

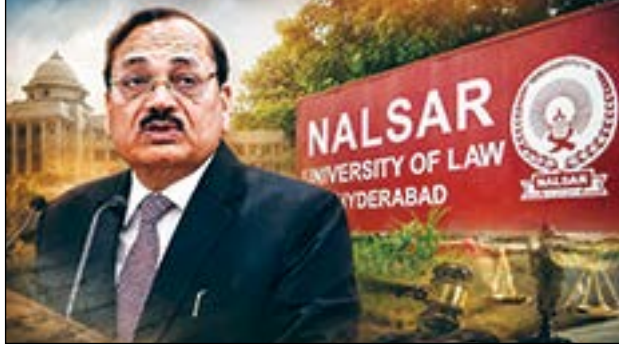


Nataliia Vlasova
Principal of the Scientific Lyceum
of International
Relations, University of
Customs and Finance
Dnipro - Ukraine
>> Contd. p.2..



Iroda Bakhronova
Educationist
Navoi - Uzbekistan
>> Contd. p.2..

CJI slams BCI's move against NALSAR students



EJ - New Delhi.....
The Bar Council of India (BCI) chairman, Manan Kumar Mishra, in the early hours of Friday announced that the body is closing its proceedings against students of the 2026 batch of NALSAR, Hyderabad, altogether, after being satisfied to learn that they "had no role in any disturbance or movement".
"After considering the representations and reactions of Senior Advocates, learned members of the Bar, law students and public spirited citizens, and being satisfied that the 2026 batch of NALSAR, Hyderabad, had no role in any disturbance or movement, the Bar

The BCI regulates legal education, recognises law degrees, supervises State Bar Councils and exercises disciplinary jurisdiction over advocates. But many of those powers begin only after a person enters the profession.

Council of India has decided to close the proceedings altogether. No further action is required," he said in a post on X, tagging the official handle of the concerned institution.
Mishra also issued a 'word of wisdom' for the students, saying, "we take immense pride in our legal institutions, and the day you enrol, you become vanguards. Voice your opinions freely, but with respect and institutional decorum."
Mishra also said that the highest judicial office in the country "is our collective pride."
"Dissent is welcome in a democracy; public ridicule of constitutional institutions is often counterproductive," he added.
The BCI had earlier asked the National Academy of Legal Studies and Research (Nalsar) University of Law to identify those behind a student campaign opposing Chief Justice of India Surya Kant's participation in its convocation. In a dramatic turn of events on Thursday, the coun-

>> Contd. p.4..

Around 94,000 Govt Schools Closed or Merged in India Over the Past 10 Years, Raising Serious Concerns About the Education System

EJ - Ravi Arya.....

The declining number of government schools in India has become a growing concern. According to information presented in Parliament and various government data, approximately 94,000 government schools across the country have either been closed or merged with other schools over the past 10 years due to low student enrolment. This translates to an average of 9,400 schools per year, or nearly 25 government schools every day losing their independent existence through closure or merger.

Education experts state that several factors have contributed to this decline, including the merger of low-enrolment schools, school rationalisation, demographic changes, urbanisation, and state-level education policies. Therefore, it is important to note that not all of these schools were permanently shut down; a significant number were merged with nearby government schools as part of administrative restructuring.

Experts also point out that while school mergers were intended to improve administrative efficiency and resource utilisation, they have had a greater impact

GOVERNMENT SCHOOL IN UP, MP & UTTARAKHAND (2014-15 TO 2024-25)					
State	Year	Total Government School (End of Year)	New Schools Opened (During Year)	Schools Closed/ Merged (During Year)	Net Increase / Decrease (During Year) (Opened-Closed)
UTTAR PRADESH	2014-15	1,62,284	2,883	1,838	+1,045
	2015-16	1,63,201	2,482	2,766	-274
	2016-17	1,62,927	2,374	6,622	-4,248
	2017-18	1,58,879	2,281	7,189	-4,908
	2018-19	1,51,721	1,818	17,589	-15,771
	2019-20	1,37,538	2,199	1,773	+426
	2020-21	1,38,064	2,187	2,896	-609
	2021-22	1,36,493	1,887	2,274	-387
	2022-23	1,37,491	2,071	2,848	-777
	2023-24	1,37,192	1,923	2,243	-320
TOTAL (2014-15 TO 2024-25)			22,953	48,009	-25,755
MADHYA PRADESH	2014-15	1,21,849	1,528	1,237	+291
	2015-16	1,22,132	1,521	1,179	+342
	2016-17	1,22,886	1,478	5,899	-4,421
	2017-18	1,19,793	1,937	14,206	-12,269
	2018-19	1,07,464	1,843	9,896	-8,053
	2019-20	89,611	1,795	2,617	-832
	2020-21	89,588	1,748	2,646	-898
	2021-22	87,891	1,621	3,528	-1,907
	2022-23	85,738	1,437	3,777	-2,340
	2023-24	83,448	1,282	2,484	-1,202
TOTAL (2014-15 TO 2024-25)			17,049	47,947	-30,938
UTTARAKHAND	2014-15	17,753	363	471	-108
	2015-16	17,647	389	283	+106
	2016-17	17,753	346	665	-319
	2017-18	17,434	316	431	-115
	2018-19	17,147	384	690	-306
	2019-20	16,741	281	490	-209
	2020-21	16,512	223	293	-70
	2021-22	16,442	214	393	-179
	2022-23	16,263	198	358	-160
	2023-24	16,183	174	274	-100
TOTAL (2014-15 TO 2024-25)			2,780	4,815	-2,035

Saying that "schools were not closed; they were merely merged" does not give the public the complete picture. If two schools are merged into one, the separate identity and functioning of one school have effectively been eliminated. Therefore, it should be counted as a reduction in the total number of schools.

Could Lack of Basic Facilities Also Be a Reason for the Merger of Government Schools?

An important question has emerged regarding the closure or merger of government schools across the country. Low

• Approximately 94,000 government schools in India have been closed or merged over the past 10 years.
• This averages 9,400 schools per year or about 25 schools every day.
• The main reasons include low enrolment, school rationalisation, and administrative restructuring.
• Rural and remote areas have been the most affected, with many students travelling longer distances to school.
• Education experts stress the need to strengthen school infrastructure, teacher availability, and access to quality education alongside NEP 2020 implementation.

student enrolment is often cited as a major reason for school mergers, but could the lack of >> Contd. p.4..

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A Journey Through My World of Teaching: A Story Written Every Day Together with My Students

When people ask me what I do for a living, my answer is simple: *I am a teacher*. Yet every educator knows that this title encompasses far more than teaching lessons. In the course of a single day, we become psychologists, diplomats, crisis managers, organizers, mentors, motivators, and sometimes even comedians - simply to bring a smile back to a child's face. We remember our students' birthdays, dreams, fears, achievements, and disappointments. That is why teaching is not merely a profession; it is a way of life.

My educational philosophy is reflected in one simple principle: *"If you have not done everything you could for a child, then you have done nothing."* This belief guides every decision I make - from designing a lesson to creating innovative educational projects. I firmly believe that a modern teacher can never stop learning. Education evolves rapidly, and educators must continually grow alongside it.

My professional journey has always been one of lifelong learning, continuous improvement, and a commitment to sharing knowledge with others. Today, I combine classroom teaching with academic research, pursuing doctoral studies while developing curricula, authoring textbooks, creating teaching resources, and delivering professional development seminars for educators across Ukraine. I sincerely believe that the best way to grow professionally is not to keep knowledge to yourself, but



to share it generously with colleagues.

For me, history has never been about memorizing dates - it is about understanding people. That is why my lessons focus not on rote learning but on developing critical thinking, analyzing historical sources, recognizing manipulation, and encouraging students to draw their own informed conclusions. In today's information-rich world, teaching children to ask meaningful questions is far more valuable than simply providing ready-made answers.

A significant part of my work is devoted to addressing historical myths, strengthening in-

formation literacy, promoting civic education, and developing media literacy. These competencies are essential for helping young people navigate today's complex information environment and become responsible, informed citizens.

The rapid rise of artificial intelligence has prompted many people to ask whether technology will eventually replace teachers. My answer is unequivocal: *it will not*.

Artificial intelligence is an extraordinary tool for creating engaging learning experiences - from interactive lessons and historical visualizations to educational comics and personalized learning pathways. However, no technology can replace empathy, trust, encouragement, and the human connection

that every child needs. For this reason, I actively train educators to integrate AI into their teaching practice while preserving the heart of education: meaningful human relationships.

I also believe that education should never be confined to the walls of a classroom. Together with my students, we participate in international projects, research initiatives, social entrepreneurship programmes, environmental campaigns, volunteer activities, and intercultural exchanges.

One of our most inspiring partnerships is our long-standing collaboration with the Republic of Korea. Our students study the Korean language, culture, and traditions while participat-



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ing in international educational events and intercultural dialogue. These experiences broaden their horizons and help them see themselves not only as citizens of Ukraine but also as active members of the global community.

I have also had the privilege of co-authoring modern history textbooks and integrated educational courses. Yet I always emphasize that an excellent textbook is far more than a collection of chapters. It should inspire inquiry, discussion, creativity, and collaboration. That is why our educational materials are enriched with interactive activities, infographics, digital resources, comics, historical simulations, and project-based learning tasks. Today's students learn differently than they did a decade ago, and it is our responsibility to speak their language while maintaining high academic standards.

Teaching in Ukraine today brings unique challenges. We conduct lessons during air raid alerts, support children who have experienced displacement and loss, and teach students scattered across different countries because of the war. Under these circumstances, the role of a teacher extends far beyond delivering knowledge. We help children preserve hope, resilience, and confidence in the future. This is why trauma-informed pedagogy has become an essential part of my educational practice, enabling me to create a safe, supportive environment where every student feels respected, heard, and valued.

Throughout my career, I have been honored with numerous professional awards and recognitions. Nevertheless, the greatest reward has never been a certificate or a trophy. It is the heartfelt messages from former students, the gratitude of parents, and the success stories of graduates who discover their calling, pursue higher education around the world, launch meaningful projects, and become responsible, compassionate leaders. These moments remind me that every effort has been worthwhile.

I firmly believe that the future of humanity is shaped every day in ordinary classrooms. Every teacher has the power to change the life of one child - and through that child, to influence the future of society.

That is why, every morning, I choose not simply to teach history. I choose to teach my students how to think critically, collaborate respectfully, empathize deeply, take responsibility, and embrace change with confidence. As the great educator *Janusz Korczak* wisely said: *"There are no children. There are people."*

And it is with this belief that my journey through the remarkable world of teaching begins anew every single day.

The Courage to Admit, Learn, and Rise Again!

(Be honest, even when admitting your shortcomings, because integrity often opens doors that talent alone cannot. Value your mentors and the relationships you build, as one genuine recommendation can change the direction of your life. Strive for excellence, but do not let the pursuit of success rob you of the joy of living.)

I recently had the privilege of attending an expert lecture that turned out to be far more than an academic session. While the discussion on innovation and research was insightful, it was the professor's personal journey that left an indelible mark on my mind.

Rather than beginning with technical concepts, the professor shared the story of his life. As he revisited the struggles of his early years, emotions overtook him. His eyes filled with tears, and for a few moments, silence conveyed what words never could. Those tears reflected years of sacrifice, rejection, perseverance, and an unwavering belief in his dreams.

His journey itself was filled with unexpected turns. As a student, he aspired to become an engineer, but his family wanted him to join and eventually take care of the family business. At the same time, he excelled in both Biology and Mathematics. After securing outstanding marks, family friends strongly encouraged him to pursue medicine and become a doctor. Caught between expectations and his own aspirations, he had to overcome numerous challenges before he could finally pursue the path he truly desired.



He also shared that becoming a professor in India was never part of his plans. His perception was that professors had limited opportunities to explore new ideas and were increasingly occupied with administrative responsibilities. However, this perception changed completely after he

moved abroad, where he experienced an academic environment that encouraged exploration, innovation, research, collaboration, and intellectual freedom. It was then that he discovered teaching and research could together become a deeply fulfilling career.

Before entering academia, he worked in industry. Although the

job offered stability, the work soon became repetitive, and he realized he was no longer enjoying what he was doing. Rather than settling into comfort, he made the difficult decision to change direction in search of work that challenged him intellectually and aligned with his passion for learning and discov-



Dr. Shahid Amin
Associate Professor
ITM
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ery.

He spoke about beginning his career with a modestly paid job while aspiring to pursue higher education abroad. Financial constraints made that dream seem almost impossible until an unexpected scholarship opened the doors to Ireland. Even there, success was anything but easy. During an important interview, he found himself unable to answer several technical questions. Instead of pretending, he honestly admitted that he was unprepared and requested another opportunity after studying further. His honesty impressed the interview panel, and that moment became a turning point in his journey.

His years in Ireland brought another life lesson. Determined to remain at the top, he constantly pushed himself to achieve more. Seeing his relentless pursuit of excellence, someone remarked, "You are an overachiever. Achieve, but don't forget to enjoy life." That simple advice transformed his perspective.

Success, he realized, is not only about reaching the destination but also about appreciating the journey.

After gaining valuable research experience in Ireland, he once again pursued his dream of moving to the United States. Initially, his application failed to convince a professor. It appeared that another opportunity had slipped away. However, an unexpected conversation between that professor and his research supervisor in Ireland changed everything. Learning about his abilities, commitment, and research potential, the professor reconsidered his application. A single recommendation altered the course of his career and eventually led him to one of the world's leading universities.

Listening to his story, I found myself relating to many of its moments. It reinforced my belief that while luck certainly plays a role in life, it only creates opportunities. It is passion, relentless hard work, honesty, resilience, and the courage to keep making sincere attempts that transform those opportunities into success.

For students, the professor's journey offers timeless lessons. Dream beyond your present circumstances and never allow your background or the expectations of others to define your future. The path you ultimately choose should reflect your passion and purpose. Develop junoon—the passion that keeps you moving when the journey becomes difficult. Do not hesitate to change direction if your work no longer excites or challenges you. Be honest, even when admitting your shortcomings, because integrity

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CDOE, JMI Extends Admission Deadline to 8 September

Introduces 11 New Programmes Alongside 49 Existing Courses



EJ- New Delhi

The Centre for Distance and Online Education (CDOE), Jamia Millia Islamia (JMI), has extended the last date for submission of applications for admission to all its programmes to 8 September, 2026. The earlier last date was 10 August, 2026. Also, in addition to the existing 49 programmes, CDOE is has introduced 11 new certificate and diploma programmes during the current academic session (2026-27) to expand its academic offerings and provide learners with opportunities to acquire relevant academic, language and practical skills.

The expansion of CDOE's academic offerings forms part of the

JMI's efforts to widen access to distance and online education. Expressing their happiness over the addition of the new programmes, Prof. Mazhar Asif, Vice-Chancellor, JMI, and Prof. Md. Mahtab Alam Rizvi, Registrar, JMI, underscored the need to strengthen academic opportunities and expand the reach of the university through relevant and skill-oriented programmes.

The extension in the last date of application was recommended by Prof. Aslam Khan, Director, CDOE, following requests received from several applicants. Prof. Khan reiterated CDOE's focus on offering academic programmes that respond to the

changing needs of higher education and the job market.

The entrance test for B.Ed. and MBA (ODL) will now be held on 19 September 2026 instead of 22 August 2026. The examination centre for both programmes will be within the JMI campus and would be notified through the admit card.

The newly introduced certificate programmes include certificates in various languages (French, Spanish, Chinese, Persian, Arabic and Russian), Photography and Video Editing, Anchoring and Broadcast Presentation, and Indian Knowledge Systems. The new programmes also include the Diploma in Artificial Intelligence and Digital Media and the Advanced Diploma in Conflict Analysis and Peace Building.

Candidates shortlisted for admission will be informed through their registered email regarding the schedule for physical document verification. Verification of documents and submission of fees will be conducted from 26 September to 6 October, 2026, while the last date for completing admission formalities is 10 October, 2026.

KIET Opens GENESIS-EIR Cohort 3; ₹10 Lakh Grants for Innovators

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EJ- Ghaziabad

The Technology Business Incubator at KIET Deemed-to-be-University (TBI-KIET) has opened applications for the third cohort of GENESIS-EIR, the entrepreneur-in-residence component of the Government of India's GENESIS scheme, implemented through MeitY Startup Hub.

GENESIS, short for Gen-Next Support for Innovative Startups, is an umbrella scheme of the Ministry of Electronics and Information Technology with an outlay of ₹490 crore over five years. The

scheme is designed to discover, support and accelerate technology startups in Tier II and Tier III cities, and aims to impact and consolidate more than 10,000 tech startups over its duration. It is being implemented through approximately 50 implementing agencies, drawn preferably from smaller cities, of which TBI-KIET is one.

The scheme supports the startup ecosystem through four components: ideation support under the EiR track, pilot or proof-of-concept support, deep-

tech startup support, and investment support. Under the early-stage track relevant to the present call, funding of up to ₹10 lakh is available without any matching fund requirement. Larger components of the scheme extend to ₹50 lakh for pilot and investment support, and up to ₹1 crore for selected deep-tech ventures.

Applications to the KIET cohort are open in three areas: deeptech software and product, electronics design and manufacturing, and the ICT space. Eligibility is

>> Contd. p.4...

Students are architects of India's future, says President amid protests

EJ- New Delhi

Underlining that students are the "architects of India's future," President Droupadi Murmu on Friday said the government is taking comprehensive steps to reform public examinations to completely curb paper leaks and unfair means, making the system transparent, secure, and trustworthy.

In her address to the nation on the eve of the country's 80th Independence Day, she stressed that just as government and society remain united to ensure national security, everyone must contribute through joint and concerted efforts to safeguard the present and future of students.

"Public examinations become

gateways to opportunities for our students. The government is undertaking comprehensive steps to reform these examinations. The objectives of these reforms are to completely curb the use of unfair means in public examinations, make the examination system more transparent, more secure, and more trustworthy for the youth," President Murmu said.

Her remarks assume significance in the backdrop of recent nationwide Gen Z and student-led protests demanding systemic overhauls, fast-track investigations, and stringent legal action following high-profile paper leak irregularities in competitive ex-



aminations.

Highlighting the spirit of enterprise among young citizens, she

>> Contd. page 4..

Namaskar Uttar Pradesh State Srijankarta Samman-2026 : GNIOT



EJ- Gr. Noida

The Namaskar Uttar Pradesh State Srijankarta Samman-2026 was successfully held on August, 2026, at the grand auditorium of GNIOT Group of Institutions, Greater Noida, organised by the Namaskar Foundation. The event celebrated talented individuals contributing to innovation, education, culture, science, technology, entrepreneurship, social service, agriculture, healthcare, environment and digital creation.

Uttar Pradesh Deputy Chief Minister Shri Brajesh Pathak attended the ceremony as the Chief Guest. ISRO scientist Shri Abhishek Singh was also present as a distinguished guest. Both highlighted the importance of recognising young talent and encouraging innovation for social and national development.

GNIOT Group of Institutions Chairman Dr. Rajesh Gupta said

that education should not be limited to degrees but should create responsible, sensitive and innovative citizens. CEO Shri Swadesh Kumar Singh described the event as a celebration of talent, leadership, innovation and social contribution.

Outstanding personalities from different districts of Uttar Pradesh were honoured with the Namaskar Uttar Pradesh State Srijankarta Samman-2026 for their achievements and contribution to society.

Namaskar Foundation Secretary Shri Utkarsh Namu Vats Mishra

said that the award aims to recognise talented people whose work contributes to nation-building and inspires others. Foundation President Shri Navneet Sharma highlighted the organisation's work in education, skill development, youth empowerment, environmental protection and social harmony.

The event concluded with a commitment to expand the award nationally and internationally and provide Uttar Pradesh's talented individuals with greater recognition and opportunities.



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Homeland: A Sacred Bond



The concept of Homeland is formed in the human mind not only as a geographical space, but also as a sacred value with a deep spiritual, historical and social content. It is closely related to the worldview, thinking and personality of a person. That is why in publicistic literature the Homeland is often compared to the image of a mother. This comparison is not accidental, but is an artistic expression of the spiritual need and spiritual closeness that have been formed in the thinking of the people for centuries.

Mother is the first mentor in human life, the first source of love. The Homeland is the same: it gives us language, history, and creates the opportunity to under-

stand national identity. A person grows up in the bosom of the mother, gets to know the world, and in the bosom of the Motherland, he matures as a member of society. The soil of the Motherland is like the bosom of the mother - she nourishes a person, patiently absorbs him and, in the end, takes him back into her arms.

From a journalistic point of view, comparing the Motherland to the mother strengthens the concept of responsibility. Because the duty to the mother is based on the conscientious responsibility of a person. Similarly, the duty to the Motherland requires a deeper than legal obligation - moral responsibility. Just

as a mother expects not only love from her child, but also respect and loyalty, the Motherland also demands selflessness and patriotism from its children. If we look at history, we see that our ancestors, who sacrificed their lives for the freedom and prosperity of the country, loved the Motherland as a mother. For them, the Motherland was not just a place to live, but also honor, pride and the meaning of life. This situation has a strong impact on journalistic discourse, because it takes the reader out of indifference and calls for an active civic position. In today's globalization, the value of the Motherland is being understood even more deeply. No matter how kind a mother is, if a



Iroda Bakhronova
Educationist
Navoi - Uzbekistan

child is indifferent, that love becomes worthless. Similarly, the Motherland will only rise with its children who love, protect and develop it. Loving the Motherland is not glorifying it, but is manifested through honest work, compliance with the laws, obtaining knowledge and contributing to the development of society. In conclusion, it can be said that the comparison between the Motherland and the mother is not only artistic, but also socio-philosophical in significance. Just as a mother prepares her child for life, the Motherland prepares a person for society. Therefore, loving the Motherland is a sacred feeling on a par with loving the mother. Protecting, protecting and promoting it is the highest duty of every conscious person.

Around 94,000

and school dropouts.

Educationists believe that the successful implementation of the National Education Policy (NEP) 2020 requires more than administrative restructuring. Equal emphasis must be placed on improving the quality of education, ensuring adequate teacher availability, strengthening school infrastructure, and guaranteeing easy access to education for every child.

Could Lack...

basic facilities also be a contributing factor?

Many government schools continue to face problems such as poorly maintained or unusable toilets, dilapidated buildings, lack of electricity, fans, and drinking water. Such conditions can affect students' attendance and enrolment.

Education experts believe that if a school continues to suffer from inadequate facilities and is later merged with another school citing low enrolment, then attributing the merger solely to "low enrolment" may not present the complete picture.

It is therefore important to investigate the condition of basic facilities in schools that have been closed or merged.

KIET Opens...

restricted to Indian citizens who are either full-time undergraduate or postgraduate students, or founders of DPIIT-registered startups incorporated less than two years ago. In line with the scheme's mandate, applications are invited only from Tier II and Tier III cities.

Applicants are expected to be working on innovations at the ideation, concept, prototyping, validation, proof-of-concept or working-prototype stage. Participation requires physical incubation at the KIET campus in Ghaziabad rather than virtual engagement, giving selected residents access to the institution's laboratories, mentors and industry linkages during the support period.

The GENESIS platform is positioned as a single-window route to the Ministry's startup-centric schemes, consolidating TIDE centres, SAMRIDH accelerators, NGIS centres and centres of excellence, and aggregating mentors, investors and institutional partners for the benefit of participating startups. Scheme activities are aligned with the Ministry's larger initiatives, including India AI, the India Semiconductor Mission and India Stack.

Four in five...

universities are expected to be offering degrees in India by the end of 2026, according to previous reporting by The PIE News. If those plans materialise, they could widen domestic options for students seeking an international qualification while avoiding some of the costs and immigration uncertainties associated with studying abroad.

"The latest SGMI findings show that the international education journey is evolving, with students placing greater importance on the quality of their academic experience and teaching methodologies," said Mohit Gambir, managing director of Oxford International India.

"At the same time, their concerns around adapting to a new environment highlight the need for institutions to look beyond admissions and provide the right support throughout the student journey. Understanding both what students value academically and the challenges they face will be important in creating an international education experience.

The Courage...

tegrity often opens doors that talent alone cannot. Value your mentors and the relationships you build, as one genuine recommendation can change the direction of your life. Strive for excellence, but do not let the pursuit of success rob you of the joy of living. Above all, never stop making sincere attempts. Rejections are temporary.

New visa...

delays and policy uncertainty, coupled with the end of duration of status and continued uncertainty over OPT, nearly six in 10 colleges reported a fall in international applications for next year, though the true picture will become clearer when the academic year is underway.

Canada border...

ties to later determine the programmes did not qualify. As a result, many of these graduates now face the prospect of leaving the country.

The graduates demanded access to work opportunities after finishing academic programs, as they find it difficult to stay legally employed in Canada.

Many students are also observing hunger strikes for nearly ten days now, saying they enrolled in and completed their programmes believing they were eligible for the work permits.

These students are arguing that their applications were submitted in good faith based on earlier interpretations of the rules and should be reassessed.

Earlier, full-time graduated students could qualify for PGWP valid for up to three years, depending on the academic program duration.

However, now due to heightened scrutiny around temporary resident numbers across Canada has increased pressure on post-study work policies. Thus creating uncertainty for foreign students who planned their career paths.

The CBSA enforces immigration laws, investigates violations and carries out removals. In June, an update only clarified existing eligibility rules for non-credit programmes and did not change the core criteria for PGWP eligibility.

This ongoing protest by the students has gained traction, drawing reactions from Canadian immigration authorities and the Alberta provincial government as affected graduates seek legal remedies and administrative reviews.

The Indian students account for a substantial share of international students enrolled in Canadian colleges and universities. Any changes or strict enforcement of post-study work rules disproportionately affects candidates from India seeking work experience there.

The issue is reportedly linked in part to an immigration consultancy based in Jalandhar, Punjab. Families in the state often spend large sums to send their children abroad. The protesting graduates said they paid hefty tuition fees believing their programmes would lead to job opportunities after graduation.

A few days back, the Punjab BJP leadership urged India's Ministry of External Affairs to take up the issue with the Canadian government. The students also met Canadian Member of Parliament of Indian origin Sukh Dhaliwal in Surrey to discuss the issue. They presented their concerns, and shared relevant documentation. According to the students, Dhaliwal had listened attentively, carefully reviewed the details, and assured them of his support.

CJP convenor Dipke launches 'School Thik Karo' campaign on I-Day, seeks cap on private school fees



EJ - Agency

Cockroach Janta Party convenor Abhijeet Dipke on Saturday launched the 'School Thik Karo' campaign from his native village in Maharashtra's Hingoli district, alleging poor infrastructure in government schools and demanding a cap on fees charged by private schools.

The CJP will also undertake a similar movement regarding poor health conditions at public hospitals.

Dipke travelled to his native village, Santuk Pimpri, and attended a flag hoisting ceremony on the occasion of Independence Day.

He visited a Zilla Parishad school and checked basic facilities, where he found that toilets lacked water supply.

"If basic things like water are missing from government-run schools even 80 years after India became independent, how is the country going to develop?" Dipke told reporters.

Dipke flagged the alleged precarious condition of the school, claiming broken windows and inadequate benches for students.

"We have a form comprising a checklist where it can be mentioned whether there are basic amenities available in the school or not. We will gather the data from schools located in Maharashtra and nationwide. Then we will compile the data," he said.

The CJP convenor said he

schools and there is no equal opportunity for students.

Dipke had said that village children still have to walk long

distances to attend school and often find basic facilities such as drinking water and toilets unavailable.

President...

said youths are increasingly embracing a culture of job creation rather than job seeking. The President's Independence Day Eve address touched on national security, terrorism, India's response to Pakistan, economic growth, poverty reduction, food security, development in Naxal affected areas and access to justice.

President Murmu also lauded the "unmatched valour" of the Indian Armed Forces, saying Operation Sin door demonstrated the country's capability to execute precision counter-terror operations and sent a firm message those terror elements and their backers will face consequences regardless of where they hide.

She recalled the anniversary of the military action alongside historic observances like Kargil Vijay Diwas, reaffirming India's tradition of overcoming forces hostile to humanity.

She said the operation delivered an unequivocal warning to enemies. "It sent a clear and firm message to terrorists and those who support them that no matter where they hide, they will have to face the consequences of their actions."

The President also high lighted the strategic measures accompanying the counter terror posture, describing the decision to suspend the Indus Waters Treaty with the nation her bouring terror networks as a "decisive step in the interest of our nation, especially the farmers".

On internal security, she termed the eradication of Naxalism a monumental achievement for the country after decades of struggle.

"For decades, Naxalism posed a serious challenge to the nation. Making India Naxal free is a major achievement. Today, enthusiasm prevails in the areas once affected by Naxalism," she said, pointing to all inclusive development efforts and active local participation in initiatives like the Bastar Olympics and the Bastar Pan dum festival. Addressing foreign policy, she reiterated that peace, dialogue, cooperation, and the ideal of 'Vasudhaiva Kutum bakam' (the world is one family) remain the bedrock of India's international relations.

"We believe in a rules based international order. Our endeavor is to ensure that the global community receives appropriate representation in the United Nations and other multilateral organisations," she stated, noting India's growing stature among Global South nations.

The President also touched upon senior care, pointing out that alongside the world's largest young population, India is also seeing a rise in senior citizens and noted that about six crore senior citizens aged 70 and above can now avail of free healthcare services up to Rs 5 lakh per year under government initiatives, urging society to remain sensitive and uphold their dignity.

Underlining India's technological leap, she pointed out that the country has developed the world's largest and best digital infrastructure, accounting for more than half of global real-time digital transactions. Highlighting the demographic dividend, the President said that 65 per cent of the country's population is below the age of 35, describing the youth as India's "most valuable asset".

She commended young entrepreneurs for driving a robust startup ecosystem and lauded young innovators, citing a recent space exploration milestone led by a team with an average age of just 28 years.

would visit government-run schools in other talukas of Maharashtra to check whether facilities are available for students in the next phase of the "School Thik Karo Campaign".

"The budget of the Central government has been curtailed for education," he alleged.

Dipke alleged that government-run schools are being shut to benefit private ones.

"We have seen that over 94,000 state-run schools have been shut down in the past ten years in India. How can a nation be strengthened by shutting down schools when more schools need to be opened?" he asked and accused the government of favouring private schools.

If children achieve big after studying in government schools, who will go to private schools, Dipke questioned.

He alleged the government has failed to provide facilities in

NALSAR row...

cil first barred the entire 2026 graduating batch from enrolling as advocates, only to withdraw the blanket restriction hours later. The council said its members had concluded that the "vast majority" of the 2026 graduates were "innocent" and had not intended to participate in any act of disrespect to the chief justice. It said all students from the batch would be entitled to enroll with the state council of their choice.

Four in five Indian study-abroad aspirants plan to return home



■ EJ - Agency

More than four in five surveyed Indian study-abroad aspirants expect to return home after completing their education, according to new research suggesting overseas degrees are not necessarily tied to plans for permanent migration.

Oxford International's third Student Global Mobility Index found that 81% of surveyed applicants intended to return to India after their courses. A further 15% selected "applying for a job" as their next step, although the research did not specify whether they planned to seek work in India or overseas.

The index combined 17,925 responses to its core questions with approximately 2,400 additional responses covering course preferences, family backgrounds, information sources and plans after graduation.

While stated intentions may change once students begin studying and working abroad, the findings point to an evolving outlook among Indian applicants, who appear likely to view international education as a period of academic and professional exposure rather than the beginning of a life overseas.

A clearer shift is evident in who drives the decision to study abroad. The proportion of students describing themselves as self-motivated rose from 29% in 2023/24 to 34% in 2024/25 and 49% in 2025/26.

Over the same period, the share identifying family as the primary influence fell from 59% to 37% and then 36%. Self-motivation was highest among students in northern and southern India, while family influence remained stronger in western and central regions. Older applicants were more likely to make the decision independently than younger students.

Nearly nine in 10 respondents – 88% – would be the first in their family to study overseas, highlighting the first-generation character of India's overseas education demand.

Postgraduate education dominated demand, with seven in 10 respondents applying for postgraduate courses. Business and management accounted for 75% of subject interest, followed by health and medicine at 8%, sciences at 2% and engineering at 1%.

Digital platforms have also become central to how students evaluate their options. Google helped 39% of respondents discover an institution, narrowly ahead of education agents at 35%. It was also the most trusted source of information, selected by 56% of respondents, followed by university events at 20%, Instagram at 9%, artificial intelligence tools at 6% and YouTube at 5%.

Despite the considerable financial and political pressures surrounding international education, 51% of students reported having no concerns about going overseas.

Weather was the most commonly cited concern, selected by 27% of respondents, followed by homesickness at 26% and adapting to another culture at 23%.

Accommodation and food were each cited by 20%, while fewer respondents selected travel, communication, teaching methods or time differences.

Only 6% identified fees as a concern, while 4% cited finding part-time work, 3% safety and security and 2% currency conversion. The finding does not necessarily mean affordability has become less influential in destination choice, however, with previous sector research showing that costs, borrowing and expected employment outcomes remain central to Indian families' decisions.

Women were more likely than men to report apprehensions about studying abroad, while younger

applicants expressed greater concern than older students.

The findings land amid a broader reset in Indian outbound mobility. Ministry of External Affairs data showed that 1.254 million Indians were enrolled at overseas universities and tertiary institutions in 2025, down 5.7%, or approximately 76,000 students, after three consecutive years of growth.

Although India remains one of the world's largest sources of international students, rising tuition and living costs, a weaker rupee and tighter immigration policies have made applicants more attentive to employability, post-study work rights and the likelihood of recovering their investment.

Students are also looking beyond the US, UK, Canada and Australia. Sector leaders have reported growing interest in destinations across Europe, East Asia and Southeast Asia, with the proportion of applicants considering several countries estimated to have risen from 10–15% to 35–40%.

Recent Keystone Education Group search data offered further evidence of that diversification. Among Indian students, interest in studying in India rose by 94%, while searches for the US and Australia fell by 37% and 42% respectively. Interest in the UK remained comparatively stable, increasing by 2%.

The findings come amid growing discussion of India's potential to retain more students through "internationalisation at home". Policymakers and sector leaders have pointed to international branch campuses and deeper international partnerships as ways of giving students access to global education without requiring them to move overseas.

More than 15 international

Canada border officers raid Indian student protest site in Calgary



■ EJ - Agency

Canada Border Services Agency (CBSA) officers reportedly

raided an international student protest site in Calgary, where over 1,000 international graduates,

mostly Indians, have been demonstrating for a week. The protesters are demanding the right to remain in Canada despite not holding valid visas.

The international students said the Canadian agency checked their immigration status, after the government rejected their Post-Graduation Work Permit (PGWP) applications.

The protesting students have completed programmes that some colleges marketed as eligible for PGWPs, only for Canadian immigration authorities

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New visa limits threaten US college revenue



■ EJ - Agency

Changes to immigration policy – namely the administration's final rule ending duration of status – could decrease international enrolments and "increase revenue risks" for some institutions, Fitch said in a statement last week.

It warned of weakened operating performance and less financial flexibility for colleges and universities that rely on international students, who typically pay more tuition and receive less institutional aid than domestic students.

This "outsized revenue effect" can be hard to replace quickly when lost, cautioned the agency, noting that domestic recruitment cycles and demographic pressures would limit backfilling.

The long-anticipated change was announced last month and will take effect on 15 September 2026, setting fixed time limits on student and exchange visitor visas – who must file for an extension of stay with the government if their studies take longer than four years.

But the financial effects will not be felt evenly, with Fitch expecting the sector-wide credit impact to "remain limited", noting that institutions with diversified revenue sources, broad demand and sufficient financial resilience would be able to absorb "moderate enrolment volatility".

At the same time, it said even modest revenue declines can weaken college margins, warning institutions with international student populations above 10% and those with large graduate and STEM programs where degree completion often exceeds four years would be hardest hit.

"Overall, credit pressure would be greatest for institutions that al-

ready have weaker demand profiles, limited financial flexibility, heavy reliance on student fees, and a high dependence on international tuition revenue."

Elsewhere, experts have said the rule is unlikely to push a healthy institution into deficit, but that mergers and program closures are likely, particularly among small private schools with high international enrolment and regional public universities with large international master's cohorts.

The statement joins a chorus of sector warnings over the financial repercussions of ending duration of status, with the government's own analysis estimating the rule to cost at least \$440 million annually, totalling \$3.2bn over the next decade.

Crucially, however, the department conceded its own cost estimates do not include lost tuition revenue due to declining international enrolments – something stakeholders say will make the financial losses far greater.

This week, NAFSA and JB International estimated a 9.5% fall in total international students this fall would deprive the US economy of at least \$3.4bn in direct economic contributions just this year.

"Another huge issue is that the new rule contradicts how American higher education actually works," said Terra Dotta SVP enterprise solutions Travis Ulrich.

"Half of bachelor's students take longer than four years, the median PhD takes six years, and medical residents keeping rural hospitals staffed can't finish in four years at all," he continued.

While colleges have traditionally decided what constitutes normal

academic progress, the new regulation hands decision-making to an agency "already sitting on 11m cases, absorbing 400,000 new filings a year," said Ulrich. "International offices are looking at 163% volume increase with the same number of people on staff," he said, with DHS estimating international offices will spend roughly 135 hours adjusting to the increased workload, costing nearly \$270m across the sector in the first year alone.

Meanwhile, NAFSA: Association of International Educators warned of the "tremendous" financial burden the new regulations place on students and exchange visitors, with visa extensions costing upwards of \$1,000, plus nearly \$500 or more in legal or third-party assistance for the nearly half of applicants DHS expects will need it.

"And none of it buys a guaranteed approval," said Ulrich: "The rule never defines the approval standard, never promises a timeline, and offers no appeal.

"Canada, the UK, and Australia don't make PhD students reapply to keep working on a dissertation... If you were a student, would you come to the US under these terms and conditions?" he asked.

While the rule won't affect semester exchange students, Ulrich said study abroad could be the first segment to see a drastic decrease in students due to perceived travel barriers, America's unwelcoming posture and bureaucratic friction.

Moreover, because bilateral exchange agreements run on balance, if institutions can't fill inbound seats, outbound seats could also diminish for domestic students.

Though the new rule does not expressly prevent any students from coming to the US, the American Immigration Council has called it "the greatest change in the student visa process in 50 years", creating huge uncertainty and compounding falling new international enrolments, which decreased 17% last year.

Given existing visa processing

>> Contd. p.4...



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