



HAPPY NEW Year 2023

Stay tuned for International Issue on 1 April 2023

International Column



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South Africa

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CBSE Class X, XII board exams to start from Feb. 15

■ EJ News - New Delhi

The Central Board of Secondary Education (CBSE) announced the Class 10 and Class 12 Board examinations schedule. Exams for both classes will start on February 15.

While Class 10 students will appear for the last paper on March 21, for Class 12 the Board exams will conclude on April 5.

The datesheet has been prepared by avoiding nearly 40,000 subject combinations to ensure no two subjects' combinations fall on the same date, reads the CBSE notice.

Earlier this month, the Ministry of State for Education, Annapurna Devi told Lok Sabha that at least 40 percent of questions in the CBSE Class 10 exam and 30 percent in Class 12 exams in 2023 will be competency-based.

These questions will comprise multiple formats such as objective type, constructing response type, assertion, reasoning, and case-based.

"In pursuance of NEP-2020, CBSE has introduced competency-based questions in the classes 10 and 12 board examinations to reform the pattern of examinations. These questions comprise multiple formats such as objective type, constructing response type, assertion and reasoning, and case-based format," she had informed Parliament.



Engineering aspirants demand January edition of JEE-Main be postponed

■ EJ News - New Delhi

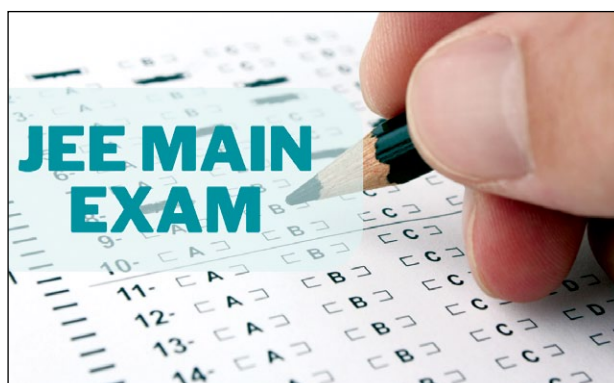
Scores of engineering aspirants are demanding that the first session of the Joint Entrance Exam (JEE)- Main scheduled in January be delayed as the crucial exam is slated to be held just a fortnight before board exams and may clash with practical exams.

The first session of the engineering entrance exam is scheduled from January 24 to 31, 2023 except on Republic Day.

The class 12 CBSE board exams are slated to be held from February 15, 2023, while practical exams will be conducted in January.

The hashtag "postponeJEE-Mains" is trending on social media with aspirants tagging the education ministry and National Testing Agency (NTA) raising their demands.

"Pursuing engineering courses and becoming an engineer is a dream of lakhs of students and the emotions of their parents



and teachers are connected with this exam. But due to the declaration of early dates, they have started to give up on their dreams," said Ritu, a JEE-Main aspirant.

Sarfaraz, a social media user tweeted, "Not allowing us a fair chance in JEE Mains will be a huge injustice. So please bring about fairness when it comes to exams as important as JEE".

Anubha Sahai, a lawyer and President of India Wide Parents Association, said, "Students are

in stress and this is serious. Only a couple of days ago three students died by suicide in coaching hub Kota due to stress".

"Assam Boards practicals fare beginning from 25 January, Bihar Board practicals from 10 January, Telangana Boards practical from 20 January, and JEE Main from 24-31 January. Aren't all these dates clashing with each other? Why cannot the government see," said Aditya Jha, an engineering aspirant?

Safety clubs to curb crime in Telangana educational inst's

■ EJ News - Hyderabad

To ensure the safety and security of students in educational institutions, the government has proposed to form safety clubs in all government and government-aided schools, colleges, and universities in the State. The clubs will not only focus on protection against sexual abuse but also against cyber crimes, drugs, and the safety of students in and around the institutions, including in hostels and during transport.

A meeting on 'security measures and support system for students in educational institutions' was organized by the Telangana State of Higher Education Council (TSCHE) on Thursday. Education Minister P Sabitha Indira Reddy and officials from the Education and Police departments, and vice-chancellors of different universities attended the event.

With the number of female students increasing with each passing day, the concept of safety from a wider perspective which includes infrastructure, the relation between students and teachers, and between students themselves, the safety clubs in educational institutions



officials from the Education and Police departments, and vice-chancellors of different universities attended the event.

The women's safety wing of the police department will closely coordinate with the education department to ensure the smooth functioning of the clubs. Programs for the training of trainers will also be arranged periodically. It will involve students in implementing the tasks listed in government order no 36 of the education department dated December 12, 2017.

UGC-NET is to be conducted from Feb 21 to Mar 10

■ EJ News - New Delhi

The National Eligibility Test (NET) to determine the suitability of students to be recruited as assistant professors will be conducted from February 21 to March 10, 2023, the National Testing Agency (NTA) announced on Thursday. The exam will be a computer-based test (CBT) in 83 subjects.

According to University Grants Commission (UGC) chairman M Jagadesh Kumar, the NTA has been entrusted by the UGC to conduct the UGCNET. The test determines the eligibility of Indian nationals to become "Assistant Professors" and "Junior Research Fellowship" (JRF) in Indian universities and colleges.

"The NTA will conduct UGC-NET's December edition for JRF and eligibility for Assistant Professor in 83 subjects in CBT mode. The online applications will be accepted from December 29 to January 17. The exam will be conducted from February 21 to March 10," he said. The exam is conducted twice a year.

In a crackdown on foreign education quacks, CBI raids 91 locations

■ EJ News - New Delhi

The CBI conducted searches at 91 locations across the country in connection with its investigation against several state medical councils and foreign medical graduates who were allowed to practice in India without qualifying for a mandatory test, officials said.

The agency had registered an FIR against 14 state medical councils and 73 foreign medical graduates who were allowed to practise medicine in India without qualifying for the mandatory Foreign Medical Graduate Examination (FMGE), they said.

According to norms, a foreign medical graduate must qualify FMGE/Screening Test conducted by the National Board of Examination to get provisional or permanent registration with the National Medical Commission or a state medical council to practise medicine in India.

The sources said NBE sends its results to candidates as well as councils, they said.



When these candidates produced fake eligibility certificates, medical councils could have verified it from the results directly sent to them by NBE, they said.

The officials said that the CBI had registered the case of alleged corruption, criminal conspiracy, forgery and cheating against unidentified officials of state medical councils, the erstwhile Medical Council of India, and 73 foreign medical graduates.

Only students who get 50% marks will be able to do medical practice in the country

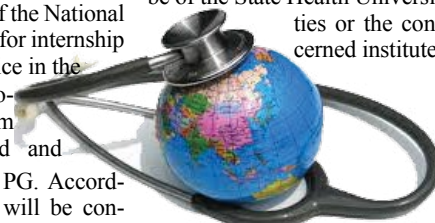
■ EJ News - New Delhi

The National Medical Commission has released the draft regulations of the National Exit Test (NEXT) for internship and medical practice in the country after doing MBBS from India and abroad and

for eligibility for PG. Accordingly, the NEXT will be conducted in two phases. Multiple choice questions will be asked in Next-1. At the same time, practical questions will come in the Next-2 event.

In Next-1, students will have to score at least 50 percent marks. Only then students will be eligible for practice and PG entrance in the country. Along with this, students also have to clear Next 2. Next-1 will be conducted in computer based mode or online. Final and third year students doing MBBS will be able to give this exam. This exam will be conducted once in

a year. Next-2 will be based on clinical practice. The responsibility of this examination will be of the State Health Universities or the concerned institute.



The attempt limit has not been fixed in Next-1 and Next-2. Next-1 will be conducted in the first week of December and the result will be released in the second week of January. Similarly, Next-2 will be organized in the second week of March and its result will be declared in the first week of April. Next was earlier to be implemented in the year 2022. After taking admission in MBBS, both the exams have to be cleared within a period of ten years.

Till now, students doing

>> Contd. p.2..

Issues affecting new educators in rural South Africa

Rural Public Schools are a huge fraction of the world’s education systems. In South Africa, these rural schools are prone to poor performance. There are several factors leading to this poor performance for most of our rural public schools. Among others are leadership deficiency, unwelcoming attitude against younger and vibrant educators, lack of transformation, poor competition, lack of funding and poor financial management, not setting the bar high enough when educating a rural child, load shedding, lack of internet access and broadband technologies which limit newcomers to be innovative, to mention a few. Hence, the department of basic education policies is futuristic, impactful, and supportive. Through careful implementation, monitoring, and evaluation on the ground, we can arrive at creating the Africa we want.

We appreciate resilient and dedicated teachers who are using their experience to impact, touch and change the lives of young people and at the same time take us young teachers under their wing. Unfortunately, there are a few obstacles related to senior educators, but with our patience and good influence are joining the wagon. Some experienced educators are versatile and adaptable to changing patterns of teaching methodologies that demand design thinking. By versatile and adaptable I mean being flexible and changeable in different contexts.

Leadership deficiency might sound so ridiculous and tough

against the leadership in the field of work. Some leaders inspire change, command change, and stimulate change in the best interest of moving education to be better than it was before. Given this notion of leaders with deficiencies, credit must be given to those great leaders who support newcomers with what there is, to make them settle within the profession. But, with these types of leaders mentioned, those who do not have leadership



traits that suit the profession hurt the lives of future generations. Yet, the success of every school depends on the leader who has a well-defined measure purpose in the run-up to pulling the mission and vision of the school. I am talking about leaders who are tolerant, committed, and willing to take risks

and inspire the new generation of teachers instead of judging and criticizing them. However, there are those leaders who tremble, stumble, fall, trip, and never give up, because they learn new ways to improve instead of blaming it on the newcomers. Others will always tell newcomers how they have been doing it better in the past twenty years and that the energy of young teachers will just diminish. When the new teacher is effective, they refer to that teacher as “Fundza”(bursary scheme). They call them by the

or running divide and rule which is a major threat to the development of rural schools and newcomers. If educators are not supported within, their performance will decline, and the poor performance of learners will be the result.

Lack of transformation and poor competition are major challenges facing the education sector displayed at the school level by senior teachers who are not flexible to the use of modern technology tools. This is often caused by



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education globally. Most of them criticize those with abilities to limit their energy. This shows their level of inability to change with time. I have experienced all these personally, where no one supported the initiative of technology integration in the classroom. This shows how rural schools are way far from reaching a better setting that suits the 21st-century model of school. The 21st-century model of educators does not value poor competition, they value collaboration because in a competition we do not learn from one another.

To the young and newcomers in the profession, stand determined, triumphant, and walk tall! If one did it under abnormal and unusual circumstances, you could do it as well. Enemies of progress will always try to find new ways to destroy you. Do not despair, and don’t withdraw, instead, be strong

and face challenges with determination. You will never know what is soft until you feel hard or strong if you have never been weak. Stand against the test of time, they will betray you, falsely accuse, critique, verbally abuse you, and even send death threats, but you can survive all. Be constant as the Northern Star as Shakespeare would phrase it. Do not give toxic perfumes and magic spells from elsewhere to dispel the taste and smell of determination within because victory is certain. Do not compete, collaborate, because in the competition you lose the knowledge that you were supposed to learn from others. The most successful schools have a human resource that supports one another and does not value negative competition, because within competition there is no gain. Competition brings about empty arrogance that demeans academic depth and velour.

No educator is an Island, and no educator has a monopoly on knowledge. Age and experience in the teaching fraternity combined bring no gain if they are not used to impact, impart, teach, and positively touch the future. Once every educator starts re-skilling to enrich themselves, the education sector will improve and the performance of our schools will improve, and so are the learners too. If educators are not analytic and critical, then what is the value of their certificates? When the old and the new are adaptable and versatile, the education sector will be able to deliver quality education to the world.

Common challenges International students face

International students bring new experiences, perspectives, and cultures to higher education institutions - but they also get responsibility.

On campus, international students face challenges many other students don’t have to deal with. Language barriers, cultural differences, distance from friends and family, and differences in the education systems can all make it harder for international students to succeed on campus.

We have addressed some common challenges international students face on campus, and how they can be addressed head-on to make students feel more welcomed into campus life.

Language Barriers

Language barriers can cause stress on international students as they may not be able to communicate with their peers and professors, or simply navigate through daily campus life. Student forums can allow students to connect with other students going through the same challenges and can be an effective way for them to find solutions.

As an institution, invest in the expansion of resources in specific areas of campus life, such as clubs and information in different languages. Only encourage international students to enroll in your institution if you can accommodate them and help them overcome the language barriers they may experience.

Lack of Resources

Consider creating an international student center where in-



ternational students can congregate, find resources and interact with other students facing the same challenges as them.

Resources that international students may need include visa and immigration resources, or services on campus to help them navigate any legal needs for their visa. Offer online resources such as language options in their native language for all of your web content—or hire counseling services that can speak these languages to make sure international students can understand everything they need to. While most students can navigate enough English on campus to get by, they should still have access to resources to help them with paperwork or

online services that can be more challenging.

Social and Cultural Challenges

International students face unique challenges in having to adapt to social and cultural differences from what they’re used to. Research shows this can cause stress on international students who face logistical and social challenges, from getting housing to simply making friends in a new place, so campus resources should consider this and plan to help these students as they acclimate.

Potential discrimination

While college campuses are often considered some of the more accepting places for young people, they are not void of discrimination. Create a safe space for international students to report any discrimination that they may ex-

perience on campus, and send a clear message to your entire student body that discrimination will not be tolerated.

In the latest State of Student Recruitment Survey, 62% of prospective African students said they were concerned about racial discrimination when they were considering studying abroad.

Implement practices and procedures to embrace anti-racism and anti-discrimination on campus. Train staff and faculty on how to recognize discrimination on campus, and provide anti-racist training to both students and faculty alike. Encourage local communities and organizations to expand anti-racism efforts into your local community, not just within your student body.

Financial Stress

Many students face financial pressure in securing housing and living costs while attending school, and for international students that can be exacerbated by visa and language problems that can often limit their abilities to earn a living in a new country.

Scholarship programs specifically designed for international students can help ease financial stress as students settle into their new environment. Consider working with alumni groups and other organizations to offer scholarships specific to international students at your institution.

Mental Health

As international students navigate life in a new country, they’re often limited to the support they receive from friends and family back home either digitally or over the phone. Set up robust support systems to ensure mental health services are accessible to international students as they navigate around your campus. Work to create a support system by helping them get involved in clubs and organizations that can expose them to new friends.



Ravi Arya
Career Consultant
New Delhi

Medical practice..

MBBS from abroad had to give Foreign Medical Graduate Test (FMGE) to practice in India. Now after the implementation of the next, FMGE will end. In FMGE also the student has to score at least 50 percent marks. Only after this, he gets the license to practice.

The provision for admission in post graduation in broad specialty has also been kept in this draft. Till now admission in PG program is done on the basis of NEET PG score only. In this draft, the provision of admission in PG has also been kept through Next.

Pre-matric scholarship..

in modes of transport, or any infrastructure by uploading pictures on it has been receiving complaints but they are not being addressed by the states.

According to an RTI, around half of the complaints were pending resolutions till August with states and Union territories.

There were a total of 1,009 complaints received through the app till August and 509 complaints were pending resolution at the state/Union territories authorities concerned, the Department of Disabilities said

Himachal headless..

government, Sharma said, “It is unfortunate that the state government and the Himachal Pradesh University were talking about the implementation of the National Education Policy without considering basic issues of faculty requirement and infrastructural facilities”.

At least 3,000 more teachers would be required in the colleges to implement the multidisciplinary education system under the NEP 2020, he added.

Forward-looking, futuristic education system being created in the country through NEP: PM Modi

■ EJ - Rajkot

Prime Minister Narendra Modi said through the new National Education Policy (NEP), a forward-looking and futuristic education system was being created in India for the first time and accused the past governments of not doing anything to regain the country's lost glory due to their "slave mentality".

Modi, who was addressing the 75th 'Amrut Mahotsav' of Shree Swaminarayan Gurukul at Rajkot via video link, also said the number of premier educational institutions like IITs, IIMs, and medical colleges in the country increased substantially after 2014, the year when his government came to power at the Centre for the first time.

Hailing India's ancient 'gurukul' (residential schooling) system of education, the Prime Minister said knowledge has been the highest purpose of life in the country and added that saints and spiritual leaders helped revive the country's lost glory in the field of education.

"You know very well that our existing education policy and institutes have a big role to play in India's bright future. Therefore, in this 'Amrit Kaal of independence, whether it is about the country's educational infrastructure or policy, we are engaged in work at every level at a fast pace," he said.

The number of premier educational institutions like IITs, IIMs, and AIIMS is increasing substantially. After 2014, the number of medical colleges has seen a more than 65 percent rise,



Modi said.

"Through the new education policy, the country is preparing an education system that is forward-looking and futuristic for the first time," he added.

"When the country became independent, it was our responsibility to revive India's ancient glory and our great pride in the field of education," he said.

"But under the pressure of the slave mentality, the governments did not move in that direction. And in some matters, they went in the reverse direction. In these circumstances, once again our saints and acharyas took up fulfilling this duty towards the country. Swaminarayan Gurukul is a living example of this opportunity," he said.

Modi said India showed the way to the world by carrying out research in the fields ranging from 'Atma tattva' to 'Paramatma tattva', from spirituality to ayurveda, from social science to solar science, from maths to metallurgy, and from

zero to infinity. Women scholars debated with their men counterparts at a time when the term 'gender equality' was not even born, he said.

"India showed light to humanity in those dark times, offering rays from which the journey of the

modern world and modern science started," he said.

The gurukuls of those periods paved the way for the world by allowing women scholars like Gargi and Maitreyi to be involved in debates there, he said. Knowledge has been the highest purpose of life in India. Therefore, in the period when other countries were identified with kingdoms and royal clans, India was known by its gurukuls, he said. "Our gurukuls have been like a garden of equality, affection, and service for centuries. Universities like Nalanda and Takshashila used to be synonymous with the global glory of this gurukul tradition of India.

Discovery and research were part of India's way of life. Today, the diversity and cultural prosperity we see in the country are results of the same discoveries and innovations," he said. The ideal citizens and youths raised on a better education system will work to realize the dream of a developed India in 2047 when India celebrates a century of independence.



■ EJ News - New Delhi

From limiting coverage of pre-matric scholarship for OBC students to setting up a commission to examine the matter of giving Scheduled Caste status to religious converts who were 'historically' SCs, the Social Justice and Empowerment Ministry remained in the spotlight this year.

The ministry evoked critical reactions from various quarters over its decision to limit its pre-matric scholarship scheme meant for OBC and minority communities to students of classes 9 and 10.

Earlier, the pre-matric scholarship was used to cover education for grades 1 to 8 as well as for students belonging to minority communities.

The ministry also appointed a commission headed by former CJI K G Balakrishnan to examine the matter of giving Scheduled Caste status to new people who claim to "historically" have belonged to the SCs, but have converted to a religion other than those mentioned in the presidential orders.

Accessibility remains a significant challenge for the physically challenged in India even this year. The Rights of Persons with Disabilities Act, of 2016 pro-

vided a timeline of five years for making all existing public buildings accessible by June 14, but out of the total 2,839 buildings, 585 state buildings and 1,030 central government buildings have been made barrier-free for the disabled.

For the visually impaired population, 500 academic words in Indian sign language were launched this year which are used at the secondary level and are often used in history, science, political science, and mathematics.

An ISL dictionary app called Sign Learn was launched which is available in both Android and iOS versions. Indian Sign Language Research And Training Centre had signed an MoU with NCERT for converting NCERT textbooks

launched.

The Department of People with Disabilities also signed an agreement with Amazon and Flipkart to create a structured skill development mechanism for mainstreaming of PwDs into the mainstream economy.

Ministry initiatives try did not take off at the expected rate like the government's employment platform for the elderly, Senior Able Citizens for Re-Employment in Dignity (SACRED), which the former secretary of the ministry admitted publicly has not been functioning "very well".

Also, the Sugamya Bharat app which aims to enable people with disabilities and the elderly to register accessibility-related problems in buildings,

>> Contd. p.2..

Polytechnic could not fill even 10% seats in one and two year diploma course

■ EJ News - Kanpur

Even 10 percent seats have not been filled in one and two-year diploma courses in polytechnic institutes of the UP. Of the total 19075 seats in 19 PG Diploma and three other Diploma courses, only 1477 seats could be filled. Admission is available in all these 22 courses after graduation.

There are 19075 seats in institutes across the state Students have taken admission only on 1477 seats

Last year also the situation was similar. In the session 2021-22, out of a total of 18 thousand seats in 18 courses of this category, only 1585 seats were admitted. To improve the situation, Cyber Security, Data Science, Machine Learning, Drone Technology, and Internet of Things courses have been started in PG Diploma from this session. Out of a total of 1575 in these four courses, only 119 seats have been admitted. Let us inform you that out of a total of 675 of nine PG diploma courses running in Government Polytechnic Kanpur, students have enrolled in only 203 seats.

Lack of placement for students pursuing a PG Diploma in Polytechnic is the main reason for the decrease in admissions. Sources said that the placement officers of the institutes focus on the placement of students pursuing a three-year diploma in engineering, but ignore the placement of students pursuing PG Diplomas and another one- or two-year courses. At the same time, in most of the institutes, these courses are being taught by guest faculty. Students shy away from taking admission even if they do not get proper feedback before admission.

The seats for the three-year **JEE-Advanced is to be held on June 4**

■ EJ News - New Delhi

The Joint Entrance Exam (JEE) Advanced for admission to the Indian Institutes of Technology will be conducted on June 4, 2023, IIT Guwahati announced.

The institute is responsible for conducting the crucial examination for 2023. The examination comprises two papers of a three-hour duration each.



JEE ADVANCED

"The seven zonal coordinating IITs will conduct the JEE-Advanced 2023 under the guidance of the Joint Admission Board 2023. The performance of a candidate in JEE(Advanced) 2023 will form the basis for admission to the Bachelor, Integrated Master, and Dual Degree programs (entry at the 10+2 level), mentioned in clause 2, in all the IITs in the academic year 2023-24," a senior IIT Guwahati official said.



Diploma Engineering courses running in the Government Polytechnics are almost filled. The vacant seats for PG Diploma and two-year Diploma are a matter of concern. The principals of the institutes will promote these courses among the youth from their level. Will work to increase the interest of the students in these courses by visiting the campus lab.



Scholarship: GCIL Apprenticeship for Engineering Graduates 2022-23

Description: GCIL Apprenticeship for Engineering Graduates 2022-23 is an opportunity offered by the Grid Controller of India Limited (a Government of India Enterprise under the Ministry of Power) to B.E./B.Tech. degree holders.

Eligibility: Open for applicants who not have completed the 18 years of age as on 31st December 2022. The applicants be a B.E./B.Tech. degree holder in Electrical Engineering from an institute recognized by AICTE, Govt. of India with one year of job experience. The candidates who have undergone apprenticeship training in any organization for any duration.

Prizes & Rewards: A monthly stipend of INR 15,000

Application: nerldchr@posoco.in

nerldchr@grid-india.in

Last Date to Apply: Jan. 08, 2023

Short Url: www.b4s.in/jagat/GPIL2

Scholarship: BII Graphic Design Internship 2022

Description: BII Graphic Design Internship 2022 is an opportunity offered by Blue Planet Info Solutions (consulting services provider) via the All India Council for Technical Education (AICTE) internship portal to graduate students.

Eligibility: Open for graduate students with relevant skills and interests.

Prizes & Rewards: INR 10,000 per month

Application: Online applications only

Last Date to Apply: Jan. 8, 2023

Short Url: www.b4s.in/jagat/BIGI5

Scholarship: Saksham Scholarship Program for Drivers' Children

Description: Mahindra Finance invites applications for the 'Saksham Scholarship Program for Drivers' Children' from students belonging to Andhra Pradesh, Tamil Nadu, Kerala, and Telangana. The scholarship is meant to support underprivileged and meritorious children of drivers (all light motor vehicles and small commercial vehicles such as Taxi, Jeep, Car & delivery vans such as Pickup, magic, school van etc) holding a valid driving license who are studying in Class 1 to postgraduation level

Eligibility: The applicants must be currently studying at Class 1 to postgraduation level in the states of Andhra Pradesh, Tamil Nadu, Kerala, and Telangana. Applicants who are pursuing studies from Class 9 onwards must have scored 60% or more marks in the previous final examination. The annual family income of the applicant from all sources must not be more than INR 4,00,000.

Prizes & Rewards: Scholarship ranging from INR 5,000 to INR 20,000 for 1 year

Application: Online applications only

Last Date to Apply: Feb. 28, 2023

Short Url: www.b4s.in/jagat/SKSP1

Scholarship: India Fellow Social Leadership Program 2023

Description: The India Fellow invites applications for the India Fellow Social Leadership Program 2023 from graduates between 20 and 30 years of age. It is an 18-month leadership program for young professionals from various walks of life, willing to work with communities and find their leadership potential to make a difference.

Eligibility: Open for Indian citizens between 20 and 30 years of age. The applicants must be a graduate degree holder in any discipline or about to complete graduation in any field by the fellowship start date. The applicants must be ready for an 18-month full-time commitment to the fellowship and prepared to be placed in any part of the country and in any thematic area.

Prizes & Rewards: A monthly stipend of up to INR 20,000 and other benefits

Application: Online applications only

Last Date to Apply: Jan. 31, 2023

Short Url: www.b4s.in/jagat/IFSL5

courtesy - buddy4study.com

2022 State of the Education Report for India: UNESCO

■ EJ - Agency

Free and compulsory education for all children aged 6-14 years is a fundamental right in India. Yet, among the several disturbing facets of UNESCO's Global Education Monitoring Report 2022 is the one showing that a large number of the Indian people have given up on state education. 'Only 46% of adults agreed that the primary responsibility for providing school education rested with the government, the lowest share amongst 35 middle- and high-income countries,' the report notes, citing its survey of parents. Observing that 70% of new schools established in India in the past eight years are private, it issues a stark verdict: 'Expansion of access through non-state provision is inequitable. In India, children from the richest quintile were seven times as likely as children from the poorest quintile to attend private early childhood institutions.'

We have known this for a long time, of course. The infrastructure and quality of education in government schools have always been suspect, and the best private schools are costly. It means that an unofficial



apartheid situation exists in India, banishing the poorest populace to the worst schools. The Unesco survey found that '73% of parents in India chose private schools because public schools did not meet quality standards, 12% because they offered English-medium education and 10% because public schools were not available.' Even poorer people tended to avoid government schools as the survey said that 86% of children from such households were enrolled in a budget private school or expected to transition to one in Grade 1. The rush for private schools, undoubtedly, puts an immense

strain on household budgets.

The National Education Policy (2020) envisages that public investment in education is 6% of the GDP. However, the Economic Survey presented in January showed that the expenditure on education in 2020-21 and 2021-22 has been only 3.1% of the GDP. Unesco notes that the failure of governments to increase spending on education 'leaves a ticking bomb for the poorest who are increasingly faced with high costs to access an education that should normally be free.' This verdict must act as an alarm bell for the education ministries in India.

It was a year of controversies, and big changes for the education sector: Bengaluru

■ EJ - Bengaluru

The education sector in the state has been on a roller-coaster ride for the entire of 2022. While the last two years have been in preparation for the National Education Policy (NEP) 2020, this year has seen a flurry of activity across schools, colleges, and universities.

2022 saw several significant changes in the sector, including increased efforts to digitize administrative processes, particularly in higher education. Several initiatives launched have promised to ease access to information for students and other stakeholders and to allow for complete transparency. However, that is not to say that the sector hasn't seen its share of controversies.

Controversies surrounding uniforms at schools, what to provide to children during midday meals, sudden syllabus changes, the fallout of digitizing the sector, and basic infrastructure struggles, among others, plagued the sector throughout the year, posing problems at every turn.

While changes were overarching, they also extended to the purely cosmetic. What was previously known as the Department of Primary and Secondary Education was changed earlier this year to the Department of School Education and Literacy, with Education Minister BC Nagesh undergoing the same change to his title.

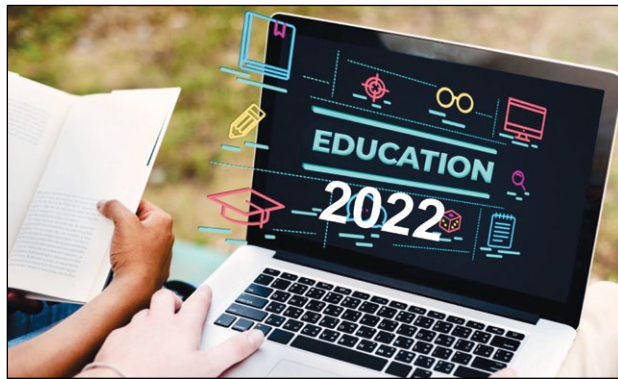
Similarly, the 56-year-old Karnataka State Education Examination Board (KSEEB) was renamed the Karnataka School Examination and Assessment Board (KSEAB), which proved to be a much bigger change. Under KSEAB, the department proposed to combine both the Secondary School Leaving Certificate (SSLC) board examinations and the Pre-University

sity board examinations under one authority.

Headed by Higher Education Minister Dr. CN Ashwath Narayan, the state of higher education has shifted gradually towards modernization. One of the major changes implemented is the switch to the Unified University College Management

system board examinations under one authority. Several of the changes implemented at all levels of the education sector are done poorly and pose more problems than they claim to solve.

However, the state education sector has been lauded for its attempts at modernization as well as for building contacts with foreign universities. The



System (CMS), which promises to ease processes at higher education institutions. Following its implementation, strict orders were also given to the heads of institutions to register and use the system to digitize the sector.

In terms of controversies, 2022 was kicked off by the hijab row, which even gained international attention. With 2022 being the first complete year that Nagesh has headed the sector, he has also been accused of trying to saffronize it several times. This includes controversies related to adding or omitting chapters in textbooks, several syllabus changes, changes in what to feed children at midday meals, and claims that government classrooms would be painted saffron.

In addition, the year has also seen its fair share of protests from students on several issues in the functioning of the two departments, something that continues regardless of leadership. Contrary to what the NEP 2020 stipulates, students allege that

state has tried to give importance to teaching and research, as well as making education more accessible for students in rural areas, through initiatives like allowing them to write in both Kannada and English during exams and establishing smart classrooms.

Overall, 2022 has been a big year of changes for the education sector. While organizations and students claim that these changes have been poorly implemented, officials and ministers maintain that initial teething problems are unavoidable for any new changes.

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NEP, CUET: Universities and Colleges see major changes in admission, teaching processes

■ EJ - New Delhi

The admission process and teaching at universities and colleges in the national capital underwent a radical overhaul this year by introducing a common entrance test and adopting the new federal education policy.

Relinquishing the old practices of admitting students, universities either partially or wholly adopted the Common University Entrance Test from the 2022-23 academic session.

While Delhi University (DU) used to admit students based on their Class 12 marks, Jamia Millia Islamia and Jawaharlal Nehru University (JNU) used to have separate entrance tests for admissions to undergraduate courses.

The Common University Entrance Test (CUET) has become the second-largest entrance test in the country, after the Joint Entrance Examination-Mains (JEE) for engineering colleges, with over 14.9 lakh aspirants taking it.

Conducted for the first time this year by the National Testing Agency, the CUET had its share of criticism with last-minute changes in exam centres, mass cancellation and postponement of exams, and delayed schedules putting candidates in a tight spot.

The Delhi University through the new admission process admitted students in 79 undergraduate programmes across 67 of its colleges, departments and centres. In September, it also launched an online platform for those seeking admis-



sion through the common seat allocation system.

Through the CUET, Jawaharlal Nehru University conducted admissions to 10 undergraduate courses, a majority being in its bachelor of arts (honours) courses in foreign languages.

However, some varsities, including Jamia Millia Islamia (JMI), partially adopted the CUET process. JMI through the common test admitted students in 10 courses while admission to other programmes was done through an exam conducted by the varsity.

These 10 courses included: bachelor of arts with honours in Turkish Language and Literature, Sanskrit, French and Francophone Studies, Spanish and Latin American Studies, History, Hindi and Economics, bachelor of science in bio-

technology and physics, and bachelor of vocation in solar energy.

From this academic session, universities implemented the National Education Policy-2020 (NEP) that proposes reforms in school as well as higher education, including technical education, with stress on promoting multilingualism and Indian languages, holistic and multidisciplinary education with multiple entries and exit options.

The new policy replaces the 1986 National Policy on Education (NPE) and aims at the universalisation of education from the preschool to the secondary level with a 100 per cent gross enrolment ratio by 2030. It also targets to raise the ratio in higher education to 50 per cent by 2025.

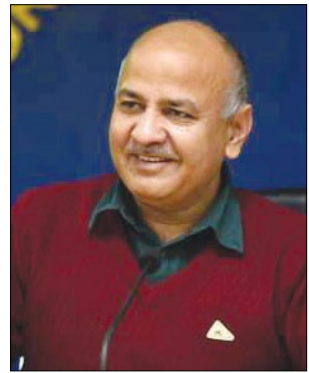
The education system has collapsed under the burden of exams: Sisodia

■ EJ - New Delhi

Delhi Deputy Chief Minister Manish Sisodia said the education system has collapsed under the burden of examinations and there is a need to revive it through innovative assessment practices. He said until the current examination system is changed, the entire education system will remain a "slave" to the three-hour annual examination system.

Attending the 13th education conference 'Educarival' organized by the Indian Institute of Technology (IIT) in Delhi, Deputy Chief Minister Sisodia said the most pressing reform in the Indian education system is the change in the traditional examination and assessment systems.

"The learning process will remain only a battle to pass the



exam. Until the current examination system is changed, the entire education system will remain a slave of the three-hour annual examination. We have progressed with time but still have not been able to move away from rote assessment systems," he said.

Sisodia said the present examination system is designed to pass or fail children based on

marks instead of assessing their learning levels, strengths, and weaknesses. Addressing school leaders and teachers from all over the country, he said, "The education system has collapsed under the burden of examinations and we need to revive it through innovative assessment practices. 'The children, parents, and all stakeholders in the education system are scared of examinations here. To change Delhi's examination and assessment system, we have set up a new state board- the Delhi Board of School Education (DBSE). Along with this, we have also started making some notable changes in the system.'

He said even the report cards by DBSE have unique features and instead of stating pass or fail to a student in the report card, DBSE gives subject-specific qualitative remarks.

'More than 75% colleges in Himachal headless'

■ EJ - Shimla

Over 75 percent of the government colleges in Himachal Pradesh are functioning without a regular principal, according to the general secretary of the state college teachers' association.

Posts of regular principals are vacant in 119 out of 156 government colleges in the state, while 75 colleges are functioning without their building, association general secretary R L Sharma said.



Two posts of principals designated as officers on special duty (OSD) at the directorate of higher education in Shimla are also lying vacant, he said.

When contacted, Director, of Higher Education, Amarjeet Sharma said 25 appointments

of principals would be made by the Himachal Pradesh Public Service Commission.

"We are aware that the majority of colleges are without a regular principal. All the documents are ready for conducting Departmental Promotion Committee (DPC) but a case is pending in the court and we are waiting for the court orders to proceed with the DPC," he added.

Criticizing the previous BJP

>> Contd. p.2.

Now only one entrance exam for all central universities, and the first-year CUET confuses a lot

■ EJ - New Delhi

In the field of education, 2022 will be remembered for many reasons. After the introduction of the new National Education Policy 2020, many significant changes have been seen in the Indian education system. Major changes also took place in the field of higher education. The biggest difference among these came in the form of the One Nation One Exam initiative. Under this, there was a single entrance examination for all the central universities of the country. However, this year's first experience was somewhat sour and somewhat sweet. In the last moments of the examination, problems like changes in examination centers and technical glitches kept coming.

The UGC i.e. University Grants Commission has implemented the Common University Entrance Test i.e. CUET exam for admission to undergraduate-level courses in Central Universities. But due to the insistence and efforts of the UGC chief, CUET scores were used



for undergraduate admissions in many state-run universities, private universities, and deemed universities. Later on the lines of CUET UG, CUET PG i.e. Common University Entrance Test Post Graduate was conducted.

Admissions to undergraduate and postgraduate programs in 45 central universities for the academic session 2022-23 are based on the Common University Entrance Test (CUET) 2022 merit score. Whereas in undergraduate courses, CUET was compulso-

rily implemented in this session itself. At the same time, this time along with CUET, some universities have also given admission through their entrance examination for post-graduate courses, but in the next academic session 2023-24, admission will be compulsorily through CUET. The responsibility of conducting the Common University Entrance Test (CUET) examination was entrusted to the National Testing Agency.

35 Afghan Universities could collapse after banning Women's Education: Report

■ EJ - Agency

A domino effect due to the Taliban banning higher education for women in Afghanistan is being felt by the country's private universities, which according to an estimate are staring at imminent closure reported.

"The economic challenges have surged widely 30 to 35 universities are facing major economic problems," said Mohammad Karim Nasiri, media officer at the union of private universities. Tolo News further reported that some university owners have warned that many educational institutions would shut down if female students were not allowed to attend university education.

The Tolo News report quoted, the founder of the Moraa educational centre for females Azizullah Amir saying "There is no man at this educational centre. If the implementation of this order continues, we will be obliged to close the doors of this centre".

The deputy head of Dawat University was cited in the report as saying that although universities are closed for women, he hopes this closure is only temporary. Soon universities will be reopened for female students to continue their education.

The Taliban-appointed spokesperson for the Ministry of High-



er Education, Ziaullah Hashimi, said efforts are underway to resolve the issues in the sector. "We are trying to ease our principles and provide services for the universities and solve the problems that cause obstacles for universities."

Previously, in December this year, Taliban-appointed Acting Minister of Higher Education of Afghanistan Nida Mohammad Nadim said there is no opposition to barring women from university education in the country. This comes at a time when the Taliban is attracting criticism over the matter from around the world.

However, to express their frustration and anger on the issues of university education for female students banned by the Taliban, many male students from private and public universities have gone

on strike chanting slogans like "education for all or none". Contradicting Nadim's opinion on the education ban for female students in Afghanistan, the Grand Imam of Egypt's Al-Azhar University, Ahmed El-Tayeb called for the Taliban to reconsider their decision to ban Afghan women from accessing university education, saying the decision contradicts Sharia.

The Grand Imam said that he "deeply" regrets the decision issued by the authorities in Afghanistan, preventing Afghan women's access to university education.

Tayeb said he warns "Muslims and non-Muslims against believing or accepting that banning women's education is approved in Islam. Indeed, Islam firmly denounces such banning since it contradicts the legal rights Islam equally guarantees for women and men," he said.

A lecturer from Kabul Polytechnic University who is in Turkey for his master's degree Ihsanullah Rahmani said, "I have offered my resignation to the Ministry of Higher Education as a protest and in support of our sisters. There are some other lecturers who are trying to continue their process of resignation."



Canada: Students with no housing told to defer

■ EJ - Agency

In what's believed to be a first for the country, CBU announced this month that students planning to come in January 2023 should defer if they don't have a place to live. Across Canada, domestic and international students find it challenging to secure accommodation in a tight housing market.

The number of international students at CBU has soared in recent years and they now outnumber Canadian students on campus. The school, located in Sydney, Nova Scotia, has more than 5,000 students in total, two-thirds of them international.

"The Cape Breton region is managing growth for the first time in many decades," said Gordon MacInnis, the university's interim president, and vice-chancellor, in a statement. "With this growth comes new challenges, including providing affordable housing for the community, which students play an integral role in."

In another first, the province of Nova Scotia has announced funding for a housing project in Sydney that is likely to benefit international students. It is committing CAN\$5 million to build rental units on a former racetrack called Tartan Downs.

"We have an urgent need for more housing options for students across the province and we continue to listen to our post-



secondary partners and take action," said Brian Wong, minister of advanced education.

The project is a joint venture between CBU and the non-profit Urban Neighbourhood Development Association. The university has owned the property for the last three years.

Tartan Downs will see 430 residential units developed. Half of them will be "affordable" accommodation for students and others with modest incomes. CBU hopes construction will begin in 2023, with the first apartment units becoming available in 2024 or 2025.

"This kind of investment has the potential to positively impact the lives of the community for generations to come," said MacInnis.

In addition to the project in Sydney, the province an-

nounced \$3 million for renovations at the Atlantic School of Theology in Halifax. Housing there is used by students at several post-secondary institutions, including St. Mary's University and Dalhousie University. The building's plumbing and brickwork will be updated and the number of beds will increase to 97 from 65.

The apartment vacancy rate in Halifax dropped to just 1 percent in 2021, according to the federal government housing agency, Canada Mortgage and Housing Corp. A vacancy rate of 3 percent is considered healthy.

"Rental market conditions tightened in 2021, with increased demand for apartments outpacing supply," said Chris James, senior economics analyst at the organization.

'I don't want these titles if my mother and sisters can't read'

■ EJ - Kabul

A video of an Afghan professor tearing degrees in a live show is going viral on social media. Shockingly during the discussion, they take out all their degree diplomas and certificates one by one and tear them in public.

There is widespread resentment among the teaching community in Afghanistan after the Taliban government banned women from studying in colleges. Its glimpse was also seen in a live TV show in Afghanistan. A professor from Kabul University, who was discussing this topic with the anchor on the show, became so enraged that he tore up his degrees. The professor said



that if my mothers and sisters could not read, they did not need this education.

A video of an Afghan professor tearing degrees in a live show is going viral on social media. Shockingly during the discussion, they take out all their degree diplomas and certificates one by one and tear

them in public. Shabnam Nasimi has shared this video on Twitter. Shabnam is a former advisor to the Minister for Afghan Resettlement and Refugee Affairs. Naseem currently serves as the executive director of the Conservative Friends of Afghanistan group. The group works to increase understanding and support for Afghanistan in the United Kingdom.

In the live show, the professor said, "From today onwards I don't need these diplomas and degrees because there is no place for education in this country." If my sister and my mother cannot read, then I do not accept this education."



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