





# China's progress in the world is do to its Technical Education

In today's global landscape, technical education has become the fundamental pillar of a nation's economic strength, industrial capacity, and innovation potential. In this context, if there is one country that has made technical and vocational education the backbone of its national development strategy, it is China. Over the past four decades, China has expanded technical education in a highly planned and systematic manner. As a result, it has emerged as the world's second-largest economy and a major technological power. At present, millions of students in China are pursuing technical and vocational education, clearly reflecting the country's long-term development vision.

## The Vast Scale of China's Technical Education System

According to the latest available data, approximately 28 to 35 million (2.8–3.5 crore) students in China are currently enrolled in technical and vocational education. This figure sends a powerful message not only to China but to the entire world about how technical education can be transformed into a mass movement.

China's technical education system includes secondary vocational schools, higher vocational colleges, polytechnic institutes, and skill training centers. Taken together, there are more than 11,000 vocational and technical

educational institutions actively functioning across the country.

## Technical Education at the Secondary Level

After completing compulsory school education, a large num-

ber of Chinese students opt for secondary vocational education. At present, around 17.8 million (1.78 crore) students are studying in secondary vocational schools.



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These institutions provide training in areas such as machinery, electronics, automobiles, construction, informa-



## Higher Vocational and Technical Education

Following secondary education, many students proceed to higher vocational colleges and technical universities. According to 2023 data, approximately 5.4 to 5.6 million (54–56 lakh) students are enrolled in higher vocational education.

These institutions emphasize modern and future-oriented disciplines such as engineering, information technology, artificial intelligence, robotics, data science, renewable energy, semiconductor technology, and indus-



trial automation. The curricula are carefully designed to match the real and evolving needs of industry.

## Why Are So Many Students Choosing Technical Education?

In China, technical education is closely associated with social respect, employment security,



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and economic advancement. The government has consistently conveyed a clear message that technical and vocational education is not an "inferior option," but rather a primary pathway to development and success.

Moreover, strong industry-education collaboration, mandatory internships, hands-on practical training, and relatively assured employment opportunities have strengthened the confidence of students and parents in technical education.

## Technical Education and China's Economic Strength

Millions of technically trained students form the backbone of China's industrial power. This is why China is no longer viewed merely as a producer of low-cost goods, but as a global center for

high-quality and high-technology manufacturing.

China's achievements in sectors such as 5G technology, electric vehicles, solar panels, battery manufacturing, AI-based products, and space technology are largely driven by the human resources emerging from its technical education system.

## Digital and Future-Oriented Technical Education

Aligning technical education with future needs, China has rapidly adopted digital platforms, online learning systems, smart classrooms, and virtual laboratories. Artificial intelligence-based teaching methodologies have further enhanced learning outcomes and student engagement.

The objective is not only to meet the demands of current industries, but also to prepare human resources for the economy of the future.

## A Message for India and Other Countries

The fact that millions of students in China are currently pursuing technical education clearly indicates that any nation aspiring to succeed in global competition must prioritize technical and skill-based education.

For a young and populous country like India, China's experience offers an important lesson: technical education must be strengthened simultaneously at the levels of policy, investment, and social perception

## Transforming Higher Education Through Industry-Driven Doctoral Research



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Industry-centric PhD programs are doctoral or research programs designed to align the academic research with the real-world industrial problems. Its scope extends beyond purely academic research, emphasizing innovation, product development, and commercial impact rather than focusing on theory and publications. In these programs, researchers are enrolled in the university, but work on projects aligned with national initiatives or industry interests. Many institutions worldwide offer industry-linked PhD programs, but the number is limited. These programs are essential for career-ready graduates who can produce tangible solutions and foster economic growth by connecting research to the market needs. Industry-centric programs are becoming increasingly popular. However, deliberate measures are required to improve its



adoption and acceptance.

A crucial step in enhancing academic research standards involves revising the curriculum and securing support from government agencies. It is essential to transform the research framework to foster innovation and entrepreneurship effectively. By implementing these changes, we can create an environment that encourages creative thinking and practical application in research endeavors.

To address the evolving landscape of employment, it is essential to establish a dedicated committee tasked with the development of a curriculum that is driven by industry needs. This committee will focus on identifying and integrating new and emerging job roles, ensuring that the educational framework aligns with the demands of the 21st century. By collaborating with industry leaders and experts, the committee can create a comprehensive curriculum that not only equips students with relevant skills but also fosters adaptability and innovation. This initiative will ultimately bridge the gap between education and the workforce, preparing individuals to thrive in a rapidly changing job market.

At the university level, it is essential to integrate curriculum, assessment, and academic research with critical emerging technologies such as Industry 4.0, artificial intelligence, quantum computing, data analytics, cybersecurity, and semiconductors. Students should be educated about these technologies from an early age, starting in school and continuing rigorously through their undergraduate studies, regardless of their specific fields of study. Furthermore, academic standards must be refined to promote interdisciplinary research and collaboration, as impactful societal research cannot occur in isolation.

To effectively meet industry demands, it is essential to develop specialized programs at both the undergraduate and postgraduate levels. Strengthening collaborations between academia and industry is crucial for this purpose. Additionally, fostering open communication between faculty and industry professionals can help both parties understand their respective challenges and establish effective frameworks. While some institutions and industries collaborate on projects, conflicts often arise regarding ownership, as academic institutions prioritize research publications and patents, whereas industries focus on project completion and commercialization. This misalignment can

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## Rethinking Marks and Success!



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A noticeable shift has occurred in the way marks and academic achievements are viewed. Not long ago, even a perfectly answered paper rarely earned a student a full score of 100/100. Today, that philosophy seems almost forgotten. Competition among students has intensified to unprecedented levels. High marks are no longer rare—they are expected. This raises an important question: what happens if everyone scores 100/100? Are marks alone sufficient to shape the future of our children? The answer is clearly "no."

As parents, many of us feel happiness when our children perform well academically. It is a natural response. Historically, we believed that students with high marks often secured better positions in life, and this belief has guided our expectations. However, the reality today is far more complex—and, at times, disturbing. Reports of extreme behavior among students—suicides due to

(Let us work toward a society where children are encouraged to fail, learn, innovate, and grow without fear. A society where parents and teachers support the holistic development of every child. A society that celebrates uniqueness, effort, and curiosity—not only top scores.)

exam failure, self-harm to meet quota requirements, and abuse at home in the name of academic pressure—are tragic reminders of a society that places marks above all else.

Are the students to blame? Or the parents who push them? While some bear responsibility,

who were once considered "poor students" but went on to make remarkable contributions. This awareness is slowly helping us shift our perspective: success is not defined solely by marks.

I recently attended a parent-teacher meeting at my son's school. I could sense the tension



ity, the larger culprit is society itself. The culture of measuring a child's worth by marks has created pressure-cooker environments where children suffer silently and parents are forced into desperation. I have sympathy for the students struggling under this burden, and for parents facing social condemnation when they too are ultimately victims of this pressure.

Fortunately, times are changing. Today, we see children who may not excel academically still achieving extraordinary things in life. Some become innovators, entrepreneurs, artists, athletes, or skilled professionals. The world is full of examples of individuals

he felt about what I might think of his marks. Teachers, too, often unintentionally add to the pressure by focusing solely on progress and scores. At the meeting, I made it clear that I am happy if my son excels even in one subject, and that academic scores are secondary to the formation of his values, character, and confidence. The change was immediate—teachers felt encouraged, and my son felt reassured. True education, after all, is about nurturing well-rounded, confident, and happy human beings.

Society also needs to reconsider what we celebrate. Currently, we glorify academic success and

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# The PGDM Convocation Ceremony of GNIOT was held in the august presence of Arif Mohammad Khan, Governor of Bihar



■ EJ - Gr. Noida

The PGDM Convocation Ceremony for the Batch 2023-25 was successfully held today, 11 February 2026, at GNIOT Institute of Management Studies (GIMS), Greater Noida, in a grand, disciplined, and inspiring atmosphere.

The Chief Guest of the PGDM Convocation Ceremony was Shri Arif Mohammad Khan, Hon'ble Governor of Bihar. While beginning his convocation address, he warmly greeted the Chairman and Vice Chairman of the GNIOT Group of Institutions, the CEO of GNIOT Institute of Management Studies Shri Swadesh Kumar Singh Ji, the Director of the Institute, distinguished faculty members, esteemed guests, members of the media, parents, and the graduating students receiving their convocation degrees, and extended his heartfelt greetings to all present on the occasion. He stated that the GNIOT Group has been doing exemplary work in the field of education for many years and is playing a significant role in nation-building through quality management education. Being part of the PGDM Convocation Ceremony held at this prestigious campus, he said, was a matter of joy, pride, and deep personal satisfaction for him.

Addressing the students, the Hon'ble Governor remarked that this occasion is not merely about receiving a degree, but symbolizes the successful completion of an important academic journey and the beginning of a new professional chapter.

Successfully completing a challenging and professional programme like PGDM, he emphasized, is the result of continuous hard work, discipline, and determination.

He further stated that while the degree awarded today gives students an identity, it is their character, attitude, work culture, and ethical values that will truly make them outstanding. In this era of technology, digital economy, data analytics, and artificial intelligence, management education is not merely a means of employment but a strong foundation for building a robust nation.

Praising GNIOT Institute of Management Studies, the Hon'ble Governor said that the institution empowers students not only with academic knowledge but also with leadership skills, strategic thinking, professional competence, and strong ethical values. He especially appreciated the leadership of CEO Shri Swadesh Kumar Singh, noting that under his visionary guidance, commitment to academic excellence, and efficient management, the institution continues to progress steadily.

The Guest of Honour, Shri Nagendra Nath Tripathi, Regional General Secretary (Organisation), Bharatiya Janata Party, Bihar-Jharkhand, encouraged students to move forward with a spirit of nationalism, discipline, and social responsibility.

The Convocation Ceremony

was presided over by Dr. Rajesh Kumar Gupta, Chairman of the GNIOT Group, who highlighted the institution's academic legacy, strong industry-institute collaboration, and focus on the holistic development of students.

Vice Chairman Gaurav Gupta congratulated the graduating students and stated that the GNIOT Group is continuously striving to prepare them for global competition.

Among those present on the occasion were the Director of the Institute, Dr. Bhupendra Kumar Som; Bharatiya Janata Party leader Shri Neeraj Singh; Shri Mahendra Kumar; Registrar Shri Anil Madhwal; along with several other distinguished guests, faculty members, parents, and a large number of students.

The programme was efficiently, effectively, and discipline-wise anchored by Dr. Shalini Sharma, whose confident, time-bound, and well-organized stage management added special dignity to the ceremony.

During the convocation, more than 290 students were awarded their degrees.

The event concluded as a memorable occasion filled with joy, pride, and renewed aspirations for the future. The PGDM Convocation Ceremony for the Batch 2023-25 was successfully held today, 11 February 2026, at GNIOT Institute of Management Studies (GIMS), Greater Noida, in a grand, disciplined, and inspiring atmosphere.

# IGNOU started a BSc in Fabric and Apparel Design under FYUP



■ EJ - New Delhi

The Indira Gandhi National Open University (IGNOU) has launched a new BSc programme – BSc in Fabric and Apparel Design. The new programme, through the School of Continuing Education (SOCE) at IGNOU, will be under the Four-Year Undergraduate Programme (FYUP) for the January 2026 admission cycle. The BSc

in Fabric and Apparel Design will be offered in the Open and Distance Learning (ODL) mode.

The programme also follows a multiple exit framework, allowing students to earn a UG Certificate in Fabric and Apparel Design after completing the first year, a UG Diploma after the second year, a BSc degree after three years, and a BSc (Honours) in Fabric and Apparel Design upon successful completion of four years.

The application for the programme is open. The fee structure is set at Rs 11,000 per year, excluding applicable registration and development fees.

This programme, according to the Open University, is designed in accordance with the UGC's Curriculum and Credit Framework and aligned with the National Education Policy (NEP) 2020.

The programme is open to candidates who have completed 10+2 with Science as a compulsory stream. The medium of instruction is English. The total programme requirement is 120 credits for the three-year degree, and examinations are conducted on an annual basis.

The BSc in Fabric and Apparel Design programme seeks to equip learners with a strong foundation and practical skills in textile science, fashion design, and garment construction. It will

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# British Council opens applications for fully funded women in STEM scholarships



■ EJ - Agency

The British Council has invited applications for the British Council Scholarships for Women in STEM 2026-27. The scholarships offered will be fully funded postgraduate study opportunities for women from South Asia, including India. The initiative, according to British Council, seeks to address gender gaps in science and technology while strengthening women's leadership and India-UK collaboration in research and innovation.

For the 2026-27 academic year, as many as 25 fully funded scholarships will be available to South Asian applicants in partnership with five UK universities – the University of Edinburgh, University of Glasgow, University of Manchester, Queen Mary University of London, and Brunel University London.

The scholarships support women with strong academic poten-

tial who aspire to pursue careers in science, technology, engineering, and mathematics (STEM) and contribute to innovation and development in their home countries, the official statement released in this regard said.

Each scholarship is valued at a minimum of £40,000 and covers full tuition fees, living allowances, travel and visa costs, health coverage, and English language support where required. The comprehensive funding is intended to remove financial barriers and enable scholars to focus fully on academic and professional growth at leading UK institutions.

The UK is globally recognised for excellence in research and innovation, ranking among the world's top countries for research output and impact. Scholars will gain exposure to advanced research facilities, industry-linked learning, and international academic networks, equipping them with global per-

spectives and leadership skills essential for STEM careers.

Beyond academic study, the programme offers access to UK alumni and professional networks, supporting long-term collaboration, cross-border research, and continued engagement in science and innovation after graduation.

Rittika Chanda Parruck MBE, Director Education India, British Council, said the scholarships reflect the spirit of the India-UK Vision 2035, which places education, research, and people-to-people ties at the core of bilateral cooperation. She noted that empowering women in STEM is critical to building inclusive innovation ecosystems and driving shared prosperity for both countries.

Globally, the programme will award 90 scholarships across 30 countries in 2026-27. To date, the British Council has partnered with 43 UK universities and awarded nearly 500 Women in STEM scholarships worldwide, including 22 scholarships to candidates from India.

The British Council Scholarships for Women in STEM are part of the Going Global Partnerships programme and support one-year master's degrees at leading UK universities, with a focus on advancing gender equality and strengthening female leadership in science and innovation.

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## Kashmiri student enrollment in Uttarakhand drops 67% amid safety concerns and climate of fear



■ EJ - Dehradun

Uttarakhand's educational landscape is witnessing a sharp demographic shift, as enrollment of Kashmiri students has plummeted by nearly 67% over recent years. Rising incidents of targeted harassment and assaults against students and shawl vendors from the valley have created a palpable "climate of fear," driving many away from the state's premier institutions.

Recent estimates show that annual arrivals of Kashmiri students in Dehradun have fallen from around 6,000 to just 2,000, dealing a significant blow to Uttarakhand's reputation as a preferred educational hub.

Nasir Khuehami, National Convener of the Jammu & Kashmir

Students Association (JKSA), expressed concern over the declining trend. "The association urges both the Uttarakhand and Jammu & Kashmir governments to take immediate steps to bridge the growing trust deficit," Khuehami told TNIE.

The friction traces back to the aftermath of the 2019 Pulwama attack, when Uttarakhand reported harassment of Kashmiri students. Many were forced to vacate hostels and faced physical intimidation, fundamentally altering perceptions of safety in the state.

Khuehami noted that prior to these tensions, Uttarakhand, alongside Punjab, was a top-tier destination for students from the Union Territory. "In the years

following the 2019 incidents, admissions have steadily declined. Many families now prefer other states or even international destinations due to lingering security concerns," he said.

The JKSA emphasised that individual actions should not result in collective punishment. "Every act of violence is condemnable. However, personal misconduct should not be attributed to an entire community. Holding all Kashmiris responsible for the actions of a few is unjust," Khuehami stated.

The association also criticised the "lack of proactive measures" from the state governments, noting the absence of structured outreach to restore confidence. The decline in student numbers has affected not only academic journeys but also the local economy and the cultural diversity of Uttarakhand's campuses.

JKSA has urged authorities to introduce confidence-building measures, including dedicated grievance redressal mechanisms, awareness campaigns, and targeted scholarships to encourage students to return.

"True integration is built on mutual respect and dignity, not intimidation," Khuehami concluded, calling for collaborative action to ensure Uttarakhand remains a welcoming destination for all students.

## JEE Main Results 2026: 14 toppers with 100 percentile in last year's Session 1 repeated perfect score

■ EJ - New Delhi

The results for JEE Main Session 1 are awaited after the National Testing Agency (NTA) announced a shift in the release date from the earlier scheduled February 12 to February 16. Once declared, successful candidates who meet the cut-off will become eligible to appear for JEE Advanced, the gateway to the IITs. Those falling short of the threshold will have another opportunity to improve their scores in the second session of JEE Main, scheduled in April 2026.

JEE Main Results 2026 Live Updates

According to NTA data, last year, a total of 12,58,136 candidates appeared in the January 2025 (Session 1) examination. The April (Session 2) examination saw 9,92,350 candidates. Additionally, a total of 7,75,383 candidates appeared in both sessions, reflecting the strategic use of the two-attempt format. The total number of unique candidates across both sessions stood at 14,75,103. For more updates on JEE Main final answer key, result, April application process, and top colleges, click here.

While many candidates use the JEE Main April attempt to improve their percentile, 14 students who had already secured a perfect 100 NTA score in January chose to appear again in April — and scored 100 percentile once more.



For some JEE aspirants, scoring full marks is a personal milestone; others choose to take the JEE again to stay prepared for upcoming entrance exams or to overcome exam-related anxiety. However, most students aim to improve their scores, especially since the best of four attempts will be considered when preparing the final JEE Main merit list. These JEE toppers scored 100 percentile in both JEE Main Session 1 (January) and Session 2 (April):

The following 14 candidates achieved the rare feat of securing 100.00 percentile in both sessions of JEE Main 2025:

Going beyond 100 percentile-rs was the case of Devdutta Majhi from West Bengal, who narrowly missed a perfect score in January with a 99.99921 percentile. She returned in April and secured 100 percentile, becoming one of only two female final toppers that year.

The two-session format of JEE Main allows candidates flexibil-

**According to NTA data, 12,58,136 candidates appeared in the January 2025 (Session 1) examination. The April 2025 (Session 2) examination saw 9,92,350 candidates.**

ty — either to improve upon their January score or to solidify their standing before Advanced. With over 7.75 lakh students appearing in both sessions in the previous session.

As students now await the Session 1 results this year, the NTA has confirmed that while the results were initially scheduled for February 12, they will now be released by February 16 instead. The announcement will determine who moves forward to JEE Advanced and who prepares for another attempt in April.

## NEET UG 2026 Application starts

■ EJ - New Delhi

The National Testing Agency (NTA) released the notification for the NEET UG 2026. The official website for the application is [neet.nta.nic.in](http://neet.nta.nic.in). The application for the same has begun with the last date as March 8 upto 9 pm. In the 2025 session of the medical entrance exam, the results were announced on June 14, with the exam conducted on May 4.

NEET UG is the sole exam in India to shortlist candidates for UG medical and allied courses. For the last two years, over 20 lakh students have been registering for the exam.

### Application dates

Candidates must ensure that the transaction of fees through Credit/Debit Card, Net-Banking, or UPI is completed by 8 March 2026 up to 11:50 pm. Following the application window, a correction period for particulars in the application form will be available from 10 March 2026 to 12 March 2026.

### Application fees

Regarding the fees payable by candidates, the costs for centres within India are categorised as follows: General candidates must pay Rs 1700, General-EWS/OBC-NCL candidates pay Rs 1600, and SC/ST/PwBD/Third Gender candidates pay Rs 1000. For candidates appearing at centres outside India, the fee is Rs

### CBSE...

storage, updated web browsers, Adobe Reader, reliable internet connectivity with a minimum speed of 2 Mbps, and uninterrupted power supply.

For smooth implementation, the Board has directed schools to allow teachers with OASIS IDs to log in and familiarise themselves with the system. CBSE will also conduct multiple dry runs, organise training programmes, establish a call centre for issue resolution, and release instructional videos to aid understanding of the new evaluation process.

CBSE said detailed instructions for each activity will be issued separately to ensure timely action. The Board noted that the communication is intended to inform all concerned about its decision and to facilitate necessary preparations well in advance of the 2026 examinations.

### Rethinking...

public accolades, often labeling failure as disgraceful. But what if we celebrated resilience, effort, and learning from failure? What if failure became a stepping stone rather than a source of shame? This shift in mindset is essential for the mental and emotional well-being of our children.

Nowadays, a troubling trend has emerged where media often highlights students from rural or less privileged backgrounds primarily to showcase their hardships, as if struggle alone defines their story. These stories are shared widely, attracting clicks, likes, and attention, but they often ignore the fact that many rural children today have access to good education, resources, and opportunities. Talent and achievement are real everywhere, yet the focus remains on sensationalizing hardship rather than celebrating true potential. This reminds us that guidance, encouragement, and opportunity—not a narrative of deprivation—truly shape lives.

The path to societal transforma-

9500/- across all categories.

### Aadhaar eKYC for identity verification

NEET (UG) 2026 has introduced new application rules with enhanced security measures to ensure authenticity in the registration process. NTA now requires Aadhaar eKYC for identity verification, making it mandatory for applicants to link their Aadhaar details during registration. Additionally, candidates must capture a live photo at the time of submission, which will be cross-checked with their Aadhaar photo to prevent impersonation.

### City selection

Another key change is in city selection, where exam centres will be allotted based on the candidate's permanent or present address, ensuring fairness and reducing discrepancies in exam location assignments. These updates aim to streamline the process and strengthen the integrity of the examination system.

### Exam date

The NEET (UG) – 2026 examination is scheduled for 3 May 2026, with a total duration of 180 minutes (3 hours) from 2 pm to 5 pm. While the specific exam centre will be indicated on the Admit Card, other key dates—such as the announcement of the city intimation, downloading of Admit Cards, display of recorded responses/answer keys, and the declaration of results—will be announced later on the official websites: [nta.ac.in](http://nta.ac.in) and [neet.nta.nic.in](http://neet.nta.nic.in).

The NEET (UG) – 2026 application process specify that candidates must apply through the online mode via the official website, [neet.nta.nic.in](http://neet.nta.nic.in), as no other submission methods will be accepted.

### IGNOU launches...

integrate scientific understanding of textiles with creative design and technical training, preparing students for industry-oriented roles.

The programme, as per IGNOU, will emphasise innovation, sustainability, and professional competence, enabling graduates to pursue careers in the textile and apparel industry, entrepreneurship, or higher studies.

Study materials will be provided in both print and digital formats, ensuring accessibility for learners across the country.

tion will not be instantaneous. It requires awareness, patience, and courage from parents, educators, and communities alike. We must create an environment where children are motivated to explore their passions, embrace challenges, and grow as individuals—beyond numbers on a report card. While marks are important, they alone do not define a child's success. A child's creativity, resilience, values, and happiness are far more meaningful in shaping the future.

Let us work toward a society where children are encouraged to fail, learn, innovate, and grow without fear. A society where parents and teachers support the holistic development of every child. A society that celebrates uniqueness, effort, and curiosity—not only top scores. This vision is achievable if each of us chooses to change our mindset and practices. The journey may be long, but every step counts. Let us move toward a world where children are valued for who they are, not just what they score—and where every dream, effort, and curiosity is celebrated.

## Education Minister...

leased by Immigration, Refugees and Citizenship Canada (IRCC), the country recorded a nearly 60% decline in new international student arrivals in 2025 compared to last year. The number of new arrivals fell by about 1.32 lakh within a year, the change reflecting the impact of sweeping reforms to student and temporary worker programs introduced since late 2023.

In early 2024, the federal government introduced an annual limit of 3.60 lakh study permits nationwide to "stabilise growth" and address pressures on housing and infrastructure.

In 2025, the cap was further reduced by 10%, bringing down allocations across provinces and territories. Alongside this, Ottawa made it mandatory for every acceptance letter to be verified through an official process to curb fraud and unauthorised enrollments. The government also increased financial requirements for study permit applicants — a move aimed at ensuring students are better prepared to meet living costs in Canada's high-inflation environment.

These changes, coupled with the slower processing of applications submitted under earlier rules, have significantly reduced new arrivals this academic year.

The government has emphasised that the goal is not to restrict genuine talent but to make immigration "sustainable and better aligned with labour market needs." In a statement, Immigration Minister Marc Miller said the new limits are intended to "return temporary resident levels to below 5% of Canada's population" in the coming years.

### Transforming...

hinder progress, highlighting the need for a well-defined framework to mitigate such issues.

One of the key reasons that most of the doctoral research does not reach the implementation stage is the lack of research labs and incubation centers. Many educational institutions are unable to provide the research support needed for innovative projects and startups. So, most of the innovative ideas either take time or people lose interest in working when it takes a long time to search for proper research facilities. It is sometimes difficult to get permissions for working in the research labs of other institutes. Moreover, due to the rigid academic pressures of publication, the researchers concentrate more on it. Very little is actually being done to convert their prototypes into actual working models that would be useful for the people. The establishment of research labs and incubation centers should be encouraged so that students will be introduced to research and its importance at a very young age.

Industry-linked PhDs will act as catalysts to enhance research and development activities of both educational institutions and industries. These research-based insights, when implemented with a vision to improve quality of life, will serve as a medium to deal with challenges such as climate change, sustainable education, economic growth, and healthcare. Moreover, it will help generate specialized jobs to match emerging technologies and the changing demands of products and services. By rethinking our mindset and refining existing frameworks, we can empower more researchers to opt for industry-centric research and contribute to national development and economic growth.

# What Impact Will the Opening of Foreign University Campuses in India Have on Indian

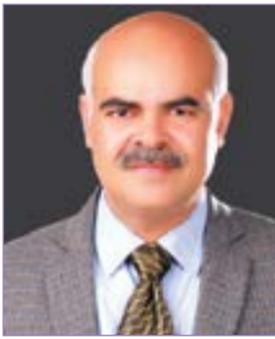
The decision by the Government of India to allow foreign universities to establish their campuses in the country is being regarded as a historic and far-reaching step in the field of higher education. This move is not limited to education policy alone; it is closely linked to India's global competitiveness, knowledge economy, the future of its youth, and the overall direction and condition of Indian educational institutions. In this context, a natural question arises: what impact will the opening of foreign university campuses in

for Indian institutions to retain their best students.

Private and mid-level institutions, in particular, may be more affected, as students increasingly prioritize brand value, global degrees, and better international exposure. Fees and the Question of Social Equity

One of the biggest challenges associated with foreign universities is their high fee structure. If fees remain excessively high, access to such education may be limited to affluent sections of society.

In this situation, the social role of Indian public universities and in-



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India have on Indian universities and institutions—will it be an opportunity or a challenge?

## A New Era of Competition

With the arrival of foreign universities, Indian higher education institutions will face direct global competition. Until now, Indian universities were largely compared within the domestic framework, but once foreign campuses open in India, students will have access to international options within the country itself. This will create pressure on Indian institutions to improve their curricula, teaching methodologies, evaluation systems, and administrative structures.

In the long run, this competition may enhance the quality of Indian institutions, but those that fail to update themselves with changing times may be left behind.

## Impact on the Quality of Education

Foreign universities generally emphasize research-based education, critical thinking, interdisciplinary curricula, and industry-linked training. Their presence in India will push Indian institutions to move beyond rote learning and adopt education models centered on knowledge, skills, and innovation.

The positive aspect is an overall improvement in educational quality; however, the negative side is that weaker institutions may face a crisis of survival.

## Changing Student Preferences

Until now, a large number of Indian students traveled abroad for high-quality education. With foreign university campuses opening in India, students will be able to access international-level education within the country itself. This will pose a challenge

stitutions will become even more important. They can help maintain balance by offering affordable, accessible, and quality education. If regulation remains weak, there is also a risk of excessive commercialization of education.

## Impact on Faculty and Research

Foreign campuses may offer better salaries, international research opportunities, and modern infrastructure, potentially leading to the migration of talented faculty members and researchers from Indian institutions.

At the same time, there is another side to this development:

- Joint research projects
- Faculty exchange programs
- International academic collaboration

These opportunities can benefit Indian institutions that develop a strong research culture.

Changes in Curriculum and Teaching Methods

*Foreign universities often rely on project-based learning, case studies, experiential education, and extensive use of digital technologies. As a result, Indian institutions will also need to move away from:*

- Examination-centric education
- A mindset focused solely on awarding degrees
- While this transformation is essential for the Indian education system, implementing it will not be easy.

Greater Pressure on Tier-2 and Tier-3 Institutions

*Top institutions such as IITs, IIMs, IISc, and major central universities are likely to remain relatively secure, but mid-level and smaller private institutions may face the greatest pressure.*

If these institutions fail to fo-

cus on:

- Collaboration with local industries
- Skill-based curricula
- Employment-oriented education
- They may experience a decline in student enrollment.
- India's Global Academic Image

With balanced policies and strong regulation, this initiative can help India move beyond being merely a "student-exporting country" and emerge as a Global Education Hub.

Indian institutions may gain opportunities for international rankings, collaborations, and recognition, strengthening their global credibility.

## Conclusion

The opening of foreign university campuses in India is neither purely a threat nor merely an opportunity. It represents a moment of serious self-reflection for India's higher education system.

Institutions that embrace quality, research, innovation, and transparency will emerge stronger in this competitive environment. Those that resist change may gradually become irrelevant.

Today, the need of the hour is for Indian institutions to stop seeking protection and instead prepare themselves in line with global standards. Only then can India become not just self-reliant in education, but also a global leader in the field.

# King's College London starts new round of scholarships for Indian students

■ EJ - London

The King's College London Monday announced a third year of the university's special scholarship scheme for postgraduate students domiciled in India, aimed at removing cost barriers in the path of pursuing degrees leading to a positive impact on society.

The Vice-Chancellor's Awards will offer 5,000 pounds in fee reductions for up to 40 students from India as they study full-time on campus at the leading London university from September 2026. To apply for the award, students must demonstrate that they will use their skills and knowledge to enhance society once their studies are complete, and demonstrate how they would make the most of their time at the university, both academically and personally

"I am immensely proud to launch the third year of the Vice-Chancellor awards for Indian-domiciled students, having left Delhi to pursue postgraduate studies abroad myself," said Professor Shitij Kapur, Vice-Chancellor and President of King's College London.

"We know that King's can provide a unique experience for students with great passion and talent to thrive, and to go on to create truly remarkable positive impact in society. Each year, we are inspired by our award recipients, and I look forward to welcoming the next award winners to King's in September," he said.

The awards are now open to



India-based students who have received an offer to study their first on-campus postgraduate degree at King's in September in the faculties of Arts and Humanities; The Dickson Poon School of Law (DPSOL); Institute of Psychiatry, Psychology and Neuroscience (IoPPN); King's Business School (KBS); Life Sciences and Medicine (FoLSM); Natural, Mathematical and Engineering Science (NMES); Nursing, Midwifery and Palliative Care; and Social Science and Public Policy (SSPP).

King's College London prides its "longstanding connection with India", having been one of the first universities in the UK to teach Sanskrit and Bengali, and counting activist and former Governor of United Provinces, Sarojini Naidu, among its notable alumni.

Since launching in 2024, the Vice-Chancellor's Awards have supported 60 students to pursue

degrees which aim to have a positive impact on society. Tilotama, a previous winner who studied Comparative Literature (MA) at King's College London, said: "Before receiving the Vice-Chancellor's Award, I worried about fully engaging with postgraduate life beyond coursework.

The award has given me clarity and confidence to pursue research and creative opportunities. "I represented King's at a conference in York and progressed professionally with a radio play produced by Elysium Theatre. My long-term goal is to work as a scholar-writer, translating and amplifying underrepresented South Asian histories. This award has made those aspirations feel possible.

"The application process for the 2026 round will run until the end of May, with Indian students able to apply through the King's College London website.

# Education Minister urges Canadian universities to establish India campuses

■ EJ - New Delhi

Education Minister Dharmendra Pradhan on Wednesday met with a delegation of academic leaders from 24 leading Canadian universities led by Amb Christopher Cooter, High Commissioner. The meeting aimed to deepen academic and research engagements with Indian HEIs and further strengthen India-Canada cooperation in higher education.

As posted on the microblogging site, X by Pradhan, the Canadian

universities are willing to set up international campuses, strengthen academic, research and innovation capacities, talent development and building workforce of the future, as well as create innovative models for advancing the long-term educational agenda.

According to data shared by the Ministry of External Affairs during the Winter Session of Parliament in December 2025, there are 4,27,085 Indian students in Canada. The number includes both those studying in schools

and those studying in universities and tertiary institutions.

In 2024, Canada was the top international higher education destination with a total of 4,27,000 Indian students visiting the country. This was followed by the USA with 3,37,630 Indian students, the United Kingdom with 1,85,000, Australia (1,22,202), and Germany (42,997), the NITI Aayog report said.

According to official data re-

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