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No course change in first year? US proposal alarms international

■ **EJ News** - *New Delhi*

The US Department of Homeland Security (DHS) has unveiled a draft regulation that could alter the conditions for international students studying on F-1 visas. The proposal outlines limits on academic flexibility and introduces tighter rules around programme changes and the duration of stay.

According to the draft, undergraduates on F-1 visas would not be permitted to switch majors, change programmes, or move to a different education level during their first year. Exceptions may only be granted by the Student and Exchange Visitor Program (SEVP) in rare circumstances, such as institutional closure or extended disruption due to a natural disaster.

The rule also prevents students from re-entering under F-1 status for another programmes at the same or lower level once they have completed one degree. Fragomen, a global immigration law firm, noted in its report that implementing these restrictions would require updates to the Student and Exchange Visitor Information System (SEVIS). DHS has acknowledged that if technical modifications are not possible, the changes may be postponed.

Universities are expected to respond during the 30-day public comment window. Education leaders have signalled concerns that stricter visa terms could deter international students, affecting the competitiveness of US higher education.

The plan shifts F-1 visas to a fixed period of stay, capped at four years, with a 30-day grace period. Extensions would require approval from US Citizenship and Immigration Services, creating additional paperwork and costs. "The immediate accrual of unlawful presence after the authorised period could significantly increase the risk of re-entry bans," Fragomen high lighted, pointing to possible three- or ten-year penalties for overstays.

Another proposed change removes deference to prior approvals, meaning past extension approvals will not guarantee future acceptance. This could lead to more documentation require ments and potential denials.

IIT-JEE admission 2025: Seat allotment exceeds sanctioned capacity in several IITs

■ **EJ News** - *New Delhi*

In the final round of seat alloca tion at the Indian Institutes of Technology (IITs), the number of seats allotted has exceeded the sanctioned capacity in several leading institutes, according to the Joint Implementation Committee (JIC) report.

Official data reveals that across 23 IITs, the total sanctioned intake was 18,160 seats, while the actual allotment reached 18,188, exceeding the capacity by 28 seats. This discrepancy is observed in multiple IITs where the allotted seats are higher than the approved limits.

For example, IIT Bombay allotted 1,364 seats against a sanctioned capacity of 1,360. IIT Delhi allocated 1,241 seats compared to 1,239 sanctioned seats. Similarly, IIT Kharagpur admitted 1,923 students against 1,919 approved seats, IIT Hyderabad admitted 631 against 630, IIT (ISM) Dhanbad allotted 1,213 seats compared to 1,210, and IIT Madras allotted 1,124 seats against a sanctioned capacity of 1,121. IIT Kanpur also exceeded its intake by five students, admitting 1,215 against 1,210 seats.

This increase follows a consistent rise in IIT seat availability over recent years. Last year, 17,760 seats were offered, with 17,695 filled. The intake had grown by nearly 375 seats from 17,385 in the previous year. Notably, 2019 remains the only year when all IIT seats were filled without any vacancies.

The Joint Seat Allocation Authority (JoSAA) manages withdrawals and seat distribution to maximise occupancy, which explains the slight excess in seat allotments. However, this raises concerns about capacity management in the top engineering institutes.

In February, the government announced plans to enhance infrastructure to accommodate an additional 6,500 students across five third-generation IITs established after 2014: IIT Palakkad, Dharwad, Jammu, Bhilai, and Tirupati. These seats will be introduced gradually over five years, primarily at the undergraduate level.

IIT Seat Allotment 2025: The latest data also shows that the overall representation of women has improved marginally, with 3,664 female candidates securing seats, accounting for 20.15 percent of total allotments

The Ministry of Education has reorganized the JEE Supreme Board for 2026-27

■ **EJ News** - *New Delhi*

The Department of Higher Education has issued a notification for the reconstitution of the Joint Entrance Examination (JEE) Apex Board (JAB) for the years 2026 and 2027.

The move follows the completion of the tenure of the previously constituted board and aims to ensure the smooth conduct of JEE (Main) and JEE (Advanced) for admissions to IITs, NITs, and other centrally funded technical institutions.

The newly reconstituted JAB will be chaired by Professor S K Jain, former Vice-Chancellor of Banaras Hindu University, who has been appointed as the honorary chairperson. Directors of IIT Madras, IIT Kanpur, IIT Roorkee, NIT Rourkela, IIEST Shibpur, IIIT Hyderabad, IIIT (PPP) Una, and IIITDM Kancheepuram will serve as members.

Representatives from the state govern ments of Andhra Pradesh, Rajasthan, Odisha, and Uttar Pradesh, along with nominees from Vellore Institute of Technology (VIT), CBSE, NIC, C-DAC, and the Ministry of Education, are also part of the board. The Director General of the National Testing Agency (NTA) will serve as the member secretary.

According to the notification, JAB will be the final authority on policies, rules, and regulations governing JEE (Main), while also co-ordinating with the organising institute for JEE (Advanced). The board will have a permanent secretariat provided by NTA, supported by the JEE Interface Group, which will include members from NTA, IITs, and the Indian Statistical Institute.

NTA will continue to provide administrative and logistical support for JEE (Main), including IT-related activities such as online applications and pre- and post-exam processes.

"NTA will provide the administrative and logistic support for the conduct of JEE\ (Main) across the country. The permanent secretariat of the JAB, housed in the NTA, will use the existing infrastructure, surplus of financial resources accumulated since creation of the first JAB and the manpower being contributed by the present JEE (Main) unit, with a small number of posts created as per Cabinet/ CEE approval, if required, including that of the executive Director, based on actual requirement," the official notice specifies.

Artificial Intelligence in Education: The Teacher as a Guide for Responsible Use

The history of education is marked by technological revolutions that have generated both enthusiasm and resistance. The printing press of the 15th century democratized knowledge but generated fears about the control of information. Calculators in the 1970s raised concerns about the loss of arithmetic skills, while the internet in the 1990s raised doubts about trust in information. Now, with artificial intelligence (AI), we continue with similar patterns to previous ones, but I believe this transformation will be more profound than the previous ones in education. In just a few months, we have seen an impressive technological evolution from merely experimental to an everyday tool that has radically transformed what we perceived about technology and that will undoubtedly transform, and is already doing so, the teaching-learning process.

For this transformation to be ethical, pedagogically sound, and truly human, it is essential not to lose sight of a central premise: the teacher is fundamental, and their role becomes even more strategic and complex. Far from being displaced, we educators find ourselves at the center of a new paradigm that demands higher levels of digital literacy and pedagogical sophistication. Continuous training is fundamental when facing a challenge that has come to stay and is advancing impressively. We must be trained to train those who are already in contact with and will use this revolutionary technology in their present and future.

We cannot abandon our students to a technology they do not always know how to handle adequately. Current students, although they were born with technology, due to their immaturity, lack critical skills to evaluate content generated by AI or recognize when human judgment is irreplaceable. This historical moment demands teachers prepared to guide AI use with solid pedagogical criteria, critical thinking, and clear professional ethics.

Current teachers must become digital literacy mentors, teaching not only how to use AI tools, but when we should use them and when to question their results, having criteria to discern the artifacts it generates. This requires a fundamental change in the educational role: from information facilitator to learning facilitator and ethical guide.

AI offers extraordinary possibilities: we can personalize learning paths according to our students' individual needs, automate repetitive administrative tasks that free up our time, generate content adapted to different learning styles, and provide immediate feedback. We can improve our teaching quality with tools that allow us to free up time from repetitive tasks.

There are even advanced applications that include intelligent tutoring systems, educational virtual reality environments, and tools that improve student writing.

However, it carries significant risks when handled irresponsibly. Uncritical and excessive use can foster technological dependency, normalize academic plagiarism, promote superficiality in information processing, and contribute to misinformation. AI systems, trained with data containing biases, can reinforce negative stereotypes and perpetuate systemic inequalities.

The lack of algorithmic transparency creates "black box" problems that perpetuate subtle but significant discrimination. We must transmit and explain these risks to our students so that their judgment matures and becomes critical of the results obtained when working with artificial intelligence.

Teacher training must be continuous to prepare us for the transformation we are facing. Comprehensive digital literacy is required that teaches not only technical use but also limitations, algorithmic biases, and ethical implications. Here I want to reiterate that peer learning is very important because experiences are exchanged, training where teachers can exchange and share their experiences for dynamic and effective learning.

I believe that effective training must be multifaceted: fundamental knowledge about AI functioning and machine learning, practical technical competence including content verification, ethical training to appropriately evaluate AI applications, and pedagogical integration that improves without replacing effective teaching practices. And this leads to the teacher needing to be committed and enthusiastic about their work which, initially, may be consid-

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ered more complicated.

AI cannot replace teachers; on the contrary, it should amplify the need for well-trained and ethically grounded professionals who help face challenges for students in both physical and mental growth. Teachers have evolved from mere transmitters of information to architects of our students' learning. Before, we were content experts and now we must also be facilitators of critical thinking. The content is on the internet, but it can be distorted casually or intentionally.

In recent years, we teachers have become content curators of everything found on the internet, now also of what is generated by AI, teaching to distinguish quality information, verify sources, and think critically about algorithmic limitations. We must be guides in developing "AI literacy," just as we have been in "digital literacy," and we will be the bridge between digital and human elements of education.

Technology without human guidance does not educate; it automates processes. Educating requires accompanying the comprehensive development of our students' formation, fostering critical thinking, and above all, cultivating and inducing values that transcend the instrumental.

Humans, and in this case teachers, are irreplaceable; we include emotional intelligence, empathy to understand individual needs, and sensitivity that machines do not possess. We must provide emotional support and motivating personal connection. Teachers excel in contextual understanding, adapting approaches according to subtle signals about student comprehension and emotional state.

Creative and innovative thinking must require human intuition and the capacity for unexpected connections. We teachers must foster creativity by encouraging risks and providing safe environments for exploration. Moral and ethical reasoning is the area where teacher guidance is essential, helping to develop students' own moral reasoning capabilities.

Successful integration requires systematic planning, continuous evaluation, and ethical commitment. It is important that corresponding institutions develop comprehensive AI use policies, investing in technical infrastructure and pedagogical support and teacher training systems.

Continuous evaluation is essential because these technologies evolve rapidly. Although schools have always been reluctant to change, as indicated at the beginning of the article, change is necessary to adapt to a new unstoppable reality and must remain agile, modifying approaches based on emerging evidence about educational effectiveness. AI integration represents both a great opportunity and a great responsibility. We need reflective and evidence-based integration that leverages AI capabilities while preserving essentially human aspects of education.

The teaching role is elevated, not diminished. Educators must become advanced AI users, critical evaluators, and guides to develop necessary skills for our students to face a world where AI will be part of life. The goal is not to create dependent students but human beings capable of working symbiotically with AI, maintaining their own creative, critical, and ethical capabilities.

The educational future will be a reflective synthesis combining the best of both worlds. This requires educators prepared to lead and ensure that by embracing technological innovation, we do not lose the fundamental human purposes that education serves. The teacher becomes more essential than ever as a guardian of educational values and guide in the complex landscape of an AI-augmented world.

This article was developed with the support of artificial intelligence tools for the initial structuring and drafting of the content. The ideas, reflections, and conclusions belong to the author, who assumes full responsibility for the final text after its review and editing.

Encouraging Students for Global Careers

In the era of globalization, universities and higher education institutions should support graduates for a global working world. Here are a few tips to prepare students with the right skills and mindset for a global career.

Study Abroad and Exchange Program

Study abroad and exchange programs should be encouraged for students of higher education. These programs are an excellent opportunity to enhance career prospects, improve knowledge, and learn new skills. It fosters connections between professionals and peers in other countries, opening doors for future opportunities. Students should be motivated to attend a global education and job fair in their initial days of studies to start preparing themselves. They should be encouraged to know the eligibility criteria and the documentation work to be done before moving to another country as a student. Colleges can arrange seminars to sensitize students on it. Moreover, they can have agreements with universities from other countries to allow student exchange. Under this program, the student can study and live at a different university. This allows academic enrichment, fosters global awareness, and improves prospects for career growth.

Virtual Internships for

global projects

Students should be encouraged to have virtual internships that enable them to work on global projects. They learn essential skills required to survive in the professional world, like teamwork, collaboration, and experience diverse work styles. Moreover, these internships are affordable as they save travel and accommodation costs. They connect with mentors and fellow interns. This experience enhances their resume, and they have higher chances of better job opportunities.

Additional courses in latest technologies/trends

Students aspiring to make a global presence should never miss upgrading their knowledge. They should invest time in obtaining degrees in the latest technologies, like Artificial Intelligence. Moreover, some trending areas that will have job opportunities in the

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Additionally, they should try to develop applications that can leverage technology to achieve sustainability and circularity.

Global Mindset

Everything starts with a mindset. We do and plan our day and eventually our life according to mindsets. A positive, growth, and productive mindset helps to progress in life. It helps to overcome the challenges and move ahead in life. When this mindset is combined with the feeling of inclusivity, it eliminates diversity and accepts everyone with respect, it is termed a global mindset. For working globally, only a knowledge of various cultures and traditions is not sufficient. You should respect all the cultures and traditions, and try to adjust your behavior and lifestyle to fit into the culture of where you start living.

Adaptability

Adaptability helps to learn and grow using past experiences. In global contexts, adaptability helps to be resilient to uncertainty, embrace changes, and flourish in unfamiliar situations and dynamic environments. Adaptability goes beyond adjusting and being flexible for people aspiring for global careers. It helps search for diverse opportunities, adapt to varied work cultures, overcome language barriers, and navigate unprecedented job and entrepreneurship opportunities. Adaptability is a necessity for success in a global environment. Professionals who cultivate adaptability create a niche to seize evolving and better career opportunities with confidence and agility.

Cultural Quotient

Cultural quotient, also known as cultural intelligence, enables

future are AI, ethics, cybersecurity, and human-AI collaboration. They should leverage online platforms to learn additional courses related to their field to gain proficiency in the latest technology.

IIT Bombay, IIT Delhi continue as top picks for JEE Advanced toppers

■ EJ- *New Delhi*

The Indian Institute of Technology Bombay (IIT Bombay) remains the most preferred institute for JEE Advanced toppers, while IIT Delhi remains second in attracting a significant share of top 100 rankers this year. However, IIT-Madras, which is the top-ranking engineering institute in the country as per the NIRF, has only six students under the top 100 belt.

According to counselling data released by the Joint Seat Allocation Authority (JoSAA), 73 of the top 100 JEE Advanced 2025 rankers opted for IIT Bombay, marking a consistent upward trend from 67 in 2023 and 72 in 2024.

IIT Delhi, which has steadily maintained its appeal, secured 19 students from the top 100 in 2025. Though lower than the 23 who picked the institute in 2024 and 22 in 2023, IIT Delhi remains the clear second choice for top rankers over the last five years, consistently attracting between 19 and 32 of the best-performing candidates. IIT Madras has seen fluctuating numbers among the top 100 aspirants. This year, six rankers opted for the Chennai-based institute — its highest in the past five years — compared to just two in 2024.

The data shows IIT Bombay's dominance has strengthened since 2020, when it was chosen by 58 of the top 100 rankers. Its share has risen steadily each year, crossing the 70 mark in both 2024 and 2025.

IIT Delhi, meanwhile, has consistently secured its place as the second-most preferred institute, with numbers hovering between 19 and 32 over the past six years. IIT Madras has remained a distant third choice, attracting between two and eight students among the top 100 each year.

The data highlights a clear preference among toppers for IIT Bombay and IIT Delhi, while other IITs such as IIT Madras continue to make incremental gains.

In the broader pool of top 5000 JEE Advanced rankers, IIT Bombay continues to dominate, with 755 students opting for the institute. IIT Delhi follows with 577 students, while IIT Madras secured 478, consolidating its position as the third-most preferred choice.

Other IITs that drew significant interest include IIT Kharagpur (517 students), IIT Kanpur (448), IIT Roorkee (429), and IIT Hyderabad (222). Among the newer IITs, IIT BHU Varanasi attracted 258 top 5000 rankers, IIT Guwahati 305, and IIT Indore 109.

Some institutes saw limited representation from top rankers – for example, IIT Bhubaneswar drew 43, IIT Jodhpur 63, and IIT Ropar 120. A few, such as IIT Jammu (4), IIT Bhillai (2), IIT Goa (3), IIT Palakkad (1), and IIT Dharwad (1), saw only single-digit representation.

Punjab Board introduces entrepreneurship in class 11 syllabus

■ EJ- *Chandigarh*

Punjab has introduced "entrepreneurship" as a main subject for Class XI students, aiming to foster an entrepreneurial mindset, encouraging them to become job creators rather than job seekers. The initiative, set to begin in the 2025-26 academic year, was launched on Friday by Punjab School Education Minister Harjot Singh Bains, along with Punjab AAP Incharge Manish Sisodia.

While addressing the launch function organised here, Bains claimed that Punjab has become the first state in the country to formally embed entrepreneurship as a core subject in school education, empowering students to become innovators, problem-solvers and job creators.

Highlighting the key characteristics of the newly launched subject, the education minister said the curriculum is designed to be experiential and hands-on.

Students will form teams, develop business ideas, build prototypes, pitch for seed funding and launch their products or services in the market, he said, according to an official statement.

He further stated that there will be no exam burden, with school-based evaluation replacing written exams. The assessment will comprise self-assessment, peer-assessment and teacher or mentor evaluation, fostering a supportive learning environment.

With 18 periods allocated annually (3 theory + 15 project-based), this curriculum will ensure engaging learning without additional pressure on students, he added.

Highlighting the economic impact of the initiative, Bains noted that with over 2.68 lakh students across 3,840 senior secondary schools, even a 10 percent success rate could generate Rs 300-400 crore in annual student-led economic activity.

This initiative is poised to create local demand, jobs and community engagement to drive economic growth from the grassroots level, he said.

"This initiative aims to nurture creativity, resilience and problem-solving skills, empowering students to create opportunities rather than wait for them. Our classrooms will transform into incubators of ideas, and teachers will serve as startup coaches, mentoring students to become leaders and job creators," Bains said.

He added that the initiative fosters innovation, decision-making and self-reliance among students, while also driving sustainable economic development.

Bains said the initiative is a significant milestone in the success story of the 'Punjab Business Blasters Programme', launched in November 2022 under the 'Punjab Young Entrepreneurs Programme'.

STORY CONTINUES BELOW THIS ADFrom humble beginnings with 32 schools and 11,041 students, the programme has grown to nearly 1.8 lakh students across 1,927 schools, continuing to empower young entrepreneurs across Punjab, he added.

India's giant strides in space are highlighted in NCERT's special modules

■ EJ News - *Naw Delhi*

To mark the National Space Day on August 23, the National Council of Educational Research and Training (NCERT) on Saturday released two special modules showcasing the massive strides India has made in space.

Titled, 'India A Rising Space Power', one module was out for the Middle Stage (Class 6 to 8) and another for the Secondary stage (Class 9 and Class 10) classes.

As has become the norm with the upgraded NCERT publications, the topic is presented in a colourful, conversational style to hold the attention of students.

In the module for the secondary stage, a teacher details India's space journey to her students.

India's space story began in 1962 with the setting up of the Indian National Committee for Space Research (INCOBAR). The first rockets were launched from the Thumba Equatorial Rocket Launching Station in Thiruvananthapuram, it highlights. In 1969, INCOBAR evolved into the Indian Space Research Organisation (ISRO).

India's advances in space have been highlighted throughout - Until August 2025, ISRO has launched 160 satellites into different Earth orbits, completed 131 spacecraft missions, 101 launch missions, and even nine re-entry missions. India has helped launch more than 433 foreign satellites from 35 foreign countries, it highlighted.

The stalwarts of ISRO since its inception have been showcased through photographs. Group Captain Shubanshu Shukla's visit to the International Space Station has been included.

Similar content is produced more visually in the Middle Stage module with multiple pictures of Shukla and his conversation with the PM on June 28, 2025, when he was at the International Space Station. It quoted the PM, "Our children no longer just look at the sky – they believe they can reach it."

Do you want to make a career in electric vehicles?

EJ - *Ravi Arya*

The Centre for Automotive Research and Tribology (CART) at the Indian Institute of Technology (IIT) Delhi has announced admissions for its Online Postgraduate Diploma in Electric Vehicle (EV) Technology. The one-year programme, starting on October 11, 2025, is aimed at strengthening India's EV ecosystem by equipping engineers, researchers, entrepreneurs, and industry professionals with advanced skills in green mobility.

What does the programme offer?

The PG Diploma has been designed to combine academic depth with industry relevance, ensuring participants gain both technical expertise and practical insights into EV technology. The course runs for 12 months (240 hours of learning), with live online sessions scheduled on weekends - Saturdays from 6:00 pm to 9:00 pm and Sundays from 10:00 am to 1:00 pm.

Participants will gain exposure to advanced tools and concepts such as Hybrid Electric Vehicles (HEV), EV Architecture (EVA), ECO Mode, Artificial Intelligence (AI) and Machine Learning applications in mobility solutions.

Who can apply?

Applicants must hold at least a Bachelor's degree in Electrical Science disciplines with first-class grades. Diploma holders in Electrical Science with a first-class record and at least three years of industry experience are also eligible to apply.

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The programme is best suited for:

• Engineering students in Electrical, Electronics, and related fields

• Postgraduates specializing in EV technology, renewable energy or power systems

• Industry professionals in automotive, power electronics and renewable energy sectors

• Entrepreneurs and innovators building EV technologies, charging solutions or mobility startups

What is the fee structure?

The total programme fee is Rs 4,50,000 + 18% GST. Payment is to be made in instalments:

• Rs 1,50,000 within 3 days of offer letter issuance

• Rs 1,50,000 by January 10, 2026

• Rs 1,50,000 by May 10, 2026

Additionally, applicants must pay a non-refundable affiliate alumni membership fee of Rs 10,000 + GST within one week of admission confirmation. The programme fee, once paid, is non-refundable and non-transferable.

What are the benefits of alumni status?

Participants will receive Affiliate Alumni status of IIT Delhi, which includes access to certain campus facilities (subject to institute approval) and membership under the Alumni and Endowment Office. This recognition allows professionals to remain connected with IIT Delhi's vast academic and industry network.

How to apply?

Candidates interested in the programme can apply online through the official CART, IIT Delhi admissions portal available via the IIT Delhi Careers & CEP platform. Applications will be reviewed, and shortlisted candidates will receive admission offers from IIT Delhi.

School enrolment in India hits a seven-year low at 24.68 crore: Is falling birth rate the key reason?

EJ - *New Delhi*

Overall school enrolment in India has been reported at a seven-year low of 24.68 crore in 2024–25, which means a drop of 11 lakh compared to the previous year, and signaling a shift in the country's demography, a government report revealed Thursday. Significantly, the report also shows a decline of 34 lakh enrolments in the class 1 to 5 segment.

The Unified District Information System for Education Plus (UDISE+) data, released by the Union Ministry of Education for the academic year 2024–25, highlighted that a total of 24.68 crore students were enrolled in the school system, which included government, government-aided, private, and other schools. The enrollment figures have been declining consistently over the years—in 2023-24, the number of students enrolled in schools was 24.8 crore, down from the figure of 25.18 crore in 2022-23. Overall enrollment has been constantly declining from 2021-22 onwards.

The report further highlighted that enrolment at the primary level (classes 1 to 5 catering to students in age group of 6-10) declined from 10.78 crore in 2023–24 to 10.44 crore in 2024–25, marking a drop of approximately 34 lakh students.

Senior government officials attributed the decline in overall enrollment primarily to falling birth rates, except in a few states. "That's why fewer children are entering the lower classes," said a senior government official.

Though the decline in total fertility rate in India has been seen in the past few years, this is the first time that its impact is reflected on school enrollment figures.

India's total fertility rate (TFR) declined to 1.91 per woman by 2021, which is below the replacement level of 2.1 per woman.

TFR is the average number of children born to a woman in her childbearing years, while

replacement level is the level of fertility at which a population replaces itself.

The government official added that all their current calculations are based on the 2011 Census. "For instance, when calculating the Gross Enrolment Ratio (GER), we use the number of children in a specific age group—and for that, we rely on the 2011 Census data. As a result, the denominator becomes inflated in the current projections. Once we have updated data from the new Census in 2026, many of these figures are likely to change," the official said.

In 2022, NCERT released a study titled "Projection and Trends of School Enrolments by 2025", which predicted a decline in school enrolment at all levels by 2025, due to a decreasing population in the 6–16 age group.

Last July, at the ninth governing council meeting of federal think tank NITI Aayog, Prime Minister Narendra Modi, who chaired the governing council meeting, had encouraged states to initiate demographic management plans to address issues of population ageing in future. It was the first time that states and the Centre have spoken about the need for a demographic management plan in a formal forum like the NITI Aayog.

In July this year, Andhra Pradesh Chief Minister N. Chandrababu Naidu had said his government would soon launch a policy to encourage people to have more children, citing concerns that South India's low birth rate could affect its representation in Parliament.

According to the report, enrolment in government schools decreased from 12.75 crore to 12.16 crore, marking a decline of approximately 59 lakh students. In contrast, private school enrolment increased from 9 crore to 9.59 crore, reflecting a rise of about 59.80 lakh students.

Global Careers...

navigation of diverse environments and builds strong relationships with people from diverse cultures and backgrounds. This attribute helps understand the cultural variation, verbal and non-verbal clues, values, and traditions. This allows us to communicate effectively with teammates from diverse backgrounds. Moreover, you can adapt to different approaches to conflict resolution, negotiation, and collaboration. You can understand the potential cultural risks, consumer behavior, local needs, and market behavior. This enables effective contribution to innovation and research in the global context, thereby creating favorable conditions for promotion and opportunities for international roles.

Cross-Cultural Communication Skills

Effective communication with people from diverse backgrounds may be challenging. You may not face language barriers when you have a basic knowledge of the local language. But at the same time, you should be equally aware of etiquette in face-to-face interaction. You should be aware of the slang terms. There are possibilities that a similar sounding word may be considered appropriate in your language, but the group that you are facing considers it as slang. Similarly, you should be mindful of your body language and gestures. Moreover, be aware of the manners and etiquette. For example, you may prefer addressing someone by first name, but some countries follow the culture of reversing family and given names. Do not jump into conversations directly when you are at a new place. Observe people and listen to them carefully for some time.

Building a broader Professional Network

Students aspiring for global careers should build a broader professional network. They can leverage social media and professional platforms like LinkedIn to connect with professionals across the fields that interest you. For example, nowadays, sustainability and circular economy are widely discussed. Write an article on LinkedIn that would be meaningful to these fields, and add hashtags. Anyone who searches for these topics will come across your write-up and have the impression that you are interested in working on it and possess the required skills. This is one of the techniques to increase the visibility of your profile to professionals and recruiters. Moreover, students should be encouraged to participate in international conferences, project competitions, hackathons, and other online events at a global level. This would help connect with professionals and improve chances of global career opportunities.

It is more important than ever for students to prepare for the next generation of careers. Following these tips, students can position themselves in the global job market.

Global Teacher...

But the GET Summit is more than just a professional development opportunity. It offers teachers a global platform to share their work, expand their visibility, and form lasting partnerships across borders. Presenting educators will have the rare chance to gain international recognition and contribute to shaping future educational models.

Founded by Global Teacher Prize Winner, Keishia Thorpe and her sister, Dr. Treisha Thorpe, a distinguished college professor, the GET Summit reflects the mission of U.S. Elite International: to break cycles of educational inequity, expand access to quality learning, and reimagine teacher development across the globe.

The event will include complimentary meals and coffee breaks, with the entire experience designed to empower educators to return to their classrooms with new tools, strategies, and global connections that can transform the lives of their students, particularly in communities where literacy and access remain major obstacles.

As organizers put it: the goal is not just to teach better, but to build a better future. "Let's transform education. Let's skill, upskill, and reskill. Let's get ready for 2030 - together."

US State...

they announced they would ask all applicants to make their social media accounts public for enhanced screening.

They said they would search for "any indications of hostility toward the citizens, culture, government, institutions, or founding principles of the United States".

State Department officers were also instructed to screen for those "who advocate for, aid, or support designated foreign terrorists and other threats to national security; or who perpetrate unlawful anti-Semitic harassment or violence".

Secretary of State Marco Rubio told lawmakers in May that he estimated "thousands" of student visas had been rescinded since January.

"I don't know the latest count, but we probably have more to do," Rubio told US lawmakers on 20 May. "We're going to continue to revoke the visas of people who are here as guests and are disrupting our higher education facilities."

Democrats have pushed back against the Trump administration's effort to revoke student visas, describing it as an attack on due process.

More than 1.1 million international students from over 210 countries were enrolled in US colleges in the 2023-24 school year, according to Open Doors, an organisation that collects data on foreign students.

19-year-old migrant worker cracks NEET, admitted to Odisha medical college

EJ - *Agency*

The dream of becoming a doctor came true for Odisha's 19-year-old student Subham Sabar, who has been working as a labourer in Bengaluru to support his family, as he cracked the NEET UG exams and secured admission to the MBBS course at a college here.

19-year-old migrant worker cracks NEET, admitted to Odisha medical college

Sabar, who hails from a poor family in Mudulidhiah village under the Banpur block in Khurda district, was elated when he received a phone call from his teacher Basudev Moharana that he had cleared the entrance exams for getting admission to the MBBS course.

He ranked 18,212 in the scheduled tribe category and got admission to MKCG Medical College and Hospital here.

"Recently, while working at the construction site in Bengaluru, I got a call from my teacher who

asked me to distribute sweets. I was surprised and asked him about the reason. He smiled and informed me that I had cracked the NEET exams. It was like a dream come true. I could not hold my tears and returned home the next day with due permission of the contractor who engaged me in the work," Sabar said.

During his three-month work, the student earned ₹45,000, of which he could save ₹25,000.

Asked the reason behind his journey to Bengaluru as a migrant worker, Sabar said there was "no alternative but to support my family".

"I hail from a very poor family of five. As the NEET exam was over, I decided to earn some money to support my family. I contacted a local contractor who sent me to Bengaluru. The savings I made helped me get admission to the medical college," he said.

"I am now on course to fulfil my dream of becoming a doctor and serve the people of Odisha," the medical student said.

His parents - Sahadeb and Rangi - hoped that the government would extend financial support to him so that he could complete his five-year MBBS course.

"Since childhood, he has been very labourious and meritorious. He wanted to become a doctor. His hard work guaranteed the success," said Subham's mother, Rangi.

"Subham grew up watching his parents and his siblings working hard day and night. He learnt how to work hard and succeeded," the elated mother said.

Trump pushes for 600,000 Chinese students in the US

▪ **EJ**- *Agency*

*I*t's very insulting to say students can't come here… I like that other country's students come here," said Trump in a cabinet meeting on August 26.

Trump's comments came a day after saying he would allow 600,000 Chinese students into American universities, more than double the 277,000 Chinese students recorded in the US last year.

The remarks are a dramatic departure from the administration's recent actions, revoking over 6,000 international student visas, implementing a travel ban on 12 countries, and attempting to strip America's oldest university of its ability to enrol overseas students.

When pressed on the government's policy towards Chinese students, Trump said: "We're getting along very well with China, and I'm getting along very well with President Xi."

"We're honoured to have their students here… we check and we're careful, and we see who's there. We have a tremendous college system, that's why they're here," he continued.

Sitting beside secretary of state Marco Rubio, Trump said the two were "in the same position", though his words are a far cry from Rubio's vow to "aggressively revoke" Chinese student visas earlier this summer, which shocked stakeholders and caused widespread disquiet among students.

US colleges with alleged ties to China have also come under scrutiny from the administration, with Homeland Security Secretary Kristi Noem accusing Harvard of working with the Chinese Communist Party (CCP).

In Trump's own June 4 proclamation attempting to block visas for Harvard students, he accused the university of receiving Chinese funding, as well as "hosting" and "training" members of a CCP paramilitary organisation.

Yet in a break from past attacks, this week Trump acknowledged universities' reliance on international students' tuition fees, saying the college system would "go to hell very quickly" without them. "It wouldn't be the top colleges; it would be colleges that struggle on the bottom," he said.

In recent months, several of America's most prestigious institutions have succumbed to deals with the Trump administration, with Columbia handing over USD $221m in return for settling various civil rights and employment claims and restoring $400m in terminated funding.

As of last week, more than 15,000 Harvard alumni and supporters signed an open letter urging the university not to "give in" to Trump, as the government continues to push for a USD $500m deal.

Until now, sector advocacy about the financial contribution of international students has largely fallen on deaf ears. According to the US Department of Commerce, international students contributed over $50bn to the US economy in 2023.

Amid visa challenges and falling interest in the study destination, recent predictions have forecasted a potential 30-40% decline in international enrolments this fall, which would deprive the US economy of $7bn in spending, according to international education association NAFSA.

When asked about Trump's plan to more than double Chinese student numbers in the US, commerce secretary Howard Lutnick

told Fox News that the President was taking a "rational economic view", asserting that 15% of US colleges would be in deficit without international students.

But the remarks have alarmed other members of Trump's base, with former White House adviser Steve Bannon saying earlier this month that there shouldn't be "any foreign students in the country right now".

The number of Chinese students in the US has been on the decline since peaking at more than 370,000 in 2019/20, with India surpassing China as America's largest source country in 2023.

According to experts, hostile policies under the Trump administration have "heightened anxiety" among prospective Chinese students causing many to consider other destinations.

Meanwhile, embassies in China were some of the hardest hit by the State Department's visa interview freeze this spring, with students unable to obtain appointments after they were suspended by the US government for nearly a month in June.

On top of the policy environment, affordability and return on investment are becoming increasingly important factors shaping Chinese families' decision-making, contributing to the decline as students increasingly turn to closer-to-home options within Asia.

The Chinese embassy in Washington DC did not immediately respond to The PIE's request for comment, though they previously called Rubio's May announcement a "politically motivated and discriminatory move", hurting the lawful rights of international students from China.

US State Department revokes 6,000 student visas

▪ **EJ**- *Agency*

*T*he State Department has revoked more than 6,000 international student visas because of violations of US law and overstays, the department told the BBC.

The agency said the "vast majority" of the violations were as-

sault, driving under the influence (DUI), burglary and "support for terrorism".

The move comes as the Trump administration continues its crackdown on immigration and international students.

While the State Department did not specify what they meant by "support for terrorism", the Trump

administration has targeted some students who have protested in support of Palestine, arguing they had expressed antisemitic behaviour.

Of the 6,000 student visas that were revoked, the State Department said about 4,000 of those were revoked because visitors broke the law.

Another 200-300 visas were also revoked for "terrorism done under INA 3B", the State Department said, referring to code that defines "terrorist activity" broadly as acts that endanger human life or violate US law.

Earlier this year, the Trump administration paused scheduling visa appointments for international students. In June, when they restarted appointments,

Global Teacher Prize winner, bringing world-class teacher professional development to South Africa in 2025

▪ **EJ**- *Keishia Thorpe*

*O*n October 11, 2025, the U.S. Elite International organization, in partnership with South Africa Global Teacher Prize Ambassadors and education stakeholders across Africa, will convene hundreds of educators at the Birchwood Hotel and OR Tambo Conference Centre in South Africa for the Global Education Teacher Summit (GET Summit). This landmark gathering aims to address longstanding challenges in education by offering free, world-class professional development with a sharp focus on equity, innovation, and cross-border collaboration. The keynote will be delivered by Ms. Ella Mokgalane, who is the Chief Executive Officer of the South African Council for Educators (SACE), "which is responsible for regulating and professionalising the South African teaching profession, counting half a million teachers."

This is the fourth hosting of the sought after event that had its inaugural staging in Jamaica and two others in partnership with Nobel Fest in East Asia.

The summit, themed "Redesigning the Future of Education," is expected to draw between 700 to 1,000 participants, including teachers, administrators, policy makers, and global thought leaders. Its primary mission is to redefine the way educators are trained, especially in under-resourced communities, by promoting a

"One Model for All" learning approach that centers inclusivity, access, and modern pedagogical practices.

Sub-Saharan Africa, and South Africa in particular, faces critical educational hurdles that make this gathering especially timely. Data from the United Nations Educational, Scientific and Cultural Organization (UNESCO) projects that Africa will require approximately 15 million new teachers by 2030 to meet Sustainable Development Goal 4 (SDG4): Quality Education for All. In South Africa alone, recent studies, including those from the Progress in International Reading Literacy Study (PIRLS), reveal that nearly 80% of fourth-grade students struggle to read for meaning. These figures reflect the urgency of building teacher capacity in foundational literacy, differentiated instruction, and inclusive learning practices.

In direct alignment with the South African Department of Basic Education's strategic priorities, the summit will focus on improving literacy and numeracy across all school phases, expanding early childhood development access, enhancing professional development for teachers and school leaders, and creating safer, more supportive school environments.

Participation in the GET Summit is free of charge, thanks to public-private collaborations, and the

event is officially endorsed by the South African Council for Educators (SACE) and Nobel Fest (Inclusive Development Foundation-IDF). All local and international attendees will receive professional development certificates that count toward required continuing education credits.

Among the highlights of the summit is a live Classroom Master Class led by Keishia Thorpe, the 2021 Global Teacher Prize Winner, a U.S. National Teacher Hall of Fame inductee, Presidential Lifetime Achievement Award recipient, and National LifeChanger of the Year. Attendees can also engage in breakout sessions organized around four key educational themes: digitizing, optimizing, democratizing, and internationalizing learning. Concurrent workshops will cover topics such as STEM education, literacy interventions, career and technical education (CTE), teacher well-being, and mental health.

A special Stakeholder Mini-Conference, held in conjunction with the main summit, will bring together leaders from government, universities, the business sector, NGOs, and civil society to co-develop policy-aligned solutions that address the continent's most pressing educational issues.

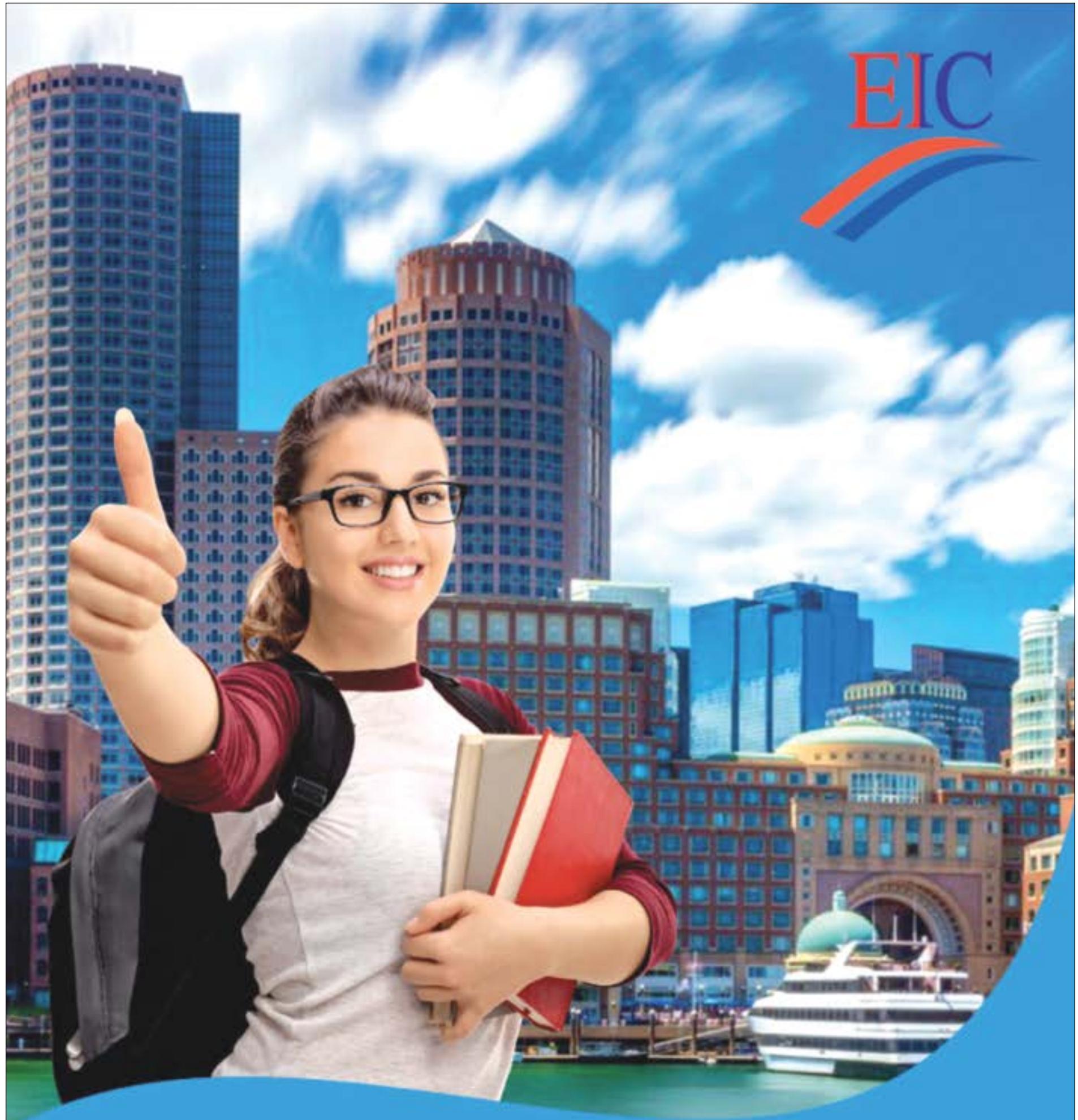**Finally, you can simply choose the international university you want to study in**

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