

# Education Jagat

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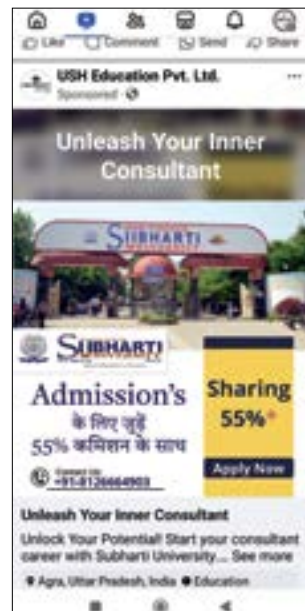
Actual Pavilion of Global Education 16 > 31 August 2024, PAGES > 6 ₹5/-  
>>FORTNIGHTLY<



## Online distance programs is running under the Ponzi scheme in Subharti



**Manana Bakradze**  
Educationist  
Tbilisi - Georgia  
>> Contd. p.2..



■ EJ News - Hariom Sharma  
S. L. Anand

Although Swami Vivekanand Subharti University, Meerut has a long association with controversies, it does not want to come out of controversies, Online distance education in Subharti is not being run as per the standards of UGC, it is being run arbitrarily. Subharti

SWAMI VIVEKANAND SUBHARTI UNIVERSITY (S.V.U.) ON TUITION FEE		
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15)UG BACHELOR OF ARTS (LAW)	FOREIGN LANGUAGE	10000
16)UG BACHELOR OF ARTS (LAW)	LIBRARY AND INFORMATION SCIENCE	10000



### UGC instructions on online education

University should be NAAC A/A+ University can open its online offices in its state, If any university does admis-

sion through an agent, then its online education recognition is terminated. On July 31, UGC banned online admission to Suresh Gyan Vihar University in Jaipur, Rajasthan. "According to UGC Regulation 2018, the university can take admission in online education only through the university and not through agents and franchisees."

has started an online education franchise through a panel rather than speaking words. Subharti that like master panel and panel Ponzi scheme, panels are being

made in many states of the country. To get a panel, you need to take a PAN card, Aadhar card, photo, and agency name. The panel is given in the name of any organization and to activate a panel, it is mandatory to provide an online admission within 12 hours. If you do not give an admission within 12 hours, your panel will be canceled. Tushar Gupta, who runs Master Panel in the Delhi Shahdara area, said that on one admission, 50% commission will come to



**Prof. (Dr.) Mahavir Singh**  
Director (DDE)  
Subharti University

Education Jagat correspondent spoke to Subharti University Online Director Prof. (Dr.)Mahavir Singh (DDE) are you giving the panel of Subharti online education? Then he said that we do not give Subharti University panel to anyone, and when he was asked about the advertisements running on social media, he said that all these advertisements are fake, and we have filed an FIR against those running these advertisements. When the reporter asked for the FIR copy, no reply and he was unanswered.

your account or you can deduct 50% commission and deposit it >> Contd. p.4..





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# Interactive-constructivist lesson planning



The modern educational system aims to replace the teacher-oriented authoritarian learning process with a student-oriented learning process that takes into account the interests and needs of the student. Interactive learning introduces new strategies for teaching and learning in pedagogy. The purpose of teaching changes. It is focused not only on obtaining ready knowledge, but also on developing skills.

The student is an active participant in interactive learning. Teaching is based on the student's personal experience, personal qualities and knowledge.

This approach to the teaching process is based on an important educational trend - constructivism. Its main idea is to teach students to collect old and new knowledge in comparison with new information, draw conclusions independently, think independently, construct knowledge.

According to constructivism, the student is an active participant in the learning process. The constructivist method of teaching involves taking into account the interests of students as much as possible in the teaching process, encouraging them to analyze and interpret facts, events and concepts.

This type of lesson should be planned in such a way that the teacher helps the students to build their own knowledge, to make connections between subjects and, most importantly, to be able to analyze. This increases student activity and interest. In the case of teaching with the constructivist method, the teacher is the planner, leader, evaluator and facilitator of the process.

**The main principles of the constructivist approach to teaching are:**

- Learning is an active process. The student builds knowledge based on the information given by the teacher. Teaching should help students to form their own opinions. The student learns best when he solves the problem based on his own experience;
- Learning involves accessing meaning. The teacher's goal is to conduct learning activities in such a way that students understand important ideas and discoveries.
- Learning takes place through social relationships. Therefore, the best way to construct knowledge in a learning environment is to use cooperative learning, e.g. Group works Discussions...
- Learning always involves context. A student learns best when new information is related to previous information.

## Constituent parts of the constructivist approach to teaching:

- connecting new ideas with existing knowledge;
- **Modeling** – the teacher addresses a difficult task and tries to make visible to the students the steps that are necessary to complete this task;
- **“Scaffolding” method** - the teacher gives such tasks to the students, which it will be difficult for them to perform without help. The teacher helps the students in different ways. The help is gradually reduced and finally the students are able to cope with the work themselves;
- **Articulation** – expressing one's own views through verbalization and defending them, which will help students better understand the material.
- **Reflection** – students analyze their own learning process. It develops critical thinking. Otherwise,

this process is called “*metacognition*”, that is, analyzing the learning process.

- **Cooperation** – the constructivist approach implies mutual learning, joint work;
- **Choice** - students are given the opportunity to choose, which contributes to the learning process: involvement and interest in the learning process increases;
- **Flexibility** – according to the constructivist method, the teacher flexibly changes the direction of the lesson as needed;
- **Ability to adapt** – the teacher should be able to adapt educational goals and tasks to the abilities of students;
- **Multiple Reality** – Understanding multiple reality will help students understand that there is not always one right answer. This develops the student's critical thinking. For this, the teacher must provide students with several alternative views on the same issue.

## Here are some activities that will make the learning process more interesting and fun:

### 1. Interview – three steps

Topic to be studied - Shota Rustaveli's “The Leopardskin” (“*The Story of Rostevan, the King of the Arabs*”)

Class – X

**Educational goal** - to develop students' ability to ask purposeful questions, formulate information logically and succinctly, actively listen, take notes and summarize.

### Current:

I instruct students to read the text and then prepare questions around the problem (for an interview) to develop the habit of



**Manana Bakradze**  
Educationist  
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asking questions.

We divide the class into groups of three and I explain the essence of the method. Each participant of the triad will be the interviewer, the respondent and the observer.

**Step 1:** The interviewer takes the interview from the respondent, and the observer takes notes, noting the essentials of the conversation between the interviewer and the respondent.

The second and third steps – the roles change (5 minutes for each interview, 15 minutes in total).

Then two or two three-person groups unite into a six-person group. All six members of the group act as observers and therefore take notes. All six in turn present to the rest of the students the essence of their notes. Finally, the group summarizes the observers' notes and makes a presentation.

The teacher listens to the presentation. Finally, with the help of the teacher, students summarize and evaluate the received information.

The use of this method is effective both for checking students' prior knowledge and for summarizing the topic.

This method helps us to de-

velop students' communication skills, which is one of the important conditions for raising the quality of learning and developing socialization skills.

## 2. Missing (missing) words

Topic to be studied – Akaki Tsereteli's “The Educator”  
Class – XI

Learning goal: mobilizing students' attention while working on the text; recognition and use of contextual keys; activation of prior knowledge; Understanding the material as a whole.

### Current:

In order to mobilize students' attention and independent reading, I distribute the text (fourth chapter) in which the words are omitted. Students read attentively and try to fill in the blanks. The words should be numbered as given in the text (for example: “Neither by surname, nor by valor, nor by wealth, nor by property, Haji Usub is known only as 1... and 2...”)

Then pair up and discuss each other's work. It is possible that several possible answers will appear instead of one. Students discuss and write their own words with different colored markers so they don't have a hard time finding their own notes.

After all, I will read the correct version of the text. Finally, I discuss interesting options with the students.

This method helps to activate students' knowledge, understanding and comprehension of the text. In addition, students are more actively involved in the learning process.

### Used literature:

- Teaching and evaluation – supporting manual (II);
- National Center for Professional Development of Teachers 2008.

# Experiential knowledge is a must for 10+2 students to excel in their higher education and future endeavors



Today school and college education is more into rote learning. As a result, their cognitive and innovative application abilities are thinned down dramatically and accordingly their output. This turns out to be highly detrimental to the students when they end up in higher education or in a job that demands practical and most often technical-based solutions. Such features have been very well noticed in the recent past among the students in all the higher educational institutes, although the schools and coaching institutes have been producing large numbers of students with high-grade points and ranks. All this is because the students at 11th & 12th are lacking experimental knowledge that is essential for them to excel in

higher education. This is just like the fact that the fuel alone is not sufficient to burn, but additionally it requires oxygen. This translates to that though the high school outs have good theoretical knowledge, they lack the ability to make use of it or to excel in their higher education. To combat such a situation, there is a dire need for the students to go through experimental learning along with the theory-based one. Such practice will elevate their experiential knowledge which boosts the immunity of the student to withstand the problems that they will face in their future endeavours, whether it is academic, industrial, governmental or other types. Taking the students

through the requisite experiential knowledge should start at 10+2 level itself as the high school outs are the feed stock for higher education and for a variety of other professions. The present generation of +2 students require much more immunity boosters as they hardly had any experimental learning during their +2 studies. Hence, they are not able to bring relevance and connectivity between theory and the practice and are not in a state of mind to design practicable solutions to the problems. This simply means that the high school outs are not accustomed to translating their theoretical knowledge to the application domain.

In this regard there is a lot for us to learn from our governmental health policies which are highly conducive owing to their proactive execution of administering

vaccines and boosters starting from the child at birth which resulted in the eradication of a variety of diseases to which otherwise the children are highly prone to. Similarly, an effective policy is indeed desirable to boost the immunity of high school out students, not for their physical health, but to improve their problem-detecting and problem-solving capabilities required in climbing the higher education ladder and or in delivering useful results in the line of the profession that they choose. The correct and effective stage to give the vaccination of experiential learning is when the students are in their 11th or 12th standard and then follow up with the boosters further. The theory learnt by these students would yield positive and useful results only when he / she combines it with requisite doses of experiential learning modules. Injecting requisite doses of experiential learning is essential. Of course, the contents required for the vaccine for experiential learning should be designed with great care by incorporating innovative methods and by using enough of examples that are directly relevant to life and life practices. Of course, the same should be tested well before it is given at large. As the students in their 11th & 12th is mostly busy preparing for a number of entrance tests, the duration of their



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experiential learning should not occupy a lot of their time preferably, it should be within 2 weeks or so. Since this is just 4% of their total stay of two years, they can spare this much of time easily and effectively. Engaging these students for a longer duration would not be feasible as their corresponding institutes / schools would not permit them to be physically away for other activities than those designed by them, i.e., coaching and preparing them to crack variety of entrance examinations. With proper planning it would be possible to have such a crash and effective workshop to be completed within about 12 – 13 days, without compromising the quality and the breadth of the subject. In fact, we have even drafted one such course of experiential learning modules based on chemical sciences, where the modules address all applications including those relevant to life and life practices.

To implement and execute ex-

periential learning modules, cooperation is essential from the schools, coaching institutes, parents and the government, whether it is moral or material or both. On the other hand, the students are expected to put their conscience efforts into assimilating the experiential knowledge that lasts for long. For sure, all this is possible to implement and expect brilliant future for our children when they come out of 10+2 education.

## Top 10 law colleges in India: NIRF 2024

The last two years, the National Law School of India University, Bengaluru grabbed the top spot under the best performing law colleges category in the National Institutional Ranking Framework (NIRF) 2024.

NLSIU Bangalore is followed by National Law University (Delhi) and Nalsar University of Law (Hyderabad) at the second and third positions. Like last year, the fourth spot has been secured by Kolkata's West Bengal National University of Juridical Sciences.

This time, the fifth spot has been secured by Symbiosis Law School, which has improved its rank from sixth in 2023. In 2023, NLSIU scored 80.52 points, an improvement from 78.00 points in 2022. The second position was secured by the National Law University, New Delhi, the same as 2022. The university scored 73.91 points.

## Gujarat Govt. school 32 teachers remain on the payroll despite settling in the US in 2016; probe ordered



■ EJ News - Yatender Singh

The Gujarat government has ordered a probe against a government schoolteacher who allegedly continues to be on the payroll despite settling in the US and remaining absent from duty for nearly eight years, an official said.

The in-charge principal of a primary school in Panchha village in Banaskantha district claimed the teacher, Bhavna Patel, has been on the school's payroll despite reporting to duty only for a month every year and going on unauthorised leave as she lives in the US.

On learning about the principal's allegations, Gujarat Education Minister Kuber Dindor ordered a probe.

Talking to reporters, Dindor said, "I have ordered an inquiry and sought a report from district officials. We do not allow such practice. If found guilty of unauthorised absence, we will punish the teacher and recover the sal-

ary she was paid." Minister of State for Education Praful Pansheriya asserted that the teacher had not been paid since January.

"She is one of 11 teachers in Danta taluka of Banaskantha. As per a primary report submitted by officials, she has been taking leaves at regular intervals. However, the report clearly stated that she has not been paid a single rupee since January. We will take action if she is found guilty of availing any other benefits despite living abroad," Pansheriya said.

The issue came to the fore after Parul Mehta, the in-charge principal of the school, informed local media that despite settling in the US in 2016, Patel continues to be on the payroll.

"Bhavna Patel settled in the US in 2016. But, to ensure her service continues, she comes to school once a year and serves for a month. This has been going on for several

years. Children are suffering because of her long absence. She should either resign or join duty," Mehta told reporters.

She also shared a letter dated July 18, wherein she urged District Education Officer Vinubhai Patel to take action against the teacher, who will retire in 2027. Mehta claimed the teacher takes two months' salary each year despite being on "leave without pay" as per the school muster.

The DEO, in his response, said Bhavna Patel is on an unauthorised leave for the last eight months and has not been paid since January.

"Our taluka primary education officer (TPEO) found out about this during an inspection in May and sent her a notice. The official rejected her explanation and informed us to take further action. We have not paid her in the last eight months," he said.

He said the teacher reported to duty in January and left for the US.

After getting the notice in June, she sent an explanation on WhatsApp.

As per state government rules, teachers can be dismissed from the service only when they are absent for a year or more, the DEO said.

"In her reply, she said she would join duty in September. However, her reply was rejected, and she was asked to report to work immediately. In the past, we have dismissed 10 teachers for unauthorised absence for more than one year. We will again issue a notice and take strict action against her," he said.

## Changing landscape of higher education in Punjab: Problems, Prospects, and Challenges



■ EJ - Chandigarh

As a part of the initiative taken by Govt. of Punjab in order to take NEP 2020 to the next level, the Department of Higher Education hosted an academic conference on "Changing Landscape of Higher Education in Punjab- Problems, Prospects and Challenges" in GNDU, Amritsar.

The universities with NAAC A and above accreditation were invited for discussion on NEP and its implications. Prof (Dr.) Manpreet Singh Manna, Vice Chancellor of Chandigarh University was recognised by the Minister of Higher Education and School Education, S. Harjot Singh Bains and the Secretary Higher Education, Mr. Kamal Kishore Yadav (IAS), for following the best practices and leading in

domain area with an emphasis on outcome-based curriculum and creating industry-ready individuals.

Further moving a step ahead in this direction, it was decided that Universities with NAAC A and above accreditation will be made mentors of other higher education institutions of Punjab which are still in their initial stages so as to guide them on enhancing the quality of education and designing outcome-based curriculum.

Chandigarh University, under the leadership of Chancellor S. Satnam Singh Sandhu, has already initiated similar mentorship programs in Uttar Pradesh & Gujarat. The establishment of the Uttar Pradesh Centre for Ranking, Accreditation, and Mentorship (UPCRAM) and Gujarat Accreditation and

Ranking Institute Mechanism and Arrangement (GARIMA) in collaboration with the State Government of Uttar Pradesh & Gujarat aims to evolve systems and procedures for elevating institutional standards to achieve better accreditations and rankings. Building on this success, Chandigarh University is enthusiastic about starting a similar initiative with the Punjab Government.

The key points discussed by the panelist in the conference: Improving the Gross Enrolment Ratio (GER) in Punjab's higher education sector necessitates a well-defined roadmap that addresses several key areas. Industry and Corporate Social Responsibility (CSR) participation is crucial, as they can provide essential resources, internships, and mentorship programs that enhance the educational experience and make higher education more appealing to students. Additionally, the successful implementation of the National Education Policy (NEP) at the ground level requires overcoming significant hurdles related to funding and entrenched mindset issues. Addressing these challenges through collaborative efforts and innovative solutions will be instrumental in achieving higher GER and fostering a more inclusive and robust educational environment in Punjab.

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## Over 13 lakh Indian students studying abroad, highest enrolment in Canada: Govt.



■ EJ - New Delhi

Over the years, there has been a significant increase in the number of students pursuing higher education from abroad. As per information shared by Minister of State for External Affairs Kirti Vardhan Singh in Rajya Sabha, around 13,35,878 Indian students are pursuing higher studies abroad in 2024. This is an increase from 13,18,955 students in 2023 to 9,07,404 in 2022.

The minister shared data in a written response in Rajya Sabha to queries on whether the government maintains data of emigrant students moving abroad for studies.

As per the information in the upper house, the highest number

of students have been admitted to Canada in the current year. Of the 13,35,878 Indian students studying abroad, 4,27,000 are studying in Canada. The United States has the second-highest number of students with 3,37,630 enrollments. Around 8,580 were studying in China, 8 in Greece, 900 in Israel, 14 in Pakistan, and 2510 in Ukraine.

Singh said, "Indian missions/posts abroad constantly engage with Indian students studying overseas and encourage them to either register with them or on the Global Rishta Portal. They organize 'Welcome Ceremonies' for Indian students who travel abroad for the first time and brief them on security issues in the host countries."

"They also advise them to register with the Indian missions/posts and to regularly stay connected. Indian missions/posts use the aforesaid method to collect data of Indian students abroad through voluntary registrations. They also coordinate with the concerned authorities in the host Governments to secure data on the number of Indian students studying overseas," the minister added in his response.

The minister also added that the government has been continuously making efforts to 'increase' the number of countries that may provide visa-free entry travel, and visa-on-arrival facilities to Indians for ease of traveling around the world.

## UP, Police bust 'rave party' at Noida flat; 39 university students detained



■ EJ - Noida

Thirty-nine university students, some minors, were detained after police raided a "rave party" at a flat here in Uttar Pradesh, an official said.

Information about the "rave party" at the Supernova residential society in Noida Sector-39 was received on Friday night, the police spokesperson said. The official said a team reached the spot and detained 39 students of a

well-known university.

The age of the detained students is between 16 and 20 years, police said.

The official said a large number of Haryana-labelled alcohol bottles and hookahs among other things were recovered from the party.

"During interrogation, it was found that students were invited for the party on WhatsApp. The entry fee was Rs 500 per person and Rs 800 per couple," the spokesperson said and added that a case has been registered.

### Online distance programs...

in Subharti's account. They are running Subharti's online panel advertisements for 50% commission on Instagram, Facebook and WhatsApp.

On similar lines, the master panel is also being run in Bhikaji Cama Palace, Delhi. When the

Education Jagat correspondent asked USH if you are depositing the payment in the university account, how would you get the commission? Shivam Singh, an employee of this panel said that we will give you 55% commission and always take the panel,

On this Tushar said that when we take your papers and send them to the university and get your panel opened, then your panel will be opened inside our panel. Only after that will you get the student's payment directly into Subharti's account and will also send a message to the director or register on the phone. If this student has been admitted through our panel, then month after month the commission will keep coming to your account and our commission will keep coming to our account because we are the master panel.

These two main panelists said that when you get at least 50 admissions, you can make a panel under you in any state of the country. But do not take the fees of any student in cash and tell him that he is the admission coordinator of Subharti and he should deposit the fees through Subharti's website only. The advantage of depositing fees on Subharti's website will be that he will understand that this person is an employee of Subharti. Because only Subharti University releases the commission as per different panels.

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## UGC introduces new enrollment process for admission to ODL, online programs

■ EJ News - New Delhi

The University Grants Commission (UGC) is introducing a new enrollment process to admit students to open and distance learning (ODL) and online programmes this academic year.

As part of the new plan, the students enrolling in ODL and online programmes will have to first register on the UGC's Distance Education Bureau (UGC-DEB) web portals – deb.ugc.ac.in and deb.ugc.ac.in/StudentDebId – with their Academic Bank of Credit (ABC)-ID and generate a unique DEB-ID, the UGC chairman Mamidala Jagadesh Kumar said.

"This DEB-ID will be mandatory for all students enrolling in recognised ODL/Online programmes, except for foreign learners, and will remain valid for their lifetime. HEIs are urged to implement this new admission process efficiently and promote it to new learners to ensure successful adoption and operation," the UGC Chairman added. The DEB-ID once generated on the UGC-DEB web portal will remain valid for lifelong ODL/Online learning.

This change will be effective from September 2024 and is aimed at ensuring that students enroll only in approved higher educational institutions (HEIs) offering ODL and online programmes, Mamidala said. This new procedure seeks to enhance transparency in the admissions



process.

The Chairman also reiterated that the UGC (ODL Programmes and Online Programmes) Regulations, 2020 set the minimum standards for such programmes, and a list of recognised institutions is available on the UGC Distance Education Bureau website.

This standardised process in the admission comes after the recent issues with unrecognised institutions admitting students.

"It came to the notice of the Commission in the recent past that few HEIs admitted students in unrecognized ODL/Online programmes and thereby putting the future of students at stake. To address such incidents and to increase the transparency in ODL and Online mode admission, Commission in its 581st meeting held on 25th June 2024 has decided to standardize the admission procedure for students enrolling in ODL and Online mode to safeguard their academic future and career prospects," an official statement issued in this regard said.

## IITs Lesser Known Courses: IIT-Kharagpur Industrial and Systems Engineering

■ EJ - Kharagpur

IIT Kharagpur offers a four-year BTech in Industrial Engineering, a five-year dual degree BTech in Industrial Engineering and MTech in Industrial Engineering and Management, a five-year dual degree BTech in Mfg Science and Engg and MTech in Industrial Engineering and Management, two-year MTech in Industrial Engineering and Management, Master of Science (MS), and Doctor of Philosophy (PhD) programs.

The department at IIT Kharagpur is well-known for its excellent research in the fields of Data Analytics, Logistics and Supply Chain Management, Quality

Engineering and Process Transformations, Information Systems and E-Business, System Thinking and Policy Planning, Human Factors Engineering and Ergonomics, Safety Analytics and Virtual Reality, and Healthcare Systems.

This four-year BTech programme in Industrial Engineering focuses on developing efficient and cost-effective work systems and business processes leveraging technology and management, and on industry-focused academic programmes blending theory with prevailing best practices and real-life problem solving. The courses emphasize analytical modeling, simulation, and computer applications.

## Over 7,200 Indian..

enrolled there during the last three years, year-wise.

The minister of state for external affairs shared data and said as per information obtained from the website of Immigration, Refugees and Citizenship Canada (IRCC), the Indian student intake at Canadian universities has "increased over the last three years".

As per the shared data, the corresponding figures were – 2,16,360 (in 2021) 3,18,380 (in 2022) and 4,27,085 (in 2023).

In a separate question, he was asked whether the government is aware about the "growing Chinese influence" on India's neighbouring countries.

Singh, in his written response, said the "government keeps abreast of all activities in India's neighbourhood that impinge on its interests".

"Neighbourhood First Policy continues to guide our approach to our neighbouring countries. It has resulted in outcome-oriented engagements, strong development partnerships, physical, digital and economic connectivity as well as vibrant people-to-people and cultural exchanges. India is an active partner of its neighbours, with extensive education, culture, trade and investment linkages.

"Our relations with neighbours stand on their own footing and are independent of the relations of these countries with third countries. Government keeps a vigilant watch on all developments which have a bearing on India's national security, and takes all necessary measures to safeguard it," he added.

He was also asked whether India has taken "any diplomatic initiative to stop ongoing war between Palestine and Israel".

"India has strongly condemned the terror attacks on Israel on 7 October 2023 and also the loss of civilian lives in the ongoing Israel-Hamas conflict. India has called for ceasefire and sustained humanitarian assistance to the people of Gaza," the Union minister said.

"During the ongoing conflict, India has provided 70 tonnes of humanitarian aid including 16.5 tonnes of medicines and medical supplies. We have also called for release of remaining hostages. We remain concerned at the deteriorating security situation and have called for restraint and deescalation and emphasized a peaceful resolution of the conflict through dialogue and diplomacy," he added.

Around 26,000 Indian nationals, who have arrived in Israel over the past several years, are currently working in different sectors of the Israeli economy. In 2022, India and Israel commenced

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## US to ease visa processing for graduates with job offers



■ EJ - Agency

The initiative to ease employment-based non-immigrant visas for US college graduates with job offers is aimed at attracting top talent and retaining skilled workers to help the economy.

"The US needs to hire more international graduates. Our society is aging, our birthrate is falling, and our citizens are choosing not to pursue degrees in the STEM, healthcare, and services fields," IIE CEO Alan Goodman said.

"This new policy could be an important step for the US to attract skilled graduates by streamlining visa processes and providing clear guidelines for waivers to retain top talent and bolster our workforce," he added.

As part of the changes, the US Department of State clarified guidance to consular officers on July 15 about when they should consider recommending that a waiver be granted to certain applicants, streamlining the process and resulting in a faster issuing of work visas.

"It's fair to say there are indications that the current US administration – which, of course, includes Vice President Kamala Harris – is making moves that are more accommodating of international students," Anna Esaki-Smith, cofounder of research consultancy Education Rethink and author of Make College

Your Super power said.

The nonimmigrant work visa, officially titled the H1B visa, allows individuals to work in the US for three years through employer sponsorship, with extensions available for up to three years thereafter.

"As it stands, obtaining an employment-based immigrant visa process can be quite onerous. Between high fees, long wait times and the visa cap set by Congress, students who wish to stay in the US do not have a guaranteed pathway," said Goodman.

While the most recent changes will fast-track graduates with job offers to obtaining the visa, according to Goodman, a major problem with the visa is that it's not being issued in large enough numbers.

For the 2024 fiscal year, around 781,000 initial H1B visa applications were submitted, but only 24% were selected to complete a petition.

Of those, only 85,000 will receive a visa because, since 2004, Congress has imposed an annual cap of 65,000, with an additional 20,000 for master's and PhD degree-holders, Goodman explained.

Though the easing of visa rules in the US sends an overall welcoming and positive message to students, "the reality is murky," said Waxman.

"Relatively small technical details and policy guidance revisions become very difficult for university recruiters and educa-

tion agents to understand the information students find online from many different sources is often flawed, incorrect or partially incorrect," he warned.

Since the H1B visa announcement, the Department of Homeland Security also added Environmental/Natural Resource Economics to the list of STEM subjects that allow international students to qualify for a two-year extension of the one-year OPT work program.

Such measures will help to boost the popularity of the US as a study destination and provide increased opportunities for international students eager to increase their employability through overseas work experience.

"We have seen that scenario play out in many countries over the past two decades. Where access to jobs increases, enrolment rises. Where access decreases, enrolment drops," CEO of Instead Ben Waxman said.

"There are strong indicators that a Harris presidency will be supportive of international education and career opportunity growth. If I were placing bets, I'd add more money to the pot on this one," he added.

However, Esaki-Smith warned about predicting election outcomes, much less policy regarding international students, pointing to Donald Trump's surprise proposal of giving green cards to international graduates of US colleges, "comments which run counter to his anti-immigration stance while in office and which were quickly walked back"

"So that gives us an indication of how volatile the current environment is," said Esaki-Smith.

Policy shifts in other major study destinations are also having an impact of the popularity of the US as a study destination.

## Over 7,200 Indian students have returned to India from Bangladesh, says Govt.



■ EJ - Agency

More than 7,200 Indian students have returned to India in the past couple of weeks ending August 1 in view of the situation in Bangladesh, the Rajya Sabha was informed on Thursday.

Minister of State for External Affairs Kirti Vardhan Singh, in a written response, also said that as per available records, there are about 19,000 Indian citizens, including over 9,000 students, living in Bangladesh.

He was asked the total number of Indians living in Bangladesh for the purpose of education or business, the number of people of Gujarat living in Bangladesh,

and whether any special campaign has been started to evacuate Indian citizens from the violence-hit neighboring country.

The minister was also asked about the number of citizens brought back to India so far.

Indian students in Bangladesh are from the Union Territory of Jammu and Kashmir, and states of Gujarat, Uttar Pradesh, Bihar, Tamil Nadu, Rajasthan, West Bengal, Tripura, and Assam, among others. State-wise list is not maintained by our Mission and Posts in Bangladesh, the Union minister said.

The High Commission of India in Dhaka and the Assistant High Commissions in Chittagong, Ra-

jshahi, Sylhet and Khulna have been assisting in the voluntary return of Indian nationals, he said.

They are also coordinating with the authorities concerned of Bangladesh for their safety and security during stay as well as movement to the airports and to land ports along India-Bangladesh border.

"Ministry of External Affairs has also been coordinating with relevant Indian authorities to ensure a smooth passage for our citizens arriving at land ports and airports. Over 7,200 Indian students have returned to India till 01 August 2024, starting from 18 July 2024," Singh said.

State-wise list of Indian nationals who have "voluntarily departed from Bangladesh is not maintained by our Mission and Posts in Bangladesh," the minister added.

In a separate query, he was also asked whether it is a fact that Indian students' intake in Canadian universities has dipped in recent years due to strained relations with Canada, and if so, the details of students

>> Contd. p.4..

## Consecutive NIRF top rank shows our dedication to producing world-class talent: IIT Madras director



■ EJ - New Delhi

Indian Institute of Technology (IIT), Madras bagging the top rank for the sixth time in a row is a validation of the institute's dedication to producing world-class talent and driving impactful research, its director V Kamakoti said.

In the National Institute Ranking Framework, 2024, the institute also retained its tag of the best engineering college for the ninth consecutive year.

"This consecutive NIRF top ranking is more than just an accolade, it is a validation of our dedication to producing world-class talent and driving impactful research that addresses national and global challenges. We are humbled by this recognition and remain committed to serving the nation through education and innovation," the IIT Madras director said.

Among management colleges, IIM Ahmedabad has retained its top spot for the fifth year in a

"At IIMA, we are committed to upholding the highest standards in management education and research. This accolade underscores the exceptional education and pioneering research conducted by our faculty, which has a profound influence on business and public policy.

"While we take pride in this achievement, it fuels our determination to consistently pursue excellence in all our endeavours and contribute significantly to India's growth narrative," said Bharat Bhasker, Director, IIMA.

IIT Delhi has been adjudged as the second-best institute in the country in the engineering category. It is also in top ten for management courses.

"We are happy that IIT Delhi continues to be one of the top institutions in the country for Engineering, Management and Research. This is a recognition of the high-quality education and research of industrial and societal relevance undertaken by the institute," said Vivek Buwa, Dean, Planning and Head, Ranking Cell.

IIT Mandi has been ranked eight for "innovation" work in insti-

tutes.

"We are thrilled to see IIT Mandi achieve the eight position in the Innovation category of NIRF 2024. This recognition reflects our dedication to fostering a culture of innovation and entrepreneurship among our students and faculty. We are committed to pushing boundaries and contributing meaningfully to the nation's technological advancements and innovation ecosystem," said Kumar Sambhav Pandey, Registrar, IIT Mandi.

IIT Guwahati has figured in the top ten in three categories – overall, engineering colleges and research.

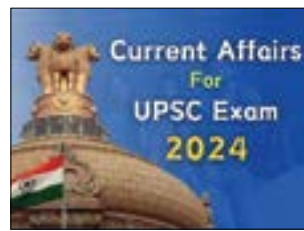
Devendra Jalihal, Director, IIT Guwahati, said, "Retaining our position in the NIRF rankings is a significant achievement that highlights the unwavering dedication and relentless efforts of our entire IIT Guwahati community, including faculty, students, and staff. This consistency in our performance underscores our commitment to excellence in education, cutting-edge research, and impactful innovation".

## UPSC releases dates for Civil Services Mains from September 20-29

■ EJ - New Delhi

The Union Public Service Commission (UPSC) has released the timetable for the Civil Services Main Examination 2024. This examination is scheduled to take place between September 20 and September 29. The comprehensive schedule is now available on the official UPSC website at upsc.gov.in.

Candidates who successfully passed the UPSC CSE Prelims 2024 are eligible to sit for the Mains examination. The prelims were conducted on June 16, with the results announced on July 1. Out of all participants, 14,627 candidates qualified for the Mains.



This year, the Commission intends to fill 1,056 positions, including 40 seats allocated for Persons with Benchmark Disabilities (PwBD). The examination will commence with the essay paper on September 20.

On September 21, candidates will take General Studies Paper-I in the morning session and General Studies Paper-II in the afternoon session.

September 22 will feature General Studies Paper-III in the morning and General Studies Paper-IV in the afternoon.

On September 23, the Indian Language Paper and the English Paper, both of which are qualifying, will be conducted in the morning and afternoon sessions, respectively.

The final exams, scheduled for September 28, will cover the Optional Subject Paper-I in the morning and Optional Subject Paper-II in the afternoon. Each examination day will have two sessions: the morning session from 9:00 am to 12:00 noon and the afternoon session from 2:30 pm to 5:30 pm.

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