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58 Engineering Colleges Shut Down Across India; Uttar Pradesh and Maharashtra

■ EJ - New Delhi

The All India Council for Technical Education (AICTE), the statutory body responsible for maintaining the quality, standards, and systematic development of technical education in India, has announced the closure of 58 engineering and technical colleges across the country. The highest number of closures has been reported in Uttar Pradesh and Maharashtra, with 12 institutions each. In addition, more than 950 academic courses have also been discontinued.

Engineering has long been regarded as one of the most promising career options in India. This is reflected in the growing popularity of the JEE Main examination, with millions of students appearing for the entrance test every year.

However, despite this increasing demand, engineering colleges in several parts of the country are being shut down. Uttar Pradesh and Maharashtra top the list, each accounting for 12 closures.

According to AICTE, 58 engineering and technical institutions were placed under closure during the 2025-26 academic session. Existing students,

Sonam Wangchuk continues fast despite ‘extreme pain’ as political leaders seek dialogue

■ EJ - Ravi Arya

New Delhi

Activist Sonam Wangchuk's health has worsened after 17 days of an indefinite hunger strike, with fellow protesters saying he has lost 8.5 kg, is suffering muscle loss and remains in severe pain. Even as political leaders, actors and activists urged him to end his fast, Wangchuk has refused to do so, insisting that the government should instead agree to hold talks.

The Cockroach Janta Party (CJP), which has been protesting at Jantar Mantar for the past 25 days over alleged irregularities in the NEET examination, said Wangchuk remained determined despite his declining condition. The group also unveiled a five-point charter seeking sweeping reforms in India's examination system and announced plans to intensify its campaign with a "Chalo Sansad" march on July 20, the opening day of the Monsoon Session of Parliament.

CJP founder Abhijeet Dipke said Wangchuk's condition had become increasingly serious.



Wangchuk stood firm on the fast, demanded talks with the central govt.

"He has started losing muscle mass and is in immense pain. Like everyone else, I begged him to end his fast. He calmly replied, 'Don't ask me to end my fast. Ask the government why they won't even have a dialogue,'" Dipke said in a post on X.

The organisation said several protesters participating in the hunger strike had also reported health problems. All India Students' Association activist Deepak, who was admitted to Ram

Manohar Lohia Hospital after his condition deteriorated on Monday, was discharged on Tuesday morning. AISA said its other activists, Neha, Manish and Aameen, continued their indefinite fast from a separate stage at the protest site.

As concern over Wangchuk's health grew, leaders from across

the political spectrum appealed to him to call off the fast while also urging the Centre to engage in discussions.

Trinamool Congress chief Mamata Banerjee spoke to Wangchuk over the phone, enquired about his health and conveyed her support for the movement demanding justice for

students, Dipke said.

Samajwadi Party president Akhilesh Yadav appealed to Wangchuk through a post on X, describing his life as valuable to the country and the world because of his commitment to humanity, democracy and the environment. While requesting him to end the hunger strike, Yadav also criticized the BJP government, alleging it had failed to respond with sensitivity.

AAP national convener Arvind Kejriwal also urged Wangchuk to end his fast, calling him "an asset of the country". Addressing a press conference, the former Delhi chief minister said there were other ways to continue the struggle.

Support also came from the film industry. Veteran actor Zeenat Aman appealed to the government to open a dialogue with Wangchuk, saying India should not become a society that watches one of its "greatest minds" being sacrificed. In a post on Instagram, she said peaceful protests deserved a peaceful response and urged the government to begin talks on an issue that concerned the country's future.

Actor Omi Vaidya, known for playing Chatur "Silencer" Rama

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- Low student enrolment, Failure to appoint the required faculty.
- Non-compliance with infrastructure and operational norms, and Other regulatory deficiencies.
- Of the 58 institutions, three were government-aided, while the remaining were privately managed.

however, will be allowed to complete their degree programmes.

A senior AICTE official explained, "During the 2025-26 academic year, a total of 58 engineering and technical institutions were approved for progressive

closure.

Progressive closure means that the institution cannot admit first-year students in the approved academic year, while currently enrolled students are permitted to continue and complete their studies."

>> Contd. p.4..



Global Chat mates Decode the Fake: Empowering Students to Navigate the Age of Artificial Intelligence

Abstract

Artificial intelligence has transformed the way people create, share, and consume information. Alongside its numerous advantages, AI has also introduced new challenges, particularly through the emergence of deepfakes and digitally manipulated content that can easily mislead the public. The international eTwinning project Global Chatmates Decode the Fake was developed to help secondary school students understand these challenges while fostering digital literacy, critical thinking, intercultural collaboration, and responsible online behaviour. Through seven months of collaborative learning, students from five European countries investigated the technology behind deepfakes, explored their ethical implications, and created awareness campaigns designed to educate their peers. The project demonstrates how international cooperation can successfully integrate digital competence with language learning and active citizenship education.

Introduction

The digital revolution has fundamentally changed the educational landscape. While artificial intelligence offers remarkable opportunities for innovation, creativity, and personalized learning, it has also facilitated the rapid spread of misinformation through increasingly convincing synthetic media. Deepfakes—AI-generated images, videos, and audio recordings that imitate reality—pose serious challenges to democratic societies, journalism, education, and public trust.

Preparing young people to critically evaluate digital information has therefore become one



of the key responsibilities of modern education. Schools are no longer expected merely to teach students how to use technology but also how to question information, verify sources, and understand the ethical implications of emerging technologies.

To question it, verify information, and understand its ethical implications.

With this objective in mind, the eTwinning project Global Chatmates Decode the Fake was launched as an international educational initiative bringing together students and

teachers from Croatia, Greece, Austria, Italy, and Latvia.

Project Design and Objectives

The project was conceived as a STEAM-oriented learning experience integrating science, technology, ethics, language learning, civic education, and creative expression. Implemented from October 2025 to April 2026, it involved 39 students and seven teachers working collaboratively across national borders.

The primary objectives were:

- to raise awareness of deepfake technologies and their societal impact.
- to develop students' media and digital literacy.

- to strengthen critical thinking and fact-checking skills.
- to improve communication in English as a foreign language.
- to foster intercultural cooperation and teamwork.
- to encourage responsible digital citizenship.

English served as the project's official working language, enabling participants to communicate authentically while simultaneously developing their language proficiency.

One of the strengths of the project was its carefully designed progression. Each month students received comprehensive



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study materials, practical resources, and detailed task instructions. Every new assignment built upon knowledge acquired during the previous phase, creating a coherent learning pathway that gradually increased in complexity.

Month 1: Understanding Deep fakes

The project began with an international online meeting where students met their teammates, learned about the project objectives, and participated in ice-breaking activities. They were introduced to the concept of deep fakes through articles, educational videos, and demonstrations of verification tools.

Working in multinational teams, students created digital posters and info graphics explaining what deep fakes are, how they are created, and presenting real-world examples of manipulated content.

Month 2: Exploring Artificial Intelligence

Students investigated the technology behind deep fakes by studying Generative Adversarial Networks (GANs). Through visual presentations and collabo-

rative discussions, they learned how AI-generated content is produced and then created animated videos explaining these complex concepts in accessible language.

The students' award-winning work can be viewed [HERE](#).

Month 3: Ethics and Society

Attention then shifted from technology to ethics. Students debated controversial questions concerning the acceptable use of deep fakes in politics, entertainment, journalism, and education. International teams created podcasts and awareness materials exploring issues such as privacy, misinformation, consent, and manipulation.

These activities encouraged participants not only to understand technology but also to consider its broader social consequences.

The students' award-winning debate podcast can be accessed [HERE](#).

Month 4: Becoming Fact-Checkers

Students were introduced to practical verification methods using professional tools such as InVID and Google Reverse Image Search. Through workshops and guided exercises, they learned to identify visual inconsistencies, verify sources, and distinguish authentic from manipulated content.

Each team created digital flyers providing practical guidance on how ordinary internet users can recognise deepfakes and misinformation.

Month 5: The "Spot the Fake!" Campaign

The project culminated in an international awareness campaign that combined all previous outputs into multimedia presentations designed to educate fellow students.

Using videos, podcasts, animations, posters, and digital storytelling techniques, participants promoted media literacy and responsible online behaviour within their school communities. The final virtual exhibition showcased not only students' technical knowledge but also their creativity and collaborative spirit.

Watch the winning video [>> Contd. p.4..](#)

Artificial Intelligence -Disrupting Job Roles

More than 40% of job roles will be automated by AI in large corporations worldwide. This rapid transformation is needed to stay ahead in the competition. Adoption of AI in organisational management provides graduates entering the workplace with both challenges and opportunities. The job roles that are repetitive and routine are impacted most by AI automation. Administrative tasks, scheduling, fundamental customer support, and data entry are largely handled by intelligent systems and AI automations. This indicates that the graduates can not rely upon the traditional technical competence. The key question is, what type of competencies are expected from the graduates?

Roles such as AI Analyst, Prompt Engineer, Machine Learning Specialists, Data Scientists, AI Consultants, AI Analyst and Automation Manager are some of the emerging career opportunities of the future. These areas are rapidly growing and are required in the corporate world across industries. Further, AI is reshaping the existing job roles and human involvement rather than completely wiping them out. For



instance, AI is being useful for financial analysts in predictive modelling, marketers use customer insights for strategy and planning, HR professionals use AI tools for recruitment and workforce planning, and Operations professionals use AI for shipment automation. Critical thinking, AI amalga-

mation, creativity, innovation, ethical decision-making, communication, problem solving are some of the skills that are becoming highly valuable. These skills can not be easily replaced or replicated by AI. These skills matter a lot in organisational growth. The higher educational institutes shall therefore, develop their curriculum in alignment

with the emerging career tracks as mentioned above. The teaching pedagogy to be adopted by the higher education institutions for honing these skills shall ensure sustainability as well. Experiential learning shall be included more in the teaching-learning process. Higher education institutes also develop a



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lifelong learner attitude amongst the students. The learner's attitude is needed to keep up with the highly dynamic environment. Hence, a collective effort is needed by all the stakeholders to develop an ecosystem where graduates can grow their competence in the right direction. The AI is there to stay and the graduates shall embrace and involve it in their career progression. The higher education institutes shall also make AI as an integral part of their curriculum at all levels in all courses.

Moreover, AI is not only transforming technical professions

but also influencing sectors such as healthcare, education, agriculture, manufacturing, banking, and public administration. Graduates must therefore develop interdisciplinary knowledge and digital literacy to work effectively with AI-powered systems. Understanding how to use AI responsibly, interpret AI-generated insights, and ensure transparency in decision-making will become essential professional competencies. Educational institutions should collaborate closely with industry partners to provide internships, live projects, AI laboratories, and certification programmes that prepare students for real-world challenges.

Faculty members must also continuously upgrade their knowledge to effectively mentor learners in emerging technologies. Governments, industries, and universities should work together to establish policies and frameworks that promote ethical AI adoption, data privacy, and inclusive innovation. By fostering an environment of continuous learning, innovation, and responsible AI use, graduates will be better equipped to lead digital transformation and contribute meaningfully to economic growth and sustainable development in the rapidly evolving global economy.

Mother and son, 45 and 21, collected their IIT Madras degrees on the same stage



EJ - chennai

At IIT Madras's recent convocation, Jigisha Tailor and her son Aditya Kapadia walked on stage together. She is 45. He is 21; both shared the same degree, but neither had planned it that way. Jigisha had spent 16 years teaching electronics at an engineering college in Bharuch, Gujarat. In 2019, family responsibilities pulled her out of the classroom. Three years later, she walked back into one, this time as a student, in a course her son had talked her into. Aditya Kapadia was 18 when he enrolled in IIT Madras's online BS in Data Science and Applications in 2021. The Covid pandemic shut every campus in the country. "It was Covid time when I was entering college," he says. "So if I did a regular course from any IIT, or even MIT or Stanford, it would have been online only." Data science pulled him in on its own merit. "I was excited about data science and AI. I found it interesting," he adds. He started the course alongside a diploma at a college in Ahmedabad, a rule at the time that also required online students to be enrolled somewhere in per-

son. That changed when IIT Madras's senate declared the degree equivalent to a regular four-year course. "I dropped out of that college and continued here," Aditya says. Jigisha watched from the sidelines at first. The coursework spilled across the kitchen table: statistics, systems, a vocabulary close enough to her own electronics background to feel familiar, far enough to feel new. Aditya kept pushing her to sign up. Towards the end of 2022, she did eventually join. Restarting was harder than she expected. "Initially, it was like after a long period of time, I was learning once again the maths and stats," she says. "That was a little bit difficult to grasp. After two to three weeks, it was easy." She leaned on the institute's live doubt-clearing sessions, some running past midnight, and on a WhatsApp group her batchmates had formed. She kept her course load deliberately light, one or two subjects a semester, never four like Aditya. "That's the beauty of this programme," he says. "If you're a working professional, or someone like

my mother, you can go at a gradual pace." The days folded around each other: lectures, assignments, housework. "I used to wake up around 4:30 am, and finish my studying by seven," Jigisha says. Chores came next. Then more coursework by early afternoon. Not everyone understood why she was doing it. "Many of our relatives would say, 'Why are you studying now? Why do you want a job?'" she says. "I would tell them that I want to do something different." At home, nobody asked that question. Her husband, also a college professor, pushed her through the low points. "There was a phase when I started feeling the pressure," she says. "If I failed or dropped the course, what impact would that have on my children? But my husband used to motivate me and back me up." Her father-in-law checked in on her project deadlines. Her mother-in-law, confined to a wheelchair by then, would ask her why she was putting herself through so much. "It was their support that made it possible."

KIET Hosts Inspiring Industry Expert Sessions with IBM and L&T to Bridge the Academia –Industry Gap: Induction Program 2026



EJ - Ghaziabad

As part of its Student Induction Program 2026, KIET Deemed to be University organized an engaging Industry Expert Session featuring distinguished professionals from IBM and Larsen & Toubro (L&T). The session aimed to familiarize newly admitted engineering students with emerging technologies, evolving industry expectations, and the importance of continuous learning in a rapidly changing technological landscape. The program commenced with an insightful address by Mr. Rahul Batra, an industry expert from IBM, who introduced students to the transformative role of technologies such as artificial intelligence, cloud computing, data analytics, cybersecurity, and digital transformation. He emphasized that today's engineers must cultivate curiosity, adaptability, and a problem-solving mindset to thrive in the technology-driven world. Mr. Batra encouraged students to view engineering not merely as an academic pursuit but as an opportunity to create meaningful impact through innovation. The second session was delivered by Mr. Robin Tyagi, also from IBM, who shared valuable perspectives on the future of

technology and the evolving skill requirements of the global workforce. Highlighting the significance of continuous upskilling, interdisciplinary learning, and industry-relevant competencies, he urged students to embrace lifelong learning and prepare themselves for careers shaped by rapid technological advancements. Representing Larsen & Toubro (L&T), Ms. Ankita Patil addressed the students on the role of engineering in nation-building and industrial innovation. Drawing from L&T's rich legacy of engineering excellence, she spoke about the importance of practical knowledge, teamwork, ethical leadership, and innovation in addressing real-world challenges. She also encouraged students to actively participate in projects, internships, and experiential learning opportunities to build strong technical foundations and enhance their employability. The interactive sessions witnessed enthusiastic participation from the students, who engaged with the speakers through insightful questions on career opportunities, emerging technologies, industry trends, and professional development. The experts also shared practical ad-

vice on preparing for the future workplace, emphasizing communication skills, adaptability, collaboration, and a commitment to continuous improvement. The event reaffirmed KIET Deemed to be University's commitment to strengthening industry-academia collaboration and providing students with meaningful exposure to real-world engineering practices from the very beginning of their academic journey. Through such interactions with renowned industry professionals, the university continues to equip its students with the knowledge, skills, and confidence required to excel in an increasingly dynamic and technology-driven world. Students also participated in AI Productivity Boot Camps, Communication Skills, Heritage and Cultural sessions, and technical orientation in C Programming, Engineering Mathematics, and Physics. Hands-on workshops on Arduino, Sensor Interfacing, and PCB Fabrication, along with creativity sessions, promoted innovation and practical learning. The programme also included a university visit and indoor and outdoor sports activities, helping students develop teamwork, communication, technical skills, and overall personality.

CBSE tells Top Court: Three-language policy phased, student-friendly

EJ - New Delhi

The Centre, the CBSE and the NCERT have strongly defended in the Supreme Court the implementation of the National Education Policy (NEP) 2020's three-language framework, saying it is essential for promoting "multilingualism and national integration". The Union Ministry of Education, the Central Board of Secondary Education (CBSE) and the National Council of Educational Research and Training (NCERT), in separate affidavits, have sought the dismissal of pleas filed against the three-language policy adopted in CBSE-affiliated schools across the country. Meanwhile, a bench headed by Chief Justice of India (CJI) Surya

Highlights
»The ministry, in an affidavit, has said the three-language policy is essential for promoting multilingualism and national integration
»Meanwhile, a bench headed by CJI sought responses from Centre, NCERT and CBSE on two fresh pleas challenging the board's policy
Kant on Tuesday sought responses from the Centre, the NCERT and the CBSE on two fresh pleas challenging the study of three languages, including two native Indian lan-

guages, for Class-9 students. The ministry, in an affidavit, has said the three-language policy is essential for promoting multilingualism and national integration. Recommendations concerning language education and multi lingual learning form part of the larger educational reforms contemplated under the NEP, it has said. "National Curriculum Framework for School Education (NCFSE) 2023, in pursuance of NEP-2020, reiterates the implementation of the three-language formula and recommends that students study three languages during Grades VI to X, with at least two of such languages being native Indian languages," the

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K'taka will get India's first govt.-led AI university



EJ - Bengaluru
Chief Minister DK Shivakumar announced that Karnataka will establish India's first government-driven Artificial Intelligence University, reaffirming

the state's ambition to become a global leader in responsible AI innovation. He also announced that the government will set up an AI Hub as an incubation centre for research and development in AI by startups, companies and others.

The chief minister made these announcements while inaugurating Google I/O Connect India 2026 here, which is being attended by technology leaders, innovators, entrepreneurs, developers, researchers and policy-makers.

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England to push on with international student levy despite sector's concerns



■ EJ - Agency

Stakeholders have hit out at the plans, which are making their way through the legislative process largely unchanged from their original iteration – despite significant concerns identified by respondents to a government consultation on the levy.

Sonam Wangchuk. lingam in 3 Idiots, released a video asking people to pay attention to Wangchuk's deteriorating health. Referring to the fact that Aamir Khan's character Phunsukh Wangdu in the film was inspired by Wangchuk, Vaidya said he did not want the activist to die. He added that regardless of differing opinions on the issues being raised, Wangchuk's life should not be lost.

Meanwhile, the CJP presented what it described as a five-point examination reform charter. Spokesperson Vaishnavi alleged that repeated examination paper leaks over the past decade had not resulted in a proper database of such incidents or meaningful accountability. She also claimed there had not been a single conviction under the Public Examinations Act.

The proposed reforms include replacing the existing law with a Public Examinations (Transparency, Accountability and Candidates' Rights) Act, dissolving the National Testing Agency and creating a statutory National Testing Commission. The charter also calls for mandatory Comptroller and Auditor General audits of examination agencies, an independent Examinations Ombudsman, a Students' Rights Charter and a National Aspirant Welfare Fund. The CJP has been demanding the resignation of Union Education Minister Dharmendra Pradhan over alleged irregularities in the NEET examination. The organisation said preparations for the July 20 "Chalo Sansad" march had been stepped up, with spokesperson Ashutosh Ranka claiming that more than 1.3 lakh people had registered support through its missed call campaign.

The group also said it had reached out to leaders across party lines, including BJP president JP Nadda and Leader of Opposition Rahul Gandhi, inviting them to visit Jantar Mantar and stand in solidarity with students. According to CJP chief spokesperson Saurav Das, the invitations were sent on July 9 and 10 as part of the campaign against the alleged NEET paper leak.

It also seeks any other relief that the High Court may deem fit in the interest of justice.

While the government response to the consultation published today acknowledged operational concerns and pledged to firm up parts of the guidance for greater clarity, it made very few substantive changes to the policy. It stressed that the levy is needed to help fund the higher education system and rejected the majority of calls to widen the scope of exemptions.

Respondents sought clarity on how the levy will work in practice amid concerns about how it will exacerbate existing financial pressures on England's higher education providers, even as international student

58 Engineering...

Among the 58 institutions, 12 each are located in Uttar Pradesh and Maharashtra, followed by 8 in Madhya Pradesh, and 4 each in Telangana and Punjab.

Why Were These Colleges Closed? Progressive Closure vs Complete Closure, AICTE distinguishes between "Progressive Closure" and "Complete Closure."

Institutions are not allowed to admit new first-year students, but existing students can continue their education until they complete their courses.

Complete Closure: The institution or programme is shut down entirely, and affected students are transferred to other institutions to complete their studies.

AICTE is India's apex statutory body for technical education. It regulates and oversees programmes in engineering, architecture, management, pharmacy, and other technical disciplines, ensuring quality, academic standards, and the orderly development of technical education across the country.

K'taka to...

makers from across India and the world.

Shiva Kumar said the proposed university would play a pivotal role in building world class AI talent, advancing research and strengthening collaboration between academia, industry and government.

He said Artificial Intelligence is the defining technological revolution of the present generation, comparable to the transformative impact of the steam engine, electricity, the internet and mobile technology.

"Bengaluru is not just India's technology capital but one of the world's most vibrant innovation ecosystems. Karnataka's vision is to build one of the world's leading centres for responsible Artificial Intelligence," the CM said.

numbers continue to decline after a post-pandemic peak. Modelling from experts suggest that the policy could slash international enrolments by as much as 77,000 within five years of its implementation, according to the think tank Public First.

Higher education stakeholders also raised concerns on the additional administrative burden the levy would create, but the government said existing data collections – such as the Jisc Student Record – would be used. And it added that the levy would be brought in in phases, with shadow runs before it officially takes effect on August 1, 2028.

Meanwhile, students on a TNE program outside of the UK will largely be exempt from an institution's international student headcount – although English providers delivering programs

CBSE tells...

ministry has said.

"The vision of the policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect and deeds, as well as to develop knowledge, skills, values and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen," it has said.

The CBSE has said the language policy has been introduced through a "planned, phased and systematic" process and does not force students to abandon foreign languages.

In an affidavit filed in response to a petition challenging the board's May 15 circular on the three-language scheme, the CBSE has said, "The for mutation of curriculum, the Scheme of Studies, the choice and sequencing of languages, the pedagogy and the mode of assessment are quintessentially matters of academic policy falling within the domain of expert educational bodies, and the scope of judicial review in such matters is narrow".

It has submitted that the petitioners' concerns have already been substantially addressed through guidelines issued on June 29 and a subsequent circular dated July 10, which provide transitional relaxations, exemptions and safeguards to ensure that no student is disadvantaged during implementation.

According to the affidavit, students currently in Class 10 (2026-27) will continue under the existing two-language system and will not be required to study a third language.

in Scotland, Wales or Northern Ireland will still have to pay the levy.

The government will provide further detail on TNE students in due course, but said that this was an "important area for collaboration" that it was committed to supporting. It follows the UK's revamped international education strategy, which made TNE a key area for growing the sector.

And it clarified that for embedded colleges, franchise arrangements, cross-border provision and joint ventures, the liability generally rests with the institution registered with the Office for Students (OfS) – which is responsible for collecting the money raised by the levy – responsible for the international student.

A key sticking point from stakeholders responding to the consultation was that there should be more categories of students exempt from the levy, such as short-term students. However, the government rejected these pleas on the basis that they undermined the levy's objectives.

Concerns were also raised about the financial impact of the policy, which could hit some institutions by millions of pounds. However, the government pointed out that the £925-per-international-student levy is waived for the first 220 international stu-

dents as a way to protect smaller or specialist providers.

And it said that some of the levy's cost burden will be offset by raising fee caps in line with inflation between 2026/27 and 2030/31 will generate around £6 billion in revenue for higher education institutions.

Nevertheless, Universities UK chief executive Vivienne Stern blasted what she called "effectively a tax on a major UK export".

"With a new incoming team at the top of government, it is time to hit reset on policies like this which work against priorities to bolster local prosperity and growth," she added.

Vanessa Wilson, CEO of University Alliance, warned that the levy "risks undermining the UK's attractiveness at a time of intense global competition".

"It remains deeply counter-intuitive to tax institutions that are already delivering opportunity, skills and social mobility at scale, only to recycle that funding elsewhere in the system," she said.

"We continue to believe international students are being undervalued in policymaking, and we urge the government to use the implementation period to reconsider the levy's impact on institutional sustainability and the UK's long-term international competitiveness."

Global Chat mates Decode the Fake:..

HERE:

Interdisciplinary Learning in Practice

Global Chatmates Decode the Fake successfully integrated multiple subject areas into a coherent interdisciplinary learning experience:

- English language lessons provided opportunities for authentic communication and international collaboration.
- ICT classes focused on digital tools, source verification, multimedia production, and safe online practices.
- Civic Education encouraged reflection on democracy, media influence, and responsible citizenship.
- Social Studies explored the societal consequences of misinformation and the importance of informed participation in public life.

Rather than treating these subjects separately, the project demonstrated how interdisciplinary learning can create meaningful educational experiences directly connected to real-world challenges.

Developing Twenty-First Century Competences

They strengthened their critical thinking skills by analysing evidence, questioning sources, and evaluating credibility.

Participation in the project enabled students to acquire far more than technological knowledge.

Working in international teams enhanced communication skills, intercultural understanding, responsibility, flexibility, and collaborative problem-solving. English became a practical tool for cooperation rather than merely a school subject.

The project also nurtured creativity through the production of posters, podcasts, animations, videos, and awareness campaigns that required both technical proficiency and innovative thinking.

Educational Significance

Global Chat mates Decode the Fake illustrates how project-based learning can successfully address contemporary digital challenges while simultaneously supporting curriculum objectives.

The gradual progression of activities—from understanding technology to critically evaluating it and ultimately empowering students to educate others—enabled students to become active participants rather than passive consumers of information.

By combining media literacy, digital competence, language learning, ethics, and intercultural cooperation, the project prepared students for the realities of an increasingly AI-driven world.

Dissemination and Wider Impact

An essential component of Global Chatmates Decode the Fake was the dissemination of its activities and outcomes beyond the participating schools. Throughout the project, students and teachers actively shared their work through school websites, social media platforms, eTwinning TwinSpace, and local and international educational networks. The dissemination strategy aimed not only to showcase students' achievements but also to raise public awareness about the growing challenges posed by deep fakes and AI-generated misinformation.

The project's multimedia products—including posters, podcasts, animated videos, digital flyers, and the final awareness campaign—were made accessible to the wider school community and partner institutions. By presenting their work to peers, teachers, parents, and local stakeholders, students assumed the role of digital ambassadors, promoting media literacy and responsible online behaviour.

The project also received in-

Nepal sends...

eign enrolment. Postgraduate programmes accounted for 16.8 per cent.

Among individual programmes, the Bachelor of Technology (BTech) was the most popular, with 14,900 international students enrolled. It was followed by the Bachelor of Science (BSc) with 4,589 students and the Bachelor of Business Administration (BBA) with 3,641 students. The report also recorded 1,117 foreign students enrolled in MBBS programmes across the country.

Uttar Pradesh also had the highest number of colleges in the country, at 8,625, followed by Maharashtra (5,380), Karnataka (4,529), and Rajasthan (4,344).

However, the distribution of colleges was more balanced when measured by college density, the number of colleges per lakh of the eligible population. Karnataka ranked first with 69 colleges per lakh eligible population, followed by Telangana with 56. Andhra Pradesh and Himachal Pradesh had 51 colleges each. The national average stood at 32 colleges per lakh eligible population.

At the district level, Bengaluru Urban had the highest number of colleges in the country, at 1,148, followed by Jaipur with 742 and Pune with 517.

The report also highlighted growth in higher education across the Northeastern states. Total enrolment in the region increased from 9.4 lakh in 2014-15 to 13.2 lakh in 2023-24. Female enrolment stood at 7.0 lakh, exceeding male enrolment of 6.2 lakh.

ternational recognition through publications on participating schools' websites and local media, demonstrating the value of cross-border collaboration in addressing contemporary digital challenges. Such dissemination activities extended the project's educational impact beyond its immediate participants and contributed to a broader conversation on digital citizenship and artificial intelligence.

Project dissemination:

- Official eTwinning TwinSpace
- GlobeChat Facebook
- Globe Chat Instagram

Conclusion

Artificial intelligence will undoubtedly continue to shape the future of communication, education, and society. Consequently, the ability to critically evaluate digital information is becoming as essential as traditional literacy itself.

Through Global Chatmates Decode the Fake, students not only learned about deepfakes but also developed the knowledge, skills, and attitudes necessary to become responsible digital citizens. They learned to question, verify, collaborate, and create—competences that extend far beyond the classroom.

The project demonstrates that international cooperation, thoughtfully designed learning activities, and interdisciplinary teaching can empower young people to face the challenges of the digital age with confidence, responsibility, and critical awareness.

As educators, our role is not merely to prepare students for examinations but to prepare them for the complex realities of modern society. Projects such as Global Chatmates Decode the Fake represent not only innovative educational practices but also a vital investment in preparing informed, responsible, and resilient citizens for the future.

(eTwinning project)

Artificial Intelligence in Education: Potential Benefits and Challenges

Artificial Intelligence (AI) has completely transformed the way we live and work, and the education sector is no exception. In recent years, AI has emerged as a powerful tool to improve the quality and accessibility of education, as well as to promote inclusive learning. This article is based on the United Nations Educational, Scientific and Cultural Organization (UNESCO) Guide to the Use of Artificial Intelligence in Education and Research and reviews its strengths and weaknesses.

Artificial intelligence (AI) has completely transformed the way we live and work, and the education sector is no exception. In recent years, AI has become a powerful tool for improving the quality and accessibility of education, as well as promoting inclusive learning.

One of the most promising uses of AI in education is personalized learning. By analyzing data on student performance and behavior, AI algorithms identify individual learning needs and develop recommendations tailored to a specific student. For example, AI-powered learning systems adapt to each person's learning pace and style and provide relevant feedback and support in real time. As a result, the learning process becomes more effective



and students are motivated.

The main advantages of artificial intelligence are:

Increased productivity:

Helps to quickly perform routine and repetitive tasks, which frees up human resources for creative and strategic tasks.

High accuracy: Reduces errors caused by the human factor (for example, fatigue). AI can analyze huge databases (Big Data) in seconds.

Accessible healthcare:

Speeds up the diagnostic process, helps doctors detect diseases early (for example, by analyzing X-ray images) and create drugs.

Personalized learning:

Communication School materials indicate that AI can create a learning process tailored to the needs of the student, and the teacher platform notes that AI frees up teachers' time by reducing administrative tasks. 24/7 service: Allows businesses to constantly answer customer questions (via chat bots), which improves the quality of service.

How Google is developing AI To ensure we're building tools that make the world a better place for everyone, we developed a set of AI principles in 2018. These principles outline

our goals to develop bold technology that responsibly addresses some of society's biggest challenges.

For example, we use AI to:

Support climate change mitigation efforts, such as reducing stop-and-go traffic to reduce vehicle emissions Predict or monitor natural disasters, such as forecasting floods in more than 20 countries and tracking wildfires in real time Support healthcare innovations, such as making tuberculosis screening more accessible and helping detect breast cancer at an early stage Our principles also include areas where we will not



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and receiving direct answers.

Voice modes Dialogue interface:

Real-time voice communication between the user and the system, where AI freely speaks and listens.

Task execution:

Converting voice commands directly into actionable applications.

Work and learning processes Two-way learning:

In AI mode, learning takes place in a dialogue mode to better explain the issue and answer questions Issue.

Content generation:

Creating text, images, or code, during which AI adapts to your style.

How it works Data processing:

The system analyzes the instructions you provide (Prompts). Model activation: The appropriate AI model (LLM) is selected, which searches for patterns and generates the most optimal response or action.

Adaptation:

Over time, through machine learning, the mode becomes more personalized. If you want, in which specific platform or device (for example: Google Search, computer operating system, specific program) you have difficulty enabling/using AI mode, let me know and I will help you step by step through the instructions.

Fall admissions under a cloud as the US silent on extra student visa slots



EJ - New Delhi

As thousands of Indian students prepare to begin their higher education in the US this fall, uncertainty over student visa interview appointments continues to fuel concerns about reaching campuses before classes begin.

Responding to queries over the issue, US authorities said the United States "welcomes foreign citizens who come to the US to study" and outlined the student visa application process. However, they did not say whether additional visa interview slots would be opened in the coming weeks. Officials said students must first secure admission to an accredited educational institution, which issues Form I-20, a mandatory document for applying for a student visa.

According to the US authorities, first-time applicants for F and M category visas can receive their visas up to one year before the start of their academic programme. However, they can enter the US only within 30 days of the programme start date mentioned on Form I-20. The clarification comes as students seeking admission to US universities for the fall semester have raised concerns over the availability of visa inter-

view appointments at US missions in India.

The authorities said the F-1 visa is meant for students pursuing academic studies at accredited institutions in the US. It also applies to students enrolled in academic programmes involving more than 18 hours of study per week. Those pursuing vocational or other non-academic courses must apply for an M-1 visa. Students were also advised to contact the Education USA advising network, the US Department of State's official higher education advisory service. Education USA operates centres in Chennai, Delhi, Hyderabad, Kolkata and Mumbai, where more than 30 advisers assist students with university applications and the visa process.

The authorities also noted that US law does not allow foreign students on F-1 visas to enroll in publicly funded primary schools or publicly funded adult education programmes. They may study at publicly funded secondary schools for up to one year only after paying the full, unsubsidised cost of education.

Explaining the documentation required for a visa application, officials said applicants must submit a completed DS-160 form, a pass-

KEY POINTS

- **Entry is allowed only 30 days before course commencement**
- **US gives no timeline for additional interview appointments**
- **F-1 visas cover academic programmes**
- **M-1 visas are for vocational courses**

port valid for at least six months beyond their intended stay, a recent photo graph, the original Form I-20 issued by their institution and proof of SEVIS fee payment. Married applicants travelling with the principal visa holder must also provide a marriage certificate. The authorities said eligible F-1 students may apply for Optional Practical Training (OPT), which allows them to gain practical work experience related to their field of study for up to 12 months after graduation. Applicants for OPT must present proof of approval from the US Citizenship and Immigration Services (USCIS). Officials also said students who remain outside the US for more than five months during a break in their studies could lose their student visa status unless the absence is directly related to their academic programme. In such cases, they may need to apply for a new F-1 or M-1 visa before returning to resume their studies.

While the US authorities clarified the student visa process and eligibility requirements, they did not indicate whether additional interview appointments would be made available, leaving many prospective students awaiting further updates.

Nepal sends maximum foreign students to India; Karnataka top pick among foreigners: MoE

EJ - New Delhi

Nepal remained the largest source of foreign students studying in India in 2023-24, while Uttar Pradesh and Maharashtra continued to account for the highest domestic enrolment in higher education, according to the latest All India Survey on Higher Education (AISHE) released by the Ministry of Education.

A total of 58,134 international students from 173 countries were enrolled in Indian higher education institutions during the aca-



ademic year, the report said.

Nepal accounted for 24.1 per cent of all foreign student enrol-

ment, followed by the United Arab Emirates at 7.0 per cent, the United States and Bangladesh at 5.9 per cent each, Nigeria at 5.5 per cent, and Zimbabwe at 4.0 per cent. The top 10 source countries together accounted for 63.8 per cent of all foreign students studying in India.

Most international students were enrolled in undergraduate programmes, which accounted for 73.6 per cent of total for-

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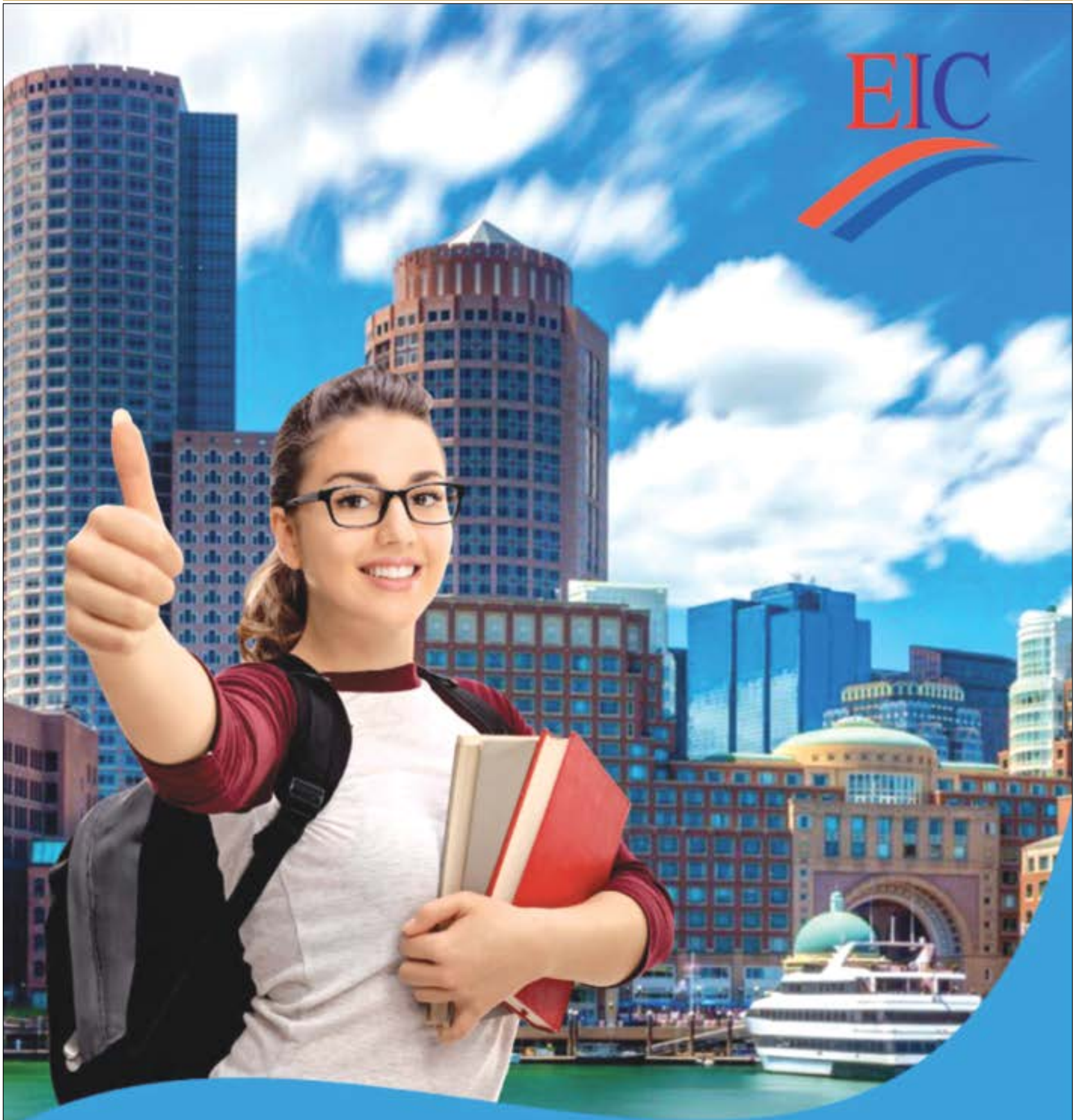
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