



Irine Gudadze
Educationist
Tbilisi - Georgia

I am Irine Gudadze. I was born in Kharagauli on January 22, 1991. I currently live in Tbilisi. In 2013, he graduated from Sukhumi State University. with the specialty of elementary school teacher. In 2015, he graduated from the Faculty of Humanities of the same university with a master's course in Georgian philology. For three years I worked as a teacher in the N121 kindergarten, in 2017-2019 I worked as a primary school teacher in the private school "Intelekt". Currently, I am a teacher of primary classes of N159 public school in Tbilisi. In 2021, I entered Sukhumi University for doctoral studies. I am actively working in the eTwinning program. I participate in international projects. Our project received the national and European eTwinning quality mark. In June 2024, I became a member of the top ten of the "Green Award Competition" for the 2023-2024 academic year. It was a great responsibility and motivation for me. I am very hard-working, responsible and take on the responsibilities assigned to me with great interest. I love my profession and children. I really want every child in the world to be happy.

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EJ News - Bhopal.....
In a significant action against private schools for "arbitrarily increasing fees," authorities in Jabalpur district of Madhya Pradesh, have ordered ten schools to refund a whopping Rs 69.19 crore-plus to parents which was collected by hiking tuition fees in violation of the existing law.

Delhi University rejects proposal to include ‘Manusmriti’ in Law syllabus amid row



EJ News - New Delhi

Amid a row over the proposal to teach Manusmriti to law students of Delhi University, Union Education Minister Dharmendra Pradhan said there is no question of including any controversial portion of any script in the curriculum.

While noting that Delhi University Vice Chancellor Yogesh Singh had rejected the proposal to teach Manusmriti to law students on itself, Pradhan said the government is committed to upholding the true spirit of the Constitution.

"Some information came to us that Manusmriti will be part of Law Faculty course (in DU). I enquired and talked to Delhi University Vice Chancellor. He assured me that some law faculty member have proposed some changes in the jurisprudence chapter," Pradhan said in Hyderabad.

"There is no endorsement of any

such proposal in the Academic Council. itself, the Vice Chancellor rejected that proposal. We all are committed to our Constitution, to futuristic approach. Government is committed to upholding the true spirit and letter of Constitution. There is no question of including any controversial portion of any script," he said.

A proposal to teach Manusmriti (Laws of Manu) to Delhi University's LLB students was slated to be discussed in a meeting of its Academic Council, a move which drew criticism from a section of teachers.

The Faculty of Law had sought approval from the highest decision-making body of the Delhi University (DU) to revise the syllabus of its first and third-year students to teach them Manusmriti.

The changes in the syllabus of the jurisprudence paper pertained to semesters one and six

of LLB.

According to the revisions, two readings on Manusmriti -- Manusmriti with the Manubhasya of Medhatithi by G N Jha and Commentary of Manu Smriti - Smritichandrika by T Kristnasawmi Iyer -- were proposed to be introduced for the students. The varsity's Vice-chancellor had on Thursday clarified that the suggestions have been rejected and the students will not be taught the manuscript.

"A proposal by the Faculty of Law was submitted to the Delhi University. In the proposal, they had suggested changes in the paper titled Jurisprudence. One of the changes was to include readings on Manusmriti. We have rejected both the suggested readings and the amendments proposed by the Faculty. Nothing of this sort will be taught to students," Singh had said in a video message shared by the varsity.

Asst. Prof. at TMU found dead under mysterious circumstances



EJ News - Hariom Sharma

The body of a 27-year-old Assistant professor was recovered with "knife 4 marks on the neck" from a Teerthanker Mahaveer University here, police said.

Police said prima facie it looked to be a case of suicide, they said. The body of Dr. Aditi Mehrotra (27), working as an Assistant professor in the pathology department of Teerthanker Mahaveer University (TMU), located on Delhi Road Moradabad, was found dead in a room in the guest house, Superintendent of Police (City) Akhilesh Bhadoria.

The death of an Assistant Professor in TMU, Moradabad has put the police investigation under doubt. The family members of the deceased female professor resident of Rewari have demanded a CBI inquiry to unravel the matter. The woman lost her life just 15 days after joining TMU. The question is that with the claim that the police are turning the case towards suicide, its functioning does not seem to provide justice.

>> Contd. p.2..



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What are the skills are important for the 21st century learner?



dents identify reliable sources, distinguish reliable factual material from the misinformation that fills the Internet, and be active creators of media products themselves.

Life skills include flexibility, leadership, initiative, productivity and social skills. These skills allow students to focus on personal and professional qualities in their daily life, which makes it easier to settle in society.

A particularly good method for developing 21st century functional skills of a student is project-based learning, which allows for the development of several competencies at the same time.

To develop these skills at school, I try to plan activities that help students develop these skills. I teach students independence from elementary school, I give them the right to choose, I often praise them even for small successes, we plan projects together. I use group work, learning projects, learning by doing and learning by playing. Introducing one of the intellectual games of the elementary school palace: What? Where When This activity helps guests develop 21st century skills. The game consists of stages. There are 4-5 students in the group. At the first stage, the captain of the group will be selected by voting. Before the start of the game, the teacher will announce all the players and invite them to the game table. Before starting the

game, the teacher asks all students: what is their mood? What do they think the outcome of the game will be?

The game starts at the second stage. The teacher spins the wheel. The arrow stops at the question. The teacher takes this question and reads it aloud. A 3 minute timer starts. Students discuss the question in groups. After the allotted time, the group captain names a player who will answer the question. It is essential that the captain ensures the active involvement of all students in group work. The quiz component is also the use of a single help or superblitz from the audience present.

In the third stage of the game, the game is summed up. The teacher listens to the opinion of the students regarding the game: were the expectations justified? What advice would you give to other players? How satisfied are you with yourself? What would you fix in the future? If the team answers 70% of the questions, the team becomes the winner of the game. In case of victory, participating students will be given a thinker's brooch.

The teacher can adapt this activity to all subjects. For example, choose questions from nature, mathematics, art. The game can be used to summarize learning material. The activity helps de-



Irine Gudadze
Educationist
Tbilisi - Georgia

velop 21st century skills. Students work as a team, cooperate with each other, develop leadership skills, decision-making skills, become self-confident, communicative, respect each other and others. They respect the deadline.

It is important to develop learning, literacy and life skills in parallel with the educational process. School curricula should focus on the development of the listed skills.

We, teachers, parents must work every day to develop 21st century skills to be able to raise competitive generations in the face of rapid globalization.

GATE 2025: IIT Roorkee to conduct exams on February 1, 2, 15, 16

■ **EJ News** - New Delhi

The Indian Institute of Technology (IIT) Roorkee has announced the exam dates for the Graduate Aptitude Test in Engineering (GATE) 2025. GATE 2025 will be conducted on February 1, 2, 15 and 16, 2025.

GATE 2025 will be held as a computer-based test (CBT) for a total of 30 test papers. The examination will be conducted in both forenoon and afternoon sessions. The application portal is expected to open in the last week of August 2024, an IIT Roorkee statement said.

The GATE 2025 test papers will be in English only. Candidates will have the option to appear for one or two test papers from the allowed two-paper combinations. The GATE score obtained by the candidates will remain valid for a period of three years from the date of announcement of results.

GATE is jointly held by IISc and seven IITs comprising IIT Bombay, IIT Delhi, IIT Guwahati, IIT Kanpur, IIT Kharagpur, IIT Madras, and IIT Roorkee, on behalf of the National Coordination Board (NCB) – GATE, Department of Higher Education, Ministry of Education (MoE), Government of India.

Society is developing more and more. The 21st century has its own demands. That is why, as a result of international cooperation led by the United Nations, a very important and interesting document called Skills for 21st Century was developed. Success in today's era requires 21st century skills.

Wondering what skills are important for a 21st century student?

Twenty-first century skills include twelve components. All twelve of them are equally im-

portant. They are divided into three directions. These are:

- 1) **learning skills;**
- 2) **literacy skills;**
- 3) **life skills.**

Learning skills include critical thinking, creativity, collaboration and communication. These skills introduce students to the processes needed to quickly adapt to the modern work environment.

Literacy skills include information literacy, media literacy, and technology literacy. These three skills help stu-

A Blueprint for Effective Faculty Development Programs (FDPs)



(FDPs must emphasize professionalism and collaboration through rigorous time management and respect for diverse perspectives. It must foster a collaborative spirit among participants, promoting lifelong friendships and valuable networking opportunities)

Institutions dedicated to fostering academic excellence and nurturing future leaders among their faculty members can greatly benefit from the insights gleaned from effective faculty development programs (FDPs) by eminent institutions. An effective faculty development program transforms its participants, who feel confident and empowered after joining it. It takes a lot of effort and strategies to make such programs effective and successful, but it is worth putting in such efforts.

A comprehensive and relevant curriculum design is essential for the program. Institutions must meticulously begin the program by integrating advanced educational techniques and pedagogical innovations. They must emphasize interactive sessions, group projects, and hands-on learning experiences to foster collaboration and creativity among partici-

pants.

Resource persons are crucial in any FDP program. Institutions must invest in hiring engaging and expert resource persons renowned for their subject expertise, global perspectives, and innovative teaching methodologies. Their dedication to punctuality and effective time management sets a tone of professionalism and maximizes learning outcomes. To turn FDP into an effective one, institutions must create a holistic learning environment beyond traditional classrooms. These FDPs should facilitate scholarly discussions and encourage activities promoting physical and mental well-being among participants who may join from different parts of the country or the world.

Practical learning is critical in FDPs as the participants are mostly knowledgeable

and have experiences and exposure. The organizers of FDPs must incorporate experiential learning opportunities such as case studies, role-plays, simulation games, and reflective exercises. These methods deepen understanding and equip participants with practical tools applicable to real-world challenges. There should be provision for Industrial visits. Moreover, they must ensure seamless resource management and facility accessibility, including round-the-clock availability of academic resources. We must admit that efficient resource management supports uninterrupted learning and research activities. There must be good mess facilities.

FDPs must emphasize professionalism and collaboration through rigorous time management and respect for diverse perspectives. It must foster a collaborative spirit among participants, promoting lifelong friendships and valuable networking opportunities. One of



Dr. Shahid Amin
Associate Professor
ITM University
Gwalior - India

the key areas to improve during the FDP is implementing robust evaluation and feedback mechanisms to gauge consistent participant satisfaction and learning outcomes. Besides, regular feedback solicitation helps adapt and enhance future program iterations based on insights gained.

Alumni engagement is not that easy because of time and resource constraints. However, some institutions foster continued engagement with the alumni. FDP-offering eminent institutions must also provide ongoing support to the participants after completing the program. They must also help sponsoring institutions in ways possible to maximize the program's impact.

A well-designed FDP is a cornerstone for institutional excellence by equipping participants with the skills, knowledge, and inspiration needed to excel in their roles. All this can empower them and create a large impact on the transformation of society.

TMU found

On receiving information about the incident, police reached the spot and took the body in its custody, Bhadoria said, adding there were knife marks on her neck.



He said the body was later sent for post-mortem and the family was informed.

Initial investigation suggests that it is a case of suicide but the actual reason of the death can only be confirmed after the post-mortem, Bhadoria said. The forensic team is collecting evidence from the spot, he said.

Police said that Mehrotra, a resident of Haryana's Rewari district joined the university on June 16 this year, and since then, she has been staying at the guest house on campus.

On hearing the news of Mehrotra's death, the family reached Moradabad from Rewari. Her

Malhotra has been working as an Assistant Professor in the Department of Pathology of Tirthankar Mahavir Medical College since 11 Jun 24. He lived in room number 103 of the guest house on campus. On Monday morning, Aditi's family friend called the guest house staff to say that Dr. Aditi was not picking up the phone. When the staff went to the room and checked, the room was locked from inside. When the police reached the spot and broke the door, Aditi's body was lying on the floor. The police are investigating the case.

Dr. M.P. Singh,
Media Incharge, TMU,

father Dr Navneet Mehrotra said he had called her last night but she neither received the call nor called him back.

Senior Superintendent of Police Satpal Antil also reached the spot. Further investigation in the matter is underway, officials

said.

-Why did the female professor commit suicide? There are other ways to commit suicide, will someone cut the neck with a knife 4-5 times or use a surgical blade for this? So far, the police investigation in this case is limited to cover-up only.

This is such a private university, where every year one / two children lose their lives, but now the threat to the lives of the faculty seems to be increasing. Even 5-6 years ago, a student from Faridabad was killed in the same university, which was even investigated by CBI, but that investigation was suppressed by the masters of the university owner sitting in the government, even after this the series of deaths continued in the university. It did not stop, since then students are dying every year. But Yogi government does not pay attention to this. The family members of the deceased female professor have demanded a CBI inquiry into their daughter's death.

Supreme Court defers NEET UG hearing to July 18



EJ - New Delhi

The Supreme Court on July 11 adjourned the NEET UG hearing till July 18. The decision was taken as the responses by the Centre and the National Testing Agency (NTA) were yet to be received by some parties.

During the brief hearing of the NEET UG matter, counsel for the petitioners sought a listing of the pleas on July 15. Solicitor General Tushar Mehta expressed his unavailability on that day. Keeping this in mind, “the further hearing shall be on Thursday (July 18),” a bench headed by Chief Justice D Y Chandrachud said.

The bench said it has received a status report from the Central Bureau of Investigation (CBI) on the progress made in the probe into alleged irregularities in the conduct of NEET UG 2024.

This comes a day after the and show “that there is neither any indication of mass malpractice nor a localised set of candidates being benefitted leading to abnormal scores.

On July 8, the top court had asked whether it would be feasible to use data analytics to identify suspect cases and segregate tainted

Bottom of Form Over 23.33 lakh students had taken the test on May 5 at 4,750 centres in 571 cities, including in 14 cities overseas. However, the result attracted widespread protests this time over the inflated number of toppers, alleged paper leaks, awarding of grace marks due to a wrong question and loss of exam time, and other irregularities.

students from untainted ones to identify if there has been any indication of mass malpractice.

“City-wise and centre-wise analysis was done for two years (2023 and 2024) to find out if there are any abnormal indications. The analysis is carried out for the top 1.4 lakh ranks, given that the total number of seats across the country is around 1.1 lakh. This analysis is granular enough to indicate any abnormality, had a large number of students gotten into high ranks (top 5%), due to malpractice or if students from a particular exam centre or city were benefitted. The analysis shows that there is neither any indication of mass malpractice nor a localised set of candidates being benefitted leading to abnormal scores,” the affidavit said.

“There is an overall increase in the marks obtained by students, specifically in the range of 550 to 720. This increase is seen across the cities and centres. This is attributed to 25% reduction in syllabus. In addition, candidates obtaining such high marks are spread across multiple cities and multiple centres, indicating very less likelihood of malpractice,” it said.

Meanwhile, students are awaiting an update on the NEET UG 2024 counselling date. The Centre said counselling will be conducted in four rounds starting from the third week of July, and added that if any person is found to have taken part in any of the malpractices “candidature of such person would be cancelled at any stage during the counselling process or even afterwards”.

GIMS partners with British School of Languages for advanced student training



EJ News - Gr. Noida

GNIoT Institute of Management Studies (GIMS), Greater Noida has taken a significant step towards enhancing student development by signing a partnership agreement with the renowned British School of Language (BSL). This collaboration aims to provide comprehensive English language training to GIMS students, addressing the challenges they face during placements.

BSL, the oldest and most esteemed language teaching institute in the country, offers a wide array of courses including Spoken English, IELTS, PTE, foreign languages, study abroad services, and PR services. This partnership will bring BSL's expertise directly to the GIMS campus, offering students a valuable opportunity to improve their language skills.

Swadesh Kumar Singh, CEO of GIMS, expressed his enthusiasm

for the collaboration, stating, “GIMS is committed to the all-round development of our students. By signing this MoU with BSL, we aim to equip our students with essential language skills, enhancing their placement prospects. The training will be provided free of cost to all students, ensuring maximum benefit.”

Dr. Bhupendra Som, Director of GIMS, emphasized the pride the institute takes in hosting experienced BSL trainers on campus. He encouraged all students to participate actively in the training programs and to make the most of this opportunity.

Mr. Chandrakant Singh, Dean of CRC at GIMS, highlighted the importance of personality development alongside academic growth. “In today's competitive environment, personality development is crucial. This partnership represents a historic step towards achieving that goal. We are dedicated to


the holistic development of our students and plan to establish more such agreements in the future,” he stated.


Vijay Shukla, Director of Placement, underscored the critical role of English language proficiency during placements. “To address the challenges students face during campus placements, we have brought one of the country's top language institutes to our campus,” he said.

The agreement ceremony was attended by senior officials from BSL, including the Deputy Director of GIMS, Dr. Ruchi Rayat, Deans of various departments, and faculty members, marking a momentous occasion for the institute.

This partnership between GIMS and BSL signifies a commitment to student development and a forward-thinking approach to education, ensuring that GIMS students are well-prepared for their future careers.

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NTA to conduct CUET-UG retest for over 1,000 candidates on July 19, 2024



■ EJ - New Delhi

The National Testing Agency (NTA) has announced a retest for over 1,000 candidates of the Common University Entrance Test (CUET) UG on July 19. This decision comes after several grievances were raised by students regarding the conduct of the exam, prompting the NTA to take corrective measures.

On July 7, the NTA had released the provisional answer key for CUET-UG 2024 and stated that retests would be scheduled between July 15 and 19 if any grievances were found valid. While the retest schedule was announced on Sunday, there has been no update on the declaration of the final results, which have already been delayed by over two weeks. The final answer key has yet to be notified.

According to NTA sources, one of the primary reasons for the retest is the distribution of question papers in languages not opted for by the candidates. This issue has affected candidates across six states. "Some of the grievances include time loss due to the dis-

tribution of wrong question papers," a source revealed.

Among the affected candidates, 250 are from Oasis Public School in Hazaribagh which is currently under scrutiny for the alleged leak of NEET-UG question papers.

The official notification issued on Sunday stated that grievances received from candidates up to June 30, 2024, as well as complaints sent to rescuetug@nta.ac.in between July 7-9 (before 05:00 pm), have been reviewed. "Based on these grievances, a re-examination will be conducted for those affected candidates on July 19, 2024, in the Computer-Based Test (CBT) mode," the notification confirmed.

The distribution of wrong question papers also occurred during the NEET-UG exam conducted on May 5, resulting in NTA initially granting grace marks due to the time loss. However, following protests and litigation in the Supreme Court, the agency cancelled the grace marks and offered an optional retest for 1,563 candidates, with 813 at-

tending the exam on June 23.

The CUET-UG results were initially scheduled for release on June 30 but have been delayed amid allegations of paper leaks involving NEET-UG, UGC-NET, and CSIR-UGC-NET. "Initially, it was decided that the results would be announced for the rest of the candidates before the retest and subsequently for the rest. However, we are now yet to take a final call on the same," a source added.

This year, the CUET-UG exam was conducted in a hybrid mode for the first time across the country. The exam in Delhi was cancelled a night before the scheduled day due to logistical reasons and was conducted later.

The NTA had previously announced that the third edition of CUET-UG would be completed in seven days, with no normalisation of scores as all exams would be conducted in a single shift. For 15 subjects, the tests were held in pen-paper mode, while for the remaining 48 subjects, the exam was conducted in computer-based mode.

Over 13.4 lakh candidates registered for the common entrance test for admission to undergraduate courses in 261 central, state, deemed, and private universities this year. In the first edition of the exam in 2022, technical glitches plagued the test, and scores had to be normalised due to tests for a subject being conducted over multiple shifts.

The NTA's prompt action in addressing grievances and scheduling a retest reflects its commitment to ensuring a fair and transparent examination process for all candidates.

Rs One Crore Scholarship for a Bengaluru Meenakshi from a US University for her paper on cognitive ageing



■ EJ - Bengaluru

Moved by her great-grandmother's struggle with Alzheimer's and witnessing her grandparents' memory loss with age, 26-year-old Meenakshi Menon from Bengaluru, who had done extensive research on cognitive ageing, earned a scholarship worth over Rs one crore.

Meenakshi made this decision at the age of 17, and now, nine years later, she is preparing to start her PhD in Cognitive Sciences at Georgia State University in the USA. She chose to study the psychological and

clinical aspects of ageing, focusing on developing interventions to maintain memory and addressing gaps in ageing research.

Coming from a pure science educational background, Meenakshi, who was in Mumbai in 2015, chose psychology as her elective subject during that year. While studying psychology as an elective provided her with only limited details, what truly captured

her interest and hit her personally was her great-grandmother's stories of struggle.

"My dad often told me about his grandmother, who suffered from Alzheimer's, which destroys memory and other important mental functions," she said. He once mentioned that although times have changed, the treatment options and research in the field have not advanced much even today.

This struck Meenakshi deeply, as she was close to her grandparents. Motivated by this, she decided to study psychology and focus on helping people

deal with ageing-related problems like memory loss.

Meenakshi majored in Psychology during her undergraduate studies and completed her master's in Applied Psychology from the Tata Institute of Social Sciences (TISS) in Mumbai.

Currently residing in JP Nagar with her family, Meenakshi worked as a researcher at the Centre for Brain Research (CBR) at the Indian Institute of Science (IISc) in 2023 and was also part of the Tata Longitudinal Study of Aging (TLSA), a long-term cohort study on ageing in the urban Indian population.

During the Covid-19 pandemic, observing her grandparents at home, Meenakshi decided to conduct qualitative research on how elderly couples cope with the challenges of COVID-19 during her masters. Subsequently, she also presented her research papers at a conference on healthy ageing at NIMHANS.

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Climate change disrupting education outcomes, increasing learning loss: UNESCO



■ EJ - Agency

Climate related stressors like heat, wildfires, floods, droughts, diseases and rising sea levels affect education outcomes and threaten to undo educational gains of recent decade, according to the Global Education Monitoring Report (GEM). The global report com piled by UNESCO, Monitoring and Evaluating Climate Communication and Education (MECE) project and University of Saskatchewan in Canada has pointed out that most low and middle-income countries are experiencing climate-related school closures every year, increasing chances of learning loss and dropout.

"Climate change related impacts are already disrupting education systems and outcomes. Direct effects include the destruction of education infrastructure as well as injuries and loss of life among students, parents and school staff," the report said.

"Over the past 20 years, schools were closed in at least 75 per cent of the extreme weather events, impacting five million

people or more. Increasingly frequent natural disasters, including floods and cyclones, have led to the deaths of students and teachers and have damaged and destroyed schools. "Exposure to heat has significant detrimental effects on children's educational outcomes. An analysis linking census and climate data in 29 countries between 1969 and 2012 showed that exposure to higher than average temperatures during the prenatal and early life period is associated with fewer years of schooling, especially in Southeast Asia," it added. The GEM report noted that a child experiencing temperatures that are two standard deviations above average is predicted to attain 1.5 fewer years of schooling than children experiencing average temperatures.

"High temperatures reduced high-stakes test performance in China and led to reductions in both high school graduation and college entrance rates. In the United States, without air conditioning, a school year hotter by 1 degree Celsius, reduced test scores by 1 percent.

"Very hot school days disproportionately impacted African

Closer Look

» In India, rainfall shocks negatively impact children's vocabulary at age five and mathematical skills at age 15

» In the US, hotter school years without air conditioning reduce test scores, particularly affecting African American and Hispanic students due to poor infrastructure

American and Hispanic students, due to poor infrastructure conditions, accounting for roughly five per cent of the racial achievement gap. In the most disadvantaged municipalities in Brazil, which were also amongst those most exposed to heat risk, students lost about one per cent of learning per year due to rising temperatures," it said. Elaborating about impact of climate change on education in India, the crucial report pointed out that a study of rainfall shocks over the first 15 years of life in India found that they negatively affected vocabulary at age five and mathematics and non-cognitive skills at age 15.

XAT 2025: Registration for MBA exam to begin from July 15

■ EJ - Jamshedpur

Jamshedpur has released the notification for the registration of Xavier Aptitude Test (XAT) 2025. The online registration for the XAT 2025 will commence from July 15 at its official website, xatonline.com. The examination is for students who are seeking admission in MBA courses.

Candidates having a graduate-level degree from a recognised

institute can apply of minimum three years duration or equivalent in any discipline can also apply.

To apply for the 2025, interested students have to create an account, fill out the application form, and upload necessary documents such as a photograph and signature. The application fee for XAT is Rs 2200 for all applicants. Candidates opting for XLRI programmes

need to pay an additional fee of Rs 200 each. Payment can be made online using credit or debit cards, net banking, IMPS, or cash.

XAT 2025 is scheduled to be conducted across numerous cities in India. The test centers include , Bengaluru, Chennai, Delhi-NCR, Ahmedabad, , Jaipur, , Thiruvananthapuram and many more, encompassing a total of 100 plus test centers.

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Indian students to receive internship opportunities in New York



■ EJ - Agency

“Several Indian and American companies and organisations have agreed to consider deserving Indian students for internship opportunities,” said a note by the Indian Consulate in New York on X.

The Consulate has suggested the students apply directly to the companies as per the details provided in the portal and noted that it has no role in the selection for internship.

Besides internships, the Con-

sulate noted the portal also provides information on experts offering psychological and healthcare advice to Indian students.

“Indian students and the diaspora can reach out to legal experts and attorneys across 10 states within the jurisdiction of the @IndianNewYork for legal assistance or guidance,” said the X post by India in New York.

New York houses one of the largest of Indian students in the US as over 32,000 of them study

in the Empire State.

This has led to a wide range of initiatives being planned for Indian students residing in New York City and the New York state.

One of them is an for Indian students every 2nd and 4th Friday of each month for the Consulate officials to meet them and address their issues and concerns.

Despite safety in light of deaths of Indian students and professionals, over the past few years, the former 25% of the over one million international students studying in the US.

According to the Open Doors Report, the number of international students from India to the US increased by 35 percent and resulted in an all-time high of 268,923 students in the academic year .

Indian students and the diaspora can reach out to legal experts and Attorneys across 10 states within the jurisdiction of the @IndianNewYork for legal assistance or guidance Indian Consulate in New York

How many international students study in China?



■ EJ - Agency

China has been the largest source of international students globally for the last decade, but as an Asian-century dawns, we take a closer look at the country’s popularity as a study destination.

China has one of the largest education systems in the world, boasting over 3000 universities as of 2022, a HE sector only comparable to the size of the US system.

In 2021, student enrolment data from the Chinese Ministry of Education stated there were 35 million undergraduate students and 3.3 million postgraduate students across the country.

Of that number, 255,720 were full-time international students, representing less than 1% of total enrolments nationally.

When compared to other global study destinations however, the number of international students is sizeable. China’s enrolment figure in 2021 was equivalent to 38% of the UK’s total international enrolment share, in what was a record recruitment year for the UK.

According to data from Study portals, the number of programs taught in English in China has increased by 12% between 2021 and 2023, from approximately 2550 to nearly 2900.

This made China by far the

largest provider of ETP globally in the same period – outside of countries where English is an official language. According to the British Council, there are over half a million TNE students in China and more than 1,000 joint programmes or institutes across the country.

In 2021, master’s programs accounted for 71% of English language programmes in China, a figure which fell to 61.5% in 2023. Short courses meanwhile increased from a negligible 0.6% up to 6.5%, and PhDs in English have grown from 2.3% up to 3.7%.

Tsinghua University, one of China’s elite institutions, is at the forefront of English language delivery. The university offers 32 programs delivered entirely in English, and 189 undergraduate modules and 550 postgraduate modules taught in English.

Despite these efforts, though, of the Tsingua’s 15,000 students, only 5% are international – perhaps more opportunity beckons?

The pre-pandemic breakdown of sender countries to China constituted 60% of international enrolments from Asia, followed by Africa (16.6%) and Europe (15%). South Korea (50,600 students), Thailand (28,608), Pakistan (28,032) and India (23,198) topped the source country list.

Disruption to the big English

speaking markets has allowed for an experimental phase where more students have chosen Asian study destinations as an alternative.

Tuition is considerably cheaper than the established major players in international education, and offers one explanation as to why China’s appeal as a study destination is growing. While international fees at a UK university can exceed £20,000 a year, an average Chinese programme varies between £1,300 and £2,400 annually.

Research from Trier University suggests that the BRI has significantly increased the number of scholarship recipients destined for study in China. The research suggests that over time scholarship provision could help turn China into a destination less driven by push factors (such as lack of work in home country) and more by pull factors (reputation of education and opportunities).

This plays to the ‘Asian Century’ narrative, which predicts Asia has begun to take centre-stage globally as Europe and the US declines. The Financial Times argued that in purchasing power terms, the Asian Century began in 2020.

Chinese HE provision is also rapidly on the rise. China has 7 global top 100 universities ranked in the most recent Times Higher Education world rankings.

Both Tsinghua University and Peking University made it to the top 20 (12th and 14th respectively), beating numerous Russell Group and Ivy League institutions. By the measurement of China’s homegrown Shanghai Ranking, 10 local universities make the top 100.

Also, in September last year, Xi’an Jiaotong University became the first top tier institution to waive English language requirements for graduation, signalling a renewed belief that English language was no longer a prerequisite to success.

International students at Fake Michigan University can sue the US govt.



■ EJ - Agency

The ruling, declared on June 25, reverses a lower court decision that had thrown out a lawsuit filed by a student against the fake university.

The Court of Appeals ruling highlighted that the government wasn’t immune from the lawsuit filed by Teja Ravi – a former international student at the fake ‘University of Farmington’ on behalf of himself and all the other affected students – since it took the tuition fees but never provided educational services or returned the money.

The ICE-operated fictional University of Farmington, opened in 2016 as part of an operation to target pay-to-stay student visa fraud.

ICE operated the school out of southeast Michigan, luring in over 600 international students, with all except one coming from India.

The federal agency collected roughly \$6 million in tuition fees from the students, despite not providing classes, curriculum or educators.

The US government that there has been no wrongdoing in the matter as it claimed that international students were made well aware by the fake recruiters that they were paying for classes and coursework that didn’t exist.

“Previously, forty-plus civil rights groups called for a into this fake ICE university. The University collected \$6m dollars of stu-

dent tuition payments without providing classes and educational opportunity to the students, as promised,” said a release from attorney Anna Nathanson, who represented Ravi in the case.

“The fake university led to the approximately 600 impacted students arbitrarily losing their visas; in some cases, students were also held in immigration detention facilities. Students report that they enrolled at University of Farmington under the understanding that they would be completing a full educational program, but the classes never materialised.”

Ravi, an Indian citizen, was enrolled at Northwestern Polytechnic University in California under an F-1 visa but applied to the Farmington University in 2018. According to the lawsuit, Ravi paid \$12,500 in tuition fees but grew suspicious when he didn’t receive a schedule for the classes despite asking administrators for one.

The ruling means the lawsuit will return to the trial court for further proceedings.

“For the University of Farmington class action, it could still be years before the 600-plus impacted students could possibly get justice in the trial court,” explained Nathanson.

“It’s been five years since the Farmington operation – five long years of the US government refusing to take accountability for the parents separated from their children over this, the

couples separated over this, and the financial burden on families. The need for justice is urgent.”

Two other prospective students mentioned in the suit paid tuition worth \$10,000 and \$15,000, respectively, according to the filing.

“This decision is not just a legal win, but a moral one. It

underscores that no one, not even the government, is above the fundamental principles of fairness and honesty. It is a reminder that justice prevails and that the voices of those wronged will be heard. We are grateful for this outcome and remain steadfast in our commitment to justice and that justice, though delayed, is never denied,” said Prudhivi Raj, who was impacted by the ICE operation.

According to local news outlets, Farmington University had its own website and a Facebook page, which showcased a fake history dating back to the 1950s.

Records showed Farmington was incorporated by the state of Michigan and listed by the Accrediting Commission of Career Schools and Colleges, while also being certified by the Department of Homeland Security’s Student and Exchange Visitor Program, a key feature that attracts international students to American universities.

Once the operation came to light, ICE shut down the school and arrested roughly 250 would-be students. While many were deported, others voluntarily left the country, according to a by Reason Magazine.

After the operation, eight individuals were indicted on the grounds of visa fraud and “harbouring aliens for profit”.



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