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INDIA

**International Column'**

*Nino Khamashuridze*
***Educationist***
***Ozurgeti* - Georgia**

I am Nino Khamashuridze, a leading English teacher from Georgia. I began my teaching career at the age of 27 in one of the regions of Georgia called Guria. Specifically, I started teaching at the public school in the village of Ghrmaghele, where I continue to work today. Shortly after starting my career, I realized that teaching was an area where I felt comfortable and enjoyed interacting with students and facing new teaching challenges. One thing that I am proud of is the excellent relationship I have with my students. In my opinion, teachers should be friendly with their students, as a positive relationship is a prerequisite for success. I also want to mention my relationship with my colleagues. We have a healthy, success-oriented communication style, and we always work together to achieve success. Teaching is a noble profession that requires a great deal of dedication, hard work, and skill. Effective teaching methods play a vital role in ensuring student success in the classroom. Here are some teaching methods that can help promote success in the classroom. The Georgian education system has undergone significant changes over the years, with the government focusing on improving the quality of education in the country. To achieve this, Georgian teachers have adopted vari***ous*** teaching methods that aim to promote success in the classroom. In this article, we will explore some of the teaching methods used in

>> Contd. p.4..

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# Civil Services Exam, Woman secure top four ranks, Ishita Kishore bags first spot

■ **EJ**- *New Delhi*

» **Garima Lohia, Uma Harathi N, and Smriti Mishra secured the second, third, and fourth ranks respectively in the examination, the results of which were declared**

» **This is the second year in a row that women candidates got the top three ranks in the prestigious exam**

Women once again bagged the top positions in the prestigious Civil Services 2022 exams announced by the Union Public Service Commission (UPSC.

Delhi University graduate Ishita Kishore secured the first spot. She was followed by Garima Lohia, Uma Harathi N, and Smriti Mishra, who secured the second, third, and fourth ranks, respectively.

Lohia and Mishra are also Delhi University graduates, while Harathi N is a BTech degree holder from IIT-Hyderabad.

This is the second successive year in which women candidates have dominated the civil service examinations. Last year, Shruti Sharma secured the No.1 rank. All the top three positions then too were secured by women.

Around 2,529 candidates qualified for the Personality Test of the examination. The interviews were concluded on May 18.

The commission said that as many as 933 candidates - 613 men and 320 women have qualified for the civil services examination 2022.

The top 25 candidates comprise 14 women and 11 men, it said.

As soon as the results were announced, an excited Ishita Kishore opened her Twitter account. Her first tweet was: "The best moment of my life. This is a big achievement for me and my family."

Tweeting that she credited her parents for her success, she said, "I was confident about qualifying for the UPSC exam but topping the merit list was a surprise. I want to serve the country by joining the Indian Administrative Services (IAS). I am so happy today."

She cleared the examination in political science, with international relations as her optional subject. She has graduated in Economics (Hons.) from Shri Ram College of Commerce, University of Delhi.

Lohia, who bagged the second position, is a graduate of commerce from Kirorimal College. Accountancy was her optional subject. Harathi N, a B.Tech in Civil Engineering from IIT, Hyderabad, stood third with anthropology as her optional subject. Mishra, who stood fourth, graduated from Miranda House College, DU. She had zoology as her optional subject.

The civil services examination is conducted annually in three stages preliminary, mains, and interview - by the UPSC to select officers of the Indian Administrative Service (IAS), Indian Foreign Service (IFS), and Indian Police Service (IPS), among others.

The educational qualifications of the top 25 candidates include degrees in engineering, humanities, science, commerce, and medicine from premier institutions of the country such as IIT, NIT, University of Delhi, Gujarat National Law University, Jadavpur University, and Jiwaji University among others, the UPSC said.

It added that the top 25 successful candidates have opted for subjects like Anthropology, Commerce & Accountancy, Economics, Electrical Engineering, Law, History, Mathematics, Political Science & International Relations, Philosophy, Sociology, and Zoology as their optional choice in the written (main) examination.

The recommended candidates include 41 Persons with Benchmark Disability (14 Orthopedically Handicapped, seven Visually Challenged, 12 Hearing Impaired & 8 Multiple Disabilities).

Out of the total qualified candidates this time, 345 are from the General Category, 99 from the Economically Weaker Section (EWS), 263 from Other Backward Classes (OBC), 154 from Scheduled Caste (SC), and 72 from Scheduled Tribe (ST).

It said 178 candidates had been put on the reserve list as well.

There were 1,022 vacancies reported by the Centre to be filled through the civil services examination.

The UPSC said it included 180 IAS officers, 38 IFS, 200 IPS, 473 in Group A central services, and 131 in Group B services.

The civil services preliminary examination 2022 was conducted on June 5 last year.

A total of 11,35,697 candidates applied for this examination, out of which 5,73,735 appeared.

A total of 13,090 candidates qualified for appearance in the written (main) examination, which was held in September 2022.

# These 2 ranks were claimed by 4 people

■ **EJ**- *New Delhi*

The result of the UPSC CSE 2022 exam came and there was a dispute regarding 2 ranks when 4 people claimed that they were given these ranks by UPSC. Ayesha Fatima and Ayesha Makrani of Madhya Pradesh claimed 184th rank. While the 44th rank was claimed by two boys named Tushar Kumar. These boys are residents of Bihar and Haryana. But now UPSC has cleared the matter. He has termed the claims of Ayesha Makrani and Tushar Kumar of Haryana as fake. And has stamped the success of Ayesha Fatima and Tushar Kumar of Bihar. The commission has issued a press release accusing Ayesha Makrani and Tushar Kumar of Haryana of making fake claims. The commission has also talked about taking criminal and disciplinary action against both.

Ayesha Fatima, a resident of Dewas in Madhya Pradesh, and Ayesha Makrani of Alirajpur. Both had talked about giving the UPSC 2022 exam on the same roll number. Both also showed the admit cards. But there were some differences in the admit cards of Ayesha Fatima and Ayesha Makrani. There was neither the QR code on Ayesha Makrani's admit card nor the date of the personality test held on April 25 correct? But Ayesha Makrani claimed that she was cheated. Ayesha Fatima, on the other hand, was confident about her claim of rank and her success in her exams.

Similarly, rank 44 was claimed by Tushar Kumar, a resident of Bhagalpur in Bihar, and Tushar Kumar, a resident of Rewari in Haryana. Both had given their roll numbers as the same. According to media reports, a complaint was also made to the police in Bihar. While Tushar Kumar of Haryana reached the UPSC headquarters in Delhi with his claim. Later the news came that his phone is switched off and his whereabouts are not known.

UPSC

## What did UPSC say?

The commission also told that Ayesha Makrani and Tushar Kumar of Haryana had given the UPSC pre-exam in the year 2022, but both had failed in the pre-exam. The commission further said that by doing so, Ayesha Makrani and Tushar Kumar have violated the rules and provisions of the Civil Services Exam 2022 notified by the Department of Personnel and Training, Government of India. Therefore, the Commission is considering taking criminal and disciplinary action against these two candidates who have committed fraud.

In the issued statement, it was also said that UPSC's exam system is foolproof and strong and such mistakes are not possible.

# NCERT drops references to Khalistan demand from a pol science textbook

■ **EJ**- *New Delhi*

The NCERT has dropped references to the demand for a separate Sikh nation Khalistan from the class 12 political science textbook following objections from the Shiromani Gurdwara Parbandhak Committee (SGPC), according to top education ministry officials.

The SGPC had last month alleged that the National Council of Educational Research and Training (NCERT) misrepresented historical details about Sikhs in its Class 12 political science textbook.

The Sikh body's objection pertained to the mention of the Anandpur Sahib resolution in the book "Politics In India Since Independence".

The dropped sentences are "the resolution was a plea for strengthening federalism but it could also be interpreted as a plea for a separate Sikh nation" and "the more extreme elements started advocating secession from India and the creation of 'Khalistan'". The statements have been rewritten as "the resolution was a plea for strengthening federalism."

"Representation from SGPC was received regarding withdrawing objectionable content against the Sikh community by misrepresenting Sri Anandpur Sahib resolution. A committee of experts was constituted by NCERT to examine the issue and the decision was taken based on the recommendations of the panel," said Sanjay Kumar, School Education Secretary, Ministry of Education.

"A corrigendum has been issued by NCERT. While the physical books for the new academic ses-

>> Contd. p.6..

# DU replaces the paper on Gandhi with Savarkar in BA (Hons) Political Science

■ **EJ**- *New Delhi*

Delhi University teachers said that the university has replaced a paper on Mahatma Gandhi in semester V of the BA (Hons) Political Science syllabus with one on Hindutva ideologue VD Savarkar.

The paper on Mahatma Gandhi will now be taught in semester VII, they said, adding this would mean students opting for a three-year graduation course instead of a four-year program will not study Gandhi.

A motion in this regard was passed at the Academic Council meeting. The move has drawn sharp flak from a section of teachers, who termed it a saffronisation of education and an attempt to compare Gandhi and Savarkar.

Now, the final call will be taken by the Executive Council, the highest decision-making body of DU.

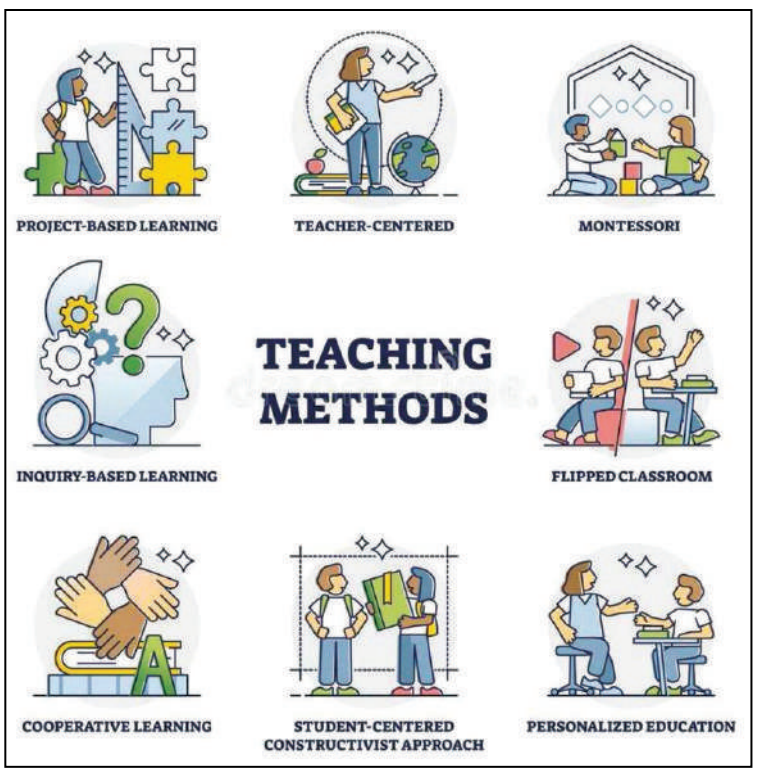
Alok Pandey, an Academic Council member who attended Friday's meeting, said, "Earlier, a paper on Gandhi was there in semester V, and in semester VI a paper on Ambedkar. Now, they have introduced a paper on Savarkar. We have no problem with the introduction of Savarkar but they have done it at the cost of Gandhi. They have moved the paper on Gandhi from semester V to VII." "It seems they are planning to remove the paper on Gandhi from studies as students who will opt for a three-year program will not study this paper," Pandey said.

Pandey, who was also a part of the standing committee where the proposal was discussed, said he agreed that they will teach about Gandhi in semester V, Savarkar in VI, and Ambedkar in VII as per their age chronology.

"I opposed the proposal in the standing committee and they

>> Contd. p.2..

# Interactive Teaching




Interactive teaching is a popular teaching method in Georgian classrooms. This teaching method encourages student participation and engagement during classroom sessions. Instead of a teacher lecturing to students, interactive teaching involves group discussions, debates, and question-and-answer sessions. This approach fosters critical thinking, creativity, and problem-solving skills. It also helps students develop effective communication skills, which are essential in their future careers.

### Differentiated Instruction

Differentiated instruction is another teaching method used in Georgian classrooms. This teaching approach recognizes that students have different learning needs and abilities. Therefore, it is essential to use various teaching methods to cater to the diverse needs of learners. Differentiated instruction involves adjusting the teaching style, content, and assessment methods to suit each student's learning style. This approach helps students to learn at their own pace and achieve their full potential.

### Project-Based Learning

Project-based learning is an innovative teaching method used in Georgian classrooms. This teaching approach involves students working on a project that requires them to apply knowledge and skills learned in the classroom to solve real-world problems. Project-based learning promotes critical thinking, collaboration, creativity, and problem-solving skills. It also helps students develop self-directed learning skills and provides opportunities for students to explore their interests and passions.

### Personalized Learning

Personalized learning is an approach to teaching that is gaining popularity in Georgian classrooms. This teaching method involves tailoring instruction to meet the unique needs of each student. Personalized learning involves using technology, such as learning management systems and educational apps, to deliver customized content, instruction, and assessment to each student. This approach allows students to learn at their own pace and provides them with a more engaging learning experience.

### Cooperative Learning

Cooperative learning is a teaching method that emphasizes teamwork, collaboration, and social interaction in the classroom. This approach involves dividing students into small groups, where they work together to achieve a common goal. Cooperative learning helps students develop social skills, such as communication, problem-solving, and conflict resolution. It also helps students build self-confidence and a sense of responsibility for their learning.

### Flipped Classroom

The flipped classroom is a teaching method that reverses the traditional classroom model. Instead of teachers delivering lectures in the classroom, students learn new content through online videos or other digital resources before coming to class. Class time is then used for group discussions, problem-solving, and other interactive activities. This approach allows students to learn at their own pace and provides more opportunities for students to engage with the material and their peers.

In conclusion, the Georgian education system has adopted various teaching methods to promote success in the classroom. Interactive teaching, differentiated instruction, project-based learning, personalized learning, cooperative learning, and the flipped classroom are some of the teaching methods used in Georgian classrooms. These teaching methods help students develop critical thinking, creativity, problem-solving, communication, and collaboration skills. By using these teaching methods, Georgian teachers can provide their students with a more engaging and personalized learning experience, which ultimately leads to academic success.

*Nino Khamashuridze*
***Educationist***
*Ozurgeti* - **Georgia**

***Georgian classrooms and how they contribute to students' success.***

## DU replaces..

agreed that the paper on Gandhi will not be removed from semester V…but now in the Academic Council, they brought the resolution which was not agreed in the standing committee meeting," he said.

Opposing the move, Rajesh Jha, a former member of the Executive Council, said students should be exposed to Gandhi in initial semesters to develop critical thinking.

"Gandhian ideas are inclusive and reflect the collective consciousness of our freedom struggle. His philosophy stands for good politics as well as good individuals. Hence, the students should be exposed to Gandhi in initial semesters to develop critical thinking," Jha said.

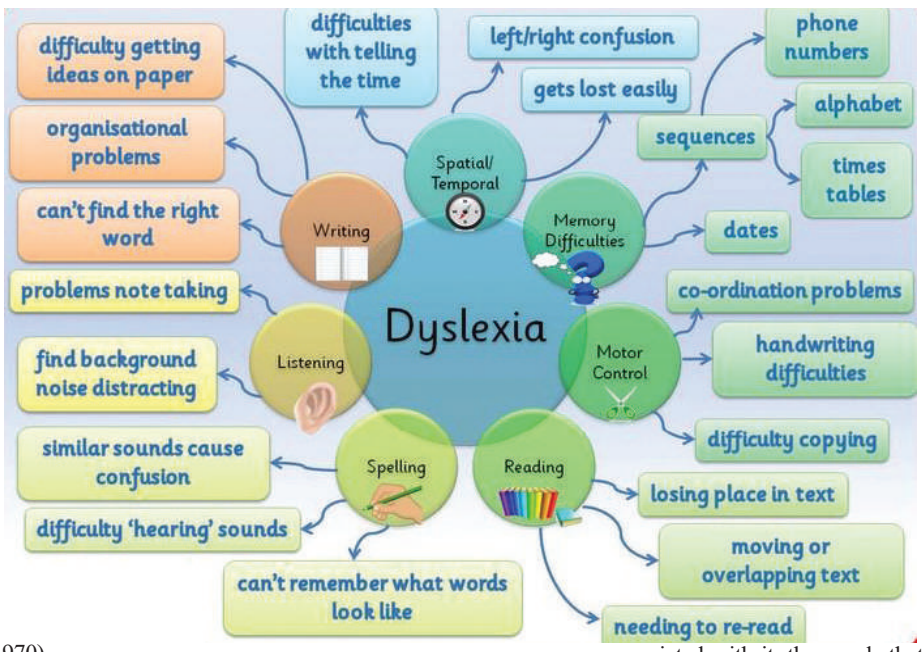
"Teaching Gandhi earlier than Savarkar would have prepared students to understand the latter's thought in a broader and more balanced perspective," he added.

'Understanding Gandhi' was a paper in semester V. The course aims to acquaint the students with the social and political thought of Gandhi.

"The course seeks to meet two essential objectives: one, to acquaint the students with the art of reading texts, to enable them to grasp its conceptual and argumentative structure, and to help them acquire the skills to locate the texts in a broader intellectual and socio-historical context," the course objective said.

The themes in Gandhian thought that are chosen for close reading are "particularly relevant to our times", it said.

# A psycholinguistic approach to dyslexia disorder




### Introduction

Psycholinguistics or psychology of language is the study of mental aspects of language and speech. This discipline investigates and describes psychological processes that make it possible for humans to master and use language. It is primarily concerned with how language is represented and processed in the brain. Psycholinguistic research investigates the cognitive processes, such as perception, memory, and thinking which are involved in the ordinary use of language, for instance, understanding a lecture, reading a book, writing a letter, and holding a conversation (Nordquist, 2019). In light of the forenamed, it suggests modern methods that enable kids with learning disabilities (LD) to perceive, store and reproduce information.

### *Why do some students do well and some struggle?*

Educators have always asked themselves this question. Up to the late 19th century, they connected low school progress to low IQ, but in 1896 W. Pringle Morgan (1896) proposed the term "developmental dyslexia" when he researched a teenager as "word-blind" due to his poor visual memory. (Morgan, 1896). Another term, "congenital word blindness," was used until the 1960s, when dyslexia was introduced to encompass developmental reading difficulties. Scientists used to claim that reading difficulties were caused by low intelligence. But in the 1970s, they found that dyslexia was characterized by unexpected reading difficulty in the face of an average or even high level of IQ. (Critchley, 1970).

The pedagogical impact on children and the correction of impaired functions are carried out in a complex. One of the priority tasks of remedial teachers is the adaptation of students with dyslexia and the construction of education in such a way as to activate the strengths of the child, i.e., help him use everything available ways of receiving information. Working memory and other techniques are practiced in Israeli schools for special education. (Beit Ekshtein, 2018).

### *Working memory and learning disabilities.*

Our working memory (WM), specifically short-term memory, helps us hold and use information. It is a cognitive process, which enables us to listen, remember, follow instructions, and formulate answers while being asked questions. It includes verbal and visual-spatial short-term memory stores. Verbal short-term memory holds information that can be expressed in numbers, words, and sentences. Visual-spatial short-term memory holds images, pictures, and information about location in space. It also has a component that helps us resist distractions and remain focused when engaged in a task (Smith-Spark, 2007).

"Motor learning, and classical conditioning of motor responses in particular, has been consistently linked to cerebellar function in humans" (Nicolson & Fawcett, 2008, p.125). The latter is based directly on the mainstream cognitive theory, which suggests automaticity as a major requirement for skilled performance. The process of automatization is slow in dyslexic children because WM deficits make it extremely difficult to synthesize information while reading. Reading a paragraph requires a person's WM to hold on to each letter, the sound associated with it, the words that contain specific letters, and the sentences constructed from those words. The reader needs to hold on to this information long enough to put the sentences together and comprehend the text. This demand overwhelms the WM of a person with dyslexia (Smith-Spark, 2007). As a result, LD students get low grades although they do not have a lower mentality capacity or an IQ compared to regular children.

### *How language is studied in LD classes in Israel.*

English as a foreign language is extremely complex for Hebrew speakers. Nevertheless, most children learn it quickly and with ease due to computer games and films without translation. LD students might speak English fluently but have severe difficulties in the classroom because they often get distracted. Moreover, problems with WM and deficits in phonological processes cause misspellings and misunderstandings of instructions and tasks. (Nicolson& Fawcett, 2008, p.47). As a result, students often get frustrated and give up.

*Julia Koifman*
***Educationist***
*Rupin* - **Israel**

However, the research in neuroscience and psychology suggests that when LD students enjoy learning, it enhances their short-term memory, stimulates their long-term memory to keep the information, and makes them interested and focused. When they understand films, songs, and computer games they get motivated to speak English. In addition, when they get good grades and achieve their learning targets, the educational process succeeds. Thus, in my classes, many non-readers play table games or online ones, which helps me to avoid discipline problems. Usually, I use flashcards that enable them to connect letter patterns with associated sounds. When this stage is over, they connect specific letters with objects in the flashcards and pictures. In this way, they enlarge their vocabulary and start speaking step by step. Since they have poor verbal WM, I have to repeat such games but I diversify the activities in the classroom. In the beginning, they give short answers while being asked but later they try to describe what they see in the pictures. At the same time, I give them spelling, vocabulary, sentence-structure games, and short texts to enhance their cognitive processes and develop reading comprehension skills.

Conclusion.

Dyslexic students face greater challenges in learning ESL and it takes them much more time to be fluent in reading and get prepared for final exams. Although many of them speak English fluently, they confuse letters, word order, sentence structure, and grammar tenses. Therefore, remedial teachers should offer spelling, vocabulary, and grammar games every lesson and give short quizzes every week. I create self-checking online activities and they help my students a lot. To enable them to pass the matriculation exam, the Israeli Ministry of Education uses the psycholinguistic approach and offers them oral or computerized tests.

Many autistic people have skills in some very high areas of cognition, while other areas of cognitive functioning are below what is expected for their age. Thus, most people with autism have uneven cognitive abilities. This "uneven cognitive profile" often leads to problems during schooling. On the other hand, some cognitive features in autism may be strengths of autistic people. Furthermore, dyslexic people may be very good at art and music.

No doubt, all people are different. However, neurodiversity is recognized within reasonable limits beyond which disability begins. Besides, the older people with neurodiversity become, the more likely they develop psychic disabilities. However, some want to hold on to their disability to recognize that the workplace and school environment have not yet adapted to their needs. Nevertheless, people with neurodiversity are still at a disadvantage.

# Students moving away from career due to conflict between IIMT University

EJ- *Yatender Singh*

Disputes between students and the management often lead to chaos. It is a fact that the university does not care about the future or development of the students. Instead of focusing on student careers, IIMT University aims at creating new channels or gimmicks to collect money from the pocket of students. Like the high rate of charging percentage from students in the name of late fees.

Just some time back, pharmacy students were declared failed in practicals. Instead of passing the failed students in practicals, the management demanded a hefty amount from the students, which was strongly opposed by the students.

At that time also students pointed out that management's focus is only on extorting money from students, and conflict between management and students has become day to day activity at IIMT University. If IIMT provides us with good faculty and focuses on our career then we should make a good career and this will also increase the name and fame of IIMT but they are not focused on this rather they consider this education process as just an education Let's take it as. Luxury Showroom. The students also said that IIMT University had promised Millions of scholarships to the students through advertisement but in reality, the view is opposite and fake.

***One such incident came to light on 23 May 29, 2023 (Tuesday) when some students called the Education Jagat office and told about the misbehavior and abusive language of IIMT staff at the Admission Cell office. When our correspondent reached for a reaction on the above incident, IIMT Chairman handed over his phone to his colleague Amit Mittal on the third attempt. Amit Mittal gave a sly reply that "You will get this information only in the* Kabari Bazar of Meerut". *, But the mentality of* Meerut Kabari Bazar *is still in the mind of IIMT management. How to secure a student's future in this type of management mindset, the answer is still missing?***

# India, US launch working group on education and skill development to boost employability

EJ- *New Delhi*

Acknowledging the importance of skilling and vocational education in the industry-centered era, India and the US launched the India-US Working Group on Education and Skill Development.

The Union Ministry of Education and the US Department of State virtually launched the India-US Working Group on Education and Skill Development, to enhance cooperation and collaboration between the two countries in the field of education and skill development.

The two countries discussed skilling and vocational education; certification and recognition; matchmaking between US and Indian higher educational institutions and engaging with the private sector.

Neeta Prasad, Joint Secretary for International Cooperation, Ministry of Education, and. Donald Lu, Assistant Secretary of State for the Bureau of South and Central Asian Affairs, US Department of State co-chaired the Working Groups from India and US respectively.

The establishment of the India-US Working Group on Education and Skill Development was announced by the leaders on the sidelines of the 2+2 Ministerial Dialogue held between India and the US in Washington DC on April 11 last year.

"Recognizing the need to align skills training programs with industry requirements, both sides agreed to foster partnerships between educational institutions, industry stakeholders, and relevant government agencies. This collaboration aims to address skills gaps, enhance employability, and promote entrepreneurship in both countries," according to a statement issued by the ministry.

The delegations emphasized the significance of certification and recognition mechanisms in ensuring the quality and portability of skills across borders.

India explained the importance of mutual recognition of academic qualifications and skill certifications which is essential for smooth mobility of students and professionals between the two countries.

Recognizing the potential for collaboration in the field of higher education, the delegations discussed the importance of matchmaking between higher educational institutions in India and the US.

They acknowledged the benefits of promoting student and faculty exchanges, joint research programs, and collaborative projects between universities and colleges of both countries.

The delegations agreed to encourage and facilitate such partnerships to foster academic and cultural exchange, enhance educational quality, and promote innovation and knowledge-sharing.

Both sides agreed to encourage greater inter-linkages amongst the educational institutions. Indian side proposed that developing joint/dual and twinning courses in areas of mutual interest could be explored.

They also acknowledged the importance of engagement with the private sector to align the education sector with the needs of the job market.

Acknowledging the vital role of the private sector in driving innovation, creating job opportunities, and supporting the education sector, the two countries agreed to explore avenues to promote public-private partnerships in education and skill development initiatives.

Noting that student and faculty exchanges are at the heart of the knowledge partnership between both countries, India highlighted the need for expeditious visa issuance and reaffirmed their ongoing efforts on this issue.

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# JMI reschedules entrance test dates for UPSC preparation, exam on 18 June

EJ- *New Delhi*

Jamia Millia Islamia on re-scheduled the dates for the entrance test of Residential Coaching Academy for preparation for Civil Services Coaching Programme 2023. Candidates now have time till June 5 to apply at the official website — jmicoe. in.

The online application process started on April 20. The portal will re-open for editing the application form on June 6. According to the revised schedule, the entrance test will be conducted on June 18. The paper for general studies (objective type) will be held from 10 am to 12 pm and paper two (essay) will be held from 12 pm to 1 pm.

The tentative date for the result of the written test is July 18 and the tentative dates for the interview are July 22 to August 12. The final result will likely be released on August 10. The last day for completion of admissions is August 20. The registration of waiting list candidates will be from August 24 to 25. The waiting list of candidates will be admitted on August 28, following which the orientation for classes will be conducted on August 31.

This entrance test will be held at 10 centers across the country-Delhi, Srinagar, Jammu, Hyderabad, Guwahati, Mumbai, Patna, Lucknow, Bengaluru, and Malappuram (Kerala).

The written test would comprise General Studies (objective type only) on UPSC's model (only in English, Hindi, and Urdu) and essay writing in English, Hindi, and Urdu to test the candidate's general awareness, critical thinking, logical thinking, reasoning and comprehension and written communication. There would be negative markings for objective-type questions in the test. One-third of the marks would be deducted for a wrong answer.

Test series prelims will be held from January 2024 to April 2024 and the test series main will be conducted from June 2024 to September 2024. There are 100 seats available and hostel accommodation is compulsory.

The essays of only the top 800 students will be evaluated based on the MCQ test paper. The application fee is Rs 950 + applicable basic charges.

# 80% of students fail in Haryana Board's X, XII open exam

EJ- *Bhiwani*

Haryana Board of School Education has released the result of the open examination of classes 10th and 12th. One shocking thing in the released exam results is that more than 80% of the children have failed both exams. Children from rural areas have passed more than urban children. Education Board Chairman BP Yadav said that the result of the Secondary Open School Entrance Examination is 17.36% and Secondary Open School The development of the second open school examination is 19.73 percent, the result of senior secondary open school has been 21.65 percent and the impact of old secondary open school has been 37.67 percent.

The board chairman said that 10387 students appeared in the secondary open school examination, of which 1803 students have passed and 8584 students have a compartment.

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## Scholarship Alert

**Scholarship:** GyanDhan Scholarship 2023
**Description:** GyanDhan Scholarship 2023 is an opportunity offered by Gyandhan (India's first education financing marketplace) to financially support postgraduate-level students. The aim of this programme is to provide financial support to those students who are taking an education loan and want to lessen their financial burden.
**Eligibility:** Open for Indian applicants who have an undergraduate degree from recognized Indian institutes. The applicants must be willing to pursue a two-year postgraduate course in the US, Canada, UK, Australia, Ireland, New Zealand & Germany.
**Prizes & Rewards:** INR 1 lakh (one-time)
**Application:** Online applications only
**Last Date to Apply:** August 31, 2023
**Short Url:** www.b4s.in/jagat/GDSA6

**Scholarship:** Esri India M.Tech Scholarship Program 2023
**Description:** Esri India M.Tech Scholarship Program 2023 is an opportunity offered by Esri India* to students of Geoinformatics or a course that involves studying remote sensing, GIS, spatial modelling, spatial analysis, digital image processing for GIS and related subjects, for their respective students.
**Eligibility:** Open for Indian applicants who are 18 years of age. The applicants must be at the beginning of 2nd year of a postgraduate course [M.Tech./M.Sc.] in Geoinformatics or a course that involves remote sensing/GIS/spatial modeling/ spatial analysis/digital image processing for GIS and related subjects.
**Prizes & Rewards:** INR 1 lakh per student per year
**Application:** Via email only at - gis.education@esri.in
**Last Date to Apply:** July 10, 2023
**Short Url:** www.b4s.in/jagat/GISU1

**Scholarship:** Medhaavi Engineering Scholarship Program 2023-24
**Description:** Bharat Petroleum Corporation Limited (BPCL) is offering financial assistance to underprivileged students pursuing engineering courses at specified 20 NITs across India and encouraging them to pursue their higher studies, gain self-confidence, achieve independence, and become employable.
**Eligibility:** Students enrolled in engineering courses (any year) in the academic year 2023-24 at any of the specified 20 NITs across India are eligible. Applicants must have scored at least 55% marks in Class 12 examination. The annual family income of the applicants should be less than INR 8 lakh from all sources.
**Prizes & Rewards:** One-time fixed scholarship of INR 50,000
**Application:** Online applications only
**Last Date to Apply:** May 25, 2023
**Short Url:** www.b4s.in/jagat/BPCLS1

**Scholarship:** DPIIT Internship Program 2023
**Description:** DPIIT Internship Program 2023 is an opportunity hosted by the Department for Promotion of Industry and Internal Trade (DPIIT), Ministry of Commerce and Industry, Government of India to financially help the research scholars, graduate and postgraduate students. The aim of this internship program is to train the students about the working culture of the Government of India.
**Eligibility:** The applicants must be pursuing graduation, postgraduation and research in the field of Engineering, Management, Law, Economics, Finance, Computers and Library Management. The applicants must be enrolled in a recognized university within India or abroad.
**Prizes & Rewards:** INR 10,000 per month and experience certificate
**Application:** Online applications only
**Last Date to Apply:** Round The Year
**Short Url:** www.b4s.in/jagat/DPIIT1

# Why Investing in Business Management Courses is Essential in Today's World

*Dr. Smitha Shine*
*Loyola Academy*
*Hyderabad* - India

In today's fast-paced world technical skills alone are no longer sufficient for success. It is about holistic job skills. Employers are looking for people having creative problem-solving skills, a collaborative mindset, and the ability to deal with crises. They are finding not only the right people but people with the right skills and mindset. How can one acquire these skill sets? Indeed, it is through management education like MBA. MBA graduates are in high demand in the corporate world and they are often sought after for their expertise in areas such as Finance, Human Resources, Marketing & Operations. According to statistics in 2023, employability among Indian MBA graduates will be more than 60% when compared to 2021 which was 41%. The demand for MBA graduates is expected to remain robust over the next decade and beyond.

MBA course explores the principles and practices of managing an organization. It teaches how to plan, organize, lead, and control resources to achieve organizational objectives effectively and efficiently. The main purpose of the MBA program is to develop the knowledge, skills, and attitudes required to lead and manage an organization and develop strategies to achieve success. In today's complex and dynamic business environment, organizations require managers who can think strategically, adapt to change, and lead teams effectively. A manager must possess a wide range of skills, including communication, problem-solving, decision-making, and leadership. Without these skills, a manager may struggle to succeed in their role, and the organization may suffer as a result. Engineering, science, and mathematics are all technical fields that require a high level of knowledge and skill. However, these fields do not typically provide students with the necessary management skills to lead and manage organizations effectively. As a result, many engineers, scientists, and mathematicians struggle to transition from technical roles to managerial positions. With rapidly changing markets and technological advancements, it is becoming increasingly important to possess management skills in addition to technical knowledge. That is why management education becomes necessary for students in all streams. Because after doing MBA, students will be better equipped to take on leadership roles and manage organizations effectively. Many companies are encouraging their employees to pursue an MBA while working. Employees who have the MBA qualification can perform well. Furthermore, it will help bridge the gap between technical and non-technical employees within organizations. Technical employees, such as engineers and scientists, often struggle with communication and leadership skills, which can lead to a disconnect between technical teams and non-technical teams. By providing technical employees with management education, they will be better equipped to communicate with non-technical teams and manage cross-functional projects effectively.

Today an MBA degree is valuable in India because of the country's growing entrepreneurial culture and rapid adaptation to technology. According to the Corporate Recruiter Survey of 2022, 97% of employers hired MBA graduates in 2021. It was high when compared to 80% in the year 2020. Management education will help students to develop a broader perspective on the role of organizations in society. Students will learn about the importance of social responsibility, ethical leadership, and sustainable business practices. They will also learn how to manage resources effectively and efficiently, which is critical for organizations that operate in a resource-constrained world. Apart from this, it will help students develop soft skills that are essential for success in any field. Soft skills, such as communication, teamwork, and problem-solving, are highly valued by employers, and they are often the deciding factor in hiring decisions. Students will be better prepared for success in the workplace, by learning these skills early in their careers. In addition, it will also benefit organizations and society as a whole. Organizations will benefit from having employees who possess both technical and managerial skills, as they will be better equipped to manage projects, lead teams, and make strategic decisions. Society will benefit from organizations that operate ethically, responsibly, and sustainably, as this will lead to a better world for all.

## NCERT drops...

sion have already been printed, the changes will reflect in the digital books," Kumar added.

The Anandpur Sahib resolution was a document adopted by the Shiromani Akali Dal in 1973. The resolution affirmed the party's commitment to the Sikh religion and demanded greater autonomy for Punjab.

It also demanded that the city of Chandigarh should be handed over to Punjab and that Punjabi should be given second-language status in neighboring states.

Dropping several topics and portions from the NCERT textbooks last month triggered a controversy with the Opposition blaming the Centre for "whitewashing with vengeance."

At the heart of the row was the fact that while the changes made as part of the rationalization exercise were notified, some of these controversial deletions weren't mentioned in them.

This led to allegations about a bid to delete these portions surreptitiously.

The NCERT had described the omissions as a possible oversight but refused to undo the deletions, saying they were based on the recommendations of experts.

It has also said the textbooks are anyway headed for revision in 2024 when the National Curriculum Framework kicks in.

However, later NCERT changed its stand and said "Minor changes need not be notified."

Among the references that were dropped from the class 12 history textbook were certain portions on Mahatma Gandhi and how his pursuit of Hindu-Muslim unity "provoked Hindu extremists", and on a ban on the RSS.

"Gandhiji's death had a magical effect on communal situation in the country", "Gandhi's pursuit of Hindu-Muslim unity provoked Hindu extremists" and "Organisations like RSS were banned for some time" are among the portions deleted from the textbook.

The portions referring to the Gujarat riots were also dropped from the class 11 sociology textbook, months after NCERT removed the reference to the 2022 communal violence in two class 12 textbooks.

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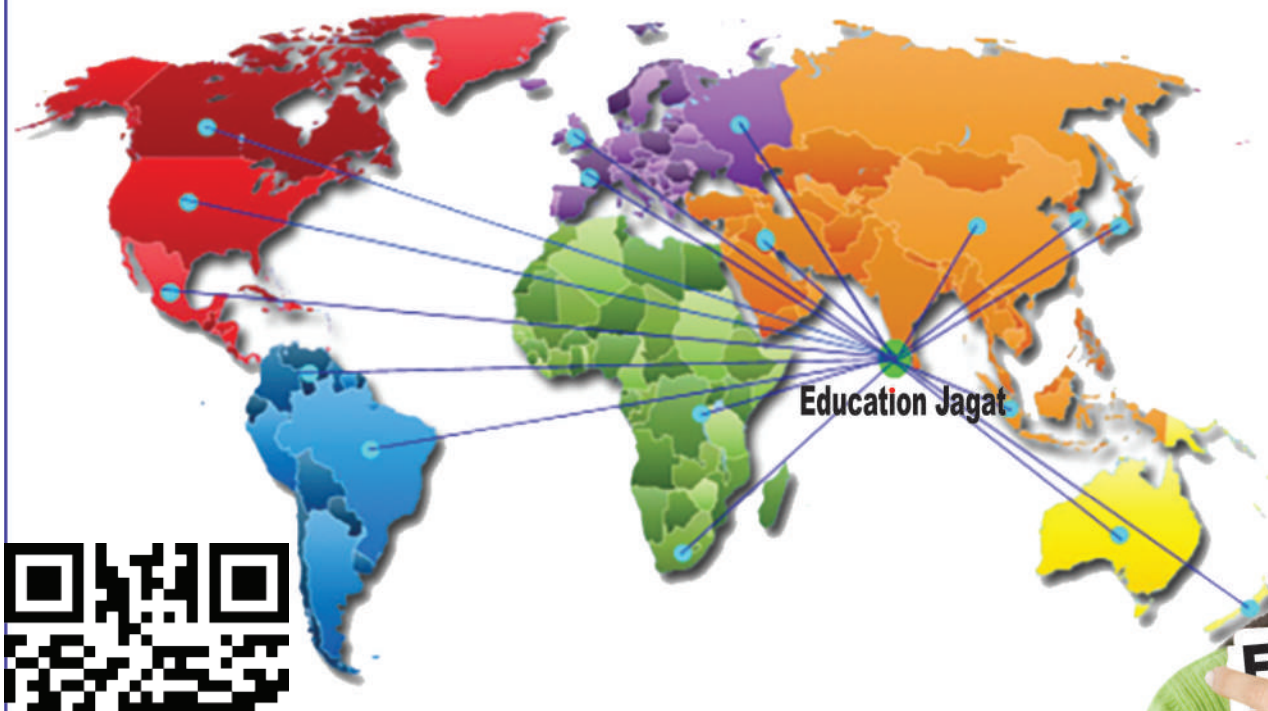

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*Figures in Million's*

| | Qtr. Ended Dec.2022 | Qtr. Ended March 2023 | Groth % |
|---|---|---|---|
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| Global Readers | 2.47 | 2.78 | +12.63% |

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# UAE pupils celebrate top marks in Indian board exams

EJ- *Dubai*

The Central Board of Secondary Education announced the results for final year Class 12 exams, Many jubilant pupils are now preparing to start university in September.

In the current academic year, pupils sat two sets of exams, the first in March and the remainder in April this year. They have a global pass percentage of 87.33 percent.

A large number of pupils in the UAE scored in the high 90s, to the delight of their schools and families.

A total of 2,212 pupils across 10 schools in Gems Education's CBSE curriculum schools across the UAE took board exams, recording a pass rate of 99.9 percent.

"On behalf of Gems Education, let me extend my heartfelt congratulations to all pupils for bringing distinction and accolades to themselves and their schools in the CBSE board examinations. Your commitment to excellence has been truly outstanding," said Michael Guzder, senior vice president of education at Gems Education.

Top performers at Gems Education included Ishika Khandelwal of Gems Our Own Indian School, who achieved a 98.6 percent result, and Pranamya Prasanna Belvai, of Gems Our Own English School in Dubai, who achieved a score of 98.4 percent.

At Gems United School in Abu Dhabi, Grade 12 pupils achieved an average result of 79 percent, with an average pass rate of 100 percent.

Top performers at Gems United Indian School in Abu Dhabi include Rishi Kumar, who achieved a score of 96.8 percent. He plans to study biomedical engineering at Imperial College London in September.

"I greatly attribute my success first and foremost to my parents and teachers, for without them I would not have been able to achieve anything close to this level," he said.

"Apart from this, what formed part of my daily routine was a dedicated study routine and special attention to fields of the subjects I most struggled with."

K George Matthew, principal and chief executive at Gems United Indian School said: "This commendable performance of our learners is the result of our efforts in providing rich educational opportunities and cognitive skill training, our partnership with parents, our teachers' relentless and dedicated approach in supporting learners, and, above all, learners' sustained effort in targeting achievements."

Atmika Sarathi, who is also a student at Gems United Indian School, achieved a score of 96.6 percent. She is planning to study law at the University of Bristol in the UK in September.

A perfect score of 100 percent was secured by 30 pupils at the Delhi Private School in Dubai across all subjects, including English, maths, computer science, and music.

Delhi Private School Dubai pupil Anish Mangla achieved a 98.4 percent score.

"I want to express my sincerest gratitude to all my teachers, school, and parents for the unwavering support and guidance that they have provided me throughout my academic journey," he said.

"Their encouragement and dedication have been the cornerstone of my success, and I cannot thank them enough for believing in me."

Rashmi Nandkeolyar, principal and director of DPS Dubai, paid tribute to the hard work of teachers, pupils, and parents.

"We are delighted with our school's CBSE Grade XII board results," she said.

"The class average being 88.4 percent is a testament to the hard work put in by our students and the dedication of teachers, not forgetting the support of parents."

# DHSE Kerala XII Result 2023 declared, 33,815 students score A+

EJ- *Thiruvananthapuram*

The Directorate of Higher Secondary Education (DHSE) today declared the results of the DHSE XII exams. Students can check their results at the official website – keralaresults. nic.in, prd.kerala.gov.in, result.kerala.gov.in,.

A total of students 4 lakh students appeared for the XII exam and the overall pass percentage is 82.95 percent. A total of 33,815 students scored A+ in DHSE while 373 VHSE students get A plus. The pass percentage is 87.31% for the Science stream while it is 71.93% for the Humanities. The Commerce students have scored 82.75%

Last year, a total of 4 lakh students appeared for the DHSE XII exams when exams began on March 30 and ended on April 22. The overall pass percentage stood at 88.37 passes percent and a 100 percent score was recorded by 78 schools. The result was declared on June 21.

In 2021, the DHSE XII arts result had the lowest pass percentage of 80.04 percent. DHSE XII Science and Commerce had a pass percentage of 90.52 percent and 89.13 percent respectively.

# MPBSE Class XII results 2023 declared

The Madhya Pradesh Board of Secondary Education (MPBSE) declared the MPBSE Class 12 results. Students can check their results at mpbse. nic. in, mpbse.mponline.gov.in, mpresults.nic.in.

The overall pass percentage has been recorded at 55.28 percent. Girls have outperformed boys overall as they scored 58.75 percent pass percentage, whereas boys got 52.00 percent. A total of 729426 students appeared in Class 12 exams, of which 353989 were girls and 375437 were boys.

This time, in the Commerce stream, the overall pass percentage was recorded as 57.37 percent. Girls outperformed by scoring 65.48 percent in comparison to 51.51 percent scored by boys. Prince Khemasara, Ani Jain, Yashwardhan Singh, Anamika Ojha, and Divyanshi Jain have topped the stream with 482 marks. Shaavni Singh Rathod stood second with 481 marks.

# Uttarakhand Board results 2023: Girls outperform boys in both Class X, XII

The Uttarakhand Board of School Education (UBSE) declared the Class 10 and 12 results through their official websites. Students can check their results at either result.nic.in or ubse.uk.gov.in.

A total of 1,23,945 students had appeared for the Class 12 exam out of which, 1,00,380 managed to clear the exam. For the Class 10 exam, a total of 1,27,844 students had appeared for the exam out of which, 1,08,890 cleared the exam. The overall pass percentage of Class 12 is 80.98 percent and that of Class 10 is 85.17 percent.

As much as 83.49 percent of the girls who had appeared for the Class 12 exam passed while 78.48 percent of the total number of boys who had appeared for the exam passed. In the Class 10 exam, 88.94 percent of girls managed to secure passing marks while 81.48 percent of boys passed the exam.

# "Education Fever": changing international study trends in South Korea

EJ- *Agency*

This grueling eight-hour test determines whether a student stands a chance at gaining entry to the country's SKY universities, a term for the country's most prestigious institutions: Seoul National University, Korea University, and Yonsei University.

Attending one of these universities can change the course of a young person's life.

"That acts a little like a caste system. It says who you'll work for and who you'll marry and what car you'll drive," says Chris Dale, co-founder at Queen's College Seoul. "The students are told in the study rooms: study for another hour and you'll have a better-looking wife."

"They are kind of fanatic about it," says Kyuseok Kim, team leader at the State University of New York Korea.

But the odds are stacked against most. To stand a chance of gaining entry into SKY universities, students must typically fall in the top 1% of test-takers.

"Education here, it's a very, very stressful experience," says Dale. Some blame the skyrocketing youth suicide rate (South Korea has the highest suicide rate among OECD nations) on the academic pressures placed on school children.

In a country known for "education fever" and obsessed with its elite institutions, what does the future of international study look like?

**Attitudes to foreign study**

Almost 300,000 Koreans were studying abroad in 2018, before this number declined during the pandemic, with many flocking to the US, China, and Japan, among other countries.

Some countries facing population decline are expected to send fewer students abroad over the long term as competition for internal university places decreases, such as in China. But, while South Korea's population is declining, so too is confidence in the higher education system, outside of the elite universities.

"Despite the declining school-age population, the number of students who want to go abroad early at a young age and get a degree quickly as well as jump into the global job market has increased even more after Covid-19," says Emily Yoon, regional manager for North Asia at Kaplan International Pathways.

For some, international education is a backup choice for SKY universities. When students don't get the grades needed to apply to those universities, there is often "a mad scramble" to see what other options are available, says Dale. "That's when people start searching for things like A-levels in one year".

**International destinations**

The US remains the destination of choice among South Koreans. In 2021/22, over 40,000 Koreans were studying in the US, accounting for America's third largest source market. Students commonly aim for top-ranked and Ivy League schools.

"The US is the most popular destination and I don't think it's going to change," says Kim, but the figures are declining over the long term. The number of South Korean students in the US peaked in 2010/11 at 73,000, according to Open Doors data.

"They don't like the uncertainty politically and they think it's a bit scary," says Dale. The US is also losing out to other destinations.

"Now, more and more Korean students are choosing to study in a country more reasonably and smartly that can reduce the total study period and expenses," says Yoon.

Families are attracted by the post-study work options in the UK and Canada, while closer-to-home locations such as Singapore and Hong Kong are also emerging as destinations of choice.

But the US isn't ready to let go yet. "The US institutions are so aggressive to recruit Korean students to turn the trend back to what they experienced in the past," says Kim.

**Transnational education**

Instead of going abroad, some young Koreans are taking transnational courses from their home country. "As the craze for overseas education grows every year, the number of domestic global campuses and international schools of overseas universities has increased even more in Korea," says Yoon.

In 2012, the Korean government invested $1 billion in launching the Incheon Global Campus, an education hub that aimed to internationalize Korea's higher education system and entice foreign students to the country to counteract the outward drain of students each year.

SUNY Korea, a branch of the State University of New York, recruited record numbers of Korean students during the pandemic but the Incheon campus as a whole is lagging behind its initial targets. While South Korea was home to a record 200,000 international students in 2022 (of whom 40% came from China and almost 23% from Vietnam), Incheon Global Campus remained far from reaching its target of 10,000 students.

"Efforts to increase awareness and visibility take so much longer than expected," says Kim. "We are competing with the other education hubs in Singapore and Malaysia or even Qatar or the United Arab Emirates."

K12

Decision-making about international education can begin at an early age. In South Korea, traditional international schools are, for the most part, limited to foreign passport holders or Korean children who have lived overseas for several years.

The other option is to attend hagwons, private institutions that can incorporate foreign education. But choosing to pull your child out of Korea's state education system is a big decision.

"If Korean nationality students want to go to one of these schools, then they basically have to waive their rights to a Korean education and then they can't jump back into the schooling as well," Dale says. "So it's a really big decision for families to make.

"If you choose that route, then you've got to have the cash to pay for international university because you can't get into a Korean university.

**The Future of international education**

Although "education fever" is real in South Korea, change is slow. Kim describes Korean families as "very conservative", saying that many worry about taking new chances and exploring different opportunities.

"Koreans often feel a little anxious if they're taking a different path in a culture that is held together really tightly," agrees Dale.

But new options, like branch campuses and online education, are slowly making their way into the ecosystem. According to Kim, Korean people are starting to think about "something different".

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