



I would like to Congratulate the Education Jagat team and everyone on its 9th year of publication from sunny Georgia. I admire your commitment to excellence in education. You are doing a great job. I wish you continued this successful work and I wish you a long and happy readership from all over the world. With gratitude and appreciation, we look forward to another next decade of in-depth coverage of the events, issues, individuals and institutions shaping contemporary education.



Congratulations to Education Jagat on their new anniversary! Precious few have dared to publish a newspaper on education and gather dozens of international educators together on a unique platform! What you are holding is an excellent responsibility that should raise lots of eyebrows to appreciate. This is a fantastic way of letting people know about the innovative and brand-new issues in the field of education and also letting their voices be heard by many other people living in different parts of the world. I truly admire what you are doing and look forward to reading your next issues. Best wishes in your work with your prestigious publication!

NCERT warns against pirated textbooks



EJ News - New Delhi.....
The National Council of Educational Research and Training (NCERT) has issued a stern warning against copyright infringement of its educational materials. In an official notice, the NCERT pointed out that a few unscrupulous publishers were printing NCERT school textbooks available on its website under their name without obtaining permission from the education body.
The council also expressed concern over the violation of its copyright, advising the public to avoid unauthorized reproduction and commercial distribution

of NCERT school textbooks. A high-ranking council official revealed that certain dishonest publishers have been reproducing NCERT school textbooks available on its website under their own brand without securing permission from the NCERT. The official warned that any individual or entity found to be commercially distributing NCERT textbooks, either in entirety or partially, or incorporating NCERT textbook content in their publications without explicit copyright consent would be subject to legal consequences under the Copyright Act of 1957.

The NCERT stated that a few unscrupulous publishers were printing NCERT school textbooks available on its website under their own name without obtaining permission from NCERT.

The official further requested that the public refrain from using such textbooks or workbooks, as they may contain incorrect information and may contradict the fundamental principles of the NCF (National Curriculum Framework for School Education) 2023. The council also encouraged anyone who encounters such pirated textbooks or workbooks to report them immediately.
Last week, the NCERT announced that textbooks for Class 3 would be available by the last week of April and for Class 6 by mid-May. It was also reported that 1.21 crore copies of the 2023-2024 editions of textbooks for classes 1, 2, 7, 8, 10, and 12 have been distributed across the country.

6 children killed in bus accident in Haryana, revealing lapses as schools open on the Eid holiday



EJ News - Chandigarh.....
A school bus in Haryana's Mahendragarh crashed into a tree on Eid, killing six students and injuring 20 more. The incident has also raised serious questions about why the school was operational on an Eid holiday and the safety of the buses. It has also exposed some other lapses by the private institution.
In a tragic incident in Mahendragarh, Haryana, a school bus accident resulted in the deaths of six children and injuries to approximately 20 others. The incident occurred near Unhani

village in Kanina around 8.30 am when the bus was carrying around 40 children from primary to secondary classes to the G L Public School.
When India was celebrating Eid-ul-Fitr, a bus in Haryana crashed into a tree, killing six children and injuring 20 more. The deadly accident took place in Mahendragarh, and three people, including school principal Deepti, bus driver Dharmender, and a school secretary named Hoshiar Singh, have been arrested.
The incident has also raised se-

rious questions about why the school was operational on holiday and the safety of the buses. It has also exposed some other lapses by the private institution.
The incident occurred near Unhani village in Kanina around 8.30 am when the bus was ferrying around 40 children, from primary to secondary classes, from their houses to the G.L. Public School.
The driver, Dharmender, was driving rashly, due to which he lost control of the bus, ramming into a tree and overturning it, police said, citing reports.
Some passersby rushed to help them and pulled out the children from the severely damaged bus. As per initial investigations, school bags, shoes, water bottles, and study materials were scattered amidst the wreckage following the deadly accident. Some students lay motionless in a pool of blood, while others, writhing in pain, cried for help.
"Six children have died in the incident, and around 20 are injured," Mahendragarh Super-
>> Contd. p.2..



	Qtr. Ended Dec. 2023	Qtr. Ended March 2024	Groth %
Indian Readers	5.27	5.39	+2.36%
Global Readers	2.78	3.26	+17.47%

(Source CAAR)

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Knowledge enables choices in life in the creative advance

KNOWLEDGE IS POWER

OUR GOAL IS TO PROVIDE YOU WITH THE POWER KNOWLEDGE GIVES

Reason is the natural light with which a person perceives, perceives, understands, comprehends, and illuminates the world around him. A scientist and philosopher of science uses the natural light of his reason to learn the truth about himself and the world. Knowledge of science will give us a better understanding of the nature around us and the functioning of man as an individual in the environment. Scientific achievements should be for the benefit of humanity, not against the ethical rules of science. We have witnessed how much science has been misused for the profit of certain social groups. Especially, if we consider the former importance of atomic physics and compare it with Genetics - immeasurable. With the recombination of genes with different scientific techniques, a rich individual can destroy everything that has been created through the development of civilization, and in the end, all sense of scientific progress is lost. Never in the history of human development have such possibilities of developing biological weapons

and keeping the entire Planet in one vicious circle been provided. On this occasion, I address you all, because you understand: What is science and education?

This implies continuous learning and improvement (acquisition and ability to apply new knowledge, values, acquisition of skills, etc.). Individuals firmly integrated into society, "equipped" with new knowledge and skills, represent the most valuable human resource. They contribute to the development of society as a whole; the improvement of material position and quality of life, development and promotion of human needs. That is why it is necessary that in all societies knowledge and education are recognized as important levers of development, that a significant part of public material resources is allocated for them, and that educational institutions, especially higher education institutions, in particular, are closely connected with the labor market and the cooperation of various social

entities (educational institutions, business entities, social partners, international cooperation, etc.). The development of human resources should be realized in the direction of recognizing the abilities, possibilities, interests, and needs of individuals, and through the educational process they should be guided and trained for different social roles. Knowledge (science, education, creation) has always been a powerful driver of social development.

However, knowledge has become a general social need in modern society; it has economic, political, and cultural significance (enables employment, social cohesion, creation of economic wealth, development of various needs, and various types of activism). Individuals and social groups position themselves in society with the knowledge they have. It improves all areas of a person's life and actions. Investing in science, research, and education in developed countries is not treated as consumption, but as investment. This turned out to be correct because the consequences of the current world economic crisis were felt to a much lesser extent by countries that invest funds in

science and research and make changes in education through technological changes. "Widespread benefits to society for the development and research discoveries of highly educated people in all scientific fields." All the mentioned social benefits are a reason for financing education from the available funds of a state."

In most developed countries, knowledge-based industries (high technology, education and training, research and development, financial and investment sector) had a large share in the achievement of business results. New technologies move the boundaries in education (electronic communication, exchange of various learning activities), and lead to changes in workplaces and types of jobs. They are included at all levels of education, which gives the possibility for greater availability of knowledge and learning for all. This should further result in the reduction of class differences or divisions in society. However, not everyone has equal access to new technologies, so information poverty appears as



Prof. Dr. Jelena Bošković
Belgrade Metropolitan
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a serious problem and an obstacle in reducing class differences. In developed countries, the rate of functional literacy is high (although there are differences according to gender, age, and social origin), but this is not the case in underdeveloped countries. The knowledge-based global economy can lead to an even greater push of poor countries to the margins of economic development, and the reason for this is their information poverty. On the other hand, the protagonists of information technology do not share this opinion and "believe that the use of computers does not have to lead to greater national and global inequalities - their strength lies in connecting people and creating new opportunities."

In every society, institutions are shaped by their needs, so through educational institutions and their activities, individuals are prepared and trained to be able to contribute to the development of society. The development of the education system from the beginning of the 19th

century was largely influenced by the processes of industrialization and urbanization, which required an educated and capable workforce (functional literacy, general knowledge, skills, etc.). The development of science and technology in modern society significantly changes the concept and role of education. Modern education does not only mean functional literacy and encyclopedic knowledge, and socialization but also the development of the creative potential of individuals, their abilities and ambitions, the acquisition of practical and applicable knowledge. Knowledge is found in all segments of modern society because work and business activities in this society require educated and complete personalities. Thus, through the process of education, individuals are trained for professional and other roles. Knowledge is treated as a basic resource of economics and any other development. It is inseparably connected with education. As a direct result of science and scientific research, knowledge initiates and directs all social flows, and raises the overall level of development of society, because it produces innovations and new information. It is constantly changing and progressing.

The possibility and ability to "transfer" and apply acquired knowledge in social reality are important here. This knowledge (the totality of facts, information, and skills acquired through education and experience) should be developed from the very inclusion of the individual in the educational process and further through all stages of this process, but, of course, attention should be focused on higher and lifelong education.

"The benefits of eTwinning projects for Students"



eTwinning is a useful community for schools in Europe. It is currently hosted on the European Schools Education Platform.

eTwinning communicates, collaborates, develops projects, and shares; it provides a platform for staff (teachers, principals, librarians, etc.) working in one of the participating schools in European countries to experience and participate in Europe's most exciting learning community.

An eTwinning project is a project partnership between two or more European Union schools

on a pre-defined theme.

On this platform, teachers participate in projects together with their students. Most of the projects are student-centered. This is the most common type of project in eTwinning. Two teachers from different schools decide to do a project together to improve certain aspects of the curriculum. In this group, we can find projects related to interdisciplinary content by different teachers from each school and projects prepared by teachers of the same sub-

ject with different groups of students from the same school.

Since 2020, in ESEP, we have been implementing projects together with students of schools from different countries. What is the profit of our students?

Incorporating drama, music, creative writing, children's games, brain teasers, coding puzzles, art, and many other activities within the curriculum, eTwinning projects aim to develop students socially, culturally, and physically, using equipment equipped with today's and tomorrow's skills. aims to educate people who are interested

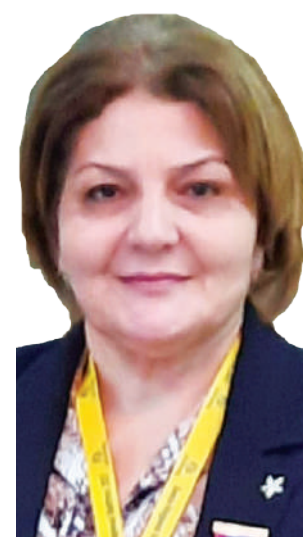
in science and culture and have sensitive feelings who can use it for the benefit of humanity:

Inculcates 21st-century skills and achieves the unity of these skills; Makes learning a habit; Expands creative thinking skills; It supports their formation as a personality; strives to develop ICT skills; discovers and develops his talents; Gains communication and cooperation skills; instills STEM and STEAM learning; Motivates to increase interest in lessons; and so on.

Our students participated in interesting projects from each other and gained experience."Let's Return to the Letters", "The Road to the Profession", "My values reflect me", "Young Pens", "Literature and Art", "The Stars of literature", "It is worth our values" and In our eTwinning projects, our students have worked hard and received awards.

Our projects are carried out following state standards by the standards, our students acquire the skills to analyze, research, listen and understand, cooperate, share, acquire critical skills, etc. From October 2023 to the end of February 2024, we worked with students aged 14-18 on the "Stars of Literature" project.

I prepared the plan for the project with my partner Sultan Arslan, a teacher at the Kırşehir High School of Social Sciences in Turkey. For 5 months, the students worked on the works



Aybaniz Ahadova
Educationist
Azerbaijan

of the world's famous writers and Nobel laureates and created joint products using web tools. Canva, Word Wall, Phinish, and other tools were their favorite. were the tools he worked with.

The main goal of the "Stars of Literature" project was to attract the attention of students to the works of famous authors. It is essential to create a tendency to read books and prevent spending free time with technology. We achieved this goal. Together with the teachers of 9 schools in Turkey and 4 schools in Azerbaijan, we completed our project. Then we will apply for national quality marks and European quality.

6 children...

intendent of Police Arsh Verma told the news agency over the phone.

A doctor at a hospital near the accident site, where the 20 injured children were taken, told reporters earlier in the day that four of them were brought dead and one, who was put on ventilator support, succumbed to injuries.

The deceased students are identified as Satyam, Yuvraj, Vansh, Ricky, Anshu, and Yakush. An eyewitness said two of the deceased children were from one family.

After preliminary treatment, the injured students were taken to government hospitals and other centers, including in the adjoining Rewari district, said officials. In a post in Hindi on X, Chief Minister Nayab Saini said the local administration was taking care of the injured.

Police said the driver was caught at the accident site, and his medical examination confirmed he was under the influence of alcohol. They have also arrested school principal Deepti and school secretary Hoshiar Singh.

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IIT Kanpur to offer online certification courses in electric vehicle technology



■ **EJ News - Kanpur**

IITK Foundation for Advanced Consulting, Education and Training (IFACET), established by IIT Kanpur, has announced online certification courses in electric vehicle technology and powertrain, autonomous vehicle and ADAS, embedded system, vehicle design and analysis, ANSYS, Solidworks, and other emerging technology areas. The course is launched in collaboration with Skyy Skill Academy. IFACET, IIT Kanpur aims to bring expertise in research and innovation to the partnership with

Skyy Skill Academy. The institutes will jointly develop high-quality educational content curated by experts in the respective fields to empower learners.

These courses will cater to learners of various backgrounds, including students, professionals, and enthusiasts seeking to upskill or reskill themselves in areas crucial to the industries. The curriculum is designed to impart theoretical and industrial knowledge, ensuring that learners are equipped with the skills needed to excel in their respective fields. Registration

for the online courses will start soon. Interested candidates are advised to keep a check on the official websites of Skyy Skill Academy and FACET.

Prof Phani, Chief Investigator, E&ICT Academy IIT Kanpur (a joint initiative of IITK & MeitY) said, "There is a growing demand for professionals trained in technical skills such as CAD and analysis, IoT, Machine Learning, AI, and Embedded systems, etc in emerging industries. This partnership will help bridge the gap between conventional curriculum and the evolving needs of sunrise sectors with industry-focused hands-on pedagogy."

Himansu Sekhar Panda, CEO of Skyy Skill Academy, said, "We are thrilled to join hands with IFACET, IIT Kanpur, a leading institution known for its academic excellence and research prowess. This collaboration aligns perfectly with our vision of providing accessible and affordable education in cutting-edge technologies."

Gujarat Varsity asks seven foreign students to vacate the hostel for overstaying



■ **EJ - Ahmedabad**

Six students from Afghanistan and one from East Africa have been asked to vacate the Gujarat University's hostel rooms for overstaying, an official said, in a move coming weeks after some foreign students were attacked for offering namaz on the premises.

An Afghan and a Gambian delegation had visited the university

days after the March 16 attack and held a meeting with the vice chancellor over safety measures.

Talking to a news agency, the university's vice-chancellor, Neerja Gupta, said, "Six students from Afghanistan and one from East Africa were asked to vacate their hostel rooms after they were found overstaying."

She said these persons had completed their studies and were staying in the hostel as ex-students due to some pending administrative work.

The university has ensured that they are no longer required to stay in the hostel and arranged for them to return to their respective countries, Gupta said.

"We have completed the re-

quired paperwork, and they can now safely return to their native countries. We don't want to keep any former students in our hostel. We have informed the consulates of the respective countries, and they have also directed these students to vacate the hostel," the vice chancellor said.

More than 300 international students are enrolled in Gujarat University, she said.

Around two dozen people barged into the government-run university's hostel on the night of March 16 and assaulted students from foreign countries for offering namaz at one of the blocks during the ongoing month of Ramzan, police said.

Two students from Sri Lanka and Tajikistan were hospitalized following the incident.

UPSC IES, ISS 2024: Registration starts

■ **EJ - New Delhi**

The Union Public Service Commission (UPSC) has issued the official UPSC IES and ISS 2024 notice for applications. As per the notification, eligible people can apply for UPSC IES, ISS 2024 via official site at upsconline.nic.in or upsc.gov.in. Applicants have until April 30 at 6 pm to submit their UPSC IES and ISS applications.

The application rectification window is scheduled from May 1 to May 7. The UPSC IES, ISS test is scheduled to start on June 21 at

different examination centres nationwide. Prior to finishing the application form, candidates should register on the commission's site utilizing the One Time Registration (OTR) platform.

An applicant should be at least 21 years of age and not more than 30 on August 1, 2024, implying that they were probably born between August 2, 1994, and August 1, 2003, to be qualified to apply for the UPSC IES, ISS 2024.

Candidates should hold a post-

graduate degree in Economics, Business Economics, Applied Economics, or Econometrics from a recognised university to be considered for the Indian Economic Services (IES).

An Indian Statistical Service aspiring candidate should have a master's degree in statistics, mathematical statistics, or applied statistics from a recognised university, or a bachelor's degree with mathematical statistics, statistics or applied statistics as one of the subjects.

NAAC Peer Team Awards A+ Grade to GNIOT...



Dr. Rajesh Kumar Gupta
Chairman
Greater Noida - India

Support for Higher Education: GNIOT is dedicated to supporting its students' pursuit of higher education and encourages them to pursue further studies and research opportunities. The institution provides guidance and mentorship to students seeking admission to prestigious universities and institutions for postgraduate and doctoral programs. Moreover, GNIOT facilitates research collaborations and encourages faculty members and students to engage in interdisciplinary research projects, contributing to the advancement of knowledge and innovation in their respective fields.

Best Practices and Academic Distinctiveness: GNIOT has implemented several best practices to enhance the overall academic experience and institutional effectiveness. These include club-oriented physical fitness and wellness activities, corporate skill development programs, and impactful social service programs to empower the next generation. Additionally, the institution's commitment to outcome-based education, experiential learning, and research-



driven initiatives sets it apart and underscores its dedication to academic excellence and holistic development.

MSME Business Incubation Centre: GNIOT has an approved Incubation Centre under the Incubation Scheme of DC-MSME 2020 (Development Commissioner (MSME), Ministry of MSME -The Micro, Small and Medium Enterprises India). Many students & researchers have submitted their projects through our institute (Host Institute/Business Incubator) in the fields related to ICT, IT, Computer Science and Engineering, Electronics Engineering, Management, Mechanical Engineering etc. A smart bio-toilet project is already funded by IIT Delhi. Our Incubation centre is also planning to develop proposals related to Biomedical Engineering and Devices. Social activities are regularly planned and executed for five adopted villages by GNIOT Group of Institutions under Unnat Bharat Abhiyaan. The Institute also received a letter of appreciation from the Governor of the state of Uttar Pradesh to acknowledge our contributions in raising the quality levels of adopted Aanganbadi.

Universities like Gautam Buddha University (GBU) recognized our potential to handle challenges and collaborated

with us in a joint submission for the Science and Engineering Research Board (SERB)'s prestigious SATHI scheme for establishing a state-of-the-art Research Facility Centre.

One of the institution's key areas of focus is its impactful social service program, which aims to empower the next generation through community engagement and outreach initiatives. Furthermore, GNIOT's commitment to providing exclusive training in communication and soft skills underscores its dedication to equipping students with essential competencies for personal and professional success. Overall, GNIOT's multifaceted approach to education, innovation, and social welfare exemplifies its status as a leading institution dedicated to shaping future leaders and contributing to societal development.

In summary, the NAAC Peer Team's visit and assessment underscored GNIOT's commitment to academic excellence, infrastructure development, student welfare, and environmental sustainability. With its strategic location, state-of-the-art facilities, comprehensive support services, and focus on holistic development, GNIOT continues to strive toward excellence and remains a beacon of higher education in the region.

CBSE to Launch Pilot for National Credit Framework for Classes 6, 9 And 11

■ **EJ - New Delhi**

The CBSE will launch a pilot of the National Credit Framework for classes 6, 9, and 11 from the 2024-25 academic session and has invited its affiliate schools to participate, officials said. Last year, the government launched the National Credit Framework (NCF) as part of the implementation of the National Education Policy (NEP), 2020, to ensure seamless integration of school, higher and vocational education, and allow students to accumulate their credits from the pre-primary to the PhD level. Furthermore, the Central Board of Secondary Education also developed its draft guidelines to implement the framework.

"The CBSE developed and circulated draft NCF implementation guidelines, discussed them in multiple workshops, and received approval from the Union Ministry of Education. To further test, refine, and assess their effectiveness in real-world contexts, a pilot implementa-

tion of these guidelines has been planned in schools affiliated to CBSE in classes 6, 9, and 11, with effect from session 2024-2025," the board said in a letter to school principals, "Principals of interested schools for this pilot program are requested to share their contact details through the link (<https://forms.gle/5AB2iuxa1k62r2E3A>)," it further stated.

Students can earn credits from classroom teaching learning, laboratory work, projects, sports, performing arts, NCC, social work, vocational education, and experiential learning, including relevant experience and profes-

sional levels acquired, among others. "This would close the gap in achievement of learning outcomes by shifting the classroom education to competency and learning outcome-based education and learning. The assessment is thus mandatory for earning credits for all types of learning," the board further added. "The credits earned shall be deposited in the Academic Bank of Credit (ABC) of a student which will be linked with the APAAR ID and DigiLocker of the student, in the future," the board stated.



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No impact on eligibility of voters in Lok Sabha polls: NTA



EJ - New Delhi.....

The National Testing Agency (NTA) issued a clarification regarding messages circulating on social media, which claim that individuals who vote in the Lok Sabha elections 2024 and have their fingers inked will not be allowed to enter examination halls.

"The above messages are completely baseless, and NTA has not issued any such instruction or guideline. Students are requested not to pay heed to such rumors and to exercise their voting rights. Voting will not affect their eligibility to take examinations," the NTA said in an official release.

The testing agency advised students to focus on their studies and prepare for the forthcoming examinations.

In a major relief to students who missed the opportunity earlier to apply for the National Eligibility-cum-Entrance Test (Undergraduate) (NEET-UG) 2024 due to various reasons, the National Testing Agency (NTA) reopened the registration window.

The application window opened today and will close on April 10 at 11.50 pm. Interested and eligi-

ble candidates can apply by visiting the official website.

NEET (UG) 2024 will be held on May 5 from 2 pm to 5.20 pm nationwide and in 14 cities outside the country in pen and paper (offline) mode.

For further queries regarding the NEET (UG) - 2024 examination, candidates are advised to contact 011-40759000 or email at neet@nta.ac.in.

The Lok Sabha elections, taking place between April 19 and June 1 this year, have resulted in the rescheduling of various exams. Various competitive and entrance exams, including UPSC Civil Service prelims and NEET PG, have been rescheduled due to the elections. Other affected exams include the Maharashtra Health and Technical Common Entrance Test (MHT CET), The Telangana State Engineering, Agriculture & Pharmacy Common Entrance Test (TS EAPCET), The Telangana State Polytechnic Common Entrance Test (TS POLYCET), and Chartered Accountant (CA) exams.

Here are the revised dates for some exams:

MHT CET (PCM and PCB): The exam originally scheduled

for April 16-30 will now be held from May 2-17 for Physics, Chemistry, and Mathematics (PCM) and April 22-30 for Physics, Chemistry, and Biology (PCB). Admit cards will be issued 10 days before the exam.

TS EAPCET 2024: The Telangana State Engineering, Agriculture & Pharmacy Common Entrance Test-2024 (TS EAPCET-2024) will be held from May 9-12 in two shifts. The exam will take place in two sessions, the first from 9 am to 12 noon, and the second between 3 pm and 6 pm.

TS POLYCET: The Telangana State Polytechnic Common Entrance Test (TS POLYCET) has been rescheduled from May 17 to May 24. The entrance test will last for two hours and 30 minutes, held from 11 am to 1.30 pm.

AP EAPCET 2024: The Andhra Pradesh Engineering, Agriculture, and Pharmacy Common Entrance Test, which was earlier slated for May 13-19, will now take place from May 16-22.

UPSC Civil Services Exam 2024: The UPSC prelims will now be held on June 16 instead of the earlier schedule of May 26.

NEET PG 2024: The NEET PG exam has been rescheduled to June 23. The results will be declared by July 15, and counseling for admissions is scheduled from August 5 to October 15.

ICAI CA May Exams 2024: ICAI CA Intermediate Group 1 will be held on May 3, 5, and 9 instead of May 7 while Group 2 exams will take place on May 11, 15, and 17 instead of the original schedule of May 9, 11, and 13.

How to Prepare for the US, and UK College Admissions and Interviews



EJ - New Delhi.....

As the board exams have concluded, students are now looking for the best colleges in India and abroad to pursue their higher education. Narrowing down on a college becomes difficult for foreign aspirants who are willing to study abroad as they have innumerable options to choose from multiple countries. Among all foreign countries, the US and the UK have always been the most preferred destinations. While the UK considers the scores of class 10 and 12 along with a strong personal statement for evaluating a candidate's application, the universities in the US take into account the candidate's upward moving trajectory academically from class 9 to 12, candidate's top 10 activities and rigor beyond the classroom via standardized testing scores.

The US interviews focus on the overall personality of the candidate, and the Oxbridge interviews are heavily academic and can have panels, notes Vandane

Ramani, consulting lead, Athena Education. "The US interviewer will likely be an alum who will evaluate the candidate and the role he/she can play in adding value to the institution. On the other hand, the UK interviewer will be a faculty member or a subject matter expert looking to gauge the gravitas of the candidate's understanding of the chosen field."

Some common questions for US interviews are centered around who you are, the interests you have pursued, the challenges you have faced, how you have displayed leadership, and why you want to study at a particular university, etc.

Adding further, Ms Ramani says, "The UK interviews stem from your statement, followed by detailed questions on the subject, which can be situational or purely academic. The way to ace them is to research and prepare well."

Sharing insights for interview preparation, Akshay Chaturvedi, founder and CEO of Leverage

biz offered some tips. "When preparing for these pivotal interviews, understand that beyond academic excellence, these institutions are looking for individuals who bring diverse perspectives and a genuine passion for their chosen field. Start by familiarising yourself with common questions, but go deeper - reflect on your unique experiences, achievements, and challenges. Articulate not just what you've done, but why you've done it and what you've learned. Practice articulating your thoughts in a structured yet natural manner, and remember, confidence is key, but it must be coupled with humility."

He added that an interview is a two-way conversation - it's as much about the candidates assessing if the university fits their aspirations as it is about them evaluating them.

Overall, the US interviews can be more conversational, the UK interviews demand that candidates display strong intellect, critical thinking, and problem-solving abilities.

The key to acing interviews for both is confidence, clarity of thought, and firm communication skills. In cases, where candidates do not know something, they must keep a pen and paper handy to structure their thoughts or ask for time to think about their response.

Kota suicides: How parents' expectations push students to the brink



EJ - Yatendra Singh.....

Seeing their children succeed in life is perhaps the biggest dream of parents. It is a logical, reasonable dream, after all, which parent does not want his or her child to do well in life? However, there are times when a reasonable expectation can come at a cost, as proved again on Sunday at India's "Coaching hub" Kota.

Kota lives up to the sad reputation achieved over the years along with being the coaching hub of the country. Whether the unfortunate events will make any difference to the causes that cause them is debatable, but they have again put a question mark on the method of coaching in these institutions.

Earlier this month, Kota collector had issued strict instructions to coaching institutes that tests should not be conducted on Sundays. After the two tragic incidents after tests on Sunday, he issued fresh orders saying that no coaching institute would be allowed to conduct tests for students for two months, according to reports.

Kota sends the highest number of students to prestigious engineering and medical institutes, including IITs, NITs, and AIIMS—statistics that have transformed the flourishing industrial town in Rajasthan into a booming coaching hub.

Kota's coaching industry

Over two lakh students arrive in Kota every year to prepare for competitive exams like the Joint Entrance Exam (JEE) for engineering and the National Eligibility-cum-Entrance Test (NEET) for admission to medical colleges.

Primarily an industrial town, the district transitioned into a coaching hotspot attracting students from across the country, becoming a money-spinning enterprise

for the region.

The multi-crore industry now provides jobs to not just teachers and those associated with coaching but also businesses related to catering, lodging, hostels, etc.

Aspirants from across, big and small towns land here to fulfill their dreams.

The cost of preparing for competitive exams in Kota ranges anywhere from Rs 1.5 lakh to Rs 5 lakh per year, which can be a strain for students from not-so-well-off families.

Meeting the expectations of families

Posters outside coaching academies with pictures of toppers are a constant reminder to aspirants that only the best of the best make it to the prestigious engineering and medical institutes in the country, say social scientists. Apart from facing expected challenges like change in the home environment, lack of a support system, language issues, and disparities in the teaching system in a highly competitive environment, the system requires acquiring a certain skill set to crack the competitive exam, adding to the burden.

Those from economically challenged families have an additional burden—to fulfill the expectations of families who may have taken loans or mortgaged properties to fund their education.

"Many of the aspirants who land in Kota are toppers in their home state. But apart from dealing with extensive syllabi and different teaching methodologies, they also have to deal with pressure stemming from parents' expectations.

"It is a constant struggle to do well in coaching and clear exams and find a place in the cut-offs. Financial strain, if any, amplifies the burden of expectations. The pressure increases if a student fails to clear the tests. Many

times, students from big cities seem to fare better in facing the challenges," explains social scientists.

When the burden becomes too much

According to data sourced from various ground reports, Kota recorded an average of three suicides monthly in 2023.

As many as 22 young lives have been lost so far this year.

As per reports, 15 students died by suicide in 2022, 18 in 2019, 20 in 2018, seven in 2017, 17 in 2016, and 18 in 2015 in Kota.

In 2021, four students died by suicide as most of them had left Kota after the onset of COVID-19.

In the past 12 years, more than 150 students have died by suicide in Kota.

According to a suicide note left by a 17-year-old, his decision was "voluntary". Reports quoted his father as saying that they were in constant touch with the child "but he never mentioned being under any sort of tension".

In the majority of cases, students who have taken the extreme step have left families and friends searching for answers. "The rate of suicides in Kota is within the normal range. Parents are to blame for these cases," Bunkar was quoted as saying.

Putting a stop to de-stressing students

Some bizarre methods are reportedly being employed like "spring-loaded fans" in rooms and "anti-suicide nets" in balconies and lobbies of hostels to prevent students from taking the extreme step.

According to hostel owners, such steps were necessary to make the premises "suicide-proof".

According to experts, it is the mental health and well-being of young aspirants that everyone needs to be more concerned about, especially parents and coaching institutes.

Some centers claim to be taking steps to help de-stress students. Some also claim to have improved the teacher-student ratio to help aspirants learn better.

But experts say that teaching methodologies need an overhaul and institutes should also be equipped with "professional help and support systems for counseling and interventions. It is their duty also to ensure mental health and overall development while helping students crack entrance exams," they add.

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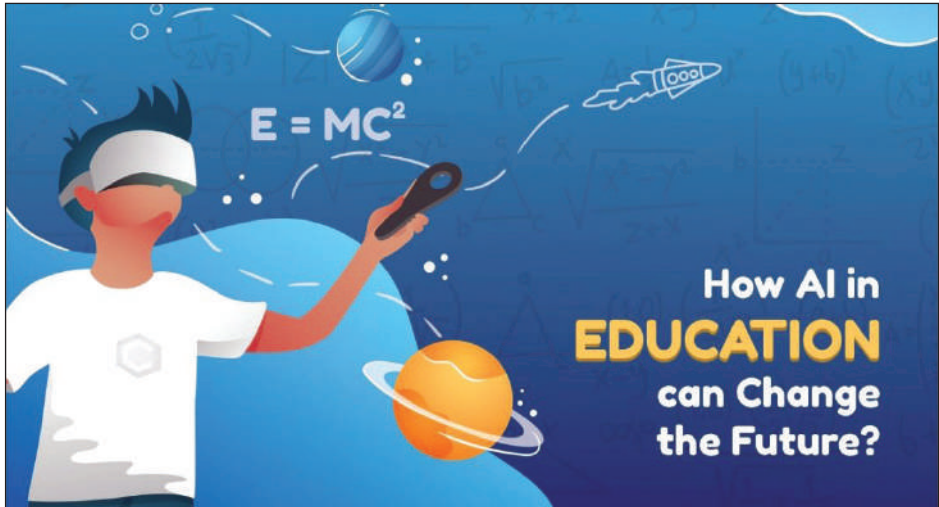
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Artificial Intelligence and the Future of Education



Artificial Intelligence (AI) is a cutting-edge field of computer science that aims to develop machines and systems capable of performing tasks that traditionally require human intelligence. At its core, AI involves the creation of algorithms and models that enable machines to learn from data, recognize patterns, and make decisions, mimicking aspects of human cognitive functions. This transformative technology encompasses a wide range of applications, including natural language processing, image and speech recognition, problem-solving, and decision-making. AI systems can be classified into two main categories: narrow or weak AI, designed for specific tasks, and general or strong AI, intended to exhibit human-like

intelligence across various domains. As AI continues to advance, its impact is felt across diverse industries, from healthcare and finance to education and entertainment, shaping the way we live, work, and interact with technology.

Artificial Intelligence has the potential to revolutionize the global education system in profoundly positive ways. Through personalized learning platforms, AI can cater to individual student needs, adapting content and pacing to match their unique learning styles. Intelligent tutoring systems can provide real-time feedback and assistance, fostering a more interactive and engaging learning experience. Moreover, AI-driven tools can assist educators in assessing students' progress more efficiently, allowing

for timely interventions to address challenges. With the help of AI, educational resources can be made more accessible and affordable, bridging gaps in educational inequality. Additionally, AI can facilitate the development of innovative teaching methods, preparing students for the evolving demands of the 21st-century workforce. By embracing AI in education, we have the opportunity to create a more inclusive, adaptive, and effective learning environment for students worldwide.

The evolution of Artificial Intelligence (AI) poses both opportunities and challenges for education systems globally. One significant challenge is the need to adapt curricula and teaching methodologies

to incorporate AI-related skills and knowledge. The rapid pace of technological advancements may lead to a gap between traditional educational approaches and the skills required in an AI-driven workforce. Additionally, concerns arise regarding job displacement, as certain tasks become automated, requiring a renewed emphasis on fostering creativity, critical thinking, and emotional intelligence—qualities that AI currently lacks. Another challenge lies in addressing the ethical considerations surrounding AI, such as data privacy, algorithmic bias, and the responsible use of technology in educational settings. Furthermore, there is a need for ongoing professional development for educators to stay abreast of AI developments and integrate them effectively into the learning environment. Balancing the benefits of AI with ethical, societal, and educational considerations is crucial to harnessing its potential without exacerbating existing disparities in access and opportunity.

Enhancing the AI literacy of children on a global scale requires a thoughtful modification of the education system to meet the demands of the digital age. First and foremost, integrating AI education into the standard curriculum from early stages can provide a foundational understanding of its principles, applications, and ethical implications. This includes



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Educationist
Kendy - Sri Lanka

hands-on experiences with AI tools and coding exercises to demystify the technology and foster a sense of familiarity. Additionally, fostering critical thinking and digital literacy skills becomes paramount, enabling students to evaluate and navigate the ethical considerations associated with AI. Professional development for educators is essential to ensure they are equipped to teach AI concepts effectively. Collaborations with industry experts and partnerships with technology companies can bring real-world perspectives into the classroom. Moreover, creating accessible and engaging resources, such as interactive online modules and educational games, can make AI learning enjoyable

and inclusive. By embedding AI education into the core of the curriculum and providing the necessary resources and training, we can empower the next generation to navigate the evolving digital landscape with confidence and understanding.

In conclusion, as educators, we must advocate for active engagement in Artificial Intelligence (AI) within our society. Whether the involvement is positive or negative, the key is to encourage a proactive stance that enables individuals to understand, question, and contribute to the evolving landscape of AI. Recognizing the transformative potential of AI in education, we must reshape our teacher training compass to embrace and integrate AI technologies. While AI can handle the synthesis and analysis of vast amounts of data, teachers play a vital role in guiding students through the interpretation, application, and ethical considerations that arise. As the educational landscape evolves, it prompts us to reflect on our preparedness as educators for the future. By fostering a culture of continuous learning, adapting teaching methodologies, and embracing AI as a valuable tool, we can ensure that educators are not only ready for the changes ahead but actively shaping the educational landscape of tomorrow.

“Hey, have you tried it?”



I am a teacher Yun Jung-hyun who teaches technology at a high school in South Korea. I would like to talk about Chairman Chung Ju-young who founded the Hyundai Group in my country. Due to the Korean War in 1950, there were no industrial facilities in Korea. At that time, South Korea was one of the poorest countries in the world.

In the 1970s, Chairman Chung Ju-young wanted to establish a shipyard. However, he had no money, no skills, and no experience. He needed a letter of recommendation to borrow money. Chung flew to London to get a letter of recommendation from A&P Apple Door, chairman of Longbottom, a renowned British shipbuilding company. All he had was just a picture of the desolate sandy beach of Mipo Bay, Ulsan, where he would build the shipyard. He said, “We’re planning to build a shipyard. Please recommend us.” But the answer was “No”.

At that time, he took out a 500-won bill with the turtle ship drawn from his pants pocket. “We have already built an iron-

clad ship 300 years earlier than Britain. Unfortunately, the industrialization is late, and the potential is sufficient.”

Finally, Chung persuades Longbottom to get a letter of recommendation. In addition, Chung obtained export guarantees from Barclay Bank through negotiations.

And Chung Ju-young established the world’s best shipyard, which everyone thought would be impossible. The completion of the shipyard, which no one else had done, coincided with the acquisition of the first-week ship. As a result, Korea currently has the best shipyard in the world.

There are words that Chairman Chung Ju-young used to say to those who thought it was impossible. “Whatever you start, you feel 90 percent of the conviction that you will achieve it and 10 percent of the confidence that you can make it happen. There is not a single percentage of anxiety that it may not be possible.”

I would like to talk about my teaching experience like Chairman Chung Ju-young. I couldn’t satisfy the needs of all my students during my teaching experi-

ence, which is a shame, but I would like to summarize my 30-year education experience into three points.

First, I worked at a school in a rural area where the working environment was pretty difficult. Not only are farming and fishing areas worse off than cities, but I had to live away from my family for a long time.

Second, I educated students who needed more help. As most of my students were underprivileged, coming from low-income families, raised by grandparents and divorced families, their lives were too tough to focus on learning.

Third, the students I taught were not akin to studying. Of course, some students were good at it, but many students lacked the will to study.

Like Chairman Chung Ju-young, I have been teaching for 32 years and have done things that others find difficult to do. I taught technical skills to students who needed more support and taught them the proper skills to grow into democratic citizens.

If you think you can’t, you



Yun Jung-hyun
Global Teacher Prize 2020
Top 10 Finalist
South Korea

Korean War, conflict (1950–53) between North Korea, aided by China, and South Korea, aided by the UN with the U.S. as a principal participant. At least 2.5 million people lost their lives in the fighting, which ended in July 1953 with Korea still divided into two hostile states separated by the 38th parallel.

can’t see the way, but if you think you can, you can see the

way and find it. Even in the face of hard work, if you carry out your work with positive thoughts, you will see a way that seems to be absent, and on the contrary, if you think negatively, you will not see a way.

Many people think they can’t do it when they face difficulties and try to give up to avoid them. Everyone finds it difficult at first, however, people learn life by making mistakes.

Now I want to ask you a question. What have you done for yourself, for your family, for your country, and for the world?



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