

EDUDOC SERVICE SERIES

EDUDOC SERVICES : NEWSCLIPS

NEWS CLIPPINGS FROM DAILY NEWSPAPERS

March 2026

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

Preface

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

With the mandate of Dr. Dinesh Prasad Saklani, the Hon'ble Director, NCERT, the Library and Documentation Division executes several specialized services for its patrons known as *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 **March 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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Why a social media ban is starting to make sense

Four states are talking about it and on the sidelines of the AI Impact Summit, IT minister Ashwini Vaishnaw conceded that the government is mulling "age-related restrictions on social media". Ever since Australia implemented one in December for under-16s, talk of a social media ban has gathered pace. At least 12 countries are in stages ranging between discussion to drafting bills.

Once social media was thought to be a warm and fuzzy community square where you could connect with long-lost school friends. Those innocent notions were effectively dispelled with the demonstration of Grok's digital stripping spree.

But well before Grok, we already had a mountain of research linking social media to mental health. New studies are launched almost weekly. This week, Sapien Labs found young adults all over the world face worse mental health and life challenges partly due to early smartphone use.

Social psychologist and author of the best-selling book, *The Anxious Generation*, Jonathan Haidt has been warning of social media's harm on young people with evangelical zeal. In an upcoming essay for the 2026 World Happiness Report, he writes that it is "harming young people at a scale large enough to cause changes at the population level".

Laura Bates, another best-selling author and founder of the Everyday Sexism Project, warns of AI-driven technology with "misogyny baked into their design", including deep fake pornography and other forms of online sexual abuse. "We are sleepwalking into a new age of gender inequality," she writes.

If academic studies aren't enough, *The Guardian* earlier this week published an anonymous article written by a 15-year-old girl on navigating her Instagram feed. "I actively try to avoid online misogyny," she writes. But it only takes minutes before she encounters comments about girls' bodies

and degrading jokes on domestic violence and rape.

Finally, points out Haidt, there is Meta's own internal research that documents how its products harm young people through, for instance, cyberbullying, unwanted sexual contact and body-image issues.

Social media's harms cut across ages. We are less connected, less able to focus, and our brains are turning into mush. But young people are far more susceptible to peer pressure, to be vulnerable to abuse by strangers, to be more open to addiction. This week, a California court heard from the therapist of a woman who is suing Meta and Alphabet for her childhood addiction that she says damaged her mental health.

Nobody likes bans and everybody understands their limitations as piecemeal and reactive. Yes, young people will find ways to circumvent it. Yes, there are questions about how age verification would work. And, yes, what happens when the ban is lifted and 17-year-olds are unleashed on the murky world of social media?

Certainly, a ban that comes without sexuality education, without teaching kids consent and respect for each other seems like a cop-out.

Nor does a ban address the very real problem of influencers, parents and teachers, using kids to create content. If it is to work, then parents need to know that they must switch off first.

And yet, I'm all for a ban for just one reason. It would make the unbelievably hard task of modern parenting just a bit easier. Instead of answering a whiny complaint — "but all my friends have it" — it might be so much easier to say, "Sorry, it's against the law."

To battle the harms of social media, parents, school and government need to join hands. It really does take a village.

**Ponmythili
Muralidharan**

During exam season, certain things repeat themselves in almost every home. A student sitting at the dining table late into the night. A cup of tea gone cold. Notes spread out, not always being read. A parent hovering nearby, unsure whether to speak or stay silent.

From the outside, it looks like stress. From the inside, it feels like learning something that no textbook ever names. During this time, students often answer the same question again and again.

“How are you?”
“I’m fine.”

It is said while tying shoelaces in a hurry, while eating without much appetite, or while stepping out of the exam hall and avoiding eye contact. Often, “I’m fine” means I’m managing.

Beyond textbooks

Exams do not only test what students know. They slowly train students to stay with effort. To sit with discomfort without walking away. To return to the same chapter even when confidence dips and motivation feels thin.

Many students remember this phase not because of a particular question, but because of how it felt. The heaviness in the chest before an exam. The strange quiet of

the hall. The moment of doubt halfway through a paper when the mind goes blank and yet the hand keeps moving. That moment matters.

After the exam, the managing does not stop. Outside the hall, conversations begin quickly.

“That question was easy.” or “I think the answer is option C.”

Some students listen and feel unsettled. Some

quietly walk away. Some put on earphones even if no music is playing. Choosing not to participate in these conversations takes effort. It is not avoidance. It is self-control, and many students practise it daily during exam season.

Two students can score the same marks and yet come away with very different inner experiences. One may have

had reassurance at home, steady encouragement, and the sense that outcomes were not the only thing being watched. Another may have carried unspoken pressure. The fear of letting someone down. The feeling that failure was not an option.

Manage responsibility

What exams reveal quietly is not who is

smarter, but who learns to carry responsibility early. Most students learn this without anyone spelling it out. They learn how to manage tiredness. How to keep going even when sleep is patchy and days blur into each other. How to hold their nerves when comparison enters the room through rank lists, coaching centre stories, or a relative’s ca-



GETTY IMAGES/ISTOCKPHOTO

Life lessons from exams

With exam season upon us, an educator reflects on what students actually learn and carry forward from this period of stress

sual comment.

They also learn how to appear fine. Many students become experts at saying “I’m okay” even when they are not. They learn that discipline is admired, but doubt is inconvenient. That calm is appreciated, but questions about fear or fatigue are harder to place. Over time, composure becomes a habit. This is not a weakness. It is an adaptation.

What often makes the difference is whether this effort is seen. When a parent notices persistence instead of only marks, the strain feels meaningful. When effort is invisible, pressure feels heavier than it needs to be.

Most adults can trace something important back to their exam years. The first time they realised they could do something difficult without quitting. The first time, they understood what sustained effort felt like. The first time they learned that clarity does not always come before action, sometimes it comes after. These lessons did not stay in school. They travelled forward.

Many adults forget this. They remember the stress, but not the strength it built. Yet the ability to sit with discomfort, to stay with effort, and to continue without immediate clarity was learned much earlier than they realise. Often, it was first practised during exam season.

Training ground

That is why exam pressure should not be spoken about only as suffering. It is also a training ground. Not because pressure is good in itself, but because learning to hold pressure with dignity builds something lasting.

Support during exam season does not mean removing difficulty. It means making the difficulty feel held. It shows up in small ways. In reducing unnecessary comparisons. In recognising effort even on days when results are unclear. In allowing a student to say, “This is hard”, without immediately trying to fix it.

Exams will end. Papers will be corrected. Life will move on. What stays is quieter. The memory of having stood in that heat and endured. The knowledge that, even at a young age, one learned to carry responsibility and finish what was started. Later, when life demands rigour again – as it will – something familiar returns. A sense of alignment.

I have done this before. I have stayed with something difficult before. If I could do it then, I can do it now. That is what exams do not test, but what students carry forward.

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

'Class 12 students can try to score better in one subject'

Express News Service
New Delhi, March 1

AS THE CBSE rolls out changes linked to board exams in 2026, students and parents continue to seek clarity on issues ranging from improvement in marks and eligibility criteria to attempts available after passing Class 12, and whether the two-board exam system will extend beyond Class 10. CBSE Controller of Examinations **Sanyam Bharadwaj** answers some of the most frequently asked questions.

Is it true that private candidates can reappear only in subjects marked "essential repeat"?

The rule varies depending on which Class the student

studies in.

- Class 12: If placed under "essential repeat" in one subject, candidates may appear in the supplementary exam.

- Class 10: If placed under "essential repeat" in up to two subjects, candidates may appear in the second board examination.

- If a candidate is placed under "essential repeat" in more than the specified number of subjects, they must reappear in the main exam the following year.

If a private candidate appears in only two subjects, how will the final percentage be calculated?

CBSE does not calculate percentages for either regular or private candidates.

The marksheet-cum-pas-



CBSE Controller of Examinations
Sanyam Bharadwaj

CBSE EXAMS
FAQs

sing certificate only shows marks and grades.

If a percentage is required,

it is calculated by the institution or organisation where the student seeks admission or employment, based on their own criteria.

Can Class 12 students also take board exams twice, similar to Class 10?

For Class 12, students who have passed the main exam may improve their performance in one subject through the supplementary exam held in July.

How will the new 50% competency-based questions in the 2026 exams differ from previous years?

In line with NEP 2020, CBSE has shifted from rote memorization to competency-based assessment. Over the several

years, the share of competency-based questions has been gradually increased.

From 2025 onwards, 50% of the questions in Class 10 and 12 papers have been competency-based, focusing on application, analysis and problem-solving skills.

What's the new question typology for CBSE Board?

CBSE has revised its question typology to emphasise application, analysis, and critical thinking.

The papers now include objective type questions, MCQs, short answer questions, case-based/source-based questions and competency-based questions etc.

This structure ensures balanced assessment and reduces reliance on rote learning.

Protection with purpose: Indian educators doubt feasibility of a blanket ban on social media

A calibrated framework combining stronger age verification, clearer parental controls, and stricter accountability for platforms should be worked out

Debasmita Dasgupta
@timesofindia.com

As global momentum builds around restricting children's access to social media, sparked by Australia banning under-16s from platforms like Instagram, YouTube and Facebook; Indian educators are urging a balanced, context-sensitive approach rather than outright prohibition. The debate has gained further traction after calls from French President Emmanuel Macron and discussions within India, including concerns raised in the Economic Survey 2026 and consultations initiated by Karnataka chief minister Siddaramaiah.

Digital Habits

In the current scenario, children are excessively hooked to social media, making mindful usage and targeted regulation essential. Anita Malhotra, director and principal, Lotus Valley International School, Gurgaon, says, "Social media usage during school hours and school years should be strictly restricted in the school premises, as excessive screen time hampers physical exposure and meaningful

Social media apps must have default 'child-safe versions', not settings buried deep inside menus

engagement. Platforms such as Instagram has significantly impacted young minds, often exposing children to harmful content without adequate understanding, so there is a need for structured restriction rather than an absolute prohibition."

While acknowledging that completely banning social media in an era where AI and digital tools are increasingly prominent may not be practical, she advocates regulation, accountability, and responsible use. After the Covid-19 pandemic, many schools began using social media as a mode of information dissemination. "In such a situation schools maintain a structured communication system through its official portal, which is meant to be accessed only by parents, while students are expected to rely on school diaries for regular academic updates. This ensures that important information reaches both

parents and students without making children dependent on social media platforms. Parents must share responsibility in monitoring and guiding their children's digital habits," adds Malhotra.

Raising Awareness

The recent years have seen a disturbing rise in online phenomena like the Blue Whale and Momo challenges, as well as addictive games such as PUBG, which have been linked to tragic outcomes. As viral games and social media trends blur the boundaries between the real and virtual, mental health experts warn that excessive screen time, dwindling physical activity, and digital addiction are fueling a new wave of behavioral and lifestyle disorders among India's youth. To address such challenges, Sanjay Ghodawat International School (SGIS), Kolhapur, has designed its internet safety programme to raise awareness and foster practical skills and responsible habits. Sasmita Mohanty, director and principal, SGIS, says, "The programme ensures students understand online risks and develop the confidence and competence to respond responsibly."

"Banning without education is of no use. Instead, a calibrated framework combining stronger age verification, clearer parental controls, and stricter accountability for platforms should be worked out. The 'child-safe versions' should be the default, not settings buried deep inside menus. However, policy may define the framework, but lasting change begins at home and in schools. Digital citizenship must be taught as systematically as personal hygiene — with structured media literacy curricula that address empathy, misinformation, privacy, digital footprints, and the psychological effects of constant online comparison," says Jasmita Oberoi, chief marketing officer, Manav Rachna Group of Schools.



Image generated by AI

'More than 50% sanctioned NCERT posts vacant'

Sanjay Maurya

letters@hindustantimes.com

NEW DELHI: The National Council of Educational Research and Training (NCERT) has been functioning with more than half of its sanctioned posts lying vacant, according to official data, resulting in a situation that academicians say has led to prolonged dependence on contractual staff and affected curriculum planning and textbook development and production.

Against the sanctioned strength of 2,844 posts, only 1,219 were filled, leaving 1,625 posts vacant — a vacancy rate of 57.1%, according to the data shared on December 17, 2025, by Union minister of state (MoS) education Jayant Chaudhary to Rajya Sabha in response to queries from Tripamool Congress MP Samirul Islam.

The bulk of vacancies were in the Group C category. Of the 1,520 sanctioned Group C posts, only 411 were filled, leaving 1,109 vacancies — a vacancy rate of nearly 73%. In Group B, 369 of the 677 sanctioned posts were occupied, resulting in 308 vacancies, or about 45% unfilled. In Group A, 439 of 647 posts were filled, leaving 208 vacancies — roughly 32% vacant.

On December 27, NCERT advertised recruitment for 173 non-academic posts, including nine Group A posts, 26 Group B posts and 138 Group C vacancies. HT has seen the copy of the advertisement.

The data shared by Chaudhary in the Rajya Sabha also shows that in the last five years between 2020-21 and 2024-25, NCERT hired 445 permanent staff (including 229 academic and 216 non-academic) and

AGAINST THE 2,844 POSTS, ONLY 1,219 WERE FILLED, LEAVING 1,625 POSTS VACANT

3,567 contractual staff — nearly eight times higher than permanent hiring. Notably, there was no permanent recruitment in 2020-21 and 2021-22, even as 720 and 746 contractual staff were hired in those respective years.

In its March 2023 report, the Parliament panel on education, women, children, youth and sports had asked NCERT to "complete the process of filling up the vacancies with permanent posts" by the end of 2023. In its March 2025 report, the panel directed the NCERT to fill up all vacancies by the end of 2025 and recommended that it "stop con-

tractual appointments".

NCERT officials did not respond to HT's queries for a comment. "The recruitment is a continuous process and efforts are made to fill up the vacancies as per the provisions of the relevant recruitment rules," Chaudhary had said in his response.

The staffing shortfall has come into sharper focus as NCERT faces scrutiny over its now-withdrawn Class 8 social science textbook that included a section on "corruption in the judiciary". NCERT officials had earlier told HT that the controversial chapter was written by a committee of members, which included a lawyer, but was not reviewed by anyone from the legal fraternity.

NCERT Group A, B and C officers are responsible for various administrative and clerical tasks including supervising the print-

ing, publication, and circulation of the textbook in schools and among students. They are also responsible for coordinating with various committees, and experts, including contributors who write, edit and review the textbooks.

Anita Rampal, former dean of the faculty of education at Delhi University, said that prolonged vacancies and reliance on contractual staff weaken any academic institution. "When people lack job security, their motivation, institutional commitment and academic freedom suffer," she said.

"Vulnerable temporary positions make it difficult to question significant decisions or contribute meaningfully to institution-building," added Rampal, who is the former chairperson of the NCERT textbook development committee for the primary stage.

31 जुलाई तक आवेदन कर सकते हैं स्कूल

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने शैक्षणिक सत्र 2027-28 में संबद्धता के लिए सरस पोर्टल पर ऑनलाइन आवेदन विंडो को शुरू कर दिया है। स्कूल मिडिल कक्षा पाठ्यक्रम की स्वीकृति, माध्यमिक व वरिष्ठ माध्यमिक स्तर तक नई संबद्धता, अन्य बोर्ड से परिवर्तन, संबद्धता विस्तार, पुनर्बहाली, दो शिफ्ट की अनुमति, सेक्शन वृद्धि, अतिरिक्त विषय शुरू करने तथा विद्यालय बंद से संबंधित आवेदन 31 जुलाई तक कर सकते हैं। वहाँ, भूमि में संशोधन, स्कूल या सोसाइटी, ट्रस्ट कंपनी के नाम परिवर्तन, प्रबंधन इकाई में बदलाव, एक संस्था से दूसरी को हस्तांतरण से जुड़े आवेदन वर्षभर खुले रहेंगे। विदेशी-अंतरराष्ट्रीय स्कूलों तथा सरकारी व सरकारी सहायता प्राप्त स्कूलों के लिए सभी श्रेणियों के आवेदन पूरे वर्ष उपलब्ध रहेंगे। बोर्ड ने स्पष्ट किया है कि नई संबद्धता व अपप्रेडेशन के मामलों में 100 फीसदी भौतिक निरीक्षण किया जाएगा। स्कूलों को सुनिश्चित करना होगा कि उनका ओएसआईएस डाटा अपडेट हो। स्कूलों को प्रत्येक 400 वर्गमीटर निर्मित क्षेत्र पर अधिकतम तीन सेक्शन की अनुमति दी जाएगी। ब्यूरो

उत्तरपुस्तिकाओं के डिजिटल मूल्यांकन का विरोध

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड ने इस बार से 12वीं की उत्तरपुस्तिकाओं का अनिवार्य डिजिटल मूल्यांकन शुरू किया है। इसका दिल्ली के सरकारी स्कूलों के शिक्षक संघ ने विरोध किया है। संघ का कहना है कि बिना पर्याप्त प्रशिक्षण के व्यवस्था को लागू करने से परिणामों में गलतियों की संभावना है। संघ ने इस संबंध में सीबीएसई को पत्र लिख लिखा है। संघ के महासचिव अजय वीर यादव ने कहा कि अधिकतर शिक्षकों को डिजिटल मूल्यांकन प्रणाली का प्रशिक्षण नहीं दिया गया है। उन्होंने कहा कि दिल्ली के सरकारी स्कूलों में डिजिटल दक्षता की कमी से कई प्रधानाचार्य और अन्य अधिकारी डिजिटल कार्यों के लिए आईटी असिस्टेंट पर निर्भर रहते हैं। संघ ने सीबीएसई को भेजे पत्र में डिजिटल मूल्यांकन को अनिवार्य रूप से लागू करने के बजाय पायलट प्रोजेक्ट के रूप में संचालित करके की मांग की है। ब्यूरो

India, Canada deepen educational ties with new talent, innovation strategy

Divya A

New Delhi, March 2

CANADIAN PRIME Minister Mark Carney on Monday highlighted strong Canada-India ties, noting that 4 lakh Indian students are currently in Canada. "That is twice the number in the United States and four times the number in the United Kingdom," he said, addressing reporters alongside Prime Minister Narendra Modi.

While announcing the Canada-India Talent and Innovation Strategy with 13 university partnerships in New Delhi on Monday, Carney said these students "deepen our ties".

In the past couple of years, Indian students — for whom Canada is among the top destinations — have faced an unprecedented spike in visa refusals, long processing delays, and confusion over housing and post-study work rules. In that context, during Carney's visit, the two sides discussed ways to get around this and looked towards a shift in education policy — moving away from "volume-driven student mobility to struc-



PM Narendra Modi with his Canadian counterpart Mark Carney at Hyderabad House in New Delhi on Monday. ANIL SHARMA

tured academic collaboration", said MEA, Secretary (East), P Kumar, briefing reporters at the conclusion of the Canadian PM's visit on Monday.

Talking about the importance of international academic collaboration and building a future-ready workforce, the two leaders — as per joint statement — agreed to deepen cooperation between higher education institutions by enhancing industry aligned skills training, expanding joint and dual-degree programmes and facilitating the establishment of offshore campuses of leading

Canadian institutions in India.

Canadian Foreign Minister Anita Anand welcomed the new strategy, which will facilitate research, student exchanges, hybrid campuses, and AI centres of excellence between Canada and India. "We have vast human capital, with students and faculty already deeply connected on cutting-edge research. This agreement will reinforce collaboration through opportunities for students and researchers, drive economic growth and deepen the strong people-to-people ties that connect our two countries," she said.

Since 2023, Canada has sharply tightened its international student regime, and Indian students, once the backbone of Canada's overseas enrolments, have been the most affected. Data from Immigration, Refugees and Citizenship Canada showed a sharp fall in study permit approvals through 2024 and 2025 following the introduction of national caps and stricter verification measures. Indian students were the worst affected.

Government data stated that refusal rates for Indian study permit applications rose to about 74% in August 2025, compared with roughly 32% two years earlier. At the same time, application volumes from India collapsed, as repeated refusals, processing delays, and shifting rules discouraged prospective students.

The two countries also signed an MoU on Cultural Cooperation, expanding collaboration in the arts, heritage, audiovisual media, music, and creative industries. With an aim to empower Indigenous and Tribal communities in both countries.

The role of online education in bridging the urban-rural talent gap

AMBRISH SINHA

Nelson Mandela regarded education as the most powerful weapon we can use to change the world. In this information age, we are a step closer to achieving this vision. With the rise of the internet, online education is the 'great equaliser', which enables democratised access to learning.

An interesting statistic: In 2024, India had 886m active internet users, with 55 per cent of the users residing in rural regions. The deeper penetration of the internet, coupled with increased data affordability, acts as a digital backbone for the proliferation of online education in India.

This breaks conventional geographical, linguistic, and other barriers and makes education a level playing field for learners. Today, the quality of education and access to information are similar in both urban and rural regions. Besides, online education fosters anywhere-anytime learning, provides access to specialised content across streams and academic disciplines, offers resourceful platforms to learners in pursuit of additional knowledge, and even free platforms and tools for hands-on learning.

This is truly a remarkable age, where we are moving from equal to equitable education.

Preparing rural youth to actively participate in the modern workforce

The last few years have seen a dramatic rise in India's tier 3 and 4 regions. Global enterprise mammoths and GCCs (in both tech and BFSI sectors) have been turning to non-metro cities to set up their workspaces and recruit local talent. This arrives as a great opportunity and a mandate to empower rural youth to participate in the modern workforce.

Increasing employability in such regions

involves training interventions as foundational as communication and power skills to as complex as niche training in cutting-edge AI frameworks. This imperative compels the conceptualisation of new-age courses, industry-aligned training initiatives, and open-source platforms for experiential learning modules.

While several government, private, and combined initiatives are arriving to meet the demands, increased internship and job participation opportunities will enable learners to pick up job-specific skills apart from theoretical knowledge.

Online education shattering geographic barriers to foster quality education and career advancement

The contemporary way of learning represents a seismic shift in education, where technology acts as a disruptive agent that eliminates any and all limiting barriers to learning.

High-quality education and content are made available to learners across the socioeconomic and geographical spectrum. Besides, remote learning has also decentralised the specialisation of niche subjects (say astrophysics or rare languages) from universities in metro cities to even the remotest villages.

Teachers also reap benefits as they now have a smart companion to complement their existing teaching methodologies with additional, enriching content.

For working professionals, balancing work and personal aspirations has now become easier than ever, as they can pursue their passion without relocating or spending too much.

With the rise of microcredentials, we are effectively nurturing an ideology of local application, global knowledge.

The role of industry-aligned curriculum to tackle enterprise skill

gaps

India stands at a pivotal moment. While urban India races ahead in digital capability, rural regions still struggle with limited exposure to quality education and employment pathways. NEP 2020, the Skill India Mission, and NSDC have created a strong policy foundation, but real progress lies in converting these frameworks into industry-ready talent across geographies.

Digital adoption

With rural internet users increasing every day, access is no longer the primary constraint. Affordable smartphones and connectivity now enable rural learners to access the same digital learning ecosystems as urban students—making scalable, personalised skilling truly feasible.

Industry alignment: The core of employability

High-growth sectors like IT/ITeS, BFSI, EV and Industry 4.0 manufacturing, logistics, and healthcare, face a severe skilled talent shortage. With employers shifting to outcome-based hiring, curricula co-designed with industry leaders are essential. Real-world projects, AI-led assessments, and hybrid apprenticeships ensure graduates are productive from day one.

Micro-credentials: Skills with speed and relevance

As the half-life of technical skills shortens, stackable micro-credentials offer agile, job-aligned upskilling. Modular pathways paired with AI-driven personalisation allow rural learners to build in-demand capabilities without disrupting livelihoods.

Learner-centric design: Inclusion @ scale

Soft skills, workplace behaviours, and gender inclusion must sit at the core of every program. Vernacular learning, adaptive pathways, and voice-based interfaces ensure accessibility even in low-bandwidth environments. Hybrid apprenticeships strengthen employability through 'learn while doing' exposure.

The path head

Closing India's urban-rural talent gap requires aligning policy intent, industry relevance, and technology-led personalisation. By prioritising modular, inclusive, and market-aligned curriculum design, India can unlock its demographic dividend and emerge as a globally competitive talent hub.

Achieving inclusive economic growth and a balanced talent eco-

system

The concept of economic growth is not about being centred on clusters but on an ecosystem. Real growth is unlocked when it's inclusive. Growth in tier 1 regions is good, but prospering tier 3 & 4 regions is great. And online education is the engine that fuels this ambition.

Be it the affordability it offers to aspirants from rural regions to learn and become entrepreneurs and professionals, the role it plays in gender empowerment by providing safe and accessible education to culturally and geographically limited women, or battle the skill gaps that spring when enterprises setup their offices in these regions, online education is the fulcrum, that strategic enabler of holistic, inclusive economic growth.

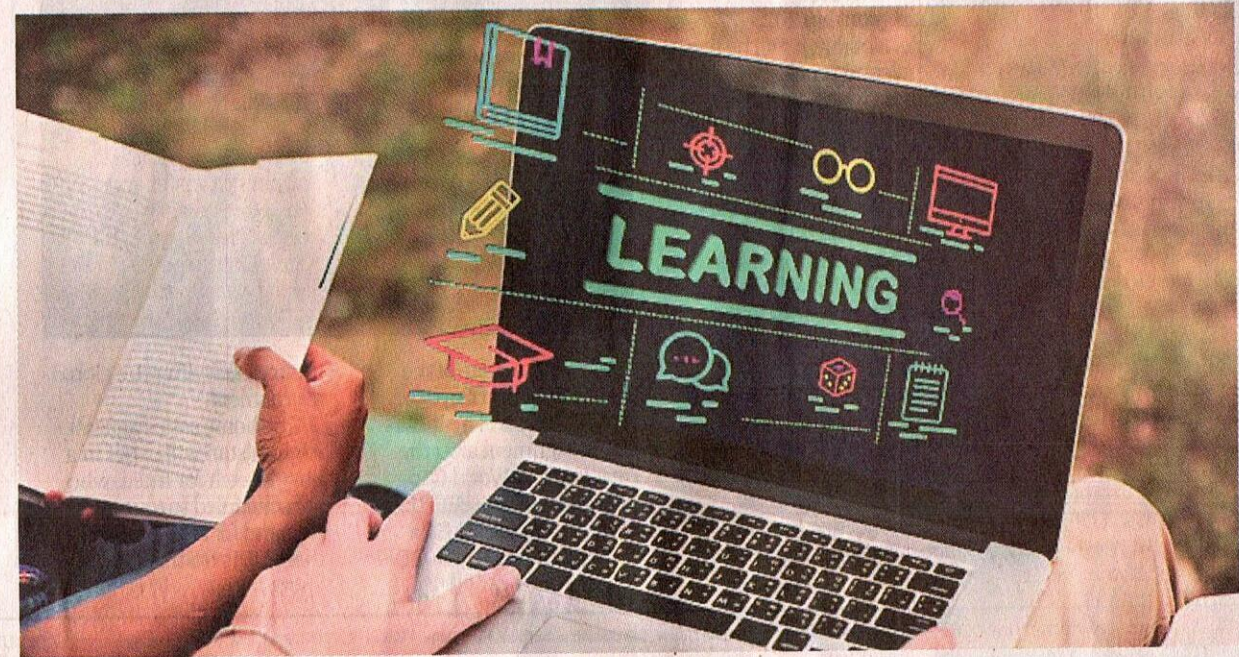
Aspects like demand-driven curriculum and skill-first approach truly supercharge

the impact online education offers and the impact it creates in the lives of learners.

Online education is becoming one of India's strongest levers for inclusive economic growth, breaking long-standing barriers of geography, income, and social disadvantage. By lowering the cost of skilling and removing the need to relocate, it gives rural, low-income, and first-generation learners access to the same high-quality programs that urban professionals receive, creating a more level talent playing field.

As employer partnerships and hybrid apprenticeships strengthen, online education becomes a strategic catalyst, expanding the talent pipeline, reducing inequity, and enabling upward mobility at national scale.

THE WRITER IS THE CEO, UNEXT LEARNING



The Hindu, 3 March 2026, Page no. - 04, 12

Dharmendra Pradhan pitches for global collaborations in education

The Hindu Bureau
NEW DELHI

Union Education Minister Dharmendra Pradhan on Monday pitched for international collaborations in education while addressing dignitaries and diplomats from over 50 countries at the "Study in India Edu-Diplomatic Conclave", stressing that India's greatest strength was in "its vibrant knowledge ecosystem, demographic dividend and fast-growing economy".

In his address at the conclave at Sushma Swaraj Bhavan in New Delhi, Mr. Pradhan said "education remains the most enduring bridge between societies in a world marked by uncertainty and rapid change". "India seeks to build strong knowledge bridges with partner-countries," he added.

A government state-



Union Minister Dharmendra Pradhan speaking at the 'Study in India Edu-Diplomatic Conclave' in New Delhi on Monday. ANI

ment on Monday said the conclave was being organised by the Education Ministry to bring together Ambassadors, High Commissioners, representatives of diplomatic missions, and Ministry officials "to deliberate on strengthening international cooperation in higher education".

The conclave saw thematic discussions around

the themes of "Indian knowledge systems as a global academic offering", "Artificial intelligence and advanced technologies", and "Bharat Innovates 2026", among others.

Academic partnerships

The topics of discussion among the delegates included those on academic partnerships through the government's SPARC

(Scheme for Promotion of Academic and Research Collaboration) and GIAN (Global Initiative for Academic Networks) initiatives, the University Grants Commission's 2023 regulations for foreign university campuses in India, international branch campuses and enabling frameworks, and the "internationalisation of India's skill architecture".

"Through National Education Policy, 2020 and the Study in India initiative, the country is expanding global pathways for students, researchers and institutions. From artificial intelligence, biotechnology and semiconductors to sustainable energy, India is emerging as a trusted innovation partner, advancing a Global South model rooted in collaboration, capacity building and shared knowledge," Mr. Pradhan said.

Chhattisgarh private schools face off with govt. over RTE dues

Shubhomoy Sikdar
RAIPUR

Private schools across Chhattisgarh have announced a "non-cooperation movement" against the Vishnu Deo Sai-led BJP government over demands of increasing the reimbursement amount provided under The Right of Children to Free and Compulsory Education Act, 2009 or RTE. The school owners allege that the government is insensitive towards their long-standing demand to compensate them for their expenses on the education of poor children.

'Won't provide buses'

Rajeev Gupta, chairman of the Chhattisgarh Private School Management Association (CPSMA), told *The Hindu* the non-cooperation would mean private schools of the State will not cooperate in any work of the School Education Department, nor will any of their letters/notices/orders be responded to. "Our buses are used for government for their events. We will not provide those either," he said.

Under the provisions of the RTE, 25% of the seats in entry-level classes in priv-

The school owners allege that the govt. is insensitive towards their demand to compensate them for their expenses on the education of poor children

ate schools have to be reserved for students from weaker sections of society. "We have demanded that the reimbursement amount be increased from ₹7,000 to ₹18,000 per student/per year in primary classes, from ₹11,500 to ₹22,000 in secondary and from ₹15,000 to ₹25,000 in high and higher secondary classes and this increased amount should be provided for the last three years," said Nilotpal Datta, vice president of the Jagdalpur arm of the CPSMA.

Mr. Gupta said in Chhattisgarh, the amounts have not been revised since 2012. "The government says it does not have money but in the same period, an MLA's salary has gone up from ₹45,000 to ₹1,60,000," he said.

Officials from the School Education Department were unavailable for a comment.

✓ Dharmendra Pradhan invites foreign universities to partner with India

PIONEER NEWS SERVICE
■ New Delhi

Union Education Minister Dharmendra Pradhan on Monday called upon foreign higher education institutions (HEIs) to collaborate with India's fast-growing and innovation-driven education system.

The minister stressed that education is the most-enduring bridge between societies in a world marked by uncertainty and rapid change.

Pradhan made these observations in his address at the "Study in India Edu-Diplomatic Conclave 2026", organised by the Ministry of Education, bringing together



ambassadors, high commissioners, representatives of diplomatic missions from more than 50 countries and officials of the ministry to deliberate on strengthening international cooperation in higher education.

"India continues to remain a bright spot in the global economic landscape, offering

immense opportunities to learn, research, innovate and implement.

India's greatest strength lies in its vibrant knowledge ecosystem, demographic dividend and fast-growing economy. Through the NEP-2020 and the Study in India initiative, the country is expanding global pathways for students, researchers and institutions," he said.

"From artificial intelligence, biotechnology and semiconductors to sustainable energy, India is emerging as a trusted innovation partner, advancing a Global South model rooted in collaboration, capacity-building and shared knowledge," he added.

DoE invites applications for 25% RTE quota seats

TIMES NEWS NETWORK

New Delhi: Parents seeking admission for their children under the Economically Weaker Section (EWS), Disadvantaged Group (DG) and Children with Special Needs (CWSN) categories in private unaided recognised schools have time until March 16 to complete the online application process for the 2026-27 academic session.

Directorate of Education (DoE) is conducting the admissions under provisions of the Right to Education (RTE) Act, 2009, which requires private unaided recognised schools, except minority institutions, to reserve 25% of entry-level seats for children from economically and socially disadvantaged backgrounds. The quota applies to pre-school or nursery, pre-primary or KG, and Class 1. Selected students are entitled to free and compulsory education up to the elementary level.

Applications are being accepted through a computerised online system aimed at ensuring transparency and accessibility. Parents can register through the dedicated EWS admission portal or via links available on the DoE's official websites. The digital platform enables applicants to submit forms and track their status without visiting schools.

Admissions will be finalised through a computerised draw of lots. As per govt norms, 22% of the reserved seats are for children under the EWS and DG categories and 3% for children with disabilities within the overall 25% quota.

Eligibility guidelines sta-

ADMISSIONS OPEN

AI Image

Last date of submission of online application by the EWS/DG and children with special needs categories | March 16

► Process to take place through computerised online admission system

What the RTE Act says

As per Section 12(1)(c), all private unaided recognised schools (except minority schools) are under obligation to admit at least 25% of strength at the entry level (pre-school/nursery, pre-primary/KG & primary/Class-1) classes by children belonging



to economically weaker section, disadvantaged groups and CWSN in neighbourhood, and provide free and compulsory education till completion of elementary education

Categories

EWS | A child whose parents have total annual income of less than ₹ 5 lakh rupees from all sources and who have been staying in Delhi

DG | SC, ST, OBC-non-creamy layer, orphan, transgender and the children living with HIV

Children with special needs | 3% seats for CWSN within the 25% seat reserved

te that children whose family income does not exceed Rs 5 lakh annually qualify under the EWS category, provided they are Delhi residents. The DG category covers applicants from Scheduled Castes, Scheduled Tribes and Other Backward Classes in the non-creamy layer, as well as orphans, transgender children and children living with HIV. Schools will prioritise children living in the neighbourhood, the guidelines add.

Age criteria remain unchanged. Children applying for nursery must be between three and five years old, those applying for KG must be between four and six years, and applicants for Class 1

must be five to seven years old as on March 31, 2026.

For children with disabilities, eligibility requires a valid disability certificate issued by a govt hospital in accordance with assessment norms under the Rights of Persons with Disabilities Act, 2016. Certificates issued under earlier disability laws remain valid for their specified duration.

Officials said the online lottery-based system is meant to streamline admissions and ensure equal opportunity for eligible families. Parents have been advised to go through the detailed guidelines carefully before submitting applications.

AI effect? Helplines get a breather from student distress calls in Guj

Bharat Yagnik & Parth Shastri | TNN

Ahmedabad: When the parents of a 17-year-old class 12 student brought him to the counselling room of Dr Nehal Shah, a city-based psychiatrist, ahead of the board exams recently, he rattled off his symptoms, including lack of sleep, lack of appetite, feeling of overall disinterest, etc. "He told me that he has classical signs of exam-related anxiety. I asked him how he diagnosed his problem, and he confidently said he had checked it already with a popular AI chatbot!" says Dr Shah.

It is not a one-off case for counsellors and psychologists in the city—students appearing in class 10 and 12 exams are increasingly using AI platforms to find answers to their queries. It is no surprise, then, that there is a sharp drop in distress calls made to helplines which come to life ahead



of board exams to alleviate the anxiety of students. An official at Gujarat Secondary and Higher Secondary Education Board told TOI that compared with about 3,700 calls fielded by the board helpline last year, the calls so far were about 70% less at 1,000-odd calls even as the exams are ongoing.

Nirav Thakkar, a school principal and member of the core committee of the city-based helpline for board exams, said compared with the past couple of years, there was about an 80% drop in calls this time. At Jeevan Aastha, the suicide prevention helpli-

ne, mentor Pravin Valera said the calls are 30% less compared with previous years.

Experts said although the calls to helplines are recording a dip due to multiple reasons, students increasingly turning to AI was a worrying trend. AI cannot replace expert consultation, they said.

Dr Nehal Shah said earlier, students came with questions related to their unease or preparations for exams. "But now, they are often very specific. The first question I ask now is, what have they searched about for symptoms, and why is it not completely reliable. I tell them AI is good awareness, but human intervention can understand underlying issues—it is possible that the exams are just a trigger, and the patient may be required to resolve deeper issues," he said. "But in today's age, we often require discreet and instant solutions, where AI comes in handy."

NE Delhi gets one more KV after 27 years

New Delhi: Chief minister Rekha Gupta on Monday performed the bhumi puja (groundbreaking ceremony) for the permanent building of Kendriya Vidyalaya at Khajoori Khas in north-east Delhi. She also inaugurated the school's temporary premises, allowing classes to begin immediately.

Calling the occasion historic for Karawal Nagar and the wider north-east Delhi region, Gupta said the area had long faced a shortage of quality educational institutions and had relied on a single Kendriya Vidyalaya. "The new school will ensure that children no longer have to travel long distances for quality education and will help strengthen the academic environment in the locality," she said.

Education minister Ashish Sood said the initiative marked not just the opening of a school but the start of broader development in an area that had struggled with inadequate educational infrastructure. "Setting up this second Kendriya Vidyalaya after nearly 27 years reflects the govt's commitment to expanding equitable access to quality education," he said. TNN



Over 100,000 Schools have been saturated by UIDAI's special drive on mandatory biometric update in Aadhaar; millions of children benefited

UIDAI Regional Offices and education departments of states are working in collaboration with schools

Mandatory Biometric Update (MBU) drive is ongoing for six months in mission mode across the country; MBU in Aadhaar for children in the 7-15 age group is free for a year since 1 Oct 2025

प्रविष्टि तिथि: 03 MAR 2026 12:47PM by PIB Delhi

In a milestone achievement, the Unique Identification Authority of India (UIDAI) has saturated more than 103,000 schools across India and helped millions of school students complete their mandatory biometric update (MBU) in Aadhaar at ease and comfort of their school campuses.

So far, the massive exercise has helped around 1.2 crore (12 million) school children complete their MBU right in their schools.

UIDAI rolled out the mission mode MBU drive for school children in September 2025, after a successful technological integration with the Unified District Information System for Education Plus (UDISE+) application.

The integration with UDISE+ of the union Department of School Education & Literacy enabled visibility of MBUs status of children at schools. It helped to identify children who were due for an MBU and hold camps at schools to complete the MBU.

UIDAI Regional Offices and State Offices in the country have been working to coordinate the pro-children exercise with all the stakeholders including the Education Departments of States & Union Territories, district administration, schools and UIDAI's ecosystem partners.

At least 4000 machines are in use to execute the ongoing exercise, and UIDAI is in the process of augmenting this number further to accelerate the pace.

Keeping biometric updated in children's Aadhaar helps them while carrying out authentication for receiving benefits under various Government schemes, scholarships, wherever applicable, and registering in competitive and university examinations like NEET, JEE, CUET etc. UIDAI has been encouraging parents and guardians to update their children's biometric in Aadhaar.

The mission mode MBU drive is ongoing for six months and UIDAI has made MBU in Aadhaar for children in the 7-15 age group free of cost for a period of one year beginning October 1, 2025.

In addition to camps held at schools, children can also complete their MBU by visiting any of the Aadhaar enrolment centres, and Aadhaar Seva Kendras across India.

MSZ

(Release ID: 2234902) Visitor Counter : 624

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International Year
of Cooperatives

Cooperatives Build
a Better World



Social Welfare

AI in Education

Building India's Talent Pipeline for Global Leadership

Posted On: 03 MAR 2026 10:36AM

AI IN INDIA
FROM VISION TO IMPACT

Key Takeaways

- Infrastructure for All: Over 1.79 lakh ICT labs approved with Rs. 7,634 crore investment, reaching rural, tribal, and aspirational districts.
- Research to Workforce Pipeline: Centres of Excellence, promotion of AI-learning in universities, and skilling programs creating comprehensive AI talent ecosystem.

Introduction

India is positioning itself as a global AI powerhouse, with rapid growth across the sector. In 2024, 89% of new startups were AI-powered, and 87% of the enterprises are actively employing AI. This is just the beginning – the Indian AI market is expected to grow at a rate of 25%-35% through 2027. To support this growth, India, which had an AI talent pool of 600,000-650,000 in 2024, needs over 1.25 million AI professionals by 2027, at a 15% CAGR, according to NASSCOM.

Various initiatives and policies of the government are addressing the monumental shift in the labour market disrupted by AI. The National Education Policy (NEP) 2020 recognises AI's potential for economic growth, solving educational challenges, enhancing teacher capabilities, and personalising learning – and emphasises the importance of AI-learning across all educational levels. The IndiaAI Mission (launched in March 2024) aims to make India a global AI leader by fostering innovation across government, institutions, startups, private sector, and academia.

Central to this strategy is democratising technology—ensuring AI tools and digital platforms reach remote villages, tribal areas, and underserved communities, bridging the digital divide. This comprehensive approach aligns with the **Viksit Bharat 2047** vision, positioning India as an inclusive global AI leader.

National Education Policy 2020 on AI

NEP 2020: Climbing To AI Excellence

<p>Global Leadership Secure India's position in technological advancement & economic growth</p>	<p>Economic Ambition Support India's \$5 trillion economy goal</p>	<p>Talent Development Equip youth to lead in global AI arena</p>
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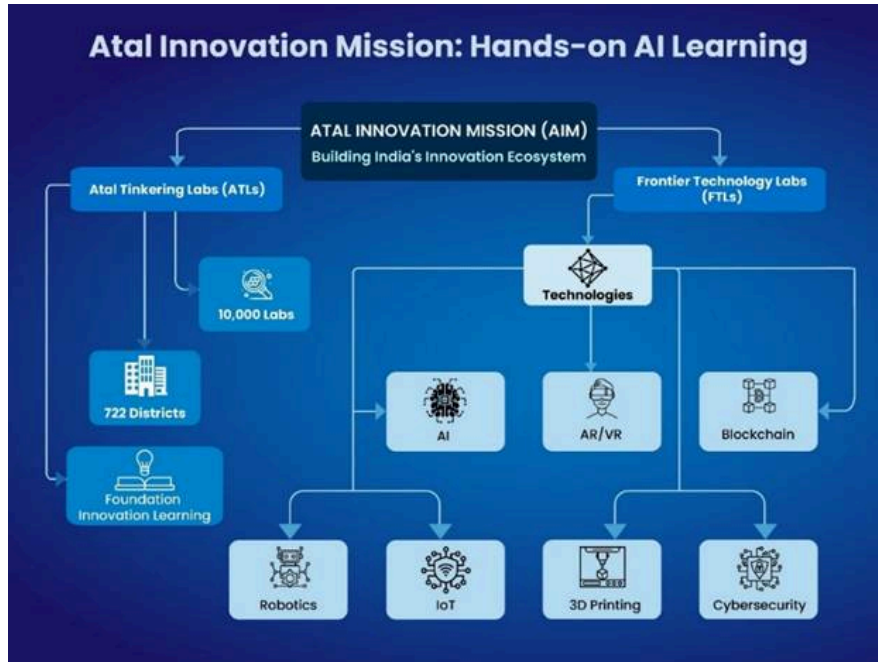
The NEP acknowledges that AI, big data and machine learning will transform labour markets and drive innovation. To ensure that the youth can cope with these monumental shifts, the NEP emphasises the importance of learning about AI, computer science/data science, along with other subjects for multidisciplinary education.

The policy aims to equip students in these subjects for economic success and greater opportunities.

As education is in the Concurrent List, NEP 2020's recommendations influence both Union and State/Union Territory education policies and support the government's push to position India as a global AI leader.

AI Initiatives in School Education

The Ministry of Education has integrated AI into school curricula across India through CBSE and NCERT, starting with grades 9, under National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023.



Currently, CBSE offers a 15-hour AI skill module from Class VI onwards and AI as an optional subject in Classes IX-XII. NCERT has incorporated AI content in Class XI Computer Science and Informatics Practices textbooks and used AI/ML to translate Grade 1-2 textbooks into 22 Indian languages.

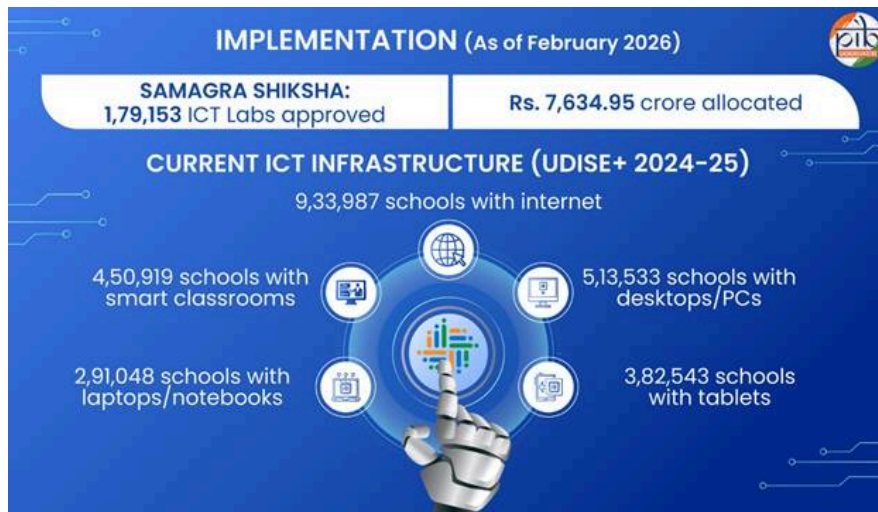
ICT LABS FOR AI & EMERGING TECH EDUCATION

TWO GOVERNMENT SCHEMES SUPPORTING ICT LABS

SAMAGRA SHIKSHA
 Quality education for all children

GRANTS PER SCHOOL
 One-time: Rs. 6.40 lakh
 Annual: Rs. 2.40 lakh (5 years)
 Covers: Hardware, software, training, digital boards, smart classrooms

TARGET
 Govt & aided schools Classes VI-XII
 Focus: Rural, tribal, aspirational districts



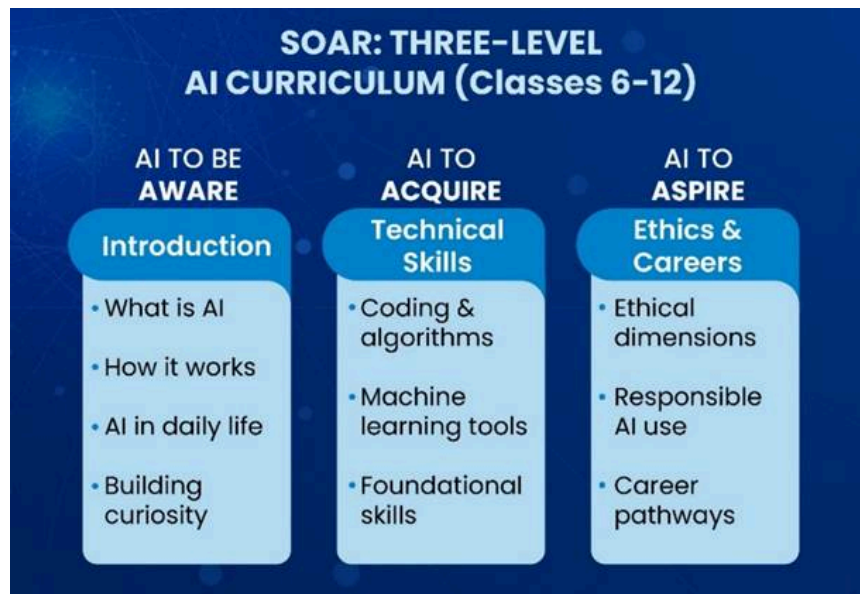
AI-Courses for Students and Educators

DIKSHA Platform

DIKSHA (Digital Infrastructure for Knowledge Sharing), a Ministry of Education initiative, uses AI for inclusivity: AI-based keyword search in videos and read-aloud feature for visually impaired students. The DIKSHA mobile app is available for teachers and also for students and parents. The app is loaded with engaging learning material that fits the needs of the prescribed school curriculum.

SOAR Initiative

The Ministry of Skill Development and Entrepreneurship launched SOAR (Skilling for AI Readiness) to build AI awareness and skills for classes 6–12 students and educators. Program includes three 15-hour student modules and one 45-hour "AI for Educators" teacher module.



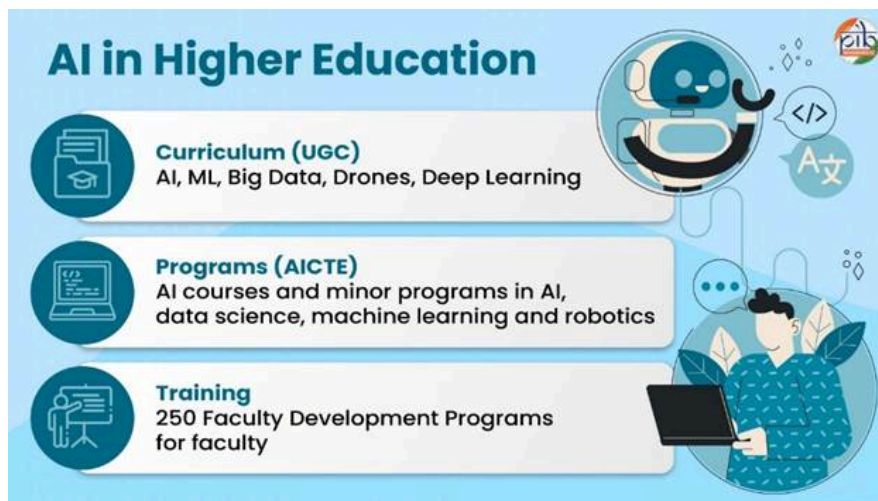
"AI for Educators" Module:

The module trains teachers to understand AI curriculum and pedagogy, use AI tools effectively in classrooms, promote inclusivity for diverse learners, create educational AI projects, and teach responsible AI ethics.

SWAYAM Platform

The Ministry of Education's SWAYAM (Study Webs of Active Learning for Young Aspiring Minds) platform offers 110+ free AI courses from IITs and IISc, with 41.2 lakh+ students enrolled.

AI in Higher Education



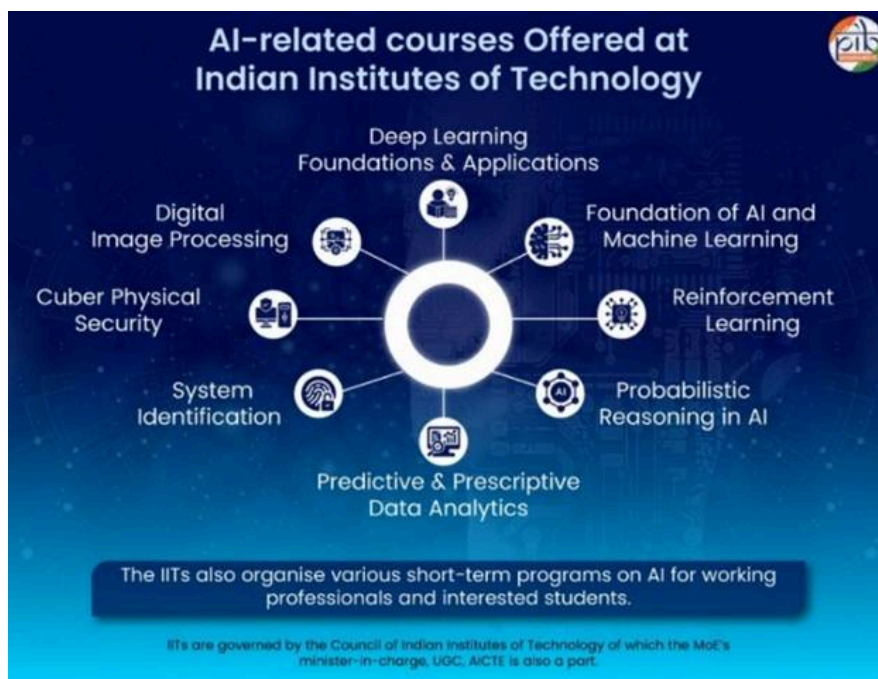
University Grants Commission (UGC): The 2022 undergraduate curriculum includes AI, 3D machining, big data analysis, machine learning, drone technologies, and deep learning with applications in health, environment, and sustainable living.

All India Council for Technical Education (AICTE):

- Incorporated AI components in all IT-related courses
- Conducts hackathons to promote AI awareness
- Offers women engineering scholarships (PRAGATI, Saraswati)
- Conducts faculty development programs

Perplexity Partners with AICTE

Perplexity, an AI-powered search engine has partnered with AICTE to provide support to 40 million students of 14,000 institutions through digital distribution via AICTE’s various communication channels, faculty training session and pilot launches in Centres of Excellence. There is also student access to the Perplexity website/app through institutional onboarding. The purpose of the project is for students to explore how AI tools can support research, innovation and real-world applications. This project aligns with the NEP’s emphasis on experiential learning.



IIT Madras Bharat Bodhan AI Conclave 2026

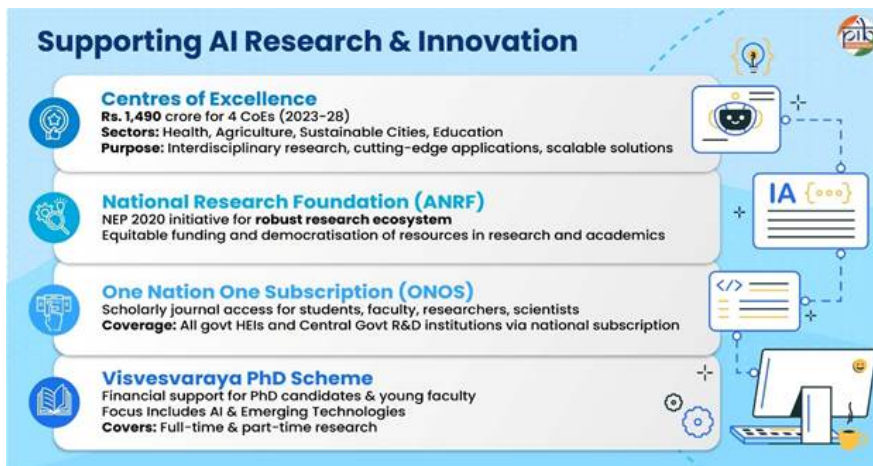
Ministry of Education, Government of India, is inviting participants who have developed credible and research-backed AI solutions with demonstrated measurable outcomes to part in the IIT Madras Bharat Bodhan AI Conclave 2026 which will take place on February 12-13 in New Delhi. The call is open to solution providers, academic and research institutions, government bodies and other stakeholders from across India and abroad.

Submissions are invited across four priority verticals:

1. AI for School Education,
2. AI for Higher Education,
3. AI for Skilling and Workforce Readiness, and
4. AI Research and Deep Technology.

Research and Development

The government is supporting research and development in AI through various initiatives or schemes.



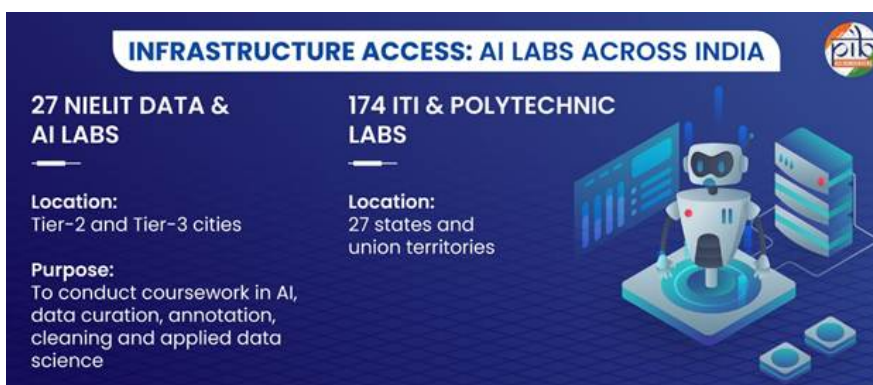
IndiaAI and Meta established the **Center for Generative AI, Srijan (सृजन)** at IIT Jodhpur and launched the **YuvAi Initiative** (with MeitY and AICTE) to advance open-source AI in India. The program targets **100,000 students and developers (aged 18-30)** over three years to develop AI solutions for healthcare, education, agriculture, smart cities, and financial inclusion.

Key Components:

1. Gen AI Resource Hub (courses, case studies, open datasets)
2. LLM for Young Developers Course (designed by Meta)
3. Master Training Activation Workshops (foundational AI concepts)
4. Unleash LLM Hackathons (mentoring, seed grants, market support for top ideas)
5. AI Innovation Accelerator (supporting 10 student-led startups with incubation and visibility).

IndiaAI Mission’s Educational Goals

IndiaAI Mission (launched in March 2024) is laying the foundation for India’s AI sector development. The initiative has been allocated a budget of ₹10,371.92 crore over five years. It provides computing infrastructure for developing AI models, creates datasets for training, and develops practical applications across sectors including education.



IndiaAI’s initiatives supporting AI-centric education and AI-research are:

AI is helping children with learning disabilities bridge their learning gaps through various applications:

Existing Solutions:

- Readabled (Online Dyslexia Training): Web-based application helping children with dyslexia improve phonetic awareness through interactive exercises
- ScreenPlay: Digital, game-based screening tool identifying children aged 3-6 at risk for autism or related developmental conditions

Prototype Stage:

- Voice Fusion AI: Application providing assistive support to individuals with Specific Learning Disabilities (SLDs) in multiple Indian languages
- Adaptive Learning and Detection for SLDs: Advanced AI techniques detecting specific learning disorders (SLDs) such as dyslexia, dysgraphia, and dyscalculia

Idea Stage:

- Jiveesha: AI-powered diagnostic platform for early detection of SLDs
- Special Educator AI: AI-driven system addressing India's shortage of special educators and supporting children with SLDs

The Government is funding R&D projects at premier institutions like IITs to build AI tools.

Indian educational institutions are also working on IndiaAI Application Development Initiative. Selected projects are:

DeepFlood: Rapid Flood Inundation Mapping

- Team: Indian Institute of Technology Delhi
- Stage: Prototype
- Description: Advanced flood inundation mapping tool using SAR (Synthetic Aperture Radar) data and deep learning models for real-time, automated flood detection with Vision Transformers and satellite data

The details of the selected projects developed by teams from Indian educational institutes under “Safe & Trusted AI” Pillar are:

Responsible AI Projects

- Machine Unlearning
 - IIT Jodhpur: Machine Unlearning in Generative Foundation Models
- Synthetic Data Generation
 - IIT Roorkee: Design and Development of Method for Generating Synthetic Data for Mitigating Bias in Datasets; and Framework for Mitigating Bias in Machine Learning Pipeline for Responsible AI
- AI Bias Mitigation Strategy
 - National Institute of Technology Raipur: Development of Responsible Artificial Intelligence for Bias Mitigation in Health Care Systems
- Explainable AI Framework
 - DIAT Pune and Mindgraph Technology Pvt. Ltd.: Enabling Explainable and Privacy Preserving AI for Security
- Privacy Enhancing Strategy
 - IIT Delhi, IIIT Delhi, IIT Dharwad, and Telecommunication Engineering Center (TEC): Robust Privacy-Preserving Machine Learning Models
- AI Ethical Certification Framework
 - IIIT Delhi and Telecommunication Engineering Center (TEC): Tools for assessing fairness of AI model
- AI Algorithm Auditing Tool
 - Civic Data Labs Pvt. Ltd.: ParakhAI - An open-source framework and toolkit for Participatory Algorithmic Auditing
- AI Governance Testing Framework
 - Amrita Vishwa Vidyapeetham and Telecommunication Engineering Center (TEC): Track-LLM, Transparency, Risk Assessment, Context & Knowledge for Large Language Models

Skilling in AI

To equip India's workforce with AI and digital capabilities, the government has launched comprehensive skilling initiatives spanning students, industrial trainees, professionals, and government officials. These programs combine foundational AI literacy with advanced technical training.

Programme	Implementing Agency	Target/Scale	Key Features
Pradhan Mantri Kaushal Vikas Yojana (PMKVY) 4.0	Ministry of Skill Development and Entrepreneurship (MSDE)	36,584 trained in AI (as on June 30, 2025); 45% women	Short-Term Training (STT) and Recognition of Prior Learning (RPL); AI Career for Women Initiative launched in April 2025 (targeting 8,000 girls over 2 years)

SkillSaksham Program	MSDE + Microsoft (MoU Aug 2024)	200 Industrial Training Institutes (ITIs); 10,000+ candidates targeted; 8,500+ already trained	1,200 hours AI training + 400 hours Advanced AI in ~15 National Skill Training Institutes (NSTIs) under Craftsmen Training Scheme (CTS)
iGOT Karmayogi Bharat Platform	Mission Karmayogi	Government officials	Digital learning platform offering courses in AI, data analytics, and digital transformation
FutureSkills PRIME	Government + NASSCOM	16.29 lakh+ enrolled/trained	500+ courses, 2,000+ digital fluency pathways in AI, Big Data, Cloud Computing; aligned with National Occupational Standards (NOS) and National Skills Qualification Framework (NSQF)
YUVA AI For All	IndiaAI Mission	Target: 1 crore citizens	Free, self-paced foundational AI course (4–4.5 hours) for students, youth, professionals, parents, senior citizens

Conclusion

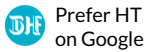
India's comprehensive AI education strategy—aligned with NEP 2020 and the IndiaAI Mission—spans curriculum integration from primary to higher education, teacher capacity building, infrastructure development, skilling initiatives, and research Centres of Excellence. The approach extends beyond urban centres to tribal and aspirational districts, democratising technology access across all communities. These initiatives position India as a global AI leader while ensuring inclusive socio-economic development, embodying Welfare for All, Happiness for All (Sarvajanam Hitaya, Sarvajanam Sukhaya).

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Education Minister calls upon foreign HEIs to collaborate with India's fast-growing, innovation-driven education system

Published on: Mar 03, 2026 9:51 AM IST
ANI



Union Education Minister Dharmendra Pradhan addressed the Study in India Educational Diplomatic Conclave 2026 organized by the Ministry of Education at Sushma Swaraj Bhawan, New Delhi on Monday bringing together Ambassadors, High Commissioners, representatives of diplomatic missions from over 50 countries and officials of the Ministry, to deliberate on strengthening international cooperation in higher education.



Union Education Minister Dharmendra Pradhan (PTI)

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According to an official release from the Ministry of Education, the Education Minister, while addressing the gathering, spoke about the transformation of India's education system under the National Education Policy (NEP) 2020, highlighting the significant strides being made in the internationalisation of education and India's strong focus on quality, innovation and affordability.

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He further stated that Prime Minister Narendra Modi has envisioned India becoming a developed nation by 2047, marking 100 years of Independence. In this context, the Minister emphasised that India continues to remain a bright spot in the global economic landscape, offering immense opportunities to learn, research, innovate and implement.

The Minister underlined that India's greatest strength lies in its vibrant knowledge ecosystem, demographic dividend and fast-growing economy. Through NEP 2020 and the Study in India initiative, he said, the country is expanding global pathways for students, researchers and institutions.

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As per a release, he also highlighted that from artificial intelligence, biotechnology and semiconductors to sustainable energy, India is emerging as a trusted innovation partner,

marked by uncertainty and rapid change, he said India seeks to build strong knowledge bridges with partner countries. He called upon the Excellencies to collaborate with India's fast-growing, innovation-driven, multidisciplinary and access-friendly education system.

Speaking on the occasion, Secretary, Higher Education Vineet Joshi highlighted that over the past six years, the National Education Policy 2020 has provided clear direction to India's higher education reforms, particularly in advancing multidisciplinary education, integrating skilling into mainstream learning, and strengthening internationalisation.

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He stressed that the Indian institutions are deepening global engagement through joint, dual and twinning programmes, while premier universities are expanding their international footprint. He further stated that the University Grants Commission has put in place a transparent and time-bound regulatory framework enabling foreign universities to establish campuses in India, with applications from leading institutions across Australia, Italy, the United Kingdom and the United States cleared within a month. He described the Study in India initiative as an open invitation to build a mutually beneficial global education partnership with India, a release stated.

The conclave featured focused thematic sessions on: Indian Knowledge Systems as a global academic offering; Academic partnerships through SPARC and GIAN; Artificial Intelligence and advanced technologies; UGC Regulations 2023 for foreign university

According to a release, the discussions highlighted India's evolving higher education ecosystem and presented concrete avenues for collaboration, including student mobility, joint programmes, research partnerships, and the establishment of campuses.

The Study in India Edu-Diplomatic Conclave 2026 provided a dedicated platform to strengthen India's diplomatic engagement in education by inviting students from partner countries to pursue higher education and short-term programmes in India, encouraging institutional collaborations, and inviting globally ranked universities to establish campuses in India, a release added.

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छठी कक्षा से तीन भाषा नीति लागू, अंग्रेजी अब अनिवार्य नहीं

जागरण संवाददाता, नई दिल्ली : सीबीएसई ने राष्ट्रीय शिक्षा नीति 2020 और राष्ट्रीय पाठ्यचर्या रूपरेखा (स्कूली शिक्षा) 2023 के अनुरूप बड़ा बदलाव करते हुए शैक्षणिक सत्र 2026-27 से छठी से तीन भाषा फार्मूला लागू करने का फैसला किया है। छठी कक्षा से छात्र-छात्राओं को तीन भाषाएं पढ़नी होंगी, जिनमें कम से कम दो भारतीय भाषाएं अनिवार्य होंगी। अंग्रेजी अब अनिवार्य विषय नहीं रहेगी, बल्कि इसे विदेशी भाषा के रूप में पढ़ाया जाएगा। अंग्रेजी, फ्रेंच या जर्मन जैसी विदेशी भाषाएं विकल्प के रूप में उपलब्ध होंगी।

सीबीएसई की पहल, अंग्रेजी को विदेशी भाषा के रूप में रखा जाएगा, फ्रेंच या जर्मन भाषा विकल्प के रूप में होंगी उपलब्ध

राष्ट्रीय पाठ्यचर्या रूपरेखा की सिफारिशों के तहत तीसरी भाषा की पढ़ाई छठी से आठवीं तक होगी। यह भी सुझाव दिया गया है कि नौवीं व 10वीं में भी तीनों भाषाओं की पढ़ाई जारी रहनी चाहिए। इस फैसले के बाद कई स्कूलों को अपनी मौजूदा भाषा नीति में बदलाव करना पड़ सकता है।

संबंधित >> पेज 10

सीबीएसई नौ भारतीय भाषाओं के लिए तैयार करेगा अध्ययन सामग्री

जासं, नई दिल्ली: सीबीएसई ने शैक्षणिक सत्र 2026-27 से छठी कक्षा से तीन भाषा फार्मूला लागू करने का फैसला किया है। राष्ट्रीय पाठ्यचर्या रूपरेखा (स्कूली शिक्षा) 2023 की सिफारिशों के अनुरूप तीसरी भाषा के लिए नई पाठ्यपुस्तकें तैयार की जाएंगी। शैक्षणिक सत्र 2026-27 से सीबीएसई तमिल, तेलुगु, मलयालम, कन्नड़, गुजराती और बंगाली सहित नौ भाषाओं के लिए अध्ययन सामग्री विकसित करेगा।

शिक्षा विशेषज्ञों का मानना है कि तीन भाषाएं अनिवार्य होने से छात्रों का भारतीय संस्कृति और विभिन्न राज्यों की भाषाओं से जुड़ाव मजबूत होगा। क्षेत्रीय भाषाओं के लिए नई किताबें तैयार होने से भाषा अध्ययन की बुनियाद भी सशक्त होगी। अंग्रेजी के अनिवार्य न रहने से इस विषय को लेकर विद्यार्थियों पर पड़ने वाला दबाव कम होने की उम्मीद है, जिससे वे अन्य भाषाओं पर अधिक आत्मविश्वास के साथ ध्यान दे सकेंगे। वहीं, फ्रेंच या जर्मन जैसी विदेशी भाषाओं का विकल्प अंतरराष्ट्रीय करियर की तैयारी कर रहे छात्रों के लिए फायदेमंद साबित हो सकता है।

स्कूलों में व्यावसायिक शिक्षा के प्रति बढ़ाई जाएगी जागरूकता

सीबीएसई ने जागरूकता बढ़ाने के लिए 30 लाख रुपये के सोशल मीडिया अभियान को दी मंजूरी

अमर उजाला ब्यूरो

नई दिल्ली। केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) संबद्ध स्कूलों में व्यावसायिक एवं कौशल आधारित शिक्षा के प्रति जागरूकता बढ़ाने के लिए व्यापक सोशल मीडिया अभियान चलाएगा। इस पर 30 लाख रुपये व्यय किए जाएंगे। इसके लिए बोर्ड ने एजेंसी नियुक्त करने के प्रस्ताव को मंजूरी दे दी है। यह राशि सामग्री निर्माण, प्रचार-प्रसार, डिजिटल विज्ञापन और अभियान प्रबंधन सहित सभी संबंधित गतिविधियों पर खर्च होगी। सीबीएसई की प्रबंध समिति की बैठक में इसे मंजूरी दे दी गई है। बैठक में कहा गया कि राष्ट्रीय शिक्षा नीति-2020 के उद्देश्यों के अनुरूप व्यावसायिक-कौशल शिक्षा अनिवार्य किया है।

इसके तहत कौशल शिक्षा और कौशल बोध गतिविधि पुस्तिका के बारे में जागरूकता बढ़ाने के लिए

मिडिल ईस्ट देशों में 5-6 मार्च को होने वाली परीक्षा स्थगित

नई दिल्ली। ईरान व इजरायल युद्ध का असर सीबीएसई की दसवीं व बारहवीं की परीक्षाओं पर पड़ रहा है। सीबीएसई ने मिडिल ईस्ट देशों (संयुक्त अरब अमीरात, सऊदी अरब, ओमान, कतर, बहरीन, कुवैत, ईरान) में पांच व छः मार्च को होने वाली दसवीं व बारहवीं की परीक्षा स्थगित कर दी है। बोर्ड के अनुसार खाड़ी देशों और ईरान के मौजूदा हालातों को देखने के बाद यह फैसला किया है।

बोर्ड के पूर्व निर्धारित परीक्षा तिथियों के अनुसार पांच मार्च को दसवीं कक्षा की सिंधी, मलयालम,

ऑडियो-विजुअल सामग्री, लघु वीडियो, प्रशंसा पत्र, एनिमेशन तथा विभिन्न डिजिटल क्रिएटिव विकसित किए जाएंगे।

पांच को स्थिति की समीक्षा के बाद आगे की परीक्षाओं को लेकर फैसला होगा

उड़िया, असमी, कन्नड़, व कोकबरोक व छः मार्च को पेंटिंग की परीक्षा है। जबकि पांच मार्च को बारहवीं की साइकोलॉजी व छः मार्च को पंजाबी, बंगाली, तमिल, तेलुगु, सिंधी, मराठी, गुजराती, मणिपुरी, मलयालम, उड़िया, असमी, कन्नड़, अरेबिक, तिब्बतन, जर्मन, रशियन, पर्शियन, नेपाली, लेपचा, तेलुगु(तेलंगाना), बोडो, जापानी, भुटिया, स्पेनिश, कश्मीरी, मिजो भाषा की परीक्षा

बोर्ड की वित्त समिति ने इस प्रस्ताव पर विचार-विमर्श के बाद इसे स्वीकृति देने की सिफारिश की। इसके पश्चात प्रबंध समिति ने वित्त

होनी है। खाड़ी देशों के लिए स्थगित परीक्षाओं की नई तिथियों की घोषणा जल्द ही की जाएगी। बोर्ड के अनुसार पांच मार्च को स्थिति की समीक्षा के बाद फैसला किया जाएगा कि सात मार्च और उसके बाद होने वाली परीक्षा तय समय पर होंगी या नहीं। बोर्ड की ओर से कहा गया है कि वह जानकारी के लिए अपने संबंधित स्कूलों के संपर्क में रहें और आधिकारिक घोषणाओं पर ही भरोसा करें। मालूम हो कि खाड़ी देशों में सीबीएसई से संबद्ध, जो स्कूल हैं उनमें ज्यादातर भारतीयों के बच्चे पढ़ते हैं। ब्यूरो

समिति की सिफारिशों का अनुमोदन करते हुए एजेंसी नियुक्त करने के प्रस्ताव को औपचारिक रूप से मंजूरी प्रदान कर दी।

Mandatory update: UIDAI finishes 1.2 crore biometric captures of schoolchildren

The Hindu Bureau
NEW DELHI

The Unique Identification Authority of India (UIDAI) has said it has completed mandatory biometric updates for 1.2 crore children between the ages of seven and 15 through large-scale update drives conducted in schools. Updating Aadhaar biometrics is mandatory at least once for children between the ages of seven and 15, and the service is free of cost till October.

The UIDAI said in a statement that it had "saturated more than 1,03,000 schools across India and helped millions of school students complete their mandatory biometric update (MBU) in Aadhaar at ease and comfort of their school campuses", and



Children can also complete the update at Aadhaar Seva Kendras across the country.

that it had "rolled out the mission mode MBU drive for school children in September 2025, after a successful technological integration with the Unified District Information System for Education Plus (UDISE+) application".

The initiative was undertaken in partnership with State education departments and "ecosystem

partners," the UIDAI said, adding that more than 4,000 machines were used to update children's biometrics in schools.

"Keeping biometric updated in children's Aadhaar helps them while carrying out authentication for receiving benefits under various Government schemes, scholarships, wherever applicable, and registering in competitive and university examinations like NEET, JEE and CUET etc.," the Aadhaar issuer said. "UIDAI has been encouraging parents and guardians to update their children's biometrics in Aadhaar." "In addition to camps held at schools, children can also complete their MBU by visiting any of the Aadhaar enrolment centres and Aadhaar Seva Kendras across India."

Empower teachers to raise the bar

Their happiness and dignity can ensure sincere hard work in the classroom



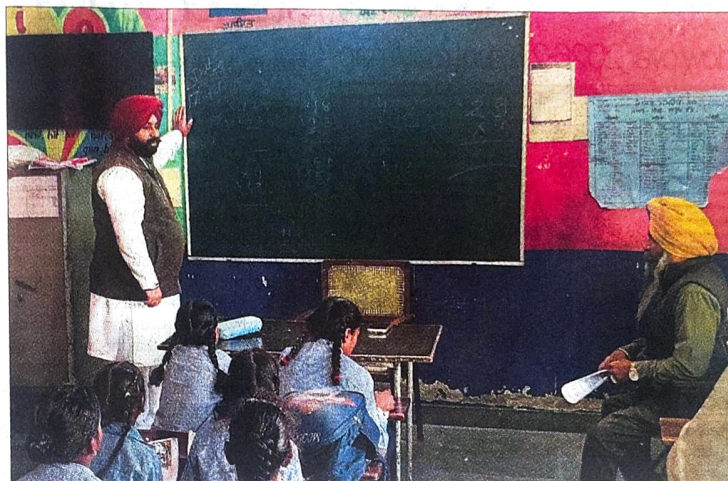
KRISHNA KUMAR
FORMER DIRECTOR, NCERT

ONE of the great hopes that the new economic policy had aroused in the mid-1990s was that licence-inspection raj would end. Perhaps it happened in the business world, but in the world of education, both 'licence' and 'inspection' practices got stronger. In school education, the term 'inspector' was generic and the post had several levels.

The great Hindi novelist Premchand served as a 'sub-deputy inspector' in the early 20th century. I feel grateful to him for leaving vivid traces of what it meant for a school to be inspected under British colonial rule. But inspectorial roles and the culture of inspection are hardly vintage: they have survived Independence and the new economic and educational policy discourses. Inspection of a school continues to be an event marked by a display of power by the inspecting authority, and by the parallel display of meekness by the school staff. They have no choice but to exhibit meekness.

The culture of inspection has not changed since colonial days. The headmaster had to ensure that the school building looked clean, with flowerpots lining the corridors. The children were supposed to look smart and the teachers busy. If the roof had holes, they were covered with rags or with whatever was handy. If the floor had pits, the headmaster used a carpet to hide them.

Gandhian educationist Marjorie Sykes, who was originally a British citizen, told me that school inspection in India was exactly the opposite of what happened in England. There, the headmaster drew chalk circles around the holes, thereby ensur-



LEGACY : The culture of inspection has survived the new economic and educational policy discourses. FILE PHOTO

ing that the inspector would notice and arrange repair work. There was no fear, nor a need to hide the reality.

It was assumed that inspection raj would die with the advent of liberalisation and the weakening of the bureaucracy in every field, not just business. But in education, inspection raj spread to higher education. Accreditation and ranking were introduced as new routines, and they necessitated inspection teams to visit universities and colleges.

When the National Assessment and Accreditation Council sends an inspection team, college and university authorities spruce up the campus, prepare impressive data displays and picturesque flex boards to impress the visiting team. Its members also expect other forms of satisfaction — not just clean toilets and freshly planted saplings. If the team gives less than the highest grades, the stated reasons are not the real story: everybody knows that the head of the institution had failed to please the visitors.

A news report in *The Tribune* (February 19) shows us the perils that teachers face during and after a school inspection. Punjab's Education Minister made a surprise inspection of a primary school at Machhiwara in Ludhiana district.

Clearly, the progress of policy has led to systemic decay and teacher alienation.

Subsequently, the teachers concerned were served showcase notices. They must explain why children in their classes could not read Punjabi text and solve simple maths problems given to them during the inspection. We don't know about these randomly chosen children. Were they from Punjabi-speaking families, and how long had they been learning to read Punjabi? What kind of reading material is being used? In what kind of institutions did the teachers receive training? Were the kids feeling nervous when asked by strangers to stand up and read aloud, and to solve maths problems?

Questions of this kind are too far below the powerful gaze of the ministerial inspection team. I have no doubt that its members are not aware of the sorry state in which Punjab's DIETs (district institutes of education and training) have fallen. These institutes were important structures that sustained teaching standards. Several other structures were created under the Sarva Shiksha Abhiyan. They, too, are now in a state of disrepair. Indeed, teacher education as a whole has collapsed, with private institutes that don't even require attendance. Inspection teams are not interested in such details. They want performance — children's performance which serves as proof of the teachers' efficiency.

One irony in the Machhiwara story is that its primary school is included in the list of 'smart' schools. This title implies that the school is equipped with all the digital gadgetry required for interactive pedagogy. Official faith in digital equipment has rapidly grown over the last decade. The Covid-19 pandemic provided a great boost to this faith. Anything showing that this faith is misplaced is resented — and not because a considerable investment has been made in the smart school project.

Digital equipment gives classrooms a modern look, conveying the feeling that something robustly progressive is happening. This feeling serves a symbolic purpose in government-run schools. The message has two main components: one, that the government is concerned about improving educational standards, and two, that the gap between private and government schools is closing. This messaging imparts an ideological gloss to the use of technology in education. Its real impact on teaching and on teacher-child relationship — both in private and government schools — has received scant attention.

Relentless, technologically assisted testing of children has undermined real teaching. The bureaucracy that governs schools had assumed that regular testing would make teachers more alert and responsible. This was a false assumption, although it looked plausible and political leaders swallowed it as a shortcut to high quality. They still don't see that teachers' happiness and dignity are the best guarantees of sincere hard work in the classroom.

This is hardly a new insight. Four decades ago, the National Teacher Commission, chaired by philosopher DP Chattopadhyaya, had said it all. The report had suggested several strategies for making teachers confident and autonomous. Its recommendations for imparting substance and meaning to teacher training aimed at creating a cadre of reflective teachers, capable of taking decisions for providing the best possible trajectory for every child.

This valuable advice of the Commission is now fully forgotten, although similar recommendations were made in 2008 by the Justice JS Varma Commission. And hardly a few years ago, an alternative to "inspection raj" had emerged in many states, including Punjab, in the shape of sub-district level structures to boost teacher autonomy and capacity. These are in a shambles today. Clearly, the progress of policy has led to systemic decay and teacher alienation.

CBSE encourages schools to use PM eVidya lessons

DIGITAL LEARNING

PM eVidya channel provides free, 24x7 curriculum-aligned educational content for classes IX-XI

Offers supplementary academic support, teacher training and enrichment content

Content available through DTH TV channels and YouTube for wider accessibility

KEY OBJECTIVES

- 1 Provides uniform curriculum aligned learning resources
- 2 Reaches students regardless of location or socio economic status
- 3 Helps bridge the digital divide
- 4 Grade-wise and theme specific learning
- 5 Repeated telecasts allow flexible learning
- 6 Students can learn anytime beyond classroom hours

STATUS

67 educational videos already developed

Created with the help of subject matter experts

Focus areas include teaching methodologies, assessment practices, integration of technology in education

Meghna.Dhulia
@timesofindia.com

New Delhi: Schools are being encouraged to bring broadcast lessons into everyday teaching, with curriculum-linked content available through dedicated TV channels and online videos.

Central govt's PM eVidya platform offers recorded lessons that students can revisit at their own pace as supplementary academic support while also supporting subject enrichment and teacher training. In a circular, Central Board of Secondary Education (CBSE) has asked affiliated schools to actively use the platform's TV channels and e-videos in classrooms. While teachers say the move can strengthen digital and competency-based learning, some note that technological gaps in certain schools still need to be addressed.

The directive focuses on the use of the PM eVidya CBSE-15 television channel, part of the broader PM eVidya initiative that includes 200 DTH educational TV channels launched in 2024 to expand access to learning resources.

"Curriculum-aligned programmes covering pedagogy, classroom practices, assessment approaches and subject-specific learning were created. The idea is to improve equitable access to quality educational resources, particularly for learners who

may face geographical or socio-economic constraints in accessing digital tools," said a CBSE official.

Currently, 67 educational e-videos have been made available through the TV channels and associated digital platforms, covering both student learning topics and teacher training themes.

The repository includes lessons such as real numbers and coordinate geometry for Class IX, along with broader educational modules like art-integrated learning, storytelling as a pedagogical tool, understanding artificial intelligence and its domains, planning to teach mathematics, cooperative learning and universal design of learning. Sessions explaining National Education Policy 2020 and the methods and strategies for teaching science, mathematics and social science are also included.

Teachers may integrate the videos into lesson planning and classroom transactions, while students can access them for concept clarification and self-learning. Principals were also asked to create the necessary infrastructure to access the content and disseminate information.

However, some educators pointed out that while many schools already used digital resources, those with limited technological resources might face challenges over infrastructure or teacher training.

‘Marks are awarded for each correct step even if the final answer is not fully correct’: CBSE Controller of Examinations Sanyam Bharadwaj

With CBSE Board examinations underway, and changes in the assessment pattern continuing under the National Education Policy (NEP) framework, students and parents often have questions about evaluation and exam rules. In this weekly column, CBSE Controller of Examinations Sanyam Bharadwaj responds to queries sent by readers of The Indian Express: Will there be step marking in [...]

By: [Express News Service](#) 3 min read New Delhi Mar 9, 2026 04:45 AM IST



CBSE Controller of Examinations Sanyam Bharadwaj

With CBSE Board examinations underway, and changes in the assessment pattern continuing under the National Education Policy (NEP) framework, students and parents often have questions about evaluation and exam rules. In this weekly column, CBSE Controller of Examinations Sanyam Bharadwaj responds to queries sent by readers of *The Indian Express*:

Will there be step marking in Mathematics and Science?

Yes. There will be step marking in both Mathematics and Science. Marks are awarded for each correct step even if the final answer is not fully correct, provided the method used is valid. This helps students receive credit for their correct understanding and approach.

Does neat handwriting or attempting questions properly help in fetching extra marks?

No extra marks are given for handwriting. However, a neat and organised presentation helps the evaluator understand the answers clearly, reducing the chances of misinterpretation. Marks are always awarded on the correctness of the reply.

Are gel pens or whiteners allowed in CBSE board exams?

Students are advised to use only blue ballpoint pens for writing answers. If a mistake is made, it should be neatly crossed out with a single line.

Students should use a blue pen with ink whose life is long and does not fade over time. Ink should not be used in a way that identifies a particular answer book. If such identification is made, students may be booked under unfair means.

How is CBSE addressing concerns about increased difficulty due to competency-based questions?

[CBSE](#) is gradually introducing competency-based questions to align with NEP 2020. The proportion has been balanced so that students are not overburdened. These questions test application and understanding rather than rote memorisation. In the past, the share of competency-based questions was increased gradually. For the past two years, 50% of the questions in both Class X and Class XII papers have been competency-based. Students are informed at the beginning of the academic session about such decisions so that they can prepare accordingly. The CBSE also releases sample question papers.

What sample papers, training modules, or teacher-orientation programmes will the CBSE provide to help students adapt?

CBSE regularly releases sample papers, marking schemes, practice questions and training modules on its official website. Teacher orientation programmes and webinars are also conducted to ensure that schools and students are well prepared.

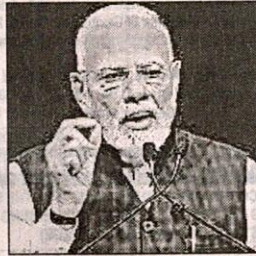
प्रधानमंत्री ने बजट बाद चौथी वेबिनार को किया संबोधित, कहा शिक्षा को अर्थव्यवस्था की जरूरतों से जोड़ने पर ध्यान देना आवश्यक

जनसत्ता ब्यूरो
नई दिल्ली, 9 मार्च।

प्रधानमंत्री नरेंद्र मोदी ने सोमवार को देश की शिक्षा व्यवस्था को अर्थव्यवस्था की वास्तविक जरूरतों से जोड़ने की प्रक्रिया को तेज करने का आह्वान करते हुए कहा कि कृत्रिम मेधा (एआइ) और स्वचालन जैसे विषयों पर विशेष ध्यान देना होगा। प्रधानमंत्री मोदी ने वित्त वर्ष 2026-27 के बजट शृंखला पर आयोजित चौथे वेबिनार को संबोधित करते हुए कहा कि लोगों की आकांक्षाओं को पूरा करना उनकी सरकार का मूल उद्देश्य है और शिक्षा, कौशल विकास, स्वास्थ्य, पर्यटन, खेल एवं संस्कृति जैसे क्षेत्र इसे साकार करने के महत्वपूर्ण माध्यम हैं। उन्होंने कहा, 'लोगों की आकांक्षाओं को पूरा करना केवल एक विषय नहीं है, बल्कि यह इस सरकार का प्रमुख उद्देश्य एवं संकल्प है।'

प्रधानमंत्री ने कहा कि देश में शिक्षा को रोजगार और उद्यमिता से जोड़ने के लिए लगातार प्रयास किए जा रहे हैं। उन्होंने कहा, 'राष्ट्रीय शिक्षा नीति (एनईपी) बाजार की मांग और वास्तविक अर्थव्यवस्था के अनुरूप पाठ्यक्रम तैयार करने की मजबूत आधारशिला प्रदान करती है, खासकर एआइ, स्वचालन और डिजिटल अर्थव्यवस्था जैसे क्षेत्रों में। हमें शिक्षा व्यवस्था को अर्थव्यवस्था की वास्तविक जरूरतों से जोड़ने की प्रक्रिया को और तेज करना होगा।'

उन्होंने शिक्षा, रोजगार और उद्यमिता के बीच संबंध का उल्लेख करते हुए एनिमेशन, विजुअल इफेक्ट, गेमिंग एवं कामिक्स (एवीजीसी) क्षेत्र को बढ़ावा देने की भी जरूरत पर बल दिया। भारत के नवाचार-आधारित अर्थव्यवस्था की तरफ कदम बढ़ाने का उल्लेख करते हुए प्रधानमंत्री ने शैक्षणिक संस्थानों से अपने परिसरों को उद्योग सहयोग और शोध आधारित शिक्षा के केंद्र के रूप में विकसित



प्रधानमंत्री ने शैक्षणिक संस्थानों से अपने परिसरों को उद्योग सहयोग और शोध आधारित शिक्षा के केंद्र के रूप में विकसित करने का आह्वान किया।

उन्होंने कहा, 'लोगों की आकांक्षाओं को पूरा करना केवल एक विषय नहीं है, बल्कि यह हमारी सरकार का प्रमुख उद्देश्य एवं संकल्प है।'

हमारी योग और आयुर्वेद पद्धतियां दुनिया भर में लोकप्रिय

प्रधानमंत्री मोदी ने कहा, 'आयुष्मान भारत योजना और आरोग्य मंदिर के जरिये स्वास्थ्य सेवाओं की पहुंच हर गांव तक हो गई है। हमारी योग और आयुर्वेद पद्धतियां भी दुनिया भर में लोकप्रिय हो रही हैं।' प्रधानमंत्री ने कहा कि देश की युवा शक्ति का उल्लेख करते हुए कहा कि यह उसी स्थिति में राष्ट्रीय शक्ति बनती है जब वह स्वस्थ, अनुशासित और आत्मविश्वास से भरी हो। उन्होंने कहा, 'यही कारण है कि हाल के वर्षों में खेलों को राष्ट्रीय विकास की महत्वपूर्ण धारा के रूप में देखा जा रहा है।' उन्होंने कहा कि खेलो इंडिया जैसी पहल से देश के खेल पारिस्थितिकी ढांचे में नई ऊर्जा आई है। देशभर में खेल बुनियादी ढांचे को मजबूत किया जा रहा है।

करने का आह्वान किया, ताकि छात्रों को वास्तविक दुनिया का अनुभव मिल सके। उन्होंने कहा कि इस वेबिनार में परिसरों को उद्योग सहयोग और शोध आधारित शिक्षा के केंद्र के रूप में विकसित करने पर मंथन होना चाहिए। प्रधानमंत्री ने युवा शोधकर्ताओं को नवाचार और प्रयोग के लिए प्रोत्साहित करने वाली एक मजबूत शोध पारिस्थितिकी तैयार करने की जरूरत पर जोर देते हुए कहा, 'ऐसा वातावरण तैयार किया जाना चाहिए, जहां युवा शोधकर्ताओं को नए विचारों पर काम करने व प्रयोग करने का अवसर मिल सके।' मोदी ने विज्ञान, प्रौद्योगिकी, इंजीनियरिंग और गणित (एसटीईएम) क्षेत्रों के महत्व पर जोर देते हुए कहा, 'इन क्षेत्रों में देश की बेटियों की बढ़ती

रुचि उत्साहजनक है। आज जब हम भविष्य की प्रौद्योगिकियों की बात करते हैं तो यह महत्वपूर्ण है कि अवसरों की कमी के कारण कोई भी बेटा पीछे न रह जाए।' उन्होंने स्वास्थ्य क्षेत्र का उल्लेख करते हुए कहा कि हाल के वर्षों में देश के स्वास्थ्य ढांचे को मजबूत किया गया है और आयुष्मान भारत योजना एवं आरोग्य केंद्रों के माध्यम से ग्रामीण क्षेत्रों में स्वास्थ्य सेवाओं की पहुंच बढ़ी है। पर्यटन और संस्कृति के जरिये रोजगार सृजन की संभावनाओं का उल्लेख करते हुए प्रधानमंत्री ने कहा कि पारंपरिक स्थलों से आगे बढ़कर नए पर्यटन स्थलों का विकास करने से शहर की पहचान मजबूत होती है और उसके समग्र विकास को भी बढ़ावा मिलता है।

PM calls for linking education sector to real world economy

PIONEER NEWS SERVICE
New Delhi

Prime Minister Narendra Modi on Monday called for accelerating the process of linking the country's education sector to the real world economy, while sharpening focus on subjects like artificial intelligence and automation.

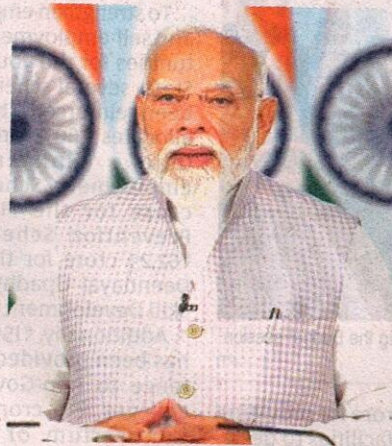
Addressing a post-Budget webinar, he also said that fulfilling aspirations of the people is the resolve of his Government and education, skill development, health, tourism, sports and culture are some of the sectors that act as a medium to fulfill them.

"Fulfilling the aspirations of the people is not just a subject, but it is the core objective and the resolution of this Government," he said at the webinar which was attended by stakeholders from different Government ministries, departments and experts from private sectors.

The PM said education, skill, health, tourism, sports, culture are fundamental sectors and major means of fulfilling these public aspirations. "In the country, continuous efforts are being made to link education with employment and enterprise. The new National Education Policy (NEP) provides the foundation for a curriculum that must stay aligned with market demands and the real-world economy, specifically in fields like AI, automation and the digital economy. We will have to accelerate the process of linking our education system with the real world economy," he said.

Discussing the nexus between education, employment, and enterprise, the prime minister highlighted the promotion of the Animation, Visual Effects, Gaming and Comics (AVGC) sector.

Asserting that India is moving towards an innovation-driven economy, he called upon academic



Prime Minister Narendra Modi

institutions to transform their campuses into hubs of industry collaboration and research-driven learning to provide students with essential real world exposure. "I would urge you that in this webinar, there must be a brainstorm on developing your campuses as centres of industry collaboration and research-driven learning," he said.

Calling for a robust research ecosystem that encourages young researchers to innovate and experiment without barriers, Modi emphasised, "We have to create such a research ecosystem where young researchers get full opportunity to experiment and work on new ideas."

The PM said another important sector is STEM: Science, Technology, Engineering, and Mathematics. "It is heartening to see that the daughters of our country have a great interest in STEM. Today, when we talk about futuristic technologies, it is important that no daughter is held back due to a lack of opportunities. We must create a research ecosystem where young researchers get ample opportunities to work on new ideas," he said.

He said the health sector has been strengthened, the Ayushman Bharat Yojana and Arogya Mandirs have led to greater penetration of health services in rural areas. Referring to the 'care economy', through which trained caregivers help senior citizens, Modi said as the senior citizen population increases, the demand for caregivers will also rise. "I request that new training models should be developed," he said.

The prime minister said India is working on a vision of preventive and holistic health today and in the past few years, the country's health infrastructure has been strengthened. He said new medical colleges have opened in hundreds of districts and through the Ayushman Bharat scheme, access to health services has been extended to villages via wellness centres.

Modi also talked about the "youth power" of the country and said it becomes "national power" only when it is healthy, disciplined, and brimming with self-confidence. "That is why, in the past few years, sports have been viewed as an important stream of national development," he said.

The Prime Minister said initiatives like Khelo India have infused a new energy into the country's sports ecosystem and sports infrastructure is being strengthened across the country.

On the potential of tourism and culture to drive employment, he noted that developing new destinations beyond traditional spots boosts a city's branding and overall development.

"Trained guides, hospitality skills, digital connectivity, and community participation are becoming the pillars of our tourism sector. Alongside these, cleanliness and sustainable practices are essential. Your suggestions on tourism and related areas will be of immense importance as we work together to strengthen India's position as a global destination," he said.

Smartphones in classrooms

Is a complete ban the way forward?

Shruti Sengupta
@timesofindia.com

Hamlet's existential dilemma — "To be or not to be?" — is finding an echo in Indian schools: To ban or not to ban smartphones in classrooms.

With Himachal Pradesh chief minister Sukhvinder Singh Sukhu announcing a ban on the use of mobile phones by students in all govt and private schools from March, and his Karnataka counterpart Siddaramaiah in his budget speech on March 6 announcing a ban on social media for under-16 children, concerns over excessive smartphone use and its impact on children's cognitive abilities are back in the spotlight.

These decisions align with a growing global push to curb the use of smartphones in schools amid rising concerns about shrinking attention spans, social media addiction and distraction in classrooms. In the



Image created with AI for representation

age of 16, while Indonesia announced its decision to ban access to "high-risk" platforms for under-16s from March 28.

France's National Assembly has backed similar plans for children under 15. Poland too is planning to introduce a legislation to prohibit children under the age of 15 from accessing social media, with tech firms directly responsible for age verification.

Calls for such measures have been gathering steam in India too, including in the recent Economic Survey. After Karnataka, Andhra Pradesh govt announced its plan to curb access to social media for under-13s within 90 days and will consider extending the ban to under-16s. Goa also has set up a panel to investigate what such a ban might look like and how it can be implemented.

Rules For Smartphone Use

India is yet to formulate a national policy or a specific law on access to social media apps and smartphone use in educational institutions. However, calls for regulation of smartphone use are growing. The matter reached the Delhi high court last year, but it refused to order a complete ban, calling it impractical and undesirable. Instead, the court issued guidelines for regulating and monitoring use of smartphones.

The reasons for concern are obvious, says Jyoti Arora, principal of Delhi-based Mount Abu School, adding that mobile phones can be great tools for learning, communication, and accessing digital resources, but distraction remains a concern. "Almost every day, our office is flooded with several parents complaining about games, social media, and constant notifications diverting the

BAN: THE WORLDVIEW

► **United States:** Regulations ban or limit access to smartphones in school classrooms in over 35 states
► **Sweden:** No access to smartphones for schoolchildren between 7 and 16 years from August

► **Zhengzhou, capital of China's Henan province:** No access to smartphones in primary and secondary schools
► **India:** Himachal imposes ban on use of smartphones in schools from March

Restrictions On Social Media

► **Australia:** First country to impose a ban on social media for under-16s in Dec 2025

► **Indonesia:** Ban on access to 'high-risk' platforms for under-16s from March 28

► **France, Poland, Spain, Slovenia, UK, Denmark, Malaysia, Norway, Ireland, New Zealand, Czech Republic, Greece:** Mulling bans or restrictions

► **Age verification required:** Brazil, Vietnam

► **In India, Karnataka** is first state to announce a ban on social media for under-16s

Andhra Pradesh: Plans to ban access to social media for under-13s in 90 days. Will consider increasing age limit to under-16s.
Goa: Mulling a ban on social media for under-16s



attention of their children from studies. Many of them have started complaining about eye strain and poor posture," Arora says.

Academic Performance

She linked excessive use of smartphones to a decline in student academic performance. "We also saw a decline in students' academic performance if they were too glued to the screen. An even bigger concern is that of exposure to cyber risks, such as online bullying and access to inappropriate content."

A 2023 Unesco report* showed that mere proximity to a mobile device distracted students and led to a negative impact on learning in 14 countries. It cited research studies to point out that "banning mobile phones from schools improves academic performance, especially for low-performing students."

Finding Workarounds

Ameeta Mulla Wattal,

chairperson of DLF Foundation Schools and Scholarship Programmes, says the word 'ban' has never really helped anybody, particularly in school systems. "Anything oppressive is not right, especially for teenagers. The learning ecosystem has become so tech-integrated that even in a classroom, platforms like WhatsApp, Instagram, and games are all accessible. Students are very adept at finding workarounds," she says. The Covid-19 pandemic, which saw education systems across the world shift online, deepened this integration, with everything from classes to parent-teacher meetings being conducted remotely.

Wattal, who is also the former long term principal of Delhi's Springdales School, says the real issue isn't the device, but teaching responsible digital use and focus. "There are so many WhatsApp groups that teachers use to share resources,

homework, and foster discussions. The parent community is all on WhatsApp groups too, receiving notices and updates from school. Many students come by other means of transport or go for private coaching afterwards. A phone, therefore, becomes crucial for communication," she adds.

Need For A Holistic Approach

Finding a middle path is the need of the hour, Wattal emphasises, a process that would require dialogue among teachers, parents, and students.

A team of researchers from the University of Birmingham drew a similar conclusion in a Feb 2025 study** of 1,227 students across the UK. Bans in isolation, the study argued, are not enough to tackle the negative impact, and it called for a more holistic approach to lowering phone use among students.

Some schools in India are using lockers or sealed pouches to keep phones away from students during lessons, while others require formal requests to be submitted for exceptional cases. Arora says her school does not allow students to bring mobile phones, except on the specific written request of parents, in case they need to use the phone after school hours.

Students deposit their phones in the morning and take them when they leave. However, allowing students to use smartphones during school hours is unlikely any time soon. "We need to have more talks, discussions, and digital ethics workshops before we allow that. We are doing our bit by inviting specialists to discuss cyber threats, or even the need for digital detox," she adds.

The Delhi high court ruling in March had also pointed out that schools must educate students on responsible online behaviour, digital manners, and the ethical use of smartphones. Students should be counselled that high levels of screen time and social media engagement can lead to anxiety, diminished attention spans, and cyberbullying, the court had added.

However, schools are only a part of the equation, Arora emphasises. "The lessons for responsible use of phones and digital ethics must also be taught at home, with parents shouldering equal responsibility as the teachers."

*Unesco study: Technology in education: <https://www.unesco.org/gen-report/en/publication/technology>

**UK study: School bans alone not enough to tackle negative impacts of phone and social media use: <https://www.birmingham.ac.uk/news/2025/school-bans-alone-not-enough-to-tackle-negative-impacts-of-phone-and-social-media-use>



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United States, nearly 35 states have enacted laws requiring public schools to restrict or ban the use of mobile phones by students on campus, with exceptions for students with disabilities who have individualised education programmes. Sweden will implement a nationwide mobile phone ban in all schools from Aug to improve security and study conditions for students. The new rule, which will affect children between the ages of seven and 16, will make it compulsory for all schools and after-school clubs to collect students' phones and hold them until the end of the day.

In January 2025, Zhengzhou, capital of Henan province, became the first Chinese city to implement a law, prohibiting the use of mobile phones in primary and secondary schools unless specifically needed for teaching purposes.

Restrictions On Access

Instead of imposing a ban on mobile phones for teens, some countries are opting for restrictions on social media. In Dec, Australia became the first country to ban certain social media platforms for teens under

A syllabus and the pedagogy of trust

ANGSHUMAN KAR

School is not merely a site that produces future doctors, engineers, or professors. The making of future citizens also begins at schools. Young minds first develop their preliminary understanding of the state, society, and public institutions within the classroom. It is therefore not at all surprising that the inclusion of judicial corruption in the Class VIII textbook of the NCERT has sparked a nationwide debate. The controversy has actually raised a fundamental question: what kind of understanding should a democratic state impart to children about its own institutions? If corruption exists within these institutions, how should it be represented in school textbooks? And, more importantly, is it necessary at all to make adolescent learners aware of such corruption?

At first glance, one might argue that in a democracy no institution is above criticism, and therefore there is nothing inherently wrong in introducing discussions of judicial corruption in a middle-school textbook. Indeed, the health of a democracy depends on whether citizens are able to question and critique public institutions. Democratic institutions are accountable to the people, and such accountability ensures their responsibility. If corruption exists within the judicial system, citizens unquestionably have the right to criticise it. The real question, however, is whether presenting judicial corruption to school students through textbooks is necessary. The straightforward

answer, arguably, is no.

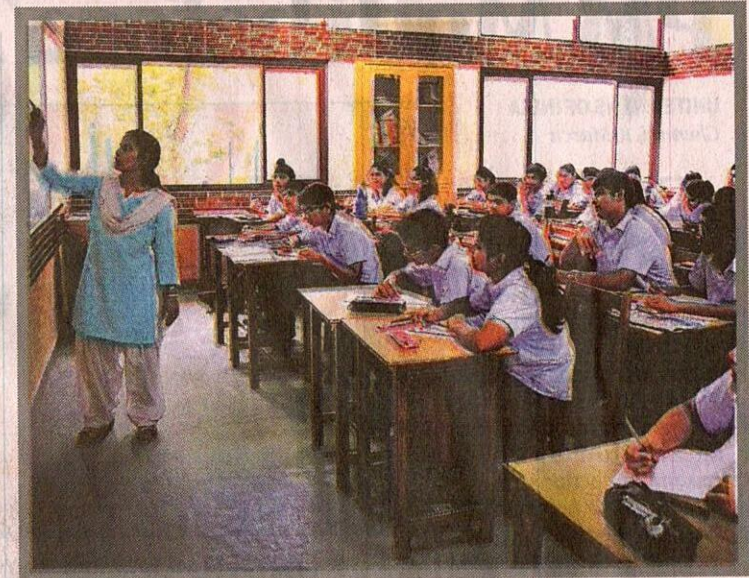
There is little reason to assume that schools are politically neutral or innocent spaces. The French philosopher Louis Althusser famously described schools as 'Ideological State Apparatuses.' Such institutions function not through coercion but through consent, shaping children's understanding of social values, norms, and morality. Unlike the police or the military, schools do not exercise overt repression; their ideological work therefore remains less visible. Yet, precisely through this silent functioning, schools participate in producing citizens who may internalise obedience to authority rather than cultivate a critical engagement with power. Because schools can shape future citizens' perceptions without the use of force, every ruling regime has historically sought to influence school curricula. Curriculum-making, in this sense, is inevitably political.

Indeed, school curricula play an active role in constructing the ideological relationship between citizens and the state. People in power often decide what should be taught, how subjects should be presented, what should be left out, and how the past should be rewritten. Changes to NCERT textbooks have produced a lot of criticism in recent years. Omission of the 2002 Gujarat riots, shortening of Mughal history, and dilution of the discussion on caste-based discrimination, have been severely criticized by academicians. Many observers have also argued that the ruling political party is propagating its ideological beliefs through NCERT textbooks.

Given this context, one might contend that the inclusion of criticism of a state institution such as the judiciary should be welcomed. If school textbooks can be politicised in matters relating to the Gujarat riots or Mughal history, why should judicial corruption be treated as untouchable? Introducing such discussions early, some may argue, could make future citizens more aware of the limitations and failures of India's democratic institutions. In fact, criticism of the Judiciary is nothing new in India. The role of the Judiciary during the emergency has been questioned. Charges of judicial misconduct, sexual harassment and corruption have also been brought against a few judges. But the question is should teens be exposed to all these controversies?

It is important to remember that courts don't just have power because of the Constitution or because they can force people to do things. In the end, the courts depend on the public's trust. People accept the power of the courts because they think that even if justice isn't perfect, it is still fair. This shared trust is what makes the judicial system legitimate. Inclusion of judicial corruption in school books could damage the foundational trust that future citizens need to have in democratic institutions. Such exposure at an early age may foster skepticism towards courts before students acquire the intellectual maturity necessary to understand how the Judiciary functions and on what grounds it should be critiqued.

If references to judicial corruption had appeared in the undergraduate



curriculum, there would not have been such a hue and cry. Undergraduate students possess a far more mature level of analytical ability and contextual understanding. Having attained the right to vote, these students also hold the democratic power to decide, through electoral processes, who will govern the country. At this stage, students also develop a reasonably sound grasp of certain foundational principles of democracy - such as the rule of law, separation of powers, and constitutional morality.

But such alertness is rare among the students of Class VIII. If they are exposed to institutional corruption without enough background information, they might end up becoming cynical citizens. They might lose faith in public institutions and trust in democracy. This would

not at all be good for the health of our state.

Thus, the crux of the matter is this: when students have not yet developed the intellectual maturity required to distinguish between institutional criticism and anti-institutional sentiment, presenting judicial corruption to them through textbooks may foster a deep sense of distrust towards democracy in the minds of these future citizens. It must be remembered teaching students that institutions are accountable is not the same as instilling the belief that institutions are inherently corrupt. The former strengthens democracy; the latter weakens its very moral foundation.

(The writer is Professor, Department of English and Culture Studies and Director, Centre for Australian Studies, The University of Burdwan.)

English News / Career / NCERT Class 9 English Textbook
Features Indian Authors | Sudha Murty Included

NCERT 9th English combines 2 books: New book 'Kaveri' features 16 chapters, 8 Indian and 6 foreign authors

2 days ago



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NCERT Class 9 English Book Focuses on Indian Authors, Shortened Syllabus

The National Council of Educational Research and Training (NCERT) has prepared a new English textbook for Class 9, giving more space to works by Indian authors while shortening the overall syllabus.

The new book, named 'Kaveri', includes works by Indian writers such as Tamil poet Subramania Bharati, Rajya Sabha MP and author Sudha Murty, Naga writer Temsula Ao, Rabindranath Tagore, and Assamese novelist Mitra Phukan.

Previously, Class 9 students studied two English books. From 2006-07 to 2025-26, 15 out of 29 works were by foreign authors. The new textbook contains 16 chapters, featuring works by Indian and foreign authors in roughly equal numbers.

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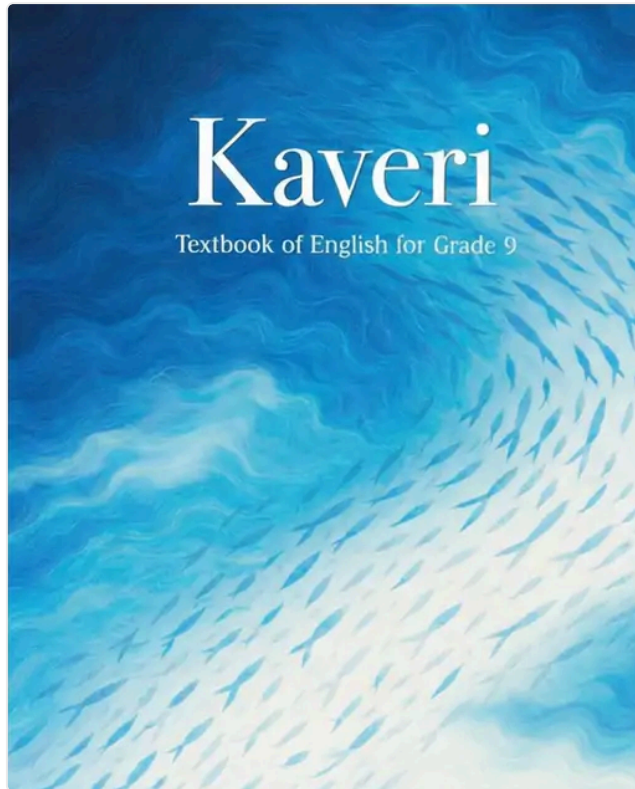
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Sudha Murty's 'How I Taught My Grandmother to Read and Other Stories' (2004), setting the tone for a focus on Indian narratives and contemporary literature.



The new English textbook for NCERT Class 9 has been named 'Kaveri'.

The book contains 16 chapters in total, including works by 8 Indian authors and 6 foreign authors.

Indian writers featured include Subramania Bharati, Rajya Sabha MP and author Sudha Murty, Naga writer Temsula Ao, Rabindranath Tagore, and Assamese novelist Mitra Phukan. Foreign authors include David Roth, Charles Swain, Brianna T. Perkins, Robert Langley, Maya Anthony, and Irene Chua.

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(IKS), reflecting a stronger focus on Indian heritage and narratives.

It begins with a story from Sudha Murty's 'How I Taught My Grandmother to Read and Other Stories' (2004).

Additionally, it includes an anonymous poem 'Gifts of Grace: Honouring Our Vocations' and an interview-based chapter titled 'The World of Limitless Possibilities', featuring Paralympic athlete Deepa Malik.

NCERT officials note that reducing the syllabus to a single book will make the subject more manageable for students, while maintaining a balance of Indian and international literature.

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Ministry of Education organises one-day workshop on National Means-cum-Merit Scholarship Scheme in Delhi

प्रविष्टि तिथि: 12 MAR 2026 3:30PM by PIB Delhi

The Department of School Education & Literacy (DoSEL), Ministry of Education (MoE), organized a One Day National Workshop with State/UT and District level Officers implementing the National Means-cum-Merit Scholarship Scheme (NMMSS) on 10.03.2026 in New Delhi. Shri Sanjay Kumar, Secretary, DoSEL chaired the Workshop.

Secretary, DoSEL led the deliberations, focusing on the effective implementation of the National Education Policy (NEP) 2020 at the grassroots level. The review covered State/UT performance, specifically targeting quota utilization and scholarship continuity for students from Classes IX to XII.



Ms. A. Srija, Economic Advisor, DoSEL, Shri Bhupal Nanda, Principal CCA, MoE, Dr. Pankaj K P Shreyaskar, Deputy Director General (Statistics), DoSEL were among the officials who were part of the deliberations.

Dr. Pankaj K.P. Shreyaskar, Deputy Director General (Statistics), highlighted the evolution of UDISE+ into a real-time, digital-first platform. Ms. A. Srijia, Economic Advisor (DoSEL), underscored the necessity of timely verification by State-Level Officers on the National Scholarship Portal (NSP) to ensure students from economically weaker sections receive payments without delay.



The interactive session with the State Nodal Officers of the scheme provided practical guidance and solutions to the challenges faced at the grassroots level of the scheme. The initiative reflects DoSEL's unwavering commitment to ensuring timely, transparent, and student-centric implementation of central scholarship schemes across the region.

Under the Central Sector Scheme namely the 'National Means-cum-Merit Scholarship Scheme' scholarships are awarded to meritorious students of economically weaker sections to arrest their dropout at class VIII and encourage them to continue their education at the secondary stage. One lakh fresh scholarships are awarded to selected students from class IX every year and their continuation/renewal in classes X to XII for students studying in State Government, Government-aided and local body schools. The amount of the scholarship is Rs. 12000 per annum.

Students whose parental income from all sources is not more than Rs. 3,50,000 per annum are eligible to avail the scholarships. The students must have a minimum of 55% marks or equivalent grade in the Class VII examination to appear in the selection test for the award of a scholarship (relaxable by 5% for SC/ST students).

Technical Sessions covered in the Workshop included operation of PAO-DBT module by PFMS-MoF & PAO-MoE, Aadhar seeding of student beneficiary bank accounts by NPCI, best case practices in implementation of NMMSS by States of Gujarat, Maharashtra, Madhya Pradesh followed by interactive session on clarification of queries related to NSP portal raised by the States/UTs by DoSEL and NSP.


AK



NCERT Decision: Indian Knowledge System Added to English Textbooks

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NCERT Decision: Indian Knowledge System Added to English Textbooks

BY - [Opportunity India Desk](#)
 Editor
 Mar 13, 2026  98 / 2 Min Read



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School textbooks for Indian students are now being developed based on Indian traditions and knowledge systems.

In this direction, the National Council of Educational Research and Training (NCERT) has introduced significant changes in English textbooks. Under these changes, greater importance is now being given to Indian academicians and writers instead of foreign authors while preparing English textbooks. It is expected that students will start studying this new indigenous syllabus from the current academic year.

NCERT has made extensive revisions to the Class 9 English textbook. According to educationists, these changes have made the



According to an NCERT official, the book earlier contained a total of 29 chapters, which have now been reduced to 16. Earlier, about 16 out of these 29 chapters were written by foreign or international authors. This practice continued from the academic session 2006-07 until 2025-26, but it has now been revised under the new policy.

Officials also stated that earlier there were two separate English textbooks for Class 9, but these have now been reduced to a single book. The new English textbook has been titled 'Kaveri.' The first chapter of this book has been taken from Sudha Murty's book How I Taught My Grandmother to Read and Other Stories, which was published in 2004.

The new English textbook has been prepared in accordance with the National School Education Curriculum Framework 2023. It includes works by several Indian authors, including the renowned Tamil poet Subramania Bharati, Naga writer Temsula Ao, celebrated poet Rabindranath Tagore and Assamese novelist Mitra Phukan.

NCERT officials stated that the new books give special importance to the Indian Knowledge System (IKS). Out of the 16 chapters in the new English textbook, 8 chapters have been written by Indian authors, while 6 chapters are taken from international writers. The objective of these changes is to connect students with Indian culture, literature and knowledge traditions while continuing to provide modern education.

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Teaching children to question war and power



AVIJIT PATHAK
SOCIOLOGIST

something more to education than what the prevalent culture of regimented schooling has normalised — the routinised act of teaching discrete and fragmented academic subjects like physics, mathematics, geography, history or accountancy and training them in a way so that they can succeed in all sorts of standardised tests and examinations and fit well into the 'system'.

In fact, it is high time we began to bring the world — yes, this turbulent/chaotic world — into our classrooms, raise critical questions and inspire this perplexed generation to strive for a better world. After all, you cannot have an insulated/sanitised classroom. You cannot pretend that you can teach science, history or political studies meaningfully, even if you remain indifferent to what is happening outside the classroom.

To begin with, think of the ongoing war, or the never-ending hostility we see among different countries: Israel vs Palestine, Russia vs Ukraine, India vs Pakistan, Pakistan vs Afghanistan and Israel-USA vs Iran. Yes, war is normalised, and projected as a visual spectacle on the television screen; militarism is glorified, and even sanctified as the finest form of patriotism; and every war is justified



VITAL: The young learner must be made to understand the deeper reasons behind crises. ISTOCK

in the name of 'protecting' the nation from its 'enemy'.

Is it possible to go beyond the textbook and the official syllabus, and bring the tales of these devastating wars in the classroom, enquire collectively, see beyond the discourses of 'victory' and 'defeat', and raise critical questions?

It is like looking at ourselves — our brute instincts, or what Sigmund Freud would have characterised as 'death drive' or *Thanatos*; it is to see the pathology of hyper-nationalism and its implicit militarism; it is to see the discontents of a civilisation in which the hugely profitable global arms industry continues to expand; and, above all, it is to see the narcissism and moral impover-

It is high time we brought this turbulent, chaotic world in our classrooms, raise critical questions and inspire this perplexed generation to strive for a better world.

ishment of all sorts of authoritarian masters who rule over the world.

Without this constant reflection and awareness, it is difficult to say 'no' to war and strive for a peaceful world.

Think of yet another kind of war: the way the unholy alliance of instrumental techno-science and global capitalism has caused severe damage to the ecosystem and reduced everything, be it a tree, a river, a forest or a mountain to a mere 'resource' for ceaseless economic growth, our irresistible greed and indulgence with consumerism.

In fact, the climate crisis we witness today — the rising temperature and prolonged heat waves, flash floods, wildfires, and air pollution — is a

logical consequence of the war modern techno-capitalism has declared against nature. It is, thus, not surprising that, as a report published by the World Economic Forum warns, by 2050 climate change may cause an additional 14.5 million deaths.

How do we sensitise ourselves? How do we sensitise our children? Imagine how superficially we look at this crisis. When, for instance, the Air Quality Index (AQI) in the national capital crosses all limits and breathable fresh air becomes the costliest commodity, the government closes all schools or proposes the 'hybrid' mode of teaching. Or, for that matter, our school principals are fond of planting a couple of trees on the World Environment Day.

However, for a true awakening of the crisis, we need to see beyond these symbolic gestures. What is actually needed is a kind of critical and reflexive pedagogy that makes the young learner understand the deeper reasons behind the crisis, and inspires him/her to say 'no' to a mode of living or an act of consumption that intensifies carbon emissions and further worsens the climate crisis.

Finally, let us reflect on yet another kind of war the political class has declared against the very spirit of democracy. A democratic cit-

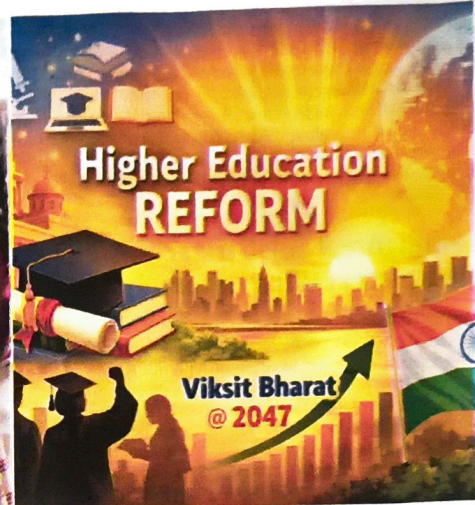
izen needs to cultivate the art of critically nuanced dialogic conversations, the ability to listen to others and, above all, the courage to resist the tyranny of power. Even if civics or social science textbooks preach that ours is a democratic country, an alert young student sees something else. From the noisy Parliament known for frequent adjournment to the complete breakdown of communication between the ruling regime and the opposition parties, she/he notices that not everything is fine with our democracy.

If the legislators themselves fail to value the worth of the democratic spirit, it is easy to become disillusioned and cynical. Indeed, these contradictions between the Constitutional ideals of democracy and the actual practice are real, and have to be brought in the classroom. And yes, young students must be encouraged to come out from the illusory peace of the sanitised classroom, raise critical questions and listen to those perspectives the Establishment seeks to censor or hide.

Though it is not easy to retain the spirit of libertarian education amid these three forms of war, we should not give up what Antonio Gramsci would have characterised as the "optimism of the will."

The paradox of experience

This reliance on guest faculties is a plague that threatens the very core of educational quality. It fosters a culture of sycophancy, where young teachers must remain in the good graces of administrators just to keep their temporary jobs, stifling the critical thinking and dissent that are essential to a university environment. The government must recognize that the education sector cannot be run on a 'rental' model. The wisdom of the retired is valuable but it should be channeled through advisory roles or emeritus honors that do not occupy active teaching slots



The architectural integrity of any higher education system rests upon the stability of its teaching workforce. In recent years, a growing trend has emerged where universities and colleges increasingly rely on 'guest faculties' to fill the gaps left by vacant permanent positions. By definition, a guest faculty is a temporary educator engaged on a lecture-wise or monthly basis, theoretically brought in to provide specialized industry knowledge or to cover temporary surges in enrolment. However, what was intended as a flexible, supplementary arrangement has metastasized into a structural dependency. This shift is particularly contentious when it involves the systematic re-engagement of retired professors. While the impulse to respect and utilize the wisdom of veteran educators is good and intellectually sound, the practical fallout of this policy suggests a troubling disregard for the vitality of the next generation of scholars.

The situation in Odisha serves as a stark microcosm of this national crisis. Data reveals a staggering shortfall in the state's higher education workforce, with nearly 65 per cent of permanent teaching posts lying vacant across 17 state public universities. Out of approximately 2,003 sanctioned permanent positions, only about 782 are currently filled by regular faculty, leaving over 1,200 vacancies. To bridge this massive gap, the state has engaged nearly 1,000 guest faculty members across these universities alone. The reliance is even more pronounced in newly established or upgraded institutions; for instance, universities like Odisha State Open University and Vikram Dev University in Jeypore have often had to function with zero regular faculty members in core cadres, relying entirely on guest teachers and retired professors. This high-stakes 'patchwork' management highlights an urgent need for the state to transition from temporary fixes to sustainable, permanent recruitment.

Statistical trends across the global south and various developing economies indicate

that the reliance on temporary teaching staff is no longer an anomaly but a standard operating procedure. In many state-run universities, guest and contractual faculties now comprise nearly 40 to 50 per cent of the total teaching strength.

According to recent educational census data, tens of thousands of qualified PhD holders are currently circulating through the system not as tenure-track professors, but as 'academic migrants' moving from one temporary contract to another. The sheer volume of these appointments masks a deeper crisis: the stagnation of permanent recruitment. When institutions choose to re-hire a retired professor rather than opening a fresh vacancy, they are not just filling a seat; they are effectively closing a door on a young aspirant who has spent a decade preparing for that specific role. The arguments in favor of engaging retired teachers often center on the 'wisdom gap.' Proponents suggest that a professor with thirty years of experience brings a level of pedagogical mastery and institutional memory that a newcomer cannot replicate. There is also a fiscal argument, as re-engaging retirees often involves a fixed honorarium that is significantly lower than the full salary and benefits package required for a permanent new hire.

From an administrative lens, this is seen as 'efficiency.' Furthermore, in niche scientific fields or ancient languages, there may genuinely be a dearth of qualified young experts, making the veteran's presence a necessity for the survival of the department. These 'pros', however, are largely short-term fixes for long-term systemic problems. They prioritize immediate budget balancing over the health of the academic ecosystem.

The National Education Policy (NEP) 2020 provides a clear, albeit challenging, roadmap for addressing these structural imbalances. It explicitly recommends that the harmful practice of hiring 'para-teachers' or those on short-term contracts must eventually be phased out to ensure that teachers are deeply invested in their communities and institutions. The policy envisions a move toward a permanent,

tenure-track system where faculty is recruited through a rigorous, merit-based process.

While the NEP 2020 does suggest creating databases of retired scientists and educators to act as mentors or 'specialized instructors' for local knowledge, it emphasises that these roles should be supplementary. The core mandate remains the revitalization of the teaching profession by filling vacancies in a time-bound manner and ensuring that the



BHASKAR NATH BISWAL

The writer is a former College Principal and founder of Supporting Shoulders

'brightest and best' are incentivized to enter the field through job security and a clear path for career progression.

The 'cons' of this practice are far more systemic and devastating. The most immediate impact is the creation of a demographic bottleneck. When the top tier of the profession refuses to vacate their positions or is invited back immediately after retirement, the natural flow of the profession is interrupted. For every retired faculty member who returns to the lectern, a young scholar with a fresh PhD and contemporary research insights is pushed into the 'gig economy' of academia.

This creates a disillusioned class of young intellectuals who feel the system has betrayed them. If the brightest minds see that the path to a stable career is blocked by those who have already completed their tenure, they will inevitably turn away from teaching. We are currently witnessing a 'brain drain' where potential world-class educators are migrating to corporate sectors or foreign universities, not because they lack passion for teaching but because they cannot survive on the crumbs of the guest faculty system.

Furthermore, the quality of education suffers under the guest faculty model due to the lack of emotional and professional investment. A youngster appointed as a guest faculty member lives in a state of perpetual precariousness. They are often paid per lecture, sometimes at rates lower than unskilled manual labor and lack access to health insurance, research grants or even

a dedicated office space. It is intellectually dishonest to expect teachers to 'teach whole-heartedly' when they are worried about whether their contract will be renewed next month. Teaching is not merely the delivery of content; it requires mentorship, research guidance and participation in the university's growth. A guest faculty member, treated as a disposable resource, is rarely motivated to go beyond the syllabus. They become 'academic delivery agents' rather than educators, and the students are the ultimate losers in this transaction.

This reliance on guest faculties is a plague that threatens the very core of educational quality. It fosters a culture of sycophancy, where young teachers must remain in the good graces of administrators just to keep their temporary jobs, stifling the critical thinking and dissent that are essential to a university environment.

The government must recognize that the education sector cannot be run on a 'rental' model. The wisdom of the retired is valuable but it should be channeled through advisory roles or emeritus honors that do not occupy active teaching slots. The priority must shift toward the massive recruitment of permanent, full-time faculty who can build careers, conduct long-term research and provide the stability that students need.

To conclude, the current trajectory of engaging retired faculty and temporary guest lecturers is a self-defeating strategy. It might save a few pennies in the annual budget, but it is bankrupting the future of the nation's intellectual capital. The government must take a decisive stand to withdraw the systemic reliance on guest faculties and instead invest in robust, transparent and regular recruitment cycles for young teachers. Respect for the elderly should not translate into the disenfranchisement of the young.

A healthy education system requires the energy, digital fluency and fresh perspectives of the youth just as much as it requires the guidance of the past. If we do not act now to professionalize the entry-level teaching cadres and provide them with certainty and dignity, we will find ourselves with plenty of classrooms but no one left who is truly inspired to lead them.

Regional ECCE Conference on FLN and Well-being of Children at the Foundational Stage organised at RIE Bhubaneswar

प्रविष्टि तिथि: 14 MAR 2026 5:40PM by PIB Bhubaneswar

The two day Regional Conference on Early Childhood Care and Education (ECCE) with a focus on Foundational Literacy and Numeracy (FLN) and the well-being of children at the Foundational Stage (ages 3–8 years) by National Council of Educational Research and Training (NCERT) concluded at RIE Bhubaneswar on 13.03.2026. Organised by Department of Elementary Education (DEE) NCERT, New Delhi and RIE, NCERT Bhubaneswar, the conference brought together officials, researchers and practitioners from states and UT of eastern and north eastern region of the country showcasing initiatives and innovations in ECCE and FLN. The conference was aligned with the vision of the National Education Policy 2020, the National Curriculum Framework for Foundational Stage 2022, and the NIPUN Bharat Mission, which emphasize strengthening early childhood education and ensuring that all children attain foundational learning competencies by Grade 3.



In the inaugural session, Prof. Manasi Goswami, Principal RIE, NCERT, Bhubaneswar emphasised the need of achieving universal foundational literacy and numeracy for holistic development of children and national development. “Sharing of innovations and best practices and learning from different states/UT on ECCE and FLN will be useful for planning and implementation of specific interventions for enhancing learning outcomes, she said.

Prof. Suniti Sanwal, Head, Department of Elementary Education, NCERT, New Delhi provided a detailed overview of the NCF-FS 2022, highlighting transformative initiatives such as NIPUN Bharat Mission, Vidya Pravesh, Jaadui Pitara and e-Jaadupitara and the role of competency-based education and 21st-century skills in foundational learning.

Prof. Ritanjali Dash, Head, DEE, RIE, NCERT, Bhubaneswar highlighted the need for documentation of best practices and sharing among states and UTs for effective planning and implementation of ECCE and FLN. Prof. Padma Yadav, Professor, DEE, NCERT, Coordinator presented the over view and context of the two day conference. Prof. Laxmidhar Behera, Head, Department of Education, Regional Institute of Education, Bhubaneswar and Coordinator presented the welcome address.

During the two day conference State officials/FLN coordinators of Andaman and Nicobar Islands, Bihar, Jharkhand, Sikkim, Odisha and Tripura presented their state/UT level initiatives, best practices and implementation challenges. The State coordinators of RIE Bhubaneswar Prof.R.Sethy, Dr.Kalinga Ketaki, Dr.M.Dixit,Dr.Varun Ashokan and Dr.Rahul Sahana were present.The reflective sessions were guided and facilitated by Prof Suniti Sanwal,Prof Padma Yadav and Prof.Laxmidhar Behera. Teachers from CBSE schools of Bhubaneswar and PM SHRI DM School attended the conference and shared their school level initiatives, innovations and challenges on foundational, learning. With 38 participants and experts actively engaging in discussions and sharing experiences, the conference has set a strong platform for strengthening foundational learning in the country.

Swadhin/Manoj

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Can AI reach rural India's classrooms?

AKSHATA AND R. SREEJITH VARMA

Artificial intelligence (AI) has emerged as a pivotal force in reconfiguring India's educational landscape, enhancing pedagogy, boosting classroom effectiveness, and contributing to national development. The International Monetary Fund's recent upward revision of India's gross domestic product (GDP) growth projections to 7.3 per cent for 2026 and 4.6 per cent for 2027 partly attributes this momentum to AI-driven investments.

Notably, India accounted for 16 per cent of global generative AI application downloads in 2025, evincing its crucial role in the digital economy. AI's integration into teaching-learning processes has already proven to be a game changer in the Indian educational sector although equitable access for rural learners confronting the systemic barriers remains a challenge that needs to be urgently addressed.

AI facilitates a transition from traditional, unidirectional instruction to dynamic, data-informed personalisation. Automated systems for grading, attendance tracking, and curriculum adaptation are increasingly liberating educators for facilitative roles, and fostering deeper cognitive engagement. Adaptive platforms, powered by machine-learning algorithms, deliver multilingual content and instantaneous feedback, aligned with India's linguistic heterogeneity. A 2025 study featuring 30 Indian Higher Educational Institutions found that over 50 per cent of them used generative AI to develop study

materials, while over 60 per cent allowed student use of AI tools.

India's National Education Policy (NEP) 2020 provides the doctrinal foundation for mainstreaming AI. The All-India Council for Technical Education (AICTE) designated 2025 as the 'Year of AI', targeting 14,000 technical institutions and equipping 40 million students with AI competencies through dedicated laboratories and certificate programmes. Complementarily, the Central Board of Secondary Education (CBSE) is set to implement an AI curriculum from class III commencing in 2026-27, spanning 18,000 schools, emphasising computational thinking, ethical considerations, and practical applications.

The University of Madras has pioneered AI in distance education, offering personalised schedules, 24/7 virtual tutors, predictive analytics to identify at-risk students, and virtual labs. In January 2026, its Samsung Innovation Campus trained 5,000 Tamil Nadu youth in AI, IoT, and coding as a part of a national goal for 20,000 skilled students.

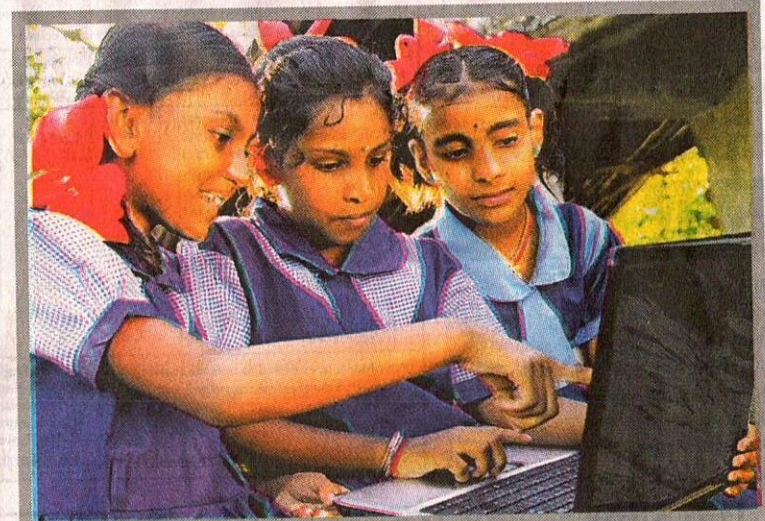
For rural students hindered by infrastructural and socioeconomic constraints such as poor transport, family responsibilities, and difficult living conditions, several AI-based platforms now offer asynchronous learning alternatives. Government education platforms like DIKSHA and SWAYAM enable offline, self-regulated learning through pre-downloaded modules, while phoneme-based tools such as Google Bolo support literacy development without requiring continuous connectivity. Initiatives like these make it possible for students to

continue their education without the demands of physical attendance, thereby mitigating exclusionary dynamics.

The deployment of predictive analytics by the Andhra Pradesh government in collaboration with Microsoft to reduce student attrition by 20-30 per cent through targeted familial interventions, the development of Iris, 'India's first AI teacher robot' in a Kerala school, and the rollout of PARKAH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development), the conversational AI chatbot platform for assessment practice in all schools in Goa, and the AI-integrated smart classrooms in schools in West Bengal are just a few other subnational educational initiatives that leverage the quantum leaps in AI.

Reports of an AI-enabled Anganwadi centre in Nagpur bring to focus the transformative capacity of AI in pre-primary education sectors. India's EdTech market reports a growth rate (CAGR) of 28.7 per cent during 2025-2033. Indian users downloaded 0.6 billion generative AI apps in 2025, a 204 per cent increase from the previous year, driving productivity and human capital formation.

Despite progress, India's digital disparity remains a significant hurdle as only 83.3 per cent rural households have Internet access, compared with 91.6 per cent in urban areas. This digital divide in turn creates an "intelligence divide", further destabilising the standardisation efforts by governments and education boards. Research has noted how algorithmic biases, stemming from historical



and societal biases, in educational technologies accentuate concerns about fairness and inclusivity. For instance, algorithmic bias has shown to diminish diversity in college admissions processes, highlighting the need for more refined models. AI-learning platforms must account for diverse cultural perspectives to prevent student alienation and loss of trust. Other challenges such as limited teacher training and privacy concerns underscore the high stakes of AI-driven educational practices.

According to the 2025 National Sample Survey, only 3.2 per cent of rural households in India are connected via optical fibre cable. Equitable AI deployment necessitates sustained investment in rural broadband, subsidised hardware, and continuous professional development. Urgent policy measures include algorithmic audits to ensure impartiality and sovereign data

governance frameworks. Impartiality in AI systems is essential to safeguard fairness and inclusivity in India's educational transformation.

Without deliberate checks, algorithms risk amplifying existing biases whether linguistic, regional, or socioeconomic, thereby excluding vulnerable learners. By embedding thorough regular audits, transparent data practices, and ethical oversight, AI tools can deliver equitable opportunities, foster trust among both learners and educators, and prevent the emergence of 'intelligence divide.' By expanding flexible, attendance-free learning options, India can use AI to reach all 260 million students including those in rural areas and ensure that the benefits of technology-driven education are shared widely.

(The writers are, respectively, a PhD research scholar and an assistant professor at the Department of English, Vellore Institute of Technology.)

Importance of sex education in academia

Sexuality, intimacy, and mental health are closely linked yet heavily stigmatised, resulting in a culture of silence; shame and fear surrounding sex and intimacy can exacerbate mental health issues. The WHO has stated that "immense suffering can occur when people lack bodily autonomy, control over their fertility or the freedom to experience safe, consensual and satisfying sexual relationships". In 2024, the Supreme Court emphasised the need for comprehensive sex education programmes in order to promote open discussions about intimacy and sexual health.

As German Academic Exchange Service (DAAD) fellows between Germany and India, the authors' classroom experiences of teaching about the diversity of human sexualities, in both contexts, found that there is a need to resist and challenge the marginalisation, invalidation and disenfranchisement of lived intimacies in higher educational institutions. Deeply ingrained social stigmas, silence and taboos about intimate relationships are perpetuated in academia, evidenced by the miniscule number of courses and discussions on the topic. Academia often promotes a culture of resistance, fear and anxiety over informed exchange and empowering discourse, particularly in the light of increasing student suicides in India. By prioritising a biomedical approach as well as majoritarian norms, higher educational spaces disregard the dimension of pleasure and the impact of socio-cultural and oppressive factors on intimate experiences.

Lack of proper vocabulary

In India, the mental health curriculum is often found to be heteronormative and cisgendered without accounting for sexual marginalisation and human diversity. 'Sexuality' is limited to heterosexual dysfunctions, erasing



Annika Strauss

Lecturer, Department of Social and Cultural Anthropology, University of Muenster, Germany



Sudarshan R. Kottai

Assistant Professor, Department of Humanities and Social Sciences, Indian Institute of Technology Palakkad, Kerala

By creating diversity-aware and compassionate learning environments, students can develop the tools to navigate contemporary challenges and create a more inclusive, equitable, and just world

topics such as consent and sexual politics, framing it as a medical issue alone. Complex lived realities and the structural violence faced by queer people are erased, inhibiting the development of cultural and structural competence required for effective clinical practice. As a consequence, sexual minorities often experience institutional discrimination and inadequacies in the provision of support when they access counselling services. With psychologists being increasingly appointed in universities to deal with suicide and mental health problems in India, such ethical and epistemic gaps fail to reckon with oppressive institutional contexts. It diminishes the capacity of mental health professionals to initiate transformative structural change oriented on sexuality, gender and relationship equality.

Exercises to open up

Addressing sensitive topics such as mental health, violence, and intimacy in higher educational settings comes with particular challenges. A workshop and film screening that took place at the University of Münster in Germany featuring a filmmaker who uses unconventional pornography as a form of sex education highlighted some of the difficulties. While appreciating the effort to tackle the issue, students found themselves uneasy during the discussion. Was it appropriate to open up about one's own experiences, or was it safer to maintain a detached, impersonal, and abstract tone, as is often expected in academic settings?

The authors' interactions with students in India and Germany highlighted the importance of creating safer and accountable spaces when teaching sensitive topics. To achieve this, innovative approaches at the beginning of each class can help. Instead of diving straight into theory and methodology, icebreaker exercises and small-group discussions encourage students to share their

personal perspectives on topics. By answering questions like 'What does intimacy mean to you?', students can connect the course material to their own lives and experiences. Such an approach emphasises the need for instructors to foster a classroom environment that builds trust, rapport, and open communication among participants.

Inclusive classrooms

Education should harness the diversity within classrooms and transcend mere knowledge transfer and workforce training, aiming instead to cultivate critical thinking and awareness. This is particularly urgent in today's context, where anti-democratic movements seek to erase and marginalise the experiences of LGBTQ+ individuals, promoting a narrow and exclusionary view of sexuality and intimacy.

Furthermore, it is crucial to address the growing mental health concerns affecting young people, who face immense pressure from family expectations, societal demands, and the weight of multiple global crises. In 2025, the Supreme Court sought responses from the government on integrating transgender-inclusive comprehensive sexuality education into school curricula. In the same year, the Court issued pan-India guidelines to address suicide and mental health issues among students in which gender and sexual orientation figured as reasons for discrimination at higher educational institutions. By creating diversity-aware and compassionate learning environments, students can develop the tools to navigate contemporary challenges and create a more inclusive, equitable, and just world. Fostering allyship and care communities within educational institutions should take precedence over short-term fixes such as hiring more mental health professionals or facilitating isolated events or workshops, without creating a sustained conversation or support system.

STATE OF WORKING INDIA BY AZIM PREMJI UNIVERSITY FLAGS JOB GAPS

Education divide widens

● Pressure to earn early leads to rising exits

MANU KAUSHIK
New Delhi, March 17

INDIA'S CLASSROOMS ARE filling up at an unprecedented pace, but a growing number of young people—especially men—are being forced to leave education early, caught between rising costs and the urgent need to earn. The result is a widening gap between aspirations and opportunities, raising fresh concerns about whether education alone can secure a stable future for the country's youth.

The latest State of Working India 2026 by Azim Premji University paints a mixed picture of this transformation. While access to education has expanded dramatically over the past four decades, participation patterns are shifting in worrying ways—particularly among young men.

Despite rising enrolment overall, the share of young men in education has fallen from 38% in 2017 to 34% in the last quarter of 2024. A growing number cite financial compulsion as the primary reason for dropping out. "When asked why they are not enrolled in education, an increasing share of young men report the need to support household incomes," the report notes.

This trend comes even as the number of higher education institutions has surged—from 1,644 colleges and universities to 69,534 today, according to AISHE data cited in the report. "The majority—around 80%—of higher education institutions are now privately run, marking a sharp shift from the 1950s to 1980s, when public and private institutions had nearly equal shares," it observes.

Access, however, has not translated into equity. The ris-

EDUCATED, NOT EMPLOYED

■ Richer youth dominate engineering and medical education

■ Poorer youth concentrated in arts and commerce

■ ITIs grew nearly 300% in two decades

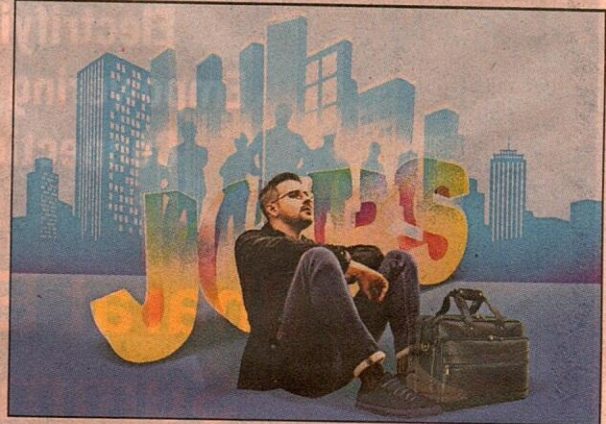
■ Student-teacher ratios exceed recommended norms

■ Youth moving out of agriculture faster than older workers

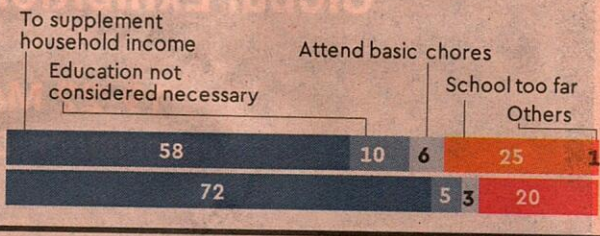
■ Earnings growth for young men has slowed since 2017

■ Demographic dividend depends on strong job creation

■ Youth enrolment in education has risen sharply



Reasons for men between 15-24 to discontinue education (in %)



ing cost of education—especially for professional degrees—has widened divides. "Youth from richer households are far more likely to be enrolled in professional courses like engineering and medicine, which are also higher-earning pathways with more stable employment outcomes," the report says. "Conversely, youth from poorer households are far more likely to be in commerce and humanities."

The expansion of vocational training shows a similar pattern. The number of Industrial Training Institutes (ITIs) has increased nearly 300% over the past two decades, from 3,674 in 2005 to 14,582 in 2025, largely driven by private providers. But this growth has come at a cost. "Based on indicators such as enrolment, pass percentage and trade diversity, ITI quality rankings have deteriorated over time, with newer institutes per-

forming relatively worse," the report notes.

Even within higher education, capacity constraints are evident. College availability has improved—from 29 institutions per lakh youth in 2010 to 45 in 2021—but faculty strength has not kept pace. Student-teacher ratios in many institutions exceed recommended norms, particularly in public colleges.

The education story is also closely tied to shifts in the labour market. Young workers are moving out of agriculture faster than older cohorts, signalling structural transformation. However, this transition is uneven. While the share of young men in agriculture has declined sharply, women—both young and old—are increasingly concentrated in the sector.

At the same time, traditionally female-dominated sectors such as health and

education are seeing lower entry of young women, even as services and apparel manufacturing absorb more female workers.

Earnings data underscores the changing dynamics. The wage gap between graduates and non-graduates widened significantly between 2004 and 2011, reflecting the premium on higher education. But since 2017, earnings growth for young men has slowed, raising concerns about job quality. Notably, the gender gap in graduate earnings has narrowed, with young women earning on par with men by 2023.

"The extent to which this large, increasingly educated and aspirational cohort is absorbed into the labour market will determine whether India's demographic dividend translates into an economic dividend," the report found.

Why AI literacy is a civic competency

Jaya Deoras Deshmukh

letters@hindustantimes.com

For the first time in human history, we have created technology that can take over cognitive tasks and make decisions on our behalf. This shift has real consequences for human agency and autonomy: our ability to make choices freely and to carry out those choices within legal boundaries. When we, as a society, begin outsourcing the core of these abilities to AI, understanding how these systems work - AI literacy at the very basic level - becomes an essential life skill. Like reading and writing, AI literacy could soon become the gateway that allows individuals to participate meaningfully in civic society.

This takes on special significance in India, especially given our ambition to be a global AI leader as evidenced at the AI India Impact Summit. Recommender systems that suggest a movie are one thing, but automated decision making in welfare, healthcare, education and financial access is something else entirely. India has some of the world's largest digital public infrastructures, including the Public Distribution System, UPI, Digi yatra, Digi locker and Aadhar. These systems serve hundreds of millions of people. When an automated decision misidentifies a traveller at an

airport facial recognition gate or denies someone food rations under the National Food Security Act, the consequences are immediate and material, which highlights how high the stakes are in the delivery of public services.

In such an environment, citizens must be able to identify when an automated decision-making system has failed, understand what the failure means, and know how to question or challenge the decision. Without this, people cannot seek correction, demand remedy, or assert their rights. AI literacy thus becomes essential for civic participation because it protects individuals from silent errors that can shape their access to essential services and assets.

But AI literacy must not be limited to technical skills alone: it must be sociotechnical. Much of the national conversation treats AI competency as a technical skill. This is valuable, but tells only part of the story. Consider the idea of explainable AI. This means that why an AI system took a decision should be explainable and though not explicitly stated, the explanation should be understandable. Today most explainability efforts in India and globally are technical. We assume that model cards that document details about an AI system or

algorithmic audits are sufficient as explanations. But these are documentation tools - they provide transparency, not explanations. Explanation and understanding are socially mediated acts in that they involve people, who deal with meaning-making in language, cultural context, interpersonal and machine-human communication skills, the use of metaphors, normative ideologies, and the ability to interpret. A model card cannot help a beneficiary understand why their digital identity failed. An audit cannot substitute for a clear sentence that explains an automated decision. If AI literacy is to serve civic life, it must recognise the human, cultural, and institutional side of explanation, not just a technical one.

The National Education Policy (20220) has recognised this need for multi and inter-disciplinarity in education. We need to extend the same lens to our narratives, policies and initiatives in the realm of AI. The educational institutions and regulators in the education sector are striving for this.

AI literacy, with discourse, dialogue and debate balanced across socio-technical perspectives, must grow into a civic competency for India.

*The author is CEO & Director,
MICA (Mudra Institute of Communications, Ahmedabad)*

AKSHAYA PATRA MILESTONE



President Droupadi Murmu at an event to commemorate 5 billion meals of the Akshaya Patra Foundation, at Rashtrapati Bhavan. PTI

Nourishment and education key to Viksit Bharat: Murmu

Express News Service
New Delhi, March 17

PRESIDENT DROUPADI Murmu on Tuesday presided over an event to celebrate five billion cumulative meals served by The Akshaya Patra Foundation, using the occasion to emphasise the link between nutrition, education, and India's long-term development goals.

"Serving 5 billion meals in the advancement of educational objectives is the remarkable achievement of Akshaya Patra Foundation," President Murmu said. It "underscores the significance of a nourished and educated society in realising our national resolve to build 'Viksit Bharat' by the year 2047."

Framing child welfare as a collective responsibility, Murmu said, "A safe and bright future for our children is not solely the responsibility of the government, but a shared responsibility of us all." She added that "We must ensure that every child receives quality education, nutritious food, good health, and a clean and safe environment."

She said the school meals programme PM-POSHAN, formerly the Mid-Day Meal Scheme, "had proven to be a significant incentive for parents to send their children to school," and had led to "an increase in children's enrolment, atten-

dance, and retention in schools" as well as "a remarkable improvement in their learning capabilities and academic performance". The Akshaya Patra Foundation is the biggest implementing partner of PM-POSHAN, and serves 2.35 million children daily across 16 states and three Union Territories.

The organisation was established 25 years ago with the objective of ensuring that "no child in India should be deprived of education because of hunger." The Foundation has since grown into what it says is "the world's largest NGO-run school lunch programme". The event, held at the Rashtrapati Bhavan Cultural Centre, was also attended by Union Education Minister Dharmendra Pradhan, who described the program as a "Jan Andolan" rooted in collective effort.

"Unless our children and youth are well-nourished, India cannot fully realise its potential," he said. "Nutritious food reaching every child in the country is not just a service but a resolution for the future."

The partnership between the government and the Foundation "stands as a shining example of how government, society, and institutions can work together to address some of the nation's most complex challenges", Pradhan said.



Government adopting a whole-of-government approach to ensure convergence in the implementation of initiatives related to Early Childhood Care and Education

प्रविष्टि तिथि: 18 MAR 2026 3:29PM by PIB Delhi

National Education Policy (NEP), 2020 recognizes 3 years of pre-school (Balvatika) as a continuum of education in the 5+3+3+4 structure. The initial '5' in restructured model is termed as Foundational Stage that consists of 3 years of pre-school (Balvatika) and 2 years of Grade-I and Grade-II. Both together cover the children of age of 3 to 8 years. It also acknowledges that children in the age group of 3 to 6 years are in Anganwadi Centres (AWCs).

A 3-months play based 'School Preparation Module and Guidelines' named '*Vidya Pravesh*' was launched on 29th July, 2021. The objective of Vidya Pravesh programme is to promote school preparedness in all children coming to Grade-I from diverse backgrounds like Balvatika, Anganwadi Centers (AWCs), Home and Private play schools etc. to ensure a smooth transition of children to Grade-I. This programme is being implemented across the country in the first 3 months of Grade 1.

The Government is adopting a whole-of-government approach to ensure convergence in the implementation of initiatives related to Early Childhood Care and Education (ECCE). Balvatika, Anganwadi Centers (AWCs), Home and Private play schools etc. cater to the pre-school part of early learning for children of 3 to 6 years. Formal schooling starts from Grade-I.

In addition, guidelines for co-location of AWCs with Government primary schools were jointly issued on 3rd September 2025 by the Department of School Education and Literacy and the Ministry of Women and Child Development to strengthen institutional linkages and facilitate a smooth transition of children from pre-school to formal schooling.

This information was given by the Minister of State for Women and Child Development Smt. Savitri Thakur in Rajya Sabha in reply to a question today.



millennium**post**

NO HALF TRUTHS

No new NCERT books for Classes 10 and 11 this year

Textbooks for Classes 1 to 8 have already been developed

BY Team MP 18 Mar 2026 10:45 PM



The National Council of Educational Research and Training (NCERT) has clarified that new textbooks for Classes 10 and 11 will not be introduced in the ongoing academic session. The revised books will instead be rolled out from the 2027–28 academic year, as part of a

phased implementation under the National Education Policy, 2020 (NEP 2020) and the National Curriculum Framework for School Education 2023 (NCF-SE 2023).


NCERT has confirmed that textbooks for Classes 1 to 8 have already been developed and are available in both print and digital formats. For Class 9, new textbooks are currently being prepared and are set to be introduced in the 2026–27 academic session. Draft syllabi based on NCF-SE 2023 have also been uploaded on the official website for public feedback.

The council has introduced a new English textbook for Class 9 titled Kaveri, replacing the earlier books Beehive and Moments. The revised book places greater emphasis on Indian authors and incorporates elements of Indian Knowledge Systems.

Kaveri features 16 texts, evenly divided between Indian and international writers. Indian contributors include Subramania Bharati, Sudha Murty, Tamsila Ao, Mitra Phukan, and Rabindranath Tagore. The book opens with a story from Sudha Murty’s 2004 collection.

The international section includes works by authors such as David Roth, Charles Swain, Bryanna T Perkins, Robert Langley, Maya Anthony, and Irene Chua. It also features an anonymous poem and an interview-based piece centred on Paralympic athlete Deepa Malik.

NCERT has reduced the number of English textbooks from two to one and brought down the total number of texts from 29 to 16, with the aim of simplifying the curriculum while ensuring a balanced representation of Indian and global literature.

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National News

NCERT rolls out new textbooks under NEP 2020

As per the advisory, the new NCERT textbooks for Grades 1 to 8 have been developed and are available in both print and digital formats.

Rajendra Mohapatra

17 Mar 2026 20:02 IST



NCERT rolls out new textbooks under NEP 2020

As a follow-up to the National Education Policy (NEP) 2020, the National Council of Educational Research and Training (NCERT) has undertaken the development of new textbooks across stages and subject areas in alignment with the recommendations of the

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National Curriculum Framework for School Education (NCF-SE) 2023.

NCERT has issued an advisory in this regard on Tuesday.

As per the advisory, the new NCERT textbooks for Grades 1 to 8 have been developed and are available in both print and digital formats.

The new textbooks for Grade 9 are under development and will be made available for use from the academic session 2026-27 onwards. The draft syllabi for Grade 9, based on the recommendations of NCF-SE 2023, have been made available on the official NCERT website for reference and feedback.

Also Read: Physical education, wellness classes to be introduced in Odisha schools: Minister

Teachers have been advised to ensure that the prerequisite learning of students is adequately addressed before initiating the new syllabus and textbooks.

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



RECOMMENDS THAT SCHEME BE EVENTUALLY EXTENDED FOR STUDENTS UP TO CLASS 12

Provide breakfast too under PM-POSHAN: Panel

Abhinaya Harigovind
New Delhi, March 18

THE PARLIAMENTARY Standing Committee on Education, headed by Congress Rajya Sabha MP Digvijaya Singh, has recommended that the Education Ministry introduce "at least a light breakfast" as part of the PM-POSHAN (midday meal) scheme in schools, and that the scheme be extended to cover all students up to Class 10, and then Class 12 in the next five years.

Under the PM-POSHAN scheme, a cooked meal is provided to government and aided school students up to Class 8.

"The Committee feels that sudden stoppage of nutritional meals to students after Class 8, when most of them reach adolescence, is like suddenly turning the tap off before the bucket is filled completely. Given that adolescence is a critical growth phase... proper nutrition during these years will go a long way in preventing a large number of

long-term health issues, reduce drop outs particularly amongst girls....," the committee noted in a report presented in Parliament on Wednesday.

Stating that there is a sustained need to integrate education with nutrition beyond Class 8, particularly since Class 10 and 12 students prepare for board exams which "demand higher focus and cognitive performance," the committee has recommended that the Department of School Education and

Literacy (DoSEL) of the Education Ministry should increase the scope and coverage of the scheme to all students up to Class 10, "and then take it to Class 12 in the next five years."

Flagging concerns over "resource concentration in select schools," the committee has also recommended that the DoSEL take a decision on extending benefits of the PM-SHRI schools scheme to "average government schools by suitably relaxing norms and re-

considering inclusion of KVs and JNVs."

The committee has also recommended that the Samagra Shiksha funds approved and due to Tamil Nadu, Kerala and West Bengal be released.

The Parliamentary Standing Committee on Education, Women, Children, Youth, and Sports includes MPs Ghanshyam Tiwari, Bansuri Swaraj, Sambit Patra, D Purandeswari, Dean Kuriakose, and Varsha Galkwad.

No exams? CBSE announces new evaluation rules for Gulf students amid Iran vs US-Israel war

TIMESOFINDIA.COM | Mar 19, 2026, 04.05 AM IST



In a major academic shift triggered by ongoing geopolitical tensions amid Iran vs US-Israel war, the Central Board of Secondary Education (CBSE) has rolled out a revised assessment scheme for Class 10 students across the Middle East, fundamentally changing how thousands of students will be evaluated this year. The move comes after the unprecedented cancellation of board exams in key Gulf countries, leaving students, parents and schools grappling with uncertainty but now, with clarity emerging, the focus has shifted from exams to evaluation and the implications are significant.

Why CBSE changed the rules for those in UAE, Saudi Arabia, Qatar, Oman, Kuwait,

Bahrain and Iran

The revised scheme follows the complete cancellation of remaining Class 10 board exams across countries including the UAE, Saudi Arabia, Qatar, Oman, Kuwait, Bahrain and Iran, due to the worsening regional security situation amid Iran vs US-Israel war. What began as a temporary postponement in early March quickly escalated

into a full cancellation, as tensions linked to the Iran vs US–Israel conflict made it unsafe to conduct exams. This decision has impacted over 50,000 students across more than 150 CBSE-affiliated schools in the region, making it one of the largest disruptions to overseas CBSE exams in recent history. With exams no longer an option, CBSE had to act quickly to ensure that students' academic futures were not derailed.

How the new CBSE assessment scheme works

CBSE's revised evaluation model is designed to fairly assess students based on their actual performance in exams already conducted, combined with calculated averages for missed papers.

Here's how it works:

- *Students who appeared for all exams* - Their results will be based entirely on their performance in those papers.
- *Students who appeared for 4 subjects* - Marks for the remaining subjects will be calculated using the average of their best three subjects.
- *Students who appeared for 3 subjects* - The remaining subjects will be marked based on the average of their best two subjects.
- *Students who appeared for only 2 subjects* - Their remaining marks will be derived from the average of those two papers.

This structured formula aims to maintain fairness while adapting to incomplete exam data. In addition to exam

performance, internal assessment marks submitted by schools will play a key role in final results. This includes periodic tests, pre-board exams and projects and coursework. These components, often overlooked in normal years, now carry heightened importance, effectively becoming a crucial determinant of final scores.



One of the most notable aspects of the new scheme is that no special re-examinations will be conducted beyond CBSE's existing framework. However, students will still have an opportunity to appear for the Second Board Examination and improve their scores under standard CBSE policy. This ensures that while the current results will be treated as final, students are not locked out of improving their performance.

CBSE results will be declared with global cohort

CBSE has confirmed that students in the Middle East will receive their results alongside all other candidates globally, ensuring parity and avoiding delays in higher education applications. This is especially crucial for:

- College admissions in India
- Applications to international universities
- Competitive exams and entrance processes

In a year marked by disruption, maintaining timeline consistency is a major relief.

The Iran vs US-Israel crisis that reshaped education in the Middle East

This policy shift cannot be viewed in isolation. It is part of a broader crisis that has disrupted education across the Gulf. In recent weeks:

- Exams were repeatedly postponed
- Schools shifted to distance learning
- Entire exam cycles were cancelled

The rapid escalation of conflict in the region forced authorities to prioritise student safety over academic schedules, a decision echoed across multiple education boards. What makes this situation unique is that it is not a pandemic or natural disaster but a geopolitical conflict directly impacting academic systems. For students, the sudden shift from exam halls to algorithm-based evaluation has been emotionally complex. Many had prepared for months, already appeared for some key subjects and expected a conventional marking system. Now, their results depend partly on averaging formulas and internal assessments, raising concerns about fairness and transparency.

At the same time, there is also relief of no further exam stress, reduced pressure in an already tense environment and greater focus on safety. This dual reality of relief mixed with uncertainty defines the student experience this year. The revised assessment scheme is more than just a temporary fix, it represents a structural shift in how academic systems respond to crises. For decades, board exams were seen as non-negotiable. This decision proves they can be replaced when needed. School-based evaluation has moved from secondary to central importance. Education systems are being forced to adapt quickly to unpredictable global events. The current scheme bears similarities to the Covid-19 evaluation model, where CBSE relied on internal assessments and past performance to calculate results.



However, the context is very different as back then, it was a global health crisis whereas now, it is a regional geopolitical conflict. This makes the current situation more unpredictable, with security concerns and not health driving decisions.

What CBSE students in the Middle East should do now

With clarity on evaluation, students are being advised to stay in touch with their schools, ensure internal assessment records are accurate, prepare for improvement exams if needed and focus on next academic steps (admissions, entrance tests). The emphasis now is on moving forward, rather than dwelling on what was lost.

CBSE's revised assessment scheme for Class 10 students in the Middle East marks a defining moment in modern education policy with exams cancelled, evaluation restructured and academic timelines preserved. In a region facing unprecedented instability, the board has attempted to strike a balance between fairness, flexibility and student welfare. However, the bigger takeaway is that the education systems are no longer operating in isolation. They are deeply influenced by global events and must evolve just as quickly as the world around them.



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School Education 2 Min Read

Session from Apr 1, CBSE schools NCERT Class 9 books

New NCERT textbooks for Class 9 are yet to reach the market even as the academic session kicks off on April 1, leaving CBSE schools wondering how they can move the session forward. The NCERT on Tuesday issued a statement saying the textbooks are not yet ready, as their revision in line with the National Curriculum Framework for School Education (NCF-SE) 2023 is under process.



Abhishek Choudhari • TOI.in

Published On Mar 19, 2026 at 04:05 PM IST



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The Class 9 new books are part of a phased rollout of textbooks that NCERT has undertaken as a follow-up to the National Education Policy (NEP) 2020

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confirms that books are not yet ready, as their revision in line with the National Curriculum Framework for School Education (NCI) is under process.

Himanshu Gupta, secretary of NCERT, wrote: "The new textbooks for Grade 9 are under development and will be made available from the academic session 2026-27 onwards." But with no exact date from NCERT for completion of books, schools say they have no alternative. Students and parents ask them about book availability.

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"As usual, late. We are commencing classes on April 1 and we the books with us," a principal of a CBSE school reacted to the

Another principal questioned why such a situation arose at a things should be planned a year in advance so that students get books well before the session begins. If NCERT knew it's plan close to the finish line, then they should have postponed it by year. This last-minute rush is not good at all," the principal said

The advisory clarified that draft syllabi for Class 9 has been put on official NCERT website, "for reference and feedback". On the NCERT has advised them "to ensure that the prerequisite level students is adequately addressed before initiating the new syllabus textbooks".

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The Class 9 new books are part of a phased rollout of textbooks NCERT has undertaken as a follow-up to the National Education Policy (NEP) 2020. New books for Classes 1 to 8, developed in alignment with NCF-SE 2023 recommendations, "have been developed and are available in both print and digital formats," said NCERT.

For Classes 10 and 11, NCERT says new textbooks will be "introduced from 2027-28 session onwards".

Most Read in School Education

[East Delhi school strikes off 4 class 12 students' names over parents to pay hiked fee](#)

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[150+ Schools, 50,000 students, 7 countries: CBSE cancels all class 10 board exams 2026 across Middle East](#)

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Published On Mar 19, 2026 at 04:05 PM IST

सीबीएसई ने 10वीं की रद्द परीक्षाओं के लिए जारी किया मूल्यांकन का फॉर्मूला

बहरीन, ईरान, कुवैत, ओमान, कतर, सऊदी अरब और संयुक्त अरब अमीरात में परीक्षाएं हुई थीं रद्द

अमर उजाला ब्यूरो

नई दिल्ली। केन्द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने मध्यपूर्व के सात देशों में दसवीं की परीक्षाएं रद्द करने के बाद परिणाम घोषित करने के लिए मूल्यांकन योजना जारी कर दी है। यह मूल्यांकन योजना अभी केवल दसवीं के छात्रों के लिए है। बारहवीं के छात्रों के लिए मूल्यांकन योजना जल्द जारी की जाएगी।

बोर्ड ने अधिसूचना जारी कर स्पष्ट किया है कि जिन छात्रों ने सभी परीक्षाएं दी हैं, उनका परिणाम प्राप्त अंकों के आधार पर घोषित किया जाएगा। वहीं, जिन छात्रों ने केवल चार विषयों की परीक्षा दी है, उनके परिणाम में शेष विषयों के अंक उनके तीन सर्वश्रेष्ठ विषयों के औसत के आधार पर जोड़े जाएंगे। इसी प्रकार जिन छात्रों ने तीन विषयों की परीक्षा दी है, उनके बाकी विषयों के अंक दो सर्वश्रेष्ठ विषयों के औसत से निर्धारित किए जाएंगे। वहीं, जो छात्र केवल दो

बारहवीं के छात्रों के लिए मूल्यांकन योजना अलग से जल्द जारी की जाएगी

विषयों में शामिल हुए हैं, उनके शेष विषयों के अंक उन्हीं दो विषयों के औसत के आधार पर तय किए जाएंगे।

बोर्ड ने स्पष्ट किया है कि जिन्होंने 2025 या उससे पहले रजिस्ट्रेशन कराया था और एक या दो ही परीक्षा में बैठे, उनका रिजल्ट उनके वास्तविक प्रदर्शन के आधार पर जारी होगा। यदि किसी की कोई परीक्षा छूट गई तो उन्हें अगली परीक्षा में बैठने का अवसर मिलेगा।

परीक्षा केंद्र बदलने वालों का रिजल्ट वास्तविक प्रदर्शन पर : बोर्ड ने स्पष्ट किया है कि ऐसे विद्यार्थी जो मध्य पूर्व देशों से अपना परीक्षा केंद्र बदलकर अन्य देश में परीक्षा में शामिल हुए, उनका रिजल्ट उनके वास्तविक प्रदर्शन के आधार पर ही तैयार किया जाएगा।

बोर्ड के अनुसार, स्कूलों द्वारा

सीबीएसई की दूसरी परीक्षा की फॉर्म प्रक्रिया पर उठे सवाल

अमर उजाला ब्यूरो

नई दिल्ली। केन्द्रीय माध्यमिक शिक्षा बोर्ड की दसवीं कक्षा की दूसरी परीक्षा के लिए फॉर्म भरने की प्रक्रिया पर सवाल उठने लगे हैं। बोर्ड ने 18 से 31 मार्च तक छात्रों को दूसरी परीक्षा के लिए आवेदन करने का समय दिया है, जिसे लेकर जल्दबाजी का आरोप लगाया जा रहा है।

दिल्ली स्टेट पब्लिक स्कूल मैनेजमेंट एसोसिएशन के अध्यक्ष आरसी जैन ने कहा कि सीबीएसई को पहले मुख्य परीक्षा का परिणाम

अपलोड किए गए अंकों को ही अंतिम माना जाएगा।

पांच मार्च के सर्कुलर के तहत रद्द की गई थी परीक्षाएं : बोर्ड ने छात्रों को राहत दिया है कि अंक सुधारने के लिए वे दूसरी बोर्ड परीक्षा में भाग ले सकते हैं। बोर्ड की ओर से जारी अधिसूचना के अनुसार बहरीन, ईरान, कुवैत, ओमान, कतर, सऊदी अरब और संयुक्त अरब अमीरात में दसवीं

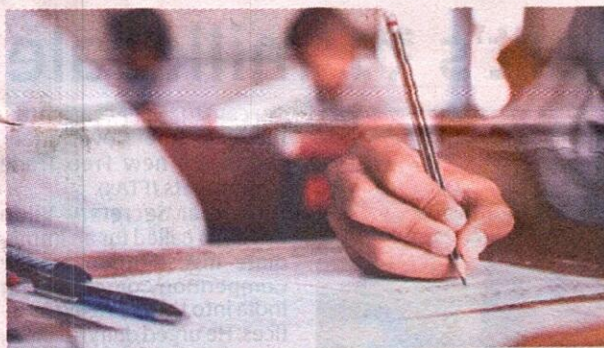
घोषित करना चाहिए। उसके बाद ही दूसरी परीक्षा के लिए आवेदन प्रक्रिया शुरू करनी चाहिए। प्रति विषय 320 रुपये परीक्षा शुल्क और विलंब शुल्क के रूप में 2000 रुपये निर्धारित किए जाने पर भी आपत्ति जताई गई है।

एसोसिएशन ने सवाल उठाया है कि यदि कोई छात्र शुल्क जमा करने के बाद परीक्षा में शामिल नहीं होता तो क्या उसे ब्याज सहित राशि वापस मिलेगी। उन्होंने सीबीएसई से मांग की है कि इस प्रक्रिया को कंपार्टमेंट परीक्षा के समय के साथ जोड़ा जाए।

की मुख्य परीक्षाओं को 5 मार्च के सर्कुलर के तहत रद्द कर दिया गया था।

हालांकि 17 फरवरी से 28 फरवरी के बीच आयोजित परीक्षाएं सफलतापूर्वक सम्पन्न हो चुकी हैं। इस दौरान गणित, अंग्रेजी और विज्ञान सहित कुल 6 अकादमिक विषयों, 16 भाषाओं और 22 स्किल विषयों की परीक्षाएं आयोजित हुई थीं।

Gulf: CBSE announces assessment scheme for cancelled Class 10 exams



PIONEER NEWS SERVICE

■ New Delhi

The Central Board of Secondary Education (CBSE) has announced a detailed assessment scheme for Class 10 exams in the Middle East region, which were cancelled amid escalating West Asia conflict, according to officials. The exams were cancelled following a critical review of the prevailing situation across Bahrain, Iran, Kuwait, Oman, Qatar, Saudi Arabia and the UAE.

According to CBSE Examination Controller Sanyam Bhardwaj, examinations scheduled from February 17 to 28 were conducted successfully. During this period, six academic subjects, including Mathematics, English and Science, were completed. Additionally, 16 language papers and 22 skill subject examinations were also conducted.

The board has divided candidates into five categories - students who appeared in all examinations, students who appeared in four examinations, students who appeared

in three examinations, students who appeared in two examinations and private students registered under the compartment category.

"The results of students who appeared for all exams will be declared based on their performance in the examinations. The result of students who appeared in four subjects will be declared based on the average of the marks obtained in the best three performing subjects for the subjects whose examinations have not been conducted," Bhardwaj said.

"The result of students who appeared in three subjects will be declared based on the average of the marks obtained in the best two performing subjects for the subjects whose examinations have not been conducted," he added. The examination controller explained that very few students have appeared in the examinations in only two subjects.

"Their results will be declared based on the average of the marks of two subjects in the remaining subject," he said.

रद्द परीक्षाओं से प्रभावित छात्र औसत अंकों के आधार पर होंगे पास पश्चिम एशिया में माहौल को देखते हुए सीबीएसई ने जारी की मूल्यांकन योजना, परिणाम प्रदर्शन के अनुसार रहेगा

नई दिल्ली। युद्ध के बीच पश्चिम एशिया के देशों में रद्द हुई कक्षा 10वीं की परीक्षाओं को लेकर केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) ने मूल्यांकन योजना जारी कर दी है।

यह निर्णय बहरीन, ईरान, कुवैत, ओमान, कतर, सऊदी अरब और

यूएई की स्थिति को देखते हुए लिया गया है। परीक्षा नियंत्रक संयम भारद्वाज के अनुसार, जो विद्यार्थी सभी परीक्षाओं में शामिल हुए हैं, उनका परिणाम प्रदर्शन के आधार पर ही बनेगा। हालांकि, जिन विद्यार्थियों



के पेपर छूट गए हैं, उन्हें उनके सर्वश्रेष्ठ प्रदर्शन करने वाले विषयों के औसत अंकों के आधार पर अंक दिए जाएंगे।

इसमें चार विषयों की परीक्षा दे चुके विद्यार्थियों के

लिए छूटे हुए पेपर के लिए सर्वश्रेष्ठ 3 विषयों का औसत लिया जाएगा। तीन विषयों की परीक्षा देने वालों के लिए सर्वश्रेष्ठ 2 विषयों के औसत अंकों से परिणाम बनेगा।

2 विषयों की परीक्षा देने वाले छात्र-छात्राओं के लिए उपलब्ध दो विषयों के औसत से मूल्यांकन

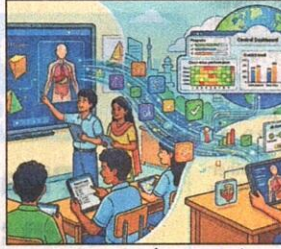
होगा। बोर्ड ने स्पष्ट किया है कि परिणाम मुख्य परीक्षा के साथ ही घोषित किए जाएंगे।

अगर, कोई छात्र अपने अंकों से संतुष्ट नहीं होता है तो उसे सीबीएसई की नीति के तहत द्वितीय बोर्ड परीक्षा के माध्यम से सुधार का अवसर दिया जाएगा। ब्यूरो

3D कंटेंट + स्मार्ट टेस्ट

स्कूलों में 'ब्लेंडेड लर्निंग' सिस्टम बनाने का प्लान

Katyayani.Upreti
@timesofindia.com



■ नई दिल्ली : सरकारी स्कूलों में पढ़ाई को और बेहतर बनाने के लिए अब डिजिटल कंटेंट से लेकर छोटे-छोटे टेस्ट पर जोर होगा। इसे लेकर एक सिस्टम बनाने की तैयारी है। दिल्ली शिक्षा निदेशालय अपने स्कूलों में 'ब्लेंडेड लर्निंग' मॉडल विकसित करना चाहता है, ताकि सीखने के लिए ज्यादा स्वतंत्रता मिल सके। इसके लिए NCERT आधारित हाइपर-इंटरैक्टिव 3डी डिजिटल कंटेंट तैयार किया जाए।

इस सिस्टम को बनाने के लिए दिल्ली शिक्षा विभाग ने देशभर की कंपनियों और एजेंसियों से 'एक्सप्लोर ऑफ इंटरैस्ट' भी मांगा है, ताकि सरकार डिजिटल कंटेंट, ऑनलाइन पढ़ाई और टेस्ट सिस्टम बना सके। एक

अधिकारी के मुताबिक, इस पहल का मकसद सिर्फ स्मार्ट क्लासरूम बनाना नहीं, बल्कि बच्चों को ऐसा कंटेंट देना है, जिससे वे स्कूल के साथ-साथ घर पर भी आसानी से पढ़ सकें। इस प्रोजेक्ट में खासतौर पर क्लास 6 से 12 तक के स्टूडेंट्स के लिए NCERT

सिलेबस पर आधारित 3D इंटरैक्टिव कंटेंट (मैथ्स, साइंस समेत बाकी सबजेक्ट) तैयार करने की बात की जा रही है, जो हिंदी और अंग्रेजी दोनों में होगा और क्लासरूम में स्मार्ट बोर्ड पर बिना इंटरनेट के भी चल सकेगा।

सरकारी स्कूलों में तकनीक से पढ़ाई आसान बनाने पर है जोर

हर चैप्टर के बाद छोटा सा टेस्ट: विभाग का फॉर्मेटिव असेसमेंट सिस्टम पर भी जोर है। हर चैप्टर के बाद छोटे-छोटे टेस्ट, जिससे टीचर को तुरंत पता चलेगा कि बच्चे को कहां दिक्कत आ रही है।

एक सेंट्रल डैशबोर्ड भी होगा, जिसमें स्कूल, क्लास और जिले के स्तर तक बच्चों की परफॉर्मेंस का डेटा देखा जा सकेगा। विभाग का इरादा है कि जो भी कंपनी चुनी जाए, वो इस सिस्टम पर टीचर्स की ट्रेनिंग, सपोर्ट सिस्टम और पूरे प्रोजेक्ट की मॉनिटरिंग भी करे।

NBT Lens

खबरों के अंदर की बात

पल्यूशन ब्रेक में कैसे होगा फायदा?

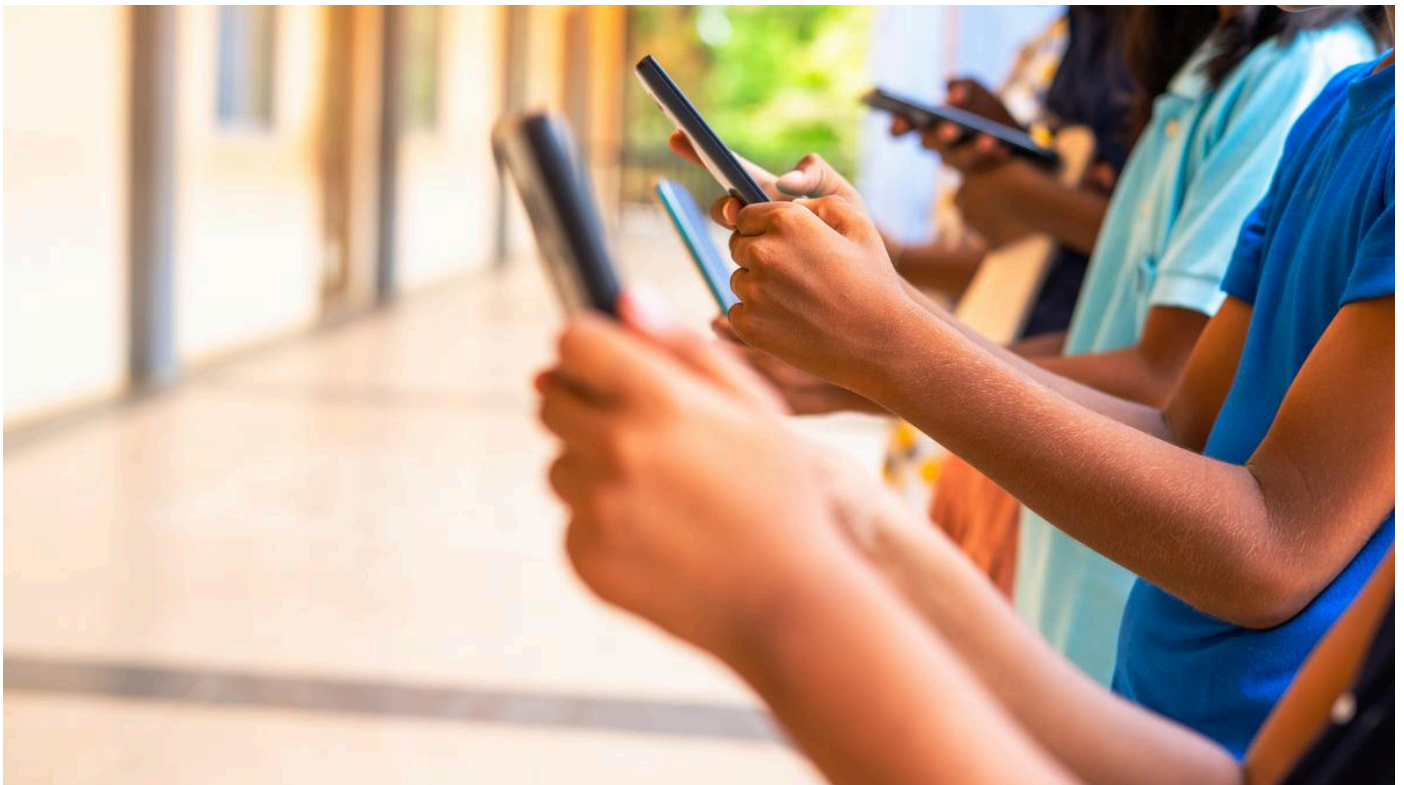
अगर यह सिस्टम बनता है, तो काफी फायदेमंद हो सकता है। खासतौर पर प्रदूषण, भीषण सर्दी के दौरान कई बार स्कूल हाइब्रिड मोड पर चले जाते हैं, इससे सरकारी स्कूलों के बच्चों का ज्यादा नुकसान होता है। सिस्टम बनता है तो उन्हें घर पर भी ऑनलाइन कंटेंट मिल जाएगा। मजबूत सिस्टम से पढ़ाई इंटरैक्टिव और आसान बनाई जा सकती है। एक ही जगह डेटा मिल पाएगा कि किस स्कूल में क्या सुधार चाहिए, इससे सुधार के लिए पॉलिसी बनाने में भी मदद मिलेगी।

Over half of countries have banned phones in schools: UNESCO

A report by UNESCO's Global Education Monitoring (GEM) team noted alarming trends related to TikTok's algorithm, which targets teenagers with body image content every 39 seconds and promotes content related to eating disorders every eight minutes

Updated - March 22, 2026 04:53 pm IST - NEW DELHI

PTI



Close up shot, group of children hands busy using smartphone at school corridor - concept of social media, playing games, technology and education. | Photo Credit: Getty Images/iStockphoto

More than half of the countries have banned phones in schools amid mounting concerns about declining attention in classrooms, cyberbullying, according to the UNSECO's Global Education Monitoring (GEM) team.

The team found that girls are twice as likely as boys to suffer from eating disorders exacerbated by social media usage.

Facebook's own research revealed that 32% of teenage girls felt worse about their bodies after using Instagram.

The report noted alarming trends related to TikTok's algorithm, which targets teenagers with body image content every 39 seconds and promotes content related to eating disorders every eight minutes.

"Recent global monitoring shows that 114 education systems now have a national ban on mobile phones in schools, representing 58% of countries worldwide. The expansion has been rapid. Less than 1 in 4 countries (24%) had bans in June 2023, when it was first monitored in the 2023 GEM Report. By early 2025, this had risen to 40%, and by March 2026, that share is almost 20 percentage points higher," a senior member of GEM told *PTI*.

"The growth reflects mounting concerns about declining attention in classrooms, cyberbullying, and the broader influence of digital environments on children. But the global picture is more nuanced than a simple shift toward prohibition," the official added.

Several countries have introduced national bans since late 2025, continuing the upward trend. Recent additions include Bolivia, Costa Rica, Croatia, Georgia, the Maldives and Malta.

France is one of the countries where the debate continues to evolve. It introduced one of the most widely cited early bans on mobile phones in schools, prohibiting their use in primary and lower secondary education.

According to the GEM report, policymakers are now examining whether further regulation is needed.

A legislative proposal currently under consideration in the French parliament aims to establish more specific rules governing smartphone use in schools.

"In many cases, bans apply during the school day or inside classrooms, with some systems allowing phones only for educational purposes, specific groups of pupils (such as those with disabilities or illness), or requiring them to be switched off and stored away. At the same time, not all governments are opting for outright bans. Some countries have

recently adopted national regulations requiring schools to develop policies restricting phone use, without imposing a strict nationwide prohibition," the report said.

Comoros, Colombia, Estonia, Lithuania, Iceland, Peru, Indonesia, Serbia, Poland and the Philippines are among such countries, the report noted. The approach reflects a shift toward delegating responsibility to schools and school leaders while still acknowledging the need to control phone use, it said.

Debates at a sub-national level take place elsewhere as governments try to balance national direction with school-level autonomy.

In countries where education systems are decentralised, restrictions are often introduced first at regional or local levels.

In the United States, where no nationwide ban exists, 39 states have introduced bans or regulations requiring school districts to adopt policies restricting phone use in classrooms.

"Most of the other states have filed bills to regulate phone use as well. These cases show how policy change often starts locally before spreading nationally," the report said. It asserted that emotional well-being is crucial for academic success, and the impact of social media on it is particularly pronounced among girls.

Increased interaction with social media at age 10 has been linked to worsening socioemotional difficulties as they grow older, a trend not observed among boys, it said.

"As a result, some countries have implemented or are considering restrictions on social media use for children, including legislation in Australia, France, Portugal and Spain, as well as discussions in Denmark, the Czech Republic, and Indonesia," the report said.

Published - March 22, 2026 03:06 pm IST



In Case You Missed It

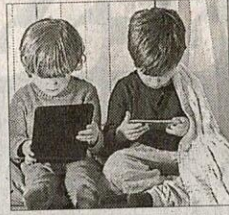
यूनेस्को ने कक्षाओं में बच्चों के ध्यान में कमी को चिंताजनक बताया शोध आनलाइन माध्यम से धमकाए जाने के मामलों में तेजी

दुनिया के 58 फीसद देशों के स्कूलों में मोबाइल फोन पर पाबंदी

जनसत्ता ब्यूरो
नई दिल्ली, 22 मार्च।

यूनेस्को के 'वैश्विक शिक्षा निगरानी' (जीईएम) दल ने बताया कि कक्षाओं में ध्यान केंद्रित करने में कमी और आनलाइन माध्यम से धमकाए जाने (साइबरबुलिंग) के मामलों को लेकर बढ़ती चिंताओं के बीच आधे से अधिक देशों ने स्कूलों में मोबाइल फोन के इस्तेमाल पर प्रतिबंध लगा दिया है। दल ने पाया कि सोशल मीडिया के उपयोग से खान-पान संबंधी विकार से पीड़ित होने की संभावना लड़कों की तुलना में लड़कियों में दोगुना होती है। फेसबुक के एक शोध के अनुसार, इंस्टाग्राम के उपयोग के बाद 32 फीसद किशोरियों में अपने शरीर को लेकर असंतोष की भावना बढ़ गई।

रपट में टिकटाक के 'एल्गोरिदम' को लेकर



चिंताजनक रुझानों का जिक्र करते हुए कहा गया है कि यह किशोरों को हर 39 सेकंड में 'शारीरिक छवि' से जुड़ी सामग्री दिखाता है और हर आठ मिनट में खान-पान से जुड़े विकारों से संबंधित सामग्री दिखाता है। जीईएम के एक वरिष्ठ सदस्य ने एजेंसी को बताया कि हालिया वैश्विक निगरानी से पता चलता है कि फिलहाल 114 शिक्षा प्रणालियों में स्कूलों में मोबाइल फोन पर राष्ट्रीय स्तर पर प्रतिबंध लागू है, जो दुनिया के 58 फीसद देशों का

फ्रांस उन देशों में शामिल है जहां इस मुद्दे पर बहस अब भी जारी है। यहां स्कूलों में मोबाइल फोन के इस्तेमाल पर शुरुआती और व्यापक रूप से उद्धृत प्रतिबंधों में से एक लागू किया गया था, जिसके तहत प्राथमिक और उच्च प्राथमिक कक्षाओं में फोन के उपयोग पर रोक है।

रपट के अनुसार कोमोरोस, कोलंबिया, एस्टोनिया, लिथुआनिया, आइसलैंड, पेरू, इंडोनेशिया, सर्बिया, पोलैंड और फिलीपींस ऐसे देशों में शामिल हैं।

प्रतिनिधित्व करता है। यह विस्तार काफी तेज रहा है। जून 2023 में, जब 2023 की जीईएम रपट में पहली बार इसका आकलन किया गया था, तब 24 फीसद से भी कम देशों में ऐसे प्रतिबंध थे। वर्ष 2025 की शुरुआत तक यह बढ़कर 40 फीसद हो गया और मार्च 2026 तक इस आंकड़े में लगभग 20 फीसद और बढ़ोतरी हो गई।

अधिकारी ने कहा कि स्कूलों में मोबाइल फोन के इस्तेमाल पर प्रतिबंध लगाए जाने के मामलों में

बढ़ोतरी कक्षाओं में बच्चों के ध्यान में कमी, आनलाइन माध्यम से धमकाए जाने और बच्चों पर डिजिटल माहौल के व्यापक प्रभाव को लेकर बढ़ती चिंताओं को दर्शाती है। हालांकि, वैश्विक परिदृश्य केवल प्रतिबंध की ओर साधारण बदलाव से कहीं अधिक जटिल है। उन्होंने बताया कि 2025 के अंत से कई देशों ने स्कूलों में मोबाइल फोन पर राष्ट्रीय स्तर पर प्रतिबंध लागू किया है, जिससे इस प्रवृत्ति में लगातार बढ़ोतरी हुई है। हाल के समय में बोलिविया, कोस्टा रिका, क्रोएशिया, जार्जिया, मालदीव और माल्टा जैसे देश इस सूची में शामिल हुए हैं। फ्रांस उन देशों में शामिल है जहां इस मुद्दे पर बहस अब भी जारी है। यहां स्कूलों में मोबाइल फोन के इस्तेमाल पर शुरुआती और व्यापक रूप से उद्धृत प्रतिबंधों में से एक लागू किया गया था, जिसके तहत प्राथमिक और उच्च प्राथमिक कक्षाओं में फोन के उपयोग पर रोक है।

दो बोर्ड परीक्षाओं के गैप को देखते हुए उपलब्ध है काउंसलिंग की सुविधा

■ इस वर्ष कक्षा 10वीं की परीक्षा दो बार हो रही है। दूसरे सत्र की परीक्षाओं के परिणाम जून में आएंगे तो कक्षा 11वीं में प्रवेश कैसे सुनिश्चित होगा? - उत्कर्ष शर्मा

-दो परीक्षा प्रणाली से पहले कक्षा दसवीं का वह विद्यार्थी जो एक अथवा दो विषयों में उत्तीर्ण नहीं होता था। उत्तीर्ण होकर दो विषयों तक सुधार करना चाहता था उसे जुलाई माह में होने वाली परीक्षा में बैठना पड़ता था। इस परीक्षा का परिणाम अगस्त प्रथम सप्ताह



में निकलता था एवं इसके उपरांत नई कक्षा में प्रवेश दिया जाता था। अब परिणाम जून के अंत में घोषित होगा। पहले के मुकाबले कार्य दो माह पहले संपन्न हो जाएगा। ऐसी स्थिति में प्रवेश जुलाई में होगा। स्कूल उन्हीं नियमों की पालना करेगा जो पहले थे। अब पढ़ाई के लिए पहले से अधिक समय मिलेगा।

■ प्रथम बोर्ड परीक्षा के प्रोविजनल अंक डिजीलॉकर से स्कूलों के साथ कैसे शेयर

किए जाएंगे? -निहारिका उनियाल

-सीबीएसई पहले की तरह स्कूलों को प्रथम परीक्षा का परिणाम भेजने के साथ- साथ वह परिणाम पूर्व वर्षों की तरह ही डिजीलॉकर में उपलब्ध कराएगा जिसे विद्यार्थी अपने डिजीलॉकर में देख सकेंगे।

■ क्या स्कूल दाखिले के लिए सिर्फ प्रथम बोर्ड परीक्षा के अंकों पर ही विचार करेंगे या द्वितीय बोर्ड के नतीजों का इंतजार करेंगे? -सूरज गोयल

-वास्तव में कक्षा दसवीं का पूर्ण परिणाम इस वर्ष द्वितीय परीक्षा के पश्चात घोषित किया

जाएगा। यही परिणाम अंतिम होगा और इसी परिणाम के आधार पर सभी कार्य यथा प्रवेश इत्यादि आधारित होंगे।

■ दोनों परीक्षाओं के बीच के गैप को देखते हुए, सीबीएसई छात्रों का ध्यान भटकने या उनका मोटिवेशन कम होने जैसी चिंताओं को कैसे दूर करेगा? -निशांत कुमार

-सीबीएसई द्वारा काउंसलिंग सेवाएं प्रारंभ की गई हैं। विद्यार्थी इन सेवाओं का लाभ उठा सकते हैं। स्कूलों के द्वारा भी अनेक परामर्श सेवाएं आरंभ की गई हैं जिससे कि विद्यार्थियों को

उनकी परीक्षा पर ध्यान केंद्रित करना, समय प्रबंधन, विषय की जानकारी, स्वस्थ जीवन आदि के विषय में आवश्यकता होने पर मदद की जा सके।

■ कक्षा 10वीं की बोर्ड परीक्षाओं में टॉप रैंक हासिल करने के लिए सबसे अच्छी अध्ययन सामग्री क्या है? -छवि गुप्ता
- ज्ञान अर्जन आवश्यक है न कि टॉप रैंक। विद्यार्थी को इसी बात को ध्यान में रखते हुए अपनी परीक्षा की तैयारी करनी चाहिए। बोर्ड द्वारा जारी पाठ्यक्रम की तैयारी किसी भी पुस्तक से की जा सकती है।

सीबीएसई | दसवीं की पहली परीक्षा के बाद केवल अंक तालिका जारी करेगा बोर्ड, अब यह अंक तालिका सीधे विद्यार्थियों के डिजिटल अकाउंट में भेजी जाएगी

दूसरी बोर्ड परीक्षा के बाद विद्यार्थियों को उत्तीर्ण प्रमाणपत्र मिलेगा

पटना, कार्यालय संवाददाता। केन्द्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की दसवीं की बोर्ड परीक्षा में शामिल हो रहे परीक्षार्थियों को प्रमाण पत्र (पासिंग सर्टिफिकेट) पहली बोर्ड परीक्षा के बाद नहीं मिलेगा। दूसरी बोर्ड परीक्षा की समाप्ति के बाद यह विद्यार्थियों को उनके डिजिटल अकाउंट में भेजा जाएगा।

बोर्ड की नई व्यवस्था के अनुसार दसवीं की पहली परीक्षा के परिणाम के बाद केवल मार्कशीट जारी की जाएगी। अब यह सीधे विद्यार्थियों के



11 वीं कक्षा में प्रवेश मार्कशीट के आधार पर मिलेगा दूसरे विद्यालयों में

- बोर्ड ने कहा, प्रवेश प्रक्रिया में कोई भी दिक्कत नहीं होगी
- कोई भी स्कूल प्रवेश देने से इनकार नहीं कर सकेगा

डिजिटल अकाउंट पर भेजी जाएगी, जिससे छात्र-छात्राओं को बड़ा लाभ मिलेगा।

प्रवेश प्रक्रिया में किसी प्रकार की परेशानी नहीं होगी: मार्कशीट के आधार पर छात्रों को आगे की

परीक्षार्थियों ने पूछे थे सवाल

पिछले 15 दिनों में सीबीएसई की काउंसलिंग सेवा में पासिंग सर्टिफिकेट को लेकर परीक्षार्थियों ने काउंसलर्स से इस बाबत कई सवाल पूछ रहे थे। परीक्षार्थियों के मन में इसको लेकर द्वंद को देखते हुए बोर्ड के परीक्षा नियंत्रक डॉ. संयम भारद्वाज ने यह जानकारी दी है।

पढ़ाई के लिए दूसरे विद्यालयों में 11वीं कक्षा में प्रवेश प्रक्रिया में किसी प्रकार की दिक्कत नहीं होगी। बोर्ड ने

मार्कशीट और पासिंग सर्टिफिकेट में ये चीजें

- पहली बोर्ड परीक्षा के अंक
- दूसरी बोर्ड परीक्षा के अंक (जो परीक्षार्थी दूसरी परीक्षा देंगे)
- प्रायोगिक और आंतरिक परीक्षा के अंक पत्र
- दो परीक्षाओं में से बेहतर अंक

स्पष्ट किया है कि यदि कोई विद्यार्थी दूसरी बोर्ड परीक्षा में शामिल नहीं होना चाहता है, तो इसी मार्कशीट के

आधार पर संबंधित स्कूल द्वारा प्रवेश दिया जाएगा। कोई भी स्कूल प्रवेश देने से मना नहीं कर सकेगा।

दूसरी बोर्ड परीक्षा संपन्न होने के बाद ही विद्यार्थियों को पासिंग प्रमाण पत्र जारी किया जाएगा। यह प्रमाण पत्र मिलने के बाद छात्रों को इसे अपने संबंधित स्कूल में जमा करना होगा। बोर्ड के अनुसार यह व्यवस्था इसलिए लागू की गई है ताकि छात्रों के शैक्षणिक भविष्य में किसी भी प्रकार की बाधा उत्पन्न न हो और उनका प्रवेश सुचारू रूप से हो सके।



Rajasthan launches multilingual education initiative in schools

Rajasthan has launched a multilingual education initiative in Government schools to make learning more engaging by incorporating local dialects into classroom teaching, officials said.

To bridge the gap between home and school language, the project will teach students to use commonly spoken local words, such as 'ladu', 'rotlo' and 'moto bapo' instead of the standard Hindi terms, Shweta Phagediya, Director, Rajasthan State Council of Educational Research and Training (RSCERT), said.

The programme will initially be implemented in 11 districts before being expanded across the State in phases, she said.

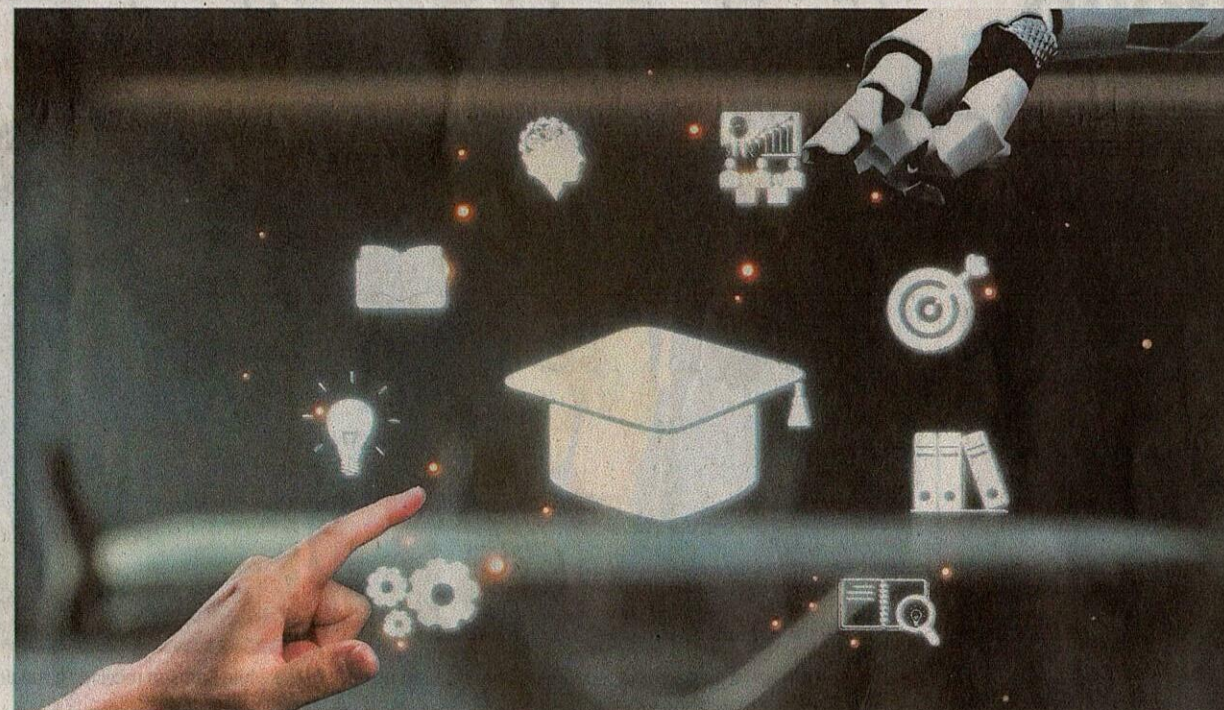
Earlier this year, I sent a New Year's card to a student who was visually impaired and was taken aback when he responded saying that he had used an AI tool that provided him with details of the layout, the colours, the pictures within the frame, and even the emotional framework of the image. The confidence with which he immediately pointed out that he was able to grasp the image's nuances through an AI-generated tool made a deep impression on me.

Artificial Intelligence (AI) is today being viewed as an advantage and a disadvantage in relation to academic integrity, learning ability, and evaluation. But the above incident compelled me to rethink the capacities of AI and the range of its possible uses within the field of disability.

Persistent difficulty

For years, instructors have devised innumerable ways to teach, educate, and communicate with students with diverse disabilities. Yet, one of the persistent difficulties has been enabling such students to participate fully in the classroom. For instance, a visually impaired student who had to dictate to a scribe invariably took longer than others to complete a writing task. Added to this was the scribe's own ability to write the dictated material correctly.

With AI, such students can dictate and use generative tools to produce res-



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AI for inclusive education

While AI tools can help create an inclusive environment for students with disabilities, educators also should be aware of the problems involved

ponses. Of course, there is potential for misuse but, with appropriate monitoring, this challenge can be addressed.

Similarly, AI can be used to understand maps and charts and assist with reading quickly. Teachers can also create assignments that match the students' intellectual abilities, thereby instilling appropriate challenges. AI can also assist other kinds of disabilities, such as students with cerebral palsy, allowing them to transcribe their thoughts and write meaningfully.

While teaching post-graduate students, I often faced challenges when working with visually impaired learners. Although I often read passages aloud and encouraged discussions so that all students could follow what was happening, there were moments when I would sometimes write key terms and references on the blackboard, forgetting that visually impaired students could not access what was written. Over the years, I became more aware of their needs and would consciously speak louder so

that they could record the audio. I also searched for e-books so that they could access the material independently.

But, in many Indian universities, teachers are not fully aware of how to create equitable and inclusive environments not because they lack the desire but because classrooms are often ill-equipped and have minimal technological access. Additionally, the heavy load of teaching and administrative work makes teaching feel like a burden rather than a pleasure.

It is high time that educators in India become aware of the various tools and strategies emerging through AI to support students. More importantly, curricula and syllabi need to be co-designed with disabled students and instructors so that lived experiences can shape more effective learning. The need of the hour is for university administrators to ensure that faculty are trained to meet the needs of disabled students. Training in the use of and understanding how AI can help innovate and support in-

clusive teaching practices is essential. Policymakers should also set guardrails to ensure that technologies remain unbiased and inclusive of diverse perspectives.

Cause of concern

While the use of AI is exciting, it is also a cause of concern. Many AI tools collect user data and store it and this could lead to unwanted data exposure. Moreover, there could be the potential for the data to be collected in methods that are not very transparent. As a result, it could create a risk between technological enhancement and surveillance, especially when data protection protocols are not well-crafted.

Yet another issue that needs to be tackled is that AI systems could be stereotypical, as they are generated using vast data sets and in cultures that may be different. As a result, it may misread the needs of individual students and create problems in assessment and evaluation. A third issue is that students could become too dependent on it and may not understand that it is only a tool to enable them to earn better. Yet, if teachers understand the principles of ethics, integrity, and moral responsibility, AI can become a powerful tool to enhance learning and knowledge among students with disabilities.

The writer is a former professor of English at Pondicherry University and now volunteers as the editor for the literary section of the online journal, *Muse India*.
Email: hkalp.eng@pondiuni.ac.in

NEP does not impose one language on any state: MoS Education Jayant Chaudhary to Lok Sabha

PTI Last Updated: Mar 23, 2026, 02:45:00 PM IST

Synopsis

Responding to supplementary questions in Lok Sabha during the Question Hour, MoS Education Jayant Chaudhary that while Tamil Nadu has expressed some objection to the NEP 2020, the central government has released Rs 538 crore to the state under the Samagra Shiksha.



AI Briefing

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NEP does not impose one language on any state: MoS Education Jayant Chaudhary to Lok Sabha

New Delhi: Union Minister of State for Education [Jayant Chaudhary](#) on Monday said the [National Education Policy](#) (NEP) does not impose one language, including Hindi, on any state, rather it "explicitly promotes multilingualism".

Responding to supplementary questions in Lok Sabha during the Question Hour, the minister noted that while Tamil Nadu has expressed some objection to the NEP 2020, the central government has released Rs 538 crore to the state under the [Samagra Shiksha](#), a flagship central school education programme.

"It is up to the state to follow established procedure and protocol in terms of expenditure, in terms of provision of UC (utilisation certificate) for further release," Chaudhary said.





Also Read: [NEP has brought far-reaching changes, aligned learning with values: President Droupadi Murmu](#)

The minister said there was "absolutely no imposition of any language."

TAP TO WATCH

"The three languages, as proposed in the NEP, align with the two-language formula... There is complete flexibility. There is no imposition of any language, including Hindi. It is up to the state to implement in toto."

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The minister said paragraph 4.13 of the NEP explicitly promotes multilingualism, citing clear benefits for learning capacity and outcomes from early exposure to multiple languages.

It mandates states to develop school capacity for teaching three languages, ensuring proficiency in at least two languages native to India by age 15, with the third language left to local demand.

"So it is up to the states to really implement it," he explained.

Under the Samagra Shiksha, the government provides support for the appointment of teachers of languages, he said, adding that this was a new component added in the Samagra Shiksha 2.0.

On the release of central funds on education, Chaudhary said, "Tamil Nadu has certain reservations which they have

expressed from time to time. Largely, they have brought it down to... diluted the NEP to a two-language formula and that is the basis of their objection."

"Tamil Nadu had earlier indicated it would sign the MoU for PM-SHRI, but the agreement remains unsigned. Let me remind the House that PM SHRI schools are exemplary institutions meant to demonstrate leadership and showcase the best elements of the NEP across school levels.

"If you agree with the national policy, you must support PM-SHRI, which is designed for more than 14,000 schools in the country... Many many lakhs of students of Tamil Nadu are feeling left out," the minister said.

The dispute with Tamil Nadu stems from the state's accusation that the Centre was withholding central education funds under the Samagra Shiksha Scheme over the state's objection to the NEP and the PM-SHRI schools in the state.

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स्कूलों में पुस्तकालय होंगे अपग्रेड, लैंग्वेज लैब बनेंगी



शिक्षा

नई दिल्ली, वरिष्ठ संवाददाता। राजधानी में स्कूली पुस्तकालयों को डिजिटल बनाने के दिशा में काम किया जा रहा है। मौजूदा शैक्षणिक सत्र के तहत 125 पुस्तकालयों को अपग्रेड किया जाएगा। वहीं, लैंग्वेज लैब स्थापित की जा रही हैं।

दिल्ली सरकार की ओर से पेश आर्थिक सर्वेक्षण में बताया गया है कि शिक्षा निदेशालय द्वारा मौजूदा शैक्षणिक सत्र के तहत 125 पुस्तकालयों को अपग्रेड किया जाएगा। सरकारी स्कूलों

में डिजिटल इन्फ्रास्ट्रक्चर से युक्त 175 कंप्यूटर लैब और 8,777 स्मार्ट क्लासरूम स्थापित करने की प्रक्रिया शुरू कर दी गई है।

जो छात्र दिव्यांग हैं और स्कूल आने में सक्षम नहीं हैं, उन्हें घर पर ही शिक्षा प्रदान की जा रही है। 2333 विशेष दाखिला केंद्र स्थापित किए गए हैं। मौजूदा शैक्षणिक सत्र में 100 स्कूलों में डॉ. एपीजे अब्दुल कलाम लैंग्वेज लैब स्थापित की जा रही हैं। इसमें अंग्रेजी, हिंदी और संस्कृत के अलावा जर्मन, फ्रेंच और स्पेनिश भी सिखाई जाएगी। स्कूली शिक्षा से बाहर रहे 286 बच्चों को मुख्यधारा से जोड़ा गया है।

तकनीकी शिक्षा के लिए दाखिले में 135 फीसदी उछाल, नरेला में बनेगा शिक्षा हब

जागरण संवाददाता, नई दिल्ली: राजधानी की तकनीकी शिक्षा में पिछले सात वर्षों में जबरदस्त विस्तार हुआ है। आर्थिक सर्वेक्षण 2025-26 के मुताबिक प्रशिक्षण एवं तकनीकी शिक्षा विभाग (डीटीटीई) के अंतर्गत प्रवेश संख्या वर्ष 2019-20 में 8,394 से बढ़कर वर्ष 2025-26 में 19,773 हो गई है, यानी 135 फीसद की वृद्धि हुई है। 2025-26 में उच्च शिक्षा के लिए 1,044 करोड़ रुपये का बजट है। दिल्ली में अब डीटीयू, एनएसयूटी, आइजीडीटीयूडब्ल्यू, आइआइआइटी-दिल्ली, दिल्ली फार्मास्युटिकल विज्ञान एवं अनुसंधान विश्वविद्यालय और

अकादमिक सत्र से खुले 75 सीएम श्री स्कूल

पीएम श्री योजना दिल्ली में लंबे समय तक लागू नहीं हो पाई। इस कमी को पूरा करने के लिए दिल्ली सरकार ने 2025-26 के अकादमिक सत्र से 75 सीएम श्री स्कूल शुरू किए हैं। ये केवल बेहतर आधारभूत



संरचना वाले स्कूल नहीं हैं, सर्वेक्षण इन्हें अग्रणी और भविष्य के लिए तैयार संस्थान कहता है जो पाठ्यक्रम, मूल्यांकन और छात्र परिणाम सब में माडल बनेंगे। एनईपी में शुरू हुए कार्यक्रम में नींव व साइंस आफ लिविंग हैं।

दिल्ली कौशल एवं उद्यमिता विश्वविद्यालय (डीएसईयू) संग छह राज्य तकनीकी विश्वविद्यालय हैं। इनके साथ-साथ 11 इनक्यूबेशन सेंटर में नवंबर 2025 तक 449 स्टार्टअप्स काम कर रहे हैं, जिन्हें 24.61 करोड़ रुपये सीड मनी

(प्रारंभिक धन) दिया है। डीटीयू में 137, आइजीडीटीयूडब्ल्यू में 105 और एनएसयूटी में 83 स्टार्टअप शुरू हुए हैं। एयूडी के धीरपुर और रोहिणी में दो नए कैंपस 2,306 करोड़ की लागत से बनेंगे जिनमें 7,650 छात्रों की क्षमता होगी।

शिक्षा पर 19,038 करोड़ रुपये खर्च, फिर भी नींव कमजोर

रीतिका मिश्रा • जागरण

नई दिल्ली: आर्थिक सर्वेक्षण 2025-26 के अनुसार, राजधानी में शिक्षा क्षेत्र में राष्ट्रीय औसत से अधिक खर्च किया गया है। वर्ष 2025-26 में दिल्ली ने अपने एक लाख करोड़ के कुल बजट में से 19,038.90 करोड़ रुपये यानी 19.04 प्रतिशत केवल शिक्षा पर खर्च किया है। आरबीआइ के राज्य बजट विश्लेषण के अनुसार शिक्षा पर खर्च के मामले में दिल्ली पूरे देश में बिहार के बाद दूसरे स्थान पर है। राष्ट्रीय औसत मात्र 13.1 प्रतिशत है। नौ वर्ष पहले दिल्ली का यही खर्च 9119 करोड़ रुपये था, यानी एक दशक में ठीक दोगुना हो गया।

छठीं व नौवीं में बेहतर, तीसरी में



साक्षरता में दूसरे स्थान पर दिल्ली

75वें राष्ट्रीय नमूना सर्वेक्षण (एनएसएस) सर्वे 2017-18 के अनुसार दिल्ली की साक्षरता दर 88.7 प्रतिशत है, देशभर में केरल (91.1 प्रतिशत) के बाद दूसरे स्थान पर। राष्ट्रीय औसत 77.7 प्रतिशत है। पुरुष साक्षरता दर 93.7% है और महिला साक्षरता दर 82.4 प्रतिशत है।

सकल नामांकन अनुपात में दिल्ली आगे

दिल्ली का सकल नामांकन अनुपात (जीईआर) सभी स्तरों पर राष्ट्रीय औसत से अधिक है। प्राथमिक स्तर में जीईआर दिल्ली में 101.8% जबकि राष्ट्रीय स्तर पर 90.9% है। उच्च प्राथमिक स्तर में दिल्ली में 117.1 व राष्ट्रीय स्तर पर 90.3 प्रतिशत है।

फिसडडी : परख राष्ट्रीय सर्वेक्षण 2024 के मुताबिक तीसरी में दिल्ली के विद्यार्थी भाषा में 62 और गणित में 57 प्रतिशत पर हैं, जबकि राष्ट्रीय

औसत भाषा में 64 और गणित में 60 है। यानी जिस नींव पर शिक्षा खड़ी होती है, वहां कमजोर हैं। लेकिन छठी में भाषा में दिल्ली के

विद्यार्थी 60 प्रतिशत पर हैं, जो कि राष्ट्रीय स्तर (57 प्रतिशत) से अधिक है। नौवीं में भी दिल्ली के छात्रों ने

भाषा में 65 प्रतिशत, गणित में 40 प्रतिशत, विज्ञान में 46 प्रतिशत और सामाजिक विज्ञान में 44 प्रतिशत हासिल किए, जो सभी विषयों में राष्ट्रीय औसत से ऊपर हैं। वहीं, 12वीं में 98.35 प्रतिशत विद्यार्थी पास हुए हैं जो कि राष्ट्रीय औसत 88.3 प्रतिशत से आगे हैं। वहीं, 929 ने नीट, 667 ने जेईई परीक्षा पास की है।

सर्वेक्षण के अनुसार दिल्ली के सभी स्कूलों में पीने के पानी की सुविधा, शौचालय, बिजली कनेक्शन और चारदीवारी शत-प्रतिशत उपलब्ध है। 2024-25 में 99.5 प्रतिशत स्कूलों में खेल का मैदान भी उपलब्ध हो गया है, 2017-18 में केवल 88.06% था। कंप्यूटर सुविधा भी 98.86 प्रतिशत स्कूलों में है।

Government to upgrade 125 school libraries with digital tools

PIONEER NEWS SERVICE
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The Delhi Government will upgrade 125 school libraries with 20 digital devices, headphones, a kiosk and a charging cart, according to the Economic Survey of Delhi 2025-26. Besides, it has identified 7.5 lakh students in classes 1 to 8 with learning gaps.

The survey said a baseline assessment conducted in September 2025 identified gaps in foundational literacy and numeracy, forming the basis for academic interventions.

According to the survey, students were classified into four categories — Beginner, Emerging,

Progressive, and Proficient — and interventions using readiness modules developed by SCERT are being implemented for classes 2 to 8 after mid-term exams. The efforts are being carried out under the NIPUN Sankalp programme.

The survey said 125 school libraries will be upgraded in the current academic session, with each to be equipped with 20 digital devices, 20 headphones, one library kiosk, one charging cart and one printer.

It said that the Directorate of Education is continuing its focus on inclusive education, with 879 children with severe or profound disabilities enrolled in home-

based education programmes in 2025. Under the measure, 286 out-of-school children were mainstreamed into schools, while a functional curriculum for children with intellectual disabilities was developed and implemented in 100 schools from pre-primary to class 8.

To streamline admissions of out-of-school children, 2,333 special admission cells have been established, the survey said, adding that 4,258 children with disabilities participated in 12 para-sports disciplines. It noted that 46 per cent of children with special needs have obtained Unique Disability ID (UDID) cards, and more such cards are being



issued. The survey said the Government will set up 8,777 smart classrooms by the end of March this year. According to the

survey, under the Mahamana Pandit Madan Mohan Malviya Vidya Shakti Mission, structured competitive examination coach-

ing will be provided to 2,200 students annually, with 350 seats reserved for girls.

Under the Lal Bahadur Shastri Scholarship Scheme, ₹2,500 per student was disbursed to 34,880 meritorious students. The revised uniform subsidy provides ₹1,250 for Nursery to class 5, ₹1,500 for classes 6 to 8, and ₹1,700 for classes 4 to 12 to ease financial burden on families, it said.

Under the Mukhya mantri Khel Pratsahan Yojana, cash awards for Olympic and Paralympic medal winners were increased from ₹3 crore, ₹2 crore and ₹1 crore to ₹7 crore, ₹5 crore and ₹3 crore for gold, silver and bronze.

Incentives for Asian and Para-

Asian Games medal winners have been raised from ₹1 crore, ₹75 lakh and ₹50 lakh to ₹3 crore, ₹2 crore and ₹1 crore.

For Commonwealth and Para-Commonwealth Games, these have been increased from ₹50 lakh, ₹40 lakh and ₹30 lakh to ₹2 crore, ₹1.5 crore and ₹1 crore, the survey reported.

The survey said that the Dr APJ Abdul Kalam language labs launched on a pilot basis in 100 schools in the current academic year are expected to benefit nearly 60,000 students of classes 6, 9, and 11 with teaching of German, French, Spanish, besides English, Hindi, and Sanskrit.

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Selective Empathy | Food systems left out of classroom ethics

Schools are not the place to dictate what students should eat or what choices families should make. But education can provide the tools for thoughtful inquiry: How are animals raised in different farming systems?

Richa Mehta Last Updated : 24 March 2026, 11:21 IST

By Richa Mehta

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Recently, I visited my daughter’s school for its annual science fair. The school proudly announced that it aligned with the National Education Policy (NEP) 2020, which seeks to move beyond rote learning and nurture ‘good human beings’ with sound ethical grounding. The policy emphasises empathy, critical thinking, environmental awareness, and inclusion – foundations of a society that values compassion and co-existence.

Yet the fair also raised an uncomfortable question about how these values are being translated into classrooms.

Two stalls stood side-by-side. One displayed a ‘biodiversity park’, encouraging students to protect wildlife and celebrate nature. The next presented farmed animals simply as components of the food system, without any discussion of their welfare or the ethical questions surrounding them.

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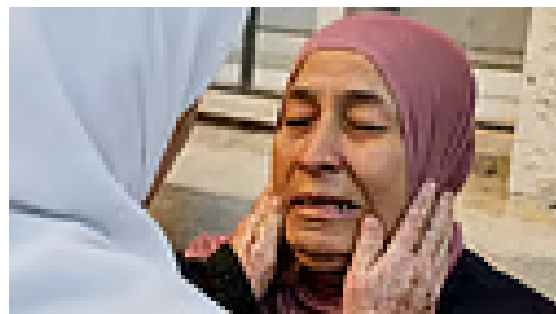
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r wildlife, rescue stray animals, and respect pets. But the animals that form part of everyday diets rarely feature in conversations about ethics, empathy, or responsibility.

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This omission matters because the realities of modern food systems are increasingly complex. Reports and investigations into India's dairy sector, for instance, have documented practices such as prolonged tethering and restricted movement in some farming systems. Yet these conditions rarely enter classroom discussions about animals or sustainability.

Part of the challenge lies in how value education is currently framed. The NEP encourages schools to integrate ethical thinking across subjects rather than treat it as a standalone discipline. In theory, this approach allows values to be embedded throughout the curriculum. In practice, it often translates into a few textbook references, an annual assembly theme, or isolated classroom discussions.

Without clearer frameworks and teacher training, value education risks becoming symbolic rather than substantive.

This gap can produce a form of selective empathy. Students learn to protect certain animals while remaining largely unaware of the conditions in which others live. The issue is not about assigning blame to children or schools; rather, it reflects the limitations of how ethical reasoning is currently introduced within the education system.

A more consistent approach to empathy also matters for understanding broader environmental and public health challenges. Food systems are closely tied to climate change, land use, water consumption, and rural livelihoods. Globally, livestock production contributes significantly to agricultural greenhouse gas emissions, yet climate lessons in classrooms often focus primarily on smokestacks, fossil fuels or plastic waste.

Without examining the environmental footprint of food systems, students receive only a partial understanding of sustainability.

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Equally important is the question of interconnected thinking. Food systems sit at the intersection of agriculture, ecology, economics, and ethics. Discussions about farming practices, supply chains, animal welfare, and dietary choices can help students appreciate how everyday decisions connect with larger environmental and social outcomes.

Such conversations need not be prescriptive. Schools are not the place to dictate what students should eat or what choices families should make. But education can provide the tools for thoughtful inquiry: How are animals raised in different farming systems? What welfare standards exist, and how do they vary? How do food production methods influence environmental outcomes? ×

a growing recognition that academic learning alone is insufficient to prepare young people for the challenges ahead.

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education must move beyond
changing the food systems on

Encouraging students to explore these questions with nuance and curiosity would strengthen the NEP's broader ambition: to cultivate citizens who are not only knowledgeable, but also reflective, responsible, and capable of engaging thoughtfully with the ethical complexities of the modern world.

Richa Mehta is Director of Programs - Asia Pacific, Vegan Outreach.

Disclaimer: The views expressed above are the author's own. They do not necessarily reflect the views of DH.

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स्कूलों में शौचालय के अभाव में छूट रही छात्राओं की शिक्षा

राकेश शर्मा

वि

द्यालयों में कार्यात्मक शौचालय के अभाव में छूट रही छात्राओं की शिक्षा को रोकने के लिए शुरू किया गया स्वच्छ विद्यालय

मिशन में प्रशासन की सुस्ती रोड़ा अटका रही है। योजना के तहत देशभर के सभी स्कूलों में छात्राओं के लिए अलग शौचालय के साथ दूसरी जरूरी वस्तु उपलब्ध करवाना है, लेकिन प्रशासन तीन साल में केवल 0.3 फीसद ही सुविधा को बढ़ा पाया। यह खुलासा सांख्यिकी और कार्यक्रम कार्यान्वयन मंत्रालय की केंद्र में ग्रहः सतत विकास लक्ष्यों के अंतर्गत पर्यावरणीय स्थिरता को आगे बढ़ाना विषय पर हाल ही में जारी रपट से हुआ है।

विशेषज्ञों का कहना है कि अलग शौचालय की सुविधा को लड़कियों की स्कूल में उपस्थिति और पढ़ाई जारी रखने से सीधे जुड़ा माना जाता है। सुरक्षित और कार्यशील शौचालयों की कमी ग्रामीण और अर्ध-शहरी क्षेत्रों में किशोरियों की शिक्षा में बड़ी बाधा बनी हुई है। अलग शौचालय के अभाव में बड़ी संख्या में छात्राएं समय से पूर्व ही स्कूल छोड़ देती हैं। इस समस्या को दूर करने के लिए सभी स्कूलों में छात्राओं के लिए उपयुक्त शौचालय के साथ दूसरी जरूरी सुविधाएं उपलब्ध करवाने का लक्ष्य रखा गया है। हालांकि योजना के शुरू होने के एक दशक से अधिक समय के बाद भी योजना 100 फीसद का लक्ष्य हासिल नहीं कर पाया।

रपट के अनुसार साल 2019-20 में लड़कियों के लिए अलग शौचालय की सुविधा वाले स्कूलों का अनुपात करीब 97 फीसद था। साल 2021-22 में बढ़कर 97.3 फीसद के



फाइल फोटो

अप्रैल तक उपलब्ध करवानी है सुविधा

देश के सभी स्कूलों (निजी व सरकारी) में अप्रैल तक सुविधा उपलब्ध करवानी है। एक जनहित याचिका पर फैसला देते हुए सुप्रीम कोर्ट ने जनवरी की अंतिम सप्ताह में निर्देश दिया था कि अगले तीन माह में सभी राज्यों और केंद्र शासित प्रदेश के (शहरी और ग्रामीण) स्कूलों में लड़के और लड़कियों के लिए अलग-अलग शौचालय की व्यवस्था की जाए। आदेश के बाद कई राज्यों के शिक्षा विभाग ने इस संबंध में आदेश जारी करना प्रारंभ कर दिया है। आदेश के तहत छात्र व छात्राओं के लिए अलग शौचालय के साथ स्कूल में दिव्यांगों के लिए भी सुविधा विकसित होगी। उसमें पानी की उचित व्यवस्था हो। इनकी रचना इस प्रकार हो कि उनमें निजता और पहुंच सुनिश्चित हो। दिव्यांग की जरूरत को ध्यान में रखा जाए। साथ ही हाथ धोने की उचित व्यवस्था होनी चाहिए। हर समय साबुन और पानी उपलब्ध रहना चाहिए।

करीब पहुंचा। साल 2022-23 में इसमें गिरावट दर्ज हुई और साल 2023-24 में यह बढ़कर 97.2 फीसद पहुंच गया। इस तरह इस दिशा में तीन साल में केवल 0.3 के करीब ही बढ़त दर्ज हुई। वहीं केंद्र समाज कल्याण मंत्रालय के अनुसार जनवरी 2026 तक देशभर के 97.5 फीसद स्कूलों में सुविधा उपलब्ध हो गई है। रपट के मुताबिक इस योजना की मदद से सामाजिक समानता और लड़कियों के लिए बेहतर शैक्षिक वातावरण देने का प्रयास किया जा रहा है। रपट के अनुसार दिल्ली, गोवा, चंडीगढ़, दादरा एवं नगर हवेली, अंडमान-

निकोबार द्वीप समूह और लक्षद्वीप सहित अन्य राज्य व केंद्र शासित प्रदेश 100 फीसद लक्ष्य हासिल कर चुके हैं। वहीं पश्चिम बंगाल, केरल, हिमाचल प्रदेश, हरियाणा, गुजरात, झारखंड, कर्नाटक, आंध्र प्रदेश, पंजाब और ओडिशा सहित अन्य कई राज्यों में यह व्यवस्था लगभग 99 फीसद तक पहुंच गई है। इसके बावजूद जमीनी स्तर पर शौचालयों की स्थिति, रखरखाव और उपयोगिता को लेकर समस्याएं बनी हुई हैं। कई स्कूलों में शौचालय तो हैं, लेकिन पानी, सफाई और सुरक्षा जैसी मूलभूत सुविधाओं की कमी है।



Government committed to fostering AI innovation and growth of digital platforms in responsible and secure manner, while protecting children and other vulnerable users from emerging risks

प्रविष्टि तिथि: 25 MAR 2026 3:35PM by PIB Delhi

The Government recognises the transformative potential of emerging digital technologies, particularly in enhancing access to education, information, and services for children. At the same time, the Government is cognizant of the associated risks, including exposure to harmful content, cyberbullying, and issues related to excessive screen time and digital dependency, thereby necessitating appropriate safeguards for children in the digital environment.

As per the information received from the Ministry of Electronics and Information Technology (MeitY), the Government has put in place a comprehensive legal and regulatory framework under the Information Technology Act, 2000, the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 (as amended), and the Digital Personal Data Protection Act, 2023 to ensure a safe, secure and accountable online environment for users, including children.

The Information Technology Act, 2000, read with the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021, as amended from time to time, provide a comprehensive legal framework to ensure a safe and accountable online environment.

The Act contains specific penal provisions to address cyber offences, including computer-related offences (Section 43 read with Section 66), identity theft (Section 66C), cheating by personation (Section 66D), violation of privacy (Section 66E), and publication or transmission of obscene, sexually explicit or child sexual abuse material (Sections 67, 67A and 67B). It also provide for blocking of unlawful content (Section 69A), abetment of offences (Section 84B), and empowers law enforcement agencies to investigate offences and take appropriate action (Sections 78 and 80).

Further, the Act, together with the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021, establishes a robust framework to prevent the hosting or transmission of unlawful and harmful content online and prescribes due diligence and accountability obligations for intermediaries, including social media platforms.

The Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 mandate intermediaries to exercise due diligence and prohibit hosting or transmission of unlawful content, including content that is obscene, pornographic, invasive of privacy, harmful to children, promotes hate or violence, impersonates individuals, or threatens national security or public order. The Rules also require intermediaries to periodically inform users of their policies and the consequences of non-compliance, including removal of content or termination of access.

The Digital Personal Data Protection Act, 2023, along with the Rules framed thereunder, provides a comprehensive framework for protection of personal data, including that of children, and mandates lawful processing with appropriate safeguards and accountability. The Act lays down specific safeguards for children by requiring verifiable consent of parents or lawful guardians prior to processing of their personal data and prohibits practices such as tracking, behavioural monitoring and targeted advertising directed at children. It also provides for the right to withdraw consent, with corresponding obligations on data fiduciaries to erase such data in accordance with the provisions of the Act.

The Ministry of Electronics and Information Technology (MeitY) has issued advisories from time to time, including on 26.12.2023, 15.03.2024 and 29.12.2025, reiterating the due diligence obligations of intermediaries under the Information Technology Act, 2000 and the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021. These advisories, inter alia, emphasise the need to prevent dissemination of unlawful content, including obscene, pornographic, paedophilic material, and emerging harms such as malicious synthetic media and deepfakes.

In view of the increasing use of generative AI and the risks associated with synthetically generated content (SGI), including deepfakes, as well as the potential misuse of such technologies to create or generate SGI of obscene, vulgar, sexually, explicit nature, including CSEAM, which may cause user harm, spread misinformation, manipulate elections, or enable impersonation of individuals, after due consultation, has notified amendments to the Information Technology (Intermediary Guidelines and Digital Media Ethics Code) Rules, 2021 on 10.02.2026, which came into force on 20.02.2026.

The amendments strengthen due diligence obligations of intermediaries, including social media and significant social media intermediaries, by requiring deployment of appropriate technical measures to prevent dissemination of unlawful AI-generated content, including content that is obscene, misleading, impersonating, or harmful to children. The Rules also mandate clear labelling and traceability of permissible synthetic content, enhanced user awareness, and stricter compliance requirements.

Further, the framework explicitly covers harms such as child sexual exploitation material, non-consensual intimate imagery and impersonation, and prescribes stricter timelines for action, including removal of unlawful content within 3 hours upon appropriate directions, time-bound grievance redressal, and expedited action in cases involving sensitive content.

Through these measures, the Government of India is committed to fostering AI innovation and the growth of digital platforms in a responsible and secure manner, while protecting children and other vulnerable users from emerging risks in the digital ecosystem.

The Ministry of Education issued the PRAGYATA Guidelines on Digital Education in July 2020, which provide a framework for safe and effective online learning, including promotion of students' well-being and responsible use of social media and electronic devices. CBSE has supplemented these efforts through guidelines on digital etiquette, cybersecurity training for teachers, publication of the 'Cyber Security Handbook', and advisories to schools for establishing Cyber Clubs to promote cyber safety awareness. NCERT has also incorporated cyber safety in its curriculum, including a chapter on "Societal Impacts" in Classes XI and XII (<https://ncert.nic.in/textbook.php?kecs1=ps-11>), and CIET-NCERT has developed and disseminated resource materials on cyber safety (<https://ciet.nic.in/pages.php?id=booklet-on-cyber-safety-security&ln=en>).

Further, in line with the National Education Policy, 2020 and the National Curriculum Framework for School Education, 2023, Artificial Intelligence (AI) is being integrated in school education as a key 21st-century skill. NCERT and CBSE have been tasked with developing age-appropriate AI curriculum across K-12, and AI-related content has been incorporated in textbooks, senior secondary curriculum and skill-based learning. Capacity-building initiatives for teachers are being undertaken through training programmes, workshops and online courses, with participation of institutions such as NCERT, CBSE, Kendriya Vidyalaya Sangathan and Navodaya Vidyalaya Samiti. A Centre of Excellence for AI in Education is also being established, along with collaborations with academic and industry partners, to promote safe and responsible adoption of AI in schools.

(d) The data relating to crime against children is maintained by the National Crime Records Bureau (NCRB) under the Ministry of Home Affairs (MHA) which may be seen at <https://www.ncrb.gov.in/>. However, specific data on year-wise and State and UT-wise number of child suicides attributable to digital addiction is not maintained separately.

This information was given by the Minister of State for Women and Child Development Smt. Savitri Thakur in Rajya Sabha in reply to a question.

SS

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| Nation

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

Saklani also emphasised the importance of designing high-quality programmes that effectively translate NEP 2020 into action



NEW DELHI: The Director of the National Council for Educational Research and Training (NCERT) Professor Dinesh Saklani has called for collaborative and joint initiatives among all its constituent units as well as partnerships with other institutions and universities.

He was speaking during the conclusion of the two-day Programme Advisory Meeting (PAC), which ended on Tuesday night.

Saklani said, "Leveraging the diverse expertise of faculty across institutions for innovative research programs and large scale training of teachers on how to transact new textbooks would contribute to developing impactful programmes, fostering a vibrant academic ecosystem, and providing new direction to NCERT's initiatives in school education."

Saklani also emphasised the importance of designing high-quality programmes that effectively translate NEP 2020 into action across the country.

The release said that the proposals for the year 2026-2027 by the constituent units of NCERT were scrutinised and approvals granted.

"The approval was given based on their alignment with the vision and priorities of the National Education Policy (NEP) 2020," it said.

The meeting concluded with a shared commitment to collaborative action among all constituent units, ensuring timely completion of approved programmes (Research and Material Development, Training, Extension and

The meeting concluded with a shared commitment to collaborative action among all constituent units, ensuring timely completion of approved programmes (Research and Material Development, Training, Extension and Dissemination) quality outcomes, effective budget utilisation, and the realisation of NEP 2020 goals in a time-bound manner, it added.

क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग ने जारी की सूची

आंकड़े

'भारत की प्रगति गुणवत्ता और वैश्विक प्रतिस्पर्धा में गति को दर्शाती है'

विश्व के शीर्ष 50 में चार आइआइटी, जेएनयू व बीआइटीएस पिलानी शामिल

जनसत्ता ब्यूरो
नई दिल्ली, 25 मार्च।

जवाहरलाल नेहरू विश्वविद्यालय, चार भारतीय प्रौद्योगिकी संस्थान (आइआइटी) और बिरला प्रौद्योगिकी संस्थान (बीआइटीएस), पिलानी विभिन्न विषयों के मामले में विश्व के शीर्ष 50 संस्थानों में शामिल हैं। 'क्यूएस वर्ल्ड यूनिवर्सिटी रैंकिंग' ने बुधवार को यह घोषणा की। इस संस्करण में आइआइटी-दिल्ली ने किसी एक संस्थान के तौर पर सबसे बेहतरीन प्रदर्शन किया है। इसने छह विषयों में शीर्ष 50 में जगह बनाई है, चार विषयों में भारत में अग्रणी स्थान हासिल किया है।

विश्वविद्यालय रैंकिंग के लिए प्रसिद्ध लंदन स्थित 'क्यूएस क्वाकवरेली साइमंड्स' ने विषयवार विश्वविद्यालयों की रैंकिंग का 16वां

शीर्ष 50 स्थानों में 27 स्थान हासिल किए हैं, जो 2024 में दर्ज किए गए 12 स्थानों की तुलना में दोगुने से भी अधिक हैं।

आइआइटी-दिल्ली ने किसी एक संस्थान के तौर पर सबसे बेहतरीन प्रदर्शन किया है। इसने छह विषयों में शीर्ष 50 में जगह बनाई है, चार विषयों में भारत में अग्रणी स्थान हासिल किया है।



वार्षिक संस्करण प्रकाशित किया है। यह रैंकिंग 100 से अधिक देशों के 1,900 विश्वविद्यालयों में 21,000 से अधिक शैक्षणिक कार्यक्रमों का मूल्यांकन करती है, जिसमें 55 विषय और पांच व्यापक संकाय क्षेत्र शामिल हैं। रैंकिंग के अनुसार भारत ने विभिन्न विषयों और व्यापक संकाय क्षेत्रों में शीर्ष 50 स्थानों में 27 स्थान हासिल किए हैं, जो 2024 में दर्ज किए गए 12

स्थानों की तुलना में दोगुने से भी अधिक हैं। ये स्थान 12 संस्थानों द्वारा प्राप्त किए गए हैं। इसके मुताबिक धनबाद स्थित भारतीय खनन विद्यापीठ विश्वविद्यालय ने खनिज एवं खनन अभियांत्रिकी अध्ययन में वैश्विक स्तर पर 21वां स्थान प्राप्त किया है जबकि आइआइएम-अहमदाबाद विश्व के शीर्ष 50 संस्थानों में शामिल है। शीर्ष 50 में आइआइटी-बाम्बे, आइआइटी-खड़गपुर और

क्यूएस के अनुसार आइआइटी-दिल्ली ने केमिकल इंजीनियरिंग में 48वां स्थान, इलेक्ट्रिकल और इलेक्ट्रॉनिक इंजीनियरिंग में 36वां स्थान, मैकेनिकल, एअरोआटिकल और मैनुफैक्चरिंग इंजीनियरिंग में 44वां स्थान, इंजीनियरिंग और प्रौद्योगिकी क्षेत्र में 36वां स्थान और कंप्यूटर विज्ञान में 45वां स्थान प्राप्त किया है।

आइआइटी-मद्रास के अलावा जेएनयू और बीआइटीएस पिलानी शामिल हैं। 'क्यूएस क्वाकवरेली साइमंड्स' की मुख्य कार्यकारी अधिकारी जेसिका टर्नर ने कहा कि इस वर्ष भारत की प्रगति केवल पैमाने के बारे में नहीं बल्कि यह गुणवत्ता और वैश्विक प्रतिस्पर्धा में गति को भी दर्शाती है। क्यूएस रैंकिंग के अनुसार आइआइटी-दिल्ली ने केमिकल

इंजीनियरिंग में 48वां स्थान, इलेक्ट्रिकल और इलेक्ट्रॉनिक इंजीनियरिंग में 36वां स्थान, मैकेनिकल, एअरोआटिकल और मैनुफैक्चरिंग इंजीनियरिंग में 44वां स्थान, इंजीनियरिंग और प्रौद्योगिकी क्षेत्र में 36वां स्थान और कंप्यूटर विज्ञान में 45वां स्थान प्राप्त किया है।

भारत में अब 55 विषयों में 99 विश्वविद्यालय शामिल हैं, जिनकी संख्या पिछले वर्ष 79 थी। 20 संस्थान पहली बार इस सूची में शामिल हुए हैं। कुल मिलाकर, भारतीय विश्वविद्यालय रैंकिंग में 599 बार शामिल हुई हैं, जो 2025 की तुलना में 12 फीसद अधिक है और पांच वर्ष पहले की तुलना में यह संख्या दोगुनी से भी अधिक है। इंजीनियरिंग, प्रौद्योगिकी और प्रबंधन के क्षेत्रों में सुधार का व्यापक दायरा एक ऐसे तंत्र का संकेत देता है, जो एक निश्चित उद्देश्य के साथ तेजी से आगे बढ़ रहा है।



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NCERT's new books to redefine learning for classes 1 to 8, emphasises on concept-based learning

The National Council of Educational Research and Training has announced a phased rollout of new textbooks aligned with the National Education Policy 2020, starting with Classes 1 to 8 and extending to higher classes by 2027-28. The reform focuses on competency-based learning while ensuring a smooth transition through the continued use of existing books and teacher preparedness



WEBDESK — Mar 26, 2026, 07:30 am IST in **Bharat, Education**



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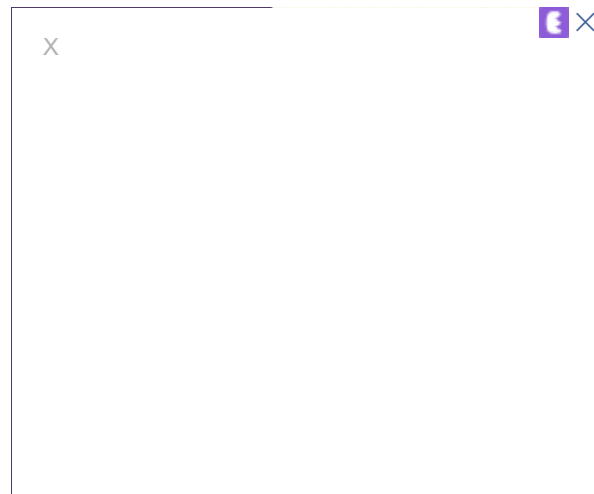
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The National Council of Educational Research and Training has issued an official advisory outlining the phased introduction of new textbooks across classes. The reform is part of a broader effort to align school education with the vision of the National Education Policy 2020, focusing on competency-based and learner-centric education. The advisory, dated March 17, 2026, highlights that the new textbooks are being developed in accordance with the recommendations of the National

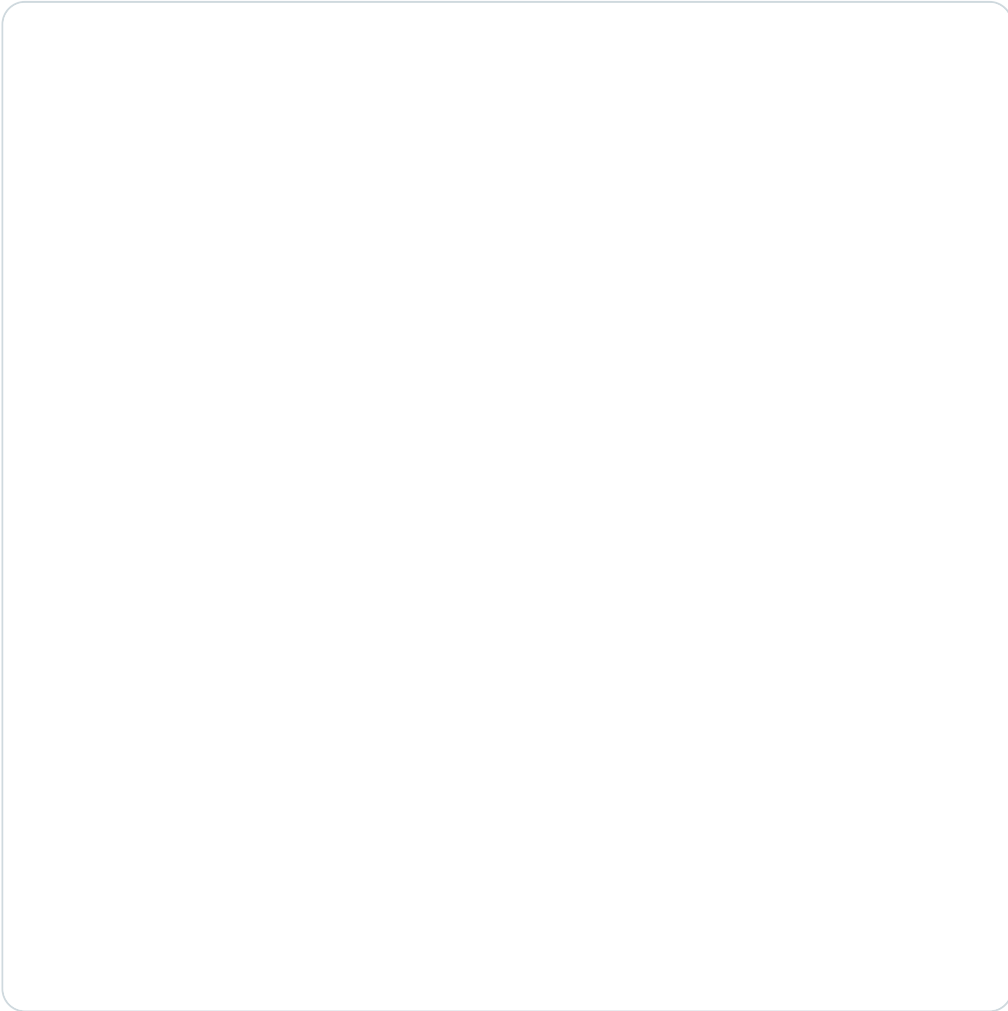
Curriculum Framework for School Education 2023. The initiative aims to make learning more relevant, flexible, and engaging for students, while also preparing them for future challenges.



Big Update for School Education!

Aligned with the vision of the National Education Policy (NEP) 2020, NCERT is transforming textbooks to make learning more relevant, engaging, and future-ready!

Grades 1–8: New textbooks now available (Print + [Show more](#))



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As per the announcement, new NCERT textbooks for Classes 1 to 8 have already been developed and are now available in both print and digital formats. This marks the first phase of implementation, focusing on foundational and middle school education. These revised textbooks are designed to shift away from rote memorisation and instead encourage conceptual understanding, critical thinking, and application-based learning. The content has been simplified and structured to suit students' cognitive levels, ensuring better comprehension and retention.

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For Class 9 students, the transition is currently underway. NCERT has confirmed that new Grade 9 textbooks are under development and will be introduced in the 2026-27 academic session. Importantly, draft syllabi based on NCF-SE 2023 have already been made available on the official NCERT platform. Teachers, educators, and stakeholders have been invited to review these drafts and provide feedback.

This consultative approach is being seen as a positive step towards inclusive policymaking, allowing ground-level inputs to shape the final curriculum. It also ensures that the new syllabus addresses practical classroom challenges and diverse learning needs.

Classes 10 and 11 to See Changes from 2027-28

The advisory further clarifies that new textbooks for Classes 10 and 11 will be introduced from the academic session 2027-28. Until then, the existing textbooks for these classes will continue to be used during the 2026-27 academic year. This phased

implementation strategy is intended to give schools, teachers, and students sufficient time to adapt to the new system without disruption. It also allows for proper training and capacity-building among educators.

A key highlight of the advisory is the emphasis on strengthening prerequisite learning. Teachers have been specifically advised to ensure that students have a strong foundation before transitioning to the new textbooks and syllabus. This is particularly important as the revised curriculum is expected to be more application-oriented. Without a clear understanding of basic concepts, students may find it difficult to cope with advanced topics.

The reforms introduced by NCERT are rooted in the broader goal of moving towards competency-based education. Unlike traditional systems that focus heavily on memorisation, this approach emphasises skills such as problem-solving, analytical thinking, creativity, and real-world application. The new textbooks are expected to include interactive content, real-life examples, case studies, and activity-based learning modules. Digital versions will further enhance accessibility and provide opportunities for blended learning.

For students, the changes promise a more engaging and meaningful learning experience. The focus on understanding rather than memorising is likely to reduce academic pressure and improve overall learning outcomes. For teachers, however, the transition will require careful preparation. Adapting to new teaching methods, understanding revised content, and addressing diverse student needs will be key challenges during the implementation phase.

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All high schools to have broadband internet connection in 2-3 years: Pradhan

Replying to supplementary queries during Question Hour in the Rajya Sabha, the minister also emphasised that all kinds of education should be embedded with Artificial Intelligence (AI). He said the Centre and state governments are focusing on capacity building for teachers to impart AI knowledge.

PTI

Published On Mar 26, 2026 at 08:11 AM IST



New Delhi, Union Education Minister Dharmendra Pradhan on Wednesday said all high schools in India will have broadband internet connection within next 2-3 years.



Pradhan said around 60 per cent of high schools in the country are connected with broadband internet connections.

knowledge.

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Replying to supplementary queries during Question Hour in the Rajya Sabha, the minister also emphasised that all kinds of education should be embedded with Artificial Intelligence (AI).

He said the Centre and state governments are focusing on capacity building for teachers to impart AI

"By next 2-3 years all high schools in the country will be connected with broadband and internet connection," he added.

On the AI, the minister said the country is at the forefront in this technology.

"AI is a horizontal topic. As on today, when we are implementing National Education Policy's new curriculum..., primary knowledge of AI will be from class three," Pradhan said, adding that almost all mother tongues are embedded with AI.

In a written reply, the minister said education is in the concurrent list of the Constitution and majority of the schools come under the purview of states and UT governments.

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"The National Education Policy (NEP) 2020 has emphasized the importance of Artificial Intelligence (AI) and its role in school curriculum," Pradhan said.

Under Curricular Integration of Essential Subjects, Skills, and Capacities, the policy mentions that concerted curricular and pedagogical initiatives, including the introduction of contemporary subjects such as AI, Design Thinking etc at relevant stages be undertaken to develop these various important skills in students at all levels.

The ministry has undertaken several initiatives to promote Artificial AI and Computational Thinking (CT) in school education over the years, he said.

Advt

"The initiatives aim to enhance the quality of education by integrating technology into teaching and learning processes," Pradhan said.

Elaborating, the minister informed that the existing NCERT textbooks of computer science class XI and informatics practices class XI talk about AI, Internet of Things (IoT) and other emerging technologies.

NCERT has also included a project on animation and games in the vocational education textbook for Grade 6.

AI is being embedded for awareness and foundational competencies among school students (Classes 6-12) and building AI literacy among educators.

The Department of School Education and Literacy has developed a curriculum on Computational Thinking and Artificial Intelligence (CT &

AI) to inculcate AI-readiness in school students. This curriculum will be implemented from classes 3rd to 8th, in the session 2026-27.

States/UTs are also working on bringing emerging technologies including AI in their academic framework.

Additionally, CBSE offers a skill module on AI for classes VI-VIII and as an optional skill-based subject in classes IX-XII.

"Digital learning is further supported through national platforms such as DIKSHA, SWAYAM and PM eVidya, along with capacity-building programmes, teacher training and development of digital content and AI awareness modules to enhance innovation and problem-solving skills among students," Pradhan said.

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Comments



Allocate 20% to education sector, give clarity on State Education Policy, civil society urges government

Updated - March 27, 2026 11:00 pm IST - HYDERABAD

THE HINDU BUREAU

The State government must allocate a 20% budget to the education sector and immediately provide clarity on a comprehensive education policy, the Telangana Save Education Committee along with teachers and student associations demanded the government on Thursday.

The committee members met with Chairperson, Telangana High-Level Education Committee, K. Keshava Rao, to discuss various pressing issues concerning the State's education sector.

It expressed concern that the State government has not yet issued a clear and comprehensive education policy. Instead, it has introduced initiatives such as the National Education Policy 2020 proposals such as 'Young India Integrated Schools' and 'Telangana Public Schools' without offering any clarity. Coupled with a very low allocation of 8.2% of the total budget for education in the 2026-27 Budget, it has led to confusion among the public. And in this uncertain environment, the private education sector is expanding rapidly, and many families are struggling under the burden of high and unaffordable school fees, it pointed out.

In addition to immediate clarity and allocating 20% budget to the education sector, the committee noted that pre-primary classes must be introduced in all government primary schools and ensure effective monitoring by filling all vacant supervisory posts.

Relieving teachers from all non-academic duties, strictly regulating private and corporate schools, and avoiding contract-based employment practices must be given priority for redressal.

The committee also opposes the establishment of U.K.-modeled private schools in Telangana and objected to key aspects of the NEP 2020, such as the four-year degree and multiple entry-exit system.

Instead, the State government must allocate substantial financial support of at least ₹100 crore to each university, grant Assistant Professor pay scales to contract lecturers, and fill up all vacant teaching and non-teaching positions.

शैक्षणिक सत्र 2026-27 में नहीं आएंगी एनसीईआरटी की 11वीं की नई पाठ्यपुस्तकें

जागरण ब्यूरो, नई दिल्ली। एनसीईआरटी की ग्यारहवीं कक्षा की नई पाठ्यपुस्तक के लिए छात्रों को अभी और इंतजार करना होगा। नई राष्ट्रीय शिक्षा नीति (एनईपी) के तहत तैयार हो रही ग्यारहवीं की नई पाठ्यपुस्तकें अब शैक्षणिक सत्र 2027-28 में आएंगी। पहले नौवीं कक्षा के साथ ग्यारहवीं की भी नई पाठ्यपुस्तकों को भी लाने की योजना थी, जो शैक्षणिक सत्र 2026-27 में ही आ रही हैं।

स्कूलों में एक अप्रैल से शुरू हो रहे नए शैक्षणिक सत्र के शुरू होने से पहले ही एनसीईआरटी (राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद) ने एक एडवाइजरी जारी कर यह जानकारी साझा की है। जिसमें बताया गया है कि

ग्यारहवीं कक्षा की नई पाठ्यपुस्तकें अगले साल यानी शैक्षणिक सत्र 2027-28 में दसवीं कक्षा की नई पाठ्यपुस्तकों के साथ आएंगी। ऐसे में बारहवीं कक्षा की नई पाठ्यपुस्तकों के अब शैक्षणिक सत्र 2028-29 में आने की संभावना है। शिक्षा मंत्रालय के मुताबिक पहले शैक्षणिक सत्र 2026-27 में नौवीं व ग्यारहवीं और शैक्षणिक सत्र 2027-28 में दसवीं और बारहवीं कक्षा की नई पाठ्यपुस्तकों को लाने की योजना बनाई गई थी।

एनसीईआरटी के मुताबिक एनईपी के तहत एनसीईआरटी की पहली से आठवीं कक्षा तक के लिए तैयार की गई नई पाठ्यपुस्तकें डिजिटल व प्रिंट दोनों ही रूप में उपलब्ध है।

सिर्फ डिग्री के पीछे न भागें युवा



अजित रानाडे | अर्थशास्त्री व सीनियर फेलो, तक्षशिला इंस्टीट्यूशन

अजीम प्रेमजी यूनिवर्सिटी की हालिया प्रकाशित 'स्टेट ऑफ वर्किंग इंडिया रिपोर्ट- 2026' में एक चौंकाने वाला पहलू सामने आया है। इस रिपोर्ट के मुताबिक, साल 2011 में देश का एक युवा स्नातक हर महीने लगभग 21,800 रुपये कमाता था, वहीं एक गैर-स्नातक की कमाई लगभग 9,000 रुपये थी, जबकि वर्ष 2023 तक आते-आते एक स्नातक की कमाई घटकर 19,573 रुपये रह गई, वहीं गैर-स्नातक की कमाई बढ़कर 10,507 रुपये हो गई। पिछले 12 वर्षों में स्नातक पास लोगों की कमाई आमतौर पर गिरी है। बड़ी हुई महंगाई को इसमें समायोजित करें, तो उनकी कमाई खत्म हो गई है।

इस रिपोर्ट की सबसे खास बात यह है कि भारत के 20 से 29 वर्ष के 67 प्रतिशत युवा स्नातक बेरोजगार हैं। साल 2004 में यह आंकड़ा सिर्फ 32 प्रतिशत था। दूसरी ओर, युवा स्नातकों की तादाद 2004 के 10 प्रतिशत से बढ़कर 2023 में करीब 28 प्रतिशत हो गई है। 'आईएलओ-आईएचडी इंडिया एम्प्लॉयमेंट रिपोर्ट 2024' ने भी खुलासा किया था कि युवा स्नातकों में बेरोजगारी की दर 29 प्रतिशत है, जबकि अनपढ़ नौजवानों में यह दर सिर्फ तीन प्रतिशत पाई गई। स्नातक युवाओं में बढ़ती बेरोजगारी की यह प्रवृत्ति पिछले एक दशक से पता चलने लगी है।

इसके कारण श्रम बाजार की मांग और आपूर्ति में निहित है। आपूर्ति पक्ष को देखें, तो पढ़े-लिखे युवा अब अपनी योग्यता के अनुरूप नौकरी का इंतजार करते हैं। दरअसल, पिछले दो दशकों में सभी आय-वर्ग के परिवारों की आमदनी बढ़ी है। कमाई बढ़ने से अब कम आय वाले परिवार भी अपनी संतानों के नौकरी पाने के इंतजार को बर्दाश्त कर सकते हैं। इससे तो यही साबित होता है कि लोग जितने ज्यादा शिक्षित होंगे, बेरोजगारी दर उतनी ही अधिक होगी!

हालांकि, यह इंतजार एक अलग रूप ले लेता है। बहुत सारे स्नातक सरकारी प्रतियोगी परीक्षाओं की

हमारे स्नातक सरकारी नौकरी की आस में वर्षों तक बर्बाद कर देते हैं, वहीं निजी क्षेत्र में रोजगार-सृजन कछुआ चाल से हो रहा है। इस विसंगति से पार पाने की जरूरत है।



तैयारी करने लग जाते हैं। कई राज्य सरकारें तो लोक सेवा आयोग की प्रवेश परीक्षाओं की तैयारी के लिए रियायत भी देती हैं। साल 2013 से 2019 तक के तमिलनाडु लोक सेवा आयोग के आंकड़ों का विस्तृत अध्ययन दर्शाता है कि साल 2018-2019 में, तमिलनाडु लोक सेवा आयोग के समूह-4 की एक ही भर्ती के लिए 1.37 करोड़ आवेदन आए। उस समय तमिलनाडु के लगभग 80 प्रतिशत बेरोजगार युवा इस परीक्षा की तैयारी कर रहे थे। इन परीक्षाओं की तैयारी के लिए युवा निजी रोजगार को छोड़ दे रहे हैं। यह प्रवृत्ति सभी राज्यों में है।

सवाल है कि सरकारी नौकरियों के प्रति इतनी दीवानगी आखिर क्यों है? इसके कारण हमारे रोजगार ढांचे में निहित हैं। एक सरकारी पद पा जाने पर पक्की नौकरी, निजी क्षेत्र की तुलना में ज्यादा वेतन (उदाहरण के लिए, एक सरकारी ड्राइवर निजी ड्राइवर से चार गुना ज्यादा वेतन पाता है), स्वास्थ्य बीमा और पेंशन लाभ के साथ निचले स्तर की सरकारी नौकरी से भी सामाजिक रुतबा बन जाता है। लड़कियों के मामले में

तो सरकारी नौकरीशुदा के लिए भावी ससुराल पक्ष से तत्काल सहमति मिलने की संभावना बढ़ जाती है। इन्हीं कारणों से युवा सरकारी नौकरी के लिए बार-बार कोशिश करते हैं, मगर निजी नौकरी की ओर नहीं जाते। मांग के पहलू पर स्थिति ज्यादा गंभीर है। साल 2012 से 2019 के बीच देश की जीडीपी (सकल घरेलू उत्पाद) सालाना 6.7 प्रतिशत की दर से बढ़ी, लेकिन रोजगार-सृजन में केवल 0.1 प्रतिशत की वृद्धि हुई। बड़े पैमाने पर रोजगार-सृजन करने वाले विनिर्माण क्षेत्र की कार्यबल में हिस्सेदारी दो दशकों से 12-14 प्रतिशत पर अटक रही है, जबकि उत्पादन में सालाना 7.5 प्रतिशत की वृद्धि हुई है। साल 2004 से 2023 के बीच भारत में सालाना 50 लाख स्नातक शिक्षण संस्थानों से निकले, जिनमें से हर साल केवल 28 लाख को रोजगार मिल पाया। इनमें से केवल 17 लाख को ही सरकारी नौकरियां मिलीं। भारत बड़े पैमाने पर उस 'निर्यात-आधारित और श्रम-प्रधान' विकास के रास्ते से चूक गया, जिसने कभी पूर्वी एशिया का कायाकल्प किया था।

साल 2021-22 से 2023-24 के बीच सृजित हुए

8.3 करोड़ काम के अवसरों में से लगभग आधे कृषि क्षेत्र में पैदा हुए थे, जिनमें आय कम थी, जिनकी उत्पादकता सीमित थी और करियर के लिहाज से आगे बढ़ने के खास अवसर न थे। आर्थिक सर्वेक्षण 2024-25 में यह बताया गया है कि केवल 8.25 प्रतिशत स्नातक ही ऐसे पद पर कार्यरत हैं, जो उनकी योग्यता के अनुरूप हैं। लगभग आधे स्नातक प्राथमिक या अर्द्ध-कुशल श्रेणी के कार्यों में लगे हुए हैं। ये ऐसी नौकरियां नहीं हैं, जो 'करके सीखने', उत्पादकता या कौशल विकास के अवसर देती हों। ये ऐसी बंद गलियां हैं, जिनके लिए केवल डिग्री की आवश्यकता होती है।

हमारे श्रम कानून इस समस्या को और जटिल बना देते हैं। नियोजक स्थायी कर्मचारियों को नियुक्त करने से हिचकिचाते हैं, क्योंकि उन्हें वे आसानी से निकाल नहीं सकते। इसलिए उन्होंने संविदा के जरिये नौकरी सुरक्षा के कठोर कानूनों को दरकिनार कर दिया है। ऑटोमोबाइल क्षेत्र ने इसकी शुरुआत की, जिसका अनुसरण अन्य क्षेत्रों ने किया। इसके विपरीत, अमेरिका में चार प्रतिशत बेरोजगारी दर के साथ-साथ नौकरियों में जबरदस्त गतिशीलता भी है। यहां करीब 20 प्रतिशत कर्मचारी लाभ और अनुभव के साथ साल में कई नौकरियां बदलते हैं।

इस समस्या से पार पाने के लिए नौकरी खोजने में कठिनाई और योग्यता के अनुकूल काम न मिलने की समस्या को कम करने की नीति अपनानी होगी। छोटे-छोटे स्तर के प्रशिक्षण कार्यक्रम मांग व आपूर्ति बाजार को राहत दे सकते हैं। साथ ही रोजगार के लिए डिग्री के बजाय नियोजक के अनुकूल कौशल विकास अधिक सहायक होगा। श्रम बाजार की बेहतर जानकारी और आसानी से जाँच खोजने वाले पोर्टल आ जाएं, तो इस समस्या को सुलझाने में मददगार बन सकते हैं।

एक अन्य प्राथमिकता यह हो सकती है कि सरकारी नौकरियों में अत्यधिक सुविधाएं कम कर दी जाएं। इसके लिए कर्मचारियों की संख्या में वृद्धि, संविदा नियुक्ति की शुरुआत और आउटसोर्सिंग में वृद्धि करनी होगी। स्थिति यह है कि हमारे स्नातक सरकारी नौकरी की आस में वर्षों का वक्त बर्बाद कर देते हैं, जबकि निजी क्षेत्र में रोजगार-सृजन कछुआ चाल से हो रहा है और कल्याणकारी नीतियों के लिए धन की कमी पड़ रही है। ऐसे में, हमें इस जटिल समस्या का कुछ न कुछ समाधान निकालना होगा।

(ये लेखक के अपने विचार हैं)

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Programme held to enhance trainee counselors' skills at NERIE

by **HP News Service** — March 29, 2026 in East Khasi Hills





Shillong, Mar 28: The National Council of Educational Research and Training's (NCERT) Northeast Regional Institute of Education (NERIE) conducted a three-day enrichment programme aimed at enhancing the professional competencies of DCGC trainees.

The initiative, which concluded yesterday, targeted trained counsellors, equipping them with exposure to contemporary therapeutic practices and addressing real-world challenges faced in educational environments.

Participants engaged actively in discussions, sharing experiences that contributed to a richer understanding of innovative counselling techniques.

NERIE principal Prof. Flourette G. Dkhar emphasised the vital role of counsellors in promoting mental well-being among students.

The final day of the enrichment programme included sessions on emotionally focused therapy, existential therapies, and motivational interviewing. A highlight was a session on Indian perspectives in psychotherapy.

Attendee Krishna Nand Singh, librarian of Kendriya Vidyalaya Umroi Cantt, described the programme as "an insightful and transformative experience" that will significantly enhance student well-being initiatives.



HP News Service

An English daily newspaper from Shillong published by Readington Marwein, proprietor of Mawphor Khasi Daily Newspaper, who established the first Khasi daily in 1989.

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EDUCATION

How the NEP is Reshaping Autonomy for Minority Institutions



Bupinder Singh Bali

Mar 28 2026



In any real-world education scenario, education – and its reform – cannot be driven solely by measurable performance metrics.

Illustration: Pariplab Chakraborty.

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As India's higher education system reorganises itself under the National Education Policy 2020, a quieter constitutional question is taking shape: what happens to institutional autonomy when governance is redefined through standardisation, metrics and centralised regulation? However, most of the public debate on the policy has focussed on its other aspects – curriculum reform, multidisciplinary expansion and institutional consolidation.

The Union Budget 2026-27 increased education allocation to Rs 1,39,289 crore, an 8.27% rise that signals NEP implementation has entered its operational phase. Less examined, however, is a constitutional question: how does a governance model built on standardisation, performance metrics and regulatory r with the autonomy granted to minority educational institutions.

The NEP preserves constitutional protections on paper. Article 30(1) affirms that minorities based on religion or language have the right to establish and administer educational institutions of their choice. Yet

when oversight shifts from political discretion to technocratic standardisation, the meaning of autonomy can change.

The policy proposes replacing the UGC, AICTE and NCTE with a unified Higher Education Commission of India. The Cabinet's approval of the Viksit Bharat Shiksha Adhishthan Bill in December 2025 advances this framework, bringing all non-medical, non-legal higher education institutions under a single regulatory body. Alongside institutional consolidation, graded autonomy tied to accreditation marks a decisive turn towards performance-based governance. Under existing UGC regulations, universities with high NAAC scores receive greater flexibility in admissions and curriculum design, while those with lower scores face tighter oversight.

Institutions are evaluated through common benchmarks: governance structures, faculty qualifications, research output, infrastructure and financial transparency. These metrics operate through a points-based system that privileges certain institutional models. A university that publishes frequently in indexed journals and maintains state-of-the-art labs will score well; one that invests primarily in community outreach or trains teachers for underserved regions may not. Budgetary priorities reinforce this orientation, linking increased allocations to measurable outcomes and employability. In this framework, autonomy becomes something earned and retained through compliance.

Quality assurance regimes promise transparency and accountability. Yet standardisation inevitably favours institutional forms aligned with measurable research productivity and infrastructure expansion. Evaluation systems assume that all institutions share the same purpose, and they reward outputs that regulators can easily count and compare. A college that prioritises community access, teaches in a regional language or organises its mission around service to a particular population may find that these commitments carry little weight in the scoring rubric.

Minority institutions occupy a distinctive place in India's constitutional design. In *T.M.A. Pai Foundation v. State of Karnataka* (2002), the Supreme Court affirmed that Article 30 grants minorities substantial autonomy in administrative and structural matters, subject to reasonable regulation. [View in Desktop Mode](#) The Court also stated that regulation cannot "whittle down" the right itself. Autonomy, therefore, has historically meant more than non-interference. It has signified the capacity to preserve institutional character while participating in the national system.

When recognition and status are tied to uniform benchmarks, structural tension emerges. Institutions must align internal processes with externally defined criteria to retain accreditation grades, expand programmes or secure funding. NAAC criteria emphasise indexed research publications, UGC-aligned faculty qualifications and infrastructure standards. While these metrics suit research-intensive universities, institutions oriented towards community service, cultural preservation or teaching in regional languages may struggle to perform comparably.

Over time, compliance cultures reshape priorities. Hiring committees begin to favour candidates with strong publication records over those with deep community ties. Curricula tilt towards subjects that produce quantifiable research. Governance procedures converge towards models most compatible with prevailing evaluation systems.

Recent budgetary decisions illustrate how fiscal design shapes this environment. While overall education spending has risen, allocations for minority-targeted scholarship schemes have been sharply reduced. The Merit-cum-Means Scholarship for professional and technical courses fell from Rs 7.34 crore to Rs 0.06 crore. The Maulana Azad National Fellowship declined from Rs 42.84 crore to Rs 36.14 crore. In 2025-26, the Post-Matric Scholarship carried a Budget Estimate of Rs 413.99 crore but a Revised Estimate of Rs 0.06 crore before being nominally restored the following year. These figures do not merely signal allocation shifts. They are representative of changing priorities within an outcome-driven framework.

What is lost sight of in such a system is that allocation alone does not determine impact. Execution, administrative prioritisation and alignment with dominant performance frameworks matter just as much. Each of these factors determines which schemes gain traction and which languish. In a system increasingly organised around measurable outputs, targeted equity programmes that do not directly contribute to an institution's accreditation score risk becoming peripheral, regardless of their social significance.

This is not about overt encroachment on constitutional rights: No provision in the NEP explicitly revokes Article 30 protections, and minority institutions remain free to govern themselves. The pressure is subtler. Institutions that score well on NAAC parameters gain access to greater funding, research grants and programmatic flexibility. Those that do not must submit to closer regulatory scrutiny.

In practice, this means that a minority college whose mission centres on community education or vernacular instruction faces a choice: reshape its priorities to match accreditation benchmarks, or accept a lower institutional standing that limits growth. The legal right to operate is never formally challenged. What shifts is the practical capacity to sustain a distinctive institutional identity within a system that rewards a particular model of academic performance.

Graded autonomy systems intensify this effect. When the freedom an institution enjoys is directly tied to its performance score, those that diverge from dominant benchmarks risk being classified as lower tier. A lower classification triggers closer regulatory oversight, reduced flexibility in admissions and fee-setting and diminished standing in public perception. Reputation, student choice and long-term viability follow such classifications.

The NEP's push towards large multidisciplinary universities further reshapes the terrain. The policy envisions merging smaller, standalone colleges into larger institutional clusters capable of offering courses across disciplines, from sciences and humanities to vocational training. The logic is administrative: bigger institutions can pool faculty, share infrastructure and attract more research funding. These are real advantages. But when a small denominational college is absorbed into a larger university structure, its founding mission, its particular approach to pedagogy, its ties to a specific community, can be diluted.

Institutional specificity refers to the qualities that make one institution meaningfully different from another, rooted in its history, its community and its educational philosophy. Scale tends to flatten these distinctions. As the Viksit Bharat Shiksha Adhishthan framework advances, the central question is not whether minority autonomy survives in constitutional text. It is whether regulatory and fiscal architecture adequately protects the qualitative dimension of autonomy that Article 30 was designed to safeguard.

The test of reform will not lie in formal guarantees alone, but in whether institutional difference remains viable within a performance-driven educational system.

Bupinder Singh Bali is an educator and writer based out of Kashmir. He is currently a fellow at Y [View in Desktop Mode](#) Ashoka University.

This article went live on March twenty-eighth, two thousand twenty six, at thirty-seven minutes past six in the evening.

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Programme held to enhance trainee counselors' skills at NERIE

by **HP News Service** — March 29, 2026 in East Khasi Hills

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Shillong, Mar 28: The National Council of Educational Research and Training's (NCERT) Northeast Regional Institute of Education (NERIE) conducted a three-day enrichment programme aimed at enhancing the professional competencies of DCGC trainees.

The initiative, which concluded yesterday, targeted trained counsellors, equipping them with exposure to contemporary therapeutic practices and addressing real-world challenges faced in educational environments.

Participants engaged actively in discussions, sharing experiences that contributed to a richer understanding of innovative counselling techniques.

NERIE principal Prof. Flourette G. Dkhar emphasised the vital role of counsellors in promoting mental well-being among students.

The final day of the enrichment programme included sessions on emotionally focused therapy, existential therapies, and motivational interviewing. A highlight was a session on Indian perspectives in psychotherapy.

Attendee Krishna Nand Singh, librarian of Kendriya Vidyalaya Umroi Cantt, described the programme as "an insightful and transformative experience" that will significantly enhance student well-being initiatives.



HP News Service

An English daily newspaper from Shillong published by Readington Marwein, proprietor of Mawphor Khasi Daily Newspaper, who established the first Khasi daily in 1989.

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Vidya Bharati maps NEP push, scales up 'India-centric' education network

TNN | Mar 31, 2026, 07:57 PM IST



NEW DELHI: RSS affiliate Vidya Bharati Akhil Bharatiya Shiksha Sansthan on Tuesday outlined an expansion roadmap anchored in “culture-linked, India-centric education”, even as it flagged its growing scale with over 24,000 institutions and 33 lakh students nationwide.

The organisation said it is strengthening grassroots outreach while aligning its pedagogy with the National Education Policy (NEP). The network currently operates across 684 districts through 11 regional offices and 46 provincial committees, positioning itself among the country’s largest non-governmental education providers.

Addressing the media, all-India general secretary Deshraj Sharma said education must remain rooted in India’s cultural traditions while preparing students for global challenges. “Students should stay connected to their roots and contribute effectively to nation-building,” he said.

The organisation highlighted its parallel service outreach, noting that over 2.5 lakh students are receiving free foundational education through thousands of ‘Sanskar Kendras’, aimed at bridging basic literacy gaps among underprivileged groups. In rural and tribal regions, Ekal Vidyalayas are being used to combine education delivery with community awareness programmes.

Vidya Bharati said its schooling model emphasises a mix of physical education, yoga, music, Sanskrit and value-based learning, alongside mother tongue instruction and its 'Panchpadi' teaching method. It also reported setting up 507 Atal Tinkering Labs to promote innovation and scientific thinking among students.

Officials added that teacher training and curriculum alignment efforts are underway to operationalise NEP goals at the school level, with a focus on "Bharat-centric" content delivery.

The organisation will hold its annual general meeting from April 3–6 in Delhi, where around 350 representatives are expected to take decisions on future academic and organisational priorities.

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