



International Column



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CBSE Board Exam 2024 Class X and XII schedule is OUT

EJ News - New Delhi

The Central Board of Secondary Education (CBSE) today announced the date sheet for the 2024 board exams for Classes 10 and 12. The exams will begin on February 15, 2024, and will conclude on April 10, 2024.

The exam period will span nearly 55 days. In its notification, CBSE stated, "All the organizations holding any examination are requested to fix the dates of their examinations keeping in view the schedule of board examinations."

This year, the board exams were conducted from February 15 to March 21 for Class 10 and from February 15 to April 5 for Class 12. The results were declared on May 12.

The overall pass percentage for Class 12 this year was 87.33 per-

NExT exam deferred till further notice: NMC

EJ News - New Delhi

The National Medical Commission (NMC) declared that the National Exit Test (NExT) exam has been deferred till further notice on the advice of the Ministry of Health and Family Welfare. The NExT will replace the National Eligibility Entrance Test for Postgraduate (NEET PG) for admission to postgraduate medical programs and medical licenses.

"All the stakeholders are hereby informed that the National Exit Test (NExT) examination is deferred on the advice of the Ministry, dated 11.07.2023, till further directions from the Ministry of Health & Family Welfare (Dr. Pulkesh Kumar) Secretary, NMC," according to an official notification by the NMC notice.

The announcement comes after protests from several medical colleges, and medical and student bodies including the Indian Medical Association (IMA), which demanded that the new examination be repealed immediately.

The announcement has also ended medical students' confusion on whether or not the examination will be conducted for the 2019 batch. The confusion started after Union Health Minister Mansukh Mandaviya announced last week that NExT will not be implemented for the 2019 MBBS batch. This led to demands from the medical fraternity for an official notification for further clarification.

The medical fraternity has welcomed the move. The Federation of All India Medical Association took to Twitter, stating that "NExT (is) deferred till further order. We once again thank Health Minister Mansukh Man-



daviya for this. We need to make many changes in the proposed NExT exam."

The Federation of Resident Doctors' Association also

tweeted, "... hoping the upcoming draft would be much more student-friendly and rational."

The NMC issued NExT regula-

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"Matter of Concern": President Murmu on Students' suicides

EJ News - New Delhi

Students' suicides are a matter of concern and educational institutions should make it their priority to protect and support students against stress, humiliation, or neglect on their campuses, President Droupadi Murmu said.

In her inaugural address at the Visitor's Conference, the President said it should be an endeavor of the heads of institutions, teachers, and staff to provide students with a safe and sensitive environment like their homes.

Pointing to the incident of suicide by a 20-year-old student in IIT Delhi last week, the Presi-



dent said such tragic incidents of suicide have happened in many other educational institutions.

She said: "Protecting students against stress, insult, and discrimination and counseling them must be the priority of all >> Contd. p.4..



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Non-formal education in the learning process on the example of one project

What is non-formal education?

In the encyclopedic dictionary, non-formal education is defined in three ways:

1. Continues throughout life, during which attitudes, values, skills, and knowledge are formed as a result of available resources and daily experiences (family, neighbors, market, library, mass media, work, games, etc.).

2. Any planned program of individual and social education, which is not part of official training programs and which aims to improve knowledge, skills, and competencies.

3. Vocational education, except for vocational higher education, which a person received independently from a vocational educational institution or as a result of assimilation of a non-accredited educational program.

Therefore, non-formal education is used for education outside the formal, national curriculum, the task of which is the development of students in different directions and the development of necessary skills for them in the 21st century.

Today's schools and teachers are obliged to take care to develop the student's critical thinking, creativity, understanding of the issue, problem identification and solving cooperation, and other important skills.

I often used this method of teaching before. Since 2016, my students and I have been involved in the eTwinning program, in the same year I became and still have the status of Microsoft Innovative Educator Expert. This is what made me know so much more about informal education and its bene-

fits. Since then, I have implemented and am implementing many projects together with my students. Some were initiated, others I collaborated with. I mainly planned and implemented projects with interesting topics together with European colleagues.

I would like to present to you how we can make our work more interesting and fun, interest and "fascinate" students, and thus raise awareness of several issues and develop the necessary skills.

eTwinning takes a student-

centered approach and promotes the development of 21st-century skills in students.

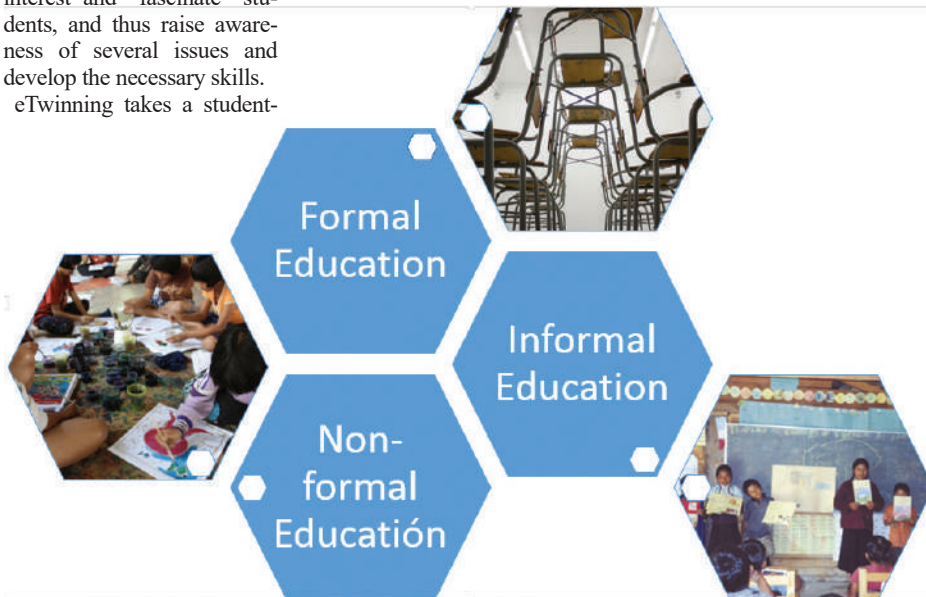
among my students. Foreign colleagues: 15 teachers from different countries participated in the project:

Turkey(7), Georgia(3), Croatia(2), Latvia(1), Romania(1), Greece(1)
The age of the students was 11-16. **Subjects:** technology, social studies/literature. Sociology, media education, history, geography, foreign languages, environmental

better master a foreign language (in terms of practical use).

We wrote interesting activities that we had to do step by step.

One of the most important conditions for any project is the permission obtained from the parents, according to which we are allowed to publish pictures and videos of students on our eTwinning profile, TwinSpace, groups, etc. eTwinning takes



education, and citizenship.

The goal of the project was: Students would be able to understand the essence of media literacy, understand its types based on examples, and easily recognize fake news. to raise their own and others' awareness of the issue; Get new knowledge (and not only) using Web 2 tools. to develop 21st-century skills; They would develop a sense of responsibility, learn teamwork, and cooperation and become more self-confident. In addition, they would make friends with foreign peers. They would

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education, and citizenship. student privacy and security seriously. We have embedded copies of this permission on the relevant page of our project. From the beginning, we wrote the project's rules of conduct, which were common to students and teachers. For example Intellectual Property - We must ensure that the content we upload to the Platform does not infringe copyright. Before sharing images, videos, documents, or other resources, make sure you have the right to do so. No direct or

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indirect threats, bullying, or harassment.

To receive a local or European quality mark, one of the necessary conditions is the connection with the project curriculum. All teachers have completed this task on the relevant page.

A separate page was devoted to the presentation of students and teachers so that we could get to know each other. For the same purpose, we presented our school and the city in which we live.

The next stage was the logo contest. Every project needs its logo, and each participating school submitted one winning logo from an internal competition, from which the students had to choose the best one. The main condition of the competition was to highlight the logo corresponding to the title and theme of the project.

The members of the project met regularly on the ZOOM platform, we used WhatsApp and the Facebook group to communicate. Taking into account the ability of each member, we divided the tasks, and that particular activity had one or two responsible persons.

To ensure that all teachers were actively involved and that no activity was missed, we conducted intermediate and final monitoring.

Within the framework of the project, we guests conducted surveys for students and parents and held essay and drawing contests.

The activities were relevant to the theme. We created booklets, e-books. We had meetings with the population living in the vicinity of the school, we distributed leaflets to raise their awareness (all this caused great interest in the community).

For more fun, to raise interest and awareness, since the project started in November and lasted until June, we dedicated separate activities to New Year's greetings, sending each other greeting cards, celebrating Earth (April 22) and eTwinning (May 9) international days (sometimes modifying the original project plan We have to or introduce additional activities. This makes our project more interesting).

The final product of the project was a blog, which included theoretical and visual material of all project activities, which, if interesting and needed, will help my colleagues and not only me. At the end of the project, we presented our blog to the school community and placed it on the school page.

If in Europe, initially, non-formal education was perceived as an innovation, today it is our everyday life, due to the development of information and communication technologies, which allows us to overcome space and time and our students receive much more than they have ever received.

Environmental Pollution is the biggest Global Problem

The natural quality and quantity of life environments on our planet: air, water, soil, flora and fauna, and many other important factors have changed dramatically in the current period. About this above, to some extent. data displayed. People themselves are the cause of this, of course. If we express a more precise opinion, it will not be a mistake to say that until now, people have abused all kinds of natural resources, i.e. organic and inorganic resources, and caused great damage to the environment. It should be noted that there are 80 bln. More than one person has lived (an account of French scientists) and, without a word, they had different effects on nature in different periods.

The human race appeared on the earth, and to fully satisfy the needs of all its life and activities, it was always in a thrifty (irrational) attitude towards the vital factors in the environment. Of course, in the early times, that is, in primitive times when people were not so numerous, natural areas were abundant enough on Earth and the environment managed to restore its natural parameters. was The fact that self-healing is inherent is sufficiently substantiated in scientific sources.

In addition to the above, it should be noted that in the past several thousand years, the tools and equipment used in various fields, as well as other tools, were technically complex, es-

pecially not so much, as they are now. So, it can be said that the natural environment and vital resources have not been strongly affected. The impact on the environment and nature has increased tremendously in the last hundred years - the 20th century, mainly due to the unprecedented high level



of science and technology.

In the last century, scientific and technical discoveries and inventions began to be widely used in the production of various fields. The basis of this is the need to fully satisfy the needs of humanity, which has increased without a word, of course. All the necessary substances, products, and materials began to be obtained

only at the expense of indiscriminate use of natural resources: forests were cut down, vacant arid lands were used for agricultural purposes, many reservoirs were created, various types of land and underground mineral resources were mined and processed, etc. So, all kinds of industrial enterprises, equipment - vehicles, and energy



facilities began to operate on a global scale.

It is well known to many that almost all technical and technological devices emit extremely harmful foreign elements into the environment as waste materials. They are gas, liquid, and solid chemical substances - products. They can also be recycled. But, in most cases, not only recycled but are also thrown away without suf-

ficient cleaning and disinfection. Even now, for the most part, it is. As a result, living environments have lost their natural characteristics and changed, resulting in various problems. Below are examples of the 4 main life environments on Earth.

Air pollution. It is known that the air environment is the most



necessary for all-natural factors. In other words, air ensures the implementation of energy exchange processes between all living organisms (plants and animals) and inanimate nature — a continuous substance between mineral rocks. Without the atmosphere, life would not exist. Finally, while air is the primary living medium, Earth's weather is also an important fac-



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tor in the periodic reshaping of its climate. To confirm our opinion, we present the results of some scientific observations and research conducted by scientists and specialists. It was found that without air, the night and day temperatures on Earth can differ by up to 200 °C. Naturally, no creature can live in such conditions, and it is impossible to tolerate them at all.

Air, in addition to being a source of respiration, serves as the main factor for the fulfillment of many natural processes on Earth, as noted above. One example is that the seasons, which repeat themselves over and over again each year, are characterized by their characteristic weather, rainfall, and other climatic features, due to the atmospheric medium. On the global scale, evolutionarily, the development of human society is realized, and with time,

various industrial enterprises, energy facilities, and similar man-made factors are gradually created, and due to their activities, the negative impact on the natural environment increases. went In particular, many different gases, dirty gases, and harmful substances began to be released into the air.

Water environment and its pollution. In nature, sources of water are suitable for consumption and the amount of water in them is limited. It was discussed before. Existing sources are also being polluted due to the mixing of various effluents and waste materials. It is well known to many that there is a problem of drinking water shortage in the world at present. It should be noted that such a problem exists in our republic and the Central Asian region as a whole.

Current pollution of natural water sources is mainly due to sewage. It is known that dirty sewage usually occurs in 2 different ways: the first is caused by natural factors. These include runoff from rainfall, such as large amounts of highway and industrial runoff, and runoff from spring floods. The second way is a large amount of wastewater generated by the activities of industrial enterprises, households, and communal households.

The above-mentioned wastewaters, especially the second type, contain a lot of various harmful compounds that destroy the water environment and change its quality. It is known that at the moment, in one night, on the world scale, only at the expense of industrial enterprises, more than 100 million cubic meters.

IDEA TO EXECUTION- MERAKI-2023 the essence of us, that we put into our work at GIMS

■ EJ - Nishant Singh

GNIOT Institute of Management Studies (GIMS), Greater Noida began the new session of PGDM 2023-25 on the 30th of June 2023 with Meraki-2023, The Orientation Program. The grandeur of the event was the reflection of the Institute's commitment to perfection and commitment to the stakeholders. The event witnessed many eminent personalities from the corporate world and celebrities too.

GIMS MERAKI- 2023, The Orientation Program began by seeking the blessing of the almighty through the lamp lighting and Saraswati Vandana amidst the presence of the dignitaries invited from the corporate, the top management, GNIOT Group of Institutions, and the faculty and staff members along with the new batch students and their guardians at the India Expo Centre & Mart. This occasion was also graced with the presence of the guests, members of the management and Directors, and the HOD of GNIOT Group. Dr. Rajesh Kumar Gupta, Chairman GNIOT Group, in his welcome address, congratulated the team and welcomed the students at GIMS, thanked parents for believing in and showing interest in the Institute. He assured me that the education process of GIMS will certainly take the growth of these aspiring managers to the next level. Mr. Gaurav Gupta-Vice Chairman GNIOT Group in his address congratulated the newly admitted students for establishing their commitment in the institute to join the institute and fulfil their future dreams and assured that GIMS will establish its commitment in the future as well as it did in the past years and will continue to contribute in nation building. CEO- of GIMS, Mr. Swadesh



Kumar Singh, discussed the efforts being made by the institute in the past and the innovative practices adopted in the current education scenario. He highlighted that management education will not be able to make a significant change unless new pedagogy, teaching practices, and delivery are revolutionized with the trending patterns and needs of the industry.

On this occasion, the Chief Guest for the event Ms. Nidhi Sharma, HR Director, Dentsu in her address encouraged the new students for working hard and said that innovation in technology and academia is a synergy to be seen shortly. She stressed enabling technology with a disruptive innovation happening at the fast pace would add many fold changes in the future the way indus-

tries are working right now. She asked students to be more agile in learning and applying the knowledge acquired.

Dr. Bhupender Kumar Som, Director of GIMS mentioned the efforts of the institute for the past years and new practices applied in the upcoming session. He shared that developing the right mindset with a set attitude will be what is required in current hiring forces and students must understand and must inculcate them in due journey of the next two years. Making the best utilization of the institute resources and applying the know principles into practicality is what he highlighted is in right sync with the institute's ideology of IDEA to EXECUTION

The highlight of the session was a panel discussion moderated by Dr. Shalini Sharma -Dean OSW with the experts of

the industry on Campus to Corporate. Mr. Mrityunjay Rohit, Vice President, HR CredAble, Mr. Anoop Mitra, Founder, ION Management Services, Mr. Agniwesh Thakur, Director, Human Capital- Deloitte and Mr. Sandeep Tyagi, Director, Human Resources, Uflex were the esteemed panelist for the discussion. The discussion highlighted the aspect of skills needed to be industry ready and went up to the attitude developing through a mindset of learning to excel. During this panel discussion, the development of practical skills expected from these newly admitted students in the future at personal and shared level was discussed, which provide a huge contribution to realizing the dreams of these students. The session ended with questions from the students aptly answered by the panelist.

The talk of the start-up ecosystem buzz Mr. Ashneer Grover was the celebrity expert speaker for MERAKI- 2023. Mr. Ashneer Grover founder of BharatPe, CrickPe, Shark Tank India fame, Author, and the best seller, DOGLAPAN was invited to deliver the essence of entrepreneurship. The tête-à-tête with him, moderated by Dr. Bhupender Som Director GIMS was an amazing experience for one and all present in the audi-

torium. The energy and enthusiasm reflected there was what let us believe so. The questions on various areas of student development and certainly his areas of expertise were put which he handled like cake and shared his life experiences at such ease that students appreciated it during the entire session. Students' queries were welcomed and he was duly excited to answer them and

asked students to be inquisitive and hungry for growth and look forward to acquiring skills for a greater career ahead. The entire program was moderated by Prof Silky Gaur & Dr. Shalini Sharma, Dr. Ruchi Rayat Dean PGP proposed the Vote of Thanks thanking the entire fraternity and invited experts for their valuable support in making this MERAKI 2023 a grand success.



Scholarship: HDFC Bank Parivartan's ECSS Programme 2023-24

Description: HDFC Bank invites applications from students studying in Class 1 to postgraduation level. The scholarship supports meritorious and needy students belonging to underprivileged sections of society.

Eligibility: The scholarship is open for Indian nationals only. The students must be studying in Class 1 to 12, diploma, ITI, polytechnic, undergraduate or postgraduate (including general and professional) courses. The applicants must have passed their previous qualifying examination with at least 55% marks and their annual family income must be less than or equal to INR 2.5 Lakh. Preference will be given to those applicants who are facing personal or family crises that have occurred during the past three years due to which they are unable to continue bearing the cost of education and are at risk of dropping out.

Prizes & Rewards: Up to INR 75,000
Application: Online applications only
Last Date to Apply: Sept, 30 2023
Short Url: www.b4s.in/jagat/HDFC44

Scholarship: Rolls-Royce Unnati Scholarship for Women Engineering Students

Description: Rolls-Royce India invites applications from girl students studying in the 1st/2nd/3rd year of the engineering degree program at AICTE-recognized institutions. The scholarship aims to support deserving students who demonstrate both academic excellence and financial need.

Eligibility: ♦Girl students who are currently studying in the 1st/2nd/3rd year of the engineering degree program (in fields like Aerospace, Marine, Electronics, Computers, etc.) at AICTE-recognized institutions are eligible.

♦The applicants must have scored more than 60% marks in their Class 10 and 12 board exams.

♦Annual family income must not exceed INR 4 lakh per annum.

Please Note:

1. Preference will be given to individuals belonging to special categories such as those with physical disabilities, single parents, and orphans.

2. Female scholars who have previously received the 'Rolls-Royce Unnati Scholarship for Women Engineering Students' in 2022 and are currently in their 4th year of engineering degree can also apply.

Prizes & Rewards: ♦ INR 35,000

♦Exclusive one-to-one and one-to-many mentorship sessions, webinars/workshops from industry experts at Rolls-Royce India

Application: Online applications only
Last Date to Apply: Aug. 31, 2023
Short Url: www.b4s.in/jagat/UNNS5

Scholarship: Keep India Smiling Foundational Scholarship and Mentorship Programme for Sportsperson and Individuals

Description: VColgate-Palmolive (India) Ltd. is giving young students an opportunity to pursue their academic/career aspirations by providing them with scholarships for education. This scholarship program aims to provide foundational support to individuals, who are deserving & meritorious but may lack the resources to pursue their dreams.

Eligibility: ♦For individuals helping others, the applicants must be graduates and involved in activities like teaching a group of underprivileged children or providing sports training to them.

♦For sportspersons, applicants must have represented the state/country at the state/national/international level in the last 2/3 years. They must be ranked within 500 in the national ranking/ within 100 in the state ranking. They must be aged between 9 and 20 years. The annual family income of all applicants must be less than INR 5 Lakhs per annum.

Prizes & Rewards: Selected scholars can avail scholarship award of INR 75,000 per year for up to 3 years

Application: Online applications only
Last Date to Apply: Aug. 30, 2023
Short Url: www.b4s.in/jagat/KSSI2

15 American teachers impressed by Delhi education model

■ EJ News - New Delhi

A delegation of 15 American teachers visited the Rajkiya Sarvodaya Kanya Bal Vidyalaya in West Vinod Nagar here, as part of the Fulbright Teachers for Global Classroom programme of the US government.

This visit aimed to provide the American teachers with first-hand experience of Delhi's education model and its innovative practices.

The teachers were welcomed by Atishi, the Delhi Education minister, who highlighted the significance of the visit. During their time at the school, the delegation had the opportunity to engage with the students, attend the renowned Happiness Class, and experience the Entrepreneurship Mindset Curriculum. These interactions allowed the American teachers to gain invaluable insights into the curriculum and teaching methodologies employed by Delhi government schools, which have garnered worldwide admiration.

Atishi, in her conversation with the American teachers, emphasised the AAP government's



commitment to ensuring quality education for every child in Delhi. She acknowledged the divide between public and private schools and expressed the government's determination to change this scenario.

Atishi highlighted the significant investments in teacher training, improvements in school infrastructure, and the development of three unique mindset curriculums aimed at fostering responsible citizenship among students. Alex Pa-

jares from Brooklyn, New York, shared his experience, stating, "The visit to this Delhi government school and witnessing the Delhi education model firsthand has been truly eye-opening. The innovative approaches and the state government's commitment to excellence in education are truly inspiring."

Marilyn Pryle from Pennsylvania expressed her amazement at the transformative impact of the Delhi education model, particularly the implementation of

the Entrepreneurship Mindset Curriculum. She remarked, "Developing an entrepreneurship mindset among students is an important part of education in the current scenario, and the Delhi government is implementing it in its schools in a unique way through EMC."

Katerina M Johnson from Aurora, Colorado, commended the Delhi education model, stating, "The Delhi education model is a shining example of how prioritising education and investing in teacher training can lead to remarkable changes in the lives of students. I am excited to implement the lessons learned during this visit in my own teaching practice."

Atishi also emphasised on the significance of international teacher exchange programs like Fulbright Teacher Exchanges, stating that they foster global collaboration and promote the exchange of ideas and best practices in education. She applauded the cohort of American teachers for their excellence and leadership in their home school districts and expressed her delight at welcoming them.

PM Modi announces 5-year post-study visa for Indian students in France

■ EJ - Agency

Prime Minister Narendra Modi announced a longer post-study work visa for Indian students in France. Modi said that France has decided to grant a long-term five-year visa for students pursuing a master's degree in their country.

This announcement was made while PM Modi addressed the Indian community at La Seine Musicale in Paris.

Earlier, Indian students in France were given two years of post-study work visas.

A post-study work visa (PSW)

also known as Graduate Route in some countries is a time offered by the host country for international students. The post-study work visa allows international students to complete their studies and then stay on for a few years (decided by the local

government) to find job opportunities and earn experience.

However, the majority of countries make it compulsory for students to ensure that the jobs they apply for should be related to their chosen field, in which they have earned their degree.



CUET-UG results announced, 22,000 candidates score 100 percentile

■ EJ - Agency

The National Testing Agency (NTA) declared the results for the Common University Entrance Test-Undergraduate (CUET-UG), which showed that over 22,000 candidates scored 100 percentile.

The maximum top scorers were in English, followed by Biology and Economics.

Over 11.11 lakh candidates appeared for the second edition of the entrance exam.

While 5,685 candidates scored 100 percentile in English, 4,850 candidates got a top score in Biology/Biotechnology/Biochemistry, followed by 2,836 in Economics.

"The performance of every candidate has been evaluated using the equi-percentile method wherein normalized marks of each candidate have been calculated using the percentiles of each group of students in a given session across multiple days for



the same subject," said Sadhana Parashar, Senior Director, National Testing Agency (NTA).

"The role of the NTA is confined to the registration of candidates, the conduct of the test, hosting of answer keys, inviting challenges, finalizing answer keys, preparing and declaring results, and hosting scorecards.

"A merit list will be prepared by participating universities

and organizations. The universities will decide about their counseling on the basis of the scorecard of CUET (UG) - 2023 provided by NTA," she added.

The CUET-UG is the second-largest entrance exam in the country in terms of the number of applicants. In its first edition, 12.5 lakh students had registered for the exam and 9.9 lakh had submitted their applications.

AISA survey: Most DU students dissatisfied with 4-year UG program

■ EJ - Agency

The All India Students' Association (AISA) on Wednesday unveiled the results of a survey titled 'FYUP Ka Report Card' in which over 4,000 students from 23 different colleges within Delhi University voiced their opinions on the course structure, fee hikes, and assessment scheme of the four-year undergraduate program (FYUP).

The findings were announced during a public meeting at Arts Faculty, attended by prominent professors Nandita Narain, Vijender Chauhan, and Jitendra Meena.

According to the survey, FYUP has had a detrimental impact on student's academic experiences. The overwhelming majority of participants expressed dissatisfaction with various aspects of the new system. Key highlights from FYUP Ka Report Card include: 78 percent of students believe



that the quality of education at Delhi University has not lived up to their expectations and aspirations and 70 percent of students feel that the introduction of new courses like SEC and VAC has added unnecessary workload, diverting attention from core subjects.

A resounding 91 percent of students feel overwhelmed by continuous assessments and tests due to the additional courses while 68 percent of students fear that if fees continue

to escalate annually, they will be unable to pursue education for the full four years, undermining the purported flexibility and choice promised by FYUP and 82 percent of students doubt the practical value of the certificate or diploma degrees offered under FYUP, raising concerns about prospects.

Most significantly, 87 percent of students unequivocally stated that FYUP should not be continued within the education system.

NEET UG 2023 Counseling process to begin on July 20

■ EJ - New Delhi

The Medical Counseling Committee (MCC) today announced the NEET UG 2023 counseling schedule for MBBS aspirants. Candidates who qualified NEET UG 2023 exam can check the complete counseling schedule at the official website of MCC — MCC.nic.in.

As per the recently released schedule, for NEET UG 2023, counseling verification of the tentative seat matrix by the participating institutes and NMC will begin from July 20.

Registration and payment of the first round will be conducted from July 20 to July 25, and the choice locking facility will be conducted between July 22 and 26. The processing of the first seat allotment will be on July 28 and 20, after which the result will be announced on July 29.

The second seat allotment list's registration process will be con-



ducted between August 9 and 14, with the result on August 18. The third list will be released on September 8.

Those candidates who have successfully cleared NEET UG 2023 are eligible for the counseling process. For the general category students, a candidate must have a score in the 50th percentile, while SC/ST/OBC candidates must have a score in the 40th percentile.

The MCC conducts counseling for 15 percent of AIQ (All India Quota) seats. The rest 85 percent of state quota seat counseling is conducted by respective state authorities. Under MCC AIQ seat counseling, MBBS and BDS seats of central universities like - Aligarh Muslim University, Banaras Hindu University, University of Delhi, Faculty of Dentistry, Jamia Millia Islamia, Delhi, colleges under Employee State Insurance Corporation and Armed Forces Medical College, Pune comes.

This year, the NEET exam was conducted on May 7 and results were declared on June 13. A total of 20.38 lakh registered for the exam, of which 11.45 lakh candidates qualified. Prabanjan J of Tamil Nadu and Bora Varun Chakravarthi of Andhra Pradesh topped the NEET UG exam this year.

SC asks UGC what action was taken against caste discrimination on campuses

■ EJ - New Delhi

The Supreme Court asked the University Grants Commission (UGC) to specify steps it has taken and proposed to take, to provide a non-discriminatory, enabling environment for the students belonging to Scheduled Castes and Schedule Tribes in institutions of higher learning, terming it a "very serious issue". A bench of Justices AS Bopanna and MM Sundresh asked the UGC to furnish the details of steps taken on a plea by the mothers of Rohith Vemula and Payal Tadvi, who had allegedly died by suicide following alleged caste-based discrimination in their educational institutions.

While Vemula, a Dalit Ph.D. scholar at Hyderabad Central University, had ended his life on January 17, 2016, Tadvi, a tribal student at TN Topiwala National Medical College, Mumbai, took the extreme step on May 22, 2019, due to alleged caste-based discrimination by three doctors of her institution.

"This is a very serious issue. Whatever concerns are raised... how do you propose to deal with it and what steps have you taken to address these grievances? This issue is non-adversarial and the UGC needs to take some concrete action. It is for the benefit of students and their parents. Steps taken would ensure that these types of incidents don't happen in the future," the bench told the counsel appearing for the UGC.

Senior advocate Indira Jaising, appearing for the mothers of Vemula and Tadvi, said they have lost their son and daughter respectively, and in the past year three more students studying at a National Law School, a medical college, and the Indian Institute of Technology, Bombay have taken their lives.

"Therefore, there is a sense of urgency about this petition. It would be appropriate that UGC formulates binding guidelines which can be followed by institutions of higher learning.

"It is unfortunate that the existing guidelines do not have a binding effect as they do not have any sanction for violation of the norms. There should be some regulations like Prevention of Sexual Harassment (PoSH) at Workplace Act and the anti-ragging law, which provides for punitive action in case of violation", Jaising said.

She said equity regulations framed by the UGC in 2012 to address the complaints of caste discrimination on campuses are proving to be inadequate.

The counsel for UGC said the Commission is aware of the situation and has written to vice-chancellors of universities and college principals. Justice Sundresh told the counsel that efforts needed to be made so the students from SC/ST communities are mainstreamed.

"You need to ensure that there is no discrimination as some of them may drop out of the col-



lege/universities if they don't get along with other students. For this, some out-of-the-box solutions are needed," he said. The bench then asked the UGC counsel to elicit suggestions from the petitioners and file a reply specifying the steps it has taken and proposed to take to create a non-discriminatory environment on campuses within four weeks.

On September 20, 2019, the top court issued a notice on the plea by the mothers of Vemula and Tadvi, seeking to end caste bias in universities and other higher education institutions across the country. It had sought responses from the Centre and the UGC on the petition. The petitioners have sought enforcement of fundamental rights, particularly the right to equality, the right to prohibition of discrimination against caste, and the right to life. The petition has claimed the rampant prevalence of caste-based discrimination in higher educational institutions throughout the country and said it reflects flagrant non-compliance with existing norms and regulations.

It has been said these incidents are violative of the fundamental rights to equality, equal opportunity, right against discrimination, abolition of untouchability, and right to life guaranteed under Articles 14, 15, 16, 17, and 21 of the Constitution.

The petitioners have sought directions to the Centre and the UGC to strictly ensure enforcement of and compliance with the UGC (Promotion of Equity in Higher Educational Institutions) Regulations, 2012, popularly called 'UGC equity regulations'.

They have also sought directions from the Centre and the UGC to ensure that all universities, including deemed universities and higher educational institutions, comply with UGC equity regulations in "letter and in spirit".

The plea has sought the court's direction to ensure that all universities and Higher Education Institutions (HEI) establish Equal Opportunity Cells and other anti-discrimination internal complaint mechanisms, and to include members from SC/ST communities and independent representatives from NGOs or social activists to ensure objectivity and impartiality in the process. It has also sought direction from all universities to take strong disciplinary action against the victimization

of students or staff who file complaints alleging caste-based discrimination and to take necessary steps like interim reliefs that restrain the HEI from creating a hostile environment against students who file such complaints. Besides these directions, the petition has sought various steps to ensure an end to caste-based discrimination on campuses.

"Since 2004, there have been over 20 documented instances of students committing suicides across the universities in the country. Various committees set up to look into these deaths have concluded that SC and ST students have faced systematic discrimination in matters of allotting supervisors, caste-based abuses, problems in matters of scholarships, and more," the plea has said.

NExT exam...

tions 2023 recently, stating that the exam will be conducted in two phases, with the NExT Step 1 and Step 2 exams being held twice a year - in May and November.

The exam, aimed at ensuring practical training and uniform education for all medical students in the country, was to be conducted by the All India Institute of Medical Sciences. However, the currently graduating students had demanded that the examination be postponed as they did not have enough time to prepare for a new examination format.

The NMC had said the NExT should form the basis of certifying the eligibility of a medical graduate to register to practice the modern system of medicine in India and therefore serve as a licentiate test.

It will also form the basis for determining the eligibility and ranking for admission of those desirous of pursuing further postgraduate medical education in the country in broad medical specialties and therefore serve as an entrance examination for admission to courses of PG medical education.

Students' suicides.. educational institutions. It is the students who help these institutions reach new heights."

On the National Education Policy (NEP), 2020, Murmu said: "It believes in learner-centric education. Providing equitable and inclusive higher education for students from socially and economically disadvantaged groups is one of NEP's priorities."

She also emphasized India's goal to become a "global knowledge superpower" in its Amrit Kaal. "NEP 2020 clearly says that effective governance and leadership enable cultural excellence and innovation in educational institutions. Institutional leaders are responsible for transforming India into a knowledge superpower," Murmu said.

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Netherlands: Phone ban announced to stop school disruptions

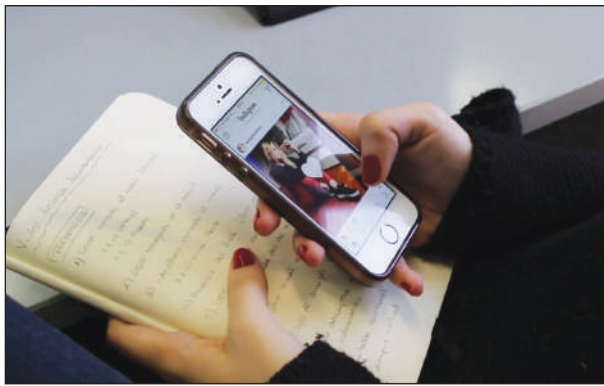
■ EJ - Agency

Even though mobile phones are almost intertwined with our lives, they do not belong in the classroom," said Education Minister Robbert Dijkgraaf.

"Students must be able to concentrate there and be given every opportunity to learn well. We know from scientific research that mobile phones disrupt this." Various studies have found limiting children's screen time is linked to improved cognition and concentration.

Other tech including tablets and smartwatches are also included in the Dutch ban.

The government said it would be up to individual schools to agree on the exact rules with teachers, parents, and pupils - including whether they wanted to completely ban devices from



schools.

The scheme is the result of an agreement between the ministry, schools, and related organizations.

It will be reviewed at the end of the 2024/2025 school year to see how well it had worked and whether a legal ban is needed. The announcement follows a

similar decision by Finland last week.

Its government announced it would change the law to make it easier to restrict the use of phones in schools.

Other countries, including England and France, have also proposed banning mobile phones to improve learning.

3.3 billion people live in countries that spend more on debt interest than education:

UN

■ EJ - Agency

Some 3.3 billion people 'almost half of humanity' now live in countries that spend more money paying interest on their debts than on education or health, according to a new UN report released.

U.N. Secretary-General Antonio Guterres told a press conference launching the report that because this "crushing debt crisis" is concentrated mostly in poor developing countries, it is not judged to pose a systemic risk to the global financial system.

"This is a mirage," the U.N. chief warned. "3.3 billion people is more than a systemic risk, it is a systemic failure."

Guterres said financial markets may seem not to be suffering yet, but billions of people are and the levels of public debt are staggering and surging.

"In 2022, global public debt reached a record \$92 trillion and developing countries shoulder a disproportionate amount," he said.

According to the report, the number of countries facing high debt levels has increased sharply from 22 nations in 2011 to 59 in 2022.

The secretary-general said a growing share of debt is held by private creditors who charge sky-high interest rates to developing countries.

As an example, he cited African countries that on average pay four times more for borrowing than the United States and eight times more than the wealthiest European countries.

The debt crisis is leaving governments with no money to invest in lagging U.N. development goals for 2030 that include ending extreme poverty; ensuring that every child has a good-quality primary and secondary school education, and investing



in transitioning to renewable energy, he said.

The report says public debt has reached "colossal levels" largely due to two factors: First, countries' financial needs soared as they tried to fend off the impact of cascading crises including the COVID-19 pandemic, the rising cost of living and climate change, and second, the global financial architecture 'makes developing countries' access to financing inadequate and expensive.

The International Monetary Fund says 36 countries are on so-called 'debt row', either in, or at high risk of debt distress, Guterres told reporters.

Another 16 are paying unsustainable interest rates to private creditors (and) a total of 52 countries - almost 40% of the developing world - are in serious debt trouble.

"U.N. trade chief Rebeca Grynspan stressed, "the sheer magnitude and speed at which public debt has grown," pointing to a more than fivefold surge since 2000, "significantly outpacing global GDP growth that has only tripled in the same period."

Regionally, between 2010 and 2022, the amount of government debt increased by almost four

times in Asia and the Pacific, three times in Africa, 2.5 times in Europe and Central Asia, and 1.6 times in Latin America and the Caribbean, Armida Alisjahbana, executive secretary of the U.N.

Economic and Social Commission for Asia and the Pacific, told reporters.

The report by the U.N. Global Crisis Response Group sets out a roadmap to global financial stability including major reforms to the global financial architecture, especially the IMF and World Bank.

It also includes a new 'mechanism' to tackle debts that includes suspending payments, longer lending terms, and lower interest rates including for vulnerable middle-income countries.

Grynspan told reporters by video from Geneva that a new mechanism is critically needed to restructure debt much faster. Currently, it can take up to 2 ½ years, she said. Guterres said an upcoming summit of the world's 20 wealthiest nations in India on Sept. 9-10 is an opportunity to take action on debt relief and other needed financial reforms.

the UAE.

The new MoU is an addition in the 'IITs go Global' campaign. This will be the second international IIT campus after IIT Madras Zanzibar.

"An exemplar of New India's innovation and expertise, the IIT Delhi campus in UAE will

be an edifice of India-UAE friendship. It will set a brand new template for leveraging the power of knowledge for both mutual prosperity and global good as envisioned in NEP," Indian Minister of Education, Dharmendra Pradhan, tweeted today.

Int'l students seek "Hybrid Model" of learning – report

■ EJ - Agency

The results of the Tribal i-graduate's annual International Student Barometer have been published, detailing student satisfaction and how international students want their studies to look, with a minority of internationally mobile students preferring a purely-in person learning experience.

"I'm pleased to report that the data points towards some positive trajectories for our participating institutions, as well as a more optimistic picture regionally and globally," said Nick Pidgeon, business unit director, of surveys and benchmarking at Tribal i-graduate.

Satisfaction among international students across all elements of online learning has increased since 2021, except satisfaction with online lectures – which remained at the same level.

"While results vary from institution to institution, the progress made in the quality of online learning at an overall level is clear in results from the last three waves of the International Student Barometer," said Kyla Steenhart, director, of Tribal i-graduate New Zealand.

"Institutional improvements to pedagogy and systems have paid dividends in student satisfaction with online learning, with a large increase in satisfaction in the year

following the initial response, and a gradual year-on-year increase in satisfaction since."

Just 8% of international students globally said they would like all of their held lectures online. Meanwhile, 10% said they would like the entirety of their tutorials to be virtual.

The findings show that, at a global level, international students would like approximately a third of lectures and tutorials to be delivered online, with the remainder taught in person – although preferences vary across origin country, and subject of study.

Chinese and Nigerian students have the highest average preferred proportion of online lectures, at 40%, closely followed by Indian students at 39%.

Meanwhile, German and American students preferred a lower proportion of online learning, at 30% and 31% respectively.

"One of the main factors that have been so helpful for me is the multimodal learning options and the ability to learn online without any detriment," said one student respondent.

"It provides so much flexibility and allows me to work without trading off university work,

which is important to me as it is currently difficult to get by with the cost of living crisis and wanting to minimize my potential exposure to Covid-19."

The report suggests that international students particularly value having access to online recordings – especially those who are being taught in a language not native to them, giving them the flexibility to rewatch lessons to gain a better understanding.

"While it is now possible, in most cases, for institutions to return to full in-person delivery, in light of the clear preference amongst international students for some form of hybrid learning, institutions need to consider what delivery modes they will offer going forward and how these can be optimized for both academic quality and student satisfaction," said Steenhart.

"An in-depth understanding of student expectations and preferences and to what extent these are being met – not just by an institution but also by those in its peer group – is crucial for institutions in ensuring that they remain relevant and attractive in a landscape that is continuing to evolve."

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