



International Column



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Rania Lampou is a multi-awarded Global Educator, STEM instructor, ICT teacher trainer, neuroeducation researcher, international speaker, author of scientific books for kids, and global peace ambassador in Greece. Currently, she is a STEM instructor at the Greek Astronomy and Space Company (Annex of Salamis) and she is also working at the Greek Ministry of Education & Religious Affairs, at the Directorate of Educational Technology and Innovation, where she writes STE(A)M projects for Greek schools.

She has been awarded many national and international prizes (over 200) and she is a "Global Teacher Award 2020 & 2021" winner and a "Global Teacher Prize finalist 2019". Recently, she has been selected as a

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**Toshturdiyev Nurbek**  
Educationist  
Bilyasuvar - Azerbaijan  
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## National Education Policy will give due respect to every Indian language: PM

■ EJ News - New Delhi

Prime Minister Narendra Modi said that the new National Education Policy (NEP) 2020 gives due respect and credit to every language in the country and those who try to politicize languages for their selfish interests will have to shut their shops.

The PM said the world is looking at India as a nursery of new possibilities and several countries are approaching the government for setting up IIT (Indian Institute of Technology) campuses there.

Delivering the inaugural address at the 'Akhil Bharatiya Shiksha Samagam' on the third anniversary of the launch of the NEP 2020, the Prime Minister said the NEP aims at making "India a hub of research and innovation."

Highlighting India's top institutes opening their offshore campuses, Modi said, "The world is looking at India as a nursery of new possibilities. Many countries are approaching us to open IIT campuses there. Two IIT campuses, one in Tanzania and one in Abu Dhabi are already about to start operations... Various global universities are also reaching out to us, expressing their interest in setting up campuses in India."

## Public schools openly flout the orders of CBSE and Govt.

■ EJ News - Gulab Singh

CBSE is known as the biggest board of education in our country. Thousands of schools affiliated to CBSE board are running across the country, which have their own system and their own arbitrary fees and their own convenient education policy.

Be it the governments of any party in the country and the state, the management of CBSE affiliated schools is synonymous with their strength and arrogance. The main reason for this is that the owners and management of schools affiliated to the CBSE board are connected to power.

Taking the latest example of Uttar Pradesh would be enough. CM Yogi of Uttar Pradesh is known for tough decisions. The UP government issued a circular saying that all the schools in the state should return or deduct 15% of the fees to the parents of the students. If this is not done, the local administration will take administrative action against the school and levy a heavy fine. Most of the schools have not implemented this government order. Parents are surprised that CBSE school management is more powerful than CM Yogi Sarkar. Because Yogi government's hunter ran on some schools. He also ran government hunter on those schools which are owned by leaders of opposi-



The PM also released the first installment of funds under the PM SHRI Scheme, under which existing schools would be selected, strengthened, and upgraded. As many as 6,207 schools received the first installment with a total amounting to Rs 630 crore. The aim is to develop more than 14,500 PM Shri schools across India. He also released education and skill curriculum books translated into 12 Indian languages.

Giving special thrust to the promotion of the mother tongue, Modi said, "Education in the mother tongue is initiating a new form of justice for the stu-



tion parties. And those schools are also on the target of local administration, who do not have the blessings of any political parties. And no money was refunded to the students studying in XII.

Calling educational institutions as temples of learning has now become a matter of history. Even after three years, NEP 2020 could not be implemented in 75% schools of the country. Whose living sample will be found in these public schools. Till class 1-8, these schools do not even supply NCERT books to the students, private Publisher's expensive books are used. Whose fat commission is received by the school.

Because the public schools belong to the well-known democratic people and bureaucratic officials of the country. Governments do not interfere in how much the fees have to be increased.

So, the owners of the schools

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## Punjab to get 8 modern, free UPSC coaching centers for aspirants

■ EJ News - Rakesh Sharma

In a landmark initiative aimed at enhancing the representation of the state in coveted central services like IAS/IPS/IRS and others, Punjab Chief Minister Bhagwant Mann said that the state government will soon open eight ultra-modern training centers in the state for imparting coaching for exams conducted by Union Public Service Commission (UPSC).

Chairing a high-level meeting on Saturday, the chief minister expressed concern over the declining ratio of the state in central services, especially in the exams conducted by the UPSC. He said despite having enormous talent, the youth of the state are not able to crack these exams, firstly due to their inclination towards going abroad and secondly due to the dearth of quality coaching in the state. Bhagwant Mann said that the state government is committed to reversing this trend for which these eight coaching centers are being opened across Punjab.

The chief minister said that



these centers will provide quality training to youth free of cost for clearing the UPSC exams and serve the country by notching coveted positions in both, the state and union government. He said that the state has a glorious legacy of producing ace bureaucrats who have made huge contributions to the socio-economic development of the country by discharging services in various capacities. Bhagwant Mann said that this rich tradition has to be upheld in the future too, for which these centers will play a pivotal role.

The chief minister said that the

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# Towards a sustainable future through STEM

The UN SDGs are related to several challenges that must be overcome, and STEM education is essential to doing so. The focus of STEM education must shift from academic technical knowledge towards a much broader transdisciplinary and complex issue-solving strategy that integrates societal and sustainable problem assessments with academic technical information and solutions to achieve these aims. STEM encourages students to develop their analytical and problem-solving skills as well as their ability to work in a variety of teams. This article emphasizes the ways institutions can resolve the difficulties of sustainability through student-centered and problem-based learning. The article stresses the importance of new STEM competencies in the school curriculum. Educational leadership and research are necessary to steer STEM education in this way.

How, for instance, is the engineering industry evolving? Since engineering is a problem-solving field, learning must be problem-based. Science subjects will benefit from a more inquiry-based approach mixed with design thinking and interdisciplinary collaboration with other school subjects starting in early childhood education and continuing throughout the educational system. Students of engineering must learn how to analyze societal issues, find solutions, and create technologies that will enhance sustainable living. Several trends influencing STEM education, such as developing technologies and the employability agenda, as well as diversity concerns like gender balance, reinforce this approach.



According to the first UNESCO Engineering Report: **“Problems, Challenges and Opportunities for Development”**, there are several difficulties in engineering education, such as attracting students as well as adapting to the various ways that information is produced and used (UNESCO, 2010). The majority of the SDGs may be addressed through STEM education, which is also crucial for combining humanitarian, social, and economic development, in the societal processes that support peace and justice.

Within the scope of the current SDGs, students beginning their STEM studies will put their learning into practice. As technology advances, so should the learning objectives for STEM education, which will necessitate modifications to both the subject mat-

ter and the teaching and learning process. To help STEM students develop the necessary technical skills and teach them how to deal with the challenges of sustainable development about their discipline and societal impact we should approach STEM teaching through an integrated understanding of complex problem identification and problem-solving.

According to UNESCO, STEM advancements have already improved several facets of life, including renewable energy, agriculture, infrastructure, and health. Moreover, STEM education is essential for preparing students for the workforce and facilitating admittance into tomorrow's in-demand STEM occupations. Even the World Economic Forum has used STEM education-acquired skills as a gauge of a nation's future readiness.

## Recommendations

### 1. Enhancing STEM teaching

### practices in classrooms.

This serves as the cornerstone of lifelong learning and higher STEM education. To ensure that all learners acquire the knowledge and skills needed to promote sustainable development, the topic of sustainability must also be integrated into the curriculum of all educational institutions, including schools, universities, and professional training bodies.

### 2. Interdisciplinarity, sustainable development, and employability in STEM programs.

Governments should place more emphasis on transdisciplinary curricula, sustainable development, and professional capabilities while coupling these with funding schemes that meet these requirements. National accreditation standards should be developed, along with incentives and rewards for institutions that fulfill the standards. These incentives should include award/reward teaching systems for academic staff, community-building, sabbaticals, annual awards for educational innovation, annual grants for academic development, etc.

### 3. Investment in STEM studies.

Governments should encourage and fund research in STEM fields to advance training and learning on a systemic level. Studies should emphasize the use of online education, student-centered, problem-based learning, and complex problem-solving.

Recently, as a STEM Instructor, I got involved with my students in a STEM project called “The Contribution of Technology to the Protection of our Health”. This project concerns the quality of life of residents of large



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**“Global Icon” featured in “Passion Vista”, among the top 10 women entrepreneurs featured in “Fortune”, among the “100 most successful women in business” featured in an Amazon book by “Global Trade Chamber” and among the “Top 10 CEO’s of the year 2021-22”.**

cities where the most common type of living is an apartment within a large apartment. In this project, we examined the nuisance factors of an apartment and more specifically noise pollution and the harmful factors of the gaseous environment of the apartment such as carbon monoxide (CO), smoke, and dust. A miniaturized model of an apartment was constructed and sound detection sensors as well as a carbon monoxide detection sensor were installed within it. The STEM Technology used was an Arduino microcontroller, a connection board with resistors, LEDs, a data/measurement display, etc. Students using STEM

technology suggested ways to this environmental problem. This project was transdisciplinary because it involved physics, technology, mathematics, engineering, and art and promoted the four Cs of 21st-century skills: critical thinking, creativity, collaboration, and communication. The goal of this project is to improve the quality of life of people living in modern homes and to protect their psychological and physical health.

Furthermore, as a STEM instructor at the Greek Ministry of Education, I launched a STEAM project which is called “SOS! We are changing the earth's climate!” and it is addressed to primary school students because at this age students should be inculcated the core values concerning environment and service learning. The project is based on five SDGs, it combines Environmental education, STEM education, and Arts and it aims to raise children's and students' awareness of climate change. Throughout this project, students will have the chance to understand that there are natural and anthropogenic factors that affect climate, to be aware of human interventions, realize how important it is to find solutions, get involved in authentic problem-solving processes, develop their critical thinking, and cultivate their creativity through STEAM activities. Students are encouraged to get involved in various experiments to simulate weather phenomena, take measurements of temperature, pressure, humidity, and other weather parameters, build models of meteorological stations, plant trees, etc. Through all these activities, students will strengthen their ecological consciousness and responsibility.

# Artificial Intelligence (AI) and Quality of Higher Education in India

AI (Artificial Intelligence) has a significant impact on various aspects of society, and Higher Education Institutions (HEIs) play a crucial role in understanding, developing, and preparing individuals for the AI-driven world. AI is transforming the landscape of higher education in India, bringing both opportunities and challenges. Here are some ways AI is impacting the quality of higher education in India:

### ♦ Personalized Learning:

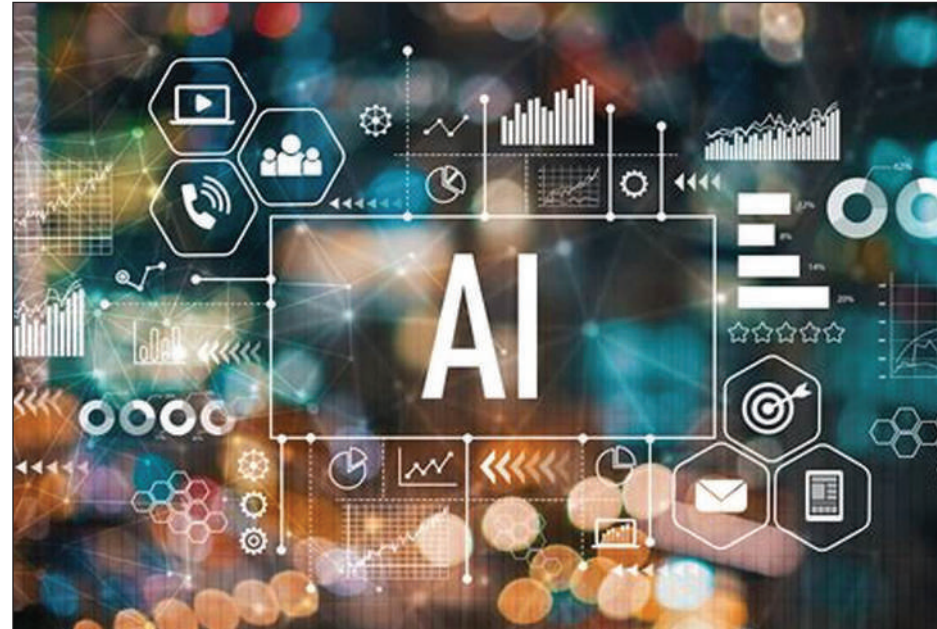
AI-powered educational platforms and adaptive learning systems can tailor the learning experience to individual students' needs. AI algorithms analyze students' performance, preferences, and learning styles to provide personalized content, recommendations, and feedback. This personalized approach enhances student engagement and improves learning outcomes. The benefits of Personalized Learning with AI are Enhanced Engagement, Improved Learning Outcomes, Self-Paced Learning, Efficient Resource Allocation, Scalability, etc.

### ♦ Intelligent Tutoring Systems:

AI-based tutoring systems offer virtual assistance to students, providing real-time support and guidance. These systems can answer questions, explain concepts, and offer interactive learning experiences. Intelligent tutoring systems help students grasp

difficult concepts, reinforce learning, and provide additional practice opportunities. The benefits of Intelligent Tutoring Systems are Enhanced Understanding, Individualized Support, Increased Engagement, Continuous Practice, Adaptive Learning, etc.

### ♦ Smart Content



### Creation:

AI tools can automate content creation processes, making it easier for educators to develop high-quality educational materials. AI-powered content generation systems can create quizzes, assessments, and interactive learning resources. This automation allows educators to focus

more on designing effective instructional strategies and individualized support for students.

♦ **Data Analytics and Predictive Modeling:** AI enables the analysis of large volumes of educational data, including student performance, behavior, and engagement patterns. By applying data analytics and predictive modeling techniques,

routine administrative processes, reducing human error and saving time for faculty and staff. This efficiency allows educators to dedicate more time to teaching, research, and student support.

### ♦ Virtual Classrooms and Remote Learning:

AI technologies support the delivery of online and remote

higher education institutions can identify at-risk students, understand learning gaps, and provide targeted interventions to improve student success rates.

### ♦ Efficient Administrative Processes:

AI can streamline administrative tasks, such as admissions, course scheduling, and grading. Automated systems powered by AI algorithms can handle

education. Virtual classrooms powered by AI facilitate interactive and immersive learning experiences. AI-powered chatbots and virtual assistants provide support to students and address their queries, enhancing the accessibility and quality of remote education.

### ♦ Intelligent Assessment and Feedback:

AI-based assessment tools



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can automate grading and provide detailed feedback to students. These tools employ machine learning algorithms to evaluate written responses, analyze code, or assess complex problem-solving tasks. Intelligent assessment systems can provide timely feedback, identify areas of improvement, and reduce the burden of manual grading for educators.

### ♦ Skill Development and Job Matching:

AI platforms can assess students' skills and competencies, helping them identify areas for improvement and aligning their skills with the job market requirements. AI-based job matching systems can analyze job descriptions and candidate profiles to recommend suitable career paths and opportunities for students.

However, it is essential to address the challenges associated with AI implementation in higher education in India. These challenges include the need for robust infrastructure, digital literacy among faculty and students, data privacy

and security concerns, and ensuring the ethical use of AI in educational contexts. Additionally, maintaining a balance between AI-driven automation and human interaction is crucial to preserve the value of personalized education and the role of educators as mentors and facilitators.

Overall, AI has the potential to significantly enhance the quality of higher education in India by personalizing learning experiences, improving administrative processes, enabling data-driven decision-making, and fostering skill development. Embracing

AI technologies with careful planning and consideration can help India's higher education sector leverage the benefits of AI while addressing associated challenges.

It's important to note that while AI has the potential to enhance the quality of higher education in India, it should be implemented with care and consideration. Challenges such as infrastructure requirements, digital literacy among faculty and students, data privacy and security concerns, and ensuring ethical use of AI should be addressed. Additionally, maintaining a balance between AI-driven automation and human interaction is crucial to preserve the value of personalized education and the role of educators as mentors and facilitators.

By leveraging AI technologies effectively, higher education institutions in India can provide personalized, data-driven, and innovative learning experiences, leading to improved quality and outcomes for students.

# Fourteen students died by suicide in higher education institutes this year, says Centre

■ EJ - New Delhi

Fourteen students have died by suicide in higher education institutes, including IITs and AIIMS, this year, the Rajya Sabha was informed.

In the Indian Institutes of Technology (IITs), seven deaths due to suicide were recorded, with three of them being SC students, while one was OBC.

In the All India Institute of Medical Sciences (AIIMS), three students died by suicide, of which two were ST students, the data showed.

At the National Institute of Technology (NIT), four students took the extreme step. One of them was a SC.

In 2022, 23 students, including nine in IITs died by suicide. In 2021, 11 students took the extreme step, including four from IITs and three from AIIMS.

In 2020, nine students died by suicide, while in 2019, the figure stood at 18 – eight each from IITs and NITs.

To a question from Rajya Sabha MP Sushil Kumar Modi on the dropout rate of students from these institutions, Minister of State for Education Dr. Subhas Sarkar said that the maximum number of dropouts is in Postgraduate and Ph.D. programs.

The main reasons are offers for placement in Public Sector Enterprises and personal preference for better opportunities elsewhere.

“The drop out in Undergraduate programs is attributed to with-



drawal due to wrong choices filled, poor performance and personal and medical reasons,” the minister said

According to data, this year, 320 students dropped out from IITs, of which a whopping number of students – 80 – were from the OBC category, followed by 48 SC students.

Similarly in IIMs, 99 students have dropped out this year, of which 20 are from the OBC category, followed by 19 SC students.

In NITs also a similar trend was seen. Out of the 127 students that dropped out this year, 40 were OBC, and 20 were SC.

On steps taken by the government to prevent student suicides in these premier institutions, the minister said the government accords the highest importance to each incident of suicide on campuses of

educational institutions and has initiated numerous initiatives in this regard.

“The National Education Policy (NEP) 2020 provisions for counseling systems for handling stress and emotional adjustments in institutions. It also provisions for opportunities for student’s participation in sports, culture/arts clubs, eco-clubs, activity clubs, community service projects, etc,” he said.

The University Grants Commission has also notified UGC regulations on curbing the menace of ragging in higher educational institutions and issued circulars for strict compliance with the regulations.

The ministry has undertaken various steps such as peer-assisted learning, and the introduction of technical education in regional languages for students to ease academic stress, Sarkar said.

# Work for JMI Medical College has begun, and the hospital is also on the cards: V-C

■ EJ News - New Delhi

Jamia Millia Islamia Vice-Chancellor Najma Akhtar said the construction of the university’s medical college has begun and the admission to 150 medical seats will likely commence next year.

The university is preparing a detailed proposal for a medical college on the campus and a hospital, which will be built outside on a 5-acre plot, Akhtar said while addressing a press conference.

She added that the varsity is mulling a public-private partnership model for the college’s funding.

“The government has granted approval for the medical college but not yet committed any money,” the vice-chancellor said. “However, we are hopeful and might start with public-private partnerships in which we will ask private entities for funding,” she added.

For the college, Akhtar said, a multi-story building will be built on the campus under the ‘Health Sciences’ banner.

The vice-chancellor mentioned that there would be at least 150



seats in the upcoming college. “The admission to the medi-

cal seats will be done through NEET, for which the process is likely to start from the next academic year,” she said. Speaking about admission through CUET-UG this year, Akhtar said as of now Jamia Millia Islamia accepts CUET scores for 20 undergraduate courses.

“The university will decide on increasing the number of courses through CUET in the next academic year,” the vice-chancellor added.

# No proposal for centralized NEET counseling: Health Minister

■ EJ - New Delhi

Dr. Mansukh Mandaviya, Minister Of Health And Family Welfare, informed the Parliament that as of now there is no proposal for centralized counseling for undergraduate or postgraduate medical courses.

Mandaviya announced while answering a question from Kavitha Malothu, a Member of Parliament from Mahbubabad constituency. Malothu has asked the Ministry of Health and Family Welfare if the “National Medical Commission (NMC) has proposed a centralized counseling system for UG and PG admissions in the medical colleges”.

To this, the Health Minister replied that “there is no proposal for centralized counseling for undergraduate or postgraduate medical courses for the academic year 2023-24. No changes to the existing scheme of allocation of seats to various quotas have been made.”

The Medical Counselling Committee (MCC) of the Directorate General of Health Services

## UP B.Tech 2023 Counselling

■ EJ News - Lucknow

The registration window will close at 3 pm on August 5. “This is the only opportunity for registration in regular rounds of counseling, registration is not allowed in R2, R3, and R4,” stated the notice. The document verification will begin on July 25 and conclude on August 6. Candidates will have time to respond to any queries from July 25 to August 9. The choice filling and locking facility will open from August 10 till 11:59 pm. The round 1 seat allotment result will be declared on August 14. Candidates can pay the fees, freeze or float the allotted seat from August 14 to 16.

The round two seat online choice filling will begin from August 17 to 18 while the round two seat allotment result will be announced on August 19. The round three choice filling will begin from August 21 to 22. Seats for round three will be allotted on August 23. The round four seats allotment result will be out on August 27.



(DGHS) conducts the counseling for seats of undergraduate (UG/MBBS) and postgraduate (PG) medical courses in India. The counseling process is based on the scores candidates gain in NEET UG and NEET PG.

As per the information given by the ministry, counseling for UG covers 15 percent of all India quota seats; 100 percent seats of Central Institutes/ Universities,

Deemed Universities; 100% seats in all the Institutes of National Importance (INI).

Similarly, counseling for PG courses covers 50 percent seats of All India Quota seats and 100 percent of seats of Central Institutes/Universities and Deemed Universities. Counseling for the state quota seats in UG and PG medical courses is conducted by the respective state governments.

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Scholarship Alert

**Scholarship:** INSPIRE Awards MANAK Scheme 2023-24

**Description:** INSPIRE Awards MANAK Scheme 2023-24 is an opportunity offered to students studying in Classes 6 to 10. The scheme is a flagship program implemented by the Department of Science and Technology (DST), Ministry of Science and Technology (Government of India) with a basic objective to instil creative/innovative thinking among school students.

**Eligibility:** Open for candidates who are in the age group of 10-15 years and be studying in Class 6 to 10.

**Prizes & Rewards:** INR 10,000 (one-time)

**Application:** Online applications only

**Last Date to Apply:** Aug, 31 2023

**Short Url:** [www.b4s.in/jagat/IAMS2](http://www.b4s.in/jagat/IAMS2)

**Scholarship:** Raman Kant Munjal Scholarship 2023

**Description:** Raman Kant Munjal Scholarships 2023, an initiative of Raman Kant Munjal Foundation, supported by Hero FinCorp, aims to support students pursuing finance-related courses to get admissions to reputed colleges and pursue their dream of a promising career and a better life.

**Eligibility:** ♦Students pursuing 1st year of BBA, BFIA, B.Com. (H, E), BMS, IPM, B.A. (Economics), BBS, BBI, BAF, and B.Sc. (Statistics) or any other finance-related degree courses are eligible.

♦Applicants must have secured a minimum of 80% marks in Classes 10 & 12 examinations.

♦The annual family income of the applicants should be less than INR 4 lakh.

♦Open for Indian nationals only.

**Prizes & Rewards:** Scholarship up to INR 5,00,000 per year for 3 years

**Application:** Online applications only

**Last Date to Apply:** Sep. 15, 2023

**Short Url:** [www.b4s.in/jagat/RMKSP1](http://www.b4s.in/jagat/RMKSP1)

**Scholarship:** Vice-Chancellor’s International Excellence Scholarship for India 2023

**Description:** Vice-Chancellor’s International Excellence Scholarship for India 2023 is an opportunity offered by the University of Waikato, New Zealand to provide financial assistance to students who are enrolled in undergraduate or postgraduate programmes.

**Eligibility:** Open for Indian citizens or permanent residents who are enrolled in a full-time undergraduate or postgraduate programme as new international students at the University of Waikato. The applicants must have secured a minimum GPA-equivalency of B+ in the qualification which is used to gain entrance to the University of Waikato. The applicants must have received a conditional or unconditional offer of place from the University of Waikato.

**Prizes & Rewards:** Up to NZD \$15,000 (one-time)

**Application:** Online applications only

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## Edu ministry signs 106 MoUs to foster innovation & research

■ EJ - New Delhi

The Ministry of Education signed 106 MoUs with various esteemed organizations and institutions to foster innovation, research, and knowledge exchange in multiple domains, ushering in a new era of collaboration in education and industry-academia linkages.

The memoranda of understanding (MoUs) were signed on the culmination day of the Akhil Bhartiya Shiksha Samagame to mark the third anniversary of the launch of the new National Education Policy (NEP).

The Central Board of Secondary Education (CBSE) signed 15 MoUs with different institutes and sector-skill providers to give a specific focus on skill development and education.

"This partnership will also promote skill assessment and capacity building," a senior MoE official said.

The MoUs were signed in association with the Atal Innovation Mission, IBM, Intel, Microsoft, Apparel Made-ups and Home Furnishing Sector Skill Council, Automotive Sector Skill Council, Sports, Physical Education, Fitness and Leisure Skills Council, Central Square Foundation (CSC), Educational Initiatives Private Limited, Oxford University Press India, Logistics Sector Skill Council, Furniture and Fittings Sector Skill Council, Life Sciences Sector Skill Council, Textiles Sector Skill Council, and Healthcare Sector Skill Council.

For the National Institute of Open Schooling (NIOS), three



MoUs were signed with the Indian Sign Language Research and Training Centre (ISLRTC) to promote Indian sign language to share expertise and resources for standardization and development of quality learning resources in Indian sign language, with the Common Service Centres, Ministry of Electronics and Information Technology to leverage CSC e-governance services to facilitate the admission of Out of School Children (OoS) in the NIOS, increase enrolment and provide e-services, and with the Guru Gobind Singh Indraprastha University for academic advancements.

An MoU between Navo Daya Vidyalaya Samiti (NVS) and IBM was also signed to accelerate the activities conducted for the effective implementation of the Vigyan Jyoti program in the Jawahar Navodaya Vidyalayas (JNVs).

The National Council of Educational Research and Training (NCERT) signed 20 MoUs under the aegis of the eVidya

initiative with the departments of school education of several states for the development of quality content and through PM eVIDYA DTH TV channels in different languages and for various stakeholders.

In the realm of higher education, six MoUs were signed to promote the Indian Knowledge System (IKS). 14 MoUs under the National Educational Technology Forum (NETF) and All India Council for Technical Education (AICTE) were also signed in partnership with SkillDzire Technologies Private Limited, MathWorks India Private Limited, TimesPro, Google India, Gate India Electronics Private Limited, Future Minds, The Open Group, Consortium for Technical Education (CTE), MahaLearning Tab India, Durjaya Solutions Private Limited, Flaunch Innovation Private Limited, Electronics Sector Skill Council, NIELIT and Instrumentation Automation Surveillance and Communication Sector Skill Council

## CUET Common Counseling Portal for UG to be launched next year, says UGC

■ EJ - New Delhi

Several students have complained that since colleges/universities do not make their cut-offs public now, students are left blindsided in getting admissions to central universities (CU). However, the University Grants Commission (UGC) Chief, M Jagadesh Kumar, said a project for common counseling is in the pipeline.

"Next year, we may come up with common counseling for all the central universities," M Jagadesh Kumar said.

The CUET common counseling process will function almost in a similar manner to the way IITs conduct JEE (JoSAA) counseling for admission in IITs and NITs. "In that case, you (students) need to apply only on a single portal and give your



choice of different universities for admission," Kumar explained.

With this common counseling system, UGC is hoping to streamline the UG admission process. "Once that is launched, the admission process in the central universities will be much more streamlined and it will be easier for students to apply," he

## 3 Rounds likely for the Delhi University B.Tech course

■ EJ - New Delhi

The Delhi University will be conducting at least three allocation-cum-admission rounds for B.Tech programs for the upcoming academic year with the issuance of the first list of seat allocations on August 2, officials said.

The university said it may announce more rounds, subject to the availability of vacant seats. Earlier this month, Delhi University started the registration process for admissions to its B.Tech programs for the academic ses-

sion 2023-24.

The university is offering three Bachelor of Technology (BTech) programs in the emerging areas of technology,

The first list will be declared on August 2 and unreserved, OBC and EWS candidates named in the list have been asked to report to the Faculty of Technology for physical verification from August 3 to August 8, a DU official said.

SC and ST candidates are to report to the FoT for physical verification on August 7 and August

said.

The portal is still under process and the UGC will announce the details soon. The counseling process will be led by a committee consisting of a few central universities.

"This will make the admission process much easier for students and there is a very little chance of seats going vacant, and students can appear for multiple universities," Kumar added.

When asked about the current college allotment and the allegation of students being left blindsided in the process, UGC Chief assured that the authorities have tried to keep the process "completely transparent, and we try that students should know which college and course they have been allotted."

8.

Meanwhile, PwBD, CW, KM, Orphan, and Single Girl child students will have to report for physical verification on August 9.

The second list will be declared on August 1. Candidates who failed to register will get a chance to register and upgrade their seats on August 21 and 22, the official said.

The third list will be announced on August 23. The last date for submission of the online fee would be August 27.

## Govt. school students shine in Business Blasters 2023

■ EJ - New Delhi

The second edition of the Delhi government's Business Blasters program has showcased the remarkable entrepreneurial talent of government school students.

Delhi Education Minister Atishi interacted with the top teams during the expo, gaining insights into their innovative business ideas,

Expressing her delight Atishi emphasised that, "The success of Business Blasters is proof that there is no dearth of talent in Delhi government school students; they just need better opportunities. If reforms similar to those in Delhi's education system are introduced nationwide, no one can stop India from becoming No. 1 in the world."

One of the standout innovations from the program is the QR-Code-based attendance system, designed by students of R.P.V.V. Surajmal Vihar under the team name TranQR. The system utilizes a QR-based monogram that serves as a virtual ID card for students. Scanning devices

## Dr. Mehrotra receives Int'l Education Excellence Award 2023

■ EJ - Lucknow



Dr. Dheeraj Mehrotra, esteemed Principal of Kunwar's Global School, Lucknow, has been honored with the distinguished International Education Excellence Award 2023. The Sabaragamuwa Provincial Council & Ministry of Education, Technology & Cultural Affairs, Sri Lanka presented the prestigious accolade in recognition of Dr. Mehrotra's outstanding contributions to the field of education. The award ceremony took place during the Indo-Sri Lanka Friendship Day Celebration at Kunwar's Global School on 27th July.

The International Education Excellence Award 2023 is a testament to Dr. Dheeraj Mehrotra's exemplary leadership, innovative educational practices, and dedication to nurturing a global learning community at Kunwar's Global School. His remarkable efforts in promoting excellence in education have not only impacted students but have also inspired fellow educators.

Mr. Mahinda S. Weerasuiya, Chief Secretary of the Sabaragamuwa Provincial Council, Sri Lanka, and Mrs. Dhammika Ranasinghe, Provincial Director of Aesthetic Education, Ministry of Education, Technology & Cultural Affairs, Sabaragamuwa, presented the award to Dr. Mehrotra during the event, which saw the enthusiastic participation of distinguished guests, educators, students, and members of the Indo-Sri Lanka Friendship community.



similar to FastTag record students' attendance upon entry and exit, eliminating the need for manual registers and saving teachers' time.

Other exceptional projects include Team Rainbow's smart road surface lights and illuminated zebra crossings, aimed at enhancing road safety for all, with a particular focus on visually impaired individuals and children. Additionally, a team from GBSSS, Holambi Kalan, is converting old bicycles into electric cycles to promote sustainable and accessible transportation options.

Moreover, students from Sarvodaya Kanya Vidyalaya, East of Loni Road, have developed 'Healthy Chips,' a nutritious alternative to traditional chips, promoting health and employment in the community while students from Sarvodaya Bal Vidyalaya, Shakarpur, have launched a successful logistics company, AK Logistics, ensuring transparency and real-time tracking of trucks.

Commending the efforts of these young entrepreneurs, Ati-

## NEP 2020...

ing youngsters based on their language rather than their talent is the biggest injustice." He lamented that even though India has several established languages, they were presented as a sign of backwardness, those who could not speak English were neglected and their talents were not recognized. As a result, Modi said, the children of the rural areas remained most affected.

Citing examples of several developed countries, he said they have the edge owing to their local languages. Given the example of Europe, he said most countries make use of their native languages. "Even at the United Nations, I speak in the Indian language," the Prime Minister said.

He pointed out that those who try to politicize language for their selfish interests will now have to shut their shops. "National Educational Policy will give due respect and credit to every language in the country," Modi said. He asked schools to make students aware of subjects such as disaster management, climate change, and clean energy.

## UPSC coaching...

sole aim of opening these centers in the state is to ensure that Punjabi youth sit in high offices and serve the country. Bhagwant Mann asked the officers to fine-tune the modalities of entry in the coaching centers and hire professional, dedicated, and capable staff in them. He further said that apart from ensuring regular training in these centers, the state government is also mulling to start online training for the UPSC aspirants in the state.

shi remarked, "With their impressive business models and entrepreneurial skills, our students have proved that the future of the country is secure and in capable hands."

"Entrepreneurship curriculum changed our mindset too. We now tackle challenges with innovative solutions, without discouragement," she added

## CBSE and Govt...

ruling the top positions have their own law and their own system, whose fort cannot be breached.

This is the reason that admission of children in these schools, their fees and books are decided in their own way. In which there is no government interference. In such a situation, the matter of admission of children of common people is like a dream.

At the time of admission of children, the school management first of all sees what the parents of the children do? How is their language and body language? What is the level of education? Is he an expert in English language or not? Parents of the children have to go through the interview of questions like this. In front of the parents, not the school teacher but any investigation agency. The only difference is that most of the female teachers who take the interview are seen speaking fluent English in expensive dress and spreading beautification to well-known cine stars. How will the child get the quality of education.

Before the admission of the child or in PTM, if the parents raise questions on the quality of education and the method of teaching by the teacher, then the child will be thrown out of the school. The principal doesn't even listen to a word.

If we talk about the current environment of all the metropolitan cities of the country, the schools have established five star buildings in their own way. Schools running on the land allotted on 99-year lease in all Metropolitan cities have arbitrarily made illegal constructions and illegal parking on which local authority and traffic police are helpless in the situation of jam.

In the last three years, the Union Ministry of Education has implemented a new education policy. In which focus was on teaching skill education? In how many schools are technical teachers recruited and in what manner what are they teaching? May a CBSE officer visit the schools of white-clad people.

Even never heard about the education board whether the teachers are teaching quality or not under the old education system in the schools since independence till today, irrespective of the governments of any parties. The officials of the Board of Education could not asked the teachers of any school in surprise inspection the most important questions.

# Are you ready to move abroad with your family on a student visa?

In Asia, it has been a trend to migrate in search of better life either to Europe or any other Western country. The main path most of them choose is via student visa to enter these countries with their family members. When I analyzed some of the problems which these migrants are facing, I observed that they were never aware of what is coming in the future. When moving to a country under a student visa, especially with your family you have to understand that there are many challenges and risks associated with this journey.

**There are several risks to consider, particularly for Asian families. Here are some potential risks:**

- ♦ **Cultural adjustment:** Moving to a different country with a distinct culture and language can be challenging. Adjusting to new customs, social norms, and ways of life might take time and effort. It is advisable to select your destination in advance and start studying its language and adjust yourself to the existing culture of that country.
- ♦ **Language barrier:** If you are not fluent in the local language, communication can be a significant challenge. It might be harder to interact with locals, navigate daily life, and fully engage in your academic studies. Therefore, Asians should focus on countries that use English as their local language because Asians are more familiar with English.
- ♦ **Education system differences:** The Western education system may differ from what you are accustomed to in Asia. Adapting to new teaching styles, assessment methods, and academic expectations could pose challenges.
- ♦ **Financial considerations:** Studying in Western countries can be expensive. Tuition fees, living costs, and other expenses can add up, and managing finances can be demanding, especially for a family. Most Asian families believe that having enough finances to survive the first academic year will be sufficient enough for them to live in that country. But, it's not the truth. If you have such poor planning on your migration plan you will have to return af-

ter one year with an empty hand after losing all your assets and money. Therefore, do not risk your life-long earnings with poor financing and planning.

- ♦ **Visa and immigration issues:** Navigating the visa process and meeting immigration requirements can be complex. It's important to understand the specific regulations and procedures to ensure a smooth transition and avoid legal complications. You have to be transparent and truthful with your financing. Showing



**Nuwan Dissanayaka**  
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Kandy - Sri Lanka



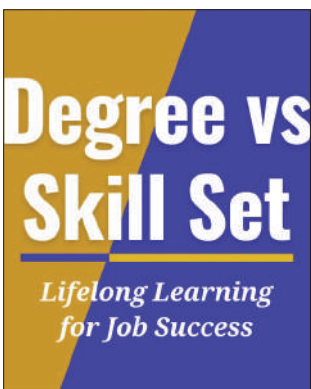
- ♦ **Employment prospects:** After completing your studies, finding employment in Western countries might pose challenges due to different labor market conditions, work permit requirements, and competition for jobs. Therefore, you should do a complete analysis of your degree program and available job opportunities after completing the program. Simply selecting a program with a low cost and a high acceptance rate will be a suicidal decision.
- ♦ **Homesickness and social support:** Being away from your home country and extended family can lead to feelings of homesickness and isolation, especially if you are not able to establish a strong support network in your new location. Therefore, it is highly advisable to make a proper investigation regarding the area in which you are planning to migrate and it will help for the wellbeing of your children and your family.
- ♦ **Discrimination and racism:** Unfortunately, instances of discrimination and racism can occur in any country. It's crucial to be aware that you might face such challenges and be prepared to address them, seeking support from local authorities or community organizations if necessary.

# Indian employers focus more on degrees, US prefers skills: Survey

EJ - Agency

Indian employers are more interested in hiring graduates from business schools, according to a survey of corporate recruiters recently released by the Graduate Management Admission Council (GMAC). The survey has revealed that communication, data analysis, and strategy are currently among the most important skills for business school graduates.

As per the survey, employers believe that business schools can offer an advantage over talent without a graduate management education. Employers from Asia and Fortune 500 companies hire majorly from "leading" business schools. This also revealed that even after the Covid pandemic, employers tend to give prefer-



ence to candidates who have attended in-person programs over those with online degrees or micro-credentials only. However, the same trend has not been observed in the US, where employers are more interested in

the skills, rather than the degrees.

"Graduates of online business degrees should talk about their credentials differently depending on the employer — employers in Asia are more likely to value the degree itself, while US and consulting employers would rather hear about specific skills candidates attained," suggested Andrew Walker, director of research analysis and communications at GMAC and the author of the report. "Micro-credentials in and of themselves are less likely to impress employers compared to graduate business degrees though the skills they bring are appreciated by some employers."

# Academic freedom "increasingly under threat"



EJ - Agency

New guidance on academic freedom took center stage at a recent event hosted by the UN Human Rights Council and Scholars at Risk, as stakeholders warned that it is increasingly under threat worldwide.

At the event in early July, the latest from the Principles for Implementing the Right of Academic Freedom, which has been developed by an international working group, was detailed.

"Academic freedom is essential for any healthy democratic society," said Eamon Gilmore, European Union Special Representative for Human Rights. "Without it, critical thinking cannot be cultivated and critical thinking is key to freedom, prosperity, progress, and innovation."

"People need to be able to share and access information to develop new ideas and the freedom to research, teach, debate, and disseminate is central to the advancement of knowledge."

"Academic freedom is also key to holding authorities and governments to account," Gilmore added.

However, he warned that it "continues to decline across the world".

"Reports of threats and attacks against the academic community are steadily increasing. Higher education institutions are also confronted with disinformation and information manipulation attempts. We need to work more closely together to stop this dis-

turbing trend."

SAR senior advocacy officer, Jesse Levine, referred to the academic freedom index when he shared that more than half the world's population — four billion people — lives in states where academic freedom has been in decline for the last 10 years.

The organization identified 391 distinct attacks on higher education in the year ending September 1, 2022.

"That is the largest number of attacks we have ever tracked," he added. Attacks include violence and wrongful imprisonment, institutional takeover by state authorities and the allies, and increased restrictions on



student protest.

"The world has yet to recognize that academic freedom is as important to a free society as an independent judiciary,

strong civil society, or a free press," he said.

Earlier this year, a Joint Statement on Academic Freedom signed by 74 countries was delivered.

SAR added that there had been progress in support for academic freedom in recent years, reflected in the UN special rapporteur's 2020 report on academic freedom and UNESCO's parallel advancement of the conversation on science and scientific freedom.

Farida Shaheed, the UN special rapporteur for the Right to Education, stated that "if we believe in democratic spaces, then that space for thinking differently — even if we don't like that opinion — must be there in terms of education".

"Without academic freedom societies lose not just an essential element of democratic self-governance, but the capacity for self-reflection, for knowledge generation, and for a constant search for improvement of peoples' lives and social conditions. Surely, this is exactly what the purpose of education should be," Shaheed added.

"Making academic freedom a practical, on-the-ground reality, it must be a central part of our understanding of what is required for social and scientific progress and democratic advancement and the realization of the sustainable development goals," Levine added.



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