



International Column



Dr. Raymond H. Banzuela
Educationist
Philippines

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NEET aspirant from Haryana hangs self in Kota; parents suspect murder, demand fair probe

■ EJ News - Kota

A 20-year-old NEET aspirant was found hanging from the ceiling fan of his hostel room in the Kunhari area here, with his parents suspecting he was murdered, police said.

This is the eighth case of suicide by a coaching student in Kota since January. The number of student suicides in Kota stood at 26 in 2023.

Sumit Panchal, who hailed from Haryana's Rohtak, had been preparing for NEET at a coaching institute here for over a year, the police said.

His parents have demanded the registration of a murder case against unidentified persons and an impartial investigation into the matter.

On-demand of the student's parents, a medical board was constituted to perform the autopsy, said Assistant Sub-Inspector Kaptaan,

>> Contd. p.4..

Campus anti-war protesters dig in from New York to California



■ EJ - New York

From New York to California, students protesting the Israel-Hamas war slept in tents at college campuses, as some universities moved to shut down encampments and arrested dozens of demonstrators.

With the death toll mounting in the war in Gaza, protesters nationwide are demanding schools cut financial ties to Israel and divest from companies they say enable the conflict. Some Jewish students say the protests have veered into antisemitism and made them afraid to set foot on campus.

At Columbia University in New York City, where early protests sparked pro-Palestinian demonstrations across the country, students and administrators have engaged in negotiations, the university said in a statement Saturday night.

"Dialogue between university officials and student organizers is ongoing. We want to be clear: There is no truth to claims of an impending lockdown or evictions on campus," the Columbia administration's statement said. Though the university repeatedly set and then pushed back >> Contd. p.2..

MoE asks CBSE to work out logistics for Board Exams twice a year



■ EJ News - New Delhi

Keeping logistical challenges in mind, the union Education Ministry has asked the CBSE to work out the modalities of holding board exams for classes 10 and 12 twice a year from the 2025-26 academic session, official sources said.

"We have asked the CBSE to work out the modalities of holding board exams twice a year," the source said.

"We also plan to hold wider consultations with CBSE-affiliated school principals in May. There are 28,000 CBSE schools. We will invite 100 of them (school principals) and the rest we will ask to join online," the official sources said.

However, the plan for introducing a semester system has been ruled out.

In the meeting with school principals, the ministry and CBSE will discuss the modalities and seek suggestions on how best to take the proposal forward, which was announced under the new curriculum framework (NCF).

"There are logistical challenges of holding the exams twice a year. It is a tiresome process and needs to be discussed. The CBSE is currently brainstorming on the logistics issue," the officials said.

"We are exploring the idea of

conducting the two editions of the board exams, at the end of the year from the 2025-26 academic session, but the modalities still need to be worked out. However, there is no plan to implement the semester system," the source added.

Officials said they are also working out the modalities on how best to work out the academic calendar so that another set of board exams for class 12 could be conducted, without impacting the undergraduate admission schedule.

The NCF was prepared by the Union government-appointed national steering company in line with the National Education Policy (NEP) 2020 and had proposed a semester system for students of classes 11 and 12. Former ISRO chairman K Kasturirangan led the NCF.

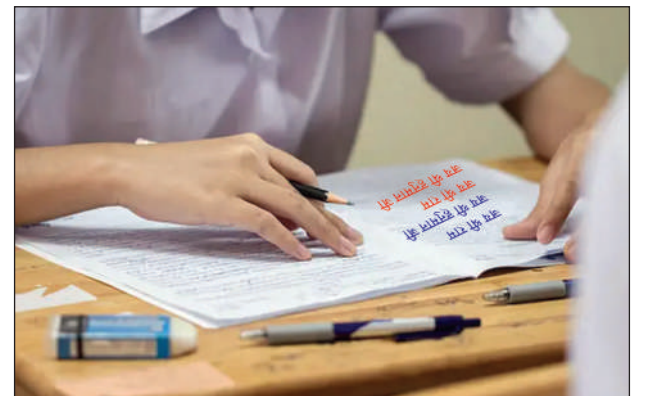
It also proposed holding board exams twice a year to ensure students have enough time and opportunity to perform well. Earlier, the initial plan was to introduce biannual board exams from the 2024-25 academic session. But, it was pushed back by a year.

The Union Education Minister Dharmendra Pradhan announced in March that students will get an option of appearing for class 10 and 12 board examinations twice a year from the

academic session 2025-26. Pradhan had also said that appearing for board exams twice a year won't be mandatory for students.

The board exams for classes 10 and 12 were taken twice during the COVID-19 pandemic as a one-time measure. The old format of holding it once at the year-end was resumed this year.

Students who passed 'Jai Shri Ram' and 'Jai Shri Hanuman' failed to recheck



■ EJ News - Jaunpur

Students of the pharmacy department of Veer Bahadur Singh Purwanchal University, who wrote 'Jai Shree Ram' and 'Jai Hanuman Ji' on their answer sheets, passed with first division. Upon rechecking, the truth was revealed. The teachers of the pharmacy department, Dr. Vinay Verma and Dr. Ashish Gupta have been suspended.

The students wrote 'Jai Shree Ram pass kardiya' and 'Jai Shree Hanuman pass kardiya,' among other such phrases, on

their answer sheets. Despite this, they secured 52 and 35 marks. When checked by external teachers, they received 0 and 4 marks, respectively. Student leaders Divyanshu and Udhay Singh alleged that these students paid money to the teachers to increase their marks. They have requested an investigation from the Prime Minister, Governor, Chief Minister, and Chancellor.

These student leaders asked for the rechecking of 58 sheets belonging to 19 students who were

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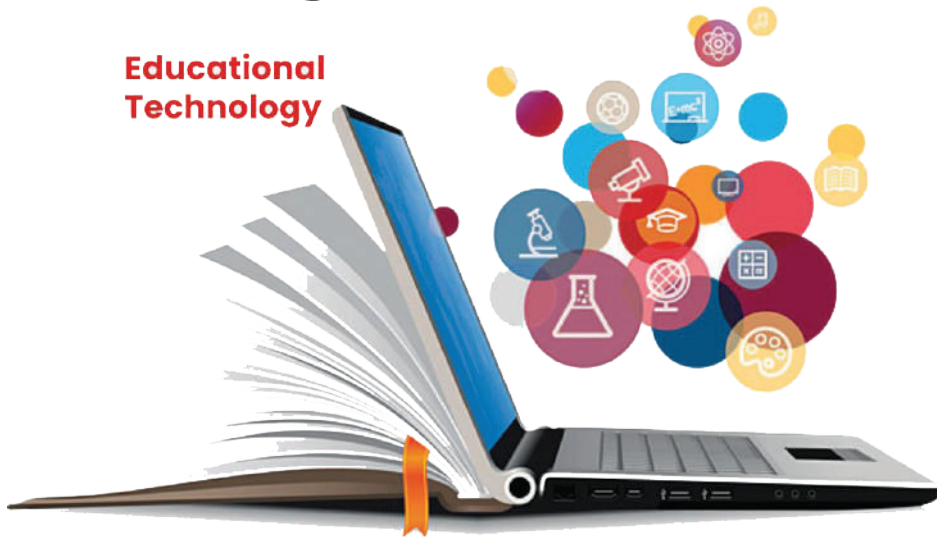
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Role of Technical and Professional Education in Achieving Sustainable Development Goals

Educational Technology



Technical and Vocational Education and Training (TVET) plays a crucial role in achieving Sustainable Development Goal (SDG) No. 8, which aims to promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. TVET equips individuals with the skills and knowledge needed to enter the workforce, contribute to economic development, and improve their quality of life. In this article, we will explore the benefits of TVET to SDG No. 8 and how it can help countries achieve their development goals.

One of the key benefits of TVET is its ability to address the skills gap in the labor market. Many countries are facing

a shortage of skilled workers in key industries such as manufacturing, construction, and information technology. By providing individuals with the technical skills and knowledge needed to fill these roles, TVET programs can help bridge the gap between the skills demanded by employers and the skills possessed by job seekers. This not only benefits individuals by increasing their employability and earning potential but also boosts economic growth by ensuring that businesses have access to the skilled workforce they need to thrive.

Furthermore, TVET can help promote entrepreneurship and innovation, which are essential drivers of economic

growth. By equipping individuals with the skills needed to start and run their own businesses, TVET programs can empower individuals to create jobs, generate income, and contribute to the local economy. In addition, TVET can foster a culture of innovation by teaching individuals how to think creatively, solve problems, and adapt to new technologies and trends. This can help countries stay competitive in the global economy and drive sustainable development by encouraging the creation of new products, services, and industries.

Another benefit of TVET is its ability to promote social inclusion and reduce poverty. By providing individuals from marginalized communities with the skills and knowledge needed to enter the workforce, TVET programs can

help break the cycle of poverty and empower individuals to improve their quality of life. In addition, TVET can help address gender disparities in the labor market by providing women with the skills and opportunities needed to access higher-paying jobs and leadership positions. This benefits individuals and their families and contributes to a country's overall economic development and social cohesion.

Moreover, TVET can help promote sustainable development by teaching individuals about environmental conservation, resource management, and sustainable practices. As the world faces increasing environmental challenges such as climate change, deforestation, and pollution, individuals must be equipped with the skills and knowledge needed to address these issues. TVET programs can help individuals understand the importance of sustainability and teach them how to incorporate sustainable practices into their work and daily lives. This can help countries reduce their environmental impact, conserve natural resources, and promote a more sustainable and resilient economy.

In conclusion, Technical and Vocational Education and Training play a crucial role in achieving Sustainable Development Goal No. 8 by promoting sus-



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tained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all. TVET programs can help address the skills gap in the labor market, promote entrepreneurship and innovation, empower marginalized communities, reduce poverty, and promote sustainable development. Countries investing in TVET can create a skilled workforce, drive economic growth, and build a more inclusive and sustainable society. Governments, businesses, and educational institutions must work together to support and expand TVET programs to ensure individuals have the skills and opportunities needed to thrive in the 21st-century economy.

HP Board XII Result 2024: 73% Students Pass, 30 Female Students Top Rankers

EJ News - Dharamshala
The Himachal Pradesh Board of School Education (HP-BOSE) has released the results for the Class 12 exams. The announcement was made through a press conference. Out of 85,777 candidates, a total of 63,092 have passed the exam, resulting in a passing percentage of 73.76.

In the combined Science, Arts, and Commerce streams, a total of 41 students secured ranks within the top 10 in the merit list. Among them, 30 are female students.

Kamakshi Sharma, a student from Bharti Vidyapeeth Public Senior Secondary School Baijnath, and Chhaya Chauhan from Snower Valley Public School Balichowki have achieved the highest scores in the exam, both scoring 494 out of 500, equivalent to 98.80 percent.

Candidates awaiting their results can check their scores by visiting the official website at hpbse.org and using their respective roll numbers.

New York...

deadlines for the removal of the encampment, the school sent an email to students saying that bringing back police "at this time" would be counterproductive.

Decisions to call in law enforcement, leading to hundreds of arrests nationwide, have prompted school faculty members at universities in California, Georgia, and Texas to initiate or pass votes of no confidence in their leadership. They are largely symbolic rebukes, without the power to remove their presidents.

Washington University in St. Louis locked some campus buildings and arrested protesters.

The St. Louis Police Department said in a social media post that it assisted campus police, although city officers did not make any arrests.

The Riverfront Times, a St. Louis weekly newspaper, reported more than 80 people were

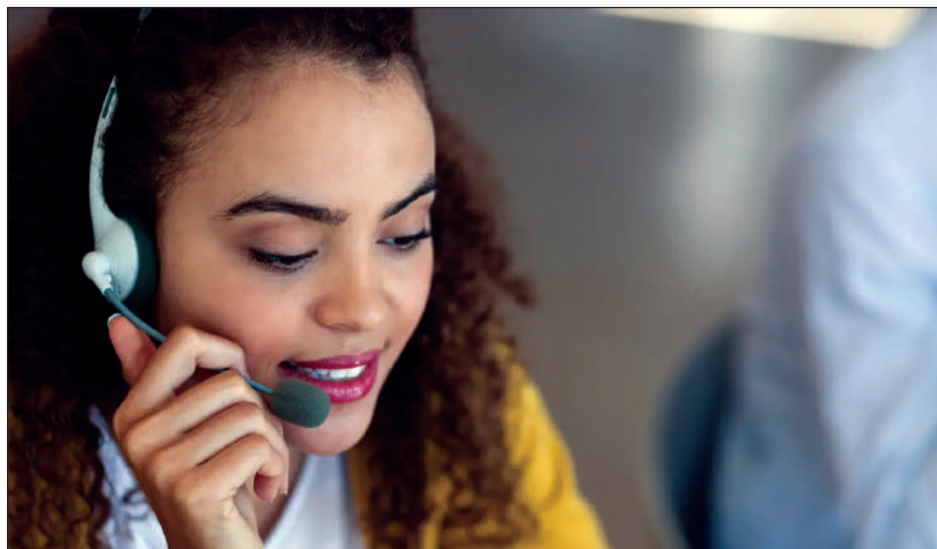
'Jai Shri Ram'...

believed to have raised their marks this way. Only the answer sheets of 4 students were made available to them, on which such phrases were written.

Also, it is alleged that the students of the 2021-22 D Dharma batch were allowed to take back and retake exams multiple times, in contrast to the rules. The Vice-Chancellor, Prof. Vandana Singh, was given a letter to investigate this matter. A meeting was held under the chairmanship of the Vice-Chancellor, in which the suspension of Dr. Vinay Verma and Dr. Ashish Gupta was recommended.

In conclusion, the DPDP Act is crucial in safeguarding Indian students' digital information in the face of increasing challenges posed by telemarketing. The Act enhances transparency, accountability, and consumer trust in the telemarketing industry by establishing clear rules and standards for collecting, processing, and sharing personal data. However, continued efforts are needed to ensure effective enforcement and awareness among students, thereby promoting a culture of privacy and data protection in India's digital ecosystem.

Ensuring the Safety of Students: Understanding the DPDP Act and Combatting Telemarketing Scams



In the digital age, where information is currency and privacy is paramount, safeguarding personal data has become a pressing concern globally. India, with its increasing population of digital natives, faces unique challenges in protecting its citizens' data, particularly students who are increasingly vulnerable to exploitation in the online marketplace. In this regard, the Digital Privacy and Data Protection (DPDP) Act emerges as a critical legal framework aimed at safeguarding the interests and rights of Indian students against telemarketing scams.

The DPDP Act is a comprehensive legislative framework designed to regulate the collection, processing, and sharing of personal data in India. Its primary objective is to empower individuals with greater control over their personal information while obliging organizations to handle data responsibly. One of the key

provisions of the DPDP Act is its applicability to telemarketing activities, which have long been associated with intrusive practices and misuse of personal data.

Telemarketing, as a means of direct marketing via telephone, has witnessed exponential growth in India, fueled by advancements in telecommunications technology and the proliferation of digital platforms. While telemarketing can be a legitimate tool for businesses to reach potential customers, it often crosses ethical boundaries, especially when targeting vulnerable demographics such as students. Indian students, comprising a significant portion of the population, are frequently targeted by telemarketers offering various products and services, from educational courses to financial products.

Understanding Telemarket-

ing Scams:

Telemarketing scams, characterized by deceptive practices and fraudulent schemes carried out through telecommunication channels, have become a prevalent threat in India. These scams often target unsuspecting individuals, including students, with enticing offers, fake promotions, and misleading information to extract personal data or financial resources. From phishing calls to prize scams, telemarketing frauds pose multifaceted risks, ranging from financial losses to identity theft and privacy breaches.

The Role of the DPDP Act:

Enacted to protect digital privacy and data security, the DPDP Act plays an important role in combatting telemarketing scams and ensuring the safety of Indian students. The Act establishes comprehensive provisions governing personal data collection, processing, storage, and sharing, imposing obligations and responsibilities on telemarketing activities. By setting forth princi-

ples of transparency, accountability, and consent, the DPDP Act tries to mitigate the risks associated with telemarketing scams and enhance the protection of students' digital information.

Key Provisions of the DPDP Act:

- **Consent Mechanisms:** One of the fundamental principles of the DPDP Act is the requirement of explicit consent for processing personal data. This provision ensures that students are adequately informed and empowered to make informed decisions regarding using their personal information for telemarketing purposes. By obtaining explicit consent, telemarketers must adhere to lawful and transparent practices, reducing the likelihood of fraudulent activities and unauthorized data processing.

- **Data Security Obligations:** The DPDP Act imposes stringent obligations on telemarketers to implement robust data security measures, safeguarding students' personal information from unauthorized access, disclosure, or misuse. Through provisions such as data encryption, secure storage, and access controls, the Act aims to fortify the security infrastructure of telemarketing entities, thereby reducing vulnerabilities to cyber threats and data breaches.

- **Right to Privacy:** Recognizing the fundamental right to privacy enshrined in the Indian Constitution, the DPDP Act upholds students' privacy interests by granting them the right to control and manage their data. Students have rights such as access, rectify, and delete personal information, ena-

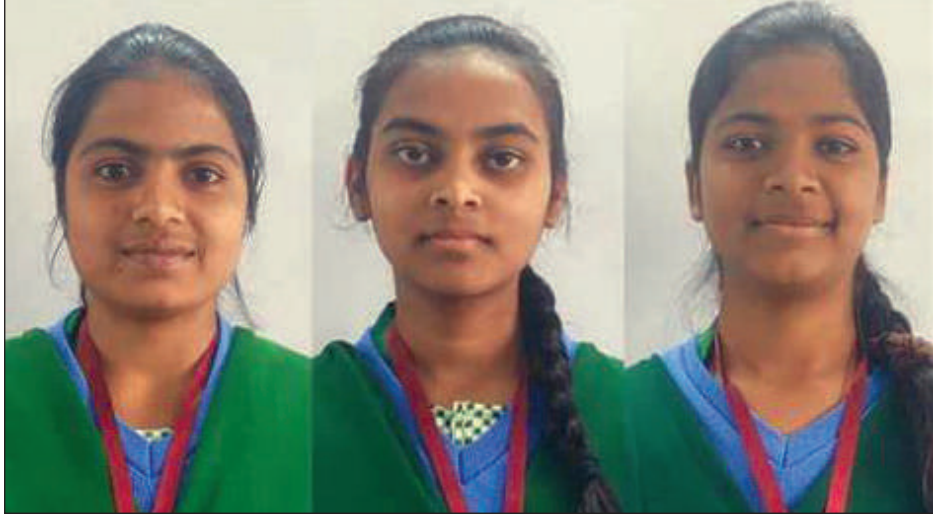


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bling them to exercise autonomy and assert control over their digital footprint. This aspect empowers students to safeguard their privacy interests and mitigate the risks of unauthorized data exploitation or misuse.

While the DPDP Act represents a significant milestone in safeguarding Indian students' digital information in the context of telemarketing, its effectiveness ultimately depends on robust enforcement mechanisms and ongoing vigilance. Regulatory authorities must be empowered with the resources and authority necessary to monitor compliance, investigate complaints, and take enforcement actions against violators. Public awareness and education campaigns can help empower students with knowledge about their rights under the DPDP Act and how to exercise them effectively.

JEE Result 2024: 22 candidates pass JEE Main exam in Khunti, Kasturba Vidyalaya students included



■ **EJ News - Ranchi**

A student of the government Kasturba School in the Maoist hotbed of Khunti in Jharkhand has qualified for JEE Mains. The girl's father is serving a jail term while her mother works as a daily wage laborer.

Interestingly, 23 female students of Kasturba Gandhi Residential School, Kalamati had appeared for the JEE Mains 2024 examination, of which 22 students successfully qualified.

Out of those 22 girls, four have also qualified for JEE Advance.

Sapna Kumari secured rank 15107 with 59.89 percentile, while Alyssa Hassa secured rank 16211 with 54.84 percentile. Riya Kumari and Priya Kumari have secured ranks 34960 and 81254 respectively.

According to the District Education Officer, out of the 23 students who had appeared for IIT JEE Mains, 22 have successfully qualified for the examination and will get admission to any of the government engineering colleges in Jharkhand.

Out of those 22 girls, 4 have also qualified for JEE Advance, she said.

"Among the students who have succeeded in IIT JEE, the father of one student is currently lodged in jail and her mother has passed away, whereas the mother of another student works as a daily wage laborer," said District Education Officer Aparupa Sinha. Most of the students studying here come from remote areas and humble backgrounds, she added.

According to DEO, due to the program 'Sapnon Ki Udaan' being run by the district administration, economically weak female students living in remote areas have got a better opportunity to move forward. Girls also acknowledge the initiative taken by the then Deputy Commissioner Suraj Kumar. "The coaching provided by the district administration under the program 'Sapnon ki Udaan' has proved to be a boon for the female students at Kasturba Gandhi Residential Schools. I have qualified for JEE Advanced, now the next goal is to clear the advanced exam and get admission in IIT," said one of the successful students Sapna Kumari.

The then Deputy Commissioner had started a program 'Sapnon ki Udaan' under which girls of Kasturba Gandhi Schools are provided free coaching for the preparation for JEE and Medical, she added.

Another student Priya Kumari said that their routine for the entire day has been fixed for the school administration so that they can give their 100 percent to their studies. Most of the time we remained in school and did not go home even during holidays, she said.

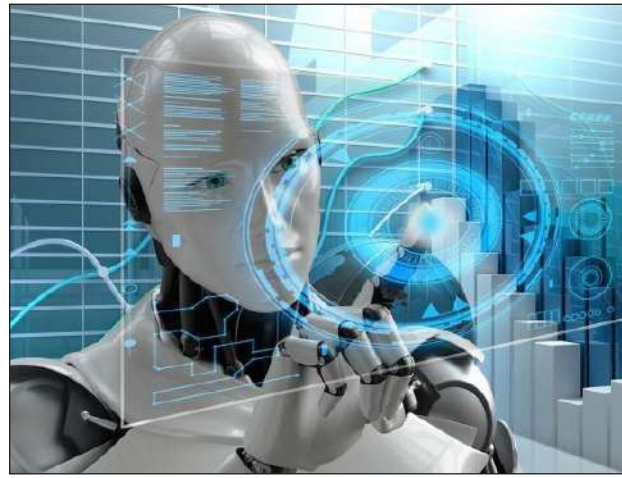
Another girl Alyssa Hassa said, "Since I come from a remote area, this is an achievement for me. It has given a boost to my confidence, which will continue to grow further."

Notably, addressing the pertinent issues of low female literacy and even lower inclination of young girls towards science in the aspirational district -- Khunti, the District Administration launched the 'Sapno Ki Udaan' program at Kalamati Centre of KGBV in Khunti in October 2021.

Through the "Sapno ki Udaan"

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

IIT Delhi launches executive programme in Robotics for professionals



■ **EJ - New Delhi**

The Indian Institute of Technology Delhi (IIT Delhi) has introduced a 5-month executive programme in Robotics. The course which comprises 120 hours of online learning aims to provide professionals with the necessary skills and knowledge required to thrive in the ever-evolving field of robotics. By doing so, it aims to promote innovation and leadership within the industry, claims the press release.

The programme covers the fundamentals of robotics, including

University body mandates 25% extra seats for foreign students

■ **EJ News - New Delhi**

To facilitate the internationalization of Indian higher educational institutions, the University Grants Commission (UGC) has framed guidelines for admission and the creation of supernumerary seats for international students.

As per the guidelines issued by the University body, the HEIs have been asked to admit international students based on the equivalence of entry qualification held by them. HEIs may

mechanical components, sensors, and artificial intelligence. The programme will be conducted via the state-of-the-art Interactive Learning (IL) platform and delivered in Direct-to-Device (D2D) mode. Learners will also be introduced to the practical applications of robotics in healthcare, manufacturing, and other industries, as mentioned in the release, adding that IIT Delhi's Robotics course is designed to meet the changing needs of automation by leveraging the latest technologies.

Prof. Biswarup Mukherjee, IIT

Delhi said, "The executive programme in Robotics offers more than just traditional classroom teaching. Participants get hands-on experience and exposure to real-world applications of robotics technology. This programme enables them to create robotic devices from scratch, implement programming, and effectively utilize the operating system. It is a significant aspect of learning, equipping participants with practical knowledge and skills." The course offers a combination of management insights and technical expertise to help professionals become effective leaders, increase productivity, and drive growth, claimed the release.

Speaking on the announcement, Prof. Arnab Chanda, IIT Delhi said, "Robotics and AI are transforming industries all over the world. To keep up with the technological advancements in this field, IIT Delhi's Executive Programme in Robotics is a unique opportunity for professionals, engineers or entrepreneurs. This programme provides learners with a comprehensive understanding of the latest advancements in robot design, control systems, and artificial intelligence."

adopt a transparent admission process for admitting international students.

HEIs may create up to 25% supernumerary seats for international students. The decision regarding 25% supernumerary seats has to be carried out by the concerned higher educational institutions as per specific guidelines and regulations issued by the regulatory bodies considering the infrastructure, faculty, and other requirements. The 25 percent of the supernu-

merary seats for international students will not include the international students under exchange programs.

The supernumerary seats should be exclusively meant for international students both in the undergraduate and postgraduate programs. In case any seat remains unfilled in the supernumerary category, it will not be allocated to anyone other than an international student. The official notification defines inter-

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

Figures in Million's

	Qtr. Ended Dec. 2023	Qtr. Ended March 2024	Groth %
Indian Readers	5.27	5.39	+2.36%
Global Readers	2.78	3.26	+17.47%

(Source CAAR)

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AI & Its Role in Academic and Research Integrity: One-Day International Event at KIET



EJ - Ghaziabad.....

A one-day international event titled "Academic and Research Integrity with AI" was organized at the KIET Group of Institutions, recently. The event was attended by esteemed Guests James Thorley, Regional Vice President, Turnitin, APAC, United Kingdom; Purna Bose, Senior Solutions Engineer, Turnitin; Manisha Shivpuri, Manager, Turnitin; Dr. Sumit Narula, Director, Amity School of Communication; Dr. Prason Tripathi, Director, IMS Ghaziabad; Professor (Dr.) Munish Sabharwal, Executive Director, IILM University, Greater Noida; research faculty members of KIET, students, and other dignitaries from India and abroad. The program commenced with an address by the Honorable Dr. Manoj Goyal, Joint Director, KIET Group of Institutions.

In his inaugural address, Dr. Manoj Goyal highlighted that the academic community is at a turning point with the integration of AI technologies. He welcomed the esteemed panel of experts and participants, emphasizing that the objective of the event was to deepen the understanding of AI's role

in academic and research integrity. Dr. Goyal underscored the importance of collaboration between institutions and disciplines to tackle the ethical challenges posed by AI, ensuring that it enhances educational outcomes rather than becoming a hindrance. His remarks set the stage for meaningful discussions on navigating the complexities of AI applications in academic and research integrity.

Dr. Anil Ahlawat, Honorable Director-in-Charge at KIET Group of Institutions, emphasized the ethical considerations and impacts of AI on research practices, advocating for robust frameworks that enhance academic integrity. Dr. Shailendra Tiwari, Honorable Additional Director at KIET, stressed the important role of educational institutions that incorporate AI responsibly in maintaining educational standards. He advocated for continued innovation and ethical standards in AI applications to enhance the educational experience.

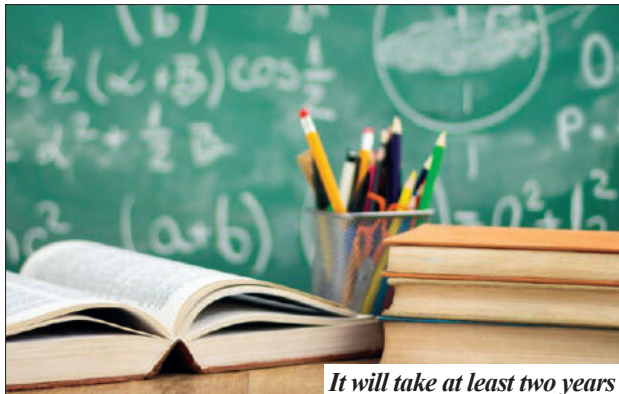
Meanwhile, Dr. Vibhav Kumar Sachan, Dean of Research and Development, KIET, focused on the role of AI in personalizing learning and improving student

engagement, emphasizing the importance of data privacy and ethical management of information. Both underlined the need for responsible adoption of AI tools within educational and research settings to maintain transparency and promote innovation.

"Academic and Research Integrity with AI" event, Ms. Purna Bose, Senior Solutions Engineer at Turnitin, discussed the important role of their AI authorship detection tools in maintaining academic integrity. She explained how these tools use machine learning and natural language processing to differentiate between human and AI-generated content, focusing on pattern recognition and language depth. Ms. Bose highlighted the functionality of the AI writing prompts feature in Turnitin's similarity report, which provides an additional layer of scrutiny by showing the percentage of AI-generated content without impacting the overall similarity score. This innovative tool is part of Turnitin's broader commitment to adapting educational technologies to the evolving landscape of digital information and AI development.

The planners of this event included Dr. Vibhav Kumar Sachan (Dean of Research and Development), Dr. Ruchita Gautam (Associate Dean of Research and Development), Dr. Parveen Kumar Kaushik (Assistant Dean of Research and Development), and other members of the Research and Development team at KIET.

NCERT books with revamped syllabus for all classes in 2 yrs



It will take at least two years for all the textbooks to be released for all the classes in line with the NCF, the source said.

EJ - New Delhi.....

New NCERT textbooks for all classes under the revamped syllabus will be rolled out in another two years, official sources in the union education ministry said. The ministry has also asked the NCERT to review and revamp its textbooks every year so that new information could be updated. So far, new books for Class 3 and 6 have been made available to schools and uploaded on its website.

The new NCERT text books will be aligned with the National Curriculum Framework for School Education (NCFSE), developed based on the vision of the National Education Policy (NEP) 2020. The NCERT is currently preparing textbooks of a total of 130 titles that covers books from Class 1 to 12.

"The textbooks as per the new

curriculum will be ready for all classes by 2026. It will take at least two years for all the textbooks to be released for all the classes in line with the NCF," the source said.

Officials said the National Council of Educational Research and Training (NCERT) has been occasionally revising and updating content since 2017. Now, they have been asked to carry out the exercise every year.

"In the fast-changing world, it is important that the textbooks are updated. The NCERT has been asked to conduct a review on a yearly basis and update them ahead of the beginning of the new academic session," the source added.

276 Students from 12 govt. excellence schools qualify in JEE Advanced

EJ News - New Delhi.....

As many as 70 percent of the students in the Delhi government schools qualified for the JEE Advanced examination, an official statement said.

Out of the 395 students from Dr. BR Ambedkar Schools of Specialized Excellence (ASOSE) schools that appeared for the JEE Mains examination, 276 students secured qualification for the JEE Advanced, said the statement.

Education minister Atishi expressed her heartfelt congratulations to the students, their parents, and the "dedicated teachers who have played an integral role in nurturing and guiding these bright minds towards success".



She attributed the "remarkable feat" to the visionary leadership of Chief Minister Arvind Kejriwal, who envisions providing world-class facilities and opportunities to the students in the Delhi government schools, the statement said.

The achievements of these

ASOSE students are truly commendable, with four students achieving an impressive 99.9 percentile, and an additional 25 students scoring above 99 percentile, it added.

Moreover, 42 students secured over the 98th percentile, and 104 students achieved above the 95th percentile, underscoring the exceptional caliber of these young talents, it said.

Atishi highlighted the commitment of ASOSE in providing top-notch coaching and preparation facilities within the school premises, enabling students from modest backgrounds to realize their dreams of studying in prestigious institutions like the IITs

Kota...

who is investigating the case. The body was handed over to the family after the post-mortem, they said.

The student had allegedly hanged himself around 9 hours before his body was spotted by the hostel staff, the ASI said.

Panchal's body was found hanging from the ceiling fan of his room at the hostel in Landmark City under the Kunhari police station limits on Sunday night, they said.

However, his parents suspected Panchal was murdered, citing that the injury on his neck from the rope was too deep to be caused by hanging, the police said.

A case of unnatural death under section 174 of the Criminal Procedure Code has been lodged for initial investigation in the matter, they said.

No suicide note was recovered from the student's hostel room and the reason behind his extreme step is yet to be ascer-

tained, Arvind Bhardwaj, Circle Inspector (CI) at Kunhari police station, said on Monday.

Panchal was supposed to take the NEET-UG exam next month, the police said.

He allegedly hanged himself sometime on Sunday noon but the matter came to light only around 9.30 pm when the warden spotted the body and informed the police, the CI said.

A police team rushed to the spot recovered the body and shifted it to the mortuary of MBS Hospital for postmortem, he added.

In gross violation of safety norms, the hostel room did not have an anti-suicide device installed with the ceiling fan, which could have averted the tragedy, the officer added.

Meanwhile, the deceased's father, uncle, and grandfather who reached Kota on Monday morning to claim the body suspected foul play and claimed Panchal did not commit suicide but was murdered.

"Sumit was good at studies and

would always assure us of securing a rank among the top ten. He cannot commit suicide," his uncle Surendra Panchal said outside the mortuary. The wound on his neck was so deep that it couldn't have been caused by hanging, he claimed and demanded an autopsy by the medical board.

The student's family has also demanded the formation of a SIT for investigation in the matter," CI Bhardwaj said.

22 Candidates...

program, an effort is being made to ensure a strong education system for female students in the district, under which, online/off-line coaching is being provided to female students of classes 11th and 12th at KGBRV in Khunti for Physics, Chemistry, Biology, and Mathematics so that they can qualify engineering and medical examinations.

With the cooperation of the district administration, free coaching is arranged for the female students enrolled in class 12 of Kasturba Gandhi Balika Vidyalaya for medical and engineering entrance examinations. Under this, coaching is being provided to female students through the Ranchi branch of the prestigious coaching institute.

25% extra...

national students as those who possess a foreign passport.

All HEIs should have an 'Office for International students'. They must also furnish details regarding country, number, program/subject, duration, etc. on their official website.

The complete list of guidelines can be checked on the official website of the University Grants Commission.

Uttarakhand Board Exam Results 2024: 89% Students Pass Class X, 82% Class XII

EJ - Ramnagar.....

Education announced the Class 10 and 12 results today April 30 at 11:30 am. The Uttarakhand board result is available at the official website - ubse.uk.gov.in. The overall pass percentage, as per reports, in Class 10 and Class 12 this year is 89.14 percent and 82.63 percent respectively.

Priyanshi Rawat has topped the Class 10 UBSE exams by scoring 500 marks out of 500. According to reports, the rank 1 in UBSE Class 12 has been shared by two students. Piyush Kholia, a student of Almora Vivekananda, and Kanchan Joshi, a student of Haldwani Hargovind Suyal, have bagged the top position in the Uttarakhand Class 12 examination by scoring 488 out of 500 marks. They have obtained a percentage of 97.60 percent. Girls outperform boys in both classes.

The UBSE conducted the board exam for classes 10 and 12 from February 27 to March 16, 2024, in pen-paper mode. According to the data provided by the Uttarakhand board, 1,16,379 students appeared for the UBSE class 10 board exam 2024 and 94,768 students appeared for the UBSE board exam 2024, conducted from 10 am to 1 pm at over 1228 exam centers.

According to the data released by the board, the pass percent-



age for the Class 12 board exams is 89.14%, with 85.96% of

girls and 78.97% of boys passing.

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Prioritizing positivity: Teaching happiness skills in the classroom



In today's fast-paced, high-pressure world, the mental health and well-being of our children has never been more important. Schools have traditionally focused on academic skills like reading, writing, and arithmetic. However, many educators are realizing that teaching skills related to happiness, life satisfaction, and emotional intelligence are just as crucial for preparing students for success. The concept of teaching happiness in schools may sound a bit strange at first. How can you teach something as subjective and personal as happiness? The key is focusing not on superficial notions of happiness as just feeling good or being cheerful. Rather, the skills that lead to deeper life satisfaction, resilience, strong relationships, and flourishing as a human being. These are skills that can be taught, practiced, and

refined over time through systematic instruction, just like we teach academic skills. Just like reading, writing, and math, they provide foundational capabilities that will benefit students for the rest of their lives in all areas - academic performance, career success, relationships, and overall well-being. So what exactly are these crucial "happiness skills" that more schools should be prioritizing? Here are some of the key ones:

Emotional Intelligence

The ability to recognize, understand, manage, and reason with emotions. This includes skills like being able to label one's emotions accurately, regulate intense emotions, communicate feelings effectively, and consider others' perspectives and emotions. Having a well-developed emotional vocabulary and high emotional granularity is important.

Self-Awareness

Closely tied to emotional intelligence, self-awareness involves knowing one's strengths, weaknesses, thought patterns, values, and drivers of behavior. A self-aware student can step back, reflect, analyze their responses, and course-correct. They understand what situations tend to trigger them and how to respond skillfully.

Growth Mindset

The understanding that abilities and intelligence aren't fixed, but can grow with effort, perseverance, trying new strategies, and learning from setbacks. Students with a growth mindset aren't discouraged by failure, but view it as a chance to develop further. They believe in their potential for growth.

Optimism

Optimism involves developing positive, resilient attitudes

and expectations that make it easier to bounce back from adversity and persist through challenges. Optimistic students have an inner buffer against anxiety, depression, and hopelessness.

Gratitude

The ability to appreciate the good things in life, the world around us, and the people who contribute positively. Gratitude helps foster happiness by shifting attention away from what's lacking to what is present and fulfilling.

Mindfulness

Mindfulness simply means intentionally paying attention to the present moment in a non-judgmental way. It helps reduce rumination and anxiety about the future or past. Kids learn to be focused and calm, yet alert and aware. Mindfulness builds resilience.

Positive Relationships

Strong, caring relationships with family, friends, mentors, and community are one of the greatest predictors of life satisfaction. Teaching communication skills, empathy, conflict resolution, and how to establish healthy bonds is key.

Meaning & Purpose

Understanding what provides genuine meaning and matters to one's existence. Learning about values, and causes greater than oneself, and cultivating an inspiring vision for the future. Finding uplifting reasons to apply oneself. By systematically teaching these research-backed skills and mindsets, schools can go far beyond just imparting academic content knowledge. They can shape students' whole perspectives, patterns of thought, drive, and vision for how they wish to travel the course of their lives. Of course, this isn't meant to replace core academic instruction but to supercharge and supplement it. Studies show that happiness skills and traits like optimism, gratitude, growth mindset, etc. are correlated with improved academic achievement, test scores, grades, and engagement. Happy, confident kids who know their strengths and face challenges resiliently simply learn better. But the benefits go far beyond just academic performance. These



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lessons can serve as preventive measures against childhood depression, anxiety, bullying, substance abuse, and other mental health issues. They provide tools to flourish as healthy, caring, ethical people who have meaningful life paths. The positive effects can cascade for decades, making students more likely to have thriving relationships, find uplifting work, become engaged community members, and be sources of light for those around them. In this way, prioritizing happiness skills creates a better society for everyone.

Teaching these skills is something that needs to be woven into everything a school does - not just in a weekly lesson or class. It requires rethinking how instruction is delivered, modeling behaviors, and truly embodying the principles in the overall culture and approach. For example, a mindfulness practice like breath work or meditation could start each morning to instill present-moment awareness. Students can be encouraged to keep gratitude journals. Teachers can provide narrative feedback focused on acknowledging growth, effort, and progress - not just grades.

Social-emotional learning programs and curricula can explicitly provide instruction and opportunities to practice skills like emotion regulation, perspective-taking, and conflict resolution. Community service, purpose exploration, and eth-

ics discussions can help instill meaning. In group work, team charters can articulate shared values and processes for dealing with challenges constructively. Schedule policies can encourage resilience by celebrating mistakes as learning opportunities. Books read and discussed in class can feature characters modeling key traits. Outside of academics, happiness habits can be encouraged through school-wide challenges or "well-being weeks." Poster campaigns can prime certain mindsets. Assemblies and guest speakers can inspire. And of course, teachers and staff must deeply embody the skills themselves. Crucially, any skills taught should be specific, measurable, and evidence-based - not just vague abstractions about feeling good. Applications in the classroom must be tangible, observable, and reinforced through accounting, scaffolded practice, and guidance for all students. Of course, implementing such a comprehensive program of happiness skills instruction would require investing significant time, energy, resources, and training. But the potential benefits make it well worth prioritizing. Just imagine future generations going forth into the world equipped not just with knowledge and competencies, but with the foundational emotional skill sets required to truly thrive. Kids growing up resilient, appreciative, emotionally aware, and purposeful.

Happiness skills aren't nicety - in many ways, they are the most essential skills of all. For individuals and societies to flourish, we must teach our youth how to attain and maintain positive mental health and life satisfaction with as much vigor as we instill any academic abilities. Schools have the power to raise truly accomplished human beings - both capable and good-hearted. It's time we embrace happiness skills as an indispensable part of the curriculum and a core obligation in education.

UGC warns against fake online MBA degrees



■ EJ - New Delhi

The University Grants Commission has issued a public notice warning against fake online degree programmes with misleading acronyms or abbreviations used by fraud individuals and organisations to offer programs similar to those recognized by the Commission. Among these deceptive pro-

grams, the "10-Day MBA" has come under particular scrutiny.

The public notice states "Some individuals/organisations are offering online programmes/courses with acronyms/abbreviated forms similar to the higher education system's recognised degree programmes. One such programme to which the attention of the Commission has been drawn is '10 Days MBA'."

Professor Manish R. Joshi, Secretary, further mentions in the notice that the Commission establishes degree nomenclature, duration, and entry qualifications through a formal notification in the official gazette, following approval from the central government. Only universities

recognized under central, provincial, or state acts, deemed universities and universities empowered by the Parliament Act, hold the authority to confer these degrees.

He also said, "Higher education institutions are also required to obtain approval from the UGC to offer any online degree programme in terms of the UGC regulations. A list of recognised HEIs (higher education institutions) to offer online programmes and permitted online programmes available on deb.ugc.ac.in".

Stakeholders are advised to check the list of recognised HEIs offering online programmes, before enrolling at - deb.ugc.in.

NMC proposes a survey on medical students' mental health

■ EJ - New Delhi

Deeply concerned with a regular spurt in the number of suicides and depressions among medical students across states and Union Territories (UTs), the National Medical Commission (NMC), regulating medical education in the country, has decided to conduct an online survey to assess their mental health and well-being.

The NCM issued a public notice on Friday directing medical colleges across the country to do needful in connection with the survey among would-be doctors.

"Anti-ragging cell in NMC has constituted a national task force on mental and wellbeing of medical students. The task force has

decided to conduct an online survey of medical students as well as faculty in medical colleges," the commission stated in its notice issued by Aujender Singh, deputy secretary of the Post-Graduate Medical Education Board (PG-MEB) and member secretary of the national task force.

Sharing a Google form link for feedback, the notice said that all the medical students and faculties of the medical colleges are requested to submit their responses by 3 May.

The identities of the participants will be kept confidential and will not be shared with anyone, according to the notice adding that it will be used by the task force only for analysis and recommendation in its report.

The NMC said that the data collected from the survey will be used for research and analysis.

Individual responses will not be shared publicly, it added. However, as a disclaimer in the survey, they said, "We have taken appropriate measures to ensure the security of the data collected in this survey. However, please be aware that no method of transmission over the internet or electronic stores is 100 percent secure."

Hardly one year ago, a Right to Information (RTI) response from the NMC revealed that 64 MBBS and 55 postgraduate medical students had committed suicides in the country between 2019 and 2023.

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