



International Column



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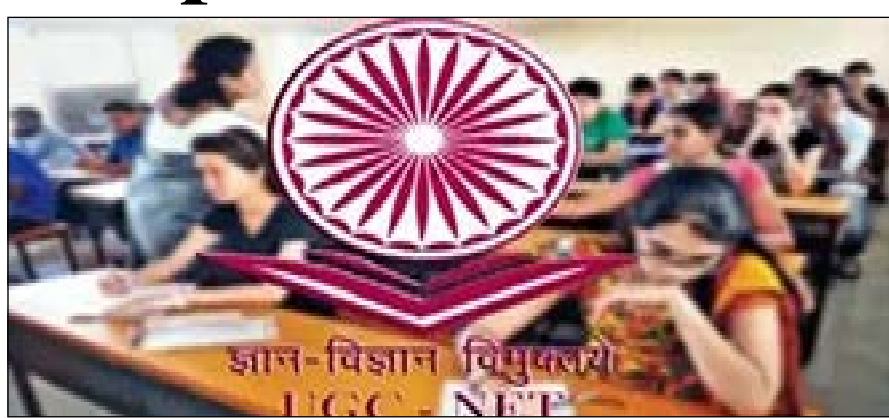
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Education Jagat

End of UGC, 2 Board Exams and Global campuses: 2025



EJ News - New Delhi

The year 2025 marked a watershed moment for India's education sector. Changes were driven by sweeping policy reforms, technological integration, and a strong push toward internationalising Indian higher education through approvals for foreign university campuses in the country. Also notable was the setting up of IIT and IIM campuses abroad. However, the most significant development was the Union Cabinet's approval of the Viksit Bharat Shiksha Adhikshan (VBSA) Bill, 2025, rechristened from the Higher Education Commission of India (HECI) Bill, which seeks to replace multiple regulatory bodies with a unified authority. The Central Board of Secondary Education (CBSE) also introduced twice-a-year board examinations for Class 10 students, while the University Grants Commission (UGC) greenlit seventeen foreign universities to establish campuses across India. Against this backdrop of reform, the sector confronted persistent challenges around student mental health, coaching centre culture, and examination stress. The most significant development came towards the end of the year, when the Union Cabinet approved the Higher Education Commission of India (HECI) Bill, rechristened as the Viksit Bharat Shiksha Adhikshan (VBSA) Bill, 2025. The proposed legislation is set to replace three key regulatory bodies — the University Grants Commission (UGC), All India Council for Technical Education (AICTE), and the National Council for Teacher Education (NCTE), with a single overarching authority. While the Bill aims to streamline regulation, accreditation, and academic standards across higher education institutions, however, the proposed council will not have the power to allocate grants, a

function that will remain with the government. The Bill also introduces stronger penalties for non-compliance. Examination reform remained a central theme across school and higher education. The CBSE formally introduced its twice-a-year board examination model, beginning with Class 10, allowing students multiple attempts to improve scores. This was accompanied by proposals to introduce open-book assessments in two board exams from 2026, aimed at testing conceptual understanding rather than rote memorisation. The entrance examinations conducted by the National Testing Agency (NTA) underwent a major overhaul in 2025 following recommendations from the Radhakrishnan Committee, which was established after a series of alleged paper leaks in 2024. The reforms aimed to restore credibility to competitive examinations like NEET and JEE, which serve as gateways to medical and engineering colleges for millions of students. Mounting concerns over student stress, particularly in competitive exam ecosystems, prompted a parliamentary panel to announce a review of the rapidly expanding coaching centre industry. The panel said it would examine the pressure-cooker culture around exams such as JEE, NEET, UPSC, and other national-level tests, as well as the growing role of technology and AI in education. This scrutiny came amid repeated reports of student suicides, especially in coaching hubs like Kota, and across engineering and medical campuses nationwide. In similar instances, the Supreme Court mandated the registration of FIRs in suspected cases and directed the formation of a National Task Force to address mental health concerns in educational institutions. The task force launched a dedicated portal and initiated nationwide surveys to identify systemic stressors affecting students. Internationalisation of higher education gathered momentum in 2025. The UGC announced that multiple foreign universities had either received approval or formally announced plans to establish campuses in India. Nine UK universities were among those expected to set up Indian campuses, reflecting growing global confidence in India's regulatory framework.

Institutions such as the University of New South Wales, University of Liverpool, and University of York announced campuses in Bengaluru and Mumbai, with several promising degrees at substantially lower costs than overseas education. NCERT textbook revisions sparked debate throughout the year. New Class 7 textbooks expanded coverage of the Ghaznavid invasions, traced algebra and mathematical concepts to ancient India. In another significant move, NCERT and UGC began working towards integrating Ayurveda into health education curricula in schools and colleges, signalling an attempt to align traditional knowledge with formal education frameworks.

Tripura student's killing in Dehradun sparks outcry over racism and hate crimes



EJ News - Dehradun

Anjel Chakma, a 24-year-old AMBA student from Tripura, died in a Dehradun hospital after battling for his life for more than two weeks. His crime: standing up to men who mocked his identity and questioned his nationality. On the evening of December 9, Anjel stepped out with his younger brother Michael to buy groceries in the Selaqui area of Dehradun. They never returned the same. A group of six men allegedly stopped them, hurled racial slurs, and mocked them as 'Chinese'. Witnesses and friends say Anjel did not shout. He did not pro-

KEY POINTS
●Chakma, a final-year MBA student, remained hospitalised for 17 days after suffering stab injuries to the neck and abdomen
!The victim's father, a BSF personnel posted in Manipur, alleged the attackers called his sons "Chinese" and questioned their nationality
!Five accused, including two minors, have been arrested; one accused, a Nepali national, is absconding
!SIT formed to probe Tripura student's death, PIL filed in SC

voke. He calmly asserted who he was. "We are not Chinese. We are Indians. What certificate should we show to prove that?" Anjel reportedly said. Minutes later, knives were drawn. According to police and eyewitnesses

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International Education in 2025: Transformation, Challenges, and a New Direction

The year 2025 has been recorded as a significant transitional phase for global education systems. It marked a period when most countries began moving beyond the immediate challenges left by the pandemic and started focusing on stability, quality, and future-oriented reforms. Issues such as technology integration, skill development, equity, and mental health remained at the center of international educational discourse throughout the year.

When viewed holistically, international education in 2025 emerged as a delicate balance between innovation and inequality, hope and reality, and digital advancement and social challenges. While new ideas and reforms gained momentum, long-standing structural issues continued to shape educational outcomes worldwide.

1. Global Shifts in Education Policies

By 2025, many countries across the world had begun restructuring their education policies to align with the demands of the 21st century.

In regions such as the United States, Europe, Japan, and Australia, greater emphasis was placed on skill-based and competency-oriented education, reflecting changing labor market requirements. These systems increasingly focused on adaptability, problem-solving, and lifelong learning rather than rote memorization.

Countries like Finland, Singapore, and South Korea strengthened their curricula by making critical thinking, creativity, and problem-solving core learning objectives. Meanwhile, several nations in Africa and South Asia prioritized foundational literacy and numeracy, recognizing that basic skills remain the cornerstone of educational development.



Despite progress at the policy level, a clear reality persisted: the educational gap between developed and developing nations remained significant. Differences in funding, infrastructure, governance, and access continued to shape unequal learning outcomes across regions.

2. Digital Education and the Impact of Artificial Intelligence

One of the most transformative forces in international education in 2025 was the rapid expansion of digital technology and artificial intelligence (AI).

AI-driven personalized learning platforms, virtual classrooms, online degree programs, and micro-credentials moved firmly into the educational mainstream. Universities and schools across the globe increasingly adopted hybrid and blended learning models, combining face-to-

face instruction with digital resources.

These innovations expanded access, flexibility, and personalization in learning. However, they also exposed a major global concern: the digital divide. In low-income countries and marginalized communities, limited access to reliable internet, digital devices, and digital literacy significantly undermined educational equity. As a result, while technology enhanced learning opportunities for some, it simultaneously deepened inequalities for others.

3. Higher Education and the Global University Landscape

In 2025, higher education systems worldwide moved toward greater flexibility and internationalization.

International student mobility gradually returned toward pre-pandemic levels, and universities revived exchange programs, global partnerships, and collaborative research initiatives. Many institutions launched cross-border degree programs, joint research projects, and

industry-linked academic models to remain globally competitive.

Research, innovation, and industry collaboration emerged as top priorities for universities.

However, these advancements were accompanied by serious concerns. The rising cost of higher education, growing student debt—particularly in countries like the United States—and increasing academic and psychological pressure on students became major global issues. Questions about affordability, accessibility, and student well-being gained renewed attention.

4. Skill Education and the Employment Challenge

By 2025, there was widespread global recognition that traditional degrees alone are no longer sufficient to ensure employability.

Countries across Europe and Asia strengthened vocational education and apprenticeship models to bridge the gap between education and employment. Short-term courses, micro-skills,

petition, and uncertainty about the future contributed to stress and anxiety among students and educators alike. Schools and universities began prioritizing emotional well-being, counseling services, and supportive learning environments.

6. Equity, Inclusion, and Social Justice

Equity and inclusion became defining themes of international education in 2025.

Global organizations and national governments focused attention on: Girls' education

- Access for students with disabilities
- Education for refugees and displaced children
- Special initiatives were launched to address learning gaps among marginalized populations.

However, ongoing conflicts, climate-related disasters, economic instability, and migration crises continued to disrupt access to education in many parts of the world. These challenges highlighted the fragile link between education, peace, and social stability.

Conclusion: 2025—Global Education at the Threshold of Change

The international education landscape in 2025 was neither fully stable nor entirely balanced. It was a year in which new ideas, reforms, and innovations were taking shape, while long-standing challenges remained unresolved.

In essence:

"In 2025, global education systems moved decisively toward innovation, yet continued to be tested by issues of equity, quality, and access."

The direction for the future is clear:

- Achieving a balance between technology and human values
- Integrating skills with deep conceptual knowledge

- Making education genuinely universal, inclusive, and resilient

If this balance can be sustained, international education in the coming years has the potential to become not only more employment-oriented, but also human-centered, socially responsible, and globally responsive.



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digital certifications, and lifelong learning pathways gained importance as learners sought continuous upskilling.

Nevertheless, rapid technological change also transformed the nature of work itself. Automation, AI, and digital transformation disrupted job markets, leading to persistent skill gaps and youth unemployment in many regions. Education systems struggled to keep pace with the evolving demands of industries, highlighting the need for stronger alignment between curricula and labor markets.

5. Teachers, Assessment, and Mental Health

In 2025, global education systems increasingly acknowledged that teachers are central to meaningful reform. Many countries invested more heavily in teacher training, digital upskilling, and professional development to equip educators for modern classrooms.

Assessment practices also began shifting away from purely exam-based models toward competency-based, formative, and continuous evaluation. While progress was uneven, the move reflected a broader understanding that meaningful learning cannot be measured by standardized tests alone.

At the same time, mental health emerged as a critical global educational concern. Rising academic pressure, intense com-

An Account of India's Education System in 2025: Progress, Challenges, and the Road Ahead

The year 2025 can be viewed as a transitional phase for India's education system. It is a period in which policies have begun to reach classrooms, yet their full impact is still unfolding. Nearly five years have passed since the implementation of the National Education Policy (NEP) 2020, and by 2025 several of its key provisions have started taking shape at the grassroots level.

When examined holistically, the state of education in India in 2025 presents a picture balanced between hope and reality—marked by strong intent, visible progress, and persistent structural challenges.

1. From Policy to Practice: The Impact of NEP 2020

By 2025, NEP 2020 has evolved from being merely a visionary document into a foundational framework guiding educational reform across the country. One of its most significant contributions has been the renewed focus on Foundational Literacy and Numeracy (FLN) in early schooling, recognizing that strong basics are essential for lifelong learning.



The introduction of skill and vocational education from Grade 6 has begun in many boards and states, signaling a decisive shift away from purely academic, rote-based learning. Similarly, reforms such as multidisciplinary education, flexible curricula, and credit-based systems have gradually started entering the higher education ecosystem.

However, it has also become clear that the impact of NEP 2020 has been uneven. Differ-

ences in state capacity, institutional readiness, infrastructure, and socio-economic conditions have resulted in varying levels of implementation. While some regions have moved ahead confidently, others continue to struggle with basic execution.

2. School Education: Steps Toward Reform

In 2025, several positive developments were visible in school education. A conscious effort was made to move away from rote memorization toward experiential, activ-

ity-based, and student-centered learning. Many schools adopted project work, collaborative tasks, and real-life applications of knowledge.

Boards such as CBSE and a few state boards introduced skill-based subjects, project assessments, and art-integrated learning, reflecting the pedagogical shift recommended by NEP 2020. The use of digital platforms, smart classrooms, and e-content expanded significantly, particularly in urban and semi-



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urban areas.

At the same time, serious challenges persisted in rural and government schools. These included: Shortage of qualified teachers, Lack of adequate infrastructure and learning resources

A continuing digital divide

As a result, regional and institutional disparities in education quality remained a major concern, highlighting the need for targeted and inclusive reforms.

3. Higher Education: Structural Change at a Slow Pace

The higher education sector in 2025 was clearly in the midst of transformation, though progress remained gradual. Reforms such as:

The Multiple Entry-Exit System,
The Academic Bank of Credits

(ABC), and A push toward research-oriented undergraduate education were initiated in many universities and institutions.

Despite these steps, a large number of institutions continued to grapple with outdated curricula, exam-centric evaluation systems, and weak industry linkages. Compared to elite and private universities, reforms in ordinary public universities progressed at a slower pace. This uneven momentum raised concerns about equity and quality across the higher education landscape.

4. Skill Education and the Employment Link

By 2025, skill education emerged as a central pillar of India's education policy. Through initiatives such as the Skill India Mission, Pradhan Mantri Kaushal Vikas Yojana (PMKVY), and ITIs, millions of young people received vocational and technical training.

The introduction of skill subjects in schools also helped lay the foundation for a change in mindset, slowly challenging the long-standing bias against vocational learning.

Nevertheless, the gap between skills and employment remained the most pressing challenge. While many young people obtained certificates and basic training, access to:

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A different age: AI agents arrived in 2025 and changed the tech game forever

■ **EJ** - Pittsburgh

In artificial intelligence, 2025 marked a decisive shift. Systems once confined to research labs and prototypes began to appear as everyday tools. At the center of this transition was the rise of AI agents – AI systems that can use other software tools and act on their own.

While researchers have studied AI for more than 60 years, and the term “agent” has long been part of the field’s vocabulary, 2025 was the year the concept became concrete for developers and consumers alike.

AI agents moved from the ory to infrastructure, reshaping how people interact with large language models, the systems that power chatbots like ChatGPT.

In 2025, the definition of AI agent shifted from the academic framing of systems that perceive, reason and act to AI company Anthropic’s description of large language models that are capable of using software tools and taking autonomous action. While large language models have long excelled at text-based responses, the recent change is their expanding capacity to act, using tools, calling APIs, coordinating with other systems and completing tasks independently.

This shift did not happen overnight. A key inflection point came in late 2024, when Anthropic released the Model Context Protocol. The protocol allowed developers to connect large language models to external tools in a standardized way, effectively



giving models the ability to act beyond generating text. With that, the stage was set for 2025 to become the year of AI agents.

The momentum accelerated quickly. In January, the release of Chinese model DeepSeek R1 as an open-weight model disrupted assumptions about who could build high-performing large language models, briefly rattling markets and intensifying global competition.

An open-weight model is an AI model whose training, reflected in values called weights, is publicly available. Throughout 2025, major U.S. labs such as OpenAI, Anthropic, Google and xAI released larger, high-performant models, while Chinese tech companies including Alibaba, Tencent, and DeepSeek expanded the open-model ecosystem to the point where the Chinese mod-

els have been downloaded more than American models.

These developments quickly found their way into consumer products. By mid 2025, “agentic browsers” began to appear. Tools such as Perplexity’s Comet, Browser Company’s Dia, OpenAI’s GPT Atlas, Copilot in Microsoft’s Edge, ASI X Inc.’s Fellou, MainFunc.ai’s Genspark, Opera’s Opera Neon and others reframed the browser as an active participant rather than a passive interface. For example, rather than helping you search for vacation details, it plays a part in booking the vacation.

At the same time, workflow builders like n8n and Google’s Antigravity lowered the technical barrier for creating custom agent systems beyond what has already happened with coding agents like Cursor and GitHub Copilot.

As agents became more capable, their risks became harder to ignore. In November, Anthropic disclosed how its Claude Code agent had been misused to automate parts of a cyberattack. The incident illustrated a broader concern: By automating repetitive, technical work, AI agents can also lower the barrier for malicious activity.

This tension defined much of 2025. AI agents expanded what individuals and organizations could do, but they also amplified existing vulnerabilities.

»AI agents moved from theory to infrastructure, reshaping how people interact with large language models, the systems that power chatbots like ChatGPT

»As agents became more capable, their risks became harder to ignore »In November, Anthropic disclosed how its Claude Code agent

JEE Advanced 2026 Notification Out

■ **EJ** - New Delhi

Indian Institute of Technology, Roorkee, has released a detailed notification for the Joint Entrance Examination (JEE) -Advanced 2026. Students who will appear for the exam can check and download the schedule from the official website—jeeadv.ac.in. The JEE Advanced 2026 examination is scheduled to be held on Sunday, May 17, 2026. Paper 1 will take place in the morning from 9 to noon, followed by Paper 2 from 2:30 to 5:30 pm.

Through JEE Advanced, the IITs provide admission to undergraduate programmes that culminate in a Bachelor’s degree, an Integrated Master’s degree, or a Bachelor-Master Dual Degree in fields such as Engineering, Sciences, and Architecture.

The registration process for candidates who qualify through JEE 2026 is expected to open on April 23, 2026, and close on May 2, 2026. Admit cards will be available for download starting May 11, 2026. Following the exam, candidate response sheets are released by May 21, with the final results and answer keys expected to be declared on June 1, 2026.

The application fee for examination centres in foreign countries has increased by \$50 across all categories. The JEE Main 2026 registration fee for examination centres in foreign countries for Indian nationals and OCI/PIO (I) candidates is now \$ 200. Last year, it was \$150.

Happy New Year 2026

Towards a New Era of Education..

The year 2026 is not merely the beginning of another calendar year for the world of education; it represents a phase of deep reflection, meaningful transformation, and thoughtful reconstruction. Over the past few years, education systems across the globe have faced unprecedented challenges—ranging from rapid technological changes and concerns related to mental health to the persistent struggle for equity and equal opportunities. This moment calls upon us to move beyond viewing education as a system confined to degrees, examinations, and marks, and instead recognize it as a powerful process of holistic human development.

The purpose of education today extends far beyond the transmission of information. Its true aim lies in nurturing critical thinking, creativity, ethical values, emotional intelligence, and essential life skills among learners. As we step into 2026, education must strive to shape individuals who are not only employable but also socially conscious, responsible, and equipped with a global outlook. Educational reforms such as India’s National Education Policy 2020 have laid a strong foundation in this direction by emphasizing multidisciplinary learning, skill development, experiential education, and the importance of learning in one’s mother tongue.

Technology has undoubtedly made education more accessible and flexible than ever before. However, preserving the human touch within the learning process remains equally vital. Alongside digital classrooms and online resources, the role of teachers as mentors, motivators, and value-builders has become even more significant. Educational institutions must focus on creating safe, inclusive, and supportive environments where every learner feels valued and empowered to realize their true potential.

As we move through 2026, our collective responsibility is to make education future-ready—where learning is continuous, meaningful, and lifelong. A strong and visionary education system is the cornerstone of a resilient society and a progressive nation. This belief defines our commitment and remains our shared resolve.

Dr. Ashish Sharma

Editor

Action against Subharti College - Recovery warrant of Rs 87.50 crore issued

■ **EJ News** - Dehradun

The Dehradun district administration has launched its most significant recovery action yet against the Subharti Group as part of a special drive targeting large defaulters. Acting on directives from District Magistrate Savin Bansal, the district revenue officials have initiated attachment proceedings for outstanding dues totalling Rs 87.50 crores. The administration has warned that no defaulter will escape legal action for failing to clear pending amounts. This move aims to expedite revenue recovery and safeguard government funds across the district.

The officials claim that the attachment warrant has been issued after repeated notices failed to elicit payment from the institution. It may be recalled that 74 students from the 2017-18 batch of this college had approached the Supreme Court through a writ petition, claiming the college lacked essential infrastructure that halted their studies. The Medical Council of India had submitted its observations in the case, which had recommended transfer of the students to other institutions.

In 2019, the Supreme Court ordered the transfer of 300 students



to three government medical colleges in the state, stipulating that they pay only the fees applicable at those colleges. The court reiterated this directive in its judgement of 12 April 2019. Accommodating these 300 students required the state government to build infrastructure on par with an entirely new medical college, imposing a heavy and unforeseen financial strain. Meanwhile, the Subharti institution had collected full fees from these students over six years without delivering adequate services. Now facing severe consequences, the college faces a recovery warrant from the district administration, with potential seizure of its bank accounts and attachment of properties

expected in the coming days. The action has been initiated after the Director, Medical Education, had urged the District Magistrate to pursue full recovery.

DM Savin Bansal made it clear that any revenue loss remains unacceptable, vowing strict measures against defaulters who delay or evade payments. He has instructed revenue officers to compile detailed reports on all defaulters without delay, prioritising large ones and submitting daily progress updates on recovery efforts. Where required, officials must resort to attachments, notices, bank account seizures, or other legal steps. Bansal emphasised that those who misappropriate public money will face unrelenting action.

JEE, NEET: NTA likely to introduce facial recognition in entrance exams

■ **EJ** - New Delhi

The National Testing Agency (NTA) is likely to introduce facial recognition for candidates for entrance exams conducted by it, including the upcoming JEE Main in January, according to a senior official in the Education Ministry.

Facial recognition is expected to enhance security measures at exam centres.

The Unique Identification Authority of India (UIDAI) had conducted face authentication during the NEET-UG exam in May this year. It was a “proof of concept” — a pilot — at select centres in Delhi. It involved Aadhaar-based face authentication to verify the identity of the candidates.

A press note from the Ministry of Electronics and Information Technology after NEET-UG said the effort “indicated the potential of its future use and how it can play a role in significantly curbing attempts of impersonation during entrance exams”.

In a public notice issued in September, the NTA asked JEE



(Main) 2026 aspirants to ensure that their Aadhaar card is updated with correct name, date of birth, latest photograph, address and father’s name.

In another notice in October, the NTA said it will obtain details like name, date of birth, photograph and address from UIDAI through Aadhaar authentication. A committee headed by former ISRO chairman K Radhakrishnan had in a report last year recommended enhanced security measures, including biometric authentication “to protect the integrity of exams”.

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International education policy in Canada: 2026



■ EJ - Agency

As 2025 comes to a close, Canada's international education sector looks fundamentally different than it did just two years ago. What began in 2024 as a corrective intervention hardened this year into a sustained period of contraction, with significant consequences for institutions, communities, students, and Canada's global positioning. A review of 2025 shows a sector reshaped by policy restraint and a narrowing of how international education is understood within national policy.

The defining story of 2025 was scale reduction. Although IRCC set a study permit target of 437,000, approvals fell well short. Federal messaging framed this as success, pointing to roughly 60% fewer new international student arrivals between January and September 2025 compared to 2024, or about 150,000 fewer students, as evidence of responsiveness and population control. One of the most consequential developments of 2025 may not fully materialise until next year.

IIT Patna Student With Cerebral Palsy Achieves UPSC Rank 112

■ EJ - New Delhi

Manvendra Singh, a 24-year-old IIT student from Bulandshahr, Uttar Pradesh, has defied odds to secure a place in the Indian Engineering Services through the Union Public Ser-

vice Commission (UPSC) Engineering Services Examination (ESE) 2025. Manvendra, who is diagnosed with cerebral palsy, a permanent neurological disorder affecting movement, muscle and posture, achieved an All India

Rank of 112 in his first attempt. Adding one more feather to his hat, Manvendra qualified the difficult three-stage UPSC exam, involving prelims, mains and an interview. He qualified the UPSC ESE exam in his first attempt and achieved 112 rank.

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NEET UG: What medical aspirants can expect from 2026 cut-off?



■ EJ - Ravi Arya

In recent years, NEET-UG cut-offs have been climbing steadily across all categories, and this trend is no coincidence. It reflects the rapidly rising competitiveness of the NEET. Students today have greater access to quality study material, structured preparation methods, and regular professional guidance—factors that have significantly elevated overall performance levels.

As a result, cut-offs continue to rise. While yearly fluctuations still occur due to varying difficulty levels—higher cut-offs for easier papers and slight dips for tougher ones—the long-term upward shift remains unmistakable. NEET UG 2024 Vs 2025 cut-offs

If we compare the general cut-off of 2024 with that of 2025, we find a difference of around 127 marks (652–525). In terms of the number of questions, this gap translates to approximately 32 questions.

This means students attempted nearly 32 fewer questions, possibly due to the paper being tough, lengthy, or because students consciously chose to leave certain questions.

For a student, the most important skill is the ability to decide which questions to skip. Skipping a difficult or time-consuming question saves valuable time, which can then be invested in solving the remaining questions with better accuracy and focus—ultimately improving overall performance.

Selection is based on ranks, not marks. Therefore, the real measure of performance is not just how well we score, but how well we perform compared to others. A key reason behind this consistent increase is the widening gap between the limited number of government MBBS seats and the rapidly growing number of aspirants. Even a small difference of 5–10 marks can dramatically impact closing ranks for both the All India Quota (AIQ) and State Quota (SQ).

To stay competitive in this evolving landscape, aspirants must adopt a disciplined, structured, and data-driven preparation strategy. Regular professional guidance—whether through in-person mentorship or online support—helps maintain academic continuity, especially during the crucial final phase when consistency becomes more important than intensity.

Physics and Physical Chemistry require sustained numerical practice to strengthen problem-solving skills and improve accuracy under time constraints. Biology demands complete NCERT mastery and systematic, repeated revisions to ensure that every concept and fact is firmly retained.

Biology (Botany and Zoology),

Inorganic Chemistry (IOC), and Organic Chemistry (OC) greatly benefit from frequent, rapid re-

India's Education...

- Sustainable employment
- Industry-relevant skills
- Long-term career growth

5. Teachers and the Assessment System

By 2025, it became increasingly evident that teachers are at the heart of educational reform. Efforts were made to improve teacher training, professional development, and exposure to digital tools and innovative pedagogies.

- However, the assessment system largely remained:
- Marks-oriented
- Examination-driven

The widespread adoption of competency-based and continuous assessment was still limited. Without reforming assessment practices, deeper learning outcomes remained difficult to achieve.

6. Social Attitudes and Education

Social perceptions continued to shape education outcomes in 2025. Indian society largely remained degree-centric, with traditional career paths such as medicine, engineering, and government services still seen as the most prestigious options.

Skill and vocational education often continued to be viewed as secondary or inferior, slowing the pace of reform. At the same time, a positive shift was visible among the younger generation, with growing interest in start-ups, entrepreneurship, digital skills, freelancing, and alternative career paths—a hopeful sign for the future.

Conclusion: 2025—Education at the Threshold of Change

In 2025, India's education system was neither fully transformed nor entirely unchanged. It represented a bridge year, where the gap between policy and practice was gradually being addressed.

In essence:

"In 2025, India's education policy was ahead, the system was learning, and transformation was still under construction."

- If, in the coming years:
- Teachers are empowered,
- Skill education is effectively linked with employment, and Rural–urban disparities are reduced,
- India's education system can truly align with the demands of the 21st century.

The year 2025 made one fact clear: the direction is right; what is now required is sustained, equitable, and committed implementation.

vision cycles that sharpen recall and help avoid mistakes during the exam.

Tripura student...

ness accounts, the verbal abuse escalated rapidly into savage violence. Anjel and Michael were stabbed repeatedly while the attackers continued hurling abuses. Anjel sustained deep wounds to his neck and spine. Michael also suffered serious injuries and remains hospitalist.

Anjel slipped in and out of consciousness but never fully recovered. After 14 days of fighting for survival, he succumbed to his injuries on Friday.

Friends who stood vigil at the hospital described him as gentle, calm, and unfailingly kind. "He was one of the least confrontational people I knew," said a friend, requesting anonymity. "All he did was say he was Indian. That's what killed him."

His body was flown to Agartala on Saturday, where grief quickly turned into anger. Protests erupted across Tripura and other northeastern states, with students demanding justice and a national law against racial hate crimes.

Pradyot Bikram Manikya Debbarma, chairman of the Tipra Motha Party, who assisted Anjel's family and medical treatment, condemned the killing. "It is tragic that patriotic people of the Northeast are called Chinese and attacked," he said. "These incidents don't just destroy families, but they divide the country."

Khowai YTF district president Prosmrit Debbarma described the incident as deeply disturbing. "It is very unfortunate. Anjel Chakma and Michael Chakma were two brothers pursuing MBA courses in Dehradun. They had gone to the market to buy some items.

While returning to their residence, some youths started calling them 'Chinese', 'Chinky', 'Minky' and 'Momo'. Michael got off his bike and told them they were Indians and should not be called such names. After this, the miscreants attacked Michael," Debbarma said in Agartala, Tripura.

Police confirmed that five of the six accused, including two juveniles, were arrested on December 14. The main accused, Yagya Awasthi, is suspected to have fled to Nepal. Two police teams are searching for him, and a ₹25,000 reward has been announced.

The case, initially registered under charges of causing hurt and criminal intimidation, was upgraded to attempt to murder and criminal conspiracy as Anjel's condition worsened. After his death, murder charges under BNS Section 103(1) and common intention under Section 3(5) were added.

As protests grow in colleges across the Northeast and student organisations in Dehradun begin to speak out, Anjel Chakma's final words echo far beyond the street where he was stabbed a chilling reminder of how racial hatred can turn deadly in minutes.

Beyond Grades...

be overcome if school administrations and teachers encourage the active involvement of students and parents in the learning process, making each of them a full and valuable member of the school community.



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The role of artificial intelligence in the development of educaion

Introduction

The modern world has entered an era of technological innovation, where artificial intelligence (AI) is gaining special importance. It is gradually moving beyond the level of theoretical research and becoming a practical tool in various fields: healthcare, economics, culture, science and education. Education, as a fundamental basis for social development, is particularly sensitive to new technologies. That is why the question becomes relevant: what role does artificial intelligence play in the improvement and transformation of the education system?

The aim of the article is to analyze the capabilities and challenges of artificial intelligence in the field of education, determine its positive impact on students and teachers, and also to present the prospects for ethical and humane use.

- The capabilities of artificial intelligence in education
- Organization of an individual learning process

The traditional learning model is often guided by uniform standards and takes little account of the diversity of students' abilities. Artificial intelligence allows for the creation of a personalized learning path for each student. Algorithms analyze the student's strengths and weaknesses, offer appropriate

exercises and resources, thereby increasing both learning efficiency and motivation. Automated generation of learning



resources AI can generate a variety of materials: tests, visual diagrams, animations, explanatory texts. This reduces the teacher's time and energy on administrative and technical tasks, while allowing him to concentrate on pedagogical and humane relationships.

Overcoming language barriers

Modern schools often have multilingual environments. AI translation and speech recognition systems facilitate communication, which allows students to more easily master foreign languages and engage in international projects. Inclusive Education

AI creates assistive technologies for students with special needs: voice readers, automatic text subtitles, speech recog-

niton programs. As a result, learning becomes more equal and accessible to all children. Benefits of AI for students

- The integration of AI into the educational process provides students with a variety of opportunities:
- Increasing motivation - interactive and game-based programs make learning interesting and motivating.
- Developing creative skills - students can create texts, drawings or research projects using AI.

Strengthening problem-solving skills - AI often offers several alternatives, so the student learns to analyze and make the

right decision. Individualizing the pace of learning - AI allows the student to work at his own pace, quickly or



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education, which is based on human spirituality rather than technology.

- Stimulates social skills and emotional intelligence, which no algorithm can replace.
- Challenges and Threats
- Integrating AI into education also carries certain risks:
- Over-reliance on technology – students may become overly dependent on AI and lose their ability to think independently.
- Data security – students' personal information must be protected to prevent its misuse.
- Information accuracy – AI sometimes provides inaccurate or biased answers to users.
- Negative impact on human relationships – Over-reliance on technology can reduce live communication between teachers and students.
- Principles of humane and ethical use

- Successful integration of AI into education requires a humane and ethical approach:
 - Teacher supervision – AI should be used under the guidance of a teacher.
 - Development of critical thinking – students must be aware that AI answers are not always the final truth.
 - Balance with real-world experiences – It is essential to maintain real-world experiences, play, connection with nature, and human relationships alongside digital learning.
- Values education – Along with the use of AI, students should learn the love, compassion, and respect that only come from human relationships.

Conclusion

Artificial intelligence is a powerful innovative force that can transform the educational process. It enables the individualization of teaching, the creation of an inclusive environment, the diversification of resources, and the reduction of the administrative burden of the teacher. However, AI can never replace the spiritual warmth, emotional support, and the formation of value orientation of the teacher. The future of education should be based on the synthesis of technology and humane pedagogy, where artificial intelligence will be only an auxiliary tool, and the person will be the main creator of the process.

Beyond Grades: Assessment for Learning

The main goal of the modern school is to raise individuals who embody national and universal human values, who will have developed intellectual and physical skills, civic consciousness based on democratic values, and a sense of responsibility toward family, society, and the

riculum, parents, students, and teachers must all be engaged in the educational process. The traditional "teacher-student" vertical is being transformed before our eyes. Children and their parents become organic participants in the process, moving from the status of consumers to active contributors.

the knowledge gained at school in everyday life. Consequently, the effective functioning of the school is closely connected to the issue of assessment. Naturally, the question arises – why is this topic so important? How should assessment methods and results be used so that



state. The school is an educational institution where the teaching-learning process supports the achievement of the national goals of general education, where subject curricula are tailored to students' individual needs and interests. Students educated in such schools will be able to apply their knowledge in everyday life, participate in local and international activities, and demonstrate their abilities. To meet the requirements of the third-generation National Cur-

riculum, parents, students, and teachers must all be engaged in the educational process. The traditional "teacher-student" vertical is being transformed before our eyes. Children and their parents become organic participants in the process, moving from the status of consumers to active contributors. What should today's school look like so that everyone can find their place and learning brings the best results? First of all, the school must create a safe, healthy, equal, and collaborative learning environment. Teachers are obliged to help students and support the development of skills that will promote their active involvement in the learning process. We must nurture critically thinking, creative, innovative, and responsible individuals who are capable of self-regulation. Students should be able to apply

learning becomes interesting for students? How should we connect assessment to lesson planning? When should we use formative and summative, ongoing and final assessments? What is the importance of assessment principles? And most importantly, what role does the assessment mechanism play in shaping school culture and quality-oriented learning? There are two forms of assessment:

1. Summative (determinative)
2. Formative (developmenta



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These forms can be ongoing or final.

Ongoing assessment is used daily, e.g., student participation in lessons, stages of a project, complex tasks, etc., where a grade is recorded. Final (summative) assessment is used after a certain period, or at the end of complex tasks or projects. A grade is also recorded. Determinative assessment is used when the aim is to determine a student's achievement level in relation to subject curriculum and goals. A grade is recorded. Formative assessment helps the student develop and progress, providing recommendations or solutions to problems. A grade is not necessarily recorded. In my opinion, assessment is the key tool in school that allows us to determine how well students' achievements align with the requirements of the National Curriculum. It provides information about the progress, achievements, and challenges of the school, class, student, and teacher. Assessment helps the teacher see how well students are learning and how well the teacher is teaching. Students must understand that assessment should never have a judgmental function. Thus, there are two main purposes of assessment:

1. For the teacher to see students'

strengths and weaknesses in order to support their learning. 2. For the teacher to know the specific goal of assessment and how to use the information obtained from it. Assessment is crucial in lesson planning and implementation. The teacher must know what, when, why, and how to assess. First, they must plan what outcome(s) they want to achieve, then determine how to assess whether those outcomes are achieved, and finally, select the means to achieve them. Teachers must take into account the four key principles of assessment:

1. Reliability
2. Objectivity
3. Transparency

Reliability exists when different teachers assess the same answer equally, or when the same teacher always evaluates the same answer consistently. Clear tasks, precise criteria, and assessor qualification ensure reliability. Objectivity exists when assessment results are not influenced by the assessor's personal opinions, desires, or attitudes. Transparency exists when assessment mechanisms and criteria are known to all stakeholders, especially students. Ideally, students should participate with teachers in developing criteria and assessment schemes, which fosters a sense of fairness. Validity means "alignment with the goal." Valid assessment must measure exactly what it is intended to measure. For example, if the aim is to evaluate critical, creative, or innovative skills but the task only checks factual knowledge, then the assessment is invalid. To develop these higher-order skills, tasks must involve critical tTo develop these higher-order skills, tasks must involve critical thinking, creativity, and innovation, with rubrics tailored to those competencies. Finally, the role of assessment in

improving the teaching-learning process is immeasurable. Many difficulties in students' education are connected with assessment. Often, strained relationships between students and teachers, or parents and teachers, are linked to assessment. Does today's assessment system provide opportunities to conduct the process smoothly and avoid difficulties? It is worth noting that the greatest change in the education reform has occurred in assessment. However, Georgian teachers' attitudes toward it are not uniform. Some believe that the complex system of assessment creates additional challenges for already overloaded teachers. Looking at the current situation in schools, this opinion seems partly justified. Unfortunately, despite its importance, assessment has often been reduced to a simple formality. The current system requires considerable effort from teachers. As an ordinary teacher, I believe that respecting and properly applying the principles of assessment will make the process smoother. Furthermore, grades should be accompanied by comments and reasoned feedback. Often, students perceive information about their performance even from our gestures, when the teacher listens with a smile or satisfaction. Therefore, grades, comments, and expressions should be consistent with each other. Lastly, proper assessment fosters the development of both assessment and self-assessment skills. Both emerge only within the process of evaluative interaction. Since these skills are considered essential characteristics of a developed individual, it becomes clear why assessment is so important in the educational process. I hope that the challenges we face today will

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