



8th Year Publishing

Education Jagat International Issue on 1 April 2023




Richard Twigg
Educationist
Collegno

Congratulations to Education Jagat on their 7th anniversary. Wishing you and your readers many more happy and successful years to come. Keep up the great work.



Victoria Juharyan, PhD
Princeton University
USA

"I strongly believe that good education can only be global, international, and available to all both in its geographic reach and content scope. Best teachers like Mahatma Gandhi, Leo Tolstoy, and Martin Luther King Jr. all worked in praise of and for the sake of this universality. Education Jagat, thank you for contributing to this important tradition! Warmly and with best wishes,



Eleni Tzaikou
Educationist
Greece

I'm so proud of everything you have accomplished throughout these years, and can't wait to see what you do in 2023! Heartfelt congratulations on your achievement and thank you for the inspiration you provide to all the teaching community.

Education Jagat PRINT & DIGITAL MEDIA

International Column



Zoran Hercigonja
Educationist
Croatia

Zoran Hercigonja is a professor of computer science for primary and secondary schools. He lives and works in the Republic of Croatia. He is involved in scientific research and has published over 40 scientific and professional papers. He is the author of 10 printed professional books, methodological manuals, and collections of tasks. He worked on several important international and national projects. He holds a globally recognized *Elements of AI* certificate from the University of Helsinki. In 2020, 2021, and 2022, he was awarded by the Ministry of Science and Education with the highest state awards as one of the 500 best teachers in the Republic of Croatia.

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Foreign universities will need UGC's nod to set up campuses in India

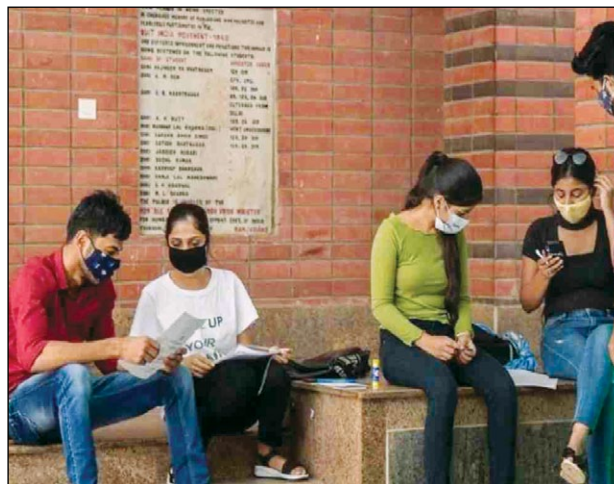
■ EJ News - New Delhi

Foreign universities will be able to set up their campuses in India for the first time with the UGC on unveiling draft norms, under which these varsities can also decide on the admission process, and fee structure and repatriate their funds back home.

Noting that foreign universities with campuses in the country can only offer full-time programmes in offline mode and not online or distance learning, UGC chairperson M Jagadeesh Kumar said the foreign universities and Higher Education Institutions (HEIs) would need a nod from the UGC to set up their campuses in India.

The initial approval will be for 10 years and will be renewed in the ninth year subject to the meeting of certain conditions, he added and clarified that these institutions shall not offer any such study programme which jeopardises the national interest of India or the standards of higher education here.

The University Grants Commission (UGC) announced the draft regulations for 'Setting up and Operation of Campuses of Foreign Higher Educational Institutions in India' and the final norms will be notified by the end of the month after



considering feedback from all stakeholders.

While these universities will have the freedom to decide their admission criteria and fee structure, the Commission has advised keeping the fees "reasonable and transparent". "The new National Education Policy (NEP), 2020 has envisioned that top universities in the world will be facilitated to operate in India. For this, a legislative framework facilitating such entry will be put in place, and such universities will be given special dispensation regarding regulatory, governance, and content norms on par with other autonomous institutions of India," Kumar said.

The regulatory framework

allowing the entry of higher-ranked foreign varsities will provide an international dimension to higher education, enable Indian students to obtain foreign qualifications at affordable cost, and make India an attractive global study destination, he added. On matters related to funds and funding, he said that the cross-border movement of funds will be according to the Foreign Exchange Management Act.

"Cross-border movement of funds and maintenance of Foreign Currency Accounts, mode of payments, remittance, repatriation, and sale of proceeds, if any, shall be as per FEMA, 1999. An audit report

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CBSE bags Digital India Award 2022

■ EJ News - New Delhi

President Droupadi Murmu, recently conferred the Digital India Award 2022 – Gold to CBSE in the Data Sharing and Used for Socio-Economic Development category. CBSE's pioneering IT initiative Digital Academic Repository Parinam Manjusha was selected for the Gold category.

Dr. Antriksh Johri, Director (IT & Projects), and Kamal Kumar Khandelwal, JS(IT) received the award in the presence of the Minister of Electronics and Information Technology Ashwini Vaishnav.

grated with National eGovernance Division's (NeGD) Digi Locker.

Result data of board examinees of the last twenty-two years (2001-2022) and CTET examinees of five years (2018-2022) is available for download of academic documents by students and just-in-time verification by admissions and counseling bodies, higher education institutions, and employers. The Board plans to upload legacy results from 1975 onwards in this repository.

The depository will help stu-



Parinam Manjusha is first of its kind online repository as a single source of result data developed and implemented by IT Department, CBSE, and inter-

students in fetching their old degrees and documents faster, rather than following the old process, which takes longer in physical access mode.

DU to launch five-year LLB prog from upcoming academic session

■ EJ News - New Delhi

The University of Delhi (DU) will likely launch a five-year LLB programme in the upcoming academic session 2023-24.

According to the university, they are planning to offer two kinds of programmes BA LLB and BBA LLB.

The DU's Academic Council and executive council have agreed to this proposal. The university currently offers a three-year LLB programme which can be pursued after graduation. Students can take up the five-year LLB programme after Class 12.

The university is also planning to shortlist a location for setting up the campus for the course which will be set up after receiving approvals from various stakeholders including the Bar Council of India.

The stakeholders are also going to decide the course struc-



ture of the programme. In the first year, there will be around 60 students who are going to be admitted to each of the programs.

The university has also mentioned that by the end of the five years, a total of around 600 students would be studying in the two programmes.

In the first year, the existing teachers are going to teach the students and gradually there will be more teachers who are going to be recruited to the campus in the upcoming academic session. The law department might further launch BCA LLB and B.Com LLB in the future.

HC refuses to postpone the IIT JEE Mains exam scheduled in January

■ EJ News - Mumbai

The Bombay High Court refused to postpone the Joint Entrance Examination (Main), scheduled to be held from January 24 to 31.

The high court was hearing a PIL by activist Anubha Srivastava Sahai which stated that the exam dates were clashing with the pre-board and practical examinations and it should be postponed to April or May this year. The plea had said the notification for JEE (Main) was issued on short notice, and it would create difficulties for the students.

The court said that it would not be appropriate to postpone the exam, which is held across India, based on a PIL by a child rights activist whose 'locus stand' (legal standing) is challenged by the exam authorities.



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The petitioner, through advocate Joseph Thate, said the authorities usually announce the schedule four months before the exam dates, which was not the case this year, so students will get less time for exam preparations.

The bench noted that as per authorities, the next session of JEE exam is scheduled from

April 6 to 12, for which sufficient time is given to them, and if they do not fare well in the January exam, they can again compete in the April exam and improve their performance.

"The extraordinary circumstances do not appear to exist for restraining respondent authorities from holding the January exam. Lakhs of students

must have been preparing for the exam," the bench said while refusing prayer to postpone the January exam.

The PIL had also sought relaxation of the criterion of scoring 75% marks in Class 12 (Higher Secondary Examination) exams to be eligible to appear for JEE Mains, reasoning that many of the students who passed Class 12 in the academic years 2020-21 and 2021-2022 are going to apply for the present JEE Mains.

The petitioner said such students were assessed in their board examinations based on their performance of previous examinations as their board exams were canceled due to the Covid-19 pandemic and therefore the marks scored by them are not a true reflection of their

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The educational role of the media in the formation of students' critical opinion

Insufficient orientation of the Education system on the media space

In a world filled with a pile of information and media content, alternative facts, and "fake news", assessing the truth requires a special skill that develops in the system of human education. The lack of focus of the educational system on training the individual for the ability to evaluate the truth of the information served to be able to protect himself from negative influences and exploitation by the neo-imperialist market force through marketing and marketing tricks, is becoming a significant problem in the modern world. Media directing and imposing patterns of needs according to the law of supply and demand excludes a man from the context of a self-determining being who can form and express his own needs and determinations. The suffocation of the "media dictatorship" turns young people into passive consumers without the possibility of developing a personal filter for critically digesting content.

Media content in the service of the economy, And outside the control of the education and education system

The educational system is still subject to the traditional approach and models of upbringing and education, i.e. a severe form of socialization. We still prepare students, future young people, and persons for life in the community based on adaptation to the existing power structure and adaptation to current conditions. Educational institutions should enable young people to actively participate in social events and the possibility of checking different social truths. But it is often the practice to surrender to the media's direction and allow them to determine the actions of the individual and his life choices.

Media content is conditioned by the ideology of profit, thereby suppressing the production

of quality content and programs within the framework of educational contributions. Suppressing documentary content from media broadcasting also affects the educational role of the media. The educational role of the media is increasingly being replaced by a manipulative role through the imposition of ethical, moral, and other values and attitudes of society.

In recent years, the quality of entertainment content has been lowered to the level of the modest needs of the audience. The absence of critical thinking changes the value systems of children and young people. The value system comes from the environment, that is, the environment in which children and young people live.

Namely, media mediation and the serving of low-quality content has become an environment

excessive biocentrism, pluralism, and an emphasized consumer mentality. Why is the educational system unable to raise emancipated individuals prone to critical analysis and reflection? The answer lies in the increasing utilitarianism of educational and social structures.

Mass media determines conditions and trends based on the law of supply and demand and its benefits and earning poten-



Of course, the problem is not so much in the imposition of views as in the quality of the broadcast content.

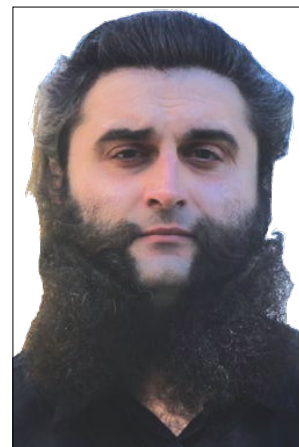
Media in the service of the economy mostly work on the production of entertainment content. More precisely, the hyperproduction of sitcoms and violent films, the promotion of rudimentary and triviality through series and movies where a crude cult of power and forced eroticization is imposed, have a disastrous effect on the psycho-physical and spiritual formation of a young person, and at the same time, they stop the development of a personal filter for critical digestion of content. The problem with entertainment content is the quality itself.

from which the values of the level of modest needs of the audience arise, i.e. very often the values are reduced to hedonism (entertainment), utilitarianism (personal benefit) and weakness for social engagement due to distrust in the political and economic system. In this way, young people are gradually dulled from any criticism towards society and the existing situation.

Excessive dependence on media approval and confirmation opens people's criticality towards truths, so often the individual does not notice that the media are essentially subjective, suggestive, selective, and manipulatively aggressive. The values of contemporary society have been significantly distorted due to the contemporary determinants of media management related to the phenomena of

tial. Thus, structures such as social networks, the cultural scene of young people, and independent associations of like-minded people caught in imposed trends influence young people by developing conformity and awareness within the framework of consumer needs.

The educational institution, therefore, does not prepare students or young people by the needs of social reality, but rather with the needs of the market and the law of supply and demand. Based on this, educational institutions lose their true purpose and raise young people to become consumers and passive observers. The media themselves, under the influence of global economic trends, shape attitudes related to consumer culture for a quick profit. If such



Zoran Hercigonja
Educationist
Croatia

a trend becomes a reality and a rule, a culture of subservience will develop. Due to a combination of circumstances, schools as educational institutions adopt this model of subservience as the main model by which upbringing and education are carried out and the preparation of young people for life in the community.

Critical opinion is the main task of media education and education

Critical thinking implies a more active approach to one's development. Critical thinking is the ability to think about a problem in such a way that we separate ourselves from our own opinions and prejudices about it to arrive at a solution with the help of logic and find out what we should believe. Critical questioning is not only the determination of positive and negative connotations and the outcome of individual content but also the possibility of taking a certain attitude towards the served content.

To think critically means to analyze one's attitude towards society and the socio-political situation, expressing one's views about the served thinking patterns conducted by the media. The media very often determine with their content what an individual will do, how he will speak, and what he will think. Pre-set themes and patterns of behavior dull the need for re-

flection and questioning

The best "tool" for developing critical thinking is one's own opinion, which does not have too much contact with other people's opinions, that is, their influence on us. Critical thinking does not threaten a person's individuality or character; it enables a kind of emancipation in the critical analysis and reflection of media-conditioned and served content to realize self-actualization and self-determination against the patterns of media dictatorship.

Educational institutions teach some form of critical thinking, but only too often they reduce critical thinking to strict polarizing analysis; to determine the good and bad features of what is offered in the form of seeking a better outcome for the person within what is offered and served. Therefore, critical thinking is still reduced to the dictatorship of the media. The media serve the needs of the individual within which the individual does not truly consider the necessity and expediency of his own self-determination, but the actual benefit of what is offered, which is not enough to get out of the existing paradigm of a passive consumer. Critical thinking does not only mean analysis within the given frameworks, as it is most often presented by educational institutions but thinking outside the imposed frameworks of prejudices and directed norms, with a globalist view separated from one's own opinion and prejudices.

In the media upbringing and education of children and young people, it is necessary to develop the skills of their self-actualization and self-determination of needs through media literacy with an emphasis on critical thinking, analyzing one's relationship to society and the socio-political situation, expressing one's attitudes about the conditioned patterns given by the media dictatorship.

Right to Education, Right Education & Right Way of Education

The right to education is a fundamental human right that is a powerful tool for socially and economically marginalized children and adults to use to help them get out of the vicious cycle of poverty. It also includes the right to free education. Freedom of education refers to the right granted to humans to pursue the education of their choice without restriction. There was a discussion on what is possibly the most powerful equation that was ever developed by scientists. Someone said that it was the equation describing Newton's second law, giving the relationship between force (F), mass (m), and acceleration (a), namely, $F = ma$. Someone else said that it is Einstein's equation linking Energy (E) to mass (m) and the velocity of light (c), namely, $E = mc^2$. The others came out with some other suggestions.

Then they asked Dr. Mashelkar what he thought. He said neither Newton nor Einstein. The most potent equation is $E = F$. Here E is Education and F is Future! This means education is equal to the future. This equation is universal and eternal. If there is no education, there is no future. No future for the individual, no future for the nation.

"In addition to the numbers, it

is important to promote quality in education. Keeping in view the national policy that each state should have a high-quality institution of learning.

These are very interesting times for the education system as a whole in India. First, the Indian system of education is undergoing a sudden massive expansion. The role of the private sector in edu-

aspirations.

Second, the liberalization of the education sector in India. On 24 July 1991, the new industrial policy was announced. That gave us the second freedom, the freedom to compete. Although trade and industry were liberalized on this day, the process of liberating India's education and agriculture sector has not still been completed.

Third, the globalization of edu-

have set up their R&D Centres in India (almost 800 of them now employ about 200,000 Indian scientists, engineers, and technologists). But what about the globalization of Indian education? Indian companies are acquiring companies abroad. Ratan Tata, an Indian, is today the biggest employer of British in Britain with the acquisition of Corus, Jaguar Land Rover, and so on. What about Indian



cation is being redefined because of the additional need for massive resources that will be required to fulfill the

education. As regards globalization of technology, it has manifested itself in India. Practically all the leading multinational companies

universities setting up campuses abroad? What about Indian universities hiring foreign academics as faculty? What about



Prof. Dr. Pratik Rajan Mungekar
Educationist
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foreign students making a bee-line for our universities?

Fourth, the issue of moving from 'right to education' to 'right education', to 'education for all'. It translates itself into an all-round inclusion of 'have nots', where this section of the excluded society gets access to high-quality education, that is "affordable and accessible". The justifiable quest for 'inclusion' is also accompanied by the challenge of balancing 'expansion, inclusion, and excellence'.

For teaming young Indians, the

issue of 'growth' translates into 'job-led growth'. And therefore, the education and skills that the Indian education systems impact must lead to tens of millions of jobs. And the news is not good on this front. Reportedly, we produce over three million first-degree holders annually and less than 20% of these are employable!

Fifth is innovation in education. Among other things, it involves the creative use of fascinating advances in technology to do away with the old style of classroom teaching, which is going to be history.

Look at the dramatic changes that are happening around us due to advances in Information & Communication Technology. Digitization, virtualization, mobilization, and personalization are the four new megatrends. All these will lead to game-changing creative, self-organizing, self-correcting, borderless, globally distributed, asynchronous, dynamic, and open systems. Data, voice, and video will be delivered with the already existing 3G and the imminent arrival of 4G in India. The processes of self-learning, interactive learning, and lifelong learning will undergo a sea change with all these paradigm shifts.

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IITs launches new courses in BTech

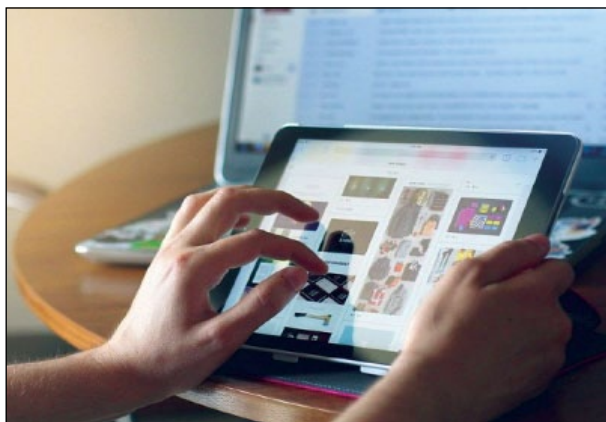
■ EJ - New Delhi

The Indian Institute of Technology Guwahati recently launched a BTech programme in energy science and engineering. This programme introduces students to engineering skills and foundational knowledge needed to work in the modern-day energy industry. Apart from IIT Guwahati, IIT Delhi also offers the course since 2021.

If the study of various energy technologies and systems gages your interest, this might be the right course for you. Here's a deep dive into the course structure, eligibility criteria and curriculum.

Energy engineering being interdisciplinary by virtue is a broad discipline. The course will equip students with relevant knowledge and skills that include assessment and characterisation of various energy resources, design, and development of various energy technologies and systems, selection of appropriate technologies amongst different alternatives and contribution towards the transition to a low carbon economy.

Some of the important aspects students will study in the course are energy efficiency, renewable energy systems, nuclear energy,



plasma science and technology, oil and gas, wind and large-small-hydro, bio-energy, solar photovoltaic, modelling and simulations, energy policy and management, power engineering, combustion engineering and alternative fuels, energy storage, etc.

The degree programme consists of eight semesters with 6 to 7 subjects in each semester. Candidates have to appear in exams at the end of each semester.

The admission to the BTech in energy science and engineering will be done on the basis of marks secured by candidates in JEE Advanced, personal interview round, and overall admission scores. The

final selection of candidates for admission seats will be done through the final merit list released by the institute.

The tuition fee for the BTech course for general, EWS and OBC category candidates is Rs 1,52,150 while Rs 85,483 for OEB category candidates. There is no tuition fee for students belonging to SC/ST category.

Students graduating with a degree in energy science and engineering can be employed in the oil and gas industry, energy production companies, or in government and university research. With experience, they can move into planning, policy development, or freelance consultancy.

IIT Jodhpur invites application for MBA

■ EJ News - Jodhpuri

The Indian Institute of Technology Jodhpur's School of Management and Entrepreneurship (SME) is inviting applications for MBA programs leading to MBA and MBA-Technology degrees. Candidates can apply online at iitj.ac.in by February 28 and register for the MBA programs. Candidates can apply for the MBA program at IIT Jodhpur with an undergraduate degree with a minimum of 60 percent marks and a valid CAT 2022 score. There also exists relaxations for candidates applying under reserved categories.

According to a statement issued by the institute, final-year students are also eligible to apply. Such candidates, however, if selected, will be admitted provisionally, on the condition that they meet all requirements for the qualifying degree before the start of the program and will



produce a provisional certificate of completion within two months of joining the program.

The shortlisted candidates will have to appear for an interview through virtual mode. The interview will be held from the third week of March to the first week of April 2023. The results will be declared in May 2023, and classes will tentatively start in July 2023.

Speaking about the significance of the MBA program offered by IIT Jodhpur, Pro-

fessor Sangeeta Sahney, Head of SME at IIT Jodhpur, said: "The School of Management and Entrepreneurship is forging ahead on its path to empower and enable a new generation of entrepreneurs, managers, and academics. SME has a dedicated cadre of core faculty drawn from the best Indian institutions and a host of luminaries drawn from both Indian and foreign academia and industry serving as Professors of Practice, Adjunct Faculty, Visiting Professors, and Scholars-in-Residence."

Value education is a must learn for all

■ EJ News - Bengaluru

A stand-out suggestion floated at a crucial round-table meeting on introducing value education in schools by the Karnataka Department of School Education and Literacy on January 9 was that value education is extended to professionals and bureaucrats, too.

The basis of value education with its inherent moral moorings is that an ideal citizen is never born but made. Value education is fundamental to social progress and harmony. It highlights the importance of honesty, respecting others, empathetic behaviour, critical thinking, loyalty and solidarity. These become the ethical foundations for individuals to develop into fine human beings, collectively ensuring a better, safer world. Valuing others' lives is an integral part of it.

It plays a pivotal role in becoming more tolerant, enabling think-

ing beyond political, cultural or religious differences, developing a protective nature towards vulnerable groups in society and conserving global, regional and local environments. This begins at home in the very elementary stages of one's life. And schools play a crucial role in shaping an individual's character. But it does not end there. It gains even more significance in the outside world. That is when social and professional interactions increase, and good behaviour and conduct get expressed to benefit society. Value education must be taken up in formal schooling right from the early years to ensure students turn into fine adults.

Unfortunately, generations of Indians have gone through schooling without the value of education or with little exposure to it. Rote learning and pursuit of marks with an eye on

qualifying for desired academic streams and courses took preference. That compromised an essential part of one's development. This has resulted in indifference, negligence, selfishness and pursuit of quick monetary gains becoming rampant in our country.

Unruly behaviour, like people urinating on fellow passengers, under-construction structures collapsing and claiming lives in Bengaluru, and construction with disregard for the environment causing an impending catastrophe in Joshimath, are just a few examples resulting from compromising value education so far. Karnataka plans to introduce value education in schools from 2023-24. It should take it up for all ages too. But, it needs to be delinked from political agendas because if it fails to do so, "loaded" value education could be self-destructive.

NEET-PG 2023 is to be conducted on March 5

■ EJ - New Delhi

The National Board of Examinations in Medical Sciences (NBEMS) will conduct the National Eligibility Entrance Test for Postgraduate (NEET PG) 2023 on March 5. Candidates can apply for NEET PG 2023 on the official website - nbe.edu.in.

"National Board of Examinations in Medical Sciences (NBEMS) shall conduct the next NEET PG on 5th March 2023. Please refer to the information bulletin at the NBEMS website natboard.edu. For details about eligibility criteria, fee structure, scheme of examination, and other details," read the official notification.

Meanwhile, the National Medical Commission (NMC) has announced draft regulations for the National Exit Test (NExT), which will eventually replace the NEET PG exam. A new board, the Board of Examinations in Medical Sciences will hold the entrance test.

UP Board X, XII Exam date 2023

■ EJ News - Prayagraj

Uttar Pradesh Madhyamik Parishad (UPMSP) released the final exams date sheet for classes 10 and 12 board exams 2023. Students waiting for the date sheet can access the exam schedule on the official website upmsp.edu.in.

The exams for class 10 will begin on February 16 and conclude on March 3. Class 12 exams will be held between February 16 and March 4. The exams will be conducted from 8 am to 11:15 am. Candidates will be given 15 minutes to read the question paper.

Last year, UP Board examinations for classes 10 and 12 were held from March 24 to April 12 at 8,316 centers across the state. Approximately 51.92 lakh students appeared for high school and intermediate examinations in UP.

RBSE Class X, XII Date Sheets Out

■ EJ News - Ajmer

The Board of Secondary Education Rajasthan (RBSE) has announced the Rajasthan Board Class 10 and Class 12 datasheets for the 2023 annual exams. While the Class 10 RBSE board examination will start on March 16 and continue till April 11, 2023, the Class 12 BSER board 2023 exams will be conducted from March 9 to April 12. The Rajasthan board Class 10 and 12 exams are from 8.30 am to 11.45 am. The Rajasthan board's official social media handle made the Class 10 and Class 12 datasheets available.

The Rajasthan Board of Secondary Education is holding the Class 10 and Class 12 exams with 100 percent of the BSER syllabus, unlike last year when it was held on a reduced syllabus to accommodate the students affected by the hindrances amid Covid lockdowns. "By canceling the 30 percent cut in the syllabus in the 2022 examination, 100 percent syllabus should be implemented in all subjects in Class 10th and 12th for 2023 examination," an RBSE statement said earlier.

www.educationjagat.com



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Scholarship Alert

Scholarship: TSDPL Silver Jubilee Scholarship Program 2022

Description: Tata Steel Downstream Products Limited (TS-DPL) invites applications from students who are domiciles of Jamshedpur, Kalinganagar, Pantnagar, Faridabad, Pune, Chennai, Tada and Kolkata. The scholarship is meant to support meritorious students from low income families to continue their education.

Eligibility: Open for students who are domiciles of locations such as Jamshedpur, Kalinganagar, Pantnagar, Faridabad, Pune, Chennai, Tada and Kolkata are eligible to apply. Applicants must be pursuing any year of ITI/diploma, graduation or postgraduation in fields such as Nursing, UG medical courses such as MBBS, BDS, PG medical courses (any specialization), paramedical courses, ITI/diploma subjects such as fitter, electrical, welders, safety, etc. from government-recognized institutes. Must have scored at least 60% marks in their Class 10 and 12 examinations. Annual family income of the applicants must not be more than INR 5,00,000 from all sources.

Prizes & Rewards: INR 1,00,000 for 1 year

Application: Online applications only

Last Date to Apply: Jan. 31, 2023

Short Url: www.b4s.in/jagat/TSDPL1

Scholarship: JN Tata Endowment Loan Scholarship 2023-24

Description: The JN Tata Endowment invites loan scholarship applications from Indian students who wish to pursue overseas higher studies. Students who are selected for the loan scholarship may be recommended for a partial 'Travel Grant' and a 'Gift Award' - which is linked to their academic performance in their overseas studies.

Eligibility: •Open for Indian nationals who have completed at least one undergraduate degree OR students who are in the final year of any undergraduate programme at a recognised university/college/institution in India.

•Candidates must be willing to pursue Postgraduate/Doctoral/Postdoctoral studies abroad.

•Candidates who are at the end of the 1st year and entering into the second year of their overseas studies (Fall 2023 – Spring 2024) are also eligible to apply. This is applicable only if the minimum duration of the course is 2 years and there is at least one full academic year remaining to complete at the time of award of the loan scholarship, normally by July of any calendar year.

•Students must have scored at least 60% marks on average in their undergraduate or postgraduate studies.

•Candidates must not be older than 45 years as on June 30, 2023.

Prizes & Rewards: Loan scholarship of up to INR 10 lakh

Application: Online applications only

Last Date to Apply: March 7, 2023

Short Url: www.b4s.in/jagat/JNT6

Scholarship: Nikon Scholarship Program 2022

Description: Nikon India Private Limited invites scholarship applications from students (Class 12 passed onwards) pursuing photography-related courses. The scholarship program is meant to support students from underprivileged sections of the society.

Eligibility: Open for students (Class 12 passed onwards) pursuing photography courses with duration of 3 months or more. Annual family income should be less than INR 6 lakh.

Prizes & Rewards: Up to INR 1 lakh

Application: Online applications only

Last Date to Apply: Jan. 31, 2023

Short Url: www.b4s.in/jagat/NSP9

Scholarship: Orange Tulip Scholarship India 2023-24

Description: Orange Tulip Scholarship India 2022-23 is an opportunity offered by Nuffic's Netherlands Education Support Office (NESO), India and Tilburg University to postgraduate applicants. The Orange Tulip Scholarship Program (OTS) gives talented students in India the opportunity to study in the Netherlands with a partial tuition fee waiver.

Eligibility: Open for Indian citizens who hold a degree from a non-Dutch university with excellent study results in a bachelor's (or master's) degree program. The applicants must be undergoing the admission process or be already admitted to a one-year master's program at Tilburg University. The applicants must have not previously studied or worked in the Netherlands.

Prizes & Rewards: A tuition fee of € 4,450

Application: Online applications only

Last Date to Apply: April 1, 2023

Short Url: www.b4s.in/jagat/OTSU7

courtesy - buddy4study.com

LDF gives nod to private, deemed-to-be universities

■ EJ - Thiruvananthapuram

The government in Kerala will welcome foreign universities to the state. The LDF state meeting held in the presence of Chief Minister Pinarayi Vijayan has approved a development policy document to make far-reaching changes in the higher education sector. The meeting also approved the proposal to allow private investments in the sector. It is learned that the LDF has also approved the proposal for starting institutions in higher education in the cooperative sector, on a personal-public-participation model and using private sector investment. The document highlights the need to start deemed universities.

The document stresses the need to avail foreign loans for the state's development as the Centre is blocking the development



process. "Government should continue the process of encouraging private industrial parks. If any unwanted intervention from trade unions exists in any industry, the government should act to solve the issue," the document said.

However, except for the dissent by Loktantrik Janata Dal (LJD) representative Varghese George, all other front partners chose to remain silent. It

is learned that George pointed out that in deemed universities, foreign universities, and private universities there won't be any provision for reservation. Students from socially backward castes and classes will be the most affected, he said. He also demanded that in the name of foreign loans, there should not be a situation where people's job prospects and the state's ecology are destroyed.

Pinarayi said the government will ensure social justice while implementing reforms in the higher education sector. He also said local traders' employment would not be curtailed and the government will take steps to protect ecology.

While justifying the LDF's decision, convener E P Jayarajan said that it is not a policy change on the part of the front, but a timely transformation.

Karnataka: 4 state-run varsities collaborated with US universities for higher education

■ EJ - Bengaluru

The pacts applicable to undergraduate courses were inked in the presence of Karnataka Minister for Higher Education C N Ashwath Narayan at the State Higher Education Council (SHEC), a statement issued by the minister said.

Vice-chancellors of all four public universities and delegates of the Pennsylvania State System of Higher Education (PASSHE) were present, it added.

Agreements occurred between Bangalore City University, Bangalore University, Mangalore University, Commonwealth, and Kutztown Universities of Pennsylvania.

The Visvesvaraya Technological University (VTU) entered into a pact with Millersville University.

As per the agreement, Bangalore City University would share knowledge in the areas of English, computer science, business



administration, sports management, and sports psychology.

Bangalore University would be benefitted in the areas of geography and geo-information science. This would also enable it to commence twinning programs which would facilitate sending students to the universities in the US, the statement read.

Mangalore University will work in the areas of Strategic Communications and Business Administration. The VTU will be benefitted from geo-information science degree courses.

Narayan was quoted as saying that the agreements would also allow for the joint development of research proposals and new programs.

IIM Bodh Gaya launches two MBA programmes in healthcare management

■ EJ - Bodh Gaya

The Indian Institute of Management (IIM) Bodh Gaya has launched two full-time residential MBA programmes. The new IIM Bodh Gaya programmes include MBA in Hospital and Healthcare Management and MBA in Digital Business Management. The inaugural batches of IIM Bodh Gaya programmes will start from the last week of June 2023 for the next academic year, 2023-24. As many as 90 seats for Digital Business Management and 60 for Hospital and Healthcare Management are on offer for this academic session.

Application for admission to MBA programmes in Hospital And Healthcare Management and Digital Business Management will be starting by next week, IIM Bodh Gaya statement said adding that eligible CAT 2022 candidates will be given a 15 days window to register and apply.

EoI forms will be available until the first week of February, and candidates will then be shortlisted for the personal interview round. The final admis-



sion merit list will be prepared on the basis of CAT score, PI score, and academic profile rating, it added.

The Hospital and Healthcare Management programme at IIM Bodh Gaya, as per an official statement, will follow a curriculum and pedagogy that addresses the growing demand for professionally trained human resources to take up managerial and leadership roles across different verticals of the healthcare industry, including hospitals, health insurance, pharmaceuticals, medical de-

vices, as well as IT and consulting.

The Digital Business Management programme is designed to meet the requirements for Industry 4.0 linked to the fast-paced adoption of digital technologies and disruption of business models, IIM Bodh Gaya said.

Both the IIM Bodh Gaya MBA programmes seek to provide a unique hands-on learning experience for the participants through a long duration of industry immersion for four months.

IIM Rohtak invites application for BBA+LLB

■ EJ - Rohtak

The Indian Institute of Management (IIM) Rohtak is inviting applications for the five-year integrated program in law (IPL). Interested candidates can apply for this program at the official IIM Rohtak website — iimrohtak.ac.in.

Interested candidates can apply for this program after completing class 12. The interdisciplinary program aims at providing an in-depth knowledge of business management with intricate details of law and governance. On successful completion of the program, the participant will be awarded an integrated degree of BBA-LLB.

The registration process has four phases the first phase starts with online registration, the second phase will have the shortlisting, followed by an online personal interview in phase, and the announcement of the selection list and offer acceptance in phase four. Selected candidates will be provided provisional admission to IPL.

JEE Mains exam..

actual ability. The exam authorities, including the National Testing Agency (NTA), had opposed the petition, claiming it was "misleading".

A division bench of Acting Chief Justice Sanjay V Gangapurwala and Justice Sandeep V Marne said that the scope for judicial review in educational matters was negligible as per past Supreme Court judgments. After the petitioner submitted that if a student does not perform well in the January exam, he or she would lose one attempt, the bench said that since every chance counted, the concerned student can choose not to appear in the January exam.

After the petitioner raised a grievance that the students who had cleared Class 12 exams in previous academic years be permitted to appear for JEE-Mains to be held in 2024, the bench refused to pass such orders and said that exam is to be held at the center's spread across the country for over five lakh students, while the issue in the PIL may affect 50,000 students.

The high court said that it will hear next month the petitioner's challenge to the introduction of a 75 percent score as the eligibility criterion for admissions to IITs and NITs among others, claiming it to be a "sudden change" for the students.

The bench noted that such an eligibility criterion would be relevant while seeking admission to a professional course and not at the time of appearing for the exams. Additional Solicitor General Anil Singh for NTA submitted its affidavit in reply to the plea filed through its director Binod Kumar Sahu which justified its decision.

The NTA said that if the 'misconceived' plea to postpone January exams is allowed, "it will disrupt and have an adverse cascading effect on the entire academic year." He said the petitioner, who does not have a locus, is raising questions without any proper data to support the same. The bench directed the petitioner to file a rejoinder to NTA's reply before the further hearing to be held next month.

Foreign Universities..

shall be submitted annually to the commission certifying that the operations of the FHEIs in India comply with the Act and related rules," he said.

"The operation of foreign HEIs shall not be contrary to the sovereignty and integrity of India, the security of the state, friendly relations with foreign states, public order, decency, or morality," he added.

There will be two categories of foreign institutions eligible to apply for setting up their campuses in India — the universities that have secured a position within the top 500 of overall or subject-wise global ranking or a reputed institution in its home jurisdiction.

"The Commission shall constitute a standing committee to examine matters related to the setting up and operation of campuses of foreign HEIs in India. This panel shall assess each application on merits, including the credibility of the educational institutions, the programmes to be offered, their potential to strengthen educational opportunities in India, and the proposed academic infrastructure, and make recommendations thereof," Kumar said.

The foreign institution shall have the autonomy to recruit faculty and staff from India and abroad as per its recruitment norms.

"It shall ensure that the foreign faculty appointed to teach at the Indian campus shall stay at the campus in India for a reasonable period. Foreign varsities will also have to ensure the quality of education imparted at their Indian campuses is on par with their main campus," Kumar said.

The UGC Chairman said several European countries have expressed interest in setting up their campuses in India. He, however, did not name them.

According to a survey by the National Institute of Education Planning and Administration (NIEPA), eight foreign universities have expressed interest in setting up their international campuses in India. Five of these are US universities and one each from the UK, Australia and Canada.

Kumar said the UGC will write to embassies of all countries and reputed foreign universities to submit their feedback on the draft regulations.

According to the draft guidelines, the foreign HEIs shall not act as a representative office of the Parent Entity to undertake promotional activities for their programmes in their home jurisdiction or any other jurisdiction outside India.

"The FEHIs also need to lay out a plan that in the case of a course or programme disruption or discontinuation or closure of the campuses, what will be the alternative arrangements to safeguard the interests of the affected students, including reallocation to the course or programme," the draft said.

Academics and industry experts had differing views on the UGC's draft norms for the establishment and operations of foreign universities in the country, with some saying that such varsities will not be able to address the unique problems of the Indian education sector.

"It is only unfortunate that UGC, which is going to be dismantled, is making all the reforms. The fact that the government does not have the will to discuss them as bills in Parliament is why the government is getting them introduced through the UGC," she said.

"The UPA had tried to bring the Foreign Universities Bill but it was shelved by the Rajya Sabha standing committee around 2012-13 and at that time, the BJP and Left had opposed it. But the BJP is now doing it," she added.

Right to Education..

Dr.Mashelkar suggests the following five points:

♦ We will make a transition from being a weak and hesitant private sector partner to a strong practitioner of privately managed non-profit institutions of higher education.

♦ We will do away from being a tentative destination for occasional foreign students to be a preferred global destination for foreign students.

♦ We will move from a minor follower and a player in research and innovation to a global leader and a giant in research and innovation.

♦ We will be confident and competitive intellectual property promoters rather than protective and restrictive intellectual property practitioners.

♦ Instead of being copier of 'best' practices in education and research, we will become the creator of 'next' practices in education and research.

And it is these paradigm shifts in our attitudes and in our actions that will make the dream of creating India into a leading developed innovation nation come true, and that too sooner rather than later.

As quoted by Nelson Mandela "Education is the most powerful weapon which you can use to change the world" I fully agree with him because education desirably changes human nature as the changes brought about by education are boundless and positive. Education helps to surpass irrational restrictions, promoting equality, and systematic functioning in a diverse country like India. Education reduces unemployment and improves the standard of living of people. Education increases people's productivity and creativity. It encourages entrepreneurship and technological advancement. It plays a crucial role in ensuring economic, and social progress and improving income distribution. Education aids in the transmission of knowledge required to comprehend and process new information and to implement new technologies. Innovation is a direct consequence of imparting quality education to people. Education is vital for the economic growth and prosperity of a country.

As a result of the Right to Education, Right Education & Right Way of Education the literacy rate will increase and the unemployment rate in the country will decrease, which will automatically facilitate the economic growth of the country. With an increase in economic development, there will be an equitable income distribution among people and it will also help in establishing an egalitarian society as education helps people think and act objectively and broadly. The right to education is a fundamental right of every citizen that should not be snatched from them because education gives meaning to life and replaces an empty mind with an open one.

Girls' education in Afghanistan only being 'Postponed': Taliban

■ EJ - Agency

Afghanistan's Taliban rulers on Saturday ordered all Afghan women to wear head-to-toe clothing in public a sharp, hard-line pivot that confirmed the worst fears of rights activists and was bound to further complicate Taliban dealings with an already distrustful international community.

The decree says that women should leave the home only when necessary, and that male relatives would face punishment — starting with a summons and escalating up to court hearings and jail time for women's dress code violations.

It was the latest in a series of repressive edicts issued by the Taliban leadership, not all of which have been implemented. Last month for example the Taliban forbade women to travel alone, but after a day of opposition, that has since been silently ignored.

The United Nations Assistance Mission in Afghanistan said it was deeply concerned with what appeared to be a formal directive that would be implemented and enforced, adding that it would seek clarifications from the Taliban about the decision.

"This decision contradicts numerous assurances regarding respect for and protection of all Afghans' human rights, including those of women and girls, that had been provided to the international community by Taliban representatives during discussions and negotiations over the past decade," it said in a statement.

The decree, which calls for women to only show their eyes and recommends they wear the head-to-toe burqa, evoked similar restrictions on women during the Taliban's previous rule between 1996 and 2001.

"We want our sisters to live with dignity and safety," said Khalid Hanafi, acting minister for the Taliban's vice and virtue ministry.

The Taliban previously decided against reopening schools to girls above grade 6, reneging on an earlier promise and



opting to appease their hard-line base at the expense of further alienating the international community. But this decree does not have widespread support among a leadership that's divided between pragmatists and hardliners.

That decision disrupted efforts by the Taliban to win recognition from potential international donors at a time when the country is mired in a worsening humanitarian crisis.

"For all dignified Afghan women wearing Hijab is necessary and the best Hijab is chadori (the head-to-toe burqa) which is part of our tradition and is respectful," said Shir Mohammad, an official from the vice and virtue ministry in a statement.

"Those women who are not too old or young must cover their face, except the eyes," he said. "Islamic principles and Islamic ideology are more important to us than anything else," Hanafi said.

Senior Afghanistan researcher Heather Barr of Human Rights Watch urged the international community to put coordinated pressure on the Taliban.

"(It is) far past time for a serious and strategic response to the Taliban's escalating assault on women's rights," she wrote on Twitter.

The Taliban were ousted in 2001 by a U.S.-led coalition for harboring al-Qaida leader Osama bin Laden and returned to power after America's chaotic departure last year.

The White House National Se-



curity Council condemned the Taliban's Saturday decree and urged them to reverse it immediately.

"We are discussing this with other countries and partners. The legitimacy and support that the Taliban seeks from the international community depend entirely on their conduct, specifically their ability to back stated commitments with actions," it said in a statement.

Since taking power last August, the Taliban leadership has been squabbling among themselves as they struggle to transition from war to governing. It has pit hard-liners against the more pragmatic among them.

A spokeswoman from Pangea, an Italian non-governmental organization that has assisted women for years in Afghanistan, said the new decree would be particularly difficult for them to swallow

since they had lived in relative freedom until the Taliban takeover.

"In the last 20 years, they have had the awareness of human rights, and in the span of a few months have lost them," Silvia Redigolo said by telephone. "It's dramatic to (now) have a life that doesn't exist," she said.

Infuriating many Afghans is the knowl-

Study Product Design from Italy under Rs 25 lakh – Top Universities

■ EJ - Agency

Product design is an ever-expanding field that is attracting many students. An

design offered by Italian universities are also gaining popularity among students. Pursuing product design in Italy can



interdisciplinary subject, it is intrinsically creative and explores methods and tools to develop innovative products, systems, and services. Product design beautifully amalgamates engineering and arts to deliver the best to consumers.

Students with a deep interest in gauging and studying the importance of product utility and aesthetics and how the two must be seamlessly combined must explore this career path.

Why Italy?

Italy holds the reins as an af-

be a viable option for students who want to study abroad but have budget constraints.

Here are a few points that students must consider when planning to pursue product design in Italy.

Researching universities

Many renowned universities in Italy offer Product Design courses that students can pursue without burning a hole in their pocket. While choosing a university, students must ensure that their long-term goals align with the university they



want to attend.

Some of the best universities for students to pursue this course on a budget are-

● Raffles Milano Istituto Moda

fordable study-abroad destination for international students. As per the Ministry of External Affairs data, a total of 5,897 Indian students are currently studying in Italy. Numerous factors contribute to the nation's growing appeal among the study-abroad community.

Quality education at affordable cost is the primary consideration for students. Additionally, the numerous course options over 500 English-taught courses attract learners from all over the world.

Dynamic courses like product

eDesign Course – 10 months' master's degree in Product and Interior Design

Tuition fee- 23,000 EUR (Approx. Rs 20,28,975)

● Domus Academy

● Politecnico di Milano Course- 2 years' Integrated Product Design, Tuition fee- 3,891 EUR/year (Approx. Rs 3,42,810 per year)

● Sapienza University of Rome Course- Product and Service Design course of 2 years.

Tuition fee- 2,924 EUR/year (Approx. Rs 2,57,944 per year).

A steady rise in the number of Indian students staying in the US for job training

■ EJ - Agency

As the government tries to make it easier for foreign campuses to set up operations in India to stem the flow of Indian students – and their money – overseas, one trend poses a different challenge: that of the American work experience. They are growing attraction Campuses beyond limits.

More and more Indian students studying in the US are choosing to stay back after their degrees to join a three-year work or training program, an analysis shows. The Indian Express Open Doors data was compiled by the US State Department and the non-profit Institute of International Education (IEE). Data based on surveys of international exchange activity shows that of the 1.99 lakh Indian students pursuing education in the US in 2021-22, a high of 34.2 percent were enrolled in Optional Practical



Training (OPT) programs Also allow foreign graduates. -1 (Student Visa) to engage in paid or voluntary work in the US for up to three years (see chart).

In comparison, only 17.6 percent of the 2.9 million Chinese-origin students in the US chose these OPT programs in 2021-22.

In the case of Indian students, it

is a steady increase: the percentage choosing OPT programs has been rising over the years, from just 12.8 percent in 2006-07 to a peak of 43.9 percent in 2020-21. For Chinese students, the share has remained relatively flat: from 10.6 percent in 2006-07 to just 17.6 percent in 2021-22.



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