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China issues US study abroad warning



EJ News - Agency
China's Ministry of Education issued the first study abroad alert for 2025. According to the ministry, the state of Ohio in US has recently passed a bill on higher education that contains negative clauses related to China and imposes restrictions on educational exchanges and cooperation between colleges and universities in China and the US.

The Ministry of Education reminds all students to make a good security risk assessment and enhance their awareness of precaution when choosing to study in the relevant states in the US in the near future.

Meanwhile, China's Ministry of Culture and Tourism on Wednesday also issued a risk alert for Chinese tourists traveling to the

US, citing the recent deterioration in China-US economic and trade relations as well as the domestic security situation in the US.

The Customs Tariff Commission of China's State Council announced Wednesday that China will raise additional tariffs for imported goods originating in the US to 84 percent from 34 percent from April 10.

On April 8, the US further increased the so-called "reciprocal tariffs" on Chinese products exported to the US to 84 percent from 34 percent. The US escalation of tariffs against China is a mistake on top of a mistake; it seriously infringes upon China's legitimate rights and interests and gravely undermines the rules-based multilateral trading system, said the commission.

Furthermore, if tariffs create a low-growth economic environment in China, it is likely that Chinese families will continue to be sensitive to return on investment and career outcomes, applying to more universities across multiple destinations.

Meanwhile, despite student visa revocations sparking global outrage and postgraduate interest in the US plummeting by 40%, F-1 visa issuance to Chinese students currently remains somewhat stable.

While other large markets such as India and Nigeria are trending downward, F-1 visa issuance to Chinese students dropped by just over 5% over the past year, with 1,117 visas issued to Chinese students in February 2025, according to the State Department.

NTA 'lapses' in NEET-UG 2024: SC closes case as Centre assures to implement panel suggestions

EJ News - New Delhi
The Supreme Court Monday closed a matter over the functioning of the National Testing Agency (NTA) in holding last year's NEET-UG after the Centre was assured of implementing exam reforms suggested by its expert panel.



A bench comprising Justices P S Narasimha and Joymalya Bagchi took note of the Centre's compliance reports on the issue and the submissions of its solicitor general, Tushar Mehta, as it disposed of the plea.

Mehta said the Centre had accepted all the suggestions of the seven-member panel, except one, NTA conducting online NEET exams- for the time being.

"Over 26 lakh students take up NEET across India, and the government will have to ascertain the availability of internet and computers... this will take some time," he said, "but the report (of the expert panel) has been accepted".

Nothing survived in the case, and it can be disposed of, Mehta added.

The bench noted the submissions and the developments, saying no further order was required.

The top court August 2, last year, refused to annul the contentious NEET-UG of 2024, saying there was no sufficient material on record to indicate a systemic leak or malpractice compromising the integrity of the examination.

It had expanded the remit of the seven-member expert panel, headed by former Indian Space Research Organisation (ISRO) chief K Radhakrishnan, to review NTA's functioning and recommend exam reforms to make the NEET-UG (National Eligibility cum Entrance Test Undergraduate), transparent and free from malpractices.

January 2, Mehta said the Centre-appointed committee filed its report and assured that the government would implement all of the panel's recommendations.

October 21 last year, the top court extended the time granted to the Centre-appointed expert panel to file its report on exam reforms.

The NEET-UG is conducted by the NTA for admission to undergraduate medical programs.

While expanding the scope of the expert panel, the top court had flagged multiple lapses on the part of NTA like the security breach at an examination centre in Jharkhand's Hazaribagh where the rear door of the strongroom

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Indian Readers	Global Readers	Figures in Million's
Qtr. Ended Dec. 2024	Qtr. Ended March 2025	Groth %
5.39	5.64	+4.7%
3.26	3.71	+13.9%

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The Use of AI in a Pedagogical Environment

Introduction

Artificial Intelligence has transformed numerous industries, and education is no exception. It is a powerful and valuable tool for educators as it enhances teaching efficiency by automating clerical tasks, allowing educators to focus on meaningful feedback and student interaction. In a pedagogical environment, AI supports personalized learning, streamlines administrative duties, and fosters student engagement. As an experienced educator involved in international projects and EFL teaching, I have explored AI tools to improve language acquisition, assessment, and collaboration. This article provides insights into AI's role in education, along with examples from my classroom practice.

AI for Personalized Learning

One of the most significant advantages of AI in education is the ability to tailor learning experiences to individual students. Adaptive learning platforms, such as Duolingo and ChatGPT, adjust content difficulty based on students' responses, ensuring they receive appropriate challenges. Additionally, AI-powered tools like Grammarly and Socratic by Google don't just highlight errors but offer step-by-step explanations and suggest context-sensitive corrections, supporting independent learning and helping students improve their writing skills progressively. Quizlet uses AI-powered study modes to help students memorize vocabulary and key concepts.

In my EFL classroom, I have used AI-driven vocabulary quizzes, such as Kahoot! and Quizizz. These popular tools cre-

ate engaging, interactive quizzes, and AI analyzes quiz results to recommend additional learning resources based on individual needs.

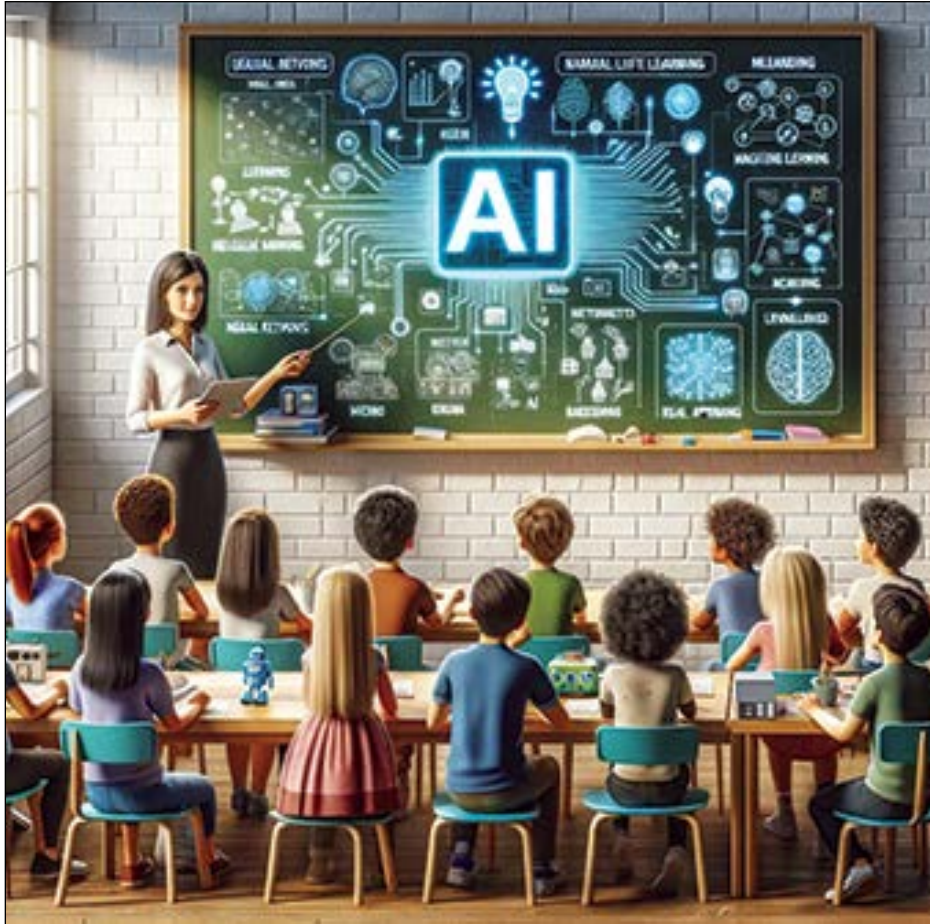
Additionally, AI-generated feedback on writing assignments helps students recognize

ing immediate, formative feedback through automated assessments.

AI-driven assessment tools provide instant feedback, enabling students to identify and correct their mistakes in real-time. For instance, I have utilized automated essay-scoring platforms, like Turnitin which

which provided pronunciation corrections and suggestions. These tools increase student confidence and reduce the fear of making mistakes in a traditional classroom setting.

Furthermore, I have utilized NaturalReader, a user-friendly plat-



patterns in their errors and refine their skills in a supportive manner.

AI in Language Teaching and Assessment

Building on the personalized learning experience, AI also plays a crucial role in provid-

offers immediate, formative feedback, suggestions for improving clarity and argument strength and provide a score for the essay, with feedback on specific areas.

During a recent project, my students practiced speaking skills using AI-powered voice assistants,

form that converts text to speech and offers multiple voice and language options, plus can adjust the reading speed and voice pitch.

AI in Collaborative Learning and International Projects

Collaboration is essential in



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modern education, especially in international projects such as Erasmus+. AI-powered translation tools, such as Google Translate, have facilitated communication between students from different linguistic backgrounds. In a recent eTwinning project, my students used AI-driven virtual exchange platforms to connect with peers across Europe, such as Flipgrid, an interactive video platform that allows students to share videos, engage with peers, and collaborate on tasks remotely. It uses AI to help analyze responses, provide feedback on communication skills, and even suggest ways to improve video presentations. Such tools enabled them to share ideas, develop intercultural competencies, and engage in meaningful discussions despite language barriers and foster a global learning community.

AI for Teacher Support and Administrative Efficiency

In addition to enhancing student learning, AI also plays a crucial role in supporting teachers with administrative duties, allowing more time for personalized instruction. Automated grading systems, attendance tracking, and lesson planning tools have streamlined my workload, enabling me to focus on interactive

and student-centered activities. AI-powered chatbots also serve as teaching assistants, answering students' common queries and guiding them through learning materials.

Ethical Considerations and Challenges

Despite its benefits, AI in education poses challenges, including data privacy concerns, academic dishonesty, over-reliance on technology, and the risk of diminishing human interaction. To address data privacy concerns, it is essential for educators and institutions to choose AI tools that comply with privacy regulations such as GDPR. Furthermore, balancing AI use with face-to-face interaction will prevent students from becoming overly dependent on technology and potentially lose valuable interpersonal communication skills.

It is crucial to implement AI tools ethically, ensuring student data security and maintaining a balanced approach where technology supplements rather than replaces traditional teaching methods.

Conclusion

AI has immense potential to revolutionize education by personalizing learning, enhancing collaboration, and supporting educators. My experience integrating AI into EFL teaching and international projects demonstrates its ability to engage students, improve language skills, and create a dynamic learning environment. However, educators must use AI thoughtfully, prioritizing student needs and maintaining the essential human connection in teaching. As AI continues to evolve, embracing its possibilities, while being mindful of its limitations, will be key to fostering a successful pedagogical environment.

Locked In, Learning Out: How Escape Rooms Are Breaking the Code for Engagement in the Classroom

Forget the drone of lectures and the dust-bunny-laden textbooks. Imagine this: the clock is ticking, hieroglyphs swirl on a projected wall, and your team is frantically piecing together clues – a forgotten pharaoh's riddle, a hidden lever, a desperate race against a sandstorm of knowledge. Welcome to the Escape Room Classroom, where learning isn't just a task, it's a thrilling, adrenaline-pumping adventure.

We've all seen the escape room craze sweep the nation, but now, this immersive, puzzle-solving phenomenon is infiltrating our schools, transforming education from a passive experience to a full-blown mental workout. Teachers are ditching the traditional "chalk and talk" for intricate narratives, coded messages, and challenges that demand collaboration and quick thinking.

Why the Hype? Because Learning Shouldn't Be a Snooze-Fest.

Let's face it: traditional classrooms can sometimes feel like a slow-motion documentary on the history of boredom. Escape rooms, on the other hand, ignite a fire in students. They're not just memorizing dates; they're deciphering ancient maps to navigate the French Revolution.



They're not just solving equations; they're disarming a virtual bomb threatening to derail a space mission.

• **Brain Boost:** Forget rote learning. Escape rooms force students to think critically, analyze information, and strategize under pressure. It's like a mental gym, building cognitive muscles they didn't even know they had.

• **Team Triumph:** In these locked-room scenarios, no one survives alone. Students

learn to communicate, delegate, and rely on each other's strengths. It's a crash course in teamwork, disguised as a heart-pounding adventure.

• **Engagement Overload:** The immersive nature of escape rooms creates a sense of urgency and excitement that traditional lessons can't match. Students are so engrossed in the experience that they don't even realize they're learning.

• **Real-World Skills, Real-World Fun:** Escape rooms simulate real-world problem-solving, teach-

ing students how to apply their knowledge in practical, engaging ways.

From Ancient Egypt to Quantum Physics: The Escape Room Revolution

The beauty of the Escape Room Classroom lies in its versatility. It can be adapted to any subject, transforming even the most daunting topics into captivating challenges.

• **History Comes Alive:** Imagine navigating the treacherous wa-



Ana Kobuladze
Educationist
Kutaissi-Georgia

ters of the Silk Road, deciphering coded messages from spies during World War II, or unraveling the mysteries of the Mayan civilization.

• **Science Gets Supercharged:** Students can conduct virtual experiments, solve complex scientific puzzles, and even design their own escape rooms to test their peers' knowledge.

• **Math Made Magical:** Forget worksheets. Escape rooms transform math into a thrilling game, where students must crack codes, solve riddles, and use their mathematical skills to escape.

• **Literature Leaps Off the Page:** Students can step into the shoes of their favorite characters, decipher hidden meanings in classic novels, and even write their own escape room narratives.

The Digital Escape: Learn-

ing Without Limits

Thanks to technology, escape rooms are no longer confined to physical spaces. Virtual escape rooms allow teachers to create immersive learning experiences that can be accessed from anywhere, anytime. This opens up a world of possibilities for remote learning and personalized education.



The Escape Artist Within Us All

The Escape Room Classroom isn't just a trend; it's a paradigm shift. It's a testament to the power of immersive learning and the human desire to solve puzzles and overcome challenges. It's a reminder that learning can be fun, engaging, and downright thrilling. So, are you ready to unlock your potential and escape the ordinary? The adventure awaits.

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The task force on student suicides appointed by the SC has established a portal for data collection



■ **EJ News - New Delhi**

The Supreme Court-appointed National Task Force (NTF) on the mental health concerns of students and the prevention of suicides in Higher Educational Institutions (HEIs), in its second meeting, discussed developing a portal for data collection.

The NTF meeting, which was held under the Chairmanship of Justice S. Ravindra Bhat, a former SC judge, also discussed the existing regulations and guidelines.

“During the meeting, actions taken so far were reported and discussed in detail. Agenda points included developing a portal/website for data collection; reports and regulations/guidelines; dissemination of questionnaires; gathering support from different sectors; onboarding of officers from DoSEL and MoHFW; coordination with institutions and NIEPA, among others,” said a statement from the Union Education Ministry.

The meeting, which was held on April 12, had disability rights advocates, psychologists, and professors as its members.

In the meeting, the task force also

decided to form three working groups, each responsible for a different task.

“The progress of working groups so far was discussed. This includes compiling and reviewing previous reports, examining existing laws and regulations, and developing a methodology for designing questionnaires,” said the statement.

On March 24, the Supreme Court issued significant directions concerning the prevention of student suicides in higher education institutions.

The judgment underscored the urgent need for comprehensive measures to address mental health concerns among students.

The apex court also constituted a National Task Force under the chairmanship of Justice Bhat, along with other experts from various domains as members, to discuss and deliberate on issues related to mental health concerns among students, the prevention of suicides in educational institutions, and to recommend preventive measures.

The key areas of focus include identifying predominant causes leading to student suicides, such as academic pressure, discrimination, financial burdens, and the stigma surrounding mental health; analysing the effectiveness of existing student welfare and mental health regulations/policies; and proposing reforms to strengthen institutional frameworks and create a supportive academic environment.

The members include Dr Alok Sarin, Consultant Psychiatrist, Sitaram Bhatia Institute of Science and Research, New Delhi; Prof. Mary E. John (retired), Former Director, Centre for Women’s Development Studies, New Delhi; Arman Ali, Executive Director, National Centre for Promotion of Employment for Disabled People; Prof. Rajendar Kachroo, Founder, Aman Satya Kachroo Trust; Dr Aqsa Shaikh, Professor of the Department of Community Medicine in Hamdard Institute of Medical Sciences and Research, New Delhi; Dr Seema Mehrotra, Professor of Clinical Psychology, NIMHANS; Prof. Virginius Xaxa, Visiting Professor at the Institute for Human Development (IHD), New Delhi; Dr Nidhi S. Sabharwal, Associate Professor, Centre for Policy Research in Higher Education, National University of Educational Planning and Administration, New Delhi; and Aparna Bhat, Senior Advocate (as amicus curiae).

The Task Force’s ex-officio members include Dr Vineet Joshi, Secretary of the Department of Higher Education, Ministry of Education; Amit

Admissions begin for BSc in Data Science and AI at IIT Guwahati

■ **EJ - New Delhi**

IIT Guwahati has invited applications from interested candidates for its BSc (Hons) in Data Science and AI. The four-year Bachelors of Science (Hons) in Data Science and Artificial Intelligence programme will be offered by the Mehta Family School of Data Science and Artificial Intelligence. The course is designed to equip students with cutting-edge skills in AI and Data Science, providing industry-aligned learning, global exposure, and flexible exit options.

The registrations for the course started on April 14, 2025 and will close on May 30, 2025. The programme will begin on September 1, 2025. For more information and application submission, applicants can visit official website: www.iitg.ac.in/oes/odp/

Programme allows multiple entry-exit

The programme will also allow students to take an exit at different stages with recognised certifications. Those who exit the course after first year are awarded with an Advanced Certificate in DS and AI. Applicants who pursue two-year course are eligible for a Diploma in DS and AI, those who complete the three-year course are eligible for BSc Degree in DS and AI. After the completion of four-year course, candidates are eligible for BSc (Honours) Degree in DS and AI.

Students who exit at Certificate, Diploma, or BSc degree stage can rejoin after a one-year gap to continue their education. The program is designed for a diverse range of learners, including high school graduates from both science and non-science backgrounds who wish to pursue a dual degree



or earn a second degree from a premier institute. It is also ideal for working professionals and entrepreneurs seeking to upskill in AI and Data Science, as well as individuals looking to transition into new careers or expand their expertise in high-demand fields.

Class 12 or equivalent with minimum 60 per cent marks (aggregate) from a recognised

Trump administration freezes \$2.2 billion in grants to Harvard over campus activism



■ **EJ News - Agency**

The federal government says it’s freezing more than \$2.2 billion in grants and contracts to Harvard University, since the institution said Monday it won’t comply with the Trump administration’s demands to limit activism on campus. In a letter to Harvard last Friday, the administration called for broad government and leadership reforms, a requirement that Harvard institute what it calls “merit-based” admissions and hiring policies as well as conduct an audit of the study body, faculty and leadership on their views about diversity.

The demands, which are an update from an earlier letter, also call for a ban on face masks — which appeared to target pro-Palestinian protesters. They also pressure the university to stop recognizing or funding “any student group or club that endorses or promotes criminal activity, illegal violence, or illegal harassment.” Harvard President Alan Garber, in a letter to the Harvard community Monday, said the demands violated the university’s First Amendment rights and “exceeds the statutory limits of the government’s authority under Title VI,” which prohibits discrimination against students based on their race, colour or national origin.

“No government — regardless of which party is in power — should dictate what private universities can teach, whom they

• **The Harvard funding freeze came after the university said it would not comply with the Trump administration’s demands regarding campus governance.**

• **Harvard President Alan Garber said the demands violated the university’s First Amendment rights.**

can admit and hire, and which areas of study and inquiry they can pursue,” Garber wrote, adding that the university had taken extensive reforms to address antisemitism.

“These ends will not be achieved by assertions of power, unmoored from the law, to control teaching and learning at Harvard and to dictate how we operate,” he wrote. “The work of addressing our shortcomings, fulfilling our commitments, and embodying our values is ours to define and undertake as a community.” The demands of Harvard are part of a broader push of using taxpayer dollars to pressure major academic institutions to comply with President Donald Trump’s political agenda and to influence campus policy. The administration has also argued that universities allowed what it considered to be antisemitism to go unchecked at campus protests last year against Israel’s war in Gaza; the schools deny it.

Harvard is one of several Ivy League schools targeted in a pressure campaign by the administration, which also has paused federal funding for the University of Pennsylvania, Brown, and Princeton to force compliance with its agenda. Harvard’s de-

mand letter is similar to the one that prompted changes at Columbia University under the threat of billions of dollars in cuts.

The demands from the Trump administration prompted a group of alumni to write to university leaders calling for it to “legally contest and refuse to comply with unlawful demands that threaten academic freedom and university self-governance.” “Harvard stood up today for the integrity, values, and freedoms that serve as the foundation of higher education,” said Anurima Bhargava, one of the alumni behind the letter.

“Harvard reminded the world that learning, innovation and transformative growth will not yield to bullying and authoritarian whims.” It also sparked a protest over the weekend from members of the Harvard community and from residents of Cambridge and a lawsuit from the American Association of University Professors on Friday challenging the cuts.

In their lawsuit, plaintiffs argue that the Trump administration has failed to follow steps required under Title VI before it starts cutting funds, and giving notice of the cuts to both the university and Congress.

board or university

Mathematics as a compulsory subject in Class 12 or equivalent

Direct admission for candidates who were eligible for JEE (Advanced) in any year

Other candidates must pass an online qualifier test (a preparatory online course is available to help students prepare)



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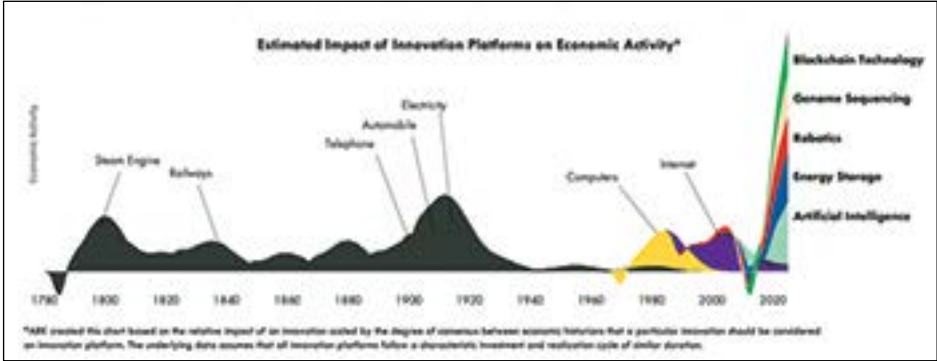
open-minded and eager to learn. The goal should always be to understand how systems work and how you can use your skills to contribute to and transform those systems. By exposing yourself to different ways of thinking, you'll be able to develop creative solutions that may be outside the box. This broad exposure will play a significant role in shaping your approach



For a Better World: The Role of Higher Education in Transformative Change”...

Challenges:

- **Funding Limitations:** Despite their critical role, universities often face budget constraints. Securing funding for SDG-focused projects requires consistent effort, lobbying, and innovative financing models.
- **Complex Stakeholder Dynamics:** Universities must navigate differing interests among students, governments, corporations, and NGOs. Aligning these often-competing priorities can be an uphill battle.
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among students, governments, corporations, and NGOs. Aligning these often-competing priorities can be an uphill battle.

Opportunities:

- **Digital Transformation:** Technologies such as machine learning and blockchain can revolutionize SDG-focused research. For instance:

- Predictive analytics can optimize resource allocation in disaster relief.
- Blockchain can enhance transparency in fair-trade supply chains.
- **Student Activism:** Students are increasingly becoming agents of change, driving sustainability initiatives within and beyond campuses. From advocating for divestment in fossil fuels to organizing climate marches, their activism amplifies the university's role as a sustainability hub.

The future of Innovation in Universities and HEIs through Artificial Intelligence (AI)

An exciting and dynamic frontier, for the Universities and the HEIs will shape how humanity engages with technology, society, and global challenges. An exploration of the future potential and implications of AI across various sectors

1. AI in Future Technologies

- **Autonomous Systems:** AI will continue driving advancements in autonomous vehicles, drones, and robotics. Self-driving cars, for instance, will likely become a norm, reducing traffic accidents and optimizing urban transportation systems.
- **Generative AI:** The rise of models capable of generating text, images, music, and even video content will revolutionize creative industries, education, and communication.
- **Quantum AI:** Integration with quantum computing will exponentially increase AI's processing capabilities, enabling solutions to previously unsolvable problems in fields like drug discovery, climate modeling, and cryptography.

2. AI in Healthcare

- **Personalized Medicine:** AI will enable the design of individualized treatment plans based on a patient's genetic profile, lifestyle, and health history, making healthcare more precise and effective.
- **Predictive Healthcare:** AI-

driven analytics will play a vital role in predicting disease outbreaks, tracking pandemics, and identifying at-risk populations before issues escalate.

- **Enhanced Diagnostics:** Future AI systems will refine their ability to analyze medical imaging, such as MRIs or CT scans, improving early detection of diseases and reducing diagnostic errors.

3. AI in Climate and Environmental Action

- **Climate Adaptation:** AI models will help governments and organizations predict and prepare for

climate-related events, from rising sea levels to extreme weather patterns.

- **Sustainability Optimization:** AI technologies will optimize the management of energy resources, improve recycling processes, and help design sustainable cities through smart grids and efficient transportation systems.

- **Biodiversity Monitoring:** AI-powered drones and remote sensors will monitor ecosystems, track endangered species, and identify areas requiring urgent conservation efforts.

4. AI in Work and Society

- **Workforce Transformation:** AI will automate repetitive tasks across industries, enabling humans to focus on roles requiring creativity, critical thinking, and emotional intelligence. While this will create new job opportunities, it will also necessitate reskilling efforts to bridge the gap.

- **Global Collaboration:** AI tools for translation, communication, and virtual collaboration will bring together diverse cultures and disciplines, fostering a more interconnected and cooperative global society.

- **Social Good:** In areas such as poverty alleviation and education, AI-powered solutions can provide personalized learning platforms, microloans, and predictive social welfare initiatives.

5. Ethical and Regulatory Challenges

- **Ethical AI Development:** The ethical governance of AI will become increasingly crucial as its influence grows. Future AI systems will need to prioritize fairness, transparency, and accountability to prevent bias and misuse.

- **Global Regulations:** Governments and international bodies will focus on harmonizing AI regulations to ensure responsible innovation while fostering global competitiveness.

- **AI Safety:** Future developments will include robust safeguards to ensure AI systems remain under human oversight, particularly in high-stakes areas like military applications.

6. AI in Space Exploration

- **Autonomous Exploration:** AI will enable autonomous spacecraft to explore distant planets, analyze their conditions, and send meaningful insights back to Earth, accelerating space discovery.

- **Terraforming and Resource**

Utilization: AI systems may play a role in conceptualizing and implementing strategies for terraforming planets like Mars and utilizing extraterrestrial resources sustainably.

7. AI and Human-AI Collaboration

- **Augmented Intelligence:** AI will increasingly serve as a partner to human intelligence, amplifying our abilities rather than replacing them. This collaboration could unlock new frontiers in creativity, decision-making, and problem-solving.

- **Human-Centered AI:** Future AI systems will focus on enhancing human well-being, with applications designed to complement human values and emotional needs.

8. Emerging Innovations and Theoretical Advances

- **Artificial General Intelligence (AGI):** Progress in AGI—where machines achieve human-like cognitive abilities—will redefine relationships between humans and technology, prompting ethical discussions and societal adaptation.

- **Neuro-Symbolic AI:** Combining neural networks with symbolic reasoning could lead to AI systems that are both intuitive and explainable, addressing current limitations in interpretability.

- **AI and the Brain:** Research into brain-computer interfaces (BCIs) may integrate AI with the human brain, enabling enhanced cognitive functions and new ways of interacting with the digital world.

9. AI for Global Equity

- **Bridging the Digital Divide:** AI systems will work to close the gap in digital literacy and technology access, empowering underserved communities worldwide.

- **Equitable Access:** Future advancements in AI will focus on democratizing access to healthcare, education, and economic opportunities, ensuring no one is left behind in the digital transformation.

Experts predict the Internet will become 'like electricity'—less visible, yet more deeply embedded in people's lives for good and ill

The future of AI holds immense promise, offering transformative possibilities across all sectors of society. From healthcare and education to space exploration and sustainability, AI has the potential to create a more equitable, efficient, and resilient world. However, this potential must be carefully managed with robust ethical guidelines, transparent governance, and inclusive innovation strategies to ensure it benefits humanity as a whole.

Conclusion

Higher education institutions are change agents of soci-

He is a recipient of Hiroshima Peace Award in 2016, Presidential Award, Republic of India (2003) Professor (Dr) Anoop Swarup has over 40 years of distinguished professional experience in diverse roles as futurist, educationist, poet, peace activist, life scientist, social entrepreneur; and as civil servant with the Indian Civil Service (IRS:85) in senior roles. He was appointed as United Nations Representative with the UNSC at New York by UN Secretary General Ban ki Moon in 2007.

He is honored with several distinctions such as the Highest Award of Recognition by Soka University, Tokyo in 2016, Honorary Doctorate by George Washington University of Peace, Fellow of Royal Society of Arts, London (FRSA), a Global Environment Outlook Reviewer with the Intergovernmental Panel on Climate Change, (UNEP) that was awarded the Nobel Peace Prize in 2007, was awarded Amrita Devi Bishnoi Medal in 2013, Citation by the Zoological Society of India in Environmental Sciences and UNESCAP Hon'ble Mention. He is Member of International Institute of Strategic Studies, (IISS), London, Indian Institute of Public Administration (IIPA), All India Management Association (AIMA).

An alumnus of Universities in India and Australia, he holds a Doctorate and four distinguished Masters with First Positions and University Gold Medals in diverse fields that include Management, Finance, Defense & Strategy and Life Sciences. He has been a Fulbright Visitor to United States (2004), Mahatma Gandhi National Fellow (2002), Ausaid Fellow (2001), re-



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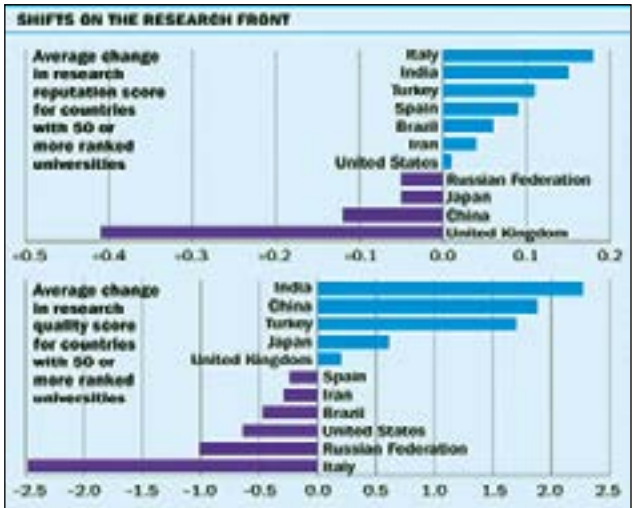
ipient of NCERT's National Science Talent Scholarship (1971), UGC's JRF (1980), CSIR's SRF (1981),

He is the Founding Vice Chancellor of Jagran Lakecity University, 2012 to date, Vice Chancellor of Shobhit University (2008) also being the Chairperson, Governing Council of 'Centre for Global Nonkilling' (CGNK), Hawaii since 2015, Founder, 'Global Knowledge Alliance' (GKA) in 2014, Chair, Centre for Pavement Excellence (CPEAP) at RMIT University, since 2015 and Co-Founder 'Nextomics' (2015) at Melbourne, Australia. He has also been the Founder Trustee of 'Indian Council of Gandhian Studies' (ICGS) in 2001, Chairman, Melbourne School of Knowledge Management (MSKM) in 2006 and Human Dignity and Humiliation Studies (HDHS) in 2011. He founded 'Sambhav' Trust for de addiction in 2008, 'Sambhavami' not for profit society to promote micro enterprises in 1992 and conceptualized the 'National

Reconstruction Corps' in 1998, 'UNDP-NYKS Poverty Alleviation Awards' in 1999 and the 'Millennium Youth Parliament' in 2000 that was presided by the Prime Minister.

He has been a speaker, resource person and a Visiting Professor with Universities and Institutions internationally such as Monash University, Australia, Lancaster University, UK, IISS Geneva, WTO and WCO Brussels, WIPO Washington DC, United Nations Development Program (UNEP), United Nations Environment Programme (UNEP), United Nations Fund for Population (UNFPA) and the United Nations Volunteers (UNV).

His several research papers have a cumulative citation of 2200, h index 21 and i10-index of 30 as per Google citations, Notable books are 'Aloha' and 'Arcadia' Book of Poems, 'Give Nonkilling a Chance', released by former President of India, 'Give Nonviolence a Chance' released by the former Prime Minister at India International Centre, New Delhi, 'Indian Civilization Through the Millennium', Bio Innovations and Entrepreneurship', 'The World of Money laundering, Commercial frauds & Financial Crimes' and 'Regional Economic Engagements & Free Trade Agreements' He is the Editor at Large of 'Jagran International Journal on Contemporary Research', Chief Editor of 'International Journal of Contemporary Research in Engineering and Technology' and Editor 'Nice Journal of Business', listed in Cabel's Directory, USA.



etal transformation, playing a critical role in addressing global challenges and fostering sustainable development. Through their contributions to education, research, and community engagement, HEIs have the potential to drive transformative change across various global regions. However, realizing this potential requires addressing the challenges faced by HEIs, including institutional resistance, limited resources, and the dominance of Western knowledge systems.

By fostering collaboration, promoting equity and inclusion, and leveraging innovative pedagogical approaches, higher education institutions can continue to play a central role in shaping a sustainable and inclusive future. The insights from the contexts provided highlight the importance of contextualized governance, active external col-

laboration, and the integration of sustainability into higher education practices. As the world continues to grapple with complex socio political challenges, the role of higher education in driving transformative change for a better world through innovation, invention and peace will remain indispensable.

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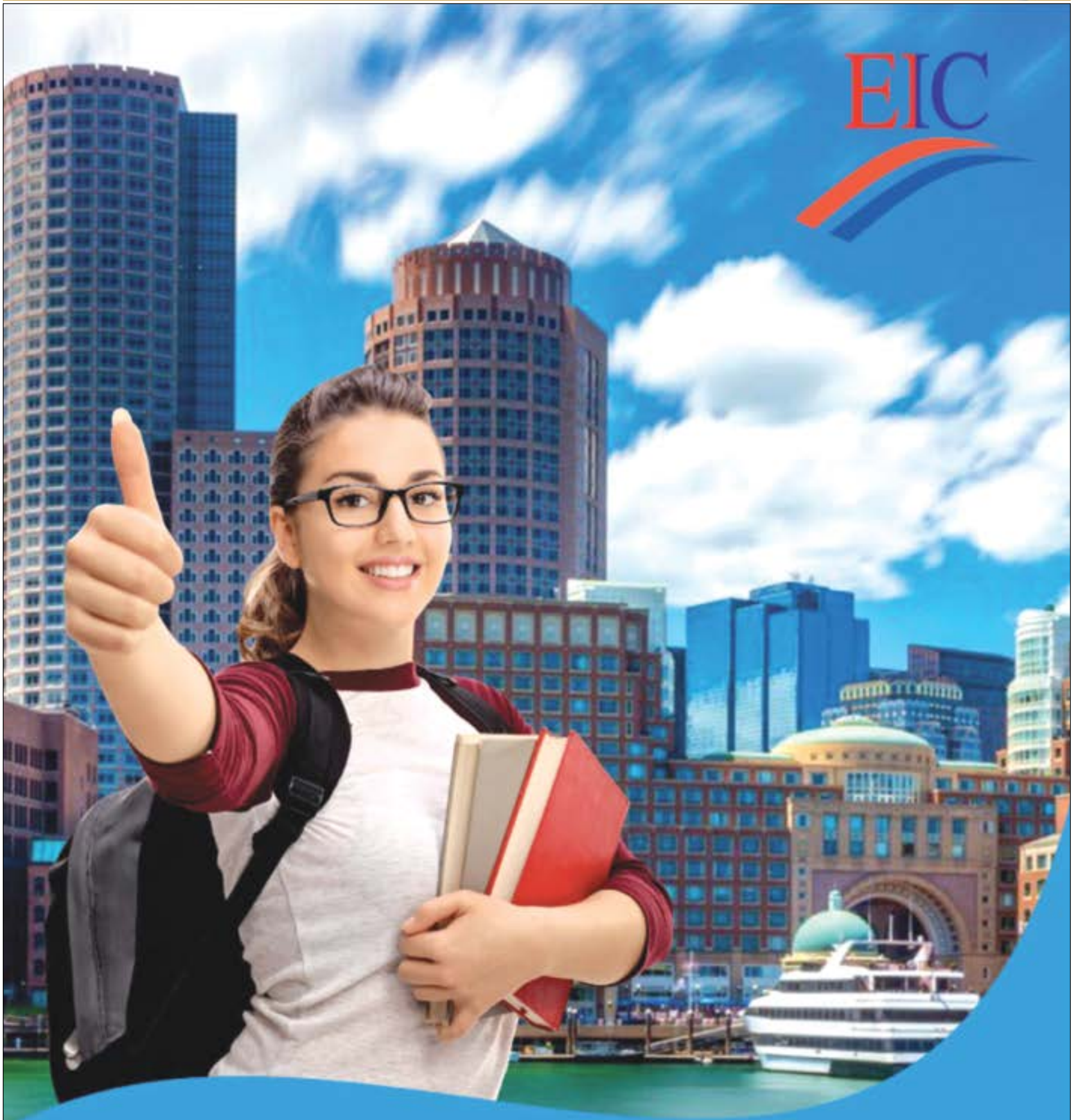
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