



## A major controversy of Galgotia University erupted at the India AI Impact



**Marika Chkhapelia**  
Educationist  
Martvili - Georgia  
>> Contd. p.2..



■ E.J. - Yatender.Singh.....

A major controversy erupted at the India AI Impact Summit when a robotic dog displayed by Galgotias University was alleged to be a Chinese-made product. Social media users quickly highlighted similarities between the robot showcased at the summit and the commercially available quadruped Unitree Go2, developed by a China-based company. Soon after the video went viral, reports emerged that the university was asked to leave the summit. The controversy intensified as earlier claims related to a ₹350-crore AI ecosystem investment resurfaced on social media. Critics questioned whether imported hardware was being presented as indigenous innovation. Galgotias University denied building the robot and clarified that it had never claimed ownership of the technology. However, the entire episode has sparked a broader debate on transparency, verification standards at technology summits, and the importance of credibility, es-

**Galgotias University's recognition should be revoked, demand raised in UP Assembly**  
*Voices against Galgotias University are growing louder, after it claimed a Chinese robot as its own during the AI Impact Summit. Now, the issue has echoed in the UP Assembly, where MLAs have demanded the revocation of Galgotias University's recognition.*

pecially as India moves forward in positioning itself as a global AI powerhouse. The row erupted after Neha Singh, a faculty member from the School of Management at Galgotias University, speaking to a TV reporter about a quadruped robot dog on display, said: "This is

**The AI course fees at Galgotia's have also shocked many**

*The university had presented a robotic dog as its own invention, but later had to leave the summit after the controversy surfaced. Amid this dispute, the fees of the university's AI course have also become a topic of discussion. The fee for the Bachelor's program in Artificial Intelligence at Galgotias University is around ₹11 lakh. If accommodation and food expenses are included, the total cost crosses ₹15 lakh.*

**The statement read**

"The robo-dog recently purchased from Unitree is a step in this direction. It is not merely a display machine but a moving classroom. Our students are experimenting with it and enhancing their knowledge. We would like to clarify that Galgotias has not built this robo-dog, nor have we ever claimed to have done so."

If this AI Summit had not been international, the university might have been widely praised today. In this entire episode, Neha Singh alone cannot be held responsible; it reflects the involvement of the entire university management. Similar to when students were reportedly transported in university buses to stage a protest at the residence of Congress leader Rahul Gandhi — raising the question of whether those students went there entirely of their own choice.



Orion... and this has been developed by the Centre of Excellence at the Galgotias University." The private university to invest more institution, she said, was the first >> Contd. p.4..



**Ashish Saxena**  
Educationist  
China Live  
>> Contd. p.2..

## NCERT textbook: Education Ministry notifies MIT and I&B on SC's blanket ban

■ E.J. - New Delhi

Following the 'blanket ban' imposed on NCERT's Class 8 book by the Supreme Court, the Education Ministry has shared the order with both the Ministry of Information and Technology (MIT) and the Ministry of Information and Broadcasting, sources said.

Screenshots of pages pertaining to the book cannot be held in one's possession or shared with others as it would be illegal, a source said.

NCERT has not uploaded the book online. However, count-



less people on X and other social media have been sharing screenshots or photos of the physical

pages about the section 'Corruption in judiciary' online. Some posts have gone viral, too.

"Since it is a blanket ban, they all need to be taken down immediately. Hence, we have alerted the two ministries about it. It will primarily be the job of Meity to ensure no content regarding the book gets circulated anywhere," the source said.

He added that of the 2.5 lakh printed textbooks, 2,24,962 have been sent back to the godowns. "Only 38 of them were sold at our head office on the day of release on Monday. We stopped >> Contd. p.4..

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# Art, Culture, and Relationships: An International E-Twinning

*Why is intercultural exchange and learning about traditions important?*

Intercultural exchange and the study of traditions are important because they help students develop tolerance, respect, and open-mindedness. When young people learn about different cultures, customs, and celebrations, they begin to understand that diversity is a strength rather than a barrier. This awareness encourages empathy and allows students to see the world from multiple perspectives.

Learning about traditions also helps students better understand their own cultural identity. By comparing their customs with those of other countries, they recognize both similarities and differences, which strengthens their sense of belonging while fostering global citizenship.

Furthermore, intercultural collaboration in international educational projects, such as those implemented through eTwinning, improves communication skills, teamwork, and digital competence. Ultimately, intercultural exchange builds meaningful friendships, promotes peaceful cooperation, and prepares students to live and work successfully in a diverse and interconnected world.

**International Partnership- "Christmas Spirit In Art"**

The project "Christmas Spirit in Art" was founded by Marika Chkhapelia from Georgia, with Karolina Kucera from Poland as co-founder. It brought together students and teachers from different countries to explore the magic of Christmas through art, culture, creativity, and collaboration. Its goal was to celebrate the diversity of Christmas traditions worldwide while developing key 21st-century skills such as English communication, digital competence, cultural awareness, creativity, and teamwork.



The project involved 6 teachers from Georgia (3), Poland, Türkiye and Moldova, working with students aged 8 to 14 across subjects such as Art, Language & Literature, Music, Social Studies, Technology, and vocational areas like Audiovisual Media and IT.

The project fostered intercultural understanding and creative expression by exploring and sharing Christmas and New Year traditions through various art forms. Students developed artistic skills, digital literacy, and collaborative abilities, while key competences such as cultural awareness, digital skills, and personal, social, and learning-to-learn skills were strengthened within

an international learning environment.

**The first activity "Letter Exchange"**

The first activity, Letter Exchange, encouraged students to write personal letters introducing themselves, their hobbies, school life, and Christmas traditions. Letters were sent to partner schools and received from peers, creating an exciting and emotional experience. Through this activity, students practiced English in a meaningful context, developed writing skills, and gained insight into other cultures. It also fostered empathy, curiosity, and friendships across borders.

The project as a whole fostered intercultural understanding and creative expression by exploring and sharing Christmas traditions

through various art forms. Students developed artistic skills, digital literacy, and collaborative abilities, while key competences such as cultural awareness, digital skills, and personal, social, and learning-to-learn skills were strengthened within an international learning environment.

**2nd activity, "Christmas and New Year in Different Cultures (Exhibition)"**

The second activity involved students preparing presentations about their national traditions. They created artwork, crafts, and multimedia displays, performed traditional songs and dances, and shared festive foods from their countries. This exhibition allowed students to explore cultural diversity, appreciate different



**Marika Chkhapelia**  
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traditions, and strengthen both artistic and collaborative skills. It also provided an opportunity to present their work to peers, teachers, and the wider school community.

The project as a whole fostered intercultural understanding and creative expression by exploring and sharing Christmas traditions through various art forms. Students developed artistic skills, digital literacy, and collaborative abilities, while key competences such as cultural awareness, digital skills, and personal, social, and learning-to-learn skills were strengthened within an international learning environment.

**3rd Activity- "Christmas Word Search - Find the Hidden Holiday Words!"**

The third activity, "Christmas Word Search - Find the Hidden Holiday Words!", was a fun and interactive game designed to reinforce students' vocabulary and spelling related to Christmas traditions and festive customs. Students worked individually or in teams to find hidden words in the puzzles, which promoted engagement, critical thinking, and friendly competition. This activity also provided a playful way to consolidate their learning about Christmas vocabulary from different cultures.

**The fourth activity, "Christmas Story"**

The fourth activity invited students to create and share original Christmas-themed stories. This activity encouraged imagination, creative writing skills, and cultural reflection. Students could write individually or collaboratively, incorporating elements of their own traditions or drawing inspiration from the partner countries' festive customs. The stories were then shared with peers across the project, fostering intercultural understanding and appreciation for diverse storytelling styles.

**CodeWeek Activity-2026**

In February, students participated in the international initiative "CodeWeek" through the activity "Christmas Spirit In Art", which introduced basic coding concepts in a hands-on and creative way without using technology. Each team was assigned a letter from the project title "Christmas Spirit In Art", and students "coded" their letters on square grids by coloring squares, adding dots, lines, and other decorative elements, developing logical thinking, fine motor skills, and visual sequencing. They also recreated their national flags using the provided colors and shapes, fostering an appreciation for cultural symbols and a sense of belonging to the wider European community. All activities were registered on the CodeWeek platform under the project code cw26-DSpS7, allowing international collaboration and the opportunity to earn Certificates of Excellence in Coding Skills. The project culminated in an audio version of the project title, where each team pronounced its letter aloud, and a visual collage combining all students' works, symbolizing unity, creativity, and intercultural collaboration across countries.

**eTwinning Day: A Reflection on Collaboration and Shared Values**

On eTwinning Day, teachers and students celebrated collaboration and shared values through a symbolic activity based on the

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# From Campus to Corporate: What Recruiters Look for in Freshers

Every year, campuses across the country brim with talent, ambition, and freshly minted degrees. Yet, recruiters often voice a familiar concern: "They are qualified, but not quite ready." This observation points to a persistent and widely discussed phenomenon: the Campus-to-Corporate gap. Understanding what recruiters truly look for in freshers helps explain why this gap exists and how it can be bridged meaningfully.

Contrary to popular belief, recruiters are not merely hunting for perfect grades or encyclopaedic knowledge of a subject. While academic competence is essential, it is often seen as the entry ticket, not the final deciding factor.

**1. Learnability and Adaptability**

Recruiters value freshers who demonstrate a willingness to learn, unlearn, and relearn. In fast-evolving industries, tools and technologies change rapidly. What matters more than current knowledge is the ability to adapt without resistance.

**2. Communication Skills**

Clear articulation of thoughts, both oral and written is non-negotiable. Recruiters look for candidates who can explain ideas



simply, listen actively, and engage in professional dialogue. This includes email etiquette, presentation skills, and the ability to ask relevant questions.

**3. Attitude Over Aptitude**

A positive, solution-oriented mindset often outweighs technical brilliance. Recruiters observe how candidates respond to uncertainty, feedback, or failure. Humility, curiosity, and ownership signal long-term potential.

**4. Professional Awareness**

Understanding workplace norms such as punctuality, accountability, hierarchy, and ethics is critical. Recruiters prefer candidates who already possess a basic sense of professional conduct rather than those who need extensive behavioural correction.

**5. Problem-Solving and Thinking Skills**

More than textbook answers, recruiters assess how candidates approach problems. Can they analyse a situation, think logically, and propose workable solutions? Even imperfect answers are valued if the thinking process is sound.

**6. Team Orientation**

The modern workplace thrives on collaboration. Recruiters watch for signs of empathy, openness to others' ideas, and the ability to function within diverse teams rather than operate in isolated silos.

**There are some valid reasons for the gap to persist:**

- Campus learning often prioritises theoretical mastery and examination performance. Corporate environments, however, demand application, speed, and contextual decision-making. Freshers struggle

when they must translate knowledge into action.

- Academic settings offer clarity like, syllabi, marking schemes, and defined outcomes. Corporate life is far less predictable. Ambiguity, shifting priorities, and incomplete information can overwhelm those conditioned to seek "right answers."

- Students are rewarded for individual achievement, whereas organisations function on shared responsibility. Freshers may excel independently but falter when collaboration, negotiation, or stakeholder management is required.

- On campus, feedback is periodic and often numerical. In corporate settings, feedback is continuous, direct, and sometimes uncomfortable. Many freshers interpret this as criticism rather



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than development.

- Students enter the workplace still carrying a "learner" identity, while organisations expect a "contributor" mindset. This psychological shift, from being taught to taking ownership, takes time and guidance.

Closing the Campus-to-Corporate gap is not solely the responsibility of students. Educational institutions must integrate experiential learning, internships, simulations, and reflective practices into curricula. Recruiters and organisations need structured onboarding, mentoring, and psychological safety to help freshers transition without fear. Students must proactively build self-awareness, communication

skills, and real-world exposure alongside academic learning.

The Campus-to-Corporate gap is less about incompetence and more about misalignment. Freshers are not lacking intelligence or intent; they are often navigating an unfamiliar ecosystem with outdated maps. Recruiters, on the other hand, seek not finished products but raw potential that can be shaped.

When campuses focus on employability alongside education, and organisations view freshers as evolving professionals rather than immediate performers, the gap narrows naturally. The journey from campus to corporate then becomes not a shock but a smooth, purposeful transition.

## ChatGPT used for mass copying in Maharashtra's Gadchiroli Class XII Exams; four booked



■ EJ - Amit Sinde

The use of AI tool ChatGPT for mass copying during Class 12 board examinations has come to light in Maharashtra's Gadchiroli district, with an FIR being lodged against four people, including teachers and examination staff, officials said.

The incident was reported from JK Bomanwar High School at Chamoshi examination centre number 18 in Gadchiroli district. According to officials, the racket involved using ChatGPT to generate answers to board examination question papers and circulating them among students during the exam.

The modus operandi was that

as soon as the question papers were unsealed at the examination centre, a peon, Suraj Kelzarkar, took screenshots of the papers and sent them via WhatsApp to teacher Mahendra Kirame.

Kirame uploaded the question papers on ChatGPT and obtained the answers. These answers were then printed using the school's printer, photocopied and circulated among students with the help of the peon. Officials said the alleged mass malpractice took place during the physics, chemistry and political science examinations at the centre.

The matter came to light after

Gadchiroli Zilla Parishad chief executive officer Suhas Gade received information about the alleged malpractice.

A team was sent to conduct a raid at the centre on February 18, during which several students were found to have written identical answers in their answer scripts.

Following this, the peon was questioned and his mobile phone was checked. Officials said it revealed that he had taken photographs of the question papers and forwarded them to teachers, who then uploaded the papers on ChatGPT, obtained answers and circulated them to students.

Based on the findings, the education department lodged an FIR against teacher Mahendra Kirame, Sushil Lanjewar, examination centre in charge Suresh Burlewkar, and peon Suraj Kelzarkar.

Both Kirame and Lanjewar were immediately suspended from service. Action has been initiated under the Maharashtra State Prevention of Cheating in Examinations Act, 1982.

Separately, in Nagpur, it was also revealed that question papers were leaked on WhatsApp ahead of the examinations. The education department has issued orders for a probe into that case as well.

## OpenAI partners with IIM Ahmedabad, IIT Delhi and others to build 'AI-ready' talent



■ EJ - New Delhi

OpenAI announced partnerships with leading Indian universities to embed artificial intelligence across management, health, engineering, creative and multidisciplinary education, aiming to build AI-ready talent for a tech-driven economy.

The first cohort includes Indian Institute of Technology Delhi, Indian Institute of Management Ahmedabad, All India Institute of Medical Sciences New Delhi, Manipal Academy of Higher Education, University of Petroleum and Energy Studies (UPES), and Pearl Academy, OpenAI said in a statement.

The initiative will support over 1 lakh students, faculty and staff over the next year, moving beyond basic access to AI tools

toward campus-wide integration anchored in responsible use and academic integrity.

Raghav Gupta, Head of Education, OpenAI India, said, "AI literacy is essential to building a future-ready generation. Studies project that by 2030, nearly 40 per cent of the core skills workers rely on today will change, driven largely by AI."

"Yet, a gap remains between what AI tools can do and how people are using them. Education institutions are a critical route to bridge this gap. By embedding AI tools, training, and research into the core infrastructure of schools and universities, they can equip students with the skills needed to thrive in a world with AI," he said.

The collaboration will include

enterprise-grade ChatGPT Eduaccess, structured onboarding, discipline-specific implementation guidance and responsible-use frameworks aligned with institutional policies.

AI fluency will be integrated into core academic workflows such as advanced prompting, analytics, coding, simulations, case analysis and AI-assisted research. OpenAI will also support hackathons, build days and Industry Days connecting campus innovation with startups and enterprises.

Additionally, IIM Ahmedabad and Manipal Academy of Higher Education will deploy OpenAI certifications to formalise structured AI capability pathways within business and multi-disciplinary programmes.

Beyond campuses, OpenAI is collaborating with ed-tech platforms PhysicsWallah, upGrad and HCL GUVI to launch structured AI courses focused on fundamentals and practical ChatGPT applications for students and early-career professionals. At IIT Delhi, the partnership will focus on engineering-led innovation and advanced research, including potential campus wide ChatGPT Eduaccess, faculty briefings and

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## One rank, many campuses: IITs to let UG students study a semester at any campus



■ EJ - New Delhi

The Indian Institute of Technology (IITs) have announced that students will be allowed to now study at different IIT campuses across the country by enabling the transfer of credits for courses completed at another IIT. This announcement was made by IIT Madras who stated that the recommendation was made by the IIT Council, the top coordinating body for the institutes, in August last year. The aim behind this is to ensure students get better opportunities and can learn from different campuses and interact with differ-

ent kinds of people from across the country.

Under the programme, students can not only take individual courses at other IIT campuses but can also spend an entire term away from their parent institute while earning credits that count toward their degree. "We are mapping curricula across multiple programmes in various IITs", said Prof. V. Kamakoti, Director of IIT Madras. "Once that is matched, our students from IIT Madras can spend a term in another IIT, or another student from IIT Kanpur or

Delhi or Indore can come to the Madras campus to study some courses and earn credits, which we will transfer to the home institute."

Professor Prathap Haridoss, Dean (Academic Courses), IIT Madras, told media that the details are still being worked out and the finalised details will soon be made public after each IIT clears the matter at its Senate level.

"We are working on the circumstances under which we will enable this...at the Council level, there is agreement. But procedurally, we are formalising a document on which every senate would have to agree on some fundamental level. Then we can start rolling it out as more of them clear it through their senate. We're still in the document stage. It would be preferable if we had a common document," Prof Haridoss was quoted by media reports.

The IIT Council had set a target of "5% undergraduate student exchange across IITs, ensuring smooth credit transfer for courses

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## NMC admits stipend inequality exists for interns

■ EJ - New Delhi

After five years, the National Medical Commission (NMC) has finally agreed that there is a stipend parity for undergraduate medical interns, whether they are studying in government or private medical colleges.

This follows the Union Health Ministry directions, not once but twice last year. Finally, respond-

ing to the ministry, the NMC on February 18 said, "Any amendment to the CRMI Regulations, 2021, if required, would need consideration in accordance with the statutory process and after due consultation with all concerned authorities." While the government medical colleges pay interns between Rs 20,000 and Rs 30,000, private

colleges either pay half of that or none at all.

Data from NMC in 2025 showed that 60 of 555 medical colleges were not paying stipends, and many were paying nominal stipends of less than Rs 5,000 per month.

Speaking with this paper, RTI activist Dr KV Babu said when

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# How to Prepare for the UPSC?

The Civil Services Examination conducted by the Union Public Service Commission (UPSC) is considered one of the most prestigious and challenging examinations in India. Every year, lakhs of young aspirants appear for this examination with the dream of becoming IAS, IPS, or IFS officers, but only a few thousand ultimately succeed. In such a scenario, it becomes extremely important to understand how to prepare for the UPSC, so that the goal can be achieved with the right direction, strategy, and consistency.

## First Understand the UPSC Examination

Before beginning UPSC preparation, it is essential to clearly understand the structure and pattern of the examination. The Civil Services Examination is conducted in three stages—

- Preliminary Examination (Prelims):
- General Studies (GS)
- Civil Services Aptitude Test (CSAT)
- Main Examination (Mains):
- 9 papers (Essay, GS-I to GS-IV, and two papers of the Optional Subject)
- Interview / Personality Test
- Unless an aspirant understands what the examination demands, preparation often remains scattered and unfocused.

## Read the Syllabus Like the "Gita"

The UPSC syllabus is vast, but it forms the backbone of your preparation.

- Keep a printed copy of the syllabus
- Study every topic by linking it directly to the syllabus
- Avoid unnecessary and irrelevant material
- Remember, UPSC asks only what is written in the syllabus—but in depth.

## Choose the Right Books

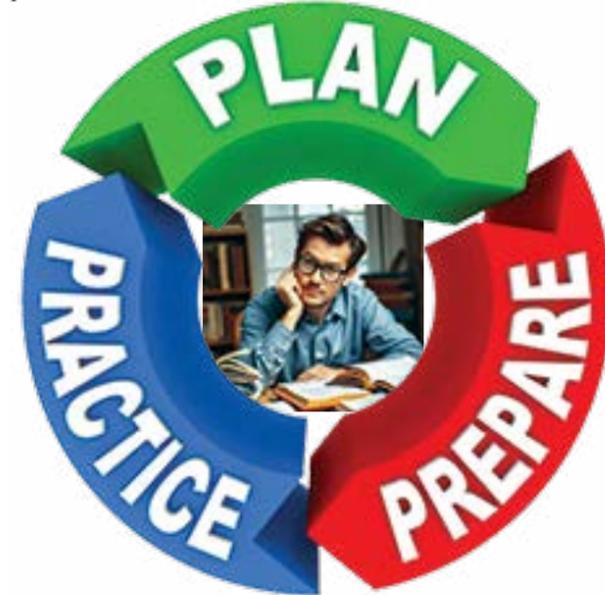
Success in UPSC does not depend on the number of books, but on limited books read repeatedly and thoroughly.

- Some essential books include:
- History: NCERTs + Spectrum
- Geography: NCERTs + G.C. Leong
- Polity: M. Laxmikanth
- Economy: NCERTs + Budget/Economic Survey
- Environment: Shankar IAS
- Current Affairs: Newspaper (The Hindu / Indian Express)

Frequently changing books is one of the biggest mistakes aspirants make.

## The Right Way to Read Newspapers

Current affairs play a very important role in the UPSC exami-



nation.

- Read one newspaper daily
- Note down only UPSC-relevant news
- Focus on government schemes, international relations, Supreme Court judgments, environment, and economy
- Reading newspapers is not about gathering news, but about developing analytical thinking.

Learn to Make Effective Notes

- Good notes are your greatest asset.
- Make concise, point-wise notes
- Choose digital or handwritten notes as per your convenience
- Ensure easy and frequent revision

Your notes should be such that the entire syllabus can be revised within 1–2 months before the examination.

Answer Writing Practice

The key to success in the Mains examination is answer writing. Write at least 2–3 answers every week

- Practice writing within a time limit
- Follow a clear structure (Introduction–Body–Conclusion)
- Use diagrams, maps, and examples wherever possible
- Even good knowledge is useless unless it is converted into effective answers.

Mock Tests and Previous

Years' Questions

- Enroll in test series for both Prelims and Mains
- Solve question papers from the last 10–15 years
- Try to understand how UPSC

thinks

- UPSC does not repeat questions, but it repeats themes and perspectives.

Choosing the Optional Subject Wisely

- While selecting an optional subject, consider—
- Your interest
- Availability of study material
- Guidance
- Time management
- A wrong choice of optional subject can negatively impact your entire preparation.

Time Management and Discipline

- UPSC preparation is a marathon, not a sprint.
- Study regularly for 6–8 hours a day
- Follow a realistic timetable
- Stay away from excessive mobile and social media use
- Discipline is what separates successful candidates from the crowd.

Mental Health and Patience

Failures may come repeatedly, but—

- Maintain self-confidence
- Avoid comparison with others
- Practice regular exercise and meditation
- Remember, UPSC is not just a test of knowledge, but a test of patience and character.

Conclusion

## Google launches AI professional certificate programme

■ EJ - New Delhi

At the Artificial Intelligence (AI) Summit in New Delhi, Google CEO Sundar Pichai announced a new Google AI Professional Certificate course. During the summit, Pichai also unveiled the India-America Connect Initiative, which will deliver new subsea cable routes to increase AI connectivity between India, the US, and multiple locations across the southern hemisphere.

"For the opportunities this initiative creates, we should also invest in skilling, which is why we are announcing our most ambitious skilling programs here. This includes a new Google AI

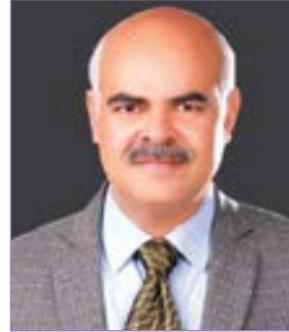


Professional Certificate program to master AI in their work," said Pichai at the summit. He also added that through Visakhapatnam, Vizag, he remembers it as a quiet and modest coastal city brimming with potential.

Google is establishing a full-stack AI hub as part of its USD 15 billion infrastructure investment in India. This hub will house gigawatt-scale compute and a new international subsea

cable gateway, bringing jobs and cutting-edge AI to people and businesses across India. According to Pichai, he never imagined Vizag becoming a global AI hub.

The Google AI Professional Certificate course is designed to equip learners with the skills needed to apply AI in professional settings. The program covers foundational and advanced AI concepts, machine learning, neural networks, and real-world applications. Learners will gain hands-on experience with Google's AI tools and technologies, enabling them to implement AI solutions effectively in their work and open up new career opportunities in the rapidly evolving AI landscape.



Dr. Deen Dayal  
Educationist  
Mathura - India

UPSC preparation is not magic; it is the result of the right strategy, consistent hard work, and self-belief. Every successful officer was once an ordinary student who refused to give up. If you prepare with a clear understanding of the syllabus, limited resources, and disciplined effort, success will surely follow. UPSC does not demand extraordinary talent—it demands extraordinary consistency.

If you wish, I can also prepare: A 1-Year Study Plan for Beginners, A Strategy for Working Professionals, or UPSC Mains Answer Writing Samples.

## NMC admits...

the draft CRMI regulations were put in the public domain in 2021, he had informed the UGMEB that "this is very vague and gives ample opportunity for the private medical college management to deny stipends to MBBS interns."

The Compulsory Rotating Medical Internship Regulations, 2021, or CRMI Regulations 2021, stated that "all interns shall be paid a stipend as fixed by the appropriate authority applicable to the institution/university or state."

While the CRMI regulations left the decision of the stipend on the authorities of the institution, in contrast, the PGMER-2023 clearly stated that "all the candidates pursuing compulsory rotating internships at the institution from which the MBBS course was completed shall be paid a stipend on par with that of the State Govt. Medical Institution, Central Government Medical Institution in the State, and Union Territory where the institution is located."

Responding to the Under Secretary, Medical Education Policy Section (MEP), on the request to withdraw the CRMI Regulation 2021 and Gazette it again after incorporating the comment, the Director of the Undergraduate Medical Education Board (UGMEB), Ram Pratap, said, "Hence, as per the CRMI Regulation 2021, it is stated that the existing regulation already provides for the payment of a stipend to interns."

As soon as the NMC announced the regulation in 2021, Dr Babu had raised the issue and shared his comments for incorporation. But when the NMC failed to amend the provision, he wrote to the Health Ministry on June 4, 2022, requesting them to withdraw the notification.

On November 6, Dr Babu again wrote to the health ministry after the SC slammed the NMC for non-payment of stipends to interns.

The ministry responded immediately and issued the direction to the NMC. The NMC finally responded to the ministry on February 18.

## One rank...

es taken at other IITs." However, Prof Haridoss clarified that the details for this are still being worked out. "Operationally, we will have constraints. When we enable transfers, the hostel capacity will be a constraint if there are more students coming into an institute than going out," he told Indian Express.

"We have sports excellence admissions, and fine arts and culture excellence admissions. If there is a great coaching facility in Delhi, maybe a student under the sports excellence admissions can spend one or two semesters at IIT Delhi, complete their coaching, and come back. These avenues were not there previously, and we felt the need to enable students to move," he added.

## OpenAI partners...

integration of generative AI tools into applied problem-solving and systems design.

"We are delighted to partner with OpenAI to explore access to the latest ChatGPT Edu tools for our students, researchers and faculty and to enable collaborative research in novel applications of AI, including in Education.

This is a part of IIT Delhi's strategy to enhance partnerships with Sovereign and Global AI companies," said Prof. Rangan Banerjee, Director, IIT Delhi.

At IIM Ahmedabad, AI fluency will be embedded across strategy, operations, finance, marketing, entrepreneurship and public policy curricula.

"Technology has always been a great enabler for humankind. As the world is looking at the century-defining opportunities that lie before us with AI, across every industry and economy, it is time that we brace ourselves by building a strong foundation for an exciting future," said Prof. Bharat Bhasker, Director, IIM Ahmedabad.

## Art, Culture...

letters of the word "eTwinning." Each teacher chose letters and associated it with a value, such as T for tolerance or I for innovation, reflecting the project's mission of intercultural cooperation, educational vision, and respect for diversity. Students held their letter cards and spoke the chosen words aloud, combining expression with a conscious reinforcement of important principles. All recordings were merged into a single international video, creating a visual, multilingual, and multicultural story that showcased togetherness, teamwork, and the shared values of the project across all participating countries.

## Looking Back with Gratitude, Moving Forward with Inspiration

At the conclusion of the "Christmas Spirit in Art" project, students, teachers, and partners reflected on their shared experiences with gratitude and appreciation. Participants expressed thanks for the opportunity to collaborate internationally, exchange cultural knowledge, and engage in creative activities that strengthened both artistic and social skills. The project fostered meaningful friendships, intercultural understanding, and a sense of accomplishment among all involved. Looking to the future, participants were inspired to continue exploring cultural diversity, develop new collaborative projects, and apply the skills and values gained through this initiative in their personal, academic, and community life, ensuring that the spirit of creativity, cooperation, and shared learning endures beyond the project timeline.

## A major...

than Rs 350 crore in AI. Within hours, social media users identified the robot as the Uniree Go2, a commercially available quadruped manufactured by China-based Uniree Robotics and priced at roughly \$1,600.

IT Secretary S. Krishnan stated that the government does not want any exhibitor to showcase products that are not their own. He said, "We do not want such demonstrations to continue." Following this, the organizers asked Galgotias to vacate its stall at the summit.

Krishnan further clarified that the government will not tolerate any product being misrepresented as an original innovation. He added, "If you mislead people... we do not want to provide a platform to any controversial exhibitor whom people may perceive as displaying something that is not their own."

Additional Secretary in the Ministry of Electronics and Information Technology, Abhishek Singh, said that the objective is not to discourage innovation, but presentations must not be misleading. He emphasized that the controversy should not overshadow the efforts of other participants.

In a statement released on X (formerly Twitter), the university said that the robotic dog was purchased from Uniree and was being used as a teaching tool.

## Congress leader Rahul Gandhi also posted on X, stating:

"Instead of leveraging India's talent and data, the AI Summit has turned into a chaotic PR exercise — with Indian data up for sale and Chinese products being showcased."

## NCERT...

the sale the following day. The buyers have been tracked and the copies taken back. Only ten copies are yet to be taken back by the Publications Division of NCERT. Following the ban, they must return it as it is illegal to keep a copy of the book in their posses-

## Canada records...

tional education, the 2025 budget included a welcome CAD\$1.7bn investment in attracting global research talent, as the government exempted graduate students from this year's caps.

What's more, Bezo said the policy turbulence had shone a light on the "chronic underfunding" of post-secondary education (PSE) in Canada, with declining international numbers exposing decades of underfunding and tuition freezes from the provinces.

Accordingly, provincial governments have started focussing on the issue in recent months, with British Columbia launching a public review into the long-term sustainability of its post-secondary system and Ontario recently investing \$6.4bn in the sector.

Despite some positives signals, international education remains largely at the mercy of Canadian domestic politics. With rising anti-immigration sentiment across several of the leading study destinations, the government has vowed to return immigration to "sustainable levels", aiming to reduce Canada's temporary residents to less than 5% of the total population.

The IRCC said the recent declines in international students were "a clear sign that the measures [it] put in place are working", reflecting its "commitment to a well-managed and sustainable immigration system".

# Reasons Behind China's Success and the Contribution of Technical Education

Over the past four decades, the rapid pace of China's economic, industrial, and technological progress has attracted global attention. Once an agriculture-based nation with limited resources, China has today emerged as a global manufacturing hub, a leader in technological innovation, and the world's second-largest economy. There are several reasons behind this remarkable success—visionary policies, strong governance, a disciplined workforce, and most importantly, large-scale investment in technical education. Technical education has not only provided China with a skilled human resource base but has also positioned it at the forefront of global competition.

## Long-Term Vision and Policy Continuity

The foremost reason for China's success lies in its long-term planning. Since the economic reforms initiated by Deng Xiaoping in 1978, China has adopted a model of an "open market with controlled governance." The government recognized education—particularly science and technology—as the foundation of national development. In its Five-Year Plans, priority was consistently given to technical education, research and development (R&D), and innovation. Policy continuity ensured strong coordination between the education system and industry, creating a sustainable development ecosystem.

## A Strong Framework of Technical Education



From the outset, China accorded technical and vocational education the same importance as general education. A vast network of polytechnic institutions, technical universities, vocational training centers, and skill development institutes was established. At the school level itself, emphasis was placed on mathematics, science, and computer education. At the university level, disciplines such as engineering, information technology, robotics, artificial intelligence, and data science were actively promoted.

As a result, China produced a large pool of engineers, technicians, and scientists capable of meeting the real needs of industry.

## Industry-Education Collaboration

A defining feature of China's technical education system is the close collaboration between industry and educational institutions. Universities and technical institutes design curricula in partnership with industries. Students receive internships and hands-on industrial training during their studies. This provides them with practical knowledge while industries gain access to job-ready, trained manpower.

This model has significantly reduced the problem of "degree-holding unemployment" and accelerated productivity, quality enhancement, and innovation.

## Investment in Research and Innovation

Investment in R&D has played

a crucial role in China's success. Both the government and the private sector have made substantial investments in research. Technical universities are equipped with state-of-the-art laboratories, generous funding, and opportunities for global collaboration.

Today, China is among the leading nations in fields such as 5G technology, renewable energy, electric vehicles, semiconductors, space technology, and artificial intelligence. Such achievements would not have been possible without technical education, as innovation fundamentally depends on trained, research-oriented human capital.

## A Disciplined and Skilled Workforce

Technical education in China



Ashish Saxena  
Educationist  
China Live

has not only produced top-level scientists but also developed a strong mid-level and skilled workforce. Technicians, machine operators, and quality control specialists working in factories undergo rigorous training.

As a result, China has moved beyond "low-cost production" toward "high-quality and high-technology manufacturing." Today, "Made in China" is no longer associated merely with affordability, but also with technical capability and global competitiveness.

## Global Outlook and Learning Orientation

China adopted global best practices in technical education by collaborating with foreign universities, sending students abroad, and inviting international experts. However, rather than merely copying foreign models, China localized and adapted technologies to suit its own conditions.

This capacity for learning and adaptation has further strengthened China's technical education system and enhanced its innovation potential.

## Digital and Future-Oriented Education

In recent years, China has rapidly embraced digital education, online learning platforms, and smart classrooms. AI-based teaching tools, virtual laboratories, and data-driven assessment systems have made technical education more effective and inclusive.

This approach is helping prepare a workforce ready for future demands such as automation, robotics, and green technologies.

## Lessons for India and Other Nations

China's experience demonstrates that it is not degrees alone, but skills, technical competence, and innovation that drive national progress. Technical education must be respected, adequately funded, and closely linked with industry.

For a young-population country like India, this model is highly relevant. By making technical and skill-based education a national priority, India can accelerate both economic and social development.

## Conclusion

China's success is not the result of a single factor, but the outcome of well-planned policies, disciplined implementation, and continuous investment in technical education. Technical education has provided China with skilled human resources, innovation capacity, and a competitive edge in the global arena. It is evident that in the 21st century, only those nations will succeed that view technical education not merely as a form of learning, but as the foundation of national strength—just as China has demonstrated.

# Canada records 60% fall in new international student arrivals

EJ - Jonel Kinao

New federal data has revealed another year of declining international student number in Canada, as stakeholders warn of waves of program closures and layoffs across Canadian institutions.

On top of the 61% fall in new student arrivals, the new IRCC

the issuance of study permits before the start of the winter and fall semesters.

During this time, policy changes have plagued the Canadian sector, most notably the federal study permit caps, announced in January 2024 and further reduced in 2025 and 2026.

Visa processing delays and plum-

others. Institutions are continuing to face significant budget pressures and subsequent waves of program closures and layoffs," CBIE president Larissa Bezo told The PIE News.

In more extreme cases, entire campuses or institutions have shut down, including most recently the Manitoba Institute of

pability of institutions to offer programming to domestic students, would have "significant consequences" for Canada's regional and national labour markets.

"We must ensure that Canada's sovereignty and future prosperity is not undermined by a lack of

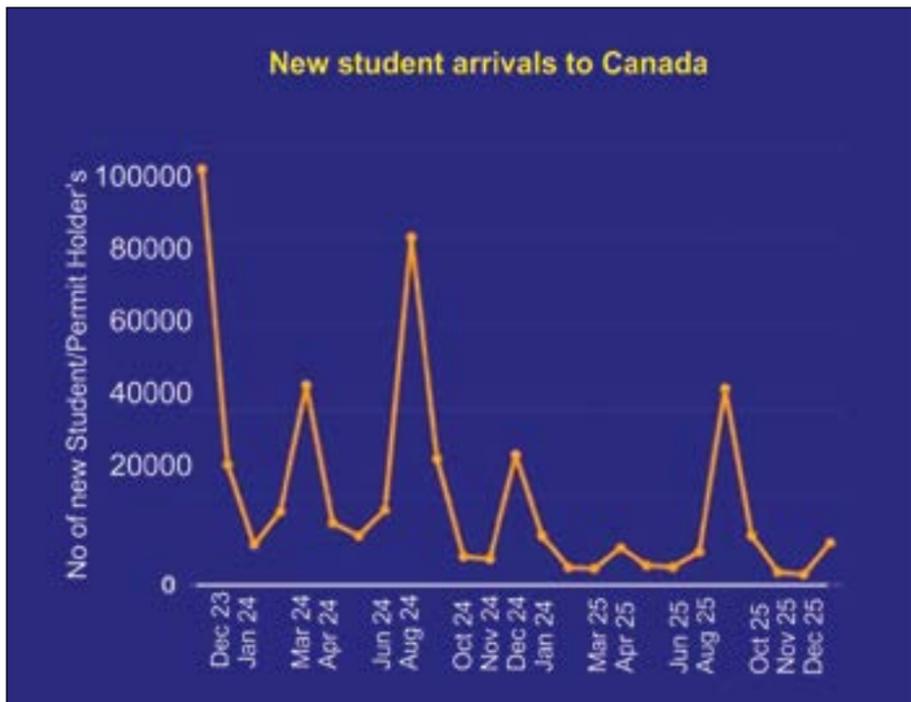
talent, both domestic and international, nor limited capacity to train the Canadian workforce of the future," said Bezo.

She added this was especially vital given Canada's scaling up of its "nation-building" agenda announced in the 2025 budget,

involving major infrastructure and housing projects, emphasising economic self-reliance and reducing dependence on the US.

Notwithstanding the dire challenges facing Canadian interna-

>> Contd. p.4..



data revealed a 30% decrease in total study permit holders (including those who also hold a work permit), falling from roughly 995,000 to 690,000 students from December 2023-2025.

Annual spikes in December and August reflect seasonal peaks in

meeting approval rates have only worsened the situation, with sector leaders once again sounding the alarm over immediate sector harm and long term consequences for Canadian labour markets.

"Some institutions are feeling these impacts more acutely than

Trades and Technology (MITT) – the first public post-secondary institution to close after a 55% international enrolment decline this year.

More broadly, Bezo said the loss of international talent, and the consequential reduced ca-

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