

Eminent Doctors of North East Brainstorm on USTM Mission Healthcare

Doctors' Community Concerned for Quality Healthcare in North East Region

Assam Rising
Khanapara, Ri-Bhoi, January 7: About 100 eminent and progressive doctors of the region participated in a vibrant brainstorming session at the University of Science and Technology Meghalaya (USTM) here today to understand the issues and offer guidance and meaningful suggestions for the upcoming PA Sangma International Medical College & Hospital (PIMCH)—an initiative of USTM and ERD Foundation Guwahati. The doctors' meet was organised by USTM and was graced by renowned nephrologist Padma Shri Dr Sarbeswar Sahariah and Dr R. C. Deka, former Director, AIIMS, apart from others. The ses-

sion began with the welcome address by Prof GD Sharma who said that the views and suggestions of the doctors' community would be really helpful in transforming the ideas into action. The process

of brainstorming with eminent doctors was held earlier also, after the foundation laying of the hospital at USTM more than a year back. Speaking to the participants at

the meeting, Dr Sarbeswar Sahariah said that there is no dearth of talent in the region, and if a state-of-the-art private medical college is established here, the flow of

students from the North East to other parts of the country or abroad for medical education will be checked to a great extent. "The location and climate here are excellent and I am confident that it will be a big boost to the healthcare sector in this part of the country. Even the number of people going outside the region for best treatment can be limited", he added. In his address, Dr RC Deka said, "Research outcome is one of the most important parts of healthcare institutions. USTM's initiative in allopathy, ayurvedic, and in the other fields of healthcare would greatly contribute to medical research and development." Address-

ing the doctors present, Shri Mahbubul Hoque, founder Chancellor of USTM and the visionary behind the upcoming mega project of USTM—the PA Sangma International Medical College and Hospital said, "We are looking for visionary doctors who can join us in our mission in patient care, teaching, research care, and administration". He stated that the construction of the hospital is currently going on in full swing. It is expected to be complete by the latter part of 2024 and is likely to be functional towards the end of this year. This will be followed by the establishment of the medical college soon. The doctors' community

present in the brainstorming offered valuable suggestions regarding the medical project and showed high interest in being associated with this noble healthcare mission. Knowing that USTM has an Ayurvedic Hospital and a Medical College on its campus, they suggested that the USP of the medical college could be the integrated treatment available on the same campus. All the doctors were appreciative of this healthcare initiative at USTM. Apart from the proposed 1100-bed hospital, one of the main features of the PIMCH is a 350-bed super specialty section with all kinds of techno-

logical facilities with cutting-edge research. Following its mission, this hospital will be made completely free for all poor patients. This new institution also has its unique target: to attract patients and students from the ASEAN countries. It could be mentioned here that USTM has already invited applications for the posts of Professors, Associate Professors, Assistant Professors, Registrar, Super Specialist Consultants, Nurses, Technicians, Paramedical Staff, and Administrative Staff for its upcoming hospital and medical college. The foundation for the project was laid on 3rd October 2022 by Meghalaya Chief Minister Conrad Sangma.



TO START THIS YEAR WITH GOVT & GOVT-AIDED SCHOOLS

Govt Pitches for APAAR Student ID in States

Our Political Bureau

New Delhi: The Union education ministry has pitched that all education records of students be integrated into the new APAAR (Automated Permanent Academic Account Registry) ID. It has also proposed that an online school admission system be followed across all government and government-aided institutions within three years.



Linked to the Digilocker and ideally the Aadhaar number, the new student ID is envisaged as a “universal student identifier” throughout the school education system. It is expected to be started off at government and government-aided schools, with a plan for universalisation, the Union education ministry told all the state chief secretaries last month.

At the third National Conference of Chief Secretaries on December 28-29, 2023, the ministry suggested that all student records be mapped on to APAAR by 2026-27. A start should be made in the new academic year with a 30% mapping in 2024-25, followed by a 60% the year after and a full scale linkage by the third year. It has said that the APAAR ID is essential for facilitating seamless transitions between grades within the same state and to ensure secure storage and retrieval of student data throughout the school year.

The Centre plans that at the first stage of admission - the Anganwadi or school assists in creating an APAAR ID. The student's Aadhaar will be linked to the APAAR ID with parental consent. For students without an Aadhaar, assistance will be provided, and once obtained, it will be linked to the APAAR ID, said the

ministry.

Similar timelines - from 2024-25 to 2026-27 - are proposed for moving the admission system online for all government and government-aided schools as well as transition and movement of students across schools. While schedules for improvement examinations are to go online in the upcoming academic year 2024-25, online verification and authentication of all educational records is to be achieved in three phases, starting with a 30% target for 2024-25 and a 100% switch by 2026-27.

An ambitious push for values, ethics in higher education

The University Grants Commission (UGC) has been issuing regulations, guidelines and directives at break neck speed that some of the important ones miss drawing the attention of the higher education community. One such guideline is Mulya Pravah 2.0, a modified version of Mulya Pravah, which was notified in 2019. It seeks to inculcate human values and professional ethics in higher education institutions. The stated intention is to build value-based institutions by orienting individuals and institutions towards developing a deep respect for fundamental duties and constitutional values and bonding with the country.

The trigger is the findings of a survey of human resource managers which highlight unethical practices in various organisations. The most prominent of these are "favouritism in hiring, training, pay and promotion; sexual harassment; gender discrimination in promotion; inconsistent view on discipline; lack of confidentiality; gender differentiation in compensation; non-performance factors overlooked in appraisals; arrangements with vendors for personal gain; and gender discrimination during recruitment and hiring".

These vices may not be specific or exclusive to higher education institutions but could be rampant among them. None can assert that they are free of malpractices. The UGC must get credit for notifying the guideline, though it may not be sufficient to curb corruption and violations of ethics and integrity.

Unless backed by sincere efforts to ensure that the provisions of Mulya Pravah are effected in letter and spirit, the move may be no more than a mere formality. The higher education regulator(s) must demonstrate zero tolerance and act swiftly to quell even the smallest trace of corruption in the admission, examination, hiring processes or, for that matter, in any aspect of university administration.

Emphasis on transparency

Mulya Pravah 2.0 underscores the need for utmost transparency in administration and highlights that decision-making in higher education institutions must be solely guided by institutional and public interest, and not be vitiated by biases.

It seeks to abolish the discriminatory privileges of officials and urges the administration to punish



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Unless there are sincere efforts to ensure that the provisions of Mulya Pravah 2.0 take effect, the UGC's move may be a mere formality

the corrupt. It lays stress on the criticality of 'encouraging persons at all levels to think and give their advice freely'.

The guideline expects higher education institutions to 'ensure integrity, trusteeship, harmony, accountability, inclusiveness, commitment, respectfulness, belongingness, sustainability, constitutional values and global citizenship'. This is a laudable and timely intervention, as these values are receding. The authorities in and officers of universities must ensure that the provisions of their acts, statutes, ordinances and regulations are strictly adhered to in letter and spirit.

The guideline requires higher education administration to conduct matters ensuring accountability, transparency, fairness, honesty, and the highest degree of ethics. It reminds them to act in the best interest of their institution, create a conducive culture and work environment for teaching, learning, and research and develop the potential of their institution. It further asserts that officers and staff must 'refrain from misappropriating financial and other resources, and refuse to accept gift, favour, service, or other items from any person, group, private business, or public agency which may affect the impartial performance of duties'.

Issue of confidentiality

The emphasis on the need for and the importance of maintaining the confidentiality of information is bemusing as it runs counter to the right of information as an instrument to ensure accountability. Higher education institutions must, in fact, be mandated to voluntarily disclose all critical information and subject themselves to public scrutiny.

The guideline would do well to urge them to promptly upload agendas, proceedings and minutes of the meetings of their decision-making bodies, sub-committees and standing committees. They must put up their annual reports and audited accounts in the public domain. This will deter malpractices and go a long way in restoring public confidence in the workings of the institutions.

Asserting that teaching is a noble profession, and that teachers play a crucial role in 'shaping the character, personality, and career of the students', it requires them to 'act' as role models and set examples of 'good conduct, and a good standard of dress, speech and behaviour, worth

emulating by students'. It asks them to abide by the provisions of the acts, statutes, ordinances, rules, policies, and procedures of their universities but maintain silence on the issue of teachers' associations.

Unions and support

Mulya Pravah 2.0 expects staff and student unions to 'support the administration in development activities and raise issues in a dignified manner', although this sounds like suggesting that they act and be the team B of the administration and desist from raising issues concerning their members.

Associations and unions of stakeholders are pressure groups to exert collective influence to protect the rights and interests of their members. While no one could ever suggest that they always be at loggerheads with the administration, it may be too much to expect them to take sides with the administration.

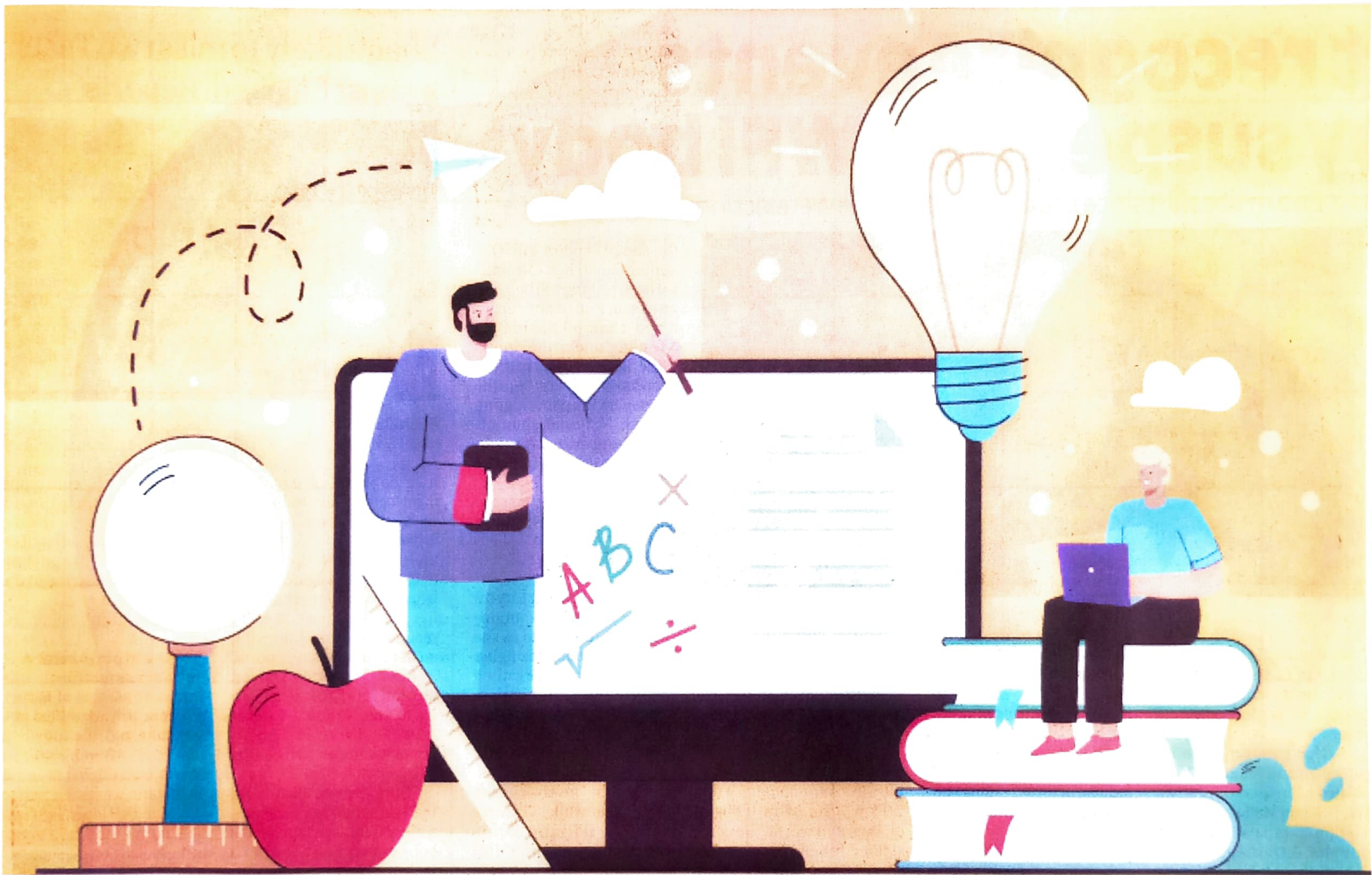
Higher education institutions are communities of scholars where no one should be more equal than the other. Each stakeholder must be allowed to proactively participate in protecting, preserving and promoting the culture and standards of their institutions. The idea of collegiality must require the administration to engage with and consult stakeholders in decision-making.

Mulya Pravah 2.0 insists that staff and students unions must 'raise issues in a dignified manner'. As the guideline does not define or delineate what 'dignified manner' entails, the provision could be misused to threaten, shun, silence or at least undermine the collective voices of the stakeholders.

The threat is real and imminent. Associations and unions of teachers, staff and students have often been banned and suspended on the slightest pretext. Their office-bearers and elected representatives have generally been accused of violating the code of conduct and acting against the interests of their institutions. Many are fighting battles for their survival in courts of law.

It is obvious that provisions such as these may cause more harm than good. Discordant voices may, at times, cause inconvenience to the powers that be. In the ultimate analysis, they only strengthen institutions by improving the quality and sustainability of the decisions.

Nailing the GMAT: Ticket to Harvard and three rookie mistakes to avoid



SANDEEP GUPTA

So, you're eyeing that prestigious Harvard ticket, huh? You've got dreams of strutting through those hallowed halls, rubbing elbows with the future titans of industry, and maybe even sharing a knowing nod with Mark Zuckerberg as you pass by. Well, my ambitious friend, buckle up because the GMAT is your golden ticket to this academic chocolate factory. But beware! *There are some traps on this journey – rookie mistakes that can leave you scratching your head in dismay.*

Traits that Matter:

First things first, let's talk about what Harvard Business School (HBS) is looking for. Picture this: you're crafting a superhero persona, and your powers are

proven leadership, a splash of winners' DNA, and a sprinkle of real impact. HBS wants more than just impressive words on a résumé; it wants to see how you've saved the day in real-life situations.

But wait, there's more! Clarity of purpose is your trusty sidekick. Harvard wants to know why you're eager to join its ranks and where you plan to steer this superheroism in the long run. Remember, they're assembling a league of extraordinary minds, not a bunch of aimless wanderers.

Left Brains, Right Brains, and Everything in Between:

HBS is not just looking for left-brained whizzes who crunch numbers all day. They want well-rounded, holistic heroes who can dance effortlessly between analytical prowess and creative flair. Channel your inner all-rounder

who can navigate both the intricate web of numbers and the art of communication with ease. It's about being adaptable, a chameleon who can seamlessly blend into any situation. Because, let's face it, in the real world, you can't fight problems with just a single skill under your utility belt.

Three Rookie Mistakes: Avoiding the GMAT Quicksand:

Ah, the GMAT – a battlefield where dreams are either shattered or gloriously achieved. But, there are some traps that even the brightest minds stumble into.

1. The Deceptive Comfort Zone

Imagine you're training for a marathon, but instead of tackling hills and rough terrain, you jog along a serene park path. Sure,

you're getting exercise, but are you prepared for the challenges of the actual race? Similarly, sticking to easier GMAT questions might make you feel like a champ, but when the real deal arrives, you'll be left huffing and puffing. Embrace the tough questions early on, so the GMAT itself feels like a pleasant jog in the park.

2. Reading Comprehension: The Kryptonite of Scores

Nail every other section, and a botched Reading Comprehension (RC) can be the ice bucket challenge to your dreams – it's a chilling wake-up call. So, practice your RC skills like a hawk spotting prey from miles away. The better you get at untangling complex passages, the more likely you are to swoop in with a heroic GMAT score.

3. Taming the Countdown Timer

Let's talk about pressure. Imagine the intensity while solving GMAT questions, but you've got a countdown timer glaring at you like a hungry lion waiting to pounce. Sounds terrifying, right? But here's the deal: practice under pressure. Train your brain to extract maximum juice from every question while the timer relentlessly counts down. Getting into Harvard is like embarking on a hero's journey. You need more than just a cape and a catchy catchphrase. Clarity of purpose and a holistic

skill set are your trusty companions. Remember, heroes aren't born overnight; they're forged through challenges and training. Your journey awaits, capes and all!

The author is founder of Top One Percent

Shed

Rural education shaping tomorrow's innovators

BISWABRATA GOSWAMI

In a pioneering study conducted by Raja Narendralal Khan Women's College, the nurturing of a child's innate creativity has taken center stage. The research, spanning 18 primary schools in the Midnapore Sadar block of West Midnapore, delved into the environmental perception, student behavior, and attitudes toward nature, unraveling a stark contrast between rural and urban educational landscapes.

Active participation from 950 undergraduate students highlighted a significant finding -- rural students displayed a superior understanding of their environment and nature. Their ability to effortlessly identify and comprehend the uses of various trees and leaves showcased a deep connection to the natural world.

The study exposed a critical juncture in a child's artistic development, emphasizing the impact of external pressures on their creative expression. The researchers discovered that as children grow, there is a noticeable shift from the imaginative flow of early childhood to conformity with societal expectations. The influence of art teachers, coupled with the pressure to conform, leads urban and semi-urban students to focus on drawing cars or buildings, often neglecting the richness of their natural surroundings.

The detrimental consequences of this conformity were highlighted, with the study revealing that urban students faced greater pressure and were more likely to deviate from their intrinsic creative selves. The rush for prizes and competition inadvertently resulted in both winners and losers drifting away from their green imagination - the unfettered creativity that is the birthright of every child.

The study, led by educators and headmasters like Subrata Sikder of Bagdubi Primary School in Paschim Medinipur district, highlights the pivotal role rural sur-



roundings play in fostering a child's innate creativity. Sikder emphasizes that rural students, during their daily journeys from home to school, develop a deep understanding of nature by identifying various trees such as sal, mango, jam fruit, chhatim, and Krishnachura.

Unlike their urban counterparts, rural students effortlessly connect with the richness of their natural environment. The study exposes a concerning trend among urban and semi-urban students who, under the influence of art teachers and societal pressures, often focus on drawing cars and buildings, neglecting the vibrant tapestry of nature that surrounds them.

Dr Biswajit Adhikary, an edu-

cator and guardian, sheds light on the potential drawbacks of exposing children to urban environments too early. He argues that the concrete jungles of cities may disrupt the imaginative flow of small children, hindering their ability to recognize elements of rural life such as paddy fields, trees, and fish.

Mr Sikder underlines the importance of discussions within the school environment, enhancing students' ability to think and comprehend. The unique blend of sports and recreational activities enjoyed by rural students during their school lunch breaks, known as "tiffin," provides a holistic educational experience that transcends the limitations of traditional classroom learning.

This study carries significant

implications for the future of education in India, particularly as the country embraces a new education policy. The findings suggest that nurturing a child's green imagination, preserving their innate creativity, and fostering a deep connection with nature should be prioritized in the evolving landscape of academic activities for undergraduate students. This revelation prompts a reconsideration of the current approach to child education, urging educators, both within and outside the school system, to nurture a child's green imagination. The study offers a compelling argument for a shift in focus from rigid artistic standards to a more holistic and nature-oriented approach.

The implications of this research extend beyond the class-

room. The findings could play a pivotal role in shaping the new education policy of India, offering insights into how academic activities for undergraduate students can be developed and sustained in the future. By recognizing the importance of fostering a deep connection to nature and preserving a child's innate creativity, the education system has the potential to produce well-rounded individuals who are not only academically successful but also in tune with the beauty and richness of the world around them.

As the education landscape evolves, the study beckons a reevaluation of priorities, encouraging a harmonious blend of academic achievement and the preservation of a child's green imagination.

HC: No relief if schools post wrong marks on CBSE site

TIMES NEWS NETWORK

New Delhi: Delhi High Court has observed that a school can't be allowed to make errors while uploading the internal assessment marks of a student on the website of Central Board of Secondary Education (CBSE) and then move a plea to correct it.

While disposing of a student's plea to rectify her internal assessment marks, a single-judge bench of Justice C Hari Shankar said utter chaos would prevail if schools were permitted to commit errors while uploading students' marks on the CBSE website and then move the board to correct them.

"CBSE would also not be in a position to blindly accept such requests, and would, if this practice were to be allowed, have to conduct independent verifications in each such case to ascertain the actual marks which the candidate had been awarded," the court added further.

The father of the student had moved court seeking a direction to CBSE to correct the girl's internal assessment marks in social studies for Class X in the academic year 2019-20 from 18 to 20 marks. But pointing out the CBSE circulars that disallow the revision of the marks, the court said they were eminently in public interest. "This is one of those unfortunate cases in which the court regrets that it has to rule from the head and not from the heart," Justice Shankar said.

In July 2020, the school had told CBSE that it had erroneously uploaded the internal assessment marks of seven students, including the petitioner's daughter, as 18 out of 20 instead of 20 out of 20. The school then requested CBSE to carry out the necessary corrections at its end.

AMU's status: A ruling from 1967 & a doubt from 1981

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New Delhi: The Supreme Court will on Tuesday examine whether its 1967 verdict by a five-judge bench stripping Aligarh Muslim University of its minority status was correct even as AMU cited historical facts, its emblem, educational curriculum, and appointment of muezzins (the person who makes the call to prayer) to attempt get back 'minority institution status' despite coming under UGC Act.

In 1967, a five-judge Constitution bench in *S Azeez Basha vs Union of India* had ruled that AMU "was neither established nor administered by Muslim minority", and consequently, held that it can't enjoy protection for minorities to administer educational institutions under Article 30(1) of the Constitution.

On November 26, 1981, a two-judge bench of the SC in *Anjuman-e-Rahmania vs District Inspector of Schools* questioned the correctness of the *Azeez Basha* ruling and referred the matter to a seven-judge bench.

While the matter was pending consideration of a seven-judge bench, petitions were filed before Allahabad HC challenging AMU's decision to reserve seats for Muslims in postgraduate courses. The HC on January 5, 2006, declared that AMU was never a minority institution, and that reservations for Muslim minority in postgraduate courses was declared as unconstitutional and impermissible.

In addition, the HC struck down three important changes introduced through the AMU (Amendment) Act, 1981. A batch of eight petitions, including one by the Union government, challenged the correctness of the HC verdict in the SC. The Centre, during the UPA government's tenure, had supported the minority status for AMU. The NDA government in 2016 withdrew its appeal from the



The Supreme Court will on Tuesday examine whether its 1967 verdict by a five-judge bench stripping AMU of its minority status was correct

SC and said AMU was not a minority institution.

Though the controversy arose 57 years ago with the *Azeez Basha* case ruling and was referred to the seven-judge bench for reconsideration nearly 43 years ago, the issue remains unresolved. A seven-judge bench comprising CJI Chandrachud, and Justices Sanjiv Khanna, Surya Kant, J B Pardiwala, Dipankar Datta, Manoj Misra and Satish Sharma is scheduled to commence on Tuesday proceedings on eight petitions in addition to the referred questions.

AMU, in its written submissions, finalised by senior advocate Rajeev Dhavan, cited the historical facts including transformation of Mohammedan Anglo Oriental College into AMU and the architecture of the building — use of a deep green colour, domes, Quranic inscriptions — to buttress its argument about the Islamic character of the university.

The emblem of AMU contains a Quranic verse which is also its motto; has a university mosque; employs muezzins; has separate departments of studies for Sunni theology, Shia theology, Islamic studies, Arabic language and literature, Persian and Urdu, Islamic philosophy and Quranic studies — are the other characteristics which AMU cited to get back minority status. "AMU made accommodations for female students to observe purdah," the AMU said. *JS*

HC quashes screening test result for PGT maths

SAURABH MALIK
TRIBUNE NEWS SERVICE

CHANDIGARH, JANUARY 8

The Punjab and Haryana High Court today quashed conditions in the scheme/pattern of examination for filling up the posts of PGT-mathematics to the extent that it stipulated calling candidates category-wise for the next selection stage. The Bench also quashed the result of screening test dated October 6, 2023.

Justice Tribhuvan Dahiya also directed the State of Haryana and other respondents to revise the screening test result before proceeding with the selection process for the advertised posts in accordance with law without categorising the

candidates till the drawing of the final merit list.

Justice Dahiya asserted there was no justification to categorise the candidates for short-listing purposes and during the selection process, as it compromised on the merit and was against the rule of migration in reservation.

Justice Dahiya added categorising a candidate, resulting in his ouster from the selection process before the drawing of the final merit, would deprive him of consideration against open/un-reserved posts on merit. This would fly in the face of reservation rule and could not be permitted.

The ruling came as Justice Dahiya noted that a candidate could not be selected



COMPROMISES MERIT

“There is no justification to categorise the candidates for short-listing for the process of selection as, firstly, it compromises merit and, secondly, it goes against the rule of migration in reservation. Justice Tribhuvan Dahiya

for the subject knowledge test, whereas general category candidates with lesser marks were selected as the

screening test result was declared category-wise — by categorising the candidates on the basis of the reserved

categories they belonged to and confining them within the same to determine eligibility for the test.

Referring to the Supreme Court, Justice Dahiya asserted: “It has been clearly laid down that social reservations are based on merit, and these are not rigid communal slots. Merit of a reserved category candidate will have to be recognised and in case he/she is entitled to an un-reserved post, it cannot be denied. Accordingly, migration from the reserved category to un-reserved/open posts is allowed based on meritorious performance of the candidates.”

Justice Dahiya added categorisation of candidates on the basis of their reserved

categories during the selection was bad in law. A meritorious reserved category candidate was to be allowed to migrate to an open/un-reserved post. As such, his/her merit for was required to be judged on an equal footing by open competition amongst all the candidates without any categorisation.

In case the candidates were to be categorised and judged within their reserved categories, they would be subjected to a restrictive competition, “which was not the same as the unreserved candidates would be subjected to”. Such limited competition might or might not be as tough as the open competition, but the two could not be termed equal.

वेबसाइट पर अपलोड होने के बाद नहीं कर सकते अंक सुधार की मांग : हाई कोर्ट

जागरण संवाददाता, नई दिल्ली: विद्यार्थी के आंतरिक मूल्यांकन अंक से जुड़े एक मामले पर दिल्ली हाई कोर्ट ने टिप्पणी की कि एक बाद केंद्रीय माध्यमिक शिक्षा बोर्ड (सीबीएसई) की वेबसाइट पर अंक अपलोड होने के बाद उसमें त्रुटि सुधार नहीं मांगा जा सकता है। न्यायमूर्ति सी हरिशंकर की पीठ ने कहा कि अगर स्कूलों को सीबीएसई की वेबसाइट पर विद्यार्थी के अंक अपलोड करते समय त्रुटियां करने की छूट दे दी जाए और इनमें सुधार करने के लिए बोर्ड से कहा जाए, तो यह अराजकता होगी।

अंक में सुधार की मांग से जुड़ी पिता की याचिका पर अदालत ने कहा कि यदि इस प्रथा की अनुमति दी जाती है, तो उम्मीदवार को दिए गए वास्तविक अंकों का पता लगाने के लिए ऐसे प्रत्येक मामले में स्वतंत्र सत्यापन करना होगा। इस टिप्पणी के साथ अदालत ने शैक्षणिक वर्ष 2019-2020 में दसवीं कक्षा के सामाजिक अध्ययन विषय में अपनी बेटी के आंतरिक मूल्यांकन अंक सही करने के लिए सीबीएसई को

- अंक में सुधार की मांग से जुड़ी छात्र के पिता की याचिका को हाई कोर्ट ने किया खारिज
- कहा, सीबीएसई को अपने स्तर पर अंक सही करने के लिए कहा, तो होगी अराजकता



निर्देश देने की मांग करने वाले पिता की याचिका अदालत ने खारिज कर दी।

जुलाई 2020 में स्कूल ने सीबीएसई को एक पत्र लिखकर कहा था कि याचिकाकर्ता की बेटी सहित सात छात्रों के आंतरिक मूल्यांकन अंक गलती से 20 में 20 के बजाय 20 में 18 अपलोड कर दिए थे। साथ ही स्कूल प्रबंधन ने सीबीएसई से इसे अपने स्तर पर आवश्यक सुधार करने का अनुरोध किया था। जिस पर सीबीएसई ने कहा था कि आंतरिक मूल्यांकन अंकों को बदलने के अनुरोध को स्वीकार करना संभव नहीं है। यह भी कहा था कि स्कूल सुनिश्चित ही करेंगे कि सही अंक अपलोड किए

जाएं। सीबीएसई का बयान रिकार्ड पर लेते हुए अदालत ने कहा कि सीबीएसई परिपत्रों में प्रदान किए गए अंकों को संशोधित करने पर रोक स्पष्ट रूप से सार्वजनिक हित में है। यह मामला उन दुर्भाग्यपूर्ण मामलों में से एक है, जिसमें अदालत को दिल से नहीं बल्कि दिमाग से फैसला करना होगा। अदालत ने कहा वह याचिकाकर्ता के प्रति सहानुभूति रखती है और इस मामले में सहायता नहीं कर पाने की असमर्थता के लिए खेद व्यक्त करती है। अदालत ने कहा कि क्योंकि सीबीएसई की ओर से जारी परिपत्रों को चुनौती नहीं दी गई है और बोर्ड का निर्णय भी अनुरूप है, इसलिए याचिका पर विचार करने का आधार नहीं है।