




## 9<sup>th</sup> Year Publishing

### Education Jagat International Issue on 1 April 2024





**Prof. David D. Perrodin**  
English Language Specialist  
Mahidol University, Thailand



**Prof. Ryo Takahashi**  
University of Hokkaido  
Japan

*Celebrating EDUCATION JAGAT's 8th anniversary marks a significant milestone in enriching global education narratives. Your unwavering dedication to sharing knowledge, and insights, and fostering educational connections worldwide is truly inspiring. May this celebration of your achievements usher in another year of success, growth, and continued contribution to the global education community. Best wishes for your future endeavors, and congratulations on this remarkable achievement.*

*I celebrate the 9th year of publishing EDUCATION JAGAT & the 8th Anniversary with A Global issue in 2024. Hokkaido Medical University is celebrating its 50th anniversary in 2024, as well. The University was founded with the philosophy of "the trinity of intellectual education, moral education, and physical education to perfect the whole person as a medical professional." Currently, we have produced over 23,000 graduates. We welcome collaborative education together for growing in various ways.*

International Column'

## APAAR: One Nation One Student ID Card launched for a seamless Academic Journey

**■ EJ News - New Delhi**

The school education department launched the Automated Permanent Academic Account Registry (APAAR) using Common Service Centers (CSCs) in remote villages across the country.

The goal of APAAR is to set up a unified student identification system called 'One Nation, One Student ID'.

APAAR is part of the National Education Policy (NEP 2020) requiring all college/university students to register on the Academic Bank of Credits (ABC). Under the new rule, possessing an ABC ID is mandatory for college or university admission.

Launching the program, Sanjay Kumar, secretary of the Department of School Education and Literacy, highlighted the growing digital services in the country and how they can benefit school education through CSCs. He emphasized providing provisional APAAR IDs to all school children immediately, verifying them with Aadhaar, and linking them to Digi Locker.

A business model for this service for village-level entrepreneurs (VLEs) is also under consideration, aiming to make school and higher education more transparent and accessible.

K Sanjay Murthy, secretary of Higher Education, Ministry of Education, stressed the government's use of technology plat-



forms like Samarth, Swayam, and Diksha for student benefit, aiming to cover at least 10,000 institutions under Samarth in the next 1.5 years.

Mr. Murthy noted the significant role of CSCs in APAAR and Samarth and likened the Academic Bank of Credits to the National Academic Depository (NAD), emphasizing its administration by academic institutions.

Anil Sahasrabudhe, Chairman of the All India Council for Technical Education (AICTE), said that APAAR ID remains with students for life, enabling future credit accumulation by passing exams without needing certificates.

The Academic Bank of Credit (ABC) functions as a digital storage platform where students

can easily access its advantages without the need to visit any other location besides the nearest CSC. Within this digital credit repository, students' marks and personal details are stored. With the assistance of this identification, students can easily transition between institu-

>> Contd. p.2..

## Kota police prevent potential suicide by NEET aspirant

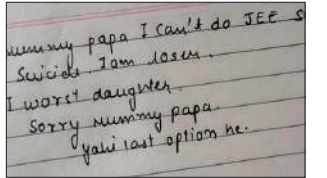
**■ EJ News - Kota**

Police prevented a NEET aspirant from allegedly committing suicide acting on inputs from their counterparts in Uttar Pradesh's Varanasi, officials said.

The 19-year-old student told police during counseling that he was depressed over the suicide of a Varanasi-based friend from an online PUBG group who died on Friday, they said.

Police said that the youth, a resident of Maharashtra's Nasik, told them that he was planning to commit suicide.

Police teams traced the boy from his hostel room in Landmark City under Kunhari police



station, Kota City SP Sharad Chaudhary told media on Sunday. Police said he was handed over to his parents after counseling.

Police said a post on the youth's Instagram account said that he was going to commit suicide at 2 pm on Saturday. But it was later found that his account was being operated by another friend from the PUBG group based in Madhya Pradesh, said DSP Khinv

>> Contd. p.2..



**Prof. Olu Mike Omoasegun**  
President  
Bible University - Nigeria



**Nuwan Dissanayaka**  
Global Expert in Education  
of Public Health  
Kandy - Sri Lanka  
>> Contd. p.2..

## CBSE issues advisory for students appearing in board exams given traffic restrictions in Delhi

**■ EJ News - New Delhi**

The CBSE issued an advisory for the students appearing in the board exams given the traffic restrictions imposed in Delhi, advising them to leave their homes early to arrive at the examination centers on time. Traffic restrictions are currently in place in the national capital given the farmers' "Delhi Chalo" march.

The board exams for Classes 10 and 12 will commence on start. More than 39 lakh students will appear in the exams this year from India and 26 other countries. In Delhi, more than 5.8 lakh students will take the exams at 877 centers. "As the examination starts at 10.30 am,



hence, all the students have been directed to reach their examination centers on or before 10 am," the advisory read.

It cited the current situation in Delhi and said it is expected that there will be traffic issues that might cause a delay in reaching

the examination centers. "Hence, all the students are advised to leave their homes early so that they can reach well on time as per instructions issued by the CBSE. It is advisable to use metro services to reach the examination centers which are playing smoothly," it read.

The advisory also requested all the students of the Central Board of Secondary Education (CBSE)

>> Contd. p.4..

**Indian Institute of School Psychology**  
School Counselling & Guidance  
35 KPC, West Marredpally, Secunderabad- 500026, T.S. (India)

**JOIN OUR Nationally & Internationally Accredited Specialist Professional Qualifications, Distance mode Studies Program in Counselling & Psychotherapists Practices**

**1-Masters Professional Counsellors & Psychotherapists Studies Program, 2.MSc Professional School Counsellors' Studies Program**

**B.PG Diplomas**

- 1.CBT & ITs' selected Practices,
- 2.Understanding Mental Health & Counselling,
- 3.Child Psychology-Developmental Considerations (Emphasis for Parenting skills improvements / for Preschoolers/nursery / montessori Educators' Intuitive usage)
- 4.Counselling children & Adolescents,

**Diplomas - SEN -EVIDENCE BASED Guidelines for Single -Mental Disorders**

1.ADHD
2.DYSLEXIA
3.AUTISM

**DIPLOMAS IN**

1.Child & Adolescent Psychotherapeutic Counselling, 2.Couples & Relationship Therapy, 3.Mental health Professionals (a) Parental complaints child problematic Behavioural concerns (b) Dyslexia (a) ADHD, (c) Autism, (d) e- Learning Elderly peoples" health issues-

**Contact : 040 - 27800590, 27800010, 9394323038**  
h.m.kulshrestha@gmail.com, vanideepi@gmail.com, www.schoolcounsellorsindia.org



# 9<sup>th</sup> Education Jagat International Issue on 1 April 2024



**Maia Japoshvili-Ghvinashvili**  
Global Educationist  
Tbilisi - Georgia

*I would like to congratulate all Education Jagat fans on its 8th anniversary and the remarkable achievements it has achieved. Education Jagat's commitment to knowledge and learning has illuminated countless minds. Thank you for your invaluable contributions to education and the chance to participate in this milestone. I wish Education Jagat continued success in enhancing and shaping perspectives globally. Education Jagat deserves recognition!*



**Eleni Tzaikou**  
Tzaikou Language Centre  
Greece

*Congratulations to the dedicated editors of Education Jagat on 8 years of insightful contributions. Your commitment to journalistic integrity and scholarly excellence has significantly enriched the academic community. Your in-depth coverage has been an invaluable resource for scholars and students, fostering intellectual discourse and promoting academic inquiry. Here's to many more years of contributions and scholarly pursuits. Warmest congratulations on this remarkable milestone.*

## Role of online platforms in democratizing access to education

In the fast-evolving landscape of education, the advent of online platforms has played a transformative role in breaking down barriers and democratizing access to learning opportunities. This paradigm shift has not only redefined the traditional model of education but has also paved the way for inclusivity, flexibility, and global connectivity. This article explores the multifaceted role of online platforms in making education accessible to a broader and more diverse audience.

### • Inclusivity and Accessibility:

Online platforms have shattered geographical constraints, providing individuals from diverse backgrounds with the opportunity to access quality education. The flexibility of asynchronous learning enables students to participate in courses without being bound by traditional classroom settings. This inclusivity has opened doors for learners who may face physical, economic, or social challenges in pursuing conventional education.

### • Flexibility in Learning Modalities:

The traditional education system often struggles to accommodate the varied learning styles and paces of individuals. Online platforms offer a spectrum of learning modalities, from video

lectures and interactive simulations to discussion forums and quizzes. Learners can tailor their educational experience to align with their preferred learning style, fostering a more personalized and effective learning journey.

### • Lifelong Learning and Skill Development:

The continuous evolution of industries demands a workforce with adaptable skill sets. Online platforms facilitate lifelong learning by offering a plethora of courses and programs that cater to the ever-changing demands of the job market. Individuals can acquire new skills or upgrade existing ones at their own pace, ensuring they remain competitive and relevant in their respective fields.

### • Cost-Efficiency and Affordability:

Traditional education can be financially burdensome, with costs associated with tuition, accommodation, and textbooks. Online platforms have significantly lowered these barriers, offering a wide array of affordable or even free courses. This cost-efficiency makes education accessible to individuals who may have otherwise been excluded due to financial constraints.

### • Global Collaboration and Cultural Exchange:

Online platforms enable global relationships, connecting students and educators from diverse cultures, languages, and ethics from different corners of the world. This not only enriches the learning experience by exposing individuals to diverse perspectives but also fosters a sense of global community. Cultural exchange becomes inherent, breaking down borders



and creating a more interconnected and understanding world.

## Using digital technology to solve the teacher recruitment crisis

The teacher recruitment crisis in education has become a pervasive issue with far-reaching consequences. As schools struggle to attract and retain qualified educators, the quality of education suffers, leading to a negative impact on students' academic achievements and overall development. The shortage of teachers often results in larger class sizes, making it challenging for educators to provide personalized attention to each student. Additionally, overworked teachers may experience burnout, affecting their ability to deliver engaging lessons and provide necessary support to students. The lack of experienced educators also hampers the implementation of innovative teaching methods and technologies, hindering the adaptability of the education system to the evolving needs of the students.

Ultimately, the teacher recruitment crisis poses a significant threat to the foundation of a well-functioning and equitable education system, impacting the future prospects of the students and society at large.



To address the teacher recruitment crisis in education, leveraging digital technology can prove to be a transformative solution. The development of a standardized EdTech tool, accessible nationwide, could serve as a virtual classroom platform, offering a uniform

and high-quality educational experience. This tool could be equipped with interactive modules, virtual labs, and multimedia content that adhere to a standardized curriculum. By centralizing resources in



a digital format, schools in rural areas facing a shortage of skilled teachers can benefit from a shared pool of educational materials. The curriculum can be strategically organized to facilitate combined classrooms, where students from different rural schools can virtually attend lessons delivered by expert teachers through the EdTech tool. This approach not only ensures

that students receive consistent and high-quality instruction but also allows for collaborative learning experiences. By embracing digital technology, we can bridge the gap caused by the teacher shortage, democratize access to quality education, and empower students in underserved areas to thrive academically.

In the era of digitalization and the widespread integration of EdTech tools in education, it is imperative to establish a robust framework for selecting learning tools. This framework should prioritize not only the educational effectiveness of the tools but also considerations of digital ethics and critical literature on digital technology for youngsters. Ethical concerns, such as data privacy, security, and equitable access, should be central to the selection criteria. Additionally, educators and policymakers must stay informed about the potential impact of digital tools on students' socio-



**Prof. Olu Mike Omoasegun**  
President

**Bible University - Nigeria**

learning technologies on online platforms tailors educational content to individual learner needs. Machine learning algorithms analyze student performance and adapt the learning journey to address areas of difficulty or acceleration. This personalized approach enhances comprehension and retention, catering to the unique requirements of each learner.

### • Overcoming Educational Deserts:

In regions where access to educational institutions is limited, online platforms act as educational oases. Remote or underserved areas, commonly referred to as educational deserts, benefit from the democ-

ratization of education through online platforms. Learners in these regions gain access to a diverse range of courses, empowering them to pursue their academic aspirations.

Beyond traditional academic education, online platforms democratize professional

### • Democratizing Professional Development:

development. Individuals seeking career advancement or transition can acquire industry-specific skills, certifications, and degrees online. This approach enables professionals to stay relevant in a rapidly changing job market without the need for extensive breaks in their careers.

In conclusion, the role of online platforms in democratizing access to education is a transformative force that empowers individuals on a global scale. By embracing inclusivity, flexibility, affordability, and global connectivity, online education has become a catalyst for breaking down traditional barriers and ensuring that quality learning opportunities are accessible to everyone, regardless of their background or location. The democratization of education through online platforms heralds a new era of learning, one where knowledge knows no bounds.



**Nuwan Dissanayaka**  
Global Expert in Education  
of Public Health  
Kandy - Sri Lanka

emotional well-being and cognitive development. Ensuring that EdTech tools align with established pedagogical principles and adhere to ethical standards safeguards against unintended consequences. By incorporating critical literature on digital technology for youngsters into the framework, educational institutions can foster a responsible and mindful integration of digital tools, promoting an environment that prioritizes both effective learning outcomes and the well-being of students in the digital age.

### APAAR...

tions for undergraduate and postgraduate studies. Universities can now retrieve students' data with a simple click using the ABC ID.

Serves as a virtual repository for credits accumulated by individual students during their educational journey, covering comprehensive details about their academic performance across various institutions. These credits can be used in diverse ways throughout their studies. The proposal to implement the Academic Bank of Credit in education originated from the NEP 2020.

### NEET aspirant...

Singh, Circle Officer, Kunhari. According to police, the NEET aspirant had come to Kota only 10 days back. During counseling, he told police that he was depressed over the suicide of Ranveer Upadhyay on Friday in Varanasi.

The youth said he came into contact with Upadhyay through a PUBG group in which the latter was an admin.

The NEET aspirant had not met Upadhyay and the MP-based friend in person and came into contact with them during the COVID-19 pandemic. Singh said the youth was handed over to his family members safely after counseling.

**9<sup>th</sup> Year Publishing**



www.educationjagat.com

# Education Jagat International Issue on 1 April 2024



**Oksana Slovik**  
Global Teacher Prize  
Ukraine

Hearty congratulations on the occasion of the 8th anniversary of Education Jagat. Infinitely grateful for our long-term cooperation towards a bright future.

A heartfelt thank you for aiding me in spreading information about the needs of Ukrainian children worldwide and the aspirations of the youth to be helpful during the challenging times of war in our country. You are doing great work, so keep growing and moving forward to act, dream, live, create, and assist others.



**Lia Nandoshvili**  
Educationist  
Signagi - Georgia

The best way to distribute educational publications. The Education Jagat has been sharing cross-cultural experiences for over 9 years. I had high hopes for the publication of each issue. I wish this newspaper existed for many more years, to be the best way to share experiences for a long time. Because all this is very important for teachers, and the feedback received is an activity aimed at planning future activities. And my biggest connection to the team is the one who made the PE choice.

## JEE Main 2024 Toppers: 23 candidates score perfect 100 percentile in session 1; Telangana shines

■ EJ - New Delhi

The National Testing Agency (NTA) released the scorecards for the first session of the Joint Entrance Examination (JEE) Main 2024.

This time, NTA held the first session of JEE Main 2024 from January 24 to February 1 in which out of the 12,21,615 candidates registering for JEE Main paper 1, as many as 11,70,036 candidates appeared. This time, a total of 23 students have achieved the 100 percentile, but there is no female candidate who has got the perfect score. Among state toppers, only Dwija Dharmeshkumar Patel from Gujarat got the top spot with an NTA score of 99.99.

Last year, as many as 43 candidates scored 100 percentile in the overall merit list (based on session 1 and session 2 performance). Out of these 43, only one girl, Ridhi Kamlesh Kumar Maheshwari of Karnataka managed to secure a cent percentile. Of the 43, 11 were from Telangana, followed by Andhra Pradesh and Rajasthan (5 each);



Uttar Pradesh (4), Gujarat and Karnataka (3 each); Delhi and Maharashtra (2 each). Haryana, Chandigarh, West Bengal, Kerala, Tamil Nadu, Bihar, Chhattisgarh, and Madhya Pradesh account for one each.

For general category candidates, the cut-off for JEE Advanced 2023 was 90.77, up from 88.4 in 2022, and 87.9 in 2021. The qualifying scores for general candidates were 90.3 and 89.7 in 2020 and 2019, respectively.

To ensure fairness in evaluating JEE Main 2024 results, the National Testing Agency will use a process called normalization. Since the exam took place over multiple days and sessions, this ensures that candidates will face similar difficulty levels. The normalization process ensures that no candidate gains an unfair advantage or disadvantage. NTA will rank students based on their percentile scores, calculated using a predetermined formula.

## Around 78 percent of candidates fail in FMGE Dec. 2023 exam

■ EJ News - New Delhi

Around 22 percent of candidates have qualified in the recently released results of the Foreign Medical Graduate Examination (FMGE) 2023. Nearly 78 percent of students who pursued medical education from abroad have failed the exam. The pass percentage in the Foreign Medical Graduate Examination has always remained relatively low.

Over the years, the qualifying percentage of the entrance exam has hovered around 10 to 20 percent. This percentage was recorded as low as 4.93 percent in 2014, while the highest qualifying percentage was recorded as 39 in the December 2022 FMGE.

As per information shared by the government, the pass percentage of students who have pursued medical education from Bangladesh, and Nepal has been relatively better than those who have graduated from other countries such as Armenia, Belarus, Georgia, and Kazakhstan among others.

Experts cite the lack of clinical exposure and substandard medical education in foreign medical colleges as one of the reasons for the low pass percentage in the exam.

Unlike the medical colleges in



India, the colleges in foreign countries do not have proper infrastructure. The students enrolled in these medical colleges are not trained in hospitals. On the other hand, medical students from India have to undergo a mandatory one-year internship to complete their MBBS degree. The absence of patient exposure and clinical training deprives foreign medical students of the essential knowledge required for practicing in India. Therefore, these students find it difficult to qualify for the licensing exam in the country.

Experts also cite that reducing

the difficulty level of the licensing exam is not a viable option as it will be unfair to have unskilled doctors in the country.

The Foreign Medical Graduate Examination is a screening test for medical graduates seeking eligibility to practice medicine in the country. It is administered twice a year in June and December by the National Board of Examinations. The examination is open to both Indian citizens and Overseas Citizens of India (OCIs) aiming to acquire the registration certificate from either the National Medical Commission (NMC) or the State Medical Council (SMC).

## 16-year-old JEE aspirant hangs self in Kota

■ EJ - Kota

A 16-year-old JEE aspirant allegedly hanged himself in his hostel room here, hours after the National Testing Agency published the answer key for the first edition of JEEMain 2024, police said. This is the third case of suspected "suicide" by coaching students in Kota this year so far, they added.

Shubh Choudhary's body was found hanging from the ceiling fan of his hostel room in the Jawahar Nagar area here on Tuesday morning, Circle Officer (CO) DSP Bhawani Singh said.

Choudhary, who hailed from Chhattisgarh, was a student of Class 12 and had appeared in the JEE-Main 2024 examination, Singh said.

However, the police are yet to ascertain the status of his results, he added.

The National Testing Agency on Monday published the answer key for the first edition examination of JEEMain 2024 and announced the results on Tuesday.

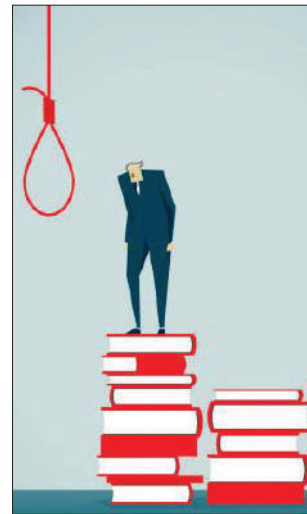
## NEET UG 2024: Updated syllabus and exam pattern explained

■ EJ News - New Delhi

There will be 4 subjects and each subject will consist of two sections. Section A will have 35 questions and section B will have 15 questions. Of the 15 questions in section B, candidates can choose to attempt any 10 questions.

According to the information bulletin released by the NTA, to rationalize the decision to reduce the syllabus by various School Education Boards, the NTA decided to provide a choice in Section "B" for each of the 4 subjects.

National Medical Commission (NMC) notified that the syllabus of NEET UG 2024 has been updated concerning the previous year. It was informed that topics that are neither being taught



anywhere in the school board nor available in the latest book of NCERT, have been deleted.

On questions arising as to why topics were deleted, NTA informed that due to the COVID-19 scenario, various school boards deleted portions of each subject's syllabus. The deleted portions were still not being taken back by these boards and the deletions were not uniform across various boards. Hence, several requests were received by the NTA for the revision of the syllabus.

The exam is scheduled to be held on May 5, 2024, from 2 pm to 5:20 pm. The duration of the exam is 200 minutes. The results of the medical entrance exam will be announced on June 14, 2024.

Eight years of dedication, enlightenment, and unwavering commitment to education deserve heartfelt celebration. As we commemorate this milestone, I express my gratitude for the valuable impact Education Jagat has had on readers, learners, educators, and the community.

Over the years, Education Jagat has been a beacon of knowledge, guiding countless minds toward enlightenment. May your journey continue to inspire and empower generations to come?"

"Happy 8th anniversary to the newspaper that has been a constant companion in our pursuit of wisdom. May your ink flow ceaselessly, illuminating minds and shaping a brighter future."

"To the team behind Education Jagat, thank you for your tireless efforts in spreading awareness, fostering curiosity, and nurturing young minds. May the next years be even more impactful!"



**Dr. Omotola Sobowale**  
Educationist  
Lagos - Nigeria

## PRATISHTHA PUBLICATIONS

(A Division of Pratishtha Products Promotion Practices Pvt. Ltd.)



- Text Book
- Magazine
- Publicity Posters
- Flyer/Leaflet
- Catalogue
- Stickers
- Tags & Labels
- Envelopes
- Paper Bags
- Danglers
- Writing Pads
- Calendars & Dairies



**rinting**  
ALOK AGARWAL (Director-Marketing) 9899525900



# 9<sup>th</sup> Education Jagat International Issue on 1 April 2024

9<sup>th</sup>  
Year  
Publishing



www.educationjagat.com



**Wefeq Shafiq Jalilova**  
Educationist  
Oropos - Azerbaijan

*I have been reading your newspaper for a long time. You provide interesting information in all fields. I wish you and your professional team a long and happy readership. You are informing people correctly with accurate information. I wish you new success.*



**Daniel Park**  
Educationist  
Seongnam - South Korea

*Happy 8th Anniversary to the entire team of Education Jagat India.*

*It pleases me to send my heartfelt felicitation to a formidable team whose devotion and dedication to this International publication widened its impact not just in India but to the shores of other countries on diverse continents. For the past seven years, your excellent publication has helped transmit the voice of millions of students, educationists, and global educators; a countless number of applauses won't even be enough to celebrate these giant strides.*

## 1,606 Primary schools in the state operate with 1 teacher: Gujrat govt. in Assembly

■ EJ - Ahmedabad.....

As many as 1,606 government-run primary schools in Gujarat were functioning with just one teacher, the state government informed the legislative assembly on Monday.

In a debate during the Question Hour of the ongoing budget session, state Education Minister Kuber Dindor admitted that the number of schools facing a shortage of teachers has increased in the last two years mainly because of the transfer of educators to places of their choice.

While Dindor assured the House that vacant posts in the state-run primary schools would be filled "at the earliest", Congress MLAs took a strong exception and asked the BJP government to specify the timeframe for filling the posts.

Responding to a question by Congress MLA Tushar Chaudhary, the minister said 1,606 government primary schools in Gujarat were functioning with just one teacher as of December 2023.

The state has more than 32,000 government primary schools.

He said steps are being taken to ensure that students do not suffer, and these measures included the appointment of Gyansahayaks or contractual primary teachers and conducting teacher transfer camps.

Senior Congress MLA Shailesh Parmar informed the House that



despite the state government's assurances in the past, the number of primary schools functioning with just one teacher has increased in two years.

"The state government had informed this House in March 2022 that nearly 700 schools were functioning with just one teacher. Today, that number stands at 1,606. As per the records, more than 19,000 vacancies of teachers are still vacant in Gujarat. I want to know what the state government has planned to address this issue?" Parmar said. Congress MLAs Kirit Patel, Geniben Thakor, and Tushar Chaudhary expressed their displeasure and asked if the government has set a deadline to fill the vacant posts instead of saying the vacancies will be filled "at the earliest".

The minister, however, pointed out that though 1,606 schools

were functioning with just one teacher, nearly half of them maintained the student-teacher ratio of 30:1 as prescribed under the Right to Education (RTE) Act.

"Of these 1,606 schools, 20 have less than five students, 86 have between five to ten students, 316 have 11 to 20 students, 419 have 21 to 30 students, 694 have 31 to 60 students, and 71 schools have more than 61 students. We should also consider this fact, Dindor said.

He further said that the shortage of teachers at these schools was due to a transfer camp recently organized by the education department, where many educators had sought transfers to their hometowns.

"In all, 27,848 teachers got transferred recently. We will fill the vacant posts at the earliest," the minister said.



tion. Similarly, many government colleges have poor hostels, not justified by the HRA they deduct."

Health Activist Dr Dhruv Chauhan, who is also the National Council Coordinator of the Indian Medical Association - Junior Doctors Network (IMA-JDN), also reacted to the new notice released by the commission,

"Much appreciated step. A lot of private medical colleges are charging hefty amounts in the name of hostel fees. But they are very clever, they will shift those amounts in 'miscellaneous' and other charges which need accountability too. I hope @NMC\_IND will consider," he tweeted.

## Medical Colleges to face penalty for forcing PG students to stay in hostel: NMC

■ EJ - New Delhi.....

The commission received several complaints alleging that medical colleges are compelling students to stay in hostels and a hefty amount is being charged for the same.

The National Medical Commission (NMC) on Thursday, February 8, released a public notice saying that hostel accommodation is optional for postgraduate (PG) medical students.

The notice stressed that as per regulation 5.6 of the Post Graduate Medical Education Regulation (PGMER), 2023, the college must provide appropriate residential accommodation to postgraduate students. However, postgraduate (PG) students don't need to stay in the hostel. "Similarly, there were no such provisions in the PGMER, 2000 for a mandatory stay of the PG Medical Students in the hostel offered by the college," the no-

tice dated February 8, said.

The commission received several complaints from PG students alleging that medical colleges are compelling them to stay in the hostel offered by the institution and a hefty amount is being charged for the same.

"All the Medical Colleges and Institutes are directed to take cognizance of the above-mentioned regulation, failing which NMC may take action as per Regulations 9.1 and 9.2 of the PGMER, 2023 which includes monetary penalty, reduction of seats, stoppage of admission, etc.," the commission notified.

Reacting to the notice, the Federation of Resident Doctors Association (FORDA) said on social media platform X, "Medical colleges can't compel resident doctors to stay in Hostels. A welcome move by @NMC\_IND. Many private colleges charge exorbitant fees in the name of Hostel accommo-

## Exams and the hollowness of counseling students

■ EJ - Avijit Pathak.....

During this season of board exams and all sorts of entrance tests, we seem to be busy advising and motivating young students or 'exam warriors', to borrow the term used by Prime Minister Narendra Modi. Like him, we engage in some sort of 'Pariksha pe Charcha' and teach them how not to get stressed, remain focused, accept 'healthy competition', work on 'self-progress', 'recharge' the body, and concentrate on studies with a relaxed mind. Furthermore, we love to console them by saying that everybody is unique and hence, one should not compare oneself with others. Indeed, there is no dearth of sweet words on our part.

However, I am not very sure whether these students take us very seriously. They know the harsh reality. With their lived experience, they know that no matter what we say in front of them, we have created a 'learning machine' in which it is the quantification of 'success' say, 99 percent marks in the board exams, or a good ranking in the IIT-JEE or NEET that alone matters. In this hyper-competitive social milieu, their future, they apprehend, is bleak, if they do not manage to opt for the select career options and appropriate courses in medicine, engineering, commerce, and business management. Hence, they cannot afford to be 'unique'; they are required to imitate the path set by the 'successful' ones. Yes, everybody loves 'success', and what the system regards as 'failure' is ugly; teachers and parents loathe it; and the specter of 'failure' often leads to chronic nervousness, psychic disorder, and even suicidal tendencies. Think of the latest suicide note of an 18-year student in Kota: 'I am a loser. I am the worst daughter. Sorry mummy papa.' As adults, parents, teachers, and political masters, we are essentially hypocrites. We give them stress; and, yet, we advise them to be calm and composed.

In fact, amid this business of counseling and sweet talks at the time of exams, we escape from raising a series of critical issues relating to the social dynamics of education. Let me raise three such issues.

First, the system of school education we have normalized is essentially one-dimensional; the importance it attaches to a set of technical and academic skills leads to the devaluation of what makes life truly meaningful and creative-say, the art of relatedness, the sensitivity to nature, or the ability to integrate the



brain and the heart, or the body and the soul. The irony is that we have reduced all radical and life-transformative visions of education as envisaged by the likes of Rabindranath Tagore and Jiddu Krishnamurti into fossilized museum pieces. The result is that what confronts our children is a highly life-killing and mechanized system of education that knows nothing beyond rote learning, exam strategies, and success manuals. Passing the exams; settling down in life as doctors, engineers, bankers, and traders; earning money; and nurturing the same ambition in the next generation — this seems to be the mantra of existence we ask our children to internalize. Hence, our counseling or sweetness at the time of exams is nothing but shallow and hypocritical.

Second, not many of us, including our political bosses, top academic bureaucrats, and policymakers, are willing to accept that the world we have created in which these youngsters will eventually enter is essentially corrupt, violent, and manipulative. Think of, for instance, the fate of constitutional ideals like secularism, democracy, and distributive justice. Yes, majoritarianism is the order of the day; ethics is a bad word in the realm of politics; greed is normalized amid rising consumerism and market-induced artificial needs; and the cult of narcissism diminishes the spirit of democratic decision-making. Under these circumstances, will the youngsters accept our sweet words and motivational speeches? Or, for that matter, are we, I mean, parents and teachers, ready to embrace some of these youngsters if they dare to say 'no' to what the 'Kota factory' symbolizes, the production of the 'toppers' through the tyranny of the time table, the cycle of the endless drilling and the circulation of aesthetically/spiritually impoverished 'coaching' strategies? Can we encourage them if they begin to cherish the spirit of critical pedagogy, debunk what our political masters and techno-capitalists are doing,

and, eventually, strive for a kind of living based on creativity, simplicity, and austerity? Or, will we stigmatize them as idealist fools and send them to psychiatrists to cure their 'abnormality'? Likewise, how many of us have the courage and integrity to tell these youngsters that they are not 'exam warriors', nor are they 'resources' to be shaped and used by the techno-corporate world for its irresistible greed and 'productivity'? Do we want to see them as creative souls rather than polished 'products' with a lucrative salary package?

Third, our counseling seldom bothers about the most difficult examination of life. This examination is not about physics, mathematics, and English; this is about the intellectual clarity to distinguish the lamp of truth from the noise of the propaganda machinery; spiritual longing for love and oneness from the manipulative religious politics that cause hatred, division and violence; authentic existential needs like the art of loving and sharing from the selfishness implicit in what social psychologist Erich Fromm would have regarded as 'having a mode of existence.'

Is it possible for our political masters or, for that matter, academic bureaucrats to initiate yet another kind of 'pariksha pe charcha' and inspire the new generation to choose life, not death; ecologically sustainable living, not the techno-capitalist destruction of mother earth; and freedom, not the trap of the surveillance machinery?

### CBSE issues...

across India and other countries to plan their journeys to reach the examination centers on or before 10 am, looking into the local conditions, traffic, weather conditions, distance, etc., as the students will be allowed to enter the centers only up to 10 am and not thereafter.

"All schools are requested to help and guide the parents and students. Students are once again advised to visit their examination centers in advance and make a plan for their travel so that they can arrive before or on time on all examination days," it added.

Education Jagat

Leading Education Media round the Globe with  
Million's Subscriber's

**9<sup>th</sup> Year Publishing**

www.educationjagat.com

**Education Jagat International Issue on 1 April 2024****Dr. Queni Victor Chávez Mori**  
Educationist  
Peru

Greet every one of those people who are part of this valuable undertaking and especially to the directors of this great global educational project that plays a transcendent and preponderant role aimed at promoting innovative proposals that aim to address problems of various kinds and whose objective is to build societies capable of facing global challenges through the strengthening of human capital to guarantee peaceful coexistence, political consensus, sustainable development, social justice, as well as the defense of peace, human rights, and the environment.

**Hind Bari**  
Educationist  
Tipazu - Algeria

Congratulations on EDUCATION JAGAT's 8th Anniversary and nearing nine years of impactful publishing. It's an honor to contribute to your global issue, wishing continued success to your team. I eagerly anticipate sharing my best wishes and a photo for this special occasion.

**International students are back, but they're struggling with Australia's rising cost of living**

EJ- Agency

Dahlia Rera Oktasiani landed in Australia in November last year, eager to begin studying her project development course at a business college in Sydney. However, the 33-year-old student from Bali has had a tough time adjusting to life here, even though she previously lived abroad while studying in the US. When she first arrived in Australia, Ms Oktasiani paid \$110 a week for a room shared between two, but now the rent has increased to \$185.

"I need to be creative to find cheap meals by cooking at home, or find special promotions in the market."

She's one of many international students feeling the pinch due to Australia's cost of living crisis and rising inflation.

Ms Oktasiani worked in Bali during the pandemic and managed to save some money for her studies.

But she has drawn on her savings to cover her accommodation and food, and Ms Oktasiani said she needed to budget carefully.

In 2022, his government lifted the 40-hour per fortnight work cap to help alleviate labor shortages, meaning international students like Ms Oktasiani can now work longer hours than previous cohorts.

Dahlia Rera Oktasiani has worked several part-time jobs since arriving in Sydney last November. (Supplied)

But the arrangement will end in June this year, and the number of hours a student visa holder can work will again be restricted to 20 hours per week.

Her main concern is the uncertain economic situation in Australia and how that will influence the cost of living in the



coming months.

"I need to save, and also prepare myself with some buffer because I don't know what is going to happen," she said.

"Prices could go up by 10 percent, 20 percent. Who knows?" Ms Oktasiani wants more affordable housing available to help international students.

She heard from an acquaintance that they were sharing a room with two other people, in a three-bedroom house shared by 12 students.

According to a survey by the University of Technology Sydney in 2019, several international students had resorted to "hotbedding", where their bed is only available for some hours of the day or night so others can sleep in them.

The survey, using a sample size of 7,000 students (out of around 750,000 international students in Sydney and Melbourne at the time), estimated that around 3 percent, or more than 200 students, rented beds for several hours a day.

In Adelaide, Kevin Vuong and his twin brother Nick are fortunate with their accommodation they're living with their uncle's family and paying rent while they study at the University of South Australia.

The twins, 20, come from Ho

Chi Minh City but have been in Australia for the past five years, after moving here for high school.

While their accommodation costs are lower than the average international student, they still need to pay for food and private medical insurance.

"We have to pay for private health care as international students are not covered by Medicare," Mr Vuong said.

Mr Vuong recently returned from visiting his family in Vietnam — his first trip home since the pandemic — and he dreams of owning his own business one day.

He was working as a trolley collector at a supermarket but is now looking for a different job to fit with his higher study load.

"Because I am in the second year of uni, I need to make sure I have the time to study," he said.

At the same time, Mr Vuong is eager to help alleviate the financial burden for his parents, who have a pottery business back in Vietnam and are also supporting their 15-year-old daughter.

The twins' annual university tuition fees are around \$30,000 each, so it will cost the family \$180,000 over three years.

**The third offshore campus of IIT likely to be set up in Sri Lanka**

EJ- Agency

The third offshore campus of the prestigious Indian Institute of Technology (IIT) is likely to be set up in Sri Lanka, according to sources. The proposal for an IIT in Sri Lanka was announced last November in the 2024 Budget unveiled by Sri Lankan President Ranil Wickremesinghe, who also serves as the finance minister. According to sources, the Sri Lankan government is in touch with IIT Madras for the ambitious project. "A high-level delegation had recently visited the Chennai campus to discuss the future roadmap. The

talks are on and the campus is likely to come up in Kandy," a source said. "The delegation also visited the Research Park at the campus and interacted with officials about possible areas of engagement," the source added. The Indian government has announced that opportunities for admission to the IITs in India will be provided to meritorious Sri Lankan students from the 2017-18 academic sessions onwards. If the plan for the Sri Lanka campus comes through, it will be IIT Madras' second international campus. The institute had last year announced the setting up of an off-

shore campus in Tanzania's Zanzibar with Preeti Aghalyam being appointed the director-in-charge who also became the first woman IIT Director. An MoU, signed last July between India and Tanzania, was the final procedural step that paved the way for the opening of the campus. The institute began functioning in November last year from a temporary campus and is offering two full-time academic programmes a four-year Bachelor of Science in Data Science and Artificial Intelligence and a two-year Master of Technology in Data Science and Artificial Intelligence.

**The Ontario college with the most international students comes out swinging against Canada's reforms**

EJ- Agency

The Ontario college that boasts the largest number of international students in the country is unapologetically touting its growth plan to address what it calls Canada's "baby deficit."

Kitchener-based Conestoga College, which has seen newly approved study permits up 137 percent over the last three years, said the prosperity of the local communities is threatened by the pressure on the labor supply a result of a declining birthrate and an aging workforce, as well as the recent changes to Canada's international education program.

"The college is responding to these shortages both emphatically and strategically," Conestoga said in a report released Tuesday that explains its recent growth and the need to meet the region's demand for a skilled labor force.

"The college has expanded its enrolment and attracted the level of international students necessary to compensate for the 'baby deficit' that will be the hallmark of the next several decades."

The report, titled "The Conestoga Effect," came in the wake of a two-year cap imposed by Immigration Minister Marc Miller recently to restrict the number of new study permits issued to rein in Canada's fast-growing international student program, which he said has been used as a back entry into the country for jobs and permanent residence.

According to data from the Immigration Department, Cones-

toga, a public college with 11 campuses in eight cities, has seen the fastest growth in new study permits received, 12,822 in 2021; 20,905 in 2022; and 30,395 in 2023, and one of the highest volumes of study permits extended over the three years, 2,837, 4,629 and 6,760 respectively.

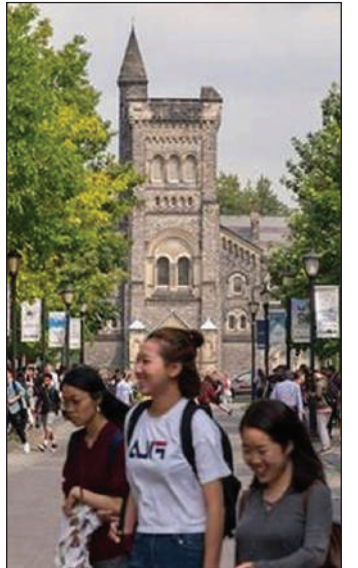
Those numbers have raised eyebrows and drawn criticisms of the college for running operations like what Miller has described as "puppy mills," which Conestoga president John Tibbits vehemently denied on Tuesday.

"I am happy with what we've done. And we would do the same thing again," he told an audience at the unveiling of the report, which was the fourth in a series over two decades that started in 2003, to capture the impact of the institution on the local community and economy.

"We are the most popular college in Canada. Now, why would that be? Are they all fools?" asked Tibbits. "If we were a disaster, the applications would dry up."

In its 66-page report, Conestoga said it had become a dominant educational destination for international students since 2017, topping the list of top 10 Canadian schools for the number of work permits issued to the talent it has attracted.

In 2022, for instance, 35 percent



of international students studied business-related programs, around 36 percent studied in the school's workforce development programs, nine percent in IT, and three percent in health and life sciences. A new bridging program for internationally trained nurses saw enrolment up from 180 in 2022 to more than 300 last year.

"As the 99 percent approval rate of postgraduate work permit applications from Conestoga graduates demonstrates, Conestoga is seen as a respected educational institution that supplies highly qualified labor locally and nationally," it said, adding that both its domestic and international graduates have similar employment rates, around 85 percent.



Education Jagat Team is happy to announce that now your own Education Jagat (Fortnightly) newspaper is available in your hands across the world.

( Advance booking with normal charge)

response@educationjagat.in

+91 850 60 62 004



# EIC



*Finally, you can simply  
choose the international  
university you want  
to study in*

Admissions open for  
Engineering Management Medical.

In USA, UK, Canada, Russia, Australia, China, Singapore

Cont Us: +91 98 11 134715

Email : [eduinternationalconsultancy@gmail.com](mailto:eduinternationalconsultancy@gmail.com)