EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

June 2026

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

LIBRARY AND DOCUMENTATION DIVISION
NATIONAL INSTITUTE OF EDUCATION
National Council of Educational Research & Training
Sri Aurobindo Marg, NewDelhi-110016
Phone: 011-26592317 E-mail:library-nie@ncert.nic.in

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 **June 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)
Head, LDD
NCERT,NewDelhi

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सीबीएसई ने स्वीकारी मूल्यांकन पोर्टल में सुरक्षा खामी

जागरण ब्यूरो, नई दिल्ली: सीबीएसई की आन स्क्रीन मार्किंग की गड़बड़ियों का तूफान अभी थमा भी नहीं है कि अब 12वीं बोर्ड परीक्षा की उत्तर पुस्तिकाओं के डाटा ब्रीच के मामले का नया घमासान सामने आ गया है। उत्तर पुस्तिकाओं का डाटा पब्लिक डोमेन में उपलब्ध होने की बात अब तक नकार रही सीबीएसई ने रविवार को आखिरकार अपने सर्विस प्रोवाइडर के आन मार्क पोर्टल में साइबर सुरक्षा से जुड़ी खामियों को स्वीकार किया। आन मार्क पोर्टल एक आन स्क्रीन मार्किंग सिस्टम है जिसका इस्तेमाल इस साल 12वीं कक्षा की बोर्ड परीक्षाओं की उत्तर पुस्तिकाओं को जांचने के लिए किया गया था। सीबीएसई ने दावा किया है कि आन मार्क पोर्टल में पहचान की गई कमियों को ठीक कर लिया गया है और अन्य संभावित कमजोरियों की जांच कर इन्हें दूर करने का प्रयास किया जा रहा है।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने रविवार को एक्स पोस्ट में कहा- 'हम अपने सर्विस प्रोवाइडर के आन मार्क पोर्टल में उन कमियों पर करीब से नजर रख रहे हैं, जिन्हें पब्लिक डोमेन में उजागर किया जा रहा है। पिछले कुछ दिनों में सरकार के अलग-अलग विभागों और कई आइआइटी के साइबर सिक्योरिटी प्रोफेशनल्स की एक एक्सपर्ट टीम को इस सिस्टम्स को मजबूत बनाने के लिए लगाया गया है। जिन कमजोरियों की पहचान की गई थी, उन्हें ठीक कर दिया गया है और दूसरी ऐसी कमजोरियों की भी जांच की जा रही है जिनका गलत इस्तेमाल हो सकता है।' बता दें कि डाटा ब्रीच ऐसी घटना होती है जिसमें हैकर द्वारा सिस्टम से गोपनीय डाटा चुरा लिया जाता है।



- 12वीं बोर्ड की उत्तर पुस्तिकाओं का डाटा पब्लिक डोमेन में होने के दावों को माना
- बोर्ड का दावा- सुरक्षा चिंताओं के बीच आन मार्क पोर्टल की कमियों को दूर किया गया

बोर्ड ने कहा- कमियां उजागर करने वालों के हम आभारी

पिछले कुछ दिनों से उत्तर पुस्तिकाओं के डाटा ब्रीच होने के कुछ साइबर विशेषज्ञों तथा छात्रों के दावे को नकारते आ रहे सीबीएसई ने रविवार को अपने बयान में इन्हें उजागर करने वालों की भूमिका स्वीकार की और कहा- 'हम उन सभी जागरूक नागरिकों और एथिकल हैकर्स के आभारी हैं जिन्होंने इन कमजोरियों की ओर ध्यान दिलाया। हमने उनमें से कुछ से संपर्क भी किया है। हम बाकी सभी लोगों से अनुरोध करते हैं कि किसी भी और जानकारी या सुझाव के लिए हमारी सिक्योरिटी टीम से संपर्क करें।'

सीबीएसई की 12वीं बोर्ड की उत्तर पुस्तिकाओं के डाटा ब्रीच होने का यह मामला आन स्क्रीन मार्किंग (ओएसएम) प्रणाली की गंभीर खामियों पर बीते दो हफ्ते से उठाए जा रहे सवालों के बीच आया है। एक एथिकल हैकर 19 साल के निसर्ग अधिकारी ने इंटरनेट मीडिया पर दावा किया है कि उन्हें पता चला है कि आन मार्क पोर्टल लिंक पब्लिक डोमेन में उपलब्ध था और इसके कोड के एनालिसिस से ऐसी कमियां सामने आईं जिनसे एग्जामिनर्स के अकाउंट को कब्जे में लिया जा सकता है। ओएसएम प्रणाली के भुक्तभोगी रांची के छात्र सार्थक सिद्धांत ने ओएसएम का टेंडर निजी कंपनी कोएम्प्ट को देने में निविदा की शर्तों में तीन चरणों में बदलाव किए जाने का राजफाश कर पहले ही शिक्षा मंत्रालय तथा सीबीएसई को कठघरे में खड़ा कर दिया है।

संबंधित >> पेज 10

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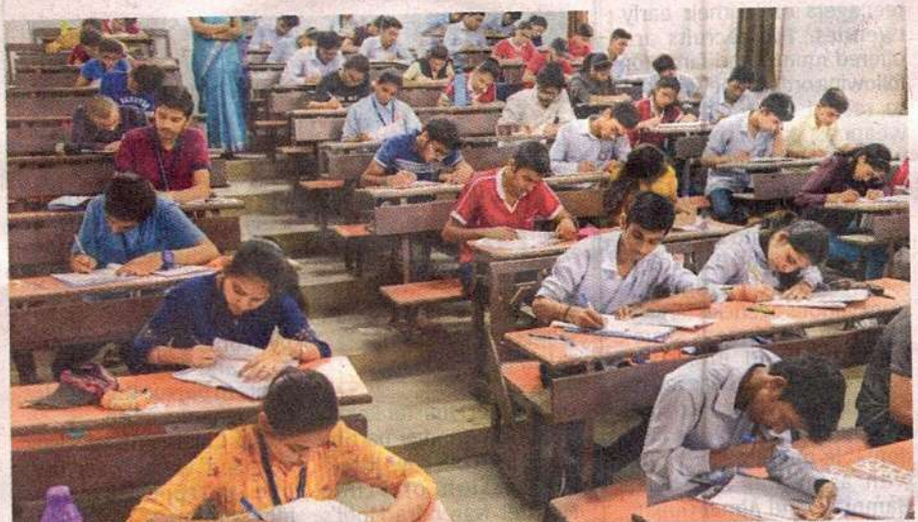
CBSE breaks silence on OSM row

Allegations surrounding vendors, tender norms and digital infrastructure have widened the controversy

PIONEER NEWS SERVICE
■ New Delhi

The Central Board of Secondary Education (CBSE) broke its silence on the ongoing controversy around the On-Screen Marking (OSM) on Sunday. The board in a statement on X said on Sunday that they are closely monitoring vulnerabilities identified in the OSM portal of its service provider after concerns were flagged in the public domain.

"We have been closely monitoring the vulnerabilities in the OnMark portal of our service provider that are being flagged in the public domain," the board posted on X. The CBSE said an expert team of cybersecurity professionals from various Government agencies and Indian Institutes of Technology (IITs) has been working over the past few days to strengthen the system's security infrastructure.



Students appearing for CBSE board examinations. Representative image PTI

The controversy surrounding CBSE's digital evaluation ecosystem intensified after 19-year-old Nisarga Adhikary claimed he discovered security vulnerabilities that allegedly exposed examination-related files online. Adhikary alleged that a CBSE-linked cloud storage system was improperly configured, allowing users to access and browse files without authentication.

According to his claims, scanned answer sheets, question papers and other examination-related materials could potentially be viewed through the exposed storage setup. He also alleged that multiple institutions were using the same infrastructure.

The CBSE got into more trouble as after Adhikary's claims a blog post by a Class 12 student from Ranchi in Jharkhand, Sidhant, published his findings reviewing tender documents of the OSM vendors.

Sidhant's blog, titled *How CBSE rewrote rules to favour Coempt EduTeck*, alleges that the board systematically modified eligibility and technical requirements across three successive tender rounds in a manner that benefited the eventual winning vendor, Hyderabad-based Coempt EduTeck Private Limited. The company has denied any wrongdoing, as has the CBSE.

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Language decorum: On the three-language formula in CBSE schools

School education should not be the site of a cultural battle

Updated – June 01, 2026 01:12 am IST

The Supreme Court of India has issued notices to the Union Government, the CBSE, and the NCERT, directing them to file a comprehensive report on their logistical preparedness to implement a three-language formula in all CBSE schools for Class 9 students from July 1, 2026. On May 27, while hearing petitioners challenging the CBSE move, the Court declined to grant an immediate stay on the policy but acknowledged that concerns over "hardship and inconvenience" warranted review. The Court will hear arguments on July 15 and 16. The casual manner in which the government is using the CBSE to enforce its contentious language policy once again shows complete disregard for students, teachers, and parents. On May 15, the CBSE had issued a circular mandating the study of three languages for Class 9 students from July 1, citing alignment with the NEP 2020 and the National Curriculum Framework for School Education 2023. At least two of the three must be native Indian languages. Foreign languages such as French or German could only be taken as a third language if the first two were Indian, or alternatively as an optional fourth subject. In a meagre effort to camouflage the hardship unleashed on the students, the CBSE exempted the third language from the Class 10 Board examination, which would instead be assessed through school-based internal evaluations, though the marks would still appear on the final certificate.

Barely weeks earlier, the CBSE had stated that the third-language requirement would be deferred until the 2029-30 academic year. The abrupt turnabout can only be explained as a political decision. The move is being challenged in the Court on multiple grounds, including constitutional ones. The petitioners argue that language is a matter of personal choice and cannot be imposed by the state. It is also being pointed out that the NEP 2020, in whose name the mandate is being enforced, promises flexibility and guarantees that no language shall be imposed on any student or State. The petitioners also argue that the CBSE, as an executive body, lacks the authority to impose such a sweeping educational mandate without backing from parliamentary legislation, regardless of what the NEP says, being an executive policy intent and not a statute. Parents and teachers are alarmed about the added pressure on students just before their Board examinations. School administrators have flagged a shortage of trained language teachers and the unavailability of appropriate textbooks. Turning school education into a cultural battleground is not helping India's ambition to become a global reservoir of advanced human resources. The Centre should course-correct before the Court takes up the case again.

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अविश्वास से घिरती जा रहीं परीक्षाएं

देश में प्रश्नपत्रों का परीक्षा से पहले 'आउट' हो जाना लगभग सामान्य प्रक्रिया बन चुकी है। इसका विस्तार बोर्ड एवं प्रतियोगी परीक्षाओं से लेकर सरकारी नौकरियों में नियुक्ति के लिए होने वाली परीक्षाओं तक फैल चुका है। सरकारी तंत्र ने अगले वर्ष के लिए सुधारों का आश्वासन दिया है। यह आवश्यक भी था, लेकिन जो अविश्वास पूरे देश में फैल चुका है, क्या उसका समाधान भी हो पाया है? अपराधियों पर कोई ठोस कार्रवाई नहीं होती। कुछ लोग तो वर्षों से इस प्रकार के अवैध कार्यों को व्यवसाय की तरह संचालित करते रहे हैं। निश्चित रूप से उन्हें कहीं न कहीं से संरक्षण भी मिलता रहा होगा। हर बार सरकारी तंत्र प्रश्नपत्र तैयार करने, उसे परीक्षा केंद्रों तक सुरक्षित पहुंचाने और परीक्षा प्रारंभ होने तक उसकी गोपनीयता बनाए रखने की व्यवस्था में सुधार करता है, लेकिन समस्या का एक बड़ा पक्ष ऐसा भी है, जिसे सभी जानते हैं, पर उसकी ओर पर्याप्त ध्यान नहीं दिया जाता। कुछ वर्ष पहले बिहार की एक बोर्ड परीक्षा के परिणामों को लेकर देशव्यापी चर्चा हुई थी। उस दौरान एक छात्रा का यह कथन व्यवस्था की गंभीर खामियों को उजागर करने वाला था कि 'मैं तो सेकेंड डिवीजन में पास होना चाहती थी, चाचा ने टाप करा दिया।' यह एक ऐसा संकेत था, जो समस्या के वास्तविक समाधान की दिशा दिखा सकता था।

हमें इस पर भी विचार करना होगा कि आखिर लीक हुए प्रश्नपत्र कौन खरीदता है? इसके लिए धन तो परिवार ही देता है और साल्वर, वह भी नीट जैसी परीक्षा में, कौन बन सकता है? कोई मेडिकल की पढ़ाई कर रहा छात्र या डाक्टर बन चुका सुशिक्षित व्यक्ति ही यह कार्य कर सकता है। क्या इस देश ने कभी नागरिकों को यह बताया कि किसी साल्वर को या बड़ी धनराशि देकर अपने लाड़लों के लिए प्रश्नपत्र खरीदने वाले परिवार के किसी सदस्य को क्या सजा मिली? इस प्रकार के मामलों और ऐसी अन्य कारगुजारियों में अपराधियों को दंडित करने के मामले में भारत इतना कमजोर क्यों है? या यूं कहें कि व्यवस्था इतनी शिथिल क्यों है? संविधान में मूलभूत कर्तव्य 42वें संविधान



ऐसी शिक्षा-पद्धति की तलाश करनी होगी, जो केवल ज्ञान और कौशल ही नहीं, बल्कि नैतिकता का

जगमोहन सिंह राजपूत **भी निर्माण करें**



नीट पेपर लीक में गिरफ्तार कोचिंग संचालक ● फाइल

संशोधन द्वारा जोड़े गए थे। यदि सरकार, शिक्षित वर्ग और समाज इनका पालन करते होते तो क्या प्रश्नपत्र लीक होते? आगे क्या केवल कानून बदलकर प्रश्नपत्र लीक को रोका जा सकेगा? व्यवस्था को लगातार सतर्क तो रहना ही होगा, लेकिन जब तक शिक्षा प्रत्येक व्यक्ति के भीतर मानवीय तत्व को जागृत करने में असमर्थ रहेगी, तब तक ऐसी आशंकाएं साकार होती रहेंगी और परीक्षाओं की साख पुनः स्थापित नहीं हो पाएगी। नीट के प्रश्नपत्र लीक मामले की जांच तेजी से चल रही है। यह स्पष्ट हो गया है कि जो लोग प्रश्नपत्र बनाने योग्य समझे गए थे, जो विशेषज्ञ माने जाते थे, वे अपेक्षित नैतिक स्तर पर खरे नहीं उतरे।

स्वतंत्रता के बाद के पहले कई दशकों तक परीक्षाओं के प्रश्नपत्र लीक क्यों नहीं होते थे। वर्ष 1965-70 तक समाज में हर तरफ ऐसे लोग उपस्थित थे, जिन्होंने देश की आजादी के लिए त्याग किया था, तपस्या की थी और अपना सर्वश्रेष्ठ देश तथा उसके नागरिकों के लिए समर्पित कर दिया था। आज स्थिति कहां पहुंच गई है? सत्ता में पहुंचकर या व्यवस्था का अंग बनकर सामान्य जन को भूल जाना लगभग पूरी तरह स्वीकार्य हो चुका है। महात्मा गांधी का एक सूत्र-वाक्य लगभग हर विचार-विमर्श में दोहराया जाता है कि 'प्रकृति के पास सभी की आवश्यकताओं की पूर्ति के लिए पर्याप्त संसाधन हैं, लेकिन किसी एक व्यक्ति के लालच की पूर्ति के लिए नहीं।' क्या नीट परीक्षा के प्रश्नपत्र लीक होने जैसी अनेक कष्टदायक घटनाओं के कारण इसी विचार में कहीं छिपे नहीं हैं? अंततः वह धन-लोलुपता ही है, जो एक अनुभवी अध्यापक को अपनी नैतिकता और कर्तव्यनिष्ठा को भुलाकर एक जघन्य सामाजिक अपराध की ओर धकेल देती है। यह उस शिक्षा-व्यवस्था और पाठ्यक्रम की भी असफलता है, जो विद्यार्थियों को परीक्षाएं तो उत्तीर्ण करा देता है, लेकिन शिक्षा के सबसे महत्वपूर्ण उद्देश्य-नैतिकता और मानवीय मूल्यों के साथ व्यक्तित्व-निर्माण में पूरी तरह असफल सिद्ध होता है। नैतिकता का ह्रास भारत के भविष्य पर सीधी चोट कर रहा है।

विज्ञान, तकनीक, अंतरिक्ष, एआइ और संचार प्रौद्योगिकी के क्षेत्र में भारत के युवा किसी से पीछे नहीं हैं। फिर भी प्रश्न यह है कि हम परीक्षाओं को ईमानदारी और विश्वास के साथ संपन्न कराने में स्वयं को असमर्थ क्यों पाते हैं? एक महत्वपूर्ण पक्ष, जिस पर अपेक्षित चर्चा नहीं होती, वह है मनुष्य की बढ़ती स्वार्थपरकता, संग्रह की प्रवृत्ति और धन के निर्बाध दुरुपयोग का अहंकार। स्कूलों से लेकर विश्वविद्यालयों तक इस विषय पर गंभीर वैचारिक मंथन की आवश्यकता है। ऐसी शिक्षा-पद्धति और विकल्पों की तलाश करनी होगी, जो केवल ज्ञान और कौशल ही नहीं, बल्कि नैतिकता से संपन्न व्यक्तित्व का भी निर्माण करें। साथ ही जनप्रतिनिधियों को भी अपने जीवन के लक्ष्यों, सामाजिक दायित्वों और जनहित की समझ पर निरंतर आत्ममंथन करते रहना होगा। केवल आर्थिक और तकनीकी प्रगति पर्याप्त नहीं है। यदि उसके साथ नैतिक विकास नहीं जुड़ा होगा तो समाज और राष्ट्र दोनों ही गंभीर चुनौतियों का सामना करते रहेंगे।

(लेखक एनसीईआरटी के पूर्व निदेशक हैं)
response@jagran.com

दैनिक जागरण, 2 जून 2026, पेज नं. 11

त्रिभाषा फार्मूला सर्वसमावेशी, किसी भाषा को थोपने की कोशिश नहीं : शास्त्री

जागरण विमर्श

देवेंद्र दीक्षित • जागरण

- भारतीय भाषा समिति के अध्यक्ष एवं पद्मश्री शास्त्री ने त्रिभाषा फार्मूला पर भ्रम किया दूर
- बोले, दक्षिण भारत में जबरन हिंदी थोपने के आरोप केवल राजनीतिक



प्रो. चमू कृष्ण शास्त्री • फाइल फोटो >>

नोएडा : राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत लागू किए जा रहे त्रिभाषा फार्मूला को लेकर देश के विभिन्न हिस्सों, विशेषकर दक्षिण भारत में उठ रही आशंकाओं के बीच भारतीय भाषा समिति के अध्यक्ष एवं पद्मश्री से सम्मानित प्रोफेसर चमू कृष्ण शास्त्री ने स्पष्ट किया है कि यह व्यवस्था किसी राज्य या समुदाय पर कोई भाषा थोपने का प्रयास नहीं है। उनका कहना है कि त्रिभाषा फार्मूला भारत की भाषाई विविधता को सशक्त बनाने और विद्यार्थियों को बहुभाषी बनाने की दिशा में एक महत्वपूर्ण कदम है।

सोमवार को दैनिक जागरण के 'राष्ट्रीय विमर्श' कार्यक्रम में बातचीत के दौरान शास्त्री ने कहा कि भारत जैसे बहुभाषी देश में विभिन्न भाषाओं को समान अवसर और सम्मान मिलना चाहिए। एनईपी-2020 इसी सोच को आगे बढ़ाती है। उन्होंने कहा कि त्रिभाषा फार्मूला कोई नई व्यवस्था नहीं है। यह पहले भी लागू रहा है और देश के अनेक विद्यालयों में छात्र हिंदी, अंग्रेजी, तमिल, कन्नड़, फ्रेंच और जर्मन जैसी भाषाओं का अध्ययन करते रहे हैं। उन्होंने बताया कि त्रिभाषा फार्मूला पहली बार वर्ष 1968 में लागू किया गया था, जिसके बाद 1986 की शिक्षा नीति में भी इसे स्थान दिया गया। हालांकि, एनईपी-2020 के तहत इसमें कुछ महत्वपूर्ण बदलाव किए गए हैं। पहले की व्यवस्था में पहली भाषा मातृभाषा या क्षेत्रीय भाषा, दूसरी भाषा अंग्रेजी और तीसरी भाषा के रूप में हिंदी भाषी क्षेत्रों में किसी अन्य भारतीय भाषा और गैर-हिंदी भाषी क्षेत्रों में हिंदी पढ़ना अनिवार्य था।

शास्त्री के अनुसार, राष्ट्रीय शिक्षा नीति राज्यों और विद्यार्थियों की आवश्यकताओं को अधिक महत्व देती है। इसी उद्देश्य से राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफ)-2023 में भाषाओं के लिए आर-1, आर-2 और आर-3 की अवधारणा अपनाई गई है। इसके तहत आर-1 मातृभाषा या क्षेत्रीय भाषा होगी, आर-2 आर-1 से अलग कोई दूसरी भाषा और आर-3 पहली दो भाषाओं से अलग तीसरी भाषा होगी। नीति में भारतीय मूल की दो भाषाओं को अनिवार्य रूप से पढ़ाने का प्रविधान किया गया है। छठी से दसवीं कक्षा तक विद्यार्थियों को तीन भाषाओं का अध्ययन करना होगा।

बड़ी संख्या में विद्यार्थी हिंदी सीख रहे हैं: तमिलनाडु में त्रिभाषा फार्मूला के विरोध को लेकर पूछे गए सवाल पर शास्त्री ने कहा कि वहां इसका विरोध मुख्य रूप से राजनीतिक स्तर पर देखने को मिलता है। उन्होंने दावा किया कि राज्य में बड़ी संख्या में विद्यार्थी हिंदी सीख रहे हैं और लोगों में हिंदी के प्रति रुचि मौजूद है। त्रिभाषा फार्मूला को लागू करने के लिए शिक्षकों की उपलब्धता को लेकर उठ रही चिंताओं पर उन्होंने कहा कि आवश्यकता पड़ने पर सेवानिवृत्त शिक्षकों की सेवाएं ली जा सकती हैं। साथ ही संकुल स्तर पर उपलब्ध शिक्षकों का भी उपयोग किया जा सकता है। उन्होंने यह भी कहा कि प्रारंभिक चरण में भाषा शिक्षण के लिए कुछ व्यावहारिक व्यवस्थाएं अपनाई जा सकती हैं।

विदेशी भाषाओं के अध्ययन पर संभावित प्रभाव के संबंध में शास्त्री ने कहा कि सीबीएसई से संबद्ध विद्यालयों में पढ़ने वाले अधिकांश विद्यार्थी भारतीय भाषाएं ही सीखते हैं। फ्रेंच, जर्मन या अन्य विदेशी भाषाओं का चयन करने वाले विद्यार्थियों की संख्या बहुत कम है। ऐसे छात्र पहले की तरह अतिरिक्त भाषा के रूप में इन भाषाओं का अध्ययन जारी रख सकेंगे।

कृत्रिम बुद्धिमत्ता (एआइ) के दौर में त्रिभाषा फार्मूला की प्रासंगिकता पर उन्होंने कहा कि एआइ केवल एक तकनीकी उपकरण है। भारतीय भाषाओं को भविष्य की तकनीक से जोड़ना समय की आवश्यकता है। उनका मानना है कि भारतीय भाषाओं में कोडिंग, साफ्टवेयर और तकनीकी विकास को बढ़ावा दिया जाना चाहिए ताकि भाषाई समृद्धि और तकनीकी प्रगति साथ-साथ आगे बढ़ सकें।

भारत में बोली जाती हैं 1369 भाषाएं

2011 की जनगणना के अनुसार, भारत में 1369 भाषाएं बोली जाती हैं। इनमें 121 भाषाओं के बोलने वालों की संख्या एक लाख से अधिक है। ऐसे में देश की भाषाई विविधता को संरक्षित और प्रोत्साहित करना आवश्यक है। उनके अनुसार, त्रिभाषा फार्मूला इसी दिशा में एक महत्वपूर्ण प्रयास है, जो भारतीय भाषाओं को शिक्षा, तकनीक, रोजगार और सार्वजनिक जीवन से अधिक प्रभावी ढंग से जोड़ने का मार्ग प्रशस्त कर सकता है।

महंगी शिक्षा के बीच गुम होते सपने



आय और शिक्षा के खर्च के बीच निरंतर बढ़ता अंतर अब एक ऐसी सामाजिक और मनोवैज्ञानिक त्रासदी का रूप लेता जा रहा है, जो हमारी आने वाली पीढ़ियों के भविष्य को दांव पर लगा रहा है।

जनसत्ता,
2 जून 2026,
पेज नं-6

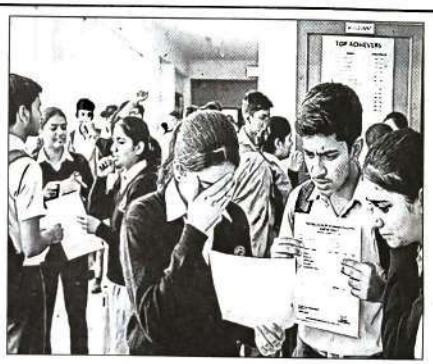
रंजना मिश्रा

किसी भी राष्ट्र की अर्थव्यवस्था का मुख्य इंजन उसका मध्यवर्ग होता है। भारत जैसे विशाल, विविधतापूर्ण और प्रगतिशील देश में मध्यवर्ग केवल करदाता या उपभोक्ता भर नहीं है, बल्कि समाज का वह सबसे जागरूक तथा संवेदनशील वर्ग है जो देश के उज्ज्वल भविष्य के सबसे ज्यादा सपने पालता है। एक आम मध्यवर्गीय नागरिक अपने जीवन में अनगिनत संघर्ष करता है, लेकिन उसकी सबसे बड़ी पूंजी उसकी आने वाली पीढ़ी होती है। यह निराशाजनक ही है कि तेजी से बदलते भारत में, यही मध्यवर्ग जटिल दोराहे पर खड़ा है, जहां एक ओर उसके पास अपने बच्चों के सुनहरे कल के लिए बुने गए अनगिनत सपने हैं, तो दूसरी ओर उन सपनों को धरातल पर उतारने के लिए आवश्यक आर्थिक संसाधनों का गहरा अकाल है। भारत की सामाजिक और आर्थिक संरचना की सबसे मजबूत रीढ़ माने जाने वाले इस वर्ग के लिए आज सबसे बड़ी चुनौती अपने बच्चों को गुणवत्तापूर्ण शिक्षा दिलाना बन गई है। यह विडंबना ही है कि जिस शिक्षा को राष्ट्र निर्माण का सबसे मजबूत आधार और अज्ञानता को मिटाने वाला प्रकाश माना जाता था, वह आज विशुद्ध मुनाफे पर आधारित उद्योग में तब्दील हो चुकी है।

आज एक औसत मध्यवर्गीय परिवार की सीमित मासिक आय का एक बहुत बड़ा हिस्सा निजी स्कूलों की तिजोरियों में जा रहा है। इस बेतहाशा खर्च ने परिवार का पूरा आर्थिक और मानसिक संतुलन चरमरा दिया है। जमीनी हकीकत यही है कि आय और शिक्षा के खर्च के बीच निरंतर बढ़ता अंतर अब केवल एक आर्थिक समस्या नहीं रह गया, बल्कि यह एक ऐसी गहरी सामाजिक और मनोवैज्ञानिक त्रासदी का रूप लेता जा रहा है, जो दीमक की तरह चुपचाप हमारी आने वाली पीढ़ियों के भविष्य को निगल रही है।

निजी स्कूलों की फीस का ढांचा जटिल, भ्रामक और अपारदर्शी हो चुका है। बात अब केवल ट्यूशन फीस तक सीमित नहीं रह गई है। इसके साथ जुड़े कई अन्य शुल्क अभिभावकों की कमर तोड़ रहे हैं। निजी स्कूलों की मुनाफे वाली गतिविधियां केवल भारी-भरकम फीस की रसीद थमाने तक ही नहीं रुकी है। यह पूरी व्यवस्था अब बेहद संगठित तरीके से अभिभावकों का शोषण कर रही है। आज स्कूल प्रबंधन ही यह तय करता है कि बच्चों की किताबें किस विशिष्ट प्रकाशक की होंगी और वे शहर की किस दुकान से खरीदी जाएंगी। हर साल पाठ्यक्रम में मामूली फेरबदल कर या प्रकाशक बदल कर पुरानी किताबों के इस्तेमाल की संभावना को पूरी तरह खत्म कर दिया जाता है। स्कूल की वर्दियां, विशेष प्रकार के जूते-मोजे, स्कूल बैग और यहां तक कि मामूली स्टेशनरी भी तय दुकान से बाजार मूल्य से कई गुना ऊंचे दामों पर खरीदने का दबाव बनाया जाता है। अभिभावकों के पास न तो सवाल पूछने का अधिकार है, न मोलभाव करने की गुंजाइश और न ही किसी अन्य विकल्प को चुनने की स्वतंत्रता।

जब शिक्षा वास्तविक ज्ञान और अच्छे संस्कार देने के बजाय विशुद्ध रूप से उत्पाद बन जाती है, तो बच्चों के भीतर छिपी स्वाभाविक रचनात्मकता, मौलिकता



और जिज्ञासा नष्ट होने लगती है। उनकी जगह एक बेलगाम प्रतिस्पर्धा, बिना समझे रटने की प्रवृत्ति और हर समय दूसरों से आगे निकलने का भारी दबाव घर कर लेता है। आजकल के बच्चे छोटी उम्र में ही यह समझने लगते हैं कि उनकी शिक्षा के लिए उनके माता-पिता किस हद तक आर्थिक और मानसिक कष्ट झेल रहे हैं। ऐसे में अपनी स्वाभाविक रुचि के विषयों को चुनने के बजाय वे उन डिग्रियों की तरफ भागने को मजबूर हो जाते हैं जो उन्हें जल्द से जल्द नौकरी का अवसर

> मध्यवर्गीय परिवारों के बच्चों का भविष्य आज उनकी प्रतिभा या कठिन परिश्रम पर उतना निर्भर नहीं है, जितना इस बात पर निर्भर हो गया है कि उनके माता-पिता की आर्थिक हैसियत क्या है। यह पूरी स्थिति हमारे समाज में एक बहुत ही खतरनाक और चौड़ी खाई पैदा कर रही है। एक तरफ समाज का वह छोटा-सा, लेकिन ताकतवर आभिजात्य वर्ग है जिसके बच्चों के पास उच्च स्तर की शैक्षिक सुविधा उपलब्ध है और दूसरी तरफ देश का वह विशाल मध्यवर्ग है, जिसके होनहार और प्रतिभाशाली बच्चों की प्रतिभा का दम उचित संसाधनों और धन की कमी की वजह घुट रहा है। शिक्षा के अधिकार कानून के तहत निजी स्कूलों में आर्थिक रूप से कमजोर वर्गों के लिए पच्चीस फीसद आरक्षण की व्यवस्था की गई है, लेकिन व्यवहार में इससे बहुत उम्मीद नहीं की जा सकती।

देते हों। इस तरह हमारा देश भविष्य के कई महान वैज्ञानिकों, विचारकों और नवोन्मेषकों को इसलिए खो रहा है, क्योंकि शिक्षा की लागत ने उनके सपनों के खुले आसमान को एक छोटे से आर्थिक पिंजरे में तब्दील कर दिया है।

मध्यवर्गीय परिवारों के बच्चों का भविष्य आज उनकी प्रतिभा या कठिन परिश्रम पर उतना निर्भर नहीं है, जितना इस बात पर निर्भर हो गया है कि उनके माता-पिता की आर्थिक हैसियत क्या है। यह पूरी स्थिति हमारे समाज में बहुत ही खतरनाक और चौड़ी खाई पैदा कर रही है। एक तरफ समाज का वह छोटा-सा, लेकिन ताकतवर आभिजात्य वर्ग है, जिसके बच्चों के पास उच्च स्तर की शैक्षिक सुविधा उपलब्ध है और दूसरी तरफ देश का वह विशाल मध्यवर्ग है, जिसके प्रतिभाशाली बच्चों का दम उचित संसाधनों और धन की वजह से घुट रहा है। शिक्षा का अधिकार कानून के तहत निजी स्कूलों में आर्थिक रूप से कमजोर वर्गों के लिए पच्चीस फीसद आरक्षण की व्यवस्था की गई है, लेकिन व्यवहार में इस पर अमल में जिस तरह की अड़चनें दिखती रही हैं, उसमें इससे बहुत उम्मीद नहीं की जा सकती।

इस पूरी त्रासदी का एक सबसे निराशाजनक पहलू हमारे सरकारी स्कूलों की बदहाली और उनकी खस्ताहाल व्यवस्था है। अगर आजादी के इतने दशकों बाद भी हमारी सरकारें स्कूल शिक्षा के उच्च मानकों को कायम कर पाने में सफल रहतीं, तो बहुत सारे भारतीय परिवार निजी स्कूलों के तंत्र की मनमानी का शिकार नहीं होते। सरकारी शिक्षा व्यवस्था की निरंतर विफलता, योग्य शिक्षकों की भारी कमी, बुनियादी ढांचे का अभाव और प्रशासनिक जवाबदेही की शून्यता ने ही निजी स्कूलों के लिए एक ऐसा बाजार तैयार कर दिया है, जिसमें उन्हें मनमानी करने की छूट मिली हुई है। आज मध्यवर्ग के पास कोई दूसरा मजबूत विकल्प बचा ही नहीं है। वह जानता है कि यदि अपने बच्चों को सरकारी स्कूलों में भेजा जाएगा, तो वहां की व्यवस्था में उनके बच्चों का भविष्य अंधकारमय हो जाएगा। इसी डर के कारण लोग अपनी हैसियत से बाहर जाकर और कर्ज लेकर भी निजी स्कूलों का रुख करने के लिए तैयार रहते हैं। एक समय था जब लोग केवल उच्च शिक्षा या मेडिकल-इंजीनियरिंग की महंगी पढ़ाई के लिए बैंकों से कर्ज लेते थे, लेकिन आज स्थिति यह आ गई है कि स्कूली शिक्षा पूरी करवाने के लिए भी कई लोगों को कर्ज लेना लेना पड़ रहा है।

अब समय आ गया है कि शिक्षा व्यवस्था को लेकर पारदर्शी और दूरदर्शी राष्ट्रीय नीति विकसित की जाए और उसे पूरी ईमानदारी से लागू किया जाए। यह सुनिश्चित करना राज्य और सरकारों की संवैधानिक जिम्मेदारी है कि शिक्षा मनमाना मुनाफा कमाने वाला व्यवसाय न बने। शिक्षण संस्थानों को बिना किसी लाभ के सिद्धांत पर चलने के लिए बाध्य किया जाना चाहिए और नियमों का उल्लंघन करने वाले वाले स्कूलों की मान्यता रद्द की जानी चाहिए। इसके समांतर, इस पूरी समस्या का सबसे प्रभावी और एकमात्र स्थायी समाधान यही है कि सार्वजनिक शिक्षा प्रणाली यानी सरकारी स्कूलों का युद्धस्तर पर कायाकल्प किया जाए। जब तक हमारे देश के हर शहर, कस्बे और हर गांव के सरकारी विद्यालय निजी स्कूलों को शिक्षा की गुणवत्ता में कड़ी टक्कर नहीं देंगे, तब तक भारत का मध्यवर्ग निजी स्कूलों के इस मकड़जाल से कभी बाहर नहीं निकल पाएगा।

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CBSE's OSM Crisis: Building a trusted digital evaluation system

Drawing on the transparency framework adopted in MCQ-based examinations, there is an urgent need for National Digital Evaluation Model (NDEM) to resolve the OSM crisis and build a trusted digital evaluation system for Gen-N



RAJEEV KUMAR

Teaching-Learning-Evaluation (TLE) is the core of any education system, with evaluation as the most consequential component because it directly affects students' academic progress and future opportunities. After years of effort, preparation, and investment, students have a legitimate right to know how their answer scripts were assessed-how marks were awarded, how step-marking was applied, which responses were left unchecked, and where marks were deducted despite substantial conceptual correctness. Transparency in evaluation is therefore essential for academic fairness and trust. Over the years, concerns have repeatedly surfaced about hurried evaluation, unchecked responses, inconsistent marking, examiner subjectivity, and unexplained variations in awarding marks, highlighting the need for more transparent, verifiable evaluation systems.

Responding to long-standing demands for greater transparency, CBSE introduced the On-Screen Marking (OSM) system for the Class XII Board Examination, replacing conventional pen-and-paper (PnP) evaluation with digital assessment. Physical answer books are scanned and evaluated digitally through a controlled software platform. While this marked a major shift towards transparency and standardisation, the rollout was soon overshadowed by technological glitches, evaluation anomalies, and concerns about the credibility and verifiability of the process.

Broadly, written examinations are of two types: Multiple Choice Question (MCQ)-based (objective) and descriptive (subjective). In both cases, evaluation systems are increasingly expected to leverage digital technologies to improve transparency, standardisation, accountability, and verifiability.

In MCQ-based examinations, evaluation is objective and straightforward because responses are matched against predefined answer keys. Such examinations commonly use Optical Mark Recognition (OMR) sheets, copies of which are often made available to candidates. After provisional answer keys are released, stakeholders may submit objections before final answer keys are frozen. Candidates can then independently estimate and verify their scores against declared results. Since the process is binary and machine-verifiable, it involves minimal subjectivity and limited scope for disputes.

This transparency framework-comprising disclosure of OMR sheets, publication of provisional answer keys, stakeholder feedback, and release of final answer keys-was pioneered and advocated by the author through sustained efforts during the early 2010s. It has since been adopted by most major admission and recruitment examinations in the country, such as IIT, CBSE, NTA, and others. More recently, UPSC adopted the same SOPs for the Civil Services (Preliminary) Examination, 2026.

Beyond transparency, the digital MCQ-OMR ecosystem has also provided valuable audit trails for investigative and judicial scrutiny, including in major admission and recruitment controversies such as the West Bengal teacher recruitment case.

Descriptive examinations operate in a fundamentally different environment. Answers are analytical, interpretative, or procedural, with marks awarded for intermediate steps, reasoning, methodology, diagrams, and presentation rather than a simple right-or-wrong outcome. Consequently, even under a common marking scheme, different evaluators may legitimately award somewhat different marks to the same answer.

This inherent subjectivity necessitates mechanisms for re-checking and re-evaluation. Re-checking verifies assessment and totalling accuracy, while re-evaluation involves a fresh assessment when significant discrepancies are suspected. However, in examinations involving millions of answer scripts, these processes are time-consuming and resource-intensive, and are typically invoked only when serious anomalies are suspected.

Encouraged by the success of digital evaluation in MCQ-based examinations, CBSE reportedly experimented with On-Screen Marking (OSM) on a limited scale from 2013-14 onwards. The nationwide rollout in 2026, however, represented one of India's largest digital evaluation exercises, involving about 17 lakh Class XII students and nearly 98 lakh answer scripts. Such an undertaking required seamless integration of scanning infrastructure, secure storage, high-capacity servers, evaluation software, trained examiners, moderation systems, and student-access platforms. Given the scale and complexity of the exercise, the rollout appears to have proceeded without adequate large-scale dry runs, stress testing, and stakeholder preparedness, exposing significant implementation challenges.



However, the rollout was soon marred by reports of portal glitches, payment gateway failures, server congestion, and difficulties in accessing scanned answer scripts. Concerns deepened further over blurred scans, missing pages, unchecked responses, inconsistent marking, and questions regarding the completeness and correct indexing of digitised answer books.

The controversy showed that digital evaluation is far more than digitising answer books. It requires secure infrastructure, trained examiners, quality controls, and transparent verification. Failure at any stage can undermine trust in the system. Ironically, a reform aimed at enhancing transparency and accountability itself raised questions about transparency, verification, and trust.

Perhaps the most consequential flaw in the OSM rollout was the decision to charge for access to scanned answer scripts. Since answer books had already been digitised as part of the evaluation workflow, students were effectively being asked to pay to access and verify records that were largely their own intellectual work. This raises a fundamental question: why should students pay to inspect and verify answer scripts that had already been created and stored in digital form?

The fee-based access model also created avoidable technological and administrative problems. Students repeatedly encountered server overload, portal glitches, payment gateway failures, delayed script delivery, and difficulties accessing scanned answer books within limited time windows. Because access was restricted and linked to payment, large numbers of students attempted to download their scripts simultaneously, creating concentrated demand and congestion on the system.

More importantly, the approach missed an opportunity to build transparency directly into the evaluation process. Since answer scripts were already digitised before evaluation, CBSE could have securely shared encrypted digital copies with all students and parents by default through authenticated portals, email, or registered mobile applications. Students could then verify within a defined period that the scripts were complete, readable, correctly indexed, and genuinely theirs, including all supplementary sheets. Such a verification layer would likely have detected many issues at an early stage, including blurred scans, missing pages, wrongly uploaded scripts, and incomplete digitisation. It would also have distributed server load more evenly, rather than concentrating access requests within a paid application window. In effect, a transparency-driven model could have reduced disputes, minimised technological failures, improved public confidence, and transformed millions of students into the first line of verification for the digital evaluation ecosystem.

Proposed National Digital Evaluation Model (NDEM)

The National Digital Evaluation Model (NDEM) can build upon the strengths of CBSE's OSM while addressing the weaknesses exposed during its rollout.

Digitisation: Under NDEM, answer scripts should first be scanned using standardised high-resolution infrastructure and securely archived with appropriate cybersecurity safeguards. Before evaluation begins, encrypted digital copies of answer scripts should be delivered free of cost to students and parents through authenticated portals, email, or registered mobile applications. Students should be given a limited verification window to confirm that the scripts are complete, readable, correctly indexed, and genuinely their own, including all supplementary sheets.

Digital Evaluation: Simultaneously, detailed subject-wise, step-wise marking schemes should be finalised and published. Once script verification is completed, evaluation should proceed through trained examiners using standardised digital platforms. Digital audit trails, centralised moderation, automated totalling checks, anomaly-detection systems, and random quality audits should continuously monitor consistency and compliance with prescribed SOPs.

Self-Verification: After evaluation, students would already possess both their answer scripts and the approved marking schemes. This would enable them to independently estimate their likely scores and compare them with officially awarded marks. Significant deviations could then trigger targeted review mechanisms, thereby reducing the need for large-scale re-evaluation requests.

Review: The model retains re-checking and re-evaluation as final safeguards but shifts the emphasis from post-result dispute resolution to pre-evaluation verification and transparency.

By combining secure technology, standardised evaluation, student verification, and digital accountability, NDEM can create a transparent, auditable, and trustworthy evaluation ecosystem for Board, university, admission, and recruitment examinations across India.

The success of MCQ-based examinations has shown that transparency, verification, and digital auditability strengthen public trust and system integrity. Descriptive evaluation must now evolve on similar principles.

The proposed National Digital Evaluation Model (NDEM) should be supported by robust SOPs, reliable scanning infrastructure, secure archival systems, high-capacity servers, structured examiner training, standardised step-wise marking schemes, strong cybersecurity safeguards, and automated audit mechanisms. Most importantly, scanned answer scripts should be securely provided free of cost to all students and parents, enabling verification of completeness, readability, and authenticity before evaluation begins.

By extending the transparency framework of MCQ-based examinations to descriptive assessments, NDEM can transform evaluation into a transparent, verifiable, auditable, and student-centric ecosystem. Importantly, the framework can be implemented immediately, helping address many issues exposed during the CBSE-OSM rollout. If adopted carefully, NDEM can become a national benchmark for digital evaluation and restore confidence in large-scale examination systems.

The writer is a Tech Education Policy Consultant, a former Professor of Computer Science at IIT Kharagpur, IIT Kanpur, BITS Pilani, and JNU, and a former scientist at DRDO and DST

dailypioneer
@rajeevkumarcse
prof rajeev-kumar-51679611

India needs more schools, medical colleges, entrepreneurship in education



MANISH SABHARWAL

The Indian Express, 8 June 2026, Page No.-11

SCOTT ANDERSON'S excellent book *King of Kings* documents the Shah of Iran's curt reaction to food shortage warnings in 1978 as "There are no shortages, only hoarding by greedy businessmen." The technocratic reply that "hoarding depended on shortages" angered the emperor, who then ordered people to "stop complaining and work harder". This royal delusion — the Shah was unemployed within 12 months — echoes the regulatory cholesterol holding back a massive entrepreneurial response to India's voracious demand for education. While tactical responses are necessary before 21 lakh-plus students retake the NEET-UG exam on June 21, the only lasting solution is to expand supply through deregulation that empowers education technocrats, such as principals and deans, to set up institutions.

India's inability to create mass prosperity arises from the low productivity of our employers and youth. Reforms over the past decade have focused on employer productivity; we must now tackle outdated regulations choking the expansion of schools, colleges, and universities. The Radhakrishnan Commission of 1948 and the Kothari Committee of 1968 responded to educator John Gardner's challenge to design education systems that are equal and excellent. But India's youth population today is larger than America's total population. We are no longer a poor, new, and hesitant republic, and our education policy should stop behaving like one. This entails ending five false binaries.

Quantity vs Quality: India has run a randomised control trial in education regulation. The Medical Council of India was bribed to keep medical capacity down, while the All India Council for Technical Education was bribed to expand engineering capacity. This means we have 16 lakh engineering seats every year, but only 1.3 lakh MBBS seats. Capitation fees have largely disappeared in engineering but exploded in medicine. Unlike Athena, who sprang fully formed from the head of Zeus in Greek mythology, educational institutions are not born adults. Over time, the goofy engineering colleges set up in the 1980s in Andhra Pradesh, Karnataka, and Tamil Nadu have improved, providing the supply chain for India's software industry. Nearly 30 per cent of engineering seats now lie vacant. Weak colleges are closing, and good colleges are raising faculty salaries.

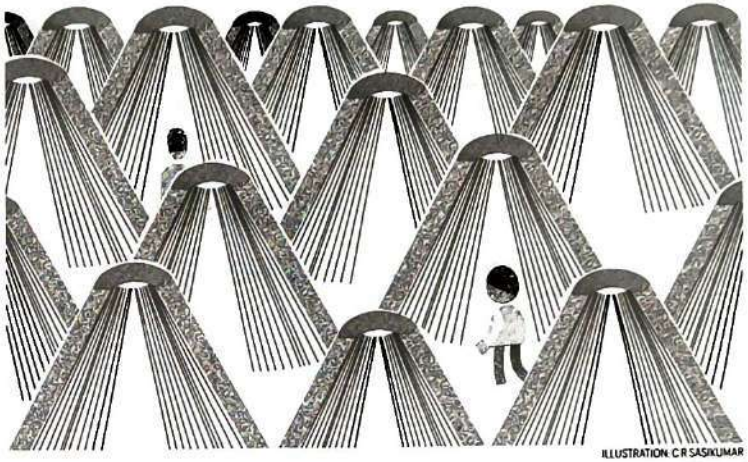


ILLUSTRATION: C R SASIKUMAR

Public vs Private: The debates over public vs private, or foreign vs domestic, institutions are juvenile. We should only care about good vs bad schools. But India's education regulations are obsessed with hardware over software, legal structures over learning, and input metrics over outcomes. This creates adverse selection among education entrepreneurs because success requires lying at birth (not unlike legislators' election-spending affidavits) and lifelong regulatory "management" skills (creating a gap between how the law is written, interpreted, practised, and enforced).

Repair vs Prepare: Few disagree with Mark Twain's quip that education is not the filling of a bucket but the lighting of a fire. But addressing poverty needs learning for earning as much as learning for living. This does not mean India must vocationalise school education or imitate Singapore by streaming children too early, but it does mean recognising that what we can teach someone in six months (a plumber, mason, salesperson or customer service worker) takes 15 years to learn (confidence, curiosity, creativity or communication skills). The most important vocational skills are the old four Rs: Reading, writing, arithmetic and relationships, and too many government schools (50 per cent of enrolment) fail at these basics. Why are half of our kids paying for something to avoid something free? Because a 21st-century education makes the strange familiar through knowledge, but also the familiar strange through questioning.

> Coaching factories, exam leaks, nursery-school interviews and unemployability mean an Indian child's most important decisions are choosing their parents and pin code wisely

Price vs Cost: The challenge for great educational institutions is reconciling high costs for faculty and infrastructure, but low fees for diversity and inclusion. Predictably, debates around fair fees and reasonable profits provoke outrage. But India already knows price controls don't work: private schools simply invent 20 different fee categories. The most expensive school is no school at all.

Excellence vs Inclusion: India's inequality of opportunity means our most valued institutions inhabit two extremes — either the IITs and IIMs, with narrow entry gates (99 per cent fail) and wide-open exits that require elimination rather than selection entry exams, or the chartered accountant qualification with wide entry gates and narrow exits (99 per cent fail). But weak competition for most schools means their wide-open entry and exit gates lead to poor learning outcomes, weak signalling value and rotten employability.

The solution is clear: More education entrepreneurship through deregulation. Removing the state government NOC requirement for Central Board recognition — state registration is already mandatory under the Right to Education Act. Deleting the RTE clause that prescribes jail for schools that conduct admission evaluations — should we select IIT or IIM students by lottery? Allowing all companies, not just Section 8 ones, to open schools and colleges so that education technocrats can become entrepreneurs by legally raising external capital. Scrapping minimum land requirements that confuse building schools with school buildings ensures that most education entrepreneurs are politicians, crooks, and landowners. Regulations that reward legal shenanigans or regulatory "management" handicap talent without capital and capital without talent.

My job in a people supply chain company involved hiring someone every five minutes for 25 years. But only hiring 5 per cent of applicants converted me to Amartya Sen's idea of development as freedom. An uneducated Indian is not a free Indian. Coaching factories, exam leaks, nursery-school interviews and unemployability mean an Indian child's most important decisions are choosing their parents and pin code wisely. The solution is not licensing but supply. Competition will drive innovation in teaching, fees, productivity, multilingual instruction, gifted students, teacher training and employability. India doesn't need fewer cooks in the kitchen; it needs more cooks, more recipes and fewer bureaucrats guarding empty plates.

The writer is co-founder of TeamleaseServices and co-author of Made in India

Department of Higher Education, Ministry of Education launches applications for the Prime Minister Research Chair (PMRC) Scheme 2026

A flagship national initiative connecting global Indian talent with India's scientific and innovation future

Posted On: 02 JUN 2026 2:00PM by PIB Delhi

The Department of Higher Education, Ministry of Education, Government of India, invites applications for the Prime Minister Research Chair (PMRC) Scheme 2026, a flagship national initiative designed to attract accomplished Indian-origin researchers, scientists, technologists, and professionals from globally reputed universities, laboratories, research institutions, and industries to premier government Higher Education Institutions (HEIs), national laboratories, and research centres across India.

The Scheme will connect global Indian talent with India's rapidly expanding research, development, innovation, and technology ecosystem across 13 thematic areas of national priority, which include.

1. Advanced Computing (AI, Quantum Computing & Supercomputing)
2. Semiconductors
3. Energy, Sustainability & Climate Change
4. Cybersecurity
5. Healthcare & MedTech
6. Biotechnology
7. Advanced Materials & Critical Minerals
8. Space & Defence
9. Next-Generation Communications
10. Manufacturing & Industry 4.0
11. Agri & Food Technologies
12. Blue Economy
13. Atomic Energy

Anchored on three core pillars: Lead Institutions, Host Institutions, and PMRC Fellows, the Scheme is designed to ensure mission-aligned, nationally relevant, and impact-oriented research. Participating institutions and fellows will be selected through a rigorous process overseen by an Empowered Committee chaired by the Principal Scientific Advisor to the Government of India.

PMRC Fellows will receive fellowship and research grant support, access to laboratories and research infrastructure and opportunities to work with leading government institutions in India.

Host Institutions under the Scheme will benefit through international academic collaborations, engagement with globally accomplished researchers and professionals, and expanded research and innovation activities in priority sectors.

The Scheme provides opportunities for engagement under three categories namely Young Research Fellows for early career researchers, Senior Research Fellows for experienced researchers, and Research Chairs for globally accomplished research leaders.

Eligible Fellows under the PMRC Scheme include accomplished Indian origin researchers, scientists, and professionals, including Indian Nationals working abroad, OCI cardholders, and Persons of Indian Origin. The Scheme aims to attract accomplished Indian origin researchers and professionals from leading global institutions and industries with outstanding achievements in research, innovation, and technology.

Eligible Host Institutions include Government Higher Educational Institutions ranked among the Top 100 in NIRF Overall or Engineering categories, or Top 50 in the NIRF Research category, along with top national laboratories and research institutions under agencies such as Department of Science and Technology (DST), Department of Biotechnology (DBT), Indian Council of Medical Research (ICMR), and Council of Scientific and Industrial Research (CSIR), among others.

To support implementation across thematic areas, seven (07) premier institutions have been identified as Lead Institutions:

1. Indian Institute of Technology Delhi (IIT Delhi)
2. Indian Institute of Technology Bombay (IIT Bombay)
3. Indian Institute of Technology Madras (IIT Madras)
4. Indian Institute of Technology Kanpur (IIT Kanpur)
5. Indian Institute of Technology Hyderabad (IIT Hyderabad)
6. Indian Institute of Technology (Indian School of Mines) Dhanbad [IIT (ISM) Dhanbad]
7. Indian Institute of Science Bengaluru (IISc Bengaluru)

Applications from Fellows and Host Institutions will open from **1 June 2026** on the PMRC Portal.

For detailed guidelines, eligibility criteria, and application procedures, visit:
https://pmrc.education.gov.in/

Be a part of Bharat's next chapter of research, innovation, and nation-building. Join India's journey towards an Aatmanirbhar and Viksit Bharat.

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Prefer

Goa board plans to introduce NCERT books for Classes 9 to 11 for academic year 2027-28

Vaishnavi Shukla | June 2, 2026 | 06:59 PM IST | 1 min read

GBSHSE Goa Board: NCERT is developing textbooks for Classes 9 to 11 in subjects such as English, mathematics, chemistry, physics, biology, and Hindi



Goa board plans to launch NCERT textbooks for academic year 2027-28. (Representational Image: Wikimediacommons)

GBSHSE : After introducing NEP-aligned textbooks up to Class 8, the National Council of Educational Research and Training (NCERT) is now developing textbooks for Classes 9 to 11. With these new textbooks expected to be available from the 2027-28 academic year, the Goa Board of Secondary and Higher Secondary Education (GBSHSE) has already prepared a roadmap for their implementation.

According to the Times of India report, Goa Board's chairperson Bhagirath Shetye said that the board will adopt NCERT textbooks for certain subjects, including English, mathematics, chemistry, physics, biology, and Hindi.

He also said the board plans to continue with the current history and geography textbooks, as they have been updated recently by the board with local content.

Additionally, for subjects such as Hindi, the board will review its performance during the first year and then decide whether any changes are needed to address local requirements. Following implementation, the board will also assess the need for any additional local content.

Also read

UP Board rolls out doorstep delivery of NCERT books for classes 9 to 12

Goa Board: NCERT textbooks

The chairman also added that, as per the prevailing standards, the Goa board has implemented the existing NCERT textbooks for English, mathematics, science, economics, psychology, and there are only local books available for some subjects like accountancy and secretarial practice. For Class 9, the new textbooks are being developed, and draft syllabi have been published on NCERT's official website, allowing teachers and other stakeholders to review and provide feedback on the proposed content. For Classes 10 and 11, the revised textbooks will be introduced during the 2027–28 academic year.

This year in March, NCERT outlined a roadmap for the introduction of new textbooks aligned with the National Education Policy (NEP) 2020. The initiative is based on the National Curriculum Framework for School Education (NCFSE) 2023, which defines learning expectations for students across different stages of schooling.

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NCERT opens admissions for RIE teacher education programmes; CEE 2026 exam on June 28

NCERT has announced admissions for RIE teacher education programmes 2026. Online registration starts May 15 and CEE 2026 will be held on June 28.

Sakshi Gupta | 1 min read

Featured News

Hindustan Times, 3 June 2026, Page No.-17

Why schools must invest in psychology education

Laavanya Dhanjal
letters@hindustantimes.com

Schools today are not easy places to grow up in. Competitive academics, entrance exam pressure, parental expectations and relentless social media comparisons have quietly made emotional exhaustion part of everyday school life. Summer vacations, once associated with outdoor play and family time, are now largely consumed by screens, gaming and endless scrolling. Against this backdrop, psychology education is not a luxury consideration. It is something that schools genuinely need.

To be clear, this is not about turning students into therapists. It is about giving children a basic understanding of their own inner world. Why does exam season trigger panic? Why does a comment from a friend sting for days? Why does anger make people say things they later regret? These are a few questions students already carry. Psychology education simply gives them a framework to work through them and the emotional vocabulary to express what they are experiencing rather than suppress it.

Digital addiction makes this more urgent than ever. Platforms are not passively available. They are engineered to hold attention through notifications, reward cycles and content that is deliberately hard to stop consuming. Younger users are especially vulnerable to these patterns and most of them have no context for understanding what is happening to their focus, their sleep or their sense of self. Without this awareness, students scroll longer, compare more and gradually feel worse without quite knowing why. Psychology education gives them the tools to recognise these patterns before they become habits that are difficult to break.

There is also a direct classroom dimension to this. When students have some emotional vocabulary and self-awareness, the culture of a school shifts noticeably. Bullying does not disappear overnight but its frequency reduces when empathy is genuinely taught rather than assumed.

Students talk to each other differently, listen more carefully and are less likely to let frustration build into something damaging. Teachers who have even a basic grounding in psychology tend to respond to difficult behaviour with more curiosity than punishment and that shift in approach changes outcomes significantly over time.

India's education system has started acknowledging this gap. CBSE and NCERT have put out wellness frameworks and guidelines encouraging schools to weave emotional development into the school day alongside academics. On the ground, some schools have responded with mindfulness sessions, emotional check-ins and peer support programmes. The Beacon Buddies initiative at Expert PU College in Mangaluru, which received appreciation from NCERT, showed what student-led peer counselling can look like in practice. Students supporting students through anxiety, academic stress and loneliness in a structured and supervised way proved more effective than many anticipated.

The data behind the crisis is hard to ignore. The Tele-MANAS mental health helpline has received millions of calls from young people struggling with stress, anxiety and emotional distress. Institutions like AIIMS have set up dedicated student counselling and suicide prevention helplines to respond to what is clearly a growing need. These services matter enormously but a helpline is a response to a crisis that has already taken shape. What schools can offer is something different altogether, prevention, consistency and a daily environment where mental health does not carry stigma and struggle does not have to be hidden.

The access gap is also worth naming. Smaller schools, particularly in rural areas, rarely have trained counsellors on staff. The distance between policy guidelines and what happens inside classrooms remains significant and narrowing it will require sustained investment in teacher training and not just documentation and circulars.

The author is a psychology scholar

News >

UNESCO and NCERT Launch Training Programme to Equip Educators Against Online Violence Affecting Children

A national level training initiative to strengthen teacher capacity to identify, prevent and respond to online harms facing children in an increasingly digital world



© UNESCO

3 June 2026

June 1, 2025, New Delhi | UNESCO, in collaboration with the Central Institute of Educational Technology (CIET) under the National Council of Educational Research and Training (NCERT), has launched a training programme on **Online Violence Against Children** to equip teachers, educators and education professionals across India with the knowledge and practical tools needed to help children navigate digital spaces safely.

The five-day programme is being delivered live from **1–5 June 2026 in English**, followed by a **Hindi-medium edition from 8–12 June 2026**. Broadcast through NCERT's official YouTube channel and the PM e-VIDYA platform, including DTH

TV Channels 6–12, the training is open to educators nationwide and offers certification through the DIKSHA platform.

The initiative comes at a time when children's lives are increasingly intertwined with digital technologies. India has more than one billion internet subscribers, and young people are among the country's most active users of social media, gaming platforms and online learning tools. While digital connectivity offers unprecedented opportunities for learning, participation and self-expression, it also exposes children to growing risks online.

According to National Crime Records Bureau (NCRB) data, registered cybercrime cases against children increased from **232 cases in 2018 to 1,823 cases in 2022**, nearly an eight-fold rise in four years. Between 2021 and 2022 alone, reported cases increased by 32 per cent. Research by the National Commission for Protection of Child Rights (NCPCR) has further highlighted the vulnerabilities faced by children navigating digital environments with limited awareness, digital literacy or adult guidance.

Behind these figures are real experiences of cyberbullying, online grooming, image-based abuse, exploitation, exposure to harmful content, hate speech and misinformation. The consequences often extend beyond the digital environment, affecting children's mental health, well-being, learning outcomes and participation in education.

UNESCO has long maintained that safe learning environments are fundamental to quality education. As children's lives increasingly extend into digital spaces, this commitment must also encompass online safety and well-being. Schools and educators therefore play a critical role in helping learners develop digital literacy, resilience and the skills needed to engage safely and responsibly online.

What the Training Covers

The programme addresses the full landscape of technology-facilitated violence that children encounter online:

- **Trends and risks** shaping the current threat environment for young internet users in India
- **Forms of online violence** — including cyberbullying, online grooming, image-based abuse, hate speech, and misinformation
- **Psychological and social impact** on children's mental health, learning outcomes, and well-being, addressed by Dr. Yatan Pal Balhara, Professor of Psychiatry at AIIMS

- **Legal mechanisms** for child online protection under Indian law, presented by Mr. Manoj Kumar, ACP Delhi Police
- **Support and referral pathways** — practical guidance on how educators can respond when a child discloses or shows signs of online violence

The programme brings together expertise from across sectors, including education, child protection, mental health, law enforcement and digital governance. Sessions are facilitated by experts from UNESCO, AIIMS, the Ministry of Home Affairs, NITI Aayog, Delhi Police and Dublin City University.

> "Preventing online violence against children isn't just about technology—it's about humanity. UNESCO empowers educators as frontline defenders, building the digital literacy and resilience every child needs to explore the internet without fear."
>
> **Joyce Poan**
> Chief of Education and Programme Specialist, UNESCO Regional Office for South Asia

Building Teacher Capacity at Scale

The initiative is aligned with India's National Education Policy, 2020, which integrates digital citizenship and learner safety as core educational priorities, and the National Curriculum Framework for School Education, 2023, which identifies digital literacy and ethical technology use as essential competencies.

Upon completion, participants receive certification through the DIKSHA platform, India's national digital infrastructure for teacher professional development, contributing to the 50 hours of mandatory Continuous Professional Development prescribed under NEP 2020. This positions the training not as a one-time intervention, but as part of a sustained, systemic effort to embed child online safety into teacher practice nationwide.

The training is free and open to all education professionals. Sessions can be watched live or accessed through DIKSHA for certified learning.

English series: June 1–5, 2026 | **Hindi series:** June 8–12, 2026

Live: youtube.com/@ncertofficial | PM e-VIDYA DTH Channels 6–12

Certification: DIKSHA platform

More information: ciet.ncert.gov.in/activity/ovce

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THE TIMES OF INDIA

NCERT textbook shortage: Class 9 students hardest hit in Bengaluru CBSE schools

TNN | Jun 3, 2026, 02.59 PM IST



BENGALURU: Schools have reopened, but several CBSE schools in the city are reeling under shortage of NCERT (National Council of Educational Research and Training) textbooks, thus affecting their academic schedules.

While schools say there is a shortage of books for classes 6-9, the worst hit is class 9, where a completely new syllabus has been rolled out. While the online PDFs are available on the website, schools say that do not suffice.

“Teachers find it hard in language classes, when students don’t have text books. Group work and homework assignments get messy. Teachers spend more time in dictating content, scanning pages, and arranging PDFs etc. Many hours are lost from actual teaching. Subjects like Science and Social Science suffer because activities depend on in-text diagrams and maps.

- NCERT faces criticism as Hindi medium Class 9 students remain without Maths and Science books

Schools are depending on NCERT e-books available on ncert.nic.in and the DIKSHA app. Keeping one set in libraries per 15 students as reference copies is a temporary solution,” said Veda Prashanth, principal, Hill Rock National Public School.

While most schools use NCERT based books till class 6, the practice is to resort to NCERT for the higher grades. “The distributors tell us that they don’t have the required copies we need and they send us in batches as and when they get it. They don’t have a idea as to when will the textbook be available for Social Science for grade 9,” said principal of a leading chain of schools.

“It is a huge issue. We are not able to make bulk orders. We have uploaded soft copy on our internal platform and have told students to use it,” said another principal.

Parents are equally irked. “We are taking print outs after print outs every day. What a waste of resources is this? Isn’t it common knowledge for NCERT that books should be made available by the time schools reopen. And grade 9 is not a small grade where we can help them with some private publishers books,” said Nirmal R, a parent.

“As NCERT is the base for boards and other competitive exams, the worry is even more,” said Veda.

P D Anjanappa of Sree Dhanalakshmi Book Centre on Avenue Road says he gets panicked customers daily enquiring for NCERT books. “We have no stocks. This year, no books have come. All the old ones are sold out. We see parents and students panicking, as they hop from one shop to another,” he said.

Sandeep Pai S, chairman of Bangalore Sahodaya, said it has hit the learning process. “There is basically a difference in the academic calendar between schools in North and South India. While North Indian schools need the textbooks only by July, that is not the case for schools here. We have to finish our class 9 exam soon so that we are get them prepared for class 10. Class 10 is a continuation of class 9. How can we prepare students for the next class too and launch programmes for toppers,” he said.

“There was a similar issue in the previous years when they changed the textbooks of other grades. NCERT should have seen this coming,” he said.

NCERT Seizes Over 5 Lakh Pirated Textbooks, Registers 29 FIRs In 14 Months Against Pirates



The National Council of Educational Research and Training (NCERT) has taken action against criminals involved in the manufacture, distribution and sale of pirated NCERT textbooks. Adopting a zero-tolerance policy towards piracy, NCERT has seized more than 5 lakh copies of pirated NCERT textbooks, a huge quantity of printing paper and machinery worth more than 20 crores of rupees. NCERT has also registered 29 FIRs against printers, warehouse owners, and retailers of pirated NCERT textbooks. In a statement, the Ministry of Education has said that these actions have been taken in the last 14 months.

The Ministry has said that to curb the menace of pirated textbooks, NCERT has undertaken several initiatives to enhance the quality, accessibility, and security of its textbooks. These include significant improvements in the quality of paper and printing, ensuring timely printing and adequate availability of textbooks in the market, and taking proactive action against the production and distribution of pirated books.

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School Education 5 Min Read

AI in schools: Personalised learning replac ‘One-Size-Fits-All’, is this the dawn of education’s next revolution?

India is embracing Artificial Intelligence to transform its vast education system. AI promis personalised learning for millions of students, moving beyond a uniform approach. Policy changes and investments are paving the way. This technological shift aims to empower teachers and ensure every child receives tailored instruction. The nation is poised for a significant educational evolution.

ET CONTRIBUTORS
Updated On Jun 3, 2026 at 12:25 PM IST

By Naman Jain

India’s classrooms stretch from the heart of its bustling cities to the furthest reaches of its countryside, encompassing over 250 million school children across nearly 1.5 million schools. This scale is both a source of national pride and a persistent policy challenge. For generations, Indian



Naman Jain, Director, Silver Line Prestige School, Ghaziabad

learning needs are easily lost in the shuffle. The numbers reveal the cracks in this approach. National assessments and UDISE+ data highlight the remarkable diversity and complexity of student achievement across India, panning regions, genders, castes, and backgrounds. While more than 7% of schools are still guided by a single dedicated teacher, and 58% have functional computers with 64% enjoying reliable internet access, these numbers also reveal the immense potential for progress.

Advt

Each statistic represents an opportunity: millions of children whose unique talents and needs can be unlocked as India moves beyond a standardised, one-size-fits-all model. With the right tools and vision, these challenges can become the foundation for a more inclusive and adaptive education system, one that celebrates every learner's individual growth. Now, as India begins to experiment with artificial intelligence in

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AI's Promise: Personalisation at Scale

It is within this landscape that AI introduces a compelling new vision for Indian education. With adaptive learning platforms powered by machine learning and real-time analytics, it is now possible to diagnose individual learning gaps, scaffold instruction, and provide granular, actionable feedback, functions unimaginable in a conventional classroom. These tools can support differentiated instruction for students in multi-grade or multilingual settings, and can even adapt content for children with disabilities. The potential is not merely theoretical: pilot projects in states like Karnataka and Maharashtra have shown early promise, with teachers reporting increased student engagement and more targeted remediation. This is a shift from standardisation to genuinely learner-centred pedagogy, where each child's needs, interests, and learning pace are acknowledged and addressed.

Policy Momentum: India Steps Up

The National Education Policy (NEP) 2020 calls for integrating AI and computational thinking across all levels of schooling. The Central Board of Secondary Education (CBSE) has introduced AI as an elective at the secondary level, providing students with early exposure to emerging technologies. The 2025-26 Union Budget's allocation of ₹500 crore for a Centre of Excellence in AI for Education is a clear signal of intent, and the decision to make AI and Computational Thinking compulsory from Class 3, beginning in the 2026–27 academic year, places India among global leaders in digital pedagogy. Policy documents and public speeches now routinely highlight the nation's commitment to leveraging technology as an equaliser in education.

However, without deliberate, systemic planning, there is a real risk that AI's benefits will accrue mainly to well-resourced urban schools, rather than bridging the gap for rural and marginalised learners. The digital divide is not just about devices and connectivity, but about access to high-quality digital content in multiple languages, and the ongoing support to use it effectively.

Ethical Crossroads: New Dilemmas in the Digital Age

Policymakers and technology providers must anticipate these risks, crafting robust data protection frameworks, ensuring that AI tools are transparent, fair, and subject to regular scrutiny. Regular audits, teacher and community feedback, and policy oversight will be essential to ensure technology serves as an equaliser and not a divider.

Empowering, Not Replacing, Teachers

Central to this revolution is the evolving role of the teacher. AI can automate routine administrative chores, offer differentiated lesson plans, and surface actionable insights into student progress. This should empower teachers to focus on deeper pedagogical work: fostering inquiry, supporting socio-emotional development, and guiding collaborative projects. However, this requires significant investment in professional development. Teachers must be equipped not only to use AI tools, but to critically appraise their effectiveness and limitations in diverse classroom contexts. School leadership and district administration must be involved in co-designing AI integration strategies, ensuring that teacher agency remains central.

Systemic Vision: Building for the Long Term

Realising AI's transformative potential demands a holistic, system-wide approach. Curricula must be reimagined to embed digital and AI literacy from early grades, empowering all children to become discerning users and creators of technology. Partnerships across government, academia, civil society, and the private sector are needed to pilot innovations, build robust evidence, and monitor for unintended consequences. Above all,

can set a global precedent: harnessing AI not as a substitute for human ingenuity, but as a force multiplier for a more just, creative, and learner-centred education system.

The author of the article, Naman Jain is India's Youngest Education Policy and Progressive Pedagogy Expert and Vice Chairman of Silverline Prestige School, Ghaziabad.

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Comments

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स्कूलों की चौखट पर ठहरी गुणवत्ता



नीति आयोग की हालिया रिपोर्ट के अनुसार, स्कूलों तक पहुंच की उपलब्धि अधूरी रह जाएगी, यदि कक्षाओं में शिक्षा की गुणवत्ता में सुधार नहीं हुआ।

कुमार सिद्धार्थ

मुद्दा



भारत ने पिछले चार दशक में स्कूली शिक्षा के विस्तार की एक लंबी यात्रा तय की है। गांव-गांव स्कूल पहुंचे, नामांकन बढ़ा, बालिका शिक्षा में सुधार हुआ, बिजली, शौचालय, कंप्यूटर और स्मार्ट कक्षाओं जैसी सुविधाएं तेजी से बढ़ीं। विभिन्न योजनाओं ने शिक्षा के विस्तार को नई गति दी। ऐसे में, शिक्षा की तस्वीर बदली हुई दिखाई देती है। स्कूलों को केवल शिक्षा का केंद्र नहीं, बल्कि लोकतंत्र का सबसे जीवंत प्रवेश-द्वार भी माना जाता है। पर, हाल ही में, नीति आयोग की रिपोर्ट *स्कूल एजुकेशन सिस्टम इन इंडियाः टेम्पोरल एनालिसिस एंड पॉलिसी रोडमैप फॉर क्वालिटी एन्हांसमेंट* शिक्षा से जुड़ें अहम प्रश्नों को फिर से हमारे सामने रखती है।

रिपोर्ट के अनुसार, भारत ने स्कूलों तक पहुंच तो बढ़ाई है, पर गुणवत्तापूर्ण शिक्षा की लड़ाई अब भी अधूरी है। आज शिक्षा महकमे में लगभग 14.7 लाख स्कूल, 24 करोड़ से अधिक विद्यार्थी और लगभग एक करोड़ शिक्षक हैं। पर, इतनी विशाल व्यवस्था का वास्तविक मूल्यांकन भवनों, योजनाओं या नामांकन से नहीं, बल्कि इस सवाल से होना चाहिए कि क्या बच्चे वास्तव में सीख पा रहे हैं?

रिपोर्ट बताती है कि देश में एक लाख से अधिक विद्यालय ऐसे हैं, जहां केवल एक शिक्षक हैं। वही बच्चों को पढ़ाने से लेकर उपस्थिति दर्ज करने, मध्याह्न भोजन की निगरानी, सरकारी पोर्टलों पर डाटा अपलोड करने और अन्य प्रशासनिक दायित्वों में भी व्यस्त रहते हैं। जब शिक्षक शिक्षा से इतर कार्यों में उलझ जाता है, तो ज्ञान के संवाद का कमजोर पड़ना स्वाभाविक है। ऐसे में, शिक्षा पाठ्यक्रम पूरा करने की प्रक्रिया बन जाती है, न कि सीखने की। रिपोर्ट के अनुसार, देश के लगभग 35 फीसदी विद्यालयों में 50 से कम विद्यार्थी हैं। इनमें से हजारों स्कूल ऐसे हैं, जहां दस से भी कम बच्चे पढ़ते हैं। ऐसे में, यह सवाल उठता है कि इन स्कूलों में गुणवत्तापूर्ण शिक्षण कैसे संभव होगा? ग्रामीण और जनजातीय क्षेत्रों में यह चुनौती और भी गहरी हो जाती है। कई स्थानों पर स्कूल भवन मौजूद हैं, पर प्रयोगशालाएं नहीं हैं, कंप्यूटर हैं, लेकिन इंटरनेट नहीं, पुस्तकालय हैं, किंतु नियमित पठन संस्कृति नहीं। शिक्षा का ढांचा तो खड़ा है, पर उसके भीतर सीखने की आत्मा अब भी कमजोर दिखाई देती है।

विगत वर्षों में असर (ऐन्युअल स्टेटस ऑफ एज्युकेशन रिपोर्ट), नेशनल अचीवमेंट सर्वे और हालिया राष्ट्रीय मूल्यांकनों ने बार-बार यही संकेत दिया है कि प्राथमिक कक्षाओं में पढ़ने और गणित की बुनियादी दक्षताएं चिंता का विषय बनी हुई हैं। नीति आयोग की रिपोर्ट भी स्पष्ट करती है कि केवल नामांकन पर्याप्त नहीं है, बल्कि सीखना शिक्षा का असली पैमाना है। रिपोर्ट एक और महत्वपूर्ण तथ्य सामने लाती है-सरकारी स्कूलों में भरोसे का क्षरण। 2005 में जहां करीब 71 फीसदी बच्चे सरकारी स्कूलों में पढ़ते थे, वहीं 2024-25 में यह आंकड़ा घटकर 49.24 फीसदी रह गया। ग्रामीण परिवार, जो कभी सरकारी विद्यालय को स्वाभाविक विकल्प मानते थे, अब सीमित आय के बावजूद निजी स्कूलों की ओर देख रहे हैं। यह प्रवृत्ति विशेष रूप से चिंताजनक है, क्योंकि सरकारी स्कूल ही वे जगहें हैं, जहां विभिन्न असमानताओं के बीच लोकतांत्रिक सहअस्तित्व की पहली सीख मिलती है। इन पर भरोसा कम होने से शिक्षा के साथ लोकतंत्र की बुनियाद भी कमजोर होती है।

रिपोर्ट के अनुसार, प्राथमिक स्तर पर बच्चों को स्कूल तक लाने में सफलता तो मिली, पर माध्यमिक स्तर पर ड्रॉपआउट दर 11 फीसदी से अधिक बताई गई है। जिला और ब्लॉक स्तर पर शैक्षिक नेतृत्व भी कमजोर है। रिपोर्ट के अनुसार, शिक्षा की गुणवत्ता सुधारने में शिक्षकों की समयबद्ध नियुक्ति, छोटे स्कूलों का तर्कसंगत पुनर्गठन, स्कूल नेतृत्व को मजबूत करना, डिजिटल संसाधनों का प्रभावी उपयोग, सीखने के परिणामों की नियमित निगरानी और शिक्षकों के निरंतर प्रशिक्षण जैसे कदम महत्वपूर्ण हैं।

विडंबना यह है कि भारत में शिक्षा सुधार का संकट नीति का कम, क्रियान्वयन का अधिक रहा है। योजनाएं बनती हैं, बजट स्वीकृत होते हैं, लक्ष्य तय होते हैं, लेकिन जमीन पर उनका असर असमान दिखाई देता है। शिक्षा में सुधार केवल नई योजनाओं से नहीं, बल्कि पुरानी योजनाओं के ईमानदार क्रियान्वयन से भी आएगा। नीति आयोग की रिपोर्ट दरअसल एक सामाजिक चेतावनी है कि अगर स्कूलों में सीखने की गुणवत्ता में सुधार नहीं हुआ, तो स्कूलों तक पहुंच की हमारी सबसे बड़ी उपलब्धि भी अधूरी रह जाएगी। इसलिए, आज शिक्षा के सामने सबसे बड़ा सवाल यह नहीं है कि बच्चे स्कूल पहुंच रहे हैं या नहीं, बल्कि यह है कि स्कूल पहुंचने के बाद क्या वे सचमुच सीख रहे हैं?

The Hindu, 4 June 2026, Page No. -4

Montessori model reshapes early learning in Punjab govt. centres

Vikas Vasudeva
CHANDIGARH

Teachers and little learners alike at anganwadi centres and pre-primary government schools in Punjab's Hoshiarpur district are exploring a 'hands-on' mentorship and learning experience aimed at fostering independence, creativity, and experiential learning in classrooms.

As part of Punjab's first Montessori education initiative in government anganwadis (government-run childcare and mothercare centres) and pre-primary schools, launched in collaboration with Chandigarh-based Vivek High Montessori Institute (VHMI) in January ths year, the project is reshaping the early learning landscape.

At the heart of the transformation are the educators themselves. "As part of the training to understand the Montessori style of teaching, I have been attending theory and practical sessions. The training showed me that a child is naturally curious. Previously, we would often ask children to perform tasks in a particular manner; now we involve them in every activity. I have rearranged the classroom setup; toys and books are now within their reach so that any child can pick up whatever they want and play or read. Earlier, we used to dictate, but now we guide them," said 40-year-old Geetika, an anganwadi worker at Nandachaur village, who is undergoing Community Rooted Education Practitioners training imparted by VHMI.



Children exploring 'hands-on' learning in a pre-primary class at a government school in Hoshiarpur, Punjab. SPECIAL ARRANGEMENT

"As a pilot initiative, 25 anganwadis and 25 pre-primary schools have been selected across Hoshiarpur district, with five institutions from each development block chosen to ensure balanced geographical representation and district-wide outreach," deputy commissioner Aashika Jain told *The Hindu*.

'Model learning'

"The project has been designed to cover the entire district and establish model learning centres, with classrooms being redesigned as Montessori learning environments complete with child-sized furniture, hands-on learning apparatus, and age-appropriate teaching materials that can serve as benchmarks for future expansion," she added.

Nineteen anganwadi supervisors have already completed intensive hands-on training, with a three-phase programme for anganwadi workers and teachers continuing through September 2026. "VHMI's trained facilitators visit classrooms monthly, providing mentoring and ensuring that Montessori principles take root in practice, not just in theory," said Meenu Sahi, founder and executive director of VHMI.

Vision for 20K children

In its first phase, approximately 2,000 children are expected to benefit, while the long-term vision is to expand the model to cover all anganwadis across Hoshiarpur district, thereby benefiting nearly 20,000 children.

"Earlier, I would ask children to repeat after me. Now, I watch them discover things on their own. We have toddlers and we have been conducting activities with them, teaching them through play. In this Montessori system, the focus is on practical learning. The difference I feel is that earlier we would often tell young children not to do certain tasks. Here, it is about making the child self-dependent and encouraging them to do every task with their own hands. I have developed a lot of patience with children," said Sharmila Rani, an anganwadi supervisor.

Rajni Devi, a pre-primary teacher at Singriwala government school, said, "We used to impart bookish knowledge to children. In this system, children work with their own hands. They learn by doing things. We used to think Montessori was only for big-city schools. Now, I see it belongs here too."

Advertisement

Tamil Nadu

Simplify TN syllabus in line with NCERT: Teachers urge government

The heavier syllabus has discouraged many students, particularly in government schools, from choosing the Biology-Mathematics group, they said.



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MADURAI: Teachers have urged the Tamil Nadu government to revise and streamline the State Board syllabus in line with the National Council of Educational Research and Training (NCERT) curriculum.

Teachers conducting free coaching classes for government and aided school students said the Class 11 and 12 syllabi were revised about six years ago to align with NEET and JEE requirements.

The heavier syllabus has discouraged many students, particularly in government schools, from choosing the Biology-Mathematics group, they said.

No major revisions have been made despite repeated demands to streamline and update the syllabus, they said.

Speaking to TNIE, a government school Chemistry teacher, S Vennila Devi, said the combined Class 11 and 12 Chemistry syllabus is too extensive, making it difficult to complete effectively. She noted that several topics in the current syllabus, including Solid State, Surface Chemistry, and S-Block Elements, are no longer part of the NCERT content and require revision.

A Physics teacher, D Selvin Thomas, working at Sethupathi Pandian Corporation Higher Secondary School, said that Chapter 10 Electronics in Class 12 Physics, particularly the transistor portion, is unnecessary as it is not included in the NCERT syllabus. He pointed out that questions from the chapter do not appear in either NEET or JEE.

He further urged the State Council of Educational Research and Training (SCERT) to convene meetings with higher secondary subject experts to identify portions that could be removed or updated.

A Zoology teacher, J Pradeep Rajesh, of St Britto Higher Secondary School, said the main issue is not the syllabus but the weak conceptual foundation of students from lower classes. “Students manage anatomy topics; they struggle with advanced physiology and genetics introduced abruptly in Classes 11 and 12. Simplifying some detailed portions, particularly protein synthesis in Class 12 Biology, is also necessary,” he said.

C Murugu Illanchezhian, a Botany teacher at Government Higher Secondary School, Kallikudi, said several portions of Classes 11 and 12 Botany are too detailed and need revision.

When contacted, B Chandra Mohan, Principal Secretary to the School Education Department, told TNIE that the revised syllabi and textbooks for classes 1 to 3 have already been released. “Similar revisions will be undertaken for other classes, and the updated syllabi will be released according to the committee’s schedule,” he added.

A senior SCERT official said that meetings with stakeholders in this regard have been ongoing for the past six months.

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The Pioneer, 5 June 2026, Page No. - 8

The Unfair grade: When the system betrays hard work



SAKSHI SETHI

2ND OPINION

There is a quiet tragedy unfolding in Indian classrooms, not in the form of crumbling infrastructure or absent teachers, but in something far more insidious: the gradual erosion of a child's belief that hard work truly matters.

Consider a scenario that is no longer hypothetical. A fifteen-year-old studies with the same dedication, the same late nights, and the same anxious anticipation as any other student in the country. Under one board, his efforts earn him 52 per cent. Under another, the same child, the same intellect and the same ambition secure 96 per cent and a scholarship. Nothing has changed except the system measuring him. Yet we ask him to carry the weight of that number for the rest of his life.

India has always embraced diversity in education. A nation with dozens of languages and hundreds of dialects was never going to function through a single textbook or curriculum. Diversity is not the problem. The problem arises when diversity of syllabus translates into inequality of opportunity and is then justified in the name of federalism. When a student can score 96 per cent under one board and 52 per cent under another, we are not witnessing educational diversity; we are witnessing a failure of standardisation with national consequences.

In India, grades are more than academic markers. They determine access to colleges, scholarships, jobs and, too often, self-worth. A student who receives 52 per cent does not simply receive a lower grade; he often receives a social judgement.

Alongside this disparity lies another growing concern: the silent breakdown of digital evaluation systems. Students and parents across the country increasingly report blurred scanned answer sheets, unexpected score reductions and opaque assessment processes despite claims of technological advancement. This is the particular cruelty of poorly implemented digital reform. It introduces the detached indifference of a machine into an already unequal system.

A human evaluator, despite personal biases, can be questioned and held accountable. An algorithm that produces a score without explanation offers no such possibility. Technology does not automatically create fairness. Without transparency, it merely accelerates injustice.

Perhaps the most overlooked aspect of this debate is its psychological impact. When students begin to believe that sincere effort cannot guarantee a fair outcome, something fundamental is damaged. Education ceases to be a contract between effort and reward. It becomes a lottery.

Mental health professionals working with adolescents increasingly observe that examination-related stress has changed in nature. Students are no longer afraid only of failure. Many fear that success itself may not matter because the system cannot be trusted. That is a far more dangerous anxiety to grow up with. India does not need a uniform curriculum, a single language of instruction or a standardised cultural framework. The richness of its educational diversity must be preserved. What India urgently requires is agreement on one non-negotiable principle: fairness.

This means robust moderation mechanisms that account for variations across boards, transparent and auditable digital assessment systems, effective grievance-redressal procedures, and institutional recognition that examination scores represent far more than data points. They shape how young people see themselves and their futures.

The real issue is not marks, but trust. If hard work is not fairly rewarded, the education system fails its most important test.

The Pioneer
SINCE 1865

The writer is an educator and a councillor

The Indian Express, 5 June 2026, Page No. - 15

It's a crisis of academic leadership



J S RAJPUT

INSTITUTIONS BUBBLING with energy, commitment, and ever-improving dynamic performance levels constitute the oasis of hope in democracies. The hopes and aspirations of the young are shaped by schools and institutions of higher education, which expand their horizons and synchronise their skills and interests, as well as by the care of their teachers. The best thing to happen after Independence was the creation of new institutions and the strengthening of existing ones. These were clearly statements of trust in the ingenuity of young Indians. Who is not proud of TIFR, BARC, ISRO, CSIR, and many more? The CBSE in its present form was created on July 1, 1962, the NCERT on September 1, 1961. Over the decades, both have acquired national and international credibility, acceptance, and appreciation, the credit for which must go to the leadership, exercise of autonomy, and a deep sense of "participating in creating the future of India" amongst the scholars and support staff. Unfortunately, the reputation of both has suffered in recent months and weeks.

Critical thinking is one of the very significant recommendations of the NEP, 2020. The NCERT did not showcase it when it published a chapter entitled "Corruption in Judiciary" in its Class VIII Social Science textbook. The Supreme Court was, rightly, furious. When it asked for the names of those responsible for the fiasco, the NCERT mentioned the names of three outside experts. That was unexpected for such a reputed organisation that has several hundred academics and teachers in its faculty. In every subject area, the responsibility should have been assigned to one or two internal faculty members. The SC put the three senior experts in a very embarrassing situation by banning them, without even listening to their version. This has, however, been corrected by the SC. The NCERT needs a serious rethink on this episode, which indicates a shirking of institutional responsibility. Consult experts, academics, teachers, and others, but every word published by the NCERT must be owned by the NCERT.

The CBSE fiasco is indeed painful. It has caused avoidable uncertainty, pain, and tension for millions of students and their families. The most critical transition in the lives of young learners takes place at the +2 stage. Every mark scored could make or mar their futures. The CBSE introduced On-Screen Marking (OSM) from this year for Class XII exams. It claims to have trained evaluators, oriented principals, and even apprised the parents. If the reports indicating that a dry run was conducted less than a month before the examinations began are correct, it would amount to inadequate preparedness, lack of leadership, a shockingly inadequate institutional comprehension of its accountability to children and parents, and a dent to the CBSE's own image and credibility. Obviously, the ministry's consent would have been obtained. One could safely infer that if a serious academic analysis of the situation and the possible disastrous consequences of a failure had been conducted in an academic environment, the use of OSM would not have been implemented this year. Under no conditions should institutions like KVS, NVS, school boards, textbook corporations, and SCERTs be headed by bureaucrats.

The latest example of the NTA failing to learn from its earlier failures in conducting the NEET exam indicates a mere mechanical approach and an absence of corrective measures. The lack of concern and the absence of compassion for students were evident when the NTA chief, appearing before the parliamentary committee, refused to acknowledge any paper leak "through the system" and maintained that only a few questions were reported to have reached outside! Does it not amount to running away from moral responsibility? Umpteen such instances could be cited to underscore the need for academic leadership in institutions dealing with education, teachers, teacher training, and educational administration. Mere transfers and bringing in another person from the same clan are no solutions. It won't generate any confidence in the system, nor provide any solace to those suffering. Why should an institution like the National Institute for Educational Planning and Administration not be consulted in appointing heads of such institutions? If the backgrounds of the senior education ministry officials of the first two to three decades post-Independence, along with the heads of state-level educational bodies, were studied, it would indicate a large presence of academics. How was this changed, and by whom?

Acceptance of accountability and a commitment to enhancing institutional credibility are the country's expectations of every institution. Unfortunately, the failures of a couple of institutions within weeks of each other have disappointed not only students and their parents but also civil society. Are we so weak in managing things that the Prime Minister has to be bothered with monitoring the conduct of an examination? Should we go to the Air Force to assist the NTA? This is an unacceptable situation that needs a thorough overhaul.

The writer, former director of NCERT, works in education, social cohesion and religious amity

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

NCERT, UNESCO Train Teachers On Online Safety

BW Online Bureau Jun 05, 2026

NCERT # UNESCO # Digital Safety

The five-day training programme focused on helping teachers identify, prevent and respond to online violence against children

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एन सी ई आर टी
NCERT

NCERT

National Council Of Educational Research And Training

The National Council of Educational Research and Training (NCERT) and United Nations Educational, Scientific and Cultural Organization (UNESCO) have concluded a five-day national live teacher-training programme on preventing online violence against children, as digital safety becomes a growing concern for schools.

The training was organised by the Central Institute of Educational Technology (CIET), NCERT, in collaboration with UNESCO. It was conducted live from 1 June to 5 June 2026 in English, with a Hindi-medium edition scheduled from 8 June to 12 June 2026. The sessions were broadcast through NCERT's official YouTube channel and PM e-VIDYA channels.

Teacher training focus

The programme was designed to equip teachers, educators and education professionals with tools to recognise and respond to online risks faced by children. These include cyberbullying, online harassment, digital grooming, exposure to harmful content and other forms of technology-enabled abuse.

The initiative comes at a time when children are spending more time across learning platforms, social media, gaming spaces and digital communication tools. While online access has expanded learning opportunities, it has also increased children's exposure to risks that may not always be visible to adults at home or in school.

UNESCO noted that India has more than one billion internet subscribers and that young people are among the most active users of social media, gaming platforms and online learning tools. It also cited National Crime Records Bureau (NCRB) data showing that registered cybercrime cases against children increased from 232 in 2018 to 1,823 in 2022.

The training also focused on the role of teachers as first responders in school settings. Educators are often among the first adults to observe changes in student behaviour, including anxiety, withdrawal, academic decline or peer conflict linked to digital harm.

The sessions covered areas such as online violence, cyberbullying, child protection, legal mechanisms, emotional impact and support systems. Participants seeking certification are required to complete the course on the Digital Infrastructure for Knowledge Sharing (DIKSHA) platform, including digital resources, activities, assessment and feedback.

The development reflects a wider shift in school education, where digital literacy is no longer limited to device use or online learning. Schools are increasingly being expected to help students understand safe online behaviour, privacy, consent, reporting mechanisms and responsible technology use.

As classrooms become more digitally connected, child protection will need to include both physical and online spaces. The NCERT-UNESCO training signals that teacher preparedness is becoming central to building safer digital learning environments for children.

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EXPRESS OPINION

Institutions like NTA, NCERT and CBSE need academic leadership, not bureaucratic control

Are we so weak in managing things that the Prime Minister has to be bothered with monitoring the conduct of an examination?



Acceptance of accountability and a commitment to enhancing institutional credibility are the country's expectations of every institution.

Written by: **J S Rajput**

5 min read Jun 5, 2026 02:24 PM IST

First published on: Jun 4, 2026 at 04:17 PM IST

Institutions bubbling with energy, commitment, and ever-improving dynamic performance levels constitute the oasis of hope in democracies. The hopes and

aspirations of the young are shaped by schools and institutions of higher education, which expand their horizons and synchronise their skills and interests, as well as by the loving care of their teachers. The best thing to happen after Independence was the creation of new institutions and the strengthening of existing ones. These were clearly statements of trust in the ingenuity of young Indians. Who is not proud of TIFR, BARC, ISRO, CSIR, and many more? The CBSE in its present form was created on July 1, 1962. The NCERT was created on September 1, 1961. Over the decades, both have acquired national and international credibility, acceptance, and appreciation, the credit for which must go to the leadership, exercise of autonomy, and a deep sense of "participating in creating the future of India" amongst the scholars and support staff. Unfortunately, the reputation of both has suffered in recent months and weeks.

Critical thinking is one of the very significant recommendations of the NEP, 2020. The NCERT did not showcase it when it published a chapter entitled "Corruption in Judiciary" in its Class VIII Social Science textbook. The Supreme Court was, rightly, furious. When it asked for the names of those responsible for the fiasco, the NCERT mentioned the names of three outside experts. That was unexpected for such a reputed organisation that has several hundred academics and teachers in its faculty. In every subject area, the responsibility should have been assigned to one or two internal faculty members. The SC put the three senior experts in a very embarrassing situation by banning them, without even listening to their version. This has, however, been corrected by the SC. The NCERT needs a serious rethink on this episode, which indicates a shirking of institutional responsibility. Consult experts, academics, teachers, and others, but every word published by the NCERT must be owned by the NCERT.

Also Read | On NEET and CBSE failures, accountability cannot end with scapegoats

The CBSE fiasco is indeed painful. It has caused avoidable uncertainty, pain, and tension for millions of students and their families. The most critical transition in the lives of

young learners takes place at the +2 stage. Every mark scored could make or mar their futures. The CBSE introduced On-Screen Marking (OSM) from this year for Class XII exams. It claims to have trained evaluators, oriented principals, and even apprised the parents. If the reports indicating that a dry run was conducted less than a month before the examinations began are correct, it would amount to inadequate preparedness, lack of leadership, a shockingly inadequate institutional comprehension of its accountability to children and parents, and a dent to the CBSE's own image and credibility. Obviously, the ministry's consent would have been obtained. One could safely infer that if a serious academic analysis of the situation and the possible disastrous consequences of a failure had been conducted in an academic environment, the use of OSM would not have been implemented this year. Under no conditions should institutions like KVS, NVS, school boards, textbook corporations, and SCERTs be headed by bureaucrats.

The latest example of the NTA failing to learn from its earlier failures in conducting the NEET exam indicates a mere mechanical approach and an absence of corrective measures. The lack of concern and the absence of compassion for students were evident when the NTA chief, appearing before the parliamentary committee, refused to acknowledge any paper leak "through the system" and maintained that only a few questions were reported to have reached outside! Does it not amount to running away from moral responsibility? Umpteen such instances could be cited to underscore the need for academic leadership in institutions dealing with education, teachers, teacher training, and educational administration. Mere transfers and bringing in another person from the same clan are no solutions. It won't generate any confidence in the system, nor provide any solace to those suffering. Why should an institution like the National Institute for Educational Planning and Administration not be consulted in appointing heads of such institutions? If the backgrounds of the senior education ministry officials of the first two to three decades post-Independence, along with the heads of state-level educational bodies, were studied, it would indicate a large presence of academics. How was this changed, and by whom?

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On NEET and CBSE failures, accountability cannot end with scapegoats



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Acceptance of accountability and a commitment to enhancing institutional credibility are the country's expectations of every institution. Unfortunately, the failures of a couple of institutions within weeks of each other have disappointed not only students and their parents but also civil society. Are we so weak in managing things that the Prime Minister has to be bothered with monitoring the conduct of an examination? Should we go to the Air Force to assist the NTA? This is an unacceptable situation that needs a thorough overhaul.

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The writer, former director of NCERT, works in education, social cohesion and religious amity

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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

The Hindu, 6 June 2026, Page No. -13

CBSE invited ethical hacker to plug security gaps in IT system

The Board had earlier denied any security breach; for two weeks, an IIT expert team worked 16 to 18 hours daily to patch vulnerabilities that were emerging in CBSE IT ecosystem; team to submit report to Education Ministry in coming weeks

Maitri Porecha
NEW DELHI

The Central Board of Secondary Education (CBSE) invited ethical hacker Nisarga Adhikary, 19, this week for meetings with an Indian Institute of Technology (IIT) expert team to flag security gaps in its IT ecosystem. Mr. Adhikary last month reported "critical vulnerabilities" in the portal that stores sensitive student data. The CBSE had earlier denied any breach in its data security.

"Nisarga is a bright kid. He found important vulnerabilities. We were curious to understand his thought process. Because he happened to be in Delhi, we exchanged messages and found him very focused on cybersecurity, so we called him in to help us fix the system," a member of the IIT expert team said.

"It is very important to admit that there is a breach, but earlier CBSE was not properly advised on how to deal with the situation. On the contrary, when the JEE (Advanced) portal had a minor breach, we admitted the flaw and fixed it," the member said.



Pressing problems: Youth Congress members protest in Guwahati against the issues in the conduct of national-level tests. ANI

IIT team

Top cybersecurity experts from the Indian Institutes of Technology, Madras and Kanpur, including their respective Directors, camped at the CBSE headquarters in New Delhi for nearly two weeks starting May 24 to fix the IT ecosystem.

"Top faculty members suddenly had to drop everything and stay put at CBSE for two weeks to patch vulnerabilities in two portals – the on-screen marking (OSM) portal On-Mark, developed by private firm COEMPT Eduteck, and the CBSE portal for procuring answer sheets and applying for re-evaluation," sources in the Education Ministry said.

The IIT-Madras team consisted of two cybersecurity experts in addition to Director V. Kamakoti, while the IIT- Kanpur team consisted of Director Manindra Agarwal and a senior cybersecurity engineer.

Sources said that for two weeks, the expert team worked 16 to 18 hours every day to patch vulnerabilities that were emerging in the CBSE IT ecosystem. The team found that the OSM portal developed by COEMPT Eduteck had "a lot of vulnerabilities", including "seven to eight" critical ones.

"The external vendor [COEMPT Eduteck] had severely misconfigured the cloud storage 'buckets' holding the data and kept unsecured backup copies of students' answer scripts on their own servers. The team had to migrate the data to securely configured buckets," the expert team member added. "We also asked COEMPT to delete answer script data backups from their servers and they have complied."

Among the "critical vulnerabilities" that were fixed was an "Authentication Bypass", which is a flaw that allowed anyone to log into the system without being a genuine student. The second vulnerability provided unauthorised administrative access to the central server. In addition, a 'Data Exposure' glitch allowed any logged-in user to extract the answer scripts of students.

"Once code is developed which is insecure, patching it is a herculean task," the IIT expert explained, noting that changing a single flawed function often has a cascading effect across multiple different places in a massive codebase.

War room set up

To fix the system, the IIT expert team set up a classic "Red Team versus Blue Team" dynamic. The Blue Team – comprising IIT-Madras experts, CBSE developers, and the Digital India Corporation (DIC) officials – modified the code to defend the portals meant for re-evaluation and on-screen marking. The Red Team, consisting of IIT-Kanpur experts, acted as aggressive hackers, constantly trying to breach the system.

"Following four intense rounds of back-and-forth testing, the Red Team finally withdrew after being unable to find any more weaknesses," Prof. Agarwal, Director, IIT-Kanpur, told *The Hindu*.

He said artificial intelligence tools, including Claude, were deployed to find vulnerabilities in an easier and faster manner.

The re-evaluation portal was launched after extensive load management restructuring on June 2, and the work on securing OSM portal was successfully completed on Thursday evening, with it officially going live on Friday, officials confirmed.

On June 2 and 3, the re-evaluation portal faced massive, coordinated standard Denial of Service attacks aimed at bringing the systems down, an IIT expert confirmed. Within a mere two-minute window on June 2, the system was hit with 13 lakh login attempts. The next day, that number jumped to over 30 lakh attempts.

"While only a few thousand genuine students were trying to access copies at that moment, the attack multiplied the traffic 100 times over to freeze the system. Because of the newly implemented load management, the system held itself together," the member added.

The IIT expert team will submit a formal report to the Education Ministry in the coming weeks.

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Former UGC chief backs CBSE's three-language scheme, cites benefits of multilingualism

Former UGC chairperson M Jagadesh Kumar on Friday backed CBSE's three-language scheme, saying multilingualism is often considered an educational advantage and that implementing it across schools in the country will benefit students.

PTI
Published On Jun 6, 2026 at 10:03 AM IST



Kumar said the three-language formula is not new and has a lengthy policy history in India

New Delhi, Former UGC chairperson M Jagadesh Kumar on Friday backed CBSE's three-language scheme, saying multilingualism is often considered an educational advantage and that implementing it across schools in the country will benefit students.

Kumar said the three-language formula is not new and has a lengthy policy history in India.

Under the National Education Policy (NEP) 2020, it is being implemented with greater emphasis on flexibility, progression and improved student learning outcomes.

"CBSE's three-language scheme must be evaluated within the Framework of the NEP 2020. Multilingualism matters in India, given its rich linguistic diversity," Kumar said in a post on X.

Advt

He said NEP 2020 connect Indian languages with the "quality of learning" and stresses that children learn best when education begins in a language they know well before additional languages are introduced.

"Children learn best when education starts in a language they know well, and then other languages are added to that base," he said.

Referring to the National Curriculum Framework for School Education (NCF-SE) 2023, Kumar said school children will learn three languages - designated as R1, R2 and R3 - and that under CBSE's scheme, at least two of these must be Indian languages.

"Classes VI to VIII focus on functional use of language, such as speaking, listening, reading and elementary writing. The object is comfort and confidence, not instant mastery," Kumar added.

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Kumar said students may study a foreign language under the scheme, either as the third language or, in some cases, as an additional fourth language.

"Students can study a Foreign language as per the CBSE's three-language scheme. A foreign language may be taken as R3 or in some circumstances, as an extra fourth language," he said.

He noted that there is no Class X board examination for R3 and that the language will be assessed internally. "No student will be debarred from competing in the Class X Boards on this count," he said.

Kumar, a former JNU vice chancellor, also highlighted transitional support measures introduced by CBSE, including the interim use of Class VI textbooks, learning materials in 19 scheduled languages, state resources for other languages where required, and flexible teacher-support arrangements.

Advt

"Multilingualism is often considered to be an educational advantage.

Implementing CBSE's three-language formula across schools in our country will fully benefit our students," Kumar said.

Last month, the CBSE made the study of three languages, including at least two native Indian languages, compulsory for Class 9 students beginning July 1.

The move is part of the Central Board of Secondary Education's (CBSE) alignment of its Scheme of Studies with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

According to the circular issued on May 15, students opting for a foreign language may do so only as the third language after studying two native Indian languages, or as an additional fourth language.

"With effect from July 1, 2026, for Class IX, the study of three languages (R1, R2, R3) shall be compulsory, with at least two languages being native Indian languages," the circular stated.

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Published On Jun 6, 2026 at 10:03 AM IST

See more on: CBSE, three-language scheme, National Education Policy 2020, multilingualism education, National Curriculum Framework 2023

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Government Policies 2 Min Read

Education Minister Dharmendra Pradhan reviews draft mental health policy for schools

Union Education Minister Dharmendra Pradhan led a crucial meeting on the draft National Mental Health and Well-Being Policy for Schools. The focus was on a comprehensive and preventive strategy to boost mental wellness for students and teachers. The policy aims to create supportive learning environments and integrate mental health into education.

PTI

Published On Jun 6, 2026 at 09:47 AM IST •



"Dharmendra Pradhan chaired a detailed discussion during a review meeting with officials, committee members and domain experts on the proposed draft National Mental Health & Well-Being Policy for Schools," the ministry said

New Delhi: Union Education Minister Dharmendra Pradhan chaired a review meeting on the draft National Mental Health and Well-Being Policy for Schools, and sought a holistic and preventive approach to promote mental wellness across the education ecosystem.

The meeting was attended by officials, committee members and domain experts, and focused on strengthening mental well-being among students, teachers and the wider school community, the Ministry of Education said in a post on X on Friday.

Advt

"Dharmendra Pradhan chaired a detailed discussion during a review meeting with officials, committee members and domain experts on the proposed draft National Mental Health & Well-Being Policy for Schools," the ministry said.

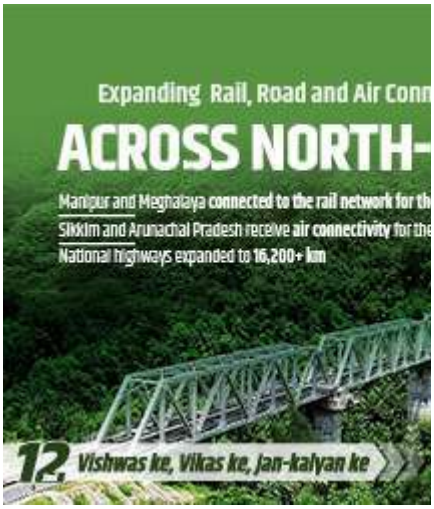
It was not clear as to when the meeting took place.

Emphasising the importance of a holistic and preventive approach, Pradhan underscored the need to "foster safe, inclusive and supportive learning environments, build a positive school culture that promotes mental well-being, empathy, care, trust and emotional resilience, and integrate mental health and well-being into school system, practices and implementation as an integral part of quality education".

The minister also said the policy should "leverage Indian Knowledge Systems and culture" and be "practically implementable", while positioning teachers as the first level of mentors for students.

Officials had said last month that the ministry is also set to roll out a mental health policy at the school level and place it in the public domain soon.

"We will be putting it in the public domain very shortly," an official said, adding that it is likely to be released in the first week of June.





The basement of the new building will be fully earmarked for parking. Digitalisation will be given thrust.

The Sunday Standard

After 65 years, NCERT library to get Rs 205 crore facelift

The present library, which runs on two floors, is located in the heart of the campus in the G B Pant Block. The new library will come up in the north of the campus, the official said.

S Lalitha

Updated: 7th Jun, 2026 at 7:58 AM

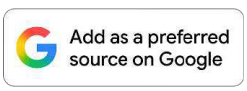
NEW DELHI: After the passage of 65 years since its inception, the NCERT headquarters on Aurobindo Marg in New Delhi is set to get a revamped, modern library and documentation centre. Construction of the Rs 205-crore structure, which will comprise eight floors, will begin in December this year.

“All the proposals in this connection are through. The Ministry of Education has given its approval for the library to be built at a cost of rS 205 crore. We will be floating tenders to start the construction of the building shortly. The work needs to begin by December 2026,” a senior official said, expressing optimism that the library would be ready by December 2028.

The present library, which runs on two floors, is located in the heart of the campus in the G B Pant Block. The new library will come up in the north of the campus, the official said. “After it is launched, the older one will be used for other official purposes,” he added.

The basement of the new building will be fully earmarked for parking. Digitalisation will be given thrust. “We will have an entire floor dedicated to our e-library. NCERT plans to go in for digitisation of the content on a massive scale for its Digital Infrastructure Repository. We are awaiting a high-quality scanner which will help us in scanning all details minutely,” the official said.

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The Sunday Standard

NCERT book with reworked chapter this month

erious objection to the details on corruption complaints again the book. The Supreme Court subsequently banned its sale.



y has been fully reworked with all references to judicial corruption removed. File ph

7:39 am · 2 min read

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NEW DELHI: Months after the NCERT Social Science textbook for Class VIII courted controversy over references to judicial corruption leading to a blanket ban, a revised textbook with a reworked chapter on the judiciary is set to release by the third week of this month, officials at the National Council of Educational Research and Training (NCERT) said.

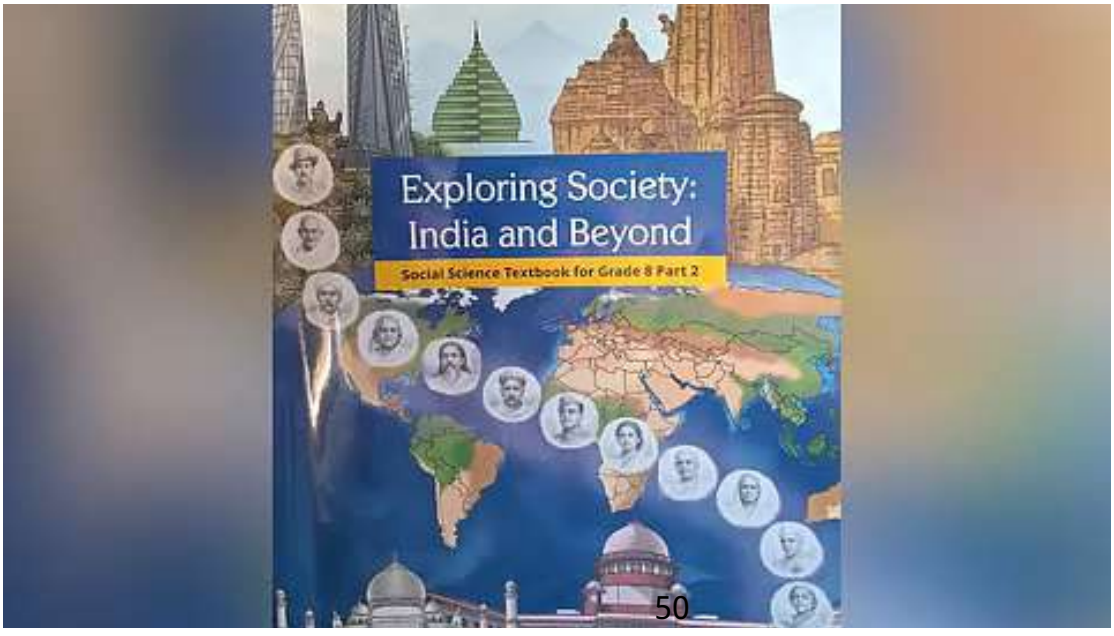
The chapter on the judiciary has been fully reworked with all references to judicial corruption removed, a senior official said. The book, released on February 24, was withdrawn by the NCERT a day later. The judiciary took serious objection to the details on corruption complaints against judges published in the book. The Supreme Court subsequently banned its sale.

Work on the textbook Exploring Society: India and Beyond, Vol II was completed recently by the three-member committee set up by the Education Ministry to rewrite the chapter, said an official. "They have submitted it to the NCERT head office. The chapter on the judiciary has been thoroughly scrutinised, and any references to corruption have been removed," said another official.

Former Attorney General K K Venugopal, former Supreme Court judge Indu Malhotra and Justice Aniruddha Bose were tasked with redoing the offending chapter.

"Though all other books have been released for Class IX students, we have held back both the Social Science Part I and II textbooks. The ministry has cautioned us that there was no room for any controversy in them," an official said. One of the books will be out by June end, while the other could take till August.

Meanwhile, the Hindi versions of all the Class IX books will be released before June is out, the official added. Class X and XI books will be released in the next academic year.



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'कक्षा नौ के पाठ्यक्रम में तीन भाषा लागू करने पर लगे रोक'

जनसत्ता ब्यूरो
नई दिल्ली, 7 जून।

शिक्षा संबंधित संसदीय समिति के अध्यक्ष ने लिखी प्रधानमंत्री को चिट्ठी, बताया कि अब तक संबंधित विषय की पुस्तकें तक जारी नहीं हुई है।

केंद्रीय माध्यमिक शिक्षा बोर्ड द्वारा नौवीं कक्षा के छात्रों के लिए चालू शैक्षणिक सत्र के बीच में त्रि-भाषा नीति को अनिवार्य रूप से लागू किए जाने की प्रक्रिया को फिलहाल स्थगित किया जाना चाहिए। कांग्रेस नेता और शिक्षा महिला, बाल युवा एवं खेल संबंधी स्थायी समिति के अध्यक्ष दिग्विजय सिंह ने यह मांग की है। मामले में समिति के अध्यक्ष की ओर से एक पत्र प्रधानमंत्री को भेजा गया है। समिति अध्यक्ष ने अपने पत्र में तत्काल प्रभाव से इस व्यवस्था को लागू किए जाने पर चिंता जाहिर की है।

पत्र में कहा गया है कि पर्याप्त शिक्षकों, पाठ्यपुस्तकों और नई व्यवस्था लागू किए जाने से पहले बगैर तैयारी के सत्र के बीच में इस नीति को अचानक लागू करने से गंभीर अव्यवस्था पैदा हो सकती है। उन्होंने कहा कि स्थिति कुछ वैसी ही हो सकती है जैसी सीबीएसई की आन-स्क्रीन मार्किंग (ओएसएम) प्रणाली को जल्दबाजी में लागू करने के दौरान उत्पन्न हुई। दिग्विजय सिंह ने कहा कि मैं सीबीएसई की नौवीं कक्षा के छात्रों के लिए मौजूदा सत्र के बीच त्रि-भाषा नीति को अनिवार्य रूप से लागू किए जाने का विरोध करने वाले चिंतित अभिभावकों के एक समूह का ज्ञापन आपको भेज रहा हूं।

उन्होंने प्रधानमंत्री को लिखे पत्र में कहा है कि इस मामले में विभिन्न प्रतिनिधि मंडलों ने समिति के पास अपने आग्रह भेजा है और नई व्यवस्था पर चिंता भी जताई है। दिसंबर 2025 में हुई बैठक में सीबीएसई के शासी निकाय ने पाठ्यक्रम समिति की उस सिफारिश को मंजूरी दी थी, जिसके अनुसार ह्यएनसीईआरटी द्वारा भाषाओं की स्तरीय (ग्रेडेड) पाठ्यपुस्तकें जारी होने तक स्कूल मौजूदा अध्ययन योजना, विशेषकर भाषा संबंधी व्यवस्था को जारी रखें। उन्होंने कहा कि अपने ही शासी निकाय के निर्णय के बावजूद सीबीएसई ने 15 मई 2026 को एक परिपत्र जारी कर एक जुलाई 2026 से नौवीं कक्षा में तीसरी भाषा की पढ़ाई लागू करने का निर्देश दिया।

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शिक्षा की पहुंच और गुणवत्ता का सवाल



भारत ने स्कूली शिक्षा के विस्तार की लंबी यात्रा तय की है। गांव-गांव स्कूल पहुंचे। मगर यह सवाल आज भी कायम है कि क्या बच्चों को गुणवत्तापूर्ण शिक्षा मिल पा रही है?

कुमार सिद्धार्थ

विद्यालय को केवल शिक्षा का केंद्र नहीं, बल्कि लोकतंत्र का सबसे जीवंत प्रवेश-द्वार भी माना जाता है। देश ने पिछले चार दशक में स्कूली शिक्षा के विस्तार की एक लंबी यात्रा तय की है। गांव-गांव स्कूल पहुंचे, नामांकन बढ़ा, बालिका शिक्षा में सुधार हुआ, बिजली, शौचालय, कंप्यूटर और स्मार्ट कक्षाओं जैसी सुविधाएं बढ़ीं। मध्याह्न भोजन, निशुल्क पाठ्यपुस्तकें, छात्रवृत्तियां, स्कूल परिवहन, डिजिटल संसाधन और समग्र शिक्षा जैसी योजनाओं ने शिक्षा के विस्तार को गति दी है। मगर इस पूरी कवायद में एक गहरा अभाव आज भी दिखाई देता है और वह है शिक्षा की गुणवत्ता। इस संदर्भ में देखें तो वर्तमान में देश में लगभग 14.7 लाख सरकारी स्कूल, 24 करोड़ से अधिक विद्यार्थी और करीब एक करोड़ शिक्षक हैं। आकार के लिहाज से यह दुनिया की सबसे बड़ी स्कूली शिक्षा व्यवस्थाओं में से एक है। मगर इतनी विशाल व्यवस्था का वास्तविक मूल्यांकन भवनों, योजनाओं और नामांकन से नहीं, बल्कि इस कसौटी पर होना चाहिए कि क्या बच्चों को वास्तव में गुणवत्तापूर्ण शिक्षा मिल पा रही है?

नीति आयोग की ओर से हाल में जारी एक रिपोर्ट में कहा गया है कि भारत ने स्कूलों तक पहुंच की लड़ाई काफी हद तक जीत ली है, लेकिन गुणवत्तापूर्ण शिक्षा की लड़ाई अब भी अधूरी है। रिपोर्ट से पता चलता है कि देश में आज भी एक लाख से अधिक विद्यालय ऐसे हैं, जहां केवल एक शिक्षक है। यह सिर्फ एक आंकड़ा नहीं, बल्कि भारतीय शिक्षा व्यवस्था के कमजोर पक्ष का आईना है। इन स्कूलों में एक ही शिक्षक पहली से पांचवीं तक की कक्षा के विद्यार्थियों को पढ़ाता है, जिसके ऊपर मध्याह्न भोजन की निगरानी, सरकारी पोर्टलों पर डेटा अपलोड करने और प्रशासनिक कार्यों की जिम्मेदारी भी है। हम अक्सर यह भूल जाते हैं कि शिक्षक सिर्फ पाठ्य पुस्तकें नहीं पढ़ाते, वे सीखने का वातावरण भी रचते हैं। वे जिज्ञासा को दिशा देते हैं, बच्चों में आत्मविश्वास जगाते हैं और कक्षा को संवाद का जीवंत मंच बनाते हैं। मगर जब वही शिक्षक मूल उद्देश्य से इतर कार्यों में उलझ जाता है, तो कक्षा में ज्ञान का संवाद स्वाभाविक रूप से कमजोर पड़ता है। शिक्षा तब सीखने और सिखाने के बजाय पाठ्यक्रम पूरा करने की प्रक्रिया बनकर रह जाती है।

नीति आयोग की रिपोर्ट का एक अन्य पहलू छोटे स्कूलों पर केंद्रित है। देश के लगभग 35 फीसद विद्यालयों में पचास से कम विद्यार्थी हैं। इनमें से हजारों स्कूल ऐसे हैं, जहां दस से भी कम बच्चे पढ़ते हैं। पहली नजर में यह दूरस्थ इलाकों तक शिक्षा पहुंचाने का प्रमाण लगता है, लेकिन यह सवाल उठना स्वाभाविक है कि इतने छोटे और अलग-थलग स्कूलों में गुणवत्तापूर्ण शिक्षण कैसे संभव होगा? बहुस्तरीय कक्षाएं, सीमित संसाधन, कभी शिक्षक की अनुपस्थिति, कभी विषय विशेषज्ञों का अभाव- ये सब मिलकर शिक्षा को सिर्फ बच्चों की उपस्थिति तक सीमित कर देते हैं। ग्रामीण और जनजातीय क्षेत्रों में यह चुनौती और गहरी हो जाती है, जहां कई स्थानों पर स्कूल भवन मौजूद हैं, लेकिन प्रयोगशालाएं नहीं हैं। कंप्यूटर हैं, इंटरनेट नहीं, पुस्तकालय हैं, नियमित पठन संस्कृति नहीं। यानी शिक्षा का ढांचा खड़ा है, पर उसके भीतर



सीखने की आत्मा अभी भी कमजोर दिखाई देती है।

देश की स्कूली शिक्षा व्यवस्था को लेकर हाल के वर्षों में आई विभिन्न रिपोर्ट में यही संकेत दिया गया है कि शिक्षा की गुणवत्ता आज भी चिंता का विषय बनी हुई है। तीसरी-चौथी कक्षा का बच्चा दूसरी कक्षा का पाठ सहजता से नहीं पढ़ पा रहा। पांचवीं कक्षा के विद्यार्थियों का एक बड़ा हिस्सा सरल भाग, प्रतिशत या अनुपात जैसी बुनियादी गणितीय समझ में संघर्ष करता दिखाई देता है। इसलिए स्कूलों में केवल नामांकन बढ़ाना पर्याप्त नहीं, सीखना शिक्षा का असली पैमाना है। यह स्थिति उस बुनियादी संकट का संकेत है, जो आगे चलकर माध्यमिक शिक्षा, उच्च शिक्षा और रोजगार क्षमता तीनों को प्रभावित करता है। जब नींव कमजोर होती है, तो आगे की पूरी शैक्षिक संरचना अस्थिर हो जाती है। यही कारण है कि आज उद्योग जगत भी युवाओं में कौशल के अभाव की बात करता है। दो दशक पहले की बात की जाए, तो तब देश के अधिकांश बच्चे सरकारी स्कूलों में पढ़ते थे। मगर आज स्थिति बदल रही है। वर्ष 2005 में जहां लगभग 71 फीसद बच्चे सरकारी स्कूलों में पढ़ते थे, वहीं 2024-25 में यह आंकड़ा घटकर 49.24 फीसद रह गया है। यानी सरकारी स्कूलों में पढ़ने वाले बच्चों का अनुपात आधे से नीचे चला गया है।

> ग्रामीण परिवार, जो कभी सरकारी विद्यालय को स्वाभाविक विकल्प मानते थे, अब सीमित आय के बावजूद निजी स्कूलों की ओर देख रहे हैं। यह केवल विकल्प में परिवर्तन नहीं, बल्कि भरोसे के संकट को दर्शाता है। अभिभावक अक्सर अंग्रेजी माध्यम, अनुशासन और अपेक्षाकृत बेहतर जवाबदेही को निजी स्कूलों से जोड़कर देखते हैं। यह प्रवृत्ति विशेष रूप से चिंताजनक है, क्योंकि सरकारी विद्यालय ही सामाजिक न्याय, अवसर की समानता और लोकतांत्रिक शिक्षा के सबसे बड़े माध्यम रहे हैं। यदि इन संस्थानों पर भरोसा कम होता है, तो शिक्षा के साथ लोकतंत्र की बुनियाद भी कमजोर होती है।

ग्रामीण परिवार, जो कभी सरकारी विद्यालय को स्वाभाविक विकल्प मानते थे, अब सीमित आय के बावजूद निजी स्कूलों की ओर देख रहे हैं। यह केवल विकल्प में परिवर्तन नहीं, बल्कि भरोसे के संकट को दर्शाता है। अभिभावक अक्सर अंग्रेजी माध्यम, अनुशासन, नियमित उपस्थिति और अपेक्षाकृत बेहतर जवाबदेही को निजी स्कूलों से जोड़कर देखते हैं, भले ही वास्तविक गुणवत्ता हर जगह समान न हो। यह प्रवृत्ति विशेष रूप से चिंताजनक है, क्योंकि सरकारी विद्यालय ही सामाजिक न्याय, अवसर की समानता और लोकतांत्रिक शिक्षा के सबसे बड़े माध्यम रहे हैं। यदि इन संस्थानों पर भरोसा कम होता है, तो शिक्षा के साथ लोकतंत्र की बुनियाद भी कमजोर होती है।

शिक्षा के माध्यमिक स्तर पर स्थिति और चुनौतीपूर्ण हो जाती है। नीति आयोग की रिपोर्ट बताती है कि प्राथमिक स्तर पर बच्चों को स्कूल तक लाने में तो सफलता मिली है, लेकिन जैसे-जैसे कक्षाएं ऊपर की ओर जाती हैं, बच्चे छूटते जाते हैं। माध्यमिक स्तर पर स्कूल छोड़ने की दर ग्यारह फीसद से अधिक है। विशेष रूप से लड़कियां, आदिवासी समुदाय और प्रवासी एवं आर्थिक रूप से कमजोर वर्ग के बच्चे सबसे पहले स्कूली शिक्षा से बाहर होते हैं। इसके पीछे केवल आर्थिक कारण ही नहीं है, बल्कि किशोरावस्था में सामाजिक दबाव, बाल विवाह, सुरक्षित परिवहन की कमी, विज्ञान और गणित शिक्षकों का अभाव, स्थानीय स्तर पर करिअर मार्गदर्शन की कमी और परिवारों का जागरूक न होना भी इस संकट को गहरा करता है। इसके अलावा शिक्षकों के खाली पद वर्षों तक नहीं भरे जाते। कई राज्यों में अतिथि शिक्षक और संविदा शिक्षक व्यवस्था को स्थायी समाधान बनाया जा रहा है।

ऐसे में शिक्षकों की समयबद्ध नियुक्ति, छोटे स्कूलों का तर्कसंगत पुनर्गठन, स्कूल नेतृत्व को मजबूत करना, डिजिटल संसाधनों का प्रभावी उपयोग, सीखने के परिणामों की नियमित निगरानी और शिक्षकों के निरंतर प्रशिक्षण जैसे ठोस कदम उठाने की जरूरत है। असली बदलाव तब होगा, जब जिला शिक्षा कार्यालय से लेकर कक्षा-कक्ष तक जवाबदेही की संस्कृति आकार लेगी। विडंबना यह है कि देश में शिक्षा सुधार का संकट नीति का कम और क्रियान्वयन का अधिक रहा है। योजनाएं बनती हैं, बजट स्वीकृत होते हैं, लक्ष्य तय होते हैं, लेकिन जमीन पर उनका असर प्रभावी एवं समान रूप से नहीं दिखाई देता। भारत वर्ष विकसित राष्ट्र बनने का सपना देख रहा है। मगर कोई भी राष्ट्र शिक्षा की गुणवत्ता के बिना विकास की दौड़ में आगे नहीं निकल सकता। सड़कें, मेट्रो-रेल सेवाएं, डिजिटल सुविधाएं और औद्योगिक निवेश विकास की पहचान हो सकते हैं, मगर बेहतर भविष्य की नींव तो विद्यालयों में ही तैयार होती है।

The Times of India, 8 June 2026, Page No - 6

French, German Find Themselves Out Of Class

Foreign Language Teachers Fear Becoming Redundant Under New Policy That Is Redrawing Curricula

Meghna.Dhulia
@timesofindia.com

New Delhi: For years, foreign languages such as French, German, Spanish and Japanese have occupied a distinct place in Delhi schools, offering students a window to global education and careers. But as schools begin implementing the three-language formula under National Education Policy (NEP), many of these programmes are being scaled back, leaving teachers worried about their future and parents questioning the sudden shift in language choices.

For many, the concern goes beyond a change in time-

TIMES Special

table. It is about the viability of a profession built over years of specialised training and international certification. A French teacher at a private school said there was little clarity on what lay ahead. "We have spent years acquiring specialised degrees, certifications and training to teach foreign languages. Right now, schools are adjusting us by assigning classes in lower grades or involving us in enrichment activities, but nobody can tell us what will happen after a year," she said.

Teachers fear these arrangements may only be temporary. One teacher noted that the real impact would become visible over the next few years as fewer students enter the foreign language stream.

"If schools stop introducing foreign languages in Class VI, when these students reach Class IX, there may be no foreign language subjects left in the mainstream curriculum. Foreign language teachers could slowly be pushed out of the system," the teacher said. "Currently we are being adjusted, but adjustment is not the same as job security."

According to NEP, with effect from July 1, the study of three languages (R1, R2, R3) shall be compulsory for Class IX, with at least two languages being native Indian languages. A CBSE official said students who wish to study a foreign language might do so as the third language only if the other two languages were native Indian languages, or as an additional fourth language. As a result, in practice, schools are using combinations such as English + Hindi + Sanskrit.

The uncertainty is already playing out in classrooms. In one private school, parents of classes VII and VIII were informed during a pre-summer orientation that students would have to switch to Sanskrit from the next academic session.

"Later, I got a call from DPS Vasant Kunj saying my child and only three other children from his section had opted for the foreign language as the third language and the school will not offer this. My child now has to mandatorily study Sanskrit from July 1," said Nidhi Sharma, a parent. Families were later told students need not complete their foreign language holiday homework as the subject was being phased out, she added.

Under the transition plan of the school, current Class IX students will study a bridge R3 – third language – curriculum based on Class VI-level textbooks, while students now in classes VIII and VII will be required to study the full Class IX R3 syllabus when they reach Class IX in the 2027-28 and 2028-29 academic sessions, respectively. The school has recommended introducing Sanskrit as R3 for these classes after the summer vacation.

Many institutions are replacing foreign languages with Sanskrit within the formal curriculum while attempting to retain some international language exposure through enrichment programmes.

Ameeta Mohan, principal of Amity International School, Pushp Vihar, said the school offered French and German through language enrichment initiatives. "Following the implementation of NEP 2020, the school has aligned its language programme with the prescribed three-language formula. Hindi is offered as the second language and Sanskrit as the third language," she said.

Mohan said schools were attempting to strike a balance between national policy requirements and parental demand for global languages. However, fitting foreign language instruction into already packed timetables, ensuring qualified teachers are available and responding to varying student demand remain significant challenges.

While some schools believe foreign language teachers can be redeployed into enrichment activities, certification programmes and international collaborations, others are less certain.

Rooma Pathak, principal of MM Public School in Pitampura, said the policy's implementation had created confusion among schools and parents alike. According to her, students who had already opted for Spanish in some schools are being shifted to Sanskrit. "The biggest issue is that if students stop opting for certain languages, the teachers of those subjects will eventually become redundant," she said. "Students had already bought books and started attending classes. Suddenly changing the language midway through the session is extremely difficult."

The impact is already visible in some private schools. At Mamta Modern School, French was offered from Class VI until last year. From the current academic session, it has been discontinued in Class VI and only Sanskrit is being offered. Principal Pallavi Sharma said the French teacher could become surplus next year. "We are exploring options to engage her in teaching non-scholastic subjects, subject to financial feasibility. However, nothing has been finalised yet," she said.

TEACHERS, STUDENTS, PARENTS IN A FIX

POLICY AT A GLANCE

- From July 1, Class IX students must study three languages (R1, R2, R3)
- At least two of the three languages must be Indian languages
- A foreign language (French, German, Spanish, Japanese, etc) can be taken: As the third language only if the other two are Indian languages, or as an additional fourth language

WHAT SCHOOLS ARE DOING

- Several schools are phasing out foreign languages from the formal curriculum
- French, German and Spanish are being replaced by Sanskrit as the third language (R3)
- Some schools have stopped offering foreign languages from Class VI onwards

KEY CHALLENGES



FOR STUDENTS
- Forced language changes midway through schooling
- Difficulty adjusting from French/Spanish/German to Sanskrit
- Books already purchased and classes already attended becoming redundant



FOR FOREIGN-LANGUAGE TEACHERS
- Uncertainty over future employment
- Risk of becoming surplus as fewer students opt for foreign languages
- Redeployment to enrichment activities or non-scholastic roles instead of regular teaching



FOR PARENTS
- Reduced choice in language options
- Concerns about loss of exposure to global languages and international opportunities
- Lack of clarity on long-term language pathways



FOR SCHOOLS
- Implementing the policy while managing parental expectations
- Finding timetable space for foreign-language instruction
- Maintaining enrolment numbers for less popular languages

A TEACHER SAYS

If schools stop introducing foreign languages in Class VI, when these students reach Class IX, there may be no foreign language subjects left in the mainstream curriculum. Foreign language teachers could slowly be pushed out of the system

The Hindu, 8 June 2026, Page No - 14

Poor facilities, stigma force Odisha girls to skip school during menstruation: study

Bindu Shajan Perappadan
BHUBANESWAR

Absenteeism from school during menstruation continues to be a major concern for female students across Odisha, with nearly 74% of them missing anywhere between one to eight days of classes per cycle, according to a study on menstrual health released here recently.

Pain and discomfort were identified as the primary reasons for absenteeism, with lack of privacy, inadequate facilities, and social stigma also major factors. The assessment, conducted from April 28 to May 25 across several districts, revealed persistent gaps in menstrual hygiene management, sanitation infrastructure, awareness, and institutional support systems. The survey covered 177 respondents – 121 schools and 56 public institutions – from rural and urban areas, and was conducted by organisations, including UNICEF, Aaina, WaterAid, AIIMS-Bhubaneswar, and IIT-Bhubaneswar.



Pain and discomfort were identified as the primary reasons for absenteeism from school. BISWARANJAN ROUT

While 94% of the schools surveyed had separate toilets for girls, the lack of basic menstrual hygiene support systems, and non-availability of water and soap were cited as major hurdles. The study found that around 56% of schools either lacked menstrual waste disposal facilities or relied on unsafe disposal methods.

The lack of healthcare staff within schools is another concern, with only 27% of schools having a nurse or health worker and 44% reported having first aid kits.

Over the past three years, public spaces in Bhubaneswar, have been audited by adolescents using the Public Spaces Assessment Framework developed by the World Resources Institute India, a global non-profit, with inputs from over 800 young people.

"Here, too, one of the key issues that persists is the lack of inclusive and period-friendly toilets in public spaces. Building on three years of field insights, the Safe, Vibrant, and Healthy Public Spaces project offers a model for inclusive toilets that we aim to demonstrate at three strategic locations across Bhubaneswar. The initiatives will be led by adolescent champions of Aaina, seeking to support city agencies to build awareness around accessible and inclusive sanitation infrastructure, especially for women, girls, and persons with disabilities, while ensuring dignity, hygiene and comfort in public spaces for everyone," Mukti Swaroop Pradhan, programme associate, Urban Development, Sustainable Cities and Transport, WRI India, said.

The Hindu, 8 June 2026, Page No - 6

Screens are not teachers

What India can learn from the West's ed-tech reckoning



GETTY IMAGES/ISTOCKPHOTO

Vishal R. Choradiya

In early 2025, neuroscientist and education consultant Dr. Jared Cooney Horvath testified before the United States Senate with findings that ought to give policymakers pause everywhere: large-scale adoption of digital technology in classrooms is actively harming children, reducing comprehension, eroding attention, and driving a generational cognitive decline unlike anything in the history of standardised measurement.

Gen Z is the first cohort in modern history to underperform its predecessor across attention, memory, literacy, numeracy, and IQ, despite spending more years in formal schooling than any generation before them.

Consistent pattern

Correlating classroom technology adoption across 80 countries with cognitive performance data, Horvath finds a consistent pattern: once digital devices become standard in schools, outcomes deteriorate. The inflection point tracks roughly to 2010 when one-to-one device programmes began spreading through Western schools. Students with heavy daily screen exposure in school score dramatically lower than those with little or none.

Horvath argues that human cognition evolved for sustained, focused engagement and, crucially, for learning from other humans through direct interaction, social cues, and observed behaviour. Digital environments are engineered for precisely the opposite: perpetual novelty, instant switching, continuous distraction. By routing learning through screens, classrooms sever the connection that cognition depends on.

Historian and generational consultant Dr. Eliza Filby adds a dimension that should concentrate minds in India. Across the Western world, a quiet divergence appears to be under way. Wealthy families – including, conspicuously, those who build and sell these very technologies – are pulling their children away from screen-heavy education.

Elite private schools are increasingly rowing back on digital programmes, reinvesting in teacher-led instruction, and foregrounding skills that screens demonstrably weaken: concentration, creative thinking, and sustained reading.

Meanwhile, children in poorly resourced schools are growing more reliant on device-led learning, often because little else is available. The digital revolution in education is becoming a mechanism for entrenching the very inequalities it promised to dissolve. The new dividing line, as Filby puts it, runs not between those who can access technology and those who cannot but between those whose education is shaped by people and those whose education is governed by platforms.

Indian situation

India is accelerating into this landscape with marked enthusiasm. The National Education Policy 2020 positions digital technology as central to the country's educational future: a National Educational Technology Forum, widespread investment in digital infrastructure, AI-integrated pedagogy, and online and blended learning across levels.

Beyond formal schooling, India has seen explosive growth in ed-tech platforms selling the promise of quality learning to millions of aspirational families. Online courses, coaching apps, and AI tutors are rapidly filling the space that the state has long failed to adequately occupy.

The framing of technology as an equaliser lets governments sidestep the harder work of building human educational capacity – trained teachers, functional schools, real accountability – while the IT and ed-tech industries, with obvious commercial interest in embedding technology into policy, profit from the substitution. Endorsing mass digital adoption as progress risks replacing genuine reform with a corporate growth agenda.

The children most exposed to the consequences are those in underfunded government schools – precisely the children for whom a tablet can seem like an upgrade. While they get apps, children of the affluent get teachers, tutors, and the deep human instruction that produces durable learning. The equity argument for ed-tech, applied at scale and without rigorous scrutiny, may produce the opposite of what it promises.

China – which has invested in ed-tech at a scale that dwarfs India's and has mandated AI literacy across all grades – has nonetheless restricted unsupervised AI use by primary school students and imposed screen time limits. The thrust is on capturing benefits while containing documented costs. PISA 2022, drawing on data from 81 countries, points in the same direction: modest device use in structured learning showed small gains, while heavy screen use correlated with dramatically lower scores. This endorses selectivity, not blanket acceleration.

India has the advantage of being a late mover. The evidence from countries that moved first is abundant and concerning. The NEP's digital commitments deserve serious, sceptical re-examination driven by research rather than by industry advocacy or the lure of a technological fix. Putting a screen in front of a child is not the same as educating one.

The writer is an assistant professor with the Department of Professional Studies, Christ University, Bengaluru.

The Indian Express, 8 June 2026, Page No - 10

Let's resist easy indictments of Indian Knowledge Systems



SWATI RAMANATHAN AND RAMESH RAMANATHAN

YOGENDRA YADAV is among modern India's serious public intellectuals. He brings depth and domain knowledge to most subjects he writes about. But Indian Knowledge Systems (IKS), to our understanding, is not one of them. This is only reasonable, given the scale and complexity of the topic.

Yadav begins a recent article ('State push for Indian knowledge systems is a farce. But dismissing them is a mistake', *IE*, May 19) with a disparaging critique of state patronage for IKS as "a state-sponsored farce". But can it happen without state leadership? Globally, every major intellectual and cultural shift has required not just social energy but political leadership as well. Many of us disagree with the BJP on many counts. But its centrality in creating the context for the recent flowering of IKS activity is hard to dispute. The larger issue, though, is not political. It is intellectual.

Yadav makes several critiques of the current IKS effort — that it is backward-looking, overly text-based, dismissive of oral traditions, excessively Brahmanical (read Sanskritic), and seeks validation through Western categories. Essentially, IKS is little more than a selective glorification of ancient Sanskrit texts, dismissive of, in his words, "farming and artisanal communities that we call uneducated and backward".

But who is making this argument? There is no prescribed pedagogy for IKS. No scholar or practitioner suggests Indian knowledge systems begin and end with Sanskrit. We ourselves support an open-source IKS initiative focussed precisely on the oral and folk traditions Yadav describes as ignored. That work is independent of the state, but exists because of the opening the state created.

Yadav's indictment of Sanskrit reflects an old intellectual habit. Part of this is Dravidian politics. But part of it comes from the long shadow of the Macaulay project. Even while critiquing the "pathetic political project" of seeking validation from the West, Yadav wants IKS to be "future-oriented" and "connected to modern science" — categories emerging from a Western framework.

Yadav's indictment of Sanskrit reflects an old intellectual habit in India. Part of this is Dravidian politics. But part of it comes from the long shadow of the Macaulay project

Can we really imagine a serious, vibrant IKS without the richness, diversity and depth of Sanskrit material? Tamil, Bhakti, Buddhist, Jain and countless vernacular traditions all carried deep philosophical and spiritual insight. But Sanskrit functioned as a connective layer — a space where India debated consciousness, selfhood, ethics, reality and liberation in a systematic way.

Acharya Tripathi's book, which Yadav praises, is about India as a knowledge culture in which Sanskrit is connective tissue across regional streams of meaning-making; his larger concern is the rupture colonial education inflicted on that inheritance. Similarly, Allama Prabhu and Basavanna, in the 12th century, were not seeking to dismantle Sanskritic civilisation. Their Kannada *vachana* movement was a spiritually grounded social reform emerging from Indic traditions.

This is not to deny the historical exclusions of Sanskritic and Brahmanical learning. But Vivekananda, Sri Aurobindo and scholars like Kapil Kapoor pointed to a balanced approach. Vivekananda's answer was not to reject Sanskrit but to take knowledge beyond enclosures and make it available to all. Aurobindo warned that "it will not be a good day for India when the ancient tongue ceases entirely to be written or spoken".

The contrast with the West is striking. Through the Renaissance, Enlightenment, Romanticism, modernity and postmodernism, it kept engaging its classical inheritance. Greek and Latin were critiqued and reinterpreted, but never treated as foreign to the civilisation that grew from them. India, unusually, developed a habit of separating Sanskrit from the living traditions around it.

The IKS movement marks the beginning of something important — not a triumphalist declaration of past glory, but a serious effort to rediscover, study, debate, and revive India's own knowledge traditions. The process will be messy. There will be exaggerations, oversimplifications and political appropriations. But the answer cannot be to retreat into strawman arguments.

The writers are co-founders of JANA Group. Views are personal.

दैनिक जागरण, 9 जून 2026, पृष्ठ संख्या - 8

औपनिवेशिक छाप से मुक्त हो शिक्षा

देश में रह-रहकर बौद्धिक वर्ग में डीकोलोनाइजेशन यानी वि-उपनिवेशीकरण की चर्चा छिड़ती रहती है, लेकिन वह किसी निष्कर्ष पर नहीं पहुंच पाती। यह ध्यान रखने की आवश्यकता है कि जब भी वि-उपनिवेशीकरण की मुहिम छिड़े तो उसका आधार भी भारतीय होना चाहिए। हमें इस तथ्य को पहचान कर भारत में समकालीन उच्च शिक्षण संस्थानों और उनके उत्पादों, अनुसंधान प्रयासों एवं स्नातकों के लिए पाठ्यक्रम तैयार करना ही प्राथमिकता होनी चाहिए। इस संदर्भ में देखा जाए तो उच्च शिक्षा के पाठ्यक्रम को नवाचारों के माध्यम से सजीव करने की आवश्यकता तो बहुत दिनों से महसूस की जाती रही है, परंतु कोई ठोस कदम नहीं उठाया जा सका। यह प्रवृत्ति देशज विकास के प्रयासों में सदैव बाधक ही रहेगी। स्वतंत्रता प्राप्ति के इतने वर्षों बाद भी देश की शैक्षणिक प्रणाली पर औपनिवेशिक पकड़ को समाप्त करना एक कठिन कार्य सिद्ध हो रहा है। वर्तमान में कई भारतीय संस्थानों के पाठ्यक्रम भारतीय परिप्रेक्ष्य की वास्तविकताओं या इसकी समस्याओं के ज्ञान को पूरी तरह से प्रतिबिंबित नहीं करते। उच्च संस्थानों की प्रणालियों में भारतीय ज्ञान के वि-उपनिवेशीकरण के प्रयासों को तभी स्पष्ट और सक्रिय रूप से समर्थन दिया जा सकेगा, जब छात्रों को यह सिखाया जाए कि मौलिकता की राह पर कैसे चलें? उन्हें भारतीय परिस्थितियों के लिए विशेष और विशिष्ट समाधान की दिशा में सोचने के लिए भी शिक्षित करना होगा। भारतीय ज्ञान की वर्तमान व्यवस्था के वि-उपनिवेशीकरण से ही पूर्ण स्वराज की प्राप्ति संभव हो सकेगी। अब नवोन्मेषी विचारों और कार्यक्रमों की शुरुआत करने से पहले सोचने के लिए ज्ञान मीमांसकीय रूप से स्वतंत्र होना होगा। ज्ञान मीमांसकीय मुक्ति मानसिक, भावनात्मक और मनोवैज्ञानिक स्वतंत्रता को जन्म देती है।

शिक्षा के उच्च संस्थानों ने भारतीय विचार-दृष्टि की गतिशीलता पर अपनी पकड़ खो दी है। इसका एक विशेष कारण है ज्ञान को समायोजित करने के लिए भारतीय भाषाओं को विकसित करने में विफलता। आज भी अंग्रेजी प्रामाणिक भाषा है और ज्ञान की दुनिया में उसी का वर्चस्व है। मन में हिंदी और दूसरी भारतीय भाषाओं में सोचते हुए उन विचारों को अंग्रेजी में उल्था कर प्रस्तुत करना समयसाध्य ही नहीं, बहुधा निष्प्रभावी एवं अप्रामाणिक भी सिद्ध होता है। मौलिक सोच का अवसर इसलिए भी जाता रहता है कि हम अपने विचार और उसकी कोटियां विदेश से आयातित किए हुए हैं और उसमें 'फिट' किए बगैर सोचने-विचारने की प्रक्रिया ही नहीं शुरू हो पाती है।



गिरीश्वर मिश्र

ज्ञान के वि-उपनिवेशीकरण के प्रयास तभी फलीभूत होंगे, जब छात्रों को मौलिकता की राह पर चलना सिखाया जाएगा



भारतीयता के भाव वाली शिक्षा से ही बनेगी बात • फाइल

अपने शिक्षण संस्थानों में होने वाले बौद्धिक प्रयासों, शिक्षण प्रक्रिया और अनुसंधान में भारतीय भाषाओं को संस्थागत रूप से न अपना पाना मौलिकता के रास्ते में एक बहुत बड़ा रोड़ा है। यह मानने के अच्छे-भले कारण हैं कि कई देश जो तकनीकी प्रगति में छलांग लगा रहे हैं, आविष्कारों में प्रगति कर रहे हैं और अकादमिक उत्कृष्टता की सीमाओं को तोड़ रहे हैं, वे ही देश हैं जिन्होंने अपने शैक्षिक पाठ्यक्रम को अपने अनुसार अनुकूलित एवं विकसित किया है। दुर्भाग्य से हमने अपने सोच को उन सीमाओं के भीतर ही सीमित करके बांध लिया है, जो पश्चिमी शिक्षा से विरासत के रूप में हमें मिला। साथ ही हम व्यावहारिक और उपयोगी विकल्प खोजने के लिए पर्याप्त उत्सुक भी नहीं हैं। चाहे जो भी हो, यूरोकेंद्रित ज्ञान माडल में डूबे रहने से हमारे विचारों का उपनिवेशीकरण लगातार बढ़ता रहा है और यह हमेशा देशज विकास के उन प्रयासों में बाधा भी उत्पन्न कर रहा है, जो आत्मनिर्भर देश की जरूरत है।

भारतीय संस्कृति के संरक्षण और समकालीन अनुसंधान और वैचारिक वास्तविकताओं में उन विचारों एवं सिद्धांतों के समावेश के अलावा, भारतीय विश्वविद्यालयों को भारतीय प्रतिभा और ज्ञान मीमांसा को ईमानदारी से चित्रित करने के लिए मौजूदा पाठ्यक्रमों और शैक्षिक कार्यक्रमों का सुनियोजित विस्तार करना होगा। तभी वे देश को सक्षम और तत्पर बनने में कामयाब हो सकेंगे। हमारे पाठ्यक्रम और उनकी मूल्यांकन पद्धति भारतीय विश्वदृष्टि के पीछे छिपे तर्क और उनकी समीक्षा पर प्रश्न पूछने और उनका विस्तार करने में सक्षम होने चाहिए। ये पाठ्यक्रम छात्रों और लोगों की रुचि को इस तरह से आकर्षित करने वाले होने चाहिए, जो भारतीय ज्ञान परंपरा से चुनकर नाम गिनाने की कवायद की औपचारिकताएं मात्र न निभा रहे हों, बल्कि उनके माध्यम से सोचने के लिए प्रेरित हों। इस दिशा में आवश्यक है कि वे स्वयं अपनी और राष्ट्रीय चेतना का आह्वान भी कर सकें। भारतीय मनीषा और अवधारणाओं को सहज प्रासंगिक रूप से शिक्षा में शामिल करना होगा कि वे अतिरिक्त भार न बनकर हमारी आवश्यकताओं एवं चुनौतियों का सामना करने में हमें समर्थ बना सकें। इसलिए, उच्च शिक्षा पाठ्यक्रम में नए विचारों के समन्वय और संयोजन के माध्यम से प्राणवान बनाकर नई जान फूंकना आवश्यक ही नहीं, अपितु अनिवार्य हो चला है। वैश्वीकरण के इस दौर में ऐसे कदम उठाने इसलिए भी जरूरी हैं, क्योंकि वे ऐसी वैचारिक संरचनाओं को नया आकार देने में सहायक होंगे जो संरचनाएं वैश्विक ज्ञान समुदाय में भारतीयों की स्थिति को बेहतर बना सकेंगी।

(लेखक पूर्व कुलपति एवं शिक्षाविद् हैं)
response@jagran.com

The Pioneer, 9 June 2026, Page No - 11

How AI is giving Indians the right to learn their own language



DR BUDDHA CHANDRASEKHAR



India is fundamentally a landscape of voices. According to the 2011 Census, our nation boasts 22 Scheduled Languages and a staggering 1,369 rationalised mother tongues. This breathtaking diversity is our greatest cultural asset. Yet for decades, a silent paradox has lingered beneath the surface. The architecture of our higher education, legal systems, and modern digital economy has rested almost entirely on an English foundation. English is recorded as the mother tongue of just 0.02% of Indians, which is approximately 260,000 people in a nation of 1.4 billion. Even accounting for those who use it as a second or third language, nearly 90% of the country remains outside the English-speaking umbrella. This is not merely an inconvenience. It is a structural injustice that systematically disconnects millions of brilliant minds from the knowledge systems they need to flourish.

The digital age has only sharpened this crisis. According to the Internet in India Report 2024, jointly published by the Internet and Mobile Association of India (IAMAI) and Kantar, 98% of India's 886 million internet users access content in Indic languages. This report is India's most comprehensive annual digital survey and covers over 90,000 households across all states. Furthermore, 57% of urban internet users actively prefer regional language content over English. Yet the supply side tells a starkly different story. Data from web-analytics firm W3Techs, analysed by Rest of World, reveals that Hindi accounts for just 0.07% of global web domains, despite being the most spoken language in India. Meanwhile, languages like Bengali and Urdu, each spoken by hundreds of millions, are described as "nearly impossible to find online." Every year, capable students drift away from technical education. This happens not for lack of intellect, but because the medium of instruction is foreign to them. Millions of citizens cannot access legal rights, welfare schemes, or healthcare information simply because the paperwork is unreadable to them.

The National Education Policy (NEP) 2020 took an honest, courageous step toward solving this by prioritising mother-tongue education. However, policy without a technological engine remains an unfulfilled aspiration. Artificial Intelligence is finally giving us the cognitive infrastructure required to turn this policy into a living reality.

At the Anuvadini Foundation (Anuvadini AI), a Section 8 company under the AICTE, Ministry of Education, Government of India, our focus has been to deploy advanced AI as a public good that restores linguistic dignity at scale. The results are already measurable. Our platform has processed over 150 crore pages through its translation engine. It also maintains a repository of over 870 domain-specific dictionaries to ensure technical and contextual accuracy.

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ARTIFICIAL INTELLIGENCE

Furthermore, we translated more than 700 NCERT textbooks and 721 NIMI skill-development books into regional languages within a span of three months.

This work has been formalized through an active collaboration with the National Council of Educational Research and Training (NCERT), India's apex body for school curriculum. This partnership is specifically focused on translating NCERT's foundational textbooks and learning materials into India's Scheduled Languages. NCERT's curriculum serves over 250 million school children. When this content becomes accessible in languages like Odia, Maithili, Santali, and Dogri, the impact is genuinely generational. Our partnership with NCERT represents precisely what NEP 2020 envisioned. It is not just a policy aspiration sitting in a gazette notification, but a working technological pipeline delivering mother-tongue education to classrooms today.

To dismantle an institutional barrier, technology must operate at a systemic scale. Our bulk-translation tool Bujji, which translates directly within formats like InDesign, CorelDraw, PPT, Photoshop, etc, demonstrates this by rendering thousands of pages of complex engineering, medical, and legal texts into regional languages without losing formatting or contextual meaning. In Kerala, over 5,136 district court judgments have been translated into Malayalam. This makes justice readable in the language of the people it serves. Our real-time multilingual translation and transcription tool redefines communication further. It accepts spoken regional dialects for up to 47 minutes and delivers instant contextual translation, enabling seamless interaction between citizens and institutions across linguistic divides.

Anuvadini AI has translated the websites of Shri Ram Janmabhoomi, Incredible India, and Rashtrapati Bhawan. The scope of Anuvadini AI's institutional partnerships continues to expand. A recent Memorandum of Understanding with the Central Council for Research in Ayurvedic Sciences (CCRAS), Ministry of Ayush, focuses on translating research publications, the CCRAS Bulletin, and Information, Education, and Communication (IEC) materials into 13 regional languages. This ensures that authentic, research-backed Ayurveda knowledge reaches citizens in their native tongue and reduces the spread of misinformation in the health space.

Technology must also address digital sovereignty. As hundreds of millions of regional language speakers enter the digital space, they require secure, encrypted frameworks that protect their privacy. Our platform, Hyped Samvadini, a super global communication app, embeds multilingual translation directly into a SIM-binding, end-to-end encrypted messaging environment. This protects vulnerable populations, particularly women and senior citizens, from identity theft and financial fraud while enabling natural communication in their mother tongue.

National competitive examinations, including JEE, NEET, and CUET, are now increasingly available in regional languages through our infrastructure. This ensures that students are judged on their mastery of the subject, not their command of English. These are not isolated applications. They are the building blocks of an inclusive knowledge society, one where technology functions as a public utility rather than a corporate product.

The transformation is no longer a distant projection. It is visible today in the engineering colleges of Odisha, the courtrooms of Kerala, and the school classrooms where a child is reading an NCERT textbook in the language their mother speaks at home. India has always spoken in many voices. By deploying AI as an equaliser, we are finally building institutions with the capacity to listen to all of them.

The writer is the CEO of the Anuvadini Foundation and the CCO of the AICTE, Ministry of Education, Government of India.

दैनिक जागरण, 10 जून 2026, पृष्ठ संख्या - जागरण सिटी - III

गर्मी की छुट्टियों में बच्चों की कल्पनाओं को पंख लगा रहा राष्ट्रीय विज्ञान केंद्र

शशि ठाकुर • जागरण

- केंद्र में वर्चुअल रियलिटी और एआइ गैलरी बच्चों को करवा रही भविष्य की सैर
- ड्रोन और उसके रिमोट कंट्रोल को बनाने की बारीकियों को भी सीख रहे हैं बच्चे

नई दिल्ली : भविष्य अब केवल कल्पनाओं या साइंस फिक्शन फिल्मों तक सीमित नहीं है। अब नई पीढ़ी इन तकनीकों को अपनी उंगलियों पर नचा रही है। गेमिंग, रोबोटिक्स और ड्रोन मेकिंग के इस आधुनिक युग में बच्चे किताबों के रटे-रटाए ज्ञान से बाहर निकलकर खुद अपने हाथों से भविष्य की दुनिया की रूपरेखा तैयार कर रहे हैं। गर्मी की छुट्टियों में अधिकांश बच्चे अभिभावकों के साथ छुट्टियां मना रहे हैं, जबकि ये छात्र भूगर्भ से लेकर क्षितिज तक नाप रहे हैं। जून माह के अंत तक यह मौका राष्ट्रीय विज्ञान केंद्र ने दिया है। यहां बच्चे ड्रोन बनाने और उसके रिमोट कंट्रोल की बारीकियां भी सीख रहे हैं।

एस्ट्रो लैब में कुछ छात्राओं ने एस्ट्रोलेब, नोमोन, सनडायल और पेट्रोस्कोप बनाकर सबको हैरत में डाल दिया। नोएडा की परीशा शेखर ने आटो के लिए एक अनोखा एयर कूलर और सोलर कार डिजाइन की है। वहीं, कुछ अन्य बच्चों ने वेस्ट बोतलों से कार, डांसिंग पेंसिल, बांसुरी और स्पीकर भी बनाया है। यहां सीनियर छात्रों के लिए विशेष रिसर्च लैब बनाई गई है, जहां आधुनिक मशीनें और टूल्स उपलब्ध हैं। इसके अलावा वर्चुअल रियलिटी, एआइ गैलरी और कोयले की खदान जैसी गैलरियां बच्चों को भविष्य की सैर करा रही हैं।



राष्ट्रीय विज्ञान केंद्र में रोबेटिक्स का प्रशिक्षण लेते विद्यार्थी • जागरण



ड्रोन मेकिंग और स्ट्रोलैब में ड्रोन कितने तरीके के होते हैं और उसमें क्या क्या होता है, यह सीखा। इसी तरह एस्टोलेब में जीनोम और सनडायल बनाया। -यशिता तंवर, कक्षा सात, शाहदरा



यह विज्ञान के गूढ़ रहस्यों को समझने का अच्छा केंद्र है। यहां विज्ञान को समझने और प्रयोग करने का अच्छा मौका मिला है। हम इसका पूरा लाभ उठा रहे हैं। ऐसे कार्यक्रम होते रहने चाहिए। -अजीता, कक्षा आठ, शाहदरा



राष्ट्रीय विज्ञान केंद्र में सीखने के लिए काफी कुछ है जैसे स्पीकर कैसे बजता है, थ्रीडी प्रिंटिंग से सोच को सजीव साकार कैसे दे सकते हैं। केंद्र में हमें काफी कुछ सीखने को मिल रहा है। -कृतिन, कक्षा 11, वेस्ट पटेल नगर

विदेशी तकनीक को मात, स्वदेशी किट से आत्मनिर्भरता

राष्ट्रीय विज्ञान केंद्र से जुड़े शिक्षा अधिकारी दिनेश मलिक बताते हैं कि इन दिनों संस्थान का परिसर वैज्ञानिक चेतना के रंग में रंगा है। केंद्र ने आत्मनिर्भरता की ओर कदम बढ़ाते हुए एक बड़ा बदलाव किया है। रोबोटिक एसोसिएट क्यूरेटर धीमान सरकार के मार्गदर्शन में बच्चे रोबोट का ऐसा हाथ बना रहे हैं, जो इंसानी हाथों की तरह लचीला है। पहले इसके लिए एक अमेरिकी कंपनी के किट पर निर्भर रहना पड़ता था, लेकिन अब केंद्र खुद अपनी स्वदेशी किट तैयार कर रहा है, जिसे बच्चे खुद बनाकर अपने घर भी ले जा रहे हैं।

Hindustan Times, 10 June 2026, Page No - 13

Unpacking the NEP

Shreevats Jaipuria
letters@hindustantimes.com

Five years after its launch, the National Education Policy 2020 deserves a clear-eyed assessment. This represents the most profoundly transformative educational reform India has introduced in over thirty years. The 5+3+3+4 structure, multiple entry and exit options, the Academic Bank of Credits, the multidisciplinary mandate, the four-year undergraduate degree, the shift from rote to competency-based assessment, the embrace of Indian Knowledge Systems alongside global best practice — these are not incremental adjustments. They reimagine the architecture of how India learns.

India now necessitates bridging the gap between a transformative policy and tangible outcomes, along with a clear outline of the roles that government, institutions, faculty, and the private sector must play in this transition.

Foundational literacy and numeracy outcomes have begun to move in the right direction for the first time in years. The Ministry of Education's 2021 NIPUN Bharat framework serves as an early indicator of this shift, attempting to ground mandates into measurable foundational literacy outcomes.

The Academic Bank of Credits has been operationalised. PARAKH, India's first national assessment center, established in 2023 under the National Council of Educational Research and Training (NCERT), is functioning as a national assessment centre, signalling a decisive shift away from the rote-and-recall model that colonial education entrenched.

According to the Ministry of Education's Innovation Cell (MIC) in collaboration with AICTE, over 16,000 Institution Innovation Councils have been established.

University Grants Commission (UGC) notes that the Malaviya Mission Teacher Training Programme has reached more than two lakh faculty members. None of this would have been imaginable in 2019, and the progress speaks to a government willing to commit to reform at genuine scale.

Among the most far-sighted elements of NEP 2020 is the three-language formula, and the principle that the medium of instruction, wherever possible, should be the mother tongue or home language until at least Grade 5, and preferably Grade 8.

Children learn foundational concepts most deeply in the language they think and dream in. By restoring the mother tongue to the early classroom while ensuring English remains a bridge to global opportunity, the policy honours both India's linguistic plurality and her aspirations on the world stage.

The three-language formula opens up a possibility that has long eluded Indian education by integrating different parts of the country through Indian languages themselves. Today, a young person from Chennai and one from Lucknow most often meet each other in English.

A generation raised under the three-language formula will be able to greet, work and argue with each other in Tamil, Hindi, Bengali, Marathi, Kannada, Telugu and the many other tongues that make up the music of this country. That is a quieter form of national integration and gives India a way of being in conversation with itself in its own voice.

Higher education, too, is being reshaped. The vision of an integrated, multidisciplinary system, credit portability, dual degrees, the four-year undergraduate degree with research, and a clear path away from the rigidities of the affiliating model, is one any serious educationist would welcome. The UGC's 2023 autonomy regulations were a meaningful step, and the roadmap toward making all higher education institutions multidisciplinary by 2035 is the right north star. The next phase is about operationalising what the policy has set in motion, and this is where the partnership between the state and the private sector becomes decisive.

Education at India's scale has never been delivered by the government alone, and NEP 2020 is wise to recognise this. The private sector already educates a substantial share of Indian students, employs a substantial share of Indian educators, and absorbs the graduates the system produces. Treating private institutions as committed partners in the national project will exponentially improve the NEP's impact.

One operational reform, in particular, would unlock enormous capacity: a clear, time-bound, performance-linked pathway from autonomous status to degree-granting institution status for accredited, high-quality private institutions, including top business schools.

Many of India's leading private business schools have the faculty, infrastructure, industry relationships and accreditation to embody exactly the multidisciplinary, future-ready institution NEP envisions. They are ready to add undergraduate programmes in liberal arts, design, public policy, technology and sustainability.

Building the operational machinery to take these schools from autonomous to degree-granting status, with clear quality safeguards, would release a wave of multidisciplinary expansion at no cost to the exchequer, using capacity that has already been built. This is the kind of public-private alignment that turns transformational policy into transformational outcomes.

It is also worth considering which disciplines will matter most in the decade ahead. Management education is uniquely positioned for this moment. It is the widest of the professional disciplines, drawing naturally on economics, technology, behavioural science, ethics, communication and design, which makes it the most readily multidisciplinary in the NEP sense.

It is also the most adaptable to AI integration, because management is fundamentally about judgement under uncertainty, working with people, and translating ambiguous problems into decisions.

These are precisely the capabilities that are appreciated in value in an AI-saturated economy. The business school classroom of the future will not be the one that resists AI most successfully. It will be the one that builds graduates who use AI most thoughtfully, and who carry into industry the multilingual, multidisciplinary, ethically grounded sensibility that NEP envisages.

The foundation of Indian education is strong and secure. What remains is the rigorous, multi-stakeholder work of execution. The government has established a rare, generation-defining framework, but realizing this vision rests entirely on the capacity of educational institutions and private capital.

India has not had a window of opportunity like this in thirty years. Policies are, however, setting the benchmark and operational capacity must now live up to it.

The author is Vice Chairman of Jaipuria Institute of Management

The Pioneer, 10 June 2026, Page No-9

Protecting children in the digital age



VIPUL GAUR

"Privacy is not an option, and it shouldn't be the price we accept for just getting on the Internet." - Gary Kovacs

Children today are entering the digital world at an early age. Smartphones, online gaming platforms, social media applications and virtual classrooms have become an inseparable part of childhood. The COVID-19 pandemic further accelerated this transition, pushing millions of students towards online learning and digital interaction. While technology has undoubtedly expanded access to education and communication, it has also exposed children to unprecedented risks in the digital sphere.

A growing number of children are unknowingly sharing personal information across gaming platforms, social media applications and educational websites. In many cases, neither children nor parents fully understand how such data is collected, stored and used. The rise of targeted advertising, behavioural tracking and online fraud has made children one of the most vulnerable groups in the data-driven economy. In this context, the Digital Personal Data Protection (DPDP) Act, 2023 assumes critical importance.

The DPDP Act, 2023 is India's primary law governing how personal data is collected, stored and used in the digital space. Under this framework, a Data Principal refers to the individual whose data is being processed, while a Data Fiduciary is the entity (such as an app, platform, or organisation) that collects and uses that data.

Under Section 9 of the said Act, special safeguards are provided for children's online data. It mandates that digital platforms and data handlers must obtain verifiable consent from a parent or lawful guardian before processing any personal data of a child. It also restricts practices such as behavioural tracking, targeted advertising, and any processing that may adversely impact a child's well-being. In principle, these provisions aim to ensure that children are not reduced to data sources for commercial exploitation and are protected from manipulative digital practices.

While the intent of the DPDP Act, 2023 is clearly protective, its implementation in the context of children raises practical concerns. The idea of "verifiable parental consent" assumes a level of digital awareness and supervision that may not exist uniformly across households. In reality, many parents themselves are not fully aware of how digital platforms collect and use personal data, and consent is often given mechanically through quick approvals rather than informed understanding.

At the same time, children today are active users of online games, social media platforms, and EdTech applications, many of which are designed to encourage constant engagement. In such an environment, distinguishing between meaningful consent and routine digital acceptance becomes increasingly difficult. This creates a gap between the law's intention and its real-world effectiveness.

A significant part of this challenge emerges from the rapid digitisation of education itself. Schools and EdTech platforms today rely heavily on digital tools for attendance tracking, assignments, assessments, and communication with parents. While these systems have improved access and efficiency, they have also led to the large-scale collection of children's personal data, often without a clear understanding among students or even parents of how this information is stored or used.



Many educational applications collect behavioural data such as login patterns, time spent on tasks, performance analytics, and interaction history. In some cases, this data is used not just for academic tracking but also for product improvement and user engagement strategies. This raises an important concern: data generated in the classroom is increasingly becoming part of a broader digital ecosystem, where the boundaries between education and data profiling are becoming blurred.

Beyond education platforms, children's digital exposure is also shaped heavily by social media applications and online gaming environments. These platforms are designed around engagement-driven algorithms that encourage prolonged usage, often by analysing user behaviour and preferences. For children, this translates into continuous exposure to content tailored to keep them engaged, sometimes without a clear understanding of how these systems operate.

In such ecosystems, behavioural tracking becomes routine. Every click, interaction, and viewing pattern contributes to a digital profile that can be used to predict and influence future behaviour. The DPDP Act, 2023 seeks to restrict targeted advertising and tracking for children; however, enforcing these boundaries in fast-moving digital environments remains a significant challenge. The result is a space where children are active participants, yet largely unaware subjects of extensive data collection. The challenge, therefore, is not merely about the existence of a robust legal framework such as the Digital Personal Data Protection Act, 2023, but about ensuring its meaningful implementation in a rapidly evolving digital ecosystem. Protecting children online cannot depend only on formal consent mechanisms; it must also be supported by greater digital literacy among parents, educators, and children themselves. Schools and educational institutions must be encouraged to adopt transparent data practices, while platforms must be held accountable for designing child-centric and privacy-respecting systems by default.

At the same time, awareness around digital footprints and data sharing must become an essential part of early education. Without these complementary measures, the idea of "verifiable consent" risks becoming a procedural formality rather than a genuine safeguard.

Safeguarding children's digital presence requires a collective effort where law, education, and technology work in alignment. It is only then that India can ensure that its youngest internet users are not merely participants in the digital world but are also adequately protected within it.

The writer is a Post Graduate in Law (LLM) from NLSIU, Bangalore and pursuing PhD in Cyber Laws from RGNUL Patiala

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Gujarat revises curriculum for school students: 29 new textbooks introduced for Classes 2 to 11 ahead of new academic year

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The new academic session began across Gujarat on Monday (June 8), bringing students back to classrooms after the summer break. While children have moved into new classes, they will also be introduced to a significantly revised curriculum this year, with several textbooks undergoing major changes.

This is not a routine textbook update. A total of 29 new textbooks have been introduced for students from Standards 2 to 11 as part of the curriculum overhaul.

The changes have sparked curiosity among parents, many of whom are eager to know which subjects and standards have been affected and what new content has been added to the syllabus.

To understand the extent of the revisions, Divya Bhaskar spoke to Manubhai Pavara, Acting Chairman of the Gujarat State School Textbook Board, along with senior board officials.

The discussions revealed detailed inOpen in apphe new textbooks and the changes being implemented across various standards under the revised academic framework.

29 new textbooks introduced for the 2026-27 academic year

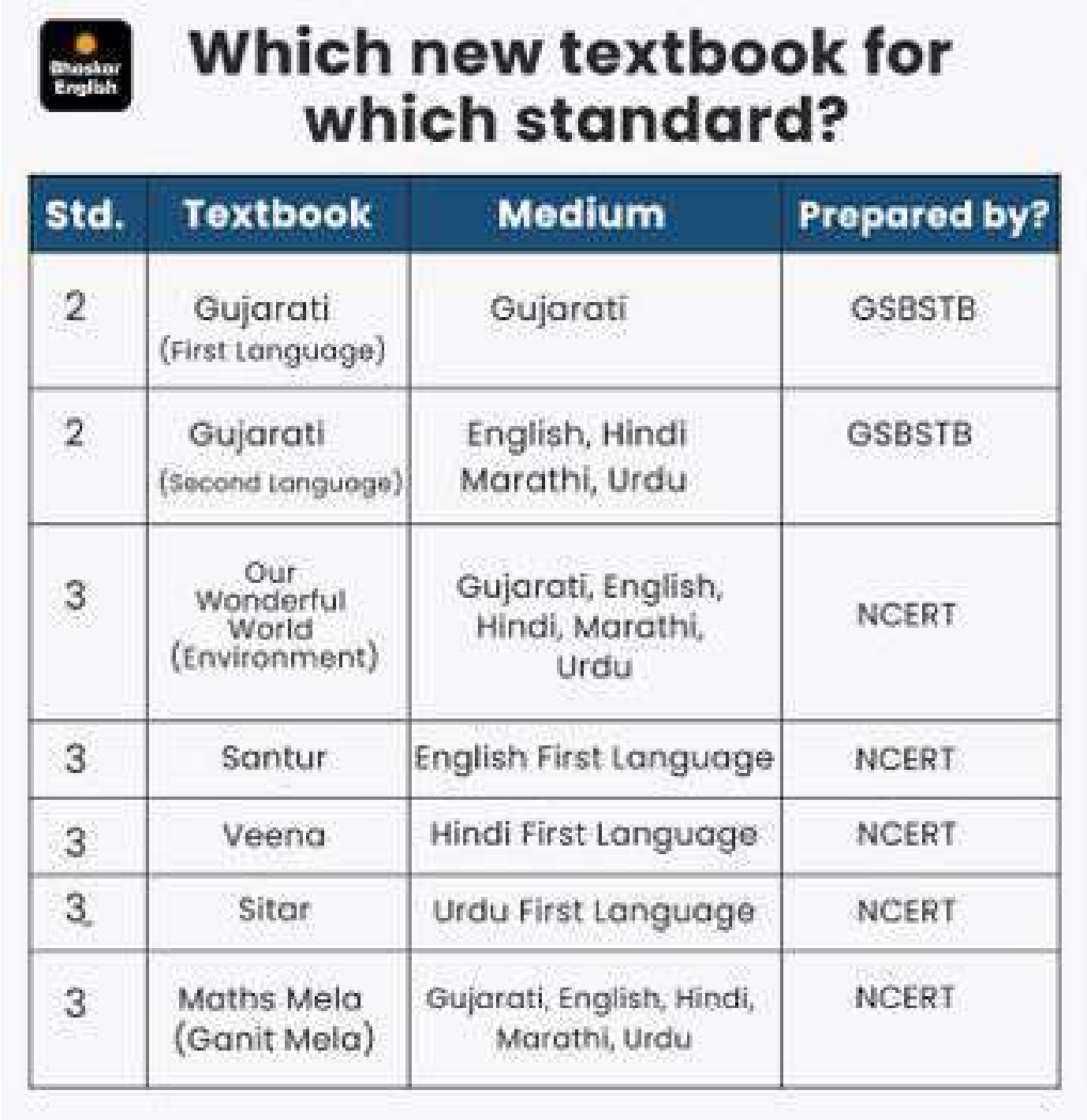
A total of 29 new textbooks have been introduced with the start of the new academic session on Monday as part of the revised curriculum being implemented across Gujarat schools.

Of these, 15 textbooks have been developed by the Gujarat State School Textbook Board (GSBSTB), while the remaining 14 have been prepared by the National Council of Educational Research and Training (NCERT).

The revised books cover multiple subjects and standards, reflecting the changes being introduced under the new education framework.

The graphics below provide a detailed look at the new textbooks introduced for students of Standards 2 and 3.

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Know which new books have come in Standards 6 and 7 from the graphics below.

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Which new textbook for which standard?

Standard	Textbook	Medium	Prepared by?
6	Ganit Prakash (Light of Maths)	Gujarati, English, Hindi, Marathi, Urdu	NCERT
6	Kautuhal (Curiosity)	Gujarati, English, Hindi, Marathi, Urdu	NCERT
6	Social Science, Exploring Society	Gujarati, English, Hindi, Marathi, Urdu	NCERT
6	Poorvi	English First Language	NCERT
6	Malhar	Hindi First Language	NCERT
6	Khayal	Urdu First Language	NCERT
7	English (Second Language)	Gujarati	GSBSTB
7	Poorvi	English First Language	NCERT
7	Malhar	Hindi First Language	NCERT
7	Khayal	Urdu First Language	NCERT

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Find out which new books have been introduced in standards 8, 9, and 11 from the graphics below.

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Which new textbook for which standard?

Std.	Textbook	Medium	Prepared by?
6 to 8	Shrimad Bhagavad Gita Principles and Values Part-2	English	GSBSTB
6 to 8	Shrimad Bhagavad Gita Principles and Values Part-2	Hindi	GSBSTB
8	Marathi Vachanmala (First Language)	Marathi	GSBSTB
8	Anirvarya Sanskritam-1 (Grammar)	Sanskrit	GSBSTB
8	Anirvarya Sanskritam-2 (Vedicam)	Sanskrit	GSBSTB
8	Ganitam (Praveshika-3) [Mathematics Primer-3]	Sanskrit	GSBSTB
8	Vijnanam (Praveshika-3) [Science Primer-3]	Sanskrit	GSBSTB
8	Samajika Vijnanam (Praveshika-3) [Social Science Primer-3]	Sanskrit	GSBSTB
8	Sarvangi Shikshan (Translation) [Holistic Education]	Sanskrit	GSBSTB
8	Bhagavad Gita Part-3	Sanskrit	GSBSTB
8	Computer Studies	Gujarati English Hindi	GSBSTB
11	Computer Studies	Gujarati English Hindi	GSBSTB

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Gujarat has more than 44,000 schoo… …iums

The revised curriculum aims to move students away from rote learning and encourage learning through stories, activities, conversations and interactive exercises. The focus is on improving understanding and participation rather than memorisation.

Gujarat has more than 44,000 government, grant-in-aid and private schools operating across six mediums of instruction which includes Gujarati, Hindi, Urdu, English, Marathi and Sanskrit. Students from Standards 1 to 12 study in these schools. On average, each standard from Std. 1 to 8 has around six to seven lakh students enrolled across the state.

NCERT textbooks now form the backbone of the curriculum

Earlier, textbooks were developed by the Gujarat State School Textbook Board. However, since the 2016-17 academic year, schools have gradually shifted to textbooks prepared by the National Council of Educational Research and Training (NCERT).

Initially, NCERT textbooks were available mainly in English and Hindi. Over the past few years, however, NCERT has expanded its offerings to include six mediums, including Gujarati. While the content is now prepared at the national level, the printing and distribution process continues to be carried out in Gujarat.

One of the key changes can be seen in the Standard 2 Gujarati (First Language) textbook. The reading material has been designed around objects, people and situations familiar to children in their everyday classroom environment. Each unit combines stories and poems with activity-based learning to make the subject more engaging and relatable for young learners.

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Std.2: The teaching of Gujarati as a second language begins with speaking and listening. Young children are sensitive to sound and rhythm. The book has been prepared keeping these aspects in mind.

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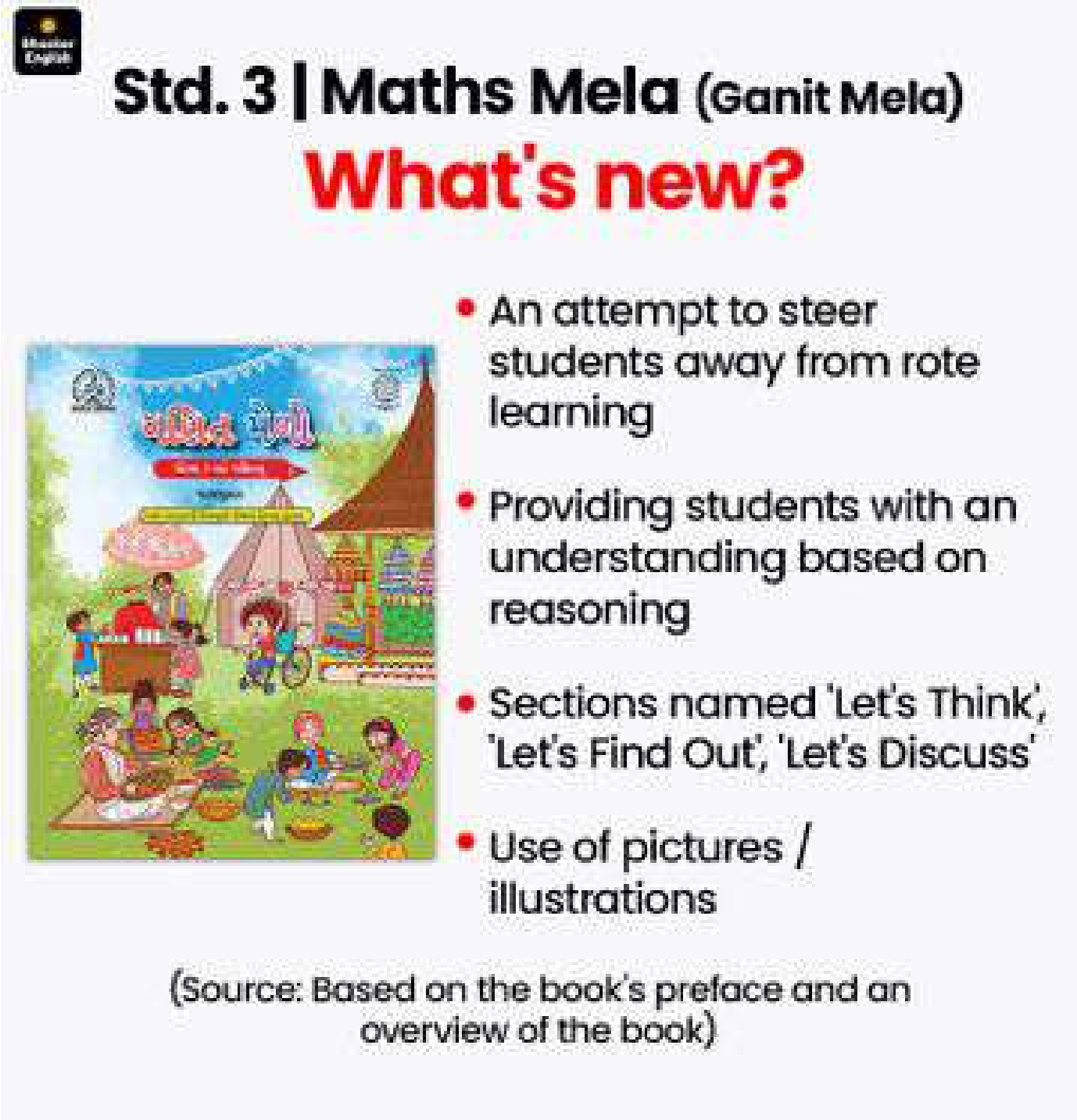
Std.3: The Environment book provides children with opportunities to remove misconceptions and encourages them to actively engage with their surrounding environment.

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Std. 3: Ganit Melo textbook has opportunities to refine children's arithmetic skills.

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Std.6: Ganit Prakash book attempts to use contexts and materials that students are familiar with.

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Despite reducing the content in the Std. 6 Social Science textbook, this book is an innovative attempt to focus on fundamental concepts and key events.

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The chapters in the Std. 6 Kutuhala (Science) subject textbook include constructive activities, reflective questions, processes and examples.

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Std. 7: In the English (Second Language) textbook, an effort has been made to include activities that students enjoy so that they can learn English while having fun.

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Std. 8: In the Gujarati textbook, Bhagavad Gita Part-3, an effort has been made to familiarize students with the glorious heritage of Indian culture.

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Std. 9: The Computer Studies textbook provides theoretical understanding and practical knowledge to use computers confidently, creatively and safely.

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Std. 11: The Computer Studies textbook lays a strong foundation for managing data and developing programming skills.

Nearly 4.9 crore textbooks distributed free every year

Gujarat prints between 6.5 crore and 7 crore textbooks annually for students from Standards 1 to 12. A substantial portion of these books is distributed free of cost to students studying in government and grant-in-aid schools, while students in self-financed schools purchase their textbooks.

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According to official estimates, if annual printing reaches around 7 crore books, nearly 70 per cent or about 4.9 crore copies are distributed free of charge. The remaining 2.1 crore books are supplied through sales.

Manubhai Pavara, Acting Chairman of the Gujarat State School Textbook Board, told Divya Bhaskar, “29 new textbooks have been introduced for the current academic year. Of these, 15 have been developed by the Gujarat State School Textbook Board, while 14 have been prepared by the National Council of Educational Research and Training (NCERT)”.

New textbooks aligned with National Education Policy

The revision of textbooks is part of the implementation of the National Education Policy (NEP) 2020, introduced by the Central Government and subsequently adopted by Gujarat.

To align the state's education system with the policy, Gujarat has developed its own State Curriculum Framework (SCF).

The new textbooks have been designed in accordance with the framework's recommendations and guidelines, with an emphasis on competency-based learning, conceptual understanding and student-centred education.

Bhagavad Gita studies to be expanded to Std. 9 and 10

Pavara said, “The process of preparing and introducing revised textbooks under the new curriculum framework will continue in phases over the coming years. While changes have been implemented in selected subjeOpen in app26 academic session, the new format will gradually be extended to additional standards and subjects”.

As part of the curriculum changes, lessons based on the Bhagavad Gita have been introduced to familiarise students with its teachings alongside their regular studies. The programme has been launched in Std. 8 this academic year and will be extended to Std. 9 and 10 in a phased manner.

Efforts under way to ensure timely delivery of textbooks

Addressing concerns over delays in the supply of textbooks despite the start of the new academic year Pavara said, “The distribution process had been affected by challenges related to paper procurement and disruptions arising from the war situation”.

He further said, “Teams are working round the clock to accelerate printing and ensure that textbooks reach schools as quickly as possible. Textbooks available for purchase have already been supplied to the market, while printing and distribution of free textbooks are currently under way”.

Parents urged to use digital copies until books arrive

Pavara appealed to teachers and parents to make use of digital versions of textbooks available on the board's website until physical copies reach schools.

He said, “All textbooks have been uploaded online. Teachers and parents can download the required chapters and continue classroom learning so that students' studies are not affected. We are making every effort to ensure that textbooks reach even the remotest parts of Gujarat at the earliest.”

He added, “Despite rising procurement costs, textbook prices have not been increased this year”. According to him, paper procurement became more challenging due to global circumstances, which pushed up costs. However, the state government decided to absorb the additional expense rather than pass it on to parents.

He further said, “As a result, textbooks will be available at the same price as last year, despite the increase in production costs.”

Overall, the revised curriculum and new textbooks have been designed to make classroom learning more engaging, activity-based and student-friendly in the new academic session.

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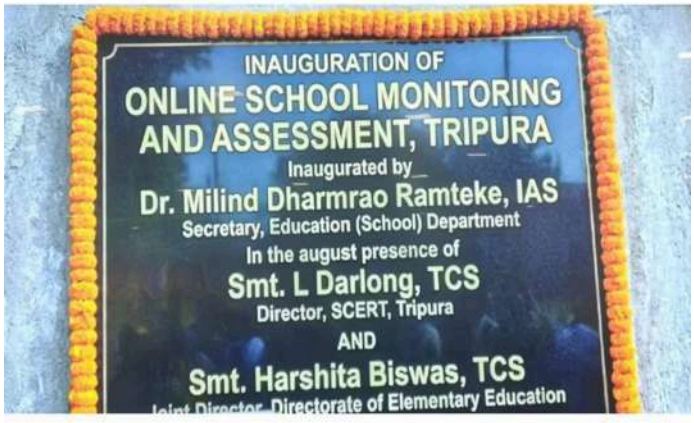
Tripura launches first-ever online school monitoring system to strengthen foundational education

The initiative was rolled out within 24 hours of a high-level review meeting chaired by T Chief Minister Manik Saha, where foundational education and effective monitoring eme as key priorities for the state's education sector.

ANI

Published On Jun 10, 2026 at 09:25 PM IST

Agartala: In a significant step towards improving the quality of school education and ensuring real-time academic monitoring, the School Education Department of Tripura on Wednesday formally launched the state's first-ever Online School Monitoring System, aimed at strengthening Foundational Literacy and Numeracy (FLN) and enhancing accountability across schools.



The online monitoring platform was formally launched by Dr. Milind Dharamrao Ramteke during a workshop organised by the NIPUN Tripura Cell and the Pre-Primary Cell under the Directorate of Elementary Education.

The initiative was rolled ou within 24 hours of a high-level review meeting chaired by Tripura Chief Minister Manik Saha, where foundational education and effective monitoring emerged as key priorities for the state's education sector.

Advt

The online monitoring platform was formally launched by Dr. Milind Dharamrao Ramteke during a workshop organised by the NIPUN Tripura Cell and the Pre-Primary Cell under the Directorate of Elementary Education. The system, conceptualised under the leadership of the School Education Secretary, is expected to bring transparency, efficiency and real-time data-driven decision-making into school governance.

Officials said the platform will facilitate prompt monitoring of schools at the district and state levels, enabling authorities to identify learning gaps

and undertake corrective measures without delay. This is the first time such a digital monitoring mechanism has been introduced in Tripura's education sector.

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Addressing the inaugural session, Dr. Ramteke emphasised that Block Resource Persons (BRPs) and Cluster Resource Persons (CRPs) would now play a central role in ensuring quality foundational education for students from Classes I to V. They will be required to conduct regular inspections of primary schools and submit reports through the Online School Monitoring System.

"Real-time educational data will now be available to the department for the first time, allowing timely intervention and evidence-based planning," officials said.

Under the new framework, BRPs and CRPs must visit each assigned school at least once every fifteen days to assess classroom learning and track students' academic progress. Inspectors of Schools will oversee the inspection process and simultaneously evaluate the quality of education for students from Classes VI to X. The department has also directed officials to conduct surprise inspections and spot assessments to ensure accountability.

Advt



The system will additionally allow teachers to carry out student assessments online. The department has indicated that accountability measures will be linked to learning outcomes. Teachers who fail to ensure age-appropriate learning levels among students may face appropriate action, while those demonstrating significant improvement in student performance will receive recognition, incentives and professional growth opportunities.

The launch programme was attended by L. Darlong, Harshita Biswas, and State Nodal Officer of NIPUN Mission and the Branch Officer of the Pre-Primary Cell, Abhijit Samajpati, among other senior officials.

Speaking on the occasion, Harshita Biswas reiterated the department's commitment to ensuring quality education across the state. She stressed that Inspectors of Schools, BRPs, CRPs and teachers must work collectively and responsibly to improve learning outcomes for students. She further noted that accountability would be fixed at every level of implementation.

Inspectors of Schools from both the state administration and the TTAADC areas, along with BRPs and CRPs from all eight districts, received hands-on training on the newly launched system in two phases.

The training was conducted by officials from the Vidya Samiksha Kendra, who are responsible for operating and managing the digital monitoring platform.

Education Department officials said the Online School Monitoring System marks a major reform in Tripura's school education sector and aligns with the state's broader efforts to improve foundational learning under the NIPUN Bharat Mission. More innovative and technology-driven initiatives are expected to be introduced in the coming months, with special emphasis on strengthening foundational education across Tripura.

The move is being viewed as a major administrative reform aimed at improving educational outcomes, increasing accountability and ensuring that every child receives quality foundational education through continuous monitoring and timely intervention. (ANI)

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See more on: Tripura Online School Monitoring System, Foundational Literacy Numeracy FLN, Tripura education reforms, NIPUN Bharat Mission, real-time academic monitoring

Comments

What are your thoughts?

The Hindu, 11 June 2026, Page No - 9

Negotiating federalism in higher education

Higher education in India has emerged as an important site through which the changing dynamics of Indian federalism are being expressed. Issues relating to regulatory authority, curriculum, language policy, public funding, and digital governance have transformed the sector into a critical site where competing visions of the Union and State governments intersect. These developments not only shape the direction of higher education but also illuminate broader questions concerning the distribution of power within the Indian Union. As a result, governance of higher education can no longer be viewed merely as a sectoral policy concern; rather, it has become an integral component of India's evolving federal architecture.

Some recent examples include the contestations surrounding the implementation of the National Education Policy (NEP), 2020 across different States. Recent regulatory reforms facilitating the establishment of foreign university campuses in India have also generated varied responses from State governments, reflecting differing perspectives. This fragmented political landscape has important implications for higher education governance in the country. However, they have received only relatively limited attention.

Growing influence of Centre

Several developments have illustrated these tensions. In Tamil Nadu, the State government repeatedly opposed various aspects of the NEP 2020, particularly the three-language formula as well as the University Grants Commission's (UGC) circular on the third language this year. Centre-State tensions in higher education were also evident in the disputes over the appointment of Vice-Chancellors and the powers of Governors in States such as Tamil Nadu, Kerala, Karnataka, and West Bengal.



Eldho Mathews

is with the Kerala State Higher Education Council. Views expressed are personal

Although education remains constitutionally within the Concurrent List, the prevailing governance dynamic increasingly favours the Union

Although education remains constitutionally within the Concurrent List, which gives both the Union and the States legislative authority, the prevailing governance dynamic increasingly favours the Union. Through the Ministry of Education, the UGC, and various regulatory and accreditation bodies, the Union government possesses substantial leverage over universities and colleges across the country.

The introduction of the NEP, 2020 is an important restructuring attempt to redesign the architecture of higher education in India. The policy has proposed sweeping reforms, including four-year undergraduate programmes, an Academic Bank of Credits, institutional restructuring, multidisciplinary universities, and internationalisation initiatives. These reforms also represent an expansion of the influence of the Centre into domains that have historically been the preserve of State governments.

Moreover, access to central funding now is increasingly dependent on compliance with nationally designed reform agendas. Programmes such as the Institutions of Eminence initiative and competitive research mechanisms under the Anusandhan National Research Foundation have contributed to the influence of the Union government over States' authority.

The role of national regulatory agencies has also become another important site of conflict. The structures proposed by the Viksit Bharat Shiksha Adhishthan Bill, 2025, which are intended to replace existing higher education regulatory bodies including the UGC, have generated apprehensions regarding the gradual erosion of the authority of State governments. Another important dimension to centralisation is digital governance. Mechanisms such as the Academic Bank of Credits have expanded the capacity of the Union government to standardise and monitor higher education governance across States.

In States with strong regional political identities, these reforms are viewed not just as administrative issues but as constitutional questions concerning the balance of power within the Indian Union.

Strategic adaptation

Interestingly, the implementation of the NEP, 2020 has also revealed that Centre-State relations in higher education are not purely adversarial. Rather than adopting positions of complete acceptance or outright rejection, many States, including Opposition-ruled States, have selectively adapted aspects of reforms in accordance with local political contexts. This reflects the emergence of a more negotiated form of federalism characterised by strategic adaptation.

For instance, with respect to internationalisation, several States are seeking to position themselves as regional education hubs by facilitating partnerships with overseas institutions. These developments underscore the growing recognition of higher education as a strategic instrument for global visibility and knowledge-driven development. The debate surrounding the establishment of international branch campuses further illustrates this change. While the regulatory framework and policy direction are largely determined by the Union government, the actual implementation of such initiatives depends substantially on State governments through local administrative clearances, infrastructure support, and investment facilitation.

As India's regional political landscape continues to evolve, the trajectory of higher education governance will depend not only on constitutional provisions or national-level policy frameworks, but also on the capacity of the Centre and the States to negotiate competing political and developmental priorities within the federal structure.

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India built one of the World's largest education systems. The next decade will decide its quality: ETEducation Outlook 2026

Launched at the ETEducation Annual Education Summit 2026, the landmark report India's Education: 25 Years On, The Road to 2035 combines a national survey of education practitioners with sector data to chart the next phase of India's education transformation.

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Updated On Jun 11, 2026 at 03:21 PM IST



ETEducation unveils its landmark 25-year education outlook and roadmap to 2035 at the Annual Education Summit 2026.

India has spent the last 25 years building one of the world's largest education systems. The next decade will determine whether that scale can translate into learning, employability, innovation and long-term economic advantage.

That is the central message of ETEducation Outlook 2026, India's Education: 25 Years On, The Road to 2035, launched at the third edition of the ETEducation Annual Education Summit 2026 at Yashobhoomi, New Delhi.

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Positioned as a landmark review of India's education journey between 2000 and 2025 and a roadmap for the decade ahead, the report combines analysis from more than 100 authenticated sources with a national survey of 200+ senior education practitioners across 15 cities, spanning school education, higher education, skilling and EdTech.

Its conclusion is both optimistic and cautionary: India has achieved unprecedented expansion in education access, but the next phase must focus on quality, outcomes and future readiness.

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The report captures the scale of India's transformation over the last quarter century.

School enrolment for children aged 6–14 rose from an estimated 65–70% in 2000 to 98.1% in 2024. Higher education expanded from 256 universities to more than 1,200 institutions, while enrolment increased from nearly 1 crore students to 4.33 crore. India emerged as the world's second-largest EdTech market at US$7.5 billion and improved its position in the Global Innovation Index from 81st in 2015 to 39th in 2024.

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Yet the report argues that access alone can no longer be the measure of success.

One of its most striking findings is that only 8.9% of education practitioners believe Indian higher education currently prepares graduates “very effectively” for work, despite decades of expansion.

The survey also found that 69.1% identified curriculum misalignment as the biggest barrier to graduate employability, reflecting growing concern that degree growth has outpaced changes in learning design and labour market expectations.

The findings mirror broader concerns around workforce preparedness. External estimates cited in the report suggest that 45.19% of graduates are not considered employer-ready, raising questions about whether education systems are equipping learners with practical capabilities, adaptability and higher-order thinking.

Challenges persist even at the school level.

According to the report, 44.8% of Class 5 students in government schools are able to read at grade level, indicating that foundational learning remains unfinished despite major improvements in access and enrolment.

The report also highlights structural issues that could influence India’s long-term competitiveness.

development stands at 0.7% of GDP, significantly lower than global benchmarks.

At the same time, technological disruption is expected to redefine education and work.

The practitioner survey found that 71.5% believe artificial intelligence will be the single most influential technology shaping the future of education, while global projections referenced in the report suggest that automation and AI could significantly restructure employment patterns over the coming decade.

Perhaps the report's most important message is that India now stands at an inflection point.

Nearly one in five respondents (19.8%) believe India's education system will remain largely unchanged by 2035, suggesting concerns around the pace of implementation and institutional transformation.

The Outlook argues that the next chapter of India's education journey must move from access to quality, from enrolment to learning outcomes, from credentials to competence, and from scale to substance.

Framed around the broader vision discussed at the ETEducation Annual Education Summit 2026, "India's Education Revolution: For the World, With the World", the report positions education not merely as a social sector priority, but as the foundation for India's future economic growth, innovation capacity and global leadership.

As India enters the next decade of educational transformation, the report argues that the question is no longer whether the country can educate at scale, but whether it can educate for the future.

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From 27th to 1st: How Punjab became best-performing school education state

Published – June 12, 2026 04:25 pm IST



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Punjab's rise is not just a political talking point. It reflects a series of operational choices, including filling vacancies, upgrading

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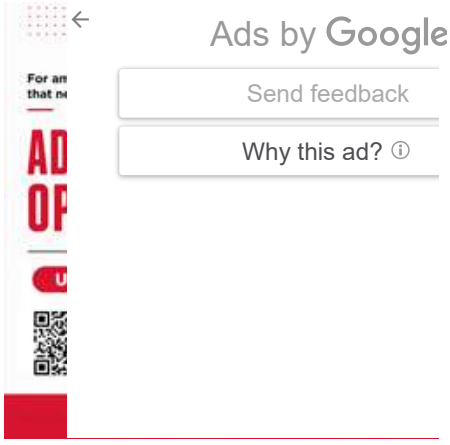
Maharashtra and Delhi in a national assessment of school quality. That result becomes more striking when set against large northern and central states such as Uttar Pradesh, Bihar, Madhya Pradesh and Rajasthan, where staffing, continuity and learning outcomes continue to pose serious challenges.

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Punjab's reform story is concrete, not vague. The state set up 118 Schools of Eminence, of which 14 had been completed by March 2025 and another 26 were nearing completion or ready for inauguration. It regularised 14,417 contractual employees in 2023 and later approved a wider plan to regularise 65,048 outsourced workers across 51 departments, including 7,704 in school education. It also sent teachers and school leaders to Singapore, IIM Ahmedabad, and Finland's University of Turku for leadership and pedagogy training. It also launched Mission Samarth for foundational learning and used mega PTMs to bring parents directly into school governance. Those PTMs were not symbolic; more than two million parents attended a statewide meeting and over 40,000 teachers were trained to run structured parent workshops.

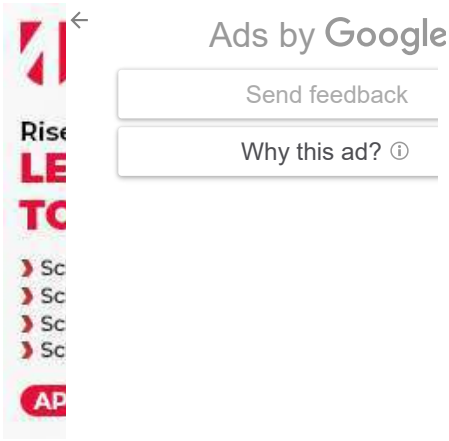


Punjab's rise is not just a political talking point. It reflects a series of operational choices, including filling vacancies, upgrading schools, investing in leadership, and making parent engagement part of

What Punjab changed

Punjab's gains rest on a mix of upgraded infrastructure, tighter staffing, leadership training and sharper performance tracking. Taken together, those choices help explain the turnaround. The official findings show that Punjab performed strongly across language and mathematics at both foundational and middle stages.

What makes this moment especially revealing is that the same NITI Aayog report also documents the structural weaknesses that continue to define Indian schooling at large. India has approximately 7.3 lakh primary schools, 4.34 lakh upper primary schools, only 1.42 lakh secondary schools and 1.64 lakh higher secondary schools, according to UDISE+ 2024-25. Only 5% of all schools in the country offer uninterrupted schooling from Grade 1 to Grade 12. For millions of children, especially in rural and poor districts, the school system remains a ladder with several rungs missing.



The problem is particularly acute in the Hindi heartland. According to the report, more than one-third of Indian schools operate with fewer than 50 students and UDISE+ 2024-25 data shows that over 1.04 lakh schools run with a single teacher. These institutions are not marginal curiosities. They are concentrated in the districts where learning outcomes are already weakest and they place one teacher in a position where multi-grade instruction, administrative work and welfare duties all fall on the same person simultaneously.

Teacher vacancies compound the picture further. Bihar alone has more than 2.08 lakh elementary teacher vacancies, along with tens of thousands more at secondary and senior secondary levels. Jharkhand and Madhya Pradesh report similarly large shortfalls. These vacancies feed directly into the single-teacher crisis. When so many posts remain unfilled, rural schools are pushed into multi-grade arrangements where one teacher is expected to do everything and learning suffers. These numbers matter more than any scheme announcement because they describe basic distance between policy intent and classroom reality.

This is where Punjab's rise becomes a challenge to other states, not just a story about one state. If Punjab can show measurable gains in foundational and middle-stage learning, the obvious question is why larger states have not adopted the same operational habits. The PARAKH national report shows that only around 40% of students at the middle stage perform at grade level in social science, while national averages in language and mathematics also remain well below expectation. These are not the



Indicator	Punjab	India	Uttar Pradesh	Haryana
PARAKH 2024 Grade 3 language	74	64	55	56
PARAKH 2024 Grade 3 mathematics	62	60	48	49
PARAKH 2024 Grade 6 language	69	57	55	56
PARAKH 2024 Grade 6 mathematics	64	46	45	49
PARAKH 2024 Grade 6 The World Around Us	64	49	48	49
PARAKH 2024 Grade 9 language	69	54	48	54
PARAKH 2024 Grade 9 mathematics	52	37	34	36
PARAKH 2024 Grade 9 science	52	40	37	39
PARAKH 2024 Grade 9 social science	52	40	37	39

Punjab's learning outcomes compared with the national average and selected states. (Source: NITI Aayog's School Education System in India report, PARAKH Rashtriya Sarvekshan 2024, and UDISE+ 2024–25.)

Part of the answer lies in how education reform is publicly debated in India. New schemes, digital platforms and rebranded campaigns attract political attention. The slower work of school consolidation, filling vacancies, building principal leadership and strengthening district-level academic oversight does not. The NITI Aayog report identifies fragmented schooling structures, weak school leadership and stretched administrative capacity at block and district levels as central barriers to improvement. These are institutional problems that cannot be resolved through announcements. They require sustained administrative attention across political cycles.

A fair reading of Punjab's rise requires resisting two easy responses. The first is triumphalism, which assumes that a single state has solved public education. The second is fatalism, which assumes that larger or poorer states are structurally unable to improve. Neither view is convincing. The more useful conclusion is that educational improvement depends on whether state governments treat evidence as a governance input and use it to shape decisions, not merely as material for political communication.

The Hindi heartland cannot indefinitely defer this question. The NITI Aayog study, PARAKH and UDISE+ data have made the weaknesses visible enough. The issue is no longer identifying India's school-system problems. The issue is whether state governments, especially



NCERT: The Foundation of the Nation's Education System - A Journey from 1961 to the Present

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country's school education system. Today, millions of students across the nation-including those under the CBSE board-study using NCERT books; these books also serve as a foundational resource for aspirants preparing for the UPSC and other competitive examinations.

NCERT was established on September 1, 1961, as an autonomous body under the Ministry of Education. Its primary objective was to develop uniform, high-quality standards for school education across the country. Additionally, it was tasked with providing policy advice on education to central and state governments and creating model textbooks for students.

NCERT was formed by merging seven major government institutions. These included the Central Institute of Education, the Central Bureau of Textbook Research, and the National Institute of Basic Education. The aim of integrating these entities was to bring research, training, and curriculum development in the field of education onto a single platform.

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The Pivotal Role of the Kothari Commission

The Kothari Commission, constituted in 1964, played a crucial role in the evolution of NCERT. The Commission recommended comprehensive reforms in the Indian education system and provided a roadmap for developing a uniform curriculum and high-quality educational material at the national level. Subsequently, NCERT began working to strengthen the educational framework in alignment with the country's changing needs.

In 1974, NCERT was officially registered as a literary, scientific, and charitable institution. Following this, the organization took several significant steps toward formulating the National Curriculum Framework (NCF).

Major Shift in 1975

In 1975, a "Ten-Year School Curriculum" was introduced at the national level for the first time. Its objective was to align education with Indian social and cultural realities. Subsequently, in 1988,

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In the year 2000, the curriculum incorporated a multicultural perspective, environmental education, and better inter-disciplinary coordination. Meanwhile, the National Curriculum Framework of 2005 is considered one of the most significant transformations in NCERT's history. During this period, the focus shifted from rote learning to comprehension-based and holistic education, leading to major changes in textbooks and teaching methodologies.

Continuous Changes

In recent years, NCERT has continued to revise the curriculum. In 2023, a new committee was constituted in alignment with the National Education Policy (NEP) 2020, featuring prominent figures such as author Sudha Murty and renowned musician Shankar Mahadevan. This committee is currently finalizing the new curriculum and textbooks for classes 3 through 12.

Today, NCERT books serve as the primary study material for CBSE schools. Additionally, numerous state education boards base their own curricula on these books. NCERT books are also regarded as essential study material for aspirants preparing for the UPSC, SSC, and other competitive examinations.

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School Education 4 Min Read

India's education revolution must build inclusive, future-ready and human-centred schools, say education leaders

At the ETEducation Annual Education Summit 2026, leaders from the Ministry of Education, NCTE and DAV United Foundation said India's school transformation must focus on inclusion, empowered teachers, responsible AI adoption and life readiness.

ETEducation

Updated On Jun 12, 2026 at 12:55 PM IST

Read by 1145 Industry Professionals



Ira Singhal speaks at ETEducation Annual Education Summit 2026 on building inclusive and future-ready education.

India's school education transformation must go beyond enrolment and academic outcomes to build an education system that is inclusive, teacher-led and capable of preparing students for life in a rapidly changing world, education leaders said on Friday.

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Speaking during the Day 2 Opening Session with Government Leaders & Education Dignitaries at the third edition of the ETEducation Annual Education Summit 2026, organised around the theme "India's Education Revolution: For the World, With the World," speakers said the next phase of reform will depend on whether schools can combine

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A recurring message across the discussion was that India's education revolution will ultimately be measured not by access alone, but by whether every child develops the capabilities required to participate in the country's growth journey.

Ira Singhal, Deputy Secretary, Department of School Education & Literacy, Ministry of Education, Government of India, said inclusive education must become central to India's education agenda.

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"When we talk of every single child, we need to talk of actually every single child," she said.

Singhal argued that India's demographic advantage will create long-term value only if children with special needs are fully integrated into education systems and provided equal opportunities to learn, participate and thrive.

She said technology and artificial intelligence are expanding what learners can achieve and creating possibilities that did not exist earlier.

“Every child’s capability has changed, and that is what we need to start catering for,” she said.

At the same time, she cautioned that technology should be adopted responsibly and sensitively.

“Indiscriminate use of technology always has to be cautioned,” she said.

Singhal also highlighted the potential of technology to support more personalised learning pathways, including wider access to Individualised Education Programmes for children who may not have access to specialist support.

Building on the discussion around capability and access, Prof Pankaj Arora, Chairperson, National Council for Teacher Education (NCTE), said the quality of school transformation will ultimately depend on teachers.

“No education system can rise above the quality of its own teachers,” Arora said.

He described teachers as the central force behind India’s education reform journey and said the country’s ambitions under Viksit Bharat@2047 will require empowered educators, strong professional standards and future-ready pedagogy.

According to Arora, the National Education Policy (NEP) 2020 represents a shift from rote learning to experiential, competency-based and holistic education.

He highlighted the role of the Integrated Teacher Education Programme and emphasised that teachers must prepare students not only for examinations but for life.

“Teachers who prepare learners should not be doing it just for examination, but also for life,” he said.

Arora also positioned artificial intelligence as an enabler rather than a replacement for educators.

“AI is not AI versus teachers. AI should empower teachers,” he said.

He argued that while AI can support instruction, personalisation and assessment, teachers remain essential in helping students develop meaning, values, judgement and human

Expanding the conversation beyond classrooms and curriculum, Manoj Mittal, Founder, DAV United Foundation, said future readiness must include capabilities that extend beyond technical and academic skills.

“Are we preparing the person who we want to work tomorrow?” Mittal asked.

He said schools must pay greater attention to health, emotional well-being, relationships, financial literacy and enterprising mindsets if they want students to succeed in a changing world.

According to Mittal, students are often taught subject expertise but receive limited preparation in managing health, finances and real-life decision-making.

“Before we think of skills like how good I am at coding, engineering, medicine or any discipline, am I good at knowing about being healthy, having great relations and managing my finances?” he said.

He also argued that schools should encourage an enterprising mindset across students, teachers and leaders.

“Every teacher can be enterprising, every parent can be enterprising, every principal can be enterprising,” Mittal said.

Across the discussion, speakers agreed that the future of school education cannot be defined only through marks, digital access or employability indicators.

Instead, India’s next education leap will depend on whether schools can combine inclusion, empowered teachers, responsible use of technology and life capabilities to prepare students for a more uncertain and interconnected future.

As India advances towards its education and development goals, the message from the summit was clear: building globally relevant education will begin with creating classrooms where every child is included, every teacher is empowered and every learner is prepared not only for work — but for life.

Most Read in School Education

India’s education revolution must build inclusive, future-ready and human-centred schools, say education leaders

जनसत्ता, 14 जून 2026, पृष्ठ संख्या - 8

सभी केंद्रीय विद्यालयों में संस्कृत अनिवार्य

केंद्रीय विद्यालय संगठन ने स्कूलों को भेजा पत्र, छठी और नौवीं कक्षा में कम से कम एक वर्ग जरूरी

जनसत्ता ब्यूरो
नई दिल्ली, 13 जून।

केंद्रीय विद्यालय संगठन (केवीएस) ने शैक्षणिक सत्र 2026-27 के लिए तीसरी भाषा प्रारूप लागू करने के तहत सभी विद्यालयों में छठी और नौवीं कक्षा में संस्कृत का कम से कम एक वर्ग (सेक्शन) रखना अनिवार्य कर दिया है।

शिक्षा मंत्रालय के अधीन स्वायत्त निकाय केवीएस ने 29 मई को जारी एक परिपत्र में कहा कि सभी केंद्रीय विद्यालयों को त्रि-भाषा प्रारूप (आर3) के लिए विद्यार्थियों और अभिभावकों से विकल्प लेने की प्रक्रिया पूरी कर लेनी चाहिए। परिपत्र में कहा गया कि तीसरी भाषा संस्कृत या अनुसूची में शामिल भाषाओं में से कोई क्षेत्रीय/राज्य भाषा होनी चाहिए। यह भाषा आर1 यानी हिंदी और आर2 यानी अंग्रेजी से अलग होगी। एक वरिष्ठ अधिकारी ने कहा कि विद्यार्थी अपनी पसंद के आधार पर संस्कृत या क्षेत्रीय भाषा में से किसी एक का चयन कर सकते हैं। हर विद्यालय में संस्कृत के कम से कम एक वर्ग की व्यवस्था केवल स्थानांतरणीय कर्मचारियों के बच्चों की सुविधा के लिए की गई है।



परिपत्र में कहा गया कि तीसरी भाषा संस्कृत या अनुसूची में शामिल भाषाओं में से कोई क्षेत्रीय/राज्य भाषा होनी चाहिए। यह भाषा आर1 यानी हिंदी और आर2 यानी अंग्रेजी से अलग होगी।

केवीएस ने विद्यालय स्तर पर कर्मचारियों की आवश्यकता का फिर से आकलन करने के लिए 'समागम' पोर्टल के जरिए विद्यार्थियों के आर3 विकल्पों का डेटा भी मांगा है। परिपत्र में कहा गया कि सभी विद्यालयों को छठी और नौवीं कक्षाओं के लिए विद्यार्थियों द्वारा चुनी गई तीसरी भाषा के आधार पर संस्कृत और क्षेत्रीय भाषाओं के संयुक्त वर्ग का डेटा अलग-अलग उपलब्ध कराना होगा। परिपत्र में कहा गया कि कक्षाओं के सुचारु संचालन के लिए समान आर3 भाषा चुनने वाले विद्यार्थियों को एक ही सेक्शन में रखा जाना चाहिए। इसमें भाषा सेक्शन की व्यवस्था समझाने के लिए उदाहरण भी दिए हैं और कहा गया है कि संस्कृत एवं क्षेत्रीय भाषा के सेक्शन की संख्या छात्रों के पंजीकरण पर निर्भर करेगी।

जिन विद्यालयों में एक सेक्शन है, उनमें संस्कृत और क्षेत्रीय भाषा के अलग-अलग बैच बनाए जा सकते हैं, बशर्ते प्रत्येक बैच में कम से कम 15 विद्यार्थी हों। दो सेक्शन वाले विद्यालयों में संस्कृत का एक और क्षेत्रीय भाषा का एक सेक्शन रखा जा सकता है, जबकि तीन सेक्शन वाले विद्यालयों में प्रधानाचार्य विद्यार्थियों द्वारा चुनी गई भाषा की संख्या के आधार पर संस्कृत और क्षेत्रीय भाषा के सेक्शन का वितरण तय कर सकते हैं। हालांकि, परिपत्र में स्पष्ट किया गया है कि प्रत्येक कक्षा में संस्कृत का कम से कम एक सेक्शन अनिवार्य होगा। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने पिछले महीने कहा था कि उसने एक जुलाई से नौवीं कक्षा के विद्यार्थियों के लिए कम से कम दो मूल भारतीय भाषाओं समेत तीन भाषाओं का अध्ययन अनिवार्य कर दिया है।

यह कदम राष्ट्रीय शिक्षा नीति (एनईपी) 2020 और स्कूली शिक्षा के लिए राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफ-एसई) 2023 के अनुरूप सीबीएसई की अध्ययन योजना को ढालने का हिस्सा है। बोर्ड द्वारा 15 मई को जारी परिपत्र के अनुसार, विदेशी भाषा चुनने वाले विद्यार्थी दो मूल भारतीय भाषाओं का अध्ययन करने के बाद तीसरी भाषा के रूप में या अतिरिक्त चौथी भाषा के रूप में विदेशी भाषा का चयन कर सकते हैं। सीबीएसई ने कहा कि सीखने पर ध्यान बनाए रखने और विद्यार्थियों पर अनावश्यक दबाव कम करने के लिए दसवीं कक्षा के स्तर पर आर3 के लिए कोई बोर्ड परीक्षा नहीं होगी। बोर्ड ने यह भी कहा कि आर3 की अलग पाठ्यपुस्तकें उपलब्ध होने तक नौवीं कक्षा के विद्यार्थी चुनी गई भाषा की आठवीं कक्षा की आर3 पाठ्यपुस्तकें (2026-27 संस्करण) इस्तेमाल करेंगे।

The Indian Express, 14 June 2026, Page No - 4

EDUCATION DEPT STEPS IN TO ENSURE STUDENTS DON'T DROP OUT

Counsel students who failed Class IX, govt schools told

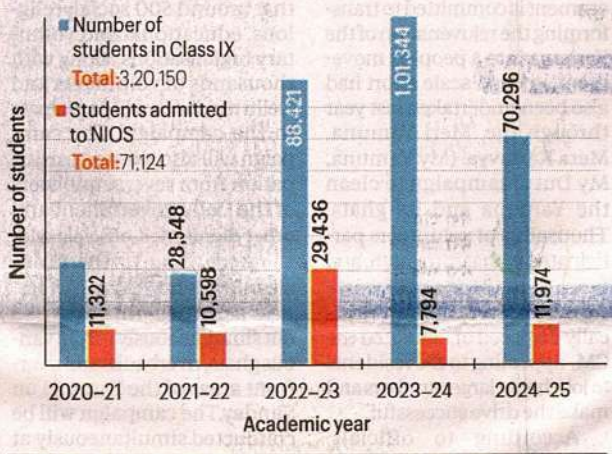
Sophiya Mathew
New Delhi, June 13

IDENTIFY STUDENTS who have failed Class IX twice or thrice and counsel them and their parents to ensure that they continue schooling: this is what the Directorate of Education (DoE) has directed the heads of the government schools in the Capital as the number of students dropping out of schools after Class IX continues to be a major concern.

The latest direction was issued through a circular, dated June 4, by the NIOS Project of the Education Directorate. The circular was issued after the declaration of Class IX compartment examination results. "There is an urgent need to identify, counsel and guide the students who have failed twice or thrice in Class IX," it said. An "absence of proper guidance and motivation" has been flagged by DOE officials to be causing a "risk of discontinuing" their education. The department's direction also points to special attention for parents as it states they require "motivation, counselling and assurance that the school will continue to support the child".

The department has described the exercise as a drop-out-prevention measure and underlined that the initiative by heads of schools can help "save many innocent students" and that the "ultimate goal" is to ensure that all children complete at least their school education.

What numbers reveal



Over the last five academic years, 3,20,150 students failed Class IX across the government schools in the city while 71,124 were admitted to the National Institute of Open Schooling (NIOS), according to the records of the Education Department. This means only about 22% of Class IX students who failed moved to NIOS — an autonomous organisation under the Ministry of Education that provides academic, vocational, life enrichment and community-oriented courses at the secondary and senior secondary levels.

The first instruction to schools is to retain the students in regular schooling. School heads have been asked to counsel students and parents on the importance of completing schooling and to "motivate and encourage them to continue their education in their regular school itself". Regular school is seen as the first option and students should first be encouraged to continue in the regular school system, the directions noted.

NIOS has been positioned as the alternative route where the student or parent is unwilling to continue in regular school and seeks a 'school leaving certificate'. In such cases, schools have been asked to counsel them to take admission directly in Class X through the NIOS Project of the Directorate of Education.

According to DOE officials, "This would allow students to continue their education through NIOS Board, which is a government body, at their own pace and in subjects of their choice and can help in saving a precious year of a student's academic life". Schools have also been asked to tell parents that under the NIOS scheme, "tough subjects like Maths are not compulsory" and students can opt for "lighter subjects of their choice". All heads have been asked to procure a list of students who have failed Class IX more than once. They have also been directed to personally call such students to school as per the convenience of their parents. A key assurance to parents is that students passing Class X through the NIOS Project will be eligible to return to their parent school for Class XI. The order says parents should be convinced that "after passing class Tenth through NIOS Project, the students are eligible to be enrolled in their Parent School for Class XI".

हिन्दुस्तान, 15 जून 2024, पृष्ठ संख्या - 10

सियासत में शिक्षा का मुद्दा बन जाना



यहां स्कैन करें

बद्री नारायण | कुलपति, टीआईएसएस, मुंबई

शिक्षा से जुड़ा कोई भी विवाद युवाओं में अपने भविष्य को लेकर भय पैदा कर सकता है। दुनिया के कई बड़े अर्थशास्त्रियों ने भी माना है कि भय व संशय के इर्द-गिर्द गोलबंदी प्रभावी होती है।

भारत में शिक्षा का क्षेत्र दिन-ब-दिन राजनीतिक होता जा रहा है। शिक्षा से जुड़ा अब कोई भी मुद्दा या विवाद सोशल मीडिया से होते हुए विपक्ष की गोलबंदी की राजनीति से जुड़ जाता है। पिछले दिनों यूजीसी रेगुलेशन, नीट पेपर लीक और अब सीबीएसई परीक्षा में उत्तर पुस्तिकाओं का मूल्यांकन जैसे मुद्दे राजनीतिक गोलबंदी का रूप ले चुके हैं। ऐसा क्यों हो रहा है? यह एक विचारणीय प्रश्न है।

अगर गहराई से देखें, तो यह परिघटना भारतीय राजनीति के लोक में हो रहे दूरगामी परिवर्तनों का सूचक है। पहले प्रायः विकास के मुद्दे, बिजली, पानी, सड़क जैसी आधारभूत संरचनाएं या रोटी, कपड़ा, मकान, महंगाई और भ्रष्टाचार जैसे विषय केंद्रीय विपक्ष की राजनीतिक गोलबंदी के मुद्दे बनते थे। अब शिक्षा और स्वास्थ्य जैसे विषय सत्ता-विरोधी राजनीति के स्रोत के रूप में उभर रहे हैं। इसके दो महत्वपूर्ण कारण हैं। पहला, वस्तुतः पिछले दशकों में सरकारों ने आधारभूत संरचनाओं, जैसे राजमार्ग, ग्रामीण सड़क, बिजली, पानी से जुड़े विकास के मानकों पर बेहतर प्रदर्शन किया है। फलतः इन मामलों में जनता की शिकायतें कम हुई हैं। ऐसे में, ये मुद्दे अब विपक्ष को अपनी राजनीति के लिहाज से शायद ज्यादा कारगर नहीं महसूस हो रहे हैं।

दूसरा कारण यह है कि विकास की अवधारणा अब काफी व्यापक हो गई है। यह अब सर्वांगीण मानव विकास के रूप में हमारे समक्ष आई है। इस सर्वांगीण विकास में शिक्षा, स्वास्थ्य और पर्यावरण जैसे मुद्दे धीरे-धीरे महत्वपूर्ण होते जा रहे हैं। इसीलिए शायद विपक्ष अब महंगाई और गरीबी जैसे मुद्दों को उछालने के साथ ही मानव विकास के अन्य मानकों, जैसे शिक्षा, स्वास्थ्य, पर्यावरण के विषय में अपनी राजनीतिक प्रासंगिकता भविष्य तलाश रहा है।

इसका एक अहम पहलू यह भी है कि देश में युवा आबादी लगातार बढ़ती जा रही है। भारत दुनिया की सबसे बड़ी युवा आबादी का देश माना जाने लगा है।



जाहिर है, यहां बड़ी संख्या में युवा मतदाता बन रहे हैं। अतः युवा और महिला राजनीतिक गोलबंदी के केंद्रबिंदु बनते जा रहे हैं। वैसे तो छात्र व युवा हमेशा से राजनीति में गोलबंद किए जाते रहे हैं। पिछली सदी के 1970 से 80 के बीच उभरे अनेक छात्र आंदोलन सत्ता-विरोध की धुरी के रूप में विकसित किए गए थे, किंतु तब गोलबंदी के मुद्दे मात्र शिक्षा जगत से जुड़े नहीं होते थे, उनके साथ समाज के हरेक वर्ग को जोड़ने वाले मुद्दे भी राजनीतिक दल सामने लेकर आते थे।

अब 'साइबर स्पेस' में जी रहे 'जेन-जी' को शिक्षा क्षेत्र से जुड़े हरेक छोटे-बड़े मुद्दे पर गोलबंद करना विपक्ष को ज्यादा आसान लग रहा है। इसमें सोशल मीडिया के विभिन्न मंचों और इन्फ्लूएंसर्स की एक बड़ी व सक्रिय सेना उपलब्ध है। दरअसल, आभासी दुनिया में आत्मरक्षा से ज्यादा आरोप और आक्रामकता की भाषा लोकप्रिय होती है।

इन दो बड़े कारणों के साथ कुछ ऐसे तात्कालिक कारण हैं, जो लोकसभा में विपक्ष के नेता राहुल गांधी और उनकी पार्टी कांग्रेस को वर्तमान शिक्षा मंत्री और सरकार को लक्षित करने के लिए प्रेरित कर रहे होंगे। कांग्रेस इस वक्त अपने राजनीतिक संगठन, प्रभाव और उस 'ज्ञान यूनिवर्स' को बचाने की लड़ाई लड़ रही है, जो आजादी से अब तक स्कूलों व उच्च शिक्षण संस्थाओं में प्रभावी रहकर शिक्षकों व छात्रों में पीढ़ी-दर-पीढ़ी स्थानांतरित होता रहा है।

कांग्रेस-अनुप्राणित भारत की रूपरेखा और अर्थ, जिसमें धर्मनिरपेक्षता की नेहरूवादी व्याख्या, बहुलता की कांग्रेसी सोच और अन्य अवधारणाएं भारतीय शिक्षा का मूलाधार रही हैं। नरेंद्र मोदी सरकार द्वारा लागू की गई नई शिक्षा नीति-2020 ने भारतीय शिक्षा के ज्ञान यूनिवर्स में भारत के उस अर्थ को विस्थापित कर परंपरा एवं आधुनिकता के संतुलित समन्वय, विविधता में एकता की जगह एकत्व में विविधता के ज्ञान लोक को अनेक अनुशासनों के शिक्षण-प्रशिक्षण व विमर्शों में पिरोना प्रारंभ कर दिया है। शिक्षा मंत्री स्वाभाविक ही इस रूपांतरण का नेतृत्व कर रहे हैं। कांग्रेस और राहुल गांधी इस बदलाव के परिणामों को शायद भांप रहे हैं। इसीलिए वह लगातार उच्च शिक्षण संस्थानों के नए बदलावों पर हमलावर रहते हैं। एक गौर करने वाला दिलचस्प पहलू यह भी है कि इधर अनेक राज्यों में विपक्ष को जो चुनावी पराजय मिली है, उनमें से कई में शिक्षा मंत्री की अहम भूमिका देखी गई है।

भारतीय युवाओं में असंतोष को आज विपक्ष अपनी गोलबंदी के लिए एक महत्वपूर्ण स्रोत के रूप में देख रहा है। छात्र इस युवा संवर्ग का एक महत्वपूर्ण भाग है। शिक्षा से जुड़ा कोई भी विवाद उसमें अपने भविष्य को लेकर भय पैदा कर सकता है। दुनिया के अनेक बड़े अर्थशास्त्रियों ने भी माना है कि भय और संशय के इर्द-गिर्द गोलबंदी सत्ता की लड़ाई में अत्यंत प्रभावी होती हैं। सरकार शायद इसीलिए शिक्षा संबंधी हरेक विवाद में त्वरित करवाई कर छात्रों और युवाओं में सत्ता व विभिन्न सार्वजनिक संस्थानों में विश्वास सृजित करने की कोशिश कर रही है।

शिक्षा मंत्रालय नीट पेपर लीक और सीबीएसई उत्तर पुस्तिका मूल्यांकन में गड़बड़ी से समस्याग्रस्त हुई छवि को सुधारने के लिए छात्रों व युवाओं में विश्वास बहाली की योजना पर कार्यरत है। इसीलिए वह आगामी नीट परीक्षा को अचूक तरीके से संपन्न कराने व सीबीएसई पुनर्मूल्यांकन के लिए जरूरी व्यवस्था करने और उसकी सूचना ठीक से छात्रों व अभिभावकों तक पहुंचाने में लगा है। नीट की पुनर्परीक्षा में पेपर लीक होने की किसी भी आशंका को निर्मूल करने के लिए शिक्षा मंत्रालय ने वायु सेना का सहयोग मांगा है। निस्संदेह, इसके पीछे छात्रों की किसी भी आशंका को मिटाने की मंशा है। इससे तंत्र के प्रति विश्वास की पुनर्बहाली होगी।

भारतीय राजनीति की मौजूदा दशा-दिशा को देखते हुए यह कहने में कोई हिचक नहीं कि आने वाले दिनों में शिक्षा का क्षेत्र और ज्यादा राजनीतिक होता जाएगा। विपक्षी पार्टियां हर ऐसे अवसर के दोहन के लिए उत्सुक होंगी, जो उनको छात्रों और युवाओं को अपनी ओर खींचने में मदद कर सके। दूसरी तरफ, सरकारें हर क्षण छात्रों और नौजवानों में संस्थानों के प्रति विश्वास मजबूत करने के अपने मिशन को तेज करेंगी। भारतीय जनतांत्रिक राजनीति में आने वाले दिनों में शिक्षा, स्वास्थ्य और पर्यावरण जैसे मुद्दे कहीं ज्यादा महत्वपूर्ण होने जा रहे हैं, जिन पर संसद व विधानसभाओं से लेकर सड़क तक सत्ता और विपक्ष में टकराव बढ़ सकता है।

(ये लेखक के अपने विचार हैं)

Financial Express, 15 June 2026, Page No - 7

BEYOND PAPER LEAKS

India's real examination crisis

FIXING SECURITY IS VITAL, BUT INDIA ALSO FACES A LACK OF INSTITUTIONAL TRUST

PRADEEP S MEHTA & MADHVENDRA SINGH PANWAR



THE CANCELLATION of examinations, paper leak allegations, court battles, and student protests have become a ritual in India. The latest controversy surrounding national-level exams has triggered familiar demands: tighten security, more surveillance, punish the guilty, and strengthen laws. These measures are necessary but insufficient.

The real question is not why a paper leaked, but why leaks continue despite repeated reforms.

As the Supreme Court observed during the NEET-UG 2024 proceedings, while evidence pointed to paper leaks in specific locations, the available material did not establish entire exam was compromised. As sociologist Niklas Luhmann argued, modern societies depend on institutional trust because citizens cannot verify the integrity of complex systems. India's examination crisis is, therefore, a crisis of trust.

Paper leaks also expose a weakness in policymaking. Public policy scholar Donald Schön argued that governments respond to visible failures rather than underlying causes. This pattern is evident in India.

Systems thinker Peter Senge explains: when policymakers focus on symptoms rather than the feedback loops that generate them, systems adapt. Reforms succeed operationally but fail strategically.

Nobel laureate Gary Becker's work suggests that unlawful behaviour persists when expected rewards outweigh expected costs. Few countries create rewards as significant as India's examination system. A single exam can determine access to higher education, government employment, and economic mobility. For many families, years of investment rest on one result.

The deeper causes lie beneath the headlines. At the surface level, there are failures: leaks, collusion, transmission breaches, and organised cheating networks. But these are merely visible manifestations of deeper institutional weaknesses.

Scholar Mark Bovens noted that accountability weakens when responsibility is dispersed among many actors. Governance literature describes this as the "problem of many hands" — participation is collective but accountability is elusive.

The political economy of examination fraud further complicates reform. As economist Mancur Olson observed, corruption persists when benefits are concentrated while costs are dispersed. A paper leak benefits a small network, while the costs are borne by lakhs. Because beneficiaries are organised and victims are diffuse, pressure for structural reform is difficult to sustain.

There is also a societal dimension. Sociologist Pierre Bourdieu argued that educational credentials function as instruments of social mobility. In India, exams are more than assessments of knowledge, but gateways to jobs, prestige, economic security, and family advancement.

There also lies a challenge that no exam authority can solve alone: scarcity of opportunities. India's exam crisis is partly a consequence of too many candidates competing for too few opportunities.

Other countries offer lessons. Singapore's exam integrity rests less on technology than on strong institutional capacity. South Korea combines security with enforcement. Finland takes a unique route. By reducing dependence on a single high-stakes exam and relying on continuous assessment, it lowers incentives for fraud. The lesson isn't that India should replicate this — it is that trust emerges from institutional design, not from surveillance.

Dynamic question generation, algorithmically assembled papers, and encrypted question banks can strengthen security. An independent National Examination Integrity Authority could provide oversight across testing agencies and recruitment bodies. Public integrity ratings, audits, and transparent reporting could improve accountability.

India must reduce dependence on single high-stakes exams. Multi-stage assessments, portfolio-based admissions, and diversified recruitment pathways can reduce the concentration of risk. Equally important is the expansion of educational opportunities, vocational pathways, and quality employment. As opportunities increase, the value attached to any single exam declines.

The temptation after a paper leak is to demand more security. But India's exam crisis cannot be solved through cameras, encryption, or legislation. It is a question of trust, governance, incentives, and opportunity. When a single exam determines life chances, opportunities remain scarce, accountability is fragmented, and morality is compromised, paper leaks cease to be anomalies, but become predictable outcomes of the system itself.

Authors work for CUTS International, a 40-plus-year-old public policy research and advocacy group

In NCERT Art textbook, 'Dancing Girl' covered up

Ritika Chopra
Mumbai, June 14

AN IMAGE of one of the most recognisable artefacts of the Indus Valley Civilisation, the iconic "Dancing Girl" of Mohenjo-daro, appears in a new avatar in an NCERT textbook — with the bare torso covered.

This is despite the fact that at an earlier discussion related to the famous bronze figurine, one of the Government's own experts had pushed back, and prevailed, over objections raised by some members of

»CONTINUED ON PAGE 2





The photo with masked torso in the new arts education textbook for Class 9; (right) the photo in the new Class 6 Social Science textbook

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to life at the enemy's heart . PM Benjamin Netanyahu has

NCERT

NCERT over what they said was the nude depiction.

The retouched photograph now features in the opening chapter, "History of Arts", of Madhurima — the new arts education textbook for Class 9. In the image, the figurine's torso has been shaded over from the shoulders down, obscuring anatomical details visible in photographs of the original and giving the impression that she is clothed.

The depiction is significant because the "Dancing Girl" has appeared in NCERT textbooks for at least 25 years, including during the NDA government when Murli Manohar Joshi was in charge of Education as Minister of the then Human Resource Development ministry. A review by this newspaper of earlier editions shows that while the figurine has long featured in school textbooks, its torso had never previously been covered.

The retouched image appears in a textbook that is part of NCERT's first-ever arts education series, introduced from Classes 1 to 10 under the National Education Policy (NEP) and the National Curriculum Framework (NCF) to integrate arts into mainstream education. Textbooks from Classes 1 to 9 have been released so far.

The approximately four-inch-high "Dancing Girl", discovered at Mohenjo-daro, depicts a young girl with her hair tied in a bun, adorned with bangles, a bracelet and a necklace. Her confident posture and the sophistication of her craftsmanship have made her one of the defining symbols of the Harappan civilisation.

Archaeologists have long viewed the figurine as evidence of the civilisation's advanced metallurgical knowledge. The original is housed in the National Museum in New Delhi.

In an interview with *The Indian Express* published on May 27, historian Michel Danino, who headed the textbook development committee for NCERT's new Class 6 Social Science books, had disclosed that the NCERT objected to placing the "Dancing Girl" on the opening page of a chapter on Indus Valley Civilisation because the figurine was nude and could become "controversial".

"I even told NCERT that if the Dancing Girl is not age-appropriate, then perhaps children of that age should not be allowed into the National Museum either because the figurine is displayed there," Danino had said. While he initially resisted the suggestion, he eventually agreed to move the image from the chapter opener to an inside page and reduce its size. The image, however, was retained in the textbook.

Asked whether the masking of the torso was linked to concerns over nudity, NCERT Director Dinesh Prasad Saklani told *The Indian Express*: "No, I don't think there is any specific reason. In Grade 6 SST (Social Science Textbook), the Dancing Girl is very much there along with many other findings related to Harappan civilisation as it is one of them. For art textbooks you may also contact the related TDT (Textbook Development Team) members."

Sandhya Purecha, chairperson of the Sangeet Natak Akademi and head of the textbook development team for Arts Education, was unavailable for comment.

Commenting on the image used in the Class 9 textbook, Danino said the depiction was "wrong and unfair to the student" and that "the shading of the figure's whole trunk is an act of censorship".

"This picture of the Dancing Girl is unfair to the student. First, it is so tiny that nothing of this remarkable figurine's facial expression or ornaments can be made out. Second, the shading of her trunk is an act of censorship; unless we wish to return to Victorian morality, such prudishness is misplaced — should students, then, be barred from entering the National Museum, where the original figurine is housed, not to speak of many semi-nude or nude statues of goddesses, apsaras, etc.? Third, this manipulation of the image amounts to creating a fake artefact which exists nowhere. That is just not done," Danino told *The Indian Express*.

Danino is no longer part of NCERT's textbook development committee for Social Science, having stepped down following the controversy over references to corruption and judicial delays in the revised Class 8 Social Science textbook.

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The Hindu, 15 June 2026, Page No- 7

Keep it real

Why we need digital identity checks in academic life

Biju Dharmapalan

In an age where a researcher's reputation is often built – and judged – online before a single conversation takes place, the integrity of one's digital academic identity has become as critical as the research itself. Before a paper is read or a conversation begins, a quick online search often defines first impressions. Yet, the systems designed to track scholarly output are increasingly failing to present a coherent and accurate picture of researchers.

This raises an urgent question: Do we need systematic digital identity checks to prevent private digital mismatching of academic profiles? The answer is an unequivocal yes.\

Academic databases and professional platforms like ORCID (Open Researcher and Contributor ID), Scopus, LinkedIn, and others were designed to clarify scholarly contributions. Instead, they frequently generate a labyrinth of redundant profiles, misattributed publications, and incongruous affiliations. What was intended to improve visibility is, paradoxically, compromising accuracy.



GETTY IMAGES/ISTOCKPHOTO

Digital mismatch

Digital identity ambiguity often begins innocuously. While platforms such as ORCID, LinkedIn, and indexing databases and preprint servers all go to some lengths to distinguish between researchers who share the same name, they update according to their own schedules and have a variety of rules for their users. Even on a single platform, some details are captured more reliably than others. Scopus, for instance, receives information from the journals that it indexes but the author profiles it produces do not always reflect a complete affiliation history.

Occasionally, when a researcher changes their institution or affiliation, they neglect to update their profile. Over time, these distortions emerge as major issues in the profiling of researchers. In today's academic environment, driven by metrics, discrepancies are not merely technical errors; they shape how researchers are perceived.

There is a common perception that digital technologies facilitate easy verification. But a simple name search can yield numerous profiles and, in the absence of a standardised identity or coherent metadata, differentiating one individual from another is a challenge.

Even seasoned evaluators may find it difficult to ascertain which profile accurately reflects the "authentic" researcher. Thus, an increase in data does not inherently lead to enhanced comprehension.

Identity checks

Digital identity verification guarantees that the online version of a researcher's academic trajectory is accurately represented. Moreover, it reinstates the individual's autonomy within a system that frequently operates outside their immediate supervision. Three pragmatic measures can markedly enhance digital coherence:

An updated ORCID profile: Most researchers have a unique ORCID throughout their lifetime. Even when a researcher changes affiliation, this remains the same. The profile should be linked to PURE and Scopus. Keeping affiliations and research output up to date makes one's ORCID page a stable reference point. Moreover, including the ORCID identifier when submitting papers allows publishers to add work to your record once it is published.

Institutional profile: Linking ORCID with institutional systems like PURE or the Indian Research Information Network System (IRINS) allows verified data such as publications and affiliations to be synchronised automatically.

Audit external platforms: Regularly checking profiles in databases such as Scopus, Web of Science, and Google Scholar helps identify duplicates, correct misattributions, and merge fragmented records.

Although personal attention is crucial, academic institutions, publishers, and database providers must collaborate to develop interoperable systems that mitigate fragmentation.

Standardised IDs, enhanced integration across platforms, and proactive error-detection methods ought to be standard practice rather than anomalies.

A researcher's digital identity influences visibility, credibility, and opportunity. In contrast to a conventional CV, which is meticulously crafted and fixed, a digital profile is fluid, broadly available, and frequently outside direct oversight. This also serves as a lasting documentation of a career, referenced by future partners, institutions, and historians of science.

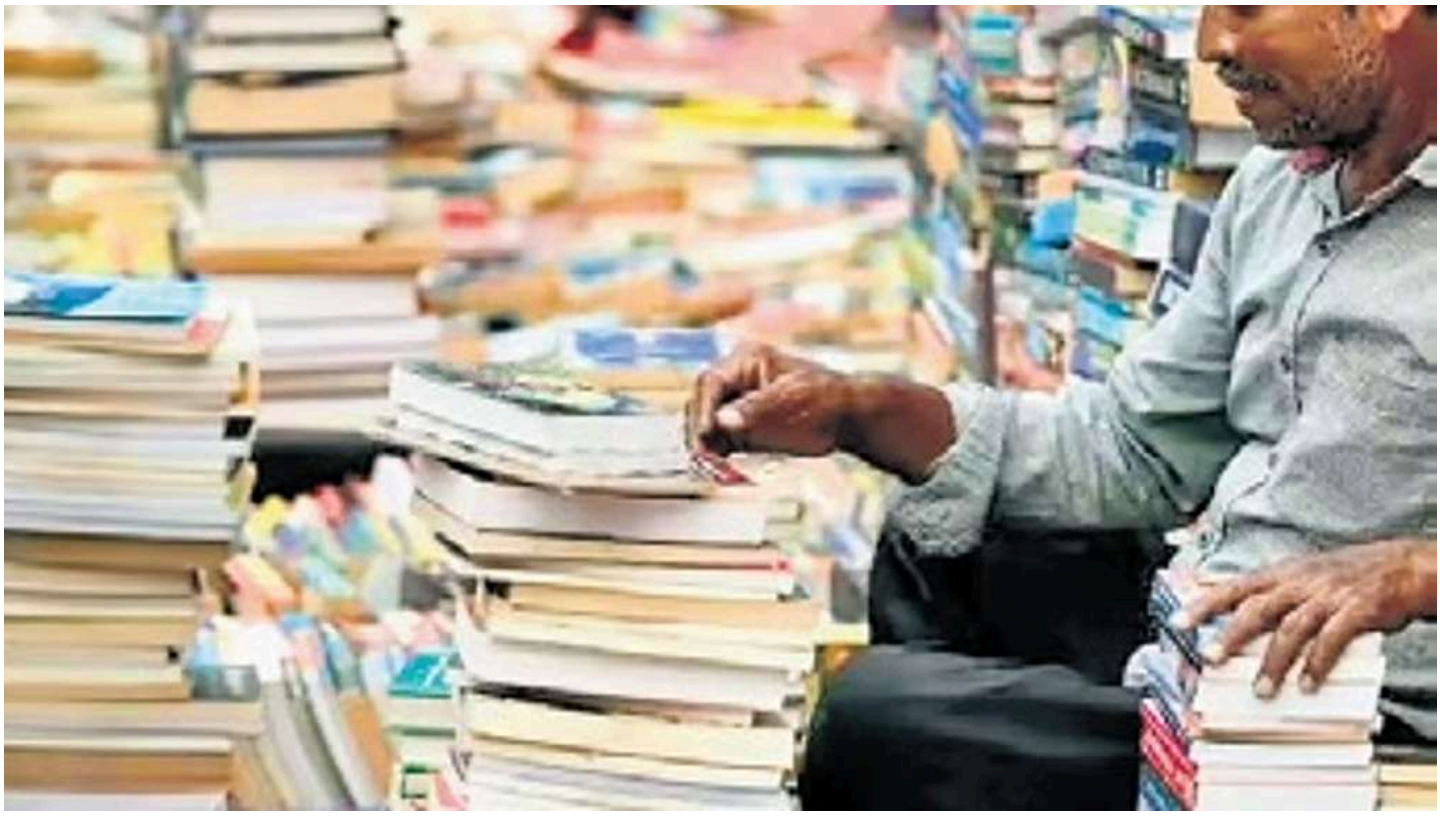
Ensuring its truth transcends personal advantage; it pertains to academic honesty. As the quantity of academic data proliferates, the likelihood of misrepresentation concurrently increases. The resolution resides in awareness, regular maintenance, and structural reform, as your profile speaks for you, not just your study.

The writer is the Dean - Academic Affairs, Garden City University, Bengaluru, and an adjunct faculty at the National Institute of Advanced Studies, Bengaluru.
bijudharmapalan@gmail.com

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asking about textbook shortages in the past,
o issue with the supply of textbooks.



The National Council for Educational Research and Technology (NCERT) has finally conceded that localised gaps may exist due to the rollout of new, upgraded books this year. (Representative image)

Express News Service

Updated on: 15 Jun 2026, 10:56 pm · 1 min read

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NEW DELHI: With the new academic year commencing in June in some parts of South India, the absence of physical school textbooks, particularly for Class 9 students, has become a bone of contention during the last fortnight.

The National Council for Educational Research and Technology (NCERT) has finally conceded that localised gaps may exist due to the rollout of new, upgraded books this year.

Despite repeatedly asking about textbook shortages in the past, NCERT has always claimed there was no issue with the supply of textbooks.

An official release on Tuesday said the NCERT is ensuring adequate supply of its new textbooks through its vendor network and own sales counters across different regions, NCERT's online sales portal (ncertbooks.ncert.gov.in), various e-commerce platforms, and its newly established Strategic Distribution Centres in collaboration with the Central Warehousing Corporation.

Due to the transition to a new curriculum, temporary localised gaps in supply may occasionally arise, it said.

"However, NCERT is closely monitoring the situation and continuously augmenting supplies to ensure availability across the country," the release said.

A new curriculum based on the National Education Policy 2020 has been rolled out. And, based on it, books for different stages are being published in a graded manner.

"This year, more than 90 lakh Grade 9 textbooks of nine subjects have been published and made available throughout the country, except for Social Science, which is almost print-ready and will be out very soon," it said.

The Class 8 Social Science book is being revised with the controversial chapter on judiciary redone completely.

"It has been sent for printing and will be out soon," a source said.

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THE TIMES OF INDIA
15-06-2026

NCERT textbook shows Indus Valley's 'Dancing Girl' with covered torso to make it 'age-appropriate'

TIMESOFINDIA.COM | Jun 15, 2026, 02.18 PM IST



NEW DELHI: The iconic "Dancing Girl" of Mohenjo-daro, one of the most celebrated artefacts of the Indus Valley Civilisation, appeared in an altered form in the NCERT's new Class 9 arts textbook, with its traditionally bare torso visually covered, sparking debate over the representation.

The 4,500-year-old bronze figurine, traditionally depicted with its bare torso visible, appears with shaded modifications in NCERT's new Class 9 arts textbook Madhurima, obscuring anatomical details seen in the original sculpture.

The image features in the opening chapter, History of Arts. Compared with photographs of the original artefact, the figurine's upper body appears visually altered, drawing attention to how one of India's best-known archaeological treasures is being presented to students.

Notably, the same artefact appears in NCERT's Class 6 Social Science textbook in a form much closer to the original bronze sculpture.

What is the Dancing Girl?

Discovered at Mohenjo-daro, the "Dancing Girl" is among the most celebrated artefacts of the Indus Valley Civilisation.

The original bronze statuette stands just 10.5 cm tall and is noted for its naturalistic depiction. The figure is shown unclothed except for jewellery, including multiple bangles on one arm and a necklace, ANI reported.

In the new textbook, however, the figurine appears in a darker shade, with parts of the torso visually covered compared to the original sculpture.

The chapter identifies the "Dancing Girl" as a bronze figurine from Mohenjo-daro dating to around 2600 BCE. According to the textbook, the sculpture was created using the "lost-wax technique prevalent in West Bengal, Jharkhand, and Chhattisgarh."

"This sculpture depicts a posture with one knee bent, one hand on the waist and a slightly lifted chin," the textbook states.

'Not age-appropriate'

Michel Danino, who headed the textbook development committee for NCERT's new Class 6 Social Science books, said he had earlier been informed that the Dancing Girl image was considered unsuitable for younger students.

"This refers to our Grade 6 Social Science textbook. The reason I was given was that the image of the Dancing Girl was not age-appropriate. Our team disagreed; we even checked with teachers of class 6, and they told us there was never a problem with the Dancing Girl," Danino told PTI.

"The notion that nudity is inappropriate is, in my opinion, an obsolete Victorian view. Yet we speak of decolonising Indian education," he added.

Reacting to the modified image in the Class 9 arts textbook, he said he was initially taken aback. "If the Dancing Girl cannot figure as she is, and with proper dimensions, in a chapter on Indian art, then we have a serious problem," he added.

'Misrepresents the original artefact'

Danino strongly criticised the alteration, arguing that it distorts the historical object. "The modification misrepresents the original artefact just as the Church's addition of a fig leaf to Michelangelo's statue of David in the Middle Ages misrepresented that beautiful work of art," he said.

"Unless this is clearly done to indicate the possible reconstruction of a partial artefact, altering such an image amounts to creating a fake artefact. It points to a serious lack of understanding of how historical artefacts are to be pictured," Danino added.

Discussing the figurine's significance, he noted that archaeologists have long debated its meaning and context. However, he pointed out that the same akimbo posture has been found on at least two potsherds from the Harappan site of Bhirrana in Rajasthan, suggesting it carried "a precise cultural value, probably an artistic one."

NCERT reviewing the matter

According to ANI, an NCERT official said the issue has been referred to the textbook development team for examination.

"The matter has been referred to the textbook development team. They are looking into it. There is no specific reason. In the Grade 6 Social Science textbook, the Dancing Girl appears in its original form along with many other artefacts," the official said.

The Dancing Girl has previously been at the centre of debates over representation. In May 2023, Prime Minister Narendra Modi unveiled the mascot for the International Museum Expo at Delhi's Pragati Maidan. The mascot was a modern adaptation of the Dancing Girl and was described by organisers as a contemporary interpretation of the ancient figure.

However, the over five-foot-tall version drew criticism from historians and archaeologists because it significantly altered the appearance of the original artefact.

While the ancient bronze figurine is dark in colour and largely unclothed except for jewellery, the expo mascot featured a fairer complexion and was dressed in a bright pink blouse and an off-white waistcoat.

'Dancing Girl,' a 4500 Year Old Statue, Censored in NCERT Art Textbook

NCERT's new Class 9 art textbook depicts Mohenjo-daro's 'Dancing Girl' with a covered torso, sparking debate.

THE QUINT Published: **15 Jun 2026, 3:19 PM IST** **BREAKING NEWS**

An updated image of the Mohenjo-daro 'Dancing Girl' bronze figurine appears in the new NCERT Class 9 art textbook with its torso covered. The retouched illustration, included in the opening chapter of the textbook, shades over the torso from the shoulders down, obscuring anatomical details that are visible in photographs of the original artefact. This marks the first time in at least 25 years that the figurine has been depicted in NCERT textbooks with its torso covered.

According to *The Indian Express*, the new depiction is part of "Madhurima," NCERT's first-ever arts education series introduced under the National Education Policy and National Curriculum Framework. The retouched image appears in the Class 9 volume, which is among the textbooks released for Classes 1 to 9 so far.

Earlier editions of NCERT textbooks, including those published during the tenure of former Education Minister Murli Manohar Joshi, featured the 'Dancing Girl' without any covering on the torso as coverage revealed. The original bronze figurine, discovered at Mohenjo-daro, is approximately four inches high and is displayed at the National Museum in New Delhi.

In a previous interview, historian Michel Danino, who led the development committee for NCERT's new Class 6 Social Science books, stated that there had been internal objections within NCERT regarding the nude depiction of the figurine. Danino initially resisted suggestions to alter the image but eventually agreed to move it from the chapter opener to an inside page and reduce its size following discussions with the committee.

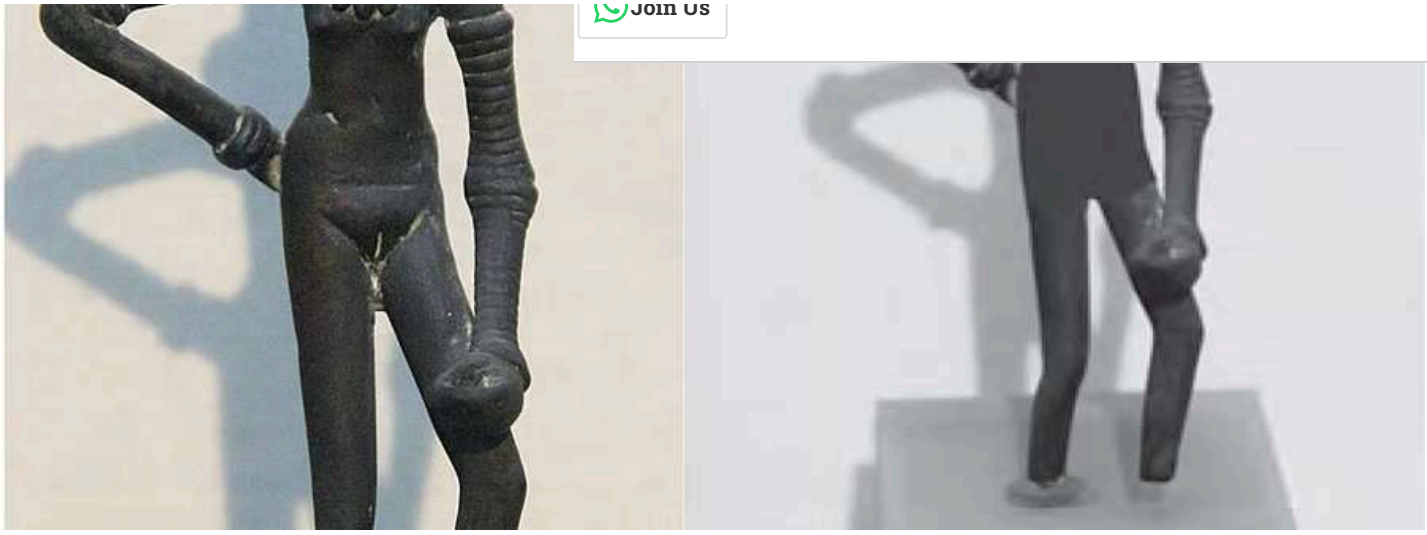
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NCERT's Class 9 textbook covers up 'nudity' in Mohenjo-Daro's iconic 'Dancing Girl', reverses to original version after backlash

The 'covered-up' depiction of the Dancing Girl appears in the opening chapter of the new Class 9 Arts textbook, which introduces students to the history of Indian art.

DH Online

Last Updated : 15 June 2026, 20:25 IST



NCERT's new Class 9 textbook includes a s modified image of Mohenjo-daro's 'Dancing Girl'.

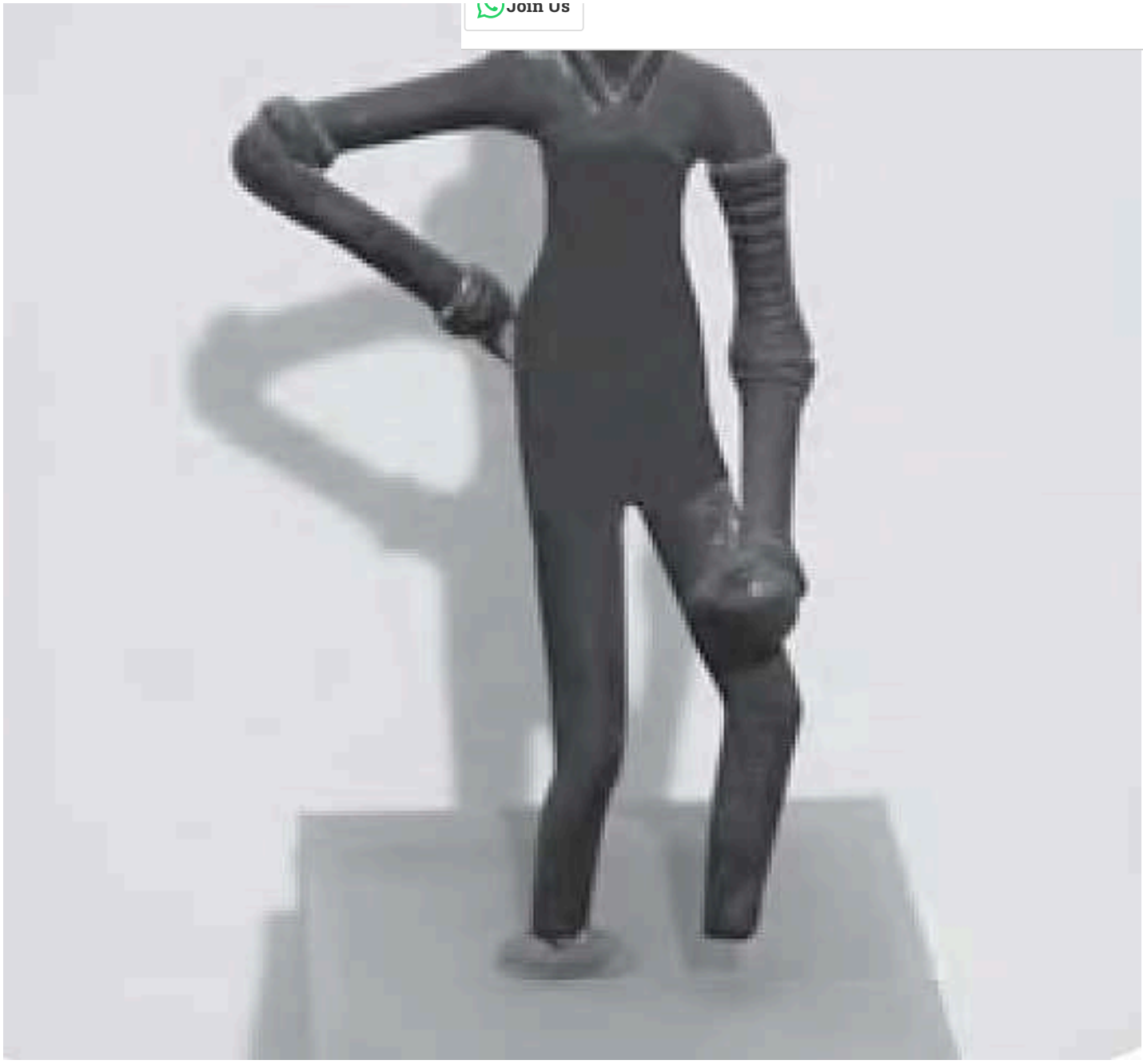
NCERT textbooks have once again found themselves at the centre of a debate, this time over the depiction of one of India's most iconic archaeological artefacts, the 'Dancing Girl of Mohenjo-daro'.



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In NCERT's newly released Class 9 Arts textbook *Madhurima*, the famous bronze figurine appears with its torso visually covered through added shading, obscuring details visible in the original 4,000-year-old sculpture.



Depiction of the Dancing Girl included in Class 9 NCERT textbook appears to be modified.

The change has drawn attention because the artefact, discovered at the Indus Valley Civilisation site of Mohenjo-daro and widely regarded as one of the most recognisable examples of ancient Indian art, has traditionally been represented in textbooks, museums and academic works in its original form.

What exactly was changed?

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The chapter identifies the sculpture as a bronze figurine from Mohenjo-daro dating to around 2600 BCE and discusses the lost-wax casting technique used to create it. Students are also



The same artefact appears in its original form in Class 6 textbook.

Interestingly, the same artefact appears in NCERT's recently introduced Class 6 Social Science textbook in its original form.

NCERT makes U-Turn after backlash

However, NCERT decided to replace the covered-up 'Dancing Girl' with the original version in the Class 9 textbook after the backlash.

"As soon as the issue came to notice, the concerned department was directed to look into the matter. Following consultations with experts, the department is replacing the image of the Dancing Girl with its original version. The correction is being implemented immediately in the digital version of the textbook, while the revised print editions will carry the original version of the image," NCERT Director Dinesh Saklani told ANI.

'Not age-appropriate': What Danino says

S ing to *PTI,* Michel Danino, who headed the textbook development committee for NCERT's Class 6 Social Science books, said he had earlier been informed that the Dancing Girl was considered "not age-appropriate".

Also Read: Didn't expect row over chapter content was correct, we stand by it: NCERT scholar Danino

Join Us

"Our team disagreed; we even checked with teachers of Class 6, and they told us there was never a problem with the Dancing Girl," he said.

Danino also questioned the larger idea that nudity in a historical artefact should be treated as unsuitable for students.

"The notion that nudity is inappropriate is, in my opinion, an obsolete Victorian view. Yet we speak of decolonising Indian education," he told *PTI.*

Why the Dancing Girl matters

The Dancing Girl is among the most celebrated discoveries from the Indus Valley Civilisation.

Unearthed at Mohenjo-daro in present-day Pakistan, the bronze figurine stands a little over 10 centimetres tall and is estimated to be around 4,000 years old.

The sculpture is often cited as evidence of the sophisticated artistic and metallurgical skills of the Harappan civilisation.

The new Class 9 textbook itself describes the figurine as an example of the creativity and technical expertise of the Indus Valley Civilisation. It notes that the sculpture was created using the lost-wax technique and asks students to observe and analyse the posture of the figure.

Also Read: NCERT book row: Revised Class 8 textbook to be released next week

Also Read: NCERT book row: Revised version of controversial Class 8 social science textbook to be released next week



He further argued that altering historicJoin Us
original object.

"The modification misrepresents the original artefact," he said, comparing it to historical instances where artworks were altered to cover nudity.

According to Danino, unless changes are made to show a scholarly reconstruction of a damaged artefact, modifying images of historical objects amounts to creating an inaccurate representation.

"Altering such an image amounts to creating a fake artefact. It points to a serious lack of understanding of how historical artefacts are to be pictured," he told *PTI.*

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INDIA

Nude Lesson For NCERT

June 15, 2026, 8:08 PM IST / TOI Edit in TOI Edit Page, India, TOI

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TOI Edit

Times of India's Edit Page team comprises senior journalists with wide-ranging interests who debate and opine

Dancing Girl doesn't need a modesty shawl, teenagers don't need Mohenjo-daro photoshopped

She's about 4,500 years old. But age hasn't withered her, nor custom staled her infinite variety. The thing that she has in common with the much, much more youthful Mona Lisa is that when

on the news and issues of the day.

you meet her face to face, you're wholly mesmerised. By her large eyes, flat nose, bodily vigour, trademark bangles…Her spell is all the more remarkable because the Dancing Girl of Mohenjo-daro is only about four, bronze inches tall. This suggests an out-of-time metallurgical mastery. It's a reminder that we know so little about our cool Harappan ancestors. We haven't even cracked their script. But the artefacts they've left behind are central to understanding them.

This is why Dancing Girl's been in our school textbooks for decades. It's how education instils civilisational pride. But suddenly, NCERT censored her image, smudging the bare torso, in an art textbook for Class 9. The regressiveness and irony were acute. Dancing Girl embodies a teenager "perfectly confident of herself and the world", totally chill in her dress of bangles and a cowry necklace. But today's teenagers will get corrupted by her truth, the new curriculum gatekeepers claimed fantastically. Too many of them are hellbent on outdoing Victorian colonialists, who tagged so much of our inheritance as embarrassing or illicit.



VOIC
1
2
3
TOP







Every person has a body. If schools are pretending otherwise even in Class 9, that really sucks for students bang in the middle of a sex hormones spurt. Yes, they might still giggle and squirm at nakedness. But this is exactly where art can be super educational. A classroom discussion can explore why nakedness feels awkward in some cultures and unremarkable in others, how societies construct ideas of modesty, shame and beauty. It can teach students to really look, rather than merely react. So, it's good that public outcry's forced NCERT to reverse its photo-edit. And Dancing Girl is returning, bangles, confidence and all, exactly as she has stood for millennia.



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नव भारत टाइम्स, 16 जून 2026, पृष्ठ संख्या - 1

फैसला पलटा... सिंधु घाटी सभ्यता की मशहूर प्रतिमा पर बदला NCERT का रुख

किताबों में फिर दिखेगा मोहनजोदड़ो की 'डांसिंग गर्ल' का मूल स्वरूप

Bhupender.Sharma
@timesofindia.com

■ नई दिल्ली: सिंधु घाटी सभ्यता की सबसे मशहूर ऐतिहासिक धरोहरों में से एक- 'डांसिंग गर्ल' की मूर्ति को लेकर छिड़े विवाद के बीच अब यह तय किया गया है कि NCERT की किताब में मूर्ति का मूल स्वरूप ही प्रकाशित किया जाएगा। NCERT ने अपनी क्लास 9 की नई किताब में मोहनजोदड़ो की मशहूर 'डांसिंग गर्ल' (नर्तकी की मूर्ति) की तस्वीर में किए गए बदलाव को वापस लेने का फैसला किया है। सूत्रों का कहना है कि मंगलवार तक किताब की सॉफ्ट कापी में यह बदलाव हो जाएगा। डिजिटल रूप में किताब में डांसिंग गर्ल का मूल स्वरूप ही नजर आएगा।



'डांसिंग गर्ल' का मूल स्वरूप।



NCERT ने तस्वीर छापी।

प्रतिमा का धड़ ढकने पर उठे थे सवाल

'डांसिंग गर्ल' प्रतिमा करीब चार हजार वर्ष पुरानी मानी जाती है। इतिहास और पुरातत्व से जुड़ी किताबों में इसे अक्सर मूल स्वरूप में प्रकाशित किया जाता है। हालांकि NCERT की नई किताब में प्रकाशित तस्वीर में प्रतिमा के धड़ (टॉर्सो) वाले हिस्से को छायांकित या ढका हुआ दिखाया गया है, जिसको लेकर सवाल उठाए गए।

Danik Jagran 16-06-2026 , Pg 15

मर्यादा की आड़ में इतिहास से छेड़छाड़, क्या 'डांसिंग गर्ल' को कपड़ों की जरूरत थी?

- सिंधु घाटी सभ्यता की पहचान बन चुकी मोहनजोदड़ो की कांस्य मूर्ति 'डांसिंग गर्ल' इन दिनों नए विवाद के केंद्र में आई
- एनसीईआरटी की नौवीं कक्षा की किताब में मूर्ति के ऊपरी हिस्से को कलात्मक छायांकन (शेडिंग) के जरिये ढका गया



मोहनजोदड़ो की ऐतिहासिक कांस्य मूर्ति 'डांसिंग गर्ल' का एनसीईआरटी पुस्तक में प्रकाशित चित्र
● इंटरनेट मीडिया

नई दिल्ली, प्रेट्र : सिंधु घाटी सभ्यता की पहचान बन चुकी मोहनजोदड़ो की ऐतिहासिक कांस्य मूर्ति 'डांसिंग गर्ल' (नर्तकी) इन दिनों एक नए विवाद के केंद्र में है। एनसीईआरटी की नौवीं कक्षा की नई आर्ट्स टेक्स्टबुक 'मधुरिमा' के पहले अध्याय में इस ऐतिहासिक धरोहर के मूल स्वरूप को बदल दिया गया है। मूर्ति के ऊपरी हिस्से (धड़) को कलात्मक छायांकन (शेडिंग) के जरिये इस तरह ढका गया है, जिससे उसकी वास्तविक शारीरिक बनावट छिप गई है। ऐसा इसे बच्चों के लिए 'उम्र के अनुकूल' बनाने के नाम पर किया गया है।

दिलचस्प बात यह है कि छठवीं कक्षा की सोशल साइंस की किताब में यह मूर्ति अपने मूल स्वरूप में ही दिखाई गई है। छठवीं कक्षा की पाठ्यपुस्तक समिति के अध्यक्ष रहे मिशेल डैनिनो ने बताया कि उन्हें इस मूर्ति को 'अमर्यादित' या उम्र के लिहाज से अनुपयुक्त बताया गया था। डैनिनो ने इस पर ऐतराज जताते हुए कहा, "नग्नता को अनुचित मानना एक पुरानी विक्टोरियन सोच है। शिक्षकों ने भी माना कि बच्चों को इसे समझाने में कभी कोई समस्या नहीं आई। डैनिनो ने इस बदलाव की तुलना मध्यकाल में माइकलएंजेलो की 'स्टैच्यू आफ डेविड' पर चर्च द्वारा पत्ता लगाने की घटना से की। उन्होंने चेतावनी दी कि ऐतिहासिक कलाकृति की मूल छवि को बदलना एक 'फर्जी कलाकृति' बनाने जैसा है, जो इतिहास की समझ की कमी को दर्शाता है। लगभग 2600 ईसा पूर्व की यह अनमोल मूर्ति ढोकरा कला का बेजोड़ नमूना है। इसी अध्याय में बच्चों से इस मूर्ति की मुद्रा (पोज) की नकल करने को कहा गया है, लेकिन जब मूल रूप ही छिपा दिया गया हो, तो बच्चे इतिहास को कैसे समझेंगे? फिलहाल इस संवेदनशील बदलाव पर एनसीईआरटी ने चुप्पी साध रखी है।

After flak, NCERT to restore original 'Dancing Girl' image

The National Council of Educational Research and Training (NCERT) will replace the modified image of the iconic "Dancing Girl" figurine of Mohenjo-daro in its Class 9 Arts textbook with the original version, following criticism over the 'clothed' depiction of the artefact, confirmed its Director Dinesh Saklani. The move comes as a debate erupted over the representation of one of the most recognisable archaeological artefacts from the Indus Valley Civilisation in school textbooks. The bronze figurine was depicted with its bare torso covered in the opening chapter, "History of Arts", of *Madhurima*, NCERT's new Class 9 Arts education textbook. In the version carried in the textbook, the torso of the figurine appears visually altered compared to the photographs of the original artefact, with shading used across the upper body that obscures anatomical details visible in the sculpture. PTI

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The Asian Age , 16-06 - 2026, Pg 2

After row, NCERT to restore original Dancing Girl image

AGE CORRESPONDENT
NEW DELHI, JUNE 15

The National Council of Educational Research and Training (NCERT) will replace the modified image of the iconic "Dancing Girl" figurine of Mohenjo-daro in its Class 9 Arts textbook with the original version, following criticism over the "clothed" depiction of the artefact.

The move comes as a debate erupted over the representation of one of the most recognisable archaeological artefacts from the Indus Valley Civilisation in school textbooks.

On being asked if the NCERT will replace the retouched image of the "Dancing Girl" in the Class 9 Arts textbook with the original version, its director Dinesh Saklani replied in the affirmative.

The bronze figurine — "Dancing Girl" of Mohenjo-daro — was depicted with its bare torso covered in the opening chapter, "History of Arts", of Madhurima, NCERT's new Class 9 Arts education textbook.

In the version carried in the textbook, the torso of the figurine appears visually altered compared to the photographs of the original artefact, with shading used across the upper body that obscures anatomical details visible in the sculpture.

Unlike the image used in the new Class 9 arts textbook, the "Dancing Girl" in NCERT's Class 6 Social Science textbook appears in a form closer to the original bronze sculpture.

Michel Danino, who headed the textbook development committee for NCERT's new Class 6 Social Science books, said he had been told that the "Dancing Girl" figurine was considered "not age-appropriate".

"This refers to our Grade 6 Social Science textbook. The reason I was given was that the image of the Dancing Girl was not age-appropriate," Mr Danino said.

"Our team disagreed; we even checked with teachers of Class 6 and they told us there was never a problem with the Dancing Girl," he said.

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Millienium Post Pg 6, 16-06-2026

NCERT to restore original image of 'Dancing Girl' in Class 9 book

NEW DELHI: The National Council of Educational Research and Training will replace the modified image of the iconic "Dancing Girl" figurine of Mohenjo-daro in its Class 9 Arts textbook with the original version, following criticism over the 'clothed' depiction of the artefact.

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The move comes following criticism over the 'clothed' depiction of the iconic artefact

The bronze figurine -- "Dancing Girl" of Mohenjo-daro -- was depicted with its bare torso covered in the opening chapter, "History of Arts", of Madhurima, NCERT's new Class 9 Arts education textbook.

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"This refers to our Grade 6 Social Science textbook. The reason I was given was that the image of the Dancing Girl was not 'age-appropriate', Danino said. "Our team disagreed; we even checked with teachers of Class 6 and they told us there was never a problem with the Dancing Girl," he said. PTI

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The Indian express, 16-06-2026 Pg 1,2

NCERT to restore original image of 'Dancing Girl'

After *Express* report on covered image in textbook

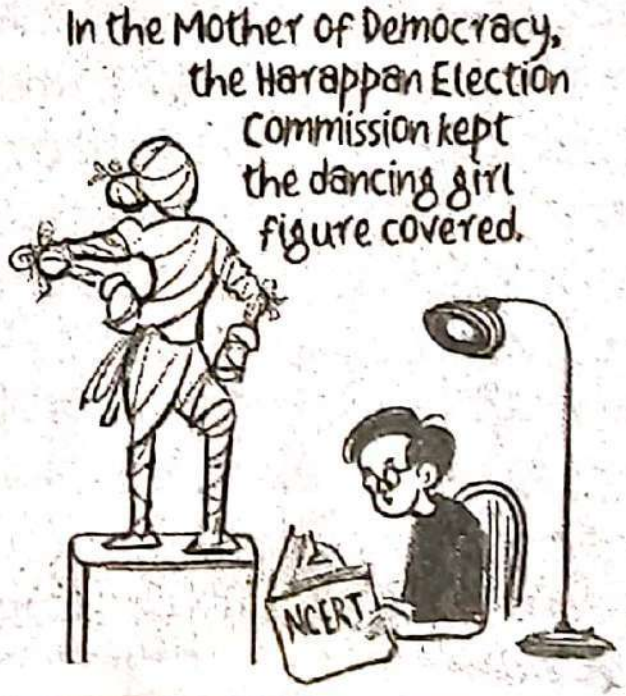
Ritika Chopra
Mumbai, June 15

HOURS AFTER *The Indian Express* reported that the iconic "Dancing Girl" of Mohenjo-daro had been covered up in the

»CONTINUED ON PAGE 2

Business as Usual

By EP UNNY



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countries."

According to official estimates,

hope that the "deliberations on

NCERT



In NCERT Art textbook, 'Dancing Girl' covered up

Ritika Chopra
Mumbai, June 14

AN IMAGE of one of the most recognisable artefacts of the Indus Valley Civilisation, the with the bare torso covered.

This is despite the fact that at an earlier discussion related to the famous bronze figurine, one of the Government's own

The Indian Express report dated June 15

new Arts Education textbook for Class 9, the National Council of Educational Research and Training (NCERT) has decided to restore the original image of the Harappan-era bronze figurine.

This newspaper has learnt that changes will be carried out immediately in the digital version of the textbook available on the NCERT website — any copies yet to be printed will also carry the revised image. "From next year, it will be reflected in the hard copy, too," sources told *The Indian Express*.

Following *The Indian Express* report Monday, the Education Ministry is learnt to have sought an explanation from NCERT, after which the autonomous body was nudged to reverse the decision. "If the photo is already there in a Class 6 Social Science textbook, it doesn't make any sense why the image was retouched for the Class 9 textbook," sources, familiar with the discussions, said.

The question had surfaced earlier as well.

In an interview with *The Indian Express* published on May 27, historian Michel Danino, who headed the textbook development committee for NCERT's new Class 6 Social Science books, disclosed that NCERT had objected to placing the "Dancing Girl" on the opening page of a chapter on the Indus Valley Civilisation because the figurine was nude and could become "controversial".

Danino said he had resisted the move, arguing that the original artefact was displayed at the National Museum in Delhi and routinely taught in schools. While he eventually agreed to shift the image to an inside page and reduce its size, he succeeded in ensuring it remained in the textbook.

NCERT Director Dinesh Prasad Saklani did not respond to requests for comment. It is learnt that in its explanation to the Government on the Class 9 textbook, the Council defended the shading of the figurine's torso on the grounds that it wanted students to use their "imagination".

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The Indian express Pg 10
16-06-2026

Dancing Girl, meet modest imagination

WHAT DOES the Dancing Girl of Mohenjo-daro — the 4,500-year-old bronze artefact on display at Delhi's National Museum — denote? The refinement of the Harappan civilisation, of course; its sophisticated knowledge of metallurgy. But also, the NCERT now seems to insist, immodesty. The inaugural Class IX art education textbook features an image of the figurine with its bare torso covered with a sheath, ostensibly to make it age-appropriate. The Dancing Girl has featured in NCERT's history textbooks for over 25 years before this. The move is remarkable not just for its prudishness but for what it reveals about pedagogical philosophy: That students must be protected from complexity, ambiguity, and the full texture of their own civilisation.

In recent years, through successive revisions, textbooks have been streamlined, historical emphases reordered and contentious subjects pared back. NCERT has cited a need for rationalisation of syllabi, and what its director D P Saklani said in 2024, justifying the deletion of the Gujarat riots and the violence after the Babri Masjid demolition from the Class XII Political Science textbook: "To create positive citizens, not violent and depressed individuals." The altered Dancing Girl belongs to the same sensibility. Instead of trusting students to understand context — that artistic nudity in an archaeological artefact is neither scandalous nor unusual — it removes the possibility of the encounter altogether. This sits uneasily with the NEP's ambition of fostering critical thinking: Education that aspires to cultivate independence of thought must make room for knowledge and context, not smoothen out every faultline, conflict and contradiction.

The impulse is also striking for what it communicates about women and their place in public life. At a time when more women than ever before are entering universities, workplaces, politics, and other public institutions, wearing their individuality in thought and attire, claiming spaces that often remain unequal or unwelcoming, the decision to cover up one of the most celebrated examples of ancient South Asian art sends an unfortunate message. The Dancing Girl has been significant not because it conforms to a blindfolded standard of modesty but because it embodies poise, confidence and unmistakable presence. If the task of education is to equip young people to engage with the world as it is, then NCERT would do better to trust both students, and women — both contemporary and millennia old — with a little more agency.

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After criticism, NCERT to restore original Dancing Girl image in school textbook

The Pioneer , 16-06-2026, Pg 7

PIONEER NEWS SERVICE
New Delhi

The National Council of Educational Research and Training (NCERT) will replace the modified image of the iconic "Dancing Girl" figurine of Mohenjo-daro in its Class 9 Arts textbook with the original version, following criticism over the 'clothed' depiction of the artefact. The move comes as a debate erupted over the representation of one of the most recognisable archaeological artefacts from the Indus Valley Civilisation in school textbooks.

Asked by PTI whether the NCERT will replace the retouched image of the 'Dancing Girl' in the Class 9 Arts textbook with the original version, its Director Dinesh Saklani replied in the affirmative.

The bronze figurine — "Dancing Girl" of Mohenjo-daro — was depicted with its bare torso covered in the opening chapter, "History of Arts", of Madhurima, NCERT's new Class 9 Arts education textbook.

In the version carried in the textbook, the torso of the figurine appears visually altered compared to the photographs of the original artefact, with shading used across the upper body that obscures anatomical details visible in the sculpture.

Unlike the image used in the new Class 9 arts textbook, the "Dancing Girl" in NCERT's Class 6 Social Science textbook appears



in a form closer to the original bronze sculpture.

Michel Danino, who headed the textbook development committee for NCERT's new Class 6 Social Science books, said he had been told that the Dancing Girl figurine was considered "not age-appropriate".

"This refers to our Grade 6 Social Science textbook. The reason I was given was that the image of the Dancing Girl was not 'age-appropriate', Danino said.

"Our team disagreed; we even checked with teachers of Class 6 and they told us there was never a problem with the Dancing Girl," he said. Danino said, "The notion that nudity is inappropriate is, in my opinion, an obsolete Victorian view. Yet we speak of decolonising Indian education."

Reacting to the image used in the Class 9 textbook, Danino said his first response was of "disbelief". "If the Dancing Girl cannot figure as she is, and with proper dimensions, in a chapter on Indian art, then we have a serious problem," he said.

Danino said the modification "misrepresents the original artefact". "The modification misrepresents the original artefact just as the Church's addition of a fig leaf to Michelangelo's statue of David in the Middle Ages misrepresented that beautiful work of art," he said.

On the significance of the figurine, Danino said archaeologists have offered differing interpretations and that little is known about its context. However, he noted that the same akimbo posture had been found on at least two potsherds from the Harappan site of Bhirrana in Rajasthan, suggesting that it held "a precise cultural value, probably an artistic one". He also criticised any alteration of images of historical artefacts. "Unless this is clearly done to indicate the possible reconstruction of a partial artefact, altering such an image amounts to creating a fake artefact. It points to a serious lack of understanding of how historical artefacts are to be pictured," Danino said.

The chapter identifies the Dancing Girl as a bronze figurine from Mohenjo-daro dating to around 2600 BCE.

The textbook states that the bronze figurine from Mohenjo-daro was made using the "lost-wax technique prevalent in West Bengal, Jharkhand, and Chhattisgarh".

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The Times of India , Pg 1,16, 16-06-2026

NCERT to restore original 'Dancing Girl' in textbooks

Following reports that Mohenjo-daro's 'Dancing Girl' figurine — an iconic Indus Valley Civilisation artefact — was being represented in a new Class IX textbook with its bare torso 'covered up', NCERT Monday decided to immediately restore the original version in digital books and in subsequent printed versions. P 16

Scanned with OKEN Scanner

'Dancing girl' back in original form as NCERT withdraws altered edition

TIMES NEWS NETWORK

New Delhi: In a swift move, National Council of Educational Research and Training (NCERT) decided to restore the original version of the iconic "Dancing Girl" of Mohenjo-daro in its new class IX textbook with immediate effect on the digital books available online as well as in the subsequent printed books. According to sources, the decision was taken after the review by the department of arts education and the textbook development committee Monday.

The image of the bronze figurine — one of the most recognisable artefacts of the Indus Valley Civilisation — appears in a fresh avatar in NCERT's new class IX arts education textbook, with the statuette's bare torso covered up. The matter of the alteration of the "Dancing Girl" was referred to the group concerned Monday morning, following media reports the same day.

The image appears in the opening chapter, "History of Arts", of Madhurima, NCERT's new class IX arts education textbook. In the version carried in the textbook, the torso of the figurine appears visually altered compared to photographs of the original artefact, with shading used across the upper body that obscures anatomical details visible in the sculpture.

"The matter was referred to the Department of Arts Education and the textbook committee for review. Post review it was decided to restore the earlier image" said an NCERT official.

The change was made despite reservations raised during discussions on the presentation of the famous figurine. No NCERT functionary came on record when contacted on the specifics of who cleared the change or when.

Michel Danino, who headed the textbook development committee for NCERT's new class VI social science books, said he had earlier been told that the Dancing Girl figurine was considered "not age-appropriate".

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No nudes please, we are Indian



MRINAL PANDE
VETERAN JOURNALIST

THE photograph of an exquisitely cast six-inch (10.5 cm) ancient bronze figurine of a nude girl from Mohenjo Daro triggered a furore among the creators of *Madhurima*, a new (first ever) arts series for schoolchildren. It had long been a mote in the eyes of those scanning traditional arts through a prudish lens. Three years ago, when the Prime Minister Narendra Modi inaugurated the prestigious International Museum Expo in 2023, the figurine was its chosen mascot.

The government handout accompanying it said it was "a contemporised version of the Dancing Girl." Make what you will of it. So, finally, the contemporised version resulted in the image being clothed in a most garish pink garment that covered its shoulders and upper torso entirely.

NCERT is believed to have since relented and returned the Mohenjo Daro girl to her original condition. But the ethical implications were clear. No matter how beautifully cast the original bronze statue was, how marvellous was the craftsmanship of its creators who used the 'lost wax' process 4,000 years ago, no Indian nude statue on display should be permissible.

It is strange that nudity has begun to bother the ruling BJP whose Hindu ancestors had commissioned exquisite erotic figures at Khajuraho and Konark temples, where nude or semi-nude couples can be seen making love all over the temples' walls and friezes.

Interestingly, until 2010, the *Encyclopaedia Britannica* had a sentence about Lord Shiva being worshipped in the form of a phallus (*lingam*), often embedded in a *yoni*. In response to the growing pressure from a fast-burgeoning group of Hindu guardians of public morality, it had to change the definition of lingam to "a cylindrical votary object embedded in a *yoni* or spouted dish."

Post 2014, the clout of this lobby has obviously grown to the extent that heated protests were raised against semi-nude paintings of the Indian goddess of learning, which was one of the reasons why a painter like MF Husain exiled himself to a West Asian country for the rest of his life.



PRUDISH : The clothed 'contemporised version' of the ancient bronze figurine of the Dancing Girl was chosen as a mascot at the International Museum Expo in 2023. ANI/ISTOCK

So, it is no longer surprising, shameful though it is, that the government bodies in charge of creating texts for schoolchildren were in denial about the presence of a whole gallery of ancient nude statues and paintings from past centuries. Never mind that poems of female ascetics, like the 12th century Veerashaiva poetess Akka Mahadevi and Lal Ded, the 14th century Shiva devotee from Kashmir, continue to be sung.

Has a thought been spared about how instead of sensitising schoolchildren about both the literal and symbolic levels of nudity in Indian arts and society through the ages, the creators of *Madhurima* are launching a debate about the viability of placing the figure (named *'The Dancing Girl'* by Sir John Marshall) in textbooks meant for Class IX kids? We do not even know if the figurine depicts a dancing girl or a devotee like Akka Mahadevi, standing happily, unselfconsciously in all her nude glory, holding a bowl in one hand and the other resting on her hips.

> By methodically removing what the textbook controllers deem 'obscene' or controversial, they would have denied our children a whole panorama, where until the 19th century, among the tribal communities, a naked torso was natural for all females.

Not too long ago, when scholar Michel Denino was heading the textbook committee, he had objected to this covering-up of the dancing girl's statue as the government's mascot. He was told that it was considered 'obscene' for schoolchildren who would be visiting the museum. His reaction was then to not send them to the museum.

The NCERT also objected to placing the nude photo of the original as 'controversial' in texts meant for Class VI students. Denino objected, but eventually, a much-reduced photo was used somewhere inside the books. The Director, DP Saklani, however, reportedly denied there was any specific reason for changing its placement.

Several contemporaries of ours who have devoted their lives to refining and toning up school curricula are full of despair. In an age threatened by a complete takeover of human thought processes, if children are taught without the various layers of India's intricate past, they are going to grow up as automatons glued to a virtual world in black and white.

Art and life, wrote novelist Martin Amis, don't really have much in common. Art consists of choices; with life you just take what's given. Art can at least aspire to be deathless. But life isn't like that. By methodically removing what the textbook controllers deem 'obscene' or controversial, they would have denied our children a whole panorama, where until the 19th century, among the tribal communities, a naked torso was natural for all females.

When my mother, a young student at Shantiniketan in the 1930s, offered a blouse to the Santal girl who came to clean the hostel corridors, she blushed and said, "*Na Didi, ama ke lajja kochhe.*" (No sister, I am embarrassed to cover up my top).

In the same country, down south in Travancore, Nadar women were waging the Channar revolt against customary thinking that their baring of the chest was a symbol of respect for upper-caste men by lower caste women.

This is perhaps the message of the Dancing Girl of Mohenjo Daro.

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The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT's new Art textbook covers up Mohenjodaro's 'Dancing Girl'

The bronze figurine, one of the most recognisable artefacts of the Indus Valley Civilisation, has appeared in NCERT textbooks for at least 25 years, including during previous NDA governments, without its nude torso ever being obscured.

Written by: **Ritika Chopra** **5 min read** **Mumbai** Updated: Jun 16, 2026 07:05 AM IST



The retouched image of the 'Dancing Girl' appears in Class 9 Art textbook 'Madhurima,' which is part of NCERT's first-ever arts education textbook series, introduced under the NEP and NCF.

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16

An image of one of the most recognisable artefacts of the Indus Valley Civilisation, the iconic “Dancing Girl” of Mohenjo-daro, appears in a new avatar in an NCERT textbook — with the bare torso covered.

This is despite the fact that at an earlier discussion related to the famous bronze figurine, one of the Government’s own experts had pushed back, and prevailed, over objections raised by some members of NCERT over what they said was the nude depiction.

The retouched photograph now features in the opening chapter, “History of Arts”, of Madhurima — the new arts education textbook for Class 9. In the image, the figurine’s torso has been shaded over from the shoulders down, obscuring anatomical details visible in photographs of the original and giving the impression that she is clothed.

The depiction is significant because the “Dancing Girl” has appeared in NCERT textbooks for at least 25 years, including during the NDA government when Murli Manohar Joshi was in charge of Education as Minister of the then Human Resource Development ministry. A review by this newspaper of earlier editions shows that while the figurine has long featured in school textbooks, its torso had never previously been covered.

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The retouched image appears in a textbook that is part of NCERT’s first-ever arts education series, introduced from Classes 1 to 10 under the National Education Policy (NEP) and the

National Curriculum Framework (NCF) to integrate arts into mainstream education. Textbooks from Classes 1 to 9 have been released so far.

The approximately four-inch-high “Dancing Girl”, discovered at Mohenjo-daro, depicts a young girl with her hair tied in a bun, adorned with bangles, a bracelet and a necklace. Her confident posture and the sophistication of her craftsmanship have made her one of the defining symbols of the Harappan civilisation.

Archaeologists have long viewed the figurine as evidence of the civilisation’s advanced metallurgical knowledge. The original is housed in the National Museum in New Delhi.

In an interview with The Indian Express published on May 27, historian Michel Danino, who headed the textbook development committee for NCERT’s new Class 6 Social Science books, had disclosed that the NCERT objected to placing the “Dancing Girl” on the opening page of a chapter on Indus Valley Civilisation because the figurine was nude and could become “controversial”.

The Indian Express, 17 June 2026, Page No. 9

How a Mohenjo-daro figurine became a 'dancer' — and a challenge to 'modesty'

Vikas Pathak
New Delhi, June 16

A CLASS 9 textbook shaded over the bare torso of the iconic "Dancing Girl" of Mohenjo-daro before the NCERT (National Council of Educational Research and Training) decided to restore its original image.

This was not the first time an attempt had been made to cover up the Harappan-era bronze figurine. In 2023, a fully clothed version of the 'Dancing Girl' was unveiled as the mascot of the International Museum Expo.

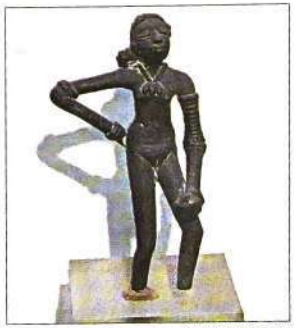
The story of "vulgarity" being attached to the statue, however, dates back several decades. It is largely associated with archaeologist John Marshall choosing to interpret it as the image of a "nautch girl" or "dancing girl" without compelling evidence.

Competing claims

The government of Pakistan also had similar reservations when it was trying to acquire Harappan artefacts from India in the 1950s, arguing that Mohenjo-daro and Harappa were both in Pakistan. India, however, contended that the legacy of the Harappan civilisation belonged to South Asia and not Pakistan alone.

An academic paper by Panjab University historian Ashish Kumar, *Sahib's Nautch Girl*, brings out interesting details. Around 12,000 Harappan objects from Mohenjo-daro were in Delhi when Partition took place. These had been brought to the capital from the Lahore Museum by Mortimer Wheeler, who was Director General of the Archeological Survey of India between 1944 and 1948, for an exhibition.

"Owing to partition, almost all of the Harappan sites including Mohenjodaro and Harappa went to Pakistan leaving with India only two minor sites (Rangpur in Gujarat and Kotla Nihang Khan in East Punjab) of the first urban civilization of the Indian subcontinent," Kumar writes. "Since the Harappan artifacts had been found in the territory of Pakistan at Mohenjodaro, the Pakistani officials demanded all these artifacts back from India. But the Indian officials refused to entertain this demand and put forth an equal claim over the Harappan civilization."



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The bronze figurine was discovered in 1926

Finally, India and Pakistan agreed to a 50:50 division of the Harappan artifacts "found at Mohenjodaro and Chanhu-daro with the help of Mortimer Wheeler".

While Pakistan wanted both the 'Dancing Girl' and the 'Priest King', India was willing to hand over just one of the two.

"The Pakistani officials chose the priest king to avoid any backlash at home that a figure of a naked teenager could have invoked from religious quarters," Kumar writes. "Here the 'nudity' of a teenager girl impacted the decision of the Pakistani officials, who considered its sexuality as a threat to their moral beliefs."

However, the clamour to acquire the 'Dancing Girl' statue continued in Pakistan till recently too. In 2016, a writ petition in the Lahore High Court sought directions to the Pakistan government "to bring back the famous 'Dancing girl' bronze statue from India", Kumar states.

"Since this bronze girl statue had been discovered from Mohenjo-daro in 1926, Pakistan was held to be the real owner of this five thousand years old Harappan artifact," the paper says. "In response to this Pakistani claim, Vasant Shinde (then Vice-chancellor of Deccan College, Pune) questioned Pakistan's exclusive claim over the Harappan civilization... since this civilization was considered a common heritage of South Asia."

'Nautch girl'

Significantly, even the identification of the statue as that of a dancing girl by John Marshall is contested. Marshall wrote about the statue: "The only other sculpture in the round from Mohenjo-daro that claims notice here is the bronze dancing-girl... This is a small figurine of rather rough workmanship with disproportionately long arms and legs. Almost, indeed, it is a caricature, but, like a good caricature, it gives a vivid impression of the young aboriginal nautch girl, her hand on hip in half-impudent posture, and legs slightly forward, as she beats time to the music with her feet."

He added: "Small, too, as this figurine is, the modeling of the back, hips, and buttocks is quite effective, and in spite of obvious defects shows sound observation on the part of the artist."

However, Gregory L Possehl, in his book *The Indus Civilisation*, expressed doubt whether the statue represents a female dancer. Historian Upinder Singh also said in *A History of Ancient and Early Medieval India*: "The dancing girl may not have been dancing at all, and even if she was, she may not represent a professional dancer."

Ashish Kumar also says that there is no evidence to suggest that she was a dancer. The fact that colonial officials, who stayed in India alone, would often find comfort in the company of nautch girls, may have led to the instant association, he says. Marshall also associated the bronze statue with the devdasi tradition, thus suggesting continuity from Harappan times to recent times.

Significantly, while many nude terracotta representations of the female body were found from Harappan sites, these were identified as a marker of the Mother Goddess cult, while the bronze statue was identified as a "nautch girl".

NCERT won't reprint controversial Class 9 textbook; original Dancing Girl returns next year

News Desk

Last Updated: 17 June 2026, 08:14 AM IST

2 min

NCERT has decided not to reprint its Class 9 Arts textbook this academic year despite criticism over a modified image of the Indus Valley Civilisation's famous Danci
restored in fut

AI Summary

The National Council of Educational Research and Training (NCERT) has decided against reprinting its Class 9 Arts textbook this academic year despite criticism over a modified image of the Indus Valley Civilisation's famous Dancing Girl sculpture. Officials cited logistical challenges and the ongoing academic session as the main reasons for not recalling or reissuing the printed books.

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The controversy erupted after the newly introduced Class 9 textbook Madhurima featured an altered depiction of the bronze Dancing Girl figurine from Mohenjo-daro. In the published image, the sculpture's torso appeared shaded, making the ancient artefact look clothed. Historians, archaeologists and education experts criticised the modification, arguing that it distorted a historically significant object.

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What changed in NCERT's image of the Mohenjo-daro 'Dancing Girl'- and why?

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Following the backlash, NCERT reviewed the issue and decided that the original image would be restored. However, authorities said reprinting the books already distributed to schools would be impractical because classes have begun and the textbooks have largely reached students.

Instead, NCERT has updated the digital version of the textbook available on its website and confirmed that future print editions, beginning with the next academic cycle, will carry the original image of the sculpture.

Officials also stressed that there would be no fresh printing of the current edition solely to correct the image. Any new copies printed for future sessions will incorporate the restored artwork.

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The issue gained attention amid delays in the distribution of revised Class 9 textbooks. While most updated textbooks had already reached schools, the Arts textbook drew particular scrutiny because of the altered image. Reports also indicated that the Ministry of Education sought an explanation from NCERT after the controversy surfaced in the media.

The Dancing Girl, discovered at Mohenjo-daro and dating to around 2600 BCE, is one of the most iconic artefacts of the Indus Valley Civilisation. The bronze statuette is widely regarded as an important example of early South Asian art and has appeared in educational materials for decades.

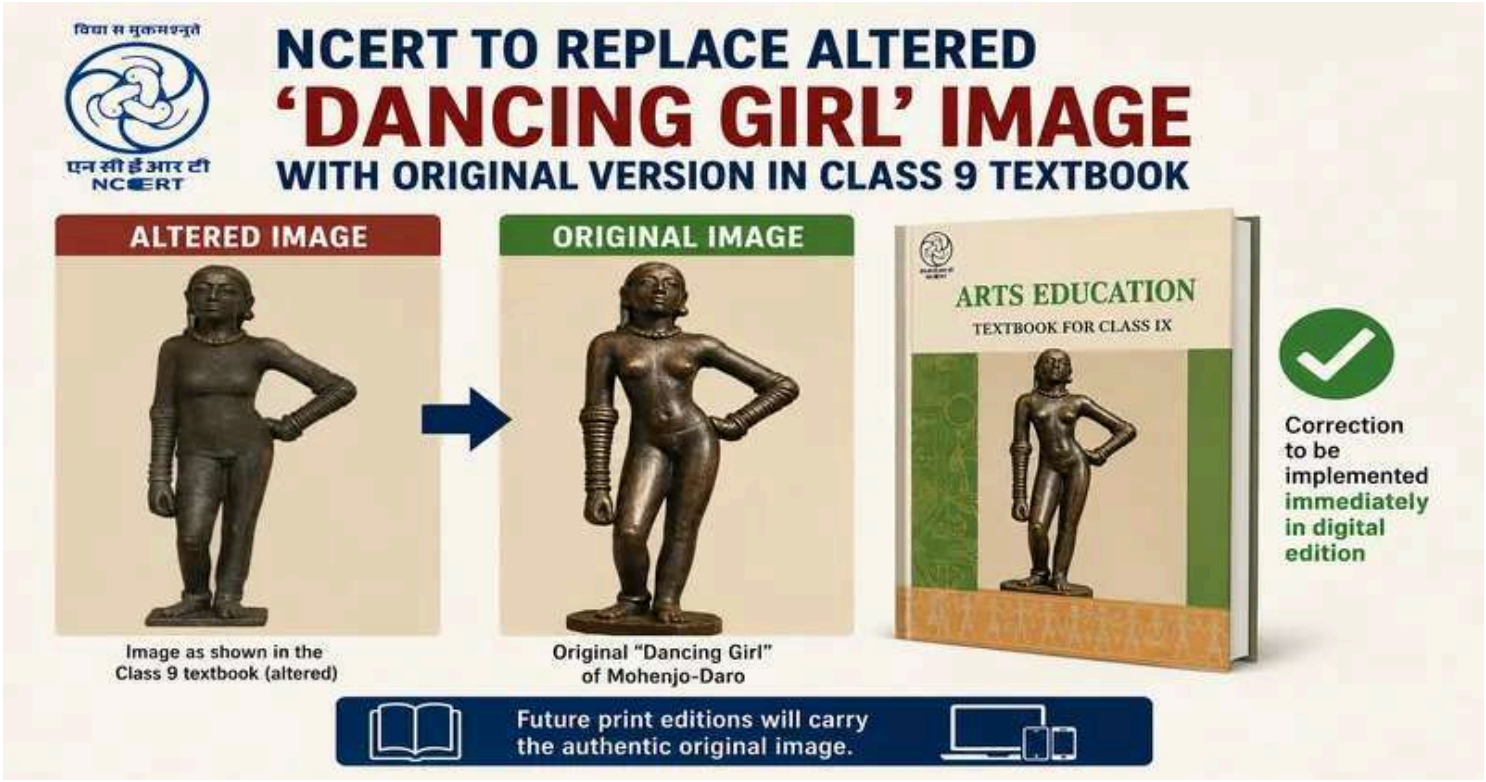
NCERT's decision means students using the current year's printed textbooks will continue to see the modified image, while future batches will receive editions containing the original, unaltered depiction of the ancient sculpture.

NCERT orders immediate correction of modified Mohenjo-Daro 'Dancing Girl' illustration

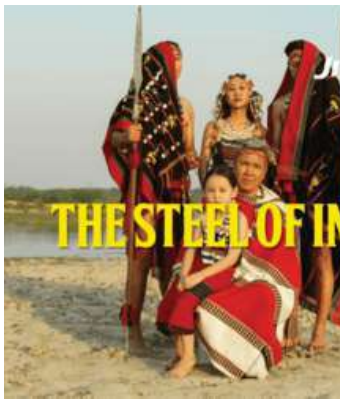
According to NCERT, the correction will be implemented immediately in the digital edition, while future print editions will carry the authentic image of the iconic Indus Valley Civilisation artefact

WEBDESK

Jun 17, 2026, 03:30 pm IST



NCERT orders replacing correct image of Mohenjo-Daro dancing girl



NEW DELHI: The National Council of Educational Research and Training (NCERT) has decided to replace a modified illustration of the famous "Dancing Girl" of Mohenjo-Daro in its recently releas

from the original sculpture, as parts of the torso appeared to be covered.

NCERT Director Dinesh Saklani confirmed that the issue was examined by the concerned department. According to Saklani, the matter was reviewed in consultation with experts, following which it was decided that the modified image would be replaced with the original version of the sculpture. He said that as soon as the issue came to NCERT's notice, the concerned department was asked to examine it. After consulting experts, NCERT decided to replace the modified image with the original version. He added that the correction is being made immediately in the digital textbook, while future print editions will feature the original image. The decision is expected to settle the controversy over the illustration and reflects NCERT's effort to ensure accuracy in educational content. The original "Dancing Girl" image also appears in other NCERT textbooks, including the Grade 6 Social Science textbook.

The textbook is part of NCERT's first dedicated arts education series introduced under the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF). The initiative aims to integrate arts education more deeply into mainstream learning and provide students with a broader understanding of India's cultural and artistic traditions.

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The controversy was around the representation of a sculpture that occupies a special place in the study of ancient Indian history. The original "Dancing Girl" was discovered during excavations at Mohenjo-Daro, one of the principal urban centres of the Indus Valley Civilisation, which flourished around 2500 BCE. Despite being only about 10.5 centimetres tall, the bronze statue has attracted the attention of archaeologists and historians for nearly a century because of its detailed design and realistic appearance.

The sculpture shows a young woman standing with one hand on her hip. She is traditionally shown unclothed, wearing only jewellery, including a necklace and numerous bangles stacked along one arm. Historians often cite the figure as evidence of the advanced metalworking skills and artistic sophistication of the Indus Valley people. They are of the belief that textbooks help students learn about the past, so it is important that images and information are accurate. Some experts believe that any changes made to famous artefacts should be clearly explained to avoid confusing students. However, others point out that textbook illustrations are sometimes modified for educational or design reasons. They say the challenge is to present historical objects in an engaging way while still staying true to the original artefacts.

Interestingly, this is not the first time the Dancing Girl has become the subject of public debate. In 2023, the figurine attracted national attention when a modern adaptation was unveiled as the mascot of the International Museum Expo in New Delhi. The event, inaugurated by Prime Minister Narendra Modi on International Museum Day, showcased a contemporary version of the ancient sculpture as a welcoming symbol for visitors. Organisers described the mascot as a modern interpretation inspired by the original artefact and intended to represent India's cultural heritage in a contemporary context.

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‘Dancing Girl’ controversy: Revisiting Harappa’s iconic artefact, its many meanings

The modified image had showcased the bronze figurine with its torso covered, giving the impression of being clothed. This has raised questions about preserving the past in its original form or adapting it to contemporary sensibilities.

4 min read **New Delhi** Updated: Jun 17, 2026 12:15 PM IST



The Dancing Girl belongs to the Harappan civilisation, which dates back to approximately circa 2600-1900 BCE.

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Written by Shatakshi Saklani

The controversy over the NCERT's decision to modify and then restore the original image of the **Harappan "Dancing Girl"** in its Class 9 Arts Education textbook has raised questions about preserving the past in its original form or adapting it to contemporary social sensibilities.

The modified image had showcased the bronze figurine with its torso covered, giving the impression that she is clothed. Here's what to know about the history of the figure itself and its various interpretations.

A Harappan icon

The Dancing Girl belongs to the Harappan civilisation, which dates back to approximately circa 2600-1900 BCE. Discovered in 1926 inside a small house at the Harappan site of Mohenjo-daro (in present-day Pakistan), the figurine represents a 10.8 cm-high bronze figure of a woman, with her head tilted backwards and slightly bent knees.

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In *A History of Ancient and Early Medieval India* (2024), the historian Upinder Singh writes: "She represents a very thin woman standing with her right hand on the back of her hip and left hand resting on her left thigh, just above the knee." The figure has a completely bare torso except for a necklace and bangles — 24-25 bangles on the left arm, four on the right.

The statue, now housed at the National Museum in New Delhi, was made using the lost-wax casting technique, which is still used in many parts of India. Its use nearly 4,500 years ago is a testament to the advancements of ancient Indian metallurgy.

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In the absence of textual records, the figurine's exact meaning and purpose remain speculative. At first glance, the "Dancing Girl" label appears at odds with the figure's posture: poised and confident, which doesn't necessarily indicate any movements that can be explicitly linked to dancing. The label was given by John Marshall, who was director-general of the Archaeological Survey of India during the 1926 excavation, and is rooted in colonial perceptions.

Upinder Singh writes: "John Marshall named her the 'dancing girl' because he thought she had the air of a semi-impudent 'nautch girl', hand on hip, beating time to the music with her feet." According to Singh, Marshall viewed the figurine as having a stance in which she is dancing away to music, leading to the label.

Pooja Thakur, a professor of history at St. Stephen's College, Delhi, said: "Like it is with a lot of artefacts, often labels get attached even when they might not be historically accurate. Labels themselves have to be read in the context of the historical circumstances in which they came to be used."

Historical interpretations

There have been several different interpretations put forward as far as who the figure represents. Few scholars have tried to view the figurine from a lens of ritualistic importance, drawing linkages with the idea of the mother goddess.

More recently, there was also an attempt at establishing a connection between the Hindu goddess Parvati and the bronze figurine. Already, theories have existed about links between Shiva and Harappan religious traditions, manifested in the "Proto-Shiva" (officially known as Pashupati) seal. The Parvati interpretation draws on the idea that where there is Shiva, there should be Shakti (another name for Parvati). This interpretation, however, isn't unanimously accepted.

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Another historical interpretation pertains to whether the figurine represented a warrior, since the left arm's fist isn't fully closed — rather, there is an empty socket as if she is holding something (like a

spear). Also, the left arm is more decorated than the right, which is perhaps kept free for labour and even war.

In May 2023, at the inauguration of the International Museum Expo, Prime Minister Narendra Modi had unveiled a “contemporary” version of the figurine as the event’s mascot. Unlike the actual figurine, this mascot was dressed in a bright pink blouse and an off-white waist-coat. It highlighted perceptions towards nudity and societal norms regarding notions of sexuality and modesty.

The author is an intern with* The Indian Express*.

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1,678 errors in 55 new textbooks spark scrutiny of state's curriculum overhaul

Jun 17, 2026, 10.45 PM IST

Bhubaneswar: Discovery of large-scale errors in newly introduced textbooks for classes I to VIII in govt schools has triggered controversy in what was meant to be a landmark academic exercise under National Education Policy (NEP) 2020. The issue has raised concerns over the quality of textbook development process in Odisha.
According to a school and mass education department review, 1,678 errors were identified across textbooks for classes I to VIII. The mistakes range from spelling and grammatical errors to incorrect references to eminent personalities and factual inaccuracies.

The State Council of Educational Research and Training (SCERT) introduced 55 new textbooks for the eight grades for the 2026-27 academic session. Class VIII textbooks account for the highest number of errors at 705, followed by Class VII with 387 and Class VI with 289. Errors have also been identified in textbooks for lower classes, including 131 in Class IV, 75 each in classes III and V, and 12 in Class II books.The state govt had last year announced a comprehensive overhaul of the school curriculum as part of its education reforms, with new textbooks to be introduced in a phased manner. The revised curriculum was designed largely on the National Council of Educational Research and Training (NCERT) framework to align the state's syllabus with national standards.

To facilitate the transition, the govt formed a high-level committee headed by educationist Nityananda Pradhan to recommend curriculum changes, while separate expert committees were tasked with developing the new textbooks. However, the scale of errors detected has prompted teachers and educationists to question the processes followed in the preparation, review and publication of the books.
Ajit Maharana, a teacher and cluster coordinator, said textbooks are normally subjected to multiple rounds of academic review and proofreading before publication. "Preparing even a single new textbook within a year is considered a challenging task. In this case, work on 55 textbooks reportedly began around Aug-Sept 2025 and

was completed within six months. That leaves little time for thorough review and proofreading. Besides, questions remain about whether the books were developed independently or adapted from NCERT texts. Original writing by subject experts is unlikely to contain such a large number of errors," he said.

In contrast, NCERT generally takes between one and three years to develop and publish a textbook, involving extensive consultations and reviews by multiple expert committees.

A govt school teacher, requesting anonymity, said she had never seen such a large-scale textbook revision undertaken within such a short period. "In my four decades as a teacher, syllabus revisions and textbook development were usually carried out one subject at a time over several years. This is the first time 55 new books have been prepared within six to seven months," she said.

Educationists have also expressed concerns about the practicality of correcting all the errors in classrooms through corrigenda circulated among teachers, arguing that younger students may continue to be affected by inaccuracies in the printed books.

Meanwhile, School and Mass Education minister Nityananda Gond attributed the mistakes to the accelerated implementation of NEP 2020. "In the effort to implement NEP within a short period, mistakes have occurred in the new textbooks. This was also an experimental edition. Whenever new books are introduced, some errors may remain and are corrected in subsequent editions. We have already initiated corrective measures and I appeal to everyone not to politicise the issue," he said.

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Rote learning was never part of India's traditional classroom

Prof Dinesh Prasad Saklani



"The most beautiful thing that can happen to a child is for them to discover that they can think." This simple truth captures the heart of critical thinking.

Critical thinking is the ability to question assumptions, analyse information carefully, evaluate evidence logically and form reasoned judgements rather than accepting ideas at face value. It is not about blind criticism, but about thinking deeply, rationally and independently. This kind of thinking is not innate; it is cultivated through education. True education goes beyond transmitting information. It nurtures curiosity, encourages dialogue and builds the capacity to ask the right questions.

Such a vision of education aligns seamlessly with Indian knowledge systems, where education was never about the mere accumulation of information but about the pursuit of truth, rational contemplation and prudent judgement. Be it the questions asked by Nachiketa to Yamraj in the Upanishads, the metaphysical debates between Gargi and Yajnavalkya or the rational traditions of philosophical schools such as Nyaya, Mimamsa and Vaisheshika, the basic principles of Indian education have always been curiosity, dialogue and critical thinking. Acharya Kanada's atomic theory, Aryabhata's mathematical conclusions and the scientific vision of Sushruta and Charaka are evidence that knowledge in India was never blindly accepted, but tested through logic, evidence and experience.

The education system imposed by Macaulay during colonial rule largely altered this fundamental nature of Indian education. The purpose of education became to prepare human resources for clerical work instead of fostering independent thinking and knowledge creation. Mother tongues and Indian knowledge systems were deliberately neglected. As a result, education gradually became limited to rote learning and examination-based assessment. The culture of asking questions began to weaken. Instead of understanding and using one's discretion, the criteria for success became memory and test results.

However, this trend was not accepted without resistance. Swami Vivekananda stressed the need for education that cultivates the strength, self-confidence and discretion inherent in every individual. He articulated a clear principle: the object of education is the creation of man, not just the accumulation of information. Similarly, Sri Aurobindo viewed education as a medium for the overall development of human consciousness. He emphasised independent thinking, creativity and self-exploration. Mahatma Gandhi's Nai Talim was equally rooted in experience-based learning, learning through work and knowledge that serves human needs. Yet, even after independence, the transformation the education system needed never truly happened. Many tendencies of the colonial structure persisted, and the grip of examination-centred education only tightened.

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In today's knowledge-driven, technology-heavy era, memorising facts is no longer enough. The 21st century demands students who can ask questions, analyse facts, solve problems and make logical decisions. This develops only when students understand, experience and practise learning beyond listening and rote memorisation. Mother-tongue education strengthens this process: students learn better, engage in experiential learning and assimilate knowledge through 'learning by doing'. This is how curiosity, rationality and critical thinking take root.

The implementation of the National Education Policy (NEP) 2020 marks a significant shift after decades of stagnation, striving to restructure education on the foundations of understanding, experience, curiosity and critical thinking. The NEP considers multilingualism and the study of at least three languages vital. More than one language strengthens children's cognitive ability, problem-solving skills and analytical thinking, while exposing them to diverse ideas and perspectives. This is precisely why NEP 2020 has set a clear goal: to move Indian education beyond rote learning and towards critical thinking, creativity and problem-solving — principles that resonate deeply with our own knowledge tradition. Attempts have been made to materialise this vision in the newly developed textbooks under the National Curriculum Framework (NCF) 2023 by NCERT.

The NEP, the NCF for the Foundational Stage (2022), the NCF for School Education and the textbooks crafted in line with the philosophy of NEP 2020 and the NCFs together usher in a profound philosophical and structural transformation of India's education ecosystem. The shift away from rote memorisation towards competency-based and critical thinking patterns is quite fundamental. The targeted effort is aimed at cultivating analytical reasoning, logical argumentation and problem-solving capabilities by fundamentally altering curriculum design, classroom transaction through changed pedagogical methods and holistic assessment.

Ancient curriculum and pedagogy were deeply rooted in ground realities, evolving naturally from their connection to nature, society and civilisation. The NEP-aligned NCERT textbooks seek to revive this spirit by favouring pedagogy over text: they use engaging activities, illustrations and integrations; textbook names and cover pages; and weave in cross-cutting themes and Indian knowledge systems. Together, these design choices promote critical thinking while creating joy and deep understanding for holistic learning and development.

Unfortunately, examinations and solely marks-based assessments have become the dominant criteria of success within the Indian education system. Student aptitude is assessed predominantly in terms of factual retention rather than deeper understanding or application. As a result, the learning process has become limited to tests of memory instead of comprehension, analysis and innovation. The NEP 2020 has emphasised the need to change this situation and made it clear that the aim of education is not only to develop basic skills like literacy and numerical proficiency, but also to develop critical thinking, which includes logical analysis, problem solving, creativity, social sensitivity and moral values.

From Nachiketa's questions to NEP-aligned textbooks, Indian education is returning to its true purpose: learning that ignites curiosity, nurtures reasoning and awakens the capacity to think. When students learn in their mother tongue, they question rather than memorise, and critical thinking becomes natural. Colonial habits linger, but the shift is clear — beyond marks towards understanding, creativity and the courage to ask. This is cultural reclamation, not just policy. Let schools teach children to think, not merely to pass tests, because when a child discovers they can think, they become a better human — and that is education's true purpose.

The writer is director, NCERT

The Pioneer, 18 June 2026, Page No - 5

Raise education spending to 6% of GDP, says Parliamentary panel

PIONEER NEWS SERVICE
Chennai



A parliamentary committee has said that the current allocation for higher education is "underwhelmed", and recommended that spending on education be increased to 6 per cent of GDP as envisaged under the National Education Policy-2020.

The Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, headed by Rajya Sabha MP Digvijaya Singh, on Tuesday presented its 381st action taken report on the recommendations contained in the 364th report on Demands for Grants (2025-26) pertaining to the Department of Higher Education to Rajya Sabha Chairman CP Radhakrishnan.

The Committee noted that the percentage increase in the Department of Higher Education's Budget estimates (BE) for 2025-26 vis-à-vis the BE for 2024-25 was lower than the previous year.

"The Committee feels that in view of the inflationary trends in the country, the allocation should increase at least 8 per cent to 10 per cent to accommodate inflation, to maintain the existing standards for expenditure by the Department of Higher Education, and to avoid a decline in actual allocation/expenditure for the higher education sector.

"The current allocations are, therefore, underwhelmed – especially in the context of the need for adequate resources to implement the National Education Policy (NCP)," the report said.

The committee also noted that the gross enrolment ratio of males and females during 2018-2023 "has not registered any significant growth for the purpose of employment and optimal development of human resources". "The Committee, therefore, recommends that the percentage of expenditure should be enhanced further in consonance with the NEP-2020's targets for the year 2035," it said.

Taking note of NEP-2020, which "unequivocally endorses and envisions a substantial increase in public investment in education by both the Centre and all the State Governments to reach 6 per cent of GDP", the panel expressed concern that total expenditure on education stood at 4.12 per cent of GDP in 2021-22.

"The Committee is constrained to note that the total expenditure on education (including all Central ministries and all states/UTs) as percentage of GDP stands at 4.12 per cent for 2021-22, which is far lower than the recommendations of NEP-2020," it said.

The Committee also noted that "SAARC countries such as Bhutan and Maldives spent 7.47 per cent and 4.67 per cent of their GDP, respectively, in 2022, as against 4.12 per cent spending on education by India".

"The Committee, therefore, recommends that the Ministry of Education make sincere efforts to increase the spending on education to 6 per cent of the GDP, as endorsed and recommended by the NEP-2020," the report said.

"The Ministry of Education should sincerely seek additional funds from the Ministry of Finance to make spending on education at 6 per cent of GDP feasible, thereby strengthening and augmenting the public education system from school education to higher education, truly world-class and accessible to all sections of society," it added.

The Government, in its action taken reply, said the allocation of funds in the department is based on the requirements of the respective bureaus within the overall Budget ceiling allotted by the Ministry of Finance and that the BE for 2025-26 were ₹50,077.95 crore, which was enhanced to ₹51,381.67 crore at the revised estimates stage.

"It is stated that the actual expenditure at the end of FY 2024-25 was ₹44,055.44 crore. Funds amounting to Rs 33,938.88 crore were certified till 31.12.2024. However, actual expenditure as on 31.12.2024 was ₹33569.05 crore.

Millennium Post, 18 June 2026, Page No - 7

NEXUS OF GOOD

When Principals Make Policy

Mission City Chakra is showing how simple school-level decisions can reduce plastic waste, protect children's health, and transform sustainability into a community movement



ANIL SWARUP

THE WRITER IS AN AUTHOR AND A FORMER CIVIL SERVANT

By persuading schools to eliminate plastic tiffins, water bottles, and textbook covers, Pune's Mission City Chakra is demonstrating that waste prevention begins long before garbage reaches a landfill

It was an event organised by the Pune City Chapter of Nexus of Good, and I was on a visit to the city. I am so glad that I attended the event, which featured two presentations on some amazing work being done in the region. One such presentation was made by Aditi Deodhar about the manner in which her organisation is attempting to galvanise Pune towards becoming a zero-waste city. An inspiring effort in the true spirit of Nexus of Good.

Mission City Chakra began with a vision of a zero-waste Pune through circular-economy principles and sustainable solutions. As work was initiated on waste management across the city, an important realisation emerged. The garbage seen on roads, in rivers, and at dumping grounds was not the real problem. It was merely a symptom. Waste begins much earlier. It begins with everyday decisions—what we buy, what materials we use, and what products we choose to surround our lives with.

If the waste crisis was truly to be solved, one had to go to the source. One had to address the decisions that create waste before the waste is generated.

But there is another reason to act. Waste is not merely an environmental issue; it is also a health issue. And nowhere is this more relevant than in our schools.

The Plastic Around Our Children's Food

Consider the daily routine of a schoolchild. Every morning, food is packed into a tiffin box. Water is filled into a bottle. Textbooks are carried in a school bag. For many children, all three are made of plastic. This may seem normal because it has become common. Yet, when we step back and examine the situation, an important question emerges:

A child enters school at the age of five and graduates around the age of fifteen. For nearly ten years, five or six days every week, they eat food from a plastic container and drink water from a plastic bottle. That amounts to thousands of meals and thousands of refills over the course of childhood.

Research from around the world has shown that plastics can break down into microscopic particles called microplastics. These particles have now been found in our food, drinking water, air, soil, oceans, and even within the human body.



Every school principal is also a policymaker whose decisions can influence entire families

Scientists continue to study their long-term health impacts, but the evidence is increasingly pointing towards concerns related to human health, particularly for growing children. If we already have durable, affordable, and reusable alternatives, should plastic remain the default choice for storing the food and water our children consume every day? Mission City Chakra believed the answer was no.

The Principal as a Policymaker

When people hear the word "policymaker", they often think of governments, ministers, or bureaucrats. Mission City Chakra introduced a different perspective: every school principal is also a policymaker. A principal decides school rules, influences institutional culture, and shapes the behaviour of hundreds or even thousands of students. A single decision taken by a principal can influence not only children but entire families. Recognising this potential, Mission City Chakra launched a simple but powerful appeal to schools:

No Plastic Tiffin.
No Plastic Water Bottle.
No Plastic Textbook Covers.

These three everyday items are present in almost every child's life. Replacing them with durable and affordable alternatives such as steel tiffins, steel water bottles, and reusable non-plastic covers can significantly reduce unnecessary plastic consumption while simultaneously reducing children's daily exposure to plastic.

The idea was not to create another environmental campaign. The idea was to create a preventive health and sustainability policy at the school level.

From Awareness to Action

Through Mission City Chakra, schools across Pune were engaged through awareness programmes, sustainability discussions, and direct interaction with school leadership. The response demonstrated the power of institutional action. To date, 866 schools in Pune city have been onboarded under Mission City Chakra, reaching approximately 3,85,000 students. Out of these, 183 schools have already implemented the appeal for plastic-free tiffins, plastic-free water bottles, and non-plastic textbook covers.

This translates to more than 1,04,000 students who are now part of this sustainability and health initiative. Importantly, the impact extends far beyond the students themselves. Every school policy reaches households. When a principal adopts such a policy, the message travels from the classroom to the dining table. Parents become participants. Families begin discussing alternatives. Consumption patterns start changing at home. In effect, more than one lakh families have already received and acted upon this message through the leadership of school principals.

Waste Prevention Is Better Than Waste Management

Traditional waste management starts after waste is created. Waste is collected, transported, segregated, processed, recycled, or landfilled.

Mission City Chakra focuses on a different question:

What if the waste was never created in the first place?

A steel tiffin box can last for years. A steel water bottle can accompany a child through much of their school journey. Reusable non-plastic textbook covers eliminate the annual cycle of plastic wrapping and disposal. Every plastic item avoided means one less item to collect, transport, recycle, or discard. The result is less plastic waste entering the environment, lower pressure on municipal waste systems, and reduced chances of plastic leaking into rivers, lakes, and ecosystems. The most sustainable waste management is waste reduction.

A Model Ready for Scale

What has begun in Pune has the potential to become a state-wide and national movement. India has more than 250 million school-going children. Imagine the impact if every school adopted three simple policies:

No Plastic Tiffin.
No Plastic Water Bottle.
No Plastic Textbook Covers.

Unlike large infrastructure projects, these changes require minimal investment. They rely primarily on awareness, leadership, and institutional commitment. State education departments could issue sustainability advisories. School accreditation frameworks could include waste-prevention indicators. Municipal corporations could recognise and reward schools implementing such measures. Most importantly, principals across India could be empowered as sustainability policymakers.

Building a Healthier Future

Environmental challenges often seem overwhelming. But meaningful change rarely begins with massive projects. It begins with small decisions repeated consistently by millions of people. A steel tiffin box may appear insignificant. A steel water bottle may appear ordinary. A non-plastic textbook cover may seem like a small change. Yet, together, they represent something much larger. They represent a conscious decision to protect children's health, reduce unnecessary plastic consumption, and prevent waste at its source.

Mission City Chakra has demonstrated that when principals act as policymakers, schools become powerful centres of change. One principal influences a school. One school influences hundreds of students. Hundreds of students influence hundreds of families. And together, those families influence the future of a city. The journey towards a cleaner and healthier India may begin with a principal's decision and a child's lunch box.

Views expressed are personal

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India

SC refuses to order interim stay on implementation of CBSE's three language policy

A bench of Chief Justice Surya Kant and Justice V Mohana tagged the plea filed by NGO Friends of People for Active Democracy with similar petitions pending on the issue.

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A view of the Supreme Court of India building in New Delhi. File Photo | Express/ Shekhar Yadav

TNIE online desk

Updated on: 18 Jun 2026, 3:14 pm · 4 min read

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The Supreme Court on Thursday stated that "there is no question of interim protection" while refusing to order a temporary stay on the implementation of the CBSE's three-language policy for Class 9 students from the 2026-27 academic session.

A bench of Chief Justice Surya Kant and Justice V Mohana was hearing a plea filed by an NGO named 'Friends of People for Active Democracy'.

The apex court bench also tagged the plea with similar petitions pending on the issue.

"We cannot pass a single-line order today. This matter was argued at length. There is no question of interim protection," the bench said as it

implementation part of it.

CJI Kant then questioned the NGO's name, Friends Of People For Active Democracy, and asked in a lighter vein if that kind of nomenclature was meant to create fear in the mind of the court or the people.

The counsel replied, "No, my lord. That's the name of the trust. It's an old trust set up in 2013," and submitted that the CBSE was required to issue detailed guidelines by June 15.

The bench, however, listed the matter for hearing on July 14 along with other pending petitions.

On May 27, the top court agreed to examine the plea challenging a CBSE policy mandating the study of three languages and issued notices to the Centre, the CBSE and the NCERT and sought comprehensive replies within two weeks.

It had asked ASG Aishwarya Bhati to submit a report on the logistical preparedness of the CBSE to implement the decision and posted the matter for hearing in the second week of July.

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According to a recent circular issued by the Central Board of Secondary Education (CBSE), the study of three languages, including at least two native Indian languages, has been made compulsory for Class 9 students beginning July 1.

The move is part of the CBSE's alignment of its scheme of studies with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

"In order to adequately address the competencies envisaged at the Secondary Stage, these textbooks will be supplemented with one appropriate local or state literary material, selected by schools, such as short stories, poems, or nonfiction works," the board said.

It added that detailed guidelines regarding the selection and pedagogical use of supplementary literary material would be issued by June 15.

According to the circular issued on May 15, students opting for a foreign language may do so only as the third language after studying two native Indian languages, or as an additional fourth language.

"With effect from July 1, 2026, for Class IX, the study of three languages (R1, R2, R3) shall be compulsory, with at least two languages being native Indian languages," the circular said.

The board said till the dedicated R3 textbooks are available, Class 9 students shall use the Class 6 R3 textbooks (2026-27 edition) of the chosen language.

The CBSE said to keep the focus on learning and reduce any undue pressure on students, no board examination shall be conducted for [illegible] the Class 10 level.

the Class X Board Examinations due to R3. Sample question papers, rubrics for internal assessment will be shared by the board shortly," it added.

The board also asked schools to update their R3 language offerings for Classes 6 to 9 on the OASIS portal by June 30.

According to the board, Class 6 R3 textbooks in 19 scheduled languages will be made available to schools before July 1, while for the remaining native Indian languages, schools may use the available State Council of Educational Research and Training (SCERT) and state-level resources.

The board further said schools facing a shortage of adequately qualified native Indian language teachers may, as an interim arrangement, engage existing teachers of other subjects who possess functional proficiency in the language concerned.

"Collaborative and flexible mechanisms such as inter-school resource sharing through Sahodaya clusters, virtual or hybrid teaching support, engagement of retired language teachers, and utilisation of suitably qualified postgraduates may be adopted," it added.

The CBSE further said relaxations would be provided to children with special needs in accordance with the Rights of Persons with Disabilities Act, 2016, while foreign students returning to India may get case-by-case exemptions from the requirement of studying two native Indian languages.

In April, the CBSE had announced a phased implementation of the three-language formula from Class 6 and the introduction of a two-level system for mathematics and science for Class 9 from the 2026-27 academic session.

Under the proposed structure, mathematics and science will have two levels -- mandatory standard and optional advanced courses.

Parliament panel moots higher education spending, says NEP's 6% GDP target unmet

The Committee noted that the percentage increase in the Department of Higher Education's budget estimates (BE) for 2025-26 vis-a-vis the BE for 2024-25 was lower than the previous year

Updated - June 18, 2026 01:00 pm IST - New Delhi

PTI



Representative image. | Photo Credit: Getty Images/iStockphotos

A parliamentary committee has said that the current allocation for higher education is “underwhelmed”, and recommended that spending on education be increased to 6% of GDP as envisaged under the National Education Policy-2020.

The Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, headed by Rajya Sabha MP Digvijaya Singh, on Tuesday (June 16, 2026) presented its 381st action taken report on the recommendations contained in the 364th report on Demands for Grants (2025-26) pertaining to the department of higher education to Rajya Sabha Chairman C P Radhakrishnan.

The Committee noted that the percentage increase in the Department of Higher Education's budget estimates (BE) for 2025-26 vis-a-vis the BE for 2024-25 was lower than the previous year.

“The Committee feels that in view of the inflationary trends in the country, the allocation should increase at least 8% to 10% to accommodate inflation, to maintain the existing standards for expenditure by the Department of Higher Education, and to avoid decline in actual allocation/expenditure for the higher education sector.

“The current allocations are, therefore, underwhelmed – especially in the context of the need for adequate resources to implement the National Education Policy (NCP),” the report said.

Gross enrolment ratio

The committee also noted that the gross enrolment ratio of males and females during 2018-2023 “has not registered any significant growth

for the purpose of employment and optimal development of human resources".

"The Committee, therefore, recommends that the percentage of expenditure should be enhanced further in consonance with the NEP-2020's targets for the year 2035," it said.

Taking note of NEP-2020, which "unequivocally endorses and envisions a substantial increase in public investment in education by both the Centre and all the State governments to reach 6% of GDP", the panel expressed concern that total expenditure on education stood at 4.12% of GDP in 2021-22.

"The Committee is constrained to note that the total expenditure on education (including all Central Ministries and all states/UTs) as percentage of GDP stands at 4.12% for 2021-22, which is far lower than the recommendations of NEP-2020," it said.

The Committee also noted that "SAARC countries such as Bhutan and Maldives spent 7.47% and 4.67% of their GDP, respectively, in 2022, as against 4.12% spending on education by India".

Demand for increased spending

"The Committee, therefore, recommends that the Ministry of Education make sincere efforts to increase the spending on education to 6% of the GDP, as endorsed and recommended by the NEP-2020," the report said.

"The Ministry of Education should sincerely seek additional funds from the Ministry of Finance to make spending on education at 6% of

GDP feasible, thereby strengthening and augmenting the public education system from school education to higher education truly world class and accessible to all sections of society," it added.

The government, in its action taken reply, said the allocation of funds in the department is based on the requirements of the respective bureaus within the overall budget ceiling allotted by the Ministry of Finance and that the BE for 2025-26 were ₹50,077.95 crore, which were enhanced to ₹51,381.67 crore at the revised estimates stage.

"It is stated that the actual expenditure at the end of FY 2024-25 was ₹44,055.44 crore. Funds amounting to ₹33,938.88 crore were certified till 31.12.2024. However, actual expenditure as on 31.12.2024 was ₹33569.05 crore.

"Further, the actual expenditure incurred during the fourth quarter was ₹10,486.39 crore, which was within the ceiling of 33% in the last quarter and 15% in the last month (March) as instructed by the Ministry of Finance," it said.

It added that the committee's recommendation to avoid a rush of expenditure had been "respectfully noted".

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NCERT is operating under the deep, paralytic anxiety of the institutional bureaucrat



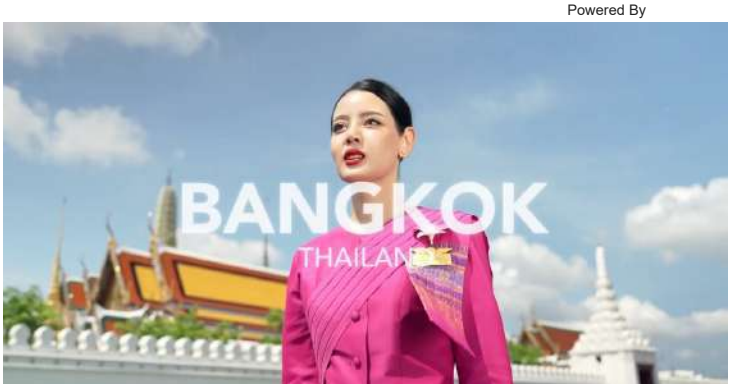
NIKHIL SANJAY REKHA ADSULE 18 June, 2026 09:11 am IST



NCERT director Dinesh Saklani | Twitter | @NCERT

The 24-hour reversal over the 4,500-year-old Dancing Girl figurine—from covering it up to uncovering it after an angry public backlash—laid bare NCERT's bureaucratic entropy. Most commentators have eagerly laughed this off as a superficial victory against a sudden wave of Victorian prudery. But the truth is darker and needs more deciphering. This was not a random act of moral policing or conservative prudishness. It is a structural symptom of profound bureaucratic fear and radical, dangerous institutional insularity.

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Today, the debates in the public sphere surrounding school curricula in India are trapped in a predictable, exhausted binary. Media analysts and political commentators reflexively filter every single revision through the lens of "saffronisation". They view textbook updates as purely ideological projects driven by a triumphant cultural right-wing. Yet this narrative entirely misses the engine room of the modern Indian state—the deep, paralytic anxiety of the institutional bureaucrat.

What happened to the Mohenjo-daro figurine in the Class 9 Arts textbook, Madhurima, was not a mere act of aggressive cultural assertion. It was a classic, defensive administrative response, designed to mitigate a disaster before it even started. Understanding why a state bureaucrat would try to shade a world-renowned, four-inch-tall ancient bronze figurine requires looking back to February.

The fear that changed NCERT

In an unprecedented move, the Supreme Court took *suo motu* cognisance of criminal contempt against the director of the National Council of Educational Research and Training (NCERT) Dinesh Prasad Saklani and officials of the Ministry of Education. The trigger was a controversial section in the revised Class 8 Social Science textbook, *Exploring Society: India and Beyond*. The chapter, titled "The Role of the Judiciary in Our Society," directly addressed the menace of corruption at various levels of the legal system alongside the massive backlog of pending cases.

A three-judge bench led by Chief Justice Surya Kant took extreme offence to a single line: "People do experience corruption at various levels of the judiciary." The court didn't stop at merely criticising the text. It also issued a sweeping, immediate blanket ban on the text's

contempt. The judges termed this particular text a "deep-rooted, well-orchestrated conspiracy" to malign the dignity of the country's judicial system. Stripped of institutional protection, the NCERT was forced to issue an unconditional public apology to escape severe judicial penalties.

This historic judicial clampdown sent shivers through the council's administrative hierarchy. In its wake, NCERT quietly birthed an internal shadow mechanism. It is commonly referred to as the "Project Office." This body was not created to enrich pedagogy, foster independent thinking, or encourage historical inquiry among school children. It was created purely as an engine for defensive pre-censorship. Its sole, unwritten mandate is to systematically audit and scrub any phrase, concept, illustration, or historical artefact that could invite public interest litigation, a viral tweet, or another catastrophic warning from the top court.

In such a climate governed by absolute fear, anything outside a dry, sterile script is viewed as a high-risk, career-ending liability. Even a 10.5-centimetre Harappan statuette becomes a threat to a bureaucrat's existence.

Also read: *Supreme Court's NCERT textbook order punishes the messenger, doesn't answer the message*

The cost of intellectual insularity

This structural panic feeds into, and is furthered by, NCERT's long-standing institutional insularity. For decades, the council has progressively severed its ties with broader, independent academic networks, choosing instead to lock itself inside an echo chamber of compliant state committees and defensive bureaucrats. When an institution isolates itself from rigorous, peer-reviewed global scholarship, it often loses the intellectual confidence required to stand its ground.

Without the weight of external academic consensus, NCERT's default reaction under external pressure is two-fold: either to domesticate or to sanitise history. It treats the past not as an empirical reality to be studied but as an administrative minefield to be cleared. By attempting to drape or shade the figurine, the council sought a preventive moral cover-up to shield its fragile, isolated hierarchy from the outside world. It was a preemptive defence mechanism born of an institution that has forgotten how to engage with historical complexity, choosing to hide behind an inward-looking, protective shell.

the open for decades? A confident educational system would use these textbooks to teach real critical thinking. It would challenge students to examine the historical context and the incredible metallurgy of the ancient world. Instead, an increasingly isolated NCERT is doing the opposite of what is required, trading academic honesty for pure administrative panic and choosing the safety of a digital airbrush over historical truth.

Also read: *Deleting history from NCERT textbooks is lying to children. It's also betraying parents*

From textbooks to crisis management

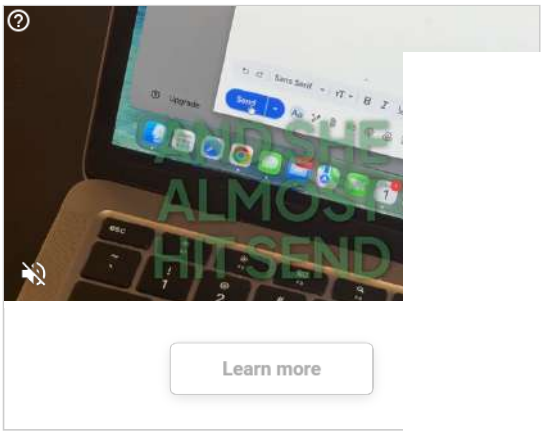
The ultimate institutional casualty here is the complete abandonment of critical pedagogical permanence. When the public caught the digital edit, the council panicked once more, deleting the revision overnight and offering the hollow defence that there was "no specific reason" for the change. This rapid rollback exposes a dangerous institutional shift: NCERT is no longer designing textbook content intended to educate and ground generations of Indian students. Instead, it is being edited in real time through PR crisis management. Its curriculum is now dictated by a fragile equilibrium—wedged between the terror of judicial contempt on one side and the immediate threat of viral social media outrage on the other.

When educational policy is driven entirely by institutional survival rather than academic freedom, the system loses its anchor. The standard political rhetoric surrounding the "saffronisation" of textbooks fails to capture this nuanced administrative rot. This is a story of total structural collapse, where the premier custodian of school education functions as a reactive corporate public relations desk.

When India's apex educational body is too terrified to print a historic bronze figurine exactly as it was unearthed in 1926, it has forfeited its intellectual authority. An institution operating under a climate of bureaucratic fear and intellectual insularity can no longer be trusted to teach the past.

Nikhil Sanjay-Rekha Adsule is a lawyer, a Senior Scholar at IIT-Delhi, a Creighton Peden scholar in the USA and an alumnus of TISS. He tweets @ Surajya_Raje_. Views are personal.

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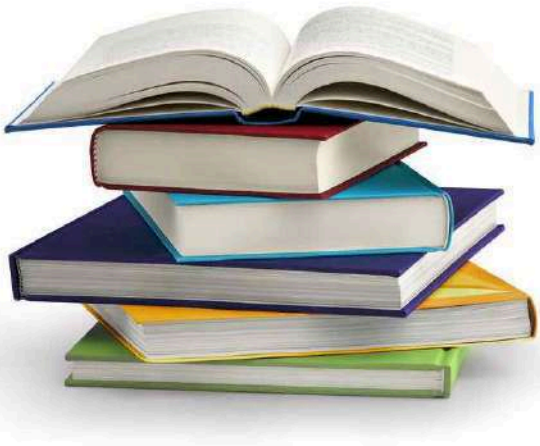


NCERT

New Class 9 Social Science Textbooks Soon? NCERT Issues Notice and Expected Release Timeline

Our Web Correspondent

Posted on 18 Jun 2026 13:27 PM



File Image

Summary

the delay in the release of its revised Class 9 Social Science textbooks.

The council has assured students, parents, and schools that the textbook is in the final stage of production.

The National Council of Educational Research and Training (NCERT) has addressed concerns regarding the delay in the release of its revised Class 9 Social Science textbook being introduced under the National Education Policy (NEP) 2020 framework. The council has assured students, parents, and schools that the textbook is in the final stage of production and is expected to be made available shortly.
The clarification comes as the new academic session is already underway and students across the country have received textbooks for most Class 9 subjects. However, the revised Social Science textbook has not yet reached learners, prompting queries from schools and stakeholders regarding its availability.
In its statement, NCERT highlighted that it has already completed the publication and distribution of textbooks for the majority of Class 9 subjects. According to the council, more than 90 lakh copies of Grade 9 textbooks covering nine subjects have been printed and supplied through its nationwide distribution network. The only pending publication is the Social Science textbook, which the council described as being nearly ready for printing and distribution.

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The council attributed the delay to the ongoing implementation of a new curriculum developed in accordance with the National Education Policy 2020.
NCERT explained that the transition to the revised curriculum is being carried out in phases, with textbooks being introduced in a graded manner to ensure a smooth shift to the new educational framework.
Officials noted that such large-scale curriculum changes can occasionally result in temporary and localised supply gaps

made to ensure that students across different regions receive access to the revised learning materials without significant disruption to their studies.

The delayed Social Science textbook forms part of the broader curriculum reforms being implemented under NEP 2020, which seeks to transform school education through updated content, competency-based learning, and a more holistic approach to teaching and assessment.

NCERT also reiterated that students and educational institutions can obtain textbooks through multiple channels. Apart from its regular vendor network and sales counters, textbooks are available through the council's online portal and various e-commerce platforms. In addition, NCERT has established Strategic Distribution Centres in collaboration with the Central Warehousing Corporation to improve accessibility and ensure wider distribution of educational materials across the country.

As educational reforms under the policy continue to be rolled out, NCERT has indicated that it will continue monitoring supply chains and distribution mechanisms to minimise disruptions and ensure timely access to textbooks for learners nationwide.

Last updated on 18 Jun 2026 01:27 PM

NCERT National Council of Educational Researc

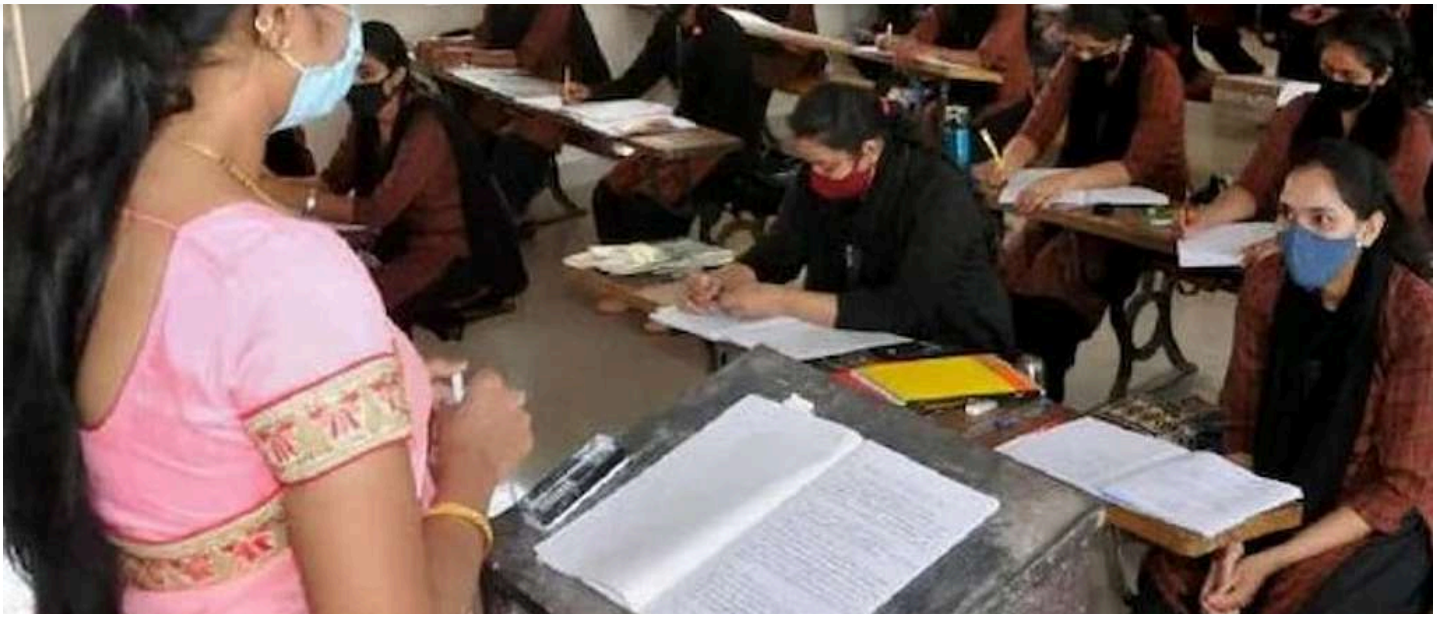
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Delhi

Foreign language teachers hit by NEP shift, protests erupt

With jobs lost, protests underway, and a Supreme Court petition pending, the teachers believe a policy meant to expand learning choices has instead triggered a livelihood crisis for them and uncertainty for students.



Across cities, schools have either discontinued foreign language programmes or drastically reduced them, particularly French. Most schools are now allowing only Sanskrit in place of foreign languages Photo | Express

Ifrah Mufti

Updated on: 18 Jun 2026, 8:16 am · 3 min read

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NEW DELHI: As schools prepare to reopen on July 1, hundreds of foreign language teachers find themselves locked out of the profession they built their lives around, as institutions rush to implement the National Education Policy (NEP) and the three-language formula.

With jobs lost, protests underway, and a Supreme Court petition pending, the teachers believe a policy meant to expand learning choices has ins triggered a livelihood crisis for them and uncertainty for students.

Across cities, schools have either discontinued foreign language programmes or drastically reduced them, particularly French. Most schools are now allowing only Sanskrit in place of foreign languages. Verification with nearly a dozen schools in Delhi suggests that many have already phased out foreign language options.

Bal Bhawan Public School in Mayur Vihar Phase II discontinued foreign language courses three years ago. Principal Vividh Gupta said, “We stopped the foreign language courses three years ago when we had got to know that it (NEP) would be implemented in 2026.”

Schools like DPS, Summer Fields, Tagore International, Modern School, Amity, GD Goenka and Apeejay, among others, have discontinued foreign languages, and parents have been told that Sanskrit is mandatory. Principals of some schools said they have not completely discontinued foreign languages but have retained them for students opting for them as work-experience activities.



Tongue-tied at school: NEP language push threatens future of foreign languages in Delhi classrooms

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Our youth cannot afford to lose global job opportunities. We are fewer in number, so our concerns may not be noticed, but the impact on students will be significant."

Many educators are reluctant to be identified publicly, hoping policy changes may still offer relief. A senior Spanish teacher at a private school in Delhi claimed, "Most probably the CBSE may roll back the foreign language rules for Class 9."

One teacher described the situation as unprecedented. "This NEP policy has turned someone's lifelong experience and education into a mockery. Never in my life have I seen 89 applications for a single French teaching post. Whoever is left, please apply. I don't even want to remain in the education sector now. The workload in private schools, the pay, and now the uncertainty have become a mockery."

A French teacher with nine years of experience also lost his position after his school discontinued French classes. "Teaching French has been my profession, my identity and my livelihood," he said.

"My wife has been teaching French for 14 years. Now her position is also under question. We welcomed the three-language policy believing students would have freedom of choice. But choice is meaningful only when multiple options exist."

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In Bengaluru, French teacher Sri Gowri said her school removed French from Classes 6 to 9 after years of offering it from Class 3 onwards. “Very sad situation, they asked me to take other subjects. I didn’t agree. Now I am on notice period.”

The anxiety extends beyond teachers. Parents say the sudden withdrawal of language options is limiting future opportunities.

One parent whose children study at Tagore International School in Delhi said, “The school has not only removed the foreign language option but has removed Urdu as well. My daughter studied Urdu for three years at the school and, all of a sudden, it was removed.

We approached the school and requested the administration to continue the language. We were even willing to arrange a teacher ourselves, provided the school gave permission for the language to be taught, but they refused. The new policies under the NEP are apparently putting undue stress on parents as well.”

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Education

Sanskrit after years of learning German? CBSE's abrupt 3-language rollout has students, parents panicking

PAKHI KHARE 18 June, 2026 04:55 pm IST



Representational image | Ramandeep Kaur | ThePrint

New Delhi: When a teenage student from Delhi decided to study German as her third language in school, her parents were concerned about whether she could cope.

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Now that she has entered ninth grade at her school in southwest Delhi, she has been asked to switch to Sanskrit, a language she has never studied before.

“I have not once studied Sanskrit, but now suddenly everybody expects us to study Sanskrit. I don’t even know the S of Sanskrit!” she told ThePrint.

She is not a one-off case. Across India, lakhs of students, parents and foreign-language teachers have been left in the lurch following the Central Board of Secondary Education’s (CBSE) 15 May circular, making it mandatory for ninth-grade students to study three languages from 1 July, two of which need to be Indian native languages.

The problem arises from two CBSE circulars issued this year to implement the three-language formula under the National Education Policy (NEP) 2020. The first circular issued on 9 April introduced the framework for sixth-grade students from the 2026-27 academic session. The second 15 May circular extended it to the current batch of ninth-grade students from 1 July.

Until recently, students in most CBSE schools studied three languages up to eighth grade, which would usually be Hindi and English, along with a third language. Students could choose from Sanskrit, French, German or Japanese. Many students who opted for foreign languages continued them in secondary school while dropping Hindi.

The May circular changes that arrangement. Students who have spent years learning foreign languages are now required to drop them and study two Indian languages instead, leaving little time to adapt to the new requirements.

ThePrint reached out to CBSE chairman Prashant Lokhande’s office for comment via email, but did not receive a response. This report will be updated if and when he responds.

But the government has made its stand clear in the past.

students but rather protects it and then expands opportunity".

Last August, while answering a question in the Rajya Sabha, Pradhan said that the "three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity".

He also clarified that no language shall be imposed on any state, region or student as long as two of the languages are Indian native languages.

Parents are knocking at the Supreme Court's door

Several parents of students in Delhi have now approached the Supreme Court for redressal. For many, the issue isn't about opposition to Indian languages but the way the policy has been implemented.

Parents have filed multiple petitions, including a PIL on 21 May, before the Supreme Court challenging the CBSE decision to implement the revised three-language formula from ninth grade during the 2026-2027 academic session.

The petitioners argue that the 15 May circular implemented the three-language formula abruptly, reversing the school board's earlier plan.

The first circular on 9 April said the three-language formula would be implemented from sixth grade starting from the 2026-2027 batch, which suggested that this requirement would only be applied in ninth grade in the 2029-2030 academic session.

Parents say that if implemented, the change will leave students, parents, and schools little time to prepare.

The Supreme Court on 27 May decided to examine if the CBSE's three-language formula would put extra pressure on students. A three-judge bench headed by Chief Justice of India Surya Kant along with Justice Joymalya Baghchi and Justice Vipul M. Pancholi will next hear the PIL in July.

Meanwhile, the Supreme Court issued notices to the Central government, CBSE as well as NCERT, seeking a comprehensive response to the implementation of the three-language formula.

The bench tagged the plea with similar pending petitions for hearing on 14 July.

Majority of the parents, students and teachers ThePrint reached out to said they were uncomfortable coming on record as it was a “sensitive matter”.

Parents expressed concern that the switch would increase the academic burden as it will come after students currently in ninth grade have already made their language choices for this year.

Nidhi Sharma, whose daughter is in eighth grade in a Delhi school, told ThePrint the new requirement effectively asks students to abandon years of language learning and start from scratch. She said this is bound to increase the academic burden for students.

“If my child has been studying German from fourth grade till eighth grade and is now required to drop it, they will suddenly have to study Sanskrit, a language they have never learned before,” she said.

One parent, who is not originally from Delhi but has settled there, told ThePrint that her child had struggled with Hindi and chose to continue studying a foreign language in ninth grade. “Now he will have to study Hindi as well as Sanskrit in school. The level playing field has been taken away from children like him.”

Parents also questioned how schools would implement the policy when teaching resources were not yet in place.

“The books are not even published. They are asking our children in ninth grade to study from sixth-grade books. If the resources are not ready, how are they forcing this on our children?” one parent said.

Parents also said that the move has also hit the students’ academic planning for the future.

Dropping a foreign language they have studied over a period of years will affect students preparing for international certification courses in foreign languages, exchange programmes, as well as higher education opportunities abroad.

Several parents, including those from Economically Weaker Sections (EWS) backgrounds, say that while more affluent families can arrange private tuitions, students without access

"The children are upset and confused," one parent said. "But they felt better when they learned that the matter is before the court. They are hoping the judgment will go in their favour."

Is English now a foreign language?

Another key issue raised was the treatment of English under the new framework.

English will be considered a foreign language rather than a native Indian language, even though it is one of India's official languages. This reclassification will force students to pick English as their third foreign language.

Previously, English was counted as one of the two required Indian languages. But students will now need to learn English as their third language, which falls under the foreign language category.

Rama Kant Agnihotri, former professor and head of the Department of Linguistics at the University of Delhi, raised concerns about this decision.

"English occupies a unique position in India. It is an associate official language, the language of higher courts, higher education, administration and a significant part of professional life. How can it be treated as a foreign language?" he asked.

Parents argue that the new framework's implementation has produced a different outcome.

In many schools in north India, where options for regional Indian languages are limited, students are effectively left with Hindi and Sanskrit as the two Indian languages, while English becomes the only non-Indian language they can continue studying.

Madhu Prasad, a retired professor from the Department of Philosophy at Zakir Husain Delhi College, University of Delhi, told ThePrint that the original intent behind the three-language formula was an emphasis on the mother tongue as the language of learning. Then the students can choose other languages according to their choices.

"The present framework has replaced that flexibility with compulsion. The current three-language formula is foisting Hindi and Sanskrit on you and restricting choices," she added.

Foreign language teachers face uncertain future

Foreign-language teachers say the CBSE circular has been a blow to them.

The revised language formula has created deep uncertainty about the future of foreign language programmes that many schools have spent years developing.

whether they can take up skill-based subjects or administrative work, while part-time faculty in certain schools have reportedly been told to wait until there is greater clarity on the policy and the ongoing legal challenge before classes are assigned.

A teacher in a CBSE-affiliated school told ThePrint that students in his school begin learning foreign languages as early as fourth grade. This means they spend many years learning the foreign languages and then decide in ninth grade whether they want to continue with Hindi or a foreign language in secondary school.

“This policy has taken away the choices of both parents and students,” he said.

Nidhi, a German teacher in a well-known Delhi school, said the change had also created anxiety about jobs and long-term career stability.

“After giving 20-odd years to an organisation, you are told, even if not directly, that we don’t have any positions that you can fill in anymore. It is a big, dramatic, anxious and panicky situation from my perspective,” the teacher said.

Challenges galore for schools

Schools also say they are facing many practical challenges in implementing the policy.

A principal at a school in Gurugram told ThePrint that it was challenging to find enough Hindi and Sanskrit teachers on short notice for sixth and ninth-grade students.

A Sanskrit teacher, who has been teaching in a Delhi school for the last decade, said that out of around 250 students in ninth grade, only around 16 currently study Sanskrit.

“If the policy is implemented, then I might be expected to teach the entire batch at least in the beginning while the school hires new teachers. All of them will be coming from different levels,” she said, adding that managing such a transition would be difficult without additional resources and teachers.

Even teachers, who support the promotion of Indian languages, question the timing of the move.

“I am a nationalist,” one foreign language teacher said. “But if Indian languages are to be strengthened, they should be introduced much earlier in a child’s education rather than in the middle of secondary school.”

The case for the three-language formula

The new policy’s supporters said its main aim was to strengthen multilingualism and ensure that native Indian languages become a core part of CBSE’s school education all over the country.

Kumar wrote in an article for ThePrint that this policy's key aim was to ensure that native Indian languages remained central to school education, which promotes multilingualism in the classrooms. He added that the framework did not ban studying foreign languages, but it prioritised Indian languages.

Dr. Aditi Narula, a parent, said she was confident the government would ensure that the necessary resources are made available quickly.

"It is important for our children to be in touch with their cultural roots, which this three-language policy will ensure," she said.

"We cannot decide what our child will do in the future, so studying one language cannot decide their future," she added.

Linguists question the policy's premise

Agnihotri said the debate goes beyond implementation and reflects a flawed understanding of multilingualism itself. "Multilingualism cannot be reduced to the study of three separate languages. Each classroom is already multilingual."

According to Agnihotri, children come to school with diverse linguistic repertoires and routinely switch between multiple languages.

"They talk of multilingualism in terms of L1 plus L2 plus L3 (Language 1 + Language 2 + Language 3). But each of these languages is itself a mixture of many languages," he said.

Pritha Chandra, professor of Theoretical Linguistics and Cognitive Science at IIT Delhi, said the policy risks deepening linguistic inequalities.

"The focus on a few selected languages will increase linguistic disparity, leading to a greater sense of social isolation among young speakers who belong to unscheduled, non-standard and minority linguistic communities," she told ThePrint.

She also questioned whether mandating three languages would necessarily improve proficiency. "The attempt to 'teach' three languages will most likely fail to create linguistically proficient speakers, able to communicate efficiently in all three languages."

(Edited by Sugita Katyal)

Also Read: *BJP's Annamalai breaks ranks, opposes Modi govt's mid-session rollout of 3-language formula*

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Higher Education 5 Min Read

Building global-standard universities in India: Opportunities, challenges, and the need for reform

India's higher education system, while vast, now faces the critical challenge of producing globally competitive talent and meaningful research. The focus must shift from mere expansion to enhancing quality, relevance, and innovation. This requires a fundamental rethinking of curriculum, governance, and evaluation to foster research-driven, interdisciplinary institutions that address real-world issues and contribute to shaping the global knowledge economy.

ET CONTRIBUTORS

Updated On Jun 18, 2026 at 01:30 PM IST



Prof S K Bhattacharyya, Founding VC, Shiv Nadar University, Chennai.

- By Prof S K Bhattacharyya

India is no longer struggling only with access to higher education. The larger challenge now is whether its universities can produce globally competitive talent, meaningful research, and innovation at scale. A large higher education system is not automatically a strong one.

Advt



With more than 43 million students enrolled across over 1,100 universities and 43,000 colleges, India today has one of the world's largest higher education ecosystems. Yet scale alone cannot be the benchmark of success. The focus must now shift from building more institutions to strengthening the quality, relevance, and global competitiveness of the institutions that already exist. For too long,

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The **Gross Enrolment Ratio (GER)** in higher education has steadily improved and now stands at over 28%, with the **National Education Policy (NEP) 2020** setting an ambitious target of 50% by 2035. Expanding access remains essential for a country with India's demographic potential. However, the challenge is equally clear: how can India increase access without compromising academic rigor, institutional credibility, and long-term learning outcomes?

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Global-standard universities are not defined by rankings alone, they are distinguished by their ability to create knowledge, foster innovation, enable interdisciplinary learning, produce employable graduates, and contribute meaningfully to the society. Higher education reforms in India must therefore focus not only on expansion, but on building institutions capable of shaping economies and addressing real-world challenges.

The employability disconnect

As enrolment rises and institutions multiply, concerns around graduate readiness continue to persist. Although India's performance in global rankings as well as in research output has improved gradually. India lags behind from top knowledge economies in research impact, innovation capability, and global academic influence. More critically, employability remains a pressing concern.

design, evolving industry expectations, and emerging skill requirements. Incremental reforms alone will not be able to solve this challenge, for that India requires is a fundamental rethinking of how higher education institutions are designed, governed, and evaluated.

Building research-driven universities

Institutions such as MIT, Stanford in USA and National University of Singapore and other globally respected universities distinguish themselves through the programmes designed integrating teaching, research, and innovation programmes. These institutions have demonstrated how research ecosystems can drive both economic growth and technological leadership, however, in India, research output remains concentrated within a relatively small number of institutions such as the IITs and IISc.

Recent policy initiatives, including the establishment of the National Research Foundation (NRF), represent important steps in the right direction. To build a robust research culture requires sustained investment, institutional capacity, high-quality faculty, and an environment that encourages experimentation and collaboration. Similarly, moving away from research as output to research as impact is important too. Universities must start engaging actively with real-world challenges such as climate change, public health, digital infrastructure, sustainable development, and social inclusion. This requires stronger collaboration between academia, industry, government, and startups.

Breaking academic silos

Another important reform will be shifting away from fragmented academic structures towards interdisciplinary and collaborative models of learning in higher education institutions. Rigid disciplinary silos practices such as narrow curricula and limited institutional collaboration have constrained innovation and adaptability for decades.

As National Education Policy 2020 emphasises multidisciplinary and holistic education. However, converting this vision into reality requires curriculum redesign, faculty development, governance reforms, and institutional flexibility.
In the 21st century, interdisciplinary education is no longer an option, it has now become the new model of education that sits at the intersection of technology, economics, public policy, sustainability, healthcare, and the humanities. Universities must prepare students to think across disciplines rather than within isolated academic boundaries.

Rethinking how success is measured

Traditional indicators such as enrolment numbers, examination results, and placement statistics provide only a partial assessment of institutional effectiveness. While these parameters remain important, they fail to capture the broader purpose and long-term contribution of higher education.

community impact, global partnerships, and societal contribution. Such an approach would encourage universities to focus on long-term intellectual and social value creation rather than short-term numerical outcomes.

Why autonomy matters

The shortage of qualified, motivated, and research-oriented faculty continues to remain a major challenge across many institutions. Reforms must therefore prioritise stronger faculty recruitment and retention systems, research support, international exposure, and industry collaboration opportunities for both students and faculty. At the same time, institutional autonomy remains critical for universities to evolve meaningfully. Institutions must have the flexibility to design curricula, pursue research priorities, and build strategic partnerships. However, autonomy must operate alongside accountability through transparent and robust regulatory frameworks. Universities perform best when they are trusted to innovate while remaining accountable for outcomes.

The scale vs excellence challenge

Perhaps the greatest challenge before India's higher education system is balancing expansion with excellence. This balance is particularly difficult in a resource-constrained environment where aspirations are rising rapidly. India must embrace a differentiated institutional model, universities must focus on advanced research and innovation, others on teaching and skills development, while some may specialise in community engagement and regional development. Institutions should be encouraged to build depth in their areas of strength rather than following a rigid one-size-fits-all framework.

Given India's diversity in geography, demographics, resources, and talent, the country cannot simply replicate existing international models of higher education. To deal with such diverse challenges, India must develop multiple institutional models suited to its own developmental priorities and regional realities. Universities aspiring to global standards must remain deeply rooted in India's social context while participating actively in international knowledge networks. Building such institutions requires more than policy intent. It calls for sustained investment, long-term vision, institutional leadership, and coherent reforms.

India does not lack talent or ambition. What it needs are more institutions capable of converting demographic scale into intellectual leadership. The true goal of higher education reform should not merely be to improve rankings, but to create universities that combine scale with quality, innovation with inclusion, and autonomy with accountability.

India's aspiration should not simply be to participate in the global knowledge economy, but to help shape it.

The Indian Express, 19 June 2026, Page No-12

For teachers, the last period never arrives



ROOPALI SINHA

SCHOOLS ARE shut for the summer holidays. Yet for the past few years, a sword has hung over these vacations. There is always the uncertainty that they may be cut short, teachers may be called back, or assigned some new duty. Earlier, summer holidays were one of the incentives of the teaching profession, especially for women balancing home and work. Today, teaching may still be described as a part-time job, but it takes up more time than many full-time ones.

Teachers in both private and government schools return home much like their students, carrying bags full of "homework" — preparing assignments, checking notebooks, filling out report cards, and completing administrative tasks. Work spills into the little "free time" that belongs to their personal lives and families.

The Covid years accelerated this process. Online teaching ensured continuity in children's education. But that connectivity has since become a tool for exploitation. Teachers can be asked at any hour to submit reports, data, or documents, and are expected to comply immediately. The boundaries between the professional and the personal have all but disappeared. Perhaps that is why the old reverence embodied in "Guru Brahma, Guru Vishnu..." now survives largely as a ritual saved for Teachers' Day. In reality, teachers are now marionettes, expected to obey instructions and whims without question.

This becomes particularly visible in the endless non-academic duties assigned to them. Recently, news emerged from Uttar Pradesh's Bareilly that teachers had been assigned the task of collecting fodder. The order was later modified following protests. Such examples are not unusual. Teachers are routinely assigned election duties, Census work, surveys, data-entry campaigns, mid-day meal management, and other such duties. Time that could be spent improving classroom practice or developing professional expertise is consumed by tasks far removed from teaching. In the process, the profession loses its intellectual freedom.

The problem with this epidemic of perpetual busyness is that teachers are left with no free time to read, think, create, or explore new things. Leisure is the condition that makes intellectual life possible. Yet this space for reflection is steadily being taken away from us. I am often reminded of Rabindranath Tagore's poem "Lost Time", though in a context quite different from his spiritual one. Who knows, even Jawaharlal Nehru's "Aaram Haram Hai" slogan may soon be evoked to justify our predicament. That slogan belonged to the years immediately after Independence, when a newly independent nation had to be built. Today, the corporate world's many Narayana Murthys have appropriated it to celebrate endless toil that inflates corporate wealth. It feels almost dystopian to argue for the importance of rest, but that is where we have arrived as a society. People are being reduced to cogs in the machine, valued only for their revenue-generating potential.

The problem with this epidemic of perpetual busyness is that teachers are left with no free time or space to read, think, create, or explore new things. Leisure is the condition that makes intellectual life possible

Teachers once shaped future citizens by nurturing curiosity, sensitivity, and a sense of responsibility. The work of nation-building may no longer be the urgent task it once was, but in the disappearance of free time, something equally important is ebbing away: The space for reflection, and intellectual and emotional growth. That is an immeasurable loss.

The writer is a Delhi-based teacher

Through E-Sibing

The Pioneer, 19 June 2026, Page No - 8

The silent burden of modern educators



SAKSHI SETHI

2ND OPINION

A teacher walks into the classroom with much more than just textbooks and lesson plans. With academic duties come expectations from various sources: parents, students, school administrators, coordinators, policymakers and society at large. Every stakeholder has unique desires, but they all view the teacher as the individual accountable for achieving outcomes. The contemporary educator has emerged as the focal point of an increasingly intricate educational environment. Although society frequently acknowledges the value of education, it often fails to recognise the significant pressure on those responsible for providing it.

Parents expect personalised attention and care for their children. School administrators look for academic excellence, discipline, innovation and measurable outcomes. Coordinators focus on curriculum implementation, assessment schedules and regulatory compliance, while authorities expect schools to follow prescribed guidelines and policies. Society, in turn, places the responsibility on teachers to nurture responsible and value-driven citizens. Amid all these expectations, learners themselves seek an education that is engaging, personalised, comfortable and meaningful. Amidst all these expectations is a teacher striving to balance various demands while staying effective, motivated and emotionally present.

Discussions about education often focus on students, infrastructure, technology and curriculum reforms. Yet one vital question remains unanswered: Who is looking after the teachers? A teacher's work does not end with the final school bell. Lesson planning, assessments, reports, meetings and parent communication continue long after classroom hours. While technology was meant to simplify teaching, it has often added to the workload, leaving less time for meaningful teaching and student interaction.

The situation becomes even more complex because every stakeholder in the school system operates under pressure. School heads answer to managements, governing bodies, regulatory authorities and parents. Coordinators and department heads are expected to ensure curriculum delivery, maintain academic standards, monitor assessments, support teachers, address parent concerns and translate institutional policies into classroom practice. Yet educational leadership cannot be limited to monitoring deadlines, reports and performance data. Effective leaders are not merely supervisors; they are facilitators, mentors and advocates for their teachers. The strongest schools are not only those with impressive infrastructure or high examination results, but those where leaders understand that teacher well-being directly affects student learning. Teachers who feel trusted, supported and valued are more likely to teach with confidence, creativity and commitment.

Society expects teachers to build resilience, inspire creativity and shape future leaders, yet often overlooks their own well-being. Burdened by growing administrative demands, many educators receive limited support for their professional and emotional growth.

The Pioneer
SINCE 1865

A school's success should be measured not only by results, but also by teacher satisfaction, retention and workplace well-being. The future of education depends on recognising a simple truth: teachers are not machines designed to absorb unlimited pressure. If students are to flourish, we must first support those who stand at the front of the classroom.

The writer is an educator and a councillor



School education services on WhatsApp launched

Published – June 19, 2026 06:45 pm IST – HYDERABAD

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In a push towards digital governance, the State government on Friday (June 19) launched school education services on WhatsApp. The services were formally inaugurated by Governor Shiv Pratap Shukla and Chief Minister A. Revanth Reddy, at the event held in LB Stadium here.

Developed by the ESD–MeeSeva Division of the Information Technology, Electronics and Communications department, the platform will provide regular updates and educational services to over 18 lakh students and parents across the State. These include progress reports, hall ticket downloads, marks memos, examination results, bonafide certificates, transfer certificates, SSC memos, and correction requests. Future services will cover attendance, scholarships, textbook and uniform distribution, mid-day meals, health programmes, sports activities, and parents' feedback.

Edit & Opinions

Editorial: The challenge of the Dancing Girl

An outcry from historians has forced NCERT to reverse its decision but only in digital editions of the textbook.

National Council of Educational Research and Training (NCERT)

Editorial

Updated on: 19 Jun 2026, 9:30 am

a photograph of the beautiful bronze figurine to cover up its nudity and ended up making it look like the girl was wearing a formless upper garment, which is both historically inaccurate and a corruption of its aesthetic. If this is NCERT's idea of introducing art to schoolchildren, it was not only ridiculous but also sneaky for trying to guide them towards a crypto-Victorian sensibility in the guise of being age-appropriate.

An outcry from historians has forced NCERT to reverse its decision but only in digital editions of the textbook. The incident betrays a bitter truth about state agencies working to further a pseudo-nationalist agenda in today's India: It's not pride they have in our 4,500-year-old heritage of art, it's embarrassment they feel.The Dancing Girl of Mohenjo-Daro is a remarkably small statuette currently showcased in the Indus Valley Civilisation gallery of the National Museum in New Delhi.

Among the thousands of artefacts housed there, it stands out for its bold and challenging pose and for the advanced metallurgy our forebears were capable of. The image has illuminated every textbook of history since Independence without ever attracting "age-appropriate" attention. That NCERT felt the need to cover it up now



Green fragments: Saving birds doesn't require giant forests, finds study

The Conversation · 3 hours ago



In black and white: TN needs fiscal surgery, not a bleak audit

DR BADRI NARAYANAN GOP ALAKRISHNAN · 3 hours ago

In 2023, she was used as the ‘mascot’ for the International Museum Expo organised by the Union Ministry of Culture. A life-size statue was made of her, but wearing a garish pink costume covering her body. It was more reminiscent of Bollywood’s imagination of “tribal women” than Harappan art.

This warped sensibility towards a signature icon of our civilisation is something we have inherited from the British, in fact, to which we have added our own native prudery. When the archaeologist John Marshall unearthed the statuette in Mohenjo-Daro in 1926, he described it, on the basis of zero evidence, as a “young aboriginal nautch girl, her hand on hip in half-impudent posture”.

Since then, that colonial-cum-conservative morality has regularly expressed itself in Indian leaders’ approach to art depicting women. Famously, India’s leading freedom fighters are said to have had reservations about the erotic sculptures of Khajuraho and Konark and had to be administered wiser counsel by Rabindranath Tagore.

The famous Mauryan-era sculpture of the Didarganj Yakshi has always made governments squeamish. State-curated photographs and promotional literature are deliberately sanitised to

Independent India, imagery of the goddess Durga showing her carrying weapons in her eight arms was banned on matchboxes because it was used as a device to fuel resistance in Bengal.

Seen in that light, the problem for state agencies may not be the anatomy of the Dancing Girl of Mohenjo-Daro but "her hand on hip in half-impudent posture."

Edits and opinion
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दैनिक जागरण, 20 जून 2024, पृष्ठ संख्या -10

छात्रों के हित में है त्रिभाषा फार्मूला

भाषा केवल संप्रेषण का माध्यम भर नहीं होती, इसका एक समाजशास्त्र और अर्थशास्त्र भी होता है। खासतौर से जब भाषा का परिप्रेक्ष्य शिक्षा के संदर्भ में हो तो भाषा अपने समाजशास्त्र और आर्थिकी से आगे बढ़कर राष्ट्रनिर्माण की प्रक्रिया से भी जुड़ जाती है। पिछले दिनों देश में सीबीएसई के स्कूलों में त्रिभाषा फार्मूले को लागू करने की योजना की घोषणा को इसी परिप्रेक्ष्य में देखा जाना चाहिए। यह अलग बात है कि इस मुद्दे पर पूरे देश में एक विवाद खड़ा कर दिया गया है। यह संतोषजनक है कि सुप्रीम कोर्ट ने सरकार के निर्णय पर रोक नहीं लगाई।

भारत के प्रमुख स्कूली शिक्षा बोर्ड 'केंद्रीय माध्यमिक शिक्षा बोर्ड' (सीबीएसई) ने हाल में निर्णय लिया कि अकादमिक सत्र 2026-2027 से छठी और नवीं कक्षा से त्रिभाषा सूत्र को लागू किया जाए। राष्ट्रीय शिक्षा नीति में त्रिभाषा सूत्र की अनुशंसा है। इसके अनुसार स्कूली स्तर पर तीन भाषाएं पढ़ाई जाएंगी, जिसमें कम से कम दो भारतीय भाषाएं होंगी। पहले भी एनईपी 1968 और एनईपी 1986 आदि में थोड़े से भिन्न रूप में त्रिभाषा फार्मूला अपनाया गया था। एकाध को छोड़कर सभी राज्यों ने त्रिभाषा सूत्र को लागू किया, लेकिन दुर्भाग्य से सीबीएसई ने त्रिभाषा फार्मूले को आंशिक रूप से ही स्वीकारा था। सीबीएसई स्कूलों में छठी से आठवीं तक त्रिभाषा सूत्र लागू तो था, लेकिन तीसरी भाषा के तौर पर विदेशी भाषाओं की भी छूट थी, फिर नवीं और दसवीं में तो सीबीएसई ने सिर्फ द्विभाषा नीति ही अपनाई थी। उसमें भी छूट यहां तक कि स्कूल चाहें तो दोनों ही भाषाएं कोई गैर-भारतीय भाषा हो सकती थीं। इसका दुष्परिणाम हुआ कि महंगे पब्लिक स्कूलों में भारतीय भाषाओं को उपेक्षित किया जाने लगा। सीबीएसई की इन नीतियों से कई विसंगतियां पैदा हो गई थीं।

सीबीएसई एवं राज्य बोर्डों के विद्यार्थियों में भाषा शिक्षण में असंतुलन की स्थिति बन गई थी। वर्तमान योजना का उद्देश्य देशभर में स्कूली शिक्षा में समानता एवं भाषाई एकरूपता स्थापित करना है। दूसरे, नवीं और दसवीं में जब बच्चों का व्यक्तित्व आकार लेना शुरू करता है, उस समय केवल विदेशी भाषाओं तक सीमित रह जाना, बच्चों को अपनी भारतीय संस्कृति से दूर करना है। भाषा सामाजिक-सांस्कृतिक मूल्यों का भी संचार करती है। आज बच्चों में त्याग, सेवा, सहिष्णुता, सामूहिकता, परिवार-भाव, बड़ों के प्रति आदर जैसे भारतीय मूल्यों का लोप हो रहा है। एनईपी 2020 का त्रिभाषा सूत्र बच्चों में क्षीण हो रहे इन भारतीय सामाजिक-सांस्कृतिक मूल्यों को संरक्षित करेगा। सीबीएसई के बच्चों को भी बहुभाषिकता की शक्ति का लाभ मिलेगा। साइको-लिंग्विस्टिक रिसर्च बताती हैं कि बच्चों में अनेक भाषाएं सीखने की सहज और असीम क्षमता होती है। एक से अधिक भारतीय भाषाओं का ज्ञान बच्चों में भारतीय भौगोलिक-सांस्कृतिक समझ को समृद्ध करेगा। इससे राष्ट्रीय एकता के भाव को मजबूती मिलेगी और विभाजनकारी भाषाई राजनीति कमजोर होगी। भाषा का एक अर्थशास्त्र भी होता है। भारतीय भाषाओं के अध्ययन-अध्यापन से इससे जुड़े प्रकाशन उद्योग और रोजगार को बढ़ावा मिलेगा। इसके अलावा लोगों को देशभर में घुलने-मिलने, रोजगार, व्यापार, शिक्षा और पर्यटन में आसानी होगी।



प्रो. निरंजन कुमार

केवल एक और भारतीय भाषा की पढ़ाई को अतिरिक्त बोझ बताना शिक्षा को लेकर सही समझ का अभाव ही कहा जाएगा



शिक्षा में भारतीय भाषाओं को मिले प्रोत्साहन • प्रतीकात्मक

विरोधियों द्वारा फैलाई जा रही सूचनाएं तथ्यहीन एवं भ्रामक हैं। विरोध का एक कारण अंग्रेजी-शिक्षित आभिजात्य वर्ग की औपनिवेशिक दौर की 'मैकाले मानसिकता' भी है। एक अध्ययन के अनुसार तीसरी भाषा के रूप में विदेशी भाषाओं की पढ़ाई केवल एक प्रतिशत शहरी विद्यार्थी ही कर रहे हैं। भारतीय भाषाओं के अध्ययन की अनिवार्यता का विरोध इन्हीं के आभिजात्य अभिभावकों द्वारा किया जा रहा है। नए दिशानिर्देशों के विरोध में ये लोग भाषा शिक्षकों की कमी, पाठ्यपुस्तकों का अभाव, छात्रों पर अतिरिक्त बोझ और तनाव, पहले से विदेशी भाषाओं का अध्ययन कर रहे छात्रों की असुविधा आदि तर्क दे रहे हैं। ध्यान रहे कि सीबीएसई/एनसीईआरटी द्वारा कक्षा छह के लिए सभी 22 अनुसूचित भाषाओं में पाठ्यपुस्तकें लगभग तैयार हैं। नवीं कक्षा में त्रिभाषा नीति 1 जुलाई, 2026 से लागू होगी। इसके लिए 19 अनुसूचित भाषाओं की पाठ्यपुस्तकें शीघ्र उपलब्ध कराई जाएंगी। अन्य भारतीय भाषाओं के लिए इस वर्ष एनसीईआरटी की पुस्तकों का उपयोग कर सकेंगे। शिक्षकों के लिए नए अतिथि शिक्षकों की नियुक्ति से लेकर आनलाइन पद्धति में अन्य स्कूलों से सहयोग कर शिक्षण कार्य असंभव नहीं। केवल एक और भारतीय भाषा की पढ़ाई को अतिरिक्त बोझ बताना, सही समझ का अभाव है। विभिन्न राज्यों में पहले से ही तीन भाषाएं पढ़ाई जा रही हैं। पहले से विदेशी भाषाएं पढ़ रहे छात्रों की सुविधा के लिए वर्तमान में तीसरी भाषा का पाठ्यक्रम हल्का रखा जाएगा। तीसरी भाषा के लिए यह छूट भी है कि दसवीं में इसकी बोर्ड परीक्षा नहीं होगी। यही नहीं, कोई छात्र अंग्रेजी के अलावा कोई दूसरी विदेशी भाषा भी सीखना चाहे तो इसका भी अवसर प्राप्त होगा। बड़े सुधारों में प्रारंभ में कुछ चुनौतियां आना स्वाभाविक हैं, लेकिन इसमें कोई संदेह नहीं कि त्रिभाषा नीति को सही रूप से लागू करना देश और बच्चों, दोनों के हित में है।

(लेखक दिल्ली विश्वविद्यालय में भारतीय भाषा समिति के अध्यक्ष और सीनियर प्रोफेसर हैं)
response@jagran.com

Hindustan Times, 20 Jun 2026, Page No - 16

India needs a new operating system for examinations

Technology cannot compensate for a weak institution; it only digitises the system's fragility. India must rebuild NTA into a permanent, professional, mission-mode assessment institution



India is attempting to run some of the world's largest and consequential examinations through an ecosystem that hasn't yet been redesigned for scale, complexity and incentive. VIPIN KUMAR/HT

India's examination crisis should be recognised as a systemic failure rather than simply a scandal of leakage. The National Testing Agency (NTA) annulled the National Eligibility-cum-Entrance Test Under-graduate (NEET-UG) on May 12, days after 22.7 lakh aspirants had already appeared for it. This is the second incident of irregularities in two years. Predictably, India witnessed massive public outrage after the May 12 cancellation, and the Supreme Court stepped in. The issue also became a political contest. However, outrage does not constitute reform. Resignations do not redesign systems. Cancellation, while sometimes necessary, ultimately penalises honest students who have adhered to the rules.

The fundamental issue is that India is attempting to run some of the world's largest and most consequential examinations through an ecosystem that hasn't yet been redesigned and built for concordant scale, complexity and incentives. This problem can't be managed through ad hoc vigilance. It needs institutional redesign, technological transformation and a new doctrine of examination governance.

India's scale of examinations is without parallel. NTA conducted 244 exams from 2018 to 2023. Over this period, the candidate pool doubled from about 6.7 million to roughly 12.2 million. NEET alone draws 2.2-2.4 million candidates on a single morning. China's Gaokao had 13.4 million registered candidates in 2024, while South Korea's CSAT had about 554,000 applicants in 2026. India's NEET is smaller than the Gaokao but far larger than Korea's single national test. And unlike China or Korea, India does not conduct a single centrally administered examination per year. Our testing calendar is continuous, federal, multilingual and sprawling.

That is why simply importing the "fortress model" of China or Korea will not work. Those countries can mobilise the full machinery of the State around one decisive exam day. India cannot turn the entire State into an examination-security apparatus ten times a year. We require a system suited to the Indian scale, one that is resilient, modular, technology-backed, decentralised in delivery but centralised in standards.

The high-level committee under K Radhakrishnan, set up after the 2024 controversies around national testing, recognised precisely this challenge. Its report proposed a comprehensive reform framework for transparent, smooth, and fair conduct of examinations through NTA. The deeper message of that report was clear: India needs a new operating system for examinations.

The first reform must be institutional. Technology cannot compensate for a weak institution; it only digitises the system's fragility. India must rebuild NTA into a permanent, professional, mission-mode assessment institution, with deep in-house capacity in psychometrics, cybersecurity, logistics, data analytics, paper-setting, vendor management, and legal enforcement. A bare-bones agency, excessively dependent on private vendors, temporary invigilators, and outsourced processes, cannot carry the burden of India's most high-stakes examinations.



Amitabh Kant

The second reform must be in question setting. The most secure paper is one that no single individual ever fully sees. This is the great strength of institutions such as UPSC and JEE Advanced: Large, anonymous, compartmentalised panels; multiple parallel sets; randomisation; strict isolation; and minimal exposure to private intermediaries. This architecture makes certain that even if one node is compromised, the entire examination is not. NTA examinations must move decisively towards a blind, multi-panel, multi-paper system where secrecy is not dependent on trust, but on design.

The third reform must be technological, but technology must serve architecture. India must move away from the single physical paper that becomes a valuable commodity the moment it is printed. The future lies in large, continuously refreshed item banks, computer-based testing and, over time, adaptive testing. Global testing systems use item response theory and computerised adaptive testing to draw calibrated questions from a bank, lessening reliance on a single finite paper and advancing measurement quality.

India must build a public digital testing backbone. The Radhakrishnan Committee's proposal to build 1,000 Kendriya Vidyalayas and other trusted public institutions as secure testing centres should be executed at the earliest. The idea is simple: The question paper should be generated, encrypted, transmitted, and decrypted only at the centre, as close to examination time as possible. It is necessary to minimise the transport window and reduce the system's vulnerabilities.

Fourth, identity and invigilation must be hardened. NTA's own 2026 preparedness note mentioned Aadhaar-based biometric authentication, CCTV surveillance, 5G Jammers and GPS-enabled movement of confidential material. These are necessary steps that should be built into auditable national protocols. A "Digi-Exam", something similar to Digi-yatra, should authenticate candidates, invigilators, centre staff, and the movement of confidential materials. Chain of custody must become a digital record, not mere paperwork.

Fifth, India must use Artificial Intelligence (AI) as a forensic tool. AI can detect abnormal score clusters, improbable answer patterns, centre-level deviations, impersonation risks and suspicious social-media circulation. Statistical forensics must become continuous, not post-mortem. The system should detect organised cheating before an alert from a teacher, a parent, or a police unit triggers national panic.

Finally, India must reduce the winner-take-all nature of examinations. A single morning should not decide the destiny of a young student. Multi-stage testing, multiple attempts, normalised scoring, and transparent grievance redress can reduce pressure, dilute the black-market value of a single paper, and make the system more humane.

I am confident that the education minister, with a track record of delivering some of the large-scale reforms and welfare schemes of this government can lead such a transformation. His earlier tenure was particularly marked by transformative initiatives that aligned closely with the reform agenda of the Modi government, be it the Pradhan Mantri Ujjwala Yojana to provide clean cooking fuel to millions of economically disadvantaged households or developing a national gas grid and city gas network or promoting biofuels or through technology-driven governance. His ability to coordinate effectively with the states and converge policy innovation, administrative efficiency and meticulous implementation is now needed to reform the examination system of India.

Amitabh Kant is chancellor, NIIT University, chairman, Fairfax Centre for Free Enterprise, and ex-G20 Sherpa & Ex -CEO, Niti Aayog. The views expressed are personal

The Hindu, 20 June 2026, Page No-4

Compulsory three-language policy not viable in Nagaland, say CBSE schools

Maitri Porecha
NEW DELHI

Principals from Central Board of Secondary Education (CBSE) affiliated schools in Nagaland have written to Union Education Minister Dharmendra Pradhan conveying their difficulty in implementing the compulsory three-language policy framework, including the introduction of Sanskrit, in Naga schools.

The letter dated May 23 stated that principals from 19 CBSE schools in Nagaland have on-ground concerns about implementation of R3 language framework, where a compulsory third language is to be introduced from Class 6 onwards with at least two of them being native Indian languages, considering the unique socio-linguistic context of Nagaland.

According to the letter, Nagaland is home to over 17 major recognised tribes and dozens of sub-tribes each with their own distinct language and oral tradition. "Unlike most Indian States where a dominant regional language unifies communities, Nagaland has no single native tongue that all Nagas share. English has served as practical lingua franca across tribal communities in formal settings," the letter read.



English has served as the shared language of communication across tribal communities in formal settings, the school principals said. PTI

"In many of our urban and semi-urban schools, a single classroom holds children from more than 30 different linguistic backgrounds – Ao, Angami, Sumi, Lotha, Konyak, Chang, Phom, Zeliang, Chakhesang, Pochuri, Rengma, Khiamniungan, Tikhir, Yimkhiung and so on," the letter read.

The principals have urged the Education Ministry to grant Nagaland a special linguistic exemption or a flexible framework as it is a "linguistically complex territory".

They have also requested the State government in coordination with the Education Ministry to establish a scheme for appointment or deputation of trained language teachers to CBSE-affiliated schools.

"The Nagaland Board of School Education (NBSE) once attempted to introduce a compulsory second language policy, but the practical realities of Nagaland's diversity made implementation deeply challenging," one of the principals of CBSE-affiliated schools told *The Hindu*.

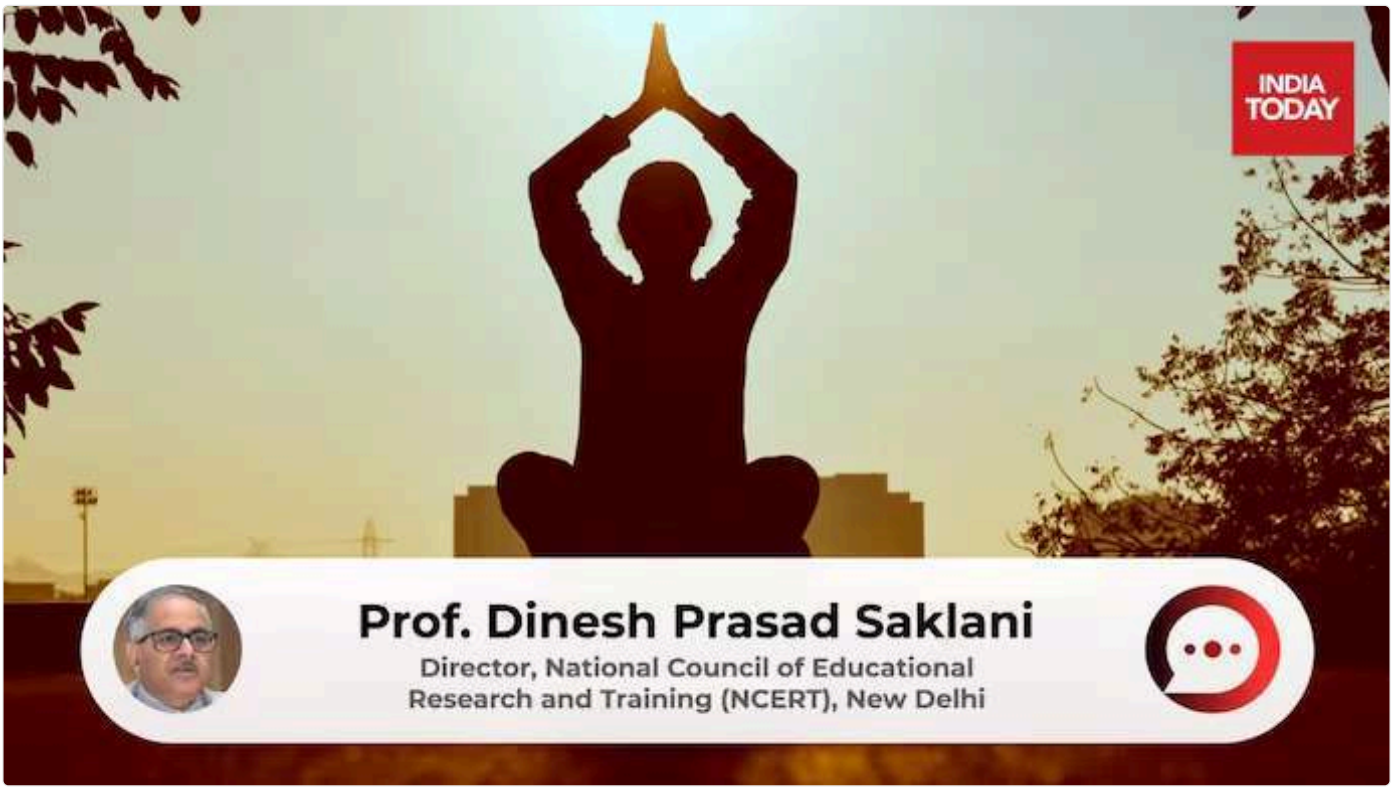
Abrupt discontinuity

"Students who have been learning French, German, or Spanish since Classes 1 or 2 now face abrupt discontinuity with no transitional pathway or recognition of their prior learning. Schools were given a seven-day compliance window – leaving principals, parents and students scrambling with no planning time," the principal added.

Yoga: India's ancient gift for a modern world in crisis

International Yoga Day is presented as a global tribute to India's ancient yoga tradition. The article says yoga's wider relevance lies in addressing mental strain, lifestyle disorders and social imbalance.

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InterInternational Yoga Daynational Yoga Day

Prof Dinesh Prasad Saklani
UPDATED: Jun 20, 2026 06:00 IST

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Yoga is the journey of the self, through the self, to the self. These words capture the essence of what we celebrate on June 21, when the world observes International Yoga Day—not merely as an annual event, but as a global tribute to India's ancient knowledge tradition that guided humanity toward balance of body, mind and soul.

Today, as the world grapples with rising stress, depression, lifestyle diseases, environmental imbalance and social fragmentation, India once again stands as a beacon of hope for humanity through yoga. This is an invaluable gift of India's cultural and spiritual heritage—one that the global community is now embracing with genuine recognition.

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Yoga emerged from India's ancient Indian Knowledge System, with its principles systematically elaborated in the Vedas, Upanishads, Bhagavad Gita and Maharishi Patanjali's YogaSutras—texts that form the foundational canon of this holistic knowledge tradition. In Indian thought, yoga is not merely physical exercise; it is a holistic way of living. Its purpose is to connect the individual to oneself, to society, to

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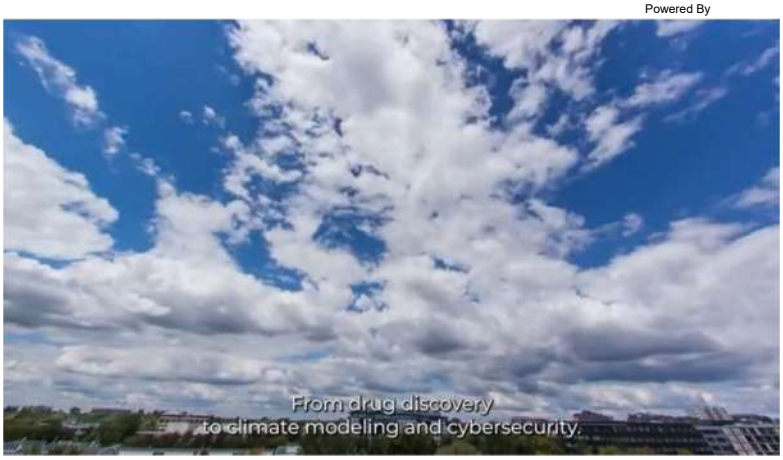
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The relevance of yoga has grown even more in the rush of modern life. Technology has made daily tasks easier, yet stress, anxiety and mental imbalance have surged alongside it. The severity of this crisis is stark: according to a comprehensive study by Harvard Medical School researchers published in The Lancet, one in two people worldwide will experience a mental disorder at least once in their lifetime. The World Health Organisation also considers mental health challenges to be a major global concern.

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According to the organisation, around 359 million people worldwide are affected by anxiety disorders. In such a time, yoga has emerged as an effective medium for establishing balance between body and mind. Regular yoga practice not only strengthens physical health, but also plays an important role in the development of mental peace of mind, emotional stability, and a positive outlook.

The purpose of the Indian Knowledge System has always been the welfare of all creatures and nature. The summum bonum of Indian thought is"Sarve Bhavantu Sukhinah" and "Sarvajana Hitaya, Sarvajana Sukhaya." Our ancient tradition aspired for maximum happiness for all, cultivating knowledge that serves the individual, society and the world together—yoga is its highest expression. Beyond physical health, yoga spreads happiness, wellbeing, and longevity without any medication. That's why it embodies the common belief in our tradition of Shatayu and Chirayu (long-life).

It also establishes a balance between humanity, society, and nature, awakening global welfare. Guided by "Vasudhaiva Kutumbakam" (the world is one family) and "Loka Samast Sukhino Bhavantu" (let all beings be happy), yoga offers the world a path to peace, health, and harmony.

During the COVID-19 pandemic, the whole world realised the usefulness of Yoga. Yoga and pranayama helped millions of people maintain health and mental balance while people were confined to their homes and facing physical and mental challenges. This experience proved that yoga is not only a means of treatment of disease, but the basis of a healthy lifestyle.

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The commencement of International Yoga Day is also a result of India's initiatives. India's resolution in the United Nations General Assembly in 2014 received support from a record number of countries and June 21 was declared International Yoga Day. This was a significant achievement of India's cultural diplomacy. Perhaps for the first time, the world community has recognised an ancient Indian tradition on such a large scale. Today, yoga is being practised in almost all countries of the world. The number of yoga centres in the US, UK, France, Japan, Australia and many other countries is constantly increasing.

The greatest feature of yoga is its universality. Yoga is the science of human welfare. This is why people from different cultures, languages and lifestyles accepting it intuitively. The message of yoga also conveys the Indian spirit of 'Vasudhaiva Kutumbakam', in which the entire humanity is considered one family.

Yoga has also been recognised as an important part of holistic education in the National Education Policy 2020. The objective of the policy is not only to ensure intellectual development, but also to ensure the physical, mental, emotional and moral development of the students. Yoga, meditation in schools and efforts to promote subjects related to Indian knowledge tradition are part of this broader approach. For today's younger generation, yoga is not only a means of health, but also a means of self-discipline, self-confidence and character building.

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Itis also important that yoga is not limited to a one-day event. It is often seen that big events are organised on International Yoga Day,but after that yoga does not become a part of life. The real benefits of yoga can be realised only if it becomes a part of the daily routine. A few minutes of yoga practice every day can also bring positive changes in a person's life. A healthy body, a calm mind and a balanced life do not require any expensive means, only regular practice and resolution are required.

India today is moving towards the target of 'Developed India 2047'. As much as economic progress is essential in this journey, it is also necessary to build a healthy, self-confident and mentally empowered society. Yoga can play an important role in achieving this goal. Itis not only a matter of personal health, but also related to national productivity, social harmony and human resource development. International Yoga Day reminds us that India's ancient knowledge traditions still have the potential to give direction to humanity.

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Yoga, which was once considered limited to Indian ashrams and gurukuls, has now taken the form of a global health movement. It is not only a matter of pride for India, but also a reminder of our cultural responsibility to adopt this priceless heritage of ours and pass it on to future generations. The real message of Yoga Day is that a healthy body, a calm mind and a balanced life are the cornerstones of a happy society and a prosperous nation. If we can make yoga a part of life rather than an event, not only will there be a change in individual life, but India will also be able to play its ancient role of guiding the world again.

(This article is written by Prof Dinesh Prasad Saklani, Director, National Council of Educational Research and Training)

- Ends

Published By: Akshat Trivedi

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The Pioneer, 21 June 2026, Page No - 3

Schools told to form child safety panels, submit reports in 15 days

PIONEER NEWS SERVICE
New Delhi



Remove school employees involved in offences against children, report suspected sexual offences without waiting for internal inquiries and form child protection committees. These are among a slew of directives issued to schools by the Delhi Government, ordering them to conduct a review of existing child protection mechanisms and submit compliance reports, student safety checklists and self-certification documents to district authorities within 15 days of the circular's issuance.

"Any employee with a criminal record related to these offences must be suspended from active duty immediately, pending legal proceedings," the DoE circular issued on Friday said, mandating background verification of teaching and non-teaching staff, contractual workers and other personnel associated with students.

The Directorate of Education (DoE) has ordered that employees must submit affidavits declaring that they have no history of offences against children or violent crimes.

The DoE also mandated compulsory reporting of suspected sexual offences without waiting for internal inquiries, warning that failure to do so may attract legal action, including imprisonment of up to one year for school heads.

Further, schools have also been asked to conduct awareness programmes on child safety, including body autonomy, safe touch, online risks, and reporting mechanisms. Additionally, schools must educate students on cyberbullying, grooming and sextortion.

The circular also mentioned that teachers and staff will undergo training on the POCSO Act, Juvenile Justice Act, mandatory reporting obligations and trauma-informed response. Parents will also be sensitised on child protection laws and warning signs of abuse.

According to the education department, the child protection committee will be headed by the principal or head of school, with members including a nodal teacher, parent representatives, counsellors or senior teachers, a child rights expert and a student representative.

The committee will meet every quarter to monitor child protection measures, review complaints relating to bullying, harassment, cyber abuse, and ensure proper reporting and record-keeping, it said.

In the circular, there is a direction on CCTV surveillance as well, and schools have been told to preserve the footage for at least 30 days after any incident and share it with investigating agencies when required.

The CCTV surveillance is part of the campus safety measures which schools have to undertake, besides building well-lit corridors, separate student toilets and visitor management systems.

All these measured form part of a drive to strengthen implementation of the Protection of Children from Sexual Offences (POCSO) Act on school premises.

Schools must display child helpline numbers prominently and adopt a zero-tolerance policy towards sexual abuse, bullying, ragging and harassment. They have also been asked to conduct periodic safety audits and install confidential complaint boxes placed away from staff and CCTV coverage.

For transport safety, schools must ensure buses are painted yellow, equipped with GPS devices and two fire extinguishers, and display driver and emergency contact details. Drivers must hold valid commercial licences with at least five years' experience and no criminal record. Female attendants are to be deployed in buses until the last child is dropped off.

The circular also lays down a code of conduct requiring staff to maintain professional boundaries, avoid isolated interactions with students and ensure respectful behaviour in both physical and digital spaces.

The Financial Express, 21 June 2026, Page No - 11

How does one brain speak two languages?

Brain uses common circuitry for multiple languages, study finds

KR CALLAWAY

SPEAK A LANGUAGE YOUR whole life and its grammatical rules become ingrained. That's why you might correctly guess that the present participle of the verb "absquatulate" is "absquatulating," even if you are completely unfamiliar with the word.

But the rules of grammar can vary widely between languages, and neuroscientists long theorised that bilingual speakers must process different languages with separate patterns of brain activity.

In a new study, however, researchers found that these patterns were more alike than had been expected. When deciding how to make a word singular or plural, for instance, bilingual people exhibit strikingly similar brain activity regardless of whether they are speaking in their first or second language.

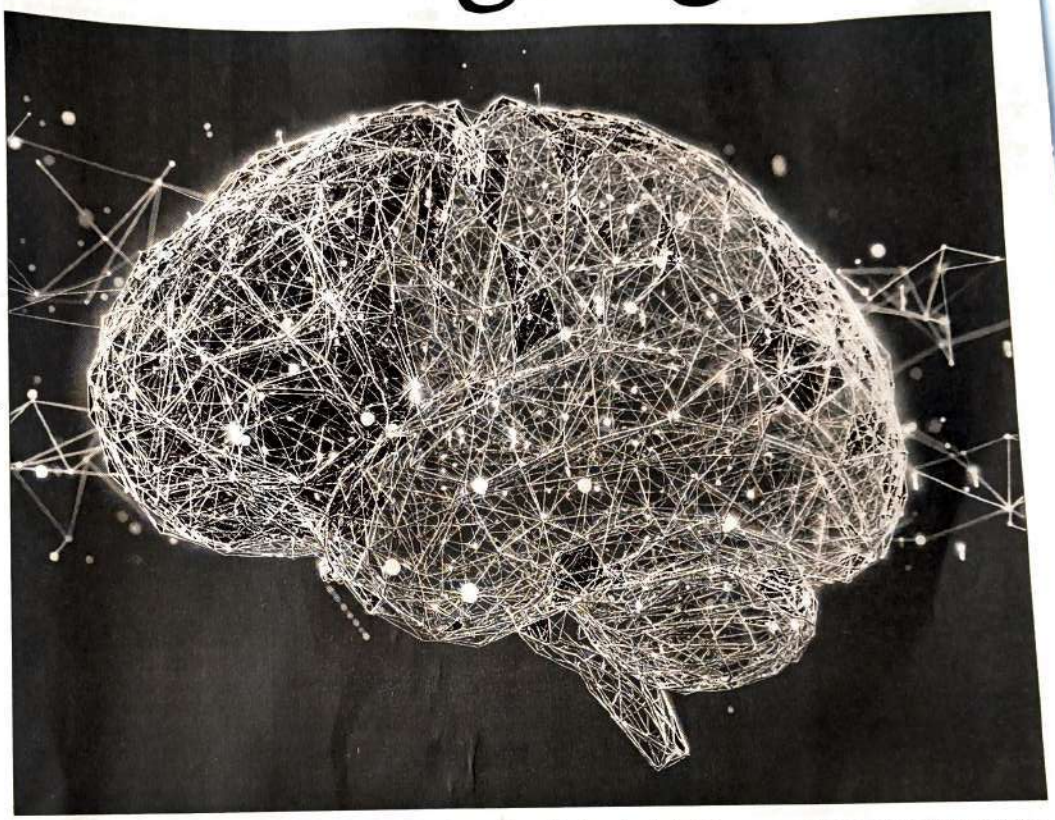
"It wasn't obvious that it was going to be so shared," said Esti Blanco-Elorrieta, a psychologist and neuroscientist at New York University and an author of the study, which was published on Monday in the journal *JNeurosci*. "I think this is arguably one of the first very fine-grained findings of how truly integrated two languages in the brain are."

Early research viewed bilingualism as an "add on" or "disruption" to the processing of one's native language, said Judith Kroll, a psycholinguist at the University of California, Irvine who was not involved in the new study.

Subsequent studies have found that bilingual brains tend to display physical differences, such as more efficient white matter and changes to the gray matter, and to perform better on memory and concentration tasks.

Now scientists are probing further, to understand whether core aspects of the brain's neural network does double or triple duty to process multiple languages.

For insight, Blanco-Elorrieta's research team placed 23 bilingual Spanish and English speakers in a magnetoencephalography, or MEG, scanner and monitored their brain activity as they made words singular or plural. While lying in the scanner, the participants were shown the word to be modified, such as "boats" or "tuna." Then they heard a command — "one" or "uno" to make the word singular; "two" or "dos" to make it plural; or "say" or "di" to simply repeat the word without modifying it.



Subsequent studies have found that bilingual brains tend to display physical differences, such as more efficient white matter and changes to the gray matter, and to perform better on memory and concentration tasks

The scanner took millisecond-by-millisecond images of brain activity before, during and after each of these internal calculations.

The research team found that the patterns of brain activity were roughly the same whether bilingual participants looked at Spanish or English words. Critically, this was true even when words didn't have a cognate in the other language — like "taxi," which has the same meaning in Spanish and English. It even held for "pseudowords" that sounded like Spanish or English words — such as "ailos" — but had no real meaning.

"That makes it harder to explain the effect as simply reflecting shared vocabulary," Blanco-Elorrieta said, "and suggests the brain may be representing the grammatical operation itself."

The finding is in line with other initial results in this area, said Mirjana Bozic, a cognitive neuroscientist at the University of Cambridge who was not involved in the study. For instance, the new study provided additional evidence that the front left side of the brain was typically involved in processing the grammatical structure of sentences across different languages. On the whole, Blanco-Elorrieta said in a news release, a single "grammatical engine" in the brain appeared capable of powering multiple languages at once.

Bozic said that the find, although not surprising, was "highly informative, providing elegant and convincing evidence that bilingual speakers rely on shared neural mechanisms.

She added, "One question that remains is how far these findings generalise across language pairs that differ more substantially."

To that end, Blanco-Elorrieta's team hopes to study the patterns of brain activity behind other grammatical and linguistic processes, such as deciphering the syntax of sentences or identifying the range of objects that can be referred to by a single term, and across very dissimilar languages. "The brain is much more plastic than what we once thought," Kroll said. "Things are constantly changing." —NYT

The Hindu,
22 June 2026,
- Page No - 19

K. Elango



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How learners learn

If every student is to be a productive learner, a paradigm shift from generic delivery to individualised mode is essential

"Attending classes is a waste of time. What I learn in a one-hour lecture, I can grasp in five minutes from YouTube. I am better informed of the latest trends in a flawless and fluent presentation." This statement from my college-going son during a conversation disturbed me deeply.

While the claim may be true in his case, it gave rise to a nagging question: 'Why do learners remain at the same level of academic competence throughout the 12 years of schooling?' This led to a close observation of the performance patterns of students passing through our system.

Even if we categorise students as advanced, average and mediocre, ideally, as they progress through the educational ladder, their capabilities should be enhanced as a result of the teaching-learning processes. But their performances remain static, especially in the latter two categories. This leads to the question: Does the teacher-learner interface really make any difference?

Mismatch exists

Several pedagogical methods – inquiry-based, project-based, and activity-based learning – were adopted to make learning effective for all. Further, shifts to learner-centric and communicative approaches were trumpeted as leading to a better learning ecosystem. Despite all this, the mismatch between teaching and learning exists, which is evident as the three categories of learners largely continue to persist.

The myth of learner learns what teacher teaches has been debunked. Following textbooks and attentively listening doesn't automatically result in learning. The oft-quoted, "If they can't learn the way we teach, we need to teach the way they learn" demands an urgent transformational trajectory.

At the high-school level, students must be made aware of what learning is and how to learn. They must be steered to reflect metacognitively and identify whether they are visual learners, auditory learners, reading/writing learners, or kinesthetic learners. This shift calls for teachers to use multi-modal approaches, even within a 40-minute class period, alongside the prescribed text. Other print texts such as excerpts from newspapers and magazines, e-texts in multiple formats such as blogs, vlogs, infographics, videos, film clips, reels, and music must feature in every class to keep all the learners hooked. Such a practice validates Howard Gardner's concept of multiple intelligences and facilitates different learners benefitting from the varieties of texts, clubbed with multiple activities.

The architecture of educational institutions with rows of classrooms, each stacked with benches and desks, scarcely provides any space for learner-centred engagements. It is solely designed for teacher-centric modes. Yet, the open spaces within campuses allow us to adopt Tagore's visionary model of Santiniketan. The availability of classrooms need not restrict students, as they eagerly welcome activities conducted outdoors.

Linguistic skills

There is also the issue of acquisition of linguistic skills: speaking can be learnt only by speaking, writing only writing, listening by listening and reading by reading. The lament of poor English-speaking skill is rooted in dual realities: the rarity of speaking activities in classes and the emphasis on formal presentations. Instead, if students could be divided into pairs, triads or small groups and speaking activities conducted outdoors, with a stress on informal communication, could lead to mastering the skill. The informal communicative competence gained in this manner is sure to help them perform better in formal contexts and not vice versa. Likewise, other skills could be mastered by resorting to the same principle.

Yet another significant aspect to trigger learning among students is employing different classroom strategies such as challenge, persuasion, competition, praise, reward, embarrassment, stimulation, and goal-setting. These must vary with individuals and even with the same student over time. If we were to cultivate the habit of productive learning in every student, a paradigm shift from generic delivery to an individualised mode is a must. Only such an approach can elevate average and mediocre students to higher levels, transforming classroom dynamics and the nature of learning. For the classroom interface to become purposeful, the central concern ought to be not how teachers teach but how learners learn.

The writer is a retired Professor of English, Anna University, and Chief Executive Chair of English Language Teachers' Association of India (ELTAI).

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New policy formulated for evaluation of Private CBSE students in Gulf countries: Centre to SC

A bench of Justices S V N Bhatti and Vipul M Pancholi was told by Solicitor General Tushar Mehta, appearing for the Centre and the CBSE, that a fresh all-India policy has been framed to address the concerns of similarly situated students affected by the cancellation of examinations in the Gulf countries due to the regional conflict.

PTI

Updated On Jun 22, 2026 at 10:45 PM IST



Mehta explained that there were two categories of students who were largely affected due to the cancellation of the examinations across seven Gulf countries, and they were regular school students and private candidates

New Delhi, The Centre on Monday informed the Supreme Court that the CBSE has come up with a new policy for the evaluation of private students, who were affected by the cancellation of Class XII board examination in Gulf countries due to the recent Iran-US war.

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A bench of Justices S V N Bhatti and Vipul M Pancholi was told by Solicitor General Tushar Mehta, appearing for the Centre and the CBSE, that a fresh all-India policy has been framed to address the concerns of similarly situated students affected by the cancellation of examinations in the Gulf countries due to the regional conflict.

Mehta said that under the new policy, which was notified on June 21, a distinct formula for evaluating the private students appearing for the board exam was developed.

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Giving details, Mehta said for the subjects for which examination could not be held, the performance will be assessed based on the marks obtained by the private candidate in Class X and the last-attempted Class XII board examination.

He said under the new policy, subjects for which the examination was cancelled, the marks would be computed as 40 per cent of theory marks scored in the Class X board examination and 60 per cent of theory marks scored in the last attempted Class XII board examination.

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Mehta explained that there were two categories of students who were largely affected due to the cancellation of the examinations across seven Gulf countries, and they were regular school students and private candidates.

He said that the unique challenge posed by private candidates was that they had no school to supply internal assessment records such as quarterly, half-yearly and pre-board examination marks, which were the very basis on

The top court was hearing a plea filed by one Pransu Jigarkumar Patel, a private candidate from Al Jubail, Saudi Arabia, who had challenged CBSE's failure to declare his Class XII improvement examination results as per the original evaluation scheme.

The petitioner had contended that while CBSE's March 27 assessment scheme covered regular students, no clarification had been issued regarding private candidates appearing for improvement examinations, resulting in his result being withheld as "Result Later" (R.L.).

He had argued that the omission was arbitrary and discriminatory, adversely affecting his higher education prospects.

Patel had claimed that in his case, Physics and Chemistry examinations were held, but Mathematics, English and Computer Science papers were cancelled.

He had claimed that in the two papers of Physics and Chemistry in which he appeared, the evaluation was done on actual marks, while in the three cancelled subjects, the evaluation was done under the new formula, which was notified on June 21.

Mehta told the bench that under the new policy, the marks Patel received were higher than his earlier performance, and the result was communicated to him via email and would be updated in his DigiLocker.

He said that the policy further provided that if a student remained unsatisfied with the assessed marks, they could appear in the next regular examination.

The bench asked the counsel appearing for the petitioner whether his grievances had been addressed with the CBSE declaring a new policy.

Advocate Vineet Jindal, appearing for the petitioner, acknowledged that the result had been declared but urged the court to protect Patel's right to seek copies of answer scripts and pursue re-evaluation in accordance with CBSE rules.

The bench pointed to the writ petition and said there were no such prayers made in it and clarified that the court cannot grant relief that was not requested.

The bench recorded the submission of the solicitor general and disposed of the matter, and granted liberty to the petitioner to pursue remedies in accordance with law in case he has any grievances.

The Class XII board examinations were cancelled by the CBSE in seven West Asian countries (Bahrain, Iran, Kuwait, Oman, Qatar, Saudi Arabia and the UAE.) due to the conflict in West Asia.

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CBSE Announces Major Change In Revaluation Process, Physical Inspection Now Allowed

CBSE students who receive a "No-Change" result after the answer sheet verification process will now be allowed to physically inspect their evaluated answer books.

Reported by: Tanushka Dutta | Edited by: Mridula Sharma | Education | Jun 22, 2026 07:08 am IST

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CBSE has announced major change for answer copy revaluation.

The Central Board of Secondary Education (CBSE) has reportedly introduced a significant change in its revaluation and verification process. This provides an additional opportunity for students seeking clarity on their board examination results.

According to a report by Times Now, CBSE students who receive a "No-Change" result after the answer sheet verification process will now be allowed to physically inspect their evaluated answer books at CBSE Regional Offices. The measure is being introduced for the first time and is aimed at addressing concerns raised by students regarding the evaluation process.

Previously, students could apply for verification and revaluation of their answer sheets, but there was no provision for physically reviewing the evaluated answer books after the completion of these processes. The new arrangement is expected to provide greater transparency and clarity to students who remain dissatisfied with the outcome of verification.

The introduction of physical inspection is being viewed as a step toward improving confidence in the board's evaluation system. The move is intended to address all concerns related to answer sheet evaluation and reduce dissatisfaction among students regarding the verification and revaluation process.

CBSE is yet to release detailed operational guidelines regarding the inspection process. But the decision marks a notable change in the board's post-result grievance redressal mechanism.

The board announced on June 21, 2026, that more than 87% of applications submitted for post-result activities have been processed and the outcomes released in the first phase.

Students who applied for verification, revaluation, or other post-result services can now log in to the official portal to check their updated marks and application status.

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CBSE 12th Re Evaluation, CBSE 12th Verification Portal, CBSE RE EVALUATION

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In school but falling behind?

What age, grade progression and foundational learning reveal about children's learning pathways.

June 22, 2026

Why being in the right grade at the right time matters for learning

Children do not all move through school at the same pace. Some start late while others start early. Some repeat grades or fall behind. These patterns matter for learning.

Using MICS6 data from 37 countries, this story examines the relationship between children's age, grade placement and foundational reading and math skills. It shows that children who are on track for their grade are generally more likely to demonstrate foundational skills than children who are older or younger than expected.

The story moves from overall patterns of age-grade misalignment to grade-level learning trajectories, showing that foundational skills consistently peak at the expected age for grade.



Story 1: Are children in the right grade for their age and does it matter for learning?

Getting children into school is not enough

School attendance remains one of the most important measures of education access. But high attendance alone does not guarantee that children are progressing through school at the pace needed to support learning.

This story explores how attendance, age-grade alignment, and foundational learning are connected across education systems. It also shows that poorer and rural children are more likely to be overage for their grade, reinforcing existing inequalities in learning.

The story argues that countries should aim not only for high attendance, but also for strong age-grade alignment.



Story 2: Getting children into school is not enough

About the analysis

The analyses use data from the MICS6 Foundational Learning Skills (FLS) module, covering children aged 7 to 14 in countries and territories that implemented the module. Age-grade alignment is based on a child's age relative to the expected age for their grade. Children are classified as on-track when within 1 year above or below the expected age for their grade.

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History, Sanitised: The NCERT Dancing Girl Row

Upasana . Jun 22, 2026

History # Mohenjo-daro Dancing Girl # Historical Authenticity # Curriculum Revisions # Dancing Girl Controversy # National Council of Educational Research and Training # NCERT

NCERT's reversal on the altered image of the Mohenjo-daro 'Dancing Girl' has reignited a wider debate over historical authenticity, curriculum revisions and the growing tendency to reshape the past to suit present-day sensibilities

Wikimedia Commons



The National Council of Educational Research and Training's (NCERT) recent decision to restore the original image of the iconic Mohenjo-daro 'Dancing Girl' in its Class IX Arts Education textbook has reopened an old and uncomfortable question: who gets to decide how history should be presented to future generations?

The controversy emerged after an altered version of the celebrated bronze figurine appeared in the textbook Madhurima, with parts of the figure modified in a manner that many historians, archaeologists and educators

regarded as unnecessary sanitisation. Following criticism from scholars and heritage experts, NCERT announced that the original image would be restored in future editions.

On the surface, the issue concerns a single artefact. In reality, it touches on a much larger debate about historical evidence, cultural memory and the role of school education in shaping national identity.

The episode has also revived scrutiny of a series of curriculum revisions undertaken by NCERT in recent years, prompting questions about whether textbook changes are merely educational updates or part of a broader effort to reinterpret India's past.

A Pattern Larger Than One Textbook

The Dancing Girl controversy did not emerge in a vacuum.

Over the past five years, NCERT's textbook revisions have repeatedly generated public debate. While the council has maintained that changes were guided by expert recommendations, curricular rationalisation and the objectives of the National Education Policy (NEP) 2020, critics have argued that several revisions reflect a deeper shift in how history and civic knowledge are being framed for students.

The most widely discussed changes followed NCERT's post-pandemic rationalisation exercise. Portions relating to the Mughal Empire, Mughal courts and aspects of medieval Indian history were reduced or removed from certain senior secondary history textbooks. The revisions attracted national attention because Mughal history has traditionally occupied a significant place in school curricula.

Political science textbooks also underwent substantial changes. Chapters such as The Cold War Era, Rise of Popular Movements in the Contemporary World and Era of One-Party Dominance were removed from some editions. At the secondary level, chapters including Democracy and Diversity, Popular Struggles and Movements, Political Parties and Challenges to Democracy were dropped during the rationalisation process.

Science education was not immune from controversy. NCERT's revisions removed chapters covering Darwin's Theory of Evolution, the Periodic Table, Sources of Energy and Sustainable Management of Natural Resources from Class X textbooks. The changes drew criticism from sections of the scientific community, with several academics questioning the wisdom of reducing exposure to foundational scientific concepts.

More recently, debates have arisen around revisions involving references to the 2002 Gujarat riots, the inclusion of content relating to the abrogation of Article 370 and the restructuring of medieval Indian history under textbooks aligned with the new National Curriculum Framework.

According to NCERT, these changes were intended to reduce curricular burden, eliminate overlaps and align textbooks with contemporary educational priorities. Critics, however, argue that the cumulative effect of repeated revisions raises legitimate concerns about historical representation and academic autonomy.

The debate has also resonated with students of media and communication, many of whom view the issue as part of a broader trend of sanitising difficult subjects rather than engaging with them.

Sarvesh Desai, a Master of Arts in Communication and Journalism (MACJ) student from KC College, Mumbai, argues that the controversy reflects deeper anxieties about how history and the human body are discussed in educational spaces.

> *"The digital censorship of the 4,500-year-old Mohenjo-daro figurine in NCERT textbooks reflects a troubling trend of moral policing that equates historical reality with obscenity. Such actions make the*

> *prospect of providing meaningful sex education to students in India seem even more distant. In matters of education and history, desensitisation is often more valuable than sanitisation. Be it Mohenjo-Daro or Mughals, both matter and it is time to trust students with the unfiltered truth of their own rich, complex and multifaceted past."*

The Dancing Girl controversy has intensified those concerns because, unlike disputes over interpretation, it involves the alteration of a primary historical artefact itself.

Why the Dancing Girl Matters

The bronze figurine popularly known as the Dancing Girl was discovered at Mohenjo-daro in 1926 and remains one of the most recognisable symbols of the Indus Valley Civilisation.

According to the Archaeological Survey of India and the National Museum, New Delhi, the statuette dates back approximately 4,000–4,500 years and represents one of the finest surviving examples of ancient bronze casting. Standing just over ten centimetres tall, the figure has become an enduring symbol of the artistic sophistication and technological capability of one of the world's earliest urban civilisations.

Its importance extends far beyond aesthetics.

Unlike many ancient societies whose histories can be reconstructed through written records, the Indus script remains undeciphered. As a result, historians depend heavily on material evidence — artefacts, seals, sculptures, pottery and urban remains — to understand the civilisation.

The Dancing Girl is therefore not merely an illustration in a textbook. It is one of the most important pieces of evidence available to scholars studying the Indus Valley Civilisation.

According to UNESCO, which recognises the Archaeological Ruins of Mohenjo-daro as a World Heritage Site, the site remains among the most significant archaeological sources for understanding early urban civilisation. The authenticity of artefacts associated with that heritage forms a fundamental part of historical scholarship.

The Cost of Sanitising the Past

For many scholars, the controversy reveals a growing tendency to treat history not as evidence to be examined but as a narrative to be managed.

Akash Bharadwaj, Lecturer (Creative Industries), University of York Mumbai, argues that cultural artefacts acquire multiple meanings across time and should be approached through inquiry rather than censorship.

> *"The debate around the modified image of the Mohenjo-daro 'Dancing Girl' demonstrates that cultural artefacts do not possess singular meanings. Their meaning evolves across contexts, institutions and viewers. Pedagogy benefits more from asking who made her, for whom and for what purpose than from imposing contemporary moral framings."*

His observation highlights a central tension in the current debate. Historical artefacts are often uncomfortable because they belong to societies that operated according to very different cultural norms. The purpose of education is not to make the past resemble the present but to help students understand those differences.

Dr Brajesh Kumar Tiwari, Associate Professor, Atal School of Management, Jawaharlal Nehru University, believes curriculum revision is necessary but warns that academic rigour must remain paramount.

> *"Students need exposure to authentic sources, multiple interpretations and the confidence to question, compare and think critically. Any alteration in representation should be clearly explained and supported by experts."*

The concern extends beyond a single image. If educational institutions begin modifying historical evidence because it appears politically inconvenient or culturally uncomfortable, critics argue, the distinction between scholarship and ideology becomes increasingly blurred.

What Students Are Really Learning

The greatest consequences of curriculum decisions are often felt not by historians but by students.

School textbooks remain the first sustained encounter that millions of young Indians have with history. The messages they communicate therefore extend beyond facts and dates.

Varsha Adibhatla, Sociology Educator, Paradise School, Goa, believes the controversy sends subtle yet significant signals about what students are expected to regard as acceptable history.

> *"A child encountering this figure in a textbook is not only learning about the Indus Valley Civilisation. They are also absorbing a lesson about what counts as acceptable history and whose bodies need editing to make the past presentable."*

The concerns are not limited to educators. Students and aspirants preparing for public service examinations also view the issue through the lens of historical integrity.

Swaroop Arun, a Civil Services Examination aspirant from Arrah, Bihar, argues that the Dancing Girl should be treated not merely as an artwork but as historical evidence.

> *"The 4,500-year-old Dancing Girl of Mohenjo-daro is not merely a sculpture; it is a historical document cast in bronze, reflecting the artistic brilliance, technological advancement and cultural identity of the Indus Valley Civilisation. Altering an authentic artefact to fit present-day sensibilities risks weakening the integrity of historical evidence. Education should encourage critical thinking, not selective representation. History should be preserved in its original form, with proper context rather than modification."*

Shriya Soni, a 17-year-old student from St Karen's Secondary School, Patna, believes students should be trusted to engage with historical evidence in its original form.

> *"I think blurring or adding clothes to the Dancing Girl statue is wrong. It is a 4,000-year-old artefact that reflects real Harappan history and artistic expression. When a textbook alters it, students are no longer seeing the original evidence but a version of history filtered through present-day ideas of what is acceptable. Students are capable of understanding that ancient art belongs to a different time and culture. Keeping the original image teaches honesty, critical thinking and respect for historical facts. It also highlights the skill of Harappan artisans who created such sophisticated bronze sculptures. History should be taught as it really was, not modified to hide uncomfortable realities. If students are expected to understand the past, they should be allowed to see it in its authentic form."*

Khushi Kesari, an MA Museology and Cultural Heritage student from OP Jindal Global University, sees the debate as an opportunity to strengthen historical literacy.

> *"The value of this controversy lies not in the disagreement itself, but in the questions it encourages us to ask. How do we interpret historical evidence? Who decides how the past is represented? Textbooks should help students understand the distinction between evidence, interpretation and opinion."*

At a time when students can access museums, digital archives, scholarly databases and alternative sources of information, attempts to sanitise historical material may ultimately undermine trust in educational institutions rather than strengthen it.

The Irony of Erasure

Several commentators note that efforts to conceal or soften uncomfortable aspects of history often produce the opposite effect.

AM Gautam, author of 'Indian Millennials: Who Are They Really', argues that controversies surrounding historical material tend to increase public curiosity.

> *"Attempts to hide historical realities often make people more curious about them. More students are likely to learn about the Dancing Girl because of this controversy than would otherwise have done so."*

A similar view is expressed by Raja Pratap Kakarawada, Textile Specialist, Curator and Founder, The Rohin Studios, who believes contemporary anxieties should not determine how historical evidence is presented.

> *"Authentic preservation demands that we present artefacts and historical facts as they are, accompanied by context and interpretation, rather than modifying them to conform to present-day moral expectations."*

Meha Mathur, media person, a heritage conservation scholar and author of ‘Preserving the Past: Approaches to Built Heritage Conservation Since the British Rule’ also argues that altering such an iconic artefact diminishes its cultural significance.

> *“The Dancing Girl represents a cultural landmark from our ancient civilisation. Altering its features to suit present-day sensibilities takes away from the beauty of its posture and expression."*

History Requires Context, Not Correction

NCERT's decision to restore the original Dancing Girl image may have resolved one controversy, but it leaves a much larger debate unresolved.

History education inevitably involves choices about what to include, what to emphasise and how to interpret the past. Yet those choices must remain rooted in evidence rather than ideology. The purpose of education is not to protect students from history but to equip them to understand it.

The broader concern raised by the Dancing Girl episode is that historical artefacts are increasingly being treated as narratives to be curated rather than evidence to be examined. Whether the issue involves Mughal history, political movements, scientific theories, communal violence or an ancient bronze figurine, the underlying question remains the same: should educational institutions explain history or edit it?

India's civilisational heritage is too vast, too complex and too intellectually rich to be reduced to simplified narratives. A confident society does not fear the past in all its complexity. Nor does it seek to make that past conform to present-day preferences.

The lesson of the Dancing Girl is therefore not about a statue. It is about the responsibility of institutions entrusted with shaping historical consciousness. History does not require correction. It requires evidence, context and the intellectual honesty to present the past as it was, not as we might wish it to have been.



Upasana .

BW Reporters

The author works as Principal Copy Editor with BW Businessworld and currently handles the education vertical. She has done her Post Graduate Diploma in English Journalism from the Indian Institute of Mass Communication (NER Campus, Aizawl).

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From digital access to learning impact: India's next education challenge after the EdTech boom | ETEducation report

ETEducation's "India's Education: 25 Years On, The Road to 2035" report highlights how digital learning transformed India's education ecosystem, while the next challenge is ensuring technology improves learning outcomes and effectiveness.

Abhay Anand ETEducation
Updated On Jun 23, 2026 at 06:00 AM IST



Technology is reshaping Indias education journey, moving from digital access to learning impact.

India's education transformation over the last two decades has been closely linked with technology. From digital classrooms and online learning platforms to large-scale digital education ecosystems, technology has expanded access to learning opportunities across the country.

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However, as India moves towards 2035, the next challenge will be ensuring that digital adoption translates into better learning outcomes, personalised experiences and improved educational effectiveness, according to the ETEducation report "India's Education: 25 Years On, The Road to 2035".

The report highlights that digital learning and EdTech have emerged as one of the biggest shifts in India's education journey, moving the sector beyond traditional classroom boundaries and creating new models of learning delivery.

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The digital shift in India's education journey

For decades, expanding education access depended largely on building physical infrastructure — more schools, colleges and classrooms. Technology changed that equation by allowing educational resources, content and learning support systems to reach students and teachers beyond geographical limitations.

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The growth of:

- digital learning platforms
- online educational resources
- hybrid learning models
- technology-enabled classrooms

has reshaped how education is delivered and consumed.

Digital learning emerges as a major transformation milestone

The ETEducation survey of 300+ education leaders, including Deans, Directors, Principals, Professors, education industry leaders and government representatives, found that 76.2% respondents identified digital learning and EdTech as a major achievement in India's education transformation.

The finding reflects how technology has moved from being an additional support tool to becoming an important part of the education ecosystem.

DIKSHA reflects scale of digital adoption

Government-backed digital initiatives have played a major role in expanding access to learning resources. The report highlights 182.3 million enrolments on DIKSHA, reflecting the scale at which digital learning platforms have been adopted across India's education ecosystem.

The platform's growth demonstrates how digital tools have supported students, teachers and institutions by providing access to educational content and learning resources.

The next challenge: Moving beyond access

While digital education has expanded rapidly, the next phase will be defined by how effectively technology improves learning.

The question is shifting from:

"Can technology make education more accessible?"

to:

"Can technology help students learn better?"

The report highlights that future digital education models will need stronger focus on:

- quality digital content
- teacher readiness
- effective use of technology in classrooms
- personalised learning approaches
- measurable learning outcomes

Technology adoption alone will not determine the success of digital education; its impact on learning will be the key measure.

From EdTech growth to education transformation

India's digital education journey is now entering a more mature phase. The focus is moving from creating platforms and expanding access to building learning systems that are more personalised, inclusive and outcome-driven.

As India moves towards 2035, digital learning will increasingly become a foundation for the next stage of transformation, including AI-enabled learning, adaptive education models and more personalised student experiences.

The shift is clear, India's education journey is moving from digital access to learning impact.

Download the complete report, "India's Education: 25 Years On, The Road to 2035", featuring insights on India's education transformation, AI, employability and future reforms. [Download Report]

THE WEEK
JOURNALISM WITH A HUMAN TOUCH

NEP 2020's vision: The promise and problems of holistic education in India

Holistic education in India is gaining momentum through the National Education Policy (NEP) 2020, which aims to develop well-rounded students by integrating skills, arts, and emotional well-being with academics

Monica Malhotra Kandhari

Updated - June 23, 2026 03:46 PM IST
5 minute Read



Representational image

For decades, the Indian education system has measured a child's calibre in percentages. The board result is increasingly seen as a student’s identity, and somewhere in that race, the child gets lost. The numbers tell one part of the story, but they leave out curiosity, resilience, empathy, and the ability to fail and recover, qualities that determine how a person actually navigates the world.



Monica Malhotra Kandhari

This is where the need for a broader, more balanced approach to education becomes evident. One response to that problem is holistic education, which does not replace academic rigour; it restores the context around it, acknowledging that a child is a cognitive, emotional, social, and physical being, and that a school must develop all four areas, not just the first.

What the policy gets right

India's National Education Policy 2020 formalised this shift in thinking. NEP 2020 mandated a holistic, 360-degree progress card that reflects a learner's development across cognitive, affective, and psychomotor domains, including self-assessment, project-based learning, role plays, and group work. The Indian Ministry of Education is promoting a more holistic approach to learning by restructuring the curriculum to include arts, sports, vocational skills, and values alongside science and mathematics, recognising the importance of developing well-rounded learners.

This approach is further strengthened by the nationwide adoption of the National Curriculum Framework for the Foundational Stage (NCF-FS) across all 36 States and Union Territories, a significant step forward for early childhood education.

Building on this, the NIPUN Bharat Mission is working toward ensuring every child attains foundational literacy and numeracy by the end of Grade 3 by 2026–27. The initiative has already reached more than 5 crore children across over 6 lakh schools, reflecting the scale at which foundational learning is now being prioritised across the country. Alongside this, more than 12.97 lakh teachers have also been trained under the NISHTHA programme (FLN) to strengthen classroom delivery and learning outcomes.

The policy momentum behind holistic education continues to gather pace. The PM SHRI scheme aims to develop over 14,500 exemplary schools aligned with NEP's holistic vision, with 12,079 schools already selected across states and union territories, and implementation progressing in phases. Each of these schools is designed as a living model of holistic learning, with smart classrooms, sports grants, career counselling, and vocational exposure built into the school's structure rather than offered as afterthoughts.

These are not peripheral experiments but a fundamental rethinking of what schooling in India is meant to achieve. Collectively, these reforms signal a shift towards a holistic

education system that goes beyond academic achievement to nurture well-rounded learners.

Gap between policy and classroom

Policy momentum is real, but the gap between intent and implementation remains hard to ignore. According to ASER 2024, only 23.4 per cent of Class III students in government schools can read a Class II-level text. This points to a fundamental challenge. While NEP 2020 emphasises activity-based and experiential approaches, their impact remains limited when foundational skills are weak. Across states, teacher readiness and infrastructure remain uneven. At the same time, areas such as sports, arts, and life skills are still pushed to the margins in many schools, rather than being integrated into everyday learning.

The gap becomes visible most clearly inside the classroom itself. A recent NITI Aayog report notes that many reforms introduced at the policy level are still taking time to translate into routine teaching practices. In several schools, learning continues to revolve heavily around textbooks, while examinations still place greater emphasis on memorisation than understanding. The report also highlights that teachers are often managing classrooms with very different learning levels, without always receiving adequate practical support or training. As a result, while education policy is increasingly moving towards experiential and student-focused learning, classroom practices in many places still continue to follow far more conventional patterns.

What holistic practice looks like

Holistic education is ultimately shaped by what schools choose to prioritise in regular practice. Vocational exposure from Class 6, as envisioned under NEP, enables students to explore aptitudes beyond the traditional arts-science-commerce divide. Trained and well-resourced counsellors ensure that emotional development is treated with the same seriousness as academics. Assessments should focus on students' competencies through application, rather than mere recall. It also calls for the consistent integration of co-curricular and extra-curricular activities, including physical education and creative expression, into the educational process, rather than treating them as secondary to academic pursuits.

The national digital infrastructure supporting this shift has expanded considerably. SWAYAM, India's indigenous MOOC platform, recorded 5.8 crore enrolments as of January 2026, reflecting a growing demand for learning that goes beyond rote memorisation. The tools already exist, but their real value depends on how they are used, whether to encourage deeper understanding and curiosity in classrooms or simply deliver existing content in a digital format without meaningful change.

The reframe India needs

There is no inherent conflict between academic success and well-rounded education. The ability to cope with stress, collaborate with others, and think creatively is an important part of what makes a learner successful in school. Increasingly, this is what education outcomes are also beginning to indicate: schools that invest in social-emotional learning, physical wellness, and arts education consistently show stronger academic outcomes.

In 2024–2025, India recorded nearly 25 crore total school enrolments, and what students take away from school today will shape much more than academic performance in the future. If learning remains focused only on theoretical knowledge, students may score well yet still struggle with real-world situations later on. Schools also need to help children think independently, communicate clearly, adapt to change, and deal with challenges with confidence. These abilities will matter just as much in the years ahead. Marks on a report card will always carry importance, but some of the most valuable parts of learning, like confidence, curiosity, resilience, and emotional maturity, are not always visible in scores.

The author is s MD of AASOKA, by MBD 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

DECCAN Chronicle

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John J. Kennedy | The CBSE's Revised 3-language Formula Is Failing To Deliver On Its Own Goals

Columnists

John J. Kennedy

23 June 2026 10:55 PM

The CBSE circular requires Class 9 students to study three languages, with at least two being Indian languages. Foreign languages such as French and German can only be taken as a third or fourth option. The government has defended the move as an important component of NEP 2020, arguing that multilingual education strengthens national integration and federalism



Thankfully, the Supreme Court has rightly focused on this aspect. During the hearings, the bench repeatedly questioned the preparedness. The judges observed that implementing a policy when neither teachers nor books are available could be legally unreasonable. They also noted that while the principle behind multilingual education may be salutary, the immediate rollout raises serious practical concerns. These observations are significant. — Internet

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The Supreme Court's recent hearings on the CBSE's three-language mandate have exposed what many parents, teachers and educators have been saying for weeks: the problem is not necessarily the idea of multilingual education but the manner in which it is being implemented. The court has not stayed the policy. Nor has it questioned, at least for now, the broad principle behind the National Education Policy's emphasis on multilingual learning. However, some of its observations have been telling. When judges ask how a policy can be enforced when schools lack teachers and textbooks, they are not merely discussing logistics. They are questioning whether the issue of implementation has been thought through at all.

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Let’s examine the problem in detail. The CBSE circular requires Class 9 students to study three languages, with at least two being Indian languages. Foreign languages such as French and German can only be taken as a third or fourth option. The government has defended the move as an important component of NEP 2020, arguing that multilingual education strengthens national integration and federalism. Very few would disagree with the broader objective. India is one of the world’s most linguistically diverse countries. Research consistently shows that learning multiple languages improves cognitive flexibility, memory and problem-solving ability.

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Regional and classical languages deserve protection and promotion. The concern that younger generations are becoming disconnected from their linguistic heritage is also legitimate.

However, the real problem is not with the goal but with the rollout. Students who selected their subjects at the beginning of the academic year suddenly found themselves being told that those choices may no longer suffice. Many have studied foreign languages for five or six years.

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Schools recruited teachers and designed timetables based on existing rules. Parents made academic decisions accordingly. Then came a sudden directive requiring significant adjustments in the middle of the school year.

these can be created overnight. The court has therefore directed the Union government, CBSE and NCERT to submit detailed affidavits explaining their logistical preparedness. That demand itself reveals the policy's central weakness. Before making a language compulsory, the government should have already demonstrated the availability of trained teachers, textbooks, assessment systems as well as institutional capacity. Instead, these questions are being raised after the policy announcement.

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Additionally, the educational rationale behind the timing is equally questionable. Language acquisition research has long shown that children learn new languages most effectively during their early years. If multilingualism is genuinely the objective, the natural place to introduce additional languages is at the foundational stage, not in Class 9. Asking adolescents already coping with board examination preparations, competitive pressures, and demanding curricula to add another language suddenly is pedagogically difficult and developmentally misplaced.

This is precisely why the government's approach appears inconsistent. For years, NEP implementation discussions emphasised gradual and phased adoption extending into the coming decade. Schools, parents, and students planned accordingly. The abrupt acceleration has therefore created a trust deficit. Trust is an essential but often overlooked component of educational governance. Parents and schools must be able to make long-term decisions with confidence. When policies change abruptly after academic sessions have already begun, predictability disappears. Schools that invested in foreign-language programmes now face uncertainty. Teachers fear displacement. Students are forced to reconsider the academic choices they made in good faith.

The debate has also exposed unresolved questions about language priorities. In practical terms, English remains the language of higher education, competitive examinations, professional advancement, and much of India's economic mobility. However, under some interpretations of the new framework, it is treated similarly to other foreign languages. India cannot simultaneously rely heavily on English for opportunity and advancement while pretending that its role in the educational ecosystem is marginal. Any serious language policy must acknowledge educational realities rather than operate through symbolic classifications.

There is also the regional dimension, which cannot be ignored. Although the Supreme Court has so far declined to examine federalism-related objections, several state-level concerns remain unresolved. In states such as Karnataka and Tamil Nadu, questions persist about how the policy interacts with existing language laws and educational priorities. The Supreme Court may not be addressing these constitutional issues at this stage, but they are unlikely to disappear.

So, what is the solution to the problem? Simple. Introduce the three-language framework from the early grades, where language learning is most effective. Allow students already in secondary school to continue under the system they initially enrolled in. Ensure that schools have teachers, textbooks and training before imposing new requirements. Importantly, give students genuine choices rather than imposing sudden, compulsory adjustments. The Supreme Court's intervention has shifted the focus of the conversation, which now rests on a simpler question: Is the system actually ready?

Multilingualism remains a worthy national goal. But educational reform succeeds only when vision is matched by preparation. In the current issue, the court's observations have exposed the gap between the two. Unless that gap is addressed, the three-language policy risks achieving the opposite of its intended effect. Instead of nurturing enthusiasm for India's linguistic heritage, it may leave students associating language learning with confusion, disruption, and anxiety.

The writer is retired professor and former dean of the School of Arts and Humanities at Christ University in Bengaluru

(Source : Deccan Chronicle)

CBSE three-language mandate | Supreme Court | National Education Policy | NEP 2020 | foreign languages | karnataka government | Tamil Nadu Govt | multilingualism | NCERT

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About the Author
John J. Kennedy

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THE TIMES OF INDIA

Collective alleges saffronisation in NCERT Kannada book

Jun 23, 2026, 09.14 PM IST



Bengaluru: A collective of educationists and activists, called People's Alliance for the fundamental right to education, has slammed the NCERT's new Kannada third-language textbook for class 6. The collective has alleged that the book is saffronising education, pushing mythology, religion and vegetarianism and fails to capture the diversity of Karnataka.

This is the class 6 book that is being used in CBSE schools. As per the new language policy of CBSE, it will be used for class 9 as well.

The collective has objected to the book being called Krishna. "After the implementation of National Education Policy 2020, the trend of using religion and mythology as part of the Indian Knowledge Systrem has begun. If not for saffronisation, why else would they call textbooks Krishna or Mridula," said Niranjanaradhya VP, educationist and chief convener of the collective.

The identity of Karnataka lies in the ideologies of Pampa, Kuvempu, Karantha, Basavanna. "But NCERT chose Krishna. It is condemnable that NCERT has moved towards religion politics, leaving aside ideological culturalism," he said.

They also allege that there are no lessons that reflect the cultural and social diversity of Karnataka. The folklore, literature and life of the coastal, northern Karnataka, Malnad and old Mysore regions are missing. "It is dangerous

to use books as a weapon for political and cultural oppression," they said, while pointing out that the narration has a preachy tone.
"In the chapter 'health is wealth', sattvic food is being promoted, the collective said. "Writing only vegetarian food is balanced is politicising children's food plates," they said.

Accusing NCERT of politicising education, the collective called the move cultural terrorism.

Demands of the collective

According to the Kannada Education Act 2015, Kannada should be taught as a compulsory first and second language in CBSE schools. There are already Savi Kannada, Siri Kannada and Tili Kannada books. Tili Kannada should be used as R3

CBSE's order to use the same text for class 6 and 9 from this year itself should be withdrawn.

Explanation on why DSERT, responsible for curriculum development in Karnataka, is not involved in this work.

The lesson on 'balanced food' should be reprinted with a picture-reference of eggs, fish and meat.

The name of the book should be changed to a name that suits the identity of Kannada.

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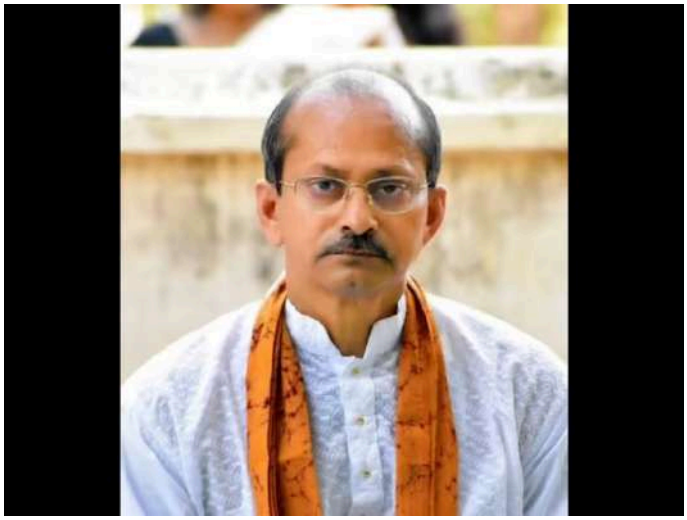
Building a knowledge-powered Bharat: twelve years of transformation in higher education

Dr Probir Kumar Ghosh's article explores India's higher education transformation over the past twelve years, highlighting institutional expansion, NEP 2020 reforms, digital learning, research, innovation, skill development and global partnerships. It outlines how these effort are shaping a more inclusive, research-driven and globally competitive knowledge ecosystem.

ET CONTRIBUTORS
Published On Jun 23, 2026 at 01:48 PM IST

Dr Probir Kumar Ghosh

Every generation leaves behind a defining legacy. For some, it is infrastructure. For others, it is economic reform. In Bharat's case, the last



Dr Probir Kumar Ghosh, Vice-Chancellor, Visva-Bharati, Santiniketan

twelve years have increasingly been about investing in people, ideas and institutions that will shape the nation's future for decades to come.

Higher education sits at the centre of that story

Its transformation has not been driven by a single initiative or one flagship programme. It has unfolded across campuses, laboratories, classrooms and digital platforms, through new institutions, fresh policy-thinking, stronger research ecosystems and an expanding culture of innovation. At the heart of this transformation is a clear vision: to position Bharat as a global knowledge leader while ensuring that quality higher education reaches every region of the country.

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The most visible change is physical. Since 2014, new IITs and IIMs have expanded the footprint of premier education across the country, while

central universities, medical colleges and other institutions of national importance have widened access and created opportunities in regions that previously had limited exposure to such facilities. Continued investments across the North-East and other emerging education hubs underline a broader objective that excellence should not remain concentrated in a handful of cities but become a national reality.

Infrastructure, however, tells only part of the story

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The introduction of the National Education Policy 2020 marked a significant shift in the philosophy of higher education itself. Flexibility, multidisciplinary learning and students' choice have become central themes. Multiple entry and exit options, academic mobility and the Academic Bank of Credits are enabling learners to design educational journeys that are better aligned with their ambitions rather than fixed institutional pathways.

The emphasis has also shifted from simply awarding degrees to creating meaningful learning experiences. And technology is the most important enabler of this transition.

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Today, a student in a remote district can access lectures and courses from the country's finest institutions through platforms such as SWAYAM. Universities are increasingly integrating online education into mainstream learning, while digital governance initiatives like SAMARTH are simplifying administration, improving transparency and making institutional management more efficient.

Research and innovation have become defining features of Bharat's higher education ecosystem, which has witnessed a decisive push towards strengthening scientific inquiry and innovation. Expanded support through the Prime Minister's Research Fellowship, CoEs in AI and the "One Nation One Subscription" initiative has improved access to world-class research resources and strengthened the country's academic capabilities.

The impact extends well beyond publications and laboratories. Campuses are becoming spaces where ideas are translated into products, startups and practical solutions.

That evolution is visible in initiatives like Bharat Innovates, which seeks to connect promising technology ventures emerging from Indian HEIs

with global investors, research organisations and industry leaders. Across universities and technical institutions, incubation centres, innovation hubs and entrepreneurship cells are encouraging students to think beyond conventional career paths and become creators of new opportunities.

Indian institutions are becoming increasingly visible in global rankings, with strong performances across subject-specific disciplines reflecting growing academic credibility and research strength. Bharat's record performance in recent QS rankings is another indicator of this upward trajectory and of the sustained efforts being made to enhance institutional excellence.

Faculty development has remained equally important. Programmes such as the Malaviya Mission Teacher Training Programme and reforms in accreditation and quality assurance recognise a fundamental truth: world-class universities are ultimately built by world-class educators.

Another notable feature of this transformation is its emphasis on inclusion

Efforts to expand multilingual education, improve access for Divyangjan learners and strengthen digital learning opportunities are helping widen participation across diverse communities. Initiatives like the Bharatiya Bhasha Pustak Yojana seek to make quality educational resources available in Indian languages, making knowledge more accessible and strengthening linguistic diversity within higher education.

Apprenticeship Embedded Degree Programmes, expanded National Apprenticeship initiatives and the growing presence of Professors of Practice are bringing practical experience directly into academic

settings. Students now have greater opportunities to engage with industry experts, acquire workplace skills and connect classroom learning with real-world applications.

Bharat's engagement with the global academic community has also acquired fresh momentum. Reforms enabling foreign universities to establish campuses in Bharat, expanded dual-degree opportunities, streamlined equivalence mechanisms and the Study in India initiative are creating stronger international linkages while enhancing Bharat's standing as a global education destination.

The larger picture is becoming increasingly clear

As Bharat advances towards the vision of Viksit Bharat@2047, higher education will remain one of its most powerful engines of progress. The emergence of a more connected, research-driven, globally engaged and student-focused higher-education ecosystem is not merely an educational milestone; it is an investment in Bharat's future as a leading knowledge economy and innovation powerhouse.

Dr Probir Kumar Ghosh is the Vice-Chancellor of Visva-Bharati, Santiniketan. An academician and administrator, he has experience in higher education leadership, institution-building, and strengthening academic and research initiatives.

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The Hindu, 24 June 2026, Page No. - 8

Name, content of NCERT's Kannada book trigger row

Jayanth R.
BENGALURU

Educationists, writers object to textbook title 'Krishna', and omission of non-vegetarian food

Amid the controversy over implementation of the three-language policy for Central Board of Secondary Education (CBSE) students, the title and content of the Class 6 R3 Kannada textbook implemented by National Council of Educational Research and Training (NCERT) have turned contentious.

Educationists and writers have objected to the title of the textbook being 'Krishna', the inclusion of only *sattvic* foods as balanced diet, and the omission of non-vegetarian food.

As part of the implementation of National Education Policy (NEP-2020) and National Curriculum Framework for School Education (NCF-SE)-2023, the CBSE has taken steps to implement the three-language policy (R1, R2, R3) for Classes 6 to 10 from the 2026-27 academic year.

"It is shocking to see the R3 Kannada textbook for class 6 released by NCERT. It is dangerous to use books that are supposed to be designed for children's learning as a weapon for political and cultural oppression. As part of the imposition of Indian Knowledge Heritage of NEP-2020, the trend of infusing mythological virtues in education in NCERT books is condemnable. Naming the textbook for class 6 as Krishna is an attempt to saffronise the textbooks," alleged Niranjanaradhya V.P., a development educationist.

In addition, vegetarian and non-vegetarian diets were mentioned as balanced diets in earlier textbooks. Now, it is alleged that only a vegetarian diet is emphasised in R3 textbooks for class 6.

"While talking about food in the Health is Wealth lesson, *sattvic* food is being discussed. There are crores of people in Karnataka who eat pork, fish, eggs, chicken, mutton. This is a technique to deliberately ignore non-vegetarian food. This is not education, it is cultural terrorism," Mr. Niranjanaradhya has alleged.

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NCERT warns against pirated textbooks; flags fake Class 9 social science book in circulation

The NCERT said textbooks are published, printed and released only through its official channels and no textbook is authorised for circulation in any form prior to its official release.

PTI

Last Updated : 24 June 2026, 22:11 IST

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New Delhi: The NCERT on Wednesday warned students, parents and teachers against pirated and unauthorised versions of its textbooks, saying a fake Class 9 social science book is being circulated on social media and messaging platforms.



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In a statement on X, the The National Council of Educational Research and Training (NCERT) said it has come to notice that pirated and unauthorised copies of certain its textbooks are being circulated in both print and digital formats, in some cases even prior to their official publication and release by the Council.

pirated copies of its textbooks in print and digital formats. A fake version of the **Class IX Social Science Part 1** Show more

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"It has further been observed that a fake and unofficial copy of the Social Science book of Class Ninth Part 1, 'Understanding Society: India & Beyond' is being circulated on social media channels, websites, and messaging groups that claim to offer NCERT textbooks and allied materials and are circulating such spurious and unauthorized content," the NCERT said.

These channels have "no association with or authorisation from the NCERT", the Council said.

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The NCERT said textbooks are published, printed and released only through its official channels and no textbook is authorised for circulation in any form prior to its official release.

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Also Read: NCERT to restore original 'Dancing Girl' image in Class 9 textbook after backlash



authorised vendors for printed copies.

The Council also urged people not to subscribe to, share or rely on unofficial or unverified social media channels, links or applications claiming to provide NCERT books or pre-release materials.

The NCERT said unauthorised printing, reproduction, distribution and digital circulation of its copyrighted material is illegal and punishable under the Copyright Act, 1957, and other applicable laws.

It added that it is taking "appropriate measures, including legal action", against those involved in piracy and circulation of fake material.

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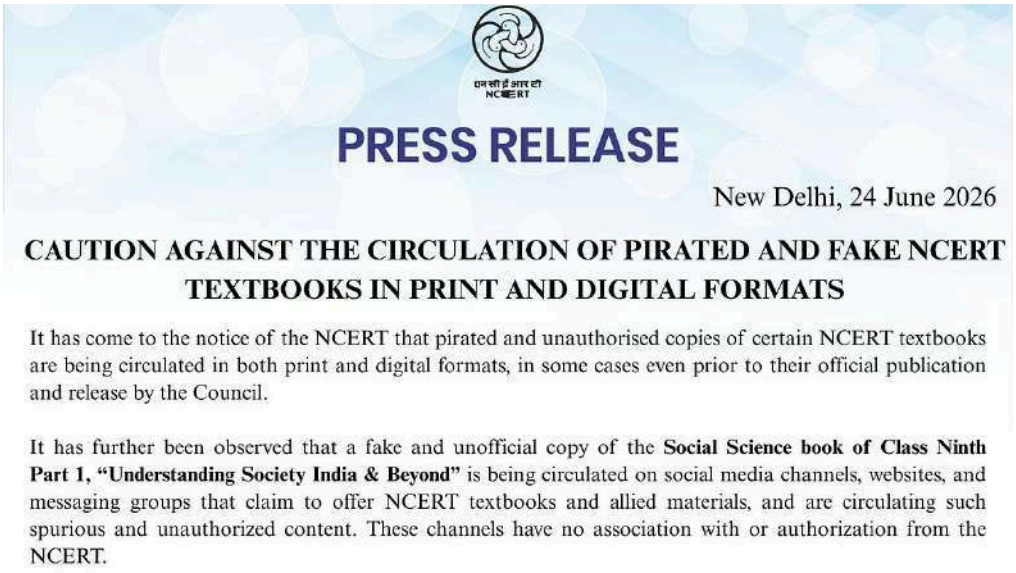
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NCERT Issues Public Warning Against Fake & Pirated Textbooks; Flags Unauthorised Class 9 Social Science Book In Circulation

NCERT has issued a warning against fake and pirated textbooks circulating online and in print, including an unauthorised Class 9 Social Science book, urging students and parents to rely only on official sources and platforms.

Simple | **Updated:** Wednesday, June 24, 2026, 04:18 PM IST



PRESS RELEASE

New Delhi, 24 June 2026

CAUTION AGAINST THE CIRCULATION OF PIRATED AND FAKE NCERT TEXTBOOKS IN PRINT AND DIGITAL FORMATS

It has come to the notice of the NCERT that pirated and unauthorised copies of certain NCERT textbooks are being circulated in both print and digital formats, in some cases even prior to their official publication and release by the Council.

It has further been observed that a fake and unofficial copy of the **Social Science book of Class Ninth Part 1, "Understanding Society India & Beyond"** is being circulated on social media channels, websites, and messaging groups that claim to offer NCERT textbooks and allied materials, and are circulating such spurious and unauthorized content. These channels have no association with or authorization from the NCERT.

New Delhi: The National Council of Educational Research and Training (NCERT) has issued a public warning against the circulation of fake and pirated versions of its textbooks, cautioning students, teachers, parents and schools not to rely on unauthorised study material being shared online.

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NCERT has noticed the circulation of unauthorized and pirated copies of its textbooks in print and digital formats. A fake version of the **Class IX Social Science Part 1**... pic.twitter.com/Ep3FfOmO8M

— NCERT (@ncert) June 24, 2026

In a press release issued on June 24, the council said it had come across instances where pirated copies of NCERT textbooks were being distributed in both print and digital formats. In some cases, these materials were reportedly being circulated even before the books were officially published and released by the council.

The advisory comes amid growing concerns over the spread of unofficial educational content through social media platforms, websites and messaging applications.

Fake class 9 social science book detected

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NCERT specifically flagged an unauthorised version of the Class 9 Social Science textbook, "Understanding Society: India & Beyond (Part 1)," which is allegedly being circulated through various online channels claiming to provide NCERT books and study resources.

According to the council, these platforms have no association with NCERT and are not authorised to publish, distribute or share its textbooks.

The council warned that material obtained through such sources may contain errors, incomplete information, altered content or entirely fabricated sections, making it unreliable for academic use.

NCERT clarifies official release process

The council stressed that NCERT textbooks are published and released only through its official channels. No textbook is approved for circulation before its formal publication.

"Students, teachers and parents should not trust or use any textbook or study material that is being shared through unofficial sources claiming to provide pre-release NCERT content," the advisory stated.

Officials also reminded the public that digital versions of NCERT textbooks are made available free of cost through the council's official platforms once they are released.

Legal action against piracy

NCERT noted that the unauthorised printing, reproduction, distribution and online circulation of its copyrighted material is illegal and may attract legal action under the Copyright Act, 1957, along with other applicable laws.

The council said it is already taking appropriate measures, including legal action, against individuals and entities involved in the piracy and distribution of fake educational material.

To avoid confusion and misinformation, NCERT has urged all stakeholders to obtain textbooks only through official and authorised channels. These include the NCERT website, the e-Pathshala portal and app, and approved vendors and distributors.

The council also advised students and parents not to subscribe to, download from, or share links from unverified websites, social media accounts or messaging groups that claim to offer NCERT textbooks or advance copies of upcoming publications.

Urged to public to report violations

NCERT has appealed to members of the public to report any information related to the unauthorised circulation of textbooks or fake educational content. Such information can be shared directly with the council through its official communication channels.

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Name, content of NCERT class 6 Kannada textbook turn contentious

Published - June 24, 2026 12:47 am IST - Bengaluru



JAYANTH R.

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Educationists and writers have objected to the title of the class 6 R3 Kannada textbook textbook being 'Krishna', the inclusion of only *sattvic* foods as balanced diet, and the omission of non-vegetarian food. | Photo Credit: K. MURALI KUMAR

Amid the controversy over implementation of the three-language policy for Central Board of Secondary Education (CBSE) students, the title and content of the class 6 R3 Kannada textbook implemented by National Council of Educational Research and Training (NCERT) have turned contentious.

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Educationists and writers have objected to the title of the textbook being 'Krishna', the

As part of the implementation of National Education Policy (NEP-2020) and National Curriculum Framework for School Education (NCF-SE)-2023, the CBSE has taken steps to implement the three-language policy (R1, R2, R3) for classes 6 to 10 from the 2026-27 academic year.



“It is shocking to see the R3 Kannada textbook for class 6 released by NCERT. It is dangerous to use books that are supposed to be designed for children’s learning as a weapon for political and cultural oppression. As part of the imposition of Indian Knowledge Heritage of NEP-2020, the trend of infusing mythological virtues in education in NCERT books is condemnable. Naming the textbook for class 6 as Krishna is an attempt to saffronise the textbooks,” alleged Niranjanaradhya V.P., a development educationist.

Emphasis on vegetarian diet

In addition, vegetarian and non-vegetarian diets were mentioned as balanced diets in earlier textbooks. However, allegations have been made that only a vegetarian diet is emphasised in R3 textbooks for class 6.

A new definition of a balanced diet has been given: “Our body needs balanced foods such as milk, greens, vegetables, fruits, and nuts to get energy. These should be part of our daily diet.” In the picture related to this, there are only ragi mudde, roti, rice, vegetables, milk and fruits are on the plate.

“While talking about food in the Health is Wealth lesson, *sattvic* food is being discussed. There are crores of people in Karnataka who eat pork, fish, eggs, chicken, mutton. This is a technique to deliberately ignore non-vegetarian food. This is not education, it is cultural terrorism,” Mr. Niranjanaradhya has alleged.

Umesh G. Gangavadi, State president of School Development and Monitoring Committee (SDMC), alleged that there are no lessons that reflect the cultural and social diversity of Karnataka. “The folklore, literature, and life of the coastal, northern Karnataka, Malnad, and old Mysore areas are missing. There are no activities, texts, pictures, and stories that are appropriate for the curiosity of a class 6 child, age-appropriate activities,” he said, adding that the identity of Karnataka lies in the ideology of writers such as Pampa, Kuvempu, Karanta, and Basavanna, and not in the name of Krishna.

Writer S.G.Siddaramaiah, urging the withdrawal of the lesson, said, “We are against the implementation of the three language policy for CBSE students. Meanwhile, it is condemnable to keep the name of God as the title of the textbook and to impose vegetarianism on children through the textbooks as part of the political agenda of the Union government.”

Published – June 24, 2026 12:47 am IST

Fake Class 9 books before official release? NCERT warns against unauthorised copies online

Fake print and digital copies of NCERT books are being shared on social media, websites and messaging groups, the council said

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Digital versions of NCERT textbooks are made available free of cost on the official NCERT website and the e-pathshala portal once they are officially released.

Business Today Desk
Jun 24, 2026, Updated Jun 24, 2026 5:39 PM IST

The National Council of Educational Research and Training (NCERT) has issued a warning against the circulation of pirated and unauthorised copies of its textbooks in both print and digital formats, including fake books being shared online before their official release.

The council said it has found that unauthorised copies of some NCERT textbooks are being distributed through social media platforms, websites and messaging groups that falsely claim to provide NCERT study material.

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NCERT specifically flagged the circulation of a fake and unofficial copy of the Class 9 Social Science Part 1 textbook, "Understanding Society India & Beyond". The council said these sources have no association or approval from NCERT.

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The education body clarified that NCERT textbooks are published, printed and released only through the official channels of the council, and no textbook is authorised for circulation in any format before its official release.

NCERT
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Beware of Fake and Pirated NCERT Textbooks

NCERT has noticed the circulation of unauthorized and pirated copies of its textbooks in print and digital formats.

Last edited 3:11 PM · Jun 24, 2026

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It warned that content shared through unofficial sources could be “inaccurate, incomplete, tampered with or entirely fabricated” and advised students, teachers and parents not to rely on such material.

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“Such unauthorised printing, reproduction, distribution and digital circulation of NCERT’s copyrighted material is illegal and constitutes a punishable offence under the Copyright Act, 1957 and other applicable laws,” NCERT said.

The council has advised stakeholders to access textbooks only through official platforms, including the NCERT website, the e-pathshala platform/application, and authorised vendors and distributors.

Digital versions of NCERT textbooks are made available free of cost on the official NCERT website and the e-pathshala portal once they are officially released.

NCERT also urged students, parents, teachers and schools not to subscribe to or share unverified social media channels, links or applications claiming to provide NCERT books or pre-release materials.

The council said it is taking “appropriate measures, including legal action,” against individuals and entities involved in the piracy and circulation of fake material. Information related to such activities can be reported to NCERT at secy.ncert@nic.in.

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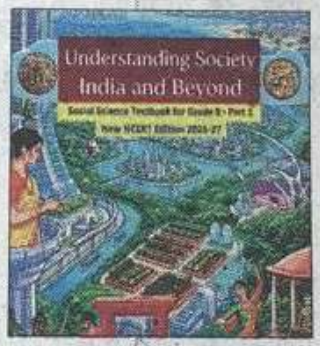
नौवीं के छात्र पढ़ेंगे वेद इमरजेंसी को भी जानेंगे

एनसीईआरटी आज जारी करेगी सामाजिक विज्ञान की नई पाठ्य पुस्तक, इसी सत्र से कक्षा नौ में तीन भाषाएं अनिवार्य

सीमा शर्मा

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की नौवीं कक्षा के पाठ्यक्रम में व्यापक बदलाव किए हैं। पहली बार नौवीं के छात्र चारों वेद पढ़ेंगे। साथ ही, इमरजेंसी के बारे में भी जानेंगे।

एनसीईआरटी बृहस्पतिवार को सामाजिक विज्ञान की नई पाठ्यपुस्तक अंडरस्टेंडिंग सोसाइटी : इंडिया एंड बियॉन्ड पार्ट-एक जारी करेगी। इसमें छात्र भारतीय ज्ञान परंपरा के सबसे प्राचीन ग्रंथ ऋग्वेद, यजुर्वेद, सामवेद व अथर्ववेद का अध्ययन करेंगे। वेद भारतीय सभ्यता और संस्कृति के महत्वपूर्ण आधार हैं। इसमें धर्म, दर्शन, समाज, शिक्षा, संगीत और जीवन-मूल्यों का ज्ञान निहित है। खास बात है कि सत्र के मध्य में जुलाई से नौवीं कक्षा में तीन भाषाओं की पढ़ाई अनिवार्य की गई है। सामाजिक विज्ञान की नई पाठ्यपुस्तक तथ्यों तक सीमित नहीं रहेगी। समाज, इतिहास, भूगोल और लोकतंत्र को समझने के लिए व्यावहारिक व सहभागितापूर्ण दृष्टिकोण देगी। अध्याय-एक में भारतीय ज्ञान परंपरा को दैनिक जीवन के उदाहरणों के माध्यम से जोड़ा गया है। इसमें पंचमहाभूत (पृथ्वी, जल, अग्नि, वायु और आकाश) की अवधारणा समझेंगे कि प्रकृति और मानव जीवन एक दूसरे से जुड़े हुए हैं।



आपातकाल...लोकतंत्र का विवादास्पद दौर

भारतीय लोकतंत्र के सबसे विवादास्पद दौर इमरजेंसी से अब नौवीं के छात्र भी रूबरू होंगे। पहले 11वीं-12वीं के राजनीतिक विज्ञान की पुस्तक में यह पाठ होता था। 25 जून, 1975 को तत्कालीन प्रधानमंत्री इंदिरा गांधी की सलाह पर आपातकाल घोषित किया गया। उस दौर में हजारों लोग बिना मुकदमे के जेलों में डाले गए। समाचार पत्रों पर सेंसरशिप लगाई गई, असहमति को अपराध माना गया और नागरिक स्वतंत्रताओं पर अभूतपूर्व अंकुश लगा दिया गया।

पहली बार मातृभाषा में वर्कशीट

एनसीईआरटी पहली बार अपनी किसी पाठ्यपुस्तक में मातृभाषा में वर्कशीट तैयार कराएगा। इसका सीधा मकसद बहुभाषावाद को बढ़ावा देना है। नई पाठ्यपुस्तक में आपदा प्रबंधन पाठ में थ्री लैंग्वेज को जोड़ा है। इसमें छात्रों को अपने अनुभव और इंटरनेट शोध के आधार पर वर्कशीट में जानकारी देनी है।

■ **भूस्खलन से लेकर 2025 पंजाब की बाढ़ भी जानेंगे**

छात्रों को हिमाचल, उत्तराखंड, जम्मू-कश्मीर समेत अन्य पहाड़ी क्षेत्रों में होने वाले भूस्खलन की जानकारी दी जाएगी। वहीं, पंजाब में 2025 की बाढ़ को जगह मिली है। इसमें केस स्टडी के साथ बताया जाएगा कि पंजाब में सतलुज, व्यास व रावी नदी ने कृषि, मुर्गी पालन उद्योग को कैसे नुकसान पहुंचाया। जान-माल का कितना नुकसान हुआ। पाकिस्तान सीमा से सटे इलाकों में पानी भरने और बाढ़ से लाखों करोड़ की संपत्ति को नुकसान पहुंचाया। छात्र केस स्टडी अपनी मातृभाषा में लिखेंगे।

महिला आरक्षण के ज्वलंत मुद्दे को हवा

महिला आरक्षण पर सियासी टकराव के बीच पाठ्यक्रम के बहाने इस मुद्दे को हवा दी जाएगी। नई पुस्तक में लोकतंत्र में महिला मतदान समेत उनकी भागीदारी सुनिश्चित करने को लेकर बाकायदा अध्याय है। इसमें स्थानीय निकायों व पंचायत में महिला आरक्षण का जिक्र है। महाराष्ट्र और गुजरात की केस स्टडी के साथ वूमन फ्रेंडली पंचायत का उदाहरण देकर यह बताने की भी कोशिश की गई है कि महिलाओं की भागीदारी बड़े बदलाव ला सकती है।

'आपातकाल' को स्कूलों में अब नौवीं कक्षा से ही पढ़ेंगे छात्र



नई दिल्ली : भारतीय लोकतंत्र के काले अध्याय 'आपातकाल' के बारे में स्कूलों में अब नौवीं कक्षा से ही बच्चों को पढ़ने को मिलेगा। एनसीईआरटी ने नौवीं कक्षा के लिए जारी सामाजिक विज्ञान की नई पाठ्यपुस्तक में आपातकाल को प्रमुखता से जगह दी है। अब तक इसे 11वीं और 12वीं में राजनीतिक विज्ञान में पढ़ाया जाता था। देश में 25 जून, 1975 की रात में तत्कालीन पीएम इंदिरा गांधी ने आपातकाल लगाने का एलान किया था और गुरुवार को इसकी बरसी भी है।

विस्तृत >> पेज 10

Danik jagran , 25-06-2026 , Pg 1

Danik jagran , 25-06-2026 ,pg 10

शामिल हुए थे।

'आपातकाल' को स्कूलों में अब नौवीं कक्षा से ही पढ़ेंगे विद्यार्थी

एनसीईआरटी ने सामाजिक विज्ञान की पाठ्यपुस्तक में प्रमुखता से दी जगह

जागरण ब्यूरो, नई दिल्ली: भारतीय लोकतंत्र के काले अध्याय 'आपातकाल' के बारे में स्कूलों में अब नौवीं कक्षा से ही बच्चों को पढ़ने को मिलेगा। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने नौवीं कक्षा के लिए जारी सामाजिक विज्ञान की नई पाठ्यपुस्तक में आपातकाल को प्रमुखता से जगह दी है। अब तक इसे स्कूलों में 11वीं और 12वीं कक्षा में राजनीतिक विज्ञान विषय में पढ़ाया जाता था। देश में 25 जून, 1975 की रात में तत्कालीन प्रधानमंत्री इंदिरा गांधी ने आपातकाल लगाने का एलान किया था और गुरुवार को इसकी बरसी भी है। आपातकाल 21 महीने लागू रहा था। पाठ्यपुस्तक में छात्रों को लोकतंत्र के चौथे स्तंभ के रूप में मीडिया की भूमिका भी पढ़ाई जाएगी।

एनसीईआरटी ने सामाजिक विज्ञान की अपनी नई पाठ्यपुस्तक *'अंडरस्टैंडिंग सोसायटी : इंडिया एंड बियांड'* में लोकतंत्र के सामने चुनौतियों से जुड़े पाठ में पेज नंबर-155 पर आपातकाल को जगह दी है। इसमें बताया गया है कि यह कब



लगाया गया था और कब तक लागू था। आम लोगों के मौलिक अधिकारों को किस तरह से खत्म किया गया था और इस दौरान चलाए गए जयप्रकाश नारायण के आंदोलन का भी इसमें जिक्र है। यह पाठ्यपुस्तक राष्ट्रीय शिक्षा नीति (एनईपी) व राष्ट्रीय पाठ्यचर्या रूपरेखा के अनुरूप तैयार की गई है। इस नई पुस्तक में भारतीय सभ्यता, सांस्कृतिक विरासत आदि को अधिक महत्व दिया गया है। वहीं यूरोप-केंद्रित विषयवस्तु को सीमित कर दिया गया है।

इतिहास में प्रमुखता से पढ़ाई जाने वाली फ्रांसीसी क्रांति, यूरोप में समाजवाद और रूसी क्रांति, नाजीवाद व हिटलर का उदय, उपनिवेशवाद जैसे अध्याय हटा दिए गए हैं। नई पाठ्यपुस्तक में छात्रों को जो पढ़ने को मिलेगा, उनमें से हड़प्पा, मेसोपोटामिया, मिस्र, चीन की प्राचीन सभ्यता जैसे विषय शामिल हैं। जिसमें उन्हें इन प्राचीन सभ्यताओं का कालक्रम और भौगोलिक विस्तार पढ़ने को मिलेगा। इसके साथ ही सुमेरियन सभ्यता की सिंचाई व्यवस्था, निर्माण कार्य और सामाजिक संगठन के बारे में जानने का मौका मिलेगा।

इस पाठ्यपुस्तक के जरिये छात्र सिर्फ तथ्यों तक सीमित नहीं रहेंगे; बल्कि समाज, इतिहास, भूगोल एवं लोकतंत्र के व्यवहारिक दृष्टिकोण को भी समझेंगे। इसमें छात्रों को भारतीय ज्ञान परंपरा को दैनिक जीवन के उदाहरणों के माध्यम से समझाने की कोशिश की गई है। इसमें पंचमहाभूत (पृथ्वी, जल, अग्नि, वायु और आकाश) की अवधारणा के जरिये बताया गया है कि प्रकृति और मानव जीवन एक दूसरे से जुड़े हुए हैं। इसमें लैंडस्लाइड नाम से भी एक पाठ शामिल किया गया है, जिसमें छात्र पत्थर, मिटटी, मलबा गिरने के बारे में जानेंगे। इसके जरिये उन्हें अपने आसपास ऐसी आपात स्थिति से बचने के बारे में बेहतर जानकारी दी गई है।

NCERT delays Nazism, French Revolution by a yr for students

Manash.Gohain
@timesofindia.com

New Delhi: The French Revolution, the Russian Revolution and Nazism will no longer be part of the Class IX history syllabus. NCERT officials said these modern world history themes will be taken up in Class X as part of secondary-stage progression, while the new Class IX textbook will chart the story of early humans, the Harappan world and the ancient civilisations of Mesopotamia, Egypt and China.

Titled 'Understanding Society: India and Beyond, Part 1', the new textbook marks one of the sharpest curricular shifts at the secondary stage. It replaces four books — India and the Contemporary World-I, Contemporary India-I, Democratic Politics-I and Economics — with an integrated two-part volume of 16 thematic chapters under National Curriculum Framework for School Education 2023.

Class IX now begins with early humans, the beginnings of civilisation and the Harappan world. The book also changes the treatment of Indian history. A chapter on 'State and Society up to 1000 CE' brings in the Vedic age, the sixteen Mahajanapadas, duties of the king as discussed in the Arthashastra and the Mahabharata, the role of women in early India and the gurukul system. The emphasis is less on stand-alone political chronology and more on civilisational continuities, institutions and Indian Knowledge Systems.

SYLLABUS SHIFT

Geography, too, has been reframed. Instead of starting with India's size, location, drainage and population, students now begin with the shaping of the earth's surface, landforms, rivers and erosion, and disasters such as landslides. Climate change, the 2025 Punjab floods and an activity on mapping one's carbon footprint enter the Class IX classroom more directly.

In political science, older chapters on 'What is Democracy?' and constitutional design have given way in Class IX to broader modules on democracy and elections. The new book traces India's democratic roots to ancient *sabha* and *samiti* assemblies and adds two notable elements: the 1975-77 Emergency, and a 'Democracy and You' section that casts students as participants.

Economics moves away from the village-economy and poverty-led structure, opening with concepts such as scarcity, opportunity cost and demand and supply.

NCERT sources have framed the overhaul as a shift towards learning that is "rooted in India" while "combined with a global outlook". The Class IX books are being introduced in 2026-27, with revised Class X books to follow in 2027-28.

Ancient civilisations in NCERT Class 9 text

Modern world history themes like the French and Russian revolutions and Nazism will no longer be part of NCERT's Class 9 history syllabus and will move to Class 10. The new Class 9 textbook will feature ancient civilisations of India, Mesopotamia, Egypt and China. P10

The Tribune , 25-06-2026 , Pg 12

Punjab's 2025 floods feature in NCERT Class IX textbook

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, JUNE 24

The devastating floods that struck Punjab in 2025 have been featured as a case study in the newly released Class 9 NCERT social science textbook, "Understanding Society: India and Beyond — Grade 9 Part 1", to help students understand the impact of natural disasters and disaster management through a real-life example.

According to the textbook, a dedicated section on disasters has been developed using a worksheet-based approach that encourages students to learn through personal experiences and independent research. "A section on disasters has been developed in a way which utilises the textbook as a worksheet model. In this section, students can write about disasters through their own experiences/searching through the net," it states.

The textbook cites the severe floods that hit Punjab in 2025 following heavy monsoon rainfall and the swelling of the Sutlej, Beas and Ravi rivers. The floods caused widespread damage across the state, affecting villages, agricultural land, homes and critical infrastructure.

"In 2025, Punjab experienced severe floods due to heavy monsoon rains and the consecutive swelling of the Sutlej, Beas and the Ravi. The floods damaged large parts of the state, including villages, agricultural fields, houses and important infrastructure such as roads and bridges," the textbook notes.

Describing the impact of the disaster, the book highlights the loss of lives, large-scale displacement and extensive damage to agriculture and livestock. The textbook also notes that poultry and dairy farms suffered significant losses, with many animals dying or falling ill.

Hindustan , 25-06-2026 , Pg 10

नौवीं की नकली किताब तेजी से हो रही वायरल

नई दिल्ली, एजेंसी। सोशल मीडिया पर वायरल हो रही कक्षा नौवीं की नकली किताब को लेकर राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने बुधवार को अलर्ट जारी किया है।

बताया गया, सोशल मीडिया और मैसेजिंग ऐप्स पर कक्षा नौ की सामाजिक विज्ञान की एक नकली किताब सर्कुलेट हो रही है। उन्होंने छात्रों, शिक्षकों और अभिभावकों से परिषद की पुस्तकों के नकली प्रतियों से बचने की अपील की है।

एनसीईआरटी की छात्रों और अभिभावकों से बचने की अपील

एनसीईआरटी ने में कहा कि उसकी कुछ पाठ्यपुस्तकों की पाइरेटेड और अनधिकृत प्रतियां प्रिंट और डिजिटल दोनों स्वरूपों में सर्कुलेट हो रही हैं। स्पष्ट किया कि कक्षा नौ की सामाजिक विज्ञान की किताब 'अंडरस्टैंडिंग सोसायटीः इंडिया एंड बियॉन्ड' (भाग 1) की जो प्रति वायरल हो रही हैं, वे नकली है।

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Education

Why Is NCERT's Kannada Textbook 'Krishna' Under Fire? Agency Denies Vegetarianism Allegations

The National Council of Educational Research and Training (NCERT) on Thursday issued a clarification in response to concerns raised in sections of the media regarding the title and content of the Grade 6 Kannada R3 textbook, stating that the textbook neither promotes vegetarianism nor opposes non-vegetarian food.

By ANI | Published: Jun 25, 2026 02:40 PM IST

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Representative Image (File Photo/ANI)

1 2 3 4 5

TruLY Score by LatestLY

New Delhi, June 25: The National Council of Educational Research and Training (NCERT) on Thursday issued a clarification in response to concerns raised in sections of the media regarding the title and content of the Grade 6 Kannada R3 textbook, stating that the textbook neither promotes vegetarianism nor opposes non-vegetarian food. In a press release, NCERT said concerns had been raised about the title of the textbook and references to diet in its content.

Addressing the title of the Kannada textbook, NCERT said that its language textbooks under the R3 series have been named after major rivers of India. It noted that the Kannada textbook has been titled "Krishna" after the Krishna River, one of Karnataka's major rivers. **NCERT**

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Lucknow Weather Forecast & Upd for Today, Monday, 29 June 2026: Expect Thunderstorms and High Temperatures, High of 40°C

Adds 1975 Emergency to Class 9 Social Science Book, Calls It a Major Challenge to Democracy.

"With regard to the title of the textbook, it is to be stated that NCERT has named its language textbooks, including R3 language textbooks, after rivers of India. The title of the book 'Krishna' is after the Krishna River, which is one of the major rivers of Karnataka. It is to be noted that the Hindi textbook has been named as 'Ganga', the English textbook has been named as 'Kaveri', and the Urdu textbook has been named as 'Jamuna' (Yamuna). Similarly, the Kannada textbook has been named 'Krishna'. This approach is appropriate from a localised and cultural perspective, particularly in view of the emphasis laid in NEP 2020 and NCF-SE 2023 on rootedness, cultural connect, and meaningful contexts for learners," the NCERT said in the release.

On the issue of diet-related content, NCERT said a balanced diet is covered in Chapter 6 of the textbook and that the chapter emphasises the importance of nutrition, exercise and cleanliness for good health. "A balanced diet has been covered in Chapter 6 of this textbook," NCERT said. The council further stated that the chapter titled "Health is Wealth" explains that a balanced diet includes food items such as milk, green leafy vegetables, fruits, and other foods that should form part of a daily diet.

According to the release, the illustrative image on page 63 includes both vegetarian and non-vegetarian food items. NCERT also said the chapter features examples of healthy traditional foods from different states to highlight India's food diversity. "Nowhere in the textbook is vegetarianism explained or justified, nor is non-vegetarian food opposed. The purpose of the chapter is to create awareness about healthy food items," the release stated. **NCERT Books Tweaks: No Need To Teach About Riots, Demolition in Schools; No Attempts to Saffronise Textbooks, Says NCERT Chief Dinesh Prasad Saklani**.

NCERT said the chapter's message is reinforced through activities and questions, including "What is a balanced diet?" The council reiterated its commitment to providing students with high-quality teaching-learning material and welcomed suggestions and constructive criticism from stakeholders to further improve its textbooks in line with the vision of NEP 2020 and NCF-SE 2023.

TruLY Score by LatestLY

Rating: 4

TruLY Score 4 – Reliable | On a Trust Scale of 0-5 this article has scored 4 on LatestLY. The information comes from reputable news agencies like (ANI). While not an official source, it meets professional journalism standards and can be confidently shared with your friends and family, though some updates may follow.

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Government Invites Applications for National Teachers Awards 2026

Posted On: 25 JUN 2026 1:30PM by PIB Delhi

The Department of School Education & Literacy, Union Ministry of Education, has invited online applications and nominations for the **National Teachers Awards 2026.**

The Awards seek to recognize the outstanding contribution of teachers towards improving the quality of school education and promoting the holistic development of students. Eligible teachers serving in schools run by the Central Government, State Governments, Union Territory Administrations, local bodies, and in aided and private schools affiliated with recognized Boards, may apply, subject to the provisions contained in these Guidelines.

Applications and nominations may be submitted through the National Awards Portal from 15th June, 2026 to 10th July, 2026. The detailed guidelines, eligibility criteria, evaluation process and timelines are available on the Portal.



The National Teachers Awards are conferred annually to honour teachers who have demonstrated excellence, innovation and commitment in the field of school education.

For further details, applicants may visit : https://nationalawardstoteachers.education.gov.in/Login.aspx.

Sl. No.	Activity	Timeline

1.	Opening of web portal for inviting online self-nominations by teachers	15 June – 10 July 2026
2.	Final submission of self-nominations by teachers	11 – 13 July 2026
3.	Constitution of Independent National Jury	Mid – July 2026
4.	Shortlisting by District/Regional Selection Committees	14 – 21 July 2026
5.	Shortlisting by State/Organization Selection Committees	22 – 29 July 2026
6.	Intimation to shortlisted candidates for interaction with Jury	30 – 31 July 2026
7.	Selection process by Independent National Jury	3 – 7 August 2026
8.	Finalization of recommendations by Jury	8th August 26
9.	Intimation to selected awardees after approval of Hon'ble Education Minister	10 – 20 August 2026
10.	Rehearsal and Award Ceremony	4 & 5 September 2026

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THE TIMES OF INDIA

NCERT introduces section on Emergency in Class IX textbook for first time, calls it a 'major challenge'

TIMESOFINDIA.COM | Jun 25, 2026, 08.46 AM IST



New Delhi: The National Council of Educational Research and Training (NCERT) has, for the first time, introduced a section on the Emergency in a Class IX textbook, describing it as "one of the major challenges" to Indian democracy during a period when a majority of Fundamental Rights were suspended.
The reference has been included in NCERT's newly developed social science textbook, Understanding Society: India and Beyond, within a chapter that examines the strengths of Indian democracy alongside the challenges it has faced.

An NCERT official confirmed that this is the first time a dedicated section on the Emergency has been included in a Class IX textbook. according to news agency ANI.
The development comes exactly 51 years after the proclamation of the Emergency in India on June 25, 1975, and a year after the country marked its 50th anniversary.

"One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77. In the early 1970s, public dissatisfaction with the government led by Indira Gandhi was growing. Rising unemployment, inflation, and allegations of misgovernance led to widespread protests," the textbook section reads.
The chapter further notes, "In June 1975, a National Emergency was imposed by the government on the grounds

of internal disturbance. During this period, a majority of Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested. Democratic institutions came under severe strain, and citizens' freedom was restricted."

The textbook also highlighted the role of Jayaprakash Narayan in mobilising opposition to the Emergency.

It notes that mass movements led by Jayaprakash Narayan, popularly known as 'lok nayak', mobilised students and citizens, particularly in Bihar and Gujarat. It adds that after the Emergency was lifted in 1977 and general elections were held, "the defeat of the ruling government demonstrated the strength of Indian democracy and highlighted the importance of Democracy."

The section forms part of a broader discussion on challenges facing democratic systems. Alongside the Emergency, the chapter identifies fake news, misinformation, damaging public property, violation of public rules, poverty, regionalism, social discrimination and gender inequality as challenges to democratic practice.

The revised textbook also features a new section, 'Democracy and You', introduced for the first time to help students relate classroom lessons to their responsibilities as citizens and active participants in democratic processes.

Beyond the Emergency, the book places emphasis on India's democratic traditions, institutions and citizen participation. It includes a section describing the media as the 'fourth pillar of democracy' and highlights its role in amplifying public concerns and safeguarding democratic values.

The Emergency period between June 1975 and March 1977 saw the suspension of fundamental rights, increased preventive detentions, restrictions on the media and constitutional amendments that altered institutional powers. A large-scale sterilisation programme was implemented during the period. Following the withdrawal of

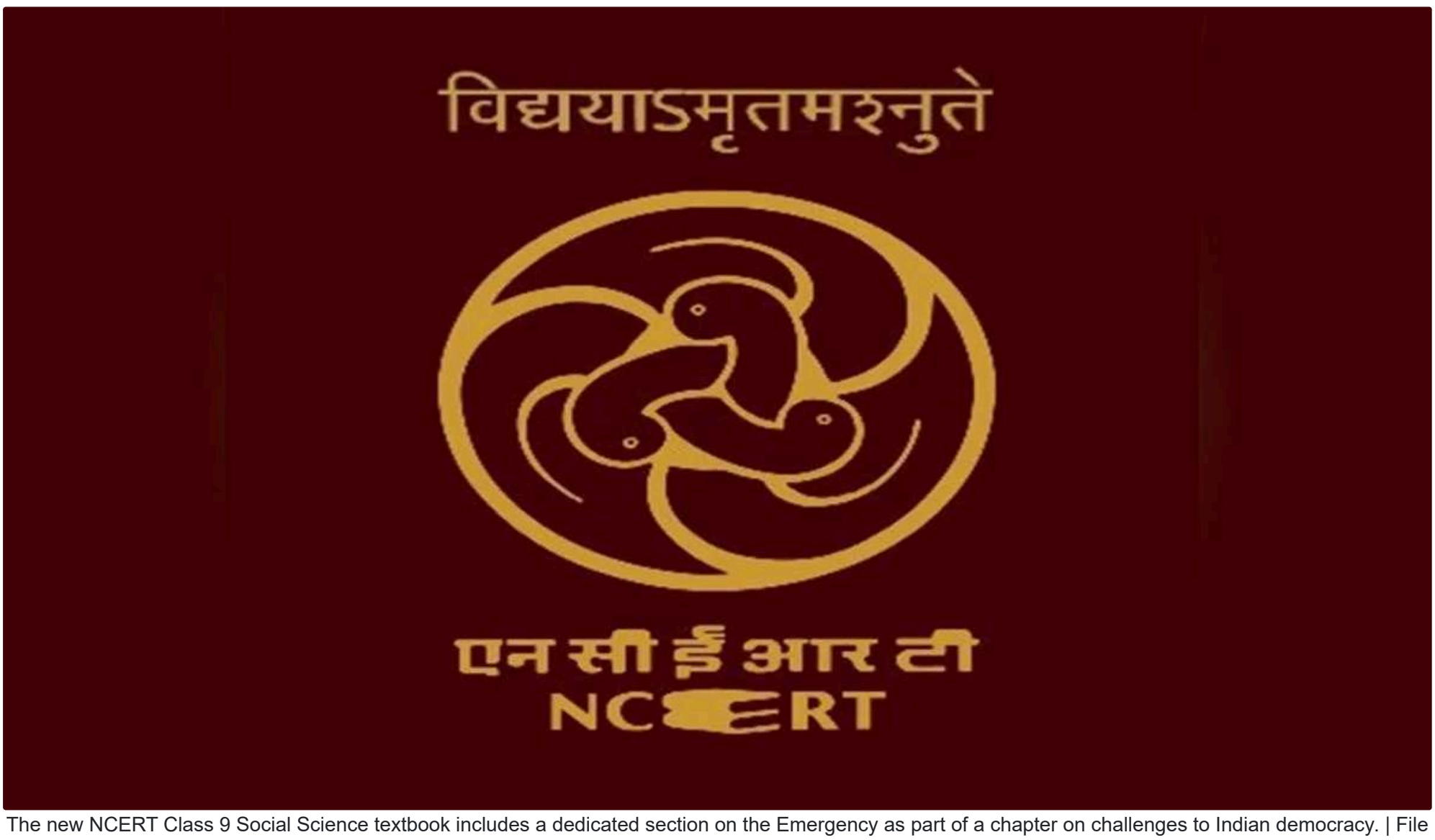
the Emergency, an inquiry was established and legal provisions were amended to regulate the future use of Emergency powers.

Books & Education

NCERT introduces Emergency in Class 9 textbook for first time, says democratic institutions came under severe strain

For the first time, NCERT has included a chapter on the 1975-77 Emergency in a Class 9 Social Science textbook. The lesson describes the period as a major challenge to Indian democracy and discusses the suspension of Fundamental Rights, censorship, political arrests and the restoration of democracy through the 1977 general election.

Statesman News Service | New Delhi | June 25, 2026 9:00 am



The new NCERT Class 9 Social Science textbook includes a dedicated section on the Emergency as part of a chapter on challenges to Indian democracy. | File Photo: IANS

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Nearly 50 years after the Emergency was declared in India, the National Council of Educational Research and Training (NCERT) has included the subject in a Class 9 textbook for the first time, describing the 1975-77 period as one of the country's major democratic challenges.

The reference appears in the newly developed Social Science textbook, *Understanding Society: India and Beyond*. The chapter examines both the strengths of Indian democracy and the issues that have tested democratic institutions over the years. An NCERT official confirmed that this is the first time the Emergency has been introduced in a Class 9 textbook.

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Textbook says Emergency led to suspension of Fundamental Rights

According to the textbook, public discontent against the government headed by then Prime Minister Indira Gandhi had intensified in the early 1970s because of unemployment, inflation and allegations of poor governance.

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It states that a National Emergency was declared in June 1975 on the grounds of internal disturbance.

“One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77. In the early 1970s, public dissatisfaction with the government led by Indira Gandhi was growing. Rising unemployment, inflation, and allegations of misgovernance led to widespread protests,” read the section.

“In June 1975, a National Emergency was imposed by the government on the grounds of internal disturbance. During this period, a majority of Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested. Democratic institutions came under severe strain, and citizens’ freedom was restricted,” it added.

Jayaprakash Narayan’s movement highlighted in new chapter

The textbook also discusses the movement led by Jayaprakash Narayan, described as a political leader, socialist thinker, and Lok Nayak, and his role in organising resistance to the Emergency. It notes that mass movements led by Narayan mobilised students and citizens, particularly in Bihar and Gujarat.

The book records that the Emergency was lifted in 1977 and general elections followed. It presents the defeat of the ruling government at the polls as evidence of the resilience of Indian democracy.

“Mass movements led by Jayaprakash Narayan -a political leader and socialist thinker, popularly known as Lok Nayak-mobilised students and citizens, especially in Bihar and Gujarat. The Emergency was lifted in 1977, and general elections were held, allowing people to express their will through the ballot. The defeat of the ruling

The Statesman

Thursday, 25 June, 2026

Democracy chapter also covers misinformation, poverty and gender inequality

The Emergency has been included alongside other challenges facing democratic systems.

The chapter identifies fake news, misinformation, destruction of public property, violation of public rules, poverty, regionalism, social discrimination and gender inequality as issues that affect democratic functioning.

A new section called 'Democracy and You' has been introduced for the first time, aimed at helping students connect what they learn in the classroom with their responsibilities as citizens.

Focus on media, elections and grassroots democracy

The textbook also covers India's democratic traditions across history, the role of the media, described as the "fourth pillar of democracy", and the scale of electoral participation.

The book also puts numbers to the exercise of democracy. In 2024, over 96.8 crore Indians were registered to vote. The textbook covers the polling infrastructure that makes that scale possible.

Two case studies bring the chapter closer to ground level – a panchayat in Gujarat and a women-friendly panchayat in Tripura. Women's voting rights and reservations in local bodies get a section of their own.

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EDUCATION

Emergency history added to NCERT curriculum after 50 years

The updated chapter, part of *Understanding Society: India and Beyond*, also outlines the political background, the protests led by Jayaprakash Narayan, and the restoration of democracy in 1977

By ANI
Updated - June 25, 2026 at 05:23 AM. | New Delhi

NCERT has, for the first t

, and arrests of political leaders.

Nearly five decades after the Emergency was imposed in India, NCERT has, for the first time, introduced the topic in a Class 9 textbook, presenting it as "one of the major challenges," as the majority of fundamental rights were suspended. The reference appears in the newly developed Social Science textbook, Understanding Society: India and Beyond, where the Emergency has been included in a chapter examining the strengths and challenges of Indian democracy.

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An official at NCERT has confirmed that this is the first time that a section on Emergency has been added in Class 9th textbook. The inclusion marks a significant addition to the school curriculum, coming as the country recently observed 50 years since the declaration of the Emergency in 1975.

NCERT textbook details Emergency period and impact on democracy

"One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77. In the early 1970s, public dissatisfaction with the government led by Indira Gandhi was growing. Rising unemployment, inflation, and allegations of misgovernance led to widespread protests," the section reads.

"In June 1975, a National Emergency was imposed by the government on the grounds of internal disturbance. During this period, a majority of Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested.

der severe strain, and citizens' freedom was restricted," it added.

The book also highlighted the role of Jayaprakash Narayan in the movement against the Emergency.

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"Mass movements led by Jayaprakash Narayan -a political leader and socialist thinker, popularly known as Lok Nayak-mobilised students and citizens, especially in Bihar and Gujarat. The Emergency was lifted in 1977, and general elections were held, allowing people to express their will through the ballot. The defeat of the ruling government demonstrated the strength of Indian democracy and highlighted the importance of Democracy," read the book.

Chapter expands focus to wider challenges facing democracy

The Emergency section forms part of a broader discussion on challenges facing democratic systems. Alongside the Emergency, the textbook discusses issues such as fake news, misinformation, damaging

rules, poverty, regionalism, social discrimination and gender inequality as challenges to democratic practice.

The chapter also introduces a new section titled “Democracy and You”, which NCERT says has been added for the first time to help students connect classroom learning with their role as citizens and participants in democratic processes.

Revised textbook highlights India’s democratic traditions

Apart from the Emergency, the revised textbook places considerable emphasis on India’s democratic traditions and institutions. It traces democratic practices in India to early historical periods and explores their relevance in contemporary governance.

The book also contains a dedicated section on the role of media in a democracy, describing the media as the “fourth pillar of democracy” and highlighting its role in amplifying public concerns and safeguarding democratic values.

To underline the scale of India’s democratic system, the textbook includes facts and figures on voter participation, polling infrastructure and political representation. It notes that India had over 96.8 crore registered voters in 2024 and highlights the vast network of polling stations across the country.

Focus on grassroots democracy and women's participation

The chapter further uses case studies of grassroots democracy, including a panchayat in Gujarat and a women-friendly panchayat in Tripura, to demonstrate citizen participation in governance. A separate section has also been devoted to women's voting rights and reservations in local bodies.

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NCERT introduces Emergency chapter in Class 9 Social Science textbook for first time

NCERT has included a chapter on the 1975-77 Emergency in a Class 9 Social Science textbook for the first time. The chapter discusses its impact on democracy, civil liberties and institutions, while also examining contemporary challenges facing India's democratic system.

BY IANS PUBLISHED DATE - 25 JUNE 2026, 09:34 AM



New Delhi: Nearly five decades after the Emergency was declared in India, the National Council of Educational Research and Training (NCERT) has incorporated the subject into a Class 9 Social Science textbook for the first time.

The newly introduced textbook, ‘Understanding Society: India and Beyond’, presents the Emergency period as a significant challenge faced by India’s democratic system.

The topic has been included in a chapter examining both the achievements and challenges of democracy in the country. According to NCERT officials, this marks the first instance of the Emergency being covered in a Class 9 textbook.

The inclusion coincides with the completion of 50 years since the Emergency was imposed in 1975. The chapter outlines the political and social circumstances that preceded the decision and discusses its impact on democratic institutions and civil liberties.

According to the textbook, public discontent with the government had been growing in the early 1970s due to factors such as rising unemployment, high inflation and concerns over governance. These issues contributed to widespread protests and political unrest in several parts of the country.

The text explains that a National Emergency was declared in June 1975 on the grounds of internal disturbance. During the 21-month period that followed, several constitutional freedoms were curtailed, press censorship was enforced, and many opposition leaders and activists were detained. The chapter notes that democratic institutions came under considerable pressure and that citizens experienced restrictions on their rights and freedoms.

The textbook also discusses the contribution of veteran leader and social reformer Jayaprakash Narayan, popularly known as Lok Nayak, in mobilising opposition to the Emergency. It highlights how movements led by him brought together students, youth groups and citizens, particularly in Bihar and Gujarat, creating a broad-based campaign for democratic reforms.

The chapter further explains that the Emergency was withdrawn in 1977, following which general elections were held. It notes that the outcomes of those elections demonstrated the resilience of India's democratic framework, as voters were able to express their views through the electoral process and bring about political change.

Beyond the Emergency, the revised textbook examines several contemporary challenges confronting democracy. These include misinformation, fake news, poverty, regional divisions, social discrimination and gender inequality. The objective is to help students understand the complexities of democratic governance in modern society.

A new section titled "Democracy and You" has also been added to encourage students to engage with democratic values and understand their responsibilities as active citizens.

The textbook also focuses on India's democratic institutions, the role of media as the "fourth pillar of democracy", voter participation, polling systems and grassroots democracy through examples of panchayats. It also includes sections on women's voting rights and reservations in local bodies.

The Indian EXPRESS
JOURNALISM OF COURAGE

NCERT introduces a section on Emergency in the Class 9 Social Science textbook

It is also worth noting that India has recently crossed the 50-year mark since the Emergency was declared in 1975.

By: **Education Desk** **2 min read** **New Delhi** Jun 25, 2026 09:46 AM IST

The Indian EXPRESS

The joint team rescued 35 people and admitted them to the Emergency Care and Recovery Centre in Tondiarpet.

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For the first time, the 1975-77 Emergency — one of the most turbulent episodes in post-Independence Indian history — finds a place in a Class 9 Social Science textbook, with NCERT framing it as one of the major challenges that Indian democracy had to endure and survive.

The new Social Science textbook, *Understanding Society: India and Beyond*, introduces the Emergency episode into the secondary school curriculum for the first time. NCERT has confirmed this to the news agency, ANI. An official speaking with the Agency stated that the earlier Class 9 textbook had no mention of the Emergency, but, as a part of the revised curriculum, a dedicated section has been added.

It is also worth noting that India has recently crossed the 50-year mark since the Emergency was declared in 1975.

The chapter situates the Emergency within a broader examination of democratic strengths and vulnerabilities, treating it not as an isolated historical aberration but as a test of India's constitutional framework. The book draws a direct line from the political discontent of the early 1970s — marked by economic hardship, joblessness, and growing disillusionment with the Indira Gandhi-led government — to the events that followed.

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"One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77. In the early 1970s, public dissatisfaction with the government led by

Indira Gandhi was growing. Rising unemployment, inflation, and allegations of misgovernance led to widespread protests," the section reads.

"In June 1975, a National Emergency was imposed by the government on the grounds of internal disturbance. During this period, a majority of Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested. Democratic institutions came under severe strain, and citizens' freedom was restricted," it added.

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THE TIMES OF INDIA

NCERT delays Nazism, French Revolution by a year for students

TNN | Jun 25, 2026, 04.34 AM IST



NEW DELHI: The French Revolution, the Russian Revolution and Nazism will no longer be part of the Class IX history syllabus. NCERT officials said these modern world history themes will be taken up in Class X as part of secondary-stage progression, while the new Class IX textbook will chart the story of early humans, the Harappan world and the ancient civilisations of Mesopotamia, Egypt and China.

Titled 'Understanding Society: India and Beyond, Part 1', the new textbook marks one of the sharpest curricular shifts at the secondary stage. It replaces four books — India and the Contemporary World-I, Contemporary India-I, Democratic Politics-I and Economics — with an integrated two-part volume of 16 thematic chapters under National Curriculum Framework for School Education 2023.

Class IX now begins with early humans, the beginnings of civilisation and the Harappan world. The book also changes the treatment of Indian history. A chapter on 'State and Society up to 1000 CE' brings in the Vedic age, the sixteen Mahajanapadas, duties of the king as discussed in the Arthashastra and the Mahabharata, the role of women in early India and the gurukul system. The emphasis is less on stand-alone political chronology and more on civilisational continuities, institutions and Indian Knowledge Systems.

Geography, too, has been reframed. Instead of starting with India's size, location, drainage and population, students now begin with the shaping of the earth's surface, landforms, rivers and erosion, and disasters such as landslides. Climate change, the 2025 Punjab floods and an activity on mapping one's carbon footprint enter the

Class IX classroom more directly.

In political science, older chapters on ‘What is Democracy?’ and constitutional design have given way in Class IX to broader modules on democracy and elections. The new book traces India’s democratic roots to ancient sabha and samiti assemblies and adds two notable elements: the 1975-77 Emergency, and a ‘Democracy and You’ section that casts students as participants.
Economics moves away from the village-economy and poverty-led structure, opening with concepts such as scarcity, opportunity cost and demand and supply.

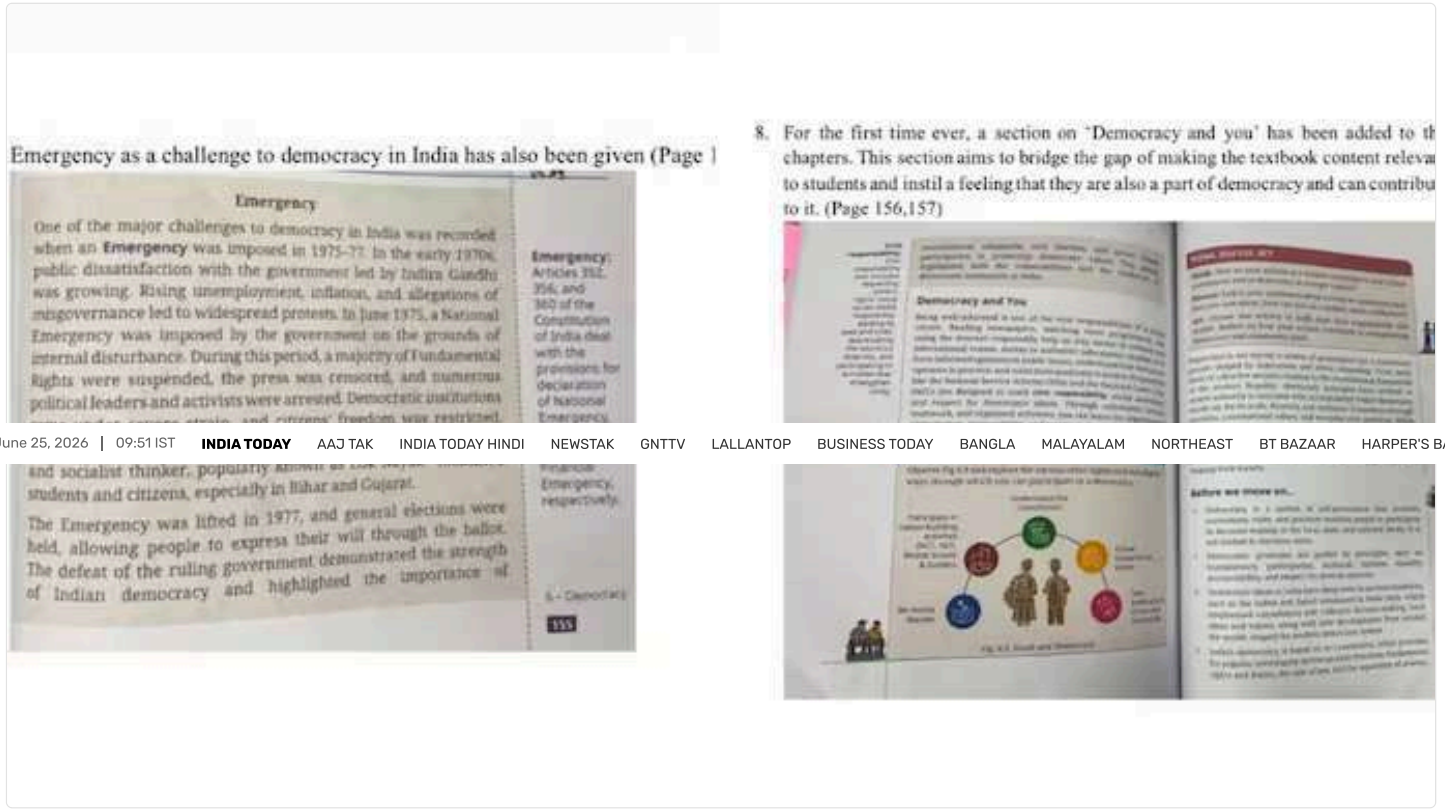
NCERT sources have framed the overhaul as a shift towards learning that is “rooted in India” while “combined with a global outlook”. The Class IX books are being introduced in 2026-27, with revised Class X books to follow in 2027-28.

Modern world history themes like the French and Russian revolutions and Nazism will no longer be part of NCERT’s Class 9 history syllabus and will move to Class 10. The new Class 9 textbook will feature ancient civilisations of India, Mesopotamia, Egypt and China.

After 51 years, Emergency enters NCERT's Class 9 social science textbooks

For the first time, NCERT has included the 1975–77 Emergency in the Class 9 Social Science syllabus as part of the NEP 2020 curriculum overhaul. The move comes as India marks 51 years since the Emergency was imposed, introducing this pivotal chapter of Indian democracy to Class 9 students.

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NCERT adds the Emergency to Class 9 social science for the first time

Anmol Nath Bali
New Delhi, UPDATED: Jun 25, 2026 09:43 IST

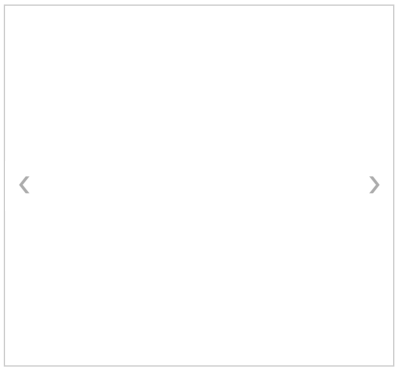
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Science syllabus.

The subject has been included in Chapter 6 of the newly released Social Science textbook, Understanding Society: India and Beyond (Grade 9, Part 1), marking a major shift in the way modern Indian political history is taught at the secondary school level.

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SHIFT FROM SENIOR SECONDARY TO MIDDLE SCHOOL

Until now, a detailed study of the Emergency period was largely confined to Class 12 Political Science, where students examined its political, constitutional and democratic implications.

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With the latest revision, students in Class 9 will now be introduced to the Emergency era much earlier in their academic journey, reflecting NCERT's broader effort to strengthen understanding of India's constitutional values, democratic institutions and contemporary history.

PART OF WIDER NEP-DRIVEN CURRICULUM REVISION

The inclusion comes as part of NCERT's comprehensive curriculum revision in line with the National Education Policy 2020, which seeks to make school education more multidisciplinary, competency-based and rooted in India's historical and constitutional developments.

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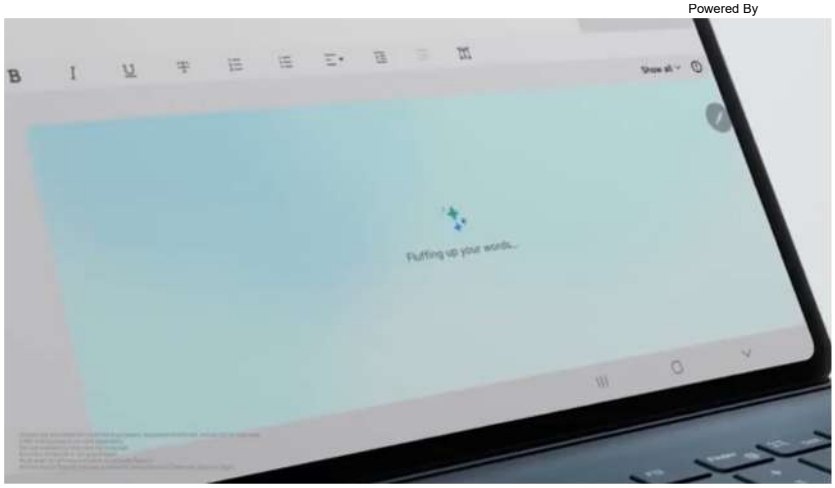
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51 YEARS SINCE THE EMERGENCY

The curriculum update assumes added significance as 2026 marks 51 years since the National Emergency was imposed on June 25, 1975. The Emergency remained in force until March 1977 and is regarded as one of the most consequential periods in independent India's political history, marked by the suspension of civil liberties, press censorship and the postponement of elections.

The inclusion of the Emergency in the Class 9 syllabus is expected to broaden students' understanding of this pivotal chapter in India's democratic journey at an earlier stage of their schooling.

- Ends

Published By: Apoorva Anand

Published On: Jun 25, 2026 09:10 IST

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NCERT adds Emergency chapter in Class 9 textbook for first time after five decades

The topic has been included in a chapter examining both the achievements and challenges of democracy in the country. According to NCERT officials, this marks the first instance of the Emergency being covered in a Class 9 textbook.

IANS
Published On Jun 25, 2026 at 10:22 PM IST

New Delhi, Nearly five decades after the Emergency was declared in India, the National Council of Educational Research and Training (NCERT) has incorporated the subject into a Class 9 Social Science textbook for the first time.

The newly introduced textbook, 'Understanding Society: India and Beyond', presents the Emergency period as a significant challenge faced



The textbook also discusses the contribution of veteran leader and social reformer Jayaprakash Narayan, popularly known as Lok Nayak, in mobilising opposition to the Emergency

by India's democratic system.

The topic has been included in a chapter examining both the achievements and challenges of democracy in the country. According to NCERT officials, this marks the first instance of the Emergency being covered in a Class 9 textbook.

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The inclusion coincides with the completion of 50 years since the Emergency was imposed in 1975. The chapter outlines the political and social circumstances that preceded the decision and discusses its impact on democratic institutions and civil liberties.

According to the textbook, public discontent with the government had been growing in the early 1970s due to factors such as rising unemployment, high inflation and concerns over governance. These

issues contributed to widespread protests and political unrest in several parts of the country.

The text explains that a National Emergency was declared in June 1975 on the grounds of internal disturbance. During the 21-month period that followed, several constitutional freedoms were curtailed, press censorship was enforced, and many opposition leaders and activists were detained. The chapter notes that democratic institutions came under considerable pressure and that citizens experienced restrictions on their rights and freedoms.

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The textbook also discusses the contribution of veteran leader and social reformer Jayaprakash Narayan, popularly known as Lok Nayak, in mobilising opposition to the Emergency. It highlights how movements led by him brought together students, youth groups and citizens, particularly in Bihar and Gujarat, creating a broad-based campaign for democratic reforms.

The chapter further explains that the Emergency was withdrawn in 1977, following which general elections were held. It notes that the outcomes of those elections demonstrated the resilience of India's democratic framework, as voters were able to express their views through the electoral process and bring about political change.

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Beyond the Emergency, the revised textbook examines several contemporary challenges confronting democracy. These include misinformation, fake news, poverty, regional divisions, social discrimination and gender inequality. The objective is to help students understand the complexities of democratic governance in modern society.

A new section titled "Democracy and You" has also been added to encourage students to engage with democratic values and understand their responsibilities as active citizens.

The textbook also focuses on India's democratic institutions, the role of media as the "fourth pillar of democracy", voter participation, polling systems and grassroots democracy through examples of panchayats. It also includes sections on women's voting rights and reservations in local bodies.

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See more on: NCERT, Emergency chapter, Class 9 textbook, democracy in India, Understanding Society: India and Beyond

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School Education 1 Min Read

NCERT defends 'Krishna' title, rejects vegetarianism allegation in class 6 Kannada textbook

A Karnataka-based education rights group had on Wednesday accused NCERT of attempting to "saffronise" the curriculum through the textbook.

PTI
Published On Jun 25, 2026 at
10:21 PM IST



The group alleged that the textbook gives prominence to religious themes while marginalising Karnataka's cultural identity and diverse dietary practices

New Delhi, The National Council of Educational Research and Training (NCERT) on Thursday responded to saffronisation charge surrounding its newly introduced class 6 Kannada R3 textbook, clarifying that the title 'Krishna' refers to one of Karnataka's major rivers.

A Karnataka-based education rights group had on Wednesday accused NCERT of attempting to "saffronise" the curriculum through the textbook.

The group alleged that the textbook gives prominence to religious themes while marginalising Karnataka's cultural identity and diverse dietary practices.

Advt

NCERT said all its R3 language textbooks have been named after Indian rivers as part of an effort to promote local cultural contexts in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

"The name 'Krishna' is named after the Krishna River. The Hindi textbook has been named as 'Ganga', the English textbook has been named as 'Kaveri', and the Urdu textbook has been named as 'Jamuna' (Yamuna). Similarly, the Kannada textbook has been named as 'Krishna' as it is one of the major rivers flowing in Karnataka," the council said in a statement.

People's Alliance for Fundamental Rights to Education alleged that Karnataka's cultural and literary heritage had been overlooked in the textbook.

The outfit criticised a lesson on nutrition, alleging it promotes a vegetarian worldview and excludes references to eggs, fish, and meat.

"A balanced diet has been covered in Chapter 6 of this textbook. It is also

covered under a separate heading, 'Balanced Diet' on page 63. The illustrative image given on page 63 includes both vegetarian and non-vegetarian food items. Nowhere in the textbook is vegetarianism explained or justified, nor is non-vegetarian food opposed," it said.

Published On Jun 25, 2026 at 10:21 PM IST

See more on: NCERT, Krishna textbook, Karnataka education, saffronisation, vegetarianism controversy

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'Emergency' finds place in Class 9 NCERT textbook for first time

The new Class 9 NCERT Social Science textbook includes the Emergency of 1975-77 for the first time. The chapter presents it as a major test of Indian democracy and civic freedoms.

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India TodayNE
Jun 25, 2026,
Updated Jun 25, 2026, 9:48 AM IST

Story highlights

- **The chapter places the 1975-77 period within democracy's major challenges**
- **It links the proclamation to protests, inflation, unemployment and misgovernance allegations**
- **Students are told rights were suspended, press censored and leaders arrested**

The Emergency imposed between 1975 and 1977 has been included in a Class 9 NCERT textbook for the first time, with the new Social Science book presenting the period as one of the biggest challenges faced by Indian democracy.

The chapter appears in Understanding Society: India and Beyond, where the Emergency is discussed as part of a broader lesson on the strengths and challenges of democracy. An NCERT official confirmed that this is the first time the topic has been included in a Class 9 textbook. The move comes as India recently marked 50 years since the declaration of the Emergency in 1975.

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Describing the political situation leading up to the Emergency, the textbook says, "One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77." It notes that growing public dissatisfaction with the government, rising unemployment, inflation and allegations of misgovernance triggered widespread protests in the early 1970s.

The book states that a National Emergency was declared in June 1975 on the grounds of "internal disturbance". During the period, "a majority of Fundamental Rights were suspended", the press was censored, and many political leaders and activists were arrested. It adds that democratic institutions came under severe strain and citizens' freedoms were restricted.

The textbook also highlights the role of Jayaprakash Narayan in mobilising protests against the Emergency. Referring to him as Lok Nayak, it says mass movements led by the socialist leader brought together students and citizens, particularly in Bihar and Gujarat.

According to the chapter, the Emergency was lifted in 1977, following which general elections were held, allowing people to express their will through the ballot. It says the defeat of the ruling government demonstrated the resilience of Indian democracy and underscored the importance of democratic values.

The Emergency is discussed alongside other challenges to democracy, including fake news, misinformation, damage to public property, violation of public rules, poverty, regionalism, social discrimination and gender inequality.

The revised textbook also introduces a new section titled Democracy and You, aimed at helping students understand their role as active citizens in democratic processes.

Beyond the Emergency, the book places emphasis on India's democratic traditions and institutions. It traces democratic practices to early historical periods and explains their relevance in modern governance.

A separate section describes the media as the "fourth pillar of democracy", highlighting its role in raising public concerns and protecting democratic values.

The chapter also includes data on India's electoral system, noting that the country had more than 96.8 crore registered voters in 2024. It features case studies of grassroots governance, including panchayats in Gujarat and Tripura, and includes a dedicated section on women's voting rights and reservations in local bodies.

Edited By: Aparmita

Published On: Jun 25, 2026



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NCERT introduces Emergency in Class 9 textbook for first time, calls it 'challenge to democracy'

Class 9 students will now study the Emergency as part of a chapter on democracy in the newly released Social Science textbook, ‘Understanding Society: India and Beyond.’

DH Online

Last Updated : 25 June 2026, 11:30 IST

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Class 9 students will now study the Emergency as part of a chapter on democracy

For the first time, Class 9 students studying NCERT's Social Science curriculum will learn about the Emergency of 1975-77 through a dedicated section that describes the period as one of the major challenges faced by Indian democracy.



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Under the revised National Council of Educational Research and Training (NCERT) curriculum, Class 9 students will now study the Emergency as part of a chapter on democracy in the newly released Social Science textbook, 'Understanding Society: India and Beyond.' The section discusses the suspension of Fundamental Rights, censorship of the press, arrests of opposition leaders and the impact of the Emergency on democratic institutions.

The inclusion marks the first time the Emergency has been introduced as a dedicated section in a Class 9 NCERT textbook. It is part of the latest round of textbook revisions being rolled out under the National Curriculum Framework (NCF) and the National Education Policy (NEP) 2020.

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Speaking about this, Union Education Minister Dharmendra Pradhan said, "NCERT has done the right thing. Future generations should know and understand the dark deeds of the Emergency so that such a situation does not arise again. That is why NCERT brought it to the forefront. NCERT did a good job."

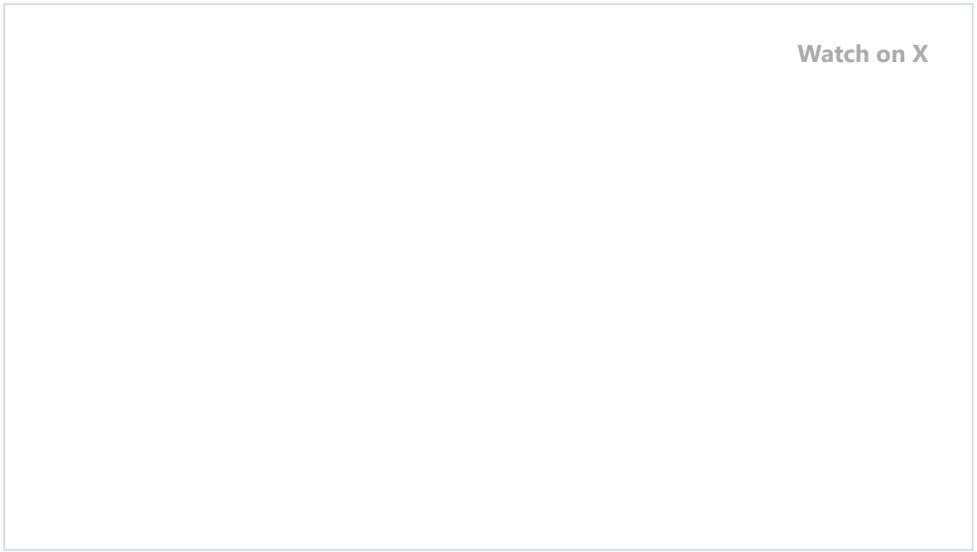
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What the textbook includes

The chapter places the Emergency within a broader discussion on the functioning of democracy and the challenges democratic systems face, as per a report by *ANI.*

According to the chapter, public dissatisfaction with the government in the early 1970s, rising unemployment, inflation and allegations of misgovernance led to widespread protests across the

The textbook states that during the period, "a majority of Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested", adding that democratic institutions came under severe strain and citizens' freedoms were restricted.

The revised Social Science textbook arrives after delays in the rollout of new Class 9 books this academic year. Schools had earlier raised concerns over the unavailability of the revised textbooks weeks after the session began, particularly the Social Science textbook.

Also Read: NCERT to restore original 'Dancing Girl' image in Class 9 textbook after backlash

Also Read: NCERT to restore original 'Dancing Girl' image in Class 9 textbook after backlash



Jayaprakash Narayan and popular movements

The chapter also highlights the role played by Jayaprakash Narayan in mobilising opposition to the Emergency.

Describing him as a political leader and socialist thinker popularly known as “Lok Nayak,” the textbook notes that mass movements led by him mobilised students and citizens, particularly in Bihar and Gujarat.

The section goes on to explain that the Emergency was lifted in 1977 and followed by general elections, which led to the defeat of the ruling government.

According to the textbook, the outcome demonstrated the strength of Indian democracy and the ability of voters to hold governments accountable through the electoral process.

Also Read: ‘Mythology-heavy’ NCERT book under fire

Also Read: NCERT Class 6 Kannada textbook under fire over ‘mythology-heavy’ content



Emergency among several democratic challenges

poverty, regionalism, social discrimination, gender inequality, damage to public property and violations of public rules.

A new section titled 'Democracy and You' has also been introduced in the textbook.

The section seeks to connect classroom discussions on democracy with students' everyday lives, encouraging them to understand their role as citizens and participants in democratic processes.

The textbook also devotes space to the role of media in democracy, describing it as the "fourth pillar of democracy" and discussing its role in raising public concerns and strengthening democratic values.

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Also Read: Didn't expect row over chapter on judiciary; content was correct, we stand by it: NCERT scholar Danino

Wider changes in revised textbooks

The Emergency chapter is among several additions introduced as part of NCERT's ongoing curriculum revision exercise.

The textbook places considerable emphasis on democratic traditions, electoral participation and local governance. It cites India's more than 96.8 crore registered voters in 2024 and includes examples of grassroots democracy through panchayats and local self-government institutions.

Separate sections also discuss women's participation in governance and reservations for women in local bodies.

ADVERTISEMENT

जनसत्ता, 26 जून 2026, पृष्ठ संख्या - 8

केंद्रीय शिक्षा मंत्री ने सराहा

एनसीईआरटी की किताब में आपातकाल पर अध्याय

जनसत्ता ब्यूरो
नई दिल्ली, 25 जून।

राष्ट्रीय शैक्षणिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने कक्षा 9 की सामाजिक विज्ञान की किताब में आपातकाल के दौर को भारत में लोकतंत्र के लिए प्रमुख चुनौतियों में से एक बताते हुए इसे एक अध्याय के रूप में शामिल किया है। इसमें इंदिरा गांधी का भी जिक्र है। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने एनसीईआरटी के इस कदम की सराहना करते हुए कहा कि आने वाली पीढ़ियों को काले कारनामों के बारे में पता होना चाहिए।

इस विषय को 2007 में तत्कालीन संप्रग सरकार के कार्यकाल के दौरान 12वीं कक्षा के पाठ्यक्रम का हिस्सा बनाया गया था, लेकिन यह पहली बार है जब इसे 9वीं कक्षा की पाठ्यपुस्तक में शामिल किया गया है। गौरतलब हो कि 1975 में आपातकाल लागू होने के बाद से भारत को 50 साल पूरे हो चुके हैं। सामाजिक विज्ञान की नई किताब अंडरस्टैंडिंग सोसाइटी: इंडिया एंड बियान्ड में आपातकाल पर एक अध्याय में लिखा है, भारत में लोकतंत्र के सामने एक बड़ी चुनौती तब आई जब 1975-77 में आपातकाल लगाया गया। 1970 के दशक की शुरुआत में, इंदिरा गांधी की सरकार से लोगों की नाराजगी बढ़ रही थी।

प्रधान ने एनसीईआरटी के इस कदम की सराहना करते हुए कहा कि आने वाली पीढ़ियों को काले कारनामों के बारे में पता होना चाहिए।

बढ़ती बेरोजगारी, महंगाई और कुशासन के आरोपों के कारण बड़े पैमाने पर विरोध-प्रदर्शन हुए। इसमें कहा गया है कि जून 1975 में सरकार ने आंतरिक अशांति के आधार पर देश में आपातकाल लागू किया। इस दौरान, ज्यादातर मौलिक अधिकारों को निलंबित कर दिया गया, प्रेस पर बंदिशें लगाई गईं।

हिन्दुस्तान, 26 जून 2026, पृष्ठ संख्या - 12

नौवीं कक्षा के छात्र 'आपातकाल का इतिहास' पढ़ेंगे

नई दिल्ली, एजेंसी। भारत में लोकतांत्रिक इतिहास का सबसे विवादित हिस्सा माना जाने वाले आपातकाल का इतिहास अब नौवीं कक्षा के छात्र पढ़ेंगे। एनसीईआरटी ने कक्षा नौ की सामाजिक विज्ञान की पाठ्यपुस्तक में इसे शामिल किया है।

शिक्षा मंत्री धर्मेंद्र प्रधान ने इसकी सराहना करते हुए कहा है कि नई पीढ़ी को सच्चाई पता होना जरूरी है। आने वाली पीढ़ियों को आपातकाल के 'काले दौर' का पता होना चाहिए, ताकि दोबारा ऐसी स्थिति नहीं बने। भाजपा ने भी इसका समर्थन किया है। पार्टी प्रवक्ता शहजाद पूनावाला ने आरोप लगाया कि आपातकाल के दौरान कांग्रेस ने कथित तौर पर हर संवैधानिक संस्था पर हमला किया। बता दें कि 25 जून 1975 को देश में आपातकाल लगाया गया था। यह राजनीतिक उथल-पुथल और अदालत के उस फैसले के बाद किया गया, जिसमें तत्कालीन प्रधानमंत्री इंदिरा गांधी के चुनाव को अमान्य घोषित किया गया था। एनसीईआरटी ने कक्षा नौ की पाठ्यपुस्तक 'अंडरस्टैंडिंग सोसायटी: इंडिया एंड बियॉण्ड' में किए गए नए बदलावों में आपातकाल की जानकारी शामिल की है। हालांकि, वर्ष 2007 में यूपीए सरकार के दौरान इसे कक्षा 12 की पाठ्यपुस्तक का हिस्सा बनाया गया था, लेकिन अब पहली बार कक्षा नौ की किताब में इसे जोड़ा गया है।

किताब में निर्वाचन आयोग की तारीफ

सामाजिक विज्ञान की किताब में चुनाव आयोग की भी तारीफ की गई। किताब में भारतीय चुनाव प्रक्रिया को बेमिसाल बताते हुए कहा गया है कि चुनाव आयोग गलत जानकारी, फेक न्यूज जैसी चुनौतियों के बावजूद चुनाव निष्पक्ष कराने की कोशिश करती है।

कक्षा छह की कन्नड़ पुस्तक का बचाव किया

एनसीईआरटी ने गुरुवार को कक्षा छह की कन्नड़ (आर3) पाठ्यपुस्तक को लेकर लगे कथित भगवाकरण के आरोपों पर स्पष्टीकरण दिया है। परिषद ने कहा है कि किताब का नाम कृष्णा कर्नाटक की प्रमुख नदी के नाम पर रखा गया है।

पाठ्यपुस्तक के एक पैराग्राफ में कहा गया है, 'भारत में लोकतंत्र के लिए एक बड़ी चुनौती तब सामने आई जब 1975-77 में आपातकाल लगाया गया।

दैनिक जागरण, 26 जून 2026, पृष्ठ संख्या - 12

'आपातकाल' को पाठ्यक्रम में शामिल करने पर भाजपा ने किया समर्थन

नई दिल्ली, प्रेट्र : भाजपा ने एनसीईआरटी के कक्षा-9 की सामाजिक विज्ञान पाठ्यपुस्तक में आपातकाल के वर्षों पर एक खंड को शामिल करने के फैसले का समर्थन करते हुए कहा कि भारत के संविधानिक इतिहास का यह "अंधेरा अध्याय" याद रखा जाना चाहिए ताकि इसे कभी दोहराया नहीं जा सके। सत्तारूढ़ पार्टी ने 1975 में आपातकाल लगाने के लिए कांग्रेस पर भी हमला किया और आरोप लगाया कि वह एनसीईआरटी के इस निर्णय का विरोध कर रही है।

यह टिप्पणी तब आई जब एनसीईआरटी ने पहली बार नए विकसित सामाजिक विज्ञान पाठ्यपुस्तक "अंडरस्टैंडिंग सोसाइयटी: इंडिया एंड बियांड" में आपातकाल पर एक खंड शामिल किया। इसमें आपातकाल को भारत में लोकतंत्र के लिए "एक प्रमुख चुनौती" के रूप में वर्णित किया गया। भाजपा प्रवक्ता शहजाद पूनावाला के अनुसार, 25 जून 1975 भारत की लोकतांत्रिक और संविधानिक यात्रा का अंधेरा अध्याय था। आरोप लगाया कि कांग्रेस ने इस अवधि के दौरान हर संवैधानिक संस्था पर हमला किया।

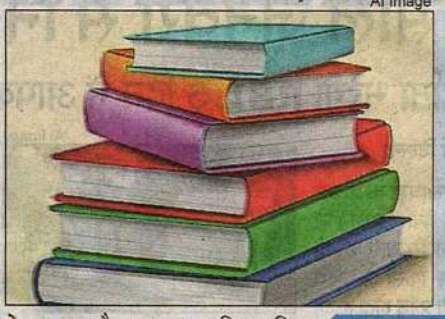
आइएएनएस के अनुसार, इस मामले में अब राजनीतिक बहस छिड़ गई है। कांग्रेस के वरिष्ठ नेता सलमान खुर्शीद सहित विपक्षी नेताओं का कहना है कि उन्हें इस विषय को पढ़ाने पर आपत्ति नहीं है, लेकिन इतिहास को पूरी सच्चाई और संदर्भ के साथ पेश किया जाना चाहिए।

नवभारत टाइम्स, 26 जून 2026, पृष्ठ संख्या - 11

NCERT: क्लास 9 में शामिल हुआ आपातकाल का चैप्टर, सियासत शुरू

■ NBT रिपोर्ट, नई दिल्ली

AI Image



कांग्रेस, RJD और समाजवादी पार्टी ने सरकार पर इतिहास को राजनीतिक नजरिए से पेश करने का लगाया आरोप

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) की क्लास 9 की सोशल साइंस की किताब में आपातकाल का चैप्टर शामिल किया गया है। नई किताब में भारत में लोकतंत्र के सामने चुनौती के रूप में आपातकाल का जिक्र किया गया है। इसे लेकर राजनीतिक बहस भी तेज हो गई है। सरकार ने NCERT के इस कदम का समर्थन किया है, जबकि कांग्रेस, राष्ट्रीय जनता दल और समाजवादी पार्टी ने आरोप लगाया है कि शिक्षा और इतिहास को राजनीतिक नजरिए से पेश करने की कोशिश की जा रही है।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने क्लास 9 की NCERT पार्ट-1 की किताब में आपातकाल पर चैप्टर शामिल किए जाने का स्वागत किया। उन्होंने कहा कि आने वाली पीढ़ियों को आपातकाल जैसे काले दौर के बारे में जानना और समझना चाहिए ताकि भविष्य में ऐसी स्थिति दोबारा न आए। इंडिया एंड बियॉन्ड' में आपातकाल पर चैप्टर में लिखा गया है कि भारत में लोकतंत्र के सामने एक बड़ी चुनौती तब आई, जब वर्ष 1975 से 1977 के बीच आपातकाल लागू किया गया। NCERT ने सोशल साइंस की किताब में भारत की चुनावी प्रक्रिया का भी उल्लेख किया है। इसमें निष्पक्ष और पारदर्शी चुनाव कराने में चुनाव आयोग की भूमिका के बारे में बताया गया है।

संविधान पर हमला था आपातकालः PM

प्रधानमंत्री नरेन्द्र मोदी ने गुरुवार को आपातकाल को सबसे अंधकारमय अध्यायों में से एक बताते हुए कहा कि इस दौरान लोगों की आजादी को खत्म कर दिया गया था। केंद्रीय गृह मंत्री अमित शाह ने भी आपातकाल को लोकतंत्र का काला अध्याय बताया।

The Times of India, 26 June 2026,

Page No-12

Pradhan backs NCERT, says kids must know of Emergency 'dark deeds'

TIMES NEWS NETWORK

New Delhi/Bengaluru: Union education minister Dharmendra Pradhan Thursday justified the inclusion of a chapter on the 1975-77 Emergency in the NCERT class IX social science textbook, saying future generations must know the "dark deeds" of that period.

Speaking in Chandigarh on the inclusion of the Emergency section, Pradhan asserted, "... NCERT has done the right thing. Future generations should know and understand the dark deeds of the Emergency so that such a situation does not arise again..."

The inclusion of Emergency was exclusively reported by **TOI** on Wednesday in the social science textbook 'Understanding Society: India and Beyond'. The section places the 1975-77 period among the major challenges faced by the Indian democracy, referring to the suspension of fundamental rights, press censorship and arrests of opposition leaders during the Indira Gandhi-led Congress govt.

The council, meanwhile, issued a separate clarification rejecting allegations of religious and dietary bias in its class VI Kannada language (R3 under the three-language policy) textbook, titled "Krishna". The NCERT said that the title "Krishna" referred to the Krishna river, not a religious figure. "NCERT has named its language textbooks, after rivers of India," it said. It added that the Hindi textbook was named "Ganga", English "Kaveri", Urdu "Jamuna" (Yamuna), and Kannada "Krishna", after one of Karnataka's major rivers.

On allegations that the book promoted vegetarianism, NCERT said a balanced diet was covered in chapter 6 and under a separate heading, "Balanced Diet", on page 63. It said the illustrative image on the page included both vegetarian and non-vegetarian food items, and that the chapter linked healthy food with India's food diversity.

The Asian Age, 26 June 2026, Page No - 2

■ Book highlights role of J.P. Narayan in mobilising Opp

In a first, Emergency will be taught in Class 9 textbooks

SANJAY KAW
NEW DELHI, JUNE 25

In a first, the 1975-77 Emergency — one of the most catastrophic episodes in post-Independence Indian history — finds a place in a Class 9 Social Science textbook, with the NCERT framing it as one of the major challenges that the country's democracy had to endure and survive.

The new Social Science textbook, *'Understanding Society: India and Beyond,'* has introduced a chapter on the Emergency into the secondary school curriculum for the first time.

Welcoming the NCERT decision, Union education minister Dharmendra Pradhan said future generations should be aware of the dark deeds of that period to ensure such circumstances do not recur.

Speaking to reporters, the minister said, "This is correct. NCERT has done the right thing. Future generations should know and understand the dark deeds of the Emergency so that such a situation does not arise again. That is why NCERT brought it to the forefront. NCERT did a good job..."

A senior NCERT official stated that the earlier

THE DEVELOPMENT comes exactly 51 years after the proclamation of the Emergency in India on June 25, 1975, and a year after the country marked its 50th anniversary

Class 9 textbook had no mention of the Emergency, but, as a part of the revised curriculum, a dedicated section has been added.

The development comes exactly 51 years after the proclamation of the Emergency in India on June 25, 1975, and a year after the country marked its 50th anniversary.

The book vividly delves into the political discontent of the early 1970s, marked by economic hardship, joblessness, and growing disillusionment with the Indira Gandhi-led government and subsequent events.

The section reads: "One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77. In the early 1970s, public dissatisfaction with the government led by Indira Gandhi was growing. Rising unemployment, inflation, and allegations of misgovernance led to widespread protests."

"In June 1975, a national emergency was imposed by the government on the grounds of internal disturbance. During this period, a majority of the Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested. Democratic institutions came under severe strain, and citizens' freedom was restricted," it adds.

The textbook also highlights the role of Jayaprakash Narayan in mobilising opposition to the Emergency.

It notes that mass movements led by Jayaprakash, popularly known as Lok Nayak, mobilised students and citizens, particularly in Gujarat and Bihar.

It says that after the Emergency was lifted in 1977 and general elections were held, "the defeat of the ruling government demonstrated the strength of Indian democracy and highlighted the importance of democracy."

The chapter puts the Emergency within a broader examination of democratic strengths and vulnerabilities, treating it not as an isolated historical aberration but as a test of India's constitutional framework.

BJP says 'dark chapter' must be remembered

AGE CORRESPONDENT
NEW DELHI, JUNE 25

The Bharatiya Janata Party on Thursday backed the NCERT's decision to introduce a section on the Emergency years in a Class 9 social science textbook, saying the "dark chapter" in India's constitutional history must be remembered to ensure it is never repeated.

The ruling party also attacked the Congress over the imposition of Emergency in 1975 and alleged that it is opposing the National Council of Educational Research and Training's (NCERT) decision to introduce the section.

The remarks came after the NCERT, for the first time, introduced a section on the Emergency in a newly developed social science textbook, *'Understanding Society: India and Beyond'*.

It describes Emergency as "one of the major challenges" to democracy in India and one in which a majority of fundamental rights were suspended.

The Indian Express, 26 June 2024, Page 1, 2

NCERT's new Social Science textbook for Class 9 has SIR, more details on Emergency

Abhinaya Harigovind
New Delhi, June 25

A YEAR after the Election Commission (EC) ordered a Special Intensive Revision (SIR) of electoral rolls, starting with Bihar as Assembly elections were due there, the exercise has found a mention in the NCERT's new Social Science textbook for Class 9. Through SIR, the EC "ensures that no eligible citizen is left out and no ineligible person is included in the electoral roll," it says.

The book — 'Understanding Society India and Beyond: Part 1' — released Thursday, also features a section on the Emergency, as part of the topic, 'Challenges to democratic practices in India', in a chapter titled 'Democracy'.

"One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77. In the early 1970s, public dissatisfaction with the government led by Indira Gandhi was growing. Rising unemployment, inflation, and allegations of misgovernance led to widespread protests," it says.

"In June 1975, a National

»CONTINUED ON PAGE 2

Business as Usual
By EP UNNY



NCERT's new Social Science textbook

Emergency was imposed by the government on the grounds of internal disturbance. During this period, a majority of fundamental rights were suspended, the press was censored, and numerous political leaders and activists were arrested," it says.

"Democratic institutions came under severe strain, and citizens' freedom was restricted. Mass movements led by Jayaprakash Narayan -- a political leader and socialist thinker, popularly known as Lok Nayak -- mobilized students and citizens, especially in Bihar and Gujarat," it says.

Referring to the general elections held after the Emergency was lifted in 1977, it says: "Defeat of the ruling government demonstrated the strength of Indian democracy and highlighted the importance of constitutional safeguards, civil liberties, and active citizen participation in protecting democratic values".

The only mention of the Emergency in the old Class 9 textbook was in a chapter on electoral politics. Referring to the "save democracy" slogan "given by Janata Party under the leadership of Jayaprakash Narayan, in the Lok Sabha election held in 1977", it said the party "promised to undo the excesses committed during Emergency and restore civil liberties."

However, NCERT's Class 12 Political Science textbook -- Politics in India Since Independence -- has a chapter titled 'The crisis of democratic order', which provides details on the Emergency, including the background leading up to it, the response to it, and politics after the Emergency.

Speaking to reporters in Chandigarh, Education Minister Dharmendra Pradhan said, "NCERT has done the right thing. Future generations should know, read and understand dark deeds like the Emergency, so that such a situation does not arise again."

The SIR finds a mention in a chapter on elections in the new Class 9 book, in a section on the poll panel's functions. "The ECI also conducts Special Intensive Revision (SIR), which involves updating, verifying and correcting the electoral rolls... Through SIR, it ensures that no eligible citizen is left out and no ineligible person is included in the electoral roll. This exercise ensures the addition of all voters, especially the young voters who have just turned 18 and may be left out due to a lack of awareness of any other reason," it says.

"The SIR also deletes the names of the voters on the basis of death of the voter, change of residence, duplicate enrollment, and being permanently untraceable," it states, adding that the EC gives time to raise claims or objections against the revised electoral roll, and settles these claims and objections before publishing the final electoral roll.

The old Class 9 textbook, in a chapter on electoral politics, had a section on voters' lists, where it mentioned that "a complete revision of the list takes place every five years", and this is done to ensure that it remains up to date.

NCERT Director Dinesh Prasad Saklani did not respond to calls and texts seeking his comment.

The Tribune, 26 June 2026, Page No - 7

Punjab school turnaround has lessons for India



AARUSHI JAIN DIRECTOR | **NIKHAT KHALID** RESEARCH FELLOW

BHARTI INSTITUTE OF PUBLIC POLICY, INDIAN SCHOOL OF BUSINESS

FOR decades, India's school education discourse has oscillated between two extremes: expanding access and lamenting quality. We built more schools, increased enrolment, improved gender parity and expanded infrastructure. Yet the deeper question persisted: were children actually learning?

NITI Aayog's latest report, School Education System in India: Temporal Analysis and Policy Roadmap for Quality Enhancement (2026), signals an important shift in this conversation, arguing that India's educational challenge is no longer merely about schooling, but also about meaningful learning, institutional capacity and systemic transformation. The report highlights the states that have demonstrated measurable progress. Punjab has been identified as one of the strongest performers in school education indicators, especially in governance, infrastructure and learning outcomes.

These findings merit national attention. India stands at a critical juncture where certain states are struggling with foundational gaps, and the experience of Punjab can offer important lessons for India's next phase of educational reform.

Today, India has over 14.71 lakh schools serving over 24.69 crore students, making it one of the world's largest school education systems. Access to schooling has expanded significantly across the country, and near-universal enrolment at the primary level has largely been achieved.

However, the Gross Enrolment Ratio at the higher secondary stage remains only 58.4 per cent, highlighting major continuity gaps in schooling across the country. The central challenge as identified by the NITI Aayog is no longer access alone, but ensuring quality learning, stronger transition rates, improved governance and institutional effectiveness.

The debate therefore can no longer remain limited to enrolment statistics. The focus must shift to learning outcomes, school leadership, teacher capacity and educational equity.

Punjab's reforms addressed precisely this challenge. Over the past several years, Punjab has shown measurable improvements across several educational indicators. Most significantly, Punjab emerged as a leading state in the National Achievement Survey (NAS) and the Performance Grading Index (PGI), highlighting improvements in learning outcomes, governance and institutional effectiveness.



ACHIEVEMENT : Punjab has shown measurable improvements across several educational indicators. FILE

Punjab's educational transformation becomes particularly striking when viewed through the lens of the Performance Grading Index, developed by the Ministry of Education to evaluate states across learning outcomes, governance, infrastructure and equity. In the PGI 2017 report, Punjab ranked 22nd and was among the lower performing states.

However, within a span of a few years, the state rose dramatically to emerge among the top performers nationally. The state has remained among the top performers in the PGI rankings since 2019-20 and has retained its leading ranking.

The rankings of the revamped PGI 2.0 (2025) are a testament to the sustained performance, wherein Punjab achieved the Prachesta 1 Grade, emerging as the top-performing state.

> The state invested simultaneously in school infra, teacher accountability and student support systems.

This achievement reflects that these improvements are structural, sustained and across government regimes.

Punjab invested simultaneously in school infrastructure, digital access, governance reforms, teacher accountability, community participation and student support systems. The state expanded smart schools, strengthened digital learning initiatives, introduced leadership and training programmes and attempted to improve institutional credibility within the public school system.

As identified by the NITI Aayog report, governance and school leadership are major factors affecting educational quality across states. Punjab's experience offers important lessons here. Over the past several years, the state invested substantially in the capacity building of principals and teachers through leadership programmes, exposure visits, structured training initiatives and institutional partnerships. These efforts attempted to move school leadership beyond routine administration toward academic mentoring, innovation and institutional problem-solving.

This is critical because educational transformation is fundamentally a human systems challenge. The NITI Aayog report recommends structured leadership development, decentralised empowerment, stronger academic support systems and reforms in school governance architecture as essential components of long-term educational improvement.

Punjab's reforms also challenge a deeply entrenched assumption in India that government schools are inherently incapable of delivering quality education.

The state's experience demonstrates that public education systems can improve substantially when reforms are sustained politically, administratively and institutionally.

Importantly, the reforms were not limited to cosmetic interventions. Initiatives such as smart schools, digital learning platforms and the Punjab Educare App expanded access to educational resources for nearly 25 lakh students, particularly during and after the Covid pandemic.

A recurring weakness of educational reform in India has been policy discontinuity. Initiatives frequently lose momentum because priorities shift with leadership transitions or administrative reshuffles, limiting the long-term institutionalisation of reform.

As India moves towards the goal of Viksit Bharat 2047, the quality of its school education will become the defining determinant of national progress. The future will not be shaped merely by the number of schools built or enrolment percentages achieved. It will depend on whether schools can nurture capable, confident, value-driven and future-ready citizens.

The unfinished agenda remains significant. The NITI Aayog report notes continuing concerns related to foundational literacy, learning inequalities, teacher shortages, and uneven digital access across states. National surveys continue to show that many students struggle with grade-appropriate competencies in reading and numeracy despite years of schooling.

Punjab's experience offers cautious optimism. Its progress shows that educational transformation is possible when states invest in governance, leadership, teacher motivation, institutional capacity and learning outcomes.

Hindustan Times, 26 June 2026, Page No - 8

Chapter on Emergency in new NCERT Class 9 book stirs row

Sanjay Maurya
letters@hindustantimes.com

NEW DELHI: A new National Council of Educational Research and Training (NCERT) Class 9 Social Science textbook released on Thursday introduced a discussion on the Emergency imposed by then prime minister Indira Gandhi, reigniting a political battle between the Bharatiya Janata Party (BJP) and the Congress.

The new book did not explicitly discuss the Preamble, "secular" or "secularism", concepts that previously formed part of students' introduction to the Constitution in the earlier book, taught between 2006 and 2026.

"In June 1975, a National Emergency was imposed on the grounds of internal disturbance. During this period, a majority of Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested. Democratic institutions came under severe strain, and citizens' freedom was restricted," the book said.

The inclusion came two years after the Centre announced that June 25 will be observed annually as "Samvidhan Hatya Divas" (Constitution Murder Day) to mark the anniversary of the Emergency.

The development sparked a political war, with Union education minister Dharmendra Pradhan saying future generations should understand the "dark deeds of the Emergency" and the Congress alleging that the move was driven by "divisive politics" and an attack on constitutional values.

The Emergency was previously discussed in NCERT's Class 12 Political Science textbook, introduced in 2007 and still in use. This is the first time the subject has been incorporated into the revised Class 9 curriculum being rolled out under the National Education Policy (NEP) 2020 and the *National Curriculum Framework for School Education (NCF-SE) 2023*.

The newly released 220-page textbook, Understanding Society: India and Beyond-Part 1, replaces separate textbooks for history, geography, political science and economics that were in use till the 2025-26 academic session. The integrated textbook, to be used from the 2026-27 academic year, contains two chapters each from the four disciplines.

A section titled "Challenges to Democratic Practices in India" under a chapter on democracy introduces the Emergency. The section notes that democratic institutions "came under severe strain, and citizens' freedom was restricted" during the Emergency. It adds that the period saw both "vulnerabilities and the resilience" of India's democratic institutions.

"One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975–77," the textbook says. It notes that public dissatisfaction against the Indira Gandhi government in the early 1970s, amid rising unemployment, inflation and allegations of misgovernance, triggered widespread protests.

"Mass movements led by Jayaprakash Narayan—a political leader and socialist thinker, popularly known as Lok Nayak—mobilised students and citizens, especially in Bihar and Gujarat."

The textbook notes that the Emergency was lifted in 1977, and general elections were held, allowing people to express their will through the ballot. "The defeat of the ruling government demonstrated the strength of Indian democracy and highlighted the importance of constitutional safeguards, civil liberties, and active citizen participation in protecting democratic values," it says.

The Emergency already features in NCERT's Class 12 Political Science textbook, which traces the events leading to the June 1975 proclamation, including the Allahabad high court verdict against Indira Gandhi, Opposition protests led by Jayaprakash Narayan and the invocation of Article 352 citing internal disturbance. The textbook notes that the Emergency ended with the Congress defeat in the 1977 Lok Sabha elections.

The inclusion of the Emergency in the Class 9 textbook prompted sharp political reactions.

"The NCERT has done the right thing. Future generations should know and understand the dark deeds of the Emergency," Pradhan told reporters in Chandigarh.

Congress leader Sachin Pilot hit out at the BJP over the inclusion of the Emergency topic in the Class 9 textbook.

"I have seen that whenever there is a BJP government, whether in a state or at the Centre, the first thing they do is try to present books, history, and literature in their own way. That may be the goal of the BJP government, but I believe we have to look ahead." He added that the challenge democracy faces today is unprecedented in the history of independent India.

Shiv Sena (UBT) leader Sanjay Raut defended Indira Gandhi, saying she did not break any political party or abolish the Constitution.

"The Emergency is not just a subject for study, but it is also provided for in the Constitution. The Constitution gives the prime minister the right to impose an Emergency if anarchy spreads in the country. This does not mean that you should not respect the Constitution."

Beyond the Emergency chapter, a comparison between the new and old Class 9 curricula revealed other changes.

In the earlier textbook, Democratic Politics-I, an entire chapter titled 'Constitutional Design' was devoted to explaining the making of the Constitution.

The chapter used the Preamble as the central framework for introducing students to constitutional values and described it as a document that "contains the philosophy on which the entire Constitution has been built". Students were taught the meaning of "Sovereign", "Socialist", "Secular", "Democratic" and "Republic". The chapter said the Preamble "reads like a poem on democracy" and explained secularism as a system with "no official religion" where the state accords equal respect to all faiths.

In the new textbook, the Constitution is discussed through sections on the Constituent Assembly, constitution-making, democratic institutions and fundamental rights. The textbook notes that the Constituent Assembly was formed in 1946 to draft a Constitution for independent India and describes the Constitution as a "robust, flexible, transformative, and responsive" document. It also emphasises liberty, equality, justice and fraternity, and discusses rights relating to equality, freedom and religion.

However, the new textbook does not reproduce the Preamble or explain its terminology. A review of the text shows that the words "secular" and "secularism" do not appear in the volume. Nor does the book indicate that these concepts will be taken up in later grades. The treatment of the Election Commission has also changed. In the earlier Class 9 chapter Electoral Politics, students were told that "very few election commissions in the world have such wide-ranging powers as the Election Commission of India". The chapter emphasised the commission's independence, explaining that governments complied with its directions because it was "independent and powerful", and discussed powers such as enforcing the Model Code of Conduct and ordering re-polls.

The new textbook's Elections chapter focuses primarily on the Election Commission's constitutional powers and responsibilities. It notes that the Constitution has vested in the Election Commission the "superintendence, direction and control" of elections and discusses its role in conducting polls in the world's largest democracy.

NCERT did not respond to HT's queries. However, NCERT director Dinesh Prasad Saklani wrote in the foreword: "The content has been carefully selected to engage students with questions related to society, governance, environment, culture, economy, and human relationships. This approach aims to encourage learners to think critically and empathetically about the world they inhabit."

NCERT is rolling out new textbooks under the NEP 2020 and NCF-SE 2023. It has released textbooks for Class 1 to 8 except the second part of social science and Class 9 books, which will be released later this year.

Preamble, 'secularism' removed

- The newly released 220-page textbook replaces separate textbooks for history, geography, political science and economics and contains two chapters each from the four disciplines.
- The new textbook does not discuss the Preamble, "secular" or "secularism", concepts previously explained in the earlier book, taught between 2006 and 2026.
- The earlier textbooks focused on the Election Commission's independence, powers to enforce MCC, and ordering re-polls. The new text focuses primarily on the ECI's constitutional powers and responsibilities.

(The second part of the textbook will be released later this year)



Book describes judiciary as 'impartial and independent'

NEW DELHI: The new Class 9 textbook describes the judiciary as an "impartial and independent institution" that safeguards citizens' rights and upholds the spirit of the Constitution. Under a section titled 'Separation of Powers' in a chapter on democracy, the textbook highlights that the judiciary takes Public Interest Litigation (PIL) "from time to time to ensure access to justice for all".

The new textbook talks about various functions of judiciary, stating that the judiciary reviews executive actions and constitutional amendments, can invalidate unconstitutional laws, "upholds the Constitution", and "plays a vital role in protecting and promoting democratic values and the rights of all sections of the society."

In the earlier NCERT Class 9 political science textbook, the judiciary was discussed in the chapter *Working of Institutions* as part of India's constitutional design. Students were taught that an "independent and powerful judiciary" was essential to democracy and that courts must remain free from the control of the executive and legislature. The chapter explained that judges do not function under government directions, highlighted safeguards in judicial appointments and removal, and described the judiciary's role in resolving disputes and checking arbitrary exercise of power.

In February, a controversy broke out over NCERT's social science textbook for Class 8 part 2 which included a section on "corruption in the judiciary" in a chapter. After the Supreme Court's intervention, the physical and digital copies of the book were taken down, and NCERT issued an apology.

On March 11, the Supreme Court directed the Centre, states, UTs and educational institutions to disassociate from three experts – Michel Danino, Suparna Diwakar and Alok Prasanna Kumar – involved in preparing the chapter. However, on May 22, the court modified that order, accepting the experts' explanation that the textbook was a collective exercise and that there was no intention to portray the judiciary negatively.

Following the controversy, the ministry of education on March 16 constituted an oversight committee headed by former SC judge Justice Indu Malhotra. The Centre also associated the head of the National Judicial Academy with the revision of curricula for Class 8 and higher classes. Separately, NCERT reconstituted its National Syllabus and Teaching Learning Material Committee (NSTC) to oversee syllabus and textbook development for Classes 3 to 12, while revising its terms of reference to give NCERT formal authority to approve, publish and distribute textbooks.

The new Class 9 social science textbook was prepared before the controversy broke out.

SANJAY MAURYA

Those who target schools, children with impunity must be held into account: India tells UNSC

The United Nations verified 38,558 grave violations, which affected 24,174 children in 2025 (15,493 boys, 7,990 girls, 691 sex unknown), the highest number of children affected by grave violations since the beginning of the mandate

Updated - June 26, 2026 11:49 am IST - United Nations

PTI



Permanent Representative of India to the UN in New York, Ambassador Parvathaneni Harish, said that nearly 473 million children – more than one in six globally – live in or are fleeing conflict zones, and more than 85 million among them have no access to education whatsoever. File | Photo Credit: ANI

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India has called for bringing to account those who target schools and children with impunity, underscoring that the protection of children without accountability is incomplete.

“Education is a right that should endure in times of conflict. It is a right whose fulfilment is among the most powerful contributions to lasting peace. India remains unwavering in its commitment to protecting children in armed conflict and to upholding their right to learn, to grow, and to realise their full potential,” India’s Permanent Representative to the UN Ambassador Harish Parvathaneni said.

He was addressing the UN Security Council open debate on “Strengthening the Prevention of and Protection of Education for Children Affected by Armed Conflict: From Normative Commitments to Effective Implementation” at the United Nations on Wednesday (June 23, 2026).

Mr. Parvathaneni stressed that “protection without accountability is incomplete. Those who target schools and children with impunity must be held to account.”

The UN Secretary General’s latest report on “Children and armed conflict” said that in 2025, violations against children in armed conflict reached “shocking levels,” with an unprecedented number of children affected.

Also read: **How should India tackle child trafficking? | Explained**

The United Nations verified 38,558 grave violations, which affected 24,174 children in 2025 (15,493 boys, 7,990 girls, 691 sex unknown), the highest number of children affected by grave violations since the beginning of the mandate.

The number of children subjected to multiple grave violations continued to rise from 3,137 in 2024 to 3,176 in 2025.

“Parties to conflict failed to uphold or proactively undermined their obligations under international humanitarian law and international human rights law and continued to commit grave violations with near-total impunity, resulting in excessive humanitarian consequences for civilians and civilian objects, disproportionately affecting children and

the facilities and services they rely on," the report said, adding that government forces were responsible for a majority of grave violations and were the main perpetrators of the killing and maiming of children, attacks on schools and hospitals, and the denial of humanitarian access.

India noted that the Secretary-General's 2025 Annual Report on Children and Armed Conflict presents "alarming statistics" – attacks on schools rose by a staggering 44% in a single year.

Mr. Parvathaneni said nearly 473 million children – more than one in six globally – live in or are fleeing conflict zones, and more than 85 million among them have no access to education whatsoever.

"These figures are a damning verdict on humanity's collective failure to translate commitments into reality on the ground," he said.

Emphasising that protection of a child's education is protecting a nation's future, Mr. Parvathaneni said that governments bear the primary responsibility to uphold their obligations to protect and promote a child's rights.

He noted that in India, the Right to Education is a fundamental right enshrined in the Constitution, guaranteeing free and compulsory education up to the age of 14 years. In order to ensure access to quality education to all, India launched DIKSHA (Digital Infrastructure for Knowledge Sharing) – the national digital platform for school education that has democratised access to quality learning through interactive content and AI-powered tools across multiple languages.

"Our domestic commitment to ensure access to affordable and quality education also shapes our engagement on this issue internationally," he said, adding that India leveraged digital technology as a vital enabler of access to education, especially in regions and during times with disrupted physical schooling such as during the Covid pandemic.

"Our experience has convinced us that access to digital learning can be the bridge that helps children access education during conflicts," he said.

Further, he underscored that investment in education for those bearing the heaviest burden of war is an imperative.

“India has made sustained investments in facilitating education for refugees and displaced communities from across our neighbourhood, recognising that continuity of learning is among the most powerful tools for resilience and recovery.”

India has also invested in rebuilding education infrastructure, including the construction of schools and vocational training centres, in different countries, including our neighbourhood, he said.

Published – June 26, 2026 11:16 am IST

Students in Classes 7, 8, & 9 can continue learning foreign languages this year: Education Ministry sources

These students do not have switch to an extra native language till they complete Class 10, the sources added; the clarification comes over a month after CBSE stated that students in Class 9 must study three languages, of which two should be native to India, in the 2026-27 academic year

Published – June 26, 2026 10:44 pm IST – New Delhi



MAITRI PORECHA



Image used for representative purpose only. | Photo Credit: B. Jothi Ramalingam

Students studying in Classes 7, 8 and 9 in Central Board of Secondary Education (CBSE) affiliated schools can continue learning foreign languages under the three-language policy until they finish Class 10, sources in the Ministry of Education stated on Friday (June 26, 2026)

The clarification comes over a month after CBSE stated that students in Class 9 must study three languages, of which two should be native to India, come July 1 in the 2026-27 academic year.

This led to CBSE schools instructing their students who had opted for foreign languages like French, German, Spanish and so on to switch to a native language, in case they are already studying English.

There are at least six lakh students who study French and 1.5 lakh students who study German in all schools across India spread across various grades, including CBSE schools.

Embassies resist phasing out

An official spokesperson from the German Embassy confirmed that the diplomatic mission is in touch with the Government of India over the issue.

Sources also stated that there had been a pushback by German and French Embassies against the Centre's three-language formula which will gradually lead to phasing out of foreign language teaching from CBSE schools by 2030-31, if not sooner.

Sources have clarified that the three-language formula will apply to students entering Class 6 who will have to study three languages, two of which will be native to India.

The CBSE circular led to protests from parents, students and teachers, who had approached Supreme Court against the abrupt switch, arguing that students in Class 9 who have already studied a foreign language for the past three to four years will find it very difficult to suddenly switch their language option.

Revised circular soon

CBSE is expected to reverse its May 15 circular which had mandated a three-language formula under the National Education Policy to be applied to Class 9 students, the sources added.

The clarification comes over a week after the Supreme Court refused to grant interim relief on petitions challenging the implementation of CBSE's three-language policy for Class 9 students in 2026-27.

It is expected that CBSE will withdraw the latest circular in light of the controversy and will direct schools to gradually implement the three-language policy over five consecutive academic years up to 2030-31, rather than rolling it out for all classes from 2026-27.

Published – June 26, 2026 10:44 pm IST

New NCERT Class 9 textbook omits Preamble, Secularism references, adds Emergency and SIR; Dharmendra Pradhan reacts

The revised textbook, released under the National Education Policy (NEP) 2020 on Thursday, discusses the Constitution through its making, democratic institutions and fundamental rights, but does not reproduce the Preamble or explain its terminology,

Written By **Gulam Jeelani**

Published 26 Jun 2026, 10:50 AM IST

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NCERT's '1975 Emergency In Class 9 Books' Move: Watch BJP Vs Congress Reactions| Preamble

AI Quick Read

The National Council of Educational Research and Training (NCERT) has introduced a discussion on the Emergency imposed by then Prime Minister Indira Gandhi, while omitting the Preamble and references to ‘secular’ and ‘secularism’ from its Class 9 Social Science textbook, released on 25 June.

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The Preamble references to ‘secular’ and ‘secularism’ featured prominently in the previous Class 9 textbook.

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The revised textbook, released under the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, discusses the Constitution through its making, democratic institutions and fundamental rights, but does not reproduce the Preamble or explain its terminology, Hindustan Times reported.

People also ask

AI powered insights from this story

1. What changes were made to the NCERT Class 9 social science textbook regarding the Preamble and secularism?
2. Why was the Emergency added to the Class 9 curriculum for the first time?
3. How does the new textbook explain the significance of the Emergency in Indian history?
4. What is the Special Intensive Revision (SIR) mentioned in the NCERT Class 9 textbook?
5. Should the omission of the Preamble and secularism references in the textbook be a concern?

The textbook also introduces the Emergency for the first time in the revised Class 9 curriculum, describing it as a period when democratic institutions came under severe strain and citizens' freedoms were curtailed.

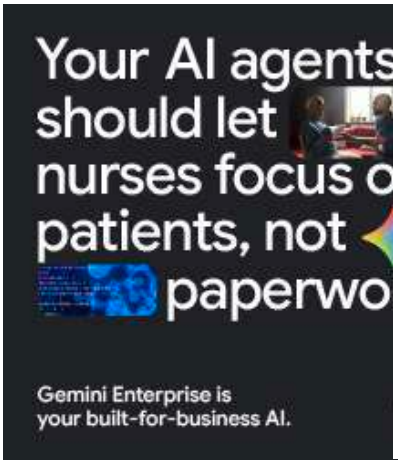
What exactly is dropped?

In the earlier NCERT textbook, Democratic Politics-I, an entire chapter titled Constitutional Design was devoted to explaining the making of the Constitution.

The chapter used the Preamble as the central framework for introducing students to constitutional values and described it as a document that "contains the philosophy on which the entire Constitution has been built," Hindustan Times reported adding that

students were taught the meaning of "Sovereign", "Socialist", "Secular", "Democratic" and "Republic".

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The chapter said the Preamble "reads like a poem on democracy" and explained secularism as a system with "no official religion" where the state accords equal respect to all faiths.

In the new textbook, however, the Constitution is discussed through sections on the Constituent Assembly, constitution-making, democratic institutions and fundamental rights. The textbook notes that the Constituent Assembly was formed in 1946 to draft a Constitution for independent India and describes the Constitution as a "robust, flexible, transformative, and responsive" document. It also emphasises liberty, equality, justice and fraternity, and discusses rights relating to equality, freedom and religion.

However, the new textbook does not reproduce the Preamble or explain its terminology. The words "secular" and "secularism" do not appear in the volume, the HT report said.

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The newly released 220-page textbook, Understanding Society: India and Beyond-Part 1, replaces separate textbooks for history, geography, political science and economics that were in use till the 2025-26 academic session. The integrated textbook, to be used from the 2026-27 academic year, contains two chapters each from the four disciplines.

Emergency chapter in Class 9 curriculum

The Emergency was previously discussed in NCERT's Class 12 Political Science textbook, introduced in 2007 and still in use. This is the first time the subject has been incorporated into the revised Class 9 curriculum being rolled out under the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

The BJP backed the NCERT's decision to introduce a section on the Emergency years in a Class 9 social science textbook, saying the "dark chapter" in India's constitutional history must be remembered to ensure it is never repeated.

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The inclusion marks a significant addition to the school curriculum, coming as the country recently observed 50 years since the declaration of the Emergency in 1975.

Also Read | NCERT responds to backlash over Class 6 Kannada textbook R3, justifies title ›

The Emergency section forms part of a broader discussion on challenges facing democratic systems. Alongside the Emergency, the textbook discusses issues such as fake news, misinformation, damaging public property, violation of public rules, poverty, regionalism, social discrimination and gender inequality as challenges to democratic practice.

Election Commission Chapter Revised

The mention of Election Commission has also been revised. The controversial SIR finds a mention in a chapter on elections in the new Class 9 book, in a section on the poll panel's functions, Indian Express reported.

"The ECI also conducts Special Intensive Revision (SIR), which involves updating, verifying and correcting the electoral rolls... Through SIR, it ensures that no eligible citizen is left out and no ineligible person is included in the electoral roll. This exercise ensures the addition of all voters, especially the young voters who have just turned 18 and may be left out due to a lack of awareness of any other reason," the section reads.

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BJP backs Emergency inclusion

The ruling party also attacked the Congress over the imposition of Emergency in 1975 and alleged that it is opposing the NCERT decision to introduce the section.

Former Union law minister and BJP leader Ravi Shankar Prasad alleged that the Congress is afraid of the truth because any discussion on the Emergency will raise uncomfortable questions about the arrest of Jayaprakash Narayan, the forced sterilisation campaign and other actions taken during the period.

"The present generation, as well as future generations, must study what happened in the country during the Emergency as part of political science. The problem with the Congress is that it is afraid of the truth because if the issue is discussed, a lot of things will come out.

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"Young people will ask why Jayaprakash Narayan was arrested. Why was forced sterilisation carried out? The Congress does not have any reply," Prasad told reporters during a press conference at the BJP headquarters here.

What did Education Minister Pradhan say?

Union Education Minister Dharmendra Pradhan praised the NCERT decision to include a section on the Emergency in Class 9 textbooks. He said it is important for future generations to understand the dark chapter of that period so that such situations are never repeated.

> *Future generations should know and understand the dark deeds of the Emergency so that such a situation does not arise again.*

Speaking to reporters, Pradhan said, “This is correct. NCERT has done the right thing. Future generations should know and understand the dark deeds of the Emergency so that such a situation does not arise again. That is why NCERT brought it to the forefront. NCERT did a good job...”

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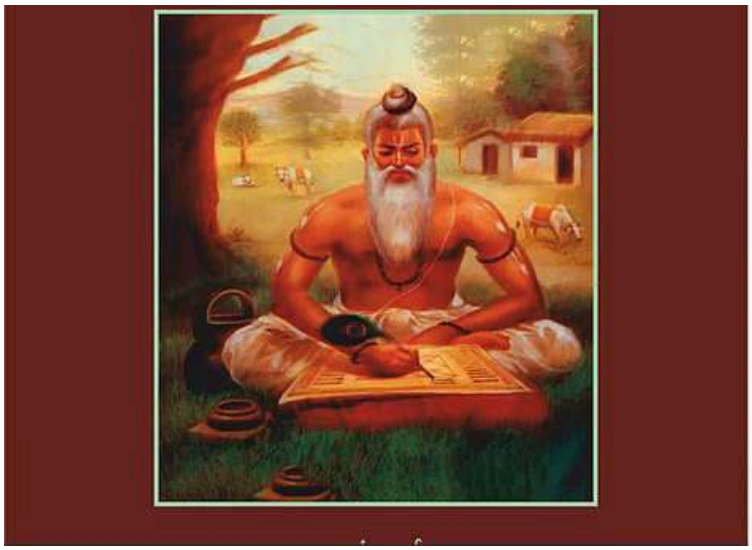
NCERT's new Class 9 textbook cites Manusmriti while discussing women's status in ancient India

Just a day ago, the same textbook made headlines for introducing a section on the Emergency for the first time in a Class 9 NCERT book.

DH Online

Last Updated : 26 June 2026, 15:39 IST

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NCERT reproduces a verse from Manusmriti to illustrate that women were accorded respect during the Vedic period.

The National Council of Educational Research and Training's (NCERT) newly introduced Class 9 Social Science reportedly cites a verse from the Manusmriti while discussing the position of women in ancient India.



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According to a report by *ANI,* the chapter 'State and Society up to 1000 CE' reproduces a verse from the ancient Sanskrit text to illustrate that women were accorded respect during the Vedic period. The textbook, however, also notes that women's social position "fluctuated, even declined" over time as political and social conditions changed.

Ever since NCERT released its revised Class 9 Social Science textbook, 'Understanding Society: India and Beyond Part 1', earlier this week, it has repeatedly found itself at the centre of public attention. Just a day ago, the same textbook made headlines for introducing a section on the Emergency for the first time in a Class 9 NCERT book and for describing India's electoral process as "unparalleled" in a chapter on elections.

Also Read: 'Unparalleled electoral process': NCERT textbook lauds EC, SIR

Also Read: 'India's electoral process unparalleled': NCERT's new textbook lauds ECI for conducting 'free and fair' polls, backs SIR



What does the textbook say?

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According to *ANI,* the chapter describes the Vedic period as one in which women generally enjoyed a respected position in society.

It says women participated in scholarly learning, performed rituals alongside men in certain contexts, attended public gatherings, and notes that several hymns of the Rig Veda are traditionally attributed to women sages such as Apala, Visvavara, Ghosha and Lopamudra.

The textbook then introduces a reference to the Manusmriti, stating, "The tradition of respect for women is evident in texts composed after the Vedic period, too. For instance, Manu-smriti mentions."

It goes on to reproduce Manusmriti 3.56, which states, "Where women, verily, are honoured, there gods rejoice; where, however, they are not honoured, there all sacred rites prove fruitless."

Also Read: NCERT introduces Emergency in Class 9 textbook for first time

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“Decline in women's status”

Immediately after quoting the verse, the textbook points out that women's position did not remain unchanged throughout history.

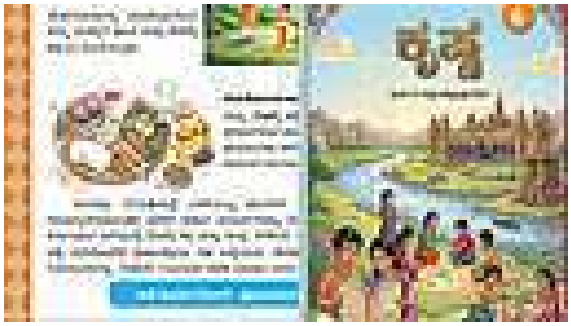
According to *ANI,* it states, "Over time, the position and roles of women fluctuated, even declined, as social and political conditions changed."

The chapter adds that women nevertheless continued contributing to household management, agriculture, crafts and religious practices.

It also cites examples from later historical periods, including Prabhavati Gupta, who ruled as regent of the Vakataka kingdom, and refers to literary works from the Gupta-Vakataka period as well as Sangam literature to illustrate women's continued participation in governance, the arts and economic life.

Also Read: Class 6 Kannada textbook row: NCERT says ‘Krishna’ named after Indian river

Also Read: Class 6 Kannada textbook row: NCERT says ‘Krishna’ named after Indian river



Discussion on 'varna and jati'

The chapter also revisits the concepts of *varna* and *jati* (class and caste), stating that social identity in the early Vedic period was not determined “solely by birth.”

According to the textbook, early Vedic literature suggests that occupation, ethnicity, region, language and cultural relationships all contributed to social identity.

It cites a hymn from the Rig Veda stating, "I am a poet; my father is a physician; my mother is a grinder of corn."

The textbook says the four varnas gradually became associated with specific social roles but were originally conceived as functional categories rather than rigid hereditary divisions.

It also quotes the Buddhist text Sutta Nipata to emphasise that social status depended on a person's actions rather than birth, "No outcaste is such by birth but only by his deeds. A brahmana is such by

Also Read: 'Manusmriti will not be taught in any course': DU VC reiterates; Sanskrit dept reading dropped



Why has Manusmriti remained controversial?

The Manusmriti is an ancient Sanskrit text that has long remained one of India's most debated historical works. While some scholars view it as an important source for understanding ancient social and legal traditions, several of its passages on caste hierarchy and the status of women have been criticised by historians, social reformers and Dalit organisations. Critics have argued that the text reinforces caste-based discrimination and patriarchal norms.

In recent years, the Manusmriti has repeatedly surfaced in debates over educational curricula. In 2025, its inclusion as recommended reading for a paper in the University of Delhi's Sanskrit Department drew objections from student groups and faculty members. Following the controversy, the university clarified that the text would not be included as part of the course.

The revised Class 9 Social Science textbook, Understanding Society: India and Beyond, is part of NCERT's new curriculum developed under the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF).

The Social Science textbook was among the last Class 9 books to be released this academic year after delays in the rollout of the revised curriculum. Earlier, several schools had raised concerns over the delayed availability of the new textbooks.

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NCERT introduces Emergency in Class 9 textbook, flagging it as ‘challenge to democracy’

The moves comes against the backdrop of India recently observing 50 years since the declaration of the Emergency in 1975. Union Education Minister Dharmendra Pradhan says the NCERT has ‘done the right thing’

Updated - June 26, 2026 02:35 am IST - New Delhi

THE HINDU BUREAU



To underline the scale of India’s democratic system, the textbook includes facts and figures on voter participation, polling infrastructure and political representation. File | Photo Credit: The Hindu

The National Council of Educational Research and Training (NCERT) has introduced the 1975 Emergency in India in its Class 9 textbook: Understanding Society: India and Beyond.

The reference in a chapter examining the strengths and challenges of Indian democracy presents the Emergency as “one of the major challenges to democracy in India”.

This is the first time a reference has been made to the Emergency at the Class 9 level, while earlier references were limited to Class 12 Political Science textbook. India recently observed 50 years since the declaration of the Emergency.

“In the early 1970s, public dissatisfaction with the government led by Indira Gandhi was growing. Rising unemployment, inflation and allegations of misgovernance led to widespread protests. In June 1975, a National Emergency was imposed by the government on grounds of internal disturbance,” reads a section in the chapter under the Political Science component of the textbook.

“During this period, a majority of fundamental rights were suspended, the press was censored, and numerous political leaders and activists were arrested. Democratic institutions came under severe strain, and citizens’ freedom was restricted,” it adds. The section also highlights the role of Jayaprakash Narayan in the movement against the Emergency.

“Mass movements led by Jayaprakash Narayan — a political leader and socialist thinker, popularly known as Lok Nayak — mobilised students and citizens, especially in Bihar and Gujarat. The Emergency was lifted in 1977, and general elections were held, allowing people to express their will through the ballot. The defeat of the ruling government demonstrated the strength of Indian democracy and highlighted the importance of democracy,” reads an excerpt from the book.

NCERT has done the right thing: Pradhan

In a statement, Union Education Minister Dharmendra Pradhan said, “NCERT has done the right thing by adding a section on Emergency, so that the future generations should know and understand such ‘dark deeds,’ and so that such a situation does not arise again. NCERT has done a good job.”

The textbook also traces the democratic traditions of early times and discusses their contemporary relevance. A box item had been added on ‘role of media in Democracy’.

The textbook mentions the Election Commission of India and its role in conducting 'free and fair elections'. "To carry out its functions, such as updating electoral rolls, candidate nominations, regulating campaigns, law enforcement, coordination among states, extensive security arrangements, counting of votes, declaration of election results and dispute resolution, the ECI makes extensive use of information and communication technologies, and e-governance. The ECI has also taken several initiatives to make the process of elections more inclusive," reads an excerpt.

Revisiting Emergency through images

The textbook states that India had over 96.8 crore registered voters in 2024 and gives case studies of grassroots democracy in India from Gujarat and Maharashtra emphasising on 'women-friendly panchayat'.

Also, a full page on women's rights and women's reservation in local bodies has been added.

"In a number of countries, women had to wage a long and difficult struggle to secure the right to vote... In contrast, women in India were granted the right to vote... However right to vote does not automatically ensure equal participation. Social prejudices continue to act as barriers and affect women's adequate participation in politics," the excerpt states.

The section on 'Challenges to Democratic Practices in India' mentioned spread of fake news, misinformation, damaging public property, violation of public rules, poverty, regionalism, social discrimination, and gender inequality as challenges to democratic practice.

Published – June 25, 2026 12:07 pm IST

NCERT Class 9 book adds Emergency, drops Preamble and Secularism

The changes have reignited a political battle between the Bharatiya Janata Party (BJP) and the Congress.

Updated on: Jun 26, 2026 11:54 AM IST
By Sanjay Maurya

Prefer HT on Google

A new National Council of Educational Research and Training (NCERT) Class 9 Social Science textbook released on Thursday introduces a discussion on the Emergency imposed by then prime minister Indira Gandhi while omitting the Preamble and references to "secular" and "secularism" that featured prominently in the previous Class 9 textbook, triggering a political row.



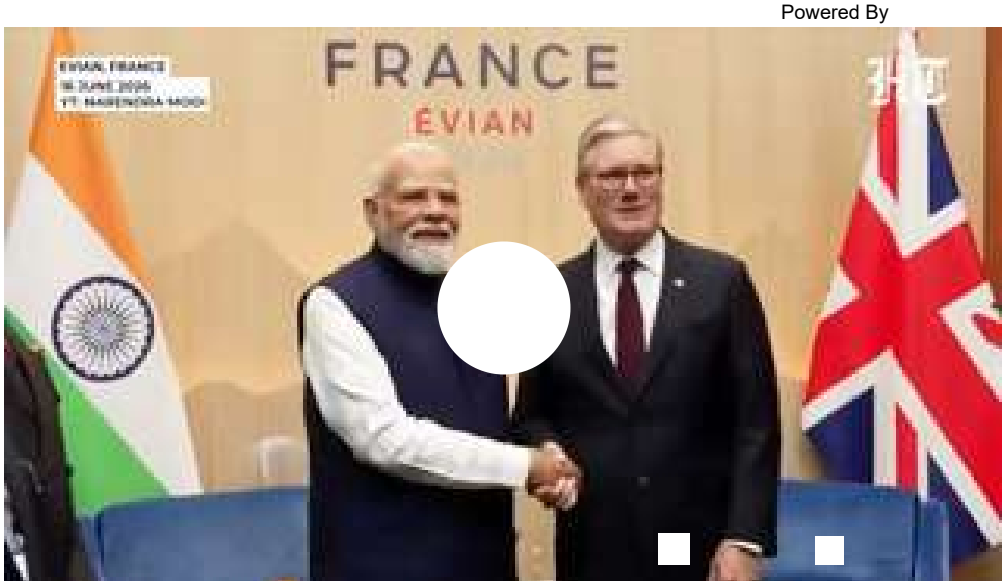
CBSE Class 12 mathematics exams 2022: CBSE Class 12 students discussing maths paper after exam in Lucknow on Tuesday. (Handout)

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The revised textbook, released under the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, discusses the Constitution through its making, democratic institutions and fundamental rights but does not reproduce the Preamble or explain its terminology. It also introduces the Emergency for the first time in the revised Class 9 curriculum, describing it as a period when democratic institutions came under severe strain and citizens' freedoms were curtailed.

alleging that the move was driven by "divisive politics" and an attack on constitutional values.

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Preamble omitted, Emergency added

In the earlier textbook, Democratic Politics-I, an entire chapter titled Constitutional Design was devoted to explaining the making of the Constitution. The chapter used the Preamble as the central framework for introducing students to constitutional values and described it as a document that "contains the philosophy on which the entire Constitution has been built". Students were taught the meaning of "Sovereign", "Socialist", "Secular", "Democratic" and "Republic". The chapter said the Preamble "reads like a poem on

Assembly, constitution-making, democratic institutions and fundamental rights. The textbook notes that the Constituent Assembly was formed in 1946 to draft a Constitution for independent India and describes the Constitution as a "robust, flexible, transformative, and responsive" document. It also emphasises liberty, equality, justice and fraternity, and discusses rights relating to equality, freedom and religion.

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However, the new textbook does not reproduce the Preamble or explain its terminology. A review of the text shows that the words "secular" and "secularism" do not appear in the volume. Nor does the book indicate that these concepts will be taken up in later grades.

The Emergency was previously discussed in NCERT's Class 12 Political Science textbook, introduced in 2007 and still in use. This is the first time the subject has been incorporated into the revised Class 9 curriculum being rolled out under the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

The newly released 220-page textbook, Understanding Society: India and Beyond-Part 1, replaces separate textbooks for history, geography, political science and economics that were in use till the 2025-26 academic session. The integrated textbook, to be used from the 2026-27 academic year, contains two chapters each from the four disciplines.

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HT graphic

Emergency chapter sparks political row

A section titled "Challenges to Democratic Practices in India" under a chapter on democracy introduces the Emergency.

"In June 1975, a National Emergency was imposed on the grounds of internal disturbance. During this period, a majority of Fundamental Rights were suspended, the press was censored, and numerous political leaders and activists were arrested. Democratic institutions came under severe strain, and citizens' freedom was restricted," the book said.

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The section adds that the period saw both "vulnerabilities and the resilience" of India's democratic institutions.

"One of the major challenges to democracy in India was recorded when an Emergency was imposed in 1975-77," the textbook says. It notes that public dissatisfaction against the Indira Gandhi government in the early 1970s, amid rising unemployment, inflation and allegations of misgovernance, triggered widespread protests.

"Mass movements led by Jayaprakash Narayan—a political leader and socialist thinker, popularly known as Lok Nayak—mobilised students and citizens, especially in Bihar and Gujarat."

The textbook notes that the Emergency was lifted in 1977, and general elections were held, allowing people to express their will through the ballot.

"The defeat of the ruling government demonstrated the strength of Indian democracy and highlighted the importance of constitutional safeguards, civil liberties, and active citizen participation in protecting democratic values," it says.

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The inclusion came two years after the Centre announced that June 25 will be observed annually as "Samvidhan Hatya Divas" (Constitution Murder Day) to mark the anniversary of the Emergency.

"The NCERT has done the right thing. Future generations should know and understand the dark deeds of the Emergency," Pradhan told reporters in Chandigarh.

Congress leader Sachin Pilot hit out at the BJP over the inclusion of the Emergency topic in the Class 9 textbook.

"I have seen that whenever there is a BJP government, whether in a state or at the Centre, the first thing they do is try to present books, history, and literature in their own way. That may be the goal of the BJP government, but I believe we have to look ahead." He added that the challenge democracy faces today is unprecedented in the history of independent India.

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Shiv Sena (UBT) leader Sanjay Raut defended Indira Gandhi, saying she did not break any political party or abolish the Constitution.

"The Emergency is not just a subject for study, but it is also provided for in the Constitution. The Constitution gives the prime minister the right to impose an Emergency if anarchy spreads in the country. This does not mean that you should not respect the Constitution."

chapter Electoral Politics, students were told that "very few election commissions in the world have such wide-ranging powers as the Election Commission of India". The chapter emphasised the commission's independence, explaining that governments complied with its directions because it was "independent and powerful", and discussed powers such as enforcing the Model Code of Conduct and ordering re-polls.

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The new textbook's Elections chapter focuses primarily on the Election Commission's constitutional powers and responsibilities. It notes that the Constitution has vested in the Election Commission the "superintendence, direction and control" of elections and discusses its role in conducting polls in the world's largest democracy.

NCERT did not respond to HT's queries. However, NCERT director Dinesh Prasad Saklani wrote in the foreword: "The content has been carefully selected to engage students with questions related to society, governance, environment, culture, economy, and human relationships. This approach aims to encourage learners to think critically and empathetically about the world they inhabit."

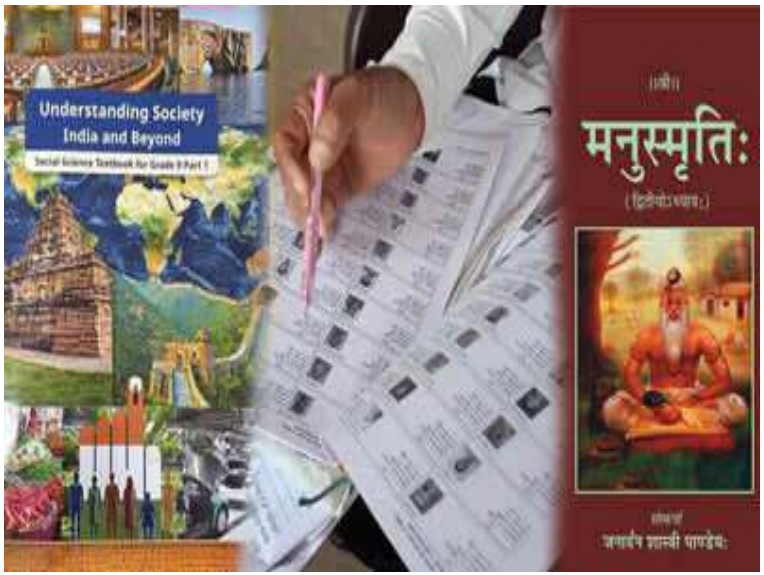
NCERT is rolling out new textbooks under the NEP 2020 and NCF-SE 2023. It has released textbooks for Class 1 to 8 except the second part of Class 8 social science and Class 9 books being released this year.

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THE TIMES OF INDIA

Manusmriti enters NCERT's new Class 9 textbook; quoted on respect for women

TOI Education | Jun 26, 2026, 12.46 PM IST



Manusmriti enters NCERT's new Class 9 textbook; quoted on respect for women

The National Council of Educational Research and Training (NCERT) has included a verse from the Manu-smriti in its newly introduced Class 9 Social Science textbook to explain that women were accorded respect during the Vedic period.The Manusmriti has remained controversial for years. Many critics say it justified social inequality, while others defend it as part of India's civilisational heritage and say its teachings are often misunderstood.

In the NCERT book, in chapter State and Society up to 1000 CE, the textbook says the Vedic period is "often described as a period during which women held a high and respectful position in society".

The textbook adds that the tradition of respecting women continued in texts written after the Vedic period. It then quotes Manu-smriti 3.56, which says: "Where women, verily, are honoured, there gods rejoice; where, however, they are not honoured, there all sacred rites prove fruitless."

Soon after citing the verse, the textbook says women's status changed over time. It states, "Over time, the position and roles of women fluctuated, even declined, as social and political conditions changed. However, there are many examples of women continuing to contribute to household management, agriculture, crafts, and religious practices."

The chapter also gives examples from later periods. It says literary works from the Gupta-Vakataka period describe educated women skilled in the arts and mentions queens who played important roles in governance and religious patronage. It also highlights women mentioned in Sangam literature as active participants in society and the economy.

The textbook also revisits the concepts of varna and jati. It says early Vedic society did not assign social status solely on the basis of birth. According to the book, social identity was shaped by several factors, including ethnicity, region, language, occupation and cultural relationships.

It further explains that the four varnas gradually became linked to specific roles but were originally conceived as functional categories rather than rigid divisions.

According to the textbook, the jati system later developed through intermarriage among communities, endogamy and territorial differences. It adds that while the number of varnas remained fixed at four, there was no limit on the number of jatis, which continued to increase as new occupations and social groups emerged.

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THE TIMES OF INDIA

India sets record with seven schools in World's Best School Prizes 2026 shortlist

PTI | Jun 26, 2026, 02.24 PM IST



LONDON: Seven Indian schools have been named in the top 10 shortlist for the World's Best School Prizes 2026 in London on Thursday.

PCMC Chhatrapati Shahuji Maharaj English Medium School, a public kindergarten, primary and secondary school in Kasarwadi, Pune, and Army Goodwill School Wuzur, a public kindergarten, primary and secondary school in Anantnag, Jammu and Kashmir, have been shortlisted in the Innovation category.

Healthy Planet TGA Early Years School, an independent kindergarten in Noida; Inventure Academy, an independent kindergarten, primary and secondary school in Bengaluru; and Seth M.R. Jaipuria School, Vineet Khand, Gomti Nagar, an independent kindergarten, primary and secondary school in Lucknow, have all been recognised for Community Collaboration.

EuroSchool Bannerghatta, an independent kindergarten, primary and secondary school in Bengaluru, is in the running for the World's Best School Prize for Environmental Action.

A second school from Lucknow — Seth Anandram Jaipuria School, an independent kindergarten, primary and secondary school — has been named in the top 10 shortlist for the World's Best School Prize for Supporting Healthy Lives.

"Each one of these exemplary schools shortlisted for this global schools prize has, in its own unique way, helped

prepare young people for a world that has never seemed so uncertain," said Vikas Pota, Founder of T4 Education and the World's Best School Prizes.

"It is more important than ever that our schools nurture the leaders we'll need to face massive challenges, from rising conflict and inequality to populism and climate breakdown. In their classrooms, every day, these institutions show what works. Governments and schools across the world should learn from their shining examples," he said.

India has set a new record this year, with the highest number of schools shortlisted in a single year by any country in the history of the prizes, now in their fourth year.

The World's Best School Prizes, presented across five categories, were founded by UK-headquartered T4 Education in the wake of COVID as a platform for schools that are changing lives in their classrooms and beyond.

The winners will be chosen by an expert Judging Academy, with the top three finalists and winners to be announced in November. All 50 shortlisted schools across the five prize categories will also take part in a public vote, which opened this week, to determine the winner of the Community Choice Award.

The winners and shortlisted schools will then be invited to the World Schools Summit in London in January 2027, where they will share their best practices and unique expertise and experience with policymakers and leading figures in global education.

Ad

Nation

After Emergency, NCERT adds SIR to Class 9 textbooks, revisits judiciary

The revised Class 9 text introduces SIR and the Emergency while praising the ECI and judiciary

By NH Digital
Published: 26 Jun 2026, 7:25 PM IST



An Indian Youth Congress protest against the SIR of electoral rolls in Bihar File photo

The National Council of Educational Research and Training (NCERT) has introduced the Election Commission's controversial

Special Intensive Revision (SIR) of electoral rolls into its new Class 9 Social Science textbook, presenting the exercise as a mechanism to ensure clean voter lists without mentioning the political and legal controversy that has surrounded it for the past year.

The revised textbook, *Understanding Society: India and Beyond*, says the SIR is conducted to ensure "that no eligible citizen is left out and no ineligible person is included" in the electoral rolls. It also praises the Election Commission of India (ECI) for conducting elections 'impartially' despite challenges such as 'fake news, misinformation and intimidation'.

The inclusion comes even as the SIR remains one of the most contentious electoral exercises in recent years. Launched as a pilot in Bihar on 24 June last year ahead of the Assembly elections, it has since been expanded to 19 states and Union territories and resulted in the deletion of nearly 6 crore names from electoral rolls, several among them valid voters who are even now fighting their cases in court.

The exercise has been repeatedly challenged by Opposition parties and civil society groups, which allege that stringent documentation requirements have disenfranchised genuine voters and disproportionately affected marginalised communities. The ECI has rejected those allegations, maintaining that the exercise is aimed solely at improving the accuracy of electoral rolls.

The textbook, however, makes no reference to those criticisms. Instead, it says the SIR updates, verifies and corrects electoral rolls, facilitates the enrolment of young voters turning 18, and removes names in cases of death, change of residence, duplicate enrolment or where a voter is permanently untraceable.

Also read: NCERT restores original ‘Dancing Girl’ image after backlash alleging 'prudery'

'EC gives time to raise claims or objections against the revised electoral roll and settles these claims and objections before

publishing the final electoral roll,' it says, in a significant departure from reality.

The previous Class 9 textbook merely noted that electoral rolls undergo a comprehensive revision every five years to remain up to date.

Emergency chapter

The textbook also introduces, for the first time at the secondary-school level, a dedicated section on the 1975-77 Emergency, describing it as 'one of the major challenges to democracy in India'.

The chapter attributes the Emergency to growing public dissatisfaction with the Indira Gandhi government over unemployment, inflation and allegations of misgovernance. It states that the proclamation led to the suspension of Fundamental Rights, censorship of the press, arrests of political leaders and activists, and severe strain on democratic institutions.

The inclusion has itself become politically contentious. Union education minister Dharmendra Pradhan — under prolonged fire of late thanks to his ministry's botched handling of exams ranging from CBSE to NEET-UG — welcomed the decision, saying future generations should learn about the "dark deeds" committed during the Emergency. The Congress, however, accused the BJP-led government of selectively presenting history to reinforce its own political narrative.

Also read: Over 300 civil society members slam SIR, question ECI's credibility

Although the Emergency has been part of the Class 12 Political Science curriculum since 2007, this is the first time it has been included in a Class 9 Social Science textbook.

Judiciary

The revised textbook also describes the judiciary as 'an impartial and independent institution that safeguards citizens' rights and upholds the spirit of the Constitution'.

It says the judiciary reviews executive actions and constitutional amendments, can strike down unconstitutional laws, entertains public interest litigations and plays a crucial role in protecting democratic values and constitutional rights.

The chapter was prepared before a separate controversy erupted earlier this year over an NCERT Class 8 Social Science textbook that referred to 'corruption in the judiciary'. Following vehement objections from the Supreme Court, which described the content as 'offending', NCERT withdrew the textbook from circulation and issued an apology.

The latest revisions are likely to add to the broader debate over the ideological direction of school curricula under the National Education Policy. Opposition parties, academics and educationists have repeatedly accused the NCERT of increasingly reflecting the ideological priorities of the BJP-led government through the framing of historical and contemporary issues, while the Centre has maintained that the revisions are intended to update textbooks in line with the National Curriculum Framework and present content that is accurate, balanced and rooted in Indian realities.

With PTI inputs

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Also Read

जनसत्ता, 27 जून 2026, पृष्ठ संख्या - 10

एनसीईआरटी की नौवीं कक्षा में विशेष गहन पुनरीक्षण को किया गया शामिल

जनसत्ता ब्यूरो
नई दिल्ली, 26 जून।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की नौवीं कक्षा की समाज विज्ञान की किताब में निर्वाचन आयोग द्वारा कराया गया मतदाता सूची का विशेष गहन पुनरीक्षण (एसआइआर) के बारे में पढ़ाया जाएगा। एनसीईआरटी के मुताबिक इस पहल का उद्देश्य यह सुनिश्चित करना है कि कोई भी योग्य नागरिक मतदाता सूची से न छूटे और कोई भी अयोग्य व्यक्ति इसमें शामिल न हो।

नौवीं कक्षा की नई किताब में भारत के निर्वाचन आयोग की तारीफ की गई है कि उसने फर्जी खबरों, गलत जानकारी और डराने-धमकाने जैसी चुनौतियों के बावजूद निष्पक्ष चुनाव कराए।

न्यायपालिका को निष्पक्ष संस्था बताया

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) की आठवीं कक्षा की एक पाठ्यपुस्तक में न्यायपालिका की छवि खराब किए जाने से जुड़े आरोप को लेकर विवाद के कुछ महीनों बाद, नौवीं कक्षा की एक नई पाठ्यपुस्तक में इसे एक ऐसी निष्पक्ष और स्वतंत्र संस्था बताया है, जो नागरिकों के अधिकारों की रक्षा करती है और संविधान की भावना को अक्षुण्ण रखती है। हालांकि, नौवीं कक्षा की नई पाठ्यपुस्तक, आठवीं कक्षा की पाठ्यपुस्तक को लेकर पैदा हुए विवाद से पहले ही तैयार कर ली गई थी।

अमर उजाला, 27 जून 2026, पृष्ठ संख्या - 1

सीबीएसई : 10वीं तक नहीं बदलनी होगी विदेशी भाषा

तीन भाषाओं वाली नीति में विद्यार्थियों को बड़ी राहत

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने स्कूलों में तीन भाषाओं वाली नीति (त्रि-भाषा फॉर्मूला) को लेकर भ्रम को दूर किया है, जिससे लाखों छात्रों को बड़ी राहत मिली है। बोर्ड ने स्पष्ट किया कि वर्तमान में 7वीं, 8वीं और 9वीं में पढ़ने वाले जिन विद्यार्थियों ने त्रि-भाषा नीति के तहत दो विदेशी भाषाओं को चुना है, उन्हें मौजूदा भाषाएं बदलने की जरूरत नहीं है। ये विद्यार्थी कक्षा 10 तक उन्हीं भाषाओं के साथ पढ़ाई जारी रख सकेंगे।

सीबीएसई के वरिष्ठ अधिकारी ने कहा कि नई भाषा नीति के तहत कम के कम दो भारतीय भाषाएं पढ़ने की अनिवार्यता अगले सत्र में कक्षा 6 से लागू होगी। इसे कक्षा 7 से 9 में पहले से पढ़ रहे विद्यार्थियों पर नहीं थोपा जाएगा।

पहले अनिवार्य की थीं तीन भाषाएं : बोर्ड ने 15 मई को सर्कुलर में कहा था, जब तक तीसरी भाषा की नई पुस्तकें नहीं आ जाती हैं, तब तक कक्षा 9 के विद्यार्थी चुनी भाषा के लिए कक्षा 6 की किताबों का इस्तेमाल करेंगे।

- अप्रैल में, बोर्ड ने सत्र 2026-27 से कक्षा 6 से त्रि-भाषा नीति लागू करने और कक्षा 9 के लिए गणित व विज्ञान के लिए दो-स्तरीय प्रणाली शुरू करने की घोषणा की थी।

बोर्ड ने मई में जारी सर्कुलर में कहा था कि एक जुलाई से कक्षा 9 में प्रवेश करने वाले विद्यार्थियों को तीन भाषाएं पढ़नी होंगी, जिनमें दो भारतीय भाषाएं होनी चाहिए। बोर्ड के इस नियम का विद्यार्थियों व अभिभावकों ने विरोध किया था और कई विद्यार्थियों ने सुप्रीम कोर्ट का दरवाजा भी खटखटाया था।

दैनिक जागरण, 27 जून 2026, पृष्ठ संख्या - 10

हर ज्ञान की एक उम्र होती है

हाल में इटली से खबर आई कि वहां स्कूलों में यौन शिक्षा देने के लिए पहले माता-पिता और अभिभावकों से अनुमति लेनी होगी। वहां के वामपंथियों और ग्रीन पार्टी वालों ने इसका विरोध किया। कहा कि यह आदेश तो ऐसा है जैसे इटैलियन भाषा सिखाने से पहले माता-पिता से पूछा जाए। इटली यूरोप का देश है। वहां ऐसा आखिर क्यों हो रहा है? अब तक यौन शिक्षा देने की वजह यह बताई जाती रही है कि इससे बच्चों के प्रति अपराधों में कमी आती है। बच्चे अपना अच्छा-बुरा समझते हैं, लेकिन यदि पश्चिमी देशों में इसके खिलाफ आवाज उठने लगे, तो इसका अर्थ यही माना जाना चाहिए कि वहां जनता का एक बड़ा तबका ऐसा नहीं चाहता। इसका एक कारण यह भी है कि वहां बच्चे बहुत कम उम्र से ही यौन क्रियाओं में लिप्त हो जाते हैं। बहुत से बच्चे खेलने और पढ़ने की उम्र में माता-पिता बन जाते हैं। कई बार तो मात्र 10-12 वर्ष की उम्र में ही। वहां टीन एज प्रेगनेंसी भी बहुत है।

कुछ समय पहले ब्रिटेन की एक खबर यह थी कि वहां एक 14 साल की लड़की ने एक बच्चे को जन्म दिया। बाद में उस लड़की ने कहा कि उसकी समझ में नहीं आया कि ऐसा क्यों हुआ, क्योंकि उसने गर्भ निरोधकों का इस्तेमाल किया था। उसका मासिक धर्म भी नियमित था। ऐसी ही एक और खबर थी कि 12 वर्ष का एक बच्चा पिता बन गया। इस बच्चे के संपर्क में आने वाली लड़की की उम्र 15 साल थी। ऐसा तब हुआ, जब ब्रिटेन समेत अन्य पश्चिमी देशों में स्कूलों में बचपन से ही यौन शिक्षा दी जाती है और स्कूलों में गर्भ निरोधक गोलियों की मशीनें भी लगी रहती हैं। पश्चिमी देशों में रहने वाले बहुत से भारतीय माता-पिता इससे परेशान हैं। अमेरिका में रहने वाली एक भारतीय मूल की महिला, जिनकी दो बच्चियां हैं, का कहना है कि वे उन्हें यहां नहीं पालना चाहतीं। वे भारत वापस आना चाहती हैं, क्योंकि वहां के डाक्टरों ने सलाह दी कि बच्ची के नौ वर्ष के हो जाने के बाद उसे नियमित रूप से गर्भ निरोधक गोलियां दी जाएं, जिससे वह अनचाहे गर्भ से बच सके। यह स्थिति डरावनी भी है। क्या वाकई स्कूलों में यौन शिक्षा देने से बच्चों को कोई सीख मिलती है?



क्षमा शर्मा

यदि हम बच्चों को बचपन से ही बड़ों के जीवन वाला ज्ञान देने लगेंगे, तो कई बार वह विपरीत परिणाम देगा



स्कूलों में यौन शिक्षा के औचित्य पर सवाल • फाइल

2024 में पहली बार यूनिसेफ ने दुनियाभर में होने वाले यौन अपराधों का एक आंकड़ा प्रस्तुत किया था। इसमें बताया गया था कि दुनिया में आठ में से एक बच्ची या किशोरी के साथ यौन अपराध होता है। सिर्फ लड़कियां ही नहीं, 11 में से एक लड़का भी इसका शिकार बनता है। एक अन्य रिपोर्ट ने बताया कि अमेरिका में हर नौ मिनट में एक बच्चा ऐसे अपराधों का शिकार होता है। वहां की चाइल्ड प्रोटेक्टिव सर्विस की रिपोर्ट के अनुसार हर साल 63 हजार बच्चे ऐसे अपराधों का शिकार बनते हैं-नौ में से एक लड़की और 20 में से एक लड़का। इनमें से 82 प्रतिशत लड़कियां 18 वर्ष से कम उम्र की होती हैं। इन आंकड़ों के अनुसार देखा जाए, तो एप्सटीन फाइल्स तो एक उदाहरण मात्र है। चाइल्ड राइटस संस्था ने अपने सर्वेक्षण में यह पाया कि पश्चिमी यूरोप के देशों में लगभग पचास लाख बच्चे दुष्कर्म और अन्य यौन अपराधों के शिकार हैं। लड़कियों में यह संख्या 9.7 प्रतिशत और लड़कों में 3.9 प्रतिशत है। 19 यूरोपियन देशों के अध्ययन में पता चला कि 5.3 प्रतिशत लड़कियां और 1.6 प्रतिशत लड़के दुष्कर्म जैसे अपराध झेलते हैं।

अमेरिका समेत तमाम पश्चिमी देश ऐसे हैं, जिनके यहां स्कूलों में यौन शिक्षा दी जाती है। मगर इस कारण यौन अपराध रुक गए हों, ऐसा नहीं है। वहां बहुत से लोग यह भी कहते हैं कि बच्चों का यौन गतिविधियों में लिप्त होना उनका अधिकार है। भारत समेत तमाम एशियाई देशों की इस बारे में आलोचना की जाती है कि इन देशों में बच्चों को माता-पिता और अभिभावक अपने दवाब में रखते हैं। वे उन्हें यौन आजादी नहीं देते। यौन शिक्षा का भी अभाव है। फिर एक ही झटके में भारत जैसे तमाम देशों को वैचारिक रूप से पिछड़ा साबित कर दिया जाता है।

हमारे यहां भी इन बातों से प्रेरणा लेकर बहुत से लोग स्कूलों में यौन शिक्षा देने की वकालत करते नजर आते हैं। यदि वाकई इससे बच्चों के प्रति ये भयंकर अपराध रुक सकते हों, तो पश्चिमी देशों में आज तक ऐसा क्यों नहीं हो पाया है? यदि बारह-चौदह साल की उम्र में माता-पिता बनना ठीक है, तो उन तर्कों का क्या हो, जो कहते हैं कि कम उम्र में मां बनना लड़कियों के स्वास्थ्य के लिए हानिकारक है। अगर कोई लड़की बचपन में ही मां बन जाएगी, तो वह पढ़ेगी-लिखेगी क्या? इस बच्ची के बच्चों को पालने की जिम्मेदारी भी उसके माता-पिता की होगी। एक तरह से दोहरा भार। जब से इटली की खबर पढ़ी है, तब से यही लग रहा है कि एक तरफ तो वहां परिवार का ही निषेध किया जाता है, तो दूसरी तरफ बच्चे मां-बाप बन जाते हैं। इसीलिए वे लोग भी चाहते हैं कि बच्चे पहले पढ़ें, लिखें, फिर जीवन की अन्य गतिविधियों में शामिल हों। वे ये भी जानते हैं कि यौन शिक्षा से अपराध भी कम नहीं होते। इसीलिए यह बात सही मालूम पड़ती है कि हर संस्कृति की अपनी एक समझ होती है। हर ज्ञान की एक उम्र होती है। बचपन से ही बड़ों के जीवन का ज्ञान देने लगेंगे, तो कई बार वह औंधे मुंह गिरेगा। इसके अतिरिक्त जिन कारणों के निवारण के लिए उसे दिया गया, उसका भी निदान नहीं हो सका।

(लेखिका साहित्यकार हैं)
response@jagran.com

The Asian Age, 27 June 2026, Page No - 2

New NCERT text hails EC, judiciary

Highlights courts' role in protecting constitutional values, includes SIR

AGE CORRESPONDENT
NEW DELHI, JUNE 26

A new Class 9 Social Science textbook brought out by the National Council of Educational Research and Training (NCERT) presents a strong endorsement of two key democratic institutions, the Election Commission of India (ECI) and the judiciary, describing them as impartial constitutional bodies that safeguard free and fair elections and protect citizens' rights.

The textbook, revised in line with the National Curriculum Framework, introduces students to the Election Commission's special intensive revision (SIR) of electoral rolls, describing it as an exercise to ensure that "no eligible citizen is left out and no ineligible person is included" in the voter list.

It also highlights the role of the judiciary as an "impartial and independent institution" that upholds the Constitution, reviews executive actions, and protects democratic values.

The references assume significance as they come against the backdrop of political controversies surrounding both institutions in recent months.

While the Opposition has repeatedly questioned the Election Commission's SIR exercise, the NCERT, earlier this year, had to withdraw a Class 8 Social Science textbook after the Supreme Court objected to the content referring to "corruption in the judiciary."

According to the new textbook, the ECI conducts SIR to update, verify, and correct electoral rolls by adding newly eligible voters, particularly those who have turned 18, and removing names of deceased voters, those who have shifted residence, duplicate entries, and permanently untraceable electors.

It also notes that the commission invites claims and objections before publishing the final electoral roll.

The chapter contrasts with the earlier Class 9 textbook, which only stated that electoral rolls undergo a comprehensive revision every five years to remain updated.

The revised edition gives students a detailed explanation of the SIR process and its objectives.

The textbook also underlines the scale of India's electoral exercise, describing it as unparalleled globally, with more than 96.8 crore eligible voters spread across diverse geographical and social landscapes.

The SIR exercise itself has remained politically contentious.

Introduced on a pilot basis in Bihar on June 24 last year ahead of the Assembly elections, it resulted in nearly 65 lakh names being deleted from the state's electoral rolls. Since then, the exercise has expanded to 19 states and Union territories, with nearly 6 crore names removed nationwide.

Opposition parties and several activists have alleged that eligible voters were excluded for want of documents and accused the commission of acting at the BJP's behest, charges rejected by the Election Commission.

NCERT book cites Manusmriti, 'women respected in Vedic age'

AGE CORRESPONDENT
NEW DELHI, JUNE 26

A new NCERT social science textbook has included a verse from the Manusmriti to claim that women were accorded respect in the Vedic period but their status "fluctuated, even declined" as social and political conditions changed over time.

The reference appears in the chapter, 'State and Society up to 1000 CE', which describes the Vedic age as "often described as a period during which women held a high and respectful position in society."

The Manusmriti is an ancient Sanskrit text that outlines the rules for righteous living, social classes, and governance in Hindu tradition. It has long remained the subject of debate over its provisions relating to caste and gender.

The Times of India, 27 June 2026, Page No - 8

CBSE Minds Its Language, Eases Concerns

Reassurance, However, Comes After Many Schools Had Already Begun Preparing For Transition

Meghna.Dhulia
@timesofindia.com

New Delhi: Lakhs of CBSE students studying foreign languages have received a major relief. Those already in Classes VII, VIII and IX will no longer have to worry about changing their language combination midway through school.

The clarification has eased weeks of anxiety among parents who feared their children would have to abandon a language they had studied for years and switch to another subject just before entering higher classes.

The reassurance, however, comes after several schools had already begun preparing for the transition. Some had held orientation sessions to explain the proposed language changes, informed parents that foreign language vacation homework need not be completed, advised students that Sanskrit would replace foreign languages from the new academic session, and even started working out revised subject combinations.

It was only on Thursday that Union education minister Dharmendra Pradhan clarified that the revised three-language policy under the National Education Policy (NEP) would apply prospectively, beginning with students entering Class VI, and would not affect students in Classes VII, VIII and IX.

Students who had opted for two foreign languages will now be allowed to continue with the same combination until their Class X board examinations. Pradhan acknowledged that CBSE's earlier communication had failed to clearly explain the transition. A circular by CBSE is awaited.

For many parents, the clarification has come after weeks of uncertainty. At one private school, parents of students in Classes VII and VIII were informed during a pre-summer orientation that Sanskrit would replace the foreign language from the next academic session.

"I had got a call from the school saying that very few children had opted for the foreign language as the third language and the school will not offer this. This, in fact, meant my child had to mandatorily study Sanskrit from July 1," said a parent of a school in Vasant Kunj. She added that parents were later informed students no longer needed to complete their foreign language holiday homework as the subject was being phased out.

Another parent, Rashmi Saha, said: "The clarification has brought immense relief. We had already begun preparing our child for a completely different language after receiving communication from the school. We were worried about how a student who had spent years learning one language would suddenly have to start another almost from scratch. It would have been unfair to change subjects after years of learning, especially at a stage when children should be focusing on their academics rather than adjusting to a completely new language."

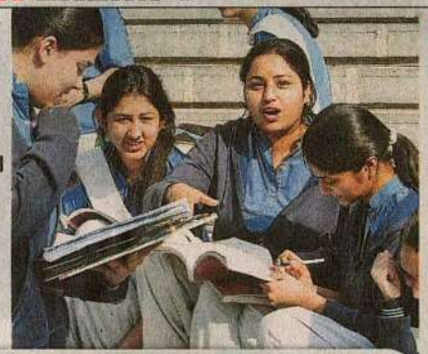
In one school, current Class IX students were to study a bridge curriculum based on Class VI-level textbooks, while students currently in Classes VIII and VII were to shift to the full Class IX third-language syllabus in the coming years. The ambiguity had also left school administrators struggling to respond to anxious parents.

Rooma Pathak, principal of MM Public School, Pitampura, said the policy's implementation had created confusion among schools and parents. "The biggest issue is that if students stop opting for certain languages, the teachers of those subjects will eventually become redundant," she said. "Students had already bought books and started attending classes. Suddenly changing the language midway through the session is extremely difficult."

A PARENT SAYS

We were worried about how a student who had spent years learning one language would suddenly have to start another almost from scratch

CLASSES VII-IX EXEMPT



What is likely
- No mid-school language switch for current CBSE students after summer break
- Two Indian languages will be introduced gradually from Class VI
- Classes VII–IX are exempt; the rule won't be applied retrospectively
- Students with two foreign languages can continue until their Class X boards

What policy stated
- From July 1, Class IX students must study three languages (R1, R2, R3)
- At least two of the three languages must be Indian languages

A foreign language (French, German, Spanish, Japanese, etc.) can be taken:
- As the third language only if the other two are Indian languages, or
- As an additional fourth language
- **In practice, many schools are adopting combinations such as English + Hindi + Sanskrit**

What schools did
- Several schools made plans to phase out foreign languages from the formal curriculum
- Some schools said they would stop offering foreign languages from Class VI onwards
- Students who had already opted for foreign languages were being asked to switch to Sanskrit in some schools

The Tribune, 27 June 2026, Pg-1, 7

NCERT drops French, Russian Revolutions from Class IX books

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, JUNE 26

Introduces chapters on Indian knowledge system

The revised Class IX social science textbook has dropped chapters on the French Revolution, the Russian Revolution and the rise of Nazism, while introducing content on ancient civilisations, early human history and Indian knowledge systems. The chapters on world history have been moved to Class X.

The integrated textbook, combining history, geography and political science, includes a new chapter, "Understanding Society: India and Beyond", which traces human evolution from hunting and gathering to agriculture. It covers the Mesopotamian, Harappan, Egyptian and Chinese civilisations, with a detailed account of Sumerian society, including its irrigation systems, architecture and social organisation.

The textbook also introduces students to the four Vedas — Rigveda, Yajurveda, Samaveda and Atharvaveda — and their broad purpose.

A chapter, "Social Structures and Everyday Life", discusses the evolution of the varna and jati systems. It states that early Vedic texts do not indicate a rigid birth-based social order and that social identity was shaped by factors such as occupation, geography, language and kinship. It adds that occupations remained flexible and hereditary divisions had not yet become firmly established.

"In previous grades, we learned about the varna system and its fourfold structure — Brahmins, Kshatriyas, Vaishyas and Shudras. Early Vedic texts do not indicate

CONTINUED ON PAGE 7

The Indian Express, 27 June 2026, Page No - 12

Yes, teach Emergency to young. Lesson endures

THAT THE new NCERT Social Science textbook for Class 9 includes a section on the Emergency, in a chapter titled "Democracy", is a good call. It replaces a textbook in which the Emergency was cursorily mentioned in a chapter on electoral politics. The NCERT move stands out as a departure from a range of its recent and not-so-recent ill-judged, politically inspired rewrites, insertions and deletions — most recently, its bizarre and prudish decision, rolled back after a report in this newspaper, to digitally cover the bare torso of the iconic Dancing Girl of Mohenjo-daro in the Class 9 Art textbook. The attempt to sheath the 4,500-year-old bronze figurine, then, framed a condescending distrust of students' ability to see and understand an image in the fullness of its context and setting. The inclusion of the section on the Emergency, now, signals a heartening acknowledgement of students' right to a less airbrushed education on democracy. Students must be taught about democracy's virtues, of course. But they must also be made aware of its several challenges, including and especially those that stem from within. That awareness can help shape more empowered citizens of the future, who are conscious of the fragility of freedoms and the need not to take them for granted. Citizens who are mindful, too, of the constitutional architecture that protects their fundamental rights as well as of the possibilities of their own agency and role.

Essentially, democracy is a habit that needs to be cultivated, a wakefulness that needs to be learnt, an education that needs to be passed on to the young. For this, it is important to remember. The Emergency imposed between 1975 and 1977, when democracy was stilled, was but a blip in the life of the nation, but it has left behind some large and resonant lessons that are not, and will not be, outdated. As the textbook notes, "During this period, a majority of fundamental rights were suspended, the press was censored and numerous political leaders and activists were arrested". The failure of institutions, and systems of checks and balances, to stand up against the hubris of the powerful was sobering, and a cautionary tale. But the electoral defeat of the Indira Gandhi government in 1977 was a reminder of democracy's undaunted possibilities — it is the only form of government in which the power of the people eventually surpasses that of those who rule over them.

That lesson is as relevant today as it was in that June over five decades ago. For, what was hijacked during the Emergency, a citizen's freedoms, remain as fragile now as ever — and call for constant and continuing vigil.

NCERT drops French, Russian Revolutions...

any fixed social status strictly based on birth. Instead, it is generally agreed that social identity was shaped by several complex and overlapping factors, including ethnicity, subgroups, geographic region, village affiliation, gotra (a kinship-based subgroup), language, and, especially occupation. At this stage, occupations remained flexible and mobile, and the idea of strict hereditary occupations had not yet become firmly established," the textbook says. The 16 Mahajanapadas, powerful and influential ancient Indian kingdoms that flourished in India between the 6th and 4th centuries, have also been included. The book also highlights the participation of women in scholarly learning during the Vedic period.

In addition, the revised curriculum incorporates Indian knowledge systems, including the concept of Panchamahabhutas — earth, water, fire, air and space — to explain traditional philosophical ideas about the composition of the world. References to Kautilya's Arthashastra and Mahabharat have been made in the book.

Millennium Post, 27 June 2024, Page No - 6

EC LAUDED FOR 'IMPARTIAL POLLS'

SIR now part of Class 9 NCERT textbook

MPOST BUREAU

NEW DELHI: The Special Intensive Revision (SIR) of electoral rolls is now part of the NCERT's class 9 Social Science textbook, which describes it as an exercise to ensure that no eligible citizen is left out of the voter list and no ineligible person is included.

The new National Council of Educational Research and Training (NCERT) textbook also lauds the Election Commission of India (ECI) for conducting impartial polls despite challenges such as fake news, misinformation and intimidation.

The SIR, which has so far led to the deletion of nearly 6 crore names from the electoral rolls and led to acrimony between the Opposition parties and the ECI, has completed a year and continues in 19 states and Union territories.



REPRESENTATIVE PIC

The pilot SIR commenced in Bihar on June 24 last year ahead of the state polls. The result was a pruned voter list, with nearly 65 lakh names dropped amid claims by the opposition and activists that the ECI was working at the BJP's behest to disenfranchise citizens for want of documents.

"The ECI also conducts Special Intensive Revision (SIR), which involves updating, verifying and correcting the electoral rolls. Through SIR, it ensures that no eligible citizen is left out and no ineligible person is included in the electoral roll.

"This exercise ensures the addition of all voters, especially the young voters who have just turned 18 and may be left out due to a lack of awareness of any other reason," reads a section of the textbook titled "Understanding Society: India and Beyond".

HIGHLIGHTS

- The SIR, which has so far led to the deletion of nearly 6 crore names from the electoral rolls and led to acrimony between the Oppn parties and the ECI, has completed a year and continues in 19 states and UTs
- The textbook revised in line with the new National Curriculum Framework also highlights the scale of India's electoral process and the ECI's role in conducting elections across the country

It notes that SIR also deletes names based on death of the voter, change of residence, duplicate enrolment and being permanently untraceable.

"EC gives time to raise claims or objections against the revised electoral roll and settles these claims and objections before publishing the final electoral roll," it said.

The old class 9 textbook, in a chapter on electoral politics, had a section on voter lists, where it mentioned that "a complete revision of the list takes place every five years and this is done to ensure that it remains up to date".

The textbook revised in line with the new National Curriculum Framework also highlights the scale of India's electoral process and the ECI's role in conducting elections across the country.

"India's electoral exercise is unparalleled and distinct from those in other parts of the world with over 96.8 crore eligible voters spread across diverse regions and terrains," the chapter stated.

It further said the ECI manages this vast exercise autonomously and works to ensure elections across the country are conducted in a free and fair manner.

"Despite numerous challenges to conducting free and fair elections, the ECI tries to ensure that elections are carried out impartially at multiple levels," it said.

A dedicated section in the textbook titled "Challenges to free and fair elections" said, "In India, conducting elections for 96.8 crore voters with thousands of polling stations and hundreds of political parties spread across diverse regions and socio-economic realities is a challenging task."

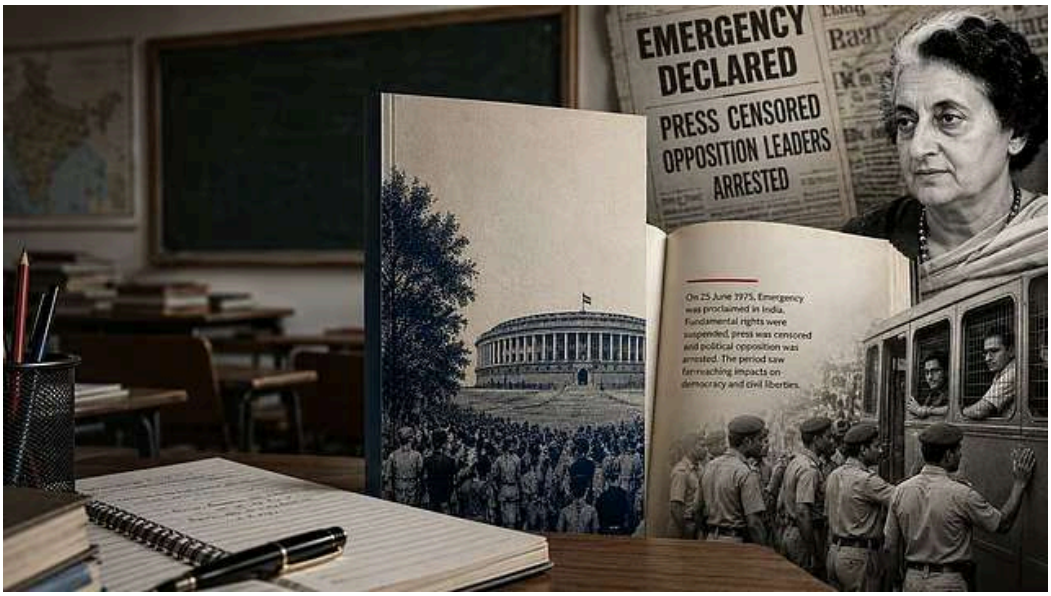
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Nation

Politicising classroom: NCERT's Emergency chapter and perils of partisan pedagogy

No scholar worth his salt disputes the enormity of the Emergency imposed between 1975 and 1977

By Hasnain Naqvi
Published: 27 Jun 2026, 6:45 PM IST



Students should encounter history as evidence to be interpreted rather than verdicts to be memorised. AI Generated/ChatGPT

The National Council of Educational Research and Training (NCERT) released its new Social Science textbook, *Understanding Society, India and Beyond: Part 1* on June 25, 2026 — the 51st

anniversary of the Emergency imposed by Prime Minister Indira Gandhi.

For the first time, a dedicated section on this chapter appears in the Class IX curriculum under '*Challenges to Democratic Practices in India*' within the broader chapter on *'Democracy'*.

Union Education Minister Dharmendra Pradhan has vigorously defended the move, arguing that future generations must learn about the 'dark deeds' of the Emergency so that such events are never repeated. While the intent to confront history appears commendable, the timing, framing and pedagogical approach suggest a deeper political purpose that risks undermining the democratic values the curriculum claims to strengthen.

The decision to introduce the chapter alongside the government's official observance of Samvidhan Hatya Diwas transforms education into an instrument of contemporary political messaging. Class IX students, generally fourteen or fifteen years old, are at a formative stage of intellectual development.

They are beginning to acquire the capacity for abstract reasoning but have not yet fully developed the ability to critically evaluate competing historical interpretations, distinguish evidence from political rhetoric or appreciate complex constitutional debates. Presenting one of India's most contentious political episodes in a manner that appears to foreground partisan culpability over historical inquiry risks substituting education with political socialisation.

A constitutional catastrophe worth remembering

No serious scholar disputes the enormity of the Emergency imposed between 1975 and 1977. On the night of June 25, 1975, following the Allahabad High Court's verdict invalidating her 1971 election, Prime Minister Indira Gandhi advised President Fakhruddin Ali Ahmed to proclaim a national Emergency under Article 352 on the ground of "internal disturbance."

Fundamental rights were suspended, press censorship became pervasive and more than 110,000 political leaders, activists and journalists — including Jayaprakash Narayan, Morarji Desai, Atal Bihari Vajpayee and L.K. Advani — were detained without trial under the Maintenance of Internal Security Act (MISA).

Sanjay Gandhi, exercising extraordinary extra-constitutional influence, spearheaded coercive sterilisation campaigns that officially recorded more than 1.07 crore procedures in less than two years, many allegedly linked to coercion and denial of public services. Slum clearance drives, particularly the demolition at Turkman Gate in Delhi, displaced thousands of families under the supervision of officials including Jagmohan.

The 39th and 42nd Constitutional Amendments curtailed judicial oversight and strengthened executive authority, while the Supreme Court's decision in the ADM Jabalpur case became a lasting symbol of institutional capitulation.

The Emergency exposed the vulnerability of India's constitutional democracy. Yet its conclusion also demonstrated the resilience of democratic institutions. Indira Gandhi's decision to hold elections in 1977 enabled the electorate to peacefully remove her government.

The subsequent Janata Party administration enacted the 44th Constitutional Amendment, introducing safeguards against future misuse of Emergency provisions and ensuring that the rights guaranteed under Articles 20 and 21 could never again be suspended.

Congress leaders, including Indira Gandhi herself, later expressed varying degrees of regret over the period. These historical facts unquestionably deserve inclusion in school curricula. The question is not whether students should learn about the Emergency, but how, when and within what broader democratic framework they should do so.

Research warns against simplistic political narratives

The pedagogical concerns surrounding the new chapter are equally significant. Developmental psychologists such as Jean Piaget have long argued that adolescence marks the beginning of formal abstract reasoning rather than its completion.

Educational research similarly emphasises that students entering secondary school are only gradually developing the capacity to evaluate conflicting historical narratives, assess evidence independently and understand constitutional complexity.

History education at this stage should therefore prioritise foundational democratic principles, constitutional institutions, citizenship, rights and responsibilities before immersing students in intensely polarising political controversies.

National curriculum frameworks developed over several decades, particularly those informed by constructivist educational philosophy, have consistently maintained that school history should cultivate inquiry rather than prescribe political conclusions.

Students should encounter history as evidence to be interpreted rather than verdicts to be memorised.

Research on teaching controversial history likewise stresses the importance of creating classrooms where multiple perspectives are examined through primary sources, reasoned discussion and critical analysis. Complex historical events cannot be reduced to moral binaries or partisan narratives. They require context, comparison and careful teacher facilitation.

NCERT's current treatment appears to fall short of these educational principles. By locating the Emergency within a chapter on democratic challenges amid an already polarised political climate, the textbook risks presenting a selective account of history. While documenting the excesses of Indira Gandhi's government, does it equally examine the institutional failures that enabled authoritarianism?

Does it sufficiently explain the political unrest, labour agitations, economic instability and governance crises that the government

cited while proclaiming the Emergency? Does it discuss the support extended to the Emergency by influential personalities such as Vinoba Bhave and J.R.D. Tata? Most importantly, does it encourage students to analyse competing evidence independently, or merely direct them towards predetermined political conclusions?

Education is not meant to become an arena for settling historical or electoral scores. Its purpose is to cultivate informed, questioning and empathetic citizens capable of understanding complexity rather than inheriting political prejudice.

The political undercurrent

The political context surrounding the textbook's release cannot be ignored. The Bharatiya Janata Party has consistently invoked the Emergency as the defining symbol of Congress authoritarianism and officially commemorates June 25 as Samvidhan Hatya Diwas. Prime Minister Narendra Modi, who was associated with the Rashtriya Swayamsevak Sangh (RSS) during the Emergency, frequently cites the period as evidence of dynastic authoritarianism.

Yet history is rarely so uncomplicated. The historical record also reveals that RSS chief Balasaheb Deoras wrote letters to Indira Gandhi during the Emergency seeking the removal of the ban imposed on the organisation. Such complexities rarely receive equal attention in public political discourse.

When curriculum revisions coincide so closely with contemporary political commemorations, particularly in a deeply polarised environment, legitimate concerns arise regarding the use of education to reinforce present-day political narratives. Textbooks should rise above electoral cycles and ideological contests. Their credibility depends upon scholarly independence rather than political convenience.

Democratic education requires democratic memory

Remembering the Emergency is unquestionably essential. Forgetting authoritarianism would weaken democracy. But democratic education cannot rest upon selective remembrance.

If the purpose of the chapter is genuinely to warn students against authoritarian tendencies, the discussion cannot conclude with March 1977. Students also deserve to understand that democratic decline is neither unique to one political party nor confined to one historical period.

The Emergency represented one form of democratic breakdown—a formal suspension of constitutional freedoms through legal proclamation. Contemporary democracies increasingly confront more subtle forms of democratic erosion: executive centralisation, weakening institutional autonomy, shrinking civic space, intimidation of journalists, prolonged detention of dissenters, misuse of investigative agencies, digital surveillance and organised disinformation.

Comparative political scholars Steven Levitsky and Daniel Ziblatt, in How Democracies Die, argue that modern democracies rarely collapse through dramatic coups or sudden constitutional ruptures. More often, democratic norms gradually erode while constitutional institutions continue to exist formally. That broader comparative perspective is largely absent when the Emergency is presented solely as the exclusive moral failure of one political

party.

A genuinely educational approach would encourage students to ask enduring democratic questions rather than merely identify historical villains. How do democracies become vulnerable? Why do institutions fail? How should citizens respond when constitutional safeguards weaken? Can democratic erosion occur even without the formal declaration of an Emergency? Such questions remain relevant irrespective of which political party occupies power and encourage students to think critically rather than politically.

Broader imperatives for democratic education

A mature democracy requires citizens who understand both its vulnerabilities and its capacity for self-correction. The Emergency offers invaluable lessons about the dangers of concentrated executive authority, judicial deference, weakened institutional checks and curtailed civil liberties. Equally important, it demonstrates the strength of democratic accountability through elections and constitutional reform.

These lessons become far richer when situated within the broader trajectory of India's democratic evolution—alongside the legacies of colonialism, the trauma of Partition, linguistic movements, caste struggles, economic transformations and contemporary debates over institutional autonomy, technology, privacy and civil liberties. Such an approach would draw upon archival material, the Shah Commission Report, constitutional debates, biographies and diverse scholarly interpretations rather than selectively curated narratives.

India's school textbooks have long remained sites of ideological contestation under successive governments. The solution does not lie in omitting uncomfortable history, but in presenting it with scholarly rigour, historical balance and intellectual honesty. At the Class IX level, this would mean first grounding students in

constitutional values and democratic institutions before introducing carefully contextualised case studies that encourage inquiry rather than ideological conformity.

Safeguarding education from partisanship

Fifty-one years after the Emergency, India's democracy continues to endure because of an engaged citizenry capable of questioning authority and correcting political excess through constitutional means.

NCERT's inclusion of the Emergency could have become an important milestone in democratic education. Instead, its politically charged timing and selective framing risk transforming an important historical lesson into a contemporary political instrument.

Future generations deserve textbooks that illuminate rather than inflame; that prepare students to recognise threats to liberty—whether dramatic or gradual, historical or contemporary—without prescribing whom they must condemn. If policymakers genuinely wish students to learn from the Emergency, they must also teach them that democracy is protected not by selective memory but by consistent constitutional principles, institutional independence and the courage to question power in every age.

The classroom should never become an extension of partisan politics. India's students—and India's democracy—deserve nothing less.

Hasnain Naqvi is a former member of the history faculty at St. Xavier's College, Mumbai. More of his writing here

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June 27, 2026

Preamble omitted, new NCERT book triggers row

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By Rajesh Kumar



A political controversy has erupted over major changes in the new social science textbook for Class 9 by the National Council of Educational Research and Training (NCERT). The bone of contention is over the omission of [illegible] secular and secularism.

The revised textbook, which integrates history, geography, political science, and economics into a single volume, marks a significant departure from previous editions. Among the most notable changes is the omission of the Preamble from the introductory chapter on the Constitution. References to secular and secularism, which featured in earlier editions, have also been removed from the primary text.

The Congress has accused the Government of attempting to undermine constitutional values and imposing a communal ideology in the revised Class 9 social science textbook. Opposition leaders claimed that deleting the Preamble and the word secular is a deliberate attempt to erase the foundational, pluralistic philosophy of the Indian Constitution from the school curriculum.
Union Education Minister Dharmendra Pradhan and the NCERT have pushed back against the allegations. They state the new curriculum comprehensively covers constitutional values across various classes and have called the Congress's objections baseless "politics of lies".

The war of words erupted on a day when the SIR had completed one year, notwithstanding fierce protests by the Opposition and its several run-ins with the Election Commission of India (ECI). Nearly six crore voters, so far, have been deleted during the revision now on in 19 states and Union Territories.

Interestingly, SIR of electoral rolls also finds mention in the book along with a separate chapter explaining the functioning of the Election Commission of India, meaning of elections, electoral rolls, voter registration, the conduct of elections and party system in India.

The textbook also includes a dedicated chapter on the 1975-77 Emergency, describing it as one of the most significant periods in independent India's democratic history. The chapter examines the suspension of civil liberties, press censorship, arrests of political leaders, and the eventual restoration of democratic processes after the Emergency ended.

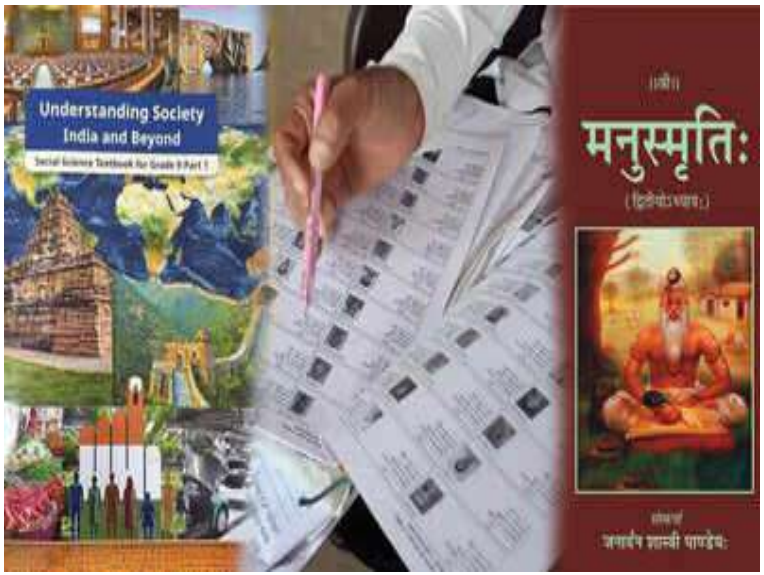
It also includes a verse from the Manusmriti to claim that women were accorded respect in the Vedic period but their status "fluctuated, even declined" as social and political conditions changed over time.

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THE TIMES OF INDIA

Amid opposition's protest, NCERT denies dropping Preamble from Class 9 textbook

TIMESOFINDIA.COM | Jun 27, 2026, 02.39 PM IST



Amid opposition's protest, NCERT denies dropping Preamble from Class 9 textbook

NEW DELHI: NCERT on Saturday refuted reports claiming that the Preamble has been removed from the new Class 9 Social Science textbook, news agency ANI reported, citing sources.Sources in NCERT told ANI that the curriculum has been redesigned under the new National Curriculum Framework, and the topics have been redistributed across different grades instead of being covered in a single textbook.

"The Preamble continues to appear in the opening pages of all new NCERT textbooks, including all Social Science textbooks. It is also part of the Grade 10 syllabus," sources told ANI.

"They also say that constitutional values, including secularism, justice, liberty and socialism, are already introduced in Grades 6 to 8, especially in the Grade 7 Social Science textbook, and will be dealt with in more detail in Grade 10," they added.

This comes after the opposition launched a sharp attack on the government over the alleged removal of references to "secular" and "secularism" in NCERT's revised Class 9 Social Science textbook.

Among the most notable changes is the omission of the Preamble from the introductory chapter on the Constitution. References to "secular" and "secularism", which featured in earlier editions, have also been removed from the primary text.

NCERT has instead introduced a broader discussion on constitutional values, institutions and governance while restructuring the subject in line with the NEP 2020's integrated learning approach.

The updated curriculum also introduces a chapter on the 1975–77 Emergency for the first time in a Class 9 textbook, expands lessons on India's electoral system and democratic institutions, and warns against counterfeit textbooks.

The revised book, titled Understanding Society: India and Beyond, includes a dedicated section on the Emergency, describing it as a major challenge to Indian democracy.

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EDUCATION

With Pradhan Taking U-turn on Three-Language Formula, CBSE Expected to Reverse Decision

The Wire Staff

27/Jun/2026 5 min read

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Union education minister Dharmendra Pradhan told the Times of India that the formula will be implemented progressively starting with class 6 students.

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A CBSE building. Representative image. Photo: PTI

New Delhi: With Union education minister Dharmendra Pradhan saying that the CBSE will implement its three-language formula in a phased way rather than extend it to class 9 students immediately, the board is now expected to revise its contentious circular from last month, reports say.

Although the CBSE's curriculum released in April indicated that its three-language formula – requiring students to learn three languages including two native to India – would be implemented progressively starting with class 6 students this year, on May 15 it issued a circular mandating the policy for class 9 students as well starting July 1.

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subjects who are proficient in the concerned third language.

Consternation and legal challenges followed amid worries over how class 9 students, many of whom had previously studied at least one foreign language other than English until class 8, would adapt.

But Pradhan in an interview to the *Times of India* on Thursday said that the three-language formula would begin with class 6 students this year and apply progressively to older pupils.

"Those already studying two foreign languages will be allowed to continue till they pass class 10," he told the newspaper, claiming that "CBSE could not give a clear order". The *Times*, as has *The Hindu* on Friday, also reported that the board is now expected to reverse its May 15 circular.

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According to *The Hindu*, the French and German embassies in Delhi have pushed back against the three-language formula in light of the fact that fewer students will now opt for these languages. Students can learn a second foreign language under the policy but would need to take it up as a fourth language – and an extra subject.

Concerns have also been raised that the policy would lead to the 'imposition' of Hindi in southern India.

Late last year the CBSE's governing body reportedly ratified its curriculum committee's recommendation that the board implement the three-language formula for class 9 and 10 students only after textbooks for their grades became available. That the CBSE took a u-turn by issuing its May circular, Congress leader Jairam Ramesh had charged, showed that "the only agenda here is clearly political".

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DIKSHA: Powering India's Digital Learning Ecosystem

Posted On: 28 JUN 2026 12:06PM by PIB Delhi

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**

State / Union Territory	Registered Users	State / Union Territory	Registered Users
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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NCERT denies claims of dropping preamble from class 9 book

NCERT issues denial: NCERT says the Preamble remains in all textbooks and is taught in Class 10, countering reports of its removal from Class 9.

Curriculum redesign: Under the new framework, constitutional values are introduced in lower grades and expanded in higher ones, replacing repetition with progression.

Emergency chapter added: The revised Class 9 book introduces a section on the 1975–77 Emergency, sparking political debate over how history is taught.

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NCERT clarification counters removal reports

Multiple NCERT sources told ANI and other outlets that claims of the Preamble being dropped from the new Class 9 Social Science textbook are 'misleading'. They explained that the Preamble remains in the opening pages of all NCERT textbooks and is part of the Class 10 syllabus. The redistribution of topics under the National Curriculum Framework means constitutional values are introduced in Grades 6–8, especially Grade 7, and studied in more depth later, rather than repeated in one class. News18 + 4



Political backlash over textbook revisions

The opposition accused the government of erasing constitutional values after reports that 'secular' and 'secularism' were absent from the revised Class 9 text, while the ruling BJP defended the changes. Congress leaders called it an attempt to politicise education, while BJP figures argued that the Emergency chapter exposes past constitutional violations. Shiv Sena (UBT) leaders defended Indira Gandhi's constitutional right to impose an Emergency, highlighting the polarised narratives around the changes. Live Mint + 4

Emergency chapter reframes democratic history

For the first time, Class 9 students will study the 1975–77 Emergency in detail, described as a major challenge to Indian democracy. The textbook outlines suspended rights, press censorship, arrests, and citizen movements led by Jayaprakash Narayan, concluding with the restoration of democracy in 1977. Supporters, including Education Minister Dharmendra Pradhan, say it is vital for future generations to understand this 'dark chapter', while critics warn against one-sided portrayals. News18 + 4



Integrated curriculum changes spark wider debate

The new 'Understanding Society: India and Beyond' integrates history, geography, political science, and economics into one volume, replacing separate subject books. Alongside the Emergency, it introduces a chapter on the Election Commission's Special Intensive Revision of electoral rolls, aiming to strengthen civic awareness. NCERT argues that the integrated approach makes direct comparisons with old textbooks inappropriate, but the omission of explicit Preamble content in Class 9 has intensified scrutiny of educational reforms under NEP 2020. WION + 4

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The Hindu, 09 June 2026, Page No - 17

Will a survey error threaten the credibility of govt. schools?

The finding that government schools are charging fees in rural areas is at odds with all existing government policy and needs to be properly investigated

DATA POINT

Anish Gupta
Gaurav
Deepti Kushwaha

In a written question in the Rajya Sabha earlier this year, an MP highlighted that 27% of students in government schools are paying fees – including admission, tuition, examination and development charges – and sought a response from the Ministry of Education. The MP's claim was based on the findings of the Comprehensive Modular Survey: Education (CMS-E), conducted by the National Statistics Office as part of the 80th round of the National Sample Survey (NSS) from April-June 2025 **(Charts 1 and 2)**.

The finding that a sizeable share of students, even in government schools, paid fees surprised many, since it could suggest that those schools were illegally charging fees, raising concerns over the implementation of the Right to Education (RTE) Act, which mandates free education for all children up to age 14. The survey covered 52,085 households, including 28,401 in rural areas.

This article examines whether government schools are indeed charging such fees, or whether the findings reflect issues related to data collection, compilation or both.

To identify the source of the problem, the average course fees paid by students in rural and urban areas were compared using education expenditure data for students in Classes 1 to 8, who are covered under the RTE Act. For the analysis, the course fees reported in the survey – which include admission fees, tuition fees, examination fees, development fees and other compulsory payments – were classified into four categories: no fees, ₹1-₹5,000, ₹5,001-₹10,000 and above ₹10,000.

The analysis showed that, among those reporting course fees above ₹10,000, the average course fee paid by students in government schools in rural areas was higher than that paid by their counterparts in private schools.

Second, the data across all four course-fee categories showed that the percentage difference in average total educational expenditure between students in government and private schools ranged from -50.4% to +4.0% in rural areas and from -57.2% to +34.3% in urban areas **(Table 1)**. Both points challenge the widely held perception that students in government schools incur substantially lower educational expenses than those in private schools.

Third, several States reported unusually low proportions of students with no course fees in government schools. In rural areas, the share of such students is particularly low – in Ladakh (0%), Tripura (2.6%), West Bengal (43%) and Kerala (53%).

Fourth, the percentage of students with no course fees in government schools is substantially lower in rural areas than in urban areas. For instance, in Himachal Pradesh this was 55.6% and 78.3% respectively, with similar patterns observed in six other States, which is difficult to reconcile with any existing government policy.

Possible problems

A commonly cited explanation for such discrepancies is data-collection error.

First, even when survey investigators understand the intended meaning of the questions, they may struggle to communicate it to respondents in the same context in which they were designed. For example, a key question on educational expenditure in this survey is Question 9(i) in Block 5. It asks about "course fees", which include admission fees, tuition fees, examination fees, development fees and other compulsory payments. Interestingly, in common usage, the term "tuition fees" is often understood to mean fees paid for private coaching or supplementary education.

However, in school education, "tuition fees" refers to payments made to schools for teachers' salaries and basic academic resources. While the survey intends to capture this, respondents may have reported spending on private coaching as tuition fees.

Second, information was collected using Computer-Assisted Personal Interviewing (CAPI), under which responses are recorded directly on tablets. While this approach may facilitate faster processing, it also introduces certain limitations. For example, in earlier paper-based NSS surveys, enumerators could leave questions blank when respondents gave no answer. With CAPI, non-response is generally not permitted, and enumerators must enter a value before proceeding. Previous surveys suggest that non-response, resulting in missing observations, was not uncommon and in the NSS 75th Round (2017), it was 39.4%. However, there were no missing observations in 80th Round of survey, which used CAPI.

This raises the possibility that some course-fee values may have been entered merely to proceed to the next question. Moreover, even minor modifications may disrupt the process, and features such as autocorrect can sometimes distort recorded responses. Even the World Bank has noted that CAPI systems can be highly rigid.

If a large number of students do not have access to free education, the issue warrants serious scrutiny. Yet it is surprising that, despite the matter being raised in Parliament, neither the Central government nor any State government has come forward to investigate.

Conversely, if the findings result from flaws in data collection and validation, as the evidence above suggests, those responsible must be held accountable. Such errors not only distort policy research but also tarnish the reputation of government schools and teachers.

Misleading data?

The data for the charts were sourced from the NSS 80th round, the Comprehensive Modular Survey: Education (CMS:E), 2025



Students arrive at a government high school in Vijayawada in Andhra Pradesh after the summer vacation on June 12. G.N. RAO.

Chart 1: The share of students who reported expenditure on course fees by type of school

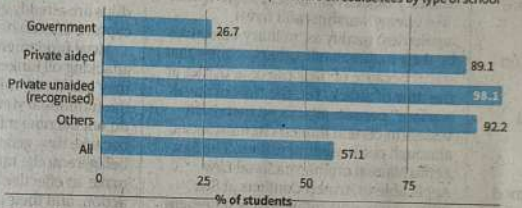


Chart 2: The share of students who reported expenditure on course fees in government schools in rural and urban areas. Figures in %

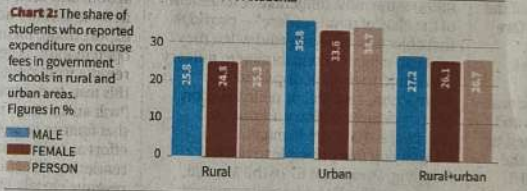


Table 1: Average total expenditure by course fee categories (in ₹)

Course Fee category	School type	Average exp on course fee		Average total expenditure	
		Rural	Urban	Rural	Urban
0	Government	0	0	1,824	2,470
	Private (aided & unaided)	0	0	3,677	5,767
1-5000	Government	736	1,009	3,920	5,255
	Private (aided & unaided)	2,621	2,800	7,866	8,200
5001-10000	Government	6,917	6,827	15,839	19,956
	Private (aided & unaided)	7,595	7,837	15,236	14,857
Above 10000	Government	24,000	19,443	31,850	30,856
	Private (aided & unaided)	22,608	28,458	35,742	41,452

Based on authors' calculations

Anish Gupta teaches economics at Delhi School of Economics

Gaurav and Deepti Kushwaha are pursuing their PhD and internship, at the Delhi School of Economics and IEDS Noida, respectively

What changes in CBSE's language policy for Classes 6 to 10? | Explained

Under the policy, students will study three languages, with at least two being Indian languages.

Updated on: Jun 29, 2026 6:33 PM IST

Prefer HT on Google

Written by Anagha Deshpande



This latest notification marks a clear shift from CBSE's earlier position on the three-language policy. (cbseindia29/Facebook)

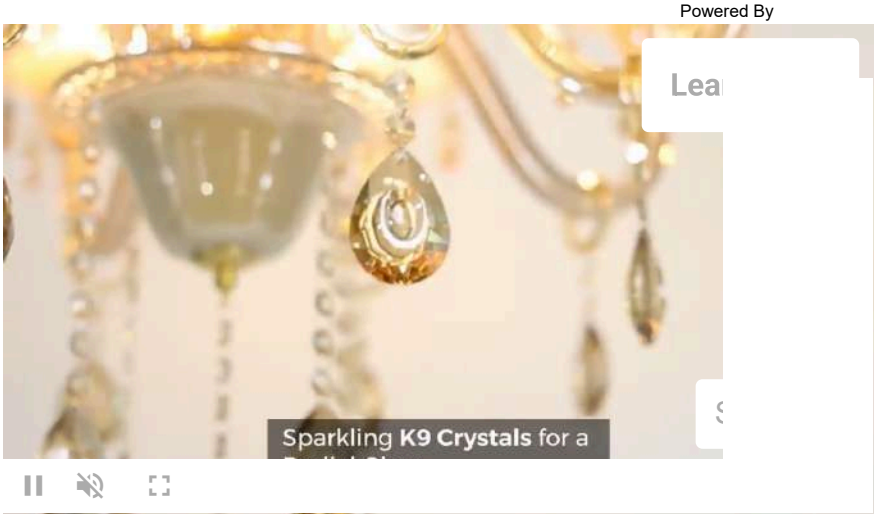
The CBSE has issued new guidelines for implementing the three-language policy under the National Education Policy (NEP) 2020, aimed at promoting Indian languages.

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Under the policy, students will study three languages, with at least two being Indian languages *(Bhartiya Bhashas)*. The third language can be either an Indian or foreign language such as English, French, German, Spanish or Arabic.

Who will follow what?

There will be no change for students currently in Class X (2026–27). They will continue with the existing two-language system and will not be required to study a third language.

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For students in Classes VII and VIII (2026–27), the same structure will apply when they move to higher classes. They will also need to add one Indian language if they are already studying two foreign languages, and the third language will not have a board exam.

Students entering Class VI in the 2026–27 academic year will be the first full batch under the new system. They will study three languages, with at least two being Indian languages, and will take a board examination in the third language when they reach Class X. The board exam requirement will apply to this batch and all subsequent cohorts.

Also Read: 3-language policy: CBSE grants one-time exemption to current Class 9 students

Exemptions

Certain categories are exempt, including Children with Special Needs, CBSE schools outside India, and foreign students returning to India. Students shifting states may continue with their existing language choices, with schools required to provide support.

CBSE has also said schools may use existing teachers, retired teachers, postgraduate teachers, or shared teaching models through clusters and digital platforms to implement the policy.

Earlier vs new policy

On April 2, CBSE had proposed a phased introduction of the three-language formula starting from Class VI in 2026–27, with full implementation up to Class 10 by 2030–31, indicating a gradual transition framework.

This was followed by a May 15 circular directing schools to make three languages (R1, R2 and R3) compulsory for Class IX students from July 1, stating that at least two languages must be Indian. The circular also advised schools to use Class 6 R3 textbooks in the interim, citing a 75–80% overlap in language competencies between middle and secondary stages.

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However, the May directive triggered concerns from schools over readiness and academic logistics, especially as it appeared to move ahead of earlier expectations that implementation would be aligned with the release of dedicated NCERT textbooks and a more prepared rollout framework.



Children at a rural government school in Kanchipuram district, Tamil Nadu. (Credit: McKay Savage/Wikimedia)

School Education: From Right to Reimbursement

India's Shrinking Public Education Compact

A quiet redesign has been going on of India's public education system, like the transport voucher which shifts responsibility for access from the state to the household. The southern states show an alternative: treating distance as a public responsibility, not a family expense.

VIJAYALAKSHMI BALAKRISHNAN

JUNE 29, 2026

At a Glance

—The collapse of a government school roof in Rajasthan in 2025 when seven children died highlighted systemic failures in India's public education infrastructure and the prioritisation of cost over safety.

—The public education system is undergoing a silent transformation, characterised by consolidation efforts that often disregard the implications for marginalised communities.

—The shift from a proximity-based model of education to a voucher system for bus travel to schools reflects a broader ideological change regarding state responsibility for children's access to schooling.

—The experiences of southern Indian states demonstrate that educational access can be maintained through public investment in transportation, contrasting sharply with the voucher model that places the burden on families.

On the morning of 25 July 2025, seven children died when the roof of their government upper primary school collapsed in Piplodi village, Jhalawar district, Rajasthan. They were between seven and 13 years old. They had gathered for morning prayers when the ceiling gave way. Students had reportedly noticed falling debris in the days before and alerted teachers, who dismissed the warnings. Ten days before the collapse, the Education Department had directed inspection of all unsafe buildings. Piplodi was certified safe. A day later, another school roof collapsed in Khariyawas village, Nagaur district. Fortunately, this was after school hours and a tragedy was averted.

What Piplodi indicates is a fault line in India's current public education compact: the system is being redesigned, quietly and without fanfare, around cost reduction and efficiency.

Both these schools had been constructed around 1994 under the District Primary Education Programme (DPEP), financed substantially by World Bank credits, and engineered with an implicit working life of approximately 30 years. Those 30 years were up. Neither building had ever undergone an independent structural assessment. Under procurement rules then in force, independent third-party audits were mandatory only for construction projects above Rs. 30 crore—a threshold rural primary school construction never approached.

Of the 94 students enrolled at Piplodi, 78 were from Scheduled Tribes (STs), five from Scheduled Castes (SCs), and 11 from Other Backward Classes (OBCs). The school was theirs alone. Children of other communities attended a nearby private school.

Six weeks after the collapse, Mor Singh, a 60-year-old farm labourer, donated his two-room home as a temporary school and moved his family to a shelter on farmland. The children of Piplodi returned to class—not in a building sanctioned by the state, but in a donated house made available by someone who understood what lack of access could mean. His gesture should not be romanticised or sought to be replicated. It is not a substitute for the state.

The Rajasthan High Court has ordered 86,934 dilapidated classrooms to be locked. Expert estimates place the cost of full remediation at Rs. 20,000 crore. However, the annual state repair budget is only Rs. 375 crore. At this rate, it would take 54 years.

What Piplodi indicates is a fault line in India's current public education compact: the system is being redesigned, quietly and without fanfare, around cost reduction and efficiency. And at the heart of that redesign sits a simple instrument—the transport voucher. This marks the boundary between two fundamentally different theories of what the state owes the child, the citizen of tomorrow.

Expansion and its Aftermath

Distance is a structural barrier to educational access. That insight—drawn from decades of work in the field into why Adivasis, Dalits, girls, and children with disabilities stayed out of school—found its legal expression in the Right to Education (RTE) Act in 2009 (Government of India 2009). Section 6 of the RTE Act mandates a primary school within one kilometre of every child's home, and an upper primary school within three kilometres. Proximity was the mechanism of inclusion.

The neighbourhood school was understood as a shared public institution consistent with the National Curriculum Framework vision of schools as spaces where children learnt to live with difference and practice the habits of democratic citizenship (NCERT 2005). The legislation codified what the DPEP had built into infrastructure from 1994. The DPEP and its successor, the Sarva Shiksha Abhiyan (SSA), brought schools to the doorstep of the systematically excluded, on the premise that if children could not reach education, education would reach them. Between 1994 and 2014, India opened more than 160,000 new primary schools, successfully bringing a first generation of marginalised learners into the system, and in time their children (Purohit 2015).

But expansionary systems are only as durable as their life-cycle planning. The DPEP-SSA building stock was constructed with an implicit working life of approximately 30 years, yet the planning apparatus never institutionalised maintenance. The result was a nationwide cohort of buildings that aged simultaneously, deteriorating across three decades without a parallel system of inspection, repair, or renewal. Construction was systematised. Care was not.

The court acknowledged the RTE Act's neighbourhood school mandate but ruled that administrative efficiency could override proximity.

By the mid-2010s, the expansion phase was mathematically complete—gross enrolment ratios had touched near-universal levels. At the same time, the 2011 Census recorded a five-million-child decline in the national 0–6 age group. The planning question should have shifted from how to build more to how to sustain what exists. It did not.

What India needed was a second DPEP—not of new construction, but of stewardship. A programme that mapped ageing building stock, commissioned independent structural audits, funded repair, and converted demographic contraction into pedagogical opportunity. The data was visible. The demographic signal was clear. The institutional imagination was absent.

Between 2020-21 and 2024-25, India lost 18,727 government schools, their number declining from 1,032,019 to 1,013,322. In the same period, private unaided schools expanded by 8,475 (Ministry of Education 2025; Mehta 2026). The geography of closure follows predictable patterns: Rajasthan, Uttar Pradesh, Gujarat, Maharashtra—all reducing their public footprint. Only Bihar added government schools, the number increasing by 965.

This is "rationalisation" in action. Under the National Education Policy (NEP) of 2020, states have been encouraged to merge "non-viable" schools—those with low enrolment—into larger institutions (Ministry of Education 2020). The policy calls for consolidation to be carried out "very judiciously". On the ground, it has become a mechanism for reducing cost without accounting for its consequences.

Uttar Pradesh—the state with India's largest child population—merged 27,000 primary schools with fewer than 50 students each in 2025. The Allahabad High Court approved the merger, accepting the state's argument that larger schools offer "better infrastructure and holistic development" (Krishna Kumari v. State of UP 2025). The court acknowledged the RTE Act's neighbourhood school mandate but ruled that administrative efficiency could override proximity.

Statistically, the educational consequences of increased travel distances are difficult to isolate. But the broader consequences are troubling: Uttar Pradesh reported that 56,000 girls dropped out in 2025 alone, a part of the 99,218 out-of-school children in the state. Across India, 29.8 lakh girls have dropped out over the past five years, comprising nearly half of the 65.7 lakh total out-of-school children (Sehgal 2025). In Gujarat, where 5,000 government schools have shut down, there was a 341% spike in dropouts in 2025, with 1.1 lakh adolescent girls out of school—up from 54,541 the previous year (Sehgal 2025).

Dev Desai, a panchayat member from Patan district outlined what would happen next: "In my own village, after the local school shut down, children have to walk five to six kilometres to get to the nearest school. Parents are conservative and won't send their daughters to study that far. Once a girl drops out, they wait till she is 16 and marry her off" (Sehgal 2025).

Desai can forecast what will happen in his village and surroundings. The Sustainable Action for Transforming Human Capital-Education (SATH-E) reports, by contrast, record enrolment shifts and satisfaction claims—but not how many children were never enrolled, or what combination of poverty, distance, pandemic loss, and parental hesitancy is contributing to the national figure of 29.8 lakh girls who have dropped out over the past five years. What the voucher design makes clear—and this before the question is even framed—is which theory of state responsibility is operating.

> *Where the Act saw a barrier, the voucher sees an expense. The distance is the same. What changed is who is asked to cross it.*

The RTE Act of 2009 was built to remove distance as a barrier. The national policy that followed in 2020 made distance the mechanism of withdrawal.

Proximity is not eliminated by consolidation—it is redistributed. Families with means purchase proximity, while families with limited resources inherit the journey. For every school the state closes, the market opens alternatives, if you can pay.

This is the consolidation compact in practice: the state reduces its cost by closing the small school; the family that can afford it pays for a private alternative; the family that cannot absorbs the travel burden, the risk, or the dropout. The voucher—an attendance-linked, conditional cash transfer capped at Rs 3,000 per year—does not close this gap. It punishes the very vulnerability it claims to address: a child who misses school due to illness, household work pressures, or unsafe travel conditions receives less money the following month.

Where the Act saw a barrier, the voucher sees an expense. The distance is the same. What changed is who is asked to cross it. The shift was not announced and the child moved from being the reason the system exists—the lodestar of policy and programme—to another variable in the costing sheet. How a system built around proximity arrived at a model built around reimbursement is the question the SATH-E framework answers, without apology: the child who could not reach the school was replaced as the unit of planning by the school deemed too small and too expensive to justify.

Efficiency as Ideology

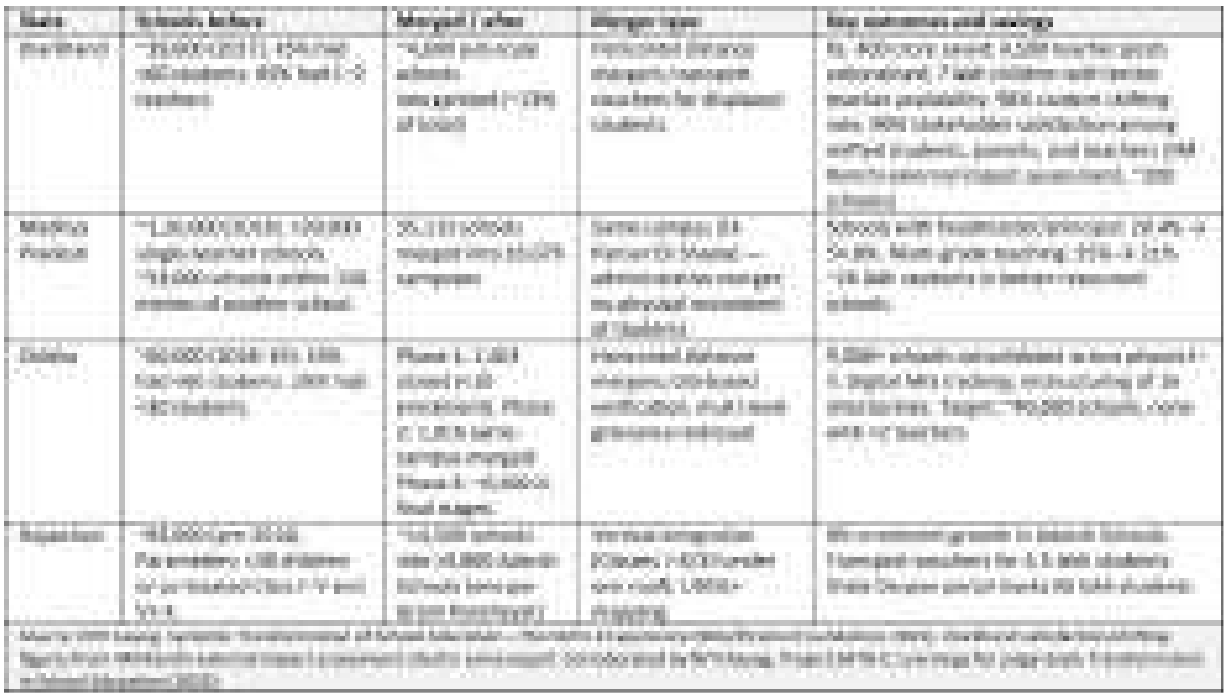
Behind the consolidation push lies a specific intellectual architecture. In 2017, NITI Aayog launched SATH-E, with BCG and the Piramal Foundation as knowledge partners, to implement "systemic reforms" in Madhya Pradesh, Jharkhand, and Odisha (NITI Aayog 2021).

The approach announced its logic plainly. "The goal of the education system," the report stated, "is to make each school conducive to delivery of high-quality education by optimising sub-scale schools into fewer better-resourced schools." The aim of consolidation, it continued, is "to strike a balance between access and quality" (NITI Aayog 2021). The unit of planning had shifted—quietly, without acknowledgment—from the child who needed to reach a school to the institution that needed to be viable. Access was no longer a guarantee to be delivered. It was a variable to be weighed.

The planning arithmetic was equally candid about what it was counting. In Jharkhand, the report noted that a typical gram panchayat of 7,000–8,000 people had roughly 1,500–2,000 students. "If even 20% of these students go to private schools," it observed, "one does not need more than five schools to accommodate the students" (NITI Aayog 2021). The children who had already left the government system — for whatever reason, under whatever pressure — were folded into the consolidation logic as a planning assumption. Their absence was not a failure to be addressed. It was a reduction in the denominator.

In Madhya Pradesh and Jharkhand, the SATH-E executed ambitious merger programmes. The results were at once impressive and numbing. The granular scale of this consolidation is detailed in Table 1 (NITI Aayog 2021, 2023).

Table 1: SATH-E School Consolidation: Scale and Outcomes by State



The SATH-E playbook became the template for rationalisation nationwide. But the NITI Aayog's own reports acknowledge what the efficiency calculus omits. "Community backlash," they note, could arise from "students inconvenienced if they must travel longer distances." The mitigation strategy is not to adjust the model, but to "control the narrative so that the benefits of mergers

and its impact on learning outcomes are highlighted, as opposed to negative connotations of shutting down schools" (NITI Aayog 2023). Narrative management is what is offered in place of impact assessment.

> *The voucher actually transfers the burden of the journey from the state to the household and the risk of non-attendance from a policy failure to a family one.*

The NEP 2020 absorbed the SATH-E logic without naming it, without debating it, and without asking the question the demographic data required: if the child population is contracting across most of the country, what form should the right to education take in a landscape of fewer, more unevenly distributed children?

When SATH-E closes a village school, it leaves behind a voucher. The instrument is designed to look like provision, but as Table 2 illustrates, it actually transfers the burden of the journey from the state to the household and the risk of non-attendance from a policy failure to a family one (NITI Aayog 2021; Government of Rajasthan n.d.).

Table 2: The Cost Shift: Sub-scale School Model vs Consolidated School plus Voucher



The voucher assumes the household has already decided to send the child and provides a direct benefit transfer—transport reimbursement. Only, reimbursement is not access. It does not reach the family that pulls a daughter out when the kachcha road floods, when the consolidated school sits in an upper-caste quarter, or when the monsoon makes river crossings impossible. Because the voucher is attendance-linked, absence is penalised. The distance, which was once a barrier the state removed, is now a cost the household must factor in while making decisions.

This logic is not new. In 2001, facing a similar demographic shift, China closed more than 300,000 rural primary schools on the same efficiency rationale. The consequence: girls' educational attainment fell sharply, ethnic minority children lost mother-tongue instruction, and rural families fled their villages, accelerating the very demographic contraction used to justify the closures. By 2012, the Chinese State Council halted consolidation, mandating the active maintenance of small-scale village schools (Hannum et al. 2021; General Office of the State Council 2012).

The SATH-E pilot, begun in 2017, had this evidence available and chose not to engage with it. What was designed as the guarantee of a right has become the instrument of its withdrawal.

The Southern Alternative

In June 2026, Karnataka expanded its free student bus pass programme from girls to all school-going children. At a time when many states are debating school consolidation and transport vouchers, the decision is notable not only because it is unique, but

also because it reflects a longer tradition. Across the region, shrinking child populations did not automatically produce a retreat from educational access. Instead, distance was treated as a collective responsibility rather than an individual burden.

Kerala has operated student bus concessions since 1963, providing passes at roughly 20% of the regular fare, with free travel available to students through higher secondary education (Narayana 2011). Andhra Pradesh was providing free travel concessions to schoolchildren by the mid-1980s. After bifurcation, both successor states continued the scheme (Narayana 2011). Tamil Nadu provides fare-free bus passes to school and college students on government buses as a matter of entitlement, allocating Rs 1,782 crore in 2025-26 to benefit approximately 28 lakh students (Metropolitan Transport Corporation n.d.). Despite differences in design and administration, these schemes rest on a common principle: when location impedes children's participation, the state assumes responsibility for helping children make the journey.

> *Under the voucher model, the household must first organise the journey and then seek reimbursement. Responsibility for access shifts from the state to the family.*

This is not the SATH-E voucher. It is public infrastructure, state-arranged and publicly accountable. The critical distinction is not the money—it is who is responsible for the journey: the state or the household. Under the southern model, the state retains the responsibility for route planning, vehicle provision, safety, and frequency. If the bus does not run, there is a government agency answerable for that failure. Under the voucher model, the household must first organise the journey and then seek reimbursement. Responsibility for access shifts from the state to the family.

The Real Choice

The NEP 2020 does not distinguish between the planning requirements of Tamil Nadu—where the population of the 0–6 age group has fallen for two consecutive census decades and the total fertility rate (TFR) stands at 1.4—and Bihar, where fertility remains above the replacement level and the child population is still growing. The next Census will make the landscape visible with greater precision. It will show where children are, and where they are not. What it will not do is decide what comes next. That decision is institutional. It requires choosing whether contraction will be treated as an opportunity to deepen the promise of education, or managed as a problem of reducing cost.

The bus and the voucher are not two versions of the same policy. They are two different understandings of the relationship of the child with the state. One treats education as a service the state subsidises. The other treats it as a right the state guarantees. The NEP 2020 chose the voucher. The southern states chose the bus. The southern states demonstrate that demographic contraction does not inevitably lead to educational withdrawal. Their experience shows that distance can still be treated as a public responsibility, for proximity is a choice.

Piplodi has already shown the cost of not choosing. The next phase of India's schooling system will not be defined by how many schools it builds, or by how efficiently it consolidates them, but by how it reorganises what it already has in a landscape where children are fewer, more unevenly distributed, and differently placed within society. The census is counting. The Republic must decide whether the child walks to school, rides a bus the state provides, or stays home because the voucher could not buy safe passage across a flooded road. A policy instrument that pays less when the child most needs to travel is not solving the problem of access. It is pricing it.

The Kothari Commission had proposed a pedagogic standard, 20 children to a teacher. On fiscal grounds, that was diluted to 30 in the National Education Policy in 1986 and has remained unchallenged, despite the child population shrinking. Finland, whose population of 0–4-year-olds declined by 22% between 2013 and 2023 (OECD 2025), educates 13 students per teacher in primary, and nine in lower secondary (OECD 2024). The Republic, without debate, has chosen longer journeys over smaller class sizes.

Small versus large schools, efficiency versus sentiment, quality versus access. The proximity debate is about none of these. This is a larger debate on who bears the responsibility for the journey. For three generations, that responsibility belonged to the state. The voucher shifts it to the household, without debate. Before more schools are closed, and that inheritance is squandered, the shift deserves to be debated.

Vijayalakshmi Balakrishnan (baroquepodcast@gmail.com) is the author of Growing Up and Away: Narratives of Indian Childhoods *(Oxford University Press, 2011).*

Kannada as 3rd language: Pvt schools oppose NCERT note

In a representation to the NCERT chairman, the Associated Management of Primary and Secondary Schools in Karnataka has cited the Kannada Language Learning Act, 2015, under which teaching Kannada as first or second language is mandatory in the state.

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Students in a government school in Davangere taluk. DH File photo

Bengaluru: The private schools' association has raised objections to the recent decision of the National Council for Education Research Training (NCERT) to implement Kannada as R3 subject (third language) in Karnataka.



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In a representation to the NCERT chairman, the Associated Management of Primary and Secondary Schools in Karnataka has cited the Kannada Language Learning Act, 2015, under which teaching Kannada as first or second language is mandatory in the state.

Urging NCERT to withdraw the recent circular by Central Board for Secondary Education to affiliated schools on mandatory third language in Karnataka, the association said that it had resulted in serious legal ambiguity, administrative confusions and practical difficulties.

"We have submitted the representation in the interest of lakhs of students, parents, teachers and educational institutions," it said.

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In the representation, the association mentioned the Act and rules framed under it, in 2017.

"The rules clearly provide that every school in Karnataka, including those under CBSE, ICSE and State Board, shall introduce Kannada as either first language or second language in a phased manner," the Association said. The rules provide for a separate mechanism for students who migrate from other states, it said.

D Shashi Kumar, general secretary of the association, said, "Technically it is impossible to implement the three language policy and R3 subjects introduced at CBSE schools, as majority of the schools have implemented Kannada as first or second language, as per the Act".

The wish list

* Clarify applicability of CBSE circular, as schools have implemented Kannada as first or second language

* Clarify whether Sanskrit, Hindi (not mentioned in May circular) or other approved Indian languages can continue as third language, where Kannada is first or second language

* Clarify position applicable to inter-state migrant students

* Clarify exam pattern applicable

* Issue transitional policy protecting admissions already completed

* Permit schools to continue with existing approved language combinations for current year

* Keep implementation of circular in abeyance, till harmonisation with Kannada Language Learning Act, 2015 & rules framed in 2017

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नवभारत टाइम्स, 30 जून 2026, पृष्ठ संख्या - 1

9वीं में एक बार छूट, तीन में से दो भारतीय भाषाएं ज़रूरी नहीं

■ NBT रिपोर्ट, नई दिल्ली

तीन भाषा नीति पर स्टूडेंट्स और अभिभावकों की उलझन दूर करते हुए सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) ने सोमवार को नई गाइडलाइंस जारी की। नौवीं के स्टूडेंट्स के लिए तीन भाषा व्यवस्था इसी सेशन (2026-27) से लागू होगी। हालांकि उन्हें तीन में से दो भारतीय भाषा की शर्त से एक बार की छूट दे दी गई है।

7वीं, 8वीं और 9वीं के जो स्टूडेंट्स दो विदेशी भाषाएं पढ़ रहे हैं, वे 10वीं तक वही भाषाएं जारी रख सकेंगे। हालांकि, उन्हें इसके साथ एक भारतीय भाषा भी पढ़नी होगी। इन छात्रों को 10वीं में आने पर तीसरी भाषा की बोर्ड परीक्षा नहीं देनी होगी। स्कूल स्तर पर इसका मूल्यांकन होगा। वहीं, इस सेशन में दसवीं के के लिए कोई बदलाव नहीं होगा। वे दो भाषाओं के साथ ही पढ़ाई करेंगे।

इनको भी राहत: चाइल्ड विद स्पेशल नीड्स कैटिगरी, विदेश में CBSE स्कूल, भारत लौटने वाले विदेशी छात्र, पैरंट्स दूसरे राज्य में जाते हैं तो उनके बच्चे पहले की व्यवस्था जारी रख सकते हैं। ▸▸ पेज 8

तीन भाषा नीति पर CBSE की गाइडलाइंस



File

नौवीं के लिए व्यवस्था

- अगर स्टूडेंट पहले से हिंदी+कोई और भारतीय भाषा पढ़ रहा है, तो तीसरी भाषा के रूप में एक और भारतीय भाषा या इंग्लिश, फ्रेंच जैसी विदेशी भाषा चुन सकता है।
- अगर भारतीय भाषा+इंग्लिश पढ़ रहा है, तो तीसरी भाषा कोई भारतीय लेनी होगी।
- अगर स्टूडेंट इंग्लिश और फ्रेंच जैसी विदेशी भाषाएं पढ़ रहा है, तो विशेष छूट के साथ इन भाषाओं की पढ़ने की इजाजत होगी मगर तीसरी भाषा जोड़नी होगी।

7वीं, आठवीं के लिए

- 9वीं, 10 तक तीन भाषाएं पढ़नी होंगी, जिनमें दो भारतीय भाषाएं होंगी।
- जो अभी दो विदेशी भाषाएं पढ़ रहे हैं, उन्हें एक अतिरिक्त भारतीय भाषा पढ़नी होगी।

छठवीं के लिए क्या?

- इस बैच और इसके बाद के सभी बैच के लिए तीन भाषाएं होंगी, जिनमें दो भारतीय भाषाएं अनिवार्य होंगी।
- दसवीं में पहुंचने पर इस तीसरी भाषा की बोर्ड परीक्षा देनी होगी।

The Pioneer, 30 May 2026, Page No-8

When fear enters the staff room, learning leaves the classroom



SAKSHI SETHI

2ND OPINION

Education was never meant to function as a performance industry. At its heart, teaching is a profoundly human profession, built on trust, empathy, encouragement and the shared pursuit of intellectual and personal growth.

Yet an unsettling culture is quietly taking root in many educational institutions, where fear is increasingly replacing trust as the preferred tool of management.Teachers today are expected to navigate an endless cycle of classroom observations, lesson audits, documentation, performance metrics and evaluations. Accountability is, of course, essential. Schools must uphold standards and ensure quality education. But accountability without empathy soon ceases to inspire excellence. Instead, it breeds anxiety, insecurity and emotional exhaustion.Fear-driven management rarely announces itself openly. It is often wrapped in the language of "continuous improvement," "quality assurance" or "performance enhancement." On paper, these systems appear rational and necessary. In practice, however, when educators feel constantly watched, measured and judged, the workplace gradually shifts from being collaborative to emotionally draining. Teachers begin to focus less on inspiring students and more on avoiding mistakes. The emotional cost is significant. Every classroom demands confidence, creativity and emotional presence. But a teacher burdened by the fear of criticism, humiliation or professional insecurity cannot consistently bring their best self into the classroom.

Students may never know the administrative pressures their teachers face, but they are remarkably perceptive. They sense stress behind polite smiles, frustration hidden in gentle voices and fatigue concealed beneath professionalism. Emotional states are contagious, and classrooms inevitably reflect the well-being of those who lead them. Genuine learning flourishes where curiosity is encouraged, mistakes are treated as opportunities and psychological safety exists for everyone.

If teachers themselves are denied that sense of safety, expecting them to create vibrant, confident learning environments becomes unrealistic. As stress becomes chronic, patience diminishes, creativity fades and emotional resilience weakens. Teaching gradually transforms into a mechanical exercise of completing tasks rather than shaping minds.

Burnout, meanwhile, is often romanticised as dedication. Yet education has never been merely about delivering content. Teachers mentor, counsel, motivate and quietly carry the emotional weight of countless young lives. This is why educational leadership matters so profoundly. Strong institutions are built not on intimidation but on trust. Effective leaders understand that high standards and compassion are not opposing values. Constructive feedback strengthens teachers; public criticism weakens them. Mentorship develops capability; micromanagement destroys confidence. Schools cannot be managed like factories, where output alone defines success.

Teaching is relational work, requiring both accountability and genuine human support. Equally important is the culture of belonging. Teachers who feel respected, heard and emotionally secure are more committed, resilient and willing to grow. A sense of belonging does not dilute standards—it strengthens them by fostering ownership and purpose. As education debates curriculum reform, technological innovation and policy change, one truth deserves greater attention: the future of learning depends as much on how we treat teachers as on what we teach students. Teachers are not machines designed to perform flawlessly under relentless scrutiny. They are educators, mentors and human beings. When fear enters the staff room, learning quietly leaves the classroom. Protecting teachers is an investment in the future of education itself.

The writer is an educator and a councillor

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The Telegraph online

Wednesday, 01 July 2026

Vocational education? Yes. Teachers? No: NEP rollout hits staffing hurdle in schools

Government schools struggle with art and skill subjects while states weigh guest faculty and local experts to fill gaps

Basant Kumar Mohanty | Published 30.06.26, 07:26 AM



Representational picture

Subjects such as vocational education and art education, introduced under the National Education Policy (NEP), have posed a challenge for government-run schools that lack trained instructors with domain knowledge.

In keeping with the NEP recommendations, the National Council of Educational Research and Training (NCERT) has already published a vocational education textbook, *Kaushal Bodh*, for students of Class VI and above. Separate textbooks on art education for children of Class III and above have also been released.

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Several state governments have started following the NCERT textbooks from this academic year. For example, the Directorate of Teacher Education and the State Council of Educational Research and Training in Odisha have developed textbooks for Classes I to VIII in state government-run schools. The books on art education and vocational education contain content translated from the NCERT textbooks.

A headmaster of an upper primary school in Cuttack said he had six teachers for mathematics, language, science, social science and environmental studies, but the school was in a fix on how to teach the two new subjects.

"There are no teachers for vocational and art education in our school. A few schools in Cuttack have hired some guest faculty to teach music. There is no communication from the state government on who will teach the new subjects in schools that do not have teachers for those specific subjects. Most probably, existing teachers will have to shoulder the additional responsibility," said the headmaster, who did not wish to be identified.

He said subjects such as vocational education and art education had topics that existing teachers would struggle with. For instance, the Odia version of *Kaushal Bodh* for Class VII has a chapter called "Bandha Kama" (translated from "Tie and Dye" from the NCERT book) that seeks to teach the textile art form.

"In the chapter 'Bandha Kama', students are expected to learn the preparation of natural dye and apply it to fabric. This cannot be taught by any teacher in our school. We need special instructors for that," he said.

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According to the NEP document, schools will be encouraged "to hire local eminent persons or experts as 'master instructors' in various subjects, such as in traditional local arts, vocational crafts, entrepreneurship, agriculture, or any other subject where local expertise exists".

P.B. Prince Gajendra Babu, general secretary of the State Platform for Common School System-Tamil Nadu, an association of educationists and education activists, said locally available experts might be excellent at art and craft, but that didn't mean they would make excellent teachers.

"Professionally managed schools hire trained instructors to teach vocational or art subjects. These instructors know the subject and are trained in child psychology and teaching skills. They handle children's learning issues well. The locally available experts cannot manage teaching-learning activities.

"The government's idea is to provide skill training so that students can land jobs early in life. This will push students out of the education system," Babu said.

MBBS 'suicide'

A first-year MBBS student died after falling from the hostel building of a private medical college in a case of suspected suicide in Thrissur, Kerala, on Monday, police said.

The deceased was identified as Sneha Paulose, a native of Kottayam and a first-year MBBS student at Jubilee Mission Medical College. According to the police, another student saw Paulose fall from the 14th floor of the girls' hostel.

The Telegraph onl

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CBSE relaxes three-language policy for Class 7, 8, 9; allows two foreign language options

The current batch of Class 10 will not have to follow the new language policy, the education board stated

Updated – June 30, 2026 01:30 am IST – New Delhi



MAITRI PORECHA



The Shiksha Sadan which houses the Central Board of Secondary Education at Rouse Avenue in New Delhi. | Photo Credit: V.V. Krishnan

The current batches of Classes 7, 8, and 9 who have already taken two foreign languages would continue with the same with one additional native Indian language (Bhartiya Bhasha), revised guidelines issued by Central Board of Secondary Education (CBSE) said.

In a circular issued in May, CBSE had stated that students in Class 9 too will have to adopt three-language policy where two of three languages they learn should be native to India. Following this, parents of students who were learning foreign languages like French, German, Japanese, Spanish and so on and were asked to switch mid session had protested at the abrupt switch.

Union Education Minister Dharmendra Pradhan had stated last week that students in Classes 7, 8, and 9 who have taken foreign languages could continue their studies in their respective selected options.

The current batch of Class 10 will not have to follow the new language policy, the education board stated.

The current batches studying in Classes 7, 8, and 9 would not be required to give board examination in third language when they progress to Class 10, the statement further added.

The grade appropriate resource material would be made available in a time-bound manner.

The National Education Policy 2020 recommends learning three languages, with at least two of the three languages being native to India.

“While CBSE aims to equip learners with competence in multiple Bhartiya Bhashas (native Indian languages) and promote the vibrancy of language learning, it is equally committed to ensuring that the process of learning and growth remains balanced,” CBSE said in its press statement on Monday (June 29, 2026).

Further, the introduction of the third language (R3) in Secondary Stage (Class 9 and Class 10), is an extension of language learning from the Middle Stage (Classes 6 to 8).

In pursuance of the above objectives, it is considered necessary to issue guidelines regarding the implementation of the language policy in CBSE-affiliated schools with effect from the 2026-27 academic session.

CBSE has reiterated that there will be no change for students who are in Class 10 during 2026-27, and they will continue with the old system of two languages. No third language is required to be taken by this batch.

Every student in Class 9 would study three languages. Out of these three languages, at least two would be Bhartiya Bhashas. Examples of Bhartiya Bhashas: Hindi, Sanskrit, Tamil, Telugu, Kannada, Malayalam, Marathi, Bengali, Punjabi, Gujarati, Odia, Assamese, etc.

Examples of non-native languages are English, French, German, Arabic, Spanish, etc. The following situations will help clarify the doubts, if any, in the minds of students in Class 9, CBSE has stated.

Situation 1: You already study two Bhartiya Bhashas. Example: Hindi + Tamil

You can choose as your third language:

Another Bhartiya Bhasha

OR

A non-native language such as English or French.

Situation 2: You study one Bhartiya Bhasha and one non-native language

Example: Tamil + English

You can choose any Bhartiya Bhasha as third language (R3).

Situation 3: You study two non-native languages

Example: English + French

As a special one-time relaxation for students who are already in Class 9 during 2026-27, you may continue with those two non-native languages and need to add one Bhartiya Bhasha as your third language (R3).

For Class 9, the third language (R3) will be assessed by your school through an internal school-based assessment only. There will be no CBSE Board examination for this third language when this batch progresses to Class 10 in 2027-28, CBSE has stated.

CBSE and NCERT will provide grade-appropriate learning resources to help students learn the third language, the press release states.

“For students who are in Class 7 or 8 in 2026-27, when you reach Class 9 and 10, you will continue studying three languages, with two of them being Bhartiya Bhashas,” the release states.

There is relaxation for the current batch of Class 7 (2026-27) and Class 8 (2026-27), the students who have already selected and started studying two non-native languages need to study one additional Bhartiya Bhasha and continue the same till Class 10.

“The third language (R3) will be assessed by the school through an internal school-based assessment only. There will be no CBSE Board examination for this third language when these batches progress to Class X.”

For Class 6, out of the three languages, two would be Bhartiya Bhashas for this batch and onwards. When this batch and the subsequent Class 6 batches progress to Class 10, they shall take the Board examination of R3, CBSE has stated.

“The dedicated R3 textbooks for Class 6 in 22 Scheduled Bhartiya Bhashas are being made available on www.ncert.nic.in,” CBSE has stated.

The following categories are exempted from the three-language policy:

For Children with Special Needs (CwSN): Relaxations and exemptions from the compulsory third language requirement are granted as per the Rights of Persons with Disabilities (RPwD) Act, 2016.

For schools outside India: Full exemption from a native Indian anguage as third language (R3) is provided to all CBSE schools situated outside India.

Foreign students returning to India are also exempted from studying a native Indian language as third language (R3), CBSE has stated.

In the case of parents/guardians migrating to another State, the student may continue with the existing combination of languages they opted for as R3 in Middle Stage in Class 9 also. In such cases, schools must necessarily provision adequate resources to support the student's choices.

"Flexible staffing provisions have been provided. Schools are required to engage existing teachers (with functional proficiency), retired teachers, postgraduates, or use Sahodaya clusters (inter-school sharing) and virtual/hybrid teaching," CBSE has stated.

"The Board has been taking measures to promote positive learning experiences for students, which include innovative and joyful learning resources, focus on conceptual clarity, not on rote learning, and maintaining continuous assessment practices incorporating examination reforms. The Board reiterates that these implementation guidelines are issued to align with NEP 2020 while protecting student interests.

No student shall be disadvantaged due to this alignment. The focus remains on joyful, meaningful language learning, not on examination. CBSE will endeavour to handhold schools, in the best possible manner, through additional learning resources (as required) and capacity building in the implementation of NEP 2020. Schools are requested to communicate these provisions positively to teachers, students, and parents, emphasising the long-term benefits of multilingual proficiency and cultural rootedness," CBSE has stated.

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