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International Column



Prof. Mike Omoasegun
President - Bible University
Gashua - Nigeria

Prof. Olu Mike Omoasegun, a Nigerian motivational keynote speaker, leadership expert, certified ordained pastor, and 8-time World Books of Records holder, is an accomplished and energetic fluent pastor and public education teacher with strong interpersonal and communication skills. He functions as a team player within a multi-staff, multilingual, culturally ethnic church environment, and is a strong leader in large-scale ministry.

Born on December 14th, 1970, he is currently the President of Bible University, a professor of Leadership and Management, a Professor for Biblical Studies/Ministry and Christian Education at Bible University, Canada, and a Global Professor at International Internship University India. He earned six PhDs, including Biblical Theology from Beulah Bible College & Seminary, USA, Biblical Studies

>> Contd. p.4..



Dr. Vijay Pithadia
Director, SSIM & IT
Porbandar - India

>> Contd. p.4..



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Gujarat IAS officer points out flaws in education system minister seeks report

EJ- Ahmedabad

An IAS officer in Gujarat has claimed students of some primary schools in the Chhotaudepur district cannot even read a word or do simple mathematical calculations, promoting the state education department to seek a report on it from authorities.

Indian Administrative Service (IAS) officer Dhaval Patel, serving as the commissioner of geology and mining in Gandhinagar, expressed shock and anguish over the state of education in the tribal-dominated Chhotaudepur district.

In a letter sent to the education department on June 16, Patel termed the education being imparted to tribal children as "rotten" and claimed such education will only ensure the next generation of tribals continues to work as laborers and never progress in life.

State Education Minister Kuber Dindor, who also has charge of the tribal development portfolio as cabinet minister said he has sought a report from officials about the observations made by Patel. "I have asked officials of my



department to give a detailed report so that we can make the required changes. There are some issues in the remote tribal areas. I also belong to that region. There is a lack of awareness even among the parents of students. We will try to make them aware and fill the gaps wherever required," Dindor told reporters at an event in Godhra. Patel was one of the several IAS officers in the state government who were sent to different districts as part of the 'Shala Praveshotsav' drive to evaluate the overall education scenario in government primary schools assigned to them.

PM Modi travels by Metro to attend the centenary celebration of Delhi University

EJ- New Delhi

Agitating Delhi University students are demanding unequivocal answers from Prime Minister Narendra Modi himself, ahead of his imminent visit to the university. Their demands signify the gravity of the situation as they have raised concerns that demand urgent attention such as relentless escalation of college fees, compulsory imposition of unwanted courses, disturbing erasure of significant chapters inclusive of eminent figures like Ambedkar and Gandhi, along with topics addressing caste and gender callously being erased from the educational curriculum, dismal reduction in government funding for education and shocking termination of experienced professors causing unwarranted upheaval and distress.

In a scathing critique, Prasenjeet Kumar, the General Secretary of AISA, lashed out at the Centre, condemning their treatment of Delhi University as a mere laboratory for policy experimentation. He accused them of callously using DU to further their divisive political agenda, irresponsibly jeopardizing the futures of countless individuals. Amidst the chaos caused by the reintroduction of the FYUP syllabus, while senior professors and experienced faculty members acknowledge the imminent harm to the curriculum, student organisations like AISA and many others have called out



the government's negligence and ignorance towards the upliftment of Delhi University.

Another primary issue is that as the recruitment drive commences at DU, a deep sense of betrayal and helplessness has engulfed many ad hoc teachers who now find themselves stripped of their livelihood.

These educators, who have devoted over a decade to teaching at the university, expressed their disappointment in DU's failure to provide them with long-term stability.

Data shared by several teachers' organizations reveals the grim reality: as of January 16, 72 percent of ad hoc teachers, totaling over 300 out of 425, have been displaced. The absorption of ad hoc teachers has been a persistent demand from the teaching community, echoed through the years.

Representatives from AISA have addressed the Prime Minister, saying "If you plan to grace our campus with your presence, Mr Modi, do so, but what purpose does it serve if you evade these burning questions?"

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HP Cabinet clears Rs 20L loan for poor students at 1% interest

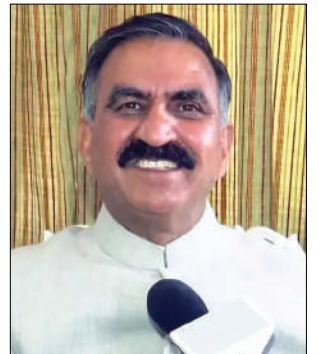
EJ- Shimla

The Himachal Pradesh Cabinet in its meeting, under the Chairmanship of Chief Minister Sukhvinder Singh Sukhu gave its nod to the draft guidelines for Mukhya Mantri Vidyarthi Pratsahan Yojana 2023 a flagship scheme of the Chief Minister to provide loans upto Rs 20 lakh to eligible poor students at one percent interest for pursuing higher professional studies within the country and abroad.

The courses covered will include engineering, medical, management, paramedical courses, pharmacy, nursing, ITI, and polytechnic courses, and Ph.D. from recognized universities and Educational Institutions.

The Cabinet also approved the proposal for examining Post Codes through the Himachal Pradesh Public Service Commission including those for which the examinations were canceled following a paper leak and registration of some FIRs by the state Vigilance and Anti-corruption Bureau.

Earlier the conduct of these examinations was the mandate of the Himachal Pradesh Staff Selection Commission, Hamirpur, which the state government has scrapped over the paper leak



scam. The cabinet decided to go ahead with the land acquisition process for the expansion of Kangra Airport.

After the expansion of the Kangra Airport, the runway length would be extended to 3,010 meters which will be suitable for the operation of A-320 Type of aircraft and would go a long way in achieving the government's plan to develop Kangra as a 'Tourism Capital' of the state.

It was also decided to constitute a Cabinet Sub Committee comprising Education Minister Rohit Thakur, Rural Development and Panchayati Raj Minister Anirudh Singh and PWD Minister Vikramaditya Singh to look into the issues pertaining to SMCs and Computer Teachers.

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The Impact of Parental Involvement on student achievement

Parental involvement is a critical factor in determining a child's educational journey and has a significant impact on their academic achievements. Countless research studies consistently demonstrate that when parents actively participate in their children's education, students tend to perform better academically, exhibit improved behavior in school, and have higher self-esteem. The influence of parental involvement spans across all educational levels, from early childhood to secondary education.

One of the primary benefits of parental involvement is the creation of a positive learning environment at home. When parents show a genuine interest in their child's education, establish consistent study routines, and foster a supportive atmosphere for learning, students are more likely to develop a strong work ethic and a sense of responsibility toward their studies. Regular communication between parents and teachers also facilitates a shared understanding of the child's academic progress, enabling timely interventions and necessary support.

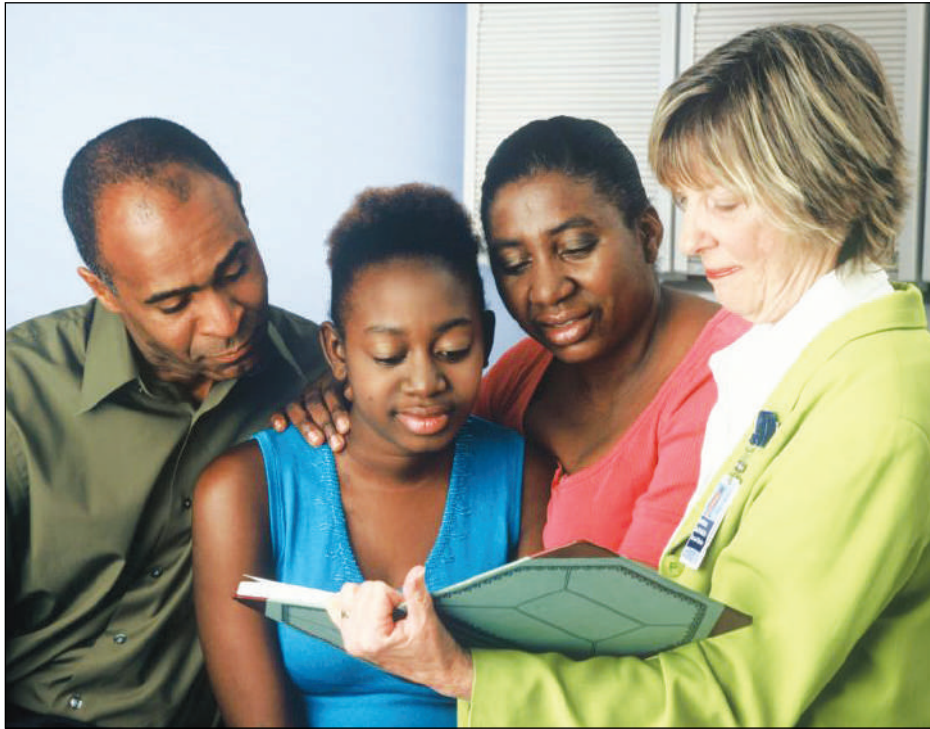
Furthermore, parental involvement encourages students to set higher educational goals and aspirations. When parents

actively engage in their child's academic journey, they provide guidance, motivation, and encouragement for their children to strive for excellence. By taking an interest in their child's educational pursuits, parents can help them explore various

the classroom.

Parental involvement also has a positive impact on students' social and emotional development. When parents actively participate in their child's education, they gain a deeper understanding of their child's

and guidance to help their children navigate challenges and build resilience. Additionally, parental involvement enhances students' social skills by promoting effective communication, cooperation, and problem-solving, both at home and



career options, expose them to new learning opportunities, and cultivate a love for lifelong learning beyond the confines of

strengths, weaknesses, and individual needs. This knowledge enables parents to provide the necessary emotional support

within the school community. It is important to note that effective parental involvement extends beyond attending



Prof. Mike Omoasegun
President - Bible University
Gashua - Nigeria

from Bible University Canada, and Christian Education from Bible University USA, and has five honorary doctorates in various fields.

Furthermore, Mike Omoasegun holds several degrees and certificates from European Open University Germany, International Business Management Institute Germany, Alison Institute, Taraba Business School Jalingo Nigeria, and others. He is the author of over 110 published books, and several papers and articles, including the co-authored "Christ through Africa" with Tony Hyman from South Africa.

parent-teacher conferences or school events. It involves active engagement in a child's daily educational activities, such as assisting with homework, discussing school topics, reading together, and engaging in meaningful conversations

about learning. It also entails building a strong partnership with teachers and school administrators, fostering open lines of communication, and collaborating on strategies to support the child's academic progress.

Moreover, research highlights the particularly influential role of parental involvement for students from disadvantaged backgrounds. It can help bridge the achievement gap and provide equal opportunities for success. When parents from low-income or underprivileged communities actively participate in their children's education, they can counteract the negative effects of socioeconomic challenges and create a supportive learning environment at home. This involvement not only enhances academic performance but also fosters a sense of empowerment and resilience in students, enabling them to overcome obstacles and strive for higher educational attainment.

In conclusion, the impact of parental involvement on student achievement is undeniable. Active engagement by parents contributes to a positive learning environment, promotes higher educational aspirations, and supports social and emotional development. Parental involvement serves as a powerful catalyst, empowering students to reach their full academic potential and laying a solid foundation for lifelong learning.

An Overview of Distance Education in India

Distance education is education, which includes teaching-learning methods in which learners and instructors are separated by time and space. In other words, they are living at a distance from each other and are making use of technology to communicate. Online learning is regarded as the major form of distance learning. One of the major advantages of this education is that individuals can pursue academic programs and achieve the desired outcomes, even while residing at a distance.

Distance education has acquired significance in not only other countries of the world but also in India. The attempt for distance education was made at the same time as the movement for the UK Open University has taken place in the 1960s. During this period, focus was put on the aspects of industrialization and higher education. In addition, there was the formulation of plans that play an important role in bringing about developments in terms of various aspects, such as economic, cultural, social, political, rural, agriculture, health care, medical, education, and industries. Apart from taking into account the concept of development in terms of all these areas, it is necessary to understand the emergence of distance education in India. During the absence of the teachers, the learners can acquire skills, due to hard work, competency, and perseverance.

The entire principle on which distance education rests has been clearly illustrated in the story of Eklavya from Mahabharata. Eklavya was a boy, belonging to a tribal community. He developed a keen interest in attaining knowledge of archery from the best Guru (teacher). But he was rejected because of his caste, but he did not give

up hope and began to practice archery on his own. He created the image of the teacher with the clay mud and began practicing. One day, when he was practicing, he heard the sound of a barking dog and lost his concentration. To stop the dog, he shot arrows into its mouth.

est and enthusiasm for learning, they can enhance their skills and abilities in the absence of teachers. The introduction of distance education in India emphasized the fact that it makes provision for a less expensive yet efficient system of education within the framework of national develop-

The National Policy of 1968 recommended that part-time education and correspondence courses be developed on a large scale at the university level. Such facilities also need to be developed for secondary school students, teachers, agriculture, industrial and other workers.



Guru Dronacharya was amazed to see the skill of the archer and he at once called upon Eklavya. When he was asked by Guru Dronacharya, under whom he has been trained, he showed the image and said that he practiced archery on his own. Observing the Pandava and the Kaurava princes practice archery, he acquired this skill. Hence, it can be clearly understood from this story that learning archery by Eklavya took place through distance learning.

It is an interesting fact that when individuals possess a keen inter-

ment. Alternative education has been the top priority of the Government, which is noticed from the onset of the five-year plans. The First Five Year Plan has been provided for private study, with the help of correspondence courses, and radio talks, offered by the universities throughout the country. It also allowed the students to take private examinations. Through the acquisition of distance education, individuals can generate pleasure and contentment that they can augment their knowledge and skills by living at a distance.

Education through part-time and correspondence courses should be given the same status as full-time education. The fourth five-year plan anticipated that out of the total enrolment of one million students, 0.15 million students would attain education through correspondence courses, and evening and part-time classes. Thus, suggestions for vocalizing secondary education, limiting the number of regular students at the university, and meeting the demands of higher education through correspondence were made. Efforts need



Dr. Vijay Pithadia
Director - SSIM & IT
Porbandar - India

Dr. Vijay Pithadia is working as Director, PG Program, Shree Swami Narayan Institute of Management & IT at Porbandar. He obtained his Electronics Technocrat qualification from Industrial Training Institute, Master of Commerce from Saurashtra University. He cleared MBA from Alagappa University and Doctorate in Management from Saurashtra University. Dr. Vijay Pithadia had 25+ year of PG teaching experience in 3 states; Gujarat, Uttar Pradesh and Tamilnadu and 4 year of Industry experience in the Engineering and Managerial areas.

to be made to meet 50% of the demand for educational facilities in educational institutions, 20% through evening colleges, 20% through correspondence courses, and 10% through private study.

Correspondence education is distance education. These take place through Correspondence Course Institutes (CCIs). The CCIs were mostly the universities, which operated under the Directorates created for a specific purpose. The main objectives of correspondence education are to make provision for less expensive education at a higher level. Another objective is to extend the benefits of educational facilities to all the individuals,

who have missed the opportunity to acquire knowledge and skills for social and economic reasons. Most of the learners, who get enrolled in correspondence courses were adults, they did not possess adequate financial resources and primarily belonged to deprived, marginalized, and economically weaker sections of society. When individuals could not acquire education or augment their skills and abilities, earlier, correspondence courses facilitate the acquisition of education among them at a later stage. When the individuals, could not hone their educational skills and abilities, there were high rates of drop-outs, no submission of assignments, and low attendance in Personal Contact Programs (PCP), then the individuals acquired education through correspondence courses.

In rural communities, individuals usually are illiterate or possess low educational qualifications. They have recognized the significance of education on a comprehensive scale and possess the viewpoint; they will be able to enhance their livelihoods through the acquisition of education. Due to certain factors, such as lack of financial resources, family issues, and distance of educational institutions from home, they are unable to get enrolled in educational institutions. Hence, distance learning has been beneficial to them to a major extent in the acquisition of education. Rural individuals are making use of digital technology, which is facilitating the acquisition of education among them. On the other hand, distance education has also proved to be beneficial to upper and middle-class individuals. Hence, it can be stated that distance education has rendered a significant contribution to facilitating learning and the acquisition of education. When transformations come about in the teaching-learning methods, individuals can acquire distance education in a well-organized manner.

JEE-Advanced Results Declared: Vavilala Chidvila Reddy bags top rank

■ EJ - New Delhi

Hyderabad zone's Vavilala Chidvilas Reddy has bagged the top rank in the IIT entrance exam JEEAdvanced, the results of which were announced, officials said.

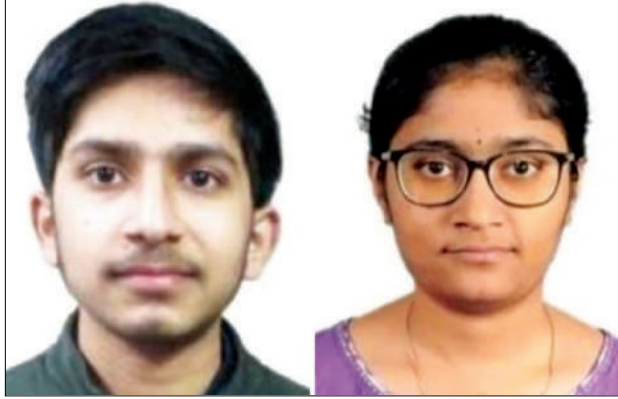
According to IIT Guwahati, which conducted the exam this year, Reddy secured 341 out of 360 marks.

Nayakanti Naga Bhavya Sree from IIT Hyderabad zone is the topper among females with 298 marks.

"A total of 1,80,372 appeared in both papers in IIT-JEE Advanced of which 43,773 have qualified. As many as 36,204 male students and 7,509 female students cleared JEE Advanced 2023," a senior IIT Guwahati official said.

Six of the top ten rank holders are from the IIT Hyderabad zone. The second rank has been bagged by Ramesh Surya Theja (Hyderabad Zone) followed by Rishi Kalra (Roorkee Zone).

Raghav Goyal (Roorkee), Addagada Venkata Sivaram (Hyderabad), Prabhav Khandelwal (Delhi), Bikina Abhinav Chowdhary (Hyderabad), Malay Kedia (Delhi), Nagireddy



Balaaji Reddy (Hyderabad) and Yankanti Pani Venkata Maneedhar Reddy (Hyderabad), have bagged the subsequent ranks respectively.

A maximum number of candidates have qualified from the IIT Hyderabad zone followed by IIT Delhi Zone and IIT Bombay zone. Among the top 500 candidates, 174 are from the IIT Hyderabad zone followed by 120 from the IIT Delhi zone, and 103 from the IIT Bombay zone.

A total of 13 foreign candidates have qualified for the exam while 155 Overseas Citizens of India (OCI) have also cleared it.

Explaining the criteria for inclusion in the rank list, a senior IIT Guwahati official explained,

"The aggregate marks will be calculated as the sum of marks obtained in Mathematics, Physics, and Chemistry. Candidates have to satisfy the subject-wise as well as aggregate qualifying marks to be included in a rank list".

"This year, there is less percentage of negative marking, additionally there were more questions without penalty which gave confidence to students to attempt, resulting in high cut-off this year," the official explained.

JEE-Main, which is the admission test for engineering colleges across the country, is the qualifying exam for JEE-Advanced.

Delhi govt. releases ₹100 crore for 12 DU Colleges

■ EJ - New Delhi

The Delhi government has released ₹ 100 crores for 12 government colleges funded by it, considering the impact of the administration's financial mismanagement, Delhi Education Minister Atishi said.

"There has been certain financial mismanagement in the government colleges in the last few years. We think teachers and students shouldn't suffer because of this. Keeping their welfare in mind, a fund of ₹ 100 crores is being released to these 12 colleges," Atishi said.

She further stated that the



budget for education in the national capital increased three-fold and four new colleges have been built after Arvind Kejriwal came

to power in the state.

"One-fourth of the assembly budget is always sanctioned for education purposes in Delhi. Four new universities have been opened and there are 12 Delhi government colleges.

Ever since the AAP government came to power, funds to these colleges have increased three-fold," she said.

Over four lakh students apply for admission into AUD via CUET-UG

■ EJ - New Delhi

More than four lakh students have applied for admission into BR Ambedkar University's 18 undergraduate programs through the Common University Entrance Test for the 2023-24 academic session, officials said. The university has 1,123 undergraduate seats.

Vice-Chancellor Anu Singh Lather said during a press conference, "BR Ambedkar University has received 4,72,357 (4.72 lacks) applications through CUET-UG for admission into undergraduate programs..."

Students who have appeared for the Common University Entrance Test (CUET)-UG have to register on the university's portal. The university opened the registration process for the academic year on June 16. The application window will close.

However, not all 4.72 lakh applicants have only applied for admission into BR Ambedkar University. These aspirants have chosen the university as one of their preferences.

The officials informed us that even those who have not chosen the university as a preference while registering for CUET can



also apply. Based on the number of applications, BR Ambedkar University is the fourth most sought-after university in the country. The list is headed by Delhi University.

Lather also launched a brochure of the programs. "There is great demand among the students for the BR Ambedkar University. However, the number of seats is limited due to space crunch," an official said. "Many infrastructure projects are in the pipeline and maybe soon we will be able to increase the number of seats. The expansion of the university is long-awaited," another official said.

They said the university is also awaiting the construction of new campuses so that the number of seats can be increased.

The number of applications received this year is 2.61 percent higher than the last.

"Last year, we received 4,60,363 (4.60 lacks) applications for the 18 programs through CUET-UG. This year, according to the Samarth eGov Suite Admission Portal, 4,72,357 applicants have opted for BR Ambedkar University as an option," one of the officials said.

There are 917 seats, excluding supernumerary ones, across the 18 undergraduate programs. Of the supernumerary seats, 15 percent are reserved for foreign students, 18 each for single-girl children, Kashmiri migrants, CCA, and sports quota students.

The university also reserves 85 percent of seats for students from the National Capital Territory of Delhi.

The application process is divided into four stages. Students first have to register and submit their basic details. After the declaration of CUET results, they will be able to fill in their academic details, select the program and pay the non-refundable application fee.

KIET Group organized Guardian Educator meet for MCA Students

■ EJ - Ghaziabad

The Department of MCA at KIET Group organized Guardian Educator Meet (GEM@KIET 2023) for MCA Batch 2022-24. In the program, views were shared with the parents of the first-year students on the possibilities related to academics, skill development, placement, etc. of the students.

Addressing the parents, Dr. A. Garg, Director of the Institute said that "For the all-round development of the students, the MCA Department organizes cultural activities from time to time, which not only helps the students to connect with the institute but also improves their skills. Dean Academics, Dr. Anil Ahlawat said that the parents are the most important stakeholders of the education system. Today, in the era of the internet and technology, the role of parents and guardians has increased. These good practices help in shaping the personality of the students and prepare them as per the requirements of the career. Dr. Arun Kumar Tripathi, HoD MCA, explained the online teaching, evaluation process, mentoring process, project development process, and other information about the academic process of the MCA department. Further, addressing the parents about the department, Additional Head Prof. RN Prof. Panda said that "The e-content is hosted on Moodle, using which, the students can upload assignments from home and faculty members can also evaluate them from home.

Additional Head DPC, Dr. Ankit Verma shared placement information of the MCA department with the parents. He said, "In the year 2020-21, 57 companies came in which 114 students of the department were successfully placed. 33 students got more than one offer."

On the other hand, Additional Head DSDC, Dr. Vipin Kumar also advised the students to do specialization in various fields to prepare them for companies and industries.

The program was coordinated by Prof. Prashant Agarwal and Prof. Neelam Rawat. Prof. RN Panda expressed gratitude to the Management, Director, and Joint Director of the Institute, the Head of the MCA Department, all the faculty members, all the students, and all the parents present in the program. Dr. Sangeeta Arora, Dr. Shashank Bhardwaj, Prof. Shalika, Dr. Vidushi, Prof. Shweta Singh, Prof. Praveen Kumar Gup-

18-year-old NEET aspirant dies by suicide in Kota hostel room, 2nd in 24 hrs

■ EJ - Kota

An 18-year-old medical aspirant from Udaipur allegedly died by suicide in his hostel room in the Vigyan Nagar Police Station area, police said.

The teenager, preparing for National Eligibility-cum-Entrance Test (NEET), allegedly hanged himself sometime in the intervening nights of Monday and Tuesday, they said.

This is the 13th case of suspected suicide by a coaching student in Kota this year. Reportedly, this is the second such death in 24 hours. In 2022, at least 15 cases of suicide by coaching students were registered in Kota.

The deceased boy was identified as Mehul Vaishnav (18), a resident of Salambar in the Udaipur district, who had been preparing for NEET in a coaching institute in Kota for the past two months.



Prof. Monika Kansal, Prof. Komal Salgotra, etc. were also present in the Guardian Educator Meet.



Scholarship: National Disaster Management Authority Internship Scheme 2023

Description: National Disaster Management Authority Internship Scheme 2023 is an opportunity offered by the National Disaster Management Authority, Government of India to students enrolled in postgraduate degree in Disaster Management courses and equivalent.

Eligibility: Open for candidates who are enrolled in a postgraduate degree programme in Disaster Management or in an equivalent postgraduate degree program such as Development Studies/Economics/Humanities/Sciences/Management/Engineering/Health Studies etc. The applicants must have recently graduated from a university in the concerned subject (**Note:** If the student pursues a different academic discipline, there should be a clear linkage of that particular degree with disaster management).

Prizes & Rewards: A monthly remuneration of INR 12,000

Application: Online applications only

Last Date to Apply: Round The Year

Short Url: www.b4s.in/jagat/NDMS3

Scholarship: Anjum Chopra Sports Scholarship 2023

Description: Anjum Chopra Sports Scholarship 2023 is an opportunity offered by PUSH Sports* to women cricketers between the age of 14 and 25 years who are playing for state teams. A total number of 10 athletes will be selected on an annual basis.

Eligibility: Open for Indian women cricketers between the age of 14 and 25 years who are playing for state teams.

Prizes & Rewards: INR 1 lakh per annum and other benefits

Application: Online applications only

Last Date to Apply: Round The Year

Short Url: www.b4s.in/jagat/ACSO8

Scholarship: Keep India Smiling Foundational Scholarship and Mentorship Programme for Sportsperson and Individuals

Description: Bharat Petroleum Corporation Limited (BPCL) is offering financial assistance to underprivileged students pursuing engineering courses at specified 20 NITs across India and encouraging them to pursue their higher studies, gain self-confidence, achieve independence, and become employable.

Eligibility: Students enrolled in engineering courses (any year) in the academic year 2023-24 at any of the specified 20 NITs across India are eligible. Applicants must have scored at least 55% marks in Class 12 examination. The annual family income of the applicants should be less than INR 8 lakh from all sources.

Prizes & Rewards: One-time fixed scholarship of INR 50,000

Application: Online applications only

Last Date to Apply: May 25, 2023

Scholarship: DPIIT Internship Program 2023

Description: DPIIT Internship Program 2023 is an opportunity hosted by the Department for Promotion of Industry and Internal Trade (DPIIT), Ministry of Commerce and Industry, Government of India to financially help the research scholars, graduate and postgraduate students. The aim of this internship program is to train the students about the working culture of the Government of India.

Eligibility: The applicants must be pursuing graduation, postgraduation and research in the field of Engineering, Management, Law, Economics, Finance, Computers and Library Management. The applicants must be enrolled in a recognized university within India or abroad.

Prizes & Rewards: INR 10,000 per month and experience certificate

Application: Online applications only

Last Date to Apply: Round The Year

Short Url: www.b4s.in/jagat/DPIIT1



Careers in AI-Powered Marketing-Road ahead

It is correctly said “When the winds of change blow, some people build walls, others build windmills” and so is the case with artificial intelligence, we can either take it as a threat or venture into the new vistas that it has opened for us!

Undoubtedly, AI-powered marketing has brought in an ocean of opportunities for marketing graduates; it can be very useful for MBA students, as it can help them learn more about business administration with the help of Artificial Intelligence.

AI can give insights to marketers and guide them in future decisions on strategy, content topics, and event spending. AI also makes it possible to measure and optimize marketing activities without human intervention.

AI marketing uses machine learning algorithms to analyse patterns of customer data, such as purchases, web visits, clicks, and product usage. Insights are provided to marketers through dashboards, reports, and recommendations.

AI skills are in high demand across industries like gaming, robotics, face recognition software, weaponry, speech recognition, vision recognition, expert systems, and search engines.

AI-powered marketing careers revolve around the following stages of the marketing process:

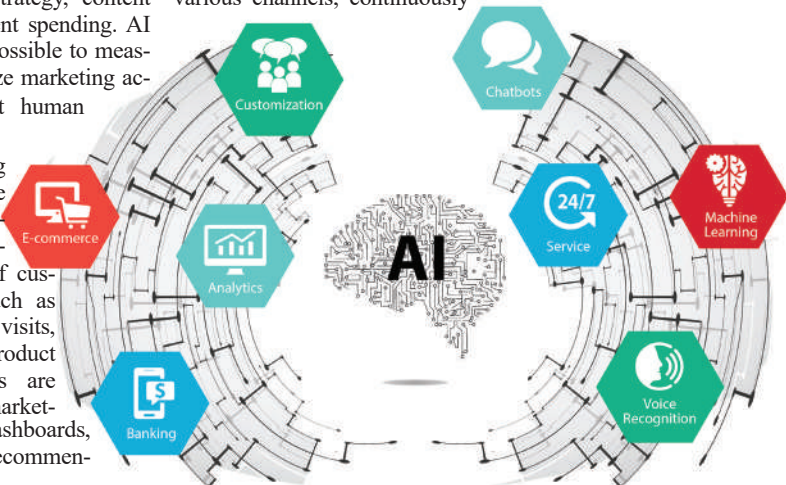
- Personalised marketing- AI provides insights into consumer behaviour for example E-commerce websites, leverage AI

marketing processes to deliver personalized content tailored to the unique tastes and needs of the user.

- Sales Forecasting- AI algorithms can help predict the sales outcomes of different sales and marketing activities.

- Personalized Pricing-Artificial intelligence marketing can also help marketers personalize prices to individual customers and situations.

- Promotion-AI can also analyse ad placements and optimize for high performance at the lowest cost. The software then intelligently distributes funds across various channels, continuously



implementing intelligent budget allocation processes to improve marketing ROI.

- Improved Campaign Reporting and Measurement- With AI-assisted dashboards, marketers can fully understand the elements of the activity they are working on, identify successful patterns, and adjust their activities accordingly to improve results.
- AI-Driven Digital Marketing- Leveraging AI automation tools



Prof. (Dr.) Deepti Wadera
GD Goenka University
Gurugram - India

to execute digital marketing more efficiently.

The above-listed career avenues are witnessing the recruitment of AI-powered marketing professionals.

Hence it is the right time to equip ourselves as AI-powered marketers who can manage and assess AI algorithms to transform marketing programs.

Fasten your seatbelts and get ready for take-off for AI-Powered marketing careers!

The Unique Skillsets of “Generation Z”



Generation Z, also known as the I Generation or the post-Millennials, is the demographic cohort born between the mid-1990s and the early 2010s. As the first generation to grow up in a fully digital world, they possess a unique set of skills that are essential for success in the 21st century. In this essay, we will discuss the key skills required in Generation Z.

Firstly, Generation Z is known for its technological proficiency. They have grown up with smartphones, tablets, and lap-

tops, and are comfortable using a wide range of digital tools and platforms. This proficiency in technology has given them an edge in the job market, as many employers are looking for candidates who are tech-savvy and can adapt to new technologies quickly. Additionally, their familiarity with social media and online communication has made them excellent at networking and building relationships online.

Secondly, Generation Z is highly adaptable and flexible. They have grown up in a world that



Prof. (Dr.) Parul Sharda
IMI
Indore - India

is constantly changing, and they have learned to adapt quickly to new situations and environments. This adaptability is a valuable skill in the workplace, as it allows them to be more resilient and better able to handle unexpected challenges. They are also more open to new ideas and perspectives.

>> Contd. p.7..

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Global Readers	2.47	2.78	+12.63%

(Source CAAR)

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Positive Ratings from international students in Australia

■ EJ - Agency

The number of international students enrolled in higher education across Australia that are pleased with their experiences is recovering following a dip during the pandemic, the country's largest student satisfaction survey has indicated.

The Student Experience Survey, run by the Quality Indicators for Learning and Teaching and known as Australia's most comprehensive student survey, showed that the ratio of international students saying they had a positive experience rose to 74.4% from a low of 63% who said the same in 2020.

The survey received a total of 52,316 valid responses from international students a 33.6% response rate.

The research found that the rating gap that has typically seen international undergraduate students rate their experiences lower than their domestic peers narrowed in 2022 to "the closest they have ever been".

"International students have historically rated aspects of their higher education experience lower than domestic students, however, in 2022 international ratings were on par or higher across all focus areas," the report said.

International student experience regarding both learner engagement and learning resources increased "substantially" in 2022, from the historic lows seen during the pandemic when border closures and online learning impacted satisfaction levels.

The rating of teaching quality which accounts for the greatest influence on the overall quality of the education experience improved to the highest point on record in 2022. It finished on par with domestic students with an 80.1% positive rating among international students and 80.2% for domestic students.

However, the survey acknowledged that a proportion of inter-



national students indicate that living arrangements and financial circumstances continue to negatively affect the education experience.

"While these factors affecting international students' study have continued to drop since 2020, they remain higher than domestic students," the report reads.

Nonetheless, the findings were overwhelmingly positive given the difficulties of recent years and will be largely welcomed by the sector.

"International undergraduate students typically rate their overall living experience in Australia highly, and this continued in 2022 with 93.6 percent of international students rating their living experience positively," the report said.

Regarding living experiences, personal safety on and off campus and the opportunity to improve English skills were rated highly, while work experience in the field of study was rated lowest. Over 93.6% of international undergraduate students rated their living experience positively.

Around half of the international undergraduate student respondents said they lived in private rented accommodation in 2022, with more than 90% rating the experience positively.

Close to nine in 10 (86%) said

they used an agent to help with visa applications or to enroll at institutions, with 93.2% rating the services positively.

Helen Forbes-Mewett, a sociologist in the School of Social Sciences at Monash University and senior fellow at the International Education Association of Australia said the overall findings are similar to her experiences.

"These findings are not surprising as, from my experience, international students have eagerly reengaged with the opportunity to undertake international education again," she said.

"Universities went to great lengths to support international students during the extensive lockdown periods and these efforts have continued. International students in particular are making the most of what is offered and therefore continue to benefit and rate their experiences more highly," she noted.

The report also broke down experiences at institutions, with Avondale University ranked top, with a 92% positive experience rating among international student respondents.

This was followed by 83.5% saying the same of Bond University, 82.4% at Central Queensland University, and 81.2% at both James Cook University and the University of Western Australia.

New Zealand University funding boost "won't solve all problems"

■ EJ - Agency

New Zealand's government has allocated an additional NZ\$128 million (USD 78 million) in funding to universities as international enrolments remain below pre-covid levels.

The money, which will increase domestic tuition fee subsidies, is in addition to the 5% funding increase announced in the 2023 budget.

The government will also launch a review of the country's higher education funding system.

Education minister Jan Tinetti said the decision had been made as tertiary institutions were experiencing "unexpectedly large" declines in domestic enrolments and increased cost pressures, as well as below-covid-level international enrolments.

"The government has heard the concerns of the sector," Tinetti said. "When we began our budget process universities and other degree providers were forecasting enrolment increases. The opposite has occurred, and it is clear that there is a need for additional support."

Sector body Universities New Zealand welcomed the announcement with chief executive Chris Whelan describing the move as "extraordinarily helpful". However, he warned that it "won't solve all our problems".

"It will reduce or even remove the need for some of the more significant cuts that universities have been forced to consider," Whelan said.

Earlier this year, New Zealand's institutions reported mixed recovery following the country's borders reopening in July 2022. At the beginning of March 2023, there were nearly 34,000 international student visa holders in the



country, compared to 125,000 in 2018.

"International numbers vary significantly between universities," Whelan said "Some kept their student numbers at pre-covid levels throughout the period when borders were closed by teaching them online and promising to get them to New Zealand when borders reopened."

"Other universities were not as well placed to deliver online and stopped taking new students," he added. "These universities will take time to rebuild pipelines and they are the universities particularly affected by the financial pressures that the sector is navigating."

Grant McPherson, CEO of Education New Zealand, said in May that recovery was "variable at best" across the education sector. "Budgets are tight," he wrote in a statement. "We need to focus our limited resources to where they have the greatest impact, and we need to be aligned as one with the sector."

Universities in New Zealand also welcomed the review of the higher education funding system, noting that fees and subsi-

dies since 1991 had increased at around half the rate of inflation.

"That was survivable when the proportion of young people going to university was growing," said Whelan. "But that's no longer the case and the funding system is increasingly forcing universities to invest in keeping the lights on."

Institutions including the Victoria University of Wellington and Otago University had previously proposed staff cuts to cope with financial deficits.

In an open letter, the vice-chancellors of both institutions said that "chronic underfunding" was "increasingly threatening" the stability of universities. They said that universities need to be funded in line with inflation.

Whelan called for a funding system that "allows universities to better meet the needs of this country now and for the future". "That means a system that supports more equitable access to university for people traditionally underrepresented at university," he added. "That means ways of teaching and curriculum that better meets the needs of both graduates and their employers."

SC rules against race-conscious university admissions in the US

■ EJ - Washington

The Supreme Court struck down affirmative action in college admissions, forcing institutions of higher education to look for new ways to achieve diverse student bodies. The court's conservative majority overturned admissions plans at Harvard and the University of North Carolina, the nation's oldest private and public colleges, respectively.

Chief Justice John Roberts said that for too long universities have "concluded, wrongly, that the touchstone of an individual's identity is not challenged by race, but by the color of their skin. Our constitutional history does not tolerate that choice."

Justice Sonia Sotomayor wrote in dissent that the decision "rolls back decades of precedent and momentous progress." In a separate dissent, Justice Ketanji Brown Jackson the



court's first Black female justice called the decision "truly a tragedy for us all."

The Supreme Court had twice upheld race-conscious college admissions programs in the past 20 years, including as recently as 2016. But that was before the three appointees of former President Donald Trump joined the court. At arguments

in late October, all six conservative justices expressed doubts about the practice, which had been upheld under Supreme Court decisions reaching back to 1978. Lower courts also upheld the programs at both UNC and Harvard, rejecting claims that the schools discriminated against white and Asian-American applicants.

US opens student visa appointments for mid-July to mid-August

■ EJ - New Delhi

The United States has finally opened visa appointments across its consulates in India. Student visa appointments are now open for mid-July to mid-August across India, the United States Embassy has announced. Students can visit ustraveldocs.com, to book their appointment, the US Embassy India tweeted.



The US diplomatic mission in India recently held its annual student visa day countrywide with consular officers from New Delhi, Chennai, Hyderabad, Kolkata, and Mumbai interviewing almost 3,500 Indian student visa applicants on that day, according to a press release. A record-breaking 125,000 Indians were issued US student visas last year, which is more than were issued to any other nationality.

Generation Z..

tives, which makes them more innovative and creative.

Thirdly, Generation Z is known for its strong communication skills. They have grown up in a world where communication is instant and constant, and they have learned to communicate effectively through a variety of mediums. They are comfortable with video conferencing, instant messaging, and social media, and can communicate their ideas clearly and concisely. This skill is essential in the workplace, as effective communication is key to building strong relationships with colleagues and clients.

Finally, Generation Z is highly entrepreneurial. They have grown up in a world where starting a business or pursuing a pas-

sion project is more accessible than ever before. They are not afraid to take risks and are willing to work hard to achieve their goals. This entrepreneurial spirit is a valuable asset in the workplace, as it allows them to think outside the box and come up with innovative solutions to problems.

In conclusion, Generation Z possesses a unique set of skills that are essential for success in the 21st century. Their technological proficiency, adaptability, strong communication skills, and entrepreneurial spirit make them valuable assets in the workplace. As the world continues to change and evolve, it is clear that Generation Z will play a vital role in shaping the future.

These are the personal views of the author.



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