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Lali Natroshvili
Educationist
Dedoplistskaro -Georgia

I am Lali Natroshvili, and I am a teacher by education, majoring in pedagogy and methodology of primary education. Since 2015, I have been working as a special teacher and serving the development of inclusive education. It was a new challenge for me, and it became my favorite activity and profession. Since the beginning of my work, I have taken on the assigned duties with great responsibility and attention, and I actively work both with students in special education and cooperate with parents and teachers, which has a positive effect on the results of students in special education. As a leading special teacher, I am actively involved in training programs and various types of educational processes. I always take care of my professional development. I have also conducted a number of events with the participation of the students of special education, which were published in local newspapers and contributed to raising awareness of the importance of inclusive education in the community. I published an article about inclusive education in the newspaper "New Education." I want to have my say in this field, and I will spare no effort to achieve my goal.

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Education Jagat

38% of IITians across 23 campuses remain unplaced in 2024



- 38% of students across 23 campuses, are still unplaced this year, a significant challenge in job placements
- 6,400 students registered for placements at the older 9 IITs this year, with 37% still jobless
- In newer 14 IITs, student registrations increased by 1.3 times, while unplaced students surged by 3.8 times

■ EJ News - New Delhi

The Indian Institutes of Technology (IITs), long considered the pinnacle of engineering education in India, are grappling with an unprecedented job placement crisis.

According to data revealed through Right to Information (RTI) applications filed by IIT Kanpur alumnus Dheeraj Singh, approximately 8,000 (38%) of IITians across 23 campuses remain unplaced this year.

In 2024, out of 21,500 students who registered for placements, only 13,410 secured jobs, leaving 38% still searching for employment. This marks a significant increase from two years ago, when 3,400 (19%) students were unplaced.

The older nine IITs are particularly affected, with 16,400 students registering for placements

this year, of which 6,050 (37%) are yet to find jobs. The newer 14 IITs fare slightly worse, with 2,040 (40%) of 5,100 registered students unplaced.

Dheeraj Singh, a consultant and IIT Kanpur alumnus, shared the concerning data on LinkedIn. "33% of students at IIT Kharagpur did not find jobs via placements last year. Unplaced students are dealing with stress, anxiety, and hopelessness due to poor job placement scenarios," he wrote.

Further exacerbating the situation, IIT Delhi has seen 22% of its students unplaced over the last five years, with 40% still jobless in 2024.

"As per the RTI reply, 600 students were unplaced in IIT Delhi in the last two years," Mr. Singh noted.

The data indicates a troubling

trend: from 2022 to 2024, the
>> Contd. p.4..

MP Nursing College bribery 'scam': Arrested CBI inspector terminated from service

■ EJ News - Bhopal

The Central Bureau of Investigation (CBI) has terminated the services of inspector Rahul Raj, who was allegedly caught red-handed accepting a bribe of ₹10 lakh during the investigation of irregularities in Madhya Pradesh's nursing colleges, officials at the agency said.

Two officials of the Madhya Pradesh Police—inspectors Sushil Kumar Majoka and Rishikant Asathe, who were earlier attached to the CBI—have also been repatriated due to their alleged involvement in the bribery



racket unearthed in the central agency's internal vigilance findings, an official said.

Acting on the orders of the Madhya Pradesh High Court in February, the CBI's Anti-Corruption Bureau, Bhopal, formed

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Over 125 students and teachers faint before school closes in Bihar



■ EJ News - Patna

More than 125 students, including some teachers,

fainted due to intense heatwave conditions during classes and assembly prayers at separate
>> Contd. p.4..



Every child has the right to quality education and learning

Inclusive education is the most effective way to give every child a fair chance to learn at school and develop the skills needed to integrate into society. Inclusive education means all children in the same classes, in the same schools. This means real learning opportunities for groups that have traditionally been excluded—not only children with disabilities but everyone else who holds the status of a student with special educational needs.

Common learning environments are used by students for the majority of regular instructional hours and may include classrooms, libraries, gymnasiums, theaters, music rooms, cafeterias, playgrounds, and the local community. A common learning environment is not a place where students with disabilities or other special educational needs learn in isolation from their peers.

Inclusive education is guided in all its actions by principles that are consistent with its values and beliefs.

These principles are: Our values and beliefs

All family members are full-fledged people. Our human essence cannot be reduced to words, labels, categories, definitions, or genetic patterns. Every person is unique. No one can be

replaced or copied.

Every person has the right to respect. Respect requires recognizing and caring for the dignity of each person. Dignity is fragile. It must be protected from any harm.

Each of us has an inherent dignity that belongs to us simply because we exist. It is not something we receive or give. It cannot be ignored, reduced,

pend on what other people think about these features.

Human beings have inherent and equal value. Our value as individuals is neither earned nor accumulated. It is not related to health conditions or any genetic or other personal characteristics.

All people can grow and express themselves. Also has the right to be nourished physically, intellectually, socially, emotionally, and

Student's letter to the teacher:

Regardless of our physical or spiritual differences, we are the same in many ways. For example, we all love someone, we all have dreams, and we all need to be treated fairly. We all have things that we like to do. We all have joy, we all have sorrows, and we all have pain. We all want to have friends and be part



or taken away.

We all have equal dignity. It does not depend on physical, intellectual, or other characteristics. It also doesn't de-

spiritually.

Each individual should have equal access and opportunities. Equality requires protection against all forms of discrimination and harm.

of a society where you think you are "everyone" without us. No, dear society, you are not "everyone" without us. We too are here in this world with our skills and



Lali Natroshvili
Educationist
Dedoplistskaro -Georgia

abilities that need development, as well as others.

Sometimes I think, if we are not "everyone," then why are we in this world? Did we come here to hide from society, to spend our lives in a lonely room and only look at the sun from the window? No, of course, we were given the right to education. This is the right that sometimes brings the greatest pain; it happens when someone makes us feel our difference. I wish you could look through our eyes for just a moment. Or maybe you can and you don't even try, or maybe you think that we don't have feelings and only exist with sensations. If so, you are very wrong.

My dearest teacher, I always see love and warmth in your eyes.



I see the hope you have in my every action. I will try to live up to your expectations, and please try to live up to mine. Please help me to be one of those "everyone's."

Turn on for everyone! without exception.

An important element of inclusive education is ensuring that all teachers are prepared to teach all students. Inclusion cannot happen unless teachers are empowered agents of change, with values, knowledge, and attitudes that enable every student to succeed.

This vision of inclusion avoids categorization, which can lead to stigmatization, marginalization, and potentially exclusion. To achieve this goal, the teacher training system should provide a more effective balance of theory-based learning and practical practice.

Teachers who are tasked with being part of the ISG team in schools need to be well-trained to fulfill their roles.

The Vital Role of Internships!



Online internships have become increasingly prevalent in the digital age, requiring strategic approaches to maximize outcomes. Virtual networking, proactive learning, remote communication skills, utilization of technology tools, virtual mentorship, engagement with online learning platforms, and development of remote collaboration skills are essential for students to excel in online internship settings.

As many students gear up for their internships, it is crucial to understand how to maximize these opportunities. This article provides insights into the importance of internships and how they serve as a critical component in preparing students for successful careers.

A significant hurdle for students entering the job market is the need for more experience. However, this can be effectively mitigated through internships. An internship is not just a program; it's a transformative experience that companies offer aspiring professionals, providing structured work experience aligned with a student's primary or career goals. This experience doesn't just boost academic, career, and personal development; it propels it forward. Internships can be part-time or full-time and span various durations. They may be paid or unpaid, though unpaid internships are more common. These programs are not just essential; they are life-changing for students, allowing them to gain practical work or research experience. Many professional courses now require internships for degree completion. The primary goal for students should be to acquire knowledge and experience rather than earn money.

It is critical for students to understand that employers today

favor candidates who distinguish themselves from the competition. Students aiming for desirable jobs should not just supplement their academic achievements but also their life experiences. This includes community service, projects, research, extracurricular activities, and internships. The more diverse their experiences, the more they stand out in the job market.

Internships provide a hands-on learning environment under the supervision of a workplace mentor, allowing interns to set and achieve personal learning goals. They acquire job-specific skills without the pressure of permanent employment, enhance their knowledge base, and build confidence in their abilities. Interns practice communication and teamwork, gain industry insights, and apply academic concepts professionally, bridging the gap between education and the workforce.

To maximize learning and experience from internships, students should set clear goals. Before starting an internship, they should outline specific learning objectives. Knowing what skills and knowledge students want to gain will help them stay focused and make

the most of their experience. They should regularly ask for feedback from their supervisors and colleagues. Constructive criticism may help students improve and demonstrate their commitment to learning.

Moreover, students must use the opportunity to build professional relationships. They must engage with mentors, attend networking events, and connect with colleagues to expand their professional network. Students should show enthusiasm by volunteering for additional tasks and projects. This may broaden their experience and demonstrate their dedication and work ethic.

Students must take time to understand the broader industry context in which the company operates. This knowledge will make them more informed and valuable as future professionals. Students must focus on enhancing soft skills such as communication, teamwork, and problem-solving. Employers highly value them and can set them apart from other candidates. Students must regularly communicate with their academic guides and mentors from their institution. Their insights and advice can help students navigate challenges and maximize their internship experience.

Moreover, online internships have become increasingly prevalent in the digital age, requiring strategic approaches to maximize outcomes. Virtual networking, proactive



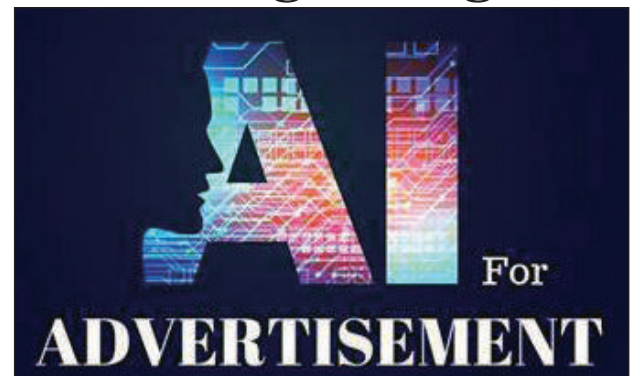
Dr. Shahid Amin
Associate Professor
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learning, remote communication skills, utilization of technology tools, virtual mentorship, engagement with online learning platforms, and development of remote collaboration skills are essential for students to excel in online internship settings.

Internships help students build a professional network of contacts, mentors, and references, enriching their resumes and bolstering applications for further studies or research positions. Internship experience sets candidates apart in the job market, as they typically require less training and adapt more quickly to job demands. A well-executed internship can lead to a full-time job offer and often results in higher initial salaries than peers without such experience. Ultimately, internships foster confidence and prepare students to transition smoothly into the professional world.

In conclusion, internships are pivotal in shaping students' careers by providing essential work experience, practical skills, and professional networks. They bridge the crucial gap between academic knowledge and the demands of the professional world, making students more marketable and ready for the challenges of their chosen careers.

AI in Advertising- Unleashing the saga...



It is well said that "Advertising is an art, where creativity meets strategy" and in today's time and age, artificial intelligence is helping in art and strategy both.

AI acts as a technology-enabled brush in the hands of advertisers, who can reimagine recreate, and transform the canvas of creativity with AI tools.

Machine learning algorithms run behind the scenes and analyze the data to provide insights, personalize content, automate processes, optimize advertising, and improve customer experiences.

Hence a smart advertiser is not competing with AI but making friends with AI and taking advantage in the following ways:

Content Creation- AI tools varying from text to text, text to image, or text to video can help in curating content for advertisements. ChatGPT, Dall-E, Midjourney, Copy.ai etc are a few of the AI tools helping in the same. Canva Magic Studio is another platform that helps graphic designers in various aspects.

Campaign Implementation- AI tools like Hootsuite, HubSpot, etc are helping in running AI-driven social media advertisement campaigns and AI helps in media scheduling and planning too. Personalized advertisements are shown concerning micro-targeting done with the help of AI.

Campaign Tracking- AI Tools like Google Analytics, and IBM



Dr. Deepti Wader
Prof. & MBA Program Head
GD Goenka University
Gurugram - India

Watson Analytics, use AI to analyze large datasets providing campaign performance and predictive analytics.

Campaign Optimisation- AI tools focus on improving campaign performance through audience targeting, content personalization, automation, and A/B testing. e.g. Facebook Ads Manager uses AI to optimise ad delivery.

Predictive Analytics- Uses past data to forecast future outcomes and hence helps in making more data-driven decisions and increasing the effectiveness of advertising campaigns.

Most of the organizations have already started making use of AI in advertising. Nutella used AI in

>> Contd. p.4...



DU commences admissions for the upcoming academic session



■ EJ - New Delhi

The University of Delhi (DU) unveiled its undergraduate (UG) admission policy for the academic session 2024-25, marking the commencement of the first phase of undergraduate admissions.

During a conference, DU Registrar Vikas Gupta announced the launch of the UG admission portal, "Common Seat Allocation System (CSAS)", along with the release of admission policy for School of Open Learning (SOL) and NCWEB.

In a significant move, Gupta highlighted that starting from the new academic session, DU will reserve one seat for a single girl child in each class of all colleges and departments under the supernumerary quota. This decision follows last year's pioneering initiative by DU to reserve seats for orphan students.

Dean of Colleges Prof. Balram Pani formally launched the CSAS portal, emphasizing DU's commitment to streamlining the admission process. The event also saw the release of a Bulletin of Information. Notable figures, including Director of South Campus, Prof. Prakash Singh, Director of SOL, Prof. Payal Mago, and Dean of Admission, Prof. Haneet Gandhi, graced the occasion.

Registrar Vikas Gupta outlined the admission process, revealing that admission to 79 programs out of approximately 71,000 seats in undergraduate programs will be based on CUET scores.

He further detailed the availability of 183 combinations in BA programs across 69 colleges and departments.

The second phase of CSAS

will commence after the declaration of CUET results. Meanwhile, admission processes for SOL and NCWEB are scheduled to begin on June 3 and May 28, respectively. Dean Admission Prof. Haneet Gandhi provided detailed insights into the UG admission and CSAS, while the Director of SOL, Prof. Payal Mago, presented information about SOL through a presentation.

The University of Delhi offers 79 undergraduate programs and 183 B.A. program combinations across 69 colleges. Admission is based on the merit score obtained from the Common University Entrance Test (CUET). The CSAS registration process comprises two phases. In the initial phase, candidates input personal details and academic scores, with the CUET (UG)-2024 Application Number being mandatory for the CSAS (UG)-2024 application.

Subsequently, they provide academic details, select supernumerary categories, and pay registration fees.

The second phase begins after CUET results, where candidates complete preference filling, selecting preferred program and college combinations based on subject mapping and eligibility.

DU offers 26 games and sports and 14 extracurricular activities under supernumerary quotas, with provisions for ECA, sports, and other quotas for optimal seat allocation.

What is the secondary syllabus for CBSE for the academic year 2024-25?

■ EJ News - New Delhi

Students who will be taking admission in Class 9 in the 2024-25 academic year are required to follow the guidelines set by the Central Board of Secondary Education (CBSE). As per the CBSE Secondary School Cur-

riculum 2024-25, students must choose at least two language subjects: social science, mathematics, and science. Besides this, they have the option to opt for a third language subject and a skill-based subject or elective subject. Three compulsory sub-

jects, including health and physical education, work experience, and art education, are also part of the secondary school curriculum.

The official notification by CBSE notes that classes 9 and

>> Contd. p.4..

Sangai International University Manipur removed from UGC list of institutions



■ EJ News - New Delhi

The University Grants Commission (UGC) has released an advisory for prospective students and parents informing them that Sangai International University, Churachandpur, Manipur has been removed from the UGC list of universities.

The students have been directed not to take admission in any of the programme offered by the Sangai University, Manipur as it has been prohibited from offering any UGC specified degree of undergraduate, postgraduate and

PhD level.

An official notification from the university body reads, "Sangai International University, Churachandpur, Manipur has been removed from the UGC list of universities under Section 2(f) of UGC Act, 1956. The university cannot offer any UGC specified degree of Undergraduate, Postgraduate level including PhD."

The notification further highlighted that the Sangai International University, Churachandpur, Manipur was established by the Government of Manipur as a

State Private University. Therefore, the name of university was enlisted in the UGC list of universities in June, 2015.

"The University was requested to provide the information required for inspection vide UGC letters. In spite of repeated written communications, the university has failed to submit the required information. Therefore, UGC issued a show cause notice vide F. No. 8-19/2015 (CPP-I/PU) dated 19.12.2023. The university was given an opportunity to show cause as to why action against the university be not taken by the UGC to remove its name from the list of universities as maintained by the UGC under Section 2(1) of the UGC Act, 1956," the notification added.

A copy of show cause notice was also sent to the Department of Higher Education, Government of Manipur with the request to take immediate action and send its comments, UGC said. It added it has not received any reply from the university and the comments from the Government of Manipur have also not been received.

IIT-Mandi introduces a 5-year integrated MBA program

■ EJ News - Mandi

Indian Institute of Technology (IIT) Mandi launched a five-year Integrated MBA (BBA Analytics Honors and MBA DS and AI) program. The program is offered by the School of Management, and IIT Mandi claims to be the first IIT to introduce this course.

This course is designed to equip students with a comprehensive understanding of management along with skills in analytics, data science, mathematics, and statistics through a carefully curated curriculum. Overall, the

program at IIT Mandi aims to nurture future business leaders who possess a strong appreciation for technology and cross-functional management capabilities.

The program at IIT Mandi sharpens students' critical thinking and creative abilities through foundational courses in management, analytics, mathematics, statistics, communication, and personality development. In the later years, the program offers several specialized courses that equip students with the skills required to apply technology

across the functional areas of management.

The program offers students a distinct chance to obtain a master's degree in management right after 10+2 from a top-tier institute in the country. With industrial internships, training, and exposure to diverse business environments, the program aims to nurture socially aware future business leaders with a strong appreciation for technology and human values.

Students will also undertake two industry internships, one

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

Figures in Million's

(Source CAAR)

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IIT Delhi's Abu Dhabi campus introduces BTech in CSE, Energy Engineering



■ EJ - Agency

The Indian Institute of Technology Delhi (IIT-D), in partnership with its international campus in Abu Dhabi, has announced its inaugural Bachelor of Technology (BTech) programme for the 2024-25 academic year. The collaboration will offer two bachelor's programs: BTech in Computer Science and Engineering, and BTech in Energy Engineering. These programmes will help students tackle energy challenges, shape the future digital age, and develop software to

enhance a range of industries, from analytics to finance, and cryptography to information technology.

Further, it will prepare undergraduate students with various solutions to meet growing demands in critical fields such as energy and digitalisation.

The BTech in Energy Engineering provides a range of engineering verticals to suit different interests with a focus on sustainability to address current challenges in energy production and management. The BTech in Computer Science and Engineering combines theory and

practical skills, focusing on AI and machine learning, to equip students with proficiency in abstraction, computational thinking, and problem-solving techniques essential for navigating the complexities of today's digital landscape.

In 2023, IIT Delhi and the Abu Dhabi Department of Education and Knowledge (ADEK) partnered with Abu Dhabi National Oil Company (ADNOC) to reinforce the significance of this newly introduced master's program and underscores all partners' joint commitment in nurturing skilled talent in the UAE.

IIT-Delhi has initiated various outreach programmes for students in the UAE. Short courses and executive programmes for the industry are expected to start soon, the institute said. Other than these courses, the Abu Dhabi campus offers several areas such as Energy and Sustainability, Artificial Intelligence, Computer Science and Engineering, Healthcare, Mathematics and Computing, and other disciplines of engineering, sciences and humanities.

English will not be a compulsory subject for Classes XI and XII in Maharashtra schools

■ EJ News - Mumbai

The Maharashtra government has decided to offer English as an optional subject to students in classes 11-12. As per the draft curriculum prepared by the State Council for Education, Research, and Training (SCERT) of the Maharashtra Government, the subject has been classified as a foreign language and non-compulsory for classes 11 and 12. English is currently offered as a compulsory subject for the two classes.

The draft curriculum recommends teaching eight subjects in classes 11-12. These subjects should include two languages, four elective subjects, and two compulsory subjects. Of the two languages, one has to be chosen from a group of 17 Indian languages, including Marathi, Sanskrit, Hindi, Gujarati, Urdu, Kannada, Tamil, Malayalam, Sindhi, Bengali, Punjabi, Pali, Telugu, Ardhamagadhi, Maharashtrai Prakrit, and Avesta-Pahalvi.

English has been included in the category of foreign languages along with German, French, Russian, Japanese, Spanish, Chinese, Persian, and Arabic.

Students are required to mandatorily opt for one Indian language group. The second language could be from either the Indian language group or the foreign language group. English, thus, would not be a compulsory language.

The SCERT has published the draft SCF on the official website. Interested stakeholders can submit their suggestions related to the draft curriculum by June 3. The draft is open to public suggestions. The council will publish the final version of the curriculum after considering feedback from the stakeholders. As per a report in The Indian Express, the draft curriculum also proposes the inclusion of Indian knowledge systems. The recommendations demand incorporating ancient Indian refer-

ences from history into modern learning. Courses on the Indian Knowledge Systems will be brought in from class 6.

Arrested CBI..

various teams to probe irregularities in the nursing colleges in the state.

The agency's internal vigilance team, however, found out that its own officials were involved in a bribery racket and were giving favorable inspection reports to colleges in exchange for money, the CBI said in a statement on Monday.

The CBI, in the following action, has so far booked 23 people, including four of its officials, chairpersons, directors, and officials of various nursing colleges across the state, as well as some middlemen and touts.

The agency said Mr. Raj was caught on May 18 "red-handed" while accepting an illegal gratification of ₹10 lakhs from one Anil Bhaskaran and his wife Suma Anil." Mr. Bhaskaran is the chairperson of a nursing college.

"In follow-up action, CBI, New Delhi, conducted searches at 31 places in Bhopal, Indore, Ratlam, and Jaipur and effected recoveries of over ₹2.33 crore in cash, four gold bars, 36 digital devices, and over 150 incriminating documents," the CBI statement read.

Apart from Mr. Raj, the agency has also arrested 12 other accused in the case. All of them have been remanded to CBI custody until May 29.

The arrested accused include Mr. Majoka, Mr. Bhaskaran, and his wife, Jugal Kishore, and Om Goswami, directors of separate nursing colleges, who acted as middlemen between the CBI's inspection teams and various college managements.

The CBI has claimed that its officials received bribes ranging from ₹2 lakh to ₹10 lakh. Various nursing officers and patwaris are attached to the CBI inspection teams also received ₹25-50,000 and ₹5-20,000, respectively.

AI in Advertising..

its packaging designs, Coca-Cola made use of AI tools like DallE and ChatGPT in its Create Real Magic campaign.

AI is making the advertising process much faster and more efficient. Hence it is the right time for advertisers to equip their teams with AI-powered tools and stay competitive!

38% of IITians..

number of registered students at the older nine IITs increased by 1.2 times, while the number of unplaced students rose by 2.1 times. In the newer 14 IITs, registered student numbers grew by 1.3 times, but the number of unplaced students surged by 3.8 times.

This placement crisis is also taking a toll on students' mental health. A total of six IIT students have died by suicide this year, underscoring the severe stress and anxiety faced by many.

"The doubling of unplaced students points to a precarious state of affairs in the best engineering colleges in the country. Around 61% of the postgraduates are still unemployed. This is an unprecedented job crisis our premier colleges and our young graduates are facing," Mr. Singh highlighted.

As IITs continue to navigate these turbulent times, the job placement scenario remains a critical issue that demands urgent attention and solutions.

Syllabus for CBSE..

10 are composite courses, and therefore students must take only those subjects in class 9 that they intend to continue in class 10.

"The board examination in mathematics is held at two levels in Class 10. Students who are opting for Mathematics-Basic will have the option of taking Applied Mathematics (241) as an elective in class 11 or senior secondary, though they may not be permitted to take Mathematics (041) at senior secondary level. However, a student who has opted for the mathematics standard can offer any one of the two available mathematics at the senior secondary level."

In case a student fails in any one of the three compulsory subjects (i.e., science, mathematics, and social science) and passes in the skill subject (offered as the sixth optional subject), then that subject will be replaced by the skill subject, and the result of the class 10 board examination will be computed accordingly.

If a student fails in any language subject, out of the first five subjects, the same will be replaced by the language taken as the sixth subject (in the case of no skills subjects offered) or as the seventh subject (optional). This will be applicable if the student has passed this language and, after replacement, either Hindi or English remains as a passed language in the first five subjects.

125 students..

schools in different districts of the state, as the government schools reopened on May 16 after summer vacation. The matter has taken heavy political overtones.

Despite the Governor's direction to extend the vacation because of reports of difficulties to students, teachers, and parents, the government schools, which are mostly devoid of even basic facilities and don't even have adequate space to accommodate all the students enrolled, have been functioning, though the private schools are mostly closed.

The reports of students and teachers fainting have come from Aurangabad, Motihari, Siwan, Sheohar, Patna, Begusarai, Munger, Jamui, Banka—on Wednesday. The incidents have sparked widespread concern and criticism of the state government's handling of the crisis.

The temperature in most of the cities of Bihar has crossed 45 degrees while it has reached 48 degrees Celsius in the Aurangabad district. According to the IMD bulletin, 17 out of 38 districts reported above 40 degrees Celsius temperature.

"Severe heatwave condition is expected to prevail in south Bihar including Gaya, Buxar, Nawada, Rohtas, and Aurangabad today and tomorrow. 'Orange' alert is issued in these districts. From Friday, there will be some relief as the temperature will slightly dip but humidity will remain high," said IMD scientist Ashish Kumar to agency on heatwave conditions.

"Keeping life safe should be the first concern. The schools run for the students and the teachers are the main component. The schools should not be used by officers to prepare their report cards. In the extreme heat wave, this is impractical," said former MP and teachers' association president Shatrughan Prasad Singh.

Leader of Opposition Tejashwi Yadav lambasted the government, saying, "There is no government and democracy in Bihar

Bihar Summer Vacation: There was a summer vacation in government schools around May 15 in Bihar. But an order came that, in this scorching afternoon, children and teachers were also living in a school without fans and open windows. The result has been revealed in eight districts.

but only bureaucracy. The CM is so weak that no one listens to him, even regarding the school timings. The temperature is 47 degrees, and there is a heatwave, but the officers are issuing orders from their air-conditioned chambers, sparing not even little children. The infrastructure of schools in Bihar is not hidden from anyone... But, there is nothing in the CM's hands."

Reports from Sheikhpura said as many as 12 students of separate schools fainted due to the heatwave at a High school located at Mankol village under Ariari block. As school started, seven of the girl students in the school fell unconscious during morning prayer. Two students have been taken to Sadar Hospital and are in serious condition.

"The students fainted when the assembly prayers were going on, due to extreme heat. We tried to provide first aid. Students are facing a lot of difficulties due to rising temperature," said Suresh Prasad, headmaster of Middle School.

"The students admitted here are stable now," said Dr Rajnikanth Kumar of the Sadar Hospital, adding that students should always be hydrated in this extreme weather condition and avoid moving out.

In Patna rural areas, the health of six female students deteriorated in the Kurmichak middle school of Ghoswari block. The treatment of one of the students is going on. Dr. Nawal Kishore Baitha of Ghoswari Primary Health Centre said that the remaining students were released after treatment.

In Begusarai also, more than 41 students of Matihani Middle School, AN High School (Matihani), Vivekanand Public School (Balua), and Higher secondary school (Mohanpur) suddenly fainted. In the unconscious

state, the students were picked up from the place and admitted to Matihani PHC and referral hospital for treatment where all the students were undergoing treatment. "Due to the heatwave students fell ill and all the students out of danger," said Begusarai DM Raushan Kushwaha, adding that he directed all BEOs to arrange first aid kits in the school premises.

Hearing about the incident, the parents of the children reached the school and pleaded with the school authorities to close the institutions.

In Bihar, poor infrastructure I. Schools have been highlighted in various reports, including the annual status of education report. Many schools don't have functional fans or ventilated rooms.

"Even if the classes register half attendance, they are crammed for space. Imagine what would happen if there was a pre-fab structure used for classrooms. We had heard about the plan to build a -fab structure given the shortage of space. That would turn fatal, as the classrooms have already become gas chambers. Officers sit in air-conditioned rooms and cars, not teachers and children of the poor," said a teacher who did not want to be quoted.

Some of the students in Aurangabad demanded that air-conditioning be installed in the classrooms as copies and books are usually used as hand fans in this heat. The fan cannot cover the entire class even if electricity is there," they added.

The children demanded the government install AC. Fans are running in the classrooms of the school but the children are not able to study and are seen using books and copies as fans. The children are demanding from KK Pathak that it is not possible to study in such heat, so either install AC or close the school.

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Indian students are getting tired of the higher education system



■ **EJ** - Bharti Mishra

Indian students continue to prefer countries like the US, the UK, Australia, and Canada for pursuing higher education. According to the Indian Student Mobility Report published this year (2024), approximately 10.3 lakh Indian students are studying abroad. Of them, 8.5 lakh are in the aforementioned four countries, and they spent nearly \$34 billion in the 2023–24 academic year. The number of Indian students in the US has seen an astounding rise of 35% in just a year. As per an Open Doors Report, last year, as many as 268,923 Indian students—an all-time high—moved to the US to pursue higher education.

The trend is puzzling given the precarious visa conditions in these countries and the problems faced by many in finding internships or good jobs. The US, the UK, Australia, and Canada have tightened their visa regulations in recent years to curb the influx of students.

The changes have made it increasingly challenging for Indian students to secure study permits in these countries. The UK, for instance, has imposed restrictions on family inclusion and has limited the ability to switch from a student visa to a work visa without completing studies. Likewise, Canada has introduced a cap on the number of study permits approved each year and increased the financial requirements for international students.

Similarly, the US has introduced measures to combat immigration fraud, while Australia has put in place an IELTS score cutoff and raised the savings mandate for international students. The strict rules emerging in conventional study destinations have forced many Indian students to look elsewhere, but these four countries still top the list.

The US Remains the Top Study Destination

Better career prospects drive

CBSE Class X, XII supplementary registration begins

■ **EJ** - New Delhi

The Central Board of Secondary Education (CBSE) has released the notification for the supplementary examination for both Classes 10 and 12. CBSE has started the registration process from today (May 31). Only those students whose name is submitted through the online process will be able to appear for the CBSE supplementary examination 2024.

It is the responsibility of the

the flight to the US, which remains the most attractive study destination. Indian students as well as their parents believe that an American degree would open the doors for higher-paying jobs and opportunities that are not easily available in India. Most Indian students who go to the US opt for graduate programs in STEM courses. The country offers a diverse range of programs based on emerging areas like data science, AI, and sustainable energy.

“The educational pattern in universities in the US encourages their students to learn from failures rather than nipping innovative ideas in the bud. Secondly, students opt for US universities for their research studies as the amount of fellowship provided during their tenure is higher than what is offered in India,” says Dr. Ravi Ranjan, Assistant Professor, Patliputra University, Patna.

Skilled professionals are in high demand in STEM fields, and a course in the US offers students the chance to work in the country for up to three years after graduation as part of the US government’s Optional Practical Training (OPT) program.

Why India Is Not Able To Keep Its Students Home

Despite the New Education Policy (NEP) and India’s skill development programs, the Indian higher education system is still not aligned with the needs of the industry, leading to a wide gap between the education curriculum and employable skills required by the job market.

Though India’s economy is growing, young graduates find it difficult to get employment. Reports say as many as 38% of new Indian Institute of Technology (IIT) graduates this year could not find jobs in the placement season. The competition for admission to India’s top universities has also increased manifold. Reports say acceptance rates at some top Indian universities have fallen to merely 0.2%, compared to 3% at Harvard University and 4% at the Massachusetts Institute

of Technology. For the Common University Entrance Test (CUET) for undergraduate courses this year, the National Testing Agency (NTA) received over 13 lakh applications for around 3 lakh seats in 200-plus universities, which includes both central and state institutions. “The higher education sector in India is seeing a decremental trend in research and innovation. The problem lies with the quality of education imparted at graduation and post-graduation levels. Students remain rote learners, and the basic idea of critical thinking and analysis is found to be missing. There are a few institutions that are exceptions to this, like IITs and IIMs,” says Dr. Ranjan.

For American universities, increasing the number of foreign students means more money as international students pay higher tuition fees. Studies have indicated that a majority of students who aspire to study abroad hail from Tier-2 and Tier-3 cities. The progress of the upper middle class in India can mean an increase in the migration of Indian students abroad. Understandably, American universities as well as other foreign institutions are making a beeline at Indian schools and colleges, organizing workshops and fairs to attract students.

The Central government over the last few years has established several new IITs and IIMs across the country. Private engineering, medical, and management colleges also continue to proliferate. Yet, India Inc. is witnessing a visible shortfall of employable, productive professionals. Meanwhile, several upper-middle-class families have come to believe that the ordeal associated with the competitive exam system in India is not worth the effort. Hence, those who can afford to do so prefer sending their kids abroad.

schools to contact students who have to appear for the CBSE supplementary examination, the board stated. CBSE supplementary examination for both Classes 10, 12 will begin from July 15.

As per the schedule released, for Class 12, the supplementary exam for all the subjects will held on a single day, i.e. July 15, while the Board will announce the date sheet for Class 10 supplementary exam.

Again, it is important for the schools to inform that candidates

if declared pass in Class 10 can improve their performance in the two subjects while for Class 12, it is just one subject. Maximum of three chances are available for a students to pass an examination if placed in the compartment category in the examination.

There are 80 subjects in Class 12 where students can apply for supplementary examination while for Class 10, it is 32 subjects. For the CBSE supplementary exam,

Indian students are “worried” as violence grips Kyrgyzstan



■ **EJ** - Agency

Despite the Indian Embassy in Kyrgyzstan assuring normalcy for students days after reports of mob violence against international students and workers, many remain in fear of prolonged attacks in the country.

“The situation in and around Bishkek is normal and stable today. Flights to India are operational. The Embassy is in contact with medical universities in Kyrgyzstan to address the concerns of Indian students. They can reach out to the Embassy for any assistance,” said the Indian Embassy in Bishkek on X (formerly Twitter) on May 23.

“The fight between the locals and students led to the former arriving at our hostels in droves. The students fought them back, videos of which went viral on social media. This led to thousands of locals coming out on the streets of Bishkek on the night of May 17, alleging little to no action against the overseas students involved in the fight.

“The locals entered dorms and hostels housing international students around Bishkek and attacked many of them, leaving them injured,” said Vishnu Rao, an Indian student who is in his final year of MBBS at the International School of Medicine (ISM). Students told that the violence continued over the next few days, as they alleged physical and verbal abuse by locals on the streets, near the airport, and also while buying food or groceries.

“The violence didn’t just happen

in Bishkek but also spread to cities such as Kant and Osh,” said another Indian medical student, who didn’t wish to be named. “Some of us are staying put in hostels; others are residing with their friends in apartments, as we are all scared of any continued attacks,” added the student.

Kyrgyzstan has become increasingly popular among Indian and South Asian students in recent years, with tuition fees for medicine studies in their home countries being expensive, coupled with the limited number of seats available for admission.

As per official government data, over 17,000 Indian students pursue higher education in the landlocked nation. With students from India making up a significant chunk of international students, politicians in the country have also raised concerns over the recent mob violence.

“I have written a letter to express distress over the current situation of Indian students in Kyrgyzstan and to urge the MEA to make all efforts possible to bring the students back home safely. More than demands, it is a cry of students’ parents that they return home safely,” said Satyaajet Tambe, a member of the Legislative Council in the West Indian state of Maharashtra.

“There are more than 500 students from districts across Maharashtra studying in Kyrgyzstan who come from humble backgrounds. As per multiple sources, the students are scared and disturbed mentally. They cannot

move out of their hostels or respective houses,” Tambe said.

Though the situation has been comparatively calmer in recent days, classes will be conducted in an online mode as a precaution.

“No untoward incident has been reported in Bishkek during the past few days. There are no restrictions on the movement of transport or people. However, as a measure of precaution, the classes are being conducted in an online mode,” read the official statement by the Indian Embassy.

Moreover, the Indian Ambassador to Kyrgyzstan, Arun Kumar Chatterjee, and Embassy officials paid a visit to Jalal-Abad State University, ISM, International Medical University, Eurasian Medical University, Royal Metropolitan University, and Avicenna University over the past week to interact with the students and address their woes.

According to Kyrgyz news outlet 24.kg, 29 individuals suffered injuries from the mob attacks, as per data released by the Kyrgyz Health Ministry. The Kyrgyz police have detained several people for the attacks on international students and migrants, the media outfit said.

Kyrgyzstan’s president, Sadyr Japarov, slammed the mob attacks in a public statement, highlighting the valuable contributions of international students and workers to the country’s economy.



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