

EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

April 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 *edudoc 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 **April 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.

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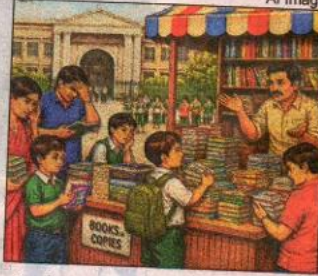
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न ही स्कूल, न बाजार, न ही ऑनलाइन मिल रही किताबें: पैरंट्स सेशन शुरू, पर अब भी NCERT की 9वीं की किताबों का इंतज़ार

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AI Image

■ नई दिल्ली: आज से सभी स्कूलों में नया सेशन शुरू हो रहा है मगर 9वीं के स्टूडेंट्स को NCERT की किताबों का अब भी इंतज़ार है। नई शिक्षा नीति (NEP 2020) और नेशनल करिकुलम फ्रेमवर्क - स्कूल एजुकेशन के तहत NCERT (नेशनल काउंसिल ऑफ एजुकेशनल रिसर्च एंड ट्रेनिंग) हर क्लास के नए सिलेबस और नई किताबों पर काम कर रहा है।

दुकानदारों का कहना है कि क्लास 1 से 8 तक की नई किताबें प्रिंट और डिजिटल दोनों रूप में बाजार में मौजूद हैं मगर क्लास 9 की किताबें स्टूडेंट्स तक नहीं पहुंची हैं। पैरंट्स का कहना है कि न ही स्कूल, न ही बाजार और न ही ऑनलाइन, ये मिल रही हैं। वहीं, स्कूल अभी NCERT के ड्राफ्ट सिलेबस के भरोसे हैं। पुस्तक विक्रेता हितकारी संघ के सेक्रेटरी रमेश वशिष्ठ कहते हैं, हमें NCERT ने बताया था कि क्लास 9 की किताबें फरवरी और 11वीं

की अप्रैल तक आ जाएंगी। बाद में बताया कि 11वीं की किताबें इस साल नहीं बदली जाएंगी। कायदे से मार्च शुरुआत में 9वीं की किताबें बाजार में होनी चाहिए, पुस्तक विक्रेता भी बार-बार पूछ रहे हैं।

वहीं, पुष्प विहार की निधि तिवारी का कहना है कि 9वीं की किताबें अब तक नहीं मिली हैं। दिल्ली पैरंट्स असोसिएशन की प्रेजिडेंट अपराजिता गौतम का कहना है, कोर्ट का आदेश है कि NCERT की किताबें बेची जाएं मगर प्राइवेट पब्लिकेशंस को स्कूल बढ़ावा दे रहे हैं। NCERT का सेट 700-800 रुपये का आ जाता है, वहीं एक सेट 6-8 हजार रुपये ले रहे हैं।

बढ़ता है महंगी किताबों का बिजनेस

NCERT की किताबों की कमी, नकली किताबें, सेशन शुरू होने के बाद भी लंबा इंतज़ार, हर साल की दिक्कत हो गई है। किताबों के

वक्त पर न आने से स्कूल प्राइवेट पब्लिकेशन की महंगी किताबें थमा देते हैं।

NBT
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खबरों के अंदर की बात

मार्च दूसरे हफ्ते तक किताबें बाजार में होनी चाहिए मगर मई-जून तक भी पूरी किताबें बाजार में नहीं आती। इस किल्लत का फायदा नकली किताबें छापने वाले उठाते हैं। दूसरा, नियम के तहत ज्यादातर प्राइवेट स्कूलों ने पांच वेडर्स की लिस्ट नहीं दी है या ऐसे वेडर्स के नाम दिए हैं, जिनके पास किताबें नहीं हैं या फिर वो फोन नहीं उठा रहे।

नौवीं के पाठ्यक्रम में भारतीय इतिहास पर जोर, तीन हिस्सों में बंटा पूरा कोर्स

रीतििका मिश्रा • जागरण

नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने शैक्षणिक सत्र 2026-27 से नौवीं में नया पाठ्यक्रम लागू किया है। राष्ट्रीय पाठ्यचर्या की रूपरेखा (एनसीएफ) 2023 के तहत तैयार इस पाठ्यक्रम में अब पारंपरिक अध्याय आधारित पढ़ाई से हटकर योग्यता आधारित माडल लागू किया गया है, जिसमें हर विषय में यह तय किया गया है कि छात्र को क्या समझना, कैसे विश्लेषण करना और कैसे लागू करना है। करीब 20 वर्षों में यह सबसे बड़ा बदलाव है, जिसमें सिर्फ विषय ही नहीं बल्कि पढ़ाने और मूल्यांकन का तरीका भी पूरी तरह बदल दिया है।

अब तक नौवीं की पढ़ाई अलग-अलग विषयों और तय चैप्टरों तक

सीमित थी। गणित, विज्ञान और सामाजिक विज्ञान में स्पष्ट अध्याय होते थे और परीक्षा भी उन्हीं पर आधारित होती थी, लेकिन नए ड्राफ्ट में पाठ्यक्रम को तीन बड़े हिस्सों में संगठित किया गया है। पहले हिस्से में भाषा और संवाद कौशल से जुड़े विषय। दूसरे हिस्से में कोर अकादमिक विषय, जैसे गणित, विज्ञान, सामाजिक विज्ञान और तीसरे हिस्से में नए कौशल आधारित विषय होंगे।

क्सुंधरा एंक्लेव स्थित एवरग्रीन पब्लिक स्कूल में नौवीं की भूगोल की शिक्षिका श्वेता ने बताया कि सामाजिक विज्ञान में सबसे बड़ा बदलाव किया गया है। पहले इतिहास, भूगोल, राजनीति और अर्थशास्त्र अलग-अलग पढ़ाए जाते थे। अब इसे इंटीग्रेटेड सामाजिक विज्ञान बना दिया है। पहले नौवीं के इतिहास में

फ्रांसीसी क्रांति, रूसी क्रांति और नाजीवाद और हिटलर का उदय, विश्व इतिहास के प्रमुख अध्याय थे। नए ड्राफ्ट में इन अध्यायों को पारंपरिक रूप में हटा दिया गया है। अब इतिहास को भारतीय संदर्भ में निरंतर प्रक्रिया के रूप में पढ़ाया जाएगा, जिसमें प्रागैतिहासिक काल से लेकर सभ्यता के विकास, सामाजिक-धार्मिक बदलाव और भारतीय ज्ञान परंपरा (जैसे शून्य, आयुर्वेद, दर्शन, कला) को शामिल किया गया है। वहीं विश्व इतिहास को हटाया नहीं गया है, लेकिन उसे अलग अध्यायों की जगह विश्लेषण और तुलना में सीमित कर दिया गया है, जिसमें औद्योगिकीकरण, उपनिवेशवाद, नस्लवाद और आधुनिक राष्ट्रों के उदय जैसे विषय शामिल हैं। भूगोल के हिस्से में अब पृथ्वी की संरचना, जलवायु, प्राकृतिक

संसाधन और पर्यावरण संकट जैसे मुद्दों पर ज्यादा जोर दिया गया है। छात्रों को जलवायु परिवर्तन, प्रदूषण और संसाधनों की कमी जैसे विषयों को समझने और उनके समाधान सुझाने की क्षमता विकसित करनी होगी। राजनीतिक विज्ञान के तहत भारतीय संविधान, मौलिक अधिकार और लोकतंत्र की कार्यप्रणाली को व्यावहारिक रूप में समझाया जाएगा। वहीं अर्थशास्त्र में उत्पादन, मांग-आपूर्ति, संगठित और असंगठित क्षेत्र, व्यापार और ई-कामर्स जैसे विषय शामिल किए गए हैं।

गणित में जोड़े 10वीं व 11वीं के अध्याय : गणित में भी बड़ा विस्तार किया गया है। अब नौवीं में ही अंकगणितीय प्रगति, ज्यामितीय प्रगति, दो चर वाले रैखिक समीकरण और वृत्त से संबंधित क्षेत्रफल जैसे अध्याय शामिल कर दिए गए हैं, जो पहले

उच्च कक्षाओं में पढ़ाए जाते थे। इससे छात्रों में शुरुआती स्तर पर ही तार्किक और विश्लेषणात्मक सोच विकसित करने का प्रयास किया गया है। विज्ञान में प्रजनन जैसे अध्याय को 10वीं से नीचे लाया गया है, जबकि गुरुत्वाकर्षण जैसे अध्याय को हटा दिया गया है। अंग्रेजी विषय में भी बदलाव करते हुए पुरानी किताबों को हटाकर नई एकीकृत पुस्तक लागू की गई है, जिसमें गद्य और पद्य दोनों को शामिल किया गया है और फोकस समझ व अभिव्यक्ति पर रखा गया है। इसके अलावा, पहली बार समाज में व्यक्ति जैसे विषय को शामिल किया गया है, जिसमें छात्रों को सामाजिक व्यवहार, नैतिकता और जिम्मेदारी के बारे में सिखाया जाएगा। ये पाठ्यक्रम के तीसरे हिस्से में शामिल होगा। मूल्यांकन प्रणाली में भी बड़ा बदलाव किया गया है।

Union Education Minister Dharmendra Pradhan Calls For Introducing CT & AI In Indian Languages, Aligning With Vision Of NEP



Union Education Minister Dharmendra Pradhan has called for introducing Computational Thinking (CT) and Artificial Intelligence (AI) in Indian languages, aligning with the vision of the National Education Policy (NEP). Launching the Computational Thinking and Artificial Intelligence Curriculum for Classes III to VIII in New Delhi, the Minister stressed that while the curriculum has been introduced in English, it must eventually be localized. Mr Pradhan noted that India has the capacity to adapt quickly due to its intellectual diaspora and ability to localize knowledge effectively. He also highlighted India's historical intellectual tradition, mentioning mathematicians like Aryabhatta and Madhav, who developed foundational ideas in their native languages. He said this legacy reinforces the need to democratize modern knowledge systems like AI in regional languages.

The Minister also advised the National Council of Educational Research and Training (NCERT) to coordinate with state bodies to translate and implement the curriculum across languages within the academic year.

Speaking on the occasion, Minister of State for Education Jayant Chaudhary said that the newly launched Computational Thinking and Artificial Intelligence curriculum will be introduced in Central Board of Secondary Education schools across the country. He added that the initiative aligns with the National Education Policy's focus on innovative pedagogy and early exposure to emerging technologies.

Developed by the Central Board of Secondary Education, the CT and AI curriculum is intended to introduce foundational digital and analytical skills to students from Classes III to VIII, integrating emerging technologies into school education at an early stage.



Aligned with 'AI for Education, AI in Education', the new curriculum marks a transformative step towards future-ready learning – Shri Dharmendra Pradhan

Union Education Minister launches CBSE's new curriculum on Computational Thinking and Artificial Intelligence for Classes III–VIII

Posted On: 01 APR 2026 7:41PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, today launched the CBSE Curriculum on Computational Thinking (CT) and Artificial Intelligence (AI) for students of Classes III to VIII at Vigyan Bhawan, New Delhi. Minister of State (C) for Skill Development and Entrepreneurship and Minister of State for Education, Government of India, Shri Jayant Chaudhary along with Shri Sanjay Kumar, Secretary, Department of School Education & Literacy; Dr Vineet Joshi, Secretary, Department of Higher Education; Chairman CBSE, Shri Rahul Singh; Director, NCERT, Shri Dinesh Prakash Saklani and senior officials of Ministry of Education, CBSE, Kendriya Vidyalaya, Navodaya Vidyalaya and NCERT were present on the occasion.



While addressing the gathering, Shri Pradhan said that the launch of the new curriculum on computational thinking and artificial intelligence for Classes III–VIII marks a transformative step towards future-ready learning at the start of the academic year. The initiative formally introduced structured AI education into the school ecosystem at scale, he added. He further said that the curriculum was backed by structured modules, comprehensive teacher handbooks, and robust student assessment frameworks, ensuring early and systematic exposure to emerging technologies and laying a strong foundation for the learners of tomorrow.

The Minister added that, aligned with the vision of “AI for Education, AI in Education,” the initiative marked a decisive shift towards augmented learning by nurturing critical thinking, design orientation, and a culture of innovation among young minds. Shri Pradhan also highlighted that as India’s leadership in technology-driven computing gains global recognition, the curriculum would empower students to meaningfully engage with and shape the digital future.

Shri Pradhan congratulated the Central Board of Secondary Education and National Council of Educational Research and Training for institutionalising this forward-looking framework and advancing a more adaptive, technology-integrated education ecosystem.

Speaking on the occasion, Shri Jayant Chaudhary said that education must now prepare young minds not just for a changing world, but for a world that will change in ways we cannot yet predict. He stated that artificial intelligence is already reshaping how knowledge is created, decisions are made, and

economies function, making it imperative that our children are not passive users of technology, but thoughtful creators and responsible leaders of it. By introducing computational thinking from an early stage, we are laying the foundation for a generation that can learn, unlearn, and re-learn continuously, navigate uncertainty with confidence and transform disruption into opportunity. This is not merely an academic reform, but a national investment in human capability—aligned with the vision of NEP 2020, to ensure that India’s learners are equipped not only for the jobs of tomorrow, but to shape the ideas, systems, and solutions that will define the future of the world, he added.

CBSE under the aegis of the Department of School Education and Literacy, Ministry of Education, Govt. of India, is implementing a Curriculum on Computational Thinking and Artificial Intelligence (CT &AI) to inculcate AI-readiness in school students. This curriculum will be implemented from classes 3rd to 8th, in the session 2026-27, and aims to develop AI-Ready learners by focusing on Computational Thinking Skills. The AI-readiness, so inculcated through CT Skills, will help develop the capacities of learners to use computational thinking, such as logical thinking, problem solving, pattern recognition, and so on, and understand the role and use of Artificial Intelligence in daily life. The Curriculum aims to build strong foundations in computational thinking, digital literacy, and responsible use of technology, along with nurturing innovation, critical thinking, and ethical decision-making capacities.



Relevance: Importance of Introducing CT and AI

Introducing CT and AI is vital for positioning students as future-ready digital citizens.

- **Foundation for AI:** Computational thinking is the intellectual backbone and cognitive framework required to understand and eventually create AI-driven solutions
- **Cognitive Development:** It fosters essential human capacities such as logical thinking, systematic problem-solving, and pattern recognition
- **Preparation for the Future:** Early exposure equips individuals with the ability to use data effectively and apply technology ethically, which is necessary for the modern world of work
- **Holistic Growth:** It promotes interdisciplinary learning, helping students see that knowledge is not compartmentalized by connecting Math, Science, and Humanities

शोध पत्रिकाओं की गुणवत्ता का सवाल

विश्वविद्यालय अनुदान आयोग यानी यूजीसी के नियमानुसार पीएचडी शोध प्रबंध जमा करने के पहले शोधार्थी के दो शोध आलेखों का छपा होना आवश्यक है। शिक्षकों की प्रोन्नति के लिए भी शोध आलेखों का प्रकाशन अनिवार्य है। पहले नियम था कि ये शोध आलेख यूजीसी केयर सूचीबद्ध पत्रिका में छपे होने चाहिए। अब उस नियम को शिथिल कर विशेषज्ञ समीक्षित शोध पत्रिका में छपना अनिवार्य कर दिया गया है। इस अनिवार्यता के बाद विभिन्न विषयों में विशेषज्ञ समीक्षित पत्रिकाओं की बाढ़ आ गई है। आइएसएसएन (इंटरनेशनल स्टैंडर्ड सीरियल नंबर) हासिल कर निजी उद्यम से छपने वाली इन पत्रिकाओं में अधिकांश अकादमिक दृष्टि से लचर हैं, किंतु पत्रिका के नाम के नीचे यह लिखने की डिठाई करती हैं-विशेषज्ञ समीक्षित शोध पत्रिका। ये पत्रिकाएं पैसे लेकर शोधार्थियों-शिक्षकों के शोध आलेख छापती हैं। इन पत्रिकाओं में छपकर शोधार्थी और शिक्षक उसका लाभ भी ले रहे हैं। इनमें कई पत्रिकाएं यूजीसी केयर में भी सूचीबद्ध हो गई थीं। अधिकांश पत्रिकाओं में शोध आलेखों का निम्न स्तर चिंताजनक है। अधिकतर शोध आलेखों में न विषय पर नया प्रकाश पड़ता दिखता है, न शोधार्थी के सम्यक विश्लेषण का पता चलता है। अधिकांश शोध पत्रिकाओं में भाषा का संस्कार अनुशासन गायब दिखता है। वर्तनी को लेकर अराजकता का आलम यह है कि एक ही पृष्ठ पर एक ही शब्द अलग-अलग ढंग से लिखा मिलता है। इन पत्रिकाओं में शब्दावली, वाक्य विन्यास और व्याकरण संबंधी न्यूनतम ज्ञान का सर्वथा अभाव दिखता है।

जहां वर्तमान में हिंदी में शोध पत्रिका होने का दावा करने वाली पत्रिकाओं की यह पीड़क स्थिति है, वहीं अतीत में निकलने वाली कई पत्रिकाएं यह दावा नहीं करती थीं कि वे शोध पत्रिका हैं, किंतु गंभीर शोध आलेख प्रकाशित करती थीं। 1903 से 1920 तक 'सरस्वती' का संपादन करने वाले महावीर प्रसाद द्विवेदी ने कभी यह दावा नहीं किया कि 'सरस्वती' शोध पत्रिका है, किंतु उन्होंने कई गंभीर शोध आलेख उसमें प्रकाशित किए। जैसे 'सांख्यशास्त्र और उसके तत्व', 'कौटिलीय अर्थशास्त्र का रचना काल' और 'आर्य लोग कहां



कृपाशंकर चौबे

निजी उद्यम से छपने वाली अधिकांश शोध पत्रिकाएं अकादमिक दृष्टि से स्तरहीन हैं, ये पैसे लेकर शोध आलेख छापती हैं



शोधार्थी के सम्यक परीक्षण में सक्षम हों पत्रिकाएं ● फाइल से आए' वस्तुतः शोध आलेख हैं। इसी तरह रामानंद चटर्जी द्वारा प्रकाशित और बनारसीदास चतुर्वेदी द्वारा संपादित 'विशाल भारत' के फरवरी, मार्च और अप्रैल 1931 के अंकों में ब्रजेंद्र नाथ बनर्जी ने 'हिंदी का प्रथम समाचार पत्र' शीर्षक लेख तीन किस्तों में लिखकर प्रमाण सहित यह प्रस्तुत किया कि 30 मई, 1826 को प्रकाशित 'उदंत मार्तण्ड' हिंदी का पहला समाचार पत्र है। उनके शोध आलेख छपने के पहले 1845 में निकले 'बनारस अखबार' को हिंदी का पहला समाचार पत्र माना जाता था।

दिल्ली से 1951 में शुरू हुई 'आलोचना' त्रैमासिक ने भी शोध पत्रिका होने का कभी दावा नहीं किया, किंतु प्रवेशांक में ही उसने 'भारतीय समाज का ऐतिहासिक विश्लेषण', 'शूद्रों की खोज', 'प्राचीन भारतीय वेशभूषा', 'संस्कृत के महाकाव्यों की परंपरा' और 'भारतीय आलोचना-पद्धति' शीर्षक से गंभीर शोध आलेख प्रकाशित किए। डा. कामिल बुल्के का प्रसिद्ध शोध आलेख 'रामचरितमानस का रचनाक्रम' 'आलोचना' के जुलाई 1953 के अंक में छपा था। इसी अंक में परशुराम चतुर्वेदी ने 'आलोचना और अनुसंधान'

शीर्षक से शोध आलेख लिखकर बताया था कि भारतीय अनुसंधान पद्धति क्या रही है और पश्चिम से यह कितनी अलग और आगे रही है।

परशुराम चतुर्वेदी के अनुसार अनुसंधान का काम किसी बात के उत्स तक जाने का प्रयास करना मात्र ही नहीं है, उसके बीज रूप से लेकर उसके विकास तक का परिचय प्राप्त करना, सजातीय वस्तुओं के साथ उसका तुलनात्मक अध्ययन करना तथा विभिन्न दृष्टिकोणों के अनुसार उसका उचित और वास्तविक स्थान निर्धारित करना भी उक्त प्रक्रिया के प्रमुख अंग हैं। इसी तरह 'नया प्रतीक' ने भी कभी शोध पत्रिका होने का दावा नहीं किया, किंतु अज्ञेय ने उसमें 'नृत्य का उद्गम', 'यूनानी लोक नृत्य की परंपरा', 'भारतीय ज्ञान प्रवाह का सनातन मूल्य' शीर्षक से गंभीर शोध आलेख प्रकाशित किए।

हिंदी में उन्नीसवीं शताब्दी में एक ऐसी त्रैमासिक पत्रिका जरूर निकली, जिसके संपादक मंडल ने बाकायदा घोषणा की कि वह शोध पत्रिका है। उसका नाम 'नागरी प्रचारिणी पत्रिका' है। उसका प्रवेशांक जून 1896 में निकला। लेख पहले नागरी प्रचारिणी सभा में पढ़े जाते थे। उसके बाद परीक्षक समिति उन पर विचार करती थी। परीक्षक समिति के विचारोपरांत संपादक लेखों का परीक्षण करता था। तब उसे छपने को भेजा जाता था। परीक्षक समिति की अनुमति के बिना कोई भी लेख पत्रिका में प्रकाशित नहीं हो सकता था। इस पत्रिका ने नागरी लिपि और हिंदी भाषा के संरक्षण तथा प्रसार, हिंदी साहित्य के विविध अंगों के विवेचन, भारतीय इतिहास और संस्कृति के अनुसंधान, प्राचीन तथा अर्वाचीन शास्त्र, विज्ञान और कला के पर्यालोचन में बड़ी भूमिका अदा की। 1968 तक इस पत्रिका की गुणवत्ता कायम रही, किंतु उसके बाद यह पत्रिका अव्यवस्थित और स्तरहीन हो गई। इधर पिछले कुछ वर्षों के अंतराल के बाद 'नागरी प्रचारिणी पत्रिका' का पुनर्नवांक आया है। 434 पृष्ठों में 20 गंभीर शोध आलेखों से सज्जित इस अंक से पत्रिका की पुरानी प्रतिष्ठा पुनः कायम हो गई है।

(लेखक महात्मा गांधी अंतरराष्ट्रीय हिंदी विश्वविद्यालय, वर्धा में प्रोफेसर हैं)

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CBSE ने जारी किया नया सिलेबस
■ NBT रिपोर्ट, नई दिल्ली: सीबीएसई ने सेशन 2026-27 के लिए क्लास 9 से 12 तक का नया सिलेबस जारी करने का ऐलान किया है। 11 और 12 का सिलेबस 1 अप्रैल से लागू हो गया है, जबकि क्लास 9 और 10 का सिलेबस 2 अप्रैल को जारी होगा। सीबीएसई इस बार नेशनल करिकुलम फ्रेमवर्क के तहत पढ़ाई का नया ढांचा लागू कर रहा है।

क्लास 3 से 8 तक AI की पढ़ाई, CBSE ने शुरू किया नया कोर्स



केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने टीचर हैडबुक, टेक्स्टबुक लॉन्च की।

■ NBT रिपोर्ट, नई दिल्ली

केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने CBSE के तहत क्लास 3 से 8 के स्टूडेंट्स के लिए कम्प्यूटेशनल थिंकिंग (CT) और आर्टिफिशियल इंटेलिजेंस (AI) करिकुलम की शुरुआत की है। यह एक कंपलसरी सब्जेक्ट होगा। हर क्लास के लिए टीचर हैडबुक और स्टूडेंट हैडबुक भी जारी की गई है। यह पहल छात्रों को डिजिटल युग के लिए तैयार करने के साथ आर्टिफिशियल इंटेलिजेंस और टेक्नॉलजी स्किल्स में मजबूत बनाएगी। बच्चों को शुरुआती स्तर से ही तार्किक सोच, समस्या-समाधान, रचनात्मकता और तकनीक की समझ विकसित करने का मौका मिलेगा।

केंद्रीय मंत्री ने कहा कि सरकार ने तय किया था कि 2026-27 से ही स्टूडेंट्स को इन विषयों की पढ़ाई करवाई जाएगी और नए सेशन के

'मातृभाषा में भी पढ़ने का मिलेगा मौका'

केंद्रीय शिक्षा मंत्री ने कहा कि अब AI की शुरुआती जानकारी तीसरी कक्षा से ही मिलनी शुरू हो जाएगी। करिकुलम अंग्रेजी में है लेकिन शिक्षा मंत्री धर्मेन्द्र प्रधान ने एनसीईआरटी और सीबीएसई दोनों को कहा है कि बच्चों को अपनी मातृभाषा में भी पढ़ने का मौका मिले, इसके लिए किताबें उनकी मातृभाषा में भी होनी चाहिए। ताकि गांव-कस्बों का हर बच्चा इसे आसानी से समझ सके।

पहले दिन ही करिकुलम, टीचर हैडबुक, टेक्स्टबुक लॉन्च कर दी गई है। केंद्रीय मंत्री जयंत चौधरी, शिक्षा सचिव डॉ. विनीत जोशी, संजय कुमार, सीबीएसई चेयरमैन राहुल सिंह भी मौजूद रहे। 9वीं से 12वीं क्लास के छात्रों को एआई की पढ़ाई पहले से ही करवाई जा रही है।

सीबीएसई ने कक्षा तीन से आठ के लिए बनाया एआइ का पाठ्यक्रम

जनसत्ता ब्यूरो
नई दिल्ली, 1 अप्रैल।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने कम्प्यूटेशनल थिंकिंग और कृत्रिम बौद्धिमत्ता (एआइ) का कक्षा तीन से आठ के लिए नया पाठ्यक्रम तैयार किया है। केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने बुधवार को इसे जारी किया।

प्रधान ने कहा कि शैक्षणिक वर्ष की शुरुआत में कक्षा तीन से आठ के लिए कम्प्यूटेशनल थिंकिंग और कृत्रिम बौद्धिमत्ता पर आधारित नए पाठ्यक्रम की शुरुआत, भविष्य के लिए तैयार शिक्षा की दिशा में एक परिवर्तनकारी कदम है। उन्होंने कहा कि इस पहल के जरिए स्कूली शिक्षा व्यवस्था में बड़े पैमाने पर औपचारिक और व्यवस्थित एआइ



केंद्रीय शिक्षा
मंत्री धर्मेन्द्र
प्रधान ने
कम्प्यूटेशनल
थिंकिंग और
कृत्रिम बौद्धिमत्ता
का पाठ्यक्रम
जारी किया।

शिक्षा की शुरुआत की गई है।

उन्होंने यह भी कहा कि व्यवस्थित माड्यूलस, शिक्षकों के लिए विस्तृत पुस्तकों और विद्यार्थियों के मूल्यांकन के मजबूत ढांचे से यह पाठ्यक्रम और बेहतर बनेगा। इससे

उभरती हुई तकनीकों से विद्यार्थियों का शुरुआती व व्यवस्थित परिचय सुनिश्चित होता है और भविष्य के शिक्षार्थियों के लिए एक मजबूत नींव तैयार होती है।

मंत्री कहा कि 'शिक्षा के लिए एआइ, शिक्षा में एआइ' की दृष्टि के अनुरूप इस पहल ने युवा मनो में आलोचनात्मक सोच, डिजाइन-उन्मुखीकरण और नवाचार की संस्कृति को बढ़ावा देकर, संवर्धित शिक्षा की दिशा में एक निर्णायक बदलाव की शुरुआत की है। प्रधान ने यह भी बताया कि जैसे-जैसे प्रौद्योगिकी-आधारित कंप्यूटिंग के क्षेत्र में भारत का नेतृत्व वैश्विक पहचान बना रहा है, यह पाठ्यक्रम विद्यार्थियों को डिजिटल भविष्य के साथ सार्थक रूप से जुड़ने और उसे आकार देने के लिए सशक्त बनाएगा।

स्कूलों में एआइ, कंप्यूटेशनल थिंकिंग भी अब पढ़ेंगे बच्चे

जागरण ब्यूरो, नई दिल्ली : स्कूलों में बच्चों को गणित और भाषा जैसे विषयों के साथ प्रारंभिक स्तर से ही एआइ और कंप्यूटेशनल थिंकिंग पढ़ाने की पहल शुरू हो गई है। एक अप्रैल से प्रारंभ हुए नए शैक्षणिक सत्र के साथ ही तीसरी से आठवीं कक्षा के लिए इसके पाठ्यक्रम और छठी कक्षा की पाठ्यपुस्तकें भी जारी कर दी गई हैं। इस अवसर पर केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने सीबीएसई और एनसीईआरटी को निर्देश दिया कि वे एआइ और कम्प्यूटेशनल थिंकिंग से संबंधित पाठ्यपुस्तकों को सभी भाषाओं में तैयार करें और सभी राज्यों के राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद के साथ साझा करें।

शिक्षा मंत्री ने यह निर्देश तब दिए हैं जब एआइ व कंप्यूटेशनल थिंकिंग को लेकर तैयार की गई इन पाठ्यपुस्तकों को पढ़ाने की शुरुआत अभी सिर्फ सीबीएसई स्कूलों से की गई है। उन्होंने कहा कि तेजी से बदलती दुनिया में बच्चों को एआइ और कंप्यूटेशनल थिंकिंग जैसे विषयों का ज्ञान देना जरूरी है। एआइ और कंप्यूटेशनल थिंकिंग को लेकर तैयार किए गए इस नए पाठ्यक्रम में कक्षा तीसरी से पांचवीं तक यानी

- शिक्षा मंत्री ने तीसरी से आठवीं तक के लिए तैयार पाठ्यक्रम व छठी की पाठ्यपुस्तकें जारी कीं
- एनसीईआरटी को सभी भाषाओं में इसकी पाठ्यपुस्तकें तैयार करने के लिए गए निर्देश

फाउंडेशनल स्टेज तक एआइ को अलग विषय के रूप में नहीं बल्कि गणित, भाषा और सामाजिक व पर्यावरण अध्ययन के साथ जोड़कर पढ़ाया जाएगा। इसके लिए साल में 50 घंटे निर्धारित किए गए हैं। छठी से आठवीं तक एआइ के बुनियादी सिद्धांतों, कोडिंग, रोबोटिक्स व कंप्यूटर प्रोजेक्ट्स के माध्यम से व्यावहारिक ज्ञान दिया जाएगा। इसके लिए साल में 100 घंटे तक किए गए हैं। इस मौके पर शिक्षकों के प्रशिक्षण के लिए तैयार की गई हैंडबुक भी जारी की गई। अभी एआइ को लेकर कई तरह की चर्चाएं चल रही हैं। एआइ जीवन को इतना सहज बनाएगा कि स्वास्थ्य जैसे क्षेत्रों में अभी जो दिक्कतें होती हैं, सब खत्म हो जाएंगी। तार्किक क्षमता रखने वालों को काम के ज्यादा अवसर मिलेंगे।

स्कूली बच्चों के लिए एआई कोर्स शुरू

नई दिल्ली, विशेष संवाददाता।
केंद्रीय माध्यमिक शिक्षा बोर्ड
(सीबीएसई) ने कक्षा तीसरी से आठवीं
तक के विद्यार्थियों के लिए
आर्टिफिशियल इंटेलिजेंस (एआई)
और कम्प्यूटेशनल थिंकिंग (सीटी)
का नया पाठ्यक्रम शुरू किया है। केंद्रीय
शिक्षा मंत्री धर्मेंद्र प्रधान ने बुधवार को
यह पाठ्यक्रम शुरू किया।

धर्मेंद्र प्रधान ने इस मौके पर कहा कि
यह पहल एनईपी के अनुरूप है। प्रधान
ने जोर देकर कहा कि फिलहाल यह
पाठ्यक्रम अंग्रेजी में उपलब्ध है,
लेकिन इसे जल्द भारतीय भाषाओं में
ढालना जरूरी है ताकि देश के हर वर्ग
और क्षेत्र के छात्र इसका लाभ उठा
सकें। इससे उन्हें फायदा होगा।

दसवीं और 12वीं के पाठ्यक्रम जारी

नई दिल्ली, प्रमुख संवाददाता।
केंद्रीय माध्यमिक शिक्षा बोर्ड ने बुधवार
को कक्षा 11 और 12 का नया पाठ्यक्रम
जारी कर दिया है।

कक्षा 9 और 10 के पाठ्यक्रम की
जानकारी गुरुवार को बोर्ड जारी करेगा।
यह पाठ्यक्रम नेशनल करिकुलम
फ्रेमवर्क 2023 के अनुरूप तैयार किया
गया है। इसमें रटने के बजाय कौशल
आधारित शिक्षा, अनुभववात्मक सीख,
लचीलापन और विद्यार्थियों के समग्र
विकास पर विशेष जोर दिया गया है।

बोर्ड 2 अप्रैल को दोपहर 3 बजे
द्वारका स्थित मुख्यालय में एक विशेष
वेबिनार भी आयोजित करेगा, जिसमें
कक्षा 9 के नए पाठ्यक्रम और अध्ययन
योजना में हुए बदलावों की विस्तृत
जानकारी दी जाएगी। यह वेबिनार

नई व्यवस्था को प्रभावी ढंग से लागू करने के निर्देश

स्कूलों को कहा गया है कि वे आवश्यक व्यवस्थाएं सुनिश्चित करें ताकि नए
बदलावों को प्रभावी ढंग से लागू किया जा सके। परिपत्र में यह भी कहा गया है कि
सभी स्कूल निर्धारित पाठ्यक्रम और दिशा-निर्देशों का सख्ती से पालन करें। हर
विषय के पाठ्यक्रम में दिए गए निर्देशों को लागू करना अनिवार्य होगा, ताकि पूरे
देश में एक समान शैक्षणिक गुणवत्ता सुनिश्चित की जा सके। इसके अलावा,
स्कूल प्रमुखों को शिक्षकों को प्रशिक्षित करने और अभिभावक-शिक्षक बैठकों
(पीटीएम) का आयोजन करने के निर्देश दिए गए हैं।

ऑनलाइन माध्यम से भी उपलब्ध
रहेगा, ताकि देशभर के स्कूल इससे जुड़े
सकें। सीबीएसई ने सभी संबद्ध स्कूलों
को निर्देश दिया है कि वे नया पाठ्यक्रम
तुरंत डाउनलोड कर शिक्षकों और
विद्यार्थियों के साथ साझा करें और उसी
के अनुसार पढ़ाई की तैयारी करें।
सीबीएसई ने कहा कि छात्रों को कोई
दिवक्त नहीं होगी। सीबीएसई की ओर

से कहा गया कि देशभर के स्कूल
वेबिनार से जुड़े और इसके बारे में
जानकारी लें। इसके साथ सीबीएसई ने
कहा कि समय-समय पर स्कूल पीटीएम
का आयोजन करें, जिससे कि छात्र के
बारे में जानकारी मिलती रहे। इससे
अभिभावकों को भी जानकारी मिलेगी
की उनका बच्चा पढ़ाई में प्रगति कर रहा
है या नहीं।

कक्षा 11 वीं और 12 वीं का पाठ्यक्रम जारी

सीबीएसई नए सत्र के लिए बृहस्पतिवार को नौवीं और दसवीं कक्षा का पाठ्यक्रम करेगा जारी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शैक्षणिक सत्र 2026-27 के लिए कक्षा नौवीं से लेकर 12 वीं तक पाठ्यक्रम जारी करने की घोषणा की है। इस संबंध में एक अप्रैल को कक्षा 11 वीं और 12 वीं का पाठ्यक्रम जारी कर दिया गया। बृहस्पतिवार को कक्षा नौवीं और दसवीं का पाठ्यक्रम जारी किया जाएगा। इस संबंध में सीबीएसई ने सभी संबद्ध संस्थानों के प्रमुख को सूचित किया है।

सीबीएसई इस वर्ष से कक्षा नौवीं में राष्ट्रीय विद्यालय शिक्षा पाठ्यक्रम



ढांचा (एनसीएफ-2023) में अनुशंसित अध्ययन योजना को लागू कर रहा है। सीबीएसई अध्ययन योजना और अन्य परिवर्तनों पर स्पष्टीकरण के लिए बृहस्पतिवार को द्वारका स्थित सीबीएसई मुख्यालय में दोपहर तीन

बजे एक विशेष वेबिनार आयोजित किया जाएगा। वेबिनार का लेकर सीबीएसई ने लिंक <https://youtube.com/live/gtmhBBjT380> जारी किया है। पूरा पाठ्यक्रम सीबीएसई की अकादमिक पोर्टल पर उपलब्ध होगा। सीबीएसई ने सभी संबद्ध विद्यालयों से पूरा पाठ्यक्रम डाउनलोड करने के निर्देश दिए हैं। साथ ही पाठ्यक्रम को शिक्षकों और छात्रों के साथ साझा करने का अनुरोध किया है जिससे तुरंत उपयोग किया जा सके। सीबीएसई ने विद्यालयों को यह भी परामर्श दिया है कि वह प्रारंभिक पृष्ठों में दिए दिशा-निर्देशों के अनुसार

परिवर्तनों को लागू करने के लिए आवश्यक व्यवस्था करें। यह पाठ्यक्रम एनसीएफ-2023 के दृष्टिकोण और सिद्धांतों के अनुरूप है। जिसमें योग्यता आधारित शिक्षा, अनुभवात्मक अधिगम, लचीलापन और शिक्षार्थियों के समग्र विकास पर जोर दिया गया है।

सीबीएसई ने संस्थानों के प्रमुखों को सलाह दी है कि वह शिक्षकों को जागरूक करें। अभिभावकों और छात्रों को पाठ्यक्रम परिवर्तनों की प्रमुख विशेषताओं से अवगत कराया जाए। शैक्षणिक सत्र 2026-27 की शुरुआत से प्रभावी कार्यान्वयन सुनिश्चित करने के लिए पीटीएम आयोजित करें।

अब एआई से छात्र हर दिन की समस्याओं की पहचान कर निपटान करना सीखेंगे

शिक्षा मंत्री ने तीसरी से 8वीं कक्षा का कंप्यूटरेशनल थिंकिंग व आर्टिफिशियल इंटेलीजेंस का पाठ्यक्रम किया जारी

अमर उजाला ब्यूरो

नई दिल्ली। सीबीएसई बोर्ड के मान्यता प्राप्त स्कूलों से लेकर 22 राज्यों के सरकारी स्कूलों के कक्षा तीसरी से आठवीं कक्षा के छात्र अब आर्टिफिशियल इंटेलीजेंस (एआई) और कंप्यूटरेशनल थिंकिंग (सीटी) के नए पाठ्यक्रम से पढ़ाई करेंगे। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने बुधवार को दिल्ली में कक्षा तीसरी से आठवीं कक्षा तक के लिए आर्टिफिशियल इंटेलीजेंस और कंप्यूटरेशनल थिंकिंग का नया पाठ्यक्रम जारी किया। यह व्यवस्था इसी सत्र से लागू होगी।

प्रधान ने कहा, तीसरी से कंप्यूटरेशनल थिंकिंग (सीटी) और एआई पाठ्यक्रम सभी को पढ़ाया जाएगा। नए पाठ्यक्रम में संरचित मॉड्यूल, व्यापक शिक्षक पुस्तिकाएं और सशक्त छात्र मूल्यांकन ढांचा भी है। हमारा मकसद, आज के



समय में बच्चों को डिजिटल दुनिया के लिए तैयार करना है। कंप्यूटरेशनल थिंकिंग एआई की नींव है। शिक्षा के लिए एआई, शिक्षा में एआई की परिकल्पना के अनुरूप, यह पहल युवा दिमागों में आलोचनात्मक सोच, डिजाइन अभिविन्यास और नवाचार की

संस्कृति को बढ़ावा देकर संवर्धित शिक्षा की दिशा में एक निर्णायक बदलाव देगी। एनसीईआरटी के विशेषज्ञों ने राष्ट्रीय शिक्षा नीति और राष्ट्रीय पाठ्यक्रम ढांचे के तहत इसे भविष्य की जरूरतों के आधार पर तैयार किया है। इसमें स्कूली शिक्षा की शुरुआत से छात्र सीटी कौशल

गेम, पजल और एक्टिविटी से सीखेंगे

पाठ्यक्रम को रोचक और आसान बनाया गया है। इसमें गेम, पजल और एक्टिविटी से सीखाया जाएगा। बड़े सवालों को छोटे हिस्सों में हल करना, ग्रुप डिस्कशन और टीमवर्क पर फोकस है। जबकि परीक्षा में भी बदलाव होगा, जिसमें अब सिर्फ रटने पर नहीं, बल्कि समझ और कौशल पर ध्यान दिया जाएगा। सीटी आधारित सवाल और प्रैक्टिकल गतिविधियां होंगी, जिसे शिक्षकों द्वारा लगातार मूल्यांकन होगा। बच्चों की रचनात्मक सोच और समझ को प्राथमिकता रहेगी।

और एआई से हर दिन की समस्याओं की पहचान कर उसका हल निकालना सीखेंगे। इसका मकसद, छात्रों को शुरुआती स्तर पर टेक्नोलॉजी के लिए तैयार करना है, ताकि भारत एआई में सुपर हब बनाना है।

कंप्यूटिंग में भारत के नेतृत्व को मिलेगी वैश्विक मान्यता : प्रौद्योगिकी-आधारित कंप्यूटिंग में भारत के नेतृत्व को वैश्विक मान्यता मिलने के साथ, यह पाठ्यक्रम छात्रों को डिजिटल भविष्य से सार्थक रूप से जुड़ने और उसे आकार देने में सक्षम बनाएगा। सीटी कौशल के

माध्यम से विकसित एआई-तत्परता से छात्रों में तार्किक सोच, समस्या समाधान, पैटर्न पहचान आदि जैसी गणनात्मक सोच क्षमताओं का विकास करेगा।

इससे वे प्रतिदिन में कृत्रिम बुद्धिमत्ता की भूमिका और उपयोग को समझ सकेंगे। इस पाठ्यक्रम का उद्देश्य नवाचार, आलोचनात्मक सोच और नैतिक निर्णय लेने की क्षमताओं को बढ़ावा देने के साथ-साथ गणनात्मक सोच, डिजिटल साक्षरता और प्रौद्योगिकी के जिम्मेदार उपयोग में मजबूत आधार तैयार करना है।

Pvt schools can't fix vendors for books, uniforms: Govt

OUR CORRESPONDENT

NEW DELHI: Delhi government on Wednesday instructed the private unaided recognised schools not to compel students or parents to purchase books, writing materials or uniforms from specific vendors, reiterating that families must have the freedom to choose where to buy these items.

The Directorate of Education on Wednesday said that,

under the provisions of the Delhi School Education Act and Rules (DSEAR), 1973, and the Delhi Right of Children to Free and Compulsory Education Rules, 2011, the directive comes in the wake of complaints that some schools were forcing parents to buy educational materials from designated shops.

According to the order, schools are required to provide parents with clear, class-wise

lists of books, writing materials and uniform specifications in a transparent manner, while ensuring that multiple purchasing options are available in the open market.

The directorate noted that private unaided recognised schools operate as charitable institutions on a "no profit, no loss" basis and, therefore, any activity leading to commercialisation or financial burden on parents is not permissible.

Terming such practices a cause of financial strain on families, the directorate directed schools to refrain from enforcing such purchases and ensure that parents are free to procure required materials from any vendor at competitive market prices. It said complaints were received from parents and organisations indicated that in some schools, students were being allegedly compelled to purchase items such as books,

notebooks, uniforms, bags and accessories like belts and ties from particular vendors, often at higher costs. Schools must allow students to use books and study materials that are prescribed according to the official curriculum and examination guidelines, it stated.

The directorate added that the procurement of books should follow the guidelines issued by the boards of education (CBSE/ICSE/State Boards/

Primary Education Authorities).

It further said that schools are required to upload the list of books and writing material introduced this year and a conspicuous place so as to inform the parents in this regard on their website.

The order added that the move is aimed at preventing commercial exploitation and promoting fair competition while safeguarding the interests of students and their families.

CM YADAV LAUNCHES 'SCHOOL CHALE HUM' CAMPAIGN

MP achieves zero dropout in primary classes in govt schools

SATYAPRAKASH SHARMA

BHOPAL: Keeping in view the goal of universal education and the importance of reducing dropout rates, Madhya Pradesh Chief Minister Mohan Yadav on Wednesday launched the state-level admission drive, "School Chale Hum 2026," in Bhopal. The campaign, running from April 1 to 4, aims to ensure that every child across the state is enrolled in school.

Addressing the event, CM Yadav congratulated the School Education Department for achieving zero dropout rates in the primary classes in government schools and noted that the enrolment process for Classes 1, 6, and 9 has been simplified. This has resulted in a 19.6 per cent increase in total

enrolments for 2025-26, with government schools recording a 32.4 per cent rise, reflecting growing public trust in state-run institutions. The government has set a target of enrolling 1.45 crore students

in the current academic session.

The Chief Minister high-



lighted the launch of 369 Sandeepani schools, which provide state-of-the-art facilities for the holistic development of students. He added that PM Shri schools are also playing a crucial role in modernising education across the state. During the event, CM Yadav distributed free

bicycles and textbooks to students, wishing them a bright and successful future.

CM Yadav also visited stalls showcasing Atal Tinkering Labs, robotic labs, vocational education, and ICT labs.

Yadav emphasised that the campaign is an innovative initia-

tive to connect children with education, ensuring that no child is left out. Free bicycles, uniforms, textbooks, and meals are being provided to students, while 76,325 teachers have been appointed to address staffing gaps.

Meritorious students scoring over 75 per cent in board exams have been awarded laptops, while school toppers are receiving scooters, the CM said.

Ministers Vijay Shah, Uday Pratap Singh, Vishwas Sarang and Krishna Gour, Secretary of School Education Dr Sanjay Goyal, and CPI Shilpa Gupta were present during the event.

CBSE launches AI curriculum for Classes III-VIII

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 1

To make school students job-ready and encourage them to become creators in the technology arena, a curriculum on computational thinking and artificial intelligence (AI) for students of Classes III to VIII was launched.

Aims to make students job-ready from early age

The CBSE is implementing the curriculum to inculcate AI-readiness among school students. It seeks to build strong foundations in computational thinking, digital literacy and responsible use of technology, while also nurturing innovation, critical thinking and ethical decision-making.

The National Education Policy (NEP) 2020 has emphasised the importance of AI and its role in the school curriculum. The National Curriculum Framework for School Education, 2023 views AI as a core 21st-century skill, equipping students with computational thinking and problem-solving abilities for a fast-changing job market.



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Ministry of Culture



INCLUSION OF CLASSICAL DANCES IN SCHOOL CURRICULUM

Posted On: 02 APR 2026 3:25PM by PIB Delhi

The inclusion of Indian Classical Dances in School Education is promoted through the implementation of the National Education Policy (NEP) 2020, which emphasizes art-integrated, experiential, and multidisciplinary learning.

Kalakshetra Foundation, an autonomous body under the Ministry of Culture teaches Indian Classical Dances (Bharatnatyam) to students of Classes IV to VIII for two periods per week., and to the Fine Arts students of Classes XI and XII for about 8 periods per week in School.

Part-time courses for Bharatnatyam, Carnatic Music and visual arts are also imparted by the Foundation to school children.

The Sangeet Natak Akademi, another autonomous body under the Ministry organized Kala Dharohar, series of performing arts, lectures, workshops, and performances by artists, aimed at connecting with school children. The workshop has been organized in collaboration with 67 schools in the last two years, across the country.

The Centre for Cultural Resources and Training, another Autonomous Body under the Ministry of Culture provides scholarships under Cultural Talent Search Scholarship Scheme (10-14 Years) since 1982 at National level.

The Scheme is aimed at providing facilities to outstanding talented children selected in the age group of 10 to 14 years studying either in recognized schools or belonging to families practicing traditional performing arts for getting specialized training in various cultural fields such as traditional forms of music, dance, drama as well as painting, sculpture, crafts and literary activities.

The Sangeet Natak Akademi has started 90 training programmes in dying traditional performing art forms under the Scheme Kala Deekhsa. Average ten shishya are enrolled in each training programmes. Under this scheme, Guru is given Rs 8000 per month, Assistant Gurus are given Rs 6000 per month, and trainees are given Rs 2500 per month.

The Ministry of Culture is involved in promotion and dissemination of classical performing arts to students and youth, through its autonomous bodies such as Centre for Cultural Resources & Training, Kalakshetra Foundation, and Sangeet Natak Akademi. Details of grants provided to these institutions in the last 5 years is detailed below:

(Rs in Lakh)

| Organisation | 2020-21 | 2021-22 | 2022-2023 | 2023-24 | 2024-25 |
|---|----------------|----------------|------------------|----------------|----------------|
| Centre for Cultural Resources & Training | 2072.61 | 3112.02 | 2495.00 | 2595.00 | 2366.00 |
| Kalakshetra Foundation | 1519.00 | 1870.00 | 2175.00 | 2662.00 | 2490.00 |
| Sangeet Natak Akademi | 5222.40 | 5711.82 | 6810.50 | 7105.00 | 12099.00 |

This information was given by Union Minister for Culture and Tourism Shri Gajendra Singh Shekhawat in a written reply in Rajya Sabha today

M Annadurai

New Class 9 textbooks aligned with NEP to roll out by April 15: NCERT director

NCERT says new NEP-aligned Class 9 textbooks will be released by April 15; most books are in print, with rollout across CBSE schools for 2026–27 session.

Published on: Apr 02, 2026 07:51 pm IST

By [Sanjay Maurya](#), New Delhi

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The National Council of Educational Research and Training (NCERT) will release its new Class 9 textbooks, aligned with the National Education Policy (NEP) 2020 and N **OPEN APP** Curriculum Framework for School Education (NCF-SE) 2023, for the academic year 2026–27 by April 15, NCERT director Dinesh Prasad Saklani said on Thursday.



New Class 9 NCERT books based on NEP 2020 and NCF-SE 2023 to be released by April 15. (Representative photo)

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Addressing a webinar organised by the Central Board of Secondary Education (CBSE) at its headquarters in Dwarka, Saklani said most of the Class 9 textbooks are currently in the printing stage, and the process was delayed due to extensive consultations among experts involved in their development.

Saklani said that around 4,000 experts are involved in writing the new textbooks. “Earlier, NCERT textbooks were often written by one person or a small group of two to four authors, leading to varying perspectives. That does not mean those books were of low quality—generations have studied them and gone on to become doctors, engineers, and civil servants. Now, around 4,000 experts are involved in writing the new textbooks,

NCERT has already released the new textbooks for Classes 1 to 8.

“Most of the Class 9 textbooks are ready and are being printed. Except for one or two, all textbooks will be released between April 10 and 15. The remaining books require more careful review, as they often attract intense debate and controversy after publication. We are making every effort to minimise such controversies,” Saklani said.

In February 2026, the Supreme Court slammed NCERT for a Class 8 textbook chapter containing a section on ‘Corruption in the Judiciary,’ calling it a “calculated attempt” to undermine the court’s dignity. Consequently, NCERT issued an unconditional apology and recalled over 80,000 copies to rewrite the content of the chapter.

The update on the release of textbooks follows a crucial NCERT advisory issued on March 17, which said that while Class 9 shifts to the new NCF-aligned books from the academic year 2026–27, students in Classes 10 and 11 will be introduced to them from the academic session 2027–28 onwards.

psychology and improve infrastructure.

The new academic session in over 32,900 CBSE-affiliated schools began on April 1, and it is mandatory for all its schools to use NCERT textbooks for Classes 9 to 12.

Meanwhile, CBSE chairperson Rahul Singh said the unavailability of physical textbooks should not mean that learning stops in the classroom. Referring to the syllabi of various subjects available on the CBSE website, Singh said schools need not wait for textbooks to begin teaching. “We urge schools to start classroom transactions based on the syllabus already available. For languages, teachers can begin with the grammar components. In mathematics and science, initial topics can be covered, and the social science curriculum can also be introduced,” he said.

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NCERT now ‘deemed to be university’; to offer higher education courses

NCERT will also be permitted to establish off-campus and offshore centres “only in accordance with the norms and guidelines issued by the UGC”

Published on: Apr 02, 2026 5:10 PM IST

By [Sanjay Maurya](#)



The Centre has granted the National Council of Educational Research and Training (NCERT) the status of an “Institution deemed to be University under distinct category”, enabling it to independently offer degree programmes as part of efforts to strengthen teacher education and educational research in line with the National Education Policy (NEP) 2020.



Representative image.

Advertisement

With the new status conferred by the Union ministry of education, NCERT will now be able to offer higher education programmes in education across diploma, undergraduate (UG), postgraduate (PG), doctoral and specialised levels, while continuing its core role in school curriculum development.

Officials said the “distinct category” tag recognises NCERT’s specialised national role, distinguishing it from conventional universities while granting it autonomy to design and run academic programmes.

programmes through its six constituent Regional Institutes of Education (RIEs), which were affiliated with local universities across five states. These included Barkatullah University in Bhopal, MDS University in Ajmer, the University of Mysore, Utkal University in Bhubaneswar and North-Eastern Hill University in Shillong. The RIEs required approval from their respective affiliated universities to introduce new courses.

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Principal vs students at Delhi University's Hansraj College as...

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According to a notification issued by the higher education department of the ministry on March 30, NCERT will also be permitted to establish off-campus and offshore centres “only in accordance with the norms and guidelines issued by the University Grants Commission (UGC), from time to time, on the subject.”

The decision to grant deemed university status to NCERT headquarters in Delhi, along with its six constituent institutions, including RIEs in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong, and the Pandit Sunderlal Sharma Central Institute of Vocational Education in Bhopal, was taken by the ministry “in exercise of powers conferred under Section 3 of the UGC Act, 1956” on the advice of the UGC. This provision allows the Centre to declare an institution of higher learning as a deemed university, granting it autonomy to award degrees subject to UGC regulations.

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The move follows a process spanning over three years. In September 2022, NCERT had applied to the UGC seeking deemed university status under the distinct category. The commission recommended issuance of a Letter of Intent (LoI) in October 2022, following which the ministry issued the LoI in August 2023, asking NCERT to fulfil conditions such as strengthening academic and research capacity, complying with UGC norms, and initiating doctoral and innovative academic programmes within three years.

NCERT submitted its compliance report in November 2025, which was accepted by a UGC expert committee in January 2026 and subsequently approved by the commission, paving the way for the final notification on March 30.

Through the notification, the ministry has directed the institution to “commence research programmes as well as doctoral and innovative academic programmes” and expand into new areas in line with NEP 2020.

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The ministry also specified that the institution “shall not engage or indulge in any activities that are of commercial and profit making in nature” and that there should be no diversion of funds without prior approval. It further mandates adherence to UGC norms for academic programmes, compulsory accreditation by the National Board of Accreditation (NBA) and the National Assessment and Accreditation Council (NAAC), participation in annual rankings under the National Institutional Ranking Framework (NIRF), and adoption of digital academic systems such as the Academic Bank of Edits (ABE).

शिक्षा मंत्रालय की तैयारी

राज्य शिक्षा बोर्डों में भी AI की पढ़ाई पर ज़ोर

Bhupender.Sharma
@timesofindia.com

AI Image

■ नई दिल्ली : CBSE के तहत कक्षा 3 से 8 के छात्रों के लिए कम्प्यूटेशनल थिंकिंग (CT) और आर्टिफिशियल इंटेलिजेंस (AI) करिकुलम की पढ़ाई पहली अप्रैल से शुरू हो गई और अब शिक्षा मंत्रालय की कोशिश है कि इसी सत्र से पूरे देश में स्कूली बच्चे एआई की पढ़ाई करें। सीबीएसई अभी सीटी और एआई विषय की पाठ्यपुस्तक ऑनलाइन उपलब्ध करवाएगा। स्कूल शिक्षा एवं साक्षरता विभाग के सचिव संजय कुमार ने बताया कि यह करिकुलम केवल सीबीएसई के स्कूलों के लिए ही नहीं है बल्कि पूरे देश के स्कूलों को ध्यान में रखते हुए बनाया गया है। उन्होंने कहा कि विभिन्न राज्यों की राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (SCERT) को लिखा जाएगा कि एआई के इस नये करिकुलम को स्कूली बच्चों को पढ़ाया



जाए। शिक्षा सचिव ने यह भी कहा कि गर्मियों की छुट्टी खत्म होने तक एआई करिकुलम का 22 भाषाओं में अनुवाद कर लिया जाएगा ताकि देश के हर हिस्से में बच्चे को अपनी मातृभाषा में कम्प्यूटेशनल थिंकिंग और एआई की पढ़ाई करने का विकल्प मिले। सरकार का लक्ष्य- देश के 66 शिक्षा बोर्ड में भी लागू हो एआई करिकुलम शिक्षा मंत्रालय का स्कूल शिक्षा और साक्षरता विभाग हर वर्ष देश के करीब 66 शिक्षा बोर्डों के नतीजों का विश्लेषण करता है।

विशेषज्ञ कम तो छात्र कैसे हों एआइ के लिए तैयार

जागरण ब्यूरो, नई दिल्ली : एआइ यानी आर्टीफिशियल इंटेलीजेंस जिस तेजी से सभी क्षेत्रों में पैर पसार रहा है, उसमें नौकरियों को बचाने की चुनौती बढ़ गई है। दरअसल, टेक्निकल एजुकेशन समेत विभिन्न क्षेत्रों में समय के अनुसार एआइ कोर्स तैयार ही नहीं हुए। एआइ विशेषज्ञों की भी कमी है। अब कवायद शुरू हुई है।

विशेषज्ञों की मानें तो शुरुआत में यह संकट दिखेगा, लेकिन नई पीढ़ी को इससे जोड़ने की पहल को अगर ठीक दिशा में रफ्तार दी गई तो अगले पांच वर्षों में बड़ी संख्या में नई नौकरियां पैदा होंगी। इसके लिए छिटपुट की बजाय पूरे कोर्स को एआइ के अनुरूप बनाना होगा।

नीति आयोग ने भी सरकार को एआइ से जुड़ी चुनौतियों को लेकर चेताया है। आयोग का कहना है कि एआइ आने से 2031 तक देश में जहां 15 लाख नौकरियां खत्म होंगी, वहीं इसके जरिये 40 लाख नई नौकरियां आ भी सकती हैं। बशर्ते एआइ को स्कूलों, कालेजों व इंजीनियरिंग कालेजों में प्रत्येक कोर्स



में पढ़ाया जाए। यानी मानविकी विषय पढ़ने वाले बच्चे को भी एआइ और डाटा साइंस जरूर पढ़ाया जाए।

शिक्षा मंत्रालय व एआइसीटीई ने शुरू किया काम: नीति आयोग के इन सुझावों पर वैसे तो शिक्षा मंत्रालय और अखिल भारतीय तकनीकी शिक्षा परिषद (एआइसीटीई) ने काम शुरू कर दिया है, लेकिन इसके रास्ते की बड़ी अड़चन एआइ पढ़ाने वाले विशेषज्ञों की कमी है। बताते हैं हमारे छात्रों की संख्या को देखते हुए यह संख्या काफी बड़ी है। ऐसे में भले ही इंजीनियरिंग की सभी ब्रांचों और दूसरे विषयों के साथ एआइ को पाठ्यक्रम

नौकरियां बचाने और नई नौकरियों के लिए सभी क्षेत्रों में एआइ पढ़ाने पर जोर, लेकिन विशेषज्ञ उपलब्ध नहीं

नीति आयोग ने पांच वर्षों में 15 लाख नौकरियों पर बताया खतरा, 40 लाख नई नौकरियों की भी जताई उम्मीद

में शामिल कर दिया गया है, लेकिन इसे पढ़ाएगा कौन।

ओपन एआइ के जरिये शिक्षकों का प्रशिक्षण शुरू : एआइसीटीई ने चार हजार संस्थानों में एआइ, डाटा साइंस आदि की पढ़ाई शुरू करा दी है। शिक्षकों का ओपन एआइ के जरिये प्रशिक्षण शुरू हो गया है।

'यह सिर्फ तकनीक का एक बदलाव': एआइसीटीई के पूर्व उपाध्यक्ष व डेक्सिस्ट ग्लोबल के एमडी व सीईओ अभय जेरे का मानना है, 'एआइ से नौकरियों को कोई खतरा नहीं है, यह तकनीक का एक बदलाव है।'

अब सीबीएसई स्कूलों में ही कराई जाएगी जेईई-नीट की तैयारी

रीतिका मिश्रा • जागरण

नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने डमी स्कूलों के बढ़ते ट्रेंड पर लगाम लगाने और कोचिंग पर निर्भर होने के बजाय स्कूलों को प्रतियोगी शिक्षा से जोड़ने के उद्देश्य से शैक्षणिक सत्र 2026-27 से नौवीं व 10वीं के कोर्स में बदलाव का फैसला लिया है। नए ढांचे में तीसरी भाषा अनिवार्य करने, गणित व विज्ञान में एडवांस स्तर के विकल्प देने और एआइ व कम्प्यूटेशनल थिंकिंग को औपचारिक मूल्यांकन में शामिल करने जैसे कदम उठाए गए हैं, जिससे छात्र स्कूल में ही प्रतिस्पर्धी परीक्षाओं जैसे जेईई, नीट की तैयारी कर सकें और अलग से कोचिंग की जरूरत कम हो।

यह पूरा बदलाव राष्ट्रीय शिक्षा नीति (एनईपी)-2020 और राष्ट्रीय पाठ्यचर्या की रूपरेखा (एनसीएफ)

- डमी स्कूलों पर कसा जाएगा शिकंजा, सीबीएसई का नया पाठ्यक्रम लागू हुआ
- तीन भाषा फार्मुला व एडवांस लेवल पेपर से पढ़ाई बनेगी प्रतियोगी परीक्षाओं के अनुरूप

2023 के विजन पर आधारित है, जिसमें रटने की बजाय समझ, रिकल व एप्लीकेशन आधारित शिक्षा पर जोर दिया गया है। इसका पहला बड़ा असर 2028 के बोर्ड परीक्षा पैटर्न में दिखाई देगा। नई व्यवस्था में तीन-भाषा फार्मुला सबसे अहम बदलाव के रूप में सामने आया है। सत्र 2026-27 से छठवीं में तीसरी भाषा अनिवार्य होगी और इसे सत्र 2030-31 तक चरणबद्ध तरीके से 10वीं तक लागू किया जाएगा। हर विद्यार्थी को कम से कम दो भारतीय भाषाएं पढ़नी होंगी और 10वीं बोर्ड में बैठने के लिए

ऐसी होगी मूल्यांकन प्रणाली

- आंतरिक मूल्यांकन को चार हिस्सों में आवधिक परीक्षण, एकाधिक मूल्यांकन, पोर्टफोलियो और विषय संवर्धन में बांटा गया है, जिनका समान वेटेज होगा।
- बोर्ड परीक्षा में अब करीब 50 प्रतिशत सवाल केस स्टडी, डेटा एनालिसिस और एप्लीकेशन आधारित होंगे।

भाषाओं को पास करना जरूरी होगा, दिव्यांग छात्रों को इसमें छूट है।

सीबीएसई चेयरपर्सन राहुल सिंह के अनुसार, यह ढांचा अभी विकसित हो रहा है और फ्रीडबैक पर इसमें सुधार किया जाएगा। बोर्ड का मानना है कि इन बदलावों से स्कूल शिक्षा अधिक व्यावहारिक और प्रतिस्पर्धी बनेगी, जिससे डमी स्कूलों की प्रवृत्ति

पर अंकुश लगेगा।

एडवांस स्तर के लिए 25 अंकों की होगी अतिरिक्त परीक्षा: गणित व विज्ञान की पढ़ाई को भी पूरी तरह नया रूप दिया गया है। नौवीं से इन विषयों में स्टैंडर्ड और एडवांस दो स्तर होंगे। सभी विद्यार्थियों के लिए सामान्य पेपर होगा, जबकि एडवांस चुनने वालों को 25 अंकों की अतिरिक्त परीक्षा देनी होगी, जिसमें हाई-आर्डर थिंकिंग (उच्च-स्तरीय चिंतन कौशल) और एनालिटिकल (विश्लेषणात्मक) सवाल होंगे। इन अंकों को कुल प्रतिशत में नहीं जोड़ा जाएगा, बल्कि मार्कशीट में अलग से योग्यता के तौर पर दर्शाया जाएगा। वर्ष 2028 से विद्यार्थी दो एडवांस विषय चुन सकेंगे। टेक्नोलाजी आधारित लर्निंग को बढ़ावा देते हुए बोर्ड ने कम्प्यूटेशनल थिंकिंग और आर्टिफिशियल इंटेलिजेंस को भी मुख्यधारा में शामिल किया है। तीसरी से आठवीं तक इसे गतिविधि

आधारित तरीके से पढ़ाया जाएगा, जबकि 2027-28 से माध्यमिक स्तर पर इसे विषय के रूप में लागू किया जाएगा। 2029 तक इनका बोर्ड परीक्षा में औपचारिक मूल्यांकन भी शुरू हो जाएगा। पढ़ाई को केवल विषयों तक सीमित न रखते हुए इंटरडिसिप्लिनरी (अंतःविषय) अप्रोच को भी शामिल किया गया है। नौवीं में कौशल विषय के तौर पर समाज में व्यक्ति और 10वीं में पर्यावरण शिक्षा जैसे नए विषय जोड़े जाएंगे। इसके साथ ही व्यवसायिक शिक्षा, स्थानीय कौशल और कार्य आधारित शिक्षा को भी पाठ्यक्रम का हिस्सा बनाया गया है। स्कूलों को बैगलेस डे और हल्के टाइमटेबल लागू करने के निर्देश दिए गए हैं, ताकि पढ़ाई का दबाव कम हो और सीखने का अनुभव बेहतर बने। कला शिक्षा, शारीरिक शिक्षा और कल्याण को भी अब कोर लर्निंग का हिस्सा बनाया गया है।

दिल्ली के स्कूलों में साढ़े तीन लाख पौधे लगाने का लक्ष्य

अमर उजाला ब्यूरो

नई दिल्ली। दिल्ली के निजी से लेकर सरकारी स्कूलों में शैक्षणिक सत्र 2026-27 में वृक्षारोपण/हरियाली अभियान के तहत साढ़े तीन लाख पौधे लगाए जाएंगे। इस संबंध में शिक्षा निदेशालय की विज्ञान व टीवी शाखा ने सर्कुलर जारी किया है।

वायु प्रदूषण को कम करने और परिसर को हरा-भरा बनाने के लिए यह कदम उठाया गया है। सर्कुलर के अनुसार दिल्ली सरकार के पर्यावरण

निदेशालय ने जारी किया मेगा प्लान

विभाग और इको क्लब के सदस्यों के जरिए एक लाख पेड़ और ढाई लाख पौधे लगाने का लक्ष्य निर्धारित किया गया है। इस संबंध में निदेशालय ने स्कूलों को दिशा-निर्देश जारी किए हैं।

हर स्कूल के लिए 350 पौधों का कोटा : नए दिशा-निर्देशों के मुताबिक, दिल्ली के प्रत्येक स्कूल को मौजूदा सत्र में कम से कम 350 पौधे लगाने अनिवार्य होंगे। इस कार्य के लिए स्कूल

यह अभियान 11 अगस्त तक युद्धस्तर पर चलाया जाएगा, जिसमें स्कूलों को अगस्त के अंत तक 80 फीसदी लक्ष्य हासिल करना होगा। बच्चों को पर्यावरण के प्रति जागरूक करने के लिए स्कूलों में पोस्टर मेकिंग, नुक्कड़ नाटक, निबंध और नारा लेखन जैसी

11 अगस्त तक चलेगा जागरूकता पर्व

प्रतियोगिताएं भी आयोजित की जाएंगी। इसके साथ ही, निदेशालय ने पिछले सत्र (2025-26) में लगाए गए पौधों की वर्तमान स्थिति पर भी रिपोर्ट तलब की है, ताकि यह सुनिश्चित किया जा सके कि लगाए गए पौधे जीवित हैं या नहीं। सभी जिलों के उप शिक्षा निदेशकों को इस अभियान की कड़ी निगरानी के निर्देश दिए गए हैं।

दिल्ली सरकार के वन विभाग की किसी भी नर्सरी से निशुल्क पौधे प्राप्त कर सकेंगे। वृक्षारोपण की पूरी जिम्मेदारी स्कूल के इको-क्लब, विभागाध्यक्ष और

छात्रों के सहयोग पर होगी। निदेशालय ने साफ किया है कि केवल पौधे लगाना ही काफी नहीं है, बल्कि उनकी नियमित निगरानी, मासिक रिपोर्ट भी देनी होगी।

NCERT gets deemed varsity status, school body now under UGC framework

Vidheesha Kuntamalla
New Delhi, April 2

NEARLY THREE years after the Government signalled its intent to expand its mandate, the NCERT has been formally declared an institution "deemed to be university," marking a structural shift in the role of the country's apex school education body, *The Indian Express* has learnt.

The new status significantly expands NCERT's mandate beyond school curriculum design, enabling the body to launch academic programmes, including doctoral and innovative courses. The move, however, strikes at the heart of an earlier internal controversy within the NCERT where faculty had warned that such a transition could dilute its autonomy. As reported by *The Indian Express* in 2022, an assistant professor had written to the director cautioning that "by deciding to grant 'Deemed to be University' status to NCERT, all we are trying to do is surrender our academic autonomy to the UGC," arguing that the shift could weaken NCERT's position as India's primary authority on school education.

A notification issued by the Ministry of Education on Monday (March 30), declares NCERT, along with its six constituent units, as an institution deemed to be university under a "distinct category," under Section 3 of the University Grants Commission (UGC) Act, 1956. "The Ministry of Educa-

New books being reviewed, says NCERT Director

New Delhi: With the new NCERT Class 9 textbooks, to be used in the academic session that began this week, yet to be released, NCERT Director Dinesh Prasad Saklani said Thursday that the books are being reviewed extensively to reduce the possibility of an "explosive" reaction.

"Most textbooks will be out between April 10 and 15... because there is a lot of discussion on them, and when they are out sometimes there is an explosion (visfot). To limit the explosion, we are trying to ensure that with more caution...." Saklani said. ENS

tion, on the advice of the UGC, hereby declares National Council of Educational Research and Training... consisting of... six constituent units as an Institution deemed to be University under distinct category," it states.

The declaration follows a multi-stage process that began with NCERT's application on the UGC portal, followed by a Letter of Intent issued in August 2023. According to the notification, the institution submitted a compliance report in November 2025, which was accepted by the UGC's expert committee and approved during its 595th meeting on January 30 this year.

CBSE's new curriculum: 3rd language must in Class 6, vocational education for classes 9 & 10

Abhinaya Harigovind
New Delhi, April 2

CBSE'S NEW school curriculum released Thursday shows that a third language will be made compulsory in Class 6 from the current 2026-27 academic session. With every learner expected to study at least two Indian languages, the move sets the stage for the Board to introduce a third language as a mandatory subject in the Class 10 board exam in 2031.

The NEP 2020 recommends that students learn three languages up to Class 10, unlike the current system where they study only two languages. According to CBSE Chairman Rahul Singh, the third language or R3 is not being made mandatory for Class 9 students yet. "R3 level textbooks will be intro-

E. EXPLAINED

Matter of language

The changes are in line with the National Education Policy 2020 that recommends students learn 3 languages up to Class 10, unlike the current system where they study only 2 languages. The Board will also offer Dogri, Maithili, Konkani and Santali as language subjects in Class 9 from the current academic session. With this, the Board will offer all 22 scheduled languages as options.

duced in Class 6 this year. They will write their board exams in 2031, and that's when the entire

schema will change, and the three-language formula will be entirely implemented," he said at the launch of the CBSE's new secondary school curriculum.

A source said that with students expected to study at least two Indian languages as part of the three-language formula, those writing the Class 10 board exam in 2031 are not likely to be able to take the exam in both the English subject and a foreign language as the second or third language. This is because English will now be considered a foreign language, and the new curriculum allows only one foreign language, the source added.

Learning material for R3, as developed by CBSE, is likely to be available online this month, the source added. With the new curriculum, the Board is also making art education, voca-

tional education, and physical education mandatory in classes 9 and 10. Textbooks are set to be introduced for art education and physical education. In the current academic session, Class 10 students will have school-based assessments for art and physical education. In the 2027-28 academic session, they will have vocational education as a compulsory subject with an annual or board exam, while art and physical education will continue to be assessed through school-based internals.

Computational thinking and AI will also be introduced as compulsory subjects for classes 9 and 10. They will be introduced as modules with internal assessments in the current academic session, and will become a compulsory board exam subject for Class 10 in 2029.

Education Ministry notifies NCERT as deemed university

The Ministry's notification enables the NCERT to offer courses and grant degrees; it directs the education body to begin doctoral programmes

The Hindu Bureau
NEW DELHI

The Education Ministry has issued a notification declaring the National Council for Educational Research and Training, or NCERT, an institution deemed to be a university, enabling it to offer courses or programmes and grant degrees.

In the notification dated March 30, the Ministry said that the University Grants Commission (UGC) had approved the expert panel's recommendations to grant deemed university status to the NCERT – a nodal school curriculum body – in January, following which the Ministry notified the grant of status to the council.

The notification confers the status on the NCERT, along with its six regional institutes, provided that a list of conditions is met.

These conditions prevent the NCERT from indulging in any activities that are “commercial” and “profit-making” in nature, and mandate that all aca-

NCERT upgrade

The new status empowers the council to design academic programmes and expand its role from a curriculum body to a higher education and research institution



- It must comply with UGC norms, avoid commercial/profit-driven activities, and follow strict guidelines for new or offshore campuses

- It must expand into research and innovative academic areas while securing accreditation from NAAC and programme ratings from the National Board of Accreditation

ademic courses or programmes must conform to the norms and standards prescribed by the UGC and the concerned statutory bodies or councils. The notification mandates the NCERT to start programmes and off-campus or on offshore campuses “only in accordance with the norms and guidelines issued by the UGC, from time to time, on the subject.”

The Ministry has said the NCERT “shall take appropriate steps” to begin research and doctoral programmes, and “innovative

academic programmes” and the institute must not confine itself to the new emerging areas, but also “endeavour” to expand into other domains that are in accordance with UGC regulations and the National Education Policy of 2020. The Ministry said the NCERT must take all the measures required to get its academic programmes and courses rated for accreditation by the National Board of Accreditation, and for the institute itself by the National Assessment and Accreditation Council.

Education Ministry notifies NCERT as deemed university

The notification dated March 30 enables the NCERT to offer courses and confer degrees; it says all such academic programmes must conform to UGC norms and standards

Updated - April 03, 2026 06:45 am IST - New Delhi

THE HINDU BUREAU



The Education Ministry notification mandates the NCERT to start new programmes, off-campus or on offshore campuses. Photo: ncert.nic.in

The Education Ministry has issued a notification declaring the National Council for Educational Research and Training (NCERT), as an institution deemed to be a university, enabling it to offer courses/programmes and confer degrees.

In the notification dated March 30, 2026, the Ministry said that the University Grants Commission (UGC) had approved the expert committee's recommendations to grant deemed university status to the NCERT — a nodal school education body — in January this year, following which the Ministry declared the NCERT as one.

The notification confers this status on the NCERT, along with its six regional institutes, provided that a list of conditions is met.

These conditions prevent the NCERT from indulging in any activities that are “commercial” and “profit-making” in nature, and mandate that all academic courses or programmes must conform to the norms and standards prescribed by the UGC and the concerned statutory bodies or councils.

The notification also mandated the NCERT to start new programmes, off-campus or on offshore campuses, “only in accordance with the norms and guidelines issued by the UGC, from time to time, on the subject.” Further, the Ministry has said that the NCERT “shall take appropriate steps” to begin research programmes, doctoral programmes, and “innovative academic programmes”.

It added that the institute must not confine itself to what are currently the new emerging areas, but also “endeavour” to expand into other domains that are in accordance with UGC guidelines and regulations and the National Education Policy of 2020.

The Ministry has further said that the NCERT must take all the measures required to get its academic programmes and courses rated for accreditation by the National Board of Accreditation, and for the Institute itself to be accredited by the National Assessment and Accreditation Council (NAAC).

The government has also mandated the NCERT to start participating in annual rankings of institutes issued by the National Institutional Ranking Framework and has asked it to “compulsorily” create Academic Bank of Credits (ABC), identities of its students, and upload their credit scores in digital lockers that can be reflected in the ABC portal.



Representative Image Photo | ANI

Nation

NCERT granted deemed-to-be university status, empowered to award its own degrees

The Ministry of Education, NCERT along with its six constituent units have been declared as deemed to be University under distinct category.

PTI

Updated: 3rd Apr, 2026 at 1:41 PM

NEW DELHI: The National Council for Educational Research and Training (NCERT) has been formally declared a deemed-to-be university empowering it to award its own degrees,

officials said.

"The Ministry of Education, on the advice of the University Grants Commission (UGC), NCERT along with its six constituent units have been declared as deemed to be University under distinct category," an official notification said.

These constituent units include regional institutes of education in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong, along with the Pandit Sunderlal Sharma Central Institute of Vocational Education in Bhopal.

As the apex organisation for school education, the NCERT undertakes various activities and programmes, including educational research and innovation, curriculum development and development of textual and teaching-learning materials.

Also read: Leveraging expertise of faculty across institutions will give NCERT new direction: Director

Three years back, the Centre had approved granting the deemed-to-be-university status to NCERT in the 'De Novo' category.

A De-Novo deemed university is an institution that can apply to the UGC for setting up a new institution as deemed-to-be-university, which will undertake study and research in unique and emerging areas of knowledge that are not offered by any existing institution.

The notification has listed certain conditions with granting of the status.

These conditions prevent the NCERT from indulging in any activities that are "commercial" and "profit-making" in nature, and mandate that all academic courses or programmes must conform to the norms and standards prescribed by the UGC and the statutory bodies or councils concerned.

The notification also mandated the NCERT to start new programmes, off-campus or on offshore campuses, "only in accordance with the norms and guidelines issued by the UGC, from time to time, on the subject".

Currently, the graduate and post-graduate programmes offered by the NCERT's Regional Institute of Education (REI) are affiliated with local universities like Barkatullah University, Bhopal, M D S University, Ajmer, University of Mysuru, Utkal University, Bhubaneswar and the North-Eastern Hill University, Shillong.

Further, the Ministry has said that the NCERT shall take appropriate steps to begin research programmes, doctoral programmes and innovative academic programmes.

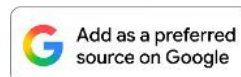
The government has also mandated the NCERT to start participating in annual rankings of institutes issued by the National Institutional Ranking Framework and has asked it to "compulsorily" create Academic Bank of Credits (ABC), identities of its students, and upload their credit scores in digital lockers that can be reflected in the ABC portal.

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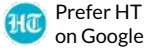


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NCERT granted deemed-to-be university status by Centre, to award its own degrees

Published on: Apr 03, 2026 1:55 PM IST

By [HT Education Desk](#) | Edited by [Papri Chanda](#)



 Quick Read

The National Council of Educational Research and Training, NCERT, has been granted deemed-to-be university status. With this status, the Council will be able to award its own degrees and expand its academic scope.



NCERT granted deemed-to-be university status by Centre, to award its own degrees

Advertisement

The decision was approved by the Ministry of Education, on the advice of the University Grants Commission, UGC.

This decision brings NCERT and its six constituent institutions, including the Regional Institutes of Education located in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong, as well as the Pandit Sunderlal Sharma Central Institute of Vocational Education in Bhopal, under the new status.

In the statement, the Ministry has informed that an online application was uploaded on the UGC Portal for the grant of Institution deemed to be University status under a

status to NCERT in the 'De Novo' category. A De-Novo deemed university is an institution that can apply to the UGC to be set up as a deemed university, undertaking study and research in unique and emerging areas of knowledge not offered by any existing institution.

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The Ministry further added that the recommendation of the UGC Expert Committee was considered and approved by the commission.

The Ministry also directed the NCERT to take appropriate steps to commence research programmes as well as doctoral and innovative academic programmes.

At present, courses offered by NCERT's Regional Institute of Education are affiliated with local universities like Barkatullah University, Bhopal, M D S University, Ajmer,

CBSE plan for 2026-27: Three-language formula from Class 6; two levels of maths, science for Class 9

Mathematics and science will see a major structural shift with the introduction of a two-level system starting in the 2026–27 academic session

Published – April 03, 2026 03:07 pm IST – New Delhi

PTI



A view of the Shiksha Sadan which houses the CBSE at Rouse Avenue in New Delhi. File | Photo Credit: The Hindu

The **Central Board of Secondary Education (CBSE)** has rolled out its new curriculum, launching a phased implementation of the three-language formula from Class 6 and a two-level system of mathematics and science for Class 9 starting in the 2026-27 academic session, officials said on Friday (April 3, 2026).



While the three-language formula mandated under the **new National Education Policy (NEP)** will be implemented from 2026 for Class 6, introduction of the two-level system of

mandatory standard and optional advanced courses in mathematics and science will be done for Class 9.

"Languages are organised through a structured three-language framework across stages: R1, R2 and R3. As per recommendations of new National Curriculum Framework (NCF), two of these three languages must be native to India. In continuation of the board's phased implementation of multilingual education, a third language will be made mandatory from Class 6 with effect from the academic session 2026-27, ensuring that every learner studies at least two Indian languages," a senior board official said.

"While it is desirable that the same scheme of languages is adopted, under exceptional circumstances for students returning from foreign schools where the third language studied till Class 8 or 9 is not available in domestic schools, such students may be exempted as per approved norms. However, such students will be required to study the total number of subjects as stipulated in the scheme of studies," the official added.

Mathematics and science will see a major structural shift with the introduction of a two-level system starting in the 2026–27 academic session.

"All students will study the standard curriculum and appear for a common 80-mark examination of three hours; those opting for higher proficiency can choose an additional 'advanced' level in either or both subjects. This advanced component will consist of a separate 25-mark, one-hour paper designed to test higher-order thinking skills and deeper conceptual understanding.

"Students must mandatorily take the standard exam, while the advanced paper remains optional. Importantly, performance in the advanced paper will not be added to the overall aggregate; instead, students scoring 50 per cent or above will have the advanced-level qualification reflected separately in their mark sheet," the official said.

The two-level system (standard and advanced) in mathematics and science will begin in the 2026–27 academic session for Class 9 students, and the first board exams for Class 10 students with this structure will be held in 2028 for that cohort.

Published – April 03, 2026 03:07 pm IST



एनसीईआरटी को मिला डीम्ड विश्वविद्यालय का दर्जा

जागरण ब्यूरो, नई दिल्ली: स्कूली बच्चों के लिए शोधपरक व सस्ती पाठ्यपुस्तकें तैयार करने वाले राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) को डीम्ड विश्वविद्यालय का दर्जा मिल गया है। शिक्षा मंत्रालय ने इसे विशेष श्रेणी के डीम्ड विश्वविद्यालय का दर्जा दिए जाने को लेकर अधिसूचना जारी कर दी है। इस दौरान वह शोध और नवाचार पर विशेष रूप से फोकस रखेगा। मंत्रालय ने इसके साथ ही एनसीईआरटी के भोपाल, शिलांग, मैसूर, अजमेर व भुवनेश्वर के छह क्षेत्रीय शैक्षणिक संस्थानों को इनमें शामिल किया है। इनमें भोपाल स्थित पंडित सुंदरलाल शर्मा सेंट्रल इंस्टीट्यूट ऑफ वोकेशनल एजुकेशन भी शामिल है।

एनसीईआरटी के शिक्षा व शोध क्षेत्र से जुड़े लंबे अनुभव को देखते हुए केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने 2023 में ही इसको विश्वविद्यालय के रूप में तब्दील करने का ऐलान किया था। इसके बाद ही यूजीसी ने एनसीईआरटी के साथ ही इस मुद्दे पर चर्चा शुरू की। जिसे अब मंजूरी दी गई है। मंत्रालय की ओर से जारी की गई अधिसूचना के अनुसार, एनसीईआरटी अब नए डिग्री, डिप्लोमा, मास्टर व रिसर्च प्रोग्राम को शुरू कर सकेगा। साथ ही वह देश में अपने नए कैंपस खोल सकेगा। इसके लिए यूजीसी से अनुमति नहीं लेनी होगी। हालांकि

- यूजीसी की सिफारिश पर शिक्षा मंत्रालय ने दी मंजूरी, अधिसूचना जारी
- एनसीईआरटी के देश भर में संचालित छह केंद्र भी होंगे इनमें शामिल

वह किसी तरह का व्यवसायिक या मुनाफे वाली गतिविधियों में शामिल नहीं हो सकेगा। एनसीईआरटी का गठन वर्ष 1961 में किया गया था। तब से यह स्कूली पाठ्यपुस्तकों को तैयार करने व प्रशिक्षण देने का काम कर रहा है। इस दर्जे के बाद भी पहले की तरह इसका केंद्रीय संस्थान का स्वरूप बरकरार रहेगा। उसे मंत्रालय से मिल रही वित्तीय मदद भी जारी रहेगी।

एनसीईआरटी अब खुद देगा अपनी डिग्रियां : डीम्ड विश्वविद्यालय का दर्जा मिलने के बाद एनसीईआरटी अब खुद अपनी डिग्री दे सकेगा। साथ ही देश भर में उसके जो छह क्षेत्रीय संस्थान हैं, वह भी अपनी डिग्री दे सकेंगे। अभी तक एनसीईआरटी के क्षेत्रीय संस्थानों को डिग्री देने के लिए स्थानीय राज्य विश्वविद्यालयों से संबद्धता लेनी पड़ती थी। इन संस्थानों में अभी शिक्षक प्रशिक्षण से जुड़े कोर्स संचालित किए जा रहे हैं। हालांकि इस दर्जे के बाद वह कुछ और नए कोर्स भी शुरू कर सकता है।

क्लास 6 से अब तीसरी भाषा पढ़ना होगा ज़रूरी

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AI Image



■ नई दिल्ली: सेट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) का नया करिकुलम क्लास 6 के स्टूडेंट्स के लिए 3 भाषाओं का एक नया फॉर्म्युला लाया है। क्लास 6 से अब तीसरी भाषा पढ़ना ज़रूरी होगा, जिनमें दो भाषाएं भारतीय होंगी। नैशनल एजुकेशन पॉलिसी के तहत अकैडमिक सेशन 2026-27 से CBSE का यह फैसला स्कूल एजुकेशन में बड़ा बदलाव लेकर आएगा। हालांकि, दूसरी भारतीय भाषा कौन सी होगी, यह कैसे तय होगा। बोर्ड ने यह स्कूलों पर छोड़ा हुआ है।

भाषाओं के नई सिस्टम के मुताबिक, क्लास 6 के बच्चे अब तीन भाषाओं में दो भारतीय भाषाएं पढ़ेंगे। 2031 में क्लास 10 का एग्जाम देने वाले स्टूडेंट्स के साथ पूरी तरह 3-लैंग्वेज सिस्टम लागू हो जाएगा। लैंग्वेज सब्जेक्ट को R1 (प्राथमिक भाषा), R2 (दूसरी भाषा) और R3 (तीसरी भाषा) में बांटा गया है। नियम के मुताबिक, तीन में से कम से कम दो भाषाएं भारतीय भाषाएं होना अनिवार्य होगी। दूसरा, अब तीसरी भाषा में इंग्लिश या किसी फॉरेन लैंग्वेज का ऑप्शन होगा। इंग्लिश के साथ किसी विदेशी भाषा को चुनने का ऑप्शन नहीं होगा।

माउंट आबू पब्लिक स्कूल की प्रिंसिपल ज्योति अरोड़ा कहती हैं, दिल्ली 'मिनी इंडिया' है तो हिंदी के अलावा दूसरी भाषा तय करना मुश्किल होगा। आईटीएल स्कूल की प्रिंसिपल सुधा आचार्य ने कहा कि हम देश के चार कोने से क्षेत्रीय भाषाओं का ऑप्शन देंगे।

क्लास 9 से 'एडवांस्ड' मैथ्स और साइंस

■ NBT रिपोर्ट, नई दिल्ली: CBSE के स्कूलों में अब क्लास 9 से दो सब्जेक्ट दो स्तर में पढ़ाए जाएंगे। पहला, पहले की तरह मैथ्स और साइंस, जो सभी के लिए होगा। दूसरा एडवांस्ड मैथ्स और एडवांस्ड साइंस। जो स्टूडेंट्स इन्हे चुनेंगे, वो क्लास 10 में बोर्ड परीक्षाओं में एडवांस्ड स्तर के सब्जेक्ट की अलग से परीक्षा होगी। साइंस और मैथ्स की परीक्षा सभी स्टूडेंट्स के लिए 80 अंकों की तीन घंटों की होगी। एडवांस्ड स्तर के स्टूडेंट्स के लिए 25 अंकों का अतिरिक्त एक घंटे का 'एडवांस्ड' पेपर होगा। सीबीएसई के चेयरमैन राहुल सिंह बताते हैं, इससे बच्चों को खुद ऐप्टिट्यूड चैक करने का मौका मिलेगा।

पेज नं.- 12

NCERT को डीम्ड यूनिवर्सिटी का दर्जा

■ NBT रिपोर्ट, नई दिल्ली: NCERT को 'डीम्ड टू बी यूनिवर्सिटी' का दर्जा मिल गया है और उसे डिग्री देने का अधिकार भी मिल गया है। इस बारे में जारी नोटिफिकेशन में एनसीईआरटी के लिए यह अनिवार्य किया गया है कि वह देश के भीतर या देश के बाहर स्थित अपने परिसरों में नए कोर्सेज केवल यूजीसी द्वारा तय किए गए नियमों के मुताबिक ही शुरू कर सकती है।

सरकार ने यह भी निर्देश दिया है कि एनसीईआरटी को इंडिया रैंकिंग में भी भाग लेना होगा। निर्देश दिया गया है कि संस्थान 'एकेडमिक बैंक ऑफ़ क्रेडिट्स' (एबीसी) बनाए, अपने छात्रों की पहचान तैयार करे और उनके 'क्रेडिट स्कोर' को डिजिटल लॉकर में अपलोड करे, जो एबीसी पोर्टल पर दिखाई दे सके। डीम्ड यूनिवर्सिटी बनने के बाद अब एनसीईआरटी में स्कूली शिक्षा और टीचिंग एजुकेशन के क्षेत्र में रिसर्च और इनोवेशन शुरू होंगे।

NCERT
अपने परिसरों में नए कोर्सेज केवल UGC के नियमों के मुताबिक ही शुरू कर सकती है।

छठी कक्षा से तीसरी भाषा को सीबीएसई ने किया अनिवार्य

नए नियम के तहत तीन भाषाओं में दो भारतीय भाषा होना जरूरी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने भाषा शिक्षा को लेकर बड़ा बदलाव करते हुए शैक्षणिक सत्र 2026-27 से कक्षा छठी से तीसरी भाषा (आर3) को अनिवार्य करने का निर्णय लिया है। यह कदम नेशनल करिकुलम फ्रेमवर्क फॉर स्कूल एजुकेशन 2023 के तहत बहुभाषी शिक्षा को बढ़ावा देने के उद्देश्य से उठाया है। साथ ही इसी सत्र से कक्षा नौवीं के लिए गणित और विज्ञान की दो-स्तरीय प्रणाली का कार्यान्वयन शुरू किया जा रहा है।

सीबीएसई के अनुसार अब छात्रों को हिंदी और अंग्रेजी के अलावा कम से कम एक और भाषा पढ़नी होगी। नए नियम के तहत तीन भाषाओं में से दो भारतीय भाषाएं होना अनिवार्य होगा। इस नीति के लागू होने के बाद कक्षा छठी से शुरू होने वाला तीसरी भाषा का अध्ययन कक्षा दसवीं तक जारी रहेगा। वर्तमान में हिंदी और अंग्रेजी समेत कुल 44 भाषाएं पढ़ाई जा रही हैं। जिनमें संविधान की आठवीं अनुसूची में शामिल सभी भाषाएं, अन्य क्षेत्रीय भारतीय भाषाएं और कुछ विदेशी भाषाएं भी शामिल हैं। छात्रों का होगा समग्र विकास

कक्षा नौवीं के लिए गणित और विज्ञान की दो-स्तरीय प्रणाली का कार्यान्वयन शुरू

: भाषा पाठ्यक्रम को इस तरह तैयार किया गया है कि छात्रों की सुनने, बोलने, पढ़ने और लिखने की क्षमता का समग्र विकास हो सके। इसमें आर1, आर2 और आर3 के रूप में तीन-भाषा ढांचा तय किया है। एनसीएफएसई-2023 की सिफारिशों के अनुसार इन तीन भाषाओं में से दो भाषाएं भारत की मूल भाषाएं होनी चाहिए। बोर्ड द्वारा बहुभाषी शिक्षा के चरणबद्ध कार्यान्वयन को जारी रखते हुए शैक्षणिक सत्र 2026-27 से कक्षा छठी से तीसरी भाषा अनिवार्य कर दी जाएगी।

चरणबद्ध सभी कक्षा में भाषा होगी अनिवार्य : बोर्ड ने स्पष्ट किया है कि तीसरी भाषा की पढ़ाई शैक्षणिक सत्र 2026-27 से कक्षा छठी में अनिवार्य रूप से शुरू होगी। इसके बाद हर वर्ष इसे एक-एक कक्षा में बढ़ाया जाएगा ताकि छात्रों पर अचानक अतिरिक्त बोझ न पड़े और वह क्रमिक रूप से नई भाषा सीख सकें। जारी कार्यक्रम के अनुसार शैक्षणिक सत्र 2026-27 में केवल कक्षा छठी के छात्रों के लिए आर3 अनिवार्य होगा। जबकि

सत्र 2027-28 में यह कक्षा छठी और सातवीं, सत्र 2028-29 में कक्षा छठी से आठवीं, सत्र 2029-30 में कक्षा छठी से नौवीं और सत्र 2030-31 तक कक्षा छठी से दसवीं तक के सभी छात्रों के लिए तीसरी भाषा अनिवार्य हो जाएगी।

सांस्कृतिक विविधता की समझ होगी मजबूत : इस नीति के तहत छात्रों को तीन भाषाएं पढ़नी होंगी। जिनमें से कम से कम दो भारतीय भाषाएं होना जरूरी है। सीबीएसई का मानना है कि इस पहल से छात्रों की भाषाई क्षमता के साथ-साथ देश की सांस्कृतिक विविधता की समझ भी मजबूत होगी। इस चरणबद्ध शुरुआत से पाठ्यक्रम का सुचारू रूप से परिवर्तन सुनिश्चित और माध्यमिक स्तर के मूल्यांकन सुधारों के साथ सामंजस्य स्थापित होगा।

अधिकांश किताब 10 से 15 अप्रैल तक होंगी उपलब्ध : वहीं सीबीएसई द्वारा कक्षा नौवीं और दसवीं पाठ्यक्रम जारी करने को लेकर आयोजित वेबिनार में एनसीईआरटी के निदेशक प्रोफेसर दिनेश सकलानी ने अनुसार नौवीं की किताबें तैयार हैं। प्रिंटिंग में हैं। इसमें अधिकांश किताबें 10 से 15 अप्रैल के बीच आ जाएंगी। एक से दो किताबें आने में देरी हो सकती है।

एनसीईआरटी अब मानद विश्वविद्यालय स्नातक से पीएचडी तक की मिलेगी डिग्री

शिक्षा मंत्रालय ने मंजूरी दी, एनसीईआरटी के छह संस्थान भी होंगे शामिल

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) किताबें बनाने के साथ-साथ अब डिग्री, डिप्लोमा व पीएचडी की पढ़ाई भी कराएगी। केंद्र सरकार ने एनसीईआरटी को डीम्ड-टू-बी यूनिवर्सिटी (मानद विश्वविद्यालय) का दर्जा दे दिया है। इसी हफ्ते इसकी अधिसूचना जारी होगी।

एनसीईआरटी के साथ उसके छह संस्थानों को भी इसमें शामिल किया गया है। इनमें राजस्थान के अजमेर, ओडिशा के भुवनेश्वर, कर्नाटक के मैसूर, मेघालय के शिलांग और मध्य

एनसीईआरटी ने 2025 में सरकार को दी थी रिपोर्ट

यूजीसी ने 2023 में कुछ शर्तों के साथ लैटर ऑफ इंटेंट जारी किया था, जिसमें एनसीईआरटी को तीन साल में सभी शर्तों को पूरा करना था।

एनसीईआरटी ने सरकार को 2025 में रिपोर्ट दी थी। इसके बाद, विशेषज्ञ समिति की सिफारिश के आधार पर यूजीसी ने प्रस्ताव को मंजूरी दी थी।

प्रदेश के भोपाल का पंडित सुंदरलाल शर्मा व्यावसायिक शिक्षा संस्थान है। एनसीईआरटी अब तक सीबीएसई बोर्ड समेत राज्यों के लिए स्कूली पाठ्यक्रम तैयार करती थी। नई व्यवस्था के बाद आगामी शैक्षणिक सत्र से अन्य विश्वविद्यालयों

शोध पर होगा काम : विश्वविद्यालय के रूप में एनसीईआरटी शोध पर मुख्य रूप से ध्यान केंद्रित करेगी। नए कोर्स, ऑफ-कैम्पस सेंटर या विदेशी कैम्पस भी तय नियमों के तहत ही शुरू किए जा सकेंगे। विद्यार्थियों के दाखिले, सीटों की संख्या और फीस से जुड़े नियमों का पालन करना भी जरूरी होगा।

की तर्ज पर डिग्री प्रोग्राम की पढ़ाई करवा सकेगी। परिषद को कुछ संख्य शर्तों के साथ यह दर्जा मिला है, जिसमें संस्थान अपनी संपत्ति या फंड बिना सरकार और यूजीसी की अनुमति के ट्रांसफर नहीं कर सकता। ब्यूरो

सीबीएसई : कक्षा नौ के लिए गणित व विज्ञान के होंगे दो स्तर

जनसत्ता ब्यूरो
नई दिल्ली, 3 अप्रैल।

केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने अपना नया शैक्षिक कार्यक्रम लागू कर दिया है। इसके तहत शैक्षणिक सत्र 2026-27 से कक्षा नौ के लिए गणित और विज्ञान की दो-स्तरीय प्रणाली और कक्षा 6 से तीन-भाषा फॉर्मूले का चरणबद्ध कार्यान्वयन शुरू किया जाएगा।

सीबीएसई के एक वरिष्ठ अधिकारी ने बताया कि 2026 से नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत अनिवार्य तीन-भाषा फार्मुला कक्षा छह के लिए लागू किया जाएगा, जबकि कक्षा नौ के लिए गणित और विज्ञान में अनिवार्य मानक एवं वैकल्पिक उन्नत पाठ्यक्रमों की दो-स्तरीय प्रणाली शुरू की जाएगी। अधिकारी के अनुसार, कक्षा नौ के लिए शैक्षणिक सत्र 2026-27 से

गणित और विज्ञान की दो-स्तरीय प्रणाली शुरू होने से दोनों विषयों में एक बड़ा संरचनात्मक बदलाव देखने को मिलेगा। सभी विद्यार्थी मानक पाठ्यक्रम का अध्ययन करेंगे और तीन घंटे की 80 अंकों की एक समान परीक्षा में शामिल होंगे।

उच्च दक्षता का विकल्प चुनने वाले विद्यार्थी दोनों विषयों में से किसी एक या दोनों में एक अतिरिक्त उन्नत स्तर का चयन कर सकते हैं। इस स्तर में एक घंटे का 25 अंकों का एक अन्य प्रश्नपत्र हल करना होगा, जिसे उच्च-स्तरीय बौद्धिक कौशल और गहन वैचारिक समझ आंकने के लिए तैयार किया गया है।

अधिकारी ने कहा कि विद्यार्थियों के लिए मानक परीक्षा देना अनिवार्य होगा, जबकि उन्नत परीक्षा वैकल्पिक रहेगी। अहम बात यह है कि उन्नत परीक्षा में हासिल अंकों को कुल अंकों में नहीं जोड़ा जाएगा।

The Tribune, 4 April 2026, Page No - 18

NCERT granted deemed-to-be university status

NEW DELHI, APRIL 3

The Education Ministry has notified the National Council of Educational Research and Training (NCERT) as a deemed-to-be university, enabling it to offer academic programmes and confer degrees.

NCERT will now be able to offer undergraduate, post-

Can offer academic programmes, confer degrees

graduate, doctoral and research programmes, and will function under the norms and regulatory framework of UGC. Six of its constituent institutions will come under

this framework, including the Regional Institutes of Education in Rajasthan, Madhya Pradesh, Odisha and Karnataka; the North East Regional Institute of Education in

Meghalaya; and the Pandit Sunderlal Sharma Central Institute of Vocational Education in Madhya Pradesh.

According to the notification, NCERT can launch new academic programmes, including off-campus and off-shore centres, in line with UGC guidelines. — TNS

CBSE implements new 3-language formula

PIONEER NEWS SERVICE

New Delhi



The Central Board of Secondary Education (CBSE) has rolled out its new curriculum, launching a phased implementation of the three-language formula from Class 6 and a two-level system of mathematics and science for Class 9 starting in the 2026-27 academic session.

While the three-language formula mandated under the new National Education Policy (NEP) will be implemented from 2026 for Class 6, the introduction of the two-level system of mandatory standard and

optional advanced courses in mathematics and science will be done for Class 9.

Languages are organised through a structured three-language framework across stages: R1, R2 and R3. As per the recommendations of the new National Curriculum Framework (NCF), two of these three languages must be native to India.

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CBSE implements new 3-language formula

In continuation of the board's phased implementation of multilingual education, a third language will be made mandatory from Class 6 with effect from the academic session 2026-27, ensuring that every learner studies at least two Indian languages. "While the same scheme of languages should be adopted, under exceptional circumstances for students returning from foreign schools where the third language studied till Class 8 or 9 is not available in domestic schools, such students may be exempted as per approved norms. However, such students will be required to study the total number of subjects as stipulated in the scheme of studies," the official added.

According to the officials, the third language or R3 is not being made mandatory for Class 9 students yet. "R3 level textbooks will be introduced in Class 6 this year. They will write their board exams in 2031, and that is when the entire scheme will change, and the three-language formula will be entirely implemented," the official added. Mathematics and science will see a major structural shift with the introduction of a two-level system starting in the 2026-27 academic session. "All students will study the

standard curriculum and appear for a common 80-mark examination of three hours; those opting for higher proficiency can choose an additional 'advanced' level in either or both subjects. This advanced component will consist of a separate 25-mark, one-hour paper designed to test higher-order thinking skills and deeper conceptual understanding.

"Students must mandatorily take the standard exam, while the advanced paper remains optional. Importantly, performance in the advanced paper will not be added to the overall aggregate; instead, students scoring 50 per cent or above will have the advanced-level qualification reflected separately in their mark sheet," the official said.

The two-level system (standard and advanced) in mathematics and science will begin in the 2026-27 academic session for Class 9 students, and the first board exams for Class 10 students with this structure will be held in 2028 for that cohort. Computational thinking and artificial intelligence will also be introduced as compulsory subjects for classes 9 and 10. They will be introduced as modules with internal assessments in the current academic session, and will become a compulsory board exam subject for Class 10 in 2029. These subjects are being introduced in classes 3 to 8 in the current academic session. With the new curriculum, the board is making art education, vocational education, and physical education mandatory in classes 9 and 10. Textbooks are set to be introduced for art education and physical education.

"In the current academic session, Class 10 students will have school-based assessments for art and physical education. In the 2027-28 academic session, they will have vocational education as a compulsory subject with an annual or board exam, while art and physical education will continue to be assessed through school-based internal examinations," he said.

NCERT now declared deemed university

PIONEER NEWS SERVICE
New Delhi

In yet another reform towards higher education, the Union Ministry of Education has declared the National Council for Educational Research and Training (NCERT) as a deemed-to-be university, empowering it to award its own degrees.

An official notification in this regard said the Ministry of Education, on the advice of the University Grants Commission (UGC), NCERT, along with its six constituent units have been declared a deemed University under a distinct category.



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
National Council of Educational Research & Training



These constituent units include regional institutes of education in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong, along with the Pandit Sunderlal Sharma Central Institute of Vocational Education in Bhopal.

NCERT undertakes various activities and programmes, including educational research and innovation, curriculum development and development of textual and teaching-learning materials.

CONTINUED ON >> P4

Hill University, Shillong.

Further, the MoE has said that the NCERT will take appropriate steps to begin research programmes, doctoral programmes and innovative academic programmes.

The government has also mandated the NCERT to start participating in annual rankings of institutes issued by the National Institutional Ranking Framework and has asked it to "compulsorily" create the Academic Bank of Credits (ABC), identities of its students, and upload their credit scores in digital lockers that can be reflected in the ABC portal.

NCERT now declared deemed university

Three years back, the Centre had approved granting the deemed-to-be-university status to NCERT in the 'de-novo' category. A de-novo deemed university is an institution that can apply to the UGC for setting up a new institution as a deemed university, which will undertake study and research in unique and emerging areas of knowledge that are not offered by any existing institution.

The notification has listed certain conditions for granting the status. These conditions prevent the NCERT from indulging in any activities that are "commercial" and "profit-making" in nature, and mandate that all academic courses or programmes must conform to the norms and standards prescribed by the UGC and the statutory bodies or councils concerned.

The notification also mandated the NCERT to start new programmes, off-campus or on off-shore campuses, "only in accordance with the norms and guidelines issued by the UGC, from time to time, on the subject".

Currently, the graduate and post-graduate programmes offered by the NCERT's Regional Institute of Education (RIE) are affiliated with local universities like Barkatullah University, Bhopal, MDS University, Ajmer, University of Mysuru, Utkal University, Bhubaneswar and the North-Eastern

NCERT revises class 8 textbook, removes map showing Jaisalmer as part of Maratha empire

TNN | Apr 4, 2026, 03.05 PM IST



JAISALMER: The country's apex curriculum body, NCERT, has now removed the disputed map from the recently released revised digital edition of the Class 8 Social Science English textbook for the academic session 2026–27. Earlier, in the 2025–26 English textbook, the controversial map appeared on page 71. However, in the updated digital edition for 2026–27, the map has been removed from pages 70 and 71.

The controversy stemmed from the inclusion of a map in the Class 8 Social Science textbook published by NCERT, which showed Jaisalmer as part of the then Maratha Empire. Following objections raised by historians, Rajput organizations, and several

royal families of Rajasthan—including former member of the Jaisalmer royal family, Chaitanya Raj Singh—NCERT had earlier removed the map from the Hindi version of the textbook for the academic year 2025–26 and did not include it in the updated digital edition.

Now, after the Hindi version, NCERT has also removed the same disputed map from the English textbook's digital edition for the 2026–27 curriculum. It is noteworthy that in the 2025–26 syllabus, Jaisalmer had been shown as

part of the Maratha Empire, but in the latest English digital edition, the map is no longer included. This decision was taken following continuous objections from historians, Rajput groups, and former royal families of Rajasthan.

Representatives from royal families, including those from Jaisalmer, as well as public representatives, had also submitted demands to the central government seeking removal of the map.

They argued that the depiction was incorrect and that the Marathas did not rule over parts of Rajasthan as shown.

Chaitanya Raj Singh had strongly objected to the depiction, calling it historically misleading, factually incorrect, and a serious error. He had demanded immediate correction from the Union Education Minister.

Following Jaisalmer, royal families from Mewar and Bundi also raised objections to being shown as part of the Maratha Empire.

With NCERT's latest decision, the controversy has, for now, subsided. Members of the former Jaisalmer royal family, Rajput leaders, and experts have welcomed the move, expressing satisfaction over the removal of the disputed map.

Confirming the removal, Ex Mharaval Chaitanya Raj Singh stated that they had initially raised their objection through social media and later formally communicated with NCERT in writing. He said that correcting the mistake and removing the map from both Hindi and English textbooks is a welcome step. Academic institutions, he added, are expected to provide students with accurate and authentic knowledge.

He further emphasized that history is deeply connected with cultural heritage, self-respect, and public sentiment. Therefore, any presentation should be unbiased and based on facts rather than driven by any agenda. There should be no compromise with facts, and content must be included only on the basis of verified evidence. He stressed that curriculum development should prioritize expert review and historical authenticity to ensure that future generations receive accurate and balanced knowledge.

Devendra Pratap Singh, Director of the Jaisalmer Fort Palace Museum, stated that the earlier map issued by NCERT was controversial and had been opposed by several prominent royal families of Rajasthan. He emphasized that there is no historical evidence supporting the inclusion of Jaisalmer in the Maratha Empire. He also noted that the royal family had written to the NCERT Director regarding the issue, and termed the removal a positive step.

Following the removal of the map, there is a sense of happiness among the people of Jaisalmer. The region has a rich and glorious history, and events like the “Dhai Saka” stand as strong testimony to it. Locals believe that raising questions on such a proud history without solid evidence is unacceptable, and they have welcomed the decision.

Vikram Singh Nachna, another member of a royal family, stated that they had strongly objected to the controversial map published in the Class 8 Social Science textbook. He said that portraying Jaisalmer and the entire Rajasthan as part of the Maratha Empire was not only misleading but also contrary to historical facts. He added that they had communicated firmly with NCERT, demanding correction.

April 04, 2026

NCERT now declared deemed university

By Pioneer News Service



In yet another reform towards higher education, the Union Ministry of Education has declared the National Council for Educational Research and Training (NCERT) as a deemed-to-be university, empowering it to award its own degrees.

An official notification in this regard said the Ministry of Education, on the advice of the University Grants Commission (UGC), NCERT, along with its six constituent units have been declared a deemed University under a distinct category.

These constituent units include regional institutes of education in Ajmer, Bhopal, Bhubaneswar, Mysuru and Shillong, and the J. B. Kriplani Central Institute of Vocational Education in Bikaner. The Council will also conduct various activities and programmes,

including educational research and innovation, curriculum development and development of textual and teaching-learning materials.

Three years back, the Centre had approved granting the deemed-to-be-university status to NCERT in the 'de-novo' category. A de-novo deemed university is an institution that can apply to the UGC for setting up a new institution as a deemed university, which will undertake study and research in unique and emerging areas of knowledge that are not offered by any existing institution.

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Currently, the graduate and post-graduate programmes offered by the NCERT's Regional Institute of Education (REI) are affiliated with local universities like Barkatullah University, Bhopal, MDS University, Ajmer, University of Mysuru, Utkal University, Bhubaneshwar and the North-Eastern Hill University, Shillong.

Further, the MoE has said that the NCERT will take appropriate steps to begin research programmes, doctoral programmes and innovative academic programmes.

The government has also mandated the NCERT to start participating in annual rankings of institutes issued by the National Institutional Ranking Framework and has asked it to "compulsorily" create the Academic Bank of Credits (ABC), identities of its students, and upload their credit scores in digital lockers that can be reflected in the ABC portal.

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दिल्ली हाई कोर्ट ने कहा शिक्षा के अधिकार में शामिल नहीं है स्कूल चुनने का अधिकार

नई दिल्ली, 4 अप्रैल (भाषा)।

दिल्ली उच्च न्यायालय ने कहा है कि किसी बच्चे के शिक्षा के अधिकार में उसके लिए किसी विशेष स्कूल का चयन करने का अधिकार शामिल नहीं है। मुख्य न्यायाधीश डीके उपाध्याय और न्यायमूर्ति तेजस कारिया की पीठ ने कहा कि शिक्षा का अधिकार (आरटीई) अधिनियम एक लाभकारी कानून है, जिसे सामाजिक समावेश के उद्देश्यों को प्राप्त करने और यह सुनिश्चित करने के लिए अधिनियमित किया गया है कि स्कूल एक साझा स्थान बनें जो जाति, जातीय समूह या जातिगत रेखाओं की बाधाओं से अलग न हो।

अदालत ने 25 मार्च को फैसला सुनाया, हालांकि, शिक्षा के ऐसे अधिकार को किसी विशेष स्कूल को चुनने के अधिकार में परिवर्तित नहीं किया जा सकता है।

अदालत का फैसला एक मां की अपील पर आया है, जिसमें उन्होंने अपने बच्चे को शैक्षणिक सत्र 2024-2025 के लिए एक निजी स्कूल में ईडब्ल्यूएस श्रेणी के तहत कक्षा दो में प्रवेश दिए जाने का अनुरोध किया था। अपीलकर्ता ने इससे पहले उच्च न्यायालय की एकल-न्यायाधीश पीठ से अपने बच्चे को 2023-2024 शैक्षणिक सत्र के लिए निजी स्कूल की कक्षा एक में ईडब्ल्यूएस श्रेणी के तहत प्रवेश दिलाने के लिए याचिका दायर की थी। हालांकि, एकल न्यायाधीश ने कहा था कि शैक्षणिक वर्ष के लिए कक्षा एक में खाली रह गई ईडब्ल्यूएस सीटें अगले वर्ष उसी कक्षा के लिए आगे बढ़ा दी जाएंगी और अपीलकर्ता के

अपीलकर्ता ने कहा कि मार्च 2023 में शिक्षा विभाग द्वारा आयोजित ड्रा में, उसके बच्चे का



नाम निजी स्कूल में प्रवेश के लिए चुना गया था। उन्होंने आरोप लगाया कि जब वह दस्तावेजों के सत्यापन और प्रवेश प्रक्रिया पूरी करने के लिए स्कूल पहुंची, तो उसे दाखिला देने से वंचित कर दिया गया और बताया गया कि उसे आगे की जानकारी दी जाएगी। अदालत को बताया गया कि इसके बाद अपीलकर्ता को सूचित किया

गया कि सामान्य श्रेणी की सभी सीटें भर जाने तक ईडब्ल्यूएस बच्चों को दाखिला नहीं दिया जा सकता है, और इसलिए उसके बच्चे को प्रतीक्षा सूची में डाल दिया गया।

वार्ड सहित किसी भी ईडब्ल्यूएस उम्मीदवार के लिए उपलब्ध होंगी, यदि वे आवेदन करना चाहें। अपीलकर्ता ने हालांकि, खंडपीठ के समक्ष यह तर्क दिया कि उसके बच्चे को शैक्षणिक वर्ष 2024-2025 के लिए विद्यालय में कक्षा दो में दाखिला दिया जाना चाहिए।

अपील में राहत देने से इनकार करते हुए, खंडपीठ ने कहा कि याचिका लंबित रहने के दौरान अंतिम प्रवेश या सीटें आरक्षित करने के किसी भी अंतरिम आदेश के अभाव में, शैक्षणिक वर्ष समाप्त होने के बाद छात्र को स्कूल में प्रवेश दिए जाने का अधिकार समाप्त हो जाएगा। इसने कहा कि जब स्कूल ने दाखिला देने से इनकार कर दिया, तो शिक्षा निदेशालय (डीओई) ने अपीलकर्ता के बच्चे को एक अन्य स्कूल में दाखिला दिला दिया, जो कि अपीलकर्ता द्वारा आवेदन पत्र दाखिल करते समय चुने गए

पसंदीदा स्कूलों में से एक था। अदालत ने हालांकि गौर किया कि अपीलकर्ता ने दूसरे स्कूल को स्वीकार नहीं किया। अपीलकर्ता ने कहा कि इसलिए उन्होंने रिट याचिका दायर कर स्कूल को निर्देश देने का अनुरोध किया कि वह शिक्षा विभाग द्वारा आयोजित ड्रा के माध्यम से चयनित उम्मीदवारों की सूची के अनुसार प्रवेश प्रदान करे। अपील की सुनवाई के दौरान, शिक्षा विभाग के वकील ने अपीलकर्ता के बच्चे को नगर निगम के किसी भी स्कूल में दाखिला दिलाने की पेशकश की। अपीलकर्ता के वकील ने हालांकि प्रस्ताव को अस्वीकार कर दिया।

उन्होंने कहा कि अपीलकर्ता आवंटित विद्यालय के अलावा किसी अन्य संस्थान में दाखिला लेने को तैयार नहीं थी क्योंकि उनके बच्चे को दाखिले से वंचित कर दिया गया था जबकि इसमें उनकी कोई गलती नहीं थी।

द्रविड़ मुनेत्र कषगम के अध्यक्ष ने तीन-भाषा फार्मूले पर सवाल उठाए

विवाद

कहा, गैर-हिंदी भाषी क्षेत्रों में हिंदी के विस्तार का 'गुप्त' तंत्र

तमिलनाडु में स्टालिन ने हिंदी को बनाया चुनावी मुद्दा

जनसत्ता ब्यूरो
नई दिल्ली, 4 अप्रैल।

तमिलनाडु के मुख्यमंत्री एमके स्टालिन ने हिंदी को चुनावी मुद्दा बनाया है। उन्होंने आरोप लगाया कि केंद्र सरकार तमिलनाडु और अन्य राज्यों की वैध और लोकतांत्रिक चिंताओं को नजरअंदाज करते हुए हिंदी थोपने के लिए प्रतिबद्ध दिखाई दे रही है। यह सहकारी संघवाद के सिद्धांतों के खिलाफ है और लाखों लोगों की भाषाई पहचान का अपमान है।

उन्होंने केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) द्वारा हाल में जारी की गई पाठ्यक्रम रूपरेखा का हवाला देते हुए शनिवार को आरोप लगाया कि 'तथाकथित तीन-भाषा फार्मूला' वास्तव में गैर-हिंदी भाषी क्षेत्रों में हिंदी के विस्तार का एक 'गुप्त' तंत्र है।

तमिलनाडु में सत्तारूढ़ द्रविड़ मुनेत्र कषगम (द्रमुक) के अध्यक्ष ने कहा कि सीबीएसई की यह पाठ्यक्रम रूपरेखा राष्ट्रीय शिक्षा नीति, 2020 के अनुरूप है। यह कोई साधारण शैक्षणिक सुधार नहीं है, बल्कि भाषा थोपने की एक सोची-समझी और चिंताजनक कोशिश है, जो उनकी लंबे समय से चली आ रही आशंकाओं को सही साबित करती है।

स्टालिन ने आरोप लगाया कि 'भारतीय भाषाओं' को बढ़ावा देने के नाम पर भाजपा-नीत राष्ट्रीय जनतांत्रिक गठबंधन (राजग) की सरकार एक एजेंडा आगे बढ़ा रही है, जिसमें हिंदी को प्राथमिकता दी जा रही है और भारत की समृद्ध व विविध भाषाई विरासत को व्यवस्थित रूप से हाशिए पर धकेला जा



रहा है। उन्होंने कहा, 'तथाकथित तीन-भाषा फार्मूला वास्तव में गैर-हिंदी भाषी क्षेत्रों में हिंदी के विस्तार का एक गुप्त तंत्र है।'

उन्होंने आरोप लगाया कि दक्षिणी राज्यों के छात्रों के लिए यह रूपरेखा व्यवहारिक रूप से 'अनिवार्य हिंदी शिक्षा' में तब्दील हो जाती है। उन्होंने सवाल उठाया, 'लेकिन पारस्परिकता कहां है? क्या हिंदी भाषी राज्यों के छात्रों के लिए तमिल, तेलुगु, कन्नड़, मलयालम या बंगाली और मराठी जैसी भाषाएं सीखना अनिवार्य किया जाएगा? इस बारे में पूरी तरह स्पष्टता का अभाव इस नीति के एकतरफा और भेदभावपूर्ण स्वरूप को उजागर करता है। यह विडंबना स्पष्ट और अस्वीकार्य है।'

स्टालिन ने यह भी सवाल उठाया कि क्या केंद्र सरकार

को जमीनी हकीकत की समझ है, जैसे शिक्षकों की उपलब्धता, प्रशिक्षण क्षमता और बुनियादी ढांचा। उन्होंने पूछा, 'इस व्यापक योजना को लागू करने के लिए योग्य शिक्षक कहां हैं? और सबसे महत्वपूर्ण, शिक्षा व्यवस्था पर पड़ने वाले इस बड़े बोझ के लिए वित्तीय संसाधन कहां हैं?'

उन्होंने आगाह किया कि हिंदी भाषी छात्रों को संरचनात्मक रूप से प्राथमिकता देने से उच्च शिक्षा और रोजगार में असमानताएं बढ़ सकती हैं, जिससे क्षेत्रीय विषमताएं और गहरी होंगी। उन्होंने आरोप लगाया कि केंद्र सरकार तमिलनाडु और अन्य राज्यों की वैध और लोकतांत्रिक चिंताओं को नजरअंदाज करते हुए हिंदी थोपने के लिए प्रतिबद्ध दिखाई देती है। यह सहकारी संघवाद के सिद्धांतों के खिलाफ है और लाखों लोगों की भाषाई पहचान का अपमान है।

एनसीआरटीसी और आईआईटी रुड़की के बीच एमओयू साइन

अमर उजाला ब्यूरो

नई दिल्ली। एनसीआरटीसी और आईआईटी रुड़की के बीच शहरी गतिशीलता के क्षेत्र में अनुसंधान, नवाचार और क्षमता निर्माण को बढ़ावा देने के उद्देश्य से समझौता ज्ञापन (एमओयू) पर हस्ताक्षर किए गए हैं। यह समझौता 4 अप्रैल को एनसीआरटीसी के प्रबंध निदेशक शलभ गोयल और आईआईटी रुड़की के डीन (रिसोर्स एवं एलुमनाई अफेयर्स) प्रो. आरडी गर्ग की उपस्थिति में हुआ। प्रबंध निदेशक शलभ गोयल ने कहा कि इस साझेदारी का उद्देश्य अकादमिक विशेषज्ञता और व्यावहारिक अनुभव को एक साथ जोड़कर शहरी परिवहन से जुड़ी जटिल चुनौतियों का समाधान विकसित करना है। एनसीआरटीसी अपने अनुभव साझा करेगा, जबकि

अनुसंधान, तकनीकी विकास व क्षमता निर्माण के लिए मिलकर काम करेंगे दोनों

आईआईटी रुड़की के शोधकर्ता और फैकल्टी इन समस्याओं पर अध्ययन कर व्यावहारिक समाधान तैयार करेंगे। आईआईटी रुड़की के डायरेक्टर, प्रो. (डॉ.) कमल किशोर पंत ने कहा कि हम ऐसे ट्रांसलेशनल रिसर्च को आगे बढ़ाने के लिए प्रतिबद्ध हैं जो वास्तविक दुनिया की चुनौतियों का समाधान प्रदान करती है। इसके तहत छात्रों को इंटरशिप के अवसर मिलेंगे, जिससे वे बड़े इंफ्रास्ट्रक्चर प्रोजेक्ट्स का व्यावहारिक अनुभव प्राप्त कर सकेंगे। साथ ही एनसीआरटीसी के कर्मचारियों के लिए प्रशिक्षण कार्यक्रम, सर्टिफिकेशन कोर्स और कार्यशालाएं आयोजित की जाएंगी।

सीबीएसई करेगा प्रशिक्षण कार्यक्रम का आयोजन

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की शाल विषय के रूप में प्रारंभिक बाल्यावस्था देखभाल एवं शिक्षा विषय पढ़ाने वाले शिक्षकों की क्षमता का निर्माण करेगा। इस संबंध में सीबीएसई ने अधिसूचना जारी की है।

इसके लिए एक दिवसीय प्रशिक्षण कार्यक्रम 16 अप्रैल को कश्मीरी गेट स्थित डॉ. बीआरअंबेडकर विश्वविद्यालय में आयोजित किया जाएगा। बोर्ड ने स्पष्ट किया है कि यह प्रशिक्षण ऑफलाइन मोड में आयोजित होगा। इसमें केवल वह शिक्षक हिस्सा ले सकेंगे जो स्कूलों में विषय को पढ़ा रहे हैं।

कमजोर बुनियाद पर है एडवांस पाठ्यक्रम चलाने का दारोमदार

सीबीएसई के स्कूल प्रशिक्षित शिक्षकों व प्रशिक्षण की कमी से जूझ रहे

रीतिका मिश्रा • जागरण

नई दिल्ली: सीबीएसई ने शैक्षणिक सत्र 2026-27 से लागू होने वाले नए पाठ्यक्रम में नौवीं में एडवांस स्तर की गणित और विज्ञान, आर्टिफिशियल इंटेलिजेंस (एआइ) और कम्प्यूटेशनल थिंकिंग जैसे विषयों को शामिल किया है। निजी के साथ सरकारी स्कूलों में मौजूद बुनियादी ढांचा इन एडवांस पाठ्यक्रम को दोने में कमजोर माना जा रहा है। प्रशिक्षित शिक्षकों की कमी इस महत्वाकांक्षी योजना के सामने सबसे बड़ी चुनौती है। राष्ट्रीय शिक्षा नीति (एनईपी) 2020 और राष्ट्रीय पाठ्यचर्या रूपरेखा (एनसीएफ) 2023 के तहत तैयार इस नए ढांचे में नौवीं से स्टैंडर्ड के साथ-साथ एडवांस स्तर की पढ़ाई शुरू होगी, जो विद्यार्थी एडवांस स्तर की पढ़ाई करना चाहते हैं उन्हें स्टैंडर्ड के साथ अतिरिक्त 25 अंकों का एडवांस पेपर देना होगा, जिसमें हाई-आर्डर थिंकिंग (उच्च स्तरीय चिंतन कौशल) और विश्लेषणात्मक कौशल का आकलन किया जाएगा।

स्कूल प्रधानाचार्यों और शिक्षा विशेषज्ञों का कहना है कि इस स्तर की पढ़ाई के लिए जिस तरह के प्रशिक्षित और विषय विशेषज्ञ शिक्षकों की जरूरत है, उसकी उपलब्धता फिलहाल सीमित है। विशेष रूप से गणित और विज्ञान में योग्य शिक्षकों की कमी पहले से ही बनी हुई है। रोहिणी स्थित माउंट आबू स्कूल की प्रधानाचार्य ज्योति अरोड़ा का कहना है कि नई शिक्षा व्यवस्था में तकनीक

एडवांस पाठ्यक्रम में एआइ, एडवांस गणित, विज्ञान और कम्प्यूटेशनल थिंकिंग जैसे विषयों को शामिल किया है

ये हैं चुनौतियां

स्कूलों के सामने विषय विशेषज्ञों की भारी कमी, 10 से 25 हजार रुपये के वेतन में नहीं टिकते योग्य शिक्षक, तकनीकी विषयों के शिक्षक लगभग न के बराबर, बड़े स्तर पर कौशल उन्नयन प्रणाली नहीं, बड़े व कम बजट वाले स्कूलों के बीच बढ़ेगा गैप, कोचिंग पर निर्भरता घटने की बजाय बढ़ने का खतरा, शिक्षक प्रशिक्षण और भर्ती सबसे बड़ी चुनौती है।

आधारित पढ़ाई को लागू करने के लिए बड़े स्तर पर निवेश की जरूरत है। आज अगर स्कूल एआइ इंटीग्रेशन करना भी चाहें, तो न तो पर्याप्त स्पेस है और न ही जरूरी संसाधन। नीति निर्माताओं को इस पर गंभीरता से विचार करना चाहिए, क्योंकि उच्च शिक्षित लोग स्कूल शिक्षा की बजाय कारपोरेट सेक्टर की ओर जा रहे हैं। ऐसे में मौजूदा शिक्षकों को कौशल उन्नयन करने के लिए नियमित प्रशिक्षण और कोर्स जरूरी हैं।

वसुंधरा एंक्लेव स्थित एवरग्रीन पब्लिक स्कूल की प्रधानाचार्य प्रियंका गुलाटी ने कहा कि कम बजट वाले स्कूल और ग्रामीण इलाकों में इसको

अमल कराना सबसे बड़ी चुनौती है। अगर शिक्षक, प्रशिक्षण और आधारभूत संरचना पर निवेश नहीं बढ़ाया गया तो यह बदलाव केवल कुछ चुनिंदा स्कूलों तक सीमित रह जाएगा। नई शिक्षा प्रणाली में कौशल और अंतःविषय शिक्षा पर जोर है, लेकिन इसके लिए बड़े पैमाने पर शिक्षक प्रशिक्षण की आवश्यकता होगी। शिक्षा विशेषज्ञों का मानना है कि अगर संसाधनों और शिक्षक गुणवत्ता पर ध्यान नहीं दिया गया, तो यह नया माडल केवल बड़े और संपन्न स्कूलों तक सीमित रह सकता है।

कहां अटक रहा है सिस्टम: निजी स्कूलों, खासकर कम बजट वाले स्कूलों में शिक्षकों का वेतन 10 से 25 हजार रुपये के बीच है, जो कोचिंग संस्थानों और एड-टेक कंपनियों की तुलना में काफी कम है। ऐसे में उच्च योग्यता वाले शिक्षक स्कूलों में टिकने के बजाय अन्य विकल्प चुनते हैं। एआइ और कम्प्यूटेशनल थिंकिंग जैसे नए विषयों के लिए तो स्थिति और जटिल है। इन क्षेत्रों में प्रशिक्षित पेशेवर पहले से ही टेक इंडस्ट्री में अच्छे वेतन पर कार्यरत हैं, जिससे स्कूलों के लिए उन्हें आकर्षित करना मुश्किल हो जाता है। यह स्थिति केवल छोटे स्कूलों तक सीमित नहीं है। बड़े और स्थापित स्कूलों में भी इन नए विषयों को पढ़ाने के लिए प्रशिक्षित शिक्षकों की कमी देखी जा रही है। कई स्कूलों ने माना है कि उन्हें मौजूदा शिक्षकों को ही कौशल उन्नयन करना होगा, जिसके लिए समय और संसाधनों की जरूरत होगी।

सरकार थोप रही हिंदी: स्टालिन CM छिपा रहे नाकामी: प्रधान

■ NBT रिपोर्ट, नई दिल्ली

तमिलनाडु के मुख्यमंत्री एमके स्टालिन ने आरोप लगाया है कि भारतीय भाषाओं को बढ़ावा देने के नाम पर बीजेपी नेतृत्व वाली एनडीए सरकार हिंदी को प्राथमिकता देने के अजेडे को आगे बढ़ा रही है। उन्होंने यह भी कहा कि भारत की समृद्ध और विविध भाषायी विरासत को व्यवस्थित रूप से हाशिए पर धकेला जा रहा है।



स्टालिन

इस पर केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने पलटवार करते हुए कहा कि तमिलनाडु के मुख्यमंत्री अपनी राजनीतिक नाकामियों को छिपाने के लिए एक पुरानी और थकी हुई कोशिश कर रहे हैं। यही कारण है कि वह थोपे जाने वाली बात कह रहे हैं।

स्टालिन ने सोशल मीडिया मंच एक्स पर पोस्ट कर कहा कि हाल में सीबीएसई द्वारा जारी की गई पाठ्यक्रम रूपरेखा में शामिल तथाकथित तीन-भाषा फॉर्म्युला वास्तव में गैर-हिंदी भाषी क्षेत्रों में हिंदी के विस्तार का एक गुप्त तंत्र है। यह हमारी लंबे समय से चली आ रही आशंकाओं को सही साबित करती है।

प्रधान ने आगे कहा कि राष्ट्रीय शिक्षा नीति 2020 तो असल में भाषायी आजादी का एक घोषणापत्र है। यह मातृभाषा को सबसे ज्यादा अहमियत देती है ताकि तमिलनाडु का हर बच्चा अपनी ही शानदार भाषा में आगे बढ़ सके। उन्होंने कहा कि तमिलनाडु के सीएम एक लचीली नीति

- तीन भाषा फॉर्म्युले पर तमिलनाडु के CM ने X पर लगाए आरोप।
- प्रधान का पलटवार- बहुभाषावाद को एक खतरा बताना गलत है।



धर्मेन्द्र प्रधान

को 'हिंदी को अनिवार्य बनाना' कहकर गलत तरीके से पेश कर रहे हैं। इस तरह वह तमिल भाषा की रक्षा नहीं कर रहे हैं। बल्कि ऐसी रुकावटें खड़ी कर रहे हैं, जो हमारे युवाओं को बहुभाषी वैश्विक नेता बनने के मौकों से वंचित करती हैं।

प्रधान ने कहा कि बहुभाषावाद को एक खतरा बताना बिल्कुल गलत है। दूसरी भाषाएं सीखने से तमिल भाषा कमजोर नहीं होती है। बल्कि जब इसे बोलने वाले लोग बहुभाषी आत्मविश्वासी और भाषाई रूप से सशक्त होते हैं तो यह और भी समृद्ध होती है। शिक्षा नीति सभी भाषाओं को समान रूप से बढ़ावा देकर संवैधानिक सिद्धांतों को बनाए रखती है और साथ ही मौजूदा दो-भाषा प्रणाली की कमियों को भी दूर करती है। उन्होंने कहा कि यह DMK सरकार ही है, जिसने पहले सहमति देने के बावजूद MoU पर हस्ताक्षर करने से इनकार करके तमिलनाडु में PM SHRI स्कूलों की स्थापना को रोक रखा है।

भारतीय भाषाएं पढ़ना जरूरी मगर चुनने कैसे? बहस तेज

NEP के तहत CBSE लाया है 3 भाषाओं का फॉर्म्युला

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AI Image

■ नई दिल्ली: स्कूली स्टूडेंट्स के लिए 3 भाषाओं में से 2 भारतीय भाषाओं को पढ़ने की अनिवार्यता पर देशभर में चर्चा के साथ सवाल भी उठने लगे हैं। सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) 2026-27 से क्लास 6 के स्टूडेंट्स के लिए 3 भाषाओं का एक नया फॉर्म्युला लाया है। इसमें अब 3 भाषा में से 2 भारतीय भाषाएं पढ़ना जरूरी होगा। मगर ये भारतीय भाषा कौन सी हों। इस पर बहस छिड़ी हुई है। CBSE ने इस पर अभी गाइडलाइस जारी नहीं की हैं। तमिलनाडु के मुख्यमंत्री एमके स्टालिन ने CBSE के इस फैसले को हिंदी को बढ़ाने वाली नीति कहा है तो केंद्रीय शिक्षा मंत्री धर्मेश प्रधान ने कहा है कि बहुभाषा के सिस्टम से कोई एक भाषा कमजोर नहीं होती।

इंग्लिश और विदेशी भाषाओं पर भी सवाल: अभी स्टूडेंट्स इंग्लिश, हिंदी और तीसरी भाषा में संस्कृत, जर्मन, फ्रेंच, मैडरिन या कोई और विदेशी भाषा में से एक पढ़ते हैं। मदर इंटरनैशनल



2
निर्धार
तो पढ़ें

स्कूल की प्रिंसिपल मिलन माला कहती हैं कि हमें नीति का पता चला है मगर अभी CBSE से गाइडलाइस का इंतजार है, जिसके हिसाब से दूसरी भारतीय भाषा को तय किया जाएगा। अभी इंग्लिश की स्थिति भी साफ नहीं है।

माउंट आबू पब्लिक स्कूल की प्रिंसिपल ज्योति अरोड़ा कहती हैं, दिल्ली जैसे मेट्रो शहरों में कई भाषा के स्टूडेंट्स हैं। अगर हम दूसरी भारतीय भाषा में ज्यादा ऑप्शन देते हैं तो हमें सबके टीचर्स भी रखने होंगे। ज्यादातर स्कूलों में संस्कृत दूसरी भारतीय भाषा हो जाएगी। दूसरा, अगर फरिन लैंग्वेज में इंग्लिश को रखा जाता है तो ज्यादातर स्कूल इंग्लिश ही पढ़ाएंगे।

'नहीं थोपी जाएगी कोई भाषा'

राष्ट्रीय शिक्षा नीति (NEP) ने 3-भाषा फॉर्मूला पर कहा है कि इस व्यवस्था में पहले की तुलना में अधिक लचीलापन होगा और किसी भी राज्य पर कोई भाषा थोपी नहीं जाएगी। स्टूडेंट कौन-सी 3 भाषाएं पढ़ेंगे, यह फैसला राज्यों, क्षेत्रों और खुद स्टूडेंट्स की पसंद पर निर्भर करेगा। हालांकि, यह जरूरी होगा कि 3 भाषाओं में से कम से कम 2 भाषाएं भारतीय हों। NEP 2020 में यह सिफारिश की गई है कि स्टूडेंट्स क्लास 10 तक 3 भाषाएं सीखें।

NBT
Lens
खबरों के
अंदर की बात

आईटीएल स्कूल की प्रिंसिपल सुधा आचार्य कहती हैं, पहली भारतीय भाषा वो होनी चाहिए जो बच्चे बोलते हैं। दूसरी भारतीय भाषा, जो उस क्षेत्र की दूसरी बोले जाने वाली भाषा है। तीसरी भाषा इंग्लिश हो सकती है।

AI, CT in CBSE primary school curriculum to boost logical thinking, creativity

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The CBSE has introduced a new syllabus of Computational Thinking (CT) and AI for classes III to VIII, to enable students to think algorithmically, understand data, recognise patterns, and grasp the logic behind how computers function. By employing a variety of engaging pedagogical methods including puzzles, structured problems, collaborative projects, and reflective exercises, the curriculum aims to transform learners into

Image generated by AI



informed, creative, and ethically aware digital citizens. The curriculum introduced for 2026-27 academic sessions aims to develop foundational skills in the early grades. For classes III to V, the framework encourages learners to approach problems in a logical manner by applying core processes such as decomposition, pattern recognition, abstraction, and algorithmic thinking. In middle school (classes VI to VIII), AI and CT concepts are intended to cultivate essential 21st-century skills, including problem-solving, logical reasoning, and creativity, alongside the ability to keep pace with emerging technologies.

The framework was developed over a year by a 10-member committee of experts, including faculty from IIT Madras, Azim Premji University, and Dhirubhai Ambani International School, in collaboration with the CBSE. Karthik Raman, professor, Department of Data Science and AI, IIT Madras, who headed the committee, explained that the curriculum ensures students understand the basic mathematical and logical principles behind AI, enabling them to apply, analyse, and even create simple AI solutions in the future.

"In class III, students would not understand complex neural networks, but they would know giving unambiguous instructions (prompts) to a computer. Because computers do not succumb to boredom, they can perform countless iterations to complete a task," says Prof Raman.

For the primary years (classes III-V), the CT will be directly embedded into Maths and Environmental Science. It will be included in EVS coursebook The World Around Us (TWAU). Preeti Sharma, an English lecturer, CM Shri School, Rohini, notes, "The use of fun games, puzzles, and hands-on activities, supported by specialised worksheets, will ensure high levels of student engagement and the proposed tools and teaching-learning materials (TLMs) would help teachers guide their students to interpret abstract concepts with ease."

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Indigenous device development and system optimisation can reduce cost of medical equipment and diagnostics, making healthcare more affordable

As healthcare systems grow increasingly technology-driven, India's premier engineering institutes are entering into the medical domain to bridge the long-standing gap between engineering innovation and clinical practice. The IITs, traditionally known for their technical competence are now engaging in programmes that integrate medicine with cutting-edge technology—signalling a shift towards interdisciplinary education and research. From standalone PG medical degrees and physician-scientist tracks to specialised programmes in healthcare technology, these initiatives aim to create a new generation of professionals equipped to solve complex healthcare challenges through a blend of clinical insight and engineering expertise. The shift is already evident across campuses. Take Kharagpur (KGP), which has applied to the NMC to launch MD programmes in six specialisations. At IIT Madras, the Department of Medical Sciences & Technology (MST) runs a four-year BS programme in Medical Sciences and Engineering, apart from BS and PhD programmes open to both engineering and medical graduates (MBBS and beyond). IIT Delhi, on the other hand, provides an MS (Research) in Healthcare Technology for medical professionals through its Centre for Biomedical Engineering (CBME). Complementing the

se efforts, IIT Jodhpur offers a joint master's, master's-PhD, and PhD programmes in medical technologies in partnership with AIIMS Jodhpur, aimed at bringing engineers and clinicians together to foster innovation-led entrepreneurship. Together, these programmes signal a broader transformation—one that seeks to produce a new breed of professionals fluent in both medicine and technology. Speaking to *Education Times*, Prof Suman Chakraborty, director, IIT-KGP, says, "The future of healthcare will depend not only on more doctors, but on better integration between clinicians, engineers, scientists, AI specialists, imaging experts, materials researchers, and innovators. IIT-led participation can accelerate that convergence. The

Organic Move

IIT-KGP's entry into PG medical education is a natural extension of its commitment to interdisciplinary problem-solving. "Healthcare today is no longer confined to bedside practice alone; it increasingly depends on imaging, AI, diagnostics, biomedical devices, data science, translational research, and systems-level thinking," says Prof Chakra-

borty. The Institute has submitted the application for starting MD programmes through the NMC portal under the Dr B C Roy Multi Speciality Medical Research Centre, with IIT-KGP as the affiliating institution. The submitted application covers six specialisations: Biochemistry, General Medicine, Pathology, Radiodiagnosis, Physiology, and Community Medicine.

Cohesive Approach

To develop a holistic understanding of healthcare technologies, IIT Madras offers a BS programme in Medical Sciences and Engineering with specialised courses in device development, medical imaging, AI in healthcare, and digital health. "Approximately 50% of the curriculum has a strong technology component, attracting students with strong interdisciplinary interests," says Prof Bobby George, head, Department of Medical Sciences and Technology. The

IITs venturing into healthcare will accelerate development of clinically relevant technologies "Importantly, indigenous device development and system optimisation can reduce the cost of medical equipment and diagnostics. This will improve accessibility and make healthcare more affordable and inclusive, especially in resource-constrained settings," he adds.

Collaborative Model

At IIT Delhi where healthcare is a key focus area, over 100 faculty work across interdisciplinary units like CBME and the Kusuma School of Biological Sciences, alongside a planned initiative in brain and cognitive sciences. "Instead of building its own hospital, IIT-D has adopted a collaborative model, partnering with AIIMS, hospitals across the Army, Navy and Air Force, and other healthcare providers to advance science and engineering applications in medicine," says Prof Rangan Banerjee, director, IIT Delhi. He adds, "The Institute is offering a specialised master's programme to expose doctors to research. Supported by ICMR-backed facilities, a medical device innovation ecosystem called mPRAGATI, MRI and BSL-2, BSL-3 labs, and a human patient simulator at the Robotics Innovation Hub, the campus is well-equipped to drive medtech innovation." Expanding globally, the Institute has launched a joint 'One Health' virtual campus with Sorbonne University, Paris,

featuring collaborative master's and PhD programmes, underscoring its push towards science- and engineering-driven medicine as a major growth area.

AI, CT in CBSE primary school curriculum to boost logical thinking, creativity
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The CBSE has introduced a new syllabus of Computational Thinking (CT) and AI for

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AI, CT in CBSE primary school curriculum to boost logical thinking, creativity

Vishal.Katoch@timesofindia.com

The CBSE has introduced a new syllabus of Computational Thinking (CT) and AI for classes III to VIII, to enable students to think algorithmically, understand data, recognise patterns, and grasp the logic behind how computers function. By employing a variety of engaging pedagogical methods including puzzles, structured problems, collaborative projects, and reflective exercises, the curriculum aims to trans-

Image generated by AI



form learners into informed, creative, and ethically aware digital citizens. The curriculum introduced for 2026-27 academic sessions aims to develop foundational skills in the early grades. For classes III to V, the framework encourages learners to approach pro-

blems in a logical manner by applying core processes such as decomposition, pattern recognition, abstraction, and algorithmic thinking. In middle school (classes VI to VIII), AI and CT concepts are intended to cultivate essential 21st-century skills, including problem-solving, logical reasoning, and creativity, alongside the ability to keep pace with emerging technologies.

The framework was developed over a year by a 10-member committee of experts, including faculty from IIT Madras, Azim Premji University, and Dhirubhai Ambani International School, in collaboration with the CBSE. Karthik Raman, professor, Department of Data Science and AI, IIT Madras, who headed the committee, explained that the curriculum ensures students understand the basic mathematical and logical principles behind AI, enabling them to apply, analyse, and even create simple AI solutions in the future.

"In class III, students would not understand complex neural networks, but they would know giving unambiguous instructions (prompts) to a computer. Because computers do not succumb to boredom, they can perform countless iterations to complete a task," says Prof Raman.

For the primary years (classes III-V), the CT will be directly embedded into Maths and Environmental Science. It will be included in EVS coursebook The World Around Us (TWAU). Preeti Sharma, an English lecturer, CM Shri School, Rohini, notes, "The use of fun games, puzzles, and hands-on activities, supported by specialised worksheets, will ensure high levels of student engagement and the proposed tools and teaching-learning materials (TLMs) would help teachers guide their students to interpret abstract concepts with ease."



APPLY NO

विशेष बच्चों को करिअर चुनना होगा आसान

जनसत्ता ब्यूरो



शेष आवश्यकता वाले बच्चों के लिए अब करिअर चुनना पहले की तुलना में कहीं अधिक आसान और व्यवस्थित होने जा रहा है। शिक्षा मंत्रालय ने 'करिअर कार्ड' जारी किए हैं, जिनका उद्देश्य ऐसे

विद्यार्थियों को उनकी रुचि, क्षमता और संभावनाओं के अनुसार सही मार्गदर्शन देना है। ये करिअर कार्ड राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने युनिसेफ के सहयोग से तैयार किए हैं और अब इन्हें विशेष बच्चों तक भी पहुंचाया गया है, जो समावेशी शिक्षा की दिशा

में एक महत्वपूर्ण पहल मानी जा रही है।

इन करिअर कार्ड के माध्यम से विद्यार्थियों को करीब 500 अलग-अलग करिअर विकल्पों की विस्तृत जानकारी दी गई है, जिनमें कृषि, कला, मीडिया, व्यापार, स्वास्थ्य, शिक्षा और प्रशिक्षण जैसे विविध क्षेत्र शामिल हैं। हर करिअर कार्ड में किसी एक पेशे से जुड़ी पूरी जानकारी सरल भाषा में दी गई है, जिसमें उस क्षेत्र के लिए जरूरी कौशल, पढ़ाई और कोर्स, प्रवेश प्रक्रिया, संभावित छात्रवृत्ति, शिक्षा ऋण, नौकरी के अवसर और शुरुआती वेतन से लेकर भविष्य में वृद्धि की संभावनाओं तक का विवरण शामिल है। इतना ही नहीं, प्रत्येक कार्ड में विशेषज्ञों की राय भी जोड़ी गई है, ताकि विद्यार्थी उस करिअर की वास्तविकता

संभावना

और संभावनाओं को बेहतर तरीके से समझ सकें। यह पहल केवल जानकारी देने तक सीमित नहीं है, बल्कि इसे व्यावहारिक रूप से उपयोगी बनाने के लिए स्कूलों में करिअर मेले, चर्चाएं और काउंसलिंग सत्र आयोजित करने की भी योजना है।

शिक्षक और परामर्शदाता विद्यार्थियों से संवाद कर उनकी रुचियों और क्षमताओं को समझेंगे और उसी आधार पर उन्हें उपयुक्त करिअर विकल्प चुनने में मदद करेंगे। विद्यार्थियों को भी प्रोत्साहित किया गया है कि वे इन गतिविधियों में सक्रिय रूप से भाग लें, अपनी पसंद और नापसंद खुलकर साझा करें और किसी भी प्रकार की उलझन होने पर शिक्षकों से मार्गदर्शन प्राप्त करें।

Secretary , School Education & Literacy launches Career Cards for Children with Special Needs to strengthen inclusive career guidance under NEP 2020

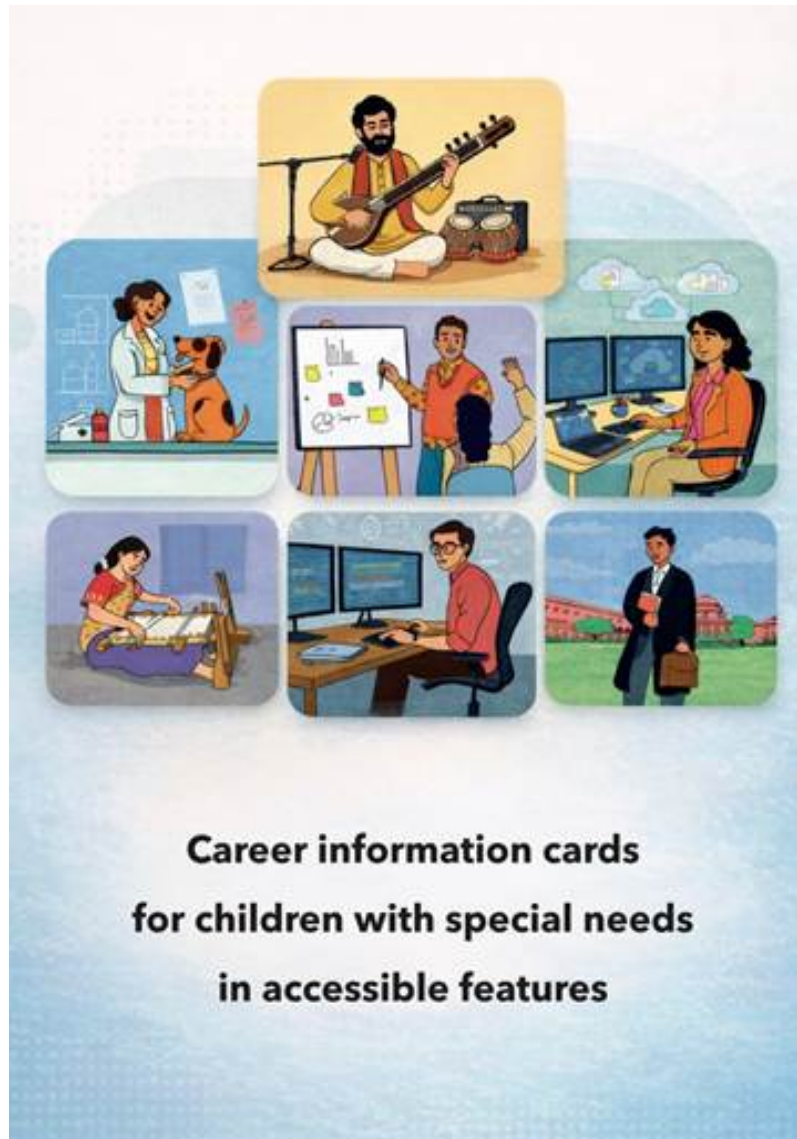
Empowering children with special needs through career guidance and skilling is key to an inclusive, equitable and knowledge-driven society - Shri Sanjay Kumar

प्रविष्टि तिथि: 08 APR 2026 7:52PM by PIB Delhi

Shri Sanjay Kumar, Secretary, Department of School Education and Literacy (DoSEL), Ministry of Education, launched the Career Cards for Children with Special Needs (CwSN) at Kartavya Bhawan-2, New Delhi, on March 31, 2026.



The initiative represents a significant milestone in advancing equitable access to career guidance resources for all learners across the country. The Career Cards have been developed through the technical collaboration and field insights of UNICEF India, NCERT including the Central Institute of Educational Technology (CIET) and Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Pratham Education Foundation, and National Institutes for Disabilities under the Department of Empowerment of Persons with Disabilities (DEPwD).



**Career information cards
for children with special needs
in accessible features**

Speaking on the occasion, Shri Sanjay Kumar highlighted that the initiative is rooted in the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, both of which emphasise enabling every learner including children with special needs to explore diverse educational and occupational pathways. He reiterated the Union Minister for Education's vision that, as Bharat advances towards a knowledge-driven, equitable and inclusive society, all learners must be empowered to contribute meaningfully, ensuring that no one is left behind in the journey towards Viksit Bharat.

The Secretary underlined the need for early identification, testing and flagging of CwSN within the schooling ecosystem, alongside building institutional capacity. He noted that while additional posts for special educators have been created, appointments must be expedited, and regular teachers also require

targeted training. In this regard, NCERT will develop a dedicated training module for teachers, in collaboration with SCERTs and DIETs.



Emphasising that skilling lies at the core of NEP 2020, he stated that by 2030, every student completing Class XII should possess at least one core skill. He added that PSSCIVE will play a key role in strengthening inclusive skilling, including for CwSN. Highlighting the importance of scaling such efforts, he reiterated that education will be central to transforming lives as India moves towards 2047. He also noted that NIOS has signed a long-standing MoU for affiliation with institutions catering to children with special needs, aligning with broader initiatives for inclusive education.

On the occasion, Joint Secretary, Smt. Prachi Pandey, informed that the Department of School Education and Literacy, in collaboration with UNICEF India and NCERT, had released a Career Guidance Book containing 500 Career Cards at the Akhil Bharatiya Shiksha Samagam on July 29, 2024. She informed that with today's launch, this national guidance architecture has been extended specifically to serve children with special needs, with approximately 150 cards adapted in an inclusive format, ensuring that inclusion remains a defining feature of India's education transformation journey.

Smt. A. Srija, Economic Adviser presented the vote of thanks on the occasion.

The event was attended by Sh. Dheeraj Sahu (Addl. Secretary), Sh. Rahul Singh (Chairman, CBSE), Sh. Dinesh Prasad Saklani (Director, NCERT), Ms. Prachi Pandey (Joint Secretary), Ms. Amarpreet Duggal (Joint Secretary), Sh. Vikas Gupta (Commissioner, KVS), Sh. Rajesh Lakhani (Commissioner, NVS) from the Department, Dr. Saadhna Pandey from UNICEF and Ms. Rukmini Banerjee from Pratham Education Foundation.

Career Cards are thoughtfully designed to help students make informed decisions about their future by providing early exposure to a wide range of career options. Each card offers concise information on roles and responsibilities, required qualifications, and potential career pathways, enabling students to explore opportunities aligned with their interests and aspirations.

These engaging and user-friendly cards serve as a valuable resource for teachers and counsellors to guide students in planning their academic and professional journeys effectively.

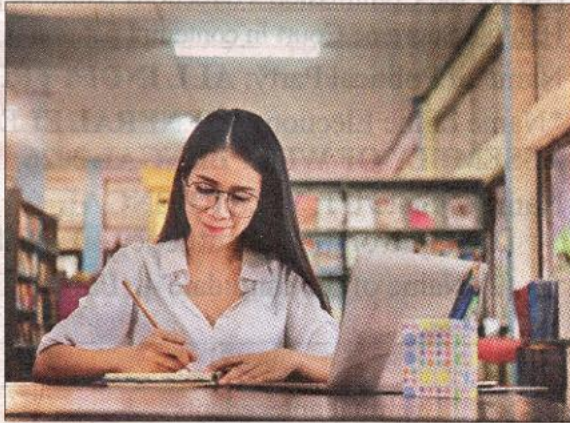
Earlier, NCERT developed a Career Guide Book with 500 Career Cards for students in collaboration with UNICEF. Now efforts have been made to make these Career cards accessible for CwSN. In this endeavour NCERT has developed 150 Career Cards specially designed for CwSN in collaboration with UNICEF making career guidance universally accessible and inclusive. Now, these cards are available in Braille format too.

AK

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NTA expands digital reach on social media



Students to receive instant exam updates on Instagram and Facebook

OUR CORRESPONDENT

The National Testing Agency (NTA) has strengthened its digital presence by officially launching its accounts on Instagram and Facebook, aiming to make exam-related updates more accessible and timely for students across the country. This move is expected to streamline communication and ensure that important information reaches aspirants without delay.

In a recent announcement shared on its official X (formerly Twitter) handle, the agency stated that it is now "closer than ever" to aspirants. Through these newly launched platforms, students will be able to receive instant notifications, exam alerts, and key updates in a more user-friendly format.

The initiative is part of NTA's broader effort to enhance engagement with

candidates preparing for various national-level entrance examinations.

The agency highlighted that its social media presence will simplify access to crucial information such as admit cards, exam schedules, results, and other important announcements.

With platforms like Instagram and Facebook being widely used among students, this step is likely to improve both the speed and convenience of communication.

To make it easier for candidates to find and follow its official pages, the NTA has also shared QR codes that directly link to its verified accounts. The official Instagram handle is @nta_india, while the Facebook page is available at @nta.exams. Students are encouraged to follow these accounts to stay informed and avoid missing any important updates.

In a recent announcement shared on its official X (formerly Twitter) handle, the agency stated that it is now "closer than ever" to aspirants

सीबीएसई : कक्षा 9वीं-10वीं में गणित व विज्ञान के होंगे दो स्तर

कें

द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने नौवीं और दसवीं कक्षा के लिए अपना नया शैक्षिक कार्यक्रम लागू कर दिया। इसके तहत शैक्षणिक सत्र 2026-27 से कक्षा 9 के लिए गणित और

विज्ञान को द्वि-स्तरीय प्रणाली होगी। गणित और विज्ञान के लिए दो-स्तरीय प्रणाली (मानक और उन्नत) पर आधारित कक्षा 10 की पहली बोर्ड परीक्षा 2028 में आयोजित होगी।

सीबीएसई के एक वरिष्ठ अधिकारी ने बताया कि 2026 से नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत अनिवार्य तीन-भाषा फार्मूला कक्षा 6 के लिए लागू किया जाएगा, जबकि कक्षा 9 के लिए गणित और विज्ञान में अनिवार्य मानक एवं वैकल्पिक उन्नत पाठ्यक्रमों की दो-स्तरीय प्रणाली शुरू की जाएगी। कक्षा 9 के लिए शैक्षणिक सत्र 2026-27 से गणित और विज्ञान की दो-स्तरीय प्रणाली शुरू होने से दोनों विषयों में एक बड़ा संरचनात्मक बदलाव देखने को मिलेगा।

अधिकारी ने कहा, नए राष्ट्रीय पाठ्यक्रम ढांचे की सिफारिशों के अनुसार, इन तीन भाषाओं में से दो भारत की मूल भाषाएं होनी चाहिए। भाषाओं को तीन चरणों-आर, आर 2 और एक सुव्यवस्थित तीनभाषा ढांचे के तहत व्यवस्थित किया गया है। लेकिन अगर कोई छात्र विदेश के किसी स्कूल से पढ़कर आया है और उसने वहां कक्षा 8 या 9 तक जो तीसरी भाषा पढ़ी थी, वह भारत के स्कूलों में उपलब्ध नहीं है, तो

2026

से नई एनईपी के तहत अनिवार्य तीन-भाषा कक्षा 6 के लिए लागू किया जाएगा। कक्षा 9 के लिए गणित व विज्ञान में अनिवार्य मानक एवं वैकल्पिक उन्नत पाठ्यक्रमों की दो-स्तरीय प्रणाली शुरू की जाएगी।



जरूरी जानकारी



ऐसे खास मामलों में उसे निर्धारित मानदंडों के अनुसार छूट दी जा सकती है।

मानक परीक्षा अनिवार्य उन्नत वैकल्पिक

गणित और विज्ञान को दो स्तरीय प्रणाली पर अधिकारी ने कहा, सभी छात्र मानक पाठ्यक्रम का अध्ययन करेंगे और तीन घंटे की 80 अंकों की एक समान परीक्षा में शामिल होंगे। उच्च दक्षता का विकल्प चुनने वाले छात्र दोनों विषयों में किसी एक या दोनों में एक अतिरिक्त उन्नत स्तर का चयन कर सकते हैं।

स्नातक से पीएचडी तक की डिग्रियां देगा एनसीईआरटी, शिक्षा मंत्रालय ने दी मंजूरी

रा

ष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) अब छात्रों को विभिन्न शैक्षणिक पाठ्यक्रम उपलब्ध कराने के साथ-साथ स्नातक, स्नातकोत्तर और डाक्टर स्तर की डिग्रियां भी प्रदान कर सकेगा। संस्थान को डीम्ड विश्वविद्यालय का दर्जा मिल गया है, जिसके बाद यह विभिन्न कोर्स संचालित करने के लिए अधिकृत हो गया है। इस संबंध में केंद्रीय शिक्षा मंत्रालय ने औपचारिक मंजूरी दे दी है।

इस नए दर्जे के तहत एनसीईआरटी अब अपने पाठ्यक्रम पूरा करने वाले विद्यार्थियों को डिप्लोमा, स्नातक, स्नातकोत्तर और पीएचडी जैसी डिग्रियां प्रदान करेगा। शिक्षा मंत्रालय के अनुसार यह कदम राष्ट्रीय शिक्षा नीति 2020 के अनुरूप उठाया गया है। साथ ही, विश्वविद्यालय अनुदान आयोग (यूजीसी) के निर्धारित प्रावधानों के तहत एनसीईआरटी को आफ-कैंपस और आफशोर केंद्र स्थापित करने की अनुमति भी होगी। शिक्षा मंत्रालय ने इस संबंध में एक आधिकारिक अधिसूचना जारी की है।



Edu Dept introduces French in govt schools

SUMEDHA SHARMA

TRIBUNE NEWS SERVICE

GURUGRAM, APRIL 8

In a move to promote global exposure in education, the Haryana Education Department has launched an initiative to introduce French language learning in government schools, with 26 teachers currently undergoing specialised training.

The programme is being conducted by the State Council of Educational Research and Training through a week-long intensive course in Gurugram. The selected teachers, who have already been learning French for the past year, are being trained by experts from Pune in pedagogy and interactive teaching techniques.

Officials described the initiative as part of a broader plan to integrate international languages into the public school system. "This is the start of a new educational plan aimed at making students globally competitive," experts associated with the programme said.

After completing the training, the teachers will serve as 'model teachers' in their respective schools. In the first phase, they will introduce

26 teachers undergoing specialised training

basic French language education to students. In the next phase, they will function as 'master trainers', training other teachers across the state to expand the programme.

Officials said the move seeks to bridge the gap between government and private school students by providing better exposure and opportunities.

"Learning global languages will enable students to compete at an international level and walk shoulder-to-shoulder with their peers from private institutions," they said.

The initiative emphasises activity-based and play-based learning to make language acquisition more engaging. Teachers are being trained to adopt interactive classroom methods to improve comprehension and participation.

With this step, the state aims to equip students with skills beyond conventional Hindi and English education, helping them access wider career opportunities in an increasingly globalised world.

News / Education Today / CBSE orders schools to implement 3 language formula in 7 days despite no textbooks

CBSE orders schools to implement 3 language formula in 7 days despite no textbooks

CBSE has asked all affiliated schools to begin teaching a third language from Class 6 within the next seven days.

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What framework influenced CBSE's multilingual policy? →

What curriculum changes affect Classes 9-10 in 2026-27? →

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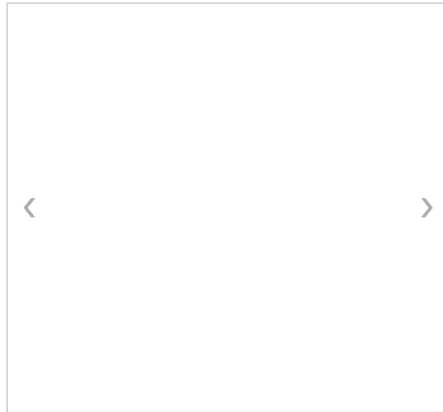




The Central Board of Secondary Education (CBSE) has made the third language in Class 6 mandatory from the 2026-27 academic session, asking all affiliated schools to begin implementation within the next seven days.

In a fresh circular, the board said the move is urgent and compulsory, leaving little room for delay. Schools have been told to start teaching the third language immediately, even if textbooks are not yet available.

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The board said some schools have already begun the process, while the rest must act quickly.

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"It has been learnt that many schools have already initiated the implementation of R3 All remaining schools are hereby directed to ensure compliance within 7 days from the date of issuance of this circular," CBSE said.

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Under the revised language structure, students from Class 6 onwards will now study three languages instead of two.

These languages will be divided into:

R1

R2

R3

In most cases, this could mean:

One regional or mother tongue

One common language such as Hindi or English

One additional language, which may be Indian or foreign depending on the school

The board has also clarified that the language introduced as R3 in Class 6 will continue to remain the same in higher classes, including Classes 9 and 10.

That means schools will have to make the choice carefully now, as the same language options will later shape students' secondary-level language study as well.

SCHOOLS ASKED TO START EVEN WITHOUT TEXTBOOKS

One of the most significant parts of the circular is CBSE's direction to begin teaching the third language without waiting for textbooks.

According to the board, official textbooks for R3 languages listed in the Constitution will be made available shortly. Until then, schools have been asked to use locally available books and learning materials.

"The textbooks for R3 will be made available shortly. However, schools are directed to start teaching R3 from Class 6 immediately, using locally available books/materials," the circular stated.

The teaching, CBSE said, must still follow the competencies prescribed in NCFSE-2023.

WHAT SCHOOLS HAVE BEEN ASKED

CBSE has issued a clear set of directions for affiliated schools. They must now:

Schools must:

Introduce the third language (R3) from Class 6 immediately

Choose the R3 language carefully

Inform their respective CBSE Regional Office

Update the chosen language details on the OASIS portal

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The board also said that Regional Officers will maintain records of implementation and will soon contact schools to collect details of the R3 languages being offered.

CHANGES FOR STUDENTS

1. Students will now study three languages from Class 6
2. The same third language may continue till Class 10
3. Schools may later offer the same language in board classes
4. Students may need to pass all language subjects in the future, depending on the scheme followed

While the change may help students become more comfortable with languages and cultural diversity, it could also increase the academic load for some.

For schools and parents, the immediate challenge will be around readiness, teacher availability and language choice, especially as implementation has to begin within a very short timeline.

“All schools are advised to introduce R3 earnestly and without any further delay. Schools must take all necessary measures to ensure immediate and effective implementation. This may be treated as urgent and mandatory,” the circular said.

With the 2026-27 session approaching, the board’s latest move marks a major shift in how language learning will be structured in CBSE schools from the middle classes onward.

- Ends

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Published On: Apr 9, 2026 20:00 IST

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छठी से तीसरी भाषा अनिवार्य... स्कूलों को एक हफ्ते में लागू करने का निर्देश

भारत के संविधान में सूचीबद्ध भाषाओं में तीसरी भाषा के लिए पाठ्यपुस्तकें जल्द ही उपलब्ध करा दी जाएंगी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने शिक्षा व्यवस्था में बड़ा बदलाव करते हुए कक्षा 6 से तीसरी भाषा की पढ़ाई अनिवार्य कर दी है। यह व्यवस्था शैक्षणिक सत्र 2026-27 से लागू होगी और स्कूलों को इसे सात दिनों के भीतर लागू करने के निर्देश दिए गए हैं।

बोर्ड के निर्देशों के अनुसार, जिन स्कूलों ने अभी तक तीसरी भाषा की पढ़ाई शुरू नहीं की है, उन्हें तुरंत स्थानीय स्तर पर उपलब्ध पुस्तकों और संसाधनों की मदद से इसकी शुरुआत करनी होगी। साथ ही स्कूलों को यह भी तय कर जानकारी देनी होगी कि उन्होंने तीसरी भाषा के रूप में कौन-सी भाषा चुनी है। स्कूलों को यह जानकारी बोर्ड के ओएसिस पोर्टल पर अपलोड करनी है।

यह निर्णय राष्ट्रीय पाठ्यक्रम ढांचा 2023 के तहत लिया गया है, जो आर-1, आर-2 और आर-3 मॉडल के माध्यम से

नई व्यवस्था से बढ़ेगा बहुभाषावाद, दो भारतीय भाषाएं पढ़ेंगे छात्र

बहुभाषावाद को बढ़ावा देता है। इसका उद्देश्य छात्रों में भाषाई दक्षता, सांस्कृतिक समझ और राष्ट्रीय एकता को मजबूत करना है। नई व्यवस्था के तहत छात्र अब दो भारतीय भाषाएं सीख सकेंगे। छठी कक्षा में चुनी गई तीसरी भाषा को वे नौवीं और दसवीं के पंजीकरण के दौरान भी विकल्प के रूप में जारी रख सकेंगे। सीबीएसई ने यह भी स्पष्ट किया है कि भारतीय संविधान में सूचीबद्ध भाषाओं के लिए पाठ्यपुस्तकें जल्द उपलब्ध कराई जाएंगी। तब तक स्कूलों को स्थानीय सामग्री के जरिए पढ़ाई शुरू करने को कहा गया है।

शिक्षा विशेषज्ञों का मानना है कि यह कदम छात्रों में भाषा कौशल को बढ़ाने के साथ-साथ देश की विविध सांस्कृतिक पहचान को समझने में भी मददगार साबित होगा।

नौवीं की हिंदी किताब में झलकारी बाई लता और लाजपत राय की गाथाएं

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) और राज्यों के प्रदेश शिक्षा बोर्ड के नौवीं कक्षा के छात्र हिंदी की पाठ्यपुस्तक गंगा में भारत रत्न लता मंगेशकर, झांसी की रानी लक्ष्मीबाई की दुर्गा दल की सेनापति व हमशक्ल झलकारी बाई, लाला लाजपतराय और 1971 में भारत-पाकिस्तान युद्ध में जीत दिलाने वाले परमवीर चक्र विजेता निर्मलजीत सिंह शेखां को भी पढ़ेंगे।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) ने कक्षा नौवीं की हिंदी की नई पाठ्यपुस्तक को गंगा नाम दिया है। यह पुस्तक राष्ट्रीय शिक्षा नीति (एनईपी) 2020 के तहत इसी शैक्षणिक सत्र 2026-27 से लागू होगी।

इस पुस्तक के जरिये छात्रों को भारतीय सामाजिक-सांस्कृतिक मूल्यों

राम-लक्ष्मण-परशुराम संवाद भी शामिल

काव्य खंड में रैदास का पद भक्ति और समता का संदेश देता है। तुलसीदास कृत रामचरितमानस से राम-लक्ष्मण-परशुराम संवाद लिया गया है। एनईपी 2020 में छात्रों को भारतीय भाषाओं से जोड़ने पर जोर दिया गया है। इसी के तहत, भाषा संगम में कनक-शस्य-कमलधरे में शस्य शब्द को विभिन्न भाषाओं में समझाया गया है। शस्य का अर्थ उपज होता है।

का ताना-बाना समझने का मौका मिलेगा। इसके अलावा, मुंशी प्रेमचंद की संवेदनशील रचना दो बैलों की कथा, पदुमलाल पुन्नालाल बख्शी का सृजनात्मक दृढ़ तो संवादहीन में शेखर जोशी के आधुनिक जीवन की झलक से भी रूबरू होंगे। इस पाठ्यपुस्तक को गंगा नाम देने के कई कारण हैं। एनसीईआरटी ने बताया कि गंगा की तरह हिंदी भी हमारी सभ्यता व संस्कृति की एक पहचान है, जिन क्षेत्रों में हिंदी बोली है, वहीं से मां गंगा गुजरती है और यह भारतीय सामाजिक-सांस्कृतिक मूल्यों के सतत प्रवाह से भी जोड़ती है।

एकांकी भारतीय समाज के परंपरागत विवाह और महिला शिक्षा पर कटाक्ष : पुस्तक में विविध साहित्यिक विधाओं के प्रतिनिधि और महत्वपूर्ण पाठों का एक संतुलित और सुविचारित संकलन है। गद्य खंड में मुंशी प्रेमचंद रचित दो बैलों की कथा जैसी संवेदनशील रचना है, जो मानवीय मूल्यों को सजीव रूप से सामने लाती है। क्या लिखूं से पदुमलाल पुन्नालाल बख्शी ने सृजनात्मक दृढ़ को उकेरा है तो संवादहीन में शेखर जोशी आधुनिक जीवन की संवेदनहीनता को सामने रखते हैं।

CBSE: नए सत्र की ट्रेनिंग थीम होगी 'कंप्यूटेशनल थिंकिंग और AI'

■ NBT रिपोर्ट, नई दिल्ली

सीबीएसई ने अकैडमिक सेशन 2026-27 के लिए 'कंप्यूटेशनल थिंकिंग (CT) और आर्टिफिशियल इंटेलिजेंस (AI)' को सालाना ट्रेनिंग थीम बनाया है। 2026-27 सेशन से सीबीएसई ने क्लास 3 से 8 तक के लिए CT और AI के लिए करिकुलम जारी किया है। यह पहल राष्ट्रीय शिक्षा नीति (NEP 2020) और NCFSE 2023 के अनुरूप है, जिसका मकसद है क्लास 3 से 8 तक के स्टूडेंट्स की

एनालिटिकल सोच को बढ़ावा देना, समस्या का समाधान निकालने की उनकी क्षमता को मजबूत करना और तकनीकी समझ विकसित करना। बोर्ड के अनुसार, इस पहल के तहत टीचर्स को ऐसी ट्रेनिंग दी जाएगी, जिनसे वे मैथमैटिक्स, साइंस, सोशल साइंस और भाषाओं में कंप्यूटेशनल थिंकिंग (CT) और AI के सिद्धांतों को असरदार ढंग से शामिल कर सकें। साथ ही, इस पर भी जोर दिया जाएगा कि AI का इस्तेमाल जिम्मेदारी से किया जाए। इस प्रोग्राम के तहत सात सब-सब्जेक्ट पर काम किया जाएगा।

सरकारी स्कूलों के विद्यार्थी बिना किताबों के कर रहे पढ़ाई, अधिकारी हैं लापरवाह

अप्रैल से शुरू हुआ है नया सत्र पर अभी तक किताबों के इंतजार में विद्यार्थी व शिक्षक

रीतिका मिश्रा • जागरण



नई दिल्ली: राजधानी के सरकारी स्कूलों में शैक्षणिक सत्र 2026-27 एक अप्रैल से शुरू हो चुका है। वहीं नई सरकार भी अपने एक वर्ष पूरे कर चुकी है, लेकिन दिल्ली के सरकारी स्कूलों में पहली से आठवीं में पढ़ने वाले लाखों विद्यार्थी अब भी शिक्षा का अधिकार (आरटीई) के तहत किताबें मिलने का इंतजार कर रहे हैं।

सरकारें बदलती रहीं, दावे भी बड़े-बड़े होते रहे पर जमीनी हकीकत वही पुरानी है। स्थिति यह है कि एक भी सरकारी स्कूल में अब तक आठवीं तक के विद्यार्थियों को पूरी किताबें नहीं मिली है। इस कारण विद्यार्थियों को ब्लैकबोर्ड, नोट्स और साझा सामग्री के सहारे पढ़ाई करनी पड़ रही है, जबकि निजी स्कूलों में विद्यार्थी पहले ही दिन से पूरी पाठ्यसामग्री के साथ

कक्षाओं में जाते हैं। प्रधानाचार्यों ने बताया कि शिक्षा निदेशालय सत्र शुरू होने से पहले किताबों की कुल मांग को लेकर जानकारी लेता है, लेकिन अभी तक ये जानकारी भी स्कूलों से नहीं मांगी गई है। वहीं, नौवीं से ऊपर की कक्षाओं के विद्यार्थियों को सरकार किताबों की धनराशि देती है, वो भी नहीं दी गई है। शिक्षा निदेशक वेदिता रेड्डी से सवाल पूछा गया पर उन्होंने कोई जवाब नहीं दिया।

पहले से नहीं होती किताबों की व्यवस्था: शिक्षकों का कहना है कि हर साल यही स्थिति बनती है। बीते वर्ष

तो पूरा सत्र खत्म हो गया था, तब भी प्राइमरी के विद्यार्थियों को हिंदी की किताब नहीं मिली थी। एक शिक्षक ने बताया कि विद्यार्थियों को पढ़ाना हमारी जिम्मेदारी है। इसलिए पुरानी किताबों से काम चलाया जा रहा है, लेकिन इस देरी का असर विद्यार्थियों पर पड़ता है। बिना किताबों के न तो वे घर पर पढ़ पाते हैं और न ही कक्षा में ठीक से समझ पाते हैं। शिक्षा विशेषज्ञों का मानना है कि हर वर्ष होने वाली इस समस्या के पीछे सप्लाई चेन और प्लानिंग की कमी है। सवाल यह उठता है कि जब हर वर्ष सत्र की तारीख तय होती है, तो किताबों की व्यवस्था पहले से क्यों नहीं हो पाती। उधर, अधिकारियों के अनुसार, किताबों की आपूर्ति समग्र शिक्षा अभियान (एसएसए) के माध्यम से की जानी है, लेकिन इस बार आपूर्ति समय पर नहीं हो पाई है।

किताबें उपलब्ध कराना है अनिवार्य: दिल्ली में शिक्षा के अधिकार के तहत छठवीं से आठवीं तक के विद्यार्थियों को मुफ्त पाठ्यपुस्तकें उपलब्ध कराना अनिवार्य है। इसके बावजूद हर साल किताबों की आपूर्ति में देरी होती है। भले ही एसएसए किताबों की आपूर्ति करता हो पर इन किताबों की छपाई का कार्य डीबीटीबी (दिल्ली ब्यूरो आफ टेक्स्ट बुक) करता है। शिक्षा विशेषज्ञों का कहना है कि पाठ्यपुस्तकें एनसीईआरटी द्वारा तैयार की जाती हैं और ये बाजार में भी आसानी से उपलब्ध रहती हैं। ऐसे में दिल्ली सरकार एनसीईआरटी से आवश्यक संख्या में किताबें खरीदकर समय पर क्यों उपलब्ध नहीं कराती हैं। एक शिक्षा विश्लेषक ने कहा कि मध्यवर्ती व्यवस्था कई बार बाटलनेक बन जाती है। सप्लाई चेन सरल हो तो देरी को काफी हद तक रोका जा सकता है।

'छठी में तीसरी भाषा पढ़ाना सात दिन में शुरू करें स्कूल'

जागरण संवाददाता, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने अपने सभी संबद्ध स्कूलों को छठी कक्षा में तीसरी भाषा की पढ़ाई के लिए आर-3 माडल लागू करने के निर्देश दिए हैं। बोर्ड ने कहा है कि सत्र 2026-27 से यह व्यवस्था अनिवार्य होगी। जिन स्कूलों ने अब तक इसे लागू नहीं किया है, वे सात दिन के भीतर इसे शुरू करें।

यह फैसला नेशनल करिकुलम फ्रेमवर्क फार स्कूल एजुकेशन (एनसीएफएसई-2023) के तहत लिया गया है। इसका मुख्य उद्देश्य बच्चों को बहुभाषी बनाना है। आर-1, आर-2 माडल के तहत अब तक स्कूलों में सिर्फ दो भाषाओं की पढ़ाई करवाई जाती थी, लेकिन अब सीबीएसई ने साफ कर दिया है कि विद्यार्थियों को संविधान में शामिल भारतीय भाषाओं में से एक अतिरिक्त भाषा पढ़नी होगी।

सीबीएसई अधिकारियों के मुताबिक, आर-3 माडल के तहत बच्चों को तीसरी भाषा पढ़ाने के लिए किताबें जल्द उपलब्ध कराई जाएंगी। फिलहाल, स्कूलों को निर्देश दिया गया है कि वे तुरंत स्थानीय स्तर पर उपलब्ध पुस्तकों से पढ़ाई शुरू कर दें। यह भी कहा गया है कि पढ़ाई

- सीबीएसई के क्षेत्रीय कार्यालय करेंगे आर-3 माडल के क्रियान्वयन की निगरानी
- छठी कक्षा में लागू भाषाएं ही नौवीं व 10वीं में विकल्प के रूप में होंगी उपलब्ध

एनसीएफएसई-2023 में तय दक्षताओं के अनुसार ही होनी चाहिए।

केंद्रीय माध्यमिक शिक्षा बोर्ड ने यह भी स्पष्ट किया है कि स्कूलों को चुनी गई तीसरी भाषा की जानकारी अपने क्षेत्रीय कार्यालय को देनी होगी और इसे ऑफिस पोर्टल पर अपडेट करना होगा। खास बात यह है कि नौवीं और 10वीं में वही भाषाएं विकल्प के रूप में उपलब्ध होंगी, जिन्हें स्कूल छठी कक्षा में लागू करेंगे।

क्षेत्रीय कार्यालयों को आर-3 माडल के क्रियान्वयन की निगरानी करने की जिम्मेदारी दी गई है। वे जल्द ही स्कूलों से संबंधित जानकारी एकत्र करेंगे। केंद्रीय माध्यमिक शिक्षा बोर्ड ने अपने निर्देश में साफ कहा है कि इस आदेश को तत्काल और अनिवार्य माना जाए और सभी स्कूल बिना किसी देरी के इसे तुरंत प्रभावी ढंग से लागू करें।

एनसीईआरटी के लाइब्रेरियन 65 की उम्र में सेवानिवृत्त होंगे

नई दिल्ली, प्र.सं.। एनसीईआरटी में कार्यरत डिप्टी एवं असिस्टेंट लाइब्रेरियन की सेवानिवृत्ति 62 की जगह 65 वर्ष की उम्र में होगी। केन्द्रीय प्रशासनिक पंचाट (कैट) ने एक मामले की सुनवाई के दौरान यह महत्वपूर्ण आदेश दिया है। उन्होंने हाल ही में सेवानिवृत्त हुए लाइब्रेरियन को दोबारा नौकरी देने के भी आदेश दिए हैं।

मैसूर निवासी एस. नागराज एनसीईआरटी में लाइब्रेरियन थे। उन्होंने जब नौकरी शुरू की, तो उस समय सेवानिवृत्ति की उम्र 60 वर्ष थी। एनसीईआरटी की एग्जीक्यूटिव कमेटी ने अपनी बैठक में निर्णय लिया कि लाइब्रेरियन की सेवानिवृत्ति उम्र 65 वर्ष होगी। यह निर्णय 12 जून 2018 से लागू कर दिया गया। 14 दिसंबर 2022 को इस्टैब्लिशमेंट कमेटी ने डिप्टी लाइब्रेरियन और असिस्टेंट लाइब्रेरियन की सेवानिवृत्ति उम्र 65 से घटाकर 62 वर्ष कर

दी। इसके चलते मई 2025 में नागराज सेवानिवृत्त हो गए। उन्होंने इस निर्णय के खिलाफ कैट में याचिका दाखिल की। उनके अधिवक्ता अजेश लूथरा और योगेश माहुर ने कैट को बताया कि एनसीईआरटी द्वारा यूजीसी की पॉलिसी को नहीं अपनाया जा सकता। उनकी एग्जीक्यूटिव ही सेवानिवृत्ति से संबंधित उम्र पर निर्णय ले सकती है। दूसरे पक्ष की तरफ से कहा गया कि आवेदक 31 मई 2025 को सेवानिवृत्त हो चुके हैं। ऐसे में अब वह इस तरह की याचिका नहीं डाल सकते।

कैट ने दोनों पक्षों की दलील सुनने एवं दस्तावेजों का अध्ययन करने के बाद लाइब्रेरियन की सेवानिवृत्ति उम्र 65 वर्ष से कम करने के आदेश को रद्द कर दिया है। इसके साथ ही अन्य तीन आवेदकों को भी कैट ने राहत दी है। कैट में कहा है कि भविष्य में यह निर्णय सभी लाइब्रेरियन के लिए लागू होगा।

CBSE orders immediate start of third language from Class 6

Sanjay Maurya

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NEW DELHI: The Central Board of Secondary Education (CBSE) on Thursday directed schools to begin teaching a third language (R3) from Class 6 "immediately", using locally available books, in line with its latest scheme of studies.

The directive comes a week after CBSE, on April 2, introduced sweeping changes to its curriculum, making a third language compulsory from Class 6 starting with the 2026-27 academic session. The current batch of Class 6 students will be the first to study a compulsory third language through to Class 10 in 2030-31. However, the subject will not be part of the board examination; instead, it will be assessed through an internal, school-

CBSE, ON APRIL 2, MADE A THIRD LANGUAGE COMPULSORY FROM CLASS 6 STARTING WITH 2026-27 SESSION

based evaluation in 2031, according to the curriculum document.

In a circular dated April 9, CBSE asked schools to finalise their choice of third language(s), inform their respective regional offices, and update the details on the Online Affiliated School Information System (OASIS) portal.

"It is further informed that only those R3 languages which are introduced in Class 6 by a school will be available as options

in Classes 9 and 10 for that school," the circular signed by Dr Praggya M. Singh, professor and director (Academics) said.

Under the new curriculum, language subjects will be organised into three levels—R1, R2 and R3—as part of a structured three-language model. R1 (Language 1) will be the student's main or strongest language, studied at a higher level, R2 (Language 2) is a different language, studied at a slightly different level. The third language (R3) will be compulsory from Class 6 starting academic session 2026-27 and extended progressively to Class 10 by 2030-31.

The changes operationalise ideas first mooted as part of the National Curriculum Framework for School Education 2023 and are aligned with the National Education Policy (NEP) 2020.

CBSE's AI curriculum — lofty goals, little clarity



R RAMANIJAM

THE CENTRAL Board of Secondary Education (CBSE) has announced a new curriculum for Computational Thinking (CT) and Artificial Intelligence (AI) from classes III to VIII, to be implemented during the 2026-27 academic session. It aims to "develop the capacities of learners to use computational thinking, such as logical thinking, problem solving, pattern recognition, and so on, and understand the role and use of Artificial Intelligence in daily life". The use of an ellipsis — "and so on" — in stating curricular aims notwithstanding, this is an objective to be lauded. What is unclear is how the former list is related to the latter goal. Or, what does the curriculum really achieve?

Schoolchildren interact with AI tools and use social media routinely now, and this has led to a worry among parents and educators about safety and privacy on the one hand, and what it does to their ability to learn and think critically and independently on the other. The AI literacy curriculum can be seen as a welcome opportunity to address these concerns. But does it address them?

The curriculum advocates CT in classes III to V. In classes VI to VIII, "advanced CT" and "foundational knowledge of AI" are provided, along with "AI ethics". The learning outcomes for Class VI speak of describing "key differences between machine intelligence and human intelligence", explaining "the difference between automation and AI using practical, real-world cases", differentiating "the three fundamental AI methodologies, namely supervised, unsupervised and reinforcement learning". What can we teach 11-year olds to help them achieve these capabilities? Understanding the characteristics of human intelligence calls for considerable maturity. Understanding the characteristics of machine intelligence is difficult even for undergraduates. Children experience supervised learning, but can they introspect on it? How would they distinguish between supervised and reinforcement learning? More importantly, why should they?

The learning outcomes for Class VII ask children to distinguish between "key predicative techniques such as regression, classification and clustering". These are techniques taught in Data Science at the undergraduate level. While the terms can perhaps be explained to 12-year olds, how are

they to understand these in the context of AI? The learning outcomes for Class VIII include applying "no-code tools to tackle real-world problems and reflect on their utility".

The syllabus and learning outcomes do speak of bias in AI but simply do not address the concern of how to change the perception of vulnerable children with regard to AI, the fact that they tend to see AI as an all-knowing human-like companion, who answers questions "without judging" them.

The discussion of computational thinking is on an entirely different plane, and relates to abstraction, decomposition, pattern recognition and algorithmic thinking. This is already meant to be integrated into the Mathematics curriculum for classes III to VIII. Whether they can be integrated across the curriculum, with Science and Social Studies, is currently under review across the world. Until research shows how such integration can be carried out effectively, any educator would hesitate to advocate it in a national curriculum.

The disconnect between the discussion on CT and AI literacy in the curriculum document is striking. How does the development of CT, as advocated in the document, connect to AI? It is claimed that CT is the "underlying foundation for AI" and that the processes involved in CT are "the same reasoning processes that power AI and ML systems". This is puzzling, since the symbolic processes of algorithmic thinking are entirely different from the neural network-based learning algorithms that power AI and ML systems. There is also very little research on AI education at the primary and middle-school levels to merit any clear curricular recommendations.

The digital divide in the country is vast, and our teachers are ill-prepared and undereducated on AI and digital tools. Our system has had little success in weaning children away from rote learning and connecting closely related disciplines, such as Mathematics and Science, let alone integrating CT and AI. The proposed curriculum could add to the information overload, without addressing the central concern relating to middle-school children using AI.

The writer is professor, Azim Premji University, Bengaluru, and faculty (retired), Institute of Mathematical Sciences, Chennai. Views are personal

Understanding the characteristics of human intelligence calls for considerable maturity. Understanding the characteristics of machine intelligence is difficult even for undergraduates

CBSE asks schools to start third language in 7 days

MPOST BUREAU

NEW DELHI: The Central Board of Secondary Education (CBSE) has directed all affiliated schools to introduce a third language in Class 6 from the 2026-27 academic session, calling the move "urgent and mandatory" in a circular issued on April 9. Schools have been given a seven-day deadline to comply.

In its notice, the board said some institutions had already begun implementing the third language, referred to as R3, and instructed the rest to act immediately. "All remaining schools are hereby directed to ensure compliance within 7 days from the date of issuance of this circular," CBSE stated.

Schools have been asked to begin teaching the additional language without delay, even if official textbooks are not yet available. "The textbooks for R3 will be made available shortly. However, schools are directed to start teaching R3 from Class 6 immediately, using locally available books or materials," the circular said.

The board also required schools to formally declare the third language they intend to offer and update the information on the OASIS portal. Implementation will be monitored by CBSE's regional offices.

CBSE clarified that early adoption will influence future subject options. "Only those R3 languages which are introduced in Class 6 by a school will be available as options in Classes 9 and 10 for that school," the notice said.

The directive follows recommendations from the National Curriculum Framework for School Education 2023, which promotes multilingual learning through a three-language model. Under this framework, students study a regional

Continued on P4

CBSE asks

or mother tongue, a second language such as English or another Indian language, and a third additional language.

According to CBSE, the initiative aims to foster linguistic skills, cultural awareness, and national integration, with strict monitoring to ensure timely rollout.

Making scholarships integral to India's academic culture

India is to take its Gross Enrolment Ratio (GER) in higher education to 50%, the question is not only how many institutions the country can build, but who is actually able to walk through their gates and graduate.

India has been making gradual progress to expand capacity; the number of higher educational institutions has grown from 51,534 (2014-15) to over 70,000 last year, as per the 2025-26 Economic Survey. Yet the national GER stands at 29.5 (2022-23). Such limited participation highlights that seats alone do not create students. Education transforms lives when access, affordability, and academic quality come together. For many young Indians, especially in second and third-tier towns, the binding constraint is not aspiration; it is the cost and risk of participation. This is why scholarships cannot remain a peripheral add-on to the system. They need to be designed, and tailored as an integral and embedded pathway into higher education.

A pressing need

The country is witnessing three intersecting challenges. There is an access challenge across regions and social groups; an affordability challenge that turns higher education into a long-term investment for families; and a quality challenge that determines whether and to what extent enrolment translates into true learning and occupational pursuit. Enrolment rises when those who qualify can afford to participate, and when institutions are confident that diversity and merit will strengthen, not dilute, academic life.

India knows this well: there is a lot of talent that is widely distributed, but with no opportunity. Increasing enrolments will depend less on convincing already advantaged families and more on releasing the pool of capable students who are currently held back by cost, distance, and uncertainty about the benefits of enrolment. Scholarships sit precisely at this hinge point. They are not only instruments of financial support; they can also mould a student's life, ensuring academic fulfilment as well as overall individual enhancement through provisions beyond material aid, such as leadership development, exposure to a wider world of interests, and career guidance.

The Department of Higher Education supports students through scholarships, interest subsidies on education loans, and credit guarantees. The National Scholarship Portal functions as a common window for State schemes, and hosts information on scholarship programmes across



Pramath Raj Sinha

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Scholarships sit at the intersection of equity, quality, and growth. They influence who and how many enter higher education, and who persists

ministries, departments and regulatory bodies. One such programme is the Central Sector Scheme of Scholarship for College and University Students that provides up to 82,000 scholarships each year across undergraduate, postgraduate, and professional courses. Alongside this, corporate foundations, trusts, and non-profits have also created well-known programmes, often focused on merit-cum-means in fields such as engineering and management.

While this is meaningful progress, most scholarships are limited in number, and are still treated as financial plug-ins. The deeper question is whether scholarships can become a pathway which students actively opt into not only for financial reasons, but also for academic community and mentorship.

Lessons from history

India's own history should be the first source of inspiration. In the ancient institution of higher learning, *Takshashila*, students were known to have had as many as five options to pay their education fees: pay up front; work with and learn from the teachers; defer and pay after graduation; receive scholarships from home regions; or rely on support from a charitable community for disadvantaged students. The principle was straightforward – ability should not be turned away for lack of means, and that institutions should find ways to welcome talent.

The opportunity before India is not only to improve scholarships, but to reimagine what a scholarship represents. One can imagine scholarships that are designed as multi-year commitments rather than annual renewals, giving students the confidence to plan their academic lives with a certain stability. Institutional density and enrolment can be studied in order to design region-based scholarships that focus on underserved States and districts. One can also imagine programme-specific pathways that link scholarships to areas of national and regional need. A scholarship attached to a vocational degree in artificial intelligence, advanced manufacturing, or healthcare, anchored in a district with low participation but high demand, could raise enrolment while strengthening skills and employability.

Public policy and regulation can gently encourage this shift. Incentives such as tax benefits for endowments, or matching funds through private philanthropy, can attract long-term capital into scholarships that are designed to grow and sustain.

Performance-linked frameworks can recognise and reward institutions that demonstrate outcomes across merit, need, and potential. India already has early examples of what such thinking can look like. Ashoka University evaluates financial aid independently of academic admission, following a need-sensitive process where a student's ability to pay is assessed separately from the admission decision. About 20% of students receive free education owing to a 100% scholarship, and roughly half of the students receive some form of financial support, while maintaining strong academic standards. The Indian School of Business (ISB) has built a donor-supported scholarship ecosystem across categories that reflect merit and need, including support for those from the armed forces and those who are returning to the development sector. Every year, the ISB awards between 250 and 280 scholarships across its programmes, and notably, 40% of the founding class of the recently launched PGP-Young Leaders programme is supported by scholarships. In both cases, scholarships are not an afterthought. They are critical to the kind of academic community these institutions are trying to build.

International experience reinforces the point. Whether it be multidisciplinary scholarship programmes at U.S. universities or provincial and city-level scholarships in China aligned to local development priorities, the most effective systems treat scholarships as a core part of their academic cultures.

From the margins to the centre

India still needs to expand and diversify its higher educational system. But expansion alone will not deliver a 50% enrolment ratio that also deepens learning and social mobility. Meaningful absorption can only happen when capable students are supported and inspired to look ahead, regardless of where they come from.

This is not a narrow funding conversation; it is about building an ecosystem. Scholarships sit at the intersection of equity, quality, and growth. They influence who and how many enter higher education, and who persists. They shape the social and intellectual life of campuses and the credibility of institutions. They also contribute to the nation's trajectory, throwing light on how its talent is discovered, understood, and developed.

If the goal is not only more students, but also more mobility and national capability, then scholarships deserve to move from the margins to the centre of our higher education strategy.

NCERT unveils new Class 9 Hindi textbook 'Ganga': A fusion of devotion, valour, and modern values

ANI Last Updated: Apr 10, 2026, 12:54:00 PM IST

Synopsis

NCERT has released its new Class 9 Hindi textbook, 'Ganga', aligning with NEP 2020. The book blends language learning with devotional, nationalist, and cultural content, featuring works from prominent Indian writers and historical figures. It aims to strengthen linguistic skills while connecting students to India's social and cultural values.



ANI

In a major step toward implementing the National Education Policy (NEP) 2020, the NCERT officially released its new Class 9 Hindi textbook on Friday.

Named 'Ganga', the book is designed to reflect the river's symbolic role in Indian civilisation, mirroring the "continuous flow" and spread of the Hindi language across the country. The new book contains Raidas' Pad, 'Ram-Lakshman-Parshuram-Samvad', 'Bharati Jai Vijayi Kare', 'Jhansi Ki Rani', blending language learning with devotional texts, nationalist stories and poems.

"Like the river Ganga, Hindi is also an identity of our civilisation and culture. Hindi is spoken, understood, and read across a large part of India," the book mentions in Hindi.





The book tries to strike a balance between devotional and nationalist content, along with a focus on linguistic learning.

Works such as Raidas's Pad emphasise equality and devotion, while Ram-Lakshman-Parshuram Samvad from Ramcharitmanas reflects cultural values and ideals. Patriotic poems, including Bharati Jai Vijayi Kare by Suryakant Tripathi 'Nirala' and Jhansi Ki Rby Subhadra Kumari Chauhan, showcase nationalist spirit and valour, while Bhawani

Frasad Mishra's Ghar Ki Yaad captures deep emotional and familial bonds.

The textbook also places emphasis on India's freedom struggle and national heroes. It includes a life sketch of Jhalkari Bai, who fought bravely in the 1857 uprising, and a lesson on Param Vir Chakra awardee Nirmal Jit Singh Sekhon, who sacrificed his life at the age of 26 while defending the nation.

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On Sekhon, the section mentions his childhood, early education, and interest in flying.

"Nirmal Jit Singh Sekhon, the son of Sardar Trilok Singh Sekhon and a housewife, was born on July 17, 1945. His village, Isewal, is located near Ludhiana in Punjab, close to the Halwara Air Force Station. Perhaps for this reason, he was drawn to aircraft from childhood. He was especially fond of stories about the famous warrior Hari Singh Nalwa from the early 19th century. Not only this, he was greatly influenced by his father as well, who had served in the Indian Air Force," the section reads.

In addition, the book carries thoughts of Lala Lajpat Rai on citizens' rights and duties.

"The basis of freedom is also self-discipline. Our ancestors have written in books that discipline is essential. Freedom becomes beneficial only when there is discipline behind it. If there is no discipline, then freedom cannot last long. Therefore, if we want to enjoy freedom, we must follow discipline and self-control. Do not do anything that causes inconvenience or trouble to others. Only then can we truly understand the value of freedom," the book quotes excerpts of Lala Lajpat Rai's speech at the session of the Indian National Congress in Surat (December 20, 1920).

The textbook aims not only to strengthen students' linguistic skills but also to connect them with India's social and cultural values.

The book offers a mix of prose and poetry from prominent writers. The prose section includes Munshi Premchand's Do Bilon Ki Katha, Padumlal Punnalal Bakshi's Kya Likhoon?, and Shekhar Joshi's Samvadheen, reflecting themes of human values, creativity, and modern-day emotional disconnect. It also features Aisi Bhi Baatein Hoti Hain, an interview with Lata Mangeshkar, along with Mohan Rakesh's travelogue Aakhri Chattan Tak and Jagdish Chandra Mathur's Reedh Ki Haddi, which challenge orthodox views on marriage and women's education.

Other inclusions, such as poems by Saint Namdev, works by Maithili Sharan Gupt, and activities promoting the importance of the mother tongue, further enrich the curriculum.

NCERT is rolling out new textbooks for Class 9 (2026-27) under the new curriculum (NCF 2023 / NEP 2020)

While NCERT has already rolled out new textbooks for Classes 1 to 8, the Class 9 books are being released in phases under the new curriculum framework.

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छात्रों के साथ अब शिक्षक भी सीखेंगे कंप्यूटेशनल थिंकिंग

सीबीएसई ने तीसरी से आठवीं के छात्रों के लिए लागू किया है कंप्यूटेशनल थिंकिंग व एआई पाठ्यक्रम

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने राष्ट्रीय शिक्षा नीति 2020 के अनुरूप चालू सत्र से तीसरी से आठवीं तक के छात्रों के लिए कंप्यूटेशनल थिंकिंग (सीटी) व एआई (कृत्रिम बुद्धि) पाठ्यक्रम को लागू किया है। अब इस पाठ्यक्रम से बच्चों के साथ-साथ शिक्षक भी परिचित होंगे।

इसके तहत शिक्षकों को ऐसी प्रभावी शिक्षण पद्धतियों से सशक्त बनाया जाएगा, जिनके माध्यम से वे गणित, विज्ञान, सामाजिक विज्ञान और भाषा जैसे विभिन्न विषयों में सीटी व एआई की अवधारणों को जोड़ सकेंगे।



सीबीएसई की ओर से सीटी व एआई पाठ्यक्रम पढ़ाने का उद्देश्य विद्यार्थियों में तार्किक सोच, समस्या समाधान क्षमता, पैटर्न पहचान और एआई के नैतिक उपयोग की समझ विकसित करना है।

इसके लिए बोर्ड ने वर्ष 2026-27 के लिए इस विषय को शिक्षकों के प्रशिक्षण थीम के रूप में निर्धारित किया है। शिक्षकों के प्रशिक्षण कार्यक्रम के अंतर्गत सात प्रमुख उप-विषयों पर वर्ष

शिक्षक होंगे प्रशिक्षित, प्रभावी शिक्षण पद्धतियों से परिचित कराया जाएगा

भर गतिविधियां आयोजित की जाएंगी। इनमें कंप्यूटेशनल थिंकिंग के मूल सिद्धांत, खेल आधारित शिक्षण, गणित को आधार बनाकर एआई की समझ विकसित करना, वास्तविक जीवन में एआई का उपयोग, मूल्यांकन रणनीतियां तथा एआई का नैतिक और जिम्मेदार उपयोग शामिल हैं।

इस संबंध में बोर्ड ने स्कूलों को तीन प्रमुख गतिविधियों में हिस्सा लेने का निर्देश दिया है। पहली गतिविधि के तहत जिला स्तर पर सीटी और एआई

विषय पर एक दिवसीय 6 घंटे ऑफलाइन कार्यशालाएं आयोजित की जाएंगी। इनमें प्रस्तुत श्रेष्ठ शोध-पत्रों में से तीन का चयन कर राष्ट्रीय स्तर पर भेजा जाएगा।

दूसरी गतिविधि में स्कूल स्तर पर विशेषज्ञों के ऑनलाइन या ऑफलाइन व्याख्यान आयोजित होंगे, जिनकी अवधि तीन घंटे होगी। तीसरी गतिविधि के अंतर्गत क्षेत्रीय स्तर पर कार्यशालाएं और ओरिएंटेशन कार्यक्रम आयोजित किए जाएंगे।

सीबीएसई के अनुसार इस तरह की गतिविधियों से स्कूलों में एआई आधारित शिक्षण वातावरण तैयार होगा, शिक्षकों का कौशल विकास होगा।

छात्रों में बहेगी भारतीय सामाजिक-सांस्कृतिक ज्ञान की 'गंगा'

नई दिल्ली, एएनआइ: एनसीईआरटी ने राष्ट्रीय शिक्षा नीति 2020 के कार्यान्वयन की दिशा में एक महत्वपूर्ण कदम उठाते हुए नौवीं के लिए हिंदी की नई पुस्तक जारी की है। 'गंगा' नामक इस पुस्तक में परशुराम-लक्ष्मण संवाद, रानी लक्ष्मीबाई की शौर्य गाथा और रैदास के पद सरीखे पाठ हैं। यह पुस्तक छात्रों में भारतीय सामाजिक-सांस्कृतिक ज्ञान बढ़ाने के उद्देश्य से तैयार की गई है।

'गंगा' नामक यह पुस्तक भारतीय सभ्यता में नदी की प्रतीकात्मक भूमिका को दर्शाने के उद्देश्य से तैयार की है, जो अविरल प्रवाह और हिंदी भाषा के प्रसार को प्रतिबिंबित करती है। हिंदी की इस नई पुस्तक में रैदास के पद, राम-लक्ष्मण-परशुराम-संवाद जैसे पाठ शामिल हैं।

CBSE 10वीं का रिजल्ट 15 अप्रैल के बाद संभव

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■ नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (CBSE) की 10वीं और 12वीं की परीक्षाएं खत्म हो गई हैं। शिक्षा मंत्रालय और CBSE अब रिजल्ट पर फोकस कर रहे हैं। मंत्रालय और बोर्ड मिलकर यह सुनिश्चित कर रहे हैं कि रिजल्ट को लेकर जो टारगेट फिक्स किया गया है, उसके मुताबिक ही रिजल्ट जारी हो। साथ ही रिजल्ट में किसी भी तरह की गलती न हो। इसको लेकर पूरी तैयारी की गई है। एक सीनियर अधिकारी का कहना है कि 10वीं के रिजल्ट को लेकर तैयारियां चल रही हैं और अप्रैल में दूसरे हफ्ते के बाद कभी भी 10वीं क्लास का रिजल्ट जारी कर दिया जाएगा। उसके बाद 10वीं में दूसरे बोर्ड परीक्षा की तैयारी शुरू हो जाएगी। 10वीं में दूसरे बोर्ड की परीक्षाएं 15 मई के आसपास शुरू हो सकती हैं। जहां तक 12वीं के रिजल्ट की बात है तो स्टूडेंट्स को मई के तीसरे हफ्ते तक का इंतजार करना पड़ेगा। CBSE के परीक्षा नियंत्रक



12वीं का रिजल्ट मई के तीसरे हफ्ते तक आ जाएगा।

संयम भारद्वाज ने कहा कि देश भर में शांतिपूर्ण तरीके से परीक्षाएं हुई हैं। 10वीं और 12वीं में करीब 46 लाख स्टूडेंट्स ने परीक्षा दी है और कहीं से भी शिकायतें नहीं मिली हैं। अब मई में NEET, CUET परीक्षाएं : यूनिवर्सिटीज में दाखिले के लिए CUET-UG 2026 परीक्षा 11-31 मई के बीच होगी। वहीं इंजिनियरिंग कोर्सज के लिए जेईई मेन की परीक्षा हो चुकी है। 20 अप्रैल तक जेईई का रिजल्ट आने के बाद IIT में दाखिले के लिए आवेदन प्रक्रिया शुरू होगी। छात्रों को मई के पहले हफ्ते में मेडिकल एंट्रेंस टेस्ट NEET-UG देना है। मई के पहले रविवार यानी 3 मई को मेडिकल एंट्रेंस टेस्ट होना है।

NCERT book fetes Pb heroes Sekhon, Lajpat Rai

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 10

A new Class IX Hindi textbook, unveiled by the National Council of Educational Research and Training (NCERT) today, celebrates the life and times of three heroes from Punjab — Param Vir Chakra awardee Flying Officer Nirmal Jit Singh Sekhon, Punjab Kesari Lala Lajpat Rai and playwright Mohan Rakesh.

The book finalised by the apex school curriculum drafting body has a dedicated sec-

tion on the valour of Indian soldiers and heroes, including Sekhon, the first and only officer of the Indian Air Force to be awarded the PVC.

Remembered as an enduring symbol of bravery and commitment to national defence, Sekhon was born in Ludhiana's Isewal village.

During the 1971 war, he engaged six Pakistani Sabre jets over the Srinagar airfield on December 14, 1971, shooting down two enemy aircraft before being fatally hit.

The textbook, titled "Ganga", notes that Sekhon's vil-

lage is located close to the Halwara Air Force Station, which may have sparked his early fascination with aviation. It highlights his admiration for Hari Singh Nalwa, the then Commander-in-Chief of the Sikh Khalsa Fauj, the army of the Sikh Empire, as well as the influence of his father, who served in the Indian Air Force.

The new book aims to strike a balance between devotional and nationalist themes while maintaining a strong focus on linguistic development. It replaces the earlier textbooks

that went by the names 'Kshitij' and 'Kritika'.

Among the notable new inclusions is a speech delivered by Lala Lajpat Rai at a session of the Indian National Congress in Surat. Rai had famously declared at the time, "The basis of freedom is also self-discipline. Our ancestors have written in books that discipline is essential."

The textbook also features an interview with legendary singer Lata Mangeshkar. Literary works by noted figures have found a place in the new book.

CONTINUED ON PAGE 6

NCERT book fetes Pb...

FROM PAGE 1

These figures include Amritsar-born writer-playwright Mohan Rakesh, known for the Nai Kahani movement and Khurja-born Jagdish Chandra Mathur. The textbook further addresses themes like travel, social norms and women's education.

Key poetic and literary additions include Raidas' Pad, Ram-Lakshman-Parshuram Samvad from Ramcharitmanas and patriotic compositions such as Bharati Jai Vijayi Kare by Suryakant Tripathi 'Nirala' and Jhansi Ki Rani by Subhadra Kumari Chauhan.

The prose section features Munshi Premchand's Do Bailon Ki Katha, Padumlal

Punnalal Bakshi's Kya Likhon and Shekhar Joshi's Samvadheen, all reflecting themes of human values and creativity. The book also includes Sahitya Akademi Award-winning poet Bhawani Prasad Mishra's poem 'Ghar ki Yaad'.

Additional contributions from poets such as Saint Namdev and Maithili Sharan Gupta are included, alongside activities designed to promote the importance of the mother tongue. While revised textbooks aligned with the National Education Policy-2020 have already been introduced for Classes I to VIII, the Class IX textbooks will be released in a phased manner.

Puzzles To Ethical AI: Schools To Boost Problem-Solving Skills

CBSE Rolls Out Computational Thinking, AI Framework For Classes III-VIII

Meghna.Dhulia
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New Delhi: In classrooms today, chalkboards and textbooks are no longer the only tools shaping young minds. Schools are increasingly focusing on equipping students with skills that enable them to think critically, solve problems, innovate and engage with technology responsibly.

Reflecting this shift, Central Board of Secondary Education (CBSE) has introduced the framework for a new curriculum focus for the 2026-27 academic year: computational thinking (CT) and understanding artificial intelligence (AI) for students from classes III to VIII.

At its core, the framework goes beyond simply teaching technology — it aims to strengthen students' abilities in logical reasoning, problem-solving and pattern recognition, while also helping them understand the ethical use of artificial intelligence. Rather than being taught as a standalone subject, these concepts will be integrated across disciplines such as mathematics, science, social science and languages, linking classroom learning more closely with real-world applications.

The initiative aligns with the vision of National Education Policy 2020 and National Curriculum for School Education, aiming to build future-ready learners. To bring this vision to life, CBSE has outlined a structured plan of action. According to officials, a key objective is to help learners think logically, approach problems systematically, identify patterns and apply technology to solve everyday challenges. "The framework also emphasises understanding the ethical use of technology and the relevance of AI in modern life," an official said.

The curriculum recognises computational thinking as

FUTURE READY

GOALS
Introduce computational thinking and AI curriculum for classes III-VIII

To develop

- 1 Logical thinking
- 2 Problem-solving skills
- 3 Pattern recognition
- 4 Ethical use of AI



KEY FOCUS AREAS

- Foundations of computational thinking and AI readiness
- From play to abstraction (learning progression)
- Role of mathematics in CT and AI
- Interdisciplinary connections (middle stage)
- AI in real-world contexts
- Assessment and pedagogy
- Ethics and responsible AI

WHAT IS COMPUTATIONAL THINKING?

A structured approach to problem-solving

It breaks larger problems into smaller, logical pieces

Builds precise, step-by-step solutions that either a person or a machine can follow

While AI is an important requirement, CT is a broader skill, developing a foundation for learning

WHAT IS ARTIFICIAL INTELLIGENCE?

A broad collection of technologies

Enables machines to carry out tasks typically associated with human intelligence

These include learning, comprehension, reasoning, problem-solving and understanding natural language

PLAN OF ACTION

- 1 **District-Level Workshop**
 - Build CT and AI basics in schools
 - Integrate across subjects (maths, science, SST, languages)
 - Introduce AI fundamentals and ethics
 - Promote project-based learning
 - Select best projects for national level
- 2 **Expert-Led Talks**
 - Online and offline sessions
 - Educational videos (PM e-Vidya Channel 15)
- 3 **Regional Workshops**
 - Organised by CBSE Centres of Excellence
 - Teachers nominated by schools

pate in workshops focused on building foundational knowledge of CT and AI. Teachers and students will explore hands-on, project-based learning and connecting classroom concepts to everyday experiences. Some of the best ideas and presentations from these workshops may even be showcased at the national level.

Next, selected schools will host expert-led talks, where educators and specialists, both internal and external, will guide participants through key topics in CT and AI. These sessions, conducted in online or offline mode, will be supported by curated educational content, including videos from PM e-Vidya Channel 15.

At a broader level, regional workshops organised by CBSE's Centres of Excellence will further strengthen teachers' capabilities. Through these structured training programmes, educators will gain the tools and confidence needed to integrate CT and AI effectively into their classrooms.

The students' and teachers' handbooks are now available on CBSE's academic website. According to officials, these resource books are not textbooks but companion materials designed to support mathematics lessons, with CT concepts interwoven alongside existing topics. Following the same chapter sequence as mathematics, they can be integrated into regular classroom teaching. The books include thinking-based questions and activities that promote analysis, reasoning and problem-solving, encouraging teachers to guide discussions and allow students time to explore and develop solutions independently.

The initiative is supported by clearly defined focus areas, ranging from foundational concepts and interdisciplinary learning to real-world applications and ethical considerations of AI.

the foundation for learning AI. Research highlights that processes such as breaking problems into smaller parts, identifying patterns, filtering essential information and designing step-by-step procedures are the same reasoning methods that power AI and machine learning systems. On this basis, the framework positions CT as a core skill across all subjects and proposes integrating

it beyond mathematics into areas such as science, humanities and other disciplines as a cross-cutting theme.

Teaching will also emphasise on hands-on, real-world learning. "The framework encourages the use of puzzles, structured problems, collaborative and individual projects, demonstrations, practice sessions, discussions, debates and reflective exercises. Stu-

dents will be encouraged to explore practical challenges faced by their communities and develop solutions that apply their learning beyond the classroom, with teachers providing mentorship during the process," the official added.

A series of activities have been recommended by CBSE as part of the initiative. The journey begins at the district level, where schools will partici-

One-on-one digital tests rolled out for Class 3; officials call it 'mid-term analysis' of NIPUN Bharat

NCERT's PARAKH conducts real-time tablet assessments for Class 3 under FLS 2026 to track literacy and numeracy progress nationwide

Published on: Apr 11, 2026 07:37 pm IST

By [Sanjay Maurya](#), New Delhi

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The national assessment centre under the National Council of Educational Research and Training (NCERT), PARAKH, is conducting one-on-one, tablet-based assessments of Class 3 students under the Foundational Learning Study (FLS) 2026, covering key skills such as comprehension, oral reading fluency and basic mathematics, with data collection expected to conclude by May-June 2026



PARAKH rolls out tablet-based one-on-one assessments for Class 3 students under FLS 2026, covering over 1 lakh students across 776 districts (Representative photo)

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Officials said that around 10,000 trained field investigators from District Institute of Education and Training (DIETs) are conducting FLS 2026 in a phased manner in 20 languages “using tablets in a one-on-one mode.” More than 1,00,000 Class 3 students across 10,000 government, government-aided and private schools in 776 districts in 36 states and Union territories will be assessed

Numeracy (NIPUN Bharat), launched in July 2021 by Union education ministry to achieve universal foundational literacy and numeracy (FLN) for children up to Grade 3 by 2026–27.

The assessments cover students' abilities in comprehension, oral reading fluency, decoding letters, and conceptual understanding of mathematics, among others. Data collection is set to wrap up by May-June 2026, with analysis to follow over the next three months, officials said.

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In FLS 2022, which covered 86,000 students in 10,000 schools, field investigators recorded children's performance using Optical Mark Recognition (OMR) sheets.

“This time, we decided to ease that process by introducing tablets. The idea was to make data recording simpler and more efficient for field investigators. We conducted very rigorous training of investigators in March before starting FLS on March 23,” CEO and head of PARAKH Indrani Bhaduri told HT.

Established in 2023 as an independent unit under NCERT as part of the National Education Policy (NEP) 2020 implementation, PARAKH—Performance Assessment, Review and Analysis of Knowledge for Holistic Development—sets norms, standards and guidelines for student assessment across recognised school boards.

During training for FLS 2026, investigators practised administering assessments

Only those with at least 85% concurrence were deployed; others underwent retraining,” she added.

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The exercise has been completed in 15 states and Union Territories, including Maharashtra, Uttar Pradesh, Madhya Pradesh, Tamil Nadu and Jammu and Kashmir, and will continue in phases elsewhere.

FLS differs from the National Achievement Survey (NAS)—now called PARAKH Rashtriya Sarvekshan—which is a large-scale, system-level assessment to evaluate overall learning outcomes across grades. While NAS is MCQ-based with no direct interaction, FLS is a one-on-one, performance-based assessment.

“In FLS, we assess whether a child can decode letters, words and sentences, and measure oral reading fluency with comprehension. In mathematics, we focus on basic numeracy and conceptual understanding—such as recognising that multiplication is repeated addition and division is repeated subtraction,” Bhaduri said.

She added that while FLS 2022 served as a baseline, FLS 2026 is a mid-term assessment to evaluate progress under NIPUN Bharat. “The findings will help states understand whether their interventions are working or need course correction. The third cycle will be an endline assessment after about two years,”

NCERT rolls out new Class 9 science book

The 13-chapter textbook, titled Exploration, replaces the earlier book first published in 2006, which originally had 15 chapters and was later reduced to 12 after rationalisation in 2022

Published on: Apr 11, 2026 8:39 AM IST

By [Sanjay Maurya](#)



Sanjay Maurya



The opening chapter introduces students to scientific methods, concepts and language used in secondary-level science. (File representative photo)

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New Delhi: The National Council of Educational Research and Training (NCERT) on Friday released a new Class 9 science textbook, to be introduced from the 2026–27 academic session, integrating contemporary science with India’s traditional knowledge systems and highlighting contributions of Indian scientists and institutions such as the Bhabha Atomic Research Centre (BARC), Mumbai, and the Indian Institute of Tropical Meteorology (IITM), Pune.

Aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education (NCF-SE) 2023, the new book focuses on inquiry, experimentation, data analysis and real-life application, marking a shift away from rote learning, said an NCERT official familiar with the development.

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The opening chapter introduces students to scientific methods, concepts and language used in secondary-level science.

Core topics such as cells, tissues, motion, mixtures, force, work and energy, atoms and sound have been retained with revised framing. However, standalone chapters on gravitation and improvement in food resources have been removed.

Class 10 next year in line with the continuity of science textbooks aligned with NEP 2020 and NCF-SE 2023. Students currently in Class 9 will study these concepts in Class 10,” said the official.

The textbook adds a chapter on “Reproduction: How Life Continues”, previously taught in Class 10, covering plant and human reproduction, menstruation, hygiene and prevention of unwanted pregnancies.

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It also brings back chapters on diversity and classification of plants and animals, and Earth as a system, which were dropped during earlier rationalisation.

Students are introduced to Indian scientists such as C. V. Raman, Meghnad Saha and Homi Jehangir Bhabha. The book also includes references to traditional knowledge. For instance, it references the concept of speed in the Aryabhatiya (5th century CE), the traditional deg-bhapka distillation method used in Kannauj’s perfume industry, and Acharya Kanada’s concept of paramanu from the Vaisesika Sutras, alongside real-life examples and activities to promote experiential learning.

“Exploration aligns with NEP 2020 and NCF-SE 2023 by promoting experiential and inquiry-based learning... It fosters a holistic understanding of science and



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School Education 2 Min Read

CBSE mandates computational thinking and AI integration for Class 3 to 8

The notification, issued by CBSE's training unit, introduced a structured curriculum on CT and AI aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education 2023. The curriculum aims to develop logical thinking, systematic problem-solving, pattern recognition and an understanding of the ethical use of AI among students.



Abhishek Choudhari TOI.in

Updated On Apr 11, 2026 at 10:15 PM IST



Each workshop is equivalent to six hours of school-based continuing professional development.

Nagpur: The Central Board of Secondary Education (CBSE) has set computational thinking (CT) and artificial intelligence (AI) as the focus for training in the 2026-27 academic year, instructing all affiliated schools to integrate these topics into the curriculum for Classes 3 to 8 starting this session.

Advt



The notification, issued by CBSE's training unit, introduced a structured curriculum on CT and AI aligned with the National Education Policy (NEP) 2020 and the National Curriculum Framework for School Education 2023. The curriculum aims to develop logical thinking, systematic problem-solving, pattern recognition and an understanding of the ethical use of AI among students.

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Schools are to conduct three types of activities during the session. The first is district-level deliberations (DLDs), which are offline one-day workshops where groups of schools or Sahodaya School Complexes collaborate to share and discuss innovative classroom practices on CT and AI for Classes 3 to 8.

Each workshop is equivalent to six hours of school-based continuing professional development. The second activity consists of expert-led talks, either online or offline, lasting half a day and counting as three CPD hours. The third involves regional workshops organized by CBSE's Centres of Excellence, with a registration fee of Rs700 per teacher.

डा. भीमराव आंबेडकर की 14 अप्रैल को जयंती केवल एक स्मरण का अवसर भर नहीं, बल्कि संविधान की अहमियत को याद करने का क्षण भी है। इसी संदर्भ में इस बार का रविवार विशेष संविधान के प्रहरियों पर केंद्रित रखा गया है। इसमें यह स्पष्ट झलकता है कि संविधान केवल दस्तावेज नहीं, बल्कि जमीन पर संघर्ष करते उन चेहरों से जीवित है, जो आमजन के अधिकारों की रक्षा में जुटे हैं। इस पैकेज की तीनों स्टोरियां इसी विचार को अलग-अलग आयाम देती हैं। बड़वानी की स्टोरी व्यक्तिगत स्तर पर लड़ने वाले ऐसे लोगों को सामने लाती है, जो कानूनी जागरूकता और जनहित याचिकाओं के जरिये न्याय दिला रहे हैं। श्री मुक्तसर साहिब की स्टोरी संस्थागत प्रयासों की पड़ताल करती है, जो समानता के मूल्यों को संरक्षित कर रहे हैं। आगरा की स्टोरी यह दिखाती है कि इन प्रयासों से किसी व्यक्ति के जीवन में वास्तविक बदलाव कैसे आता है।

जमीनी संघर्ष से मजबूत हो रहा संविधान का असली ढांचा



1 जुलाई 2024 को देश में भारतीय नागरिक सुरक्षा संहिता लागू हुई

531 धाराएं हैं बीएनएसएस में, जबकि सीआरपीसी में 484 थीं

7 वर्ष की कम से कम सजा वाले अपराध में अब फॉरेंसिक जांच जरूरी

संविधान के प्रहरी बन जैन लड़ रहे अधिकारों की जंग

डा. भीमराव आंबेडकर की जयंती (14 अप्रैल) के मौके पर जब हम संविधान की बात करते हैं, तो यह समझना जरूरी है कि यह सिर्फ किताबों या अदालतों तक सीमित नहीं है। इसे जीवित रखने वाले वे लोग हैं, जो चुपचाप जमीन पर आमजन के अधिकारों की लड़ाई लड़ रहे हैं। मध्य प्रदेश के बड़वानी जिले में भी ऐसे ही चेहरे बीएल जैन हैं, जोकि संविधान के वास्तविक प्रहरी बनकर सामने आते हैं।



बीएल जैन • स्वयं

संविधान के सच्चे प्रहरी के रूप में बीएल जैन का सफर करीब 35 वर्षों पहले शुरू हुआ, जब क्षेत्र में मूलभूत सुविधाओं की कमी ने उन्हें झकझोर दिया। उन्होंने तभी ठान लिया कि जनहित के मुद्दों को अदालत और शासन तक पहुंचाना ही उनका मिशन होगा। अब तक वह सुप्रीम कोर्ट और हाई कोर्ट में अनेक जनहित याचिकाएं लगा चुके हैं। सूचना अधिकार के तहत 200 से अधिक आवेदन देकर उन्होंने शासन-प्रशासन को जवबदेह बनाया। 71

200 से अधिक आवेदन सूचना के अधिकार के तहत देकर उन्होंने प्रशासन को जवाबदेह बनाया है

वर्षीय जैन के प्रयासों से इंदौर-बिजासन फोरलेन मार्ग का निर्माण संभव हुआ, जिसके लिए उन्होंने करीब दो दशक तक संघर्ष किया। सेंधवा में 100 बिस्तरों का अस्पताल, एसडीएम कार्यालय और जर्जर सड़कों की मरम्मत जैसे कई कार्य उनकी पहल का परिणाम हैं। स्थानीय निवासी रमेश पटेल कहते हैं कि हम सालों तक खराब सड़क से परेशान थे। जैन साहब की याचिका के बाद ही सुधार हुआ। (बड़वानी से युवराज गुप्ता)

तीसरी भाषा के लिए आएंगी किताबें, मगर स्कूलों को तुरंत पढ़ाई शुरू करने के निर्देश

Katyayani.Upreti
@timesofindia.com

पढ़ाना शुरू किया जाए। बोर्ड ने कहा है कि इसके लिए तय किताबें जल्द ही स्कूलों को दी जाएंगी मगर तब तक स्कूल जो किताबें और स्टडी मटीरियल स्थानीय तौर पर उपलब्ध है, उनसे पढ़ाई शुरू करें।

सीबीएसई ने अकैडमिक सेशन 2026-27 से क्लास 6 के स्टूडेंट्स के लिए 3 भाषाओं का एक नया फॉर्म्युला लागू करने का हाल ही में फैसला लिया है, जिसके तहत तीन भाषा पढ़ाई जाएंगी और तीन में से दो भारतीय भाषाएं पढ़ाना जरूरी होगा। यह फैसला राष्ट्रीय शिक्षा नीति (NEP) और

नैशनल करिकुलम फ्रेमवर्क स्कूल एजुकेशन (NCFSE) के तहत लिया है, जो कई भाषा सीखने पर जोर देता है। इस नए फॉर्मूले का ऐलान करने के बाद अब सीबीएसई ने स्कूलों के नाम सर्कुलर जारी कर कहा है कि जिन स्कूलों ने अब तक इस पर कोई काम नहीं किया है वो 7 दिनों के अंदर सख्ती से इसका अनुपालन करें।

तीसरी भाषा को लेकर स्कूलों का संदेह दूर करते हुए सीबीएसई ने कहा है कि स्कूल अपनी भाषा चुनें और इसकी जानकारी बोर्ड को दें। स्कूलों को भाषा चुनकर OASIS

पोर्टल पर अपलोड करने को कहा है। साथ ही रीजनल सेंटर भी स्कूलों से भाषा को लेकर जानकारी लेकर रिकॉर्ड बनाएंगे। भाषा का चुनाव बोर्ड ने स्कूलों पर छोड़ा है।

साथ ही, स्कूलों को यह भी साफ किया गया है कि क्लास 6 में जो भाषा शुरू होगी, वही आगे क्लास 9 और 10 में विकल्प के रूप में जारी रहेगी। इनके साथ लगभग सभी स्कूल गैर भारतीय भाषा में इंग्लिश का ऑप्शन देंगे। विदेशी भाषा जैसे फ्रेंच, जर्मन अलग से अतिरिक्त भाषा के तौर पर पढ़ाई जा सकती है।

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कम वक्त लेकिन पढ़ाई तुरंत

सीबीएसई के इस सर्कुलर के साथ स्कूलों को कम समय में नई भाषा की व्यवस्था करनी होगी। स्कूलों का मानना है कि इसके लिए उन्हें पहले से वक्त दिया जाना चाहिए था। 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। कई राज्यों में राज्य में बोले जाने वाली भाषा के साथ हिंदी या संस्कृत का ऑप्शन होगा।

कम्प्यूटेशनल थिंकिंग और एआई के लिए हैंडबुक तैयार

सीबीएसई ने छात्रों व शिक्षकों के लिए वेबसाइट पर उपलब्ध कराया

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने तीसरी से आठवीं तक के कंप्यूटेशनल थिंकिंग और एआई कोर्स के लिए एक हैंडबुक तैयार किया है। छात्रों व शिक्षकों के लिए इसे वेबसाइट पर उपलब्ध भी करा दिया गया है। इसे रिसोर्स पाठ्यपुस्तक के तौर पर नहीं, बल्कि गणित के सहायक संसाधन के रूप में प्रयोग किया जाएगा।

हैंडबुक में दिए गए प्रश्न सोच



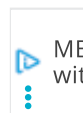
छात्रों को सीधे उत्तर देने के बजाय विभिन्न समाधान खोजने के लिए प्रेरित करेंगे

आधारित हैं, जो छात्रों में विश्लेषण, तर्क और समस्या समाधान की

क्षमता को विकसित करेंगे। इसके आधार पर शिक्षक छात्रों को सीधे उत्तर देने के बजाय उन्हें सोचने, चर्चा करने और विभिन्न समाधान खोजने के लिए प्रेरित करेंगे।

समझ को गहरा करने पर रहेगा जोर : इस हैंडबुक का इस्तेमाल समझ को गहरा करने और एप्लीकेशन को बढ़ावा देने के लिए किया जा सकता है। बोर्ड के अनुसार शिक्षकों को यह किताब इस सोच के साथ पढ़नी चाहिए कि सोचने की प्रक्रिया सही जवाब तक पहुंचने से ज्यादा जरूरी है।

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Uncertainty over Class 6 textbooks as Maharashtra prepares NEP rollout

Maharashtra Class 6 textbooks remain uncertain as NEP 2020 rollout approaches, with pending curriculum approval delaying book preparation and raising concerns among teachers.

By: [Express News Service](#)

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Maharashtra Class 6 textbooks face uncertainty ahead of the 2026-27 academic session as the NEP 2020-aligned curriculum awaits final approval, delaying book preparation timelines. (File Photo)

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With the 2026-27 academic year approaching, uncertainty surrounds the availability of revised Class 6 textbooks for the Maharashtra state board, as the new syllabus aligned with the National Education Policy (NEP) 2020 is yet to receive final approval.

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The Maharashtra government has initiated the rollout of new curriculum under NEP 2020, with the updated State Curriculum Framework (SCF) for School Education still under discussion. As per the implementation plan, Classes 2, 3, 4 and 6 are scheduled for curriculum revision from the upcoming academic year.

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While work on Classes 2, 3 and 4 is progressing as planned—with textbook development in its final stages and printing expected soon—the Class 6 curriculum remains under finalisation. The delay has pushed back textbook preparation and printing timelines, raising concerns among educators as schools prepare to reopen.

from the year 2024 when the initial SCF was prepared. The SCERT should have worked accordingly on finalising the new curriculum,” said a senior teacher.

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Some educators have suggested postponing the rollout. “There is no point in this haste in finalising curriculum and preparing textbooks, because this delay is indication that textbooks will not be ready by June when school will resume after summer-break. Instead of making students wait for new textbooks, the revised curriculum can be brought in from next academic year,” another teacher said, adding that teachers would also require training before introducing the new syllabus.

Despite concerns, officials from the State Council of Educational Research and Training (SCERT) remain confident that revised Class 6 textbooks will be ready in time. A senior official said the process is in its final stages and unlikely to face significant delays.

“For Class 2 the revised curriculum was already prepared with SCF for Foundational Stage (Foundational Stage) that includes three years of pre-primary and Classes 1 and 2 of Primary section. Revised curriculum for Class 1 was already implemented last year on the basis of SCF FS. While SCF for School Education is under preparation, syllabus of Classes 3 and 4 was finalised on priority whereas revised curriculum for Class 6 is being finalised at this moment,” the official said.

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The revised Class 6 curriculum is expected to introduce key reforms, including vocational education and a curriculum aligned with [CBSE](#) standards for subjects such as mathematics and science.

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NCERT Hindi textbook *Ganga* lacks diverse, contemporary voices, claim teachers

While the book blends devotional texts, nationalist writings, and modern prose, there is a stark gender imbalance

Vishal.Katoch
@timesofindia.com

The National Council of Educational Research and Training (NCERT) unveiled its new class IX Hindi textbook, *Ganga*, designed as per NEP 2020 guidelines. While the textbook has many firsts including a travelogue by Mohan Rakesh titled *Aakhiri Chattaan Tak* and an old interview of Lata Mangeshkar titled *Aisi Bhi Baatein Hoti Hain*

included as one of the chapters, Hindi teachers point at the exclusion of powerful women voices, translation of international literature and no representation of writers from south, east and west.

Speaking to *Education Times*, Indra Mani Upadhyay, PGT Hindi, PM Shri Kendriya Vidyalaya CRPF Bijnaur, Lucknow, says that the selection of writers remains heavily weighted towards the past. "There is limited

representation of new-age writers as the chapters are largely from older writers, with almost no voices from the present day. While stalwarts such as Munshi Premchand (*Do Bailon Ki Katha*), Padumlal Punna-lal Bakshi (*Kya Likhun?*), and Shekhar Joshi (*Samvadheen*) remain essential, they have been staples of the NCERT Hindi textbook curriculum for decades. A more balanced mix of these established writers alongside contemporary

The limited inclusion of female authors likely stems from a reliance on established historical texts

authors would have made the textbook more effective for students," says Upadhyay.

Academics further argue that the textbook lacks global perspective, noting the absence of overseas authors and no chapter based on translation of international writers. Unlike previous editions that offered exposure to diverse cultures through translations, *Ganga* focuses exclusively on domestic texts, missing the opportunity to include material from other southern Indian states or international literature. "A class IX student is a teenager; it is our responsibility to introduce them to varied issues and writings from different regions. While we may not teach every subject in depth, introducing these diverse topics is essential," Upadhyay adds.

Similarly, there is a stark

gender imbalance in the new textbook, as only one chapter featuring Subhadra Kumari Chauhan's *Jhansi Ki Rani* is included, while other female voices are missing.

Pooja Gugrani, TGT Hindi, National Victor Public School, IP Extension, Delhi, highlights the missed opportunity to showcase the breadth of the female literary canon. "Hindi literature possesses a vast wealth of influential women writers such as Mahadevi Verma, Amrita Pritam, Krishna Sobti, Mannu Bhandari and Geetanjali Shree, whose literary works could have been included to provide students with a much more varied perspective," says Gugrani.

"The limited inclusion of female authors likely stems from a reliance on established historical texts or a simple oversight in the selection process; however, NCERT could have easily integrated icons like Mahadevi Verma or Mannu Bhandari by swapping out two or three of the current entries," she adds.



Image generated by AI

आंबेडकर से दूर हुए आंबेडकरवादी

भारतीय समाज में जाति एक जटिल और गहराई से जमी हुई संरचना है। इसे खत्म करने का आह्वान डॉ. भीमराव आंबेडकर ने



उदित राज

किया था। वह न केवल जाति प्रथा के खिलाफ थे, बल्कि समानता वाले समाज की उनकी चाहत भी थी। लेकिन, आज के आंबेडकरवादी अब भी अपनी जाति को ऊंचा मानते हैं और उसी तरह भेदभाव करते हैं, जिसके खिलाफ आंबेडकर आजीवन रहे। आज भी लोग अपनी जातियों में शादी करना चाहते हैं और महिलाओं को भी बंधनों में रखना चाहते हैं।

नहीं आएगी समानता ! आंबेडकर ने अपनी किताब Annihilation of Caste में लिखा है कि जाति सिर्फ काम का नहीं, बल्कि कामगारों का भी विभाजन करती है। उनका मानना था कि जब तक जाति रहेगी, समानता नहीं आ सकती। आज खुद को आंबेडकरवादी कहने वाले लोग बाहर समानता की बात करते हैं, लेकिन अपनी शादियों में जाति को ही तवज्जो देते हैं। यह विरोधाभास अब पूरे समाज

की सोच का हिस्सा बन चुका है।

कथनी-करनी में अंतर ! आंबेडकर मानते थे कि जाति व्यवस्था खत्म करने के लिए अंतरजातीय विवाह और महिलाओं की आजादी जरूरी है। मगर, आज के आंबेडकरवादी इसे नहीं अपना रहे। वे महिलाओं को बराबरी का अधिकार भी नहीं देते। यानी वे जो कहते हैं, उसे पूरी तरह जीवन में अपनाने में हिचकते हैं।

खत्म हो रहा आंबेडकरवाद ! आंबेडकर ने कहा था कि अधिकार पाने के लिए संगठित होना जरूरी है। 25 नवंबर, 1949

को संविधान सभा में उन्होंने कहा था कि अंधभक्ति और

जाति आधारित राजनीति लोकतंत्र के लिए खतरा है। आज दलित और पिछड़े वर्गों के नेताओं ने वोट बैंक की होड़ में अपनी-अपनी जातियों के संगठन खड़ा कर दिया है और लोग भी उनका समर्थन कर रहे हैं। इससे आंबेडकरवाद खत्म हो रहा है और समानता, स्वतंत्रता व बंधुत्व जैसे मूल विचार पीछे छूट रहे हैं।

एकजुटता जरूरी ! आंबेडकरवादी होना

सिर्फ नाम या नारा नहीं, एक जिम्मेदारी है। इसका मतलब है कि आंबेडकर के समानता वाले विचारों को अपने जीवन में उतारना होगा। जाति के खिलाफ सिर्फ बातें करने से कुछ नहीं होगा, इसे एक सामूहिक प्रयास मानकर हर व्यक्ति की भूमिका तय करनी होगी। अंतरजातीय विवाह, महिलाओं के अधिकार और बराबरी को अपनाना होगा। जाति मुक्त समाज बनाने के लिए सभी को आगे आना होगा। तब ही हम बाबा साहेब के विचारों को सम्मान दे पाएंगे।

सवर्ण जिम्मेदार नहीं !

भेदभाव के लिए सिर्फ सवर्णों को दोष देने से कुछ नहीं होगा। असल बदलाव हम अपने समाज और सोच में सुधार लाकर ही कर पाएंगे। आंबेडकर का भी कहना था कि अगर हम अपना मस्तिष्क विकसित करते हैं, तो हमारी प्रगति कोई नहीं रोक सकता।

(लेखक पूर्व सांसद और कांग्रेस प्रवक्ता हैं।)



पढ़े-लिखे दलितों से बहुत निराश रहे बाबा साहब

हिंदी, मराठी, गुजराती, तमिल, तेलुगू आदि भाषाओं में दलित लेखकों द्वारा रचे जा रहे साहित्य की एक विशेषता यह है कि लेखक अपनी रचनाएं अप्रैल में ही प्रकाशित कराना चाहते हैं। यह संयोग ही है कि दलितों में मुक्ति चेतना का बीजारोपण करने और इंसानी हकूक के लिए संघर्ष करने वाले कई नायकों के जन्मदिन अप्रैल में ही आते हैं। 15 अप्रैल को बाबू जगजीवन राम, 11 अप्रैल को महात्मा ज्योतिराव फुले और 14 अप्रैल को बाबा साहब डॉ भीमराव आंबेडकर पैदा हुए थे।

बात दो सौ साल पूर्व पैदा हुए लेखक और सुधारक ज्योतिराव फुले से शुरू करते हैं। उन्हें भी जाति-व्यवस्था द्वारा अस्पृश्यता का स्वाद चखाया गया था। हालांकि, वह अछूत नहीं, शूद्र थे और एक संपन्न माली परिवार में पैदा हुए थे। जब वह अपने ब्राह्मण मित्र की शादी में गए, तो उन्हें 'बेआबरू' कर बारात से बाहर कर दिया गया। फुले तार्किक साहित्यकार बने और 'सत्यशोधक समाज' नामक संस्था की स्थापना की। फुले की किताब *गुलामगिरी* बाहरी गुलामी से अधिक भीतरी गुलामी और धार्मिक संदर्भों से भरी है। उन्होंने किसानों, अस्पृश्यों व स्त्रियों की समस्याओं, अशिक्षा, बाल-विवाह के विरोध और विधवा पुनर्विवाह को लेकर अपनी पत्नी सावित्रीबाई फुले को आगे बढ़ाया और स्त्री शिक्षा का आधारभूत कार्य किया। 28 नवंबर, 1890 को फुले की मृत्यु के साथ समाज परिवर्तन की जो कड़ी टूटी, वह 14 अप्रैल, 1891 को डॉ भीमराव आंबेडकर के जन्म के साथ फिर से जुड़ गई।

आंबेडकर से स्कूल में साथ बैठने पर घृणा की गई। पिता से मिलने गए, तो सातारा स्टेशन से बैलगाड़ी में ले जाने से इनकार किया गया। बड़ौदा राज्य की सेवा में गए, तो कार्यालय के कर्मचारियों द्वारा बहिष्कार किया गया। पारसी सराय में जाति पहचानकर उनका सामान बाहर फेंक दिया गया और राज्य में कहीं रहने की जगह भी नहीं मिली। उन्हें ऐसे कट्टर अनुभवों से गुजरना पड़ा। डॉ आंबेडकर ने हार नहीं मानी और चावदार तालाब पर जल अधिकार और कालाराम मंदिर प्रवेश के लिए आंदोलन चलाया। साल 1931 के 'गोलमेज सम्मेलन' में उन्होंने अछूतों के प्रतिनिधि के तौर पर हिस्सा लिया और भारत के संविधाननिर्माण में अग्रणी भूमिका निभाई। डॉ आंबेडकर ने महिलाओं के हक के लिए 'हिंदू कोड बिल' का प्रारूप पेश किया, तो उन्हें प्रसूति



यहां स्कैन करें



श्रीयाराज सिंह बेदेन | पूर्व हिंदी विभागाध्यक्ष, दिल्ली विधि

अवकाश दिलाने, श्रमिक महिलाओं के बच्चों के लिए पालनाघर बनवाने, महिला कर्मियों को पुरुषों के समान वेतन दिलाने का कार्य किया। उन्होंने अनुसूचित जातियों के लिए पृथक निर्वाचन की मांग की, मगर समर्थन न मिलने पर 'पूना पैक्ट' के तहत विधायिका में उनके लिए स्थान आरक्षित कराया। बाबा साहब यहीं नहीं रुके, उन्होंने अस्पृश्यता को जुर्म बनाया व 'बहिष्कृत जातियों' को ईसाइयत व इस्लाम धर्म ग्रहण करने से रोककर वैकल्पिक रास्ते के तौर भारतीय मूल के बौद्ध धर्म में दीक्षित कराया।

जिन 'बहिष्कृत जातियों' को उन्होंने आत्मनिर्भर बनने की शिक्षा दी, उनके सामाजिक होने के बजाय वैयक्तिक सरोकारों में सिमटने का दुखद अंदेशा भी बाबा साहब को पहले ही हो गया था। 18 मार्च, 1956 को आगरा की एक आमसभा में उन्होंने भारी मन से कहा, 'मुझे हमारे पढ़े-लिखे लोगों ने बहुत धोखा दिया है। आशा थी कि ये उच्च शिक्षा प्राप्त कर

समाज की सेवा करेंगे, किंतु मैं देखता हूँ कि गुलाम मानसिकता के क्लकों की भीड़ एकत्र हो गई है, जो समाज का सामूहिक उत्थान करने के बजाय अपना पेट पालने में लगी हुई है।' यही नहीं, मार्च 1978 में उन्होंने यह भी कहा था, 'मेरी स्थिति तंबू के नीचे लगे बंबू जैसी हो गई है। मुझे डर है, इस आंदोलन रूपी तंबू के नीचे से बंबू रूपी मेरे निकल जाने के बाद कहीं यह तंबू धराशायी न हो जाए।'

उन्हें इसका आभास हो ही रहा था कि 6 दिसंबर, 1956 को उनका परिनिर्वाण हो गया। इसके साथ ही दलित-वंचित जातियों के सिर से सबसे बड़े अभिभावक का साया उठ गया। फुले-आंबेडकर ने अपने लेखन व संगठन के माध्यम से लिखने-सोचने और संगठित आवाज उठाने की जो प्रेरणा दी, वे वंचित तबकों के लिए आज भी उतनी ही प्रासंगिक हैं।

(ये लेखक के अपने विचार हैं)

अपने लेखन व संगठन के जरिये संगठित आवाज उठाने की जो प्रेरणा दी, वह आज भी प्रासंगिक है। आंबेडकर जयंती पर विशेषः

आंबेडकर का जीवन ही उनका संदेश

महापुरुषों के क्रियाकलाप ही उनका संदेश होते हैं। यही कारण है कि लोग दुनिया के सभी शीर्ष नायकों के जीवन-वृत्तों में गहरी दिलचस्पी दर्शाते हैं। डा. भीमराव आंबेडकर के जीवन संघर्ष के प्रति भी दुनिया में जिज्ञासुओं की संख्या बढ़ रही है। आज उनकी प्रासंगिकता पर विचार करें तो एक प्रचलित लोक कहावत याद आती है, 'काम सबको प्यारा होता है, चाम किसी को नहीं।' इसमें दो मत नहीं कि आंबेडकर भारत भूमि के महा कमेरे संपूत थे। उन्होंने जबसे होश संभाला, उत्तरोत्तर स्वयं को बौद्धिक श्रम की साधना में झोंकते चले गए। बड़ा विजन, बड़े सपने और फिर उनको हासिल करने के लिए सामर्थ्यवान बनने की निरंतर तत्परता की उनकी जैसी दूसरी मिसाल नहीं है। कबीरपंथी पिता सूबेदार रामजी ने उन्हें पहला पाठ पढ़ाया कि यदि तुम्हें अस्पृश्य-जातियों को सामाजिक गुलामी से मुक्ति दिलानी है तो ज्ञान की सत्ता से स्वयं को समर्थ बनाना होगा। ज्ञान से ही ज्ञान का जवाब दिया जा सकता है। सो पिता की मंशा समझ आई और पढ़ाई को अपने जीवन का लक्ष्य बनाया, पर पढ़ाई के मार्ग में अस्पृश्यता और जाति-हिकारत कदम-कदम पर अवरोध खड़े कर रही थीं। ऐसे परिवेश में दसवीं पास कर लेने पर उनका सम्मान किया गया। वे अस्पृश्य समुदाय के दसवीं पास पहले विद्यार्थी थे।

शिक्षा-उपाधियों के उनके कीर्तिमान अध्ययन की निरंतरता के ही परिणाम हैं। अन्यथा स्नातक का उनका परीक्षाफल एक औसत छात्र की छवि ही सामने लाता है। अपनी पैदायशी सुपरमैन वाली धारणा को उन्होंने अपने साक्षात्कारों में स्वयं ही तोड़ा। 13 अप्रैल, 1947 को 'साप्ताहिक नवयुग' में अपने साक्षात्कार में उन्होंने बताया था कि मेरी बीए में थोड़े ही अंकों से सेकेंड डिवीजन रह गई। इंटरमीडिएट में कुल 600 में 223 अंक ही आए थे। इस बाबत उन्होंने कहा था कि अगर कोई मेरे बीए तक के परीक्षा परिणाम देख कर भविष्यवाणी करता कि यह लड़का आगे चल कर इतनी उपलब्धियां प्राप्त करेगा तो उसे पागल करार दिया जाता। फिर भी उनके अध्ययन और लेखन का चुनाव, रिसर्च की गुणवत्ता और देश समाज के संदर्भ में उसकी उपयोगिता महत्वपूर्ण



रयौराज सिंह 'बैचैन'



प्रेरणा पुंज है डा. आंबेडकर का व्यक्तित्व • फाइल

है। उनके शोध के निष्कर्षों की रोशनी में ही भारतीय रिजर्व बैंक की स्थापना हुई। अर्थशास्त्र में नोबेल पुरस्कार पाने वाले अमर्त्य सेन ने भी गरीबी को समझने के लिए डा. आंबेडकर के रिसर्च को श्रेय दिया था।

राष्ट्रीय एकता को लेकर डा. आंबेडकर न केवल चिंतित रहते थे, बल्कि उन्होंने पंथ के आधार पर भारत विभाजन रोकने की सलाह भी दी थी। 'थाट्स आन पाकिस्तान' पुस्तक लिखकर उन्होंने दोनों पक्षों को समझाया भी था। जिन्ना को समझाया था कि एकता से हल निकालें, बंटवारा करा कर पछताएं। जिन्ना ने उन्हें अनसुना करते हुए कहा, 'मैं आपकी किताब पढ़ चुका हूँ, डा. आंबेडकर यह आपकी राय है, हमारा फैसला नहीं है।' बाबा साहब दूरद्रष्टा थे। उन्होंने तभी बता दिया था कि विभाजन से स्थायी शांति और प्रगति स्थापित नहीं होगी। आधे मुसलमान भारत और आधे पाकिस्तान में, इससे समाधान नहीं होगा, परंतु उनकी किसी ने नहीं सुनी।

भारत-पाकिस्तान संबंधों को लेकर डा. आंबेडकर की शंकाएं सही साबित हुईं। आज भी दोनों में प्रेम, सहयोग, शांति और सद्भाव

बड़ा विजन, बड़े सपने और फिर उन्हें पाने के लिए समर्थ बनने की तत्परता की डा. आंबेडकर जैसी मिसाल नहीं

नहीं है। पाकिस्तान पोषित आतंकवाद के खिलाफ लड़ाई में भारत को भारी धन-बल खर्च करने पड़ रहे हैं। पाकिस्तान भी जब तब हथियार भांजता रहता है। यदि दोनों देश अविभाजित होते तो युद्ध सामग्री पर खर्च होने वाली मोटी धनराशि देश के आर्थिक, बौद्धिक और सामाजिक विकास पर खर्च होती है।

अछूतों को आत्मनिर्भर और सामाजिक रूप से समर्थ बनाने के उद्देश्य से डा. आंबेडकर गोलमेज सम्मेलन से पृथक निर्वाचन का अधिकार लेकर आए। इस पर गांधी जी ने कहा, 'अस्पृश्य मेरे दिल के टुकड़े हैं। मैं उन्हें अलग नहीं होने दूंगा।' तत्कालीन मीडिया ने भी पृथक निर्वाचन को ऐसे पेश किया जैसे पाकिस्तान की तरह डा. आंबेडकर कोई अलग दलितस्थान बनाने जा रहे हों। गांधी जी ने पूना की यरवदा जेल में आमरण अनशन कर दिया। डा. आंबेडकर पर चारों ओर से दबाव डाला गया कि बापू के प्राण बचाओ। वे धर्म संकट में थे। गांधीजी के प्राणों की रक्षा करें या अस्पृश्यों के हितों-अधिकारों की रक्षा? आखिर राजनीतिक सत्ता, प्रशासनिक एवं राजकीय सेवाओं में निर्धारित प्रतिनिधित्व के आधार पर पूना पैक्ट हो गया। यह दुर्भाग्यपूर्ण है कि समझौते पर नेक नीयत से अमल नहीं हुआ। दस वर्ष के भीतर प्रतिनिधित्व पूरा होने का आश्वासन आज तक पूरा नहीं हुआ। उच्च शिक्षा, न्यायपालिका, मेडिकल, इंजीनियरिंग एवं प्रशासनिक उच्च स्तर पर प्रतिनिधित्व पूरा होना तो दूर, उपस्थिति तक नगण्य बनी हुई है।

भारत में जातिभेद की तरह अमेरिका में नस्लभेद की समस्या थी। उसमें समावेशी नीतियों को लागू करके अश्वेतों को उद्योग, मीडिया, कला, सिनेमा, राजनीति, खेल, संगीत सब क्षेत्रों में समावेश कर लिया। भारत के आधुनिक सेवा क्षेत्र में दलितों का उचित समावेश नहीं है। नतीजा उन्हें देश को अमेरिका बनाने का अवसर नहीं मिल रहा है। बेशक हम विकासशील हैं, परंतु संतुलन और समग्रता में उसे विकसित बनाने वाले नागरिकों को मौके देने से राष्ट्रीय निर्माण में तेजी आएगी।

(लेखक दिल्ली विश्वविद्यालय में सीनियर प्रोफेसर हैं)

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डीयू के कई कोर्स के पाठ्यक्रमों में बदलाव की है तैयारी

लोकेश शर्मा • जागरण

नई दिल्ली : दिल्ली विश्वविद्यालय अपने शैक्षणिक ढांचे को आधुनिक और अधिक प्रासंगिक बनाने के लिए बड़ा कदम उठा सकता है। 15 अप्रैल को होने वाली विश्वविद्यालय की अकादमिक काउंसिल (एसी) की बैठक में छात्रों के भविष्य से जुड़े कई महत्वपूर्ण प्रस्तावों पर मुहर लगने की उम्मीद है। इस बैठक का मुख्य केंद्र 'पोस्ट-ग्रेजुएट करिकुलम फ्रेमवर्क (पीजीसीएफ) 2024 और नेशनल एजुकेशन पॉलिसी (एनईपी) 2020' के तहत पाठ्यक्रमों का आधुनिकीकरण है।

इन विषयों के सिलेबस में होगा संशोधन : सप्लीमेंट्री एजेंडा के अनुसार, कला, विज्ञान और सामाजिक विज्ञान संकाय के तहत कई प्रमुख विषयों के नए और संशोधित सिलेबस को मंजूरी दी जा सकती है। इनमें मुख्य रूप से एमए उर्दू, अरबी, बुद्धिस्ट स्टडीज, एमए समाजशास्त्र, सोशल वर्क, अफ्रीकन स्टडीज और एमएससी जियोलाजी शामिल हैं। इन पाठ्यक्रमों को पीजीसीएफ 2024 के मानकों के अनुसार अपडेट किया गया है, जिससे छात्रों को वैश्विक मानकों के अनुरूप शिक्षा मिल सकेगी।

ला और कामर्स प्रोग्राम में नए बदलाव : कानून की पढ़ाई कर रहे

छात्रों के लिए भी यह बैठक अहम है। पांच वर्षीय इंटीग्रेटेड ला प्रोग्राम के सेमेस्टर 7 और 8 के कोर्स स्ट्रक्चर और सिलेबस में बदलाव का प्रस्ताव है। वहीं, कामर्स के छात्रों के लिए इनकम टैक्स एक्ट 2025 के नए प्रावधानों को बीकाम और बीए कामर्स के पाठ्यक्रमों में शामिल किया जा सकता है ताकि छात्र नवीनतम टैक्स कानूनों से अपडेट रह सकें।

एसओएल में नए एसएलएम को मिल सकती है मंजूरी : स्कूल आफ ओपन लर्निंग (एसओएल) के छात्रों के लिए उर्दू माध्यम में नए सेल्फ लर्निंग मॉडेरियल (एसएलएम) को स्वीकृति देने की तैयारी है। इसके अलावा, एक महत्वपूर्ण प्रशासनिक बदलाव के तहत मास्टर आफ आपरेशनल रिसर्च डिग्री का नाम बदलकर 'एमएससी (आपरेशनल रिसर्च)' करने का प्रस्ताव रखा गया है। विभाग का मानना है कि इससे छात्रों को यूजीसी की स्वीकृत सूची के अनुसार डिग्री मिलेगी।

दिव्यांग छात्रों के लिए भी रहेगा विशेष प्रावधान : एजेंडा में दिव्यांग छात्रों की जरूरतों को ध्यान में रखते हुए पाठ्यक्रम, शिक्षण पद्धति और मूल्यांकन में उचित संशोधन करने का भी सुझाव दिया गया है। कुलगुरु को इन पाठ्यक्रमों में सुधार और परीक्षा के दिशा-निर्देश तय करने के लिए अधिकृत किया जा सकता है।

डीयू छात्रों को विदेश में पढ़ाई और रिसर्च का मिल सकता है अवसर

जागरण संवाददाता, नई दिल्ली: दिल्ली विश्वविद्यालय (डीयू) के स्नातक छात्रों को जल्द ही अपनी डिग्री के दौरान विदेश में एक सेमेस्टर पढ़ने का अवसर मिल सकता है। विश्वविद्यालय प्रशासन अंडरग्रेजुएट करिकुलम फ्रेमवर्क 2022 के तहत विदेशी उच्च शिक्षण संस्थानों के साथ मिलकर सेमेस्टर अवे प्रोग्राम (एसएपी) शुरू करने पर विचार कर रहा है। इस प्रस्ताव को बुधवार को होने वाली अकादमिक काउंसिल की बैठक में रखा जाएगा।

यदि यह प्रस्ताव मंजूर होता है, तो शैक्षणिक सत्र 2022-23 से दाखिला लेने वाले छात्र तीसरे, पांचवें और सातवें सेमेस्टर में विदेश जाकर पढ़ाई, रिसर्च, इंटर्नशिप या ट्रेनिंग कर सकेंगे।

विश्वविद्यालय के अनुसार छात्र विदेशी संस्थान में कम से कम 12 और अधिकतम 26 क्रेडिट अर्जित कर सकेंगे, जिन्हें उनकी डिग्री का हिस्सा माना जाएगा।

डीयू के रजिस्ट्रार विकास गुप्ता ने बताया कि इस पहल का उद्देश्य छात्रों को अधिक शैक्षणिक लचीलापन और



- जल्द शुरू हो सकता है 'सेमेस्टर अवे प्रोग्राम, एसी की बैठक में रखा जाएगा प्रस्ताव
- प्रस्ताव मंजूर होने पर छात्र तीसरे, पांचवें और सातवें सेमेस्टर में विदेश जाकर कर सकेंगे पढ़ाई

वैश्विक एक्सपोजर देना है। उन्होंने कहा कि यदि छात्र अपनी डिग्री की शैक्षणिक आवश्यकताओं को पूरा करते हैं तो वे विदेश में प्रशिक्षण और इंटर्नशिप भी कर सकेंगे।

विश्वविद्यालय के एजेंडा दस्तावेज के अनुसार, इस कार्यक्रम से छात्रों को बहुविषयक अध्ययन, आधुनिक शिक्षण पद्धति, अंतरराष्ट्रीय रिसर्च, प्रोजेक्ट्स और वैश्विक नेटवर्किंग का अवसर मिलेगा।

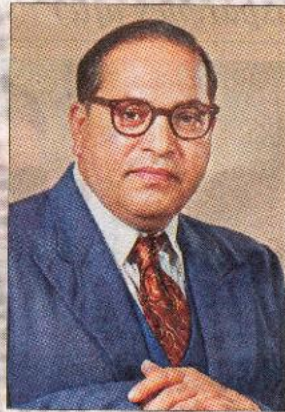
Lessons from Ambedkar

Ambedkar's lessons in education, self-respect and resilience guide students to overcome barriers;

write OP Singh & Chandan Kumar Jha

Dr Bhim Rao Ambedkar's life is one of the most powerful examples of resilience, intellectual excellence, and social transformation. His journey reflects great lessons for young students, especially those from underprivileged backgrounds. Ambedkar strongly believed that education is the most powerful tool to break the chains of inequality. His famous message, "Educate, Agitate, Organise," emphasises that education must come first. For school and college students, this means taking learning seriously, using education as a weapon against ignorance, and striving for excellence despite challenges. Ambedkar never compromised on his self-respect. Even when society treated him unfairly, he maintained dignity and confidence. He believed that self-respect is the foundation of progress. Many students from marginalised backgrounds struggle with self-doubt due to societal pressures.

Ambedkar's life reminds them that confidence in one's abilities can overcome even the toughest barriers. For students in school, college, and higher education, this highlights the importance of curiosity beyond textbooks. Education should not be limited to passing exams but should involve understanding, questioning, and applying knowledge. Developing a habit of reading, critical thinking, and continuous learning can transform a student's life. Ambedkar used his education to fight social injustice. He did not just gain knowledge for personal success but used it to uplift society. He advocated for the rights of the oppressed and worked tirelessly to ensure equality through legal and constitutional means. Ambedkar's success was not accidental; it was built on discipline and relentless hard work. He spent long hours studying and writing, often under difficult conditions. Students today, who may be distracted by digital media and other pressures, can learn the importance of focus and time management. Consistent effort, rather than short bursts of study, leads to long-term success. Students should learn to think critically and not accept everything blindly. Education should empower them to question, analyse, and contribute to positive change in society.



Ambedkar's vision was not limited to one community; he worked for the upliftment of all marginalised groups. His life teaches the importance of empathy and inclusivity. In educational institutions, students should practice respect for diversity across caste, class, gender, and culture. Creating inclusive environments in schools and colleges helps build a more equitable society. Let's express our gratitude and keep sourcing inspiration from the life experiences of Baba Saheb Ambedkar. In conclusion, the life of Dr BR Ambedkar stands as a continual source of inspiration for both students and society at

large. His unwavering commitment to education, despite severe social and economic challenges, demonstrates that knowledge and determination can transform one's destiny. For students, his journey reinforces the importance of hard work, resilience, and a clear sense of purpose in achieving personal and academic excellence for the upliftment of society.

At a broader level, Ambedkar's life teaches invaluable lessons about justice, equality, and social responsibility. His efforts to create an inclusive society remind us that true progress lies in uplifting others and challenging injustice with courage and integrity. Ultimately, his legacy encourages individuals to not only strive for personal success but also contribute meaningfully toward building a fair and compassionate society. Let us all remember the struggles, sacrifices, and extraordinary contributions of B. R. Ambedkar, whose life continues to inspire generations. His vision of an equitable and empowered society calls upon each one of us to uphold the values of justice, equality, and education in our daily lives. By learning from his perseverance and dedication, we can strive to overcome our own challenges with determination and purpose.

As responsible citizens, it is our collective duty to work hard and contribute toward the realisation of a Viksit Bharat and to establish India as a Vishwaguru on the global stage. Let us commit ourselves to excellence, innovation, and social responsibility, ensuring that our efforts not only lead to personal success but also to the progress and prosperity of the nation as a whole.

Views expressed are personal

Reclaiming Ambedkar for a modern Andhra Pradesh

History has a tendency to reduce towering figures into narrow symbols. B. R. Ambedkar has often been confined to the role of a sectional *Neta*, when in truth he was the principal architect of modern India's moral and constitutional imagination. To remember him is not to ritualise his legacy, but to apply it.

Ambedkar warned us that while equality may be aspirational, it must nonetheless guide governance. The test of that principle lies not in rhetoric, but in whether the State actively dismantles structural inequality. In Andhra Pradesh, this meant reimagining public education, healthcare, and governance not as welfare, but as instruments of dignity.

Improving access

For decades, government schools stood as quiet markers of neglect. By upgrading infrastructure and introducing English as a medium of instruction, the Yuvajana Sramika Rythu Congress Party (YSRCP) government sought to break both material and linguistic barriers that historically limited social mobility through its flagship program, Nadu-Nedu. Access to education is not merely about enrolment; it is about ensuring that every child learns in an environment that affirms their worth, and where quality education is not confined to private schools. The same logic applies to public health. Ambedkar understood that dignity is impossible without physical security. A single medical emergency should not have the power to push a family into generational poverty. The YSRCP government provided expanding access to healthcare and strengthened State responsibility as essential steps towards ensuring that vulnerability would not define destiny.

The establishment of Grama Sachivalayas in every village, and the mapping of 50 to 60 households to a volunteer delivering various government services at the doorsteps of citizens, reflects the true essence of Grama Swaraj.

Moreover, Ambedkar's contribution to



Y. S. Jaganmohan Reddy

Former Chief Minister of Andhra Pradesh

Ambedkar's life was defined by persistence in the face of resistance. Efforts to expand inclusion will always encounter those invested in preserving the status quo

women's rights remains underappreciated. His resignation over the stalled Hindu Code Bill was not a political manoeuvre; it was a moral stand for gender equality. Policies framed by the YSRCP government placed financial resources directly in the hands of women through Direct Benefit Transfers in recognition of the foundational truth that social justice is incomplete without economic agency. When mothers are empowered, the benefits extend far beyond the household, reshaping the trajectory of entire communities. The 50% reservation for women in local bodies, nominated posts, and work contracts paved the way for equality and self-reliance.

Taking inspiration from Babasaheb's words that small farmers must not be left to the mercy of moneylenders, the YSRCP government greatly strengthened the rural economy with the slogan "seed to sale." The Rythu Bharosa Kendras (RBKs) in every village provides services such as e-crop booking, free crop insurance, farm mechanisation, assured remunerative prices, and timely input subsidies, with special focus on tenant farmers. Scheduled Tribe farmers were granted RoFR pattas, giving them access to all government benefits.

The importance of remembrance

Commemoration, too, must move beyond symbolism. Public memory requires visibility. Establishing a major memorial to Ambedkar – a 206-foot 'Statue of Social Justice' at the Ambedkar Smriti Vanam in Vijayawada – during the YSRCP government's tenure was not simply about honouring a leader, it was about embedding his ideas into the physical and cultural landscape of the State. The decision to rename a district after him, however, met with violent resistance from some sections of the remnant feudal elements in society, including attacks on the homes of YSRCP party leaders and former ministers. It reflected a deeper shift: the assertion that social justice must occupy not just discourse, but geography.

Ambedkar was also a sharp critic of the social

stagnation embedded in traditional village structures. He saw industrialisation and economic mobility as pathways out of entrenched hierarchies. For a State like Andhra Pradesh, which boasts a 1,053 km coastline, this insight has contemporary relevance. The YSRCP government's efforts to develop ports, fishing harbours, fish landing centres, and logistics infrastructure were not merely an economic strategy; they were a means of expanding economic opportunity and connecting people to a wider world.

Anchored in institutions

At the same time, Ambedkar's enduring warning about constitutional morality cannot be ignored. Governance must be anchored in institutions, not personalities; in law, not vendetta. Any drift towards the selective application of justice or the targeting of dissent weakens the very foundation he helped build. The Constitution is not just a legal document, it is a moral commitment to fairness, restraint, and accountability; one that no "Red Book" should ever replace. The Constitution must remain the only sacrosanct principle for governing a State.

Ambedkar's life was defined by persistence in the face of resistance. Efforts to expand inclusion will always encounter those invested in preserving the status quo. Yet retreat is not an option. The responsibility of governance is to continue converting public policy into pathways of opportunity, especially for those historically left behind. Following Babasaheb in letter and spirit, the YSRCP government supported extending coverage under the Constitution (Scheduled Castes) Order to Dalits irrespective of the religion they choose.

To reclaim Ambedkar is to recognise that social justice is not a finished project. It is an ongoing endeavour which is demanding, imperfect, and necessary. The measure of our commitment lies not in how often we invoke his name, but in how consistently we advance his vision.

SCHOOL PROVIDED ALTERNATIVE TO PRISON FOR ADOLESCENT OFFENDERS BETWEEN 16 AND 21

After 100 years, Maharashtra scraps Borstal law; Nashik's 'second chance' school faces uncertain future

Sadaf Modak

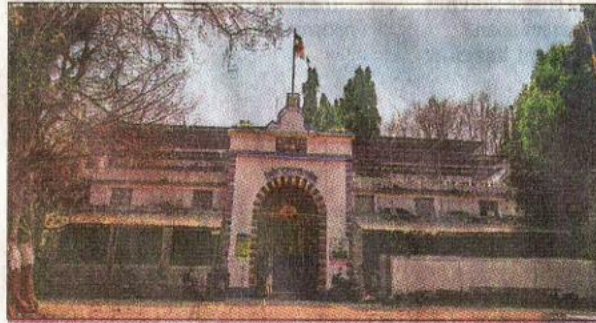
Mumbai/Nashik, April 13

IN ONE corner of the busy Gole Colony, the Nashik Borstal School stands behind closed wrought-iron gates, its fate uncertain after the Maharashtra government scrapped the 1929 law governing it. "Restricted area," reads the white lettering on a reddish-brown board.

Inside, a short walk through a canopy of trees leads to a white government building — imposing and bereft, its faded yellow gates shut. Unlike the noise and traffic outside, it's quiet here: not a soul in sight, save for the odd two-wheeler; the large courtyard lies mostly empty. "Kishore Sudharalaya, Nashik," the austere blue lettering announces in Devanagari.

Outwardly, nothing signals what the institution is. Yet there is little ordinary about it. Standing on 300 acres, the Nashik Borstal School once provided an alternative to prison for adolescent offenders between the ages of 16 and 21, often acting as a bridge between childhood and adulthood.

On March 17, the Maharashtra government repealed the little-known Bombay Borstal Schools Act, 1929 — one of 80 laws repealed that day. For the Nashik Borstal School, already functioning in a grey zone — with its inmates under the Ju-



On a campus built for 105, only five inmates now remain. EXPRESS

venile Justice Act but its structure and administration under the prison department — the move raises questions about its future. "We have not been informed yet if there is going to be any change after the Act was repealed," says one official at the borstal. A prison department official, too, confirms this.

For their part, experts believe there is a need to redefine the borstal system within the changing context of criminal justice. "There could have been amendments made to the law to change the age criteria and overhaul the infrastructure, redefining industrial training and rehabilitation," says Asha Mukundan, associate professor at the Centre of Criminology and Justice, Tata Institute of Social Sciences.

She adds: "The repeal of the Act and the closing of such an institution without consulta-

tion may not have been a good idea. There could have been a revival of the Act. The JJ Act, 2025, requires a 'place of safety' for those between the ages of 16-18, with a focus on correctional services. The Borstal School could have been formally declared as an institution within the JJ Act".

According to Prison Statistics of India, 2023, there are 10 borstal schools in India. While the law exists in some states, most homes function under the Juvenile Justice Act, 2000.

Started in the UK, borstals were introduced in India during colonial rule as "second chance" institutions for young offenders. Unlike present-day correctional homes, these borstals did not take offenders under 16. Courts sent young male offenders between 16 and 21 to such borstals, focused on

education and training. They were released at 21.

Borstals were introduced in India in 1925 following recommendations of the Indian Jail Committee Report, 1919-1920. The school, set up in Dharwar in 1930, later moved to Kolhapur and then to Nashik in 1990 from a repurposed sub-jail.

Borstal schools come under the prison department, with jail authorities identifying eligible young offenders.

While the borstal law continued to be enforced well into the late 90s, the enactment of the Juvenile Justice Act, 2000, made its application complex due to conflicting provisions. The JJ Act redefined a juvenile as "a person less than 18 years of age" — meaning nobody under that age could be sent to prison.

Borstal schools differed from special homes under the JJ Act. Unlike special homes, the head of a borstal is called a principal, with posts such as housemaster, teachers and counsellors.

As the JJ Act eclipsed the borstal law, inmate numbers dwindled. In the early 2000s, the Nashik school began enrolling juveniles. "It began working as a special home under the JJ Act, where children in conflict with law are sent after the inquiry by the Juvenile Justice Board," one official said. "Two minors involved in the gangrape at Shakti

Mills in 2013 were sent to the Nashik Home in 2014 for three years."

"Many boys were sent here as they were seen as unmanageable by the Observation Home and Special Home staff," a former vice-principal at the school says.

On a campus built for 105, only five inmates now remain.

"Even though the inmates are sent to the Nashik Borstal School under the JJ Act, the functioning of the institute continues to be like a borstal school under the Maharashtra prison department," one official says.

For inmates, this means a strict schedule — with education at its core. Of the five young men at the school, one is pursuing his MA in Social Sciences, while another is in his second year of college, both through distance learning. The three others are in Classes 10 and 12.

"Unlike a jail, where there are other gangs looking to recruit youngsters, the borstal school attempts to give them a second chance and a follow-up aftercare programme, where counsellors keep in touch after release," one official says.

"We cannot say that the institution was perfect, but we saw many turn a new leaf... We feel happy that many did not return to crime and actually received a second chance," says the former Nashik borstal school principal.

Ambedkar Jayanti is a moment to rethink power and language



GOURAV
VALLABH



VIPUL
ANEKANT

Everyday language in India continues to reflect deeply embedded social hierarchies. What often appears as courtesy or cultural practice may, in fact, encode patterns of power, deference and social ordering. These linguistic norms are not confined to the private sphere; they are visible within public institutions, particularly in administrative settings, where they shape both behaviour and perception.

In government offices, the use of the word "Sir" has evolved into a convention that extends beyond simple politeness. It structures communication, frames interaction, and, at times, signals hierarchy. Its presence is routine; its absence is often noted and occasionally interpreted. What is expressed as respect may also function as a marker of unequal positioning, subtly reinforcing authority gradients within institutions.

Language is not merely descriptive; it plays a constitutive role in shaping behaviour. The repeated use of hierarchical forms of address may discourage open expression and reinforce asymmetries in authority. Over time, such practices can normalise deference and limit the scope for candid engagement. This is particularly relevant in administrative systems where effective decision-making often depends on

the free flow of information, feedback, and dissent.

The origins of this pattern can be traced to India's feudal past and its subsequent reinforcement during the colonial period. Administrative language historically served to maintain distance between authority and subject. While the institutional framework has since undergone significant transformation, elements of this communicative culture have persisted. In contrast, several societies that inherited similar administrative traditions have gradually moved towards more egalitarian modes of interaction, reflecting broader social change.

The implications extend beyond internal administrative culture. These conventions also shape how authority is perceived and exercised in interactions with citizens. In many cases, routine interactions between citizens and public officials reflect implicit hierarchies, in which the relationship does not always align with the constitutional principle that public servants are accountable to the people. Language, in this sense, becomes a medium through which power is both expressed and internalised.

This tension invites reflection, particularly on occasions such as Ambedkar Jayanti. B. R. Ambedkar consistently argued that political democracy must be accompanied by social democracy. The ideals of liberty, equality and fraternity, in his view, required expression not only in constitutional provisions but also in everyday social practices.

A related idea, drawn from his engagement with John Dewey, was that of "social endosmosis" - the free and natural flow of ideas and

experiences across social groups. Such interaction is essential for the functioning of a democratic society. Where communication is structured by rigid hierarchies, this exchange may be constrained, limiting both participation and mutual understanding.

The role of language in this context is particularly significant. In many Indian languages, pronouns themselves signal gradations of status and respect. While such distinctions are historically rooted and culturally embedded, they may also reinforce social distance. Ambedkar's critique of caste as creating "water-tight compartments" offers a useful parallel. Hierarchical patterns in language, even in modern institutional settings, can contribute to similar forms of separation, albeit in more subtle ways.

It is therefore pertinent to ask whether the deeper ethos of equality has been fully internalised. While constitutional safeguards and political representation have advanced significantly, social practices often evolve more gradually. Everyday interactions may continue to reflect inherited hierarchies, even as formal structures emphasise equality and inclusion.

This does not suggest that respect should be abandoned. Rather, it points to the need to reconsider how respect is expressed. It may be possible to foster forms of communication that are courteous without being overly deferential, and that enable openness without undermining institutional roles. A balance between civility and equality is essential for sustaining democratic engagement.



Such shifts are unlikely to occur automatically. They require conscious effort at both institutional and individual levels. Leadership plays a critical role in setting norms. In recent years, the emphasis on citizen-centric governance and administrative responsiveness under Narendra Modi has sought to reduce perceived distance between the state and citizens.

Initiatives aimed at improving service delivery and direct engagement have, in effect, fostered more accessible and less hierarchical modes of interaction within governance. When those in positions of authority encourage open dialogue and reduce unnecessary hierarchies in communication, it can signal a broader commitment to participative governance. Over time, such changes may contribute to more responsive and accountable administrative cultures.

Ultimately, the character of a democracy is reflected not only in

its formal institutions but also in its social practices. Language, as an everyday medium of interaction, offers an important site for such reflection. Moving towards more equal forms of communication, even incrementally, may help advance the broader ideal of an inclusive and democratic society.

As Ambedkar reminded us, democracy is not merely a form of government but a mode of associated living. The persistence of hierarchical language suggests that this transformation remains incomplete. Recognising and gradually reforming such practices may be one of the more practical steps towards realising the egalitarian vision that continues to guide India's constitutional democracy.

(The writers are, respectively, a part-time Member of the Economic Advisory Council to the Prime Minister and a Professor of Finance, and a Deputy Commissioner of Police, Delhi.)

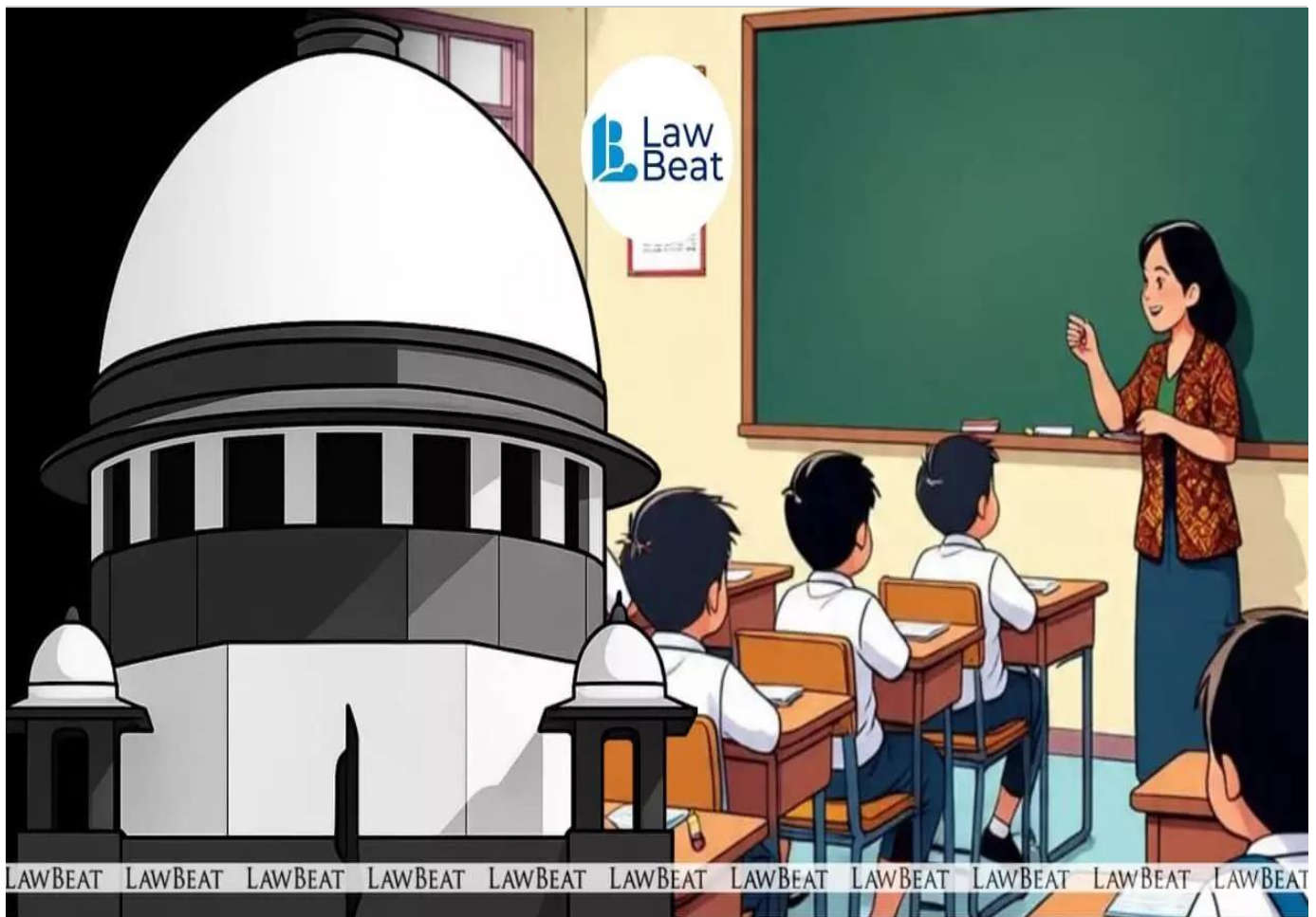
Supreme Court To Hear Plea Seeking Free Pre-primary Education Under NEP 2020

The plea seeks to ensure uniform minimum standards of school education across all States and UTs.

By : Aishwarya Iyer



| Update: 2026-04-14 14:12 GMT



LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT LawBEAT

Supreme Court has agreed to hear a plea seeking fair implementation of the provision of free compulsory education at pre-primary level as described under National Education Policy 2020.

NEP 2020 aims to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from early childhood care and education (age 3 onwards) through higher secondary education (i.e., until Grade 12). The new education policy aims to provide to all

students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.

A CJI Surya Kant led bench on Monday agreed to examine the plea filed by one Haripriya Patel seeking a declaration that the right to education under Article 21-A includes enforceable entitlements to adequate teachers, reasonable pupil-teacher ratios, accessible infrastructure, support services for children with disabilities, and effective utilisation of education funds.

The petition also seeks constitution of an Independent National School Education Monitoring Authority or Court-monitored National Oversight Committee on School Education Reform, comprising education experts, disability rights specialists, representatives of NGERT & NGPCR, jurists and outstanding academicians.

Filed by Amrendra Kumar Mehta, the petition raises issues of nationwide constitutional failure in school education particularly those children who are from disadvantaged backgrounds as they are more dependent on government schools or government aided schools for their schooling due to their limited household income and proximity particularly in rural areas.

"Since year 2009 till current financial year, our economy has witnessed stable growth and our GDP has multiplied by four times and per capita GDP has also got huge jump in last ten years. State has enough resources to make pre-primary education as an integral part of fundamental right in compliance of NEP 2020, UN Conventions on Child Right, Sustainable Development Goal-4, Article 21 and Article 45 of the Constitution," court has been told.

The plea highlights how actual total expenditure on education by both central and state governments combined has consistently fallen short of the 6% benchmark of GDP as recommended by Kothari Commission. "This persistent underfunding presents major challenges for the education system, impacting infrastructure, teacher shortages and training gaps, and access to digital learning tools, which ultimately affects the quality of education delivered," it adds.

It thus seeks public disclosure of school-wise PTR, infrastructure status, accessibility, school wise budget allocation and fluid utilisation on official portals.

The petition also seeks to ensure universal barrier-free access in all schools to support the children with special needs enrolled in the schools, including wheelchair-friendly ramps with handrails; accessible classrooms and toilets; safe entry and exit points.

Case Title: Haripriya Patel vs. Union of India & Others

Bench: CJI Surya Kant and Justice Bagchi

Haring Date: April 13, 2026

Tags:

National Education Policy 2020

Right to Education

Article 21

Clear stand on free compulsory pre-primary education, SC tells govt

TNN | Apr 14, 2026, 01.40 AM IST



NEW DELHI: Supreme Court on Monday sought responses of the Centre and state govts on a PIL seeking fair implementation of provisions of free and compulsory education at the pre-primary level as provided under National Education Policy 2020 and bringing this within the ambit of right to education guaranteed under Article 21A of the Constitution.

Petitioner Haripriya Patel's counsel said that though over 60% of children in rural areas and 30% of children in urban areas were dependent on govt schools for their education, an inadequate number of teachers and lack of access to information and technology tools at these institutions are stunting education at

the most crucial stage of life of children, especially those belonging to the marginalised sections. The petitioner urged SC to set up an independent monitoring authority or court-monitored oversight committee, comprising experts and NCERT representatives.

मैथ्स की किताबों के साथ जुड़ेगी CT और AI की रिसोर्स बुक्स

■ NBT रिपोर्ट, नई दिल्ली: सेंट्रल उभरते क्षेत्रों में आगे लाना है। इसी दिशा में बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) ने CT और AI को स्कूली शिक्षा में जोड़ा गया 3 से 8 क्लास तक के लिए कंप्यूटेशनल है, ताकि स्टूडेंट्स तकनीक के साथ-साथ थिंकिंग और आर्टिफिशियल बोर्ड ने सभी समस्या समाधान, रचनात्मकता इंटेलिजेंस (CT & AI) से स्कूलों को इन और विश्लेषणात्मक सोच जुड़ी रिसोर्स बुक्स जारी की हैं। किताबों को विकसित कर सकें। इसमें ये स्टूडेंट्स और टीचर्स के लिए ऑगमेंटेड रियलिटी (AR), है। सर्कुलर के जरिए बोर्ड ने सभी ट्रेनिंग में शामिल वर्चुअल रियलिटी (VR) और स्कूलों को इन किताबों को ट्रेनिंग करने को कहा। वर्चुअल लैब्स जैसे आधुनिक में शामिल करने के निर्देश दिए हैं। टूल्स के इस्तेमाल पर भी जोर दिया गया है।

बोर्ड ने कहा है कि राष्ट्रीय शिक्षा नीति आर्टिफिशियल इंटेलिजेंस के साथ (NEP) का उद्देश्य भारत को आर्टिफिशियल कंप्यूटेशनल थिंकिंग को एक स्किल के रूप में विकसित किया जाएगा।

CM flags off 'Samta' marathon dedicated to Ambedkar

TRIBUNE NEWS SERVICE

CHANDIGARH, APRIL 14

Chief Minister Nayab Singh Saini on Tuesday flagged off the 'Samta Marathon' dedicated to Bharat Ratna Dr Bhimrao Ambedkar from Yavanika Park in Sector 5, Panchkula. "The run symbolises the state's unwavering commitment to social justice, equality and rights," he said.

Besides flagging off the marathon, he boosted participants' morale by showing flowers on them. Amid chants of "Bharat Mata Ki Jai" and "Vande Mataram", participants enthusiastically ran all the way to Tau Devi Lal Sports Stadium in Sector-3. Extending his greetings and best wishes on the occasion of Ambedkar's 135th birth anniversary, the CM said Babasaheb's life was an extraordinary saga of struggle, sacrifice and determination.

"The marathon conveys a clear message that no form of discrimination, inequality or injustice should be accepted by society," he added, calling upon everyone to work together to build

Says govt committed to 'last-mile' delivery of social justice



CM Nayab Singh Saini flags off the marathon in Panchkula on Tuesday.

an India where every individual had equal opportunities and dignity and no one was deprived of their rights.

"Numerous schemes have been launched by the government for the welfare of every section of society, with the aim of ensuring last-mile delivery of the benefits of development," said Saini, adding that be it through scholarship schemes in education, employment opportunities or social security initiatives, the state govern-

ment was consistently working to ensure equality and justice for all.

Interacting with the youth, the CM said they were the future of the nation and the responsibility of building an empowered and egalitarian society rested on their shoulders. He recalled that Babasaheb had described education as the greatest tool to transform society and urged people to "Educate, Agitate and Organise".

Ambedkar Jayanti marked with tributes, welfare steps, sparring

ANSHITA MEHRA

TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 14

Leaders across the political spectrum marked the birth anniversary of BR Ambedkar on Tuesday with tributes, public events and competing claims over his legacy, as the capital saw a mix of commemoration and political messaging.

Chief Minister Rekha Gupta paid floral tributes at Ambedkar's Mahaparinirvan site at Alipur Road, calling him a "foundational pillar of India's democracy". She said his ideals of equality, justice and dignity continue to guide governance.

The Delhi Government also inaugurated seven water ATMs in Shalimar Bagh to improve access to clean drinking water. Gupta said providing basic services is a step towards realising Ambedkar's vision of dignity for all. Delhi BJP president Virendra Sachdeva and other leaders held a commemorative event at the party office, recalling Ambedkar's contribution to social justice and constitutional values. Delhi Assembly Speaker Vijender Gupta paid tribute at the Vidhan Sabha, calling Ambedkar the chief architect of the Constitution.

At the Civic Centre, Mayor



CM Rekha Gupta pays tributes to Dr Bhim Rao Ambedkar, the architect of the Constitution, in New Delhi on Tuesday. TRIBUNE PHOTO

Raja Iqbal Singh honoured sanitation workers and highlighted Ambedkar's message of "Educate, Organise and Agitate". At its headquarters, the Aam Aadmi Party held a large event that took a political turn, accusing the BJP of disrespecting Ambedkar.

AAP MLA Kuldeep Kumar alleged that Ambedkar's portraits had been removed from government offices and institutions renamed. He said the Constitution remains a safeguard against discrimination and warned against attempts to undermine it. The party

also cited initiatives such as Ambedkar Schools of Excellence, asserting its commitment to his vision of equality and social justice. The Delhi Pradesh Congress Committee marked the day at Rajiv Bhawan, where president Devender Yadav led party workers in paying tributes. Yadav said Ambedkar's life continues to inspire efforts towards equal representation for Dalits and backward communities. He reiterated the demand for a caste census and the party's commitment to social justice and inclusion.

Govt schools to roll out year-long environmental awareness drive

PIONEER NEWS SERVICE
New Delhi

Aimed at sensitising students to challenges such as plastic waste, biodiversity loss, air pollution and climate change, government schools in the national Capital will undertake a year-long series of awareness and activity-based programmes on environmental issues beginning this month.

According to a circular issued by the Directorate of Education (DoE), the initiative will focus on structured monthly themes, starting with awareness on plastic pollution in April.

The circular said schools will organise activities such as essay writing, painting competitions and campaigns discouraging the use of single-use plastics, along with observance of Earth Day on April 22.

It further said that May will be dedicated to wildlife and biodiversity, with activities including slogan writing, skits and painting competitions.

Schools will also mark the International Day for



Biological Diversity on May 22 while promoting lifestyle changes such as conserving electricity and adopting environmentally responsible habits.

The months of June and July will emphasise ending plastic pollution through practical interventions like workshops on waste management, poster-making competitions and the use of separate bins for wet and dry waste. The circular added that Environment Day on June 5 will be celebrated during this period, it said.

The circular also outlined that in July, schools will conduct awareness drives on wildlife conservation, including debates, quizzes

and observance of nature conservation-related events. In parallel, water pollution awareness will be taken up, with a focus on proper disposal of chemicals and medical waste and discouragement of harmful practices such as pouring grease into drains.

According to the DoE, August activities will include Van Mahotsav celebrations and promotion of zero-waste practices in schools. Students will participate in plantation drives, clean campus campaigns, composting activities and initiatives like plogging. It noted that Akshay Urja Day on August 20 will also be observed.

BR Ambedkar: His life, legacy and beyond

FIRST
Column

BR Ambedkar gave India its Constitution and a vision of equality and justice. He rose from deep social discrimination to become one of the greatest thinkers of modern India. His life reminds us that democracy must be built on dignity and equal rights



**K P
TENNETI**

India is a nation built on the shoulders of extraordinary individuals, men and women who dared to dream of equality, justice and dignity for all. Among those towering figures, one stands apart - not merely as a statesman, jurist or economist, but at the intersection of law, public morality and social justice. His name: BR Ambedkar. As we commemorate him today, I would like to take a moment not only to delve into the life of an individual who transcended the brutal circumstances of birth to become one of the finest legal and intellectual minds of the twentieth century, the principal architect of the Constitution of the Republic of India, but also to shed light on the post-independence political marginalisation and, ultimately, the slow but deliberate reduction of his legacy.

Our story begins 135 years ago on this day, 14 April. The year was 1891, and in a small town called Mhow (now BR Ambedkar Nagar in modern-day Madhya Pradesh), a baby was born to the family of Ramji Maloji Sakpal and Bhimabai, their 14th child. The family belonged to the Mahar caste, classified as 'untouchable', thereby subjected to one of the most systematic and dehumanising forms of social discrimination the world has ever known.

From a very young age, Ambedkar faced harsh social exclusion. In school, he was made to sit separately. He was not allowed to touch water vessels. If he needed water, someone from a higher caste had to pour it for him, if they agreed at all. Many times, he simply went without water. These experiences were not isolated incidents. They reflected a deeply unjust social system that denied basic dignity to entire communities.

Despite these hardships, BR Ambedkar showed exceptional intelligence and determination. A teacher gave him the surname "Ambedkar", replacing his original surname. While this small gesture became part of a much larger journey, it lit a fire of determination and zeal in a child who was denied basic rights, pushing him to become one of the most educated and influential minds of his time.

In 1907, a young Ambedkar passed his Matriculation examination from Bombay University with outstanding results. He subsequently joined Elphinstone College in Mumbai in 1908, a prestigious institution that



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INDIAN
CONSTITUTION**

The writer is a Member of Parliament (Lok Sabha), Panel Speaker, and retired DGP

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The Pioneer

very few Dalits of that era could even aspire to enter. In 1912, he graduated in Political Science and Economics from Bombay University.

In 1913, following his father's death, Ambedkar departed for the United States to study at Columbia University in New York, where he was awarded a PhD for his thesis 'The Evolution of Provincial Finance in British India'. His very first published article, 'Castes in India: Their Mechanism, Genesis and Development', announced to the world the arrival of a scholar of the first rank.

He returned to India briefly and then travelled to England, where he studied at the London School of Economics and qualified at Gray's Inn to be called to the Bar. During his time in London from 1920 to 1923, he completed another landmark thesis titled 'The Problem of the Rupee', for which the University of London awarded him the degree of DSc. The multitude of recognition from prestigious institutions worldwide confirmed his standing as one of the most academically accomplished men of the twentieth century. However, for all practical purposes as 'Harijans' and sought reform from within Hinduism, Ambedkar, who had experienced untouchability in the flesh, believed that the caste system was fundamentally incompatible with human equality and dignity and needed to be abolished entirely.

His 1936 work, Annihilation of Caste, strongly criticised the caste system. However, the Congress party at that time was not aligned with this and felt that Ambedkar was going against the work of Mahatma Gandhi. This difference is seen aptly in the 1945 writing of Ambedkar titled What Congress and Gandhi Have Done

Hitkarini Sabha to promote education and improve the economic condition of the down-trodden. In 1927, he led the Mahad Satyagraha at the Chowdar Tank, asserting the right of Dalits to access public water. This was a major moment in the fight against caste discrimination.

In 1930, he launched the Temple Entry Movement at the Kalam Temple in Nashik, demanding equal religious rights. A major turning point came in 1932 with the debate on separate electorates for the Depressed Classes. The British Communal Award granted this provision, which Ambedkar supported. However, Mahatma Gandhi opposed it and began a fast unto death. Under immense pressure, Ambedkar signed the Poona Pact, replacing separate electorates with reserved seats.

This was the start of many differences between Ambedkar and Mahatma Gandhi, with the fundamental difference being that while Mahatma Gandhi referred to untouchables as 'Harijans' and sought reform from within Hinduism, Ambedkar, who had experienced untouchability in the flesh, believed that the caste system was fundamentally incompatible with human equality and dignity and needed to be abolished entirely.

His 1936 work, Annihilation of Caste, strongly criticised the caste system. However, the Congress party at that time was not aligned with this and felt that Ambedkar was going against the work of Mahatma Gandhi. This difference is seen aptly in the 1945 writing of Ambedkar titled What Congress and Gandhi Have Done

to the Untouchables, a damning account of how the Congress party had repeatedly failed the Depressed Classes, prioritising the interests of the upper-caste Hindu majority over the rights of those at the bottom of the social order.

Ambedkar's contribution to India's freedom struggle is sometimes misunderstood. It is rather unfortunate that this misunderstanding has been encouraged, deliberately or otherwise, by those who preferred to see him as a sectional leader rather than a national one. The truth is more complex, and considerably more honourable.

Ambedkar's vision of freedom was categorically different from that which dominated the Congress-led national movement. For him, freedom without equality was hollow. He wrote and argued repeatedly that the independence of India from British rule, while necessary, would mean little to millions of Dalits if the new rulers simply replicated the social hierarchies and injustices of the old order. For Ambedkar, freedom without equality and equality without freedom could lead to absolute dictatorship.

We see his efforts to tackle this in one of his most monumental contributions to a newly independent India, the heart and soul of our democracy, the Indian Constitution.

Within weeks of our country gaining independence, on 29 August 1947, the Constituent Assembly established a Drafting Committee to prepare a Constitution for the new republic and elected Ambedkar as its Chairman. The task was of an almost impossible magnitude. The Constituent Assembly moved, discussed and disposed of as many as 2,473 amendments during its deliberations. Rajendra Prasad, Chairman of the Constituent Assembly, acknowledged the zeal and devotion of the members of the Drafting Committee and especially its

Chairman, Ambedkar, in delivering our nation a Constitution despite deteriorating health and in conditions of extraordinary difficulty. Ambedkar ensured that our Constitution included robust protections for Scheduled Castes, Scheduled Tribes and Backward Classes. He insisted on the separation of powers, an independent judiciary, and the fundamental rights of every citizen regardless of caste, creed, sex or religion. He advocated democracy in every field: social, economic and political. For him, social justice meant maximum happiness for a maximum number of people.

The tragedy of Ambedkar's post-independence years is inseparable from the tragedy of the Congress government's failure to

honour one of its own greatest servants. Having used his towering intellect and prodigious labour to draft the Constitution, Ambedkar was subsequently marginalised, humiliated and politically destroyed by the very party whose government he had served. When differences emerged between him and the ruling government of Jawaharlal Nehru, he chose to resign from the government rather than remain part of what he did not believe was making the necessary efforts to uplift the Dalits, oppressed and marginalised classes.

This apparent slight was not forgiven by the Congress, which made sure to undertake measures in the 1952 elections to effectively torpedo Ambedkar's political career. As the first independent elections in India approached, Ambedkar contested from the Bombay North Central constituency as the candidate of his Scheduled Castes Federation. Not only did the Congress field a former assistant of Ambedkar against him, they decided to work with the other major party in the region to effectively deny one of our greatest minds the opportunity to stand in the Lok Sabha and raise the issues of those he fought his entire lifetime for.

The toll of elections, politics and long health issues eventually took its toll, and Ambedkar died in 1956. Rather than celebrate his legacy, his name remained in practical political isolation. It took until 1990, close to thirty-four years after his death, and forty-three years after independence for the Indian State to formally confer the Bharat Ratna upon BR Ambedkar. It was the cabinet of the seventh Prime Minister, V. P. Singh, that took that step. The Congress governments that preceded him had not seen fit to extend this honour to the man who had given India its Constitution, rather choosing to confer it upon themselves.

BR Ambedkar gave India its Constitution and a vision of equality and justice. He rose from deep social discrimination to become one of the greatest thinkers of modern India. His life reminds us that democracy must be built on dignity and equal rights.

He was not only a leader of the oppressed but a nation-builder of the highest order. His ideas remain central to India's progress. His iconic call to "Educate, Agitate, Organise" continues to guide generations not just in India but across the world at large.

To honour Ambedkar is to uphold constitutional values and fight injustice. His legacy is not just history; it is a collective responsibility that must continue to be passed down to generations so that they are made aware of the man who gave his today, for our tomorrow and forever.



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Government Policies 1 Min Read

SC seeks responses of Centre, states and UTs on PIL for implementation of Right to Education

The Supreme Court on Monday sought the responses of the Centre, states and all union territories on a PIL seeking implementation of RTE law which mandates free and compulsory education for children aged 6 to 14 years.



PTI

Updated On Apr 15, 2026 at 05:21 AM IST



At the outset, the lawyer said one of the key issues was the enforceability of pre-primary education to children across the country

New Delhi: The Supreme Court on Monday sought the responses of the Centre, states and all union territories on a PIL seeking implementation of RTE law which mandates free and compulsory education for children aged 6 to 14 years.

Advt



A bench comprising Chief Justice Surya Kant and Justice Joymalya Bagchi took note of the submissions of a lawyer, representing PIL petitioner Haripriya Patel, who also sought implementation of the new education policy across all states and UTs in the country.

"We are issuing notices. We would like to examine the issue," the CJI said.

At the outset, the lawyer said one of the key issues was the enforceability of pre-primary education to children across the country.

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Besides, he also raised the issue of implementation of the National Education Policy (NEP) 2020, which has been updated from time to time.

The NEP is a comprehensive framework transforming the education system to focus on flexibility, skill development, and holistic learning.

It replaces the 10+2 structure with a 5+3+3+4 model (ages 3-18), introduces vocational training from Grade 6, and emphasises AI, coding, and multi-lingualism to foster a "knowledge superpower".



The PIL also sought complete implementation of the Right of Children to Free and Compulsory Education Act, 2009.

This law mandates free and compulsory education for children aged 6 to 14 and ensures foundational education in a neighbourhood school and mandates that private schools reserve 25 percent of seats for economically weaker sections.

Besides the Centre, all the states and the UTs have been made parties to the PIL.

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EDUCATION

Maratha Empire Map Removed From NCERT Book? Concerns Raised Over Class 8 Textbook Update

Edited by: Lakshima Sareen | Updated Apr 15, 2026, 09:12 IST

Changes to a Maratha Empire map in an NCERT Class 8 textbook have sparked controversy. The issue has led to objections and calls for a review of the revision.



NCERT map revision triggers discussion on historical representation

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A fresh controversy has surfaced over changes in an NCERT Class 8 Social Science textbook, with reports suggesting that a historical map depicting the Maratha Empire has been removed or modified, sparking debate over how India's historical empires are represented in school curricula.

The issue came to attention after a former Member of Parliament from Raigad, Sambhaji Chhatrapati, raised objections regarding changes in the revised textbook and wrote to Union Education Minister Dharmendra Pradhan. The issue was highlighted via his official X (formerly Twitter) handle.



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What other controversies has NCERT faced recently?

NCERT has faced controversy over a chapter on judicial corruption in its Class 8 textbook, leading to a Supreme Court intervention that imposed a total ban on its dissemination. This chapter drew strong objections for potentially defaming

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Supreme Court emphasized the need to maintain the integrity of the judicial system and initiated a review of the textbook's content. The controversy reflects ongoing scrutiny of NCERT's curriculum updates.

How does NCERT revise its textbooks? +

What were the changes made in the recent NCERT Class 8 history curriculum? +

In his representation, he is said to have urged the ministry to review the decision and restore the map, arguing that its omission could lead to an incomplete understanding of Maratha history among students.



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NCERT ने पाठ्यपुस्तकातील मराठा साम्राज्याचा नकाशा कोणतेही ठोस कारण न देता वगळला आहे. ही मराठ्यांच्या उज्वल इतिहासाची व राष्ट्र रक्षणासाठी त्यांनी दिलेल्या बलिदानाची प्रतारणा आहे.

मराठ्यांचे प्रभुत्व संपूर्ण देशावर होते, याबाबतच्या समकालीन पुराव्यांसह इतिहासकरांनी भाष्य केलेले [Show more](#)

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Objection Over Historical Mapping in NCERT

The central concern raised in the complaint relates to a map that previously depicted the extent of the Maratha Empire in NCERT textbooks. According to the representation cited in reports, the map has either been removed or altered in the latest edition of the Class 8 Social Science book published by the National Council of Educational Research and Training (NCERT).

Sambhaji Chhatrapati's objection, as described in multiple reports, emphasizes that the Maratha Empire holds significant historical importance and that its territorial spread is well documented in historical records. The complaint suggests that excluding such visual representations may weaken students' understanding of India's historical geography and the political landscape of the period. It also urges authorities to ensure that textbook revisions do not dilute historically relevant content.

The matter has drawn attention because maps in school textbooks are often seen as important learning tools that help students visualize historical developments. Any changes to such material tend to generate discussion, especially when they relate to politically and culturally significant periods of Indian history.

NCERT Revisions and Broader Debate

NCERT has been carrying out periodic revisions of school textbooks as part of curriculum updates and rationalisation efforts. These revisions have included restructuring of content, updating language, and modifying visual elements such as maps and diagrams. The reported change in the Maratha Empire map is the latest instance to draw public scrutiny.

As per various media reports, the revision has sparked differing reactions. Some stakeholders argue that textbook content should strictly adhere to verified historical and cartographic standards, while others believe that removing or altering established representations can lead to gaps in historical learning.

At present, there has been no detailed standalone official clarification from NCERT specifically addressing the controversy. The issue therefore remains based on observed changes in the latest textbook editions and the subsequent complaint raised by Sambhaji Chhatrapati.

The debate reflects a wider and recurring discussion around school curriculum design in India, particularly regarding how historical empires, regional identities, and territorial boundaries are presented to students. As discussions continue, the matter highlights the sensitive

बदलते हुए समाज की पाठ्य-पुस्तकें भी बदलनी चाहिए

किसी भी देश या समाज के स्कूलों में पढ़ाई जाने वाली पाठ्य-पुस्तकें वस्तुतः उसके समाज का आईना होती हैं। जब विकास, आधुनिकता और नए परिवर्तनों के कारण समाज बदलते हैं, तब नई किताबों की जरूरत होती है। पाठ्य-पुस्तकें ऐसी होनी चाहिए, जो सामाजिक सच्चाइयाँ, उनकी गतिशीलता को उनके अंतर्विरोधों व जटिलताओं के संदर्भ में समझाएँ। इसके साथ ही बाल व किशोर मन के लिए सरल, सहज, आकर्षक व आहत न होने वाले ज्ञान को इनमें जगह दी जानी चाहिए।

पाठ्य-पुस्तकों को लेकर द्वंद्व न केवल भारत में, बल्कि यूनान, जापान, ऑस्ट्रेलिया, अमेरिका, रोम, स्पेन जैसे कई मुल्कों में उठते रहे हैं। इनमें से ज्यादातर विवाद राष्ट्रीय अस्मिताओं के विश्लेषण, राष्ट्रीय इतिहास व समाज-विमर्श में समुदायों के चित्रण के तरीके, उनको जगह जैसे मुद्दों से जुड़े रहे हैं। कई राष्ट्रों ने विभिन्न समूहों के विशेषज्ञों के साथ संवाद करके ऐसे मुद्दों को सुलझाया है। हमें भी ऐसे विवादों का बौद्धिक समाधान ढूँढना होगा। यहाँ विषय-विशेषज्ञ 'कंटेंट कमीशन' जैसा ढांचा बनाकर ऐसे विवादों को सुलझा सकते हैं। भारत में नव-उदारवादी व्यवस्था आने के बाद विकास की गति तेज हुई है। समाज की आलोचना के हमारे ढंग में परिवर्तन आया है। भारत के उत्तर-पूर्व व अनेक सीमा-क्षेत्रों के बारे में हमारी जानकारियाँ और ज्ञान बढ़े हैं। टेलीविजन, सोशल मीडिया और समाचारपत्रों के तेज प्रसार के कारण

हमें अपने समाज के अनेक अच्छे-बुरे रंग दिखने लगे हैं। ऐसे में, जो सामाजिक ज्ञान स्कूलों में पढ़ाया जाता था, उसमें अब परिवर्तन की जरूरत है।

भारत में नई शिक्षा नीति-2020 और नेशनल करिकुलम फ्रेमवर्क-2023 के तहत पाठ्यक्रम बनाने का काम शुरू हुआ। इसके लिए कुछ ज्ञानपरक कसौटियाँ बनाई गईं। पहली यह कि विषयों व पाठों की अंतर्रचना ऐसी हो, जिसमें बदलते समाज का प्रकटीकरण हो। दूसरी, अतीत, वर्तमान व भविष्य का सतत संवाद इसमें दिखे। तीसरी, बच्चों को मात्र किताबी ज्ञान तक सीमित न कर, उन्हें जीवन के ज्ञान से जोड़ा जाए। चौथी, बच्चों में सरल, सहज और रोचक ढंग से प्रश्नकुलता विकसित की जाए। पाँचवीं, समता, न्याय, भाईचारा, समरसता व सांविधानिक मूल्यों को रोचक अभ्यासों के माध्यम से पढ़ाया जाए। इस फ्रेमवर्क में भारत सरकार के शिक्षा मंत्रालय द्वारा बनाई गई विशेषज्ञों की



बदी नारायण | कुलपति, टीआईएसएस, मुंबई

टोलियों ने पाठ्य-पुस्तक बनाने की परियोजना विकसित की है। इस काम में लगी संस्थाओं के सामने अनेक बड़ी चुनौतियाँ हैं। पहली चुनौती, देश के शिक्षक, शिक्षित एवं जागरूक वर्ग को यह समझाना है कि बदलते समाज में सामाजिक ज्ञान को देखने, समझने व पढ़ने की रूढ़िगत सोच बदली जाए। दूसरी, सामाजिक सच्चाइयों के पूर्व निर्मित रूढ़िगत वृत्तांतों को छोड़ने के लिए खुद को और दूसरों को तैयार करना। तीसरी, नए सामाजिक ज्ञान के

स्वीकार का भाव हमारे शिक्षक और शिक्षित समुदाय में विकसित करना।

किसी भी पाठ्य-पुस्तक की सफलता इस बात पर निर्भर करती है कि उसे पढ़ने वाला उसमें वर्णित ज्ञान से कितना सहमत है। इन चुनौतियों का सामना करने के लिए एनसीईआरटी पूरे देश में शिक्षक संवाद आयोजित कर सकती है। स्कूली ज्ञान-विमर्श से देश के बड़े समाजशास्त्रियों व समाज विज्ञानियों को जोड़ना होगा। इस संदर्भ में एक बड़ी समस्या यह है कि जब

सामाजिक सच्चाइयाँ इतनी विविध, जटिल और तीव्र गति से परिवर्तनशील हैं, तो उनमें से क्या चुना जाए, क्या नहीं? इस प्रश्न का उत्तर बहुत कठिन है, पर यह कहा जा सकता है कि जो सामाजिक सच्चाई समाहारी हो, कोमल मन को सहज ग्राह्य हो, वह प्राथमिकता होनी चाहिए।

अभी हाल ही में एनसीईआरटी के सामाजिक विज्ञान की पाठ्य-पुस्तक में भ्रष्टाचार पर उभरे विवाद पर भारत के प्रधानमंत्री ने कहा था, कोमल किशोर मानस वाले स्कूली छात्रों को भ्रष्टाचार पर पाठ अभी क्यों पढ़ाया जाए? अभी सिर्फ ज्ञान के सत्य, शिव और सुंदर वाले पक्ष को जगह मिले, तो श्रेयस्कर होगा। ऊँची कक्षाओं में छात्र को सामाजिक ज्ञान के अन्य पक्षों से जोड़ना चाहिए।

यह तय है कि विकासशील समाज का समाज विज्ञान भी गतिशील होगा। ऐसे में, हमें अपनी पाठ्य-पुस्तकों को बार-बार लिखना होगा।

(ये लेखक के अपने विचार हैं)

किसी भी पाठ्य-पुस्तक की सफलता इस बात पर निर्भर करती है कि उसे पढ़ने वाला उसमें वर्णित ज्ञान से कितना सहमत है।

नवभारत टाइम्स, 16 अप्रैल 2026, पृष्ठ संख्या - 1

55,368 स्टूडेंट्स 95%+ क्लब में

Jatin Kumar

CBSE 10वीं के पहले बोर्ड में 93.70% स्टूडेंट्स पास



■ NBT रिपोर्ट, नई दिल्ली

सेंट्रल बोर्ड ऑफ सेकेंडरी एजुकेशन (CBSE) ने बुधवार को क्लास-10वीं का पहले बोर्ड का रिजल्ट जारी कर दिया। इस साल कुल 93.70% छात्र-छात्राएं पास हुए, जो पिछले साल के 93.66% और 2024 के 93.60% से बेहतर है। एग्जामिनेशन में 55368 स्टूडेंट्स ने 95% और इससे ऊपर का स्कोर पाया है। रिजल्ट में लड़कियों ने एक बार फिर बाजी मारी। उनका पास प्रतिशत 94.99% रहा, जबकि लड़कों का 92.69% दर्ज

किया गया। ट्रांसजेंडर छात्रों का रिजल्ट 87.50% रहा। संस्थानों की बात करें तो केंद्रीय विद्यालय 99.57% पास प्रतिशत के साथ शीर्ष पर रहा। जवाहर नवोदय विद्यालय 99.42% के साथ दूसरे स्थान पर रहा, जबकि सेंट्रल तिबतन स्कूल्स एडमिनिस्ट्रेशन ने 7.89% सुधार के साथ बराबरी की। प्राइवेट स्कूलों का रिजल्ट 93.77%, सरकारी स्कूलों का 91.43% और सरकारी सहायता प्राप्त स्कूलों का 91.01% रहा। 2026 में क्लास 10 के स्टूडेंट्स पहली बार दो बोर्ड एग्जामिनेशन का हिस्सा बनें। ▶▶ पेज 5

लड़कियों का पास पर्सेंटेज 94.99% लड़कों का 92.69% रहा

✓ CBSE Class 10 results: 93.7% students pass; girls outperform boys

Express News Service
New Delhi, April 15

MORE THAN 93.70 per cent of students cleared the CBSE Class 10 board examinations this year, with over 55,000 candidates scoring above 95 per cent, the board announced on Wednesday. More than 2.20 lakh students secured marks above 90 per cent.

Girls once again outperformed boys, recording a pass percentage of 94.99 per cent, 1.3 percentage points higher than that of boys at 92.69 per cent. Transgender candidates registered a pass percentage of 87.50.

In a shift aligned with the National Education Policy, CBSE introduced a two-exam system for Class 10 this year. The first examination was conducted in February-March, while the second is scheduled for May. Students were required to appear for the first phase.

A total of 55,368 students scored above 95 per cent, while 2,21,574 candidates crossed the 90 per cent mark. At the same time, over 1.47 lakh students have been placed in the compartment category.

Region-wise, Trivandrum and Vijayawada emerged as the top performers, with a pass percentage of 99.79 per cent each. Guwahati recorded the lowest pass percentage: 85.32 per cent.

Among different categories of schools, Kendriya Vidyalayas led with a pass percentage of 99.57 per cent, followed closely by Jawahar Navodaya Vidyalayas at 99.42 per cent. Private schools recorded a pass percentage of 93.77 per cent, while government-aided schools had the lowest at 91.01 per cent.

Continuing its policy to discourage unhealthy competition, CBSE did not release a merit list or rank students into first, second, or third divisions.

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CBSE's New Curriculum: What R1, R2, And R3 Mean In The Three-Language Policy

Curated By : [Education Careers Desk](#) [News18.com](#)

Last Updated: April 16, 2026, 14:03 IST

CBSE Three-Language Policy: The third language or R3 will be made compulsory from Class 6 starting in the academic year 2026-27.



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The rollout will be gradual, with full implementation expected by 2031. (AI Generated Image)

The three-language formula has regained importance under the National Education Policy (NEP) 2020. With the Central Board of Secondary Education (CBSE) aligning its curriculum to NEP guidelines, schools, students, and parents are looking for clarity on how this policy will be implemented.

Under the updated framework, students will study three languages, labelled as R1, R2 and R3. At least two of these must be Indian languages, thereby supporting linguistic diversity.

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R1: First language (any language offered by CBSE)

R2: Second language (different from R1)

R3: Third language (different from both R1 and R2)

The third language (R3) will be made compulsory from Class 6 starting in the academic year 2026-27. Students in Classes 9 and 10 will have to study three separate

has specified that the same language cannot be taken at more than one level at the same time.

The rollout will be gradual, with full implementation expected by 2031.

The three-language formula requires students to learn three languages during their schooling, generally:

- A regional or mother tongue language
- Hindi or another Indian language
- English

Its aim is to foster multilingualism, strengthen cultural roots, and improve students' cognitive abilities.

Why the Renewed Focus?

NEP 2020 places strong emphasis on the mother tongue or regional language as the medium of instruction, especially in the foundational years. It aims to protect India's linguistic diversity while ensuring students remain globally competitive through proficiency in English.

ALSO READ | CBSE's New Curriculum: Third Language, AI And Vocational Education Compulsory

What This Means For Students?

CBSE Chairman Rahul Singh clarified that the third language, referred to as R3, will not yet be mandatory for Class 9 students. R3-level textbooks will be introduced in Class 6 this year. Speaking at the launch of CBSE's new secondary school curriculum, he noted that these students will appear for their board exams in 2031, by which time the three-language formula will be in place.

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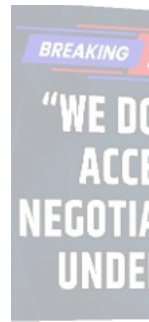
As CBSE has previously explained, in schools where English is taught in Class 6, it will be treated as the foreign language, and students will also learn two Indian languages.

be required to study two Indian languages.

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In addition, computational thinking and artificial intelligence will become compulsory subjects in classes 9 and 10. To begin with, they will be offered as modules with internal assessments in the current academic year and will be upgraded to compulsory board exam subjects for Class 10 in 2029. These subjects are also being introduced for classes 3 to 8 in the current academic session.


A central aspect of the policy is flexibility. States and schools are not restricted to a single language combination. They can design language options based on local needs and available resources.

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News / Education-Career / CBSE's New Curriculum: What R1, R2, And R3 Mean In The Three-Language Policy

जागरण विशेष

यशवंत सिंह पवार • नईदुनिया

आलीराजपुर: साक्षरता के मामले में देश के सबसे पिछड़े जिले आलीराजपुर ने मध्य प्रदेश बोर्ड परीक्षा परिणाम में इतिहास रचा दिया है। कक्षा 10वीं में 92.14 प्रतिशत परिणाम के साथ मध्य प्रदेश में दूसरा और 12वीं कक्षा में 91.59 प्रतिशत परिणाम के साथ चौथा स्थान हासिल किया। इससे इस आदिवासी जिले ने यह साबित कर दिया कि सीमित संसाधनों के बावजूद इच्छाशक्ति, सामूहिक संकल्प और मेहनत से असंभव को संभव किया जा सकता है।

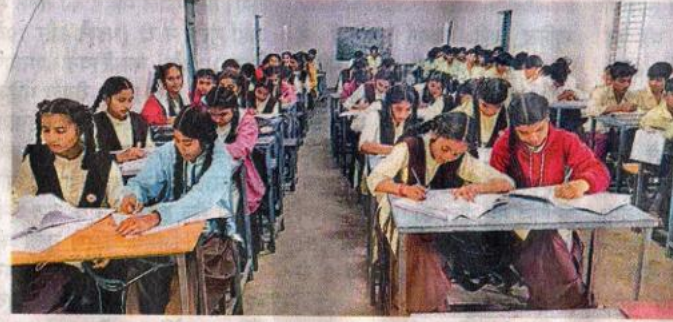
यह वही जिला है, जहाँ 2011 की जनगणना के अनुसार साक्षरता दर महज 36 प्रतिशत थी। साक्षरता के मामले में राष्ट्रीय औसत से काफी पीछे रहने वाला यह जिला अब शिक्षा के क्षेत्र में नई पहचान बना रहा है। जिले की लगभग 71 प्रतिशत

साक्षरता में देश के सबसे पिछड़े जिले के बच्चों ने कामयाबी से बदल दी छवि

आलीराजपुर जिले ने मप्र बोर्ड के 10वीं कक्षा के परिणाम में हासिल किया प्रदेश में दूसरा और 12वीं कक्षा में चौथा स्थान

शिक्षकों की मेहनत और अभिभावकों के संकल्प ने बदली तस्वीर

- जिले में शिक्षा को लेकर बदलाव के पीछे योजनाबद्ध रणनीति और जमीनी स्तर पर लगातार कार्य किए जाने की बड़ी भूमिका रही। सरकार की शिक्षा सुधार योजनाओं को जिले में मिशन मोड में लागू किया गया।
- शिक्षकों ने कमजोर विद्यार्थियों को विशेष रूप से तैयार किया, अतिरिक्त कक्षाएं लीं और नियमित परीक्षाओं के जरिये उनकी प्रगति पर नजर रखी।
- साथ ही समाज में भी सकारात्मक बदलाव दिखा। आर्थिक रूप से कमजोर और अशिक्षित अभिभावकों ने भी बच्चों की पढ़ाई को प्राथमिकता दी। उनको स्कूल पहुंचाया।
- दूर-दराज गांवों में कठिन परिस्थितियों के बावजूद बच्चों की पढ़ाई जारी रही और उनकी मेहनत के साथ ही अनुशासन ने इस बदलाव को संभव बना दिया।



बच्चों को निरंतर अभ्यास करवाया गया, जिसका असर परिणाम में दिखा • नईदुनिया (फाइल फोटो)



भोपाल में मुख्यमंत्री कान्फ्रेंस में यह तथ्य सामने आ गया कि शिक्षा के क्षेत्र में आलीराजपुर अत्यधिक पीछे है। समीक्षा के बाद छह माह तक तैयारी पर जोर दिया। लगातार अभ्यास करवाया गया। बच्चों में आत्मविश्वास आ गया। आखिरकार उनकी मेहनत और संपूर्ण टीम के समर्पण ने इतिहास बना दिया।

नीतू माथुर, कलेक्टर, आलीराजपुर

आबादी गरीबी रेखा के नीचे जीवन यापन करती है। दुर्गम भौगोलिक स्थितियां, जंगलों से घिरा क्षेत्र और पलायन जैसी बाधाएं यहां शिक्षा के रास्ते में बड़ी चुनौतियां बनती रही हैं। इन सबके बाद भी इस बार के परीक्षा परिणाम गौरवांवित्र करने वाले

रहे हैं। 2025 में 10वीं कक्षा का जिले का परिणाम 78.70 प्रतिशत था, जो इस बार 13.44 प्रतिशत की वृद्धि के साथ 92.14 प्रतिशत हो गया। 12वीं कक्षा में 61.28 प्रतिशत परिणाम से सीधे 91.59 प्रतिशत तक पहुंचना ऐतिहासिक छलांग है।

मजदूरी से मेरिट तक-समीर की जिद ने बदली कहानी: जिले के छोटी जुआरी गांव का समीर बामनिया संघर्ष और संकल्प की मिसाल बन गया है। सात भाई-बहनों वाले परिवार में कोई स्कूल नहीं जाता था और सभी मजदूरी करते थे, लेकिन

समीर ने पढ़ाई का रास्ता चुना। मजदूरी के साथ पढ़ाई करते हुए उसने 10वीं कक्षा पत्राचार से पास की। इसमें उसे 52 प्रतिशत अंक मिले। इसके बाद वह उदयगढ़ के बालक छात्रावास पहुंचा, जहां उसे पढ़ाई का बेहतर माहौल मिला।

मेहनत और अनुशासन के दम पर उसने इस बार कक्षा 12वीं में 89 प्रतिशत अंक हासिल किए। आज भी वह खेती में परिवार का हाथ बंटता है, लेकिन उसका लक्ष्य कलेक्टर बनना है। उसकी कहानी बताती है कि मजबूत इरादे हों तो हालात भी

रास्ता नहीं रोक सकते। उसकी तरह अनेक छात्रों ने कामयाबी से जिले की छवि बदल दी है।



अतिरिक्त सामग्री पढ़ने के लिए स्कैन करें।

WHAT TWO-EXAM SYSTEM MEANS FOR YOU & YOUR CHILD

Meghna.Dhulia
@timesofindia.com

With the Class X board results declared on Wednesday, Central Board of Secondary Education (CBSE) is significantly changing how students are assessed. The new two-exam system moves away from the long-standing model, where a single test determined outcomes. From this academic cycle, students will have two chances within the same year, with the second Board exam scheduled for May for those who wish to improve their scores. Aligned with the National Education Policy 2020, the reform aims to reduce high-stakes pressure and build flexibility into the assessment process.

WHAT'S CHANGING THIS YEAR

CBSE will conduct two board exams in one year for Class X

First exam = Main attempt (compulsory)

Second exam = Improvement/compartment opportunity



EXAM TIMELINE

First exam (Mid-Feb):
Mandatory

Covers all subjects

Result: **APRIL**

Second Exam (May): Optional

Students can choose to reappear
Allowed only for selected subjects

Designed for improvement or clearing compartment subjects

Result: **JUNE**

WHAT TO REMEMBER

- 1 You can improve marks in up to three subjects
- 2 Subjects include science, maths, social science, languages
- 3 If a student misses three or more subjects, they cannot take the second exam
- 4 No subject change allowed between exams

BEST-OF-TWO RULE

- 1 CBSE will record the higher score from the two attempts
- 2 No penalty for reappearing; students don't risk losing earlier marks

INTERNAL ASSESSMENT

Conducted only once before main exam
Marks carry forward for both attempts

RESULTS & CERTIFICATES

Final passing document issued after second exam results

Merit certificate, too, after second exam

Marks available on DigiLocker after main exam



Can use main exam result for Class XI admission if skipping second exam

SPECIAL CASES

Sports students: Can take second exam if there is a clash with events

Winter-bound schools: Option to choose first or second exam

CWSN students: Same facilities in both exams

WHY THIS MATTERS, AS PER EXPERTS

Reduces exam pressure

No loss of academic year

Shift from rote to flexibility

Strategic academic planning

Is APAAR ID mandatory for school admissions? NCERT clears the air, says no child can be denied entry

TOI Education | Apr 17, 2026, 11:14 AM IST



The National Council of Educational Research and Training (NCERT) has clarified via its latest post on the platform X (formerly Twitter) that obtaining an APAAR ID is not essential for admission to schools, putting to rest many misunderstandings regarding the digital student ID system.

It should be noted that Indian schools are rapidly embracing digitalization for recording purposes, making many parents wonder if such digitalization is a must-have for enrollment.

— ncert (@ncert)

What is APAAR ID?

The APAAR ID—short for Automated Permanent Academic Account Registry—is part of the Centre’s broader push towards digitising education under the Academic Bank of Credits framework. It is designed as a unique, lifelong digital identity for students, enabling seamless tracking of their academic journey across schools, boards, and even higher education institutions.

In essence, APAAR acts as a centralised repository where a student's academic records—marksheets, transfer certificates, and other credentials—can be securely stored and accessed. The system aims to reduce paperwork, prevent duplication, and ensure continuity, especially for students who frequently change schools or migrate between states.

Not a prerequisite for admission

However, NCERT has categorically underlined that APAAR is a facilitative tool—not a gatekeeping mechanism. “A child can still get admission without an APAAR ID. It's not a requirement,” the council said in its post, reiterating that no student should be denied entry into a school for lack of the digital ID.

This distinction is critical. While APAAR enhances administrative efficiency and record portability, it does not override a child's fundamental right to education. Schools are expected to continue admissions through existing processes, irrespective of whether a student possesses an APAAR ID.

A tool for convenience, not exclusion

However, as per the clarification issued by NCERT, it must be noted that although the main purpose of APAAR is to simplify the documentation process, its use remains optional.

The importance of the process has been stressed by officials and experts in education because through the use of a digital database, universities can easily access their records and hence avoid any delay in their admissions, transfers, or scholarship procedures.

Ensuring access remains universal

The message from NCERT is unequivocal: digital innovation must complement, not complicate, access to schooling. The APAAR framework may well represent the future of academic record-keeping in India, but its absence cannot—and will not—stand in the way of a child’s education.

As the council highlighted, every child deserves access to education that is simple, smooth, and stress-free, irrespective of digital identifiers or documentation hurdles,



CBSE File Photo

Kerala

Class I admission age 6 years, says CBSE

The CBSE officials said age eligibility adheres to state government norms, and the board maintains a flexible approach.

Anu Kuruville

Updated: 18th Apr, 2026 at 7:24 AM

KOCHI: Putting to rest doubts over students' eligibility for Class I admissions, the CBSE has said the minimum age to enrol is six years as per the National Education Policy 2020 and Right To Education (RTE).

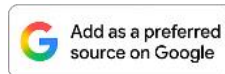
The clarification came at a recent meeting held under the aegis of the National Council of CBSE Schools (NCCS). The board was represented by Sanyam Bhardwaj, controller of examinations, and Jai Prakash Chaturvedi, joint secretary (affiliation).

NCCS secretary general Indira Rajan said a flexibility of ± 3 months (before or after attaining 6 years) may be applied based on the date of admission.

“Until now, schools and parents were apprehensive that students who fall short of the age limit by a few months might be held back once they reach Class IX. However, with the CBSE’s clarification, they can now rest assured,” she said.



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The CBSE also assuaged schools’ and parents’ apprehensions over rumours regarding the introduction of an upper age limit for Class X and XII board examinations.

“We have been told that as of now, no strict age limit has been prescribed,” Indira said. The CBSE officials said age eligibility adheres to state government norms, and the board maintains a flexible approach.

To a question regarding the extension of the two board examinations to Class XII, Sanyam said, “At present, Class XII students are permitted to improve performance in one subject only. Expansion of a second examination opportunity will depend on system efficiency, particularly faster evaluation. CBSE will review this after assessing the outcomes of the Class X model.”

As for the assessment pattern changes with the new curriculum, Sanyam said, “The shift will be towards competency-based questions, but there will be no major changes in question paper pattern, terminology, or design.”

V A
दिल्ली जागरण , 19 अप्रैल 2026, पृष्ठ संख्या -3

न्यूनतम छह वर्ष की आयु में ही होगा पहली कक्षा में दाखिला : सीबीएसई

जागरण संवाददाता, नई दिल्ली : केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने पहली कक्षा में दाखिले को लेकर चल रही सभी आशंकाओं को खत्म करते हुए स्पष्ट किया है कि राष्ट्रीय शिक्षा नीति-2020 और शिक्षा का अधिकार कानून के तहत पहली में प्रवेश के लिए न्यूनतम आयु छह वर्ष ही निर्धारित है। यह स्पष्टीकरण सीबीएसई स्कूलों की राष्ट्रीय परिषद की हालिया बैठक में दिया गया। बैठक में बोर्ड की ओर से परीक्षा नियंत्रक डा. संयम भारद्वाज और संयुक्त सचिव जय प्रकाश चतुर्वेदी मौजूद थे।

अधिकारियों के मुताबिक दाखिले की

तारीख के आधार पर छह वर्ष की आयु में तीन माह तक आगे-पीछे की छूट दी जा सकती है। इससे उन अभिभावकों व स्कूलों को राहत होगी जो कुछ माह के अंतर को लेकर असमंजस में थे।

सीबीएसई ने यह भी स्पष्ट किया कि 10वीं और 12वीं की बोर्ड परीक्षाओं के लिए फिलहाल कोई सख्त अधिकतम आयु सीमा निर्धारित नहीं की गई है। आयु से संबंधित नियम राज्य सरकारों के मानकों के अनुसार लचीले तरीके से लागू होते रहेंगे।

AI tools in govt schools help students with learning, basic maths

Apr 19, 2026, 05.51 AM IST



Pune: Until last year, Std III student Yash Khomne from a zilla parishad school in Marathwada rarely raised his hand to answer in class. He struggled with basic reading and often sat silently through lessons. Today, he leads his class in singing, answers questions confidently and even helps peers solve simple arithmetic problems.

His transformation began when the school introduced AI-enabled tools. Yash's classroom now has lessons with interactive videos and songs played through Sampark TV, followed by prompts from an AI-supported teaching assistant that help the teacher.

Partnering with state govts to transform primary education, Sampark Foundation has introduced digital tools in govt schools designed to improve foundational learning while making teaching more effective.

Built for low-resource classrooms, these tools work without internet and use videos, songs, stories, and real-time prompts to support teachers inside the classroom. Teachers get help in lesson planning, and identifying learning gaps.

Across Maharashtra, similar stories are emerging. In a multi-grade classroom in Vidarbha, where a teacher manages over 35 students, structured lesson sequencing under 'Sahi Kram, Sahi Dhang' pedagogy has streamlined teaching. "Earlier, I spent too much time planning. Now, I know exactly what to teach and how. I can focus on the students instead," a teacher said.

At the ZP primary school in Mandovhal, a govt-run primary school in Parner block of Ahilyanagar district, student absenteeism was a challenge. With the introduction of Sampark Smart Device and Smart School App, the classrooms became engaging and joyful.

School teacher Eknath Londhe said, "Attendance reached 100%, and student participation and curiosity increased. Previously inactive students became confident learners. Students started enjoying learning, asking questions, and actively participating. Teachers and parents observed a positive change. When learning becomes joyful, better attendance follows."

Shravani Gaikwad, a Std IV student, from Zilla Parishad Primary School, Sant Goroba, Kakanagar in Dharashiv, said her class likes the songs by Sampark Didi. "She teaches us in a simple way. We learn English words, solve maths, and listen to stories. Learning becomes enjoyable. The AI devices and tools have reduced our fear of maths and English," she added.

Principal secretary of the state education department Ranjit Singh Deol said, "AI can be a force multiplier when harnessed alongside pedagogy. Maharashtra welcomes the transformative role it can play in advancing our vision for quality learning with robust digital infrastructure."

The intervention comes at a critical time, when enrolment in primary schools is high but learning outcomes remain uneven. By reducing the administrative burden and offering structured, engaging content, teachers can reclaim time for actual teaching.

Sampark is also deploying an AI-based, real-time classroom monitoring and governance platform, planned to be rolled out across 80,000 government schools across India.

The no-cost platform will enable district, block, and school-level education officials to track teaching data, monitor classroom engagement, and predict learning outcomes, strengthening evidence-based decision-making and accountability within the public education system.

From questions to action: City schools to take on pollution through the year

Meghna.Dhulia
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New Delhi: On a typical day in the city, it is often children who voice the most unsettling questions. Why can't we see the sun clearly? Why does the air feel heavy to breathe? Their questions, simple yet piercing, reflect a reality that adults have gradually learned to overlook. It is this instinctive curiosity, coupled with a growing sense of urgency, that Delhi govt is seeking to harness through a year-long environmental awareness campaign.

All schools in Delhi have been instructed to implement the programme during the 2026-27

academic session, not just to inform students about pollution but also to involve them in addressing it, officials said.

Under the plan, schools must conduct monthly activities on themes, such as plastic waste, air pollution, water conservation, dust control and noise pollution. Institutions have also been directed to submit monthly action reports, along with photographs, documenting the activities.

According to officials, the idea is to move beyond textbook learning. "Students must become participants in change, not just observers," an official said, adding that schools are expected to integrate environmental responsibility

Under the plan, schools must conduct monthly activities on themes, such as plastic waste, air pollution, water conservation, dust control and noise pollution

into everyday behaviour.

The circular, issued by Directorate of Education's science branch, mandates participation from govt, aided and private schools alike. It outlines a structured calendar of activities spread across the academic year, beginning with campaigns against single-use plastic and culminating in focused dri-

ves on air and noise pollution during winter.

Schools have been asked to take practical steps within campuses as well. These include setting up separate bins for wet and dry waste, promoting reuse of materials, reducing energy consumption and discouraging practices such as littering and burning waste. Morning assemblies, too, are expected to carry environmental messages, reinforcing awareness on a daily basis.

The programme combines awareness with engagement. Students will participate in poster-making, essay-writing, debates, quizzes and streetplays, alongside workshops on waste management and plantation drives. Key environmental days, such as Earth Day, World Environment Day and Ozone Day, will be observed to deepen understanding of global challenges.

The initiative also places emphasis on community participation, urging schools to extend these efforts beyond campus boundaries. Students are encouraged to carry these practices into their homes and neighbourhoods, whether by discouraging the use of single-use plastics, promoting waste segregation or spreading awareness about water and energy conservation. Officials noted that such ripple effects were critical in a city where environmental challenges were deeply linked to everyday behaviour.

Specific seasonal concerns have been built into the plan. For instance, anti-firecracker campaigns and awareness on reducing open burning are scheduled ahead of winter, when air quality typically worsens. Similarly, activities like water sprinkling to control dust and plantation drives are aligned with local needs.

The emphasis on issues like dust pollution from construction, safe disposal of chemicals and reduction of firecrackers reflects Delhi's specific environmental concerns.

According to officials, by linking awareness with action and accountability through regular reporting, govt hopes to create a generation that is equipped to respond to environmental problems.

WORKING TOWARDS A CLEAN FUTURE

Objective

- ▶ To create environmental awareness among students
- ▶ To involve schools in sustainable and eco-friendly practices

What It Means

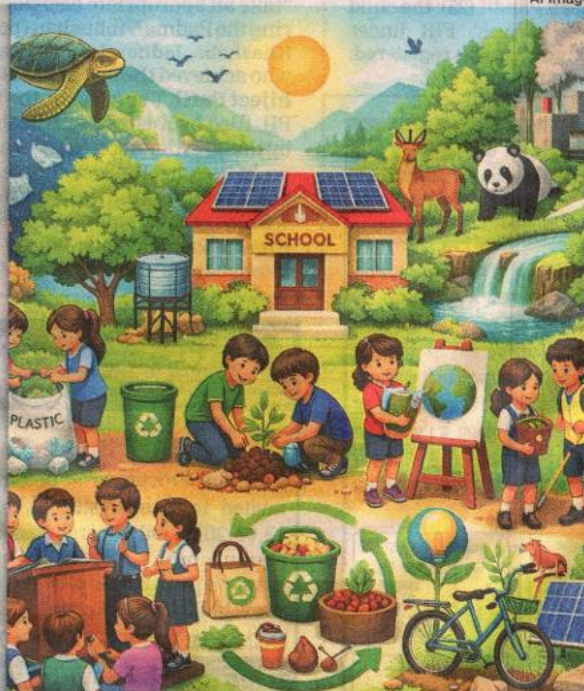
- ▶ Students learn by doing
- ▶ Schools act as models of clean and green environments
- ▶ Focus on behaviour change, not just theoretical knowledge

Key Themes Covered

- ▶ Plastic pollution and waste management
- ▶ Wildlife and biodiversity conservation
- ▶ Water conservation and pollution control
- ▶ Clean and green environment
- ▶ Sustainable practices of zero waste, energy saving and plantation

Major Activities

- ▶ Poster making, essay writing, painting, slogan competitions
- ▶ Debates, quizzes and skits
- ▶ Awareness campaigns and cleanliness drives
- ▶ Assembly lectures and group discussions
- ▶ Plantation drives, composting and plogging



AI Image

Important Observances

- ▶ Earth Day
- ▶ International Biodiversity Day
- ▶ World Environment Day
- ▶ Conservation-related celebrations in
- ▶ Akshay Urja Day
- ▶ Ozone Day
- ▶ Green Consumer Day

April 22
May 22
June 5
July
Aug 20
Sept 16
Sept 28

Implementation And Reporting

- ▶ Activities to be conducted throughout the year
- ▶ Monthly reports to be submitted by schools
- ▶ Include proper documentation and photographs of activities

Meghalaya's response to crisis in classroom is worth learning from



SWATI SAXENA
AND SAMPATH
KUMAR

Children's skills are best observed in natural, relational contexts, not sterile clinical settings. Early identification allows for low-cost, home-based interventions that can significantly alter developmental trajectories

A CRISIS IS unfolding in classrooms worldwide. The World Bank states that nearly 70 per cent of children in low- and middle-income countries (LMIC) cannot read a simple text by age 10, pointing to deeper failures beyond schooling. Literacy is not built in classrooms alone but is shaped in early years, reflecting a shift from education to governance. In India, this is reflected in efforts to strengthen platforms such as Anganwadis. Initiatives like Early Childhood Care and Education kits in Uttar Pradesh signal a move to embed early learning within frontline systems, recognising that foundational skills must be built well before children enter school.

Within this broader context, Meghalaya's Early Childhood Development (ECD) model offers an instructive example. The state faces intersecting risks like high maternal mortality, widespread anaemia among women and children, low rural institutional deliveries, and gaps in antenatal care, compounded by poverty, remoteness, and low trust in health systems. Critically, with nearly one-fifth of its population under six, early childhood becomes central to its development trajectory. Recognising the interlinked nature of nutrition, health, and developmental delays, it has adopted a systems-based ECD Mission that integrates services and prioritises early, coordinated action to improve long-term human-capital outcomes.

Early childhood development is no longer viewed as a narrow social-sector concern but as a cornerstone of human capital formation, equity, and long-term economic growth. Research from the Harvard Centre on the Developing Child has shown that brain development is a cumulative, experiential process that begins before birth and is most rapid in the first five years of life. Neural circuits governing language, cognition, emotional regulation, and executive function are built sequentially, simple connections first, followed by more complex ones, creating either a strong or fragile foundation for life-long learning, health, and productivity.

Adequate nutrition, responsive caregiving, protection from toxic stress, and opportunities for early learning strengthen this foundation. Conversely, deprivation and chronic stress disrupt early development. Intervening late in this trajectory is inefficient and inequitable. Global frameworks like the WHO-UNICEF-World Bank's Nurturing

Care Framework also emphasise five integrated pillars: Good health, adequate nutrition, responsive caregiving, security and safety, and opportunities for early learning.

Despite early interventions yielding the highest returns of any investment across the life course, in LMICs this remains fragmented, reactive, and poorly integrated.

Meghalaya's Guide for Monitoring Child Development (GMCD) is designed to support early identification of developmental delays among children aged 1-42 months. Instead of relying on testing or rigid checklists, trained frontline workers, ASHAs, ANMs, Anganwadi workers, nurses, or paediatricians, engage caregivers in open-ended dialogue about how children play, communicate, move, relate, and manage simple self-care tasks. Caregivers are treated as co-observers and experts on their own children. This approach reflects a critical insight from developmental science: Children's skills are best observed in natural, relational contexts, not sterile clinical settings. Early identification allows for low-cost, home-based interventions that can significantly alter developmental trajectories.

Preliminary data from Meghalaya's GMCD rollout is promising. More than 80 per cent of assessed children showed no visible developmental delay, while around 12 per cent were identified as needing follow-up support, and a small proportion reflected uncertainty requiring closer monitoring.

This approach also involves a shift from top-down service delivery to decentralised leadership and grassroots agency. Frontline workers are empowered and communities are engaged through Village Health Councils and Self-Help Groups, building sustainable pathways to improved child outcomes.

This model is effective because it brings together three mutually reinforcing elements within a single governance framework. First, it embeds robust evidence from neuroscience and developmental research into routine service delivery. Second, it integrates health, nutrition, and early learning systems. Third, it decentralises implementation. This ensures that early interventions are timely, culturally sensitive, and scalable.

Saxena is a public health and development researcher. Kumar is a senior IAS officer, currently working on the Early Childhood Development (ECD) Mission in Meghalaya



Figure 1.10: Making vermicompost

Students also learnt to make an organic pesticide, *Daśhaparṇī arka*. As the name suggests it is an organic pesticide made with ten different materials – plant leaves, cow-dung and cow-urine. They also used locally available plant leaves like *neem*, *karanj*, custard apple, papaya, castor, marigold, lantana, *bael*, *tulsi* and hibiscus. They first removed the leaves from their stem and carefully weighed 200g of leaves. These were added to a bucket of 20L capacity along with 220g cow-dung and 500ml cow-urine. After adding 15L water to the bucket, they stirred it and kept it aside for fermentation (30–40 days). Once it was ready, they used it for spraying in a ratio of 15 mL per 1L of water (Figure 1.11).



Figure 1.11: Making organic pesticide

'Kaushal Vikas' which runs into 248 pages and was made available for sale physically a couple of days ago. (Photo | Express)

Nation

NCERT launches Class IX vocational education book to help students make informed career choices

As part of the NEP, a subject on vocational education has been introduced from Class VI to IX from this academic year, while higher classes will have it from the next academic year.

S. Lalitha

Updated: 20th Apr, 2026 at 2:45 PM

NEW DELHI: The first vocational education book by the National Council for Educational Research and Technology (NCERT) for Class IX has a clear objective – to help students make an informed choice about the profession they would like to pursue before they plunge into studies related to it or the job.

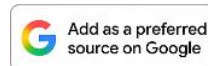
As part of the National Education Policy, a subject on vocational education has been introduced from Class VI to IX from this academic year, while higher classes will have it from the next academic year.

'Kaushal Vikas' which runs into 248 pages and was made available for sale physically a couple of days ago, showcases 27 different professions across its three units. It is to be taught for 100 hours beginning this academic year.

A senior NCERT official told TNIE, "This book will offer students a guide by educating them on the options available along with practical exposure. It adheres to the National Curriculum Framework. It is critical for students as some of them who opt for higher education or continue studies in Class XI or XII drop out, citing lack of interest or the rigour of the subjects. By gaining an understanding of any subject at an earlier stage itself, students will know exactly what they are opting for as a career."



Add TNIE As A Trusted Source



Precision Farming, Constructions, Apparel, Tourism and Health Services are the vocations highlighted extensively, while 21 other professions, including Sheet Metal Work, Plumbing, Pottery and Furniture Making, have been touched upon.

The official said, "While roughly around 20,000 schools out of the nearly 14 lakh schools in the country, which are under the Samagra Shiksha (Integrated scheme), teach vocational education, this is the first time it would be taught as a subject across classes and schools."

Field visits, guest lectures, interaction with experts would all be incorporated into the teaching, he added. The book is priced at Rs 175.

Another official said that these books have been released for Class IX so far – English, Hindi, Sanskrit, Urdu, Science, Arts and Vocational Education. "Mathematics, Social Science and Individuals who have made a difference are pending and will be released in April only," he said

एकसूत्र में पिरोती त्रिभाषा प्रणाली

वर्तमान शैक्षणिक सत्र से सीबीएसई ने कक्षा छह से तीन भाषाओं की पढ़ाई को अनिवार्यतः लागू करने का निर्णय लिया है। इसके अंतर्गत विद्यार्थियों को भारतीय मूल की किन्हीं दो तथा एक विदेशी भाषा का अध्ययन करना होगा। विद्यार्थियों पर अतिरिक्त बोझ न पड़े, अतः इसे चरणबद्ध तरीके से लागू करने की व्यवस्था की गई है। सत्र 2030-31 तक इसे क्रमशः दसवीं कक्षा तक लागू किया जाएगा। सीबीएसई का यह निर्णय न केवल राष्ट्रीय शिक्षा नीति-2020 के अनुरूप है, बल्कि 1968 और 1986 की शिक्षा नीतियों में दिए गए भाषा संबंधी सुझावों को भी समाहित एवं समायोजित करने वाला है।

यह दुर्भाग्यपूर्ण है कि शिक्षा के क्षेत्र में की जाने वाले हर आवश्यक पहल को अनावश्यक विवादों में घसीटा जाता है। सीबीएसई की इस पहल को भी द्रमुक जैसे दल 'हिंदी थोपने का प्रयास' बताकर जनता को भ्रमित करने की कुचेष्टा कर रहे हैं, जबकि इसमें स्पष्ट रूप से कहा गया है कि तीनों भाषाओं का चयन राज्यों, क्षेत्रों और विद्यार्थियों की पसंद के अनुसार होगा। यह व्यवस्था केवल उन विद्यालयों पर लागू होगी, जो सीबीएसई से संबद्ध हैं। अनेक ऐसे विद्यालय हैं, जो पहले से ही विद्यार्थियों को तीसरी भाषा का विकल्प प्रदान करते रहे हैं। गत वर्ष लोकसभा में प्रस्तुत आंकड़ों के अनुसार, तमिलनाडु के कुल 1905 विद्यालयों में से 3.2 प्रतिशत में तीन भाषाएं पढ़ाई जाती रही हैं। जबकि तमिलनाडु में सीबीएसई से संबद्ध विद्यालयों की कुल संख्या ही 1,800 के आसपास है। भाषा के नाम पर राजनीति करने वालों के लिए एक और तथ्य ध्यान देने योग्य है। कर्नाटक में शैक्षिक वर्ष 2026 के दौरान राज्य बोर्ड के 93 प्रतिशत छात्रों (8.1 लाख में से 7.5 लाख से अधिक) ने तीसरी भाषा के रूप में हिंदी को चुना है। दक्षिण भारतीय राज्यों में आमजन पर 'हिंदी थोपे जाने' के आरोप की पोल खोलने के लिए यह एक उदाहरण ही पर्याप्त हो सकता है।

भाषा-भेद के आधार पर उत्तर-दक्षिण को बांटने वाली राजनीति करने वाले नेताओं एवं दलों के मन में सदैव यह डर बना रहता है कि



प्रणय कुमार

कर्नाटक बोर्ड के 93 प्रतिशत छात्रों ने जिस तरह हिंदी को चुना, वह भाषा की राजनीति करने वालों को करारा जवाब है



भाषा से मजबूत होती जुड़ाव की कड़ियां • फाइल

कहीं त्रिभाषा सूत्र के सफल होने से भाषा-भेद की कृत्रिम बुनियाद पर खड़ी उनकी राजनीति कमजोर न पड़ जाए। इसीलिए वे भाषा संबंधी हर पहल का विरोध प्रारंभ कर देते हैं।

भाषा को विवाद का विषय बनाना न तो शिक्षा के हित में है और न ही समाज के। वस्तुतः भाषा केवल अभिव्यक्ति का माध्यम नहीं, बल्कि अवसर, गतिशीलता और सामाजिक समावेशन का आधार भी है। आज भारत में जहां लाखों प्रवासी श्रमिक एक राज्य से दूसरे राज्य में रोजगार के लिए जाते हैं, वहां उनके बच्चों की शिक्षा में निरंतरता एक बड़ी चुनौती बन जाती है। ऐसे में बहुभाषिक शिक्षा व्यवस्था उनके लिए सेतु का कार्य कर सकती है, जिससे वे नए परिवेश में सहज रूप से समायोजित हो सकें। त्रिभाषा प्रणाली न केवल शैक्षिक निरंतरता सुनिश्चित करती है, बल्कि विद्यार्थियों के दृष्टिकोण को भी व्यापक बनाती है। यह उन्हें विविध संस्कृतियों, परंपराओं और विचारों से परिचित कराती है। एक से अधिक भाषाओं का ज्ञान व्यक्ति के संज्ञानात्मक विकास, रचनात्मकता और संप्रेषण कौशल को भी

सुदृढ़ करता है। वैसे भी वैश्वीकरण के इस युग में बहुभाषिकता एक महत्वपूर्ण कौशल बन चुकी है।

भारतीय भाषाओं में भेद या संघर्ष नहीं, अपितु विभिन्न स्तरों पर परस्पर गहरी समानताएं विद्यमान हैं। उन समानताओं का वितान भाव, विचार, ध्वनि, पद, वाक्य आदि की व्याकरणगत संरचना से लेकर लोकोक्ति, मुहावरों एवं लोक-कथाओं तक फैला हुआ है। वैविध्य में एकत्व देखने की अद्वितीय भारतीय जीवन-दृष्टि का मूल आधार भी यहां की विभिन्न भाषाएं, उनका समृद्ध साहित्य और उनमें वर्णित तत्व एवं कथ्य ही हैं। तमाम कृत्रिम, कल्पित, प्रचारित भेदभावों के अतिरंजित दावों के बावजूद उत्तर-दक्षिण, पूरव-पश्चिम के मध्य सतत एवं सहज सांस्कृतिक संवाद रहा है। तीर्थों, मेलों, उत्सवों, परंपराओं में उसकी जीवंत अभिव्यक्ति देखने को मिलती रही है। इतिहास साक्षी है कि इस देश के सच्चे संतों, कवियों, दार्शनिकों, साहित्यकारों ने भाषा, पंथ, प्रांत, जाति आदि के भेदभावों से परे एकता, समन्वय एवं समरसता के सूत्रों को सदैव थामे रखा। भिन्न-भिन्न दर्शन, संप्रदाय, मठ-धाम-तीर्थ, इन सबके मध्य निर्बाध संवाद एवं सतत समन्वय ही हमारी राष्ट्र-दृष्टि और सनातन नीति रही। इस दृष्टि-पथ को भिन्न-भिन्न भाषाएं और उसमें रचे गए साहित्य आलोकित करते रहे। यह इसका प्रमाण है कि भारतीय भाषाएं और विचार परंपराएं स्वभावतः परस्पर जुड़ाव और संवाद की क्षमता रखती हैं। यह कहना उचित होगा कि सभी भारतीय भाषाएं, राष्ट्रीय भाषाएं हैं। उनमें प्रतिस्पर्धा या संघर्ष का नहीं, बल्कि सहयोग और सहअस्तित्व का भाव निहित है। भाषा का उद्देश्य विभाजन नहीं, बल्कि संवाद और एकता को सुदृढ़ करना है। समय की मांग है कि हम भाषा को राजनीति और विवाद का विषय बनाने के बजाय उसे संपर्क, सहयोग और सशक्तिकरण के माध्यम के रूप में देखें। त्रिभाषा प्रणाली इसी दिशा में एक सार्थक पहल है, जो न केवल शिक्षा को अधिक समावेशी बनाएगी, बल्कि भारत की सांस्कृतिक और राष्ट्रीय एकता को भी और अधिक सुदृढ़ करेगी।

(लेखक शिक्षाविद् हैं)

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कंपोजिट स्किल लैब से किताबों से आगे बढ़ेगी पढ़ाई

जागरण संवाददाता, नई दिल्ली: सीबीएसई ने स्कूली शिक्षा के ढांचे में बदलाव करते हुए सभी संबद्ध स्कूलों में कंपोजिट स्किल लैब (समग्र कौशल प्रयोगशाला) बनाने को अनिवार्य कर दिया है। यह फैसला राष्ट्रीय शिक्षा नीति (एनईपी)-2020 और राष्ट्रीय पाठ्यचर्या की रूपरेखा-स्कूली शिक्षा (एनसीएफ-एसई) 2023 के अनुरूप लिया गया है। इसमें शिक्षा को अधिक व्यावहारिक और कौशल बनाने पर जोर रहेगा। दरअसल, कंपोजिट स्किल लैब एक ऐसी प्रायोगिक जगह होगी, जहां छात्र केवल सैद्धांतिक पढ़ाई तक सीमित नहीं रहेंगे, बल्कि विभिन्न विषयों को प्रयोग के माध्यम से उसे समझेंगे।

इसके लागू होने के बाद स्कूलों में पढ़ाई का स्वरूप भी बदल जाएगा। अभी तक कक्षाओं में शिक्षक ही केंद्र में होते थे, लेकिन कौशल प्रयोगशाला में विद्यार्थी खुद सक्रिय भूमिका

- सीबीएसई से संबद्ध नए स्कूलों के लिए यह प्रविधान तत्काल प्रभाव से होगा लागू
- पहले से संचालित स्कूलों को 22 अगस्त 2027 तक दी गई है समय-सीमा



निभाएंगे और शिक्षक मार्गदर्शक बनेंगे। इससे विद्यार्थियों की विषयों पर पकड़ मजबूत बनेगी, साथ ही उनकी व्यावहारिक समझ और आत्मविश्वास भी बढ़ेगा। बोर्ड ने प्रयोगशाला के लिए स्पष्ट मानक तय किए हैं। छठवीं से 12वीं तक के लिए कम से कम 600 वर्गफुट क्षेत्रफल की एक समग्र

पढ़ाई में क्या बदलेगा

- कक्षाओं के साथ लैब आधारित शिक्षण
- करके सीखने पर जोर
- प्रायोगिक और गतिविधि आधारित मूल्यांकन

अलग-अलग कौशल एक जगह

- आइटी/कंप्यूटर बेसिक्स
- इलेक्ट्रॉनिक्स/इलेक्ट्रिकल
- हैंडीक्राफ्ट/पुडवर्क
- रिटेल/ऑफिस स्किल्स

क्या है कंपोजिट स्किल लैब

- बहु-कौशल व्यावहारिक स्थान, विद्यार्थी खुद प्रैक्टिकल करके सीखते हैं।
- लिखित के साथ वास्तविक जीवन के कौशल पर फोकस करना।
- आइटी, इलेक्ट्रॉनिक्स, रिटेल समेत कई स्किल्स शामिल हैं।

कौशल प्रयोगशाला बनानी होगी। विकल्प के तौर पर स्कूल दो अलग-अलग लैब भी बना सकते हैं। मसलन, पहली लैब छठवीं से 10वीं के लिए और दूसरी कक्षा 11वीं व 12वीं के लिए। प्रत्येक लैब का न्यूनतम क्षेत्रफल 400 वर्गफुट होना चाहिए। इन लैब में आवश्यक

उपकरण, मशीनरी और प्रायोगिक संसाधन उपलब्ध कराना जरूरी होगा। नए संबद्ध स्कूलों के लिए यह प्रविधान तत्काल प्रभाव से लागू होगा, जबकि पहले से संचालित स्कूलों को 22 अगस्त 2027 तक की समय-सीमा दी गई है। इस पहल से छात्रों को पढ़ाई जल्दी समझ में आएगी।

स्कूलों में ICT लैब्स होंगी अपग्रेड

इंटरैक्टिव लर्निंग की ओर, डिजिटल पढ़ाई को बढ़ावा

■ NBT रिपोर्ट, नई दिल्ली

सरकारी स्कूलों में डिजिटल एजुकेशन को मजबूत करने के लिए 376 सरकारी स्कूलों में मौजूद ICT (इन्फर्मेशन एंड कम्प्यूटेशन टेक्नोलॉजी) लैब्स को अपग्रेड किया जाएगा।

24 नई ICT लैब्स भी बनाई जाएंगी।

समग्र शिक्षा के तहत प्रोजेक्ट अप्रूवल बोर्ड (PAB) ने इसे मंजूरी दी है। इस पहल का उद्देश्य स्कूलों में डिजिटल लिटरसी बढ़ाना, सब्जेक्ट सीखने के तरीकों को और बेहतर बनाना और स्टूडेंट्स को भविष्य की जरूरतों के अनुसार तैयार करना है। इन ICT लैब्स के जरिए टीचिंग को अधिक प्रभावी बनाया जाएगा, प्रशासनिक



File Photo

काम को आसान बनाया जाएगा और आधुनिक तकनीकी संसाधनों तक लोगों की पहुंच पर जोर दिया जाएगा।

जिला स्तर पर ICT लैब्स बनाई जाएंगी। सबसे ज्यादा 84 स्कूल नॉर्थ वेस्ट-ए जिले में शामिल हैं, जबकि ईस्ट में 62 और साउथ ईस्ट में 35 स्कूलों में ICT लैब्स को अपग्रेड किया जाएगा। शिक्षा विभाग के अनुसार, इन लैब्स

को अपग्रेड करने, चलाने और निगरानी की जिम्मेदारी संबंधित अधिकारियों को सौंपी गई है। स्कूल हेड को सुनिश्चित करना होगा कि लैब्स का इस्तेमाल स्टूडेंट्स के हित में प्रभावी ढंग से किया जाए। इसके साथ ही समय-समय पर निरीक्षण और फीडबैक की व्यवस्था भी की गई है। दूसरी ओर, शिक्षा विभाग 700 से अधिक नामांकन वाले स्कूलों में ICT लैब्स बनाएगी।

स्टूडेंट्स को इन लैब्स की मदद से डिजिटल लर्निंग की बेहतर सुविधा मिलेगी, पढ़ाई इंटरैक्टिव बनेगी। स्टूडेंट्स प्रैक्टिकल के जरिए सब्जेक्ट्स को सीखेंगे। टीचर्स को टेक्नोलॉजी के साथ पढ़ाने का मौका मिलेगा और साथ ही, प्रशासनिक काम तेज और आसान होंगे। विभाग का मानना है कि इससे स्टूडेंट्स 21वीं सदी की स्किल्स से लैस होंगे। इसके अलावा, डिजिटल पहुंच बढ़ाने और अनुभव आधारित शिक्षा को बढ़ावा देने के लिए माध्यमिक स्तर पर कुल 152 कियोस्क लगाए जाएंगे, जिनमें 136 क्लस्टर कार्यालयों और 16 जिला कार्यालयों में होंगे।

CBSE स्टूडेंट्स के 'एडिशनल सब्जेक्ट' का एग्जाम कराए : HC

■ NBT रिपोर्ट, नई दिल्ली

CBSE बोर्ड से 12वीं क्लास के लिए 'एडिशनल सब्जेक्ट' का एग्जाम देने के इच्छुक कुछ बच्चों के लिए दिल्ली हाई कोर्ट से राहत भरी खबर है। कोर्ट ने कहा है कि CBSE के बायलॉज में बदलाव का प्रकाशन 15 सितंबर, 2025 से पहले नहीं हुआ और इसलिए इससे प्रतिवादी स्टूडेंट्स के प्राइवेट कैंडिडेट के तौर पर 'एडिशनल सब्जेक्ट' की परीक्षा

3 दिनों के अंदर जरूरी कदम उठाने को कहा

मे बैठने के अधिकार पर कोई असर नहीं पड़ता, जिन्होंने 2024 और 25 में बोर्ड परीक्षाएं दीं। चीफ जस्टिस देवेन्द्र कुमार उपाध्याय और जस्टिस तेजस करिया की डिविजन बेंच ने सिंगल बेंच की टिप्पणियों को दोहराते हुए निर्देश दिया कि CBSE को आज से तीन दिनों के अंदर 'एडिशनल सब्जेक्ट' की परीक्षा के लिए स्टूडेंट्स के रजिस्ट्रेशन के लिए जरूरी कदम उठाने होंगे, अगर ऐसा कोई इंतजाम नहीं किया गया है। मामला यह है

कि CBSE से जुड़े स्कूलों में एडमिशन लेने वाले स्टूडेंट्स को एग्जाम कराने और उसके द्वारा कराए जाने वाले एग्जाम में दाखिला देने के मकसद से बायलॉज बनाए गए हैं। इसे CBSE के एग्जाम बायलॉज कहा जाता है और ये 31 जनवरी, 1995 से लागू है। बायलॉज में क्लॉज 43(i) में एक खास नियम है, जो एक कैंडिडेट को जिसने कम से कम पांच सब्जेक्ट्स में मिनिमम ग्रेड 'D' हासिल किया है, प्राइवेट कैंडिडेट के तौर पर एक और सब्जेक्ट का एग्जाम देने की इजाजत देता है।

NHRC Notice on Costly Private Books, Urges NCERT Norms Enforcement

Clarion India
April 22, 2026

NEW DELHI —The National Human Rights Commission (NHRC) on Wednesday issued notices to the Union Ministry of Education, Central Board of Secondary Education (CBSE), and Chief Secretaries of all states and Union Territories (UTs) over allegations that private schools are prescribing costly textbooks from private publishers in violation of statutory norms.

A Bench presided by NHRC Member Priyank Kanoongo took cognisance of a complaint alleging that several private schools, including those affiliated with the CBSE, continue to mandate books published by private entities instead of those prescribed by NCERT or respective SCERTs.

According to the complaint, such practices impose an “exorbitant financial burden” on families as privately published books are significantly more expensive compared to NCERT textbooks, which are subsidised to ensure affordability.

It further alleged that the trend undermines the objectives of the National Education Policy (NEP) 2020, which envisions equitable and inclusive access to education, and violates Section 29 of the Right to Education (RTE) Act, 2009.

The complainant also highlighted that prescribing multiple textbooks and workbooks violates the National School Bag Policy, 2020, which regulates the weight of school bags and restricts the use of additional reference materials.

Taking note of the allegations, the apex rights body said that the claims, if true, prima facie indicate violations of provisions of the RTE Act, 2009.

Exercising its powers under Section 12 of the Protection of Human Rights Act, 1993, the NHRC issued notices to the Department of School Education and Literacy Secretary, Union Ministry of Education, and Chief Secretaries of all states and UTs, directing them to examine the concerns raised and submit an Action Taken Report (ATR).

The apex human rights body has sought details on whether state governments have issued directions or circulars to district authorities for monitoring compliance with Section 29 of the RTE Act, and, if not, to issue appropriate orders ensuring that private schools prescribe only NCERT/SCERT textbooks at the elementary level.



private schools.

In cases where no such audits have been carried out, the NHRC has directed authorities to undertake a school-wise audit of booklists within 30 days and submit findings.

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

Separately, the Ministry of Education has been asked to issue a clarification regarding the role of academic authorities such as NCERT and SCERTs in determining school curriculum and textbooks under Section 29 of the RTE Act.

It has also been asked to clarify whether examination boards have any mandate to prescribe textbooks at the elementary level.

The NHRC has directed that detailed ATRs, along with supporting documents, be submitted within stipulated timelines for its perusal. — IANs

NCERT textbook sheds light on India's ancient contribution to maths

AKSHEEV THAKUR
TRIBUNE NEWS SERVICE

NEW DELHI, APRIL 22

Highlighting India's ancient contributions to mathematical thought, including foundational developments such as the concept of zero, the NCERT has introduced a new Class IX mathematics textbook that emphasises the country's long intellectual tradition spanning several millennia.

Part 1 of the textbook, titled *Ganita Manjari*, highlights the contributions of Indian mathematicians and astronomers such as Brahmagupta and Aryabhata.

The book notes that Brahmagupta formalised the concept and use of zero as well as negative numbers as algebraic entities. It further states that without his work, the development of the four-quadrant Cartesian plane would not have been possible. The application of coordinates on the Earth's surface, it adds, later became crucial for navigation.

Referring to Aryabhata's contributions to trigonometry, the textbook says the ancient mathematician replaced the Greek system of "chords" with "sines", simplifying calculations for determining the coordinates of stars and cities.

Another Indian mathematician Baudhayana has been

Mentions Brahmagupta, Baudhayana & Aryabhata

credited to have laid the foundation of coordinate geometry.

The textbook spanning over eight chapters seeks to integrate mathematics with other disciplines, including science and social science, while also incorporating cross-cutting themes such as environmental education, value education and inclusive education.

It presents key mathematical concepts — including coordinates, probability and linear polynomials— through real-life examples, aiming to make abstract ideas more accessible to students.

According to the foreword, "Concepts are developed using multiple representations—pictorial, numerical, algebraic and graphical—so that students learn to move flexibly between different ways of thinking about mathematical ideas. Visualisation plays a central role in making abstract concepts accessible, particularly in areas such as number systems, algebra, sequences and mensuration."

The book also incorporates games, puzzles and exploratory tasks to foster computational thinking, logical reasoning and curiosity.

NHRC QUESTIONS SCHOOLS OVER COSTLY PRIVATE TEXTBOOKS

OUR CORRESPONDENT

The National Human Rights Commission (NHRC) on Wednesday issued notices to the Union Ministry of Education, the Central Board of Secondary Education (CBSE), and Chief Secretaries of all states and Union Territories over allegations that private schools are prescribing expensive textbooks from private publishers in violation of statutory norms.

A Bench led by NHRC Member Priyank Kanoongo took cognisance of a complaint claiming that several schools, including CBSE-affiliated institutions, continue to mandate privately



published books instead of those recommended by NCERT or SCERTs.

The complaint states this practice places an undue financial burden on families, as private books are far costlier than subsidised NCERT texts. It also alleges the trend undermines the goals of the National Education Policy 2020 and violates Section 29 of the Right to Education Act, 2009.

NCERT Class 9 maths book puts ancient India in focus

Sanjay Maurya

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NEW DELHI: A new Class 9 mathematics textbook by the National Council of Educational Research and Training (NCERT) calls the Sindhu-Sarasvati civilisation the first systematic use of grid-based thinking, says Ujjayini (Ujjain in Madhya Pradesh) marked the central longitude meridian in the ancient world, and credits the Rigveda for setting the stage for the modern number system.

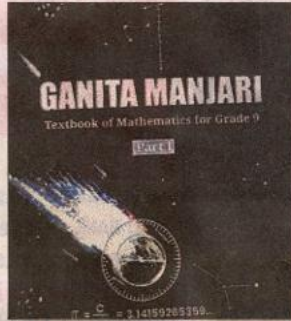
The 196-page textbook titled *Ganita Manjari Part 1* – which prominently features ancient mathematics techniques and the work of several ancient Indian scholars – was released on Tuesday.

The earlier book only made limited references to ancient India. But the new book extensively integrates Indian Knowledge System (IKS) and opens with a verse from Vedanga Jyotisha, which according to NCERT is “amongst the world’s very oldest texts on astronomy.”

The textbook credits ancient Indian mathematician Baudhayana for “laying the foundation of coordinate geometry” and states that while 14th-century mathematician Madhava “birthed the area of mathematics, known as calculus,” ancient Indian thinker Brahmagupta “formalised the notion and use of zero and the negative numbers as algebraic entities.”

The earlier Class 9 mathematics textbook cited the Indus Valley Civilisation, highlighting “highly developed and very well planned” cities and the practical use of measurement, and referred to the Sulbasutras—“manuals of geometrical constructions”—from the Vedic period used for building ritual altars. However, the text characterised these developments as largely “practical oriented” and “unsystematic”.

The new textbook says “grid-based thinking” and the geometry required to define the locations of points in space “indeed has deep roots in Bharat” with first systematic use of grids occurring thou-



The 196-page textbook titled *Ganita Manjari Part 1* was released on Tuesday.

sands of years ago “on a massive urban scale in the Sindhu-Sarasvati Civilisation, where city streets were constructed with striking precision.... This was a coordinate system in practice.” The textbook states Baudhayana later used East-West and North-South lines for his “deep geometric constructions, developing the Baudhayana-Pythagoras Theorem and thus laying the foundation of coordinate geometry.”

A paragraph in the same chapter reads, “Ujjayini was described in the ancient world at least as early as the 4th century BCE in the early Siddhantas as the point marking the central longitude meridian from which all other locations were measured.”

The chapter also states that it would be “impossible” to study four-quadrant Cartesian planes without Brahmagupta’s work as he “formalised the notion and use of zero and the negative numbers as algebraic entities”.

The old textbook did not discuss the discovery of zero. The new textbook traces the origins of zero to ancient Indian thought, noting that the Rigveda “set the stage for the number system based on powers of 10.”

It adds that the development of place value “paved the way” for “the concept of zero,” described as “perhaps the most important mathematical invention.” Contrasting with other civilisations such as Babylonians and Mayans that used placeholders, the book

credits Brahmagupta for transforming the void into a number, a “monumental leap” influenced by Indian philosophical traditions.

The textbook links the concept of zero to philosophical traditions, noting that in the Upanishads and Buddhist literature, shunyata or “emptiness” was a “profound state” associated with meditation and stillness. It explains that shunya (zero) and “zeroness” reflected the idea of “emptying one’s mind”.

The text adds that this notion of “nothingness as a concept” evolved beyond philosophy and eventually entered mathematics through the works of Aryabhata and Brahmagupta. “Thus, the philosophical concept of emptiness crystallised into the mathematical zero,” it says.

While the old textbook briefly noted the works of Aryabhata in a chapter on number systems, the new textbook states that in 499 CE, the ancient mathematician provided a value of $62832/20000=3.1416$ for π and he described it as “asanna i.e., ‘approaching’ or ‘approximate’—a profound insight suggesting that the ratio could not be given exactly as one simple fraction.”

The new textbook states that Brahmagupta suggested the use of 3.1622 for π which “..become the dominant approximation in the Arab world and medieval Europe for centuries after.”

The textbook further states Madhava’s formula-given in the form of an ‘infinite series’ was a “tectonic shift for mathematics.”

“By moving from the geometric cutting of circles to the analytical summing of numbers, Madhava birthed the area of mathematics known as calculus. His infinite series enabled him to calculate π to 11 decimal places (3.14159265358), proving that the relationship between a circle’s circumference and its diameter was a window into an entirely new area of mathematics,” the textbook states.

The old textbook had stated, “The Greek genius Archimedes was the first to compute digits in the decimal expansion of π .”

In the foreword, NCERT director Dinesh Prasad Saklani wrote, “This textbook also highlights the rich history of mathematics in India, spanning thousands of years. By learning about mathematical developments in India and across the world, students can develop a deeper sense of cultural rootedness...”

Aligned with the National Curriculum Framework for School Education (NCFSE) 2023 and the National Education Policy (NEP) 2020, the textbook was developed by a 26-member Textbook Development Team (TDT), including professor Manjul Bhargava of Princeton University, who also serves as co-chairperson of the 20-member National Syllabus and Teaching Learning Material Committee (NCTC).

Part 1, comprising eight chapters, will be implemented from the 2026-27 academic session, replacing the earlier Class 9 mathematics textbook first published in 2006, later reduced from 15 to 12 chapters in 2022-23.

Some experts disagreed with the textbook’s claims.

Professor SG Dani of UM-DAE Centre for Excellence in Basic Sciences (CEBS), University of Mumbai, said Baudhayana’s statement of the Pythagoras theorem was not in terms of coordinate systems and not even in terms of lengths, but rather in terms of areas. “The parallel drawn here is therefore quite phoney,” he said.

Amber Habib, professor of mathematics at Shiv Nadar University (SNU), Noida, disputed some claims about Brahmagupta. “It is wrong to depict Brahmagupta as the creator of negative numbers. Chinese mathematicians were using negative numbers to solve systems of linear equations a thousand years before Brahmagupta,” he added.

Habib said the work of Madhava and other scholars was a key precursor to modern calculus. “However, it was not the earliest development in this field. That distinction is widely attributed to Greek mathematician Archimedes, nearly 16 centuries earlier.”

NHRC issues notices to Centre, States over poor adoption of NCERT, SCERT textbooks in private schools

A complaint received by the NHRC had alleged that substitution of textbooks published by the NCERT or the SCERT with private materials translates to heavy financial burden on families and violates NEP norms

Published - April 23, 2026 11:05 pm IST - New Delhi



MAITRI PORECHA



The complaint says that the NEP prescribes weight limits for school bags based on class, and mandates that no reference book be carried to school. Photo credit: The Hindu

Following allegations that private schools continue to prescribe textbooks from private publishers instead of those prescribed by the government, a Bench of the

National Human Rights Commission (NHRC) has issued notices to the Centre and States to explain if they have conducted any inspection, survey or audits into the issue.

A complaint received by the NHRC had alleged that substitution of textbooks published by the National Council of Educational Research and Training (NCERT) or the State Council of Educational Research and Training (SCERT) with private materials directly translates to exorbitant financial burden on families.

“The NCERT textbooks are priced minimally by design but private publisher books are sold at much higher prices. This contradicts National Educational Policy (NEP) 2020’s explicit vision of making school education equitable, inclusive and affordable for all children, particularly those from economically weaker and disadvantaged backgrounds,” the complaint states.

The complaint further says that the NEP prescribes weight limits for school bags based on class, and mandates that no reference book be carried to school. Prescription of multiple textbooks and workbooks from private publishers violates this rule, it says. Warning of a health risk to children through excessive school bag weight, it further alleges that the non-compliance of Section 29 under the Right to Education Act has created a two-tier education system -- one governed by NCERT curriculum and the other by the commercial interests of private publishers.

The NHRC has issued notices to Chief Secretaries of all States, Administrators of all Union Territories, and the Secretary, Department of School Education and Literacy, Union Education Ministry, seeking an inquiry into concerns highlighted in the complaint and an action-taken reports to the commission.

The NHRC further noted that differences in textbooks and curriculum based solely on whether a school is privately or government-run amount to academic discrimination.

The NHRC notice asks “if the State government has issued any direction, circular, or government order to District Magistrates (DMs), District Education Officers, Block Education Officers for monitoring private schools’ compliance with Section

29 of RTE Act”. If yes, copies of all such orders and circulars shall be enclosed, it says.

It further says, “If no such direction has been issued, an order may be issued to the DMs to ensure that all private schools within the State prescribe only NCERT/SCERT books at the elementary level, with specific penal consequences under Section 18 of the RTE Act.”

The NHRC has also asked the Centre and States to furnish the number of children enrolled in government schools and private schools from pre-primary to Class 8 for the academic year 2025-26. Additionally, the NHRC has sought proportional data comparing the number of books published by the SCERT with the number of students enrolled in both private and government schools.

The human rights watchdog has also asked “whether any inspection, survey or audit of school booklists has been conducted by the State, SCERT or DEOs to assess the extent of non-NCERT/SCERT book prescription and if so to submit the findings thereof”.

“If no, conduct a school-wise audit of booklists for the current academic year within 30 days and submit findings to state education department for further submission to the Commission,” the notice instructed.

Furthermore, a notice has also been issued to the Education Ministry, seeking clarification on the issue of examination boards (such as the Central Board of Secondary Education or State boards) prescribing curricula up to Class 8 that differ from those defined by the designated academic authority (NCERT/SCERT).

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दैनिक जागरण, 24 अप्रैल 2026,
पृष्ठ संख्या - 8

नवभारत टाइम्स, 24 अप्रैल 2026,
पृष्ठ संख्या - 11

शिक्षा की गुणवत्ता का स्तर

केंद्रीय माध्यमिक शिक्षा बोर्ड यानी सीबीएसई की 10वीं कक्षा का परीक्षा परिणाम आने के बाद यूपी बोर्ड की हाईस्कूल और इंटरमीडिएट परीक्षा का भी रिजल्ट आ गया। कुछ अन्य बोर्ड परीक्षाओं के परिणाम भी आ चुके हैं। जो परिणाम अभी तक आए हैं, उनमें प्रतिभाशाली छात्रों की बड़ी संख्या दिख रही है। वे बधाई और प्रशंसा के पात्र बनने के साथ अन्य छात्रों के लिए प्रेरणास्रोत भी बन रहे हैं। यह स्वाभाविक है, लेकिन इसी के साथ यह भी विचारणीय है कि क्या देश में वैसी प्रतिभाओं का विकास हो रहा है, जैसी आज के युग में आवश्यक हैं और जो देश के वैज्ञानिक एवं तकनीकी उत्थान में सहायक बन सकें? हम इसकी अनदेखी नहीं कर सकते कि वैसी गुणवत्तापरक शिक्षा नहीं दी जा पा रही है, जैसी समय की मांग है। एक समस्या यह भी है कि बड़ी संख्या में छात्र विदेश पढ़ने के लिए जाते हैं। उच्च शिक्षा के लिए पश्चिमी देशों के साथ विकासशील देशों में भी पढ़ने जाने का चलन बढ़ा है। आखिर ऐसा क्यों है, इस पर न केवल गहनता से विचार होना चाहिए, बल्कि उन कारणों का निवारण भी करना होगा, जिनके चलते ऐसा हो रहा है। इसी के साथ यह भी देखना होगा कि शिक्षा संस्थानों में शोध एवं विकास की गुणवत्ता कैसे बढ़े।

भारत शोध पत्रों की संख्या के मामले में तो तीसरे स्थान पर है, लेकिन उनकी गुणवत्ता के मामले पर कहीं पीछे है। इसका एक बड़ा कारण यह है कि भारत अपनी जीडीपी का एक प्रतिशत भी शोध पर खर्च नहीं करता, जबकि कई विकासशील देश 4-5 प्रतिशत तक करते हैं। शिक्षा संस्थानों में उन्नत प्रयोगशालाओं और प्रशिक्षण का अभाव भी गुणवत्तापूर्ण शोध में बाधक बन रहा है। यह सही है कि हाल के समय में देश में तेजी के साथ बड़ी संख्या में निजी स्कूल और साथ ही उच्च शिक्षा संस्थान खुले हैं, पर उनमें भी शोध का स्तर संतोषजनक नहीं। निजी शिक्षा संस्थानों का नियमन भी सही तरह नहीं हो रहा है। इसका एक उदाहरण निजी स्कूलों की मनमानी का राष्ट्रीय मानवाधिकार आयोग की ओर से संज्ञान लिया जाना है। आयोग ने यह पाया कि प्राइवेट स्कूल छात्रों और अभिभावकों पर इसके लिए दबाव बनाते हैं कि वे निजी प्रकाशकों की पुस्तकें खरीदें। आयोग ने इसे लेकर सभी राज्यों को नोटिस जारी की है। कहना कठिन है कि इस कदम के कोई सकारात्मक परिणाम सामने आएंगे या नहीं? जो भी हो, राष्ट्रीय मानवाधिकार आयोग को यह भी देखना चाहिए कि स्कूली स्तर पर कोचिंग संस्कृति जिस तरह फलती-फूलती जा रही है, वह कोई शुभ संकेत नहीं। पहले प्रतियोगी परीक्षाओं के लिए शुरू हुई कोचिंग ने एक उद्योग का रूप लिया। अब स्कूली शिक्षा की कोचिंग भी एक उद्योग बन चुकी है। यह बिल्कुल भी ठीक नहीं।

NCERT: 9वीं की 4 किताबें वेबसाइट पर

■ NBT रिपोर्ट, नई दिल्ली: देश भर के स्कूलों में सेशन 2026-27 सेशन शुरू हो चुका है। इस सेशन में 9वीं क्लास में नई किताबों से पढ़ाई

होनी है। राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (NCERT) ने 9वीं में नई किताबें जारी की हैं। हालांकि अभी भी कुछ जगह पर प्रिंटेड किताबें पाने में छात्रों और अभिभावकों को दिक्कत हो रही है। NCERT ने अब चार कोर्स की किताबों की सॉफ्ट कापी जारी कर दी है। इंग्लिश, मैथ्स, साइंस और संस्कृत की ई-बुक्स एनसीईआरटी

यहां मिलेंगी ई-बुक्स

- 0902: संस्कृत- शारदा
ncert.nic.in/textbook.
php?ihsh1=0-16
- 0903: अंग्रेजी- कावेरी
ncert.nic.in/textbook.
php?iebe1=0-8
- 0904: मैथ्स- गणिता मंजरी
ncert.nic.in/textbook.
php?iemh1=0-8
- 0906: साइंस- एक्सप्लोरेशन
ncert.nic.in/textbook.
php?iescl=0-13

की वेबसाइट पर उपलब्ध है। हिंदी की नई किताब भी आ चुकी है और जल्द ही हिंदी की भी सॉफ्ट कापी वेबसाइट पर जारी की जाएगी। वोकेशनल एजुकेशन, उर्दू, आर्ट की नई किताब आ गई है और सोशल साइंस की जल्द ही जारी होगी। 8वीं सोशल साइंस की किताब में भ्रष्टाचार से संबंधित हिस्से पर NCERT पर काफी सवाल उठे हैं।

निजी स्कूलों में अपनी पसंद के प्रकाशकों की पुस्तकें खरीदने का डाला जा रहा दबाव

जागरण ब्यूरो, नई दिल्ली: राष्ट्रीय मानवाधिकार आयोग (एनएचआरसी) ने निजी स्कूलों द्वारा छात्रों और अभिभावकों पर निजी प्रकाशकों की पुस्तकें खरीदने का दबाव डालने की शिकायत पर संज्ञान लिया है।

स्कूलों की मनमानी

ने इस संबंध में सभी राज्यों और केंद्र शासित प्रदेशों को नोटिस जारी किया है। आयोग ने राज्यों और केंद्र शासित प्रदेशों से राष्ट्रीय स्कूल बैग नीति और शिक्षा का अधिकार अधिनियम की धारा-29 का अनुपालन सुनिश्चित करने को कहा है। आयोग ने राज्यों से 30 दिनों में विस्तृत कार्रवाई रिपोर्ट मांगी है।

निजी स्कूलों द्वारा निजी प्रकाशकों की पुस्तकें खरीदने का दबाव डालने के संबंध में नमो फाउंडेशन ने राष्ट्रीय मानवाधिकार आयोग को शिकायत भेजी थी। इस पर आयोग के सदस्य प्रियांक कानूनगो की अध्यक्षता वाली पीठ ने 15 अप्रैल को विचार किया। शिकायत में कहा

- एनएचआरसी ने सभी राज्यों और केंद्र शासित प्रदेशों को जारी किया नोटिस
- आरटीई एक्ट की धारा-29 का अनुपालन सुनिश्चित करने का भी दिया निर्देश

गया था कि सीबीएसई से संबद्ध व असंबद्ध निजी स्कूल एनसीईआरटी या एससीईआरटी की पुस्तकों के बजाय लगातार निजी प्रकाशकों की पुस्तकें खरीदने को कहते हैं जो कि आरटीई कानून की धारा-29 का उल्लंघन है। इससे अभिभावकों पर आर्थिक बोझ भी बढ़ता है और सभी को समान शिक्षा का उद्देश्य प्रभावित होता है।

शिकायत में यह भी कहा गया था कि विभिन्न तरह की टेक्स्ट व वर्क बुक खरीदने को कहना राष्ट्रीय स्कूल बैग नीति, 2020 का भी उल्लंघन है। यह स्कूल बैग को हल्का रखने की नीति है जिसमें किसी भी तरह की रिफरेंस बुक स्कूल लाने की मनाही है। भारी स्कूल बैग बच्चों के स्वास्थ्य के लिए खतरनाक हो सकते हैं।

आयोग ने शिकायत पर संज्ञान लेते हुए अपने आदेश में कहा कि शिकायत से प्रथमदृष्टया आरटीई एक्ट, 2009 का उल्लंघन दिखता है। आयोग ने सभी राज्यों को नोटिस जारी करते हुए निर्देश दिया कि वे बताएं कि क्या उन्होंने आरटीई एक्ट की धारा-29 के अनुपालन की निगरानी के संबंध में जिला मजिस्ट्रेट, जिला शिक्षा अधिकारी व ब्लॉक शिक्षा अधिकारी को कोई आदेश जारी किया था। अगर जारी किया था तो उन आदेशों और सर्कुलर की प्रति आयोग को भेजें और अगर नहीं जारी किया तो राज्य निर्देश जारी कर सुनिश्चित करें कि निजी स्कूल सिर्फ एनसीईआरटी या एससीईआरटी की पुस्तकें ही प्राथमिक स्तर पर खरीदने को कहें।

आयोग ने राज्यों को यह ब्योरा देने को भी कहा है कि इस सत्र में सरकारी स्कूलों के लिए कितनी पुस्तकें ली गईं और कितनी निजी स्कूलों के लिए ली गईं। इसके अलावा आयोग ने राज्यों से यह भी कहा है कि राष्ट्रीय स्कूल बैग नीति, 2020 को लागू करने के लिए उचित आदेश जारी करें।

NHRC issues notices as complaint alleges poor adoption of NCERT textbooks

Maitri Porecha
NEW DELHI

Following allegations that private schools continue to prescribe textbooks from private publishers instead of those prescribed by the government, a Bench of the National Human Rights Commission (NHRC) has issued notices to the Centre and States asking if they have conducted any inspection, survey or audits into the issue.

A complaint received by the NHRC had alleged that substitution of textbooks published by the National Council of Educational Research and Training (NCERT) or the State Council of Educational Research and Training (SCERT) with private materials translates to exorbitant financial burden on families.

"The NCERT textbooks are priced minimally by design but private publish-



The complaint has sought school-wise audit of book lists for the current academic year.

er books are sold at much higher prices. This contradicts National Educational Policy (NEP) 2020's explicit vision of making school education equitable, inclusive and affordable for all children," the complaint says.

The complaint further says that the NEP prescribes weight limits for school bags based on class, and mandates that no refe-

rence book be carried to school. Prescription of multiple textbooks and workbooks from private publishers violates this norm, it says. It further alleges that the non-compliance of Section 29 under the Right to Education Act has created a two-tier education system – one governed by NCERT curriculum and the other by the commercial interests of private publishers.

The NHRC has issued notices to Chief Secretaries of all States, Administrators of all Union Territories, and the Secretary, Department of School Education and Literacy, Union Education Ministry, seeking an inquiry into concerns highlighted in the complaint and action-taken reports to the commission.

The NHRC further noted that differences in textbooks and curriculum

based solely on whether a school is privately or government-run amount to academic discrimination.

The NHRC notice asks "if the State has issued any direction, circular, or government order to District Magistrates (DMs), District Education Officers, Block Education Officers for monitoring private schools' compliance with Section 29 of RTE Act"

It further says, "If no such direction has been issued, an order may be issued to the DMs to ensure that all private schools within the State prescribe only NCERT/SCERT books at the elementary level."

The rights watchdog has also asked for "a school-wise audit of booklists for the current academic year within 30 days" and submission of findings "to the State Education Department for further submission to the Commission".

2nd CBSE Class 10 exams to begin from May 15

HT Correspondent

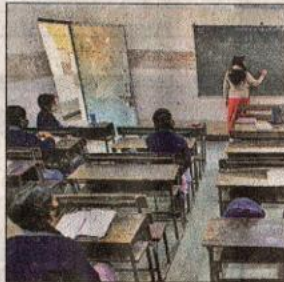
letters@hindustantimes.com

NEW DELHI: The Central Board of Secondary Education (CBSE) on Thursday announced the schedule for the second board examinations for Class-10, to be held from May 15 to May 21.

According to the datesheet issued by the CBSE, the examination cycle will begin with the mathematics (standard and basic) paper on May 15, followed by English (communicative) and English (language and literature) on May 16.

The science examination will be conducted on May 18.

A cluster of language and elective subjects, including Hindi, Urdu, Punjabi, Bangla, Tamil, Telugu, Marathi, Gujarati and several foreign languages, has been scheduled for May 19.



The last exam is scheduled for May 21, according to CBSE. HT

The other subjects lined up on the same day include home science and select vocational courses.

On May 20, students will appear for Sanskrit, painting, information technology and artificial intelligence papers, followed by social science, the last exam, on May 21. The date-

sheet was issued by the controller of examinations, Sanyam Bhardwaj, a week after the CBSE declared the results of the first edition of the Class-10 board exams on April 15.

"The details on the number of students sitting for these examinations will be announced on Friday. Admit cards for class 10 second board exams will be uploaded on the official website soon," a CBSE official said.

Starting 2026, the CBSE is holding Class-10 board exams twice a year. Only students who appeared in the first main board exam are eligible to appear for the second exam to improve their performance in any of the three subjects out of science, mathematics, social science and languages. Final results will be declared after the second board examinations.

NHRC notices to CBSE, govt on costly pvt books

Sanjay Maurya

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NEW DELHI: The National Human Rights Commission (NHRC) has issued notices to the Union ministry of education, Central Board of Secondary Education (CBSE), and all states and Union Territories (UTs) over allegations that private schools prescribe costly textbooks from private publishers, calling for a detailed Action Taken Report (ATR) in the matter.

Acting on a complaint dated April 9 filed by Namo Foundation, a non-profit company, NHRC said the issue raises concerns about the "financial burden" on parents and

possible denial of equitable access to education.

The complaint was discussed before a bench headed by NHRC member Priyank Kanoongo. On April 15, NHRC issued a notice directing chief secretaries of all states and UT administrators to submit responses within 30 days.

NHRC said the allegations suggest violations of Right of Children to Free and Compulsory Education Act or RTE Act 2005 noting that under Section 29 of the law, curriculum and textbooks are to be laid down by designated academic authorities such as NCERT and SCERT. The Ministry of Education has been given 15 days to respond.

FULL CONTEXT

Real equity gap in higher education

Equity in higher education institutions is more constrained by gaps in representation in employment than in admissions; the UGC regulations focus largely on anti-discrimination and complaint-resolution mechanisms, but do not adequately address these structural gaps



According to data submitted by the UGC to a parliamentary panel and the Supreme Court, 378 complaints were reported by Equal Opportunity Cells and SC/ST Cells in 2023-24 across 704 universities and 1,553 colleges. GETTY IMAGES

Anish Gupta

The new University Grants Commission (Promotion of Equity in Higher Education Institutions (HEIs)) Regulations, 2026, have sparked considerable debate and protests within academic circles and among the general public, both in support of and in opposition. Although the Supreme Court has stayed their implementation, observing that they are vague and potentially open to misuse, the issue has raised several important academic questions – particularly regarding the empirical aspects of equity, discrimination, and caste-based crimes.

Equity in HEIs

One of the most important measures of equity is the representation of various social groups in employment and education at different levels within HEIs. A look at **Table 1**, based on the UGC Annual Report 2023, reveals four key trends in Central universities.

First, compared to the constitutionally mandated reservations for SC (15%), ST (7.5%), and OBCs (27%), the share of these social groups across all levels of teaching and non-teaching jobs is lower. Second, this gap is larger at higher levels of employment than at lower levels. Third, unlike in employment, representation in admissions at all levels (UG, PG, M.Phil, and Ph.D.) for all social groups is more or less close to the reservation mandated by the Constitution. Fourth, encouragingly, ST representation in admissions is 1.5 to 2.7 times higher than the mandated level, except at the undergraduate level, where it is slightly lower.

Overall, this suggests that, at the macro level, inequity is more of a problem in employment than in admissions.

It is worth noting that gaps in admissions can be filled within a year, but the same is not true for employment. Even with the strict implementation of reservations, bridging this gap will take many years, as it depends on the retirement of employees who were appointed when reservations were not properly implemented.

Data on discrimination in HEIs

Comprehensive data on discrimination-related complaints across all social groups in HEIs is not available, limiting objective and comparable analysis. However, according to data submitted by the UGC to a parliamentary panel and the Supreme Court, 378 complaints were reported by Equal Opportunity Cells (EOCs) and SC/ST Cells in 2023-24 across 704 universities and 1,553 colleges.

Since a breakdown of EOC complaints

An uneven ladder

Employment lags behind admissions, while limited data shapes understanding of discrimination and crime.

Table 1: Category wise non teaching, teaching staff and admissions in 2023-24

| Non-teaching staff | SC | ST | OBC |
|--------------------------|-------|-------|------|
| Group A | 5.9 | 3.9 | 7.9 |
| Group B | 10.7 | 5.2 | 12.1 |
| Group C | 10.5 | 6.2 | 14.4 |
| Teaching staff | SC | ST | OBC |
| Professor | 8.8 | 2.2 | 7.2 |
| Associate Professor | 9.2 | 2.9 | 9.1 |
| Assistant Professor | 12.5 | 6.1 | 19.3 |
| Admissions in First year | SC | ST | OBC |
| UG | 13.6 | 5.6 | 25.6 |
| PG | 10.5 | 16.5* | 24.5 |
| M.Phil. | 16.7* | 11.7* | 29.7 |
| Ph.D. | 11.4 | 20.0* | 25.9 |

Source: UGC Annual Report 2023-24

by social groups is unavailable, a holistic assessment is constrained. Nonetheless, even if one assumes that all EOC complaints are caste-based, the total number of such cases amounts to approximately 3.7 per one lakh students and about 0.16 per institution (assuming an average enrolment of 4,000 students per HEI). Moreover, the disposal rate for complaints related to SC/ST issues was as high as 90%, an important and often overlooked point.

NCRB data on caste-based crimes

Data on crimes against SCs and STs are published by the NCRB, which classifies all crimes committed against these groups by "Others" as caste-based crimes, which is not accurate. Moreover, the NCRB reports only those crimes against SCs and STs committed by individuals outside these communities. It does not provide disaggregated data on crimes occurring within SC and ST communities, as well as comparable data for other social groups. This limits the scope of comparative analysis.

According to NCRB data for 2023, crimes against SCs and STs committed by "Others" account for about 0.9% and 0.2% of total recorded crimes, respectively. However, given the limitations of the available data, it may be assumed that the distribution of crimes committed against different social groups broadly reflects their share in the population.

Assuming that crime distribution broadly reflects population shares, SCs (16.6%) and STs (8.6%) would account for 16.6 and 8.6 crimes out of every 100, respectively, with the remaining 74.8 attributed to Others.

It follows from this proportional exercise that the likelihood of a person

Table 2: Crime/ atrocity against SC/ST in India in 2023

| Social group of victim | Social group of accused | Crime incidence | % of total crime | Crime rate | Charge-sheeting rate | % Population |
|------------------------|-------------------------|-----------------|------------------|------------|----------------------|--------------|
| Crime against SC | Others | 57,789 | 0.9 | 28.7 | 81.2 | SC- 16.6 |
| | SC/ST | Na | Na | Na | Na | |
| Crime against ST | Others | 12,960 | 0.2 | 12.4 | 79.5 | ST- 8.6 |
| | SC/ST | Na | Na | Na | Na | |
| Crime against Others | Others | Na | Na | Na | Na | Others- 74.8 |
| | SC/ST | Na | Na | Na | Na | Na |
| Crime against all | All | 62,41,569 | 100 | 270.3 | 72.7 | 100 |

Source: Crime in India 2021-23, NCRB



belonging to SC/ST committing a crime against someone belonging to the SC is roughly 52 times higher than that of a person from other groups. Similarly, the likelihood of a person belonging to SC/ST committing a crime against someone belonging to the ST is roughly 125 times higher than that of a person from other groups.

If we go by the assumption that the share of crimes against SC and ST exceeds their population share, any such excess would necessarily be reflected in crimes occurring within SC/ST communities, since the share of crimes committed by Others is already known and fixed.

Issue of underreporting

An important caveat is the underreporting of crimes, especially against SC and ST, by Others. However, even if one assumes, purely hypothetically, that the actual number of such crimes is 100 times the reported figure (an extremely high multiplier), the likelihood of crimes against SC and ST committed by members of their own communities would still be 3.2 and 14.3 times higher, respectively, than those committed by Others.

Moreover, chargesheeting rates in cases involving crimes against SC and ST are 81.2% and 79.5%, respectively, compared to an overall average of 72.7%. This suggests comparatively stronger procedural follow-through in cases involving crimes against SC and ST than in Others.

These results are not surprising, as crimes tend to occur among individuals in close social and geographic proximity. Conversely, a very low crime rate against a particular social group, compared to the average, may indicate social segregation rather than harmony.

Problems with the regulations

The regulations suffer from three major shortcomings. First, the analysis suggests that the primary challenge in HEIs lies in achieving equity in employment – particularly at leadership levels – rather

than in admissions or reported discrimination.

Second, the regulations seem to confuse equity with anti-discrimination.

Equity entails providing targeted support to ensure fair outcomes, whereas anti-discrimination focuses on identifying and penalising discriminatory conduct, typically through complaint-resolution mechanisms. Interestingly, the title refers to "promotion of equity" and the preamble emphasises both equity and eradication of discrimination, the operative provisions, particularly points 4 (Duty to Promote Equity), 6 (Equity Helpline), and 7 (Measures for Promotion of Equity), are confined largely to the latter. Third, the regulations appear to assume the complete elimination of crimes based on identities. While desirable, this is unrealistic without a broader reduction in overall crime. Overly stringent measures may even risk reinforcing social segregation.

What can be done?

Efforts should focus on promoting equity by increasing the representation of reserved categories in employment in HEIs, especially at higher levels, while fostering integration across social groups. Over time, growing interactions may lead the rate of crime against SC/ST to converge with the average crime rate, which could initially result in some increase in reported cases against SC/ST. Therefore, reducing the general crime rate, rather than addressing crimes in isolation, is essential for strengthening social cohesion and building a more inclusive environment.

Since HEIs shape societal values, the UGC should promote measures that foster mutual respect and understanding, while curbing student politics that encourage factionalism and teach young minds to exploit every opportunity for narrow or petty gains.

(Anish Gupta teaches Economics at the Delhi School of Economics. The author acknowledges the inputs received from Prerona Baruah of IEDS, Noida)

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NCERT X handle

Summary

The National Council of Educational Research and Training (NCERT) has made digital copies of Class 9 textbooks available.

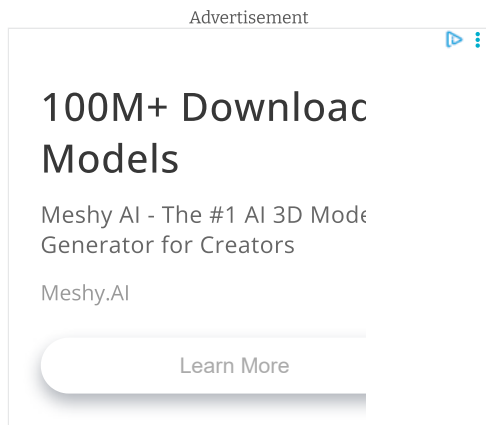
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Educational Research and Training (NCERT) has made digital copies of Class 9 textbooks available for free on its official website. Students across the country can now access and download their essential study materials directly from ncert.nic.in without any cost.

The announcement was shared through NCERT's official handle on X, confirming that textbooks for several core subjects have been uploaded in digital format. This initiative is expected to benefit a large number of students, particularly those in remote and underserved regions where access to physical textbooks may be limited or delayed.

The textbooks currently available online cover key subjects such as English, Mathematics, Science, and Sanskrit. Some of the major titles include Kaveri for English, Ganita Manjari for Mathematics, Exploration for Science, and Sharada for Sanskrit. These books are aligned with the latest academic curriculum and are designed to support students preparing for their Class 9 examinations.

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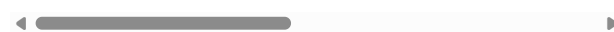
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To access the materials, students need to visit the official NCERT website and navigate to the "Textbooks" section on the homepage. After selecting Class 9, they can choose their subject of interest and download the books either as complete PDFs or chapter-wise files. The website also provides direct links to individual textbooks, making the download process quick and user-friendly. NCERT has urged students to rely only on its official website for downloading these resources.

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कुमार सिद्धार्थ

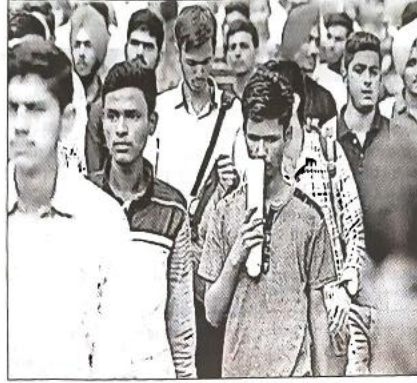
भा

रत आज दुनिया के सबसे युवा देशों में गिना जाता है। यह बात अक्सर गर्व के साथ दोहराई जाती है कि देश की बड़ी आबादी कार्यशील आयु वर्ग में है और यही भारत के विकास की सबसे बड़ी ताकत है, लेकिन जब यही युवा, खासकर शिक्षित युवा रोजगार के लिए भटकते नजर आते हैं, तब यह 'जनसांख्यिकीय लाभ' एक कठिन सवाल बन कर सामने खड़ा हो जाता है। हाल ही में जारी 'भारत में कामकाज की स्थिति-2026' रपट ने इस जटिल वास्तविकता को ठोस तथ्यों के साथ सामने रखा है और देश के युवाओं की शिक्षा, रोजगार और श्रम बाजार से जुड़े कई अहम रुझानों को रेखांकित किया है।

अजीम प्रेमजी विश्वविद्यालय द्वारा जारी रपट केवल तथ्यों का संकलन नहीं, बल्कि उस संकट का दस्तावेजीकरण है, जिसमें आज का शिक्षित युवा जूझ रहा है। उसके पास उपाधियाँ हैं, आकांक्षाएँ हैं और सपने भी हैं, लेकिन अवसर सीमित हैं। पिछले चार दशकों में भारत में उच्च शिक्षा का दायरा तेजी से बढ़ा है। विश्वविद्यालयों, महाविद्यालयों और तकनीकी शिक्षा संस्थानों की संख्या में उल्लेखनीय वृद्धि हुई है। इसके अनुरूप, उच्च शिक्षा में नामांकन दर अब 28 फीसद तक पहुँच चुकी है और इसमें लड़कियों की भागीदारी खासतौर पर बढ़ी है। वहीं पुरुषों के नामांकन में गिरावट दर्ज की गई है। यह वर्ष 2017 के 38 फीसद से घट कर वर्ष 2024 के अंत तक 34 फीसद रह गई है। इसके पीछे मुख्य कारण यह है कि युवा अपने परिवार की जरूरतों को पूरा करने के लिए कमाने के अवसर तलाशने लगते हैं।

यह बदलाव सामाजिक दृष्टि से महत्वपूर्ण है। इससे संकेत मिलता है कि शिक्षा अब समाज के व्यापक वर्गों तक पहुँच रही है, लेकिन इस प्रगति के साथ एक गहरी विडंबना भी जुड़ी है। शिक्षा में प्रगति तो रही है, लेकिन रोजगार के अवसर उसी अनुपात में नहीं बढ़ रहे हैं। रपट बताती है कि 20 से 29 वर्ष के 6.3 करोड़ स्नातकों में से लगभग 1.1 करोड़ युवा बेरोजगार हैं। यह सचमुच बड़े निराशाजनक है कि ये युवा वर्षों की पढ़ाई के बाद भी रोजगार से वंचित हैं। उनको जो नौकरियाँ मिलती हैं, वह अक्सर अस्थायी, कम वेतन वाली या कौशल के अनुरूप नहीं होती। स्नातक होने के एक वर्ष के भीतर केवल सात फीसद युवाओं को ही स्थायी वेतन वाली नौकरी मिल पाती है। यह धारणा लंबे समय तक बनी रही कि शिक्षा ही बेरोजगारी से मुक्ति का रास्ता है। मगर आज स्थिति उलट दिखती है। तथ्य यही है कि 15 से 25 वर्ष के युवाओं में बेरोजगारी दर लगभग 40 फीसद है, जबकि 25 से 29 वर्ष के युवाओं में यह करीब 20 फीसद है।

यह स्थिति इस बात का संकेत है कि शिक्षा और रोजगार के बीच का संबंध कमजोर हो गया है। डिग्री या उपाधि होने के बावजूद नौकरी नहीं मिलने से युवाओं में निराशा और असंतोष है। आज युवाओं के सामने सबसे बड़ी चुनौती केवल बेरोजगारी नहीं, बल्कि 'अधूरा रोजगार' भी है। बड़ी संख्या में ऐसे युवा काम कर रहे हैं, जो उनकी शिक्षा और कौशल के अनुरूप नहीं हैं। कई इंजीनियर वितरण का काम कर रहे हैं, कई स्नातक अस्थायी अनुबंधों पर निर्भर हैं। यह केवल व्यक्तिगत हानि नहीं, बल्कि राष्ट्रीय संसाधनों की भी बर्बादी है। जिस शिक्षा पर इतना निवेश किया गया,



वह अपेक्षित उत्पादकता में नहीं बदल पा रही है।

अब यह भी साफ हो गया है कि केवल शिक्षा का विस्तार पर्याप्त नहीं है, उसकी गुणवत्ता और उपयोगिता भी उतनी ही महत्वपूर्ण है। वर्ष 2010 से 2021 के बीच प्रति लाख युवाओं पर महाविद्यालयों की संख्या 29 से

अ ब यह साफ हो गया है कि केवल शिक्षा का विस्तार पर्याप्त नहीं है, उसकी गुणवत्ता और उपयोगिता भी उतनी ही महत्वपूर्ण है। वर्ष 2010 से 2021 के बीच प्रति लाख युवाओं पर महाविद्यालयों की संख्या 29 से बढ़ कर 45 हो गई है। औद्योगिक प्रशिक्षण संस्थानों (आइटीआई) की संख्या में भी कई गुना वृद्धि हुई है। इसके बावजूद क्षेत्रीय असमानताएँ बनी हुई हैं। इन संस्थानों से निकलने वाले युवाओं के पास वह कौशल नहीं है जिसकी मांग उद्योगों में है। यह स्थिति बताती है कि हमारी शिक्षा व्यवस्था अभी भी 'डिग्री केंद्रित' है, न कि 'कौशल केंद्रित'।

बढ़ कर 45 हो गई है। औद्योगिक प्रशिक्षण संस्थानों (आइटीआई) की संख्या में भी कई गुना वृद्धि हुई है। इसके बावजूद क्षेत्रीय असमानताएँ बनी

हुई हैं। वहीं शिक्षकों की कमी भी बड़ी चुनौती के रूप में सामने आई है। निर्धारित मानकों के मुकाबले निजी और सरकारी कालेजों में शिक्षक-छात्र अनुपात काफी अधिक है। मगर इन संस्थानों से निकलने वाले युवाओं के पास वह कौशल नहीं है जिसकी मांग उद्योगों में है। यह स्थिति बताती है कि हमारी शिक्षा व्यवस्था अभी भी 'डिग्री केंद्रित' है, न कि 'कौशल केंद्रित'। एक महत्वपूर्ण पहलू यह भी है कि उच्च शिक्षा में गति परिवारों की भागीदारी बढ़ी है जो वर्ष 2007 के आठ फीसद से बढ़ कर 2017 में पंद्रह फीसद हो गई है।

भारत की अर्थव्यवस्था में बदलाव हो रहा है। मगर दूसरी ओर, युवा कृषि से हट कर सेवा और विनिर्माण क्षेत्रों की ओर बढ़ रहे हैं। सूचना प्रौद्योगिकी (आइटी), मोटर वाहन और व्यावसायिक सेवाओं में महिलाओं की भागीदारी बढ़ी है, जबकि पेशेवर क्षेत्र में जाति और स्त्री-पुरुष के बीच भेदभाव कम हुआ है। मगर इन क्षेत्रों में भी रोजगार सृजन की गति अपेक्षित नहीं है। एक ओर उच्च कौशल वाली नौकरियाँ सीमित हैं, दूसरी तरफ कम कौशल वाले कार्यों में अस्थिरता और कम वेतन की समस्या है। यह असंतुलन युवाओं के सामने एक कठिन स्थिति पैदा करता है। वे न तो पूरी तरह रोजगार पा रहे हैं, और न ही अपने कौशल का सही उपयोग कर पा रहे हैं।

देश के पास इस समय सीमित चक्र है, जिसमें वह अपने इस जनसांख्यिकीय लाभ को आर्थिक विकास में बदल सकता है। कहा जा रहा है कि वर्ष 2030 के बाद कामकाजी आयु वर्ग की आबादी का अनुपात घटने लगेगा। इसका मतलब यह है कि आने वाले कुछ वर्षों में रोजगार सृजन की गति देना जरूरी होगा। यदि यह अवसर निकल गया, तो बड़ी संख्या में बेरोजगार और असंतुष्ट युवा सामाजिक और आर्थिक संकट का कारण बन सकते हैं। यह एक बड़ी चुनौती होगी।

इस गंभीर समस्या का समाधान केवल एक क्षेत्र में सुधार से संभव नहीं है। इसके लिए समग्र दृष्टिकोण अपनाना होगा। पहला, शिक्षा और उद्योग के बीच बेहतर तालमेल स्थापित करना होगा। पाठ्यक्रमों को अब वास्तविक जरूरतों के अनुरूप बनाना जरूरी है। दूसरा, कौशल विकास को प्राथमिकता देनी होगी। प्रशिक्षण कार्यक्रमों की गुणवत्ता सुधारनी होगी। तीसरा, रोजगार सृजन की नीति के केंद्र में रखना होगा। केवल विकास दर बढ़ाने से काम नहीं चलेगा, बल्कि रोजगार आधारित विकास की दिशा में कदम उठाने होंगे। चौथा, उद्योगिता विकास को बढ़ावा देना होगा। युवाओं को केवल नौकरी तलाशने के बजाय रोजगार सृजन बनने के लिए प्रोत्साहित करना होगा। पाँचवाँ, क्षेत्रीय और सामाजिक असमानताओं को कम करने के लिए लक्षित नीतियाँ बनानी होंगी।

भारतीय युवाओं के सामने आज जो स्थिति है, वह केवल आर्थिक समस्या नहीं, बल्कि सामाजिक और मनोवैज्ञानिक संकट भी है। यह समझना जरूरी है कि शिक्षा केवल डिग्री प्राप्त करने का माध्यम नहीं, बल्कि जीवन और रोजगार के लिए तैयारी का साधन है। यदि वह तैयारी अधूरी रह जाती है, तो उसका परिणाम बेरोजगारी, असंतोष और सामाजिक असंतुलन के रूप में सामने आता है। इसी कारण शिक्षा से उम्मीदें पैदा होती हैं, जब वे पूरी नहीं होतीं, तो उसका असर पूरे समाज पर पड़ता है। इस लिहाज से गौर करें, तो यह तय है कि यदि शिक्षा और रोजगार के बीच की खाई को समय रहते नहीं भरा गया, तो देश का सबसे बड़ा संसाधन ही उसकी सबसे बड़ी चुनौती बन सकता है।

6.69 lakh students register to appear for second set of CBSE Class 10 exams in May

Express News Service
New Delhi, April 24

AROUND 6.69 LAKH students or 27% of those who appeared in the CBSE's first round of Class 10 board exam have registered for the second set of exams scheduled to be conducted in May. This is the first time that the Board is offering a second set of exams for students to improve their performance.

Of the 6.69 lakh students, 5.26 lakh have opted to improve their performance, while 85,285 have registered in the 'compartment' category after they did not clear one or two subjects in the main exam. The remaining 57,914 students have registered for both improvement and compartment categories. This means that besides re-appearing for the exams in the subjects they have not cleared, they will also write the papers of subjects they have passed but want to better their scores in. This time, students were given the option of improving their performance in a maximum of three subjects out of science, social science, math, and languages. Around 1.93 lakh students have registered to write the exam in one subject, 2.79 lakh students for two subjects, and 1.97 lakh students for three subjects.

The highest number of registrations for the second exam is for science with around 4.74 lakh students registering for it. This is followed by the math (standard) paper for which around 3.69 lakh students have registered, the math (basic) paper for which 1.79 lakh students have registered, social science for which 1.55 lakh students have registered, and English language and literature, which has recorded 98,536 registrations. The CBSE offers math at two levels in Class 10 — standard and basic. Around 24.72

E. EXPLAINED

Room for Improvement

The Board's decision to offer two exams is in the line with the National Education Policy (NEP) 2020, which states that to "eliminate" the high stakes aspect of board exams, all students will be allowed to take these exams on up to two occasions during any given school year — one main exam and another for improvement.

lakh students, 13.85 lakh boys and 10.87 lakh girls, appeared for the main exam in February and March. The Board recorded a pass percentage of 93.7% in the results declared last week.

The second set of exams will be held from May 15-21. A Board official said that the second set of exams will be conducted in fewer centres compared to the main one. The Board's decision to offer two exams is in the line with the NEP 2020, which states that to "eliminate" the high stakes aspect of board exams, all students will be allowed to write these exams on up to two occasions during any given school year — one main exam and another for improvement.

To be able to accommodate two exams, the Board conducted the Class 10 exams over 23 days this year, compared to 34 in 2025. Results were declared on April 15, close to a month earlier than last year's result announcement. Results for the second exam are likely in June. For students who are writing a paper for improvement, the best score out of the two exams will be considered.



Twitter, Wikipedia

NEWS ([HTTPS://THELOGICALINDIAN.COM/CATEGORY/THE-LOGICAL-INDIAN/](https://thelogicalindian.com/category/the-logical-indian/))

NCERT Rolls Out 'Ganit Manjari' For Class 9, Focuses On Conceptual Maths Under NEP

A new NCERT Class 9 maths textbook blends history, real-life applications and inquiry-based learning to reduce rote methods.



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Shreyanka Nandan

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April 25, 2026(<https://thelogicalindian.com/2026/04/25/>)

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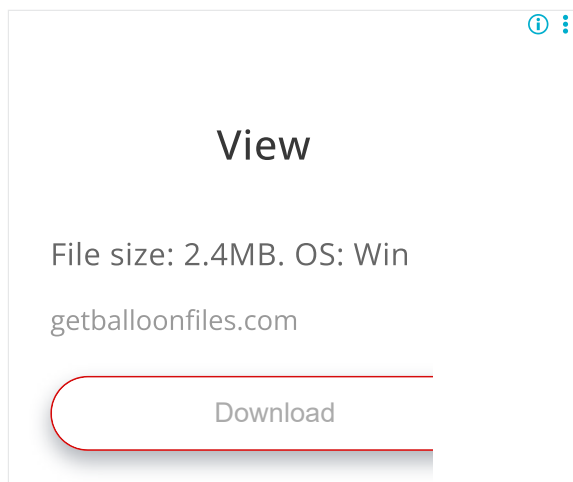
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(<https://thelogicalindian.com>)

The National Council of Educational Research and Training (NCERT) has introduced a new Grade 9 Mathematics textbook, Ganit Manjari, for the 2026–27 academic session, marking a major shift in how the subject is taught in Indian schools. Developed in line with the National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023, the book blends historical insights, philosophical reflections and real-life applications to promote conceptual understanding over rote learning.

Officials say the aim is to reduce fear around mathematics and encourage critical thinking, while educators and parents have responded with cautious optimism, noting that successful implementation will depend on teacher preparedness and classroom adaptation. The rollout is ongoing, with early feedback expected to shape future revisions.

A Reimagined Approach To Learning Mathematics



View

File size: 2.4MB. OS: Win

[getballoonfiles.com](https://www.getballoonfiles.com)

Download



NCERT's Ganit Manjari represents a clear departure from conventional textbooks by restructuring lessons into fewer, concept-driven modules that prioritise inquiry-based learning. Instead of introducing formulas first, many chapters begin with questions and exploratory activities, prompting students to think through problems and discover solutions independently (<https://www.ndtv.com/education/ncert-releases-new-class-9-maths-textbook-ganit-manjari-rooted-in-indias-mathematical-heritage-11402381>).

The book also incorporates references to the history of mathematics, including contributions from ancient Indian scholars, alongside philosophical reflections that encourage students to engage more deeply with the subject. Real-world applications ranging from patterns in daily life to practical uses of

measurement and data are woven throughout the content to make mathematics more relatable.

According to NCERT officials, the objective is to move students away from memorisation and towards understanding the logic behind mathematical concepts. However, some educators have pointed out that this shift may require additional teacher training and new classroom strategies to be effective.

Aligned With NEP 2020 And Broader Curriculum Reforms

The introduction of Ganit Manjari is part of a wider transformation in India's school education system guided by NEP 2020 and NCF 2023. These frameworks advocate competency-based education, interdisciplinary learning, and a reduced curriculum load to ease academic pressure on students. Reflecting these principles, the new textbook reorganises topics across algebra, geometry, statistics and probability, presenting them in a more integrated and application-oriented manner.

Some topics have been streamlined or re-sequenced to strengthen conceptual clarity and avoid redundancy. The reform also comes amid broader discussions around NCERT's recent textbook revisions across subjects, many of which have sparked debate among educators, policymakers and the public. While supporters view the changes as a progressive step towards modernising education, critics emphasise the need for clarity, inclusivity and robust teacher support to ensure that reforms translate effectively in classrooms.

The Logical Indian's Perspective



Reimagining how mathematics is taught can play a crucial role in shaping a generation of confident and curious learners. By connecting numbers to stories, history and real-life contexts, Ganit Manjari has the potential to make classrooms more inclusive and less intimidating for students who have traditionally struggled with the subject.

However, meaningful reform goes beyond textbooks it requires sustained investment in teacher training, open dialogue with stakeholders and continuous feedback from classrooms across diverse regions. A thoughtful and inclusive rollout could transform not just how students learn mathematics, but how they perceive it. Can this new approach truly make mathematics more accessible and engaging for all students or will gaps in implementation limit its promise?



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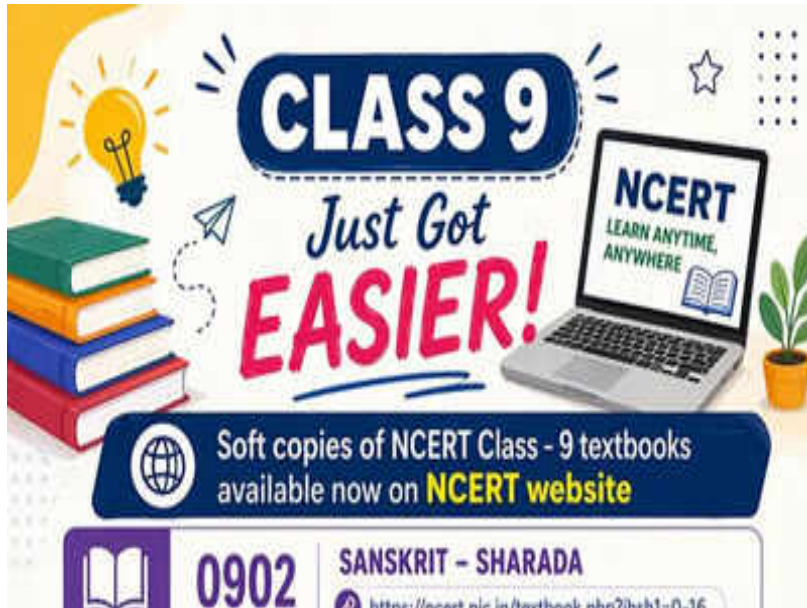
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NCERT makes Class 9 textbooks available online amid shortage in markets

TOI Education | Apr 26, 2026, 01.24 PM IST



NCERT Class 9 textbooks: The National Council of Educational Research and Training (NCERT) has announced through a post on X that Class 9 textbooks are now available online, offering students access to digital versions through its official website. The move comes at a time when several regions across India are reporting shortages of newly introduced textbooks in the open market. Reports indicate that the unavailability of printed books has begun to affect the academic calendar, with students facing delays in starting their coursework. While the online release is expected to ease access for some, concerns remain for those in remote areas where internet connectivity continues to be inconsistent.

Textbooks released online through official portal

According to NCERT, soft copies of the Class 9 textbooks can now be accessed on its official website. The available titles include:

0902 – Sanskrit: [Sharada](#)

0903 – English: [Kaveri](#) 0904 – Mathematics: [Ganita Manjari \(English version\)](#).

0906 – Science: [Exploration \(English version\)](#).

0901 – Ganga – [Hindi](#)

4901 – Jamuna – [Urdu](#)

0918 – Khel Praveen – [Physical Education and Well-being](#)

The council has stated that students can access these digital textbooks anytime, aiming to make learning more flexible and uninterrupted. For assistance, NCERT has also provided an IVRS helpline number: 8800440559.

Reports of shortages disrupt academic schedules

Despite the digital rollout, reports from multiple states suggest that the printed versions of the newly introduced books are not yet widely available in bookstores. This has led to disruptions in classroom teaching and delays in lesson plans.

A teacher from a government school in Uttar Pradesh, speaking on condition of anonymity, told TOI Education, “We have received the updated syllabus, but without textbooks, it is difficult to begin structured teaching. Many students are waiting for physical copies.”

Similarly, a private school teacher in Maharashtra said, “The online books are helpful, but not all students have regular access to devices. It creates an uneven situation in classrooms.”

Students highlight access challenges in remote areas

Students have also reported difficulties in accessing the digital material, particularly in regions with limited internet connectivity. A Class 9 student from a rural area in Bihar said, “We were told the books are online, but internet access is a problem here. Downloading full books is not easy.”

Another student from Rajasthan noted, “Some of us are sharing PDFs through mobile phones, but it is not the same as having a book to study from regularly.”

Adding to these concerns, Debanshi Basu, a Class 9 student in a South Delhi school, pointed out the difficulty in

obtaining physical copies even in urban areas, saying, “No class 9 NCERT books are available yet in the book stores. The books are only available in the NCERT campus and some online platforms/websites. But the books there get sold out very quickly so we are not able to buy them. Also, prices are very high in the online platforms/websites.”

Digital access offers partial relief

While the online availability is expected to provide immediate support to students with internet access, stakeholders say it cannot fully replace the need for printed textbooks, especially in areas where digital infrastructure remains limited.

A school principal in Delhi, requesting anonymity, said, “The initiative ensures that studies do not come to a complete halt. However, for long-term learning, physical books are still essential for many students.”

NCERT has stated that students and teachers can continue to raise queries through the helpline or official communication channels as the distribution of printed textbooks progresses.

मुद्दा



82% हाथ
18% नहीं

क्या डाक्टर-इंजीनियर बनने की दौड़ में कोचिंग संस्थानों की भूमिका अहम हो गई है?

75% हाथ
25% नहीं

क्या महंगी तैयारी संसाधन विहीन प्रतिभागाती छात्रों के भविष्य को अंधर में डाल रही है?

गुप्त से संबंधित अपनी राय, सवाल और प्रतिक्रिया
mudda@jagran.com
पर भेज सकते हैं।

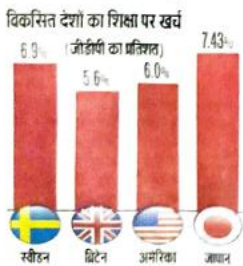
9
दैनिक जागरण
नई दिल्ली, 27
अप्रैल, 2026

1991 में उदारीकरण के बाद भारत बहुत बदल गया है। छात्रों के पास अब करियर के विकल्प बहुत ज्यादा हैं। इसके बावजूद निम्न मध्यमवर्ग और मध्यमवर्ग के परिवारों में बच्चों में डाक्टर - इंजीनियर बनाने का क्रेज अब भी पहले की तरह ही है। इस साल जेईई मेन के लिए 25 लाख छात्रों ने पंजीकरण कराया है। कोचिंग संस्थानों ने इस आकर्षण को समझते हुए एक इंडस्ट्री खड़ी कर ली है और प्रवेश परीक्षा की तैयारी कराने वाले संस्थानों का सालाना कारोबार करीब 58 हजार करोड़ रुपये का हो गया है। इसमें 40 प्रतिशत हिस्सा सिर्फ इंजीनियरिंग सेगमेंट का है। सीटों की बात करें तो देश के सभी आइआइटी को मिला कर 17 हजार सीटें और एनआइटी व दूसरे संस्थान मिला कर कुल सीटें करीब 41 हजार हैं। प्रतिस्पर्धा कितनी कड़ी है इसका अंदाजा इस बात से लगाया जा सकता है कि जेईई मेन में 99 पर्सेंटाइल लाने के बावजूद आइआइटी में सीट मिलेगी इसकी गारंटी नहीं है क्योंकि करीब 30 हजार छात्रों ने 99 पर्सेंटाइल है। इसमें कोचिंग संस्थानों की खास भूमिका है। अब डाक्टर और इंजीनियर बनना सिर्फ प्रतिभा और मेहनत से संभव नहीं है। इसके लिए संसाधन चाहिए। छात्र संस्थानों में पढ़ाई पर 18 से 25 लाख खर्च कर रहे हैं। कोचिंग संस्थान इन परीक्षाओं के पैटर्न का विश्लेषण करके इसके हिसाब से तैयारी करवाते हैं। इसीलिए अब 99 पर्सेंटाइल सामान्य बन गए हैं। ऐसे में वे प्रतिभाशाली छात्र प्रवेश परीक्षाओं की दौड़ में नुकसान की स्थिति में होते हैं, जो कोचिंग संस्थानों पर लाखों खर्च नहीं कर सकते। प्रतियोगी परीक्षाओं में बढ़ती प्रतिस्पर्धा और संसाधनों की भूमिका की पड़ताल आज का अहम मुद्दा है।

प्रतिभा पर भारी महंगी पढ़ाई



रिसर्च: महेंद्र सिंह



30%
छात्र गरीब अवसर के शिकार हैं प्रतियोगी परीक्षाओं की तैयारी करने वाले

4%
लगभग खर्च कर रहा है भारत जीडीपी का शिक्षा पर

6%
जीडीपी का शिक्षा के लिए आवंटित करने की सिफारिश की थी कोटारी आयोग ने 1968 में

58,000 करोड़ से अधिक का है प्रतियोगी परीक्षाओं की तैयारी करने वाले कोचिंग संस्थानों का कारोबार

2 लाख छात्र सालाना आ रहे कोटा इंजीनियरिंग और मेडिकल प्रवेश परीक्षाओं की तैयारी के लिए

13,000 छात्रों ने आत्महत्या की थी प्रतियोगी परीक्षा के दबाव में 2022 में

4,671 रुपये शिक्षा पर प्रति व्यक्ति खर्च है राष्ट्रीय स्तर पर

कम संभावना और कड़ी मेहनत क्या हम में से कोई भी ऐसा काम करना चाहेंगे जिसमें दो साल तक रोज 12-14 घंटे मेहनत करनी पड़े, लेकिन सफलता मिलने की उम्मीद 3 प्रतिशत से भी कम हो? हर साल भारत में 30 लाख से ज्यादा छात्र एनईईटी, जेईई और सीयूईटी जैसी परीक्षाओं की तैयारी करते हैं ताकि वे आइआइटी, एनआइटी और एम्स जैसे बड़े संस्थानों में दाखिला पा सकें। उदाहरण के लिए, नीट (एनईईटी) 2025 में 22 लाख से ज्यादा छात्र थे, जबकि सरकारी और प्राइवेट सीटें मिलाकर केवल 60,000 के करीब थीं। खानी सफलता की दर मात्र 3 प्रतिशत है। आइआइटी के लिए तो यह और भी मुश्किल है।

तनाव और पढ़ाई का बढ़ता बोझ छात्र की कबिलियन सिर्फ 3 घंटे की परीक्षा से तय की जाती है। इससे छात्रों पर मानसिक दबाव बढ़ गया है। माता-पिता और समाज के दबाव में छात्र कोचिंग संस्थानों की ओर भागते हैं और कोटा या दिल्ली जैसे शहरों में रहकर तैयारी करते हैं। कई छात्र तो बिना इच्छा के भी सिर्फ टिकाव या थिक्कपो की कमी के कारण इस 'बूला दौड़' में शामिल हो जाते हैं।

'उमी स्कूल' का बढ़ता चलन कई प्राइवेट स्कूल अब 'उमी मोड' पर चलते हैं। यहां छात्र सिर्फ नाम के लिए दाखिला लेते हैं लेकिन पूरा समय कोचिंग में बिताते हैं। ये स्कूल फीस तो पूरी लेते हैं पर शिक्षा नहीं देते। सीबीएसई के नियमों के खिलाफ होने के बावजूद कई स्कूल कानूनी खामियां का फायदा उठाकर इसे चला रहे हैं।

नियामक संस्थाओं की भूमिका सीबीएसई, एनईईटी, यूजीसी और एनएससी जैसी संस्थाओं को इस व्यवस्था में सुधार करना चाहिए। सरकार को निम्न बनाने चाहिए कि कोचिंग संस्थान अपनी सफलता का सही अनुपात जनता को बताएं, उनमें हित लाइसेंस अनिवार्य हो और वह मानसिक स्वास्थ्य के लिए परामर्श की सुविधा हो।

कोचिंग इंडस्ट्री: सपनों का व्यापार भारत में कोचिंग का कारोबार 58,000 करोड़ से ज्यादा का है। इसके बावजूद सफलता की दर बहुत कम है। कोचिंग संस्थान हर छात्र को एक ही तरीके से पढ़ाते हैं, बिना यह समझे कि हर बच्चे की क्षमता अलग होती है। वे सिर्फ 'आउटकॉम' (बहुविकल्प) सवाल हल करना सिखाते हैं, जबकि बोर्ड परीक्षाओं के लिए अलग तरह के कौशल की जरूरत होती है। वे संस्थान दिखाने में अपनी सफलता तो बढ़ा-चढ़ाकर दिखाते हैं, लेकिन छात्रों के मानसिक स्वास्थ्य पर गंदा बोझ अंतर को छुपा जाते हैं।

पढ़ाई के असली मतलब से भटकाव कोचिंग संस्थान सिर्फ दिखान और गणित पर ध्यान देते हैं, जिससे कला, खेल और रचनात्मकता पीछे छूट जाती है। यह हमारी 'नई शिक्षा नीति 2020' के भी खिलाफ है, जो सर्वांगीण विकास पर जोर देती है। लगातार पढ़ाई और अकेलेपन के कारण छात्र मोटापे, डिप्रेशन और कम आत्मनिष्ठा जैसे समस्याओं का शिकार हो रहे हैं।

परीक्षा से आगे भी है सफलता भारत को परीक्षा के जुनून से बाहर निकलकर सीखने और रचनात्मकता पर ध्यान देने की जरूरत है। कोचिंग सिर्फ सफलता के लिए होनी चाहिए, न कि छात्र के मानसिक बोझ का कारण। हमें एक ऐसा सिस्टम बनाना होगा जो सिर्फ टेस्ट स्कोर को नहीं, बल्कि छात्र के व्यक्तिगत और खुशी को भी महत्व दे।

बेहतर भविष्य के लिए जरूरी बदलाव माता-पिता को अपने बच्चों को पसंद का सम्मान करना चाहिए। उन्हें सलाह देना चाहिए कि हर बच्चा आइआइटी या एम्स नहीं जा सकता। बर्न, नीति निर्माताओं को स्कूल जाना अनिवार्य करना चाहिए और कानून दखिने में बोर्ड परीक्षा के अंको को भी महत्व देना चाहिए। कोचिंग संस्थानों में छात्र और शिक्षक का सही अनुपात होना चाहिए और घात योग, समीत और खेल जैसी गतिविधियों को भी शामिल करना चाहिए।

Information asymmetry in higher education

Every admission season in India feels like a marketplace of promises. Brochures look impressive and websites highlight success stories. Yet, even then, students are making some of the most important decisions of their life with limited and uneven information.

India's higher education system has expanded rapidly; enrolment increased from 3.42 crore in 2014-15 to 4.33 crore in 2021-22. The Gross Enrolment Ratio has also improved. The higher education landscape has enlarged from standalone degrees to multidisciplinary ones, and that too of various management categories. However, expansion has made choices more complex.

Making the right choice

Students and families often face trade-offs between cost, quality, and location when choosing an institution. The core problem is that institutions know far more about their quality than students do. They have detailed knowledge about their faculty, teaching-learning processes, infrastructure, student support systems and placement outcomes. In contrast, students depend on brochures, advertisements, informal advice, and selective placement data. Much of this available information is incomplete or unverifiable. In economics, this situation is called information asymmetry. When one party has more information than the other, decision-making becomes distorted. George Akerlof's idea of the "market for lemons" explains how, in such situations, lower-quality providers can imitate the signals of higher-quality ones. In higher education, this means that institutions offering weaker academic quality can still appear attractive through marketing, branding, or selective disclosure. As a result, students may end up choosing institutions that do not meet their expectations.

Simultaneously, good institutions



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may not be able to distinguish themselves clearly. This creates a situation of adverse selection, where the market does not reward quality effectively.

The problem is not just about individual choices. It has wider implications. It affects graduate outcomes, employability, and trust in the education system. It also has implications for achieving national goals such as the SDG-4 (ensuring inclusive and quality education) by 2030 and Viksit Bharat by 2047 with a skilled and employable workforce.

Overload of information

One may argue that there is now more information available than ever before. However, institutional websites, rankings, data portals, and social media may offer vast information, but not necessarily better information.

A large part of the data available is self-reported and often promotional. Definitions of indicators such as faculty strength, research output, and placement outcomes vary across institutions. Some rankings use methods that are not fully transparent. For students and families, this creates confusion. In such situations, students tend to rely on visible signals such as brand name, campus infrastructure, or fees. These signals are easy to observe but they do not always reflect academic quality. When these signals dominate decision-making, institutions may focus more on visibility than on improving provisions related to teaching-learning processes. This is where public ranking frameworks and verified data portals become important.

India's National Institutional Ranking Framework (NIRF), introduced in 2016, is one such effort to standardise information. It uses a common set of indicators such as teaching and learning resources, research output, graduation outcomes, outreach, and perception. It also requires institutions to disclose data in a structured format, the value of

which lies in comparability. When institutions report data using common definitions and formats, it becomes easier for students to make informed choices. Similarly, centralised data portals that provide verified information on enrolment, accreditation, and faculty strength can reduce dependence on informal and unreliable sources.

Room for improvement

These tools also have limitations. Rankings depend on how indicators are selected and weighted. If too much importance is given to easily measurable factors, institutions may try to improve scores rather than actual quality. Many important aspects of education, such as classroom experience, mentoring, and work-integrated learning, are difficult to measure. There is also a risk of over-interpreting ranks. Differences between institutions may be small, but ranks can create the perception of large gaps. This is why rank bands and methodological transparency are important. Despite these limitations, the absence of credible public information would be far worse. Without verified data, students would continue to rely on biased information. Information asymmetry would remain high, and poor-quality signalling would persist.

If India aims to build a strong and inclusive higher education system, information systems must be a priority. This includes better data verification, clearer definitions, transparent methodologies, accessible platforms and appropriate visualisation. For students, this is about making informed choices. For institutions, it is about credibility and accountability. The key question is simple: can students choose well if they cannot clearly see what they are choosing? Until that gap is reduced, the higher education market will continue to reward not only quality, but also the ability to present quality convincingly.

Institutional websites, rankings, data portals, and social media may offer vast information, but not necessarily better information

Gamified skills make learning more active, structured and meaningful

Rather than just hearing a concept, students are required to apply it immediately; they can receive instant feedback, and improve before moving forward, writes **Sushruth Tenkod**

Not long ago, a typical classroom looked like this: a teacher explaining from the front, students copying notes, and learning measured by how well answers were reproduced in exams. It was a system designed around content and memory rather than a conventional application. But today, that same student lives in a completely different world. They interact with apps, receive instant feedback, and solve problems in real time. But while the world around them has evolved, the way they are taught in many classrooms has not kept pace. Students are still expected to sit, listen, memorise, and repeat.

Shifting Focus

One of the biggest shifts happening in education today is the move from content-based learning to skill-based learning. Instead of focusing only on what students know, the focus is gradually shifting to-

ward what they can do with that knowledge. However, simply adding 'skills' to the curriculum is not enough. The way these skills are taught matters just as much as what is taught. This is where a change in learning methods becomes essential.

Gamified skill learning is not about turning education into entertainment. It is about using game-like elements to make learning more active, structured, and meaningful. For example, instead of solving ten problems from a textbook, a student might complete a challenge where they unlock levels by solving logic puzzles.

A student learning coding might build small projects step by step, earning rewards for applying concepts correctly. Instead of waiting for exams, they receive instant feedback as they progress. This changes the experience of learning. It feels interactive and engaging, but behind it is a structured

system designed to build real skills such as problem-solving, decision-making, and logical thinking. The focus shifts from memorising answers to applying concepts.

Unlocking Next Level

Traditional learning models have largely focused on delivering content. Teachers explain, students take notes, and exams measure how much information is remembered. While this approach has been widely followed, it often leaves little room for active participation or real-world application.

As a result, many students struggle to stay engaged. Even when they understand a concept, they may not

This approach transforms tuition into an engaging process where understanding is actively reinforced through purposeful action

know how to apply it beyond the classroom. Gamified learning shifts students from passive listeners to active participants. Instead of simply hearing a concept, they are required to use it immediately. In a traditional classroom, a student might learn fractions by solving written problems. In a gamified setup, the same student could be asked to complete a challenge such as dividing resour-

ces in a simulation or solving puzzles to unlock the next level. The concept remains the same, but the experience changes completely. One of the key outcomes is that skills develop naturally as part of the learning process.

Clear Purpose

Not every student learns at the same pace. In traditional classrooms, this often results in some students

falling behind while others feel unchallenged. Gamified learning addresses this by allowing students to move at their own pace. For example, if a student struggles with a concept, they can retrieve challenges, receive instant feedback, and improve before moving forward. There is no pressure to keep up with the entire class at the same speed. At the same time, students who grasp concepts quickly can move ahead without waiting.

As the world becomes more driven by technology, innovation, and rapid change, schools are under increasing pressure to prepare students beyond textbooks. Completing the syllabus is no longer enough. Students need structured skill development that can be measured and applied.

(The author is director, Business Strategy and Growth, Kidvento Education and Research Pvt Ltd)



School admissions to drop by 1 lakh over revised age rule in Kerala

SCERT report to government says one batch of children who will be five years old in the 2027-28 year will be temporarily left out of admissions to class I as State raises minimum age of admission

Updated - April 27, 2026 10:09 pm IST - Thiruvananthapuram


THE HINDU BUREAU

A decline of one lakh students is expected in the 2027-28 academic year as the State goes ahead with its plan to raise the minimum age for admission to Class I from five to six years. Minister for General Education V. Sivankutty recently reiterated that the revised age criterion will come into effect from the 2027-28 academic year.

According to a report submitted by the State Council of Educational Research and Training (SCERT), the transition to the new age requirement will create a temporary gap. Children who turn five during the 2027-28 academic year will not be eligible for Class I admission, effectively leaving out one batch. The report notes that the transition gap may lead to a decline in student enrolments to Class I in the 2027-28 year.

Last year, the Minister stated that that over 52% of the children in the State were already enrolling in Class I at the age of six. Officials now estimate that this number has risen to more than 60%.

The report, submitted to the General Education Secretary, pointed out that while implementing the transition, an additional year of Balavatika (5-6 years) may need to be included at the pre-primary level for students who are not yet six and could not get Class I admission. Parents will need to be educated about the scientific basis for an additional year of Early Childhood Care and Education (ECCE).

The report observes that children at the age of six children are better equipped to adapt to school schedules, classroom rules, and work that needs sustained attention. Many countries with high education standards begin formal schooling for children at the age of six or more. Raising the age of school admission will align the State's education framework with the National Education Policy, which defines the foundational stage as covering ages 6 to 8 (Classes I and II), as well as with the Right to Education Act, which mandates admission to Class I at the age of six. Many States and Union Territories have already made six years t  of admission to class I.

However, the report cautions that the temporary drop in students in Class I will have an impact on teacher posts, funding, and resource allocation in schools.

Can middle school students engage with AI?

Recently, the Central Board of Secondary Education (CBSE) decided to introduce a Computational Thinking (CT) and Artificial Intelligence (AI) curriculum for classes 3-8, which will begin from the 2026-27 academic session. CT skills generally refer to abstraction, decomposition, pattern recognition, and algorithmic thinking. These skills are required to reason about intelligent systems and to understand how machine learning differs from rule-based computation. As with any transformational reform in education, it is necessary to examine the practicality of introducing computational concepts to middle school learners. Will it align with age-appropriate pedagogy for engaging with emerging digital and computational environments?

Global precedents

One first has to examine whether CBSE's curriculum clearly links CT and AI, since such a relationship is conceptually necessary. The foundational design principle behind the Organisation for Economic Co-operation and Development and the European Commission's AI Literacy Framework identifies CT as a precursor to AI learning. This framework recommends CT competencies across age bands beginning from early primary school. Similarly, the AI4K12 Initiative in the U.S. places CT-related competencies at the base of its "Five Big Ideas in AI." Their CT-competencies progression plan spans K-2, 3-5, 6-8, and 9-12 grade bands. The CBSE's sequencing broadly aligns with these comparative curricular architectures. However, its curriculum is designed independently in line with the National Education Policy (NEP), 2020 and the National Curriculum Framework for School Education (NCF-SE), 2023.

UNESCO also identifies topics

such as "What is AI?",



Mamidala Jagadesh Kumar

Chairman, Review Committee for NEP 2020, Ministry of Education and former Chairman, UGC. Views are personal

The CBSE curriculum includes introductory discussions on AI fairness, responsible use, and digital safety. This focus is broadly consistent with cross-national

practices

"Foundations of computing", and "Data literacy" as necessary for school students. Learners need to start cultivating logical thinking from an early stage and gradually build problem-solving skills. They also need opportunities to develop a basic understanding of AI as part of their broader digital learning.

Tackling inherent risks

There are, of course, risks associated with children interacting with AI. The CBSE curriculum includes introductory discussions on AI fairness, responsible use, and digital safety. This focus is broadly consistent with cross-national practices. For instance, the AI4K12 guidelines include topics such as recognising when AI systems may mislead; identifying bias in datasets; and distinguishing between AI and human capabilities across all age groups. But can children meaningfully engage with such content at a young age? Classroom-based interventions, including studies conducted in U.S. middle schools, led to interesting outcomes. They suggest that learners in the 11-13 age group can engage with AI ideas when supported by structured pedagogical interventions. These studies reveal that introducing ethical dimensions of AI at this stage can be pedagogically feasible.

A growing body of empirical research suggests that introducing concepts such as supervised learning or predictive modelling is viable for learners in the 11-14 age group. Many comprehensive research studies on AI in K-12 education suggest that school-age participants as young as 10-12 years can work with fundamental AI concepts. Thus, the CBSE's CT-AI framework appears compatible with the learning capacities observed in this age group.

Many international initiatives encourage the use of no-code tools for introductory AI learning. Multiple empirical studies show that by using such tools, middle

school learners can design, build, test, and reflect on their projects without coding. For this reason, the CBSE's expectation that Class 8 students can attempt to solve real-world problems using no-code tools is supported by several international initiatives.

However, children may start attributing human-like traits or capabilities to AI tools, although these tools do not actually possess them. Does the CBSE curriculum address this challenge by creating awareness among children? The CBSE's curriculum contains topics discussing ethical use, fairness, and responsible digital behaviour. Such discussions can help reduce children's misconceptions about AI. These modules can support better understanding and the prudent use of AI systems.

The CBSE curriculum follows a cross-disciplinary design by integrating CT into Mathematics and 'The World Around Us' course for Classes 3-5. Global experiences which involved cross-disciplinary instructional models reported improvements in students' reasoning and problem-solving in several contexts. The CBSE's pedagogical orientation reflects similar design principles.

Away from rote learning

One problem in Indian education is the habit of rote learning. CT and AI learning have the potential to encourage inquiry-driven, reflective learning rather than traditional rote-based methods. The CBSE curriculum emphasises practical modelling, reflection, and ethical reasoning. This approach can therefore contribute to ongoing efforts to move classroom practices away from rote-based methods.

International practices and available research suggests that middle school is an appropriate stage to introduce foundational CT-AI elements. The CBSE's CT-AI curriculum is structured to make thoughtful and effective use of this developmental stage in learners' growth, and it exhibits coherence with the vision of the NEP 2020.

Shri Dharmendra Pradhan reviews availability and timely distribution of NCERT Textbooks

प्रविष्टि तिथि: 28 APR 2026 2:36PM by PIB Delhi

Union Education Minister Shri Dharmendra Pradhan today reviewed the availability, printing, and distribution of textbooks published by the National Council of Educational Research and Training (NCERT) for the ongoing academic session. Secretary, Department of School Education & Literacy, Shri Sanjay Kumar, along with the senior officials from the Ministry of Education and NCERT were present during the meeting.



Shri Pradhan reviewed the preparation of the upcoming NCERT Textbooks. The Minister also assessed stock positions across States and Union Territories and examined coordination with state authorities and distribution agencies to ensure the timely delivery of books, particularly to students in rural areas.

Emphasizing that no student should face inconvenience due to delays, Shri Pradhan directed officials to strengthen supply chains, augment printing capacity where necessary, and closely monitor last-mile delivery. He also highlighted the availability of digital textbooks through e-Pathshala as an interim measure to support uninterrupted learning until physical copies reach all students.

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Union Minister Dharmendra Pradhan Reviews NCERT Textbook Availability And Distribution



Education Minister Dharmendra Pradhan today reviewed the availability, printing, and distribution of textbooks published by the National Council of Educational Research and Training (NCERT) for the ongoing academic session.

The Education Ministry said that the Minister also assessed stock positions across States and Union Territories and examined coordination with state authorities and distribution agencies to ensure the timely delivery of books, particularly to students in rural areas.

Mr Pradhan directed officials to strengthen supply chains, augment printing capacity, and closely monitor last-mile delivery. He also highlighted the availability of digital textbooks through e-Pathshala as an interim measure to support uninterrupted learning until physical copies reach all students.

Pvt schools can't deny admission to EWS students sent by state: SC

Utkarsh Anand

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NEW DELHI: The Supreme Court on Tuesday ruled that private unaided schools cannot sit in judgment over the eligibility of children from weaker and disadvantaged sections once their names are forwarded by the state, underscoring that denial of admission in such cases would defeat the constitutional promise of education.

Taking a firm view on the implementation of the Right to Education framework, the court stressed that enforcing the 25% quota for such students in unaided schools is not merely a statutory requirement but a "national mission" tied to the Constitution's commitment to equality of status.

A bench of justices PS Narasimha and Alok Aradhe held that once the state government completes the admission process and allocates a student to a school, the institution is bound to grant admission without delay. Any disagreement with the selection, the court clarified, can only be raised

before the competent authority, but cannot be used as a ground to deny or defer admission.

The ruling came as the bench dismissed an appeal filed by a Lucknow-based private school challenging an Allahabad High Court order that had directed it to admit a girl child from a weaker section. The school had refused admission citing doubts over the student's eligibility despite her name appearing in the list finalised and forwarded by the state authorities.

Affirming the high court's reasoning, the Supreme Court made it clear that the statutory scheme under the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) leaves no room for such discretion at the level of schools. Once the state has scrutinised applications and assigned students, "the school has no option except to grant admission," the court noted.

The bench emphasised that any delay or refusal at the school level directly undermines the child's fundamental right to education under Article 21A.

ENFORCING THE 25% QUOTA FOR SUCH STUDENTS IN UNAIDED SCHOOLS IS NOT MERELY A STATUTORY REQUIREMENT BUT A 'NATIONAL MISSION', SAYS SC

The judgment reaffirmed the "neighbourhood school" concept embedded in the RTE Act. The court described it as a conscious constitutional strategy aimed at dismantling entrenched social barriers and fostering integration among children from diverse socio-economic backgrounds.

By mandating that at least 25% of entry-level seats in unaided schools be reserved for children from weaker and disadvantaged groups, the law seeks to transform schools into shared civic spaces that promote equality, dignity and inclusion. The bench observed

that this framework is not merely administrative but rooted in the Constitution's vision of substantive social justice.

"Ensuring admission of such students must be a national mission and an obligation of the appropriate government and the local authority," said the court, adding that effective implementation has the "extraordinary capacity to transform the social structure of our society."

The judgment goes beyond the immediate dispute to outline a broader accountability framework. It identified multiple "duty bearers" responsible for realising the right to education, including governments, local authorities, neighbourhood schools, parents and teachers, stressing that each has a defined role in ensuring that no child is denied access.

Notably, the court also highlighted the judiciary's responsibility in this ecosystem, stating that courts must "walk that extra mile" to ensure that parents facing denial of admission receive swift and effective remedies. The bench

underlined that procedural hurdles or institutional reluctance cannot be allowed to dilute a fundamental right, particularly when it concerns children at the foundational stage of education.

Clarifying the operational aspect, the court held that even if a school has reservations about the state's selection, it must admit the child first and pursue its objections separately. This immediacy, the bench noted, is crucial to prevent disruption in a child's education and under the RTE framework.

The ruling also stressed the need for transparency and accountability in admissions, including advance disclosure of available seats.

Dismissing the school's plea, the Supreme Court concluded that the success of the RTE Act hinges on its robust and faithful implementation. The 25% quota for children from weaker sections, it said, is not a token provision but a transformative instrument aimed at realising the constitutional promise of equal opportunity.

NCERT SCRAMBLES TO SUPPLY NEW CLASS 9 TEXTBOOKS

Sanjay Maurya

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NEW DELHI: The National Council of Educational Research and Training (NCERT) has so far printed and sold only 3 million copies of the new Class 9 textbooks—just 20% of its 15 million target—nearly a month after the 2026-27 academic session began on April 1, officials said on Tuesday. They added that printing speed has been increased to meet the target by May 31.

Aligned with the National Curriculum Framework for School Education (NCFSE) 2023 and the National Education Policy (NEP) 2020, NCERT has so far released the Class 9 textbook for Hindi, Sanskrit, English, science, mathematics, arts education, vocational education and physical education.

It is yet to release the textbook for social science and individuals in society.

"NCERT intends to print approximately 1.5 crore new textbooks for Class 9. Out of this, 30 lakhs books have been printed and sold," an official said.

Over a lakh school students join pledge under Delhi Police's 'Nasha-Not Cool' campaign

UNITED NEWS OF INDIA
New Delhi, 28 April

The week-long Anti-Drugs awareness campaign 'Nasha - Not Cool' by the Delhi Police commenced across the national capital on Friday, with a pledge-taking drive involving around one-lakh students across more than 550 schools in the city.

As part of the campaign, pledge-taking events were organised in schools across the national capital, aimed to raise awareness about the harmful effects of drug abuse and to promote a drug-free lifestyle. Students, teachers, and staff members collectively took a pledge reaffirming their commitment to abstain from drugs, spread awareness, and motivate others to do



the same.

According to police, the youth have an important role in spreading the awareness, and they took part in the launch of the campaign with a lot of zeal and enthusiasm.

As part of the campaign launch, police personnel reached out to schools within their respective district jurisdictions, and interacted with students, highlighting the real-life consequences of

drug abuse and encouraging them to remain informed and vigilant.

The drive conducted on Friday across the schools was held with the active support of Directorate of

Education, Delhi Government, under the leadership of Director Veditha Reddy.

On Thursday, the theme song for the campaign in the form of a rap, focusing on the harmful effects of drug abuse and encouraging youth to stay away from narcotics, was launched by Delhi Police Commissioner Satish Golcha, at the Police Headquarters.

Notably, the song and the campaign information is also being played in cinema halls across Delhi, along with informative jingles on radio platforms. The Delhi Police has urged all residents to actively participate in and support this initiative, contributing towards the collective goal of building a drug-free society.

Pradhan reviews NCERT book supply, orders timely delivery



PIONEER NEWS SERVICE
■ New Delhi

Union Education Minister Dharmendra Pradhan on Tuesday reviewed the availability, printing and distribution of textbooks published by NCERT for the ongoing academic session and directed officials to monitor last-mile delivery, especially in rural areas.

Secretary, Department of School Education and Literacy, Sanjay Kumar, along with senior officials from the Ministry of Education and NCERT, were present during the meeting.

In a statement, the ministry said Pradhan reviewed the preparation of upcoming National Council of Educational Research and Training (NCERT) textbooks and assessed stock positions across States and Union territories, while examining coordination with State authorities and distribution agencies to ensure timely delivery, particularly in rural areas.

Emphasising that no student should face inconvenience due to delays, the minister directed officials to strengthen supply chains, augment printing capacity where necessary, and closely monitor last-mile delivery.

He also highlighted the availability of digital textbooks through the e-Pathshala platform as an interim measure to support uninterrupted learning until physical copies reach all students, the statement added.

April 29, 2026

Pradhan reviews NCERT book supply, orders timely delivery

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Union Education Minister Dharmendra Pradhan on Tuesday reviewed the availability, printing and distribution of textbooks published by NCERT for the ongoing academic session and directed officials to monitor last-mile delivery, especially in rural areas.

Secretary, Department of School Education and Literacy, Sanjay Kumar, along with senior officials from the Ministry of Education and NCERT, were present during the meeting.

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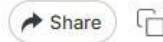
Apr 30

NCERT's "Khel Praveen" Redefines Class 9 Learning, Makes Physical Education Mandatory From Classes 3-10

NCERT's Khel Praveen: Students will be evaluated with 40 per cent weightage each for theory and practicals, and 20 per cent for project work.

Edited by: [Sahil Behl](#) | [Education](#) | Apr 29, 2026 17:32 pm IST ⓘ

Read Time: 3 mins



Students are introduced to traditional disciplines such as Mallakhamb, Thang-Ta, Gatka, and Kalaripayattu.

NCERT Class 9 Physical Education Book: Physical Education has now been made a mandatory subject for students from Classes 3 to 10, marking a major shift in school education. In line with this change, NCERT has introduced a new Class 9 textbook, Khel Praveen, which reimagines how students engage with sports, fitness, and overall well-being.

A Shift from Traditional to Holistic Learning

The new textbook signals a clear move away from the earlier approach that focused on rote physical drills, fitness tests, and viewing sports merely as play. Instead, Khel Praveen adopts a more holistic framework—bringing in the science of movement, encouraging students to set their own fitness goals, and linking sports with history and ethics. It also introduces career opportunities in physical education and promotes yoga as a way of life, expanding the idea of wellness beyond just exercise.

Balanced and Practical Assessment Structure

The assessment system under the new framework is designed to be more balanced and real-world oriented. Students will be evaluated with 40 per cent weightage each for theory and practicals, and 20 per cent for project work. While theory covers key concepts across units, practicals focus on skills, fitness, and quality of play.

The project component pushes students to engage with their communities through activities like designing inclusive games, conducting fitness surveys, and documenting local sports traditions. This ensures equal importance to knowledge and application.

Focus on India's Indigenous Sports

Khel Praveen also brings India's rich sporting heritage into the classroom. Students are introduced to traditional disciplines such as Mallakhamb, Thang-Ta, Gatka, and Kalaripayattu. These inclusions aim to connect learners with the country's cultural roots while promoting physical fitness and discipline.

What Makes 'Khel Praveen' Transformative?

The textbook stands out for its modern and inclusive approach to physical education:

- Moves from drills to scientific understanding, including anatomy and physiology.
- Encourages self-directed fitness instead of one-time testing.
- Explores sports through history, ethics, and values.
- Introduces career paths in physical education early on.
- Promotes inclusion, covering gender equity and adaptive sports.
- Expands wellness to include yoga, sleep, and mindful living.
- Shifts from rote learning to a "knowing + doing" approach.
- Celebrates Indian sports traditions alongside modern practices.

Overall, Khel Praveen represents a significant step towards making physical education more meaningful, engaging, and relevant for students, aligning it with both modern needs and cultural roots.

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Education minister Dharmendra Pradhan stresses stronger supply chains for NCERT textbooks

Emphasising that no student should face inconvenience due to delays, the Union Minister took stock of the availability of NCERT books for the ongoing academic session along with Department of School Education and Literacy Secretary Sanjay Kumar, a statement said.

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Published On Apr 29, 2026 at 12:09 AM IST



Pradhan reviewed the preparation of the upcoming NCERT textbooks and assessed stock positions across

New Delhi, Union Education Minister Dharmendra Pradhan on Tuesday reviewed the availability, printing, and distribution of textbooks published by the National Council of Educational

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Pradhan reviewed the preparation of the upcoming NCERT textbooks and assessed stock positions across states and Union Territories.

The Union Minister also examined the coordination with state authorities and distribution agencies to ensure the timely delivery of books, particularly to students in rural areas.

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Earlier, the Union Education Minister hailed Prime Minister Narendra Modi's morning football session with youths in Gangtok.

"Prime Minister @narendramodiji on the field with these youngsters in Sikkim is truly inspiring! Sometimes leadership is also about knowing exactly where the next generation feels seen. The PM demonstrating that sometimes the strongest connection with young India begins on their turf!" Pradhan wrote on X.

In a separate matter related to school textbooks, the National Human Rights Commission (NHRC) recently issued notices to the Union Ministry of Education, Central Board of Secondary Education (CBSE), and Chief Secretaries of all states and Union Territories over allegations that private schools are prescribing costly textbooks from private publishers in violation of statutory norms.

A bench presided by NHRC Member Priyank Kanoongo took cognisance of a complaint alleging that several private schools, including those affiliated with the CBSE, continue to mandate books published by private entities instead of those prescribed by NCERT or respective SCERTs.

According to the complaint, such practices impose an "exorbitant financial burden" on families as privately published books are significantly more expensive compared to NCERT textbooks, which are subsidised to ensure affordability.

The NHRC has also directed authorities to undertake a school-wise audit of booklists within 30 days and submit findings.

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

Most Read in School Education

[NCERT unveils new Class 9 Hindi textbook 'Ganga': A fusion of devotion, valour, and modern values](#)

[CBSE Class 10 Results 2026 declared: KV \(99.57%\), JNV \(99.42%\) lead pass percentage; Girls outperform boys again](#)

[CBSE releases restructured Class 9 curriculum for 2026-27](#)

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Original thinking vs automated thinking

India's educational system needs an urgent, fundamental reset to encourage creativity and innovation and to avoid AI-generated slop

Published on: Apr 29, 2026 9:06 PM IST

By [Vivek Wadhwa](#)





The education the British installed in India rewards memorisation and leaves little room for curiosity or independent thought. (HT Archive)

If you have read my columns over the years, you know I have been one of the loudest advocates for Indian innovation and engineering talent. That belief has not wavered; I still see enormous potential. But I have now reached a point I never expected to reach: I have given up on India for one of the most critical roles I need to fill at Vionix Biosciences — a medical researcher who can think differently and devise new ways of detecting disease.

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Let me explain why.

On paper, the candidates look outstanding. Their resumes are immaculate, with prestigious institutions, relevant internships, publications, and glowing letters of recommendation. Even the emails, which not long ago were full of “plz”, “u”, and “thx”, have suddenly become polished and articulate, with clean structure, perfect grammar, and sometimes genuinely impressive phrasing.

But this is just Artificial Intelligence (AI) generated slop.

The moment you get on a call, the façade cracks. The same person who wrote that eloquent email cannot explain a simple scientific concept or walk you through their own claimed research.

most WhatsApp messages, because not even AI can put lipstick on this pig.

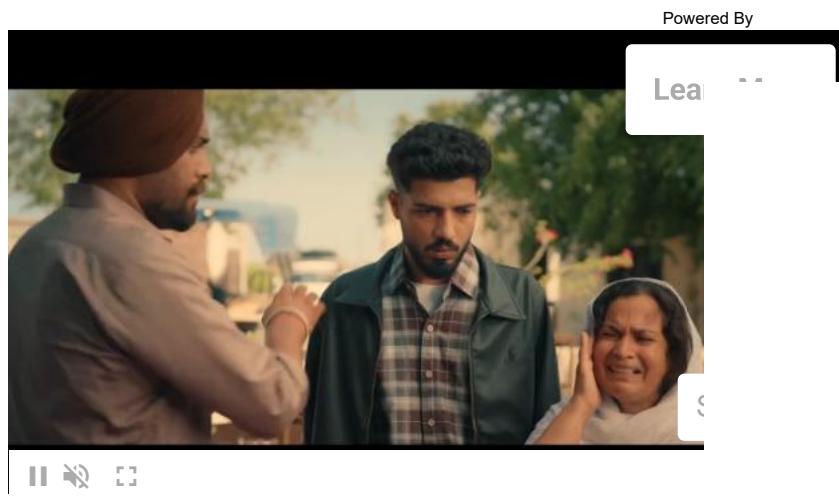
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I am not the only one complaining about Indian talent. A February 2026 LinkedIn report found that 74% of Indian recruiters are struggling to identify genuine talent, with more than half pointing to AI-generated applications as the cause.



AI-generated résumés, essays, assignments, research proposals, and even academic papers are rapidly becoming standard, and the volume of convincing but hollow material is growing so quickly that the signal-to-noise ratio has collapsed. In business, the same pattern is playing out: Pitch decks and presentations that look polished fall apart under basic questioning; strategy documents are assembled from generic frameworks rather than real insight; consultants present recommendations they cannot defend; executives rely on AI-generated briefs without truly understanding the assumptions behind them. What looks impressive on paper often disintegrates the moment real thinking is required.

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This is not only in India; we are already seeing the same cracks appear globally. Lawyers in the US have been sanctioned for submitting briefs that cited completely fabricated cases generated by AI. Media organisations have had to issue embarrassing corrections after publishing AI-assisted content riddled with factual errors. Companies are quietly discovering that employees who rely heavily on AI tools can produce impressive-looking work quickly, but struggle when asked to defend it, adapt it, or go beyond it.

This is going to hurt India the most because the educational foundation of its graduates is so antiquated.

The education the British installed in India was designed to keep the people subservient. It rewards memorisation, pattern recognition, and compliance, and leaves little room for curiosity, experimentation, or independent thought. Students are trained to deliver the correct answer, not to ask better questions. For decades, this system produced competent executors.

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In the age of AI, we are only compounding the disaster.

Governments have always known this and often announced reforms, promised to reduce rote learning, and talked about fostering creativity. But meaningful change has been slow, and now AI is exposing these weaknesses brutally, with teachers unable to keep pace with what their students are doing and institutions struggling to even measure real understanding.

India is now producing a generation that seems intelligent on paper but lacks depth. There is polish without substance, fluency without understanding, and confidence without the discipline that comes from struggling through hard problems. Over time, this erodes intellectual honesty and replaces real capability with the illusion of competence.

At Vionix, we are trying to solve some of the hardest problems in science, combining physics, chemistry, and machine learning to detect disease early. This requires original thinking, not just

of-the-box thinking and questioning why things work the way they are. I am even thinking of moving this R&D back to the US.

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This should worry everyone, because the consequences are not limited to hiring frustrations or weak job candidates. Over time, this erodes the very foundation of innovation. A country that cannot produce independent thinkers cannot lead in science, cannot build transformative companies, and cannot solve its hardest problems. It can only execute on ideas generated elsewhere — and even that becomes harder when the ability to truly understand begins to erode.

Indian education needs an urgent, fundamental reset — not incremental tweaks or policy announcements, but a serious rethink of what is taught, how it is taught, and how students are evaluated. Assessments need to reward original thought; classrooms need to encourage questioning; students need space to explore, fail, and iterate; teachers need to be retrained to guide thinking, not just deliver content.

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Unless something changes — quickly — India will find that the very system that once powered its rise is now holding it back, leaving its brightest minds unable to compete in a world where real thinking is the only thing that cannot be automated.

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Features

What are Gatka and Mallakhamb? NCERT's Class 9 textbook shifts focus to traditional Indian sports

Aligned with NEP 2020, Khel Praveen attempts to reconnect students with traditions that were sidelined due to colonial restrictions or the growing dominance of global sports.

SAKSHI MEHRA 30 April, 2026 07:44 pm IST



The reference of Mallakhamb, a sport that combines strength, flexibility, and control, goes back to texts like the 12th-century Manasollasa and the 19th-century Vyayam Dipika | Wikimedia Commons

New Delhi: NCERT's Class 9 *Khel Praveen* textbook is changing the landscape of India's

Aligned with the National Education Policy (NEP) 2020, the curriculum makes physical education compulsory from Classes 3 to 10, and includes lessons on nutrition, sleep, mental health, and basic sports science.

“The art of self-defence began in the 16th century under Guru Hargobind. In the 17th century, Guru Gobind Singh further developed it and made it an essential part of Sikh tradition,” the book **states**.

NCERT Director Dinesh Prasad Saklani, in the textbook’s foreword, stresses **the** idea of “sportspersonship”—valuing teamwork, discipline, and resilience over competition alone.



Khel Praveen attempts to reconnect students with traditions that were sidelined over time—whether due to colonial restrictions or the growing dominance of global sports. It encourages students to explore and document local practices, and it also transforms classrooms into spaces of preservation.

The book addresses gender disparity in sports, acknowledging gaps in pay, visibility, and leadership. One chapter celebrates progress, such as women leading top sports bodies like the Indian Olympic Association and Paralympic Committee, while also pointing out problems, including unequal pay, less media coverage, and fewer leadership roles for women.

It supports global goals for equal participation and encourages girls to take the lead in traditional sports. It also highlights inclusivity by promoting sports for people with disabilities, mental health awareness, and supporting activities that connect urban and rural communities. The chapter shows different career options in sports, such as coaching and sports science, which are important for India’s future Olympic goals.

From Manipur to Kerala

At the centre of this shift is **Gatka**, a Sikh martial art that dates back to the 16th century. Introduced by Guru Hargobind and later shaped under Guru Gobind Singh, it was meant to train both body and mind. Students begin with a wooden stick and gradually love swords, daggers, and flexible weapons like the chakkar.

Today, its techniques—focused on speed, coordination, and awareness—are also taught through structured systems supported by bodies like the International Gatka Federation.

Then there is Mallakhamb, a sport that combines strength, flexibility, and control. Its references go back to texts like the 12th-century *Manasollasa* and the 19th-century *Vyayam Dipika*. It was revived in the 1700s by Balambhat Dada Deodhar during the time of Bajirao II to train Maratha soldiers. Athletes perform on a wooden pole, rope, or hanging apparatus, executing complex poses that demand both physical strength and mental focus. The textbook presents it as a full-body workout that builds balance, agility, and confidence—and notes its growing presence in international competitions.

From Manipur comes Thang-Ta, literally meaning “sword and spear”. Developed in the 17th century as part of the Huyen Lallong tradition, it blends combat techniques with controlled breathing and movement. Practitioners train in swordplay, spear techniques, and high-energy movement that mirror nature. Once suppressed during colonial rule, it is now being reintroduced as both a physical discipline and a way to engage with the cultural traditions of Northeast India.

The last one is Kalaripayattu, a 3,000-year-old traditional Indian martial art originating from Kerala. Traditionally taught in gurukuls, it begins with oil massages to prepare the body and moves through a series of animal-inspired stances. Students learn to handle weapons like the urumi, spears, and sticks. The British once banned it, wary of its role in training strong and disciplined fighters.

These are not just theoretical additions. Khel Praveen requires practical engagement—40 per cent of the assessment is based on physical performance, and another 20 per cent on projects such as documenting local akharas or traditions.

(Edited by Saptak Datta)

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