EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

May 2026

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

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Preface

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

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

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

(Dr.Akash)
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जनसत्ता, 1 मई 2026, पृष्ठ संख्या - 4

कक्षाएं शुरू होने के बाद भी स्कूलों में नहीं बंटीं किताबें

हाई कोर्ट ने मांगा जवाब; सरकार ने कहा, गर्मी की छुट्टी से पहले पुस्तकें मिल जाएंगी

जनसत्ता संवाददाता
नई दिल्ली, 30 अप्रैल।

दिल्ली के सरकारी स्कूलों के छात्रों को समय पर पाठ्यपुस्तकें उपलब्ध कराने संबंधी अदालत के पूर्व आदेश का अनुपालन नहीं करने के खिलाफ दायर अवमानना याचिका पर दिल्ली हाई कोर्ट ने दिल्ली सरकार से जवाब मांगा है।

अदालत ने गैर सरकारी संगठन सोशल जूरिस्ट की जनहित याचिका पर नोटिस जारी करते हुए सुनवाई 30 सितंबर तक के लिए स्थगित कर दी। याचिकाकर्ता संगठन की तरफ से पेश हुए अधिवक्ता अशोक अग्रवाल ने अदालत को सूचित किया कि हाई कोर्ट के सामने दिल्ली सरकार द्वारा स्पष्ट आश्वासन दिए जाने के बावजूद कक्षा एक से आठ तक में पढ़ने वाले लाखों छात्रों को शैक्षणिक सत्र 2026-27 शुरू होने के बाद भी पाठ्यपुस्तकें नहीं मिली हैं। हाई कोर्ट में इस मामले को लेकर अवमानना याचिका दायर की गई थी, जिस पर सुनवाई करते हुए कोर्ट ने दिल्ली सरकार को नोटिस जारी किया। न्यायमूर्ति सचिन दत्ता ने देरी को लेकर नाराजगी जताई और पूछा कि आखिर इतने बड़े स्तर पर किताबें बांटने में इतनी देर क्यों हो रही है।

दिल्ली सरकार ने न्यायालय को बताया कि शहर के सभी सरकारी स्कूलों के छात्रों को ग्रीष्मकालीन अवकाश शुरू होने से पहले वर्तमान शैक्षणिक सत्र की पाठ्यपुस्तकें मिल जाएंगी।

किताबों के लिए तरस रहे स्कूली बच्चे : आप

दिल्ली नगर निगम के स्कूलों में इन दिनों किताबों की कमी का नतीजा स्कूली बच्चों को भुगतना पड़ रहा है। स्कूली बच्चे किताबों के लिए तरस रहे हैं। उक्त आरोप गुरुवार को आम आदमी पार्टी के निगम प्रभारी प्रवीण कुमार और सह-प्रभारी प्रीति डोगरा ने भाजपा पर लगाए। दोनों नेताओं ने गुरुवार को दिल्ली के कई निगम स्कूलों का दौरा किया। उनका आरोप है कि शालीमार बाग विधानसभा क्षेत्र, जहां से मुख्यमंत्री रेखा गुप्ता चुनाव जीतीं हैं।

नवभारत टाइम्स, 1 मई 2026, पृष्ठ संख्या - 8

अप्रैल खत्म, 9वीं की किताबें नहीं, दुकान-दुकान भटक रहे पैरंट्स

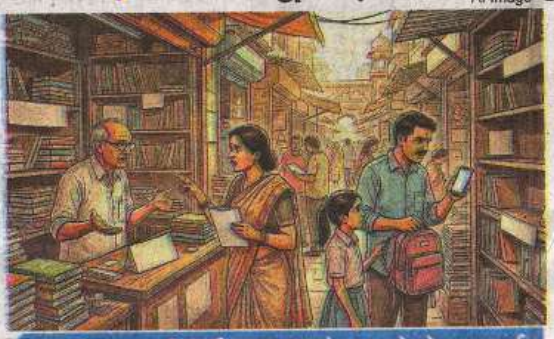
NCERT ने किताबें बदलीं, मगर स्टूडेंट्स तक पहुंचाने में नाकाम

Katyayani.Upreti
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■ नई दिल्ली : स्कूलों में सेशन शुरू हुए एक महीना पूरा होने वाला है, मगर 9वीं के स्टूडेंट्स और उनके पैरंट्स NCERT की किताबें एक बाजार से दूसरे बाजार में ढूंढ रहे हैं। NCERT ने क्लास 9 की किताबें बदली हैं, मगर सही समय में इन्हें स्टूडेंट्स तक पहुंचाने में नाकाम रहा है। यह दिक्कत सालाना हो चुकी है, पिछले साल भी क्लास 8 की किताबों के संग यह दिक्कत थी। दुकानदारों का कहना है कि क्लास 9 की किताबें उन तक नहीं पहुंची हैं, जबकि NCERT ने जानकारी दी थी कि किताबें अप्रैल पहले हफ्ते तक मिल जाएंगी। दिल्ली स्टेट बुक सेलर असोसिएशन के प्रेजिडेंट हरिशंकर शर्मा कहते हैं, क्लास 9 की इंग्लिश की किताबें ही आई हैं। साइंस, मैथ्स, सोशल साइंस, हिंदी इन सब्जेक्ट की किताबों की बहुत शॉर्टेज है। NCERT गिनती की किताबें 100-100 किताबें करके वेंडर्स को दे रही है, तो कैसे स्टूडेंट्स तक पहुंचेगी?

2 NBT सिटी में पढ़ें

दूसरी ओर, NCERT ने कहा है कि वेबसाइट और ई-पाठशाला ऐप पर सभी किताबें ऑनलाइन उपलब्ध हैं और जब तक सभी को किताबें ना मिल पाएं, तब तक पढ़ाई इन्हीं के जरिए करवाई जाए।



AI Image

बस्ते खाली, ई-बुक्स के भरोसे पढ़ाई

पैरंट्स का कहना है कि ना ही स्कूल, ना ही बाजार और ना ही ऑनलाइन, ये किताबें मिल रही हैं। स्कूल भी NCERT की ऑनलाइन किताबों के भरोसे हैं। सृजन पैरंट्स असोसिएशन ने केंद्रीय शिक्षा मंत्री को पत्र भी लिखकर कहा है कि क्लास 9 के लिए किताबें अब तक नहीं आयी हैं, अप्रैल में लैंग्वेज पॉलिसी में किए गए बदलावों ने भी आर्थिक बोझ के साथ-साथ कन्फ्यूजन बढ़ा दिया है। पैरंट नितिन गुप्ता कहते हैं, अभिभावक पहले ही पूरी किताबें खरीद चुके थे, ऐसे में सेशन शुरू होते ही बदलाव पैरंट्स पर बोझ ही डाल रहा है। वहीं, महरौली में रहने वाली अमृता सिंह कहती हैं, मेरी बेटी के पास सिर्फ 9वीं की इंग्लिश और हिंदी की किताब है।

NBT आप पर असर

NEP 2020 और नैशनल करिकुलम फ्रेमवर्क – स्कूल एजुकेशन के तहत NCERT किताबों में बदलाव कर रहा है। इस साल क्लास 1 से 8 तक की नई किताबें वक्त पर जरूर बाजार में आईं, मगर क्लास 9 की किताबों ने सबको परेशान कर दिया। क्लास 10 और 11 की नई किताबें 2027-28 से लागू होंगी। NCERT की किताबों की कमी, नकली किताबें, सेशन शुरू होने के बाद भी लंबा इंतजार, हर साल की दिक्कत हो गई है। ऐसे में स्कूल प्राइवेट पब्लिकेशन की महंगी किताबें थमा देते हैं। कायदे से मार्च के दूसरे हफ्ते तक किताबें बाज़ार में होनी चाहिए। मगर मई-जून तक भी पूरी किताबें बाजार में नहीं आती। इसका फायदा नकली किताबें छापने वाले उठाते हैं।

The Pioneer, 1 May 2026, Page No-9

Why India's children need more than just food



SARATH GOPALAN

A five-year-old girl was brought to my clinic not long ago. She seemed to be behind on her milestones, slower to speak, less engaged than children her age. Her developmental assessment placed her at the level of a three-year-old. Her mother was concerned. The child had not been ill. There was no diagnosis to point to. But when we spoke about the previous two years of COVID-19, the picture became clearer: prolonged school closures due to lockdowns, resulting in her spending most of her time at home, screens replacing playtime, and meals being simpler and less varied than before. Her brain, in those quiet years, had not received what it needed to grow. She was not an exception. Across clinics, paediatricians and developmental specialists were seeing the same pattern: healthy children falling behind. Not because of the virus, but because of everything that came after it. The World Health Organization tells us that 90 per cent of brain development occurs before the age of five, making the early years the single greatest opportunity we have to shape a child's cognitive, emotional, and social future. The neural connections formed during this window strengthen learning, language, memory, and resilience for life. Getting nutrition right in this period is one of the most powerful investments we can make. Micronutrients such as iron, zinc, and selenium, often described as neuronutrients, are essential for healthy brain development and function. Yet the data tells us a troubling story. Iron deficiency alone affects approximately 50 per cent of children under five in India (NFHS-5). Anaemia was recorded in 67.1 per cent of children aged under five, up from the previous survey. Recent evidence, including nationally representative analyses of children aged 12-59 months, found that over 60 per cent had micronutrient deficiencies, with or without anaemia. This points to a far wider nutritional gap than haemoglobin counts alone reveal.

Docosahexaenoic acid (DHA), an omega-3 fatty acid, supports brain architecture, memory formation, and visual development. Choline, another essential nutrient, is now considered essential for brain development. When mothers consume choline during pregnancy, it supports healthy gene activity, cell structure, and the growth of key brain regions, including those responsible for memory and thinking. These nutrients are not optional additions to a child's diet; they are foundational to their potential. The most important nutritional intervention in a child's life begins before birth. Brain development starts in the foetal stage, and a mother's nutritional status directly shapes the neural foundation her child carries into the world. DHA supports neural connectivity in utero; iron and folic acid supplementation during pregnancy reduce the risk of low birth weight and developmental delay. Yet only 44 per cent of pregnant women in India consumed iron-folic acid supplements for the recommended 180 or more days (NFHS-5), a gap that represents an enormous and addressable opportunity.

This is why investing in adolescent girls is an investment in the next generation. A well-nourished girl becomes a well-nourished mother, and a well-nourished mother gives her child the best possible start. With 59 per cent of adolescent girls in India anaemic (NFHS-5), prioritising this group through schools, community programmes, and targeted supplementation is one of the most effective interventions in the entire continuum of care.



Although nutrition is important, brain development requires two parallel inputs: nutritional adequacy and emotional-social stimulation. The pandemic illustrated this powerfully. UNICEF estimates that one in seven children globally experienced significant developmental or learning loss during COVID-19, not primarily from illness, but from the withdrawal of peer interaction, conversation, and play. Screens replaced human connection, and language, motor, and social development suffered.

Responsive caregiving, verbal interaction, tactile engagement, and a stimulating environment are neurologically formative and are essential to healthy brain architecture. Early childhood programmes that integrate both nutritional support and developmental stimulation produce outcomes that neither can achieve alone. India's programme architecture is well placed to act on this.

Programmes like POSHAN Abhiyaan and PM POSHAN already reach millions of mothers and young children across the country. Initiatives like POSHAN Pakhwada demonstrate the power of sustained, community-level mobilisation around nutrition. The delivery architecture, which includes the anganwadi network, the frontline workforce, and community-level reach, is in place. The opportunity now is to deepen what that architecture delivers.

With the right training and support, they can expand their role from tracking physical growth to also guiding parents on early stimulation, responsive caregiving, and child development practices. Integrating the WHO and UNICEF Nurturing Care Framework, which connects nutrition, health, safety, early learning, and caregiving into a coherent whole, offers a clear and scientific roadmap for this evolution. It moves the goal from simply feeding children to helping them truly thrive.

Nutrition in early childhood is among the highest-return investments a nation can make. When children receive what their developing brains need — the right micronutrients, the right caregiving environment, and the right stimulation - the dividends are lifelong: stronger learners, more productive workers, and a more resilient society.

India has the ambition of Viksit Bharat. It has the systems. It has the science. What this moment calls for is a shared commitment to treating early childhood nutrition not as a welfare line item, but as the foundation on which everything else is built.

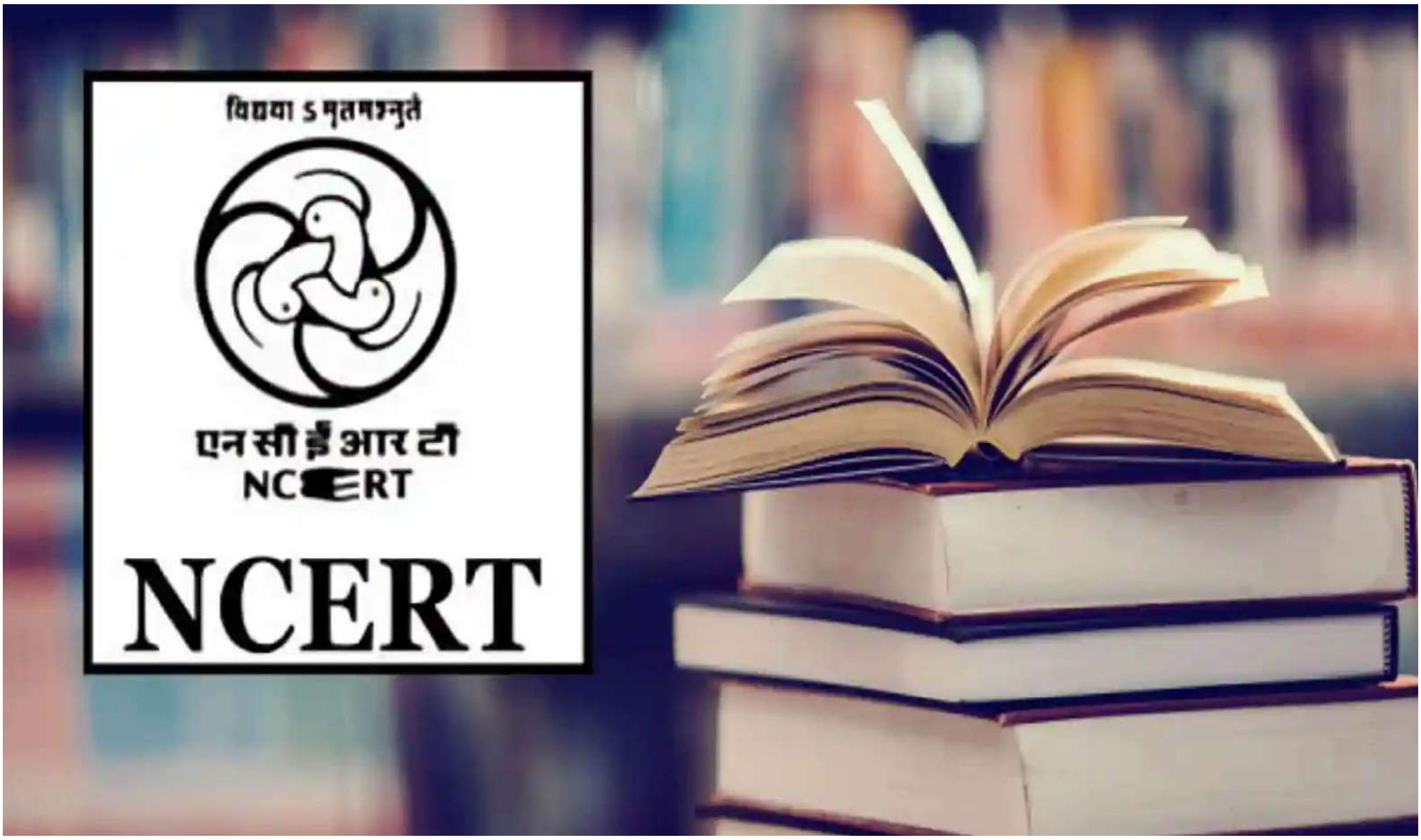
The writer is a Senior Consultant in Paediatric Gastroenterology at Madhukar Rainbow Children's Hospital, New Delhi, and President of the Nutrition Society of India (NSI)

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sarathgopalan

NCERT Reshapes School Education Framework, Physical Education Now Mandatory

BY - Opportunity India Desk
Editor
Last Updated May 01, 2026 560 / 3 Min Read

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National Council of Educational Research and Training (NCERT) has introduced a major change in school education by making Physical Education a compulsory subject for students from Classes 3 to 10.

The aim of this decision is to ensure that students are not limited only to academics, but also focus on their physical, mental and social development. Under the new system, sports, fitness, yoga and health education have been made an important part of the school curriculum.

New Book 'Khel Praveen' Launched for Class 9

As part of this change, NCERT has introduced a new textbook titled 'Khel Praveen' for Class 9 students. The book has been designed to create awareness among students about sports and fitness while also helping them understand overall health in a better way. Moving

Through ‘Khel Praveen’, physical education will no longer remain limited to playground activities. The book includes important topics such as the functioning of the human body, history of sports, moral values, healthy lifestyle, setting fitness goals and career opportunities in sports. Its aim is not just to teach students how to play games, but also to encourage them to adopt a fit and disciplined lifestyle

The new system will also introduce a different method of evaluation for students. Out of the total assessment, 40 percent weightage will be given to theory, 40 percent to practicals and 20 percent to project work. Under project work, students will be asked to design inclusive games, conduct fitness surveys and study local sports traditions. This will help them apply classroom learning in practical situations.

Traditional Indian Sports to Receive Greater Importance

One of the key highlights of the new book is the inclusion of India’s traditional sports heritage. Students will be introduced to indigenous sports and traditional art forms such as Mallakhamb, Thang-Ta, Gatka and Kalaripayattu. This will not only improve physical fitness among children but also increase awareness about Indian culture and traditions.

According to NCERT, ‘Khel Praveen’ is not limited only to physical fitness, but will also help strengthen students’ mental health, self-confidence, teamwork and social skills. Sports-based education will also focus on developing leadership qualities, discipline and positive thinking among children.

A Major Step Towards Modernising the Education System

Experts believe that this initiative is an important step towards bringing positive and modern changes in school education. By making sports an integral part of academics, the initiative aims to promote the holistic development of students. Under the vision of the National Education Policy (NEP) 2020, this move could play a significant role in making children healthier, more active and self-confident.

education system physical education NEP National Council of Educational Research and Training (NCERT) Khel Praveen

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NCERT printing Class 9 books on war-footing; supply being normalised

The NCERT said it remains committed to ensuring timely and affordable access to quality textbooks and is taking steps to streamline supply and distribution.

PTI

Last Updated : 01 May 2026, 19:03 IST

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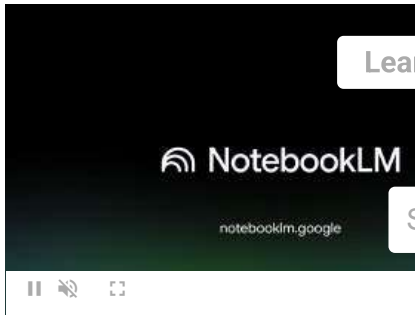




Image for representational purposes. Credit: iStock Photo

New Delhi: The NCERT on Friday said it is printing the newly-introduced Class 9 textbooks on war-footing, and supplies are being normalised following a temporary demand-supply gap after the rollout of the NEP 2020-aligned curriculum.



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In a statement issued, the NCERT said it has brought out a new set of Grade 9 textbooks based on the National Education Policy (NEP) 2020. It has already released digital versions of the new Grade 9 textbooks for free access on its website a fortnight ago.

"These books are being printed on a war-footing manner and being distributed across the country. Due to very large number of textbooks required, there is some temporary gap in the supply and demand," the statement read.

"NCERT is closely monitoring the situation and working to bridge this gap. The supply of textbooks is being normalised," it added.

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To ensure wider access, the NCERT said its textbooks are being made available through multiple channels, including a nationwide vendor network and sales counters at its regional centres. The sales counter at its headquarters in New Delhi is also open on weekends to facilitate students and parents.

The books are also accessible online through NCERT's official portal as well as on e-commerce platforms. Free downloadable versions are available on NCERT's website, DIKSHA and ePathshala portals, the statement said.

Also Read: Minister Dharmendra Pradhan reviews NCERT textbook shortage, directs faster production

Also Read: Minister Dharmendra Pradhan reviews NCERT textbook shortage, directs faster production



The NCERT added that it is directly supplying textbooks to schools and institutions that are placing bulk orders.

Highlighting that the transition to a new curriculum is a major nationwide reform, the NCERT said temporary supply constraints may arise during the initial phase but mechanisms have been put in place to address them quickly.

"All textbooks for Grade 9 have been published and released, except the Social Science textbook, which is in the final stages of development and will be made available shortly," it said.

The NCERT said it remains committed to ensuring timely and affordable access to quality textbooks and is taking steps to streamline supply and distribution.

Students and institutions facing difficulties in procuring textbooks can contact NCERT's publication division or use the PM eVIDYA IVRS helpline number 8800440559, it added.

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Published 01 May 2026, 19:03 IST

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जनसत्ता, 2 मई 2026, पृष्ठ संख्या - 14

एनसीईआरटी कक्षा नौ की पुस्तकों की छपाई युद्धस्तर पर करने में जुटा

जनसत्ता ब्यूरो
नई दिल्ली, 1 मई।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने शुक्रवार को कहा कि वह नौवीं कक्षा की नई पाठ्यपुस्तकों की छपाई युद्धस्तर पर कर रही है। एनसीईआरटी की ओर से कहा गया कि राष्ट्रीय शिक्षा नीति (एनईपी)- 2020 के अनुरूप पाठ्यक्रम लागू होने के बाद मांग और आपूर्ति में आए अस्थायी अंतर के उपरांत अब आपूर्ति को सामान्य किया जा रहा है।

एनसीईआरटी ने यहां जारी एक बयान में कहा कि उसने राष्ट्रीय शिक्षा नीति (एनईपी)-2020 पर आधारित कक्षा नौ की पाठ्यपुस्तकों का एक नया सेट जारी किया है। इसने दो सप्ताह पहले ही अपनी वेबसाइट पर कक्षा नौ की नई पाठ्यपुस्तकों के डिजिटल संस्करण मुफ्त में उपलब्ध करा दिए हैं। बयान में कहा गया है, 'इन पुस्तकों की छपाई युद्धस्तर पर की जा रही है और इन्हें पूरे देश में वितरित किया जा रहा है। पाठ्यपुस्तकों की बहुत बड़ी संख्या में आवश्यकता के कारण, आपूर्ति और मांग में अस्थायी अंतर है।' इसमें कहा गया है, 'एनसीईआरटी की स्थिति पर बारीक नजर है और इस अंतर को पाटने के लिए काम जारी है। पाठ्यपुस्तकों की आपूर्ति को सामान्य किया जा रहा है।' एनसीईआरटी ने कहा कि अधिक से अधिक लोगों तक पाठ्यपुस्तकों की पहुंच सुनिश्चित करने के लिए उसकी पाठ्यपुस्तकें कई माध्यमों से उपलब्ध कराई जा रही हैं, जिनमें देशव्यापी विक्रेता नेटवर्क और क्षेत्रीय केंद्रों पर बिक्री काउंटर शामिल हैं।

छात्रों और अभिभावकों की सुविधा के लिए दिल्ली स्थित मुख्यालय का बिक्री काउंटर सप्ताहांत में भी खुला रहता है। ये पुस्तकें एनसीईआरटी के आधिकारिक पोर्टल और ई-कामर्स मंच पर आनलाइन भी उपलब्ध हैं।

बयान में कहा गया है कि पुस्तकों की सामग्री एनसीईआरटी की वेबसाइट, दीक्षा और ई-पाठशाला पोर्टल पर मुफ्त डाउनलोड के लिए उपलब्ध है। एनसीईआरटी ने कहा कि वह थोक में आर्डर देने वाले स्कूलों और संस्थानों को सीधे पाठ्यपुस्तकें उपलब्ध करा रहा है।

पाठ्यपुस्तकें प्राप्त करने में कठिनाई का सामना कर रहे विद्यार्थियों और संस्थानों से कहा गया है कि वे एनसीईआरटी के प्रकाशन विभाग से संपर्क कर सकते हैं या 'पीएम ईविद्या आईवीआरएस' हेल्पलाइन नंबर 8800440559 का उपयोग कर सकते हैं।

हिन्दुस्तान, 2 मई 2026, Page No- 2, 12

स्कूलों में स्मार्ट कक्षा बनाने की तैयारी

नई दिल्ली, वरिष्ठ संवाददाता। दिल्ली नगर निगम के स्कूलों में कक्षाओं को स्मार्ट क्लासरूम में बदला जाएगा। इस पहल के तहत डिजिटल माध्यम से पढ़ाई और कौशल आधारित शिक्षण को बढ़ावा दिया जाएगा।

छात्रों को स्मार्ट बोर्ड और प्रोजेक्टर के जरिए विभिन्न विषयों की पढ़ाई कराई जाएगी, जिससे सीखने की प्रक्रिया अधिक रोचक और प्रभावी बनेगी। पहले चरण में निगम के 100 प्राथमिक विद्यालयों को स्मार्ट क्लासरूम में परिवर्तित किया जाएगा। शिक्षा समिति के अध्यक्ष योगेश वर्मा ने बताया कि डिजिटल शिक्षण को बढ़ावा देने के लिए अशोक विहार फेज-1 स्थित एक विद्यालय में चार स्मार्ट बोर्ड लगाए गए हैं। इसी मॉडल को आगे बढ़ाते हुए अन्य स्कूलों में भी चरणबद्ध तरीके से स्मार्ट बोर्ड लगाए जाएंगे। उन्होंने कहा कि आधुनिक तकनीक के उपयोग से छात्रों की पढ़ाई में रुचि बढ़ेगी और उन्हें बेहतर समझ विकसित करने में मदद मिलेगी। इसके साथ ही निगम स्कूलों में आधारभूत सुविधाओं के सुधार, मरम्मत कार्य, साफ-सफाई और शौचालयों की बेहतर व्यवस्था पर भी काम किया जा रहा है।

विद्यार्थियों को ये सुविधाएं भी मिलेंगी

- निगम स्कूलों में स्मार्ट बोर्ड लगाकर कक्षाएं स्मार्ट क्लासरूम बनाई जाएंगी।
- डिजिटल शिक्षा को बढ़ावा देते हुए छात्रों को कौशल प्रशिक्षण देंगे।
- विज्ञान, गणित व अन्य विषयों में रुचि बढ़ाने के लिए गतिविधि आधारित अभ्यास होंगे
- ऐप से अभिभावक उपस्थिति और प्रगति रिपोर्ट देख सकेंगे

एनसीईआरटी की 9वीं कक्षा की नई किताबें छपी

नई दिल्ली। एनसीईआरटी ने बताया है कि राष्ट्रीय शिक्षा नीति 2020 के तहत तैयार की गई 9वीं कक्षा की नई किताबें छप कर तैयार हैं। साथ ही तेजी से छपने का काम चल रहा है। पूरे देश में वितरित चल रहा है। एनसीईआरटी के अनुसार, नए सिलेबस पर आधारित इन पुस्तकों का डिजिटल संस्करण पहले ही दो चरणों में जारी किया जा चुका है, जिसे छात्र इसकी आधिकारिक वेबसाइट, दीक्षा और ई-पाठशाला प्लेटफॉर्म पर मुफ्त में पढ़ और डाउनलोड कर सकते हैं।

अमर उजाला, 2 मई 2026, पृष्ठ संख्या -8

मुद्दा

भेद बढ़ाता शिक्षा का अधिकार

2009 में पारित हुआ आरटीई अधिनियम डेढ़ दशक बाद भी सही क्रियान्वयन के अभाव में सरकारी स्कूलों की गरिमा को कम करने के साथ योग्य शिक्षकों के आत्मविश्वास पर कुठाराघात भी कर रहा है।

वर्ष 2009 में पारित शिक्षा का अधिकार (आरटीई) अधिनियम, भारतीय लोकतांत्रिक व्यवस्था में मील का पत्थर माना गया। विशेष रूप से धारा 12(1)(ब), जो निजी स्कूलों में वंचित वर्ग के बच्चों के लिए 25 प्रतिशत सीटों के आरक्षण की वकालत करती है, को सामाजिक समावेश के एक बड़े औजार के रूप में देखा गया। डेढ़ दशक बाद भी यह कानून न केवल सरकारी स्कूलों की गरिमा को कम कर रहा है, बल्कि भारत के योग्य शिक्षकों के आत्मविश्वास पर कुठाराघात भी कर रहा है। आरटीई की नीतियों ने अनजाने में ही निजी स्कूलों को उत्कृष्टता और सरकारी स्कूलों को विकल्पहीनता का प्रतीक बना दिया है।

वर्ष 2024-25 के भारत सरकार के केंद्रीय बजट में समग्र शिक्षा के लिए आवंटित लगभग 37,500 करोड़ रुपये में से लगभग पांच से सात प्रतिशत हिस्सा निजी स्कूलों में 25 प्रतिशत आरक्षित सीटों की फीस भरने में जाता है। एक तरफ आरटीई ने इस धारणा को पुष्ट किया है कि सरकारी स्कूल केवल उन बच्चों के लिए हैं, जिनके पास निजी स्कूल में जाने का कोई विकल्प नहीं है। दूसरी तरफ, शिक्षा विभाग का अधिकांश समय निजी स्कूलों से संबंधित विवादों व दावों को निपटाने में बीतता है। इससे सरकारी स्कूलों का शैक्षणिक सुधार अब उनकी प्राथमिकता सूची में नीचे खिसक रहा है। सरकारी शिक्षकों से पढ़ाने के बजाय जनगणना, चुनाव ड्यूटी, सर्वे और डाटा एंट्री जैसे गैर-शैक्षणिक काम ज्यादा कराए जाते हैं। नतीजतन, सरकारी स्कूलों का रिजल्ट निजी स्कूलों की तुलना में घट रहा है और वहां केवल मिड-डे मील के लिए ही बच्चे रह गए हैं, शिक्षा के लिए नहीं। शिक्षा का अधिकार गलत नहीं है, परंतु इसका बेहतर क्रियान्वयन जरूरी है। भारत को अब अधिक स्कूलों की नहीं, बल्कि बेहतर स्कूलों की आवश्यकता है। इसके लिए जरूरी है कि छोटे और कम छात्र संख्या वाले स्कूलों को बंद करके स्कूल ऑफ एक्सीलेंस (केंद्रीय या नवोदय विद्यालय) की तर्ज पर बड़े व संसाधन संपन्न स्कूल बनाए जाएं। शिक्षकों की योग्यता का लाभ उठाने के लिए उन्हें प्रशासनिक कामों से हटाकर पूरी तरह केवल शिक्षण के लिए समर्पित किया जाए। उनके प्रदर्शन का मूल्यांकन छात्रों के लर्निंग आउटकम के आधार पर हो, न कि केवल कागजी उपस्थिति पर। निजी संस्थानों को बाध्य करने के बजाय उन्हें सहयोगी बनाया जाए।



डॉ. सुरजीत सिंह

आरटीई का ढांचा सरकारी स्कूलों को गरीबों के और निजी स्कूलों को गुणवत्ता के स्कूल के रूप में प्रचारित कर रहा है। इसमें नीतिगत बदलावों की आवश्यकता है। सरकारी स्कूलों को निजी स्कूलों की तरह स्वायत्तता मिलनी चाहिए, जहां शिक्षक स्वयं नवाचार कर सकें। सरकार को प्राइवेट स्कूलों में 25 प्रतिशत आरक्षण का प्रचार करने के बजाय अपने मॉडल स्कूलों व शिक्षकों की उपलब्धियों का प्रचार करना चाहिए। निजी स्कूलों को दी जाने वाली प्रतिपूर्ति राशि को सरकारी स्कूलों की स्मार्ट लैब्स या स्पोर्ट्स इंफ्रास्ट्रक्चर में लगाया जाए। नवोदय और केंद्रीय विद्यालयों की तरह सरकारी स्कूलों में भी छात्रों के चयन से लेकर उनके सीखने के परिणामों तक की जवाबदेही तय होनी चाहिए। निजी संस्थान विकल्प हो सकते हैं, पर सरकारी स्कूल राष्ट्र का संकल्प होने चाहिए।

The Indian Express, 9, May 2026 , 10

Learning outcomes and child health are linked



SOUMYA SWAMINATHAN AND DRISHTI SHARMA

AS INDIA observed POSHAN Pakhwada last month, attention was focused on improving nutrition outcomes for women and children. This year's emphasis on early brain development is especially timely. Global evidence suggests that investments in early-childhood development can generate significant economic returns — through higher future earnings, better learning outcomes, and reduced social costs — often exceeding returns from those made later in life. Advances in neuroscience show that early childhood represents a once-in-a-lifetime window, when nutrition, health, stimulation, and responsive caregiving together shape the developing brain.

Over the past two decades, India has laid a solid foundation. The National Food Security Act, POSHAN Abhiyaan, ICDS, maternity benefits, and school meals reflect sustained policy commitment. The National Education Policy, 2020 recognises Early Childhood Care and Education as a crucial "foundational stage", with the goal of universal, quality pre-primary education by 2030. At the same time, national surveys continue to report high levels of stunting, wasting, and anaemia, as well as learning gaps.

In early childhood, nutrition and development outcomes depend critically on the quality of care children receive. Delivering its full spectrum requires convergence across the sectors responsible for health, nutrition, childcare, and early learning.

The anganwadi network has been a cornerstone of service delivery, providing nutrition, health, and early learning support at scale. In practice, however, different systems prioritise different objectives. Anganwadis largely focus on food supplementation; health systems emphasise survival and disease control; and childcare and early learning receive comparatively less attention until children reach school age, particularly for those under three. These gaps are most visible for working families in agriculture, construction, domestic work, and other informal occupations. When childcare is hard to access, families are forced into difficult choices, affecting both children's development and women's ability to work.

All this underscores the need for stronger structural support. Several initiatives point the way forward. Karnataka's Koosina Mane demonstrates how community-based childcare, supported through converged funding and panchayat leadership, can benefit both children and working mothers. Mobile Creches has shown the feasibility of providing childcare near worksites in urban informal settings. The Centre's Palna initiative, which strengthens anganwadi-cum-crèches for children of working parents, reflects growing recognition of the need to integrate childcare within existing service platforms.

Building on these experiences, India can strengthen early brain-development outcomes through three practical administrative priorities. First, make care a defined function of existing frontline platforms. Anganwadi centres and primary health services already reach families during pregnancy and early childhood. Clear instructions can enable these platforms to integrate counselling on responsive caregiving and maternal well-being alongside nutrition services. Structured caregiving messages can be incorporated into routine antenatal visits, immunisation days, and home-based care schedules. Where feasible, anganwadi activities can be adjusted to better serve younger children and working caregivers.

Second, link childcare provision more deliberately with livelihoods and social protection programmes, with an enabling role for the private sector. This requires clearer guidance allowing local governments to use converged funds for community-based childcare, particularly in high-migration and informal-work settings. Simple measures — such as locating childcare centres near worksites, markets, or villages with high female labour participation — can significantly reduce care-work trade-offs.

Third, strengthen programme reviews by tracking child development outcomes alongside service delivery. While nutrition programmes are closely monitored, reviews often focus on inputs such as rations distributed or beneficiaries reached. Routine reviews should also consider a small set of child development indicators, service-quality measures, and equity markers. Better use of existing data systems across sectors can support local planning and accountability without adding undue reporting burdens.

The timing is right. As India invests in human capital and advances towards the vision of Viksit Bharat 2047, ensuring that children not only survive but thrive is central to inclusive growth.

In early childhood, nutrition and development outcomes depend critically on the quality of care children receive

Swaminathan is chairperson, M S Swaminathan Research Foundation and former chief scientist, WHO. Sharma is principal scientist (grade II), Health and Nutrition Policy, MSSRF

The Pioneer, 2 May 2026, Page No. 9

Linguistic wealth: Understanding the Bhartiya Bhasha Pariwar



MJ WARSI

India is home to one of the most complex and diverse linguistic ecosystems in the world. This diversity is not accidental; it reflects centuries of social interaction, migration, philosophical inquiry, and cultural exchange. The Bhartiya Bhasha Pariwar includes languages along with hundreds of dialects and speech varieties spoken throughout the country. Indian languages are not merely instruments of daily communication. They carry centuries of accumulated knowledge - ranging from metaphysics and ethics to medicine, astronomy, mathematics, ecology, and aesthetics. Ancient Sanskrit texts engage with geometry and planetary motion, Tamil literature preserves ecological wisdom and moral philosophy, and Pali and Prakrit texts document early debates on society, governance, and human suffering. When such languages are sidelined in modern technology, it is not merely linguistic diversity that is lost; it is knowledge diversity and epistemic plurality too.

From a linguistic perspective, many Indian languages can be traced back to proto-languages - reconstructed ancestral languages that were never written down but are inferred through comparative analysis. For the Indo-Aryan languages, scholars identify Proto-Indo-European as a distant ancestor, which later gave rise to Proto-Indo-Iranian, and subsequently Vedic Sanskrit. This lineage connects Sanskrit to many European languages such as Greek, Latin, and English. Among the many Indian linguistic traditions, Sanskrit deserves special attention, not as a language that overrides others, but as one that offers an exceptionally systematic and codified model of linguistic analysis. Its importance lies not in cultural dominance, but in methodological clarity and historical influence.

Walk through any Indian street, and language reveals itself not as a boundary but as a bridge. A shopkeeper switches registers mid-sentence, a student reads in one script and speaks in another, and a household carries two or three languages without naming the shift. This everyday ease is rarely captured in formal definitions. India's linguistic life is not simply diverse; it is interwoven. The 2011 Census records 1,369 rationalised mother tongues; this number is striking, but the deeper insight lies in how these languages live together.

Indian multilingualism is not a layered addition in which one dominant language is supplemented by others; rather, it is a networked condition. Speakers inhabit multiple linguistic worlds at once, moving across them according to context, region, profession, and memory. A person may grow up with Urdu at home, Hindi in the neighbourhood, and Bengali through education or migration. Another may navigate Telugu, Kannada, and Marathi within a single social geography. This is



not exceptional proficiency; it is ordinary competence. Yet, the frameworks through which languages are studied have often struggled to account for this lived complexity. Classical methods in linguistics sought to measure relationships between languages by comparing core vocabulary and estimating time. These approaches assumed that languages behave like branching trees, splitting from a common ancestor and gradually moving apart. While such methods offered important insights in many contexts, their explanatory limits become evident in a setting like India, where languages have not merely diverged but have continuously converged.

Despite constitutional recognition and cultural pride, Indian languages remain marginalised in higher education, scientific research, and advanced technology. In India, languages have long existed in sustained contact. Words travel, sounds adapt, grammatical structures align, and meanings shift across communities. A shared cultural space has enabled features to diffuse across linguistic boundaries in ways that do not fit neatly into linear models of descent. When viewed through purely genealogical lenses, these interactions appear as anomalies; when viewed as part of a broader continuum, they become central.

It is within this context that the idea of Bharatiya Bhasha Parivar has gained attention. Rather than organising languages into rigid, separated families, this framework foregrounds interaction, continuity, and coexistence. It does not deny historical relationships or methodological tools developed in comparative linguistics. Instead, it shifts the focus from distant reconstructions to observable patterns of contact and shared evolution.

Consider how phonological features, such as retroflexion, cut across languages otherwise assigned to different families, or how syntactic tendencies, including SOV word order and postpositional structures, display convergence shaped by prolonged contact. Even semantic domains, particularly those linked to culture, ecology, and social organisation, reveal patterned overlaps. These are not incidental similarities but well-attested outcomes of areal diffusion within a linguistic area, where structural features spread through sustained multilingual interaction.

Such evidence points to a more precise understanding of Indian multilingualism, not as a set of separate competencies, but as an integrated multilingual repertoire. Speakers operate within a fluid system, routinely engaging in code-switching, register variation, and cross-linguistic transfer. Multilingualism in India is therefore not merely functional or instrumental; it is a stable sociolinguistic condition shaped by long-term contact and continuity. This has important implications for both pedagogy and research. Educational models that treat languages as discrete, bounded systems fail to reflect the interconnected nature of linguistic competence in India. A more appropriate framework would recognise the cumulative and overlapping character of language knowledge. Similarly, linguistic inquiry must move beyond strictly genealogical classifications and engage with contact-induced change, convergence, and shared structural patterns.

It is in this context that Bharatiya Bhasha Parivar gains analytical relevance. The framework foregrounds sustained interaction, areal features, and civilisational continuity, shifting emphasis from divergence alone to a more balanced account incorporating convergence and co-evolution. It does not displace established methods but situates them within a broader model accommodating both inheritance and contact.

India's linguistic landscape calls for an approach that understands languages as interconnected systems, where multilingualism is foundational and shaped by continuity and interaction.

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The Hindustan Times, 2 May 2026, Page No - 3

Schools can only seek fees for one month at a time: Delhi govt order

Aaditya Khatwani
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NEW DELHI: No private unaided recognised schools in Delhi can compel, require, or mandate any parent or guardian to pay school fees for a period of more than one calendar month in a single instalment, the Directorate of Education (DoE) said in an order on Friday.

The DoE, in its order, a copy of which was accessed by HT, cited repeated complaints from parents and guardians about certain private unaided schools compelling parents to make payment of fees on a bimonthly, quarterly, or advance basis.

"Such a practice imposes an undue financial burden upon parents, particularly those belonging to low and middle-income groups, and runs contrary to the underlying objective of ensuring equitable and inclusive access to education," read the order.

It said that the practice is inconsistent with the directions given by the High Court and the instructions issued by the DoE.

The DoE also cited its circular dated February 15, 2019, which directed private unaided recognised schools to collect fees on a monthly basis in compliance with a high court order passed on April 10, 2013, in the case "Mr. Rahul Chadha & Ors. vs. Summer Field School & Ors.", which directed that private unaided recognised schools to collect fees on a monthly basis.

To be sure, the DoE order clarified that if any parent or guardian wants to pay fees for more than a month in one instalment, they can be permitted to do so.

PARENTS SEEKING TO VOLUNTARILY PAY FEES FOR OVER A MONTH CAN DO SO, ACCORDING TO THE ORDER, BUT IT CAN'T BE MANDATED

The order also prohibits schools from coercing parents and guardians to deposit the fees for more than a month at a time as a precondition for "admission, continuation of enrolment, or any other benefit or service extended to the student."

Schools have also been directed to display the order on their notice boards and to upload it on their official websites within seven working days, and were warned of action under the Delhi School Education Act, 1973, and the Delhi School Education Rules, 1973, if found non-compliant.

Parents of private school students welcomed the order. "Schools had been forcing parents to pay quarterly fees, and the order is helpful as it provides parents comfort. This has also been a long-pending demand of ours. In our school, which had been charging hiked fees until recently, paying the fees for three months would become a big financial burden, as the one month fee is ₹16,000, meaning we would have to pay almost ₹50,000 at a go," said Divya Mattey, whose son is a Class 12 student of Delhi Public School, Dwarka.

"The order is really good, but the problem is always the lack of implementation. The government and the DoE are both required to implement it on a strict basis, and ensure that no school violates it. However, this compliance is not there from the school's side," said Vipul Goyal, whose son studies in Class 10 at Mount Fort School in Ashok Vihar.

School principals also welcomed the order.

"Parents have the option of whether they want to pay the fees for 1 month or more, or even for the whole year," said Tania Joshi, principal of the Indian School in Sadiq Nagar.

"Schools are always flexible, and we have never pressured parents to pay the fees for more months than they want to," said Jyoti Arora, principal of Mount Abu Public School in Rohini.

The Times of India, 2 May 2026, Page No-6

Textbooks yet to reach desks, teachers step up to shoulder learning gaps in city schools

Meghna.Dhulia
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New Delhi: Weeks into the new academic session, the absence of textbooks in several Delhi schools has forced teachers to improvise daily, redesigning lessons at short notice to keep classes running and prevent learning gaps.

While private schools have managed the transition with relative ease, govt schools are grappling with limited resources and uneven access to technology. Teachers in govt schools say their workload has risen sharply as they have no option but to prepare worksheets and create lesson plans from scratch.

In many private schools, academic routines have remained largely unaffected due to backup systems already in place. "Despite challenges during the rollout of the new NCERT curriculum, physical textbooks for core subjects such as mathematics, science and social science were initially unavailable in the market. Yet not a single class was disrupted," said Ameeta Mohan, principal of Amity International School, Pushp Vihar. "Teachers quickly adapted by using PDF versions and links available on NCERT's official website, ensuring lessons were delivered on time," Mohan added.

Some schools have also relied on reference books. "We suggest alternative books to students that follow a similar curriculum and help them with conceptual clarity," said a teacher from Somerville School.

The situation in govt schools, however, is more complex. "Some books have arrived, while others are still being delivered. Teachers are mapping the syllabus and using older books for overlapping topics. For new content, soft copies are shared with students," said Sunita, principal of a Delhi govt school, adding, "In schools with smartboards, it becomes more manageable. We procured one through school funds and it has been very useful."

Amid these constraints, some schools are experimenting with alternative approaches. Govt Co-Ed Senior Secondary School, Sector 21, Rohini, has introduced a 'Teaching-Learning Activity Without Books' initiative to make classrooms more interactive. "The focus is on bridging learning gaps and strengthening conceptual understanding through experiential learning," said principal Joginder Kumar.

Teachers, however, say the additional effort is difficult to sustain. "From designing lesson plans at short notice to preparing worksheets and sourcing content, the extra load adds to an already demanding schedule. It is a challenge," said a teacher from a north Delhi govt school.

The academic session began on April 1, and the delay has affected lakhs of students. The education minister earlier assured that all students would receive textbooks in April itself. Although distribution was later expedited, many students are still waiting.

The issue has now reached the courts. Education activist and lawyer Ashok Agarwal has filed a contempt petition in the Delhi High Court, alleging willful disobedience of court directions by the education secretary for failing to supply textbooks to nearly 10 lakh students.

On Thursday, Delhi High Court sought an explanation from Delhi govt over the allegation. "Govt counsel has assured the court that textbooks would be supplied to all students in the second week of May," an official said.

GOVT SCHOOLS BEARING BRUNT

AI Illustration

Textbook shortage in Delhi schools
- Weeks into new academic session, many students still without textbooks
- Affects lakhs of students from classes I-VIII

Teachers improvising lessons
- Redesigning daily lesson plans at short notice
- Creating worksheets, study material from scratch
- Reusing old textbooks and partial syllabus mapping



Private vs govt school divide

Pvt schools | Minimal disruption due to backup systems

Govt schools | Struggling with limited resources and access

Digital solutions in private schools
- Use of PDFs, NCERT website links
- Online e-content for subjects like Hindi and English
- Alternative reference books suggested

Challenges in govt schools
- Worksheets prepared by teachers
- Uneven textbook distribution
- Reliance on WhatsApp for sharing soft copies
- Limited digital infrastructure

The Pioneer, 2 May 2026
Page No-5

NCERT printing new Class 9 books on a war footing

PIONEER NEWS SERVICE
■ New Delhi



The NCERT on Friday said it is printing the newly-introduced Class 9 textbooks on a war footing, and supplies are being normalised following a temporary demand-supply gap after the rollout of the NEP 2020-aligned curriculum.

In a statement issued in New Delhi, the NCERT said it has brought out a new set of Grade 9 textbooks based on the National Education Policy (NEP) 2020. It has already released digital versions of the new Grade 9 textbooks for free access on its website a fortnight ago.

These books are being printed on a war-footing manner and being distributed across the country.

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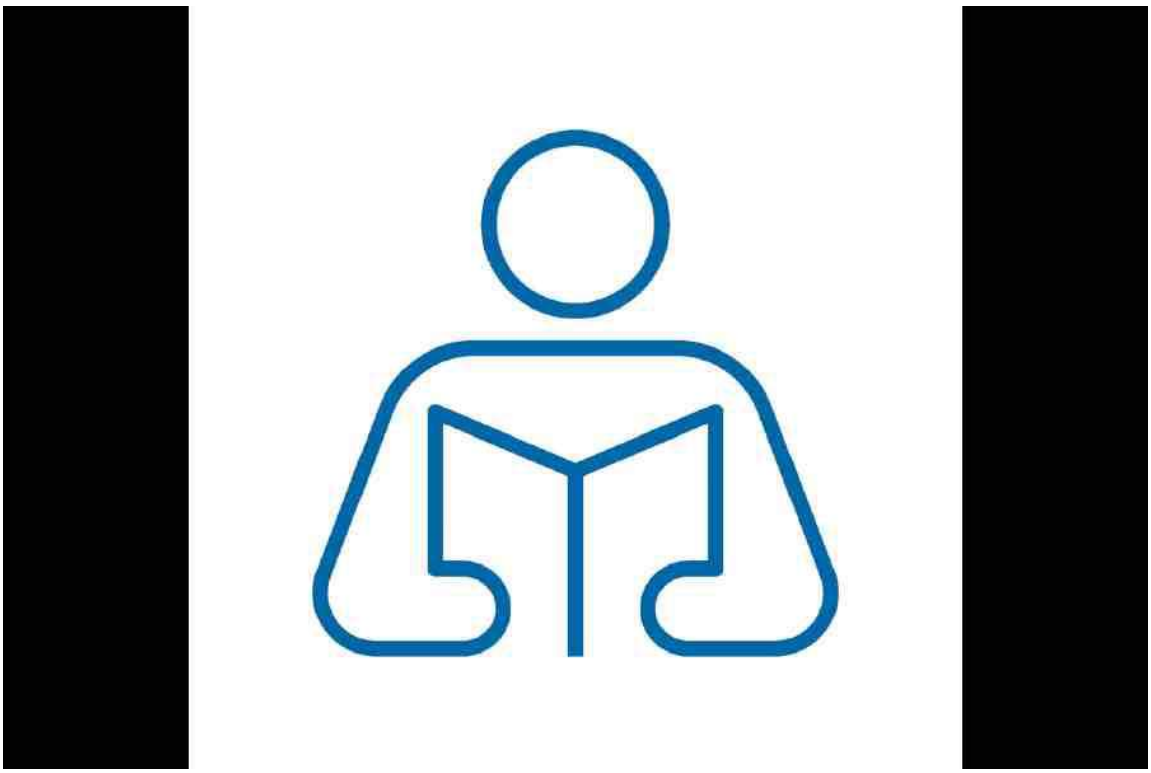
The Telegraph online

Monday, 04 May 2026

Jingoism slides into English textbooks, experts flag NCERT's militarist content

The English language textbooks brought out by the NCERT in the last two years include several poems, plays and stories that are written by members of the council's textbook team and glorify militarist patriotism, prompting experts to question the use of contrived texts instead of authentic content to teach English

Basant Kumar Mohanty | Published 02.05.26, 07:10 AM



Sourced by the Telegraph

"*In Bharat's heartland, a grand sight to behold, The National War Memorial, honours brave stories retold...*"

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The lines are from a poem titled *National War Memorial* by an anonymous writer that has found a place in the English language textbook *Poorvi,* published by the National Council of Educational Research and Training (NCERT) for students of Class VI.

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The English language textbooks brought out by the NCERT in the last two years include several poems, plays and stories that are written by members of the council's textbook team and glorify militarist patriotism, prompting experts to question the use of contrived texts instead of authentic content to teach English.

Poorvi for classes VI, VII and VIII and the recently released Kaveri for Class IX, contain several pieces that are not credited to any author. The textbook for Class VI carries content on the theme of yoga and "Ek Bharat Shreshtha Bharat". Similarly, the Class VII textbook has incorporated content that reads like a tribute to soldiers, while the Class VIII book contains a story on militarist nationalism.

Prof. Anita Rampal, former dean of the faculty of education at Delhi University and former chairperson of the NCERT's textbook development committees for elementary classes, said the council had in 2005 decided to do away with the practice of getting stories and poems written by committee members because they were not literary experts on children's literature. Moreover, it was noted that such content was not effective in helping students understand, analyse and gain knowledge about specific topics.

Authentic texts, written and published by well-known authors, were being consciously identified and selected to expose children to good literature and help them learn better and develop an appreciation of literary genres.

Rampal said that from 2005-06, the textbook team started preparing lessons or chapters based on authentic texts. By creating appropriate exercises, tasks and questions around the texts, they encouraged teachers and students to discuss and analyse the stories, while developing an appreciation of literature, she said.

"In science and social science textbooks, mostly the textbook committee members create the texts. But in language, the team uses authentic texts to prepare lessons or chapters appropriate for children of a certain age group. In the present books, the stories or poems written by textbook teams are didactic and sermonising in nature. They lack literary value, while being focused on themes such as militaristic valour, martyrdom and praising government schemes," Rampal said.

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The NCF for School Education (NCFSE) 2023, which is the guiding document for the new textbooks, is silent on avoiding texts created by the textbook team in language subjects. Though some content from British, American and Indian authors has been used in the new textbooks, certain stories and poems blatantly promote government schemes or its agenda.

Rampal said the chapters on Major Somnath Sharma (the Class VIII book), homage to soldiers (Class VII) and the poem on the National War Memorial (Class VI) contained language and information inappropriate for children.

“The content on government programmes and projects uses language that children of 10-14 years would not understand or relate to. The text should have some literary value that can encourage critical thinking. The contrived adult themes and language do not help students develop language skills or critical appreciation," Rampal said.

The Telegraph sent an email to NCERT director Prof. Dinesh Prasad Saklani seeking his comment on concerns about contrived texts. His response is awaited.



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National Council Of Educational Research And Training (NCERT)

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NCERT

NCERT Class 9 Textbook Supply Gap? Council Issues Notice on Hard Copy Availability; Check Update

Our Web Correspondent

Posted on 02 May 2026 13:31 PM



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Summary

The National Council of Educational Research and Training (NCERT) has announced that it is rapidly printing newly introduced Class 9 textbooks.

The move comes following the rollout of the updated curriculum, which has led to an unprecedented demand for the revised learning materials across the

The National Council of Educational Research and Training (NCERT) has announced that it is rapidly printing newly introduced Class 9 textbooks aligned with the National Education Policy 2020 to address a temporary supply-demand gap. The move comes following the rollout of the updated curriculum, which has led to an unprecedented demand for the revised learning materials across the country.

In its latest statement and press note, NCERT confirmed that digital versions of the new Grade 9 textbooks were made available free of cost on its official website about two weeks ago. Meanwhile, physical copies are being printed on a “war-footing” basis and distributed nationwide. The council acknowledged that the scale of demand has created short-term supply constraints but assured that the situation is being closely monitored and gradually stabilised.



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To improve accessibility, NCERT has activated multiple distribution channels. These include an extensive network of vendors, dedicated sales counters at regional centres, and its headquarters in New Delhi, which is now operating even on weekends to cater to increased demand. The textbooks are also available through online platforms, including the official NCERT portal, major e-commerce websites, and government digital platforms such as DIKSHA and ePathshala.



EDUCATION NEWS

NCERT Class 9 Textbooks Available Online, Free Access Nationwide! Download Links Here

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Additionally, NCERT is directly supplying textbooks to schools and institutions placing bulk orders, ensuring that institutional requirements are met without delay. Officials highlighted that the transition to the NEP 2020-based curriculum marks a significant nationwide academic reform, and temporary disruptions in supply are expected during the initial implementation phase.

The council further clarified that all Class 9 textbooks have already been published and released, except for the Social Science book, which is currently in its final stages and will be made available shortly.

Reaffirming its commitment, NCERT stated that it is taking all necessary measures to streamline production and distribution to ensure timely and affordable access to quality educational resources for students. In case of difficulties in obtaining textbooks, students and institutions can contact NCERT's publication division via official email channels or use the PM eVIDYA IVRS helpline at 8800440559 for assistance.

Last updated on 02 May 2026 01:32 PM

NCERT school textbooks Class IX N

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THE TIMES OF INDIA

NCERT accelerates printing of new Class 9 textbooks amid supply gap; here's how to access free E-books

TIMESOFINDIA.COM | May 2, 2026, 07.45 PM IST



The National Council of Educational Research and Training (NCERT) on Friday said it has stepped up printing of the newly introduced Class 9 textbooks on a "war footing" to address a temporary mismatch between demand and supply following the rollout of the NEP 2020-aligned curriculum.

In an official statement, the NCERT said it has released a fresh set of Grade 9 textbooks based on the National Education Policy (NEP) 2020. The digital versions of these books were made available free of cost on its official website nearly two weeks ago.

The council acknowledged that the rollout of the new curriculum has led to a sharp rise in demand. "These books are being printed on a war-footing manner and distributed across the country. Due to the very large number of textbooks required, there is a temporary gap in supply and demand," the statement said.

It added, "NCERT is closely monitoring the situation and working to bridge this gap. The supply of textbooks is being normalised."

To ensure students and schools can access books without disruption, NCERT said it is using multiple distribution channels. These include a nationwide vendor network, sales counters at its regional centres, and its headquarters

in New Delhi, which is also keeping counters open on weekends.
The textbooks are also available through online platforms, including NCERT's official portal, DIKSHA, and ePathshala. In addition, they are listed on select e-commerce platforms, while free downloadable versions remain accessible online.

NCERT further said it is directly supplying textbooks to schools and institutions placing bulk orders, especially to speed up distribution during the transition phase.

The council noted that while temporary supply issues are expected during large-scale curriculum reforms, systems have been put in place to resolve them quickly. It also confirmed that all Class 9 textbooks have been published, except the Social Science book, which is in the final stage of preparation and will be released soon.

दैनिक जागरण, 3 मई 2026, पृष्ठ संख्या - 8

शिक्षकों के बिना शिक्षा

यह निराशाजनक है कि राज्यों में शिक्षकों के रिक्त पदों को लेकर शिक्षा मंत्रालय की संसदीय समिति को फिर से चिंता जतानी पड़ी। इस समिति ने पिछले वर्ष भी स्कूली शिक्षकों के खाली पड़े पदों पर चिंता जताते हुए उन्हें इस वर्ष मार्च तक भरने की आवश्यकता पर बल दिया था, लेकिन उस पर ध्यान नहीं दिया गया और इसीलिए अब इस समिति ने शिक्षकों के खाली पद भरने में देरी करने वाले राज्यों की वित्तीय मदद रोकने का सुझाव दिया है। समिति के अनुसार जब तक राज्य शिक्षकों के खाली पद नहीं भरते, तब तक उन्हें समग्र शिक्षा अभियान के तहत प्रदान की जाने वाली वित्तीय मदद न दी जाए। यदि ऐसा किया जाता है तो यह भी संभव है कि राज्य वित्तीय सहायता के अभाव में रिक्त शिक्षकों के पद भरने में और अधिक सुस्ती दिखाएं। यह ध्यान रहे कि संसदीय समिति की तरह से शिक्षा मंत्रालय भी राज्यों से शिक्षकों के रिक्त पदों को प्राथमिकता के आधार पर भरने का आग्रह कर चुका है, लेकिन नतीजा ढाक के तीन पात वाला है। यह सामान्य बात नहीं कि राज्यों और केंद्रशासित प्रदेशों में शिक्षकों के करीब दस लाख पद खाली पड़े हैं। इनमें लगभग साढ़े सात लाख पद प्राथमिक शिक्षकों के है। इसका अर्थ है कि शिक्षा की बुनियाद ही कमजोर की जा रही है।

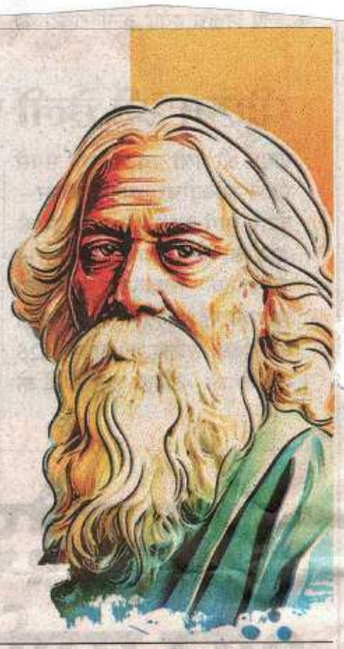
यह एक विडंबना ही है कि शिक्षकों के रिक्त पदों को भरने में पिछले कई वर्षों से ढिलाई बरती जा रही है। यह ढिलाई यही बताती है कि राज्य सरकारें स्कूली शिक्षा की दशा-दिशा सुधारने के प्रति गंभीर नहीं। इसका परिचय उन सर्वेक्षणों से मिलता है, जो प्राथमिक शिक्षा की दयनीय दशा को रेखांकित करते रहते हैं। ये सर्वेक्षण यह बताते रहे हैं कि किस तरह चौथी-पांचवीं के छात्रों को सामान्य जोड़-घटाव करने में कठिनाई होती है या फिर वे दो-तीन वाक्य भी सही तरह नहीं लिख पाते। यह ठीक नहीं कि राज्य सरकारें समग्र शिक्षा अभियान के तहत स्कूली शिक्षा को सशक्त बनाने के लिए वित्तीय मदद तो लें, पर शिक्षकों के रिक्त पद भरने में आनाकानी करें। यह विचित्र है कि जो काम प्राथमिकता के आधार पर किया जाना चाहिए, वही एजेंडे से बाहर दिखता है। इसका प्रमाण यह है कि कुछ राज्यों में कई वर्षों से बड़ी संख्या में शिक्षकों के पद खाली बने हुए हैं। जैसे उत्तर प्रदेश में 2.17 लाख पद खाली हैं। बिहार में 1.92 लाख शिक्षकों के पद रिक्त हैं तो झारखंड में 72 हजार और मध्य प्रदेश एवं पश्चिम बंगाल में 55-55 हजार। अपेक्षाकृत संपन्न और छोटे राज्य हरियाणा में भी 15 हजार शिक्षकों के पद खाली पड़े हैं। शिक्षकों के खाली पद भरने में कोताही एक तरह से देश की भावी पीढ़ी के भविष्य के साथ जानबूझकर किया जा रहा खिलवाड़ ही है।

हिन्दुस्तान, 3 मई 2026, पृष्ठ संख्या - 8

वो लम्हा

रवींद्रनाथ टैगोर
महाकवि एवं कलाकार

स्कूल से जी चुराने वाले बने गुरुदेव



छत पर वह बच्चा अपने अबोध कवि हृदय को सुंदर नीले आकाश में डुबोए घंटों बैठा रहता था। उसे लगता था, वह इतने सुंदर गगन, बाग, पुष्प, पंछियों को छोड़कर स्कूल क्यों जाए? शांत सरोवर में थिरकते बरगद की परछाई से क्यों वंचित रहे? क्या प्रकृति से भी अच्छा कोई स्कूल है?

सुबह सब बच्चे स्कूल जाने को तैयार हो जाते थे। स्कूल छोड़ने के लिए घोड़ागाड़ी दरवाजे पर आ लगती थी, पर वह 12 वर्षीय बच्चा अक्सर भागकर अपने विशाल भवन की छत पर छिप जाता था। नीचे उसे खोज रहे नौकर और भाई-बहन समझ जाते थे कि बच्चे ने आज भी छिपकर एक छुट्टी चुरा ली है।

छत पर वह बच्चा अपने अबोध कवि हृदय को सुंदर नीले आकाश में डुबोए घंटों बैठा रहता था। उसे लगता था, वह इतने मनोरम गगन, बाग, पुष्प, पंछियों को छोड़कर स्कूल क्यों जाए? शांत सरोवर में थिरकते बरगद की परछाई से क्यों वंचित रहे? क्या प्रकृति से भी अच्छा कोई स्कूल है? बच्चों के मन को स्कूल की इमारतों में कैद रखना यातना ही तो है। क्या स्कूल एक ऐसा डिब्बा नहीं है, जहां बच्चों को बंद कर दिया जाता है?

उस बच्चे के मन में ऐसे ही सवाल उमड़ते थे। उसके जितने भी बड़े भाई थे, सब एक से बढ़कर एक पढ़ाकू थे। कोई भाई लिखते अच्छा थे, तो कोई कथा सुनाने में उस्ताद थे, तो कोई गीत सुनाकर खुशनुमा माहौल बनाए रखते थे। बहनें भी कुछ कम नहीं थीं। सब भाई-बहन कायदे से स्कूल जाते, पढ़ते-लिखते, बस यही एक छोटा भाई प्रकृति की गोद में जा छिपता था।

स्कूल से ऐसे दिल चुराने पर कभी कोई भाई कुछ नाराज हो जाते थे, पर पिता कभी नाराज नहीं हुए। घर में ही ट्यूशन मास्टर पढ़ा जाते या कोई बड़े भाई ही कुछ बता-सिखा देते। पुत्र की ऐसी स्थिति पर ऐसा नहीं है कि पिता चिंतित न हों, पर ब्रह्म समाज के नेता और विद्वान पिता अलग ढंग से सोचते थे। पिता समझ गए थे कि मां के प्रेम से वंचित इस प्रकृति प्रेमी पुत्र को प्राकृतिक ढंग से ही शिक्षित करना होगा, ताकि यह अपने जीवन में विफल न हो। हर तरह से सक्षम पिता अक्सर दूर यात्रा पर निकलते थे, तो इस बार वह अपने इसी पुत्र को साथ ले गए। पिता का यह फैसला निर्णायक साबित हुआ। जिस कठोर दिनचर्या ने पुत्र को जकड़ रखा था, उसकी बेड़ियां मानो, हमेशा के लिए टूट गईं।

पिता सबसे पहले पुत्र को गुमनाम से ग्रामीण इलाके बोलपुर ले गए, जहां उन्होंने एक आश्रम बना रखा था। मनोरम आश्रम के अधीन बहुत बड़ा भूखंड था। वहां की खूबसूरती ने पुत्र का मन मोह लिया। सबसे पहले पिता ने सूर्योदय से पहले उठना सिखाया, ताकि पुत्र प्रकृति के कलरव का तरोताजा आनंद ले सके। एक बार जब सुबह देखने का चस्का लगा, तो छोटे कवि को विशाल पंख मिल गए। पिता ने सिखाया कि जीवन में सही और गलत का ज्ञान अपने हृदय से सीखो। सत्य से स्वतः प्रेम करो। यह प्रेम दंड के भय से नहीं हो सकता। यदि दंड देकर सत्य सिखाया जाए, तो वह सत्य जीवन भर अरुचिकर ही बना रहेगा।

बोलपुर से डलहौजी, हिमालय तक की उस चार महीने की मनोरम यात्रा में पिता ने निश्छल प्रकृति के सान्निध्य में पुत्र को बहुत प्रेम से संवारा। जीवन में पैसे का महत्व समझाया और सिखाया कि हमेशा अपना हिसाब-किताब दुरुस्त रखना। पिता ने पुत्र की बुद्धि का सहज विकास कर उसे स्वतंत्र कर दिया और फिर उन्हें जीवन में कभी टोकने की जरूरत नहीं पड़ी।

कुछ वर्ष बीते, तो पिता ने अपने पुत्र को बैरिस्टरी पढ़ने के लिए इंग्लैंड भेजा कि क्या पता पुत्र को अलग परिवेश में पढ़ाई रास आ जाएगी, पर पुत्र को प्रकृति और साहित्य प्रेम पुनः स्वदेश खींच लाया। पढ़ाई अधूरी रह गई, पर पिता नाराज न हुए, क्योंकि तब तक पुत्र को लोग एक बेहतर लेखक-कवि रवींद्रनाथ टैगोर के नाम से जानने लगे थे। एक से बढ़कर एक रचनाएं वह करने लगे थे। पिता भी उनकी रस-भाव में सराबोर सुंदर रचनाओं को बड़े चाव से पढ़ते थे और गर्व से भावविभोर हो जाते थे।

साहित्यकार, गायक, संगीतकार, नाटककार, चित्रकार, शिक्षाविद् रवींद्रनाथ टैगोर जब सक्षम हो गए, तब उन्होंने पिता को बताया कि बोलपुर आश्रम और जमीन पर वह शांतिनिकेतन बनाना चाहते हैं। जहां वह शिक्षा को बंद कक्षाओं से आजाद कर प्रकृति की गोद में ले जाएंगे। पिता ने प्रस्ताव को सहर्ष मंजूर किया और जल्दी ही शांतिनिकेतन एक अद्भुत शिक्षण संस्थान के रूप में जगत प्रसिद्ध हुआ। जो बच्चा कभी स्कूल जाने से जी चुराता था, उसे सभी ने गुरुदेव की उपाधि से विभूषित कर दिया।

दो देशों का राष्ट्रगान लिखने वाले और *एकला चलो रे* का जयघोष करने वाले टैगोर (1861-1941) के नाम अनेक कीर्तिमान हैं। उनकी कृतियों और कीर्ति का बखान शब्दों में संभव नहीं है। साल 1913 में वह भारत ही नहीं, एशिया के पहले नोबेल विजेता साहित्यकार हुए। आज तक पूरे एशिया में उन जैसी प्रतिष्ठा किसी रचनाकार को हासिल नहीं हुई है। निस्संदेह, युगों-युगों तक विद्वान यही मानेंगे कि टैगोर के पिता ने उन्हें एक बत्तख के अनगढ़ बच्चे से प्रशंसित हंस में बदल दिया।

प्रस्तुति : ज्ञानेश उपाध्याय

The Millenium Post, 3 May 2026, Page No 6

New NCERT Class 9 book: Schools to teach Lata Mangeshkar's life struggles

'Would inspire young learners to value discipline, dedication and hard work'

BISWAJEET BANERJEE

KEY POINTS

- The NCERT has introduced a new Hindi textbook titled 'Ganga' as part of the revised syllabus
- Officials said the move aims to introduce students to Mangeshkar's journey marked by perseverance, discipline and dedication
- The textbook includes a widely discussed interview of the singer conducted by



author Yatindra Mishra, titled 'Aisi Bhi Baatein Hoti Hain' in the prose section

LUCKNOW: The Uttar Pradesh government's push to highlight the legacy of legendary singer Lata Mangeshkar has now found a place in school education, with her life and struggles being included in the Class 9 curriculum under CBSE.

The National Council of Educational Research and Training has introduced a new Hindi textbook titled 'Ganga' as part of the revised syllabus, which has been implemented across CBSE schools nationwide from the current academic session. The book places Mangeshkar alongside literary stalwarts such as Munshi Premchand, Ravidas, Tulsidas, Suryakant Tripathi Nirala, Subhadra Kumari Chauhan and Mohan Rakesh.

Officials in the Education department said the move aims to introduce students to Mangeshkar's journey marked by perseverance, discipline and dedication, while also strengthening their language and creative skills.

The textbook includes a widely discussed interview of the singer conducted by author Yatindra Mishra, titled 'Aisi Bhi Baatein Hoti Hain' in the prose section. Spread across 12 pages, the interview presents an engaging account of Mangeshkar's life, her early struggles, musical training and eventual success in a simple and evocative style.

Educationist Rajendra Kumar said the inclusion of the chapter will play a crucial role in shaping students' understanding of perseverance and excellence. "This chapter will not only introduce students to Lata Mangeshkar's struggles but also highlight her extraordinary achievements. It will inspire young learners to value discipline, dedication and hard work while helping them understand how challenges can be transformed into success through determination," he said.

The book also highlights the values she inherited from her father and the resilience that shaped her career. Officials said the inclusion of her life story will help students understand interview writing as a literary form while also connecting them to India's rich musical heritage.

Mishra, who worked closely with Mangeshkar between 2009 and 2016 and authored her biography 'Lata: Sur Gatha', said he had never imagined that the interview would one day become part of a school textbook. He described it as a significant milestone for any writer to see their work reach young readers.

The development follows earlier efforts by the state government to honour the singer.

The Hindu, 3 May 2026, Page No-4

HC directs T.N. to introduce lessons on Ambedkar in social science curriculum

The Hindu Bureau
MADURAI

True tribute to B.R. Ambedkar lies not merely in statues and ceremonies, but in ensuring that every child knows why he matters to India, the Madurai Bench of the Madras High Court has said while directing the State to take necessary policy steps to introduce appropriate lessons on the contributions of the leader in the social science curriculum in the State syllabus.

> The tragedy of our times lies in the shrinking of such a towering national figure into the cramped confines of caste-based perception
>
> **MADURAI BENCH OF THE MADRAS HC**

Justice L. Victoria Gowri said: "In a country which takes pride in being the largest democracy in the world, it is deeply unfortunate that many young minds are not taught, with sufficient seriousness and depth, about the life and contributions of the Father of our Constitution".

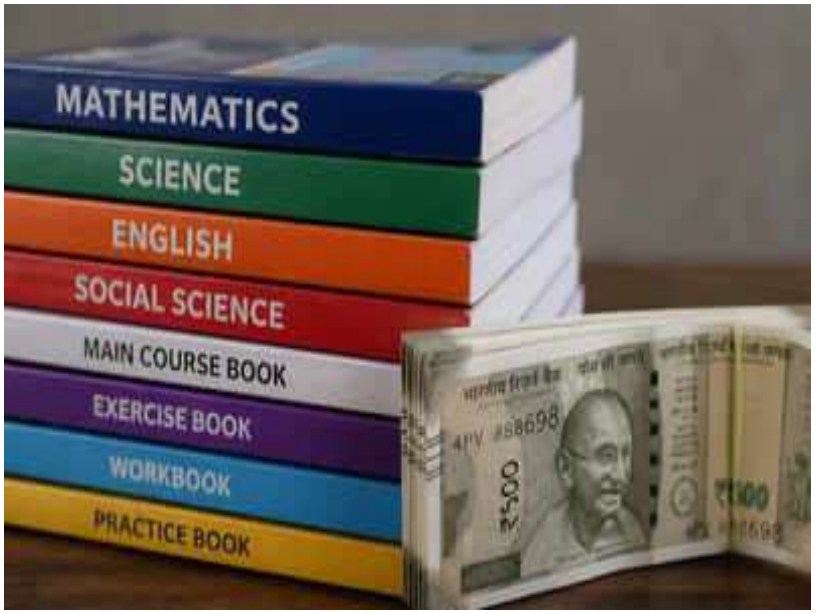
The tragedy of our times lies in the shrinking of such a towering national figure into the cramped confines of caste-based perception. The larger-than-life personality of Dr. Ambedkar is too often reduced to a sectional emblem, when in truth he belongs to the whole nation. He belongs equally to every classroom, every court, every institution of public learning, and every citizen who values dignity under law, the court said.

The court directed the State to take necessary policy steps to introduce appropriate lessons in Social Science curriculum in the State syllabus, for students from Class III to Class X on the the role of Dr. Ambedkar as Chairman of the Drafting Committee of the Constitution of India; his contribution to the constitutional vision of justice, liberty, equality and fraternity and his role in the freedom movemen.

Printed from
THE TIMES OF INDIA

Costly textbooks: Are schools forcing private books over NCERT? NHRC issues notice to Centre, states

TOI Education | May 3, 2026, 12.53 PM IST



The National Human Rights Commission has issued notices to the Union ministry of education, the Central Board of Secondary Education and chief secretaries of all states and Union Territories over allegations that private schools were prescribing costly textbooks from private publishers in violation of norms.
A bench led by NHRC member Priyank Kanoongo took note of a complaint claiming that several private schools, including CBSE-affiliated ones, were asking students to use books from private publishers instead of those prescribed by NCERT or state bodies.

According to the complaint, this practice puts financial burden on families, as privately published books are much more expensive than NCERT textbooks, which are subsidised to remain affordable.The complaint also said the practice went against the goals of the National Education Policy 2020, which focused on equitable and inclusive education, and violates Section 29 of the Right to Education Act.

It further alleged that prescribing multiple books and workbooks was against the National School Bag Policy, 2020, which regulates the weight of school bags and limits extra materials.
Taking note of the allegations, the NHRC said the claims, if true, indicated possible violations of the RTE Act.

Using its powers under the Protection of Human Rights Act, the commission has asked the ministry of education and state authorities to examine the issue and submit an 'action taken report'.

NHRC has sought details on whether states have issued directions to ensure compliance with textbook rules. It has also asked for data on student enrolment, textbooks used for the 2025–26 academic year, and any inspections carried out to check violations.

In cases where no audits have been conducted, the commission has directed authorities to carry out a school-wise review of booklists within 30 days.

The NHRC has also called for strict implementation of the National School Bag Policy, 2020.

Separately, the ministry of education has been asked to clarify the role of NCERT and SCERTs in deciding textbooks under the RTE Act, and whether examination boards have any authority to prescribe books at the elementary level.

The Times of India, 4 May 2026, Education Times - Pg - 2

CBSE R3 to boost multilingualism and cultural inclusion

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Image generated by AI



As the CBSE moves ahead with the multilingual roadmap, schools across the country are recalibrating systems for the phased introduction of a three-language formula. Beginning in the 2026-27 academic session, students from class VI will be required to study a third language (R3).

While the reform aims to promote multilingual competence and holistic development, educators are weighing its benefits against concerns over preparedness, infrastructure, and student workload.

Phased rollout

CBSE's implementation plan adopts a staggered approach. The third language will be introduced in class VI in 2026–27, extended to classes VI–VII in 2027–28, VI–VIII in 2028–29, VI–IX in 2029–30, and fully implemented across classes VI–X by 2030–31. A key provision mandates that at least two of the three languages studied must be Indian languages, reinforcing the policy's emphasis on contextual and cultural grounding. Under CBSE, R3 options typically include Indian languages such as Sanskrit or regional languages, alongside foreign languages like French, German, or Spanish in schools where resources permit.

Managing Pressure

While introduction of a third or new language may increase the efforts of the students initially, most educators feel that academic stress can be eased by implementing and blending the additional language into the curriculum smoothly.

"At the school level, the key is integration, not addition. Since the R3 framework is being introduced phase-wise, children will not be burdened. Schools must integrate language learning into the existing curriculum rather than treating it as an extra layer," says Vaishnavi S, academic director, Vivekananda Educational Trust, Chennai.

R3 options include Indian languages such as Sanskrit or regional languages, alongside foreign languages where resources permit

Many schools, including Kendriya Vidyalayas that already follow a three-language structure at the middle school level, expect minimal disruption. Students in classes VI to VIII currently study English, Hindi, and Sanskrit, aligning with the new framework. "Kendriya Vidyalaya Sangathan (KVS) already followed a three-language policy with Sanskrit as the third language. Hence, this three-language framework is not expected to increase students' academic load or stress levels. Now, students will have a choice between studying Sanskrit or a scheduled regional language as a third language," says a senior KVS official, on the condition of anonymity.

Beyond Academics

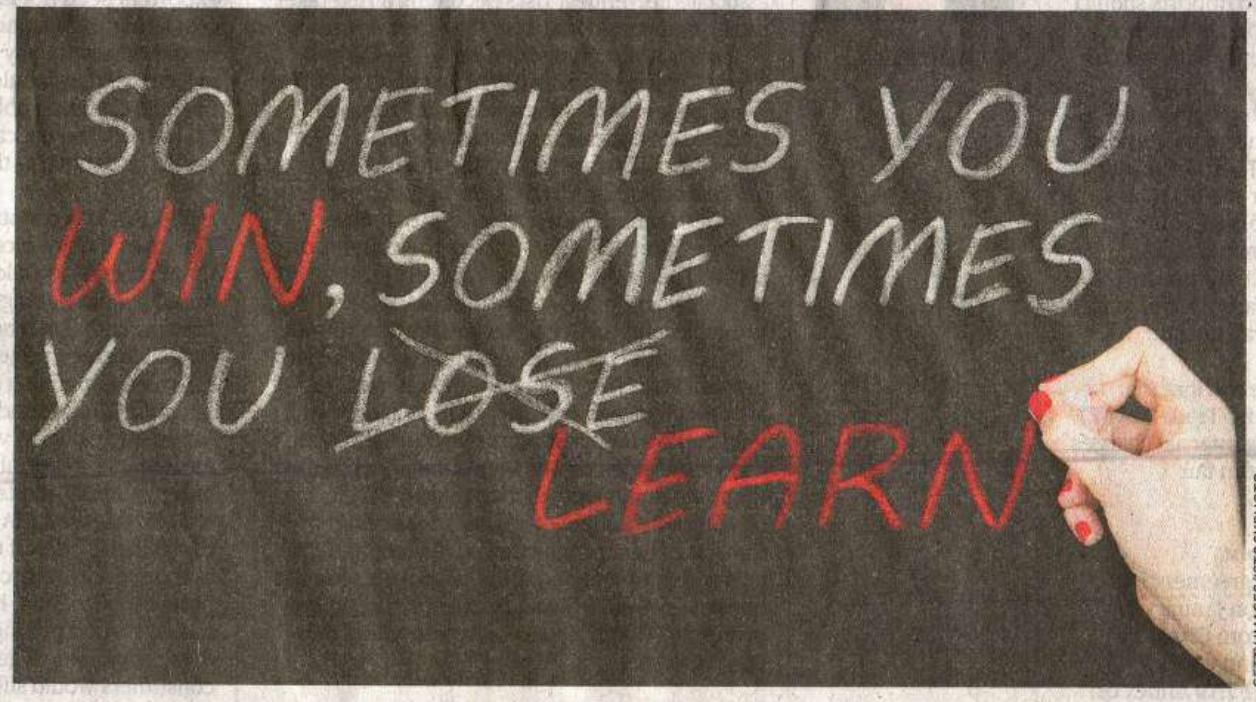
"The policy is expected to significantly enhance cognitive development, cultural awareness, and communication skills. Multilingualism fosters national integration and improves adaptability for future employment," says the KVS official.

"Embracing the R3 formula will help students in understanding the cultural heritage and respect for every language. When the students get employed in different states in their career, knowing an additional language and local culture will give them an edge in their profession. Skills including negotiation, collaboration and teamwork will be mitigating the barriers of communication if they know more than two languages," says Gita Joshi, principal, Silverline Prestige School, Ghaziabad.

Despite broad alignment with the policy, operational challenges persist. "Availability of trained language teachers, resource constraints, and financial implications are key concerns. To bridge gaps, regional language teachers are being engaged on a contractual basis, and in some cases, SCERT materials are being used where NCERT textbooks are not yet available," says the KVS official.

The Hindu,
4 May 2026,
Page No - 5

Ponmythili Muralidharan



GETTY IMAGES/ISTOCKPHOTO

Beyond the marksheet

As board exam results season begins, an educator reflects on what marks mean and how to deal with success and failure

May is here and the Board exam results are out. Your phone is buzzing with calls from relatives and your parents are fielding calls from people you barely remember. Everyone wants to know how you did. Before you answer that, can we pause for a moment? Not to avoid the question, but to ask a better one: what is a result, really?

Think of it like a milestone on a highway. It tells you where you are right now, not where you are going; definitely not who you are. When you see a board that says 500 km to Chennai, it is just a marker. It does not tell you if Chennai is even where you want to go. What matters is what you do when you reach it.

Clues to yourself

If you did well in the exam, enjoy it. But do not stop there. Did you find your own way of understanding things? Did you stay consistent when it got tiring? Was there a subject you genuinely enjoyed? These are clues, not just about exams, but about you.

Each of us has what I like to call a power zone. It is that space where the way your mind naturally works meets something the world actually needs. Some people make complicated things simple without trying. Some carry 10 moving parts in their head without dropping any. Some are the person everyone calls when a conflict needs sorting. These are not soft skills. These are the engines that run careers and lives.

However, if you did not do well, stay with me. An exam you did not clear is not a wall. It is a question: what happened here? Not "am I a failure?" Because that is a story you are telling yourself. Instead, ask "What did this exam expect from me? Where did I fall short?" Was it time-management? A gap in understanding? Anxiety taking over? Each has a different answer.

Own the win and the miss

Panic will not help you find it, but an honest question will. Own both the win and the miss. If you did well, do not brush it aside saying you were lucky. A win you do not accept does not teach you anything. If you did not do well, own that too. Not to be hard on yourself but to stay in control of what comes next. The moment you start blaming the paper or the situation, you give away your ability to change things. The gap it shows will stay until you are willing to look at it.

If success goes to your head, it makes you careless. If failure goes to your heart, it makes you shrink. What you need is for both to reach your mind. However, be careful of quick fixes.

After the results are declared, there will be a lot of advice: do a course. Take a certification. Try something else. Some of this may genuinely help. But, sometimes, it is just a way to avoid a difficult question. If you move on without understanding why you struggled, the same pattern will repeat itself. The real question is not just "what next?" but "what am I building towards?"

Here is something we do not talk about enough. Many people go through life without asking what they are good at. It is easier to compare marks, colleges, placements. But that is someone else's measure, not yours. What comes naturally to you? What do you enjoy? What makes you lose track of time? If you do not know yet, it is okay. Look at where the world is heading, then look at what you are drawn to. Where those two meet is a good place to begin. You do not need perfect clarity. You just need direction.

A word to parents. Your child's result is not your report card. When we make it about our own image, we add to the pressure they are already carrying. What they need is someone who can stay calm and say "this is one moment. I see you beyond this."

You know your score. Ask yourself what it is telling you and what it is not. The people who go on to do meaningful things are not always the ones with the highest marks. They are the ones who learned to understand themselves and keep moving forward, through both success and failure.

That confidence does not come from marks. It builds when you choose honesty over excuses and curiosity over comparison. May is a good month to begin.

The writer is Junior Faculty - Organisation Behaviour and Human Resource at Great Lakes Institute of Management, Chennai.

The Hindu, 4 May 2026, Page No - 12

AICTE's Internship Portal sees 4.7 cr. student registrations in over 4 years

Maitri Porecha
NEW DELHI

The National Internship Portal run by the Ministry of Education's All India Council of Technical Education (AICTE) has recorded over 4.7 crore student registrations in four-and-a-half years, AICTE's Chief Coordinating Officer (CCO) Buddha Chandrasekhar said.

Mr. Chandrasekhar told *The Hindu* that of the over 4.7 crore registered students, AICTE had been able to verify the credentials of over 2.9 crore. "We have a vetting process in place to ensure those students who have registered for internships are attached to a college or an academic institution," he said.



The scheme is aimed at bridging the gap between theory and workplace reality.

Over 79.57 lakh internship opportunities have been offered by the portal, and more than 32.78 lakh students have completed their internships, official AICTE data say. "We have tied up with 81,483 companies and signed formal MoUs with 12,077 colleges," Mr. Chandrasekhar added.

Asked if these internships were converting into employment, Mr. Chandrasekhar said that while AICTE offers internships, employment does not come under its purview. "We make students employable, but giving employment is not under our purview. We did start asking students if internships translated into jobs; however, we note that once the internship is over, students' contact with the college is drastically reduced. So, we have limited data on the students' employability trajectory. We are trying to collect that data," the CCO said.

The initiative, operating under the National Educational Alliance for Technology and the National Educational Technology Forum, has bridged the gap between academic theory and workplace reality, said the official.

"AICTE is running the portal as per the mandate of National Education Policy (NEP), 2020, building a 360-degree loop where industry feedback is taken in for curriculum design," Mr. Chandrasekhar said.

"As a result, we are attempting to turn students from job-seekers into innovators."

According to him, AICTE data revealed a shift in India's skilling landscape, with the portal expanding to students in rural and semi-urban areas who previously lacked access to Tier-1 corporate exposure. The platform has integrated employers ranging from global tech companies to government institutions.

NCERT Launches Free SWAYAM Courses for Class 11 & 12 Students

By **digitalLEARNING Network** - May 4, 2026

NCERT has introduced a series of free online courses for Class 11 and 12 students on the SWAYAM platform, aiming to make quality education more accessible and flexible.

The initiative covers 11 key subjects, including Accountancy, Biology, Chemistry, Economics, Geography, Physics, Mathematics, Psychology, Sociology, Business Studies, and English. Each course is designed for a duration of around 21 weeks, allowing students to learn at their own pace through structured digital content.

The courses feature interactive learning tools such as quizzes, assignments, and assessments, with certificates awarded upon successful completion of the final evaluation.

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This move is part of NCERT's broader effort to support students with accessible, curriculum-aligned resources, especially for board exam preparation, while promoting digital learning across the country.





Governor Hari Babu Kambhampati and Minister Suryabanshi Suraj at the NEP 2020 wrokshop (Photo | Special Arrangement)

Odisha

NEP-2020 a key driver to achieve vision of Viksit Odisha by 2036, says Governor

Kambhampati said that the country had made significant contributions to fields such as mathematics, astronomy, medicine and literature.

Express News Service

Updated: 4th May, 2026 at 8:09 AM

BHUBANESWAR: Governor Hari Babu Kambhampati on Sunday described the National Education Policy (NEP) 2020 as a key driver for achieving the visions of Viksit Odisha by 2036 and Viksit Bharat by 2047.

Addressing the second and concluding day of the national-level workshop on implementation of NEP-2020 themed 'Pragnya Prerana' at Lok Seva Bhawan, the Governor said the policy provides a comprehensive roadmap to harness India's demographic dividend and build a future-ready education system. He stressed that education remains the most powerful tool for nation-building, capable of driving economic growth, social progress and global leadership.

Kambhampati said that the country had made significant contributions to fields such as mathematics, astronomy, medicine and literature. In the context of rapid technological advancements, including artificial intelligence, biotechnology and data science, he said modern education must focus on critical thinking, creativity, adaptability and interdisciplinary learning.



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Describing NEP-2020 as a paradigm shift, he said it moves away from rote learning towards experiential and holistic education aligned with 21st-century needs. The Governor lauded Prime Minister Narendra Modi and Union Education minister Dharmendra Pradhan for introducing what he termed a “forward-looking” reform aimed at positioning India as a global knowledge superpower.

Appreciating Chief Minister Mohan Charan Majhi and Higher Education minister Suryabanshi Suraj for the state’s proactive rollout of the policy since August 2024, the Governor also highlighted the key reforms undertaken by the state, including curriculum restructuring, promotion of skill-based learning and legislative measures such as the Odisha Universities (Amendment) Act and the University Teacher Cadre Reservation Act to enhance equity and transparency.

Calling for stronger collaboration among government, academia, industry and society, he emphasised the importance of skill development, entrepreneurship and employability. He urged universities to adopt nearby villages and support the effective implementation of welfare schemes at the grassroots level.

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NCERT launches 28 free SWAYAM courses for senior secondary students

NCERT has launched 28 free online courses for Classes 11 and 12 via the SWAYAM platform, covering 11 subjects across science, commerce, and humanities. Each 21-week course includes video lectures, reading materials, quizzes, discussion forums, and expert guidance, with certificates awarded after final exams. Students can enrol until September 1, 2026, with examinations scheduled for September 10–15.

NCERT rolls out 28 free senior secondary courses on SWAYAM

The National Council of Educational Research and Training (NCERT) has introduced 28 free online courses for Classes 11 and 12 students on the SWAYAM platform. Covering 11 subjects, these 21-week courses are designed to complement school learning and are accessible at no cost. The initiative offers structured digital education to help students strengthen conceptual understanding alongside regular studies. Newspoint + 2

A nationwide push for accessible quality education

SWAYAM provides flexible, anytime-anywhere access to curated content developed by NCERT's subject experts. Features include video lectures, downloadable reading materials, self-assessment quizzes, and discussion forums to support interactive learning. The programme aims to reach learners across India, including those with limited access to traditional classroom resources. Newspoint + 1

> "SWAYAM is dedicated to bridging the digital divide, extending educational opportunities to students who have thus far been underserved by the digital revolution, thereby enabling them to participate more fully in the knowledge economy. The courses offered on SWAYAM MOOCs are interactive and meticulously curated by the nation's most esteemed educators, and the best part is that they are available FREE of charge to all learners." ciet.ncert.gov.in
>
> NCERT



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Subjects, enrolmer

Subjects offered include accountancy, biology, chemistry, economics, geography, physics, mathematics, psychology, sociology, business studies, and English. Enrolment will close on September 1, 2026. Assessment registration runs from September 7–9, with final exams scheduled for September 10–15, and courses concluding on September 15. Telegraph India + 2

What's next for students and educators

The free SWAYAM courses offer a potential model for blending online and classroom learning in senior secondary education. If adopted widely, they could improve flexibility and subject mastery for students while supporting teachers with ready-to-use digital resources. Ensuring consistent engagement and access to reliable internet will be key to maximising their benefits. Newspoint + 1

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NCERT revises Class 8 Social Science textbook after Supreme Court ban

The Class 8 Social Science textbook published by the National Council of Educational Research and Training, which was earlier withdrawn following a ban imposed by the Supreme Court of India over content related to corruption in the judiciary, has been revised and is expected to be released within a week.

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India TodayNE
May 05, 2026, Updated May 05, 2026, 2:52 PM IST

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The Class 8 Social Science textbook published by the National Council of Educational Research and Training, which was earlier withdrawn following a ban imposed by the Supreme Court of India over content related to corruption in the judiciary, has been revised and is expected to be released within a week.

The revised edition has received clearance from an expert committee constituted by NCERT to review the contentious chapter concerning the judiciary. Final approval is expected after a meeting of the NCERT syllabus committee, following which printing of the textbook is likely to begin later this week.

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According to an ANI report, the expert panel has approved the revised version of the book. The syllabus committee is expected to provide the final clearance before publication resumes.

The development comes amid concerns over delays in the availability of NCERT textbooks, which have begun affecting students since the academic session commenced on April 1.

NCERT had withdrawn the Class 8 Social Science textbook, Exploring Society: India and Beyond (Part II), in March after directions from the Supreme Court, which imposed a blanket ban on its publication, reprinting and digital circulation.

The apex court had termed portions of the chapter on the judiciary as “offending” and observed that the content had caused damage to the institution.

Following the court’s observations, NCERT issued an unconditional apology, stating that the chapter titled “The Role of Judiciary in Our Society” contained inappropriate content. In its statement, NCERT said the entire book had been withdrawn and was no longer available for circulation.

अमर उजाला, 6 मई 2026, पृष्ठ संख्या - 7, 11

अब गुरुजी एआई की मदद से बच्चों को पढ़ाएंगे, 10 लाख शिक्षक होंगे प्रशिक्षित

जून से एआई लिटरेसी फॉर टीचर पायलट प्रोजेक्ट होगा शुरू, आईआईटी मद्रास का बोधन कृत्रिम बुद्धिमत्ता करेगा मदद

सीमा शर्मा

नई दिल्ली। दूर-दराज एवं ग्रामीण क्षेत्रों के शिक्षक भी अब कृत्रिम बुद्धिमत्ता (एआई) की मदद से पढ़ाएंगे। आखिरी छोर के छात्र तक एआई की पहुंच सुनिश्चित कराने का खाका तैयार हो गया है। वर्ष 2027 तक 10 लाख स्कूली शिक्षकों को एआई से पढ़ाने में दक्ष बनाने का लक्ष्य है। इसमें आईआईटी मद्रास का बोधन एआई सहयोग करेगा।

जून से शिक्षकों के लिए एआई साक्षरता पायलट परियोजना शुरू होगी। इसमें भाषाई बंधन से इतर बाल वाटिका से 12वीं कक्षा तक के शिक्षक सभी विषयों में 22 भारतीय भाषाओं में एआई से पढ़ाने का प्रशिक्षण लेंगे। खास बात है कि एआई की मदद से शिक्षक कक्षा में पिछड़ने वाले छात्रों की पहचान कर अलग से पढ़ाई का प्लान तैयार कर उनको आगे बढ़ने में मदद करेंगे। शिक्षा मंत्रालय के एक वरिष्ठ अधिकारी ने कहा कि वर्ष 2027 तक 10 लाख शिक्षकों को एआई से पढ़ाने में दक्ष बनाने का लक्ष्य रखा गया है। एआई से शिक्षक पढ़ाने की गुणवत्ता में सुधार भी कर सकते हैं। राज्य सरकारों के सहयोग से सरकारी स्कूलों को मुख्य रूप से फोकस किया जा रहा। आईआईटी मद्रास का बोधन एआई इस परियोजना का नेतृत्व करेगा। एनसीईआरटी, एनसीटीई और स्कूलों में काम करने वाली संस्थाएं भी सहयोग करेंगी। अब शिक्षकों को डर है कि एआई उनकी जगह ले लेगा और उनकी नौकरी चली जाएगी। हालांकि, एआई के माध्यम से शिक्षक पढ़ाने के स्किल में बदलाव कर गुणवत्ता में सुधार लाकर रिजल्ट में बदलाव ला सकते हैं।

छात्रों को मातृभाषा में एआई से पढ़ने का मिलेगा मौका

बोधन एआई पार्टनरशिप को लीड करने वाली निधि शर्मा ने बताया कि कक्षा में हर छात्र पर ध्यान देना शिक्षक के लिए संभव नहीं होता, क्योंकि मैनुअल में एक ही प्लान से पढ़ाई होती है। मगर, एआई से शिक्षक कक्षा के हर छात्र पर नजर रख सकते हैं। छात्र का टेस्ट पेपर स्कैन करते ही एआई कमियां बता देगा। मध्यम स्तर और होनहार छात्रों के लिए अलग-अलग प्लान बनाकर शिक्षक पढ़ा सकते हैं।

यूपी, बिहार, हरियाणा, आंध्र प्रदेश, ओडिशा समेत अन्य राज्यों में इस परियोजना को शुरू करने की बात चल रही। आंध्र प्रदेश सरकार ने करार भी कर लिया है। इसमें संबंधित राज्यों के शिक्षा विभाग की जरूरतों के आधार पर शिक्षकों को एआई में दक्ष किया जाएगा।

शिक्षकों को 22 भारतीय भाषाओं में एआई की मदद से पढ़ाने का प्रशिक्षण मिलेगा। इसका मकसद छात्र को उसकी अपनी मातृभाषा में एआई से पढ़ने का मौका उपलब्ध कराना है।

छठी कक्षा में तीसरी भाषा लागू, स्कूलों को 31 मई तक अपडेट करना अनिवार्य

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शैक्षणिक सत्र 2026-27 से छठी कक्षा में तीसरी भाषा (आर-3) के फॉर्मूले को लागू कर दिया है। इसके तहत बोर्ड ने सभी संबद्ध स्कूलों को ओएसिस पोर्टल पर तीसरी भाषा का विकल्प अपडेट करना अनिवार्य किया है। इसके लिए 31 मई तक की समयसीमा तय की गई है। सीबीएसई की ओर से जारी निर्देशों के अनुसार, कई स्कूलों ने ओएसिस पोर्टल पर अपनी भाषा विकल्पों को अपडेट कर दिया है, लेकिन कुछ स्कूल अभी भी ऐसा नहीं कर पाए हैं या उन्होंने नीति के अनुरूप सही विकल्प नहीं भरे हैं। ऐसे स्कूलों को 31 मई तक अंतिम मौका दिया गया है, ताकि वे अपनी जानकारी सही कर सकें।

बोर्ड ने यह भी स्पष्ट किया है कि सभी स्कूलों के लिए ओएसिस पोर्टल पर भाषा विकल्प अपडेट करना जरूरी है। सीबीएसई के अनुसार, अनुसूचित भाषाओं के लिए आर-3 की आधिकारिक किताबें 1 जुलाई 2026 से पहले उपलब्ध करा दी जाएंगी। वहीं गैर-अनुसूचित भाषाओं के लिए स्कूलों को एससीईआरटी या राज्य द्वारा मान्यता प्राप्त पाठ्य सामग्री का उपयोग करना होगा। इसके अलावा, जिन स्कूलों ने अभी तक आर-1, आर-2 और आर-3 मॉडल के तहत कम से कम दो भारतीय भाषाओं की पढ़ाई शुरू नहीं की है, उन्हें 1 जुलाई 2026 से इसे अनिवार्य रूप से लागू करना होगा। साथ ही, क्षेत्रीय कार्यालयों को इन निर्देशों की निगरानी की जिम्मेदारी सौंपी गई है। ब्यूरो

एनसीईआरटी की आठवीं की सामाजिक विज्ञान की संशोधित किताब अगले हफ्ते आएगी

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने आठवीं कक्षा की सामाजिक विज्ञान की संशोधित पुस्तक तैयार कर ली है। नई किताब के अगले हफ्ते तक छात्रों के लिए उपलब्ध हो जाएगी। पुरानी पुस्तक के एक अध्याय में न्यायपालिका में भ्रष्टाचार का जिक्र था, जिस पर सुप्रीम कोर्ट ने आपत्ति जताते हुए पुस्तक को प्रतिबंधित कर दिया था। इसके बाद, सुप्रीम कोर्ट की समिति के निर्देश के तहत संशोधित संस्करण तैयार किया गया। शिक्षा मंत्रालय के सूत्रों के मुताबिक, एनसीईआरटी की संशोधित पुस्तक को विवादित अध्याय की समीक्षा के लिए बनाई गई विशेषज्ञ समिति से मंजूरी मिल गई है। जल्द ही संशोधित किताब बाजार में उपलब्ध हो जाएगी। ब्यूरो

कक्षा आठ की सोशल साइंस की किताब संशोधित

नई दिल्ली। एनसीईआरटी की 8वीं कक्षा की सोशल साइंस की किताब, जिसे पहले सुप्रीम कोर्ट ने न्यायपालिका में भ्रष्टाचार का जिक्र करने वाले एक चैप्टर की वजह से बैन कर दिया था, अब संशोधित कर दी गई है,एक हफ्ते में रिलीज होने की उम्मीद है। संशोधित किताब को एनसीईआरटी द्वारा न्यायपालिका पर विवादित चैप्टर की समीक्षा के लिए बनाई गई एक एक्सपर्ट कमेटी से मंजूरी मिल गई है।

हिन्दुस्तान, 6 मई 2026

पृष्ठ संख्या - 8

दैनिक जागरण, 6 मई 2026, पृष्ठ संख्या - II

छठी कक्षा में तीसरी भाषा का चयन 31 मई तक करें स्कूल : सीबीएसई

जागरण संवाददाता, नई दिल्ली: सीबीएसई ने छठी कक्षा में तीसरी भाषा (आर 3) लागू करने को लेकर सभी संबद्ध स्कूलों को प्रक्रिया तेज करने को कहा है। बोर्ड का कहना है कि शैक्षणिक सत्र 2026-27 के लिए यह व्यवस्था अनिवार्य होगी और सभी स्कूलों को 31 मई तक ओसिस पोर्टल पर अपनी तीसरी भाषा का चयन करके अपलोड या संशोधित करना होगा। बोर्ड का यह निर्देश बीती अप्रैल को जारी सर्कुलर के बाद आया है, जो राष्ट्रीय पाठ्यचर्या रूपरेखा-स्कूली शिक्षा (एनसीएफ-एसई) 2023 पर आधारित है।

सीबीएसई के अनुसार कई स्कूलों ने अपनी तीसरी भाषा का विकल्प पहले ही पोर्टल पर अपलोड कर दिया है, लेकिन कुछ स्कूल अब भी यह प्रक्रिया पूरी नहीं कर पाए हैं। वहीं कुछ ने नीति के अनुरूप विकल्प नहीं चुने हैं। सीबीएसई ने कहा है कि निर्धारित समय सीमा तक जानकारी अपडेट नहीं करने वाले स्कूलों पर कार्रवाई भी हो सकती है। वहीं बोर्ड ने



तीसरी भाषा की पढ़ाई को लेकर भी दिशा-निर्देश जारी किए हैं। संविधान की सूची में शामिल भाषाओं के लिए एनसीईआरटी और सीबीएसई की वेबसाइट पर एक जुलाई-2026 से पहले पाठ्यपुस्तकें उपलब्ध करा दी जाएंगी। यदि कोई स्कूल सूची से बाहर की भाषा चुनता है, तो वह एससीईआरटी या राज्य द्वारा स्वीकृत पुस्तकों का उपयोग कर सकता है, लेकिन उसे राष्ट्रीय पाठ्यक्रम के सीखने के परिणाम (लर्निंग आउटकम) का पालन करना होगा। सीबीएसई ने तीन-भाषा फार्मूला (आर 1, आर 2, आर 3) को अनिवार्य बताते हुए कहा है कि इनमें से कम से कम दो भारतीय भाषाएं होना जरूरी है। वहीं जिन स्कूलों ने अभी तक दो भारतीय भाषाएं लागू नहीं की हैं, उन्हें एक जुलाई से यह व्यवस्था शुरू करनी होगी। बोर्ड के क्षेत्रीय कार्यालय इस प्रक्रिया की निगरानी करेंगे और जरूरत पड़ने पर स्कूलों की सहायता भी करेंगे।

ये है तीन भाषा फार्मूला

- आर 1 (पहली भाषा) : यह वह मुख्य भाषा होती है, जिसे स्कूल चुनता है। यह भाषा सीबीएसई की सूची में शामिल होती है, जैसे हिंदी या कोई क्षेत्रीय भाषा। वैसे छात्रों की पढ़ाई की शुरुआत इसी भाषा से होती है।
- आर 2 (दूसरी भाषा) : आर 1 से अलग और एक मानक भाषा होती है जिसे स्कूल पढ़ाता है, जैसे अंग्रेजी या कोई दूसरी भारतीय भाषा।
- आर 3 : तीसरी भाषा आर 1 और आर 2 दोनों से अलग है। इसमें छात्र अपनी क्षेत्रीय भाषा या मातृभाषा का चुनाव कर सकते हैं। इसमें कम से कम दो भाषाएं भारतीय मूल की होनी चाहिए।

जनसत्ता, 6 मई 2026, पृष्ठ संख्या - 10

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने कहा

अनुसंधान में निजी क्षेत्र व सरकार की हो भागीदारी

जनसत्ता ब्यूरो
नई दिल्ली, 5 मई।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने मंगलवार को अनुसंधान और नवाचार के क्षेत्र में सरकार और निजी क्षेत्र की समान भागीदारी की वकालत की। उन्होंने कहा कि वर्तमान में अनुसंधान में लगभग 70 फीसद निवेश सरकार द्वारा किया जा रहा है। 'आइआइटी मद्रास टेक्नोलाजी समिट 2026' का उद्घाटन करते हुए उन्होंने कहा कि सरकार ने अनुसंधान और विकास के लिए वित्त पोषण में काफी वृद्धि की है, लेकिन अब इसमें उद्योग जगत के योगदान को बढ़ाने की आवश्यकता है।

मंत्री ने कहा कि वर्तमान में अनुसंधान निवेश का लगभग 70 फीसद सरकार द्वारा किया जा रहा है, जो सार्वजनिक क्षेत्र की मजबूत प्रतिबद्धता को दर्शाता है। हालांकि, दीर्घकालिक दिशा में सार्वजनिक क्षेत्र और उद्योग के बीच बराबर और संतुलित साझेदारी की ओर बढ़ना होगा, ताकि नवाचार को गति दी जा सके और इसके प्रभाव को बड़े पैमाने पर बढ़ाया जा सके। आइआइटी मद्रास की ओर से भारत के लिए, मिलकर निर्माण (फ्राम आइआइटीएम, फार भारत, बिल्डिंग टुगेदर) विषय पर आधारित इस शिखर सम्मेलन में शिक्षा एवं कौशल विकास तथा उद्यमिता राज्य मंत्री (स्वतंत्र प्रभार) जयंत चौधरी और वरिष्ठ अधिकारी भी उपस्थित रहे। प्रधान ने जोर देकर कहा कि अनुसंधान केवल शैक्षणिक शोध पत्रों तक सीमित नहीं रहना चाहिए बल्कि इसे वास्तविक जीवन के उत्पादों और समाधानों में बदलना चाहिए। उन्होंने यह सवाल भी उठाया कि देश में पर्याप्त नवाचार क्यों नहीं हो पा रहा है। उन्होंने कहा कि विज्ञान और प्रौद्योगिकी को राष्ट्रीय विकास की अग्रिम पंक्ति में लाना चाहिए और इसमें ऐसा मानव-केंद्रित दृष्टिकोण होना चाहिए जो समाज को ठोस लाभ पहुंचाए। प्रधान ने कहा कि भारत में वैश्विक स्तर पर नेतृत्व करने की अपार क्षमता है, विशेषकर आइआइटी जैसे प्रमुख संस्थानों के माध्यम से। उन्होंने कहा कि अनुसंधान और विकास के लिए प्रस्तावित एक लाख करोड़ रुपए के कोष जैसे बड़े निवेश निजी क्षेत्र और स्टार्टअप की ओर निर्देशित किए जा रहे हैं।

आइआइटी मद्रास टेक्नोलाजी समिट 2026 का उद्घाटन करते हुए उन्होंने कहा कि सरकार ने अनुसंधान और विकास के लिए वित्त पोषण में काफी वृद्धि की है।

Two schools from India on the Global Prize 2026 shortlist

The Pioneer, 6 May 2026, Page No -13



ADITI KHANNA
London

Two schools from India were among the top 50 shortlisted for the $one million Global Schools Prize 2026.

While Katha Lab School in Delhi was named in the Arts and Culture category, Delhi Public School Bangalore North (DPSBN) has made it in the Inclusive Education category from around 3,000 nominations across 113 countries. The $one million prize, organised by UK-based Varkey Foundation, celebrates the world's most innovative and impactful schools that are reimagining education for the future across 10 categories.

"Congratulations, Katha Lab School and Delhi Public School Bangalore North; your approach to teaching and learning powerfully demonstrates how schools play a defining role in equipping young people with the knowledge, skills, and values needed to shape our rapidly evolving world," said Sunny Varkey, founder of the Varkey Foundation.

"By highlighting your achievement, we hope to inspire a global movement to reimagine learning and turn bold ideas into real-world impact," he said.

Katha Lab School in Delhi's slum cluster of Govindpuri serves hundreds of children from low-income families and has the distinction of delivering "extraordinary results". Founded by Padma Shri awardee Geeta Dharmarajan, the school pioneered StoryPedagogy – replacing textbooks with storybooks and weaving language, science, mathematics and the arts into one joyful learning experience, the Global Schools Prize noted. (PTI)

CM announces major pay hike for vocational & SSA teachers

The Millenium Post, Page - 3, 6 May 2026

AIMAN FATIMA

NEW DELHI: In a significant move aimed at strengthening Delhi's education system and boosting teacher morale, Chief Minister Rekha Gupta on Tuesday announced a substantial salary hike for vocational teachers and those working under the Samagra Shiksha Abhiyan, calling it both a financial uplift and a recognition of their critical role.

The decision, approved during a Cabinet meeting, will benefit over a thousand vocational teachers and hundreds of educators working at Special Training Centres that focus on bringing out-of-school children back into the education system. Sharing the details, the Chief Minister said vocational teachers, around 1,131 in number, will now receive Rs.38,100 per month, a sharp increase from the earlier Rs.20,000–Rs.23,000 range.

Similarly, teachers at 784 centres under the Samagra Shiksha Abhiyan will see their salaries rise from Rs.21,000 to Rs.35,420 per month. The revision effectively brings them at par with primary and upper primary teachers in Delhi.



'Vocational teachers, around 1,131 in number, will now receive Rs 38,100 per month, a sharp increase from the earlier Rs 20,000...'

Highlighting the intent behind the move, Rekha Gupta said, "This is not just a financial decision, but a recognition of the dedication and hard work of teachers who operate in challenging conditions to bring children into the fold of education." She added that the increase is expected to improve financial stability and motivation among teachers, noting, "Motivated and satisfied teachers are key to delivering quality education."

The Chief Minister reiterated the government's focus on inclusive education, stating, "Special Training Centres serve as a lifeline for children who have never been to school or have dropped out." Emphasising the larger goal, she said, "Bringing them back into the mainstream remains a top priority, and teachers play the most crucial role in this effort."

She also pointed to ongoing reforms, including better monitoring and parental engagement, adding, "Our aim is not just to enroll children in schools, but to inspire them to learn and secure their future."

The move marks another step in the Delhi government's push towards education reforms and strengthening foundational learning systems.

The Indian Express, 6 May 2024, Page No- 12

A student's grit, a Lucknow school's lesson in inclusion



KAUSHIK DAS GUPTA

THE DECLARATION of school passing-out results often brings to light accounts of remarkable grit and fortitude — of young people taking important steps in their aspirational journey despite formidable odds. Among this year's exceptional graduates is Sarah Moin, who scored more than 98 per cent — the highest among 258 students at Lucknow's Christ Church College. But her achievement is much more than academic excellence in conventional terms. It is a testament to the 19-year-old's resolve in the face of layered challenges, one that was nurtured by an ecosystem that responded with empathy and imagination.

Sarah's life took a difficult turn early. Diagnosed at the age of four with a rare condition that gradually dimmed her vision, she would, within a few years, lose her hearing as well, followed by the onset of speech difficulties. The youngster's parents formed the first circle of resilience around her. They chose a school that gave wings to her dreams. Christ Church College arranged individualised classes, ensured that textbooks were scanned and converted into accessible digital formats, and enabled her to engage with them through a Braille-based device. Question papers were adapted so she could read them through touch, and her responses were transcribed into standard text for evaluation.

In recent years, students' enrolment has increased appreciably. Yet, survey after survey has shown that this achievement remains incomplete in the face of rigid pedagogies that are not sensitive to varied learning experiences. Sarah's journey shows that inclusion is not just about bringing the child to the classroom but also a result of creative efforts to transform institutional culture to respond to diverse needs.

Therein also lies an irony. Sarah's story is compelling because it directs attention to a larger, more uncomfortable question. Is India's educational ecosystem, as a whole, equipped — or even willing — to become an enabler in the way her school did?

Flagship programmes and legislative frameworks, such as the Sarva Shiksha Abhiyan and the Right to Education Act, have sought to institutionalise the idea that education is a right, not a privilege. At the level of policy, the government acknowledges that education must respond to diversity — of ability, gender, caste, language, and socio-economic background. The National Education Policy 2020 has foregrounded inclusion, flexibility, and multidisciplinary learning; it has spoken of teachers' autonomy. Yet, teachers like Salman Ali Qazi, who stood by Sarah, enabling her to use the assistive technologies and build bridges between curriculum and cognition, are rare.

The scattered, but significant, instances of schools and educators rising to the challenge of diverse learners also underline the flip side — overworked, disempowered and undertrained teachers and curricula that often privilege rote learning. For every student who gets adaptive support, a large number of children at intersections of disadvantage — from marginalised castes, minorities, girls, to those with disabilities — struggle to navigate structures which do not recognise their needs. India stands at a demographic crossroads, with one of the youngest populations in the world. This dividend can only be earned if the education system equips young people — not a privileged subset, but all of them — with the confidence and capabilities required to participate meaningfully in the economy.

There is, of course, no template to address diversity and inequality. And, it may not be correct to replicate Christ Church College's programmes in another context. However, Sarah's story is illustrative of what an inclusive system can achieve. The question, then, is whether the choices she had can be scaled — whether the sensitivity and creativity demonstrated by the Lucknow school can become the norm rather than a rarity. Can classrooms across the country be reoriented to accommodate diverse learning needs? Can teacher training programmes equip educators to engage with difference not as a challenge to be managed, but as an opportunity to enrich the learning environment?

These are not easy questions, and they do not admit quick answers. Today, as Sarah stands at the threshold of a major transition, let's all wish her the best. And, hope her story becomes the catalyst for expanding the horizons of many others.

Sarah Moin's achievement is a testament to her resolve in the face of layered challenges, one that was nurtured by an ecosystem that responded with empathy and imagination

The writer is senior associate editor, The Indian Express. kaushik.dasgupta@expressindia.com

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The Telegraph online

Thursday, 07 May 2026

Descendants of royalty dynasty move HC over deletion of Maratha empire map from NCERT

he royal family descendants and the citizens, in their public interest litigation (PIL) filed on Tuesday, have sought restoration of figure 3.11, a map showing the Maratha empire's territorial reach in 1759 CE, stretching from Thanjavur (in present-day Tamil Nadu) to Peshawar (in Pakistan)

PTI | Published 06.05.26, 10:16 PM



Representational image
Shutterstock

Descendants of prominent Maratha royal families, along with several citizens, have moved the Bombay High Court against the "removal" of the Maratha empire map from the National Council of Educational Research and Training (NCERT)'s Class 8 social science textbook.

The royal family descendants and the citizens, in their public interest litigation (PIL) filed on Tuesday, have sought restoration of figure 3.11, a map showing the Maratha empire's territorial reach in 1759 CE, stretching from Thanjavur (in present-day Tamil Nadu) to Peshawar (in Pakistan).

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Among the petitioners are Raje Mudhojirao Raje Ajitsinghrao Bhonsle from Nagpur, Shivaji Dattatray Raje Jadhav, a descendant of Chhatrapati Shivaji Maharaj's mother Rajmata Jijamata, and Raghujiraje Shahjiraje Angre from Raigad, along with other citizens.

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The PIL, filed through advocate Ashishraje Gaikwad, said the petitioners are "deeply aggrieved" by the NCERT's "unilateral, arbitrary, non-transparent, and procedurally flawed decision" to remove the map from the Class 8 textbook, including Hindi, Urdu, and English social science syllabus of the Central Board of Secondary Education (CBSE).

The petition claimed no historical documents, gazetteers or academic research were consulted before taking the decision to remove the map.

"Such removal violates fundamental rights under the Constitution depriving students of accurate historical education and infringing upon cultural identity rights," the plea said.

It urged the HC to quash the NCERT's decision and to order restoration of the map in the social science textbook.

The petitioners are likely to request the HC to take up the plea for hearing this week.

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Shri Dharmendra Pradhan launches School Management Committee (SMC) Guidelines in New Delhi

School Management Committee Guidelines 2026 to strengthen community participation and school governance - Shri Dharmendra Pradhan

Shri Dharmendra Pradhan calls for School Management Committees to become a people's movement for strengthening education

प्रविष्टि तिथि: 06 MAY 2026 6:00PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, launched School Management Committee (SMC) Guidelines today at Vigyan Bhawan, New Delhi. Shri Ashish Sood, Education Minister, Government of NCT of Delhi; Shri Gajender Yadav, Minister of School Education, Government of Chhattisgarh; Shri Sanjay Kumar, Secretary, Department of School Education & Literacy (DoSEL); Secretary, Drinking Water and Sanitation, Shri Ashok Kumar Meena and Smt. Archana S. Awasthi, Additional Secretary, DoSEL, along with other senior officials, were present during the occasion.



Speaking on the occasion, Shri Dharmendra Pradhan said that the School Management Committee (SMC) Guidelines–2026 will play a pivotal role in translating the vision of the National Education Policy (NEP) 2020 into action across the country's nearly 15 lakh schools. He said the Guidelines envision SMCs as a vital bridge between students, teachers, parents, and communities to ensure holistic development of children through stronger community participation and shared responsibility in education.



Shri Pradhan emphasised that while the government is committed to ensuring education, health, well-being, mental health, and support for Children With Special Needs (CWSN), the SMC Guidelines also recognise the importance of handholding, mentoring, and community ownership in strengthening schools. He said the Guidelines aim to develop SMCs into a sustainable culture and a people's movement for improving educational outcomes. Highlighting the role of initiatives like Vidyanjali in encouraging greater public participation, he noted that India's education system has historically thrived under community leadership, and the new SMC Guidelines seek to revive that spirit by placing schools once again at the centre of societal engagement.

Shri Ashish Sood, while addressing, stated that this programme is not merely about issuing new guidelines, but represents a deep and transformative shift taking place in India's education system. He emphasized that if India is to achieve the goal of becoming a developed nation by 2047, the path must pass through its classrooms.

Shri Sood described the newly launched SMC Guidelines 2026 as a crucial link in this transformative journey. He explained that the earlier SMC framework, introduced after the Right to Education Act, was largely limited to grant monitoring, infrastructure supervision, and administrative processes. However, today's challenges and expectations have significantly evolved. He pointed out that issues such as child safety, mental health, Foundational Literacy and Numeracy (FLN), digital transparency, learning outcomes, and community participation have become critically important. The new SMC Guidelines have been designed keeping these priorities in mind. The Minister emphasized that these guidelines transform SMCs from mere monitoring bodies into true "school community governing institutions." SMCs will now actively contribute to holistic child development, academic quality, student welfare, safety, inclusivity, digital governance, and transparency. Concluding his address, Shri Sood expressed confidence that the SMC Guidelines 2026 will strengthen community participation, transparency, and quality education, and play a vital role in building a developed India.

Shri Gajendra Yadav, in his address, said that an active society's involvement is essential for improving children's learning outcomes. He said that the School Management Committee (SMC) Guidelines introduced under the leadership of Union Education Minister Shri Dharmendra Pradhan would help bridge the gap between parents and schools by ensuring greater participation of local guardians in school management and functioning.



The meeting was virtually attended by several State Education Ministers, including Shri Mahipal Dhanda, School, Higher and Technical Education Minister, Haryana; Shri Dadaji Bhuse, School Education and Marathi Language Minister, Maharashtra; Dr. Vanlalthlana, Minister for School Education, Higher and Technical Education, Mizoram; Shri Kishor Barman, Higher Education Minister, Government of Tripura; Shri Dhan Singh Rawat, Education Minister, Uttarakhand; and Shri Temjen Imna Along, Higher Education Minister, Nagaland.




शिक्षा मंत्रालय
भारत सरकार
Ministry of Education
Govt. of India
समग्र शिक्षा
Samagra Shiksha
EMPOWERING COMMUNITIES FOR QUALITY EDUCATION
SCHOOL MANAGEMENT COMMITTEE (SMC)
SMC Guidelines – March 2026
Community-led Schools for Strengthening Local Governance for Quality Education
Our objective must be to provide quality education with better governance
— Shri Narendra Modi
Hon'ble Prime Minister

Why New Guidelines?

- Sarva Shiksha Abhiyan (2011) describes SMCs as the decentralised structure for school governance, based on RTE Act 2009
- **"Guidelines for Community Mobilization & SMDCS" issued in 2014** under **Rashtriya Madhyamik Shiksha Abhiyan (RMSA)** defines role and functioning of SMDC for Secondary and Senior Secondary schools
- **NEP 2020** emphasizes the active involvement of local communities, alumni, and senior citizens for enhancing learning in schools
- **Samagra Shiksha Abhiyan (2018 & 2022)** details the composition, functioning etc. of the SMC

Now the focus includes Foundational Learning, inclusive and equitable education, enhanced community participation in school education, and outcome-based local governance.

Guidelines for School Management Committees 2026

- **In Supersession of all the earlier guidelines on SMC/SMDC**
- Align SMC structure with NEP 2020
- Strengthen community ownership in learning outcomes of Balvatika to Grade-12

What's New?

- Single **SMC** for all Grades for Balvatika to Grade-12
- Clear roles and responsibilities of SMC and Member Secretary
- Enhanced transparency and financial oversight
- Proactive involvement in monitoring student attendance and teacher engagement to enhance learning outcomes.
- Support in inclusive education
- School development planning & Social Audit
- Comprehensive Convergence in Whole-of-Government approach
- Inclusion of new initiatives like Vidyanjali, Eco-clubs, ULLAS, PRASHAST App, School Infrastructure Safety and Disaster Preparedness etc.

SMC Size:

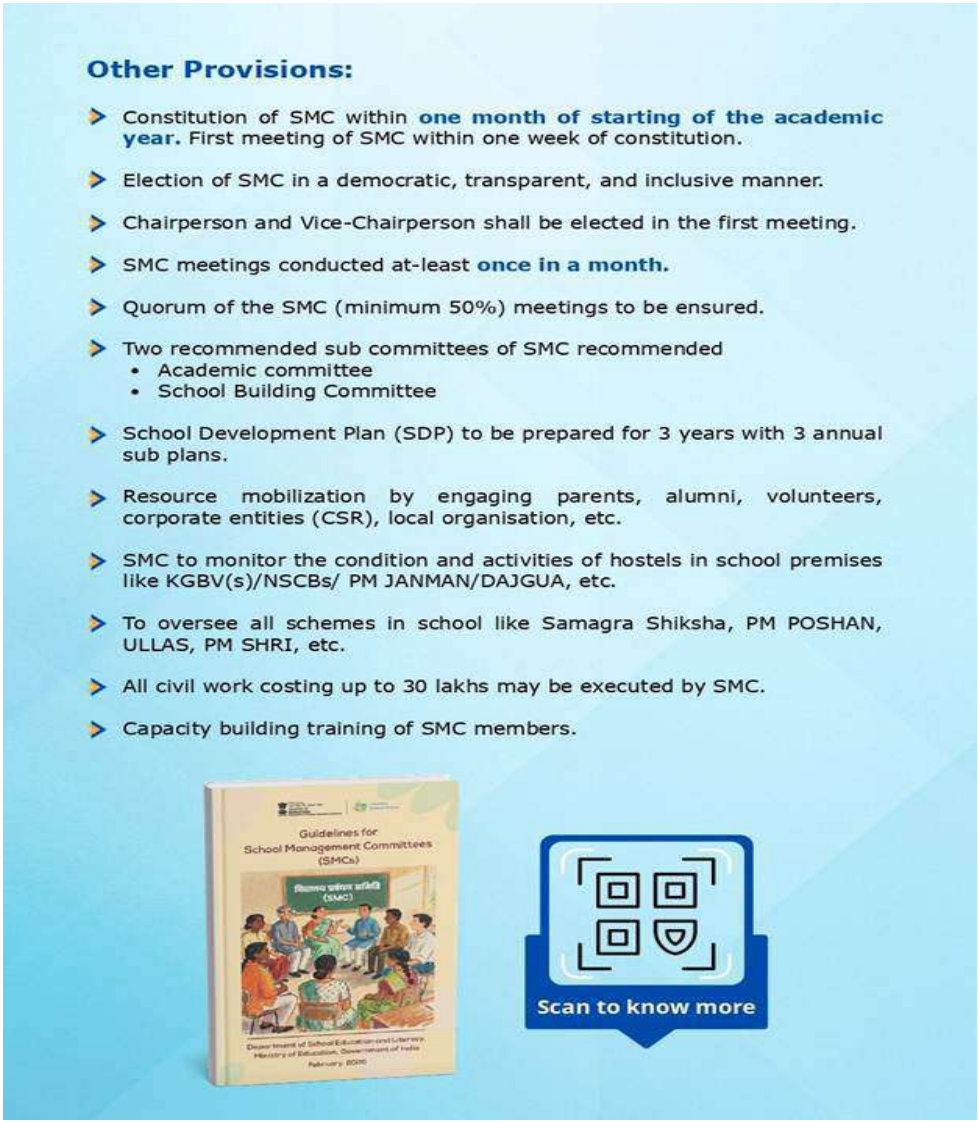
Number of members of the committee may be decided based on the enrolment of the children:

Enrolment Range	Approx. No. of Members
Up to 100 students	12-15 members
100-500 students	15-20 members
Above 500 students	20–25 members

Composition of SMC:

Each SMC shall consist of the following members:

1	**Elected Member from Parents/Guardian**	Chairperson
2	**Elected Member from Parents/Guardian**	Vice Chairperson
3	**Parents/Guardian from all grades of children studying in school**	Member
4	**Elected members of the local authority**	Member
5	**Teachers from the school**	Member
6	**Local educationists / Subject Experts / academicians / senior students / alumni of the school / AWW / ASHA / ANM**	Member
7	**Principal / Head Master / School In-charge**	Member-Secretary



Please click the link below to access the School Management Committee (SMC) Guidelines https://dsel.education.gov.in/sites/default/files/guidelines/School_Management_Committee_Guidelines.pdf

> LIVE I Launch of Guidelines for School Management Committee (SMC) at Vigyan Bhawan, New Delhi https://t.co/DASuPT8HQ2
>
> — Dharmendra Pradhan (@dpradhanbjp) May 6, 2026

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Now Study from Home: NCERT Launches Free Digital Courses for Students

BY - Opportunity India Desk
Editor
May 06, 2026 189 / 2 Min Read

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In an effort to make digital education easier and more accessible for students, the NCERT has launched a new initiative. NCERT has introduced free online courses for Class 11 and 12 students on the SWAYAM platform.

The objective of these courses is to provide quality education and better board exam preparation opportunities to students from the comfort of their homes.

A total of 11 subjects have been included in these courses. These include Accountancy, Biology, Chemistry, Economics, Geography, Physics, Mathematics, Psychology, Sociology, Business Studies and English. Each course has been designed for a duration of 21

The online courses will offer facilities such as video lectures, discussion forums, expert guidance, quizzes, and self-assessment tests. This will help students strengthen their preparation alongside regular school studies.

Students who successfully complete the course and final assessment will also receive certificates. These certificates can help strengthen students' academic profiles.

Study Anytime and From Anywhere

One of the biggest advantages of the SWAYAM platform is that students can study anytime and from anywhere with 24x7 access. This feature will especially benefit students who prefer self-learning and digital education.

Important Dates

Last Date for Registration: September 1, 2026
Assessment Registration: September 7 to September 9, 2026
Final Examination: September 10 to September 15, 2026
Course Completion Date: September 15, 2026

How to Apply Through SWAYAM and NCERT Portals

To apply through the SWAYAM and NCERT portals, students first need to register on the SWAYAM platform. After registration, they can choose their preferred course and complete the enrolment process. Once enrolled, students will get access to study materials, video lectures and other learning resources.

Students will also be required to complete all assignments, quizzes and course-related activities on time. Appearing for the final examination will be mandatory to receive the certificate after course completion. Apart from this, students can also apply through NCERT's official website.

online courses NCERT SWAYAM Platform Digital Courses

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Cash, jewellery worth ₹50L stolen from house on NCERT Delhi campus

NEW DELHICash and jewellery worth around ₹50 lakh were burgled from the residence of NCERT undersecretary at Sri Aurobindo Marg early Sunday, marking the fourth such incident on the campus reported since last August, police officers aware of the matter said

Published on: May 06, 2026 3:14 AM IST
By Hemani Bhandari

NEW DELHI



Residents said this is the fourth burglary reported since last August. (Representative photo)

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Cash and jewellery worth around ₹50 lakh were burgled from the residence of NCERT undersecretary at Sri Aurobindo Marg early Sunday, marking the fourth such incident on the campus reported since last August, police officers aware of the matter said.

The undersecretary, Mahavir Singh, in his complaint to the police, said that ₹1.5 lakh, 500 grams of silver, and about 300 grams of gold were stolen. Deputy commissioner of police (south west) Amit Goel said that they have registered a case and teams are working on the case.

been broken and the house was ransacked. Jewellery and cash from the safe was gone. It felt like they had left in a hurry because they left their tools behind and even a purse with some money in it," she said.

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Mural said that the suspects had locked the houses of other residents of the building to ensure they could not exit or aid the victims. "They also left behind a cloth they had wiped our floor, to not leave any clue behind," she said.

At least three cases of trespassing and burglaries have been reported since August last year on the campus, according to residents, despite having over 80 security guards and 57 CCTV cameras covering the campus.

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suspects left all other valuables, including expensive watches and laptops, behind and only took cash and jewellery.

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At least two burglaries were reported in the early hours of April 27 as well.

“We suspect the involvement of insiders in this as it’s supposed to be a safe campus with so many security guards. The suspects also seem to know the houses to target as they only enter the ones where no one is present. They also ensure they are not captured by the CCTV cameras,” Mural said.

A senior police officer, who did not wish to be named, said, “Forensic teams have visited the spot. When we checked, several cameras were not working and while the suspects can be seen from a distance, their faces are not visible”.

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दैनिक जागरण, 7 मई 2026, पृष्ठ संख्या - 6

भारतीय भाषाओं की किताबें 1 जुलाई से

क्लास 6 की पढ़ाई हर हाल में इस तारीख से हो शुरू: CBSE

Katyayani.Upreti
@timesofindia.com

■ नई दिल्ली: सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) के स्कूलों में अब क्लास-6 में भाषाओं की पढ़ाई को जुलाई से रफ्तार मिलेगी। बोर्ड ने अपने सभी स्कूलों को कहा है कि 1 जुलाई से दो भारतीय भाषाओं की पढ़ाई हर हाल में शुरू करें। सीबीएसई ने अप्रैल में ही अकैडमिक सेशन 2026-27 से क्लास 6 के स्टूडेंट्स के लिए 3 भाषाओं का एक नया फॉर्म्युला लागू किया है, जिसके तहत क्लास में तीन भाषाएं पढ़ाई जाएंगी और इसमें दो भारतीय भाषाएं जरूरी होंगी। हालांकि, अभी इनकी किताबें जारी नहीं हुई हैं, ऐसे में स्कूलों के पास कोई ऑप्शन नहीं है। अब सीबीएसई ने कहा है कि 1 जुलाई से किताबें NCERT और CBSE वेबसाइट पर उपलब्ध होंगी।

क्लास 6 के लिए 3 भाषाओं का नया फॉर्म्युला लागू

सीबीएसई को देशभर के कई स्कूलों ने यह जानकारी दे दी है कि उन्होंने तीन भाषाओं में कौन-कौन सी भाषाएं चुनी हैं, खासतौर पर भारतीय भाषाओं में। यह जानकारी उन्हें पोर्टल पर अपलोड करनी है। वहीं, सीबीएसई का कहना है कि OASIS पोर्टल पर कई ने अपनी तीसरी भाषा का चयन अपलोड कर दिया है, अब तक कई भाषाओं की जानकारी बोर्ड को नहीं मिली है या कई स्कूलों ने गलत जानकारी दी है। ऐसे स्कूलों को बोर्ड ने 31 मई तक भाषाओं की जानकारी पोर्टल पर अपलोड करने को कहा है।

2 मिनट में पढ़ें

इससे पहले सीबीएसई ने अप्रैल दूसरे हफ्ते में अपने सभी स्कूलों को कहा है कि क्लास 6 में तीसरी भाषा की पढ़ाई तुरंत शुरू करें और जब तक किताबें नहीं आ जातीं, तब तक जो भी किताबें और स्टडी मटीरियल स्थानीय तौर पर उपलब्ध है, उनसे पढ़ाई शुरू करें।

AI Image



NBT Lens
खबरों के अंदर की बात

कहां आ रही है दिक्कत?

सीबीएसई ने क्लास 6 में दो भारतीय भाषाओं की नीति सेशन शुरू होने के बाद लागू की, जिस वजह से किताबें मसला बनी। स्कूलों का कहना है कि बोर्ड ने तुरंत पढ़ाई शुरू करने को कहा, हमें पहले से वक्त नहीं दिया।

क्लास 6 के स्टूडेंट के लिए अब R1 - प्राथमिक भाषा होगी, R2 - दूसरी भाषा और R3 - तीसरी भाषा होगी। 2031 तक क्लास 10 तक के स्टूडेंट्स पूरी तरह 3 लैंग्वेज सिस्टम से जुड़ जाएंगे। ज्यादातर स्कूल अब हिंदी के साथ संस्कृत को भारतीय भाषाओं में शामिल करने का विचार कर रहे हैं।

दैनिक जागरण, 7 मई 2026, पृष्ठ संख्या - 16

स्कूल संचालन का जिम्मा संभालेगा समाज

- शिक्षा मंत्री ने जारी की स्कूल प्रबंधन समिति की गाइडलाइन
- समिति के अध्यक्ष होंगे अभिवावक और सचिव होंगे स्कूल के प्राचार्य



<< नई दिल्ली में बुधवार को स्कूल प्रबंधन समिति से जुड़े दिशा-निर्देश जारी करते केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान • एएनआइ

जागरण ब्यूरो, नई दिल्ली: स्कूलों में गुणवत्तापूर्ण शिक्षा और उन्हें सशक्त बनाने की जिम्मेदारी अब सिर्फ सरकार की नहीं होगी, बल्कि समाज भी इसमें हाथ बंटाएगा। इस दिशा में शिक्षा मंत्रालय ने बड़ी पहल की है। इसके तहत प्रत्येक सरकारी और प्राइवेट स्कूलों के संचालन का जिम्मा अब प्रबंधन समिति संभालेगी। जिसके अध्यक्ष से लेकर 75 प्रतिशत सदस्य बच्चों के अभिभावक व संरक्षक होंगे। जबकि समिति के सचिव स्कूल के प्राचार्य होंगे। समिति स्कूलों के रखरखाव से लेकर हर बच्चे को स्कूल से जोड़ने और उसे बेहतर शिक्षा दिलाने को लेकर काम करेगी। इसका कार्यकाल दो वर्षों के लिए होगा यानी प्रत्येक दो साल बाद स्कूलों के संचालन के लिए नई प्रबंधन समिति गठित होगी।

स्कूल प्रबंधन समिति का ऐसा होगा स्वरूप: समिति का यह स्वरूप स्कूलों में बच्चों की संख्या के आधार पर तय होगा। यदि किसी स्कूल में सौ बच्चे है, तो वहां समिति 12 से 15 सदस्यीय होगी। वहीं यदि बच्चों की संख्या पांच सौ से अधिक होगी तो समिति के सदस्यों की कुल संख्या 20 से 25 होगी। इस समिति के अध्यक्ष वही अभिभावक होंगे, जिनके बच्चे उस स्कूल में पढ़ते है। वहीं समिति की कुल सदस्य संख्या के 75 प्रतिशत अभिभावक होंगे, जबकि समिति के बाकी 25 प्रतिशत सदस्यों में एक तिहाई सदस्य स्थानीय प्राधिकरण के निर्वाचित सदस्य होंगे, जबकि एक तिहाई सदस्य विद्यालय के शिक्षक, बाकी स्थानीय शिक्षाविद, विषय विशेषज्ञ, नर्स, आंगनबाड़ी कार्यकर्ता आदि रहेंगे।

समिति का ऐसा होगा काम-काज : समिति स्कूलों में बेहतर पढ़ाई सुनिश्चित करने के साथ, आसपास के बच्चों को स्कूल से जोड़ने, पढ़ाई छोड चुके बच्चों को स्कूल लाने, शिक्षकों की उपस्थिति, पीएम पोषण की गुणवत्ता, विद्यालय भवन, सुरक्षा व बच्चों की सुविधाओं को जुटाने पर ध्यान देगी। इस दौरान वह विद्यालय के विकास को लेकर अगले तीन साल का एक रोडमैप तैयार करेगी। जिसे वह जिले के अधिकारियों के साथ साझा करेगी और उसके अमल को देखेगी।

हिन्दुस्तान, 7 मई 2026, पृष्ठ संख्या - 10

मनसा वाचा कर्मणा

शिक्षा का उद्देश्य साफ हो

मनुष्य ने मन में यह कल्पना पाल रखी है कि ईश्वर उसी की शक्ल के हैं। इसीलिए उसको इतना घमंड है। दूसरे जीवों की तुलना में अधिक क्षमता रखने के कारण उसने अपने को भगवान मान रखा है। केवल अपनी भलाई के बारे में सोचते हुए उसने उन सभी को इस जगत से दूर करने का निश्चय कर लिया, जो उसके अनुकूल न हो। ऐसी सोच फैलाने के लिए बनी है आज की शिक्षा पद्धति।

एक वैज्ञानिक ने अपने शोध आलेख के पन्नों को जोड़ने के लिए एक पेपर क्लिप की तलाश की। मेज पर रखी क्लिप टेढ़ी थी। उसे सीधा करने के लिए उन्हें एक औजार की जरूरत पड़ी। सभी चीजों को उलट-पुलटकर ढूंढ़ते हुए उन्हें जंप-क्लिप का बॉक्स मिल गया। वैज्ञानिक ने उसमें से एक नई क्लिप हाथ में ले ली। इस सही क्लिप की मदद से वह टेढी क्लिप को सीधा करने में जुट गए। यह देखकर उनका सहायक चौंक उठा। उसके संकेत करने के बाद वैज्ञानिक को अपनी मूर्खता का पता चला। पता है, वह वैज्ञानिक कौन थे? स्वयं आइंस्टीन! इसीलिए कह रहा हूं, सीखना अलग चीज है और जागरूकता के साथ काम करना अलग बात।

हमारे देश में पहले पारंपरिक रूप से शिक्षा दी जाती थी। अकेले किसी व्यक्ति के निर्माण तक वह नहीं रुकी थी। उसके साथ जुड़े लोगों को भी उन्नत बनाने की शिक्षा के रूप में वह बनाई गई थी। वह दूसरों को अपने समान देखने की स्वस्थ दृष्टि प्रदान करती थी, लेकिन जब शिक्षा ब्रिटिश हुकूमत के अधीन हुई, उसने हम सबको भुलाकर केवल 'मैं' के बारे में सोचने की प्रेरणा दी। मैं, मेरा के बारे में देखने वाली शिक्षा समाज या परिवार के लिए कभी उचित नहीं है।

जो शिक्षा अपने ही घर, परिवार और देश को हेय दृष्टि से देखने की प्रेरणा देकर स्वयं को अपने ही देश में पराये की तरह अनुभव कराती है, ऐसी शिक्षा कदापि अच्छी नहीं है। शिक्षा वही उत्तम है, जो केवल जीविका तलाशने तक न रुके और सीखने वाले के दृष्टिकोण को स्वस्थ बनाए। जो हमारी संस्कृति की जड़ों को मजबूत करे। देश के नागरिकों को बंधनमुक्त, निर्भीक और पक्षपात रहित जीवन की ओर आगे बढ़ाए। अपनी उस संस्कृति से वह पुनः हमारी मुलाकात कराए, हमें जोड़े,

जो शिक्षा अपने ही घर, परिवार और देश को हेय दृष्टि से देखने की प्रेरणा देकर स्वयं को अपने ही देश में पराये की तरह अनुभव कराती है, ऐसी शिक्षा कदापि अच्छी नहीं है।

जो स्वतंत्र वातावरण व दूसरों को अपने समान मानने की मनोवृत्ति को बढ़ावा देती थी।

राजनीति और धर्मों ने शिक्षा को अपने नियंत्रण में लेकर जनता के साथ ठगी करते हुए उन्हें निकम्मा बना दिया है। यदि योजनाबद्ध रूप से किसी चीज को ध्वस्त किया जा सकता है, तो हम योजनाबद्ध से किसी चीज का निर्माण क्यों नहीं कर सकते? शिक्षा एक ऐसा सशक्त हथियार है, यह हथियार सबको मिलना चाहिए, ताकि वह अपनी सुरक्षा कर सके।

सद्गुरु जग्गी वासुदेव

The Hindu, 7 May 2026, Page No - 12

Centre mandates local committees to oversee and govern schools

The Hindu Bureau
NEW DELHI

In a move to decentralise school governance and align with the National Education Policy (NEP) 2020, the Ministry of Education has issued comprehensive new guidelines mandating the formation of school management committees (SMCs), and granting them financial and operational powers to oversee and govern schools.

The guidelines, which supersede all previous instructions under schemes such as the Samagra Shiksha Abhiyan and the Right to Education Act, were launched by Union Minister for Education Dharmendra Pradhan on Wednesday.

They require every school across the country – including secondary institutions up to Class 12 – to constitute an SMC within one month of the start of the academic year. "The SMC will replace the existing School Management Development Committees (SMDC) to create a unified, streamlined approach to school leadership," the guidelines said.



Union Minister Dharmendra Pradhan during the launch of school management committee guidelines in New Delhi on Wednesday. ANI

The new framework emphasises that education is a "shared responsibility". To ensure grassroots involvement, 75% of an SMC's members must be parents or guardians and 50% must be women. The remaining 25% will include elected local officials, teachers, alumni, and local experts such as Anganwadi workers, ASHA workers, and academicis.

"Furthermore, proportionate representation must be given to Socio-Economically Disadvantaged Groups, including SC, ST, OBC, and Children with Special Needs," the guidelines state.

The SMC is not just an advisory body but holds significant financial and operational power. "Committees are authorised to execute all school civil works costing up to ₹30 lakh. For projects exceeding this amount, SMCs will participate in the public tendering process (per CPWD/PWD manuals) to ensure quality and transparency," the guidelines said. The SMC will be responsible for reviewing the school budget, preventing financial irregularities, and maintaining accurate records of receipts and expenditures. They must lead drives to bring out-of-school children back into the mainstream and ensure the distribution of uniforms, textbooks, and scholarships.

The Indian Express, 7 May 2026, Page No - 13

To teach or to research: We must be honest about what we want from our teachers



ANMOL JAIN

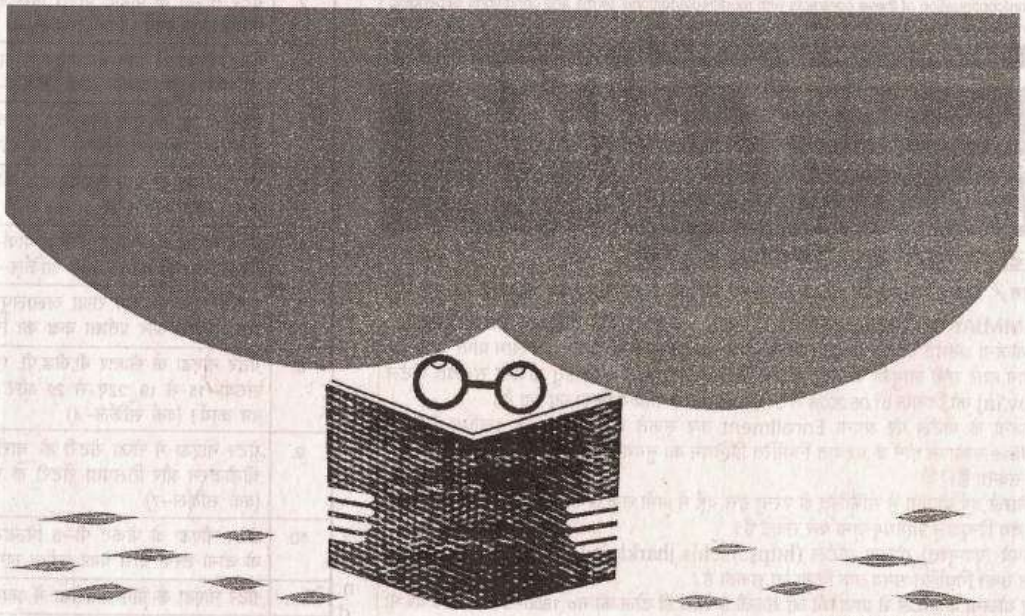


ILLUSTRATION: C R SASIKUMAR

INDIAN ACADEMIA operates on a foundational fiction that every university faculty member is, at once, a brilliant researcher and an inspired teacher. This assumption, baked into hiring norms, promotion criteria, and institutional rankings, is actively damaging higher education in India and is simply unrealistic.

The university system today demands that anyone wishing to build a career as a college teacher must first earn a PhD, then continuously publish research to qualify for increments and career advancement. While the logic may seem reasonable on the surface, in practice, it produces a quiet catastrophe.

Teaching and research are distinct vocations, each demanding a different temperament, a different set of skills, and a different relationship with knowledge. A researcher must possess the patience to sit with uncertainty, the rigour to challenge existing ideas, and the drive to produce original thought; often in isolation, over years. A good teacher, by contrast, must be able to break complex ideas into digestible parts, hold a room, adapt to different learners, sustain curiosity in young minds, and build a course that has pedagogical coherence. There is no reason to assume these qualities naturally coexist in the same person. It is, in fact, rather rare.

By forcing every faculty member to do research, we have created a perverse incentive structure. Those who are natural teachers but lack research aptitude are compelled to produce academic papers regardless. The result is a flood of substandard research and a thriving predatory journal industry that profits from it. Journals that charge a fee and publish without meaningful peer review are not a fringe phenomenon in India. They are a structural response to a structural demand. Add to this the well-documented trade in PhD degrees and ghost-written dissertations, and what emerges is an ecosystem of institutionalised academic dishonesty sustained by a system that asks people to do what they are not built to do.

The flip side is equally damaging. Researchers, those genuinely engaged in the production of knowledge, are poorly served by mandatory full-time teaching loads. Good research demands uninterrupted time to read, to think, to write, to revise. A teaching-heavy semester fractures exactly this kind of time. Researchers also face evaluation pressures tied to their classroom performance, creating disincentives that are both unfair and counterproductive. Meanwhile, students in their classes suffer, not because researchers are bad people, but because standing before undergraduates and explaining the basics of a discipline, with patience and skill, is simply not what many of them do well or wish to do.

The question of institutional rankings adds another layer. University rankings, both domestic and global, heavily rely on research output. These pressure institutions to require all faculty to publish, regardless of their actual role or skill set. Institutions have even adopted policies that structurally prefer quantity over quality, also termed as a focus on "bibliometric output", and encourage unethical research practices, including unwarranted institutional self-citations and dubious collaborations. As Kishore Paknikar has rightly noted, this unhelpful race to win the rankings game has resulted in the adoption of "research strategies [that] tilt toward publication counts rather than conceptual depth." Due to this, many Indian and global institutions continue to boycott such rankings, as reported by The Indian Express recently. Rankings must be reformed to incorporate teaching quality metrics adequately and bring more transparency to their evaluation parameters, but that is a longer battle. In the interim, India's universities need a structural separation between teaching and research tracks.

> The assumption that subject-matter knowledge automatically translates into teaching ability has no basis in evidence. The UGC-NET, as currently structured, tests neither; it is a relic that needs fundamental reimagining

Such a division of labour is not radical. Many countries maintain lecturer or teaching-track positions for those who are gifted educators, while research-track positions are reserved for those whose primary contribution is knowledge production. Crucially, both tracks must be seen as equally legitimate and equally rewarded. Neither should be considered a lesser calling.

With this structural change must come a reform of entry requirements. Those entering academia through the research track must demonstrate research capability — a PhD, yes, but one judged on the quality of ideas, not the quantity of publications. Those entering through the teaching track, however, should not be required to hold a PhD. What they must hold is a rigorous certification in pedagogy. Unlike schoolteachers, university lecturers receive no formal training in how to design a course, structure a lecture, engage a diverse classroom, or assess learning outcomes. The assumption that subject-matter knowledge automatically translates into teaching ability has no basis in evidence. The UGC-NET, as currently structured, tests neither; it is a relic that needs fundamental reimagining.

This does not mean researchers and teachers must live in entirely separate worlds. Researchers can enrich undergraduate education through elective courses, seminar series, or guest lectures, formats that allow them to share their work without bearing a full teaching load. Regular faculty seminars that discuss new research can serve as a bridge between the two tracks.

The urgency of this reform is hard to overstate. India has one of the youngest and fastest-growing populations in the world. The number of young people entering higher education is rising at a pace that no system relying exclusively on research-active faculty can sustainably meet. To expand access without destroying quality, we must be honest about what we are asking people to do and stop asking one person to be two things at once.

The writer is an honorary senior fellow at Melbourne Law School

The Pioneer, 7 May 2026, Page No - 5

Centre issues SMC guidelines 2026 for better school governance

PIONEER NEWS SERVICE
New Delhi

The Centre on Wednesday launched the School Management Committee (SMC) Guidelines 2026, underscoring the need for stronger community participation, improved school infrastructure and updated pedagogy in line with the National Education Policy 2020.

Addressing the inaugural event attended by education ministers from several States and senior officials, Union Education Minister Dharmendra Pradhan underlined that SMCs are not a new concept but have evolved over time and remain central to improving learning outcomes and governance in schools. He said that as the academic cycle progresses, "we first review what was taught in the previous year - this becomes the foundation for the next phase of learning."



Describing SMCs as a bridge between society and schools, he said, "The School Management Committee must act as a bridge between society, education, students and teachers."

The School Management Committee Guidelines 2026 introduced several key reforms, including a single SMC for all classes from Balvatika to Class 12, aimed at strengthening school-level governance and continuity in decision-making. The guidelines clearly define the roles and responsibilities of SMCs and Member Secretary, with a focus on improved accountability, transparency and financial oversight in school management. They also emphasise proactive monitoring of student attendance and teacher engagement to enhance learning outcomes.

A key feature of the framework is school development planning and social audit mechanisms, designed to enhance community participation and ensure better oversight of school functioning.

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British Council and NCERT host five-day South-South Learning Symposium in New Delhi

News Patrolling 1 day ago

• A five-day convening of l education leaders to advance collaboration on evidence based school education reforms • The event will advance South-South collaboration on foundational education and introduce new evidence on multilingual education through the MultiEd (India) report • Senior leaders including Alison Barrett MBE will join delegations from Africa, South Asia, and global institutions

New Delhi, 06 May 2026: The British Council, in partnership with the National Council of Educational Research and Training, is hosting the South-South Learning Symposium till 8 May 2026 in New Delhi, bringing together senior education leaders, policymakers, and practitioners from across Africa and South Asia.

The five-day symposium will serve as a platform for collaboration and knowledge exchange on school education reforms, drawing on India's experience in foundational learning, multilingual education, assessment systems, curriculum reform, and digital public infrastructure. Delegations from countries including Ghana, Kenya, Nigeria, Rwanda, South Africa, Tanzania, and Nepal are participating alongside Indian stakeholders and global partners.
Secretary School Education, Government of India, Shri Sanjay Kumar and Director, NCERT Professor Dinesh Prasad Sakalani, Joint Director, NCERT Professor Prakash Chandra Agarwal and senior members of faculty from NCERT would participate and share the school education initiatives in India.

Representatives from leading global and national institutions including the British Council, National Council of Educational Research and Training, Association for the Development of Education in Africa, Foreign, Commonwealth and Development Office, Learning Generation Initiative, UNESCO, UNICEF, World Bank, University of Oxford, University of Cambridge, and What Works Hub for Global

Education -come together for the five-day symposium, setting the stage for rich dialogue, shared learning, and deeper global collaboration on education reform.

The symposium will feature policy dialogues, technical deep dives, and field immersion visits to schools and early childhood centres in Delhi and Haryana, offering delegates insights into how education reforms are implemented on the ground. Participants will also engage with India's digital public goods for education, including platforms such as DIKSHA and national data systems. A key highlight of the symposium will be the launch of the MultiEd (India) report, developed in collaboration with the University of Cambridge and Cambridge University Press & Assessment, presenting new evidence on structured multilingual pedagogy and its role in improving learning outcomes.

Alison Barrett MBE, Country Director India, British Council, said: 'Strong education systems are built through collaboration, evidence, and a clear focus on improving learning outcomes for every child. Our partnership with NCERT reflects a shared commitment to advancing India's vision under the National Education Policy 2020 by supporting reforms that are inclusive, scalable, and grounded in classroom realities. At the British Council, we connect governments, researchers, and practitioners to bridge policy and practice - combining deep local insight with a global network to support meaningful, system-wide education reform.'

Professor Dinesh Prasad Saklani, Director, NCERT in his remarks drew the attention of the group to the processes involved in the making of the National Education Policy 2020 and the National Curriculum Framework for School Education in India. He further added how dharma, the righteous way of living as the core of human life for which education is an instrument to reach the goal rooted in Indian culture and ethos. He further mentioned that the Symposium reflects the value of strong institutional partnerships, and our collaboration with the British Council has enabled a meaningful exchange of global and national perspectives on education reform. It provided an important platform to reflect on India's progress under the National Education Policy 2020, particularly in strengthening foundational learning, multilingual education, and the use of data in decision-making. Bringing together policymakers, practitioners, and experts from across regions has helped deepen our understanding of how reforms can be effectively implemented at scale, while remaining responsive to diverse classroom contexts.'
Prof. P.C. Agarwal, Joint Director, NCERT in his remarks, mentioned how NCERT works to support the school systems and schools to enhance the quality of education through various initiatives. Global South would need to work together fo the mutual sharing and learning to benefit teachers and learners at the ground.

The symposium aims to strengthen long-term South-South partnerships, enabling countries to share experiences, identify scalable solutions, and advance collective efforts to improve learning outcomes.

NITI Aayog Releases Policy Report on ‘School Education System in India: Temporal Analysis and Policy Roadmap for Quality Enhancement’

Posted On: 07 MAY 2026 1:13PM by PIB Delhi

NITI Aayog Vice Chairman Shri Suman Bery and CEO Smt. Nidhi Chhibber released a policy report titled *‘School Education System in India: Temporal Analysis and Policy Roadmap for Quality Enhancement’ on May 6, 2026.* The report is a policy document that presents a comprehensive, decade-long analysis of India's School Education System across key parameters such as access and enrolment, infrastructure, equity and inclusion, and learning outcomes. It draws on secondary data from UDISE+ 2024-25, PARAKH Rashtriya Sarvekshan 2024, NAS 2017 and 2021, and ASER 2024, and is informed by the National Workshop on Quality School Education convened by NITI Aayog in February 2025, which brought together over 150 participants including Secretary, Dept. of School Education, Govt. of India, Principal Secretaries of States/UTs, NCERT and SCERT Directors, District Collectors, UNESCO, NUEPA, and civil society organisations.

India's school education system today spans 14.71 lakh schools, serving over 24.69 crore students, making it the largest system in the world. Reflecting on the progress achieved over the past decade, the report presents a comprehensive analysis across key dimensions of access, infrastructure, equity, inclusion, digital integration, and learning outcomes for all 36 States and UTs. Through heat maps and other visual graphics, the temporal analysis presented in the report highlights substantial advancements in school infrastructure, particularly in the provision of electricity, functional sanitation facilities, and inclusive infrastructure, alongside a significant expansion of the digital learning ecosystem through improved access to computers, internet connectivity, and smart classrooms across schools. The study also points towards encouraging gains in equity and inclusion, especially in girls’ participation and the improved enrolment of SC and ST students across educational stages. Further, the report notes signs of recovery in learning outcomes across grades, particularly in foundational literacy and numeracy following the pandemic, supported by sustained policy initiatives under NEP 2020, NIPUN Bharat Mission, and Samagra Shiksha Abhiyan, while emphasising the need for continued efforts towards strengthening quality and equitable learning outcomes. Based on the data analysis and stakeholder consultations, the report also presents 11 major challenges across systemic and academic areas.

The report provides a detailed policy roadmap comprising 13 comprehensive recommendations. The 8 systemic recommendations encompass reforming school structure through composite schools and evidence-based rationalisation, strengthening school infrastructure, undertaking governance reform and

administrative capacity building, institutionalising a whole-of-society approach through State and District Task Forces on School Quality, strengthening School Management Committees, elevating teacher deployment and professional development, expanding digital and broadcast-based learning, and promoting equity and inclusion. The 5 academic recommendations focus on transforming pedagogy, assessment, and foundational learning, emphasising holistic education and student wellbeing, reimagining vocational education and skill integration, strengthening ECCE, and integrating AI for pedagogical innovation.

The report provides 33 implementation pathways for the above-mentioned recommendations, each structured across short, medium, and long-term horizons with clearly identified actors responsible at the Central, State, and local levels. It provides over 125 measurable Performance Success Indicators to track progress. The report also features short case studies of good practices at the Central, State and District levels from across India.

The full policy report can be accessed at: https://niti.gov.in/sites/default/files/2026-05/School-Education-System-in-India.pdf

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NCERT faces textbook crunch as only half of planned books printed for new academic session, details here

The NCERT is working to address a major shortage of textbooks for the new academic session 2026- 27. Only half of the planned textbooks have been printed so far. Check the complete details here.

Curated By Akshita Jolly



एनसीईआरटी संघटक इकाइयाँ

Image: Canva

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May 07, 2026

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Even as the academic session began over a month ago, NCERT is running against time to bridge the demand-supply gap for its textbooks, with only just over half of the planned books printed so far.

NCERT has rolled out revised textbooks for classes 3 to 9. This is under the new framework that had planned to print nearly 15 crore books for the 2026-27 academic session. However, only 7 to 8 crore copies have been printed till now.

Also, read: Top Medical Colleges in India (https://bestcolleges.indiatoday.in/rankings/medical?source=story)

Top Dental Colleges in India (https://bestcolleges.indiatoday.in/rankings/dental?source=story)

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But the official has confirmed that NCERT will be able to meet the supply gap by the end.

This delay has left many students with no access to the new textbooks, even though the academic session started on April 1.

Apart from the delay in the availability of these books, concerns are rising over the increasing dependence of private schools on costlier books published by private publishers.

As per the complaints, the senior officials have said that CBSE has urged the private schools to use NCERT books.

Keep visiting the official websites for more such updates and notifications.

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Industry 4 Min Read

How international universities can support India's National Education Policy goals

India's National Education Policy 2020 and subsequent UGC regulations are fostering a new era of higher education by enabling foreign universities to establish campuses. This initiative aims to provide Indian students with global exposure and world-class education locally, enhancing employability and research through multidisciplinary and work-integrated learning models.

ET CONTRIBUTORS
Published On May 7, 2026 at 01:32 PM IST

By *Monty Singh*

In 2020, the National Education Policy (NEP) reimagined education in India as holistic and inclusive, aiming to achieve a 50% Gross Enrolment Ratio by 2035. Core goals included expanding access for underserved groups, ensuring equity via scholarships and regional focus, and



campuses in the country.

Foreign universities offering international education and degrees in India are seen as a cornerstone of NEP as it sought to position the higher education sector as a contender among the world's best, as well as to catalyse research partnerships. The overarching goal is to create an education system that enables Indian students to access high-quality education and gain global exposure of best practices without leaving home.

Advt



Building on this, international universities embedded in India provide students with direct access to world-class standards supporting the NEP's objectives of global exposure and upgrading workforce skills. Offerings such as diverse curricula, faculty exchange and inter-disciplinary education equip students with both technical and soft skills

central to how these institutions have long operated. In India, these models aim to equip students with both the technical depth and cross-functional soft skills that employers demand.

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In contrast to the traditional learning that has long dominated Indian classrooms, international universities inspire graduates to excel in critical thinking and collaborative problem-solving, with considerable emphasis on independent learning. This shift maps directly onto NEP's vision of moving Indian education away from exam-driven learning toward competency development.

A sector responding to demographic reality

With India's college-going population expected to rise from 155 million to 165 million by 2030, the education sector is witnessing a boom. There are around 450 private universities in India, and many of these have been created in the last decade. Among these, a growing cohort of foreign institutions have established a presence in Mumbai, Bengaluru and Delhi-NCR, enabled by the regulatory environment created by 2023

The underlying dynamic is straightforward: with young individuals comprising ~30% of India's 1.4 billion population, public universities are unable to cater to these huge numbers. Therefore, private universities and online education options are mushrooming and flourishing. A further advantage of foreign university models is the flexibility around non-traditional learners. Unlike many public institutions, international campuses actively support upskilling, career transitions and re-entry after a gap in study, making quality higher education genuinely more inclusive.

Compared to home-grown private universities, foreign institutions offer a legacy of education and global credibility backed by strong international rankings. Critically, when a prospective student weighs the cost of studying abroad against a foreign-affiliated degree obtained in India, the local option costs less than half the equivalent overseas programme, delivering global credentials at a locally accessible price point.

Multidisciplinary learning and work-integrated education in practice

approach directly mirrors NEP's emphasis on experiential education over passive knowledge transfer.

Cross-border knowledge sharing is now widely recognised as a powerful driver of transformation. Initiatives such as faculty exchanges expose students to diverse research traditions, global case studies and modes of inquiry that expand intellectual horizons beyond what any single national system can offer.

Early results and the road to 2035

There is a significant interest in international education being delivered in India, although, the enrolments into programmes offered by international campuses remains to be tested. International campuses will plan for modest interest relative to the scale of annual domestic enrolments, the expansion will be meaningful and trajectory will be clear. These campuses represent a broadening of multidisciplinary, internationally benchmarked education in India.

More importantly, the model being established is the right one, where our students stay on home soil but compete on global terms – precisely what NEP envisioned. These universities, with their applied learning traditions, multidisciplinary structures and work-integrated programmes, are well-placed to be meaningful partners in shaping Indian society. The task now is to shape the next generation of Indian students, with long-term institutional commitment, sustained research collaboration and genuine co-investment in India's educational future.

अमर उजाला, 8 मई 2026, पेज नं -10

सरकारी स्कूलों में नामांकन और घटा

नीति आयोग की रिपोर्ट: 49.24% पर पहुंचा, जिला-राज्य स्तर पर टास्क फोर्स के गठन का सुझाव

नई दिल्ली। भारत के सरकारी स्कूलों में छात्रों के नामांकन में पिछले दो दशकों में भारी गिरावट आई है। नीति आयोग की ताजा रिपोर्ट के अनुसार, 2024-25 में स्कूलों में नामांकन गिरकर 49.24 फीसदी रह गया है। 2005 में यह नामांकन 71 फीसदी था। इसके विपरीत निजी स्कूलों की संख्या तेजी से बढ़ी है और अब माध्यमिक स्तर के 44.01 फीसदी संस्थान निजी क्षेत्र के पास हैं।

शिक्षा की गुणवत्ता सुधारने के लिए नीति आयोग ने 13 सिफारिशें और 33 कार्यान्वयन पथ सुझाए हैं। इनमें जिला और राज्य स्तर पर टास्क फोर्स के गठन, आर्टिफिशियल इंटेलिजेंस (एआई) का एकीकरण और स्कूलों के युक्तीकरण का प्रस्ताव है। रिपोर्ट में नीति आयोग ने शिक्षा के स्तर को बेहतर बनाने के लिए 13 मुख्य सिफारिशें की हैं। इनमें से पांच अकादमिक सिफारिशें शिक्षण पद्धति में बदलाव, समग्र शिक्षा और व्यावसायिक कौशल को जोड़ने पर केंद्रित हैं। 8 व्यवस्थागत सिफारिशों में स्कूलों के बुनियादी ढांचे को मजबूत करने, शिक्षक तैनाती में सुधार और डिजिटल लर्निंग के विस्तार पर जोर दिया गया है। रिपोर्ट के अनुसार भारत में 14.71 लाख स्कूल हैं जिनमें 24.69 करोड़ छात्र पढ़ते हैं।

कक्षा 5 के 35% छात्र कक्षा 2 की किताब पढ़ने में अक्षम

नीति आयोग के उपाध्यक्ष सुमन बेरी और मुख्य कार्यकारी अधिकारी (सीईओ) निधि छिब्बर की ओर से जारी रिपोर्ट के अनुसार, अभिभावक बेहतर अंग्रेजी माध्यम, अनुशासन और रोजगार के अवसरों की उम्मीद में निजी स्कूलों को चुन रहे हैं। हालांकि, रिपोर्ट ने आगाह किया कि ये अपेक्षाएं हमेशा वास्तविक परिणामों में नहीं बदलतीं। कम फीस वाले निजी स्कूलों में गुणवत्ता की भारी कमी है। इन स्कूलों में कक्षा 5 के 35 फीसदी छात्र कक्षा 2 की किताब नहीं पढ़ पाते और 60 फीसदी बुनियादी भाग हल करने में असमर्थ हैं। कई निजी स्कूलों में शौचालय और खेल के मैदान जैसी बुनियादी सुविधाओं और प्रशिक्षित शिक्षकों का भी अभाव है।

2027 सत्र से बहुविषयक कॉलेजों में एमपीएड, बीएड, डीपीएड, दृश्य कला में डिप्लोमा की पढ़ाई

नई दिल्ली। शैक्षणिक सत्र 2027-28 से बहुविषयक कॉलेज एमपीएड, बीएड, डीपीएड और दृश्य कला कला में डिप्लोमा कोर्स की पढ़ाई भी करवाएंगे। राष्ट्रीय शिक्षा परिषद (एनसीटीई) अगले सत्र से विभिन्न विषयों में पढ़ाई के साथ-साथ अपने शहर के अन्य कॉलेजों के साथ मिलकर स्नातक, स्नातकोत्तर और डिप्लोमा कोर्स में पढ़ाई करवाने जा रही है। एनसीटीई ने आठ मई से ऐसे संस्थानों से ऑनलाइन आवेदन आमंत्रित किए हैं। इच्छुक संस्थान 31 मई तक आवेदन कर सकते हैं।

राष्ट्रीय शिक्षक शिक्षा परिषद (एनसीटीई) ने बृहस्पतिवार देर शाम शैक्षणिक सत्र 2027-2028 से शिक्षक शिक्षा कार्यक्रमों में व्यापक बदलाव की घोषणा की, जो राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के अनुरूप होंगे। अगले सत्र से एमपीएड बीएड, बीपीएड, डीपीएड, और कला शिक्षा (दृश्य और प्रदर्शन कला) में डिप्लोमा के लिए नए दिशानिर्देश लागू हैं। इसमें अब सिर्फ बहु-विषयक संस्थानों में ही शिक्षक शिक्षा कार्यक्रम चलाने की अनुमति होगी। ब्यूरो

शिक्षक शिक्षा कार्यक्रमों में व्यापक बदलाव की घोषणा

7 फीसदी स्कूल केवल एक शिक्षक के भरोसे

देश में करीब 14 लाख स्कूलों में 1.01 करोड़ शिक्षक हैं। फिर भी ग्रामीण क्षेत्रों में शिक्षकों की भारी कमी है। देश के 1 लाख से अधिक स्कूल (करीब 7 फीसदी) केवल एक शिक्षक के भरोसे चल रहे हैं। हालांकि, बिजली और डिजिटल बुनियादी ढांचे जैसे कंप्यूटर और इंटरनेट की पहुंच में सुधार हुआ है। लड़कियों और एससी/एसटी छात्रों के नामांकन में भी सकारात्मक वृद्धि देखी गई है।

दैनिक जागरण, 8 मई 2025, पेज नं -8

पिछले दो दशकों में सरकारी स्कूलों में दाखिले में आई 22 प्रतिशत गिरावट

नई दिल्ली, एएनआइ: प्राइवेट स्कूलों की चकाचौंध में सरकारी स्कूलों की पूछ कम होती जा रही है। अपने बच्चों के बेहतर भविष्य की चिंता में माता-पिता सरकारी स्कूलों की जगह प्राइवेट स्कूलों को महत्व दे रहे हैं। नीति आयोग की हालिया रिपोर्ट से कुछ ऐसी ही बातें सामने आई हैं। रिपोर्ट के अनुसार, पिछले दो दशकों में सरकारी स्कूलों में दाखिले में करीब 22 प्रतिशत की गिरावट आई है। 2005 में जहां 71 प्रतिशत दाखिले सरकारी स्कूलों में होते थे, वहीं 2024-25 में यह आंकड़ा 49.24 प्रतिशत रह गया।

भारत की स्कूली शिक्षा प्रणाली पर नीति आयोग की रिपोर्ट कहती है कि अब सभी माध्यमिक संस्थानों में प्राइवेट स्कूलों की हिस्सेदारी 44.01 प्रतिशत हो गई है, जो निजी शिक्षा की ओर अभिभावकों के झुकाव को दर्शाता है। रिपोर्ट के अनुसार, यह बदलाव उस धारणा से प्रेरित है कि प्राइवेट स्कूल में बेहतर अंग्रेजी माध्यम की शिक्षा, कड़ा अनुशासन और भविष्य में रोजगार के अच्छे अवसर मिलते हैं।

2005 में 71 प्रतिशत दाखिले होते थे सरकारी स्कूलों में

2024-25

2024-25 में दाखिला घटकर रह गया 49.24 प्रतिशत

पांचवीं के 35% छात्र नहीं पढ़ पाते किताब : रिपोर्ट बताती है कि कम शुल्क वाले प्राइवेट स्कूलों की स्थिति चिंताजनक है। यहां कक्षा पांचवीं के 35 प्रतिशत छात्र कक्षा दो की किताब भी पढ़ नहीं पाते, जबकि 60 प्रतिशत छात्र बुनियादी भाग का सवाल हल नहीं कर पाते, जो कई निजी संस्थानों में शिक्षा की गुणवत्ता को लेकर चिंता पैदा करता है।

प्राइवेट स्कूलों का ऐसा है हाल : रिपोर्ट के अनुसार, कई निजी स्कूल शिक्षा के अधिकार (आरटीई) अधिनियम के तहत बुनियादी मानकों को पूरा नहीं करते। वहां शौचालय, खेल के मैदान और स्वच्छ पेयजल जैसी बुनियादी सुविधाओं का अभाव है। ऐसे स्कूलों में शिक्षकों को कम वेतन व नौकरी की सुरक्षा के बगैर काम करना पड़ता है।

एक लाख स्कूल एक शिक्षक के भरोसे : देशभर में 14 लाख स्कूलों में करीब 1.01 करोड़ शिक्षक कार्यरत हैं। छात्र-शिक्षक अनुपात में सुधार के बावजूद कई ग्रामीण इलाकों में शिक्षकों की कमी है। देश में एक लाख से ज्यादा स्कूल ऐसे हैं, जो केवल एक-एक शिक्षक के भरोसे चल रहे हैं।

हिन्दुस्तान, 8 मई 2025, पेज नं -14

आधी ही किताबें छाप पाया एनसीईआरटी

नई दिल्ली। नया शैक्षणिक सत्र शुरू हुए एक माह से अधिक समय बीत जाने के बावजूद बाजार में एनसीईआरटी किताबों की कमी बनी हुई है। शिक्षा मंत्रालय के अनुसार, 2026-27 सत्र के लिए करीब 15 करोड़ किताबें छापने का लक्ष्य था, पर अब तक सिर्फ आठ करोड़ प्रतियां ही छप सकीं। नए पाठ्यक्रम योजना के तहत कक्षा 3 से 9 तक की संशोधित पाठ्यपुस्तकें जारी की हैं। हालांकि, किताबों की छपाई में देरी के कारण बड़ी संख्या में छात्र अब भी नई पुस्तकों से वंचित हैं, जबकि शैक्षणिक सत्र एक अप्रैल से शुरू हो चुका है।

Financial Express, 8 May 2026, Page No. 2

Indian schoolkids weakest in mathematics, higher reasoning

SUGANDHA MUKHERJEE
New Delhi, May 7

NITI AAYOG'S NATIONAL education report released Thursday flagged a deepening learning crisis among the country's 246.9 million school students. ASER 2024 data shows that only 27.1% of Grade 3 students could read a Grade 2-level text and just 30.7% of Grade 5 students could solve a basic division problem. The report also found that reading proficiency among Grade 8 students declined nationally from 74.7% in 2014 to 71.1% in 2024. Government schools recorded a sharper fall in reading comprehension from 71.5% to 67.5% over a decade.

The report, "School Education System in India: Temporal Analysis and Policy Roadmap for Quality Enhancement," is based on data from The Unified District Information System for Education Plus (UDISE+ 2024-25), the National Achievement Survey (NAS), Performance Assessment, Review, and Analysis of Knowledge for Holistic Development (PARAKH) and Annual Status of Education Report (ASER) to assess learning trends, school infrastructure and education outcomes across the country.

NAS 2021 findings cited in the report showed several major states recorded sharp declines in Grade 8 learning outcomes across language, mathematics, science and social science between 2017 and 2021. Andhra Pradesh, Tamil Nadu, Telangana, Chhattisgarh, Kerala, Bihar, Assam, Uttar Pradesh and Karnataka were among the states flagged for significant declines, while significant disparities exist among these states. Curiously, states like Andhra Pradesh, Karnataka and Kerala slipped after attaining higher levels of learning outcomes. Punjab emerged as one of the strongest-performing states in the NAS analysis, recording 'significant gains across subjects'.

The report stated that mathematics and higher-order reasoning remained among the weakest areas nationally. NAS and PARAKH 2024 findings analysed in the report showed that only 29% of Grade 6 students could compare fractions, 38% could perform unit conversions and 53% could apply four basic operations on whole numbers to solve daily life problems.

NAS data also showed a decline in average Grade 3 scores nationally between 2017 and 2021. Language scores fell from 336 to 323, mathematics from 321 to 306 and environmental studies from 321 to 307.

ASER 2024 findings, meanwhile, showed that foundational reading and arithmetic skills remain uneven despite signs of post-pandemic recovery. Nationally, the share of Grade 3 students able to read a Grade 2-level text rose from 20.5% in 2022 to 27.1% in 2024 after dropping sharply during the pandemic years.

The data also showed that reading skills at the upper primary level have weakened over the decade. Nationally, Grade 8 reading proficiency fell from 74.7% in 2014 to 71.1% in 2024. Government schools recorded a sharper decline from 71.5% to 67.5%, while private schools declined from a peak of 82.9% in 2018 to 80% in 2024.

In arithmetic, ASER data showed that only 33.7% of Grade 3 students nationally could solve a basic subtraction problem in 2024, while only 30.7% of Grade 5 students could solve a division problem. Among Grade 8 students, arithmetic performance remained largely stagnant over the decade, improving only marginally from 44.2% in 2014 to 45.8% in 2024.

The study also noted that girls frequently perform as well as or better than boys in language competencies during early stages, but inequalities persist in digital access. The report stated that girls' enrollment in primary schools declined from 107.38% in 2014-15 to 92.3% in 2024-25, citing "demographic changes, including falling fertility rates and shrinking cohorts of children entering primary school".

The study also highlighted major disparities in school retention across states. Secondary-level dropout rates in 2024-25 were highest in West Bengal at 20%, followed by Arunachal Pradesh and Karnataka at 18.3% each, Assam at 17.5%, Meghalaya at 17.4% and Gujarat at 16.9%.

WORRYING TREND

- Reading proficiency among Grade 8 students declined nationally from **74.7%** in 2014 to **71.1%** in 2024
- Govt schools recorded a sharper fall in reading comprehension from **71.5%** to **67.5%** over a decade
- Only **31%** Grade 5 kids could do basic division



- Girls' enrolment in primary schools declined from **107.38%** in 2014-15 to **92.3%** in 2024-25
- Secondary-level dropout rates in 2024-25 were highest in West Bengal at **20%**
- India's school system currently comprises **1.47 million** schools

Education overhaul mooted

CALLING FOR SWEEPING reforms to improve the quality and inclusiveness of India's school education system, the NITI Aayog report warned that fragmented schooling structures, teacher shortages and uneven learning outcomes continue to hold back progress despite rising enrolment levels.

The report recommends restructuring schools into integrated clusters to ensure continuity from primary to higher secondary levels, while reducing the number of single-teacher and low-enrolment schools. It also proposes strengthening school infrastructure, expanding digital classrooms and internet access, and improving facilities for children with special needs.

Among the key recommendations are reforms in teacher deployment and career progression, stronger school leadership, and the creation of state and district-level task forces to monitor school quality.

—FE BUREAU

The Times of India, 8 May 2026, Page No. 20

One Nation, One Exam

*Sounds like a good idea, **until** National Testing Agency makes candidates run **across states** to write it*

Like China's Gaokao, India's **CUET-UG is a** ticket to some of the country's best universities. **With** standardised tests and scores, it levels the playing **field** – somewhat – for students in, **say, Darbhanga and Delhi. But from** its beginning in 2022, it's **been plagued with niggles. Last-minute** exam centre changes had locked out **many candidates in the first edition. This** time, there's a controversy **because students have been assigned** centres hundreds of kilometres **from home. NTA**, which conducts the exam, says a minuscule **3.4% of candidates are affected.** In absolute numbers, that's 53,000 lives. **NTA argues this** has **happened** because it doesn't **have** enough **testing** centres in Delhi, **UP** and Bihar, which **are** home to 43% of **candidates. But who's** to blame **for** that? **Not the** candidates and their families.



The whole point of a centralised entrance **test is that you can** take it, without travelling **to all** the different cities where your preferred **universities are located.** NTA shouldn't **undermine that principle.** In China, Gaokao **candidates must take** the test **in their home province. In 2024, when a panel made** 101 recommendations **to improve** NTA, assigning **testing centres in** a candidate's district **of residence** was one. It **was also part of** NTA's founding philosophy – "to serve requirements **of rural students...locate** centres at sub-district and district level".

In 2024's LS polls, officials travelled for seven hours to Warshi in **Ladakh, so that a family of five** could vote. NTA has to work **the same way,** bringing testing centres to candidates, rather than making them **run** around. How? Tie up with **more schools and** colleges – they are **anyway** closed in summer when CUET-UG and other entrance tests **are held.** There's no dearth **of** buildings and seats; what's needed is **investment** in hardware. NTA should do that, because that's its job.

ASSEMBLY ELECTIONS 2026

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India's dropout crisis: Almost everyone begins school, but few reach Class 12

India has achieved near-universal access to schooling, but millions of students fail to complete their education. Data shows a sharp fall in participation beyond upper primary, exposing weak transition systems. The latest NITI Aayog report reveals how enrolment success masks a deeper crisis in retention and long-term student engagement.

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What is the drop in Gross Enrolment Ratio after Class 8 in India? →

Why is transition from upper primary to secondary education challenging in India? →

What financial literacy concepts are taught in Bengaluru's Class 1 textbook? →

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India has achieved near-universal access to schooling, but millions of students fail to complete their education.

Roshni Chakrabarty
New Delhi, UPDATED: May 8, 2026 19:56 IST

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India's school system is massive by any measure. There are over 14.71 lakh schools, catering to nearly 24.69 crore students, supported by more than 1 crore teachers.

Access has expanded across the country. At the primary level, schooling is now close to universal.

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KEY DATA

India's school system in numbers





14.71 lakh

Schools

Across India (Government, Private and Government-aided)



24.69 crore

Students

Enrolled in schools across India



1.01 crore

Teachers

Empowering the future across India

Source: Unified District Information System for Education Plus (UDISE+) 2022-23
Ministry of Education, Government of India

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Even overall enrolment has remained broadly stable over the past decade, rising from 26.95 crore in 2014–15 to 27.10 crore in 2015–16, before settling at 24.69 crore in 2024–25.

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The slight decline over the past three years is linked to changing demographics, especially lower fertility rates shrinking the school-age population, along with school consolidation and ongoing challenges in retaining students at higher education levels.

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Table 3.3: Enrolment over the years

Year	Enrolment (In crores)
2014-2015	26.95
2015-2016	27.10
2016-2017	26.13
2017-2018	26.16
2018-2019	26.02
2019-2020	26.45
2020-2021	26.44
2021-2022	26.52
2022-2023	25.17
2023-2024	24.80
2024-2025	24.69

Source: UDISE+ 2014-15 to 2024-25

Overall school enrolment has been steady for several years in India, with minor drops in recent years credited to lower fertility rates and other factors.

Most children are entering the system, and the long-standing goal of access has largely been achieved.

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The numbers from the Niti Aayog School Education System India 2026 report suggests that while children are entering the system in large numbers, staying through all stages remains a challenge.

THE NUMBERS THAT TELL A DIFFERENT STORY

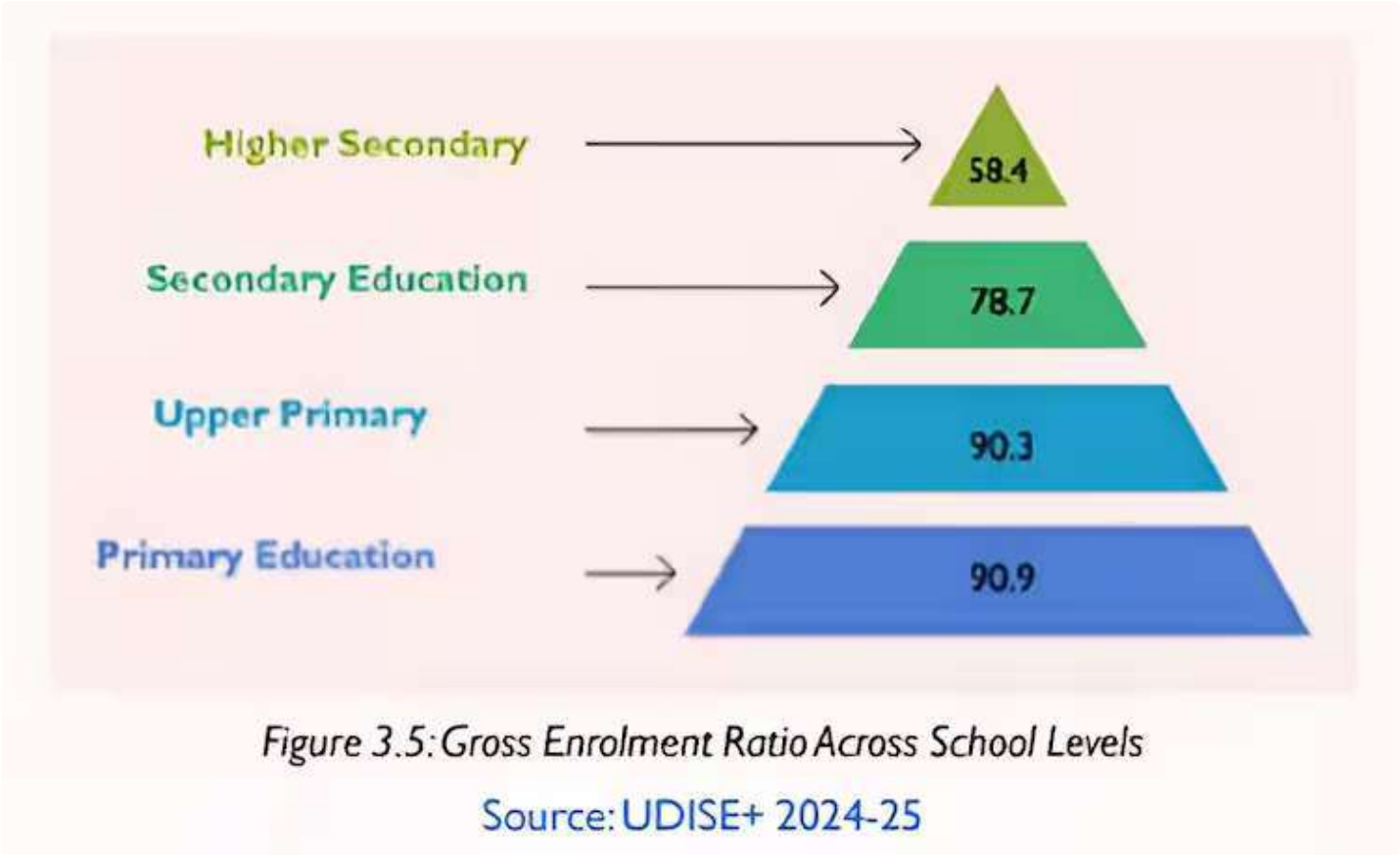
If you look beyond the overall enrolment numbers, a gap becomes visible.

While participation remains high in early grades, it drops steadily as students move ahead. By higher secondary, the Gross Enrolment Ratio stands at just 58.4%.

This means that a significant portion of students who start school do not make it to Classes 11 and 12.

The decline is not sudden. It builds over time.

The gap becomes clearer when broken down by stage. The Gross Enrolment Ratio stands at 90.9% at primary and 90.3% at upper primary, but drops to 78.7% at secondary before falling sharply to 58.4% at higher secondary.



While Primary to Upper Primary transition holds more or less steady, students in India drop out at key stages after that -- while moving from Class 8 to 9, and while moving from Class 10 to 11.

INDIA'S SCHOOL PIPELINE IS LEAKING

If you map the journey of a student, the problem becomes clearer.

Children enter school in large numbers. Many continue till upper primary. But the pipeline narrows sharply after Class 8 and again after Class 10.

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But only 75.1% transition from secondary to higher secondary – meaning nearly one in four students does not make it from Class 10 to Class 11..

Table 3.4:Transition Rates in India (2024-25)

Transition	Boys	Girls	Total
Primary → Upper Primary (Grades 5→6)	91.5%	93.0%	92.2%
Upper Primary → Secondary (Grades 8→9)	85.9%	87.3%	86.6%
Secondary → Higher Secondary (Grades 10→11)	72.4%	77.9%	75.11%

Source: UDISE+ 2024-25

The sharpest dropout among both boys and girls in India is seen in the secondary to higher secondary level (Class 10 to Class 11).

By the time higher secondary begins, a large share has already exited. This “leak” is the real crisis.

The Niti Aayog report tracks trends over a full decade, from 2014–15 to 2024–25, and the pattern holds across years. Participation improves at early stages but weakens as students move ahead.

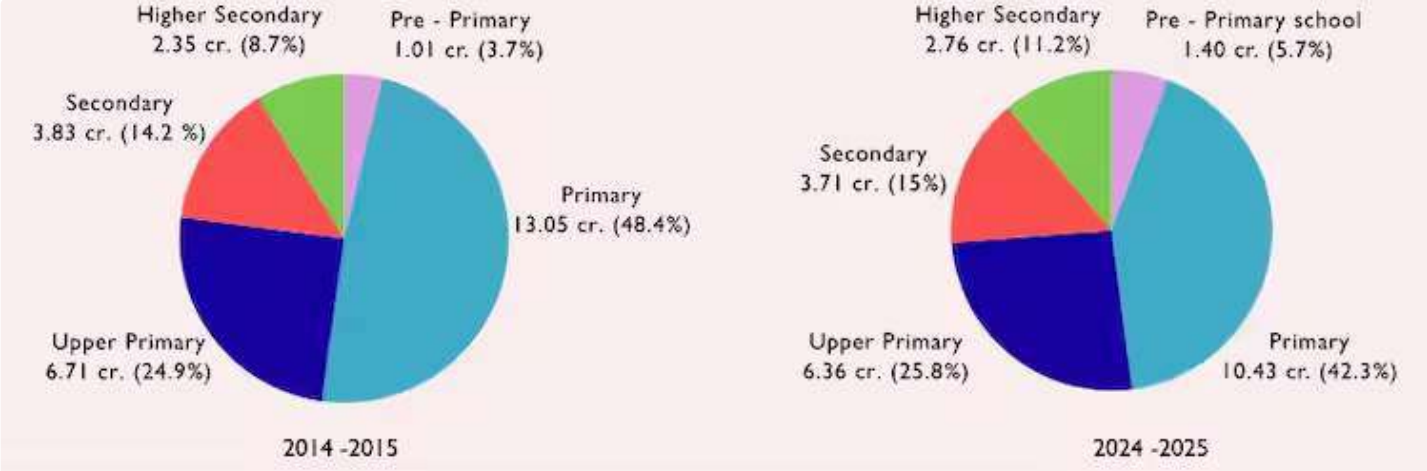


Figure 3.4:Level-wise enrolment in India

From 2014–15 to 2024–25, the enrolment pattern holds true across a decade.

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This is not a one-year disruption. It reflects how the system functions across stages.

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For years, education policy focused on expansion. Schools were built, infrastructure improved, and enrolment drives ensured that children entered classrooms.

That phase delivered results.

But the system is now facing a different challenge. Keeping students engaged through all stages of schooling till the end.

The Niti Aayog report frames education across three key dimensions: access, equity, and quality.

India has made strong progress on access. But continuity and quality remain uneven.

The concentration of students in Indian schools shifts across stages. Primary classes account for over 42% of total enrolment, while higher secondary makes up just around 11%, showing how participation narrows at the top.

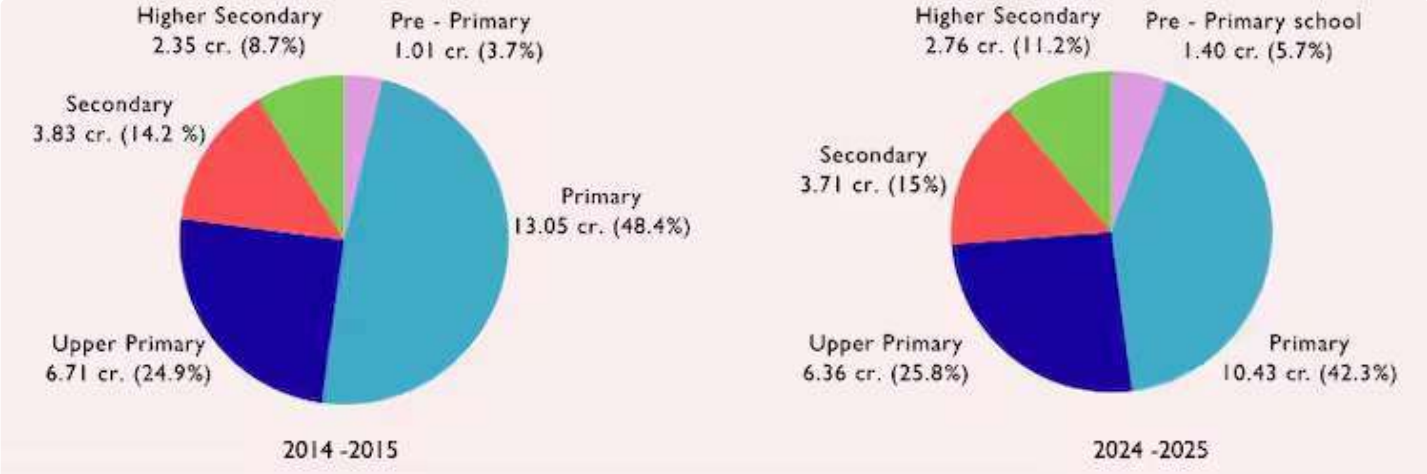


Figure 3.4: Level-wise enrolment in India

Student enrolment keeps dropping in India as classes progress. The pattern holds true across a decade.

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Different stages of schooling often function in silos.

Movement from one level to another is not always seamless. Each transition point becomes a moment where students can fall behind or drop out altogether.

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Table 3.4:Transition Rates in India (2024-25)

Transition	Boys	Girls	Total
Primary → Upper Primary (Grades 5→6)	91.5%	93.0%	92.2%
Upper Primary → Secondary (Grades 8→9)	85.9%	87.3%	86.6%
Secondary → Higher Secondary (Grades 10→11)	72.4%	77.9%	75.11%

Source: UDISE+ 2024-25

Indian students drop out at key stages of school education in India -- while moving from Class 8 to 9, and while moving from Class 10 to 11.

THE INVISIBLE EXIT

One reason this crisis does not get enough attention is because it does not happen all at once.

There is no single point where students leave in large numbers. Instead, the system loses them slowly.

The drop from 92.2% to 75.1% across stages reflects a gradual thinning of students rather than a single point of dropout.

Attendance weakens. Engagement drops. Some students fail to transition to the next stage.

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By the time the numbers show up in higher secondary data, the exits have already happened across earlier years.

This gradual decline makes the problem less visible but far more widespread.

A SYSTEM THAT DOES NOT HOLD STUDENTS

The Niti Aayog report data suggests that the system is effective at entry but weaker as students progress to higher classes.

Students are entering school in large numbers, but the structure does not always support them through the full journey.

The report points to gaps in how stages are connected. Without stronger continuity, even small disruptions can push students out.

These include transitions to a different school after Class 8 or 10, limited availability of higher secondary sections nearby, uneven teacher deployment across subjects, and infrastructure gaps that make progression harder.

This is especially visible after upper primary, where the first major drop begins, and again after secondary, where another

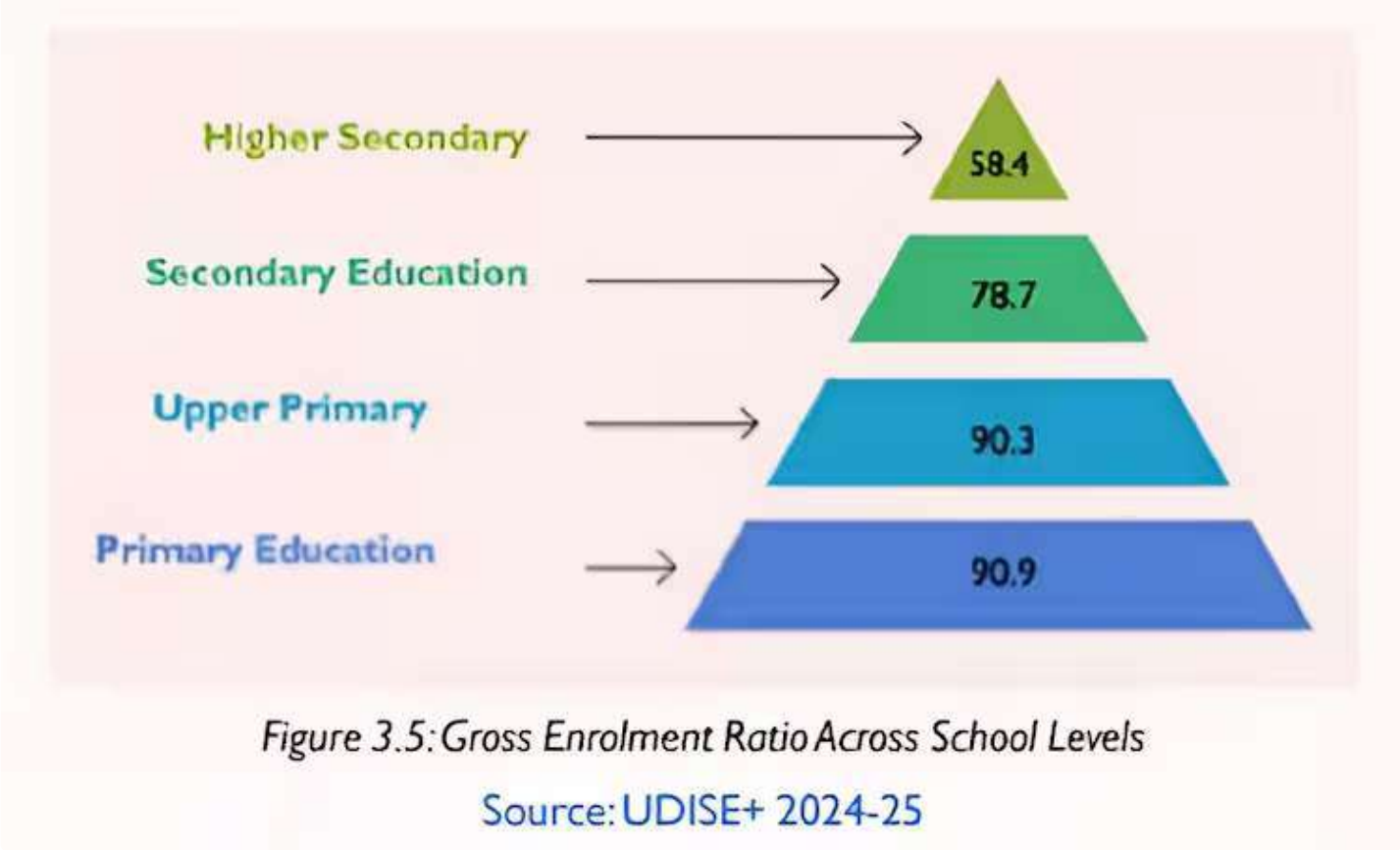
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While Primary to Upper Primary transition holds more or less steady, students in India drop out at key stages after that.

WHAT NEEDS TO CHANGE

The focus is now shifting from enrolment to retention.

The Niti Aayog report suggests strengthening the links between different stages of schooling. Better integration through school complexes and more continuous academic pathways can help students move forward without disruption.

The idea is simple. A child's journey through school should feel like one continuous system, not a series of disconnected steps.

THE REAL TEST FOR INDIA'S EDUCATION SYSTEM

India has solved the problem of getting children into school. The harder task is ensuring they stay.

From a GER of over 90% in early schooling to just 58.4% at higher secondary, data from the Niti Aayog School Education System India 2026 report sows that the system loses students step by step.

A system cannot be judged only by how many children enrol in Class 1. It must be judged by how many make it to Class 12.

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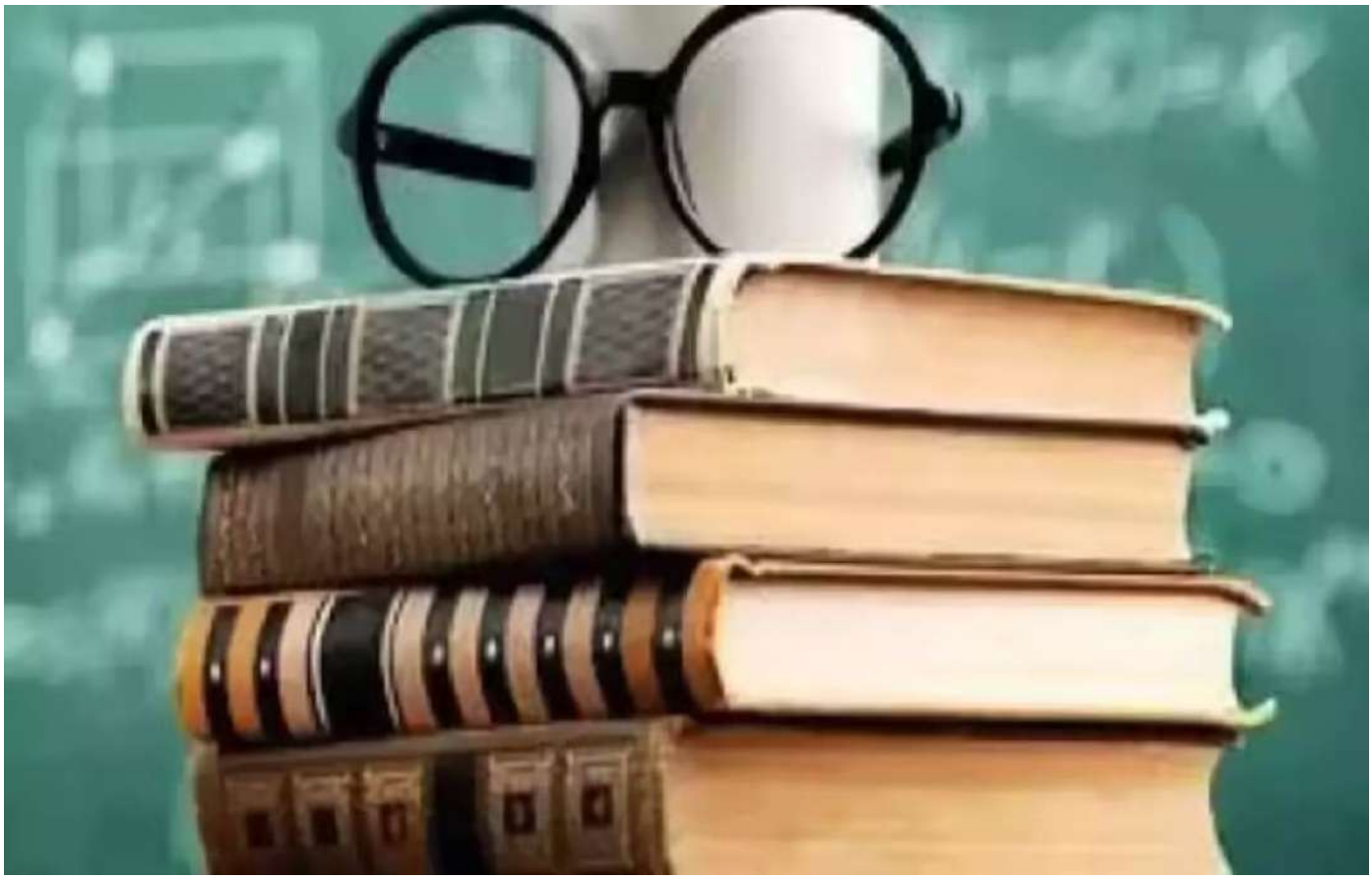
Higher Education 1 Min Read

NCERT plans to launch postgraduate, doctoral programmes in education soon

The NCERT is an autonomous body responsible for developing school curricula, textbooks and educational research in India.

ANI

Updated On May 8, 2026 at 12:04 PM IST



The official did not give any timeline for the proposed courses; however, they confirmed that work is underway to start these programmes.

New Delhi: The National Council of Educational Research and Training (NCERT), which is now a deemed university, is

Education confirmed.

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The NCERT is an autonomous body responsible for developing school curricula, textbooks and educational research in India.

"They will start MA courses, postgraduate courses and doctoral research in education," an official said.

The official did not give any timeline for the proposed courses; however, they confirmed that work is underway to start these programmes.

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The move comes weeks after the Ministry of Education, in April 2026, declared NCERT an "Institution deemed to be University" under the "distinct category", allowing the institution to award its own undergraduate, postgraduate and doctoral degrees with a focus on teacher education and school education research.

With the new status, NCERT will now be able to design its own curriculum, prescribe academic standards and confer degrees, expanding its role beyond textbook development and educational research.

Advt



Officials said the deemed university status has been granted under the "distinct category" in recognition of NCERT's contribution to national education research, teacher training and curriculum development.

The status will also extend to NCERT's six Regional Institutes of Education (RIEs) located across the country.

Sources said the proposed programmes are expected to focus on areas such as teacher education, curriculum studies and educational technology (EdTech).

Despite the autonomy, NCERT will continue to remain under the regulatory framework of the University Grants Commission (UGC), including compliance with accreditation norms laid down by the National Assessment and Accreditation Council (NAAC).

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India's higher education at a turning point: The promise of the Viksit Bharat Shiksha Adhishthan Bill

India's higher education is set for a major overhaul. The Viksit Bharat Shiksha Adhishthan Bill, 2025, proposes a single integrated regulatory body. This aims to simplify governance, reduce duplication, and align with the National Education Policy 2020. The reform seeks to enhance transparency and accountability across universities and colleges.

ET CONTRIBUTORS

Updated On May 7, 2026 at 03:17 PM IST



Viksit Bharat Shiksha Adhishthan Bill 2025

By Prof (Dr) Hitesh D Raviya

India's higher education system is at a defining moment in its evolution. With expanding student aspirations, rapid institutional growth, increasing global competition, and the rising demand for innovation-driven learning, the sector is being called upon to rethink not only what it teaches, but how it is governed. As the country works towards building a more inclusive, globally competitive, and future-ready academic ecosystem, the need for regulatory clarity, institutional accountability, and streamlined governance has become more pressing than ever. It is within this larger national context that the conversation around structural reform in higher education is gaining significant momentum.

Advt

A major reform in the making

India's higher education sector appears to be entering a new phase of institutional reform. The Viksit Bharat Shiksha Adhishthan Bill, 2025, currently under review by a Joint Parliamentary Committee, proposes a comprehensive

seeks to replace three major statutory bodies, the University Grants Commission (UGC), the All India Council for Technical Education (AICTE), and the National Council for Teacher Education (NCTE), with a single integrated regulatory architecture. The objective is to simplify governance structures, reduce duplication of regulatory functions, and align the higher education system more closely with the long-term goals outlined in the National Education Policy (NEP) 2020.

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Why the reform is being proposed

The rationale behind the proposed reform lies in the remarkable expansion of India's higher education ecosystem over the past few decades. What was once a relatively small and elite system has grown into one of the largest higher education networks in the world. Today, India hosts more than a thousand universities and tens of thousands of colleges and institutions across diverse disciplines. While this growth reflects the country's rising educational aspirations and demographic momentum, it has also produced a regulatory environment involving multiple statutory authorities, overlapping mandates, and complex approval procedures. The new Bill seeks to address these challenges by establishing a more coherent and streamlined regulatory structure capable of supporting both expansion and quality improvement.

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Creation of the VBSA commission

At the centre of the proposed framework is the *Viksit Bharat Shiksha Adhishthan* (VBSA), envisioned as the apex body guiding higher education governance in India. The Commission would provide strategic direction and coordination across the sector. Under the VBSA, three specialised councils would operate, each focusing on a distinct regulatory function. The *Viniyaman Parishad* (Regulatory Council) would oversee compliance and regulatory oversight. *The Gunvatta Parishad* (Accreditation Council) would supervise the accreditation ecosystem and focus on quality assurance across institutions. *The Manak Parishad* (Standards Council) would be responsible for defining academic standards,

The “Light but Tight” regulatory philosophy

The architecture of the new system reflects the regulatory philosophy articulated in NEP 2020, which emphasises a “light but tight” approach. This principle aims to minimise excessive bureaucratic procedures while strengthening accountability through transparency and clearly defined outcomes. Instead of relying primarily on inspection-based oversight, the framework emphasises public self-disclosure by institutions. Universities and colleges would be expected to publish comprehensive information about their governance practices, finances, faculty resources, infrastructure, academic programmes, and student outcomes. Such transparency is intended to empower students, regulators, and the wider public to make informed assessments about institutional quality and performance.

Support from existing regulators

The proposed reform has received encouraging responses from several existing regulatory bodies. During discussions with the parliamentary committee reviewing the Bill, representatives of the UGC and AICTE indicated that the proposed framework could address long-standing structural challenges within the current system. They observed that the existing multi-regulator arrangement sometimes complicates academic innovation, particularly in areas such as interdisciplinary programmes, credit transfers between institutions, and collaborative academic initiatives. A unified regulatory structure, they suggested, could bring greater clarity and efficiency to institutional governance.

Expected benefits for institutions

Supporters believe the new framework could significantly benefit universities and colleges by reducing administrative burdens and enabling greater institutional flexibility. With fewer overlapping regulatory requirements, institutions may be able to focus more effectively on teaching quality, research development, and academic innovation. The reform is also linked to the broader developmental goals of NEP 2020, particularly the target of increasing India’s Gross Enrolment Ratio (GER) in higher education to 50 percent by 2035. Achieving this objective will require not only expanding institutional capacity but also creating governance systems capable of managing rapid growth while maintaining academic standards.

Broad scope of the proposed law

The Bill is designed to cover a wide spectrum of higher education institutions across the country. It would apply to central and state universities, deemed universities, affiliated colleges, technical and teacher education institutions, and institutions offering open and distance learning programmes. The framework also recognises the increasing importance of digital and online education in the contemporary learning environment. Additionally, the proposed structure would enable the Regulatory Council to establish guidelines for foreign universities operating in India and facilitate Indian universities establishing international campuses. Certain professional fields such as medicine, veterinary sciences, law, and pharmacy would continue to be regulated by their respective professional councils.

Strengthening accountability and standards

An important element of the Bill is the introduction of a structured compliance and accountability framework. Institutions would be required to maintain high standards of governance and transparency through regular disclosures and adherence to regulatory norms. The legislation also provides a graded system of penalties in cases where institutions fail to comply with established standards. This framework is designed to encourage responsible

Institutional suggestions and collaborative input

During the parliamentary review process, several institutions and professional bodies have offered constructive suggestions to strengthen the proposed framework. For example, the National Council for Teacher Education has recommended provisions that would allow institutions to appeal decisions made by the regulatory councils. The Council of Architecture has also expressed support for the initiative while recommending representation within the new governance structure and alignment between the Bill and existing professional regulations. Such inputs illustrate the collaborative process through which the proposed regulatory framework continues to evolve.

The role of the parliamentary committee

The Joint Parliamentary Committee currently examining the Bill is expected to play a vital role in refining its final provisions. The committee's consultations with regulators, professional bodies, and policymakers are aimed at ensuring that the proposed architecture effectively balances efficiency, transparency, and academic standards. This stage of legislative scrutiny allows diverse perspectives from across the higher education sector to inform the final policy framework.

A transformative moment for higher education governance

The Viksit Bharat Shiksha Adhishthan Bill represents a significant moment in the evolution of India's higher education governance. By proposing a unified regulatory architecture, the legislation seeks to create a system that is both streamlined and responsive to the needs of a rapidly expanding knowledge economy. As India continues to invest in education as a key driver of national development, such reforms are intended to strengthen institutional capacity, encourage innovation, and enhance global academic engagement.

Looking ahead

As deliberations on the Bill continue, the proposed reform has already generated considerable interest across the higher education community. The emerging regulatory framework reflects India's broader ambition to build a robust, transparent, and globally competitive higher education system. The coming years will reveal how this new architecture contributes to expanding educational access, strengthening academic quality, and supporting the country's aspirations as a leading knowledge society.

- The author is the Associate Dean, Faculty of Arts; Professor and Head, Department of English; Chairperson, Board of English Language and Literature; Principal (OSD), Baroda Sanskrit Mahavidyalaya; Director, Communication Cell; and OSD. (Public Relations and Communication), The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, India

9 May 2026, अमर उजाला, पेज नं-7

2027 से एनसीईआरटी विश्वविद्यालय में पढ़ाई, शिक्षा की गुणवत्ता में सुधार पर काम

2027-28 से बीए-बीएड, बीएससी-बीएड, बीकॉम में होंगे दाखिले

सीमा शर्मा

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) देशभर के स्कूली पाठ्यक्रम की किताबें बनाने के बाद स्कूली शिक्षा की गुणवत्ता में सुधार के साथ बेहतरीन शिक्षक भी तैयार करेगी। शैक्षणिक सत्र 2027-28 से एनसीईआरटी विश्वविद्यालय स्नातक और स्नातकोत्तर के अलावा पीएचडी पाठयक्रमों में पहला बैच शुरू करेगी। इसमें बीए-बीएड, बीएससी-बीएड, बीकॉम-बीएड डिग्री ऑफर की जाएगी।

पहली बार स्कूली शिक्षा की कमियों के आधार पर शिक्षक बनने के यूजी, पीजी व पीएचडी पाठ्यक्रम की समीक्षा के बाद एनसीईटीई के साथ मिलकर नया पाठ्यक्रम तैयार किया जाएगा। स्कूली शिक्षकों की गुणवत्ता में सुधार, पढ़ाने के तरीकों में बदलाव, खेल-खेल में पढ़ाई, स्कूली पढ़ाई में कृत्रिम बुद्धिमत्ता (एआई) का इस्तेमाल, प्रौद्योगिकी से पढ़ने को आसान करने के तरीकों आदि पर शोध होंगे।

सरकार के एक वरिष्ठ अधिकारी ने बताया कि शिक्षा मंत्रालय ने यूजीसी के प्रस्ताव के तहत पिछले दिनों एनसीईआरटी को डीम्ड-टू बी यूनिवर्सिटी का दर्जा दिया है। एनसीईआरटी शैक्षणिक सत्र 2027-28 से स्नातक और स्नातकोत्तर पाठ्यक्रमों में दाखिला शुरू करेगी।

इस कारण बदलाव जरूरी

एनसीईआरटी ने छात्रों की योग्यता-आधारित दक्षताओं का आकलन किया था। कक्षा 3, 6, और 9 के छात्रों का भाषा, गणित, विज्ञान और सामाजिक विज्ञान में मूल्यांकन किया गया। इसमें सामने आया कि कक्षा 3 के 45 फीसदी छात्र 99 तक की संख्याएं ठीक से नहीं लिख पाए, और कक्षा 6 के 47 फीसदी बच्चे 10 का पहाड़ा नहीं सुना सके तो 54 फीसदी छात्र गणित की बुनियादी अवधारणाओं (जैसे स्थान मान, जोड़-घटाव) को समझने में संघर्ष कर रहे हैं। इसका प्रमुख कारण, सरकारी स्कूलों में शिक्षकों की कमी, बुनियादी ढांचे का अभाव, और पुरानी शिक्षण विधियां हैं।

ये क्षेत्रीय केंद्र बनेंगे कॉलेज

एनसीईआरटी विश्वविद्यालय बनने के बाद पूर्व के छह क्षेत्रीय केंद्र कॉलेजों में तब्दील हो जाएंगे। इसमें अजमेर, भोपाल, भुवनेश्वर, मैसूर, शिलांग का व्यावसायिक शिक्षा संस्थान शामिल हैं। फिलहाल इन केंद्रों में स्थानीय यानी प्रदेश सरकार के विश्वविद्यालयों से प्राप्त डिग्री और पीएचडी प्रोग्राम की पढ़ाई कराई जाती है। मगर, 2027 से एनसीईआरटी विश्वविद्यालय की अपनी डिग्री की पढ़ाई शुरू होगी।

The Times of India, 09 May 2026, Page No. -5

Education Beyond Borders And Barriers

Record No. Of Afghan Women Log In To Indian Scholarships

Sugandha.Jha1
@timesofindia.com

New Delhi: As the Taliban shut women out of higher education in Afghanistan, more Afghan women than ever are enrolling in Indian scholarship programmes online.

Data accessed from Indian Council for Cultural Relations (ICCR) shows India shifted its flagship Afghanistan scholarship programme to a fully digital mode after the 2021 Taliban takeover, retaining all 1,000 seats annually even as physical student mobility collapsed.

Afghan students earlier came to India physically under the Special Scholarship Scheme for Afghan Nationals (SSSAN). But from 2023-24 onwards, the programme was shifted to an online-only format through the e-VidyaBharti Network Project (iLearn portal).

The transition followed the Taliban's return to Kabul in Aug 2021, after which India stopped issuing new visas to Afghans. Thousands of Afghan students who had returned home during Covid-19 were unable to come back to India because of travel restrictions and visa disruptions.

Yet the scholarship numbers did not fall.

ICCR awarded 1,000 Afghan scholarships each in 2023-24, 2024-25 and 2025-26, with all seats filled every year. Before the Taliban takeover, the numbers had fluctuated between 730 and 983 annually, with 983 scholarships awarded in 2016-17, 898 in 2017-18, 616 in 2018-19, 756 in 2019-20 and 730 in 2020-21.

The data suggests India preserved its educational outreach to Afghanistan by digitising it. But in the process, the nature of access changed fundamentally — from students physically studying in Indian universities to remote learning-based engagement.

The biggest shift appears among women students. Female participation under the scheme stood at 125 in 2016-17, 137 in 2017-18, 49 in 2018-19, 95 in 2019-20 and 145 in 2020-21. The numbers remained modest in the immediate post-Taliban years at 117 in 2021-22 and 139 in 2022-23.

But after the move to online education, female participation rose sharply to 300 in 2023-24, remained at 278 in 2024-25 and jumped to 511 in 2025-26.

For the first time, women outnumbered men under the programme, with 511 women enrolled against 489 men in 2025-26.

The rise is significant given that girls in Afghanistan are currently barred from studying beyond Class VI, while women have been banned from universities since Dec 2022, making Afghanistan the only country in the world where women are effectively shut out of higher education. According to UNESCO, nearly 2.2 million girls are now barred from attending school beyond the primary level due to this regressive decision.

The data also points to another major shift: while scholarships for Afghans continue on paper, physical mobility of students has reduced sharply. There are currently 365 Afghans enrolled under various ICCR-linked programmes in Indian universities. But of them, 361 are PhD scholars, only four are undergraduate students and none are postgraduate students — suggesting that most Afghan students physically present in India are possibly research scholars from older batches rather than fresh entrants.

India continues to maintain a sizeable educational footprint across other conflict-affected countries. Sudan currently has 199 ICCR scholars in India, Iraq 167, Yemen 165, Syria 147, South Sudan 107 and Palestine 53.

Much of the international student presence is concentrated in Delhi's universities, particularly DU, which remains one of the largest hubs for ICCR scholars in the country. According to officials, DU alone currently hosts over 700 ICCR scholars from countries across Asia and Africa.

The numbers also point to a wider shift in India's scholarship diplomacy. Bangladesh has emerged as the single largest beneficiary country under ICCR schemes with 1,619 students currently studying in India — far ahead of Nepal (460), Sri Lanka (371) and Afghanistan (365).

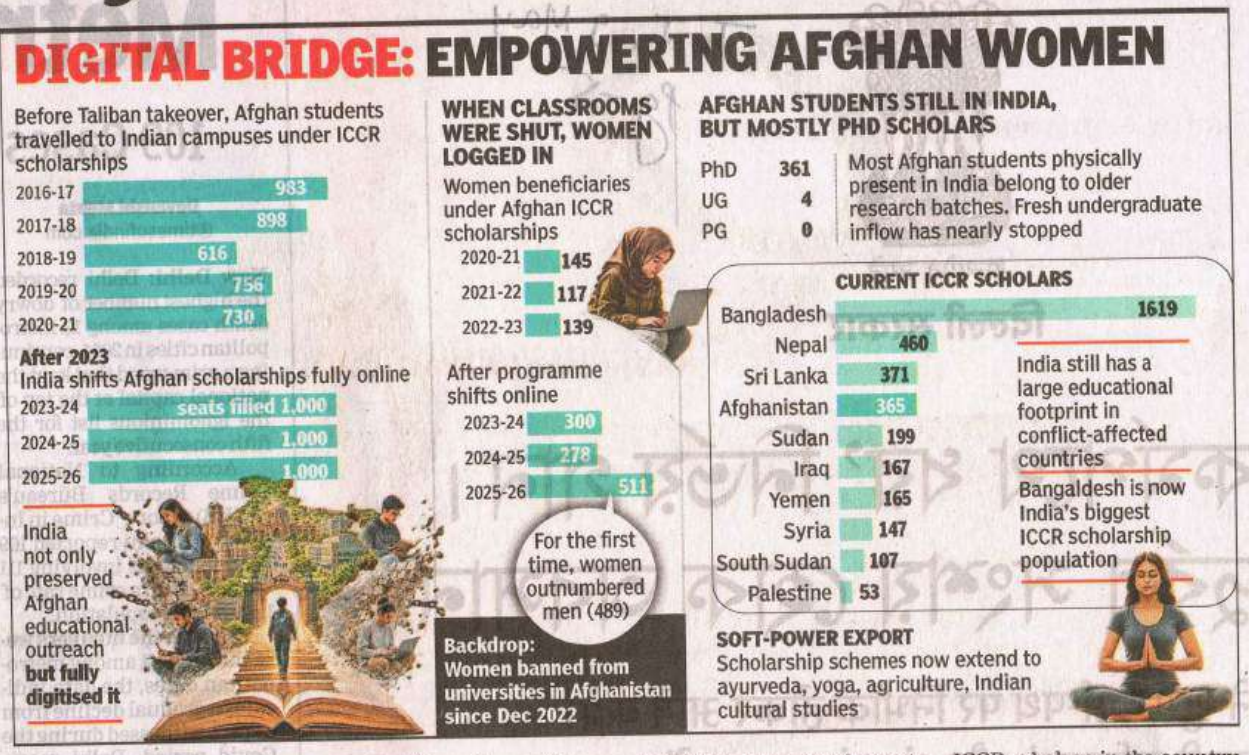
ICCR currently offers 500 slots exclusively for Bangladeshi nationals under the Suborno Jayanti Scholarship Scheme, underlining India's growing focus on neighbourhood and regional educational diplomacy.

The broader distribution of scholarships also reflects India's increasing focus on the Global South. Countries such as Bangladesh, Nepal, Sri Lanka, Sudan, Yemen, Iraq, Kenya, Tanzania, Vietnam and Mozambique dominate ICCR enrolments, while Western countries barely feature.

At the same time, ICCR's outreach is expanding beyond conventional university education into Ayurveda, yoga, agriculture and other specialised institutions — reflecting India's attempt to use education and traditional knowledge systems as instruments of soft power.

Overall, the utilisation of ICCR scholarships has risen from 3,121 in 2023-24 to 3,558 in 2024-25 and 3,648 in 2025-26. However, the numbers include the 1,000 online Afghan scholarships introduced after the Taliban takeover.

That means part of the apparent growth in scholarship utilisation reflects digital enrolments rather than an increase in the number of foreign students physically studying in India — highlighting how India's scholarship diplomacy in conflict zones is evolving, not shrinking.



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Pradhan reviews NCERT textbook printing, pushes for timely availability

Union Education Minister Dharmendra Pradhan on Friday reviewed the development, preparation, printing and distribution of NCERT textbooks for classes 1 to 8, with special focus on Class 9 and directed officials to expedite the process to ensure their timely availability in the market.

PTI
Published On May 9, 2026 at 10:11 AM IST



According to the Ministry of Education, Pradhan also reviewed the timelines for the development of textbooks for Classes 10, 11 and 12

New Delhi, Union Education Minister Dharmendra Pradhan on Friday reviewed the development, preparation, printing and distribution of NCERT textbooks for classes 1 to 8, with special focus on Class 9 and directed officials to expedite the process to ensure their timely availability in the market.

with imagination, foresight, evidence-based understanding, ethical values, skill orientation and rootedness in the country.

Advt

He further said the textbooks should reflect emerging scientific, historical and social contexts of both the present and the future.

Calling them "textbooks for the 21st century", Pradhan said they should address the aspirations of the century and continue to influence learners across fields in the decades ahead.

Responding to concerns over the demand and supply of textbooks in the market, a senior official in the Ministry of Education had said, "We hope in the month of May we will be able to print as many numbers of books."

The official had also said that the NCERT is endeavouring to print around 15 crore textbooks and has already printed nearly 7-8 crore books.

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Referring to delays in some Class 9 books, including social science (Part 1) textbooks, the official said, "We are hoping that we should be able to print it soon so that when the children come back to school, they have the books."

"Writing of textbooks is not an easy job, especially when a group of people are contributing to ensure the best curriculum and content for children. Sometimes it takes time and the books get delayed," the official said.

The official added that the endeavour would be to make textbooks for classes 10 and 11 available before the next academic session begins. PTI

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See more on: NCERT textbooks, Dharmendra Pradhan, textbook printing process, National Education Policy 2020, Class 9 textbooks

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Centre Pushes Faster Rollout Of NCERT Textbooks Across Schools

BW Online Bureau May 09, 2026

NCERT # Books # Schools # Students

The review focused on textbook availability, NEP 2020 priorities and the development timeline for Classes 10, 11 and 12 materials

@EduMinOfIndia/X(formerly twitter)



The Union Education Ministry has reviewed the development, printing and distribution of NCERT textbooks for Classes 1 to 8, with a particular focus on the availability of Class 9 books ahead of the academic session.

During the review meeting, Union Education Minister Dharmendra Pradhan directed officials to accelerate the printing and distribution process to ensure textbooks are available more widely and reach the market without delays. The discussion also covered timelines for the development of new NCERT textbooks for Classes 10, 11 and 12, which are being prepared in line with the National Education Policy (NEP) 2020 framework.

According to the ministry, the revised textbooks are expected to place greater emphasis on conceptual understanding, skills, ethical values and interdisciplinary learning. Officials said the books are being designed to reflect contemporary scientific, historic social developments while also preparing students for future learning needs.

नवभारत टाईम्स, 10 मई 2026, पेज नं - 12

पश्चिम बंगाल में भी लागू होंगी अब केंद्र सरकार की शिक्षा योजनाएं

चुनाव खत्म होने के बाद शिक्षा मंत्रालय ने एक बार फिर पश्चिम बंगाल, तमिलनाडु और केरल के मुख्य सचिव को पत्र भेजा है

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■ नई दिल्ली: राष्ट्रीय शिक्षा नीति 2020 से जुड़ी प्रमुख शिक्षा पहलों को लागू करने के लिए शिक्षा मंत्रालय ने एक बार फिर से पश्चिम बंगाल, तमिलनाडु और केरल के मुख्य सचिवों को पत्र लिखा है। इन तीनों राज्यों में चुनाव खत्म होने के बाद अब राजनीतिक परिदृश्य में भी बदलाव आया है। पश्चिम बंगाल में ममता बनर्जी की हार हुई है और वहां पर बीजेपी की सरकार बन गई है। माना जा रहा है कि अगले कुछ दिनों में ही पश्चिम बंगाल में केंद्रीय योजनाओं को लागू करने की प्रक्रिया शुरू हो जाएगी।

केरल, तमिलनाडु और पश्चिम बंगाल को छोड़कर देश में 13076 प्रधानमंत्री स्कूल्स फॉर राइजिंग इंडिया' (पीएम-श्री) स्कूल हो गए है।

शिक्षा मंत्रालय के एक सीनियर अधिकारी का कहना है कि इन तीनों राज्यों में से केरल ने तो एमओयू साइन कर लिया था, लेकिन बाद में राज्य सरकार ने अपने फैसले को होल्ड पर रख लिया है। अब केरल से कहा गया है कि पीएम श्री योजना में जल्द से जल्द स्कूलों की लिस्ट तैयार कर पोर्टल पर अपलोड कर दी जाए ताकि इन स्कूलों के लिए जरूरी प्रक्रिया पूरी हो सके।

AI Image



संसदीय पैनल ने क्या दी थी रिपोर्ट?

संसदीय स्थायी समिति की रिपोर्ट में भी इन तीन राज्यों में पीएम-श्री स्कूल शुरू नहीं होने का जिक्र करते हुए कहा गया था कि बीते तीन वित्तीय वर्षों 2023-24, 2024-25 और 2025-26 में पीएम श्री के अंतर्गत आवंटित निधि का उपयोग लगातार अपेक्षित स्तर तक नहीं हो पाया है। समिति ने सिफारिश करते हुए विभाग को सुझाव दिया है कि संबंधित राज्य सरकारों के साथ सौहार्दपूर्ण ढंग से इस मुद्दे का समाधान किया जाए।

तमिलनाडु में उठा था तीन भाषाओं का मुद्दा

बंगाल में पिछली टीएमसी सरकार का आरोप था कि पीएम-श्री स्कूलों के बारे में केंद्र सरकार अपनी शर्तों को थोप रही है। वहीं राष्ट्रीय शिक्षा नीति (एनईपी) 2020 में प्रस्तावित तीन भाषा फॉर्मूला डीएमके और केंद्र के बीच राजनीतिक विवाद का केंद्र बना हुआ था।

NCERT Defends Withdrawal Of 1759 Maratha Empire Map From Class 8 Textbook After Jaisalmer Royals & Historians Object

NCERT said the controversial Class 8 history textbook map showing the 1759 Maratha Empire was "problematic" due to sweeping generalisations. The map, which included Jaisalmer within the empire, drew objections from historians and social groups. An expert panel later recommended withdrawing the disputed map altogether after reviewing competing historical claims.

Manoj Ramakrishnan | **Updated:** Sunday, May 10, 2026, 06:24 PM IST



NCERT Defends Withdrawal Of 1759 Maratha Empire Map From Class 8 Textbook After Jaisalmer Royals & Historians Object |

Mumbai: The controversial map depicting the 1759 extent of the Maratha Empire in the National Council of Educational Research and Training (NCERT)'s Class 8 history textbook was problematic because of its sweeping generalisations, the organisation said last week in its reply to a query by a Mumbai resident.

Bandra Resident Filed Plea to Restore the Map in Textbook

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NTA NSSNET 2026 Result OUT At exams.nta.nic.in/nssnet; Direct Link Here

In its reply to Vinod Dsouza, a resident of Bandra who filed a plea asking the government to restore the map, NCERT stated that objections had been raised by scholars, historians, and social groups over the inclusion of the Jaisalmer region of Rajasthan within the Maratha Empire in a map dated 1759.

In view of the controversy and the competing historical claims, the council constituted a committee on 11 August 2025 to examine the matter in detail.

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Eminent Historians and Maratha Scholar Served on the Panel

NCERT said that the panel was chaired by Professor Raghuvendra Tanwar, Chairman of the Indian Council of Historical Research (ICHR) and Emeritus Professor of History at Kurukshetra University. Other members included historians and academicians from Jawaharlal Nehru University, Kurukshetra University, and NCERT, as well as noted Maratha history scholar Gajanan Bhaskar Mehendale.

NCERT stated that the committee held two meetings to deliberate on the issue. During the first meeting in August 2025, members reportedly found the map “problematic” due to what were described as sweeping generalisations.

Second Meeting in October 2025 Recommended Temporary Withholding

A second meeting was held in October 2025, although Mehendale was unable to attend following his demise. The members present recommended that the map be temporarily withheld while the Hindi and Urdu editions of the textbook were in the printing stage.

Read Also

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Subsequently, on 29 December 2025, the committee chairperson formally recommended that the disputed map be withdrawn altogether, NCERT added.

Education Ministry To Organise Bharatiya Bhasha Summer Camp 2026 In Schools Across Country



The Ministry of Education will organise Bharatiya Bhasha Summer Camp 2026 in all schools across the country during summer vacation.

In a social media post the Ministry said that the week-long camp will provide students an engaging opportunity to learn basic communication skills in various Indian languages through interactive activities focused on self-introduction, vocabulary building, real-life conversations and cultural appreciation.

The Ministry added that this year the initiative also introduces Indian Sign Language (ISL) as a special highlight, reinforcing the vision of inclusive and equitable education envisioned in the National Education Policy 2020.

The initiative was launched by Union Minister for Education Dharmendra Pradhan last year.

दैनिक जागरण, 11 मई 2026, पेज नं -2

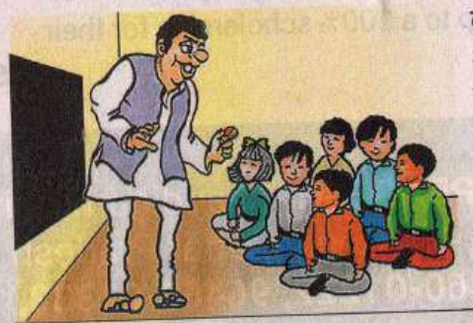
पढ़ाई के साथ बच्चों को तनाव से बचने के गुर भी सिखाएंगे स्कूल

- शिक्षा मंत्रालय जारी करेगा बच्चों के मानसिक स्वास्थ्य से जुड़े दिशा-निर्देश, शिक्षकों को किया जाएगा प्रशिक्षित

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नाम परिवर्तन
मैं शरद कुमार राघव निवासी ग्राम रसूलपुर डासना, गौतम बुध नगर, उत्तर प्रदेश, अपनी बेटी का नाम शिवकरी राघव से बदलकर चितरानी शिवकरी राघव कर दिया है। उसे आज के बाद इसी नाम से जाना, पहचाना व पढ़ा जाए।

जागरण ब्यूरो, नई दिल्ली : खेलने, कूदने और पढ़ने की उम्र में बच्चों में तनाव के बढ़ते मामलों को देखते हुए अब स्कूल उन्हें पढ़ाने के साथ तनाव मुक्त रहने की भी सीख देंगे। शिक्षा मंत्रालय ने मानसिक स्वास्थ्य से जुड़े विशेषज्ञों की मदद से बच्चों को तनाव से बचाने के लिए एक विस्तृत गाइडलाइन पर काम शुरू किया है। इसमें स्कूलों में पढ़ने वाले प्रत्येक बच्चे पर न सिर्फ नजर रखी जाएगी, बल्कि स्कूलों में पढ़ाने वाले प्रत्येक शिक्षक को भी मानसिक स्वास्थ्य से जुड़ा प्रशिक्षण दिया जाएगा। इस प्रशिक्षण की मदद से शिक्षक कक्षा में पढ़ाते समय ऐसे बच्चों को पहचान सकेंगे, जिन्हें तनाव हो रहा है। इसके साथ ही काउंसलिंग और मेडिटेशन के जरिए उनके तनाव को भगाने में मदद करेंगे।

शिक्षा मंत्रालय के स्कूली शिक्षा विभाग से जुड़े अधिकारियों ने इस गाइडलाइन के जून के पहले हफ्ते तक आने की उम्मीद जताई है। उन्होंने बताया कि अभी इस गाइडलाइन पर राज्यों के साथ अंतिम दौर की चर्चा चल रही है। सूत्रों के अनुसार, पिछले कुछ सालों में पढ़ाई और परीक्षा परिणामों से जुड़े तनावों के साथ ही साइबर बुलिंग यानी इंटरनेट गेम, मैसेजिंग एप्स और अन्य इंटरनेट माध्यमों के जरिए भी बच्चों के तनाव ग्रस्त होने के मामले बढ़े हैं। ऐसे में तैयार की जा रही नई गाइडलाइन में इन सभी पहलुओं से बच्चों को बचाने पर फोकस किया गया है। खासकर कोविड के बाद से स्कूलों में मोबाइल या अन्य डिजिटल माध्यमों से पढ़ाने को बढ़ावा दिया गया है, जिससे बच्चों के बीच इसका इस्तेमाल तो बढ़ा है, लेकिन इसके सुरक्षित प्रयोग को लेकर बच्चों को सतर्क न करने से वे गेमिंग या इंटरनेट मीडिया के अन्य एप्स में फंस गए हैं, जो उनके तनाव बढ़ने का एक प्रमुख कारण माना जा रहा है।



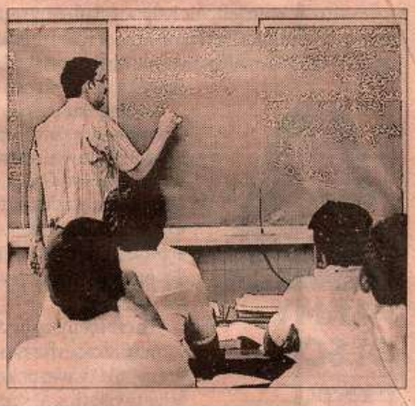
बच्चों में तनाव के बढ़ते मामलों को लेकर हाल ही में नीति आयोग ने भी उठाए थे सवाल

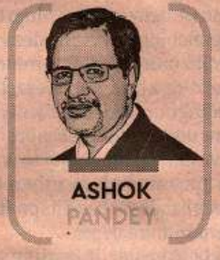
मंत्रालय ने यह पहल ऐसे समय शुरू की है, जब नीति आयोग ने भी हाल ही में बच्चों में तनाव बढ़ने के मामलों को लेकर सवाल उठाए थे। साथ ही कहा कि बच्चों को इससे बचाने के लिए काउंसलर नियुक्त करने की पहल पर भी शैक्षणिक संस्थानों ने काम नहीं किया। वहीं तनाव ग्रस्त बच्चों को पहचानने के लिए शिक्षकों को भी प्रशिक्षण नहीं दिया गया। यही वजह है कि तैयार की जा रही नई गाइडलाइन में शिक्षकों के प्रशिक्षण पर जोर दिया गया है।

Financial Express, 11 May 2026, Pg -7

Computational thinking to academic pedagogy

DECODING CBSE'S REIMAGINING OF CLASSROOM





ASHOK PANDEY

THE CENTRAL Board of Secondary Education (CBSE) is introducing computational thinking (CT) through its AI curriculum and integration guidelines. These efforts mark a significant policy direction, but their true potential lies in pedagogical transformation across classrooms.

The real need is not CT as a subject, but computational pedagogy (CP) as a way of teaching. While CT has entered policy discourse, schools often respond at the level of coding modules. We need a coherent, contextually-grounded framework that aligns with India's educational philosophy and global demands.

CBSE's introduction of CT aligns with the National Education Policy 2020, calling for inquiry-based learning and problem-solving skills. Through this, CBSE has signalled three vital shifts:

From coding to thinking: Framing CT as a way of approaching problems via decomposition, abstraction, algorithmic reasoning.

From subject silos to cross-curricular integration.

From content delivery to process orientation: Shifting focus to how students structure problems and arrive at solutions.

Despite this clarity, translation into practice often reduces CT to mere coding periods or AI demonstrations. These patterns lack a pedagogical lens. For instance, a science lesson on the water cycle can move beyond diagrams to asking students to identify patterns and predict outcomes — making thinking visible. Circulars provide direction, but classrooms require design, scaffolding, and lived examples.

A resurgent India does not merely need CT; it needs CP. It means designing lessons where thinking is explicit and intentional. It requires moving from 'teaching answers' to 'designing pathways of reasoning'.

The roots of CT resonate with Indian Knowledge Systems (IKS). Traditions of *Tarka* (logic), *Anumana* (inference), and *Nyaya* (structured analysis) are civilisational anchors that can enrich CT. Further, aligning reasoning and meaning-making with the *Panchakosha* framework will make CT deeply human, cognitive, and experiential.

Successful classroom translation requires three moves: conceptual clarity at the leadership level, whole-school integration, and investment in teacher capacity. Teachers must redesign classrooms to prioritise exploration and questioning, while assessment reform should evaluate quality of reasoning.

India has strong policy foundation, diverse school ecosystem, and a deep knowledge base, and India's leadership in the age of intelligence will not come from teaching machines, but from redesigning how humans think.

Author is an educationist, policy practitioner, and former member, Governing Body, CBSE

The Times of India, 11 May, Pg -ET-6

CBSE sets R3 language compliance deadline on May 31



TIMES NEWS NETWORK

The CBSE has issued a strict directive to affiliated schools to finalise and upload their third language (R3) choices for class VI on the OASIS portal by May 31, 2026. This mandate, aligned with the National Curriculum Framework for School Education (NCFSE-2023), is essential for academic readiness for the 2026-27 session. The Board observed that while most schools have complied, several have yet to update their records or have submitted choices contrary to policy guidelines; these must be rectified by the month-end deadline. Crucially, the circular mandates that schools must commence teaching at least two native Indian languages by July 1, 2026. To support this, official textbooks for scheduled languages will be made available on the NCERT and CBSE websites by the same date. For schools opting for non-scheduled languages, the Board advises the use of SCERT or state-recognised materials, provided they strictly adhere to the competencies prescribed in NCFSE-2023. This overhaul aims to ensure that language education across affiliated institutions is both standardised and robust, prioritising native linguistic proficiency as part of the new Scheme of Studies.

The Times of India, 11 May 2026, Pg No.-13

Niti report: School access up, but continuity weak

New Delhi: India's school education system has solved much of the "getting children into school" challenge, but is struggling with a tougher problem — keeping them there long enough to complete secondary and higher secondary education, **reports Manash Gohain.** The stress points are now visible higher up the schooling ladder — Gross Enrolment Ratio (GER) drops from 90.9% at primary level to 58.4% at higher secondary, while secondary-stage dropout rate rises sharply to 11.5% from 0.3% at primary, according to a new Niti Aayog report.

The report, School Education System in India: Temporal Analysis and Policy Roadmap for Quality Enhancement, based on data from 2014 till 2025, paints a picture of a vast but uneven system comprising 14.7 lakh schools, 24.7 crore students and more than 1 crore teachers, with the sharpest cracks now emerging beyond the elementary stage.

DROPOUT WORRIES

- **Enrolment ratio** stood at 90.9% in primary stage, 90.3% in upper primary, but **dipped to 78.7% at secondary, 58.4% at higher secondary**, shows data between 2014 & 2025
- **Secondary dropout rate jumped sharply to 11.5%** from just 0.3% at primary and 3.5% at upper primary levels

▶Continued on P 13

The Times of India, 11 May 2026, Pg No. 13

Dropout rate jumps to 11.5% at secondary level: NITI report

INDIA'S SCHOOLING FUNNEL: WHERE STUDENTS DROP OFF

THE BIG PIPELINE

Schools 14.7 lakh

Students 24.7 crore

Teachers 1 crore

GER FALLS SHARPLY

Stage	GER (%)
Primary	90.9
Upper Primary	90.3
Secondary	78.7
Higher Secondary	58.4

PARAKH middle-stage competency

Language	54%
Mathematics	37%
Science	40%
Social science	40%

TRANSITION WEAKENS

Transition	Rate (%)
Primary → Upper Primary	92.2
Upper Primary → Secondary	86.6
Secondary → Higher Secondary	75.1

DROPOUT ALERT

Stage	Dropout (%)
Primary	0.3
Upper Primary	3.5
Secondary	11.5

1,04,125 single-teacher schools serve 33,76,769 students

Around 36.4% schools have fewer than 50 students

Government schools account for 68.1% of schools but 49.2% of students

Smart classrooms available in only 30.6% schools

▶Continued from P 1

According to the Niti Aayog report, the system today is "strongest on basic access and weakest on continuity, inclusion, and learning depth".

The numbers illustrate the challenge clearly. India's GER stands at 90.9% at primary stage and 90.3% at upper primary, but falls sharply to 78.7% at secondary, and further to 58.4% at higher-secondary level.

Transition rates weaken steadily as students move up the system. While 92.2% of students move from primary to upper primary, the rate falls to 86.6% between upper primary and secondary, and to 75.1% between secondary and higher secondary. The secondary stage has emerged as the biggest stress point. The national dropout rate is just 0.3% at primary and 3.5% at upper primary, but jumps to 11.5% at secondary level.

"While near-universal access has been achieved at the primary stage, enrolment at the higher secondary level... presents a significant opportunity to further expand participation," the report states. It adds that "strengthening transition rates at each stage, particularly after upper primary... can help ensure smoother progression and sustained engagement in schooling".

The Pioneer, 11 May 2026, Pg No. 9

How school groups are fueling parenting anxiety



SAKSHI SETHI

2ND OPINION

In today's digitally connected world, **parenting no longer** unfolds only within the quiet **spaces of the home**. Increasingly, it is shaped by the constant **buzz of notifications on mobile phones**. What **began as a practical way for schools and** parents **to stay informed has gradually** evolved into something **far more complicated**. School WhatsApp groups, originally created **for sharing homework** updates, notices and reminders, are **now often turning into** arenas of comparison, pressure and **silent competition**.

Across India, millions **of parents are** members of school-related WhatsApp **groups. While the intention** behind these forums is useful, **their growing misuse is creating** an unhealthy **atmosphere not only for parents but**, more importantly, for children. A quick look through many such groups reveals a familiar pattern. **One parent proudly** announces that their child has already completed the syllabus. Another questions why a teacher is moving slowly. Someone else shares marks, rankings or achievements. Individually, these messages may appear harmless. Together, however, they create an invisible race that gradually enters homes and classrooms alike.

The issue is not technology itself, but the mindset that often accompanies it. Parents, knowingly or unknowingly, begin comparing their children with others. Instead of focusing on their child's strengths, **interests** and pace of learning, **they start** measuring progress against what they **see** on their phone screens. A child who was comfortably **learning suddenly appears** "behind" because another student **has moved ahead** faster. The consequence is predictable — stress replaces curiosity, and speed becomes more important than understanding.

In many households, this pressure plays out in subtle but damaging ways. A parent scrolling through messages may suddenly ask, "Why are you still studying this chapter? Others are already ahead." For the child, such remarks can create feelings of inadequacy and self-doubt. Learning, which should ideally be an enjoyable and exploratory process, begins to feel like a competition with no finish line. Children who once studied with confidence may start fearing that they are not good enough.

Another troubling aspect is the public questioning of teachers within these groups. A delayed assignment, a minor classroom issue or confusion over a test schedule can quickly escalate into lengthy online debates. Constructive communication between parents and schools is important, but constant public scrutiny risks undermining teachers' authority.

These groups also become breeding grounds for misinformation. Half-read messages, misunderstood instructions and rumours often spread rapidly, leading to unnecessary panic among parents. Instead of simplifying communication, the flood of messages frequently creates confusion and anxiety.

This does not mean school WhatsApp groups are entirely harmful. When used responsibly, they can be extremely helpful for sharing genuine updates and strengthening coordination between schools and families. The solution, therefore, is not complete withdrawal but mindful participation. Parents must learn to filter information and avoid reacting to every message. Schools, too, have a responsibility to establish clear guidelines so that these groups remain spaces for communication, not unhealthy comparison.

The writer is an educator and a councillor

The Pioneer SINCE 1865

The Times of India, 11 May 2026, Pg- ET-6

IKS can improve interpretative skills in legal training

In criminal law, constitutional law and jurisprudence, ancient texts can offer valuable insights into concepts



Image generated by AI

Vishal Katoch
@timesofindia.com

If integrated properly, IKS can shift the focus from Western to Indian philosophers, thereby grounding modern jurisprudence in a framework that is more sensitive to India's needs

Teachings from ancient scriptures, covered under Indic Knowledge Systems (IKS) can enrich legal education by offering students a deeper historical and philosophical perspective on the evolution of law. Academics note that the ancient writings help students understand how the law has evolved from duty-based systems to modern, rights-focused frameworks aligned with constitutional values. When studied critically, these texts can widen students perspectives and improve interpretative skills by encouraging context-based reasoning. In core areas such as criminal law, constitutional law and jurisprudence, they offer valuable insights into concepts such as intent, moral responsibility, restorative justice, equality before the law, and alternative dispute resolution practices like mediation, alongside traditions that emphasise empathy and ethical conduct. Addressing the second NLJU SBA Law Conclave, SA Dharmadhikari, chief justice, Madras High Court, called for formal integration of classical Indian texts, inclusion of relevant portions from *Manusmriti*, *Arthashastra* alongside Jain and Buddhist teachings, asserting that such an education would foster 'stability and maturity' in student thinking.

Legal Philosophy

Speaking to *Education Times*, Vageshwari Deswal, professor, Law Department, University of Delhi, says, "Jainism and Buddhism emphasise non-violence and offer deep insights into restorative practices, focusing on rehabilitation of offenders and reconciliation with victims. *Arthashastra* holds timeless appeal with its valuable lessons on administration and good governance. Relevant teachings from our ancient texts can be used to enrich students' perspectives by imparting a historical and philosophical view on law."

If integrated properly, academicians suggest that IKS can be used to meaningfully enrich legal reasoning among law students and shift the focus from Western to Indian philosophers, thereby grounding modern jurisprudence in a framework that is more sensitive to India's unique socio-cultural fabric and ethical realities. "In areas such as criminal law, constitution, and jurisprudence, Indian texts have a lot to offer. Ideas of intent, righteousness, moral responsibility, restorative justice, and equality before the law, alongside empathy towards animals, mediation, and other indigenous methods of dispute resolution, can significantly benefit students in their legal training and professional acumen" adds Prof Deswal.

Academic Balance

While such perspectives highlight the pedagogical value of Indic traditions, their formal inclusion in legal education remains subject to curriculum frameworks and regulatory approval.

"The law curriculum is regulated by the Bar Council of India (BCI), and whatever is taught in law schools and colleges is determined by the BCI. However, these classical texts are not currently part of the standard curriculum in Indian law schools," says Faizan Mustafa, vice-chancellor, Chanakya National Law University, Patna.

The theoretical shift towards IKS must be handled carefully to avoid academic burnout. They emphasise that ancient legal thought should be woven into the existing syllabus rather than being introduced as an additional burden.

"We must be careful not to create unnecessary academic stress, as the law curriculum is already heavily loaded. Instead, Indology should be integrated into existing courses," says Prof Mustafa.

He adds, "Just as we study Abu Hanifa as a foundational jurist of Muslim law, we must recognise *Manusmriti* as an early legal architect. Many of our modern laws and judgements also demonstrate class character or appear arbitrary, we do not live in a perfect world, and all jurists have shortcomings. While religious scriptures have lost much relevance with the codification of laws, they still offer essential historical context for our modern legal identity."

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Updated on: 11 May 2026, 11:11 pm · 2 min read

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NEW DELHI: In an offbeat initiative, the Education Ministry's National Council of Educational Research and Training (NCERT) has made extensive use of Artificial Intelligence (AI) to launch a digital companion for parents and teachers.

The objective behind the app is to enable adults to explain any subject easily and comprehensively to children below the age of eight.

The `e-Jaadui Patra' app has been equipped with three AI bots that provide instant answers to any query posed to it in the language of one's choice. The bots are billed as `Teacher Tara', `Parent Tara' and `Katha Saki'.

A senior NCERT official told *TNIE*, "We had developed a physical Jaadui Jatra box measuring 2 feet by 2 feet during 2022-2023. Schools or any of the stakeholders interested had to buy it for Rs 11,000. It was very useful for children as it contains 56 items, including Moppets, charts, maps, flash cards, and games to make learning a lively experience for children."

A decision was taken later to make it available in a digital form to ensure ease of access for all.



Udupi school introduces AI teacher robot in Karnataka's first such government school initiative

"Since AI is being used, the volumes it can generate on any topic are enormous. The Katha Saki app, for instance, can generate lakhs of stories per day, if one wants. To cite just one instance, parents can ask it to generate a new bedtime story every night for their children. Remembering and narrating 365 new stories a year would be very tough for any parent. But this makes the job done in a few seconds via phone."

The `Teacher Tara' bot guides teachers to explain any topic in a simplified and interesting way for children.

"There are classes that have students with disabilities. If the teacher asks the bot how to teach something to a child with, say, a visual impairment, it will guide the tutor step by step. The source for the knowledge shared is completely reliable and is based on NCERT books," the official said.

"The 'Parents Tara' bot guides parents on training and teaching their children on any topic they choose to ask. The app has become enormously popular already, with over 5 lakh users," he said.

"Additionally, many Anganwadi workers across schools too have found the app to be enormously useful when interacting with students," he added.

Asked why it was catering to parents and teachers, the official added that the digital guidelines under NEP 2020 are keen that very young children are allowed only half an hour of digital access.

"The app ensures that parents or teachers can access them and pass on the knowledge to the little ones," he said.

Government Policies 2 Min Read

Telangana defers merger of Intermediate with school education

The Telangana government has deferred a decision on the recommendation of the Education Commission to merge Intermediate education with the school education system.

IANS

Updated On May 11, 2026 at 07:33 AM IST



Chief Minister A. Revanth Reddy on Sunday directed officials to conduct Intermediate admissions as usual for this academic year

Hyderabad, The Telangana government has deferred a decision on the recommendation of the Education

Chief Minister A. Revanth Reddy on Sunday directed officials to conduct Intermediate admissions as usual for this academic year.

Advt



In view of the availability of limited time for admissions and the various technical hurdles currently impeding the process of merger of Intermediate education with the general school education system, the Chief Minister instructed that the admission process be initiated immediately to ensure that students do not face challenges.

The Telangana Education Commission had recommended the abolition of the Intermediate education system and replacing it with Class 11 and Class 12 grades - similar to the CBSE model. The commission emphasized that the new education system would significantly reduce the number of student dropouts.

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The majority of states were already implementing Class 11 and Class 12 grade structures. Telangana state was still practicing the old system of intermediate education as a separate entity. As a result, the majority of students who complete their education up to 10th grade in government schools are not enrolling in the separate colleges designated for Intermediate studies, and instead, they discontinue their education.

Advt



Against this backdrop, Chief Minister Revanth Reddy suggested integrating the Intermediate education into the regular school curriculum as classes 11 and 12, rather than maintaining it as a separate entity.

The Telangana Education Commission also highlighted the importance of the merger of Intermediate education with school education.

An announcement was also made of suspending admissions to the Intermediate course, which created anxiety among students and their parents.

In light of the present situation, the Chief Minister held a meeting with MP Vem Narender Reddy, State Chief Secretary Ramakrishna Rao, CM's Principal Secretary Seshadri, Special Secretary Ajith Reddy, Secretary Manik Raj, and Education Department Commissioner Yogita Rana.

The Chief Minister reviewed several technical issues and challenges associated with the proposed merger and decided to postpone the process temporarily. CM Revanth Reddy directed officials to conduct extensive consultations with all stakeholders regarding the merger and also suggested that the committee constituted to formulate the Telangana Education Policy should study the issue and submit its recommendations.

The Chief Minister clarified that a final decision would be taken only after holding a debate in the Legislative Assembly.

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See more on: merger of Intermediate education, Telangana Education Commission, Intermediate admissions process, school education system, Chief Minister A. Revanth Reddy

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Hindustan Times, 12 May 2026, Pg No.-4

'Every year's problem': Vacations begin, MCD school students yet to get textbooks

Aaditya Khatwani
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NEW DELHI: As summer vacation begins across the city, many students in Municipal Corporation of Delhi (MCD)-run schools have still not received all their textbooks for the current academic session.

Students were supposed to be provided textbooks in April and the last working day was May 8, with holidays starting from Monday. Teachers said the delay is impacting the students' education.

"We face this problem every year. We have not been able to teach the students properly or assign homework for the summer vacation," said Naveen Sangwar (42), general secretary of the Akhil Delhi Prathmik Shikshak Sangh, a union for MCD school teachers.

Sangwar teaches students of classes 4 and 5 at an MCD school in the Rohini zone.

Other teachers said they had been carrying out the government's Foundational Literacy and Numeracy (FLN) program, which aims to ensure that every student has basic writing, reading, and mathematics skills.

"They have asked us to conduct a baseline assessment through the FLN, but how are we suppose to clear the curriculum without the textbooks? The MCD had earlier told us that we would get all the data online, but the site does not work either," said Vinay Tanwar, an MCD teacher at a school in Karol Bagh.

Teachers also highlighted other problems such as delay in getting funds for MCD schools and a severe shortage of teachers and staff.

Lawyer Asho Agrawal had filed a PIL in the Delhi High Court last month, regarding the delay of providing textbooks to all government schools in Delhi. "On April 30, the court directed that textbooks be given to students before the summer vacations. Students from MCD-run schools and those run by the Delhi government are facing this issue," he said.

Parents said they are confused with the situation. "My child is very good at studies, but has not received textbooks so far this year. Soon, we will have no option but to buy the textbooks ourselves as we don't want his education to suffer," said a parent of an MCD school student, requesting anonymity.

MCD officials did not respond to HT's request for a comment on the situation.

Printed from
THE TIMES OF INDIA

NCERT RIE admissions 2026 registration begins on May 15; check CEE exam date and details

TOI Education | May 12, 2026, 09.07 AM IST



NCERT RIE admissions 2026: The National Council of Educational Research and Training (NCERT) has announced admissions for various teacher education programmes offered through its Regional Institutes of Education (RIEs) for the academic session 2026.

According to the official notification released by the RIE, Bhubaneswar, the online registration and application process will begin on May 15, 2026, and continue till June 5, 2026. Eligible candidates can apply through the official Common Entrance Examination (CEE) portal at cee.ncert.gov.in.

The admission process is being conducted for several undergraduate and postgraduate teacher education programmes offered at different RIE campuses across the country.

The courses available under the NCERT RIE Admissions 2026 include Integrated M.Sc.Ed. (6-Year), Bachelor of Education (B.Ed.) (2-Year), Integrated B.Ed.-M.Ed. (3-Year), Master of Arts (M.A.) in Education Technology (2-Year), and Master of Education (M.Ed.) (2-Year).

NCERT RIE admissions 2026: Important dates

The Common Entrance Examination (CEE) 2026 is scheduled to be conducted on June 28, 2026, at examination centres across India.

Candidates can check the important schedule below:

Event	Date
Online registration begins	May 15, 2026
Last date to submit application form	June 5, 2026
Admit card download starts	June 20, 2026
Common Entrance Examination (CEE) 2026	June 28, 2026
Last date to upload qualifying exam marks for Integrated M.Sc.Ed. applicants	June 20, 2026
Last date to upload qualifying exam marks for M.Sc.Ed./B.Ed./B.Ed.-M.Ed./M.A. in Education Technology/M.Ed. applicants	June 30, 2026
Answer key and objection window	To be announced later

Check official notification here.

NCERT RIE admissions 2026: Admit card and answer key

NCERT has informed that candidates will be able to download their admit cards from June 20, 2026 onwards through the official portal.

The council also stated that the answer key release date and objection submission schedule will be announced later on the CEE website. Candidates have been advised to regularly visit the official portal for the latest updates related to the entrance examination and admission process.

NCERT & CBSE Jointly Introduced Computational Thinking And AI Curriculum For 3rd To 8th Class Students



Department of School Education and Literacy Secretary Sanjay Kumar, has said that NCERT and CBSE have jointly introduced a new curriculum on computational thinking and Artificial Intelligence for students from classes 3 to 8. Speaking on the initiative, Mr Kumar said the curriculum has already been rolled out. He added that teachers will undergo training during the summer break, and the teaching of these subjects will begin once schools reopen after the vacation. He further informed that NCERT is also developing Artificial Intelligence textbooks for classes 9, 10, 11 and 12.

The Indian EXPRESS
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Private over govt schools, falling enrolment and dropout rates: Where India's school education system stands

A NITI Aayog analysis for the period from 2014-15 to 2024-25 marked secondary education as the "most fragile link" in the schooling cycle, besides broader trends and challenges. Here's what to know.

Written by: Abhinaya Harigovind 5 min read New Delhi Updated: May 12, 2026 08:32 AM IST



Students at Delhi Government School, at Kondli, East Delhi in New Delhi on March 23, 2026. The number

of government schools nationwide in 2024-25 (10.13 lakh) fell by 8% compared with the figure in 2014-15 (11.07 lakh). Photo: Abhinav Saha

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What has school education in India looked like over the past decade? From a “notable shift” towards private education and growing challenges in retaining children beyond grade 8, a **NITI Aayog analysis** of the school education system in India, released this month, points to trends and challenges.

Using existing data from the Education Ministry’s Unified District Information System for Education (UDISE), the National Achievement Survey and the PARAKH Rashtriya Sarvekshan (which the Centre used to measure learning outcomes from 2017 to 2024), and NGO Pratham’s Annual Status of Education Report, here’s the snapshot of school education that the NITI Aayog analysis provides for the decade from 2014-15 to 2024-25.

What has the overall school enrolment trend looked like?

Overall, school enrolment has dropped by about 8% over the past decade: from 26.95 crore in 2014-15 to 24.69 crore in 2024-25. The analysis attributes this drop to three reasons: “demographic shifts, particularly falling fertility rates leading to a smaller school-age population”, “the effects of school consolidations” or mergers, and challenges in retaining students at higher levels of education.

Pointing to a rising demand for private schooling, the analysis notes that around 54.3% of school enrolment was in government schools in 2014-15, and this figure dropped to 49.25% in 2024-25. In contrast, enrolment in private schools jumped from 31.7% to 38.8%. The rest are in government-aided or other schools.

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Enrolment trends have seen a marked shift: enrolment in government schools plummeted from 71% in 2005 to 49.24% in 2024-25, going by the analysis.

Why has the number of government schools dropped over the past decade?

The number of government schools in 2024-25 (10.13 lakh) fell by 8% compared with the figure in 2014-15 (11.07 lakh). Over the same period, private schools saw an 18% surge from 2.88 lakh to 3.39 lakh.

The analysis attributes the drop in the number of government schools to the impact of "consolidation and rationalization measures". School mergers — merging schools with low enrollments — have been undertaken in several states over the past few years, prompting political pushback in states like Uttar Pradesh.

Also read | Centre to make fresh move for PM-SHRI in Bengal, Kerala, and Tamil Nadu after political shifts

A NITI Aayog project initiated in 2017 merged and reorganised schools with low enrolment in Jharkhand, Madhya Pradesh, and Odisha. In the time since then, the National Education Policy 2020 has also recommended setting up school complexes so that resources can be shared.

What are the most ‘fragile links’ in the schooling cycle?

The analysis flags secondary education as a key gap: the GER (gross enrollment ratio, which is the total enrolment at a particular level of education, expressed as a percentage of the official age-group population for that level) at the secondary level is 78.7%, compared with over 90% at the primary and upper primary levels. At the higher secondary stage, GER falls further to 58.4%, and the analysis points out that nearly four out of every 10 children who enter school don’t continue till the higher secondary level.

NITI Aayog has marked secondary education as the “most fragile link” in the schooling cycle, “where economic constraints, social factors, and weak institutional support converge to limit participation”. The GER at the secondary level has only seen a marginal rise over the past decade — from 75.68% to 78.7%.

The analysis notes that the Right to Education Act guarantees free and compulsory education only up to the age of 14, and beyond class 8, the financial burden of continuing schooling falls on households, resulting in children from low-income and marginalised families dropping out of school.

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An additional factor could be keeping children from progressing to high school: few schools (only around 5% of the total of around 14.71 lakh schools) provide continuous schooling from classes 1 to 12. While there are over 7 lakh primary schools, this figure drops sharply to 1.42 lakh at the secondary level.

“This fragmentation without any established linkage between schools for transitioning requires students to shift schools at key stages, depending on local availability, which further contributes to declining retention rates and limits the likelihood of progression to higher stages of education,” the analysis notes.

How have dropout rates changed over the past decade?

The dropout rate at the primary level has fallen to near zero: from around 4% in 2014-15 to 0.3% in 2024-25. Dropout levels become a concern from the upper primary stage onwards. At the upper primary stage, the figure was 3.5% in 2024-25, close to the 3.77% a decade ago.

The secondary stage dropout rate has dropped from 17.86% to 11.5% over the decade, but the rate remains the highest at this stage of schooling.

Pointing to barriers including weak foundational learning, social pressures for girls, and financial constraints, the analysis recommends introduction of an “early warning system” in the UDISE+ school registers to flag “at-risk” students using attendance, learning levels, and markers of socio-economic vulnerabilities.

Across the transition stages of grade 5 to 6, grade 8 to 9, and grade 10 to 11, the transition rate (proportion of students who progress from one educational level to another) was higher among girls than boys in 2024-25. From the secondary to higher secondary level, for instance, the transition rate among girls was 77.9% against a figure of 72.4% among boys.

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सीबीएसई की आनलाइन मूल्यांकन व्यवस्था अंतिम चरण में लड़खड़ाई

रीतिका मिश्रा • जागरण

नई दिल्ली: सीबीएसई ने इस वर्ष बोर्ड परीक्षाओं के मूल्यांकन को पूरी तरह से आधुनिक और तेज बनाने के उद्देश्य से बड़े स्तर पर आनलाइन आन-स्क्रीन मार्किंग (ओएसएम) प्रणाली लागू की थी। बोर्ड का दावा था कि डिजिटल मूल्यांकन से न केवल कापियों की जांच तेज होगी, बल्कि पारदर्शिता भी बढ़ेगी और परिणाम समय पर जारी हो सकेगा, लेकिन 12वीं के परिणाम से ठीक पहले सामने आ रही जानकारी ने बोर्ड के इन दावों की पोल खोल दी।

सूत्रों के अनुसार, आनलाइन मूल्यांकन व्यवस्था अंतिम चरण में बुरी तरह लड़खड़ा गई। स्थिति ऐसी बन गई कि परिणाम प्रक्रिया को समय पर पूरा करने के लिए बोर्ड को अंतिम दो-तीन दिनों में लाखों कापियों की आफलाइन जांच करानी पड़ी। कई केंद्रों पर शिक्षकों को देर रात तक बैठाकर मूल्यांकन कराया गया। मंगलवार देर शाम तक विद्यार्थी परिणाम का इंतजार करते रहे लेकिन नहीं आया। वहीं जब इस मामले में सीबीएसई से पक्ष मांगा गया तो कोई जवाब नहीं आया। फिलहाल उम्मीद जताई जा रही है कि 13 मई को परिणाम जारी किया जा सकता है।

मूल्यांकन कार्य में लगे शिक्षकों ने बताया कि पहले उन्हें 12 मई सुबह 10 बजे तक हर हाल में अंक पोर्टल पर अपलोड करने के निर्देश दिए गए थे, लेकिन कापियों की संख्या अधिक होने और संबंधित विषयों के शिक्षकों की उपस्थिति न होने के कारण मंगलवार देर शाम तक परिणाम जारी नहीं हो सका। वहीं, जिन शिक्षकों ने आनलाइन कापियों की जांच कर अंक अपलोड कर दिए, उन्होंने बताया कि जब वे कापियों की जांच कर रहे थे, तब बड़ी संख्या में ऐसी उत्तर पुस्तिकाएं सामने आईं, जिन्हें

- 12 मई को देर रात तक चलती रही कापियों की जांच, अंक जल्द अपलोड करने के दिए निर्देश
- ब्लर स्कैनिंग, पेज मिसिंग और सिस्टम ग्लिच ने बिगाड़ी पूरी प्रक्रिया, परिणाम में हुई देरी



आनलाइन सिस्टम पर सही तरीके से देखा ही नहीं जा सका। कई कापियों के पेज स्कैनिंग में कुछ पन्ने अपलोड ही नहीं हुए, कुछ की स्कैनिंग इतनी धुंधली थी कि पढ़ना मुश्किल हो गया। ऐसी कापियों की आनलाइन जांच नहीं हो सकी और बाद में बोर्ड ने इनकी आफलाइन जांच कराई।

एक परीक्षक ने बताया कि आनलाइन जांच में तकनीकी गड़बड़ी की समस्या थी। कई बार कापी खुलने में इतना समय लग रहा था कि एक-एक प्रश्न देखने में परेशानी हो रही थी। शिक्षकों का यह भी आरोप है कि कई मूल्यांकन केंद्रों पर कंप्यूटर सिस्टम बेहद कमजोर थे। इंटरनेट और सर्वर की समस्या लगातार बनी रही। कई बार सिस्टम हैंग हो जाता था।

मूल्यांकन प्रक्रिया से जुड़े कुछ शिक्षकों ने बताया कि एक कापी खोलने में कई मिनट लग जाते थे, जबकि कई बार उत्तर पुस्तिका बीच में ही फ्रीज हो जाती थी। सूत्रों के अनुसार, आनलाइन मूल्यांकन व्यवस्था में तकनीकी खामी के कारण बोर्ड पर तेजी से परिणाम तैयार करने का दबाव बढ़ता गया। यही वजह रही कि 12 मई देर रात तक शिक्षकों से कापियां जांच कराई जाती रहीं।
बोर्ड ने इस वर्ष डिजिटल मूल्यांकन को भविष्य की प्रणाली बताते हुए इसे बड़ी उपलब्धि के रूप में प्रचारित किया था। दावा था कि डिजिटल मूल्यांकन से मानवीय त्रुटियां कम होंगी और मूल्यांकन प्रक्रिया अधिक सटीक बनेगी, लेकिन अब जमीनी स्थितियां बता रही हैं कि बिना मजबूत तकनीकी ढांचे के लागू की गई यह व्यवस्था खुद बोर्ड के लिए चुनौती बन गई। हालांकि सीबीएसई ने जो प्रक्रिया अपनाई, उसमें विद्यार्थियों की उत्तर पुस्तिकाओं को स्कैन कर डिजिटल फार्मेट में बदला गया और फिर शिक्षकों से स्क्रीन पर ही कापियों की जांच कराई गई, ताकि कागजी कापियों की मैनुअल हैंडलिंग कम हो सके और परिणाम जल्द जारी हो सके।

खबर विस्तार से पढ़ने के लिए क्यूआर कोड स्कैन करें।

दैनिक जागरण,
13 मई 2026,
पेज नं -13

'शिक्षा उस भाषा में दें जिसे बच्चा समझता हो'

जागरण ब्यूरो, नई दिल्ली : सुप्रीम कोर्ट ने मातृभाषा में पढ़ाई के अधिकार और महत्व पर महत्वपूर्ण फैसला दिया है। कोर्ट ने कहा कि मात्रभाषा में शिक्षा प्राप्त करने का अधिकार, संविधान के अनुच्छेद 19(1)(ए) में निहित है, क्योंकि बोलने और अभिव्यक्ति की आजादी की गारंटी में अनिवार्य रूप से सार्थक और बोधगम्य रूप से जानकारी प्राप्त करने का अधिकार भी शामिल है। कोर्ट ने कहा है कि शिक्षा ज्ञान के संचरण का प्राथमिक माध्यम होने के नाते, जहां तक संभव हो उस भाषा में दी जानी चाहिए जिसे बच्चा अच्छी तरह समझता हो।

कोर्ट का राजस्थान को स्कूली शिक्षा में राजस्थानी भाषा को मान्यता देने का निर्देश, मातृभाषा में शिक्षा का अधिकार

ये अहम आदेश जस्टिस विक्रम नाथ और संदीप मेहता की पीठ ने राजस्थान हाईकोर्ट का आदेश रद कर याचिका स्वीकार कर लिया है। याचिका पर बहस करते हुए वरिष्ठ वकील मनीष सिंघवी ने मातृभाषा में स्कूली शिक्षा के महत्व पर जोर डालते हुए कहा था कि राजस्थान में करोड़ों लोग राजस्थानी बोलते हैं। करोड़ों लोगों द्वारा बोली जाने वाली भाषा को शामिल नहीं करना राज्य की सांस्कृतिक विरासत और मातृभाषा में शिक्षा के अधिकार का उल्लंघन है। सुप्रीम कोर्ट ने राजस्थान सरकार को आदेश दिया कि वह राजस्थानी भाषा को स्थानीय या क्षेत्रीय भाषा के रूप में उचित दर्जा दिलाने की दिशा में काम करे और धीरे-धीरे इसे स्कूलों में शिक्षा के माध्यम के रूप में लागू करें। कोर्ट ने कहा कि राज्य, राजस्थानी भाषा को शैक्षिक उद्देश्यों के लिए एक स्थानीय/क्षेत्रीय भाषा के रूप में मान्यता देने और उसे उचित दर्जा प्रदान करने लिए आवश्यक उपाय करेगा।

परीक्षा की शुचिता

देश भर में हर साल लाखों विद्यार्थी इंजीनियरिंग और मेडिकल प्रवेश परीक्षा के लिए कड़ी मेहनत करते हैं। मगर उनकी उम्मीदें तब धुंधली पड़ जाती हैं, जब परीक्षा में अनियमितता की बातें सामने आती हैं या फिर पर्चाफोड़ की वजह से परीक्षा को रद्द कर दिया जाता है। इस बार भी मेडिकल प्रवेश परीक्षा 'नीट-यूजी-2026 में पर्चाफोड़ के गंभीर आरोप लगे हैं, जिस कारण राष्ट्रीय परीक्षा एजंसी (एनटीए) ने तीन मई को आयोजित परीक्षा को रद्द कर दिया है। साथ ही इस मामले की जांच सीबीआइ को सौंप दी गई है। सवाल है कि इस तरह की प्रवेश परीक्षाओं में बार-बार गड़बड़ियों के मामले सामने क्यों आ रहे हैं? एनटीए का दावा है कि प्रश्नपत्र तैयार करने से लेकर उसे संबंधित परीक्षा केंद्र तक पहुंचाने में पूरी गोपनीयता बरती जाती है और जरूरी सुरक्षा मानदंडों का भी कड़ाई से पालन किया जाता है, फिर क्या वजह है कि परीक्षा से पहले ही प्रश्नपत्र चुनिंदा विद्यार्थियों तक पहुंच जाता है! आखिर एनटीए और जांच एजंसियां उस सिरे को क्यों नहीं ढूंढ पा रही हैं, जिसकी वजह से इस तरह की गड़बड़ियों का सिलसिला जारी है।

गौरतलब है कि यह पहली बार नहीं है, जब एनटीए की ओर से आयोजित की जाने वाली किसी प्रवेश परीक्षा में गड़बड़ी के गंभीर आरोप लगे हैं। पिछले कुछ वर्षों से इस तरह के कई मामले सामने आ चुके हैं। वर्ष 2024 में नीट की परीक्षा देने वाले कुछ अभ्यर्थियों ने शिकायत की थी कि उन्हें दूसरी भाषा के प्रश्नपत्र दिए गए। इसके बाद एनटीए की ओर से क्षतिपूर्ति के तौर पर प्रभावित परीक्षार्थियों को दिए गए कृपांक को लेकर भी गंभीर सवाल उठे थे। इससे पहले वर्ष 2021 में भी कुछ छात्रों को गलत प्रश्नपत्र दिए जाने और कई केंद्रों पर परीक्षा में अनुचित साधनों के उपयोग की शिकायतों से विवाद हुआ था। सरकार ने वर्ष 2018 में एनटीए की स्थापना की थी। इसका उद्देश्य विभिन्न विश्वविद्यालयों और संस्थानों में स्नातक एवं स्नातकोत्तर पाठ्यक्रमों में प्रवेश के लिए राष्ट्रीय स्तर की पात्रता परीक्षाएं आयोजित करना है, जिनमें नीट, जेईई, यूजीसी और नेट भी शामिल हैं।

दरअसल, प्रवेश परीक्षाओं की प्रक्रिया को पारदर्शी, कुशल और निष्पक्ष बनाना एनटीए की बुनियादी प्राथमिकता है। मगर, इनमें जिस तरह से एक के बाद एक विसंगतियां सामने आ रही हैं, उससे इस एजंसी की कार्यप्रणाली पर सवाल उठना स्वाभाविक है। नीट यूजी 2026 परीक्षा में करीब 23 लाख विद्यार्थी शामिल हुए थे। एनटीए का दावा है कि इस परीक्षा के लिए प्रश्नपत्र तैयार करने में पूरी गोपनीयता बरती गई और इन्हें 'जीपीएस-ट्रैकिंग' वाले वाहनों में ले जाया गया था। परीक्षा केंद्रों की निगरानी एक केंद्रीय नियंत्रण कक्ष से एआइ-सहायता प्राप्त सीसीटीवी के माध्यम से की गई थी। सुरक्षा के इन तमाम प्रबंधों के बावजूद अगर प्रश्नपत्र परीक्षा से पहले ही कुछ विद्यार्थियों तक पहुंच जाता है, तो यह वास्तव में बहुत ही गंभीर मसला है। जाहिर है कि परीक्षा के आयोजन से संबंधित संस्था और अन्य संगठनों की पर्चाफोड़ माफिया से मिलीभगत के बिना यह संभव नहीं हो सकता। सरकार को इस बात पर गंभीरता से विचार करना होगा कि विद्यार्थी इन परीक्षाओं के लिए कितनी मेहनत करते हैं, महंगी कोचिंग के लिए कई परिवार तो अपनी जमीन गिरवी रख देते हैं, तो कोई बैंक से कर्ज लेता है। इसलिए जरूरी है कि प्रवेश परीक्षाओं में गड़बड़ियों पर रोक लगाने के लिए कड़े कदम उठाए जाएं, ताकि विद्यार्थियों के भविष्य के साथ खिलवाड़ न हो।

जनसत्ता,
13 मई 2026,
पेज नं - 6

जनसत्ता,
15 मई 2026,
पेज नं - 4

सीबीएसई के नतीजे घोषित

छात्राओं का 12वीं में दबदबा, देश में पांचवें स्थान पर दिल्ली

जनसत्ता संवाददाता
नई दिल्ली, 13 मई।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के 12वीं में दिल्ली के छात्राओं का दबदबा रहा। बुधवार दोपहर 12वीं कक्षा के नतीजे घोषित हुए। 22 जोन में दिल्ली पांचवें स्थान पर है। दिल्ली जोन में 92 फीसद छात्र उत्तीर्ण हुए हैं। छात्रों के (89.69) के मुकाबले छात्राओं का (94.53) का प्रदर्शन बेहतर रहा। हालांकि दिल्ली के 16 हजार से ज्यादा छात्रों को पूरक परीक्षा देनी होगी, क्योंकि इन्हें कंपार्टमेंट मिली है।

क्षेत्रवार दिल्ली का स्थान पांचवां रहा, 16 हजार से ज्यादा छात्र देंगे पूरक परीक्षा।

लड़कों की तुलना में लड़कियां का उत्तीर्ण फीसद करीब पांच फीसद अधिक है। जहां दिल्ली पश्चिम में 92.34 फीसद और दिल्ली पूर्वी में 91.73 फीसद छात्र पास हुए। पूरे दिल्ली क्षेत्र का कुल उत्तीर्ण प्रतिशत 92.03 फीसद रहा, जो राष्ट्रीय औसत से बेहतर है। आंकड़ों के अनुसार, दिल्ली से 2,76723 परीक्षार्थी परीक्षा में शामिल हुए थे। दिल्ली के नवोदय विद्यालयों का पास फीसद 97.82 फीसद रहा, जबकि केंद्रीय विद्यालयों का पास फीसद 97.48 फीसद रहा। सरकारी स्कूलों के 94.44 फीसद और सरकारी सहायता प्राप्त स्कूलों की परिणाम 87.16 फीसद रहा। सीबीएसई के अनुसार, जो छात्र अपने अंकों से संतुष्ट नहीं हैं, वे पुनर्मूल्यांकन सुविधाओं का लाभ उठा सकेंगे।

वहीं, एक विषय में सुधार करने वाले या कंपार्टमेंट श्रेणी में आए छात्रों के लिए जुलाई को सप्लीमेंट्री परीक्षा आयोजित की जाएगी। इसके लिए आवेदन प्रक्रिया जल्द शुरू होगी। इस बार दिल्ली के 16 हजार से ज्यादा छात्रों को पूरक परीक्षा देनी होगी। दिल्ली के छात्रों में कंपार्टमेंट 5.65 फीसद दर्ज किया गया।

नोएडा रीजन में 12वीं का परिणाम 79.43 फीसद रहा

केंद्रीय माध्यमिक शिक्षा परिषद (सीबीएसई) का नोएडा रीजन में 12वीं का परीक्षा परिणाम 79.43 फीसद रहा। नोएडा रीजन में कुल एक लाख 23 हजार 490 परीक्षार्थियों ने पंजीकरण करवाया था, जिसमें से एक लाख 22 हजार 322 ने परीक्षा दी। छात्रों का परीक्षा परिणाम 73.91 फीसद और छात्राओं का परीक्षा परिणाम 85.93 फीसद रहा। देश में नोएडा रीजन 20वें स्थान पर रहा। वहीं, 2025 में परीक्षा परिणाम 81.29 फीसद और 2024 में 80.27 फीसद रहा था। जबकि 2023 में 12वीं के 90.27 फीसद परीक्षार्थी उत्तीर्ण हुए थे।

दैनिक जागरण,
14 मई 2026,
पेज नं - 4

ओएसएम से मूल्यांकन में आएगी पारदर्शिता : बोर्ड

रीतिका मिश्रा • जागरण

नई दिल्ली: सीबीएसई ने इस वर्ष 12वीं बोर्ड परीक्षा में पहली बार बड़े स्तर पर आन-स्क्रीन मार्किंग (ओएसएम) प्रणाली लागू की। इसके तहत विद्यार्थियों की उत्तर पुस्तिकाओं को स्कैन कर डिजिटल रूप में परीक्षकों को उपलब्ध कराया गया और शिक्षकों ने कंप्यूटर स्क्रीन पर कापियों की जांच की। बोर्ड के अनुसार इस प्रक्रिया के तहत कुल 98,66,622 उत्तर पुस्तिकाओं का मूल्यांकन किया गया।

सीबीएसई के मुताबिक ओएसएम प्रणाली लागू करने का उद्देश्य मूल्यांकन प्रक्रिया को अधिक पारदर्शी, तेज और त्रुटिरहित बनाना था। बोर्ड के अधिकारियों ने कहा कि डिजिटल प्रणाली के कारण टोटलिंग (जोड़ने), पोस्टिंग और अपलोडिंग संबंधी त्रुटियों की संभावना कम हुई है। साथ ही उत्तर पुस्तिकाओं को मूल्यांकन केंद्रों तक भौतिक रूप से पहुंचाने की आवश्यकता भी नहीं रही।

सीबीएसई ने ओएसएम के बताए ये फायदे

- टोटलिंग और पोस्टिंग त्रुटियों में कमी
- उत्तर पुस्तिकाओं के परिवहन की जरूरत खत्म
- डिजिटल प्लेटफार्म पर सीधे अंक अपलोड
- मूल्यांकन प्रक्रिया की निगरानी आसान
- लाखों कापियों की जांच कम समय में संभव

पारंपरिक और ओएसएम मूल्यांकन में अंतर: बोर्ड अधिकारियों ने कहा कि पारंपरिक मूल्यांकन व्यवस्था में कापियों का भौतिक परिवहन जरूरी था, जबकि ओएसएम में डिजिटल स्कैनिंग के जरिए मूल्यांकन हुआ। पहले टोटलिंग और अंक चढ़ाने में मानवीय त्रुटियों की संभावना रहती थी, जबकि डिजिटल प्रणाली में यह प्रक्रिया स्वचालित रही। पारंपरिक मूल्यांकन में कापियों के खोने या क्षतिग्रस्त होने का जोखिम रहता था, जबकि ओएसएम में डिजिटल रिकार्ड सुरक्षित रखा गया है। बोर्ड के मुताबिक शुरुआती चरण में कुछ चुनौतियां स्वाभाविक थीं और आने वाले वर्षों में तकनीकी ढांचे को और मजबूत किया जाएगा।

The Pioneer, 14 May 2026, Page No. - 8

The human side of AI in the classroom



RITU JAVA

2ND OPINION

Artificial intelligence is no longer confined to the edges of innovation; it is steadily becoming part of the everyday rhythm of education. Its presence in school curricula is not loud or disruptive, but quietly influential, shaping how students engage with learning and how educators respond to their needs.

Not only are we seeing new tools; we are also seeing an entirely different learning experience emerging through this evolution. The advent of AI has opened up ways to support not only students' academic growth, but also the confidence and well-being that sit at the heart of meaningful learning.

For years, the classroom has been built on a straightforward approach - one teacher, one lesson, one pace. But all learners are different; some move ahead quickly, while others need more time.

AI is starting to close this gap by identifying when a student is struggling or is ready to move on, allowing learning to adapt to each individual's needs. It also changes the role of teachers by taking over tasks such as grading and tracking progress.

As classrooms evolve, teachers are becoming guides and mentors who help students interpret material rather than simply instruct them. At the same time, learning remains deeply tied to confidence, motivation, and self-worth. In this context, AI can contribute positively to the system. If implemented correctly, it can support learning through timely feedback, personalised instruction, and early detection of disengagement, among other methods. It can support both performance and well-being.

Nonetheless, the story has another side.

The fear is that students will turn to AI and thoughtlessly use it as a shortcut — skipping the thinking and questioning that lead to genuine learning. Therefore, schools should teach students how to use AI responsibly rather than simply how to access it, with the goal of developing critical thinkers rather than merely efficient problem-solvers.

Then there are ethical questions, which are becoming increasingly important.

How is student data being used?

Are these systems fair to all learners?

Are we teaching children how to use technology responsibly?

These are not technical questions alone; they are deeply human ones. And they must be part of the conversation in every school that chooses to embrace AI.

The Pioneer
SINCE 1865

The real impact lies in how thoughtfully schools integrate AI. The priority should be on building AI literacy rather than simply teaching its usage, while ensuring that teachers are equipped and trained alongside students.

Education has never been just about facts. At its heart, education is an experience rooted in relationships and mentorship. AI cannot replace that, and it should not try to. What it can do is strengthen it.

When AI is used thoughtfully in the classroom, it can make learning spaces more flexible and welcoming for all students, recognising and embracing the different experiences of each learner. It gives teachers more time to help students become more curious, confident, and expressive. Perhaps this is the real power of AI in the classroom: making education truly inclusive for everyone.

The writer is the Principal of Dharav High School, Gurugram

Hindustan Times, 14 May 2026, Page No. -8

NEET's shift to computer-based testing faces single-shift hurdle

Sanjay Maurya and Ridhima Gupta
letters@hindustantimes.com

NEW DELHI: More than a year after a government-appointed reform panel made a "strong case" for moving NEET-UG to computer-based testing — describing it as the "sure way forward" against paper leaks — the transition remains stalled, caught between NTA's infrastructure constraints and a health ministry condition that has proved impossible to meet for a test administered to 2.3 million takers: that any online exam must be conducted in a single shift.

The Radhakrishnan panel, constituted after the NEET-UG 2024 controversy, recommended in its October 2024 report that the examination shift from pen-and-paper to digital mode.

"In a high-technology era, continuing indefinitely with pen-and-paper testing is difficult to justify. Printing, transport and physical distribution create multiple leak points. Computer-based testing (CBT) allows algorithm-driven delivery with minimal manual handling and hence can act as a prevention method for paper leaks," a member of the panel said, asking not to be named.

The recommendation has gone nowhere.

NTA director general Abhishek Singh said the agency is ready to move — but only on instruction. "We will conduct the exam in CBT mode if the health ministry gives us in writing that they want us to conduct the exam in CBT mode. It will take around 20 shifts to manage around 2.2 million NEET candidates, and we will have to follow the normalisation process to ensure fairness to all students."

RADHAKRISHNAN PANEL, FORMED AFTER NEET-UG 2024 ROW, RECOMMENDED IN ITS 2024 REPORT THAT EXAM SHIFT TO DIGITAL MODE

The infrastructure numbers explain why. "Around 150,000 students sit for CBT exams in a shift conducted by NTA. We conducted JEE Main 2026 session 1 in nine shifts for over 1.3 million students and session 2 in 10 shifts for over 1 million students. NTA scores are normalised across multi-shift papers based on relative performance within each shift," an NTA official said, requesting anonymity.

Twenty shifts for 2.3 million NEET candidates would be more than twice what JEE Main required across both its sessions combined.

The health ministry, meanwhile, has held a position it communicated to NTA nearly three years ago: online examinations are acceptable only in a single shift.

"When this matter was brought to the health ministry almost three years back, it was already communicated that if the NTA can conduct online examinations in CBT mode in a single shift, then it should do so. We do not want problems later arising from complaints that one set of questions was different from another or that an earlier paper was easier. To rule out issues related to normalisation, the health ministry had suggested conducting the examination in a single shift," a senior official said, asking not to be named.

The same official acknowledged the scale while declining to shift the position: "This year, around 23 lakh students appeared for the examination, which is a huge number. But India is capable of advancing to that stage."

Plea filed in SC seeking re-test

NEW DELHI: A petition has been filed by the Federation of All India Medical Association (FAIMA) in the Supreme Court requesting that the re-test for the NEET-UG 2026, which was cancelled following an alleged nationwide leak, be conducted under court supervision for undergraduate medical admission. HTC

Why is NCTE's Integrated Teacher Education Programme Set to Be a Game Changer for Education under NEP 2020?

The National Council for Teacher Education (NCTE) has taken a truly visionary step by launching the Integrated Teacher Education Programme (ITEP), a flagship initiative under the National Education Policy (NEP) 2020.

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May 14, 2026,
Updated May 14, 2026, 12:15 PM IST

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The National Council for Teacher Education (NCTE) has taken a truly visionary step by launching the Integrated Teacher Education Programme (ITEP), a flagship initiative under the National Education Policy (NEP) 2020.

This four-year dual-major undergraduate programme stands as one of the most meaningful and transformative reforms India's education sector has seen in decades.

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Offering B.A. B.Ed., B.Sc. B.Ed., and B.Com. B.Ed. degrees, ITEP seamlessly integrates deep subject knowledge with professional teacher training from day one. It is not just good policy — it is essential for building a strong foundation for Viksit Bharat.

Without an iota of doubt, ITEP is a powerful opportunity to raise teaching standards while rooting our future educators in both national vision and local realities. The programme represents a decisive break from outdated,

fragmented approaches to teacher preparation and aligns perfectly with NEP 2020's ambitious goals of creating a holistic, multidisciplinary, and high-quality education ecosystem.

The traditional B.Ed. system has long suffered from a clear separation between subject knowledge and teaching skills. ITEP beautifully bridges this gap by combining a full bachelor's degree with teacher training over four immersive years. Previously, students completed a three-year bachelor's degree followed by a separate one- or two-year B.Ed. programme — a total of four to five years with little integration between content and teaching methods. ITEP compresses this into a single, cohesive four-year journey, saving students one full year while delivering far richer and more practical preparation.

For our state Manipur, the advantages are clear and compelling. Future educators will gain strong subject mastery along with practical teaching abilities and a well-rounded philosophy of education. The dual degree and higher professional recognition can draw bright, motivated young people into teaching — a profession Manipur urgently needs to strengthen.

ITEP is the perfect embodiment of NEP 2020's bold multidisciplinary shift — a fundamental move away from India's traditional siloed education system toward a holistic, flexible, and integrated approach. For too long, Indian education has suffered from rigid divisions between arts and sciences, academic and vocational streams, and subject knowledge versus pedagogical skills. NEP 2020 seeks to eliminate these harmful hierarchies and promote the unity and integrity of all knowledge.

It envisions education that fosters well-rounded individuals equipped with critical thinking, creativity, adaptability, and 21st-century skills needed in a rapidly evolving world marked by technological disruption, globalization, and complex societal challenges.

The new teacher education programme translates this vision directly into teacher preparation by shifting it from standalone institutions into multidisciplinary colleges and universities. By 2030, the four-year integrated programme will become the minimum qualification for school teachers. This is a revolutionary change. Through ITEP, aspiring teachers pursue a true dual-major holistic bachelor's degree. One major is in Education, while the other is in a disciplinary or interdisciplinary field such as History, Mathematics, Physics, English, Economics, or Commerce.

The curriculum, as outlined in NCTE's framework, spans eight semesters and includes rigorous disciplinary courses, foundational education studies, pedagogy, practicum, and exposure to diverse areas like Indian Knowledge Systems (IKS), psychology, sociology, inclusive education, technology integration, early childhood care and education (ECCE), foundational literacy and numeracy (FLN), multilingualism, experiential learning, and value education rooted in India's rich heritage.

The programme aligns perfectly with NEP's 5+3+3+4 school structure. It prepares stage-specific teachers for the Foundational (ages 3-8), Preparatory (8-11), Middle (11-14), and Secondary (14-18) stages. Graduates will not only master their subjects but also gain expertise in delivering multidisciplinary, experiential, and inclusive learning in real classrooms.

By producing well-rounded individuals with intellectual, aesthetic, social, physical, emotional, and moral development, ITEP will significantly enhance creativity, innovation, critical thinking, and employability among future teachers. It prepares them better for a multidisciplinary world marked by AI, big data, interdisciplinary challenges, and rapid technological change. The programme also ensures stronger integration of vocational education, Indian Knowledge Systems, and value-based learning, while opening improved research opportunities through holistic perspectives.

What makes ITEP truly transformative is its strong emphasis on hands-on experience. Students begin classroom observation, practice teaching, school internships, and reflective learning from the early semesters. Pre-internship practice, block teaching, and field experiences in diverse settings (rural and urban) build real confidence and competence in modern methods — use of technology, multi-level teaching, continuous and comprehensive evaluation, special education needs, and culturally responsive pedagogy.

The multidisciplinary environment encourages institutions to become broader centres of learning across Arts, Science, and Commerce streams, fostering collaboration and breaking departmental silos. Though this demands significant effort in infrastructure and faculty development, the phased timeline up to 2030 makes the transition practical and achievable. Pilot implementations in over 50 central and state universities since 2023-24 have already demonstrated promising results, with students showing better integration of theory and practice.

Admission to ITEP is through the National Common Entrance Test (NCET) conducted by the National Testing Agency (NTA). This transparent, merit-based national-level exam evaluates Language proficiency (two languages), Domain knowledge (up to three subjects aligned with the chosen stream), General Aptitude, and crucially, Teaching Aptitude. With no upper age limit, NCET opens doors for fresh Class 12 graduates as well as career changers and motivated individuals from diverse backgrounds. This rigorous entry process itself marks a game-changing improvement, ensuring that only genuinely passionate and capable candidates enter the noble profession of teaching.

Manipur University's selection by the National Council for Teacher Education (NCTE) to offer the Integrated Teacher Education Programme (ITEP) from the current academic session is a proud and historic moment for the state of Manipur. This recognition firmly positions Manipur University as a pioneer in the region, ready to launch the B.A. B.Ed. (Secondary Level) programme that will shape a new generation of teachers.

These future educators will not only possess high professional competence but will also be deeply rooted in multidisciplinary perspectives, critical thinking, and 21st-century skills. This powerful synergy ensures that teacher education at Manipur University remains truly aligned with the transformative vision of NEP 2020.

For Manipur and the Northeast, where education plays a vital role in strengthening social harmony, preserving cultural identity, and bridging development gaps, ITEP brings real hope and renewal. The region has long faced challenges such as teacher shortages in remote areas, multilingual classrooms, and the need for educators who understand local contexts alongside national and global perspectives. ITEP addresses these beautifully by attracting brighter talent into the profession and producing teachers equipped to handle diverse classrooms, promote inclusive education, and contribute to foundational literacy and numeracy — critical needs in many parts of our state.

Implementing ITEP requires addressing two major areas — faculty development and infrastructure readiness. The programme demands teacher-educators who are strong in their subjects as well as trained in modern pedagogy. Institutions need smart classrooms, well-equipped science and mathematics labs, educational technology centres, psychological testing facilities, and robust digital libraries.

The Government can fast-track special faculty recruitment with attractive incentives, provide dedicated grants, and build partnerships with national bodies like National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA). University administration and Institutional management can form steering committees, train existing faculty, and design contextually relevant curricula that meet NCTE standards while incorporating local elements such as Manipuri history, literature, ecology, arts, and values.

Recent developments in Maharashtra illustrate both the challenges and the urgent need for reform. The NCTE cancelled recognition of as many as 295 B.Ed. colleges after scrutiny revealed serious quality concerns. Many failed to submit required reports, leading to potential reduction of over 16,000 seats and short-term uncertainty. While this causes anxiety during admission seasons, it represents a much-needed cleansing of the system.

For too long, substandard institutions operated with minimal accountability, producing graduates inadequately prepared for modern classrooms. ITEP's higher standards, multidisciplinary approach, and NCET-based selection directly address these systemic weaknesses. Temporary disruptions are far preferable to continuing with a diluted system that fails our children.

Broader challenges include resistance from standalone colleges facing phase-out, infrastructure gaps in smaller institutions, and the need for smooth transition support. However, NCTE's adaptive approach — including sensitization workshops, National Professional Standards for Teachers, and the National Mission for Mentoring — provides a clear pathway forward. ITEP is more efficient for students, reduces long-term costs, and promotes local teacher recruitment, which is especially valuable in rural and remote areas of the Northeast.

When we embrace ITEP and NCET wholeheartedly, the outcomes will be truly transformative. We can look forward to a regular supply of well-trained, locally rooted teachers for our schools, greater respect and attractiveness for the teaching profession, better learning outcomes for our children leading to more confident, capable, and culturally grounded citizens, and stronger contribution to educational equity and social cohesion across Manipur and the Northeast.

Another significant dimension where Manipur University can take a pioneering role is through the effective implementation of the Integrated Teacher

Education Programme (ITEP). When executed with vision and local relevance, ITEP will surely promote multidisciplinary learning, foster critical thinking, and develop essential 21st-century skills among future teachers.

More importantly, it will offer a powerful platform for the seamless integration of Indian Knowledge Systems with Manipur's rich cultural and intellectual heritage — from the profound wisdom embedded in Manipuri culture and folklore to the traditional ecological knowledge of our indigenous communities. This harmonious blending will not only strengthen the cultural identity of our students but also ensure that teacher education under ITEP remains deeply rooted in NEP 2020's vision of an education system that is truly Indian in spirit and global in competence.

ITEP, supported by the fair and robust NCET admission process, is more than a new degree — it is a fundamental shift in how we prepare teachers as subject experts, empathetic guides, critical thinkers, and reflective practitioners in line with NEP 2020's multidisciplinary vision. It faithfully carries forward the spirit of making teachers the real nation-builders.

Let us come together and wholeheartedly embrace ITEP as the game changer our education system has been desperately waiting for. One outstanding teacher at a time, we will shape not only better classrooms but a brighter, stronger, and more harmonious future for Manipur, the Northeast, and for a truly Viksit Bharat!

Edited By: Atiqul Habib

Published On: May 14, 2026

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Right to Education in Mother Tongue Flows from Article 19(1)(*a*); Supreme Court Directs Rajasthan to Introduce Rajasthani in Schools



"The ability to understand and be understood in one's own language is not a matter of convenience, but a matter of existential rights, for comprehension must necessarily precede meaningful participation in the society and day to day life activities."

Published on May 14, 2026 - By Ritu



Supreme Court: In a significant judgment concerning linguistic rights and the constitutional promise of meaningful education, the Division Bench of Vikram Nath and **Sandeep Mehta***, JJ., held that the right to receive education in one's mother tongue found its normative basis in Article 19(1)(*a*) of the Constitution and that **"true value of this freedom lies not merely in [illegible] communicate, but in the ability to understand, internalis[illegible]s information so as to make informed choices".**

EN

The Court set aside the impugned judgment of the Rajasthan High Court and issued following directions to the State of Rajasthan:

1. Formulate an appropriate and comprehensive policy for implementation of mother tongue-based education in line with the National Education Policy, 2020 (NEP 2020).
2. Recognise and accord due status to the Rajasthani language as a local/regional language for educational purposes.
3. Progressively facilitate its adoption as a medium of instruction at foundational and preparatory stages and subsequently at higher levels.
4. Introduce Rajasthani as a subject in all schools, government and private, in a phased and progressive manner.

Also Read: Madras HC deprecates parents for forcing children into academic rat race; allows student to take supplementary Maths exam

Factual Matrix

The appellants approached the Rajasthan High Court through a public interest litigation (PIL) seeking two principal reliefs, 1. inclusion of Rajasthani language in the examination syllabus for recruitment to the posts of Teacher Grade-III Level-I and Level-II under the Rajasthan Eligibility Examination for Teachers, 2021 (REET-2021); and 2. a direction to the State authorities to impart education to children in the Rajasthani language or relevant local language.

The High Court dismissed the writ petition on the ground that issuance of a writ of mandamus required the establishment of an enforceable legal right coupled with a corresponding statutory duty on the State, which had not been demonstrated.

Aggrieved by the dismissal, the appellants approached the Supreme Court by way of special leave under Article 136 of the Constitution.

Appellants' Contentions

The appellants contended that the Rajasthani-speaking population constitutes a "linguistic minority" within Rajasthan because Hindi is the principal official language of the State. It was argued that Rajasthani possesses a distinct identity and cultural heritage and therefore falls within the protection of Article 350-A of the Constitution.

EN

The appellants further argued that the right to receive education in one's mother tongue is implicit in Article 19(1)(*a*), since freedom of speech and expression includes the right to meaningfully receive and comprehend information. It was stated that Article 19(1)(*a*) read with Article 21-A, imposes an obligation upon the State to provide intelligible and effective education.

It was also submitted that the State had discriminated against Rajasthani by permitting languages such as Gujarati, Punjabi and Sindhi in school curricular while excluding Rajasthani despite its widespread usage and cultural significance and such exclusion violated Article 14 of the Constitution.

Reliance was also placed upon the NEP 2020, which recognised that children understand concepts more effectively when taught in their home language or mother tongue.

Respondents' Contentions

The respondents contended that education and teacher recruitment were presently undertaken only in respect of languages recognised in the Eighth Schedule to the Constitution. Since Rajasthani had not been included in the Eighth Schedule, there existed no policy or administrative framework for adopting it as a medium of instruction or compulsory subject.

The State further argued that Article 350-A is merely directory and does not create enforceable rights capable of being implemented through a writ of mandamus. It was also urged that Rajasthani speakers do not constitute a linguistic minority within Rajasthan.

The respondents also argued that the NEP 2020 is merely an executive policy statement without statutory force and therefore creates no enforceable rights or obligations.

Analysis

Before entering into the controversy, the Supreme Court undertook an elaborate discussion on the historical, constitutional and pedagogical significance of language, particularly mother tongue-based education, placing it within the broader constitutional framework.

Historical and Constitutional Background

The Court traced the historical importance of language as the medium through which knowledge, culture, and values are transmitted across generations. It observed that the Constituent Assembly was acutely conscious of *"the unifying potential of language and its capacity to bind together the diverse cultural fabric of India, particularly in the context of education and nation building"*.

The Court discussed Part XVII (Articles 343 to 351) of the Constitution dealing with languages and noted that the Constitution originally recognised 14 languages in the Eighth Schedule, which now stands expanded to 22 languages through constitutional amendments. It emphasised that the framers of the Constitution recognised the importance of the mother tongue in education and university instruction.

The Court referred to the insertion of Article 350-A by the 7th Constitutional Amendment, intended to ensure that States shall provide adequate facilities for instruction in the mother tongue at the primary stage for children belonging to linguistic minority groups.

The Court also examined the recommendations of the D.S. Kothari Commission (1964—66), which advocated for 3-language formula and stressed that regional language should ordinarily be the medium of instruction. These recommendations were later adopted in the National Policies on Education of 1968, 1986 and 1992.

The Court thereafter referred to the Right of Children to Free and Compulsory Education Act, 2009 (Right to Education Act), particularly Section 29(2)(*f*), which provides that the medium of instruction shall, "as far as practicable", be in the child's mother tongue, thereby recognising the foundational ro r tongue in facilitating meaningful learning.

Discussing the NEP 2020, the Court noted that NEP 2020 emphasised on the use of home language, local language or regional language as the medium of

instruction up to at least Grade V and preferably till Grade VIII. It further recognised the role of technology in overcoming linguistic barriers and facilitating comprehension in the child's home language.

Also Read: National Education Policy 2020 approved; Mother tongue as medium of instruction till Class 5

Relief Regarding REET-2021

The Court observed that the principal relief concerning inclusion of Rajasthani language in REET-2021 had become infructuous because the recruitment process had already concluded and attained finality and therefore, any direction at that stage would unsettle a completed recruitment exercise.

However, the Court clarified that the issues raised in the present matter extended beyond the specific examination and involved broader constitutional concerns relating to language, education and public employment.

Also Read: "Menstrual Health can't be barrier to a girl's right to education"; Rajasthan High Court upholds nursing aspirant's educational rights

Importance of Education and Language

The Court described education as a transformative force capable of lifting individuals from adverse social and economic conditions. It emphasised that education is not merely acquisition of knowledge and communication but a tool of empowerment, *"enabling individuals to overcome systemic disadvantages, break cycles of poverty, and contribute meaningfully to the society".*

The Court observed that Articles 21, 21-A, 41, 45, 51-A(*k*), and 350-A collectively establish education as a constitutional entitlement coupled with a corresponding public duty on the State.

The Court stressed that quality education is inseparable fr[illegible]n through which it is imparted. Education delivered in a language not understood by the child cannot meaningfully qualify as quality education. The Constitution mandates the State to adopt measures that facilitate effective learning using

child's chosen language, or mother tongue, thereby delivering education that is truly substantive, inclusive, and empowering.

The Court referred to *State of U.P.* v. *Anand Kumar Yadav*, (2018) 13 SCC 560, where it was observed that the right to education necessarily means the right to quality education and *Devesh Sharma* v. *Union of India*, (2023) 18 SCC 339, wherein the transformative purpose of the Right to Education Act and the significance of quality elementary education were highlighted. The Court also emphasised that the Right to Education Act was not enacted merely to fulfil the formality of free education but to ensure meaningful and equitable quality education.

The Court explained that Section 29(2)(*f*), Right to Education Act embodies the pedagogical principle that instruction in the child's mother tongue improves comprehension and prevents alienation and fear in the learning process. *"By mandating that curricular design and evaluation frameworks duly account for the medium of instruction, Section 29(2)(f) reinforces the principle that quality education must be intelligible, inclusive, and conducive to the holistic development of the child."* It further observed that NEP 2020 reflects a considered governmental policy that education imparted in a familiar language improves conceptual clarity and long-term learning outcomes. The NEP 2020 reinforces the constitutional vision underlying under Articles 19(1)(*a*), 21, 21-A, 41, 45, 51-A(*k*) and 350-A and ensuring *"education that is accessible, inclusive, and meaningful"*.

Mother Tongue and Article 19(1)(*a*)

The Court held that the right to receive education in one's mother language flows from Article 19(1)(*a*) and the freedom of speech and expression includes not only the right to communicate information but also the right to receive and understand information meaningfully.

EN

The Court referred to *English Medium Students Parents Assn.* v. *State of Karnataka*, (1994) 1 SCC 550, wherein the Court emphasised importance of mother tongue instruction and regional languages and stated that the mother tongue serves not merely as a medium of communication but also as a vital instrument for cognitive growth, cultural continuity and meaningful participation in the educational process and *State of Karnataka* v. *Associated Management of English Medium Primary & Secondary Schools*, (2014) 9 SCC 485, where the Court had recognised that Article 19(1)(*a*) includes the freedom of a child or on his behalf his parent or guardian, to choose the medium of instruction at the primary level.

Also Read: Right to Education | Rajasthan High Court grants permission for minor rape survivor's admission to school under Article 21-A

Criticism on State Inaction

The Court expressed serious concern that despite constitutional provisions, statutory mandates and policy declarations, there had been little effective implementation at the ground level. It observed that the continued failure of States to operationalise mother tongue-based education undermines statutory directives and risks violating fundamental rights.

The Court remarked that rights existing merely on paper without implementation are effectively no rights at all. It criticised the tendency of announcing schemes and frameworks "with much fanfare and panache" without translating them into lived realities for children.

The Court termed the stand taken by the State of Rajasthan as "myopic" and "lackadaisical". The Court observed that the State's justification that only Eighth Schedule languages were being taught in schools amounted to an attempt to sidestep constitutional obligations. The absence of policy was wrongly projected as a defence rather than a deficiency requiring rectification.

The Court held that constitutional rights cannot be permitted to remain illusory because of executive inertia and that once the Union had recognised the necessity of imparting education in a language intelligible to the child, corresponding obligations arose upon the States.

Lastly, the Court noted that Rajasthani was already being taug s such as Jai Narain Vyas University, Maharaja Ganga Singh University and University of Rajasthan, which demonstrated institutional and pedagogical acceptance of the language.

EN

Also Read: "Right to education not only includes free and compulsory, but also quality education"; Supreme Court rules B.Ed. Graduates ineligible for primary school teaching

Decision and Directions

The Court allowed the appeal and set aside the impugned judgment of the Rajasthan High Court.

The Court directed the State of Rajasthan to

1. Formulate an appropriate and comprehensive policy for effective implementation of the constitutional mandate relating to mother tongue-based education, particularly in light of the NEP 2020.
2. Recognise and accord due status to Rajasthani as a local/regional language for educational purposes.
3. Progressively facilitate adoption of Rajasthani as a medium of instruction at foundational and preparatory stages and thereafter at higher levels.
4. Introduce Rajasthani as a subject in all schools, government and private, in a phased and progressive manner.
5. File a compliance affidavit before the Court by 25 September 2026.
6. Listed the matter on 30 September 2026 for consideration of compliance.

Also Read: Mother's role as primary caregiver doesn't curtail her right to education and personal growth: Delhi HC permits mother to pursue higher education abroad

[***Padam Mehta* v. *State of Rajasthan*, 2026 INSC 476, decided on 12-5-2026**]

***Judgment by Justice Sandeep Mehta**

Tags : Article 19(1)(a) | Article 21-A | Article 350-A | Education Law | Justice Sandeep Mehta | Justice Vikram Nath | Linguistic Rights | Mother Tongue Education | Quality Education | Rajasthan Education Policy | Rajasthani Language | Regional Language Education | right | Supreme Court

EN

CBSE defends Class 12 OSM paper-checking system, suggests what students can do next

Acknowledging the wave of posts on social media, CBSE said on X that the OSM system ensured stepwise marking, while auto-calculating totals to minimise error.

Updated on: May 15, 2026 7:38 PM IST
By Sanjay Maurya

The Central Board of Secondary Education (CBSE) on Friday issued a statement defending its newly introduced on-screen marking (OSM) system; and reaffirmed students' right to seek re-evaluation of their answer books. This came as anxiety and criticism mounted on social media following a sharp drop in Class 12 pass percentage this year, to 85.2, by 3.19 percentage points. That's the lowest in seven years.



CBSE confirmed that the re-evaluation window would remain open this year too. (HT File/Representative photo)

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The fall has disproportionately affected students in science subjects, with social media sites flooded with complaints particularly around marks in Physics, Chemistry, Biology and Mathematics.

What CBSE said

Acknowledging the wave of posts on social media, the CBSE said on X that it had “observed” concerns being raised. It said the OSM was introduced to enhance

year.

Students dissatisfied with their results can apply for copies of their evaluated answer books and, upon finding any discrepancy, request corrective action through the board's prescribed mechanism, it added.

How OSM was deployed

This year, 1.77 million (17.7 lakh) students appeared for the CBSE Class 12 examinations, which was 76,000 more than last year, making the dip in pass percentage more significant in absolute terms. A total of 98,66,622 answer books were evaluated under the OSM system, marking its first full-scale deployment at the Class 12 level.

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error.

What teachers said

School principals and teachers, speaking with HT just after the results, offered differing explanations behind the pass percentage dip.

A principal of a Delhi-based school, requesting anonymity, alleged that the rollout was rushed and teachers were not adequately trained.

“Many teachers, particularly in government schools, were not sufficiently familiar with the technology. Ideally, OSM should have been implemented next year after wider preparation,” the principal said.

However, a Delhi government school teacher involved in Class 12 evaluation said the process reduced chances of errors.

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Jyoti Arora, principal of Delhi-based Mount Abu School said the decline is “reflecting stricter competency-based evaluation and greater emphasis on conceptual understanding under the National Education Policy (NEP) 2020, rather than the marking system under OSM alone".

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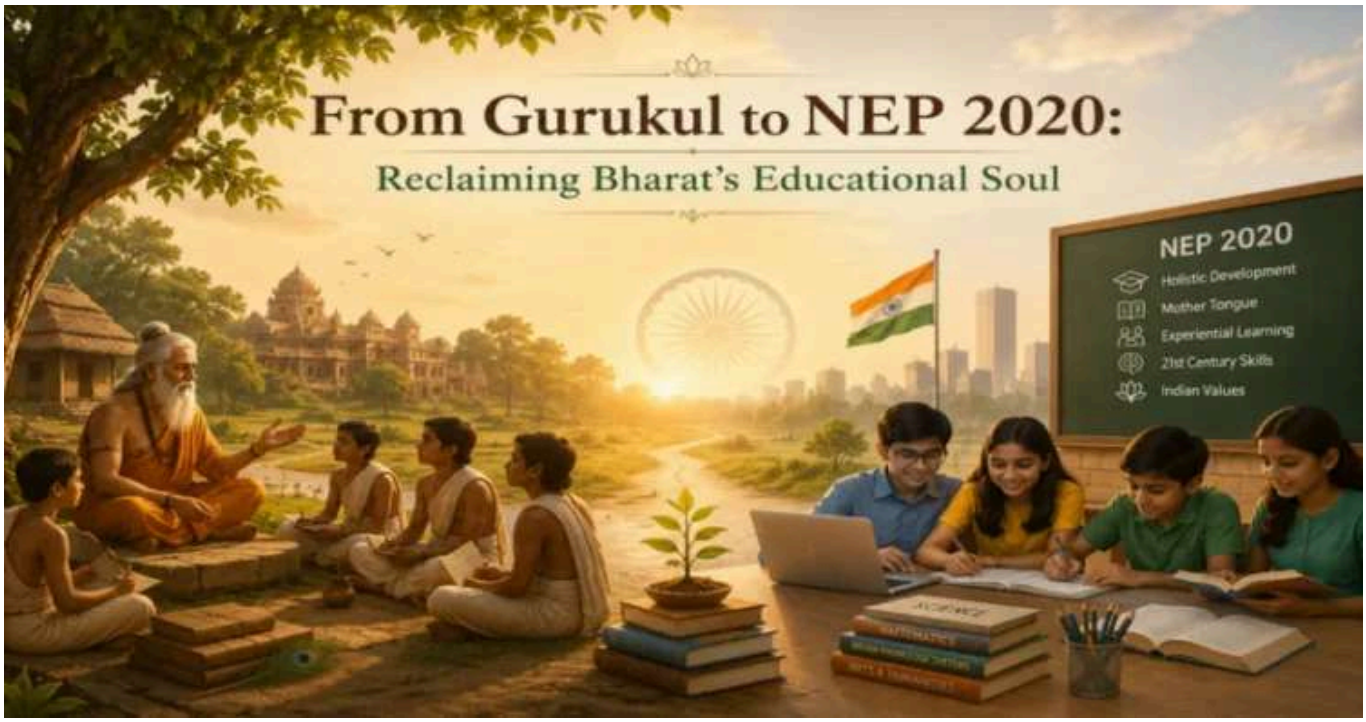
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Gurukul to Global Leadership: India's education transformation under NEP 2020

India's educational journey from the Gurukul tradition to National Education Policy 2020 reflects a civilisational rediscovery rooted in Bharatiya values, mother-tongue learning, holistic development and modern innovation. It seeks to transform schooling into meaningful education aligned with Bharat's cultural and intellectual heritage

Vivek Kumar — May 15, 2026, 08:30 am IST in **Bharat**

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There is a Sanskrit shloka that has guided Bharatiya thought for millennia *"विद्या ददाति विनयं विनयाद्याति पात्रताम्।"* Knowledge gives rise to humility, humility to worthiness and worthiness to prosperity, and through prosperity one attains righteousness and lasting happiness. This was not a verse recited in ancient Gurukuls. It was a philosophy where a complete architecture of human development that preceded by centuries anything the modern world claims to have invented about holistic education.

Today India stands at the threshold of its centenary of Independence, Viksit Bharat @2047, the question is no longer whether we have schools enough. We have over 14.71 lakh schools serving more than 24.69 crore students as reported by UDISE 2024-25. The question that confronts us now is far more fundamental, Are those schools truly educating or schooling? While asking this, we find ourselves returning, inevitably to where we began.

The Civilisational Roots of Bharatiya Education

In ancient Bharat, Vidya was not a certificate to be earned but a dharma to be lived. The Gurukul system was not simply a pedagogical model, it was a moral ecosystem. The student lived with the teacher, learned through observation and experience, engaged with nature and internalised knowledge along with character. Education was Brahmavidya and Lokvidya both, the pursuit of the transcendent and the practically unified.

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The concep deity, elevated le uced mathemat ers like Shankaracharya and strategists like Chanakya. The Nalanda and Takshashila universities were not accidents, they were the institutional flowering of a society that had placed knowledge at the centre of its civilisational project. Then came the colonial disruption from Christians.

The Colonial Wound and Its Aftermath

Macaulay's Minute on Education (1835) did not only introduce English-medium instruction. It systematically dismantled the indigenous knowledge ecosystem, replacing Gurukul wisdom with clerical competence. The goal was explicit to create, in Macaulay's own words a class of persons "Indian in blood and colour, but English in taste, in opinions, in morals and in intellect." Elphinstone Minutes of 1823 had already set the stage. Together they succeeded in severing the organic connection between education and culture that had sustained Bharat for centuries.

Post-Independence India inherited this broken system and had to rebuild under conditions of severe poverty, inadequate infrastructure and deep social inequities. Yet the spirit of the nation refused to surrender. Swami Vivekananda calls "If the poor boy cannot come to education, education must go to him" the

constitutio heart of Article 45.

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The last de ar Commissio h declared that “India cy on Education of 1968 and its revised version in 1986 each added a layer to the rebuilding project. The three-language formula, the call for 6% of national income for education, the introduction of Operation Blackboard and Navodaya Vidyalayas for rural talent these were not just policy measures. They were expressions of a nation will to recover its educational soul.

Long March Towards Universalisation

The millennium opened a new chapter. Sarva Shiksha Abhiyan (2001-02) under Atal Bihari Vajpayee government, brought school education to the doorstep of every child between 6 and 14 years. The Mid-Day Meal Scheme, introduced in 1995 and later expanded has transformed attendance figures by addressing hunger and acknowledging in a practical way that learning is impossible on an empty stomach. The Right of Children to Free and Compulsory Education Act (2009) made education a justiciable fundamental right for the first time, mandating 25% reservation in private schools for children from economically weaker sections.

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) extended the universalisation agenda to secondary education. Samagra Shiksha (2018) then unified the fragmented approaches of SSA, RMSA and Teacher Education under a

single integ rather than a seri d itself with the gl ve, equitable a

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Between in acy rates to over 77% literacy. Enrolment in primary schools now approaches near-universalisation. Girls who once sat outside the walls of opportunity are today enrolled in record numbers. These are genuine achievements, hard-won over decades. But enrolment is not education. Attendance is not learning, it is here that the deeper reckoning begins.

NEP 2020: Bharat's Educational Renaissance

The National Education Policy 2020 is, arguably the most significant educational reform since Independence and perhaps more importantly, it is the first major policy that explicitly reaches back into Bharat's civilisational heritage rather than looking westward for inspiration. The resonance with the Gurukul ideal is unmistakable.

NEP 2020 replaces the rigid 10+2 structure with a 5+3+3+4 framework covering ages 3-18, aligning school stages with the natural arc of child development much as ancient systems of learning were calibrated to the ashrama stages of life. The policy mandates that the medium of instruction until at least Grade 5 and till Grade 8 shall be the mother tongue or home language. This is not only a linguistic preference, it is a civilisational statement. It says that a child learns best in the language of her heart, home and community, a truth that every Gurukul understood and every colonial system rejected.

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The polices tion-oriented le s into the mainstrea at saw no distinction ancient student wh ural land was not wasting time, he was understanding the cosmos through the soil.

The NIPUN Bharat Mission, mandated under NEP 2020 to achieve universal foundational literacy and numeracy by Grade 3 by 2025, addresses perhaps the most alarming failure of the post-independence system that millions of children were completing primary school without being able to read a simple sentence or solve a basic sum. For a civilisation that once produced the decimal system and the concept of zero, this is not just a policy problem. It is a civilisational emergency.

Assessment reform through PARAKH the National Assessment Centre for Performance Assessment, Review and Analysis of Knowledge for Holistic Development, signals a shift away from the rote-and-recall model that colonial education bequeathed to us, towards competency-based assessment that measures genuine understanding. The policy also mandates that teachers must hold a four-year integrated B.Ed. degree, have merit-based recruitment and receive continuous professional development through platforms like NISHTHA and DIKSHA, as the ancient tradition always did that the quality of education is ultimately the quality of the teacher.

Early Childhood Care and Education (ECCE) for children aged 3-6 years, to be universalised by 2030, represents yet another alignment with Bharatiya wisdom. The Panchamahabhuta principle where formation begins at the very earliest stage of life is now finding proper place in state policy.

From Policy to Practice: The Road Ahead

Five years since NEP 2020's adoption, implementation progress is uneven as it always is in a federation as vast and diverse as Bharat. Some States have moved swiftly, others are still finding their footing. The National Curriculum

Framework oted, NIPUN targ the transforma work of a single elect

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What NEP n. It has been said explicitly that education in Bharat must be rooted in Bharatiya values, Bharatiya languages, Bharatiya ways of knowing, while remaining fully equipped for the demands of the 21st century. This is not a retreat from modernity. It is the confidence of a civilisation that knows it has something to offer the world, not just to absorb from it.

As India moves towards 2047, the measure of success will not be the number of schools on a map or the percentage of enrolled children in a register. It will be whether a child in a village in Uttar Pradesh or a tribal area in Jharkhand can read, think, question and contribute, whether she leaves her school not merely with a certificate, but with Vinaya or humility and worthiness that the ancient tradition promised. The Gurukul is not dead. It is being reimagined. And in that reimagining lies Bharat's best hope.

Topics: Gurukul NEP 2020 Aryabhatta Nalanda Takshashila Sarva Shiksha Abhiyan

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the pioneer, 16/may/2026, Pg no. 6

West Bengal Government signs MoU to implement PM SHRI Schools scheme

PIONEER NEWS SERVICE
■ Kolkata

The Ministry of Education on Friday signed a memorandum of understanding (MoU) with the West Bengal Government to implement the PM SHRI Schools initiative in the State.

The PM SHRI (Pradhan Mantri Schools for Rising India) scheme is a centrally sponsored initiative launched on September 7, 2022, to upgrade over 14,500 existing Government schools into model institutions that showcase the implementation of the National Education Policy (NEP) 2020.



West Bengal, under the earlier Mamata Banerjee-led TMC Government, had opposed joining the scheme, citing the state's autonomy on education, which often led to funding disputes with the Centre.

Following the change in Government in the State, the new BJP administration led by Chief Minister Suvendhu Adikari decided to implement the initiative.

The MoU to implement the scheme was signed in the presence of School Education and Literacy Secretary Sanjay Kumar between the Department of School Education and Literacy under the Ministry of Education and the West Bengal Government.

The agreement was signed by Additional Secretary Dheeraj Sahu, on behalf of the Centre, and Additional Chief Secretary Binod Kumar representing the State Government.

NIOS Launches Initiative To Reconnect Out-Of-School Children With Education Under NEP 2020 Vision



Under the visionary leadership of Prime Minister Narendra Modi, the National Institute of Open Schooling has taken a transformative step towards advancing the goals of National Education Policy 2020 and the vision of Viksit Bharat 2047.

With its mission “To Reach the Unreached,” NIOS aims to reconnect nearly two crore out-of-school children with the formal education system, providing them renewed opportunities for learning, skill development, and a brighter future.

The initiative is aligned with the broader national objective of inclusive education, focusing on ensuring that every child has access to quality schooling and pathways to employable skills, thereby contributing to a more equitable and developed India.

Ministry of Education reviews strategy for mainstreaming Out-of-School children by synergizing the strength of NIOS, States and District Administrations.

Posted On: 16 MAY 2026 3:55PM by PIB Delhi

A high-level meeting was convened under the chairmanship of **Shri Sanjay Kumar**, Secretary, Department of School Education & Literacy (DoSEL), Ministry of Education, to deliberate upon the issue of out-of-school children, particularly in the 14-18 years age group, and to discuss the implementation strategy for the proposed new NIOS initiative.

The meeting was attended by Smt. Prachi Pandey, Joint Secretary, DoSEL, Prof. Akhilesh Mishra, Chairperson and Col. Shakeel Ahmad, Secretary of the National Institute of Open Schooling (NIOS), senior officials of the Ministry of Education, representatives of State Governments, District Collectors/District Magistrates of identified pilot districts and officials of NIOS and State Education Departments.



Addressing the participants, Shri Sanjay Kumar, Secretary, DoSEL, highlighted the serious concern of school dropouts and stated that, as per available data, out of every 100 children entering Class I, only 62 reach Class XII. He further noted that, according to the latest PLFS estimates, over two crore children in the 14–18 age group are currently out of school.

He observed that economic compulsions, domestic responsibilities, and livelihood-related challenges are among the key factors contributing to children remaining outside the school system. Stressing the need for urgent intervention, Shri Kumar emphasised that every child should have access to education at least up to the secondary and senior secondary levels, along with employable skills aligned with local economic opportunities.

He further stated that while the primary focus should be on reintegrating children into formal schooling, those unable to return to regular schools should be linked to flexible learning pathways, such as the National Institute of Open Schooling (NIOS) and State Open Schools, through Open and Distance Learning (ODL) mechanisms. Shri Kumar also underlined the critical role of District Collectors and district administrations in ensuring effective grassroots implementation and transforming the initiative into a nationwide campaign.

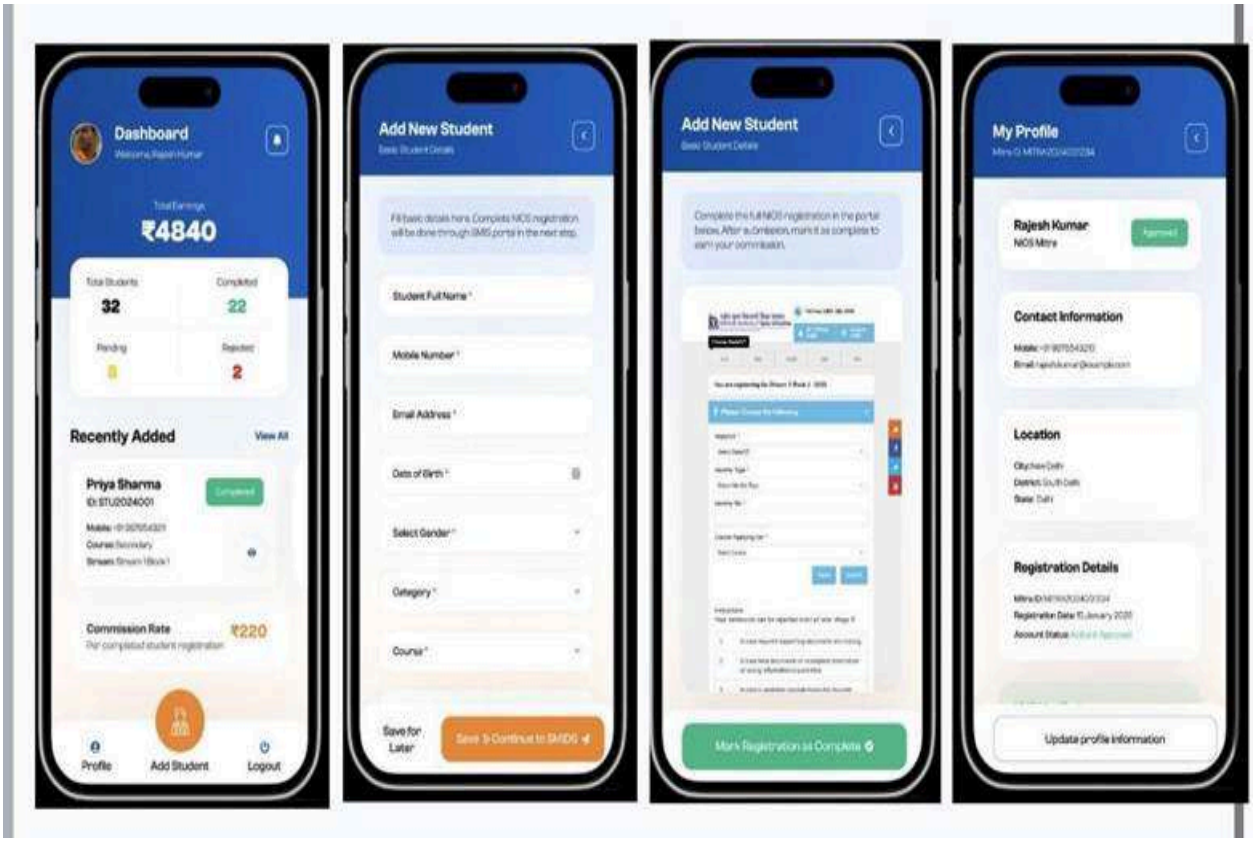
Smt. Prachi Pandey, Joint Secretary, DoSEL, stated that the issue of out-of-school children is being addressed in mission mode and highlighted that the proposed initiative would adopt a data-driven approach with a strong focus on last-mile outreach. She **underscored** the need for convergence among departments at the State, district, and local levels to ensure effective identification, enrollment, and retention of out-of-school children. It was further informed that preparatory activities, including the enrolment of NIOS Facilitators, distribution of starter kits, preliminary surveys, and initial enrolment of children, would be undertaken prior to the formal launch of the initiative.



Prof. Akhilesh Mishra, Chairperson, NIOS, stated that education represents hope, dignity, and opportunity, and observed that the key challenge lies in reaching children who remain disconnected from the education system. He described the initiative as a people's movement for

educational inclusion aimed at reconnecting children and youth with learning opportunities through flexible and inclusive educational pathways.

Col. Shakeel Ahmad, Secretary, NIOS, delivered a detailed presentation on the operational framework of the initiative. The presentation covered the identification and categorisation of out-of-school children, deployment of NIOS Facilitators, app-based mapping and monitoring systems, incentive mechanisms, district-level convergence strategies, and phased implementation plans.



Pilot districts with high concentrations of out-of-school children were identified for the initial implementation of the initiative. These include districts from Odisha, Maharashtra, Chhattisgarh, Bihar, Uttar Pradesh, Gujarat, Karnataka, Madhya Pradesh and Delhi. In the first phase, the new initiative will be implemented across 10 districts in the country. Memoranda of Commitment (MoCs) will be signed with participating States to facilitate its implementation. Based on the learnings from these districts, the programme will subsequently be scaled up across the country.

The participating States and district administrations assured their full cooperation and support for the successful implementation of the initiative. States were also requested to share relevant data and provide suggestions for further strengthening the framework and operational guidelines.

The meeting concluded with a collective resolve to ensure that no child remains outside the education system and that all children are provided with opportunities for education, skill development, and a dignified future.

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CBSE makes three languages mandatory in Class 9-10, no board exam for the third

The assessments for the third language (R3) would be school-based and internal.

Updated on: May 16, 2026 7:46 PM IST
Edited by Arya Mishra

The Central Board of Secondary Education (CBSE) has formally introduced the three-language policy, making the study of three languages compulsory for students from Class 9 onwards, beginning July 1.



The CBSE circular issued on May 5 said that at least two of the three languages must be native Indian languages. (Representational)

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However, the Board clarified that there would be no board exam for the third language (R3) opted by the students in Class X, news agency ANI reported. The assessments for this language would be school-based and internal. The board said this was to keep the focus on learning and reduce any undue pressure on students.

The CBSE further said that schools may offer any language from the CBSE list of subjects, provided that at least two of these three chosen languages are "native Indian languages".

made the study of three languages compulsory for students from Class IX beginning July 1, 2026, while clarifying that there will be no Board examination for the third language (R3) in Class X.

In a circular issued on May 15, Show more

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Regarding the assessments for the third language, the circular stated, “All assessments for R3 shall be entirely school-based and internal. The performance of students in R3 will be duly reflected in the CBSE certificate.” It said that no student would be barred from appearing for the Class 10 Board examinations because of R3.

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English – Foreign or native language?

The CBSE has said that foreign languages can only be studied as the third language if the other two are Indian languages, or as an optional fourth language.

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Explaining the implementation of the three-language formula, Sudha Acharya, principal of a Delhi-based school, said there are 44 languages in the CBSE’s list of

What about English?

“If English is taken at R1 or R2, a foreign language cannot be chosen as R3. English is not a foreign language but is also not native to India. Schools can offer foreign languages as a fourth language through reading clubs,” she added.

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Regarding the transition, CBSE said Class 9 students would temporarily use Class 6 R3 textbooks for the chosen language, until secondary stage textbooks are made available.

The board also asked schools to update their R3 language offerings for Classes 6 to 9 on the OASIS portal by June 30.

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दैनिक जागरण, 17 मई 2026, पृष्ठ संख्या - 3

सीबीएसई में नौवीं से तीन भाषाएं अनिवार्य, दो भारतीय भाषाओं की पढ़ाई आवश्यक

जागरण संवाददाता, नई दिल्ली: सीबीएसई ने राष्ट्रीय शिक्षा नीति (एनईपी) 2020 और राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफ-एसई) 2023 के तहत नौवीं और 10वीं कक्षा की भाषा अध्ययन व्यवस्था में बड़ा बदलाव किया है। बोर्ड ने कहा है कि एक जुलाई, 2026 से नौवीं में तीन भाषाओं (आर1, आर2, आर3) का अध्ययन अनिवार्य होगा, जिनमें कम से कम दो भाषाएं भारतीय मूल की होनी चाहिए। सीबीएसई ने स्पष्ट किया है कि यदि कोई विद्यार्थी विदेशी भाषा पढ़ना चाहता है, तो उसे तीसरी भाषा के रूप में तभी चुना जा सकेगा, जब बाकी दो भाषाएं भारतीय हों। यह व्यवस्था 2026-27 सत्र से लागू होगी।

बोर्ड के अनुसार, एनसीईआरटी द्वारा जारी नए पाठ्यक्रम के अनुरूप यह बदलाव किया जा रहा है। सीबीएसई ने कहा कि नौवीं के विद्यार्थियों के लिए फिलहाल आर3 पाठ्यपुस्तकें उपलब्ध नहीं हैं, इसलिए 2026-27 संस्करण की छठवीं की आर3 किताबों का उपयोग किया जाएगा। स्कूलों को स्थानीय साहित्य, कहानियां, कविताएं व गैर-काल्पनिक सामग्री जोड़ने की अनुमति दी गई है। इसके लिए दिशा-निर्देश 15 जून तक जारी किए जाएंगे।

सीबीएसई ने यह भी माना कि कई स्कूलों में भारतीय भाषाओं के योग्य शिक्षकों की कमी हो सकती है। ऐसे में अंतरिम तौर पर अन्य विषयों के उन शिक्षकों की सेवाएं ली जा सकेंगी, जिन्हें संबंधित भाषा का कार्यात्मक ज्ञान हो।

आर3 भाषा का स्कूल स्तर पर होगा मूल्यांकन: 10वीं बोर्ड परीक्षा में आर3 भाषा की बोर्ड परीक्षा नहीं होगी। इसका मूल्यांकन स्कूल स्तर पर आंतरिक रूप से किया जाएगा। हालांकि, विद्यार्थियों के प्रदर्शन का उल्लेख सीबीएसई प्रमाणपत्र में होगा। दिव्यांग विद्यार्थियों को दूसरी या तीसरी भाषा से छूट होगी। विदेश स्थित सीबीएसई स्कूलों और विदेश से भारत लौटने वाले विद्यार्थियों को भी छूट का प्रविधान है।



- एक जुलाई, 2026 से कक्षा नौ के विद्यार्थियों को तीन भाषाएं पढ़नी होंगी
- कम से कम दो भारतीय मूल की भाषाएं होंगी, तीसरी भाषा को बोर्ड परीक्षा से छूट दी

भाषाओं की श्रेणियां

आर 1 (पहली भाषा): यह वह मुख्य भाषा होती है जिसे स्कूल चुनता है। यह भाषा सीबीएसई की सूची में शामिल होती है, जैसे हिंदी या कोई क्षेत्रीय भाषा।

आर 2 (दूसरी भाषा): यह भी एक मानक भाषा होती है जिसे स्कूल पढ़ाता है, जैसे अंग्रेजी या अन्य भारतीय भाषा।

आर 3 (तीसरी भाषा): तीसरी भाषा आर1 और आर2 दोनों से अलग होती है, इसमें छात्र अपनी क्षेत्रीय भाषा या मातृभाषा का चुनाव कर सकते हैं।

नवभारत टाइम्स, 17 मई 2026, पृष्ठ संख्या - 1

कब होगी पढ़ाई **पहले दोनो क्लास मे तीसरी भाषा 2030-2031 मे जुड़ने की कही थी बात, अभी 2 भाषाएं पढ़ते है स्टूडेंट**

जुलाई से CBSE 9वीं, 10वीं के स्टूडेंट्स पढ़ेंगे तीसरी भाषा, स्कूलों की बढ़ी चिंता

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■ **नई दिल्ली:** सेंट्रल बोर्ड ऑफ सेकंडरी एजुकेशन (CBSE) ने क्लास 9 और 10 के स्टूडेंट्स के लिए भाषा पढ़ाई का नियम बदल दिया है। अब इसी सत्र से स्टूडेंट्स को 3 भाषाएं पढ़नी होंगी, जिनमें 2 भारतीय भाषाएं अनिवार्य होंगी। नया नियम 1 जुलाई 2026 से लागू होगा।

अब 9वीं के छात्र क्लास 6 की किताब से करेंगे पढ़ाई

CBSE ने अप्रैल में कहा था कि तीसरी भाषा का प्रावधान 2030-31 से लागू किया जाएगा, लेकिन अब इसे तुरंत लागू करने का फैसला किया है। इस बदलाव के बाद कई पैरेंट्स और स्कूलों में चिंता बढ़ गई है। उनका कहना है कि सत्र शुरू होने के बाद नियम बदलने से छात्रों पर अतिरिक्त दबाव पड़ेगा और पढ़ाई का बोझ बढ़ेगा। अभी तक छात्र 2 भाषाएं पढ़ते थे, जिनमें केवल एक भारतीय भाषा जरूरी थी।

CBSE की डायरेक्टर (अकैडमिक) डॉ. प्रज्ञा एम. सिंह ने शुक्रवार को यह निर्देश जारी किया। CBSE चेयरमैन राहुल सिंह ने कहा कि छात्रों और स्कूलों को कोई परेशानी नहीं होगी। 9वीं के छात्र कक्षा 6 की तीसरी भाषा की किताब से पढ़ाई करेंगे, जो जुलाई तक उपलब्ध करा दी जाएंगी।

File



क्या बदलाव हुए...

- क्लास 9 और 10 में होंगी अब तीन भाषाएं (R1, R2, R3), दो भारतीय भाषाएं होनी जरूरी।
- विदेशी भाषा पढ़ना चाहें, तो अतिरिक्त भाषा के रूप में ले सकते हैं।
- तीसरी भाषा (R3) की बोर्ड परीक्षा नहीं होगी, बल्कि स्कूल स्तर पर इंटरनल असेसमेंट होगा।
- तीसरी भाषा में स्टूडेंट का प्रदर्शन CBSE की ओर से जारी सर्टिफिकेट में दर्ज किया जाएगा।
- विशेष बच्चों, विदेश से भारत लौटे स्टूडेंट्स, विदेश के स्कूलों को इससे छूट मिलेगी।

The Tribune, 17 May 2026

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CBSE mandates three languages for Class IX

NEW DELHI, MAY 16

The CBSE has made the study of three languages, including at least two native Indian languages, compulsory for Class IX students from July 1, according to a circular issued by the board.

The move is part of the Central Board of Secondary Education'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.

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.

The CBSE said that to keep the focus on learning and reduce undue pressure on students, no board examination would be conducted for R3 at the Class X level.

"All assessments for R3 shall be entirely school-based and internal. The performance of students in R3 will be duly reflected in the CBSE certificate. It is clarified that no student will be barred from appearing in 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 VI to IX on the OASIS portal by June 30.

Schools facing a shortage of qualified native Indian language teachers may use interim measures such as inter-school resource sharing, virtual or hybrid teaching support, the circular said.

The CBSE further said relaxations would be provided to Children with Special Needs in accordance with the Rights of Persons with Disabilities Act, 2016. —PTI

CBSE defends new OSM marking amid class 12 result complaints

PIONEER NEWS SERVICE
New Delhi



With alleged reports of major goof ups in the new marking system of the recently released class 12th CBSE results, the board on Saturday clarified the Board is extremely sensitive to their concerns and is alive to addressing it accordingly.

In a statement it said that many students of class XII Board are anxious about their results/marks and are attributing it to change of assessment scheme ie On-Screen Marking (OSM) mechanism re-introduced this year.

The CBSE reiterates that student well-being is of paramount importance and, therefore, has attempted to address all possible issues which could arise.

The key benefits of OSM are uniformity in evaluation with adherence to the marking scheme prepared by experienced CBSE teachers. The marking scheme also contains alternative methods of answering so that children who answer deploying alternative methods are also graded.

If any student feels dissatisfied with the result, there are clear and transparent avenues available, including verification of marks, access to evaluated answer books, and re-evaluation. For those feeling anxious or uncertain, tele-counselling support (1800-11-8004) is also available.

They may also reach out through the email resultcbse2026@gmail.com. We would encourage students and parents to directly use these official channels to seek clarity and support, for any unanswered doubts. Every concern deserves attention, and no student is alone in this process, added CBSE.

"The CBSE is an institution that works in the best interest of the students, and we operate with complete transparency. We evaluate approximately 1.25 crore answer scripts; there is a possibility that an error may occur somewhere.

To rectify such errors, we offer certain facilities to our students. The first facility allows our students to request a copy of their evaluated answer scripts.

The window to request these answer scripts will open on the 19th, and students may apply for them until the 22nd. Once they receive their answer scripts, they can review them to check if there are any errors within them.

If they identify any errors, they should make a note of them; subsequently, a second window will open from the 26th to the 29th, during which they can apply to report that there are issues or discrepancies in their answer scripts that need to be addressed.

The Pioneer, 17 May 2026

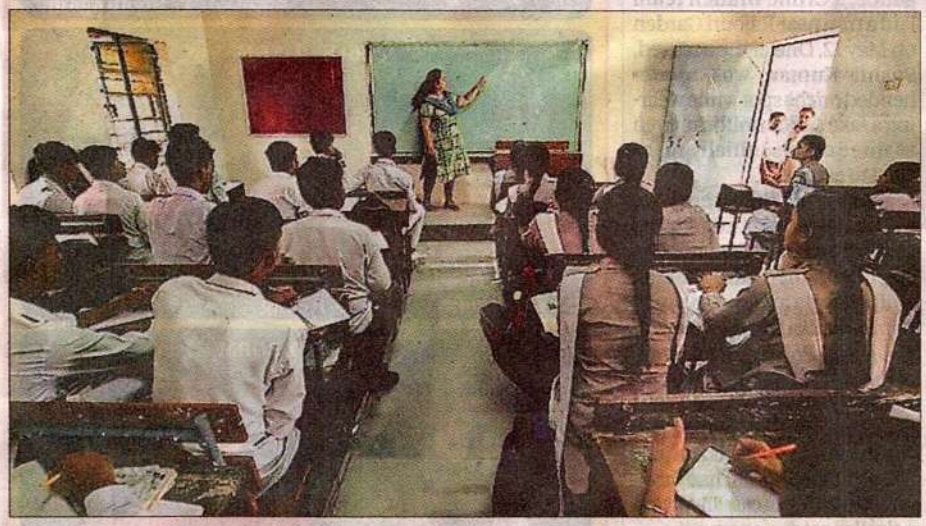
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CBSE INTRODUCES 3-LANGUAGE RULE MID-SESSION

The Indian Express, 17 May 2026
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'Children being treated like guinea pigs': Delhi schools flag confusion

Principals warn of disruption, possible job losses for foreign language teachers, lack of clarity on execution



The move has come with little transition time, say schools. FILE

Sophiya Mathew
New Delhi, May 16

JUST WEEKS into the new academic session, teachers and parents of students studying in Delhi schools were left to grapple with a new directive of the Central Board of Secondary Education (CBSE) mandating that a third language will be introduced in Class 9 from this July. This, the schools said, would eventually force students to drop a foreign language and begin to learn an Indian language afresh mid-session.

The move, which extends the three-language formula to the secondary stage, has come with little transition time, leaving schools to rework timetables, reassign teachers and reconsider language options mid-term.

While the Board has mandated in a May 15 circular that two of the three languages have to be Indian, many schools said the practical outcome is a shift towards Hindi, English and Sanskrit, given constraints of staff and resources.

"It's a little too late in the session. We have already covered two to three lessons, and now suddenly we are being asked to change everything," said Mallika Preman, Principal of Tagore International School in East of Kailash.

"There are students who have not studied Sanskrit at all... how do we bring them to the same level? There is a lot of ambiguity, and it is very ill-timed," she added, pointing to the practical challenges the schools now face.

A principal from a Dwarka-based school, requesting anonymity, said the sudden disruption has also upended earlier assurances given to staff.

"Earlier, when a third language was made mandatory from Class 6, I told my foreign language teachers not to worry... 'you have four years... you can sit for CTET (Central Teacher Eligibility Test) and BEd'... since most of them have diplomas from institutes like Goethe. Now, what do I tell them? We might be forced to lay them off immediately," the principal added.

"We took part in exchange programmes, cultural collaborations and language-led activities that made learning meaningful. All of that now will be cancelled. What message are we giving the students? We are so helpless. We can't do anything," the principal said.

Foreign language teachers, meanwhile, are at a loss.

"Foreign languages have been removed. Sanskrit will be taught, no doubt... this is going to be a problem for everyone," said Aruna Sivaraj, Principal at Himalaya Public Senior Secondary School at Rohini.

She noted that many students who have studied French or Spanish for years are now being asked to switch.

"Most schools have been teaching these languages. I don't know how this is being made mandatory all of a sudden," she said.

Further, school principals pointed out that now, teaching Class 7 and Class 8 students two Indian languages will become a necessity, as teaching a foreign language, only to drop it later, will prove detrimental in the long run.

"There is no clarity even on whether English is to be treated as a foreign or native language," said Pallavi Sharma, Principal of Mamta Modern Senior Secondary School in Vikaspuri, and a recipient of the National Teachers' Award 2024.

"All our books, the Constitution, even higher courts function in English. Now, we are being told two languages must be native to India... what exactly will this mean in practice?" she asked. Sharma said schools are still trying to interpret the directive.

Aparajita Gautam, Delhi Parents Association president said, "Parents are panicking. They are not able to process the sudden changes. Children are being treated like guinea pigs by CBSE and then the same people ask why children are under so much stress," she said.

"It has been done suddenly. There is no vision," she added.

A parent, representing a South Delhi parents' group, said, "We are unhappy that foreign languages are being dropped. It becomes very difficult when a child moves from one city to another. This will also not help families that do not live in their home states, and it is hard to teach if parents themselves don't know the language."

Class 9 students can still study foreign languages, but with conditions

Sophiya Mathew
New Delhi, May 16

FOR CLASS 9 CBSE students, what is set to change immediately is that starting July 1, they will have to study three languages, with at least two of them being "native Indian languages". In its May 15 circular, the CBSE has said that students wishing to study a foreign language may do so only if the other two languages are native Indian languages, or as an additional fourth language.

The change

Until April, CBSE's three-language rollout was being understood as a phased change beginning with Class 6 in the 2026-27 session. But the May 15 circular brings Class 9 students under the three-language formula from July 1, though the session had already begun in April. This means students who were studying only two languages will now have to study a third language, while those who had chosen a foreign language will have to check if their existing subject combination satisfies the new rule.

While a foreign language has not be dumped altogether, it can be taught only within the three-language structure if the other two languages are native Indian languages. Otherwise, it may be taken only as a fourth language, subject to whether the school offers it.

Current students

The CBSE has not barred schools from teaching foreign languages. Students may still study French, German, Spanish, Japanese or any other foreign language, but not as a replacement for the two Indian language requirement.

A student studying two native Indian languages along with a foreign language may be able to continue the foreign language as part of the three-language structure. But a student studying English, Hindi and a foreign language may have to check whether this combination meets the Board's requirement. In many English-medium schools, this is where the practical problem arises.

For students who have studied a foreign language for years, the change could mean having to shift to an Indian language such as Sanskrit, Bengali, Tamil, Telugu, Punjabi, Marathi or another CBSE-approved Indian language at the Class 9 level. If the school allows it, the foreign language may continue separately as a fourth language, club, activity period or optional programme, but that will depend on the school's timetable, staffing and demand.

R3 assessment

The third language will not be part of the Class 10 Boards. The CBSE said there will be no Board exam for R3 at Class 9 as well, and all assessments for it will be school-based and internal. The student's performance in R3 will be reflected in the CBSE certificate.

Challenges for schools

The first challenge is textbooks. The CBSE has acknowledged that dedicated R3 textbooks for the secondary stage are not yet available. As a transitional measure, Class 9 students will use Class 6 R3 textbooks until dedicated material is available. Schools have also been asked to supplement these books with local or state-level literary material such as stories, poems or non-fiction.

The second challenge is availability of teachers. Many private schools have teachers for French, German or Spanish. But they may not have enough for multiple Indian languages.

The third challenge is the time constraint. Schools have been asked to update their R3 offerings for Classes 6 to 9 on the OASIS portal by June 30. This means schools have limited time to finalise options, rework timetables and identify teachers.

Manipur: KSA flags NCERT for 'distorted' history in new textbook, seeks corrections

03:06 PM May 17, 2026 IST | Mugddha Parashar

Updated At : 02:44 PM May 17, 2026 IST



The Kangleipak Students' Association has demanded immediate corrections from NCERT over factual errors and historical distortions regarding Manipur in its new textbook. (Representational Photo)

NEXT

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Reported by Bit Irom

Imphal: The Kangleipak Students' Association (KSA) has identified several factual errors and misleading claims regarding Manipur's history in the NCERT textbook *"North East India – People, History and Culture."* It has also demanded immediate rectification of the errors.

According to the student body, the chapter titled *"Manipur – Jewel of India"* contains major historical distortions.

Regarding the merger with India, the students' body stated that the textbook incorrectly mentions that the merger was based on the Manipur Constitution Act of 1947.

The KSA clarified that Manipur had its own Constitution, and the merger was signed under duress after Maharaja Bodhchandra was summoned to Shillong in 1949.

Regarding the Moirang flag hoisting, it stated that the chapter falsely claims Netaji Subhas Chandra Bose hoisted the National flag at Moirang on April 14, 1944. The KSA said that historically there is no record of Netaji visiting Manipur.

It added that the flag hoisted was the Indian National Army's (INA) "Springing Tiger" flag, unfurled by Colonel Shaukat Ali.

Referring to the state tree, the KSA said the textbook misidentifies Manipur's state tree as "Toon," whereas it is actually "Uningthou" (wood king in Manipuri), also known as Bonsum (botanical name: *Phoebe hainesiana* or *Phoebe bootanica*).

The chapter also wrongly asserts that Bir Tikendrajit, the crown prince of Manipur, was hanged on May 23 and that this date marks Patriots' Day. The KSA clarified that he was hanged by the British on August 13, 1891, which is the actual date of the statewide observance.

Denouncing these discrepancies as "very unfortunate" and highly misleading, the KSA has urged NCERT and relevant authorities to urgently review and correct the content before it is recommended to students.

Printed from
THE TIMES OF INDIA

'Eliminated totalling error': Education Ministry defends On-Screen Marking amid Class 12 result row

TOI Education | May 17, 2026, 05.27 PM IST



Ministry of education on Sunday said the digital marking process was not new for the CBSE, amid students expressing concern over error in checking of answers of Class 12 this year.

In a press conference, Sanjay Kumar, secretary, department of school education and literacy said, “Some students feel that they should have received higher marks than those actually awarded to them. I would like to emphasise that On-Screen Marking is neither a novel concept nor is this the first time it has been implemented.”

According to Kumar, the CBSE had first introduced the OSM system in 2014, but it could not continue then because of technical infrastructure limitations.

He said the system was successfully brought back this year during the Class 12 board examinations. Under the process, answer sheets were scanned and converted into PDF copies before evaluation. Kumar said answer sheets of around 98 lakh students were scanned for the examinations.

— ANI (@ANI)

The official added that three levels of security were maintained during the scanning process. He also said one of the biggest advantages of digital evaluation was that errors in totalling marks had been removed. “One advantage of this has been that the mistakes that sometimes used to happen in totalling have been completely eliminated,” he said.

Kumar further said teachers were trained before the system was implemented. However, officials found around 13,000 answer sheets that could not be read properly after scanning because students had used very light-coloured ink.

CBSE opens helpline, email support after Class 12 results row; students can now raise evaluation doubts

“Ultimately, it was also found that in the end, we had about 13,000 such answer sheets, which we found that no matter how many times we scanned them, there was some illegibility in them because the ink used was of very light colour,” he said.

These answer sheets were later checked manually by teachers and the marks were added to the system. Kumar said special attention had been given to security and accuracy so that the on-screen marking process remained reliable.

Swasti Sneh tops DPS RK Puram with 99.4% in CBSE Class 12, says “Practice and consistency made the difference”

Along with defending the new marking process, Kumar also announced changes related to re-evaluation and

verification. “We will charge a fee of Rs 100 from any student who wishes to view their answer sheets; a separate fee of Rs 100 applies if they wish to have their papers validated; and a fee of Rs 25 applies for the re-checking of the answer to any specific question,” he said. He added that if a student’s marks increase after scrutiny or re-evaluation, the entire amount paid by the student would be refunded.

He said both the ministry of education and CBSE wanted to ensure that no student felt unfairly marked. “Whether it is the ministry of education or the CBSE, the welfare and concerns of all our children are of paramount importance to us,” Kumar said. He added that the provision for re-evaluation had always existed in the CBSE system and assured students that the board would ensure the awarded marks and totalling were “absolutely accurate”.

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THE TIMES OF INDIA

CBSE reduces re-evaluation charges after OSM scrutiny; students to get answer scripts for Rs 100

TOI Education | May 17, 2026, 04.26 PM IST



The Central Board of Secondary Education (CBSE) on Sunday announced a revised and significantly lower fee structure for revaluation-related services as questions continue to surface over the On-Screen Marking (OSM) introduced in this year's board evaluation process.

The announcement was made during a press conference addressed by Sanjay Kumar, Secretary, Department of School Education and Literacy, Ministry of Education. The ministry said the move was aimed at reducing anxiety among students seeking verification or review of their marks after the Class 10 and 12 results.

Under the revised structure, students will now have to pay Rs 100 to access scanned copies of their answer scripts and another Rs 100 for verification of marks. Correction requests will cost Rs 25 per question. Earlier, students had to pay Rs 700 to access answer sheets, Rs 500 for verification of marks, and Rs 100 for every question challenged.

'Eliminated totalling error': Education Ministry defends On-Screen Marking amid Class 12 result row

— PTI_News (@PTI_News)

The board has also decided to refund the entire fee paid by a student if marks increase after the re-evaluation or verification process.

“We will charge a fee of Rs 100 from any student who wishes to view their answer sheets; a separate fee of Rs 100 applies if they wish to have their papers validated; and a fee of Rs 25 applies for the re-checking of the answer to any specific question,” Kumar said.

“We have decided that if, during the scrutiny process, a student's marks increase or are revised upwards, we will refund the entire amount paid by them for the re-evaluation,” he added.

New CBSE re-evaluation fee structure

The revised structure includes:

- Rs 100 for obtaining scanned answer scripts
- Rs 100 for verification of marks
- Rs 25 per question for correction requests

CBSE responds to OSM concerns

The revised fees come at a time when CBSE's digital evaluation model has been facing criticism from students and parents, particularly over concerns related to transparency, scanning quality and discrepancies in marking.

Trying to address these concerns, Kumar said the ministry had called the press conference specifically to "clear the anxiety among students regarding OSM."

He said the digital evaluation framework was not a sudden shift and had first been planned in 2014 before being reintroduced this year after preparation and training exercises.

Nearly 98 lakh answer sheets scanned

According to officials, nearly 98 lakh answer sheets were scanned and converted into PDFs before being digitally shared with evaluators. CBSE said a three-level security mechanism was used during scanning to ensure that no pages were missed and all answer sheets remained readable.

"When there is an online digital system, the marking schema also gets decided. This ensures zero totalling errors," Kumar said.

Officials said evaluator training for the new system had begun in April last year using previous years' question papers.

The ministry also pointed to other institutions that already use similar digital evaluation systems, including the University of Delhi, University of Mumbai, Chartered Accountancy examinations and International Baccalaureate

boards.

Over 13,000 answer sheets evaluated physically

At the same time, officials acknowledged that more than 13,000 answer scripts could not be scanned because of handwriting legibility and ink-related issues. Those papers were evaluated physically instead.

“The welfare and concern of all our children is of utmost importance to us,” Kumar said.

“Therefore, we want to ensure that no child feels, for any reason whatsoever, that they have received lower marks than they deserve either based on their merit or the actual performance reflected in the answers they wrote during the examination,” he added.

The board’s latest move appears aimed at easing immediate concerns around access to answer sheets and affordability of the re-evaluation process. The larger question, however, is whether the revised fee structure will also reduce the growing distrust some students have expressed over the digital marking system itself.

The Indian EXPRESS
JOURNALISM OF COURAGE

CBSE makes three-language formula mandatory for Class 9 from 2026

Schools to assess children on third language in Class X as CBSE extends three-language formula to secondary level

Written by: Sophiya Mathew, Abhinaya Harigovind 4 min read New Delhi Updated: May 17, 2026 04:05 PM IST



CBSE has announced that there will be no Board examination for the third language in Class 10. (File Photo)

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2

A month after it released its new school curriculum, announcing that a third language would be made compulsory in Class 6 from the current academic session (2026-27), the Central Board of Secondary Education (CBSE) has made three languages — including at

least “two native Indian languages” — compulsory for Class 9 students from July 1 this year.

Also Read | Education Ministry cuts revaluation fees, backs on-screen marking

The third language will be exempted from the Class 10 board examination, with its assessment to be “entirely school-based and internal”.

The curriculum announced in April had taken a phased approach to implementing the three-language formula (R1, R2, R3), making it mandatory only in Class 6 this year. So, students who are in Class 6 in the current academic session would have been the first cohort to have R3 in Class 10 in 2030-31.

STORIES YOU MAY LIKE



CBSE Class 12 results: Re-evaluation cost reduced to Rs 100 per answer book; on-screen marking foolproof, transparent, says ministry



CBSE 12th Results: Education Ministry cuts revaluation fees, backs on-screen marking



She hoped to clear NEET after 2 failed attempts, found hanging after exam cancelled

But in its latest circular issued on Friday, the Board changed its earlier decision to not make R3 compulsory in Class 9 immediately, and explained that the scheme of studies for languages in Classes 9-10 is being aligned with the NCERT syllabus.

“With effect from 1st July 2026, for Class IX, the study of three languages (R1, R2, R3) shall be compulsory, with at least two languages being native Indian languages,” it said. “Students who wish to study a foreign language may do so as the third language only if the other two languages are native Indian languages, or as an additional fourth language,” it said.

For schools that have English as the medium of instruction, English becomes the one language that is not native to India that they can teach, leaving no room for another

foreign language.

“In this context, the Board has carefully reviewed the recently released NCERT syllabus for Class IX (2026-27), which includes the study of three languages (R1, R2, R3) at the secondary stage. Given that the current academic session commenced in April 2026, CBSE has decided to adopt a transitional approach to align its scheme of studies with the NCERT syllabus,” it said.

The secondary school curriculum has also been revised accordingly, and reflects the “transitional approach” — Class 9 students this year will learn from Class 6-level R3 textbooks, and Class 10 students next year will learn from Class 7-level R3 books.

“To keep the focus on learning and reduce any undue pressure on students, no board examination shall be conducted for R3 at the Class X level,” it said. “All assessments for R3 shall be entirely school-based and internal. The performance of students in R3 will be duly reflected in the CBSE certificate,” it said.

The board also assured that “no student will be barred from appearing in the Class X board examinations due to R3.”

On the availability of teachers, the board said that schools may “engage existing teachers of other subjects who possess functional proficiency” in the language. It also allowed “inter-school resource sharing… virtual or hybrid teaching support” and the engagement of retired teachers.

Schools have been asked to update their language options on the board’s OASIS portal by June 30.

The Board has allowed relaxations for children with special needs, foreign students and CBSE schools abroad, permitting flexibility in implementing the third language requirement on a case-by-case basis.

The National Curriculum Framework for School Education (NCFSE) 2023, which has been developed in line with the National Education Policy (NEP) 2020, recommends that students study a third language in Classes 6-10.

CURATED FOR YOU

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THE TIMES OF INDIA

Bihar cracks down on heavy school bags: NCERT 10% rule made mandatory in all schools

TOI Education | May 17, 2026, 07.32 PM IST



The Bihar Education Department has asked all private and government-aided schools in the state to follow NCERT guidelines so that the weight of school bags does not go beyond 10 per cent of a child's body weight. The department has also directed schools to install weighing scales on campus so that bag weight can be checked regularly. Officials said any private school found violating the rule will face action.

Speaking to PTI on Sunday, Bihar Education Minister Mithlesh Tiwari said, "All private and government-aided schools in the state will have to follow the NCERT School Bag Policy, 2020 and ensure that the weight of a school bag does not exceed 10 per cent of the child's body weight. The move is aimed at reducing the physical burden on students."

He said the weight of school bags must be monitored regularly in schools and institutions should also prepare timetables in a way that students do not have to carry unnecessary books or material every day.

The minister added that student health and overall development are central to the policy. "Therefore, it needs to be made mandatory that every school, irrespective of its management, ensures the implementation of the school

bag policy for the betterment of our children. Health, physical education and arts education are the areas which help in the all-round development of children. These need to be given adequate space in the timetable," he said.

As per NCERT guidelines, schools must also make bag weight checks a routine practice with a functional weighing machine on campus. "For classes 1-5, teachers must take the responsibility of randomly checking the weight of school bags every three months on a day selected for the whole class. Information about heavy bags needs to be communicated to the parents of the child, and the bag needs to be monitored for a week or two to ensure that the child starts carrying a lighter bag," the guidelines say.

दैनिक जागरण, 18 मई 2026, पृष्ठ संख्या - 7

सीबीएसई में आन स्क्रीन मार्किंग प्रणाली अंतरराष्ट्रीय मानकों के अनुरूप : मंत्रालय

मूल्यांकन पद्धति पर उठे सवालों पर कहा- यह पारदर्शी प्रणाली, गड़बड़ी की गुंजाइश नहीं

नई दिल्ली, प्रेट्र : सीबीएसई कक्षा 12वीं के परीक्षा परिणामों के बाद छात्रों और अभिभावकों के बीच बढ़ी चिंताओं और असमंजस की स्थिति के मद्देनजर शिक्षा मंत्रालय ने बड़ा कदम उठाया है। इसने स्पष्ट किया है कि नई डिजिटल 'आन-स्क्रीन मार्किंग' (ओएसएम) प्रणाली पूरी तरह सुरक्षित, पारदर्शी और अंतर्राष्ट्रीय मानकों के अनुरूप है। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने भी स्पष्ट किया है कि छात्रों का हित और मानसिक सुकून उसके लिए सर्वोपरि है।

एक प्रेस कान्फ्रेंस को संबोधित करते हुए स्कूल शिक्षा सचिव संजय कुमार ने बताया कि इस बार कुल 98 लाख उत्तर पुस्तिकाओं को स्कैन किया गया। डिजिटल मार्किंग की वजह से पास प्रतिशत में गिरावट आने की आशंकाएं निराधार हैं। इस साल 12वीं का पास प्रतिशत पिछले साल के 88 प्रतिशत से घटकर 85 प्रतिशत रहा है, लेकिन इसका तकनीक से कोई संबंध नहीं है।



- शिक्षा मंत्रालय ने कहा-98 लाख शीट स्कैन की गईं, सुरक्षा के तीन स्तरों का पालन किया गया
- सीबीएसई का छात्रों को भरोसा, मूल्यांकन में नहीं होगी नाइंसाफी, सुधार के लिए मिलेगा पूरा मौका

शिक्षा सचिव ने बताया कि कुछ उत्तर पुस्तिकाओं में छात्रों द्वारा बहुत हल्की स्याही (लाइट इंक) का उपयोग किया गया था, जिससे बार-बार स्कैन करने के बाद भी वे पढ़ने योग्य नहीं थीं। ऐसे मामलों में 13 हजार उत्तर पुस्तिकाओं को शिक्षकों द्वारा मैनुअली जांचा गया और फिर उनके अंक दर्ज किए गए।

> इस बार कुल 98 लाख उत्तर पुस्तिकाओं को स्कैन किया गया। सुरक्षा के तीन कड़े स्तरों का पालन किया गया, जिससे टोटलिंग में होने वाली मानवीय गलतियों की गुंजाइश पूरी तरह खत्म हो गई है।
> - **संजय कुमार**, स्कूल शिक्षा सचिव

> सीबीएसई छात्रों के हित में काम करने वाली संस्था है। लगभग 1.25 करोड़ कापियों के मूल्यांकन में मानवीय चूक की गुंजाइश हो सकती है, लेकिन हमारे पास उसे सुधारने के पुख्ता रास्ते हैं।
> - **संयम भारद्वाज**, परीक्षा नियंत्रक (सीबीएसई)

रीचेकिंग फीस में भारी कटौती, नंबर बढ़ने पर पैसे होंगे वापस: मंत्रालय ने रीचेकिंग की फीस को नाममात्र कर दिया है। अब उत्तर पुस्तिका देखने के लिए 700 रुपये के बजाय मात्र 100 रुपये शुल्क देने होंगे। वहीं, सत्यापन के लिए 500 की जगह 100 रुपये देने होंगे। पुनर्मूल्यांकन के लिए प्रति प्रश्न शुल्क केवल 25 रुपये तय किया गया है। यदि अंक बढ़ते हैं, तो पूरी फीस वापस कर दी जाएगी।

19 मई से खुलेगी विंडो, ऐसे दर्ज कराएं आपत्ति : परीक्षा नियंत्रक संयम भारद्वाज ने पूरी प्रक्रिया की समय-सीमा साझा की है। 19 से 22 मई तक असंतुष्ट छात्र अपनी मूल्यांकित उत्तर पुस्तिकाओं की कापी प्राप्त करने को आवेदन कर सकते हैं। 26 से 29 मई तक यदि कापियों में कोई गड़बड़ी या अंक जोड़ने में गलती मिलती है, तो छात्र इस दूसरी विंडो के माध्यम से अपनी आपत्ति दर्ज करा सकते हैं, जिसे विशेषज्ञों का पैनल सुधारेगा।

त्रि-भाषा फार्मूले से विद्यार्थियों को मिलेगा वैश्विक आयाम

नई दिल्ली, प्रेट्र: शिक्षा को अधिक रोजगारपरक और वैश्विक जरूरतों के अनुरूप बनाने के उद्देश्य से सीबीएसई ने 2026-27 के शैक्षणिक सत्र से तीन-भाषा फार्मूला लागू कर दिया है। बोर्ड ने भाषा को भी कौशल विकास का महत्वपूर्ण हिस्सा मानते हुए कक्षा नौवीं से ही इस दिशा में पहल की है। सीबीएसई का मानना है कि नौवीं कक्षा से भाषाओं का अध्ययन शुरू होने पर छात्रों को उनमें बेहतर पकड़ बनाने के लिए पर्याप्त समय मिलेगा।

तीन-भाषा फार्मूले में भाषा चुनने की स्वतंत्रता : राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत छात्रों को तीन भाषाएं सीखनी होंगी, जिनमें कम से कम दो भारतीय भाषाएं होना अनिवार्य है। यह व्यवस्था सरकारी और निजी दोनों विद्यालयों पर लागू होगी। राज्यों और छात्रों को अपनी आवश्यकता और सुविधा के अनुसार भाषाएं चुनने की स्वतंत्रता दी गई है।

तीन-भाषा फार्मूले की मांग पुरानी : तीन-भाषा फार्मूले का प्रस्ताव सबसे पहले कोठारी आयोग (1964-66), ने दिया था। इसे तत्कालीन प्रधानमंत्री इंदिरा गांधी के कार्यकाल में राष्ट्रीय शिक्षा नीति 1968 के तहत अपनाया गया। बाद में प्रधानमंत्री राजीव गांधी के समय राष्ट्रीय शिक्षा नीति 1986 में इसकी पुनः पुष्टि की गई और 1992 में नरसिम्हा राव सरकार ने इसमें संशोधन कर भाषाई विविधता और राष्ट्रीय एकता को बढ़ावा देने पर जोर दिया। इस फार्मूले में मातृभाषा या क्षेत्रीय भाषा, आधिकारिक भाषा तथा एक आधुनिक भारतीय या यूरोपीय भाषा को शामिल किया गया था।



- सीबीएसई की 2026-27 सत्र से कक्षा नौवीं से तीन भाषाओं की पढ़ाई लागू करने की पहल
- दो भारतीय और एक विदेशी भाषा सीखने से छात्रों को वैश्विक अवसरों में मिलेगी मदद

सीबीएसई की पहल का केवल तमिलनाडु में विरोध

- तीन-भाषा फार्मूला लंबे समय से तमिलनाडु में राजनीतिक विवाद का विषय रहा है। द्रमुक के नेतृत्व वाली राज्य सरकार और केंद्र सरकार के बीच इस पर मतभेद रहे हैं।
- तमिलनाडु ने ऐतिहासिक रूप से इस फार्मूले का विरोध किया है। वर्ष 1937 में सी राजगोपालाचारी के नेतृत्व वाली तत्कालीन मद्रास सरकार ने स्कूलों में हिंदी को अनिवार्य किया था, जिसके खिलाफ जस्टिस पार्टी और पेरियार जैसे द्रविड़ नेताओं ने व्यापक आंदोलन चलाया। वर्ष 1940 में यह नीति वापस ले ली गई, लेकिन हिंदी विरोधी भावना बनी रही।
- जब 1968 में तीन-भाषा फार्मूला लागू किया गया, तब भी तमिलनाडु ने इसे हिंदी थोपने का प्रयास बताते हुए विरोध किया।
- तमिलनाडु आज भी ऐसा एकमात्र राज्य है जिसने तीन-भाषा फार्मूले को लागू नहीं किया है और तमिल तथा अंग्रेजी को प्राथमिकता दी है।

नई शिक्षा नीति 2020 में मिला बढ़ावा : नई शिक्षा नीति 2020 विद्यालय स्तर से ही बहुभाषावाद को बढ़ावा देने को तीन-भाषा फार्मूले को शीघ्र लागू करने की बात करती है।

एनईपी के तहत भारतीय भाषाओं और अंग्रेजी के अलावा माध्यमिक स्तर के छात्र कोरियाई, जापानी, फ्रेंच, जर्मन और स्पेनिश भी सीख सकेंगे।

पाठ्यपुस्तकों को लेकर सीबीएसई स्पष्ट: सीबीएसई ने कहा है कि जब तक विशेष आर-3 पाठ्यपुस्तकें उपलब्ध नहीं हो जातीं, तब तक कक्षा नौवीं के छात्र चुनी गई भाषा के लिए कक्षा छह की आर-3 पाठ्यपुस्तकों (2026-27 संस्करण) का उपयोग करेंगे। जिन विद्यालयों में योग्य भारतीय भाषा के शिक्षक नहीं हैं, वहां उन शिक्षकों की सेवाएं ली जा सकती हैं, जिन्हें संबंधित भाषा का कार्यात्मक ज्ञान हो।

The Asian Age, 18 May 2026

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CBSE's 3-language plan sparks concerns over timing, logistics

'Why guidelines now 45 days after start of new session?'

New Delhi, May 17: Concerns have been raised over the implementation of the CBSE's three-language policy for Class 9 by a section of educationists and parents who have questioned the timing of the changes and the preparedness of schools, as the academic session is already well underway.

The Central Board of Secondary Education on Friday made three languages, including at least two native Indian languages, compulsory for Class 9 students from July 1 this year, even as schools had already begun classes and unit tests for the new academic session.

Mount Abu School principal Jyoti Arora termed the implementation "very sudden." She also said greater clarity was needed on the status of English within the policy framework to ensure smooth implementation.

Though the three-language formula introduced by the CBSE is in sync with the National Education Policy, which is a very progressive document, its implementation after the academic session had already begun has created "a sense of restlessness" among stakeholders, Ms Arora said.

Roji Devi, mother of a Class 9 student, said, "My son has opted for French as the second language with English as the first language in one of the top schools in Delhi. Unit tests for both English and French for 40 marks have been completed and suddenly he has to leave one of these two under the new CBSE guideline."

"Why has CBSE issued these guidelines just now, after 45 days into the new session? You are allowing something first and saying two months later that you can't do it. Had the CBSE issued the guidelines in March, we would have prepared or even looked for other options," she said. — *PTI*

Centre lowers revaluation fee to ₹100 for CBSE Class 12 students

AGE CORRESPONDENT
NEW DELHI, MAY 17

Amid concerns over on-screen marking affecting students' scores in CBSE Class 12 exams, the Union education ministry on Sunday announced that the revaluation and answersheet verification charges have been reduced to ₹100 each to ease the anxiety of the students.

Officials, however, maintained that the OSM is foolproof and a norm followed internationally to conduct transparent evaluation.

At a press conference, school education secretary, ministry of education, Sanjay Kumar said, "98 lakh sheets scanned were for Class 12, three levels of security were followed during the process. It was found that despite repeated scanning, there were still some legibility issues because the ink used in some answer sheets was of a very light colour. Even after scanning, those scripts could not be made fully legible."

He said, "In such cases, the examiners were instructed to evaluate the scripts manually and award marks accordingly. More than 13,000 such answersheets were separately identified and manually checked. After manual evaluation, the marks obtained were entered into the system."

The Pioneer, 18 May 2026, Page No - 7

Bihar schools told to follow NCERT bag weight norms

PIONEER NEWS SERVICE
Patna

The Bihar Education Department has asked all private and Government-aided schools to adhere to the NCERT's guidelines to ensure that the gross weight of a school bag does not exceed 10 per cent of the child's body weight.

The department has also directed schools to ensure that weighing scales are installed on campus to regularly check the weight of bags. Any private schools found to be in violation will face action, officials said.



Bihar Education Minister Mithlesh Tiwari said on Sunday "All private and Government-aided schools in the state will have to follow the NCERT School Bag Policy, 2020 and ensure that the weight of a school bag does not exceed 10 per cent of the child's body weight. The move is aimed at reducing the physical burden on students."

The weight of the bag needs to be monitored on a regular basis in the school, the minister said. He said the institutions must design suitable timetables to prevent students from carrying unnecessary materials to school.

"The decision has been taken following the instructions of Chief Minister Samrat Choudhary. The NDA Government is taking steps to make the education system in the state more transparent, equitable and accessible, keeping the interest of parents and students in mind.

Education

The future of education lies in creativity, logic and computational thinking



Vivek Prakash, Co-founder & CEO, Codingal

By **ET Edge Insights**
Published May 18, 2026

As technology reshapes industries at an unprecedented pace, coding is rapidly emerging as more than just a technical skill — it is becoming a foundational language of problem-solving, creativity, and future readiness. With the implementation of the National Education Policy (NEP) 2020, India has begun reimagining education through the lens of computational thinking, application-based learning, and digital fluency. The shift signals a larger transformation in how students will learn, think, and prepare for an increasingly AI-driven world.

Yet, while policy intent is ambitious, the challenge lies in translating vision into classroom reality. Questions around teacher preparedness, infrastructure gaps, assessment models, and equitable access continue to shape the pace of adoption across schools and regions. At the same time, the rise of artificial intelligence is redefining what coding education itself should look like — moving beyond syntax to systems thinking, creativity, and real-world problem solving.

In this conversation, **Vivek Prakash, Co-founder and CEO of Codingal**, discusses how coding education is evolving in India, the role of NEP in mainstreaming computational thinking, and why project-based, skill-driven learning will become central to the future of education. He also shares insights into the barriers limiting widespread access to structured coding education and how AI is changing the very definition of digital literacy for the next generation.

With the National Education Policy emphasizing computational thinking, how do you see coding integrating into formal school education in the coming years?

NEP 2020 is the most significant policy signal Indian school education has seen in decades. The inclusion of computational thinking signals a fundamental shift: coding is no longer a vocational add-on but a core cognitive skill, alongside language and mathematics. Over the next five years I expect a phased model: block-based programming at primary level, Python and structured problem-solving by middle school, AI literacy built in from Class 3. The challenge is implementation: trained teachers, contextually relevant curriculum, and platforms that work equally in a metro and a Tier-2 town. At Codingal, we have been building exactly this since 2020 across 135 countries. Our STEM.org-accredited curriculum, spanning block coding, Python, AI, and robotics, maps directly to what NEP articulates. Policy sets direction. Execution is where it becomes real.

Where is the biggest gap today between policy intent around application-based learning and actual classroom implementation?

The gap is almost entirely in execution, not aspiration. Every state curriculum articulates the right vision: project-based learning, digital fluency, creative problem-solving. The classroom reality is still largely rote learning, assessments that test memory rather than application. Three structural problems drive this. First, teacher readiness: most schoolteachers handling computer science have been trained to deliver curriculum, not to think computationally themselves. They can teach syntax for an exam; genuine problem-solving is a different skill. Second, assessment architecture: board exams test recall, so teachers teach recall. Application-based learning needs application-based assessment. Third, infrastructure: UDISE+ 2024-25 shows only 52.7 percent of government schools have functional computers and 58.6 percent have the internet. Schools that get it right weave coding across subjects. When a student builds a data visualisation for geography, that is computational thinking, not a lab exercise.

What needs to change for coding to move from basic digital literacy to a core academic skill?

The status upgrade coding needs is structural and cultural in equal measure. Structurally, coding must appear in board-level examinations with meaningful weightage, become a graduation requirement, and the assessment framework must reward building over memorising. Teacher training pipelines need practising engineers, not just curriculum designers. Culturally: parents drive academic priority in India more than any other stakeholder. When parents see coding as a university advantage, as they already see mathematics, the demand signal cascades through the system. That shift is already underway. Parents who once asked “why does my child need to code” are now asking “why is my child not yet coding.” The deeper change is in how we define intelligence itself. Coding is not just a skill. It is a method of structured thought.

How does Codingal position itself within the evolving skill-based education ecosystem, and what gap is it addressing at scale?

Codingal exists at a specific intersection: structured, curriculum-anchored coding and AI education, delivered live, to school students globally. That combination is rarer than it sounds. Most edtech chose scale through recorded content. We chose depth through live instruction. Every session is taught by a human teacher in real-time, supported by AI that assists with adaptive problem sets during class. We deliver over seven million minutes of live instruction monthly. Our 1,000-plus tutors are more than 90 percent women working from home, a deliberate model that expands who gets to teach and who students see as a coding educator. The gap we address is the one NEP cannot itself close: a generation of students who should be building computational fluency now, not after choosing a career..

What impact does early exposure to coding have on students’ problem-solving abilities and academic choices?

The impact is measurable and it compounds. A 2024 meta-analysis in Computers and Education by Montuori and colleagues found coding produces the largest gains in

problem-solving and improves executive functions in younger children. Research by Marina Bers at Tufts shows early coding strengthens mathematical reasoning and creative thinking. But the more interesting effect is what I call the creator identity shift. At Codingal, students describe a clear before-and-after. Before: a problem is something that happens to them. After: something they can decompose, test, and iterate on. That is computational thinking becoming a habit, not a skill. Students who code are more likely to pursue STEM with confidence. Even those who go into medicine or the arts carry those problem-framing habits with them.

What are the key barriers preventing widespread access to structured coding education, especially beyond metro cities?

I will be direct: three barriers, each solvable. First, infrastructure: the UDISE+ 2024-25 data I cited earlier tells the story plainly – fewer than six in ten government schools have reliable internet. Offline-capable, mobile-first design is the entry requirement, not a feature. Second, language: most coding instruction in India happens in English, shutting out learners who think in Hindi, Bangla, Tamil, or their mother tongue. UNESCO’s 2025 State of Education Report for India affirms familiar-language instruction produces meaningfully better comprehension and engagement. At Codingal we

match students with teachers who share their mother tongue and build DIY projects into every class. Vernacular coding content at scale remains one of edtech's most underserved gaps. Third, awareness: many parents outside metros still see coding as something for "tech families." That is as much a communication challenge as a curriculum one.

With AI reshaping programming, how should coding education evolve to stay future-relevant?

Coding education built only around syntax is already outdated. It was never about typing code faster than a machine. It was about thinking in systems, reasoning through problems, and building things that work. AI makes the argument for coding education stronger, not weaker.

When AI generates boilerplate, the premium on understanding increases: knowing why a solution works, how to debug what AI got wrong, when to trust the output. The engineers who thrive are not those who write the most code but those who understand what they are building and why. Sam Altman put it directly in 2025: *"When I was graduating, the obvious tactical thing was to get really good at coding. Getting good at AI tools is the new version of that."* For K-12, this means AI literacy in the curriculum and project-based pedagogy where students build with AI tools, not around them.

What kind of learning model is needed to ensure students learn to think, build, and solve, not just code?

The model that works is project-first, teacher-led, iterative. Researchers at Columbia Teachers College call this productive struggle: genuine learning happens when students engage with hard problems, with a teacher present to guide rather than rescue. At Codingal, a student building a weather app does not start with syntax. They start with a question: what would you want this to show, and why? Design thinking enters before a single line of code is written. Then they build, hit bugs, debug, revise. The teacher watches, asks questions, guides without solving. The goal is not a working app. It is a student who has lived the full cycle: identify the problem, design, build, test, improve. Repeated across projects of growing complexity, that produces a student who approaches any unfamiliar problem with curiosity rather than anxiety.

Disclaimer: *The views expressed in this article are those of the author/authors and do not necessarily reflect the views of ET Edge Insights, its management, or its members.*

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हिंदी के साथ संस्कृत का कॉम्बो, दिल्ली में बाकी क्षेत्रीय भाषाएं पीछे

Combo

AI Image

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■ नई दिल्ली: सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) 2026-27 की अचानक लागू की जा रही तीन भाषाओं की नीति पर देशभर में सवाल उठ रहे हैं। अहम सवाल है कि सेशन शुरू होने के तीन महीने बाद 9वीं-10वीं में भाषाओं की पढ़ाई में अचानक बदलाव क्यों? CBSE की 19 भाषाओं की लिस्ट में से दो भारतीय भाषाएं चुनें कैसे?

CBSE ने 2026-27 सेशन की शुरुआत के बाद पहले क्लास 6 के लिए दो भारतीय भाषाओं की अनिवार्यता के साथ 3 भाषाओं की नई पॉलिसी लॉन्च की थी। स्कूल इसे बिना तैयारी की लैंग्वेज पॉलिसी बता रही है, तो पैरंट्स का कहना है कि अचानक तीसरी भाषा का दबाव बच्चों पर है।

सेशन शुरू होने के तीन महीने बाद अचानक बदलाव क्यों?

दो भारतीय भाषाओं पर मामला भी राजनीति के मैदान में है। खासतौर पर कहा जा रहा है कि उत्तर भारत समेत कुछ शहरों में इस नीति के साथ संस्कृत को थोपा जा रहा है।

क्लास 9 और 10 में अब तीन भाषाएं (R1, R2, R3) होंगी, जिनमें दो भाषाएं भारतीय होंगी। अब तक स्टूडेंट्स दो भाषा पढ़ते रहे हैं। तीसरी भाषा (R3) की बोर्ड परीक्षा नहीं होगी, बल्कि स्कूल स्तर पर इंटरनल असेसमेंट होगा।

माउंट आबू स्कूल की प्रिंसिपल ज्योति अरोड़ा ने कहा कि यह सेशन शुरू होने से पहले लाना चाहिए था क्योंकि डेढ़ महीने की पढ़ाई हो चुकी है।

इस अचानक आए फैसले से टाइमटेबल बदलना होगा, टीचर्स की व्यवस्था करनी होगी। अब संस्कृत दूसरी भारतीय भाषा होगी यानी संस्कृत के टीचर्स का प्रेशर बढ़ेगा, नए टीचर्स रखने होंगे। क्लास 9 के कई स्टूडेंट्स अब ऐसे होंगे, जिन्होंने क्लास 6 से 8 तक संस्कृत पढ़ी ही नहीं है। कई स्कूलों में तो कई स्टूडेंट्स ने इंग्लिश और एक विदेशी भाषा ली है।

मदर इंटरनैशनल स्कूल की प्रिंसिपल मिलन माला ने कहा कि हम हिंदी और संस्कृत रखेंगे। हालांकि, दूसरी क्षेत्रीय भाषाओं का भी ऑप्शन देंगे। अगर किसी भाषा में 10 से ज्यादा स्टूडेंट्स हैं, तो वो पढ़ाएंगे। आईटीएल स्कूल, द्वारका की प्रिंसिपल सुधा आचार्य ने कहा कि पहली भारतीय भाषा जो बच्चे बोलते हैं, यह हिंदी के अलावा अलग-अलग राज्यों में अलग-अलग हो सकती है, जैसे पंजाबी, तमिल, बंगाली, गुजराती। हालांकि दिल्ली जैसे मेट्रो शहरों में दूसरी भाषा संस्कृत ही होगी, क्योंकि यहां कई कम्यूनिटी के बच्चे हैं। तीसरी भाषा इंग्लिश होगी, जो ऑफिशल भी है।

सबसे बड़ा सवाल

- **CBSE की 19 भाषाओं की लिस्ट में से दो भारतीय भाषाएं चुनें कैसे?**
- **पैरंट्स का कहना है कि अचानक तीसरी भाषा का दबाव बच्चों पर है**

विदेशी भाषाएं लगभग बाहर

अब तक क्लास 6 से 10 तक स्टूडेंट्स इंग्लिश/हिंदी के अलावा दूसरी/तीसरी भाषा के तौर पर संस्कृत या कोई भी विदेशी भाषा जर्मन, फ्रेंच, मैंडरिन जैसी विदेशी भाषा लेते थे। एक प्राइवेट स्कूल की प्रिंसिपल कहती है कि पहले से पढ़ाई जा रही विदेशी भाषाएं किनारे कर दी गई हैं, तो हमें और कई स्कूलों को फ्रेंच और जर्मन के टीचर्स हटाने पड़ रहे हैं। मिलन माला ने कहा कि फॉरेन लैंग्वेज को अब हम हॉबी क्लासेज के तौर पर रखेंगे।

NBT Lens
खबरों के अंदर की बात

बिना तैयारी के किया गया ऐलान

अप्रैल में नया सेशन शुरू होने के बाद CBSE ने क्लास 6 से तीन भाषाओं का फॉर्म्युला लागू करने का ऐलान किया, जिसमें से दो भारतीय भाषा होना जरूरी है। साल दर साल आगे की क्लासें जोड़ने का इरादा था, ताकि 2031 तक 10वीं तक यह पॉलिसी लागू हो जाए। मगर अब 9वीं-10वीं के लिए 1 जुलाई 2026 से लागू करने को कहा गया है। तैयारी के बिना यह फैसला आया है। यह इसी से साबित होता है कि बोर्ड ने तीसरी भाषा क्लास 6 की किताबों से पढ़ाने, कुछ अंतरिम व्यवस्था करने के लिए कहा है। बोर्ड एग्जाम भी नहीं होगा, तो इसे कितनी गंभीरता से लिया जाएगा, यह बड़ा सवाल है।

नव भारत टाइम्स, 19 मई 2026, पृष्ठ संख्या - 3

तीन भाषाएं पढ़ाने के फॉर्म्युले पर देशभर में उठ रहे सवाल

भाषा, ಭಾಷೆ, ഭാഷ, ভাষা, ਭਾਸ਼ਾ, ભાષા, ଭାଷା ...की उलझन

सीबीएसई ने नए सेशन में 9वीं क्लास से तीन भाषा फॉर्म्युला लागू कर दिया है। अब स्टूडेंट्स को तीन भाषाएं पढ़नी होंगी, जिनमें दो भारतीय भाषाएं जरूरी होंगी। इस नई व्यवस्था को लेकर स्कूलों, पैरंट्स और छात्रों के बीच सवाल भी बढ़ रहे हैं। अचानक लागू हुई इस नीति से किताबों, टीचर्स की कमी के अलावा पढ़ाई के दबाव को लेकर भी चर्चा तेज हो गई है:

4 मिनट में पढ़ें NBT

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■ **नई दिल्ली :** सीबीएसई ने मौजूदा सेशन से 9वीं कक्षा के लिए तीन भाषा पढ़ाने का फॉर्म्युला लागू किया है। शिक्षा मंत्रालय के निर्देश के मुताबिक सीबीएसई और एनसीईआरटी मिलकर किताब तैयार कर रहे हैं और जल्द ही छात्रों को नई किताबें मिल सकेंगी।

संविधान की आठवीं अनुसूची में 22 आधिकारिक भाषाएं सूचीबद्ध हैं और हिंदी, उर्दू, संस्कृत की नई किताबें आ गई हैं। बाकी 19 भाषाओं का कोर्स नैशनल करिकुलम फ्रेमवर्क के आधार पर सीबीएसई ने तैयार कर लिया है। NCERT इन सभी भाषाओं की किताबें जुलाई तक जारी करेगा। जब तक किताबें नहीं आतीं, तब तक छात्र छठी की किताबों से नई भाषा की बेसिक जानकारी हासिल करेंगे। छठी से दसवीं तक के छात्रों को तीन भाषा पढ़नी होंगी, जिसमें से दो भारतीय होंगी। 2026-27 के सत्र में 9वीं के छात्र तीन भाषा पढ़ेंगे, लेकिन इस बार जो 10वीं में आएं हैं, वे दो भाषा ही पढ़ेंगे। तीसरी भाषा (R3) के लिए कोई बोर्ड एग्जाम नहीं होगा। स्कूलों में ही मूल्यांकन होगा और इसके नंबर या ग्रेड CBSE की फाइनल मार्कशीट में शामिल होंगे।

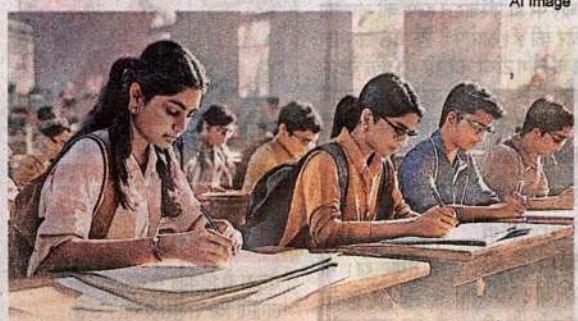
छठी से दसवीं तक के छात्रों को तीन भाषाएं पढ़नी होंगी

राष्ट्रीय शिक्षा नीति 2020 में त्रिभाषा फॉर्मूला के तहत छात्रों को तीन भाषाएं सीखनी जरूरी है और यह नियम देशभर के सरकारी और प्राइवेट स्कूलों पर लागू होगा। राष्ट्रीय शिक्षा नीति में स्कूली स्तर से ही बहुभाषावाद को बढ़ावा देने के लिए त्रिभाषा फॉर्म्युला लागू करने की सिफारिश की गई है।

शिक्षा मंत्रालय के एक सीनियर अधिकारी का कहना है कि तीन भाषाएं राज्यों, क्षेत्रों और निश्चित रूप से स्वयं छात्रों की पसंद होंगी। तीन भाषाओं में से कम से कम दो भाषाएं भारतीय होंगी।

जो स्टूडेंट्स विदेशी भाषा पढ़ना चाहते हैं, वे ऐसा तीसरी भाषा के तौर पर उसे चुन सकते हैं। भारतीय भाषाओं और अंग्रेजी के अलावा, माध्यमिक स्तर के छात्र कोरियाई, जापानी, फ्रेंच, जर्मन और स्पैनिश जैसी विदेशी भाषाएं भी सीख सकते हैं। जैसे 9वीं में अगर कोई तीसरी भाषा के तौर पर संस्कृत को चुनता है तो उसे 6ठी की R3 किताबों से अभी पढ़ाई करवाई जाएगी ताकि बेसिक जानकारी हो सके। विशेषज्ञों का कहना है कि भाषा की बुनियादी योग्यताओं में 75 से 80 प्रतिशत तक समानता होती है, इसलिए छठी की किताबों को आधार बनाया गया है। बाकी भारतीय भाषाओं के लिए राज्य स्तर (SCERT) के संसाधनों का उपयोग किया जा सकेगा।

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पहले भी लागू हुआ था यह फॉर्म्युला

तीन भाषा के फॉर्म्युले को पहले शिक्षा आयोग (1964-66) ने प्रस्तावित किया था, जिसे आधिकारिक तौर पर कोठारी आयोग के नाम से जाना जाता है। इसे राष्ट्रीय शिक्षा नीति 1968 में औपचारिक रूप से अपनाया गया था। शिक्षा नीति 1986 में यह फॉर्म्युला दोहराया गया और 1992 में संशोधन किया गया। उस समय के फॉर्म्युले में भी तीन भाषाएं शामिल थीं- मातृभाषा, आधिकारिक भाषा और एक आधुनिक भारतीय या यूरोपीय भाषा।

NCERT Invites Online Applications for Admission to Teacher Education Programmes through CEE-2026

प्रविष्टि तिथि: 19 MAY 2026 8:42PM by PIB Bhubaneswar

The National Council of Educational Research and Training (NCERT), an autonomous organization under the Ministry of Education, Government of India, has invited online applications from eligible candidates for admission to various Teacher Education Programmes offered through its Regional Institutes of Education (RIEs) for the academic session 2026-27.

The constituent units of NCERT located in different regions of India include Regional Institute of Education Ajmer, Regional Institute of Education Bhopal, Regional Institute of Education Bhubaneswar, Regional Institute of Education Mysuru, North East Regional Institute of Education, Regional Institute of Education Nellore, National Institute of Education, Central Institute of Educational Technology and Pandit Sunderlal Sharma Central Institute of Vocational Education. The CEE 2026 is coordinated by RIE, Bhubaneswar.

Admissions will be conducted through the Common Entrance Examination (CEE)-2026 for the programmes like Integrated M.Sc.Ed. (6-Year), B.Ed. (2-Year), Integrated B.Ed.-M.Ed. (3-Year), M.A. in Education Technology (2-Year), M.Ed. (2-Year).

The online application processes is commenced from May 15, 2026 and continue till June 5, 2026 through the official CEE portal. The Common Entrance Examination (CEE)-2026 is scheduled to be held on June 28, 2026 (Sunday) at various examination centres across the country. Applicants may visit cee.ncert.gov.in for detailed information regarding eligibility criteria, application procedure, examination pattern and other admission-related guidelines.

For any query related to CEE-2026, candidates may contact the Help Desk at +91-8280337189 / +91-8280337190 or write to ceesupport2026@riebbs.ac.in.

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नवभारत टाइम्स, 20 मई 2026, पृष्ठ संख्या - 3

पैरेंट्स परेशान | ग्लोबल सपनों पर लगा 'लोकल' ब्रेक, अचानक रेगुलर करिकुलम से बाहर हुई विदेशी भाषाएं

कल तक रट रहे थे जर्मन, फ्रेंच, स्पैनिश... अब 'ज़ीरो' से सीखनी पड़ेगी संस्कृत

Katyayani.Upreti
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AI Image

■ नई दिल्ली : सीबीएसई की तीन भाषा की नीति ने स्कूल एजुकेशन में विदेशी भाषाओं की अहमियत एकाएक किनारे कर दी है। नैशनल एजुकेशन पॉलिसी (NEP) के तहत देशभर के स्कूलों में तीन भाषाओं में से दो भारतीय भाषाओं की अनिवार्यता के साथ स्पैनिश, फ्रेंच, जर्मन, मैंडरिन जैसी विदेशी भाषाएं नियमित करिकुलम से बाहर हो गई हैं। सेशन 2026-27 से क्लास 6 के बाद अब इसी साल क्लास 9-10 में दो भारतीय भाषाएं जरूरी करने के बोर्ड के फैसले के बाद तीसरी भाषा इंग्लिश होगी। वो स्टूडेंट्स ज्यादा परेशान हैं, जिन्होंने क्लास 6 से 8 तक कोई विदेशी भाषा पढ़ी और अचानक अब उन्हें संस्कृत या कोई और क्षेत्रीय भाषा जीरो से पढ़नी होगी।

तीन साल पढ़ाकर अचानक बंद क्यों?: साउथ दिल्ली के एक प्राइवेट स्कूल के स्टूडेंट अथर्व ने क्लास 6 से 8 तक जर्मन पढ़ी, 9वीं में जर्मन चुनी मगर अब 1 जुलाई से संस्कृत पढ़ेंगे। उनकी मां सौम्या कहती हैं, स्कूल ने मेसेज भेज दिया है कि हिंदी, संस्कृत और इंग्लिश चलेगी, जर्मन छोड़नी पड़ेगी। ट्यूशन और किताबों में खर्चा करवाकर, डेढ़ महीने कोई और लैंग्वेज पढ़ाकर अब तीसरी भाषा पढ़ाने की ऐलान कर रहा है। कुछ भी थोपा जा रहा है।

क्लास 9 में इस बार कई नए सब्जेक्ट

क्लास 9 में इस साल कौशल विकास, AI और कंप्यूटेशनल थिंकिंग, आर्ट एजुकेशन और फिजिकल एजुकेशन, इन्डिविजुअल और सोसायटी समेत एडवांस मैथ्स और एडवांस साइंस भी शुरू हुए है। सीबीएसई ने स्कूलों से कहा है कि वो विदेशी भाषाओं को अतिरिक्त/चौथी भाषा के तौर पर पढ़ा सकते है मगर स्कूलों का कहना है कि इतने सब्जेक्ट के लिए टाइमबेल सेट करना, और टीचर रखना मुमकिन नही। बिड़ला विद्या निकेतन स्कूल की प्रिंसिपल मीनाक्षी कुशवाहा कहती है, क्लास 9 के स्टूडेंट्स के लिए फ्रेंच और जर्मन का ऑप्शन था। एक यूनिट टेस्ट भी हो चुका था मगर अब हटाना पड़ेगा, जुलाई से संस्कृत पढ़ेंगे।

टीचर्स की नौकरी पर भी आफत

जर्मन भाषा की एक टीचर बताती है, पहले क्लास 6 के लिए विदेशी भाषा खत्म हुई और अब 9 के लिए भी, तो नौकरी बचना मुश्किल है। स्कूल ने हिंट दे दिया है। कई टीचर्स ट्यूशंस लेते है और अब पैरेंट्स छोड़ने की बात करने लगे है। फ्रेंच के एक टीचर कहते है, ज्यादातर टीचर्स की अब जॉब नही रहेगी, सिर्फ कुछ ही टीचर्स क्वॉलिफिकेशन पर कहीं एडजस्ट हो पाएंगे। यह अजीब है कि पहले ग्लोबल स्तर पर करियर के मौको की बात करते हुए फ्रेंच, स्पैनिश, कोरियन, जैपनीज, पर्शियन जैसी विदेशी भाषाएं लाई गई, अचानक से हटा दिया। NEP भी विदेशी भाषाओं की पढ़ाई पर जोर देती है।

CBSE: स्कैन आंसरकॉपी पाने का मौका 23 तक

■ NBT रिपोर्ट, नई दिल्ली: CBSE की क्लास 12 के रिजल्ट को लेकर अगर कोई उलझन है तो आंसरकॉपी की स्कैन की गई कॉपी के लिए अब 23 मई तक ऑनलाइन अप्लाई किया जा सकता है। मंगलवार को यह विंडो स्टूडेंट्स के लिए खोली गई। इस साल आंसरशीट को चेक करने के लिए ऑन स्क्रीन मार्किंग (OSM) सिस्टम अपनाया गया है यानी कॉपियो को स्कैन कर कंप्यूटर स्क्रीन पर चेक किया गया है। बोर्ड के अनुसार स्टूडेंट्स अपनी जांची गई आंसरशीट की स्कैन की गई कॉपी ऑनलाइन पा सकते है। इसके बाद वो कॉपी देखकर किसी गलती की शिकायत या जवाबो के री-इवैल्यूशन के लिए आवेदन कर पाएंगे। कॉपी देखने के लिए प्रति विषय 100 रुपये फीस होगी। इसके बाद दो ऑप्शन होंगे, गलतियो की जांच करवाने और उत्तरो को फिर से चेक करवाने का, आवेदन 26 मई से 29 मई तक होंगे।

आंसर फिर से चेक कराने के लिए 26 से रजिट्रेशन

अमर उजाला, 20 मई 2026, पृष्ठ संख्या - 7

सीबीएसई स्कूलों में लगेगा भारतीय भाषा समर कैंप

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड से संबद्ध स्कूलों में बच्चे ग्रीष्मकालीन अवकाश के दौरान खेल-खेल में दूसरी भारतीय भाषाएं भी सीखेंगे। सीबीएसई ने राष्ट्रीय शिक्षा नीति 2020 के तहत अपने संबद्ध स्कूलों को भारतीय भाषा समर कैंप आयोजित करने के निर्देश दिए हैं। बोर्ड की इस पहल का उद्देश्य विद्यार्थियों में बहु-भाषावाद, सांस्कृतिक समझ विकसित करना और एक और भारतीय भाषा सीखने के लिए प्रेरित करना है। बोर्ड ने स्कूलों को यह समर कैंप सात दिनों तक प्रतिदिन दो घंटे तक आयोजित करने के लिए कहा है। बोर्ड ने स्कूलों को सुझाया है कि पहले दिन उस भाषा में अभिवादन, अक्षर, संख्या और सामान्य शब्द सिखाए जाएंगे। दूसरे दिन बाजार, बस स्टॉप और रेस्तरां ,तीसरे दिन संगीत, नृत्य और लोक कला चौथे दिन स्थानीय व्यंजन, पांचवें दिन स्थानीय नायकों, पर आधारित फिल्में,छठे दिन नदियों, पर्वतों और ऐतिहासिक स्थलों की जानकारी दी जाएगी। सातवें दिन अंताक्षरी, टंग ट्विस्टर और शब्द खेलों के साथ समापन होगा। ब्यूरो

The Indian Express, 20 May 2026, Page No – 13



Not enrolment, problem is school dropouts

ASHOK PANKAJ, POORNIMA M AND RAMANDEEP KAUR

IN A recent report on school education, NITI Aayog has flagged two problems. One, the persistently high number of out-of-school children, and two, weak learning outcomes that frustrate much of the hard-earned achievements of universal enrolment at the primary and upper-primary levels. With four out of 10 children aged 6-17 years not in school, a deepening crisis in learning levels, and average years of schooling lower than developed countries, the pursuit of the goals of Viksit Bharat would be challenging.

Out-of-school children are higher in rural areas, among SCs, STs and Muslims, and are concentrated in a few states. Further, it is higher in boys than in girls, because boys are often expected to support family income at an early stage.

A recent study on out-of-school children shows that high aspiration of parents for education of their children, especially among the poor and the marginalised, co-exists with high levels of disillusionment from school education, leading to withdrawal of children from schools. NFHS-5 shows that a significant proportion of adolescents disengage from schooling due to a lack of interest, non-fulfilment of aspirations, and discouraging school experiences. There are also other and sometimes correlated factors, like poverty, migration, gender and disability barriers, and spatial factors. General incentives like uniforms, books, mid-day meals etc. are not very effective for such children.

Rigid administrative norms, and limited school autonomy deprive migrants, and homeless children

Second, secondary and higher secondary schools are not adequate. The distance and safety concerns of girls are barriers for their continuing school beyond upper-primary level. Language problems, inadequate infrastructure, dysfunctional WASH facilities, and the absence of a supportive learning environment are other factors.

Third, rigid administrative norms and limited school autonomy deprive migrants and homeless children. Denial of admission, non-issuing of transfer certificates, and restricted access to welfare-linked entitlements (their non-portability), non-recognition of caste certificates of other states, often hinder such enrolment.

Fourth, while policy attention has largely focussed on the 6-14 age group, an obligation under the RTE Act, the problem is more pronounced at the secondary and higher secondary levels. Fifth, while technology-enabled initiatives like the PRABANDH portal at the national level and the School Har Din Aaye (SHARDA) portal in UP have strengthened identification, tracking, and monitoring of out-of-school children, implementation challenges persist. Integration of technology-driven tracking mechanisms with community-level interventions can ensure completion of school education.

As India moves towards the fulfilment of the vision of "Viksit Bharat" by 2047, SDG-4 goals by 2030, and with the rollout of the NEP 2020, it is of utmost importance to recognise the gravity of the problem of out-of-school children, make a holistic assessment of its magnitude, and focus more on 14-years-plus children. There is a need to move towards strategies that recognise the interdependence of household conditions, school-side factors, and systemic and governance challenges.

Pankaj is professor, Poornima is assistant professor and Kaur is senior research associate, Council for Social Development

The Asian Age, 20 May 2026, Page No – 2

Pradhan reviews preparations for Neet-UG re-exam

AGE CORRESPONDENT
NEW DELHI, MAY 19

As the Neet-UG re-examination is scheduled on June 21, Union education minister Dharmendra Pradhan on Tuesday held a meeting to review the preparations with the officials and directed that all gaps identified in the earlier examination process must be comprehensively addressed and eliminated to ensure complete integrity and transparency in the conduct of the examination.

While chairing the review meeting, Mr Pradhan directed officials to ensure its conduct in a "secure, seamless, and foolproof manner" under strict security protocols.

"The minister emphasised that the re-Neet examination must be conducted in a secure, seamless, and foolproof manner under stringent security protocols," said the officials.

The minister directed the authorities to hold coordination meetings with district magistrates and superintendents of police across states to ensure robust monitoring and effective implementation of examination arrangements.

The minister also instructed officials to ensure adequate arrangements for students.

CBI raids houses of two students

Nagpur: The CBI has conducted searches at the houses of two students in Nagpur in connection with its probe into the Neet-UG 2026 paper leak case, officials said on Tuesday. The searches were conducted on Monday at their residences located in the Central Avenue and Itwari areas, during which the probe agency seized mobile phones, laptops, handwritten notes and other digital devices for forensic examination. — PTI

नवभारत टाइम्स, २१ मई २०२६, पृष्ठ संख्या 2

नए नियम के बाद बड़ी संख्या में स्टूडेंट्स करियर काउंसलर्स से ले रहे हैं गाइडेंस

तीन भाषा पढ़ने के 'फॉर्म्युले' से स्टूडेंट्स कन्फ्यूज

Bhupender.Sharma
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AI Image



तमिलनाडु के नए सीएम ने कहा, राज्य में दो भाषा की नीति ही जारी

■ **नई दिल्ली:** CBSE स्कूलों में दो भारतीय भाषाओं समेत तीन भाषाएं पढ़ने का नियम लागू होने के बाद छात्रों और उनके माता-पिता के मन में कई सवाल उठ रहे हैं। अभी स्कूल भी छात्रों को ठीक से नहीं समझा पा रहे हैं। यही वजह है कि छात्र करियर काउंसलर्स के पास गाइडेंस के लिए पहुंच रहे हैं। एक स्थिति यह भी सामने आ रही है कि अभिभावक अपने बच्चे को 9वीं क्लास में किसी दूसरे शिक्षा बोर्ड के स्कूल में दाखिला करवाना चाहते हैं ताकि 6-8 तक उसने जो भाषा पढ़ी है, उसी की पढ़ाई 9वीं-10वीं में भी होती रही और अचानक से कोई नई भाषा न पढ़नी पड़े। वहीं तमिलनाडु में सरकार बदलने के बाद भी राज्य की नीति में कोई बदलाव नहीं आया है। तमिलनाडु के नए सीएम ने कहा है कि राज्य में दो भाषी नीति ही जारी रहेगी।

जाने- माने करियर काउंसलर आलोक बंसल ने कहा कि उनके पास बहुत सारे छात्र और उनके पैरंट्स के फोन आ रहे हैं कि वे कौन से शिक्षा बोर्ड से जुड़े स्कूल में एडमिशन पा सकते हैं। छात्र खुद भी आकर जानना चाहते हैं कि उनके लिए बेस्ट ऑप्शन क्या रहेगा? CBSE के अलावा दिल्ली-एनसीआर में 'काउंसिल फॉर द इंडियन स्कूल सर्टिफिकेट एग्जामिनेशंस (CISCE)' के भी स्कूल हैं और छात्र पूछ रहे हैं कि इस समय इस बोर्ड से जुड़े कौन से स्कूल में दाखिला हो सकता है। वह बताते हैं कि छात्रों और उनके अभिभावक बड़ी उलझन की स्थिति में है क्योंकि 9वीं क्लास के छात्र को अचानक से एक नई भाषा सीखनी होगी, जो उसने 8वीं तक नहीं पढ़ी है।

करियर काउंसलर आलोक बंसल का कहना है कि दिल्ली-नोएडा में अब ऐसे कुछ स्कूल भी हैं, जो CBSE के साथ-साथ अंतरराष्ट्रीय शिक्षा बोर्ड आईबी (IB) या 'इंटरनेशनल बैकलॉरिएट' से भी जुड़ रहे हैं। वह बताते हैं कि दिल्ली पब्लिक स्कूल आरके पुरम ने IBDP यानी इंटरनेशनल बैकलॉरिएट डिप्लोमा प्रोग्राम शुरू करने का फैसला किया है।

क्या है CBSE की नई भाषा व्यवस्था

CBSE की भाषा व्यवस्था (R1, R2, R3) के तहत तीन में से 2 भारतीय भाषाएं पढ़ना जरूरी हैं और दिल्ली में काफी स्कूलों ने संस्कृत का विकल्प छात्रों को दिया है। 6-8वीं तक जिन छात्रों ने इंग्लिश, हिंदी के अलावा स्पेनिश, जर्मन जैसी भाषा पढ़ी थी, उनके लिए अब विदेशी भाषा की पढ़ाई करना मुश्किल होगा। एम.एम. पब्लिक स्कूल पीतमपुरा की प्रिंसिपल रूमा पाठक ने कहा कि अंग्रेजी को विदेशी भाषा के रूप में वर्गीकृत किया गया है जबकि अंग्रेजी की शुरुआत से ही पढ़ाई हो रही है। उन्होंने बताया कि पहली भाषा के रूप में अगर इंग्लिश को रखते हैं तो फिर दो भारतीय भाषाओं में हिंदी और संस्कृत को शामिल किया गया है। 9वीं क्लास में संस्कृत की पढ़ाई छठी क्लास की शुरुआत वाली होगी क्योंकि छात्र पहली बार नई भाषा को सीखेगा। करियर काउंसलर जितेंद्र अरोड़ा का कहना है कि स्कूलों को पहल कर छात्रों से बात करनी चाहिए और उनकी कन्फ्यूजन को दूर करने की कोशिश करनी चाहिए। वह कहते हैं कि अगले वर्ष से दूसरे स्कूल बोर्ड या विभिन्न राज्यों के शिक्षा बोर्ड के स्कूलों में दाखिले बढ़ सकते हैं, जहां पर नियम CBSE से अलग होंगे।

The Pioneer, 21 May 2024, Page No - 2

CBSE rejects claims of flawed OSM checking system in Class 12 exams

PIONEER NEWS SERVICE
New Delhi



The Central Board of Secondary Education (CBSE) on Wednesday rejected reports alleging that answer sheets under its On-Screen Marking (OSM) system were improperly scanned due to inadequate preparation and time constraints, calling the claims "factually incorrect".

In a post on X, the board said every stage of the OSM process, including scanning, quality checks, marking and evaluation, was conducted according to established procedures and under constant supervision.

"A claim is circulating in the media that the scanning of answer books under OSM was not carried out properly due to inadequate preparation and paucity of time. This claim is factually incorrect," the board said.

The board asserted that it remained committed to ensuring fairness, transparency and integrity in the examination and evaluation process. It also urged students and parents to rely only on official sources for verified information regarding examinations and results.

This year marked the first time CBSE implemented full-scale evaluation of Class 12 answer sheets through the On-Screen Marking system, a digital evaluation process aimed at streamlining assessment and improving transparency.

This clarification comes after students and parents pointed out harsh marking in the board exams in certain subjects and alleged that the new evaluation system completely failed to check the students' answer sheets. They alleged lapses in scanning and evaluation procedures.

The clarification comes a week after CBSE announced the Class 12 board examination results on May 13.

Printed from
THE TIMES OF INDIA

CBSE's 3-language mandate adds a new layer of stress in classes 9 & 10

TNN | May 21, 2026, 03.50 PM IST



CHANDIGARH: The Central Board of Secondary Education's (CBSE) decision to make a third language compulsory for students of Classes 9 and 10 from the 2026-27 academic session has triggered concern among sections of parents in Chandigarh, who say the move could increase academic pressure and restrict students' freedom to pursue foreign languages already being studied in schools.

The revised policy, aligned with the National Education Policy (NEP) 2020, requires students to study three languages at the secondary level, with at least two being Indian languages. While the move has been pitched as an effort to promote multilingualism and strengthen Indian languages, the announcement has sparked debate among parents and educators over its timing and implementation.

In Chandigarh, many CBSE schools currently offer combinations of English and Hindi along with optional foreign languages such as French, German or Spanish in middle classes. Parents fear the new framework could disrupt existing learning paths for students entering Class 9.

The concern comes at a time when students in Classes 9 and 10 already face growing academic demands, with separate subject structures and pressure linked to board examinations and future stream selection.

Nitin Goyal, president of Chandigarh Parents Association, termed the move "academically insensitive" and urged CBSE to reconsider the timing of implementation.

"The abrupt implementation of the three-language mandate for Class 9 students appears to be yet another policy experiment being conducted on children without any realistic assessment of the academic pressure already faced by students in Classes 9 and 10," Goyal said.

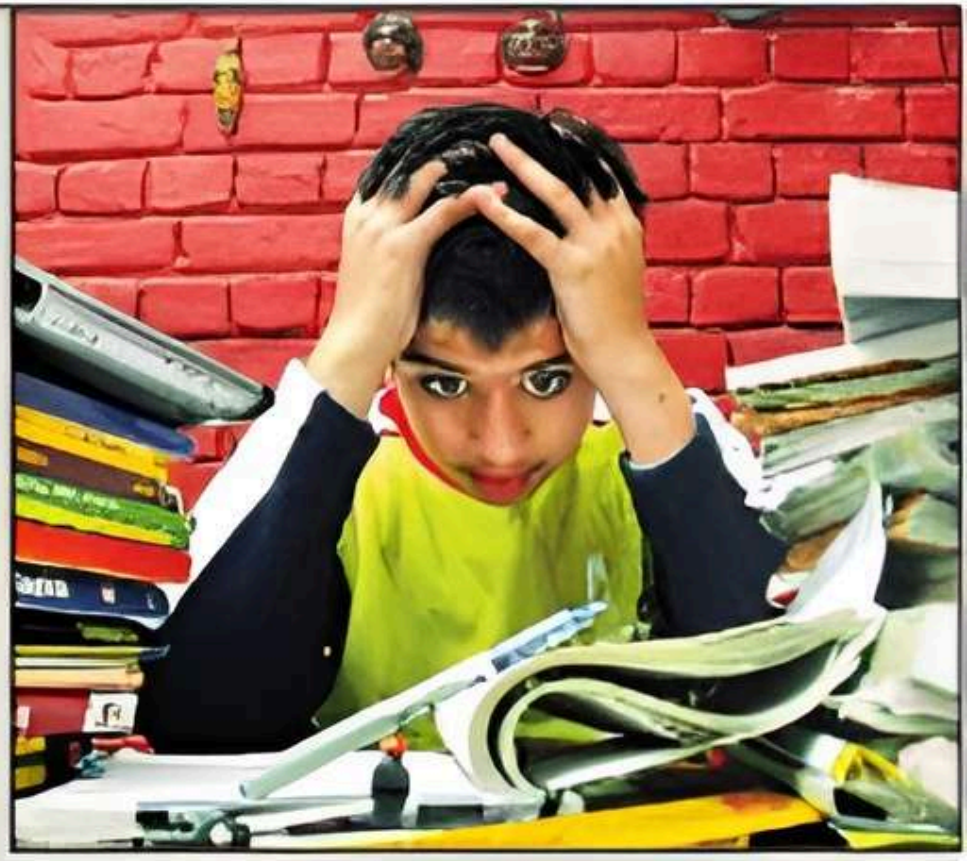
He argued that Class 9 was no longer merely a transition year, with students simultaneously adjusting to subjects such as Physics, Chemistry, Biology, History, Geography, Civics and Economics.

"At such a critical stage, forcing lakhs of students to additionally pick up a new language is academically insensitive and psychologically unfair," he said.

Clarifying that the opposition was not to Indian languages, Goyal said educational reforms should be practical and phased. "India's linguistic diversity is our strength. But a child who has never studied a regional language till Class 8 cannot suddenly be expected to cope with grammar, literature and examinations in that language in Class 9," he said.

WHY PARENTS ARE CONCERNED

- Fear of increased pressure in Classes 9 and 10
- Uncertainty over continuation of French and other foreign languages
- Questions over sudden implementation after academic planning
- Lack of clarity on language choices and school preparedness
- Demand for phased rollout and wider consultation with stakeholders



The revised policy requires students to study 3 languages at secondary level, with at least two being Indian languages

The issue has also revived discussion in Chandigarh around language choices in schools, especially as Punjabi remains culturally significant in the region while many urban students increasingly opt for foreign languages. Several parents said larger concern was not only about academic load but also about preserving flexibility in learning choices.

Gurmeet Sandhu, a parent, said the family was worried about the future of foreign languages such as French. "My child has been studying French and enjoys learning it. We wanted continuity because global exposure matters today. Parents should have some flexibility to decide what aligns with their child's interests and aspirations," the parent said.

Pardeep Goyal, another parent, said the decision appeared rushed. "The intention of promoting Indian languages may be good, but implementation matters. Students already face coaching, projects and internal assessments in Classes 9 and 10. Adding an other subject may increase stress," the parent said.

Some parents, however, felt multilingual learning could benefit students if introduced gradually. Rajesh Sharma, a parent, said learning more than one Indian language could deepen cultural understanding but should not come at the cost of student well-being. Educationists say greater clarity from CBSE will be crucial in the coming weeks, particularly on language combinations, treatment of foreign languages, availability of exemptions and how schools lacking faculty for additional languages will adapt.

दैनिक जागरण, २२ मई 2026, पृष्ठ संख्या - 10

कोचिंग संस्कृति की चपेट में शिक्षा

मेडिकल कालेजों में प्रवेश की परीक्षा नीट के पेपर लीक कांड ने सभी को दुखी और चिंतित किया है। नीट पेपर लीक कांड ने बताया कि किस तरह पैसा, बढ़ते लालच और अयोग्य होकर भी योग्य छात्रों की सीट छीनने की चाहत के त्रिकोण ने ऐसी घटनाओं को जन्म दिया है। इसी त्रिकोण ने मेडिकल, इंजीनियरिंग और अन्य प्रतियोगी परीक्षाओं के साथ-साथ लिपिक पद की परीक्षाओं तक के लिए भी देश भर में कोचिंग का जाल खड़ा कर दिया है। देश में अनेक कोचिंग हब बन गए हैं। आनलाइन-आफलाइन के कोचिंग तंत्र विकसित हो गए हैं और कोचिंग व्यवसाय एक इंडस्ट्री का रूप ले चुका है। यह इंडस्ट्री अब अत्यंत समर्थ और शक्तिवान हो गई है। इसका टर्नओवर छह मिलियन डालर का हो गया है। आने वाले वर्षों में इसके 17 मिलियन डालर हो जाने की संभावना है। इस इंडस्ट्री में प्रतिवर्ष लगभग 17 प्रतिशत की वृद्धि दर्ज की जा रही है। जिस व्यवसाय में इतना अपार धन निहित हो, वह किसी भी फूलप्रूफ सिस्टम में छेद कर पेपर लीक करा सकता है। नीट पेपर लीक कांड में गिरफ्तार कुछ लोग कोचिंग व्यवसाय से भी जुड़े हैं।

वास्तव में हर सिस्टम में ऐसे लोग होते हैं, जिनमें लालच अपना फन छुपाए प्रवेश कर जाता है। इसीलिए हाल में शिक्षा मंत्री धर्मेंद्र प्रधान ने पेपर लीक को एक सामाजिक बुराई कहा। ऐसी सामाजिक बुराई के खिलाफ सरकार और समाज, दोनों को साथ आकर काम करना होगा। सरकार अपनी व्यवस्था को दुरुस्त करने में तो लगी ही है, लोगों को भी खुद एक नैतिक समाज में तब्दील होना होगा। मेडिकल कालेजों की सीट में हेराफेरी में अनेक स्तरों पर कमीशनखोर एजेंट्स, कंसलटेंट नुमा दलालों और पेपर लीक करने वालों का जाल फैला हुआ है। यह बड़े शहरों से लेकर कस्बों तक फैल गया है। 1980 के दशक में जब हम स्कूली छात्र थे तो कोचिंग संस्थानों का जाल इतना नहीं फैला था। तब सरकारी स्कूल बेहतर स्थिति में थे और कमजोर छात्रों के लिए ही कोचिंग आवश्यक मानी जाती थी।

1990 के दशक के बाद सरकारी स्कूल व्यवस्था कई जगह पर कमजोर हुई। इसका लाभ शिक्षा को व्यवसाय मानने वालों ने उठाया। यह वही दौर था जब भारत में मध्य वर्ग का कई गुना विस्तार हुआ। नव उदारवादी अर्थव्यवस्था के आने के बाद जब बाजार आक्रामक हुआ तो उसने शिक्षा और परीक्षा को भी अपनी चपेट में ले लिया। इसी समस्या को देखते हुए मोदी सरकार ने जो नई शिक्षा नीति बनाई, उसमें शिक्षा मंत्रालय का सबसे ज्यादा जोर शिक्षा के माध्यम से ऐसा नैतिक मानस सृजित करना है, जो परंपरा से जुड़ा हुआ आधुनिक नवाचारी नागरिक हो।

शिक्षा मंत्रालय ने इस बार जैसे ही नीट पेपर लीक की खबर आई, त्वरित निर्णय लेते हुए उसे निरस्त किया और जांच सीबीआइ को सौंप दी। इसके साथ ही परेशान छात्रों के लिए आर्थिक एवं व्यवस्थागत सहयोग की कई घोषणाएं कीं। शिक्षा मंत्रालय का यह कदम योग्य छात्रों के हक पर अयोग्य एवं अनैतिक शक्तियों के कब्जा करने की रणनीति के खिलाफ एक सख्त पहल के रूप में भी देखा जाना चाहिए। यह कदम अनैतिक शक्तियों के मंसूबों पर पानी फेरने वाला है।



बद्री नारायण

नव उदार आर्थिकी के आने के बाद जब बाजार आक्रामक हुआ तो उसने शिक्षा और परीक्षा को भी अपनी चपेट में ले लिया



नीट मामले में कोचिंग सेंटर पर कार्रवाई • फाइल

पिछली बार जब ऐसी घटना हुई थी तो शिक्षा मंत्रालय ने कई सुधारात्मक कदम उठाए थे। पेपर लीक में लिप्त पाए गए लोगों को कठोर सजा देने के लिए सरकार ने पब्लिक एग्जामिनेशन प्रिवेंशन आफ अनफेयर मीन्स एक्ट बनाया और ऐसे मामलों से निजात पाने के लिए राधाकृष्णन कमेटी का गठन किया। एनटीए ने इस कमेटी की कुछ सिफारिशों को लागू भी किया है। इस कमेटी के सुझावों के अनुसार शिक्षा मंत्री ने अगले साल से नीट-यूजी, पीजी परीक्षा सीबीटी यानी कंप्यूटर बेस्ड टेस्ट के रूप में कराने की घोषणा की है। इससे एक लाभ यह होगा कि परीक्षा की पूरी प्रक्रिया में मानवीय हस्तक्षेप कम होगा। संपूर्ण व्यवस्था एवं प्रक्रिया काफी कुछ डिजिटल मोड में आ जाएगी। यह ठीक है कि इस मोड में परीक्षा कई दिन और कई सेट प्रश्नपत्रों के साथ करानी होगी और परीक्षा के मूल्यांकन हेतु संतुलित नार्मलाइजेशन की प्रक्रिया भी अपनानी होगी, लेकिन इससे लाभ यह होगा कि पेपर लीक की आशंका लगभग खत्म हो जाएगी।

एक तरफ एनटीए अपनी व्यवस्था चाक चौबंद बनाने में लगा है, दूसरी तरफ छात्र पुनः परीक्षा की तैयारी में जुटे हैं। इस बीच विरोधी दलों ने सरकार पर आक्रमण तेज कर दिया है, लेकिन पेपर लीक जैसे मुद्दे कभी भी राजनीतिक नहीं होते। ये बड़े अर्थों में सामाजिक मुद्दे भी होते हैं। पेपर लीक से निजात पाने के लिए हम सबको अपने अंदर झांककर खुद को सुधारते रहने होगा। आखिर पैसा देकर पेपर लीक कराने और लीक पेपर खरीदने वाले इसी समाज के लोग ही हैं। यह समय आरोप-प्रत्यारोप करने का नहीं। विकास के बड़े लक्ष्य पाने एवं देश के नव उत्थान का है। यह ठीक है कि नीट निरस्त होने से छात्रों और अभिभावकों के तनाव का क्षण लंबा हो गया, पर पुनः परीक्षा अयोग्य एवं भ्रष्ट शक्तियों के कब्जे की साजिश को रोकने की कोशिश है। यह वह प्रक्रिया है, जिससे गुजरकर ही नीट के प्रतिभागी छात्र एक नई सुबह तक पहुंच पाएंगे।

(लेखक टाटा सामाजिक विज्ञान संस्थान, मुंबई के कुलपति हैं)
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The Pioneer, 22 May 2026, Page No- 5

SMC 2026 guidelines not for private unaided schools: Education Ministry

PIONEER NEWS SERVICE
New Delhi

The Education Ministry on Thursday clarified that the School Management Committee (SMC) Guidelines 2026 do not apply to private unaided schools that do not receive Government aid or grants. The clarification came amid concerns raised by certain sections of society regarding the implementation of the guidelines.

However, the ministry said such schools are still encouraged to constitute School Management Committees to promote greater transparency, accountability and participatory governance.

"With reference to concerns raised by certain sections of society regarding the School Management Committee Guidelines (SMCs) 2026, the Ministry of Education clarifies that the Guidelines are not applicable to private unaided schools covered under Section 2(n)(iv) of the RTE Act, provided such institutions do not receive any aid or grants from the appropriate Government or local authority towards meeting their expenses," the ministry said in a post on social media.



THE MINISTRY SAID SUCH SCHOOLS ARE STILL ENCOURAGED TO CONSTITUTE SCHOOL MANAGEMENT COMMITTEES TO PROMOTE GREATER TRANSPARENCY

The ministry also stressed that education is a shared responsibility of the Government, schools, parents and the community.

"Strengthening collaboration among parents, schools and other stakeholders is essential to improving the overall functioning of schools and ensuring better learning outcomes for children," it added.

Union Education Minister Dharmendra Pradhan on May 6 launched the guidelines, underscoring the need for stronger community participation, improved school infrastructure and updated pedagogy in line with the National Education Policy 2020.

Pradhan had underlined that SMCs are not a new concept but have evolved over time and remain central to improving learning outcomes and governance in schools.

The guidelines introduced several key reforms, including a single SMC for all classes from 'Balvatika' to Class 12, aimed at strengthening school-level governance and continuity in decision-making.

The guidelines clearly define the roles and responsibilities of SMCs and member secretaries, with a focus on improved accountability, transparency and financial oversight in school management.

They also emphasise proactive monitoring of student attendance and teacher engagement to enhance learning outcomes.

The Pioneer, 22 May 2026, Page No - 8

Why quality teachers are hard to find?



SAKSHI SETHI

2ND OPINION

Education is often described as the backbone of a nation's development, and teachers are the pillars that support this foundation. Yet, despite the importance of their role, schools across the country are facing a growing challenge - attracting and retaining qualified teachers. Beneath impressive academic results, school rankings, and rising expectations lies a troubling reality: teaching, once considered one of the most respected professions, is steadily losing its appeal among talented young professionals.

The problem extends far beyond unfilled vacancies. It reflects the widening gap between what society expects from teachers and the conditions under which they are expected to work. Over the years, the role of educators has expanded dramatically. A modern teacher is no longer limited to classroom instruction. Teachers today are expected to be mentors, counsellors, administrators, event managers, technology experts, and emotional support systems for both students and parents.

At the same time, their workload has increased significantly. While professional development is necessary for improving education standards, the constant demands often leave little time for creativity, personal well-being, or meaningful engagement with students.

One of the most pressing concerns remains the issue of compensation. Teachers shoulder immense responsibility in shaping young minds, yet salaries in many institutions fail to reflect the effort, expertise, and emotional investment required by the profession. In comparison, the corporate sector generally offers better salaries, performance incentives, flexible work environments, and clearer opportunities for career growth. Employees in corporate jobs often receive recognition for their achievements and enjoy more defined professional boundaries.

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Teachers, however, frequently work beyond official hours without adequate compensation. Correcting notebooks late at night, preparing lessons on weekends, organising school events, and managing administrative work have become accepted parts of the profession. Such an imbalance naturally discourages many capable graduates from choosing teaching as a career. Young professionals with strong communication skills, leadership qualities, and subject expertise increasingly prefer corporate careers that promise financial stability, recognition, and work-life balance. Another major challenge is the pressure to constantly deliver measurable results. Teachers are judged not only by their teaching abilities but also by student performance, parent expectations, school reputation, and institutional targets. The rapid integration of technology has added further responsibilities. Teachers are expected to continuously adapt to digital platforms, smart classrooms, and online assessments, often without sufficient support or time. Alongside this, they quietly carry the emotional burden of supporting anxious students and managing behavioural issues. Despite these difficulties, countless teachers continue to serve with dedication and sincerity. However, commitment alone cannot sustain a profession indefinitely. If society truly values education, it must value educators through better salaries, healthier working conditions, mental wellness support, and professional respect. After all, no education system can rise above the quality of its teachers, and neglecting them ultimately means risking the future of an entire generation.

The writer is an educator and a councillor

Hindustan Times, 22 May 2026, Page No-10

UP plans mandatory uniform for students in colleges, univs

Rajeev Mullick
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LUCKNOW: With less than a year to go for the Uttar Pradesh assembly polls, the Yogi Adityanath government has announced plans to introducing a mandatory dress code for nearly 4.9 million students enrolled in universities and degree colleges across the state.

A day after governor Anandiben Patel called for uniforms in all universities and colleges, higher education minister Yogendra Upadhyay said adherence to a dress code will be made mandatory across institutions in the state.

He said that a uniform dress code would be implemented wherever feasible to promote equality and discipline among students.

However, the government has not clarified whether institutions will be required to prescribe a formal uniform or merely enforce guidelines on appropriate attire.

Upadhyay said students constitute a homogeneous community in which social hierarchies and discrimination should not be visible. According to him, differences in clothing often reflect economic and social disparities, creating feelings of inferiority among some students and superiority among others.

"The implementation of a dress code will effectively curb these situations, enabling all students to pursue their studies in an equitable environment," he said.

"Following the implementation of this new system, a superior academic culture characterised by uniformity will evolve within universities and colleges, providing a strong foundation for achieving the vision of a 'Developed Uttar Pradesh' and a 'Developed India'," he said.

THE PROPOSAL HAS DRAWN MIXED REACTIONS FROM ACADEMICS AND STUDENTS, EVEN AS OPPOSITION PARTIES HAVE CRITICISED THE GOVT'S MOVE

The proposal has drawn mixed reactions from academics and students.

Former Lucknow University vice-chancellor Roop Rekha Verma questioned the government's priorities, saying universities face more pressing challenges. "Universities should focus on vacant teaching posts, regular classes, declining student enrolment, improving research quality and providing better facilities rather than introducing uniforms," she said.

Verma argued that higher education institutions differ fundamentally from schools. "Uniform is fine with schoolchildren. But grown-ups should not be confined. There is no harm in having a dress code, but those in power should address much bigger issues," she added.

Nishi Pandey, former head of Lucknow University's English department, said universities should prioritise intellectual freedom while enforcing discipline in other ways. "Universities and colleges are centres of higher education where students go to seek knowledge. They should be given that freedom. Uniform is fine in schools but not after Class 12. Discipline should focus on issues such as attending classes on time," she said.

Students and alumni also expressed differing views.

Nashat Hayatullah, a graduate of Lucknow's IT College and now a senior project associate at Lancaster University, said a common dress code could reduce financial pressure associated with keeping up with fashion trends. "At times, dressing according to the latest fashion can be financially demanding. But after school, the freedom to choose what we wear was something many of us looked forward to," she said, adding that any policy should accommodate religious practices such as head coverings and turbans.

Another educationist, requesting anonymity, questioned the timing of the move and expressed concern that Muslim girls who wear the hijab could be affected by a uniform policy.

The proposal has also drawn criticism from opposition parties.

Samajwadi Party national spokesperson Abdul Hafiz Gandhi said universities should remain spaces for intellectual freedom and diversity.

"Universities are spaces for critical thinking, intellectual freedom and personality development. While the intention behind a common dress code may be to promote equality and discipline, true equality comes through equal opportunities and quality education, not through identical clothing," he said.

Congress spokesperson Puneet Pathak also criticised the move, calling it an attempt to curb independent thinking. "The decision can be termed symbolic of controlling free-thinking minds," he said.

NCERT book row: SC modifies order on 3 academicians, says remarks not personal

The Supreme Court modified its March 11 order against three academicians linked to an NCERT Class 8 chapter on corruption in the judiciary. It said the earlier remarks were aimed at the contents, while leaving governments and institutions to decide independently on future association.

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The Supreme Court modified its March 11 order against three academicians linked to an NCERT Class 8

Press Trust of India
New Delhi, UPDATED: May 22, 2026 21:44 IST

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The Supreme Court on Friday modified its March 11 order that had directed the Centre, states and others to disassociate from three academicians following a row over an NCERT book chapter containing "offending" contents on corruption in the judiciary.

The apex court, which considered the explanation given by the three academicians, left it open to the Centre, states, Union Territories, public universities and institutions that receive funds from the central or state governments to take an independent decision on the issue without being influenced by its observations made in the March 11 order.



A bench of Chief Justice of India (CJI) Surya Kant and Justices Joymalya Bagchi and Vipul M Pancholi also recalled a part of the March 11 order that had recorded that the three academicians -- Professor Michel Danino, Suparna Diwakar and Alok Prasanna Kumar -- had "deliberately and knowingly" misrepresented the facts in order to project a negative image of the Indian judiciary to the students of Class 8.

The bench passed the order while hearing an application filed by the three academicians, who explained their stand and said that no individual had the sole say in the drafting of the content and it was a collective process.

The court also observed that its comments were made in the context of the contents and not the individuals.

On March 11, acting tough against the three experts involved in the drafting of the controversial chapter in the National Council of Educational Research and Training's (NCERT) social science book for Class 8, the court had directed the Centre and all states to disassociate from them.

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It had directed the Centre to form a committee of domain experts within a week for the purpose of finalising the curriculum of the NCERT's legal studies for not only Class 8 but also higher classes.

The bench was hearing a suo motu (initiated on its own) case titled "In Re: Social Science textbook for Grade-8 (part-2) published by NCERT and ancillary issues".

The court was earlier informed that the chapter was drafted by the textbook development team under Danino's chairmanship and consisted of members Diwakar and Kumar.

During the hearing on Friday, the bench said that the offending contents were "wholly undesirable".

Solicitor General Tushar Mehta, appearing for the Centre, said the central government has decided that it would not like to associate with these three academicians in the future.

The top law officer said he has come across an instance in another textbook that contains a cartoon which may not be proper for students of impressionable age.

The bench said the issue could be brought to the notice of a committee headed by former apex court judge Justice Indu Malhotra.

The Centre had last month informed the bench that a committee comprising Justice (retd) Malhotra, former Attorney General and senior advocate KK Venugopal and Professor Prakash Singh, Vice Chancellor of the Hemwati Nandan Bahuguna Garhwal University, was constituted to review the contents of the revised chapter.

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Senior advocate Shyam Divan, appearing for Danino, referred to the application filed by the academics and urged that the bench may consider deleting the adverse remarks recorded in the March 11 order.

The bench observed there was no question of doubting their long journey in the field of academics.

Senior advocate Gopal Sankaranarayanan, appearing for one of the academicians, said observations made by the apex court have massive impact in the country.

He said there was no malicious intent on the part of these academicians.

The bench, while referring to the contents in the chapter, said sensitive

"Rest assured, the observations were on the contents, not on the individuals," the bench observed.

On February 26, the apex court imposed a "blanket ban" on any further publication, reprinting or digital dissemination of the NCERT's Class 8 social science textbook that contained the "offending" contents on corruption in the judiciary, saying they have fired a gunshot and the judiciary is "bleeding".

- Ends

Published By: Akshat Trivedi

Published On: May 22, 2026 21:44 IST

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NCERT textbook row: Supreme Court modifies earlier order concerning 3 academics

PTI Last Updated: May 22, 2026, 02:11:00 PM IST

Synopsis
The Supreme Court has modified its earlier order regarding three academics involved in a dispute over an NCERT textbook chapter on corruption in the judiciary. The court has clarified that the Centre and state governments are free to independently decide whether to engage with the academics in any capacity. It also withdrew certain observations made against them in its previous ruling, marking a significant development in the case linked to academic freedom and educational content.

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The Supreme court left it open to the Centre, states, Union territories, public universities and institutions that receive funds from the central or state governments to take an independent decision on the NCERT book issue.

New Delhi: The Supreme Court on Friday modified its March 11 order that had directed the Centre, states and others to disassociate from three academics, following a row over an **NCERT** book chapter containing "offending" contents on corruption in the judiciary.

The apex court left it open to the Centre, states, Union territories, public universities and institutions that receive funds from the central or state governments to take an independent decision on the issue, without being influenced by its observations made in the March 11 order.

A bench of Chief Justice of India (CJI) Surya Kant and Justices Joymalya Bagchi and Vipul M Pancholi also recalled the part of the March 11 order that had recorded that the three academics -- Professor Michel Danino, Suparna Diwakar and Alok Prasanna Kumar -- had "deliberately and knowingly misrepresented the facts" in order to project a negative image of the Indian judiciary to the students of Class 8.

Education Minister Dharmendra Pradhan Meets Dr Hasmukh Adhia To Discuss National Education Policy 2020



Union Education Minister Dharmendra Pradhan today met Principal Advisor to Gujarat Chief Minister and Chairman, Gujarat Mineral Development Corporation Limited, Dr Hasmukh Adhia in New Delhi.

In a social media post, the Minister said that he had a meaningful discussion on the transformative potential of National Education Policy 2020 in shaping a future-ready education ecosystem rooted in innovation, inclusivity and Indian knowledge systems. Mr Pradhan also deliberated on strengthening skilling, industry-academia collaboration and emerging technologies to empower India’s youth and align education with the vision of becoming Viksit Bharat by 2047.

Education Minister Says NEP 2020 Aims To Strengthen Skill-Based And Competency-Driven Education System



Union Education Minister Dharmendra Pradhan today said that through the National Education Policy (NEP) 2020, India is working towards further strengthening a Skill-Based, Competency-Driven, and Holistic Education system, enabling the youth to prepare themselves in alignment with global needs.

Mr Pradhan said this while addressing the Bharat Education Conclave 2026 in New Delhi. He said that school education is also comprehensively focusing on children's mental health, nutrition, skill development, and sports activities under NEP 2020. Mr Pradhan said that the Government is continuously working to advance the country's education system from being degree-based to skill-based. He said that under the National Education Policy, education in the mother tongue at the foundational level, along with encouragement of critical thinking and innovation among children, is being prioritised.

दैनिक जागरण, 23 मई 2026, पृष्ठ संख्या - 16

सीबीएसई की कक्षा नौ के लिए नई तीन भाषा नीति को सुप्रीम कोर्ट में चुनौती

- छात्रों, अभिभावकों ने इस नीति के खिलाफ दाखिल की याचिका
- सर्वोच्च न्यायालय इस याचिका पर अगले सप्ताह करेगा सुनवाई

जागरण ब्यूरो, नई दिल्ली: सीबीएसई की कक्षा नौ में नई तीन भाषा नीति का मामला सुप्रीम कोर्ट पहुंच गया है। कुछ छात्रों और अभिभावकों ने जनहित याचिका दाखिल कर इस नीति को चुनौती दी है। शुक्रवार को याचिका पर जल्दी सुनवाई का अनुरोध किया गया। शीर्ष अदालत ने मामले को अगले सप्ताह सुनवाई पर लगाने का भरोसा दिया है। सीबीएसई ने हाल ही में एक नई नीति घोषित की है, जिसमें एक जुलाई से शुरू होने वाले सत्र से कक्षा नौ के छात्रों के लिए तीन भाषाओं (जिनमें कम से कम दो भारतीय भाषाएं शामिल हों) की पढ़ाई अनिवार्य कर दी गई है।

शुक्रवार जब प्रधान न्यायाधीश सूर्यकांत की अध्यक्षता वाली पीठ मुकदमों की सुनवाई के लिए बैठी, तभी वरिष्ठ वकील मुकुल रोहतगी ने याचिका का जिक्र करते हुए मामले पर जल्दी सुनवाई का अनुरोध किया। उन्होंने कहा कि यह एक बहुत महत्वपूर्ण याचिका है, जो कुछ छात्रों और अभिभावकों की ओर से दाखिल की गई है। इसमें सीबीएसई की नई नीति को चुनौती दी गई है, जिसमें कक्षा नौ में दो और भाषाओं की पढ़ाई अनिवार्य कर दी गई है। रोहतगी ने कहा कि कक्षा नौ में दो अतिरिक्त भाषाओं को पढ़ने की अनिवार्यता दसवीं की बोर्ड परीक्षाओं की तैयारी को बाधित करेगी और छात्रों पर अनुचित बोझ डालती है। उन्होंने कोर्ट से मामले पर सोमवार को सुनवाई करने का आग्रह किया। सीजेआइ ने कहा कि अगला सप्ताह मिसलेनियस (जिन दिनों नए मामले सुने जाते) है, इस मामले पर अगले सप्ताह सुनवाई के लिए सूचीबद्ध किया जाएगा।

सीबीएसई ने 15 मई को एक सर्कुलर जारी किया था, जिसके मुताबिक एक जुलाई से कक्षा नौ के छात्रों के लिए तीन भाषाओं (जिनमें कम से कम दो भारतीय भाषाएं शामिल हों) की पढ़ाई अनिवार्य कर दी गई है। विदेशी भाषा का चयन तभी किया जा सकता है, जब अन्य दो भाषाएं भारतीय हों, या फिर इसे अतिरिक्त चौथे विषय के रूप में लिया जा सकता है। याचिका में कहा गया है कि यह सीबीएसई की नौ अप्रैल की अधिसूचना से एक बड़ा विचलन है, जिसमें कक्षा नौ स्तर पर तीसरी भाषा की आवश्यकता (आर 3) को 2029-2030 तक के लिए स्थगित कर दिया गया था। अभी परंपरागत रूप से सीबीएसई के कक्षा 10 के छात्र दो भाषाओं का अध्ययन करते हैं। ये भाषाएं आमतौर पर अंग्रेजी और दूसरी भाषा (हिंदी या कोई क्षेत्रीय भाषा) होती थीं। याचिका में सर्कुलर के समय, कार्यान्यवयन और व्यावहारिक परिणामों को चुनौती दी गई है।

कोर्ट ने वापस लिया शिक्षाविदों को ब्लैकलिस्ट करने का आदेश

जागरण ब्यूरो, नई दिल्ली : एनसीआरटी की कक्षा-आठ की सामाजिक विज्ञान की पुस्तक में न्यायपालिका पर विवादित पाठ तैयार करने वाले तीन शिक्षाविदों; प्रोफेसर मिशेल डैनिनो, सुवर्णा दिवाकर और आलोक प्रसन्ना कुमार को ब्लैकलिस्ट करने का अपना 11 मार्च का आदेश सुप्रीम कोर्ट ने वापस ले लिया है। शीर्ष अदालत ने तीनों की अर्जियों पर सुनवाई के बाद अपने आदेश के उस अंश में संशोधन कर दिया जिसमें केंद्र, राज्य और केंद्र शासित प्रदेशों को इन तीनों शिक्षाविदों से संबंध तोड़ने के निर्देश दिए थे। ये आदेश प्रधान न्यायाधीश सूर्यकांत, जस्टिस जोयमाल्या बागची और जस्टिस विपुल एम. पंचोली ने दिए। पीठ ने अपने आदेश के उस अंश को वापस ले लिया, जिसमें कहा गया था कि इन लोगों ने कक्षा-आठ के छात्रों के समक्ष भारतीय न्यायपालिका की नकारात्मक छवि पेश करने के लिए जानबूझकर तथ्यों को गलत तरीके से पेश किया।

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याचिका में कहा, स्टूडेंट्स पर बढ़ेगा पढ़ाई का दबाव

CBSE की तीसरी भाषा नीति को SC में चुनौती

■ NBT रिपोर्ट, नई दिल्ली: सीबीएसई की ओर से 2026-27 शैक्षणिक सत्र से कक्षा 9 और 10 के छात्रों के लिए तीसरी भाषा अनिवार्य करने के फैसले को सुप्रीम कोर्ट में जनहित याचिका (PIL) के जरिए चुनौती दी गई है। याचिका में छात्रों, शिक्षकों और अभिभावकों की ओर से नई भाषा नीति को अव्यावहारिक बताते हुए इसे रद्द करने की मांग की गई है।



वरिष्ठ अधिवक्ता मुकुल रोहतगी ने मुख्य न्यायाधीश सूर्य कांत के सामने मामले की अर्जेंट सुनवाई के लिए मौखिक अनुरोध किया। रोहतगी ने दलील दी कि CBSE की नई नीति के तहत कक्षा 9 में अतिरिक्त भाषाएं अनिवार्य की जा रही हैं, जिससे पढ़ाई का दबाव बढ़ेगा और अव्यवस्था पैदा होगी। CJI ने याचिका को अगले सप्ताह सूचीबद्ध करने पर सहमति जताई।

अमर उजाला, 23 मई 2026, पृष्ठ संख्या - 13

कक्षा नौ में तीन भाषाओं की पढ़ाई, परिजनों की अर्जी सुनेगा सुप्रीम कोर्ट

नई दिल्ली। सुप्रीम कोर्ट ने कहा कि वह अगले हफ्ते सीबीएसई की नई नीति को चुनौती देने वाली याचिका पर सुनवाई करेगा। इस नीति के तहत, एक जुलाई से शुरू होने वाले सत्र से कक्षा 9 के छात्रों के लिए तीन भाषाओं की पढ़ाई अनिवार्य कर दी गई है। इसमें कम से कम दो भारतीय भाषाएं शामिल होनी चाहिए। वरिष्ठ वकील मुकुल रोहतगी ने मुख्य न्यायाधीश (सीजेआई) जस्टिस सूर्यकांत और जस्टिस जॉयमाल्या बागची तथा जस्टिस विपुल एम. पंचोली की पीठ के समक्ष इस मामले का उल्लेख किया। याचिकाकर्ता छात्र, शिक्षक और अभिभावक हैं। वे सीबीएसई की उस नई नीति को चुनौती दे रहे हैं, जिसके तहत नौवीं कक्षा में दो और भाषाओं को अनिवार्य कर दिया गया है। ब्यूरो

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NCERT बुक विवाद में SC से 3 को राहत

सुप्रीम कोर्ट ने अपने उस आदेश में संशोधन किया, जिसमे केंद्र से 3 शिक्षाविदो से दूरी बनाने को कहा था। NCERT की किताब मे 'न्यायपालिका मे भ्रष्टाचार' के पाठ पर SC बोला, उसकी पिछली सख्त टिप्पणिया किताब की सामग्री पर थी, किसी व्यक्ति पर नही। पेज 13

अमर उजाला, 23 मई 2024, पृष्ठ संख्या – 13

एनसीईआरटी : न्यायपालिका में भ्रष्टाचार के पाठ का मामला

तीनों शिक्षाविदों की सफाई शीर्ष कोर्ट ने मानी, ब्लैकलिस्ट करने का फैसला वापस

नई दिल्ली। सुप्रीम कोर्ट ने एनसीईआरटी किताब विवाद में तीन शिक्षाविदों मिशेल डैनिनो, आलोक प्रसन्ना कुमार और सुप्रणा दिवाकर को ब्लैकलिस्ट करने वाला अपना पिछला आदेश शुक्रवार को वापस ले लिया। ये तीनों शिक्षाविद एनसीईआरटी की 8वीं कक्षा की किताब में न्यायपालिका में भ्रष्टाचार पर एक विवादित अध्याय का मसौदा तैयार किया था।

सुप्रीम कोर्ट के आदेश वापस लेने के बाद केंद्रीय और राज्य संस्थान शैक्षणिक परियोजनाओं में उनके साथ जुड़ने पर स्वतंत्र रूप से फैसला ले सकते हैं। सीजेआई जस्टिस सूर्यकांत, जस्टिस जॉयमाल्या बागची और जस्टिस विपुल एम पंचोली की पीठ ने शिक्षाविदों की इस सफाई पर संतोष व्यक्त किया कि यह अध्याय एक सामूहिक फैसले के तहत और बिना किसी दुर्भावना के तैयार किया गया था।

शिक्षाविदों के वकीलों ने दीं ये दलीलें

मिशेल डैनिनो की ओर से पेश वरिष्ठ अधिवक्ता श्याम दीवान ने तर्क दिया कि 11 मार्च का आदेश शिक्षाविदों की बात सुने बिना पारित किया गया था। यह सामग्री किसी एक व्यक्ति की लिखी गई नहीं बल्कि समिति का एक सामूहिक फैसला था। आलोक प्रसन्ना कुमार के वकील गोपाल शंकरनारायणन ने कहा कि 8वीं कक्षा का यह अध्याय 6वीं और 7वीं कक्षा में पढ़ाए गए विषयों का ही विस्तार था।

इस फैसले से उन तीनों शिक्षाविदों को राहत मिलने की संभावना है। इन तीनों ने पिछले आदेश के अपने पेशेवर कॅरियर पर पड़ने वाले दूरगामी परिणामों को लेकर चिंता व्यक्त की थी। कोर्ट ने अपने आदेश में की गई प्रतिकूल टिप्पणियों को भी हटा दिया। अब इस फैसले से तीनो को राहत मिलने की संभावना है। ब्यूरो

SC ने NCERT विवाद में शिक्षाविदों को दी राहत

■ NBT रिपोर्ट, नई दिल्ली



सुप्रीम कोर्ट ने शुक्रवार को अपने पूर्व आदेश में संशोधन करते हुए उन तीन शिक्षाविदों पर लगी रोक हटा दी, जिन्हें NCERT की कक्षा 8 की किताब में न्यायपालिका में भ्रष्टाचार से जुड़ी विवादित सामग्री तैयार करने से जोड़ा गया था। पहले कोर्ट ने केंद्र और राज्य विश्वविद्यालयों समेत सार्वजनिक शैक्षणिक संस्थानों की अकादमिक परियोजनाओं से उन्हें अलग रखने का निर्देश दिया था। अब कोर्ट ने स्पष्ट किया है कि केंद्र और राज्य सरकारें इन शिक्षाविदों को भविष्य की अकादमिक परियोजनाओं में शामिल करने या न करने का स्वतंत्र निर्णय ले सकती है।

सुप्रीम कोर्ट ने 11 मार्च के अपने आदेश की वह टिप्पणी भी वापस ले ली, जिसमें कहा गया था कि तीनो शिक्षाविदों ने जानबूझकर तथ्यों को गलत प्रस्तुत कर कक्षा 8 के छात्रों के सामने भारतीय न्यायपालिका की नकारात्मक छवि बनाने का प्रयास किया। हालांकि कोर्ट ने यह भी दोहराया कि संबंधित अध्याय पूरी तरह अवांछनीय था।

चीफ जस्टिस सूर्यकांत और न्यायमूर्ति एन. कोटिश्वर सिंह बागची की पीठ ने कहा कि आवेदकों की ओर से दी गई व्याख्या को देखते हुए आदेश के पैरा-8 में संशोधन किया जा रहा है और पूर्व निर्देश वापस लिया जाता है। कोर्ट ने कहा कि संबंधित प्राधिकरण इस मामले में बिना किसी प्रभाव के स्वतंत्र रूप से निर्णय लेने के लिए स्वतंत्र होंगे।

तीनों शिक्षाविदों की रिकॉल याचिकाओं पर सुनवाई के दौरान वरिष्ठ अधिवक्ता श्याम दीवान ने कहा कि पूर्व आदेश बिना उनकी बात सुने पारित कर दिया गया था। उन्होंने यह भी दलील दी कि विवादित सामग्री किसी एक व्यक्ति की रचना नहीं थी, बल्कि यह एक सामूहिक अकादमिक प्रक्रिया का हिस्सा थी।

Millenium Post, 23 May 2026, Page No - 6

NCERT book row: SC modifies earlier order against academicians

'Remarks not made on individuals'

MPOST BUREAU



NEW DELHI: The Supreme Court on Friday modified its March 11 order that had directed the Centre, states and others to disassociate from three academicians following a row over an NCERT book chapter containing "offending" contents on corruption in the judiciary.

The apex court, which considered the explanation given by the three academicians, left it open to the Centre, states, Union Territories, public universities and institutions that receive funds from the Central or state governments to take an independent decision on the issue without being influenced by its observations made in the March 11 order.

A bench of Chief Justice of India (CJI) Surya Kant and Justices Joymalya Bagchi and Vipul M Pancholi also recalled a part of the March 11 order that had recorded that the three academicians -- Professor Michel Danino, Suparna Diwakar and Alok Prasanna Kumar -- had "deliberately and knowingly" misrepresented the facts in order to project a negative image of the Indian judiciary to the students of Class 8.

The bench passed the order while hearing an application filed by the three academicians, who explained their stand and said that no individual had the sole say in the drafting of the content and it was a collective process.

The court also observed that its comments were made in the context of the contents and not the individuals.

On March 11, acting tough against the three experts involved in the drafting of the controversial chapter in the National Council of Educational Research and Training's (NCERT) social science book for Class 8, the court had directed the Centre and all states to disassociate from them.

It had directed the Centre to form a committee of domain experts within a week for the purpose of finalising the curriculum of the NCERT's legal studies for not only Class 8 but also higher classes.

The bench was hearing a suo motu (initiated on its own) case titled "In Re: Social Science textbook for Grade-8 (part-2) published by NCERT and ancillary issues".

The court was earlier informed that the chapter was drafted by the textbook development team under Danino's chairmanship and consisted of members Diwakar and Kumar.

During the hearing on Friday, the bench said that the offending contents were "wholly undesirable".

Solicitor General Tushar Mehta, appearing for the Centre, said the central government has decided that it would not like to associate with these three academicians in the future.

The top law officer said he has come across an instance in another textbook that contains a cartoon which may not be proper for students of impressionable age.

The Pioneer, 23 May 2026, Page No - 10

NCERT row: SC modifies earlier order concerning three academics

PIONEER NEWS SERVICE
New Delhi



The Supreme Court on Friday modified its March 11 order that had directed the Centre, states and others to disassociate from three academics, following a row over an NCERT book chapter containing "offending" contents on corruption in the judiciary.

The apex court left it open to the Centre, States, Union territories, public universities and institutions that receive funds from the Central or State Governments to take an independent decision on the issue, without being influenced by its observations made in the March 11 order.

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The Asian Age, 23 May 2026, Page No- 2

NCERT row: SC modifies 3 academics order

AGE CORRESPONDENT
NEW DELHI, MAY 22

The Supreme Court on Friday modified its March 11 order that had directed the Centre, states, and others to disassociate from three academics, following a row over an NCERT book chapter containing "offending" contents on corruption in judiciary.

The SC left it open to the Centre, states, Union territories, public universities, and institutions that receive funds from the Central or state governments to take an independent decision on the issue, without being influenced by its observations made in the March 11 order.

A three-judge bench of Chief Justice of India Surya Kant and Justices Joymalya Bagchi and Vipul M. Pancholi also recalled the part of the March 11 order that had recorded that the three academics — Professor Michel Danino, Suparna Diwakar, and Alok Prasanna Kumar — had "deliberately and knowingly misrepresented the facts" in order to project a negative image of the Indian judiciary to the students of Class 8.

The SC order came while hearing a plea moved by the three academics who explained their stand, saying no individual had the sole say in the drafting of the content, and it was a collective process.

The SC also observed that its comments were made in the context of the contents and not the individuals.

On March 11, acting tough against the three experts involved in the drafting of the controversial chapter in the National Council of Educational Research and Training's social science book for Class 8, the court had directed the Centre and all states to disassociate from them.

It had directed the Centre to form a panel of domain experts within a week for the purpose of finalising the curriculum of the NCERT's legal studies for not only Class 8 but also higher classes.

SC to hear next week plea against CBSE's 3-language rule for Class 9

AGE CORRESPONDENT
NEW DELHI, MAY 22

The Supreme Court on Friday said it will hear next week a plea challenging the new policy of CBSE which has made study of three languages, including at least two native Indian languages, compulsory for Class 9 students beginning July 1.

Senior advocate Mukul Rohatgi mentioned the matter before a three-judge bench of Chief Justice of India Surya Kant and Justices Joymalya Bagchi and Vipul M Pancholi.

"This is an urgent PIL. The petitioners are students, teachers and parents. They are challenging the new policy of the Central Board of Secondary Education by which in the 9th standard, two more languages have been made compulsory," Mr Rohatgi said.

The Hindustan Times, 23 May 2026, Page No - 11

SC drops all adverse remarks against 3 NCERT book experts

Abraham Thomas
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NEW DELHI: The Supreme Court on Friday dropped all adverse observations made against the three academic experts — Michel Danino, Suparna Diwakar and Alok Prasanna Kumar — involved in preparing the NCERT Class 8 textbook containing objectionable remarks against the judiciary.

A bench headed by Chief Justice of India (CJI) Surya Kant accepted the experts' explanation that they had no intention to show the judiciary in a bad light and that the textbook's preparation was a collective effort. The textbook had depicted corruption in the judiciary as a challenge which created a distorted image in the minds of students of impressionable age.

Accepting the explanation, the court recalled that portion of its March 11 order which directed the Centre, states, Union Territories and other universities or institutions to disassociate from these experts. The states and Centre were left to take an independent decision without being influenced by the court's earlier direction.

The order of the bench stated, "We deem it appropriate to modify paragraph 8 of our March 11, 2026 order and recall the direction to Union, states, UTs or other universities/institutions to disassociate the three applicants from the academic activities. In this regard, we leave it to the Union, states and UTs or other authorities to take an independent decision without being influenced by paragraph 8 of our order."



The textbook had depicted corruption in the judiciary as a challenge.

The March 11 order made damning remarks against the three experts involved in preparing the content of the textbook, which the Centre later withdrew. The government subsequently formed a committee of experts headed by former Supreme Court judge, justice (retd) Indu Malhotra to revise the textbook and recommend suitable changes.

The bench, also comprising justices Joymalya Bagchi and Vipul M Pancholi, further deleted other adverse remarks contained in the March 11 order which alleged that the experts acted "deliberately" and "knowingly" and had misrepresented facts about the judiciary.

The order passed on Friday stated, "Similarly, the remarks that the three applicants acted deliberately and knowingly and misrepresented the facts are recalled in view of their explanation. Consequently, it is clarified it was a collective decision."

The court said, "Our observations will be in context of the content and not the individual. Let sensationalism be part of reporting but let the dialogue between the senior counsels and court not be based on such reports."

On March 16, the Ministry of Education constituted the Oversight Committee headed by justice Malhotra having two other members - former Attorney General KK Venugopal and Prakash Singh who is vice-chancellor of Hemvati Nandan Bahuguna Garhwal university in Uttarakhand. In addition, the Centre also associated the head of National Judicial Academy at Bhopal for the revision and finalisation of the curriculum for Class 8 and higher classes.

Even the 20-member NSTC was reconstituted under the chairmanship of former vice chancellor MC Pant and co-chaired by mathematician Manjul Bhargava, who is a professor at Princeton University.

The Times of India, 23 May 2026, Page No - 11

SC lifts life ban on 3 profs in NCERT textbook row

SG: Govt Won't Be Associating With Them

Dhananjay.Mahapatra
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The ban was imposed on them by the SC on March 11 after it took serious umbrage at a chapter on judiciary in the social studies textbook of NCERT for Class VIII

New Delhi: Accepting the explanation of three academics — Prof Michel Danino, Suparna Diwakar and Alok Prasanna Kumar — the Supreme Court Friday lifted the life ban on their association with academic exercises in govt-run universities and institutions.

The ban was imposed on them by the SC on March 11 after it took serious umbrage at a chapter in the social studies textbook of NCERT for Class VIII in which corruption in the judiciary was mentioned. The SC had held them responsible for 'projecting a negative image of the judiciary' to students of impressionable age.

After their counsel explained that they had high regard for the judiciary and that their intention was not to malign the judiciary but to indicate the malaise in the system and pleaded for lenience, a bench of Chief Justice Surya Kant, Justices Joymalya Bagchi and Vipul M Pancholi lifted the ban.

Solicitor general Tushar Mehta said that the govt has decided not to involve these three academics in any govt related academic exercise or preparation of textbooks in future. He said the govt has received some complaints about certain objectionable cartoons relating to judiciary in other textbooks, which the govt will bring to the notice of the high-powered expert committee headed by former SC judge Indu Malhotra. After getting the views of the expert committee, which may require reconstitution, the govt would take appropriate steps, Mehta said.

When the counsel for the three academicians said they had nothing against the judiciary, Justice Bagchi said the apex court's angst was against the content, not against any individual. "We were examining the contents to find out whether it was a balanced presentation about the judiciary. We were not attempting to find out whether it was positive or negative about the judiciary," he said.

"The corruption part was mentioned. But there was no mention of the sterling role played by the apex court as the protector of the Constitution and the rights of individuals. The SC's attempt to provide legal aid to the poor, to make judiciary accessible to them was given a complete miss," Justice Bagchi said.

On March 11, NCERT director Dinesh Prasad Saklani and school education secretary Sanjay Kumar had tendered unconditional and unqualified apology to the SC for the "major and unpardonable lapse" and promised preventive steps against such faux pas in future.

NCERT had told SC that the controversial chapter was drafted by the Textbook Development Team (TDT) under the chairmanship of Prof Michel Danino and comprised Suparna Diwakar and Alok Prasanna Kumar. These three will not be associated with any activity of NCERT in future, it had said.

The Indian Express, 23 May 2026, Pg - 1, 2

SECTION ON JUDICIAL CORRUPTION

SC recalls own order blacklisting 3 experts over NCERT book row

Ananthakrishnan G
New Delhi, May 22

THE SUPREME COURT Friday recalled its March 11 direction blacklisting academics Michel Danino, Suparna Diwakar and Alok Prasanna Kumar in connection with the row over the inclusion of a section on "corruption in the judiciary" in the NCERT Class 8 Social Science textbook, publication and distribution of which was banned.

Its March 11 order had come in the wake of the court taking suo motu cognizance of the matter following a report in *The Indian Express* on February 24.

The bench of Chief Justice of India Surya Kant and Justices Joymalya Bagchi and Vipul M Pancholi agreed to pleas by the three academics to remove the directions against them.

"While we reiterate, in no uncertain terms, that the curriculum contained in the Class 8 NCERT textbook was wholly undesirable and unnecessary, remedial steps regarding the insertion of new content relating to the Indian judiciary have already been initiated by the Government of India through the constitution of an expert committee headed by a former judge of this Court," the bench said.

"However, in view of the explanation furnished by the applicants, namely the authors, we deem it appropriate to modify paragraph 8 of the order and recall the direction issued to the Government of India, the State Governments, Union Territories, universities, and educational institutions to disassociate themselves from the applicants in academic activities," it said.

»CONTINUED ON PAGE 2

NCERT

The bench said the Centre and state governments and other authorities will be free to make their own decisions on associating with them, independent of its observations.

"In this regard, we leave it open to the Union of India, the State Governments, and other competent authorities to take an independent decision without being influenced by the observations made in paragraph 8 of the aforesaid order," it said.

It also recalled the first line of paragraph 8 of its March 11 order which said the three academics had deliberately and knowingly misinterpreted the facts.

Solicitor General Tushar Mehta said the government would not like to associate itself with the three experts. "We would not like to be associated with any such members who drafted that Class 8 chapter," he said.

The bench said it was up to the government what to do.

The Pioneer, 23 May 2026, Page No - 10

SC to hear plea against CBSE's three-language policy next week

PIONEER NEWS SERVICE
New Delhi



The Supreme Court on Friday said it will hear next week a plea challenging the new policy of CBSE which has made study of three languages, including at least two native Indian languages, compulsory for Class 9 students beginning July 1.

Senior advocate Mukul Rohatgi mentioned the matter before a bench of Chief Justice Surya Kant and Justices Joymalya Bagchi and Vipul M Pancholi.

"This is an urgent PIL.The petitioners are students, teachers and parents. They are challenging the new policy of the CBSE by which in the 9th standard, two more languages have been made compulsory," Rohatgi said.

Urging the top court to list the matter for hearing on Monday, Rohatgi said, "It will create a chaos".

The CJI said next week will be a miscellaneous week and the matter would be listed.

According to a recent circular issued by the Central Board of Secondary Education (CBSE), the board has 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 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.

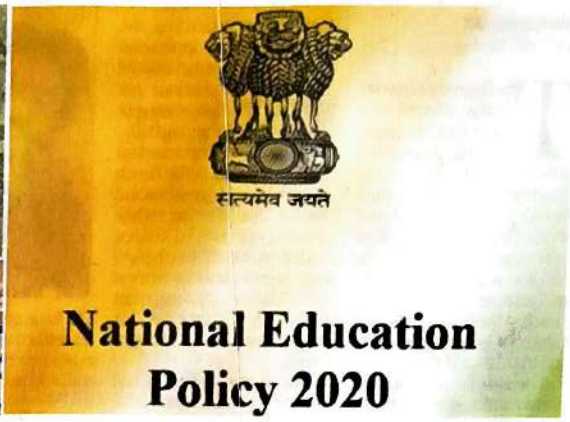
The board said till the dedicated R3 textbooks are available, Class 9 students shall use the Class 6 R3 textbooks (2026-27 edition) of the chosen language.

The Statesman, 23 May 2026, Page No - 6

Shelved Knowledge

Independent India did not consciously ratify Macaulay's contempt; it did something less dramatic and more durable. It allowed the colonial syllabus to survive by inertia. Two centuries on, an Indian school-leaver can recite Newton's three laws and the Krebs cycle, but has rarely been asked, even in passing, to open the Āryabhaṭīya, the Caraka Saṃhitā or the Arthaśāstra





On the second of February 1835, Thomas Babington Macaulay compressed an empire's educational ambition into a single sentence: "a single shelf of a good European library was worth the whole native literature of India and Arabia". The line is often quoted as insult, and it was one. Its deeper consequence, however, lay elsewhere. It licensed a curriculum in which India's own sources became objects of antiquarian curiosity rather than instruments of disciplined thought.

Independent India did not consciously ratify that contempt; it did something less dramatic and more durable. It allowed the colonial syllabus to survive by inertia. Two centuries on, an Indian school-leaver can recite Newton's three laws and the Krebs cycle, but has rarely been asked, even in passing, to open the Āryabhaṭīya, the Caraka Saṃhitā or the Arthaśāstra.

Plato, Hobbes, Descartes and Freud appear in our textbooks as makers of knowledge; Kauṭilya, Caraka, Suśruta, Āryabhaṭa, Gautama and Rāmānuja appear, if at all, as cultural names detached from method. The correction now required is neither religious instruction nor political theatre. It is the recovery of a knowledge corpus that is old, internally reasoned, and fit for critical use.

The policy doorway is already open. The National Education Policy 2020 names ancient Indian knowledge as a resource to be researched, enhanced and put to new uses, and calls for accurate accounts of *traditional Indian knowledge in the curriculum, expanded translation, and stronger classical-language institutions.* The National Curriculum Framework 2023, prepared under NCERT, lists "Rootedness in India and Indian Knowledge Systems" as a cross-cutting theme. In June 2023 the University Grants Commission required a small but mandatory share of credits in every degree programme to be in Indian Knowledge Systems, and the All India Council for Technical Education has seeded a dedicated IKS division across engineering campuses. The question is no longer whether the State may begin. It is whether universities will do the work with enough intellectual honesty to make the beginning respectable.

Consider governance first. The Arthaśāstra is not a pious text masquerading as administration; it is a cold manual of statecraft. Its saptāṅga theory of the state - sovereign, ministers, country, fortified town, treasury, army and ally - belongs naturally in any public-administration syllabus. Its maṇḍala scheme of buffer states and natural enemies, and its ṣāḍguṇya analysis of the six diplomatic measures, can be taught alongside the structural realism that international-relations students now learn through Mearsheimer: not as nationalist ornament, but as indigenous analytic vocabulary. The Nītiśāstra tradition supplies another register - prudence, restraint, counsel, consequence. No civil servant needs to copy Kauṭilya; many would benefit from being made to argue with him.

Medicine offers a still clearer case. The Caraka Saṃhitā, especially its Sūtrasthāna, treats health through cause, symptom, diet, conduct, pharmacology and the physician's obligations; the Suśruta Saṃhitā's Sūtrasthāna classifies surgical instruments and procedures with a precision that belongs in any history-of-medicine syllabus. None of this exempts Āyurveda from evidence; it invites it. The PLOS ONE multicentric randomised trial of AYUSH-64 as adjunct care in mild and moderate Covid-19, published in March 2023, is one example; randomised double-blind trials of Withania somnifera, gathered into a meta-analysis in Phytotherapy Research in 2022, are another.

In May 2025 the World Health Assembly adopted the Global Traditional Medicine Strategy 2025-2034, which speaks of integrating safe and effective traditional medicine where appropriate; it does not, by itself, validate every claim made in the name of Āyurveda. That distinction matters. It is, in fact, precisely the distinction a serious curriculum is meant to teach. Astronomy demands the same sobriety. Āryabhaṭa's Āryabhaṭīya is not improved by exaggeration; it is impressive enough when read accurately. In its Kālakriyāpāda and Gola sections he posits 1,582,237,500 eastward rotations of the Earth in a single mahāyuga of 4,320,000 sidereal years. The sidereal day that follows from his arithmetic is twenty-three hours, fifty-six minutes and 4.1 seconds; the modern measurement gives 4.091 seconds.

He held that the Earth turns on its axis a thousand years before Copernicus would publish the same idea in Europe. The decimal positional notation that organises every modern calculation is itself an inheritance whose lineage runs through Bakhshali and Brahmagupta, not through any European hand. A modern classroom can honour Āryabhaṭa only by refusing to make him a mascot. Philosophy completes the argument. The six darśanas are not loose spiritual opinions; they are technical schools with rules of inference and rival accounts of reality. The Nyāya-sūtra opens by naming sixteen categories of inquiry and accepts pratyakṣa, anumāna, upamāna and śabda as the means of knowledge - material that belongs in any logic and epistemology curriculum.



T KANNAN

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Rāmānujācārya's Viśiṣṭādvaita, set out in the Śribhāṣya and the Vedārthasaṅgraha, distinguishes cit, acit and Īśvara without dissolving difference into illusion or reducing matter to consciousness - a position that reads, in modern dress, as a thoughtful neighbour to the debates from P. F. Strawson onward on the unity of subject. The tradition's description of the Veda as apauruṣeya is part of its self-understanding; it cannot be the evidentiary ground for a public curriculum.

The ground must be argument. The Dharmaśāstras require a harder courage. They contain passages no honest reader can defend; they also contain the longest sustained argument in any tradition about the nature of normative authority, the limits of custom, and the relation of law to social reality. To teach them critically is not to endorse them. It is to train students in historical anthropology, legal sociology, gender analysis and the study of power. A civilisation that cannot read its difficult texts will either sentimentalise them from a distance or surrender them to polemicists. The classroom is the one place where reverence, rejection and evidence can be compelled to sit at the same table.

The real objection is politicisation, and it is serious. A careless syllabus can turn scholarship into slogan; a frightened syllabus can turn ignorance into neutrality. The cure for politicisation is not curricular amnesia. It is scholarship strict enough to distinguish inheritance from indoctrination.

That cure has names and addresses. It means UGC-funded translations and peer-reviewed critical editions, prepared through institutions such as the Bhandarkar Oriental Research Institute, the classical-language universities and established Indology departments. It means graduate electives in Indian Knowledge Systems at central universities, with carefully designed pilot modules in selected CBSE schools. And it means integrated teaching: Kauṭilya in political theory, Caraka in medical humanities, Āryabhaṭa in the history of science, Nyāya in logic, Rāmānuja in metaphysics, and Dharmaśāstra in social-science method. The remedy for political instinct is not to keep the texts closed; it is to place them where political instinct cannot reach them - in a seminar room, with primary languages, comparative reading and an external examiner.

The argument is not exotic. Japan's Meiji reformers absorbed Western learning at speed yet built their new schools on the moral and institutional capital of Tokugawa-era Confucian, Shinto and Buddhist traditions. China, after a curriculum revision between 2014 and 2017, returned its Confucian Analects to the gaokao without sliding into theocracy. Finland teaches the Kalevala as living literature and gives Sámi knowledge its place in the classroom and policy alike. India's case is larger, older and more internally diverse than any of these - which is an argument for better design, not for avoidance.

Macaulay's shelf need not be burnt, nor worshipped. It can remain where it belongs - one shelf in a larger library. The classrooms of this country will, this academic year, send out a generation of school-leavers fluent in Newton and Kepler, and that is no loss. The loss is that very few among them will have been told that, in 499 of the Common Era, a man writing at Kusumapura held the Earth turning on its axis and counted the stars to within an arc-second of accuracy. The shelf was never empty. The neglected question is whether India will, at last, give its students the key to the room that was locked behind it.

Indian students to visit Japan under Sakura Science Programme 2026

Posted On: 23 MAY 2026 7:56PM by PIB Delhi

The Department of School Education & Literacy (DoSEL), Ministry of Education (MoE), Government of India, today flagged off a group of students participating in the Sakura Science Programme 2026 at a ceremony held at NCERT, New Delhi.



The ceremony was attended by Smt. Archana Sharma Awasthi, Additional Secretary, (DoSEL); Prof. Dinesh Prasad Saklani, Director, NCERT; and Smt. A. Srija, Economic Advisor, (DoSEL).

From May 24 to May 30, 2026, 56 school students and 4 supervisors from India will visit Japan as part of the Sakura Science Programme, alongside participants from Ghana, Nigeria and South Africa. These 56 students (24 boys and 32 girls) are from Government schools across 15 States and Union Territories, namely Assam, Dadra and Nagar Haveli and Daman and Diu, Goa, Gujarat, Haryana, Jharkhand,

Karnataka, Madhya Pradesh, Maharashtra, Odisha, Punjab, Rajasthan, Tamil Nadu, Telangana and West Bengal. The participants are recipients of scholarships under the National Means cum Merit Scholarship (NMMS) Scheme of the Government of India.



To broaden intellectual horizons and foster scientific exploration among young learners, the Japan Science and Technology Agency (JST) has been implementing the 'Japan Asia Youth Exchange Program in Science', also known as the 'Sakura Science Programme', since 2014. India has been participating in the programme since April 2016.

Under the programme, students are invited to Japan for one week to experience the country's advanced science and technology ecosystem and its rich cultural heritage. So far, 674 students, along with 96 supervisors, have visited Japan under this programme. The most recent batch visited Japan in August 2025.

The National Education Policy (NEP) 2020 emphasises that learning should be "holistic, integrated, enjoyable and engaging." It further envisages experiential learning as a standard pedagogy across all stages of education, with emphasis on exploring relationships among different subjects.

In this context, educational visits and exposure trips to places of historical, cultural, social, scientific and technological importance play a significant role in enriching students' learning experiences. Japan, known for its technological advancements and rich cultural heritage, offers students valuable opportunities to explore innovative practices and gain global exposure.

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(Release ID: 2264624) Visitor Counter : 1952
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Pedagogy Of Power: How NCERT's 'Rationalisation' Fails Constitutional Test

By - Pawni Singh & Prikshit Rathore | Update: 2026-05-23 14:30 GMT



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In S.P. Gupta v. Union of India (1981)[1], the Supreme Court held that every authority exercising a public function is accountable to the citizens it serves. The National Council of Educational Research and Training (NCERT) discharges precisely such a function: it authors the textbooks through which the Indian State formally transmits its account of the nation's past to every public-school student. Between 2022 and 2023, NCERT conducted what it termed a 'rationalisation' exercise, deleting substantial portions of its history curriculum under the stated objective of reducing student cognitive load in the aftermath of the COVID-19

pandemic. The deleted content includes chapters on Mughal administration from Class VII and XII syllabi, sections on the 2002 Gujarat riots, material on caste-based discrimination and social movements, and the chapter examining the Emergency of 1975-77.

The political scientists who authored those chapters were not consulted before the deletions. In June 2023, Professor Suhas Palshikar and Professor Yogendra Yadav, chief advisors for NCERT's political science textbooks for Classes 9 to 12, publicly wrote to NCERT Director Dinesh Saklani asking that their names be removed from the revised editions, describing the textbooks as 'mutilated beyond recognition' and 'academically dysfunctional'. Separately, a group, including Romila Thapar, Irfan Habib, Mridula Mukherjee, and Jayati Ghosh, issued a statement demanding an explanation for not being consulted. T collective disavowal is significant not merely as an academic protest, but it is evidence that the process was not academically driven at all.

What 'Rationalisation' Legally Means and Where It Ends

The National Education Policy 2020[2], which provides the stated justification for the exercise, does call for a reduction in curriculum load and a shift toward conceptual understanding over rote memorisation. These are legitimate pedagogical objectives, and NCERT's institutional autonomy to pursue them is not in dispute. The question is not whether rationalisation is a valid policy goal, but whether the specific deletions carried out in its name qualify as rationalisation in any meaningful sense.

Genuine rationalisation removes genuinely redundant content duplicated across grades, already subsumed by retained material, or pedagogically superseded. It does not remove entire thematic categories. The NCERT deletions do not reduce the volume of Mughal history by trimming repetition; they eliminate it as a subject of study. They do not condense the Emergency chapter by removing redundant passages; they remove the chapter entirely. This is not a reduction; it is excision. The administrative label attached to the exercise does not alter its substantive character.

The Constitutional Floor: Articles 21A and 29(1)

The right to education under Article 21A is not merely a right of physical access to a school. The Supreme Court in Mohini Jain v. State of Karnataka (1992)[3] held that the right to education flows directly from the right to life and dignity guaranteed by Article 21, making the quality and character of education constitutionally relevant, not just its availability. This was reinforced in Unni Krishnan v. State of Andhra Pradesh (1993)[4], where the Court made explicit that education must serve the full development of the human personality. A history curriculum that systematically omits three centuries of administrative and cultural contribution of the Mughal era does not merely create an incomplete education. It produces citizens who cannot understand the composite origins of the legal, architectural, and linguistic systems they inhabit daily.

Article 29(1) guarantees every citizen the right to conserve their distinct language, script, or culture. Read with the secular obligations of Articles 25-28, this creates an affirmative duty on State-run educational institutions to ensure that the cultural heritage of all communities, including Muslim, Dalit, and other historically marginalised groups, is represented with integrity in the public curriculum. The selective removal of Mughal administrative history, of material on caste-based atrocities, and of the political analysis of the Emergency does not affect all communities equally. It systematically diminishes the historical presence of communities whose narratives are already underrepresented in public life. This asymmetric impact does not constitute 'rationalisation'; it constitutes a constitutional breach of the pluralism that secularism demands.

The Doctrine of Colourable Action

Indian constitutional jurisprudence has long recognised that what cannot be done directly cannot be done indirectly. The doctrine of colourable legislation, articulated in K.C. Gajapati Narayan Deo v. State of Orissa (1953)[5], holds that the substance of an action, not its label, determines its constitutional validity. The principle applies with equal force to executive action. Parliament cannot constitutionally mandate a sectarian or ideologically curated history curriculum for public schools; such a mandate would immediately attract Article 28 scrutiny and would plainly contradict the secular character of the Preamble. But an executive body operating without legislative oversight, using administrative discretion without published criteria, achieves the same result through selective omission.

The NCERT has not published the terms of reference for its review committee, the composition of that committee, or the criteria used to classify content as non-essential. There are no publicly available expert reports. The original authors were not consulted. What the process has produced is an outcome, a curriculum in which certain communities and certain periods of national history are structurally absent, that would have faced a serious constitutional challenge if enacted through legislation. The administrative route does not sanitise that outcome. It merely obscures accountability for it.

The Collapse of Institutional Autonomy

NCERT's statutory mandate is to serve as an academically independent body that sets educational standards free from political interference. That mandate is undermined not by the fact of revision, but by the process through which these revisions occurred. Institutional autonomy has meaning only when the institution exercises its discretion through its own expert processes, not when it implements political preferences through the language of administrative necessity.

The public disavowal by Professor Palshikar and Professor Yadav, and the collective statement by over 200 historians and academics, are not merely expressions of scholarly disagreement. They are evidence that the peer-review and expert-consultation mechanisms that legitimise NCERT's authority to determine curriculum content were bypassed entirely. When the authors of a textbook publicly state that the revision does not reflect their work or their academic judgment, the State cannot continue to market the revised text as an academically vetted document. It is, at that point, a political document wearing academic clothes. Notably, NCERT's response that the committee's 'terms have ended' and that individual authorship is not claimed does not address the absence of process. It merely confirms it.

What International Law Requires

India's obligations under the International Covenant on Economic, Social and Cultural Rights (ICESCR), specifically General Comment 13[6] of the Committee on Economic, Social and Cultural Rights, require that education be directed toward the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. The European Court of Human Rights, in Kjeldsen, Busk Madsen and Pedersen v. Denmark (1976)[7], held that States must convey educational information in an 'objective, critical, and pluralistic' manner. While this ruling is not binding on Indian courts, it carries significant persuasive weight and reflects a global consensus about minimum standards of State-sponsored education in democratic societies. A curriculum that systematically removes the administrative history of the largest minority community in the country does not meet the standard of objectivity or pluralism that either Indian constitutional law or India's international obligations require.

The Remedy: A Judicially Mandated Neutrality Audit

The structural solution to this problem is procedural rather than substantive. Courts should not and need not determine which historical content belongs in a textbook; that is legitimately a matter for academic judgment. What courts can and must do is ensure that the process by which such determinations are made

meets the constitutional standard of accountability that S.P. Gupta demands of all public functions. The model for such an intervention already exists. In Vishakha v. State of Rajasthan (1997)[8], the Supreme Court mandated institutional guidelines to fill a legislative vacuum in a matter of constitutional importance. No legislation governs the procedural standards for NCERT curriculum revision. That vacuum creates precisely the kind of constitutional risk that Vishakha addressed.

A judicially supervised Neutrality Audit for curriculum revisions would require NCERT to satisfy four procedural conditions before any revision affecting substantive historical content is finalised: first, the terms of reference and expert composition of every review committee must be published; second, NCERT must provide a written rationale for each content deletion, distinguishing genuine pedagogical redundancy from substantive narrative reduction; third, original textbook authors must be formally consulted and their responses placed on public record before finalisation; and fourth, all revisions to history, civics, and social science content must be placed before the Parliamentary Standing Committee on Education for scrutiny before adoption.

This is not judicial overreach into curriculum policy. It is the application of the most basic principles of administrative law transparency, reasoned decision-making, and accountability to an exercise that has enormous consequences for how an entire generation of citizens understands the nation they are being asked to participate in.

The NCERT rationalisation exercise raises a question that goes beyond textbook content: it asks what constitutional obligations the State accepts when it uses public education to define the national past. Those obligations are substantive; they require pluralism, objectivity, and respect for the cultural heritage of all communities, and they are procedural; they require transparency, expert oversight, and accountability to those whose work and whose history are being revised.

The current exercise satisfies neither standard. The deletions are not academically justified, the process was not institutionally legitimate, and the outcome, a public-school history that progressively reduces the presence of communities whose narratives are already contested, is constitutionally suspect. An education system that edits its own memory does not lighten the load on students. It shifts the burden of ignorance onto democracy itself.

1981 INSC 222 ↑

Ministry of Education, Government of India, 'National Education Policy 2020' (2020). ↑

1992 INSC 186 ↑

1993 INSC 40 ↑

1953 INSC 52 ↑

Committee on Economic, Social and Cultural Rights, 'General Comment No 13: The Right to Education (Article 13)' (8 December 1999) ↑

(1976) 1 EHRR 711 ↑

1997 INSC 604 ↑

Views are personal.

Tags:

नवभारत टाइम्स, २५ मई २०२६, पृष्ठ संख्या - 6

भाषा का 'नया ज्ञान', कॉपियों का समाधान

9वीं की तीसरी भाषा की पढ़ाई छठी और क्लास 10 की 7वीं की किताबों से होगी

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AI Image



- अगले साल के लिए दिसंबर में आएंगी किताबें
- बोर्ड का कहना है कि क्लास 6 की किताबें एंट्री लेवल की है, ऐसे में स्टूडेंट्स को दिक्कत नहीं आएगी
- इन क्लास में अब दो नहीं, 3 भाषाएं पढ़नी होंगी

■ **नई दिल्ली :** 9वीं के लिए तीसरी भाषा की नीति 1 जुलाई 2026 से लागू होगी, मगर इसकी किताबें इस साल दिसंबर तक तैयार होंगी। इस साल 9वीं के स्टूडेंट्स छठी की भाषा की किताबों से पढ़ाई करेंगे, जो कि जून आखिर तक आ जाएंगी। वहीं, अगले साल 10वीं के स्टूडेंट्स 7वीं की किताबों से पढ़ेंगे। सीबीएसई के जिन स्टूडेंट्स ने क्लास 6 से 8 तक कोई भी क्षेत्रीय भाषा नहीं पढ़ी है, उनके लिए अब यह 9वीं और 10वीं में जरूरी होगा। बोर्ड का कहना है कि छठी की किताबें एंट्री लेवल की है। स्टूडेंट्स को दिक्कत नहीं आएगी। वहीं, 2027-28 के बैच के 9वीं के स्टूडेंट्स के लिए दिसंबर में क्लास 9 की किताबें आ जाएंगी। इस साल से छठी में भी तीन भाषा की यही नीति लागू हो रही है।

तीन भाषाओं का मामला सुप्रीम कोर्ट में है। इस बीच बोर्ड ने स्कूलों और स्टूडेंट्स की उलझनों को दूर करने की कोशिश की है। बोर्ड ने स्कूलों से कहा है कि तीसरी भाषा के लिए हफ्ते में सिर्फ दो-तीन पीरियड होंगे और फोकस ग्रामर या लिखने की की बजाय पढ़ने की फ्यूएंसी पर रहेगा। दोनों क्लास में अब दो भाषाओं की बजाय तीन भाषाएं पढ़नी होंगी, जिनमें से दो भारतीय होंगी। हालांकि, यह इस साल से शुरू होते हुए 2028-29 तक लागू होगा।

बोर्ड ने कहा है कि 2026-27 सेशन के लिए क्लास 9 में तीसरी भाषा अनिवार्य होगी और यह ट्रांजिशनल फेज होगा। 2027-28 में यह क्लास 9 में पूरी तरह से लागू हो जाएगा, क्लास 10 में यह ट्रांजिशनल होगा। वहीं, 2028-29 से ये दोनों क्लास में लागू होगा। बोर्ड ने कहा है कि ट्रांजिशनल फेज में क्लास 9 के स्टूडेंट्स क्लास 6 स्तर की तीसरी भाषा की किताबें पढ़ेंगे, ताकि नई भाषा सीखने में आसानी हो। वहीं, 2027-28 में क्लास 10 के लिए क्लास 7 स्तर की किताबें दी जाएंगी। एक लोकल लिटरेरी टेक्स्ट भी स्कूल की चॉइस पर पढ़ाया जाएगा, इस साल 9 के लिए और अगले साल 10 के लिए।

बोर्ड ने स्टूडेंट्स और पैरेंट्स की चिंता को दूर करते हुए कहा है कि तीसरी भाषा की कोई परीक्षा नहीं होगी, स्कूल ही मूल्यांकन करेगा। यह इंटरनल असेसमेंट से किया जाएगा, साथ ही मार्कशीट में 'क्वॉलिफाइड/नॉट क्वॉलिफाइड' दर्ज होगा। चिंताओं टीचर्स की कमी को दूर करने के लिए बोर्ड ने डिजिटल क्लास, हब स्कूल, रिटायर्ड या गेस्ट टीचर्स की मदद सुझाई है। वहीं, पढ़ाई का बोझ कम रखने के लिए R3 सिर्फ 2-3 पीरियड प्रति हफ्ते पढ़ाई जाएगी।

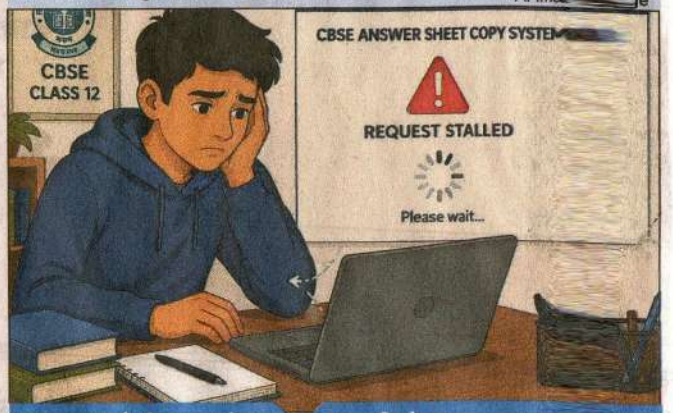
यह विषय क्वॉलिफाइंग होगा, ताकि स्टूडेंट्स की दिलचस्पी बनी रहे। बोर्ड ने कहा है कि इस पहल का उद्देश्य स्टूडेंट्स को भारतीय भाषाओं से जोड़ना है। वहीं, पहली और दूसरी भाषा उन्हीं किताबें से ही पढ़ी जाएंगी मगर अलग लर्निंग आउटकम के साथ और बोर्ड एग्जाम पैटर्न के साथ (2027 से)।

8 लाख+ कॉपियों के लिए मिली ऐप्लिकेशन, मगर दिक्कतें जारी

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- फीस कटी, कॉपी नहीं मिली... लिंक खुलने से लेकर पेमेंट तक, हर स्टेप पर मुश्किल
- पांचवें दिन भी स्टूडेंट्स परेशान, बोर्ड ने करवाया सिक्यॉरिटी ऑडिट

AI Image



■ **नई दिल्ली:** सीबीएसई की 12वीं की आंसरशीट्स की स्कैन की गई कॉपी पाने का सिस्टम पांच दिन से लगभग ठप ही पड़ा है। शुक्रवार के बाद शनिवार को भी बोर्ड का 'रिफॉर्म सिस्टम' बंद रहा, शाम को ही पोर्टल खुला। बोर्ड का कहना है कि 2.29 लाख स्टूडेंट्स करीब 8 लाख कॉपियों के लिए इस सुविधा के लिए अप्लाई कर चुके हैं। शनिवार को सीबीएसई के चेयरपर्सन राहुल सिंह ने बताया कि अब तक 3.11 लाख स्टूडेंट्स ने अप्लाई किया है, इनमें से 2.29 स्टूडेंट्स की ऐप्लिकेशन पूरी हो हो चुकी है। कई स्टूडेंट्स ने फीस कम भरी है, जिन्हें फीस पूरी देने के लिए कहा जा रहा है।

2 मिनट में पढ़ें

वहीं, कई स्टूडेंट्स की फीस ज्यादा कटी है, जिन्हें रिफंड किया जा रहा है, कुछ दिन में यह प्रक्रिया पूरी हो जाएगी। कई स्टूडेंट्स जिनकी फीस कट चुकी है, मगर आंसरशीट की स्कैन की गई कॉपी उन्हें नहीं मिली है, उन्हें कुछ दिन कॉपी दे दी जाएगी। हमारी कोशिश है कि 27 मई तक सभी स्टूडेंट्स को कॉपियां दे दी जाएं। उन्होंने कहा, सिस्टम में दिक्कतें हैं मगर स्टूडेंट्स को नुकसान नहीं होगा।

सीबीएसई ने 19 मई को लिंक खोला था, मगर पहले दिन से ही स्टूडेंट्स को ऑनलाइन अप्लाई करने में कई दिक्कतों का सामना करना पड़ा। सीबीएसई चेयरमैन ने कहा कि पोर्टल नहीं खुला, हमने सिक्यॉरिटी ऑडिट करवाया है, जिसके बाद दिक्कत दूर हुई। हाई ट्रैफिक और अनऑथराइज्ड इंटरफेरेंस (अनधिकृत दखल) की वजह से दिक्कतें नजर आ रही है। हम इसकी गहन जांच भी करवाएंगे। मगर एक भी स्टूडेंट ना छूटे, इसलिए [illegible] डेट 24 मई कर दी है। आखिरी [illegible] दिन भी देखेंगे कि अगर दिक्कत होंगे तो [illegible] डेट आगे बढ़ाई जाने पर विचार किया ज[illegible]एगा। री-इवैल्यूशन के लिए भी डेट बढ़ा[illegible] जाएगी।

क्या हैं शिकायतें

- लिंक नहीं खुल पा रहा है
- लॉगइन नहीं हो पा रहा है
- पेमेंट के बाद कोई अपडेट नहीं
- अप्लाई करने के बाद फीस गलत दिखा रहा है
- कई स्टूडेंट्स की ज्यादा फीस कट गई है
- पेमेंट के बाद फोटोकॉपी नहीं नजर आ रही
- ब्लर फोटोकॉपी नजर आ रही है

नहीं होगा नुकसान

सीबीएसई ने शनिवार को यह भी [illegible] कहा कि तकनीकी दिक्कतों से [illegible] किसी को नुकसान नहीं होगा, इसलिए घबराएं नहीं। 98.6 लाख से अ[illegible]धक आंसरशीट्स को ऑन स्क्रीन च[illegible]क किया गया है। स्कैन कॉपी पाने [illegible]में कई स्टूडेंट्स को लॉगइन, पेमें[illegible] कन्फर्मेशन में देरी, स्कैन कॉपी [illegible] में गायब पेज, बिना जांचे या ग[illegible]त जवाबों को लेकर शिकायतें रह[illegible]।

दैनिक जागरण, २५ मई २०२४, पृष्ठ संख्या-8

सवालों के घेरे में शिक्षा और परीक्षा



संजय गुप्त

अपने देश में प्रतियोगी परीक्षाओं के पेपर लीक होने का रिकार्ड बहुत ही शर्मनाक हो गया है

पिछले दिनों मेडिकल कालेजों में प्रवेश की परीक्षा नीट-यूजी का पेपर लीक होने की सूचना मिलते ही सरकार ने उसे रद कर दोबारा कराने का फैसला किया। इससे 22 लाख से अधिक उन छात्रों का घोर निराश होना स्वाभाविक है, जो यह परीक्षा दे चुके थे। उन्हें उसी परीक्षा की दोबारा तैयारी करने के लिए मजबूर होना पड़ा, जिसे वे दे चुके थे। छात्र प्रतियोगी परीक्षा देने के बाद तनाव मुक्त होकर परिणाम की प्रतीक्षा करते हैं। इस बार उनकी प्रतीक्षा लंबी तो हो ही गई, उन्हें दोबारा परीक्षा की तैयारी भी करनी पड़ी। किसी भी छात्र के लिए उसी परीक्षा को उसी उत्साह से देना कठिन होता है, जिसे वे दे चुके होते हैं। नीट पेपर लीक मामले से परीक्षा आयोजित कराने वाली संस्था नेशनल टेस्टिंग एजेंसी यानी एनटीए को इसलिए कठोर निंदा का सामना करना पड़ा, क्योंकि उसकी सजगता में कमी के कारण ही नीट के पेपर लीक हुए। इसके बाद भी यह अच्छा हुआ कि पूरी परीक्षा रद करने का बड़ा फैसला लिया गया, ताकि छात्रों के हितों से खिलवाड़ न होने पाए। यदि इस पेपर लीक मामले का भंडाफोड़ नहीं होता या फिर उसकी अनदेखी की जाती तो लाखों छात्रों के साथ अन्याय हो गया होता। इस मामले में पेपर तैयार करने वाले शिक्षकों के साथ कुछ कोचिंग केंद्र वाले भी कठघरे में हैं। नीट पेपर लीक की जांच कर रही सीबीआइ ने यह पाया कि इस परीक्षा के पेपर कुछ कोचिंग चलाने वालों तक पहुंच गए और फिर उन्होंने देश के कई हिस्सों में उन्हें पहुंचाया और पैसे कमाए। ऐसा लगता है कि कोचिंग माफिया शिक्षा और परीक्षा, दोनों पर हावी हो गया है। ध्यान रहे इसके पहले भी कोचिंग माफिया कई प्रतियोगी परीक्षाओं के पेपर लीक करा चुका है।

बीते दिनों नीट पेपर लीक मामले में शिक्षा मंत्रालय की संसदीय समिति ने शिक्षा सचिव, एनटीए प्रमुख और उसके महानिदेशक सहित शिक्षा मंत्रालय के शीर्ष अधिकारियों को तलब किया। इस दौरान नीट रद होने के प्रकरण को राजनीतिक रंग देने की भी कोशिश की गई। इससे बात बनने वाली नहीं है। संसदीय समिति को तो यह देखना चाहिए कि भविष्य में ऐसी व्यवस्था बने, जिससे एनटीए की किसी भी परीक्षा में सेंध न लगने पाए। वैसे तो शिक्षा मंत्रालय ने एनटीए की व्यवस्था सुधारने के लिए कई कदम उठाए हैं, लेकिन उनकी गति धीमी रही। 2024 में नीट में गड़बड़ी सामने आने के बाद एनटीए के कामकाज में सुधार के लिए जिस राधाकृष्णन समिति का गठन किया गया था, उसके सभी सुझावों पर अभी तक अमल नहीं किया जा सका है। अब उन्हें लागू करने की पहल हो रही है। अच्छा हो कि परीक्षाएं आयोजित कराने वाले अन्य संस्थान भी इस समिति की सिफारिशों पर गौर करें, क्योंकि अपने देश में प्रतियोगी परीक्षाओं के पेपर लीक होने का रिकार्ड बहुत ही शर्मनाक हो गया है। आखिर विकसित देशों में परीक्षाओं के पेपर लीक क्यों नहीं होते? क्या कारण है कि यह बीमारी भारत में ही जड़ें जमाए हुए दिखती है? हम परीक्षाओं के आयोजन में उन तौर-तरीकों का इस्तेमाल क्यों नहीं करते, जो विकसित देशों ने अपना रखे हैं?



अवधेश राजपूत

एनटीए में सुधार को लेकर गठित राधाकृष्णन समिति ने यह सिफारिश की थी कि गड़बड़ियों से बचने के लिए प्रश्न पत्रों को फिजिकल रूप से केंद्रों तक ले जाने की प्रक्रिया को खत्म किया जाए। इसके बजाय कंप्यूटर आधारित परीक्षा कराई जाए और प्रश्न पत्र डिजिटल रूप से परीक्षा शुरू होने के ठीक पहले परीक्षा केंद्रों पर भेजे जाएं। इस समिति ने नीट को दो चरणों में आयोजित करने का सुझाव दिया था। पहला चरण स्क्रीनिंग टेस्ट का और दूसरा चरण मुख्य परीक्षा का। इस समिति ने यह पाया था कि एनटीए आउटसोर्सिंग और संविदा कर्मचारियों पर अधिक निर्भर है। इसे देखते हुए उसने सिफारिश की थी कि एनटीए में स्थायी विशेषज्ञों की भर्ती की जाए। इन सिफारिशों के अनुरूप परीक्षा कराने से पेपर लीक कराने वालों और खासकर कोचिंग माफिया को परीक्षा में सेंध लगाने का अवसर नहीं मिलेगा।

आज के एआइ के युग में ऐसी व्यवस्था आसानी से बनाई जा सकती है कि हर विद्यार्थी को अलग प्रश्न पत्र मिले और डमी अभ्यर्थी परीक्षा में न बैठने पाएं। चूंकि आज भारत में लाखों परिवार अपने बच्चों को डाक्टर, इंजीनियर बनाना चाहते हैं, इसलिए इनकी परीक्षाओं में बैठने वाले छात्रों की संख्या बढ़ रही है। इसका लाभ कोचिंग केंद्र उठा रहे हैं। आज हर शहर और कस्बे में कोचिंग केंद्र खुल गए हैं। वे आठवीं के बाद ही छात्रों को कोचिंग में दाखिला लेने के लिए आकर्षित करने लगे हैं। हर स्तर पर बढ़ती कोचिंग संस्कृति शिक्षा व्यवस्था पर एक गंभीर सवाल है। आखिर क्या कारण है कि पहले किसी भी प्रतियोगी परीक्षा के लिए छात्रों को कोचिंग की जरूरत नहीं पड़ती थी, लेकिन आज स्कूली स्तर की परीक्षाओं में भी उनकी सेवाएं लेना आवश्यक सा हो गया है? आज भारत में कोचिंग केंद्रों का एक बड़ा जाल फैल गया है और इसकी काट न तो शिक्षा संस्थान कर पा रहे हैं, न सरकार और न ही समाज। यह ठीक है कि कमजोर विद्यार्थियों को टयूशन या कोचिंग मिलनी चाहिए, पर ऐसा भी नहीं होना चाहिए कि हर छात्र को ट्यूशन और कोचिंग का सहारा लेना पड़े। यह चिंताजनक है कि कोचिंग संस्कृति पर लगाम लगने के बजाय वह फलती-फूलती जा रही है। इससे तो स्कूलों और कालेजों की महत्ता ही खतरे में पड़ती जा रही है।

नई शिक्षा नीति में कोचिंग संस्कृति पर लगाम लगाने के कई उपाय किए गए हैं, लेकिन यह स्पष्ट है कि इसमें समय लगेगा, क्योंकि इस नीति पर पूरी तरह अमल होना शेष है। अभी भी कई शिक्षण संस्थान नई शिक्षा नीति को लागू करने में पीछे चल रहे हैं। कुछ राज्य सरकारों ने भी इस नीति को लेकर ढुलमुल रवैया अपना रखा है। बेहतर होगा कि इंटरमीडिएट स्कूल, जिनके छात्र मेडिकल और इंजीनियरिंग की परीक्षा देते हैं, वे नई शिक्षा नीति की मूल भावना को समझते हुए अपने शिक्षा ढांचे में व्यापक बदलाव लाएं, जिससे आने वाले वर्षों में जो डाक्टर और इंजीनियर तैयार हों, उनकी गुणवत्ता अच्छी हो। गुणवत्ता का ध्यान मेडिकल और इंजीनियरिंग कालेजों को भी रखना होगा। तभी भारत अपने समक्ष उपस्थित चुनौतियों का सामना कर सकेगा।

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दैनिक जागरण, जागरण सिटी - २५ मई २०२६, पृष्ठ संख्या - I

निजी स्कूलों को फीस बढ़ाने के लिए शिक्षा निदेशालय की मंजूरी जरूरी नहीं : हाई कोर्ट

निजी स्कूलों की तरफ से प्रस्तावित अंतिम फीस वृद्धि अप्रैल 2027 से होगी लागू

जागरण संवाददाता, नई दिल्ली: दिल्ली हाई कोर्ट ने फीस बढ़ोत्तरी की एक याचिका से जुड़े मामले में निजी स्कूलों को बड़ी राहत देते हुए कहा है कि नए शैक्षणिक सत्र की शुरुआत में फीस बढ़ाने के लिए उन्हें शिक्षा निदेशालय से पूर्व अनुमति लेने की जरूरत नहीं है। अदालत ने निदेशालय द्वारा जारी फीस वृद्धि संबंधी कई आदेशों को रद कर दिया।

न्यायमूर्ति अनूप जयराम भंभरानी ने 120 पन्नों के फैसले में कहा कि दिल्ली स्कूल शिक्षा अधिनियम की धारा 17(3) के तहत स्कूलों पर केवल इतना दायित्व है कि वे नए सत्र से पहले अपनी प्रस्तावित फीस का विवरण निदेशालय के पास दाखिल करें। कोर्ट ने स्पष्ट किया कि सत्र शुरू होने के बाद फीस बढ़ाने के लिए पूर्व अनुमति आवश्यक होगी। हाई कोर्ट ने कहा कि निदेशालय के अधिकार क्षेत्र से बाहर जाकर कार्रवाई और सुप्रीम कोर्ट व हाई कोर्ट के पुराने फैसलों की अनदेखी के कारण अभिभावकों और स्कूलों दोनों को कठिन स्थिति का सामना करना पड़ा। अदालत ने संतुलन बनाते हुए निर्देश दिया कि विभिन्न स्कूलों द्वारा प्रस्तावित अंतिम फीस वृद्धि अप्रैल 2027 से लागू

हाई कोर्ट ने कहा-पिछली शैक्षणिक अवधि के लिए बकाया या अन्य शुल्क की वसूली नहीं कर सकेंगे स्कूल



होगी। साथ ही यह भी साफ कर दिया कि स्कूल पिछली शैक्षणिक अवधि के लिए किसी भी अभिभावक या छात्र से बकाया फीस या अन्य शुल्क की वसूली नहीं कर सकेंगे।

कोर्ट ने यह भी कहा कि किसी स्कूल के पास अधिशेष फंड होना मात्र इस बात का आधार नहीं हो सकता कि वह व्यवसायीकरण या मुनाफाखोरी कर रहा है। इस तरह के आरोपों की जांच के लिए निदेशालय को विधिवत वित्तीय आडिट कराना होगा। अदालत ने कहा कि निजी स्कूलों को वित्तीय स्वायत्तता प्राप्त है और निदेशालय उनके वित्तीय मामलों का माइक्रो-मैनेजमेंट नहीं कर सकता।

फैसले में यह भी स्पष्ट किया गया कि भूमि खंड (लैंड क्लाज) वाले और बिना भूमि खंड वाले निजी स्कूलों के संबंध में निदेशालय की शक्तियों में कोई अंतर नहीं है। हालांकि, यदि आडिट में किसी स्कूल द्वारा मुनाफाखोरी पाए जाने के संकेत मिलते हैं तो निदेशालय संबंधित भूमि आवंटन एजेंसी को कार्रवाई के लिए सूचित कर सकता है। मामले के तहत स्कूलों के फीस बढ़ोत्तरी के आदेशों को शिक्षा निदेशालय ने रद कर दिया था, जिसके बाद लगभग 200 स्कूलों ने निदेशालय के इस फैसले को हाई कोर्ट में चुनौती दी थी।

'आदेश के बाद फीस बढ़ने की आशंका': दिल्ली अभिभावक संघ के अध्यक्ष अपराजिता गौतम ने कहा है कि हाई कोर्ट का आदेश शिक्षा के व्यवसायीकरण और कामकाजी वर्ग के अभिभावकों के शोषण को बढ़ावा देने वाला है। यह बेहद निराशाजनक और हतोत्साहित करने वाला है। अगर स्कूलों को अब फीस बढ़ाने के लिए शिक्षा निदेशालय से पूर्व अनुमति की जरूरत नहीं है, फिर भी उन्हें शिक्षा विभाग के पास फीस बढ़ोतरी से पहले प्रस्ताव दाखिल करना है, तो उस प्रस्ताव का औचित्य ही क्या रह जाता है। यह प्रक्रिया सिर्फ दिखावा बनकर रह गई है।

'...तो 2025 का फीस रेगुलेशन एक्ट बन जाएगा तमाशा'

आल इंडिया पैरेंट्स एसोसिएशन के राष्ट्रीय अध्यक्ष अशोक अग्रवाल ने कहा कि दहाई कोर्ट के फैसले के बाद निजी स्कूलों को मनमानी फीस बढ़ाने की छूट होगी। वर्ष 2025 का दिल्ली सरकार का फीस रेगुलेशन एक्ट भी तमाशा बन कर रह जाएगा। हाई कोर्ट का निजी स्कूलों द्वारा फीस बढ़ोतरी पर दिया गया फैसला फिलहाल तो अभिभावकों पर कोई आर्थिक बोझ नहीं डालता है, लेकिन भविष्य में यह निश्चित रूप से ऐसी स्थिति पैदा कर देगा कि ज्यादातर अभिभावक निजी स्कूलों की फीस वहन नहीं कर पाएंगे। यह फैसला पूरे देश के अभिभावकों को प्रभावित करेगा।

खबर विस्तार से पढ़ने के लिए क्यूआर कोड स्कैन करें।

हिन्दुस्तान, 24 मई 2026, पृष्ठ संख्या - 4

त्रिभाषा फार्मूला : कक्षा छह से इसी सत्र में लागू होगा नया नियम

सीबीएसई ने नई शिक्षा नीति-2026 और राष्ट्रीय पाठ्यचर्या रूपरेखा के तहत माध्यमिक स्तर पर त्रिभाषा (आर-3) को लागू करने की विस्तृत रूपरेखा जारी की है। यह व्यवस्था 2026-27 सत्र से कक्षा छह में लागू होगी। बोर्ड के अनुसार इसका उद्देश्य छात्रों में बहुभाषिक क्षमता का विकास करना है। साथ ही यह सुनिश्चित करना है कि हर छात्र कम से कम दो भारतीय भाषाओं का अध्ययन करें।

■ सीबीएसई में तीसरी भाषा (आर-3) व्यवस्था कब से लागू होगी?

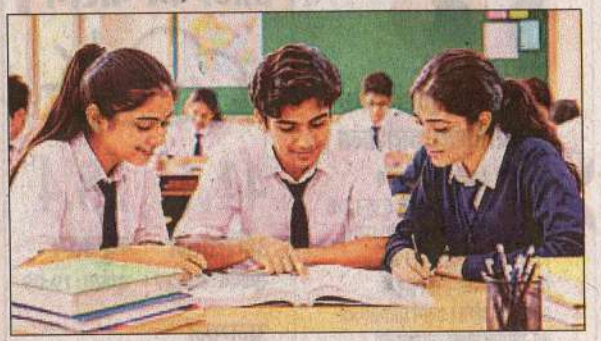
सीबीएसई से संबद्ध स्कूलों में तीसरी भाषा (आर-3) व्यवस्था 2026-27 शैक्षणिक सत्र से कक्षा छह में लागू होगी।

■ आर-3 व्यवस्था लागू करने का उद्देश्य क्या है?

विद्यार्थियों में बहुभाषिक क्षमता विकसित करना और यह सुनिश्चित करना है कि हर छात्र कम से कम दो भारतीय भाषाओं का अध्ययन करें।

■ क्या आर-3 के लिए कक्षा 10 में बोर्ड परीक्षा होगी?

नहीं, आर-3 के लिए कोई अलग बोर्ड परीक्षा नहीं होगी। इसका मूल्यांकन स्कूल स्तर पर आंतरिक रूप से होगा।



■ क्या आर-3 में पास होना अनिवार्य होगा?

हां, सीबीएसई प्रमाणपत्र प्राप्त करने के लिए आर-3 में सफल होना अनिवार्य होगा।

5. सवाल: अंकपत्र में आर-3 का परिणाम कैसे दिखाया जाएगा?

अंकपत्र में आर-3 के लिए 'योग्य' या 'अयोग्य' दर्ज किया जाएगा।

■ क्या छात्र एक ही भाषा को आर-1, आर-2 और आर-3 में चुन सकते हैं?

नहीं, एक ही भाषा को एक से अधिक स्तर पर नहीं चुना जा सकेगा। तीनों स्तरों पर अलग-अलग भाषाएं होंगी।

■ जिन छात्रों ने पहले कोई भारतीय भाषा नहीं पढ़ी है, उनके लिए क्या नियम होगा?

जिन छात्रों ने कक्षा 6 से 8 तक कोई भारतीय भाषा नहीं पढ़ी है, उनके लिए भी आर-3 में किसी भारतीय भाषा का अध्ययन अनिवार्य होगा।

■ स्कूलों में भाषा शिक्षकों की कमी होने पर सीबीएसई ने क्या सुझाव दिया है?

सीबीएसई ने साझा शिक्षक व्यवस्था, डिजिटल कक्षाएं, अतिथि शिक्षक और सेवानिवृत्त शिक्षकों की मदद लेने का सुझाव दिया है। जिससे योजना प्रभावी ढंग से लागू हो सके।

■ क्या किसी श्रेणी में स्कूलों को इससे छूट भी दी गई है?

विदेशों में स्थित सीबीएसई स्कूलों को दो भारतीय भाषाएं लागू करने की शर्त से छूट दी गई है। दिव्यांग बच्चों को विशेष छूट मिलेगी और विदेशी या अस्थायी छात्रों को राहत दी जा सकेगी।

■ क्या नई व्यवस्था चरणबद्ध तरीके से लागू की जाएगी?

2026-27 में कक्षा 9 में आर-3 अनिवार्य होगा। 2027-28 में यही छात्र कक्षा 10 में जाएंगे और तब भी यह व्यवस्था जारी रहेगी। संक्रमण काल में कक्षा 9 के छात्रों को कक्षा 6 स्तर की पुस्तकों से पढ़ाया जाएगा। जबकि, कक्षा 10 में कक्षा 7 के स्तर की किताबें पढ़ाई जाएंगी।

बदलाव को लेकर सभी की अपनी-अपनी चिंताएं

पसोपेश में अभिभावक

- नीति उस समय घोषित की गई जब शैक्षणिक सत्र पहले ही शुरू हो चुका था।
- छात्रों ने पहले से चुनी गई भाषा के आधार पर कक्षाएं और यूनिट टेस्ट पूरे कर लिए थे।
- जर्मन-फ्रेंच जैसी भाषाएं पढ़ रहे छात्रों को अब इन्हें छोड़ना पड़ सकता है।
- विदेश में पढ़ने की योजना बना रहे छात्रों को एक भाषा की हानि होगी।

शिक्षक पर बढ़ेगा भार

- स्कूलों में योग्य भाषा शिक्षकों की कमी से अतिरिक्त भार बढ़ेगा।
- एक ही कक्षा में भाषा ज्ञान के अलग-अलग स्तर वाले छात्रों को पढ़ाने की चुनौती।
- सहायक अध्ययन सामग्री व मानक ब्रिज कोर्स का अभाव भी चिंता।
- पढ़ाने और मूल्यांकन का बोझ और बढ़ जाएगा।

छात्रों के सामने चुनौती

- कक्षा 9 में शून्य से एक नई भाषा सीखनी पड़ेगी।
- मुख्य विषयों के साथ अतिरिक्त बोझ बढ़ जाएगा।
- प्रतियोगी परीक्षाओं की तैयारी के लिए समय कम मिलेगा।
- मुख्य विषयों में कम प्रदर्शन होने का डर रहेगा।

स्कूल की परेशानी

- समयसारिणी में भाषा कक्षाओं के लिए अतिरिक्त समय निकालना होगा।
- नए शिक्षकों की नियुक्ति से वित्तीय बोझ बढ़ सकता है।
- खेल, पुस्तकालय, जीवन कौशल आदि की कक्षाओं का समय कम होने का खतरा।

The Hindu, 24 May 2026, Page No- 14

Why CBSE must re-think its on-screen marking system

DECODED

John Xavier

On May 13, CBSE declared Class 12 results, recording a three point drop in pass percentage to 85.20% from 88.39% last year. Several students, in effect, would have found themselves on the wrong side of the line compared to last year's cohort. The aggregate decline is sharp enough that it cannot be waved away with the usual "tougher papers this year" explanation.

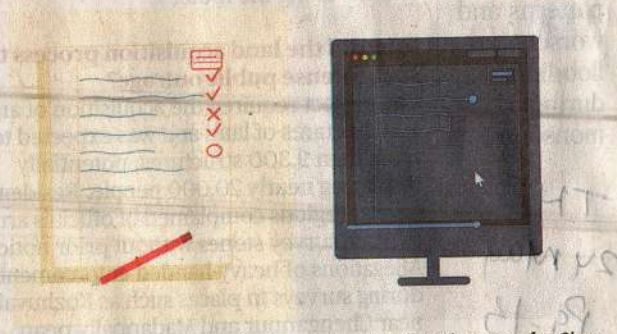
The CBSE introduced a new interface to score Class 12 answer papers – the On-Screen Marking (OSM) system, which was formally announced in a release on February 9. Under this system, physical answer sheets will be scanned, uploaded to a secure digital platform, and handed to evaluators who can assess them on computers, instead of on paper.

The move was positioned as a modernisation effort that will make the scoring process faster, more efficient, and more transparent.

Most of us assume that reading is reading, whether it happens on a printed page or a digital screen. This intuition may sound reasonable for a tweet or a news headline. But it starts falling apart the moment you start reading a long essay as the content demands you to track an argument, hold multiple points in mind simultaneously, and make holistic judgments about quality.

That is precisely what a Class 12 evaluator is asked to do, hundreds of times over, under time pressure.

A 2010 study, published in the British Journal of Educational Technology, examining whether marking mode influences reliability when evaluating extended essay scripts, found that while overall marker reliability was broadly similar across both modes, there was notably greater variability in on-screen marking compared to paper.



The CBSE introduced the On-Screen Marking (OSM) system for Class 12 evaluations. AI GENERATED

That study involved only twelve examiners marking relatively short essays, but the CBSE system involves lakhs of answer sheets, evaluated by tens of thousands of teachers, many of whom would be encountering this interface for evaluation for the very first time.

There are practical wrinkles, too. Legibility of handwritten answers depends enormously on scan quality.

A script that is perfectly readable in its original form can become a smudged, washed-out image on screen – making it harder for an examiner to give a fair reading, let alone a fair mark.

Screen fatigue is another major factor. And so is the cognitive overhead of navigating a new interface.

In 2017, when the board discontinued its marks moderation policy, it triggered a furore that forced a rethink.

The difference then was that the change came after exams. This time, the OSM switch was communicated before exams were conducted, which is marginally better. But communicating a change and preparing evaluators for it are two different things.

The time given to examiners to genuinely internalise a new interface, to get comfortable marking essays on a screen rather than circling answers on paper with a pen, appears to have been wholly inadequate.

What CBSE should have done, and what it still can do, before embedding this system further, is run a proper A/B evaluation. Take a statistically significant sample of answer sheets. Have one group evaluate on paper, another on screen. Compare not just final marks but the distribution of marks, the frequency of outliers, and the gap between lenient and strict evaluators.

That kind of empirical groundwork would tell you whether the system is working as intended.

A three-percentage-point drop in pass rates, in the very year a new evaluation system was introduced, is not proof of causation. There are other variables. Exam difficulty matters. Student preparedness matters.

The academic futures of millions of young people run through these marks as a Class 12 board score is a gate to college admissions, and scholarship eligibility that will shape entire trajectories for students from modest backgrounds.

The board has an obligation to demonstrate, rigorously and transparently, that its evaluation system is delivering fair outcomes. It should not treat modernisation as a virtue in itself, but find out whether that effort serves the people it is meant to serve.

Millennium Post, 25 May 2026, Page No - 5

Libraries to be set up in all 395 Gram Panchayats: Khattar

Union minister tours several villages in Nilokheri Assembly constituency, interacts with public in Haryana

MPOST BUREAU

CHANDIGARH: Union Minister for Power and Urban Development, Manohar Lal Khattar said that this is the era of education and learning, and education is essential for the younger generation.

To strengthen educational opportunities along with school education and to provide coaching-like facilities within villages, libraries will be established in all 395 Gram Panchayats of Karnal district so that youth can access facilities for competitive exam preparation at the village level itself.

During his scheduled visit on Saturday, the Union minister toured several villages in Nilokheri Assembly constituency where he directly interacted with the public and addressed their grievances. He will also visit villages in Assandh Assembly constituency on Sunday.

The Union minister said that in Haryana jobs are being provided to educated youth on the basis of merit, whereas in earlier governments, jobs were given to favourites through recommendations and monetary influence.

He said that this system has been changed, which has boosted the confidence of students, as now only deserving candidates get government employment. This shift has also led to increased attendance of youth in coaching centres, said Khattar.

He further said that in order to provide coaching-like facilities to rural youth within their own villages, the decision has been taken to open libraries in all Gram Panchayats.

Along with this, priorities also include construction of boundary walls and sheds in cremation grounds, development of pucca roads, and ensuring proper drinking water supply in villages.

Khattar also highlighted that under the Mhara Gaon-Jagmag Gaon scheme, 24-hour electricity supply is being ensured in the state, whereas earlier there used to be power shortages and people were forced to protest by blocking roads.

He said that on May 21, the highest-ever electricity supply in the country was recorded, with uninterrupted supply of 270.80 gigawatts against demand.

Currently, the country has an availability of 283 gigawatts, and preparations are being made to handle up to 300 gigawatts in the future. A decade ago, even meeting a demand of 250 gigawatts was not possible.

Key Points

- 'In Haryana jobs are being provided to educated youth on the basis of merit, whereas in earlier govts, jobs were given to favourites through recommendations and monetary influence'
- Khattar also highlighted that under the Mhara Gaon-Jagmag Gaon scheme

The Asian Age, 25 May 2026, Page No - 3

CBSE re-evaluation portal faces glitches

Pradhan seeks report from board

New Delhi, May 23: Union education minister Dharmendra Pradhan has sought a detailed report from the CBSE over complaints of technical glitches faced by students and parents during the re-evaluation process, a source said on Saturday. The minister took serious cognisance of issues related to server downtime, payment gateway glitches and operational lapses reported during the process, they said.

"Taking serious cognisance of complaints raised by students and parents over technical disruptions during the CBSE re-evaluation process, Union education minister Dharmendra Pradhan has sought a detailed report on server downtime, payment gateway glitches and operational lapses," the source said.

Officials have been directed to explain the reasons behind the technical failures, preparedness measures and accountability of agencies involved in managing the process, they added.

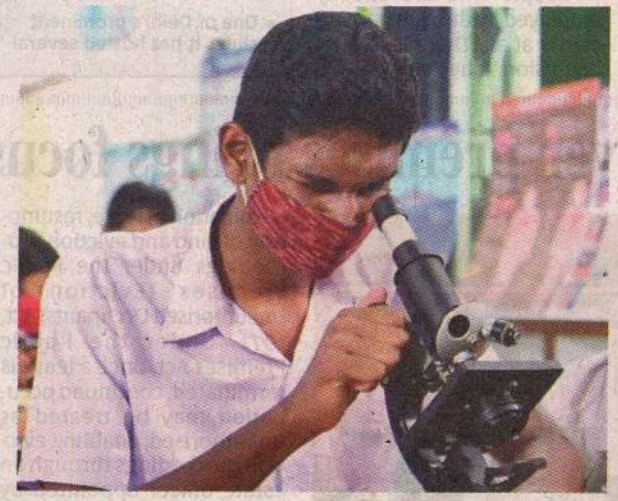
Earlier in the day, the CBSE said it committed to protecting the academic interests of students amid concerns over technical disruptions during the post-result verification and re-evaluation process.

In a statement, the board said more than 98.6 *lakh* answer sheets were evaluated under the On-Screen Marking (OSM) system this year and students were provided the opportunity to obtain scanned copies of their evaluated answer books, followed by verification and re-evaluation as per the framework. — *PTI*

The Pioneer, 24 May 2026, Page No - 4

UP to launch Dream Labs in 600 Govt schools

PIONEER NEWS SERVICE
Lucknow



At least 600 Government schools across all 75 districts of Uttar Pradesh will have 'Dream Labs' where students from Classes 9 to 12 will receive training in Artificial Intelligence (AI), Robotics, Internet of Things (IoT) and 3D Printing, officials said.

The initiative followed an MoU signed between Samagra Shiksha (Secondary), Secondary Education Department and Nelco Limited (a Tata Enterprise) with other industrial groups on Saturday, they added.

Additional Chief Secretary of Basic and Secondary Education, Parth Sarathi Sen Sharma, said, "This agreement is not just a project, but an investment in the future of Uttar Pradesh's youth. Considering the rapidly changing industrial requirements, it is the need of the hour to equip students with Industry 4.0-based skills."

Director General of School Education Monika Rani said Dream Labs will become a strong medium in this direction, where students will gain practical and employment-oriented skills along with traditional education. She laid special emphasis on the effective operation of the hub and spoke model, installation of machinery, quality of trainers, regular attendance of students and result-based monitoring. She said, "Just as a strong beginning is important, it is equally necessary to take it towards successful implementation, especially in the aspirational districts."

Under this project, a total of 600 schools across all 75 districts of the state, including 150 hub schools and 450 spoke schools, have been included, an official statement said.

In the first phase, Dream Labs will be established in 18 hubs and 54 spoke schools. In the second phase, in 36 hubs and 108 spoke schools. In the third phase, in 96 hubs and 288 spoke schools, it added. The labs will be developed as modern innovation and skill development centres, where students from Classes 9 to 12 will receive practical training in advanced technologies such as Artificial Intelligence (AI), Robotics, Internet of Things (IoT), 3D Printing, advanced manufacturing, battery-operated electric vehicles, electronics, agricultural science, renewable energy, drone technology and design thinking, the statement read.

This project is in line with the National Education Policy 2020, National Skills Qualification Framework (NSQF) and Skill India Mission with the objectives to develop innovation, problem-solving ability, technical efficiency and entrepreneurship skills among students, it said.

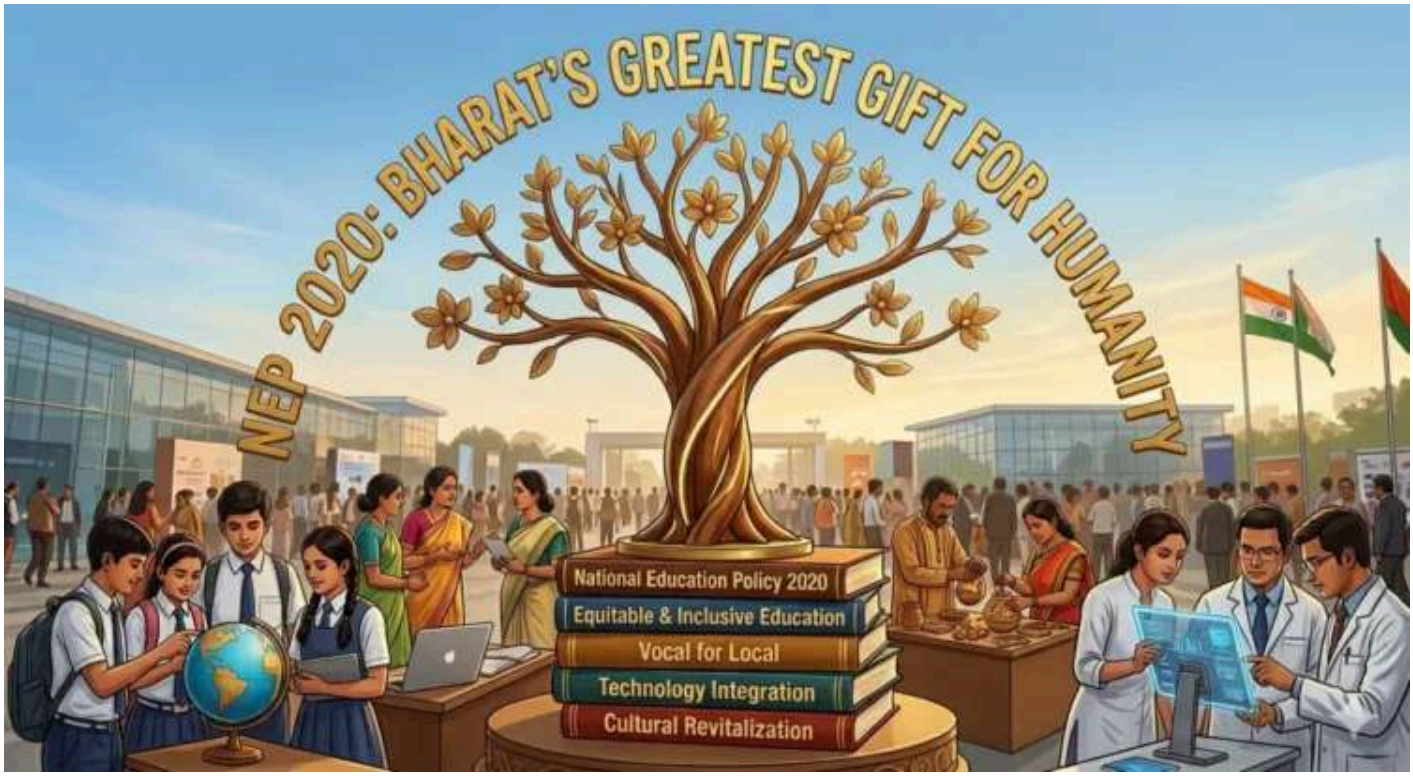
Representatives from global companies, including Yaskawa, Mastercam, 3D Systems, AjnaLens and Ace Micromatic, participated in the programme and described the initiative as a strong bridge between education and industry. They said that Dream Labs will provide students with real industrial experience and connect them with better employment and entrepreneurship opportunities, the statement added.

NEP 2020: Bharat's greatest gift for humanity; Testament to truth, consciousness & eternal bliss

Since time immemorial, education in Bharat has been boosting our knowledge traditions. This can also be seen from immense contribution of Bharat to mathematics & temple architecture, which are deeply intertwined with our scientific & spiritual traditions. However, repeated invasions & alien education weakened Indian Knowledge System. Now, this is the apt time to reclaim our vision through NEP 2020. This will be Bharat's greatest gift to humanity & the world at large

Dr Ujwala Chakradeo — May 24, 2026, 02:00 pm IST in **Bharat**, **Opinion**, **Education**

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Bharat has always been a land of creative ventures and profound intellectual traditions. The traditional knowledge systems of Bharat demonstrate the creative aptitude, scientific temperament, and philosophical depth of our ancestors. Architecture, town planning, Ayurveda, metallurgy, chemistry, governance, astronomy, mathematics, music, dance, and spirituality, almost every aspect of life was addressed with remarkable imagination and holistic understanding. The result

was a civilisation that evolved practical solutions for everyday life in the form of rituals, customs, and traditions, many of which continue to remain relevant even today.

The philosophical foundation of Bharatiya education rested upon the ideals of Sat (truth), Chit (goodness or consciousness), and Anand (eternal bliss). The manifestation of the inner self through art was considered an expression of Bharatiya culture and philosophy. Creativity was not separate from life; it was embedded in every action, celebration, relationship, costume, dwelling, and social interaction. Education was therefore not merely the transfer of information but a process of self-realisation and refinement of consciousness.

Ancient Indian education was deeply connected with society, ethics, and practical life. Knowledge was not compartmentalised. Gurukulas and universities nurtured disciplined living, moral conduct, intellectual inquiry, and social responsibility. World-renowned centres of learning such as Takshashila, Nalanda University, Vikramshila, and Vallabhi University attracted scholars and students from across the world. These institutions set the highest standards in multidisciplinary teaching and research centuries before the rise of modern universities.

Demonstrating Knowledge of Geometry

The contribution of Bharat to mathematics through the concept of zero changed the course of human civilisation. Temple architecture demonstrated advanced sustainable construction technologies and astonishing knowledge of geometry, acoustics, hydrology, and climate responsiveness. Astronomical calculations achieved remarkable precision. Ayurveda viewed health holistically, integrating body, mind, and spirit. Knowledge was never isolated from ethics and spirituality.

Education in Bharat was traditionally understood as *अर्थकरी, मुक्तकरी, युक्तकरी* , that which provides livelihood, liberation, and wisdom. The aim was not only economic prosperity but also inner growth and social harmony.

We Lost It?

Over centuries, repeated invasions, colonial domination, and the imposition of alien educational systems gradually weakened India's indigenous knowledge traditions. Colonial education policies primarily aimed to create a class of intermediaries suited to administrative functions rather than rooted thinkers connected with Indian civilisation.

Traditional systems of learning were marginalised. Sanskrit and regional knowledge traditions were pushed aside. The continuity between education, ethics, spirituality, creativity, and practical life was disrupted. A deep psychological disconnect emerged between modern educated Indians and their own civilisational heritage.

Gradually, education became increasingly examination-oriented, degree-centric, and detached from life. Creativity, moral development, cultural grounding, and spiritual inquiry lost their central place in mainstream education. Ironically, while the world began recognising the value of yoga, Ayurveda, mindfulness, sustainable living, and holistic education, many Indians themselves remained unaware of the richness of their own traditions.

Yet, despite these disruptions, the stream of Indian knowledge never completely disappeared. Through temples, oral traditions, families, festivals, arts, classical literature, and spiritual institutions, the continuity of Bhartiya civilisation survived. The river of Anand continued to flow through difficult and changing times.

NEP 2020 Restored It

The National Education Policy 2020 marks a historic attempt to reconnect modern education with India's civilisational wisdom while making it relevant for contemporary global realities. The policy recognises that India's ancient knowledge traditions are not relics of the past but valuable resources for the future.

The introduction of NEP 2020 clearly states:
"The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this Policy."

The policy emphasises that the pursuit of Jnan (knowledge), Pragyaa (wisdom), and Satya (truth) has always been considered the highest human goal in Indian thought and philosophy. Importantly, NEP acknowledges that education in ancient India aimed at the complete realisation and liberation of the self, not merely preparation for employment.

Unlike narrow revivalism, NEP 2020 attempts to integrate traditional wisdom with modern scientific inquiry and contemporary relevance. It seeks to nurture rooted yet globally competent citizens. The policy promotes multilingualism, Indian languages,

interdisciplinary learning, arts integration, experiential education, ethics, environmental awareness, yoga, and Indian Knowledge Systems (IKS).

Today, many universities across India have started dedicated programmes in Indian Knowledge Systems, spirituality, Sanskrit studies, yoga sciences, Indic philosophy, Buddhist studies, Jainology, consciousness studies, and civilisational studies. These initiatives are not merely about preserving heritage; they aim to generate new research, innovation, and interdisciplinary engagement.

Examples of IKS

K J Somaiya Institute of Dharma Studies, part of Somaiya Vidyavihar University, offers structured academic programmes in Sanskrit, Yoga, Buddhist Studies, Jainology, Prakrit, Religious Studies, Philosophy, and Ancient Indian History. Dev Sanskriti Vishwavidyalaya focuses on yogic sciences, consciousness studies offering research-oriented programmes in Indian Knowledge Systems. Amrita Vishwa Vidyapeetham has introduced programmes around Dharma studies, Sanskritic traditions, yoga, consciousness, and Bharatiya knowledge traditions. Rishihood University promotes Indic civilisational thought, Sanskrit, Sri Aurobindo studies, and cultural leadership through its Centre for Human Sciences. Sampurnanand Sanskrit Vishwavidyalaya continues the traditional study of Vedas, Vedanta, Dharma Shastra, astrology, and Sanskrit learning. Indian Institute of Technology Kharagpur has introduced programmes integrating Indian mathematics, Sanskrit, Vedanta, wellness traditions, artificial intelligence, and Indic knowledge systems. University of Delhi has centres dedicated to Vedic and Yogic sciences. Institutions such as Kaivalyadhama, Morarji Desai National Institute of Yoga, Central Sanskrit University, Chinmaya Vishwavidyapeeth, Nalanda University, Indus University Institute of Indic Studies, and Sri Sathya Sai Institute of Higher Learning are also contributing significantly to this emerging academic landscape.

A remarkable initiative in this direction is the Bharatiya Gyan, Sanskrit evam Yog Kendra (BHAGYASY Kendram) established in 2022 at SNDT Women's University. The Kendram is dedicated to advancing Indian Knowledge Systems through interdisciplinary research, training, publications, and outreach rooted in Bharatiya traditions.

The Kendram has organised more than fifty national and international programmes promoting Indian languages, culture, and scholarship. Its notable initiative, the Jagrani Project, launched in February 2024, seeks to revive and document the intellectual and spiritual contributions of Indian women sages such as Lopamudra, Ghosha, Apala, Gargi, and Maitreyi. Named after Jagrani Devi, mother of Chandrashekhar Azad, the project engages thousands of students across campuses through storytelling, performances, research, films, workshops, and cultural training, creating young custodians of India's civilisational heritage.

Bachelors Degree in IKS has been initiated by SNDT Women's University from the academic session 26-27. Residential Narayani Gurukulam has been established at its Chandrapur Campus.

Paradox

Despite growing interest in Indian Knowledge Systems, a paradox remains. On one hand, India aspires to become a global knowledge leader under the vision of Viksit Bharat 2047. On the other hand, many students and institutions still view traditional knowledge as outdated or irrelevant. Students are highly connected digitally yet often disconnected culturally and spiritually. Ancient knowledge is sometimes romanticised without rigorous study, while modernity is occasionally imitated without critical understanding.

The challenge therefore is not merely revival but meaningful integration. The goal cannot be blind glorification of the past nor complete rejection of modern scientific developments. Bharat's educational future must balance tradition and innovation, spirituality and technology, ethics and progress.

Solution

The way forward lies in creating an educational ecosystem that is simultaneously rooted, relevant, research-oriented, and future-ready.

Indian Knowledge Systems should not remain confined to optional courses or symbolic references. They must become part of interdisciplinary inquiry across sciences, humanities, technology, governance, health, architecture, sustainability, and management.

Research on traditional systems should be evidence-based, rigorous, and globally benchmarked. Sanskrit and regional languages must be strengthened because they are repositories of vast intellectual traditions. Arts, crafts, yoga, meditation, ecological wisdom, and ethical education should become integral to holistic development.

Universities must encourage dialogue between traditional scholars and modern scientists. Technology can help digitise manuscripts, preserve oral traditions, and disseminate knowledge globally. Most importantly, education must reconnect students with the larger purpose of life, society, and nation-building.

The river of Anand that has flowed through India's civilisation across centuries continues even today. Despite invasions, colonisation, and modern disruptions, the essence of Bharat survives. The present generation has the opportunity to reconnect with this timeless stream of knowledge and transform education into a force that is not merely informative, but transformative. Education in Bharat was never meant only to prepare individuals for earning a livelihood. It was meant to awaken consciousness, cultivate wisdom, and create harmony within society and nature. The rediscovery of this vision through NEP 2020 shall become India's greatest contribution to the world in the twenty-first century.

Topics: NEP 2020 Indian Knowledge Systems SNDT Women's University Residential Narayani Gurukulam



Dr Ujwala Chakradeo

The columnist is Principal of SMM College of Architecture, Nagpur and specialises in Bharatiya Architectural Heritage [Read more]

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THE TIMES OF INDIA

NCERT criticised as Class 9 Hindi-medium students still await Maths and Science books; director says they will be available ‘very soon’

TOI Education | May 24, 2026, 05.24 PM IST



NEW DELHI: The National Council of Educational Research and Training (NCERT) is facing mounting criticism from teachers, students and parents after failing to provide newly revised Class 9 textbooks for Hindi medium students, even in digital format, nearly two months into the academic session. While the council announced through a post on X on April 25, 2026 that Class 9 books were available online in PDF format, several core subjects in Hindi medium are still missing from the official portal.

Teachers in Delhi schools said the absence of Hindi medium Mathematics and Science books has severely disrupted teaching and left students uncertain about syllabus changes, holiday assignments and examination preparation. Schools closed for summer vacation on May 23, 2026, but many students have entered the break without textbooks for major subjects.

Hindi medium students still without books

According to NCERT, PDF versions of several Class 9 books were uploaded online, including English, Sanskrit, Mathematics and Science in English medium, Hindi, Urdu and Physical Education titles. However, Hindi medium versions of Mathematics and Science are still unavailable on the official website. Teachers also pointed out that the Social Science book has not been uploaded even in English PDF format.

- NCERT makes Class 9 textbooks available online amid shortage in markets

A Mathematics teacher at a Delhi government school said the situation had created confusion from the beginning of the session. “After admissions to Class 9 were completed, I started teaching students from last year’s Mathematics book because the revised textbook was unavailable both physically and online. Weeks later, when the English version was uploaded, we discovered several chapters and topics had been removed from the syllabus. The work already completed in class became useless overnight and students had to start again,” the teacher said.
The teacher added that Hindi medium students were now depending entirely on translated classroom explanations. “The Hindi medium Mathematics book is still unavailable, not even as a PDF. Every day I am translating sums, definitions and examples from the English book while teaching. Students are asking how they will study during the summer break when they do not even have the basic textbook at home,” the teacher said.

NCERT says Hindi books are under development
TOI Education contacted Professor Dinesh Prasad Saklani, Director NCERT, regarding the delay in availability of Hindi medium books.

“Hindi version of grade 9th textbooks are under development and very soon these will be available online as well as offline. For rest of the classes all the books are available in both formats,” Saklani said.

On the issue of supply shortages, he added, “Now quite a good number of textbooks have already been printed and being made available through our multiple and robust marketing mechanism. There should be no shortage now. If any issue Head Publication may be asked for making books available through our dedicated portal. More books are being continuously published and distributed.”
However, Saklani did not provide any timeline on when the Hindi medium Mathematics and Science books would finally be made available online or in printed form, even as schools have already entered the summer vacation and students are expected to appear for unit tests shortly after reopening.

Teachers question examination preparedness

Teachers said the delay could affect performance in upcoming examinations scheduled soon after schools reopen.

“Unit tests are expected in the second week of July and half-yearly examinations will take place in September. Students are entering the vacation without books, without solved examples and without proper practice material. If NCERT uploads the books midway through the break, students will still lose valuable preparation time,” the Mathematics teacher added.

A Science teacher from a Delhi school said Hindi medium students were struggling to cope in classrooms where only English study material was available. “Children repeatedly ask for the Hindi Science book because they cannot fully understand scientific terms from the English version. We are preparing handwritten notes and translating chapters line by line during class. This should not have happened after the academic year had already started,” the teacher said.

Students say studies have been disrupted
Hindi medium students also questioned why they had been left without access to core subject books.

A Class 9 student from Delhi said, “English medium students at least have PDFs, but we do not even have that. We are borrowing photographs of pages and sharing them through mobile phones. Mathematics becomes very difficult when you do not have the actual book in your language.”

Another student said printed copies available through online sellers were expensive and sold out quickly, forcing many students to wait without study material weeks after classes began.

The Pioneer, 25 May 2026, Page 2, 4

CBSE fee fiasco: Pradhan seeks FM help

PIONEER NEWS SERVICE
New Delhi



Union Education Minister Dharmendra Pradhan on Sunday sought assistance from Union Finance Minister Nirmala Sitharaman to support an overhaul of the CBSE payment gateway system. The development followed after students and parents complained of failed transactions, multiple fee deductions and difficulties in accessing the CBSE post-result services portal during the ongoing verification and re-evaluation process.

During the telephonic discussion, it was decided that four Public Sector Banks (PSBs) — the State Bank of India, Bank of Baroda, Canara Bank and Indian Bank — will assist the Central Board of Secondary Education (CBSE) in strengthening its payment gateway infrastructure and the necessary integration with the post-examination portal, the Education Ministry said in a statement.

"The banks will enable the CBSE to put in place robust payment protocols to ensure timely payments, address payment glitches, and automatic refunds for excess payments, if any," it said. According to the statement, Pradhan has directed the CBSE to undertake a "complete overhaul" of its payment gateway system.

"It is envisaged that the coordinated effort with the finance ministry and public sector banks shal ensure seamless digital transac tions, improved payment gatewa stability and smooth experienc for students availing CBSE re-eva uation and related services," th statement said.

CONTINUED ON >> P

CBSE fee fiasco: Pradhan seeks FM help

Pradhan has also directed to depute teams of professors and technical experts from IIT-Madras and IIT-Kanpur to examine all the technical issues reported since the rollout of this year's re-evaluation services and assist the CBSE in ensuring a glitch-free process, the education ministry said.

"The team of experts will implement focused technological improvements and will specifically examine portal stability and server performance. The team will also examine the overall IT Infrastructure and assist in taking corrective measures to ensure that login authentication/user access systems/payment gateways are accurate and in order," it added.

According to the statement, Pradhan reiterated that "student interests remain paramount" and that all necessary corrective measures need to be undertaken by the CBSE on priority to ensure a "transparent, efficient and student-friendly system".

CBSE will engage experts from the Indian Institute of Technology, Madras and IIT-Kanpur to address technical challenges in its post-result services portal. The move comes amid complaints from students and parents over glitches in the CBSE re-evaluation process. On Saturday, Pradhan also sought a detailed report from the CBSE over complaints of technical glitches faced by students during the re-evaluation process. The minister took serious cognisance of issues related to server downtime, payment gateway glitches and operational lapses reported during the process, sources said.

The Hindu, 25 May 2026, Pg - 12

CBSE to issue refunds to students who paid extra for re-evaluation

Press Trust of India
NEW DELHI

On May 21 and 22, certain technical issues on the portal led to incorrect fee deductions

The Central Board of Secondary Education (CBSE) on Sunday said it will issue refunds to students who were overcharged during the Class 12 post-result process due to technical issues.

This comes a day after Union Education Minister Dharmendra Pradhan sought a detailed report over complaints of technical glitches during the re-evaluation process.

In a notice, the CBSE said that on May 21 and 22, certain technical issues led to incorrect fee deductions in some cases while students were applying for scanned copies of evaluated answer books. "In some instances, excess payment was deducted, while in others, lesser amounts were charged," it said.

The CBSE said that in all cases of excess payment, the "exact excess amounts shall be refunded to the same payment method which was used for payment".

Deadline extended

Meanwhile, the CBSE once again extended the deadline for students seeking scanned copies of their evaluated answer books for Class 12 board examinations, with the last date now revised to May 25 midnight.

Hindustan Times, 25 May 2026, Page No - 10

IIT experts to help fix CBSE portal snag

Sanjay Maurya
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NEW DELHI: Union education minister Dharmendra Pradhan on Sunday directed a team of professors and technical experts from the Indian Institutes of Technology (IIT) Madras and IIT Kanpur to assist the Central Board of Secondary Education (CBSE) in resolving glitches in its post-result services portal, amid complaints from students and parents over technical issues in the re-evaluation process and lower-than-expected scores in Class 12 exams under the new digital evaluation system.

"The expert team will implement focused technological improvements of the systems and technical workflows and will specifically examine portal stability and server performance," the ministry said in a statement.

It added: "The team will also examine the overall IT Infrastructure and assist in taking corrective measures to ensure that login authentication/ user access systems/ payment gateways are accurate and in order." It added that CBSE must take all corrective measures on priority.

The development comes days after the CBSE Class 12 results, declared on May 13, saw the overall pass percentage falling to 85.20%, down 3.19 percentage points from 88.39% last year — the lowest since 2019. The intervention follows widespread complaints from several students and parents regarding marks awarded in some subjects, with many expressing doubts about whether their answer sheets had been evaluated correctly under the Board's On-Screen Marking (OSM) system.



Dharmendra Pradhan

Two days later, on May 15, CBSE announced revised post-result procedures, allowing students to first obtain scanned copies of their evaluated answer books before applying for verification of marks or re-evaluation. The application window for obtaining scanned copies opened on May 19. However, following reports of technical issues and heavy traffic on the portal, CBSE extended the deadline twice, eventually pushing it to midnight May 25.

This was the first full-fledged rollout of OSM, under which 9.866 million answer books were digitally evaluated while 13,583 copies were checked manually because repeated scanning failed to produce legible images.

The scale of concern is reflected in the numbers: CBSE has received 294,000 applications covering over 856,000 answer books, compared with 131,000 applications for 282,000 answer books last year.

For Sarvagya Singh of Jharkhand's Bokaro, the consequences are potentially life-changing. The DPS Bokaro student scored 89.7%, well below the 93% he expected, including 71% in mathematics, a score he insists is impossible. "The final tally makes absolutely no sense. My bare minimum should never have dropped below 85%," he said.

Singh said he paid ₹500 for scanned copies of five answer books but had still not received them. The result threatens to cost him admission to the University of Hong Kong, which had offered him an 80% scholarship, contingent on 85% in mathematics.

"I intentionally skipped JEE because I was preparing for HKU. Because of this evaluation, my scholarship dream has been flushed down the drain and an entire year of my life may be wasted," he added.

Devesh Agarwal of Uttarakhand's Haldwani, who expected 94% but scored 85%, said the answer sheets he received after paying ₹600 "looked as if someone had clicked them from a phone in a hurry". "Many pages were blurred and I've found more than 15 discrepancies across four answer sheets," he said.

A Delhi student, who topped her school in Class 10 with 97.4% but scored 93% in Class 12, said she had still not received scanned copies of six answer books despite paying on May 21. "How can I raise objections when I can't see my answer sheets?" she asked, adding that she finally applied at 2.45 am because the portal kept crashing during the day.

Pradhan, Sitharaman discuss CBSE payment gateway overhaul

Pradhan spoke to Union finance minister Nirmala Sitharaman to seek her ministry's support to overhaul the CBSE payment gateway system. In a statement on Sunday, the education ministry said four banks — State Bank of India, Bank of Baroda, Canara Bank, and Indian Bank — would help CBSE "put in place robust payment protocols to ensure timely payments, address payment glitches, and provide automatic refunds for excess payments."

The Times of India, 25 May 2026, Page No-10

1.5L fake AI citations slipped into scientific record in 2025: Study

Suggests Several Researchers Copying Them Without Check

Chethan.Kumar
@timesofindia.com

Bengaluru: A surge of AI-generated fake citations has entered scientific literature, with a new study estimating that about 1.5 lakh fabricated references slipped into the record in 2025, most moving from preprints into peer-reviewed journals.

This is the central finding of a large-scale study by researchers at Cornell University, UCLA and UC Berkeley, which analysed 111 million citations across 2.5 million research papers published between 2020 and 2025 on arXiv, bioRxiv, SSRN and PubMed Central.

The study, titled 'LLM hallucinations in the wild', tracked citations whose titles could not be verified against major academic databases, including Semantic Scholar, OpenAlex and Google Scholar. By comparing post-2022 trends against pre-ChatGPT error baselines, researchers isolated the likely contribution of AI-generated hallucinations to the surge.

The steepest rise began around mid-2024, roughly 18 months after ChatGPT's public release, as AI tools evolved from writing assistants into citation-generation engines.



In a separate study published in Lancet, researchers found a sharp rise in fabricated citations across 2.5 million biomedical papers

The contamination is not concentrated in obviously fraudulent papers. Researchers found that fake references are typically sprinkled sparsely across otherwise legitimate manuscripts, suggesting many researchers are copying AI-generated citations without verifying them.

Existing safeguards are failing. Nearly 78.8% of fake citations passed arXiv moderation, and among bioRxiv preprints later published in PubMed Central-indexed journals, 85.3% of hallucinated references made it into the final published versions.

Researchers warn the problem may now be self-reinforcing: as fabricated references embed themselves in open-access repositories and citation databases, future AI models trained on that corpus risk absorbing and reproducing the same hallucinations.

Study In Lancet Too Warns

In a separate study titled "Fabricated citations: an audit across 2.5 million biomedical papers" published in The Lancet, researchers found a sharp rise in fabricated citations in biomedical research papers.

The study, conducted by researchers from Columbia University and other institutions, analysed biomedical papers published between 2023 and early 2026. It found more than 4,000 fabricated references embedded across 2,810 peer-reviewed papers.

The audit found the rate of fabricated references rose dramatically over the three-year period. In 2023, roughly one in 2,828 papers contained at least one fabricated citation. By 2025, the figure had worsened to one in 458 papers, and by early 2026, it had climbed to one in 277 papers.

One of the most striking examples cited in the study involved a 2025 paper in an open-access oncology journal on ureteroileal surgical techniques. Researchers found that 18 of the paper's 30 verified references (60%) were fabricated. The authors linked the surge partly to widespread adoption of LLMs which are known to "hallucinate" fake citations.

Warning that fabricated citations could compromise clinical guidelines and systematic reviews, researchers urged publishers to introduce automated reference verification systems before papers are accepted for publication. Nearly 98% of the affected papers had not faced any publisher action at the time of the audit, the study noted.

The Asian Age, 25 May 2026, Page No- 5



John J. Kennedy

Neet paper leak & cancellation signals systemic failure, collapse

The cancellation of the Neet UG 2026 is not just another administrative **embarrassment**. It is the public collapse of a system that promised fairness and meritocracy but has delivered anxiety, inequality and institutional failure.

More than 22 lakh students sat for this examination, believing that years of sacrifice would finally be judged through a credible national process. Instead, the government was forced to scrap the exam after investigators found significant overlaps between the actual question paper and a "guess paper" circulated through paid WhatsApp groups. The National Testing Agency (NTA), which conducts the examination, itself admitted that the sanctity of the exam had been thoroughly compromised. That admission matters because this is no longer just about a criminal conspiracy. It is about the collapse of institutional credibility, and the question of whether that credibility was ever as robust as we were told.

What the Neet crisis exposes, more than anything, is the dangerous fragility of India's obsession with hyper-centralised examinations. What was sold as "One Nation, One Exam" has, in practice, become one nation, one catastrophic point of failure. A single breach now destabilises the futures of millions. This is not an unforeseen accident. The early warning signs were plain. After the 2024 Neet scandal, a committee headed by former Isro chairman K. Radhakrishnan reportedly recommended major structural reforms, including computer-based testing, multiple exam sessions, stronger digital safeguards and decentralised security mechanisms. Thankfully, the government has now agreed to computer-based testing.

The committee explicitly flagged that transporting physical question papers across thousands of centres creates enormous vulnerabilities. Most of those recommendations were delayed, diluted or quietly shelved. The authorities recognised the risks and chose administrative convenience.

For years, Neet was projected as a reform that would eliminate corruption in medical admissions, standardise merit and democratise opportunity. The reality has been different. The exam may be uniform, but the conditions producing candidates are profoundly unequal. A student from an elite CBSE institution in Kota or Chennai equipped with expensive coaching, English-language fluency and years of specialised preparation does not compete on equal terms with a rural government school student from Bihar or Odisha. Equality of examination is emphatically not equality of opportunity. This was precisely the concern repeatedly raised by states like Tamil Nadu, whose opposition was routinely dismissed as political resistance or anti-merit populism. Time has largely vindicated that fear.

The Neet has not dismantled inequality. It has reorganised inequality around access to coaching.

Medical entrance preparation has evolved into a gigantic commercial industry. Entire cities survive on Neet anxiety. Families spend lakhs on residential coaching centres, repeat batches, test series and personalised mentoring. Students begin preparation years in advance, often sacrificing their adolescence entirely. Ironically, a reform introduced to curb commercialisation in admissions has produced unprecedented commercialisation in examination preparation. And when a single exam becomes the gateway to nearly every medical seat in the country, the incentives for malpractice become enormous. Paper leaks are no longer isolated acts of cheating. They are organised economic enterprises, the logical product of a system that concentrates extraordinary power in a single high-stakes event.

The NTA, meanwhile, has become an overburdened super-agency handling Neet, JEE, CUET, UGC-NET, and multiple other national examinations. Every glitch or security breach now affects millions simultaneously. The problem is not simply incompetence. It is structural overconcentration of power and responsibility. No institution, however well-run, can indefinitely sustain such massive centralisation.

There is also a larger question India continues to avoid: Should the entire future of a student be reduced to performance in a single high-pressure examination? Medicine is not a profession based solely on MCQ elimination and memory-based recall. It requires empathy, ethical judgment, communication, resilience and sustained intellectual maturity. Besides, 12 years of schooling are effectively compressed into one examination day. Even the so-called objectivity of Neet has grown unstable. Every year brings fresh disputes over paper difficulty, cut-offs, grace marks or administrative irregularities. The system that promised certainty now produces recurring litigation and confusion.

Sadly, the cruellest burden falls on the students. The emotional devastation caused by this cancellation cannot be dismissed as collateral inconvenience. Many aspirants had already endured multiple attempts. Some relocated to coaching hubs far from home. Others came from families that had exhausted their savings. At least one student is reported to have committed suicide after the cancellation.

Yet accountability within the system remains remarkably thin. When scandals emerge, responsibility diffuses conveniently across logistics vendors, local officials, private contractors and criminal intermediaries. Institutional accountability rarely travels upward. Arrests are showcased, committees are announced and structural reform remains painfully slow.

India truly needs a more honest conversation than the one it is currently having. Surely, the answer is not the uncritical defence of a collapsing centralised model, nor is it the simple abolition of national standards. What is needed is a layered admissions framework that balances national benchmarks with regional flexibility, weights school performance alongside entrance scores, and spreads both infrastructure and risk across multiple testing windows. Above all, we must abandon the illusion that centralisation guarantees fairness. In a country of deep educational inequality, it tends to guarantee the opposite. And when millions of young people lose faith in the process that decides their futures, the crisis is no longer merely educational.

The writer is retired professor and former dean of the School of Arts and Humanities at Christ University in Bengaluru

Training on Diploma Course in Guidance and Counselling (DCGC) organised by RIE, Bhubaneswar

प्रविष्टि तिथि: 25 MAY 2026 5:39PM by PIB Bhubaneswar

The Diploma in Guidance and Counselling (DCGC) of NCERT aims to train in-service teachers, teacher educators, school administrators and untrained guidance personnel as counsellors/teacher counsellors to guide and counsel students in school and other related settings. The orientation and training Programme of the Diploma Course in Guidance and Counselling (DCGC)-2026 of Regional Institute of Education, Bhubaneswar was held during 20–23 May 2026. The programme comprised academic sessions, practical activities, module discussions, assignments, counselling demonstrations, and reflective interactions conducted by experienced faculty members and resource persons. The programme aimed at strengthening participants' professional competencies in guidance and counselling and enhancing their understanding of learner-centred educational practices.





Prof. Manasi Goswami, Principal of the institute, appreciated the nature of the DCGC programme and emphasized learner understanding, self-reflection, and portfolio preparation as essential aspects of counselling practice. Highlighting the concepts of “Know Your Learner” and “Know Yourself,” she stressed the importance of understanding students’ developmental needs and encouraged innovative approaches such as flipped learning, reflective questioning, and empathetic guidance for effective learner support.

Prof. Ritanjali Dash, Head, DEE, discussed the growing relevance of guidance and counselling in the changing social and technological environment and highlighted the influence of science and technology on children's emotional and behavioural development.Prof. Laxmidhar Behera, Head, DE, explained the academic structure of the programme and emphasized the importance of assignments, statistics, practical work, and timely completion of portfolio activities.Prof. Sankar Prasad Mohanty, Coordinator of the programme, welcomed the participants and highlighted the need for trained counsellors to address learners' academic, emotional, behavioural, adjustment-related concerns, and school safety issues.

The academic sessions were conducted by distinguished external counsellors including Dr. Sipra Khuntia, Dr. Saswati Jena, Mr. Siba Prasad Patel, Dr. Yogamaya Panda, Dr. Rajalaxmi Panda, and Dr. Smaranika Pattnaik. The faculty members of the Institute, Prof. R. K. Mohalik, Lt. Prof. R. Sethy, Dr. Jeena K.G, Dr.V.Sasikala,Joint coordinator, Dr. M.Dixit, Dr. Dipanshu Shrama, Dr Varun Ashokan. The programme provided valuable opportunities for collaborative learning, practical exposure, reflective discussion, and professional interaction in the field of guidance and counselling. The trainees of the programme appreciated the modules, practicum activities and showed their confidence in providing guidance and counselling to school students of 21st century classrooms.

(Release ID: 2265017) Visitor Counter : 60

NEP 2020 Aims To End Colonial-Era Rote Learning Designed To Produce 'Babus': NCERT Director

On concerns surrounding the implementation of the three-language policy for Classes 9 and 10 following the recent announcement by the CBSE, the NCERT Director said language learning should be viewed as an opportunity rather than a burden.

Edited by: Rahul Kumar | Education | May 25, 2026 18:47 pm IST

Read Time: 4 mins

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Saklani said the policy places emphasis on critical thinking, experiential learning, toy-based pedagogy and joyful learning. He added that the new 5+3+3+4 school structure introduced under NEP 2020 marks a major shift in the education system. He said the foundational stage for children aged between three and eight years includes Bal Vatika 1, 2 and 3 before admission to Class 1 at the age of six.

He also spoke about the Vidya Pravesh programme being implemented by NCERT to assess school readiness among children entering Class 1. "Some students come from Bal Vatika while others come from anganwadi centres. Through Vidya Pravesh Karyakram, we assess whether their learning levels and mental development are similar," he said, adding that the programme is being implemented on a large scale.

On concerns surrounding the implementation of the three-language policy for Classes 9 and 10 following the recent announcement by the Central Board of Secondary Education (CBSE), Saklani said language learning should be viewed as an opportunity rather than a burden. Citing multilingual scholars, he said many people begin learning languages at the age of 10, 12 or even later. "The earlier children learn languages, the greater their learning opportunities and cognitive development," he said.

Referring to the R1, R2 and R3 language structure, Saklani said the third language would begin at a basic level and help children understand different parts of the country in the future. Responding to concerns over infrastructure and shortage of teachers for implementation at the secondary level, he acknowledged that challenges exist but said they can be addressed through community participation.

"Schools and communities will have to work together to make the implementation of NEP completely successful," he said.

New Delhi: Professor Dinesh Prasad Saklani, Director of the National Council of Educational Research and Training (NCERT), on Monday said the National Education Policy (NEP) 2020 aims to move India away from the colonial-era education system that promoted rote learning and was designed primarily to produce bureaucrats.

Speaking at the NDTV LearnNXT Conclave 2026 on how NEP 2020 would transform India's education system, Saklani said the policy emerged after one of the widest public consultations conducted in the country since the framing of the Constitution.

"The spirit of the NEP was shaped through extensive consultations across the country to understand what kind of education India truly requires. After Independence, the education policy was expected to change, but for decades the colonial system continued, and that hangover is still visible today," he said.

Highlighting the shortcomings of the earlier system, Saklani said rote learning remained one of the biggest legacies of colonial education. "The hallmark of colonial education was rote learning. The system was created to produce bureaucrats. NEP 2020 moves away from that approach," he said.

The NCERT Director said several principles of Mahatma Gandhi's Wardha Scheme of Basic Education introduced in 1937 are reflected in the new policy. According to him, nearly 65 per cent of Gandhi's ideas on basic education can be seen in NEP 2020. "We need to move away from rote learning and create an education system focused on understanding, skills and holistic development," he said.

"Schools and communities will have to work together to make the implementation of NEP completely successful," he said.

Saklani further said students can also use online platforms to learn additional languages and communication skills, including foreign languages such as French and Spanish. He acknowledged that every new initiative faces implementation challenges in the beginning.

Emphasising the importance of mother tongues and local languages, Saklani said developed nations continue to prioritise their own languages.

He cited examples of Japan, China and France, where education and communication continue largely in native languages. "If you want to become global, you cannot do so by leaving the local behind. First, our feet should stand firmly on the ground, then we can triumph in the world," he said.

The Pioneer, 2c May 2026, Page No - 11

Credit linked micro: Nano-Credentials — A dynamic gamechanger in skill education of youth



DR T SENTHIL SIVA SUBRAMANIAN

Education, especially skill-based,formsan essential element and constituent of National Education Policy, NEP 2020. It stands out to be the strongest pillar to change the market dynamics of our nation. India's skill — based education under National Skill Mission foster innovation driven society, community and finally accelerates our orange economic growth as well.

Qualitative educational values obtained through skilling forms the vital and integral portion of developing the holistic personality of students, teachers, and trainers. Skill based programs which are industry aligned in our nation form the greatest asset for the students and teacher fraternity of all groups at all academic institutions. Educational framework collaborated with industry inclined model curriculum makes a paradigm shift in the employment index in India.

India has been adapting the best practices of National Educational Policy 2020 which was launched five years ago. It enhanced the holistic development of students, teachers, and trainers. NEP 2020 plays a key role in developing significant features such as problem-solving ability and capability achieved through design thinking, experiential learning in the form of industry internships, project-based learning combined with hands — on practice, critical thinking aligned with solving real-world industry problem statements, empathy in synergy with emotional intelligence, digital literacy in streamline with application mindset. Most importantly, skill development programs are designed to meetthe industry job matrix across all segments.

India's higher educational systems are shifting towards agile — based blended learning-model called as credit linked Micro: Nano-Credentials.Micro: Nano-Credentials are the best and most valuable tools for institutions designed under the umbrella of National Education Policy, NEP 2020 which is intended tomeet the criteria of National Credit Frameworks (NCrF).

It is principally approved under National Occupational Standards [NOS] and National Skill Qualification Frameworks (NSQF)that ensure meeting the specific industry job roles. Micro: Nano-Credentials is forming the important and integral part of



Indian education system. Micro: Nano-Credentials are governed and regulated by NEP 2020. It is becoming acomplement and supplement student-centric fit for our present educational systems. Micro: Nano -Credentials are short term-based approaches which offer a flexible, hybrid combined with agile, diversified, multi-disciplinary and life-long learning starting from 7.5 hours duration. It is expected to create many opportunities for different stake holders and is implemented through Skill India Digital Hub [SIDH]. Micro: Nano-Credential coursesspan from emerging technologies like Artificial Intelligence, industrial automation, and all digital technologies. Micro: Nano-Credentials are primarily focused on industrial applications in addition to learning the foundational concepts and theories. It creates competency frameworks especially for students across all domains. The objective of Micro: Nano-Credential courses is to meet sustainability development goals thatmobilise the knowledge of students, teachers, and trainers.This will give a great push for industry job placements and enhance employability of students in higher educational institutions.

The Pioneer TRUSTED SINCE 1865 ARTIFICIAL INTELLIGENCE

India's sector skill councils have designed and developed several Micro-Credential courses in order to re-skill and upskill the students in higher educational institutions. Indian universities are thinking of a smart educational framework of implementing the Micro-Credentials in collaboration with sector skill council in the form of student's project-based learning, industry internships through on job training in manufacturing shop floors and apprenticeships activities. Micro-Credentials offers ease-of-access, ease-of-affordability and most importantly ease-of-learning for students across all groups, teachers, and trainers. Micro-Credentials are principally focused on industry aligned programs available in interdisciplinary domain — related and cross-domain specific formsthrough short-term based self-paced, offline and hybrid learning approaches. Micro: Nano-Credentials foster institutional development through industry — relevant skills of different job roles developed exclusively for the benefit of students.

Micro: Nano-credentials are offered in the form of classroom-lectures, theory, laboratory practical, firsthand learning. It is aligned extensively with growing labor markets in India and across the globe. Micro: Nano-credentials are globally recognized in different countries.

Please read the complete article online at dailypioneer.com

(The writer is a Head Institute Industry Interface Program Hindustan College of Science and Technology, Mathura)

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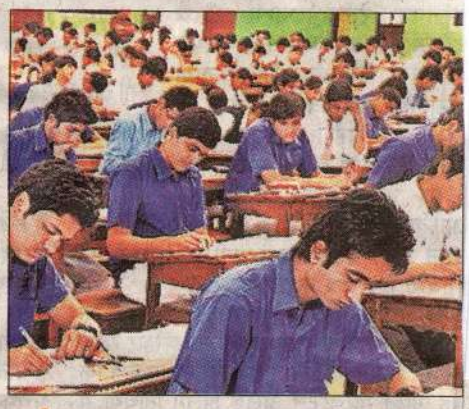
अंग्रेजी के साथ कोई और विदेशी भाषा पढ़ना मुश्किल

सुशील राघव

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) के विद्यालयों में अंग्रेजी के साथ कोई और विदेशी भाषा पढ़ना और पढ़ाना अब मुश्किल हो जाएगा। दरअसल, सीबीएसई ने इस साल से पहले छठी और बाद में नौवीं कक्षा से तीसरी भाषा पढ़ना अनिवार्य कर दिया है। तीन भाषाओं में दो भारतीय भाषाएं होनी अनिवार्य है। अगर कोई विद्यालय अपने विद्यार्थियों को अंग्रेजी भी पढ़ाता है तो ऐसे वह विद्यालय किसी विदेशी भाषा को विद्यार्थियों को नहीं पढ़ा पाएगा। इसके लिए विद्यालय को चौथी भाषा विद्यार्थियों को पढ़ाई होगी।

सीबीएसई के कुछ स्कूल अभी तक अंग्रेजी के साथ फ्रेंच या जर्मन भाषा विद्यार्थियों को पढ़ाते थे लेकिन तीसरी भाषा पढ़ाने और उसमें दो भारतीय भाषाओं को पढ़ाने के आदेश के बाद अंग्रेजी के साथ कोई भी विदेशी भाषा विद्यार्थियों को पढ़ाना लगभग नामुमकिन हो गया है। सीबीएसई की ओर से जारी तीन भाषाओं को पढ़ाने के ढांचे के मुताबिक जिन विद्यार्थियों ने छठी से आठवीं तक एक भी भारतीय भाषा नहीं पढ़ी है, उनके लिए कक्षा नौ में भारतीय भाषा के रूप में आर3 अनिवार्य होगी। इसमें भाषाओं के कुछ संयोजन भी दिए गए हैं। जैसे हिंदी, अंग्रेजी व मलयालय, अंग्रेजी, हिंदी व बंगाली, तेलुगू, अंग्रेजी व संस्कृत, मराठी, कन्नड़ व अंग्रेजी और पंजाबी, तमिल व गोडरी। इसके मुताबिक आर1, आर2 और आर3 में से दो भाषाएं अनिवार्य रूप से भारतीय भाषाएं होंगी। सीबीएसई की ओर से कहा गया है कि आर3 भाषा पढ़ाने के लिए विद्यालय डिजिटल कक्षाओं का उपयोग कर सकते हैं। इसके अलावा विद्यालय सेवानिवृत्त या अतिथि शिक्षकों की मदद से कक्षा नौ और दस के विद्यार्थियों को तीसरी भाषा पढ़ा सकते हैं। इतना ही नहीं वर्तमान में उपलब्ध शिक्षक जो भाषा के जानकार हैं या उस भाषा में स्नातकोतर किए हुए लोगों से भी आर3 भाषा की पढ़ाई करा सकते हैं। सीबीएसई का कहना है कि आर3 भाषा के लिए हर सप्ताह दो से तीन पीरियड की ही आवश्यकता होगी और विद्यार्थियों को भाषा को बोलने और उसे पढ़ने के लिए तैयार करना है। विद्यार्थियो को आर3 भाषा में अनिवार्य रूप से योग्यता हासिल करनी है और उसके अंकपत्र में इस भाषा के सामने योग्य या अयोग्य लिखा जाएगा जो आंतरिक मूल्यांकन पर आधारित होगा।

इस वर्ष नौवीं के विद्यार्थी आर3 भाषा की कक्षा छह से लिए तैयार पुस्तकों को पढ़ेंगे और अगले वर्ष से कक्षा नौ से लिए नई पुस्तकें उपलब्ध करा दी जाएंगी। अगले वर्ष यानी 2027 में कक्षा दस के विद्यार्थी आर3 भाषा की कक्षा सात से लिए तैयार पुस्तकों को पढ़ेंगे। कक्षा दस में आर3 की बोर्ड परीक्षा नहीं होगी केवल आंतरिक मूल्यांकन ही किया जाएगा।



तीन भाषाओं में दो भारतीय भाषाएं होनी अनिवार्य है। अगर कोई विद्यालय अपने विद्यार्थियों को अंग्रेजी भी पढ़ाता है तो ऐसे वह विद्यालय किसी विदेशी भाषा को विद्यार्थियों को नहीं पढ़ा पाएगा। इसके लिए विद्यालय को चौथी भाषा विद्यार्थियों को पढ़ाई होगी। सीबीएसई के कुछ स्कूल अभी तक अंग्रेजी के साथ फ्रेंच या जर्मन भाषा विद्यार्थियों को पढ़ाते थे लेकिन तीसरी भाषा पढ़ाने और उसमें दो भारतीय भाषाओं को पढ़ाने के आदेश के बाद अंग्रेजी के साथ कोई भी विदेशी भाषा विद्यार्थियों को पढ़ाना लगभग नामुमकिन हो गया है।

सीबीएसई

दैनिक जागरण,
27 मई 2026,
पेज नं - 10

एनटीए के बाद सीबीएसई

मेडिकल कालेजों में प्रवेश की परीक्षा नीट के प्रश्नपत्र लीक हो जाने के कारण इस परीक्षा को निरस्त करने के बाद केंद्रीय माध्यमिक शिक्षा बोर्ड यानी सीबीएसई की पुनर्मूल्यांकन प्रक्रिया में जिस तरह विसंगतियों की शिकायतें सामने आ रही हैं, वे निराशाजनक भी हैं और दुर्भाग्यपूर्ण भी। इसी कारण शिक्षा मंत्रालय की संसदीय समिति ने जैसे नीट का आयोजन करने वाली संस्था नेशनल टेस्टिंग एजेंसी यानी एनटीए एवं शिक्षा मंत्रालय के अधिकारियों को तलब किया था, वैसे ही सीबीएसई के चेयरमैन को भी अपने समक्ष उपस्थित होने का आदेश दिया है। उनसे पूछा जाएगा कि सीबीएसई परीक्षा की उत्तर पुस्तिकाओं के सत्यापन और पुनर्मूल्यांकन में गड़बड़ियां क्यों सामने आ रही हैं? पता नहीं वे क्या जवाब देते हैं और उनसे संसदीय समिति संतुष्ट होती है या नहीं, लेकिन प्रश्न केवल उसके संतुष्ट होने का नहीं है। प्रश्न यह है कि सीबीएसई उन छात्रों को संतुष्ट कर पाएगा या नहीं, जो अपनी उत्तर पुस्तिकाओं के पुनर्मूल्यांकन में गड़बड़ी की शिकायत कर रहे हैं? ध्यान रहे ऐसी कई शिकायतों को सीबीएसई ने सही पाया है। इसका अर्थ है कि सीबीएसई की पुनर्मूल्यांकन प्रक्रिया में वास्तव में कोई खामी है। यह कहना कठिन है कि कितने छात्र पुनर्मूल्यांकन की प्रक्रिया में खामी के शिकार हैं, लेकिन जब ऐसा होता है तो छात्रों और साथ ही अभिभावकों का परीक्षा मूल्यांकन की प्रक्रिया से भरोसा उठता है। इसी के साथ परीक्षा आयोजन करने वाली संस्था की साख पर भी बट्टा लगता है।

यह सामान्य बात नहीं कि जहां कुछ छात्र यह पा रहे हैं कि बोर्ड द्वारा अपलोड की गई उनकी उत्तर पुस्तिकाओं की स्कैन कापी उनकी लिखावट से मेल नहीं खा रही है, वहीं कुछ की यह शिकायत है कि सही उत्तर के बाद भी उनके अंक काट दिए गए। कुछ यह भी कह रहे हैं कि स्कैन कापी देखकर समझना कठिन है कि उत्तर पुस्तिक किसकी है? यह ठीक है कि सीबीएसई अधिकारी विसंगतियों क ठीक कर रहे हैं और शिकायत करने वाले छात्रों को उनकी उत्त पुस्तिकाएं भी उपलब्ध करा रहे हैं, लेकिन इससे केवल समय औ संसाधन की बर्बादी ही नहीं होगी, बल्कि अन्य छात्रों के मन में य यह आशंका घर करेगी कि उनकी उत्तर पुस्तिका का मूल्यांकन स तरह हुआ या नहीं? इसके चलते और छात्र अपनी उत्तर पुस्तिका के पुनर्मूल्यांकन की आवश्यकता महसूस कर सकते हैं। य सीबीएसई अधिकारी ही बता सकते हैं कि उत्तर पुस्तिकाओं पुनर्मूल्यांकन में गड़बड़ी के कारण क्या हैं, लेकिन ऐसा लगता है आन स्क्रीन मार्किंग यानी ओएसएम का काम जिसे दिया गया, इसे करने में दक्ष नहीं था। त्रासदी यह है कि ऐसा पहली बार देख को नहीं मिल रहा है।

बिखरे मानकों में उलझी प्रवेश परीक्षा



भारत आज वैश्विक शिक्षा केंद्र बनने की आकांक्षा रखता है। मगर इस लक्ष्य को पाने के लिए केवल उत्कृष्ट संस्थान ही नहीं, बल्कि निष्पक्ष और सुव्यवस्थित प्रवेश परीक्षा प्रणाली का होना भी जरूरी है।

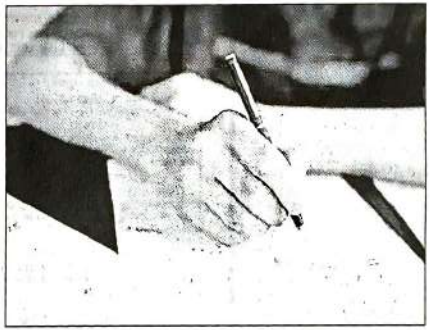
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जनसत्ता,
27 मई 2026,
पेज नं-6

उच्च शिक्षा व्यवस्था में योग्यता, समान अवसर और क्षेत्रीय संतुलन की प्रतिबद्धता का होना जरूरी है। देश में इस दिशा में समय-समय पर प्रयास होते रहे हैं और भारतीय प्रबंधन संस्थान (आइआइएम) इन आदर्शों के प्रतीक माने जाते हैं। इन संस्थानों को उत्कृष्टता, प्रतिस्पर्धा और पेशेवर सफलता के मानक के रूप में देखा जाता है। मगर, जिन संस्थानों की पहचान पारदर्शिता और श्रेष्ठता से जुड़ी है, उनकी प्रवेश प्रक्रिया काफी असमन्वित प्रतीत होती है। जब देश प्रशासनिक सुधार, डिजिटल सरलीकरण और छात्र-केंद्रित नीतियों की ओर बढ़ रहा है, तब आइआइएम की प्रवेश परीक्षा व्यवस्था पर पुनर्विचार समय की मांग है। देश में भारतीय प्रबंधन संस्थानों की यात्रा स्वतंत्र भारत के विकास से गहराई से जुड़ी है। वर्ष 1961 में अहमदाबाद और कोलकाता में पहले आइआइएम स्थापित हुए, जिनका उद्देश्य विकासशील राष्ट्र को कुशल प्रबंधक देना था। वर्ष 1973 में आइआइएम बंगलुरु की स्थापना हुई। उदारीकरण के बाद लखनऊ, इंदौर और कोझिकोड जैसे संस्थान अस्तित्व में आए, जिन्होंने बदलती अर्थव्यवस्था की जरूरतों को पूरा किया।

पिछले एक दशक में देश के विभिन्न राज्यों में नए आइआइएम खोले गए, ताकि क्षेत्रीय संतुलन सुनिश्चित हो और गुणवत्तापूर्ण प्रबंधन शिक्षा महानगरों से बाहर भी पहुंचे। विस्तार की यह नीति सराहनीय रही, मगर इन संस्थानों में प्रवेश के लिए समन्वय का अभाव आज भी खलता है। प्रवेश प्रक्रिया की बात की जाए, तो सभी आइआइएम के लिए एक समान प्रवेश द्वार यानी लिखित परीक्षा है- कामन एडमिशन टेस्ट (कैट)। यह परीक्षा लाखों अभ्यर्थियों में से प्रतिभाशाली विद्यार्थियों की पहचान करती है। इसकी खासियत है कि यह देशभर के युवाओं को समान मंच प्रदान करती है। भौगोलिक स्थिति, विश्वविद्यालय या सामाजिक पृष्ठभूमि चाहे जो हो, सभी का मूल्यांकन एक ही कसौटी पर होता है। कैट ने यह सिद्ध किया है कि बड़े स्तर पर भी निष्पक्ष और मानकीकृत परीक्षा संभव है, मगर यह सिर्फ एक लिखित परीक्षा भर है और इसके परिणाम घोषित होते ही प्रवेश प्रक्रिया अलग-अलग दिशाओं में बिखर जाती है। इसका अर्थ यह है कि कैट उत्तीर्ण विद्यार्थियों के लिए प्रत्येक आइआइएम अपनी अलग आवेदन प्रणाली, अलग शुल्क और अलग साक्षात्कार प्रक्रिया चलाता है। एक छात्र एक ही स्कोर के आधार पर कई संस्थानों में आवेदन करता है और अलग-अलग शहरों में जाकर लगभग समान प्रकार के साक्षात्कार देता है। इस प्रक्रिया की प्रकृति भले मिलती-जुलती हो, लेकिन उसका संचालन पूरी तरह अलग-अलग होता है।

एक तथ्य यह भी है कि कैट के स्कोर का उपयोग आइआइएम के अलावा कई भारतीय प्रौद्योगिकी संस्थान (आइआइटी), राष्ट्रीय प्रौद्योगिकी संस्थान (एनआइटी) और अन्य सरकारी एवं निजी संस्थान भी करते हैं। हर संस्थान अपनी अलग चयन प्रक्रिया आयोजित करता है। नतीजतन, विद्यार्थी को समान प्रकृति के अनेक साक्षात्कारों से गुजरना पड़ता है। यह पुनरावृत्ति समय, संसाधन और ऊर्जा की अनावश्यक खपत है। दोहराव विद्यार्थियों के लिए प्रशासनिक, सामाजिक एवं आर्थिक बोझ बन जाता है। सबसे पहले आर्थिक पक्ष सामने आता है। हर आवेदन के साथ शुल्क, साक्षात्कार के लिए यात्रा और ठहरने का खर्च



तथा कई बार कार्य या पढ़ाई से अनुपस्थिति की कीमत- सब मिलकर एक बड़ा वित्तीय दबाव बनाते हैं। छोटे शहरों या सीमित आय-वाले परिवारों से आने वाले विद्यार्थियों के लिए यह चरण विशेष रूप से कठिन हो सकता है। कई प्रतिभाशाली विद्यार्थी केवल इसलिए सभी अवसरों का लाभ नहीं उठा पाते, क्योंकि वे हर शहर तक पहुंचने का खर्च वहन नहीं कर सकते। यदि उत्कृष्टता तक पहुंच आर्थिक सामर्थ्य पर निर्भर होने लगे, तो योग्यता की अवधारणा कमजोर पड़ जाती है।

> **हाल के वर्षों में कुछ नए भारतीय प्रबंधन संस्थानों ने 'कामन एडमिशन प्रोसेस' (कैप) जैसी पहल शुरू की है, जहां साझा साक्षात्कार आयोजित किए जाते हैं। कुछ अन्य ने संयुक्त प्रवेश प्रक्रिया (जैप) का प्रयोग किया है, मगर ये व्यवस्थाएं स्थायी और सार्वभौमिक नहीं हैं। सभी आइआइएम इनमें शामिल नहीं होते और समूहों की संरचना बदलती रहती है। इससे आंशिक समन्वय तो दिखता है, मगर मूल समस्या का समाधान नहीं होता। यदि 'कामन एडमिशन टेस्ट' (कैट) के बाद एक मानकीकृत साझा साक्षात्कार प्रक्रिया क्षेत्रीय केंद्रों पर आयोजित की जाए, तो विद्यार्थी अपने निकटतम शहर में इस प्रवेश प्रक्रिया में आसानी से शामिल हो सकते हैं।**

आर्थिक बोझ के साथ मानसिक और सामाजिक दबाव भी जुड़ा होता है। प्रवेश सत्र के दौरान छात्रों को कम समय में कई यात्राएं करनी पड़ती हैं। तिथियों का टकराव, अनिश्चितता और बार-बार मूल्यांकन की प्रक्रिया तनाव बढ़ाती है। महिला उम्मीदवारों और दूरदराज के क्षेत्रों से आने वाले विद्यार्थियों के लिए सुरक्षा एवं ठहराव की चिंता अतिरिक्त चुनौती बन जाती है। प्रश्न यह है कि क्या इस स्थिति को किसी भी विद्यार्थी-हितैषी व्यवस्था के अनुरूप देखा जा सकता है? इस संदर्भ में सिर्फ विद्यार्थियों को नहीं, बल्कि संस्थानों को भी समन्वित व्यवस्था के अभाव का दुष्परिणाम झेलना पड़ता है। एक मेधावी छात्र को कई आइआइएम, आइआइटी, एनआइटी इत्यादि से प्रस्ताव मिल सकते हैं। वह अपनी पसंद का इंतजार करते हुए अन्य संस्थानों में अस्थायी रूप से सीट स्वीकार करता है और शुल्क राशि जमा कर देता है। इससे बड़ी धनराशि महीनों तक फंसी रहती है। जब छात्र अंतिम निर्णय लेता है, तो दूसरी जगह जहां उसने शुल्क राशि जमा की है, वहां सीटें खाली हो जाती हैं और प्रतीक्षा सूची को फिर से अद्यतन करना पड़ता है। पूरी प्रक्रिया लंबी और अनिश्चित बन जाती है, जिससे प्रशासनिक संसाधनों पर अतिरिक्त दबाव पड़ता है।

हालांकि हाल के वर्षों में कुछ नए भारतीय प्रबंधन संस्थानों ने कामन एडमिशन प्रोसेस (कैप) जैसी पहल शुरू की है, जहां साझा साक्षात्कार आयोजित किए जाते हैं। कुछ अन्य ने संयुक्त प्रवेश प्रक्रिया (जैप) का प्रयोग किया है, मगर ये व्यवस्थाएं स्थायी और सार्वभौमिक नहीं हैं। सभी आइआइएम इनमें शामिल नहीं होते और समूहों की संरचना बदलती रहती है। इससे आंशिक समन्वय तो दिखता है, मगर मूल समस्या का समाधान नहीं होता। देखा जाए तो आज लगभग हर राज्य में कोई न कोई केंद्रीय उच्च शिक्षण संस्थान (आइआइएम, आइआइटी, एनआइटी) मौजूद है जोकि अपने आप में एक अवसर है। यदि कैट के बाद एक मानकीकृत साझा साक्षात्कार प्रक्रिया इन क्षेत्रीय केंद्रों पर आयोजित की जाए, तो छात्र अपने निकटतम शहर में इस प्रवेश प्रक्रिया में आसानी से उपस्थित हो सकते हैं। जिसके बाद एक पारदर्शी केंद्रीय 'काउंसलिंग' प्रणाली के माध्यम से सीट आबंटन किया जा सकता है, जिसमें संस्थानों की प्राथमिकता, विद्यार्थियों की रैंक और आरक्षण नीति का संतुलित समावेश हो। इंजीनियरिंग और मेडिकल प्रवेश प्रणाली में इस प्रकार की केंद्रीकृत व्यवस्था पहले से लागू है।

हर संस्थान अपने चयन मानदंड और शैक्षणिक मानकों के अनुरूप एकीकृत साक्षात्कार प्रक्रिया को अमल में ला सकता है। यह प्रक्रिया के दोहराव को समाप्त करने की दिशा में एक अहम पहल हो सकती है, जिससे संचालन तंत्र की दक्षता और पारदर्शिता बढ़ेगी, साथ ही कैट के मूल उद्देश्य तक पहुंचना भी संभव हो जाएगा। यानी एक ऐसी प्रवेश प्रक्रिया, जिसमें सभी प्रबंधन संस्थानों की एक ही मंच के माध्यम से लिखित परीक्षा, साक्षात्कार, 'काउंसलिंग' और शुल्क जमा करने की व्यवस्था हो। भारत आज वैश्विक शिक्षा केंद्र बनने की आकांक्षा रखता है। इस लक्ष्य को प्राप्त करने के लिए केवल उत्कृष्ट संस्थान ही नहीं, बल्कि निष्पक्ष और सुव्यवस्थित प्रवेश प्रणाली का होना भी आवश्यक है। यहां प्रश्न क्षमता का नहीं, इच्छाशक्ति का है। क्या हम ऐसी व्यवस्था बनाने पर गंभीरता से विचार करेंगे, जो विद्यार्थियों के साथ-साथ उनके समय, धन और ऊर्जा का सम्मान एवं संरक्षण करे? क्या हम यह सुनिश्चित करेंगे कि उत्कृष्टता तक पहुंच केवल प्रतिभा पर निर्भर हो, साधनों पर नहीं? अगर योग्यता को अवसर का आधार बनाना है, तो प्रवेश प्रक्रिया को भी उतना ही सुगम और सरल बनाना होगा।

The Tribune,
27 May 2026,
Page No. -6

Re-evaluation mess

Systemic reform is the way forward for CBSE

AFTER the NEET-scarred National Testing Agency, it's the Central Board of Secondary Education (CBSE) that has come under nationwide scrutiny. The board's On-Screen Marking (OSM) system has been beset by complaints of glitches and discrepancies. Some Class-12 students have flagged a mismatch between their answer sheets and the scanned copies uploaded under the re-evaluation process. This is much more than a technical problem; it's a warning about the growing fragility of India's exam ecosystem, which determines the future of millions of students. The case of a student, Vedant Srivastava, is especially alarming because the CBSE itself admitted that the wrong answer sheet had been shared (it subsequently sent him the correct one). Another examinee, Sanjana, reportedly received a similar response from the board. The acknowledgement of these embarrassing errors is welcome, provided it is followed by strict action against erring officials.

The larger concern is that students had to resort to social media campaigns before corrective steps were taken. In a fair and transparent education system, grievance redressal should not depend on public outrage, political intervention or online visibility. What's worse, Vedant was brutally trolled for questioning a potentially flawed system. Some Netizens chose to brand the teenager "anti-national" and even "Pakistani" for raising concerns about his marks. It's shocking that a genuinely aggrieved Indian citizen was treated as a traitor. Should students face harassment merely because their complaints leave premier national organisations red-faced?

Rapid digitisation without adequate testing creates vulnerabilities that disproportionately harm students. The CBSE's damage-control exercise is no substitute for systemic reform. The board must promptly order an independent audit of the OSM system and scanning procedures. Exam boards and testing agencies are custodians of merit and fair play. India's beleaguered education system can save face only if it guarantees basic procedural reliability.

The Times of India,
27 May 2026,
Page No. -18

It's CBSE Now

Another digitised exam process brings grief. Why is change rolled out without stress-testing systems?

Onscreen marking, offscreen trauma. Several Class 12 students, teenagers all, have exposed more than just the botch-up of mismatched answer sheets. This year, CBSE adopted an onscreen marking system. This entailed that paper-pen answer sheets were scanned; examiners marked digitised answer sheets. Once results were out last week, many complained of unusually low marks, totally unexpected given their own measure of their performance. As part of the re-evaluation application, CBSE uploaded applicants' answer sheets of subjects in which re-evaluation is sought. Only for some kids to make the shocking discovery that answer sheets marked and uploaded in their name, weren't theirs at all.

The plight of the kids is hard to imagine. Such mismatches also mean there are students whose marksheets read better than their actual test scores. The future of all these youngsters rests on these marks, and some, for college admission. What a mess. As if NTA's paper leaks and chaotic CUET weren't traumatic enough...One of the teens flagged the mismatch on social media to get CBSE's attention. For this, he suffered vicious trolling, where no apology is forthcoming. CBSE has conceded the "mix-up". It has corrected "errors". But that's beside the point. Post-mortems don't bring back the dead – in this case, trust in their new process. How many such mix-ups have gone unnoticed, where a decimal point can decide a college admission?



The bigger concern is the real tangle exposed – what is this strange obsession by India's exam bodies to hurry the rollout of digitised/online testing infra, riddled with errors and glaring lapses? Examiners complained of blurred answer sheets, difficult to mark. Portal logins malfunctioned. Re-evaluation payment page redirected, or was on loop. This latest bungle–mismatch of papers–lays waste to CBSE promises of transparency & fairness from onscreen marking. If CBSE cannot guarantee children will receive correct marks, and not as a matter of luck, it should not have implemented onscreen marking this year. Pilots, more pilots and foolproof secure infra, unhackable, are key for successful digital transition. Just how many re-evaluations is CBSE prepared for?

The Asian Age, 27 May, Page No. 5

THE ASIAN AGE

27 MAY 2026

CBSE mess: Govt must search for root of graft

Prime Minister Narendra Modi often reminds his fellow citizens about the democratic dividend this country is set to harvest. Mr Modi is obviously referring to the fact that more than half of the Indian population is aged below 30, and a lion's share of it is made of students. However, the government he leads and the agencies under it do not treat the student community in a way that they are assured of a bright future; instead they are subjected to untold miseries for no fault of theirs. But those who are responsible do not appear to acknowledge them; leave alone make honest attempts to fix them.

The leak of the question papers for the National Eligibility-cum-Entrance Test (Neet) for admission to various medical courses in the country conducted by the National Testing Agency (NTA) and the serious complaints about the valuation of papers for the Class 12 examination conducted by the Central Board of Secondary Examination are the result of unacceptable lapses on the part of the government.

The NTA has been conducting various national tests for admission to educational courses for about a decade and there have been several instances when the agency has proved itself to be unequal to the task. The cancellation of the Neet examination for admission to undergraduate courses this year cannot be counted as a one off incident; it was only two years ago that such allegations had surfaced. It appears that the government did not take a thorough look into what went wrong and examined what corrective steps were to be taken.

The two issues that are now making students chase elusive solutions are of the government's own making. The education minister has never appeared serious about the purpose of his ministry...

There is no end to the complaints of the students and their parents about the discrepancies in the evaluation of answer papers of Class 12 students. India prides itself as a software powerhouse; it is shame that the authorities have not been able to come up with a solution at least after the trouble broke out. Union education minister Dharmendra Pradhan has now entrusted the job to IIT Madras and IIT Kanpur. It is a delayed decision, albeit a welcome one.

The two issues that are now making students chase elusive solutions are of the government's own making. A national level entrance test for medical admissions was mooted by the Supreme Court after it came across irregularities in the tests state governments had been conducting. Now, the solution has become worse than the original problem. It is not that there are no national level entrance examinations in this country; it only shows that the NTA is not equipped to handle such a mammoth exercise. Its lethargy and callousness have forced the Supreme Court to point out that it has refused to learn from past mistakes and make amends. The CBSE revaluation issue is also the creation of an unprepared, unimaginative bureaucracy that did not have the wisdom to introduce a new system after ensuring that all the bugs are fixed.

The education minister has never appeared serious about the purpose of his ministry; it has completely lost the message the Prime Minister has been trying to communicate to the youth. Instead, it is busy searching for excuses to minimise its own failures. It must at least now run a thorough check of the system and see if corruption has taken root before things get out of hand.

Liberal-arts education matters more, not less, in the age of AI: Five reasons why



AMITABH MATTOO

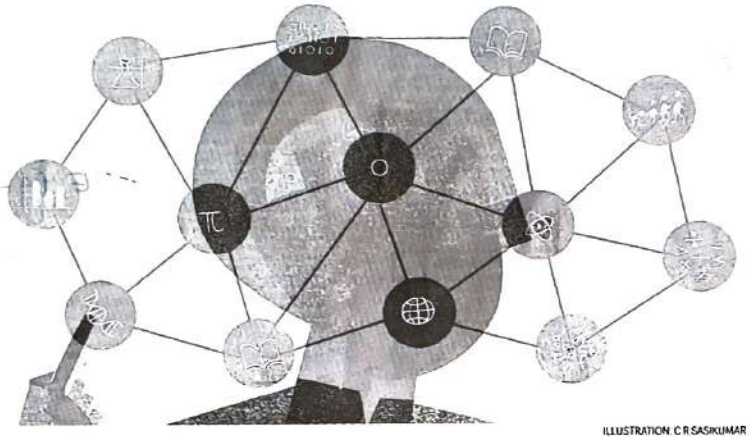


ILLUSTRATION: C R SASIKUMAR

EVEN AS universities across India seek to implement the National Education Policy, they are confronted with a deeper question: What should higher education look like in the age of Artificial Intelligence? Fortunately, the NEP's focus on multidisciplinary learning and intellectual flexibility is remarkably prescient. In a world being shaped by AI, the future will be shaped by societies that can think across disciplines, rather than simply excel within a single specialisation. It also revives the importance of liberal-arts education.

Over 25 years, in academic leadership, I have seen recurring waves of anxiety about the relevance of liberal-arts education. Successive eras of doubt about the importance of the liberal arts have been driven by the growing dominance of STEM subjects. Questions about humanities and social science degrees are often posed in terms of "worth" or return on investment; disciplines that are intellectually interesting but economically dispensable. The age of AI has finally exposed the poverty of that thinking.

Liberal-arts education is now — more than ever — India's key to the future. Here's why. First, while data may be the new marker of literacy, information alone is not enough. Yes, artificial intelligence can process massive amounts of data at speeds no human can match. Yes, AI can write essays, create computer programs, identify trends, and engage in convincing conversation. But at a time when AI is dangerously masquerading as truth, nothing can substitute judgement informed by history, ethics, culture and politics. The more sophisticated machines become, the more precious distinctly human capacities will grow.

The second reason to embrace liberal arts is that future problems will not come neatly labelled as History, Economics or Computer Science. Debates about the liberal arts versus STEM are based on a false binary. The biggest challenge facing India is whether — and how well — it can do both. The best engineers will need the insights of History, Political Science and Ethics to solve the problems of the future. Good technologists will need social science to build humane technology. India needs economists who can speak knowledgeably about climate change and behavioural science. In the age of AI, disciplinary silos will hinder those who work within them. That's why the NEP's stress on multidisciplinary and holistic education is so welcome.

Third, liberal-arts degrees matter for democracy. Democracies need citizens who can think critically, engage in civil disagreement, and have some understanding of the past. When markets determine educational priorities, the social value of learning can easily be reduced to its immediate monetary value. History, Philosophy, Anthropology and Political Theory will always seem less important than degrees with easy job placements. But democracies that stop valuing these subjects will do so at their own peril. Universities are, after all, more than employment facilitation or placement centres.

When JNU was created more than five decades ago, it was imagined almost as an intellectual republic. Students came from every corner of India and were introduced to new ideas that helped them see beyond the limits of their backgrounds and communities. The value of universities like JNU is not simply in what they research or publish; it is in the idea of a public space dedicated to knowledge for its own sake. Just as importantly, universities play an important role in nurturing democratic citizenship and values. To be sure, private universities have expanded access to education and brought change to India's higher education ecosystem. From Shiv Nadar to Ahmedabad University to Ashoka, several private institutions have pioneered serious investments in liberal-arts education and interdisciplinary programmes. With India's vast population, we need both private and public universities. Yet there is also reason for caution. Once you let market forces alone dictate the purpose of a university, certain areas of study will naturally be privileged over others.

> India's traditions never viewed knowledge as fragmented into isolated disciplines. Education was seen as a cohesive whole. India's strengths in the modern knowledge economy are tied to a return to this interdisciplinary approach

The fourth reason to care about liberal-arts education is resilience. Coding languages and technical skills change every few years. What employers look for changes. What will not change — and what humans will always need — is the ability to think critically, communicate effectively, and relate to others. As AI takes over more of the world's blue-collar and white-collar jobs, human skills will need to become more human. Liberal-arts degrees are uniquely positioned to provide that education. At JNU's School of International Studies, we see it play out in real time as the field of International Relations is being reshaped by tech. Climate change, cybersecurity, big data and disinformation aren't just "topics" to be studied — they will define both opportunities and challenges for the next generation of global leaders. Which is why we must train students who are not only tech-savvy, but historically literate, ethically mindful, and globally literate.

The fifth reason is civilisational. India's own intellectual traditions never viewed knowledge as fragmented into isolated disciplines. There was no divide between Philosophy and Politics, Economics and Ethics, or even Literature and public service. Education was seen as a cohesive whole. India's strengths in the modern knowledge economy are tied to a return to this interdisciplinary approach. The NEP, in many ways, mirrors a growing recognition that Indian traditions of knowledge are no longer compartmentalised.

For decades now, I have had the privilege of learning from students across India and the world — whether at public universities in India's conflict areas or leading universities abroad. What I have learned from them is that higher education must do more than create workers. It must help us become better human beings.

India today has a historic opportunity. If implemented with care and seriousness, the NEP has the potential to help India educate a generation that is technologically literate and democratically mindful. That will make India not just a stronger knowledge economy but a stronger democracy, and improve the quality of life of all its inhabitants. For the ultimate challenge posed by AI is not technological, it is human. Machines may increasingly answer questions. Universities must still teach which questions are worth asking.

The writer is dean of the School of International Studies, JNU and professor of IR at the University of Melbourne

The Indian Express, 27 May 2026, Page No. - 11

Ad



Supreme Court, Exams

Litigation News

Supreme Court seeks CBSE, NCERT response on challenge to mandatory three-language policy for classes 6 to 9

The Court sought responses while flagging logistical concerns over the implementation of the policy.

Debayan Roy

Published: 27th May, 2026 at 4:39 PM

The Supreme Court on Wednesday sought responses from the Union Government, Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT) on a petition challenging a CBSE circular mandating the study of

three languages including two regional languages from class 6 to class 9 ***[Yashica Bhandari Jain & Ors. v Union of India & Ors.]***

A Bench comprising of Chief Justice of India (CJI) **Surya Kant** and Justice **Joymalya Bagchi** while issuing notice, noted that the logistical concerns arising from the implementation of the policy would require closer examination.

"Let us have a comprehensive reply. We can hear on June 15. There will be logistical issues," observed CJI Kant.



CJI Surya Kant and Justice Joymalya Bagchi

The plea challenges a May 15 CBSE circular aligning its scheme of studies with the National Education Policy 2020 and the National Curriculum Framework for School Education 2023. Under the revised framework, students entering Classes 6-9 from July 2026 must study three languages, with at least two being Indian languages.

Petitioners, including parents and teachers from multiple cities, have argued that the sudden implementation imposes an additional academic burden mid-session. They also contended

that this disrupts preparation for Class 10 board examinations, and lacks adequate infrastructure such as trained teachers and textbooks.

They also flagged concerns about unequal regional impact and the absence of clarity on evaluation patterns for the additional language.

Senior Advocate **Mukul Rohatgi**, appearing for the petitioning parents and teachers, argued that the mandate would disrupt existing language combinations across the country.

He pointed out that students who are already studying subjects such as Tamil, English and French would now be required to take up an additional Indian language. He also submitted that the policy requires students to pass the additional language for their final certification.



Senior Advocate Mukul Rohatgi

Senior Advocate **Kapil Sibal** raised constitutional concerns, submitting,

"There are Constitutional issues of federalism and of choices... language is a matter of choice."

Justice Bagchi, however, clarified the Court's immediate focus would not be on the Constitutional issue of federalism.

"We are not on the federal issue. This is increasing the number of regional languages. There are issues of teachers, books etc."



Senior Advocate Kapil Sibal at his Hailey road residence

Appearing for the CBSE, Additional Solicitor General (ASG) **Aishwarya Bhati** said the education body was ready to respond.

"I am ready today. There is no urgency for June 15. Only classes will start. Everything will be subject to orders of this court," she said.

Taking note of the concerns, Justice Bagchi suggested that a status report be filed on logistical preparedness.

CJI Kant observed that learning multiple languages contributes to strengthening the federal structure.

"In the opening week we will just hear this case first on one day and decide it. When you learn more languages, it strengthens federal structure and another thing is also there," he said.

ASG Bhati said that there is no question of making life harder for students.

"No question of making it hard for the students."



Aishwarya Bhati, Additional Solicitor General

The Court ultimately sought CBSE's response and asked that the petition be handed over to ASG Bhati.

The matter will be heard next on July 15 or 16 after the Court's summer vacation.

Also read: Petition in Supreme Court against CBSE's new three-language policy for Class 9

The petitioners were represented by Senior Advocates **Kapil Sibal, Mukul Rohatgi, Shyam Divan and G Saikumar**, along with advocates Shardul S Shroff, Shally Bhasin, Varun Pathak, Anne Mathew, Amee Rana, Prateek Gupta, Jyotsna Punshi, Radhika Roy, Rachna Dubey, Vishwajeet Deshmukh and Aparajita Jamwal.

The National Council of Educational Research and Training (NCERT) would be represented by Solicitor General **Tushar Mehta**.

The Central Board of Secondary Education (CBSE) would be represented by Additional Solicitor General (ASG) **Aishwarya Bhati.**

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The Telegraph online

Friday, 29 May 2026

NCERT scholar on textbook row: Supreme Court lacked full context before ruling, 'hope bench reconsiders order'

French-born Michel Danino, Suparna Diwakar and Alok Prasanna Kumar were the three academicians involved in the controversial Class 8 textbook chapter; In an interview with PTI, Danino said the 'unprecedented' order had a 'chilling effect' on educational institutions

PTI | Published 27.05.26, 05:56 PM

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File picture

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Michel Danino, one of the three NCERT academics earlier barred for life by the Supreme Court over a controversial chapter on judiciary, claimed on Wednesday that the top court had been "kept in the dark" about the broader context of their work.

He also said that the initial March 11 order of the top court came as a "surprise" as the academicians were not heard before the ruling was passed.

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The Supreme Court had last week modified its March 11 order that directe Centre, states and others to disassociate from three academicians, followi over an NCERT book chapter containing "offending" contents on corruptio judiciary.

The apex court left it open to the Centre, states, Union territories, public universities and institutions that receive funds from the central or state governments to take an independent decision on the issue, without being influenced by its observations made in the March 11 order.

French-born Indian scholar Danino, Suparna Diwakar and Alok Prasanna Kumar were the three academicians involved in the controversial Class 8 textbook chapter.

In an interview with PTI, Danino said the "unprecedented" order had a "chilling effect" on educational institutions, but added that the academics were confident the ban would eventually be lifted once the Supreme Court was apprised of the full background, including the mandate under the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023.

"The initial reaction about the ban... was a reaction of surprise because first of all, we had not been heard and this was an ex parte order technically," Danino said.

"In view of the severity, the fact that this kind of ban is unprecedented as far as I know in India's judicial or educational history, it has definitely a chilling e intimidating effect with all institutions, so that was certainly surprising," l

Danino claimed that the apex court had initially been shown "only a very s part of the picture" and was not informed about the framework under whic textbook chapter had been prepared.

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"It (SC) was not aware of the context. It was not aware of the mandate under which we were working - the National Education Policy of 2020 and the National Curriculum Framework for School Education 2023. These two foundational documents define very clearly the mandate of our work," he said.

Referring to the court's direction to NCERT to identify those responsible for the "offending chapter" and provide their credentials, Danino claimed that the institution had shared the names of the three academics without furnishing details of the committees overseeing the process or their qualifications.

"NCERT supplied our three names without giving the mandate under which we were working, without giving the broader context of the two overarching committees that finalised those chapters, and without giving our credentials," he said.

"So basically the Supreme Court bench was kept completely in the dark as to the real context in which we were working," he added.

Danino said the three academics remained hopeful that the court would reconsider its order once their side was heard.

"We were confident that once we explained this context, the Supreme Court would at least modify its order, at the very least the ban under which we were," he said.

"The ban has been removed and some of the remarks that were passed on us were also removed," he added, while noting that he is yet to study the latest order in detail.

Danino, a Padma Shri awardee, was the chairperson of the curricular area group that develops social science textbooks for NCERT. Two others who were part of the drafting committee -- Suparna Diwakar and Alok Prasanna Kumar -- had also come under fire, besides Danino.

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Modifying the apex court's earlier order, a bench of Chief Justice of India S Kant and Justices Joymalya Bagchi and Vipul M Pancholi on May 22 also re the part that had recorded that the three academics had "deliberately and knowingly misrepresented the facts" in order to project a negative image c Indian judiciary to the students of Class 8.

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SC recalls blacklist order against Class 8 NCERT textbook authors over judiciary chapter



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CBSE 'ignored' calls for regional trials before OSM rollout for Class 12 board exam evaluation

Evaluators are now saying the OSM introduced a completely alien workflow, produced shoddy answer-script scans and recorded marks incorrectly.

Updated on: May 27, 2026 8:52 AM IST
By Sanjay Maurya

The Central Board of Secondary Education appears to have ignored views from its own governing body members to hold pilot projects across regional offices before rolling out the new on-screen marking (OSM) system for Class 12 board examinations this year, according to minutes of a meeting seen by HT.



The system is now at the centre of a storm, with evaluators saying OSM introduced a completely alien workflow. (HT file photo/ Representational)

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The board instead conducted a two-day exercise involving only 100 teachers at five Delhi schools in January — teachers who participated told HT they had advised CBSE not to proceed with the rollout, citing the need for better features, more training and time adapt to the system.

A host of problems may have combined to undermine CBSE's on-screen marking system in its first full year, producing results that students, teachers and parents say judged lakhs of Class 12 students incorrectly

applications for scanned copies since May 13 — 208% more than last year

STUDENTS REPORTED

- Answer scripts belonging to other candidates were uploaded under their roll numbers
- Scans were truncated, blurry or unreadable; many answers went unchecked

TEACHERS SAID

- Evaluators arrived at centres unfamiliar with the software, effectively learning on live answer scripts
- Daily targets pushed speed over careful reading
- Blurry, incomplete scans made it easy to miss answers written in corners or in unusual handwriting
- Screen fatigue hit step-marking hardest in Mathematics and Physics



THE RECORD SHOWS

- CBSE's governing body had recommended pilots across all 22 regional offices; none were held
- Just 100 teachers at five Delhi schools took part in a two-day dry run in January

13,583 answer books were eventually checked manually after repeated scanning failed

The board began actual evaluation work under OSM from March 7, said CBSE officials.

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The system is now at the centre of a storm, with evaluators saying OSM introduced a completely alien workflow, produced shoddy answer-script scans and recorded marks incorrectly, while parents alleged that many scripts were mixed up.

Also Read | What is OSM? CBSE evaluation system for Class 12 that got Delhi student 'Pakistani' label

CBSE formally announced OSM implementation on February 9, just a week before Class 12 examinations began on February 17. The board subsequently held demonstrations, webinars and mock evaluations, which school principals and evaluators described as formalities rather than structured nationwide training for a major shift in evaluation practice. The board began actual evaluation work under OSM from March 7, said CBSE officials.

According to minutes of a governing body meeting on in June 2025,members had suggested OSM “may be implemented in all subjects only after completion of pilot projects in some subjects across various regional offices of the board”. The governing body had “noted the suggestion.” CBSE has 22 regional offices. No such pilots were conducted before this year’s rollout.

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Teachers involved in the January dry run told HT they had warned CBSE the system needed more refinement. “We told officials that OSM required at least a year or two of proper training before rollout. During evaluation from March 7 onwards, many teachers were unfamiliar with the software and effectively learnt while evaluating live answer scripts,” said a teacher from a Delhi school who participated in both the dry run and the live evaluation.

CBSE held a nationwide webinar on OSM on February 13 attended by all schools and their teachers, and opened its training portal on February 15 to allow evaluators to practise on previous years’ answer books. At a press conference on May 17, officials said nearly 300,000 teachers logged into the portal for training, while around 77,000 eventually participated in evaluation.

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more than careful reading," said a private school principal.

The constraints of screen-based evaluation compounded the problem, evaluators said. “In manual checking, you can flip pages, revisit answers and catch missed steps. On screen, answers can be overlooked easily,” said a physics teacher involved in evaluation.

A mathematics teacher said fatigue after hours on screen affected step-marking. “Some evaluators were still figuring out the software while checking live answer books. With physical copies, unusual handwriting or answers written in corners are easier to notice. Digitally, they can be missed,” the teacher said.

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The CBSE did not respond to a specific query about why no region-wise dry run was done. Instead, officials referred to the May 17 press conference where they said CBSE held a nationwide webinar on OSM on February 13 attended by all schools and their teachers, and opened its training portal on February 15 to allow evaluators to practise on previous years’ answer books.

Officials acknowledged at the May 17 press conference that OSM threw up initial technical glitches, including login issues, system overload and scanning deficiencies.

had received 404,319 applications seeking scanned copies of 1,131,961 Class 12 answer books — a jump of over 208% in applications and 301% in answer-book requests compared with last year.

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CBSE attributed the spike to a sharp fee reduction announced on May 17, cutting the cost of a scanned copy from ₹700 to ₹100 per subject.

Students, parents and principals told HT the surge also reflected anxiety over evaluation quality after the board's overall Class 12 pass percentage fell 3.19 percentage points to 85.20% — the lowest since 2019.

The concerns have not been limited to aggregate pass rates. In one widely discussed case earlier reported by HT, Class 12 student Vedant Shrivastava alleged that the physics answer sheet uploaded under his roll number did not belong to him.

CBSE admitted the error and later provided the correct sheet.

A teacher involved in OSM evaluation told HT that Shrivastava's answer book had likely been shifted to manual evaluation after repeated scanning attempts failed.

“That is likely what happened in this case,” the teacher said. CBSE said such cases were rare, adding that it had resolved two such complaints this year.

CBSE had first piloted OSM in 2014 for select Class 10 subjects across various regions and two Class 12 subjects in Delhi, but scaled it back because of scanning and connectivity limitations. Despite the current controversy, officials said at the May 17 press conference that OSM would continue for next year’s board examinations.

Also Read | ‘No security breach’: CBSE clarifies after Class 12 student claims ‘vulnerabilities’ in OSM portal

Former CBSE chairperson Ashok Ganguly said the initiative was promising but had needed better preparation. “No doubt this is a good initiative but we need to be appropriately ready for this.

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Several students are yet to receive their scanned copies ahead of the re-evaluation window. Ranchi-based Sartha Sidhant said he had applied over five days ago but received only two of five answer sheets requested.

“I still have not received my Physics, Chemistry and Computer Science copies, and I need them to verify my answers before the re-evaluation window opens,” he said. The board’s portal for verification of marks and re-evaluation is scheduled to go live on May 29.

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अमर उजाला, 28 मई 2026,
पेज नं - 17

कक्षा 9 में तीन भाषा नियम को चुनौती पर केंद्र से जवाब तलब

शीर्ष कोर्ट ने एनसीईआरटी व सीबीएसई को भी जारी किया नोटिस

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की ओर से कक्षा 9 के छात्रों के लिए 2026-27 शैक्षणिक सत्र से तीसरी भाषा अनिवार्य किए जाने का मामला सुप्रीम कोर्ट पहुंच गया है। इस फैसले को चुनौती देने वाली याचिका पर शीर्ष न्यायालय ने केंद्र सरकार, सीबीएसई और एनसीईआरटी से जवाब मांगा है।

भारत के मुख्य न्यायाधीश (सीजेआई) जस्टिस सूर्यकांत, जस्टिस जॉयमाल्या बागची और जस्टिस विपुल एम पंचोली की पीठ ने मामले में नोटिस जारी करते हुए सुनवाई जुलाई के दूसरे सप्ताह तक स्थगित कर दी। सुनवाई के दौरान अदालत ने एडिशनल सॉलिसिटर जनरल ऐश्वर्या भाटी से कहा कि वह यह बताएं कि नई भाषा नीति लागू करने के लिए सरकार और संबंधित संस्थान कितने तैयार हैं। अदालत ने नीति को लागू करने की प्रशासनिक और शैक्षणिक तैयारियों पर विस्तृत रिपोर्ट मांगी है।

याचिका में संसाधन की कमी का जिक्र

याचिकाकर्ताओं की ओर से वरिष्ठ वकील मुकुल रोहतगी ने दलील दी कि अगले शैक्षणिक सत्र से छात्रों पर तीन भाषाएं पढ़ने की बाध्यता लागू की जा रही है, जबकि कई स्कूलों में न तो पर्याप्त शिक्षक हैं और न ही पाठ्यपुस्तकें उपलब्ध हैं। वहीं, वरिष्ठ वकील कपिल सिब्बल ने कहा कि यह मामला सांविधानिक और संघीय ढांचे से जुड़ा है और किसी भी भाषा को छात्रों पर थोपा नहीं जा सकता। ब्यूरो



मामला 1

याचिका में कहा गया है कि सीबीएसई ने 9 अप्रैल, 2026 को स्पष्ट किया था कि कक्षा 9 में तीसरी भाषा का नियम 2029-30 तक लागू नहीं होगा, लेकिन 15 मई 2026 के नए सर्कुलर से अचानक स्थिति बदल दी गई। याचिकाकर्ताओं का कहना है कि इससे छात्रों, अभिभावकों और स्कूलों में भ्रम की स्थिति पैदा हो गई है।

पहले 2029-30 से लागू करने की बात थी

- सुप्रीम कोर्ट ने फिलहाल इस नीति पर रोक लगाने से इन्कार कर दिया है। अदालत ने कहा कि मामले पर विस्तृत सुनवाई जुलाई में की जाएगी।

दैनिक जागरण, 28 मई 2026,
पेज नं - 6

सीबीएसई का त्रिभाषा फार्मूला फिलहाल जारी रहेगा

सुप्रीम कोर्ट ने रोक लगाने से कर दिया इन्कार, जुलाई के दूसरे हफ्ते में याचिकाओं पर की जाएगी सुनवाई

जागरण ब्यूरो, नई दिल्ली : नौवीं और दसवीं कक्षा में भी बच्चों को अनिवार्य रूप से दो भारतीय भाषाएं एवं एक कोई अन्य भाषा पढ़ाने के सीबीएसई के निर्देश पर सुप्रीम कोर्ट ने फिलहाल रोक लगाने से इन्कार कर दिया है। हालांकि, याचिकाकर्ताओं का पक्ष सुनने के बाद कोर्ट इस मामले की सुनवाई को राजी हो गया है और केंद्र सरकार, सीबीएसई व एनसीईआरटी को नोटिस जारी कर दो हफ्ते में जवाब देने को कहा है। कोर्ट ने मामले को जुलाई के दूसरे हफ्ते में सूचीबद्ध करने के निर्देश दिए हैं।

प्रधान न्यायाधीश सूर्यकांत की पीठ ने बुधवार को एएसजी ऐश्वर्य भाटी से त्रिभाषा फार्मूला लागू करने के लिए सीबीएसई की लाजिस्टिकल तैयारियों पर एक रिपोर्ट दाखिल करने को भी कहा। इससे पहले याचिकाकर्ता की ओर से पेश वरिष्ठ अधिवक्ता मुकुल रोहतगी ने सीबीएसई के त्रिभाषा फार्मूले लागू करने के निर्देश पर सवाल खड़े किए। एक अन्य याचिकाकर्ता के वकील कपिल सिब्बल ने कहा कि भाषा पसंद का मामला है, इसे थोपा नहीं जा सकता। कोर्ट ने इन्हें सुनने के बाद कहा कि वह अभी इसे नहीं सुन सकते, न ही इस पर कोई भी अंतरिम आदेश दे सकते हैं। वह जुलाई में इस मामले को सुनेंगे। एनईपी की सिफारिशों के मद्देनजर सीबीएसई ने हाल में सर्कुलर जारी एक जुलाई से स्कूलों में नौवीं और दसवीं के छात्रों के लिए तीन भाषाओं की पढ़ाई अनिवार्य की है।

Union Education Minister Shri Dharmendra Pradhan chairs a high-level review meeting at CBSE Headquarters

Students' interests are our priority; all issues will be resolved: Shri Dharmendra Pradhan

Posted On: 28 MAY 2026 7:09PM by PIB Delhi

Union Education Minister Shri Dharmendra Pradhan today chaired a high-level review meeting at the CBSE Headquarters in New Delhi to review issues related to the evaluation and post-result processes of the CBSE Class 12 examinations.

The meeting was attended by Secretary, Department of School Education and Literacy, Shri Sanjay Kumar; CBSE Chairperson Shri Rahul Singh; Director, IIT Madras, Prof. V. Kamakoti; Director, IIT Kanpur; senior officials from the Ministry of Education and Kendriya Vidyalaya Sangathan (KVS); and representatives of public sector banks including SBI, Indian Bank, Bank of Baroda and Canara Bank.

During the meeting, the Minister directed officials to take all necessary measures to ensure that issues faced by students are resolved in a timely, transparent and student-friendly manner. He reiterated the Government's commitment to ensuring transparency, accountability and a student-centric examination system, while assuring students and parents that all genuine concerns would be addressed effectively and expeditiously.

The Minister reviewed the progress of post-result services with a focus on strengthening student support systems, improving the evaluation and monitoring framework, enhancing the CBSE digital platform, and making examination-related services more accessible and efficient for students.

The Minister was apprised that nearly 18 lakh students appeared for the Class 12 examinations this year, involving around 98 lakh answer sheets and nearly 40 crore scanned pages. So far, approximately four lakh students have accessed around 11 lakh scanned answer sheets through the portal.

Reiterating that students' interests remain the Government's foremost priority, Shri Pradhan assured strict action against any lapses and stated that no negligence, whether within or outside the system, would be tolerated.

The Minister also took note of reports related to login access issues, heavy server load and payment-related difficulties on the post-examination services portal.

An expert technical team comprising professors from IIT Madras and specialists in digital systems has been tasked with reviewing portal stability, server capacity, login management and payment gateway integration to ensure seamless and uninterrupted services for students.

The Ministry of Education is closely monitoring the situation.

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'Chilling effect' on textbook writers: Michel Danino after NCERT judiciary chapter row

Academic Michel Danino warned that the NCERT judiciary row could create a "chilling effect" on textbook writers, hurting creativity and academic freedom. He also said India's textbook-dependent education system and poor infrastructure could keep NEP 2020 goals out of reach.

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NCERT judiciary chapter row may discourage textbook innovation, warns Michel Danino

India Today Education Desk
New Delhi, UPDATED: May 28, 2026 17:37 IST

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Amid the controversy over a now-withdrawn NCERT Class 8 chapter on the judiciary, academic Michel Danino on Wednesday raised concerns about academic freedom, saying the Supreme Court's orders in the case could create a "chilling effect" on current and future textbook writers and discourage innovation in school education.

Danino, a Padma Shri awardee and chairperson of the curricular group that drafted NCERT's social science textbooks, was among three academics — along with Suparna Diwakar and Alok Prasanna Kumar — who were initially barred for life by the Supreme Court over the controversial chapter. The court later modified its order, allowing the Centre, states, Union Territories, public universities, and institutions to take an independent decision on the matter.



Speaking to PTI, Danino said several editorials, commentators, and academics had described the impact of the Supreme Court's February 26 and March 11 orders as a "chilling effect" on textbook writing and academic work.

"What the Supreme Court bench has done will have a chilling effect on present and future textbook writers. They will not feel so free to innovate," Danino said, adding that "creativity and innovation are essential" if India wants to create a new generation of textbooks.

Referring to the promises outlined in the National Education Policy (NEP) 2020, Danino said the government had repeatedly spoken about bringing a “revolution” in school education. However, he argued that such a transformation would be difficult to achieve if textbook writers

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"Let us hope that this chilling effect doesn't become permanent," he said.

Although the Supreme Court had observed in its earlier order that it did not want to infringe on academic freedom, "indirectly, the orders it passed will have an intimidating effect", the scholar claimed.

"And therefore, this is something that the academic community needs to discuss," he said, referring to protests and public statements by academics and commentators following the textbook controversy.

He also said that more than 50 academics from across the country had written to the president of India, raising their concerns on the issue.

Terming India's school education system excessively "textbook-centric", Danino said that continued dependence on textbooks in classrooms was having a "crippling effect on the minds of students."

"Textbooks are not used in classrooms in many advanced countries. Textbooks are there only for supplementary reading at home," he said, recalling his own schooling in France during the 1960s.

"I cannot remember a single teacher in school asking us to bring textbooks to the classroom, or asking us to open the book on a certain page and then read it together," Danino said, adding that teachers instead came prepared with their own notes and materials.

Danino argued that the real debate should not be merely about reducing the physical weight

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"For that, the number one challenge is how do we train the teachers in such a way that they do their own research and prepare their own material," he said.

Danino acknowledged that implementing such changes in India would not be easy, noting that "the average teacher is absolutely not ready for this", while the condition of school infrastructure in many parts of the country remains "very poor".

He also highlighted the digital divide in education, pointing out that despite growing conversations around online learning resources, "more than half of our schools still do not have access to the internet."

Given these realities, Danino said textbooks continue to serve as the "sole instrument of teaching and learning" in many rural schools. Calling the situation "very unfortunate", he added that unless India recognises this heavy dependence on textbooks as a systemic issue, "we will not progress, and NEP 2020 will remain a distant dream."

(with PTI inputs)

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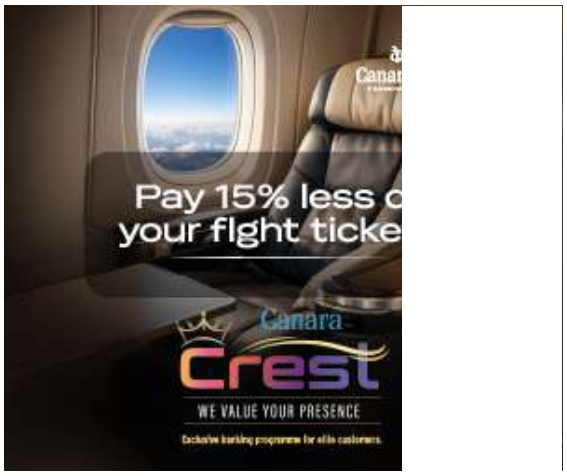
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Didn't expect row over chapter on judiciary; content was correct, we stand by it: NCERT scholar Danino

"The title of the particular subsection could have been worded differently. But essentially, the content was correct. We stand by it," he said.

PTI

Last Updated 28 May 2026, 14:33 IST

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The NCERT logo. Credit: X

New Delhi: Michel Danino, one of the three NCERT academics earlier barred for life by the Supreme Court over a controversial chapter on judiciary, has said that he “certainly didn't expect” the now-withdrawn section to trigger a major controversy, asserting that its content was “correct” and he stands by it.

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A Padma Shri awardee, French-born Indian scholar Danino was the chairperson of the curricular group tasked with drafting social science textbooks for the National Council of Educational Research and Training (NCERT).

Two other members of the drafting committee -- Suparna Diwakar and Alok Prasanna Kumar -- had also come under fire along with Danino after a

Also Read: **NCERT textbook row: SC rolls back order blacklisting academics**

Last week, the Supreme Court modified its March 11 order that called for disassociating from the three academicians over the row over the NCERT chapter containing “offending” contents on the judiciary, and left it open to the Centre, states, Union territories, public universities and institutions that receive funds from the Central or state governments to take an independent decision on the issue.

In an interview with PTI, Danino said the Supreme Court's March 11 order barring three NCERT academics had immediate professional consequences for him, including the termination of his guest professor contract at the Indian Institute of Technology-Gandhinagar.

“That contract was instantly terminated after the March 11 order. There were no discussions with me," he said, adding that the institution "rushed to the media to declare loud and clear that they had no association with me anymore".

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He also said that the academics involved were disappointed with the NCERT's handling of the matter.

“We were disappointed because they did not explain the entire process to the court,” he said, asserting that the content for the textbook was finalized not by the NCERT alone, but by overarching committees, i.e., - the Teaching Learning Material Committee (NSTC) and the NCF Oversight Committee (NOC).

“Had we, the active committee members, together approached the Supreme Court and said, ‘allow us to explain the context, why this is not derogatory to the judiciary', I am quite sure that the March 11 order would not have been deemed necessary,” he said.

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

Responding to the Supreme Court's continued observation that the chapter’s content was “wholly undesirable”, Danino said the academicians under question “respectfully disagreed” with the court's assessment in affidavits filed

“We do not accept that there was anything fundamentally objectionable,” he said, while conceding that “perhaps a few sentences could have been worded differently”.

“The title of the particular subsection could have been worded differently. But essentially, the content was correct. We stand by it,” he said.

Also Read: **NCERT revamps curriculum committee after Supreme Court rap over Class 8 textbook**

Danino maintained that the chapter relied only on "authentic sources", and that it was not written with any "derogatory intention".

Recalling past textbook debates, Danino said controversies around social science content were not new and had surfaced under different governments since the 1970s.

“I have been observing textbooks in India since the 1990s. I have accumulated a lot of papers. I can assure you that controversies about social science started in India in the 1970s," he said.

Also Read: **Explained | Why NCERT dropped Maratha Empire map from Class 8 Social Science textbook**

Textbooks published during the Morarji Desai government had also triggered a lot of controversies, Danino said, adding that such debates continued as governments and textbooks changed over the years.

"I did expect some (controversies) on the chapters on history or culture, but I certainly did not expect anything about this particular chapter,” he said.

Danino also claimed that the now-removed chapter was meant to encourage critical thinking and discuss “real-life challenges” with students.

Also Read: **Students told to take down article critical of SC post NCERT row**

The chapter was prepared in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, he said.

“The perspective imposed on us by the NEP and the NCF-SE was that we should develop the critical mind of the students, engage them and stimulate independent thinking right from Grade 6,” Danino said.

The chapter didn’t target the judiciary and similar issues relating to other institutions, including Parliament, were also discussed in the book, he said.

Also Read: [Disassociate experts who drafted NCERT Class 8 chapter: SC]

Asked about the need to include the judiciary issue in school textbooks, Danino said, “If you are not bringing to the students real-life discussions and some of the challenges facing our country and the world today, you are not doing justice to NEP 2020, and much more so to the students.” Danino also said that students should be encouraged to discuss “real-life issues” at a “mature age” so that they can grow up to be responsible citizens.

“It’s like you are giving them the sign of trust that we can discuss real issues together, and when they become adults, maybe they can do something about them,” he said.

“Unless we realize the institutional shortcomings, we will never be able to resolve them,” Danino added.

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(Published 28 May 2026, 14:33 IST)

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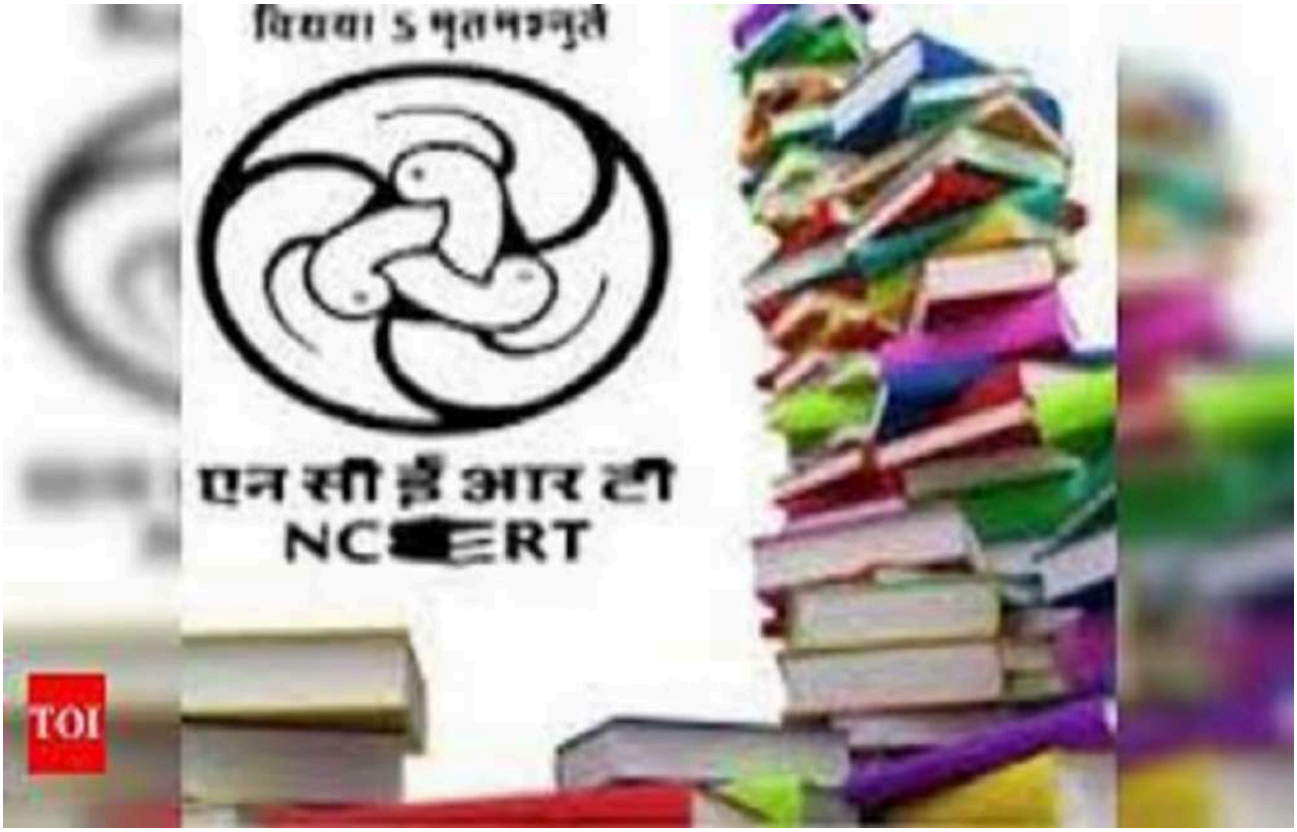
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'Creativity, innovation essential': Scholar Danino warns against fear in textbook writing after NCERT row

A Padma Shri awardee, French-born Indian scholar Danino was the chairperson of the curricular group tasked with drafting social science textbooks for the National Council of Educational Research and Training (NCERT).

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Updated On May 28, 2026 at 08:57 PM IST



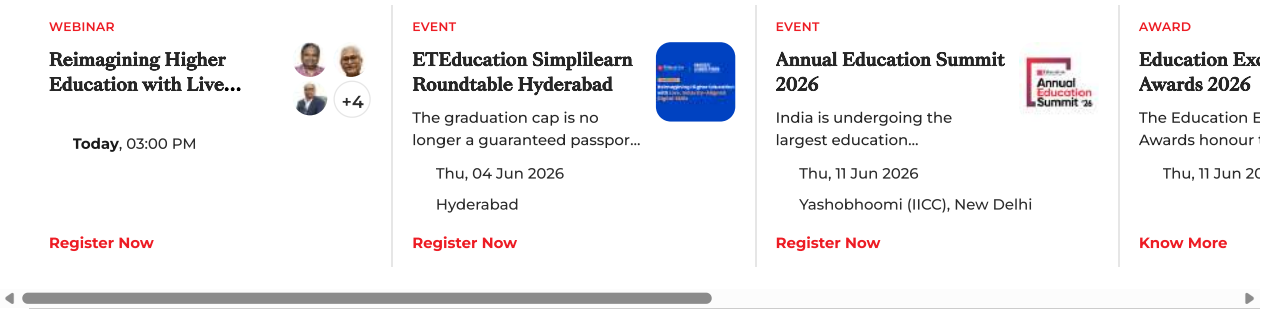
In an interview with PTI, Danino said several commentators, editorials and academics have used the phrase "chilling effect" while discussing the aftermath of the two Supreme Court orders passed on February 26 and March 11

New Delhi: Raising broader concerns over academic freedom after a controversy surrounding a now-removed NCERT Class 8 textbook chapter on the judiciary, academic Michel Danino on Wednesday said the Supreme Court orders in the matter could have a "chilling effect" on present and future textbook writers and may discourage innovation in school education.



A Padma Shri awardee, French-born Indian scholar Danino was the chairperson of the curricular group tasked with drafting social science textbooks for the National Council of Educational Research and Training (NCERT).

Danino was one of the three NCERT academics, the other two being Suparna Diwakar and Alok Prasanna Kumar, who were barred for life by the Supreme Court over a controversial chapter on judiciary in the Class 8 social science text book, before the top court modified its order and left it open to the Centre, states, Union territories, public universities and institutions to take an independent decision on the issue.



In an interview with PTI, Danino said several commentators, editorials and academics have used the phrase "chilling effect" while discussing the aftermath of the two Supreme Court orders passed on February 26 and March 11.

"What the Supreme Court bench has done will have a chilling effect on present and future textbook writers. They will not feel so free to innovate," Danino said, adding that "creativity and innovation are absolutely essential" if India wants to create a new generation of textbooks.

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Referring to the promises made under the National Education Policy (NEP) 2020, Danino said the government had repeatedly spoken about bringing a "revolution" in school education, but such a transformation would not be possible if textbook writers were "scared at every single sentence of what objections people might raise".

Although the Supreme Court had observed in its earlier order that it did not want to infringe on academic freedom, "indirectly, the orders it passed will have an intimidating effect", the scholar claimed.

"And therefore, this is something that the academic community needs to discuss," he said, referring to protests and public statements by academics and commentators following the textbook controversy.

He also said that more than 50 academics from across the country had written to the president of India, raising their concerns on the issue.

Terming India's school education system excessively "textbook-centric", Danino said that continued dependence on textbooks in classrooms was having a "crippling effect on the minds of the students".

"Textbooks are not used in classrooms in many advanced countries. Textbooks are there only for supplementary reading at home," he said, recalling his own schooling in France during the 1960s.

"I cannot remember a single teacher in school asking us to bring textbooks to the classroom, or asking us to open the book on a certain page and then read it together," Danino said, adding that teachers instead came prepared with their own notes and material.

Danino argued that the real debate should not be merely about reducing the physical weight of school bags, but "how do we reduce the presence of textbooks in the classroom".

"For that, the number one challenge is how do we train the teachers in such a way that they do their own research, and prepare their own material," he said.

Danino acknowledged that such a transition would be difficult to achieve in India because "the average teacher is absolutely not ready for this", while school infrastructure in many cases remains "very poor".

He also pointed out that despite discussions around digital learning material, "more than half of our schools still do not have access to the internet".

Because of these limitations, he said, textbooks continue to remain the "sole instrument of teaching and learning" in many rural schools.

"This is a very unfortunate situation," he said, adding that unless India recognises this dependence on textbooks as a systemic problem, "we will not progress, and NEP 2020 will remain a distant dream".

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See more on: NCERT controversy, textbook writing, Michel Danino, innovation in education, National Education Policy 2020, Supreme Court orders, India's textbook-centric education, school education system, academic freedom

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Hacking claims, mismatched answer-sheets: Controversies rock school exam in India

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Around two million students appeared for the CBSE's school-leaving exam this year

What began as one student's viral complaint about a mismatch between the physical and digital copies of his Grade 12 physics answer sheet has snowballed into a major controversy around one of India's biggest and most important school-leaving exams.

Days after the government-run Central Board of Secondary Education (CBSE) announced its Grade 12 - equivalent to UK's A level - results, dozens of students complained about errors in their marks allegedly linked to a newly-launched digital evaluation system used in the exam.

Called On-Screen Marking (OSM), the system works by scanning physical copies of answer-sheets and uploading them on an online portal for teachers to evaluate.

A software then calculates total marks in each exam. **According to the education board**, the system was introduced to reduce human error and effort and to increase transparency and efficiency.

While students often reported errors in manual evaluation, they say the new system has caused new problems instead of fixing old ones.

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Some say the scanned copies of answer sheets were blurry, which may have affected marks. Others say pages were missing, answers were marked wrongly, or the digital copies did not match the original paper answer sheets.

CBSE has **responded to the allegations** by saying that it remained committed to a "fair and transparent evaluation process".

"All genuine concerns related to scanned answer books or evaluation will be reviewed by subject experts through the prescribed mechanism," it said.

On Thursday, federal Education Minister Dharmendra Pradhan **said** that it was the first time that the CBSE was using OSM, which he described as a "student-centric" and "globally accepted" system. He also acknowledged that "some discrepancies [in the results] had come to light".

"I take responsibility for this and assure you that a solution will be found. We are working on it. We will not leave any student's query unaddressed," he said.

The students' complaints have sparked national outrage and brought the education board's digital evaluation system under the scanner.

Parents and educationists have questioned whether teachers received enough training and proper technology to run the new marking system effectively.

For millions of Indian students, CBSE exams are not just tests - they are gateways to college admissions, careers and social mobility.

CBSE is also one of the country's largest education boards, with about two million students taking the Grade 12 exam this year. India also has state-run, private and international school boards.



Students protest against the cancellation of the 2026 Neet exam, the gateway to studying medicine in India

Another reason why this issue has made national headlines is because it comes on the back of a controversy surrounding another crucial exam - the National Eligibility Entrance Test (Undergraduate), known as NEET-UG - which is the gateway to studying medicine in India.

Allegations of a paper leak in May led to the exam being cancelled, impacting nearly 2.28 million candidates who wrote the test, and leading to **a spate of alleged suicides**.

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Congress leader Rahul Gandhi has accused Prime Minister Narendra Modi and his governing Bharatiya Janata Party (BJP) of neglecting the country's youth. He also demanded the **education minister's resignation** over the controversies, alleging the system was rigged and students had to turn to social media for justice.

Pradhan has **accused Gandhi of not supporting** India's "scientific progress" and accused him of playing political games.

On X, Gandhi highlighted the case of Vedant Srivastava, a CBSE student who alleged his answer sheet had been swapped.

Srivastava **said on X** that after seeking a re-evaluation of his physics paper, he found the scanned copy shared by CBSE was not his, citing different handwriting and answers to questions he had not attempted.

"I studied for an entire year. I sacrificed sleep, peace of mind, outings, everything for these exams. And now I don't even know whether my actual physics paper was checked. Do students really deserve this?" he wrote.

His post went viral, triggering a wave of similar complaints from other students. Many shared screenshots that appeared to show mismatched answer sheets and incorrect marking.

On Monday, CBSE **said** it had emailed Srivastava the "correct copy" of his answer sheet, without explaining the alleged mismatch. Screenshots the student then shared appeared to show **manual marking in red ink**, unlike the green tick marks used in the digital evaluation system.



CBSE is one of India's largest and most popular education boards

According to the education board, as of Tuesday, **more than 400,000 students** had applied for scanned copies of their answer-sheets and

about 1.1 million had requested physical copies.

Some students complained that they faced technical glitches while applying for copies of their answer sheets, prompting Pradhan to **send a team of experts** from India's top technology colleges to assist CBSE in ensuring a "glitch-free re-evaluation process".

Students have also raised concerns about the security of the exam portal after another CBSE student claimed he hacked into it in February and was able to access evaluators' accounts.

Nisarga Adhikary, who describes himself as an "ethical hacker", told the BBC he was able to crack the master password for the system, gaining access to student records, answer sheets and evaluators' accounts.

"With that kind of access, one can tamper with the answer-sheets, change marks or even access peoples' phone numbers and bank details," he alleged.

Adhikary said he flagged around six-to-seven security vulnerabilities he perceived in the portal to India's Computer Emergency Response Team (CERT-IN) - a federal agency that deals with cyber-security incidents - in a series of emails, which the BBC has seen. Adhikary has also posted his findings on his X account and **blog**.

On Tuesday, CBSE **denied the allegations**, claiming that "no security breaches have come to light on the portal deployed for the actual evaluation work".

It added that the URL flagged as being compromised was a "testing site" and that "no actual evaluation data, marks or other data [were] held on that portal".

However, Adhikary claims that after logging into the portal, he could view scanned answer sheets and independently verify the personal details of one evaluator whose account he accessed.

"If this was a test portal, why was this information uploaded on it?" Adhikary asked.

The BBC has sent a list of questions to CBSE and CERT-IN - their response is awaited.

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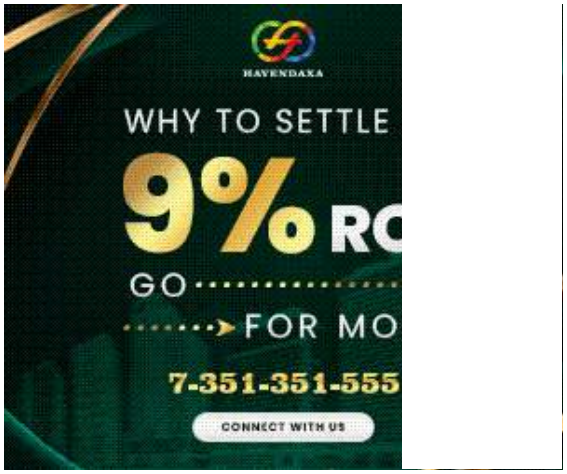
‘Didn’t expect controversy’: Academic behind controversial NCERT judiciary chapter says content was ‘correct’

Danino said that the academics involved were disappointed with the NCERT's handling of the matter.

Updated on: May 28, 2026 01:11 pm IST

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Michel Danino, one of the three NCERT academics earlier barred for life by the Supreme Court over a controversial chapter on judiciary, has said that he "certainly didn't expect" the now withdrawn section to trigger a major controversy, asserting that its content was "correct" and he stands by it.

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Last week, the Supreme Court modified its March 11 order that called for disassociating from the three academicians over the row over the NCERT chapter. (HT_PRINT)

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A Padma Shri awardee, French-born Indian scholar Danino was the chairperson of the curricular group tasked with drafting social science textbooks for the National Council of Educational Research and Training (NCERT).

Two other members of the drafting committee -- Suparna Diwakar and Alok Prasanna Kumar -- had also come under fire along with Danino after a controversy stemmed from a subsection in a now-withdrawn chapter of the Class 8 social science textbook on the role of judiciary in society.

Last week, the Supreme Court modified its March 11 order that called for disassociating from the three academicians over the row over the NCERT chapter containing "offending" contents on the judiciary, and left it open to the Centre, states, Union territories, public universities and institutions that receive funds from the Central or state governments to take an independent decision on the issue.

'Disappointed with NCERT'

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In an interview with PTI, Danino said the Supreme Court's March 11 order barring three NCERT academics had immediate professional consequences for him, including the termination of his guest professor contract at the Indian Institute of Technology-Gandhinagar.

"That contract was instantly terminated after the March 11 order. There were no discussions with me," he said, adding that the institution "rushed to the media to declare loud and clear that they had no association with me anymore".

He also said that the academics involved were disappointed with the NCERT's handling of the matter.

"We were disappointed because they did not explain the entire process to the court," he said, asserting that the content for the textbook was finalised not by the NCERT alone, but by overarching committees, i.e., - the Teaching Learning Material Committee (NSTC) and the NCF Oversight Committee (NOC).

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"Had we, the active committee members, together approached the Supreme Court and said 'allow us to explain the context, why this is not derogatory to the judiciary', I am quite sure that the March 11 order would not have been deemed necessary," he said.

Responding to the Supreme Court's continued observation that the chapter's content was "wholly undesirable", Danino said the academicians under question "respectfully disagreed" with the court's assessment in affidavits filed on April 4.

"We do not accept that there was anything fundamentally objectionable," he said, while conceding that "perhaps a few sentences could have been worded differently".

"The title of the particular subsection could have been worded differently. But essentially, the content was correct. We stand by it," he said.

Chapter was not written with 'derogatory intention', says Danino

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Danino maintained that the chapter relied only on "authentic sources", and that it was not written with any "derogatory intention".

Recalling past textbook debates, Danino said controversies around social science content were not new and had surfaced under different governments since the 1970s.

"I have been observing textbooks in India since the 1990s. I have accumulated a lot of papers. I can assure you that controversies about social science started in India in the 1970s," he said.

changed over the years.

"I did expect some (controversies) on the chapters on history or culture, but I certainly did not expect anything about this particular chapter," he said.

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Danino also claimed that the now-removed chapter was meant to encourage critical thinking and discuss "real-life challenges" with students.

The chapter was prepared in line with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, he said.

"The perspective imposed on us by the NEP and the NCF-SE was that we should develop the critical mind of the students, engage them and stimulate independent thinking right from Grade 6," Danino said.

The chapter didn't target the judiciary and similar issues relating to other institutions, including Parliament, were also discussed in the book, he said.

Asked about the need to include the judiciary issue in school textbooks, Danino said, "If you are not bringing to the students real-life discussions and some of the challenges facing our country and the world today, you are not doing justice to NEP 2020, and much more so to the students."

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Danino also said that students should be encouraged to discuss "real-life issues" at a "mature age" so that they can grow up to be responsible citizens.

"It's like you are giving them the sign of trust that we can discuss real issues together, and when they become adults, maybe they can do something about them," he said.

"Unless we realise the institutional shortcomings, we will never be able to resolve them," Danino added.

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The Pioneer, 28 May 2026, Page No. -10

SC seeks Centre, NCERT reply on CBSE's 3-language rule plea

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The Supreme Court on Wednesday agreed to examine a plea challenging a CBSE policy mandating the study of three languages, including at least two native Indian languages, for Class 9 students beginning July 1.

A bench of Chief Justice Surya Kant and Justices Joymalya Bagchi and Vipul M Pancholi issued notices to the Centre, CBSE and the NCERT and sought their replies within two weeks.



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.

29 मई 2026, दैनिक जागरण, पेज नं-6

पटरी पर लौटता तीन भाषा फार्मूला

सीबीएसई और केंद्र सरकार के ताजा निर्णय की तारीफ की जानी चाहिए, जिसमें उन्होंने नौवीं कक्षा में दो भारतीय भाषाओं को पढ़ना अनिवार्य किया है। यह राष्ट्रीय शिक्षा नीति-2020 के कार्यान्वयन का अगला कदम है। सीबीएसई के नए आदेश के अनुसार पहली जुलाई से देश में नौवीं कक्षा में तीन भाषाएं पढ़ाई जाएंगी, जिनमें दो अनिवार्य रूप से भारतीय भाषाएं होंगी। अगर पहली भाषा अंग्रेजी है तो दूसरी भाषा हिंदी या अपनी मातृभाषा होगी और तीसरी भाषा के रूप में विद्यालय संविधान की आठवीं अनुसूची की कोई भी भाषा चुन सकते हैं। इसका उद्देश्य बहुभाषी समाज की तरफ बढ़ना है, जो इस देश की हकीकत भी है। 1960 के दशक में कोठारी आयोग द्वारा दिए गए तीन भाषा सूत्र का आत्मा भी यही था कि उत्तर भारत के बच्चे दक्षिण भारत की कोई भाषा सीखें और दक्षिण भारत के बच्चे अपनी मातृभाषा के अलावा उत्तर भारत की हिंदी सीखें, लेकिन कुछ राजनीतिक स्वार्थ की वजह से इसे हिंदी थोपने के रूप में दुष्प्रचार किया गया।

उत्तर भारत की शिक्षा नीति में भी यह कमी रही कि उसने दक्षिण की कोई भाषा सीखने के बजाय तीसरी भाषा के रूप में संस्कृत से काम चला कर खानापूर्ति कर ली। उम्मीद है उत्तर भारत अब ऐसी गलती नहीं करेगा। दक्षिण भारत का इसीलिए आज तक यह विरोध जारी है कि जब उत्तर भारत उसकी कोई भाषा नहीं सिखाता तो दक्षिण के राज्य भी हिंदी क्यों सीखें? इसीलिए तीन भाषा फार्मूला अपने उद्देश्य में सफल नहीं हो पाया। अब सरकार की नई सुविचारित नीति के तहत यह सफल होता नजर आ रहा है।

वर्तमान में उत्तर भारत में विशेषकर अधिकांश पब्लिक स्कूलों में नौवीं कक्षा में तो एक भी भारतीय भाषा नहीं पढ़ाई जा रही। इनमें से कुछ स्कूल ऐसे भी हैं जिनमें 12वीं में हिंदी का सेक्शन ही नहीं है, जबकि अंग्रेजी के अलावा बच्चों को पढ़ने के लिए जर्मन, फ्रेंच, जापानी, स्पेनिश आदि विदेशी भाषाओं के विकल्प हैं। सरकारी स्कूलों में गनीमत है कि हिंदी बची हुई है, लेकिन ज्यादातर विज्ञान के विद्यार्थी सरकारी स्कूलों में भी 11वीं में हिंदी नहीं पढ़ रहे या कहें उन्हें नहीं पढ़ाई जा रही। भाषा नीति के नए आदेश का सबसे ज्यादा विरोध यही महंगे निजी स्कूल और अभिभावक कर रहे हैं। वे शिकायत कर रहे हैं कि इसे इस सत्र में ही लागू करना था तो पहली अप्रैल से क्यों नहीं किया गया। उन्हें पता होना चाहिए कि अप्रैल में शैक्षिक सत्र जरूर आरंभ हो जाता है, लेकिन पूरे देश में शिक्षा पहली जुलाई से ही शुरू होती है, इसलिए देरी की इस बात में कोई दम नहीं है। उनका दूसरा आरोप है कि हमने फ्रेंच, जर्मन भाषाओं की किताबें खरीद ली हैं और बच्चे कई वर्षों से इन भाषाओं को पढ़ रहे हैं। अब और भारतीय भाषाएं पढ़नी पड़ेंगी तो उनके बच्चों पर अतिरिक्त बोझ बढ़ जाएगा। यह उनकी दसवीं के रिजल्ट को प्रभावित करेगा। उनकी यह भी शिकायत बचकानी है। उनसे बस यही कहना है कि अंग्रेजी तो वे जन्म से सीख रहे हैं। जर्मन और फ्रेंच भी उनको कभी अतिरिक्त बोझ नहीं लगते, पर अपनी मातृभाषा या अन्य देसी भाषाएं उन्हें बोझ क्यों लगने लगता है।



प्रेमपाल शर्मा

नौवीं कक्षा में दो भारतीय भाषाओं को पढ़ाना अनिवार्य करने का उद्देश्य देश को बहुभाषी समाज बनाना है, जो इसकी सच्चाई भी है



उत्तर-दक्षिण के बीच मेल बढ़ाएगी भाषाई पहल • फाइल

क्या बच्चे अपनी मर्जी से जर्मन और दूसरी भारतीय भाषा सीखते हैं? नहीं। यह अभिभावकों और स्कूल का उन पर जबरदस्ती लदा हुआ बोझ है। क्या हमारा संविधान गलत है, जिसमें हिंदी और सभी क्षेत्रीय भाषाओं को आगे बढ़ाने और उसमें प्रशासन और शिक्षा देने की बात कही गई है? तीसरी भाषा के लिए सरकार ने सही राह सुझाई है कि इसमें बोर्ड की परीक्षा नहीं होगी, पाठ्यक्रम बहुत हल्का होगा और उसका मूल्यांकन भी आंतरिक होगा। इसका उद्देश्य साफ है कि उत्तर भारत के लोग दक्षिण की भाषाओं को जानें और दक्षिण के उत्तर भारत की। इससे दक्षिण का हिंदी और उत्तर भारत की भाषाओं का विरोध भी निर्मूल हो जाएगा और भाषाई एकता तो बढ़ेगी ही। आज यूरोप, अमेरिका से लेकर चीन, जापान जैसे देश इसलिए विकसित हैं, क्योंकि उनकी शिक्षा और प्रशासन अपनी भाषा में होता है, अंग्रेजी और दूसरी विदेशी भाषा में नहीं।

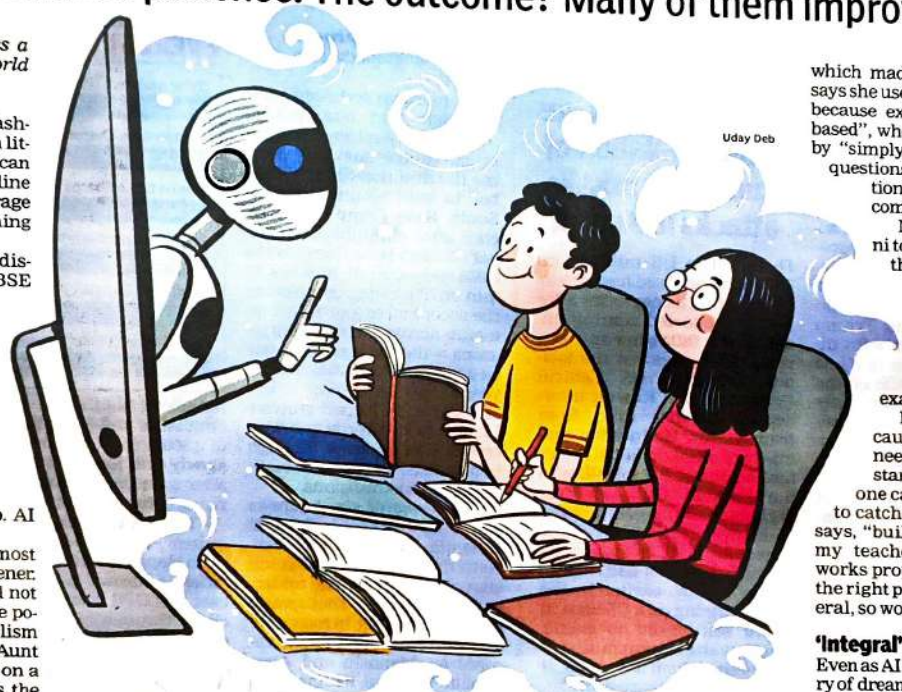
तीसरी भाषा कौन-सी चुनी जाए। अच्छा तो यही रहेगा कि संस्कृत के नाम पर पुरानी गलती न हो। स्कूल या प्रशासन बच्चों की सहमति से भाषा का चुनाव करें। पंजाबी, मराठी देवनागरी परिवार की भाषा हैं। बच्चों को कुछ मेहनत जरूर करनी पड़ेगी, लेकिन क्या यही मेहनत दक्षिण के राज्यों को हिंदी सीखने के लिए नहीं करनी पड़ती? इसलिए बिना देरी के इस पर अमल होना चाहिए और जो लोग अपने बच्चों को अंग्रेजी के अलावा दूसरी विदेशी भाषाएं भी सीखना चाहते हैं तो उनके लिए आसमान खुला है। बिना परीक्षा में शामिल किए यदि संभव हो तो स्कूल सिखाएं या कोई और इंतजाम करें। सब कुछ स्कूल नहीं सिखाते। हमारे चारों तरफ ऐसे हजारों लोग मिल जाएंगे जिन्होंने नौकरी, व्यवसाय के लिए अपनी जरूरत के हिसाब से विदेशी भाषाएं सीखी हैं। इसलिए अभिभावकों का सरकार पर आरोप लगाना, उसे कठघरे में खड़ा करना या सुप्रीम कोर्ट जाना किसी भी दृष्टि से उचित नहीं माना जा सकता। आश्चर्य है कि दो-तीन विदेशी भाषाएं पढ़ना उन्हें अपने बच्चों पर अतिरिक्त बोझ नहीं लगता, लेकिन अपनी मातृभाषा और भारतीय भाषाएं सीखने के नाम पर वे सड़कों पर उतरने के लिए तैयार हैं। यह अनुचित है। सरकार को किसी भी हालत में झुकना नहीं चाहिए।

(केंद्रीय सचिव रहे लेखक शिक्षाविद् हैं)
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The right way for students to use AI? This CBSE batch has answers

Using it as a tool to improve concepts and break down complex chapters into easy explainers, they found in AI a mentor with limitless patience. The outcome? Many of them improved their scores, writes **Ayantika Pal**

"Aunt Jennifer's tigers prance across a screen/Bright topaz denizens of a world of green."



Every time Class 12 student Tashvi Berry opened her English literature book to study American poet Adrienne Rich's 12-line metaphor-drenched rage against patriarchy, these famous opening lines made absolutely no sense.

For the 17-year-old with learning disabilities, who had the poem for her CBSE Class 12 boards, the struggle with the many poetic devices — juxtaposition, symbolism, irony — that make up the poem felt like a losing battle. "I felt like I was getting stuck, because I simply couldn't understand the deeper meaning of the lines," Tashvi says.

Classroom teaching did little to break down the poem. Even private tutors couldn't help her.

But Tashvi was not beyond help. AI knew exactly what to do.

Tashvi turned to ChatGPT — almost as a last resort — and it was an eye-opener. The AI, in its tutor avatar, explained not only the opening lines, but the entire poem, line by line. It taught her symbolism through 'action' — that the poem's Aunt Jennifer was actually sewing tigers on a piece of cloth; that embroidery was the mode of self-expression of a woman who felt afraid and trapped in marriage; and that she was speaking her mind through the brave and free tigers she stitches.

"ChatGPT explained each metaphor that was used, why certain words like 'Uncle' are important, how questions could be framed in exams, and what the answer should be like," says Tashvi.

Once she cracked it, she went back to AI with questions she had about 'The Third Level', a short story in her syllabus themed on escapism. "The AI helped me make notes in simple language and in bullet points. I kept turning to AI for anything that I had conceptual doubts about, or when I needed more information, such as for painting theory and Rajasthani art," says the Delhi-based student, who cleared CBSE Class 12 earlier this month with 87%, a big improvement from her Class 10 score of 70%.

Tutoring & Mentoring

Since the AI dam burst, its use in schools has been frowned upon, especially when it involved students using it as shortcuts, missing the fundamental point of practice — to help write essays, to use it to solve math problems, or when AI-generated answers were copied, word for word, for projects. But the latest graduating CBSE batch is replete with examples of AI being used well — where students used AI as a mentor and guide to supplement classroom learning and improve exam performance.

From simplifying difficult concepts and ironing out last-minute doubts, to generating answer-writing patterns and practising with model papers, to even asking AI to generate the best study routine, these students harnessed the power of AI to make themselves better prepared.

Aditi Mishra, who scored 99.2%, said AI played a supporting role by summarising long chapters. "Classroom teaching is irreplaceable," says Mishra, who studied at Rani Laxmi Bai Memorial School in Lucknow and wants to go to medical college, "but AI can be used for assistance and revision."

Priya Singh, who appeared for the CBSE Class 12 exam from Amitasha Foundation in Noida, scored 97%. The daughter of a bus driver, Priya did not have the resources to take additional tuitions or to buy reference books. "AI became my reference book and tutor," she told **TOI**. "In political science, there was mention of Mandal Commission, but my NCERT book had limited information. When I used ChatGPT to research it, I got the full picture and its importance in understanding reservation in India." Priya had scored around 70% in Class 10, so it's been a huge improvement for her. "For history and home science, I prompted it to explain topics to me like a teacher would explain to a beginner. That made chapters I found difficult easier to retain," she says.

Others used AI whenever they needed better analytical understanding of a topic. One such example is that of Nisha Solanki, who scored 92.4% in Class 10 and cleared her Class 12 boards with 98.2%.

"Instead of memorising chapters, I wanted to understand why voting patterns change and how electoral verdicts reflect social and political shifts," says the DPS Gurgaon student. "And Gemini explained trends with examples and comparisons, which made my answers better." Nisha says she used AI for deeper understanding because exams today are "competency-based", where one cannot hope to do well by "simply mugging up definitions", as questions are framed such that application and interpretation also become important.

Nisha says she also used Gemini to understand Sigmund Freud's theories for her psychology answers. "Freud's concepts were not easy to understand directly from the textbook. But I developed a genuine interest in the topic after asking questions and exploring examples on AI."

Nisha, however, has a word of caution. Using AI meaningfully needs a foundational understanding of a subject, she says, so one can't just skip classes and hope to catch up using AI. "Teachers," she says, "build that basic foundation, and my teachers were amazing. AI only works properly if you know how to give the right prompts. If your prompt is general, so would be the response."

'Integral' To Maths

Even as AI can make sense of Freud's theory of dreams, it can also, as it turns out, dispel maths nightmares. Just ask Aarya Jain, who took her Class 12 boards from Apeejay School in Noida. Aarya scored just 60 in her Class 11 exams. "Integral calculus used to confuse me, because the same method would work for one question and fail for the other. But AI tools solved each problem I had failed to grasp step by step, showed alternative methods and explained where exactly mistakes happened," says Aarya, who improved her maths score to 85 at the boards.

Several utilised AI for exam practice and time management. Gunjan Chauhan used AI to create and evaluate mock tests in all papers. "I would write the answers and upload them back to the chatbot, which suggested improvements, pointed out weaknesses and explained how answers could be structured better for boards. It felt like practising with a teacher who was available anytime," says the NCR-based student. Lucknow's Aishwarya Pandey, who scored 99%, used AI to create a timetable for board preparation. By entering details such as school hours, study time, rest and hobbies, she was able to generate a structured daily schedule.

Shreyash Srivastava of DPS Greater Noida, who had an overall score of 98.4%, says he used AI for his organic chemistry preparation. "Reactions can become confusing — like what breaks into what, why a reagent behaves differently, or how mechanisms change. AI tools explained reactions visually and logically. To stand out, you need extra conceptual clarity. Referring to multiple books takes time, but AI gives quick explainers with as many examples as you want," he says.

'Can't Replace Teachers, Textbooks'

Educators welcomed meaningful use of AI, but they also had a word of caution. "AI tools can certainly be used as guidance platforms for homework, concept clarification and gaining additional knowledge beyond textbooks," says educationist Aditi Basu, president (Noida) of All India Principals Association. "Many students today use AI. But they must remember that these tools should support learning, not replace teachers. It is always advisable to cross-check information with teachers or tutors because AI-generated responses can sometimes be incomplete, oversimplified or even inaccurate."

Ritu Srivastava, principal of Sri Chaitanya School, Noida, acknowledges that AI has made life a bit easier for "both students and teachers". For teachers, she says, mock tests, academic schedules, personalised assignments, lesson plans and even assessment tools can be created within seconds using AI. At the same time, she warns against over-reliance, saying there are drawbacks that educators and students must learn to address. "In many instances, there was an obvious lack of a 'human touch' in answers framed by students in this year's CBSE boards. Hopefully, as AI evolves further, with more advanced prompts, these gaps will gradually be addressed," she says.

Seema Jerath, principal of DLF Public School, Ghaziabad, echoed her. "I have seen many students — who used to struggle with certain chapters, subjects or concepts — become far more confident and fluent after using AI tools to clarify doubts. The speed with which kids have taken to this technology is truly remarkable."

And she, too, signs off with a note of caution. "It is equally important for teachers to guide students responsibly and help them understand what is right, accurate and meaningful learning," she adds.

— Inputs from ***Mohita Tewari in Lucknow***

The Times of India, 29 May 2026, Page no.-19

स्टूडेंट्स की परेशानियों के बाद CBSE ने बदला प्लान, 2027 से डिजिलॉकर में आएगी बोर्ड की आंसरशीट

अब री-वैल्यूएशन का पोर्टल 1 जून से शुरू होगा, शिकायतों के बाद सीबीएसई ने सुधारी गलती

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■ नई दिल्ली: 10वीं और 12वीं के बोर्ड रिजल्ट की घोषणा होने के बाद CBSE की ओर से मार्कशीट सीधे स्टूडेंट्स के डिजिलॉकर अकाउंट में भेजी जाती है। जैसे ही बोर्ड का रिजल्ट घोषित होता है, डिजिटल रूप से हस्ताक्षरित (Digitally Signed) और मान्य मार्कशीट डिजिलॉकर पर अपलोड कर दी जाती है। 2027 से मार्कशीट के साथ आंसरशीट्स की स्कैन कॉपी भी डिजिलॉकर में भेजी जाएंगी। स्टूडेंट्स डिजिलॉकर अकाउंट से अपने सभी विषयों की स्कैन हुई कॉपी देख सकेंगे और उसके बाद री-वैल्यूएशन के लिए आवेदन कर सकेंगे।

4 मिनट में पढ़ें

शिक्षा मंत्रालय के सूत्रों का कहना है कि यह प्रक्रिया फ्री होगी या इसके लिए कोई फीस ली जाएगी, इसका फैसला सीबीएसई को करना है। अभी तक की प्रक्रिया के मुताबिक कॉपी चेकिंग की प्रक्रिया दो स्टेज में होती है। पहली आंसरशीट की स्कैन कॉपी लेना और दूसरी वेरिफिकेशन। पहले फेज में स्टूडेंट्स को सबसे पहले अपनी जांची हुई आंसरशीट्स की स्कैन की हुई कॉपी ऑनलाइन लेने के लिए आवेदन करना होता है। दूसरे फेज में स्टूडेंट्स या तो 'पाई गई कमियों के वेरिफिकेशन' के लिए या फिर 'उत्तरों के पुनर्मूल्यांकन' के लिए आवेदन कर सकते हैं।

वेदांत की तरह कम से कम 20 मामले आए सामने

वेदांत समेत कई स्टूडेंट्स ने यह शिकायत की कि CBSE की ओर से उपलब्ध करवाई गई कॉपी उनकी नहीं है। वेदांत को फिजिक्स में बहुत कम नंबर मिले थे, जबकि उसका कहना था कि उनका पेपर बहुत अच्छा गया था। री-इवैल्यूएशन के दौरान वेदांत को आंसरशीट किसी दूसरे स्टूडेंट्स की कॉपी से बदल गई थी। सूत्रों का कहना है कि कम से कम 20 ऐसे मामले हैं, जिनमें स्टूडेंट को दूसरे की कापी दी गई और यह सब स्कैनिंग मिक्स अप के कारण हुआ। सूत्रों का कहना है कि 2025 में 2 लाख स्टूडेंट्स ने आंसरशीट की स्कैन कापी हासिल की। इस बार यह नंबर 4 लाख से कुछ अधिक है।

- मार्कशीट के साथ आंसरशीट्स की स्कैन कॉपी भी डिजिलॉकर में भेजी जाएगी
- कॉपियों की अदला-बदली और गलत चेकिंग को खत्म करने के लिए कदम उठाया
- 1800118004 हेल्पलाइन नंबर, किसी समस्या के लिए इस पर कर सकते हैं संपर्क



री-इवैल्यूएशन पर अगले दो दिन तैयार रखें अपनी सभी शिकायतें, होगी जांच

कॉपियों की स्कैनिंग में देरी पर बढ़ाया समय

■ NBT रिपोर्ट, नई दिल्ली

सीबीएसई की 12वीं क्लास के लिए री-इवैल्यूशन विंडो अब 1 जून को खोलेगी। सीबीएसई ने कहा है कि पोस्ट-रिजल्ट एक्टिविटीज पोर्टल पर आवेदन करने वाले स्टूडेंट्स की आंसरशीट्स के वेरिफिकेशन और री-इवैल्यूएशन की प्रक्रिया को पारदर्शी हो और गलतियां ना हो, इसके लिए फैसला लिया गया है कि पोर्टल अब 1 जून से चलेगा। इससे पहले बोर्ड 29 मई के लिए तैयारी कर रहा था, मगर आंसरशीट्स की कॉपी भेजने का सिस्टम शुक्रवार को भी जारी रहा, ऐसे में अब दो दिन बाद यानी 1 जून को दूसरा कदम लिया जाएगा।

बोर्ड ने कहा है कि जिन स्टूडेंट्स को किसी प्रकार की जानकारी या सहायता की आवश्यकता हो, वे सीबीएसई टेली-काउंसलिंग हेल्पलाइन 1800 11 8004 पर संपर्क कर सकते हैं या ईमेल (resultcbse2026@cbseshiksha.in) कर सकते हैं। बोर्ड के एक अधिकारी ने बताया कि ऑनस्क्रीन मार्किंग (OSM) सिस्टम से चेक की गई आंसरशीट्स की कॉपियों को 29 मई को भेजा गया है, इसलिए स्टूडेंट्स को इन कॉपियों को चेक करने के लिए दो दिन दिए जा रहे हैं। अब 1 जून से तक भेज दिया जाएगा, मगर 28 मई की शाम तक बोर्ड अधिकारी ने बताया कि 6-7 हजार कॉपिया भेजना अब भी बाकी है। आंसरशीट्स की स्कैन की गई कॉपियां मिलने के दो दिन बाद री-इवैल्यूशन पोर्टल खोलने की बात की गई थी मगर स्थिति उलझी रही। बोर्ड का कहना है कि अगर किसी स्टूडेंट को देरी से कॉपी मिलती है, तो उसे री-इवैल्यूशन के लिए पूरा वक्त मिलेगा।

AI Image



स्टूडेंट्स को री-इवैल्यूशन के लिए पूरा वक्त मिलेगा: CBSE

क्या होगा री-इवैल्यूशन में

इस साल सीबीएसई ने 12वी क्लास की कॉपियां ऑन स्क्रीन मार्किंग (OSM) सिस्टम के तहत चेक करवाई। 98.6 लाख से अधिक आंसरशीट्स को स्कैन किया गया, फिर ऑन स्क्रीन चेक किया गया। इसके साथ शिकायतो का अबार लग गया।

कॉपी मे पेजो के क्रम गलत होने, कुछ पेज या सप्लिमेंट्री शीट्स के गायब होने, कई आंसर चेक ना करने, कई आंसर मे नंबर ना देने, अपनी हैंडराइटिंग की कॉपी ना मिलने, ब्लर कॉपी जैसे गंभीर शिकायते बड़ी सख्या मे सामने है। वेरिफिकेशन और री-इवैल्यूशन पोर्टल के खुलने के बाद ऐसी जितनी भी तरह की शिकायतें है, स्टूडेंट्स फाइल लेगे, जिसकी जांच होगी। अगर यह सही है तो करेक्शन किया जाएगा। दूसरा, अगर कोई चाहता है कि उसकी आंसरशीट मे कुछ सवाल फिर से चेक किए जाए, तो उसे चेक किया जाएगा। वेरिफिकेशन के लिए फीस 100 रुपये तय की गई है और री-इवैल्यूशन के लिए 25 रुपये प्रति क्वेश्चन तय है।

दिल्ली के टीचर्स असोसिएशन ने लिखा

'OSM में खामियां हैं तो टीचर्स को नोटिस क्यों?'

■ NBT रिजल्ट, नई दिल्ली

AI Image



दिल्ली के सरकारी स्कूलों के टीचर्स की शिकायत है कि उन्हें 12वीं के रिजल्ट के गिरने की वजह से कारण बताओ नोटिस जारी किए जा रहे है। टीचर्स का कहना है कि सीबीएसई के ऑन स्क्रीन मार्किंग (OSM) की वजह से रिजल्ट गिरा है, ऐसे में उन पर सवाल उठाना गलत है। इसे लेकर गवर्नमेंट स्कूल टीचर्स असोसिएशन (जीएसटीए) ने शिक्षा मंत्री को पत्र भी लिखा है और सभी शो-कॉज नोटिस वापस लेने की मांग की है।

एक टीचर ने बताया कि नोटिस मे कहा गया है कि आपकी कोशिशे पूरी नही रही, रिजल्ट सही नहीं रहा, ऐसे मे आपके खिलाफ सख्त कार्रवाई क्यो ना हो। यह प्रिंसिपल की ओर से भेजा गया है। जिन स्कूलो के रिजल्ट रहते है, उन स्कूलो को दिल्ली शिक्षा निदेशालय नोटिस भेजती है, जिस पर प्रिंसिपल टीचर्स को नोटिस देते है। मगर इस बार ऐसे टीचर्स की संख्या बहुत ज्यादा है।

शिक्षा मंत्री को पत्र भी लिखा, नोटिस वापस लेने की मांग

जीएसटीए के जनरल सेक्रेटरी अजय वीर यादव ने कहा कि इस बार आधे टीचर्स को ऐसे नोटिस मिले है। मगर इस साल कम रिजल्ट की वजह ऑन स्क्रीन मार्किंग (OSM) सिस्टम है, जिसे बिना पर्याप्त तैयारी, परीक्षण के लागू किया गया। हमने पहले ही सुझाव दिया था कि OSM सिस्टम को पहले पायलट प्रोजेक्ट के रूप मे लागू किया जाए और उसके परिणामो और व्यवहारिकता का आकलन करने के बाद ही इसे पूरे तरह से लागू किया जाए, मगर सगठन को इस सलाह पर ध्यान नही दिया गया।

टीचर्स ने कहा है कि प्रक्रिया के दौरान देशभर के परीक्षकों और शिक्षको ने स्कैन की गई आंसरशीट्स के धुधले होने, गलत आंसरशीट्स के अपलोड होने, कॉपियों के पेज गायब होने और स्टूडेंट्स को लिखावट को पढ़ने मे कठिनाई जैसी कई तकनीकी और व्यवहारिक समस्याओ को शिकायत की। इन परिस्थितियो के बावजूद टीचर्स ने बहुत सावधानी बरती, मगर बड़े पैमाने मे हुए समस्याओ को वजह से सीधा प्रभाव मार्किंग सिस्टम पर पड़ा।

नवभारत टाईम्स,
30 मई 2026,
पेज नं-7

The Hindu, 31 May 2026, Page No.-10

Progress in women's education, digital access

The Hindu Bureau
NEW DELHI

The latest National Family Health Survey (NFHS-6), 2023-24 data tell a complex story of Indian women – with significant gains in education, digital access and economic agency, but also persistent social constraints, including low property ownership, marriage before the legal age of 18, and bearing the burden of family planning.

The survey shows that 73.7% of women have attended school, up from 71.8% recorded in NFHS-5 survey (2019-21). The proportion of women with over 10 years of schooling also went up from 41% to 46.4%, while Internet use among women has nearly doubled from 33.2% to 64.3%.

However, women's ownership of a house or land, either alone or jointly, has stayed below 20%, rising from 14% to 18.8%. Deep-rooted gender norms continue to shape life outcomes. As much as 20.1% of women aged 20-24 were married before the legal age of 18, only a modest improvement from 23.3% in the previous survey. Female sterilisation remains the dominant form of family planning at 36.5%, falling from 37.9%, raising questions about the unequal burden of reproductive responsibility.



The survey results indicate that a stronger push is needed to build on the gains made in women's empowerment. FILE PHOTO

Gender-based violence

According to NFHS-6, India has recorded a notable decline in violence against women, particularly spousal violence. The survey found that 22.3% of ever-married women aged 18-49 reported having experienced physical, sexual, or emotional violence by their spouse, down from 29.2% in NFHS-5 – a decline of nearly 7 percentage points.

Additionally, while most States recorded decline in violence against women, Kerala saw an increase in reported spousal violence from 9.8% in NFHS-5 to 17.7% in the latest survey. Bihar recorded 36.1%, Telangana 30.8%, Tamil Nadu 28.5%, Uttar Pradesh 28.5% and Andhra Pradesh 22.7% – all above the national average.

According to NFHS-6, the use of tobacco and alcohol in the country has continued to decline, although significant gender disparities remain. Among adults aged 15 and above, 34.6% of men and 7.2% of women use any form of tobacco, compared with 38% of men and 8.9% of women in NFHS-5. Alcohol consumption remains far more common among men than women, with 18.2% of men and 0.7% of women reporting alcohol use, compared with 19% of men and 1% of women in NFHS-5.

The survey indicates that tobacco and alcohol use are generally higher in rural areas and among socially and economically disadvantaged groups.

While the decline reflects the impact of public health campaigns and tobacco-control measures, the continued prevalence of these risk factors remains a concern because they are closely linked to non-communicable diseases such as cancer, cardiovascular disease, chronic respiratory illness, and liver disorders.

Hindustan Times
31 May 2026
Page No.-13

Officials blame cyberattack for CBSE revaluation portal glitches

HT Correspondent
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NEW DELHI: The Central Board of Secondary Education's (CBSE) revaluation portal was hit by a "malicious cyberattack" that disrupted payment processing for around 50 Class 12 students and forced the board to defer the next phase of its re-evaluation process until the payment system was secured, education ministry officials said on Friday.

According to a senior ministry official, the payment gateway linked to the CBSE's revaluation portal came under an unauthorised attack shortly after the system went live on May 19. "The malicious cyberattack affected the payment gateway infrastructure, resulting in incorrect fee displays during transactions. Around 50 students were affected. In some cases, the fee displayed was as low as ₹1, while in others it shot up to nearly ₹67,000-68,000," the official said.

Speaking on the matter, a senior CBSE official, requesting anonymity, said, "The board is processing refunds for students who paid more than the prescribed fee because of the glitch."

OFFICIALS SAID THAT NO STUDENT DATA WAS BREACHED, AND THE ATTACK WAS LIMITED TO THE PAYMENT SYSTEMS

Officials confirmed that no student data was breached, and the attack was only concerned with the payment interface.

The portal, used to obtain scanned copies of evaluated answer books and apply for re-evaluation, has remained unavailable since May 26. It was originally scheduled to reopen the same day for students to submit question-wise objections after accessing scanned answer sheets. The reopening was later postponed to May 29 and has now been rescheduled to June 1.

CBSE officials said students who have already obtained scanned copies of their evaluated answer books will be able to submit question-wise objections once the portal reopens.

The disruption came amid an unusually high volume of applications. Over 400,000 students sought scanned copies of their answer books between May 19 and May 25, accounting for nearly one-fourth of around 1.8 million students who appeared for the Class 12 board examinations this year, the officials said.

As part of corrective measures, CBSE has removed HDFC Bank's payment gateway from the process and integrated payment systems of four public sector banks — State Bank of India, Canara Bank, Indian Bank and Bank of Baroda, the ministry officials said.

Officials said successful test runs of the new payment gateways were conducted on Thursday. Following the disruption, the board sought an independent technical review of the platform and roped in experts from IIT Madras and IIT Kanpur to audit the portal's code, payment integrations and backend systems.

Why is CBSE's evaluation system facing flak?

What is the On-Screen Marking system and why is it under scrutiny? What is its history? Has it been successful elsewhere? Why did CBSE introduce it and how did it pan out? How has the Board responded to the crisis?

G. Sampath

The story so far:

Following the release of the Class 12 Board exam results, the Central Board of Secondary Education (CBSE) has been under fire for discrepancies in the evaluation of answer scripts and malfunctioning of the re-evaluation process. The newly introduced On-Screen Marking (OSM) system is under scrutiny, given the widespread sense among students that the marks they received did not match their expectations. The CBSE's pass percentage has dipped to 85.29% this year from 88.39% last year, with the number of students scoring above 90% also dropping.

Due to the sheer volume of requests for answer book copies, the post-results verification portal crashed. As for students who did manage to obtain scanned copies of their answer books, they got a shock when they discovered blurred or missing pages, and unmarked answers. Many even received answer books of other students. The Parliamentary Standing Committee on Education, Women, Children, Youth, and Sports has summoned senior officials from the Union Education Ministry and CBSE Chairman Rahul Singh for a meeting on June 2 to review the use of OSM and the problems faced by the students.

What is On-Screen Marking?

It is a form of digital evaluation of exam answer sheets. Hand-written answer books are digitally scanned, anonymised, and uploaded online. Instead of checking paper copies with a pen, teachers log into a dedicated platform to access the scanned answer books and correct papers on a computer screen, under video surveillance.

What is the history of OSM in India?

The CBSE tried out OSM on a smaller scale in 2013-14. Due to inadequate digital infrastructure and limited digital literacy, the experiment was not a big success. Then it proposed testing the OSM in 2024-25 on "small-volume subjects" where there would be fewer candidates. The idea was to sort out glitches before scaling up. In June 2025, members of the CBSE's governing body suggested that OSM "may be implemented in all subjects only after completion of pilot projects in some subjects across various regional offices of the board." But the CBSE ignored the advice of its own governing body. Without adequate pilot testing, it went in for full-scale adoption of OSM across all subjects in 2026.

Amid the ballooning crisis, the CBSE extended the deadline for requesting scanned copies, and also kept revising the fees for these services



NSUI activists raise slogans during a protest, alleging irregularities in the CBSE's On-Screen Marking evaluation system, in New Delhi. PTI

Were teachers able to familiarise themselves with OSM before it was rolled out?

The first Class 12 Board exam was on February 17, but teachers were informed of OSM implementation barely 10 days earlier. This was a time when teachers were busy with exams in schools, and many had duties as Booth Level Officers as well. Many did not get enough time to familiarise themselves with the user interface of the portal, and learn how to scroll, how to mark, and how to go back and recheck if they had missed something. As a result, many did not have enough practice by the time they came to the evaluation centres for the OSM.

What was the CBSE's rationale for switching from physical marking to OSM?

In a circular dated February 9, the CBSE listed several benefits of moving to OSM. These included elimination of totalling errors, reduced manual intervention, faster evaluation, elimination of the need for post-result verification of marks, and reduced manpower requirements for verification. But these benefits did not materialise. Class 12 exams were given by 17 lakh students. This meant that 98 lakh answer books, or 40 crore pages, had to be manually scanned in record time. These also had to be checked for legibility before being made available for evaluation. The benefit of reduced manual intervention did not appear to have materialised. Nor is there evidence that OSM reduced totalling errors or accelerated evaluation. Contrary to CBSE's claims, requests for "post-result verification" have shot up compared to previous years.

Has OSM been used successfully elsewhere? If yes, why did CBSE struggle?

Yes, it has been used successfully by exam boards such as Cambridge (U.K.) and International Baccalaureate (IB) and in countries such as Singapore and Australia. But these have far fewer exam centres and students, and more centralised scanning infrastructure, than CBSE. OSM has been known to work well in an ecosystem of well-resourced, digitally ready private schools, such as those under Cambridge and IB. In contrast, CBSE's 33,000 affiliated schools include government, rural, and semi-urban schools with uneven digital infrastructure and teacher training.

What is the controversy with the firm contracted to deliver OSM for CBSE?

Opposition leader Rahul Gandhi has alleged corruption in CBSE's selection of COEMPT Eduteck as the OSM vendor and demanded a judicial inquiry. In a video statement, he said, "The company that did the OSM for your exams was actually called Globarena. And Globarena has carried out this scam twice in Telengana... [in 2019 and 2023]." He claimed that though this company's track record was known, for "some hidden" reason, the CBSE chose it for the assignment. The CBSE has claimed that COEMPT was chosen "in accordance with the procurement policy" of the government.

What was Sarthak Sidhant's viral blog on CBSE about?

A Class 12 student, Sarthak Sidhant, published an investigative blog post which appeared to show that COEMPT Eduteck was the beneficiary of a rigged tendering process. After poring over CBSE's tenders and multiple Request for Proposals, he claimed to have found that the "CBSE did not just pick a bad software vendor by accident. They lowered financial baselines. They dropped software security certifications. They cut the corrupt practices cooling-off period in half. They removed the physical server isolation requirement. They erased the word 'blacklisting' from their penalty matrix via a last-minute corrigendum, before bidding, and they bypassed their own mandatory CERT-In production audits. They gambled with our data security, our marks, and our mental health."

What were the problems with the re-evaluation portal?

CBSE's portal for obtaining copies of answer sheets went live on May 19. As more than 4 lakh students requested scanned copies of answer sheets, the portal crashed, forcing CBSE to put the site under maintenance.

How did the CBSE respond?

Amid the ballooning crisis, the CBSE extended the deadline for requesting scanned copies, and also kept revising the fees for these services, leading to confusion among parents and students. Following a public uproar, it began responding individually on social media to affected students. It roped in experts from the Indian Institutes of Technology, Madras and Kanpur to resolve the technical challenges, and has announced that the designated portal for verification and re-evaluation will now go live from June 1 to "ensure a transparent and glitch-free process." Meanwhile, it has also launched a public relations campaign by circulating a social media messaging kit to school principals, directing them to post reels defending OSM and CBSE. These included a statement describing CBSE as "highly proactive, empathetic, and communicative regarding these teething issues."

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