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15 foreign universities to open campuses in India this academic year



EJ News - New Delhi
Education Minister Dharmendra Pradhan said that 15 foreign universities will be opening their branches in India by this academic year, particularly in the Science, Technology, Engineering and Mathematics streams. The University of Liverpool, formally accorded permission to

open its campus in Bengaluru. A ceremony to hand over the Letter of Intent (LoI) to the University officials was held at New Delhi, which was presided over by Pradhan. This will be the second foreign university to be issued LoI under the UGC (Setting Up and Operation of Campuses of Foreign Higher Educational

Institutions in India) Regulations, 2023, a release from PIB said. Pradhan said, "The University of Liverpool is the fourth foreign university to publicly announce its presence in India. By this academic year, 15 foreign universities will be coming to India, especially in STEM." The university was found in 1881 and is a member of the prestigious Russel Group. The University of Southampton was the first foreign university to receive a LoI from the UGC in 2023 and could open its campus later this year. The Minister said, "To make the country a VIKSIT Bharat by 2047, the implementation of NEP 2020 in letter and spirit is the key to actualise this ambition. One of the primary recommendations

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Monad University: Unveiling the Fake Degree Scandal



UP fake degree racket busted: Monad University Chairman and Pro-Chancellor arrested

EJ News - Yatender Singh

A fake degree scandal has been unearthed at Monad University, where education mafias have spread their network not only in India but also abroad, selling over 100,000 fake degrees. The network has been found to be operating in various states, including Bihar, Delhi, Haryana, Punjab, Rajasthan, Gujarat, Madhya Pradesh, and even in North East and South India.

According to sources, the accused have revealed that they have sold fake degrees to individuals in Canada and London. The Special Task Force (STF) of Uttar Pradesh has claimed that many youth have secured jobs in top companies using these fake degrees.

The mastermind behind the scam, Sandeep Sehrawat, is alleged to have been involved in this business for three years. The university, established in 2010, has been operational for over 15 years and offers courses in engineering, science, law, pharmacy, and more.

The STF has arrested 11 individuals, including the Vice-Chancellor, Vijayendra Singh Hooda, and Pro-Chancellor, Nitin Kumar Singh. The investigation is ongoing, and the STF

- *Key Points***
 - Over 100,000+ fake degrees sold
 - Network operates in various states and countries, including Canada and London
 - Many youth have secured jobs using fake degrees
 - Mastermind Sandeep Sehrawat involved for three years
 - University established in 2010, operational for over 15 years
 - 11 individuals arrested, including VC and Pro-Chancellor

is working to identify more individuals involved in the scam.

Sanjay Bhati paid ₹70 crore to the proprietor of Monad University

Sanjay Bhati, an accused in the bike scam, allegedly paid ₹70 crore to Vijayendra Hooda to acquire Monad University and afterward fled to London. After returning, a dispute arose between them regarding the money given. The STF plans to question the former owners to determine if any wrongdoing occurred earlier. Meanwhile, the main accused and mastermind, Sandeep Sehrawat, is to be taken on remand for further investigation.

Besides university chairperson Vijendra Singh Hooda and pro-chancellor Nitin Kumar Singh, those arrested are varsity staffers Kamal Batra, Imran, Gaurav, Mukesh Thakur, Vipul Chaud-

hary and Abhishek Pandey, and one Sandeep Shehrawat and his associate Rajesh, officials said.

The accused prepared counterfeit degrees and mark sheets for various courses, including BA, B.Ed, law, pharmacy and B.Tech, in lieu of money, they said. In the statement, the STF said

that Hooda, also an accused in the infamous Bike Bot scam, an investment scheme running into Rs 15,000 crore, has nearly a hundred cases registered against him in several districts. He has been managing Monad University since 2022, it is learnt.

An FIR was registered under Sections 318(4) (cheating), 338 (forgery of valuable security), 340 (1) (forged documents), 111 (organised crime) and 336 (3) (forgery) of the Bharatiya Nyaya Sanhita (BNS).

The police said the action was taken after they received a complaint about fake degrees and mark sheets being prepared for various courses at the university.

They first arrested Sandeep, a resident of Haryana and key member of the alleged forgery racket, near Monad University on Saturday. During questioning, Sandeep confessed that he printed counterfeit degrees and mark sheets on the directions of Hooda, the STF said. Then the STF team raided the university and arrested the other accused from the campus and interrogated them for nearly five hours, the press statement said.

The accused were produced in a court and sent to jail, the officials said.

In the statement, STF Additional Director General (ADG) Amitabh Yash said, "In the course of investigation of an application, action was taken by the STF's Lucknow head office team at



The mastermind behind printing these fake degrees, Sandeep Sahravat from Palwal, is only a 12th-grade pass. His right-hand man, Rajesh from Mukesh Colony, Ballabhgarh, is merely a 10th-grade pass.

Despite this, these mafias could produce any degree, depending on the price.

It is believed that Sandeep also has good connections with several politicians in Haryana. He even provided them with financial support during the elections.

Monad University, Hapur on May 17. "A large number of fake mark sheets, degrees etc. were recovered, in which about a dozen people were detained, which included the university chairperson and main accused Vijendra Singh Hooda", he said.

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Bringing Language to Life: The Transformative Role of Oral Communication in English Education

In recent years, there has been a noticeable shift in language teaching. Increasingly, educators are expanding their focus beyond grammar rules and writing exercises to include more emphasis on speaking and interaction. This evolution underscores the importance of cultivating a classroom environment where students can deeply engage with the language—not just through reading and writing, but through dialogue and verbal exchange. While reading comprehension and structured writing remain essential, the inclusion of oral communication brings a dynamic, real-time element to language learning that allows students to connect, respond, and reflect in ways that traditional methods alone cannot achieve.

A great example of this shift in action came when my Grade 11 students performed selected scenes from Shakespeare's Othello. What started as just another academic task turned into a dynamic, interactive experience. Not only did it enhance their speaking skills, but it also helped boost their confidence and gave them a deeper understanding of the English language's emotional and expressive power. Students who were previously hesitant to speak began taking ownership of their parts, memorizing complex lines, and even making interpretive choices that demonstrated their evolving grasp of tone, pacing, and subtext. The classroom buzzed with excitement, collaboration, and a sense of shared discovery.

Stepping Into Shakespeare: Students Connecting with



Language

At first, the idea of performing Othello was intimidating for many students. The antiquated language and intense emotional themes felt like enormous obstacles. Words such as "thou," "thee," and "fain" were unfamiliar, and understanding the motivations behind characters' actions required close reading and thoughtful discussion. However, as they began to immerse themselves in the characters and understand the emotions behind their words, something remarkable happened. They stopped merely memorizing lines and started to speak with intention, assurance, and authenticity.

Instead of simply learning vocabulary, they explored the emotional complexity of characters. As Othello, Desdemona, Iago, and Emilia.

They connected with the text on a personal level, bringing their own insights into the performances. Some students related Iago's manipulation to real-life experiences with peer pressure; others saw Desdemona's courage as inspiring. The play no longer felt like a remote work of literature—it became something they could relate to and animate with meaning. Their performances grew more nuanced, and many students began asking questions about the cultural and historical context of the play, deepening their critical thinking in the process.

The Power of Speaking in Language Learning

Speaking is far more than just a basic skill—it is essential for truly mastering a language. When students speak, they must think quickly, structure their thoughts in real-time, and select the appropriate words to articulate their ideas. These tasks challenge them to be-

come more fluid and adaptable in their communication. The pressure to be understood in the moment encourages them to push past their comfort zones, and mistakes become opportunities for growth.

By role-playing scenes from Othello, students learned to focus on tone, delivery, and physical expression—crucial elements in oral communication. They were not simply reading words—they were interpreting them, reacting to others, and improvising when necessary. They had to learn to listen actively, respond authentically, and embody their characters with conviction. These are the kinds of transferable skills they can carry into any conversation, presentation, or dialogue—whether it is a job interview, a university debate, or a casual discussion with peers. Speaking demands presence, and when



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practiced in this immersive way, it fosters resilience, empathy, and a sharper linguistic instinct.

Building Confidence Through Communication

There is something incredibly empowering about the ability to speak confidently. Many students, particularly those who are more introverted, find public speaking a daunting task. However, the theatrical nature of this project created a supportive space where they could take risks without fear. Performing as a character allowed them to step outside their own identities and explore emotions and situations in a way that felt less vulnerable. Over time, they discovered their voices, realizing that they could speak clearly, capture attention, and engage meaningfully with others.

This newfound confidence extended far beyond the drama project. As students grew more comfortable participating in discussions and articulating their thoughts in other projects, they became more self-assured in their academic and social interactions. It reinforced the idea that communication is a cornerstone of learning—not just in English, but across all disciplines.

Creating a Culture of Communication

True language acquisition happens when students are able to communicate and collaborate

with one another. It is about more than memorizing vocabulary or following grammar rules—it is about constructing meaning, listening actively, and exchanging ideas. Activities such as group discussions, debates, and simulations give students ownership of their learning and provide opportunities to use language in relevant, meaningful situations. These interactive strategies cultivate a learning culture where dialogue is valued as much as correctness.

In a classroom that fosters open communication, mistakes are not seen as shortcomings. They are viewed as vital steps in the learning process. Students begin to see language not as a set of rigid rules, but as a living tool for connection and discovery. Encouraging students to experiment with language and offering constructive feedback helps them become not only more fluent, but also more independent and reflective learners. Teachers become facilitators of exploration rather than simply conveyors of knowledge, and the classroom evolves into a collaborative community.

Technology: Enhancing Communication in New Ways

Technology has introduced a wealth of new opportunities for oral practice. Platforms such as Flipgrid, voice-recording apps, and pronunciation tools allow students to reflect on their speaking, receive targeted feedback, and refine their skills over time. These digital resources empower learners to practice at their own pace with continuous support. They also allow teachers to listen more closely to each student's individual progress and provide personalized guidance.

Moreover, digital tools promote collaboration through projects such as video presentations or online debates, where students can use spoken English creatively and purposefully. These platforms make room for multimedia storytelling, peer-to-peer feedback, and self-evaluation,

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“From Campus to Corporate: Making Your Mark in Your First Job”

Remember those projects at college when your hard work would go unseen? Corporate life is different - it is not simply working hard but having your work be seen and make an impact. Consider your initial career to be your best Netflix show premiere - you'd like to impress the audience in the beginning itself. Here is your manual for shining in your initial corporate career.

The Daily Stand-up: Your Platform to Shine

Unlike college where you may leave it until submission day, corporate life is all about regular updates. In daily stand-ups or team meetings, don't merely read out what you're doing. Instead of "I'm learning the new software," say "I've done three modules of the training and can now deal with simple customer queries on my own."

Here one indicates activity, the other shows progress and impact.

The Weekly Progress Report: Your Success Story

Build the practice of having a weekly progress update. For instance:

Rather than: "Spent five training sessions"



Write: "Now able to independently manage three categories of customer situations, offloading the burden from senior team members by 20%"

Think of this as your personal highlight reel - focusing on achievements, not just activities. Your manager is interested in seeing how you're developing and helping the team achieve its objectives.

One-on-One Meetings:

Your Growth Compass

As opposed to college where you only get feedback during exams, in corporate, there are regular one-to-one meetings with your boss. Use these effectively:

- Come prepared with specific questions about your role
- Share challenges you're facing and potential solutions you've thought of
- Ask for feedback on your approach to tasks

- Discuss your learning goals and progress

This shows initiative and maturity - qualities that set you apart from other freshers.

Documentation: Your Professional Portfolio

Remember how you maintained class notes? Apply that discipline to your work:

- Keep detailed notes of all training sessions
- Document processes you learn
- Record solutions to problems you solve
- Track feedback received and actions taken

When your manager asks about your progress in three months, you'll have concrete examples to share, not just vague memories.

The First 90 Days: Your Foundation Period

Your first 90 days set the tone. Hence focus on:

1. Learning the culture and informal rules of the organization
2. Getting to know team members
3. Getting up to speed on the basic tools and processes
4. Determining areas where you can make a contribution
5. Becoming a trusted team



Dr. Smitha Shine
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member

Beyond Technical Skills: The Corporate Edge

College may have emphasized technical knowledge, but corporate achievement demands more. For instance

1. Communication: Master writing formal emails and providing concise updates
2. Time Management: Manage multiple projects with conflicting deadlines
3. Teamwork: Work harmoniously with various team members
4. Initiative: Spot issues and suggest remedies
5. Adaptability: Be willing to learn and unlearn when necessary

Making Feedback Count - When receiving feedback:

1. Take careful notes throughout

the conversation

2. Send a follow-up mail highlighting main points
3. Develop an action plan to execute recommendations
4. Demonstrate improvement in future updates

For instance, if your boss recommends that you enhance your presentation skills, follow up - "Following your feedback, I became a member of the company's toastmasters club and have made two presentations. Team members observed improvement in my clarity and confidence."

Building Your Professional Brand -

Your early career is all about establishing trust and credibility:

- Do what you say you will do
- Meet deadlines regularly
- Ask intelligent questions
- Demonstrate a desire to learn
- Help team members when possible
- Maintain professionalism in all interactions

Remember, transitioning from campus to corporate is a significant shift. Success isn't just about your technical skills - it's about understanding the corporate environment, communicating effectively, and demonstrating your value to the organization. Every interaction is an opportunity to reinforce your professional brand and build the foundation for your career growth.

Hold NEET-PG exam in single shift instead of two: Supreme Court to NBE



EJ News - New Delhi.....
The Supreme Court (SC) ordered the National Board of Examination (NBE) to conduct the National Eligibility-cum-Entrance Test-Post Graduate (NEET-PG) 2025 exam in one shift, instead of two shifts.
According to a LiveLaw report, the SC in its ruling said that conducting the exam in two shifts creates “arbitrariness”, adding that NBE should make necessary arrangements to hold the exam in a single shift and to ensure transparency.
The court in its order stated, “Holding examination in two shifts creates arbitrariness and also

does not keep all the candidates at the same level. Any two question papers can ever be said to be of an identical level of difficulty or ease. There has to be a variation.”
A three-judge bench headed by Justice Vikram Nath noted that there is still some time left to make necessary arrangements for the exam, which is scheduled to be held on June 15.
The court rejected the argument made by NBE that there are not enough centres to hold the exam in a single shift. The apex court ruled, “The exam is to be held all over the country, not just in one city. We are not ready to

accept that in the entire country, and considering the technological advancements in this country, the examining body could not find enough centres to hold the examination in one shift.”
The order was passed by a three-judge bench while it was hearing petitions challenging NBE’s decision to conduct NEET-PG 2025 in two shifts.
When questioned why the exam for NEET-PG has to be conducted in two shifts, when the same is not the case for NEET-UG, which has more applicants, NBE stated, “The exam is held online. In 2024, NEET UG had to be cancelled due to malpractice. For the online exam, there are limited centres. All important examinations in which a large number of candidates appear are held like this.”
Petitioners’ counsel argued in the court that the double-shift exam gives priority to “luck” over “merit”. It further claimed that conducting the exam in two shifts violates the rights of the candidates under Article 14 of the Constitution. The plea also referred to the 2024 NEET-PG exam, which was conducted in two shifts and resulted in a case before the apex court.

40 new certificate programmes at Delhi Skill and Entrepreneurship University

EJ- New Delhi.....
Delhi Skill and Entrepreneurship University (DSEU) has commenced the admission process for the 2025-26 academic session, offering a broad range of diploma, undergraduate, post-graduate and certificate programs across its 21 campuses.
The university with 7,425 seats and 83 academic programs continues to strengthen its focus on



industry-relevant and skill-based education, according to the brochure.
This year marks a significant expansion in the DSEU’s curriculum with the addition of 40 new certificate programs. These courses are designed to address growing demand in fields such

as artificial intelligence, digital marketing, software development and entrepreneurship, aligning education with current and emerging workforce needs. The application window, which opened on May 28, will remain active until June 22. The process is fully online to ensure greater accessibility for applicants.
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IIT Jammu launches Btech in Engineering Physics; admissions via JEE Advanced 2025



EJ News - Jammu.....
The Indian Institute of Technology, Jammu, (IIT Jammu) has introduced a BTech course in Engineering Physics. With 25 seats, admission will be completed through the JEE Advanced 2025 scores, via JoSAA counselling.
The curriculum of IIT Jammu covers semiconductors, quantum sensors, quantum computers, batteries, and solar cells, other than theoretical, experimental, and computational coursework, including nano and micro-fabrication and computational materials design.

Students who join the IIT Jammu course will get access to opportunities in academia, industry, and government research organisations. Meanwhile, the Joint Seat Allocation Authority (JoSAA) has released the detailed schedule for the 2025 counselling process. Candidates who have cleared either JEE Main 2025 or will clear JEE Advanced 2025 are eligible to participate.
Only candidates who have cleared JEE Main 2025 or JEE Advanced 2025 are eligible to take part in JoSAA counselling and seat allocation.
This year’s counselling will be

conducted in five rounds, with a special final round exclusively for IIT and NIT+ institutes. Students qualifying the Architecture Aptitude Test (AAT) will be allowed to select architecture-specific options from June 8, once the AAT results are released.
To help candidates make informed choices, JoSAA will publish two mock seat allotments, the first on June 9 and the second on June 11. This will be based on the preferences entered up to those dates. Candidates must lock their final choices by June 12. The seat allotment results for the first round will be declared on June 14, after necessary verification and data reconciliation.
Additionally, the results of JEE Advanced 2025 will be declared by IIT Kanpur on June 2, 2025, through the official website jeeadv.ac.in. Students aiming for architecture programs must also qualify for the AAT to be eligible for those specific seats.
This year, a total of 8,33,536 candidates appeared for JEE Main 2025 across both Session 1 and Session 2, out of which 7,75,383 candidates passed.


‘Mutilation of academic disciplines’: DU Executive Council approves curriculum overhaul amid strong criticism

EJ- New Delhi.....
Delhi University’s Executive Council in its 1275th meeting held on Friday approved sweeping revisions to the curriculum in various departments, including Psychology, Sociology and English, while also clearing new programs in journalism and nuclear medicine, uniform teacher seniority rules and administrative measures.
The Executive Council (EC), the highest statutory body, approved revisions to the elective paper Psychology of Peace, replacing conflict-based case studies with

references from the Indian epics for peace and conflict resolution. In Relationship Science, a unit examining dating apps was also dropped.
Sociology curriculum changes removed foundational theorists like Karl Marx and Thomas Robert Malthus from the paper Population and Society and scrapped a unit on the Sociology of Food. Meanwhile, the Indian authors, particularly those focused on religion, were emphasized in the Sociology of Law.
The meeting was, however, marked by strong dissent from

several elected EC members over what they termed “ideological interference” and “systematic erosion of academic autonomy.” Controversial syllabus changes include the removal of case studies involving Kashmir, Palestine, India-Pakistan tensions and the Northeast, replaced by the Indian religious texts such as the Mahabharata and Bhagavad Gita. The changes triggered sharp opposition from the faculty and elected EC members.
EC member Rudrashish Chakraborty, who is an associate
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Indian Readers	Global Readers	Figures in Million's
Qtr. Ended Dec. 2024	Qtr. Ended March 2025	Groth %
5.39	5.64	+4.7%
3.26	3.71	+13.9%

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JAC 12th result declared 2025: 79.26% students passed in Science, 92% in Commerce



■ EJ - Ranchi

The Jharkhand Academic Council (JAC) has declared the Class 12 results for Commerce and Science streams. The Science stream result stands at 79.26%, marking a 7% increase from last year, while the Commerce stream result is at 91.2%, showing a 2% rise. Notably, Latehar district topped in both

streams, and girls outperformed boys in both streams.

A total of 79.26 percent students have been declared successful in the science stream. Whereas, the success percentage in the commerce stream was 92%. This time the result has improved as compared to previous years. Education department officials said that this time discipline and

transparency were given priority in the examination, the effect of which is clearly visible on the performance of the students.

As soon as the results were announced, there was a wave of happiness among the students and parents. Many students have brought glory to their school and district by achieving good results. At the same time, there are some students who could not perform as expected. Teachers have appealed to all the students to keep up their spirits and start preparing for the future.

The JAC board has made the results available online. Students can visit jac.jharkhand.gov.in and check their results by entering their roll number and other details. Many students faced problems due to the increased load on the website due to checking the results simultaneously, but the technical team fixed it in time.

Former RBI governor calls for reforms in UPSC exam, proposes age and attempt limits

■ EJ - New Delhi

Former Reserve Bank of India (RBI) Governor Dr Duvvuri Subbarao has called for major reforms in the Union Public Service Commission (UPSC) Civil Services Examination (CSE). He recommended significant changes, including an age cap, limits on the number of attempts, and the creation of a new entry channel for professionals in their 40s.

“For every successful candidate, there are at least 10 others who too have invested years in preparation but have failed to make the grade. They are back at square one. An abysmal waste of productive years?” he wrote.

Dr Subbarao proposed two key reforms. First, he advocated a reduction in both the maximum number of attempts and the upper age limit. Currently, aspirants can take the exam up to six times between the ages of 21 and 32. He suggested this should be limited to three attempts and the age cap reduced to 27.

“Lakhs compete for a thousand-odd positions, making the chance of success extremely small. Yet candidates keep at it till they exhaust all their allowed attempts, even as the odds are stacked



against them. This is a colossal waste of human potential. It also pushes many candidates into deep financial and psychological turmoil,” he said.

He warned that the current framework leads aspirants to fall prey to the ‘sunk cost fallacy’. “After all, they are susceptible to the ‘sunk cost fallacy’-I’ve invested so much time, money and effort. All that will go waste if I give up now. Maybe I will succeed this time round.”

Reflecting on his own experience in the 1970s, when the exam allowed only two attempts within the 21-24 age band, Subbarao said the system has now “gone too far” in the other direction. He also cautioned that too many attempts favour those who master exam techniques over those with genuine aptitude. “Any examination that allows as many as six chances is likely to privilege mastery of exam technique over inherent merit,” he wrote.

His second proposal is the intro-

duction of a structured, annual Tier-2 recruitment channel for experienced professionals aged 40-42. Unlike current lateral entries, this route would function as a permanent part of the UPSC system.

“They can pursue other careers and take another shot at the exam mid-career,” he wrote, adding that such candidates would bring valuable external perspectives to governance. “Tier-2 recruits will make up for these lacunae and make the civil service collectively more relevant and useful, and maybe even more caring.”

Dr Subbarao emphasised that his proposals are not aimed at dismantling the existing entry route for younger candidates. “There is a lot to be said for continuing to recruit young people into the IAS. They bring in youthful spirit, raw enthusiasm, and unspoilt enterprise into administration.”

While acknowledging that the civil services examination has evolved significantly over the decades, the former RBI Governor said, “The civil service exam has vastly improved from the time I took it over 50 years ago. But there is still a need to push the envelope.”

318 centres across India, except for Arunachal Pradesh, Dadra and Nagar Haveli and Daman and Diu, Ladakh, and Lakshadweep.

The September 2025 Examinations will also be held at nine overseas examination cities, namely Abu Dhabi, Bahrain, Thimpu (Bhutan), Doha, Dubai, Kathmandu (Nepal), Kuwait, Muscat and Riyadh (Kingdom of Saudi Arabia).

The notification falls under Regulation 22 of the Chartered Accountants Regulations, 1988. For more details, candidates are advised to visit the official website of ICAI – icai.org.

DU Executive...

professor at Kirori Mal College, said “this is nothing short of mutilation of academic disciplines.” “There is an abject compromise on course quality and complete disregard for disciplinary expertise. These arbitrary changes, driven by ideology, diminish the global credibility of our courses,” he added.

In parallel, the Delhi University (DU) is launching new programs. A two-year MA in Journalism will be introduced through both Hindi and English departments. A BSc in Nuclear Medicine Technology will begin at the Army Hospital (R&R) under the Faculty of Medical Sciences, open to qualified Armed Forces Medical Services personnel.

On administrative matters, the EC approved new uniform rules for determining teacher seniority. In cases where qualifications are equal, age will be the deciding factor followed by API scores.

“The committee will examine the impact of this policy on the DU employees and ensure fairness in its implementation,” he said.

Registrar Dr Vikas Gupta addressed concerns about the four-year undergraduate framework under NEP 2020, reaffirming that students would benefit from multiple exit and re-entry points and receive formal credentials at each stage.

The meeting began with a tribute to those killed in the recent Pahalgam terror attack and a resolution was passed expressing the DU’s support for the Government of India’s Operation Sindoor, aimed at eliminating terrorism.

Despite the administration’s emphasis on modernization and national priorities, critics argue that DU’s reforms threaten academic freedom and institutional integrity.

“These decisions may serve short-term political objectives, but they will undermine the long-term academic standing of Delhi University,” said Chakraborty.

15 foreign univ...

of NEP 2020 is rooted, futuristic and global education and the aim is to produce global citizens.”

Scheduled to welcome its first batch of undergraduate and postgraduate students in August 2026, the university will initially offer programmes in Business Management, Accounting and Finance, Computer Science, and Biomedical Sciences, the PIB said.

Notably, it will also introduce a program in Game Design—a unique offering for a UK university campus in India to offer this innovative subject.,

The Bengaluru campus will create a research-intensive environment. Important fundamental, applied and industry-driven research will be based on the Bengaluru campus, providing solutions to a range of global and local challenges and needs.

Three important MoUs were also signed on Monday to explore future collaborative opportunities with companies and organisations including the Royal College of Obstetricians and Gynaecologists (RCOG), AstraZeneca Pharma India Limited, YouWeCan, and Dream11, the release added.

Vineet Joshi, Interim Chair, UGC and Secretary of the Department of High Education said the LoI is not just a ceremonial gesture, but it reflects a broader and deeper transformation underway in India’s higher education system—one that is driven by strategic reform, international engagement, and a strong policy foundation.”

Monad uni...

The accused charged the students between Rs 50,000 and Rs 400,000 for a degree, depending on the course, the Special Task Force officials claimed.

Bringing Lang..

all of which strengthen students’ metacognitive awareness. This integration of technology enriches the learning process and motivates students to develop their communicative abilities. It bridges classroom learning with real-world communication, offering flexibility and relevance in an increasingly digital age.

Real-World Applications of Speaking Skills

Ultimately, the purpose of language education goes beyond tests and essays—it is about preparing students to navigate the world confidently. The ability to speak clearly and persuasively in English opens doors to career opportunities, global conversations, and impactful social interactions. Whether it is delivering a speech, participating in a panel, or simply holding a meaningful conversation, oral fluency empowers students to represent themselves effectively.

By cultivating speaking skills, we prepare students not just for academic success but for life beyond the classroom. They learn to advocate for themselves, collaborate with others, and contribute thoughtfully to any setting they step into. These are life skills—tools for civic engagement, leadership, and personal growth.

Empowering Students Through Expression

The Othello project served as a powerful reminder of how transformative language can be. The students were not just practicing speech—they were learning to express, interpret, and empathize. They were stepping into other lives, expanding their perspectives, and sharing their voices. Through performance, students embraced storytelling as a vehicle for communication, connection, and self-discovery.

As educators, our responsibility is to create spaces where students can discover, develop, and project those voices. We should challenge them to speak with clarity, make thoughtful choices, and communicate with conviction. We must nurture not only their fluency but also their willingness to speak up and be heard. In doing so, we teach them more than just English—we teach the enduring power of communication itself

DSEU opens...

On the first day alone, the university received more than 200 applications, indicating strong early interest from prospective students.

Following the close of applications, the first seat allotment list will be published on June 23. The selected candidates will be required to complete admission formalities, including fee payment and document verification, by June 26.

Physical verification of documents will take place at designated campuses. The academic session is expected to begin in July. The application fee for diploma programs is Rs 200, with admission fees set at Rs 1,500 for diploma courses and Rs 2,000 for certificate programs.

To promote inclusivity, 60 per cent of seats have been reserved for candidates, who studied in Delhi up to Class 10 or 12. Additionally, 15 per cent of diploma seats are allocated to female students along with quotas for economically weaker.

Harvard Vs Trump..

having persons on F or J non-immigrant visa status for the 2025-26 academic school year.

“This decertification also means that existing aliens on F or J non-immigrant status must transfer to another university in order to maintain the non-immigrant status,” she said.

The F-1 Visa (Academic Student) allows individuals to enter the United States as a full-time student at an accredited college, university, academic high school or other academic institution. J visas are nonimmigrant visas for individuals approved to participate in exchange visitor programmes in the United States.

Harvard said that the University is aware of the US Department of Homeland Security order to terminate Harvard’s Student and Exchange Visitor Programme (SEVP) certification for the 2025-26 academic year.

“Harvard is committed to maintaining our ability to host our international students and scholars, who hail from more than 140 countries and enrich the University and this nation,” it said.

The announcement comes just days before thousands of foreign students are set to graduate at Harvard. The new academic session will begin in the fall.

Noem said in the letter that if “Harvard would like the opportunity of regaining” its SEVP certification before the upcoming academic school year, it “must provide all of the information requested” within 72 hours.

Harvard is required to provide any and all records, whether official or informal, in its possession, including electronic records and audio or video footage regarding illegal activity, dangerous or violent activity, threats to other students or University personnel, deprivation of rights of other classmates or University personnel, whether on or off campus by a nonimmigrant student enrolled in Harvard University in the last five years.

The university is also required to provide any and all disciplinary records of all nonimmigrant students enrolled in Harvard University in the last five years and any and all audio or video footage in the possession of Harvard University of any protest activity involving a nonimmigrant student on a Harvard University campus in the last five years.

DHS further said that Harvard’s leadership has created an “unsafe campus environment by permitting anti-American, pro-terrorist agitators to harass and physically assault individuals, including many Jewish students, and otherwise obstruct its once-venerable learning environment.

“Many of these agitators are foreign students. Harvard’s leadership further facilitated and engaged in coordinated activity with the Chinese Communist Party, including hosting and training members of a CCP paramilitary group complicit in the Uyghur genocide,” it said.

Noem said the Trump administration is holding Harvard accountable for fostering violence, antisemitism, and coordinating with the Chinese Communist Party on its campus.

“It is a privilege, not a right, for universities to enrol foreign students and benefit from their higher tuition payments to help pad their multibillion-dollar endowments,” she said.

“Harvard had plenty of opportunities to do the right thing. It refused. They have lost their Student and Exchange Visitor Programme certification as a result of their failure to adhere to the law. Let this serve as a warning to all universities.

ICAI announces CA September 2025 timetable

■ EJ - New Delhi

The Institute of Chartered Accountants of India (ICAI) has released the timetable for the upcoming Chartered Accountants (CA) exams in September 2025. The detailed timetable includes the schedule of exams in Final, Intermediate (Inter), and Foundation courses. The group 1 of the CA final exams will be held on September 3, 6 and 8, and group 2 examinations will be held on September 10, 12 and 14.

The first group of intermediate examinations will be held on September 4, 7 and 9, and Group 2 will be held on September 11,

13 and 15. The foundation course exam will be held on September 16, 18 20 and 22.

Papers 3 and 4 of foundation examination are of 2 hours duration, and paper 6 of the final examination is of 4 hours duration. Except for these papers, all other examinations are of 3 hours duration.

ICAI has also noted that there would be no changes in examination dates in the event an exam has been declared a Public Holiday by the Central Government, any State Government or Local Bodies.

The examination will be held in

Historical Development and Neurophysiological Parameters of Punitive Practices in Education

A Successful Seminar for Teachers in Corfu, Greece



The seminar on punitive practices in education was organized with great success on the initiative of Professor Mr. Potamitis Anastasios MSc, Director of the Kastellanon Lyceum of Middle Corfu. The innovative seminar took place in the school's event hall on the 16th day of May. The seminar was taught and presented by two educators. The Director, Mr. Potamitis Anastasios MSc and Dr. Vasileios Drougas MSc PhD.

Both educators focused on pre-

sending and investigating punitive practices in the educational process at school with historical and scientifically documented evidence.

Professor Potamitis focused on the historical review and practices in the Greek and wider European education system from its inception to the present day, analyzing the practices and their negative and positive points.

Mr. Potamitis, in his presentation with the title "The evolution of severe punishments in Greek

education from 1830 to the present day", proposed alternative methods of approaching students that are more effective in learning and adapting to modern school.

Concluding focused on that the educational system should take seriously the views of the sciences involved in the education and development of the child at school and, more generally, in the social and family environment. Such as Physiology, Pedagogy, Psychology and Neuroscience, which can pro-

vide us with important information about punitive practices and the results in the learning and educational process of students and in the development of their character and behavior. These are very important characteristics of their development within the educational environment.

Dr. Vasileios Drougas focused on presenting the Neurophysiological parameters of punitive practices in education and how punitive practices can change the Neurophysiologic development of students but also create negative factors in their development and the level of their learning. He presented the negative effects of the student's Neurosensory development through the creation of punitive inter-synapses and how these change the way in which the punished student changes the behavior in which he or she deals with educational practice and the teachers themselves.

The presentation of research data and practices shows that punitive practices do not work, do not create new behaviors, but rather reinforce reactionary practices at school, reinforcing learning disorders. Students more easily participate in other delinquent practices, more easily accepting the new punishments. They also keep their distance from learning and do not accept the punishing teachers. This disrupts the teacher-student



Prof. Dr Vasileios Ag. Drougas
MSc PhD
Greece

relationship. It is also important that many new students join the infraction group and even good students also seem to participate in the group, while in the section where punishments are given there is an overall disruption and imbalance.

Some of the important points of the seminar were

Punishment can change behavior, but not always in a healthy way. The person may obey out of fear, not understanding. Instead of learning, it may cause avoidance or reaction.

Repeated punishment changes neural connectivity (synapses).

Punishment does not "Stay in the Mind", but changes the Mind itself

Punishments without understanding or dialogue cause reaction, distancing or conflict.

The brain learns "what to avoid" based on pain and not internal understanding.

Punishment finds in memory recurring paths of fear, doubt, and avoidance.

Punishing one student makes

other students in the class worry lest they too be punished, and thus reactionary groups are created.

Time-out periods can reduce problem behaviors when used properly and prevent student-teacher conflict.

The one who punishes gradually cuts off every channel of communication and connection with the child.

- What is most effective?
- The cheerful mood
- The contact with the students
- The participation in the discussion about their problems
- The integrated Educational character

- The consistency of the teacher
- The tone of the voice
- The inner calm of the teacher
- The humor

It is important to research neurophysiology and behavioral physiology towards studying practices that will help students feel more confident and trusting in the educational unit.

The seminar ended with a discussion and suggestions from the teachers. Warm congratulations to the school's Director, Mr. Potamitis Anastasios MSc, who organized this most important seminar. Mr. Potamitis is a true pioneer in the educational practices that he implements at the Lyceum of Kastellanon, Middle Corfu, and, of course, many congratulations go to the school's excellent teachers that they all have a very important scientific background.

We are waiting for Mr. Potamitis to organize the second educational seminar with specialized practices and actions in education.

Harvard Vs Trump: How the 'visa ban' move impacts students from India



■ **EJ** - New York

The Trump administration has revoked Harvard University's eligibility to enrol foreign students, raising concerns over the legal status of thousands of students, including nearly 800 from India, currently enrolled at the varsity. In an unprecedented development, the Trump administration on Thursday ordered the Department of Homeland Security to terminate Harvard University's Student and Exchange Visitor Programme (SEVP) certification.

"This means Harvard can no longer enrol foreign students and existing foreign students must transfer or lose their legal status," the federal agency said.

Homeland Security Secretary Kristi Noem said in a letter dated May 22 to Harvard University that "I am writing to inform you that effective immediately, Harvard University's Student and Exchange Visitor Programme certification is revoked."

The development also threatens

to impact the students from India, who are studying at Harvard University. Currently, Harvard hosts a total of about 10,158 students and scholars from around the world across its schools.

According to statistics on the website of Harvard International Office, there are 788 students and scholars from India at all schools under Harvard University for the 2024-25 academic year.

The Harvard Global Support Services said on its website that each year, anywhere from 500-800 Indian students and scholars study at Harvard.

Ajay Bhutoria, former advisor to President Joe Biden on the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) Commission told PTI in a statement that as an Indian-American committed to fostering opportunity for the community and a strong advocate for immigration policies under the Biden administration, he is "deeply outraged" by the Trump administration's decision.

He said Indian students contribute

over USD 9 billion annually to the US economy and strengthen the cultural and economic ties between the two nations, often going on to lead innovation in tech, medicine, and beyond.

"This policy directly threatens over 500 Indian students at Harvard, forcing them to transfer or leave the US before the next academic year begins. These students, who represent the brightest minds from cities like Mumbai, Delhi and Bengaluru, have invested their dreams, finances and futures in a Harvard education—only to have their aspirations shattered by a politically motivated attack," Bhutoria said.

He added that the additional demand by the Department of Homeland Security for protest footage and disciplinary records is a "blatant attempt" to intimidate and silence students, particularly those engaged in activism.

"This is not the America we stand for—an America that

should be a beacon of opportunity, not a place of fear for young scholars," Bhutoria said.

He added that the termination of Harvard's SEVP certification sends a "chilling message" to Indian students and the broader South Asian diaspora that "your contributions are not valued."

"By targeting Harvard, the Trump administration risks driving talent

to countries like Canada and the UK, weakening US-India relations at a time when collaboration is more critical than ever," he said.

Bhutoria called on the administration to reverse this decision immediately and urged the Biden-era allies in Congress to "fight for our students' rights. To the Indian government and our

community: let us unite in advocacy, amplify these students' voices, and ensure that education remains a bridge, not a barrier, between our nations."

Noem said in the letter that the revocation of Harvard's Student and Exchange Visitor Programme certification means that Harvard is prohibited from

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



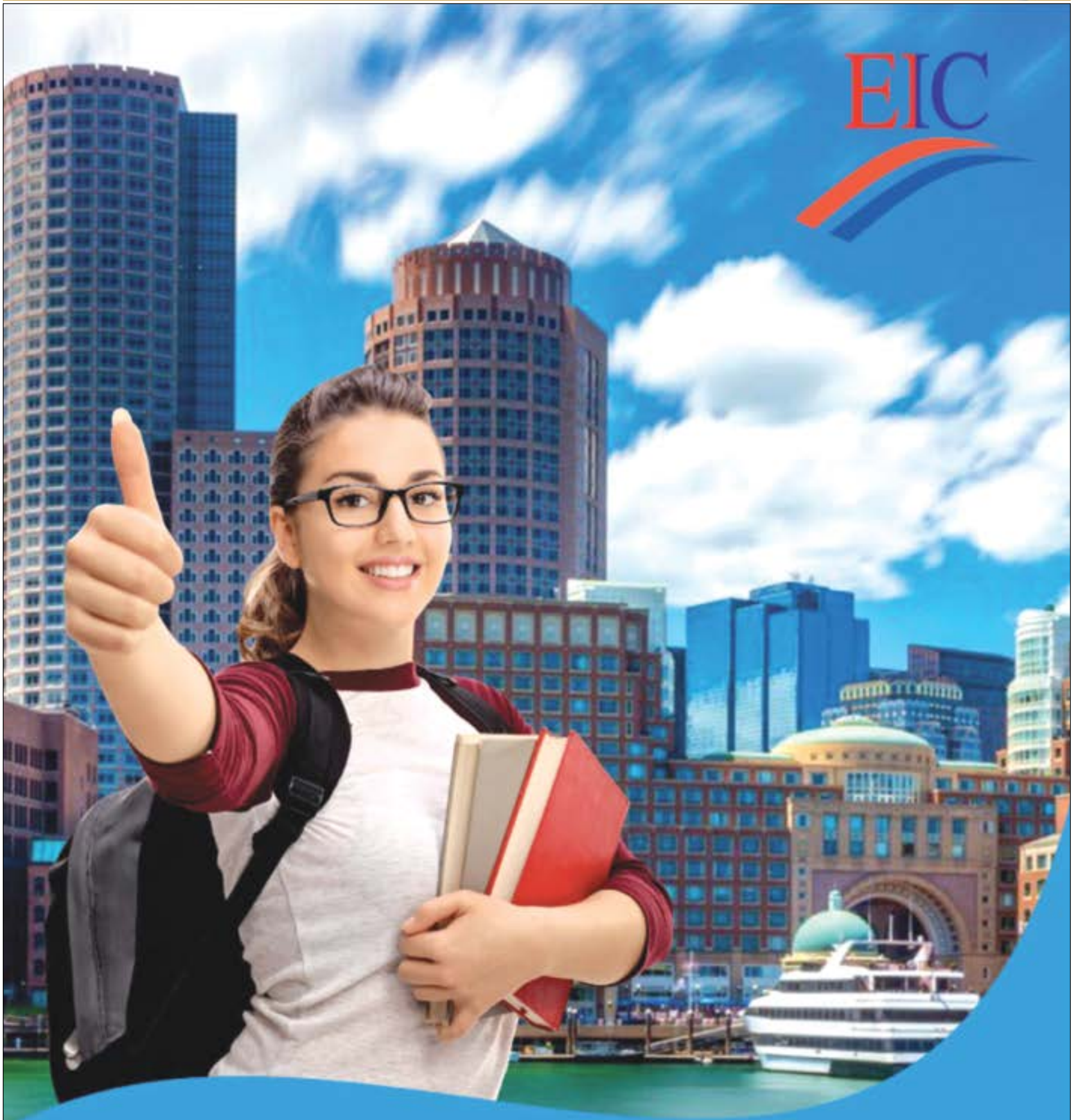
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