

EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

January 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 **January 2026**.

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

(Dr.Akash)
Head, LDD
NCERT, New Delhi

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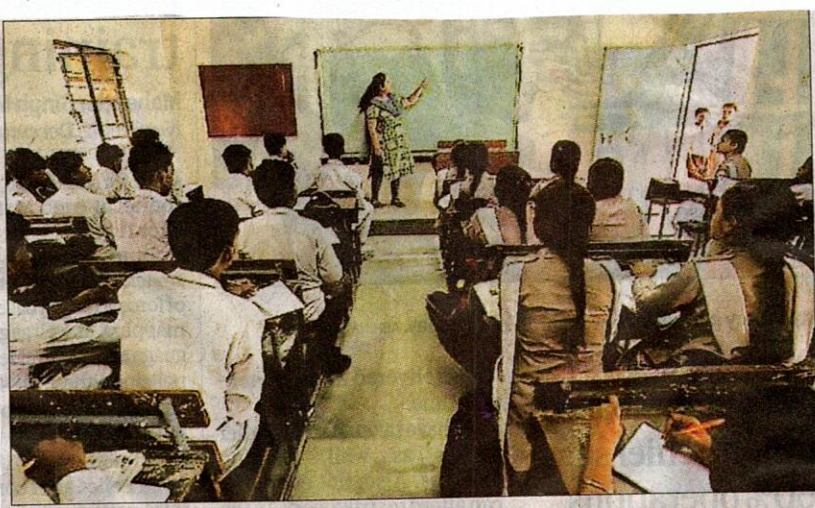
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The Indian Express,

1 January 2026, Page No-4

The year saw schools shutting down or moving online due to rising pollution. EXPRESS

School shutdowns not the answer, NEP needs review

Vidheesha Kuntamalla

THE CHALLENGE

Every year, schools in Delhi-NCR face a recurring problem – they are either shut or shifted to online as well as hybrid mode due to extreme weather conditions, winter pollution, even intense rainfall, steadily reducing functional teaching days. Those affected are the children, mainly the young learners and those from lower economic groups, as recurring disruptions widen learning gaps.

The year 2025 also witnessed another kind of disruption, with parents of students studying in private schools coming to the streets to protest fee hikes. This led the Delhi government to pass the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, aiming to curb arbitrary fee hikes, provide parents with a voice in the fee-fixation process, and introduce strict penalties for violations. How the Act is implemented on the ground remains to be seen.

In higher education, the implementation of the National Education Policy (NEP) – particularly the four-year undergraduate programme – has led to an increase in the number of courses, credits, exams and internal assessments. Many students and teachers report academic overload and con-

stant evaluation cycles that leave little time for sustained learning or specialisation.

WAY FORWARD

At the school level, experts believe policy responses must move beyond blanket school shutdowns to ensure there is no learning loss. Latika Gupta, faculty at Department of Education, Delhi University, said, "We need to think seriously about how education can remain exciting and meaningful despite disruptions... Instead of shutting down schools and pushing classes on to hybrid mode, schools should be promoted to upgrade their infrastructure with air purifiers, among others."

On private schools hiking fees, she said, "Fee regulation alone will not fix private schooling. We need wider conversations involving parents, schools, legal experts and civil society to understand what private education has become."

In higher education, experts believe an analysis of NEP performance in the last five years is the need of the hour. "There has to be a serious, evidence-based review of NEP. You cannot keep reforming higher education without asking students and teachers how it is actually playing out in classrooms," said Gupta.

"Higher education needs fewer courses and deeper engagement....," she added.



Millenium Post, 1 January 2026,

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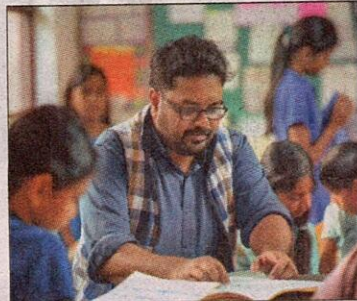


CBSE SKILL EDUCATION TEACHER TRAINING STARTS JAN 5

OUR CORRESPONDENT

The Central Board of Secondary Education (CBSE) has announced the schedule for one-day Capacity Building Programmes (CBPs) aimed at preparing teachers for the compulsory rollout of Skill Education in Classes 6 to 8. These offline training sessions will commence on January 5, 2026, and will be conducted at various centres across northern India.

The programmes are part of CBSE's plan to ensure the effective



implementation of skill-based learning at the middle school level. In line 1

DURING THE WORKSHOPS, TEACHERS WILL BE ORIENTED ON THE KAUSHAL BODH ACTIVITY BOOKS DEVELOPED BY NCERT

with an earlier circular, the Board is moving ahead with making Skill Education mandatory and equipping teachers with the necessary tools and understanding to deliver the curriculum.

During the workshops, teachers

will be oriented on the Kaushal Bodh activity books developed by NCERT. These resources are designed to support classroom instruction and help educators smoothly transition to the new skill-focused approach. The initiative aligns with the objectives of the National Education Policy, which stresses early exposure to vocational skills as a key component of holistic education. Teachers and school authorities seeking further information can visit the official CBSE Academic website or get in touch with the Department of Skill Education.

NCERT study plans assessment of Class 3 students' basic learning abilities

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PTI



NCERT study plans assessment of Class 3 students' basic learning abilities

NCERT study plans assessment of Class 3 students' basic learning abilities

New Delhi, The National Council of Educational Research and Training will conduct the Foundational Learning Study to assess and strengthen the basic learning competencies of Delhi students at the Grade 3 level of the current academic year, a statement said.

According to the Delhi State Council of Educational Research and Training the study is tentatively scheduled to be held during February-

schools will be shared in advance.

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The Foundational Learning Study is designed to understand how well students acquire basic reading, writing and numeracy skills by the end of the foundational stage, the statement said.

This is a collaborative initiative of SCERT and NCERT, it said.

As part of the preparations, NCERT has shared sample assessment tasks in Hindi and English to familiarise teachers and students with the assessment format and process.

Heads of schools and principals have been asked to ensure that Class 3 teachers help students practise these sample activities to improve their understanding and readiness, according to the SCERT.

It stated that schools have also been advised to expose students to a

It emphasised that the cooperation of schools will be crucial for the smooth and effective implementation of the study and for promoting strong foundational learning outcomes among students.

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Clarifying the nature of the exercise, NCERT said that the FLS is not an examination or test. It is a diagnostic survey and does not involve grading or certification of individual students, nor does it serve as a rating or certification of schools.

The findings are used to inform policy decisions, improve classroom practices and strengthen foundational education under the National Education Policy 2020.

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Next Story



Education: School shutdowns not the answer, NEP needs evidence-based review

At the school level, experts believe policy responses must move beyond blanket school shutdowns to ensure there is no learning loss.

Written by [Vidheesha Kuntamalla](#)

New Delhi | January 1, 2026 06:20 AM IST

🕒 3 min read



The year saw schools shutting down or moving online due to rising pollution. (Express)

THE CHALLENGE

Every year, schools in Delhi-NCR face a recurring problem – they are either shut or shifted to online as well as hybrid mode due to extreme weather conditions, winter pollution, even intense rainfall,

steadily reducing functional teaching days. Those affected are the children, mainly the young learners and those from lower economic groups, as recurring disruptions widen learning gaps.

The year 2025 also witnessed another kind of disruption, with parents of students studying in private schools coming to the streets to protest fee hikes. This led the [Delhi](#) government to pass the Delhi School Education (Transparency in Fixation and Regulation of Fees) Bill, aiming to curb arbitrary fee hikes, provide parents with a voice in the fee-fixation process, and introduce strict penalties for violations. How the Act is implemented on the ground remains to be seen.

In higher education, the implementation of the National Education Policy (NEP) – particularly the four-year undergraduate programme – has led to an increase in the number of courses, credits, exams and internal assessments. Many students and teachers report academic overload and constant evaluation cycles that leave little time for sustained learning or specialisation.

WAY FORWARD

At the school level, experts believe policy responses must move beyond blanket school shutdowns to ensure there is no learning loss.

Latika Gupta, faculty at Department of Education, Delhi University, said, “We need to think seriously about how education can remain exciting and meaningful despite disruptions... Instead of shutting down schools and pushing classes on to hybrid mode, schools should be promoted to upgrade their infrastructure with air purifiers, among others.”

On private schools arbitrarily hiking fees, she said, “Fee regulation alone will not fix private schooling. We need wider conversations involving parents, schools, legal experts and civil society to understand what private education has become.”

In higher education, experts believe an analysis of NEP performance in the last five years is the need of the hour. “There has to be a serious, evidence-based review of NEP. You cannot keep reforming higher education without asking students and teachers how it is actually playing out in classrooms,” said Gupta.

“Higher education needs fewer courses and deeper engagement. Specialisation cannot be replaced by constant assessment and flexibility without intellectual cost,” she added.

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News

Modi says PM-SHRI set to transform primary education nationwide

He noted that the scheme is designed to strengthen primary education through improved infrastructure and enhanced learning environments.



'Chalo Jeete Hain' set for special nationwide re-release on PM Modi's birthday

11:45 pm



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PM Modi on Wednesday urged state governments to prioritise the effective rollout of the PM-SHRI (Prime Minister Schools for Rising India) scheme, stating that its proper implementation would be crucial in improving the quality of education across the country.

Speaking during the 50th PRAGATI video conference with state chief secretaries, the Prime Minister said the initiative aims to upgrade government schools and develop them into model institutions in line with the National Education Policy (NEP) 2020.

He noted that the scheme is designed to strengthen primary education through improved infrastructure and enhanced learning environments.

The Prime Minister explained that the Centre would fund 60 per cent of the project cost, with states contributing the remaining 40 per cent, enabling the holistic development of selected government schools nationwide.

He added that students from both rural and urban areas would benefit from better infrastructure, digital learning facilities, and modern educational tools.

Emphasising the broader goals of NEP 2020, Modi said the scheme focuses on fostering creativity, skills and all-round development among students.

He outlined plans to develop digital and green schools equipped with smart classrooms, science and digital laboratories, modern libraries, sports amenities, arts education and vocational training facilities.

Sustainability measures such as the use of solar energy and water conservation would also be incorporated.

Addressing the conference, Andhra Pradesh Chief Secretary K Vijayanand informed the Prime Minister that 935 schools in the state have been identified under the PM-SHRI scheme and are being upgraded with digital support to provide quality education.

He said the state government is putting in place all required steps to ensure the scheme is implemented effectively across Andhra Pradesh.

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18/1/26
दिनांक, 2 जनवरी 2026, पृष्ठ संख्या - DT-02

विद्यार्थियों की सीखने की क्षमता आंकेगा एनसीईआरटी

जागरण संवाददाता, नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) दिल्ली के तीसरी के विद्यार्थियों की सीखने की क्षमता का आकलन करने के लिए फाउंडेशनल लर्निंग स्टडी (एफएलएस) आयोजित करेगा। इसका उद्देश्य यह समझना है कि बच्चे प्राथमिक स्तर तक पहुंचते-पहुंचते पढ़ने, लिखने और अंकज्ञान जैसी बुनियादी कौशलों को कितना हासिल कर पाते हैं।

राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) के अनुसार यह अध्ययन फरवरी-मार्च 2026 के बीच चयनित स्कूलों में कराया जाएगा। वहीं जिन स्कूलों में

अध्ययन फरवरी-मार्च 2026 के बीच चयनित स्कूलों में कराया जाएगा, अध्ययन से पहले स्कूलों को बताई जाएगी पूरी प्रक्रिया

यह अध्ययन होना है, उनकी सूची पहले से जारी की जाएगी। यह पहल एनसीईआरटी और एनसीईआरटी के संयुक्त सहयोग से की जा रही है। अध्ययन के लिए एनसीईआरटी ने हिंदी और अंग्रेजी में नमूना मूल्यांकन गतिविधियां साझा की हैं, ताकि शिक्षक और विद्यार्थी दोनों मूल्यांकन की प्रक्रिया और प्रारूप को जान सकें। एनसीईआरटी ने स्कूल प्रमुखों और प्रधानाचार्यों को निर्देश दिया है कि तीसरी के शिक्षक इन गतिविधियों का

अभ्यास बच्चों से करवाएं, जिससे उनकी तैयारी मजबूत हो। इसके साथ ही वे विद्यार्थियों को विभिन्न प्रकार के अभ्यास प्रश्नों को भी बताएं, ताकि उनके बुनियादी कौशल विकसित हों। एनसीईआरटी ने यह स्पष्ट किया है कि फाउंडेशनल लर्निंग स्टडी किसी भी तरह की परीक्षा या टेस्ट नहीं है। यह केवल एक डायग्नोस्टिक सर्वे है, जिसमें न तो छात्रों को ग्रेड दिया जाएगा और न ही किसी स्कूल को रेटिंग या प्रमाणन किया जाएगा। अध्ययन के निष्कर्ष नीति निर्माण, शिक्षण पद्धतियों में सुधार और राष्ट्रीय शिक्षा नीति 2020 के तहत बुनियादी शिक्षा को मजबूत करने के लिए उपयोग किए जाएंगे।

Getting teens to read the news

Through board games, photographs, graphics, and chronologically told stories, The Hindu In School engages young readers

Gokul C.

How do you get teenagers to read newspapers? The Hindu In School team is often asked this question by teachers, parents, and fellow journalists. It is also something that we reflect on while writing and producing a newspaper that caters to young readers between the ages of 13 and 18.

The question assumes importance because multiple studies, conducted around the world, claim that the rate of students reading for pleasure or general awareness is declining sharply. These surveys blame the trend on social media, specifically short-form videos, which has significantly altered the patterns of information consumption.

One such survey conducted in the U.K. in 2025, by the communication regulator Ofcom, showed that 57% of respondents in the age range of 12-15 were getting their news and information from social media platforms. The scenario is not very different in other countries, including India.

As one journalism student told the In School team during an interaction, "I don't go looking for news on social media. It comes as part of the overall content that I view. What I like is that I can instantly react to the news, through likes, shares, and comments." This is a popular sentiment among young readers.

Social media has played a significant role in enabling the youth to express themselves, especially in societies where their freedom of expression is restrained. Yet, most of the content pushed to them is not age-appropriate, which is one of the reasons why Australia imposed a ban on social media use for children below 16.

But even on traditional platforms, there is precious little space for child-friendly journalism. This makes the task of creating news that is inclusive, accessible, and explanatory for readers of all ages both daunting and deeply rewarding. Coming back to the question of getting children to read, here is what we do.

We try to cover news that makes sense in their world and present it in their "language". Which is why our headlines look

different from the main edition. For instance, stories about the birth anniversary of mathematician Srinivasa Ramanujan, board examination preparation tips, and research into why you cannot wiggle your toes like your fingers make it to our front page. We focus on topics that are of importance and interest to teen readers.

For many of them, we are their first introduction to news. So, we try to keep it simple. We break down developments to explain context and consequences. We re-invert the inverted pyramid – the traditional form of reporting news with information ordered based on their importance – to tell stories sequentially and chronologically, placing greater emphasis on explanatory journalism.

Since many teenagers are exhausted by their academic workload, we try not to overwhelm them with information. A story on climate change, for instance, may be presented through photographs and graphics rather than dense statistics. We turn empirical data into anecdotal stories that readers can relate to.

For children with an appetite for deeper reading, we narrate national, international, and civic news as stories that are easier to absorb. We have even created a monthly board game to help children engage with news. We present the news of the month on the board game, and every positive news takes the player ahead while negative ones push them back.

What also helps engage young readers is making them feel like they are a part of the editorial process. They write to us regularly, to share their stories, poems, and opinions about news developments, and even puzzles and games. Given the volume of submissions, we dedicated last year's Children's Day issue to articles written by our teen contributors.

The sheer enthusiasm and response underlined us that there is still a significant number of teenagers who enjoy reading news in print. This includes many first-generation English learners who use school newspapers as an educational tool to strengthen their language skills.

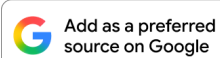
gokul.c@thehindu.co.in



Representative Image (Photo/NCERT)

NCERT to get Deemed University Status by January end

ANI | Updated:
Jan 02, 2026
16:44 IST



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ANI
News

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By Vishu Adhana

New Delhi (India), January 2 (ANI): The National Council of Educational Research and Training (NCERT) is likely to be granted deemed-to-be-university status by the end of January, sources in the Ministry of Education told ANI.

According to sources, the groundwork for granting the status has been completed, and the University Grants Commission (UGC) will hold a meeting to decide.

"The preparation has been done. The UGC has to hold a meeting to make a decision. We are hopeful that once the next meeting takes place, the update will come by the end of the month," a source said.

Union Education Minister Dharmendra Pradhan made the announcement to transform NCERT into a deemed university in 2023, while stating that NCERT's transition into a research university would open avenues for global collaborations and enable it to contribute more actively to the global educational landscape.

NCERT is an autonomous organisation under the Ministry of Education and plays a central role in improving the quality of school education through curriculum development, textbook publication, educational research and teacher training.

Once accorded the status, NCERT will be able to initiate expanded in-house research programmes and function as a full-fledged research university.

Sources said the institution will be primarily funded by the Department of School Education and Literacy under the Ministry of Education.

Universities in India are recognised by the University Grants Commission (UGC), which derives its powers from the UGC Act, 1956.

A deemed-to-be-university is a status granted to higher educational institutions that demonstrate excellence in a specific field of study, on the advice of the UGC and approval of the Central Government.

As per the UGC website, there are around 145 institutes with deemed university status

The Indian Institute of Science (IISc) was the first to receive the status in 1958, while Tamil Nadu has the highest number of deemed universities.

Institutions with deemed university status enjoy full academic autonomy, including the freedom to design courses, develop curricula, determine admissions criteria and fix fees.

With this status, NCERT will be able to award its own graduate, postgraduate and doctoral degrees, significantly expanding its role in India's higher education and research ecosystem. (ANI)

TAGS

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दैनिक जागरण, 3 जनवरी 2026,
पृष्ठ संख्या - 13

एनसीईआरटी को मिल सकता है डीम्ड यूनिवर्सिटी का दर्जा

नई दिल्ली: राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) को जनवरी के अंत तक डीम्ड-टू-बी यूनिवर्सिटी का दर्जा मिल सकता है। शिक्षा मंत्रालय के सूत्रों ने यह जानकारी दी है। सूत्रों के अनुसार, एनसीईआरटी को यह दर्जा देने की तैयारी पूरी कर ली गई है और इस संदर्भ में निर्णय लेने के लिए विश्वविद्यालय अनुदान आयोग (यूजीसी) बैठक करेगा। (एनआइ)

The Indian Express, 3 January 2026, Page No - 11

Classroom teaching is essential. HC ruling misses that

member, the Delhi High Court ruled that no law student in the country should be barred from taking examinations due to insufficient attendance.

Before analysing these issues, let us go back to the idea of a university and its objectives.

In his classic 19th-century work, *The Idea of a University*, John H Newman emphasised that a university is a transformative space where knowledge, freedom, and purpose combine to create enlightened individuals who can steward the transition to a just society. He argued that the autonomy of an institution is best left to its leader. The creation of original knowledge and the larger public good should be the key idea of a university.

Today, universities have drifted from their core mandate, and the faculty are

called upon by the state and regulators to play roles for which they were never trained. These include the policing of students. Requiring the faculty to perform such roles leads to what Fleming calls the bureaucratisation of universities. Dealing with such matters taxes the energy of faculty members. Failure to perform such tasks can lead to a fair amount of backlash against faculty members, especially from

Today, universities have drifted from their core mandate, and the faculty are called upon by the state and regulators to play roles for which they were never trained

14

parents. At times, institutions that judge universities lack insight into how universities work now.

The social milieu today is exerting pressure on students, and, indeed, academic environments often exacerbate mental health issues. While universities generally have a basic infrastructure to deal with such issues, they do not yet have specialised arrangements. They become easy scapegoats for student stress.

At the same time, regulators expect universities to follow an ambitious curriculum. Continued classes, assignments, and an effective evaluation system are needed for academic rigour. For a variety of reasons, some students are often unable to cope with this schedule. The choice before universities, then, is to either lower the bar or push students to meet the

requirements. Neither option is ideal. The university, then, becomes an easy target for what is a systemic and social problem. In several institutions, this takes a toll on academic rigour.

The Delhi High Court's latest verdict removes obligations to attend classes. Classroom teaching is essential to academic rigour. Teaching today faces a challenge from AI. However, AI can never provide the personalised attention to a student that an empathetic teacher can. The online mode will especially be insufficient for students of highly technical subjects like law. The attendance relaxation mandated by the HC will, however, encourage the online mode.

The writer is vice chancellor, National Law University Delhi. Views are personal



G S BAJPAI

PETER FLEMING'S *Dark Academia: How Universities Die* offers valuable insights into the forces that undermine institutions. There are at least three disturbing developments that seem to be affecting the idea of a university in India today. One, the increasing traction of the argument that academic rigour and academic schedules are a source of stress to students in higher educational institutions (HEIs). Two, the requirement of minimum discipline in an HEI is being seen as antithetical to student creativity. Three, requiring students to attend a minimum number of classes is being seen as stressful. In No-

Citywide winter survey to identify out-of-school kids

MAPPING EDUCATION GAPS

Winter survey is being conducted to ensure universal access to education, simplify admission process

Total
234
teams

SURVEY DETAILS

Scheduled from **Jan 1 to Jan 15**

To be conducted daily from **9am to 1pm**

TARGET AGE GROUPS

Children will be identified and categorised into four age groups

- Below 6 years
- 6-10 years
- 11-14 years
- 15-19 years

How survey teams will function

Survey teams will be equipped with identification kits and ID cards to ensure easy recognition and build community trust

Reports to be submitted to Samagra Shiksha by Jan 15

Children identified as out-of-school, including children with special needs, will be admitted to schools by Jan 31

Report on admitted students to be submitted by Feb 7

DISTRICT	NO. OF TEAMS
East	27
South East	25
South	22
West B	22
North West A	20
West A	18
North	16
North East-II	16
North West B-I	15
North East-I	12
South West A	9
South West B-I	9
North West B-II	7
South West B-II	7
Central	8
New Delhi	1

TARGETED OUTREACH

High-risk areas identified first

Focus on potential hotspots

Unauthorised colonies

Construction sites

Industrial zones

Meghna.Dhulia
@timesofindia.com

New Delhi: As classrooms across Delhi prepare for the new academic cycle, the city's education department has fanned out hundreds of surveyors into lanes, labour clusters and informal settlements to answer a critical question: Which children are still missing from school? In a renewed push to bridge learning gaps, Delhi govt has launched a 15-day citywide survey to identify out-of-school children and bring them back into the formal education system.

The exercise, conducted by the Samagra Shiksha wing of the Delhi education department from Jan 1 to Jan 15, aims to track children who dropped out, never enrolled, or require special educational support. Survey teams are visiting households daily between 9 am and 1 pm to map education gaps on the ground. "Our objective is to ensure universal access to education and simplify the admission process so that no child is denied

schooling due to documentation, migration or socio-economic challenges," an education department official said.

A total of 234 survey teams were deployed across all districts, with East Delhi seeing the highest number at 27 teams, followed by South East (25) and South and West B districts (22 each). Children identified during the survey will be categorised into four age groups—below 6 years, 6-10 years, 11-14 years and 15-19 years—to enable age-appropriate placement. "This classification helps us plan admissions more effectively, especially for older children who may need bridge courses or alternative learning pathways," the official added.

All identified children, including those with special needs, are expected to be admitted by Jan 31, with a detailed report on admissions to be submitted by Feb 7. "Schools were instructed to prioritise these admissions and provide necessary academic and counselling support," another official said.

The survey follows a tar-

geted outreach strategy, focusing first on high-risk areas where dropout rates are traditionally higher. Unauthorised colonies, construction sites, industrial zones and migrant settlements have been identified as key hotspots.

For many families, the struggle is painfully real. A father from northeast Delhi recounted his ordeal with his son's Class IX admission: "I was bounced from one office to another, each offering little clarity. Eventually, the school removed his name from the roster, and I had no idea how to get him readmitted." With options dwindling, his son ended up working in a shop in Shiv Vihar, a stark reminder of how quickly educational disruption can divert a child from learning to labour.

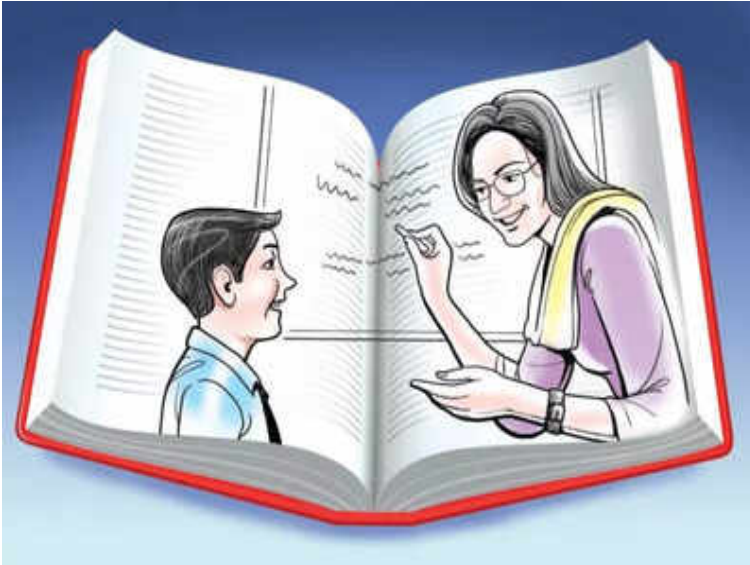
Samagra Shiksha conducts bi-annual surveys each year to identify out-of-school children. Thousands of students are identified each year. "In this year's summer survey, over 11,000 children were identified who either dropped out or were never enrolled," said the official.

Printed from

THE TIMES OF INDIA

NCERT to be granted deemed university status: Here is what that changes

TOI Education | Jan 3, 2026, 12.46 PM IST



The National Council of Educational Research and Training, an institution long associated with school textbooks and curriculum design, may soon step into a different institutional role. According to sources in the Ministry of Education, NCERT is likely to be granted deemed-to-be-university status by the end of January, *ANI* reports.

The groundwork for the decision has been completed, and the University Grants Commission is expected to take it up in an upcoming meeting. "The preparation has been done. The UGC has to hold a meeting to make a decision. We are hopeful that once the next meeting takes place, the update will come by the end of the month," a source told *ANI*.

The proposal is not new. Union Education Minister Dharmendra Pradhan had announced the plan in 2023, describing the move as a way to convert NCERT into a research-focused institution that could engage in global academic collaboration and contribute more actively to the international education ecosystem.

What is changing now is the likelihood of formal approval.

What NCERT is today

NCERT is an autonomous organisation under the Ministry of Education. Its mandate sits firmly at the school level. It designs national curricula, publishes textbooks used across central and state board schools, conducts

educational research and supports teacher training.

Despite its influence, NCERT is not a university. It does not award degrees, conduct independent postgraduate programmes or operate as a higher education institution. Its authority flows from policy relevance, not academic accreditation.

Deemed university status would alter that structure.

What deemed-to-be-university status means

In India, universities are recognised by the University Grants Commission under the UGC Act, 1956. A deemed-to-be-university is a specific category granted to institutions that demonstrate academic strength in a defined area, on the recommendation of the UGC and with approval from the Central Government.

According to the UGC website, there are around 145 institutes with deemed university status. The Indian Institute of Science was the first to receive it in 1958, while Tamil Nadu currently has the highest number of such institutions.

Deemed universities enjoy full academic autonomy. They can design courses, develop curricula, set admission criteria and fix fees. Crucially, they can award their own degrees at the graduate, postgraduate and doctoral levels.

This autonomy is the core difference between deemed universities and institutions that operate under affiliating universities.

What changes for NCERT

Once accorded the status, NCERT will be able to function as a full-fledged research university. According to *ANI*, this will allow it to initiate expanded in-house research programmes and formally enter higher education and doctoral training.

NCERT will also be able to award its own degrees, significantly widening its institutional footprint beyond school education. This positions it differently within India's education system, where bodies that design school curricula and those that award higher education degrees have traditionally remained separate.

Funding is expected to continue primarily from the Department of School Education and Literacy under the Ministry of Education, *ANI* reports. That detail matters because it suggests NCERT's academic expansion will remain anchored within the school education framework, rather than being absorbed into the higher education bureaucracy.

Why the move matters

The proposal reflects a broader policy shift under the National Education Policy, which encourages research-driven institutions and vertical integration across education levels. NCERT becoming a deemed university would concentrate curriculum authority, research capacity and degree-granting power within a single institution.

The deemed university status changes governance, accountability and academic power.

What happens next

The final decision rests with the UGC, followed by Central Government approval. If granted, NCERT will join a

category of institutions that operate with significant autonomy within India's higher education system.

For an organisation that has shaped what students read in classrooms for decades, the shift marks a move from influencing education indirectly to formally producing degrees and research. The implications will unfold not just in universities, but eventually in how school education policy itself is researched, trained and revised.

For now, the proposal is waiting for one meeting. But once approved, it would permanently alter what NCERT is allowed to be.

नई शिक्षा नीति से बदलाव की शुरुआत : धर्मेंद्र प्रधान

नागपुर, एजेंसी। केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने शनिवार को कहा कि राष्ट्रीय शिक्षा नीति (एनईपी) देश की नई पीढ़ी को मैकाले मानसिकता से बाहर निकालने का प्रभावी माध्यम बनेगी। उन्होंने कहा कि एनईपी शिक्षा व्यवस्था में परिवर्तन की शुरुआत है।

केंद्रीय मंत्री ने कहा कि भारत युवा देश है। शिक्षा विभाग की जिम्मेदारी है कि युवाओं को मातृभाषा में शिक्षा, दक्षता आधारित अध्ययन और कौशल आधारित शिक्षा के जरिए तैयार किया जाए। उन्होंने कहा कि प्रधानमंत्री नरेंद्र मोदी ने कहा है कि देश को मैकाले



सरकार
युवाओं को
दक्षता
आधारित
शिक्षा दे रही

मानसिकता से बाहर निकलने की जरूरत है। राष्ट्रीय शिक्षा नीति, 2020 देश की युवा और आगामी पीढ़ी को गुलामी की इस मानसिकता से मुक्त कराने का माध्यम बनेगी। प्रधान ने शिक्षा में समग्र मूल्यांकन, उद्यमिता और नवाचार पर भी जोर दिया।



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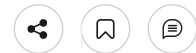
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National Education Policy will bring country's new generation out of Macaulay mentality: Pradhan

The NEP, announced on July 29, 2020 proposes various reforms in school education as well as higher and technical education.

PTI
Published On Jan 4, 2026 at 11:52 PM IST



Speaking to PTI Videos during his visit here for a programme, Pradhan said the NEP, which is in its sixth year now, will herald a paradigm shift

Nagpur, The National Education Policy will be the medium to implement Prime Minister Narendra Modi's call to bring the country's new generation out of the Macaulay mentality, Union Education Minister Dharmendra Pradhan said on Saturday.

The NEP, announced on July 29, 2020 proposes various reforms in school education as well as higher and technical education.

Speaking to PTI Videos during his visit here for a programme, Pradhan said the NEP, which is in its sixth year now, will herald a paradigm shift.

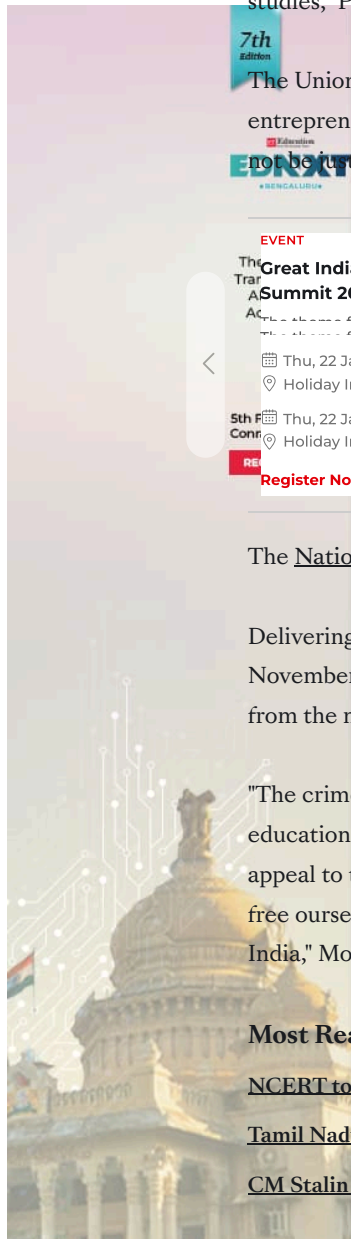




"Prime Minister Modi has said the country needs to come out of the Macaulay mentality. The NEP 2020 will be the medium to bring the new generation of the country out of the Macaulay mentality," he asserted.

"India is a country of the youth and it is the responsibility of the education department to prepare the youth and future generations with education in mother tongue, competency based studies and skill based studies," Pradhan added.

The Union minister further pitched for holistic assessment of studies, entrepreneurship and innovation in education, adding that youth should not be just job seekers but also job creators.



<p>EVENT</p> <p>The Great India School Summit 2026</p> <p>Release for Great India Summit 2026</p> <p>Thu, 22 Jan 2026</p> <p>Holiday Inn Zirakpur, Chandigarh</p> <p>5th Conf</p> <p>Thu, 22 Jan 2026</p> <p>Holiday Inn Zirakpur, Chandigarh</p> <p>Register Now ></p>		<p>EVENT</p> <p>EDNXT - Bengaluru</p> <p>India's education</p> <p>India's education</p> <p>Thu, 05 Feb 2026</p> <p>CONRAD, BENGALURU</p> <p>Thu, 05 Feb 2026</p> <p>CONRAD, BENGALURU</p> <p>Register Now ></p>		<p>EVENT</p> <p>Tech Summit</p> <p>Thu</p> <p>NE</p> <p>Regist</p>
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The National Education Policy is working in that direction, he said.

Delivering the sixth Ramnath Goenka Lecture in New Delhi on November 17, PM Modi urged citizens to take a pledge to rid the nation from the mindset of slavery instilled by Thomas Macaulay.

"The crime committed by Macaulay against India's cultural and educational foundations will complete 200 years in 2035. I want to appeal to the entire country: over the next decade, we must resolve to free ourselves from the mindset of slavery that Macaulay imposed on India," Modi had said on the occasion.

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The Times of India, 5 January 2020, Page No -4

NCERT to conduct foundational learning study for Class 3 students

TIMES NEWS NETWORK

New Delhi: National Council of Educational Research and Training (NCERT) will conduct the foundational learning study (FLS) to assess and strengthen the basic learning competencies of Delhi students studying in class III during the current academic year.

Through an official circular, the State Council of Educational Research and Training (SCERT) stated that the study is tentatively scheduled to be held from Feb to March this year in selected, sampled schools, and the list of participating schools will be shared in advance.

The initiative is a collaborative effort between SCERT and NCERT across the country.

To prepare students for the exercise, NCERT shared sample assessment tasks in both Hindi and English. These materials are intended to familiarise teachers and students with the assessment format and process.

How Haryana plans to foster sports culture in government schools

Education Department has designated 22 such institutions across state



EXPLAINER

NITISH SHARMA
TRIBUNE NEWS SERVICE

AMBALA, JANUARY 4

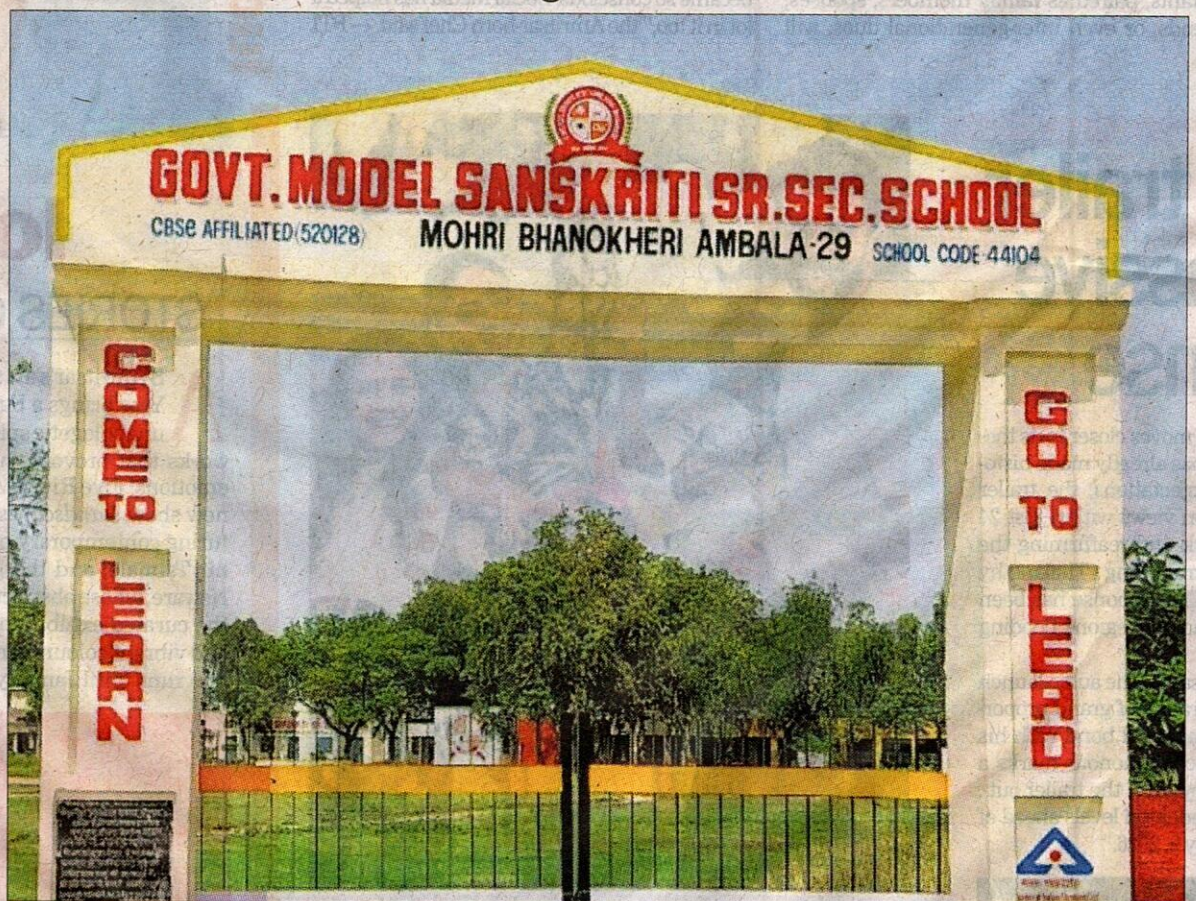
TO promote sports culture and provide opportunities to government school students to excel in sports, the Education Department has designated 22 government schools across Haryana as Centres of Excellence in Sports. Different disciplines have been allotted to the selected government schools.

■ What is this project all about?

A notification issued by the School Education Department...read, "In pursuance of the state's commitment to strengthening spirit of sportsmanship among the students and providing opportunity to excel in sports, under the National Education Policy (NEP) 2020, and with recommendations of the Haryana Government, Model Sanskriti and PM Shri Senior Secondary Schools have been designated as Centers of Excellence in Sports."

■ What are the disciplines selected for the schools?

Under the initiative, different disciplines such as table tennis, volleyball, handball, swimming, kabaddi, football, hockey, judo, bad-



Different disciplines have been allotted to the selected government schools.

minton, boxing, cricket, weightlifting and wrestling have been selected. Of these selected disciplines, one to two disciplines have been allotted to the selected Model Sanskriti and PM Shri Senior Secondary Schools. One school in each district has been selected under this initiative.

■ What are the facilities to be provided to the schools?

An official in the Education Department said that government schools having ample unused spaces were recommended and

they were selected for different disciplines under the initiative by the department. Multipurpose halls will be constructed for allotted games, and funds for the construction of multipurpose halls and equipment will be provided after the approval of the Financial Department.

As per the notification, multipurpose halls are required in 15 schools for various allotted games like table tennis, wrestling, badminton, boxing, kabaddi, weightlifting and volleyball.

■ What do the Education Department officials say about the initiative?

The Education Department officials believe that the initiative will give a boost to students' confidence and also attract more students towards government schools. Ambala District Education Officer Sudhir Kalra said at Ambala Government Model Senior Secondary School, Mohri Bhanokheri, had been designated for badminton and table tennis, for which a multipurpose hall would be constructed. This initiative will

significantly enhance sports infrastructure and provide quality training opportunities to the students. Similarly, Kurukshetra DEO Vinod Kaushik said that PM Shri GSSS Umri has been selected for wrestling and boxing, for which a multipurpose hall would be constructed. The initiative would not only help the students in excelling in sports, but it would also attract more students towards the government school from nearby areas and it would also improve the student strength.

Ministry of Defence



State-Level National School Band Competition successfully concludes as part of Republic Day Celebrations 2026

प्रविष्टि तिथि: 05 JAN 2026 12:49PM by PIB Delhi

In order to evoke a feeling of oneness, belonging and pride in children, towards their school and country, the National School Band Competition 2025-26, organised as part of Republic Day Celebrations (RDC) 2026, got successfully completed at the state level and witnessed enthusiastic participation from across the nation.

The Competition consists of three levels [State Level, Zonal Level, & National Level (final)] in four categories (Boys Brass Band, Girls Brass Band, Boys Pipe Band and Girls Pipe Band). The guidelines for the National School Band Competition 2025-26 were issued by Ministry of Education in October 2025.

A total of 824 school band teams from 33 States/UTs got registered at State Level out, of which 763 teams comprising of 18,013 children participated. 94 teams have been shortlisted for the Zonal level competition. The four winner band groups from each Zone (Eastern, Western, Northern & Southern Zone) i.e. total 16 finalist band teams will compete in the grand finale of the Competition to be held in New Delhi on January 24, 2026. Their performances will be evaluated by the Jury appointed by Ministry of Defence including members from each wing of the Defence Forces (Army, Navy and Air Force).

From RDC 2023 onwards, the National School Band Competition is being jointly conducted by Ministry of Defence and Ministry of Education. The rhythm of a band rouses passion, courage and action in children and adults alike. This helps to rejuvenate and rekindle the spirit of patriotism and unity amongst children in schools throughout the country and motivate them on the path of holistic education. Last year during the RDC-2025, 709 school band teams were registered for the Competition at State Level out of which 568 teams (13,999 children) had participated.





VK/SS

(रिलीज़ आईडी: 2211393) आगतुक पटल : 492
इस विज्ञप्ति को इन भाषाओं में पढ़ें: Urdu , हिन्दी , Tamil , Telugu

उच्च शिक्षा की समस्याओं का समाधान

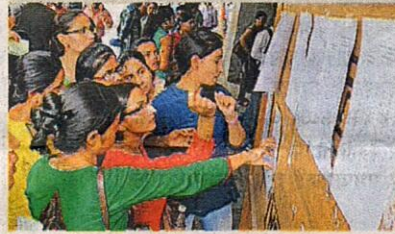
केवल डिग्री हासिल कर लेने को शिक्षा नहीं कह सकते। शिक्षा वह शक्ति है, जो जीवन को दिशा देती है। सफल शिक्षा एक व्यक्ति के सोचने का तरीका बदल सकती है, उसे जीवन उद्देश्य दे सकती है और अपने भीतर छिपी संभावनाएं पहचानने का अवसर दे सकती है। खासतौर पर उच्च शिक्षा वह पड़ाव है, जहां युवा अपनी रुचियों और क्षमताओं को पहचानते हैं और भविष्य की राह खोजने की शुरुआत करते हैं। जहां एक तरफ स्कूली शिक्षा हमें हमारे आसपास की दुनिया का ज्ञान देती है, वहीं उच्च शिक्षा छात्रों को अपने विकल्प जानने की आजादी देती है। उच्च शिक्षा समय है अलग-अलग विषयों और क्षेत्रों को समझने और यह तय करने का कि उन्हें जीवन में क्या करना है। यह प्रक्रिया सरल नहीं, जटिल होती है। एक छात्र के आजादी से अपनी राह चुन सकने के पीछे एक मजबूत संस्थान, संसाधन और निरंतर प्रयास की आवश्यकता होती है।

भारत जैसे विशाल और विविध देश में संस्थान निर्माण एक बहुत बड़ी चुनौती है। आज देश की लगभग 65 प्रतिशत आबादी की उम्र 35 वर्ष से कम है। हर साल लाखों छात्र स्कूलों से निकलकर उच्च शिक्षा की ओर रुख करते हैं, लेकिन संस्थानों में इतनी सीटें ही नहीं कि सबको दाखिला मिल सके। नतीजतन प्रतिस्पर्धा और तेज होती जा रही है और परीक्षाएं और ज्यादा मानकीकृत हो रही हैं। इस सबके साथ-साथ व्यवस्था अक्सर प्रशासनिक सुविधा की सहूलियत देखती है। इस गहन माहौल में हर छात्र की अलग पहचान और क्षमता पर ध्यान दे पाना असंभव हो जाता है। आज भारत में लगभग 70,018 उच्च शिक्षा संस्थान हैं। भले ही यह उत्साहजनक लगे, लेकिन देश की जरूरतों के मुकाबले अभी भी पर्याप्त नहीं। युवावर्ग अब भी बड़ी संख्या में गुणवत्तापूर्ण उच्च शिक्षा खोज रहा है। आपूर्ति की कमी का असर छात्र के इस निर्णय पर पड़ता है कि वह कहां पढ़े। सख्त आब्रजन नीतियों के बाद भी भारतीय छात्र बड़ी संख्या में विदेश पढ़ने जा रहे हैं। कनाडा, अमेरिका और ब्रिटेन उनके प्रमुख गंतव्य हैं। हालांकि अब फ्रांस, आयरलैंड और इटली भी तेजी से छात्रों में लोकप्रिय हो रहे हैं।



प्रमथ राज सिन्हा

नए पाठ्यक्रम, बेहतर तकनीक और उद्योग से पढ़ाई को जोड़कर भारतीय संस्थान खुद को मजबूत बना सकते हैं



समय की आवश्यकता के अनुरूप बने शिक्षा • फाइल

जनवरी 2025 तक के आंकड़ों के अनुसार 12 लाख से अधिक भारतीय छात्र विदेश में पढ़ रहे थे। इस आंकड़े से घरेलू स्तर पर आवश्यकता और सीमित विकल्प साफ उजागर होते हैं। इन चुनौतियों के बीच से ही बड़े अवसर भी उत्पन्न होते हैं।

तेजी से बदलती दुनिया में पहला अवसर नवाचार में निहित है। भारत में हमें अधिक बहुविषयक कार्यक्रमों की आवश्यकता है। हमें ऐसे कार्यक्रमों के बारे में सोचना होगा, जो तकनीक, पर्यावरण, सूचना और रचनात्मक क्षेत्रों से जुड़े हों। मैनेजमेंट, कानून और मेडिकल जैसे पारंपरिक कोर्स को भी नए ढंग से देखना होगा। नए पाठ्यक्रम, बेहतर तकनीक और उद्योग से पढ़ाई को जोड़ कर भारतीय संस्थान खुद को वैश्विक स्तर पर मजबूत बना सकते हैं। दूसरा बड़ा अवसर है, डिजिटल शिक्षा। हाइब्रिड माडल प्रभावी हो सकते हैं, जिन्हें आनलाइन और आफलाइन पढ़ाई को मिलाकर बनाया गया हो। अगर सही ढंग से लागू किए जाएं तो ये बड़े पैमाने पर लाभकारी शिक्षा का साधन बन सकते हैं। भारत जैसे विशाल और विविध देश में, जहां छात्र दूरदराज के इलाकों में रहते हैं, डिजिटल शिक्षा एक असरदार समाधान प्रस्तुत करती

है। अपने सशक्त डिजिटल ढांचे की सहायता से भारत विश्व के लिए एक उदाहरण स्थापित कर सकता है, और उसे ऐसा करना भी चाहिए। नीतिगत स्तर पर आज सकारात्मक बदलाव दिख रहे हैं। तीन दशक बाद राष्ट्रीय शिक्षा नीति ने शिक्षा व्यवस्था में बड़े सुधारों का बीड़ा उठाया है। बहुविषयक पढ़ाई, विषयों में लचीलापन और संस्थानों की स्वायत्तता जैसे विचारों पर अब जोर दिया जा रहा है। दुनिया भर के शिक्षा क्षेत्र के पूर्व अनुभव बताते हैं कि जब-जब सरकारें शोध, नवाचार और तकनीक को शिक्षा का केंद्र बनाती हैं, तब-तब शिक्षा की गुणवत्ता में सुधार होता है। तीसरा अहम पहलू है, प्रतिभा निर्माण। उच्च शिक्षा संस्थान का उद्देश्य केवल रुखा ज्ञान देना नहीं, बल्कि छात्रों के सोच के दायरे को विस्तार देना, कौशल को बढ़ाना और छात्रों को पेशेवर समझ देना भी है। सार्थक शिक्षा देश को ऐसा मानव संसाधन देती है, जो न सिर्फ घरेलू जरूरतों को पूरा करने क्षमता रखता है, बल्कि वैश्विक स्तर पर भी आत्मविश्वास के साथ अपना योगदान दे सकता है।

अगर हम पीछे मुड़ कर देखेंगे तो पाएंगे कि उच्च शिक्षा की परंपरा हमारी सबसे बड़ी ताकत रही है। अपने-अपने समय में तक्षशिला, नालंदा और विक्रमशिला जैसे प्राचीन शिक्षा केंद्र विश्व भर से विद्वानों को आकर्षित करते रहे। इन सभी ने जिज्ञासा एवं शोध को शिक्षा का मूल सिद्धांत बनाया। आज भले ही समय और परिस्थितियां बदल गई हों, लेकिन हमारा लक्ष्य और भी स्पष्ट है। अगर हमें 2035 तक सकल नामांकन का अनुपात 50 प्रतिशत तक पहुंचाना है, उच्च शिक्षा के क्षेत्र में अंतरराष्ट्रीय सहयोग बढ़ाना है और केवल डिग्री पर केंद्रित न रह कर सीखने की सामर्थ्य को प्रोत्साहित करना है तो संस्थान निर्माण को राष्ट्रीय प्राथमिकता बनाना होगा। हमारे आज के प्रयास से भारत के शिक्षा संस्थान न केवल युवा पीढ़ी की महत्वाकांक्षाओं को सही दिशा दे सकेंगे, बल्कि यही युवा आगे चलकर विकसित भारत 2047 की नींव भी मजबूत करेंगे।

(लेखक अशोक यूनिवर्सिटी के चेयरपर्सन, बोर्ड आफ ट्रस्टी हैं)

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Teachers: The unsung sculptors shaping our society



SAKSHI
SETHI

2ND OPINION THE PIONEER

As the New Year tiptoes in with its ritualistic optimism, glittering resolutions and recycled affirmations about growth and transformation, it is an opportune moment to acknowledge a profession that has been transforming society long before hashtags made it fashionable. Teachers are, after all, the sculptors of society – though not the romanticised kind chiselling masterpieces in sunlit studios. Their workshop is a crowded classroom, their tools are patience and persistence, and their raw material is a volatile mix of curiosity, confusion, defiance, brilliance and inherited prejudice. They are expected to mould the future while standing knee-deep in systemic contradictions, armed with idealism but short on institutional backing.

It is universally agreed, at least in theory, that teachers

shape the destiny of nations. This belief is proclaimed in speeches, policy documents and ceremonial celebrations. Yet, once the applause fades, the same society turns conveniently forgetful. Teachers are instructed to inspire innovation but discouraged from questioning outdated curricula. They are urged to cultivate critical thinking but warned against unsettling established narratives. They are told to personalise learning while being handed overcrowded classrooms and rigid timelines. Apparently, sculpting excellence is easy - as long as it fits neatly into predefined moulds.

Modern teachers are also expected to be marvels of multitasking efficiency. They must alternate between educator, counsellor, administrator, technologist, motivator, evaluator and, occasionally, crisis manager. They are expected to nurture emotional intelligence while navigating their own burnout in silence. When a child falters, teaching methods are interrogated. When a child excels, credit is distributed among parenting styles, private tutoring and inspirational influencers. Teachers, it seems, are valued as background characters in success stories and foreground suspects in narratives of failure.

Accountability flows generously in one direction. Teachers are observed, assessed, retrained and audited with admirable regularity. Meanwhile, systemic inefficiencies enjoy immunity from scrutiny. Policies are drafted far from

classrooms; reforms are announced without groundwork, and implementation gaps are treated as minor inconveniences. Teachers are expected to adapt overnight, smiling through workshops steeped in jargon and detached optimism. If the sculpture cracks, the sculptor is blamed - never the flawed marble or unstable pedestal.

Yet teachers persist with a stubborn commitment. They arrive each day carrying not just lesson plans, but hope. They notice the silent child shrinking into invisibility, the restless mind seeking purpose, the confident voice masking insecurity. They teach beyond academic content; they model resilience and quietly challenge inherited biases. In an age obsessed with instant gratification, teachers practise the radical act of patience.

As society enters another year of promises, it is time to reassess how we treat those entrusted with our collective future. Respect cannot remain performative and expectations cannot remain unrealistic. Teachers do not seek sainthood or sympathy; they seek trust, autonomy and systems that enable meaningful education. Ultimately, the quality of a society can often be traced back to its classrooms. When classrooms thrive, communities flourish, and nations inherit a deeper, lasting resilience for generations ahead.

The writer is an educator and a counsellor

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NCERT set to receive Deemed-to-be-University status from UGC

The Council would be empowered to expand its internal research initiatives and operate as a comprehensive research university

[TNN](#) | Posted January 06, 2026 02:05 PM



The Ministry of Education (MoE) is all set to announce the National Council of Educational Research and Training (NCERT) as a deemed-to-be-university. Once the NCERT is accorded the status, it will be able to confer its own academic degrees, greatly expanding its role beyond its traditional focus on school education.

As reported by news agency ANI, the NCERT is expected to continue receiving most of its funding from the Department of School Education and Literacy within the Ministry of Education. It indicates that, despite its broader academic mandate, NCERT's growth will remain closely tied to the school education system rather than being fully integrated into the higher education administrative structure.

A senior official from Ministry of Education (MoE) informed that all preliminary work for the approval has been completed, and the final decision now rests with the University Grants Commission (UGC), which is scheduled to hold a meeting on the matter. A source noted that once the meeting takes place, an announcement is likely before the month concludes.

Earlier in 2023, Dharmendra Pradhan, Union Minister, Education had announced the government's plan to upgrade NCERT into a deemed university, highlighting that its transformation into a research-focused institution would promote international collaboration and strengthen its role in the global education sector.

NCERT, an autonomous body under the MoE, is key to enhancing school education through curriculum design, textbook development, educational research, and teacher training. With the new status, NCERT would be empowered to expand its internal research initiatives and operate as a comprehensive research university.

Recommended Articles

CBSE की काउंसलिंग सर्विस शुरू

■ NBT रिपोर्ट, नई दिल्ली: 10वीं और 12वीं के बोर्ड स्टूडेंट्स की मदद के लिए CBSE अपनी सालाना साइकोलॉजिकल काउंसलिंग सर्विस शुरू कर चुका है। काउंसलिंग के लिए बोर्ड ने 73 प्रिंसिपल, काउंसलर्स और स्पेशल एजुकेटर्स को रखा है। एग्जाम की टेशन दूर भगाने के लिए CBSE के इन काउंसलर्स से 1 जून तक स्टूडेंट्स सलाह ले सकते हैं। 61 काउंसलर भारत से हैं, बाकी 12 नेपाल, जापान, कतर, ओमान, यूएई से जुड़े हैं। 17 फरवरी से दोनों क्लासों के एग्जाम शुरू होंगे। 10वीं के एग्जाम 10 मार्च तक और 12वीं के एग्जाम 9 अप्रैल तक चलेंगे। परीक्षा के तनाव से दूर करने के लिए बोर्ड कई माध्यम से स्टूडेंट्स को मदद देगा। IVRS: इस फ्री सर्विस के तहत बोर्ड ने टोल फ्री नंबर 1800118004 तय किया है। लोग कभी भी, कहीं से भी और कई बार इस सर्विस का इस्तेमाल कर सकते हैं। इस टोल फ्री सेवा के साथ स्टूडेंट्स, पैरेंट्स बोर्ड एग्जाम से जुड़ी जानकारी, जैसे अच्छी तैयारी, टाइम मैनेजमेंट, स्ट्रेस मैनेजमेंट, सीबीएसई कॉन्टैक्ट की जानकारी ले सकते हैं। इस टोल फ्री नंबर में आमतौर पर पूछे जाने वाले के जवाब भी रिकॉर्ड होंगे।

The Tribune, 7 January 2026, Page No - 9

CBSE rolls out psycho-social counselling for board aspirants

NEW DELHI, JANUARY 6

The Central Board of Secondary Education (CBSE) on Tuesday launched the first phase of its annual free psycho-social counselling service to help students of Classes X and XII cope with examination stress and anxiety.

The initiative, which will continue till June 1, will promote emotional well-being and enable students to deal with any stress related to examinations, scheduled to begin on February 17.

The CBSE has launched a 24x7 interactive voice recording system to provide practical guidance on stress-free preparation, effective time and stress management and responses to frequently asked questions.

Students and parents can also interact with a panel of 73 trained professionals. — TNS

India's academic openness under strain

The recent denial of entry to noted Hindi scholar Francesca Orsini from the U.K., despite holding a valid visa, has brought to light the need for a more balanced and thoughtful approach to understanding and assessing the role of critical academic engagement, and to recognising the broader value of scholarly exchange both within and beyond India.

It seems that a rather difficult situation is emerging for international scholars who have critically engaged with Indian society, politics, or history. Entering on a tourist visa and participating in academic events can expose them to procedural complications related to visa regulations, while applying for an academic visa may itself become challenging in light of their critical scholarly work.

The long-term consequence of this paradox is clear: independent and critical voices from abroad will gradually be silenced, rendered rare, and eventually made invisible in India's academic landscape. This situation raises a fundamental question about the spirit of inclusiveness in Indian academia. Universities and research institutions have historically thrived on exchange, critique, and intellectual diversity. The presence of global scholars – sometimes sharply critical, sometimes sympathetic – has enriched debates, introduced new frameworks, and helped Indian academics situate their work in global conversations.

Sign of vitality

In a democracy, criticism is not a threat; it is a sign of vitality. From anthropologists studying caste to historians revisiting colonial legacies and economists questioning policy orthodoxy, these critical engagements in Indian academia have helped refine national self-understanding. India's reputation as a vibrant democracy has never been undermined by such scholarship.



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India, which has always projected itself as a civilisation rooted in dialogue, *samvad*, must not turn its back on this tradition

On the contrary, it has been strengthened by the openness with which these voices were received and debated. It is important to recall that no government in India has ever fallen because of academic criticism. Universities and research programmes across the country have long demonstrated maturity in accommodating a spectrum of ideas, including those critical of state policies. Research funding agencies such as the UGC, ICSSR, ICHR, and DST have historically supported projects examining sensitive social and political questions without censorship or hostility.

Intellectual loss

The danger today is not only administrative. When international scholars with a critical perspective grow hesitant to apply for visas, when Indian researchers hesitate to engage with interrogative frameworks, and when conferences avoid certain topics to ensure permissions, academic life itself becomes impoverished. The loss is not merely institutional but intellectual and moral. Nations that have prized only conformity have rarely advanced in the long run, either in knowledge or in innovation. India, which has always projected itself as a civilisation rooted in dialogue, *samvad*, must not turn its back on this tradition.

Furthermore, academic collaboration today operates in a deeply interconnected global environment. Research in areas such as digital culture, climate change, migration, artificial intelligence, and postcolonial theory cannot be meaningfully pursued in isolation. When certain scholars are denied access, entire research networks fragment. Students lose opportunities to interact with international peers; projects lose comparative depth; and the overall quality of scholarship declines. The effect is cumulative, slow but lasting. Inclusiveness in academia, hence,

is not simply a matter of hospitality but of democratic responsibility.

Shape global view

The work of sociologists, historians, and anthropologists, both Indian and foreign, has shaped global understanding of caste, gender, religion, and modernity. These studies have sometimes been uncomfortable for those in power but have helped India appear as an intellectually vibrant society fearless of bureaucratic scrutiny. This pluralism is a hallmark of democracy, and it has always coexisted with patriotic commitment.

If it begins to appear that India is using visa restrictions as a means of selective control over academic engagement, the message sent to the world will be unfortunate: that India no longer welcomes the exchange of ideas unless they conform to official narratives. Over time, the space for independent thought would shrink, and universities would risk becoming echo chambers. What India needs instead is a renewed commitment to academic openness, a framework that differentiates between political subversion and intellectual dissent, that trusts scholars to engage in debate without ulterior motives, and that recognises the long-term benefits of a plural academic environment.

It is not that there are no initiatives to promote international academic collaboration; the Global Initiative of Academic Networks (GIAN) is a notable example of such efforts. However, for initiatives like GIAN to be truly meaningful, they must also create space for critical scholars to engage freely and thoughtfully with Indian academia, enriching dialogue through diverse and independent perspectives.

An inclusive and confident academic culture is the best reflection of a mature democracy, one that listens, argues, and learns.

Need to include tribal, regional languages in primary education: Jharkhand minister

PIONEER NEWS SERVICE
Ranchi

Jharkhand minister Sudivya Kumar on Wednesday inaugurated a two-day conclave which aims to deliberate on the challenges in imparting multilingual education to schoolchildren in line with the provisions of the National Education Policy, an official said.

Addressing the National Multilingual Education Conclave, the state higher and technical education minister Sudivya Kumar asserted the initiative would play a significant role in strengthening primary education.

"This conclave is a strong and meaningful initiative for primary education. Jharkhand is a beautiful gem of this pluralistic country where an old proverb holds true — water changes every mile and language every ten miles," he said.

He said the state has five major tribal languages and four regional languages, adding that it was not possible to bind the state's 24 districts through a single language. "When we talk about weaving together these linguistic flowers,



Jharkhand minister Sudivya Kumar

there should be at least nine flowers to represent Jharkhand," the Sudivya Kumar said.

Kumar said the Jharkhand Education Project Council (JEPC), through the Promotion of Appropriate Language and Academic Skills for Holistic Education (PALASH) multilingual education project, has introduced five tribal languages — Kurukh, Santhali, Mundari, Ho and Kharia — in primary education, but only in eight districts so far.

He said the State's four regional languages — Khortha, Nagpuri, Panchpargania and Kurmali — also need to be included under the PALASH

initiative to ensure their conservation and teaching at the primary level.

"I will request Chief Minister Hemant Soren to ensure the inclusion of these four regional languages, because without this, the vision of a developed Jharkhand remains incomplete. Efforts in this direction should also be taken," Kumar said.

He added that "if we can't make education holistic, simple, and practical at the foundational level, then it will only superficially produce individuals who copy calligraphy from the blackboard, but it will not build citizens who have their own knowledge and intellect."

Ministry of Defence



Republic Day Celebrations 2026: Veer Gatha 5.0 witnesses record participation of 1.92 crore students

Over 28,000 students from 91 CBSE-affiliated schools across 18 countries take part for the first time

100 Super-Winners selected at national level; To witness the parade at Kartavya Path as Special Guests

Posted On: 08 JAN 2026 3:51PM by PIB Delhi

Project Veer Gatha 5.0, a joint initiative by the Ministry of Defence and the Ministry of Education as part of Republic Day celebrations, has received an overwhelming response. This year, approx. 1.92 crore students from around 1.90 lakh schools participated in the project, marking the highest-ever participation since the inception in 2021. One hundred (100) winners have been selected at the national level: 25 from the Preparatory Stage (Grades 3-5), 25 from the Middle Stage (Grades 6-8), and 50 from the Secondary Stage (Equal representation from Grades 9-10 and 11-12). The list of Super-100 winners is given below:

(Veer Gatha 5.0 - Super-100 winners)

Launched on September 08, 2025, Veer Gatha 5.0 introduced innovative features to enhance student engagement. For the first time, the initiative incorporated short-video formats such as videography, anchoring, reporting and storytelling, encouraging students to create content centred on Samarik Parampara - India's rich military traditions, strategies, campaigns and heroic legacies.

Students were also encouraged to explore the indomitable spirit and military strategies of great Indian warriors, including King Kharavela of Kalinga, Prithviraj Chauhan, Chhatrapati Shivaji Maharaj, the warriors of 1857, and leaders of Tribal Uprisings, among others. This diverse array of topics not only enhanced the quality of the entries, but also deepened participants' understanding of India's historical and cultural legacy.

In a noteworthy expansion, CBSE-affiliated schools abroad joined the initiative for the first time. As many as 28,005 students from 91 schools across 18 countries submitted their entries, marking an important milestone in taking India's stories of valour and national pride to a global audience, further strengthening the international reach of the initiative.

The project involved schools conducting activities at the local level, nationwide interaction programmes by Gallantry awardees (both offline and online), and the submission of top entries via MyGov portal. The school-level activities concluded on November 10, 2025. Following evaluations at the State and District levels, nearly 4,020 entries were submitted for national-level evaluation, where top 100 entries were selected as SUPER-100 winners. These winners will be felicitated jointly by the Ministry of Defence and Ministry of Education in New Delhi. Each winner will receive a cash prize of Rs 10,000 and the opportunity to witness the Republic Day Parade 2026 at Kartavya Path as special guests.

In addition to the 100 national-level winners, eight winners at the State/UT level (two from each category) and four winners at the district level (one from each category) will be selected and honoured by State/UT/District authorities.

Project Veer Gatha was initiated in 2021 as part of the Azadi Ka Amrit Mahotsav to mark India's 75th year of Independence. The initiative aims to celebrate the courage of Gallantry awardees by showcasing their heroic deeds and life journeys, while nurturing a sense of patriotism and civic responsibility among students. From Edition 1 through Edition 5, the project has evolved into an inspiring movement, steadily expanding its reach across the nation as well as to Indian schools overseas.

Since its launch, Project Veer Gatha has witnessed impressive growth. The first two editions each recognised 25 national winners, with participation from nearly 08 lakh students in Edition 1 and about 19 lakh in Edition 2. Edition 3 marked a significant achievement, selecting 100 national winners and engaging 1.36 crore students, a figure that rose to 1.76 crore in Veer Gatha 4.0.

VK/Savvy

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काश! हाथों में मोबाइल की जगह लौट आएं किताबें

आगामी 10 जनवरी से दिल्ली में अंतरराष्ट्रीय पुस्तक मेला शुरू हो रहा है। इससे पहले देश के कई शहरों में भीड़ भरे पुस्तक मेलों के सफल आयोजन हो चुके हैं, जिनमें किताबों की बेशुमार बिक्री दर्ज की गई है। यह प्रवृत्ति दुनियाभर में देखी जा रही है। अनायास नहीं है कि स्वीडन ने अपने यहां स्कूलों में लगाए उन सारे कंप्यूटर को हटा दिया है, जो डिजिटल लर्निंग को बढ़ावा देने के लिए वर्ष 2009 में लगाए गए थे। वहां एक बार फिर छपी हुई किताबें रखी जा रही हैं। यही नहीं, स्वीडन की सरकार ने स्कूलों में परंपरागत शिक्षण पद्धतियों को वापस लाने के लिए बहुत बड़ा बजट निर्धारित किया है।

ऐसा ही कुछ पिछले दिनों ऑस्ट्रेलिया में भी हुआ, जहां की सरकार ने 16 साल से छोटे बच्चों का सोशल मीडिया उपयोग प्रतिबंधित कर दिया। नावें और ब्रिटेन किताबों से जुड़ी तरह-तरह की सर्जनात्मकता को बढ़ावा देने के लिए स्कूलों को आर्थिक मदद दे रहे हैं। अमेरिकी भारतीयों ने अपनी भाषा की पुस्तकों के पाठ के लिए घर-घर 'रीडिंग सेशन' संचालित करना शुरू किया है, जो बहुत लोकप्रिय हो रहे हैं। यहां यह बताना जरूरी है कि यूनिसेफ ने 2022 में ही इस बात की चेतावनी दे दी थी कि किशोरों में बढ़ रहे सोशल मीडिया उपयोग से उनकी सामाजिक-सांस्कृतिक सरोकार की दुनिया संकुचित होती जा रही है। बच्चों को यदि उनका बचपन लौटाना है, तो उन्हें किताबें लौटानी होंगी।

बहरहाल अपने देश में कई जगह किताबों की घर वापसी के लिए कमाल का काम हो रहा है। तकनीक और किताबें-दोनों के साथ नातेदारी बनाने की पहल भोपाल में हुई है, जहां नगर निगम के छह पुस्तकालयों में रोज सैकड़ों युवा विद्यार्थी पहुंच रहे हैं और अपनी उपस्थिति से वे किताबों की मेज पर वापस आने के खाब पाल रहे हैं। केरल में किताबों को लेकर एक अनोखी पहल हुई है। यहां के पतनमथिट्टा जिले के आयुर्वेदिक अस्पताल ने मरीजों के इलाज में 'पढ़ाई' को शामिल किया है। रोचक है कि मरीजों को किताबें औषधीय पेड़-पौधों के बीच पढ़नी होती हैं। भरपूर ऑक्सीजन की उपलब्धता और मानसिक शांति का भाव इस पहल के केंद्र में है। 'पुस्तक कुट्टू' (किताबों से दोस्ती) नामक इस पहल को शुरू करने वाले डॉक्टरों का कहना है कि इससे मरीजों में सार्थक सुधार देखने को मिल रहे हैं। जिस ओपीडी पर्ची पर दवाई मिलती है, उसी



धनंजय चोपड़ा | मीडिया प्राध्यापक, इलाहाबाद विवि.

पर्ची पर किताबें भी मिल जाती हैं। इस पहल का ही परिणाम है कि कई जिलों में आशा कार्यकर्ता घर पर इलाज करा रहे लोगों तक किताबें पहुंचा-ले जा रही हैं। 'यूनिवर्सिटी ऑफ ससेक्स' द्वारा हाल में किए एक अध्ययन के अनुसार, मात्र 6 मिनट तक किताब पढ़ने से 68 प्रतिशत तनाव कम हो जाता है। विशेषज्ञों का कहना है कि किताबें पढ़ने से मन-मस्तिष्क किसी काल्पनिक दुनिया में चला जाता है, जिससे किताब पढ़ने वाले का

ध्यान तरह-तरह की उलझनों से हट जाता है और उसके रक्तचाप में कमी आती है। विशेषज्ञ मानते हैं कि नियमित रूप से किताब पढ़ने पर न केवल मानसिक स्वास्थ्य बेहतर होता है, बल्कि मृत्यु का जोखिम 20 प्रतिशत तक कम हो जाता है। देखें तो 21वीं सदी के 25 साल गुजर जाने के बाद स्क्रीन से ऊबी दुनिया अपने लिए ऑफलाइन स्पेस की होड़ में शामिल हो चुकी है। लोगों का किस्सागोई या ऑडियो पॉडकास्ट की ओर मुड़ना

इसी का नतीजा है। जगह-जगह मानसिक स्वास्थ्य सुधारने के लिए कला-साहित्य उत्सव हो रहे हैं।

दुनिया में बढ़ते वर्चुअल ऑटिज्म के खतरे से निपटने में कारगर किताबों से दोस्ती निभाने में भारत बहुतेरे देशों से आगे है। हाल ही में आई एक रिपोर्ट के अनुसार, भारत अब किताब छापने वाले देशों की सूची में 10वें स्थान पर आ गया है। सबसे ऊपर ब्रिटेन है, जहां लगभग 1,88,000 किताबें प्रतिवर्ष छपती हैं। भारत में अभी हर साल 24 से अधिक भाषाओं में लगभग 90,000 किताबें प्रकाशित हो रही हैं। ये आंकड़े दर्शाते हैं कि भारत छपे हुए शब्दों की दुनिया में तेजी से आ रहा है। छोटे-बड़े शहरों में निरंतर आयोजित होने वाले पुस्तक मेलों में उमड़ने वाली भीड़ भी इस बात की तस्दीक करती है कि हम मजबूती के साथ किताबों की दुनिया में लौट रहे हैं।

(ये लेखक के अपने विचार हैं)

निरंतर आयोजित होने वाले पुस्तक मेलों में उमड़ने वाली भीड़ तस्दीक करती है कि हम मजबूती के साथ किताबों की ओर लौट सकते हैं।

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शोध को बढ़ावा, एनसीईआरटी को मिलेगा डीम्ड विश्वविद्यालय का दर्जा

जागरण ब्यूरो, नई दिल्ली : स्कूली बच्चों के लिए शोधपरक व सस्ती पाठ्य पुस्तकें तैयार करने वाला राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद (एनसीईआरटी) अब जल्द ही एक शोध विश्वविद्यालय के रूप में काम करते हुए दिखेगा। जहां छात्रों को रिसर्च आधारित कुछ नए डिग्री कोर्स पढ़ने को मिल सकते हैं। इनमें बीए व बीएससी विद रिसर्च जैसे कोर्स शामिल हैं। शिक्षा मंत्रालय की सहमति के बाद विश्वविद्यालय अनुदान आयोग (यूजीसी) ने इसे लेकर अपनी सारी तैयारी पूरी कर ली है। जो संकेत मिल रहे हैं, उनमें इस महीने के अंत तक होने वाली यूजीसी बोर्ड की बैठक में इस प्रस्ताव को मंजूरी मिल जाएगी। साथ ही नोटिफिकेशन भी जारी हो जाएगा। एनसीईआरटी के शिक्षा

व शोध क्षेत्र से जुड़े लंबे अनुभव को देखते हुए केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान ने 2023 में ही इसको विश्वविद्यालय के रूप में तब्दील करने का एलान किया था। तभी से इसके विश्वविद्यालय बनाने की पहल शुरू हुई थी। सूत्रों की मानें तो इसके स्वरूप व कामकाज के दायरे को लेकर चले लंबे मंथन के बाद आखिरकार इसको पूर्व की जिम्मेदारियों के साथ इसके अनुभव से नई पीढ़ी को जोड़ने को लेकर सहमति दी गई। जिसमें वह शोध आधारित नए डिग्री व पीएचडी जैसे कोर्सों को शुरू कर सकता है। एनसीईआरटी का गठन 1961 में किया गया था। वह स्कूली पाठ्य पुस्तकों को तैयार करने व प्रशिक्षण का काम कर रहा है। इस दर्जे के बाद एनसीईआरटी का केंद्रीय संस्थान का स्वरूप बरकरार रहेगा।

No backbenchers, lighter schoolbags: Kerala schools will change from next session

Shaju Philip

Thiruvananthapuram, Jan 8

KERALA'S EDUCATION Department has decided to do away with the row-based layout of classrooms to abolish the concept of backbenchers from the next academic year. It has also decided to take measures to reduce the weight of schoolbags.

Education Minister V Sivan-kutty on Thursday said the state Curriculum Steering Commit-

tee has ratified the draft report of the State Council of Educational Research and Training (SCERT), which looked into introducing the two changes.

"We want to make the schools more child-friendly and democratic. Accordingly, there is a recommendation to reduce the weight of the schoolbags. There will be steps to scientifically reduce the weight after factoring in the physical fitness of the students. Besides, back

benches in classrooms will be abolished to ensure that all students get equal attention and there is a democratic academic atmosphere in the classes. Accordingly, seating arrangements in classrooms will undergo changes," Sivankutty said.

The minister said both recommendations will be implemented from the next academic year, starting June 2026. The draft recommendations of SCERT will be made public to

enable all stakeholders to air their opinions, which will be taken into consideration, he said.

Early this academic year, certain schools in Kerala had decided to go for a "horseshoe" seating arrangement in classrooms.

A few schools in Kannur, Thrissur and Kollam districts have introduced the horseshoe, or semi-circle, seating arrangement in which students are

seated in the perimeter of the classroom, facing each other. The teacher is also able to have a face-to-face interaction with all students who happen to sit in such a layout, with the teacher moving in the middle of the room.

The new seating arrangement in some of the schools was inspired by a 2024 Malayalam film, Sthanarthi Sreekut-tan.

The film, directed by Vinesh

Viswanathan, tells the story of a backbencher, Sreekuttan, who revolts against the traditional classroom arrangement. In the climax of the movie, the row seating in the classroom is replaced with a U-shaped arrangement.

The RCC Lower Primary School at East Mangad in Thrissur district was one of the first schools in Kerala to introduce the new seating arrangement in classrooms.

Headmistress Liji C R had said a few months ago, "From the outset of the academic year, there have been informal discussions about improving the learning standards of students. Some of the teachers then mentioned the film and recalled their own experience as backbenchers. We thought about abolishing the backbench system, starting with class 1. Accordingly, seats were arranged in the U-shape."

Ministry of Education



Shri Dharmendra Pradhan chairs meeting on Samagra Shiksha 3.0 - 'Reimagining Samagra Shiksha' in New Delhi

Schools must be entrusted to society - Shri Dharmendra Pradhan

Union Education Minister calls for a nationwide, unified plan to drive Samagra Shiksha 2026–27

Consultations to shape a clear roadmap to strengthen school education and reimagine Samagra Shiksha in line with the vision of Viksit Bharat

प्रविष्टि तिथि: 09 JAN 2026 5:12PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, chaired a day-long consultation meeting with the stakeholders on Samagra Shiksha 3.0, titled 'Reimagining Samagra Shiksha', at Sushma Swaraj Bhawan, Pravasi Bharatiya Kendra, New Delhi, today.

The meeting aimed to develop a strategic, consultative, and implementable roadmap for Samagra Shiksha 3.0 through collaborative deliberations with States, UTs, and sectoral stakeholders. The discussions focused on emerging challenges, best practices, and priority interventions required to strengthen governance, infrastructure, teacher training, and student entitlements in the next phase of the scheme.



The meeting was attended by Shri Jayant Chaudhary, Minister of State (Independent Charge) for Skill Development & Entrepreneurship and Education; Shri Sanjay Kumar, Secretary, School Education and Literacy; Dr. Vineet Joshi, Secretary, Higher Education; Additional and Joint Secretaries of the Ministry; State Education Secretaries and State Project Directors (SPDs) of Samagra Shiksha from 11 States and Union Territories; representatives from various Ministries and eminent experts from the education sector.

Speaking on the occasion, Shri Pradhan said that Prime Minister Shri Narendra Modi has outlined a vision of Viksit Bharat by 2047, which can be realised only when every child in India has access to quality education and the country achieves 100 per cent enrolment up to Class XII. He emphasised that bridging learning gaps, reducing dropouts, improving learning and nutrition outcomes, strengthening teacher capacity, fostering critical skills, and moving the 'Amrit Peedhi' beyond the Macaulay mindset are collective responsibilities for building a strong human capital base.

The Union Education Minister added that the collaborative deliberations and pioneering ideas shared at the forum would help chart a clear roadmap for strengthening the school education ecosystem and reimagining Samagra Shiksha to make it outcome-oriented, globally competitive, rooted in Bharatiyata, and responsive to the diverse needs of students. Shri Pradhan stressed that to promote the holistic development of students and expand access to knowledge through the meaningful integration of technology, it is essential to once again entrust schools to society.

Referring to the next phase of Samagra Shiksha, Shri Pradhan said that five years after the implementation of NEP 2020, we are entering a new phase of educational reform aligned with national development goals. He urged all stakeholders to come together to prepare a robust and holistic annual plan for the academic year 2026–27 and take it forward as a nationwide movement, noting that the

convergence of ideas will strengthen collective capacity. Shri Pradhan also appreciated the enthusiastic participation and valuable suggestions of academic experts, senior officials from sectoral Ministries and representatives from the 11 participating States and Union Territories.



While addressing, Shri Jayant Chaudhary said that the schemes are most successful when they are prepared through a bottom-up approach, grounded in the realities of schools and States. He further said that Samagra Shiksha 3.0 represents this spirit as the larger, operational expression of the National Education Policy where schools act as agents of change. By embedding skilling, vocational pathways, digital learning and inclusion within a multidisciplinary education framework, Samagra Shiksha moves beyond reform to prepare students for work, life and a rapidly changing economy, he added.

While addressing the gathering, Sanjay Kumar underscored the need to improve learning outcomes, as one of the primary driver of school education, among students, emphasized the importance of age-appropriate learning, and highlighted the need for curriculum equivalence across different state boards. He also stressed the importance of leveraging technology, particularly Artificial Intelligence, by interweaving it into the curriculum and integrating it as a key component of Samagra Shiksha.

A detailed presentation was made by Shri Dheeraj Sahu, Addl. Secretary, School Education & Literacy on the occasion. It highlighted significant progress under Samagra Shiksha and NEP 2020, while outlining a framework and milestones for the coming years. Key focus areas mentioned were access, equity, quality, teacher capacity building, digital education, and outcome-based learning, among others.



Samagra Shiksha is an integrated, centrally sponsored scheme for school education that marks a paradigm shift by adopting a holistic approach to school education, covering the entire continuum from pre-primary to senior secondary level without segmentation.

“हमें स्कूलों को समाज को लौटाना होगा”

'राष्ट्रीय शिक्षा नीति 2020' के क्रियान्वयन के पाँच वर्षों के उपरांत, वर्ष 2026-27 में हम 'समग्र शिक्षा' के एक नए प्रारूप की ओर बढ़ रहे हैं। आज हमारे सामने 'विकसित भारत' के अनुरूप शिक्षा व्यवस्था और मानव बल तैयार करना सबसे बड़ी चुनौती है।... pic.twitter.com/IMby81to2S

— Dharmendra Pradhan (@dpradhanbjp) January 9, 2026

Together with Shri @jayantrld ji co-chaired the Consultation Meeting for re-imagining Samagra Shiksha.

Appreciate the enthusiastic participation and valuable suggestions of academic experts, senior officials of sectoral Ministries, @EduMinOfIndia and from the 11 participating... pic.twitter.com/E0CMSE3ijk

— Dharmendra Pradhan (@dpradhanbjp) January 9, 2026

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इस विज्ञप्ति को इन भाषाओं में पढ़ें: Urdu , Marathi , हिन्दी , Odia , Tamil

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Lighter school bags, classrooms without 'backbenchers': Kerala's new lesson plan

A draft report proposing a reduction in weight of school bags and creating classrooms without 'backbenchers' has been approved by State Curriculum Steering Committee, General Education Minister V. Sivankutty has said

Updated - January 09, 2026 10:29 am IST - Thiruvananthapuram

PTI



The aim behind the proposals is to ensure happiness of children by reducing the weight of the bags they carry to school and to create a learning environment without 'backbenchers' as part of "democratisation" of classrooms. (file image for representation) | Photo Credit: RAGUR

Students trudging to school burdened with a heavy backpack and the presence of 'backbenchers', often associated with children who don't engage in studies, were accepted scenarios in the education sector, but maybe not for long in Kerala.

A draft report proposing a reduction in weight of school bags and creating classrooms without 'backbenchers' has been approved by the State Curriculum Steering Committee, General Education Minister V. Sivankutty has said in a statement.

According to him, the aim behind the proposals is to ensure happiness of children by reducing the weight of the bags they carry to school and to create a learning environment without 'backbenchers' as part of "democratisation" of classrooms.

The minister further said that the State Council of Educational Research and Training (SCERT) was tasked to study these proposals in detail and the draft report prepared by it has been approved by the committee.

Mr. Sivankutty, in the statement, said it has been decided to invite public comments on the draft report to ensure the participation of the entire society in the education process.

For this, the report will be made available on the SCERT website and teachers, parents, students and the general public can submit their comments and suggestions on the issue till January 20, he said.

He further said that the Department of General Education aims to implement these changes in schools in the coming academic year, taking into account the suggestions received from the public.

"These changes will help make our schools more child-friendly and democratic", the Minister said.

Published - January 09, 2026 10:28 am IST

===== **In Case You Missed It** =====

जनसत्ता, 10 जनवरी 2026, पृष्ठ संख्या - 8

हमें स्कूलों को समाज को लौटाना होगा : धर्मेंद्र प्रधान

जनसत्ता ब्यूरो
नई दिल्ली, 9 जनवरी।

केंद्रीय शिक्षा मंत्री धर्मेंद्र प्रधान ने शुक्रवार को कहा कि विद्यार्थियों के समग्र विकास को बढ़ावा देने और प्रौद्योगिकी के सार्थक एकीकरण के जरिए ज्ञान तक पहुंचने का विस्तार करने के लिए विद्यालयों को एक बार फिर समाज के भरोसे सौंपना आवश्यक है। प्रधान ने सुषमा स्वराज भवन में समग्र शिक्षा 3.0 पर हितधारकों के साथ 'नए सिरे से समग्र शिक्षा की परिकल्पना' शीर्षक संबंधी एक दिवसीय परामर्श बैठक की अध्यक्षता कर रहे थे।

प्रधान ने कहा कि प्रधानमंत्री नरेंद्र मोदी ने 2047 तक विकसित भारत का 'विजन' सामने रखा है, जो तभी साकार हो सकता है जब भारत के प्रत्येक बच्चे को गुणवत्तापूर्ण शिक्षा प्राप्त हो। देश में कक्षा बारहवीं तक शत-प्रतिशत नामांकन हो। उन्होंने इस बात पर जोर दिया कि सीखने संबंधी खाइयों को पाटना,

स्कूल छोड़ने वालों की संख्या को कम करना, अधिगम एवं पोषण परिणामों में सुधार करना, शिक्षकों की क्षमता को मजबूत करना, महत्वपूर्ण कौशलों को बढ़ावा देना और 'अमृत पीढ़ी' को मैकाले की मानसिकता से आगे ले जाना आदि सभी सशक्त मानव पूंजी के निर्माण की साझा जिम्मेदारियां हैं। समग्र शिक्षा के अगले चरण का जिक्र करते हुए प्रधान ने कहा कि राष्ट्रीय विकास नीति 2020 के लागू होने के पांच साल बाद हम राष्ट्रीय विकास लक्ष्यों के अनुरूप शैक्षिक सुधार के एक नए चरण में प्रवेश कर रहे हैं। उन्होंने सभी हितधारकों से शैक्षणिक वर्ष 2026-27 के लिए एक मजबूत और समग्र वार्षिक योजना तैयार करने और इसे एक राष्ट्रव्यापी आंदोलन के रूप में आगे बढ़ाने का आह्वान किया। प्रधान ने शैक्षणिक विशेषज्ञों, क्षेत्रीय (सेक्टरल) मंत्रालयों के वरिष्ठ अधिकारियों और 11 भागीदार राज्यों और केंद्र शासित प्रदेशों के प्रतिनिधियों की उत्साहपूर्ण भागीदारी और बहुमूल्य सुझावों की भी सराहना की।

High-quality education needs trust between state and institutions



ASHISH DHAWAN AND PRAMATH RAJ SINHA

THE NATIONAL Education Policy is actively informing the big moves in Indian higher education. The regulatory landscape is evolving, degree pathways are becoming more flexible, and institutions are more willing to rethink curriculum, pedagogy, and assessments to move towards holistic and multidisciplinary education.

This policy-led momentum matters. China's experience shows that consistent state attention to higher education can effectively manage quality and scale over time. India's environment is different, but the lesson is relevant. When there is clear policy direction and sustained state support, institutions execute better, and public confidence grows. As the home of the world's largest young population, India finds this moment especially significant. How effectively our higher education prepares young people for learning, work, and leadership will shape our social and economic growth.

Three shifts stood out over the past year. First, the state moved decisively to institutionalise the research ecosystem. The Anusandhan National Research Foundation (ANRF) and the Rs 1-lakh-crore Research, Development and Innovation (RDI) Scheme represent a powerful dual track: The ANRF nurtures long-term scientific inquiry and industry-academia collaboration, while the RDI Scheme emphasises private-sector participation in market-ready innovation.

Second, Indian higher education institutions (HEIs) themselves pushed forward on innovation. Several IIMs announced new undergraduate programmes, and colleges began incorporating well-being, life skills and apprenticeships into their curricula, recognising that student success and satisfaction extend beyond academic performance. Building institutional capability is central. At Ashoka University, we launched two new schools this year — the Havells School of Management and Leadership and the Ashoka School of Advanced Computing — to take our next big steps in interdisciplinary research and applications.

Following the NEP, universities have also started moving toward graduating their first four-year undergraduate cohorts, though the three-year path remains an option. The Bachelor's with Honours in Research is an important addition, providing the focus and depth required for global competitiveness. These efforts reflect in global metrics: 54 Indian universities featured in the QS World University Rankings 2026, up from just 11 in 2015 and 46 in 2025. India is now the fourth-most represented country and the fastest-rising G20 nation in these rankings, indicating progress in research output, faculty strength, and international engagement.

Third, the landscape of global mobility is changing fast. While over 1.25 million Indian students study abroad (MEA), tighter visa regimes and geopolitical conditions are necessitating high-quality domestic alternatives. Increasingly, we are witnessing higher education globalise in both directions: Foreign universities are entering India, and Indian institutions are expanding overseas.

Three developments will likely guide the next year.

The first, undoubtedly, is regulatory change through the Viksit

Bharat Shiksha Adhishthan Bill, 2025. This is a welcome step in response to the fragmentation and overlapping mandates of the current system. By proposing a single apex structure with independent councils for regulation, standards, and accreditation, the Bill provides the integrated oversight required for holistic and multidisciplinary educational experiences.

India is beyond the era of narrow specialisations. There was a time when siloed institutions served specific national priorities, such as engineering-focused institutes or standalone teacher education colleges. That phase played an important role and should not be loosely dismissed. However, the needs of today's talent and economy demand broader setups. Technology, management, science, and liberal education institutions need space to interact across boundaries; regulatory consolidation and benchmarking of standards will enable that coordination. With private institutions serving two-thirds of the student population, a strong, unified system for accreditation and public disclosure is necessary to signal quality to both students and parents.

Second is the increasing integration of artificial intelligence into how students learn, how teachers design classrooms, and how institutions manage their resources and administration. India's unique diversity of learner types, institutional histories, and learning models (formal, informal and alternative) positions it to lead the global discourse on context-sensitive AI. This is not just about adopting technology; it is about defining its application in a localised, high-impact way.

The launch of the Ministry of Education's four centres of excellence in AI, focused on education, health, agriculture, and sustainable cities, is timely. By hosting

these centres at premier institutions, the state is creating a structured way to explore best practices and address specific future needs for India and the world.

The third is a stronger focus on science education. While promoting excellence in science is key to pathbreaking innovation, significant gaps in exposure remain. Science education needs to become more hands-on and experiential. Utilising campus makerspaces, improving institutional engagement with start-ups and industry for skilling and practice, and ensuring that tools and resources are accessible and robust are how we will cultivate the high-calibre talent pool required for a competitive deep-tech ecosystem.

India is making significant strides in massifying education. Meeting the goal of a 50 per cent gross enrolment ratio by 2035 will require sustained prioritisation of higher education as national infrastructure, as well as the encouragement of new thinking.

India has a massive chance to leverage its expanding digital and internet landscape to scale imparting learning. By integrating technology and digital delivery models into institutional frameworks, we can move beyond the constraints of physical capacity to reach every aspiring student.

At the same time, a true love for learning and high academic standards will continue to define quality education. For a Viksit Bharat, high-quality education will produce high-quality talent. That requires implementation from all sides, trust between the state and institutions (public and private), and a relentless commitment to excellence.

The direction is set. Momentum is building. The task ahead is to keep advancing, for India and for India's place in the world.

While promoting excellence in science is key to pathbreaking innovation, significant gaps in exposure remain. Science education needs to become more hands-on and experiential

सरकारी स्कूलों के संचालन में जनता की होगी भागीदारी

केंद्रीय शिक्षा मंत्री व 11 राज्यों के मुख्य सचिवों के बीच हुई बैठक में फैसला

अमर उजाला ब्यूरो

नई दिल्ली। विकसित भारत 2047 के लक्ष्य को साकार करने के लिए केंद्र सरकार एक अप्रैल से समग्र शिक्षा 3.0 अभियान शुरू करने जा रही है।

शुक्रवार को केंद्रीय शिक्षा मंत्री धर्मेन्द्र प्रधान और 11 राज्यों के मुख्य सचिवों के बीच हुई बैठक में सरकारी स्कूलों को समाज से जोड़ने का बड़ा निर्णय लिया गया। अब स्कूलों के संचालन में केवल अभिभावक ही नहीं, बल्कि समाज के विभिन्न क्षेत्रों के विशेषज्ञ भी शामिल होंगे।

विशेषज्ञ स्कूल मैनेजमेंट कमेटी का हिस्सा बनेंगे और पढ़ाई, खेल, कौशल विकास, फीस नियंत्रण और ड्रॉप-आउट रोकने जैसे मुद्दों पर महत्वपूर्ण सुझाव

दिल्ली विवि में पेटेंट सर्टिफिकेट कोर्स के लिए आवेदन प्रक्रिया शुरू

नई दिल्ली। दिल्ली विश्वविद्यालय ने पेटेंट सर्टिफिकेट कोर्स में दाखिले के लिए आवेदन प्रक्रिया शुरू कर दी गई है। ऑनलाइन आवेदन 31 जनवरी तक किया जा सकता है। आवेदन इस लिंक <https://www.forms.du.ac.in/mac/view.php?id=121161> पर किया जा सकता है। डीयू ने इस कोर्स को पेटेंट नियमों (खासकर पेटेंट जागरूकता बढ़ाने) की पढ़ाई कराने के लिए शुरू किया था। तीन माह के इस कोर्स में हाइब्रिड मोड में 48 घंटे ऑनलाइन और 12 घंटे ऑफलाइन कक्षाएं चलेंगी। इसके लिए शनिवार व रविवार को दो-दो घंटे की कक्षाएं लगेगी। इस कोर्स का मकसद छात्रों को बौद्धिक संपदा, विशेष रूप से पेटेंट के निर्माण, संरक्षण, व्यवसायीकरण और मूल्यांकन की आवश्यकता से परिचित कराना है। कोर्स के लिए आवश्यक न्यूनतम योग्यता किसी भी विषय में स्नातक या बारहवीं पास है। कोर्स में दाखिले के लिए छात्रों को पांच हजार रुपये फीस का भुगतान करना है। इस कोर्स में छात्रों को इंटेलेक्चुअल प्रॉपर्टी, पेटेंट के निर्माण, कंजर्वेशन के बारे में जानकारी दी जाएगी। छात्र पेटेंट दाखिल करने की विधि से भी परिचित होंगे। ब्यूरो

देंगे। केंद्रीय शिक्षा मंत्री ने जोर देकर कहा कि स्कूलों की व्यवस्था और शिक्षकों के वेतन की जिम्मेदारी सरकार की होगी, लेकिन संचालन का दायित्व समाज को उठाना होगा।

इसका उद्देश्य शिक्षा प्रणाली को पुरानी सोच से मुक्त कर अमृत पीढ़ी के लिए सक्षम मानव पूंजी तैयार करना है।

बैठक में उत्तर प्रदेश, दिल्ली, गुजरात और

महाराष्ट्र जैसे राज्यों के अधिकारी शामिल हुए। इस नई व्यवस्था का मुख्य फोकस 12वीं कक्षा तक शत-प्रतिशत नामांकन सुनिश्चित करना, परीक्षा के तनाव को कम करना और स्कूलों को उन्नत प्रौद्योगिकी से जोड़ना है। सरकार अब शिक्षा को केवल एक सामान्य योजना के बजाय गुणवत्ता और परिणामों पर आधारित फ्रेमवर्क के रूप में विकसित कर रही है।

Active educational loan accounts in T.N. decline drastically

The number reduced from over 9 lakh in FY16 to about 3 lakh in FY25

DATA POINT

Sambavi Parthasarathy
Vignesh Radhakrishnan

Although students from Tamil Nadu remain the leading recipients of educational loans across India, there has been a significant decline in the number of active loans they hold. Given that this student group has been the most active borrower in the country in the last decade, this sharp downward trend warrants a closer analysis.

Chart 1A shows the number of active educational loan accounts in lakh across India between FY16 and FY25. The number decreased from 27.4 lakh accounts to about 20.1 lakh in the period. The fall can be mostly attributed to the fall in Tamil Nadu's numbers.

Chart 1B shows the number of active educational loan accounts in lakh in Tamil Nadu between FY16 and FY25. The number drastically reduced from 9.1 lakh accounts to 3.1 lakh in the period. It is important to note that these are active loan accounts and so they do not include those which were completely repaid or written off.

The decline shown in Chart 1A is primarily driven by the sharp contraction shown in Chart 2B. This is due to the fact that students from Tamil Nadu initially accounted for a disproportionately large share of education loans nationwide; consequently, even after a significant reduction, their borrowing volume remains high enough to dictate the overall trend.

Chart 1D shows Tamil Nadu's share in active educational loans over the years. Between FY16 and FY20, about 30-35% of India's educational loans were garnered by students in Tamil Nadu. Notably, in this period, only Kerala came close with students in the State forming about 12% of the outstanding educational loans in the period, followed by Maharashtra and Karnataka, each at about 8%. Even

after the decline, Tamil Nadu's students formed 15% of India's outstanding education loans in FY25, the highest share for any State.

Notably, when borrowing by Tamil Nadu students is excluded from the national total, the number of active loan accounts in India remains remarkably stable. **Chart 1C** illustrates this trend between FY16 and FY25. It shows that, barring a temporary dip during the pandemic years, loan volumes across the rest of the country have held steady rather than declined.

Notably, the decline in active loan accounts in Tamil Nadu is not only because of the pandemic, with numbers trending downward consistently since FY16. This raises a critical question: is this sustained decline a result of sharply reduced accessibility within the State, or is it a market correction – a return to the 'expected volume' after an era of arguably inflated figures driven by overly liberal lending policies?

While the number of active loan accounts may have decreased, the amount of outstanding loans has increased. This essentially means that while the number of loan takers reduced, the loan taken per borrower has increased.

Chart 2A shows the amount of outstanding educational loans in crore between FY16 and FY25. The amount increased from around ₹55,000 crore to over ₹1,15,500 crore. Consequently, the loan disbursed per account increased from about ₹3 lakh to ₹6 lakh in the period as shown in 2B. Data for Charts 2A and 2B do not include Tamil Nadu's figure, given the rapid decline in loan takers.

A report published in December last year by a parliamentary standing committee argued that these figures collectively suggested a decline in accessibility of educational loans over time despite rising educational costs. It also recommended efforts to ensure access to educational loans to the maximum number of students in the country, and to accord priority to families Below Poverty Line.

Less accounts, more amounts

The data for the charts were sourced from a Right to Information reply filed by The Hindu with the Reserve Bank of India

Chart 1A: Number of active educational loan accounts across India between FY16 and FY25

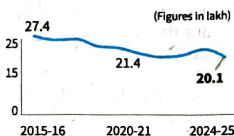


Chart 1B: Number of active educational loan accounts in Tamil Nadu between FY16 and FY25

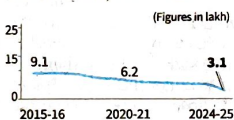


Chart 1C: Active educational loan accounts across India excluding Tamil Nadu between FY16 and FY25

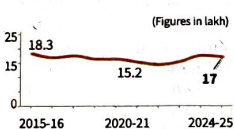
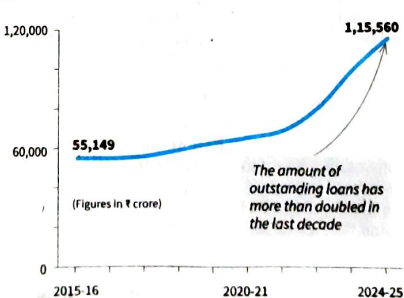


Chart 2A: Amount of outstanding educational loans between FY16 and FY25. The chart does not include Tamil Nadu's figure, given the rapid decline in loan takers



The data for the charts are only based on the Priority sector return submitted by Scheduled Commercial Banks. This does not include figures from regional rural banks



Chart 1D: Tamil Nadu's share in India's active educational loan accounts over the years

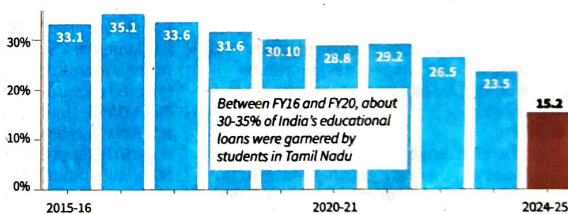
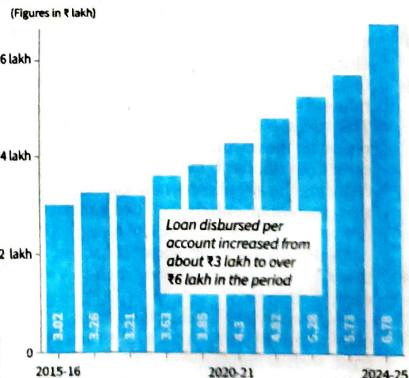


Chart 2B: Amount of outstanding educational loan per active loan account between FY16 and FY25. Data for the chart do not include Tamil Nadu's figure

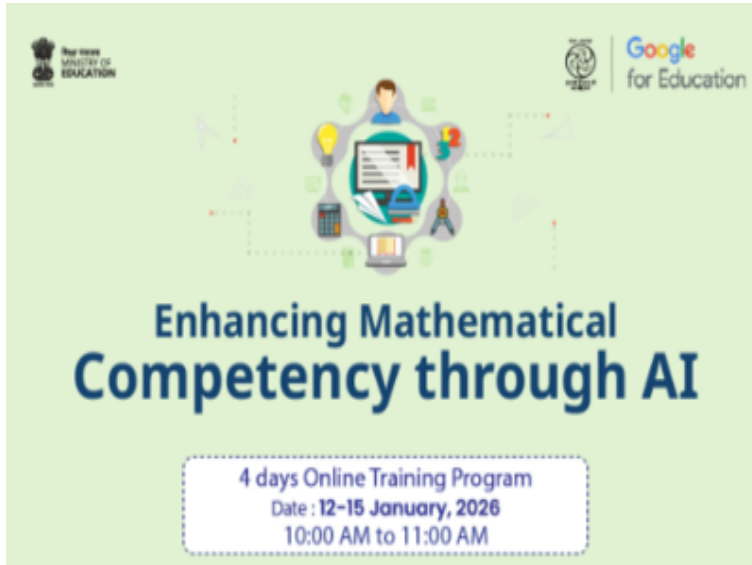


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THE TIMES OF INDIA

NCERT launches four-day AI learning programme for mathematics: Here is all you need to know

TOI Education | Jan 12, 2026, 10:56 AM IST



The National Council of Educational Research and Training (NCERT) has announced a four-day interactive online programme focused on improving mathematics learning through Artificial Intelligence (AI). The initiative aims to address gaps in conceptual understanding, help teachers and students identify learning difficulties, and demonstrate how digital tools can be used more effectively in mathematics education. The programme will be conducted from January 12 to January 15, 2026, and will be accessible nationwide through online and broadcast platforms.

— ncert (@ncert)

Programme overview and learning objectives

The programme has been designed to explain how AI-supported tools can be applied in mathematics teaching and learning at the school level. According to NCERT, the focus will be on understanding how students learn mathematics, where they commonly make errors, and how these gaps can be addressed systematically.

The sessions will emphasise concept-based learning rather than memorisation, with examples drawn from classroom situations. NCERT aims to familiarise participants with methods that help track learning outcomes and support timely academic intervention.

Schedule, access and eligibility

The programme will be held over four consecutive days, with one session scheduled each day from 10:00 am to 11:00 am IST. Each session will run for one hour. The sessions will be streamed live on NCERT's official YouTube channel (@NCERTOFFICIAL) and through PM eVidya channels, ensuring access for students and teachers across regions. Participation is free of cost, and no separate registration process has been announced. Students, teachers, and others involved in school education can join the sessions directly through the broadcast platforms.

Day-wise coverage and key themes

Each day of the programme will focus on a different part of mathematics learning using AI.

The first session on January 12 will explain how AI tools can be used to identify common mistakes made by students and track their learning progress. It will show how data can help understand where students are facing difficulties.

The January 13 session will focus on creating diagnostic assessments to identify learning gaps. It will explain how these assessments are different from regular tests, as they are designed to find problem areas rather than just measure scores.

On January 14, the focus will be on creating visual learning material to improve understanding. The session will discuss how diagrams, models, and other visual tools can help students grasp difficult or abstract concepts.

The final session on January 15 will focus on differentiated learning through digital platforms. It will explain how AI tools can support students with different learning needs and allow them to learn at their own pace.

How it helps students and teachers

The initiative is part of NCERT's broader plan to improve mathematics learning and bring more digital tools into classroom teaching. By introducing AI-based approaches, the council aims to help teachers respond more effectively to student needs and support personalised learning. To get the most out of the sessions, students are advised to be present at all four.

NCERT has announced that this digital educational series could be one of the many that are planned as part of its continuous digital education campaign.

किताबों से नाता कभी न टूट पाएगा

हिन्दुस्तान,
13 जनवरी 2026,
पृष्ठ संख्या - 10



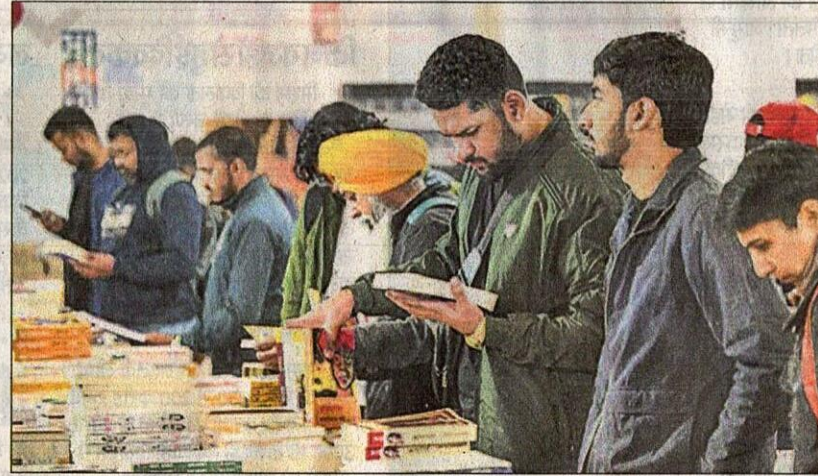
विभूति नारायण राय | पूर्व कुलपति व साहित्यकार

एक शिकायत मैं पिछले पचास वर्षों से सुनता आ रहा हूँ। विद्वत-जन बड़े चिंतित स्वर में घोषित करते रहे हैं कि किताबों के पाठक ही नहीं बचे हैं। अभी मैंने लिखना शुरू ही किया था कि इस तरह के आप्त वचन कानों में पड़ने लगे और कई बार मेरे निराश मन में उथल-पुथल हुई कि जब कोई पढ़ने वाला ही नहीं है, तो फिर लिखा किसके लिए जाए? गनीमत हुई कि मैंने देख लिया कि जो लेखक दुखी थे कि उन्हें कोई पढ़ता नहीं, वे साल-दर-साल अपनी नई किताबें छपवाते जा रहे थे और जो प्रकाशक रॉयल्टी देते समय किताबें नबिकने का रोना रोते रहते, वे हर साल अपने कैटलॉग में अतिरिक्त पन्ने जोड़ रहे थे। इसलिए मेरा लिखना भी जारी रहा।

सबसे दिलचस्प तो पिछली शताब्दी के अंतिम दशक में हंस के संपादक राजेंद्र यादव की घोषणा थी कि यह समय इतना रचना-विरोधी है कि अब लिखने का कोई कारण नहीं बचा। यह अलग बात है कि भाई लोगों ने न लिखने के कारणों पर ही खूब लिखा। हाल ही में उपन्यासकार, कवि विनोद कुमार शुक्ल के उपन्यास *दीवार में खिड़की रहती थी* की साल भर की रॉयल्टी तीस लाख रुपये देकर एक प्रकाशक ने यह भ्रम भी तोड़ दिया कि पुस्तकें बिकती नहीं।

इस साल नई दिल्ली के विश्व पुस्तक मेले में प्रवेश के लिए एक किलोमीटर लंबी कतार देखकर मन आश्चर्य हो गया कि न सिर्फ पाठक कम नहीं हुए हैं, बल्कि खरीदकर पढ़ने वालों की संख्या अभी भी अच्छी-खासी है। इतनी भीड़ तो पटना या कोलकाता के पुस्तक मेलों में दिखती है, पर अबकी बार देश की राजधानी में भी दिख रही थी। देश के दूर-दूर के हिस्सों से पुस्तक प्रेमी मेले में आए थे और एक-दूसरे के कंधे से कंधा रगड़ते हुए न सिर्फ किताबें उलट-पुलट रहे थे, बल्कि खरीद भी रहे थे। हर साल की तरह इस बार भी मेरी दिलचस्पी यह जानने की थी कि किस तरह की पुस्तकें बिक रही हैं? बच्चों के स्टॉलों पर हर साल की

पुस्तक मेले में घूमते हुए मुझे पिछले कुछ समय से सबसे ज्यादा दिए जाने वाले इस तर्क की व्यर्थता भी समझ में आई कि इंटरनेट ने पुस्तकों को अप्रासंगिक बना दिया है।



तरह भीड़ थी। वे अपने अभिभावकों की झिड़कती नजरों की अवहेलना करते हुए किताबें उलट-पलट रहे थे, उन्हें गिरा-पड़ा रहे थे और खरीदवाने की जिद कर रहे थे। दूसरे ज्यादातर स्टॉल भी अपनी क्षमता भर भरे हुए थे।

पिछले कुछ वर्षों से मेले में घूमते समय मेरी दिलचस्पी यह समझने में भी रही है कि किस तरह की पुस्तकें पढ़ी जा रही हैं? मैंने इस बार ज्यादा समय हिंदी पुस्तकों के बीच बिताया और यह देखकर मन प्रसन्न हुआ कि पिछले कुछ वर्षों की तरह इस बार भी ज्यादा मांग कथेतर साहित्य की थी। कंप्यूटर, इंजीनियरिंग, मेडिकल, इतिहास, मीडिया या अंतरराष्ट्रीय संबंध जैसे विषयों पर पुस्तकों की भरमार थी। ज्योतिष, भूत-प्रेत, जादू-टोने की किताबों की भी जबरदस्त मांग थी। एक स्टॉल पर एआई, यानी आर्टिफिशियल इंटेलिजेंस पर उपलब्ध किताबों की लूट मची हुई थी। मैं खड़े होकर इन किताबों को एक-एक कर खरीदे जाते देखता रहा। हिंदू, इस्लामी, मसीही या बौद्ध धर्मों की

किताबों के स्टॉल भी खचाखच भरे हुए थे। लोगों में ज्ञान की भूख दिख रही थी और वे इसे छपे हुए शब्दों के जरिये हासिल करना चाहते थे।

यह एक अच्छी बात है कि अब हिंदी सिर्फ कहानी, कविता या नाटक की ही भाषा नहीं रह गई है। ज्ञान के विभिन्न अनुशासनों तक रसाई इसके माध्यम से हो सकती है। कुछ दशक पूर्व शुरू हुई यह प्रक्रिया अब परवान चढ़ गई प्रतीत होती है। वर्षों पूर्व जब मैं हिंदी विश्वविद्यालय में था, तब मैंने कुछ छात्रों से हिंदी प्रकाशकों के कैटलॉग का अध्ययन कराया। इस अध्ययन से यह दिलचस्प तथ्य उजागर हुआ कि उनमें सिर्फ 27 प्रतिशत पुस्तकें उस श्रेणी की थीं, जिनको हम रचनात्मक साहित्य कहते हैं। शेष पुस्तकें कथेतर विधाओं में थीं।

उन दिनों कंप्यूटर का सबसे ज्यादा शोर था, अतः सबसे अधिक पुस्तकें भी उसी पर थीं। आज एआई में उत्सुकता बढ़ी है, इसलिए स्टॉलों पर उससे जुड़ी पुस्तकों की भरमार थी। मेरी नजर में एक अच्छी बात

यह थी कि इन पुस्तकों में आमफहम भाषा का इस्तेमाल हो रहा था। अधिकतर लेखक डॉ रघुबीर की पारिभाषिक शब्दावली से बच रहे थे और जहां किसी मुश्किल हिंदी तकनीकी शब्द का प्रयोग हुआ भी, वहीं उसके साथ अंग्रेजी पर्याय भी मिला। पुस्तकों को उलटने-पुलटने से यह जरूर लगा कि वे मुख्य रूप से अंग्रेजी किताबों का भाषांतर हैं, पर यह भी माना जा सकता है कि इन्हीं पुस्तकों से अर्जित ज्ञान से मौलिक पुस्तकें रची जा सकेंगी। हमारे सामने डॉ गुणाकर मुले का उदाहरण है ही।

इस साल के पुस्तक मेले में घूमते हुए मुझे पिछले कुछ दिनों से सबसे ज्यादा दिए जाने वाले इस तर्क की व्यर्थता भी समझ में आई कि इंटरनेट ने पुस्तकों को अप्रासंगिक बना दिया है। 19वीं शताब्दी में अखबारों के आने के बाद इंग्लैंड में कहा गया कि अब पाठकों को जीवन से जुड़ी वास्तविक कहानियां पढ़ने को मिलेंगी, तो फिक्शन या कथा साहित्य कौन पढ़ेगा? हालांकि, हुआ कुछ ऐसा कि अखबारों को अपनी लोकप्रियता बढ़ाने के लिए डिजिटल के उपन्यास धारावाहिक छापने पड़े। कुछ-कुछ ऐसा ही इंटरनेट आने के बाद आज पुस्तकों के साथ हो रहा है। आज उनको बेशुमार पाठक ऑनलाइन मिल रहे हैं। पुस्तकें वही हैं, केवल उनका फॉर्मेट बदला है। ऑफसेट प्रिंटिंग के बाद पुस्तक प्रकाशन की दुनिया में सबसे बड़ी क्रांति है यह। एक छोटे से लैपटॉप पर आप पूरा पुस्तकालय लेकर चल सकते हैं। नतीजे में आप यात्रा करते समय पहले से अधिक सहायियों को पढ़ने में डूबा पाते हैं। वे छपे नहीं, मगर स्क्रीन पर चमकते शब्द पढ़ रहे होते हैं।

स्क्रीन पर अपार पाठ्य सामग्री उपलब्ध होने के बावजूद पुस्तक मेलों में इतनी भीड़ क्यों आ रही है? छपे हुए शब्द केवल ज्ञान, जिज्ञासा और मनोरंजन की विशाल दुनिया के कपाट नहीं खोलते, वे हमें गंध, स्पर्श और अनुभूति की अनिर्वचनीय भूल-भुलैया में भी ले जाते हैं। इन दिनों मित्र लेखक भारत भारद्वाज काफी हद तक अशक्त बिस्तर पर लेटे-लेटे अपने बुक शेल्फ को निहारते हैं और बीच-बीच में किसी किताब को पास मंगवाकर छूते हैं। वह किताबों को पढ़ नहीं सकते, पर उनका स्पर्श ही काफी है, उनकी गंध नथुनों में भरकर चैन से सो सकते हैं। जब तक उनके जैसे पुस्तक प्रेमी मौजूद हैं, पुस्तक मेलों में इसी तरह भीड़ आती रहेगी।

(ये लेखक के अप्रमेय विचार हैं)

शिक्षा के अंतरराष्ट्रीयकरण की चुनौती



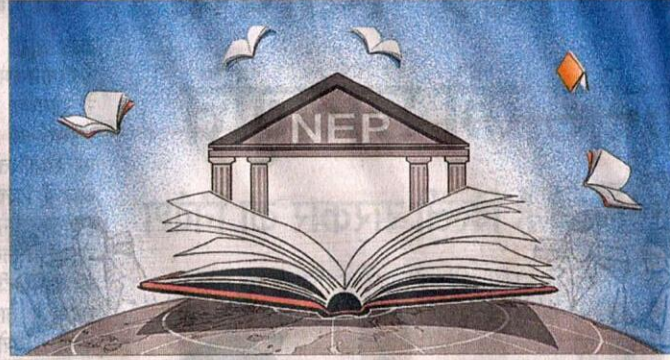
बदी नारायण

हमारे शिक्षा संस्थानों को विदेशी विरहविद्यालयों से प्रतिस्पर्धा के लिए तैयार होना होगा। इसके लिए विरह-स्तरीय शोध और उच्च क्षमता वाले शिक्षक आवश्यक हैं

प्रधानमंत्री नरेन्द्र मोदी के नेतृत्व में राष्ट्रीय जनतांत्रिक गठबंधन (एनडीए) सरकार के बारह वर्ष पूरे होने वाले हैं। इस पूरे कालखंड को अनेक विकासपरक मिशनों के लिए याद किया जाएगा। इसमें अनेक प्रशासनिक सुधारों के कार्य संपन्न किए गए। प्रधानमंत्री मोदी का प्रशासनिक दर्शन, जो अब तक उनके कार्यों से परिलक्षित हुआ है, वस्तुतः व्यवस्था को सरल, सुलभ और प्रभावी बनाने का रहा है। जनता के लिए योजनाएं बनाना, उन्हें लागू करना और उनके सामाजिक-आर्थिक एवं राजनीतिक प्रभावों को समझना तथा उन्हें और अधिक प्रभावी बनाने के लिए समय-समय पर उनमें सुधार कर नया रूप देना प्रधानमंत्री मोदी की प्रशासनिक कार्यशैली का मूल तत्व है। आज इसी सुचिंतित नीति-निर्माण प्रक्रिया के कारण भारत दुनिया की तीसरी सबसे बड़ी अर्थव्यवस्था बनने की दिशा में अग्रसर है। विकसित भारत का मिशन इस लक्ष्य का आधार तत्व है। आजादी

के बाद भारत के विकास-इतिहास के इस विशिष्ट कालखंड में देश ने बड़े सपने देखे हैं और उन्हें साकार करने की दिशा में आगे बढ़ रहा है। विकास के इस इतिहास में भारतीय शिक्षा के नवाचारी उन्नयन का भी एक बड़ा योगदान है। इसी कालखंड में राष्ट्रीय शिक्षा नीति-2020 बनी और लागू हुई। अब उसे लागू हुए पांच वर्ष हो चुके हैं।

आजाद भारत में एक नवाचारी, रचनात्मक और गैर-औपनिवेशिक शिक्षा व्यवस्था की शुरुआत भी इसी दौर में हुई। शिक्षा मंत्री धर्मेंद्र प्रधान ने स्कूली शिक्षा से लेकर उच्च शिक्षा तक नई शिक्षा नीति के कार्यान्वयन के क्रम में अनेक नवाचारी कदम उठाए। एक ओर स्कूली शिक्षा के लिए एनसीईआरटी के नए पाठ्यक्रम विकसित किए गए, तो दूसरी ओर केंद्रीय विद्यालयों और नवोदय विद्यालयों जैसे सरकारी स्कूलों के नेटवर्क का विकास, विस्तार और संवर्धन किया गया। इस कालखंड में भारत में स्कूली शिक्षा का क्षैतिज विस्तार संभव हो सका। दूर-दराज के सरकारी विद्यालयों में भी आधारभूत संरचना विकसित की गई। इसके साथ ही शैक्षिक गुणवत्ता बढ़ाने के लिए नियरानी की प्रक्रिया को अधिक प्रभावी बनाया गया है। स्कूलों में बिजली की उपलब्धता, कंप्यूटर एवं डिजिटल संसाधनों का विस्तार, खेल मैदान और पुस्तकालय जैसी सुविधाओं में 2014 के पूर्व की तुलना में लगभग दोगुनी वृद्धि हुई है। प्रति बच्चे शिक्षा पर किए जाने वाले सरकारी खर्च में प्रधानमंत्री मोदी के नेतृत्व वाली एनडीए सरकार ने लगभग 130 प्रतिशत की वृद्धि की है। शिक्षा को वंचित और कमजोर तबकों



अग्नेय राजपूत

को सशक्त बनाने के साधन के रूप में विकसित करते हुए इससे जुड़ी नौकरियों और नामांकन में महिलाओं, दिव्यांगों, दलितों और पिछड़े वर्गों की समुचित सहभागिता सुनिश्चित की गई है।

स्कूली शिक्षा में भारतीय भाषाओं को शिक्षण-प्रशिक्षण का माध्यम बनाने की प्रक्रिया आगे बढ़ रही है। 23 भाषाओं में कक्षा-एक एवं दो की पाठ्यपुस्तकें उपलब्ध कराई जा चुकी हैं। दीक्षा प्लेटफॉर्म पर अनेक भारतीय और विदेशी भाषाओं में बहुभाषी सामग्री उपलब्ध है। श्रवण-बाधित छात्रों के लिए आइएसएल चैनल भी शुरू हुआ है। इसके अतिरिक्त मातृभाषा में उच्च शिक्षा और विशेष रूप से मोडिकल एवं इंजीनियरिंग में पढ़ाई के प्रयास किए गए हैं। शिक्षा मंत्री धर्मेंद्र प्रधान के शब्दों में, आज हमारे विद्यालय न केवल ज्ञान, बल्कि कौशल के केंद्र बन चुके हैं। ज्ञान, रचनात्मकता और व्यवहार, तीनों मिलकर स्कूली शिक्षा को नया स्वरूप दे रहे हैं। इस कालखंड में उच्च शिक्षा के क्षेत्र में भी व्यापक विस्तार हुआ है। समाज के दूरस्थ क्षेत्रों और पिछड़ी आबादी को ध्यान में रखकर

नए केंद्रीय विश्वविद्यालय, आइआइटी, आइआइएम और राज्य विश्वविद्यालय स्थापित किए गए हैं।

उच्च शिक्षा को सामाजिक न्याय और समावेशन के सशक्त माध्यम के रूप में भी विकसित किया गया है। आंध्र प्रदेश में दो जनजातीय विश्वविद्यालयों की स्थापना और ओडिशा के संबलपुर में आइआइएम का खुलना इसके उदाहरण हैं। 2014 के बाद 11 केंद्रीय विश्वविद्यालय, 14 आइआइएम और सात नए आइआइटी स्थापित किए गए हैं। एक महत्वपूर्ण मिशन-भारतीय शिक्षा का अंतरराष्ट्रीयकरण भी इसी कालखंड में प्रारंभ हुआ है। इसके अंतर्गत भारतीय शिक्षा संस्थान, जैसे आइआइटी, आइआइएम और डीमड विश्वविद्यालय विदेश में अपने परिसर खोल रहे हैं। इसी के साथ विश्व के प्रतिष्ठित विश्वविद्यालय भी भारत में अपने परिसर या अंतरराष्ट्रीय कार्यालय स्थापित कर रहे हैं। आने वाले समय में कई विदेशी विश्वविद्यालयों के भारत स्थित परिसरों में पठन-पाठन देखने को मिल सकता है। भारत में भारतीय शिक्षा

संस्थानों को विश्व रैंकिंग में उल्लेखनीय स्थान प्राप्त हो रहे हैं। भारतीय शिक्षा के अंतरराष्ट्रीयकरण से शिक्षकों, छात्रों और संस्थानों को अंतरराष्ट्रीय मंच मिलेगा एवं छात्रों को भारत में रहते हुए ही विश्व-स्तरीय शिक्षा पद्धतियों का लाभ प्राप्त होगा। इससे गुणवत्ता-आधारित प्रतिस्पर्धा भी उत्पन्न होगी। भारतीय उच्च शिक्षा संस्थानों को विदेशी विश्वविद्यालयों के समकक्ष गुणवत्ता के स्तर पर प्रतिस्पर्धा के लिए स्वयं को तैयार करना होगा। इसके लिए विश्व-स्तरीय शोध, सशक्त वैचारिक विमर्श और उच्च क्षमता वाले शिक्षकों से परिसरों को सुसज्जित करना आवश्यक है। भारतीय शोध-उपलब्धियों को अंतरराष्ट्रीय संवाद और प्रकाशनों के माध्यम से वैश्विक पहचान दिलानी होगी।

वास्तव में भारतीय शिक्षा का अंतरराष्ट्रीयकरण हम सबके लिए एक महत्वपूर्ण सामूहिक मिशन होना चाहिए। इसके अंतर्गत हमारा लक्ष्य शिक्षा की गुणवत्ता के संवर्धन के साथ-साथ भारतीय विकास का एक वैश्विक वृत्त रचना भी होना चाहिए। इससे न केवल विकसित भारत का मिशन सुदृढ़ होगा, बल्कि वैश्विक स्तर पर भारत का प्रभाव भी बढ़ेगा। इस दिशा में भारतीय शिक्षा अधिष्ठान विधेयक-2024 सहायक सिद्ध होगा। इसका उद्देश्य शोध और शिक्षा को भविष्य की चुनौतियों के अनुरूप संगठित कर विश्व-स्तरीय बनाना है। नए वर्ष में भारतीय शिक्षा विकसित भारत के मिशन के लिए मन, मानस और मस्तिष्क को गढ़ सके-यही हमारा लक्ष्य होना चाहिए।

(लेखक टाटा इंस्टीट्यूट आफ सोशल साइंसेज, मुंबई के कुलपति हैं)

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पुन
दैनिक

जागरण

, 13 जनवरी 2026,

पृष्ठ-संख्या - 6

प्रायोगिक परीक्षा के दिन अपलोड करने होंगे अंक : सीबीएसई

जासं, नई दिल्ली: केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने स्कूलों को 10वीं व 12 वीं बोर्ड की प्रायोगिक परीक्षाओं को लेकर निर्देश जारी किए हैं। कहा, किसी संबंधित विषय की प्रायोगिक परीक्षा के मूल्यांकन के ही दिन छात्रों को प्रायोगिक परीक्षा में मिले अंक, प्रोजेक्ट कार्य व आंतरिक मूल्यांकन के अंक अपलोड करने होंगे। जिस दिन प्रायोगिक परीक्षा होगी, अंक भी

उसी दिन अपलोड होंगे। प्रायोगिक परीक्षाएं 14 फरवरी तक होंगी। बाद में लिखित परीक्षा शुरू होगी।

बोर्ड ने स्कूलों से कहा, वे प्रायोगिक परीक्षाओं के अंक पोर्टल पर अपलोड करने से पहले उसे सत्यापित कर लें, आंतरिक मूल्यांकन सही है या नहीं, ये जांच लें। सर्वर पर अपलोड किए गए अंक अंतिम होंगे, उसके बाद उसमें कोई सुधार नहीं किया जा सकेगा।

A Bill that reimagines higher education regulation

Poet Tiruvalluvar in his 140th *Thirukkural* says: "Education imparted is useless, unless one learns how to live with the society."

The National Education Policy (NEP) 2020 intends to provide that holistic education that teaches one to be socially relevant.

To ensure that the vision of Viksit Bharat 2047 is achieved, India needs citizens who can lead from here. The Viksit Bharat Shiksha Adhishtan Bill, 2025, which was introduced in the Lok Sabha on December 15, 2025, aims to make this a reality and help reimagine India's higher education institutions.

Need for change

Why is there a need for this? India's higher education system has expanded rapidly, spanning over a 1,000 universities, tens of thousands of institutions, and crores of learners. But, regulation has not evolved at the same pace. Multiple statutory bodies with overlapping mandates have created a maze of approvals, inspections and compliance that often pulls institutions away from teaching, research and innovation. This has turned well-meaning oversight into over-regulation, forcing institutions to prioritise paperwork over outcomes and making it harder to collaborate, innovate or update curricula quickly. Institutions find themselves spending a disproportionate effort on "process" rather than "purpose".

NEP 2020 recognised this and called for a "light but tight" framework – strong on transparency and standards, but minimal on procedural burden, while granting greater autonomy to well-performing institutions. The Bill is a structural step in this direction, aiming to replace fragmented oversight with coordinated standards, streamlined regulation, and credible



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The 'light but tight' framework of the Viksit Bharat Shiksha Adhishtan Bill, 2025 will transform higher education and also India

quality assurance. Anchored in Entry 66 (Union List) of the Seventh Schedule, the Bill creates an apex umbrella body, the Viksit Bharat Shiksha Adhishtan, with three separate councils for regulation, accreditation and standards. This clear division of roles aims to improve credibility and reduce conflicts of interest. It also proposes repealing three key Acts – the University Grants Commission Act, 1956, the All India Council For Technical Education Act 1987, and the National Council for Teacher Education Act, 1993 – to unify and modernise the regulatory architecture, bringing relevant higher education institutions under a single framework for coordinated standard-setting and oversight.

Finally, it envisages a technology-enabled single window system built on public self disclosure, where institutions publish key information on governance, finances, infrastructure, faculty, programmes and outcomes, thus enabling continuous transparency and forming the basis for accreditation and public accountability.

The impact

The Bill could trigger three high-impact outcomes. First, it can enable youth empowerment at scale. A streamlined regulatory landscape can expand access to quality institutions and raise the Gross Enrolment Ratio by reducing bottlenecks that slow down capacity-building and programme expansion.

More importantly, it can shift institutional energy toward what truly matters: teaching that builds reasoning and values; learning that is interdisciplinary and flexible; and opportunities for reskilling and upskilling across a lifetime.

Students will provide feedback on academic quality and the overall learning experience of the higher education institutions. With robust

grievance redress, they become active stakeholders and are able to demand quality, reward good governance, and help institutions improve through structured feedback.

Second, it can accelerate the adoption of global best practices while remaining rooted in Indian priorities. International credibility is not achieved by copying foreign models, but by meeting global benchmarks of outcomes, ethics, research culture and student experience. A coherent standards framework can support mobility of learners and faculty, promote collaborative research and help Indian institutions attract international students and faculty while also retaining Indian talent.

Third, it can modernise governance through transparency and minimalistic, responsive regulation. A faceless, technology-enabled single-window system can reduce discretion and delays, encourage integrity, and improve predictability for institutions. Public disclosure, when meaningful and audited, creates a culture where trust is earned, not assumed. Autonomy for well-performing institutions and institutions of eminence can then become a tool for excellence; common standards with differentiated autonomy can allow diversity to thrive without compromising quality. The end goal is smarter regulation: focused on outcomes, learner welfare and national priorities.

In perspective

Atmanirbharta in higher education is achieved when India's institutions can set ambitious goals, innovate responsibly and remain accountable to society. When the Bill succeeds in aligning standards, regulation, and accreditation into a coherent and transparent system, it will help build exactly the kind of citizens that Tiruvalluvar envisioned.

Early investment in children, the key to India's future

India's aspiration to become a Viksit Bharat and a \$30 trillion economy by 2047 is ambitious and desirable. However, such a vision cannot be realised through slogans or macroeconomic targets alone. It demands sustained, evidence-based investments over the next two decades, particularly in human capital formation. Infrastructure, manufacturing, digital innovation and ease of doing business dominate public discourse, and there is often mention of health and education in various policy discussions.

However, in spite of all these discussions, a critical link remains largely missing: a concrete road map and focused and systematic investment in early childhood care and development (ECCD). Without strengthening the foundations laid in the earliest years of life, India's development ambitions risk being on fragile ground.

An investment in ECCD is not a welfare intervention but a strategic economic investment. From conception to the second birthday of a child – the first 1,000 days of life – have been considered most important for the growth and development of children. This phase has been recognised by the World Health Organization (WHO) and UNICEF as a crucial 'window of opportunity' for shaping a child's future well-being and potential. The next six years which follow (three to eight years) constitute approximately another 2,000 days. Thus, the first 3,000 days shape brain architecture, physical health, cognitive ability, emotional regulation and social skills. The early capabilities developed during this period determine a child's capacity to learn, adapt and contribute productively to society as an adult.

Children who are well-nourished, emotionally secure and cognitively stimulated are more likely to complete education, acquire skills, participate meaningfully in the workforce and earn higher incomes. At the national level, such investments reduce future spending on health care, remedial education and social protection, while expanding the tax base through a healthier and more productive workforce. These efforts can lift families out of poverty and help them move upward in the economic ladder. By reducing inequities rooted in poverty, gender, and geography, ECCD strengthens social mobility and inclusive growth. The evidence and experience from many countries including the United States, the Nordic countries, particularly Finland, and also from South Korea support these arguments. However, ECCD investments demand patience. Their most visible benefits emerge over 10 to 20 years later, as healthier and better-prepared cohorts enter adulthood. Yet, once realised, these gains are durable, intergenerational and central to national competitiveness.

Build upon the existing foundation
India's experience offers important lessons. Over the past five decades, the country has made notable progress in child and newborn survival. This did not occur by chance. Programmes such as the Child Survival and Safe Motherhood initiative (1992), the Reproductive and Child Health programme (1997), and their



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The focus needs to be on the first 3,000 days of life and a national mission on early childhood care and development

consolidation under the National Health Mission, significantly reduced infant and under-five mortality, improved immunisation coverage and addressed severe malnutrition. The Integrated Child Development Services (ICDS), 1975, later restructured as Mission Saksham Anganwadi and POSHAN 2.0, laid the foundation for nutrition and early care, especially among poorer households. State governments also contributed through innovations and delivery models.

However, most interventions have been narrowly focused and fragmented. The primary emphasis has remained on survival – keeping children alive – rather than enabling them to reach their full developmental potential.

Moreover, ECCD initiatives have largely been targeted at children within government safety nets, leaving out vast sections of middle- and higher-income families. This exclusion is problematic, because developmental challenges are not confined to poverty alone. Children from middle and even upper income households increasingly face obesity, physical inactivity, excessive screen exposure, delayed social skills, emotional difficulties and behavioural problems. Early childhood development must be universal, not targeted.

A case for early interventions

Scientific understanding of child development has advanced rapidly, reinforcing the urgency of early intervention. Research in epigenetics shows that health, nutrition, stress and environmental exposures even before conception can influence gene expression and long-term health outcomes.

Parental obesity, substance use, poor nutrition and chronic stress increase a child's risk of non-communicable diseases, developmental delays, and metabolic disorders. During the first 1,000 days, most neural connections are formed, and nearly 80%-85% of brain development occurs. Deprivation or neglect at this stage is often irreversible.

Paradoxically, this is also when children spend almost all their time within families, with minimal engagement with formal systems beyond immunisation or illness care. In the digital age, many parents rely on social media for guidance, much of which is commercially driven or poorly informed. Credible and structured support on early stimulation, responsive care-giving, play and emotional nurturing remain scarce. Formal interventions typically begin only around 30-36 months, through Anganwadi centres or private preschools. While important, these come late. The provision of developmental interventions in the first 1,000 days of life is still a 'big missing window'.

Therefore, India must move beyond fragmented approaches centred on feeding programmes or notional school health services. What is needed is an integrated ECCD framework that brings together health, nutrition, early learning, emotional wellbeing and care-giving, from conception to eight years of age. For a nation aspiring to economic leadership, investment in early childhood is not optional. It is foundational.

First, India needs structured premarital and

pre-conception counselling for young adults and couples, focusing on nutrition, mental health, lifestyle choices and intergenerational impacts. This would represent one of the highest-return investments in public health, benefiting two generations simultaneously.

Second, parents must be empowered with knowledge about early stimulation and responsive care-giving. Simple, low-cost activities – talking, reading, singing, playing and emotional engagement – can profoundly shape brain development from the earliest weeks of life. For example, stories can be read and told to a baby as young as four weeks. Doing so, accelerates formation of neural connections in the brain and future learning capacity. A nationwide system of parental education on child growth and development is an urgent need.

Third, parents and families should be trained in basic growth monitoring and age-appropriate developmental milestones, through periodic, simple sessions. Early identification of delays can be among the most cost-effective interventions for infants and toddlers, rivalled only by immunisation.

Fourth, India must invest far more in quality care and learning systems for children aged two to five, a phase critical for preventing undernutrition and obesity and for shaping life-long habits related to health and emotional regulation.

Fifth, education, nutrition and health systems must break out of silos. Children need learning, not just schooling; nutrition for life, not just feeding; and well-being, not ritualistic check-ups. Schools, as the most widely accepted institutional platform, should evolve into integrated hubs for learning, health and nutrition.

Sixth, preconception health and the first 3,000 days must become part of a nationwide social conversation, extending beyond clinics into homes, workplaces and communities. Every teacher in every school in India, too needs training in child growth and development beyond academics.

Finally, schools should engage parents as partners, while non-profit organisations, philanthropic institutions, and corporate social responsibility initiatives must help build a supportive ECCD ecosystem.

Need for a citizen-led movement

India's future will not be determined by what it promises its children, but by what it invests in them during their earliest years. A citizen-led movement for child growth, learning and development – supported by the state and owned by society – may well be the missing link in India's journey to becoming a truly developed nation. These actions would require effective and functional coordination between different Ministries, especially the Union Ministry of Health and Family Welfare, Ministry of Education and Ministry of Women and Child Development, amongst others. To formalise and ensure a road map, it can be implemented as an inter-ministerial plan or as an overarching national mission on early childhood care and development.

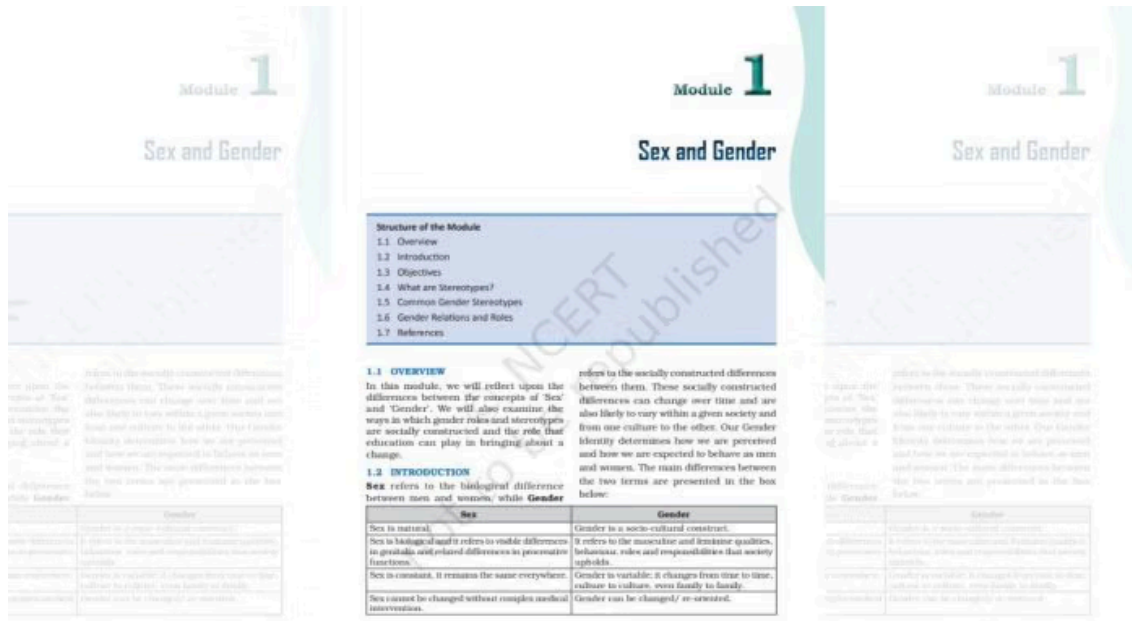
ThePrint

Home › India › Education › Why NCERT's teacher training manual on gender has sparked a controversy

Education

Why NCERT's teacher training manual on gender has sparked a controversy

FAREEHA IFTIKHAR 13 January, 2026 07:43 pm IST



Excerpt from chapter on sex and gender in NCERT manual for teacher educators

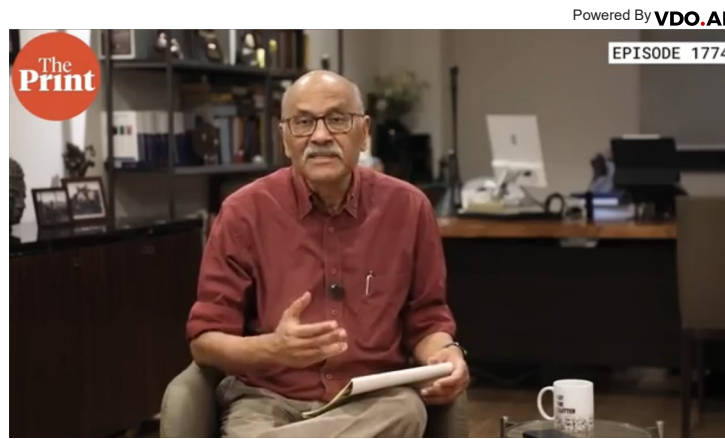
New Delhi: An NCERT training manual for teacher educators has sparked widespread debate, with critics accusing it of promoting “toxic western gender ideology”. The controversy centers on a chapter explaining the difference between sex and gender which states that “while sex is biological and constant, gender is a social construct”.



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been in circulation since 2013 and was reprinted in 2019. It is currently available on the NCERT website.



The manual came into the spotlight after Sankrant Sanu—author and founder of Garuda Prakashan, an international publishing venture focused on Indic narratives—shared a page from it on X, tagging Union Education Minister Dharmendra Pradhan and the Ministry of Education.

“Saw these current NCERT books at the World Book Fair. This is the teacher training manual where they have copy-pasted the entire toxic Western gender ideology into the training. Why @EduMinOfIndia @dpradhanbjp?” he wrote on X.

The page shared by him explains the difference between sex and gender. It states that while “sex is constant and remains the same everywhere,” gender is variable and “changes from time to time, family to family, and culture to culture”.

It further states that “sex cannot be changed without complex medical intervention, whereas gender can be changed or reoriented”.

“In the time of abysmal academic standards to have this gender ideology garbage guide a multi-volume teacher training volume is inexcusable. NONE of this needs to be part of curriculum, stop social engineering,” Sanu wrote. His post went viral and drew reactions from a large number of people both criticising the manual as well as supporting it.

Ratan Sharda, author of *The Relationship between RSS and India's Struggle for Independence* and other books, also reacted on X saying, “ We can't get over the #Woke domination even after 11 years. We can't go back to our scientific tracts to define issues in our own way!”

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don't want to look at a guy and not be sure if I say – He, She or they. Stop #woke”

However, some doctors voiced support for the manual on X.

For instance, Dr Nisha Dubey, who identifies herself as an MBBS doctor, wrote: “Kudos to the mind that introduced Sex vs Gender so clearly in textbooks. Sex is biological. Gender is social, learned, and changeable. Teaching this early helps break stereotypes, build empathy, and create a more equal society. Education that makes students think is real progress.”

Another X user, Dr Dutta, who identifies himself as a radiologist, wrote: “Doctor here. There is absolutely nothing wrong with the statements made in the Book! Not sure about the person tweeting about it.”

ThePrint reached NCERT director D.P. Saklani for a comment via calls and messages. This report will be updated if and when a response is received.

Also Read: *‘Honest history, not ideology’—NCERT social science panel chief on changes in Class 8 textbook*

What is the manual about

NCERT's Department of Gender Studies published three volumes in 2013 to support teacher educators in understanding and integrating gender-equality concepts into education. These were designed as training and reference material, not as standard school textbooks.

The training material is not meant for students. It is intended for teacher educators who train school teachers and for others involved in teacher training and curriculum development.

Volume 1 of the manual, which is currently under scrutiny, comprises six modules. These cover the themes of sex and gender; indicators of gender equality and empowerment; gender budgeting; gender, media and education; gender and violence; and gender, science and technology.

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The chapter also outlines the stereotypical attitudes and notions associated with specific gender roles. The activities included in this chapter are designed to help practitioners raise awareness about gender complementarity among participant groups.”

The remaining two volumes of the training material cover a wide range of topics, including gender-sensitive textbooks and pedagogy, language and gender, creating gender-friendly classrooms, adolescent girls' mental health, teacher counselling, life skills, leadership, sports, and women's empowerment through education, legal rights, self-help groups, and vocational training.

Earlier in 2021, NCERT had removed a teacher training manual on the integration of transgender and gender non-conforming students in schools from its website, after the National Commission for Protection of Child Rights (NCPCR) flagged “anomalies” in the document.

The manual had recommended measures such as providing gender-neutral toilets and uniforms, ending practices that segregate students by gender for school activities, and inviting members of the transgender community to speak on campus.

(Edited by Amrtansh Arora)

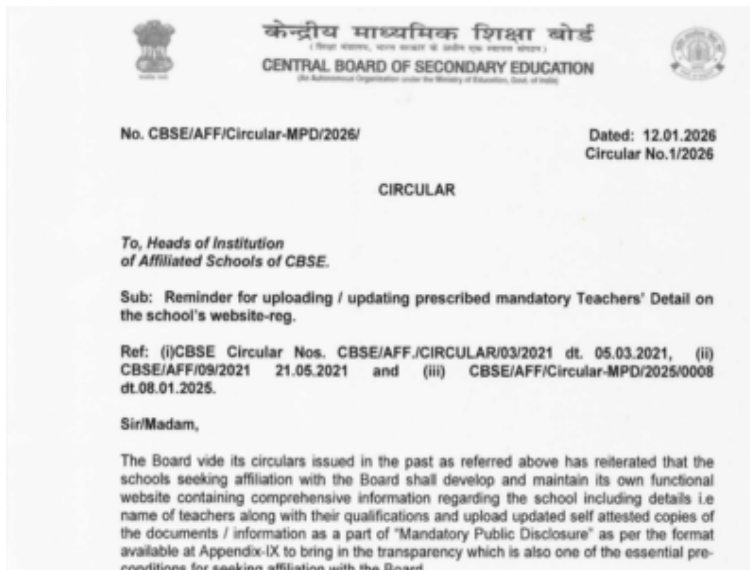
***Also Read: Parsis to Tibetans, India 'safe haven' for 'persecuted communities' for centuries—
new Class 7 NCERT book***

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THE TIMES OF INDIA

CBSE issues notice on mandatory public disclosure norms: Here's what affiliated schools need to upload

TOI Education | Jan 13, 2026, 09:06 PM IST



The Central Board of Secondary Education (CBSE) has issued an official notice directing all its affiliated schools to upload Mandatory Public Disclosure information on their official websites in a revised format.

As per the notice, schools must ensure that accurate and complete details related to general information, official documents, academic records, teaching staff, and school infrastructure are made publicly available for easy access by parents, students, and authorities.

What is Mandatory Public Disclosure?

Mandatory Public Disclosure is a requirement under which schools must share important information openly on their website. This helps parents, students, and authorities access verified school-related details easily.

A. General Information to be uploaded

Schools must display the following basic details:

- Name of the school
- Affiliation number, if applicable

- School code, if applicable
- Complete address with pin code
- Name and qualification of the principal
- Official school email ID
- Contact details including landline or mobile number

B. Documents and Certificates required

Schools must upload self-attested copies of the following documents:

- Affiliation or upgradation letter and recent extension of affiliation, if any
- Society, trust, or company registration or renewal certificate
- No Objection Certificate issued by the State Government or Union Territory, if applicable
- Recognition certificate under the Right to Education Act, 2009, and its renewal, if applicable
- Valid building safety certificate as per the National Building Code
- Valid fire safety certificate issued by the competent authority
- District Education Officer certificate submitted for affiliation or self-certification by the school
- Drinking water, health and sanitation certificates along with water testing report

The notice clearly states that all documents must be self-attested by the Chairman, Manager, or Secretary and the Principal. If any uploaded document is found to be not genuine at a later stage, the school will be liable for action as per norms.

C. Result and Academic Information

Schools must upload:

- Fee structure
- Annual academic calendar
- List of School Management Committee members
- List of Parents Teachers Association members
- Board examination results of the last three years, as applicable
- For Class 10 and Class 12, schools must clearly mention:
 - Number of registered students
 - Number of students passed
 - Pass percentage
 - Remarks, if any

D. Teaching Staff Details

The following staff information must be uploaded:

- Principal
- Vice Principal
- Headmistress or Headmaster
- Total number of teachers

Separate details must be provided for:

- Post Graduate Teachers
- Trained Graduate Teachers
- Primary Teachers
- Schools must also upload:

- Teacher–section ratio
- Details of special educator
- Details of counsellor and wellness teacher

E. School Infrastructure Details

Schools must share information related to infrastructure, including:

- Total campus area in square metres
- Number and size of classrooms
- Number and size of laboratories, including computer labs
- Number and size of the library
- Availability of internet facility
- Number of toilets for girls, boys, and Children With Special Needs
- YouTube link of the school inspection video covering infrastructure

Important note for schools

Schools are advised to carefully check all information before uploading. Any incorrect or false information may lead to action as per applicable norms.

केंद्रीय विद्यालयों में अनुसूचित जाति के छात्र-छात्राओं की संख्या कम हुई

सुशील राघव



केंद्रीय शिक्षा मंत्रालय के अंतर्गत देश भर में चलने वाले 1,256 केंद्रीय विद्यालयों में अनुसूचित जाति (एससी) वर्ग के विद्यार्थियों की संख्या में एक वर्ष कमी दर्ज की गई है। 31 दिसंबर, 2024 को केंद्रीय विद्यालयों में एससी विद्यार्थियों की संख्या 2,83,592 थी जो केंद्रीय विद्यार्थियों में उस समय पढ़ रहे विद्यार्थियों का 20.39 फीसद थी। 31 दिसंबर, 2025 को इन विद्यालयों में पढ़ने वाले एससी वर्ग के विद्यार्थियों की संख्या कम होकर 2,63,332 हो गई जो कुल विद्यार्थियों का 19.49 फीसद ही रह गई।

केंद्रीय विद्यालयों का संचालन करने वाले केंद्रीय विद्यालय संगठन (केवीएस) की वार्षिक रपट के मुताबिक इस एक वर्ष के दौरान केंद्रीय विद्यालयों में एससी वर्ग के 20,260 विद्यार्थियों (0.9 फीसद) की कमी हुई। रपट के मुताबिक इस अंतराल में अनुसूचित जनजाति (एसटी), अन्य पिछड़ा वर्ग (ओबीसी) और दिव्यांग वर्ग के विद्यार्थियों की संख्या में वृद्धि हुई। रपट के अनुसार एसटी वर्ग के विद्यार्थियों की संख्या में पिछले एक वर्ष में 6.70 फीसद से 6.74 फीसद हो गई। ओबीसी वर्ग के विद्यार्थियों की संख्या 27.94 फीसद से 32.29 फीसद और दिव्यांग वर्ग वर्ग के विद्यार्थियों की संख्या 0.49 फीसद से 0.59 फीसद पहुंच गई।

रपट के मुताबिक इस अंतराल में कुल विद्यार्थियों की तुलना में छात्रों के फीसद में कमी और छात्राओं के फीसद वृद्धि भी दर्ज की गई है। 31 दिसंबर, 2024 को केंद्रीय विद्यालयों में 53.45 फीसद (7,43,217) छात्र पढ़ रहे थे जबकि 31 दिसंबर, 2025 को पढ़ने वाले छात्रों का फीसद घटकर 53.14 फीसद (7,18,113) हो गई। छात्राओं की बात करें तो रपट के मुताबिक 31 दिसंबर, 2024 को 46.55 फीसद (6,47,300) छात्राएं केंद्रीय विद्यालयों में पढ़ रही थीं जबकि 31 दिसंबर, 2025 को पढ़ने वाली छात्राओं का फीसद बढ़कर 46.86



फाइल फोटो

केंद्रीय विद्यालय संगठन (केवीएस) की वार्षिक रपट के मुताबिक एक वर्ष के दौरान केंद्रीय विद्यालयों में एससी वर्ग के 20,260 विद्यार्थियों (0.9 फीसद) की कमी हुई। रपट के मुताबिक इस अंतराल में अनुसूचित जनजाति (एसटी), अन्य पिछड़ा वर्ग (ओबीसी) और दिव्यांग वर्ग के विद्यार्थियों की संख्या में वृद्धि हुई।

तीन वर्षों में 5.50 फीसद से ज्यादा विद्यार्थियों में आई कमी

केंद्रीय विद्यालयों में तीन वर्षों से लगातार विद्यार्थियों की संख्या में कमी दर्ज की गई है। वार्षिक रपट के मुताबिक 2021-22 में जहां विद्यार्थियों की कुल संख्या 14,30,442 थी, वहीं यह संख्या 2024-25 में घटकर 13,51,446 हो गई है। यह कमी 5.50 फीसद से अधिक की रही। वर्तमान में केंद्रीय विद्यालयों में पढ़ रहे छात्र और छात्राओं का अनुपात 1:0.88 है। इस दौरान देश में आठ नए केंद्रीय विद्यालय खोले गए।

वार्षिक रपट

केंद्रीय विद्यालयों में वर्षवार कुल विद्यार्थियों की संख्या

वर्ष	केंद्रीय विद्यालय	कुल विद्यार्थी
2021-22	1248	14,30,442
2022-23	1252	14,25,164
2023-24	1254	13,90,517
2024-25	1256	13,51,446

(6,33,333) हो गया। अनुसूचित जाति/जनजाति एवं अन्य पिछड़ा वर्ग के लिए शिक्षाकेंद्रीय विद्यालयों में सभी नए प्रवेशों के लिए अनुसूचित जाति के लिए 15 फीसद, अनुसूचित जनजाति के लिए 7.5 फीसद सीटें और अन्य पिछड़ा वर्ग (ओबीसी-एनसीएल) के लिए 27 फीसद सीटें आरक्षित हैं। उपलब्ध सीटों का तीन फीसद दिव्यांग बच्चों के लिए आरक्षित किया गया है।

सबसे अधिक विद्यालय उत्तर प्रदेश में

केंद्रीय विद्यालयों की मौजूदगी देश के सभी 36 राज्यों और केंद्रशासित प्रदेशों में है। उत्तर प्रदेश में सबसे अधिक 122 केंद्रीय विद्यालय हैं। इसके बाद मध्य प्रदेश 112 विद्यालय हैं। इन दोनों प्रदेशों में ही 100 से अधिक केंद्रीय विद्यालय हैं। इसके अलावा राजस्थान में 77, ओड़ीशा में 67, पश्चिम बंगाल में 62, महाराष्ट्र में 59, कर्नाटक में 52, गुजराव व दिल्ली में 46-46 केंद्रीय विद्यालय हैं। केंद्रीय शासित प्रदेश लक्ष्यद्वीप में केवल एक केंद्रीय विद्यालय है।

स्कूल शिक्षकों से जुड़ी जानकारी नियमित तौर पर करें अपलोड

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने स्कूलों को शिक्षकों से जुड़ी जानकारी, संबद्धता स्थिति, छात्रों की संख्या, फीस का हॉचा व अन्य जानकारी नियमित तौर पर अपडेट करने के निर्देश दिए हैं। साथ ही कहा कि छात्र शिक्षक अनुपात 30:1 से अधिक नहीं होनी चाहिए।

बोर्ड का मानना है कि इस तरह की जानकारी से अभिभावकों को काफी मदद मिलेगी और वह स्कूल की शिक्षण सुविधाओं से परिचित हो सकेंगे। बोर्ड ने स्पष्ट किया कि यदि स्कूल इन निर्देशों का पालन नहीं करते तो उनके खिलाफ संबद्धता उपनियमों

सीबीएसई ने स्कूलों को वेबसाइट पर जानकारी अपडेट करने के लिए निर्देश

के तहत कार्रवाई हो सकती है और दंड भी लगाया जा सकता है।

सीबीएसई ने अपने संबद्ध स्कूलों को वेबसाइट पर यह जानकारी अनिवार्य रूप से अपलोड करने को कहा है। बोर्ड ने एक परिपत्र जारी कर कहा कि स्कूल वेबसाइट पर शिक्षकों के नाम, उनके अनुभव विवरण, वैध दस्तावेज व शैक्षणिक योग्यता को अपलोड करें। इसके लिए बोर्ड की ओर से प्रारूप भी जारी किया गया है। ब्यूरो

Patience over pressure: A resolution for parents

At the turn of every year, we speak of resolutions, shaped by familiar ideas of self-improvement such as eating better, working harder, or being more disciplined. When the conversation turns to education, however, resolutions by students and other stakeholders are often framed on the basis of a narrow set of assumptions about what progress should look like, how learning should be assessed, where success should be visible, and how early choices ought to be made. Within our broader social ecosystem, these assumptions often translate into an unspoken script that prioritises higher scores and better grades. The young students who are able to build clarity and capacity for faster specialisation, are considered ahead of the pack. This creates pressures to decide and take a deep dive, long before children have had the time or space to understand their own interests and capacities. This raises questions.

A major review published recently in the journal, *Science*, studied the developmental histories of more than 34,000 world-class performers across fields as varied as science, music, and sport. Drawing on longitudinal data from a group including Nobel Prize winners in the sciences, Olympic medallists, the world's top chess players, and leading classical music composers, the conclusions challenge a widely held assumption. Early high performance is a weak predictor of exceptional achievement in adulthood, with nearly 90% of top youth performers not overlapping with those who later reach the highest levels. The analysis goes beyond statistical correlation and shows that many individuals who eventually excelled followed slower, less linear paths in their formative years. They explored multiple disciplines, accumulated diverse experiences, and specialised later than their peers. As the researchers note, early breadth appears to build learning capacity, adaptability, and resilience, all of which matter more as performance demands increase over time.

This pattern has important implications for how success is interpreted within our society. Early acceleration is often rewarded because it is visible and measurable, while gradual development can be mistaken for lack of potential. In an increasingly competitive social context, such misinterpretations are easy to make, even when intentions are supportive.

David Epstein in his book *Range: Why Generalists Triumph in a Specialized World*, contrasts two archetypal sporting journeys. Tiger Woods represents early specialisation, having been immersed in golf almost from infancy, with training structured around a single pursuit.

Roger Federer represents a different model, spending his childhood engaged in a variety of sports, gravitating towards almost anything that involved a ball, including football, basketball, handball, and squash, often in informal settings rather than structured training environments. Federer later reflected that this broad exposure helped develop his overall athleticism and hand-eye coordination, long before he committed fully to tennis in his late teens. Epstein's argument is not that early specialists cannot succeed, but in complex and rapidly evolving environments, he argues, generalists often thrive because they build transferable skills, adaptability, and better judgement.

This distinction matters for education because traditionally the approach to schooling increasingly mirrors the logic of early specialisation. Children are encouraged, sometimes implicitly, to identify a singular strength early and organise their efforts around it.

Findings of the research published in *Science* and Epstein's work suggest that this approach may be poorly suited to a world where creativity, transfer of knowledge, and adaptive thinking are essential. Their academic work points to an understanding that, in fact, allowing room for exploration for our young, inquisitive students does not imply absence of direction; it reflects an understanding that direction often emerges through experience.

India's National Education Policy 2020 aligns with this evidence-based view. Its emphasis on multidisciplinary learning and flexibility recognises that human development is neither uniform nor predictable. While policy can provide frameworks, the everyday choices made by families, schools, and communities ultimately shape how these ideas are lived.

Marks, examinations, and assessments will continue to play an important role. They provide structure and feedback within an educational journey. Their value, however, lies in guidance rather than finality. When treated as milestones instead of destinations, they support learning without constraining it.

Instead of single-mindedly searching for child prodigies in our midst, let us recognise the prodigy in each child, accepting that lasting capability is often built through exploration, time and the gradual unfolding of excellence. As parents, teachers, academicians and policy makers, can we resolve to imbibe an approach that balances ambition with patience?



Jayant Chaudhary

Jayant Chaudhary is minister of State (I/C), ministry of skill development and entrepreneurship, and minister of State, education.

The views expressed are personal

Beyond a public holiday?

To invoke Vivekananda while discarding these values is to hollow out his legacy. Declaring his birthday a public holiday while tolerating cruelty, indifference, or fear in daily life reduces remembrance to spectacle. He did not seek reverence; he demanded courage - moral courage to resist hatred when it is convenient, to defend the vulnerable when it is costly, and to see the divine in every human being

“

Education

is the manifestation of the perfection already in man.”



January 12 was once again observed across India as the birth anniversary of Swami Vivekananda, commemorated nationally as Youth Day and declared a public holiday in West Bengal. Schools and colleges organized lectures, cultural programmes, and discussions recalling his life and ideas. Political leaders and educators invoked his name, his image adorned banners and stages, and young people were reminded - once more - of his call to awaken inner strength and moral purpose.

Yet beneath the ceremonial remembrance lies a disquieting question. Vivekananda did not ask to be honoured through ritual observance alone. He asked to be understood - and lived.

When public homage coexists with a shrinking moral imagination, when his name is celebrated while his values are quietly set aside, remembrance risks becoming symbolic rather than transformative. A holiday may pause work for a day; it does not automatically revive conscience.

At the heart of Vivekananda's thought was a radical conception of education. Education, he insisted, was not the mere transmission of information nor a narrow training for economic utility.

It was the awakening of the whole person - the cultivation of character, judgment, courage, and empathy. "Education is the manifestation of the perfection already in man," he famously said, underscoring his belief that learning must draw out ethical and spiritual capacities already latent within the human being.

Such an understanding of education carries profound civic consequences. A society may produce skilled professionals and technological expertise, Vivekananda warned, yet still falter if its citizens lack compassion, moral restraint, and the ability to see one another as fully human.

Knowledge divorced from empathy sharpens the intellect but leaves the conscience untouched. Education that does not enlarge the moral horizon risks becoming a tool of domination rather than liberation.

This moral dimension of learning is especially urgent today. Across India, public

discourse has grown harsher, more performative, and increasingly intolerant of nuance. Volume often substitutes for reason; loyalty eclipses ethical judgment.

In such a climate, education risks being reduced to credentialism - efficient, competitive, and morally thin - precisely the condition Vivekananda feared.

Equally central to his vision was an uncompromising respect for religious diversity. Vivekananda's spiritual confidence allowed him to embrace plurality without anxiety. At the Parliament of the World's Religions in Chicago in 1893, he famously declared that he believed not merely in tolerance, but in the acceptance of all religions as true. This was not a gesture of politeness nor a strategy of coexistence.

It was a philosophical position rooted in the ancient insight that truth is one, though expressed through many paths.

Vivekananda rejected the notion that faith must assert itself by negating others. He argued that a Christian need not become a Hindu, nor a Hindu a Christian. What mattered was not conversion, but assimilation - the ability to learn from other traditions while remaining grounded in one's own.

Each religion, he believed, carried a distinct moral and spiritual insight, and humanity would be impoverished by the loss or silencing of any one of them.

This openness was not abstract theory. Vivekananda himself studied the scriptures and spiritual figures of other faiths with seriousness and reverence, including Christianity and Islam. For him, respect for difference was not weakness; it was the mark of a mature civilization secure in its own spiritual inheritance.

Measured against this standard, the present moment is deeply unsettling. India today witnesses an increasingly aggressive public culture in which suspicion too often replaces trust and difference is readily framed as threat. Minority communities, particularly religious minorities, live with heightened

insecurity.

Reports of disruptions of Christian worship, vandalizing of churches, and attacks on Christmas celebrations in some places point not merely to isolated acts of intolerance, but to a broader erosion of civic restraint. Fear has begun to substitute for fellow-feeling.

This is not the India Vivekananda envisioned. He believed that spiritual strength expressed itself through generosity, not intimidation; through confidence, not coercion. A nation unsure of itself lashes out. A nation grounded in ethical clarity does not need to.



ARNIK ROY

The writer is professor emeritus, Loyola Marymount University, Los Angeles

Equally vital to Vivekananda's philosophy was his insistence that spirituality must find expression in compassion. Drawing inspiration from his guru Sri Ramakrishna's teaching that the living being itself is divine, Vivekananda redefined service as worship. To serve another human being was, in his view, to serve God. Religion that failed to respond to hunger, suffering, and injustice, he argued, was empty abstraction.

His words were deliberately stark. He refused to believe in a God or a religion that could not wipe a widow's tears or place bread in the hands of an orphan. Compassion, for Vivekananda, was not sentimental kindness but ethical action rooted in the recognition of shared humanity. It cut across caste, creed, nationality, and even species. He once remarked that if a stray dog remained hungry, his religion would be to feed it.

This ethic of compassion shaped his understanding of nationalism itself. Vivekananda was deeply critical of an elite India that spoke eloquently of spirituality while neglecting the poor and the marginalized. He reproached the educated and privileged for their indifference toward the masses. A

nation could not claim moral greatness, he insisted, while ignoring the suffering of its weakest members.

Importantly, he did not advocate charity that reinforced hierarchy. He called instead for empowerment - education, dignity, and the means for people to stand on their own feet. True service, in his view, strengthened self-respect rather than dependency. It was an act of solidarity, not condescension.

Here again, the distance between Vivekananda's ideals and contemporary realities is stark. In a society increasingly consumed by personal advancement and narrow self-interest, the poor and the unprivileged are too often rendered invisible.

Structural injustice is explained away as individual failure. Economic success is celebrated while social responsibility quietly erodes. Such attitudes stand in direct opposition to Vivekananda's moral philosophy, which placed human solidarity at the center of national renewal.

Vivekananda's teachings leave no room for bigotry, prejudice, or hatred of any kind. His repeated exhortations - "Help and not fight," "Assimilation and not destruction," "Harmony and peace and not dissension" - were not rhetorical flourishes.

They were ethical imperatives meant to guide both personal conduct and collective life. He believed that without these principles, political power and cultural pride would ultimately corrode rather than uplift society.

To invoke Vivekananda while discarding these values is to hollow out his legacy. Declaring his birthday a public holiday while tolerating cruelty, indifference, or fear in daily life reduces remembrance to spectacle. He did not seek reverence; he demanded courage - moral courage to resist hatred when it is convenient, to defend the vulnerable when it is costly, and to see the divine in every human being.

Until we recover that courage, we may continue to celebrate Swami Vivekananda's birth. But we will have lost the meaning of his life.

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News ▶ India ▶ NCERT Turns 'Woke': Teacher's Manual Says 'Sex Is Natural', 'Gender Is Variable'; Sparks Outrage On Social Media, Education Ministry Silent

NCERT

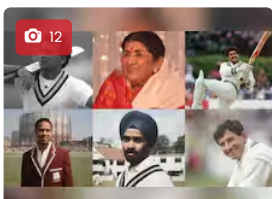
NCERT Turns 'Woke': Teacher's Manual Says 'Sex Is Natural', 'Gender Is Variable'; Sparks Outrage On Social Media, Education Ministry Silent

NCERT Goof-up: Detailing the 'Sex' and 'Gender', the textbook has termed sex as natural but gender as variable. It says that gender can be re-oriented and is a socio-cultural construct.

Written By Zee Media Bureau | Last Updated: Jan 14, 2026, 01:43 PM IST | Source: Bureau



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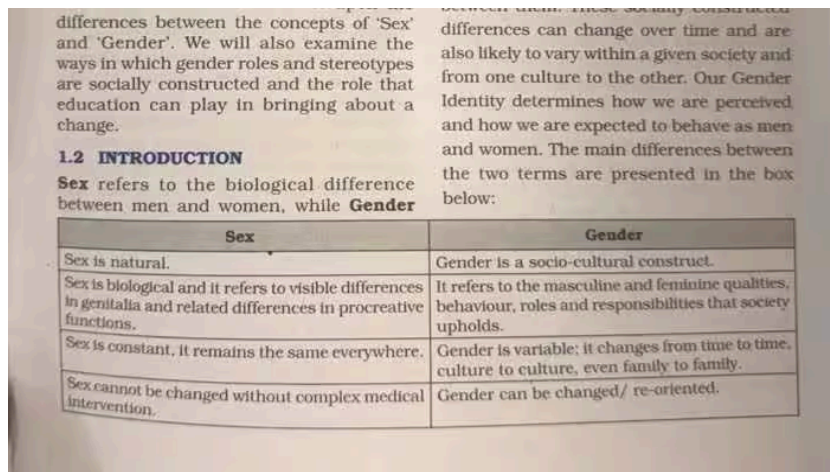
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National Council of Educational Research and Training (NCERT) is facing backlash from social media users after one of the pages of its teacher's manual went viral. Detailing the 'Sex' and 'Gender', the textbook has

termed sex as natural but gender as variable. It says that gender can be re-oriented and is a socio-cultural construct. However, this has drawn sharp criticism from the Indians, who called it a copy-paste culture of Western thoughts while highlighting serious repercussions on society.



"Saw these current NCERT books at the World Book Fair. This is the Teacher Training Manual where they have copy-pasted the entire toxic Western gender ideology into the training," said one user.

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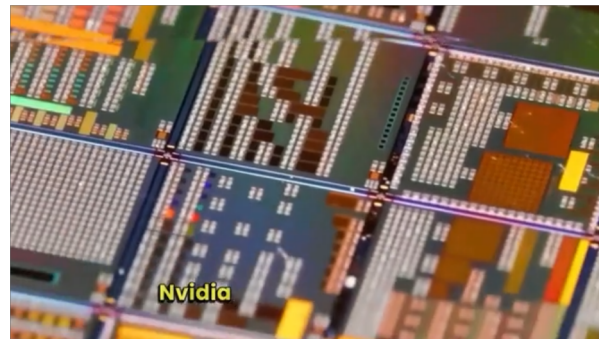
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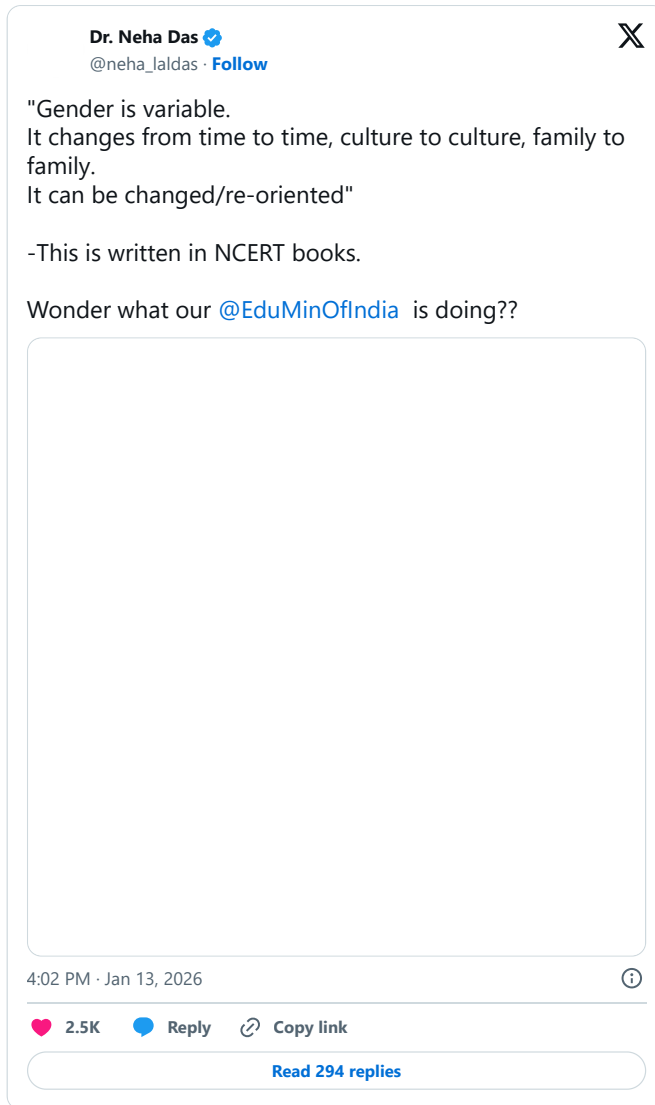
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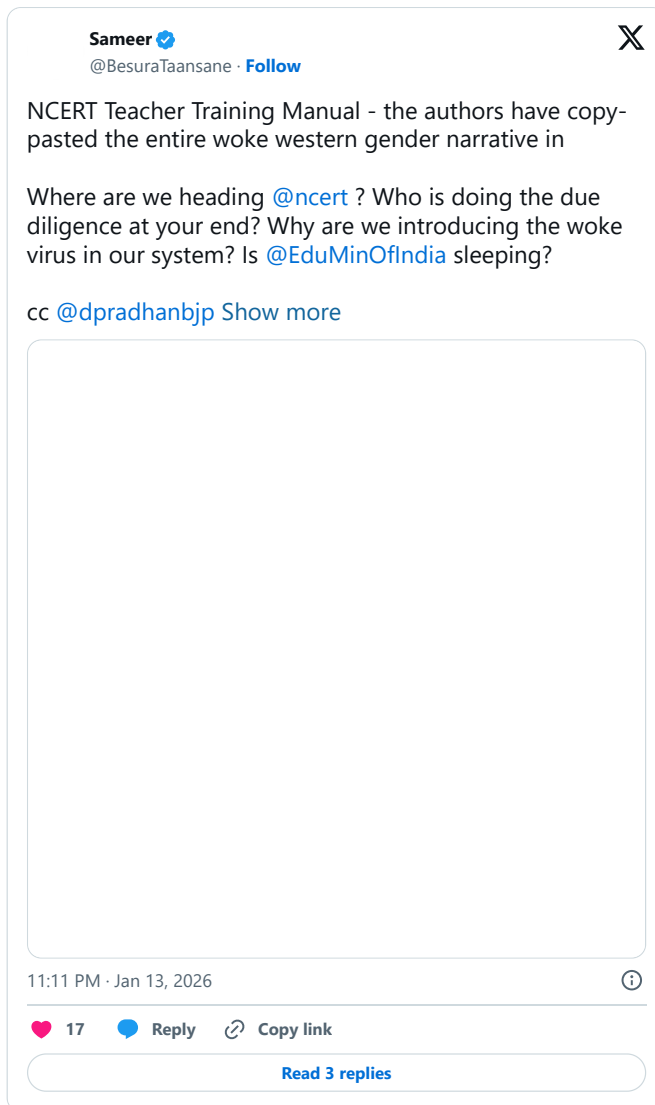
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"Gender is variable. It changes from time to time, culture to culture, family to family. It can be changed/re-oriented. -This is written in NCERT books. Wonder what our [@EduMinOfIndia](#) is doing?" questioned another user.



"NCERT Teacher Training Manual - the authors have copy-pasted the entire woke western gender narrative in. Where are we heading @ncert? Who is doing the due diligence at your end? Why are we introducing the woke virus in our system? Is @EduMinOfIndia sleeping?" added another user.



"Gender can be changed or reoriented" - from an NCERT school textbook about 'Sex and Gender'. Gender change operations and contraceptives - this is what children are being taught in the name of sex education. This textbook was introduced in schools in 2013 and continues. India - potentially the biggest future market for these industries - simply copy-pastes this ideological propaganda. The fight has begun. Attempts are underway to dilute age of consent to legalise sex with Class 10 schoolgirls, which we are fighting, without compromise," said another user.

Notably, the users have highlighted that what is written in the teacher's manual is just the opposite to the Indian culture and ethos. The Ministry of Education and Education Minister Dharmendra Pradhan are yet to take cognisance of and address the concern.

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Kashi-Tamil Sangamam: Tribute to Ek Bharat, Shreshtha Bharat



Narendra Modi
Prime Minister of India

A few days ago, I was in the sacred land of the Somnath to be part of the Somnath Swabhiman Parv, marking a thousand years since the first attack on Somnath, which took place in 1026. People from all across India had come to be part of this moment of remembrance, united by a shared reverence for history, culture and the enduring spirit of the people of India. During the programme, I met a few people who had previously come to Somnath during the Saurashtra-Tamil Sangamam and had been to Kashi during the Kashi-Tamil Sangamam. Their words of appreciation for such platforms touched me and so, I thought of sharing a few thoughts on this subject.

During one of the *Mann Ki Baat* programmes, I had said that not learning Tamil is a major regret of my life. Fortunately, over the last few years, our Government has had several opportunities to further popularise Tamil culture across India and to deepen the spirit of 'Ek Bharat, Shreshtha Bharat.' A prime example of such an effort is the Kashi-Tamil Sangamam. In our ethos, Sangam or confluence has a special place. Seen in this light, the Kashi-Tamil Sangamam stands out as a truly distinctive initiative, one that celebrates the living unity of India's many traditions while honouring their unique identities. And what can be a better place than Kashi to host such a Sangamam. The same Kashi, which has

remained a civilisational anchor from time immemorial... where, for thousands of years, people from all over have come in search of knowledge, meaning and Moksha.

Kashi's connection with Tamil people and culture is very deep. It is in Kashi that Baba Vishwanath resides, while Tamil Nadu has Rameswaram. Tenkasi in Tamil Nadu is known as Kashi of the south or Dakshin Kashi. Saint Kumaragurupara Swamikal forged a lasting link between Kashi and Tamil Nadu through his spirituality, scholarship and institution-building. Mahakavi Subramania Bharati, one of Tamil Nadu's greatest sons, found in Kashi a space of intellectual growth and spiritual awakening. It was here that his nationalism deepened, his poetry sharpened and his vision of a free, united India took clearer shape. There are several such instances that highlight this close bond.

The first edition of Kashi-Tamil Sangamam took

place in 2022. I recall attending the inauguration programme. Scholars, artisans, students, farmers, writers, professionals and many others from Tamil Nadu travelled to Kashi, Prayagraj and Ayodhya.

Subsequent editions expanded the scale and depth of this effort. The aim was to keep introducing fresh themes, innovative formats and deeper engagement, thus ensuring that the Sangamam continued to evolve while remaining rooted in its core spirit. In the second edition in 2023, technology was used on a larger scale to ensure that language does not become a barrier for people. In the third edition, the focus was on Indian knowledge systems. At the same time, academic discussions, cultural performances, exhibitions and interactions witnessed greater participation. Thousands of people have taken part in these events.

The fourth edition of the Kashi Tamil Sangamam commenced on 2nd December 2025. The theme picked was very interesting

KASHI'S CONNECTION with Tamil people and culture is very deep. It is in Kashi that Baba Vishwanath resides, while Tamil Nadu has Rameswaram. Tenkasi in Tamil Nadu is known as Kashi of the south or Dakshin Kashi.

—Tamil Karkalam — Learn Tamil. It presented a unique opportunity for people in Kashi and other parts to learn the beautiful Tamil language. Teachers came from Tamil Nadu and the students of Kashi had a very memorable experience!

There were many other special events this time. *Tholkappiyam*, the ancient Tamil literary classic, was translated into 4 Indian languages and 6 foreign languages.

A unique event, Sage Agasthya Vehicle Expedition (SAVE), was undertaken from Tenkasi to Kashi. On the way, various initiatives such as eye camps, health awareness camps, digital literacy camps, among other things,

were held. The expedition paid homage to King Adi Veera Parakrama Pandiyan, the great Pandya ruler who spread the message of cultural oneness. There were exhibitions at Namoo Ghat, academic sessions at Banaras Hindu University, as well as cultural programmes.

One of the things that makes me most happy about the Kashi-Tamil Sangamam is the participation of thousands of youngsters. It illustrates the passion among our Yuva Shakti to deepen their connect with our roots. It is a brilliant platform for them to showcase their talent and creativity during the various cultural programmes.

In addition to the Sangamam, efforts have been made to make the journey to Kashi memorable for the participants. The Indian Railways operated special trains to take people from Tamil Nadu to Uttar Pradesh. In many railway stations, particularly in Tamil Nadu, they were cheered, and the train journey was marked by melo-

dious songs and conversations.

Here, I would also like to appreciate my sisters and brothers of Kashi and Uttar Pradesh for their warmth and hospitality shown to the delegates of the various Kashi-Tamil Sangamams. Several people opened the doors of their homes for the guests from Tamil Nadu. The local administration worked round the clock to ensure the guests had a seamless experience. As the MP from Varanasi, I could not be prouder!

This time the valedictory function of the Kashi-Tamil Sangamam was held in Rameswaram and it was graced by the Vice President of India, Thiru CP Radhakrishnan Ji. who is himself a proud son of Tamil Nadu. He delivered a very inspiring address, emphasising India's spiritual greatness and how such platforms deepen national integration.

The Kashi Tamil Sangamam has delivered meaningful outcomes like strengthening cultural understanding, fostering academic and people-to-people

exchanges and creating lasting bonds between parts of the country that share a civilisational ethos. In the coming times, we want to make this platform even more vibrant. Most importantly, it has furthered the spirit of 'Ek Bharat, Shreshtha Bharat.' This spirit has flourished for centuries through our festivals, literature, music, art, cuisine, architecture, systems of knowledge and more.

This time of the year is very auspicious for people across the length and breadth of India. People are enthusiastically marking various festivals like Sankranti, Uttarayan, Pongal, Magh Bihu, which are, among other things, associated with the Sun, nature and farming. These festivals bring people together and deepen the spirit of harmony in our society. I convey my best wishes for these festivals and hope they continue to inspire us to deepen national unity through our shared heritage and collective participation.

NCERT को यूनिवर्सिटी का दर्जा जल्द मिलेगी PhD तक की डिग्री

Bhupender.Sharma
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■ नई दिल्ली : NCERT को जल्द ही डीम्ड यूनिवर्सिटी का दर्जा मिलने वाला है। अगले कुछ दिनों में यूजीसी कमिशन की बैठक होगी, जिसमें अंतिम मुहर लगाने के बाद शिक्षा मंत्रालय की ओर से जनवरी में ही इस बाबत नोटिफिकेशन हो जाएगा। वर्ष 1961 में एक स्वायत्त संगठन के रूप में अस्तित्व

में आने के NCERT अब यूनिवर्सिटी बनेगी और प्रैजुएशन, पीजी और पीएचडी की डिग्री प्रदान कर सकेगी। NCERT के डायरेक्टर प्रो. दिनेश प्रसाद सकलानी का कहना है कि

NCERT भी दूसरे देशों के शिक्षण संस्थानों से करेगा टाईअप

जिस तरह IIT, CBSE जैसे संस्थान ग्लोबल लेवल पर मौजूदगी दर्ज करा रहे हैं, उसी तरह NCERT भी दूसरे देशों के शिक्षण संस्थानों के साथ टाईअप कर

स्टूडेंट एक्सचेंज प्रोग्राम शुरू करेगी। NCERT के यूनिवर्सिटी बनने के बाद पढ़ाई, एग्जाम और रिजल्ट का नया शेड्यूल तय होगा और शिक्षा के क्षेत्र में नये प्रयोग किए जा सकेंगे।

शिक्षा के साथ अब कौशल का दौर

पहले यह धारणा थी कि अगर सफल होना है, तो शिक्षा में उच्च डिग्री हासिल करना जरूरी है। मगर दुनिया अब उस दिशा में आगे बढ़ रही है, जहां यह देखा जाता है कि शिक्षा के साथ ही व्यक्ति को काम क्या आता है और वह कितना कुशल है।

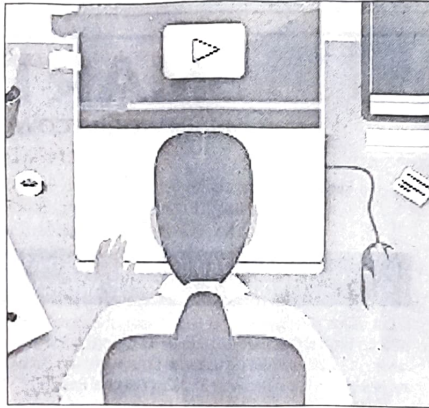
रंजना मिश्रा

समय की गति बहुत तेज है और इस बदलाव के साथ ही जीने और काम करने के तरीके भी पूरी तरह बदल चुके हैं। बहुत समय से समाज में यह बात गहराई से बैठी हुई थी कि अगर जीवन में सफल होना है, तो एक बड़ी डिग्री का होना सबसे जरूरी है। मगर अब चारों तरफ यह चर्चा हो रही है कि आने वाले समय में सिर्फ डिग्री पाना ही काफी नहीं होगा। कौशल विकास का पैमाना अहम होगा। ऐसे में क्या डिग्री की प्रासंगिकता का सवाल उन करोड़ों छात्रों और अभिभावकों के लिए उठ खड़ा हुआ है, जो अपनी मेहनत की कमाई और जीवन का कीमती समय एक डिग्री हासिल करने में लगा देते हैं। पहले यह माना जाता था कि स्कूल और कालेज की पढ़ाई खत्म करने के बाद जो प्रमाणपत्र मिलता है, वही उच्चतर भविष्य की एकमात्र चाबी है, लेकिन अब वह चाबी अपनी चमक खो रही है। दुनिया उस दिशा में आगे बढ़ रही है, जहां इस बात से ज्यादा फर्क पड़ता है कि किसी को काम क्या आता है, वह कितनी कुशलता से उसे पूरा कर सकता है।

भारत की शिक्षा व्यवस्था में हाल ही में जो बड़े बदलाव किए गए हैं, उनका मुख्य उद्देश्य भी इसी पुरानी सोच को बदलना है। पुराने समय की पढ़ाई ऐसी थी, जैसे सबको एक ही सांचे में ढालने की कोशिश की जा रही हो। इसे अक्सर 'मैकाले की शिक्षा पद्धति' कहा जाता था, जिसका काम केवल सरकारी और निजी दफ्तरों के लिए एक जैसे कर्मचारी तैयार करना था। उस व्यवस्था में छात्रों की अपनी रुचि और उनकी छिपी हुई प्रतिभा के लिए बहुत कम जगह थी। मगर अब सोच पूरी तरह बदल रही है। शिक्षा मंत्री ने भी हाल में कहा कि अब देश को केवल डिग्री बांटने वाले संस्थानों की नहीं, बल्कि हुनर भी सिखाने वाले केंद्रों की जरूरत है।

आज के समय में अंतरराष्ट्रीय कंपनियां नौकरी देते समय कालेज का नाम या डिग्री का साल नहीं पूछतीं, बल्कि यह देखती हैं कि सामने वाला व्यक्ति उनकी चुनौतियों को सुलझाने की क्षमता रखता है या नहीं। अब एक हुनरमंद व्यक्ति, जिसके पास कोई बहुत बड़ी डिग्री नहीं है, वह भी अपनी मेहनत और योग्यता के दम पर ऊंचे मुकाम पर पहुंच सकता है। पहले अगर कोई छात्र कालेज की पढ़ाई किसी मजबूरी के कारण बीच में छोड़ देता था, तो उसे अच्छा नहीं समझा जाता था और उसके पिछले साल भी पूरी तरह बेकार चले जाते थे, लेकिन अब ऐसी व्यवस्था बनाई गई है कि छात्र का एक भी दिन बेकार नहीं जाएगा।

अब अगर कोई एक साल पढ़ाई करके छोड़ता है, तो उसे प्रमाणपत्र मिलेगा और अगर दो साल बाद छोड़ता है, तो डिप्लोमा दिया जाएगा। यह बड़ी राहत की बात है। यह इस बात की स्वीकृति है कि सीखना कभी बेकार नहीं जाता और इंसान का हर अनुभव उसकी एक अलग योग्यता है। इससे छात्रों पर यह मानसिक दबाव काफी कम हुआ है कि उन्हें हर हाल में लगातार तीन या चार वर्ष तक एक ही कमरे में बैठ कर पढ़ाई पूरी करनी ही है। अब वे अपनी जरूरत और परिस्थिति के हिसाब से पढ़ाई कर सकते हैं और जब भी चाहें वापस आकर अपनी शिक्षा पूरी कर सकते हैं। भारत जैसे विशाल देश में जहां हर वर्ष लाखों



युवा अपनी पढ़ाई पूरी करते हैं, वहां सभी को सरकारी नौकरी नहीं मिल सकती। इसीलिए अब कौशल विकास पर जोर दिया जा रहा है। स्कूलों में छोटी कक्षा से ही बच्चों को ऐसी चीजें सिखाई जा रही हैं जो उन्हें कामकाज के लिए तैयार करती हैं। चाहे वह कंप्यूटर कोडिंग हो, बिजली

समझा जाता था, लेकिन अब यह समझ विकसित हो रही है कि कोई भी काम छोटा या बड़ा नहीं होता, वस उसे करने की विशेषज्ञता और उसमें हासिल की गई महारत मायने रखती है। ऐसे में एक अच्छा मैकेनिक या कलाकार किसी औसत डिग्रीधारी से कहीं ज्यादा बेहतर जीवन जी सकता है। यानी शिक्षा के साथ-साथ कौशल विकास अब समय की मांग और जरूरत बनता जा रहा है।

कृत्रिम मेधा (एआई) के आने से डिग्रियों का मांग और भी कम हुआ है। जो काम पहले लॉग वर्को कितानी पढ़ाई के बाद करते थे, वह अब कंप्यूटर और मशीनों कुछ ही सेकंड में और कहीं ज्यादा सटीकता से कर लेती हैं। ऐसे में वह सब सीखना अब और भी जरूरी हो गया है जो मशीनों कभी नहीं कर सकतीं। जैसे कि नई और मौलिक सोच, दूसरों की भावनाओं को समझना, टीम के साथ मिल कर काम करना और मुश्किल हालातों में सही फैसला लेना। ये ऐंसां मानववैय दूबियां हैं जिन्हें किसी कितानी को रट कर या कोई परीक्षा पास करके हासिल नहीं किया जा सकता। इन्हें सीखने के लिए निरंतर अनुभव, गतिविधियों से सबक लेने की इच्छा और लगातार अभ्यास की जरूरत होती है। इसलिए भविष्य की शिक्षा में अब 'क्या पढ़ना है' के बजाय 'सिखने को प्रक्रिया' पर ध्यान देने की जरूरत है।

अब हर किसी को पूरी जिंदगी एक सक्रिय छात्र बने रहना होगा, क्योंकि जो तकनीक आज नई है, वह कल पुरानी हो जाएगी। पुरानी डिग्री को ताकत केवल शिक्षण संस्थान तक थी, लेकिन हुनर की ताकत पूरी जिंदगी साथ रहती है। एक बहुत अच्छे डिग्री वाला व्यक्ति भी कभी-कभी जीवन की दौड़ में पीछे छूट जाता है और बेरोजगार बैठता रहता है, जबकि अब एक हुनरमंद व्यक्ति अपना छोटा सा काम शुरू करके भी सफलता की ऊंचाइयों को छू रहा है। इसमें समाज की वह पुरानी सोच टूट रही है जो केवल डाक्टर, इंजीनियर या आईएसएस बनने को ही सफल जीवन का पैमाना मानती थी। एक पहलू यह भी है कि आने वाले समय में कंपनियां डिग्री के बजाय वह काम दिखाने के लिए कहेंगी जो वास्तव में पहले किया है। उदाहरण के लिए, अगर कोई ग्राफिक डिजाइनर बनना चाहता है, तो उसकी डिग्री से ज्यादा यह देखा जाएगा कि उसने अब तक कौन-कौन से डिजाइन बनाए हैं। यानी जो सच में कबिल होगा, अब वही आगे बढ़ पाएगा।

यह व्यवस्था उन लोगों के लिए वरदान है जो आर्थिक रूप से कमजोर हैं और बड़े कालेजों को फीस नहीं भर सकते, लेकिन जिनमें कुछ कर दिखाने का जज्बा है। बहरहाल, डिग्री पूरी तरह से गायब तो नहीं होगी, लेकिन उसका पुराना स्वरूप जरूर खत्म हो जाएगा। वह अब केवल करिअर की शुरुआत का एक छोटा सा रास्ता बन कर रह जाएगा, मंजिल नहीं। असली पहचान हमेशा उस काम से होगी जो कोई व्यक्ति अपनी मेहनत और कौशल से जमीन पर करके दिखाएगा। आने वाला सुनहरा समय उन लोगों का है, जो खुद को समय के साथ बदलने के लिए हमेशा तैयार रहते हैं और जो कभी यह नहीं सोचते कि उनकी पढ़ाई और सीखने का समय खत्म हो गया है। कागजों के भारी बोझ को अब कंधों से उतार कर हुनर के पंख फैलाने का सही वक्त आ गया है। शिक्षा का असली और एकमात्र अर्थ भी यही है कि वह इंसान को आत्मनिर्भर, जागरूक और एक जिम्मेदार नागरिक बनाए।

आने वाला सुनहरा समय उन लोगों का है, जो खुद को समय के साथ बदलने के लिए हमेशा तैयार रहते हैं और जो कभी यह नहीं सोचते कि उनकी पढ़ाई खत्म हो गई है। अब हर किसी को पूरी जिंदगी एक सक्रिय छात्र बने रहना होगा, क्योंकि जो तकनीक आज नई है, वह कल पुरानी हो जाएगी। हुनर की ताकत पूरी जिंदगी साथ रहती है। कागजों के भारी बोझ को अब कंधों से उतार कर हुनर के पंख फैलाने का सही वक्त आ गया है। शिक्षा का असली और एकमात्र अर्थ भी यही है कि वह इंसान को आत्मनिर्भर और एक जिम्मेदार नागरिक बनाए।

का काम हो, बढ़ई का काम हो या कोई और हस्तशिल्प। अब इन सबको पढ़ाई का जरूरी हिस्सा माना जा रहा है। पहले इन कामों को छोटा

✓ एनसीईआरटी ने छापा मारकर 32,000 नकली पुस्तकें कीं जब्त

दिल्ली पुलिस क्राइम ब्रांच ने मिलकर लोनी स्थित जवली गांव की प्रेस में मारा छापा
अमर उजाला ब्यूरो

नई दिल्ली। राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (एनसीईआरटी) ने दिल्ली पुलिस की क्राइम ब्रांच के साथ मिलकर नकली पुस्तकों के खिलाफ बड़ी कार्रवाई की है। इसके तहत गाजियाबाद के लोनी स्थित जावली गांव में एक प्रिंटिंग प्रेस पर छापा मारा है। जहां से पुलिस ने बड़ी संख्या में अलग-अलग कक्षाओं के करीब 32 हजार नकली पुस्तकें जब्त की है।

एक जानकारी के आधार पर दिल्ली पुलिस की क्राइम ब्रांच ने गांव जावली में प्रिंटिंग प्रेस पर छापा मारा। इसमें एनसीईआरटी के प्रकाशन विभाग के अधिकारी भी शामिल थे। उन्होंने पायरेटेड सामग्री की पहचान और



जब्त नकली पुस्तक। अमर उजाला

वेरिफिकेशन के लिए तकनीकी सहायता दी। इस कार्रवाई के दौरान अलग-अलग कक्षा और विषयों की लगभग 32,000 पायरेटेड एनसीईआरटी की पाठ्यपुस्तकें जब्त की गईं। पुलिस ने दो प्रिंटिंग मशीनें, एल्युमिनियम प्रिंटिंग प्लेट्स, पेपर रोल और प्रिंटिंग इंक भी बरामद की, जिससे बड़े पैमाने पर बिना इजाजत

के छपाई का पता चलता है।

यह कार्रवाई दिल्ली पुलिस की क्राइम ब्रांच द्वारा बीते नवंबर में दर्ज किए गए एक पुराने मामले में मिली जानकारी के आधार पर शुरू की गई थी। एनसीईआरटी पुस्तकों की बिना इजाजत के छपाई, वितरण या बिक्री कानून के तहत दंडनीय अपराध है। ऐसी गतिविधियां न केवल कॉपीराइट का उल्लंघन करती हैं, बल्कि घटिया और गलत सामग्री फैलाकर छात्रों और शिक्षा प्रणाली पर भी बुरा असर डालती हैं। एनसीईआरटी की सलाह है कि छात्र व अभिभावक पाठ्य पुस्तकें केवल अधिकृत स्रोतों से ही खरीदें और पायरेसी के किसी भी संदिग्ध मामले की रिपोर्ट एनसीईआरटी या स्थानीय अधिकारियों को दें।

✓ सीबीएसई का निर्देश... दाखिले से पहले जांचें विवि की मान्यता सीबीएसई ने दसवीं व बारहवीं के छात्रों के लिए जारी किया अलर्ट

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने बारहवीं पास करके उच्च शिक्षण संस्थानों में दाखिला लेने वाले बच्चों को फर्जी विश्वविद्यालय में दाखिला लेने से बचने के लिए कहा है। छात्र व अभिभावक दाखिला लेने से पहले यूजीसी की वेबसाइट से विश्वविद्यालय का संबद्धता स्टेटस चेक करें। जो संस्थान यूजीसी से मान्यता प्राप्त हों छात्र उन्हीं में दाखिला लें। सीबीएसई ने इस संबंध में अपने संबद्ध स्कूलों के प्राचार्यों को एक परिपत्र जारी किया है।

बोर्ड की ओर से जारी परिपत्र में कहा गया कि स्कूल इस जानकारी को अभिभावकों व छात्रों को दें, जिससे कि वे फर्जी संस्थानों में दाखिला लेने से बच सकें। स्कूलों को यह जानकारी अपने नोटिस बोर्ड, वेबसाइट पर प्रदर्शित करने



को कहा गया है, साथ ही अभिभावकों को इसकी जानकारी पीटीएम में देनी होगी। बोर्ड ने छात्रों के दाखिले को लेकर एक अलर्ट जारी किया है। इसे यूजीसी की सलाह के बाद जारी किया है।

इसमें कहा कि यूजीसी की ओर से हर साल अपनी वेबसाइट पर फर्जी विश्वविद्यालयों व मान्यता प्राप्त संस्थानों की सूची जारी की जाती है। ऐसा देखने में आता है कि कई छात्र संस्थान की जांच किए बिना वहां दाखिला लेते हैं। बाद में

संस्थान के फर्जी होने का पता चलने पर उन्हें पछताना पड़ता है। बोर्ड ने स्कूलों को कहा है कि वह पीटीएम में अभिभावकों को इस बात की जानकारी दें कि संस्थान की संबद्धता-मान्यता की जांच जरूरी है। ऐसे में जांच करने के बाद ही अभिभावक बच्चे का दाखिला कराएं।

बोर्ड के अनुसार शैक्षणिक सत्र 2026-27 के लिए दाखिला प्रक्रिया अभी जारी है, ऐसे में छात्रों व अभिभावकों को शुरूआती स्तर पर ही जागरूक करना जरूरी है। जिससे कि वह समय रहते अलर्ट हो जाएं और उनके हितों की रक्षा हो। इससे वे गलत संस्थानों में जाने से बच सकेंगे। छात्रों को जागरूक किया जाए कि वे केवल यूजीसी मान्यता प्राप्त संस्थानों में ही दाखिला लें। स्कूल सुनिश्चित करें कि इन दिशा-निर्देशों का सख्ती से पालन हो।

कॉलेज में खुशी की साइंस समझेंगे विद्यार्थी, मानसिक तनाव होगा दूर

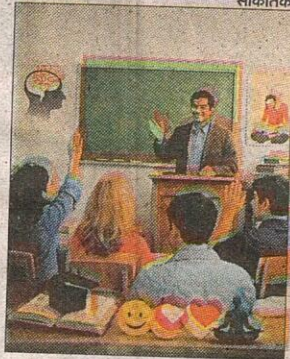
डीयू का जीसस एंड मेरी कॉलेज साइंस ऑफ हैप्पीनेस कोर्स की कर रहा शुरुआत

रश्मि शर्मा

नई दिल्ली। दिल्ली विश्वविद्यालय के जीसस एंड मेरी कॉलेज में विद्यार्थियों को खुशी के साइंस को समझाने व सिखाने की तैयारी की जा रही है।

कॉलेज युवाओं के मेंटल हेल्थ और खुशहाली को ध्यान में रखते हुए जल्द ही साइंस ऑफ हैप्पीनेस कोर्स शुरू करने जा रहा है। इनमें विद्यार्थियों को मानसिक स्वास्थ्य को सुदृढ़ करने की विधियों की जानकारी दी जाएगी। वैकल्पिक रूप से शुरू हो रहे इस कोर्स की अवधि 30 हफ्ते की है। यह पाठ्यक्रम छात्रों को अपनी क्षमताओं और शक्तियों की पहचान करने में भी मदद करेगा।

जीसस एंड मेरी कॉलेज में पहली बार इस तरह का कोर्स शुरू किया जा रहा है जो कि युवाओं के मानसिक स्वास्थ्य पर ध्यान केंद्रित करता है। इस साल यह पाठ्यक्रम केवल कॉलेज के विद्यार्थियों के लिए होगा



सांकेतिक

जबकि अगले साल से डीयू के दक्षिणी परिसर स्थित अन्य कॉलेजों के विद्यार्थी भी इसमें दाखिला ले सकेंगे।

इस कोर्स के लिए कॉलेज ने रेखी फाउंडेशन ऑफ हैप्पीनेस के साथ एक समझौता किया है। जिसके तहत फाउंडेशन इस कोर्स के लिए फंडिंग कर रहा है। कॉलेज की प्राचार्य प्रो सिस्टर मॉली के.अब्राहम ने कहा कि युवाओं में मानसिक स्वास्थ्य एवं सर्वांगीण विकास को सुनिश्चित करने

रेखी फाउंडेशन ऑफ हैप्पीनेस का लेंगे सहयोग

की दिशा में साइंस ऑफ हैप्पीनेस विषय पर एक अल्पकालिक प्रमाणपत्र पाठ्यक्रम शुरु किया जा रहा है। यह पाठ्यक्रम युवाओं के मानसिक स्वास्थ्य को सुदृढ़ करने की दिशा में भी एक प्रयास है, क्योंकि आज के समय में चिंता, तनाव, निराशा और भावनात्मक थकान जैसी मानसिक स्वास्थ्य संबंधी समस्याएं तेजी से बढ़ रही हैं।

छात्रों को शैक्षणिक दबाव, करियर की चिंताएं जैसे अनेक तनावों का सामना करना पड़ता है। ऐसे समय में यह आवश्यक है कि इन चुनौतियों को संबोधित करने के साथ-साथ छात्रों के लिए ऐसा वातावरण भी उपलब्ध कराया जाए, जहां वे स्वस्थ इनसे सामना करने के कौशल विकसित कर सकें। इस पाठ्यक्रम का उद्देश्य छात्रों में सकारात्मक अभ्यासों को विकसित करना तथा

उनके सर्वांगीण विकास को सुनिश्चित करना है।

कॉलेज 19 जनवरी से इस कोर्स को शुरू कर रहा है जो कि मार्च तक चलेगा। पॉजिटिव साइकोलॉजी से आइडिया लेकर इस कोर्स को डिजाइन किया गया है।

कॉलेज प्रशासन के अनुसार हम अपने परिसर में ऐसे वातावरण को विकसित करने के लिए प्रतिबद्ध हैं, जहां छात्र न केवल शैक्षणिक रूप से आगे बढ़ें, बल्कि अपने स्वास्थ्य और कल्याण की दिशा में भी कार्य करें।

यह पाठ्यक्रम खुशी और कल्याण की सैद्धांतिक समझ को उसके साक्ष्य-आधारित व्यावहारिक अनुप्रयोगों के साथ जोड़ने का प्रयास करेगा, ताकि युवा इन सिद्धांतों को अपने जीवन में अपनाकर अपने समग्र कल्याण को बेहतर बना सकें।

इस पाठ्यक्रम के अंतर्गत विविध शिक्षण विधियां अपनाई गई हैं, जिनमें आत्म-चिंतन, गतिविधियां, समूह चर्चाएं शामिल हैं।

Over 40K fake NCERT textbooks seized by police, three arrested

NEW DELHI: The Delhi Police's Crime Branch has busted a well-organised network involved in the printing and supply of counterfeit NCERT textbooks with the arrests of three persons and seizure of nearly 45,000 fake books, along with printing machinery and material worth around Rs 2 crore, officials said on Saturday.

The crackdown was carried out by the Anti-Robbery and Snatching Cell (ARSC) of the Crime Branch, dealing a major blow to the illegal trade that the officials said was operating across multiple states and undermining the education system.

According to police, a total of 44,862 counterfeit NCERT textbooks were seized during raids conducted in Delhi and Ghaziabad. Two offset printing-press machines, paper reels, printing ink and aluminium printing plates used for counterfeiting were also seized.

The arrested accused have been identified as Sumit (35), a resident of North Chhajjupur in Shahdara, Vinod Jain (65), a resident of Preet Vihar, and Kanishq (32), a resident of Yamuna Vihar. Police said the trio was involved in the storage, printing and distribution of pirated

'Over 2K challans on Jan 16'

NEW DELHI: The Delhi Traffic Police issued 2,175 challans and impounded 23 vehicles during a special enforcement drive against traffic violations conducted across six major locations in the capital, an officer said on Saturday. The "zero-tolerance" drive was carried out on January 16, simultaneously at Anand Vihar ISBT, J B Tito Marg, Azadpur Mandi Chowk, Teen Murti Roundabout, Dwarka Mor on Najafgarh Road and Bikaner Chowk in Karol Bagh, he said. **AGENCIES**

NCERT textbooks.

The action followed specific intelligence received on November 10, 2025, about a godown at Daryaganj allegedly being used to store and supply counterfeit NCERT books. Acting on the input, a Crime Branch team, along with authorised legal representatives of the NCERT conducted a raid at the godown. **AGENCIES**

Printed from

THE TIMES OF INDIA

Haryana ends age relaxation, makes 6 years mandatory for Class 1 admissions from the 2026–27 academic session

TOI Education | Jan 18, 2026, 12.42 PM IST



Haryana has formally ended all forms of age relaxation for Class 1 admissions, making completion of six years compulsory from the 2026–27 academic session. The decision aligns the state's admission framework with the National Education Policy (NEP) 2020 and directions of the Punjab and Haryana high court. The move is expected to affect thousands of families planning first-time school admissions, particularly in Gurgaon and other urban centres, where competition for entry-level seats remains high and admission timelines are closely tracked by parents.

Rules amended after court interventionThe state government has amended the Haryana Right to Education Rules, 2011, which earlier allowed children aged between five and six to be admitted

to Class 1. That provision had triggered recurring confusion and legal disputes during every admission season. In the Divisha Yadav versus State of Haryana case, the high court criticised the state for endorsing the NEP norm while continuing with older bylaws and directed it to bring state rules in line with central policy.

Officials clarified that children falling short of the age cut-off will be placed in Balvatika or pre-primary classes and shifted to Class 1 once they meet eligibility, allowing them to continue with the same peer group.

Private schools outline admission patterns

Explaining seat availability, DPS Gurgaon (Sector 45) principal Aditi Misra said the school has about 150 pre-

nursery seats across six sections, with nursery and kindergarten running multiple sections capped at 27–28 students. “Pre-nursery and nursery seats are usually fully occupied, with only a few reserved for transfer cases,” Misra told the TNN, adding that Class 1 vacancies typically arise due to family relocations. She said draws of lots are conducted in the presence of parents to ensure transparency.

At Manav Rachna International School, Sector 51, admissions for the upcoming session were released in July. The school informed parents through its website, app, emails and notice boards. Officials said demand for early years far exceeds availability, with limited later vacancies due to withdrawals, in conversation with the TNN.

Admission timelines and assessment methods

A similar pattern is seen at DAV School, Sector 49, which follows a point-based system. Principal Charu Maini said the school received around 600 applications for just over 100 nursery and LKG seats, with distance carrying the highest weightage. “Admissions to higher classes are conducted through tests, with merit and extracurricular activities considered, while 10 per cent seats are reserved under the EWS/DG category,” Maini said, quoted by the TNN.

How Haryana compares nationally

A state-wise snapshot shows Haryana joining several regions enforcing the six-year norm, while others continue with lower entry ages.

State / UT	Minimum age for Class 1	Status and notes (2026)	Official reference (examples)

Haryana	6 years	Mandatory from 2026–27 academic session; no relaxation permitted	SCERT Haryana, school portals
Delhi	6 years	Uniform age norm applicable to all schools	edudel.nic.in
Goa	6 years	Implemented through the School Education Bill	education.goa.gov.in
Uttar Pradesh	6 years	Transition completed	upbasiceduboard.gov.in
Bihar	6 years	Following NEP framework	educationbihar.gov.in
Karnataka	6 years	Phased implementation with June 1 cut-off	SSP Karnataka portal
Gujarat	6 years	Fully implemented with June 1 cut-off	gujarat-education.gov.in

Maharashtra	6 years	Implemented statewide	maharashtra.gov.in/education
Punjab	6 years	Pre-primary structure reorganised	education.punjab.gov.in
Tamil Nadu	5 years or less	Not aligned with NEP age norm	tnedu.gov.in
Kerala	5+ years	Lower entry age continues	education.kerala.gov.in
Andhra Pradesh	5+ years	Not aligned with NEP age requirement	ap.gov.in/education
Telangana	5 years	Lower age norm in force	tgtwguru.net
Puducherry	5 years	Lower age norm followed	education.py.gov.in
Chhattisgarh	Varies	Age criteria not standardised	cgeducation.nic.in

Assam, Jharkhand, Odisha and others	Mostly 6 years	Largely compliant as per available data; local verification advised	Respective state education portals

Education officials reiterated that parents should rely on official notifications while applying to schools under the revised framework.

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THE TIMES OF INDIA

NCERT cracks down on textbook piracy, seizes 32,000 fake books in major Delhi–NCR raid

TOI Education | Jan 18, 2026, 01.05 PM IST



Acting on specific intelligence inputs, the National Council of Educational Research and Training (NCERT), in coordination with the Crime Branch of Delhi Police, has assisted in a major crackdown on textbook piracy, leading to the seizure of around 32,000 pirated NCERT textbooks from an illegal printing facility in Ghaziabad, as per the official release issued by NCERT. The raid, carried out at a printing unit in Village Jawli, Loni, Ghaziabad, Uttar Pradesh, exposed a large-scale operation involved in the unauthorised printing of NCERT textbooks across multiple classes and subjects, ahead of their circulation in the market.

Intelligence-led operation in Ghaziabad

According to the official NCERT release, the Crime Branch of Delhi Police conducted the raid after developing inputs during an earlier investigation into copyright violations related to NCERT publications. During the operation, law enforcement officials recovered thousands of illegally printed textbooks along with two printing machines, aluminium printing plates, paper rolls and printing ink, pointing to industrial-scale counterfeit production.

Officials said the presence of heavy printing equipment indicated that the facility was capable of producing and distributing textbooks in bulk, raising concerns about the extent of piracy in the education supply chain.

Case linked to earlier FIR

The action was initiated on the basis of intelligence gathered during an earlier case registered by the Crime Branch of Delhi Police vide FIR No. 336/2025 dated November 11, 2025, as per the official NCERT release. The case was filed under relevant provisions of the Bharatiya Nyaya Sanhita and the Copyright Act, 1957.

Police sources said further investigation is underway to trace the network involved in the printing, distribution and sale of pirated textbooks, including possible links to wholesalers and retailers operating in the Delhi–NCR region.

NCERT publication officials assist police

As stated in the official release issued by NCERT, officials from the council's Publication Division were present during the raid and seizure proceedings. They provided technical assistance to the Delhi Police in identifying and verifying the pirated textbooks, examining printing quality, content accuracy and reproduction patterns to establish copyright infringement.

NCERT officials have increasingly been working with law enforcement agencies to curb the circulation of counterfeit educational material, particularly during peak demand periods.

Piracy harms students and education system

NCERT, in its official statement, reiterated that unauthorised printing, distribution or sale of its textbooks is a punishable offence under law. The council warned that pirated textbooks often contain poor-quality printing, missing pages and incorrect or outdated content, which can adversely affect students' learning outcomes.

“Such activities not only violate copyright but also harm students and the education system by circulating substandard and incorrect content,” the release said.

Advisory to parents and students

NCERT has urged students, parents and schools to purchase textbooks only from authorised sources and official distribution channels. As per the official release, members of the public have also been encouraged to report suspected cases of textbook piracy to NCERT or local authorities.

The seizure underscores NCERT's renewed enforcement push against textbook piracy and signals stricter action against those involved in the illegal reproduction of academic material.

शिक्षा में डिजिटल सुशासन की राष्ट्रीय मिसाल बना छत्तीसगढ़

रायपुर। छत्तीसगढ़ ने शिक्षा प्रशासन में प्रौद्योगिकी के प्रभावी उपयोग के माध्यम से सुशासन का एक सशक्त और अनुकरणीय मॉडल प्रस्तुत किया है। आईआईटी भिलाई इनोवेशन एंड टेक्नोलॉजी फाउंडेशन (आईबीआईटीएफ) ने राज्य के विद्या समीक्षा केंद्र (वीएसके) को शिक्षा क्षेत्र में प्रौद्योगिकी-संचालित सुशासन का एक प्रमुख उदाहरण बताते हुए इसे राष्ट्रीय स्तर पर सराहनीय पहल के रूप में रेखांकित किया है।

यह मॉडल पारदर्शिता, जवाबदेही और नागरिक-केंद्रित प्रशासन की दिशा में छत्तीसगढ़ की ठोस उपलब्धि को दर्शाता है। विद्या समीक्षा केंद्र राज्य के स्कूल शिक्षा विभाग की ओर से क्रियान्वित एक अभिनव डिजिटल

एआई और डाटा एनालिटिक्स से शिक्षा में बदलाव : विद्या समीक्षा केंद्र बना राष्ट्रीय मानक

पहल है। यह केंद्र शिक्षा व्यवस्था में डाटा-आधारित निर्णय प्रक्रिया को संस्थागत स्वरूप प्रदान करता है और यह स्पष्ट करता है कि छत्तीसगढ़ सरकार डिजिटल नवाचार के माध्यम से शासन सुधार को प्राथमिकता दे रही है। छत्तीसगढ़ भारत की सबसे बड़ी सार्वजनिक शिक्षा प्रणालियों में से एक का संचालन करता है। इसमें 48,500 से अधिक शासकीय विद्यालय, 39 लाख से अधिक विद्यार्थी तथा लगभग 1.8 लाख शिक्षक एवं गैर-शिक्षण कर्मचारी सम्मिलित हैं। ब्यूरो

अब छात्रों के मानसिक स्वास्थ्य को परखेंगे उच्च शिक्षण संस्थान, उपचार भी मिलेगा

अरविंद पांडेय • जागरण

नई दिल्ली: उच्च शिक्षण संस्थान अब छात्रों की पढ़ाई के साथ ही उनके मानसिक स्वास्थ्य को भी परखेंगे। यदि किसी छात्र की मानसिक स्थिति ठीक नहीं दिखी तो तुरंत इसे संस्थान में स्थापित मानसिक स्वास्थ्य एवं कल्याण केंद्र में भेजेंगे, जहां पेशेवर मानसिक स्वास्थ्य विशेषज्ञ उसकी जांच करेंगे। जरूरत पड़ने पर उसे समुचित उपचार भी मुहैया कराएंगे।

उच्च शिक्षण संस्थानों में छात्रों के आत्महत्या की बढ़ती घटनाओं व तेजी से सामने आ रहे मानसिक स्वास्थ्य से जुड़े मामलों को देखते हुए विश्वविद्यालय अनुदान आयोग (यूजीसी) ने सुप्रीम कोर्ट के निर्देश पर इससे निपटने के लिए एक एकीकृत नीति तैयार की है। इसे पिछले दिनों यूजीसी बोर्ड ने भी मंजूरी दे दी है। इस नीति के तहत प्रत्येक उच्च शिक्षण



- यूजीसी ने बनाई नीति, हर संस्थान में होगा मानसिक स्वास्थ्य एवं कल्याण केंद्र
- इन मानसिक स्वास्थ्य केंद्रों में तैनात होंगे पेशेवर मानसिक स्वास्थ्य विशेषज्ञ

संस्थान में मानसिक स्वास्थ्य एवं कल्याण केंद्र बनाने के साथ इनमें प्रशिक्षित मानसिक स्वास्थ्य विशेषज्ञों को तैनात करने के निर्देश दिए हैं। छात्रों के मानसिक स्वास्थ्य पर नजर रखने के लिए प्रत्येक पांच सौ छात्रों पर एक वरिष्ठ शिक्षक को बतौर मेंटर एवं छात्रों के बीच से प्रत्येक सौ छात्रों पर एक सहायक छात्र की तैनाती करने को कहा है।

इन कारणों से यह कदम उठाने की पड़ी जरूरत

- देश की कुल जनसंख्या में करीब 10.6 प्रतिशत लोग मानसिक स्वास्थ्य समस्या से पीड़ित
- इनमें 18 से 29 आयुवर्ग के 7.3 प्रतिशत युवा गंभीर मानसिक स्वास्थ्य की समस्या से घिरे
- एनसीआरबी की रिपोर्ट, देश में कुल आत्महत्याओं में करीब 7.6 प्रतिशत छात्रों के मामले

हेल्पलाइन नंबर भी होगा स्थापित: यूजीसी ने इसके साथ ही प्रत्येक उच्च शिक्षण संस्थान से छात्रों की मदद के लिए एक हेल्पलाइन नंबर भी स्थापित करने को कहा है। जहां छात्रों को चौबीस घंटे मदद मिल सके। इस नीति में यूजीसी ने आत्महत्या की घटनाओं को रोकने के लिए प्रत्येक संस्थान से एक कार्ययोजना भी बनाने को कहा है।

Crisis in education

Higher education institutions need systemic reforms

In an ongoing case relating to student suicides, the Supreme Court of India has issued nine directions to Central and State governments. Recognising the massification of higher education front-ended by privatisation without a commensurate boost in quality, the Court has taken note of student distress covering financial, social, social injustice and academic issues. The Court has invoked Article 142 of the Constitution and seven of the nine directions relate to record-keeping, reporting, and tracking suicides in higher education institutions (HEI) separately. Two directives order the filling of the posts of Registrars and Vice-Chancellors as well as all vacant faculty positions. Evidently, the Court sees these steps as critical to student well-being.

Across India, ground reportage shows that many public HEIs, especially universities, report 50% vacancies. The University of Madras is a case study as it is the premier State-administered HEI in Tamil Nadu – a State which leads the nation in enrolment in higher education and with a stellar record in women's education. With such a storied legacy, the university was known for quality research besides awarding degrees in affiliated colleges through examinations. Teaching became an important component in the late 1970s, but in the last decade, its decline has been pronounced. No new faculty appointments have been made and the teaching strength is half of the sanctioned strength. The university's research component is just about functional. It boasts of centres for advanced studies such as in philosophy, botany and mathematics, but these are a shadow of their original selves. Today, the humanities, science-based and social science research focused on Tamil Nadu, that the government can leverage from its public universities, has been given short shrift. Vice-Chancellor appointments have been stalled by a recalcitrant Governor. The ambiguity thrown in by the Court on the Presidential reference on a Governor's powers may need to be resolved before Vice-Chancellor vacancies can be quickly filled. Filling faculty positions would have to follow UGC process that takes at least six months and a budgetary commitment that may be helped with Union government support. Availability of qualified faculty can be a hurdle. Corruption and political-ideological appointments have affected quality and need to be addressed. Although the four-month schedule prescribed by the Court might seem daunting, the order is a call to action to fulfil the basic requirements of a robust public higher education system before goals such as Viksit Bharat can be seriously aspired for.

Indian students are moving to Germany, UAE, NZ

THEY ARE PIVOTING TO VALUE-CENTRIC EDUCATION DESTINATIONS: REPORT

VIKRAM CHAUDHARY

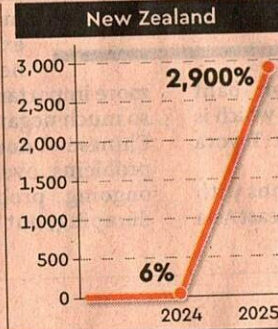
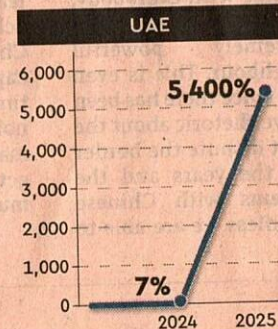
AS GERMAN Chancellor Friedrich Merz concluded his visit to India last week, the strengthening of ties between the two countries was not merely confined to trade. A quiet shift is under way in the education sector as well. According to the *Leap Scholar Year-End Report 2024-25*, Indians have become the largest cohort of international students in Germany, numbering nearly 59,000. This shift highlights a broader transformation in how Indian aspirants view global education — moving away from traditional English-speaking countries towards new destinations.

Germany

As against traditional destinations such as the US that are tightening visa rules or increasing tuition fees, most German public universities remain tuition-free. Arnav Kumar, co-founder of Leap, said that students incur only about \$1,500 in administrative charges for a full two-year programme in Germany. The report estimates the cost of a degree in Germany at just ₹10-20 lakh — a fraction of the cost in the US or UK. "This financial advantage, combined with an 18-month post-study job-seeking visa and a path to permanent residency, makes Germany a top choice for STEM aspirants," Kumar said. "With

STUDYING ABROAD

The country-by-country transformation
Year-on-year percentage growth in student interest



Europe's largest economy facing critical skilled labour shortage in technology, the transition from classroom to career is smoother than ever for Indian graduates."

The UAE

The Leap report noted that the United Arab Emirates (UAE) has emerged as another destination for Indian students, recording a huge 55x growth in interest. "By establishing free zones to host international branch campuses, the UAE has positioned itself as a global education hub," the report noted. "For students targeting post-study employment within the Middle East, the region is the right entry point. For Indian families, the geo-

graphic proximity — it's just a 3-4 hours flight — and cultural familiarity provide a level of comfort that most traditional Western destinations may lack.

New Zealand

New Zealand, technically a Western nation but lying towards the east of India, saw a 30x surge in interest from Indian students. Its 'Green List' for critical skills such as engineering and health offers a streamlined residency pathway, while its post-study work visa allows graduates to work in the country for up to three years. Tuition fees in New Zealand are in the \$20,000-30,000 range — although expensive compared to

India, but less than in the US or UK.

Kumar said there appears to be a fundamental change in Indian students' mindset. "Over 85% of applicants now prioritise post-study career advancement over academic credentials alone — such as the global ranking and brand of the host institution — and 68% of students cite affordability as their top concern," he said. "As the global education landscape continues to evolve, Indian students are proving to be more intentional and ROI-focused than ever. Whether it is the tech hubs of Germany or the emerging campuses in the UAE and New Zealand, the message is clear: the modern Indian student is no longer just dreaming; she is calculating."

नवभारत टाइम्स, 20 जनवरी 2026,

पृष्ठ संख्या - 5

स्कूलों में काउंसलिंग-वेलनेस टीचर और करियर काउंसलर अब ज़रूरी

Wellness

CBSE ने एफिलिएशन बायलॉज 2018 में किया संशोधन

■ NBT रिपोर्ट, नई दिल्ली

CBSE ने अपने सभी स्कूलों में काउंसलिंग और वेलनेस टीचर के साथ-साथ करियर काउंसलर रखना ज़रूरी कर दिया है। हर 500 स्टूडेंट्स पर एक काउंसलर की नियुक्ति अनिवार्य होगी। इसे लेकर बोर्ड ने अपने एफिलिएशन बायलॉज 2018 में संशोधन किया है। यह संशोधन सीबीएसई एफिलिएशन कमिटी की सिफारिशों और गवर्निंग बॉडी की मंजूरी के बाद नोटिफाई किया गया है।

नए संशोधन के तहत अब हर सेकेंडरी और सीनियर सेकेंडरी सीबीएसई स्कूल को दो अलग-अलग भूमिकाओं के लिए नियुक्ति करनी होगी। पहला - काउंसलिंग और वेलनेस टीचर (सोशियो-इमोशनल काउंसलर) और दूसरा - करियर काउंसलर।

काउंसलिंग और वेलनेस टीचर के लिए योग्यता : इस पोस्ट के लिए साइकोलॉजी (क्लिनिकल/काउंसलिंग/एप्लाइड/एजुकेशनल) में ग्रेजुएशन या पोस्टग्रेजुएशन किया होना या मानसिक स्वास्थ्य/काउंसलिंग में सोशल वर्क की डिग्री या किसी भी सबजेक्ट में यूजी/पीजी डिग्री + डिप्लोमा इन स्कूल ज़रूरी है। इन्हें सामाजिक-भावनात्मक शिक्षा, मानसिक स्वास्थ्य समस्याओं की पहचान, अभिभावक-शिक्षक संवेदनशीलता और प्राइवेटरी जैसे क्षेत्रों का ज्ञान होना चाहिए।

करियर काउंसलर के लिए योग्यता: इसके लिए ह्यूमैनिटीज, साइंस, सोशल साइंस, मैनेजमेंट, एजुकेशन या टेक्नोलॉजी में बैचलर्स/मास्टर्स डिग्री ज़रूरी होगी। उन्हें करियर असेसमेंट, हायर



क्या होगा इससे फायदा?

बोर्ड का मानना है कि इससे स्टूडेंट्स के मानसिक स्वास्थ्य और करियर मार्गदर्शन को मजबूत आधार मिलेगा और स्टूडेंट्स वेलफेयर को बढ़ावा मिलेगा। कुछ समय में स्कूलों में स्टूडेंट्स के मानसिक स्वास्थ्य से जुड़े कई मामले सामने आए हैं, इनमें जयपुर का नीरजा मोदी स्कूल का स्पूसाइड केस शामिल है। दिल्ली में सेंट कोलंबस के स्टूडेंट की खुदकुशी का मामला भी। दोनों मामलों में स्कूल में काउंसलिंग नहीं मिली और परेशानियों को नजरअंदाज किया गया।

NBT Lens
खबरों के अंदर की बात

एजुकेशन (भारत और वैश्विक स्तर) की जानकारी, रिसर्च स्क्रिप्स और स्टूडेंट्स-अभिभावकों को करियर मार्गदर्शन देने में सक्षम होना होगा। दोनों ही पोस्ट पर नियुक्त व्यक्तियों को कम से कम 50 घंटे के कैपेसिटी बिल्डिंग प्रोग्राम (CBPs) भी पूरे करने होंगे।

अमर उजाला,
20 जनवरी 2026,
पृष्ठ संख्या -
01

सीबीएसई से संबद्ध स्कूल खोलने के लिए 6000 वर्ग मीटर जमीन अनिवार्य

500 छात्रों पर एक काउंसलर रखना होगा ज़रूरी, खेल के लिए दो हजार वर्ग मीटर क्षेत्र होना भी आवश्यक

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) से संबद्ध स्कूल खोलने के लिए अब न्यूनतम छः हजार वर्ग मीटर जमीन की ज़रूरत होगी। जबकि स्कूल परिसर में खेल के लिए एरिया कम से कम दो हजार वर्ग मीटर होना ज़रूरी होगा। पहले आठ हजार वर्ग मीटर जमीन की ज़रूरत रहती थी।

अब स्कूलों में काउंसलिंग व वेलनेस व करियर काउंसलर की भूमिका अलग-अलग होगी। वहीं स्कूलों में करियर काउंसलर भी ज़रूरी होगा। पांच सौ छात्रों पर एक काउंसलर की नियुक्ति अनिवार्य होगी। बोर्ड ने इसके लिए अपने संबद्धता नियम 2018 में संशोधन किया है।

अब सीबीएसई से संबद्ध स्कूलों में काउंसलिंग और वेलनेस शिक्षक जो कि सोशियो-इमोशनल

कैटेगिरी के आधार पर किया बंटवारा

सीबीएसई ने अपने संबद्धता नियम 3.3 नियम में बदलाव किया है। यह बदलाव स्कूल कैटेगिरी (ए, बी, सी) के आधार पर किया है। पहले के नियम के अनुसार जो स्कूल 8000 वर्ग मीटर की न्यूनतम ज़रूरत को पूरा नहीं करते हैं, लेकिन उनके पास 6000 वर्ग मीटर से कम जमीन है उन्हें संबद्धता दी जा सकती है। अब सीनियर सेकेंडरी स्कूलों के लिए सामान्य क्षेत्रों में न्यूनतम 6000 वर्ग मीटर जमीन ज़रूरी होगी। जबकि कैटेगिरी बी में सेकेंडरी स्तर के लिए 2400-3200 वर्ग मीटर और कैटेगिरी सी में 1600 से 2400 वर्ग मीटर जमीन का प्रावधान किया है। वहीं स्कूल में 2000 वर्ग मीटर का खेल क्षेत्र ज़रूरी होगा। स्कूल के पास खेल के लिए पर्याप्त स्थान नहीं होने पर उन्हें पास के खेल मैदान, स्टेडियम या पार्क से कम से कम 15 साल के लिए समझौता करना होगा।

काउंसलर हो और करियर काउंसलर की नियुक्ति होगी। संशोधन के अनुसार सेकेंडरी और सीनियर सेकेंडरी स्कूल को काउंसलर की नियुक्ति दो अलग-अलग भूमिका में करनी होगी। पहला काउंसलिंग और वेलनेस शिक्षक होगा, जबकि दूसरा करियर काउंसलर होगा। काउंसलिंग और वेलनेस शिक्षक के लिए साइकोलॉजी में स्नातक और

स्नातकोत्तर होना ज़रूरी होगा या मानसिक स्वास्थ्य-काउंसलिंग में सोशल वर्क की डिग्री या किसी भी विषय में यूजी-पीजी डिग्री ज़रूरी होगी।

करियर काउंसलर के लिए ह्यूमैनिटीज, साइंस, सोशल साइंस, मैनेजमेंट, एजुकेशन या टेक्नोलॉजी में स्नातक की डिग्री ज़रूरी होगी। सीबीएसई ने स्पष्ट

किया है कि दोनों के लिए शिक्षक को कम से कम पचास घंटे कैपेसिटी बिल्डिंग प्रोग्राम के भी पूरे करने होंगे। करियर काउंसलर का काम छात्रों को करियर, कॉलेज, कोर्स और भविष्य की योजनाओं के बारे में गाइड करना होगा। जहां करियर काउंसलर नहीं होंगे वहां अस्थायी रूप से प्रशिक्षित शिक्षकों को नामित किया जा सकता है। लेकिन उस शिक्षक को तय योग्यता को दो सत्रों के अंदर पूरा करना होगा।

मालूम हो कि वर्तमान के नियमों के अनुसार सेकेंडरी और सीनियर सेकेंडरी स्तर पर ही शिक्षक काउंसलिंग और वेलनेस शिक्षक के रूप में नियुक्त होता है। जिन स्कूलों में नौवीं से बारहवीं के छात्रों की संख्या 300 से कम है, वहां पार्ट-टाइम काउंसलर रखने की अनुमति थी। पहले काउंसलर और छात्र अनुपात तय नहीं था।

Schools to appoint two counsellors from next academic session: CBSE

Sanjay Maurya

letters@hindustantimes.com

NEW DELHI: Schools affiliated to the Central Board of Secondary Education (CBSE) will have to appoint two professional counsellors to ensure socio-emotional well-being of students as well as to provide them career guidance, the board announced in a circular on Monday, in a move that comes amid a surge in students suicide linked to academic pressure.

In a circular, CBSE said its governing body has amended the board's affiliation bye-laws, replacing the provision that allowed a single counsellor and wellness teacher to handle all counselling duties. The board has

ONE COUNSELLOR WILL FOCUS ON SOCIO-EMOTIONAL WELL-BEING OF STUDENTS, OTHER WILL PROVIDE CAREER GUIDANCE

mandated schools to maintain a 1:500 counsellor-to-students ratio.

"Earlier, there was only one type of counsellor who handled both social-emotional issues and career guidance duties. Now, we have introduced two distinct roles—a 'Counselling & Wellness Teacher (Socio-Emotional Counsellor)' and a 'Career Counsellor'

—each with clearly defined educational qualifications," CBSE secretary Himanshu Gupta said.

The 1:500 counsellor-to-student ratio "is in line with global standards and will allow schools to focus more effectively on students' social-emotional well-being as well as provide structured guidance for career-related queries," he added.

Schools will be required to adhere to these norms from the next academic year, Gupta said.


Welcoming the decision, Jyoti Arora, principal of Mount Abu School, Delhi, said: "This move will help schools address mental health concerns proactively while also guiding students through evolving career pathways in a rapidly changing global context."

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Shifting priorities: The evolving dynamics of choosing a school

Parents in India are shifting school choices away from traditional boards and exams. New priorities focus on holistic development and future readiness. Policy reforms like the National Education Policy 2020 encourage multidisciplinary learning. Alternative school models are gaining popularity. Universities seek more than just marks. Parents now seek schools that foster critical thinking and real-world connections.

ET CONTRIBUTORS

Published On Jan 20, 2026 at 07:00 AM IST



By Dr Tristha Ramamurthy

India's education system has traditionally prioritized boards and examinations. For years, parents chose schools based on board performance, secure academic streams, and exam results.

This traditional framework no longer adequately reflects the decisions



parents currently face. The purpose and promise of education are now subject to greater scrutiny, and school choice is being redefined by emerging priorities.

In cities like Bangalore, parents are making school choices in a changing context. This significant, though uneven, shift is



driven by policy reforms, evolving careers, and a deeper focus on educational outcomes.

Advt

At the policy level, the transformation is evident. The National Education Policy 2020 has introduced reforms that were previously considered unattainable. It advocates for multidisciplinary learning, flexible subject selection, and a deliberate departure from rigid academic divisions.

Boards have begun to reflect this intent through reforms that reduce the pressure of single high-stakes exams and introduce more choice and

flexibility in assessment. The message is clear. Exams still matter, but they are no longer meant to define a child’s entire academic identity. This policy environment has created room for schools to innovate and for parents to question long-held assumptions about what a “good” education looks like.

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The impact of this shift is most visible among parents of younger children. Families with children in pre-primary and primary years are far more experimental than previous generations. In Bangalore, especially, alternative school models are no longer seen as risky detours.

Nature-based learning, Montessori-inspired environments, project-based schools, and hybrid models are now mainstream options. Homeschooling and micro-schooling are also growing, motivated by a desire for personalized learning and flexibility.

For many parents, the early years are no longer about academic acceleration. They are about curiosity, emotional security, language, social confidence, and a genuine love for learning. At this stage, boards feel distant, and in many cases, intentionally so.

This rethinking of school education is also being shaped by what lies beyond it. Undergraduate education has expanded dramatically. Design, liberal arts, environmental studies, data science, entrepreneurship, and interdisciplinary programmes are now credible pathways. Universities are increasingly looking for more than marks.

As a result, parents are asking whether a school will allow their child to explore interests, take intellectual risks, and build depth over time. Board choice, once a default decision, is now being evaluated through this lens.

Yet with more options has come more confusion. Parents today are surrounded by advice, much of it contradictory. Conversations are shaped by personal experiences, peer networks, coaching narratives, and social media impressions. Schools are evaluated on perception rather than practice.

Fear plays a quiet but powerful role, particularly around transition points such as Class 8, 9, or 11. Many families worry about making an irreversible mistake, even though the system itself is becoming more flexible.

Parents are increasingly prioritizing skills over content, experience over achievement, and confidence over compliance. They want schools where children learn how to think, not just what to remember. Where learning

connects to the real world and values are embedded in daily practice.

Choosing a school has never been easy. But today, it is no longer a purely academic or transactional decision. Parents are viewing schools as spaces of alignment, with their beliefs about childhood, success, well-being, and the future their children will inherit.

In that sense, the conversation around boards and admissions is no longer just about outcomes but recognising schools that build strong, capable learners.

Dr Tristha Ramamurthy is the Founder Ekya schools and Provost CMR University.

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Ministry of Education



Inclusive and Equitable Education Central to the vision of Viksit Bharat: Shri Dharmendra Pradhan

Shri Dharmendra Pradhan inaugurates the Inclusive Education Summit 2026 in New Delhi

Posted On: 21 JAN 2026 7:18PM by PIB Delhi

Union Minister for Education, Shri Dharmendra Pradhan, today inaugurated the 3-day Inclusive Education Summit 2026, organized by the Department of School Education & Literacy (DoSEL), Ministry of Education, from January 21 to 23, 2026, in New Delhi. On the occasion, he also inaugurated the Exhibition, which is displaying the latest technology-enabled assistive devices for Children with Special Needs (CwSN).

Shri Sanjay Kumar, Secretary, DoSEL; Shri Dinesh Prasad Saklani, Director, NCERT; Dr. Mallika Nadda, Chairperson, Special Olympics Bharat and senior officials from the Ministry of Education, NCERT, national institutions, and other stakeholders were present on the occasion.



Speaking on the occasion, Shri Pradhan stated that the Inclusive Education Summit has been organised with the objective of reinforcing the national commitment to inclusive education. He emphasised that inclusive education is not confined to any single scheme but represented a collective resolve to ensure dignity, equal opportunity, and a self-reliant future for every child. Reiterating the vision of the Prime Minister Shri Narendra Modi of ‘Sabka Saath, Sabka Vikas, Sabka Vishwas’, he underlined that the foundation of a Viksit Bharat can be laid through education that is equitable, sensitive, and inclusive. He noted that the expansion of disability categories from six to twenty-one reflects this inclusive approach.

He further highlighted the importance of early identification of learning challenges such as dyslexia and dyscalculia, and stressed that inclusive education is not the responsibility of schools or families alone, but a shared responsibility of society as a whole. He added that this collective approach, rooted in equal opportunity, dignity, and participation, will pave the way towards achieving a Viksit Bharat.

The Union Minister walked through the exhibition showcasing assistive products, solutions, and smart technologies at the Inclusive Education Summit. He expressed appreciation for the innovative and world-class solutions developed by Indian start-ups to make education more inclusive and to address the diverse needs of **Children with Special Needs (CwSN)** and **Persons with Disabilities (PwDs)**.



He emphasised that ensuring dignity, accessibility, and equal opportunities for the Divyang population is a collective responsibility. He also underlined the need for continued efforts through enabling laws, accessible infrastructure, inclusive policies, and sustained innovation to realise the vision of **Viksit Bharat**.

While addressing, Shri Sanjay Kumar said that the National Education Policy 2020 envisages an inclusive education system that ensures no child is out of school, with a clear goal of achieving 100 per cent gross enrolment at the secondary level by 2030. He emphasised that inclusion goes beyond access, and that every child who enters the education system must experience meaningful learning outcomes, feel safe, develop socially, and be supported through early identification and timely intervention for any specific learning disabilities, particularly during the foundational years, adding that this vision can be realised only through a whole-of-society and government approach. Empathy for all must be inculcated in all our children and teachers so we are sensitive to different needs of all.

The Summit aims to strengthen policies, practices, and innovations for inclusive education for Children with Special Needs (CwSN) in alignment with the National Education Policy (NEP) 2020 and the Rights of Persons with Disabilities (RPwD) Act, 2016. Conceptualised as a collective platform for reflection and learning, the Summit brings together policymakers, national institutions, States and Union Territories, education boards, experts, civil society organisations, start-ups, and industry partners to share best practices, showcase innovations, and chart future pathways for inclusive education in India.

The context setting for the Summit was done by Smt. A. Srija, Economic Advisor, Department of School Education and Literacy (DoSEL). She outlined that the Summit brings together stakeholders to strengthen collective efforts towards building an education system that works for every child and addresses the continuum of inclusive education from early identification and learning to participation, skills, and livelihoods. It also covered discussions with school boards on inclusive assessment and examination accommodations, as well as deliberations on skill development and employment pathways for Children with Special Needs (CwSN).



Focus Areas of the Summit

The three-day Summit is structured around key thematic areas:

Day 1: Leveraging Digital Technology and Assistive Devices for Inclusive Education

The first day will focus on the role of digital technologies and assistive devices in improving access, participation, and learning outcomes for CwSN. Innovative solutions addressing visual, hearing, locomotor, intellectual, and multiple disabilities will be showcased through live demonstrations and exhibitions by start-ups, research institutions, and national organisations.

Day 2: Inclusive Education Pathways – National Models, Tools & Trainings

The second day will highlight major national initiatives and capacity-building measures, including:

- **PRASHAST 2.0**, the upgraded disability screening and tracking tool integrated with UDISE+
- Teacher training and sensitisation of teaching and non-teaching staff for inclusive classrooms
- Strengthening of Resource Rooms and Resource Centres through proposed national guidelines
- Promotion of inclusive sports and vocational education pathways for CwSN


Deliberations will involve representatives from the Ministry of Education, NCERT, Rehabilitation Council of India (RCI), Department of Empowerment of Persons with Disabilities (DEPwD), Department of Sports, and other national institutions.

Day 3: Specific Learning Disabilities, Neurodiversity, and Future Avenues for CwSN

The final day will focus on Specific Learning Disabilities (SLD) and the broader spectrum of neurodiversity, addressing issues related to identification, curriculum adaptation, pedagogy, assessment, and board-level provisions. Discussions will also explore remedial education, skill development, and education-to-employment pathways, with participation from education boards and private sector stakeholders.

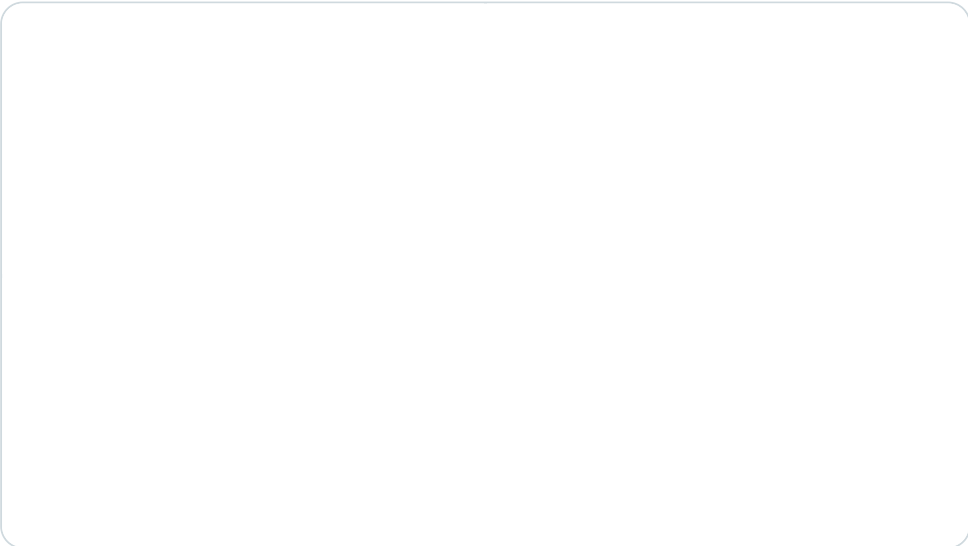
The Inclusive Education Summit aims to:

- Strengthen policy and practice for inclusive education
- Promote the adoption of assistive technologies and digital tools
- Build teacher capacity and institutional readiness
- Enhance inter-sectoral collaboration
- Identify future directions for education-to-employment pathways for CwSN




Dharmendra Pradhan  X
@dpradhanbjp · [Follow](#)

Walked through the exhibition of assistive products, solutions and smart technologies at the Inclusive Education Summit.

Impressed by the innovative and world-class solutions of our start-ups for making education inclusive and meeting the diverse needs of CwSN and PWDs. [Show more](#)



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समावेशी शिक्षा के लिए स्पष्ट दिशा तय करने के लिए आज @EduMinOfIndia द्वारा आयोजित तीन दिवसीय Inclusive Education Summit का शुभारंभ किया। समावेशी शिक्षा किसी एक योजना तक सीमित नहीं होकर, हर बच्चे को सम्मान, समान अवसर और आत्मनिर्भर भविष्य देने का राष्ट्रीय संकल्प है। माननीय [Show more](#)



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News / Education Today / News / Vikrant Massey calls for more creative approaches in Indian classrooms

Vikrant Massey calls for more creative approaches in Indian classrooms

Actor Vikrant Massey met Union Education Minister Dharmendra Pradhan for an in-depth discussion on strengthening Bharatiya Bhasha in the education system, with a focus on early childhood education, nurturing creativity, and promoting critical thinking in classrooms.

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Vikrant Massey, Dharmendra Pradhan exchange ideas on innovation and creativity in education (X/@dpradhanbjp)



India Today Education Desk



New Delhi, UPDATED: Jan 21, 2026 10:04 IST

Actor Vikrant Massey recently met with Union Minister for Education Dharmendra Pradhan for an engaging and forward-looking conversation on strengthening India's education system through the promotion of Bharatiya Bhasha.

Their discussion focused on nurturing creativity, critical thinking, and cultural rootedness among students, underscoring the importance of integrating India's linguistic and cultural heritage into modern learning spaces.

The interaction reflected a growing convergence between the creative arts and public policymaking, highlighting how collaboration across sectors can play a key role in empowering young minds and shaping more inclusive, vibrant classrooms.

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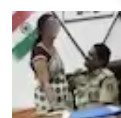
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A CONVERSATION ROOTED IN CULTURE AND EDUCATION

Sharing moments from the meeting on Instagram, Vikrant Massey described the interaction as insightful, productive, and empowering. The actor also praised Dharmendra Pradhan’s strong commitment to promoting Bharatiya Bhasha and his efforts to inspire young people across the country to stay connected to their cultural roots.



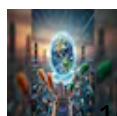

"Thank you for being so open and allowing the space to share some ideas that would make our classrooms more vibrant and interactive," Massey wrote, adding that the discussion focused on making education more engaging and inclusive.

DHARMENDRA PRADHAN APPLAUDS VIKRANT MASSEY'S PASSION

Union Minister Dharmendra Pradhan also shared his thoughts on the meeting via X, praising the actor’s genuine interest in education and early childhood development.


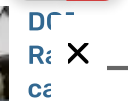


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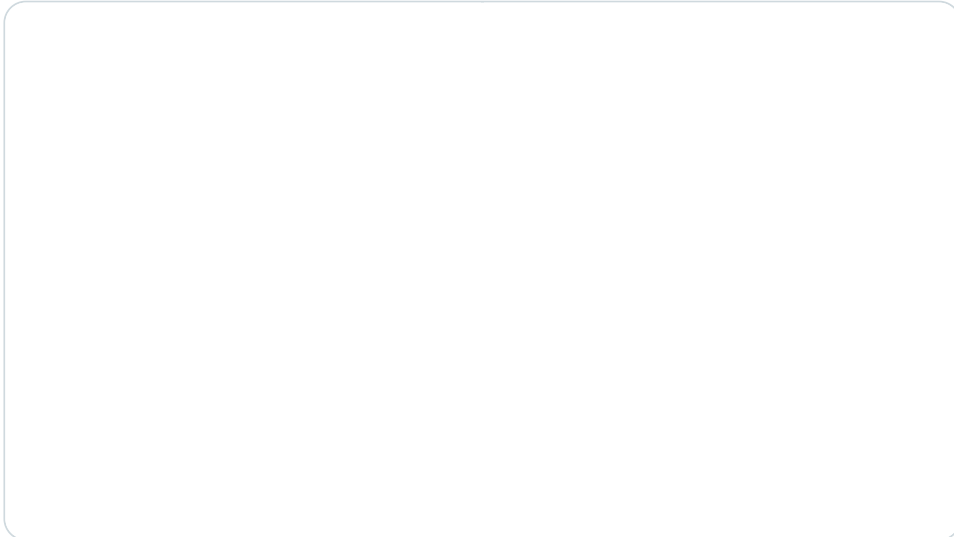
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Delighted to meet popular actor and a powerhouse of talent, Vikrant Massey.

Insightful exchange of ideas on fostering creativity and critical thinking from early childhood through Bharatiya Bhasa. Glad to see young achievers like Vikrant passionate about contributing to the [Show more](#)



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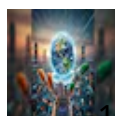
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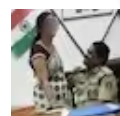
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He further lauded Massey for his willingness to contribute ideas that could help strengthen culturally rooted and inclusive learning environments.

Vikrant Massey's meeting with Education Minister Dharmendra Pradhan underscores the evolving role of artists in shaping conversations beyond cinema, particularly in education and cultural identity.

As the actor continues to make strides both on-screen and off-screen, his engagement with national issues and upcoming cinematic ventures reflects a career that balances creative excellence with social consciousness.

- Ends

Published By: Apoorva Anand

Published On: Jan 21, 2026

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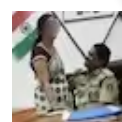
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स्कूली छात्राएं समय से पहले हो रहीं शारीरिक रूप से परिपक्व

सिमरन

नई दिल्ली। फास्ट फूड, मोबाइल, टीवी की बढ़ती आदत और खेल-कूद से दूरी अब बच्चों के सेहत पर गहरा असर डाल रही है। इसका असर सिर्फ वजन बढ़ने तक सीमित नहीं है, बल्कि बच्चों के शारीरिक विकास की रफ्तार भी बदल रही है।

मौलाना आजाद मेडिकल कॉलेज की एक नई रिसर्च में चौंकाने वाला खुलासा हुआ है कि दिल्ली के स्कूलों में पढ़ने वाली छात्राएं समय से पहले शारीरिक रूप से परिपक्व हो रही हैं। शोधकर्ताओं के मुताबिक, असंतुलित खान-पान, जंक फूड और बढ़ता मोटापा लड़कियों के शरीर में हार्मोनल बदलाव जल्दी ला रहा है। यह शोध माता-पिता और समाज दोनों के लिए चेतावनी है कि बच्चों की जीवनशैली पर अब गंभीर ध्यान देने की जरूरत है।

स्कूली लड़कियों पर विस्तृत अध्ययन किया गया। इसमें सामने आया कि बच्चों के बढ़ने और प्यूबर्टी शुरू होने के पैटर्न में पिछले कुछ वर्षों में साफ बदलाव देखने को मिल रहा है। शोध के मुताबिक, मौजूदा समय की लड़कियों में किशोरावस्था पहले शुरू हो रही है और इस दौरान उनकी लंबाई बढ़ने की गति भी ज्यादा देखी जा रही है। विशेषज्ञ इसे पोषण, जीवनशैली और शरीर के वजन में

**मौलाना आजाद मेडिकल
कॉलेज के शोध पत्र में
चौंकाने वाला खुलासा**

बदलाव से जोड़कर देख रहे हैं। यह प्रोस्पेक्टिव कोहोर्ट स्टडी साल 2018 में शुरू की गई थी, जिसमें 3 से 18 साल की 2470 स्कूली लड़कियों को शामिल किया गया। माता-पिता की सहमति के बाद करीब ढाई साल तक इन लड़कियों की निगरानी की गई। इस दौरान हर छह महीने पर स्कूल विजिट के समय उनकी लंबाई और वजन मापा गया, जबकि प्यूबर्टी से जुड़े शारीरिक बदलावों का आकलन हर सा ल किया गया।

अब पहले ही शुरू हो रही प्यूबर्टी : अध्ययन में शामिल लड़कियों की औसत उम्र लगभग 10 साल थी।

शोध के नतीजों के मुताबिक, लड़कियों में स्तनों का विकास यानी थेलाचें की औसत उम्र करीब 10 साल और माहवारी शुरू होने यानी मेनाचें की औसत उम्र करीब 12 साल पाई गई। यह उम्र पहले की तुलना में कम मानी जा रही है।

प्यूबर्टी के दूसरे चरण में लड़कियों की लंबाई बढ़ने की गति सबसे अधिक होती है। इस दौरान औसतन 6 सेंटीमीटर से अधिक लंबाई हरह साल

**माता-पिता दें इस पर
विशेष ध्यान**

विशेषज्ञों के मुताबिक, समय के साथ बच्चों के विकास का पैटर्न बदला है। बेहतर पोषण, शहरी जीवनशैली, शारीरिक गतिविधियों में कमी और खानपान की आदतों में बदलाव इसके प्रमुख कारण माने जा रहे। डॉक्टरों और बाल रोग विशेषज्ञों के मुताबिक, इस तरह के अध्ययन माता-पिता और शिक्षकों के लिए बेहद उपयोगी हैं। इससे बच्चों के शारीरिक विकास को समझने और समय पर सही मार्गदर्शन देने में मदद मिलती है। डॉ आशीमा डबास ने कहा कि खान पान और आसपास के माहौल का बच्चों के विकास पर गहरा असर पड़ रहा है। समय से पहले शारीरिक बदलाव भविष्य में अंगों की सेहत को प्रभावित कर सकते हैं। ऐसे में बच्चों की डाइट और उनके सक्रिय लाइफस्टाइल पर खासकर ध्यान देने की जरूरत है।

बढ़ी, जो अन्य चरणों की तुलना में काफी ज्यादा है। इससे स्पष्ट है कि किशोरावस्था के शुरुआती सालों में शारीरिक विकास सबसे तेज होता है। ज्यादा वजन या मोटापे से ग्रस्त लड़कियों में प्यूबर्टी और माहवारी पहले हो रही है।

विशेष छात्रों की पहचान कर उनको समान शिक्षा से जोड़ना होगा : धर्मेंद्र

केंद्रीय शिक्षा मंत्री ने समावेशी शिक्षा शिखर सम्मेलन 2026 के उद्घाटन के मौके पर कहा

अमर उजाला ब्यूरो

नई दिल्ली। देशभर के स्कूलों में 25 करोड़ छात्र पढ़ते हैं, उसमें से विशेष छात्रों की पहचान करके उनको समान रूप से शिक्षा से जोड़ने पर काम करना होगा।

अभी तक महज 21 या 22 लाख विशेष छात्रों की पहचान हो पाई है। एक अनुमान के मुताबिक, करीब 1.20 करोड़ ऐसे विशेष छात्र हैं, जिन्हें आगे बढ़ाने पर काम करना होगा। शिक्षा मंत्री धर्मेंद्र प्रधान ने यह बातें शिक्षा मंत्रालय की ओर से आयोजित तीन दिवसीय समावेशी शिक्षा शिखर सम्मेलन 2026 के उद्घाटन सत्र के दौरान कहीं। उन्होंने कहा, राष्ट्रीय शिक्षा नीति (एनईपी) 2020 में भी ऐसे विशेष छात्रों को शिक्षा में समानता के साथ आगे बढ़ाने पर जोर दिया गया है।

केंद्रीय शिक्षा मंत्री ने कहा, हमें डिस्टेक्सिया और डिस्कैलकुलिया जैसी सीखने संबंधी चुनौतियों की शीघ्र पहचान करनी होगी। समावेशी शिक्षा केवल स्कूलों या परिवारों की जिम्मेदारी नहीं है, बल्कि पूरे समाज की साझा जिम्मेदारी है। ऐसे विशेष छात्रों व लोगों के लिए तकनीक के आधार पर किताबों को तैयार करना

आर्टिफिशियल इंटेलिजेंस प्रौद्योगिकी से शिक्षा में समान मौके उपलब्ध करवाएं

होगा। ताकि वे भी आम लोगों की तरह किताबों को पढ़ सकें, जान सकें। दिव्यांग आबादी के लिए गरिमा, सुगमता और समान अवसर सुनिश्चित करना एक सामूहिक जिम्मेदारी है।

विकसित भारत के दृष्टिकोण को साकार करने के लिए सहायक कानूनों, सुलभ बुनियादी ढांचे, समावेशी नीतियों और निरंतर नवाचार की जरूरत है। प्रधान ने कहा, जब तक स्कूलों में ऐसे विशेष छात्रों के लिए स्पेशल एजुकेंटर की तैनाती नहीं हो जाती, शिक्षकों को आर्टिफिशियल इंटेलिजेंस और प्रौद्योगिकी का प्रयोग करके उनको शिक्षा से जोड़ने पर काम करना होगा।

प्रधानमंत्री नरेंद्र मोदी के, सबका साथ, सबका विकास, सबका विश्वास के दृष्टिकोण को दोहराते हुए प्रधान ने रेखांकित किया कि एक विकसित भारत की नींव समान, संवेदनशील और समावेशी शिक्षा के माध्यम से रखी जा सकती है।

2030 तक 100 फीसदी तक

दिव्यांग एवं विशेष बच्चों के पुनर्वास के लिए सुविधाएं मजबूत करेगी दिल्ली सरकार

नई दिल्ली। दिल्ली सरकार के समाज कल्याण एवं अनुसूचित जाति/जनजाति/अन्य पिछड़ा वर्ग कल्याण मंत्री रविन्द्र इंद्राज सिंह ने कहा कि दिव्यांगजनों और विशेष बच्चों के बेहतर पुनर्वास व सुरक्षित भविष्य के लिए सरकार लगातार काम कर रही है। बुधवार को उन्होंने उस्मानपुर, उत्तर-पूर्वी दिल्ली में दिव्यांग एवं मानसिक रूप से विशेष बच्चों के स्कूल-कम-होम के लिए आवंटित भूमि का निरीक्षण किया। इस दौरान भूमि की समुचित देखभाल, स्वच्छता व्यवस्था और सुरक्षा प्रबंधों को और मजबूत करने के निर्देश अधिकारियों को दिए। निरीक्षण के समय दिल्ली नगर निगम की स्थायी समिति की अध्यक्ष सत्या शर्मा और समाज कल्याण विभाग के वरिष्ठ अधिकारी उपस्थित रहे। इसके बाद मंत्री ने सुंदर नगरी स्थित ट्रेनिंग-कम-प्रोडक्शन सेंटर (टीसीपीसी) ऑथॉरिटी का निरीक्षण किया। उन्होंने निर्देश दिए कि जिला कार्यालय के विकास के साथ-साथ ट्रेनिंग सेंटर को भी समानांतर रूप से विकसित किया जाए। भूमि के किसी भी प्रकार के दुरुपयोग को रोकने के लिए अस्थायी एनक्लोजर लगाने के आदेश भी दिए। यहां बॉटरलॉगिंग की समस्या के समाधान के लिए लोक निर्माण विभाग के साथ समन्वय कर आवश्यक कार्रवाई करने और सीसीटीवी कैमरे लगाने के निर्देश दिए गए। संवाद

सकल नामांकन हासिल करना: स्कूल शिक्षा सचिव संजय कुमार ने कहा, राष्ट्रीय शिक्षा नीति 2020 में एक समावेशी शिक्षा प्रणाली की परिकल्पना की गई है, जो यह सुनिश्चित करती है कि कोई भी बच्चा स्कूल से वंचित न रहे। इसका स्पष्ट लक्ष्य 2030 तक माध्यमिक स्तर पर 100 प्रतिशत सकल नामांकन

हासिल करना है। समावेशन केवल पहुंच से कहीं अधिक है। शिक्षा प्रणाली में प्रवेश करने वाले प्रत्येक बच्चे को सार्थक सीखने के परिणाम, सुरक्षित महसूस करवाने से लेकर सामाजिक रूप से विकसित होना चाहिए। किसी भी विशिष्ट सीखने की अक्षमता के लिए शुरू से पहचान करके समय से सहायता देनी होगी।

शिक्षा में नवाचार की चुनौतियां

दावा किया जाता है कि वैश्विक स्तर पर विज्ञान और नवाचार के मामले में भारत तेजी से उभर रहा है। शोध कार्यों में भी देश प्रगति के पथ पर अग्रसर है। मगर शिक्षा के क्षेत्र में नवाचार की राह अब भी कई तरह की चुनौतियों से घिरी है।

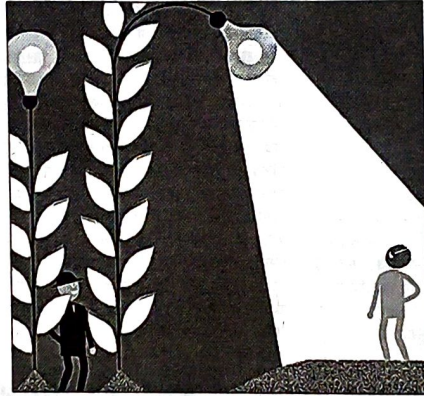
सुरेश सेठ

भारत में बदलाव और विकास को रफ्तार देने के लिए नवाचार एक अहम पहलू है। इस समय कृत्रिम मेधा के माध्यम से भारत सबसे अग्रणी होने का प्रयास कर रहा है। इंटरनेट की शक्ति को 6जी से आगे ले जाने की कोशिश हो रही है और हर पुराने तरीके को कृत्रिम मेधा की सहायता से बदलने की पहल हो रही है। दावा किया जाता है कि वैश्विक स्तर पर विज्ञान और नवाचार के मामले में भारत तेजी से उभर रहा है। शोध कार्यों में भी देश किसी से पीछे नहीं है। पेटेंट की बात की जाए तो इसके लिए उद्यम और प्रौद्योगिकी में हम लगातार नए अन्वेषण कर रहे हैं। पेटेंट मामले में भारत दुनिया में छठे स्थान पर पहुंच गया है। विज्ञान और इंजीनियरिंग के मामले में दावा किया जाता है कि हम शीर्ष देशों की श्रेणी में शामिल हो गए हैं। मगर शिक्षा के क्षेत्र में नवाचार की राह अब भी कई तरह की चुनौतियों से घिरी हुई है।

वैश्विक नवाचार में जो मुकाबला होता है, उसमें भारत ने लगातार अपनी बढ़त बनाई है और वह 90वें पायदान से तीसवें स्थान पर पहुंच गया है। भारत के पानी प्रौद्योगिकी मिशन में भी इसका विस्तार करने और सार्वजनिक क्षेत्र में कृत्रिम मेधा के विकास का लक्ष्य रखा गया है, लेकिन इसके लिए शिक्षा में जो परिवर्तन होना चाहिए, वह अभी तक नहीं हुआ है। शिक्षा परिसरों में जो नवाचार दिखाई देना चाहिए, वह भी नहीं दिखाई देता। निजी क्षेत्र ने विश्वविद्यालयों और शिक्षा संस्थानों में भारी निवेश किया है। पंजाब को ही लें। इस राज्य में तीन मुख्य विश्वविद्यालयों के अतिरिक्त प्रौद्योगिकी विश्वविद्यालय और दूसरे विश्वविद्यालय जरूर खुल गए हैं, लेकिन उनमें विद्यार्थियों की कमी तो है ही, वहीं सटीक पाठ्यक्रमों का अभाव भी नजर आता है। यहां कहीं नवाचार नहीं दिखाई देता है।

केंद्र सरकार ने समग्र शिक्षा अभियान शुरू किया था। इसमें देश की विभिन्न शिक्षा प्रणालियों को एक साथ मिला कर सीधा रास्ता निकालने की कोशिश की गई थी। अब इस अभियान में भी नवाचार की घोषणा शिक्षा मंत्री ने की है। शिक्षा क्षेत्र में बढ़े सपने देखने के साथ भारत अब अंतरिक्ष विज्ञान में भी नई बुलंदियों को छूना चाहता है। वह अमेरिका या रूस के मुकाबले किसी भी तरह पीछे नहीं रहना चाहता। हालांकि दूसरे क्षेत्रों में विकास की अब भी बहुत गुंजाइश है। वैसे मुझे की बात यह है कि शिक्षा के सभी पुराने ढर्रे अब बदले जाने चाहिए।

विज्ञान की समझ हर विद्यार्थी में हो, तभी शिक्षा में विकास के सपने पूरे हो सकेंगे। मगर इन सबके लिए पूंजी चाहिए। नीति आयोग यह कहता है कि कम से कम छह फीसद व्यय शिक्षा के विकास पर होना चाहिए, लेकिन आबादी के हतने वर्षों बाद और विकास की बुलंदियों को छू लेने के दावों के बावजूद देश ने कभी भी सकल घरेलू उत्पाद में से छह फीसद शिक्षा पर खर्च नहीं किया। हमेशा वह खर्च आंकड़ों में दिखाया जाता है, फीसद में नहीं, ताकि आबादी के लिहाज से तेजी से बढ़ते हुए देश में शिक्षा में बदलाव की धीमी गति को लेकर कोई उलझन पैदा न हो। हम शिक्षा के विकास में कृत्रिम मेधा के जरिए विश्व का नेतृत्व करना चाहते हैं। सरकार का कहना है कि कृत्रिम बुद्धिमत्ता



नेतिक, पारदर्शी और डेटा गोपनीयता सिद्धांतों पर आधारित हो। इसके अलावा यह समावेशी और भिन्नव्ययी हो, लेकिन सच तो यह है कि भिन्नव्ययी के नाम पर धन का आबंटन अब भी कम है, लेकिन न तो यह समावेशी हो सका है और न ही वहनीय। सवाल यह है कि अगर

उच्च शिक्षा में ज्यादातर विद्यार्थी कला और साहित्य क्षेत्र में शोध करना चाहते हैं। विज्ञान और तकनीकी क्षेत्र में शोध की रुचि कम ही नजर आती है। हम कृत्रिम मेधा से नवाचार की ओर बढ़ना चाहते हैं, लेकिन हमारा शोध इस क्षेत्र की बुलंदियों की ओर जाता नहीं दिख रहा। सवाल है कि कृत्रिम मेधा से नवाचार के लिए देश में कितने प्रशिक्षण संस्थान बनाए गए हैं। कितने शिक्षकों को हमने नई शिक्षा विधि में निपुण बनाया है? पुरानी नौकरियां अब खत्म हो रही हैं, क्योंकि दफ्तारों में सब काम कागज रहित होता जा रहा है। हालांकि अब भी अधिकतर संस्थानों में नौकरियों का वही पुराना ढर्रा है। दूसरी ओर चिकित्सा और इंजीनियरिंग की डिग्रियां अब युवा पीढ़ी के लिए अंतिम विकल्प नहीं रह गई हैं।

समावेशी, रोजगारपरक और अन्वेषणपूर्ण शिक्षा को गांव-गांव तक पहुंचाना है, तो इसके लिए उद्यम कहाँ है? अगर आज भी यह रफट

आती है कि भारत में हजारों प्राथमिक विद्यालयों में एक-एक अध्यापक कई कक्षाओं को संभाल रहे हैं, तो शिक्षा में नई तकनीक और वैश्विक दृष्टि को आत्मसात करने का लक्ष्य कब पूरा होगा? पंजाब को ही लें, अब भी यहां अधिकतर छात्र कला संकायों की ओर जा रहे हैं। जबकि नई शिक्षा नीति यह कहती है कि शुरू से लेकर उच्च स्तर तक नई पीढ़ी को साहित्य के साथ-साथ विज्ञान एवं तकनीक का भी अध्ययन करे।

दूसरी ओर आलम यह है कि स्कूलों में दाखिले का फीसद बका बढ़ गया है, लेकिन दसवीं तक आते-आते विद्यालय छोड़ने वाले विद्यार्थियों की संख्या भी बढ़ रही है। इसकी वजह है-परिवारों को आर्थिक असुरक्षा और रोजगार की अनिश्चितता। वहीं देश की युवा पीढ़ी में काम करने की इच्छा लगातार घट रही है, तो इसका कारण उदारता से बांटी गई रेवेडियां भी हैं। अजब विडंबना है कि एक ओर देश आर्थिक शक्ति बनना दिख रहा है और हम भविष्य में तीसरी आर्थिक महाशक्ति बनने का दावा कर रहे हैं। आजादी के शतकीय महोत्सव 2047 तक हम महाशक्ति बनना चाहते हैं। दूसरी ओर युवा पीढ़ी को अनुकंपा के जरिए धीरे-धीरे रखने के लिए प्रोत्साहित किया जा रहा है। इसे विरोधाभास नहीं तो और क्या कहा जा सकता है।

उच्च शिक्षा में ज्यादातर विद्यार्थी कला और साहित्य क्षेत्र में शोध करना चाहते हैं। विज्ञान और तकनीकी क्षेत्र में शोध की प्रवृत्ति नहीं बढ़ रही। हम कृत्रिम मेधा से नवाचार की ओर बढ़ना चाहते हैं, लेकिन हमारा शोध इस क्षेत्र की बुलंदियों की ओर जाता नहीं दिख रहा। हम कृत्रिम मेधा से नवाचार की बात जरूर करते हैं, लेकिन सवाल है कि कितने प्रशिक्षण संस्थान हमने इसके लिए बनाए हैं। कितने अध्यापकों को हमने नई शिक्षा विधि में निपुण बनाया है? नई शिक्षा नीति तो कहती है कि युवा पीढ़ी के प्रशिक्षण को किताबों के साथ-साथ यथार्थ से भी जोड़ा जाना चाहिए, मगर वास्तव में ऐसा हो नहीं पा रहा है। पुरानी नौकरियां अब खत्म हो रही हैं, क्योंकि दफ्तारों में सब काम कागज रहित होता जा रहा है। हालांकि अब भी अधिकतर संस्थानों में नौकरियों का वही पुराना ढर्रा है। दूसरी ओर चिकित्सा और इंजीनियरिंग की डिग्रियां अब युवा पीढ़ी के लिए अंतिम विकल्प नहीं रह गई हैं।

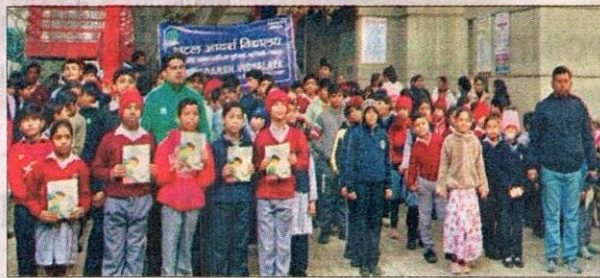
इसमें दोराप नहीं कि अब कृत्रिम मेधा में दक्ष पीढ़ी तैयार हो रही है। यही लक्ष्य भी होना चाहिए। मगर अभी तक इसमें नवाचार सतही स्तर पर ही दिखाई देता है। पाठ्यक्रमों में बदलाव नहीं दिख रहा और न ही इस दिशा में पुस्तकें लिखी जा रही हैं। अध्यापन विधि भी नहीं बदल रही। जबकि यथार्थ के धरातल पर नई पीढ़ी को खड़ा करना नई शिक्षा नीति का लक्ष्य होना चाहिए। फिलहाल इस बारे में दावे तो किए जाते हैं, लेकिन यह वास्तविक रूप से कहीं गतिमान नजर नहीं आता। अगर निजी क्षेत्र को प्रोत्साहित कर समावेशी विकास के लिए दरवाजे खोलने हैं, तो समावेशी शिक्षण होना चाहिए। इस पर अभी बहुत काम करने की जरूरत है। कृत्रिम मेधा के उपयोग में आगे बढ़ने के दावों तो बहुत किए जाते हैं, लेकिन हमारी उत्पादन प्रक्रिया में इसके इस्तेमाल से लागत कम होती नजर नहीं आती। कृषि क्षेत्र में तो आज भी कृत्रिम मेधा का इस्तेमाल न के बराबर है। समग्र शिक्षा अभियान में नवाचार का सपना सुंदर है, परंतु देश इस दिशा में तेजी से बढ़ता हुआ नजर नहीं आता। ऐसे में शिक्षा को नवाचार से जोड़ने के प्रयास करने होंगे।

NDMC and Smile Train roll out cleft awareness drive in schools

ANAMTA FATIMA

NEW DELHI: The New Delhi Municipal Council (NDMC), in collaboration with Smile Train India, on Tuesday launched a cleft awareness programme across NDMC schools, marking a focused effort to integrate child health education with inclusivity and early medical intervention. The initiative began at Atal Adarsh Vidyalaya, Sangli Mess, where nearly 170 students participated in an interactive awareness session.

The programme aligns with NDMC's broader child health, school health and maternity welfare initiatives, under which regular medical examinations and follow-up care are already institutionalised. Officials said schools play a crucial role in identifying health concerns early and ensuring timely referrals through established health



systems. Speaking to the, Anjali Katoch, Head of Communications and Business Development, Smile Train India, said cleft lip and palate a congenital condition affecting nearly one in 700 children is completely treatable if addressed at the right time. "Early surgery and follow-up care such as speech therapy can ensure that children born with a cleft lead healthy and confident lives. Awareness of treatment timelines is critical," she said.

Katoch highlighted that cleft is not just a medical con-

dition but also a social issue, as children often face stigma and isolation due to facial differences. To address this, Smile Train's school programme, ABCs of Change, uses storytelling to foster empathy and inclusion. Students were introduced to 'Smiles That Shine,' a five-book series guiding teachers and families on awareness and kindness. The initiative complements NDMC's school health scheme, with follow-up support and free cleft treatment available through over 150 partner hospitals nationwide.

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Ministry of Education



Deliberations continue on strengthening inclusive education pathways for Children with Special Needs as experts share insights on Day 2 of the Inclusive Education Summit 2026

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The Department of School Education & Literacy (DoSEL), Ministry of Education, continued the deliberations on strengthening inclusive education for Children with Special Needs (CwSN) on the second day of the Inclusive Education Summit 2026, being held from 21–23 January 2026 at The Lalit, New Delhi. The Summit is being organised in alignment with the National Education Policy (NEP) 2020 and the Rights of Persons with Disabilities (RPwD) Act, 2016, with an objective of fostering equitable, accessible and learner-centric education systems across the country.



The 2nd day of the Summit focused on “Inclusive Education Pathways”, highlighting key national initiatives, digital tools, teacher capacity-building frameworks and inter-sectoral collaboration to strengthen inclusive education ecosystems. The proceedings were attended by Shri Sanjay Kumar, Secretary, DoSEL; Ms. A. Srija, Economic Advisor, DoSEL and senior officials from DoSEL, Ministry of Education, along with representatives from national institutions, States/UTs and partner organisations.



The day commenced with a contextual overview by Ms. Ira Singhal, Deputy Secretary, DoSEL, who introduced PRASHAST 2.0, the revamped disability screening tool. She emphasized that PRASHAST 2.0 marks a significant step towards early identification, systematic screening and timely support for CwSN, enabling evidence-based planning and targeted interventions at the school level. Mr. Ram Singh, Joint Director, DoSEL, presented key data on enrolment of CwSN across schools, underscoring the importance of data-driven decision-making in strengthening inclusive education policies and practices. Mr. Prabhat Mishra, Joint Director, National Informatics Centre (NIC), DoSEL, provided a live demonstration of PRASHAST 2.0, showcasing its digital features, integration with UDISE+ and functionalities for efficient screening, data capture, tracking and monitoring of CwSN.



State-level initiatives were presented by representatives from Andhra Pradesh and West Bengal, highlighting context-specific and scalable models of inclusive education. Dr. Sandhya Rai, Director, SCERT and Mr. Sukanto Goswami, Inclusive Education Coordinator, West Bengal, shared practices focusing on early identification through PRASHAST and child-centric interventions delivered through strengthened resource room support systems. Mr. Srinivas Rao, State Project Director, Samagra Shiksha, Andhra Pradesh, showcased the establishment of 125 Autism Support Centres, describing them as a transformative step towards empowering children with autism through inclusive education.

The session on special education reforms was addressed by Mr. Ashish Thakare, Member Secretary, Rehabilitation Council of India (RCI), who highlighted RCI's ongoing initiatives to strengthen professional standards, training and regulatory frameworks in special education, reaffirming RCI's commitment to inclusive and accessible education for all learners.

Teacher education and pedagogy formed a key focus area during the day. Dr. Sharad Sinha, Professor & Head, Department of Teacher Education, NCERT, presented a structured 8-module framework aimed at mainstreaming inclusive pedagogy in teacher education programmes, stressing the shift from access to achievement for all learners. Prof. Akhilesh Mishra, Chairperson, NIOS, highlighted NIOS initiatives towards universalisation of school education through accessible e-content, flexible admission and examination systems and the Inclusive Education Policy for Open Schooling (2022). Prof. Pankaj Arora, Chairman, NCTE, emphasized the integration of inclusive education into the foundational curricular framework of teacher education and the role of the National Mentoring Mission in supporting inclusive practices.

Ms. Richa Chauhan and Ms. Kalash Kaushal, Special Olympics Bharat, highlighted initiatives promoting sports for children with intellectual and developmental disabilities, underscoring the organisation's role as India's national sports federation advancing inclusion through nationwide programmes. Mr. David Abalsom, Honorary General Secretary, Indian Blind Sports Association, spoke on sports for children with visual impairment, emphasizing sports as a means to build confidence, independence, mobility and equal opportunities for visually impaired children.

Dr. Shilpa Manogna, Associate Professor, DEGSN, NCERT, highlighted the strengthening of inclusive education through the development of existing resource centres and the establishment of new resource centres and resource rooms, which will better support learners with diverse needs. Ms. Amita Tandon, Education Specialist, UNICEF, emphasized the importance of disability-inclusive language, noting that inclusive communication plays a critical role in shaping attitudes, reducing stigma and enabling meaningful inclusion. Prof. Bharti Kaushik, CIET, NCERT, highlighted the role of PM e-Vidya ISL Channel 31 in building an inclusive learning community and showcased "Kitaab Ek, Padhe Anek", developed using Universal Design for Learning (UDL), enabling a single textbook to offer multiple, accessible learning pathways.

The day concluded with an Open House discussion with States and Union Territories, enabling experience-sharing and collaborative problem-solving. The deliberations during the second day of Inclusive Education Summit reinforced the objectives of strengthening policy and practice, promoting assistive technologies and digital innovations, building institutional readiness and identifying future pathways linking education, sports and employment for children with special needs.

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Ministry of Finance



Government of India and Republic of Korea conduct Signing of Exchange of Notes for NCERT's Technical Cooperation project titled "Strengthening Vocational Education and Training in Mechatronics in India" with KOICA

प्रविष्टि तिथि: 22 JAN 2025 7:12PM by PIB Delhi

The Government of India and the Republic of Korea conducted signing of Exchange of Notes for the Technical Cooperation Project titled 'Strengthening Vocational Education and Training in Mechatronics in India', on 20th January 2025, in New Delhi. The project will be implemented in collaboration with Korea International Cooperation Agency (KOICA) of Government of Republic of Korea. This is the first project being implemented with assistance of KOICA in India.



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The signees were Ms. Manisha Sinha, Additional Secretary, Department of Economic Affairs, Ministry of Finance, for Government of India and H.E. Mr. Lee Seong-ho, Ambassador of Republic of Korea to India for the for the Republic of Korea.

The Project, which spans over two years, aims to establish a basis of vocational education and training in mechatronics in India and will be implemented by NCERT at the Regional Institute of Education (RIE), Bhopal, where it will help build environment to pilot education in mechatronics by preparing curriculum, textbooks, teacher's manual and equipment. The project will help build capacity of teachers in mechatronics while also facilitating networking between industry and RIE, Bhopal.

Republic of Korea was designated as India's Official Development Assistance (ODA) partner for development cooperation in October, 2016. The bilateral relationship between the two countries was upgraded to 'Special Strategic Partnership' in the year 2015. Signing of the exchange of notes for the NCERT project will further consolidate and strengthen the Special Strategic Partnership between India and the Republic of Korea.

NB/KMN

(रिलीज़ आईडी: 2095225) आगंतुक पटल : 1730
इस विज्ञप्ति को इन भाषाओं में पढ़ें: Urdu , हिन्दी

प्राइमरी टीचर बने B.Ed डिग्री धारक 31 तक कर सकते हैं ब्रिज कोर्स के लिए आवेदन

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■ नई दिल्ली : देश में B.Ed डिग्रीधारक उन प्राइमरी टीचर्स को नौकरी बचाने के लिए 31 जनवरी तक का समय दिया गया है, जो 28 जून 2018 को NCTE की ओर से जारी नोटिफिकेशन के आधार पर नियुक्त हुए थे। अगर इस तय तिथि तक ये प्राइमरी टीचर्स राष्ट्रीय मुक्त विद्यालयी शिक्षा संस्थान (NIOS) पोर्टल पर 6 महीने के ब्रिज कोर्स के लिए आवेदन कर देंगे तो उनके पास कोर्स पूरा कर नौकरी बचाने का मौका रहेगा।

NCTE के चेयरमैन प्रो. पंकज अरोड़ा का कहना है कि NCTE के नोटिफिकेशन की तारीख 28 जून 2018 से लेकर 11 अगस्त 2023 को आए सुप्रीम कोर्ट के फैसले से पहले जितने



AI Image

■ सुप्रीम कोर्ट के फैसले के बाद NCTE और NIOS ने शुरू की है ब्रिज कोर्स करवाने की प्रक्रिया।

■ ओपन एंड डिस्टेंस लर्निंग मोड में होगा ब्रिज कोर्स, 90 प्रतिशत हाजिरी जरूरी, असेसमेंट में भी 75 प्रतिशत स्कोर हासिल करना होगा।

बीएड डिग्री वाले प्राइमरी टीचर के पद पर नियुक्त हुए हैं, उन्हीं के लिए यह ब्रिज कोर्स होगा। यह प्रक्रिया सिर्फ एक बार के लिए ही है। सभी राज्यों से कहा गया है कि वे अपने यहां नियुक्त ऐसे बीएड डिग्रीधारक प्राइमरी टीचर्स को ब्रिज कोर्स रजिस्ट्रेशन करने के लिए कहें।

NIOS के चेयरमैन प्रो. अखिलेश

मिश्रा ने बताया कि अभी तक 69281 इन सर्विस प्राइमरी टीचर्स ने ब्रिज कोर्स के लिए रजिस्ट्रेशन किया है। देश में करीब 1 लाख प्राइमरी टीचर्स ऐसे हैं, जो ब्रिज कोर्स के दायरे में आते हैं। यह कोर्स ऑनलाइन डिस्टेंस लर्निंग मोड में होगा। लाइव वीडियो लेक्चर होंगे। कोर्स करने वाले टीचर्स के लिए 90 फीसदी हाजिरी जरूरी होगी।

ये है पूरा मामला

28 जून 2018 को एनसीटीई ने कहा था कि B.Ed डिग्री वाले भी प्राइमरी टीचर्स के योग्य होंगे। नियुक्तियां शुरू हुईं। इस फैसले को प्राइमरी टीचर्स के संगठन ने हाईकोर्ट में चुनौती दी, जहां उनकी जीत हुई और एनसीटीई का नोटिफिकेशन खारिज कर दिया गया। जो बीएड डिग्रीधारक प्राइमरी टीचर्स के तौर पर नियुक्त हुए थे, वे सुप्रीम कोर्ट चले गए। सुप्रीम कोर्ट ने 8 अप्रैल 2024 को निर्देश दिया कि एनसीटीई इन टीचर्स के लिए ब्रिज कोर्स बनाए ताकि प्राइमरी टीचर्स के लिए जरूरी शैक्षणिक पद्धतियों की जानकारी उन्हें मिल सके।

दायित्व का बोझ और शिक्षक की गरिमा

किसी भी राष्ट्र में शिक्षक की गरिमा का धरण उस समाज की आत्मबोधहीनता का संकेत होता है। शिक्षक की उपेक्षा किसी एक वर्ग का अपमान नहीं, बल्कि वह उस विचार की उपेक्षा होती है कि ज्ञान, विवेक और प्रश्न पूछने की क्षमता किसी समाज के लिए कितनी आवश्यक है।

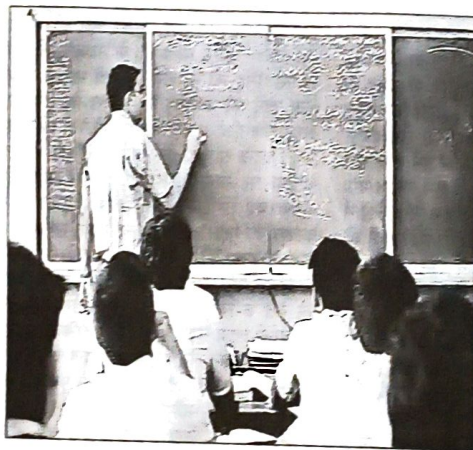
मौटी सिंह

एक समय या जब शिक्षक समाज का पथप्रदर्शक माना जाता था। अब वही शिक्षक व्यवस्था की हर कमी को पूरा करने वाला सबसे सुविधाजनक संसाधन बनता जा रहा है। मुख्या, निगरानी और प्रशासनिक आवश्यकताओं के नाम पर उसे ऐसे कार्य भी करने पड़ रहे हैं, जिनका

अमल में शिक्षा से कोई सीधा संबंध नहीं है। शिक्षा व्यवस्था में जिस बदलाव की अपेक्षा थी, कई बार उसके विपरीत भी हो रहा है। निश्चित रूप से इसके दूरगामी परिणाम होंगे। कुछ समय पहले शोध न्यायालय के आदेश के अनुपालन के संदर्भ में विश्वविद्यालय अनुदान आयोग की ओर से उच्च शिक्षण संस्थानों को आचार्य कुर्तों में मुख्या संबंधी दिशा-निर्देश जारी करने की खबर आई। इस क्रम में मंचो विश्वविद्यालयों, महाविद्यालयों और विद्यालय परिसरों में आचार्य कुर्तों की निगरानी तथा उनमें वचव के लिए शिक्षकों को जिम्मेदारी सौंपने की भी खबर थी। औपचारिक रूप से यह व्यवस्था मुख्या के उद्देश्य से है, लेकिन व्यावहारिक स्तर पर यह आदेश एक गहरे और अमहत्व प्रश्न को जन्म देता है। क्या शिक्षकों को इस तरह के वा अन्य गैर-शिक्षण कार्यों में लगाना शैक्षणिक दक्षिणों के अनुरूप है?

शिक्षण कार्य को बंहर जिम्मेदारी का और गरिमापूर्ण कार्य माना जाता है। मगर क्या गैर-शिक्षण कार्य से संबंधित दिशा-निर्देश शिक्षकों की गरिमा के साथ न्याय करते हैं? यह प्रश्न इसलिए और गंभीर हो जाता है, क्योंकि यह कोई पहला अवसर नहीं है। इससे पहले भी शिक्षकों को चुनावी हचुटी, जनगणना, पशुगणना, मतदाता सूची का पुनरीक्षण, सत्यापन, सर्वेक्षण, आपदा प्रबंधन, स्वच्छता अभियान, कॉविड निगरानी, सामाजिक अभियानों और अन्य अनेक गैर-शैक्षणिक कार्यों में लगाता लगाया जाता रहा है। इन परिस्थितियों में यह बहम स्वाभाविक है कि क्या शिक्षक को अब हर प्रशासनिक दायित्व को पूरा करने वाला सुलभ मानव संसाधन मान लिया गया है? मुख्या और संवदनशीलता जैसे मुद्दों की आड़ में अगार शिक्षक को उसके मूल कार्य, यानी पढ़ाने, शोध करने, अकादमिक मार्गदर्शन इत्यादि से निरंतर दूर किया जाएगा, तो इसका दीर्घकालिक प्रभाव केवल शिक्षकों पर नहीं, बल्कि पूरी शिक्षा व्यवस्था और समाज के बौद्धिक भविष्य पर पड़ेगा। यह सवाल अब केवल आदेश की वैधानिकता का नहीं, बल्कि दृष्टिकोण और प्राथमिकता का भी है।

किसी भी राष्ट्र में शिक्षक की गरिमा का धरण उस समाज की आत्मबोधहीनता का संकेत होता है। शिक्षक की उपेक्षा किसी एक वर्ग का अपमान नहीं, बल्कि वह उस विचार की उपेक्षा होती है कि ज्ञान, विवेक और प्रश्न पूछने की क्षमता किसी समाज के लिए कितनी आवश्यक है। अगर हम शिक्षक से निरंतर ऐसे कार्य करा रहे हैं जो उसकी पेशागत पहचान को धुंधला करते हैं, तो यह आत्मचिंतन आवश्यक है कि क्या हम अनजाने में शिक्षा को नहीं, बल्कि शिक्षक को ही अपमानित बना रहे हैं। अब इस सवाल के साथ शिक्षकों को आचार्य पशुओं की निगरानी, निगरानी और नियंत्रण जैसे कार्यों में लगाने की खबरों को लिया जा रहा है, वह किसी साधारण प्रशासनिक निर्णय का परिणाम नहीं है। यह उस मानसिकता का उद्घाटन है, जिसमें शिक्षक की भूमिका को क्रमशः गैर और सुविधाजनक आवश्यकताओं बना दिया गया है। जिन कार्यों के लिए नगर नियम,



नगरपालिका परिषद और ग्राम पंचायतों में पृथक कमरा, विभाग और बजट निर्धारित है, उन्हीं कार्यों के लिए शिक्षकों को खड़ा कर देना वह संकेत देता है कि व्यवस्था की दृष्टि में शिक्षक का समय, श्रम और बौद्धिक क्षमता उनके लिए कोई भावने नहीं रखती, बल्कि शिक्षक अब सबसे सस्ता विकल्प बन चुके हैं।

जिस शिक्षक से समाज विवेकशील नागरिक तैयार करने की अपेक्षा करता है, उसी को आज यह अप्रत्यक्ष संदेश दिया जा रहा है कि उसका मूल दायित्व पढ़ाना, शोध करना, विचार और प्रश्न गढ़ना अब प्राथमिकता की सूची में नहीं है। कक्षा में विद्यार्थी हैं या नहीं, शिक्षण की गुणवत्ता लगातार तयों का हमोती जा रही है, शोध हो रहा है या नहीं, इससे अधिक महत्वपूर्ण यह माना जा रहा है कि जहां प्रशासनिक तंत्र अपने किसी कार्य को करने में असफल हो जाए, वहां उसकी भरपाई के लिए शिक्षक को लगा दिया जाए। यह स्थिति केवल पेशागत गरिमा का हनन नहीं, बल्कि शिक्षा को एक कम महत्व की गतिविधि मान लेने की स्वरूपाक प्रवृत्ति को उजागर करती है।

जिस शिक्षक से समाज विवेकशील नागरिक तैयार करने की अपेक्षा करता है, उसी को आज यह अप्रत्यक्ष संदेश दिया जा रहा है कि उसका

मूल दायित्व पढ़ाना, शोध करना, विचार और प्रश्न गढ़ना अब प्राथमिकता की सूची में नहीं है। कक्षा में विद्यार्थी हैं या नहीं, शिक्षण की गुणवत्ता लगातार तयों का हमोती जा रही है, शोध हो रहा है या नहीं, इससे अधिक महत्वपूर्ण यह माना जा रहा है कि जहां प्रशासनिक तंत्र अपने किसी कार्य को करने में असफल हो जाए, वहां उसकी भरपाई के लिए शिक्षक को आसानी से लगा दिया जाए। यह स्थिति केवल पेशागत गरिमा का हनन नहीं, बल्कि शिक्षा को एक कमतर महत्व की गतिविधि मान लेने को उजागर करती है। विदंबना यह है कि जिस समाज में शिक्षक को गुरु, आचार्य और राष्ट्र निर्माता कहा गया, उसी समाज में उसे बहुउद्देशीय सरकारी श्रमिक समझ लिया गया है, जिससे जिनके अतिरिक्त प्रशिक्षण और उचित पारितोषिक के कोई भी काम करवाया जा सकता है। चुनावी हचुटी हो, सर्वेक्षण, निरीक्षण, पर्यवेक्षण या सत्यापन हर जगह शिक्षकों को आगे कर दिया जाता है।

यह धारणा धीरे-धीरे स्थापित की जा रही है कि शिक्षक ज्ञान का स्रोत नहीं, बल्कि व्यवस्था की विफलताओं को ढोने वाला एक आकारहीन तत्व है। इस दृष्टिकोण में शिक्षक की पहचान बौद्धिक पूर्वी के रूप में नहीं बल्कि संकेत-प्रबंधन के मुलभ संसाधन के रूप में होती जा रही है। चिंतनजनक तथ्य यह है कि इस निरंतर अपमान के बीच शिक्षक समुदाय चुपपी स्वयं एक सवाल बन चुकी है। यह चुपपी केवल शिक्षण के बल्कि उपेक्षा के साथ समझौता कर लेने को आदत का संकेत भी है। शिक्षक अपने सम्मान के सवाल पर मौन साध लेता है, तब समाज की व्यवस्था दोनों यह मान लेते हैं कि यह स्थिति न केवल स्वीकार्य है, बल्कि स्थायी भी है। यहीं से शिक्षा के धरण की प्रक्रिया शुरू होने लगती है।

यदि हम विकसित देशों की ओर दृष्टि डालें, तो हमें एक अलग तब दिखाई देती है। फिनलैंड में शिक्षक बनना केवल एक नौकरी नहीं, बल्कि सामाजिक प्रतिष्ठा और बौद्धिक जिम्मेदारी का प्रतीक है। वहां शिक्षकों को गैर-शैक्षणिक सरकारी कार्यों में लगाना लगभग असंभव माना जाता है। क्योंकि वहां पर राज्य यह समझता है कि शिक्षक का समय सीधे राष्ट्र के भविष्य से जुड़ा है। इसी प्रकार जापान और दक्षिण कोरिया जैसे देशों में शिक्षक न केवल आर्थिक रूप से सुरक्षित हैं, बल्कि सामाजिक रूप से भी अत्यंत सम्मानित हैं। वहां शिक्षक से यह अपेक्षा की जाती है कि वे व्यवस्था की कमियों की भरपाई करें, बल्कि यह अपेक्षा की जाती है कि वे वह बच्चों की क्षमता, अनुमान और नवाचार को आकार दें। इन देशों की प्रगति किसी चमत्कार का परिणाम नहीं है, बल्कि उस नए समझ का परिणाम है जो यह जानती है कि शिक्षक को यदि कक्षा से हटा दिया गया, तो राष्ट्र दिशा से भटक जाएगा। वहां शिक्षकों से पशुओं की गणना की निगरानी नहीं करावाई जाती, बल्कि संभावनाओं की निगरानी कराई जाती है। यह स्वीकार किया गया है कि शिक्षक का अपमान दीर्घकाल में राष्ट्र के लिए एक खतरे का संकेत है। अंततः यह सवाल किसी एक आदेश, किसी कर्तव्य या किसी विभाग तक सीमित नहीं है, वह उस बौद्धिक आत्मा का प्रश्न है जिसे हम राष्ट्र के रूप में गढ़ रहे हैं। जब शिक्षक से उसका मूल धर्म छीन कर उसे उपेक्षित हो नहीं देती, बल्कि अज्ञान को संस्थागत वैधता मिल जाती है। क्या कोई समाज सचमुच प्रगति को आकांक्षा कर सकता है, जहां शिक्षक कक्षा में नहीं, बल्कि सड़कों पर अन्य कार्य करता हुआ अधिक उपेक्षित समझा जाए?

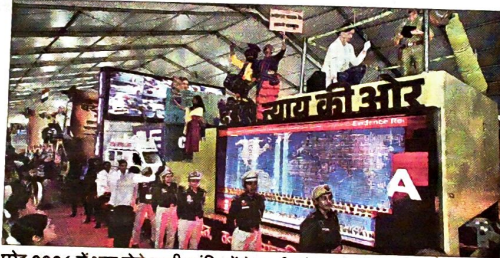
शिक्षा की झांकी में प्राचीन ज्ञान, एनईपी, डिजिटल कौशल, विकसित भारत का संदेश

77वें गणतंत्र दिवस परेड में कर्तव्य पथ पर 30 झांकियों में 17 राज्य व केंद्र शासित प्रदेश समृद्ध सांस्कृतिक विरासत करेंगे पेश
 केंद्र सरकार के मंत्रालयों की झांकियों में वंदे मातरम के 150 साल और समृद्धि का मंत्र, आत्मनिर्भर भारत थीम होगी खास

नई दिल्ली। 77 वें गणतंत्र दिवस परेड में कर्तव्य पथ पर दुनिया शिक्षा की झांकी में भारत की चिरस्थायी ज्ञान विरासत में आर्यभट्ट, राष्ट्रीय शिक्षा नीति (एनईपी) 2020, डिजिटल कौशल से लेकर विकसित भारत 2047 की झलक दिखने को मिलेगी। इस बार परेड में 30 झांकियों में 17 राज्य व केंद्र शासित प्रदेश अपनी समृद्ध सांस्कृतिक विरासत पेश करेंगे। जबकि केंद्र सरकार के मंत्रालयों की झांकियों में वंदे मातरम के 150 साल और समृद्धि का मंत्र, आत्मनिर्भर भारत थीम दिखेगी। दिल्ली कैट स्थित रंगशाला में बृहस्पतिवार को राज्यों और केंद्र शासित प्रदेशों के अलावा मंत्रालय ने अपनी झांकियों के बारे में जानकारी दी। ब्यूरो

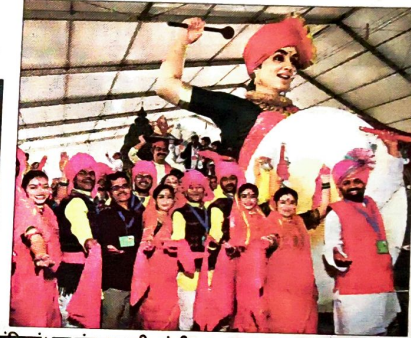


दिल्ली कैट स्थित परेड ग्राउंड के राष्ट्रीय रंगशाला शिविर में गणतंत्र दिवस परेड 2026 में भाग लेने वाली झांकियों के पूर्वविलोकन में अलग-अलग राज्यों की झांकियां। गृह मंत्रालय की झांकी। फोटो: भूषित सिंह



■ संस्कृति मंत्रालय वंदे मातरम के 150 वर्ष का जश्न मनाएगा: केंद्रीय संस्कृति मंत्रालय अपनी झांकी में वंदे मातरम के 150 वर्ष का जश्न मनाएगा। इसमें राष्ट्रीय गीत को भारत की सभ्यतागत स्मृति, सामूहिक चेतना और सांस्कृतिक निरंतरता को जीवंत अभिव्यक्त के रूप में दर्शाया गया है।

■ छत्तीसगढ़ वंदे मातरम के साथ जनजातीय वीरों को करेगा याद: छत्तीसगढ़ की झांकी में वंदे मातरम के साथ जनजातीय वीरों को याद करेगा। यहां दर्शक जनजातीय वीरों को समर्पित देश के पहले डिजिटल संग्रहालय को देखेंगे।



■ गृहमंत्रालय की झांकी में नए कानूनों के दंड से न्याय की ओर की झलक : केंद्रीय गृहमंत्रालय की झांकी नए कानूनों पर आधारित है, जिसमें दंड से न्याय की ओर का संदेश दिखेगा। झांकी के अग्र भाग में नए संसद भवन के ऊपर स्थापित तीन नई कानून पुस्तकों को दर्शाया है।

■ लद्दाख गलवान के शहीदों को देगा श्रद्धांजलि : लद्दाख की झांकी विज्ञान, बलिदान, संस्कृति, प्रकृति और राष्ट्रीय सुरक्षा का सुंदर समन्वय दिखाई देता है। प्रमुख भाग में खगोलीय वेधशाला में भारत के पहले डाक स्कैंड अभयारण्य का हिस्सा है तो गलवान घाटी में शहीदों को श्रद्धांजलि भी अर्पित की गई है।

■ उत्तर प्रदेश : झांकी में बुंदेलखंड की संस्कृति, गुजरात स्वदेशी का मंत्र- आत्मनिर्भरता, हिमाचल प्रदेश देवभूमि, वीरभूमि, जम्मू-कश्मीर अपने हस्तशिल्प व लोक नृत्य वहीं, पंजाब की झांकी में श्री गुरु तेग बहादुर साहिब जी के शहीदी के 350 वर्ष की झलक दिखेगी।

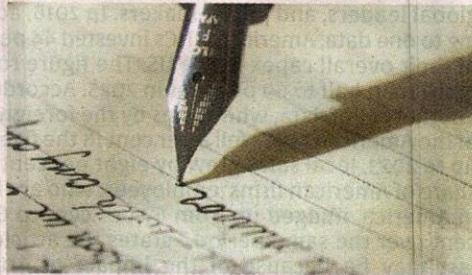
National Handwriting Day: Is the pen losing to the pixel?

The Pioneer,
23 January
2026,

Page no - 9



**PRIYABRAT
BISWAL**



There was a time when handwriting was not merely read but felt—when the curve of a letter, the pressure of a stroke, and the rhythm of ink on paper revealed character, care, and conviction. From the elegant scripts of ancient manuscripts to Mahatma Gandhi's restrained yet resolute letters, handwriting carried meanings that extended beyond words. In today's screen-driven age, however, this deeply human expression appears to be fading, raising a vital question: is the pen finally losing to the pixel?

Once a marker of education and identity, handwriting now faces an existential challenge. Keyboards, touchscreens, and voice-to-text tools have quietly replaced pen and paper in classrooms, offices, and homes. Instant messaging and digital documentation prioritise speed over reflection, leaving handwriting confined to ceremonial uses or personal nostalgia.

Yet the story of handwriting is inseparable from the story of civilisation. Long before digital memory, humanity relied on written symbols to preserve knowledge and govern societies. In India, palm-leaf manuscripts in Brahmi, Devanagari, and regional scripts safeguarded philosophy, medicine, astronomy, and epics across centuries. Writing by hand was not only functional but sacred—an act of transmission across generations.

Even technological revolutions of the past did not erase handwriting. The advent of printing expanded access to knowledge but did not diminish the importance of handwritten correspondence, education, or administration. From royal decrees to personal diaries, handwritten words shaped history, law, and culture. The Constitution of India itself began as a handwritten document, reflecting the gravity and permanence of the ideas it enshrined.

Modern neuroscience reinforces what tradition long understood. Writing by hand activates multiple areas of the brain simultaneously, improving memory, comprehension, and creativity. Children who learn handwriting early often demonstrate stronger language skills and deeper conceptual understanding. The physical act of forming letters creates neural connections that typing cannot fully replicate.

Handwriting also offers psychological benefits. Journaling by hand is widely used to manage stress, anxiety, and emotional trauma. The tactile intimacy of pen and paper provides a calming

rhythm in an otherwise accelerated world. Unlike fleeting digital messages, handwritten words carry permanence and emotional weight.

Socially, handwriting conveys sincerity. A handwritten letter or note communicates intention and warmth that no emoji can replace. In an era of automated replies and Artificial Intelligence-generated text, handwritten communication stands out as authentic and deeply personal.

The digital tide, however, continues to rise. Children encounter tablets before pencils, examinations move online, and signatures are increasingly replaced by biometrics. Artificial Intelligence can now generate articulate text within seconds, raising concerns that future generations may rarely write by hand.

But what is lost when handwriting disappears? Beyond skill, we risk losing reflection, cultural continuity, and ownership of thought. India's linguistic diversity—expressed through scripts such as Hindi, Odia, Bengali, Tamil, Telugu, and Urdu—is sustained through handwriting. If these scripts fade from daily use, cultural memory itself is threatened. Encouragingly, revival efforts persist. Digital styluses, e-ink tablets, and hybrid tools now allow handwriting


to coexist with technology. More importantly, initiatives that promote letter writing continue to nurture this tradition.


Handwriting may no longer dominate communication, but it continues to shape how we connect—with ourselves, with others, and with history. In a world racing towards digital uniformity, the handwritten word stands as a quiet rebellion, a deeply human act in an increasingly automated age. As long as there are ideas that demand depth, emotions that seek tenderness, and stories that deserve remembrance, handwriting will endure—not as an obsolete skill, but as an authentic expression of the human spirit.


On this International Handwriting Day, let us preserve it not out of nostalgia, but because it nurtures what makes us human. Slow, imperfect, and deeply personal, handwriting is not a relic of the past—it is a reservoir of meaning, identity, and soul.

The Pioneer
SINCE 1865

The author, a senior
journalist

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THE TIMES OF INDIA

NCERT offers 24-week free online Sociology course with certificate on SWAYAM: Here is what school students should know

TOI Education | Jan 23, 2026, 01.53 PM IST

Free Online Courses offered by NCERT on SWAYAM

Important Dates
 20 September 2025
 Course Registration Start Date: 22 September 2025
 Course Start Date: 22 September 2025
 Course Completion End Date: 06 February 2026
 Course End Date: 06 March 2026
 Duration of the Course: 24 weeks

Sociology for Class XI

Who can join: Students, Teachers, Parents, Competitive Exam Aspirants, General Public

For further queries: swayam@ncert.nic.in

The National Council of Educational Research and Training (NCERT), in association with SWAYAM under the Government of India initiative, has launched a course on 'Sociology' for school-level students that can be accessed online without charge. The course has 24 weeks of study content to familiarize the student with basic concepts in sociology.

Open to school students, the course aims to move learners beyond common-sense views of society and develop a sociological way of thinking. The enrollment for the programme started on September 22, 2025, and conclude on March 6, 2026. Students who successfully complete the final assessment with the required score will be awarded a course completion certificate

by SWAYAM.

What the Sociology course aims to teach

The introductory Sociology course focuses on helping students understand what sociology is and how sociologists study society. Learners will be introduced to the sociological perspective, which encourages

questioning ideas that are often taken for granted in everyday life. The course explains how sociology differs from common sense by using concepts, theories, and research methods to understand social reality.

Within the initial courses, students are encouraged to understand the concept of society used in the course. Also, students are expected to become familiar with the area or subject matter of sociology. Later on, students are able to learn key terms used in the study that help explain the behavior of human beings. Students will also be able to understand how society affects individuals.

Detailed syllabus and course structure

The course is divided into five chapters, each covering key areas of sociology.

Chapter 1 looks at sociology and society, defining the discipline and explaining its relevance.

Chapter 2 deals with social groups and social stratification: the caste, class, race, ethnicity, gender, and status.

Chapter 3 introduces major social institutions which include family, marriage, economy, politics, religion, and education.

Chapter 4 covers culture and socialization to help the students grasp values, norms, and how people socialize into members of society.

Chapter 5 introduces sociological research methods and explains how sociologists study the social world.

Each chapter includes assignments, followed by a final assessment at the end of the course.

Important dates, eligibility, and assessment details

The course in Sociology commenced on September 22, 2025, and is expected to conclude on March 6, 2026. Enrollment will end on February 20, 2026. Exam registration will end on March 2, 2026. The date of the examination is on March 3, 2026, though this will depend on the seats available.

The final assessment will be conducted between March 3 and March 6, 2026. Students who score 60 percent or more in the final assessment will receive a course completion certificate. Learners are advised to check their hall ticket for the final exam date.

Instructor and study material

The course will be taught by Dr Tasongwi Newmei from NERIE, Shillong. He has an extensive academic background in sociology and has been associated with teacher training, research, and academic programmes for several years.

Students will use NCERT's "Introducing Sociology" textbook for Class XI as the main reference material, which is freely available on the official NCERT website.



Odisha

Build more Odia-medium schools in Gujarat: Pradhan urges CM Patel

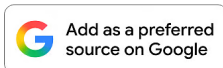
Pradhan urges CM Patel to introduce more Odia-medium schools, courses, and teacher training, stressing language continuity under



Narendra Pradhan (File photo | PTI)

8:49 am · 2 min read

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BHUBANESWAR: Union Education minister Dharmendra Pradhan on Thursday wrote to Gujarat Chief Minister Bhupendra Patel seeking measures for social and educational development of the Odia community residing in the western state, especially in Surat.

In his letter, Pradhan highlighted that Gujarat, especially Surat, was home to a significant Odia-speaking population who are immensely contributing to the industrial and social sectors of the state. Therefore, there is an urgent need to provide proper educational facilities in their mother-tongue.

He proposed to increase the number of Odia-medium schools, higher secondary schools and Odia language teaching and training schools in the state for the benefit of the Odia community residing there.

Stating that the National Education Policy (NEP) 2020 under the leadership of Prime Minister Narendra Modi placed strong emphasis on primary education in mother tongue, promotion of Indian languages and accessibility and strengthening of multilingual education, Pradhan stressed that institutional strengthening for the Odia language in Gujarat was necessary.

He said introducing Odia as an optional subject in colleges and universities across Gujarat besides establishing dedicated Odia language departments will provide students language continuity in higher education.

“Implementation of NCERT-based Odia curriculum in the state will also bring uniformity in the quality of teaching and ease academic migration for students moving between Gujarat and Odisha,” the Union minister said.

He further proposed introduction of a teacher eligibility test for the Odia language, underlining that it would help address the shortage of qualified Odia teachers at government schools in Gujarat.

The Union minister enclosed an application received from the ‘Surat Odia Samaj’ for its consideration and hoped that the Gujarat government under the progressive leadership of CM Patel will take necessary measures in the interest of the Odia-speaking community of the state.

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Aryabhata to Viksit Bharat 2047: Edu Ministry's R-Day tableau to trace learning journey

The Union Ministry of Education's tableau at Republic Day parade will showcase India's civilisational knowledge, modern aspirations under Prime Minister's Schools for Rising India

Published on: Jan 23, 2026 12:15 PM IST

By [Sanjay Maurya](#)



New Delhi: From mathematician Aryabhata to the nation's journey towards Viksit Bharat 2047, the Union Ministry of Education's tableau at the Republic Day parade on January 26 will showcase India's civilisational knowledge and modern aspirations under the Prime Minister's Schools for Rising India (PM SHRI).



The ministry said in a release that this year's tableau will be on the theme "National Education Policy (NEP) 2020: Rocketing Indian School Education on the Path to Viksit Bharat." (Hindustan Times/ Representative photo)

Advertisement

The ministry said in a release that this year's tableau will be on the theme "National Education Policy (NEP) 2020: Rocketing Indian School Education on the Path to Viksit Bharat", with the central message of the tableau, according to the note, being: "NEP 2020 is the rocket, giving the much-needed acceleration to reforms in the Indian school education system, propelling the nation to Viksit Bharat 2047."

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depicted blessing children holding zero (shunya) and a globe, “symbolising India’s contribution to the world as also the baton being passed to a future-ready generation, embracing a knowledge economy.”

According to the National Council of Educational Research and Training (NCERT) Class 11 elective textbook Knowledge Traditions and Practices of India, the symbol for zero was discovered by Aryabhata (born in A.D. 496) in connection with the decimal expression of numbers.

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The tableau will feature children wearing VR headsets that portray the blend of “Ancient Roots, Digital Wings,” while Jaadui Pitara (Magic Box)—a play-based learning kit for children aged three to eight+

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tongue-centric foundational learning through indigenous toys and multilingual materials. It will also feature children planting saplings, symbolising Mission Lifestyle for Environment (LiFE), and another learner practising with tools to highlight the emphasis on skill education under NEP 2020.

The centre of the tableau will showcase experiential learning in arts and sports and feature a robotic hand fusing tradition with technology.

“The tableau will culminate at the Viksit Bharat 2047 tower, showcasing smart classrooms and tinkering labs as centres of innovation,” the note reads.

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The Republic Day celebrations are being organised around the theme of Vande Mataram, marking 150 years since the first two stanzas of the song were published. The tableaux of six states and government departments will showcase the theme of Vande Mataram. There will be 30 tableaux in all. The parade will also feature a large-scale cultural dance performance involving around 2,500 artistes.

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School Education 7 Min Read

AI, skills and schooling: What schools expect from Budget 2026?

As Budget 2026 approaches, India's school education faces a critical juncture, need to move beyond reform rhetoric to classroom reality. Policymakers must address the divide, teacher preparedness, student well-being, and learning outcomes to truly nation's future workforce.

S Sheeba Chauhan
Published On Jan 23, 2026 at 06:11 AM IST



Priority Area	Status in Budget 2025 / Current Landscape	Gaps & Challenges	What Budget 2026 Must Address

Public Spending on School Education	Education spend at ~4% of GDP; school education receives a major share via Samagra Shiksha	Falls short of 6% GDP target; funding stretched across states	Clear roadmap towards 6% of GDP, with ring-fenced allocations for school education
Student Reach & Scale	~25 crore students enrolled in schools nationwide	Scale not matched by quality outcomes	Outcome-linked funding tied to literacy, numeracy and skill benchmarks
Digital Infrastructure	Smart classrooms, PM SHRI Schools, digital platforms expanded	Uneven access; urban-rural digital divide persists	Subsidised devices, broadband connectivity, and smart classrooms in Tier 2/3 & rural schools
Teacher Capacity & Training	Limited, fragmented digital pedagogy training	Teachers under-prepared for AI, blended learning	National-scale continuous professional development (CPD) with digital & AI pedagogy focus
AI & Emerging Technologies	AI Centres, Atal Tinkering Labs expanded	Access limited; not embedded in curriculum	Wider rollout of AI, robotics, AR/VR labs across K-12, linked to curriculum outcomes
Student Mental Health	Minimal dedicated	Rising stress, lack of counsellors	Dedicated funding for

& Well-Being	budget lines		counselling infrastructu and social- emotional learning
STEM & Skills Exposure	STEM and vocational pilots under NEP 2020	Inconsistent implementation across schools	Budgeted support for STEM labs, coding, robotics, early career exposure
Equity & Inclusion	Scholarships and digital initiatives exist	Rural, first-gen learners remain underserved	Targeted funding for rural schools, girls in STEM, and underserved regions
Public-Private Partnerships (PPP)	PPP encouraged but ad hoc	Lack of structured collaboration	Simplified PPP & CSR frameworks for school infrastructure and skilling
School Infrastructure	PM SHRI sets model benchmarks	Many government schools lack basic facilities	Capital grants for safe buildings, labs, sports & art: infrastructure
Blended & Experiential Learning	Accelerated post-pandemic	Quality and access vary widely	Investment in blended learning models combining digital and hands-on learning


Global Exposure & Collaboration	Limited international exchange at school level	Students lack global readiness	Support for international partnerships, cultural exchanges, global curricula
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If schools shape the future workforce, why does India still treat them as an afterthought?

With nearly 25 crore children enrolled in schools and another 4 crore students


moving through higher education, India's education system is one of the largest in the world. Yet, public spending on education continues to hover just above 4 per cent of GDP, well short of the long-promised 6 per cent benchmark. As the Union Budget 2026–27 approaches, the question confronting policymakers is no longer about intent, but about impact – particularly in school education, where the foundations of India's demographic dividend are laid.



Over the past few years, reforms under NEP 2020 have reimagined schooling through competency-based learning, experiential pedagogy, and technology integration. Initiatives such as PM SHRI Schools, Atal Tinkering Labs, and a growing emphasis on digital classrooms have signalled ambition. Yet, uneven implementation, teacher readiness gap mental health challenges, and stark urban–rural disparities continue to limit outcomes. Budget 2026 is therefore being seen as a litmus test: will the government move from reform rhetoric to classroom reality?

Digital schools or digital divides? The technology paradox

Technology has emerged as both the biggest promise and the sharpest fault line in school education. While urban private schools increasingly deploy smart boards, AI tools, and immersive learning platforms, large parts of rural and semi-urban India still struggle with basic connectivity and device access.

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Industry leaders argue that without targeted fiscal support, digital learning risks deepening inequity rather than democratising education. From the perspective of education technology providers, the next Budget must focus on affordability and access — not just innovation. Muneer Ahmad, Managing Director, ViewSonic India, underlines that digital education today is central to personalised, interactive learning. However, he cautions that meaningful transformation will depend on policies that support affordable devices, high-speed connectivity, and smart classroom infrastructure, particularly to bridge the urban–rural divide. He also points to AI and cloud-based platforms as critical enablers — provided adoption is backed by incentives for schools and skill development centres.



Teachers first, technology second

Even as technology dominates policy conversations, school leaders consistently stress that teacher preparedness will determine whether digital investments succeed or fail. Without systematic professional development, AI and immersive tools risk becoming underutilised hardware.

School administrators see Budget 2026 as an opportunity to scale teacher training aligned with digital pedagogy. Sasmita Mohanty, Director-Principal, Sanjay Ghodawat International School, believes the government's push towards AI-powered learning and immersive technologies like AR/VR must be matched by robust teacher professional development programmes. Drawing from the success of Atal Tinkering Labs, she advocates expanded coverage that ensures hands-on exposure to robotics, coding, and design thinking across both urban and rural schools — supported by educators who are trained to integrate these tools meaningfully.

Student well-being enters the budget conversation

One of the most notable shifts in expectations from Budget 2026 is the growing call to treat student well-being as core educational infrastructure, not a soft add-on. Rising academic pressure, screen fatigue, and post-pandemic anxiety have brought mental health into sharp focus, especially at the school level.

Policy experts argue that India's schooling system can no longer afford to prioritise academic scores at the cost of emotional resilience. Naman Jain, Vice Chairman and Education Policy Expert, Silverline Prestige School, points to the need for dedicated counselling infrastructure and social-emotional learning programmes across schools. While applauding the PM SHRI Schools initiative as a benchmark, he believes stronger budgetary backing is essential to scale best practices in mental health support, vocational exposure, and emerging technologies such as AI and robotics within mainstream schooling.

Access is no longer enough — outcomes matter

India's success in expanding school enrolment is widely acknowledged. The next phase, however, demands sharper attention to learning outcomes and future readiness. Education leaders argue that foundational literacy, numeracy, and early skill development must not be overshadowed by headline-grabbing tech initiatives.

Devyani Jaipuria, Chairperson, Dharav High School and Pro Vice-Chairperson, Delhi Public School (DPS) International Gurugram, frames Budget 2026 as a moment to recalibrate priorities. She emphasises that while access has improved, learning outcomes and institutional capaci-

now require sustained public investment. A calibrated move toward per cent of GDP spending on education, she notes, would strengthen school infrastructure and teacher quality. Equally critical is closing the digital divide by ensuring equitable access to devices, connectivity, and blended learning environments.

Skills, STEM and the employability pipeline starting early

As conversations around employability intensify, schools are increasingly viewed as the first link in India's skills pipeline. Educationists argue that exposure to STEM, AI, robotics, and data-driven thinking must begin earlier — but without compromising holistic development.

Praneet Mungali, Trustee, Sanskriti Group of Schools, Pune, notes that rapid shifts in pedagogy and assessment under NEP 2020 have created demand for STEM labs, AI tools, robotics, and data science exposure at a school level. However, he stresses that meaningful implementation will require budgetary support for both student learning and competency-based training for educators, alongside safeguards for student mental well-being.

Equity, inclusion and the unfinished agenda

Beyond infrastructure and innovation, school leaders are urging the government to address long-standing structural gaps — particularly gender inclusion, rural access, and public-private collaboration.

Niru Agarwal, Managing Trustee, Greenwood High International School highlights the importance of women's participation in STEM, stronger blended learning ecosystems, and renewed emphasis on public-private

partnerships. She argues that leveraging the strengths of both sectors can help scale quality education while addressing regional disparities, especially in underserved communities.

The real test of Budget 2026

What emerges from across the school education ecosystem is a rare consensus: incremental funding will no longer suffice. Budget 2026 will be judged not by the number of schemes announced, but by whether it strengthens classrooms, empowers teachers, supports student well-being, and delivers measurable learning outcomes.

If India's ambition is truly a *Viksit Bharat*, then schools cannot remain the weakest link in the education value chain. The upcoming Budget has a narrow but critical window to prove that India is ready to invest not just in education, but in the future it promises to build.

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● PRESIDENT DROUPADI MURMU INAUGURATES LIBRARY WITH 2,300 BOOKS AND MANUSCRIPTS AT RASHTRAPATI BHAVAN

'Granth Kutir' for classical Indian books, manuscripts opens

Divya A

New Delhi, January 23

AT THE President's Estate, Hindu scriptures (Puranas, Vedas, Upanishads) and other ancient manuscripts and books covering Indian epics and philosophy have replaced speeches of Lord Curzon and original works of William Hogarth. These are among the 2,300 books and manuscripts — in 11 classical languages — at 'Granth Kutir', a library at the Rashtrapati Bhawan, inaugurated by President Droupadi Murmu on Friday.

This comes just weeks after the portraits of British Aide-De-Camps were removed from the Rashtrapati Bhawan, and replaced by 21 portraits of Param

Vir Chakra awardees, as part of a gallery called Param Vir Dirgha, dedicated to the recipients of highest military honour in the country.

'Granth Kutir' (or the library of scriptures) is part of the Rashtrapati Bhawan's measure to shed colonial legacy and give prominence to India's rich cultural, philosophical, literary and intellectual heritage. The collection includes works in Tamil, Sanskrit, Kannada, Telugu, Malayalam, Odia, Marathi, Pali, Prakrit, Assamese and Bengali, said a statement by the President's Office.

It said 'Granth Kutir' houses manuscripts and books covering a wide range of subjects such as epics, philosophy, linguistics, history, governance,



Reading material is available in 11 Indian classical languages. ANI

science and devotional literature, along with the Constitution of India in classical languages. Around 50 manuscripts, many handwritten on traditional materials like palm leaf, paper, bark and

cloth, are also part of the collection.

Till recently, books such as 'A Catalogue of the Original Works of William Hogarth', 'Speeches of Lord Curzon of Kedleston', 'Summary of the

Administration of Lord Curzon of Kedleston', 'Life of Lord Curzon', and 'Punch' magazines were housed here, the statement said. These have now been "relocated" to a separate space within the Rashtrapati estate. The books have been digitised and will be made available online for research scholars, the statement said.

"The objective of Granth Kutir is to enhance public awareness about India's cultural and literary heritage and align with the national resolve to shed colonial influences," the statement said. The initiative also supports the Union government's Gyan Bharatam Mission, which aims to preserve, digitise and disseminate India's vast manuscript heritage by integrating tradition

with technology.

The Indira Gandhi National Centre for the Arts (IGNCA) is providing professional expertise for the conservation, documentation and display of manuscripts, the statement said.

Addressing a gathering on the occasion, President Murmu said classical languages have laid the foundation of Indian culture and have guided the world for centuries through knowledge in science, yoga, ayurveda and literature.

She said texts like the Tirukkural and Arthashastra remain relevant even today, while contributions such as Panini's grammar, Aryabhata's mathematics and the medical sciences of Charaka and Sushruta continue to inspire the world.

The Indian
Express.

24 January
2026,
Page no-08

Ministry of Education



National School Band Competition strengthens discipline, teamwork and leadership -Shri Sanjay Kumar

National School Band Competition 2025–26 inaugurated as Part of Republic Day Celebrations 2026

18 school bands from across the nation, showcase their talent at a National Stage

Posted On: 24 JAN 2026 3:20PM by PIB Delhi

The Grand Finale of National School Band Competition (NSBC) 7, 2025–26, organised as part of the Republic Day Celebrations (RDC)–2026, has been inaugurated by Shri Sanjay Kumar, Secretary, Department of School Education & Literacy, DoSEL and Shri Rajesh Kumar Singh, Secretary, Ministry of Defence at National Bal Bhavan, New Delhi today. This marks a significant milestone in promoting discipline, teamwork and musical excellence among school students across the country.

The DoSEL promotes holistic development of students in alignment with National Education Policy (NEP) 2020 giving financial support to various programmes under Samagra Shiksha & PM SHRI scheme. The National School Band Competition 7.0 2025–26 brings together 18 school bands from across the nation, showcasing their talent at a national stage as part of the Republic Day Celebrations and continues to serve as a unique platform for fostering unity, discipline and cultural pride among India's youth. This year 18 band teams from 11 States have been shortlisted for the finale (list annexed) through State- and Zonal-level competitions. At the State-Level Competitions, 763 teams comprising 18013 children participated; while at the Zonal Level, 94 teams have been shortlisted.



Addressing the gathering, Shri Sanjay Kumar emphasised the significance of art integrated education including events such as the National School Band Competition in nurturing leadership, discipline, teamwork and holistic development among students. He reiterated the sustained commitment of Ministry of Education to promoting diverse talents beyond the classroom, in consonance with the vision and objectives of the National Education Policy (NEP) 2020.

He further noted that the tradition of school bands is deeply inspired by the armed forces, where music has historically served as a powerful symbol of valour, unity and morale. Even in the most challenging wartime conditions, military bands have played a vital role in motivating troops and strengthening bonds of camaraderie and collective spirit. He added that participation at the national level itself is a significant milestone, reflecting months of rigorous practice and dedication by students.

Shri Rajesh Kumar Singh in his address, appreciated the collaboration between the Ministry of Defence and the Ministry of Education in institutionalising the competition as part of Republic Day Celebrations and noted with satisfaction the increase in the number of schools & children participating in the competition over the years. He lauded the students for their dedication, precision and musical excellence, noting that such initiatives instil a deep sense of patriotism and national service among young learners.

Dr. Amarpreet Duggal, Joint Secretary, DoSEL presented the Vote of Thanks. She expressed gratitude to all dignitaries, participating schools, mentors and organising teams for their efforts in making the event a success.



List of Participating teams at Grand Finale: -

Sl. No.	State/UT	No. of Schools	Name and Address of the School	Category	
				Band	Boys / Girls
1.	Chhattisgarh	1	The Great India Sainik School, Godhi Mandir Hasaud, Bhansoj Road, Nawagaon, Raipur.	Pipe Band	Boys
2.	Delhi	1	Govt. Sarvodaya Kanya Vidyalaya, Raj Nagar – II Extn., Palam Colony, New Delhi.	Pipe Band	Girls
		1	Govt. Boys Sr. Secondary School Badli.	Pipe Band	Boys
3.	Gujarat	1	Shree Swami Narayan Gurukul Kumar Vidyalaya, Gir Somnath.	Pipe Band	Boys
4.	Jharkhand	3	St. Xavier's High School Lupungutu, Chaibasa, West Singhbhum.	Brass Band	Boys
			Kairali School Sec-2, HEC Township, Dhurwa, Ranchi.	Pipe Band	Boys
			Kasturba Gandhi Balika Vidyalaya, Kanke, Ranchi.	Pipe Band	Girls
5.	Karnataka	1	PM Shri Kendriya Vidyalaya ASC Centre, Bangalore.	Pipe Band	Girls
		1	SMT. PS Shiva Shankarappa EM Residential School, Davangere	Pipe Band	Boys
6.	Kerala	1	PM Shri Jawahar Navodaya Vidyalaya, Periy, Kasaragod.	Brass Band	Boys
		1	Providence Girls Higher Secondary School, Kozhikode.	Brass Band	Girls

Sl. No.	State/UT	No. of Schools	Name and Address of the School	Category	
				Band	Boys / Girls
7.	Maharashtra	1	Sanjivini Sainik School & Junior College, Kopargaon, Dist. Ahilyanagar.	Brass Band	Boys
		1	Don Bosco High School & Junior College, Tagore Nagar, Vikhroli East, Mumbai.	Brass Band	Girls
8.	Rajasthan	1	PM SHRI Jawahar Navodaya Vidyalaya, Suratgarh, Sriganga Nagar.	Pipe Band	Girls
9.	Tripura	1	Holy Cross High School, Karbook, Gomati.	Brass Band	Girls
10.	Uttar Pradesh	1	St. Joseph College, Ruchi, Khand-1, Shardanagar, Aashiyana, Lucknow.	Brass Band	Girls
		1	City Montessori School Kanpur Road, LDA, Lucknow.	Brass Band	Boys
11.	Andhra Pradesh	1	Montessori Indus Residential School	Brass Band	Boys
Total	11 States/UTs	18			

AK

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Education ministry calls for systemic approach to inclusive education

Union education officials emphasize institutional support for children with special needs, launching a national training program to enhance inclusive education.

Updated on: Jan 24, 2026 7:05 AM IST

By [Sanjay Maurya](#)



New Delhi: Emphasising systemic responsibility over reliance on civil society and parents for supporting children with special needs (CwSN), Union education ministry officials on Friday called for strengthening institutional mechanisms and announced a five-day, eight-module national training programme for general teachers, urging states to nominate master trainers to scale up inclusive education nationwide.



Union education ministry officials on Friday called for strengthening institutional mechanisms

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Addressing the Inclusive Education Summit in New Delhi, Ira Singhal, deputy secretary of department of school education and literacy (DoSEL), said the summit aimed to bring together government, civil society and parents to ensure that every child is reached, supported and included.

“If we do our job well, others will not need to step in,” she said, underlining the government’s commitment to building a strong and inclusive education system.

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Singhal said the first day focused on assistive technologies, with presentations by AIIMS, ICMR, NCERT, IIT Delhi and several startups, showcasing innovations in devices and learning tools to support children with special needs. “Participants were encouraged to adopt and scale these solutions,” she said.

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During the inauguration, Union education minister Dharmendra Pradhan, stressed that inclusive education reflects a collective national resolve to ensure dignity, equal opportunity and a self-reliant future for every child. He called for screening and identifying 25 crore children, supporting their dignified participation in society, and using technology to enhance their abilities.

“The platform-based training for teachers on inclusive education would begin by end-March, followed by structured module-based training,” Singhal said while

announcing a five-day, eight-module national training programme for general teachers, urging states to nominate master trainers to strengthen inclusive education across the country.

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The third-day of summit was focused on government policies and initiatives for inclusive education. Various states shared

best practices for inclusive education, including Andhra Pradesh’s autism centres, with 125 centres planned, and initiatives by Haryana and West Bengal. The Rehabilitation Council of India (RCI) outlined steps to expand special educator training and professional courses.

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CBSE makes appointment of socio-emotional, career counsellors mandatory in all affiliated schools

The proposed policy reform is aimed at strengthening students' mental health and providing them with career guidance

Published - January 24, 2026 09:21 pm IST - Kota

PTI



Image used for representational purposes. File | Photo Credit: The Hindu

In a significant policy reform aimed at strengthening students' mental health and providing them with career guidance, the Central Board of Secondary

Education (CBSE) has made the appointment of socio-emotional and career counsellors mandatory in all affiliated schools.

For this, the national education board amended Clause 2.4.12 of the CBSE Affiliation By-Laws, 2018, following a Public Interest Litigation (PIL) petition filed before the Rajasthan High Court in July 2025 by Kota-based advocate Sujeet Swami and some psychology experts.

The PIL plea highlighted rising mental health challenges among students, including academic stress and lack of structured career guidance, and sought mandatory provisions for qualified counsellors and a uniform mental health support framework in schools.

During the hearing in September 2025, a Bench headed by the Chief Justice of Rajasthan High Court sought responses and suggestions from the CBSE, the Rajasthan Board of Secondary Education (RBSE), the University Grants Commission, and the State government. After considering the submissions, the CBSE introduced key amendments through a circular on January 19, 2026.

Under the revised provisions, the CBSE has added two new sub-clauses. Clause 2.4.12.1 mandates that every CBSE school appoint one regular Counselling and Wellness Teacher, or socio-emotional counsellor, for every 500 students. Clause 2.4.12.2 makes the appointment of a Career Counsellor compulsory.

Earlier, CBSE norms required the appointment of a full-time psychological counsellor only in schools having more than 300 students in Classes 9 to 12, while smaller schools were permitted to engage part-time counsellors.

The education board has prescribed minimum eligibility criteria for these counsellors.



The Counselling and Wellness Teacher must possess a graduate or postgraduate degree in Psychology or a postgraduate degree in Social Work with

specialisation in mental health or counselling. They must also undergo a mandatory 50-hour CBSE-recognised capacity-building programme.

Their responsibilities include student and parent counselling, social-emotional learning, crisis intervention, identification of mental health concerns, sensitisation of teachers and parents, and maintaining confidentiality and ethical standards.

Hub schools

The CBSE has also introduced flexibility for smaller schools through a Counselling Hub and Spoke School Model, under which "Hub" schools mentor nearby "Spoke" schools.

For career guidance, it has mandated a student-to-counsellor ratio of 1:500 for students of Classes 9 to 12.

The minimum qualification for a Career Counsellor includes a graduate or postgraduate degree in disciplines such as Humanities, Science, Social Sciences, Management, Education or Technology.

According to Mr. Swami, who filed the PIL, the plea had sought amendments to address the mental health needs of students from primary to senior secondary levels. It had stressed the importance of expert career guidance, particularly after Class 10.

He noted that with the CBSE implementing the changes, they wait for similar reforms at RBSE-affiliated schools.

Advocate Amit Dadhich of the Rajasthan High Court welcomed the decision. He said representations had been made before the court to develop a structured mental health support system for college and university students in Rajasthan, with positive outcomes expected soon.

Published - January 24, 2026 09:21 pm IST

बच्चे स्कूल में सीख रहे सेहतमंद रहने के तरीके

नई दिल्ली। दिल्ली के सरकारी स्कूलों के बच्चे सेहतमंद रहने के तरीके सीख रहे हैं। दिल्ली स्टेट कैसर संस्थान ने इसके लिए जागरूकता कार्यक्रम पंख शुरू किया है। डॉक्टरों की टीम कक्षा 6 से 12वीं तक के छात्रों को रोचक अंदाज में समझा रहे हैं कि कैसे कैसर जैसी गंभीर बीमारियों से बचा जा सकता है।

इसमें पी-प्रिवेंशन (बचाव), ए-अवेयरनेस (जागरूकता), एन-न्यूट्रीशन (पोषण), के-नॉलेज (जानकारी) और एच-होप (उम्मीद) शामिल है। डीएससीआई के निदेशक डॉ विनोद कुमार ने बताया कि अस्पताल सिर्फ इलाज तक सीमित न रहें, बल्कि बीमारी से बचाव पर भी काम करे, इसलिए ये पहल हुई है। डॉ पंकज त्यागी ने ये कार्यक्रम बनाया है। ब्यूरो

पीएम श्री-सीएम श्री के बाद अब निगम श्री स्कूल खुलेंगे

संवाद न्यूज एजेंसी

नई दिल्ली। पीएम श्री और सीएम श्री स्कूल की तर्ज पर अब दिल्ली में निगम श्री स्कूल खुलेंगे। हर एक जोन में पहले दो-दो निगम श्री स्कूल खुलेंगे। बाद में विस्तार होगा। महापौर सरदार राजा इकबाल सिंह ने शनिवार को ये घोषणा की।

उन्होंने अशोक विहार फेज-1 ई-ब्लॉक प्राथमिक विद्यालय में गणतंत्र दिवस के उपलक्ष्य में ध्वजारोहण किया और ये जानकारी दी। क्षेत्रीय निगम पार्षद और निगम की शिक्षा समिति के अध्यक्ष योगेश वर्मा भी उनके साथ थे।

महापौर ने कहा कि निगम के स्कूलों में पढ़ने वाले बच्चे प्रतिभावान हैं और शिक्षा के क्षेत्र में लगातार सुधार किया जा रहा है।



स्कूलों में स्मार्ट बोर्ड और आधुनिक सुविधाएं दी जा रही हैं, ताकि बच्चों को गुणवत्तापूर्ण शिक्षा मिले। महापौर ने शिक्षकों का मनोबल बढ़ाया और उन्हें राष्ट्र निर्माण का शिल्पकार बताया।

अभिभावकों से बच्चों की शिक्षा में सहयोग करने की अपील की। शिक्षा समिति के अध्यक्ष ने कहा कि प्रतिभावान विद्यार्थियों की पहचान कर उन्हें आगे बढ़ाने के लिए ठोस कदम उठाए जा रहे हैं। कार्यक्रम का समापन राष्ट्रगान और बच्चों की देशभक्ति प्रस्तुतियों के साथ हुआ।

अमर उजाला, 25 जनवरी पृष्ठ संख्या 9

जेईई एडवांस : बदलेगा परीक्षा का पैटर्न एप्टीट्यूड के प्रश्न भी शामिल होंगे

साल में दो से तीन बार परीक्षा कराने की तैयारी, अपनी मर्जी से स्लॉट चुन सकेंगे छात्र

सीमा शर्मा

नई दिल्ली। केंद्र सरकार जेईई एडवांस के परीक्षा पैटर्न में बदलाव की तैयारी कर रही है। नए पैटर्न में फिजिक्स, कैमिस्ट्री और मैथ्स (पीसीएम) के साथ एप्टीट्यूड के प्रश्न भी शामिल होंगे।

ज्वाइंट एडमिशन बोर्ड (जैब) की देखरेख में आईआईटी कानपुर के निदेशक प्रोफेसर मनिंद्र अग्रवाल की अध्यक्षता में आईआईटी विशेषज्ञ छह महीने में जेईई एडवांस रिफॉर्म का रोडमैप बनाकर देंगे। उसके बाद पायलट रिजल्ट और विश्लेषण के आधार पर चरणबद्ध तरीके से कार्ययोजना लागू की जाएगी।

जेईई मेन की तर्ज पर साल में दो से तीन या चार बार जेईई एडवांस की परीक्षा आयोजित की जाएगी। अभी इसकी साल में एक ही बार परीक्षा होती है। नई योजना में परीक्षा



कई दिनों तक अलग-अलग स्लॉट में आयोजित करने की तैयारी है। छात्र अपनी सुविधानुसार परीक्षा में बैठ सकेंगे।

इसके आधार पर उसमें से बेस्ट स्कोर वाले परिणाम को जेईई एडवांस मेरिट में जोड़ा जाएगा। जेईई एडवांस से दो महीने पहले फ्री मॉक-टेस्ट भी लिया जाएगा। इसका मकसद, छात्रों को अपनी तैयारी जांचने, प्रैक्टिस का मौका और

आईआईटी कानपुर छह महीने में जेईई एडवांस रिफॉर्म का रोडमैप बनाकर देगा

कमियों को दूर करने का अवसर मिलेगा।

एप्टीट्यूड शामिल करने से पीसीएम के प्रश्न कम होंगे : अभी जेईई एडवांस में पीसीएम के प्रश्न पूछे जाते हैं। नई योजना में एप्टीट्यूड को भी शामिल करने से प्रश्न-पत्र में पीसीएम के प्रश्नों की संख्या कम हो जाएगी। पीसीएम के लिए छात्र कोचिंग जाते हैं। एप्टीट्यूड के प्रश्न पूछने का मकसद, छात्र की तार्किक क्षमता, गणितीय कौशल, और समस्या-समाधान की क्षमता को परखना है। इससे परीक्षा का कड़ा स्तर थोड़ा आसान होगा। नए पैटर्न में विषयों के बजाय क्रिटिकल थिंकिंग, स्किल

को उभारना है।

क्यों पड़ी जरूरत : नई शिक्षा नीति में परीक्षाओं का तनाव दूर करने की सिफारिश की गई है। इसलिए छात्रों का तनाव दूर करने और कोचिंग पर निर्भरता कम करने के लिए पैटर्न में बदलाव करने की योजना है। इस परीक्षा को लेकर छात्र सबसे अधिक तनाव में रहते हैं। करीब 19 हजार सीट हैं और डेढ़ से दो लाख छात्र परीक्षा में शामिल होते हैं। अभिभावक अपने बच्चों को आईआईटी तक पहुंचाने के लिए छठी कक्षा से कोचिंग सेंटर में दाखिला करवा देते हैं। स्कूल और कोचिंग की पढ़ाई के कारण छात्र अत्यधिक तनाव में आ जाते हैं। कई छात्र अत्यधिक तनाव नहीं झेल पाने के कारण अपनी जिंदगी को समाप्त कर रहे हैं। इसलिए तनाव को कम करने के लिए पैटर्न में बदलाव की मांग उठी है।

सीबीएसई : स्कूलों में अब मानसिक स्वास्थ्य, कॅरिअर काउंसलर होंगे नियुक्त

कोटा। छात्रों के मानसिक स्वास्थ्य को मजबूत करने और उन्हें बेहतर कॅरिअर मार्गदर्शन देने के उद्देश्य से केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने अपने सभी संबद्ध स्कूलों में मानसिक स्वास्थ्य और करियर काउंसलर की नियुक्ति अनिवार्य कर दी है।

यह फैसला सीबीएसई की संबद्धता उपबिधि, 2018 की धारा 2.4.12 में संशोधन के बाद लिया गया।

पढ़ाई का दबाव, तनाव और व्यवस्थित कॅरिअर मार्गदर्शन की कमी को उजागर करते हुए स्कूलों में प्रशिक्षित काउंसलर की अनिवार्य व्यवस्था की मांग की गई थी।

सितंबर 2025 की सुनवाई के दौरान, राजस्थान हाईकोर्ट के मुख्य न्यायाधीश की अध्यक्षता वाली पीठ ने सीबीएसई, राजस्थान माध्यमिक शिक्षा बोर्ड (आरबीएसई), विश्वविद्यालय अनुदान आयोग (यूजीसी) और राज्य सरकार से

सुझाव मांगे। सभी पक्षों की राय के बाद, सीबीएसई ने 19 जनवरी 2026 को एक परिपत्र जारी कर अहम संशोधन लागू किए।

500 छात्रों पर एक नियमित परामर्श व कल्याण शिक्षक और कॅरिअर काउंसलर जरूरी : हर 500 छात्रों पर एक नियमित परामर्श व कल्याण शिक्षक और करियर काउंसलर की नियुक्ति अनिवार्य कर दी गई है। परामर्श और कल्याण शिक्षक के लिए

मनोविज्ञान में स्नातक या स्नातकोत्तर डिग्री या मानसिक स्वास्थ्य/काउंसलिंग में विशेषज्ञता के साथ सोशल वर्क में स्नातकोत्तर डिग्री अनिवार्य की गई है।

50 घंटे का सीबीएसई-मान्यता प्राप्त प्रशिक्षण भी जरूरी होगा। इनकी जिम्मेदारियों में छात्र और अभिभावक परामर्श, सामाजिक-मानवतात्मक सीख, संकट प्रबंधन, मानसिक स्वास्थ्य समस्याओं की पहचान, शिक्षकों व अभिभावकों

को संवेदनशील बनाना और गोपनीयता बनाए रखना शामिल है। छोटे स्कूलों के लिए काउंसलिंग हब और स्पोक मॉडल भी लागू किया गया है।

करियर काउंसलर के लिए मानविकी, विज्ञान, सामाजिक विज्ञान, प्रबंधन, शिक्षा या तकनीक में स्नातक या स्नातकोत्तर डिग्री अनिवार्य होगी। इस पहल के बा छात्रों के दबाव-तनाव को कम करने में मदद मिलेगी। ए.जे.सी

स्कूलों में ऊर्जा जागरूकता बढ़ाने की तैयारी एन-पावर्ड स्कूल्स के दूसरे चरण की शुरुआत

अमर उजाला ब्यूरो

नई दिल्ली। द एनर्जी एंड रिसोर्सेज इंस्टीट्यूट (टेसी) और बीएसईएस यमुना पावर लिमिटेड (बीवाईपीएल) ने दिल्ली नगर निगम (एमसीडी) के स्कूलों में ऊर्जा संरक्षण और ऊर्जा दक्षता को बढ़ावा देने के लिए एन-पावर्ड स्कूल्स कार्यक्रम के दूसरे चरण की शुरुआत की है। इसमें पूर्वी और मध्य दिल्ली के एमसीडी स्कूलों के शिक्षक शामिल हुए। कार्यक्रम का दूसरा चरण 2025-26 के दौरान लागू किया जाएगा, जिसमें 81 स्कूलों के करीब 17,500 छात्र और 200 से अधिक शिक्षक सीधे तौर पर भाग लेंगे।

यह पहल पूर्वी दिल्ली में 2024-25 के दौरान सफलतापूर्वक पूरे किए गए पहले चरण पर आधारित है। कार्यक्रम का उद्देश्य छात्रों और शिक्षकों में ऊर्जा बचत, ऊर्जा के सही उपयोग और टिकाऊ जीवनशैली को लेकर जागरूकता बढ़ाना है। टेरी के अनुसार, ऊर्जा परिवर्तन केवल नीतियों और ढांचे से नहीं, बल्कि रोजमर्रा के

व्यवहार में बदलाव से भी संभव है और स्कूल इसकी सबसे मजबूत शुरुआत हो सकते हैं।

टेरी की महानिदेशक डॉ. विभा धवन ने कहा कि शिक्षक बच्चों की सोच और आदतें गढ़ने में अहम भूमिका निभाते हैं और स्कूल स्तर पर दी गई शिक्षा भविष्य में हरित जागरूकता की नींव रखती है। बीएसईएस राजधानी पावर लिमिटेड के अतिरिक्त उपाध्यक्ष, पार्थसारथी चांगदार ने कहा कि बिजली की बचत से पर्यावरण और प्रदूषण दोनों पर असर पड़ता है। आज छात्रों को ऊर्जा संरक्षण सिखाकर कल की स्वच्छ और हरित दिल्ली बनाई जा सकती है।

प्रशिक्षित शिक्षक स्कूल-लेड एक्शन प्रोजेक्ट्स के जरिए छात्रों को अपने स्कूल में ऊर्जा उपयोग का आकलन और सुधार करना सिखाएंगे। दो दिवसीय प्रशिक्षण में ऊर्जा ऑडिट, बिजली की खपत, ऊर्जा उत्पादन और त्रितरण, और व्यवहार में बदलाव जैसे विषयों पर विशेषज्ञों के सत्र भी शामिल हैं।

इस संविधान को सहेजकर रखें

शशि शेखर

हम हर 26 जनवरी को गणतंत्र दिवस क्यों मनाते हैं? अगर आम हिन्दुस्तानियों से यह सवाल पूछा जाए, तो आपको राय बंटी हुई नजर आएगी। कुछ की नजर में यह सरकारी रस्म अदायगी है, तो बाकियों की दृष्टि में हमारी आन-बान-शान का प्रतीक! यह वैचारिक बंटवारा हमारी साझा ताकत है। हम एक-दूसरे से जूझते हुए भी साथ-साथ आगे बढ़ने की अनोखी कुव्वत रखते हैं।

गुजरे 76 साल इस अटक-भटककर आगे बढ़ती यात्रा की प्रेरक कहानी कहते हैं।

जो नहीं जानते, उन्हें जान लेना चाहिए। संविधान सभा में शामिल 299 महानुभावों में स्वतंत्र भारत के लिए अनिवार्य इस दस्तावेज के रूप-स्वरूप पर गंभीर मतभेद थे। मसलन, 11 अप्रैल, 1947 को बाबा साहेब आंबेडकर ने हिंदू कोड बिल पेश किया। इस विधेयक में बिना वसीयत मरने वाले हिंदू पुरुष या स्त्री की संपत्ति के बंटवारे को कानूनी रूप देने का प्रस्ताव था। यह विधेयक मृतक की संपत्ति में विधवा और बेटे-बेटियों को बराबर का अधिकार देने का हिमायती था। इसमें विवाह प्रावधानों में ऐसे बदलाव की सिफारिश की गई थी, जिससे हिंदू औरतों को तलाक का अधिकार मिल जाता। इसका भारी विरोध हुआ। आंबेडकर और नेहरू ने अपने तर्कों से सदस्यों को कायल करने की बहुत कोशिश की, मगर वे नाकाम रहे। आखिरकार इस बिल को 1948 में 'सलेक्ट कमिटी' में भेज दिया गया।

विधायी संस्थाओं में अल्पसंख्यकों, अनुसूचित जातियों और जनजातियों के आरक्षण को लेकर भी काफी तीखी बहस हुई। सरदार पटेल हर किस्म के आरक्षण के खिलाफ थे, तो वहीं आंबेडकर इस पर अडिग थे। इस संदर्भ में पंडित नेहरू ने 29 मई, 1949 को कहा था, 'अनुसूचित जातियों के संबंध में रक्षण (आरक्षण) हटाना ठीक नहीं होगा। इस समस्या पर मैं

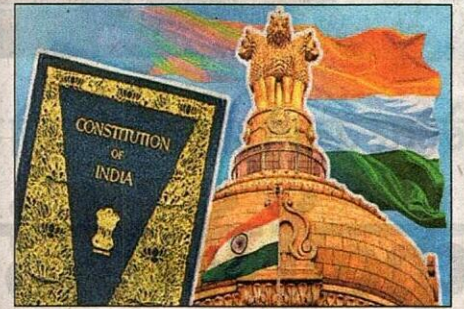
इस दृष्टि से विचार नहीं करता कि अमुक संप्रदाय धार्मिक दृष्टि से अल्पसंख्यक है, इसलिए उसे रक्षण मिलना चाहिए, बल्कि इस दृष्टि से कि देश का अमुक संप्रदाय या वर्ग बहुत असहाय और पिछड़ा हुआ है, इसलिए उसे रक्षण मिलना चाहिए और मदद मिलनी चाहिए।... मुझे इसकी खुशी है कि रक्षण की व्यवस्था केवल दस साल के लिए रखी जा रही है।'

आज जो लोग हर तथ्य को सांप्रदायिक नजरिये से आंकने की कोशिश करते हैं, उन्हें इस तथ्य पर गौर फरमाना चाहिए। संविधान सभा में बिहार से निर्वाचित तज्ज्वाल हुसैन ने विधायी संस्थाओं में धर्म और जाति-वर्ग के आधार पर आरक्षण का जोरदार विरोध करते हुए कहा था, 'स्थानों का रक्षण, चाहे वह किसी भी रूप में और किसी भी संप्रदाय या वर्ग के लिए किया जाए, सिद्धांत की दृष्टि से बिल्कुल गलत है। अपनी तो पक्की राय यह है कि स्थानों के रक्षण की व्यवस्था किसी के लिए भी नहीं होनी चाहिए और मुसलमान होने की हैसियत से कहता हूँ कि मुसलमानों के लिए भी यह न होना चाहिए।'

साफ है, यह काम समुद्र मंथन से कम न था। संविधान सभा के समक्ष रजवाड़ों में बंटे देश, जातियों और धर्मों में विभक्त समाज, भौगोलिक विषमताओं के शिकार भूभाग, भाषायी विभाजनों और सदियों की दरिद्रता से उपजी विषमता से एक साथ जूझने की जिम्मेदारी थी।

यही वजह है कि लगभग हर महत्वपूर्ण विषय पर गहरे मतभेद उभरे। राष्ट्रभाषा का सवाल हो, केंद्र की शक्ति का प्रश्न हो या आरक्षण का मुद्दा, इन सभी पर तीखी बहस हुई। इसके बावजूद आम सहमति का एक विषय सबको जोड़े हुए था और वह था- हर नागरिक को वोट देने का अधिकार!

आप जानना चाहेंगे कि कौन क्या मानता था? डॉक्टर भीमराव आंबेडकर और जवाहरलाल नेहरू शक्तिशाली केंद्र के पक्ष में थे। उनका कहना था कि विभाजन के बाद देश की एकता बनाए रखने और गरीबी दूर करने के लिए केंद्र का मजबूत होना जरूरी है। इसके विपरीत के संस्थान



और उनके साथियों का तर्क था कि राज्यों को अधिक स्वायत्तता और वित्तीय संसाधन मिलने चाहिए। इसके अभाव में राज्य बोलबाल बन जाएंगे।

इसी तरह, गांधीवादी विचारधारा और यूरोपीय शैली के राज्य की अवधारणा वाद-विवाद का मुद्दा बनी हुई थी। कई सदस्यों का मानना था कि संविधान को ग्राम पंचायतों का खास ख्याल रखना चाहिए। डॉ. आंबेडकर इसके सख्त खिलाफ थे। वह गांवों को 'स्थानीयता का गढ़ और अज्ञानता का अड्डा' मानते थे। वह व्यक्ति को इकाई मानते थे, गांव को नहीं। इसी तरह, सरदार पटेल संपत्ति के अधिकार को मौलिक अधिकार बनाने के पक्ष में थे, ताकि किसानों और जमींदारों की सुरक्षा हो। नेहरू और समाजवादी नेता इसे सीमित करना चाहते थे, ताकि सामाजिक और भूमि सुधार किए जा सकें।

इन सबसे ऊपर था, राष्ट्रभाषा का विवाद। दक्षिण भारत के सदस्य हिंदी को राष्ट्रभाषा बनाने के खिलाफ थे, वहीं आंध्र से संविधान सभा में पहुंची दुर्गाबाई देशमुख ने हिंदी के पक्ष में आवाज उठाई। उत्तर भारतीय सदस्य हिंदी के लिए अडिग हुए थे।

इतने विरोधाभासों के बावजूद संविधान बनकर तैयार हुआ, इसके पीछे तीन मुख्य कारण थे: बहस और तर्क के कारण कोई भी प्रावधान बहुमत के आधार पर नहीं थोपा गया।

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Centre implemented NEP 2020 undemocratically: Sukhadeo Thorat

He said the policy was moving towards the complete centralisation of education.



Last Updated : 25 January 2026, 03:27 IST

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He said, 'In the name of the Indian Knowledge System, irrational and unscientific curricula are being designed.' Credit: DH File Photo

Bengaluru: Chairman of the State Education Policy Commission (SEP), Sukhadeo Thorat, has charged that the Union government implemented the National Education Policy (NEP) 2020 in an undemocratic manner, without consulting the state governments.



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Speaking after inaugurating the programme 'Towards People's Policy on Education 2026 – an Alternative to NEP 2020', organised by the All India Save Education Committee (AISEC) on Saturday, he said the policy was moving towards the complete centralisation of education.

"In the name of the Indian Knowledge System, irrational and unscientific curricula are being designed," he alleged.

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"At least 67% of higher educational institutions have become self-financing and private. Due to escalating fees, a 22% dropout rate is being observed among economically backward sections. Consequently, universal education has become a mirage," he stated.

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objectives: centralisation, corporatisation, communalisation, and privatisation of education."

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HOME / NEWS / INDIA / 'HISTORY CAN'T BE TAUGHT IN PIECES': ROMILA THAPAR CRITICISES DROPPING MUGHALS FROM NCERT SYLLABUS

'History Can't Be Taught In Pieces': Romila Thapar Criticises Dropping Mughals From NCERT Syllabus

Historian Romila Thapar criticised the removal of the Mughals from NCERT textbooks at the Kerala Literature Festival, calling it "nonsense" and warning against fragmenting history.

By :PTI | Updated at : 25 Jan 2026 11:49 AM (IST)



Historian Romila Thapar speaks at the Kerala Literature Festival 2026, criticising the removal of historical dynasties from NCERT textbooks.

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...s dynasties such as the Mauryas from textbooks as "nonsense".

Speaking online at the ongoing ninth edition of the Kerala Literature Festival (KLF), Thapar on Saturday addressed issues ranging from the rise of popular history on social media to the importance of feminist history and the central role of education in questioning existing knowledge.

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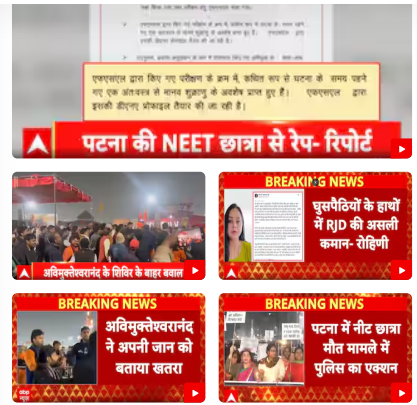
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"The kinds of things that are happening, where, for example, chunks of history are being thrown out of the syllabus or we are told we don't need to study them, are nonsense. History is a continuous process. It is an evolution of people and cultures, of ways of behaviour and ways of thinking," she said.

"That continuity cannot be broken by saying, 'All right, we throw this dynasty out, we throw Mughals out, we throw out that'. It breaks history up and makes no sense," said the renowned historian, who has authored over 25 scholarly books, during the session "Women Writing History: Three Generations".

The National Council of Educational Research and Training (NCERT) has reportedly revised its Class 7 Social Science textbook for the 2025-26 academic year, removing chapters on the Delhi Sultanate and the Mughals.

Besides, it also now focuses on ancient Indian dynasties such as the Mauryas, Shungas, and Satavahanas, along with cultural traditions and sacred sites across religious traditions.



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She earnestly urged people to rely on statements from professional historians when seeking accurate explanations of past events.

"There is a difference now between the two -- popular history and what professional historians write -- and it is important to note that difference and understand what it entails. When quoting a historical statement, one should be aware whether it comes from professional historical writing or a statement propagated on social media," she explained.

Reflecting on her own journey as a historian, Thapar admitted that while she may not have consciously written history from a woman's perspective throughout her career, she consistently tried to incorporate feminist insights wherever possible.

More importantly, she emphasised the need for women in professional spaces to assert their autonomy and demand respect, adding that writing feminist history was important, but equally vital was "behaving like a feminist" by standing for independence, critical thinking and intellectual freedom.

"An autonomous woman, I think, is absolutely essential. Therefore, my attitude to this has been, yes, we have to write feminist history, that is a given, but if I am not writing feminist history, I am at least behaving like a feminist. I am propagating that an autonomous woman is an absolutely essential component of any society," she concluded.

The four-day literary extravaganza is hosting over 400 speakers, including Nobel laureates Abdulrazak Gurnah and Abhijit Banerjee, astronaut Sunita Williams, author Kiran Desai, essayist Pico Iyer, Jnanpith winner Pratibha Ray, sports icons Rohan Bopanna and Ben Johnson, and Wikipedia founder Jimmy Wales.

KLF 2026, now in its ninth edition, will come to a close on Sunday.

(This report has been published as part of an auto-generated syndicate wire feed. Apart from the headline, no editing has been done in the copy by ABP Live.)


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 Opinion

Bigger schools, better futures

A recent visit to China offered a striking view of what scale and holistic school design can achieve. A Class 1-9 school there serves around 1,200 students, with K-12 schools averaging 2,800 students. This is in stark contrast with India, where an average government K-8 school has around 150 students. Although three times the size of India, China has only one-third the number of schools. While India has succeeded in ensuring access at the elementary level, China has used scale to strengthen quality. Its schools have specialised subject teachers, support staff, viable vocational laboratories, and counselling, sports, Information and Communication Technology (ICT) labs, and co-curriculars – the kind of holistic learning environment that the National Education Policy, 2020, envisions.

India has made enormous strides in enrolment and infrastructure, but the school network remains fragmented. There are about 5.6 lakh schools nationally, which enrol less than 50 students each. Over 1 lakh single-teacher schools cover 33 lakh students, making multi-grade teaching a necessity (UDISE 24-25). At secondary levels, the need for subject expertise and lab infrastructure becomes even more critical. Around 40% of government secondary schools have fewer than 100 students enrolled (across Classes 9-12), making such provision difficult. Today, only 19% of schools have functional ICT labs, 51% have integrated science labs; about 10% offer higher secondary classes; and just 6% provide vocational education (UDISE 24-25).

Experiments with schools

These gaps highlight the next phase of India's education reform: building school systems that address not only access, but also the quality of education. Several States have already experimented with different models of this. Rajasthan has established one



Ashish Dhawan

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The road to universal, high-quality school education runs through integrated schools

upgraded, well-resourced government school in every Gram Panchayat, called Adarsh Schools. Over the past decade, the State has upgraded thousands of schools in a phased manner – improving infrastructure, staff deployment, and secondary-grade offerings. In Uttar Pradesh, Model Composite Schools (Class 1-12) have been approved in every district; these will have tech-based learning, including smart classrooms and WiFi. Madhya Pradesh has consolidated 36,000 under-enrolled schools under the NITI Aayog's SATH-E programme to create larger campuses with better facilities. In 2023, the Chief Minister announced the rollout of one 'CM RISE' school (now Maharishi Sandipani Schools) for every 25-30 villages to improve learning. Odisha, Jharkhand, West Bengal, Tamil Nadu, Telangana and Gujarat are also moving in this direction.

Composite and consolidated schools are not about efficiency alone; their core purpose is to create real learning environments, with one teacher per class and adequate subject specialists to support every child. Equity must remain paramount. This is enabled through decentralised decision-making, and supported by transport facilities so that no child loses access. Equally essential is thoughtful change management: engaging teachers, parents, and communities early to build consensus and ensure smooth, trusted transitions towards larger, integrated schools.

Drawing on these lessons, two clear directional goals can guide India's progress towards universal, high-quality school education by 2035. The first is to have one K-8 school in every Gram Panchayat. By 2035, India should transition towards K-8 integrated schools (elementary and middle) as the default elementary school model. If each K-8 school serves around 300 students, these campuses could collectively educate close to 8.1 crore children. This shift could allow each school to reach the

minimum enrolment threshold required for one teacher per class, and better facilities, leading to a better learning environment. Second, only 87% of students transition from middle to secondary school, and this falls to around 75% from secondary to higher secondary. Too often, secondary education is delivered through fragmented, under-resourced campuses with limited subject teachers, weak lab infrastructure, and few pathways beyond board examinations. What India needs at scale are composite secondary schools.

By 2035, India is projected to have nearly 8 crore students in Classes 9-12. This scale creates the possibility of large, well-resourced secondary schools with the capacity to offer real-world, application-based learning, career guidance, subject specialist teachers and multiple academic and vocational pathways. Supported by transport facilities, such schools ensure that distance does not become a barrier to continuing education and allow secondary schooling to move beyond exam preparation.

Achieving these goals

India needs State-specific road maps that lay out how each State will move towards larger, well-resourced schools, grounded in local realities of population density, geography and existing school networks. States can consider the following levers while designing these road maps. The first is thoughtful teacher deployment so that there is one teacher per class and subject specialists. The second is localised planning and decentralised decision making. The third is coming up with transport solutions for students. States will need a mix of transport models to ensure that students can reach these schools. The fourth is providing funding for composite schools. Samagra Shiksha, supported by State funds and coordinated with other schemes, can finance these upgrades.

Meghaa Gupta

The present within our past

On India's 76th Republic Day, a look at how contemporary history makes its way into classrooms

"What is history?" I asked a group of eighth graders.

"Things that happened in the past," one volunteered.

"And what are these things?" I probed.

"Empires", "Kings", "Wars", "Freedom Struggle"...

The answers poured in. Answers I have heard in schools across the country while travelling as an author of a series of history books on Independent India. So, I ventured, "What about events that happened after Independence? Are they part of history too?" Some students nodded. Others looked unsure.

Moment of change

"For several decades, events after 1947 were considered too close to be included in school textbooks," says educationist Arvind Sardana, a member of the Social Science group at Eklavya, an NGO that develops and field tests innovative educational programmes. "This changed significantly in the 1980s through the Eklavya experiments and then in the 2000s through some state government initiatives."

A key shift came with the National Curriculum Framework (NCF) 2005, which pushed for learning that was connected to the home and the community life of a child. Anita Rampal, who was closely involved with the NCF and was Chairperson of the Primary Textbook Teams, says, "It was a watershed because this was at the na-



tional level and so it had a different legitimacy. A lot of people who may have been engaging [with contemporary issues] at different places, in different times and different scales came together... Anything you're doing... Physics or Social Studies, unless a student can relate with it, interrogate it, try to observe and see connections with her experiences, it's not going to make sense. A

learner is not going to be able to construct her knowledge, which is important to develop an understanding, and does not happen only by reading or repeating what information may be thrown at you."

However, Rampal notes that contemporary issues within the social and cultural context of learners are currently being consciously kept aside, especially

those considered 'taboo', such as caste, gender, poverty or religious minorities. Even within the Social Sciences (where they do appear), there are major erasures and distortions in the syllabi and textbooks.

A scattered narrative

Setu Rehan - who heads the Social Science Department at Mind Tree School at Panjokhra, Ambala, Punjab - finds that dis-

courses on contemporary history are spread across so many different subjects that they don't register as a distinctive theme. Events like the Partition and the Non-Aligned Movement, for example, fall into History. In Civics, students study the making of the Constitution, elections and so on, while events like the Green and Milk Revolutions appear in Geography as well as Economics. Moreover,

such topics don't usually carry much weight in examinations, which further limits the attention given to them.

Pushpalata Pooranan - director of the Pushpalata Schools in Tirunelveli, Tamil Nadu - adds that even though the syllabus includes several contemporary themes, "there is very little continuity or context-setting. Instead, students encounter stand-alone top-

ics, which don't facilitate deeper understanding."

A vital discourse

In practice, meaningful engagement with contemporary history depends largely on the initiative of individual schools and teachers. Pooranan considers such engagement essential and actively encourages devoting time and resources to it. This includes designing lessons in ways that contextualise the past with the present, recommending supplementary readers, encouraging newspaper reading, and having at least one period every week for reading and discussions.

A growing challenge confronting educators is the sheer volume of information on contemporary history available to students online, where valuable scholarship competes with a flood of skewed and fake narratives. In such a situation, it has become even more important for schools to engage with this history.

Initiatives such as the History for Children project at the Institute of Development Studies, Kolkata, alongside a growing body of postcolonial non-fiction for children, attempt to address this challenge by offering supplementary teaching resources.

Historians Debarati Bagchi and Anwesha Sengupta, who worked on the History for Children project, describe their goal as creating space for questioning and helping children "doubt WhatsApp University knowledge and develop historical consciousness."

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Fading Alma Mater

India once crowned minds, its education system rivalling global-bests. Today, the once-empire of learning limps in prestige, rich in numbers but thin on heft

"Any country that neglects education undermines not only its economic future but the very foundations of its democracy."

— Amartya Sen

There is one space where India's glory can now be found only in the ancient. Long before colonialism reshaped the subcontinent, India's intellectual horizons were among the brightest on Earth. In those times, Takshashila and Nalanda were not quaint relics but bustling hubs where medicine, philosophy, mathematics and astronomy were taught with zeal and depth, drawing thousands from around the world. These were not narrow corridors of rote learning but crucibles of inquiry, debate and cultural exchange; the earliest embodiments of what the modern world would call "universities".

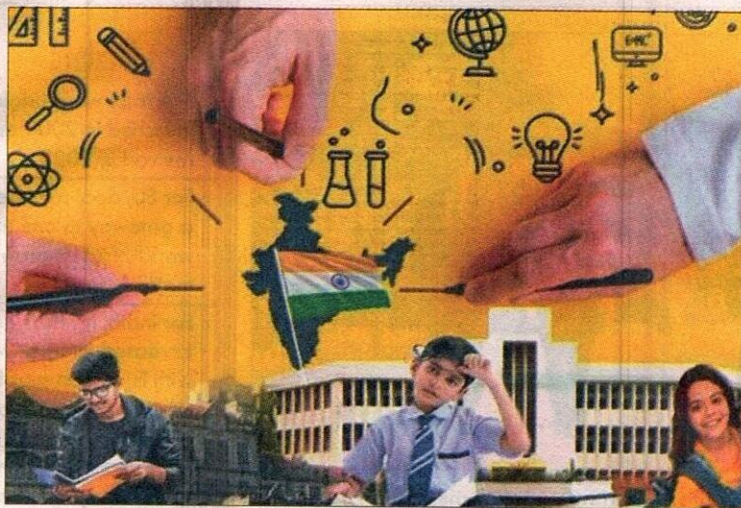
Education in India began as a civilizational instinct – open, contested, rigorous – long before today's modern nations learnt to manufacture universities. Such an inheritance should have anchored the republic. Instead, it serves only as a jarring reminder of how India has slipped. The regression is not just abstract. Across India, government schools (the first rung of learning for millions) are being shut down or merged out of existence, particularly in rural and semi-urban areas. Classrooms are disappearing even as political speeches invoke demographic dividends and knowledge economies. A nation that closes its schools while celebrating its youth is not confused; it is in complete denial.

Yielding to Prejudice

More disturbingly, education is not only being neglected, it is increasingly being distorted. Recently, the Shri Mata Vaishno Devi Narayana Medical College lost recognition for reasons that had little to do with academics and everything to do with ideology. When institutions become collateral damage in cultural or political battles, the signal is unmistakable. Reason is yielding ground to prejudice and merit subordinated to impulse. This is not an isolated lapse, but part of a broader unravelling. Quite sadly, education is being stripped of autonomy, seriousness and moral authority. What is eroding is not just institutional quality, but the very idea of learning as a neutral and rational pillar of nation-building.

The consequences of this erosion are visible. According to the QS World University Rankings 2026, India does not have a single varsity in the Global Top 100. Not one. Even though it is the world's most populous nation, among the largest economies and home to one of the largest higher-education systems on the planet.

The highest-ranked Indian institution, IIT Delhi, stands at 123, followed by IIT Bombay and IIT Madras outside the top 150.



We have primary schools with no teachers, under-funded labs, skeletal doctoral programmes, toothless post-doctoral ecosystems and scant research impact. No education system can aspire to be world-class on aspiration alone

More than 50 Indian universities appear in the rankings, giving India one of the largest national representations globally. Yet, none cross the threshold that signals genuine academic power. Numbers have grown. Standing has not. This absence is not symbolic. It is structural. It tells a story of universities that teach but do not research, that expand but do not deepen, that produce degrees without imparting knowledge. Rankings may be dismissed as 'West-centric', but they expose what students, employers and academics know. That India's education system has lost its edge.

We Used to Know Better

The decline is particularly galling because India once recognized education as 'strategic'. Post-1947, the establishment of IITs, IIMs and institutions like the Indian Institute of Science was not accidental. It reflected a realization that a young and poor nation could not afford intellectual mediocrity. For decades, these institutions of learning delivered. Indian engineers, scientists and managers became global-bests. Until the 1980s and 1990s, becoming a doctor or an engineer was not merely a personal ambition, it was a national aspiration. Studying abroad was a choice of privilege, not a default escape.

Today, that confidence has evaporated. Middle-class families, once proud of Indian universities, now exhaust savings to send children overseas. This is no longer for prestige, but for 'degree credibility'. This exodus is the most damning referendum on India's education system. Nations do not lose faith in their universities overnight; they lose it when decline becomes habitual.

A reason for this slide is simple yet brutal: chronic underinvestment. India spends under 1 per cent of its GDP on R&D, a fraction of what top knowledge economies

commit. The result is predictable. We have primary schools with no teachers, under-funded labs, skeletal doctoral programmes, toothless post-doctoral ecosystems and scant research impact. No education system can aspire to be world-class on aspiration alone. Research needs time, money, freedom of learning and institutional patience. Today, these are in short supply. Or no supply. Faculty shortage is endemic. Scores of colleges function with temporary or underqualified teachers, leaving little room for scholarship or innovation.

In India, display has replaced depth. Institutions of learning may be growing, enrolments rising and degrees multiplying, but the academic core is hollowing out. We may have built one of the world's largest higher-education systems, but we have allowed it to become the weakest in research intensity.

A Veritable (Fish)Market

As the state retreats, the private sector has surged. But these are hardly custodians of excellence, made up mostly of hard-nosed profiteers. Private colleges have proliferated in professional education, selling the promise of world-class learning at premium prices. In reality, many operate as credentials factories, optimised for margins rather than minds. Standards are diluted to keep passing rates high. Research is minimal or cosmetic, faculty overworked and underpaid. Regulation oscillates between neglect and arbitrary intervention, raising no bars and protecting no standards.

If you think of me as anti-private education, think again. In a country of India's scale, private colleges are inevitable and necessary. But when profit eclipses pedagogy and oversight is weak, education degenerates into a transaction, not a transformative process. This is being

exacerbated by public institutions, especially schools and colleges serving poorer regions, being allowed (systematically forced?) to shut down. The result... The state withdraws. Market advances. Inequality deepens.

There is enough spiel on reform, but it only makes for guttural rhetoric. The National Education Policy 2020 promised renewal. Multidisciplinary learning, research focus, institutional autonomy and global integration were articulated. It was a thoughtful blueprint... on paper. In practice, execution has been hesitant and stuttering. Funding commitments have not matched ambition. Structural reforms remain delayed. Autonomy is promised but rarely trusted. Varsities remain entangled in bureaucratic and political oversight, undermining independence. Policy sans resolve leads to impotence. And neither education nor procreation can be managed on announcements alone.

What makes things perilous is the creeping intrusion of ideology into education. When schools are closed with a casual shrug, when universities are penalised for perceived identities rather than proven failures, and when intellectual spaces are coloured by political leanings, education stops being a national unifier. It becomes just another battleground.

No Mystery. No Option

No nation serious about its future can afford to undermine its education system and expect to rise. Universities are not ornamental or figurines. They are engines of thought. Schools are not expendable assets. They are foundations of citizenship. When these pillars weaken, the tremors are felt beyond classrooms. The path forward is not a mystery, and it leaves India with no option. Public investment in education and research must rise decisively, not incrementally or in bits and spurts. Education requires autonomy paired with accountability. Faculty recruitment must prioritise excellence over expedience. Research funding must reward originality and long-term inquiry.

End of day, the ultra-critical aspect. Education needs to be insulated from ideological caprice. Merit, inquiry and reason must be restored as non-negotiable and the only acceptable principles.

From Nalanda to IITs, India has known intellectual ambition. That tells us that the crisis we face today is not of capacity but of will, because the fall from grace is complete. Whether India chooses to climb back or continue its slide into educational irrelevance will determine not just its rankings, but its future as a nation. The choice is an easy one. Provided that we want the next generation to speak knowledge.

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Lessons from Romila Thapar's Critique of NCERT's History Deletions

Clarion India
January 26, 2026

Romila Thapar's critique of the NCERT history textbook deletions—particularly regarding the removal of the Mughal period, portions on Mahatma Gandhi's assassination, and references to social inequalities—focuses on the dangers of politicising pedagogy and breaking historical continuity. She argues that these actions are not “rationalisation” but “rationing” of knowledge, designed to foster a narrow, ideological, and often inaccurate understanding of India's past.

Ranjan Solomon

I share Romila Thapar's views entirely. Her sharp criticism of the removal of Mughal history from NCERT textbooks is not merely an academic objection; it is a political warning of profound importance for India's democracy, intellectual life, and moral future.

Speaking at the Kerala Literature Festival in January 2026, Thapar called the deletion of Mughal and Delhi Sultanate history from school textbooks “nonsense.” The bluntness of her words is deliberate. What is at stake is not a minor curriculum adjustment but the integrity of historical understanding itself. History, she reminds us, is not a menu from which governments may choose what suits their ideological appetite. It is a continuous, evolving process shaped by people, cultures, conflicts, and exchanges over centuries. To tear out entire dynasties is to rupture the story of India itself.

The Mughal period is not an isolated chapter that can be safely discarded. It is woven into the very fabric of Indian society—its administrative systems, architectural traditions, languages, legal frameworks, agrarian policies, and cultural synthesis. Remove it, and students are left with unexplained gaps: How did modern governance evolve? Why do our cities, monuments, cuisines, and idioms look the way they do? How did ideas of pluralism, court culture, and imperial administration develop? A history taught in fragments becomes incoherent, and incoherence breeds ignorance.

Thapar's most crucial intervention, however, lies in exposing the political motivation behind these deletions. She rightly identifies them as attempts to reshape the past to suit a narrow ideological project masquerading as nationalism. This is not about improving pedagogy or reducing syllabus burden; it is about manufacturing a politically convenient memory. When history is filtered through ideology, it ceases to be a tool for understanding and becomes an instrument of control.

Thapar argues that history is a continuous, interconnected process. Deleting large sections (such as 300 years of the medieval period) creates unbridgeable gaps that confuse students and hinder a comprehensive understanding of how events are linked. She asserts that the deletions are not aimed at reducing academic burden (as claimed) but are a deliberate attempt to enforce a specific ideological, and majoritarian view of history, replacing critical inquiry with a “homogenous” narrative.

The danger here is twofold. First, it reduces history to propaganda. Second, it trains young minds to accept selective truth as the norm. Students are not encouraged to question, analyse, or understand complexity; instead, they are fed a sanitised narrative designed to produce conformity. This is what Thapar means when she warns against “closing the mind.” A closed mind is not curious, not critical, and not free. It is obedient. The prohibition of discussions on deleted topics in classrooms is a direct attack on critical thinking. She emphasises that education should encourage students to ask “why” and “how,” rather than passively accepting a singular, government-approved narrative.

Equally important is her warning about the rise of “pop history”—simplistic, sensational, and often false narratives circulating widely on social media. When professional, evidence-based history is pushed out of classrooms, it does not disappear. It survives in universities, research institutions, and international scholarship. What disappears is access to rigor for ordinary students. The result is a divided intellectual world: one where serious history continues elsewhere, while citizens educated at home are left with distortions, myths, and half-truths. By erasing or reducing content on diverse cultural interactions, the Bhakti-Sufi traditions, or uncomfortable aspects of social history (like caste), the deletions threaten to erode India's secular, democratic, and pluralistic identity.

This should deeply concern anyone who cares about India's place in the world. A country that teaches manipulated history to its children isolates itself intellectually. It raises generations unfamiliar with how historians work—with evidence, debate, contradiction, and revision. Instead of learning that history is contested and complex, students learn that it is fixed, unquestionable, and aligned with power. That is not education; it is indoctrination.

Thapar's critique also carries an ethical lesson. The Mughal period, like all historical eras, includes achievements and failures, tolerance and violence, innovation and excess. To teach history honestly is not to glorify rulers or whitewash oppression, but to confront the past in its entirety. Selective deletion does the opposite: it replaces moral engagement with erasure. A society that cannot face its past honestly will struggle to deal justly with its present

Thapar's overarching lesson is that for a democracy to thrive, its education system must foster independent thought, and that a “Nation” depends on drawing diverse people together, rather than segregating them through a filtered, divisive history.



*Ranjan Solomon is a writer, researcher and activist based in Goa. He has worked in social movements since he was 19 years of age. The views expressed here are the author's own and **Clarion India** does not necessarily share or subscribe to them. He can be contacted at ranjan.solomon@gmail.com*

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India

Department of school education and literacy tableau at R-Day parade hails India's knowledge legacy

PTI 26 January, 2026 11:52 am IST



What You Need to Know

The Republic Day tableau by the Dept. of School Education and Literacy highlighted India's knowledge legacy and NEP 2020's role in school education. From ancient wisdom (Aryabhata) to future-ready learning (VR, robotics) via PM SHRI Schools, it depicted education as key to 'Viksit Bharat 2047', fostering holistic, skilled, and value-driven citizens.

*AI-generated summary: context in original text.

New Delhi, Jan 26 (PTI) The Republic Day tableau of the Department of School Education and Literacy showcased India's timeless knowledge legacy and its dynamic evolution under the National Education Policy (NEP) 2020, portraying school education as a key driver towards 'Viksit Bharat 2047'.

The narrative spanned from ancient wisdom to future-ready learning, unified under the arch of a PM SHRI School.

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At the front end of the float, an idol of Aryabhata watched over smiling children holding 'Shunya' (zero) and a globe, symbolising India's enduring contribution to global knowledge and the passing of this legacy to future generations.

Wings behind the children represented NEP 2020, enabling confidence, opportunity, and global readiness rooted in "Aatmanirbharta".

Children using VR headsets depicted "ancient roots, digital wings," while 'Jaadui Pitara' highlighted joyful, play-based, mother-tongue foundational learning through indigenous toys and multilingual materials.

The tableau depicted the Prime Minister Schools for Rising India – (PM SHRI) School gate with children planting saplings, symbolising inclusion, environmental consciousness, and the ethos of Mission LiFE. A student engaged with tools highlighted the importance of skill education from an early stage.



The central section depicted the holistic integration of martial arts, performing arts, and sports into education. A robotic hand symbolised the seamless blend of tradition and technology — from 'takhti' to tablet — guided by values.

The tableau culminated at the Viksit Bharat 2047 tower, showcasing smart classrooms, tinkering labs, and innovation hubs.

Icons of books, gears, and circuits represented PM SHRI Schools as embodiments of National Education Policy (NEP) 2020, transforming every child — across regions, genders, and abilities — into skilled, value-driven citizens.

The NEP 2020 is presented as the rocket accelerating India's school education reforms towards a developed nation. PTI PLB MPL SKY SKY

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Teaching in the AI Age

As India embraces AI in education, the real challenge is not adoption, but designing systems rooted in scale, diversity and classroom reality

India has been here before. When the country decided to build Aadhaar, scepticism was widespread. No nation had attempted identity on such a scale, across such diversity, and under such uneven infrastructure. The safer option would have been to copy smaller, proven global systems.

India chose a harder path.

What made Aadhaar transformative was not just its design, but its sustained application over time—accelerated further through the Digital India initiatives. It was imagined from first principles and then patiently embedded into real use cases, at scale, under real constraints. That decision reshaped public service delivery in ways few had anticipated.

India now stands at a similar inflexion point with artificial intelligence in education.

The question before us is not whether AI will enter classrooms. It already has. The more important question is whether India will use AI merely to digitise existing practices, or whether it will once again design from first principles, rooted in its own realities of scale, diversity, and aspiration.

Moving Beyond Catching Up

Much of the global conversation on AI in education is shaped by systems very different from India's: smaller classrooms, uniform learner profiles, abundant resources, and stable infrastructure. These perspectives are valuable, but they are not universal.

India's opportunity is not to copy someone else's model. It is to build approaches native to its own context. When AI is approached as a replication exercise, it risks becoming cosmetic. When it is approached as a problem-solving tool, it can unlock structural change.

AI is not just another technology layer. It is a force multiplier. But force multipliers deliver value only when intent is clear, innovation is central, and use cases are grounded in classroom reality.



India's true AI legacy in education will be measured not by technology, but by the children and teachers it empowers at scale

Scale as a Strategic Advantage

India's education system is often described as too large to fix. That framing misses the point.

Scale, when paired with coherence, can become a strength—as India's IT industry demonstrated over the last three decades. India educates children across languages, geographies, and learning levels that often coexist within the same classroom. This complexity is usually seen as a constraint. It is also a powerful design opportunity.

AI systems shaped by this diversity have the potential to be among the most resilient and adaptable in the world. But that requires origination, not imitation. Solutions must be designed for environments where variability is constant, constraints are normal, and scale is unavoidable.

Public education systems are uniquely positioned to do this work. With the right policy direction, data governance, and institutional alignment, AI can help governments move from episodic interventions to continuous improvement.

Augmenting the Teacher, Not Replacing Them

A central concern in the AI debate is the role of the teacher. Will AI replace human judgment?

The more relevant question is how AI can strengthen it.

When thoughtfully designed, AI can reduce administrative load, surface learning gaps early, and make classroom instruction easier to deliver. If teachers had even 30 per cent more time to teach, learning outcomes would inevitably improve.

Experience shows that outcomes improve not when teachers are told more, but when they are helped more. AI's most powerful role in education is not automation, but enablement. Used well, it can restore the teacher's role as a professional decision-maker rather than reduce it to compliance.

Avoiding Superficial Transformation

Every technology wave brings temptation—speed over substance, visibility over value, pilots that look impressive but change little.

AI is no exception.

Sustainable impact comes when systems rethink how the education delivery cycle is organised, how pedagogical decisions are made, and how accountability for learning is structured. Data alone does not create understanding. Value emerges when data is combined with context, innovation, leadership, and intent.

This is where policy leadership matters. Governments have the ability to steer AI away from fragmented experimentation towards outcomes-aligned platforms that compound over time.

This is also where platforms such as the India AI Impact Summit (16–20 February 2026) play an important role—not as showcases of novelty, but as spaces for alignment where leaders can focus on first principles such as equity, scale, and human-centred design. Transformation, after all, is a collective endeavour.

Designing for the Last Child, the Indian Way

If India is to lead differently, one principle must remain central: AI must work for the last child, not just the most connected one.

Equally important, AI must enable teachers, not bypass them. Profit-driven, subscription-led models often sell the dream of a teacher-less classroom. In my experience of working for over a decade in rural education, meaningful learning happens only when teachers inspire it inside classrooms.

India has a rare opportunity to shape AI in education as a force that amplifies human potential rather than replaces it, strengthens public systems, and expands possibilities at scale. We saw this happen in Indian IT; it can happen in education, too.

When the future of education is written, AI should be remembered not for its sophistication, but for the children it helped us finally reach—by making teaching easier, more joyful, and more effective.

Views expressed are personal

NCERT launches WhatsApp channel to share curriculum updates

TIMES NEWS NETWORK

The NCERT has introduced an official WhatsApp channel for students to share verified information. The channel aims to provide reliable updates on curriculum changes, textbooks, teacher training, educational research, and initiatives focused on ensuring quality, equity, and holistic learning. Students can follow the WhatsApp channel through the following link to receive regular updates: <https://url-shortener.me/921C>

Earlier, NCERT had launched an interactive programme that uses AI to help students strengthen their mathematical skills. Additionally, NCERT is expected to soon receive deemed-to-be-university status, a development that would expand its scope beyond school education to include higher education and advanced research. With this status, NCERT will be able to operate as a full-fledged research university, allowing it to introduce in-house research programmes and independently confer UG, PG and doctoral degrees.

The Times of India
(Education Times)

27 January, page - 2.

Republic Day Parade 2026: Dept of School Education & Literacy spotlights NEP 2020 & India's knowledge tradition

Wings behind the children represented NEP 2020, enabling confidence, opportunity, and global readiness rooted in "Aatmanirbharta".

By: [PTI](#)

New Delhi | Updated: January 27, 2026 09:17 AM IST

🕒 2 min read



The narrative spanned from ancient wisdom to future-ready learning, unified under the arch of a PM SHRI School. (Image: Screenshot from MoE X video) 172

The Republic Day tableau of the Department of School Education and Literacy showcased India's timeless knowledge legacy and its dynamic evolution under the National Education Policy (NEP) 2020, portraying school education as a key driver towards 'Viksit Bharat 2047'. The narrative spanned from ancient wisdom to future-ready learning, unified under the arch of a PM SHRI School.

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Icons of books, gears, and circuits represented PM SHRI Schools as embodiments of National Education Policy (NEP) 2020, transforming every child — across regions, genders, and abilities — into skilled, value-driven citizens. The NEP 2020 is presented as the rocket accelerating India's school education reforms towards a developed nation.

Special Service and Features



IIT Madras Pravartak, SWAYAM Plus launch free AI Training for Rural School Teachers across India

प्रविष्टि तिथि: 27 JAN 2026 9:18PM by PIB Chennai

IIT Madras Pravartak Technologies Foundation is partnering with the Union Education Ministry's SWAYAM Plus to launch Artificial Intelligence Training for Rural School Teachers across India. These courses are being offered at no cost to the participants.

The 'AI for Educators - K12 Teachers' (Classes I to XII) Certification Course, starting 5th February 2026, will equip educators with essential skills to integrate AI into classroom teaching and learning. The last date to register for this course through online is 31st January 2026.

This 40-hour program has been designed to help teachers confidently adopt AI tools and methodologies to enhance learning outcomes while ensuring inclusive and responsible use of technology in schools and colleges. Highlighting the need for such initiatives, Mr. Balamurali Shankar, Chief Knowledge Officer, IIT Madras Pravartak Technologies Foundation said, "AI is rapidly reshaping the future of education. Through this program, we aim to empower teachers with practical AI tools and pedagogical strategies that enhance classroom effectiveness and student engagement. This course will help educators become future-ready and confident in adopting AI responsibly,"

The course is intended Teachers from rural schools and will be taught in English language. The Assessment will be in Virtual, Proctored mode. The Certification Fee will be waived for the first 500 teachers from rural schools who complete the training

Application link: https://iitmpravartak.org.in/AI_Educators_K12_teachers

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THE TIMES OF INDIA

NCERT launches new WhatsApp channel for students and teachers: Here's what it offers

TOI Education | Jan 27, 2026, 02.55 PM IST



The National Council of Educational Research and Training (NCERT) has started an official WhatsApp channel. This channel will give students, teachers, and parents direct updates about textbooks, changes in the curriculum, teacher training programs, and other important education news.

NCERT said the channel is meant to deliver information quickly and clearly. It will help people avoid wrong information that sometimes spreads on social media. Since most people in India use mobile phones, the council says this is an easy way to reach millions of students and teachers. The WhatsApp channel is also part of NCERT's larger digital plans, which include the DIKSHA platform with online learning materials.

— ncert (@ncert)

Reliable updates for students and teachers

The channel will send updates about textbook changes, new learning materials, and updates in the school curriculum. Teachers will get information on training programs, workshops, and research reports to keep them up to date. NCERT said these updates are for everyone involved in school education, so students and teachers get correct and timely information.

This channel will be of great use to teachers who are preparing their lessons using NCERT study material. They will be able to ensure that their students are learning the correct syllabus through this channel. Parents will also be able to stay updated about what their children are learning in school and what new programs are available to help them with education at home.

Part of wider digital engagement and authenticity drive

The launch comes when NCERT is also fighting against pirated textbooks. Recently, the council seized tens of thousands of illegal copies to protect genuine learning materials. The WhatsApp channel shows NCERT's focus on giving reliable information both online and offline.

How to join the channel

Anyone can access the WhatsApp channel, including students, teachers, and parents. The link has been posted on the website and social media sites by NCERT. It is very easy to access, and once done, people will receive updates about textbooks, changes in the curriculum, teacher training, and other programs. This will help NCERT reach more people easily.

With this step, NCERT is making education more open, easy to access, and reliable for millions of students, teachers, and parents across India.

Govt to promote school teachers on performance basis

Government school teachers' promotions will now be linked to classroom performance and demonstrated competencies rather than seniority alone, with the NCTE rolling out the NPST

Published on: Jan 27, 2026 4:00 AM IST

By [Sanjay Maurya](#) , New Delhi



Government school teachers' promotions will now be linked to classroom performance and demonstrated competencies rather than seniority alone, with the National Council for Teacher Education (NCTE) rolling out the National Professional Standards for Teachers (NPST), a new framework that seeks to



Govt to promote school teachers on performance basis

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The shift, aligned with National Education Policy (NEP) 2020, calls for common guiding standards that outline expectations from teachers at different stages of expertise and the competencies required at each level of schooling. It has

A 11-members expert committee constituted by NCTE in August 2021 had prepared the NPST guiding document in August 2024. NCTE on January 19 launched the NPST handbook to “translate NPST into practice.” HT has a copy of the NPST handbook.

NCTE chairperson Pankaj Arora said the rollout will be gradual, with a pilot phase running until March 2026. The council has planned five national conclaves and 30 regional and state-level workshops to onboard 25,000 teachers and principals from 2,500 schools, including Kendriya Vidyalayas, Navodaya Vidyalayas and state-run CBSE-affiliated schools.

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“During the pilot phase, we are familiarising teachers with NPST and strengthening the portal. After March 2026, we will hold meetings with states that will adapt the framework to their local needs while maintaining minimum benchmarks in line with NPST. Our goal is to onboard all 10 million school teachers, including those from private schools, by 2030,” he said.

However, the framework has triggered mixed reactions from teachers and leaders of teacher unions, who argue that accountability is being tightened without addressing long-standing structural gaps.

Mohammad Haseeb, principal of a government primary school in Uttar Pradesh’s Sultanpur, said performance-based assessment cannot be fair in poorly resourced schools. “Without fixing internet connectivity in schools that lack it, evaluation becomes meaningless. They want to assess teachers, which shows that they do not trust teachers who have been teaching for years,” he said.

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including mid-day meal supervision and extensive data entry across multiple digital platforms, warning that NPST's evidence requirements could further reduce classroom time.

“Adding more documentation in the name of assessment under NPST will only push teaching further into non-teaching work, which will affect the learning of students,” said Kuldeep Khatri, president of the Shikshak Nyay Manch, a union representing teachers in Municipal Corporation of Delhi (MCD) schools.

Some teacher bodies, however, have welcomed the shift. Satpal Sindhu, president of the Haryana School Lecturers' Association, said promotions should not be automatic.

“Assessment-based progression is healthier than seniority alone, as long as evaluations are fair and transparent,” he said.

Responding to concerns, Arora said, “NPST is not a policing or check on teachers. It is aimed towards nurturing their potential, acknowledging their expertise to enable their professional growth in line with the NEP 2020. With a reform of this scale, policy must be shaped for the future and for all teachers, not just those hesitant about change. NCTE will provide continuous support through the NPST portal.”

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Experts have cautioned that implementation will determine the framework's success. Amit Khare, a former director of elementary education in the union government, said merit-based promotion is a sound idea but warned against excessive subjectivity. "Assessments must be standardised, and seniority should still carry some weight. Experience cannot be treated as irrelevant," he said, adding that digital reforms must not further erode teachers' autonomy.

Ramya Venkataraman, a member of the NPST drafting committee and CEO of global teacher competency platform Centre for Teacher Accreditation (CENTA), said competency-based progression is long overdue in teaching. "NPST will be best implemented in a public-private partnership model, where the reach and policy framework of the government combine with the agility and user-friendliness of the private sector," she added

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The NPST handbook defines clear, measurable benchmarks for teaching quality and aims to replace the existing seniority-driven promotion system with a performance- and competency-based model.

Under the new norms, teachers will be required to register on a dedicated NPST digital platform managed by NCTE and progress through three career stages: proficient, advanced, and expert. Each stage with a minimum of five years of period is mapped across three broad standards — core values and ethics, knowledge and practice, and professional growth and development — spread over 13 domains and 16 sub-domains, covering pedagogy, assessment, inclusion, classroom management, technology use, mentoring, and lifelong learning.

Unlike the current system, where promotions are largely determined by years of service, qualifications, and periodic appraisals, NPST has introduced structured competency mapping. Career progression will be assessed through a mix of self-assessment (30%), documented professional evidence such as lesson plans, innovation and mentoring (40%), and external evaluation by school heads or authorised assessors (30%). Teachers can take self-assessment once per academic year, but they have to complete five self-assessment modules over a minimum five-year period in each stage and secure a cumulative score of at least 75% to move to the next stage..

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✓ पढ़ाई-करियर का तनाव और सोशल मीडिया से नजदीकी युवाओं की राह में रोड़ा

संवाद न्यूज एजेंसी

नई दिल्ली। भाग-दौड़ के बीच युवाओं में तनाव एक गंभीर समस्या के रूप में उभर रहा है।

पढ़ाई का दबाव, करियर की अनिश्चितता, प्रतियोगी माहौल, सोशल मीडिया का अत्यधिक उपयोग और पारिवारिक अपेक्षाएं ये सभी कारण युवाओं के मानसिक स्वास्थ्य पर गहरा असर डाल रहे हैं। विशेषज्ञों ने कहा कि लगातार

डॉक्टरों ने कहा, सब ठीक है कहने से कुछ नहीं होता, इस पर लें सलाह

बना रहने वाला तनाव युवाओं की शारीरिक, मानसिक और भावनात्मक ग्रोथ में बड़ी रुकावट बन रहा है।

तनाव बन रहा बाधक : डॉक्टर के अनुसार लंबे समय तक तनाव बने रहने से युवाओं में नींद की कमी, चिड़चिड़ापन, एकाग्रता

में कमी, आत्मविश्वास की कमी और निर्णय लेने की क्षमता कम हो जाती है।

इसके अलावा सिरदर्द, पेट से जुड़ी समस्याएं, ब्लडप्रेसर और हार्ट से जुड़ी बीमारियों का खतरा बढ़ जाता है। मानसिक रूप से तनावग्रस्त युवा पढ़ाई और काम में अपेक्षित प्रदर्शन नहीं कर पाते हैं, जिससे उनका व्यक्तिगत और पेशेवर विकास प्रभावित होता है।

मनोचिकित्सक की सलाह

तनाव से कैसे बचें : मानव व्यवहार एवं संबद्ध विज्ञान संस्थान (इहबास) के मेडिकल डिप्टी सुपरिंटेंडेंट एवं वरिष्ठ प्रोफेसर मनोचिकित्सा डॉ ओम प्रकाश ने बताया कि सबसे पहले तनाव को समझना जरूरी है युवाओं में बढ़ता तनाव कमजोरी नहीं है।

यह पढ़ाई, करियर, प्रतिस्पर्धा, बेरोजगारी, पारिवारिक अपेक्षाएं और सोशल मीडिया के दबाव का स्वाभाविक परिणाम है। जब

अपेक्षाएं क्षमता से ज्यादा हो जाती हैं, तब तनाव पैदा होता है। तनाव को छुपाने या नज़रअंदाज करने से समस्या बढ़ती है। सब ठीक है कहकर तनाव को दबाने से तनाव बढ़ता है।

पर्याप्त नींद की कमी से तनाव की स्थिति बढ़ती है। रोजाना 30-40 मिनट व्यायाम तनाव हार्मोन को कम करता है और दिमाग में सकारात्मक रसायनों को बढ़ाता है। तनाव से बचने के लिए मोबाइल

और सोशल मीडिया से दूरी जरूरी है। युवाओं को अपनी समस्याओं के बारे में खुलकर बात करनी चाहिए। हर समय सफल होना जरूरी नहीं इस सोच में बदलाव लाने की आवश्यकता है। लंबे समय तक तनाव बने रहने की स्थिति में मनोचिकित्सक से सलाह लेना जरूरी है। डॉक्टरों ने कहा कि समय-समय पर खुद की जांच और सलाह लेते रहना चाहिए ताकि किसी को परेशानी न आए। ✓

यूजीसी के नए नियम पर देश भर में हंगामा है क्यों बरपा

सुशील राघव

दे

श में उच्च शिक्षा की नियामक संस्था विश्वविद्यालय अनुदान आयोग (यूजीसी) ने 13 जनवरी को उच्च शिक्षा संस्थानों में जाति के आधार पर होने वाले भेदभाव से निपटने के लिए नए नियम जारी किए। यूजीसी की ओर से 2012 में पहली बार जारी किए गए 'समानता' नियमों का एक नया रूप, अब विवादों में घिर गया है। आखिर क्या हैं नए नियम, जिन पर देश भर में हंगामा बरपा है।

विवाद क्यों है?

विद्यार्थियों व शिक्षकों के एक समूह का मानना है कि यूजीसी के नए नियम सामान्य श्रेणी के विद्यार्थियों को प्रेशान कर सकते हैं और जाति के आधार पर बंटवारा पैदा कर सकते हैं। नियमों का एक पहलू जिसका वे विरोध कर रहे हैं, वह यह है कि 'भेदभाव की झूठी शिकायतों' के मामले में सजा का कोई प्रावधान नहीं है और नियमों का पालन न करने पर संस्थानों पर कार्रवाई की जा सकती है। सोशल मीडिया मंचों पर 'यूजीसीरोलबैक' हैशटैग के जरिए लोग आरोप लगा रहे हैं कि ये नियम सामान्य श्रेणी के विद्यार्थियों के लिए गलत हैं और यह ओबीसी समुदाय के बीच राजनीतिक फायदे के लिए जाति-आधारित बंटवारा पैदा करता है।

क्या हैं यूजीसी के नए नियम

यूजीसी ने 13 जनवरी को विश्वविद्यालय अनुदान आयोग (उच्च शिक्षा संस्थानों में समानता को बढ़ावा) नियम, 2026 को अधिसूचित किया। इन नियमों को लागू करने के लिए हर उच्च शिक्षा संस्थान में एक समान अवसर केंद्र, एक समता समिति और समता समूह होना जरूरी है। समान अवसर केंद्र (ईओसी) वंचित समूहों से जुड़ी नीति को लागू करने की देखरेख करेगा, जिला प्रशासन और पुलिस के साथ समन्वय करेगा और आवश्यकता पड़ने पर कानूनी मदद देगा। इन ईओसी में संस्थान के पांच शिक्षक होंगे, इन पांच सदस्यों के लिए किसी भी श्रेणी के लिए कोई आरक्षण नहीं है। नियमों में कहा गया है कि अगर किसी कालेज में ईओसी बनाने के लिए कम से कम पांच शिक्षक नहीं हैं, तो उसके काम उस विश्वविद्यालय के ईओसी द्वारा किए जाएंगे, जिससे वह कालेज जुड़ा हुआ है।

क्यों लाया गया?

यूजीसी ने नए नियम सुप्रीम कोर्ट की दखल के बाद जारी किए गए हैं। दरअसल, रोहित वेमुला और पायल तडवी की माताओं ने सुप्रीम कोर्ट में याचिकाएं दायर की थीं। इन दोनों ने 2016 और 2019 में कथित जाति-आधारित भेदभाव के कारण आत्महत्या कर ली थी। इन याचिकाओं पर सुनवाई करते हुए इस सुप्रीम कोर्ट ने यूजीसी को नए समानता नियमों को लागू नहीं करने पर फटकार लगाई थी। जस्टिस सूर्यकांत और उज्वल भुइयां की सुप्रीम कोर्ट बेंच ने तीन जनवरी, 2025 को इस बात पर जोर दिया कि नियम सिर्फ प्रतीकात्मक नहीं होने चाहिए।

हितधारक ने क्या कहा

यूजीसी के नियम ठीक तो हैं लेकिन इसमें निर्दोषों के फंसने की भी आशंका है। इसमें गलत शिकायत करने वालों को सजा देने का भी प्रावधान नहीं है। हम यूजीसी से मांग करेंगे कि नियमों में इन दोनों प्रावधानों भी डालें। - वीरेंद्र नेगी, डूटा के अध्यक्ष

शैक्षणिक परिसरों में सौहार्द सुनिश्चित किया जाना अनिवार्य है। यूजीसी को सभी हितधारकों से संवाद करते हुए भ्रातियों को दूर करना चाहिए।

- वीरेंद्र सिंह सोलंकी, एबीवीपी के राष्ट्रीय महामंत्री

समता समिति : ईओसी में दस सदस्यों वाली एक समता समिति होगी जिसकी अध्यक्षता संस्थान का प्रमुख करेगा। इसके पांच सदस्य आरक्षित श्रेणी से होने चाहिए - अन्य पिछड़ा वर्ग, दिव्यांग व्यक्ति, अनुसूचित जाति, अनुसूचित जनजाति और महिलाएं। इसे शिकायतों पर कार्रवाई करने के लिए 24 घंटे के अंदर बैठक करनी होगी और 15 दिनों के अंदर संस्थान के प्रमुख को रपट सौंपनी होगी। इसके बाद संस्थान के प्रमुख को सात दिनों के अंदर कार्रवाई शुरू करनी होगी। समान समूह : इन्हें परिसर में भेदभाव पर नजर रखने और उसे रोकने के लिए बनाया जाएगा। उन्हें सचल रहना होगा और समय-समय पर संवेदनशील जगहों पर जाना होगा। संस्थानों में भेदभाव की घटनाओं की रपट करने के लिए 24 घंटे की 'समता हेल्पलाइन' भी होगी। उन्हें समता दूत नियुक्त करने होंगे जो समता के 'मशाल वाहक' के रूप में काम करेंगे।

School counselling

Implement revised norms in letter and spirit

THE decision of the Central Board of Secondary Education (CBSE) to make the appointment of socio-emotional and career counsellors mandatory in all affiliated schools is commendable. Schools now must appoint a wellness teacher and a career counsellor for every 500 students enrolled in Classes IX to XII. Qualification norms have been laid out and all appointed counsellors will have to complete a 50-hour training programme to maintain consistent standards. It may not be enough, but it is a step forward in providing a uniform mental health support framework and filling the gaps in the current arrangement. Implementing the new requirement in letter and spirit is now the big challenge. Much of it will depend on the approach of the school managements. They will have to make the leap from considering it as a diktat to be followed casually to enforcing it as absolutely essential for providing a more comprehensive school experience.

The CBSE move follows a public interest litigation filed before the Rajasthan High Court. It highlighted the rising mental health challenges among students, including academic stress and lack of structured career guidance. The high-pressure environment, it pointed out, requires both emotional and social support. The petitioners are hopeful of similar reforms in schools affiliated with state boards, and even in colleges and universities. Confidentiality forms a key part of the counsellors' conversations with students, parents and teachers, but as their role widens, they too need a support network. Provisions for feedback on case studies, regular seminars and upgraded training modules would help in what is an ever evolving learning process for all the stakeholders.

Sensitisation, coping strategies, skills for managing stress — counselling is a serious endeavour. Career guidance demands a perceptive outlook and informed insights. First and foremost, accord these professionals the respect they deserve.

No discrimination under new UGC equity rules: Pradhan

Abhinav Lakshman
NEW DELHI

Union Education Minister Dharmendra Pradhan on Tuesday sought to allay concerns over the new 2026 University Grants Commission regulations on promoting equity in higher education institutions, amid protests and allegations that the rules discriminate against “general category” students.

Speaking to presspersons in Rajasthan, Mr. Pradhan said the regulations had been notified under the supervision of the Supreme Court. He said “there will be no discrimination” and that “no one will have the right to misuse anything in the name of discrimination”.

His remarks came against the backdrop of

protests against the UGC regulations in cities such as Lucknow, Indore, and New Delhi, with more demonstrations planned in the coming days, and multiple petitions filed in the Supreme Court challenging the framework.

The new regulations, notified on January 13, define “caste-based discrimination” as discrimination on the basis of caste or tribe against those belonging to the Scheduled Castes, the Scheduled Tribes, and the Other Backward Classes. The final version drops a provision proposed in an earlier draft to penalise false complaints.

Critics of the rules have argued that by not recognising students from the “general category” as potential victims of caste-based discrimination, the



Voicing dissent: Students staging a protest against the new UGC regulations near Lucknow University on Tuesday. PTI

definition itself is discriminatory. They also flagged the absence of a mechanism to act against complaints believed to be false.

Mr. Pradhan said, “I want to assure everyone that no one will be subject to harassment and there will be no discrimination. No one will have the right

to misuse anything in the name of discrimination.”

He added that whether it was the UGC, the Centre or any State governments, it will be their responsibility to ensure fair implementation.

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Students stage stir against rules in U.P.

Mayank Kumar
LUCKNOW

The University Grants Commission (UGC)'s new regulations triggered protests in Uttar Pradesh on Tuesday, with a section of students demonstrating at Lucknow University against the rules, alleging they would affect their studies and future.

The protesting students staged a sit-in at the university's main gate and raised slogans against the UGC, claiming the University Grants Commission (Promotion of Equity in Higher Education Institutions)

Regulations, 2026 could lead to caste conflict and disrupt social harmony on campuses. “We demand that the UGC reconsider the framework and initiate a wider, inclusive dialogue before enforcing the new rules. These rules disturb the social balance,” said Anmol Singh, an LLB student, told presspersons.

The issue has sparked dissent within the BJP, with a few local leaders expressing anger over the regulations and resigning from party posts.

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Marathi subject mandatory in all schools across boards, says Maharashtra govt after MNS complaint

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MUMBAI: Maharashtra government has reiterated that Marathi is a compulsory subject across all schools in the state — irrespective of board or medium — responding to a complaint raised by Maharashtra Navnirman Sena (MNS) leader Amit Thackeray over alleged non-compliance by several private institutions.

In a letter addressed to the state school education minister earlier this month, Thackeray had flagged that despite the Marathi Language Act, 2020, which makes Marathi subject mandatory in all schools, several private and international board institutions, including those affiliated to CBSE, ICSE and IB, were flouting the rule. He had termed the sidelining of Marathi in classrooms a serious violation of the state's cultural identity and urged strict

action against errant schools. "Marathi is not just a subject, it is the soul of Maharashtra. Denying students their right to learn the state language is unacceptable," Thackeray had written, calling for inspections and withdrawal of recognition, where required.

In its official response, the education department confirmed that the Marathi Language Act, 2020 mandates the teaching and learning of Marathi in all schools across mediums and managements. It added that enforcement of the order rests with the deputy directors of education in each region, who are responsible for monitoring compliance. Govt said implementation instructions were issued from April 2020 onwards, followed by repeated circulars to education officers and school authorities.

Backing the govt's stand, deputy director of education of Mumbai Region Rajesh Kankal said monitoring carried out this academic year showed largely high compliance. "A survey done this academic year itself showed only two to three Kendriya Vidyalaya schools in the Mumbai Metropolitan Region that weren't teaching Marathi, which was dealt with," he said.

Kankal underlined that the rule applies uniformly. "Every board, medium, aided or unaided has to compulsorily teach Marathi. My own son studies in an ICSE school in class X and he learns Marathi. If there are some errant schools who aren't teaching Marathi, we should be notified and we will look into the matter," he added.

However, MNS's student wing remains sceptical. Maharashtra Navnirman Vidyarthi Sena's general secretary Santosh Gangrude said, "According to our understanding, there are many schools in Maharashtra which are not teaching Marathi and to prove this MNS plans to conduct a survey of schools across the state."

CBSE 12वीं की क्वालिफिकेशन को मान्यता देगी कैम्ब्रिज यूनिवर्सिटी

■ NBT रिपोर्ट, नई दिल्ली

कैम्ब्रिज यूनिवर्सिटी ने कुछ अंडरग्रेजुएट कोर्सेज में सीबीएसई बोर्ड 12वीं की क्वालिफिकेशन को मान्यता देने का फैसला किया है। भारत में 'कैम्ब्रिज-इंडिया सेंटर फॉर एडवांस्ड स्टडीज' (CAS) भी शुरू किया गया है, जहां रिसर्च और इनोवेशन पर फोकस होगा। कैम्ब्रिज और भारतीय छात्र जोइंट प्रोजेक्ट कर सकेंगे। ब्रिटिश हाई कमिशन की ओर से जारी मीडिया बयान में कहा गया है कि नई पहल



■ इंडिया में सेंटर फॉर एडवांस्ड स्टडीज भी शुरू किया जाएगा

UK-इंडिया विजन-2035 के तहत भारतीय छात्रों और रिसर्चर्स के लिए इस ईकोसिस्टम तक पहुंच बढ़ाती है। भारत में ब्रिटिश उच्चायुक्त लिंडी

AI Image

कैमरून ने कहा कि कैम्ब्रिज-इंडिया सेंटर फॉर एडवांस्ड स्टडीज का मकसद इनोवेशन, रिसर्च और शिक्षण के क्षेत्र में काम करने पर है। दिल्ली में यूनिवर्सिटी के एक प्रतिनिधिमंडल के साथ आए वाइस चांसलर प्रफेसर डेबोरा प्रेंटिस ने यह भी घोषणा की कि यूनिवर्सिटी कुछ प्रैजुएशन कोर्सेज में सीबीएसई 12वीं क्लास की योग्यता को भी स्वीकार करेगा। सीबीएसई स्कोर के साथ कुछ अतिरिक्त शर्तों को भी पूरा करना होगा। इससे भारतीय छात्रों को कैम्ब्रिज में पढ़ने के बेहतर मौके मिलेंगे।

NEEEV: Green innovations take centre stage at Delhi's schools

Meghna.Dhulia
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New Delhi: From Avenger-inspired models designed to combat dust storms to student-led solutions for e-waste, fitness and sustainable living, innovation took centre stage at the NEEEV zonal event held on Wednesday at Sarvodaya Kanya Vidyalaya Moti Bagh-I.

Organised by Directorate of Education across Delhi govt schools, the showcase highlighted how classrooms are steadily transforming into incubators of ideas. The New Era of Entrepreneurial Ecosystem & Vision (NEEEV) programme mobilised nearly 25,000 students across 5,000 teams, culminating in 4,829 projects. At the Moti Bagh round, 46 students from different zones presented their prototypes and concepts, offering a glimpse into a generation learning to solve real-world problems through creativity and enterprise.

The diversity of projects reflected both local concerns and global aspirations, ranging from e-waste recycling initiatives such as Bond With E-Waste, organic and sustainable food concepts like Grow Organically and Nutrition Freaks, to tech-enabled ideas, including AI Fitness Team. Others explored affordable filtration systems (Filter), alternative energy and mechanical innovation (Power Engine), creative enterprises (Art and Work), and youth-focused brands such as Gen-Z Clothings. The projects pointed to strong themes of sustainability, health, circular economy

and practical technology, demonstrating how students are blending social impact with entrepreneurship.

Addressing the students, education minister Ashish Sood underlined the scale of India's startup journey and Delhi's push to nurture it early. "Earlier, there were only a handful of startups in the country, whereas today more than two lakh startups are actively operating across India," he said. Reflecting this momentum, Delhi govt invested nearly Rs 10 crore this year under NEEEV, supporting close to 5,000 teams with Rs 20,000 each.

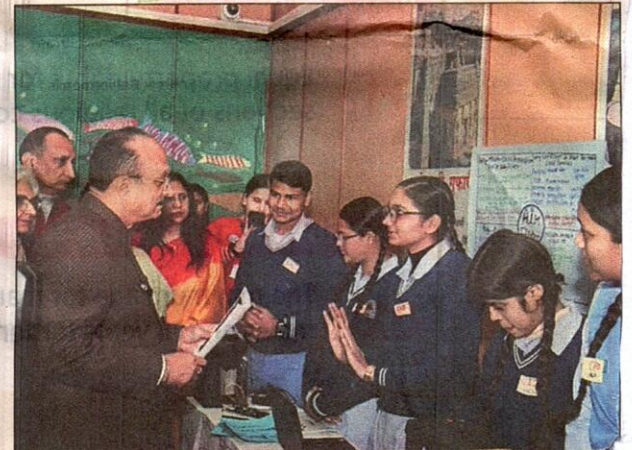
"This exercise was not merely about pitching ideas; it was a process of learning to think creatively, imagine boldly and build self-confidence," Sood said. "This funding was not given with the expectation that every idea would succeed, but to instil belief in children that their ideas are possible

and that govt stands firmly with them."

Sood also highlighted how the programme was reshaping learning beyond textbooks. Around 1.5 lakh students from nearly 1,000 schools worked on more than 30,000 ideas, supported by weekly NEEEV periods, structured innovation councils, industry visits, specialised workshops and over 2,000 dialogue sessions with entrepreneurs.

Govt is planning scientific validation of promising innovations in collaboration with leading technical institutions, enabling students to refine and strengthen their ideas. "These students, 17-18 years old today, will be Amrit Peedhi that leads the nation when India becomes a developed country in 2047," Sood said.

Launched last Sept and aligned with NEP 2020, NEEEV connects over five lakh students to an ecosystem of entrepreneurship.



Education minister Ashish Sood meets students

The Times of India,

29 January 2026,

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Ministry of Finance



EDUCATION THE CORE PILLAR OF HUMAN CAPITAL AND CENTRAL TO SHAPING THE NATION'S GROWTH PATH TOWARDS VIKSIT BHARAT @2047 : ECONOMIC SURVEY 2025-2026

ACHIEVEMENTS IN EDUCATION MARKED BY ENHANCED LITERACY RATES, INCREASING ENROLMENT IN SCHOOLS AND HIGHER EDUCATION INSTITUTIONS, PROVISION OF VOCATIONAL EDUCATION AVENUES, SAYS THE SURVEY

GROSS ENROLMENT RATIO (GER) REACHES AT 90.9 FOR PRIMARY STAGE AND 90.3 FOR UPPER PRIMARY STAGE

INDIA NOW HAS 23 IITS, 21 IIMS, AND 20 AIIMS, ALONGSIDE TWO INTERNATIONAL IIT CAMPUSES IN ZANZIBAR AND ABU DHABI

ACADEMIC BANK OF CREDIT COVERS 2660 INSTITUTIONS, WITH OVER 4.6 CRORE IDs ISSUED

FLEXIBLE ENTRY-EXIT PATHWAYS AND BIENNIAL ADMISSIONS INTRODUCED BY 153 UNIVERSITIES TO ACHIEVE THE NEP TARGET OF 50 % GER BY 2035

INDIAN HEIs TO OFFER TWINNING, JOINT, AND DUAL DEGREE PROGRAMMES WITH REPUTED FOREIGN UNIVERSITIES, WHILE 15 FOREIGN HEIs ARE EXPECTED

TO SET UP CAMPUSES IN INDIA

STRUCTURED SKILLING PATHWAYS IN SECONDARY SCHOOLS TO PROVIDE EARLY EXPOSURE TO EMPLOYABLE COMPETENCIES, SAYS ECONOMIC SURVEY 2025-2026

Posted On: 29 JAN 2026 1:50PM by PIB Delhi

In the education space, progress in school and higher education has been at the back of enhanced quality and access through community engagement, effective assessments, improved accountability, and stronger alignment between education and skill requirements states the Economic Survey 2025-2026 tabled in Parliament today by Union Minister of Finance and Corporate Affairs, Smt. Nirmala Sitharaman .

According to the Survey, the achievements in the education space have been marked by enhanced literacy rates, increasing enrolment in schools and higher education institutions, provision of vocational education avenues, etc. The Right to Education Act 2009 and the National Education Policy 2020 (NEP) have played a crucial role in shaping the education landscape by expanding access to quality education universally, promoting equity, and driving innovation in teaching and learning.

India has made notable gains in school enrolment by strengthening infrastructure and teacher capacity, with schemes like Poshan Shakti Nirman and Samagra Shiksha Abhiyan promoting access and equity. Gross Enrolment Ratio (GER) are 90.9 at the primary stage (Grade I to V), 90.3 at the upper primary (Grade VI to VIII), 78.7 at the secondary stage (Grade IX and X) and 58.4 at the higher secondary stage (Grade XI and XII).

Progress in school education

School education forms the foundation of human capital and is central to shaping the nation's growth path towards Viksit Bharat @2047. Experiences from fast-growing Asian economies clearly demonstrate that consistent investments in education, skills development, and technology can significantly enhance productivity, foster innovation, and accelerate economic transformation.

To fully convert its vast human resource base into high-quality human capital, India needs to raise its Expected Years of Schooling (EYS) to 15-year set by NEP's 5+3+3+4 schooling structure for ages 3-18. This requires a holistic, lifecycle approach that encompasses early childhood education, foundational literacy and numeracy (FLN), universal secondary schooling, and the seamless integration of vocational and digital skills.

To achieve the goals of NEP, the government launched school-level schemes such as the Sarv Shiksha Abhiyan, ULLAS, PM-SHRI(PM-Schools for Rising India), PM POSHAN (PM Poshan Shakti Nirman) and initiatives, such as PARAKH, Vidya Pravesh, DIKSHA (Digital Infrastructure for Knowledge Sharing), NIPUN Bharat Mission and Atal Tinkering Labs. In school education, the policy emphasises

Early Childhood Care and Education (ECCE), FLN, reducing dropouts, ensuring universal access, revamping curriculum and pedagogy, strengthening teacher capacity, promoting equity, and improving quality.

School infrastructure

India operates one of the world's largest school systems, serving 24.69 crore students across 14.71 lakh schools, supported by over 1.01 crore teachers (UDISE+ 2024-25). Aligned with the NEP goal of achieving a 100 per cent gross enrolment ratio (GER) from pre-primary to secondary education by 2030, steady progress has been observed across all school levels.

GER scores, as per NEP academic structure, are 95.4 at the preparatory stage (Grade III to Grade V), 90.3 at the middle stage (Grade VI to Grade VIII), and 68.5 at the secondary stage (Grade IX to Grade XII). Various Government of India schemes have been instrumental in improving the GER . These include setting up of 13,076 PM shri Schools in 33 states / UTs, Co-location of Anganwadi Centres in 2,99,544 Schools to create a unified and strengthened Early childhood Care and Education (ECCE) system for universal access to high quality learning. Schemes like Jaadui Pitara, e Jaaduai pitara, Kitab Ek Padhe Anek and Bhartiya Bhasha Pustak Scheme has made teaching material available to children in local languages

India has made notable gains in school enrolment by strengthening infrastructure and teacher capacity, with schemes like Poshan Shakti Nirman and Samagra Shiksha Abhiyan promoting access and equity. Improving infrastructure, teacher skills through strengthened DIETs (District Institute of Education & Training), and SCERTs (State Council of Educational Research and Training), and involving parents and communities in governance can create an inclusive, learner focused environment. Combining these strategies with curriculum and assessment reforms aligned with NEP and the use of digital platforms such as PM e-Vidya can provide high-quality, equitable education, even in remote areas.

Strengthening Quality Education

- › **Right to Education Act, 2009** and **National Education Policy 2020 (NEP)** played crucial role in shaping education landscape
- › **Gross Enrolment Ratio (GER)** stands at 90.9 at primary (Grade I to V), 90.3 at upper primary (Grade VI to VII), 78.7 at secondary (Grade IX & X), 58.4 at higher secondary (Grade XI & XII) and 29.5 at higher education stages
- › **23 IITs, 21 IIMs & 20 AIIMS** in India, alongside establishment of 2 international IIT campuses in Zanzibar and Abu Dhabi
- › **Academic Bank of Credit** covers 2,660 institutions, with over 4.6 crore IDs issued
- › Indian HEIs to offer twinning, joint & dual degree programmes with reputed foreign universities

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Improvement in learning outcomes

Since 2001, National Achievement Surveys (NAS) conducted by the National Council of Educational Research and Training (NCERT) have provided valuable insights into the school education system. Building on this and with a focus on competency-based learning, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) Rashtriya Sarvekshan 2024 was launched. The PARAKH 2024 findings inform that Grade III results show promising recovery post-COVID. Compared to NAS 2021 and 2017, Grade III proficiency levels have rebounded significantly, with 65 per cent of students proficient in Mathematics (up from 42 per cent in 2021) and 57 per cent in Language (up from 39 per cent).

School-to-skill pathways

Embedding structured skilling pathways in secondary schools can make education more relevant, provide early exposure to employable competencies, and transform schools into hubs of lifelong learning. The PLFS 2023-24 highlights the limited coverage of training, with only 0.97 per cent of 14-18-year-olds having received institutional skilling while nearly 92 per cent have none. Addressing this gap is crucial for leveraging India's demographic dividend. Skill education in schools would equip young people with market-aligned skills, particularly in the service sector, which absorbs over half of the formally trained youth, while reducing dropouts by linking education to economic opportunities.

Higher education

The number of higher education institutions (HEIs) has increased from 51,534 in 2014-15 to 70,018 as of June 2025. This increase is marked by substantial growth in universities and colleges. The number of premier higher education institutions (HEIs) has expanded significantly between 2014-15 and 2024-25. It now stands at 23 IITs, 21 IIMs, and 20 AIIMS, alongside the establishment of two international IIT campuses in Zanzibar and Abu Dhabi.

The All-India Survey on Higher Education (AISHE), 2022-23 (Provisional), reports an increase in student enrolment from 4.33 crore in 2021-22 to 4.46 crore in 2022-23.

Under the NEP, the higher education system has undergone several reforms. The National Credit Framework (NCrF), which aims to blend academic and skills-based learning, has been adopted by 170 universities. The Academic Bank of Credit covers 2,660 HEIs, with over 4.6 crore IDs issued, including 2.2 crore APAAR IDs with credits.

Flexible entry-exit pathways and biannual admissions have been introduced by 153 universities to achieve the NEP target of 50 per cent GER by 2035.

Aligned with the NEP to build robust R&D capacity, Anusandhan National Research Foundation have been established to nurture a research-driven culture across universities, colleges, and research institutions nationwide.

To improve the quality of technical education, the Multidisciplinary Education and Research Improvement in Technical Education (MERITE) Scheme has been approved recently for 275 technical institutions, including 175 engineering colleges and 100 polytechnics.

Industry-academia integration in STEM education

The NEP aims to integrate vocational training with general education and to encourage collaboration between industry and academia within HEIs. Industry-academia linkages in the higher education sphere have traditionally emphasised research collaborations, such as joint research, consulting, and technology transfer. One such measure is the introduction of the 'Professor of Practice' (PoP) category at HEIs by the UGC and the AICTE. The PoP concept allows industry professionals to bring real world practices and experiences into the classroom and also augment faculty resources in HEIs. Complementing this, the AICTE-Industry Fellowship Programme aims to bridge the gap between academia and industry through active faculty engagement.

Internationalisation of Higher Education

NEP aims at 'Internationalisation' of higher education by making the Indian education system self-reliant and comparable to global standards and norms, enabling it to attract more students from abroad and reduce outbound student migration.

UGC issued the Regulations on Academic Collaboration between Indian and Foreign Higher Educational Institutions, 2022, enabling Indian HEIs to offer twinning, joint, and dual degree programmes with reputed foreign universities. Further, 100 per cent foreign direct investment (FDI) is allowed in higher education. These efforts are reinforced by the UGC (Setting Up and Operation of Campuses of Foreign Higher Educational Institutions in India) Regulations, 2023, under which 15 foreign HEIs are expected to set up campuses in India.

India's policy ecosystem for internationalisation has become more enabling, with the introduction of the NEP, updated UGC guidelines, regulations for academic collaboration and mutual recognition of qualifications, and permissions for foreign branch campuses, including those in GIFT City.

India's education sectors require unwavering focus to unlock the nation's true potential through integrated, accountable, and adaptive policy frameworks to build a future ready workforce.

SR/DAM

(Release ID: 2219936) Visitor Counter : 728

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छात्र 10 दिन बिना बैग स्कूल जाएंगे

पहल

नई दिल्ली, वरिष्ठ संवाददाता। राजधानी के सरकारी स्कूलों में पढ़ने वाले छात्र अगले कुछ दिनों में बिना बैग के स्कूल जाते दिखें तो हैरान मत होइएगा। बच्चे भले ही बिना बैग के स्कूल जाएंगे, लेकिन वे वहां हमेशा की तरह पढ़ाई ही करेंगे। हां, लेकिन तरीका थोड़ा अलग होगा। छात्र खेल-खेल में पढ़ाई करने के साथ व्यावहारिक ज्ञान भी हासिल करेंगे।

दिल्ली में यह पहल नई राष्ट्रीय शिक्षा नीति 2020 के तहत की जा रही है। शिक्षा निदेशालय के मुताबिक, सरकारी स्कूलों में पढ़ने वाले कक्षा एक से आठवीं तक के

पर्यावरण संरक्षण और संस्कृति के बारे में जानेंगे छात्र



शिक्षा विभाग के अधिकारी ने बताया कि बैगलेस-डे के दौरान छात्रों के विकास से जुड़े कार्यक्रम आयोजित होंगे। इस नई पहल के तहत आत्मनिर्भर भारत, कला, संस्कृति व पर्यावरण संरक्षण जैसी गतिविधियां आयोजित की जाएंगी। स्कूल स्तर पर गतिविधियों के लिए लगभग साढ़े 13 हजार रुपये की मंजूरी दी गई है। स्कूल इसका इस्तेमाल जरूरी सामान खरीदने में कर सकते हैं।

छात्रों के लिए 10 बैगलेस-डे गतिविधियां लागू की गई हैं। इन गतिविधियों का मकसद छात्रों को खेल गतिविधियों, प्रैक्टिकल सीख देना और रचनात्मक कार्य से जोड़ना है।

शिक्षा मंत्रालय ने समग्र शिक्षा-दिल्ली के लिए प्राथमिक स्तर पर स्कूलों में बिना बैग वाले दिन की गतिविधियों को मंजूरी दी है। यह गतिविधि फरवरी माह तक

आयोजित की जाएगी। 10 दिन की जरूरत पूरी होने तक हर सप्ताह दो दिन इस तरह की गतिविधियां आयोजित की जाएंगी। शिक्षा विभाग ने इसे लेकर एक परिपत्र जारी किया है।

इसमें बताया है कि इसका उद्देश्य छात्रों को गुणवत्तापूर्ण, रचनात्मक गतिविधियों में शामिल करना है, जो कि पारंपरिक तरीकों से आगे हों।

'Need to retain students beyond class 8'

PRESS TRUST OF INDIA
New Delhi

There is a need to retain school students beyond Class 8 as the secondary age-specific net enrolment remains low, the Economic Survey 2025-26 said.

According to the survey tabled in Parliament on Thursday by Union Finance Minister Nirmala Sitharaman, while India has improved enrolment at early levels, the secondary age-specific net enrolment rate (NER) remains low at 52.2 per cent.

It said the scenario highlights the need to retain students beyond Class 8.

"A key issue is the uneven distribution of schools as 54 per cent of schools offer only foundational-prepara-

tory education, while just 17.1 per cent provide secondary education in rural areas," it noted.

Urban areas have a higher share of secondary schools (38.1 per cent). This disparity, the document highlighted, limits rural students' access to higher-level classes, resulting in "transition losses, increased travel time, and higher dropout rates". "These structural imbalances are reflected in enrolment patterns, with a drop from the foundational and preparatory levels to the middle and to secondary levels in rural areas," it pointed out. In urban

areas, though, enrolment rises from the middle to the secondary level. Grade-wise enrolment trends further highlight the decline at the secondary stage.

The survey also said that India has made notable gains in school enrolment by strengthening infrastructure and teacher capacity, with schemes like Poshan Shakti Nirman and Samagra Shiksha Abhiyan promoting access and equity. "Further action is required, especially as the focus shifts from enrolment to learning outcomes. Policy interventions to expand composite and integrated schools,

upgrading schools up to Class 7, and strengthening open schooling are vital for improving retention and optimising resources," it said.

Improving infrastructure, teacher skills through strengthened District Institute of Education and Training and State Council of Educational Research and Training, and involving parents and communities in governance can create an inclusive, learner-focused environment, it suggested.

Combining these strategies with curriculum and assessment reforms aligned with the National Education Policy (NEP) and the use of digital platforms such as PM e-Vidya can provide high-quality, equitable education, even in remote areas, it is underlined.



Economic Survey highlights uneven distribution of secondary schools

The report notes the need to 'internationalise' higher education and build State capacity in the sector; main reason for children dropping out continues to be the need to supplement household income, and domestic and care responsibilities

Abhinav Lakshman
NEW DELHI

A key issue in achieving the target set by the National Education Policy (NEP), 2020 to increase expected years of schooling in India to 15 from the current 13 was the "uneven distribution of schools", said the Economic Survey for 2025-26, released on Thursday ahead of the Budget.

Only about 17% schools provide secondary education in rural areas, it showed, and about 38% schools provide secondary education for urban areas.

The Survey showed that this corresponded with other sources of data that said the largest number of out-of-school children were of secondary school age (between 14 and 18 years), and the need to supplement household income, and domestic and care responsibilities continued to be the leading reasons for school dropouts.

"Building State capacity in higher education, fostering academia-industry col-



The report shows that only about 17% schools in rural areas, and about 38% in urban areas provide secondary education. FILE PHOTO

laboration, and expanding global engagement can further enhance the education system's responsiveness to the changing needs of the economy," the report said in its chapter discussing education. The report also touched upon the newly introduced Viksit Bharat Shiksha Adhishthan Bill, 2025 intended to "replace fragmented, overlapping regulations", and focused on policy interventions needed for the "internationalisation" of higher education.

"Notable gains in school enrolments and higher education sector, and improvement in innovation index also reflect how PM Modi's 'reform express' is fulfilling aspirations, driving transformations and ensuring inclusive growth," Union Education Minister Dharmendra Pradhan said on Thursday, commenting on the outlook on education in the Economic Survey.

Mr. Pradhan also shared a snapshot of the Survey's section on education,

which highlights that India now has 23 Indian Institutes of Technology (IITs), 21 Indian Institutes of Management, and 20 All India Institutes of Medical Sciences, along with establishing two international IIT campuses (in Zanzibar and Abu Dhabi).

While India had improved enrolment at early levels of school education, the "secondary age-specific net enrolment (NER) remains low at 52.2%, highlighting the need to retain students beyond Grade VI-II," the Survey said.

"To fully convert its vast human resource base into high quality human capital, India needs to raise its EYS (Expected Years of Schooling) to 15 years set by NEP's 5+3+3+4 schooling structure for ages 3-18.2," the Survey added.

Citing data from the Periodic Labour Force Survey of 2023-24, the Survey notes that nearly two crore adolescents aged between 14 and 18 were out of school.

"The single largest reason for adolescent dropout

is the need to supplement household income, accounting for 44% of dropouts," it added. While over 67% boys cite the need to supplement household income as a reason for dropping out of school, 55% girls reported domestic and care responsibilities as the "major constraint", the Survey said.

"High dropout rates, driven by economic pressures, make integrating school-based vocational and skills education an urgent priority," the Survey noted, adding that current data from the Periodic Labour Force Survey 2023-24 showed that only 0.97% of adolescents aged between 14 and 18 had received institutional skilling, with 91.94% having received none.

A major thrust of the Survey's section on higher education is the need to "internationalise" the sector, along with developing State capacities for higher education, considering that over 81% of higher education enrolments were in State institutions.

The Indian Express,
30 January 2026,
Page No - 6

GOVT PUSH FOR INCLUSIVITY

PwDs invited to be part of training plan for schools

Sophiya Mathew
New Delhi, January 29

IN AN effort to make school education more inclusive and improve all-round access to education for children with special needs, the Delhi government is seeking to actively involve Persons with Disabilities (PwDs) in training and capacity-building activities in its schools.

This decision is in line with the recommendations of an internal committee of the government's Directorate of Education (DoE), which was set up last year to improve the school working environment for both students and teachers, a senior official told *The Indian Express*.

The government has accepted all the recommendations, and the process to implement them is currently ongoing, the official said.

In a circular issued on January 27, the State Council of Educational Research and Training (SCERT) advised all District Institutes of Education and Training (DIETs) to preferably include PwDs in content development, course design, and the conduct of training programmes. The SCERT oversees the functioning of the nine DIETs in Delhi.

The SCERT also recommended engaging qualified PwDs as resource persons, subject experts, or facilitators for training, workshops, seminars and orientation programmes wherever feasible. Training methodologies, materials, and modes of delivery should follow the principles of universal design and accessibility to the extent possible, the circular said.

"The initiative aims to promote inclusive practices, enhance the quality and relevance of training programmes, and uphold the principles of equal opportunity and participation," the circular said.

Through a separate circular, SCERT has invited nominations of PwDs for content development, course design, and curriculum development activ-

E. EXPLAINED

Aim behind the initiative

Providing appropriate teaching-learning materials, instructional and training aids, therapeutic services, and in-service training of special educators and general teachers on curriculum adaptation for CWSN is a key objective of the Department of School Education & Literacy. The aim is to raise awareness of issues relating to CWSN in schools, and to address the needs of children.

ities, and for engagement as resource persons or subject experts for professional development initiatives conducted by SCERT and DIETs.

"We are including teachers and academics with disabilities from universities for material development and training. Earlier, this was not an officially declared practice. The step is being taken after directions from the DoE committee; steps are now being taken to improve content and training with a clear focus on accessibility," a senior SCERT official said.

Another senior SCERT official said the emphasis is on equity and mainstreaming. "Representation of persons with disabilities in content development and need-assessment workshops, along with special educators, is essential to achieve this," the official said.

The official added that "the immediate and major recommendation [of the DoE's panel] was that inclusive training would help address the existing gaps... As a logical solution, it was found necessary to involve persons who have special needs themselves as resource persons."

Another recommendation was to increase the number of resource centres for children with special needs (CWSN).

PISA-like Class 10 assessment proposed

Express News Service
New Delhi, January 29

SCHOOLS RELY on internal and board examinations that assess content recall rather than generate diagnostic evidence necessary to identify learning gaps, and a complementary initiative to this could be the introduction of a "PISA-like assessment" at the end of grade 10, the Economic Survey states.

PISA (Programme for International Student Assessment) tests 15-year-olds across countries in reading, maths and science, to assess the school sys-

PISA or Programme for International Student Assessment doesn't measure rote learning, but tests application of knowledge, skills

tems in these countries. It doesn't measure rote learning, but assesses application of knowledge and skills. India has participated only once in the PISA test - in 2009, when it ranked 72nd out of 73 countries.

It is conducted every three years by the Organisation for Economic Cooperation and Development (OECD). Findings of assessments in India like the Annual Status of Education Report (ASER) and the National Achievement Survey (NAS) "suggest a deeper structural issue: school-based assessments are primarily designed for certification and promotion, and are not able to generate diagnostic evidence necessary to identify learning gaps and inform corrective action," the Economic Survey stated.

"In the Indian context, it

would be worthwhile to use assessment data to unpack the reasons behind the scores, understand errors, and underlying confusions, thereby converting the survey into a robust feedback tool for the stakeholders. Further, a complementary initiative could be the introduction of a PISA-like assessment at the end of Grade 10. A standardised competency-based assessment that compares states, school types, and socioeconomic cohorts on a common scale could provide policymakers with insights for targeted policy interventions," it stated.



CSR News: Minister Dharmendra Pradhan Inaugurates Boeing Sukanya Program STEM Labs in Odisha

CSR

Education and Skill Training

Release



Published By - The CSR Journal

January 30, 2026

Sambalpur, India: The Hon'ble Minister of Education of the Government of India, Shri Dharmendra Pradhan, today inaugurated Boeing Sukanya Program STEM labs in government schools in Odisha. The labs set up in Sambalpur,

Rairakhol, and Kuchinda districts are expected to benefit more than 3,000 students annually, with additional labs to be added.



With this launch, 32 Boeing Sukanya Program STEM labs are now operational across India, reaching nearly 20,000 students annually.

The Union Minister was joined by Shri Rabi Nayak, Minister, Panchayati Raj and Rural Development, Shri Siddheshwar Baliram Bondar, Collector, Sambalpur District; Shri Mukesh Bhamoo, Superintendent of Police Sambalpur; Shri Rehan Khetri, Sambalpur Municipal Corporation Commissioner; Ms. Komal Garg, IPS Probationer, and dignitaries from Boeing and Learning Links Foundation, school principals, teachers, and students at the inauguration ceremony.

Shri Dharmendra Pradhan said, "India's aviation and aerospace sector is entering a historic phase of expansion, with thousands of new aircraft expected to fly in our skies in the coming decade. To support this growth, the country will need a new generation of pilots, engineers, technicians, and aircraft maintenance professionals.

The Boeing Sukanya STEM Labs launched today at CSB Zilla School, Sambalpur, is a crucial step in preparing our youth, especially our daughters—for these future opportunities. Through this initiative, girls from Odisha will receive early exposure to aerospace education and specialized training to prepare for highly competitive pilot entrance examinations."

"With the combined support of the Government of Odisha and Boeing, financial barriers will no longer prevent talented girls from pursuing careers in aviation. This partnership reflects the vision of Prime Minister Narendra Modi ensuring that district schools like Sambalpur become hubs of advanced scientific learning. Our daughters will not only study here—they will fly higher, lead India's aerospace growth, and shape the nation's future in the skies."

The STEM labs feature experiential learning kits, digital tools and hands-on modules designed to strengthen practical understanding of STEM, aviation, and aeromodelling. Students from grades six through 10 will participate in activity-based learning, workshops and exploratory sessions. The program will also enable student participation in regional and national STEM, aviation, and aeromodelling competitions.

The Boeing Sukanya Program is grounded in the belief that equal access to education unlocks innovation," said Salil Gupte, president, Boeing India and South Asia. "These STEM labs reinforce our commitment to advancing science, aviation and aeromodelling education in Sambalpur and

neighboring districts. We deeply appreciate the support of the Ministry of Education and the Government of Odisha in advancing this shared vision.”



The Boeing Sukanya Program is implemented in partnership with Learning Links Foundation (LLF), a Boeing Global Engagement nonprofit partner for education and skilling initiatives in India.

Dr. Anjlee Prakash, Chairperson, Learning Links Foundation, said, “We are proud to collaborate with Boeing to deliver immersive, hands-on STEM learning in Odisha. These labs encourage students to explore, question and innovate, while also strengthening teacher capability and the broader school ecosystem. Our focus is to enable more students, especially girls, to pursue careers in STEM.”

Launched in 2024 by the Hon’ble Prime Minister of India, Shri Narendra Modi, the Boeing Sukanya Program aligns with India’s vision to increase women’s participation in aviation. As part of the program, Boeing and LLF continue to establish STEM labs in government schools across India.

The program also offers scholarships to girls to pursue their dream of becoming pilots, helping build a strong talent pipeline to increase women’s participation in India’s aviation growth.

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Some students of the Petersfield High School in Westmoreland.

THE FULL STORY

A bulletin has been issued by the Ministry of Education, Skills, Youth and Information (MoESYI) reminding school leaders and stakeholders that every child has a right to education and must not be denied access to public schools.





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It was stated that once the Ministry is made aware of an out-of-school situation, it will be classified as an emergency case, triggering immediate measures to facilitate swift placement.

These measures include engaging schools to enable placement and providing sensitisation and support to principals and staff to effectively accommodate the student.

The Ministry also provides support for assessments, school placement and the assistance of a Special Education Needs Assistant (SENA), also referred to as a Shadow or Caregiver, without requiring an assessment report.

Parents and schools are reminded that commencing the assessment process is critical to developing a strategic educational plan tailored to the child’s needs. The Ministry reiterates its guiding principle that every child can learn, and every child must learn, despite their differences.

In its continued efforts to strengthen support systems, the Ministry is developing a comprehensive proposal to establish a cohort of clinical assessors to manage assessment cases, with all costs covered by the Ministry.

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resolve many long-standing problems in India's education system: uneven learning outcomes, language barriers, poor health and nutrition among schoolchildren, outdated assessment systems, fragmented skill pathways, and weak bridges between education and employability.

The policy proposed a system-wide reset, with a strong focus on foundational literacy and numeracy as well as new-age competencies at the core. Additionally, it offered a structured flexibility across the education life-cycle, enabling multidisciplinary learning, credit portability, and multiple, non-linear pathways that break the subject silos. Equally high-impact change is reimagining India's governance and research architecture through simplified regulation, greater institutional autonomy, and the creation of a National Research Foundation that links education more directly to research and innovation. NEP also offered explicit global and future-facing orientation—for the first time, India's





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vision. It is this integrated character of NEP 2020 that this volume seeks to examine. Each chapter in this publication focuses on a critical lever within the NEP ecosystem, reflecting a shared analytical stance that educational outcomes are often cumulative and systemic. The contributors to this volume come from diverse professional backgrounds but share a common concern of how to translate policy ambitions into durable learning outcomes, especially for those who have historically been left behind. Together, the nine articles in this compendium trace the pathways by which NEP 2020 seeks to rewire India's education ecosystem and where the hard work of implementation lies.

The volume opens with an article by *Anustup Nayak, Sanjay Koushik, and Shreya Singh* that examines early childhood education, which until NEP, sat at the margins of policy discourse. The authors use case studies from Uttar Pradesh, Odisha, Punjab, Gujarat, and





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Language of instruction is the next frontier, which requires a delicate balance that preserves both identity and opportunity. In her article, *Namita Goel* explores the use of the home or familiar language as medium of instruction in the early years. Framing the issue of learning language as one of effectiveness, she argues that strong first-language (L1) foundations are essential for comprehension, participation, and equity; they accelerate, rather than delay, the acquisition of English and other additional languages. Drawing on global mother-tongue-based multilingual education (MTB-MLE) evidence and Indian field examples, the chapter critiques 'early English-only' approaches that result in shallow learning, cognitive challenges, and passive classrooms. It proposes a late-exit, additive multilingual model aligned with NEP 2020 and National Curriculum Framework-School Education 2023 with the following steps: secure concepts in L1; introduce





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affect learning outcomes. The author documents gains in nutrition support, disability screening, and the gradual inclusion of mental health conversations in schools, and highlights persistent gaps in inter-ministerial coordination, human resources, monitoring, and equity. The article's key recommendation is to move from programmatic layering to system integration, i.e., clearer joint stewardship between education and health ministries, digitised health records that travel with the child, ring-fenced funding for counselling and wellness, and explicit inclusion of life-saving skills such as CPR and first aid in the curriculum.

Ultimately, assessments determine what schools prioritise, teachers teach, and students learn. Typically, India's assessment culture captures narrow learning through exam performance, often at the expense of conceptual understanding and application. NEP 2020 promises a shift to competency-based





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rather than a rejection of Continuous and Comprehensive Evaluation (CCE). The chapter details how competency-based assessment, stage-appropriate evaluation, and inclusive and threat-free practices are now being institutionalised for deeper learning, metacognition, and student agency.

Technology enters the education discourse as both an opportunity and risk. NEP was enacted at a time when EdTech provided continuity amidst the pandemic-induced disruption, but it has also exposed deep inequalities. *Neha Parti's* article traces the evolution of educational technology in India, while critically examining how technology interacts with pedagogy, equity, and governance under NEP 2020. It shows that although device penetration and digital content availability have expanded rapidly, learning gains remain uneven, and uncritical adoption risks furthering exclusion, passive consumption, and





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system, the question of vocational skills and employability becomes important. In India, vocational education is often seen as a fallback option, rather than an aspirational pathway. NEP 2020 attempts to erase this divide by integrating vocational education into mainstream schooling and emphasising skills alongside academic learning. The sixth chapter by *Vijeta Ananthkumar and Shubhankar Bajpai* outlines the steps needed for this ambition to scale through ingrained perceptions, institutional fragmentation, and weak industry connect. The authors discuss how NEP 2020 fundamentally restructures India's vocational education system by introducing a flexible, credit-based, outcomes-driven process, allowing for knowledge to be accumulated, transferred, and utilised across educational institutes, and the labour market.

Professional education also occupies a unique position within the NEP framework, particularly medical education, which has





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assessment of where NEP has altered medical education's trajectory, where it has not, and what is required to produce doctors who are clinically competent, ethically grounded, and socially responsive.

Between intent and impact of any policy lie think tanks and knowledge institutions that interpret, critique, and shape reform trajectories. The penultimate chapter by *Nilanjan Ghosh* highlights the importance of independent analyses, policy dialogues, and long-term engagement for knowledge production as a national development input. This chapter situates think tanks within NEP 2020 as critical actors in addressing India's "ingenuity gap", or the gap between complex societal problems and the production of actionable ideas to solve them. The author positions NEP 2020's emphasis on multidisciplinary research and the National Research Foundation as enabling conditions for a new knowledge ecosystem and





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narrow agenda of student mobility. Situating India within global trends, it argues that internationalisation has shifted toward “internationalisation at home”, encompassing curriculum reforms, credit transfers, joint degrees, research collaborations, virtual exchanges, and the setting up of foreign university campuses. While documenting concrete post-2020 developments, it also examines outbound mobility, research exchange programmes, and diaspora engagement, positioning internationalisation as both an educational and geo-economic strategy.

This volume seeks to offer a roadmap for the next decade of learning in India, which will not be forged by policy alone, but by the hard work, every day, in classrooms, institutions, and governance systems. The authors invite readers into this conversation, with the hope that critical engagement today can lead to better learning outcomes tomorrow.



News / Education Today / Featurephilia / India is schooling more children than ever, but learning outcomes keep lagging



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India is schooling more children than ever, but learning outcomes keep lagging

The Economic Survey 2025-26 shows near-universal school enrolment in India, but flags that learning outcomes, teacher gaps and post-pandemic recovery remain uneven across states and student groups.

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What factors hinder post-pandemic learning re

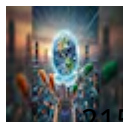
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The Economic Survey 2025–26 shows near-universal school enrolment in India, but flags that learning outcomes, teacher gaps and post-pandemic recovery remain uneven across states and student groups.




Roshni Chakrabarty




New Delhi, UPDATED: Jan 30, 2026 12:26 IST




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
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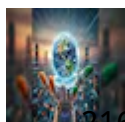
India has reached a milestone that once felt distant: getting almost every child into school. According to the Economic Survey 2025–26, enrolment levels at the elementary stage are now near-universal, with retention improving steadily through secondary education. On paper, this is a major policy success. Powered By

But the same report carries a subtle warning. While more children are in classrooms, what they are learning and how evenly they are learning remains a serious concern.

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Learning outcomes have not improved at the same speed as enrolment, and gaps across regions, income groups and school types continue to persist.

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The problem with learning outcomes has been consistent in India. The Economic Survey 2024-25, ASER 2024, and the UDISE+ 2024-25 all confirmed this despite noting consistent progress.


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This year as well, this contrast between access and learning outcomes is highlighted in the Economic Survey's education chapter and frames the central challenge for India's school system in the years ahead.

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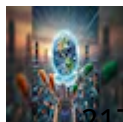
NEAR-UNIVERSAL ENROLMENT, STRONGER RETENTION

The Education and Health chapter of the Economic Survey 2025-26 notes that India

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A Gross Enrolment Ratio above 100% reflects the inclusion of over-age and under-age students in schools, and is commonly seen in systems with wide access to education.

Enrolment trends highlighted in the Economic Survey 2025-26

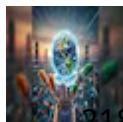
Indicator	Trend noted in Survey
Elementary enrolment	Near-universal
Dropout rates	Continued decline
Secondary enrolment	Gradual increase
Gender gap	Narrowing at most levels

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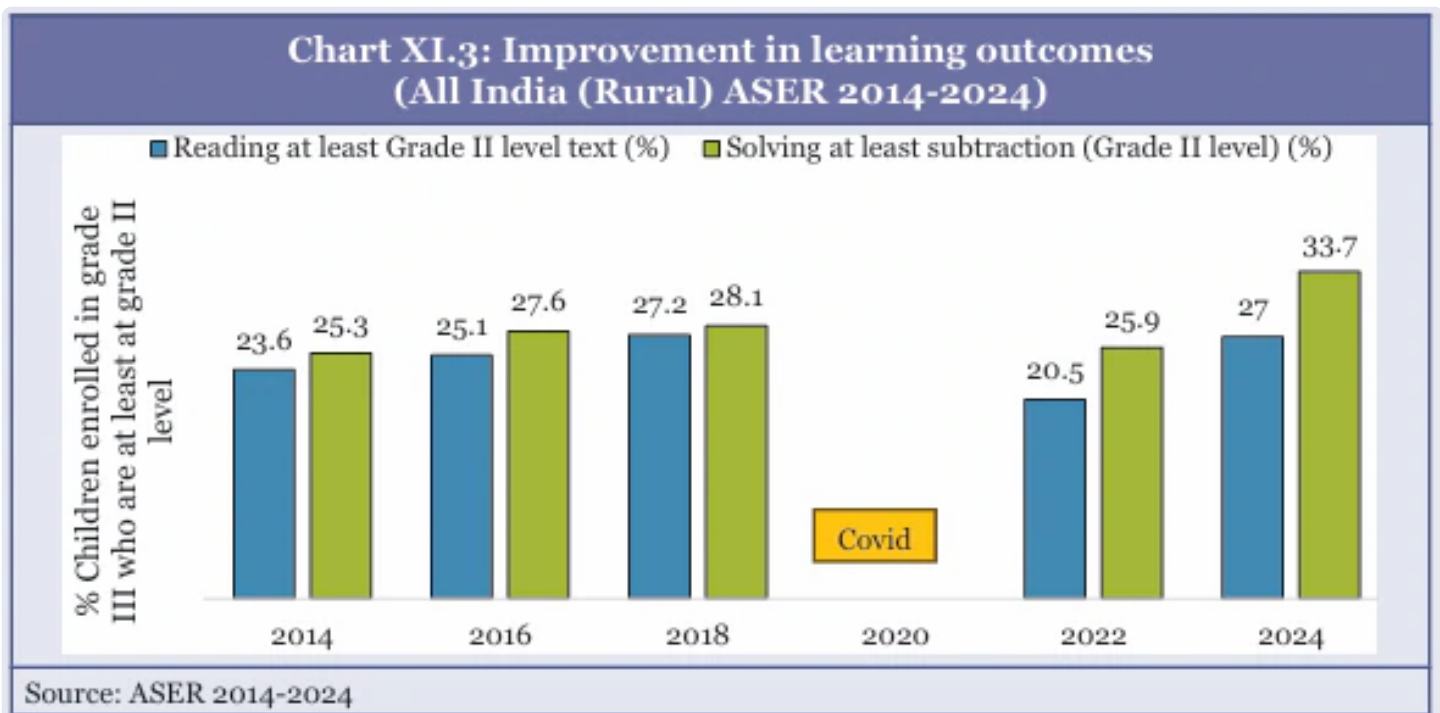
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Despite high enrolment, the Economic Survey flags that learning outcomes have not kept pace. It points to uneven progress in foundational literacy and numeracy, especially at the primary level.

The report notes that learning levels vary sharply across states, school management types and socio-economic groups, indicating that access alone has not translated into uniform quality.

The Survey stops short of assigning blame but clearly signals that classroom-level learning remains India’s biggest education challenge, even after decades of expanding access.



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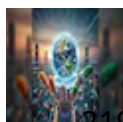
POST-PANDEMIC LEARNING LOSSES STILL CAST A SHADOW

One of the most important acknowledgements in the Economic Survey is that [pandemic-era disruptions continue to affect learning recovery](#), particularly for younger students.

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The Survey highlights that while digital education played a stabilising role during closures, unequal access to devices and connectivity in India widened learning gaps rather than narrowing them.

TEACHER AVAILABILITY AND QUALITY REMAIN KEY BOTTLENECKS

Another recurring theme is teacher availability and deployment. The Survey notes that teacher shortages persist in certain regions and subjects, affecting instructional quality.

In some states, high pupil-teacher ratios (PTR) continue to strain classroom outcomes, while in others, teacher deployment does not align well with student needs.

Structural challenges flagged

Area	What the Survey notes
Teacher shortages	Persist in select regions
PTR imbalance	Affects classroom attention
Training needs	Ongoing requirement
Deployment	Uneven across states

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The Economic Survey suggests that system-level improvements will matter as much as spending, especially when it comes to teacher support and classroom effectiveness.

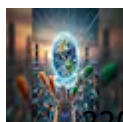
DIGITAL EDUCATION HELPED, BUT ALSO DEEPENED GAPS

The Economic Survey takes a balanced view on digital learning. It recognises

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Students with access to devices, stable internet and adult support benefited more, while others were left behind. This has contributed to uneven learning recovery, particularly at foundational stages.

The Survey's data reinforces that digital tools cannot replace in-person teaching, especially for early learners.

ENROLMENT SUCCESS VS OUTCOME REALITY: THE CORE CONTRADICTION

Taken together, the Economic Survey presents a clear contrast.

India has largely solved the problem of getting children into school. What remains unresolved is ensuring that time spent in school consistently translates into learning gains.



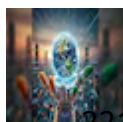
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This gap is most visible in:

Foundational literacy and numeracy

Learning recovery after COVID-19 disruptions

Regional and socio-economic disparities

The Survey does not call this a failure, but it does frame it as the next phase of reform, shifting focus from access to outcomes.

WHAT THE SURVEY SIGNALS FOR POLICY AND PARENTS

While the Economic Survey is not prescriptive, its data points towards a clear direction:

Enrolment gains are stabilising

The next challenge is classroom quality

Teacher support and learning recovery need priority

Digital education must be blended, not substituted

Key takeaways:

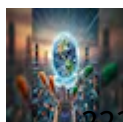
Area	Status
School enrolment	Near-universal
Retention	Improving
Learning outcomes	Lagging
Teacher gaps	Persist

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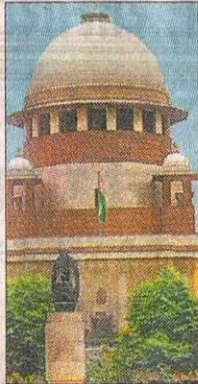
मासिक धर्म स्वास्थ्य मौलिक अधिकार, स्कूलों में छात्राओं को मुफ्त सैनिटरी पैड देना अनिवार्य

सुप्रीम कोर्ट का आदेश : हर स्कूल में छात्राओं के लिए अलग शौचालय हों, निर्देशों के उल्लंघन पर रद्द होगी मान्यता

अमर उजाला ब्यूरो

नई दिल्ली। सर्वोच्च न्यायालय ने एक अहम फैसले में मासिक धर्म स्वास्थ्य एवं स्वच्छता के अधिकार को संविधान प्रदत्त जीवन के अधिकार और मुफ्त व अनिवार्य शिक्षा के अधिकार का अभिन्न अंग माना है। शीर्ष अदालत ने देशभर के स्कूलों में छात्राओं को मुफ्त सैनिटरी नैपकिन उपलब्ध कराना अनिवार्य कर दिया। यह निर्देश भी दिया कि हर स्कूल में चालू हालत में स्वच्छ और छात्र-छात्राओं के लिए अलग-अलग शौचालय होने चाहिए। कोर्ट ने स्पष्ट किया कि निर्देशों के उल्लंघन पर स्कूल की मान्यता निरस्त होगी।

अदालत ने कहा, मासिक धर्म से जुड़ी स्वच्छता सुविधाओं एवं उत्पादों तक पहुंच के बिना न तो बालिकाओं की गरिमा सुरक्षित रह सकती है, न ही समानता, शिक्षा व सहभागिता के अधिकारों की पूर्ण रक्षा हो सकती है। इन सहूलियतों को उपलब्ध न कराना सेहत के साथ, बालिकाओं की गरिमा, शिक्षा एवं समानता के अधिकार का भी उल्लंघन है।



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■ **तीन महीने में कक्षा 6 से 12 तक की छात्राओं के लिए नीति लागू करने के निर्देश**

मासिक धर्म से जुड़ी सुविधाओं की अनुपलब्धता न सिर्फ स्वास्थ्य, बल्कि बालिकाओं की गरिमा, शिक्षा और समानता के अधिकार का भी उल्लंघन है। स्वस्थ प्रजनन जीवन के अधिकार में यौन स्वास्थ्य से संबंधित शिक्षा और जानकारी पाने का अधिकार भी शामिल है। -सुप्रीम कोर्ट

ऑक्सो-बायोडिग्रेडेबल हों सैनिटरी नैपकिन : पीठ ने कहा कि स्कूलों में छात्राओं को एएसडीएम-694 मानकों के अनुरूप ऑक्सो-बायोडिग्रेडेबल सैनिटरी नैपकिन मुफ्त में उपलब्ध कराए जाएं। नैपकिन शौचालय परिसर में वॉडिंग मशीनों के माध्यम से या किसी तय स्थान पर आसानी से उपलब्ध हों।

जस्टिस जेबी पारदीवाला और जस्टिस आर महादेवन की पीठ ने कक्षा 6 से 12 तक की छात्राओं के लिए केंद्र सरकार की राष्ट्रीय नीति-छात्राओं के लिए मासिक धर्म स्वच्छता नीति के देशव्यापी क्रियान्वयन के निर्देश दिए। पीठ ने सभी राज्यों और केंद्रशासित प्रदेशों

से सुनिश्चित करने के लिए कहा कि ये सुविधाएं सभी स्कूलों में उपलब्ध कराई जाएं, चाहे वह सरकारी हों, सहायता प्राप्त हों या निजी हों। यह नीति सभी सरकारी व निजी, शहरी व ग्रामीण स्कूलों पर लागू होगी। पीठ ने कहा, अगर सरकारें अलग शौचालय

आदेश सिर्फ अदालतों और कानूनी किताबों तक सीमित न रहे



यह निर्णय सिर्फ अदालतों या कानून की किताबों तक सीमित नहीं रहना चाहिए। यह कक्षाओं में उन बालिकाओं के लिए है, जो मदद मांगने से झिझकती हैं। उन शिक्षकों के लिए है, जो संसाधनों की कमी के कारण मदद नहीं कर पाते। उन अभिभावकों व समाज के लिए है, जो अक्सर चुपकी के असर को नहीं समझते। किसी भी बालिका को उसके शरीर के कारण दोषी नहीं ठहराया जाना चाहिए। समाज की प्रगति इससे आंकी जानी चाहिए कि वह अपने सबसे कमजोर वर्गों की रक्षा कैसे करता है। -जस्टिस जेबी पारदीवाला, आदेश में कहा

शौचालयों में हर समय हो पानी व साबुन की व्यवस्था : पीठ ने कहा, छात्र-छात्राओं के लिए स्कूलों में अलग-अलग शौचालयों में हर समय पानी व साबुन उपलब्ध रहें। शौचालयों का निर्माण और रखरखाव इस तरह किया जाए कि छात्राओं की निजता और गरिमा बनी रहे।

■ दिव्यांग बच्चों की जरूरतें ध्यान रखते हुए शौचालयों की सुलभता सुनिश्चित की जाए।

मासिक धर्म स्वच्छता प्रबंधन कॉर्नर खोलने होंगे पीठ ने कहा, हर स्कूल में मासिक धर्म स्वच्छता प्रबंधन कॉर्नर स्थापित करने होंगे। वहां अतिरिक्त कपड़े, यूनिकॉर्म, डिस्पोजेबल पैड और अन्य जरूरी सामग्री रखी जाए, ताकि आपात स्थितियों में छात्राओं को मदद मिल सके।

■ पीठ ने कहा, मासिक धर्म स्वच्छता सुविधाओं की अनुपलब्धता अनुच्छेद 14 के तहत समानता के अधिकार का उल्लंघन है, क्योंकि इससे बालिकाएं समान शर्तों पर शिक्षा और स्कूली गतिविधियों में भाग नहीं ले पातीं।

और सैनिटरी पैड देने में विफल रहती हैं, तो उन्हें जवाबदेह ठहराया जाएगा। सभी सरकारों को इन निर्देशों को तीन महीने में लागू करने के लिए कहा गया है। पीठ ने कहा, स्वस्थ प्रजनन जीवन के अधिकार में यौन स्वास्थ्य से जुड़े शिक्षा व जानकारी प्राप्त करने का हक

भी शामिल है। इस मामले में कोर्ट को यह तय करना था कि क्या स्कूलों में लिंग-आधारित शौचालयों की कमी व मासिक धर्म अवशोषक सामग्री तक पहुंच न होना शिक्षा के अधिकार का उल्लंघन है। >> समान अवसर सुनिश्चित करना भी सरकार का दायित्व : पेज 11

स्कूलों में 220 दिन अनिवार्य रूप से होगी पढ़ाई, देना होगा शपथ पत्र

शिक्षा निदेशालय ने पढ़ाई के दिनों और अवकाश के संबंध में जारी किए निर्देश

अमर उजाला ब्यूरो

नई दिल्ली। दिल्ली के सभी सरकारी, सरकारी सहायता प्राप्त और निजी स्कूलों को अपर प्राइमरी कक्षाओं के लिए अनिवार्य रूप से न्यूनतम 220 दिन पढ़ाई करानी होगी। जबकि प्राइमरी कक्षाओं के लिए अनिवार्य दिन प्रति शैक्षणिक वर्ष 200 दिन होगी। शिक्षा निदेशालय ने इस संबंध में शैक्षणिक सत्र की शुरुआत से काफी पहले पढ़ाई के दिनों और अवकाश के संबंध में एक परिपत्र जारी किया है। इसमें कहा कि स्कूलों को सुनिश्चित करना होगा कि कम से कम इतने दिनों की पढ़ाई हो।

शिक्षा निदेशालय ने स्कूलों को इस संबंध में एक शपथ पत्र देने के लिए भी कहा है। इसके लिए निदेशालय की ओर से स्कूलों को शपथ पत्र का प्रारूप भी भेजा है।



अपर प्राइमरी कक्षाओं के लिए न्यूनतम 220 कार्य दिवसों का पालन करना होगा

प्राइमरी कक्षाओं के लिए अनिवार्य दिन प्रति शैक्षणिक वर्ष 200 हैं

निदेशालय की ओर से जारी परिपत्र में सभी स्कूल प्रमुखों को आरटीई अधिनियम 2009 की धारा 19 में दिए गए प्रावधान का पालन करने का निर्देश दिया है। जिसमें एक शैक्षणिक वर्ष में अपर प्राइमरी कक्षाओं के लिए न्यूनतम 220 कार्य दिवसों का पालन करने के

लिए कहा है। एक शैक्षणिक वर्ष अप्रैल से अगले मार्च तक कम से कम इतने कार्यदिवस पूरे करने होंगे।

निदेशालय ने कहा है कि स्कूल यह सुनिश्चित करेंगे कि शैक्षणिक वर्ष 2026-27 के लिए प्रत्येक स्कूल वर्ष 2026 के लिए छुट्टियों की योजना बनाते समय कम से कम इतने दिवस पूरे करें। स्कूलों में शैक्षणिक सत्र 2026-27 की शुरुआत एक अप्रैल 2026 से होगी। ग्रीष्मकालीन अवकाश 11 मई से 30 जून तक होंगे। 29 व 30 जून शिक्षकों के लिए कार्य दिवस होंगे। शरदकालीन अवकाश 17 अक्टूबर से 19 अक्टूबर तक होंगे। शीतकालीन अवकाश एक जनवरी 2027 से 15 जनवरी 2027 तक होंगे। सभी स्कूल प्रमुख जारी किए गए प्रारूप में अधिकारी को एक शपथ पत्र जमा करेंगे।

SC: Menstrual health is a part of fundamental right to life

Orders free sanitary pads, separate toilets in all govt and private schools

Ananthkrishnan G
New Delhi, January 30

STATING THAT the right to menstrual health is a part of the right to life, a fundamental right under Article 21 of the Constitution, the Supreme Court on Friday directed all

States and Union Territories to put in place Menstrual Hygiene Management (MHM) measures, including gender-segregated toilets and free sanitary napkins, in all government as well as private schools.

Issuing a slew of directions, the bench of Justices J B Pardi-

wala and R Mahadevan asked the Centre, States and UTs to ensure compliance within three months. Citing provisions of the Right to Education Act, the court also warned of stringent consequences for non-compliance, including the de-recognition of private schools and holding state governments directly accountable for failures in public institutions.

"In our considered view,

»CONTINUED ON PAGE 2

SC on menstrual health

MHM measures are inseparable from the right to live with dignity under Article 21. We say so because dignity cannot be reduced to an abstract ideal, it must find expression in conditions that enable individuals to live without humiliation, exclusion or avoidable suffering. For menstruating girl children, inaccessibility of MHM measures subjects them to stigma, stereotyping and humiliation," the bench said.

"The exercise of the right to education requires the removal of impediments that obstruct its enjoyment. In the present case, these impediments include the lack of MHM measures, such as non-access to toilets, non-availability of menstrual absorbents, and absence of a safe disposal mechanism. These barriers disproportionately affect the right to education of adolescent female students. As a result, the State is under an obligation to address them through appropriate measures," the bench said.

The absence of MHM measures "does not merely disrupt a girl child's presence in school," it said. "It impairs her access to opportunities both during schooling and later in life. The absence of MHM measures

at school would lead to recurrent absenteeism, which would result in gap in learning. Over a period of time, these gaps would translate into lower academic performance, and reduced participation in classroom...The resultant effect of frequent and prolonged absenteeism is dropping out," it added.

The court asked all States and UTs to "ensure that every school, whether government-run or privately managed, in both urban and rural areas, is provided with functional, gender-segregated toilets with usable water connectivity."

The schools should provide "oxo-biodegradable sanitary napkins manufactured in compliance with the ASTM D-6954 standards free of cost," it said. "Such sanitary napkins shall be made readily accessible to girl students, preferably within the toilet premises through sanitary napkin vending machines, or, where such installation is not immediately feasible, at a designated place or with a designated authority," it added.

The court asked schools to also "establish MHM corners" which "shall be equipped with, including but not limited to,

spare innerwear, spare uniforms, disposable bags, and other necessary materials to address menstruation-related exigencies". There should also be "safe, hygienic, and environmentally compliant mechanism for the disposal of sanitary napkins, in accordance with the latest solid waste management rules," it said.

Referring to the Schedule to the Right to Education Act, which says that school buildings shall have "barrier-free access" and "separate toilets for boys and girls", the bench said Section 19 of the Act states that no school shall be recognised until it fulfills the norms.

To spread awareness and provide training about menstrual health and puberty, the bench asked the NCERT and the SCERT to "incorporate gender-responsive curricula, more particularly, on menstruation, puberty and other related health concerns (PCOS, PCOD, etc.), with a view to break stigma and taboo associated with menstrual health and hygiene."

It also asked the National Commission for Protection of Child Rights (NCPCR), or, as the case may be, the State Commission for Protection of Child Rights (SCPCR), "to oversee the implementation" of its directions.

Kerala to reduce Class 10 syllabus by 25 per cent, says Education Minister Sivankutty

Synopsis

Kerala's Class 10 syllabus will be reduced by 25 percent starting next academic year. This decision follows student feedback on heavy workloads. The curriculum committee has approved the change. The content of textbooks will remain the same. The announcement was made by Education Minister V Sivankutty.

SECTIONS Kerala to reduce Class 10 syllabus by 25 per cent, says Education Minister Sivankutty



ET AI Briefing

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Kollam: [Kerala Education Minister](#) V Sivankutty on Saturday said that the [syllabus in Class 10 textbooks](#) will be reduced by 25 per cent from the next academic year.

A government school, in Thiruvananthapuram, Kerala

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Budget 2026

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The minister was addressing students after handing over the keys of a house constructed for the family of Mithun, a student who died after being electrocuted at Thevalakkara Boys High School here last year.

Budget 2026 Highlights: Here's the fine print





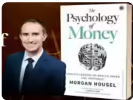











Sivankutty said students frequently complain about the heavy academic workload, and considering this, the state government decided to take necessary steps.

"In next year's school textbooks, 25 per cent of the syllabus will be reduced from what exists in the current books. The curriculum committee has already approved the decision," he said.

He clarified that the textbooks' content would not be altered.

Mithun had died after accidentally coming into contact with an electric line near the school premises.

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The key-handover ceremony for the newly constructed house was jointly carried out by Sivankutty and Kerala [Finance Minister](#) K N Balagopal.

Earlier in the day, Sivankutty wrote on Facebook that Mithun had dreamed of a good house for his family and had even drawn the dream home on the walls of their small dwelling.

"Today, that dream stands fulfilled with the completion of a new house named 'Mithun Bhavanam', though the absence of the child continues to cause deep sorrow," the minister said.

He praised the Kerala State Bharat [Scouts and Guides](#) for taking the initiative to fulfil Mithun's wish.

Without collecting any money from students, the organisation constructed a 1,000-square-foot house within six months at a cost of Rs 20 lakh, he said, calling it a model and humane intervention, he said.

"The house stands as a tribute to the boy's memories and a reminder of our collective responsibility towards children and their dreams," Sivankutty added.

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Will Budget 2026 solve India's teacher crisis, fix learning gaps? Experts weigh in

As Budget 2026 approaches, education leaders urge higher spending on NEP 2020 reforms, teacher empowerment, skilling, and technology-driven learning. They say stronger execution and equitable access will be key to building India's future-ready workforce and human capital.

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Budget 2026 expectations: Education sector pushes for teacher hiring, skills and digital learning (Photo: Getty Images)



India Today Education Desk



New Delhi, UPDATED: Jan 31, 2026 11:00 IST

As India readies itself for the presentation of the Union Budget on Sunday, February 1, a rare departure from the usual weekday schedule, education has emerged as a major focus area in the government’s development

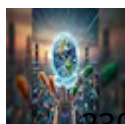
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Finance Minister Nirmala Sitharaman is set to make history by presenting the Union Budget for a record ninth consecutive time, underscoring continuity in fiscal policy-making. The Budget will be tabled amid heightened expectations across sectors, particularly education and health.

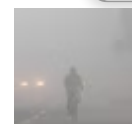
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Budget 2026 sets the priorities right on education, skill development



The new frontiers of AI - by Ashwini Vaishnav



According to the Economic Survey 2025–26, tabled in both Houses of Parliament, health and education remain the foundational pillars of India’s human capital strategy. These sectors are viewed as critical to achieving the national goal of becoming a developed country by 2047.

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GAINS IN LITERACY, ENROLMENT, AND INSTITUTIONAL REFORM

The [education sector has witnessed steady progress in recent years](#), marked by improvements in literacy rates, increased enrolment across school and higher education, expanded vocational pathways, and structural reforms introduced under the National Education Policy (NEP) 2020.

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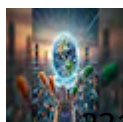

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Gross Enrolment Ratio (GER) figures reflect steady gains across the education system, with enrolment reaching 90.9 per cent at the primary level and 90.3 per cent at the

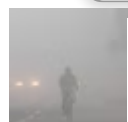
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While these numbers indicate significantly expanded access to schooling, they also underscore the persistent challenge of improving student retention and ensuring smoother transitions as learners progress to higher stages of education.

For the education sector, Budget 2026 is being viewed as a critical inflexion point, a moment to move decisively from policy intent to effective on-ground implementation.

Stakeholders are closely watching how allocations and reforms align with the transformative goals outlined in NEP 2020, particularly in areas such as teacher training, digital learning, skilling, and higher education governance.

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NEP 2020: FROM FRAMEWORK TO SCALE

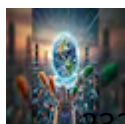
Nikhil Barshikar, Founder & CEO, Imarticus Learning, highlighted the strength of the National Education Policy, saying, "NEP 2020 is a well-designed and forward-looking policy that gives India a clear framework across schools and higher education."

"The real opportunity in the upcoming Union Budget is execution at scale. Nikhil

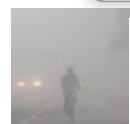
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continuous professional development, and digital infrastructure critical, especially in the early grades.

TEACHER EMPOWERMENT AND INDIA'S TALENT AMBITION

Sharing his expectations of the upcoming budget, Nirvaan Birla, Managing Director, Birla Open Minds Education Ltd., said, "The upcoming budget is a golden opportunity to fuel India's journey toward becoming a global talent powerhouse. By deepening the focus on teacher empowerment, we can turn the vision of the National Education Policy into a reality."

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"The future belongs to a nation that invests in its learners today, ensuring every student has the tools to thrive in a digital-first world," he further added.

INVESTING IN EDUCATORS AND LEARNING ENVIRONMENTS

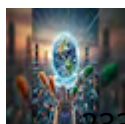
Shweta Sastri, Managing Director, Canadian International School, Bangalore, ^{Powered By} emphasised the importance of strengthening education infrastructure, saying, "Sustained investment in teacher training, modern learning spaces, and technology-enabled classrooms is essential to fostering inclusion, curiosity, and critical thinking."

She also highlighted the need to build teacher capacity, adding, "Empowering educators through continuous professional development and digital upskilling must be

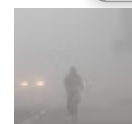
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Shaheen Mistri, Founder and CEO, Teach For India, said, "The upcoming Union Budget plays a pivotal role in taking India's education sector to its next phase of growth, redefining how learning and skilling are implemented nationwide."

She added, "We believe that with significant progress on FLN, we can now stretch further, holding a bar on a holistic education for all children."

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According to Mistri, this next phase would require greater investment in holistic assessment and in building the capacity of school leaders and teachers to adopt progressive pedagogy and curricula aligned with the needs of a rapidly changing world.

She further emphasised the importance of addressing mental health and stress through social and emotional learning as an integral part of education, while also leveraging technology and AI thoughtfully and encouraging bold innovation across the system.

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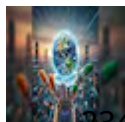
BRIDGING ACCESS GAPS ACROSS REGIONS

Highlighting the need for the Budget to bridge gaps in access and outcomes, Niru Agarwal, Managing Trustee, Greenwood High International School said, "While recent policy reforms have laid a strong foundation, the budget must now focus on translating this vision into measurable outcomes by prioritising increased access to education.

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educators to deliver better learning outcomes.

A BUDGET THAT CAN SHAPE INDIA'S LEARNING FUTURE

As India charts its next phase of growth, the Union Budget 2026 holds the potential to redefine the trajectory of education reform.

With NEP 2020 as the guiding framework, stakeholders are looking for a sharper focus on teacher empowerment, holistic learning, technology integration, and equitable access.

If aligned with strong execution, this Budget could mark a turning point, strengthening India's education system as a foundation for long-term economic resilience and global competitiveness.

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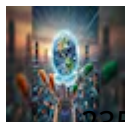
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