



**Eleni Leoutsakou**  
Educationist  
Athens - Greece

>> Contd. p.2..



**Natia Bolghashvili**  
Educationist  
Signaghi - Georgia

>> Contd. p.5..

## India, New Zealand explore dual degrees to boost students' exchanges



■ EJ News - New Delhi

Commerce and Industry Minister Piyush Goyal said he pitched for deeper collaboration in the education sector between India and New Zealand, including joint degree programmes and student exchanges to strengthen people-to-people linkages.

He said it will be beneficial for the students of New Zealand to have the experience of working in India, to meet people, and understand the culture here.

Similarly, he said, when Indian students would go to New Zealand, they will see a new world.

Referring to New Zealand's Trade Minister Todd McClay suggestion about dual degrees, Goyal said:

"In the field of education, why don't we try to run courses and programs in New Zealand and Indian universities and give joint degrees to students of both the countries".

Earlier in the day, McClay had said that recognition of degrees in each other's country can help promote bilateral ties in the education sector.

The two ministers on Monday inked a free trade agreement to boost trade and investment ties.

Under the pact, New Zealand has committed market access in 118 sectors for India, while opening dedicated work, study and holiday visa pathways for Indian professionals, students and young travellers.

The minister said the measures would help boost India's services exports to New Zealand.

According to New Zealand gov-

ernment data, India's services exports to New Zealand were USD 255.8 million FY2025, while services imports reached USD 550 million.

"So huge opportunities are there for India," Goyal told reporters here.

For the first time with any country, New Zealand has created a dedicated pathway on Student Mobility and Post Study Work Visas with India.

The pact would remove numerical caps on Indian students, guar-

>> Contd. p.4..

## India leads with most ranked institutions, IISc tops national list: THE Asia University Rankings 2026



■ EJ News - Agency

Four Indian Institutes of Technology (IITs), Jawaharlal Nehru University (JNU) and Birla Institute of Technology (BITS), Pilani are among the world's top 50 institutions for different subjects, according to the latest QS World University rankings announced on Wednesday. London-based QS Quacquarelli Symonds, known for the university rankings, has published the 16th annual edition of the QS World University Rankings by Subject.

The rankings benchmark more than 21,000 academic programmes across 1,900 universities in over 100 countries, spanning 55 disciplines and five broad faculty areas.

According to the rankings, India records 27 top 50 positions across subjects and broad faculty areas — more than double the 12 recorded in 2024 — earned by 12 institutions.

Leading the individual charge

is the Indian School of Mines University, Dhanbad, ranked 21st globally in Mineral and Mining Engineering, and IIM Ahmedabad, which ranks 21st in both Business and Management Studies and Marketing. The latter is a subject debut — India has never before appeared in Marketing's global rankings.

Among the top 50 are IIT Bombay, Kharagpur and Madras; JNU and BITS Pilani.

"India's rise this year is not just about scale: it's about momentum in quality and global competitiveness. The breadth of improvement across engineering, technology and business signals a system that is accelerating with intent. The next phase will be defined by how effectively institutions deepen research strength, build global partnerships, and sharpen their distinctiveness on the world stage," said Jessica Turner, CEO, QS Quacquarelli Symonds.

IIT Delhi has delivered the edition's most complete single-institution performance. It records six top-50 entries, leads India in four subjects — Chemical Engineering (48th, its first top-50 appearance), Electrical and Electronic Engineering (36th), Mechanical, Aeronautical and Manufacturing

>> Contd. p.4..

## JEE-Main results: 26 candidates bag perfect 100 NTA score



■ EJ News - New Delhi

A total of 26 candidates, all male, have secured a perfect 100 percentile in the B.E/B.Tech examinations of JEE Main 2026 conducted across two sessions in January and April.

The highest number of toppers is from Telangana and Andhra Pradesh, with five candidates each, while three candidates from Delhi have also achieved the perfect score.

Shreya Mishra, Aditya Gupta and Atharva Panjabi from Delhi-National Capital Territory (NCT) have obtained a perfect score.

The National Testing Agency (NTA) on Monday announced the percentile scores for JEE Main 2026, the national level engineering entrance examination.

A total of 15,38,468 candidates, including 5,31,593 women, appeared for the B.E/B.Tech exams conducted in two sessions, from January 21 to 28 and from April 2 to 8.

The other candidates who secured 100 percentile in-

clude four from Rajasthan, two each from Haryana and Maharashtra, and one each from Tamil Nadu, Bihar, Gujarat, Odisha and Chandigarh.

Among female candidates, the highest NTA score was recorded by Mallavarapu Aasna of Telangana with 99.9982287 percentile. Ashi Grewal from Haryana and Saumya Gupta from Rajasthan scored 99.9969766 and 99.9965185 percentile respectively.

Of the 100 percentile scorers, 24 belong to the General category, one to the General — Economically Weaker Section (EWS) category, and one to the Other Backward Classes — Non Creamy Layer (OBC-NCL) category.

The cut-off marks for different categories are as follows: 93.4123549 percentile for the Unreserved (UR) category, 82.4164528 for General-EWS, 63.9172792 percentile for SC, 52.0174712 percentile for ST, and 80.9232583 percentile for OBC-NCL. The cut-off for

>> Contd. p.4..

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

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

**1. Masters Professional Counsellors & Psychotherapists Studies Program,**

**2. MSc Professional School Counsellors' Studies Program**

**B.PG Diplomas**

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

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

**1. ADHD**

**2. DYSLEXIA**

**3. AUTISM**

**DIPLOMAS IN**

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

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



# AI in Education

## Promise, Risks, and the Future Skills Students Will Need

Artificial Intelligence (AI) has rapidly moved from a speculative technological concept to a powerful force shaping contemporary society, as numerous intelligent systems are transforming how we live and work. Education is no exception. As AI tools increasingly enter classrooms, educators are compelled to reconsider not only how education is delivered but also what kinds of skills students will need in the future.

AI offers remarkable opportunities to enhance learning and expand access to knowledge. Simultaneously though, it raises important questions about technological dependence, academic integrity, and the teachers' role. Can educational systems harness the benefits of AI without undermining the learners' intellectual development? And how can schools ensure that technology supports, rather than replaces, meaningful learning?

### The Growing Role of AI in Education

In recent years, AI has begun to play a visible role in educational environments. Intelligent systems can analyse large amounts of data, recommend resources, and monitor student progress in real time. Technologies such as adaptive learning platforms, intelligent tutoring systems, and automated assessment tools are gradually becoming part of modern educational practice.

One of the most promising aspects of these technologies is their capacity to support individualised learning. AI systems can detect patterns in student performance, identify areas of



difficulty, and provide targeted feedback. In traditional classrooms—particularly those with large numbers of students—such personalised support can be difficult to achieve consistently.

AI may also assist teachers by reducing administrative workloads. Tasks such as grading assignments, organizing materials, and tracking academic progress often require considerable time. By supporting these processes, AI tools may allow educators to focus more on discussion, mentoring, and collaborative learning. In this sense, AI can serve as a complementary tool that enhances, rather than replaces, human teaching.

Another significant advantage is the expansion of educational access. Digital learning platforms, virtual tutoring systems, and online educational resources enable students from diverse geographic and socio-

economic backgrounds to access knowledge that was previously limited to particular institutions. This raises an important possibility: could AI help reduce educational inequality by widening access to learning opportunities?

### Challenges and Risks of AI in Education

Despite these advantages, the growing presence of AI in education also introduces complex challenges. One major concern is the potential for excessive reliance on technology. When AI systems can instantly generate essays, summarize texts, or solve complex problems, students may be tempted to rely on them without deeply engaging in the learning process.

At its core, education is not merely the transmission of information but the cultivation of intellectual independence. If students increasingly depend on automated systems, an important question arises: are we encouraging genuine understanding or simply efficient completion

of tasks?

Academic integrity therefore becomes a central issue. Advanced AI tools are capable of producing sophisticated written responses, making it more difficult for educators to evaluate whether assignments truly reflect a student's own knowledge and effort. Traditional methods of assessment may no longer be sufficient in an educational environment shaped by intelligent technologies.

Data privacy also presents significant concerns. AI-based educational platforms often collect extensive information about students, including learning patterns, academic performance, and personal data. While this information can improve educational systems, it also raises critical questions about how such data is stored, protected, and potentially used.

Furthermore, unequal access to advanced technologies may widen existing educational disparities. Schools with greater finan-



**Eleni Leoutsakou**  
Educationist  
Athens - Greece

cial and technological resources may benefit more quickly from AI integration, while institutions with limited infrastructure may struggle to keep pace. Rather than reducing inequality, could AI unintentionally deepen it?

### Preparing Students with Future Skills

Given these challenges, the role of education must extend beyond simply teaching students how to use new technologies. Instead, educational systems should focus on cultivating abilities that complement human intelligence.

Critical thinking, creativity, ethical reasoning, and complex problem-solving are likely to become even more valuable in a world where machines can perform numerous routine tasks. These skills enable individuals not only to interact with intelligent technologies, but also to question and guide their development.

Digital literacy is equally important. Students should understand how AI systems function, and how automated technologies influence decisions and informa-

tion. Without such awareness, learners risk becoming passive consumers rather than informed participants in a digital society.

Interdisciplinary learning may also play a crucial role. Artificial intelligence is not solely a technological issue; it intersects with ethics, law, sociology, and philosophy. Encouraging students to explore these connections can help them better understand the broader societal implications of emerging technologies.

Teachers themselves must also be supported during this transformation. Integrating AI effectively requires professional development, institutional support, and thoughtful pedagogical strategies. Ultimately, the aim should not be to replace educators but to empower them with tools that enrich the learning experience.

### Conclusion

Artificial Intelligence presents both extraordinary opportunities and significant challenges for contemporary education. Its capacity to personalize learning, expand access to knowledge, and assist educators has the potential to reshape educational systems worldwide. Yet these benefits must be carefully balanced against concerns related to academic integrity, data privacy, technological dependence, and inequality.

Preparing students for this future requires more than simply introducing new technologies into classrooms. Education must continue to prioritize intellectual curiosity, ethical awareness, and critical reflection. Perhaps the most important question we must ask is not whether AI will transform education, but how we can guide that transformation in ways that strengthen human learning rather than diminish it.

# A new standard of care: Rethinking campus security through intelligence and empathy

In the heart of every parent sending a child off to university lies a single, unspoken prayer: "Mera baccha safe rahe." As our campuses grow into bustling cities within cities, this hope has become the most sacred responsibility we bear. The old ways—the bahi-khata at the gate, the delayed responses, the jugaad that somehow managed things—they don't hold up anymore. Today, we have the chance to do something better. We have the chance to use IT and Artificial Intelligence not as cold technology, but as a *rakshak*—a guardian—for our young minds.

### Beyond the Gate: A New Vision for Safety

A university campus is not just buildings and classrooms. It is a *parivaar*. It is where thousands of students come not just to study, but to grow, to make mistakes, to find themselves. And with that comes a responsibility that weighs heavy on my heart every single day.

For years, we relied on manual registers and fragmented systems. There were gaps that we knew existed but could never fully close. We were often reacting, running behind incidents instead of preventing them. That era must end. We must move from *pratikriya* to *niwaran*. Technology today allows us to be proactive, to anticipate, and to protect before anything goes wrong.



### The Invisible Shield: Smart Access and Vigilant Monitoring

True safety begins with knowing who belongs and who does not. We have moved beyond the metal key and the chowkidar at the gate. Today, we have biometric systems, digital ID cards, and mobile-based authentication. These are not just fancy tools—they are the assurance that our hostels remain *surakshit sthal*, sanctuaries where our students can sleep peacefully.

And then there is AI-powered surveillance. I often tell my

team, "Yeh aankhen kabhi nahi jhapakti." These systems learn the rhythm of the campus. They notice when something is out of place—a movement in a restricted zone, an unusual pattern in the middle of the night. And before a situation escalates, an alert is sent. It is not about watching every move; it is about being there when it matters most. This is the shift we needed: from *ghatna ke baad to ghatna se pehle*.

### The Wisdom of Data: Seeing What Matters

Behind all this is something we often overlook—data. But data, for me, is not just numbers on a screen. It is a *samajh*, an understanding.

When AI analyzes patterns, it tells us where our students are during peak hours, which zones need more attention, where we must place our security personnel. It allows us to stop guessing and start knowing. Decisions are no longer based on assumption; they are based on *tathya*—facts. And in matters of safety, facts are our best friends.

### Bridging the Distance: Transparency and Trust

I have met countless parents over the years. I have seen the *chinta* in their eyes when they leave their child at the hostel gate. They think, "Kaise hoga? Kaun dekhe-



**Dr. Satya Vir Singh**  
Chief Experience Officer  
Noida - India

ga?" For a parent, that distance feels like a leap of faith.

Today, we are trying to bridge that gap with transparency. Through IT platforms, parents can see—in real time—entry and exit logs. They receive instant notifications. They are no longer in the dark. When a mother knows that her child has entered the hostel at 8:30 pm, she can finally breathe. That chain, that peace of mind, is not a luxury—it is a promise we must keep. This transparency builds *vishwas*. And *vishwas*, between a family and an institution, is everything.

### Seconds That Matter: Redefining Emergency Response

In a crisis, *har second kimti hai*. Whether it is a medical emergency, a safety concern, or a sudden infrastructure failure, there is no

time to waste. Our AI-integrated systems ensure that the right person gets the alert instantly. No phone tag. No delays. Just action. I have seen situations where these few seconds made all the difference. A structured response mechanism is not just about process; it is about showing our students and their families that we are ready, that we are vigilant, that we will never let them feel alone in a moment of fear.

### A Home, Not Just a Hall: Elevating the Student Experience

Let me be clear—safety is not about creating a prison like atmosphere. A secure environment should feel freeing, not restricting. When students feel safe, they can focus on what they came here for: *padhai, sanskaar, aur vikas*—learning, values, and growth.

Smart hostel management also makes life easier. From digital attendance to hassle-free maintenance requests, we are removing the tang that comes with daily life. When a student doesn't have to worry about a leaky tap or a misplaced register, they can focus on becoming who they are meant to be. A *surakshit* and *suvidhajnak* environment—that is what we are striving for.

### The Path Forward: A Commitment to Care

Some people ask me, "Sir, technology itna expensive hai. Kya zaroorat hai?" My answer is always the same: *Jab bacchon ki suraksha ka sawaal ho, toh koi bhi keemat badi nahi hoti*.

The future of campus safety lies in intelligent, integrated platforms. Institutions that adopt this path are not just installing sys-

>> Contd. p.4..

# Grand Conclusion of International Conference at GNIOT Institute of Management Studies



■ EJ- Gr. Noida

A two-day international conference on the theme “Transforming Business and Governance for Sustainable and Inclusive Development” was successfully organized at GNIOT Institute of Management Studies, Greater Noida. The conference was conducted in collaboration with Russian State Social University and witnessed enthusiastic participation from renowned academicians, researchers, and industry experts from India and abroad.

The conference was held in a hybrid mode, ensuring wide participation through both online and offline platforms. Over the course of two days, more than 150 high-quality research papers were presented, highlighting various dimensions of sustainable development and inclusive growth.

During the inaugural session, Arvind Kumar from Jawaharlal Nehru University graced the occasion as the Chief Guest. Keynote speakers included Dr. Tsaritova Kristina Gerasimovna from Russian State Social University and Dr. Akanksha Mishra, Founder of Ajeevika Career Counselling, who shared their insights on contemporary business challenges and sustainable development.

## Over 150 Research Papers Presented

The conference was organized under the leadership of Chief Patron Swadesh Kumar Singh, CEO of GIMS, with guidance from Director Prof. (Dr.) Bhupendra Kumar Som and Executive Director Prof. (Dr.) Ruchi Rayat.

Ten major thematic areas were discussed during the conference, including financial systems and fintech innovations, human resources and people analytics, marketing and consumer behavior, international trade and global competitiveness, smart supply chain and logistics, emerging technologies and digital governance, governance and public administration, management education and research ecosystem, strategic leadership and organizational change, and sustainability and climate action.

Senior professors from various central and state universities across India played a significant role as session chairs. Their guidance provided young researchers with valuable opportunities to refine their work and develop new perspectives.

Swadesh Kumar Singh stated that the conference served as an

important platform to promote research and innovation aligned with sustainable development goals. Prof. (Dr.) Bhupendra Kumar Som highlighted that collaboration with international institutions reflects the growing global recognition of Indian management education. Prof. (Dr.) Ruchi Rayat emphasized that the conference acted as an effective bridge between academic research, industry, and public policy.

Conference conveners Dr. Anshul Agrawal and Dr. Priyank Kulshreshtha appreciated the contributions of all participants, describing the event as a successful initiative promoting interdisciplinary research collaboration. Selected research papers, after a double-blind peer review process, will be published in reputed international journals.

All India Council for Technical Education and Ministry of Education India have approved GNIOT Institute of Management Studies, Greater Noida, as a leading management institution. The institute aims to develop socially responsible business leadership through high-quality management education and research.

# KIET Deemed to be University Hosts PHARMAMANTHAN-2026 on Industry 5.0 in Pharmaceutical Sciences



■ EJ- Ghaziabad

KIET Deemed to be University successfully organized PHARMAMANTHAN-2026, a flagship academic and industry interface event, at its campus. The event brought together eminent academicians, regulators, industry leaders, and budding pharmacy professionals. The event was centered on the theme “Human-centric, AI-driven, Sustainable Approach in Drug Discovery, Development and Regulation,” reflecting the evolving paradigm of Industry 5.0 in pharmaceutical sciences.

The inaugural ceremony was graced by distinguished dignitaries including Dr. Manoj Goel, Pro Vice Chancellor and Dr. Adesh Kumar Pandey, Director Academics, whose visionary leadership continues to foster academic excellence and industry integration at the institution along with Dr. Preeti Chitkara-Head PR and International Relations-KIET.

Dr. K. Nagarajan, Principal, KIET School of Pharmacy, welcomed the guests and participants, highlighting the importance of interdisciplinary learning and innovation-driven research in addressing global healthcare challenges. He emphasized the institution’s commitment to nurturing future-ready pharmacy professionals aligned with emerging technological advancements.

The event witnessed insightful addresses from renowned experts across regulatory, industrial, and research domains. Chief Guest- Dr. Vibhu Sahni, Chairman, Finance Committee, PCI, New Delhi, emphasized the role of regulatory frameworks in ensuring quality and patient safety. Chief Guest -Mr. Chetan Gupta, Senior Vice President – Corporate Affairs, Emcure Pharmaceuticals Limited, shared perspectives on industry expectations and corporate responsibility in a rapidly evolving pharmaceutical landscape.

Guest of Honour-Mr. A.K. Pradhan, Ex-Joint Drug Controller of India, provided valuable insights into drug regulatory mechanisms and policy evolution in India. Guest of Honour-Dr. Raghu Rangaswamy, CEO, Molecular Solutions Software Pvt. Ltd., highlighted the transformative role of digital technologies and AI in accelerating drug discovery and development.

Further enriching the discourse, Guest of Honour -Dr. Bhulan Kr. Singh, Manager, Medical Writing – Global Clinical Research Operations, Glenmark Pharmaceuticals Ltd., elaborated on the critical importance of scientific communication and clinical documentation in global research. Eminent Resource Speaker-Mr. Akhilesh Kr. Tewari, Assistant General Manager, Formulation and Development, Mankind

Research Centre, Gurugram, shared industry-oriented perspectives on formulation challenges and innovations. Eminent Resource Speaker -Dr. Kailash Malik, Assistant Drugs Controller (India), CDSCO, DGHS, MoHFW, Government of India, discussed regulatory advancements and their impact on pharmaceutical practices.

The successful organization of PHARMAMANTHAN-2026 stands as a testament to the meticulous planning and dedicated efforts of the organizing team under the overall coordination of Dr. Praveen K. Dixit Asst. Head Dept. Skill Development Cell and Dr. Richa Goel-Associate Dean-IPR whose commitment ensured seamless execution of the event.

The event served as a dynamic platform for knowledge exchange, fostering collaboration between academia, industry, and regulatory bodies. More than 315 Students and 40 Faculty members actively engaged in discussions, gaining exposure to real-world challenges and opportunities in the pharmaceutical sector.

The event concluded with a strong message on the need for a human-centric and technology-driven approach in shaping the future of healthcare, reinforcing KIET’s vision of academic excellence, innovation, and societal impact.

# Jamia protest against RSS-linked ‘Yuva Kumbh’ turns tense, SFI alleges injuries



■ EJ- New Delhi

Students from the Students’ Federation of India (SFI) and the All India Students’ Association (AISA) staged a protest at Jamia Millia Islamia against an RSS-linked ‘Yuva Kumbh’ event held on campus, alleging use of force to disperse demonstrators and administrative bias.

According to statements issued by the groups, more than 50 students gathered outside the venue in a peaceful demonstration, raising slogans against the presence of the Rashtriya Swayamsevak

Sangh (RSS) on campus.

Protesters alleged that heavy police deployment and heightened security measures effectively turned the campus into a “militarised zone,” delaying the programme by nearly two hours.

The situation allegedly escalated when university guards attempted to disperse the crowd. SFI and AISA alleged that over 50 students were injured in the crackdown, with several beaten and forcibly dragged.

The SFI claimed that its Jamia unit Joint Secretary, Atikur Rehman, was assaulted during the

incident, while women students were allegedly manhandled. Several protesters reportedly fainted amid the chaos.

Despite the protests, the programme went ahead briefly, with

university officials, including the Vice Chancellor, present inside the auditorium. Student groups criticised the administration for allowing the event while alleg-

>> Contd. p.4..

## Study Visa | Tourist Visa

Canada | Australia | Europe | UK | USA | New Zealand

**Kaashi Overseas**  
Education Consultancy  
Haryana - INDIA

10 Years Industry Experience  
Best Visa Consultancy  
Hitesh Ahluwalia  
+91-94-6666-5958





## China's drop in outbound students' signals a "Maturing" market



■ EJ - Agency

Recent data from the Chinese Ministry of Education (MOE) showed China's outbound mobility rate fall to its lowest point in a decade last year, as experts say rising costs, visa disruptions and increasing domestic options will bring continued stabilization.

"The market is entering a new phase: smaller in volume, but more rational, more diversified, and more quality conscious," Charles Sun, founder of China Education International, said. "Looking ahead, I expect outbound numbers to stabilise rather than continue falling sharply," said Sun, noting that while levels are far below the peak of 2019, Chinese families' willingness to invest in international education remained "strong".

The figures mark the first student data release on outbound student mobility from the MOE since 2020, revealing some 570,000 Chinese students were studying internationally in 2025 – a near 20% decline from the 2019 high.

From 2016 to 2019, Chinese outbound student numbers grew steadily from 544,500 to 703,500, followed by a period of dramatic fluctuations during Covid, after which recovery was partial in 2022 and 2023 – according to estimates from sources outside the MOE.

The return to 2016 levels represents "official confirmation that the market has reset, not collapsed", said Sun.

Bonard China branch director Graze Zhu agreed the data reflects a shift from rapid expansion to a period of stability, with future steep declines "unlikely to occur".

"What we are seeing is not a 'return to the past' but the emergence of a new normal: smaller, smarter, more diversified, and more closely integrated with China's domestic education system," said Sun.

Among other factors, rising eco-

nomie pressure has been a major cause of the decline, as increased global prices and shrinking budgets have caused families to place greater emphasis on the cost-effectiveness of studying abroad, said Zhu.

According to Sun, the average study abroad budget among Chinese students reached 605,000 BMB this year – upwards of ₹65,000 and the highest it's been in over a decade.

Meanwhile, as the quality of China's domestic education and career opportunities have risen "the employment advantages of overseas returnees are no longer obvious", said Zhu, noting that companies are increasingly favouring practical skills over international diplomas.

She highlighted recent efforts of the MOE to support students coming back to China, including its analysis of employment trends for returning graduates and the launch of a national employment service platform for overseas returnees.

This is particularly significant given China's rising student return rate, with nearly nine in 10 Chinese overseas graduates now coming back home after completing their studies.

External factors are also playing a part, as Sun highlighted it was "harder to expect a friendly study experience" across traditional English-speaking study destinations where visa policies have tightened significantly in recent years.

While the US remains the number one source destination for Chinese students, numbers have been on a steady downward trajectory since 2019, with heightened scrutiny from the Trump administration driving sharper declines.

The increasingly strained relationship has seen US colleges step back from partnerships in China, alongside Washington's proposal to designate Chinese student groups as "foreign mis-

sions" and multiple unmaterialised threats to restrict visa issuance for Chinese students.

What's more, while Canada continues to reduce student numbers through its study permit caps, Sun said the incoming International Student levy at English had "created confusion and an image of a greedy UK" among prospective Chinese students.

Elsewhere, student visa limits and heightened fees in Australia have caused a dramatic chilling effect on Chinese student interest, with institutions recording a 39% year-on-year drop in Chinese applications in February 2026.

Amid heightened domestic tensions around housing and immigration, Sun said Australia was considered by many in China as a "businessman rather than educator", emphasising that "everybody is trying to extract money from international students".

But beyond global visa restrictions, Sun said changing behaviours of Chinese students and families was "perhaps the most important" cause, with families increasingly prioritising ROI, safety and career prospects rather than "chasing prestige".

"This more rational, outcomes focused mindset is leading many to choose destinations closer to home – Hong Kong, Singapore, Malaysia – or to adopt 'multi country application' strategies to spread risk," said Sun.

Meanwhile, after the Chinese government announced ambitions to grow TNE enrolments from 800,000 to eight million, the country has seen an influx of TNE projects, providing further education options for domestic students within China.

Beijing's recent openness to TNE opportunities has caught sector attention and is one explanation as to why the MOE decided to publish outbound data showing a cooling of traditional student mobility: "creating a logical argument for why TNE expansion is needed," said Sun.

The release comes amid broader efforts from the Chinese government to restore confidence in its data reporting across multiple sectors after a period of pandemic-related disruption.

Though Sun confirmed it was "not a defensive data release" but a "strategic" one – sending a clear message to international partners that while outbound demand remains strong, China is bolstering its domestic education and graduate job market.

## NMC removes 150 MBBS seats per college cap, eases norms



■ EJ - New Delhi

In a major policy shift, the National Medical Commission (NMC) has announced the removal of key restrictions on MBBS seat expansion in medical colleges across India.

The decision is expected to substantially increase undergraduate medical seats in the country and improve access to medical education amid rising demand for

doctors.

In a gazette notification issued on April 27, the NMC, which regulates medical education in India, amended its 2023 regulations governing new medical colleges and expansion of existing courses.

The major amendment introduced by NMC is the removal of the clause that capped the total number of MBBS seats at 150 per college for those seeking expansion from the 2024-25 academic year. Now, as this clause stands deleted, colleges can seek to increase student intake.

The Commission also removed the requirement that states to maintain a ratio of 100 MBBS

seats per 10 lakh population.

Also, the Commission revised the norms governing the distance between a medical college and its teaching hospital. Instead of a 30-minute travel-time cap, the rules now prescribe a maximum distance of 10 km.

"The maximum distance between the plots of college and hospital shall be 10 km, and in the case of North Eastern Region States and Himalayan States, the maximum distance between the plots of college and hospital shall be 15 km," the gazette notification said.

Officials said India's healthcare education and workforce infrastructure have grown significantly in recent years, reflecting a sustained policy focus on expanding access and improving

## CBSE Class XII Results 2026: New digital marking system explained, results to be released soon

■ EJ - New Delhi

Since the announcement of the Central Board of Secondary Education (CBSE) 10th results, all eyes are now on the 12th results. Considering the speed with which the board has completed the evaluation process of class 10 this year, and the use of on-screen marking system, the CBSE class 12 results 2026 are expected by the end of April. Nearly 18.5 lakh students who appeared for the 12th exams are eagerly awaiting the outcome.

Candidates must note that CBSE has not yet officially confirmed any date or time of the class 12 results, however, it is expected to be released soon. The 12th grade results are now in their final stages. According to media reports, answer sheet evaluation has been

**ICSE, ISC Result 2026: Class 10 at 99.18% and Class 12 at 99.13%**



■ EJ - New Delhi

ICSE, ISC Result 2026: The Council for the Indian School Certificate Examinations (CISCE) declared both ICSE (Class 10) and ISC (Class 12) results 2026 on Thursday, 30 April at 11 AM. Over 3.6 lakh students across India and abroad appeared for these exams.

In the ISC examination, over 1 lakh students from 1,553 schools participated, comprising 54,118 boys (52.38%) and 49,198 girls (47.62%). In the ICSE examination, over 2.5 lakh students from 2,957 schools participated, including 137,503 boys (53.15%) and 121,218 girls (46.85%) this year. In both Class 10 and 12 results, pass rate stood above 99%.

Scheduled Caste candidates secured a pass percentage of 98.76% in the ICSE (Class X) examination, where 17,536 students participated. Meanwhile 9,466 Scheduled Tribe candidates recorded a pass percentage of 98.07%. A total of 64,825 candidates from Other Backward Classes registered a pass percentage of 99.24%, and 166,894 General Category candidates recorded a pass percentage of 99.26%.

According to NMC, MBBS seats increased by 48,563 and PG seats by 29,080 from 2020-21 to 2025-26.

Further, the government has approved the addition of 10,023 medical seats under Centrally Sponsored Schemes across government colleges from the financial year 2025-26 to 2028-29.

Officials said the expansion of medical seats reduces the gap in the healthcare workforce, particularly in underserved regions, and directly affects the doctor-population ratio across states.

The growing number of medical seats, coupled with improvements in infrastructure and faculty, has made domestic institutions more accessible to Indian students, they added.

completed, and data uploading is nearly done. It is expected that the board may declare the results by April 30.

In addition to results.cbse.nic.in, marksheets will also be available

**JEE-Main...**

UR Persons with Disabilities is 0.0023186 percentile.

The number of candidates who have qualified for JEE (Advanced) in different categories is as follows: UR – 96,873; OBC – 67,597; EWS – 25,009; SC – 37,552; ST – 18,790; and UR (Persons with Benchmark Disability) – 4,391.

The full list of the 26 toppers is as follows: Jonnala Roshan Mandeep Reddy, Narendrababu Garu Mahith, Thunga Durga Suprabath, Pasala Mohith, Bijjam Venkata Chandra Shekhar Reddy (all from Andhra Pradesh); Mantha Shiva Kamesh, Doranala Bhavitesh Reddy, Sai Rithvik Reddy Vekatreddy Valla, Vivan Sharad Mahiswari and Rishi Premnath (Telangana); Shreya Mishra, Aditya Gupta and Atharva Panjabi (Delhi-NCT); Kabeer Chhillar, Chiranjib Kar, Arnab Gautam and Yashwardhan (Rajasthan); Arnab Gandhi and Anay Jain (Haryana); Siddharth Shrikant Athaley and Madhav Viradiya (Maharashtra); Thammina Girish (Tamil Nadu); Shubham Kumar (Bihar); Aarush Singhal (Chandigarh); Bhavesh Patra (Odisha); and Purohit Nimay (Gujarat).

JEE Main is the qualifying examination for JEE Advanced, which determines admissions to the IITs. The JEE Main scores are also used for admissions to National Institutes of Technology (NITs), Indian Institutes of Information Technology (IIITs) and other Centrally Funded Technical Institutions (CFTIs).

The scores of 111 candidates across both sessions were withheld as they were allegedly found to have indulged in unfair practices.

**India, New Zealand...**

antees a minimum of 20 hours per week work during study, and provides extended post-study work opportunities - up to three years for STEM bachelor's and master's graduates, and up to four years for doctorate holders - creating clear pathways for skills development and global careers.

The agreement further enhances youth mobility through multiple-entry Working Holiday Visas for 1,000 young Indians annually, valid for 12 months, promoting global exposure, skills acquisition, and people-to-people linkages.

The FTA also establishes a new Temporary Employment Entry (TEE) Visa pathway for Indian professionals in skilled occupations, with a quota of 5,000 visas at any given time and a stay of up to three years.

This pathway covers Indian professions such as AYUSH practitioners, yoga instructors, Indian chefs, and music teachers, as well as high-demand sectors including IT, engineering, healthcare, and construction.

Commenting on the services part of the pact, think tank GTRI said this could help India in IT, healthcare, education support, financial services and telecom-linked services.

The Indian diaspora of over 300,000 people can also support stronger trade, tourism, education and investment links.

live on DigiLocker. Students will need their roll number, school code and date of birth to check their scores online.

**Jamia protest...**

edly suppressing dissent outside.

The National Students' Union of India (NSUI), which also held a protest and gherao on campus, termed the development a reflection of "blatant double standards," alleging that while student-led initiatives often face restrictions, RSS-linked programmes are permitted.

In a statement, NSUI national president Vinod Jakhar said the move undermines the university's legacy of secularism and inclusivity.

All three organisations demanded accountability from the administration and reiterated that universities must remain spaces for democratic dialogue, not ideological imposition.

**India leads...**

Engineering (44th, best in over a decade), and the Engineering and Technology broad area (36th) — and ranks second in Computer Science at 45th.

**A New Standard...** tems—they are making a statement. They are saying, "Hum apne bacchon ki suraksha ke liye kuch bhi karenge."

As expectations rise, the question is no longer whether we should adopt these technologies. It is how soon can we bring them to every corridor, every room, every corner where our students live and learn.

In today's world, where risks are dynamic and information moves at the speed of light, using IT and AI is no longer a choice. It is our kartavya—our duty.

• **For parents**, this is the aashwasan they have been waiting for: the peace of mind that their child is in safe hands.

• **For students**, this is the sahara that lets them stand tall, to explore, to dream, without fear.

• **For institutions**, this is the pratishtha we build—a reputation earned not through slogans, but through the quiet, consistent promise that we will always put our students first.

@www.fretbox.com : Yeh sirf technology nahi hai. Yeh humari pratibaddhta hai. Yeh humara vachan hai.

**Dubai moves...**

tuation, around 0.5%, which suggests any movement is limited and likely temporary," he said.

Varkey added that the announcement confirming that UAE institutions would be going back to in-person learning marked "an important and positive milestone".

"We are focused on ensuring a smooth and well-managed return to physical classrooms, with student wellbeing and continuity of learning at the centre of our approach," he said. "Supported by robust systems and experienced teams, we remain committed to providing a safe, stable, and high-quality education experience for all our students."

Meanwhile, other countries in the the Gulf have also made steps towards resuming in-person learning. Qatar announced plans to gradually resume in-person learning at the end of March.

However, institutions in parts of Oman have maintained online learning protocols, although some parts of the country have returned to in-person learning.

## A student in the UK spent more than 1 crore rupees on a degree, but did not get a job even after sending 500 applications



■ EJ - Agency

A 21-year-old graduate who finished at the top of his class has spoken out about the struggles facing young job seekers in Britain, saying “the system is broken” after applying for 500 positions without securing a single offer.

Khaled Sharif earned a degree in digital media technology from Kingston University, on the outskirts of London, spending approximately 100,000 Pounds (roughly \$125,000 / Rs 1.04 crore) including tuition and living costs. Despite graduating with distinction in 2025, he has received fewer than 20 interview callbacks and remains unemployed, the New York Post reported.

Sharif, who was born in Egypt and raised in Qatar before moving to London at 18, had hoped the British capital would open doors for him professionally. Having expanded his job search into sales and other sectors he had no particular interest in, he told SWNS news agency that the graduate job market is “flooded” with applicants and that employ-

ers are increasingly reluctant to take on new staff.

“It does make me really upset. It’s really stressful,” he said. “I got top-of-my-class, but I can’t find anything. If people got a lower grade, how hard would it be for them?”

He also believes that his international background may be working against him. As reported by the New York Post, Sharif suspects that recruiters see his Qatari schooling history and assume he requires visa sponsorship, despite holding full UK residency through his mother, which legally permits him to work without restriction.

Sharif pointed to the lasting economic effects of the pandemic and the rapid rise of artificial intelligence as key reasons why companies are cutting back on graduate hiring.

“Because of COVID and now AI, companies don’t want to hire. They’re looking to save money,” he said.

He noted that while a supermarket job would be easy to secure, he wishes to make use of the degree he worked and paid dearly for.

In the absence of full-time employment, Sharif has continued working as a freelance videogra-

pher and photographer. He has also launched his own clothing brand, Zoque, meaning “my style” in Arabic, blending his interests in fashion and photography.

Reflecting on his education, he admitted candidly that much of what he knows professionally came not from university lectures but from real-world experience, volunteering and self-teaching through YouTube. The New York Post noted that Sharif now questions whether his choice of degree was the right one, though he believes the overall system needs urgent reform.

“More opportunities have to be made,” he said.

For American students, the cost of a four-year degree varies considerably. A public college for in-state students typically costs between \$80,000 to \$120,000 (Rs 66.5 lakh to Rs 99.7 lakh), while out-of-state students pay approximately \$170,000 to \$200,000 (Rs 1.41 crore to Rs 1.66 crore). Private college fees can range from \$180,000 to \$260,000 (Rs 1.50 crore to Rs 2.16 crore) and beyond.

## Dubai moves back to in-person teaching amid the Iran war



■ EJ - Agency

Earlier this year, school and universities across the Gulf – including the UAE, Oman, and Qatar – were instructed to move leaning online as a precautionary measure after the region was hit by a wave of retaliatory strikes involving Iran, Israel, and the US.

But the Knowledge and Human Development Authority (KHDA) revealed last week that private institutions in Dubai were taking the “confident step” of gradually moving back towards in-person teaching. It follows more than 200 early childhood centres resuming onsite learning from as early as April 16.

Her Excellency Aisha Miran, director general of KHDA, said

that the regulator continued to work with stakeholders towards a “safe and confident return”.

“We are focused on ensuring every institution is fully prepared – from facilities to staff readiness – while maintaining continuity of learning for all students and meeting the evolving needs of families, in full alignment with all safety requirements and guidelines,” she added.

The UAE – and Dubai in particular – has become a hub for transnational education (TNE) in recent years, with several international branch campuses from major names in both K-12 and higher education operating in the emirate. However, continuing tensions with the Iranian regime have left many international students in the

Gulf feeling “worried and concerned” amid drone and missile strikes, postponed exams and internet outages.

Continuing instability due to the conflict has prompted questions about the region’s status as an international education hub – although StudyIn chief executive officer Rob Grimshaw acknowledged to The PIE News that while the market was experiencing a dip due to the war, he predicted that students would quickly “re-engage” once the war was over.

The UAE has become a stronghold for prestigious K-12 international schools, with Dubai in particular enjoying popularity with expats. The PIE understands that independent schools in London in particular saw a surge in interest as families from Dubai looked to relocate with their children in the wake of the conflict.

But Dino Varkey, group chief executive officer at GEMS Education, which has schools across the Emirates, maintained that there had been “consistent student attendance” across its portfolio during the conflict.

“From a total student base of over 150,000, we have observed only minimal fluct-

>> Contd. p.4..

## The Era of Global Challenges: A Strategy for Survival and the Role of Youth

Today’s world resembles a complex mechanism where the failure of a single part can cause the entire system to collapse. We are living in an epoch that scientists often call the “Anthropocene”—a period when human activity has become the dominant influence on the Earth’s ecosystem. However, with this influence comes immense responsibility. Global threats are no longer just scenarios from science fiction; they are part of our reality and demand our immediate response.

The Anatomy of Threats: What Endangers Our Civilization?

Before discussing prevention, we must realize

the economic gap between different social strata makes the fight against these problems ineffective, as crises always hit the most vulnerable points first.

Pathways to Prevention: From Reactive to Proactive Preventing global threats requires shifting from fighting the symptoms to eliminating the root causes. To achieve this, it is essential to focus on:

Energy Transition: A rapid shift from fossil



the scale of the threats humanity faces. These issues are complex and deeply interconnected.

**The Climate Crisis and Biodiversity Loss**

This is not just about a “rise in temperature.” It involves increasing ocean acidity, melting glaciers, and the threat of extinction for millions of species. The depletion of natural resources is directly linked to food security. Scientists warn that if global warming is not kept within  $1.5^{\circ}\text{C}$ , the collapse of ecosystems will become irreversible.

**Technological and Digital Risks**

The development of Artificial Intelligence and the expansion of cyberspace are both great opportunities and serious challenges. Today, disinformation (Fake News) is as destructive as physical weapons. It erodes trust in society, manipulates individuals, and hinders the ability to unite for common goals.

**Social Inequality and Pandemics**

Globalization has made the world smaller, meaning a local health issue can instantly become a global

fuels (coal, oil) to renewable energy (solar, wind, hydro).

**Circular Economy:** Minimizing waste and establishing a culture of reusing goods. We must end the era of “consume and discard.”

**International Solidarity:** Global problems cannot be solved within the borders of a single country; they require unified ecological standards and a fair distribution of resources.

**Action Plan for Students: How Can We Become Authors of Change?**

The question is often asked: “What can one student change?” The answer is simple—everything. Youth is the greatest social force, possessing energy, creativity, and, most importantly, the greatest stake in the future.

**Here are concrete steps that each of us should take:**

A) School as a “Green Laboratory”

The school should become a model for environmental behavior. Students must take the initiative to:

Form “Sustainable Development Clubs” to monitor energy and



**Natia Bolghashvili**  
Educationist  
Sighnaghi - Georgia

water consumption within the school building.

Implement waste separation—collecting paper and plastic for recycling.

Organize greening campaigns in school yards, which not only purifies the air but also raises awareness.

B) Media Literacy and “Information Hygiene”

You are the digital generation, and the internet is your element. Use this power correctly:

Do not share unverified information. Learn to critically analyze sources.

Use social media for educational campaigns. Create posts, podcasts, or short videos about global issues.

C) Civil Activism and Volunteering

Do not limit yourselves to theory.

Get involved in local environmental organizations.

Demand more “green spaces” in your city.

Your voice should be heard where decisions are made—write letters to local self-governments with specific initiatives.

**Conclusion**

Global threats are vast, but our capabilities are even greater. The main thing is to reject indifference. We are the first generation to truly understand the essence of climate change and other risks, and we are perhaps the last generation that still has the chance to stop the catastrophe.



**Education Jagat**  
PRINT & DIGITAL MEDIA  
www.educationjagat.com  
**INDIA**

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

( Advance booking with normal charge )

response@educationjagat.com

+91 850 60 62 004



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

Admissions open for  
Engineering Management Medical.

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

Cont Us: +91 98 11 134715

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