

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

**Education Jagat International Issue on 1 April 2024**





**Prof. Morten Flate Paulsen**  
CEO at Campus NooA  
Oslo - Norway

In April 2016, when Education Jagat published its first issue, I visited Sismiut. A small village in Greenland with limited access to the internet. Later, the same year, I met Marc Prensky. The American who invented the terms "digital native" and "digital immigrant".

Eight years have passed. The Internet is omnipresent, and digital natives conquer the world. I'm documenting the development in four books about My Online Education World from 1980- 2020. And Education Jagat is a well-established publication destined for future success.



**Julia Koifman**  
Lecturer in English  
Haderah- Israel.

I have been reading your Education Jagat newspaper for some years, and I have made some publications with you. It is very interesting to get news about education in India and other countries, therefore the international column interests me the best. Recently I got my PhD, and I often took some materials from your newspaper. I wish you success and prosperity.

## Stop comparing your child with others: PM Modi's advice to parents



**Mariam Mamagulashvili.**  
Educationist  
Dvani - Georgia

**EJ News - New Delhi**

In the seventh edition of 'Pariksha Pe Charcha' at the Bharat Mandapam in Delhi, Prime Minister Narendra Modi told parents to stop treating their child's report card as their "visiting card", and urged them to avoid comparing their children to others.

"A lot of parents keep on giving examples of other children to their children. Parents should avoid doing these things... We have also seen that those parents who have not been very successful in their lives, have nothing to say or want to tell the world about their successes, and achievements, make the report card of their children as their visiting card."

Stressing on mental well-being of the child, PM Modi urged parents and teachers to promote

'healthy competition among children. "If there are no challenges in life, life becomes uninspiring and demotivating." Competition and challenges act as inspirations in life, but competition must be healthy".

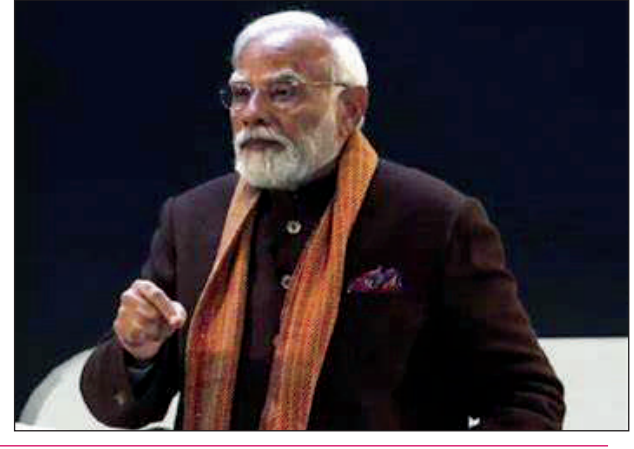
He said pressure should not be so much that it affects one's capabilities. "We should not stretch to extreme levels, rather there should be a gradual development in any process," he said.

The PM also stressed the role of teachers in reducing the stress of children. "The job of a teacher is not just to do a job, but to enhance life, and to give strength to live, this is what brings change."

"The running commentary from parents, teachers, or relatives drawing negative comparisons now and then is detrimental to student's mental well-being. It does more harm than good. So,

we must ensure to address the issues through a proper and heartfelt conversation with students rather than reducing their morale and confidence through inimical comparisons and talks."

The prime minister said that the challenges faced by students must be addressed collectively by parents and teachers. He also encouraged teachers to forge strong connections with their students.



I am Mariam Mamagulashvili from Georgia, my region is Shida Kartli, Kareli Municipality, Dvani village, which is located on the "border strip" this year. I was born and raised in Tskhinvali, Samachablo, which is now occupied by Russia, and I am displaced. In 1987, I graduated from the fourth secondary school of Tskhinvali. In 1992, the South Ossetian State Institute received the qualification of a primary school teacher. I have been working as a teacher since 1991, I worked for 4 years as a primary school teacher in Takhtidzi village of Kareli municipality. In 1995, I started working at Dvan public school and taught Russian language and literature in primary classes. And then as an art and music teacher. In 2017, I received the right to teach fine and applied arts based on passing. Throughout my teaching career, I enjoyed outstanding trust and authority from the community.

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## 35% to 41% Maths teachers did not study maths at UG level:: Report

**EJ News - New Delhi**

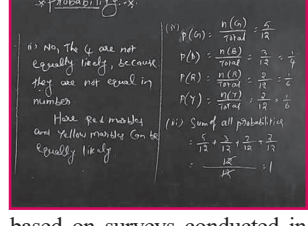
About a third of mathematics teachers in schools surveyed in eight states did not study the subject at the undergraduate level, pointed out the Centre of Excellence in Teacher Education (CETE) at Tata Institute of Social Sciences (TISS) in its report "State of Teachers, Teaching and Teacher Education Report (SOTTTER)".

The report focused on teacher availability and deployment, encompassing data from eight states across India. It revealed that 35 to 41 percent of mathematics teachers in both government and private schools lacked a mathematics background at the undergraduate level.

While maths teacher shortages are alarming at 35 percent, concerns extend to other subjects as well. English and regional languages follow closely, with 31 percent and 30 percent vacancy rates, respectively.

Around 54 percent of primary school teachers in these states do not have DEd or an appropriate professional qualification. The situation is worse in private schools.

The report titled 'The Right Teacher for Every Child' is



based on surveys conducted in the states of Maharashtra, Bihar, Assam, Chhattisgarh, Karnataka, Punjab, Mizoram, and Telangana. The survey covers 422 schools, 3615 teachers, 422 head teachers, 68 teacher education institutions, 1,481 student teachers studying in B Ed programs, and 268 teacher educators.

Padma M Sarangapani, Chairperson of the CETE at TISS and lead author of the report, shared that the report also includes data from eight background research papers that used primary and secondary data including UD-ISE+ 2021-22, Periodic Labour Force Survey 2021-22 among all.

While the report states that only 46 percent of teachers teaching primary classes were found to have appropriate professional qualifications across all states, it also shows that there are marked variations between different

>> **Contd. p.4..**



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# Bullying of students and its management

Bullying at school is one of those problems that is rarely talked about out loud. Often, older people call it another name, childish teasing. Bullying is a serious issue and it affects children's psychological.

It has a significant impact on emotional development.

**What are the motives behind bullying?**

**Who is the bully and on what principle do they choose the victim?**

What should we, members of the community, parents and teachers do, so that bullying at school no longer remains a hidden problem? As we know, bullying is long-term physical and psychological violence by one individual or group against another individual or group who cannot defend themselves in a specific situation. It is a form of violence that often it is found among adults.

First, let's define who is the bully, the victim, and the witnesses of bullying, and then find possible ways to solve them.

A **bully** is a person who tries to physically or emotionally harm another person. A bully is someone who tries to do something wrong to another person, feels bad to push him, shake his hand, hit him, call him a nickname, or make a bad joke about him.

Such a person harms another person constantly.

**Victim** - a person who is the target of bullying and who is being bullied.

**Bystanders of bullying** - people who see, hear, and how one student humiliates another.

- An active supporter supports the bully and may turn into a bully himself

- A passive supporter does not openly express support but

agrees with Buller.

**I wonder why bullies are violent.**

- We think they have problems at home, driven by envy, or social status be a problem. It is possible that he was a victim of bullying. Have low self-esteem and fail to understand the impact of their actions, or are labeled as a bully. It would be good if all citizens understood the consequences of bullying, because at this time there is low self-esteem, there is a wave of self-confi-

left out.

**One may think that no one can help;**

- There is no one to talk to;

- No one can double me; Often, such a child feels very sad but does not know how to act, or what to do.

Before we talk about the prevention of bullying and determine the ways to solve it, the question arises:

**Why do children bully their peers?**

Maybe they thought they would

ment, where a child is protected from stress and strengthen the protective forces.

Let's formulate advice that both students and parents, as well as teachers, will take into account.

**What should you do when you see another child being bullied?**

Gather your friends and talk to Buller...

Explain that what he is doing is not well..

- Make Buller feel that this behavior is unacceptable. Buller may be doing this to get your



dence, loneliness - isolation, deterioration of academic performance, feelings of security and mistrust, anxiety, fear, or anger.

**But what does the affected child think at this time?**

He may think that he is smaller than the abuser or may feel

win something or get it in their behavior, they want to please their friends or earn their approval;

They like to appear strong and often don't realize how much damage they are doing to the other child.

For the prevention of bullying, it is necessary to create an environ-

attention.

- Encourage the affected child, to be polite, and friendly towards him.

- Tell the parent, teacher, - this is support, not letting down;

- Help Buller too, make friends and try to make him see that he



**Mariam Mamagulashvili.**  
Educationist  
Dvani - Georgia

can have friends without being humiliated and ridiculed.

In such a case, it is necessary to inform the resource officer or the responsible person, who will find out the situation and, if necessary, redirect the person to the psychosocial service center of the Resource Officer Service of the LSL educational institution, where qualified psychologists and social workers will provide appropriate services to the, directly and indirectly, involved parties in bullying.

**What should you do if someone is abusing you?**

- Tell someone you trust (teacher, resource officer)

- To a parent, a friend..) Share your feelings and emotions with a friend, a trusted one, or a person.

- Never keep bullying a secret!

- Try to be surrounded by friends, people who support you.

**Tips for teachers and parents:**

Set specific and strict limits that you will apply if the bullying happens again.

- Teach children non-violent problem solving.

- Show examples of positive behavior.

By observing your behavior, the child will learn to be kind and respectful to other people.

- Strengthen control.

Be close to the child when he is different. It plays with the children.

- Encourage his participation in sports competitions, self-creation circles, and extracurricular activities.

This kind of load will help to spend the excess energy of the child in a civilized way and will significantly reduce his aggressiveness.

In difficult cases, consult a psychologist.

Keep calm, and manage the situation..

- Take the child's story about bullying seriously.

- Take action as soon as possible.

- Support the victim of violence so that he does not end up feeling inadequate.

- Offer specific help to victims of violence.

Behave so that the bully understands that you do not like his behavior.

- Try to see the abuser from the victim's point of view.

- Use sanctions against the abuser, and be careful not to harm the victim.

- Clearly and clearly explain to the bully why and how he is being punished.

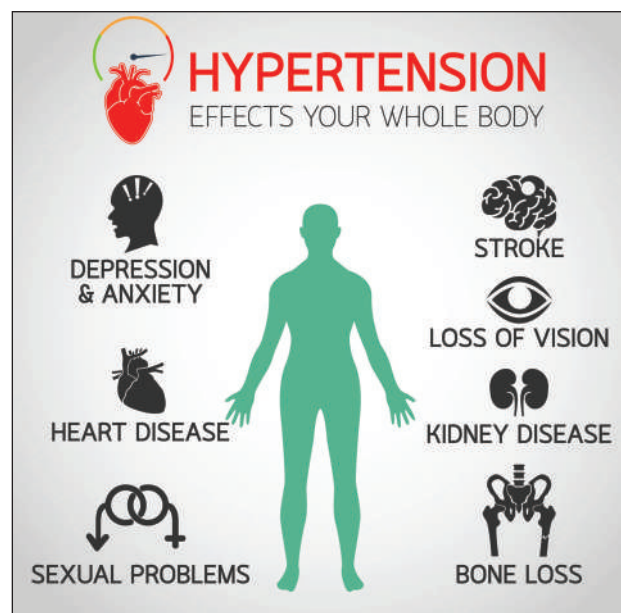
Let the child know that you will not tolerate his aggressive behavior under any circumstances, regardless of who it is directed at.

**We can do everything together.**

# Complications of arterial hypertension

Complications of arterial hypertension (AH), beginning to show a direct relationship with the level of blood pressure 145/95 mm Hg. Art., for many decades was the leading cause of death among all causes of death. Arterial hypertension, without a doubt, is the leading medical and social problem of our time, its role in the mortality and disability of people continues to grow, despite the great attention paid to this problem by the scientific community, practitioners, and authorities.

Against the backdrop of growing knowledge and progress in the field of pharmacology and therapy of hypertension, the frequency of achieving target blood pressure today in the United States and European countries has stabilized by 25-34%, in Russia in the 1990s. was - in men 5.7%, in women - 17.5%, decreasing with age[2]. According to the National Guidelines for the Prevention, Diagnosis, and Treatment of Arterial Hypertension (draft) in Russia in 2006, this indicator slightly improved (21.5%)[2, 4]. It is within these limits that one can speak of the limit of population possibilities of the unconditionally dominant drug therapy of hypertensive conditions today. Historically, diastolic BP has been given more importance as a predictor of cerebrovascular and cardiac complications, which has affected the organiza-



tion of major studies on the treatment of hypertension. We also fell under this influence at one time, concentrating on the predominant correction of diastolic blood pressure, assuming that its value indirectly determines the main area of interest of urologists - peripheral resistance and tissue perfusion, and systolic pressure is mainly an indicator of heart function, which itself will "sort out" with what frequently to it to work. Subsequently, it turned out that medical correction of systolic blood pressure is even more difficult to achieve than diastolic blood pressure, and the latter is corrected unsatisfactorily.

Data from epidemiological studies before and after the 1990s confirm that both diastolic and systolic blood pressure are independently and linearly associated with the risk of cerebral stroke, and coronary and renal complications. Most cases of stroke have been reported in patients with borderline or mild hypertension (from transient ischemic attacks to hemorrhage). It is now known that both systolic and diastolic BP levels correlate with the development and progression of renal failure, with systolic BP being an even more significant risk factor for kidney damage..

The history of the study of hypertension (AH) and AH as a whole represents a change of brilliant paradigms, each of which reflected

the current level of understanding of the etiology and pathophysiology of AH for its period. Without exaggeration, the symphony and logic of the pathophysiology of the formation, progression, stabilization, and existence of hypertension can be called the "music of medicine" - a complex and harmonious cascade of complementary theories, models, and concepts of metabolism in the beauty of their spatiotemporal totality, both in general and around each of the system-forming AG factors.

One of the most important manifestations of hypertension is a violation of the structure and function of "target organs", which include: the brain, heart, blood vessels, and kidneys. Of these, the brain and heart are central, and the vessels and kidneys are peripheral organs of blood circulation regulation. In case of hypovolemia, shock, hemorrhage, or heart failure, blood flow is redistributed due to spasm of the periphery to maintain a minimum level of perfusion pressure sufficient for the survival of the brain, heart, and lungs in a catastrophe (crisis) of any origin. With perfusion pressure less than 80 mm Hg. Art. The kidney, as the main organ of peripheral regulation of blood flow, naturally ceases to exercise its filtration function. With a feeling of deep respect for the founders, let us briefly note the main theories of the formation of the AG:



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- Neurogenic concept of AH formation (external conditions and lifestyle, chronic stress, G.F. Lang, A.L. Myasnikov, 1930-40s); I

- The concept of impaired water-salt metabolism (the role of the kidneys, sodium and water retention A. Guyton, "salt theory", the 1970s);

- "Membrane theory" of hypertension (experimental model of genetically determined hypertension, K.Aoki, 1960s);

- V. "Renin" theory of primary AH (V.Vertes, HRBrenner, JHLaragh 1970-1980s); VI. Synthetic "mosaic" theory of AH (AH - compensation for decreased tissue perfusion due to the influence of eight. (In the last 20 years, more than 20 "candidate" genes have been identi-

fied, including the angiotensin II gene as a genetic marker of various myocardial remodeling variants, the aldosterone synthetase gene, NO - synthetases, haptoglobin, etc., the expression of which determines the functional activity of the humoral systems of the main factors - nervous, humoral, reactivity, volume, cardiac output, elasticity, vascular lumen diameter, blood viscosity - "Page's octagon", the 1970s)[7].

At the heart of our views lies the mechanistic concept of the relationship between "constriction" and "volume" that attracts with its simplicity outside the symptoms of heart failure: BP ultimately depends on the "size" of the arterial bed (bed) and the amount of fluid that fills it. From here, AH is conveniently subdivided into renin- and volume-dependent (congestive)[4, 7].

The experience of many doctors shows that if the manifestations of the metabolic syndrome are eliminated (The diagnosis of the metabolic syndrome is made in the presence of abdominal obesity (waist circumference in Europeans: more than 94 cm in men, more than 80 cm in women) and at least two of the following factors: triglyceride levels  $\geq 150$  mg/dL (1.7 mmol/L) or appropriate therapy, arterial hypertension (BP  $\geq 130/85$  mmHg) or antihypertensive drugs for previously diagnosed hypertension, plasma glucose  $\geq 100$  mg/dL (5.6 mmol / l) or the presence of previously diagnosed diabetes mellitus (General Consensus of the International Diabetes Federation, 2005), hemodynamic and tissue hypoperfusion, every-

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

9<sup>th</sup> Year Publishing



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**Prof. Rita Aguilar Gonzalez**  
Directora Academica  
Mexico

*"Congratulations to Education Jagat on reaching this significant milestone! For the last 8 (eight) years, you have been a beacon of knowledge, inspiring countless readers with insightful articles and engaging content. Your dedication to promoting virtual education has made a profound impact on the educational landscape. Here's to many more years of success, innovation, and continued excellence in virtual education. Happy anniversary!"*



**Elena Gourgouli**  
Educationist  
Oropos - Greece

*"Warmest congratulations on your 8th anniversary! Your unwavering dedication to enlightening minds and fostering critical thinking is commendable. Here's to another year of spreading knowledge, sparking curiosity, and empowering readers with insights that shape the future. Wishing you continued success in your noble mission to educate and inspire!"*

## MBBS admissions case: SC takes charge, and stays all proceedings in Calcutta High Court

■ EJ - New Delhi

The Supreme Court on Monday transferred to itself all the proceedings pending before the two benches - Single and Division - after the row between the two benches of the Calcutta High Court over the issue of a CBI probe into the alleged irregularities of fake caste certificate scam case.

A five-judge Constitution bench of the Top Court, headed by the Chief Justice of India (CJI) Dr Dhananjaya Yeshwant Chandrachud, said it has decided to transfer all the cases related to the issue to itself, keeping in view the sensitivity of the case.

The Apex Court also sought a reply from the West Bengal govt on the status of the probe into the alleged fake caste certificate scam and fixed the matter for further hearing exactly after three weeks. It directed the completion of pleadings in three weeks.

The four other judges in the five-judge bench, besides CJI, were Justices Sanjiv Khanna, B R Gavai, Surya Kant, and Aniruddha Bose. In a special sitting convened on Saturday, which is generally an off day of the SC, the five-judge bench of the Supreme Court, headed by the CJI Dr. Chandrachud, stayed all the proceedings before the Calcutta High Court in the case where a single bench



defied a stay order passed by a division bench.

The Apex Court had on Friday taken Suo motu cognizance of the unusual and bizarre developments in the Calcutta High Court, in which a rare conflict happened between a single judge & a division bench of the HC over a CBI (Central Bureau of Investigation) probe into an alleged fake caste certificate scam. The two benches reproached each other in back-to-back orders on Jan 24 and 25.

The unsavory and bizarre incident happened between the HC judges - Justice Abhijit Gangopadhyay on one side as a single judge versus Justices Soumen Sen and Uday Kumar Ganguly as a two-judge bench on the other - on January 24 and 25, on the issue of ordering a CBI probe into a fake caste certificate scam in West Bengal.

This forced the SC on Friday to constitute a suo motu cognizance in the case and decided to hear the case on Saturday.

## District Collector to have weekly dinner with coaching students: Kota

■ EJ News - Kota

Kota's District Collector Dr Ravindra Goswami has launched a new initiative 'Kamyab Kota' under which the district collector will have a weekly dinner every Friday with the coaching students in the city at their hostel. The aim behind this weekly dinner is to sit and discuss any issues the JEE and NEET students would be facing.

The initiative has been launched as a part of the Kota district administration's effort to tackle student suicide cases. Goswami dined with women students at the Shiv Residency Girls Hostel in Kunhadi Landmark City, where the District Collector spent about two hours with the students.

In a conversation with the students, he said that he also came to Kota for coaching as a student and left soon after not liking it, and then got success by studying on his own. He said that there are periods in student life when there is confusion, indecision, and stress. 'In this case, there is a need to be strong and work wisely. Problems come to make



us stronger. Instead of running away from panic, face them head-on. The future will be bright,' he told the students.

He also advised students to always keep other options open. "A career goal is only a path, not a destination. There will be failures in achieving the goal, and there will be disappointment, but don't give up. Don't judge yourself just by failing in any exam. If you deserve it, keep trying, but there must be a limit. Be sure to keep other options open as well," he said. Goswami advised students to divide study time into small chunks, instead of having long

## Navigating the Future of Education with Artificial Intelligence

In a world where technology and education intertwine more intricately than ever, Artificial Intelligence (AI) emerges as a pivotal force in shaping the future of education. As we stand at the cusp of a new era, it's crucial to explore how AI not only enhances learning experiences but also revolutionizes the educational landscape.

### The Advent of Personalized Learning:

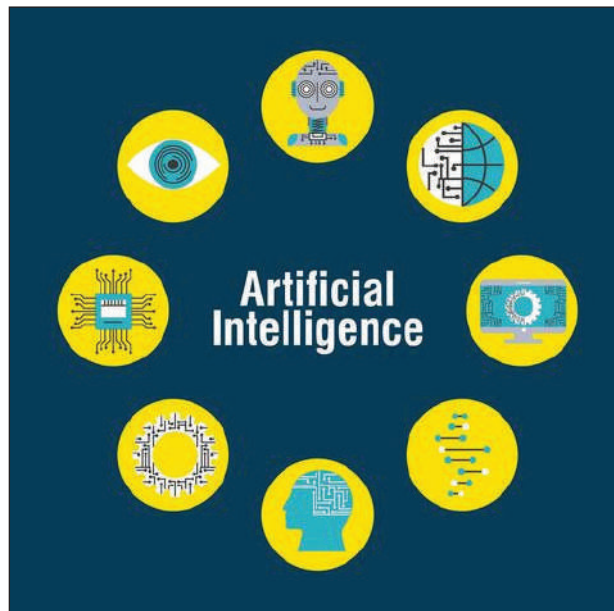
AI's most significant impact on education is its ability to personalize learning. Traditional one-size-fits-all teaching methods are giving way to AI-driven customized learning plans. These plans consider individual student's strengths, weaknesses, and learning preferences, ensuring that each student receives instruction tailored to their unique needs.

### Data-Driven Insights for Educators:

AI systems can analyze vast amounts of data, providing educators with insights into student performance and learning patterns. This information empowers teachers to adjust their teaching strategies, identify areas where students struggle, and provide targeted interventions.

### Interactive and Engaging Learning Environments:

AI-powered tools and platforms are creating more interactive and engaging learning environments. From intelligent tutoring systems to educational games that adapt to a student's skill level, AI is making learning more immersive and enjoyable.



AI is a game-changer in making education more accessible. For students with disabilities or those in remote areas, AI-driven tools can offer customized support and overcome traditional barriers to education.

### Bridging the Accessibility Gap:

AI-powered tools and platforms are creating more interactive and engaging learning environments. From intelligent tutoring systems to educational games that adapt to a student's skill level, AI is making learning more immersive and enjoyable.

### Preparing for Future Careers:

As the job market evolves with technological advancements, AI in education plays a critical role in preparing students for future careers. By integrating AI into the curriculum, students can develop skills relevant to the AI-driven workplace.

### Challenges and Ethical Considerations:

Despite its potential, the integration of AI in education is not without challenges. Concerns about privacy, data security, and ethical implications of AI deci-



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sion-making need careful consideration. Additionally, there is a need to ensure equitable access to AI resources to avoid widening the digital divide.

### Conclusion:

The future of education with AI promises a more personalized, efficient, and inclusive learning experience. However, it requires a balanced approach that considers technological potential and ethical implications. As we embrace AI's transformative power, it's vital to navigate this journey with a focus on equity, accessibility, and the holistic development of learners.

### Call to Action:

Education Jagat invites educators, policymakers, and technology experts to join this exciting journey toward an AI-enhanced educational future. Let's collaborate to harness AI's potential responsibly and creatively, ensuring that it benefits every learner and shapes a brighter future for education.

## Registrations Begin For Master Of Dental Surgery Entrance Exam: NEET

The National Board of Examination (NBE) has started the application process for NEET MDS. Interested and eligible candidates can visit the official website of the NEET MDS to register for the exam. The deadline

for completing the application process is February 19, 2024.

Candidates who have successfully submitted their payment for the application during the application submission window will be allowed to edit their ap-

plications from February 22, 2024, to February 25, 2024. The admit cards for the exam will be out on March 13, 2024. The exam will be held on March 18, 2024, and the results will be announced on April 18, 2024.

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## AMU minority status: 'Education is an important source of cultural power'

■ EJ - New Delhi .....

The Supreme Court observed that education is a very important source of cultural power and it cannot be said that a pre-Constitution institution is not entitled to claim rights under Article 30 of the Constitution.

Article 30 deals with the right of religious and linguistic minorities to establish and administer educational institutions.

A seven-judge constitution bench headed by Chief Justice D Y Chandrachud is hearing arguments on the vexed question of the minority status of Aligarh Muslim University (AMU). The bench observed any institution which fulfills the requirements of Article 30 is entitled to claim the right irrespective of whether it has been established before the adoption of the Constitution or after that.

"We cannot say that a constitutional institution is not entitled to claim the right under Article 30 of the Constitution. Obviously, they are, so long as they satisfy two yards (yardsticks) namely, established by a minority and two, being administered by a minority," the CJI told Solicitor General Tushar Mehta, who was arguing for the Centre.

Mehta urged the bench to not read the AMU Act, of 1920 in the context of Article 30. "Please do not read the 1920 Act in the context of Article 30. It is at a period in history when Article 30 was not there. The Indian Constitution was not there. There was no concept of minority, there was no concept of fundamental rights," he argued during the fifth day of hearing in the matter.

"Speaking, what your contention boils down to is this, that this is not a denominational institution when the university was established in 1920. Therefore, the subsequent development namely the adoption of the Constitution on January 26, 1950, cannot

confer upon it a denominational character for the reason that you had surrendered that denominational character. That is your submission," the CJI told Mehta. The bench, also comprising Justices Sanjiv Khanna, Surya Kant, J B Pardiwala, Dipankar Datta, Manoj Misra, and Satish Chandra Sharma, observed that one has to also understand that it (1920) was a period when absolute control vested in the imperial power (the British). The CJI observed the British government did not want any one institution in India to become so powerful to affect the imperial dominion's power. "All the regulatory statutes were intended to provide one overarching objective and that objective was nothing should be done to destroy the hegemony of the imperial government and the colonial power," he said.

"Education is a very important source of cultural power and we have seen it pre-independence and we have seen it post-independence," Justice Chandrachud said. The CJI said the law is not that one can claim the right under Article 30 only if an institution has been established after 1950.

During the hearing, the bench also asked whether non-Muslims were appointed as vice-chancellor or pro-vice chancellor of AMU since 1920. Mehta said he is being told that



four non-Muslims were appointed.

"Why is it that before the advent of the Constitution and post the Constitution, the predominant choice of chancellors by successive governments has been Muslim? That is certainly one factor that has to be borne in mind," the bench observed.

Mehta said, "Can by government appointing a particular community, though the law does not require it to do, change the character of that university?" As the hearing commenced, the solicitor general said it emerged from the record that both the AMU and BHU (Banaras Hindu University) were getting Rs 1 lakh each per year at that time from the then British government.

"As of date, AMU gets Rs 1,500 crore per year. They also may have some self-generation of fees etc...some 30-40 crores," he said. He said even today the AMU is not administered by the predominant minority community. "The argument which was made on the other side was that you can establish the institution of your choice and you have a constitutional discretion to administer it. But if you give that discretion, exercise that discretion by giving administration to others that did not detract your position under Article 30," the CJI observed.

Also, this time, for Engineering and Technology, overall enrolment in all UG, PG, MPhil, and PhD levels is 41,31,303, which is a rise of nearly 5 percent from last year's 39,20,213. Additionally, in the Science stream, a total of 57,18,185 students are enrolled in Science at UG, PG, MPhil, and Ph.D. levels with 52.1 percent female. At the UG level, the enrollment is 49,18,425 with 50.8 percent female. There are 7,52,807 students enrolled at the PG level, with 61.2 percent females. At the Ph.D. level, enrollment in Science is 45,324 students with more than 50 percent female students.

percent, respectively. In the engineering domain in 2021-22, with the highest number of enrollments was CE with 12.9 lakh enrollments, followed by Electronics Engineering with 6 lakh enrollments, Mechanical Engineering with 5.74 lakh enrollments, Civil Engineering with 4.64 lakh enrollments and Electrical Engineering the fifth most popular sub-stream with 3.75 lakh enrollments.

Last year too, the highest enrollments were in Computer engineering. However, this time it is Mechanical Engineering, Electronics Engineering, Civil Engineering, Electrical Engineering, etc.



According to the latest report of the All India Survey on Higher Education (AISHE), released by the Education Ministry Thursday night, the top five sub-streams of engineering and technology as per enrollment are Computer Engineering (CE), Electronics Engineering, Mechanical Engineering (ME), Civil Engineering and Electrical Engineering.

Other than that, other sub-streams such as ME, Electronics Engineering, and Civil Engineering saw a dip of 15.45 percent, 0.81 percent, and 3.31

## Centre sets standards for Creches; advises states, and UTs to adopt them

■ EJ - New Delhi .....

To provide comprehensive childcare in a safe and secure environment, the center on Tuesday rolled out standards and protocols for setting up creches that will help foster the overall development of children in the country.

The idea behind coming out with the standards for setting up and management of creches is also to ensure women-led development and also to help it emerge into a new service sector that could provide job opportunities to women.

The Women and Child Development (WCD) Ministry, which has formulated the standards, has also advised states and UTs to adopt them.

The protocol lists mandatory CCTV and access to it to parents/guardians so that they can monitor the creche remotely from even their workplaces as one of the key safety features.

The national minimum standards and protocol for creches (operation and management) stipulates that these facilities may be provided from the age group of six months onwards and can be set up in office space, residential apartments, society, schools, hospitals, cooperative offices, or any other place as per requirements.

"It is ideal to have creche near the homes of children or the place of work of the parents/guardians so that parents/guardians can be contacted in case of emergencies," said the document.

The ministry, which has listed 21 key points to be considered for setting up such creches, has said that these creches should preferably be on the ground floor; timing should be demand-based and mutually decided by the creche administration and parents/guardians as also the food provided to the children.

It also focuses on maintaining hygiene inside and outside the creches and providing safe drinking water.

Play materials and toys are to be provided to children along with audio-visual equipment wherever appropriate and feasible to stimulate age-appropriate learning and cognitive development, the document said.

The needs of specially-abled children should also be kept in

**MPhil in Clinical Psychology, Psychiatric Social Work valid till 2025-26 session**

The University Grants Commission (UGC) has released a notification stating that the education body has extended the validity of MPhil in Clinical Psychology and MPhil in Psychiatric Social Work till 2025-26 academic session. The move has been taken keeping in view the important role played by the Clinical Psychologists and Psychiatric Social Workers in delivering mental health services, the UGC said.

The university body had released the UGC (Minimum Standards and Procedure for Award of PhD degree) Regulations 2022, on November 7, 2022. As per the regulations, the MPhil programme was discontinued in accordance with the recommendation of the National Education Policy 2020.



mind; it is listed as one of the key features.

It also mentions that the creche should provide age-appropriate educational activities to boost the child's holistic development.

The other safety features listed display essential and emergency numbers and also mandate that local police stations, women and child development/social welfare department, and the labor department have information about the location and details of the creches for safety purposes and information to be maintained by these offices.

"User charges may be collected by service provider based on services offered," the document said.

The standards also list that apart from the creche administrator and supervisor, parents of preferably three beneficiary children should be part of the creche administrative committee.

It also lists the number of staff, their qualification, and prerequisites for hiring them, which include that the creche supervisor should have a minimum class 12 pass while the helper should have a class 10 pass.

Apart from having medicine and first aid kits, these creches should maintain their records along with the visitors' register. Among the indicative items for setting up creches, the standards mention a weighing scale, ordinary/digital thermometer, growth monitoring device, height chart, fire extinguisher, torch, etc.

The protocol defines a creche as a care center that provides a safe and nurturing environment for children while their parents or guardians are at work. These facilities prioritize the children's health, offer supplementary nutritious meals, and maintain a secure and safe environment.

**Maths teachers...** states in India." The North Eastern States and the Himalayan States are still to ensure basic amenities are provided to teachers and students in schools," states the report.

The report has highlighted that poor employment terms in the private sector along with irregular recruitment in the government sector affect the attractiveness of the teaching profession. While in many states, the private sector is seen employing a significant - 40 percent - number of teachers; over 50 percent work without any written contracts.

At a time when the government is emphasising multidisciplinary, holistic education; the report pointed out that there is a great level of paucity of teachers for subjects such as physical education, music, and art.

The trends brought out in this report according to researchers can guide policy on the demand and supply of teachers, teacher recruitment, and pre-service teacher education.

## Hypertension...

day difficulties recede, then, as a rule, the problem of hypertension is also solved. Medicines for hypertension, no matter how perfect,[38, 45].)

The doctor cannot solve problems that relate to living conditions, interpersonal relationships, material well-being, or the social status of the patient, which affect the course of diseases. Just as "social trust" in a representative of the medical profession determines the level of his "social responsibility", and vice versa.

According to the Stanford Heart Disease Prevention Program[eight]well-done media education influences health-related behavior. Numerous reviews show that the average person is often unreasonably optimistic about their chances of staying healthy. "Frightening Appeal", i.e. a message that creates fear in people that is likely to cause them to change is the most common form of desired impact. According to the classic of psychological science Zimbardo F., "patient satisfaction creates fertile soil in which the seeds of consent can take strong roots"[8, p. 387]and the costs of successful health promotion campaigns not only pay off but also outperform the often wasteful budgetary allocations for treatment. With the money and resources needed to personalize health education campaigns, i.e. to provide direct interpersonal influence on the patient and his learning, their effectiveness is greatly increased.

Even more important is the style of non-verbal communication, conveying a warm attitude, reflecting confidence in one's competence, and inspiring trust. Several studies have shown the negative impact of physician dominance and superiority, the role of social isolation and support, and other aspects of the psychology of social influence. [36].

The "motivated patient" is the problem of the clinician, the result of his work, the "agent" of his successful influence, and an example for the environment. Three-quarters of the time of work with the patient should be devoted to familiarization with the principles of the cardiovascular system to form the task and methodology for subsequent meaningful self-control, the inclusion of the "engineering thought" of the patient. The doctor must be convinced himself and convey confidence to the patient that any hypertension, in principle, can be cured. The patient must be given not only reliable information about the role of hypertension in the structure of mortality and disability, tell about the features of its course, but also be motivated to correlate quantitative estimates of his hemodynamic parameters in the



# International call to lift ban on girls' education in Taliban

■ EJ - Kabul

International organizations have called for lifting the ban on girls' education, as for over two years now, girls have been barred from accessing education in Afghanistan. As the world celebrated the International Day of Education on January 24, various international organizations have urged for the opening of schools for girls.

The UN special envoy for Afghanistan, Roza Otunbayeva, Amnesty International, the UN High Commissioner for Refugees, the World Food Programme, and other international groups asked the Taliban to lift the ban on girls' education, as reported by TOLO News.

Roza Otunbayeva, in a video released by UNAMA News on social media, 'X' emphasized that providing education for all is the foundation for Afghanistan's future. "In Afghanistan, education for all, for girls and boys, women and men, is more than just a fundamental right. It is the foundation for Afghanistan's future," she said.

On the International Day of Education, Otunbayeva highlighted that the opening of schools is not just a demand of Western nations but also the Muslim world,



according to TOLO News. She further urged the Taliban to recognize that education is not just a moral imperative but critical for prosperity and peace.

Moreover, Otunbayeva stressed that the continued deprivation of Afghan girls from education will not only affect all Afghans but will also isolate Afghanistan globally. "To maintain the current path only inflicts further harm on all Afghans and risks isolating Afghanistan from both the Islamic world and the international community," she added.

"On this International Education Day, UNHCR continues to support the education of boys & girls. Despite challenges, educa-

tion remains a beacon of hope for Afghans."

Further reiterating support, the UNHCR Afghanistan emphasized that the organization works across Afghanistan to empower displaced and returnee communities.

"The UNHCR works across Afghanistan to empower displaced and returnee communities to shape a brighter future amidst adversity," the UNHCR Afghanistan posted on X. Amnesty International, in a statement, urged the Afghan government to ensure access to healthcare, reopen schools and universities, and allow women to work.

# Canada: British Columbia places two-year ban on new colleges enrolling international students

■ EJ - Agency

The Canadian province of British Columbia will ban new colleges from applying to enroll international students for the next two years as it seeks to control a surge of immigration, which has created a shortage of rental units and an increase in nationwide rents. The province will now set minimum language requirements at private training institutions and also set higher standards for labor market needs and degree quality.

British Columbia's Post-Secondary Education Minister Selina Robinson said on Monday that the freeze is necessary to correct faults in an international education system that "has not been working as well as it should". Robinson said provincial authorities found instances of "poor-quality education, lack of instructors" and even the "scaring away" of students from lodging formal complaints by certain private institutions.

One student told Robinson that her family in India saved money to send her to British Columbia for "quality education", but she was instead placed in online classes upon arrival, the minister said. "She arrived here being told that there would be in-class instruction, only to discover on her first day of class as she showed up that the entire course would be taught online. And she couldn't understand why she spent all that money on an online program," Robinson added.

This came after Justin Trudeau's government introduced a temporary, two-year cap on student visas, which will result in the issue of about 3,64,000 visas in 2024. The permits were previously seen as an easy path to securing permanent residency. The surge of international students led to an acute shortage in rental apartments, which pushed up rents. In December, rents nationwide rose 7.7% from a year earlier, accord-



**British Columbia's Post-Secondary Education Minister Selina Robinson said the step was required to improve the state of education in schools. This came after Canada imposed a temporary, two-year cap on student visas, which will result in the issue of about 3,64,000 visas in 2024.**

ing to Statscan.

Prime Minister Trudeau's popularity has been dented mainly due to the affordability crisis, and opposition Conservative Party leader Pierre Poilievre has taken a commanding lead over Trudeau in opinion polls ahead of an election next year. Apart from the rental crisis, the government has also been concerned about the quality of education provided by some of the institutions.

Out of the 175,000 international post-secondary students from more than 150 countries in British Columbia, about 54 percent are enrolled in private institutions. There are 280 of those private schools in the province, and 80 percent of them are in the Lower Mainland.

Robinson further detailed policies to strengthen inspections of the schools to make sure that certain standards are maintained so that students are not taken advantage of. "They worry that if they complain, it will risk their student visa, and it will sacrifice all the effort their families have put into making sure they can get a quality

education," she said.

The Canadian Minister further said the two-year pause gives the province some time to assess the impact of recent changes, such as the federal government's capping of study permits it approves over the next two years. Additionally, British Columbia Premier David Eby said the province must correct the issues in the international education system.

International students contribute about C\$22 billion (\$16.4 billion) annually to the Canadian economy. The move will hurt many educational institutions that had expanded their campuses in the hope of a continued inflow of students. The vast majority, about 40%, of foreign students in Canada come from India, with China coming in second with about 12%, according to official data from 2022.

Ontario, the most populous province, received the biggest share of international students. Some businesses, including restaurants and retail sectors, have warned that a cap on foreign students will create a shortage of temporary workers. Restaurants across Canada are grappling with labor shortages with nearly 1,00,000 vacancies, and international students made up 4.6 percent of 1.1 million workers in the food service industry in 2023, according to a lobby group.

A great number of Indian students who are willing and were moved to Ottawa belong to Punjab state. A maximum number of students visit Canada for higher studies and work. The ongoing India-Canada diplomatic tensions have already affected the flow of Indian students to Ottawa. Now, with the latest measure, it would impact the Indian students willing to continue their further studies abroad.

# Importance of Reading Books for Students

*"Books are important for the mind, heart, and soul"...*

Reading has many benefits for students, from inspiring the imagination to improving academic abilities.

When students embrace the importance of reading, they can reach their full potential. Active reading becomes widespread throughout childhood development and even into adulthood.

**What is the importance of reading books?**

Reading develops language skills and vocabulary. Reading books is also a way to relax and reduce stress. It is important to read a good book at least for a few minutes each day to stretch the brain muscles for healthy functioning.

Reading is a very good habit that one needs to develop in life. Good books can inform you, enlighten you, and lead you in the right direction. There is no better companion than a good book. Reading is important because it is good for your overall well-being. Once you start reading, you experience a whole new world. When you start loving the habit of reading you eventually get addicted to it.

Reading develops language skills and vocabulary. Reading books is also a way to relax and reduce stress. It is important to read a good book at least for a few minutes each day to stretch the brain muscles for healthy functioning.

**Boosts your Imagination and Creativity:**

Reading takes you to the world of imagination and enhances your creativity. Reading helps you explore life from different perspectives. While you read books you are building new and creative thoughts, images, and opinions in your mind. It makes you think creatively, fantasize, and use your imagination.

**Develop your Analytical Skills:**

By active reading, you explore several aspects of life. It involves questioning what you read. It helps you develop your thoughts and express your opinions. New ideas and thoughts pop up in your mind by active reading. It stimulates and develops your brain and gives you a new perspective.

**Benefits of Reading**

Books are your best friends

as you can rely on them when you are bored, upset, depressed, lonely, or annoyed. They will accompany you anytime you want them and enhance your mood. They share your information and knowledge any time you need. Good books always guide you to the correct path in life.

**Why is Reading Important for Students?**

In a world where the youth aspire to achieve the best and make Elon Musk their role model, it is



**Maka Sikhanulidze**  
Educationist  
Tbilisi - Georgia



very important to inculcate the habit of reading in children from a very young age to make them capable of achieving their goals. It is a fundamental yet essential aspect of a human's life as it helps us to find and convey information. Reading is important for children as it nurtures their minds and plays a very important role in defining their personality.

**Importance of Reading Books for Students**

In today's world, every educated individual knows and understands the importance of reading for students. The knowledge acquired from reading books makes a student intelligent as well as smarter.

The knowledge gained tends to stick in their minds for a long period when they read books with immense excitement. In addition to this, reading stories has social benefits too as it helps children to form friendships through shared interests by discussing these stories.

Reading is the foundation of all academic subjects, such as History, Mathematics, and Science, and without reading and

I am an English teacher / advisor / international speaker / International Co-Author / global trainer / global Councilor / translator / Feisty Fusion CIWC Brand Ambassador / sustainable collaborations ambassador / Head-Event & Planning President Branch of youth organization from Georgia

comprehension skills, children struggle to achieve academic success. Not only this, with reading comes the experience and habit of elocution of stories.

Reading opens up doors to new worlds, provides entertainment, boosts the imagination, and has positive neurological and psychological benefits. So, if anyone ever asks or you stop to think, "Why is reading important?" you're now well-read on the subject to provide a detailed response and share your purpose of reading.

**"Today a reader, tomorrow a leader."**

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