lack of student voice within formal public and private education systems (Priyam, 2025).

Beneath the macro-economic debates lies a stark, human reality: the coaching industry is heavily fueled by the systemic financial neglect of the teaching fraternity itself. Across countless formal institutions, contractual teachers, guest faculty and underpaid private school educators face a precarious existence marked by chronically low wages and erratic, delayed payment schedules. For these professionals, the formal education system fails to provide a dignified living wage.

Consequently, entering the coaching ecosystem, either by opening modest neighborhood centers or delivering evening lectures at commercial hubs becomes an absolute necessity for economic survival. The shadow academy thrives precisely because it offers a reliable, market-driven financial lifeline, allowing undercompensated educators to supplement their meager incomes and maintain their livelihoods in an increasingly expensive world. The argument to dismantle the coaching industry rests on an undeniable foundation of structural and psychological harm. Foremost among these is the commodification of learning.

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commercialization creates a sharp divide in educational equity; wealthy families can afford premium tier-one institutes, while marginalized students are left to rely on low-cost, precarious facilities, reinforcing deep socioeconomic stratification (Azam, 2014; Priyam, 2025). Most catastrophically, the immense psychological toll of these institutions, characterized by sixteen-hour study regimes, routine social isolation and relentless performance ranking has created a full-blown mental health crisis. Public Speaking

Conversely, an outright ban ignores the profound functional utility these centres provide to millions. The hard reality is that coaching centres deliver results where the state-backed schooling system comprehensively fails. In a country where public schools struggle with high teacher absenteeism, outdated curricula and a total lack of personalized attention, coaching institutes provide structured, disciplined and rigorous academic environments. They decode complex, high-stakes examinations and democratize access to elite universities for small-town aspirants who lack sophisticated school instruction.

By offering tailored tutorials and multilingual instructional materials, they bridge the language and adaptability gaps that often handicap students from non- elite, regional-language backgrounds (LaDousa, 2018). They do not create the hypercompetition; they merely provide the survival tools to navigate it. A prohibitionist approach to coaching institutes is mathematically and socially doomed to fail because the underlying demand for these services is fundamentally inelastic (Azam, 2014). In an economy where millions of applicants compete for a few thousand coveted seats in premier institutions or secure government positions, the drive to secure a competitive edge will never dissipate. Education

If the state imposes a blunt ban on physical coaching complexes, the market will immediately adapt. The industry will transition into an unregulated underground network of private home tutorials or migrate entirely to digital e-learning platforms. While digital spaces offer learning flexibility, they bring severe challenges of their own, including widespread information overload and a deep digital divide that isolates students from indigent and marginalized groups who lack reliable high-speed internet and personal devices (Carmi, 2024; Goswami, 2020).

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Therefore, the rational solution lies not in an ideological ban but in stringent structural regulation paired with deep institutional reform. The state must treat coaching centres like essential utility providers rather than academic outlaws. Regulations should strictly enforce structural safety protocols, cap maximum daily study hours, mandate the inclusion of certified psychological counselors and prohibit regressive public ranking systems that humiliate underperforming children. Educational Resources

Ultimately, the shadow classroom will only lose its relevance when the primary classroom undergoes a complete structural renaissance. India must shift its formal education model away from a single, hyper-selective elimination test toward a holistic, multi-criteria assessment framework. By dramatically expanding the capacity of quality higher education institutions and upgrading school curricula to foster critical thinking rather than rote performance, the desperate dependence on the coaching machine will naturally dissolve. Until the state repairs the foundation of its formal education system, banning the coaching industry is merely breaking the mirror for reflecting an uncomfortable reality

(The writer is a former college Principal and founder of Supporting Shoulders) Corporate Training

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अमर उजाला, 19 जुलाई 2026, पेज - 7

सीबीएसई दसवीं की बोर्ड परीक्षा में 96.78 फीसदी विद्यार्थी पास

मई में हुई दूसरी बोर्ड परीक्षा का परिणाम घोषित, 59.95% बच्चों ने बढ़ाए अपने अंक

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शनिवार को 10वीं की दूसरी बोर्ड परीक्षा 2026 का परिणाम घोषित कर दिया है। विद्यार्थी अपना परिणाम डिजिलॉकर के रिजल्ट पोर्टल पर देख सकते हैं। इस परीक्षा का पास प्रतिशत 96.78 फीसदी रहा। 16 मई से 21 मई तक हुई दूसरी बोर्ड परीक्षा में 59.95 प्रतिशत छात्रों ने फरवरी-मार्च में हुई मुख्य परीक्षा की तुलना में बेहतर प्रदर्शन किया। पहली बोर्ड परीक्षा में रिजल्ट 93.70 फीसदी रहा था।

सीबीएसई ने स्पष्ट किया है कि नियमित विद्यार्थियों के लिए दोनों परीक्षाओं में से उनके बेहतर प्रदर्शन को अंतिम परिणाम में शामिल किया गया है। नई शिक्षा नीति (एनईपी)-2020 के तहत वर्ष 2026 से पहली बार कक्षा 10 के लिए दो बोर्ड परीक्षाओं की व्यवस्था लागू की गई है। सीबीएसई के अनुसार, दूसरी बोर्ड परीक्षा के लिए कुल 6,64,027 विद्यार्थियों ने पंजीकरण कराया था, जिनमें से 6,63,777 परीक्षा में शामिल हुए। इनमें 5,13,955 विद्यार्थियों ने अपने अंक सुधारने (इम्प्रूवमेंट) के लिए परीक्षा दी। इनमें से 3,08,095 विद्यार्थियों यानी 59.95 प्रतिशत ने मुख्य परीक्षा की तुलना में बेहतर प्रदर्शन किया है।

वहीं, 1,49,822 विद्यार्थी कंपार्टमेंट श्रेणी के तहत परीक्षा में शामिल हुए, जिनमें से 78,503 विद्यार्थी सफल रहे। इस श्रेणी का पास प्रतिशत 52.40 प्रतिशत रहा, जो वर्ष 2025 के 48.68 प्रतिशत की तुलना में बेहतर है। सीबीएसई ने बताया कि मुख्य बोर्ड परीक्षा और दूसरी बोर्ड परीक्षा के संयुक्त परिणाम के आधार पर वर्ष 2026 का कुल पास प्रतिशत 96.78 प्रतिशत रहा।

सीबीएसई ने स्पष्ट किया है कि पुनर्मूल्यांकन, सत्यापन और अन्य पोस्ट-रिजल्ट सेवाओं की जानकारी अलग से जारी की जाएगी। बोर्ड ने विद्यार्थियों और अभिभावकों से अपील की है कि वे परिणाम संबंधी किसी भी जानकारी के लिए केवल सीबीएसई के आधिकारिक माध्यमों पर ही भरोसा करें और सोशल मीडिया पर चल रही अफवाहों या अपुष्ट सूचनाओं से बचें। दूसरी बोर्ड परीक्षा में छात्रों को साइंस, सोशल साइंस, गणित, भाषा में से तीन विषयों के अंक सुधारने का मौका था।

ईमेल पर भेजे जाएंगे स्कूलवार परिणाम

बोर्ड ने कहा कि स्कूलवार परिणाम संबंधित विद्यालयों को उनके पंजीकृत ईमेल पर भेजे जाएंगे। विद्यालय अपने विद्यार्थियों के डिजिटल अंकपत्र और प्रमाणपत्र सीबीएसई रिपॉजिटरी से भी डाउनलोड कर सकेंगे। विदेश स्थित सीबीएसई संबद्ध स्कूलों के विद्यार्थी भी डिजिलॉकर के माध्यम से अपने परिणाम और डिजिटल दस्तावेज प्राप्त कर सकेंगे। नियमित विद्यार्थियों की मुद्रित मार्कशीट-सह-उत्तीर्ण प्रमाणपत्र उनके संबंधित विद्यालयों के माध्यम से उपलब्ध कराए जाएंगे। निजी (प्राइवेट) अभ्यर्थियों को डिजिटल दस्तावेज डिजिलॉकर पर उपलब्ध होंगे, जबकि मुद्रित दस्तावेज उनके पंजीकृत पते पर भेजे जाएंगे। दिल्ली पूर्व और दिल्ली पश्चिम क्षेत्रीय कार्यालय के निजी अभ्यर्थी अपने परीक्षा केंद्र से भी दस्तावेज प्राप्त कर सकेंगे।



HINDUSTAN TIMES, 19 JULY 2026, Pg-10

{ ANOTHER DAY }

Namita Bhandare



Women are choosing classrooms over chores

A teacher in school once told Rupal Dhall she should become a lawyer because she was so argumentative. That remark planted the seed of a dream. Earlier this year, Rupal graduated with an integrated BA/LLB degree from the Bhagat Phool Singh Mahila Mahavidyalaya (BPSMV), an all-women's college in Sonepat, Haryana where many of the students are, like Rupal, first-generation learners from rural backgrounds.

The daughter of landless farmers, Rupal wants to be a judge. She has begun work with a lawyer at the district courts in Sonepat to complete the three years' experience required before she can take the judicial exams. But, just in case, she has a Plan B: a master's degree in law. "If I don't become a judge, at least I can be a professor," she reasons. When I ask if there is pressure on her to marry, the 22-year-old laughs, "My parents say I must prove myself first." Rupal's story is no longer an outlier. India's revolution in education led by a new generation of aspirational women supported by their families has gone largely unheralded. Earlier this month, the government released the findings of its annual survey on higher education. Behind the numbers and terms like gross enrolment ratio (GER) — the proportion of people aged 18-23 who are enrolled — lies one remarkable fact: For the seventh year in a row, women are powering enrolment in institutions of higher learning.

Women make up 49.7% of all students in higher education, but their GER of 31.2 exceeds that of men at 28.9. The 22.4 million Indian women in various degree and professional programmes, reflect an increase of 6.7 million since 2014. At the postgraduate level, women account for 56.2% of all students.

Part of this progress reflects years of investment in girls' education. In Bihar, for instance, sustained programmes to prevent child marriage have resulted in girls staying in school longer. Once past this stage, these girls are more likely to take up higher education.

But mainly, it's the women themselves. There is no hiding the "aspiration of young women to learn more and experience the freedoms of university life, as well as parental support for this quest," says Ashwini Deshpande, economics professor at Ashoka University.

It's an aspiration that has "well and truly arrived in rural India," agrees Sudesh Chhikara, vice chancellor at BPSMV. "Families that once saw a daughter's education as an expense now see it as an investment."

Some gaps are proving stickier than others. In science, technology, engineering and maths (STEM), female enrolment is 44%, up from 38.4% in 2014-15. Some streams like undergraduate engineering remain male-dominated with only 31.1% of women, just a marginal shift up from 30.1% in 2022-23.

Chhikara says the gap is narrowing with women opting for science, technology and management in the hope that a career will follow a professional degree. "It is our job to make sure a girl from a village gets the same quality of STEM education as anyone in a metro," she says. The question to now ask is "What next". What do these millions of additional degrees mean if they do not open the doors to careers, financial independence and leadership? It is here that India continues to lag both in terms of workforce participation and in the load of unpaid care work.

Perhaps the biggest irony came just days after the report. Speaking at a university convocation, Uttar Pradesh governor Anandiben Patel reminded women graduates of their responsibility to become "expert mothers".

In a very real way, Patel's remarks reminded us that women are opening the doors of institutions. The real challenge lies in opening the minds of those in power.

Namita Bhandare writes on gender. The views expressed are personal

FINANCIAL EXPRESS, 20 JULY 2026, Pg no. 7

SIX YEARS OF NEP 2020

Reality check: Has post-NEP classroom really changed?



ASHOK K PANDEY

SIX YEARS AFTER NEP 2020, schools can point to revised curricula, new assessments and teacher training programmes. Yet one question remains absent: What experience are we designing for our students in an NEP school?

Between reading & doing

There's a gap between 'what NEP says' and 'what schools do with what NEP says'. Most NEP-aligned schools have updated curricula. But ask a student: What's different about how you learn? The answer will likely be: Pressure, comparison, judgement.

This results in disconnection between subjects — disconnected from purpose. The challenge before school leaders is, therefore, not of policy implementation, but one of experience design for schools.



School action

Most NEP implementation looks like redesigning subjects, training teachers in new pedagogies, updating assessment methods, integrating vocational streams, revising textbooks, and creating new roles (mentors, counsellors). But what matters is the lived experience students have each day.

Six experiences for every child

NEP 2020 asks schools to design:

An experience of introspection: Do students see schooling as a mirror to understand their own mind, strengths, and questions.

Of playfulness and exploration: NEP speaks of the joy of learning. But joy doesn't emerge from better content. It emerges from permission to explore, to wonder, to not know, to try and fail. Are students truly experiencing learning as exploration?

Of interconnection of subjects: Multidisciplinary learning is about helping students feel how mathematics lives inside music, how history breathes through literature, and how science answers questions they care about.

Of agency and choice: Flexibility is about kids feeling that their choices matter, and that a school is designed around their interests, and that they are the owners of their pathways.

Of productive struggle: NEP emphasises 21st-century-skills — critical thinking, creativity, and collaborative problem-solving. But these emerge through grappling with real problems.

Of belonging and purpose: Does every student feel known by at least one teacher?

The real test of an experience design lies in observing students' posture as they walk in, their alertness, anxiety, curiosity. In a typical class, who is doing the thinking — teacher or students? If we keep responding to students' mistakes, inflicting shame, and not correction, we must pause. If our assessments are an invitation for students to show what they 'can do', we've lived NEP 2020. But if they can't answer why a subject matters to them, then our design hasn't created 'experience of purpose'.

NEP 2020 asks us today: If a student spent 15 years in our schools, what experience would they have had? Is that the experience NEP was asking us to design? If there's a gap between the answer and aspiration, we have found our task.

The writer is mentor-in-residence, GEMS U40 Initiative. Views are personal

New Delhi

THE PIONEER, 20 JULY 2026, Pg no- 1

Learn one more Indian language, Shah urges students

SAUGAR SENGUPTA ■ Kolkata

Union Minister for Home Affairs, Amit Shah once again stressed on the importance of learning an additional language besides one's own mother tongue so as to realise and appreciate India's rich cultural heritage in better manner. Addressing a gathering at historic National Library in Kolkata, Shah said, "Apart from learning one's mother tongue, every student should also learn at least another Indian language to better appreciate the country's cultural diversity."

"For the first time in 76 years of our Independence our National Song Vande Mataram is being sung in our schools. We do not deny the importance of foreign ideas but along with this our cultural heritage should also be preserved and explored to its full. This can happen only through our own language. Our language carries our heritage, and through languages you can understand a country's culture. Mother language should be the basis of all our knowledge," he added while inaugurating India's first immersive language museum, Shabdalok at the historic National Library, which once housed the official palace of India's Governor General Lord Dalhousie, besides laying the foundation stone of world's biggest *Mishti Doi* (sweet curd) plant at Sankrail in Howrah district.



Home minister Amit Shah during the foundation stone laying of the world's largest curd production plant at the New Town Convention Centre in Kolkata PIONEER PHOTO

The home minister said that all the Indian languages should be digitally empowered, which in turn would ensure that India became fully self-reliant by 2047. "We are committed to restore our heritage and culture to its former glory," he said.

Claiming that the BJP Government had revived that aspiration, Shah said, "After a decade-long struggle and responding to Modi's call, the movement for Sonar Bangla has begun again under the leadership of Adhikari."

CONTINUED ON >> P4

Pg- 4

Learn one more Indian language, Shah urges...

Referring to his three-day visit to the state, Shah said the Union and the State Government had held detailed discussions on governance and security. "We have discussed and taken several steps to stop infiltration, strengthen law and order and improve women's safety," he said.

Earlier, the Union home minister reviewed West Bengal's law and order, and border security system in a high-level meeting with Chief Minister Suvendu Adhikari and senior senior bureaucrats including State Chief Secretary Manoj Agarwal, Home secretary Sanghamitra Ghosh, Director General of Police Siddh Nath Gupta, and IGP (CID) N R Babu.

CBSE, NCERT train teachers on new Class 9 maths and science textbooks

CBSE and NCERT have started preparing teachers for the rollout of new Class 9 Mathematics and Science textbooks. The orientation workshop focused on competency-based learning, practical applications and new teaching methods aligned with the National Education Policy.

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CBSE and NCERT have started preparing teachers for the rollout of new Class 9 Mathematics and Science textbooks. (Photo: X/CBSE)

India Today Education Desk
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The Central Board of Secondary Education (CBSE), in collaboration with the National Council of Educational Research and Training (NCERT), organised an orientation workshop for teachers on the newly introduced Class 9 Mathematics and Science textbooks.

The workshop was held at the CBSE Integrated Office Complex in Dwarka, New Delhi, to familiarise teachers with the structure, approach and classroom implementation of the revised textbooks.

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A total of 110 teachers from CBSE-affiliated schools participated in the workshop. The group included 58 Mathematics teachers and 52 Science teachers, along with representatives from Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS).

WHAT TEACHERS LEARNT IN THE WORKSHOP

The sessions were conducted by experts from NCERT, who explained the vision behind the new textbooks and how teachers can effectively use them in classrooms.

The discussions focused on:

Competency-based teaching methods to help students apply concepts rather than rely only on memorisation.

Experiential learning techniques to connect textbook concepts with real-life situations.

Problem-solving strategies to improve analytical skills among students.

Holistic assessment methods in line with the National Education Policy (NEP) 2020 and National Curriculum Framework for School Education (NCF-SE) 2023.

The sessions were led by NCERT experts including Professor Anup Rajput, Professor K Vijayan, Dr Rishikesh Kumar, Professor R R Koireng, Professor R K Parashar, Dr Ashish Kumar Srivastava and Dr Arun Pratap Sikarwar.

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MASTER TRAINERS TO TAKE THE CURRICULUM AHEAD

According to CBSE, the workshop was aimed at strengthening teachers' preparedness as Master Trainers, who will support the implementation of the revised curriculum across affiliated schools.

The board said the training will help teachers understand the educational philosophy behind the new textbooks and adopt classroom practices that encourage critical thinking, application-based learning and deeper understanding of concepts.

The initiative is part of CBSE and NCERT's efforts to ensure smoother implementation of curriculum changes introduced under NEP 2020 and NCF-SE 2023.

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July 20, 2026

Science & technology in ancient India and its relevance today

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By Saroj Sharma



The scientific and technological past of ancient India is not just a chapter of history, but a guide for the present and future. It showcases a wide spectrum of human genius — from mathematical abstraction to precise surgery and excellent metallurgy. Indian education systems now need to include this heritage in the core curri

Long before “engineering” became a formal discipline, India was practising it. Between roughly 3300 and 1300 BCE, the Indus Valley Civilization built meticulously planned cities, covered drainage systems, and refined metalwork. The Vedic period added agriculture, further metallurgy, and systematic sky-watching — the base for a scholarly line running from the Rigveda to Aryabhata, Sushruta, Charaka, Varahamihira, and Bhaskaracharya.

Centres of learning such as Nalanda, Vikramshila, and Takshashila brought philosophy, astronomy, mathematics, and medicine together under one roof. Aryabhata’s Aryabhatiya (c. 499 CE) worked out trigonometric formulas, argued that the Earth itself moves, and calculated its circumference at 39,968 kilometres. Bhaskaracharya’s Lilavati laid early groundwork for algebra, and Brahmagupta set out the rules for negative numbers. The Sushruta Samhita is the earliest known text on detailed surgery, including plastic and cataract techniques, while the Charaka Samhita reads like an encyclopaedia of internal medicine. Nagarjuna’s Rasashastra covered medicinal preparation, the Surya Siddhanta calculated eclipses and planetary motion, and Varahamihira’s Panchasiddhantika merged five astronomical traditions into one. The rust-free Iron Pillar of Delhi (c. 400 CE) still puzzles metallurgists, and Vastu Shastra drew its architectural principles from the sun’s movement, wind, and a balance of five elements. We live amid artificial intelligence, generative tools, private spaceflight, AR/VR, 5G, drones, humanoid robots, and 3D printing — alongside deepening environmental crises, rising mental health difficulties, and ethics that haven’t kept pace with the technology. That gap is worth naming — and worth asking what earlier Indian thought, built around balance rather than pure output, might still offer.

Ayurveda and the Practice of Staying Well

Ayurveda, India’s traditional medical system, treats mind and body as one connected whole. Its purpose is captured in a well-known line: “Swasthasya swasthya rakshanam, aturasya vikar prashamanam cha” — protect the health of the well, and cure the disease of the sick. That aim hasn’t aged. Ayurvedic learning follows daily and seasonal rhythm. Dinacharya prescribes waking before dawn, exercise, bathing, and reflection. Rtucharya divides the year into six seasons — Shishir, Vasant, Grishma, Varsha, Sharad, and Hemant — each calling for dosha adjustments; summer’s rising Pitta and Vata, for instance, call for cooling foods and plenty of water. Diet follows six tastes — sweet, sour, salty, pungent, bitter, and astringent — eaten according to one’s digestive strength, since, per the Charaka Samhita, weak digestion is the root of nearly every illness (“Roga sarve mandagnau”). Mentally, Ayurveda describes temperament through three gunas — Sattva, Rajas, and Tamas.

The stakes are real: diabetes, hypertension, obesity, and heart disease are now widespread enough to strain health systems worldwide — only one country has more adults with diabetes than India. Ayurveda’s answer — dosha balance through Dinacharya, Rtucharya, and the Trayopastambha, or three pillars of health — speaks directly to this. Recognition extends well beyond India: the WHO estimates 80–90 percent of people worldwide use traditional medicine and[illegible]as essential healthcare, reflected in its choice to host the WHO Global Centre[illegible]. AIIMS Rishikesh has run a Tridosha-

based AYUSH department alongside conventional treatment since 2017, the same year the All India Institute of Ayurveda in New Delhi became fully operational; the National Institute of Ayurveda continues expanding research and training. Health

Children today carry real strain from exam pressure and constant social media exposure. Patanjali answered this centuries ago: his second yoga sutra, “Yogashchitta vritti nirodhah,” defines yoga as the stilling of the mind’s fluctuations — peace through mastering restlessness, not eliminating its causes. The National Education Policy 2020 makes a related point, insisting self-understanding deserves as much attention as academic content.

India’s older texts — the Vedas, Upanishads, Bhagavad Gita, and Ayurveda — treat mental health as one part of a wider picture spanning body and spirit. The Atharvaveda’s descriptions of mantras and healing sound anticipate what’s now marketed as sound therapy and mindfulness. Patanjali’s Yoga Sutras set out an eight-limbed path — Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhyana, and Samadhi — for developing body, mind, and spirit together. Practised regularly, it builds flexibility, strength, and immunity, supports digestion and breathing, eases stress and anxiety, sharpens concentration and memory, and nurtures self-knowledge, a steadier outlook, and empathy.

Global recognition is hard to overstate: when the UN marked the first International Yoga Day on June 21, 2015, 177 countries backed it. India has since made yoga compulsory in schools, and institutions as prominent as Harvard and Stanford now research its effects. A similar pattern holds for the environment. Despite real scientific progress, climate change and lifestyle disease keep worsening, partly because students rarely learn to treat environmental care as central rather than optional. Older Indian thought treated nature as alive and conscious. The Atharvaveda’s line “Mata Bhumih Putroham Prithivyah” — the Earth is our mother, we are her children — framed protecting the planet as a spiritual duty. Forests were designated Aranyak or Tapovan and protected; trees like the peepal and neem were revered as Devavriksha; water systems relied on rainwater harvesting, now being revived out of necessity; and the Panchatantra and Hitopadesha taught compassion toward animals through childhood fables.

Agriculture followed the same logic — mixed cropping and organic manure — long before synthetic fertilisers and pesticides brought side effects now well documented, alongside worsening air, water, and land pollution. Bringing Vedic, Puranic, and folk ecological traditions back into education could address this at the root. India’s space programme shows the heritage still has momentum: Mangalyaan (2014) and the Chandrayaan missions, through Chandrayaan-3 (2023), extend rather than break from a much older tradition of Indian mathematics and astronomy. Teaching traditional models — the classical twelve zodiac signs, say — alongside Kepler’s laws could sharpen students’ mathematical-astronomical thinking. The National Education Policy 2020 calls for weaving India’s Vedic and classical scientific heritage into STEM education, restoring continuity while encouraging both indigenous pride and global engagement. Vastu Shastra is a disciplined study of how buildings relate [illegible] oriented around the sun’s path, wind, the Earth’s magnetic field, and a balance [illegible] al light, airflow, and energy efficiency,

much of it mapping onto what's now called green building design: passive cooling, natural lighting, rainwater harvesting, and solar power. Education

The overlap goes beyond concept. LEED-certified buildings following Vastu's preferred northeast-facing layout — the Ishan corner — have cut energy use by up to 30 percent in some studies. Researchers at IIT Kharagpur found that Vastu-style courtyards, built around natural daylight and cross-ventilation, use roughly 40 percent less energy than typical passive-cooling designs, while local materials also cut the carbon footprint. The National Education Policy 2020 supports bringing Vastu into architecture curricula; pairing temple and haveli case studies with green-certification training and solar-analysis software could help students apply this heritage to climate-resilient design.

Ancient India's scientific and technical achievements — spanning mathematical abstraction, surgical precision, and metallurgical skill still not fully explained — deserve a real place in the core curriculum, not as nostalgia but as proof that science has always been a shared human project Indian scholars helped shape.

The aim is not blind imitation of the past or glorification of unscientific claims, but to provide education rooted in cultural foundations with a global perspective. This will help children understand that science is a universal human endeavor in which their ancestors also made significant contributions. It will encourage them to adopt a multidisciplinary, comprehensive, and sustainable approach.

The National Education Policy 2020 calls for weaving India's Vedic and classical scientific heritage into STEM education, restoring continuity while encouraging both indigenous pride and global engagement.

The author is a renowned educationist and currently the Vice-Chancellor of Ranchi University; Views presented are personal.

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The Pioneer, 21 July 2026, Page No-8

What India can learn from Japan's teaching culture



SAKSHI SETHI

2ND OPINION

Every education system in the world generates instructors. Very few produce teaching cultures. This delicate, almost invisible distinction is what makes Japan worth studying, not for its technology or test scores, but for the silent philosophy that drives what happens inside its classrooms and, more importantly, its staffrooms.

Consider Jugyo Kenkyu, or Lesson Study, a collaborative practice that has existed in Japanese education for more than a century. A group of teachers jointly plans a lesson. One teacher conducts it while the others observe how students respond, where they struggle and what helps them understand. Afterwards, the group discusses and refines the lesson. The purpose is not to rate the teacher but to examine the learning. In too many Indian schools, classroom observation still arrives wearing the uniform of appraisal. Lesson Study offers a different possibility: observation as professional cooperation rather than judgement.

The second useful idea is Kaizen, i.e. continuous improvement through small and consistent changes. Indian education remains fascinated by the grand gesture: the new policy, revised assessment pattern or digital platform that promises to transform learning. But transformation is rarely an event. It is an accumulation. A teacher who regularly asks, "What did not work today, and what can I change tomorrow?" may improve more meaningfully than one who attends several ceremonial workshops. Kaizen dignifies the small. Then there is Ho-Ren-So, an abbreviation of h?koku (report), renraku (inform) and s?dan (consult). It is a Japanese workplace principle based on communicating early, sharing relevant information and seeking guidance before problems become crises. Anyone who has worked in an Indian school understands how much energy is lost when communication fails. Ho-Ren-So is not unnecessary bureaucracy. It is courtesy converted into a system. Schools that communicate early and laterally become calmer institutions, and calm institutions teach better.

Another idea, Omoiyari, means understanding others' feelings and responding with consideration. In schools, it helps teachers notice a quiet child, an overwhelmed colleague or a parent's hidden concerns.

A fifth lesson comes from Tokkatsu, or Special Activities, through which Japanese schools integrate cooperation, responsibility and participation into daily life. Students may help clean classrooms, serve lunch and take responsibility for shared spaces. Character is not outsourced to a weekly moral education period. It is built into the ordinary rhythm of the school day. Japan's insight is simple: character is caught more often than it is taught. If schools want responsible students, the conduct of adults becomes part of the curriculum. A final lesson comes from Japan's well-being culture: Shinrin-yoku, or forest bathing, the practice of restoring oneself through mindful time in nature. The idea may sound indulgent until one considers teacher exhaustion: correction loads, data entry, duty rosters, administrative paperwork and the emotional labour of managing dozens of children. A depleted teacher cannot remain endlessly patient, creative and compassionate. Rest is not softness; rather, it is sustainability. Japan's education system is neither free from pressure nor should it be romanticised. The purpose is not to copy another country uncritically, but to identify ideas that can be adapted intelligently. Strong teaching cultures assume that excellence is collaborative, incremental, empathetic and sustainable. As India implements the National Education Policy (NEP), we must ask whether we are genuinely building professional capacity or merely conducting training. Training fills a hall for a day. Culture fills a career.

A teacher's influence begins somewhere very ordinary: in a staffroom where teachers trust one another, in a lesson improved collectively, in a problem communicated before it grows and in the quiet act of noticing a child.

The writer is an educator and a councillor

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NCERT

CBSE, NCERT Organise Workshop on New Class 9 Mathematics and Science Textbooks for Teachers

Our Web Correspondent

Posted on 21 Jul 2026 16:11 PM



File Image

Summary

According to an official notification, the workshop was aimed at strengthening teachers' preparedness as master trainers, enabling them to facilitate the implementation of the revised curriculum across CBSE-affiliated schools

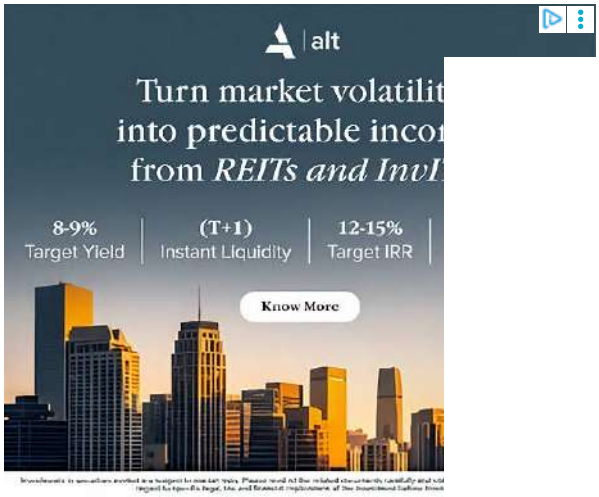
The workshop also focused on competency-based pedagogy, experiential learning, real-life applications, problem-solving strategies, and holistic assessment, in line with the objectives of the NEP 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, the notification stated.

The Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) have jointly organised a workshop on the newly introduced NCERT Class 9 Mathematics and Science textbooks to prepare teachers for effective classroom implementation.

According to an official notification, the workshop was aimed at strengthening teachers' preparedness as master trainers, enabling them to facilitate the

The event was held at the CBSE Integrated Office Complex, Dwarka, New Delhi, and witnessed the participation of 110 teachers from CBSE-affiliated schools, including 58 Mathematics teachers and 62 Science teachers. Representatives from the Kendriya Vidyalaya Sangathan (KVS) and Navodaya Vidyalaya Samiti (NVS) also attended the programme.

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The sessions on the new NCERT Class 9 Mathematics and Science textbooks were led by NCERT experts, who familiarised participants with the philosophy underpinning the revised textbooks and discussed effective classroom transaction strategies.

The workshop also focused on competency-based pedagogy, experiential learning, real-life applications, problem-solving strategies, and holistic assessment, in line with the objectives of the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, the notification stated.

The initiative comes at a time when CBSE has been facing criticism from sections of teachers, school leaders and education experts over the implementation of the three-language policy under NEP 2020.

Recently, the Centre, CBSE and NCERT defended the implementation of the NEP 2020 three-language framework before the Supreme Court, arguing that the policy is intended to promote multilingualism and national integration.

Last updated on 21 Jul 2026 04:12 PM

NCERT CBSE 2026 CBSE Workshop

THE PIONEER, 22 JULY 2026, Pg no. 11

ROLE-PLAY, REAL GROWTH Why experiential learning works for kids

TARANDEEP SINGH SEKHON
Chief Business Officer, KidZania India



Children learn most effectively when they are actively doing, rather than passively listening. This fact is what makes experiential learning so powerful: it allows children to step into a role, make decisions, solve problems, and figure out how things work for themselves, rather than having everything explained to them. Role-play sits at the very heart of this idea because it turns learning into something children can really get their teeth into and remember for a long time.

In today's world, where screens are everywhere, routines move in a blur, and attention spans seem to be shrinking all the time, hands-on experience matters more than ever. This kind of interaction is not just a fun spectator sport. It gives children the chance to participate and get their hands dirty, so to speak. They are not just watching the world go by; they are part of it. That makes the experience far more memorable because it connects imagination and reality in a way that feels authentic, engaging, and genuinely satisfying.

Parents are drawn to this as well. Many are no longer simply looking for outings that will keep children occupied. They want experiences that have real depth, are screen-free, and feel well worth the time and money they are spending. Experiential learning hits the nail on the head because it combines enjoyment with substance. It allows children to have a good time while also building confidence, curiosity, and that very important sense of achievement.

Role-play is particularly effective because it helps children grasp the real world in a way that feels relatable. When a child becomes a firefighter for a day, or a pilot, or a lawyer, they are not just pretending. They are beginning to get a glimpse of responsibility, teamwork, and how different professions contribute to everyday life. That is not always easy to explain in a classroom, but in an experience, it lands naturally.

That is why edutainment has become so important for modern families.



Parents want more than just a fun distraction these days. They want their children to actually take something worthwhile away from the experience, whether that is learning something new, a bit more confidence, or simply the joy that comes from trying something new. The best experiences manage to do both. They are enjoyable as you go along, but they also leave behind something that lingers.

Technology can add a lot to this, but only if it serves the experience rather than overwhelming it. Used well, augmented and virtual reality can make role-play more immersive and more exciting for children growing up in a world where digital is simply part of everyday life. It can bring unfamiliar places to life in ways children can understand, or introduce ideas like safety, finance, or online awareness in a format that makes sense to them. But the key is that technology should be assistive rather than overpowering. The child should still be the one doing the learning, responding, and making sense of things for themselves.

Seasonal events also play a valuable role in keeping the experience dynamic. Festivals and global occasions give families a reason to return and give children something new to look forward to. In many ways, this is what makes experiential marketing so effective. It is not just a one-time message. It is an ongoing relationship built through experiences that feel relevant, timely, and memorable.

That is why screen-free, interactive, and meaningful experiences are no longer a nice-to-have. They are becoming an essential part of how families spend time together and how children build the skills they need for the future. Role-play works because it is simple, intuitive, and deeply human. It gives children the chance to learn by doing, and that remains one of the most powerful ways to grow.

DIGITAL EXCLUSIVE

UDISE+ report: A closer look at the crisis in school education

The latest UDISE+ report points to several disturbing trends, such as a drop in enrolment at lower levels and a drastic decline in the number of state-run schools. The increased reliance on private schools is also a matter of grave concern.

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T.K. RAJALAKSHMI

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Students with their text books on the first day of school on July 4, 2026, in Vellore, Tamil Nadu. | Photo Credit: C. VENKATACHALAPATHY

It is not just higher education that is in a state of crisis, needing a complete overhaul. The state of school education is no better if the latest UDISE+ data and report, released by the Ministry of Education on July 7, are looked at carefully. (UDISE+ or Unified District Information System for Education Plus is an educational management information system under the Department of School Education & Literacy.)

Even though gross enrolment ratios (GERs) for both girls and boys appear to be good, sending positive cheer with more girls enrolling in higher secondary levels of education, the social skew, the feminisation of teaching, and increased reliance on the private sector for school education are areas of concern as are the continued high dropout and low retention rates in secondary education.

There is also a wide disparity among States. Most importantly, the supply side factor of school education is not only a major issue to be dealt with, it may even be taking a turn for the worse under the impetus of the National Education Policy (NEP) 2020.

On the face of it, if one looks at school enrolments, it would appear that not only do most children in the country go to school, their distribution by social category now is reasonably reflective of the composition of society. Some 44.9 per cent of students enrolled in schools are from Other Backward Classes (OBCs); 17.7 per cent from the Scheduled Castes (SCs); and 10 per cent from the Scheduled Tribes (STs).

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At the national level, girls account for 48.4 per cent of enrolment, and the representation of minorities in total enrolment is more than 20 per cent. Of this, Muslims accounted for the largest proportion (16.2 per cent), followed by Christians, Sikhs, Buddhists, Jains, and Parsis.

Table 1: **Number of schools and enrolment by school category, 2022-23 and 2025-26**

School Category	Number of Schools				Enrolments			
	2022-23	2025-26	Change	Percentage Change	2022-23	2025-26	Change	Percentage Change
TOTAL	1466109	1466682	573	0.04	251791722	247219766	-4571956	-1.82
Government	1016010	1005245	-10765	-1.06	136204917	118903585	-17301332	-12.7
Government Aided	81486	79261	-2225	-2.73	26233480	24619692	-1613788	-6.15
Private	323430	341689	18259	5.65	84162385	98863908	14701523	17.47
Others	45183	40487	-4696	-10.39	5190940	4832581	-358359	-6.9

Table 1 | Photo Credit: T.K. Rajalakshmi

In other words, the enrolment proportions largely mirror the shares of different groups in the total population. However, the picture does not appear quite so positive when trends are seen over time.

NEP 2020 impact

The effects of the implementation of NEP 2020 clearly show up in the data in the form of a combination of increased privatisation of school education and a drop in overall enrolment. As Table 1 shows, there has been a reduction in the number of government schools and an even more drastic decline in their enrolment between 2022-23 and 2025-26, while an exactly opposite situation prevails with regard to private schools.

Overall, enrolment has declined and the one category where the drop has been sharpest is among SC students, whose enrolment declined by almost 1.4 per cent between 2022-23 and 2025-26.

What is particularly worrisome is that the drop in school enrolment has been largest at the base of the educational pyramid (Table 2). At the primary level, there has been a decline in enrolment between these two years in excess of 9.3 per cent, while upper primary enrolment has also declined.

While it is undeniable that enrolment at pre-primary level has increased, even the combined enrolment at pre-primary and primary has experienced a reduction of 4.7 per cent. Seen in terms of the structure of stages of education of the NEP, enrolment has declined in foundational, preparatory, as well as middle stages and increased only at the secondary stage.

Table 2: **Enrolment by level/stage of school education, 2022-23 and 2025-26**

Level/Stage	2022-23	2025-26	Change	Percentage Change
Non-NEP				
Pre-Primary	10167812	14912909	4745097	46.67
Primary	112421298	101915874	-10505424	-9.34
Upper Primary	63477860	63241424	-236436	-0.37
Secondary	37934094	38290413	356319	0.94
Higher Secondary	27790658	28859146	1068488	3.84
NEP Structure				
Foundational	54370161	53543774	-826387	-1.52
Preparatory	68218949	63285009	-4933940	-7.23
Middle	63477860	63241424	-236436	-0.37
Secondary	65724752	67149559	1424807	2.17
TOTAL	251791722	247219766	-4571956	-1.82

Table 2 | Photo Credit: T.K. Rajalakshmi

It is clear that the drop in enrolment at lower levels is not because of demographic factors such as a decline in the number of children in the relevant age group, as there is a parallel decline in GERs too.

The importance of GER

The GER is an important indicator as it shows the proportion of student enrolment as a percentage of the population in a particular age group that is age-appropriate for that level of education. As Table 3 shows, these GERs have actually declined between 2022-23 and 2025-26 at primary, upper primary, and elementary levels (foundational, preparatory, and middle levels in NEP structure). This is again in contrast to the trend at secondary and higher secondary levels.

The GER of the foundational level is the student enrolment in pre-school to class 2, which is expressed as a percentage of population in the age group of 8-10 years. The all-India figure for this is 43 per cent, which means that 57 per cent of children in that particular age group do not even enter the education system at the foundational levels. There were eight States where the percentages were below the national average.

While the all-India average for the secondary level GER was 72 per cent, there were at least 14 States where the GER was lower than the national average. Among them, Bihar was at the lowest with a GER of 48 per cent. Others included States such as Uttar Pradesh, Madhya Pradesh, Gujarat, Assam, Arunachal Pradesh, Meghalaya, Sikkim, Jharkhand, and Chhattisgarh, and the Union Territory of Jammu & Kashmir.

One of the most positive findings of the UDISE+ data was higher enrolment for girls as compared with boys at all levels of school education. With compulsory education until the age of 14 becoming law, the percentages of enrolment appear to have gone up until the middle levels of education. However, the dip begins for all genders after that.

For example, the GER for both boys and girls at the foundational level (pre-primary to class 2) is 42.8 per cent. This goes up to 91.7 per cent at the preparatory level (Class 3 to 5). It remains more or less high at the middle levels too (class 6 to 8) at 89.6 per cent but takes a sharp dip at the secondary level, plunging to 71.7 per cent.

The social categories (SCs, STs, and minorities) also reflect similar trends. The GER for SC girls is higher than for boys. In the ST category, enrolment of girls is higher at all levels barring foundational though the enrolment in the secondary level dips to 71 per cent. In all age groups, the enrolment for girls is higher than that of boys, though in the age group 14 to 17, enrolment as a whole dips to 60 per cent.

Likewise, retention rates for girls are higher compared with boys but there is a secular dip with every successive education level. From 98.5 per cent at the foundational level, the retention rate dips to 51.9 per cent at the secondary level of education.

Table 3 | Photo Credit: T.K. Rajalakshmi

One of the modest objectives of the NEP 2020 was to achieve 100 per cent enrolment until secondary levels by 2030. However, the current increase in enrolment at the secondary level reflects increases in primary enrolment in previous years. If the decline in primary enrolment continues, eventually, secondary enrolment will also decline.

Supply and demand

One of the significant findings of the report is that supply-side variables have not kept pace with demand factors. For instance, after the Right to Education law, while a large number of preparatory and foundational schools had been set up, this was not matched by a

commensurate increase in secondary schools which the report concedes “posed the risk of large-scale dropout of students at higher classes”.

This only refers to a prospective problem and assumes that there is going to be steady growth of enrolment at lower levels, which is precisely what is not happening. The GER in the secondary levels of education dips significantly in any case, indicating that the transition to secondary stage is still difficult. But that is not being addressed. Enrolment is shrinking in the prior stage, rendering the objective of achieving 100 per cent GER at the secondary level impossible to attain.

A very recent NITI Aayog report from its education division titled “School Education System in India: Temporal Analysis and Policy Roadmap for Quality and Enhancement” confirms the sorry state of school education.

Drawing on data from a range of sources, including UDISE+ data from 2014-15 to 2024-25, the report lauds the near-universal access at the primary stages but expresses concern at the 58.4 per cent GER at the secondary and higher secondary levels.

The report also points out the absolute decline in the number of schools over the last decade or so. It says that between 2014-15 and 2017-18, the number of schools expanded steadily, from 15.16 lakh to 15.58 lakh. The trend reversed from 2018-19 onwards, showing a consistent decline. By 2022-23, the number of schools had dropped down to 14.66 lakh, representing a contraction of a whopping 92,000 institutions compared with the 2017-18 peak. There was a modest uptick in 2023-24, but the number remained stable in 2024-25 at 14.71 lakh, still significantly lower than the 2017-18 peak.

This decline, the report argued, was not “necessarily indicative” of a reduction in access but reflected a consolidation of school infrastructure, optimisation of resources, merger of under-enrolled institutions, and so on. While in absolute terms government schools continue to account for two-thirds of the total number of schools in the country, their numbers have declined from 11.07 lakh in 2014-15 to 10.13 lakh in 2024-25. In contrast, private unaided schools have recorded a steady growth, “indicating the expanding role of the private sector in school education”, according to the report.

Retention rates, like enrolment and dropout rates, are considered barometers of policy effectiveness. Arresting dropout rates and ensuring universal access to education at all

levels by 2030 are among the UN's Sustainable Development Goals as well as the NEP's objectives.

Now that individual, student-wise data are available, it is easier to get students back if they have dropped out. The dropout rate by pedagogical structure is zero at the foundational level. The UDISE+ report says that this is primarily due to admission by anganwadi centres under the Integrated Child Development Services (ICDS) Scheme and stand-alone private pre-primary schools in class 1 in recognised schools.

The dropout rate progressively increases from the preparatory level onwards until secondary levels. The retention rate is also highest at the foundational and preparatory levels, progressively declining as students reach the secondary level of education. From a 98.5 per cent at the foundational level, the retention rate dips to 51.9 per cent at the secondary level.

The distribution of teachers was skewed, with a larger proportion concentrated at the foundational, preparatory, and middle levels, and a relatively smaller proportion at the secondary level. The social categories to which teachers belonged presented an interesting dynamic. About 40 per cent were from the general category; 39 per cent belonged to the OBCs; 13 per cent hailed the SC category; and only 8 per cent were STs.

The recommended pupil-to-teacher (PTR) ratio, according to the NEP 2020 and Right to Education (RTE) norms, is 30:1, but it was not uniform across States. The all India PTR for secondary education was 21. There were seven States and one Union Territory where the PTR was above the national average, namely Bihar, Uttar Pradesh, Jharkhand, West Bengal, Gujarat, Maharashtra, Odisha, and Daman, Diu, and Nagar Haveli.

Girl students going back home on their bicycles from school in Mandya, Karnataka. The free bicycle scheme was launched in 2006 to motivate students, especially girls, in rural areas to attend school. | Photo Credit: K. MURALI KUMAR

There were also more women teachers in all categories of schools compared with male teachers. The total number of women teachers exceeded men by almost 1 lakh.

Improvement in infrastructure

As for infrastructure, there seemed to be a fair amount of improvement in facilities such as drinking water, separate toilets for boys and girls, hand wash facility, electricity, and playgrounds, but we are yet to achieve 100 per cent availability in any of these indicators. For instance, five per cent of schools did not have electricity and close to 19 per cent did not have playgrounds. While 30 per cent did not have computer facilities, 32.6 per cent lacked

Internet facilities. More shockingly, nearly 41.8 per cent of the schools were not disabled-friendly as they lacked handrails and ramps.

As an employer, government and government-aided schools were the largest employer of teachers compared with recognised private unaided schools and other private schools, though the gap between the two categories seems to be narrowing.

Government schools still remain the largest provider of education as far as school education is concerned. The number of government and government-aided schools stood at 10,84,506, whereas the number of private unaided and other private schools stood at 3,82,176. Yet, a State like Uttar Pradesh, which scores low in literacy, had the largest number of private unaided schools at 1,07,905, followed by Rajasthan (33,903), Madhya Pradesh (27,214), Karnataka (19,351), and Maharashtra (17,824).

The decline in GER and total enrolment and the increased reliance on private (recognised and unrecognised) schools should be considered a matter of grave concern for the future of school education, especially in the light of the grim data on early-stage education.

The UDISE+ data are a critical source of information, but they will have served their purpose only if these numbers bring forth drastic course correction and policy action that would address the anomalies. At the heart of any such solution has to be the ever-promised but never-achieved increasing of public investment in education.

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Stories that help you connect the dots

THE HINDU, 22-JULY-2026, WEDNESDAY, Pg no- 9

For the first time, undergraduate enrolments decline in India

AISHE reports released after a prolonged delay show a drop in students enrolled in undergrad courses, particularly in States such as Maharashtra and U.P.

DATA POINT

Sambavi Parthasarathy
Pon Vasanth B.A.

Even as issues around education have momentarily taken centre-stage amid the protests led by the Cockroach Janta Party and activist Sonam Wangchuk, the reports of the All India Survey on Higher Education (AISHE) for two years released together after a prolonged delay by the Union Ministry of Education (MoE) has largely gone unnoticed.

Importantly, the strange trend that has gone unreported is the inexplicable decline in the total number of students enrolled in undergraduate courses across the country. Such a decline has happened for the first time ever since the Union government started publishing AISHE reports from 2011.

In the government's own words, AISHE "serves as the primary source of official statistics on higher education in India and provides critical insights for policy formulation, planning, and monitoring of the sector". Yet, the MoE inordinately delayed the release of these reports. The AISHE report for 2021-22 had a delayed release in January 2024. More than two years later, the Ministry released the reports for 2022-23 and 2023-24 together earlier this month without much fanfare.

The total enrolment in higher education, which include undergraduate, postgraduate, diploma, Ph.D and other types of courses, increased by 3.7 lakh (0.8%) in 2023-24 compared to 2022-23, which is the lowest-ever increase. However, the number of students enrolled in undergraduate courses, who account for over 75% of all enrolments, declined by 93,000 (0.27%) in the same period **(Chart 1)**. This is despite the fact that the youth population in the eligible age group saw an increase, along with an increase in the number of Higher Education Institutions (HEIs) that participated in AISHE, which went up from 56,180 in 2022-23 to 59,533 in 2023-24.

Neither the 2023-24 report, which played up the marginal increase in Gross Enrolment Ratio from 29.5 to 30, nor the Minister for Education Dharmendra Pradhan, who cited the report to highlight the increased enrolment of female students in STEM courses, have offered an explanation for this decline. Interestingly, the decline is seen only among male students since the number of female students enrolled in undergraduate courses saw an increase although they were fewer in numbers than the males. The enrolment of male students dropped by 2.2% between 2022-23 and 2023-24 while that of female students increased by 1.8% **(Chart 2)**.

In absolute numbers, two States – Maharashtra (-6%) and Uttar Pradesh (-3%) – accounted for the highest drop in undergraduate enrolments **(Chart 3)**. While the chart shows only 10 States with the highest number of enrolments, several other States such as Jammu and Kashmir and West Bengal saw steep falls in undergraduate enrolments by 13% and 8% respectively. Delhi, a major hub for education, registered a decline of 6%.

The States that saw declines accounted for a drop of over six lakh enrolments. The overall decline in the country would have been far higher, if not for the increase reported in few other States such as Tamil Nadu, Bihar, Karnataka and Odisha. Tamil Nadu in particular recorded the highest increase of 1.6 lakh, which is more than the 1.53 lakh decline reported in Uttar Pradesh. The latter in particular saw a sharp decline in undergraduate enrolments, accompanied by an almost similar increase in enrolments in Diploma courses – a trend not noticed in other major States **(Chart 5)**.

Programme type-wise analysis showed that the decline was in Arts, Sciences, and Commerce **(Chart 4)**.

Unexplained drop

Data for the charts were sourced from All India Survey on Higher Education (AISHE) reports released by the Ministy of Education. With inputs from Gauri Singavarapu, Gandla Sneha and Sachin Swaraj, who are interning with The Hindu's Data team

CHART 1: This chart shows the overall enrolment and enrolment in undergraduate (UG) courses. UG enrolments declined for the first time in 2023-24. *Value within brackets is GER*

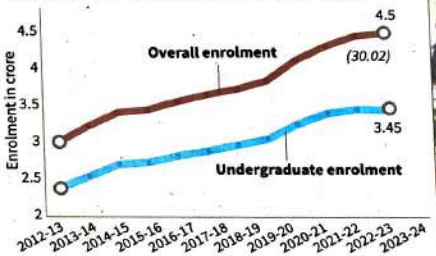




CHART 2: The gender-wise number of students enrolled in UG courses show that the decline in 2023-24 was noticed only among male students

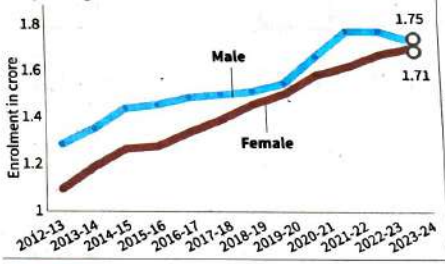


CHART 4: Among the top five types of programmes with highest number of enrollments, Arts, Science and Commerce saw declines

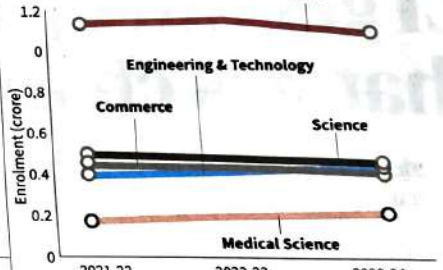
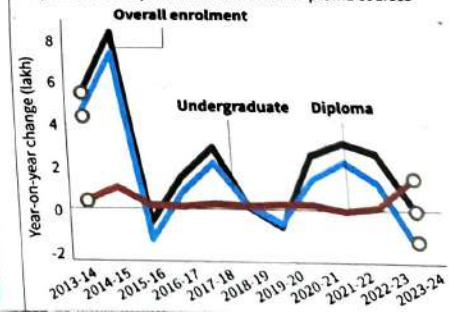


CHART 3: This chart shows the changes in student enrolments in UG courses in the 10 States with highest number of enrolments. Tamil Nadu's sharp increase offset the overall decline in UG enrolments

% Fall -8 -3 0 +3 +8 % Rise

State	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
U.P.	-0.66	+1.47	+2.31	+1.27	-1.53
Maharashtra	+0.41	+1.01	+0.05	+1.90	-1.85
T.N.	+0.96	-1.28	+0.29	+1.01	+1.60
Bihar	+1.22	+5.20	+2.80	-0.12	+0.89
Karnataka	+1.57	+1.54	+0.37	+1.34	+0.59
Rajasthan	+0.32	+1.78	+1.64	-1.08	+0.38
M.P.	-0.90	+3.03	+0.82	-1.38	+0.07
W.B.	+0.64	+0.03	+3.94	-0.52	-1.84
Andhra	+1.26	+1.13	-0.37	-0.94	-0.42
Telangana	-0.23	+1.73	+0.20	+0.75	+0.84

CHART 5: Uttar Pradesh was a standout case, where the sharp decline in UG courses was offset almost completely by the sudden spike in enrollments in Diploma courses



THE HINDU, 23 JULY 2026, Pg no. 9

Are children with special needs enrolled in schools in India?

The number of children with special needs in schools has remained fairly stagnant over the past eight years

DATA POINT

Nitika Francis

The Unified District Information System for Education (UDISE) 2025-26 report has raised concerns about Children With Special Needs (CWSN) enrolled in schools, whose numbers have remained stagnant over the past eight years despite initiatives to get more of them enrolled. As per the data, there were 21.66 lakh CWSN in schools, a number that has remained fairly constant over the years (**Chart 1**). While one could argue that the overall number of children enrolled in schools has also remained fairly the same, the other question to be answered in this context is whether all the CWSN in the country are getting enrolled in schools.

The 2011 Census said that there were 32.5 lakh disabled children in India, just under the age of nine. If one were to include persons with disability in the 10-19 age group, the number increases to 78.7 lakh. The number of CWSN in schools in 2025-26 were not even 30% of the 2011 Census data. Moreover, their numbers would have surely grown since.

In the absence of Census data and estimates of children with disability released by the government in recent years, *The Hindu* used the National Family Health Survey (NFHS-5) data on disability and the government's population estimates in the Report of The Technical Group on Population Projects to estimate the number of CWSN in the country.

The estimate showed that the number of CWSN in India could have grown from 92.3 lakh to 98.8 lakh between 2018-19 and 2025-26. These estimates when compared with CWSN in schools showed that, only 22% of the children seem to have been enrolled in schools (**Chart 2**).

This is a conservative estimate since the population estimates could be calculated, as explained above, only for the 5-14 age group. This was compared with the total number of CWSN enrolled across primary, upper primary, secondary and higher secondary stages, which would include those who are at least a year or two older than 14.

Moreover, the number of CWSN shrinks significantly as they move up different stages of schooling. The shrinking is more pronounced among CWSN than the overall number of students enrolled. **Table 1** shows the proportion of children in upper primary, secondary and higher secondary stages compared with their numbers in the stages before.

Nearly 75% of CWSN who have enrolled in primary school are in upper primary, data showed. This reduced to 48% between upper primary and secondary, and 46% between secondary and higher secondary levels. As the table shows, these shares are higher for the overall number of children.

The data also showed that the gender distribution remained worryingly the same despite minor fluctuations in the number of CWSN enrolled. Only about 43 of every 100 CWSN enrolled in schools are girls (**Chart 3**). However, the number of girls with special needs dropping out of schools seem to be lower than boys. The number of girls with special needs in upper primary level, for instance, is about 80% of those in primary level.

Shashank Pandey, lawyer and founder of the Politics and Disability Forum, who works on political representation of Persons with Disabilities said that underreporting of the numbers cannot be ruled out. He told *The Hindu* that at times the schools that provide data for the UDISE reports are not updated with the 21 categories of disabilities now recognised by the Rights of Persons with Disabilities Act, 2016, and still categorise students based on the eight categories provided in the 2011 Census.

Left behind

The data were sourced from the Unified District Information System for Education (UDISE) reports , the NFHS, and Census 2011



Towards inclusivity: CWSN take part in the Special Olympics organised by Junior Chamber International (JCI) in Visakhapatnam in August 2025.

Chart1: The year-wise number of enrolments of children with special needs (CWSN).

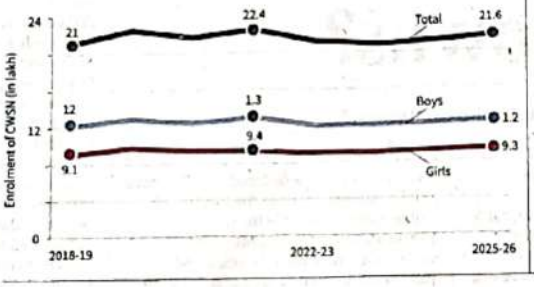


Chart 2: The year-wise estimated number of CWSN versus the number of CWSN enrolled in schools

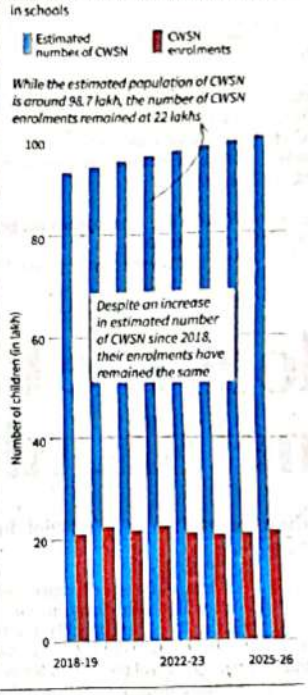
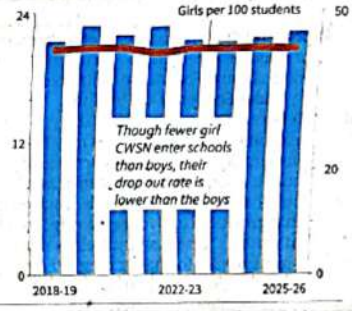


Table 1: The share of boy and girl children with special needs at the primary level and their proportion in the higher levels in 2025-26

Level of schooling	CWSN boys	Overall boys	CWSN girls	Overall girls
Primary (in absolutes)	57,87,800	72,34,75,000	48,12,787	68,75,41,000
Share of primary in upper primary (%)	73.9	61.5	80.1	62.6
Share of upper primary in secondary (%)	48.3	60.3	51.3	60.8
Share of secondary in higher secondary (%)	46.1	72.7	51.4	78.2

The Hindu used the National Family Health Survey (NFHS-5) data on disability and the government's population estimates in the Report of The Technical Group on Population Projects to estimate the number of Children with Special Needs to arrive at estimated number of CWSN

Chart 3: The number of CWSN enrolled in schools and the share of girls in the total enrolments



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School Education 3 Min Read

Punjab govt introduces AI as main subject from Class 1-12

The curriculum, developed from international best practices, aligns with UNESCO's ethical AI framework. AI education will be rolled out in phases, starting with higher classes and expanding downwards.

PTI
Published On Jul 23, 2026 at 01:00 PM IST



The curriculum has been developed after studying international best practices from Singapore, Finland, the UAE and the United States.

Chandigarh: The Punjab government on Wednesday introduced Artificial Intelligence (AI) as a mainstream subject from Class 1 to 12, Education Minister Harjot Singh Bains said.

Punjab has become the first state in the country to do so,

he said.

The Punjab School Education Board (PSEB) will roll out the curriculum in a phased manner under the 'Sarbat.AI' project, making it one of the country's largest statewide AI education missions and positioning Punjab as a national leader in future-ready learning.

Advt

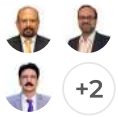
Bains, along with former Delhi education minister Manish Sisodia, launched the project in the presence of education experts, technology partners and senior officials of the School Education Department.

Addressing a gathering, Bains said, "Today marks the beginning of a new era in Punjab's education system. Punjab has become the first state in India to introduce Artificial Intelligence as a mainstream subject from Class 1 to 12. We are moving from leading the Green Revolution to leading the Artificial Intelligence Revolution."

"This initiative will equip our students with future-ready skills while fostering innovation, ethical AI, entrepreneurship and responsible digital citizenship.

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We want every child in Punjab to be prepared not only for the jobs of tomorrow but also to become creators and innovators in the technology-driven world," he said.

The curriculum has been developed after studying international best practices from Singapore, Finland, the UAE and the United States. It has been aligned with UNESCO (United Nations Educational, Scientific and Cultural Organization)'s Ethical AI Framework to ensure that our students learn the responsible, safe and ethical use of Artificial Intelligence while meeting global standards, Bains said.

Explaining the implementation plan, Bains said, "Phase I will begin with Classes 8 to 12 by integrating AI into the Computer Science curriculum in government and affiliated private schools."

Advt

Students will learn through live online classes, recorded lectures, project-based learning, continuous assessments and a dedicated Learning Management System. In Phase II, AI education will be

expanded to Classes I to VII, ensuring that every child in Punjab receives age-appropriate AI education from the foundational years, he stated.

The programme builds on the success of PSEB's AI Pilot Programme conducted in collaboration with FA-AI, which culminated in a statewide AI Hackathon.

Student innovations developed during the pilot have demonstrated the immense potential of our children, and some of these projects are being showcased today, he stated.

"The programme will be implemented technologically by Neeev AI and strengthened through strategic collaborations with Google, Intel, Canva and FA-AI to enhance AI literacy, teacher capacity building, innovation and workforce readiness," he added.

This programme will eventually benefit 25,172 schools and nearly 31.5 lakh students. In Phase I, 12,424 Computer Science teachers will lead implementation, while more than two lakh teachers across all disciplines will be progressively trained to integrate AI into teaching, learning and assessment, he said.

AAP leader Sisodia said, "Punjab has scripted history with the launch of this project and has established itself as a national benchmark for AI education. This initiative reaffirms the state's commitment to preparing students not merely to use Artificial Intelligence but to innovate with it, create with it and lead in the technology-driven future."

Sisodia also expressed concern over the alleged recent examination paper leaks in the country and the ongoing protests in the national capital.

He stressed the need to strengthen examination integrity through technology-driven reforms and robust educational systems.

Most Read in School Education

School Education 1 Min Read

Haryana unveils roadmap for holistic, future-ready school education

Addressing the gathering, Dhanda described teachers as the greatest strength of Haryana's education system and the real architects of the vision of Viksit Bharat 2047.

PTI

Updated On Jul 23, 2026 at 07:28 PM IST



Kumar said the three-language formula is not new and has a lengthy policy history in India

Chandigarh, Haryana Education Minister Mahipal Dhanda on Thursday presented the state's roadmap for future-ready school education, stressing character building, skills, entrepreneurship and sports alongside academics at a national education ministers' conclave in New Delhi.

Advt



The two-day conclave, chaired by Union Education Minister Dharmendra Pradhan, reviewed the implementation of centrally sponsored schemes and discussed key priorities for strengthening school education across the country, according to an official statement.

Addressing the gathering, Dhanda described teachers as the greatest strength of Haryana's education system and the real architects of the vision of Viksit Bharat 2047.

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He said education should extend beyond textbook learning and intellectual development to nurture children's character, moral values, self-confidence and emotional understanding.

The minister said Haryana's education policy aims to provide every child with equal opportunities based on individual interests and abilities.

Schools, he said, are being transformed into institutions that nurture students' aspirations, talents and overall personality rather than functioning merely as centres of academic instruction.

Advt



Highlighting the state's key initiatives, Dhanda said the government is strengthening Foundational Literacy and Numeracy (FLN) and working to improve learning outcomes.

He said practical and skill-oriented curricula are being introduced to enhance employability and promote entrepreneurship among students. At the same time, modern sports infrastructure is being developed to identify and nurture sporting talent from the school level.

Emphasising the role of teachers, Dhanda said they not only impart knowledge but also instil discipline, values and self-confidence, thereby shaping the future of the nation.

He also proposed strengthening teacher training through collaboration with premier institutions such as ITIs, IIMTs, IIMs and CSIR to make training more contemporary, research-driven and outcome-oriented.

Principal Secretary, School Education, Vijay Dahiya, and Haryana School Shiksha Pariyojna Parishad (HSSPP) State Project Director Swapnil Ravindra Patil were also present at the conclave. PTI

Most Read in School Education

Telangana government to prepare 80,000 minority students for an AI-Driven future

CBSE Class 10 second board results 2026: Nearly 60% students improve scores; overall pass percentage reaches 96.78%

Supreme Court to direct CBSE to implement APAAR consent form changes across India

See more on: Haryana school education, future-ready education, character building in education, skill-based education, entrepreneurship in schools

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School Education 2 Min Read

Telangana government to prepare 80,000 minority students for an AI-Driven future

This initiative directly echoes Telangana Chief Minister Revanth Reddy's ambitious vision to deliver quality education to every child from the school level, transforming them into employable, responsible youth ready to lead Telangana as the nation's most dynamic hub for AI and technology jobs.

ANI

Updated On Jul 11, 2026 at 04:54 PM IST

Read by 1197 Industry Professionals



Telangana government to prepare 80,000 minority students for an AI-Driven future

Hyderabad: In a landmark move to democratize technology education and build Telangana's future tech workforce, the Government of Telangana, in association with Deya Consulting Private Limited (DCPL), and MASK NextGen Inc, on

अमर उजाला, 24 जुलाई 2026, पेज नं- 6

स्कूलों में साइबर सुरक्षा व मानसिक स्वास्थ्य भी होंगे अहम हिस्सा

अमर उजाला ब्यूरो

एलजी ने कहा-नियमित ऑडिट मॉक ड्रिल और तकनीक आधारित निगरानी होगी जरूरी

नई दिल्ली। दिल्ली में स्कूल सुरक्षा अब केवल मजबूत भवन, अग्निशमन व्यवस्था व आपदा बचाव तक सीमित नहीं रहेगी। साइबर सुरक्षा, मानसिक स्वास्थ्य, परिवहन सुरक्षा व आपदा निपटान की तैयारी को भी स्कूलों की सुरक्षा व्यवस्था का अनिवार्य हिस्सा बनाया जाएगा। उपराज्यपाल तरनजीत सिंह संधू ने बृहस्पतिवार को नेशनल मॉडल स्कूल सेफ्टी टूलकिट लॉन्च करते हुए यह बात कही।

पीएचडी हाउस में आयोजित नेशनल समिट ऑन सेफ स्कूल्स लीडरशिप 2026 को संबोधित करते हुए एलजी ने कहा कि सुरक्षित माहौल के बिना गुणवत्तापूर्ण शिक्षा की कल्पना नहीं की जा सकती। उन्होंने कहा कि बदलते समय के साथ स्कूल सुरक्षा का दायरा बढ़ा है। साइबर खतरों से बचाव, विद्यार्थियों का मानसिक स्वास्थ्य, सुरक्षित परिवहन और किसी भी अप्रत्याशित स्थिति से निपटने की क्षमता भी उतनी ही जरूरी है।

एलजी ने कहा कि यह टूलकिट स्कूलों को घटना के बाद प्रतिक्रिया देने की संस्कृति से बाहर निकालकर पहले से तैयारी व रोकथाम की व्यवस्था विकसित करने में मदद करेगी।

उन्होंने स्कूल प्रबंधन से नियमित सुरक्षा ऑडिट, आपातकालीन योजना, मॉक ड्रिल, प्रशिक्षित स्टाफ व स्थानीय प्रशासन के साथ बेहतर समन्वय सुनिश्चित करने को कहा। एलजी ने अपने दादा शहीद सरदार तेजा सिंह समुंदरी को भी याद किया।

पेज नं- 6

सीबीएसई : बारहवीं की कंपार्टमेंट परीक्षाएं 28 जुलाई से होंगी शुरू

परीक्षा के साथ प्रैक्टिकल के लिए भी दिशा-निर्देश जारी किए गए

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने बारहवीं के परिणाम में कुछ विद्यार्थियों को रिपीट इन प्रैक्टिकल (आरपी) और रिपीट इन बोथ प्रैक्टिकल व थ्योरी (आरबी) श्रेणी में रखा है। इन छात्रों के लिए कंपार्टमेंट व प्रैक्टिकल परीक्षाओं का कार्यक्रम जारी कर दिया गया है। कंपार्टमेंट (सप्लीमेंट्री) परीक्षा 28 जुलाई को होगी, जबकि प्रैक्टिकल परीक्षाएं 20 जुलाई से चार अगस्त तक आयोजित की जाएंगी।

बोर्ड ने स्पष्ट किया है कि केवल प्रैक्टिकल में रिपीट (आरपी) वाले छात्रों को थ्योरी परीक्षा नहीं देनी होगी। उनके थ्योरी अंक पहले वाले ही मान्य रहेंगे। जिन्हें दोनों में रिपीट करना है, उन्हें प्रैक्टिकल व थ्योरी दोनों परीक्षाएं देनी होंगी।

नियमित विद्यार्थियों की प्रैक्टिकल परीक्षा उनके संबंधित स्कूलों में होगी, जबकि निजी परीक्षार्थियों के लिए यह उनके थ्योरी परीक्षा केंद्र पर आयोजित की जाएगी। बोर्ड ने स्कूलों को उसी दिन अंक पोर्टल पर अपलोड करने के निर्देश दिए हैं।

अपलोड होने के बाद अंक अंतिम माने जाएंगे। बोर्ड ने बाहरी परीक्षक नियुक्त करने की जिम्मेदारी क्षेत्रीय कार्यालयों को सौंपी है। इस साल 1.68 लाख से अधिक छात्रों की कंपार्टमेंट आई थी। बोर्ड ने परीक्षाओं को लेकर सभी तैयारियां पूरी कर ली हैं। ब्यूरो

दैनिक जागरण, 24 जुलाई 2026, पेज नं 1

सरकारी स्कूलों में जन-गण-मन के साथ अब 'जय जय जय हरियाणा' भी गूंजेगा

सुधीर तंवर • जागरण

चंडीगढ़ : हरियाणा के सभी सरकारी स्कूलों में अब राष्ट्र गान और राष्ट्र गीत के साथ राज्य गीत 'जय जय जय हरियाणा' भी गूंजेगा। 21 पंक्तियों के राज्य गीत में हरियाणा की सांस्कृतिक और भौगोलिक विरासत का गुणगान किया गया है। प्रार्थना सभा में सप्ताह में एक बार अनिवार्य रूप से राज्य गीत का गायन किया जाएगा।

विद्यार्थियों में हरियाणा की सांस्कृतिक विरासत, गौरव के प्रति सम्मान की भावना विकसित करने के लिए प्रदेश सरकार ने सुबह प्रार्थना सभा में राज्य गीत के गायन का निर्णय लिया हैं। माध्यमिक शिक्षा महानिदेशक की ओर से जिला शिक्षा अधिकारियों को जारी निर्देश में कहा गया है कि प्रत्येक राजकीय विद्यालय में प्रार्थना सभा के बाद सप्ताह में एक दिन राज्य गीत का गायन सुनिश्चित किया जाए। स्कूल प्राचार्य और मुख्याध्यापक राज्य गीत की प्रतियां विद्यार्थियों को उपलब्ध कराएंगे। डा. बालकिशन शर्मा के लिखित राज्य गीत में गीता, महाभारत, शिवालिक, अरावली और यमुना का उल्लेख है।

हरियाणा का राज्य गीत

जय जय जय हरियाणा, जय जय जय हरियाणा ।
पावन धरती वेदों की, जहां हुआ हरि का आणा ।।
जय जय जय हरियाणा, जय जय जय हरियाणा ।
गीता ज्ञान धरोहर इसकी, महाभारत इतिहास ।
मुकुट शिवालिक आधार अरावली, यमुना बहती पास ।।
मौज मनावैं, कातक न्हावैं, पूरी मन की आस ।
सरस्वती के अमृत रस का, यहीं सदा है वास ।।
सादा जीवन सादा बाणा, दूध दही का खाणा ।
जय जय जय हरियाणा, जय जय जय हरियाणा।
छैल छबीले मर्द निराले, सुंदर स्याणी नार ।
होली, दिवाली, ईद, गुरपुरब, मनते तीज त्योहार।।
भाईचारा जग से न्यारा, बढ़े प्यार में प्यार ।
दिन दूणा अर रात चौगुणा, शिक्षा और व्यापार ।।
बजते डेरू, ढोल, नगाड़े, सांग, रागणी गाणा।
जय जय जय हरियाणा, जय जय जय हरियाणा।
उपजाते हैं फसल सुनहरी, खेतों बीच किसान ।
खेल खिलाड़ी मेडल लाकर करैं देश का मान ।।
सीमाओं पर हरदम चौकस यहां के बीर जवान ।
छोटा सा प्रदेश, देश की अजब निराली शान ।।
अतिथि देवो भव : यहां सेवा धर्म निभाणा ।
जय जय जय हरियाणा, जय जय जय हरियाणा ।
जय जय जय हरियाणा, जय जय जय हरियाणा ।।

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What's new in NCERT textbooks? Official breaks it down in Mysuru

According to the organisers, the revised curriculum also introduces Art Education, Vocational Education, and Physical Education and Well-being for students from Classes 3 to 10.

T R Sathish Kumar

Last Updated : 24 July 2026, 11:50 IST

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Participants of the orientation on the new NCERT textbooks, organised by Vidya Bharati Uchcha Shiksha Sansthan (VBUSS) in Mysuru, on Thursday.
DH Photo

Mysuru: Teachers, principals and academic coordinators participated in a teachers' orientation programme on the new National Council of Educational Research and Training (NCERT) textbooks, organised by Vidya Bharati Uchcha Shiksha Sansthan (VBUSS) in association with Vidya Bharati at BSS Vidyodaya School in Krishnamurthypuram, Mysuru, on Thursday.


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Head of the Programme Office of the National Syllabus and Teaching Learning Material Committee (NSTC), NCERT, Gajanan Londhe, was the resource person. He explained the vision and implementation of the revised textbooks developed under the National Education Policy (NEP) 2020.

He highlighted the transition from NEP 2020 to the National Curriculum Framework (NCF) and the new NCERT textbooks, emphasising competency-based learning, holistic education, and the use of teacher handbooks and digital teaching-learning materials.

Also Read: NCERT says remaining Class 9 textbooks will be ready by August, two books still awaited

Also Read: NCERT says remaining Class 9 textbooks will be ready by August, two books still awaited



The session covered the four stages of school education — Foundational, Preparatory, Middle and Secondary — and the key features of the new textbooks, including activity-based learning, visual content, inquiry-driven teaching, multilingualism, and the integration of local context and Indian knowledge systems.

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Education | NEP 2020 | National Education Policy 2020 | Sukanta Majumdar | Education Ministry | Inclusive education | skill centric education

NEP 2020 laying foundation for inclusive, skill-centric and future-ready education: Sukanta Majumdar

Author: DD India



Union Minister of State for Education and Development of North Eastern Region Dr. Sukanta Majumdar on Thursday said the National Education Policy (NEP) 2020 is laying the foundation for an inclusive, skill-centric and future-ready education system, while stressing the need for stronger implementation of centrally sponsored schemes to achieve the vision of Viksit Bharat 2047.

Addressing the concluding session of the two-day Conclave of State and Union Territory Education Ministers at the ICAR–National Agricultural Science Complex (NASC) in New Delhi, the Minister highlighted the transformative role of NEP 2020 in reshaping school education across the country.

Majumdar emphasised the need for collaborative efforts between the Centre and the States and Union Territories to address existing challenges and ensure that every child, teacher and school is empowered to realise its full potential. He said the effective implementation of centrally sponsored schemes is essential for achieving the goal of Viksit Bharat 2047.

Highlighting initiatives aimed at improving children's well-being, the Minister underlined the importance of the PM POSHAN Scheme and Tithi Bhojan in enhancing the nutritional status of schoolchildren, particularly those from marginalised communities. He urged States and Union Territories to continue strengthening school education through coordinated efforts with sustained focus on quality, equity and inclusion.

The second day of the conclave focused on key components of the Samagra Shiksha programme and the PM POSHAN Scheme under the PRAGATI platform. The sessions included presentations by senior officials of the Department of School Education and Literacy (DoSEL), followed by suggestions and inputs from Education Ministers and officials of States and Union Territories.

An open-house discussion was also held on strengthening the implementation of centrally sponsored schemes, sharing best practices and improving learning outcomes in school education.

According to the Ministry of Education, the conclave provided a platform for the Centre and the States and Union Territories to exchange experiences, deliberate on implementation challenges and identify opportunities for improving the delivery of centrally sponsored schemes.

The deliberations reaffirmed the collective commitment of the Centre and States towards ensuring equitable, inclusive and quality school education for every learner while accelerating progress towards the vision of Viksit Bharat 2047.

During the conclave, Additional Secretary, DoSEL, Dheeraj Sahu made a presentation on the PM SHRI scheme, while Additional Secretary Archana Sharma Awasthi presented on ULLAS. Economic Advisor A. Srija spoke on inclusive education, Joint Secretary Prachi Pandey presented on skill education, and Joint Secretary Asheesh Joshi gave a presentation on PM POSHAN. Joint Secretary Dr. Amarpreet Duggal and other senior officials of the Union Ministry of Education also attended the conclave.

अमर उजाला, 25 जुलाई 2026, पेज नं- 9

551 मॉडल स्कूलों से बदलेगी शिक्षा की तस्वीर

बिहार में शिक्षा व्यवस्था को मजबूत करने के लिए राज्य सरकार लगातार कई योजनाओं पर काम कर रही है. सरकार का दावा है कि सरकारी स्कूलों को आधुनिक सुविधाओं से लैस करने, शिक्षकों की उपलब्धता बढ़ाने और बच्चों को गुणवत्तापूर्ण शिक्षा देने की दिशा में बड़े बदलाव किए गए हैं. हाल के वर्षों में मॉडल स्कूल, स्मार्ट क्लास, डिजिटल शिक्षा और प्रतियोगी परीक्षाओं की तैयारी जैसी सुविधाओं पर विशेष जोर दिया गया है.

बिहार में हुए प्रमुख बदलाव...

क्षेत्र	बदलाव
मॉडल स्कूल	551 आदर्श विद्यालय विकसित करने की पहल
डिजिटल शिक्षा	स्मार्ट क्लास और लाइव क्लास की शुरुआत
प्रतियोगी तैयारी	155 मॉडल स्कूलों में जेईई-नीट कोचिंग योजना
सरकारी स्कूल	करीब 78 हजार स्कूलों में शिक्षा व्यवस्था
आवासीय विद्यालय	स्मार्ट क्लास, लैब और कौशल प्रशिक्षण सुविधा
शिक्षक व्यवस्था	बड़े स्तर पर शिक्षक नियुक्ति और प्रशिक्षण

551 मॉडल स्कूलों की पहल, स्मार्ट क्लास से बदलेगा पढ़ाई का तरीका

बिहार सरकार ने राज्य में 551 आदर्श विद्यालय (मॉडल स्कूल) विकसित करने की दिशा में कदम बढ़ाया है. इन स्कूलों में आधुनिक कक्षाएं, स्मार्ट क्लास, बेहतर शिक्षण व्यवस्था और तकनीक आधारित पढ़ाई की सुविधा उपलब्ध कराने का लक्ष्य रखा गया है. सरकार का उद्देश्य है कि ग्रामीण क्षेत्रों के सरकारी स्कूलों में भी निजी स्कूलों जैसी सुविधाएं उपलब्ध कराई जा सकें और बच्चों को गुणवत्तापूर्ण शिक्षा मिल सके. मॉडल स्कूलों में डिजिटल शिक्षा को बढ़ावा देने के लिए लाइव क्लास की शुरुआत की है. इसके अलावा 155 मॉडल स्कूलों में जेईई और नीट जैसी प्रतियोगी परीक्षाओं के लिए मुफ्त कोचिंग व्यवस्था शुरू करने की पहल की गई है. पटना के 10 मॉडल स्कूलों में यह सुविधा शुरू की गई, जिसे बाद में अन्य मॉडल स्कूलों तक विस्तार देने की योजना है.

दैनिक जागरण, 25 जुलाई 2026, पेज नं 3

चार वर्षीय स्नातक छात्रों के लिए सीधे पीएचडी का रास्ता साफ, डीयू ने बदले प्रवेश के नियम

रिसर्च कोर्स पूरा करना होगा, न्यूनतम सीजीपीए 7.5 और एंट्रेंस पास करना अनिवार्य

- डीयू की 1027वीं अकादमिक परिषद की बैठक में कई अहम फैसलों को दी गई मंजूरी
- खिलाड़ियों के लिए नई छात्रवृत्ति शुरू करने और नए स्किल कोर्स शुरू करने का हुआ निर्णय



डीयू में एसी बैठक की अध्यक्षता करते कुलगुरु योगेश सिंह • सौः डीयू

जागरण संवाददाता, नई दिल्लीः डीयू की 1027वीं अकादमिक परिषद (एसी) की बैठक में ऐसे कई फैसलों को मंजूरी दी गई, जिनका सीधा लाभ आने वाले वर्षों में छात्रों को मिलेगा। बैठक में सबसे अहम निर्णय पीएचडी प्रवेश नियमों में संशोधन का रहा। अब चार वर्षीय स्नातक आनर्स के साथ रिसर्च पाठ्यक्रम पूरा करने वाले छात्र सीधे पीएचडी में प्रवेश के पात्र होंगे। इसके लिए छात्र का न्यूनतम 7.5 सीजीपीए होना अनिवार्य होगा। साथ ही, उन्हें राष्ट्रीय परीक्षा एजेंसी द्वारा आयोजित प्रवेश परीक्षा उत्तीर्ण करनी होगी। पीएचडी की अवधि छह वर्ष रहेगी। रिसर्च इनोवेशन एंड एंटरप्रेन्योरशिप काउंसिल (आरआइइसी) की सिफारिशों के आधार पर किए गए इस बदलाव को अकादमिक परिषद ने मंजूरी दे दी। इससे उन छात्रों को फायदा होगा, जो शोध के क्षेत्र में जल्दी करियर बनाना चाहते हैं।

रोजगार और स्टार्टअप संस्कृति को बढ़ावा देने के लिए भी परिषद ने कई नए स्किल एन्हांसमेंट कोर्स मंजूर किए। इनमें एंटरप्रेन्योरियल माइंडसेट एंड अपार्चुनिटी डिस्कवरी, डिजाइन थिंकिंग एंड वेंचर डेवलपमेंट, वेंचर बिजनेस डिजाइन एंड गो-टू-मार्केट स्ट्रैटेजी, आंत्रप्रेन्योरियल कम्युनिकेशन एंड इन्वेस्टर पिचिंग तथा लाइब्रेरी एंड इन्फार्मेशन लिटरेसी स्किल्स शामिल हैं। शिक्षकों का कहना है कि ये फैसले नई शिक्षा नीति (एनईपी-2020) के अनुरूप हैं और छात्रों को बेहतर अवसर उपलब्ध कराएंगे।

बैठक में पूर्व केंद्रीय मंत्री एवं पूर्व डूसू अध्यक्ष स्वर्गीय अरुण जेटली के नाम पर खेल प्रतिभाओं के लिए नई छात्रवृत्ति शुरू करने को भी मंजूरी दी गई। इसके तहत अंतरराष्ट्रीय और राष्ट्रीय स्तर पर खेलों में भाग लेने वाले तीन अंडरग्रेजुएट खिलाड़ियों को हर वर्ष 50 हजार रुपये की छात्रवृत्ति दी जाएगी। इनमें कम से कम एक छात्रा का चयन अनिवार्य होगा।

एसओएल का नाम बदलाः बैठक में विश्वविद्यालय ने स्कूल आफ ओपन लर्निंग (एसओएल) का नाम बदलकर सेंटर फार डिस्टेंस एंड आनलाइन एजुकेशन (सीडीओई) करने के प्रस्ताव को भी मंजूरी दी। यह बदलाव विश्वविद्यालय अनुदान आयोग (यूजीसी) के नए नियमों के अनुरूप किया जाएगा। कुलगुरु प्रो. योगेश सिंह ने विश्वविद्यालय की उपलब्धियों का उल्लेख करते हुए बताया कि क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग-2027 में डीयू 322वें स्थान पर पहुंच गया है, जबकि 2022 में यह 521-530 के दायरे में था। उन्होंने कहा कि विश्वविद्यालय लगातार शोध, नवाचार और अकादमिक गुणवत्ता में सुधार की दिशा में आगे बढ़ रहा है।

Union Minister Pralhad Joshi Appointed As Education Minister Following Resignation Of Dharmendra Pradhan



Union Minister Pralhad Joshi will be the new Education Minister following the resignation of Dharmendra Pradhan. Mr Joshi has been assigned the charge of the Ministry of Education, in addition to his existing portfolio. Mr Joshi is currently serving as the minister of consumer affairs, Food and public distribution and New and renewable energy.

President Droupadi Murmu has accepted the resignation of Dharmendra Pradhan from the Union Council of Ministers, with immediate effect.

HINDUSTAN TIMES, 27 JULY 2026, Pg no- -3

46% of schools failing on child safety norms

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NEW DELHI: An inspection of 1,677 Delhi schools over two weeks has revealed that 774 schools failed to follow official student safety and child protection rules, according to a statement issued by the LG's office.

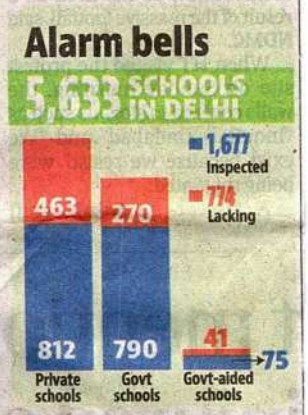
"A total of 812 private schools were inspected and deficiencies were found in 463 schools. Government and government-aided schools also showed notable gaps. Of the 790 government schools, 270 were found with deficiencies. Similarly, 41 out of 75 government-aided schools were with deficiencies. Private schools were found to account for a disproportionately high share of deficiencies relative to the number inspected, an area that inspection teams continue to monitor closely," the statement said.

The key deficiencies included the non-constitution of child welfare committees and the absence of parent representatives on these committees.

The inspection drive, underway since July 13, aims to identify schools that do not comply with student safety guidelines of the National Commission for Protection of Child Rights (NCPCR), the Delhi Commission for Protection of Child Rights (DCPCR), and the Protection of Children from Sexual Offences (Pocso) Act.

Officials said the schools found deficient are flagged for immediate remedial steps, with follow-up verification built into the process to ensure genuine compliance rather than a one-time paper exercise.

"The drive is set to continue until full coverage of all 5,633 schools in Delhi is achieved, in keeping with the directions of the LG and the CM that child safety measures be institutionalised as a permanent feature of every school's functioning, rather than remaining confined to the designated Child Protection Month," the statement read.



The drive follows July 6 directions from lieutenant governor (LG) Taranjit Singh Sandhu and chief minister Rekha Gupta for strict and time-bound implementation of "Child Protection Month" initiatives.

Officials said the inspections are part of the broader compliance framework, covering government, government-aided, MCD, NDMC, Delhi Cantonment Board (DCB), and private schools across Delhi.

The inspections are being carried out over successive days by dedicated teams fanning out across the Capital, with the pace and scale of coverage steadily increasing as the drive progresses. In several days, over 150 to 200 schools have been covered in a single day.

Inspection teams comprising representatives of parents, the directorate of education (DoE), the women and child development department, Delhi Police, and heads of schools continue to carry out inspections across the Capital, with corrective action on identified deficiencies being pursued in a time-bound manner.

THE TIMES OF INDIA, 27 JULY 2026, Pg no- ET-1

CBSE, NCERT Maths workshop for teachers

The CBSE, in collaboration with NCERT, organised an orientation workshop on the new class IX mathematics and science textbooks. The programme aimed to familiarise educators with the revised curriculum and equip them with practical strategies for effective classroom implementation. The workshop was attended by 110 teachers from CBSE-affiliated schools, comprising 58 mathematics and 52 science educators, alongside representatives from KVS and NVS. The sessions were conducted by a panel of NCERT experts.



EDITORIAL

विचार : रोजगार बाजार के अनुरूप ढले शिक्षा

अमेरिका, चीन, जापान सहित यूरोप के विश्वविद्यालय इस बदलाव को इतनी गंभीरता से ले रहे हैं कि उन्होंने एआइ के कारण अपने पारंपरिक कार्यक्रमों की घटती मांग को देखते हुए न सिर्फ उनकी फीस कम कर दी है, बल्कि बदलते रोजगार परिदृश्य के अनुरूप अपने विश्वविद्यालयी पाठ्यक्रमों में आमूलचूल परिवर्तन भी किया है।

BY PROF. RASAL SINGH
EDITED BY: DEEPAK GUPTA
MON, 27 JUL 2026 11:52 PM (IST)

HIGHLIGHTS

1. केवल 56% स्नातक ही रोजगार योग्य, कौशल अंतर बढ़ा।
2. एआई और मशीन लर्निंग में रोजगार के अवसर 46% बढ़े।
3. पारंपरिक पाठ्यक्रम बदलें, उद्यमिता और कौशल पर जोर दें।

प्रो. रसाल सिंह। विकसित भारत के लक्ष्य की सबसे महत्वपूर्ण और मजबूत सीढ़ी शिक्षा है, लेकिन हाल के आंकड़े इस सीढ़ी की कमजोरी दर्शाते हैं। इंडिया स्किल्स रिपोर्ट के अनुसार देश में केवल 56 प्रतिशत स्नातक ही आज किसी छोटे-मोटे रोजगार के योग्य माने जा सकते हैं। औसतन हर दो में से एक युवा डिग्री लेकर भी समकालीन रोजगार बाजार की जरूरतों पर खरा नहीं उतर पा रहा है। दूसरी ओर इंडिया ग्रेजुएट स्किल इंडेक्स के अनुसार एआइ और मशीन लर्निंग से जुड़ी भूमिकाओं में रोजगार के अवसर पिछले एक साल में 46 प्रतिशत बढ़े हैं, जबकि एचआर, डिजिटल मार्केटिंग और सामान्य प्रशासन जैसी पारंपरिक नौकरियों की मांग लगातार घट रही है।

अमेरिका, चीन, जापान सहित यूरोप के विश्वविद्यालय इस से ले रहे हैं कि उन्होंने एआइ के कारण अपने पारंपरिक

को अप्रासंगिक मानते हुए बंद कर दिया। ये वे पाठ्यक्रम थे, जो समकालीन और भविष्य के जाब मार्केट से मेल नहीं खाते। उनकी जगह चीन ने एआइ, रोबोटिक्स, सेमीकंडक्टर, क्वांटम एप्लीकेशन और उन्नत विनिर्माण जैसे क्षेत्रों में नए कार्यक्रम शुरू किए हैं। इसकी मूल वजह यह थी कि वहां एक ओर डिग्रीधारी बेरोजगारों की संख्या क्रमशः बढ़ती जा रही थी और प्रतिष्ठानों को अपनी आवश्यकताओं के अनुरूप कुशल कर्मी नहीं मिल पा रहे थे।

भारत में भी पुराने और परंपरागत कार्यक्रमों और पाठ्यक्रमों को तत्काल समाप्त या संशोधित करने की आवश्यकता है। उभरते हुए रोजगार परिदृश्य और कौशल आवश्यकताओं के अनुरूप अपने शिक्षा-तंत्र को बदलकर ही हम उसे प्रासंगिक बनाए रख सकते हैं। आज फैक्ट्री से लेकर बाजार तक और डिजाइनिंग स्टूडियो से लेकर फाइनेंशियल एनालिसिस तक एआइ साथ-साथ काम कर रही है। इस नए युग को 'स्किल आग्मेंटेशन' की जरूरत है, जहां तकनीक इंसान की जगह नहीं लेती, बल्कि उसकी क्षमता बढ़ाती है।

इसी कारण पिछले केंद्रीय बजट में 'शिक्षा के लिए एआइ' उत्कृष्टता केंद्र स्थापित करने हेतु 500 करोड़ रुपये का प्रविधान किया गया है। इसे इंडिया एआइ मिशन के साथ जोड़ा गया है। हमें इस मद में भारी मात्रा में निवेश की आवश्यकता है। साथ ही एआइ को केंद्र में रखते हुए राष्ट्रीय शिक्षा नीति-2020 को पुनर्व्याख्यायित और क्रियान्वित करने की आवश्यकता है। शिक्षा और शोध में अधिकतम निवेश करने वाले देश ही आर्थिक महाशक्ति बनते हैं।

पाठ्यक्रमों को फिर से डिजाइन करने के क्रम में हमें मानविकी को खत्म नहीं करना है, बल्कि उसे समकालीन आवश्यकताओं के अनुसार बदलना है। इतिहास को डाटा विजुअलाइजेशन के साथ, साहित्य को कंटेंट स्ट्रैटेजी और डिजिटल नैरेटिव के साथ दर्शन को एआइ एथिक्स के साथ और भाषाविज्ञान को कंप्यूटेशनल सिमेंटिक्स के साथ जोड़ना होगा। इसे ही डिजिटल ह्युमैनिटीज और कल्चरल एनालिटिक्स कहा जाता है। इंजीनियरिंग के पाठ्यक्रम को भी लीगेसी तकनीकों से निकालकर सिस्टम थिंकिंग और एनर्जी ट्रांजिशन के इर्द-गिर्द बनाना होगा। हमें लचीलेपन और बहु-विषयकता को बढ़ावा देना चाहिए। एक छात्र बीकाम के साथ डाटा एनालिटिक्स पढ़ सके, बीए के साथ कोडिंग सीख सके, विज्ञान के साथ उद्यमिता का प्रोजेक्ट कर सके।

एनईपी का मेजर-माइनर सिस्टम इसी सोच से आया है। दीवारें तोड़कर वातायन बनाने होंगे। कला, वाणिज्य, विज्ञान के पुराने खांचे अब काम नहीं आएंगे। समाज, उद्योग और बाजार के साथ सहवर्ती संबंध और निरंतर संवाद होना चाहिए। पाठ्यक्रम बंद कमरे में नहीं बनने चाहिए। टीसीएस, इन्फोसिस, एमएसएमई, स्टार्टअप इकोसिस्टम और क्षेत्रीय उद्योगों को बोर्ड आफ स्टडीज में जगह मिलनी चाहिए। इंटर्नशिप दो माह की औपचारिकता न होकर छह माह की परियोजना होनी चाहिए।

छात्र का मूल्यांकन मार्कशीट के आधार पर नहीं होना चाहिए। वह संस्थान से अंकपत्र लेकर नहीं, निपुणता लेकर निकले। इसके लिए शिक्षकों की निरंतर अपस्किलिंग होनी चाहिए और छात्रों के प्लेसमेंट के आधार पर उनका मूल्यांकन होना चाहिए। अधुनातन सूचना-तकनीक का बुनियादी ढांचा बनाना भी आवश्यक है। वर्चुअल लैब, एआइ ट्यूटर, सिमुलेशन आधारित प्रयोगशालाएं अब विलासिता नहीं, आवश्यकता हैं। इन्हें टियर-टू और टियर-थ्री शहरों तक पहुंचाना होगा, ताकि डिजिटल डिवाइड शिक्षा का डिवाइड न बन जाए। उद्यमिता के अनुकूल परिवेश भी विकसित करना होगा। इसे शिक्षा-तंत्र के डीएनए में डालना होगा।

प्रत्येक डिग्री में स्टार्टअप दृष्टि, हरेक कैंपस में इनक्यूबेशन लैब और फंडिंग सुनिश्चित करनी होगी। हमें नौकरी मांगने वाली पीढ़ी नहीं, नौकरी देने वाली पीढ़ी तैयार करनी होगी। यदि हम वाकई विकसित भारत चाहते हैं तो हमें विकसित विश्वविद्यालय तैयार करने होंगे। विकसित भारत शिक्षा अधिष्ठान और राष्ट्रीय अनुसंधान फाउंडेशन राजनीति और लालफीताशाही से बचकर इस सपने को साकार कर सकते हैं।

(लेखक दिल्ली विश्वविद्यालय के किरोड़ीमल कॉलेज में प्रोफेसर हैं)

Assessment of Quality of Education Imparted in Schools

प्रविष्टि तिथि: 27 JUL 2026 7:17PM by PIB Delhi

Education falls under the Concurrent List of the Constitution, with the majority of the Schools and Higher Education Institutions (HEIs) coming under the purview of States and UTs. On its part, the Ministry of Education is guided by the National Education Policy 2020, which emphasises holistic development of learners and assessment practices by shifting from rote and summative examinations to regular, formative and competency-based assessment that promotes learning, critical thinking, conceptual understanding and continuous improvement in teaching-learning processes.

In pursuance of the recommendations of NEP 2020, the National Assessment Centre, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development), was established by the Ministry of Education on 8th February, 2023. PARAKH lays down norms, standards and guidelines for student assessment and evaluation across schools and monitors the health of the school education system through large-scale assessments such as the PARAKH Rashtriya Sarvekshan (previously National Achievement Survey), conducted from time to time.

The PARAKH Rashtriya Sarvekshan (PRS) 2024 was conducted in December 2024 to measure the baseline performance under NEP 2020 in the development of competencies among students at the end of Foundational, Preparatory and Middle Stages of Education, i.e. Grades 3, 6 and 9, respectively. The survey provides district-level evidence on learning outcomes and contextual factors to support evidence-based interventions for improving the quality of school education.

Over 21.15 lakh students and 2.70 lakh teachers and school leaders from more than 74,000 schools across 781 districts in all States and Union Territories participated in the survey, making it one of the most extensive assessments of student learning conducted in the country. The findings of PARAKH Rashtriya Sarvekshan 2024 highlight a significant improvement when compared to NAS 21 scores in foundational literacy and numeracy skills, thereby reflecting the positive impact of the NIPUN Bharat Mission launched under NEP 2020.

In order to identify possible factors affecting learning performance and to enable evidence-based interventions to improve learning outcomes, data was also collected on contextual variables such as teacher training, pedagogical approaches and teaching-learning material used, home environment and resources, digital access and exposure, school support, school infrastructure and inclusivity, community participation etc, during the PARAKH Rashtriya Sarvekshan. National, State and District level reports for PARAKH Rashtriya Sarvekshan 2024 are accessible at https://dashboard.parakh.ncert.gov.in/en, a dedicated dashboard designed to disseminate the findings of the assessment.

Insofar as higher education is concerned, the National Assessment and Accreditation Council (NAAC) assesses and accredits Higher Educational Institutions (HEIs) in its quality pursuits and grades them for their achievements. Besides, the National Institutional Ranking Framework (NIRF) launched in 2015 by the Government of India, ranks HEIs based on key parameters such as "Teaching, Learning and Resources," "Research and Professional Practices," "Graduation Outcomes," "Outreach and Inclusivity", and "Peer Perception". The ranking is announced every year and published on the NIRF website, which is available to all stakeholders as well as to the general public.

The National Education Policy (NEP) 2020 provides different timelines, principles and methodology for its implementation. Diverse interventions under various schemes aim to improve the quality of education. The Centrally Sponsored Scheme of Samagra Shiksha focuses on improvement of quality of education by providing support to all States and UTs for different interventions, like in-service training of teachers and school heads, a composite school grant to every school for providing a conducive learning environment, support for children with special needs (CwSN), grants for library, sports and physical activities, support for Rashtriya Avishkar Abhiyan, Tinkering Labs, ICT and digital initiatives, a school leadership development programme, remedial teaching for academically weaker students, introduction of new pedagogical and curricular structure, NIPUN Bharat Initiative, child-friendly and inclusive classrooms including ECCE facilities, strengthening of School Management Committees (SMCs) and community-led initiatives, opening/strengthening/upgradation of residential schools/hostels, free uniforms to eligible children and free textbooks at the elementary level, a transport allowance and undertaking enrolment & retention drives, and provision of a transport allowance and undertaking enrolment & retention drives.

Further, under the Centrally Sponsored Scheme of Pradhan Mantri Poshan Shakti Nirman (PM POSHAN), one hot cooked meal is provided to the students at the elementary level (including Balvatika) in Government and Government-aided schools to take care of their nutritional requirements and improve attendance. As part of the Centrally Sponsored Scheme of Pradhan Mantri Schools for Rising India (PM SHRI), existing schools are being strengthened to showcase all aspects of NEP 2020 and function as exemplar schools. The objective is to enhance quality of education through emphasis on foundational literacy & numeracy, upgradation of infrastructure, inculcation of sensitivity to environmental concerns,, as well as enhancement of critical thinking and other 21st century skills through holistic, experiential and competency–based learning rather than rote learning.

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

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Government school closures hit poor students hardest

India is home to roughly 60% of the world's below-poverty-line population, and it is their children who fill government classrooms.

Updated - July 27, 2026 07:15 pm IST

G. RAMAKRISHNAN

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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.

In December, Madhya Pradesh's School Education Department found that 7.37 lakh children in the State have no school records at all. They are not enrolled in any school, private or government. Mostly from tribal-dominated districts, they are simply missing from the system.

Advertisement

55 districts, more than 3,500 government schools recorded zero new admissions this academic session. Another 6,500-odd saw fewer than ten.

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 the details to the State portal.



Also Read: Niti Aayog flags poor student retention, learning outcomes in report



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 audit of its own scheme found three-quarters of a million children whom neither programme had reached.

Madhya Pradesh is not an aberration. It is the sharpest expression of a pattern that is now nationwide, and the pattern has a class character that official terms such as rationalisation work hard to obscure.

The government's think tank NITI Aayog's own analysis puts a number on it: roughly 94,000 government schools have closed over the past decade, an average of 25 a day, contributing to a 2.26 crore decline in government school enrolment. The government school's share in total enrolment has fallen from 71% in 2005 to 49.24 % in 2024-25.



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.

Also Read: UDISE+ 2025-26: Key takeaways in graphics



The State-wise breakdown in that same Lok Sabha answer is more revealing than the national total. 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. Two of the country's largest Hindi-belt States, together educating tens of millions of children, lost school infrastructure at almost the same pace in the same academic year.

In the Lok Sabha, the concerned Minister said education is on the concurrent list, and the responsibility for this trend lies entirely with the States. But this is unacceptable. The Union government must take responsibility since the Right To Education that provides for neighbourhood schools is a Central Act, and the mandates it lays down are the Centre's responsibility. Further, if the Centre can seek to influence State school education by making Central fund allocation for schools conditional on NEP implementation and also impose a language policy, it can certainly step in against school closures, if it wants to.



Those working at the grassroots know that the 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.

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.

Reporting on Jammu and Kashmir's rationalisation programme documented children now travelling four to six kilometres daily to reach a functioning school, violating neighbourhood school mandates of the 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.

The burden falls disproportionately on girls who are the first to be withdrawn when the nearest school stops being nearby. The State's language of rationalisation and efficiency prices the children of the poor out.

This is precisely the objection Jyotirao Phule raised to the colonial state a century and a half ago. In his 1882 memorial to the Hunter Commission, Phule argued that the British government's own laissez-faire approach to education—pouring resources into higher education for a small, already-privileged class while leaving primary education of the masses underfunded and increasingly reliant on private and missionary institutions—was a betrayal of the state's basic duty. Primary education, he held, could not be left to private enterprise or philanthropy, because it was the poor, the Shudra and Ati-Shudra cultivator and labourer, who had no means to purchase what the market would not freely give them.

The RTE Act, in force since 2010, guarantees free and compulsory education from age six to 14. Secondary school and college were never brought under that guarantee; they were always structurally available to private capital, to be paid for by those who could and rationed for those who couldn't. The trend of closures and mergers documented above is eating into even that space.

The 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. The RTE assumes a symmetry of power between the state, the school, and the family that simply does not exist on the ground. Its justiciability is inevitably underused. School Management Committees, the one mechanism written into the RTE to give parents and communities a formal voice, largely go unconvened.

Noted economist Amartya Sen has said that the credit for the educational attainments of Kerala should go to public action. State school education has several stakeholders: government, teachers, students/parents, as well as civil society, including workers and farmers. Since children cannot seek to intervene for themselves, and parents and civil society are not empowered, unlike in Kerala, it is up to the Union government to be the guarantor of free, compulsory nd good quality school education.

The educationist Anil Sadgopal has argued that the structure of Indian schooling has not fundamentally changed in a century, tracing the resistance to universal, free education back to the defeat of Gopal Krishna Gokhale's Compulsory Education Bill in 1911. So many years later, the State has shown a disturbing trend to continue to fund what serves the already-mobile, and to treat the education of the rural and Dalit-Adivasi poor as an expense to be minimised.

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

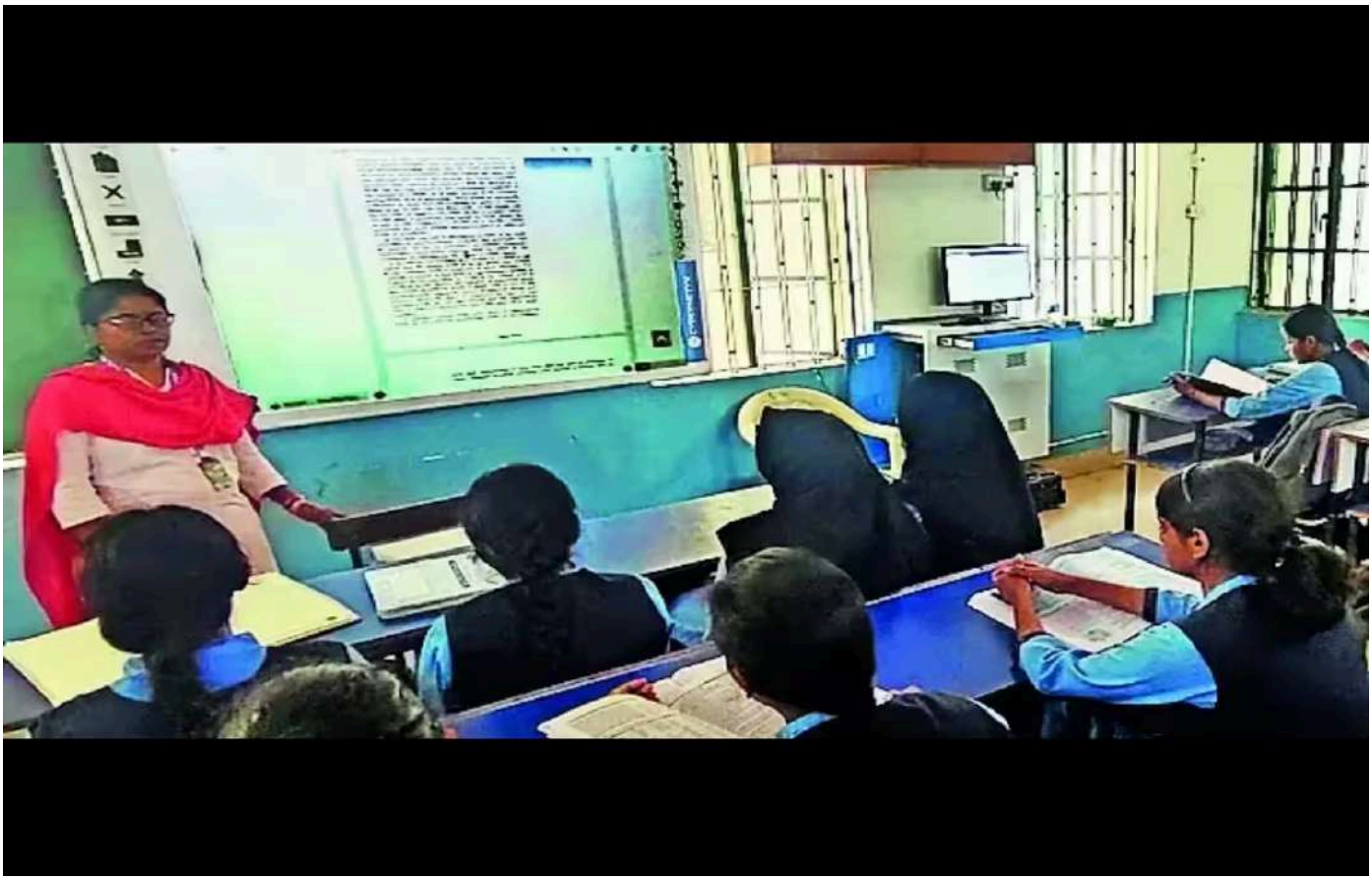
School Education 1 Min Read

13,092 schools selected under PM SHRI scheme so far against target of 14,500, government informs Parliament

Latest government data shows Uttar Pradesh has the highest number of PM SHRI schools at 1,888, while over 13,000 schools have been selected nationwide under the flagship scheme.

ETEducation

Updated On Jul 27, 2026 at 09:00 PM IST



The PM SHRI scheme, a centrally sponsored initiative launched to strengthen more than 14,500 schools across India

New Delhi: A total of 13,092 schools have been selected under the Pradhan Mantri Schools for Rising India (PM SHRI) scheme across the country so far, the Ministry of Education informed the Lok Sabha on Monday, providing the latest implementation status of the flagship school transformation programme.



The PM SHRI scheme, a centrally sponsored initiative launched to strengthen more than 14,500 schools across India, aims to transform existing schools into model institutions aligned with the vision of the National Education Policy (NEP) 2020.

According to a written reply by Minister of State for Education Jayant Chaudhary, Uttar Pradesh has the highest number of PM SHRI schools with 1,888 institutions, followed by Andhra Pradesh (982), Maharashtra (946), Madhya Pradesh (944), Bihar (904), Odisha (840) and Telangana (832).

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The government also shared state-wise details of teachers appointed in PM SHRI schools for non-Hindi native languages. As per the data sourced from UDISE+ 2025-26, PM SHRI schools have 9,152 regional language teachers, 6,102 Sanskrit teachers and 1,994 Urdu teachers across the country.

The highest number of regional language teachers has been reported from Andhra Pradesh (2,142), followed by Telangana (1,666), Karnataka (1,115) and Punjab (922).

Advt



The information was furnished in response to a question in the Lok Sabha seeking details of the number of schools covered under the PM SHRI scheme and teachers appointed for non-Hindi native languages.

Most Read in School Education

THE HINDU , 27 JULY 2026, Pg no. 7

Need to shift focus to rising student suicides, cost of education

As the protests led by the CJP end, larger systemic issues associated with high-stakes entrance examinations such as NEET need to be addressed

DATA POINT

Sambavi Parthasarathy

The sustained protests led by the Cockroach Janta Party (CJP) demanding accountability over paper leaks in the National Eligibility-cum-Entrance Test (NEET) came to an end on Saturday with the government accepting many of their demands, including the resignation of Union Minister of Education Dharmendra Pradhan, compensation for the families of the deceased who ended their lives over the NEET paper leaks, and the withdrawal of criminal cases against protesters.

Thousands of protesters who gathered across many places in the country despite crackdown by the government, including brutal police action in Delhi on July 20, have termed Mr. Pradhan's resignation a 'historic win'. While their demands have successfully pinned accountability for a leaked question paper, larger questions around high-stakes entrance exams – the NEET in particular – such as the proliferation of coaching centres, increased expenditure for families, and high levels of stress experienced by students, remain unaddressed.

Over 20 lakh students appeared for NEET in the first week of May. Reports indicate that more than a dozen students died by suicide after the exam was cancelled and rescheduled due to widespread allegations of question papers getting leaked. These suicides cannot be seen in isolation. The number of student suicides increased by about 80% from 8,068 in 2014 to 14,488 in 2024, the latest year for which the Accidental Deaths and Suicides in India (ADSI) report by the National Crime Records Bureau (NCRB) has been published.

Over 1.23 lakh students ended their lives between 2014 and 2024 in the country **(Chart 1)**.

The Ministry of Education stated in Parliament that suicides among students are driven by various causes such as academic stress, family problems, mental health issues, financial distress and interpersonal conflicts. The ADSI reports capture "failure in examination" as a distinct category of reason for suicides. Suicides for which "failure in examination" was the primary reason accounted for 21%, or more than one-fifth, of the total number of student suicides between 2014 and 2024. Over 2,000 students died every year due to failure in examinations, with 2021 being the only exception. Cumulatively, over 25,000 students died by suicide due to failure in exams between 2014 and 2024, of which 55% were under 18 years and another 42% between 18 and 30 years of age **(Chart 2)**.

Though student suicides cannot be seen in the context of NEET alone, this highly competitive medical entrance exam has come to symbolise these systemic issues. The exam has repeatedly come under focus for issues such as paper leaks, inhumane levels of checking of students while entering exam halls, and concerns over unusually high-scoring patterns from select centres. Over 15 lakh students have registered for the NEET examination every year since 2015. However, those who made it to the pool of qualified candidates is less than 57% **(Chart 3)**.

Moreover, the need to join private coaching and the reality that many have to repeat the exam after studying for another year or two to qualify have contributed to significant costs for households. More than 35% of secondary and higher secondary students attend private coaching. In fact, households' private coaching expenses is about a third of their entire education expenditure **(Chart 4)**.

While the protests have come to an end, at least temporarily, these systemic problems await closure.

(Assistance for overcoming suicidal thoughts is available on Tele-MANAS 14416 and Sneha's suicide prevention helpline 044-24640050)



Under pressure

The data for the charts were sourced from the National Testing Agency's press releases, the Accidental Deaths and Suicides in India (ADSI) reports, and Comprehensive Modular survey: Education 2025 (CMS:E 2025)

Carrying the flame: Supporters lighting candles to pay homage to the students who died by suicide after the NEET paper leak during the third day of protests by the Cockroach Janta Party, at Jantar Mantar in New Delhi on June 22. SUSHIL KUMAR VERMA / THE HINDU

Chart 1: Number of students who died by suicide between 2014 and 2024

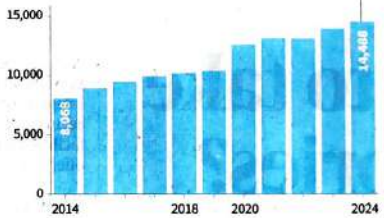


Chart 2: Age-wise split of persons who died by suicide due to 'Failure in Examination'

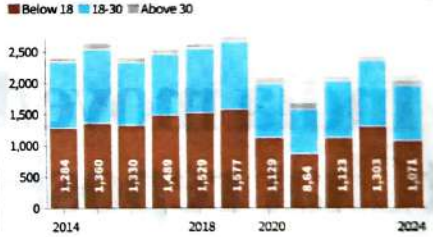


Chart 3: Number of students who registered for NEET and number of students who qualified

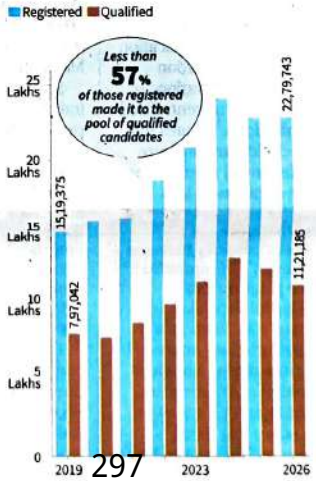


Chart 4a: Share of students (in %) who were taking/had taken private coaching during an academic year as per CMS:E 2025 at different levels of enrolment

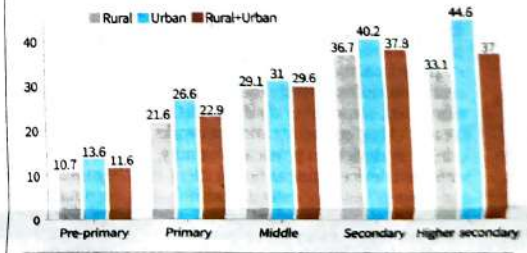
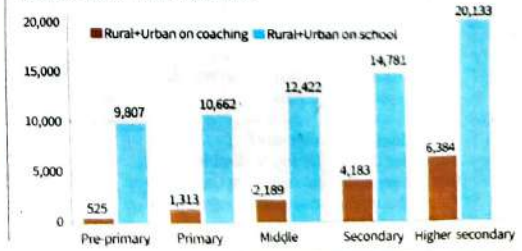


Chart 4b: Average expenditure (₹) per student on school education and private coaching by level of enrolment



With inputs from Gauri Singavarapu, Gandla Sneha, and Sachin Swaraj who are interning with The Hindu Data Team

ভাৰত চৰকাৰ
পিআইবি

Social Welfare

DIKSHA: Powering India's Digital Learning Ecosystem

পোষ্ট কৰা হৈছে: 28 JUN 2026 11:58 AM

A National Platform for Education

Digital Infrastructure for Knowledge Sharing (DIKSHA) is an open-source platform that provides easy access to high-quality, curriculum-linked digital learning materials in multiple languages to students and teachers across the country. It is a key component of the PM e-Vidya initiative of the Ministry of Education that aims to ensure continuity of learning through online means. DIKSHA is termed as the nation's **One Nation, One Digital Platform** for school education. Launched in 2017, it is spearheaded by the National Council of Educational Research and Training (NCERT) in collaboration with the Central Institute of Educational Technology (CIET).

DIKSHA can be customised to suit different needs and has therefore been widely accepted and adopted by various boards in almost all states and UTs. It provides digital learning material for complete K–12 digital learning, covering foundational literacy and numeracy (FLN) to senior secondary education.

DIKSHA aims to create a dynamic learning ecosystem powered by technology and innovation. It promotes accessible, engaging, and personalised experiences for diverse learner needs. Learning extends beyond traditional classrooms through digital and interactive resources. It equips students with skills that support academic success, personal growth, and holistic development.

The platform features **media-rich, interactive resources**, including **2D/3D animations, AR experiences, simulations, virtual labs**, and **sign language videos,** designed to enhance conceptual clarity and cater to diverse learning styles. There are **QR-coded Energised Textbooks**, linking physical NCERT books to videos, interactives, and teacher guides for seamless classroom engagement. For the differently-abled learners it provides inclusive features like DAISY (**Digital Accessible Information System)** format, text-to-speech, and Indian Sign Language (ISL) videos.

DIKSHA empowers **personalised learning** with **unlimited practice questions, detailed solutions, adaptive assessments**, and **competency-based question banks** that identify gaps and enable timely remediation. It supports **teacher professional development** via **NISHTHA** and **state-specific TPD modules**, offering **self-paced, certified training** to upskill educators nationwide. This integrated ecosystem—combining content creation, curation, consumption, and analytics—drives **inclusive, data-informed, and joyful learning** aligned with **NEP 2020**.

Platform Structure and Content Verification

The DIKSHA platform is designed to ensure decentralised participation and rigorous content validation. Its structure enables contribution while maintaining quality standards through periodic review.

- The platform operates on a **federated architecture**, enabling each participant to upload and manage content independently.
- The participants upload **electronic content and courses** in their mother tongue or regional languages across the country.
- This approach allows **customisation in language, curriculum alignment, and pedagogy**, catering to diverse learner groups nationwide.
- Digital learning resources under the platform remain **contextually relevant, continuously updated, and widely accessible** to learners.
- The **Central Institute of Educational Technology (CIET-NCERT)** periodically validates participant content based on prescribed guidelines.
- All participants are advised to provide **age-appropriate and grade-appropriate content** in their respective regional languages.

Learning Without Barriers: Offline Access and Multilingual Support

DIKSHA platform supports both online and offline accessibility. Learners can **download content in advance** and access it conveniently without an active internet connection.

- **States and Union Territories preload content** on Smart Class boards to ensure dependable offline access.
- Following the **National Education Policy 2020**, the platform supports school education across multiple languages from the foundational stage.
- The **NCERT translates textbooks** for classes 1, 2, 3, and 6 into 22 scheduled languages.
- These translated textbooks are also available on the **NCERT portal**, ensuring convenient student learning.
- Both learners and teachers access the platform, which supports **135 languages,** including 128 Indian and seven foreign languages.

Features that Enable Success

The platform offers a state-of-the-art learning ecosystem built around the following tools and capabilities for users.

Energised Textbook	**Teacher Professional Development**	**Question Bank**
Content Sourcing	**Content Authoring**	**Quizzes**
Content Consumption	**Data Tool and Dashboard**	**Chatbot**
Digital Credential	**Collaboration**	**Phygital**

Ccube	**Survey**	**Language Translations**
Mentoring	**Sunbird Registry and Credential**	

- More than 614 Virtual Laboratories have been created and made available to promote critical thinking and student creativity.
- 50 faculty members from State Councils and District Institutes were trained to develop professional development courses for teachers.
- The teacher courses are delivered through the Learning Management System (LMS) that is integrated within the digital learning platform.

Advancing Education at Scale: Key Statistics (as on 27 June, 2026)

From empowering learners and teachers to supporting nationwide digital education initiatives, DIKSHA continues to drive meaningful change.



User Metrics

Active Users	**Around 3 Lakh daily**
Registered Users	**2.25 Crore**

Registered Users – State and Union Territory-wise

State / Union Territory	Registered Users	State / Union Territory	Registered Users
Andaman & Nicobar	**53,379**	Lakshadweep	**1,881**
Andhra Pradesh	**5.91 Lakh**	Madhya Pradesh	**10.35 Lakh**
Arunachal Pradesh	**45,389**	Maharashtra	**10.86 Lakh**
Assam	**3.72 Lakh**	Manipur	**55,389**
Bihar	**12.52 Lakh**	Meghalaya	**64,612**
Chandigarh	**82,815**	Mizoram	**27,170**
Chhattisgarh	**4.55 Lakh**	Nagaland	**40,707**
Dadra and Nagar Haveli	**11,885**	Odisha	**6.02 Lakh**
Delhi	**4.79 Lakh**	Puducherry	**22,897**
Goa	**36,424**	Punjab	**6.75 Lakh**
Gujarat	**14.64 Lakh**	Rajasthan	**11.41 Lakh**
Haryana	**5.20 Lakh**	Sikkim	**27,220**
Himachal Pradesh	**2.07 Lakh**	Tamil Nadu	**5.55 Lakh**
Jammu and Kashmir	**2.97 Lakh**	Telangana	**3.51 Lakh**
Jharkhand	**4.07 Lakh**	Tripura	**51,833**
Karnataka	**9.69 Lakh**	Uttarakhand	**2.85 Lakh**
Kerala	**3.02 Lakh**	Uttar Pradesh	**26.80 Lakh**
Ladakh	**14,197**	West Bengal	**4.93 Lakh**

Usage Metrics

Learning Sessions	**575.25 Crore**
Learning Minutes	**6,691.82 Crore**

Content Metrics

Energised Textbooks	**7,687**
Electronic Contents	**3.67 Lakh**

Course Metrics

Enrolments	**18.77 Crore**
Completions	**14.82 Crore**
Certificates Issued	**12.79 Crore**
Courses	**347**

Shaping the Future of Learning

DIKSHA represents a significant step towards a more connected, inclusive, and future-ready education ecosystem. By bringing together learners, teachers, institutions, and resources, it helps overcome geographical and linguistic constraints. Its continued evolution reflects a commitment to extending quality education to every student. The platform supports diverse needs while creating meaningful opportunities across regions and communities. As education embraces digital innovation, DIKSHA continues to strengthen teaching, learning, and collaboration. It remains a key enabler of sustained progress and educational advancement across the country.

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https://diksha.gov.in/

https://sansad.in/getFile/loksabhaquestions/annex/187/AU3693_x0u5TN.pdf?source=pqals

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NCERT lessons and cyber clubs to make students safer online: Govt to Rajya Sabha

The Centre told the Rajya Sabha that schools are being used to strengthen cyber safety education for children. The push combines curriculum changes, teacher training and tighter digital rules to curb online harm.

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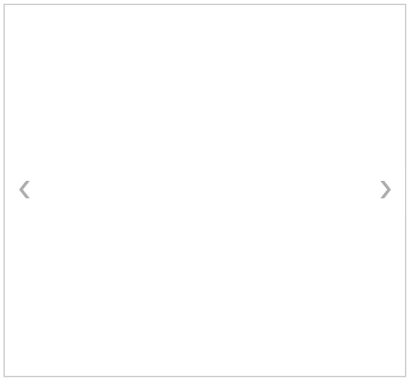
Rajya Sabha: Govt lists school initiatives to make children safer online

India Today Education Desk
New Delhi, UPDATED: Jul 28, 2026 13:47 IST

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The Centre has outlined a series of measures being implemented through schools to promote cyber safety and responsible digital behaviour among students, including NCERT curriculum changes, CBSE cyber clubs and teacher training programmes, according to a reply in the Rajya Sabha.

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According to the government, the Ministry of Education's PRAGYATA Guidelines on Digital Education, issued in 2020, provide a framework for safe online learning while promoting students' well-being and responsible use of social media and electronic devices.

The reply said CBSE has strengthened these efforts by issuing guidelines on digital etiquette, conducting cyber-security training for teachers, publishing a Cyber Security Handbook, and advising schools to establish cyber clubs to promote cyber safety awareness among students.

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The government also said NCERT has integrated cyber safety into its curriculum, including a chapter on "Societal Impacts" for Classes 11 and 12. CIET-NCERT has additionally developed and disseminated cyber safety learning resources for students and educators.

PARENTAL CONSENT, NO TARGETTED ADS

The Rajya Sabha reply also highlighted legal safeguards aimed at protecting children online.

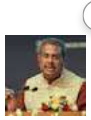
Under the Digital Personal Data Protection (DPDP) Act, 2023, platforms must obtain parental consent before processing a child's personal data and are prohibited from tracking, behavioural monitoring or targeted advertising directed at children.

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Over 13 lakh apply, only 3,730 complete PM Internship Scheme: Centre to Rajya Sabha


Satluj | The whole truth


Meerut school headmaster, teacher suspended after Class 5 girl locked inside



The government said the Information Technology Act, 2000, and the IT Rules, 2021, require intermediaries to prevent content harmful to children. Significant social media intermediaries must deploy tools to detect child sexual abuse material (CSAM), publish compliance reports and appoint grievance and compliance officers.

It further noted that amendments to the IT Rules notified in February 2026 explicitly cover AI-generated harmful content, including child sexual exploitation material, and have reduced the timeline for removing unlawful content on government or court orders from 36 hours to three hours.

Beyond schools, the government said it is implementing the Information Security Education and Awareness (ISEA) project, under which 6,650 awareness workshops have been conducted, reaching over 11.37 lakh participants. It added that multilingual awareness material has been disseminated through various platforms, while CERT-In regularly publishes cyber safety advisories and educational resources for internet users, including children.

AQ Test

Confident you've paid attention while reading this story? Answer these questions to check your Attention Quotient!

What tool must social media intermediaries dep

AI grading system

CSAM detection tools

Digital etiquette guides

Parental monitoring apps

Check Your AQ Now

- Ends

Published By: Mridusmita Deka

Published On: Jul 28, 2026 13:43 IST

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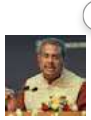
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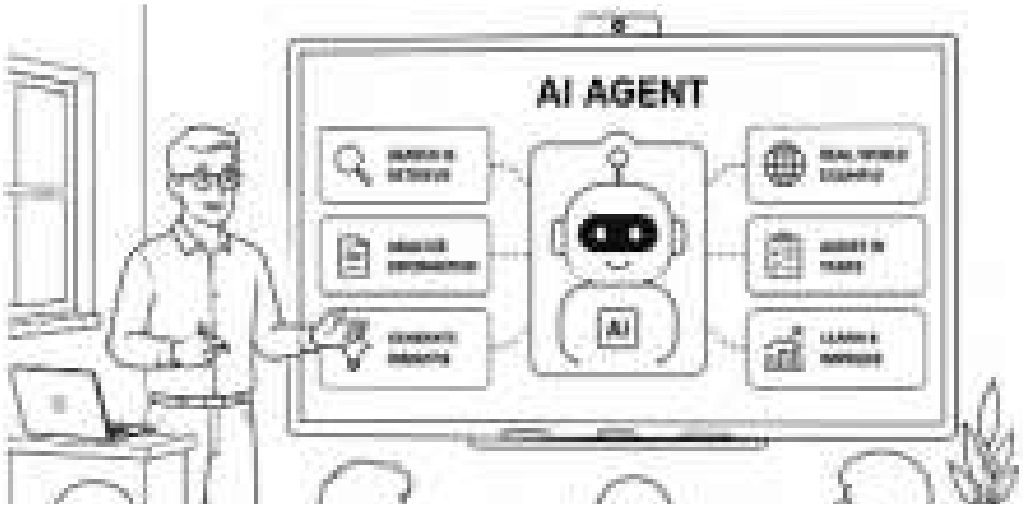

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July 28, 2026

AI agents reshaping higher education as teaching partners

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By Rajesh Seth



The Pioneer
TRUSTED SINCE 1865

English

BREAKING NEWS of detained, arrested protestors below 18 with no criminal record • 19-year-old die

The rise of AI agents is redefining learning, bridging classrooms with real-world practice

As universities across India prepare to welcome a new batch of MBA and BBA students in July and early August, the familiar rhythm of a new academic session is about to begin. Classrooms will fill up, new cou[illegible]ll once again focus on delivering concepts, frameworks, and cas[illegible]ghtly different. Not because the

syllabus has changed dramatically, but because the environment in which students learn has changed. Artificial intelligence is no longer just a tool that students occasionally use. It is quietly becoming a constant presence — one that is beginning to influence how learning actually happens. India News Portal

For the past few years, much of the discussion around AI in education has focused on tools: chatbots, content generators, and 'assignment helpers'. The concern has largely been about misuse: students using AI to write assignments or complete tasks. A recent case reported in the media, involving a professor at Brown University, highlighted how students performed significantly better in take-home exams than in in-class assessments, raising concerns about the role of AI. While these concerns are valid, they may be missing the bigger picture.

Emergence of AI agents

We are now seeing the emergence of something more significant: AI agents.

Unlike earlier tools, AI agents are not just systems that respond to questions. They can guide students, suggest next steps, interact in a more continuous manner, and adapt to individual needs. In simple terms, they behave more like a digital assistant that works alongside the student or teacher, rather than a tool that is used occasionally. This shift has important implications for higher education, especially for professional courses like MBA and BBA, where the goal is not just knowledge, but application.

One of the most promising roles AI agents can play is in personalised learning. Every classroom has students with different levels of understanding, different speeds of learning, and different interests. Traditionally, it has been difficult for a faculty member to address all these variations within limited time. AI agents can help bridge this gap by providing additional explanations, practice questions, and feedback tailored to individual students. But this is not the most important change.

Bringing the 'Real World' into the classroom

From my own experience of four decades in industry, I believe the real value of AI agents lies elsewhere: in their ability to bring the real world into the classroom.

An AI agent can independently identify and curate the most relevant real-world industry examples across a wide range of subjects, often supplementing them with videos, case studies, and up-to-date insights [illegible] mber attempting the same task would require significant time [illegible] tch the breadth, recency, and

precision of examples that AI can provide. As a result, AI agents can significantly enhance the quality and relevance of learning materials when used effectively. One of the persistent gaps in management education is the difference between what is taught and what actually happens in organisations. Textbooks and academic frameworks are necessary, but they often simplify reality. Faculty members with purely academic backgrounds may not always have the latest exposure to how businesses are evolving on the ground.

Transformative role of AI agents

This is where AI agents can play a transformative role.

Imagine a classroom discussion on inventory management. Traditionally, students would learn models such as EOQ, safety stock, and demand forecasting. They might study a few case studies, often dated or simplified. Now, imagine an AI agent that can supplement this discussion by providing current examples: how a large FMCG company is managing distribution challenges, how a cement manufacturer is dealing with demand fluctuations, or how a steel company is optimising supply chains in a volatile market. This kind of dynamic, real-time input can make learning far more meaningful.

Students are not just understanding concepts; they are seeing how those concepts are being applied, adapted, and sometimes even ignored in real-world situations. This exposure is extremely valuable, especially for students who have little or no prior work experience.

Bridge between academia and industry

In that sense, AI agents can act as a bridge between academia and industry. Another area where AI agents can support learning is in continuous feedback. In a typical classroom, feedback is limited: assignments are graded, exams are conducted, and occasional comments are provided. AI systems, however, can offer more frequent and immediate feedback, helping students understand where they are going wrong and how they can improve.

AI agents will also enable continuous, personalised learning beyond the classroom, adapting content, pace, and feedback to individual student needs. By integrating real-time data and contextual insights, they can support faculty in identifying learning gaps early, fostering deeper engagement, and ultimately improving academic outcomes and student success.

At the same time, AI agents can assist faculty members in routine but time-consuming tasks such as grading, preparing teaching materials, and designing assessments. This is already beginning to happen in many institutions, with AI being used to evaluate written

responses and generate customised learning content. If used thoughtfully, this can free up faculty time for more important activities, mentoring students, facilitating discussions, and bringing in their own insights and experiences.

Not a replacement for teachers

However, it is important to be clear about one thing: AI agents are not a replacement for teachers.

Teaching, especially in higher education, is not just about delivering content. It involves judgement, context, values, and human interaction. AI can support these processes, but it cannot fully replicate them. In fact, the role of the teacher may become even more important- to guide students on how to use AI effectively, how to question its outputs, and how to apply learning in real-life situations. There are also legitimate concerns that need to be addressed. Over-reliance on AI can weaken critical thinking if students start accepting answers without questioning them. Issues of data privacy, accuracy, and bias also need careful attention. Institutions will need to develop clear guidelines on how AI should be used in teaching and assessment.

But these challenges should not lead us to resist the technology altogether. Every major shift in education, from the introduction of calculators to the use of the internet, has raised similar concerns. Over time, institutions have adapted, and teaching methods have evolved. AI agents represent the next phase of this evolution.

Key is to integrate AI meaningfully

The key question for educators is not whether AI should be used, but how it should be integrated meaningfully. As the new academic session begins, this may be a good time for institutions and faculty members to reflect on this shift. Instead of viewing AI only as a risk to be managed, it can be seen as an opportunity to enhance learning, especially by making it more connected to the realities of the business world.

If used well, AI agents can help move management education closer to its ultimate objective: preparing students not just to pass examinations, but to understand and navigate the complexities of real organisations.

The transition from tools to teaching partners has already begun. The institutions that recognise this early, and adapt [illegible] create more engaging and relevant

learning experiences for their students. The real promise of AI agents lies in their ability to bring the world into the classroom, and prepare students for the world they will step into.

The author is an alumnus of IIM Ahmedabad and Professor of Practice at IILM University, Gurugram with an interest in AI, Technology and Strategy; Views presented are personal.

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जनसत्ता, 29 जुलाई 2026, पेज नं - 1

कक्षा नौवीं और दसवीं में लड़कियों की स्कूल छोड़ने की दर सबसे अधिक

जनसत्ता ब्यूरो
नई दिल्ली, 28 जुलाई।

देश भर में माध्यमिक स्तर (कक्षा 9-10) पर लड़कियों की स्कूल छोड़ने की दर सभी स्तरों में सबसे अधिक बनी हुई है। हालांकि यह 2023-24 में 12.6 फीसद से घटकर 2025-26 में 8 फीसद हो गई है। वहीं राज्य स्तर पर असमानताएं बनी हुई हैं, जिसमें लद्दाख (15.6 फीसद) में सबसे अधिक स्कूल छोड़ने की दर दर्ज की गई है। इसके बाद असम और कर्नाटक (प्रत्येक 13.9 फीसद) का स्थान आता है।

2025-26 में माध्यमिक विद्यालय में दाखिला लेने वाली हर 100 लड़कियों में से आठ ने अपनी शिक्षा पूरी करने से पहले ही पढ़ाई छोड़ दी। यह इस सप्ताह लोकसभा में शिक्षा मंत्रालय के जवाब का मुख्य निष्कर्ष है। हालांकि लड़कियों के लिए माध्यमिक विद्यालय छोड़ने की दर घटकर 8 फीसद हो गई है, जो पिछले तीन वर्षों में सबसे कम है। वहीं 2023-24 में यह 12.6 फीसद और 2024-25 में 9.6 फीसद थी। फिर भी यह प्राथमिक स्तर की तुलना में काफी अधिक है। अपने सबसे निचले स्तर पर भी लड़कियों के लिए माध्यमिक विद्यालय छोड़ने की दर प्राथमिक विद्यालय छोड़ने की दर से लगभग 80 गुना अधिक है।



ये आंकड़े सरकार के स्वयं के स्कूल डेटाबेस, यूडीआइएसई से लिए गए हैं और इन्हें सांसद गुरमीत सिंह मीट हेयर के एक प्रश्न के उत्तर में राज्य मंत्री जयंत चौधरी ने प्रस्तुत किया। उत्तर में स्कूल छोड़ने की दर को तीन चरणों में बांटा गया है। प्राथमिक, उच्च प्राथमिक और माध्यमिक। लगभग हर राज्य में यही रुझान देखने को मिलता है। शुरुआती वर्षों में लड़कियां शायद ही कभी स्कूल छोड़ती हैं। कक्षा 6 से 8 के आसपास थोड़ी-बहुत कमी शुरू होती है और फिर कक्षा 9 या 10 तक आते-आते यह संख्या काफी कम हो जाती है। ठीक उसी उम्र में जब अधिकांश लड़कियां किशोरावस्था में पहुंचती हैं और परिवार, स्कूल और काम, शादी या पैसे के बीच चुनाव करने लगते हैं।

राष्ट्रीय स्तर पर प्राथमिक शिक्षा छोड़ने वाली लड़कियों की दर लगभग शून्य है जो मात्र 0.1 फीसद है। उच्च प्राथमिक शिक्षा में यह दर 3.4 फीसद है। माध्यमिक शिक्षा में यह दर बढ़कर 8 फीसद हो जाती है। केंद्र सरकार द्वारा 2023-24 के आवधिक श्रम बल सर्वेक्षण के आधार पर दी गई व्याख्या में इसके कारणों को स्पष्ट रूप से बताया गया है। लड़कियां घर की आय बढ़ाने के लिए, घरेलू कामों में मदद करने के लिए या इसलिए कि उनके माता-पिता आगे की शिक्षा को आवश्यक नहीं समझते स्कूल छोड़ देती हैं राज्यवार आंकड़ों में माध्यमिक शिक्षा के कुछ चौंकाने वाले पहलू सामने आते हैं। जरूरी नहीं कि ये राज्य कागजों पर सबसे गरीब राज्य हों, जिससे पता चलता है कि यहां के कारक केवल आय तक ही सीमित नहीं हैं, बल्कि इनमें माध्यमिक विद्यालयों की दूरी, सुरक्षा संबंधी चिंताएं या कम उम्र में विवाह जैसे कारक भी शामिल हो सकते हैं।

माध्यमिक स्तर (कक्षा 9-10) पर लड़कियों की स्कूल छोड़ने की दर सभी स्तरों पर सबसे अधिक बनी हुई है, हालांकि यह 2023-24 में 12.6 फीसद से घटकर 2025-26 में 8 फीसद हो गई है। राज्य स्तर पर असमानताएं बनी हुई हैं, जिनमें लद्दाख (15.6 फीसद) में सबसे अधिक स्कूल छोड़ने की दर दर्ज की गई है, इसके बाद असम और कर्नाटक (प्रत्येक 13.9 फीसद), गुजरात (13.3 फीसद) और अरुणाचल प्रदेश और नगालैंड (प्रत्येक 12.4 फीसद) का स्थान आता है।

National Education Policy (NEP), 2020

Posted On: 29 JUL 2026 6:26PM by PIB Delhi

In line with the recommendations of the National Education Policy (NEP), 2020, skill-based and experiential learning has been promoted across school and higher education. Under the Centrally Sponsored Scheme of Samagra Shiksha, skill education has been integrated as a regular component for students of Classes VI to XII. For Classes VI to VIII, exposure to skill education is provided through pre-vocational education, including 10 bagless days, a separate off-textbook experiential learning programme and Kaushal Bodh, the NCERT activity-based textbook series. For Classes IX to XII, skill courses aligned with the National Skills Qualifications Framework (NSQF) are offered, with skill modules as an additional subject at the Secondary level and skill courses as an elective subject at the Senior Secondary level.

In higher education, skill-based education is supported through Community Colleges, B.Voc. Degree Programmes and Deen Dayal Upadhyay Centres for Knowledge Acquisition and Upgradation of Skilled Human Abilities and Livelihood. Further, UGC and AICTE have issued Guidelines for Apprenticeship Embedded Degree Programme (AEDP), 2025 for higher education programmes under their respective domains. AEDP with National Apprenticeship Training Scheme (NATS), provides opportunities to combine academic learning with structured apprenticeship and on-the-job training and industry exposure. Skill-based learning is also supported through programmes in emerging areas such as Artificial Intelligence, Data Science, Cyber Security, Quantum Technology, Space Technology, Sustainable Energy, Internet of Things, Robotics and Semiconductors. These initiatives promote experiential, skill-based and industry-linked learning and support the development of employability and entrepreneurial abilities.

The Ministry of Education implements ICT and Digital initiatives such as PM eVidya and DIKSHA under Samagra Shiksha to enhance digital learning in Government schools across the country including the rural, remote and tribal areas. The initiatives aim to enhance the quality of education by integrating technology into teaching and learning processes. Under the scheme, funds are provided for setting up ICT Labs and Smart Classrooms according to the requirement of the State submitted in the Annual Work Plan & Budget (AWP&B).

A comprehensive initiative called PM eVidya was initiated as part of Atma Nirbhar Bharat Abhiyaan on 17th May, 2020, which unifies all efforts related to digital/online/on-air education to enable multi-mode access to education across the country. States/UTs collaborate with NCERT to utilise, monitor and evaluate the effectiveness of these initiatives as per their requirements. The key components of PM eVidya are also aligned towards enhancing digital literacy and include 200 DTH TV channels and 400 Radio channels to enable all States/UTs to provide supplementary education in various Indian languages for classes 1-12.

Digital Infrastructure for Knowledge Sharing (DIKSHA) is the Nation's 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. As a participant in DIKSHA, States/UTs/Autonomous Bodies (ABs) have generated and contributed over 3.67 lakh content in mother tongue/local/regional languages enabling multilingualism. Overall, 579.41 crore learning sessions for 2.29 crore users have been completed on DIKSHA by students, teachers and other stakeholders. The stakeholders also have access to more than 836 Virtual Labs on DIKSHA that help them with simulation of real-world laboratory environments. The platform supports both online and offline access, enabling learners to download content and continue learning without internet connectivity. These digital initiatives provide free curriculum aligned e-content to students, parents and teachers for supplementary academic resources.

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.

To bridge the urban-rural education divide, Samagra Shiksha focuses on equal opportunities for schooling, equitable learning outcomes, bridging social and gender gaps and ensuring equity and inclusion in school education. The availability of digital learning platforms, smart classrooms and other technology-enabled learning resources provides access to educational content across different regions.

In higher education, digital learning platforms such as SWAYAM, SWAYAM Prabha, e-PG Pathshala and the UGC e-resource portal provide access to educational content and courses. The integration of the UGC e-resource portal with the Digital Seva Portal enables access to digital learning resources through Common Service Centres, including in rural areas. The UGC e-resource portal also provides selected digital content in regional languages. Further, the regulatory framework for Open and Distance Learning and Online Education provides for access to higher education through these modes while the Malaviya Mission Teacher Training Programme includes faculty capacity-building through technology-enabled and ICT-based pedagogy. The Union Budget 2026–27 announced provision of Viability Gap Funding (VGF)/capital support for girls' hostels in Higher Education Science, Technology, Engineering and Mathematics (STEM) institutions, covering every district. There was also an announcement in Budget 2025-2026 of Bhartiya Bhasha Pustak Yojana (BBPY) to provide digital-form Indian language books for school and higher education. These measures support access to education and digital learning opportunities across different regions.

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

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NEP at 6: India's biggest education reform enters its toughest phase. Will the next six years change outcomes?

The National Education Policy (NEP) has changed how India teaches, learns and regulate education. But six years after its launch, the harder reforms, from funding and legislation learning outcomes and teacher capacity, still lie ahead.



Abhay Anand • ETEducation
Published On Jul 29, 2026 at 06:38 AM IST

When the Union Cabinet approved the National Education Policy (NEP) on July 29, 2020, it promised a reset of India's education system: multidisciplinary learning in place of rigid silos, competency-based education in place of rote memorisation, a single regulatory framework in place of fragmented oversight, and lifelong learning in place of a degree-centric model.



Six years after the National Education Policy (NEP) 2020 was unveiled, Indias education reform has entered a critical implementation phase, with funding, teacher capacity and learning outcomes emerging as the next big challenges.

Six years later, that reset is visible across India's classrooms and campuses. Four-year undergraduate programmes have become mainstream in central universities. The Academic Bank of Credits has laid the foundation for academic mobility. The National Curriculum Framework has begun reshaping school education under the new 5+3+3+4 structure. CUET has changed how undergraduate admissions work across participating universities. APAAR has started building lifelong digital academic identities.

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Perhaps NEP's biggest success is that it has changed the vocabulary of Indian education. Multidisciplinary learning, flexibility, skilling, Indian Knowledge Systems, credits, and multiple entry and exit are no longer policy-document phrases; they now show up in classrooms, university boardrooms and government agendas.

Yet the sixth anniversary also marks a turning point. The easy part of reform, announcing frameworks and launching schemes, is largely done. What remains depends far less on vision and far more on legislation, financing, teacher capacity and the ability of states to execute at scale.

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A policy that changed the conversation

Before 2020, conversations in Indian education centred on board exams, admissions and degrees. Today policymakers, vice-chancellors and school leaders routinely discuss competency-based assessment, credit transfer, employability and flexible curricula.

At the Conclave on Transformational Reforms in Higher Education under NEP in August 2020, Prime Minister Narendra Modi described the policy's core shift as moving education toward "how to think" and away from "what to think," framing it as a move toward inquiry-based and analysis-based learning over content accumulation. That framing has stuck; it is now among the most repeated lines used to describe NEP's intent.

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A former senior Ministry of Education official who was closely involved in NEP's drafting and early rollout put the gap between vision and ground reality this way: "We spent years building consensus and getting the vision right. The frameworks are solid. But when you move from Delhi announcements to actual classrooms in Rajasthan or Bihar, you see how much depends on state buy-in, teacher readiness, and money that simply hasn't flowed at the promised scale. Some days it feels like we built a beautiful aircraft that's still waiting for fuel."

The unfinished reforms

The biggest structural promise still pending is regulatory overhaul. The Higher Education Commission of India, originally envisaged as a single regulator to replace UGC, AICTE and NCTE, has evolved into the Viksit Bharat Shiksha Adhishthan (VBSA) Bill, 2025, a 48-page draft that includes an overriding-effect clause (Clause 49), a statutory appeals mechanism (Section 37), and a supersession power over non-compliant institutions (Section 47). Introduced in the Lok Sabha on December 15, 2025, the Bill was referred to a 31-member Joint Parliamentary Committee chaired by D Purandeswari, with its report due by the first day of the last week of the Monsoon Session. A JPC meeting scheduled for July 20 to adopt the draft report was cancelled without an explanation and no new date has been set, leaving the Bill's near-term

path uncertain. Until Parliament acts, the existing regulators continue to function under the old framework.

Teacher education is the other major gap. Curriculum reform has moved faster than teacher preparation, even though teacher quality remains the single biggest determinant of classroom outcomes.

The implementation problem, in one number

NEP 2020 set an explicit, dated target: universal foundational literacy and numeracy (FLN) in primary school by 2025. That deadline has now passed, unmet. The government's own NIPUN Bharat mission has since pushed its implementation timeline to 2026-27.

The scale of the gap is visible in ASER 2024 data: only 23.4% of Grade 3 government school children could read a Grade 2-level text, the best figure since ASER began tracking this metric in 2005, but still short of even the halfway mark. The state-level spread is stark, from 49.7% in Himachal Pradesh to 6.7% in Jammu & Kashmir, a gap of over 40 percentage points within one country's primary school system. Uttar Pradesh, notably, posted one of the sharpest two-year gains, from 16.4% to 27.9% between 2022 and 2024.

This is NEP's core paradox in miniature: the policy architecture exists, the national mission exists, but the outcome it was built to guarantee first, before any other part of the policy could matter, is still a work in progress five years past its own deadline.

Reform	Status
Four-year undergraduate programmes	Implemented across central universities and several state universities

Academic Bank of Credits	Operational
Multiple Entry-Multiple Exit	Operational in many HEIs
National Curriculum Framework	Released and under implementation
PM SHRI Schools	Rollout underway
APAAR Digital ID	Being implemented
CUET	Adopted by participating universities
ANRF	Established
HECI/VBSA	Awaiting legislation
Teacher education reforms	Partial implementation
Public spending at 6% of GDP	Yet to be achieved

The money question

Nearly every unfinished promise under NEP eventually comes down to funding. NEP reiterated India's long-pending commitment to raise public education spending to 6% of GDP, a target first proposed by the Kothari Commission in 1966.

The actual number is further from that target than commonly assumed. As per the Economic Survey 2025-26, combined Centre-and-State government expenditure on education stood at 2.7% of GDP in the FY26 budget estimates, down from 2.9% in FY20, the year NEP was approved. That places India behind South Africa (6%), Brazil (5.6%), and China and Russia (4% each), and even below the lower-middle-income country average of 3.4%.

Union education budgets have grown in absolute rupee terms since 2020, and recent Budgets have prioritised skilling, AI and digital learning. But school education funding remains heavily state-dependent, which produces the uneven implementation visible in the FLN numbers above. Six years in, funding is not a supporting issue in NEP's story. It is the central one.

Where India stands versus its own targets

Indicator	NEP goal	Current position
Public expenditure on education (combined Centre + States)	6% of GDP	2.7% of GDP (FY26 BE, Economic Survey 2025-26)
Higher education GER	50% by 2035	30.0% (AISHE 2023-24, up from 29.5% in 2022-23)
Universal foundational literacy and numeracy	By 2025	Deadline passed; NIPUN Bharat now targets 2026-27; 23.4% Grade 3 reading proficiency (ASER 2024)
Single higher education regulator	One regulator (replacing UGC, AICTE, NCTE)	Awaiting legislation (VBSA Bill)
Research and innovation ecosystem	Globally competitive	ANRF established; funding scale remains a challenge

What NEP did not anticipate

When NEP was drafted, generative AI barely existed as a mainstream concern. Today, universities are launching AI programmes, schools are piloting AI-assisted learning, and employers increasingly expect graduates to arrive with AI literacy. The next phase of NEP will be judged not only on how well India executes what was written in 2020,

but on how the policy adapts to a technological shift the original document could not have fully anticipated.

A timeline of six years

Year	Milestone
2020	NEP approved by Union Cabinet; Ministry of Human Resource Development renamed Ministry of Education
2021	Academic Bank of Credits framework launched; NIPUN Bharat mission launched
2022	Four-year undergraduate programmes introduced across central universities
2023	National Curriculum Framework for School Education released
2024	Anusandhan National Research Foundation (ANRF) established; APAAR rollout accelerates
2025-26	VBSA Bill introduced in Lok Sabha (December 15, 2025); referred to Joint Parliamentary Committee; report due by last week of Monsoon Session, 2026

What defines the next chapter

The next six years of NEP will not be judged by how many frameworks get announced. They will be judged by outcomes that are, for the most part, currently short of target: Can every child achieve foundational literacy? Can higher education participation actually reach 50% GER? Can public universities compete globally? Can states implement reforms at comparable pace, rather than the 40-point gaps visible in FLN data today? And can India move its combined education spending from 2.7% toward the 6% figure that has been the policy's unmet aspiration since 1966?

The same former official offered a grounded closing view: "I've seen policies come and go. NEP has better architecture and broader ownership than most. But education reforms don't succeed on vision alone, they succeed on persistence, realistic funding, and treating states as genuine partners rather than implementers. We're at the point now where the hard, unglamorous work will decide if this becomes transformative or just another well-meaning document."

NEP 2020 declared that by 2040, India should have "an education system second to none." Six years in, that ambition is intact. What is no longer settled is execution: whether India can sustain the political will, the financing, and the federal cooperation needed to close the gap between what the policy promised and what it has, so far, delivered.

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A report card for NEP as it turns six: Curriculum moved, reforms for regulator and education funding didn't

NEP's six year-mark comes at a time when widespread protests over NEET paper leak forced the resignation of Union education minister Dharmendra Pradhan.

Published on: Jul 29, 2026, 10:08:02 IST
By Sanjay Maurya

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Six years after the Union Cabinet cleared the National Education Policy (NEP) 2020, India’s ambitious rewrite of its education system since 1986 has moved from paper into classrooms in patches — deep in some areas, barely at all in others.



The National Education Policy (NEP) was cleared by the Union Cabinet on July 29, 2020. (HT File/Representative image)

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Starting with pre-school, the 5+3+3+4 school structure replaced the decades-old 10+2 model, with early childhood education officially being folded into formal schooling. Undergraduate students can bank credits and exit degrees midway. Foreign universities have started operating in India, and Indian institutes have opened campuses abroad.

But the higher education regulator meant to replace the University Grants Commission (UGC), All India Council for Technical Education (AICTE) and the National Council for Teachers Education (NCTE) has been pushed back again. Teacher-education reforms are only half done, examination reform is running into leaks and botched rollouts, and the funding target that underwrites every other promise remains unmet.

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The changes

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Curriculum has seen the most visible movement.

The National Council of Educational Research and Training (NCERT) released new textbooks for classes 1 to 9 ,and those for classes 10 to 12 are next in line.

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For early education, Jaadui Pitara kits – a learning programme for children aged 3 to 8 years that includes books, posters and toys – have been rolled out across states. The

Across the country, states and Union territories have moved to six years as the minimum age for Class 1 enrollment, compared to five before.

To ease schooling, the central government has also issued guidelines for co-locating anganwadi centres with primary schools, though training the workers who run them remains a gap.

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat initiative was launched in 2021 to improve foundational literacy levels.

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The latest PARAKH Rashtriya Sarvekshan 2024, a nationwide survey by the education ministry, tested 2.1 million students across the country. It found that Class 3 students scored an average of 64% in language skills, and 60% in mathematics.

This marked an improvement over 2021, when the corresponding scores were 62% and 57%, but remained below the pre-pandemic 2017 levels of 66.7% in language and 63% in mathematics.

Digital records scaled faster than almost any other parameter. More than 20 crore APAAR (Automated Permanent Academic Account Registry) IDs, a unique 12-digit code for students, were issued though the rollout drew criticism over privacy concerns. The matter reached the courts, with some parents arguing against the scheme's constitutional validity and expressing concerns about protection, storage and processing of students' data. The Supreme Court, while hearing the petitions, said it will direct the Central Board of Secondary Education (CBSE) to provide an option for parents to withhold or refuse consent for APAAR.

“Six years into NEP, its ideas have begun taking root in classrooms. The focus has shifted towards conceptual learning and curiosity. The next phase, however, must invest in teacher capacity and assessments that reward understanding over rote learning,” said Manisha Malhotra, director-principal of Satya School, Gurugram.

Higher education has changed too. The Academic Bank of Credits and the National Credit Framework let students move credits between institutions and pause and resume degrees.

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ı ne Common University Entrance Test (CUET), introduced in 2022, is now the main gateway to undergraduate seats in central universities, though that has run into criticism over format issues and loss of autonomy for varsities.

Internationalisation has moved on from a talking point to campuses. IIT Madras now runs a campus in Zanzibar (Tanzania), IIT Delhi in Abu Dhabi (UAE) and IIM Ahmedabad in Dubai (UAE); and IIT Bombay has announced one in Japan.

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institutions embrace its spirit of innovation," said Keyoor Purani, vice-chancellor of Prestige University in Indore, Madhya Pradesh.

The Central Board of Secondary Education's (CBSE's) move to on-screen marking (OSM) — one of NEP's flagship exam-reform pieces — has been more troubled. The board took OSM nationwide for all Class 12 subjects this year, replacing manual evaluation of nearly 99 lakh answer scripts. But students and teachers have since reported blurred scans, wrong marks entered, unchecked answers and technical glitches.

HT reported that an internal dry-run at five Delhi schools in January 2026 had flagged at least 36 technical, operational and evaluation-related problems that were not addressed before the national rollout.

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Half-implemented

Several NEP planks have moved past the policy paper but remain works in progress.

From the 2026 academic session, CBSE introduced twice-a-year board examinations for Class 10, cutting the weight placed on a single annual test. CBSE announced the results of the second board exam held this year, and students' performances improved.

The push for mother-tongue instruction till Class 5 is uneven. CBSE asked affiliated schools to move to home-language teaching in the foundational years, and NCERT is preparing textbooks in more Indian languages, but classrooms are often multilingual and the politics of language complicates such implementation.

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Called the three-language formula, southern states such as Tamil Nadu have been the most vocal critics of the move, arguing that it indirectly imposes Hindi language on non-Hindi speaking regions. Some others have pointed out that restricting English learning in the foundational years may not benefit children in global job markets, and that the Indian education system currently doesn't have textbooks in diverse local dialects and languages.

In colleges, the four-year undergraduate programme (FYUP) with multiple entry and exit points is still spreading. Central universities have largely adopted it and Kerala has taken it across its state universities, but several other states such as Karnataka and Tamil Nadu are moving slowly, citing faculty shortages and infrastructure gaps.

Teacher education has been slow too. The Integrated Teacher Education Programme (ITEP) has expanded since 2023–24 and will be the minimum qualification for teacher recruitment from 2030, but the national framework for it to set uniform standards for the profession is still pending.

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“NEP got the diagnosis right. Where reforms required structural change, progress has been visible. Where they required sustained funding, teacher capacity and political consensus, implementation has been much slower,” said Praneet Mungali, trustee of the Sanskriti Group of Schools.

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And the stalled

Some of the most ambitious NEP proposals have seen little movement.

The single higher education regulator meant to replace the UGC has been repeatedly
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,rred. The proposed Higher Education Commission of India, recast as the Viksit
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Bharat Shiksha Adhishthan (VBSA), was introduced in Parliament in 2025, but has since been referred to a parliamentary joint committee amidst concerns that it centralises power from the states to the Union government.

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Examination reform, one of NEP’s signature promises, is far from a finish line.

The credibility of public examinations has taken repeated hits. After multiple CUET disruptions and the NEET-UG 2024 paper leak, the cancellation and re-conduct of

nowhere since the finance ministry turned it down in 2021.

Still, some consider funding to be the biggest unfinished piece.

NEP restated the long-standing target of raising public spending on education to 6% of India's gross domestic product (GDP). As yet, combined Centre and state spending is still around 4.1%, and every other reform runs into that ceiling.

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"NEP has shifted the focus from qualifications to capabilities. Its success will ultimately depend on whether graduates leave universities with adaptability, judgement and the ability to keep learning," said Aseem Chauhan, chancellor of Amity University.

The Union education ministry did not respond to requests for comment till Tuesday evening.

Nep Education Education Minister

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दैनिक जागरण, 30 जुलाई 2026, पेज नं- 10

परीक्षा प्रणाली को जड़ से बदलने का अवसर



सृजन पाल सिंह

आज का भारत बेहतर शिक्षा, विश्वसनीय परीक्षा व्यवस्था और रटंत-आधारित परीक्षा तंत्र से मुक्ति की मांग कर रहा है

भारत की परीक्षा व्यवस्था इन दिनों अपने सबसे बड़े मंथन के दौर से गुजर रही है। गत दिनों नीट-यूजी 2026 का प्रश्नपत्र लीक होने के कारण 23 लाख विद्यार्थियों की परीक्षा रद करनी पड़ी। इसके विरोध में दिल्ली से लेकर देशभर में व्यापक छात्र आंदोलन हुए। जवाबदेही की मांग के बीच शिक्षा मंत्री ने त्यागपत्र दे दिया तथा एनटीए के 47 अधिकारियों को बर्खास्त कर दिया गया। इसी बीच केंद्र सरकार ने घोषणा की है कि वर्ष 2027 से नीट परीक्षा ओएमआर शीट के बजाय कंप्यूटर आधारित परीक्षा (सीबीटी) के माध्यम से आयोजित की जाएगी। राधाकृष्णन समिति ने वर्ष 2024 में भी यही सिफारिश की थी। यह एक स्वागतयोग्य कदम है। इससे स्पष्ट होता है कि सरकार ने युवाओं की आवाज सुनी है और सही दिशा में पहल की है, परंतु यह क्षण केवल एक परिवर्तन तक सीमित नहीं है। जब पूरी परीक्षा प्रणाली कागज से स्क्रीन पर स्थानांतरित हो रही है तो आधा-अधूरा बदलाव क्यों किया जाए? जिस प्रकार वर्ष 1991 के आर्थिक संकट ने भारत की अर्थव्यवस्था के लिए नए द्वार खोले थे, उसी प्रकार वर्ष 2026 का परीक्षा-संकट भारतीय परीक्षा व्यवस्था को इक्कीसवीं सदी के अनुरूप बनाने का अवसर प्रदान कर सकता है, बशर्ते हम दूरदर्शिता के साथ बड़ा सोचें।

प्रस्तावित माडल जेईई मेन की तर्ज पर बहु-पाली सीबीटी का है, जिसमें प्रत्येक पाली के सभी परीक्षार्थियों को एक ही निर्धारित प्रश्नपत्र मिलेगा। यही ढांचा वर्ष 2021 में सेंध का शिकार हो चुका है। जेईई मेन 2021 पूरी तरह कंप्यूटर आधारित थी, फिर भी सोनीपत के एक परीक्षा केंद्र पर 'रिमोट एक्सेस' साफ्टवेयर के माध्यम से बाहर बैठे साल्वर परीक्षार्थियों के प्रश्नपत्र हल कर रहे थे। सीबीआइ जांच के अनुसार, प्रति उम्मीदवार 12 से 15 लाख रुपये तक वसूले गए। साफ्टवेयर से छेड़छाड़ के आरोप में एक रूसी हैकर भी पकड़ा गया, जिससे कथित रूप से 800 से अधिक उम्मीदवारों को लाभ पहुंचा। यदि निर्धारित प्रश्नपत्र और असुरक्षित मशीनें बनी रहीं तो चोरी का रास्ता बंद नहीं होगा, बल्कि वह केवल कागज से खिसककर स्क्रीन पर आ जाएगा। संसद की स्थायी समिति भी कह चुकी है कि वर्ष 2024 में एनटीए द्वारा आयोजित 14 परीक्षाओं में से पांच परीक्षाएं बाधित हुई थीं। इसीलिए हमें पूरी परीक्षा प्रणाली बदलनी होगी, क्योंकि कंप्यूटर आधारित परीक्षा कोई रामबाण समाधान नहीं है।

अमेरिका की जीआरई जैसी परीक्षाएं केवल 'कंप्यूटर पर' आयोजित नहीं होतीं, बल्कि वे एडेप्टिव होती हैं। इनमें विशाल एन्क्रिप्टेड प्रश्नबैंक से प्रत्येक परीक्षार्थी को अलग, किंतु समान



अवधेश राजपूत

कठिनाई स्तर वाला प्रश्नपत्र मिलता है और परीक्षा पूरे वर्ष आयोजित की जाती है। इसी प्रकार, सैट वर्ष 2024 से पूरी तरह डिजिटल-एडेप्टिव हो चुकी है। इसमें दो परीक्षार्थियों के प्रश्न एक जैसे नहीं होते, इसलिए 'पेपर लीक' की गुंजाइश ही नहीं रहती। ऐसे परीक्षा केंद्रों पर बायोमीट्रिक सत्यापन और 'लाक्ड-डाउन' टर्मिनल होते हैं, जिन पर कोई बाहरी साफ्टवेयर चल ही नहीं सकता। ब्रिटेन की यूकैट भी कंप्यूटर आधारित परीक्षा है, लेकिन उसकी सबसे बड़ी विशेषता यह है कि वह रटे हुए ज्ञान के बजाय अभ्यर्थी की निर्णय-क्षमता का मूल्यांकन करती है। अपने देश की बात करें तो कैट परीक्षा भी वर्षों से कंप्यूटर आधारित, बहु-पाली प्रणाली के तहत सफलतापूर्वक आयोजित होती आ रही है और उसमें किसी बड़े स्तर की सेंधमारी देखने को नहीं मिली है। अर्थात समाधान का रास्ता हमारे सामने है और वह कोई अबूझ भी नहीं।

हमारी परीक्षाएं 333 नहीं, बल्कि स्मरण-शक्ति का आकलन करती हैं। जो परीक्षा देश के भावी डाक्टरों का चयन करती है, वह केवल यह देखती है कि अभ्यर्थी ने जीव-विज्ञान कितना रटा है। जबकि इसकी परख बोर्ड में पहले ही हो चुकी होती है। नीट परीक्षा यह नहीं परखती कि अभ्यर्थी में मरीज का दर्द समझने की संवेदना, तेजी से सीखने की क्षमता और दबाव की स्थिति में सही निर्णय लेने का विवेक है या नहीं। इसी रटंत प्रणाली ने 58 हजार करोड़ रुपये के कोचिंग उद्योग को जन्म दिया है, जिसके लिए अनेक माता-पिता कर्ज तक लेने को विवश हो जाते हैं। 'एक दिन का जुआ' आज भी यथावत बना हुआ है। केवल स्क्रीन पर परीक्षा आयोजित कर देने से इनमें से कोई भी समस्या स्वतः समाप्त नहीं हो जाएगी।

सबसे पहले सीबीटी को एडेप्टिव बनाया जाए। इसके लिए एक राष्ट्रीय एन्क्रिप्टेड प्रश्नबैंक तैयार किया जाए और प्रत्येक विद्यार्थी को अलग, किंतु समतुल्य कठिनाई स्तर वाला प्रश्नपत्र मिले, जो परीक्षा शुरू होते ही परीक्षा केंद्र के टर्मिनल पर तैयार हो। इसके साथ ही प्रत्येक केंद्र का स्वतंत्र सुरक्षा आडिट, बायोमीट्रिक सत्यापन तथा रिमोट एक्सेस पर पूर्ण प्रतिबंध सुनिश्चित किया जाए। गांवों और कस्बों तक परीक्षा केंद्रों का व्यापक नेटवर्क स्थापित हो तथा निःशुल्क माक परीक्षाएं उपलब्ध कराई जाएं, ताकि डिजिटल खाई किसी ग्रामीण प्रतिभा को निगल न सके। प्रत्येक बड़ी परीक्षा वर्ष में दो या तीन बार आयोजित हो और अभ्यर्थी का सर्वश्रेष्ठ स्कोर ही मान्य माना जाए। इससे प्रश्नपत्र लीक का काला बाजार खत्म हो जाएगा। डाक्टरों के चयन के लिए संवेदना और निर्णय-क्षमता का आकलन करने वाले परिदृश्य-आधारित प्रश्न तथा साक्षात्कार जोड़े जाएं। सिविल सेवा परीक्षा में भी तथ्य-स्मरण पर निर्भरता घटे और केस-स्टडी आधारित प्रश्न बढ़ाए जाएं। कुछ प्रश्न ओपन-बुक भी हों। जो परीक्षा रटने की नहीं, बल्कि सोचने और समझने की होगी, उसका प्रश्नपत्र लीक होने पर भी नकल करने वालों को कोई विशेष लाभ नहीं मिलेगा और रटवाने पर आधारित कोचिंग उद्योग भी सिमटने लगेगा। वर्ष 2024 का सार्वजनिक परीक्षा (अनुचित साधनों की रोकथाम) अधिनियम 10 वर्ष तक के कारावास और एक करोड़ रुपये तक के जुर्माने का प्रविधान करता है। आवश्यकता उसके कठोर और निष्पक्ष क्रियान्वयन की है। प्रत्येक परीक्षा से पहले साफ्टवेयर का स्वतंत्र तकनीकी आडिट कराया जाए तथा मूल्यांकन में डबल-ब्लाइंड आन-स्क्रीन जांच की व्यवस्था हो, जिसमें एआइ जोड़ संबंधी त्रुटियों और छूटे हुए उत्तरों की पहचान करने में सहायता करे। आज का भारत बेहतर शिक्षा, विश्वसनीय परीक्षा व्यवस्था और रटंत-आधारित परीक्षा तंत्र से मुक्ति की मांग कर रहा है।

(लेखक कलाम सेंटर के संस्थापक हैं)
response@jagran.com

जनसत्ता, 30 जुलाई 2026, पेज नं 7



पटना: बुधवार को बिहार के पटना में इंटरनेशनल टाइगर दिवस के मौके पर पटना महिला कालेज की छात्राएं फेस-पेंटिंग प्रतियोगिता में हिस्सा ले रही हैं।

अच्छी पढ़ाई का मतलब किताबें पढ़ना और उत्तर याद करना नहीं

विद्यार्थियों के लिए अच्छी पढ़ाई का मतलब केवल किताबी ज्ञान और उत्तर याद करना नहीं है। छोटी कक्षाओं से ही सही ढंग से सोचना, पैटर्न पहचानना, अंतर समझना और समस्याओं का तार्किक समाधान निकालना जैसी क्षमताएं विकसित होना भी बहुत जरूरी है।

परामर्श

यही कौशल आगे चलकर स्कूली परीक्षाओं से लेकर लगभग हर एमसीक्यू आधारित परीक्षा में सफलता की मजबूत नींव बनता है। शिक्षा विशेषज्ञों का मानना है कि यदि बच्चों में शुरुआती कक्षाओं से ही लाजिकल रीजनिंग की आदत विकसित की जाए तो उनकी विश्लेषण क्षमता, एकाग्रता, निर्णय लेने की योग्यता और आत्मविश्वास स्वाभाविक रूप से बेहतर होता है। यही कारण है कि आज अधिकांश ओलंपियाड, छात्रवृत्ति परीक्षाओं और प्रतियोगी परीक्षाओं में लाजिकल रीजनिंग को महत्वपूर्ण स्थान दिया जाता है।

अच्छी पढ़ाई का मतलब इसके मुख्य बिंदु हैं समझ बढ़ाना, ज्ञान का उपयोग करना और सोचना-सीखना। पढ़ाई के असल मायने चीजों को गहराई से समझना। केवल शब्दों को रटने की जगह यह जानना कि कोई नियम या बात क्यों और कैसे काम करती है।

नई समस्याओं को हल करने के लिए खुद से नए रास्ते और विचार खोजना। पहले पढ़ाई गई बातों को असल जिंदगी की मुश्किलों को हल करने में काम में लाना। हमेशा कुछ नया जानने की इच्छा रखना और हर अनुभव से सीख लेना विद्यार्थियों के लिए बहुत जरूरी है।

THE PIONEER, 30 JULY 2026, Pg no - 8

India's education system needs its next leap

As the National Education Policy 2020 enters its sixth year, India faces a defining question: can it move beyond political contestation and build an education system that truly fulfils the Constitution's vision of equitable, high-quality learning for every child?



JS RAJPUT



Independent India, born amidst the trauma of Partition, began its journey with a population of nearly 340 million and a literacy rate of barely 12 per cent. Within two years of Independence, the Constitution placed before the nation an extraordinarily ambitious educational mandate. Article 45 of the Directive Principles of State Policy declared: "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, free and compulsory education for all children until they complete the age of fourteen years."

Although this constitutional goal could not be achieved within the prescribed decade, its inspirational force has shaped India's educational journey. Today, despite the addition of more than one billion people to the population, India's literacy rate has risen to nearly 81 per cent. This remarkable transformation reflects the enduring commitment of successive governments, educators, and society at large to expand educational opportunities. The framers of the Constitution clearly recognised that education would be the principal instrument for nation-building. It had to embrace India's extraordinary diversity while nurturing a deep appreciation of its underlying unity. Emerging from the bitterness and human tragedy of Partition, India needed an education system capable of healing divisions, strengthening democratic values, and preparing future generations for rapid social, scientific, and economic change.

Fortunately, the nation benefited from visionary scholars, scientists, and statesmen who undertook a comprehensive review of existing

ONE MAJOR ISSUE THAT DESERVES SERIOUS ATTENTION OF THE NATION IS THE FAST-INCREASING DIVIDE BETWEEN THE SARKARI SCHOOLS AND THE MUCH-SOUGHT AFTER PRIVATE SCHOOLS. GRADUALLY, MOST OF THE SARKARI SCHOOLS HAVE LOST THEIR

to quit science and maths, and opt for to home science, spinning weaving, arts and crafts etc., as science and maths were perceived too tough for the girls. Today, more girls qualify in the much-sought after NEET competition than boys. This is an achievement that deserves a grand national celebration. The nation must be grateful to the eminent physicist and spiritually-endowed educationist DS Kothari.

The May 2026 NEET exam paper leak was a great systemic failure. It hurt the conscience of the nation. The re-examination was conducted without any blemish. The culprits have been identified and the prime minister has assured strict action in the matter. Instead of creating a national consensus on how to make such exams leak-free, the attempts are being made to politicise it. There are daunting challenges before the education system, and these need to be paid far greater attention by all concerned. The NEET paper leak inflicted shame on the system, and created tragic instances of suicides. Everyone was apprehensive on whether the re-examination could also be compromised! It was successfully completed. The right query should have been: why the machinery was so careless

parliamentarians could come together, converge into an informal yet effective Think Tank on Education. They could seriously scrutinize the implementation of the National Education Policy; the NEP-2020. It could be pointed out that this is the task of the Standing Committee of Parliamentarians, so why suggest another creation? What is being suggested is a self-motivated group that could think on educational improvements as their social, cultural and moral responsibility. They would be guided by their inner conscience, not by any ideology or politics. One is convinced this a pragmatic suggestion. The NEP-2020 was launched six-years ago in July 2020. Numerous deliberations and unprecedented consultations with the stake holders clearly established the need for overhauling the education structure in full, 'including its regulation and governance, to create a new system that is aligned with the aspirational goals of 21st century education'. India has reiterated its commitment to the SDG-4: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". To this the policy adds a very significant rider: "...while building upon India's traditions and value systems". It would be evident to every alert and active person that it fully resonates with the spirit of education for all promised by the Constitution of India. Are we really true inheritors to it?

One major issue that deserves serious attention of the nation is the fast-increasing divide between the Sarkari Schools and the much-sought after private schools. Gradually, most of the Sarkari Schools have lost their acceptability, and are now patronised only by those unable to afford a private school. In practice language learning and the rush for English medium schools remain unresolved. The conditions of teacher education institutions are indeed precarious. While paper leak is a shame, commercialization of teacher education, and also school

educational structures and formulated forward-looking policies. Their recommendations received the support of political leadership that understood education as the foundation of national development. During the first two decades after Independence, three landmark commissions laid the intellectual foundations of modern Indian education: the University Education Commission (1948-49) under S Radhakrishnan, the Secondary Education Commission (1952-53) chaired by A Lakshmanaswami Mudaliar, and the Education Commission (1964-66), popularly known as the Kothari Commission, led by D S Kothari. Their reports continue to influence educational thinking even today India formulated its first three comprehensive education policies in 1968, 1986 and 1992, and each one of these has stood India in good stead. The 1968 policy prescribed a common core-curriculum to be studied by both boys and girls.

It may appear a fairy tale to young persons of today that till then, girls were given the options

ACCEPTABILITY, AND ARE NOW PATRONISED ONLY BY THOSE UNABLE TO AFFORD A PRIVATE SCHOOL

The writer is an educationist, a Padma Shri awardee, and works in the fields of religious amity and social cohesion

from ideological constraints should have analysed the situation, brought out a plan of action for the government to consider and implement it in all sincerity. The government could have called a meeting of the Central Advisory Board on Education: CABE; obtained its inputs and presented to the nation the outlines of risk-free examination system. CABE could come out with instructions on issues like teacher preparation and recruitment, curriculum concerns, center-state relationships, the issues of leadership, and much more. One wishes the concerned organizations seriously plan for the future, devise action plans, and ensure that unscrupulous and uncommitted are dexterously kept miles away from the hierarchy created for the conduct of the exams One wishes that the elected representatives of the people realize their obligation to deliberate upon educational issues over and above the party lines.

Unfortunately, this is not happening. One wonders whether some senior and seasoned

Quality and excellence in educational attainments must receive requisite attention, and resources. The decision makers, and their opponents must realise it. There is no alternative to a respectful dialogical intent and initiative at the national level. Having observed the education system both at the implementation level as also at the policy formulation level for over six-decades, one simply rues he inability of my generation to adhere to the real spirits clearly contained in the Constitution: socio-economic or cultural background of the learner should never hander his education at any stage.

Jane Jacques Rousseau wrote in his immortal treatise on education, 'Emile': "How could I become wicked, when I had nothing but examples of gentleness before my eyes, and none around me but the best people in the world." India's young persons deserve such an environment. Let those who represent the will of the people of India realise their responsibility, and give them an environment they deserve.

THE PIONEER, 30 JULY 2026, Pg no. -4

Gujarat first to launch NEP-aligned digital progress card

PIONEER NEWS SERVICE
Gandhinagar

Gujarat has become the first State in India to introduce a digital Holistic Progress Card (HPC) aligned with the National Education Policy (NEP) 2020 in collaboration with NCERT's PARAKH initiative.

Unlike the conventional marks-based report card, the new digital system will evaluate students through a comprehensive 360-degree framework covering academic performance, creativity, leadership, life skills, sports, arts and social-emotional development.



The assessment model combines self-evaluation, peer review, parent feedback and teacher assessment, providing a broader picture of a student's overall development and learning needs.

The Gujarat Secondary and Higher Secondary Education Board has developed the online platform in association with NCERT-PARAKH and the Samagra Shiksha programme, enabling schools to maintain digital student records.

Beginning in the 2026-27 academic year, the initiative will be introduced on a pilot basis in 10 per cent of Government, grant-in-aid and private secondary and higher secondary schools in every district before being expanded across the State in phases.

Training workshops for principals, district education officials and nodal officers were recently conducted in Surat, Gandhinagar, Ahmedabad and Rajkot to facilitate implementation of the new assessment framework.

The Statesman, 31 July 2026, Pg no- 1

Parliament passes anti-paper leak Bill, headed to President

STATESMAN NEWS SERVICE
New Delhi, 30 July

Parliament on Thursday passed the Public Examinations (Prevention of Unfair Means) Amendment Bill, 2026, with the Rajya Sabha also clearing the legislation by voice vote amid a walkout by some Opposition parties, including the Congress.

The Opposition's walkout took place as Union Health Minister JP Nadda was getting up to reply to the nearly eight-hour-long debate in the House on the Bill, causing him to brand it "highly irresponsible behaviour".

"I condemn the Opposition's walkout and strongly censure it. The manner in which they have exposed themselves should be seen and understood by the entire country," he said

"I had said this morning itself that the Opposition has become issue-less, and today, through its conduct and actions, it has proved that. The Opposition no longer has any issue to raise. The discussion went on for nearly eight hours, and every member was given a full opportunity to speak. The Treasury Benches listened to every point with sensitivity. However, when the minister rose to reply, the Opposition behaved irresponsibly by walking out, that is why I say they have no interest in the discussion," Mr Nadda said.

Minister of State Jitendra Singh said the Opposition hasn't been able to authenticate the number of paper leaks which they claimed to have happened since 2014 and listed the efforts by the BJP-led NDA to prevent such incidents and reform the education system in the country.

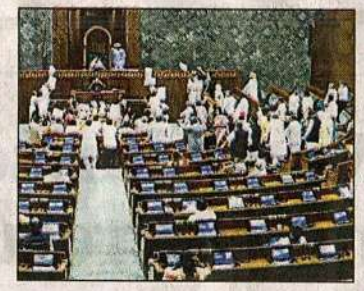
"I would like to say that we brought this Bill with all humility. I have taken very careful note of each and every word that has been said. As I said at the very beginning, we do not stand on prestige, we have come here with the expectation that we would benefit from healthy, constructive suggestions. But, as the Leader of the House, JP Nadda ji, has already mentioned, it is unfortunate that many of the honourable members who were most vociferous in raising objections chose to walk out when it was time for their issues and points to be responded to," he added.

The Bill will now be sent to President Droupadi Murmu for assent.

Earlier Congress President and Leader of the Opposition in the Rajya Sabha, Mallikarjun Kharge, mounted a blistering attack on the government during the debate, demanding the resignation of Union Home Minister Amit Shah, whom he held accountable for the police crackdown on students protesting the NEET paper leak issue.

Mr Kharge also described the proposed amendments in the new Bill as "hogwash", and argued that the legislation merely prescribes harsher punishments after examination leaks occur while failing to address the systemic weaknesses that allow such irregularities to take place in the first place.

LS passes Bill to criminalise insults to *Vande Mataram* amid Oppn protests:



New Delhi: The Lok Sabha on Thursday passed the Prevention of Insults to National Honour (Amendment) Bill, 2026, which criminalises insults to the national song *Vande Mataram*, despite persistent and vociferous protests by Opposition members that disrupted the House multiple times throughout the day. The Bill was approved by a voice vote amid continuous sloganeering and demands for discussions from Opposition MPs, who raised various political and policy-related issues. Following the passage of the Bill, the House adjourned until 11 a.m. on Friday.

The Statesman, 31 July 2026, Pg no - 6

What should universities teach when AI teaches?

At Tsinghua University, AI-assisted teaching has already taken root with the introduction of a human-machine collaborative learning model in the Department of Chemical Engineering. Other universities are not far behind. Northwest Agriculture and Forestry University uses AI to generate calculus images, Huaqiao University, capitalizing on the technology, builds basic coding frameworks for creating digital videos in traditional Chinese style and improving teaching and research, and Xi'an Jiaotong-Liverpool University has even experimented with cultivating AI-empowered translators.

What is striking is not the technology itself, but how it is being embraced. Teachers are not treating generative AI as a shortcut. Instead, they are wielding it as a tool for exploration. For instance, AI can draw up a plan for a low-carbon campus, complete with green walkways and energy-saving dormitories, within seconds. This is precisely where real education begins. Class time is saved for students to dig deeper by asking questions such as data sources, funding allocation and project execution strategies.

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This transformation in China, where the vast higher education landscape encompasses both research universities focused on cutting-edge fields and vocational colleges serving local industries, is particularly relevant to universities overseas. In 2025, China explicitly called for integrating AI into teaching methods, textbooks and curricula, emphasizing the cultivation of independent thinking, problem-solving, communication and cooperation skills. This is not just about "initiating some AI-related courses" for students but rather about a fundamental question: What type of talent should universities develop?

Universities still need to impart knowledge, but not cramming. Instead, it's knowing what to trust. AI can quickly generate seemingly perfect explanations, but AI can hallucinate and present false information with convincing confidence. Without solid foundational knowledge in their majors, students may conveniently trust the false conclusions generated by AI. Therefore, education should focus on helping students understand concepts, trace sources, compare evidence and identify logical gaps.

This makes critical thinking more important than ever. For instance, AI can quickly design a comprehensive river management plan, but students must ask harder questions. How are upstream agricultural needs balanced with downstream urban demand, and how is harmony achieved between ecological protection and employment? While AI excels at optimization, education can help students develop skills to understand complex situations, gather evidence, draw sound conclusions, and identify flaws in arguments.

Notably, value judgments cannot be outsourced to machines. When resources are limited and interests conflict, the central issue is not speed but fairness. Who should bear the responsibility?

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